

MILFORD BOARD OF EDUCATION
COMMITTEE OF THE WHOLE
Parsons Board Room
70 West River Street
Milford, CT 06460

**May 26, 2026
7:00 - 9:00 p.m.**

Live Streamed on YouTube
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Available on Optimum and Frontier Government Access Channels

The Public Comment portion of our agenda gives members of the public the opportunity to comment on matters that pertain to the Board of Education. Please keep in mind that the structure of our meeting does not allow for two-way dialogue during public comment or to answer questions, and we ask that you keep your comments limited to 3 minutes.

Citizens who only want to watch the meeting have the option to access the YouTube live stream:
[MGAT Edu Link on YouTube](#) or one of the cable Government Access Channels.

Agenda

- I. Call to Order
- II. Roll Call
- III. 2027 - 2031 Capital Improvement Plan (Action Requested) - Mr. Sean Brennan
- IV. Approval of Ed Specifications for Jonathan Law High School Esports
(Action Requested) - Mr. Brennan
- V. Approval of Ed Specifications for Joseph A Foran High School Esports
(Action Requested) - Mr. Brennan
- VI. Public Comment

Public Comment

Speakers may offer objective comments about school operations and programs. The Board encourages speakers not to express personal complaints or defamatory comments about the Milford Board of Education personnel or any person associated with the Milford Public School System. Security issues and matters relating to negotiations/grievances will not be permitted. Consistent with the principles of the Federal Education Right to Privacy Act, discussion of students is prohibited absent parental waiver. Public comment does not allow for two-way conversation between speakers and the Board. We welcome and appreciate your comments and opinions and all will be taken into consideration. Please note our meetings are televised and live-streamed on YouTube. We ask that you state your name and address for the record and limit your comments to three minutes. Public Comment is limited to agenda items only.

- VII. Adjournment

MILFORD BOARD OF EDUCATION AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 26, 2026

Prepared By: Sean Brennan

Presented By: Sean Brennan

Attachments: 2027-2031 Proposed Capital Improvement Plan (1 page)
2027-2031 Proposed Capital Improvement Plan – Project Descriptions
(14 pages)

Subject: Capital Improvement Plan for 2027-2031

Connection to Milford Public Schools Commitments: Commitment #9: We are committed to operational excellence that ensures Milford Public Schools invests in the newest and most advanced practices to ensure relevant and progressive educational opportunities for all students.

Background: Each year, the Board of Education submits a Capital Improvement Plan (CIP) to the Mayor. The CIP is a **planning tool** that identifies the basic capital needs of the school system over the next five years. **It is important to note that this is only a plan and does not carry any funding commitment.** Each year, the Mayor and the Board of Aldermen decide which projects will be funded. The **dollar figures contained in the plan are estimates only**. Detailed design, planning, and estimates are developed once a design professional is hired.

Status: This proposed 2027–2031 CIP identifies the anticipated capital infrastructure needs of the district over the next five years. The proposed plan includes funding requests for the continuation of several ongoing, phased projects, including district-wide HVAC/ventilation/boiler replacements, asbestos abatement and flooring tile replacements, pool replacement, and parking lot repairs. Additionally, this CIP requests initial architectural and engineering (A&E) design fees to construct new elementary schools on the current JFK and Live Oaks Elementary School sites, reflected by the Board of Education in the recently adopted Long Range Facilities Master Plan.

The CIP also identifies several career-pathway and educational program upgrades in areas such as Allied Health and Biotechnology, Marine Science and Aquaculture, Performing Arts, Restaurant and Food/Beverage Management, Architecture and Construction, and Agriculture and Veterinary Science. To maintain a fiscally disciplined five-year horizon, these specialized projects have been organized into a distinct section at the conclusion of this document labeled *Long-Range Planning (LRP) Programming Needs*, with the intention of systematically phasing them into the active capital plan over time.

RECOMMENDATION: That the Board of Education approve the 2027-2031 Capital Improvement Plan as recommended by the administration and forward the plan to the Mayor for consideration and funding.

Recommended by the Superintendent: _____

Agenda Item # _____

**CAPITAL IMPROVEMENT PLAN
2027-2031**

PROJECTS FUNDED IN 2024-2025			
2025-2026	SCHOOL	PROJECT	COSTS
	Various Schools	Misc. Improvements - HVAC/Ventilation/Boilers/Masonry	2,000,000
	Elementary Schools	Playgrounds & Playing Fields - Repair and Replacement	600,000
	Various Schools	Parking Lot Repairs	500,000
	Foran High School	Architectural and Engineering Services for Pool Design	300,000
	Various Schools	Ongoing Asbestos Abatement/Tile, Tunnel, Pipe, Insulation	2,000,000
			5,400,000

YEAR REQUESTED	SCHOOL	PROJECT	* ESTIMATED COSTS
2026-2027	JFK Elementary School	New Construction - Architectural and Engineering Design Phase	3,000,000
	Live Oaks Elementary School	New Construction - Architectural and Engineering Design Phase	3,000,000
	Foran High School	Technical Education Facility & Equipment Improvements	9,600,000
	Various Schools	Misc. Improvements - HVAC/Ventilation/Boilers/Masonry	2,000,000
	Foran High School	Auditorium Lighting, Rigging, Sound, Carpentry and Finishes	1,000,000
	Various Schools	Parking Lot Repairs	500,000
	Foran High School	Architectural, Engineering, and Construction Phase for Pool Renovation	5,000,000
	Various Schools	Install Air Conditioning	1,000,000
	Foran High School	Design and Engineering for HVAC	500,000
	J. Law High School	Design and Engineering for HVAC	300,000
			25,900,000
2027-2028	JFK Elementary School	New Construction - Construction Phase	83,000,000
	Live Oaks Elementary School	New Construction - Construction Phase	83,000,000
	J. Law & Foran High Schools	Athletic Fields - Artificial Turf Replacement	2,000,000
	Various Schools	Misc. Improvements - HVAC/Ventilation/Boilers/Masonry	2,000,000
	Various Schools	Ongoing Asbestos Abatement/Tile, Tunnel, Pipe, Insulation	1,000,000
			171,000,000
2028-2029	Various Schools	Misc. Improvements - HVAC/Ventilation/Boilers/Masonry	2,000,000
	Various Schools	Parking Lot Repairs	500,000
	Foran High School	HVAC Upgrades (Phase 1) Chiller/Backup/Mechanical Spaces	5,000,000
	J. Law High School	HVAC Upgrades (Phase 1) Mechanical Spaces/RTU	2,500,000
			10,000,000
2029-2030	Various Schools	Install Air Conditioning	1,000,000
	Various Schools	Misc. Improvements - HVAC/Ventilation/Boilers/Masonry	2,000,000
	Various Schools	Ongoing Asbestos Abatement/Tile, Tunnel, Pipe, Insulation	1,000,000
	Various Schools	Parking Lot Repairs	500,000
	Foran High School	HVAC Upgrades (Phase 2) Chiller/Backup/Mechanical Spaces	5,000,000
	J. Law High School	HVAC Upgrades (Phase 2) Mechanical Spaces/RTU	2,000,000
			11,500,000
2030-2031	Various Schools	Install Air Conditioning	1,000,000
	Various Schools	Misc. Improvements - HVAC/Ventilation/Boilers/Masonry	2,000,000
	Various Schools	Parking Lot Repairs	500,000
			3,500,000
		TOTAL ONGOING CAPITAL IMPROVEMENTS	221,900,000

School	LRF Programming Needs
High Schools	Allied Health/Biotechnology
High Schools	Marine Science & Aquaculture
Law High School	Performing Arts
Foran High School	Restaurant, Food, & Beverage Management
Foran High School	Performing Arts
Law High School	Restaurant, Food, & Beverage Management
High Schools	Architecture & Construction
High Schools	Agriculture & Veterinarian Science

NOTES:

* **Dollar figures are estimates only;** detailed design, planning, and more accurate financial projections are developed after a design professional is hired. Also, with any building project there is a significant risk of escalation if PCB's and/or asbestos are discovered.

1. A portion of these projects may be eligible for State reimbursement; Milford's current state reimbursement rate is 37.86% for renovations, alterations, and extensions, and 27.86% for new construction, both of which are subject to change at any time by the State.

2. Above estimates do not include financing costs. These are calculated by the City Finance Director and are not eligible for State reimbursement.

**MILFORD BOARD OF EDUCATION
2027-2031 CAPITAL IMPROVEMENT PLAN
PROJECT DESCRIPTIONS**

2026-2027

- **JFK Elementary School – New Construction – Architectural and Engineering Design Phase**

Project: The adoption of the Long Range Facilities Master Plan established a clear directive to construct a modern elementary school on the current JFK Elementary School site to meet our community's long-term educational and demographic needs. As the critical first step in this plan, the Architectural and Engineering (A&E) Design Phase transforms our district's educational vision into a legally compliant, fiscally disciplined, and buildable blueprint. This phase begins with Schematic Design, where the team translates educational goals into initial layouts, analyzing site logistics (such as bus and parent drop-off loops), building orientation for natural light, and conceptual floor plans to produce a preferred design and preliminary cost estimate. Next, the Design Development phase refines the plans in a collaborative process between architects, structural, civil, and MEP (mechanical, electrical, plumbing) engineers to select durable, energy-efficient materials that comply with high-performance building standards.

Following system refinement, the team produces the formal Construction Documents, which are the exhaustive blueprints and technical specifications detailing the exact quality, grade, and installation methods of every wall, pipe, and electrical outlet required for public bidding and permitting. To safeguard public tax dollars throughout this entire process, the team conducts continuous cost estimates at every milestone to ensure the evolving design remains strictly aligned with the authorized CIP budget. If market volatility or design complexities threaten the budget, Value Engineering (VE) is strategically utilized to identify alternative materials or construction methods that reduce costs without sacrificing structural integrity, safety, or educational quality. This thorough, sequential engineering process effectively mitigates fiscal risk and ensures a seamless transition into the active construction phase.

- **Live Oaks Elementary School – New Construction – Architectural and Engineering Design Phase**

Project: The adoption of the Long Range Facilities Master Plan established a clear directive to construct a modern elementary school on the current Live Oaks Elementary School site to meet our community's long-term educational and demographic needs. As the critical first step in this plan, the Architectural and Engineering (A&E) Design Phase transforms our district's educational vision into a legally compliant, fiscally disciplined, and buildable blueprint. This phase begins with Schematic Design, where the team translates educational goals into initial layouts, analyzing site logistics (such as bus and parent drop-off loops), building orientation for natural light, and conceptual floor plans to produce a preferred design and preliminary cost estimate. Next, the Design Development phase refines the plans in a collaborative process between architects, structural, civil, and MEP (mechanical, electrical, plumbing) engineers to select durable, energy-efficient materials that comply with high-performance building standards.

Following system refinement, the team produces the formal Construction Documents—the exhaustive blueprints and technical specifications detailing the exact quality, grade, and installation methods of every wall, pipe, and electrical outlet required for public bidding and municipal permitting. To safeguard public tax dollars throughout this entire process, the team conducts continuous cost estimates at every milestone to ensure the evolving design remains strictly aligned with the authorized CIP budget. If market volatility or design complexities threaten the budget, Value Engineering (VE) is strategically utilized to identify alternative materials or construction methods that reduce costs without sacrificing structural integrity, safety, or educational quality. This thorough, sequential engineering process effectively mitigates fiscal risk and ensures a seamless transition into the active construction phase.

- **Joseph A. Foran High School – Technical Education Facility & Equipment Improvements**

Project: This project is in line with the plan to enhance Career and Technical Education (CTE) pathways and bring the high school classroom spaces up to modern industry standards. Currently, the Permanent School Facilities Committee and Silver Petrucelli Architects are in the process of expanding and renovating the Tech Ed wing at Jonathan Law High School. The City originally designated \$10 million across the 2022-2023 and 2023-2024 bond allocations to upgrade both high schools; however, recent market cost

escalations forced the City to prioritize Jonathan Law first. The Foran project was placed on hold, and additional CIP funding is now required to complete the necessary upgrades at Joseph A. Foran High School, establishing vital academic parity between the two buildings.

- **Miscellaneous Improvements - HVAC / Ventilation / Boilers / Masonry, etc.**

Project: This is an ongoing multi-phased program to replace the mechanical systems in our schools as they reach the end of their useful life cycle. This will include all HVAC equipment including but not limited to boilers, rooftop units, unit ventilators, exhaust fans, and variable refrigerant flow systems. It is imperative that we properly care for the equipment that affects indoor air quality. Proper replacement of this equipment on a planned schedule will ensure that our school buildings remain safe, healthy, and conducive to learning.

- **Joseph A. Foran High School - Auditorium Lighting, Rigging, Sound and Finishes**

Project: With original construction (1973), lighting, rigging and finishes in the Foran High School Auditorium, renovations are critically needed. After decades of use, systems designed for past technological standards and performance needs are inherently inadequate for today's diverse events. Original lighting may be inefficient and incapable of nuanced illumination, archaic rigging poses risks and limits creative staging. Similarly, the original sound infrastructure is likely incapable of delivering clear, rich audio required for modern presentations and performances, resulting in muddled acoustics and a diminished audience experience. Furthermore, worn-out finishes not only create an uninviting and outdated aesthetic but can also impact acoustics and audience comfort. Investing in these comprehensive upgrades is not merely an aesthetic choice but a vital investment in safety, functionality, and the ability to host contemporary events that meet current expectations for quality and engagement.

- **Parking Lot Repairs**

Project: The need for parking lot repairs at various schools stems directly from the deteriorating condition of surfaces that are nearing the end of their useful life. Years of

exposure to harsh weather cycles, heavy vehicle traffic, and the natural aging of asphalt have led to cracking, pothole development, and areas of crumbling. These issues not only create an unwelcoming first impression for visitors, staff, and students, but more importantly, they pose tangible safety hazards. Uneven surfaces can cause trips and falls for pedestrians, while potholes can damage vehicles and make navigating the lot difficult and unsafe, especially during peak drop-off and pick-up times. Furthermore, neglected damage can lead to costly subsurface water infiltration, exacerbating the problem and requiring even more extensive, expensive repairs down the line.

- **Joseph A. Foran High School - Pool Renovation**

Project: The pool at Foran High School is starting to fail, and we have growing concerns about the immediate potential closure of this part of the school. The swimming pool at Foran High School faces a critical need for renovation, stemming from years of continuous use and the inherent limitations of aging infrastructure. As a facility that has served generations of students and the wider community, the pool's components are nearing, or have exceeded, their intended lifespan. This manifests in a range of issues, from increasingly frequent and costly repairs to the basic filtration and heating systems, to concerns regarding the integrity of the pool structure, piping, competitive swimming equipment, basin and deck, along with public accessibility and ADA compliance.

- **Install Air Conditioning - Various Schools**

Project: This is an on-going multi-phased effort to install air conditioning at all schools district-wide. When heat indexes reach excessive levels it is not conducive to teaching and learning and the school days are often disrupted by cooling protocols and early dismissals. It is anticipated that summer programs will increase in the future to enhance educational acceleration and enrichment. In addition, air conditioning should be considered in any major project undertaken through the CIP process.

- **Joseph A. Foran High School - Design and Engineering for HVAC**

Project: This project encompasses the comprehensive design, engineering, and construction preparation for the modernization of the central chiller plant and associated mechanical room infrastructure at Joseph A. Foran High School. The goal of

this initiative is to replace aging, inefficient, and end-of-life mechanical systems with highly efficient, reliable, and environmentally friendly cooling and ventilation solutions.

- **Jonathan Law High School - Design and Engineering for HVAC Mechanical rooms and RTUs**

Project: This project encompasses the professional design, engineering, and construction preparation for the comprehensive modernization of core mechanical rooms and the replacement of aging Roof Top Units (RTUs) at Jonathan Law High School. This initiative aims to replace failing, inefficient decentralized heating and cooling equipment with modern, energy-efficient units and upgraded mechanical room infrastructure

2027-2028

- **JFK Elementary School – New Construction – Construction Phase**

Project: Following the successful completion of the design phase, the project moves into the active Construction Phase to physically realize the new elementary school on the current JFK Elementary School site. This phase begins with comprehensive site mobilization, including erecting safety fencing, establishing staging areas, and executing civil engineering tasks such as mass grading, utility line routing, and stormwater management installation. Work then progresses systematically from structural foundation pouring and framing to the installation of the building envelope, which includes windows, roofing, and masonry. Throughout this build, mechanical, electrical, and plumbing (MEP) contractors will rough-in HVAC zoning, plumbing systems, and data infrastructure networks required to support modern, technology-rich educational learning environments.

Comprehensive sequencing and stringent safety protocols will be enforced to manage construction logistics smoothly, minimizing disruption to the surrounding neighborhood while keeping student, staff, and public safety as the project's highest priority. Furthermore, the district intends to leverage this active job site as a living laboratory, creating unique educational opportunities where students can engage in supervised site observations, interact with

engineering professionals, and see sustainable architecture and STEM concepts applied in real time. This phase concludes with interior finishes, fixture installations, and commission testing of all critical building systems, culminating in final inspections, a certificate of occupancy, and a seamless transition to welcoming students into a state-of-the-art learning environment.

- **Live Oaks Elementary School – New Construction – Construction Phase**

Project: Following the successful completion of the design phase, the project moves into the active Construction Phase to physically realize the new elementary school on the current Live Oaks Elementary School site. This phase begins with comprehensive site mobilization, including erecting safety fencing, establishing staging areas, and executing civil engineering tasks such as mass grading, utility line routing, and stormwater management installation. Work then progresses systematically from structural foundation pouring and steel framing to the installation of the building envelope, which includes windows, roofing, and masonry. Throughout this build, mechanical, electrical, and plumbing (MEP) contractors will rough-in HVAC zoning, plumbing systems, and data infrastructure networks required to support modern, technology-rich educational learning environments.

Comprehensive sequencing and stringent safety protocols will be enforced to manage construction logistics smoothly, minimizing disruption to the surrounding neighborhood while keeping absolute student, staff, and public safety as the project's highest priority. Furthermore, the district intends to leverage this active job site as a living laboratory, creating unique educational opportunities where students can engage in supervised site observations, interact with engineering professionals, and see sustainable architecture and STEM concepts applied in real time. This phase concludes with interior finishes, fixture installations, and commission testing of all critical building systems, culminating in final inspections, a certificate of occupancy, and a seamless transition to welcoming students into a state-of-the-art learning environment.

- **Joseph A. Foran & Jonathan Law High Schools - Athletic Fields - Artificial Turf Replacement**

Project: Our main athletic fields at both high schools have artificial turf which is low maintenance, extends the time that fields are available for play and are generally preferable for the amount of wear and tear that they get. The fields are used by our high school teams, youth and adult sports leagues as well as by the community at-large. The useful life expectancy for the

turf on these fields is 10-12 years. They were last replaced in 2014 & 2015 and will need to be replaced to ensure the safety of all who use the fields.

- **Miscellaneous Improvements - HVAC / Ventilation / Boilers / Masonry, etc.**

Project: This is an ongoing multi-phased program to replace the mechanical systems in our schools as they reach the end of their useful life cycle. This will include all HVAC equipment including but not limited to boilers, rooftop units, unit ventilators, exhaust fans, and variable refrigerant flow systems. It is imperative that we properly care for the equipment that affects indoor air quality. Proper replacement of this equipment on a planned schedule will ensure that our school buildings remain safe, healthy, and conducive to learning.

- **Asbestos Abatement / Tile Replacement / Tunnels, Pipes, Insulation**

Project: This is part of an ongoing multi-phased project to remove asbestos and any other hazardous materials including PCBs from all schools in our district and replace the floor and ceiling tiles as well as from around the utility tunnels including, replacement of pipes, fittings, and insulation.

2028-2029

- **Miscellaneous Improvements - HVAC / Ventilation / Boilers / Masonry, etc.**

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- **Parking Lot Repairs**

Project: The need for parking lot repairs at various schools stems directly from the deteriorating condition of surfaces that are nearing the end of their useful life. Years of exposure to harsh weather cycles, heavy vehicle traffic, and the natural aging of asphalt have led to cracking, pothole development, and areas of crumbling. These issues not only create an unwelcoming first impression for visitors, staff, and students, but more importantly, they pose tangible safety hazards. Uneven surfaces can cause trips and falls for pedestrians, while potholes can damage vehicles and make navigating the lot difficult and unsafe, especially during peak drop-off and pick-up times. Furthermore, neglected damage can lead to costly subsurface water infiltration, exacerbating the problem and requiring even more extensive, expensive repairs down the line.

- **Joseph A Foran High School - HVAC Upgrades (Phase 1) Chiller/Backup/ Mechanical Spaces**

Project: The district's central chiller plant and supporting mechanical room infrastructure have outlived their engineered lifespans, creating an urgent operational liability that threatens building-wide continuity. Failing legacy components require frequent, costly emergency repairs and run the high risk of a catastrophic system failure that could force immediate school closures during warm months. Modernizing this centralized system ensures absolute climate reliability, guarantees a stable, comfortable learning environment that maximizes student focus, and delivers substantial fiscal relief by reducing central cooling energy consumption.

- **Jonathan Law High School - HVAC Upgrades (Phase 1) Mechanical Spaces/RTU**

Project: Aging, decentralized Rooftop Units (RTUs) and localized mechanical room systems are suffering from physical deterioration, directly compromising classroom indoor air quality and structural integrity. Outdated ventilation components fail to adequately introduce fresh outdoor air and create stagnant zones. Replacing these units with modern, high-efficiency RTUs equipped with advanced filtration and smart building controls will drastically improve zone-by-zone climate management.

2029-2030

- **Install Air Conditioning at All Schools**

Project: This is an on-going multi-phased effort to install air conditioning at all schools district-wide. When heat indexes reach excessive levels it is not conducive to teaching and learning and the school days are often disrupted by cooling protocols and early dismissals. It is anticipated that summer programs will increase in the future to enhance educational acceleration and enrichment. In addition, air conditioning should be considered in any major project undertaken through the CIP process.

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can damage vehicles and make navigating the lot difficult and unsafe, especially during peak drop-off and pick-up times. Furthermore, neglected damage can lead to costly subsurface water infiltration, exacerbating the problem and requiring even more extensive, expensive repairs down the line.

- **Joseph A Foran High School - HVAC Upgrades (Phase 2) Chiller/Backup/ Mechanical Spaces**

Project: The district's central chiller plant and supporting mechanical room infrastructure have outlived their engineered lifespans, creating an urgent operational liability that threatens building-wide continuity. Failing legacy components require frequent, costly emergency repairs and run the high risk of a catastrophic system failure that could force immediate school closures during warm months. Modernizing this centralized system ensures absolute climate reliability, guarantees a stable, comfortable learning environment that maximizes student focus, and delivers substantial fiscal relief by reducing central cooling energy consumption.

- **Jonathan Law High School - HVAC Upgrades (Phase 2) Mechanical Spaces/RTU**

Project: Aging, decentralized Rooftop Units (RTUs) and localized mechanical room systems are suffering from physical deterioration, directly compromising classroom indoor air quality and structural integrity. Outdated ventilation components fail to adequately introduce fresh outdoor air and create stagnant zones. Replacing these units with modern, high-efficiency RTUs equipped with advanced filtration and smart building controls will drastically improve zone-by-zone climate management.

2030-2031

- **Install Air Conditioning at All Schools**

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LONG RANGE FACILITIES PROGRAMMING NEEDS

- **High Schools - Allied Health Services/Biotechnology**

Project: This project allows for the expansion of current programmatic offerings in our career-aligned Therapeutic Services career pathway. Students completing the pathway have the ability to graduate high school as a Certified Nursing Assistant (CNA). In order for our students to be adequately prepared, it is important that our facilities reflect the latest trends in industry standards for the medical profession. We envision a patient-focused setting where our students work in teams to support patient care scenarios through nursing simulator devices. Program spaces will reflect future opportunities for students to gain experience as medical lab technicians/phlebotomists.

- **High Schools - Marine Science and Aquaculture**

Project: With expansive access to the coastline and Long Island Sound, developing a career pathway that builds these connections for learners is essential. The Marine Science and Aquaculture Career Pathway will consist of laboratory spaces for students to engage in coursework in areas such as aquaculture and resource management, marine ecology, aquaponics, and oceanography. Emerging partnerships with the Milford Coast Guard Flotilla will open opportunities for experiential learning in the area of marine navigation. Lab spaces will provide the ability to house tanks for students to gain experience with the maintenance of fish recirculating systems as part of an on-site hatchery.

- **Jonathan Law High School – Performing Arts**

Project: MPS is proud of its continued recognition as a best community for music education recipient. Significant enhancements to performing arts programming through the development of dedicated instructional and performance spaces designed to support choral, instrumental, and theater arts education. The proposed improvements will provide flexible rehearsal classrooms, individual and small ensemble practice rooms, and collaborative performance spaces that foster creativity, skill development, and student engagement across the arts disciplines. In addition, the plan prioritizes adequate and secure storage solutions for instruments, equipment, costumes, and technical resources to ensure the long-term preservation and accessibility of materials for students and staff.

- **Joseph A. Foran High School – Restaurant, Food, & Beverage Management**

Project: The district currently offers culinary and a bake shop course for students, but we lack a true professional learning environment for these courses. The creation of a dedicated space and the proper equipment for a commercial kitchen and restaurant setting at each high school will enrich the student's experience and increase opportunities for another career pathway. Students will have the opportunity to apply culinary skills in an industry-standard kitchen and pastry arts facility. We are currently developing a Restaurant, Food, and Beverage career pathway that would include opportunities for students to connect food preparation to front-of-house operations with the hopes of creating a restaurant that would be open to the school community.

- **Joseph A. Foran High School – Performing Arts**

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- **High Schools – Architecture & Construction**

Project: Proposed improvements would include flexible design studios equipped with drafting tables, computer-aided design (CAD) workstations, large-format printing capabilities, and collaborative project areas that mirror professional architectural environments. Dedicated construction laboratories would provide students with access to safe, code-compliant spaces for woodworking, framing, electrical, plumbing, and finishing applications, supported by upgraded ventilation, dust collection, power infrastructure, and secure tool and material storage. The inclusion of indoor and outdoor build spaces would allow students to engage in authentic project-based learning experiences while applying concepts related to sustainable design, green building practices, and modern construction technologies.

- **High Schools – Agriculture & Veterinarian Science**

Project: Proposed laboratory spaces would support hands-on learning experiences through the inclusion of laboratory stations for the analysis of environmental samples. Specialized science laboratories would include chemical storage and modern fume hood systems to safely facilitate experimentation. In support of plant science, greenhouse management, and agricultural studies, the design would feature controlled-environment laboratory spaces equipped with growth lighting systems and climate-controlled plant cultivation areas that could connect directly to an adjacent greenhouse facility. The greenhouse space would provide students with authentic experiences in sustainable agriculture through the cultivation of fruits and vegetables that could potentially supplement organically grown produce for school cafeterias. Additionally, the programming would provide students opportunities to pursue coursework in animal anatomy and physiology, animal behavior, and veterinary science through dedicated instructional areas designed to support the care, observation, and study of small animals, creating a comprehensive and innovative career-connected learning environment that prepares students for pathways in environmental and life sciences.

MILFORD BOARD OF EDUCATION AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 26, 2026

Prepared By: Mr. Sean Brennan

Presented By: Mr. Sean Brennan

Attachments: Educational Specifications – Jonathan Law High School - Esports Arena (16 pages);

Subject: Approval of Educational Specifications for the Esports Arena Project at Jonathan Law High School;

Connection to District Goals: #3 - We are committed to creating and maintaining a safe and secure climate that promotes a supportive academic, social, emotional, and physical learning environment.

Background: Originally approved by the Board of Education in May 2024 as part of the 2025–2029 Capital Improvement Plan, the Esports Arena projects at Joseph A. Foran and Jonathan Law High Schools represent a major step forward in Milford’s long-range facility planning. Jonathan Law High School was built in 1962 and has proudly served the community for over six decades. In its current state, the designated instructional space has seen very little modernization over its lifespan. This alteration project will revitalize the existing internal real estate and will not add footprint to the building.

The project involves a complete physical overhaul to transform the space into a versatile, high-efficiency hybrid environment. Alterations include the integration of interior finishes, ergonomic furniture, and technology equipment. Modifications may be made to the building's rooftop HVAC equipment for temperature and ventilation management, and considerations will be given to acoustical isolation to protect surrounding traditional classrooms from sound disruption. During the school day, this modernized space operates as an immersive STEM and IT laboratory where students master computer-aided design (CAD), digital media production, and engineering design. After dismissal, the environment transitions into an arena for collaborative, team-based scholastic competition, bridging the gap between student engagement and high-demand career pathways.

Status: The Board of Aldermen approved the Bond Authorization totaling \$1,100,000 (including financing costs) in March 2025 to fund the local share of Esports Arena Projects at Jonathan Law and Joseph A. Foran High Schools. This will include, but not limited to, design, materials, construction, construction administration and other costs related to the projects. In 2025, the Board of Aldermen assigned the project to the Permanent School Facilities Building Committee (PSFBC). The Committee issued a Request for Qualifications (RFQ) / Request for Proposals (RFP) for architectural and engineering services. They selected Friar Architects to

serve as the design professional for the project. Friar has been working with the PSFBC, administration, and a committee of educators from MPS and has developed preliminary design plans to help inform the Educational Specifications for this project.

The Board of Education's approval of the Educational Specifications for the Esports Arena Project at Jonathan Law High School is a requirement necessary to start the application process for reimbursement from the State of Connecticut Department of Administrative Services.

RECOMMENDATION:

That the Milford Board of Education approve the Educational Specifications for the Esports Arena at Jonathan Law High School and authorize the Superintendent to begin the application process to the Commissioner of the Department of Administrative Services for reimbursement of eligible costs of this project.

Recommended by the Superintendent:_____

Agenda Item #_____

EDUCATIONAL SPECIFICATIONS

Jonathan Law High School Esports Arena

20 Lansdale Avenue, Milford CT

Issue Date: 5/26/26



Milford Public Schools
Excellence ★ Honor ★ Tradition



City of
MILFORD
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MILFORD PUBLIC SCHOOLS
MILFORD, CT

Table of Contents

<i>Section I</i>	<i>Rationale</i>
<i>Section II</i>	<i>School Mission (Milford Public Schools)</i>
<i>Section III</i>	<i>Long-Range Educational Plan</i>
<i>Section IV</i>	<i>Projected Student Enrollment and Proposed Capacity</i>
<i>Section V</i>	<i>Learning / Educational Activities</i>
<i>Section VI</i>	<i>Detailed Description of Spaces</i>
<i>Section VII</i>	<i>Building Systems</i>
<i>Section VIII</i>	<i>Interior Building Environment</i>
<i>Section IX</i>	<i>Site Development</i>
<i>Section X</i>	<i>Construction Grant Bonus Requests</i>
<i>Section XI</i>	<i>Community Uses</i>

Introduction to Milford

Situated on Long Island Sound at the mouth of the Housatonic River, Milford is a suburban community and home to 52,000 residents. The Milford Public Schools enroll approximately 5,000 students who attend one of eight elementary schools, three middle schools and three high schools. The high schools consist of two comprehensive and one alternative school: Jonathan Law, Joseph A. Foran, and the Academy. Joseph A. Foran High School serves the east portion of the District.

SECTION I: Rationale

The landscape of secondary education is shifting to encompass emerging digital industries, competitive technologies, and alternative pathways for student engagement. Scholastic esports (electronic sports) is no longer merely a recreational pastime; it is a highly structured, multi-billion-dollar global industry rooted deeply in STEM disciplines, digital media production, analytics, and collaborative communication.

Originally constructed in 1962, Jonathan Law High School requires the deliberate renovation of its interior spaces to ensure its physical infrastructure matches these modern, evolving instructional demands. Implementing a state-of-the-art esports arena and digital media lab answers a critical need to provide all students with a specialized, team-based environment that fosters school connectivity. Far beyond an extracurricular hub, this facility will serve as a dynamic, hands-on instructional space during the school day. It will actively support the instruction of core academic and content classes, providing a high-tech laboratory where students build the foundational skillsets required for high-demand careers tied to the esports, technology, and entertainment fields. As a primary daytime learning environment and an after-school competition space, the arena serves as a comprehensive educational area where students develop high-tier competencies in:

- **STEM:** Network optimization, computer-aided design, cybersecurity, and engineering design.
- **Digital Media & Broadcasting:** Live-stream production, technical directing, shoutcasting (on-air commentating), digital audio engineering, and video post-production.

By establishing this facility, Milford Public Schools will bridge the gap between student interest and formalized career and technical education (CTE) pathways, ensuring our graduates are uniquely positioned to capture collegiate scholarships and corporate career opportunities in a rapidly expanding global marketplace.

SECTION II: School Mission (Milford Public Schools)

The establishment of the Jonathan Law High School Esports Arena is a direct reflection of the core mission, vision, commitments, and goals of the Milford Public Schools, which are defined below:

Mission Statement (Milford Public Schools): Students who graduate from the Milford Public Schools will demonstrate mastery of reading, writing and numeracy. Students will comprehend, organize and analyze information in order to independently solve problems and articulate solutions. Students will demonstrate the attributes of good citizenship and community/school engagement.

Vision Statement (Milford Board of Education): Milford Public Schools will be a progressive school district in which students are prepared to achieve at their highest level, surrounded by an engaged community that is proud of its educational system.

Milford Public Schools Commitments (approved 5/24/2021)

1. We are committed to continually growing a learning community rooted in strong, trusting, and dependable relationships. Through these meaningful relationships, learners will discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the greater community.
2. We are committed to expanding and strengthening our relationships within the Milford community at large by recognizing that strong partnerships between our schools, families, and community stakeholders increase opportunities for student success.
3. We are committed to creating and maintaining a safe and secure climate that promotes a supportive academic, social, emotional and physical learning environment.
4. We are committed to consistently engineering, supporting and celebrating high-quality instruction that engages all learners in cultivating scholarship, personal development, citizenship, creativity, and innovation.
5. We are committed to laying a foundation that fosters an environment of unity that addresses race, equity and social justice in a safe and supportive learning environment. It is essential to the progress of all people in our learning community that we take deliberate steps to make clear that people who have been historically marginalized are fully included and valued.
6. We are committed to engineering a professional learning system that is responsive to the needs of our adult learners and will support high quality instruction. Our aim is to build and support ongoing collaborative relationships that encourage risk taking designed to improve instructional practices.
7. We are committed to curricula that are rooted in high-quality learning experiences, are aligned to prioritized standards, and are grounded in Milford's Vision of the Learner. All learners will

engage in authentic experiences that are embedded in scholarship, personal development, citizenship, creativity, and innovation.

8. We are committed to attracting, recruiting, retaining and fostering a diverse community of talented professionals.
9. We are committed to operational excellence that ensures Milford Public Schools invests in the newest and most advanced practices to ensure relevant and progressive educational opportunities for all students.

Milford Public Schools Goals 2021-2026 (approved 5/24/2021)

1. Scholarship: Learners will comprehend, organize and analyze information in order to solve problems, articulate solutions and continually challenge themselves.
2. Personal Development: Learners will engage in self-care to result in a healthy lifestyle. Learners will identify and regulate their emotions and behaviors, set and achieve important personal and academic goals, use social-awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision making and responsible actions to achieve success in school and life.
3. Citizenship: Learners will develop into global citizens who think and act beyond self towards service to others and their community. Learners will develop a lens focused on equitable participation from all members within a community shaped to meet each person's needs.
4. Creativity/Innovation: Learners will be imaginative, curious and challenge themselves to make, shape, and invent their learning experiences.

This facility operationalizes this mission statement by providing an innovative, high-engagement, collaborative workspace designed to reach a diverse population of learners. Through competitive scholastic play and media broadcasting production, students discover their personal best as digital citizens, technical engineers, and collaborative teammates.

SECTION III: Long-Range Educational Plan

Milford Public Schools is firmly committed to providing our students with the advanced skills, critical knowledge, and technical competencies necessary to thrive in an ever-changing global landscape. In direct alignment with this vision, and following a rigorous, nearly three-year-long development process, the Board of Education voted to adopt its comprehensive Long Range Facilities Master Plan in May 2026. This landmark decision establishes a 20-year capital and infrastructure roadmap designed

to transform, modernize, and optimize our learning environments, ensuring that Milford's educational facilities meet the diverse needs of all students for decades to come.

The adoption of the master plan represents the culmination of research, expert architectural and demographic consultation, and, most importantly, the invaluable partnership of the Milford community. To ensure a completely transparent and exhaustive planning process, the Board of Education solicited multiple foundational studies and community feedback before determining the course of action. Key inputs included:

- **Facilities Condition Study:** An engineering analysis mapping the structural, mechanical, and operational health of all 14 district buildings.
- **Facilities Capacity and Utilization Study:** An assessment of how existing internal physical spaces are currently organized and how they can be repurposed more efficiently.
- **Enrollment Projections:** A ten-year demographic and cohort-survival analysis tracking long-term student population trends.
- **District Improvement Plans:** A strategic review aligning physical building capabilities with our modern PreK-12 academic curriculum.
- **Extensive Public Engagement:** A robust community feedback loop capturing direct stakeholders via dedicated focus groups, community surveys, standardized "Community Conversations," Public Engagement Sessions, and Board of Education Meeting Public Comments.

With the architectural and demographic framework established by the master plan, Milford Public Schools is looking toward the future. True modernization is not merely about maintaining brick-and-mortar structures; it is about creating versatile, high-tech, and responsive learning hubs.

The development of the proposed hybrid daytime CTE classroom and after-school esports arena serves as a direct reflection of these facility priorities. By taking advantage of existing internal real estate and adding zero net footprint to our buildings, this project exemplifies the versatile, high-efficiency space utilization desired in our long-range plan. During the school day, these spaces act as immersive career-pathway laboratories where students master computer aided design, digital media production, and engineering design. After dismissal, the environment transitions into a state-of-the-art arena for collaborative, team-based scholastic competition.

This specialized classroom project is just one of many progressive initiatives currently being visioned, budgeted, and structured over time. As we systematically implement the phases of our Long Range Facilities Master Plan, our priority remains steadfast: to dismantle the boundaries of traditional

classrooms and provide Milford students with access to career pathway learning. By weaving our mission, vision, and commitments into the physical fabric of our schools, we are helping to guarantee that every student has a supportive, immersive, and rewarding environment to discover their personal best.

SECTION IV: Projected Student Enrollment & Proposed Capacity

A foundational element of this project is that it will add zero net footprint to the existing building envelope. Rather than constructing an exterior addition, Milford Public Schools will capitalize on an interior retrofit model. By strategically capturing and comprehensively renovating internal square footage, the district will transform the space into a highly functional, multi-modal learning environment. During the official school day, the space will serve as an instructional classroom. It is engineered to host a rotation of core and elective courses that feed directly into Career and Technical Education (CTE) and specialized career pathways—including digital media broadcasting, computer aided design, and engineering design. Immediately following dismissal, the space seamlessly transitions into a high-tech scholastic esports arena.

- **Daily Classroom Instructional Capacity:** The renovated 1,440 sq. ft. primary arena space is designed to support standard class sizes of up to 24–28 students simultaneously for daytime academic coursework (e.g., computer science, media production, digital arts).
- **Practice Room Capacity:** The dedicated Practice/Computer Room houses an independent footprint for a minimum of 10 student workstations, creating opportunities for small-group instruction.
- **Co-Curricular / Varsity Program Capacity:** During post-school hours, the facility accommodates over 40+ students concurrently across competitive multi-player rosters, broadcast crews, coaching staff, and spectators.
- **Long-Term District Enrollment Support:** The scale of the space aligns with the projected enrollment models for Jonathan Law High School. According to current multi-year projections, student enrollment at the high school level is projected to remain highly stable over the next decade, though it exhibits a slight decline over the ten-year horizon.

9-12 Enrollment History, by School													
School	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	5-Yr Average	5-Yr Change
Foran	920	903	912	874	878	828	786	767	733	727	702	743	-15.2%
Law	940	865	821	834	824	838	826	817	830	776	753	800	-10.1%
Other*	0	0	86	89	90	93	88	105	100	87	91	94	-2.2%

*Includes the Academy, Post Grad Transitional Academy, 5th Year Vocational Experience, and Out of District Students that are included in the PSIS and official EdSight numbers

Milford Public Schools 9-12 Enrollment Projections													
HS	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	1st 5-Yr Δ	5-Yr Avg
Foran	702	675	647	640	650	641	651	661	655	650	659	-8.7%	651
Jonathan Law	753	748	718	732	725	720	733	741	737	729	736	-4.4%	729
Other	91	91	90	91	91	91	91	91	91	91	91	0.0%	91

Includes the Academy, Post Grad Transitional Academy, 5th Year Vocational Experience, and Out of District Students that are included in the PSIS and official EdSight numbers

Enrollment Projections Report. MP Planning Group, LLC. November 2025.

SECTION V: Learning/ Educational Activities

The layout and technological baseline of the facility support a dynamic array of student learning during the school day and also provide the opportunity for educational activities after school.

Support of Instructional Opportunities

The proposed esports arena will serve as a dynamic and flexible learning environment that extends far beyond competitive gaming, providing meaningful opportunities for a wide range of curriculum and instructional programming throughout the school day. Designed to support interdisciplinary learning experiences, the space will enhance current courses requiring the application of digital engineering and technological design concepts, including but not limited to Robotics, 3-D Modeling and Animation, Engineering Design, Architectural Drawing and Design, and Computer Science. Students will have access to industry-relevant technologies and collaborative workspaces that foster creativity, innovation, problem-solving, and applied learning experiences aligned to our growing catalog of career pathways. There is also opportunity for certain courses in the performing arts to utilize the space at a variety of points throughout the school day.

The flexible design of the arena will allow for a variety of spatial configurations that can accommodate multiple instructional course designs and learning activities. Modular furniture, technology stations, and open collaborative areas will support small team collaboration, micropresentations, brainstorming sessions, and inquiry-based projects. These versatile environments will encourage student engagement, peer feedback, and project-based learning while allowing educators to easily transition between whole-group instruction, collaborative design work, and individualized learning opportunities.

Learning Beyond the Classroom Walls

In addition to supporting academic coursework, the inclusion of breakout spaces such as a conference room and broadcast studio will further expand the educational value of the facility. These dedicated spaces can be utilized for planning, recording, and editing school news broadcasts, student-led media productions, podcasts, and digital storytelling projects. The conference room will also provide opportunities for seminar-style instruction, small group meetings, leadership development, and interdisciplinary collaboration. Collectively, the esports arena and its associated spaces will create a modern, technology-rich ecosystem that maximizes facility usage throughout the school day.

Scholastic Team Competition

High-stakes league play via recognized high school athletic and esports associations. Students practice teamwork, leadership, systemic communication, and cognitive sportsmanship under the direction of esports coaches.

SECTION VI: Detailed Description of Spaces

To maximize the educational utility of the facility, the classroom must be situated adjacent to the school's existing media center / library complex. This proximity permits the classroom to act as an extension of the library's research and technology infrastructure.

The architectural footprint is built around an instructional model that emphasizes flexibility. The room transitions between a centralized, teacher-directed classroom and decentralized, collaborative student production pods.

By utilizing agile furniture solutions—such as mobile seating and tables the instructional design can shift within minutes from a linear lecture configuration to a full-scale tournament array or collaborative team circle. High-efficiency, zoned LED accent lighting allows instructors to visually dim the space to mimic professional production studios and minimize glare on monitors while maintaining proper light metrics over instructional surfaces.

The inclusion of large architectural viewing windows between the media center and the primary classroom/arena establishes a visible "window into innovation," generating student interest while allowing school administration to monitor the space effectively.

Program

The total interior building footprint for the Jonathan Law High School Esports Arena instructional space encompasses a combined allocation of 2,390 square feet, organized into highly specialized functional areas:

Space Component	Net Square Footage	Primary Function
Classroom / Arena	1,440 sq. ft.	Main instructional area, competition layout, tournament viewing area.
Computer / Practice Room	445 sq. ft.	Small group instruction, planning, recording, and editing school news broadcasts, student-led media productions, podcasts, and digital storytelling projects, training lab, multi-player practice grid.
Conference / Coaching Room	225 sq. ft.	Small group instruction, video review, team strategy sessions, private coaching.
Control / Broadcasting Room	190 sq. ft.	Live stream execution, planning, recording, and editing school news broadcasts, student-led media productions, podcasts, and digital storytelling projects, sound mixing, shoutcast production, directing hub.

IDF (Intermediate Distribution Frame)	90 sq. ft.	Dedicated network servers, specialized switch racks, cooling infrastructure.
Total Footprint Request	2,390 sq. ft.	

SECTION VII: Building Systems

The following general conditions apply to all program spaces within this educational specification (excluding specialized storage/IDF parameters). Every space will be fully constructed with the following elements included:

- **HVAC:** Full air conditioning and adequate air ventilation configured to meet all modern building codes and handle heavy electronic heat loads. Existing equipment is to be reused to the greatest extent possible. Supplemental systems will be provided as required. An independent mechanical ventilation/cooling loop designed to run 24/7/365 to handle server heat extraction will be provided in the IDF Room and other programmatic spaces as required.
- **Life Safety:** The existing fire alarm system is to be reconfigured to suit programmatic needs and extensions of the existing system to be provided as required. The spaces are to be equipped with a fully addressable system including horn, strobe, and integrated voice evacuation capabilities as required by code; fully automatic sprinkler systems meeting all local and state code requirements.
- **Communications:** Permanent connection to the existing school-wide intercom system, directly linked with the emergency notification system.
- **Electrical (Power) System:** The existing electrical infrastructure within the building will be modified/extended/replaced as required to meet the flexible curricular needs and comply with all current code requirements.

- **Technology & Audio Visual:**

- The existing IT/data infrastructure within the building will be modified/extended/replaced to provide an enterprise-grade wireless and high-density hardwired internet access infrastructure.
- Remote voice amplification capabilities for instructors.
- Professional audio system integrated with audio recording capabilities for digital streaming capture
- Centralized interactive display system at primary teaching wall.
- Multiple wall-mounted and mobile high-refresh-rate displays dispersed strategically throughout the arena footprint for spectator viewing.
- Specialized digital audio mixing desk complete with studio-grade microphones, broadcast-quality capture cameras, and multi-channel monitoring speakers.
- Concentrated array of wall-mounted digital display panels mimicking a master television control room environment.
- Lockable equipment cabinetry with internal charging racks for wireless production batteries and field devices.
- **Lighting:** Soft-color, dimmable LED lighting throughout; emergency backup lighting systems as required by code.
 - Multi-zone dimmable LED high-efficiency lighting arrays.
 - Provide occupancy sensors based lighting controls with dual switching throughout the spaces for additional energy conservation.
 - Efficient and appropriate natural lighting will be maximized within the spaces as appropriate for the programmatic use of the spaces.
 - Emergency back-up will be via local battery ballasts.
 - Programmable RGB accent lighting to establish competitive boundaries and support production aesthetic needs.
 - Adequate, high-output industrial overhead lighting in storage and IDF rooms.

SECTION VIII: Interior Building Environment

The interior building environment including; finishes, acoustics, furniture and equipment specified below form an interdependent learning space designed to optimize ergonomics, flexible learning, and media throughput.

General Requirements for all spaces:

- **Acoustics & Window Treatments:** High-performance acoustical assembly treatments for enhanced soundproofing between instructional zones; manual darkening window shades on all exterior glass; classroom vision doors equipped with matching privacy shades.
- **Accessibility & Signage:** Complete ANSI-compliant building accessibility; wall-mounted clocks; professional space indicating and wayfinding signage.

1. Primary Learning Space (1,440 sq. ft.)

- **Adjacencies:** Direct interior access to Control Room / Media Center.
- **Furniture Configuration:**
 - Durable, mobile, and height-adjustable ergonomic task seating.
 - Flexible modular tables; tables must feature folding/stacking capabilities for rapid storage transformation.
 - Computer stations with integrated high-capacity wire management raceways and ergonomic chairs.
 - Dedicated teacher's workstation featuring an ergonomic desk with lockable security drawers, task chair, secure wardrobe/storage cabinet combination, and high-performance instruction laptop.
 - Mobile, heavy-duty lockable storage cabinets configured to house peripheral gaming gear, tools, and accessories, with integrated interior charging strips to power devices when stored.
 - Lockable storage for typical classroom supplies.
- **Architectural Features & Finishes:**
 - Commercial-grade finish flooring with resilient wall base.
 - High-NRC (Noise Reduction Coefficient) acoustical ceiling tiles; all walls prepped and finished with high-durability paint.
 - Wall-mounted architectural acoustic treatments to dampen echo and audio bleed, as required.
 - Acoustically rated viewing windows into the main school media center, fitted with manual commercial shades for security partitioning, sound control and controlled visibility.
 - Heavy-duty door hardware featuring integrated digital access control card readers.

2. Control / Broadcasting Room (190 sq. ft.)

- **Adjacencies:** Direct sightline and connection to Classroom / Arena.

- **Furniture Configuration:**
 - Tables with comprehensive wire-management integration and specialized, ergonomic production control chairs.
 - Lockable equipment cabinetry with internal charging racks for wireless production batteries and field devices.
- **Architectural Features & Finishes:**
 - Commercial-grade finish flooring with resilient wall base.
 - High-NRC acoustical ceiling tiles
 - Walls prepped and finished with high-durability paint.
 - Acoustically rated window for viewing directly into the primary classroom / arena floor to provide instructors with constant line of sight and give directors visual cues during live events.

3. Computer / Practice Room (445 sq. ft.)

- **Adjacencies:** Direct functional access to classroom / arena / media center corridors.
- **Furniture Configuration:**
 - Tables with comprehensive wire-management integration and specialized, ergonomic gaming chairs.
 - Lockable, mobile storage cabinets featuring internal charging distribution docks.
- **Architectural Features & Finishes:**
 - Commercial-grade finish flooring with resilient wall base.
 - High-NRC acoustical ceiling tiles
 - Walls prepped and finished with high-durability paint and wall-mounted acoustical treatments as required.
 - Durable doors and frames with access control hardware.
 - Critical Circulation Feature: Directly accessible from the Media Center without requiring transit through the primary classroom space.

4. Conference / Coaching Room (225 sq. ft.)

- **Adjacencies:** Direct physical adjacency to classroom / arena.
- **Furniture Configuration:**
 - Flexible tables and adjustable seating easily reconfigured to support multiple small-group breakouts or one-on-one coaching diagnostics.
- **Architectural Features & Finishes:**
 - Commercial-grade finish flooring with resilient wall base.
 - High-NRC acoustical ceiling tiles

- Walls prepped and finished with high-durability paint and wall-mounted acoustical treatments as required.
- Durable doors and frames with access control hardware.
- Critical Circulation Feature: Direct access directly from the media center without requiring entry through the main classroom space.

5. IDF (Intermediate Distribution Frame) Room (90 sq. ft.)

- **Adjacencies:** Positioned near or immediately adjacent to the classroom / arena / computer / practice room core.
- **Architectural Features & Finishes:**
 - High-durability sealed concrete flooring with resilient wall base to minimize dust and static generation.
 - Acoustic ceiling tiles; walls finished with light-reflective fire-retardant paint.
 - High-security physical key-lock door access control.
- **Features & Utilities:**
 - High-output dedicated task lighting.
 - Independent mechanical ventilation/cooling loop designed to run 24/7/365 to handle server heat extraction.
 - Heavy-duty, open-frame equipment racks securely anchored to floors/structural walls as required by district network parameters.

SECTION IX: Site Development

As an interior retrofit/renovation within the existing envelope of Jonathan Law High School, this project does not require external civil site development, extensive grading, or stormwater management alterations.

However, path-of-travel accessibility compliance from adjacent school corridors must be maintained. Interior wayfinding signage must clearly identify the facility along secondary building arterial hallways.

SECTION X: Construction Grant Bonus Requests

None requested at time of submission.

SECTION XI: Community Uses

The Jonathan Law High School Esports Arena is designed to serve as a valuable community resource beyond regular school hours. Anticipated community integration models include:

After Hours Community Uses

- **Recreation Programs:**
 - Summer game design camps
 - Youth recreational leagues
- **Adult and Continuing Education Programs**
 - Digital literacy and video editing classes
 - Multi generational technology seminars
- **Regional Events:**
 - Hosting CIAC sanctioned events and tournaments
 - Local esports companies

MILFORD BOARD OF EDUCATION AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 26, 2026

Prepared By: Mr. Sean Brennan

Presented By: Mr. Sean Brennan

Attachments: Educational Specifications – Joseph A. Foran High School - Esports Arena (16 pages);

Subject: Approval of Educational Specifications for the Esports Arena Project at Joseph A. Foran High School;

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serve as the design professional for the project. Friar has been working with the PSFBC, administration, and a committee of educators from MPS and has developed preliminary design plans to help inform the Educational Specifications for this project.

The Board of Education's approval of the Educational Specifications for the Esports Arena Project at Joseph A. Foran High School is a requirement necessary to start the application process for reimbursement from the State of Connecticut Department of Administrative Services.

RECOMMENDATION:

That the Milford Board of Education approve the Educational Specifications for the Esports Arena Project at Joseph A. Foran High School and authorize the Superintendent to begin the application process to the Commissioner of the Department of Administrative Services for reimbursement of eligible costs of this project.

Recommended by the Superintendent:_____

Agenda Item #_____

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Joseph A Foran High School Esports Arena

80 Foran Road, Milford CT

Issue Date: 5/26/26



Milford Public Schools
Excellence ★ Honor ★ Tradition



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Section I: Rationale

The landscape of secondary education is shifting to encompass emerging digital industries, competitive technologies, and alternative pathways for student engagement. Scholastic esports (electronic sports) is no longer merely a recreational pastime; it is a highly structured, multi-billion-dollar global industry rooted deeply in STEM disciplines, digital media production, analytics, and collaborative communication.

Originally constructed in 1973, Joseph A. Foran High School requires the deliberate renovation of its interior spaces to ensure its physical infrastructure matches these modern, evolving instructional demands. Implementing a state-of-the-art esports arena and digital media lab answers a critical need to provide all students with a specialized, team-based environment that fosters school connectivity. Far beyond an extracurricular hub, this facility will serve as a dynamic, hands-on instructional space during the school day. It will actively support the instruction of core academic and content classes, providing a high-tech laboratory where students build the foundational skillsets required for high-demand careers tied to the esports, technology, and entertainment fields. As a primary daytime learning environment and an after-school competition space, the arena serves as a comprehensive educational area where students develop high-tier competencies in:

- **STEM:** Network optimization, computer-aided design, software configuration, cybersecurity, and engineering design.
- **Digital Media & Broadcasting:** Live-stream production, technical directing, shoutcasting (on-air commentating), digital audio engineering, and video post-production.

By establishing this facility, Milford Public Schools will bridge the gap between student interest and formalized career and technical education (CTE) pathways, ensuring our graduates are uniquely positioned to capture collegiate scholarships and corporate career opportunities in a rapidly expanding global marketplace.

Section II: School Mission (Milford Public Schools)

The establishment of the Joseph A. Foran High School Esports Arena is a direct reflection of the core mission, vision, commitments, and goals of the Milford Public Schools, which are defined below:

Mission Statement (Milford Public Schools): Students who graduate from the Milford Public Schools will demonstrate mastery of reading, writing and numeracy. Students will comprehend, organize and analyze information in order to independently solve problems and articulate solutions. Students will demonstrate the attributes of good citizenship and community/school engagement.

Vision Statement (Milford Board of Education): Milford Public Schools will be a progressive school district in which students are prepared to achieve at their highest level, surrounded by an engaged community that is proud of its educational system.

Milford Public Schools Commitments (approved 5/24/2021)

1. We are committed to continually growing a learning community rooted in strong, trusting, and dependable relationships. Through these meaningful relationships, learners will discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the greater community.
2. We are committed to expanding and strengthening our relationships within the Milford community at large by recognizing that strong partnerships between our schools, families, and community stakeholders increase opportunities for student success.
3. We are committed to creating and maintaining a safe and secure climate that promotes a supportive academic, social, emotional and physical learning environment.
4. We are committed to consistently engineering, supporting and celebrating high-quality instruction that engages all learners in cultivating scholarship, personal development, citizenship, creativity, and innovation.
5. We are committed to laying a foundation that fosters an environment of unity that addresses race, equity and social justice in a safe and supportive learning environment. It is essential to the progress of all people in our learning community that we take deliberate steps to make clear that people who have been historically marginalized are fully included and valued.
6. We are committed to engineering a professional learning system that is responsive to the needs of our adult learners and will support high quality instruction. Our aim is to build and support ongoing collaborative relationships that encourage risk taking designed to improve instructional practices.

7. We are committed to curricula that are rooted in high-quality learning experiences, are aligned to prioritized standards, and are grounded in Milford's Vision of the Learner. All learners will engage in authentic experiences that are embedded in scholarship, personal development, citizenship, creativity, and innovation.
8. We are committed to attracting, recruiting, retaining and fostering a diverse community of talented professionals.
9. We are committed to operational excellence that ensures Milford Public Schools invests in the newest and most advanced practices to ensure relevant and progressive educational opportunities for all students.

Milford Public Schools Goals 2021-2026 (approved 5/24/2021)

1. Scholarship: Learners will comprehend, organize and analyze information in order to solve problems, articulate solutions and continually challenge themselves.
2. Personal Development: Learners will engage in self-care to result in a healthy lifestyle. Learners will identify and regulate their emotions and behaviors, set and achieve important personal and academic goals, use social-awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision making and responsible actions to achieve success in school and life.
3. Citizenship: Learners will develop into global citizens who think and act beyond self towards service to others and their community. Learners will develop a lens focused on equitable participation from all members within a community shaped to meet each person's needs.
4. Creativity/Innovation: Learners will be imaginative, curious and challenge themselves to make, shape, and invent their learning experiences.

This facility operationalizes this mission statement by providing an innovative, high-engagement, collaborative workspace designed to reach a diverse population of learners. Through competitive scholastic play and media broadcasting production, students discover their personal best as digital citizens, technical engineers, and collaborative teammates.

Section III: Long-Range Educational Plan

Milford Public Schools is firmly committed to providing our students with the advanced skills, critical knowledge, and technical competencies necessary to thrive in an ever-changing global landscape. In direct alignment with this vision, and following a rigorous, nearly three-year-long development process, the Board of Education voted to adopt its comprehensive Long Range Facilities Master Plan

in May 2026. This landmark decision establishes a 20-year capital and infrastructure roadmap designed to transform, modernize, and optimize our learning environments, ensuring that Milford's educational facilities meet the diverse needs of all students for decades to come.

The adoption of the master plan represents the culmination of research, expert architectural and demographic consultation, and, most importantly, the invaluable partnership of the Milford community. To ensure a completely transparent and exhaustive planning process, the Board of Education solicited multiple foundational studies and community feedback before determining the course of action. Key inputs included:

- **Facilities Condition Study:** An engineering analysis mapping the structural, mechanical, and operational health of all 14 district buildings.
- **Facilities Capacity and Utilization Study:** An assessment of how existing internal physical spaces are currently organized and how they can be repurposed more efficiently.
- **Enrollment Projections:** A ten-year demographic and cohort-survival analysis tracking long-term student population trends.
- **District Improvement Plans:** A strategic review aligning physical building capabilities with our modern PreK-12 academic curriculum.
- **Extensive Public Engagement:** A robust community feedback loop capturing direct stakeholders via dedicated focus groups, community surveys, standardized "Community Conversations," Public Engagement Sessions, and Board of Education Meeting Public Comments.

With the architectural and demographic framework established by the master plan, Milford Public Schools is looking toward the future. True modernization is not merely about maintaining brick-and-mortar structures; it is about creating versatile, high-tech, and responsive learning hubs.

The development of the proposed hybrid daytime CTE classroom and after-school esports arena serves as a direct reflection of these facility priorities. By taking advantage of existing internal real estate and adding zero net footprint to our buildings, this project exemplifies the versatile, high-efficiency space utilization desired in our long-range plan. During the school day, these spaces act as immersive career-pathway laboratories where students master computer aided design, digital media production, and engineering design. After dismissal, the environment transitions into a state-of-the-art arena for collaborative, team-based scholastic competition.

This specialized classroom project is just one of many progressive initiatives currently being visioned, budgeted, and structured over time. As we systematically implement the phases of our Long Range

Facilities Master Plan, our priority remains steadfast: to dismantle the boundaries of traditional classrooms and provide Milford students with access to career pathway learning. By weaving our mission, vision, and commitments into the physical fabric of our schools, we are helping to guarantee that every student has a supportive, immersive, and rewarding environment to discover their personal best.

Section IV: Projected Student Enrollment & Proposed Capacity

A foundational element of this project is that it will add zero net footprint to the existing building envelope. Rather than constructing an exterior addition, Milford Public Schools will capitalize on an interior retrofit model. By strategically capturing and comprehensively renovating internal square footage, the district will transform the space into a highly functional, multi-modal learning environment. During the official school day, the space will serve as an instructional classroom. It is engineered to host a rotation of core and elective courses that feed directly into Career and Technical Education (CTE) and specialized career pathways—including digital media broadcasting, computer aided design, and engineering design. Immediately following dismissal, the space seamlessly transitions into a high-tech scholastic esports arena.

- **Daily Classroom Instructional Capacity:** The renovated 1,670 sq. ft. primary arena space is designed to support standard class sizes of up to 30 students simultaneously for daytime academic coursework (e.g., computer science, media production, digital arts).
- **Practice Room Capacity:** The dedicated computer / practice room houses an independent footprint for a minimum of 10 student workstations, creating opportunities for small-group instruction.
- **Co-Curricular / Varsity Program Capacity:** During post-school hours, the facility accommodates over 50+ students concurrently across competitive multi-player rosters, broadcast crews, coaching staff, and spectators.
- **Long-Term District Enrollment Support:** The scale of the space aligns with the projected enrollment models for Joseph A. Foran High School. According to current multi-year projections, student enrollment at the high school level is projected to remain highly stable over the next decade, though it exhibits a slight decline over the ten-year horizon.

9-12 Enrollment History, by School													
School	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	5-Yr Average	5-Yr Change
Foran	920	903	912	874	878	828	786	767	733	727	702	743	-15.2%
Law	940	865	821	834	824	838	826	817	830	776	753	800	-10.1%
Other*	0	0	86	89	90	93	88	105	100	87	91	94	-2.2%

*Includes the Academy, Post Grad Transitional Academy, 5th Year Vocational Experience, and Out of District Students that are included in the PSIS and official EdSight numbers

Milford Public Schools 9-12 Enrollment Projections													
HS	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	1st 5-Yr Δ	5-Yr Avg
Foran	702	675	647	640	650	641	651	661	655	650	659	-8.7%	651
Jonathan Law	753	748	718	732	725	720	733	741	737	729	736	-4.4%	729
Other	91	91	90	91	91	91	91	91	91	91	91	0.0%	91

Includes the Academy, Post Grad Transitional Academy, 5th Year Vocational Experience, and Out of District Students that are included in the PSIS and official EdSight numbers

Enrollment Projections Report. MP Planning Group, LLC. November 2025.

Section V: Learning / Educational Activities

The layout and technological baseline of the facility support a dynamic array of student learning during the school day and also provide the opportunity for educational activities after school.

Support of Instructional Opportunities

The proposed esports arena will serve as a dynamic and flexible learning environment that extends far beyond competitive gaming, providing meaningful opportunities for a wide range of curriculum and instructional programming throughout the school day. Designed to support interdisciplinary learning experiences, the space will enhance current courses requiring the application of digital engineering and technological design concepts, including but not limited to 3-D Modeling and Animation, Engineering Design, Architectural Drawing and Design, and Computer Science. Students will have access to industry-relevant technologies and collaborative workspaces that foster creativity, innovation, problem-solving, and applied learning experiences aligned to our growing catalog of career pathways.

The flexible design of the arena will allow for a variety of spatial configurations that can accommodate multiple instructional course designs and learning activities. Modular furniture, technology stations, and open collaborative areas will support small team collaboration, micropresentations, brainstorming sessions, and inquiry-based projects. These versatile environments will encourage student engagement, peer feedback, and project-based learning while allowing educators to easily transition between whole-group instruction, collaborative design work, and individualized learning opportunities.

Learning Beyond the Classroom Walls

In addition to supporting academic coursework, the inclusion of breakout spaces such as a conference room and broadcast studio will further expand the educational value of the facility. These dedicated spaces can be utilized for planning, recording, and editing school news broadcasts, student-led media productions, podcasts, and digital storytelling projects. The conference room will also provide opportunities for seminar-style instruction, small group meetings, leadership development, and interdisciplinary collaboration. Collectively, the esports arena and its associated spaces will create a modern, technology-rich ecosystem that maximizes facility usage throughout the school day.

Scholastic Team Competition

High-stakes league play via recognized high school athletic and esports associations. Students practice teamwork, leadership, systemic communication, and cognitive sportsmanship under the direction of esports coaches.

Section VI: Detailed Description of Spaces

To maximize the educational utility of the facility, the classroom must be situated within the school's existing technical education wing. This proximity permits the classroom to act as an extension of the current location for many of the career pathways and technology infrastructure.

The architectural footprint is built around an instructional model that emphasizes flexibility. The room transitions between a centralized, teacher-directed classroom and decentralized, collaborative student production pods.

By utilizing agile furniture solutions—such as mobile seating and tables the instructional design can shift within minutes from a linear lecture configuration to a full-scale tournament array or collaborative team circle. High-efficiency, zoned LED accent lighting allows instructors to visually dim the space to mimic professional production studios and minimize glare on monitors while maintaining proper light metrics over instructional surfaces.

To maximize safety, visibility, and community connection, the main classroom / arena is designed with direct visual exposure to the main school corridor.

The inclusion of large viewing windows looking into the classroom/arena from the hallway creates a prominent showcase of innovation along a high-traffic corridor, sparking student curiosity while ensuring administrators and staff can maintain natural line-of-sight monitoring.

Program

The total interior building footprint for the Joseph A. Foran High School Esports Arena instructional space encompasses a combined allocation of 2,670 square feet, organized into highly specialized functional areas:

Space Component	Net Square Footage	Primary Function
Classroom / Arena	1,670 sq. ft.	Main instructional area, competition layout, tournament viewing area.
Computer / Practice Room	350 sq. ft.	Small group instruction, planning, recording, and editing school news broadcasts, student-led media productions, podcasts, and digital storytelling projects, training lab, multi-player practice grid.
Control / Broadcasting Room	210 sq. ft.	Live stream execution, planning, recording, and editing school news broadcasts, student-led media productions, podcasts, and digital storytelling projects, sound mixing, shoutcast production, directing hub.
Conference / Coaching Room	180 sq. ft.	Small group instruction, video review, team strategy sessions, private coaching.

Storage Room	160 sq. ft.	Secure inventory control for peripherals, backup components, and instructional supplies.
IDF (Intermediate Distribution Frame)	90 sq. ft.	Dedicated network servers, specialized switch racks, cooling infrastructure.
Total Footprint Request	2,670 sq. ft.	

Section VII: Building Systems

The following general conditions apply to all structural spaces within this educational specification (excluding specialized storage/IDF parameters). Every space will be fully constructed with the following elements included:

- **HVAC:** Full air conditioning and adequate air ventilation configured to meet all modern building codes and handle heavy electronic heat loads. Existing equipment is to be reused to the greatest extent possible. Supplemental systems will be provided as required. An independent mechanical ventilation/cooling loop designed to run 24/7/365 to handle server heat extraction will be provided in the IDF Room and other programmatic spaces as required.
- **Life Safety:** The existing fire alarm system is to be reconfigured to suit programmatic needs and extensions of the existing system are to be provided as required. The spaces are to be equipped with a fully addressable system including horn, strobe, and integrated voice evacuation capabilities as required by code; fully automatic sprinkler systems meeting all local and state code requirements.
- **Communications:** Permanent connection to the existing school-wide intercom system, directly linked with the emergency notification system.

- **Electrical (Power) System:** The existing electrical infrastructure within the building will be modified/extended/replaced as required to meet the flexible curricular needs and comply with all current code requirements.
- **Technology & Audio Visual:**
 - The existing IT/data infrastructure within the building will be modified/extended/replaced to provide an enterprise-grade wireless and high-density hardwired internet access infrastructure.
 - Remote voice amplification capabilities for instructors.
 - Professional audio system integrated with audio recording capabilities for digital streaming capture.
 - Centralized interactive display system at primary teaching wall.
 - Multiple wall-mounted and mobile high-refresh-rate displays dispersed strategically throughout the arena footprint for spectator viewing.
 - Specialized digital audio mixing desk complete with studio-grade microphones, broadcast-quality capture cameras, and multi-channel monitoring speakers.
 - Concentrated array of wall-mounted digital display panels mimicking a master television control room environment.
 - Lockable equipment cabinetry with internal charging racks for wireless production batteries and field devices.
- **Lighting:** Soft-color, dimmable LED lighting throughout; emergency backup lighting systems as required by code.
 - Multi-zone dimmable LED high-efficiency lighting arrays.
 - Provide occupancy sensors based lighting controls with dual switching throughout the spaces for additional energy conservation.
 - Efficient and appropriate natural lighting will be maximized within the spaces as appropriate for the programmatic use of the spaces.
 - Emergency back-up will be via local battery ballasts.
 - Programmable RGB accent lighting to establish competitive boundaries and support production aesthetic needs.
 - Adequate, high-output industrial overhead lighting in storage and IDF rooms.

Section VIII: Interior Building Environment

The interior building environment including; finishes, acoustics, furniture and equipment specified below form an interdependent learning space designed to optimize ergonomics, flexible learning, and media throughout.

General requirements for all spaces:

- **Acoustics & Window Treatments:** High-performance acoustical assembly treatments for enhanced soundproofing between instructional zones; manual darkening window shades on all exterior windows; classroom glazing equipped with matching privacy shades.
- **Accessibility & Signage:** Complete ANSI-compliant building accessibility; wall mounted clocks; professional space indicating and wayfinding signage.

1. Primary Learning Space (1,670 sq. ft.)

- **Adjacencies:** Direct interior access to control room & view from main corridor.
- **Furniture Configuration:**
 - Durable, mobile, and height-adjustable ergonomic task seating.
 - Flexible modular tables; tables must feature folding/stacking capabilities for rapid storage transformation.
 - Computer stations with integrated high-capacity wire management raceways and ergonomic chairs.
 - Dedicated teacher's workstation featuring an ergonomic desk with lockable security drawers, task chair, secure wardrobe/storage cabinet combination, and high-performance instruction laptop.
 - Mobile, heavy-duty lockable storage cabinets configured to house peripheral gaming gear, tools, and accessories, with integrated interior charging strips to power devices when stored.
 - Lockable storage for typical classroom supplies.
- **Architectural Features & Finishes:**
 - Commercial-grade finish flooring with resilient wall base framing.
 - High-NRC (Noise Reduction Coefficient) acoustical ceiling tiles; all walls prepped and finished with high-durability paint.
 - Wall-mounted architectural acoustic treatments to dampen echo and audio bleed, as required.

- Acoustically rated viewing windows into the adjacent corridor, fitted with manual commercial shades for security partitioning, sound control and controlled visibility.
- Heavy-duty door hardware featuring integrated digital access control card readers.

2. Control / Broadcasting Room (210 sq. ft.)

- **Adjacencies:** Direct sightline and connection to classroom / arena.
- **Furniture Configuration:**
 - Tables with comprehensive wire-management integration and specialized, ergonomic production control chairs.
 - Lockable equipment cabinetry with internal charging racks for wireless production batteries and field devices.
- **Architectural Features & Finishes:**
 - Commercial-grade finish flooring with resilient wall base.
 - High-NRC acoustical ceiling tiles
 - Walls prepped and finished with high-durability paint.
 - Acoustically rated window for viewing directly into the primary classroom / arena floor to provide instructors with constant line of sight and give directors visual cues during live events.
 - Critical Circulation Feature: Directly accessible from the main school corridor without requiring transit through the primary classroom space.

3. Computer / Practice Room (350 sq. ft.)

- **Adjacencies:** Direct functional access to classroom / arena / public corridor.
- **Furniture Configuration:**
 - Tables with comprehensive wire-management integration and specialized, ergonomic gaming chairs.
 - Lockable, mobile storage cabinets featuring internal charging distribution docks.
- **Architectural Features & Finishes:**
 - Commercial-grade finish flooring with resilient wall base.
 - High-NRC acoustical ceiling tiles
 - Walls prepped and finished with high-durability paint and wall-mounted acoustical treatments as required.
 - Durable doors and frames with access control hardware.

4. Conference / Coaching Room (180 sq. ft.)

- **Adjacencies:** Direct physical adjacency to classroom / arena.
- **Furniture Configuration:**
 - Flexible tables and adjustable seating easily reconfigured to support multiple small-group breakouts or one-on-one coaching diagnostics.
- **Architectural Features & Finishes:**
 - Commercial-grade finish flooring with resilient wall base.
 - High-NRC acoustical ceiling tiles
 - Walls prepped and finished with high-durability paint and wall-mounted acoustical treatments as required.
 - Durable doors and frames with access control hardware.
 - Critical Circulation Feature: Direct access directly from the public school corridor without requiring entry through the main classroom space.

5. IDF (Intermediate Distribution Frame) Room (90 sq. ft.)

- **Adjacencies:** Positioned near or immediately adjacent to the classroom / arena / computer / Practice Room core.
- **Architectural Features & Finishes:**
 - High-durability sealed concrete flooring with resilient wall base to minimize dust and static generation.
 - Acoustic ceiling tiles; walls finished with light-reflective fire-retardant paint.
 - High-security physical key-lock door access control.
- **Features & Utilities:**
 - High-output dedicated task lighting.
 - Independent mechanical ventilation/cooling loop designed to run 24/7/365 to handle server heat extraction.
 - Heavy-duty, open-frame equipment racks securely anchored to floors/structural walls as required by district network parameters.

6. Storage Room (160 sq. ft.)

- **Adjacencies:** Integrated internally into the complex footprint.
- **Architectural Features & Finishes:**
 - High-durability sealed concrete flooring with resilient wall base.
 - Acoustic ceiling tiles; walls protected with durable painted surfaces.

- High-security physical key-lock hardware to maintain positive control over high-value district technological inventory.
 - **Furniture & Utilities:**
 - Heavy-duty commercial-grade industrial shelving units configured to secure and sort extra components, spare peripheral hardware, and general classroom program supplies.
-

Section IX: Site Development

As an interior retrofit/renovation within the existing envelope of Joseph A. Foran High School, this project does not require external civil site development, extensive grading, or stormwater management alterations.

However, path-of-travel accessibility compliance from adjacent school corridors must be maintained. Interior wayfinding signage must clearly identify the facility along secondary building arterial hallways.

Section X: Construction Grant Bonus Requests

None requested at time of submission.

Section XI: Community Uses

The Joseph A. Foran High School Esports Arena is designed to serve as a valuable community resource beyond regular school hours. Anticipated community integration models include:

After Hours Community Uses

- **Recreation Programs:**
 - Summer game design camps
 - Youth recreational leagues
- **Adult and Continuing Education Programs**
 - Digital literacy and video editing classes
 - Multi generational technology seminars
- **Regional Events:**
 - Hosting CIAC sanctioned events and tournaments
 - Local esports companies