

# EDUCATION SPECIFICATIONS

ROCKWELL ELEMENTARY SCHOOL

KINDERGARTEN TO GRADE 2



BETHEL PUBLIC SCHOOLS

BETHEL, CONNECTICUT

APPROVED: BETHEL BOARD OF EDUCATION

DATE: May 11, 2017

## Rockwell Elementary School – Educational Specifications

### Table of Contents:

Section I	Rationale
Section II	School Mission
Section III	Long Range Educational Plan
Section IV	Projected Student Enrollment and Proposed Project Capacity
Section V	Learning / Educational Activities
Section VI	Overall Instructional Design
Section VII	Building Space Requirements
Section VIII	Educational Supporting Spaces
Section IX.	Detailed Description
Section X.	Building Systems
Section XI	Site Development
Section XII	Construction Grant Bonus Requests
Section XIII	Community Uses
Section XIV	Furniture, Fixtures & Specialized Equipment
Section XV	List of Educational Spaces

## **Rockwell School**

### **Section I. Rationale**

The Bethel Board of Education through an action dated November 23, 2013 has directed its administration to initiate steps to design and construct renovations and additions to two of the District's elementary schools – Rockwell and Johnson. These efforts will be performed in accordance with C.G.S 10-286 regulations and in accordance with Town of Bethel Charter regarding public school projects.

The Rockwell Elementary School will be converted from a kindergarten to third grade school (K-3) to a kindergarten to second grade school (K-2) serving approximately 305 students. Selection of this option has been the result of an intensive feasibility study conducted over several years. The study investigated a range of options including doing nothing to constructing all new schools. Each option was considered carefully by an Ad Hoc Committee formed by the BOE, consisting of BOE members, school District administrators, building committee members, educators, parents and concerned citizens.

Additionally, the building's aging condition of its enclosure, finishes, and building systems continues to create challenges to maintaining an appropriate environment for teaching and learning. Providing accessibility to all programs to insure that students and faculty have access to all spaces, inside and outside the school.

A demographic study presented to the BOE in January of 2016, prepared by Milone & MacBroom, considered the District's ten year student enrollment projections. Contrary to the trends found in many CT communities, Bethel student population projections indicate a non-declining enrollment with a slight increase in the number of students towards the end of the projection study. For the purposes of this education specification and the planning of the Rockwell School, the highest eight year projection was used.

The final decision to realign the grades and projected enrollment as noted for the Rockwell School was through an action voted on by the Board of Education on February 16, 2017.

In addition to converting Rockwell Elementary to a K-2 school, the Berry Elementary School will be converted to a K-2 school, with the PK grade students continuing as a separate program within the school. Johnson will be expanded to a grade 3, 4 and 5 school, receiving the district's third grade students from Berry and Rockwell Schools.

The readjusted grade level alignment to three years in each elementary schools allows for a greater sense of community within the schools. Third grade students are shifted to the Johnson School, allowing for a favorable school environment without overcrowding at Berry and Rockwell Schools. Rockwell Elementary School should be renovated in order to provide appropriate spaces for existing programs as well additional spaces for programs we are currently unable to provide due to space

limitations. Existing spaces at Rockwell are renovated and used to provide programs that, because of existing space limitations, could not be previously offered at the school. Community families have voiced concern regarding the availability of these programs and the conditions of the existing facilities.

The programs developed for Rockwell Elementary School are based on the District's Strategic Plan goals of providing highly individualized learning environment with flexible and adaptable spaces for the District's youngest students. The current Rockwell and Johnson facilities are not adequate in size and infrastructure to facilitate and accommodate 21<sup>st</sup> Century learning. Providing a balance of reasonable class sizes in a comfortable environment is fundamental to a successful experience in the Bethel Public Schools. Community members have expressed the need for the "best educational facility possible" and forming a place where innovation and creative learning can be enabled by good design as well as demonstrating to the students that the "Bethel community cares about their students." The approach to these programs is outlined in the subsequent sections of this Educational Specification.

## **Rockwell School**

### **Section II School Mission**

*“The mission of the Bethel Public Schools, in partnership with families and the community, is to foster a culture of excellence and achievement accomplished by challenging curricula, committed teaching and optimized learning opportunities for all students. Graduates will be resilient and perseverant, passionate self-directed learners, critical thinkers, college or career ready, considerate, ethical citizens and globally competitive.”*

At Rockwell School the vision statement echoes the District’s mission and states:

*“All students at Anna H. Rockwell School will demonstrate proficiency in reading, writing, and mathematics as they are engaged in purposeful work that is differentiated and challenging. We will strive to build every student’s ability to think critically and creatively, as students will be involved in collaborative experiences where they will be expected to communicate effectively, question ideas, and discover new perspectives. Students will learn to persevere through challenges and reflect on their learning. Respect, responsibility, and kindness will be cornerstones of all we do, as we strive to excel academically, and continue to grow socially and emotionally.”*

Moreover, the vision statement echoes the District’s mission and encourages all students to think critically and creatively in collaborative settings where they will be expected to communicate effectively, question ideas and discover new perspectives. Rockwell students are recognized for “ROCKing WELL” for being respectful, on-task, caring, and keeping safe.

Rockwell School was recently named a School of Distinction by the Connecticut State Department of Education. The renovated Rockwell School will continue to provide all students with quality learning experiences which foster the development of skills in communication (reading, writing, speaking and listening) mathematics, physical / life sciences and social studies. A STEM Inquiry program will promote an integrated learning environment combining disciplines within a collaborative setting. In addition, students will develop an appreciation for the visual and performing arts, health and physical fitness and extracurricular pursuits. Technology as an educational tool will play a major role in the school and will be integrated throughout all aspects of the curricula.

The school works to promote innovation, creative thinking and team building for students which facilitates success. The school’s look and scale is to be appropriate for the grades served in the building. Developing a flexible and adaptable environment that eliminates barriers to change is a fundamental mission goal of this project.

## **Rockwell School**

### **Section III Long Range Educational Plan**

The building project is consistent with the District’s Strategic Plan to meet the mission goals and educate its children in learning environments that ensure that all students achieve their potential through high expectations, a rigorous and relevant curriculum and dynamic teaching. Working closely together, teachers and administrators collaborate and share leadership throughout the school system all support the implementation of the District Strategic Plan. This plan is grounded in the belief that those who are closest to the work should have a hand in helping to shape the educational efforts.

Teachers and administrators have worked together to define specific needs based on data and have determined measures to address those issues. Combined, the various teacher and administrative teams create a “community of practice” that works together to achieve the mission of the school.

#### **District’s Core Beliefs**

1. We believe that educational excellence benefits the entire community and is the shared responsibility of students, families, educators, staff, and citizens.
2. We believe we need to communicate the fundamental importance of education and the quality of education being delivered in our schools.
3. We believe that all children can learn and our educational process must meet their diverse needs.
4. We believe that recruiting, developing, and retaining exceptional educators creates a rigorous learning environment that will effectively prepare our students for the global demands of the 21st century.
5. We believe that effective instruction and high expectations of both educators and students will increase student achievement.
6. We believe that critical thinking, intellectual curiosity, and innovation are essential and critically important to the learning process.
7. We believe that a comprehensive, challenging curriculum and engaging instruction prepares students to be college and/or career ready.
8. We believe in the necessity of teaching students to become informed and contributing members of society.
9. We believe that developing caring, respectful, and supportive relationships between and among educators, students, parents, staff, and citizens leads to higher levels of student achievement.
10. We believe that a safe, secure environment, and well-maintained and equipped educational facilities are essential for the physical, social-emotional, and intellectual development of our students.

The District is currently organized into three levels of school buildings:

- Three Elementary Schools

- o Berry Elementary Serving Grades PK to 3 (PK as a program within a school)
- o Rockwell Elementary School Serving Grades K to 3
- o Johnson Elementary School Serving Grades 4 and 5
- One Middle School Serving Grade 6 to 8
- One High School Serving Grade 9 to 12

The PK school at Berry serves age 2-5 children. Currently there are no magnet schools located within the District and none are considered at this time.

The proposed plan continues serving the District with its current level of school buildings with the exception of consolidating and locating all third grade students into the Johnson Elementary School.

The proposed District organization (Option 3) will consist of:

- Three Elementary Schools
  - o Berry Elementary Serving Grades PK to 2 (PK as a program within a school)
  - o Rockwell Elementary School Serving Grades K to 2
  - o Johnson Elementary School Serving Grades 3 to 5
- One Middle School Serving Grades 6 to 8
- One High School Serving Grades 9 to 12.

Special education programs will continue to be provided within each school with students receiving specialized instruction as necessary to meet mission goals and regulatory requirements.

The plan provides an improved enrollment balance of the Grade K to Grade 2 students in two existing facilities, giving the youngest students of Bethel a school environment specifically suited to their academic and social developmental levels. The three grades at these schools also fosters a sense of familiarity and creates a comfortable setting and sense of community where students can become familiar with their peers, teachers and administrators.

**Rockwell School**  
**Section IV Projected Student Enrollment and Proposed Project Capacity**

As indicated in the Project Rationale, the school District continues to experience student growth with overcrowding at Rockwell School, in spite of enrollment losses in neighboring communities. While no exact data is compiled as to why this is occurring in Bethel, evidence suggests that available housing, covering a wide range of market sectors, coupled with high quality public educational programs, and an engaged and active school community, makes Bethel an attractive location for younger growing families. Close proximity to a variety of industries and businesses also provides a range of employment opportunities. Access to open space, recreational and entertainment venues, attractive natural settings contribute to the area’s appeal. The town’s Transit Oriented District plan enhances public transportation options. Finally, located close to major highways and commuter lines, Bethel has good access to business hubs in cities and towns in Connecticut as well as proximity to New York State.

The projected enrollment was prepared by Milone and MacBroom in a Comprehensive School Enrollment Study presented to the Bethel Community in January 2016. The study considered demographics, housing and enrollment patterns, and other information to develop the District’s projected student enrollment through the year 2025-2026.

Study shows a general increase in student populations through 2025-2026 with enrollment in grades Kindergarten through Fifth Grade anticipated as follows:

Pre- Kindergarten	117 Students
Kindergarten	202 Students
First Grade	201 Students
Second Grade	206 Students
Third Grade	207 Students
Four Grade	216 Students
Fifth Grade	221 Students

Total students in these grades K-5 are expected to peak in year 2025 to 2026 at approximately **1,253** students. As outlined in the Section III, Berry will accommodate PK-2 Grades with one-half of the K to 2 enrollment housed at Berry and the other half at Rockwell. Third grade students move to Johnson and that facility provides space for all the District’s 3, 4 & 5 grade students. The Rockwell Elementary School is planned for grades K-2 and expected to contain **305** students consisting of **101** Kindergarten, **101** First Grade, and **103** Second Grade students.

The Johnson Elementary School is planned for grades 3, 4 & 5 and is expected to contain 644 students consisting of **207** third grade, **216** fourth grade, **221** fifth grade students.

## **Rockwell School**

### **Section V. Learning / Educational Activities**

The primary purpose of the Bethel Public Schools is to improve student achievement . The academic goals of the Rockwell Elementary School are aligned with the District’s Strategic Plan goals of the BOE approved curricula and are consistent with the Connecticut Core Standards as outlined by the Connecticut State Department of Education.

Graduates will be resilient and perseverant, passionate self-directed learners, critical thinkers, college or career ready, considerate, ethical citizens and globally competitive. Personal development goals include continuing growth of students’ understanding of themselves and the world in which they live.

A growing body of research has linked environmental influences to students’ educational achievement. Non-traditional design concepts, environmental considerations and advanced technologies have increased a student’s ability to learn and perform at a much higher level than ever before. Combined, these concepts are means to a broader goal to help children not only academically but emotionally, socially and physically. Known as “21<sup>st</sup> Century Learning Environments” research and the results of that research has defined learning tools and ideas that link environmental influences in the classroom to educational achievement. Some of these concepts are outlined below and have been incorporated into Bethel Public Schools Educational Specification for the Rockwell Elementary School.

- **Inspiration, Play and Discovery**

Elements in Rockwell should encourage curiosity, innovation and exploration and discovery, creating an environment that enables children to be free, playful and creative and motivates them to ask “What’s Next?”

- **Collaboration**

Effective learning environments should possess spaces that promote collaboration not only inside the classroom but more importantly outside the classroom. Designs that include “commons or pods” within and even outside the building represent one strategy to encourage collaboration among students. These spaces must not only encourage collaboration between students, but also teacher to student and teacher to teacher. This 21<sup>st</sup> century learning concept will incorporate these spaces at all grade levels where collaborative, creative activities can be accommodated. Potential locations for these may include open activity areas, commons outside classroom areas, within the learning commons, art, music, digital learning lab, multi-purpose spaces and STEM inquiry room.

- **Student Centered Learning**

Students learn best by doing and spaces should provide environments that accommodate

different learning styles and teaching delivery methods. To meet 21<sup>st</sup> century learning concepts, dispersal of special programs such as speech, literacy and math specialists, resource and ESL classrooms throughout the facility. Pull-out space should be located near and/or within each grade level academic cluster and can be used for individual or small group instruction. These spaces can also be used for flex space within the classroom areas for student and teacher collaboration.

- **Engagement and Interactive**

Teaching methodologies should include interactive learning environments where students can access advanced technology and are connected to the global community. Our 21<sup>st</sup> century students are technologically advanced and are able and willing to participate in the teaching/learning process.

- **Exploration / Creation**

The goal of exploration and creation encourages student directed learning . Through digital visualization and creation of objects for specific use or as visually attractive pieces, student explore the joy of inventing and making things, while simultaneously engaging in authentic inquiry experiences. Use of tools and finishing techniques that refine project results are demonstrated.

- **Safety and Security**

School must be safe and secure and designed with safety systems and construction so that students and staff are protected while ensuring inviting and welcoming environments without compromising security. Rockwell must meet State of CT Safety and Security Council Guidelines for Public Schools.

- **Connection to Community**

In addition to learning environments for students, schools serve as potential learning centers for the entire community. All educational facilities should be designed to increase their usefulness and be seen as a place of learning for all age groups. To incorporate 21<sup>st</sup> century learning configuration of performance spaces, learning commons, cafeteria and physical education areas schools should provide large spaces to accommodate various school and community events.

To provide a sense of the educational experiences a program description, including goals for each content area, is provided below:

- **Visual Arts**

Students create art in various media while also developing the skills and knowledge necessary to understand the place of art in history and culture, employ art criticism and make informed decisions on aesthetic judgements.

- **Music**

Focused on developing of musical skills and appreciation essential to effecting aesthetic knowledge and awareness, the music program provides students with vocal and instrumental music lesson with added experiences in large ensembles. Students have opportunities for day and evening performances and concerts. Dance and movement set to music encourages exercise and healthy activities.

- **Physical Education**

Developing skills to serve a lifetime of healthy exercise, students are exposed to a wide range of activities with emphasis on learning skills and concepts, positive social and team interaction and an atmosphere of fun through movement.

- **Health**

Promoting a healthy lifestyle, the goal of health education is to provide a planned program of learning experiences that motivate and prepare students for making informed decisions and ensure the quality of individual, family and community health.

- **Language Arts**

The goal of the District is to help each students become a self-directed, strategic reader and writer that can determine a purpose for reading a particular text and then decide how to approach a writing or reading task. Students are immersed in an environment that promotes oral language/discourse, focuses on authentic purposes for reading and writing and incorporates a variety of quality fiction and nonfiction materials.

- **Mathematics**

The PreK-12 Mathematics Mission of the District, in partnership with our colleagues, families and the community, is to develop mathematically literate members of society who engage in challenging learning experiences requiring communication, collaboration, critical thinking and creative problem solving. Students persevere as they apply what they learn in mathematics in a variety of meaningful ways.

- **Science / STEM Inquiry**

In our District, STEM (**S**cience, **T**echnology, **E**ngineering, and **M**athematics) is an interdisciplinary approach to learning. Students explore and problem solve with authentic

scenarios and challenges connected to real world applications. Students engage in inquiry and productive struggle, develop a willingness to take risks, communicate their ideas, and seek ways to improve their community and the world around them.

- **Social Studies**

The goal of social studies is to prepare all students to perform and understand their roles as effective citizens in a democratic and global community. Focusing on acquisition of knowledge, the development of skills that enable students to use that knowledge, and the opportunities to examine values in order to better understand themselves and contribute to society as individuals and members of the community.

**Rockwell School**  
**Section VI Overall Instructional Design**

A common focus and part of the District’s Strategic Plan is to assess each child’s level of development upon entering kindergarten and to design programs that meet students’ needs to ensure success. The goal is to demonstrate educational success of every child by the end of grade two of this school.

Board of Education Annual Goals, 2016 -2017

**Focus Area: All Students Can Learn**

Goal: To utilize research based intervention models to close achievement gaps.

- Continue to strengthen classroom mathematics instruction and implementation of our intervention model.
- Develop a Pre-K – 12 Scientifically Research Based Intervention (SRBI) system for social-emotional behavioral supports.

**Focus Area: STEM**

Goal: To provide systematic and sustained opportunities for authentic STEM experiences so that students can develop critical thinking and problem solving skills, as well as to expose and engage all students in potential college and career pathways.

- Implement a 1:1 model at BHS and continue to enhance the model at BMS.
- Develop a comprehensive Pre K - 12 STEM Model.
- Implementing K-5 STEM based curriculum aligned to Next Generation Science Standards.

**Focus Area: Infrastructure**

Goal: To ensure all students have an environment which is conducive to 21st century learning.

- File application with the School Construction Unit for June of 2017.
- Establish an advocacy system and communication plan for the renovation projects.

**Rockwell School**  
**Section VII Building Space Requirements**

Programs will promote and emphasize the development of creative problem solving and critical thinking. In addition to instructional spaces (classrooms) some specialty areas such as Science/STEM Inquiry spaces will require slightly larger areas to accommodate hands-on learning, equipment, technology and project storage areas. A program description for classrooms and specialty spaces list is included. Detailed requirements for each space is described in Section IX of this Education Specification.

**Rockwell School**  
**Section VIII Educational Supporting Spaces**

**General Purpose Classroom Design and Layout**

Five kindergarten classrooms are to be included and sized to adequately accommodate 18-20 students per room. Each room would include space for a teaching station, file cabinets and furniture inclusive of student desks, worktables and seating, instructional white boards (consider white board walls), one large format touchscreen. Also included should be secure storage for teacher's personal items, storage shelves for books, teaching materials and student projects. Also provided will be several tack boards for displays and information materials. A variety of FF&E items that support learning and exploration activities will be accommodated within the kindergarten classroom. The kindergarten classrooms will include an accessible toilet in each room or shared with an adjacent kindergarten for use by the children assigned to the classroom.

The 10 general purpose classrooms serving grades 1 and 2 are to be sized to accommodate 18-24 students per room, including space for a teacher station, file cabinets and furniture inclusive of student desks, work tables and seating. These classrooms are to be designed for flexibility and adaptable for different teaching/learning settings and styles, both for group work and independent study. All classrooms will receive similar instructional equipment. Front and back of the classroom will serve as teacher/student presentation areas, although teachers and students should be able to move about the classroom and wirelessly operate projection and presentation equipment. Teacher workstations will be equipped in accordance with technology described in Section XIV. The location, type and configuration of classrooms educational and technology equipment will be consistent for all classrooms, to allow for ease of faculty use and confidence in their use. The FF&E shall be modular and allow for a wide variety of student seating and work arrangements to accommodate several groups of students at one time.

Kindergarten classrooms and grade 1 and grade 2 classrooms shall have access to lockers in the hall immediately outside the classroom and if not possible because of corridor widths, be equipped with storage 'cubbies' within each room to accommodate the maximum number of students anticipated for the classroom. Cubbies shall be sized appropriately for student age and ease of use.

**Commons / Breakout Spaces / Pull-Out Spaces**

Designed to provide places outside enclosed learning spaces for small group learning or individual study, instructional pull-out spaces (IPS) can be located within a classroom academic cluster. The spaces can also serve as additional flex spaces within the classroom areas for student and teacher collaboration. The design will provide one IPS for every grade level, provide soft seating and/or

worktables and chairs, access to touchscreen technology, display or white boards and power outlets.

### **PLC (Professional Learning Center)**

One PLC room will be provided for each grade level. This room will be a resource for the teachers for collaborative discussions, coaching, meetings, etc. It will also include a copy machine / printer. This space will greatly support the teaching initiatives for the school.

### **Learning Support Spaces**

Learning Support services will require a variety of spaces to accommodate direct services to students and well as provide assessment and evaluation.

Within this facility provisions are to be made to house the following resource rooms:

- ESL Room
- Literacy Instructional Suite
  - Teaching Area
  - Centralized Book Room/Office Area
  - Speech & Language Room
- Special Education Classrooms
- Math Instructional Suite
  - Teaching Area
  - Storage/Office Area
- OT / PT Room
- Extra Support room

### **Specialized Instruction**

An area of the facility will be allocated for specialized instruction. The location of these spaces should be central to the school and located to facilitate access by all students:

Within this area provisions for the following specialized instruction spaces:

#### **STEM Inquiry Room**

A multi-disciplined science technology engineering mathematics room where students can perform a wide variety of experimental and investigative activities in support of classroom instruction. Storage for materials, equipment and props to be provided adjacent to this lab space.

#### **Art Areas**

A general art area with provisions to accommodate up to 24 students including space for art supplies and project storage is recommended. A separate kiln and ceramic storage drying area.

### **Music Areas**

A large, acoustically treated music room to accommodate up to **24** students and a space for music and equipment storage. The room will accommodate a piano and music playback equipment, built-in speakers. A space for personal electronic devices charging and storage. A sink and cabinets is to be provided within music room. A large format touchscreen and sound amplification system. The room is to be acoustically isolated from adjacent academic or administrative spaces.

### **Student Services**

An area of the facility is to be allocated for student support services. The location of these spaces should be easily accessed by students as well as by building administrators.

Within this area provisions are to be made to house the following support services:

- School Counselor's Office
- School Psychologist's Office
- School Social Worker's Office

### **Learning Commons (Library/Media Center)**

A learning commons will serve as a general purpose learning commons and provide students with access to collaborative, digital learning spaces, space to support project- and inquiry-based learning experiences, reading and reference materials, electronic data sources,. A media specialist office and circulation desk that provides an unobstructed view of the center will be provided. A storage and workroom in close proximity to the main desk that accommodates sink and worktable will be included. A technology teaching space will be provided within the learning commons or another area within the facility. A presentation / story and instructional area will be provided. Touch screen monitors will be available at student height mounted to wall. Access to a sound amplification system for use by school or community presentations. Collaboration stations organized within the main reading space for use by students.

A makerspace located within the learning commons will provide students with design, materials, tools, and equipment for creative projects. Project development may be individual or in teams with supply and storage areas located in close proximity to this space.

### **Community Programs**

A small PTO resource storage area accessed from the cafeteria or near the cafeteria will be provided.

### **Nurse's Suite**

A nurse's suite is to be located within the school to provide easy and convenient access to students and parents retrieving children. Proximity to the main administrative offices is recommended for access control and supervision.

Areas in the nurse's suite include reception lobby area for 3-5 persons, a nurse's suite with adequate storage for supplies, an exam room with sink, an area for 3 student cots with privacy curtains, a handicapped toilet and a locked medicine cabinet and refrigerator. Sinks appropriate for meeting sanitary and health code requirements will be provided.

### **Food Service Area**

The cafeteria is anticipated to accommodate a student school capacity of 305 students served lunch in three waves of 100 students each, include seating for up to 135 people since parents are invited to eat with their children. Students are allotted 30 minutes to retrieve lunch, eat and remove trash prior to the subsequent wave. Consequently, the servery is expected to accommodate one serving line with automated payment system. Students will be provided a variety of hot and cold entrées, beverages, salads, desserts and snack items. The District's food service provider is to develop final equipment requirements and menu offerings with school administrators.

In addition to serving lunch, the cafeteria will accommodate other uses throughout the day and evening events such as meetings, presentations, banquets and speeches. A ceiling mounted projection roll-down screen for presentations will be provided. The cafeteria will be equipped with a local public address system. Presentation sound amplification will be via a portable amplifier and speakers on movable stands.

### **Gymnasium Area**

A gymnasium including space to accommodate a classroom of students in active play. A section of the gym is to be designed for group instruction.

The gymnasium will be used for a variety of school activities including basketball, volleyball and other related individual physical exercise programs. Provide adequate storage room for gymnasium equipment. One PE teacher office to be provided.

The gym will be designed to be available for town and community recreation activities when not in use by the school.

### **Performance Platform**

A performance platform to be provided either at the gymnasium or at the cafeteria to accommodate a

wide variety of student activities and performances. The platform will need to accommodate outside venues student productions and projected large format motion pictures. The platform will be provided with a curtain and dead hung theatrical lighting and voice/sound amplification system with built-in speaker system.

If possible, the platform shall be designed with a large glass garage like door on the 'back side' to open up to the outside for reverse oriented performances and gatherings.

Prop and equipment storage room will be included in close proximity to the platform.

## **Main Office**

The school's main office will serve as a central hub and check point of the school's daily business activities. Designed as a main focal point the administration must accommodate security clearance of all visitors coming to the school after arrival and before close of school at the end of the day. The space should accommodate an arrival and waiting area for 5-6 persons, a service counter for transactions with staff and visitors, space for two administrative staff members, a principal, SPED Secretary, a conference room, two unisex accessible toilet rooms, an area for security badging, a security office, storage for supplies, a workroom with copier and space for sink and coffee service, and refrigerator. A file room for school records and fire resistant file.

## **Media and Technology Support**

A technology server and storage room will be provided to serve the needs of the facility. Specialized and independent cooling and ventilation to be provided.

## **Faculty Support**

A room large enough to be used for teacher breaks, lunch and as a workspace. The space should include a sink, space for refrigerator, microwave ovens and storage base and upper cabinets. Two unisex toilets will be provided in close proximity to the teachers' room. A copier/printer station to be located within the faculty support space.

## **Mechanical and Custodial**

Non-instructional space to be used for building systems including mechanical and electrical systems, Data closets, MDF/Server Rooms, Shop and Custodial Maintenance Areas, General Building and Book Storage, Employee Locker and Toilet Areas, Sprinkler and Water Supply valves controls, Custodian Wet Closets, Elevator and Elevator Machine Space. An exterior site maintenance equipment storage (mowers and snow machines, blowers etc.) may be accommodated with a separate utility structure or within the main school building, if possible.

Space for floor care and maintenance equipment parking and storage area to be provided.

## **Property Control**

Secured, organized and efficient general building storage space to be provided. A building supply and receiving area and loading dock, if possible, to be provided. Furniture and equipment storage with spare parts to be located within this area.

Access to the boiler room directly from the exterior is desired if possible.

## **Exterior Program**

Age appropriate playground/playscape structure, multi-purpose play fields, paved play area as well as areas for bus and parent drop –off and pick-up queuing, including an adaptive play area.

## **Rockwell School**

### **Section IX Detailed Description**

#### **A. Kindergarten Classrooms**

1. Toilets for each classroom (may be shared toilet)
2. Accessible sink and fittings
3. Accessible drinking fountain in each classroom
4. Student cubbies in each classroom (if hall is not wide enough for lockers)
5. Secure storage casework
6. Lockable teacher wardrobe and storage
7. White marker (magnetic) boards and tack boards
8. Large format touch screen and sound amplification system
9. Window treatments for room darkening
10. Area rug for story area
11. Interactive FF&E per Bethel requirements
12. Teacher workstation / desk and chair

#### **B. First and Second Grade Classrooms**

1. Accessible sink and fittings
2. Accessible drinking fountain in each classroom
3. Toilets in hall
4. Student cubbies in each classroom (if hall is not wide enough for lockers)
5. Secure storage casework
6. Lockable teacher wardrobe and storage
7. White marker (magnetic) boards and tack boards
8. Large format touch screen and sound amplification system
9. Window treatments for room darkening
10. Area rug for story area
11. Interactive FF&E per Bethel requirements
12. Teacher workstation / desk and chair

#### **C. Special Classrooms for Large Group Instruction**

1. Art Classroom
  - a. Art project tables and chairs appropriate for individual or small group interaction
  - b. Secure cabinets and casework
  - c. Large format touch screen and sound amplification system
  - d. White (magnetic) boards and tack boards
  - e. Drying racks
  - f. Storage bins and cubbies for student 3-D work
  - g. Flat file storage for student work
  - h. Electric kiln with heat exhaust system and timer in separate room
  - i. Lockable teacher wardrobe and storage
  - j. Accessible sink and fittings for hand washing

- k. Window treatments for room darkening
  - l. Teacher workstation / desk and chair
  - m. Accessible three wide, deep stainless steel sinks (trough type) with clay trap, equipped with pull-out spray fittings
2. Music Room
- a. Secure cabinets and casework
  - b. Music storage shelving
  - c. Music playback equipment and sound amplification system
  - d. Ceiling or wall mounted loudspeaker system
  - e. Upright piano and seat
  - f. Acoustical wall and ceiling treatments
  - g. Music stands
  - h. Large format touch screen and sound amplification system
  - i. White board ruled for music instruction
  - j. Tack boards
  - k. Window treatments for room darkening
  - l. Lockable teacher wardrobe and storage
  - m. Teacher workstation / desk and chair
  - n. Accessible sink and fittings
  - o. Large carpet for 25 student squares
3. STEM Inquiry Room
- a. Tables and chairs appropriate for individual or small group interaction
  - b. Secure cabinets and casework
  - c. Teacher's demonstration station & chair
  - d. Large format touch screen and sound amplification system
  - e. White (magnetic) boards and tack boards
  - f. Equipment storage cabinets
  - g. Tool and materials cabinet
  - h. Ceiling mounted power distribution and management systems
  - i. Lockable teacher wardrobe and storage
  - j. Window treatments for room darkening
  - k. Accessible sink fittings
  - l. STEM Storage / Prep Room / Coaches Office
    - i. Provide shelving for project storage
    - ii. Materials Bins and shelving
    - iii. STEM Coach desk, file cabinets and seat

**D. Smaller Instructional Spaces**

- 1. ESL Room (instruction)
  - a. Two instructional spaces (table and chairs (optional modular student desks))
  - b. Secure cabinet and casework
  - c. White (magnetic) marker board
  - d. Large format touch screen and sound amplification system

- e. Window treatments for room darkening
- f. Divider/movable book shelving
- 2. Literacy Instructional Suite
  - a. Teaching areas
    - i. Seating for up to 10 students (modular adaptable units)
    - ii. Secure cabinet and casework
    - iii. White (magnetic) marker board
    - iv. Window treatments for room darkening
    - v. Large format touch screen and sound amplification system
    - vi. Divider/movable book shelving
    - vii. Lockable teacher's wardrobe and storage
  - b. Centralized Book Room / Coaches Office
    - i. Teacher's workstation and seating (for two)
    - ii. Storage and secure casework
    - iii. Secure filing cabinets
    - iv. Two "guest" chairs
  - c. Speech and Language Room
    - i. Seating and work surfaces for up to 5 students
    - ii. Storage cabinets and casework
    - iii. Large format touch screen and sound amplification system
    - iv. White (magnetic) marker board
    - v. Teachers workstation and seat
- 4. Special Education Classrooms
  - a. Tables and chairs appropriate for individual or small group interaction
  - b. Secure cabinets and casework
  - c. White (magnetic) board and tack board
  - d. Large format touch screen and sound amplification system
  - e. Window treatments for room darkening
  - f. Lockable teacher's wardrobe and storage
  - g. Accessible sink
- 5. Math Instructional Suite
  - a. Teaching Area for up to 10 students
    - i. Large table and chairs for group instruction
    - ii. Secure cabinets and casework
    - iii. Lockable teacher wardrobe and storage
    - iv. Large format touch screen and sound amplification system
    - v. White (magnetic) boards and tack boards
    - vi. Teacher workstation / desk and chair
    - vii. Window treatments for room darkening
    - viii. Divider / movable book shelving
  - b. Storage Area / with Office
    - i. Shelving and storage cabinets

- ii. Workstation for one person
- 6. OT /PT
  - a. Tables and chairs appropriate for individual or small group interaction
  - b. Secure cabinets and casework
  - c. White board and tack board
  - d. Specialized equipment and storage areas
  - e. Accessible sink
- 7. Extra Support Room
  - a. Tables and chairs appropriate for individual or small group interaction
  - b. Secure cabinets and casework
  - c. White board and tack board
- 8. PLC / Small Group / Team Learning Room
  - a. Tables and chairs appropriate for individual or small group interaction
  - b. Secure cabinets and casework
  - c. White board and tack board
  - d. Soft seating
  - e. Large format touch screen and sound amplification system
- 9. Commons
  - a. Tables and chairs appropriate for individual or small group interaction
  - b. White board and tack board
  - c. Soft Seating

**E. Community and Stakeholder Spaces**

- 1. Learning Commons (Library / Media Center) - Media and Resource
  - a. Collection/Reading Room – number of volumes - approximately 18,000
  - b. Presentation Area/Story Area/Large format touchscreen
  - c. Information Center – Workstation / checkout desk / information kiosk
  - d. Office / Workroom – large worktable, base cabinets and work surface, storage shelving
  - e. Project Room – group work table and seating, large format touchscreen, white magnetic marker board.
  - f. Collaboration Stations – stations for four students – 3 collaboration stations
  - g. Copier / Printer Station with supply area
- 2. Maker Space
  - a. Tables and workbenches for student project, equipment and tools, material storage areas, large format touchscreen, white (magnetic) marker boards.
  - b. Storage / Supply Room – Storage shelving for equipment and books, supplies
- Technology Teaching Area
  - a. Tables and chairs appropriate for individual or small group interaction, soft seating
  - b. Storage cabinets and shelving
  - c. Technology Teaching Area
  - d. Tables and chairs appropriate for individual and small group interaction

- e. Large format touchscreen with sound amplification
  - f. Magnet white marker boards or dry erase wall
  - g. Printer and 3D Printer
  - h. Technology instruction storage
3. Gymnasium / Gymnasium
- a. Multi-play court with swing away basketball goals
  - b. Wall padding
  - c. Provide performance platform, with lighting , sound system and curtain
  - d. Physical education equipment – two adjustable basketball goals (main court)
  - e. Volley ball stanchions and net
  - f. Divider partition – electric - to accommodate two classes
  - g. PE office
  - h. PE equipment storage
  - i. Chair and table storage (including riser storage)
4. Main Office
- a. Waiting and reception area and service counter
  - b. Administrative (Assistant) Area (2 stations)
  - c. Special Education Secretary Office/Area (space requires ability to have confidential calls)
  - d. Security monitoring station (service window at exterior)
  - e. Principal’s Office (executive workstation and small table)
  - f. Records Room – secure room with fireproof file cabinets
  - g. Conference Room – LED monitor equipped , white board
  - h. Unisex HC Toilets (two)
  - i. Coat & Office Supply Closets
5. Health Services – Nurse’s Office
- a. Waiting Area
  - b. Nurse’s office with secure records storage- view windows
  - c. Exam room with HC sink, base cabinet and upper cabinet
  - d. Secure medicine and supply storage room & refrigerator
  - f. Rest area with cots and privacy curtains (3 cots) – hand sink
  - g. Accessible toilet and sink (ambulatory) with changing table
6. Cafeteria / Multipurpose Room
- a. Movable seating and tables for 3 waves of up to 125 students per wave
  - b. One serving line providing access to cold and hot entrées, beverages, snacks, etc. Point of service to be cash-less check-out utilizing pre-loading accounting system
  - c. Tray return area / trash collection area
  - d. Water bottle / drinking fountain station/ Condiment station
  - e. Recycling collection area
  - f. Projection Screen, projection equipment and sound amplification system
  - g. Access to exterior for recess

- h. PTO Resource Storage Room –storage shelving
  - i. Cafeteria food preparation, refrigeration, work surfaces, shelving, storage and cooking equipment to be replaced with new equipment meeting health code requirements.
7. Kitchen and Servery
- a. Receiving and storage area
    - i. Dry Storage
    - ii. Refrigerated and frozen storage
  - b. Hot and cold food preparation & cooking areas
  - c. Serving stations / beverage areas – 2 lines
  - d. Dish and pot washing area – drying racks
  - e. Food services office
  - f. Food Service Toilet and Locker Area
  - g. Food service custodial station & storage closet
  - h. After School Activity Storage Room with shelving

**F. Other Office Space**

- 1. School Counselor’s Office
  - a. Provide professional’s workstation & workplace seating
  - b. Small table to seat four guests
  - c. Secure file cabinets and storage
  - d. Bookcase
  - e. Movable light fixtures
- 2. School Psychologist Office
  - a. Provide professional’s workstation & workplace seating
  - b. Small table to seat four guests
  - c. Secure file cabinets and storage
  - d. Bookcase
  - e. Movable light fixtures
- 3. Social Worker office
  - a. Provide professional’s workstation & workplace seating
  - b. Small table to seat four & four guest chairs
  - c. Secure file cabinets and storage
  - d. Bookcase
  - e. Movable light fixtures
- 4. Teacher Collaboration / Pantry / Break Room
  - a. Base cabinets and upper cabinets
  - b. Tables and seating, soft seating
  - c. Sink, microwaves, refrigerator, coffee station
  - d. Space for vending machines
  - f. Copier / printer station
  - g. View window with privacy treatments
- 5. Teacher’s Storage room

- a. Utility shelving
- b. Secure cabinet units

**G. Tech Storage Room / Server Room**

- a. Provide Space for storing active electronics and accessories
- b. Work bench and set-up areas
- c. Adequate power, data and illumination for fine work
- d. Secure storage within tech storage room

**H. Custodial**

- a. Head custodial office and workspace
- b. Custodial storage area adjacent to receiving area
- c. Space for cleaning / polishing machines parking and service
- d. Multiple custodial closets with basin mop sinks and plumbing hot and cold water supplies

**I. Mechanical Rooms**

- a. If possible access directly from exterior
- b. Central boiler, pumps and controls room
- c. Main electrical switch gear and load centers
- d. Water / fire protection service entry and valves
- e. Custodial office desk, chair and file cabinets and shelving
- f. Workroom equipped with workbench, tool and material storage shelving, access to trash areas
- g. Staff locker / changing area and HC toilet / washroom

**J. Property Control**

- a. General Storage room with utility shelving and racks
- b. General supply room
- c. Furniture storage, parts racks and bins
- d. Workbench for equipment service, trash and recycle bins and material storage
- e. Exterior maintenance equipment storage area

Refer to detailed space program attached to this education specification for full list and quantity of room types and sizes.

## **Rockwell School**

### **Section X Building Systems**

Per State of Connecticut requirements for public school construction the project will be designed to meet CT High Performance Building standards, equivalent to LEED Silver Certification. The building heating ventilating and air conditioning system will include a direct digital control Building Management System (BMS) system and be equipped to control the needs of the building in the occupied and unoccupied mode to reduce unnecessary energy consumption. Heating plant to be dual fuel fired and cooling plant equipment will be air-cooled or water cooled chillers with sound control measures. Exact equipment selection, type and location will be subject to engineering analysis for use by the Owner for final equipment selection and project conditions.

Heat/energy recovery units if appropriate will be considered for the ventilation systems. Building systems shall be designed to meet CT acoustical performance standards in each educational space.

Kitchen exhaust equipment will include integral grease traps and meet building, fire and health code requirements.

Electrical systems, including main switchgear and load centers will be replaced with primary distribution wiring and cabling. A standby generator with capacity to provide emergency power to the building's heating system, emergency lighting, kitchen and food service equipment, cafeteria and gymnasium lighting, domestic water heating and distribution system, communication, security and life safety equipment is to be provided.

#### **Power Distribution:**

The building's power distribution system is to be expanded and upgraded to address today's needs for electronic and equipment electrical service. Convenience outlets shall be distributed and sized to avoid overloading of circuits and excessive extension cords. Outlets in proximity to "wet" areas shall be GFCI protected. Emergency power circuits shall be marked accordingly. New or replaced load centers shall be located in close proximity to circuits and clearly marked for Owner's ease of identification. All circuit breakers are to be replaced with new circuit breakers.

#### **Lighting and Sound Systems**

All lighting are to utilize high efficiency LED fixtures and lamps with occupancy and natural light sensing switching. Site lighting to be LED with low cutoff protecting light pollution and excessive glare, exterior illumination shall be switched for after hours security function and switched with proximity sensors. There will be no wall pack lighting used at the exterior. Emergency egress doors and pathways will be illuminated with emergency circuits.

An addressable two way PA system will be provided in all interior spaces and select outdoor areas as

directed by the school administration. System will be programmable for automated voice directives in case of emergency evacuation or “lock-down.” Conditions. Telephone system to be replaced with VoIP system including voice messaging system available for each faculty and staff member. System shall be capable of “robo” calls alerting parents and family members of school events, announcements or emergency procedures. Access to messaging remotely is a required feature of the system.

Each classroom will be equipped with a mobile and wireless voice amplification system for use by teachers and students as well as with playback equipment, computers or other equipment used for education purposes. Headsets, microphones, and other accessories shall be provided as part of a complete system.

### **Plumbing Systems**

Water conservation fittings and fixtures throughout the school in accordance with CT high performance standards. Student drinking fountains and water bottle filling stations to be provided in academic areas, cafeteria and gymnasium areas as required.

Kindergarten classrooms to receive HC accessible sinks and faucet controls with stainless steel sink basins.

Lower grade classrooms, (kindergarten) are to be equipped with toilets accessible from each classroom. Toilets will include age appropriate WC’s, sinks, and accessories. Grade one and two classrooms will have access to “boys” and “girls” toilets from the corridors consisting of appropriate fixtures and types. Consider automatic flush and faucet fixtures and automatic air hand dryers to promote cleaner, debris reduced toilets. Every toilet, urinal, sink, and water fountain location shall have accessible water shut-off valves.

Custodial closets to receive a molded stone mop basin and wall mounted fittings to fill buckets and maintenance equipment. Shelving for supplies, mop and broom hooks to store items above the floor.

### **Fire Protection**

The school will receive automatic fire protection (sprinkler) system NFPA 13 compliant throughout. Head shall be concealed type, tamper resistant. The kitchen hoods will receive an ANSUL “dry” type extinguishing system. Walk-in refrigeration spaces shall receive dry type freeze protected sprinkler heads.

Fire Alarm and Detection system with voice evacuation capability with central control and command center including remote monitoring capability. Manual pull stations at strategic locations as well as audible and visual signaling devices will be provided in accordance with authority having jurisdiction.

Annunciator panel shall be located adjacent to the main office / administration area or as directed by

the authority having jurisdiction.

### **Security / Alarm System:**

The building shall be equipped with an intrusion detection / burglar alarm system for use as an after-hours security system. Monitored areas include, but not limited to, all exterior doors, access to roof hatch ladders, and sensitive spaces determined by school administration to include the monitoring of the kitchen walk-in freezer and cooler units, main corridors and access to stairs, main office and other sensitive spaces with high cost or valuable equipment. Cameras will be designed in accordance with CT School Security Council Recommendations and mandatory criteria. Areas to be monitored include main entry and main office areas, main corridors and stairs, secondary entry doors, cafeteria, gymnasium and media center / library areas. To include sensitive spaces determined by the school administration. The exterior site will also be covered with cameras that provide views to main site access points and areas hidden or obscured from supervision. The exact number and locations and types of cameras to be determined with Bethel's first responders and school administration.

A complete fire alarm system with pull stations, horns, strobes, voice evacuation, smoke and heat detectors, with emergency power back-up is required. The fire alarm system should be integrated and monitored through one location and should be directly connected to monitoring station in accordance with local requirements. An automated emergency voice announcement broadcast over the entire PA system including exterior speakers shall be available upon activation of the fire alarm only.

Entry vestibule to be designed to provide visitor interlock and check-in point. Visitors will be identified prior to building entry, and allowed into main office for sign-in and visitor badges. If available, provide an automated security identification scanning station outside the building.

### **Finishes:**

#### **Classrooms:**

- Floors- High quality vinyl composition tile with area carpet squares suitable for wet locations and easy replacement.
- Walls – painted masonry, acoustical panels, white boards, etc.
- Ceilings – acoustical hung ceiling, acoustical treatments, structure may be partially exposed with deck and framing members painted.
- Casework / Woodwork – high quality plastic laminate on vertical surfaces, with solid composite worktop surfaces, where required, install ceramic tile backsplashes to countertops
- Doors & Frames – solid core hardwood doors with windows, steel hollow metal frames, and heavy duty grade material, with high security function positive latching. All material

replacements to be commercially available.

- 120 volt AC, Electrical outlets for custodial use needed at locations throughout the corridor.

### **Classroom Corridors**

- Floors – High quality vinyl composition tile with two tone pattern or accent blocks
- Walls – painted masonry, or gypsum wall board – impact resistant. Exterior corners protected with matching plastic guards.
- Ceilings – acoustical ceiling with accent soffits, integral illumination
- Casework / Woodwork – student lockers to be located in corridors, use cubbies and lockers in classrooms where not possible in corridors. Corridor casework include display cabinets, seating nooks, work corners and bay windows and team learning spaces.
- Doors & Frames – Solid core hardwood doors heavy duty security function locksets and positive latching. Hollow metal frames, use aluminum frames at main office, entry and guidance office suite.

### **Cafeteria**

- Floors – Porcelain or ceramic tile, or vinyl composition tile in three color patterns.
- Walls – painted GWB, acoustical panels, display tack boards, white boards, LED monitor
- Ceilings – Suspended acoustical ceiling with accent soffits or panels to provide variety and interest to the ceiling design, design may include clouds and open ceiling to structure.
- Casework / Woodwork – Condiment kiosk / station consisting of solid surface work top, with plastic laminate vertical surfaces and cabinet interiors.
- Doors & Frames – solid core hardwood doors with windows, steel hollow metal frames, and heavy duty grade material, with high security function positive latching. All material replacements to be commercially available.
- Window Treatments – consisting of motorized roller shades with single push button operation for use during emergency lockdown conditions.
- 120 volt AC, Electrical outlets for custodial use needed within cafeteria seating area.

### **Media Center**

- Floors – Carpeting except for workroom, classroom or storage areas use vinyl composition tile
- Walls – painted masonry or gypsum wall board
- Ceilings - Suspended acoustical ceiling or discontinuous suspended “clouds”.
- Casework / Woodwork – solid or laminated hardwood cores, solid surface worktops, plastic laminate casework interiors. New book shelving consisting of metal shelving systems with wood end panels and tops.
- Doors & Frames - Solid core hardwood doors with heavy duty security function locksets and positive latching. Aluminum or hollow metal frames.

### **Music Areas**

- Floors-VCT flooring with accent banding two tone color
- Walls – painted masonry and gypsum wall board
- Ceilings - Acoustical clouds and partially exposed ceiling structure
- Casework / Woodwork – Plastic Laminate vertical surfaces with solid surfacing counter tops and work surfaces
- Doors & Frames – Solid core hardwood doors with heavy duty security function locksets and positive latching. Hollow metal frames.

#### **Art Room**

- Floors-VCT flooring with accent banding two tone color – Area rug
- Walls – painted masonry and gypsum wall board
- Ceilings - Acoustical clouds and partially exposed ceiling structure May be totally exposed
- Casework / Woodwork – Plastic Laminate vertical surfaces with solid surfacing counter tops and work surfaces
- Doors & Frames – Solid core hardwood doors with heavy duty security function locksets and positive latching. Hollow metal frames.
- Display / tack surfaces – specialty display illumination

#### **Administration Areas - Main Office, Guidance Suite**

- Floors – Carpeting except in reception area
- Walls - painted gypsum wall board or masonry
- Ceilings – Acoustical Suspended Ceiling Tile
- Casework / Woodwork - Plastic Laminate vertical surfaces with solid surfacing counter tops and work surfaces
- Doors & Frames - Solid core hardwood doors with heavy duty security function locksets and positive latching. Hollow metal frames

#### **Nurse's Office / Suite**

- Floors – Vinyl composition tile
- Walls - painted gypsum wall board or masonry
- Ceilings – Acoustical Suspended Ceiling Tile
- Casework / Woodwork - Plastic Laminate vertical surfaces with solid surfacing counter tops and work surfaces
- Sinks stainless steel with hands free fittings
- Doors & Frames - Solid core hardwood doors with heavy duty security function locksets and positive latching. Hollow metal frames

#### **Gymnasium**

- Floors – Athletic wood floor maple on resilient pads, provide rolled moisture barrier sheet similar to Versa Shield 95 product

- Walls – painted masonry with acoustical panels located above wall pads 50% coverage
- Ceilings – exposed structure painted
- Casework / Woodwork – where used in adjacent office areas – solid surface worktops with plastic laminate vertical surfaces and cabinet interiors.
- Doors & Frames - Solid core hardwood doors with heavy duty security function locksets and positive latching. Hollow metal frames.

### **Maintenance / Service Areas**

- Floors – sealed concrete
- Walls - painted masonry or gypsum wall board
- Ceilings - none
- Casework / Woodwork – heavy duty - utility grade products
- Doors & Frames – Use steel doors and hollow metal frames heavy duty security function locksets and positive latching.

### **Main Lobby Area**

- Floors – Porcelain or ceramic tile in three tone patterns
- Walls painted masonry or gypsum wall board
- Ceilings – Suspended acoustical tile
- Casework / Woodwork - Plastic Laminate vertical surfaces with solid surfacing counter tops and work surfaces. Solid hardwood built in seating or display casework.
- Doors & Frames – Heavy duty security rated doors with protective inner layer of film or higher grade polycarbonate ballistic resistant layer, with heavy duty security function locksets, remote release latching. Hollow metal frames to match ballistic ratings of the glazing system.

### **Stairs**

- Floors - Rubber treads and risers,
- Walls - painted gypsum wall board or masonry walls
- Ceilings and landings – exposed structure painted
- Doors & Frames – Fire resistant doors and frames compatible with stair enclosure rating. Doors solid core with hardwood veneer, heavy duty positive latching hardware. Frame hollow metal

**Rockwell School**  
**Section XI Site Development**

- A. Site Circulation and Parking – refer to program for parking and bus queue requirements
  - a. Compliant accessible parking shall be provided
  - b. Adequate faculty and parent / visitor parking
  - c. Designated parking for parents with strollers/young children (if possible)
  - d. Parent drop-off and pickup queuing area
  - e. Bus and Van drop-off and pick-up queuing area
  - f. Accessible pedestrian walk-ways and pathways
  - g. Service / delivery area –provide a loading dock –outside of front view.
  - h. Exterior access to site maintenance equipment storage room.
- B. Outdoor Facilities
  - a. Age appropriate accessible and adaptive playgrounds and outdoor athletic facilities for instructional and recreational use
  - b. Bicycle rack, benches, and flag pole
- C. Planting materials, drainage and grading
  - a. To the greatest extent possible new plant material should be disease and drought resistant requiring no supplemental irrigation
  - b. Drainage and erosion control to be designed to meet CT and local codes and should be designed to direct water away from the building and occupied areas.
  - c. An exterior performance space (amphitheater) serving two classrooms is to be provided.
  - d. Avoid plantings that block views to the school for security purposes.
  - e. Planting should be slow growing or if possible dwarf species with limited height.
- D. Site Illumination
  - a. Provide continuous low level security lighting at entries and other secure areas.
  - b. Site illumination may include proximity sensors activated by motion.
  - c. Illumination to enhance architectural or landscape features, building signage, landscape signage.
- E. Outdoor Learning Area
  - a. Areas designed for outdoor learning will be developed to encourage exterior activities in settings sized to serve up to two classrooms at a time
  - b. Outdoor learning spaces may encompass gardening and plant sciences, performance areas, reading circles, story time areas, etc. Final educational requirements and program to be coordinated with school administrators.
  - c. An exterior performance area (amphitheater) sized to accommodate two classrooms

**Rockwell School**  
**Section XII Construction Grant Bonus Requests**

Currently the Rockwell School is seeking renovation status (like-new) and additional grant bonus requests have not yet been identified. Some that may be considered include the following programs:

Square Footage Waivers – (if necessary)

**Rockwell School**  
**Section XIII Community Uses**

As with many public schools in Connecticut, the Rockwell School will be designed to facilitate activities before and after school hours and throughout the calendar year. Examples of the community use anticipated for the schools include, but are not limited to:

- PTO meeting and events
- Physical education activities and programs in the gymnasium
- Performances and use of the performance platform and equipment
- Summer school in limited areas of the school
- Also use for other community and town-wide meetings in the evening
- Access to playscapes and play fields after school and on weekends

The design should allow for the securing and isolation of areas not in use during after-hours activities without impeding egress or safety exiting the building.

## **Rockwell School**

### **Section XIV Furniture, Fixtures and Specialized Equipment**

Furnishing, fixtures and equipment have been described in their respective rooms in Section IX above. Existing items that provide long service life may be re-deployed in the school and re-used as part of this project. Items that cannot provide long service life will be replaced with new FF&E items.

Generally, new FF&E items are to promote flexible learning and teaching configurations and an active learning environment. Static seating and workspace furniture is to be replaced with active “kinesthetic” products designed to provide students with furniture that promotes comfort and allows for a wide variety of seating options.

Generally, instructional spaces are to be furnished with:

- A. Chairs
- B. Student Desks/Work surfaces – adjustable heights (consider moveable and flexible)
- C. Worktable/activity work surfaces
- D. Teacher’s workstation and chair (consider moveable)
- E. Visitor’s chair
- F. White boards and interactive white boards with LED monitor or projector
- G. Tack boards
- H. Sound amplification system
- I. Window treatments for room darkening
- J. File cabinets
- K. Casework, cabinets and accessible sink with water fountain
- L. Student storage cubbies or lockers appropriate for age group
- M. Technology equipment

Storage rooms shall be furnished with appropriate shelving and if it is used as a workroom, work table and seating.

Final list of FF&E equipment to be developed with BOE representatives and educators prior to completing project documentation.

# Bethel Public School - Draft Program

## Rockwell School - Space Program - K to 2 - Option 3

05/11/17

305 Students, Grade K to 2

305 Core cap. @ 20 Kinder & 21 1st + 2nd Gr / Rm Max.

CAPACITY	NET AREA	GROSSING	GROSS AREA
students	total	factor	total

### A. Area Summary

1. School Eligible Target Area			<b>37,820 gsf</b>
2. School Program area	40,062 nsf	<b>1.45</b>	<b>58,090 gsf</b>
		Difference	<b>-20,270 gsf</b>
		Existing Bldg	<b>57,000 gsf</b>

### B. Capacity Summary

	School		
1. Planned K-3	305 students		
2. Effective Student Capacity	<b>305 students</b>		
3. Total Teaching Stations for Students	<b>15</b>	<b>305 students</b>	20.33 Per Rm
4. Planned Capacity	<b>305 students</b>		

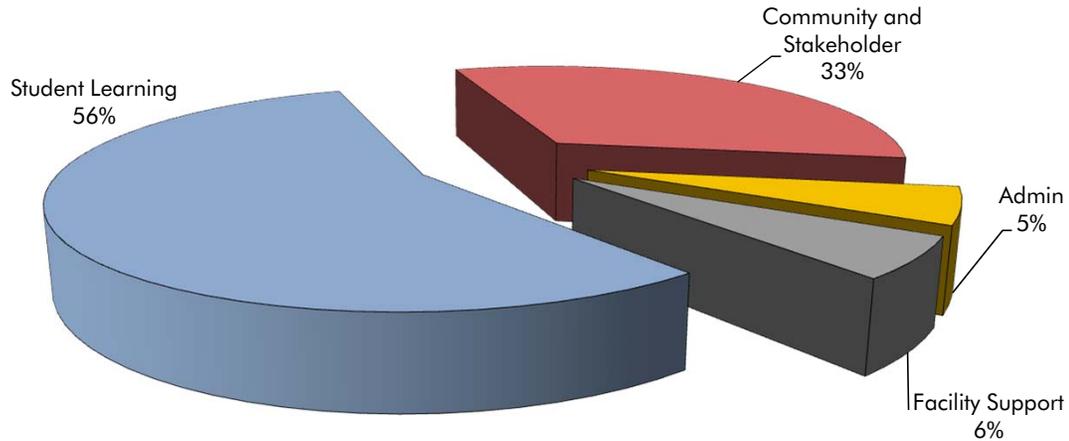
### C. Area Analysis

			State Eligible
1. Square Feet per student: Target	305 students	124.0 sq. ft. per student	37,820 gsf
2. Square Feet per student: Proposed / Actual	305 students	190.5 sq. ft. per student	58,090 gsf

### D. Area Comparison

		Net Sq Feet	Gross S. F.
1. Student Learning	56%	22,385 nsf	32,458 gsf
2. Community and Stakeholder	33%	13,087 nsf	18,976 gsf
3. Admin	5%	2,190 nsf	3,176 gsf
4. Facility Support	6%	2,400 nsf	3,480 gsf
Total GSF	<b>100%</b>	<b>40,062 nsf</b>	<b>58,090 gsf</b>

### E. Area Chart



SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE										NOTES
	SPACES		STUDENTS		NET SQUARE FEET		Existing			Ed Spec	
	teaching stations	total spaces	each room	total students	sq. ft per room	square feet sub-total	sq. ft per room	# of Rms	Sub-total SF		
305 Students, Grade K to 2											
340 Core cap. @ 20 Kinder & 21 1st + 2nd Gr / Rm											

**1 STUDENT LEARNING SPACES**

A. Primary Learning Spaces - 5 -K PLUS 10 1st GR & 10 2nd GR Clrms Ea.											
1.	Kindergarten Classrooms	5	5	19	95	911	4,555	911	2	1,822	Lockers In Hallway or Classrooms ?
2.	Classrooms: Grades 1 & 2	10	10	21	210	770	7,700	772	24	18,528	Lockers In Hallway or Classrooms ?
3.	Commons		3			400	1,200	-	-	-	One Per Grade
4.	PLC /Small Group/Team Learning Room	-	3	-	-	240	720	-	-	-	One Per grade / PLC / Copiers / Wall Monitor
Sub-Totals:		15	21		305		14,175	1,683			

B. Learning Support Spaces											
1.	ESL Room		1			400	400	-	-	-	For up to 14 students in U-shaped table & 2 teachers
	Office Area	1	-			120	-	-	-	-	
2.	Literacy Instructional Suite										
	Teaching Area		2			400	800	-	-	-	For up to 7-10 students in U-shaped table & 2 teachers
	Centralized Book Room /Coaches Off		1			300	300	-	-	-	Located next to Literacy Center but accessed from corridor.
	Office Area		-			240	-	-	-	-	
	Speech and Language		1			240	240	-	-	-	One 1/2 classroom
3.	Special Education Classroom		2			400	800	-	-	-	One Per Floor 1/2 classroom
4.	Math Instructional Suite		1			400	400	-	-	-	
	Teaching Area		2			400	800	-	-	-	For up to 7-10 students in U-shaped table 2 teachers
	Office Area		-			240	-	-	-	-	
	Storage Area / Office Area		1			200	200	-	-	-	Space for desk
5.	OT / PT		1			240	240	-	-	-	
6.	Extra Support Room		2			120	240	-	-	-	One Per Floor
Sub-Totals:		-	14				4,420				

C. Specialized Instruction											
1.	STEM Inquiry Room	1	1	-	-	1,000	1,000	-	-	-	Locate in Visible Public Area
	Storage / Prep Room / Coach Off		1			200	200	-	-	-	
2.	Music Room	1	1	-	-	1,000	1,000	-	-	-	
3.	Art Room	1	1	-	-	1,000	1,000	-	-	-	
	Art Storage		1	-	-	200	200	-	-	-	Shared Storage and Kiln Room
	Kiln/Drying Room		1			150	150	-	-	-	
Sub-Totals:		2	6				3,550				

SPACE DESCRIPTION		PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE								NOTES
		SPACES		STUDENTS		NET SQUARE FEET		Existing		Ed Spec
		teaching stations	total spaces	each room	total students	sq. ft per room	square feet sub-total	sq. ft per room	# of Rms	Sub-total SF
305	Students, Grade K to 2									
340	Core cap. @ 20 Kinder & 21 1st + 2nd Gr / Rm									
<b>D. Student Services</b>										Attached to Main Office
1.	School Counselor's Office		1			120	120	-	-	-
2.	School Psychologist Office		1	-	-	120	120	-	-	-
3.	Social Worker Office		1			120	120	-	-	-
	Sub-Totals:	-	3	-	-	240		-	-	-
<b>Total student learning spaces:</b>			17		305	22,385		1,683		-

SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE								NOTES	
	SPACES		STUDENTS		NET SQUARE FEET		Existing			Ed Spec
	teaching stations	total spaces	each room	total students	sq. ft per room	square feet sub-total	sq. ft per room	# of Rms	Sub-total SF	
305 Students, Grade K to 2										
340 Core cap. @ 20 Kinder & 21 1st + 2nd Gr / Rm										

**2 COMMUNITY AND STAKEHOLDER SPACES**

<b>A. Learning Commons (Library / Media Center)</b>											
1.	Media + Resource							3,169	1	3,169	Existing Suite of Media Center Spaces Incl Computer Room
	Collection	-	1	-	-	1,000	1,000	-	-	-	25 items per student = 7,625 items; 3-high shelving (movable pref)
	Presentation Area / Story Area	-	1	-	-	200	200	-	-	-	full classroom
	Information Center (Circulation)	-	1	-	-	200	200	-	-	-	
	Office/Workroom	-	1	-	-	200	200	-	-	-	
	Project Room		1			400	400	-	-	-	
	Collaboration Stations		3			50	150	-	-	-	Three stations with 4-6 students each
2.	Maker Space	1	1			800	800	-	-	-	
	Storage / Supply Room		1			100	100	-	-	-	
3.	Technology Teaching Area	1	1			800	800	-	-	-	full classroom
	Sub-Totals:	-	11	-	-	3,850	3,850	3,169	3,169	681	Additional Space

<b>B. Community Programs</b>											
1.	PTO Resource							-	-	-	Locate Near ????
	Storage		1			100	100	-	-	-	
	Sub-Totals:	-	1	-	-	100	100	-	-	-	

<b>C. Nurse's Suite</b>											
1.	Nurse Waiting Area / Reception	-	1	-	-	100	100	-	-	-	Windowed wall into main waiting area/cot space
2.	Nurse Office	-	1	-	-	120	120	-	-	-	Windowed wall into main waiting area/cot space
3.	Exam Room	-	1	-	-	120	120	-	-	-	
4.	Storage	-	1	-	-	100	100	-	-	-	For large items (wheelchair, stretcher)
5.	Toilet - Ambulatory	-	1	-	-	100	100	-	-	-	ADA with changing table
6.	Cot Area		1			200	200	-	-	-	3 cots with curtains
	Sub-Totals:		6			740	740				

SPACE DESCRIPTION		PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE										NOTES
305	Students, Grade K to 2	SPACES		STUDENTS		NET SQUARE FEET		Existing			Ed Spec	
		teaching stations	total spaces	each room	total students	sq. ft per room	square feet sub-total	sq. ft per room	# of Rms	Sub-total SF		
340	Core cap. @ 20 Kinder & 21 1st + 2nd Gr / Rm											
<b>D. Food Service</b>												
1.	Cafeteria (existing) / Multipurpose Room	-	1	-	-	2,000	2,000	2,385	1	2,385		3 shifts of students 305 /3 = 102 Seats X 15 SF/Student= 1530 SF Provide Space for 135 = 2,025SF
2.	Performance Platform (existing)	-	-	-	-	-	-	640	1	640		Platform Relocated to Gym
3.	Storage: Tables and Chairs	-	-	-	-	150	-	-	-	-		Repurpose Storage Area
4.	Full Cooking Kitchen + Servery	-	1	-	-	1,500	1,500	1,046	1	1,046		On Site Food Service Includes Food Storage
5.	Storage: After School Activities	-	1	-	-	100	100	-	-	-		Ask Principal
	Sub-Totals:	-	3	-	-	3,600	3,600	4,071		4,071		
<b>E. Gymnasium</b>												
1.	Gymnasium / Gymatorium	1	1	-	-	3,047	3,047	3,047	1	3,047		Dismiss From Gym and Cafeteria - Provide Divider Partition - Electric
2.	Performance Platform	-	1	-	-	1,000	1,000	-	-	-		Open to Exterior Amp Theater Off of Gymnasium Space
3.	Showers / Toilets	-	-	-	-	-	-	207	2	414		
4.	Storage: Gymnasium Equipment	-	1	-	-	400	400	-	-	-		
5.	PE Office	-	1	-	-	150	150	-	-	-		No Toilet in PE Office
6.	Chair & Table Storage	-	1	-	-	200	200	-	-	-		
	Sub-Totals:	1	5	-	-	4,797	4,797	3,254		3,254		
<b>Total community spaces:</b>		<b>1</b>		<b>-</b>		<b>13,087</b>		<b>10,494</b>		<b>681</b>		

SPACE DESCRIPTION		PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE										NOTES
		SPACES		STUDENTS		NET SQUARE FEET		Existing			Ed Spec	
		teaching stations	total spaces	each room	total students	sq. ft per room	square feet sub-total	sq. ft per room	# of Rms	Sub-total SF		
305	Students, Grade K to 2											
340	Core cap. @ 20 Kinder & 21 1st + 2nd Gr / Rm											

**3 ADMINISTRATION AND STAFF SPACES**

A. Main Office						1,252		1		1,252		Existing Office Suite	
1.	Waiting	-	1	-	-	100	100	-	-	-	-	-	3-5 Waiting
2.	Admin Area	-	1	-	-	150	150	-	-	-	-	-	Two Workstations
3.	Principal Office	-	1	-	-	250	250	-	-	-	-	-	
4.	Special Ed Secretary Office/Area	-	1	-	-	120	120	-	-	-	-	-	Area must provide required Privacy for Calls
6.	Records Room	-	1	-	-	100	100	-	-	-	-	-	
7.	Toilet - HC (men & women)	-	2	-	-	80	160	-	-	-	-	-	
8.	Work Room	-	1	-	-	150	150	-	-	-	-	-	Mailbox One Teacher
9.	Conference Room	-	1	-	-	250	250	-	-	-	-	-	
10.	Supply Closet	-	1	-	-	80	80	-	-	-	-	-	
11.	Security Monitoring Station	-	1	-	-	80	80	-	-	-	-	80	Located near Ext wall with service window
Sub-Totals:		-	11	-	-	1,440		-		1,252		188	
B. Media and Technology Support													
1.	Tech Storage/Server Room	-	1	-	-	150	150	-	-	-	-	-	
Sub-Totals:		-	1	-	-	150	150	-	-	-	-	-	
C. Faculty Support													
1.	Teacher Collaboration / Pantry / Break Rm	-	1	-	-	500	500	-	-	-	-	-	Central location in building; preferably on ground level or near learning commons
2.	Teacher's Storage Room	-	1	-	-	100	100	-	-	-	-	-	
Sub-Totals:		-	2	-	-	600		-		-		-	
<b>Total admin. and staff spaces:</b>		-		-		<b>2,190</b>		-		<b>188</b>			

SPACE DESCRIPTION		PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE								NOTES	
		SPACES		STUDENTS		NET SQUARE FEET		Existing		Ed Spec	
		teaching stations	total spaces	each room	total students	sq. ft per room	square feet sub-total	sq. ft per room	# of Rms	Sub-total SF	
305	Students, Grade K to 2										
340	Core cap. @ 20 Kinder & 21 1st + 2nd Gr / Rm										

**4 FACILITY MANAGEMENT AND SUPPORT SPACES**

<b>A. Mechanical and Custodial</b>											
1.	Central Mechanical Boiler Room	-	1	-	-	500	500	-	-	-	
2.	Main Switchgear / Electrical Rm	-	1	-	-	200	200	-	-	-	
3.	Water Service / Sprinkler Rm	-	1	-	-	200	200	-	-	-	
4.	Custodial Office / Workroom	-	1	-	-	250	250	-	-	-	
5.	Storage: Exterior Equipment	-	1	-	-	200	200	238	1	238	(38) Locate by blacktop and open grass play areas
6.	Staff Locker Rooms/Toilets	-	1	-	-	200	200	-	-	-	
Sub-Totals:			6				1,550	-	-	-	
<b>B. Property Control</b>											
1.	General Storage	-	1	-	-	400	400	-	-	-	
2.	General Supply w/ Receiving Area	-	1	-	-	200	200	-	-	-	
3.	Furniture Storage	-	1	-	-	250	250	-	-	-	
Sub-Totals:			3				850	-	-	-	
<b>Total facility management and support spaces:</b>							<b>2,400</b>	-	-	-	
<b>TOTAL Student Stations/apacity/NSF/NSM</b>		<b>18</b>			<b>305</b>		<b>40,062</b>	<b>12,177</b>		<b>869</b>	

SPACE DESCRIPTION		PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE										NOTES
		SPACES		STUDENTS		NET SQUARE FEET		Existing			Ed Spec	
		teaching stations	total spaces	each room	total students	sq. ft per room	square feet sub-total	sq. ft per room	# of Rms	Sub-total SF		

G. Exterior Program													
1.	Playground / Playscape	-	2	-	-	-	-	-	-	-	-	-	One playscape for K to 2
2.	Exterior Performance Area		1										Size Seating For Two Classrooms
3.	Storage: Exterior (200 SF)	-	1	-	-	-	-	-	-	-	-	-	SEE ABOVE Locate by blacktop and open grass play areas
4.	Fields - Multipurpose		1			-	-	-	-	-	-	-	1 main play area of grass for use by students (at minimum- prefer more)
5.	Paved Play Area	-	1	-	-	-	-	-	-	-	-	-	Sufficient blacktop area by cafeteria (ideal) for all-season activity for a grade level (80 students). Mark with furniture, benches, etc
6.	Staff / Faculty Parking		80			-	-	-	-	-	-	-	Faculty/staff parking
7.	Visitor / Parent Parking / Stroller Parking		20			-	-	-	-	-	-	-	Short-term parent and visitor parking
8.	Van Queuing		2		<b>Vans</b>								Note: there is a fleet of 4, but at any one time there will generally be 2 queued
9.	Bus Queuing		7		<b>Buses</b>								There is a fleet of 21, but at any one time there will be generally be 7 queued
Sub-Totals:		-		-		-	-	-	-	-	-	-	