



**Eli Terry Elementary School
Philip R. Smith Elementary School
Town of South Windsor**

Request for Qualifications for Construction Manager at Risk

RFQ 1718-020 Issue Date: August 10, 2017

Statement of Qualification Due: August 24, 2017 no later than 1:00 p.m. EDT

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I. Project Overview

A. Project Background

On September 12, 2011 the South Windsor Board of Education (SWBOE) adopted the South Windsor Public Schools 2011-2014 Strategic Plan. Part of the strategic plan is to upgrade the elementary school facilities to improve the safety, learning environments, and accessibility. On October 29, 2013 the Board of Education adopted the South Windsor Public Schools Elementary Schools Master Plan. The plan consists of three-phases for which Phase 1 is under construction currently.

On March 21, 2017, the Town passed referendum to proceed with Phase 2 of the master plan. Under Phase 2 the Eli Terry (ET) and Philip R. Smith (PRS) Elementary Schools will be replaced with new schools. The projects will be designed and constructed concurrently.

B. Project Description

Eli Terry Elementary School

Eli Terry Elementary School is located at 569 Griffin Road in South Windsor, Connecticut. It is located within a residential district and bordered by residential housing on three sides and a watercourse on the fourth side. The existing ET was originally constructed in 1965 with additions in 1966 and 2000. It consists of 49,725 square feet of permanent construction with 2,500 square feet of portable classrooms.

The building is served by 1200 amp, 277/480 volt 3-phase electrical service, city water and city sewer. The building is heated with electric heating. Preliminary hazardous materials investigations, geotechnical borings, and a Phase 1 Environmental Site Assessment have been completed and will be provided to shortlisted firms with the Request for Proposal.

The existing building will be replaced with a new structure on the existing site while it remains in operation. The new school will house grades K-5 and be designed for a 437 student enrollment with a building area of 63,750 square feet. The district is submitting a space waiver request with the grant application currently.

The existing school will be vacated, abated and demolished after the new school is completed and occupied. In addition to the new school, the project will consist of constructing new parent and bus drop offs as well as building parking, play areas, pedestrian circulation and all associated utilities to complete the project.

Philip R. Smith Elementary School

Philip R. Smith is located at 949 Avery Street in South Windsor, Connecticut. It is also located in a residential neighborhood and bordered by residential housing. PRS was originally constructed in 1959 with additions in 1961, 1988 and 2000. The total building area is 42,382 square feet.

Philip R. Smith will house grades K-5 and be designed for a 390 student enrollment with a building area of 55,660 square feet. The district is submitting a space waiver request with the grant application currently.

The new building will be constructed on the existing site also however the school operations will be moved to the old Orchard Hill Elementary school while the new school is being constructed on the existing site. Due to site restrictions and the location of the existing building, the existing building will be abated and demolished first then the new building will be constructed.

The building is currently served by an on-site septic system and city water. It is anticipated that the new building will connect to the city sewer system. The existing building is served by a 600 amp, 120/208 volt, 3-phase electrical service. Heating is provided by two oil-fired boilers. In addition to the new school, the project will consist of constructing new parent and bus drop offs as well as building parking, play areas, pedestrian circulation and all associated utilities to complete the project.

Appendix A contains the Elementary Education Specifications for both schools.

II. Project Schedule (See Appendix B)

The overall project schedule consists of a standard design, bid, and construct process ultimately resulting with owner occupancy for the start of the 2020-21 academic year. The project is expected to utilize a Construction Manager at Risk delivery method. The design phase is scheduled to start in August, 2017 and be completed by December 2018, An early bid package is anticipated for abatement and demolition of Philip R. Smith in late 2018/early 2019. Bidding to occur for the main projects in early 2019 with construction scheduled to start in April, 2019 with substantial completion in June, 2020. These dates are subject to change.

The designer selection schedule is as follows:

1. RFQ Published: August 10, 2017
2. Qualifications Due: August 24, 2017, no later than 1:00 p.m.
3. Short-list Construction Managers and Issue RFP: September 13, 2017
4. Proposals Due: September 28, 2017

5. Interview CMs: October 4, 2017
6. CM Selection: Shortly after interviews.

The Short-list of CMR Firms, Interview, and CMR Selection dates are anticipated, not certain, and dates are subject to change if circumstances dictate.

III. Project Budget

The Total Project Budget for both schools is \$69.9 million. The Total Construction Budgets are \$30,120,700 and \$26,084,800 for Eli Terry and Philip R. Smith, respectively, which include escalation costs to the mid-point of construction (early 2020).

The plans and estimates will be subject to review by the State of Connecticut Office of School Construction Grants and Review.

IV. Special Requirements

A. Review by CT DCS Office of School Construction Grants and Review

The project will be subject to the State of Connecticut Department of Construction Services Office of School Construction Grants and Review (CTDCS OSCGR) requirements. Candidates shall demonstrate project experience and knowledge of these requirements.

B. CT DAS Contractor Pre-Qualification

All contractors must be pre-qualified by the Connecticut Department of Administrative Services (CT DAS) in accordance with C.G.S. § 4a-100. All CMR firms submitting qualification statements for this project must be pre-qualified as a "CONSTRUCTION MANAGER AT RISK (GROUP B)" as defined in the CT DAS Contractor Classification List. This includes "CONSTRUCTION MANAGER AT RISK (GROUP C)". All CMR firms must have a Major Contractor Registration through the Connecticut Department of Consumer Protection as a pre-requisite for these classifications.

V. Statement of Qualification Minimum Requirements

Each qualification statement package shall contain, at a minimum, the following items.

1. Letter of Interest from person to whom all correspondence shall be addressed. Provide title, address, telephone number and email address.
2. Copy of current CT DAS Pre-Qualification certificate as noted above. Also include update statement.
3. Copy of current Major Contractor Registration as noted above.
4. Profile of the Construction Management Firm:
 - Provide general background of firm
 - Date firm established
 - Number of employees
 - Trades self-performed
 - Describe your firm's knowledge and experience with Connecticut school construction project requirements
 - Knowledge of state and local permitting requirements
 - Names and resumes of key personnel who will be managing the day-to-day activities of the project. Include Principal-in-Charge, Project Manager(s), Superintendents and other key personnel to be assigned to this project
 - Cost quality control measures
 - Estimating capability
 - Experience with high performance buildings and/or LEED Silver requirements.
 - Knowledge of the Locality – Describe your firm's experience working within the Town of South Windsor.
 - Knowledge of Regulatory Process-Indicate the role your firm has provided in the local/state/federal regulatory approval process, including the Department of Construction Services, Office of School Facilities..
 - Past Claims or Disputes - Indicate any claims, disputes, or arbitration proceedings that have occurred on any school projects your firm has been involved with in the last ten (10) years. Identify the involved parties and give a status of each matter even if pending. Include the nature of the dispute and outcome if possible
5. Provide information demonstrating the qualifications of your firm, in the last 10 years, as a Construction Manager at Risk. List a minimum of five completed school projects, utilizing CMR delivery method, that are similar in size and scope to this project with at least two of the five being elementary schools.

**South Windsor Public Building Commission
Eli Terry & Philip R. Smith Elementary Schools
Request for Qualifications**

- Projects listed must show that the Proposer has successfully completed:
 - i. At least two Renovation projects (as defined in CGS 10-282), New Construction, or major alterations and extensions on fully occupied schools in the State of Connecticut. These construction projects should have been of similar nature to the proposed projects, and a construction budget of at least \$25 million. At least one of these two schools must be an elementary school.
 - ii. Five Connecticut K-12 public school facilities (either new construction or renovation) with at least 60,000 sq. ft. of useable area.
 - iii. Recent (last five years) projects showing experience and knowledge of working with the Office of School Construction Grants and Review and assisting the Owner in obtaining maximum reimbursement for their school project. This will include experience of the work normally expected of a Construction Manager in submission requirements for Plan Completion Review, State Change Orders and closeout and audit of a Connecticut school building project.
 - iv. Information for each project shall include the following:
 - Project name, location and owner
 - Owner's representative including contact information. Note: Owner's representative may be contacted for a referral during the review process
 - Superintendent of the school district under which the project was designed and constructed including contact information. Note: The superintendent may be contacted for a referral during the review process.
 - Name of design firm with contact information (name, telephone and email)
 - Original GMP amount
 - Final GMP amount
 - Amount of CMR contingency at start of project
 - Amount of CMR contingency at completion of project returned to the owner, if applicable
 - Original/Planned construction duration
 - Actual construction duration
 - Include statement of experience with CTDCS OSCGR as described in Paragraph IV.A above

VI. Evaluation Criteria

In accordance with General Statutes § 10-287, the PBC will evaluate the responses to this RFQ and select a group of individuals and/or firms from whom RFP responses, including pricing information, shall be sought. The PBC will evaluate all statements based on the information requested in this Request for Qualifications. The PBC will take into account the overall firm qualifications, key personnel experience, CMR project experience, experience with OSCGR, and proximity to the project site. Failure to provide detailed information as requested above may result in lower evaluation.

In performing the above evaluation, the PBC will consider the following factors, among others, in evaluating responses: experience, references, capabilities, past performance, and other relevant criteria, including the following: accuracy, overall quality, thoroughness, and responsiveness to the PBC's requirements as stated in this RFQ; the respondent's qualifications, experience, and ability to provide the services and expertise requested; ability to respond promptly to requests; past performance; and other criteria relevant to the PBC's interests, including compliance with the procedural requirements stated in this RFQ. The PBC will not select a respondent who is in arrears or in default to the Town with regard to any tax, debt, contract, security or any other obligation.

Pursuant to General Statute § 10-287, following the qualification process, the PBC shall evaluate the qualifications and request proposals, including pricing information, on the basis of the factors described herein. On the basis of the received qualifications and proposals, the Town shall determine a maximum of four (4) most responsible qualified proposers. The term "most responsible qualified proposers" means the proposer who is qualified by the PBC when considering the factors necessary for faithful performance of the School Projects based on the criteria and scope of work included in the request for proposals. The PBC may select any of the four (4) proposer based on all factors including, but not limited to, price, experience, references, capabilities, past performance, and other relevant criteria. The PBC is not restricted to selecting the proposer with the lowest price.

Evaluation criteria shall include due consideration of the proposer's pricing for the School Projects, experience with work of similar size and scope, organizational and team structure, past performance data, including, but not limited to, adherence to project schedules and project budgets, the approach to the work required for the contract and documented contract oversight capabilities, and other criteria specific to the project. The maximum of four (4) finalists will then be interviewed, and the PBC shall select the most responsible qualified proposer.

Following the receipt and evaluation of responses to 1) Requests for Qualifications, 2) Requests for Proposals, and 3) interviews of up to four (4) finalists, the PBC will issue a Preliminary Notice of Award. The Preliminary Notice of Award may be subject to further negotiations with the proposer. The issuance of a preliminary award to a proposer does not provide the proposer with any rights and does not impose upon the PBC any obligations. The PBC is free to withdraw a preliminary award at any time and for any reason. A proposer has rights, and the PBC has obligations, only if and when a contract is executed by the Town and the proposer.

If the proposer does not provide all required documents and execute the contract within ten (10) business days of the date of the Preliminary Notice of Award, unless extended by the PBC, the Town may enter into discussions with another proposer.

VII. Submission Instructions

Ten (10) original copies, as well as one copy via thumb drive media, of the Statement of Qualifications shall be submitted to:

Mr. Phil Koboski, Chairperson
c/o Ann Walsh, Clerk of the Public Building Commission South Windsor
Public Schools
1737 Main Street, Room 205
South Windsor, CT, 06074

Each submission shall be delivered in a sealed envelope or package clearly identified as "RFQ: # 1718-020 CMR Services for the South Windsor Public Building Commission".

Statements shall be submitted by 1:00 p.m. EDT, on August 24, 2017. Postmarks prior to the submission deadline do NOT satisfy this condition. The Town will not accept responses by e-mail or fax. Respondents are solely responsible for ensuring timely delivery. The Town will NOT accept late responses.

The Town may decline to accept responses received in unmarked envelopes that the Town opens in its normal course of business. The Town may, but shall not be required to, return such responses and inform the respondent that the documents may be resubmitted in a sealed envelope properly marked as described above.

An authorized person representing the legal entity of the respondent must sign the response and all forms included in this RFQ.

VIII. Termination or Amendment

The Town reserves the rights to amend or terminate this RFQ, to reject any or all respondents, to request additional information, to waive any informalities or non-material deficiencies in a response, and to take any and all other action that, in the Town's sole judgment, will be in its best interests. The Town reserves the right to ask any respondent to clarify its response or to submit additional information that the Town in its sole discretion deems desirable.

In addition, the Town may, before or after statement opening and in its sole discretion, clarify, modify, amend or terminate this RFQ if the Town determines it is in the Town's best interest to do so. Any addenda will be posted to the Town of South Windsor's bid website as well as the Connecticut DAS Contracting Portal. **Each proposer is responsible for checking the DAS website and/or Town website to determine if the Town has issued any addenda to the RFQ, and if so, to complete its proposal in accordance with the RFQ as modified by the addenda. The Town of South Windsor's bid website is as follows: <https://www.southwindsor.org/bids-requests-proposalsqualifications>**

IX. Questions and Amendments

Questions concerning the process and procedures applicable to this RFQ or the other requirements of this RFQ are to be submitted **in writing** (including by e-mail) and directed **only to:**

Name: Mr. Charles E. Warrington, Jr., P.E., Owner's Project Manager, Colliers International.

E-mail: Charles.warrington@colliers.com

Copy to: Ms. Ann Walsh, email: awalsh@swindsor.k12.ct.us

Respondents are prohibited from contacting any other Town employee, officer or official concerning this RFQ. A respondent's failure to comply with this requirement may result in disqualification.

The appropriate owner's representative listed above must receive any questions from respondents no later than August 18, 2017 at 4:00 p.m. EDT. That representative will confirm receipt of a respondent's questions by e-mail. The Town will answer all written questions by issuing one or more addenda, which will be posted with the RFQ on the Town of South Windsor's website as well as the Connecticut DAS Contracting Portal website. All such questions and responses shall become a part of this RFQ.

At least four (4) calendar days prior to response deadline, the Town will post any addenda on the State of Connecticut DAS Contracting Portal website, and the Town of South Windsor's website at: <https://www.southwindsor.org/bids-requests-proposalsqualifications> .**Each respondent is responsible for checking the website to determine if the Town has issued any addenda and, if so, to complete its response in accordance with the RFQ as modified by the addenda.**



South Windsor Public Schools
South Windsor, Connecticut

ELEMENTARY EDUCATIONAL SPECIFICATIONS

for Eli Terry Elementary School

Approved by South Windsor Board of Education on October 13, 2016

Educational Specifications Committee:

Dr. Kate Carter, Superintendent of Schools

Chris M. Chemerka, Director of Finance and Operations

Douglas Couture, Director of Technology Systems and Programs

Denise Epps, Director of Special Education and Pupil Services

Vincent Federici, Principal, Eli Terry Elementary School

Patrick Hankard, Director of Facility Operations

Daniel S. Hansen, Educational Consultant

Jessica Kuckel, Supervisor of Elementary Special Education

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I. INTRODUCTION

On September 12, 2011 the South Windsor Board of Education adopted the *South Windsor Public Schools 2011-2014 Strategic Plan*. Among other initiatives, the plan called for the development of a “long-range elementary facilities plan that promotes a safe, engaging learning environment that is accessible to all students and community members.” Further, it specifically called for a “staggered” construction and referenda approach. In response to the Board of Education’s directive, the superintendent brought forth a formal recommendation regarding such a plan on October 15, 2013. After several sessions of deliberation, the Board of Education unanimously and enthusiastically adopted the “South Windsor Public Schools Elementary Schools Master Plan” on October 29, 2013.

To initiate planning for Phase II of the Elementary Schools Master Plan, South Windsor Board of Education engaged the services of Colliers International, Drummey Rosane Anderson, and Daniel Hansen, educational consultant and former assistant superintendent, to assist with the creation of these educational specifications. The following individuals participated in specific program meetings to provide input for these educational specifications:

Ramona Adesso, Library Manager, Wapping	Jennifer Hoffman, Social Worker, Eli Terry
Steven Albrecht, K-12 Educational Tech. Curriculum Specialist	Gregory King, Director of Dining Services, Chartwells
Jennifer Ballok, PE, Eli Terry	Jessica Kuckel, K-5 Special Education Supervisor
Nancy Bassilakis, Math Coach and Intervention, Eli Terry	Stephanie Kuckel, Grade 2, Pleasant Valley
Tori Basso, Grade 1, Orchard Hill	Rebecca LaGrange, Kindergarten, Pleasant Valley
Lauren Beeler, PE, Philip R. Smith	Kim Lavado, Reading Consultant, Wapping
Rebecca Birdsey, Grade 5, Wapping	Susan Leach, Music, Eli Terry
Kate Botticello, Kindergarten, Eli Terry	Robert Lesser, EL Teacher, Philip R. Smith
Sarah Bryan, Grade 3, Eli Terry	MaryAnn Lopez, former Director, Food Services
Kelly Burke, Reading Consultant, Philip R. Smith	Lisa Lovett, Secretary, Philip R. Smith
Maura Buyak, Reading Consultant, Eli Terry	Andrea Marshall, Art, Eli Terry
Tiffany Caouette, Principal, Pleasant Valley	Scott Matchett, Director of Technology Operations and Services
Caron Carpenter, Grade 3, Pleasant Valley	Charissa Mayer, Special Education, Philip R. Smith
Kate Carter, Superintendent	Carl McAvoy, Head Custodian, Philip R. Smith
Nick Canova, K-12 Art Curriculum Coordinator	Al Mothersele, former Director, Technology Systems & Programs
Sara Chamberlain, Administrative Secretary	Sue Nadeau, Nurse, Wapping
Douglas Couture, Director of Technology Systems and Programs	Karen Newcomb, Medically Fragile Program, Wapping
Eileen Crawford, Music, Philip R. Smith/Pleasant Valley	Patricia Pelletier, Clerk, Orchard Hill
Karen Czapla, Grade 3, Orchard Hill	Angelina Racco, Psychologist, Eli Terry
Lynsey Desmond, Art, Philip R. Smith	Julie Ratajczak, Math Coach and Intervention, Philip R. Smith
Colleen Devita, EL Tutor, Eli Terry	Meghan Rhodes, Grade 1, Wapping
Marlene Dickison, Secretary, Eli Terry	Diane Rizzo, Special Education, Orchard Hill
Michelle Dixon, Principal, Philip R. Smith	Pam Roberts, K-5 Math Enrichment, Districtwide
Travis Edwards, K-8 PE/Health Curriculum Coordinator	Suzanne Robinson, Grade 2, Eli Terry
Denise Epps, Director, Special Services	Evelyn Russo, Nurse, Eli Terry
Ray Favreau, Director of Parks and Recreation	Melissa Simmons, Grade 2, Philip R. Smith
Vincent Federici, Principal, Eli Terry	Rebecca Slater, Grade 1, Philip R. Smith
Janet Giammarino, Special Education, Eli Terry	Karen Stoj, K-12 EL/World Language Curriculum Specialist
Patrick Hankard, Director of Facility Operations	Arnica Sullivan, K-12 Science Curriculum Specialist
Colleen Henegan, Nurse, Philip R. Smith	Jo-Ann Thomas, K-12 Music Curriculum Coordinator
Ruth Hertel, Library Manager, Eli Terry	Jen Williamson, Kindergarten, Eli Terry
Laura Hickson, Principal, Wapping	Christine Zampicini, Library Manager, Philip R. Smith
Carey Hill, Kindergarten, Philip R. Smith	Christine Zerella, Kindergarten, Orchard Hill

II. LONG RANGE PLAN / PROJECT RATIONALE

South Windsor Public Schools currently has five elementary buildings. These buildings range in age from 51 to 63 years old. The Elementary Schools Master Plan provides for school buildings that:

- Create learning environments designed for current instructional strategies;
- Benefit from needed technology upgrades;
- Comply with current building and fire codes;
- Incorporate contemporary design for school safety;
- Utilize modern, efficient heating and cooling systems; and
- Provide accessibility to all by meeting the requirements of the Americans with Disabilities Act.

The plan consists of a three-phase approach that will use multiple referenda and staggered construction schedules to address our needs over the next decade. Specifically, the plan consists of the following overarching components:

- Three-phase approach/staggered referenda
- Operate one fewer elementary school, moving from five (5) schools to four (4)
- 1-2-1 Referenda Schedule
 - Phase One: Address one school in first referendum
 - Phase Two: Address two schools in second referendum
 - Phase Three: Address final school in third referendum

Phase One called for the construction of a new PK-5 school on the Orchard Hill site, which allows for the original Orchard Hill Elementary School to serve as “swing space” for future phases of the Elementary Schools Master Plan. The creation of swing space is necessary so that when two other school buildings are under construction, students are able to attend the original Orchard Hill Elementary School building during the construction period. At the close of Phase One, Wapping Elementary School students will be redistricted to one of four other elementary schools. Ultimately, the Wapping Elementary School building will be turned over to the town. The referendum for Phase One passed in March 2014 and construction began in February 2016.

Phase Two calls for the construction of new K-5 schools at the Eli Terry site and the Philip R. Smith site. Ultimately, the original Eli Terry school building will be razed to allow for the construction of playgrounds and replacement ball fields. Eli Terry students will remain in the original Eli Terry building while their new school is being built. Philip R. Smith students will be relocated to the original Orchard Hill Elementary School building while their school is under construction.

Phase Three calls for the new construction of a new K-5 school at the Pleasant Valley site. Pleasant Valley students will be relocated to the original Orchard Hill Elementary School building while their school is under construction. Once the original Orchard Hill Elementary School is no longer needed for swing space, the building will be turned over to the town. The Town Council would determine if the building should be razed or repurposed.

III. THE PROJECT

Objective: To ensure all South Windsor children are able to attend a school that is safe, modern, compliant with current building codes and able to support their educational program; to facilitate completion of the Elementary School Facilities Master Plan by exploring the feasibility of consolidating populations and improving school buildings to support programs that meet the needs of South Windsor students, their families, and the community.

The following project specifications for the new Eli Terry school were developed using data from the October 2015 Prowda population study as well as a study conducted in June 2016 by Milone & MacBroom (MMI). MMI has been developing projections that account for recent trends in housing, economics and neighborhood level demographics. The projections are incorporated into MMI’s Geographic Information Systems, which allows for scenario planning as part of the redistricting process. Each redistricting scenario was analyzed for future enrollment, impact on transportation and right-sized to the proposed school construction program.

Phase Two

- **School:** **Eli Terry Elementary School**
- **Project Type:** New Construction
 - Total Program Area: **46,610** square feet
 - Total Building Area (inside face of walls): **64,025** square feet
 - Total Gross Square Feet (outside face of walls): **66,586** square feet
- **Construction Timeline:** March 2019 – May 2020
- **Design Enrollment:** **463** students*
- **Upon Completion:**
 - Eli Terry students will move into the new building in Summer 2020
 - The original Eli Terry building will be demolished during the summer of 2020 to create space for new ball fields and play areas.

** Assumes approximately 89 students from Wapping Elementary, including two special education programs: the Medically Fragile program and the Elementary Intensive program*

IV. CAPACITY DATA

Eli Terry Elementary currently houses 362 students in grades K – 5 and an additional 90 Pre-K students. At the completion of Phase One, all Pre-K students will transfer from Eli Terry to the new Orchard Hill facility. The enrollment projections for the new Eli Terry account for approximately 89 students redistricted from Wapping to Eli Terry, including the relocation of two special education programs: the Medically Fragile program and the Elementary Intensive program.

V. OVERVIEW OF PROGRAMS

GENERAL EDUCATION

The features of elementary classrooms that have to be considered when housing groups of school children for instructional purposes can be divided into three (3) classifications: (1) Early Childhood – Pre-K and Full-Day Kindergarten; (2) Early Elementary - grades one and two; and (3) Intermediate grades three, four and five. The classroom needs of all elementary children will require flexibility of space, portability of furniture and acoustical treatment of environment. This will be accommodated while still providing low height furnishings and more space for group instruction that will range from total class involvement to three or four separate groups doing different activities at the same time. Space should also be provided for students to read, write, research, and study for either individual or small group projects. The learning environment must also accommodate space for multiple adults (specialists) who work with students within the general classroom environment. All instructional classrooms require storage space for items such as classroom libraries, textbooks, reference materials, supplemental books, supplies, science equipment, charts, globes, computers, calculators and audio-visual equipment.

The outside play area for the early elementary and intermediate levels must be extensive and varied to accommodate activities that range from the minimal space demands of jump rope to larger areas needed to play soccer, kickball, softball, etc. This play area should be away from instructional spaces, if possible. Ideally, this play area should be in close proximity to gymnasium and cafeteria for easy access. The kindergarten play area should be near the kindergarten classrooms, depending on the design of the school and proximity to other classrooms.

Our General Education program includes curriculum focused on Art, Music, and Physical Education, STEM and World Languages. Support Services include Media Center and Technology Support integrated throughout the learning environments. Facilities for these areas need to be specific to each program's purpose yet allow for flexibility of space as with the K-5 classrooms. Further, these facilities should be pleasant and inviting to encourage students, staff and the community to fully support them and to benefit from them.

As the K – 5 program requires that students travel to these various program areas periodically during the day, consideration should be given to the student traffic that will result from this academic arrangement. Student proximity

to the library/media center, STEM lab, gymnasium/auditorium, instrumental/general music and art rooms should also be considered.

A platform off of the gymnasium will serve as a stage area for school assemblies, performances and other events. It will be adjacent to the gymnasium and accessible from the main corridor. The platform will be accessible and code compliant with ramp access. Included in the design will be stage draperies and main curtains, as well as adjustable stage and general lighting. An electronically controlled acoustical wall will be installed at the proscenium to allow the space to be used for a variety of small group activities, book fairs, and/or rehearsals on the platform while the gymnasium is in use.

Additional instructional space is necessary to provide support for non-identified students, as prescribed in the Scientific Researched Based Intervention (SRBI) requirements of the Connecticut State Department of Education. General Education Intervention Services is comprised of Reading, Mathematics and English Learner support (EL). Each of these three rooms will be centrally located within the classroom area of the building. The reading and math areas will be staffed by the reading consultant, early literacy and math interventionists, and supported by various paraprofessionals. These rooms will be utilized for individual testing, individual and small group instruction.

SPECIAL EDUCATION

Special Education programs include a K-5 Medically Fragile Program, a K-5 Elementary Intensive Program that serves children with autism and other special needs, K-5 Special Education Resource, Occupational/Physical Therapy (OT/PT) Services and Related Services (Social Work, Psychologist, Speech/Language/Hearing).

Classrooms for special education/related service teachers should be able to meet the needs for small group instruction. They will need to be of sufficient size to accommodate children who require specialized equipment. Rooms will be used for individual testing, confidential meetings with parents and/or students, individual and small group instruction, counseling, and staff conferences.

SUPPORT SERVICES

MEDIA CENTER

The Library Media Center of an elementary school is a multi-purpose room. It should be bright, colorful and attractive as well as warm and inviting, and meet the needs of the students it services. It is important that the media center be designed with the student's safety in mind. There should be freestanding 4 ft. high, double-faced shelving allowing one (1) adult to see the entire area. The area must be spacious enough to house an appropriate print and media collection. There should be room for multiple classrooms to use this resource on an independent basis. The room is divided so that most space is used as the public area. A small story corner, a production area for teachers, provision for six (6) computer workstations for research and access to online card catalogue as well as a circulation area located near an exit door is also required.

TECHNOLOGY

A contemporary elementary school must be able to support varied uses of technology. In particular, the school's infrastructure should reflect the latest in wiring and cabling, which would support current technology applications as well as future requirements. Internet access must be readily available throughout the school. Computers should support the full range of educational and operational functions in the school. To that end, it is recommended to invest in sufficient number of iPads (K-2) and Chromebooks (gr. 3-5) for all students in lieu of investing in a separate computer lab.

A small video production lab is also required as a multi-media technology studio. This could be adjacent to the media center and/or the STEM lab.

Wiring for all classrooms will include network drops and multiple electrical outlets. The entire facility will have wireless connectivity to support the implementation of mobile devices such as laptops, netbooks, and other Internet-ready devices.

VI. CLASSROOM SPECIFICATIONS

Unless otherwise noted, the standard furnishings for every classroom noted below are expected to include the following:

- Room darkening shades
- Acoustical insulation for soundproofing
- Air conditioning
- ADA compliant building standards
- Wireless/internet access to support at least 30 mobile devices
- Multiple electric outlets
- Sound Field System
- Telephone
- Intercom on hands free communication with office

GENERAL EDUCATION PROGRAMS

EARLY CHILDHOOD: FULL-DAY KINDERGARTEN	
SPACE: 1,100 square feet (each)	
NUMBER: Three (3) classrooms	
Toilet	<ul style="list-style-type: none"> • Toilet room with sink within classroom at a level appropriate for children ages 4-6
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate countertops • In-room drinking fountain • Soap and towel dispenser
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas • Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades K-2
Student Storage	<ul style="list-style-type: none"> • Coat and personal storage area for twenty-four (24) located within the classroom
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Two (2) kidney-shaped tables • Student chairs/tables to accommodate up to twenty-four (24) students (flexible/adaptable work stations)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair (possibly built in to counter area to save space)
Other Furniture	<ul style="list-style-type: none"> •
Special Needs/Equipment	<ul style="list-style-type: none"> •
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • Sufficient iPads for each student • One (1) teacher computer

EARLY ELEMENTARY – GRADES ONE AND TWO	
SPACE: 890 square feet (each classroom) 50 square feet (in-class toilet room)	
NUMBER: Seven (7) classrooms	
Toilet	<ul style="list-style-type: none"> • Toilet room with sink within classroom at a level appropriate for children ages 6-8
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counters • In-room drinking fountain • Soap and towel dispenser
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas • Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades K-2
Student Storage	<ul style="list-style-type: none"> • Coat and personal (non-locking) lockers for twenty-four (24) located in the corridor (2 students/locker)
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Two (2) kidney-shaped tables • Student chairs/desks/tables to accommodate up to twenty-four (24) students
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built in to counter area to save space
Other Furniture	<ul style="list-style-type: none"> •
Special Needs/Equipment	<ul style="list-style-type: none"> •
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • Sufficient iPads for each student • One (1) teacher computer

INTERMEDIATE – GRADES THREE, FOUR AND FIVE	
SPACE: 890 square feet (each)	
NUMBER: Ten (10) classrooms	
Toilet	<ul style="list-style-type: none"> • Toilet facilities located in close proximity to classrooms
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • In-room water fountain • Soap and towel dispenser
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades 3-5
Student Storage	<ul style="list-style-type: none"> • Coat and personal storage areas are located in the corridors for up to twenty-six (26) students per classroom (one (non-locking) locker per student; double stacked)
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting

INTERMEDIATE – GRADES THREE, FOUR AND FIVE	
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Kidney shaped table and appropriate student seating for twenty-six (26)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built in to counters to save space
Other Furniture	<ul style="list-style-type: none"> •
Special Needs/Equipment	<ul style="list-style-type: none"> •
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • Sufficient Chromebooks for each student • One (1) teacher computer

VISUAL ARTS	
SPACE:	1,450 square feet (includes 350 s.f. for kiln room and storage)
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Minimum two (2) deep sinks with clay traps in addition to one (1) student accessible sink all in same location • Paint-resistant countertops • In-room drinking fountain away from cleaning sinks
Access	<ul style="list-style-type: none"> • Close to workroom and STEM classroom, if possible
Classroom Storage	<ul style="list-style-type: none"> • Lockable closets • Easily accessible cabinets and shelves • Vertical file tub-storage cabinets with locks • Two (2) kitchen-type mobile carts with shelves
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> • Space to store student work in progress; one area per classroom
Lighting	<ul style="list-style-type: none"> • North facing classroom, preferable
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Display	<ul style="list-style-type: none"> • Two-sided fully locked showcase on room's corridor wall • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Twenty six (26) chairs
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built in to counters to save space
Other Furniture	<ul style="list-style-type: none"> • Butcher block work tables (rectangular)
Special Needs/Equipment	<ul style="list-style-type: none"> • Two (2) small kilns (to be appropriately located and sized) • Drying racks • Book racks and magazine shelves (fine arts area) • Four (4) sturdy wooden adjustable painting easels • Two (2) large rolling waste barrels • Eyewash station
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • Full color printer

GENERAL AND INSTRUMENTAL MUSIC	
SPACE:	1,000 square feet for General Music 1,000 square feet for Instrumental Music (including instrument storage)
NUMBER:	Two (2) rooms, one for General Music (K – 5), and one for Instrumental Music (grades 4 and 5)
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Large sink in Instrumental Music room to submerge brass instruments for cleaning • Small sink/fountain area in General Music room • In-room drinking fountain
Access	<ul style="list-style-type: none"> • In proximity to gymnasium and platform (stage)
Classroom Storage	<ul style="list-style-type: none"> • Music cabinets for sheet music storage (each room) • Built-in bookcase (16" x 15') • Storage for Orff instruments for general music classroom
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> • Built-in storage for instruments (low built-in cubbies at instrumental music room entrance)
Lighting	<ul style="list-style-type: none"> •
Flooring	<ul style="list-style-type: none"> • Carpet
Display	<ul style="list-style-type: none"> • Two 8 ft. whiteboards, one with permanent musical staff lines (each room)
Student Furniture	<ul style="list-style-type: none"> • Eighty (80) stackable chairs
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built in to counters to save space
Other Furniture	<ul style="list-style-type: none"> • Eighty (80) music stands for instrumental room • Three (3) Conductor's stands
Special Accommodations	<ul style="list-style-type: none"> • Sound deadening/sound proof walls • Acoustical divider built between platform and gymnasium • Small sound-proof practice room within instrumental classroom with large window • Full-length mirror (Mylar) in instrumental room
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • Two (2) student computers (SMART Music) in instrumental room

PHYSICAL EDUCATION	
SPACE:	Gymnasium: 4,700 square feet PE Office/Storage: 600 square feet (includes 144 s.f. office) Platform/Stage: 900 square feet
Toilet	
Sinks	<ul style="list-style-type: none"> • Recessed drinking fountains located inside gymnasium
Access	<ul style="list-style-type: none"> • Capacity to hold entire student body, staff and faculty • Convenient access to ball fields
Storage	<ul style="list-style-type: none"> • Folding seating/carts/storage for entire student body, staff and faculty • Storage area will have access from both the interior of the gymnasium, as well as the exterior of the building (for outdoor sports and playground activities); a roll-up exterior access door is desired • Six (6) shelving units (48"x18"x72") inside storage facility
Lighting	<ul style="list-style-type: none"> • Lighting with safety cages or equivalent

PHYSICAL EDUCATION	
Flooring	<ul style="list-style-type: none"> • All purpose wood floor system with essential markings • Removable protective matting
Special Accommodations	<ul style="list-style-type: none"> • Sound deadening/sound proof walls • Clerestory windows with remote room darkening shade system • High ceiling, the lowest features should be a minimum of 22 ft. from the floor • Wall matting around entire perimeter, from height of wall base to 6'-0" minimum above finish floor • Removable wall matting along front of platform as well. • Two (2) main and four (4) side baskets for basketball (all adjustable for height and electrically operated) • Volleyball post recessed floor sleeves • Chinning bars • Horizontal bar • Divider curtain • One wall to be designated for future climbing, wall mounted equipment, and the masonry cores filled with concrete • Two (2) sections of portable risers for use with the gymnasium platform (one on the gymnasium floor, and one on the platform) • Movable cart for storage/equipment
Classroom Technology	<ul style="list-style-type: none"> • Portable Smart Board • Cart with projector/screen for classroom instruction • One (1) teacher computer

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM) LAB	
SPACE: 1,200 square feet	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Three (3) stainless steel sinks with laminate counter tops • In-room drinking fountain • Soap and towel dispensers
Access	<ul style="list-style-type: none"> • In close proximity to general education classrooms
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases (upper and lower) • Locked closet for audio-visual equipment and science equipment • Cabinets to be deep, with adjustable / removable shelving, and space for large bin storage. • Storage for student projects in process
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • Two (2) lockable four-drawer filing cabinets
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Display	<ul style="list-style-type: none"> • Two-sided fully locked showcases on room's corridor wall • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Age-appropriate student furniture (26 students)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair
Other Furniture	<ul style="list-style-type: none"> • Thirteen (13) movable laboratory tables with grommets and integral wire management tray
Special Accommodations	

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM) LAB	
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System • Retractable, overhead electrical outlets • Printer • 3D Printer • Scanner
Computers (each)	<ul style="list-style-type: none"> • Fifteen (15) student iPads • Three (3) student desktop computers • One (1) teacher computer

WORLD LANGUAGES	
SPACE: 150 square feet office for two (2) teachers	
Access	<ul style="list-style-type: none"> • In close proximity to general education classrooms
Teacher Storage	<ul style="list-style-type: none"> • Two (2) lockable teacher storage wardrobes • Two (2) lockable four-drawer filing cabinets • Bookcases to store instructional materials • Space for two (2) travel carts
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Teacher Furniture	<ul style="list-style-type: none"> • Two (2) Teacher desk/chair
Other Furniture	<ul style="list-style-type: none"> • Two (2) travel carts to transport instructional supplies to classrooms
Computers (each)	<ul style="list-style-type: none"> • Two (2) teacher computers

LIBRARY MEDIA CENTER	
SPACE: 2,650 square feet (includes 200 s.f. office for media staff and 200 s.f. work room with copier)	
Sinks	<ul style="list-style-type: none"> • Sink in media center workroom
Access	<ul style="list-style-type: none"> • Centrally located in the school • Access to outdoor garden area, desirable • Close proximity to STEM lab, desirable
Storage	<ul style="list-style-type: none"> • Audio-visual storage cabinets • Over-size vertical filing cabinet • Storage for teacher resources and professional development materials
Teacher Storage	<ul style="list-style-type: none"> • One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Remote control room darkening blinds
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards • Well-placed and secure space for displays and promotional materials
Student Furniture	<ul style="list-style-type: none"> • Tables and chairs with sleigh legs; easy to reconfigure • Computer furniture/workstations for six (6) student computers
Teacher Furniture	<ul style="list-style-type: none"> • Two (2) teacher desks/chairs
Other Furniture	<ul style="list-style-type: none"> • 48-inch free standing, double-faced shelving for student print materials • Two (2) adult visitors chairs • Comfortable lounge style seating – adult and student

LIBRARY MEDIA CENTER	
Space Considerations	<ul style="list-style-type: none"> • Small tiered story corner • Area for independent study (for approximately 50 students) • Informal seating or an informal area with comfortable chairs • A stack area to accommodate student print materials • Separate area (100 s.f.) for video production lab
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System • Sufficient outlets to support all technology • Sound system for large group events
Computers (each)	<ul style="list-style-type: none"> • Six (6) student computers • Two (2) teacher computers • Security with particular regard to the increasing amount of expensive, attractive, and popular electronic equipment housed in the media center

VIDEO PRODUCTION LAB	
SPACE: 100 square feet (within Library Media Center)	
Sinks	<ul style="list-style-type: none"> • N/A
Access	<ul style="list-style-type: none"> • In proximity to or within the Media Center
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Student Furniture	
Teacher Furniture	<ul style="list-style-type: none"> • Teacher work station
Classroom Technology	<ul style="list-style-type: none"> • Interactive Touch Screen White Board • AV Switcher Control System • Video backdrop screen • Amplifier • Ceiling Mounted Speakers • Video Conferencing Unit - codec, camera, microphones • Camera for announcements
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer with DIVOS software installed

GENERAL EDUCATION INTERVENTION SERVICES – READING, MATH, EL	
<p>SPACE: 400 square feet (each) for EL and Math Intervention, each space to accommodate 2-3 adults working with small groups</p> <p>700 square feet for Reading, including a small private office area; to accommodate 3-4 adults working with small groups</p> <p>NUMBER: Three (3) rooms</p>	
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counters • In-room drinking fountain • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • In close proximity to primary education classrooms (EL, Reading, Math Intervention)

GENERAL EDUCATION INTERVENTION SERVICES – READING, MATH, EL	
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • A supply closet with shelving installed in each room • Wall length counter top with wall storage cabinets and electrical strips. • Counters under windows where possible • Separate K-2 and 3-5 book closet located in primary/intermediate hallways
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Two (2) Kidney-shaped tables • Ten (10) student chairs
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair
Other Furniture	<ul style="list-style-type: none"> • Visitor’s chair
Special Needs/Equipment	<ul style="list-style-type: none"> •
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • Five (5) student computers • One (1) teacher computer

SPECIAL EDUCATION PROGRAMS

ELEMENTARY INTENSIVE PROGRAM	
SPACE: 1,000 square feet (each)	
NUMBER: Two (2) classrooms each for 8-10 students	
Toilet	<ul style="list-style-type: none"> • Toilet room within classroom at a level appropriate for children ages 5-12 with space for a changing table, including a storage area for diapers, wipes, extra clothes
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • In-room drinking fountain • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • Close proximity to Medically Fragile Program
Classroom Storage	<ul style="list-style-type: none"> • Storage for large equipment (large adaptive chairs, prone standers, supine standers, large walkers, gait trainers, large therapy balls, etc.) • Built-in bookcases, storage areas, large-drawer storage • Storage areas • Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> • 15 coat hooks/storage • Cubby storage for 10 students
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Kidney-shaped table and appropriate student furniture
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair

ELEMENTARY INTENSIVE PROGRAM	
Other Furniture	<ul style="list-style-type: none"> • Center instruction: Three (3) small tables with four (4) chairs • Activity Groups: Two (2) kidney-shaped tables with six (6) chairs • Adult visitor chair
Special Needs/Equipment	<ul style="list-style-type: none"> • 60” flexible room dividers, able to configure the room into six (6) separate areas • Staff work area (for teachers, aides, conferences) • Easel for big books and large posters • Full-length mirror (Mylar) • Play equipment for centers
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • Two (2) student computers

MEDICALLY FRAGILE PROGRAM	
SPACE: 1,200 square feet	
NUMBER: One (1) classroom for 8-10 students	
Toilet	<ul style="list-style-type: none"> • Toilet room within classroom at a level appropriate for children ages 5-12 with space for a changing table, including a storage area for diapers, wipes, extra clothes
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • In-room drinking fountain • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • Door leading outside is preferred, close proximity to van drop off/pick up • Adjacent to K-5 O.T./P.T. room
Classroom Storage	<ul style="list-style-type: none"> • Storage for large equipment (large adaptive chairs, prone standers, supine standers, large walkers, gait trainers, large therapy balls, etc.) • Built-in bookcases, storage areas, large-drawer storage • Storage areas • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • Two (2) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> • Coat and cubby storage for 10 students
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Kidney-shaped table and appropriate student furniture
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair
Other Furniture	<ul style="list-style-type: none"> •
Special Needs/Equipment	<ul style="list-style-type: none"> •
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • Two (2) student computers; adjustable heights • Four (4) iPads with charging station

SPECIAL EDUCATION RESOURCE	
SPACE 350 square feet (each)	
NUMBER: Two (2) classrooms (one for Early Elementary, and one for Intermediate Elementary)	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • In-room drinking fountain • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • Close proximity to general education classrooms • Close proximity to related services (SW/Psych/SLH), preferred
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas • Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> •
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Student tables/chairs (adjustable/movable)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair
Other Furniture	<ul style="list-style-type: none"> • Adult visitor's chair • Activity Groups: Two (2) kidney-shaped table with six (6) chairs (each)
Special Needs/Equipment	<ul style="list-style-type: none"> •
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • Four (4) student computers

K-5 O.T./P.T. RESOURCE	
SPACE: 600 square feet	
NUMBER: One (1) room shared by two (2) staff	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counters • In-room drinking fountain • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • Adjacent to Medically Fragile Classroom
Classroom Storage	<ul style="list-style-type: none"> • Storage for large equipment (large adaptive chairs, prone standers, supine standers, large walkers, gait trainers, large therapy balls, etc.) • Built-in bookcases, storage areas, large-drawer storage • Open shelving and counter area • Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • Two (2) lockable built-in four-drawer filing cabinets
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards

K-5 O.T./P.T. RESOURCE	
Student Furniture	<ul style="list-style-type: none"> • Small tables with student chairs
Teacher Furniture	<ul style="list-style-type: none"> • Two (2) Teacher desk/chair work stations
Other Furniture	<ul style="list-style-type: none"> • Adult visitor chairs
Special Needs/Equipment	<ul style="list-style-type: none"> • Trampoline, Balance Beam, Swing, Stairs, Floor Mats • Area for gross motor activities.
Classroom Technology	<ul style="list-style-type: none"> •
Computers	<ul style="list-style-type: none"> • Two (2) teacher computers

K-5 RELATED SERVICES – SOCIAL WORKER/PSYCHOLOGIST/SPEECH	
SPACE: 700 square feet (total)	
NUMBER: Three (3) offices: Social Worker (350 s.f.); Psychologist (175 s.f.); K-5 Speech/Language Pathologist (175 s.f.)	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with soap and towel dispenser (common area)
Access	<ul style="list-style-type: none"> • Close proximity to the main office and sped resource rooms • Consider these offices as a suite with common area
Storage	<ul style="list-style-type: none"> • One (1) lockable built-in four-drawer filing cabinet (each office) • Bookcase and shelving • Walk-in supply closet (common area) • Laminate counters and shelving (common area)
Lighting	<ul style="list-style-type: none"> •
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair (each office)
Other Furniture	<ul style="list-style-type: none"> • Two (2) adult chairs (each office) • One (1) rectangle or kidney shaped table, with 6 student chairs (each office)
Special Needs/Equipment	<ul style="list-style-type: none"> • Built-in mirror (Speech only) • Two-way observation mirror (location to be determined based on office layout)
Classroom Technology	<ul style="list-style-type: none"> •
Computers	<ul style="list-style-type: none"> • One (1) teacher computer (each office)

VII. ADMINISTRATION AND SUPPORT FACILITIES

Unless otherwise noted, the standard furnishings for every area noted below are expected to include the following:

- Room darkening shades
- Acoustical insulation for soundproofing
- Year-round air conditioning
- ADA compliant building standards
- Wireless/internet access
- Multiple electric outlets
- Telephone

PRINCIPAL'S OFFICE	
SPACE: 190 square feet	
Access/Location	<ul style="list-style-type: none"> • Close proximity to secretary's work station and conference room
Storage	<ul style="list-style-type: none"> • One (1) large wall unit bookcase • Lockable lateral files
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Desk/Chair • Visitor's seating for six (6)
Other Accommodations	<ul style="list-style-type: none"> • Bulletin board • Private lavatory
Technology	<ul style="list-style-type: none"> • Polycom telephone • Building security system monitor • Security "panic" button with dedicated phone line
Computers	<ul style="list-style-type: none"> • One (1) laptop with docking station

MAIN OFFICE (SECRETARIAL AREA)	
SPACE: 700 square feet	
Access/Location	<ul style="list-style-type: none"> • Adjacent to principal's office with a closable connecting door. • Main hallway wall should have multiple windows, and the Main Office should be able to view main entranceway of school and bus traffic • Connecting door between office and health suite • Staff lavatories should be adjacent to office
Storage	<ul style="list-style-type: none"> • Safe • Staff mailboxes • Base and wall cabinets with counter space
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Secretarial workstations (2) • Secretarial chairs (2) • Additional work table/counter area • Visitor's seating
Other Accommodations	<ul style="list-style-type: none"> • Bulletin boards • Closet for coats
Technology	<ul style="list-style-type: none"> • Network copier/fax machine • Building security system monitor (secretary/clerk) • Security "panic button with dedicated phone line (secretary/clerk) • Parent access Kiosk computer
Computers (each)	<ul style="list-style-type: none"> • Two (2) computers

SPECIAL EDUCATION CLERK'S OFFICE	
SPACE: 100 square feet	
Access/Location	<ul style="list-style-type: none"> • Adjacent to Main Office Secretarial Area
Storage	<ul style="list-style-type: none"> • Two (2) fire rated four-drawer lockable filing cabinets • Base and wall cabinets with counter space for storage
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting

SPECIAL EDUCATION CLERK'S OFFICE	
Office Furniture	<ul style="list-style-type: none"> • Secretarial workstation • Secretarial chair • Visitor's seating
Other Accommodations	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Technology	<ul style="list-style-type: none"> •
Computers (each)	<ul style="list-style-type: none"> • One (1) computer

CONFERENCE ROOMS	
SPACE: 200 square feet	
NUMBER: Two (2) rooms	
Access/Location	<ul style="list-style-type: none"> • One (1) Adjacent to Main Office/Principal's Office • One (1) within Classroom wing
Storage	<ul style="list-style-type: none"> • One (1) credenza
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Conference Table • Seating for ten (10)
Other Accommodations	<ul style="list-style-type: none"> • Whiteboard • Bulletin board
Technology	<ul style="list-style-type: none"> • Polycom telephone • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • One (1) computer

HEALTH SERVICES	
SPACE: 650 square feet	
Toilet	<ul style="list-style-type: none"> • Oversized accessible toilet room with changing table
Sink	<ul style="list-style-type: none"> • Sink with foot pedal controls (outside Toilet room) • Sink with eye wash
Access/Location	<ul style="list-style-type: none"> • Access to main office for assistance during times of emergency • Access through main corridor • Access to natural light; windows
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Lockable cabinets for medication (if controlled meds are not stored in the same cabinet as non-controlled meds, it does not require to be double locked) • Three (3) four-drawer lockable filing cabinets • Closet and extra storage for materials
Office Furniture	<ul style="list-style-type: none"> • Bookcase • Table for testing/conferences (private) • Four (4) student chairs for waiting area
Space Considerations	<ul style="list-style-type: none"> • Recovery area with 3 cots with privacy curtains • Two (2) Nurse's spaces where nurse can speak privately with students/parents • Examination room • 25-ft space to conduct vision screenings • Waiting area for students
Medical Equipment	<ul style="list-style-type: none"> • Wheelchair/evac chair

HEALTH SERVICES	
	<ul style="list-style-type: none"> • Rolling cart (portable emergency cart) • Examination table
Other Accommodations	<ul style="list-style-type: none"> • AED with audible alarm box will be installed in the public access hallway. • Refrigerator with separate freezer compartment
Technology	<ul style="list-style-type: none"> • Two (2) telephones with direct access to an outside line
Computers (each)	<ul style="list-style-type: none"> • Two (2) computers

TEACHER WORKROOM	
SPACE: 440 square feet	
Toilet	<ul style="list-style-type: none"> • N/A
Sink	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter tops • Soap and towel dispenser
Access/Location	<ul style="list-style-type: none"> • Close proximity to Main Office area
Lighting	<ul style="list-style-type: none"> •
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Shelving • Locked cabinet
Furniture	<ul style="list-style-type: none"> • Table and six (6) chairs
Other Accommodations	<ul style="list-style-type: none"> • Die press (letter cutting machine) • Laminating machine • General office supplies
Technology	<ul style="list-style-type: none"> • Network copier/fax machine/scanner
Computers	<ul style="list-style-type: none"> • One (1) teacher computer

FOOD SERVICES – CAFETERIA	
SPACE: 2,000 square feet	
Toilet	<ul style="list-style-type: none"> • N/A
Sink	<ul style="list-style-type: none"> • Bay sink with foot pedal for hand washing and Purell stations for students
Access/Location	<ul style="list-style-type: none"> • Adjacent to full kitchen and serving area • Exits to outdoors • Close proximity to playground and fields
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Resilient textured rubber flooring
Storage	<ul style="list-style-type: none"> • Storage room to accommodate tables/benches and chairs
Furniture	<ul style="list-style-type: none"> • Folding roll-away tables/benches, long type with built-in seating, to accommodate 145 students • Chair and desk for paraprofessional/cafeteria supervisor
Other Accommodations	<ul style="list-style-type: none"> • Recessed drinking fountains • Sound reducing measures • Sound proof divider between kitchen and cafeteria • Bulletin boards
Technology	<ul style="list-style-type: none"> • Localized public address system
Computers	<ul style="list-style-type: none"> • N/A

FOOD SERVICES – KITCHEN	
SPACE: 1,100 square feet – Kitchen 150 square feet – Food Manager’s Office	
Toilet	<ul style="list-style-type: none"> • Locker room for five (5) with adjacent unisex toilet room
Sink	<ul style="list-style-type: none"> • One (1) three bay sink with drain board and garbage disposal • One (1) double well stainless steel produce sink • One (1) triple well stainless steel pot wash sink • Three (3) hand sinks with soap and towel dispensers
Access/Location	<ul style="list-style-type: none"> • In close proximity to Gymnasium
Lighting	<ul style="list-style-type: none"> • Task lighting over preparation areas
Flooring	<ul style="list-style-type: none"> • Epoxy flooring
Storage	<ul style="list-style-type: none"> • Safe • Four (4) stainless steel utility carts, three shelves, #300/#400 capacity • One (1) stainless steel cart for tray storage, ADA accessible • Adequate space for annual supplies
Furniture	<ul style="list-style-type: none"> • Teacher desk/chair • Visitor’s chair
Space Considerations	<ul style="list-style-type: none"> • Large walk-in storeroom with heavy-duty wire mesh chrome-mate shelving on casters • Dishwasher room with necessary utilities (racks and tray carts) • Separate area for the cashier to count money with a safe • Two (2) serving lines with built-in hot and cold units • Can washing area (outside, near dock – custodial)
Food Services Equipment	<ul style="list-style-type: none"> • One (1) slicer on stand • One (1) 30 gallon mixer • One (1) double steamer, pressure-less • One (1) commercial microwave oven • Two (2) double convection ovens with stand: single one-over-one unit • Two (2) small double kettles • One (1) food processor (Robo Coupe) • Walk-in freezer, minimum 100 square ft. with shelving • Walk-in refrigerator, minimum 100 square ft. with shelving • One (1) pass-thru refrigerator near serving line • One (1) pass-thru freezer near serving line • Steam table with five (5) wells • Cold well in serving line for fruits, vegetables and salads • Two (2) preparation tables (stainless steel) • One (1) baking center with table, baking rack with refrigerator underneath • Milk cooler • Ice cream freezer • Exhaust fans (ventilation) for ovens, skillet, stove, etc. • Exhaust fans (ventilation) in washroom and pantry areas
Technology	<ul style="list-style-type: none"> • One (1) cash register and stand (point of sale system) • One (1) computer (Food Services Office)

FACULTY LOUNGE	
SPACE: 400 square feet	
Toilet	<ul style="list-style-type: none"> • Faculty toilets adjacent to faculty lounge
Sink	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • Soap and towel dispenser

FACULTY LOUNGE	
Access/Location	<ul style="list-style-type: none"> • Close proximity to the major instructional section of the school
Lighting	<ul style="list-style-type: none"> • Provide windows and maximize natural light
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and carpeting
Storage	<ul style="list-style-type: none"> • Built-in upper and lower cabinets
Furniture	<ul style="list-style-type: none"> • Soft seating • Tables and seating for fifteen (15) people
Equipment	<ul style="list-style-type: none"> • Microwave oven • Refrigerator • Coffee maker
Technology	<ul style="list-style-type: none"> •
Computers	<ul style="list-style-type: none"> • N/A

CUSTODIAL OFFICE	
SPACE: 150 square feet	
Toilet	<ul style="list-style-type: none"> • Locker room for four (4) with adjacent unisex toilet room
Access/Location	<ul style="list-style-type: none"> • In close proximity to Cafeteria
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Locked cabinet
Furniture	<ul style="list-style-type: none"> • Desk/Chair • Three (3) adult chairs
Equipment	<ul style="list-style-type: none"> •
Computers	<ul style="list-style-type: none"> • One (1) computer

STORAGE	
SPACE: 400 square feet – Instructional Storage	
700 square feet – General Storage	

VIII. COMMUNITY USE

All of our schools are used by the community. Some of the groups that regularly use the facilities include:

- South Windsor Parks and Recreation Department
- Scouting organizations
- Civic organizations
- Municipal boards and groups
- Adult Education
- PTO
- Registrar of Voters
- Religious education classes

IX. ENVIRONMENT – SYSTEMS – EQUIPMENT

SYSTEM	SPECIFICATIONS
Building Systems	<ul style="list-style-type: none"> • The building systems incorporated into the new construction will be designed in accordance with Connecticut High Performance Building standards, equivalent in performance to a LEED Silver rating.
Heating/Cooling (HVAC) System	<ul style="list-style-type: none"> • Heating & cooling should be produced with natural gas with a boiler for heating and roof top DX cooling. Consider including Geo-thermal wells for energy efficiency. • All spaces are to receive air conditioning, but only those areas with summertime use will have the systems running year-round; all other areas will have systems set to dehumidification only during summer months. • In-line water heaters for domestic hot water shall be provided during non-heating season usage. • Use in-slab hydronic heat delivery at the lower levels for Kindergarten classrooms. • Energy recovery units, VFD fan systems and pumps to be utilized in the design. • Perimeter heating will be provided by fin tube radiation and the possible use of ceiling mounted radiant panels, cooled by a VAV system with each room served by a dedicated VAV box and hydronic reheat coil. • The use of “chill beams” will be considered for general heating and cooling. Designer to provide additional information on chill beam systems to Owner. • The gymnasium/auditorium and cafeteria will be served by separate variable speed air handlers. Air handlers shall include a hot water heating coil and DX cooling coils.
Climate Controls/Ventilation System	<ul style="list-style-type: none"> • The building will be designed with Direct Digital Control (DDC) systems (Invensys), centrally tied into the School Facilities Department via Graphical User Interface. • Spaces should have independent, on demand heating, cooling and ventilation control for operational efficiency. • Each classroom will be provided with a temperature sensor and carbon dioxide sensor. The carbon dioxide sensor is an energy saving device. By sensing the carbon dioxide within the room, the outside air intake is adjusted, reducing the amount of outside air being heated or cooled, resulting in less energy used. • Climate controls/ventilation systems need to meet current codes and standards.
Lighting System	<ul style="list-style-type: none"> • Efficient and appropriate natural lighting will be maximized within the facility as appropriate for the programmatic use of the spaces. • Motion sensors and dual switching will be installed in classrooms. • The use of fluorescent lights throughout, with exceptions in specialty areas. • Attention should be given to security lighting for both interior and exterior of the building. • Emergency back-up will be via local battery ballasts. • The use of light shelves and light sensors for natural light to reduce electrical load shall be considered in locations where possible.
Electrical (Power) System	<ul style="list-style-type: none"> • Power to be provided by local utility company. • Consider solar roof mounted. • Distribution will include customer metering. • Emergency (whole building) generator to accommodate Life Safety needs.

SYSTEM	SPECIFICATIONS
Technology	<ul style="list-style-type: none"> • There shall be a combined voice/data system with “VOIP” (Voice Over Internet Protocol) design. • The school shall have ceiling mounted projectors with media controlled both locally from the teacher’s station and with a centralized media system at the head end (“DIVOS system”). • Head equipment to be housed in an MDF with 24 hour environmental control. • Horizontal cabling shall be Category 6e or contemporary equivalent. • Cable shall be run in corridors to support horizontal cable structure. • Fiber back bone between the MDF and IDF rooms shall be multi-mode type (10GB minimum). • Fiber optical cable from street to MDF • Make new Data center
Security	<ul style="list-style-type: none"> • Digital video surveillance of exterior/interior areas of the building • Electronic security system with keypad access control installed into the school. • Design the plan to prevent access to instructional areas of the school when community events take place in assembly areas during non-school hours. • Motion sensors shall be mounted in corridors. • Respond to future state and/or federal mandates related to security requirements for elementary facilities. • Door locks shall be Schlage and integrated with existing SWPS system.
Phone System	<ul style="list-style-type: none"> • A comprehensive, district-integrated phone system (dial-out) will be integrated into technology scope of the project, including hands-free and handle options. • Install phones in every room of the facility occupied by teachers or students at any given time, including all support and instructional spaces. • Provide Voice Over “IP” options.
Public Address	<ul style="list-style-type: none"> • The building’s public address system is comprehensive and will be addressed as part of the technology component of the project to incorporate internal building communications as well as external communications. • The PA system should be developed in conjunction with the phone, clock, data, voice and DIVOS video distribution system of the school. • Secondary access to security and public address systems will be located in the MDF/Head End Room.
Clocks	<ul style="list-style-type: none"> • Clocks, similar to the phone system will be integrated into the technology component of the project. • All support and instructional spaces will be included. • System to have manual override capability in the event that Daylight Saving Times are adjusted by the Federal Government.
Plumbing System	<ul style="list-style-type: none"> • Plumbing fixtures/system will be designed per current and applicable codes. • Fixtures will be self-operating • Plastic piping to be considered for domestic water and heating where possible. • Floor drains in gang toilet areas • Plumbed for full whole building sprinkler system
Fire Protection	<ul style="list-style-type: none"> • Building will be fully protected by a sprinkler system installed per NFPA 13.
Fire Alarm	<ul style="list-style-type: none"> • The building will be protected by a fully addressable analog, manual and automatic fire alarm system.
Acoustics	<ul style="list-style-type: none"> • The building will comply with ANSI S12.60-2002: Acoustical Performance Criteria, Design Requirements and Guidelines for Schools. • Suspended acoustical ceilings and/or acoustical decks will be installed throughout the building. • Corridor walls should be constructed of glazed concrete masonry units, or materials with a comparable NRC rating, and provide an adequate separation for sound control. • In specialized areas, such as media centers, appropriate acoustical treatments will be installed. • Sound field system will be provided in each classroom.

SYSTEM	SPECIFICATIONS
Windows/Doors	<ul style="list-style-type: none"> • Windows should be high efficiency, non-operational type with low e-glazing. • Emergency egress windows and rated doors will be installed in accordance with applicable codes. • Key fobs, thumb latches, vision panels – review with District and integrate with security section. • Door locks shall be Schlage and integrated with existing SWPS system.

X. SITE DEVELOPMENT

There will be two primary entrance areas to the building: (1) the Main Entrance for visitors and parent drop off/pick up, and (2) student entrance for bus drop-off/pick up. Passive security measures, such as visual control of the entrances from the adjacent office area, must be planned for. Active security measures and systems will be developed with the building design. Adequate lighting for monitoring activities and ensuring safety are of paramount importance at the building entrances. Each entrance area should accommodate a separate bus loading and parent drop-off area. Entry overhangs or covered walkways will be provided for inclement weather to the extent practicable.

Bus loading areas should be configured as a one-way drive in a direction to assure that loading and unloading of students occurs from the right-hand side of the vehicle adjacent to the building. The drive will have two lanes: one for travel, and one for stopping and unloading. The bus loading driveway should be located such that buses exit upstream of automobiles, thereby reducing delays.

Parent drop-off areas will also be configured as a one-way drive in a direction to ensure that loading and unloading of students occurs from the right-hand side of the vehicle adjacent to the building. Student drop-off and pick-up areas are to be separated from the bus loading area, and preferably should be separate from other parking lots.

Parking for staff and visitors will be developed to take the multiple uses of the building into account. In determining the size and location of the parking lots, consideration will be given to the use of the building for community access as well as student safety. ADA and other code requirements will be addressed in the design of parking.

Sidewalks will be featured around the perimeter of the school, and shall be concrete with monolithic concrete curbing. Access to the parking lots, playfields, bus and parent pickup/drop-off areas, and access for student walkers will be addressed. Sidewalks should be designed to accommodate students who walk or ride bicycles to school. The number of driveways that are crossed by sidewalks should be eliminated/minimized as much as practicable.

Playgrounds will include paved (dry) play areas, replacement baseball and soccer fields, and new playscape equipment. Kindergarten play areas should be located in close proximity to their classrooms. Intermediate play areas should be located away from classroom areas, and in close proximity to the gymnasium. Playfields should be located in close proximity to the Gymnasium.

Playfields, parking, service drives, drop-off zones and bus zones should be located to reduce the cost of connecting elements without requiring pedestrians to cross vehicular traffic lanes. The location of driveways, walkways and landscaping must permit adequate sight distances for both vehicles and pedestrians.

Site utilities and physical plant components, including drives and access roads, will be located to avoid conflict with student and vehicular traffic, as well as the planned future growth of building components.

Landscaping will be designed to allow the school to blend with the environment as well as to provide passive cooling and windbreaks when possible. Trees and other greenery will be of a hearty variety and require little maintenance and which complement the building and site. Trees will be planted a sufficient distance from the building to avoid future maintenance problems. Consideration will be given to safety and security when placing foliage around walkways and areas of building access.

ELI TERRY ED SPECS SPACE SUMMARY				
Room Description	# of Students Per Room	Required # of Rooms	Square Feet Per Room	Total Area (Sq. Feet)
GENERAL EDUCATION PROGRAMS				
Early Childhood: Full-Day Kindergarten	24	3	1,100	3,300
Early Elementary: Grades 1 - 2	24	7	890	6,230
Early Elementary: Classroom Toilets		7	50	350
Intermediate: Grades 3-5	24-26	10	890	8,900
Visual Arts – Classroom	24-26	1	1,100	1,100
Visual Arts - Kiln Room and Storage		1	350	350
Music - Choral Room/General Music	24-26	1	1,000	1,000
Music - Instrumental Room		1	1,000	1,000
Physical Education - Gymnasium		1	4,700	4,700
Physical Education - Office and Storage		1	600	600
Platform (Stage)		1	900	900
STEM Lab Classroom	24-26	1	1,200	1,200
World Language Office		1	150	150
Media Center		1	2,650	2,650
Video Production Lab (Media Center)		1	100	100
General Ed. Intervention Services (Math, EL)		2	400	800
General Ed. Intervention Services (Reading)		1	700	700
Total		41		34,030
SPECIAL EDUCATION PROGRAMS				
Elementary Intensive Program	10-12	2	1,000	2,000
K-5 Medically Fragile Classroom	10-12	1	1,200	1,200
Special Education Resource Room		2	350	700
OT/PT Resource Room		1	600	600
Related Services (Social Worker/Psychologist/Speech)		1	700	700
Total		7		5,200
ADMINISTRATION AND SUPPORT FACILITIES				
Principal's Office		1	190	190
Main Office Secretarial Area		1	700	700
Special Education Clerk's Office		1	100	100
Conference Rooms		2	200	400
Health Services		1	650	650
Teacher Workroom		1	440	440
Food Services - Cafeteria		1	2,000	2,000
Food Services - Kitchen and Manager's Office		1	1,250	1,250
Faculty Lounge		1	400	400
Custodial Office Area		1	150	150
Instructional Storage		1	400	400
General Storage		1	700	700
Total		13		7,380

Total Program Area: **46,610**

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South Windsor Public Schools
South Windsor, Connecticut

ELEMENTARY EDUCATIONAL SPECIFICATIONS

for Philip R. Smith Elementary School

Approved by South Windsor Board of Education on October 13, 2016

Educational Specifications Committee:

Dr. Kate Carter, Superintendent of Schools

Chris M. Chemerka, Director of Finance and Operations

Douglas Couture, Director of Technology Systems and Programs

Michelle Dixon, Principal, Philip R. Smith Elementary School

Denise Epps, Director of Special Education and Pupil Services

Patrick Hankard, Director of Facility Operations

Daniel S. Hansen, Educational Consultant

Jessica Kuckel, Supervisor of Elementary Special Education

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I. INTRODUCTION

On September 12, 2011 the South Windsor Board of Education adopted the *South Windsor Public Schools 2011-2014 Strategic Plan*. Among other initiatives, the plan called for the development of a “long-range elementary facilities plan that promotes a safe, engaging learning environment that is accessible to all students and community members.” Further, it specifically called for a “staggered” construction and referenda approach. In response to the Board of Education’s directive, the superintendent brought forth a formal recommendation regarding such a plan on October 15, 2013. After several sessions of deliberation, the Board of Education unanimously and enthusiastically adopted the “South Windsor Public Schools Elementary Schools Master Plan” on October 29, 2013.

To initiate planning for Phase II of the Elementary Schools Master Plan, South Windsor Board of Education engaged the services of Colliers International, Drummey Rosane Anderson, and Daniel Hansen, educational consultant and former assistant superintendent, to assist with the creation of these educational specifications. Daniel Hansen met with the following individuals during the development process:

Ramona Adesso, Library Manager, Wapping	Jessica Kuckel, K-5 Special Education Supervisor
Steven Albrecht, K-12 Educational Technology	Stephanie Kuckel, Grade 2, Pleasant Valley
Jennifer Ballok, PE, Eli Terry	Becky LaGrange, Kindergarten, Pleasant Valley
Nancy Basilakis, Math Coach and Intervention, Eli Terry	Kim Lavado, Reading Consultant, Wapping
Tori Basso, Grade 1, Orchard Hill	Susan Leach, Music, Eli Terry
Lauren Beeler, PE, Philip R. Smith	Robert Lesser, EL Teacher, Philip R. Smith
Rebecca Birdsey, Grade 5, Wapping	MaryAnn Lopez, Director, Food Services
Kate Botticello, Kindergarten, Eli Terry	Lisa Lovett, Secretary, Philip R. Smith
Sarah Bryan, Grade 3, Eli Terry	Andrea Marshall, Art, Eli Terry
Kelly Burke, Reading Consultant, Philip R. Smith	Scott Matchett, Director of Technology Operations and Services
Maura Buyak, Reading Consultant, Eli Terry	Charissa Mayer, Special Education, Philip R. Smith
Tiffany Caouette, Principal, Pleasant Valley	Carl McAvoy, Head Custodian, Philip R. Smith
Caron Carpenter, Grade 3, Pleasant Valley	Al Mothersele, Former Director, Technology Systems & Programs
Kate Carter, Superintendent	Sue Nadeau, Nurse, Wapping
Nick Canova, K-12 Art Curriculum Coordinator	Karen Newcomb, Medically Fragile Program, Wapping
Sara Chamberlain, Administrative Secretary	Patricia Pelletier, Clerk, Orchard Hill
Douglas Couture, Director of Technology Systems and Programs	Angelina Racco, Psychologist, Eli Terry
Eileen Crawford, Music, Philip R. Smith/Pleasant Valley	Julie Ratajczak, Math Coach and Intervention, Philip R. Smith
Karen Czaplá, Grade 3, Orchard Hill	Meghan Rhodes, Grade 1, Wapping
Lynsey Desmond, Art, Philip R. Smith	Diane Rizzo, Special Education, Orchard Hill
Colleen Devita, EL Tutor, Eli Terry	Pam Roberts, K-5 Math Enrichment, Districtwide
Marlene Dickison, Secretary, Eli Terry	Suzanne Robinson, Grade 2, Eli Terry
Michelle Dixon, Principal, Philip R. Smith	Evelyn Russo, Nurse, Eli Terry
Travis Edwards, K-8 PE/Health Curriculum Coordinator	Melissa Simmons, Grade 2, Philip R. Smith
Denise Epps, Director, Special Services	Rebecca Slater, Grade 1, Philip R. Smith
Ray Favreau, Director of Parks and Recreation	Karen Stoj, K-12 EL/World Language Curriculum Specialist
Vincent Federici, Principal, Eli Terry	Arnica Sullivan, K-12 Science Curriculum Specialist
Janet Giammarino, Special Education, Eli Terry	Jo-Ann Thomas, K-12 Music Curriculum Coordinator
Patrick Hankard, Director of Facility Operations	Jen Williamson, Kindergarten, Eli Terry
Colleen Henegan, Nurse, Philip R. Smith	Christine Zampicini, Library Manager, Philip R. Smith
Ruth Hertel, Library Manager, Eli Terry	Christine Zerella, Kindergarten, Orchard Hill
Laura Hickson, Principal, Wapping	
Carey Hill, Kindergarten, Philip R. Smith	
Jennifer Hoffman, Social Worker, Eli Terry	
Gregory King, Director of Dining Services, Chartwells	

II. LONG RANGE PLAN / PROJECT RATIONALE

South Windsor Public Schools currently has five elementary buildings. These buildings range in age from 51 to 63 years old. The Elementary Schools Master Plan provides for school buildings that:

- Create learning environments designed for current instructional strategies;
- Benefit from needed technology upgrades;
- Comply with current building and fire codes;
- Incorporate contemporary design for school safety;
- Utilize modern, efficient heating and cooling systems; and
- Provide accessibility to all by meeting the requirements of the Americans with Disabilities Act.

The plan consists of a three-phase approach that will use multiple referenda and staggered construction schedules to address our needs over the next decade. Specifically, the plan consists of the following overarching components:

- Three-phase approach/staggered referenda
- Operate one fewer elementary school, moving from five (5) schools to four (4)
- 1-2-1 Referenda Schedule
 - Phase One: Address one school in first referendum
 - Phase Two: Address two schools in second referendum
 - Phase Three: Address final school in third referendum

Phase One called for the construction of a new PK-5 school on the Orchard Hill site, which allows for the original Orchard Hill Elementary School to serve as “swing space” for future phases of the Elementary Schools Master Plan. The creation of swing space is necessary so that when two other school buildings are under construction, students are able to attend the original Orchard Hill Elementary School building during the construction period. At the close of Phase One, Wapping Elementary School students will be redistricted to one of four other elementary schools. Ultimately, the Wapping Elementary School building will be turned over to the town. The referendum for Phase One passed in March 2014 and construction began in February 2016.

Phase Two calls for the construction of new K-5 schools at the Eli Terry site and the Philip R. Smith site. Ultimately, the original Eli Terry school building will be razed to allow for the construction of playgrounds and replacement ball fields. Eli Terry students will remain in the original Eli Terry building while their new school is being built. Philip R. Smith students will be relocated to the original Orchard Hill Elementary School building while their school is under construction.

Phase Three calls for the construction of a new K-5 school at the Pleasant Valley site. Pleasant Valley students will be relocated to the original Orchard Hill Elementary School building while their school is under construction. Once the original Orchard Hill Elementary School is no longer needed for swing space, the building will be turned over to the town. The Town Council would determine if the building should be razed or repurposed.

III. THE PROJECT

Objective: To ensure all South Windsor children are able to attend a school that is safe, modern, compliant with current building codes and able to support their educational program; to facilitate completion of the Elementary School Facilities Master Plan by exploring the feasibility of consolidating populations and improving school buildings to support programs that meet the needs of South Windsor students, their families, and the community.

The following project specifications for the new Philip R. Smith school were developed using data from the October 2015 Prowda population study as well as a study conducted in June 2016 by Milone & MacBroom (MMI). MMI has been developing projections that account for recent trends in housing, economics and neighborhood level demographics. The projections are incorporated into MMI’s Geographic Information Systems, which allows for scenario planning as part of the redistricting process. Each redistricting scenario was analyzed for future enrollment, impact on transportation and right-sized to the proposed school construction program.

Phase Two

- **School:** **Philip R. Smith Elementary School**
- **Project Type:** New Construction
 - Total Program Area: **40,770** square feet
 - Total Building Area (*inside face of walls*): **56,003** square feet
 - Total Gross Square Feet (*outside face of walls*): **58,243** square feet
- **Construction Timeline:** March 2019 – May 2020
 - Philip R. Smith students will move into the original Orchard Hill School during the construction period
- **Design Enrollment:** **390** students
- **Upon Completion:**
 - Philip R. Smith students will move into the new PRS building in Summer 2020

IV. CAPACITY DATA

Philip R. Smith Elementary currently houses 311 students in grades K - 5. The enrollment projections for the new Philip R. Smith include the results of redistricting approximately 60 students from Wapping.

V. OVERVIEW OF PROGRAMS

GENERAL EDUCATION

The features of elementary classrooms that have to be considered when housing groups of school children for instructional purposes can be divided into three (3) classifications: (1) Early Childhood – PK - Full-Day Kindergarten; (2) Early Elementary - grades one and two; and (3) Intermediate - grades three, four and five. The classroom needs of all elementary children will require flexibility of space, portability of furniture and acoustical treatment of environment. This will be accommodated while still providing low height furnishings and more space for group instruction that will range from total class involvement to three or four separate groups doing different activities at the same time. Space should also be provided for students to read, write, research, and study for either individual or small group projects. The learning environment must also accommodate space for multiple adults (specialists) who work with students within the general classroom environment. All instructional classrooms require storage space for items such as classroom libraries, textbooks, reference materials, supplemental books, supplies, science equipment, charts, globes, computers, calculators and audio-visual equipment.

The outside play area for the early elementary and intermediate levels must be extensive and varied to accommodate activities that range from the minimal space demands of jump rope to larger areas needed to play soccer, kickball, softball, etc. This play area should be away from instructional spaces, if possible. Ideally, this play area should be in close proximity to gymnasium and cafeteria for easy access. The kindergarten play area should be near the kindergarten classrooms, depending on the design of the school and proximity to other classrooms.

Our General Education program includes curriculum focused on Art, Music, and Physical Education, STEM and World Languages. Support Services include Media Center and Technology Support integrated throughout the learning environments. Facilities for these areas need to be specific to each program's purpose yet allow for flexibility of space as with the K-5 classrooms. Further, these facilities should be pleasant and inviting to encourage students, staff and the community to fully support them and to benefit from them.

As the K – 5 program requires that students travel to these various program areas periodically during the day, consideration should be given to the student traffic that will result from this academic arrangement. Student proximity to the library/media center, STEM lab, gymnasium/auditorium, instrumental/general music and art rooms should also be considered.

A platform off of the gymnasium will serve as a stage area for school assemblies, performances and other events. It will be adjacent to the gymnasium and accessible from the main corridor. The platform will be accessible and code

compliant with ramp access. Included in the design will be stage draperies and main curtains, as well as adjustable stage and general lighting. An electronically controlled acoustical wall will be installed at the proscenium to allow the space to be used for a variety of small group activities, book fairs, and/or rehearsals on the platform while the gymnasium is in use.

Additional instructional space is necessary to provide support for non-identified students, as prescribed in the Scientific Researched Based Intervention (SRBI) requirements of the Connecticut State Department of Education. General Education Intervention Services is comprised of Reading, Mathematics and English Learner support (EL). Each of these three rooms will be centrally located within the classroom area of the building. The reading and math areas will be staffed by the reading consultant, early literacy and math interventionists, and supported by various paraprofessionals. These rooms will be utilized for individual testing, individual and small group instruction.

SPECIAL EDUCATION

Special Education programs include a K-5 Special Education Resource, Occupational/Physical Therapy (OT/PT) Services and Related Services (Social Work, Psychologist, Speech/Language/Hearing).

Classrooms for special education/related service teachers should be able to meet the needs for small group instruction. They will need to be of sufficient size to accommodate children who may require specialized equipment. Rooms will be used for individual testing, confidential meetings with parents and/or students, individual and small group instruction, counseling, and staff conferences.

SUPPORT SERVICES

MEDIA CENTER

The Library Media Center of an elementary school is a multi-purpose room. It should be bright, colorful and attractive as well as warm and inviting, and meet the needs of the students it services. It is important that the media center be designed with the student's safety in mind. There should be freestanding 4 ft. high, double-faced shelving allowing one (1) adult to see the entire area. The area must be spacious enough to house an appropriate print and media collection. There should be room for multiple classrooms to use this resource on an independent basis. The room is divided so that most space is used as the public area. A small story corner, a production area for teachers, provision for six (6) computer workstations for research and access to online card catalogue as well as a circulation area located near an exit door is also required.

TECHNOLOGY

A contemporary elementary school must be able to support varied uses of technology. In particular, the school's infrastructure should reflect the latest in wiring and cabling, which would support current technology applications as well as future requirements. Internet access must be readily available throughout the school. Computers should support the full range of educational and operational functions in the school. To that end, it is recommended to invest in sufficient number of iPads (K-2) and Chromebooks (gr. 3-5) for all students in lieu of investing in a separate computer lab.

A small video production lab is also required as a multi-media technology studio. This could be adjacent to the media center and/or the STEM lab.

Wiring for all classrooms will include network drops and multiple electrical outlets. The entire facility will have wireless connectivity to support the implementation of mobile devices such as laptops, netbooks, and other Internet-ready devices.

VI. CLASSROOM SPECIFICATIONS

Unless otherwise noted, the standard furnishings for every classroom noted below are expected to include the following:

- Room darkening shades
- Acoustical insulation for soundproofing
- Air conditioning
- ADA compliant building standards
- Wireless/internet access to support at least 30 mobile devices

- Multiple electric outlets
- Sound Field System
- Telephone
- Intercom on hands free communication with office

GENERAL EDUCATION PROGRAMS

EARLY CHILDHOOD: FULL-DAY KINDERGARTEN	
SPACE: 1,100 square feet (each)	
NUMBER: Three (3) classrooms	
Toilet	<ul style="list-style-type: none"> • Toilet room with sink within classroom at a level appropriate for children ages 4-6
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate countertops • In-room drinking fountain • Soap and towel dispenser
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas • Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades K-2
Student Storage	<ul style="list-style-type: none"> • Coat and personal storage area for twenty-four (24) students located within the classroom
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Two (2) kidney-shaped tables • Student chairs/tables to accommodate up to twenty-four (24) students (flexible/adaptable work stations)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair (possibly built in to counter area to save space)
Other Furniture	<ul style="list-style-type: none"> •
Special Needs/Equipment	<ul style="list-style-type: none"> •
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • Sufficient iPads for each student • One (1) teacher computer

EARLY ELEMENTARY – GRADES ONE AND TWO	
SPACE: 890 square feet (each classroom) 50 square feet (in-class toilet room)	
NUMBER: Six (6) classrooms	
Toilet	<ul style="list-style-type: none"> • Toilet room with sink within classroom at a level appropriate for children ages 6-8
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counters • In-room drinking fountain • Soap and towel dispenser

EARLY ELEMENTARY – GRADES ONE AND TWO	
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas • Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades K-2
Student Storage	<ul style="list-style-type: none"> • Coat and personal (non-locking) lockers for twenty-four (24) students located in the corridor (2 students/locker)
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Two (2) kidney-shaped tables • Student chairs/desks/tables to accommodate up to twenty-four (24) students
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built in to counter area to save space
Other Furniture	<ul style="list-style-type: none"> •
Special Needs/Equipment	<ul style="list-style-type: none"> •
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • Sufficient iPads for each student • One (1) teacher computer

INTERMEDIATE – GRADES THREE, FOUR AND FIVE	
SPACE: 890 square feet (each)	
NUMBER: Nine (9) classrooms	
Toilet	<ul style="list-style-type: none"> • Toilet facilities located in close proximity to classrooms
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • In-room water fountain • Soap and towel dispenser
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades 3-5
Student Storage	<ul style="list-style-type: none"> • Coat and personal storage areas are located in the corridors for up to twenty-six (26) students per classroom (one (non-locking) locker per student; double stacked)
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Kidney shaped table and appropriate student seating for twenty-six (26)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built in to counters to save space
Other Furniture	<ul style="list-style-type: none"> •
Special Needs/Equipment	<ul style="list-style-type: none"> •

INTERMEDIATE – GRADES THREE, FOUR AND FIVE	
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • Sufficient Chromebooks for each student • One (1) teacher computer

VISUAL ARTS	
SPACE: 1,450 square feet (includes 350 s.f. for kiln room and storage)	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Minimum two (2) deep sinks with clay traps in addition to one (1) student accessible sink all in same location • Paint-resistant countertops • In-room drinking fountain away from cleaning sinks
Access	<ul style="list-style-type: none"> • Close to workroom and STEM classroom, if possible
Classroom Storage	<ul style="list-style-type: none"> • Lockable closets • Easily accessible cabinets and shelves • Vertical file tub-storage cabinets with locks • Two (2) kitchen-type mobile carts with shelves
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> • Space to store student work in progress; one area per classroom
Lighting	<ul style="list-style-type: none"> • North facing classroom, preferable
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Display	<ul style="list-style-type: none"> • Two-sided fully locked showcase on room's corridor wall • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Twenty six (26) chairs
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built in to counters to save space
Other Furniture	<ul style="list-style-type: none"> • Butcher block work tables (rectangular)
Special Needs/Equipment	<ul style="list-style-type: none"> • Two (2) small kilns (to be appropriately located and sized) • Drying racks • Book racks and magazine shelves (fine arts area) • Four (4) sturdy wooden adjustable painting easels • Two (2) large rolling waste barrels • Eyewash station
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • Full color printer

GENERAL AND INSTRUMENTAL MUSIC	
SPACE:	1,000 square feet for General Music 1,000 square feet for Instrumental Music (including instrument storage)
NUMBER:	Two (2) rooms, one for General Music (K – 5), and one for Instrumental Music (gr. 4 and 5)
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Large sink in Instrumental Music room to submerge brass instruments for cleaning • Small sink/fountain area in General Music room • In-room drinking fountain
Access	<ul style="list-style-type: none"> • In proximity to gymnasium and platform (stage)
Classroom Storage	<ul style="list-style-type: none"> • Music cabinets for sheet music storage (each room) • Built-in bookcase (16" x 15') • Storage for Orff instruments for general music classroom
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> • Built-in storage for instruments (low built-in cubbies at instrumental music room entrance)
Lighting	<ul style="list-style-type: none"> •
Flooring	<ul style="list-style-type: none"> • Carpet
Display	<ul style="list-style-type: none"> • Two 8 ft. whiteboards, one with permanent musical staff lines (each room)
Student Furniture	<ul style="list-style-type: none"> • Eighty (80) stackable chairs
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair, possibly built in to counters to save space
Other Furniture	<ul style="list-style-type: none"> • Eighty (80) music stands for instrumental room • Three (3) conductor's stands
Special Accommodations	<ul style="list-style-type: none"> • Sound deadening/sound proof walls • Acoustical divider built between platform and gymnasium • Small sound-proof practice room within instrumental classroom with large window • Full-length mirror (Mylar) in instrumental room
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • Two (2) student computers (SMART Music) in instrumental room

PHYSICAL EDUCATION	
SPACE:	Gymnasium: 4,700 square feet PE Office/Storage: 600 square feet (includes 144 s.f. office) Platform/Stage: 900 square feet
Toilet	
Sinks	<ul style="list-style-type: none"> • Recessed drinking fountains located inside gymnasium
Access	<ul style="list-style-type: none"> • Capacity to hold entire student body, staff and faculty • Convenient access to ball fields
Storage	<ul style="list-style-type: none"> • Folding seating/carts/storage for entire student body, staff and faculty • Storage area will have access from both the interior of the gymnasium, as well as the exterior of the building (for outdoor sports and playground activities); a roll-up exterior access door is desired • Six (6) shelving units (48"x18"x72") inside storage facility

PHYSICAL EDUCATION	
Lighting	<ul style="list-style-type: none"> • Lighting with safety cages or equivalent
Flooring	<ul style="list-style-type: none"> • All-purpose wood floor system with essential markings • Removable protective matting
Special Accommodations	<ul style="list-style-type: none"> • Sound deadening/sound proof walls • Clerestory windows with remote room darkening shade system • High ceiling, the lowest features should be a minimum of 22 ft. from the floor • Wall matting around entire perimeter, from height of wall base to 6’-0” minimum above finish floor • Removable wall matting along front of platform as well. • Two (2) main and four (4) side baskets for basketball (all adjustable for height and electrically operated) • Volleyball post recessed floor sleeves • Chinning bars • Horizontal bar • Divider curtain • One wall to be designated for future climbing, wall mounted equipment, and the masonry cores filled with concrete • Scoreboard (optional) • Two (2) sections of portable risers for use with the gymnasium platform (one on the gymnasium floor, and one on the platform) • Movable cart for storage/equipment
Classroom Technology	<ul style="list-style-type: none"> • Portable Smart Board • Cart with projector/screen for classroom instruction • One (1) teacher computer

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM) LAB	
SPACE: 1,200 square feet	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Three (3) stainless steel sinks with laminate counter tops • In-room drinking fountain • Soap and towel dispensers
Access	<ul style="list-style-type: none"> • In close proximity to general education classrooms
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Locked closet for audio-visual equipment and science equipment • Cabinets to be deep, with adjustable / removable shelving, and space for large bin storage.
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • Two (2) lockable four-drawer filing cabinets
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Display	<ul style="list-style-type: none"> • Two-sided fully locked showcases on room’s corridor wall • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Age-appropriate student furniture (26 students)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair
Other Furniture	<ul style="list-style-type: none"> • Thirteen (13) movable laboratory tables with grommets and integral wire management tray
Special Accommodations	<ul style="list-style-type: none"> • Mobile, flexible, work top areas with water for science activities

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM) LAB	
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System • Retractable, overhead electrical outlets • Printer • Scanner
Computers	<ul style="list-style-type: none"> • Fifteen (15) student iPads • Three (3) student desktop computers • One (1) teacher computer

WORLD LANGUAGES	
SPACE: 150 square feet office for two (2) teachers	
Access	<ul style="list-style-type: none"> • In close proximity to general education classrooms
Teacher Storage	<ul style="list-style-type: none"> • Two (2) lockable teacher storage wardrobes • Two (2) lockable four-drawer filing cabinets • Bookcases to store instructional materials • Space for two (2) travel carts
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Teacher Furniture	<ul style="list-style-type: none"> • Two (2) teacher desks/chairs
Other Furniture	<ul style="list-style-type: none"> • Two (2) travel carts to transport instructional supplies to classrooms
Computers	<ul style="list-style-type: none"> • Two (2) teacher computers

LIBRARY MEDIA CENTER	
SPACE: 2,240 square feet (includes 200 s.f. office for media staff and 200 s.f. work room with copier)	
Sinks	<ul style="list-style-type: none"> • Sink in media center workroom
Access	<ul style="list-style-type: none"> • Centrally located in the school • Access to outdoor garden area, desirable • Close proximity to STEM is desirable
Storage	<ul style="list-style-type: none"> • Audio-visual storage cabinets • Over-size vertical filing cabinet • Storage for teacher resources and professional development materials
Teacher Storage	<ul style="list-style-type: none"> • One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Remote control room darkening blinds
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards • Well-placed and secure space for displays and promotional materials
Student Furniture	<ul style="list-style-type: none"> • Tables and chairs with sleigh legs; easy to reconfigure • Computer furniture/workstations for six (6) student computers
Teacher Furniture	<ul style="list-style-type: none"> • Two (2) teacher desks/chairs
Other Furniture	<ul style="list-style-type: none"> • 48-inch free standing, double-faced shelving for student print materials • Two (2) adult visitors chairs • Comfortable lounge style seating – adult and student

LIBRARY MEDIA CENTER	
Space Considerations	<ul style="list-style-type: none"> • Small tiered story corner • Area for independent study (for approximately 50 students) • Informal seating or an informal area with comfortable chairs • A stack area to accommodate student print materials
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System • Sufficient outlets to support all technology
Computers (each)	<ul style="list-style-type: none"> • Six (6) student computers • Two (2) teacher computers • Security with particular regard to the increasing amount of expensive, attractive, and popular electronic equipment housed in the media center

VIDEO PRODUCTION LAB	
SPACE: 100 square feet (within Library Media Center)	
Sinks	<ul style="list-style-type: none"> • N/A
Access	<ul style="list-style-type: none"> • In proximity to or within the Media Center
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Student Furniture	
Teacher Furniture	<ul style="list-style-type: none"> • Teacher work station
Classroom Technology	<ul style="list-style-type: none"> • Interactive Touch Screen White Board • AV Switcher Control System • Video backdrop screen • Amplifier • Ceiling Mounted Speakers • Video Conferencing Unit - codec, camera, microphones • Camera for announcements
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer with DIVOS software installed

GENERAL EDUCATION INTERVENTION SERVICES – READING, MATH, EL	
<p>SPACE: 400 square feet (each) for EL and Math Intervention, each space to accommodate 2-3 adults working with small groups</p> <p>700 square feet for Reading Intervention (including a small private office area) to accommodate 3-4 adults working with small groups</p>	
NUMBER: Three (3) rooms	
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counters • In-room drinking fountain • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • In close proximity to primary education classrooms (EL, Reading, Math Intervention)

GENERAL EDUCATION INTERVENTION SERVICES – READING, MATH, EL	
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • A supply closet with shelving installed in each room • Wall length counter top with wall storage cabinets and electrical strips. • Counters under windows where possible • Separate K-2 and 3-5 book closet located in primary/intermediate hallways
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Two (2) Kidney-shaped tables • Ten (10) student chairs
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair
Other Furniture	<ul style="list-style-type: none"> • Visitor’s chair
Special Needs/Equipment	<ul style="list-style-type: none"> •
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • Five (5) student computers • One (1) teacher computer

SPECIAL EDUCATION PROGRAMS

SPECIAL EDUCATION RESOURCE	
SPACE	350 square feet (each)
NUMBER:	Two (2) classrooms (one for Early Elementary, and one for Intermediate Elementary)
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • In-room drinking fountain • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • Close proximity to general education classrooms • Close proximity to related services (SW/Psych/SLH), preferred
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas • Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> •
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Student Furniture	<ul style="list-style-type: none"> • Student tables/chairs (adjustable/movable)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair
Other Furniture	<ul style="list-style-type: none"> • Adult visitor’s chair • Activity Groups: Two (2) kidney-shaped table with six (6) chairs (each)
Special Needs/Equipment	<ul style="list-style-type: none"> •

SPECIAL EDUCATION RESOURCE	
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • One (1) teacher computer • Four (4) student computers

K-5 O.T./P.T. RESOURCE	
SPACE: 500 square feet	
NUMBER: One (1) room (shared by two (2) staff)	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate counters • In-room drinking fountain • Soap and towel dispenser
Access	<ul style="list-style-type: none"> •
Classroom Storage	<ul style="list-style-type: none"> • Storage for large equipment (large adaptive chairs, prone standers, supine standers, large walkers, gait trainers, large therapy balls, etc.) • Built-in bookcases, storage areas, large-drawer storage • Open shelving and counter area • Counters under windows where possible
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • Two (2) lockable built-in four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Small tables with student chairs
Teacher Furniture	<ul style="list-style-type: none"> • Two (2) Teacher Desk/Chair work stations
Other Furniture	<ul style="list-style-type: none"> • Adult visitor chairs
Special Needs/Equipment	<ul style="list-style-type: none"> • Trampoline, Balance Beam, Swing, Stairs, Floor Mats • Area for gross motor activities.
Classroom Technology	<ul style="list-style-type: none"> •
Computers (each)	<ul style="list-style-type: none"> • Two (2) teacher computers

K-5 RELATED SERVICES – SOCIAL WORKER/PSYCHOLOGIST/SPEECH	
SPACE: 700 square feet (total)	
NUMBER: Three (3) offices: Social Worker (350 s.f.); Psychologist (175 s.f.); K-5 Speech/Language Pathologist (175 s.f.)	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with soap and towel dispenser (common area)
Access	<ul style="list-style-type: none"> • Close proximity to the main office and sped resource rooms • Consider these offices as a suite with common area
Storage	<ul style="list-style-type: none"> • One (1) lockable built-in four-drawer filing cabinet (each office) • Bookcase and shelving • Walk-in supply closet (common area) • Laminate counters and shelving (common area)
Lighting	<ul style="list-style-type: none"> •
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting

K-5 RELATED SERVICES – SOCIAL WORKER/PSYCHOLOGIST/SPEECH	
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Board
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair (each office)
Other Furniture	<ul style="list-style-type: none"> • Two (2) adult chairs (each office) • One (1) rectangle or kidney shaped table, with 6 student chairs (each office)
Special Needs/Equipment	<ul style="list-style-type: none"> • Built-in mirror (Speech only) • Two-way observation mirror (location to be determined based on office layout)
Classroom Technology	<ul style="list-style-type: none"> •
Computers	<ul style="list-style-type: none"> • One (1) teacher computer (each office)

VII. ADMINISTRATION AND SUPPORT FACILITIES

Unless otherwise noted, the standard furnishings for every area noted below are expected to include the following:

- Room darkening shades
- Acoustical insulation for soundproofing
- Year-round air conditioning
- ADA compliant building standards
- Wireless/internet access
- Multiple electric outlets
- Telephone

PRINCIPAL’S OFFICE	
SPACE: 190 square feet	
Access/Location	<ul style="list-style-type: none"> • Close proximity to secretary’s work station and conference room
Storage	<ul style="list-style-type: none"> • One (1) large wall unit bookcase • Lockable lateral files
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Desk/Chair • Visitor’s seating for six (6)
Other Accommodations	<ul style="list-style-type: none"> • Bulletin board • Private lavatory
Technology	<ul style="list-style-type: none"> • Polycom telephone • Building security system monitor • Security “panic” button with dedicated phone line
Computers	<ul style="list-style-type: none"> • One (1) computer

MAIN OFFICE (SECRETARIAL AREA)	
SPACE: 700 square feet	
Access/Location	<ul style="list-style-type: none"> • Adjacent to principal’s office with a closable connecting door. • Main hallway wall should have multiple windows, and the Main Office should be able to view main entranceway of school and bus traffic • Connecting door between office and health suite • Staff lavatories should be adjacent to office
Storage	<ul style="list-style-type: none"> • Safe • Staff mailboxes • Base and wall cabinets with counter space
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting

MAIN OFFICE (SECRETARIAL AREA)	
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Secretarial workstations (2) • Secretarial chairs (2) • Additional work table/counter area • Visitor's seating
Other Accommodations	<ul style="list-style-type: none"> • Bulletin boards • Closet for coats
Technology	<ul style="list-style-type: none"> • Network copier/fax machine • Building security system monitor (secretary/clerk) • Security "panic button with dedicated phone line (secretary/clerk) • Parent access Kiosk computer
Computers	<ul style="list-style-type: none"> • Two (2) computers

CONFERENCE ROOMS	
SPACE: 200 square feet	
NUMBER: Two (2) rooms	
Access/Location	<ul style="list-style-type: none"> • Adjacent to Main Office/Principal's Office
Storage	<ul style="list-style-type: none"> • One (1) credenza
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Conference Table • Seating for ten (10)
Other Accommodations	<ul style="list-style-type: none"> • Whiteboard • Bulletin board
Technology	<ul style="list-style-type: none"> • Polycom telephone • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers (each)	<ul style="list-style-type: none"> • One (1) computer

HEALTH SERVICES	
SPACE: 650 square feet	
Toilet	<ul style="list-style-type: none"> • Oversized accessible toilet room
Sink	<ul style="list-style-type: none"> • Sink with foot pedal controls (outside the toilet room) • Sink with eye wash
Access/Location	<ul style="list-style-type: none"> • Access to main office for assistance during times of emergency • Access through main corridor
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Lockable cabinets for medication (if controlled meds are not stored in the same cabinet as non-controlled meds, it does not require to be double locked) • Three (3) four-drawer lockable filing cabinets • Closet and extra storage for materials
Office Furniture	<ul style="list-style-type: none"> • Bookcase • Table for testing/conferences (private) • Four (4) student chairs for waiting area
Space Considerations	<ul style="list-style-type: none"> • Recovery area with 3 cots with privacy curtains • One (1) nurse's space where nurse can speak privately with students/parents

HEALTH SERVICES	
	<ul style="list-style-type: none"> • Examination room • 25-ft space to conduct vision screenings • Waiting area for students
Medical Equipment	<ul style="list-style-type: none"> • Wheelchair/evacuation chair • Rolling cart (portable emergency cart) • Examination table
Other Accommodations	<ul style="list-style-type: none"> • AED with audible alarm box will be installed in the public access hallway • Refrigerator with separate freezer compartment
Technology	<ul style="list-style-type: none"> • One (1) telephone with direct access to an outside line
Computers (each)	<ul style="list-style-type: none"> • One (1) computer

TEACHER WORKROOM	
SPACE: 440 square feet	
Toilet	<ul style="list-style-type: none"> • N/A
Sink	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter tops • Soap and towel dispenser
Access/Location	<ul style="list-style-type: none"> • Close proximity to Main Office area
Lighting	<ul style="list-style-type: none"> •
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Shelving • Locked cabinet
Furniture	<ul style="list-style-type: none"> • Table and six (6) chairs
Other Accommodations	<ul style="list-style-type: none"> • Die press (letter cutting machine) • Laminating machine • General office supplies
Technology	<ul style="list-style-type: none"> • Network copier/fax machine/scanner
Computers	<ul style="list-style-type: none"> • One (1) teacher computer

FOOD SERVICES – CAFETERIA	
SPACE: 1,800 square feet	
Toilet	<ul style="list-style-type: none"> • N/A
Sink	<ul style="list-style-type: none"> • Bay sink with foot pedal for hand washing and Purell stations for students
Access/Location	<ul style="list-style-type: none"> • Adjacent to full kitchen and serving area • Exits to outdoors • Close proximity to playground and fields
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Resilient textured rubber flooring
Storage	<ul style="list-style-type: none"> • Storage room to accommodate tables/benches and chairs
Furniture	<ul style="list-style-type: none"> • Folding roll-away tables/benches, long type with built-in seating, to accommodate approximately 130 students • Chair and desk for paraprofessional/cafeteria supervisor
Other Accommodations	<ul style="list-style-type: none"> • Recessed drinking fountains • Sound reducing measures • Sound proof divider between kitchen and cafeteria • Bulletin boards
Technology	<ul style="list-style-type: none"> • Localized public address system
Computers	<ul style="list-style-type: none"> • N/A

FOOD SERVICES – KITCHEN	
SPACE: 1,100 square feet – Kitchen 150 square feet – Food Manager’s Office	
Toilet	<ul style="list-style-type: none"> Locker room for five (5) with adjacent unisex toilet room
Sink	<ul style="list-style-type: none"> One (1) three bay sink with drain board and garbage disposal One (1) double well stainless steel produce sink One (1) triple well stainless steel pot wash sink Three (3) hand sinks with soap and towel dispensers
Access/Location	<ul style="list-style-type: none"> In close proximity to Gymnasium
Lighting	<ul style="list-style-type: none"> Task lighting over preparation areas
Flooring	<ul style="list-style-type: none"> Epoxy flooring
Storage	<ul style="list-style-type: none"> Safe Four (4) stainless steel utility carts, three shelves, #300/400 capacity One (1) stainless steel cart for tray storage, ADA accessible Adequate space for annual supplies
Furniture	<ul style="list-style-type: none"> Teacher desk/chair Visitor’s chair
Space Considerations	<ul style="list-style-type: none"> Large walk-in storeroom with heavy-duty wire mesh chrome-mate shelving on casters Dishwasher room with necessary utilities (racks and tray carts) Separate area for the cashier to count money with a safe Two (2) serving lines with built-in hot and cold units Can washing area (outside, near dock – custodial)
Food Services Equipment	<ul style="list-style-type: none"> One (1) slicer on stand One (1) 30 gallon mixer One (1) double steamer, pressure-less One (1) commercial microwave oven Two (2) double convection ovens with stand: single one-over-one unit Two (2) small double kettles One (1) food processor (Robo Coupe) Walk-in freezer, minimum 100 square ft. with shelving Walk-in refrigerator, minimum 100 square ft. with shelving One (1) pass-thru refrigerator near serving line One (1) pass-thru freezer near serving line Steam table with five (5) wells Cold well in serving line for fruits, vegetables and salads Two (2) preparation tables (stainless steel) One (1) baking center with table, baking rack with refrigerator underneath Milk cooler Ice cream freezer Exhaust fans (ventilation) for ovens, skillet, stove, etc. Exhaust fans (ventilation) in washroom and pantry areas
Technology	<ul style="list-style-type: none"> One (1) cash register and stand (point of sale system) One (1) computer (Food Services Office)

FACULTY LOUNGE	
SPACE: 400 square feet	
Toilet	<ul style="list-style-type: none"> • Faculty toilets adjacent to faculty lounge
Sink	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter • Soap and towel dispenser
Access/Location	<ul style="list-style-type: none"> • Close proximity to the major instructional section of the school
Lighting	<ul style="list-style-type: none"> • Provide windows and maximize natural light
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and carpeting
Storage	<ul style="list-style-type: none"> • Built-in upper and lower cabinets
Furniture	<ul style="list-style-type: none"> • Soft seating • Tables and seating for fifteen (15) people
Equipment	<ul style="list-style-type: none"> • Microwave oven • Refrigerator • Coffee maker
Technology	<ul style="list-style-type: none"> •
Computers	<ul style="list-style-type: none"> • N/A

CUSTODIAL OFFICE	
SPACE: 150 square feet	
Toilet	<ul style="list-style-type: none"> • Locker room for four (4) with adjacent unisex toilet room
Access/Location	<ul style="list-style-type: none"> • In close proximity to Cafeteria
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Locked cabinet
Furniture	<ul style="list-style-type: none"> • Desk/Chair • Three (3) adult chairs
Equipment	<ul style="list-style-type: none"> •
Computers	<ul style="list-style-type: none"> • One (1) computer

STORAGE
SPACE: 400 square feet – Instructional Storage 700 square feet – General Storage

VIII. COMMUNITY USE

All of our schools are used by the community. Some of the groups that regularly use the facilities include:

- South Windsor Parks and Recreation Department
- Scouting organizations
- Civic organizations
- Municipal boards and groups
- Adult Education
- PTO
- Registrar of Voters
- Religious education classes

IX. ENVIRONMENT – SYSTEMS – EQUIPMENT

SYSTEM	SPECIFICATIONS
Building Systems	<ul style="list-style-type: none"> • The building systems incorporated into the new construction will be designed in accordance with Connecticut High Performance Building standards, equivalent in performance to a LEED Silver rating.
Heating/Cooling (HVAC) System	<ul style="list-style-type: none"> • Heating & cooling should be produced with natural gas with a boiler for heating and roof top DX cooling. Consider including Geo-thermal wells for energy efficiency. • All spaces are to receive air conditioning, but only those areas with summertime use will have the systems running year-round; all other areas will have systems set to dehumidification only during summer months. • In-line water heaters for domestic hot water shall be provided during non-heating season usage. • Use in-slab hydronic heat delivery at the lower levels for Kindergarten classrooms. • Energy recovery units, VFD fan systems and pumps to be utilized in the design. • Perimeter heating will be provided by fin tube radiation and the possible use of ceiling mounted radiant panels, cooled by a VAV system with each room served by a dedicated VAV box and hydronic reheat coil. • The use of “chill beams” will be considered for general heating and cooling. Designer to provide additional information on chill beam systems to Owner. • The gymnasium/auditorium and cafeteria will be served by separate variable speed air handlers. Air handlers shall include a hot water heating coil and DX cooling coils.
Climate Controls/Ventilation System	<ul style="list-style-type: none"> • The building will be designed with Direct Digital Control (DDC) systems (Invensys), centrally tied into the School Facilities Department via Graphical User Interface. • Spaces should have independent, on demand heating, cooling and ventilation control for operational efficiency. • Each classroom will be provided with a temperature sensor and carbon dioxide sensor. The carbon dioxide sensor is an energy saving device. By sensing the carbon dioxide within the room, the outside air intake is adjusted, reducing the amount of outside air being heated or cooled, resulting in less energy used. • Climate controls/ventilation systems need to meet current codes and standards.
Lighting System	<ul style="list-style-type: none"> • Efficient and appropriate natural lighting will be maximized within the facility as appropriate for the programmatic use of the spaces. • Motion sensors and dual switching will be installed in classrooms. • The use of fluorescent lights throughout, with exceptions in specialty areas. • Attention should be given to security lighting for both interior and exterior of the building. • Emergency back-up will be via local battery ballasts. • The use of light shelves and light sensors for natural light to reduce electrical load shall be considered in locations where possible.
Electrical (Power) System	<ul style="list-style-type: none"> • Power to be provided by local utility company. • Distribution will include customer metering. • Emergency (whole building) generator to accommodate Life Safety needs. • Consider solar roof mounted

SYSTEM	SPECIFICATIONS
Technology	<ul style="list-style-type: none"> • There shall be a combined voice/data system with “VOIP” (Voice Over Internet Protocol) design. • The school shall have ceiling mounted projectors with media controlled both locally from the teacher’s station and with a centralized media system at the head end (“DIVOS system”). • Head equipment to be housed in an MDF with 24 hour environmental control. • Horizontal cabling shall be Category 6e or contemporary equivalent. • Cable shall be run in corridors to support horizontal cable structure. • Fiber back bone between the MDF and IDF rooms shall be multi-mode type (10GB minimum). • Fiber optical cable from street to MDF • Make new Data center
Security	<ul style="list-style-type: none"> • Digital video surveillance of exterior/interior areas of the building • Electronic security system with keypad access control installed into the school. • Design the plan to prevent access to instructional areas of the school when community events take place in assembly areas during non-school hours. • Motion sensors shall be mounted in corridors. • Respond to future state and/or federal mandates related to security requirements for elementary facilities. • Door locks shall be Schlage and integrated with existing SWPS system.
Phone System	<ul style="list-style-type: none"> • A comprehensive, district-integrated phone system (dial-out) will be integrated into technology scope of the project, including hands-free and handle options. • Install phones in every room of the facility occupied by teachers or students at any given time, including all support and instructional spaces. • Provide Voice Over “IP” options.
Public Address	<ul style="list-style-type: none"> • The building’s public address system is comprehensive and will be addressed as part of the technology component of the project to incorporate internal building communications as well as external communications. • The PA system should be developed in conjunction with the phone, clock, data, voice and DIVOS video distribution system of the school. • Secondary access to security and public address systems will be located in the MDF/Head End Room.
Clocks	<ul style="list-style-type: none"> • Clocks, similar to the phone system will be integrated into the technology component of the project. • All support and instructional spaces will be included. • System to have manual override capability in the event that Daylight Saving Times are adjusted by the Federal Government.
Plumbing System	<ul style="list-style-type: none"> • Plumbing fixtures/system will be designed per current and applicable codes. • Fixtures will be self-operating • Plastic piping to be considered for domestic water and heating where possible. • Floor drains in gang toilet areas • Plumbed for full whole building sprinkler system
Fire Protection	<ul style="list-style-type: none"> • Building will be fully protected by a sprinkler system installed per NFPA 13.
Fire Alarm	<ul style="list-style-type: none"> • The building will be protected by a fully addressable analog, manual and automatic fire alarm system.
Acoustics	<ul style="list-style-type: none"> • The building will comply with ANSI S12.60-2002: Acoustical Performance Criteria, Design Requirements and Guidelines for Schools. • Suspended acoustical ceilings and/or acoustical decks will be installed throughout the building. • Corridor walls should be constructed of glazed concrete masonry units, or materials with a comparable NRC rating, and provide an adequate separation for sound control. • In specialized areas, such as media centers, appropriate acoustical treatments will be installed. • Sound field system will be provided in each classroom.

SYSTEM	SPECIFICATIONS
Windows/Doors	<ul style="list-style-type: none"> • Windows should be high efficiency, non-operational type with low e-glazing. • Emergency egress windows and rated doors will be installed in accordance with applicable codes. • Key fobs, thumb latches, vision panels – review with District and integrate with security section. • Door locks shall be Schlage and integrated with existing SWPS system.

X. SITE DEVELOPMENT

There will be two primary entrance areas to the building: (1) the Main Entrance for visitors and parent drop off/pick up, and (2) student entrance for bus drop-off/pick up. Passive security measures, such as visual control of the entrances from the adjacent office area, must be planned for. Active security measures and systems will be developed with the building design. Adequate lighting for monitoring activities and ensuring safety are of paramount importance at the building entrances. Each entrance area should accommodate a separate bus loading and parent drop-off area. Entry overhangs or covered walkways will be provided for inclement weather to the extent practicable.

Bus loading areas should be configured as a one-way drive in a direction to assure that loading and unloading of students occurs from the right-hand side of the vehicle adjacent to the building. The drive will have two lanes: one for travel, and one for stopping and unloading. The bus loading driveway should be located such that buses exit upstream of automobiles, thereby reducing delays.

Parent drop-off areas will also be configured as a one-way drive in a direction to ensure that loading and unloading of students occurs from the right-hand side of the vehicle adjacent to the building. Student drop-off and pick-up areas are to be separated from the bus loading area, and preferably should be separate from other parking lots.

Parking for staff and visitors will be developed to take the multiple uses of the building into account. In determining the size and location of the parking lots, consideration will be given to the use of the building for community access as well as student safety. ADA and other code requirements will be addressed in the design of parking.

Sidewalks will be featured around the perimeter of the school, and shall be concrete with monolithic concrete curbing. Access to the parking lots, playfields, bus and parent pickup/drop-off areas, and access for student walkers will be addressed. Sidewalks should be designed to accommodate students who walk or ride bicycles to school. The number of driveways that are crossed by sidewalks should be eliminated/minimized as much as practicable.

Playgrounds will include paved (dry) play areas, replacement baseball and soccer fields, and new playscape equipment. Kindergarten play areas should be located in close proximity to their classrooms. Intermediate play areas should be located away from classroom areas, and in close proximity to the gymnasium. Playfields should be located in close proximity to the Gymnasium.

Playfields, parking, service drives, drop-off zones and bus zones should be located to reduce the cost of connecting elements without requiring pedestrians to cross vehicular traffic lanes. The location of driveways, walkways and landscaping must permit adequate sight distances for both vehicles and pedestrians.

Site utilities and physical plant components, including drives and access roads, will be located to avoid conflict with student and vehicular traffic, as well as the planned future growth of building components.

Landscaping will be designed to allow the school to blend with the environment as well as to provide passive cooling and windbreaks when possible. Trees and other greenery will be of a hearty variety and require little maintenance and which complement the building and site. Trees will be planted a sufficient distance from the building to avoid future maintenance problems. Consideration will be given to safety and security when placing foliage around walkways and areas of building access.

PHILIP R. SMITH ED SPECS SPACE SUMMARY				
Room Description	# of Students Per Room	Required # of Rooms	Square Feet Per Room	Total Area (Sq. Feet)
GENERAL EDUCATION PROGRAMS				
Early Childhood: Full-Day Kindergarten	24	3	1,100	3,300
Early Elementary: Grades 1 - 2	24	6	890	5,340
Early Elementary: Classroom Toilets		6	50	300
Intermediate: Grades 3-5	24-26	9	890	8,010
Visual Arts – Classroom	24-26	1	1,100	1,100
Visual Arts - Kiln Room and Storage		1	350	350
Music - Choral Room/General Music	24-26	1	1,000	1,000
Music - Instrumental Room		1	1,000	1,000
Physical Education - Gymnasium		1	4,700	4,700
Physical Education - Office and Storage		1	600	600
Platform (Stage)		1	900	900
STEM Lab Classroom	24-26	1	1,200	1,200
World Language Office		1	150	150
Media Center		1	2,240	2,240
Video Production Lab (in Media Center)		1	100	100
General Ed. Intervention Services (Math, EL)		2	400	800
General Ed. Intervention Services (Reading)		1	700	700
Total		38		31,790
SPECIAL EDUCATION PROGRAMS				
Special Education Resource Room		2	350	700
K-5 OT/PT Resource Room		1	500	500
Related Services Suite (Social Worker/ Psychologist/Speech)		1	700	700
Total		4		1,900
ADMINISTRATION AND SUPPORT FACILITIES				
Principal's Office		1	190	190
Main Office		1	700	700
Conference Rooms		2	200	400
Health Services		1	650	650
Teacher Workroom		1	440	440
Food Services - Cafeteria		1	1,800	1,800
Food Services - Kitchen and Manager's Office		1	1,250	1,250
Faculty Lounge		1	400	400
Custodial Office Area		1	150	150
Instructional Storage		1	400	400
General Storage		1	700	700
Total		12		7,080

Total Program Space: **40,770**

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South Windsor Public Schools
 Eli Terry Elementary School & Phillip R. Smith ES
 Macro Schedule
 8/10/2017

