

EDUCATION SPECIFICATIONS

JOHNSON ELEMENTARY SCHOOL

GRADE 3 TO GRADE 5



BETHEL PUBLIC SCHOOLS

BETHEL, CONNECTICUT

APPROVED: BETHEL BOARD OF EDUCATION

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Johnson Elementary School – Educational Specifications

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Johnson School

Section I. Rationale

The Bethel Board of Education through an action dated November 21, 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 the Town of Bethel Charter regarding public school projects.

The Johnson Elementary School will be converted from a fourth and fifth grade school (4 & 5) to a third to fifth grade school (3-5) serving approximately 644 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 expanding Johnson Elementary to a 3, 4, 5 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 school 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. 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 Johnson 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 21st century learning. Providing a balance of reasonable class sizes in a comfortable environment is fundamental to a successful experience in 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.

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

“The R.M.T. Johnson School community will demonstrate an unwavering commitment to the improved achievement of all students. Each student will have the opportunity to be part of a rigorous academic program that is based on the principles of differentiated instruction. All students will be consistently engaged in meaningful and accountable work wherein they will be called to work collaboratively, think critically, and persevere in solving real-world problems. Teachers will work to their full potential, motivated by their commitment to the needs of the whole child, their engagement in continual professional learning, and the evidenced effectiveness of their colleagues. Respect, responsibility, readiness, and pride will serve as the four pillars of Johnson Pride and will be at the forefront of all we do as we continue to grow as a community of learners.”

Students participate in “Johnson Pride” and are recognized for being respectful, responsible, ready and proud. The school is noted for extra-curricular and after school programs and are leaders in kinesthetic learning. Academically the school also achieves recognition for excellence in music, art, technology, physical education, math and summer reading programs.

A unique feature of the school are its service projects sponsored by each classroom thereby strengthening the bond between Bethel community and its students. Johnson School provides an environment of high quality learning opportunities in order to help students to be successful in a competitive global environment.

The renovated Johnson School will provide all students with quality learning experiences which foster the development of skills in communication (reading, writing, speaking and listening) mathematics, sciences and social studies. 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.

Johnson 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 school 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 2-4 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 inventory 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 and programs necessary to meet mission goals and regulatory requirements.

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

The Grade 3 to 5 configuration at the Johnson School, also gives students a three year experience in familiar surroundings preparing them for a better experience at the middle school. Programs are enriched for the larger enrollment allowing for a wider academic and social experience.

Johnson 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 in its three elementary schools, Berry, Rockwell and Johnson, 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.

Johnson School

Section V. Learning / Educational Activities

The primary purpose of the Bethel Public Schools is to improve student achievement. The academic goals of the Johnson Elementary School are aligned with the goal 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, 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 "21st 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 Johnson Elementary School.

- **Inspiration, Play and Discovery**

Elements in the Johnson should encourage curiosity 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 21st 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, common outside classroom areas, within the learning commons, art, music, digital learning lab, multi-purpose spaces and STEM inquiry rooms.

- **Student Centered Learning**

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

different learning styles and teaching delivery methods. To meet 21st century learning concepts, dispersal of special programs such as speech, literacy and math specialists, resource and ESL classrooms throughout the facility is recommended. 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 21st 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. Johnson must meet State of CT Safety and Security Council Guidelines for Public Schools. All measures and systems to be coordinated with Bethel first responders and emergency protocols.

- **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 21st century learning configuration of performance spaces, 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 such as band, orchestra and chorus. Students have opportunities for day and evening performances and concerts.

- **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 student 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**

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.

Johnson 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 five 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.

Johnson 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.

Johnson School
Section VIII Educational Supporting Spaces

General Purpose Classroom Design and Layout

Ten third grade, nine fourth and nine fifth grade classrooms are to be included. Third grade classrooms are to be sized to adequately accommodate 18-24 students per room, fourth and fifth grade rooms will be sized to adequately accommodate 22-26 students per room, including space for a teaching station, file cabinets and furniture inclusive of student desks, worktables and seating that is modular and flexible, instructional white boards (consider white board walls), and one large format touch screen. Also included should be secure storage for teacher's personal items, storage shelves for books, teaching materials and student projects. For displays and information materials, each classroom should include several tack boards. A variety of FF&E items that support learning and exploration activities will be accommodated within each classroom.

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 are to receive similar instructional equipment and conform to standard layouts if possible.

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 operate display and presentation equipment wirelessly. 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 reliability. 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.

Student lockers shall be located in halls in close proximity to classrooms, if possible. Lockers shall be sized to accommodate "back packs" and student personal items. Lockers shall include padlock functions allowing the school to determine security requirements, if necessary.

Security elements shall be included in the design for lockdown.

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 near and or within a classroom academic cluster. The spaces can also serve as an additional flex space within the classroom areas for student and teacher collaboration. Provide one IPS for every grade level. Provide soft seating or /and

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

PLC (Professional Learning Center)

One per 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, provide assessment and evaluation.

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

- ESL Room with Office Area
- Literacy Instructional Suite
 - Teaching Area (2)
 - Centralized Book Room / Office Area
 - Speech & Language Room
- Special Education Resource Rooms (3 - one per grade level)
- Special Education Suite
 - Behavior Intervention Room
 - Multi-Handicapped Room Room
 - Autism Room
 - OT/PT Room
 - Small Kitchenette (shared within the suite)
- Math Instructional Suite
 - Teaching Area (2)
 - Storage/Office Area
- 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 the provided adjacent to this lab space. The storage space will contain room for an office.

Ensemble Room – Strings & Band

A large, acoustically treated music room to accommodate up to **100** students and a space for music and equipment storage. The room will accommodate a piano and music playback equipment, and built-in speakers. A space for personal electronic devices (iPads) 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. Two lesson rooms will be included for up to 10 students for small group lessons. The lesson rooms will also need to be acoustically isolated from adjacent rooms.

Music Room/Choral

A large, acoustically treated music room to accommodate up to **75 to 100** students and a space for music and equipment storage. The room will accommodate a piano and music playback equipment, and built-in speakers. A space for personal electronic devices (i-Pads) 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.

Art Areas (one 2D and one 3D Art Classrooms)

A general art areas with provisions to accommodate up to **26** students including space for art supplies and project storage is recommended. A shared kiln and ceramic drying/storage room will be provided as well as space for small art office desk.

Health Classroom

Designed to provide additional classroom space, if required, this room provides students with an instructional space to learn about themselves, their mental and physical development, promote healthy lifestyles.

Student Services Spaces

An area of the facility is to be allocated for student 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:

- Guidance Office
- School Psychologist's Office
- Social Worker's Office
- Quiet Study Room/Mindfulness Room
- BCBA Office

Learning Commons (Library / Media Center)

A learning commons will serve as a general purpose library/media center 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 media center 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. Sound amplification system for use during school and community presentations. Collaboration stations organized within the main reading space will be available for student use.

A makerspace located within the learning commons ~~suite of media center~~ 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.

In addition, the learning commons will also include a digital recording and editing studio where students can create, produce and broadcast a variety of programs for use within the school or for the community. A separate technology education space will give students a place where coding, advanced technology instruction, and inquiry based exploration can be learned and practiced.

Community Programs

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

Nurses 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 4 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 644 students served lunch in four waves of approximately 160 students each. Students are allotted 30 minutes to retrieve lunch, eat and remove trash prior to the subsequent wave. Consequently, the servery is expected to accommodate two serving lines 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 offering 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 that provides space for a standard high school sized basketball court is required, including students' team/changing rooms for boys and girls large enough to accommodate up to 48 students each room. Metal lockers of full height and 12 inches wide to be provided. Bench seating for changing will be provided in each team/locker rooms. In addition to the main court goals, the gym will be equipped with retractable and height adjustable side court basketball goals and backboards.

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

Space permitting, a pull-out bleachers for spectators will be installed at one side of gym. The gym will be designed to be available for town and community recreation activities when not in use by the school.

A divider curtain at mid-court is to be provided to accommodate multiple classes occurring at the same time.

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. The platform will be used to accommodate the string orchestra, as it co-occurs with band and choral ensembles. The space will need to be designed so that activity on stage does not interfere with PE classes and vice versa.

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, assistant principal, SPED Secretary, a conference room, two unisex accessible toilet rooms, an area for security badging,, 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 cabinets.

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.

Johnson School
Section IX Detailed Description

Primary Learning Spaces

A. Third Grade Classrooms

1. Accessible sink and fittings
2. Modern student desks and seating (flexible for moving into different size learning groups)
3. Secure storage casework
4. Student lockers in hall (outside classrooms, if current corridor width can accommodate. If not, student cubbies in each classroom)
5. Lockable teacher wardrobe and storage
6. White marker (magnetic) boards and tackboards
7. Large format touch screen and sound amplification system
8. Window treatments for room darkening
9. Teacher workstation/desk and chair
10. Area rug for instruction

B. Fourth Grade & Fifth Grade Classrooms

1. Accessible sink and fittings
2. Modern student desks and seating (flexible for moving into different size learning groups)
3. Secure storage casework
4. Student lockers in hall (outside classrooms, if current corridor width can accommodate....if not, student cubbies in each classroom)
5. Lockable teacher wardrobe and storage
6. White marker (magnetic) boards and tackboards
7. Large format touch screen and sound amplification system
8. Window treatments for room darkening
9. Teacher workstation/desk and chair
10. Area rug for instruction

C. Commons / Break-out Spaces

1. Provide areas adjacent to academic classrooms available to students and teachers for small group or individual instruction
2. Space to be equipped for whiteboards, technology connectivity, seating and worktables
3. Soft seating

D. PLC / Small Group / Team Learning Room

1. Provide space for PLC and teacher workspace
2. Provide worktables and seating for flexible arrangements
3. Secure cabinets and casework
4. White (magnetic)board and tack board
5. Soft seating

6. Large format screen and sound amplification system

Learning Support Spaces

A. ESL Room with Office Space

1. Two instructional spaces (table and chairs with modular student desks)
2. Provide small teaching space with space for desk and storage
3. Provides space for up to 7 students
4. Secure cabinet and casework
5. Large format touch screen and sound amplification system
6. Window treatments for room darkening
7. Divider/movable book shelving
8. Locate near literacy suite, if possible

B. Literacy Instructional Suite

Teaching areas

1. Provide teaching area for up to 12 students working individually or in small groups(modular adaptable units)
2. Secure cabinet and casework
3. White (magnetic) marker board

Centralized Book Room with Coaches Office

1. Teacher's Workstation and seating (for two)
2. Storage and secure casework
3. Secure filing cabinet
4. Two "guest" chairs

Speech and Language Room

1. Seating and workspace for up to 5 students
2. Storage cabinets and secure casework
3. Large format touch screen and amplification system
4. White (magnetic) marker board and tack board
5. Teacher's work station and seat

C. Special Education Resource Rooms

1. Provide 3 half sized classroom spaces – one per grade
2. Equipped similar to standard classrooms
3. Secure cabinets and casework
4. White (magnetic) marker board and tack board
5. Large format touch screen and amplification system
6. Window treatments for room darkening
7. Lockable teacher's wardrobe and storage
8. Accessible sink and water fountain

D. Special Education Suite – consists of the following

1. Behavior intervention room – equipped for a variety of specialized activities. Provide

- storage for educational tools and equipment
- 2. Multi-HC Room – a half sized classroom – with access to specialized learning resources and equipment. Provide access to storage areas
- 3. Autism Room – Locate adjacent to SE Suite and provide a variety of seating and worktables for a variety of learning and teaching activities
- 4. OT /PT – Specialized equipped, both permanent and movable devices – provide storage for devices outside suite setting
- 5. Kitchenette – Small residential style food prep, refrigeration and storage area accessed from suite

E. Math Instructional Suite

- 1. Teaching area for up to 12 students
- 2. Storage area for teaching supplies and equipment
- 3. Large table and chairs for group instruction (modular)
- 4. Secure cabinets and casework
- 5. Lockable teacher wardrobe and storage
- 6. Large format touch screen and sound amplification system
- 7. White (magnetic) boards and tackboards
- 8. Teacher workstation/desk and chair (2)
- 9. Window treatments for room darkening
- 10. Divider/movable book shelving
- 11. Storage area with office
 - a. Shelving and storage cabinets
- 12. Work station for one person

F. Extra Support Room

- 1. Equip room with minimum seating and table, possible secured in place. Room to receive special lockset for security purposes.

Specialized Instruction

A. STEM / Inquiry Space

- a. Moveable tables and chairs appropriate for individual or small group interaction
- b. Secure cabinets and casework
- c. Lockable teacher wardrobe and storage
- d. Large format touch screen and sound amplification system
- e. Magnetic white boards and tackboards
- f. Equipment storage cabinets
- g. Tool and materials cabinet
- h. Ceiling mounted power distribution and management system
- i. Teacher workstation/desk and chair
- j. Window treatments for room darkening
- k. Access to outdoors for exploration-plants, etc.
- l. Teacher’s demonstration station

- m. Accessible sink and fittings –
- n. STEM Coach Office Area
 - i. Shelving for project storage
 - ii. Materials bins and shelving
 - iii. STEM coach workstation, files and seat

B. Ensemble Room for Strings & Band

- a. Secure cabinets and casework
- b. Music instrument storage shelving systems
- c. Music playback equipment and sound amplification system
- d. Upright piano or electronic piano and seat
- e. Student seating
- f. Acoustical wall and ceiling treatments
- g. Large format touch screen with sound amplification system
- h. White board ruled for music instruction
- i. Tackboards
- j. Window treatments for room darkening
- k. Lockable teacher wardrobe and storage
- l. Teacher workstation / desk and chair
- m. Accessible sink and fittings

C. Practice / Lessons Rooms

- a. Student Seating
- b. Acoustical treatments
- c. Music Stand
- d. Instrument stands

D. Music Room / Choral

- a. Secure cabinets and casework
- b. Music storage shelving
- c. Music playback equipment and sound amplification system
- d. Piano and seat
- e. Acoustical wall and ceiling treatments
- f. Music stands
- g. Student seating
- h. Large format touch screen and sound amplification system.
- i. White board ruled for music instruction
- j. Tackboards
- k. Window treatments for room darkening
- l. Lockable teacher wardrobe and storage
- m. Teacher workstation / desk and chair
- n. Music Practice / Lesson Rooms – (acoustically isolated)
- o. Risers (may be portable)

E. Art Rooms (2 D and 3D Art)

- 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 tackboards
- 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
- 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

F. Health Classroom

- a. Equip similar to standard classroom

Student Services

A. Guidance Office

- a. Provide office in suite adjacent to Main Office
- b. Separate entry access convenient to students
- c. Seating/waiting area for up to 5 people

B. School Psychologist Office

- a. Professional office setting for small meetings / discussions
- b. Bookcase
- c. Moveable light fixtures (up lighting)
- d. Secure records storage

C. Social Worker's Office

- a. Professional office setting for small meetings / discussions (up to 5 guests)
- b. Secure file cabinet and storage
- c. Bookcase
- d. Moveable light fixtures (up lighting)

D. Quiet Study Room/Mindfulness Room

- a. Small area for student/teacher study and reflection
- b. Moveable light fixtures (up lighting)
- c. Soft seating options (bean bag chair, low soft seating)

E. BCBA Office

- a. Professional office setting for small meetings / discussions
- b. Secure records storage

Learning Commons - Library / Media Center

A. Media and Resource

- a. Tables and chairs appropriate for individual or small group interaction
- b. Shelving units
- c. Computer reference area and access to mobile technology
- d. Large format touch screens (more than one) equipped with sound amplification system, whiteboards in small rooms
- d. Large presentation space with classroom seating area, should be modular, flexible, and able to accommodate a wide range of presentations.
- e. Office area and workspace with tables and sink
- f. Circulation and help desk centrally located with clear visibility to all learning spaces. A work space with storage and work table
- g. Information monitor located within the Learning Commons that can stream digital content, TV broadcasts, school productions, messages, etc.
- h. Collaboration Stations equipped with 3-4 stations and two monitors that can accommodate 4-6 students

B. Maker Space

- a. Long uninterrupted counter top work benches
- b. Base cabinets for secured storage
- c. Project display shelving
- d. Project shelving for storage
- e. Storage for Learning materials, tools, supplies, and equipment
- f. Machine stations for either bench-top or free standing equipment
- g. Computer stations or access to wireless or wired data network
- h. White (magnetic)boards or dry erase wall
- i. Large format touch screen with sound amplification system

C. Technology Teaching Area

- a. A classroom within the Learning Commons designing for coding and using technology to design, exploration, creation,, programming, video production- inquiry and technical exploration and presentation
- b. Equip with movable technology equipment, wireless capabilities, print and 3D printing.
- c. Adequate charging stations and connectivity

D. Recording Studio / Green Screen Room

- a. Recording / Video Studio with green screen, raised dais (portable), soft seating, interview desk and other props, lighting and three position video cameras, microphone and sound mixing equipment
- b. Room to be acoustically isolated

E. Video Control Booth

- a. Vision panel, countertop with two-3 seating positions, digital recording and editing equipment including audio controls.

Community Programs

A. PTO Resource Storage Room

- a. Small secure storage room for supplies and equipment

Nurse's Suite

A. Nurse's Area

- a. Administration area with secure records storage
- b. Private waiting area
- c. Exam room with sink, base cabinet and upper cabinet
- d. Secure medicine and supply storage area
- e. Secure medicine and supply refrigerator
- f. Rest area with cots and privacy curtains – 4 stations
- g. Accessible toilet and sink (must be ambulatory with changing table, will be shared by SPED)

Food Service

A. Cafeteria

- a. Seating and tables for 250+ students (and parents) per wave – 3 waves
- b. Two serving lines providing access to cold and hot entrees, beverages, snacks, etc.
- c. Point of service to be cash-less checkout utilizing pre-loading accounting system
- d. Tray return area / trash collection area
- e. Water bottle/drinking fountain station
- f. Recycling collection area
- g. Projection screen, projection equipment and sound amplification system
- h. Condiment station
- i. LED Monitor – information station
- j. Access to exterior for recess

B. Full Cooking Kitchen and Servery

- a. Receiving and storage area
- b. Dry Storage
- c. Walk-In refrigerated and frozen food storage rooms
- d. Hot and cold food preparation areas
- e. Serving stations / beverage areas – 2 lines with cashless POS cashier
- f. Dish and pot washing area – drying racks
- g. Kitchen office, locker area, toilet, and custodial closet (separate from food)

Gymnasium

A. Gymnasium

- a. Competition court with swing away basketball goals

- b. Wall padding
- c. Retractable seating (space permitting)
- d. Two white boards
- e. Physical education equipment – TBD
- f. Divider curtain and roller – electric
- g. PE office with toilet
- h. PE equipment storage
- i. Performance Platform with curtain, lighting and acoustical treatments
- j. Team / Changing Rooms (girls and boys) – 24 lockers each
- k. Chair storage room (to accommodate performance set-up)

B. Performance Platform

- a. Raised performance area for up to 100 choral performer on movable risers
- b. Theatrical lighting clamped to black-iron grid
- c. Sound amplification system
- d. Manual stage curtain
- e. Exterior upwardly acting door to provide access to exterior amphitheater.

C. PE Office

- a. PE instructor’s workspace (2) equipped with desk, seating and file cabinets

Main Office/Administration and Staff Spaces

A. Main Office

- a. Reception area and service counter
- b. Security monitoring station and door release
- c. SRO Office
- d. Waiting area with seating
- e. Principal’s office & worktable, guest seating
- f. Assistant Principal’s office with guest seating
- g. SPED Secretary Office/Area
- h. Conference Room – LED monitor equipped , whiteboard
- i. Accessible toilet
- j. Coat closet and office supply closet
- k. Records Storage Room
- l. Staff workroom and break room
- m. Professional workstations with seating and guest chairs
- n. Provide small table for meetings in each office

B. Media Support

- a. Technology Storage / Server Room

C. Faculty Support

- a. Teacher work / break room
- b. Large work tables, flexible seating – hard and soft seating
- c. Bistro style tables

- d. Printer / Copier with paper supplies
- e. Coffee Station, microwave, refrigerator, kitchen type sink
- f. Upper cabinets and storage cabinets

Facility Management and Support Spaces

A. Mechanical and Custodial

- a. Centralized building systems- dedicated space
- b. Custodial office / workspace with benches and equipment storage
- c. General Storage area for educational equipment
- d. Storage for maintenance products, paper and replacement items
- e. Staff locker rooms, changing area and toilet / shower area.

B. Property Control

- a. General Storage Area
- b. General receiving / dock area
- c. Furniture storage – spare parts inventory
- d. Exterior maintenance equipment storage room – accessed from grade

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

Johnson 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. Given restrictive space available, other system designs may be considered. In any case, the system selected shall be energy efficient, easy to maintain and long lasting. Exact equipment selection, type and location will be subject to an engineering analysis for final equipment selection.

Heat/energy recovery units if appropriate will be considered for the building's 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.

Lighting and Sound Systems

All lighting 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. There will be no "wall-pack" lighting fixtures 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.

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.

Toilets will include age appropriate WC's, sinks, and accessories. Classroom students will have convenient access to "boys" and "girls" toilets consisting of appropriate fixture numbers and types.

Consider automatic flush and faucet fixtures and automatic air hand dryers to promote cleaner toilet rooms free of debris. 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. System designer to consider extended coverage heads, if possible, given the available water flow and pressure. The kitchen hoods will receive an ANSUL “dry” type extinguishing system.

If required due to water pressure and flow, a fire pump may be installed to provide code required water to sprinkler system. **Fire pump shall either be diesel driven or electric** with connection to emergency power source.

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.

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.

Access control system including proximity readers, fobs, appropriate door strikes and electronic locks shall provide secure access in and out of the building. Access control system shall be compatible with the District’s existing system and shall include monitoring and management software, identification badges with integral key fobs, a management computer station and badge printer. The access control system shall integrate with the alarm and security systems.

A CCTV security camera system shall also be included in the school. A security camera system to be used during occupied and unoccupied modes. The system will have the capability to be viewed remotely on mobile and desktop devices. Cameras will be designed in accordance with CT School Security Council Recommendations. Areas to be monitored include, but not limited to, the main entry lobby, main office areas, main corridors and stairs, secondary entry doors, cafeteria, gymnasium and

media center areas to include sensitive spaces determined by school administration. The site will also be covered with cameras that provide view 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.

Electrical Power Distribution System:

Electrical systems, including main switchgear and load centers will be replaced including primary and secondary 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.

Data Network

The data network will be equipped with file servers, hubs and routers with various functions such as web access, distance-learning access, file storage, application service, print service, video streaming, and security / administration services. All computers to include internet access. Staff and students will have the ability to store large data files on the services or through "cloud-based" services. The network will also support administrative usage and capacity for security functions to control access to the network.

The latest wireless technology shall be included throughout the school.

Clock and Bell System:

A fully programmable clock and bell system that will allow the school administration flexibility of bell signals is to replace the existing system. Clocks must be installed in all spaces throughout the school. Choice of tones and loudness levels must be part of the program that can be modified by the administration. An analog clock face design to be installed in the school. Clock system to include standby power source or automatic re-set feature in case of loss of power.

Finishes:

Classrooms:

- Floors- High quality vinyl composition tile with area carpet squares suitable for wet locations and easy replacement.
- Walls – painted masonry, GWB, acoustical panels, white boards, etc
- Ceilings – acoustical hung ceiling, may be partially exposed deck and structure, painted
- Casework/Woodwork – high quality plastic laminate vertical surfaces, with solid surfacing work surfaces (if possible, otherwise plastic laminate tops with solid edge), where required, install ceramic tile backsplashes to countertop
- 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 wallboard – impact resistant. Exterior corners protected with matching plastic guards.
- Ceilings – acoustical ceiling with accent soffits, integral illumination, design may include areas exposed to structure (and mechanical, electrical , plumbing elements)
- Casework / Woodwork – student cubbies and lockers in classrooms. Corridor casework include display cabinets, seating nooks, work corners and bay windows and team learning spaces.
- Doors & Frames – Solid core wood doors and hollow metal frames.

Cafeteria

- Floors – Porcelain tile, or vinyl composition tile
- Walls – painted gypsum wallboard, acoustical panels, display tack boards, white board
- 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.
- 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”, with some exposed structure possibly

- Casework / Woodwork -Doors & Frames – Solid core wood doors and aluminum or hollow metal frames

Music Areas

- Floors-VCT flooring with accent banding two tone
- Walls–painted masonry and gypsum wall board
- Ceilings Acoustical clouds and partially exposed ceiling structure
- Casework / Woodwork – Plastic laminate vertical surfaces with solid surfacing countertops and work surfaces
- Book shelves – end panels to be wood with metal shelving systems - adjustable
- Doors & Frames – Solid core wood doors with 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 countertops 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 wallboard or masonry
- Ceilings – Acoustical suspended ceiling tile
- Casework / Woodwork - Plastic Laminate vertical surfaces with solid surfacing countertops and work surfaces
- Doors & Frames – solid core wood doors and aluminum hollow metal frames

Nurse's Office / Suite

- Floors – Vinyl composition tile
- Walls - painted gypsum wallboard or masonry
- Ceilings – Acoustical Suspended Ceiling Tile
- Casework / Woodwork - Plastic Laminate vertical surfaces with solid surfacing countertops 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 with sheet product moisture mitigation
- Walls – painted masonry with acoustical panels
- Ceilings – exposed structure painted, acoustical treatment
- Casework / Woodwork
- Doors & Frames – Solid core wood doors with hollow metal frames

Maintenance / Service Areas

- Floors – sealed concrete
- Walls - painted masonry or gypsum wall board
- Ceilings - none
- Casework / Woodwork -
- Doors & Frames – Metal doors and hollow metal frames

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 countertops 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 (or exposed concrete metal pan stair)
- Walls - painted gypsum wallboard or masonry walls
- Ceilings and landings – exposed structure painted
- Doors & Frames – rated solid wood core doors, positive latching heavy duty hardware.

Johnson School
Section XI Site Development

- A. Site Circulation and Parking – Refer to detailed space program for quantities
 - a. Compliant accessible parking shall be provided
 - b. Designated parking for parents with strollers (if possible)
 - c. Adequate faculty and parent / visitor parking
 - d. Parent drop-off and pickup queuing area
 - e. Bus and van drop-off and pick-up queuing area
 - f. Pedestrian walk-ways and pathways
 - g. Service/delivery area
 - h. Loading dock to facilitate product deliveries
- 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. Paved play area including basketball goals, pavement markings, etc.
- 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. Specify slow growing material or dwarf species. Maintain clear views to the school for security purposes.
- 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, storytime areas, etc. Final educational requirements and program to be coordinated with school administrators.
 - c. An exterior performance area (amphitheater) sized to accommodate two classrooms

Johnson School
Section XII Construction Grant Bonus Requests

Currently the Johnson 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 program:

Space Standards Waiver (if necessary)

Johnson School
Section XIII Community Uses

As with many public schools in Connecticut, the Johnson 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

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.

Johnson 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, including active-student seating
- B. Desks, including standing height units, (moveable and flexible)
- C. Worktable / activity work surfaces, moveable
- D. Teacher’s workstation and chair (consider moveable)
- E. Visitor’s chair
- F. White boards and large format touch screen LED monitors
- G. Tackboards
- H. Sound amplification system
- I. Window treatments for room darkening
- J. File cabinets
- K. Casework, cabinets, water fountain, and accessible sink
- 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 to be 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

Johnson School - Space Program - 3, 4 & 5 - Option 3

05/11/17

644 Students, Grade 3, 4,5
634 Core capacity @ 24 / Room Max.

CAPACITY	NET AREA	GROSSING	GROSS AREA
students	total	factor	total

A. Area Summary

1. School Eligible Target Area				82,845 gsf
2. School Program area		63,760 nsf	1.45	92,452 gsf
			Difference	-9,607 gsf
			Existing Bldg	57,000 gsf

B. Capacity Summary

		School	
1. Planned 3,4,5		634 students	
2. Effective Student Capacity		634 students	
3. Total Teaching Stations for Students	28	634 students	22.64 Per Rm
4. Planned Capacity		634 students	

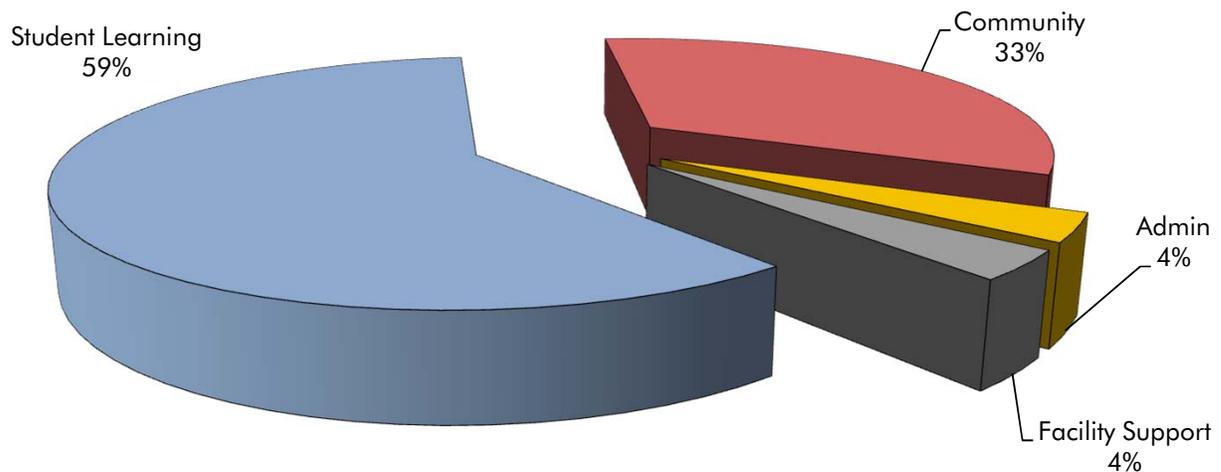
C. Area Analysis

			State Eligible
1. Square Feet per student: Target	644 students	130.7 sq. ft. per student	82,845 gsf
2. Square Feet per student: Proposed / Actual	634 students	145.8 sq. ft. per student	92,452 gsf

D. Area Comparison

		Net Sq Feet	Gross S. F.
1. Student Learning	60%	38,730 nsf	56,159 gsf
2. Community and Stakeholder	33%	21,550 nsf	31,248 gsf
3. Admin	4%	2,340 nsf	3,393 gsf
4. Facility Support	4%	2,400 nsf	3,480 gsf
Total GSF	100%	65,020 nsf	94,279 gsf

E. Area Chart



SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE									NOTES
	SPACES		STUDENTS		NET SQUARE FEET		Existing		Delta	
644 Students, Grade 3, 4,5	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	
672 Core capacity @ 24 / Room Max.										

1 STUDENT LEARNING SPACES

A Primary Learning Spaces -10-3rd GR & 9- 4th & 5 th GR 9 Clrms Ea											
1.	Classrooms: Grades 3	10	10	22	220	770	7,700	-	-	7,700	Lockers in Classrooms, Base Cabinet with Sink and Upper Cabinets to Ceiling
2.	Classrooms: Grades 4 & 5	18	18	23	414	770	13,860	800	29	23,200	(9,340) Lockers in Classrooms, Base Cabinet with Sink and Upper Cabinets to Ceiling
3.	Commons		3			770	2,310	-	-	-	One Per Grade
4.	Small Group/Team Learning Room		3	-	-	240	720	-	-	-	720 One Per grade PLC / Copiers
Sub-Totals:		28	34		634		24,590	800		23,200	1,390

B. Learning Support Spaces											add isolation room	
1.	ESL Room with Office Space	1	1			240	240	-	-	-		For up to 7 students in U-shaped table space for office near Literacy If Possible
	Office Area	1	-			120	-	-	-	-		
2.	Literacy Instructional Suite							770	1	770	(770)	
	Teaching Area	2	2			300	600	-	-	-		For up to 6 x2 (12) students in U-shaped table Monitor Screen
	Centralized Book Room / Office Area		1			300	300	-	-	-	-	Located next to Literacy Center but accessed from corridor / Office Area
	Office Area		-			240	-	-	-	-	-	
	Speech & Language Room	1	1			120	120	944	2	1,888	(1,768)	up to 5 students
3.	Existing Learning Center	-	-			-	-					
4.	Special Education Resource Rms	3	3			400	1,200	777	1	777	423	one per grade level
5.	Special Education Suite											Kitchenette Space In Multi HC Space in same Area - kitchen might be shared
	Behavior Intervention Room	1	1			500	500					Include the Alternate Learning Room In Space
	Multi HC Room		1			400	400					
	Autism Room		1			400	400					
	OT /PT		1			600	600					Make Adjacent to SE Suite
	Kitchenette		1			100	100					Provide Access to Kitchenette From Suite
6.	Math Instructional Suite											Math Intervention
	Teaching Area	2	2			300	600	-	-	-		For up to 6 x 2 (12) students in U-shaped table
	Office Area	1	-			120	-	-	-	-		2 Staff Working In Office Space
	Storage / Office Area		1			200	200	-	-	-		Math Equip / Office
8.	Extra Support Room	2	2			240	480	-	-	-		One Per Floor
Sub-Totals:		14	18		-	5,740	2,491	3,435		2,305		

C. Specialized Instruction												
1.	STEM - Inquiry Space	1	1	-	-	1,200	1,200	-	-	-		Deep Sink - Utility 2 stations Access to Exterior Learning Spaces Learning Garden
	STEM Storage / Prep Room / Off		1			200	200	-	-	-		Equip For Small Office Station
2.	Ensemble Room for Strings & Band		1			1,400	1,400	-	-	-		Space for 100 students - Provide Storage in Room
	Instrument Storage		1			200	200	-	-	-		connected between band and choral rooms
3.	Practice / Lesson Rooms	1	2	-	-	200	400	696	1	696	(496)	Space for up to 10 students for small group instruction
	Music Room / Choral	1	1			1,200	1,200	868	1	868	332	75 to 100 students with risers
	Storage		1			100	100	25	1	25	75	connected between band and choral rooms
4.	Art Rooms	1	2	-	-	1,000	2,000	944	1	944	56	2D room and a 3D room
	Art Storage	-	1	-	-	250	250	43	1	43	-	Shared Storage and Kiln Room
	Kiln/Drying Room		1			150	150	-	-	-	-	
5.	Health Classroom	1	1			800	800	-	-	-		Share Health Classroom Locate In Gym
Sub-Totals:		5	13		-	6,700	7,900	2,576		2,576	4,124	

D. Student Services											Main Office Area	
1.	School Counselor's Office		2			150	300	-	-	-		ADD WAITING AREA FOR 2 PERSON
2.	School Psychologist Office		1	-	-	150	150	-	-	-		
3.	Social Worker Office		1			150	150	-	-	-		
4.	Quiet Study Room / Mindfulness Room		1			100	100	-	-	-		observed from office suite

5.	BCBA Office		1		100	100	-	-	-	-	observed from office suite
	Sub-Totals:	-	4	-	800	800	-	-	-	-	

Total student learning spaces:	47	634	39,030	5,867	29,211	9,819					
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2 COMMUNITY AND STAKEHOLDER SPACES

A. Learning Commons (Library)

1.	Media + Resource					2,921	1	2,921	(2,921)		
	Collection	-	1	-	1,200	1,200	-	-	1,200	25 items per student = 16,250 items; 3-high shelving (movable pref)	
	Presentation Area	-	1	-	600	600	-	-	600	Zoned using furniture	
	Information Center (Circulation)	-	1	-	200	200	-	-	200		
	Office/Workroom	-	1	-	200	200	-	-	200		
	Project Room		2		400	800	-	-	800		
	Collaboration Stations		3		50	150	-	-	150	Maybe open area	
2.	Maker Space	1	1		800	800	-	-	-		
	Storage / Supply Room		1		100	100	-	-	-		
3.	Tech Teaching Area	1	1	-	800	800	-	-	800	directly connected to main learning commons area	
4.	Recording Studio / Green Screen Room	1	1		600	600	-	-	600	Connection directly off corridor preferred.	
5.	Studio Control Booth		1		100	100	-	-	-	0	
6.	Existing Computer Room				-	-	770	1	770	(770)	0
	Sub-Totals:	3	14	-	5,550	3,691	3,691	1,859			

B. Community Programs

1.	PTO Resource Storage Room		1		150	150	-	-	-	-
	Sub-Totals:	-	1	-	150	-	-	-	150	

C. Nurse's Suite

1.	Nurse Waiting Area / Reception	-	1	-	150	150	-	-	-	Windowed wall into main waiting area for 3-5 persons
2.	Nurse Office	-	1	-	120	120	770	1	770	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		250	250	-	-	-	4 cots with curtains
	Sub-Totals:		6	-	840	770	770	70		

D. Food Service Toilet near Café

1.	Cafeteria	-	1	-	2,500	2,500	2,041	1	2,041	459	4 waves of students 650 /4 = 163 Seats X 15 SF/Student= 2445 SF
3.	Storage: Tables and Chairs	-	1	-	150	150	-	-	-	150	
4.	Full Cooking Kitchen + Servery	-	1	-	1,700	1,700	1,252	1	1,252	448	On Site Food Service Includes Food Storage
5.	Storage: After School Activities		1		100	100	-	-	-	100	
	Sub-Totals:	-	4	-	4,450	3,293	3,293	1,157			

E. Gymnasium Amp Theater

1.	Gymnasium / Gymnasium (50x80 court)	1	1	-	6,500	6,500	3,024	1	3,024	3,476	Full Basketball Court size with 3-row bleachers; serves as 2 teaching stations. Hard Divider.
2.	Performance Platform	-	1	-	1,200	1,200	-	-	-	1,200	Provide Some Storage
	Performance Storage	-	1	-	100	100	-	-	-	100	Provide Some Storage
3.	Storage: Gymnasium	-	1	-	400	400	246	1	246	154	adjacent to gym
4.	PE Office		2		150	300	98	1	98	202	for two persons staff toilet if possible
5.	Chair Storage		1		200	200	98	1	98	102	
6.	Team / Changing Rooms		2		150	300	98	1	98	202	Provide 25 Lockers Each Room
	Sub-Totals:	1	9	-	9,000	3,564	3,564	5,436			

Total community spaces:	4	-	19,990	11,318	8,672						
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3 ADMINISTRATION AND STAFF SPACES

A. Main Office

