TOWN OF GLASTONBURY/CAPITOL REGION EDUCATION COUNCIL (CREC)
PROFESSIONAL SERVICES PROCUREMENT NOTICE
REQUEST FOR QUALIFICATIONS/REQUEST FOR PROPOSAL
ARCHITECT/ENGINEERING SERVICES

EAST HARTFORD-GLASTONBURY ELEMENTARY MAGNET SCHOOL
RPGL # 2009-34

The Town of Glastonbury/CREC will be accepting qualifications/proposals to provide architectural/engineering services to design the East Hartford-Glastonbury Elementary Magnet School to be located at 95 Oak Street, Glastonbury. Interested individuals and firms can download the Instructions for Qualification Statement and Project Details from the Town's website at www.glastonbury-ct.gov or request them from the Purchasing Agent, 2155 Main Street, Glastonbury, CT 06033.

There will be a **MANDATORY PRE-PROPOSAL MEETING HELD AT THE PROPOSED PROJECT SITE, 95 OAK STREET, GLASTONBURY, CT 06033 on MAY 21, 2009 at 10:00 AM. Attendance is mandatory**.

Proposals must be submitted to the Purchasing Agent no later than 11:00 AM on June 4, 2009. **LATE PROPOSALS WILL NOT BE ACCEPTED.**

Mary F. Visone
Purchasing Agent

TOWN OF GLASTONBURY/CAPITOL REGION EDUCATION COUNCIL (CREC)
PROFESSIONAL SERVICES PROCUREMENT NOTICE
REQUEST FOR QUALIFICATIONS/REQUEST FOR PROPOSAL
ARCHITECT/ENGINEERING SERVICES

EAST HARTFORD-GLASTONBURY ELEMENTARY MAGNET SCHOOL
RPGL # 2009-34

Table of Contents

RPGL # 2009-34

Section 1 – General Information

A. Introduction

The Town of Glastonbury/Capital Region Education Council (CREC) will be accepting qualifications/proposals to provide architect/engineering services to design and provide bidding and construction administration services for the East Hartford-Glastonbury Elementary Magnet School (EHGEMS) to be located at 95 Oak Street, Glastonbury, CT.

B. Background

The State Legislature has approved funding to construct a new K-5 interdistrict magnet school to replace the school currently operating in East Hartford. The location for the new school is a parcel of approximately 13.4± acres located at 95 Oak Street in Glastonbury, CT. The building program is expected be approximately 67,700 square feet to support a student population of approximately 420.

C. Evaluation Criteria

Firms interested in being considered for this project shall clearly demonstrate that they meet the minimum criteria of:

- Licensed to perform architecture services in Connecticut
- Designed a minimum of **three** projects each of which meets the follow minimum characteristics:
    - Public school project (at least one elementary school project)
    - Located in the State of Connecticut
    - Included grant funding from the State Department of Education
    - Project budget of not less than $20 million
    - Received certificate of occupancy within the last 10 years

Additional evaluation criteria beyond the minimum qualifications include:

- Recent experience with work of similar size and scope
- Organizational and team structure
- Past performance data including, but not limited to:
    - adherence to project schedules
    - adherence to project budgets
    - number and cost of change orders
- Approach to the work
- Contract oversight capabilities
- Experience planning/designing sustainable facilities including specific requirements of the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) program

- Experience planning/designing:
  - Elementary schools (identify any experience with magnet schools)
  - Science oriented schools (identify any experience with planetaria)
- Cost

D. Term of Service

The selected firm or individual will be expected to commence services within 15 days of contract execution. Construction documents for Phases 1 and 2 (see Section 2, paragraph A, below), complete and ready for bidding, shall be completed within 12 months of contract execution. The Town of Glastonbury/CREC reserves the right to cancel this proposal process at any time should any of the following conditions exist:

- Funds are not appropriated to allow continuance of this contract.
- The Town/CREC, through changes in its requirements or method of operation, no longer has a need for this service.
- The Town/CREC is not satisfied with the level of services provided under the contract or the contractor fails to comply with any of the terms and conditions outlined in the contract.

Section 2 – Scope of Services

A. Scope of Work

The purpose of this project is to meet the education related space requirements and design, construct, and equip a school facility at 95 Oak Street, Glastonbury, CT to satisfy the requirements of the attached Education Specifications (Attachment 4). It is anticipated the project will be structured into three phases including:

Phase 1 – Demolition of portions of the existing structure(s) at 95 Oak Street. It is anticipated a portion of the existing basement/foundation structure of approximately 24,000 square feet will be retained and incorporated in the new structure in order to avoid the cost of removal with the collateral benefit of providing storage space not included in the education program.

Phase 2 – Site and building construction.

Phase 3 – FF&E/Technology.

The intent is to construct a facility which will qualify for LEED Silver certification. The consultant will be required to develop all designs, specifications, modeling, analyses, and other associated documentation necessary to qualify for the LEED Silver certification, regardless of whether the owner decides to register the project with the U.S. Green Building Council.

The respondent shall include in the submitted fee proposal the cost of all disciplines

required to design and administer all phases of work necessary to provide a complete and usable facility, including, but not necessarily limited to:

- Multiple preliminary designs, as necessary
- Existing facilities surveys
- Mechanical and Electrical engineering
- Fire protection engineering
- Geotechnical consultants
- Structural engineering
- Civil engineering
- Landscape design
- Interior design
- As-designed record drawings
- As-constructed record drawings
- Coordination of Owner's consultants, as necessary
- Hazardous material survey and abatement design for structure to be demolished
- Furnishings, fixtures, and equipment design
- Telecommunications/data design
- Security design
- Commissioning
- LEED certification
- Food Service consultants
- Acoustical consultants
- Any other specialty consultants necessary to provide a complete and usable facility

A traffic analysis and Phase 1 and 2 environmental investigation have already been performed and are available.

Additionally, the Owner anticipates hiring a Construction Manager as Adviser (CM) to perform detailed cost estimating and construction scheduling, value engineering, construction management, and other related services. The selected architect will be required to coordinate all phases with the Owner's selected CM.

The work will include:

- Meeting with Education Staff to determine requirements and explain alternatives and concepts.
- Identifying and evaluating alternatives and recommending to the Education Staff alternatives that satisfy educational program requirements and comply with all applicable codes.
- Development of schematic drawings and descriptions of the work necessary to communicate the scope and intent of the work to Town/CREC boards, councils, and committees, as necessary.
- Construction documents, complete and ready for bidding for each of the phases.
- Bidding and construction administration services.
- Any analyses, modeling, and other documentation necessary to qualify for LEED

Silver certification in the appropriate format required for submission.
- A proposed project schedule.

B. Project Deliverables

- Drawings, specifications, and any associated technical data (calculations, suggested manufacturers' products, photographs, etc.) complete and ready for bidding.
- A proposed schedule for accomplishment.

The consultant shall be expected to be present for some or all of the meetings which may need to be conducted with user groups, either at the Architect's office, Town or CREC offices, on site, or elsewhere.

C. Insurance

The bidder shall, at its own expense and cost, obtain and keep in force during the entire duration of the Project or Work the following insurance coverage covering the bidder and all of its agents, employees and sub-contractors and other providers of services and shall name the Town of Glastonbury/BOE/CREC, its employees and agents as an Additional Insured on a primary and non-contributory basis to the bidders Commercial General Liability and Automobile Liability policies. **These requirements shall be clearly stated in the remarks section on the bidders Certificate of Insurance.** Insurance shall be written with Carriers approved in the State of Connecticut and with a minimum Best's Rating of A-. In addition, all Carriers are subject to approval by the Town/CREC of Glastonbury.

1) Worker's Compensation Insurance:

- Statutory Coverage
- Employer's Liability
- $100,000 each accident/$500,000 disease-policy limit/$100,000 disease each employee

2) Commercial General Liability:

- Including Premises & Operations, Products and Completed Operations, Personal and Advertising Injury, Contractual Liability and Independent Contractors.

- Limits of Liability for Bodily Injury and Property Damage
  Each Occurrence $1,000,000
  Aggregate $2,000,000 (The Aggregate Limit shall apply separately to each job.)
- A Waiver of Subrogation shall be provided

3) Automobile Insurance:

- Including all owned, hired, borrowed and non-owned vehicles
- Limit of Liability for Bodily Injury and Property Damage:
  Per Accident $1,000,000

4) Architect's Errors and Omissions Liability or Architectural Services Professional Liability Policy

- Provide Architect's Errors and Omissions Liability or Architectural Services Professional Liability Policy for a minimum Limit of Liability $5,000,000 each occurrence or per claim. The Town of Glastonbury, Glastonbury Board of Education and CREC, its employees and agents are Additional Insureds for this specific project. The certificate shall specify that the Town /CREC and Board of Education shall receive 30 days advance written notice of cancellation or non-renewal specific to this project.

- The Architect agrees to maintain continuous professional liability coverage for the entire duration of this project, and shall provide for an Extended Reporting Period in which to report claims for three (3) years following the conclusion of the project.

The respondent shall provide a Certificate of Insurance as "evidence" of General Liability, Auto Liability including all owned, hired, borrowed and non-owned vehicles, and statutory Worker's Compensation and Employer's Liability coverages.

The respondent shall direct its Insurer to provide a Certificate of Insurance to the Town of Glastonbury before any work is performed. The Certificate shall specify that the Town of Glastonbury/CREC shall receive 30 days advance written notice of cancellation or non-renewal. The Certificate shall evidence all required coverage including the Additional Insured and Waiver of Subrogation.

To the fullest extent permitted by law, the Respondent shall indemnify and hold harmless the Town/Board of Education/CREC and its consultants, agents, and employees from and against all claims, damages, losses and expenses, direct, indirect or consequential (including but not limited to fees and charges of engineers, attorneys and other professionals and court and arbitration costs) arising out of or resulting from the performance of the Consultant's work, provided that such claim, damage, loss or expense is caused in whole or in part by any negligent act or omission by the Consultant, any person or organization directly or indirectly employed or engaged by the Consultant to perform or furnish either of the services, or anyone for whose acts the Consultant may be liable, regardless of whether or not it is cause in part by a party indemnified hereunder.

The above insurance requirements are the Town's general requirements. Insurance requirements with the awarded respondent are subject to final negotiations.

Section 3– Submission Requirements & Administrative

A. Proposal Instructions

By submitting a proposal, you represent that you have thoroughly examined and become familiar with the scope of services outlined in this RFQ/RFP and you are capable of performing the work to achieve the Town's/CREC's objectives.

There will be a mandatory pre-proposal meeting held at the proposed project site, 95 Oak Street, Glastonbury, CT. 06033 on May 21, 2009 at 10:00 AM. Attendance is mandatory.

All firms are required to submit a **clearly marked** original and six (6) copies of:

1. Statement of Qualifications in the format outlined in paragraph B of this section
2. Fee proposal (separate sealed envelope)

These shall be submitted to Mary F. Visone, Purchasing Agent, 2155 Main Street, Glastonbury, CT 06033 not later than 11:00 AM on June 4, 2009. Qualifications submissions will be opened and recorded as received. Proposers may be present at the opening however, there will be no public reading. Submissions received later than the time and date specified will not be considered. The fee proposal must be submitted in a separate sealed envelope or package and the outside shall be clearly marked:

SEALED REQUEST FOR QUALIFICATION/PROPOSAL
ARCHITECT/ENGINEERING SERVICES
TOWN OF GLASTONBURY/CAPITAL REGION EDUCATION COUNCIL
EAST HARTFORD-GLASTONBURY ELEMENTARY MAGNET SCHOOL
RPGL # 2009 - 34
DATE: June 4, 2009
TIME: 11:00 AM

Fee proposals will remain unopened until the completion of an administrative screening to determine which firms meet the minimum qualification criteria. Firms that do not meet the minimum qualification criteria will be notified of that determination and will have their fee proposals returned unopened.

B. Submission Requirements

All respondents are required to submit:

1. Statement of Qualifications in the format outlined below
2. Fee proposal (separate sealed envelope)

1. **The Statement of Qualifications shall provide the information and be formatted as detailed below. Responses shall be organized and presented in the order**

listed below to assist the Town/CREC in reviewing and rating the proposals. Each section must be addressed and shall not exceed the maximum number of pages given. The Town/CREC reserves the right to reject responses which do not follow the format given, which shall be deemed non-responsive.

▪ Table of Contents	Table of contents to include clear identification of the material provided by section and number (1 page).
▪ Letter of Transmittal	A letter of transmittal indicating the firm's interest in providing the service and any other information that would assist the Town/CREC in making a selection. This letter must be signed by a person legally authorized to bind the firm to a contract and must also affirm that the firm or their representative has made themselves knowledgeable of those matters and conditions in the Town which would influence this Proposal. (1 page)
▪ Executive Summary	Briefly describe the respondent, the approach to the project, staffing available and envisioned for the project, and respondent's capability to execute to the schedule while providing the services required. (2 pages)
▪ Synopsis of the Respondent	Describe the respondent's organization. Specify the personnel (including years of experience in their current position, municipalities/BoEs served and their roles providing these services) and equipment to be assigned to the project and explain their roles in the specific projects cited on the Attachment 1 form. Supply resumes of principal personnel and document the chain of command for these individuals as an appendix. Indicate contact person for the proposal, including telephone and fax numbers and e-mail address. (Synopsis: 2 pages, Appendix: as required) ***Information provided in this section shall address the respondent's ability to meet the following specific criterion from Section 1., Paragraph C., "Evaluation Criteria."*** • ***Organizational and team structure***
▪ Qualifications	Provide a copy of the firm's architectural license. Complete the Attachment 1 form listing, as line items 1 through 3, the three public school projects satisfying the minimum qualifications criteria listed in Section 1., Paragraph C. Provide, on Attachment 1, information for additional projects that demonstrate the respondent's ability to

satisfy the additional criteria listed in Section 1., Paragraph C. List those projects as line items 4 and below on Attachment 1.

Provide, as an appendix, documentation to expand on how the projects listed on Attachment 1 support the criteria listed. Highlight significant accomplishments and awards as well as alliances or partnerships with other contractors, professionals, and owners.

The Town/CREC reserves the right to contact the project owner organizations regarding the services performed by the firm. (License and Attachment 1: 2 pages, Appendix: as required)

Information provided in this section shall address the respondent's ability to meet the following specific criteria from Section 1., Paragraph C., "Evaluation Criteria."

Minimum Qualifications:

- **Provide a copy of the firm's architectural license**
- **Designed a minimum of three projects, each of which meets the follow minimum characteristics:**
  - **Public school project(at least one elementary school project)**
  - **Located in the State of Connecticut**
  - **Included grant funding from the State Department of Education**
  - **Project budget of not less than $20 million**
  - **Received certificate of occupancy within the last 10 years**

(Complete and provide the Attachment 1 form)

Additional criteria:

- ***Recent experience with work of similar size and scope***
- ***Past performance data including, but not limited to:***
  - ***adherence to project schedules***
  - ***adherence to project budgets***
  - ***number and cost of change orders***
- ***Experience planning/designing sustainable facilities including specific requirements of the U.S. Green Building Council's Leadership in***

	Energy and Environmental Design (LEED) program • ***Experience planning/designing:*** o ***Elementary schools (identify any experience with magnet schools)*** o ***Science oriented schools (identify any experience with planetaria)***
▪ Approach to the Project	Describe the respondent's approach to the project commencing with award of consultant's contract and concluding with punch-list and final documentation completion. Detail any specific data your firm would require from the Town/CREC to implement this work. Describe the anticipated role that the Town/CREC will play in this project.(3 pages) ***Information provided in this section shall address the respondent's ability to meet the following specific criteria from Section 1., Paragraph C., "Evaluation Criteria."*** • ***Approach to the work*** • ***Contract oversight capabilities***
▪ Work Schedule	Provide a proposed schedule indicating major milestones for work accomplishment. Specific project work plan and completion dates to be determined with the Town/CREC upon contract execution with the selected firm. (2 pages)
▪ Code of Ethics	Respondent is required to review the Town of Glastonbury Code of Ethics adopted July 8th, 2003 and effective August 1, 2003. Respondent shall acknowledge that they have reviewed the document in the area provided on the proposal response page (BP). The selected Respondent will also be required to complete and sign an Acknowledgement Form prior to award. The Code of Ethics and the Consultant Acknowledgement Form can be accessed at the Town of Glastonbury website at www.glastonbury-ct.gov. Upon entering the website click on Bids & RFPs, which will bring you to the links for the Code of Ethics and the Consultant Acknowledgement Form. If the Respondent does not have access to the internet a copy of these documents can be obtained through the Purchasing Department at the address listed within this proposal.

▪ Proposal Response Form	Attachment 2
▪ Signed Non-Collusion Statement	Attachment 3

2. The fee proposal shall include all disciplines necessary for a complete and usable facility for all three anticipated project phases (Section 2 paragraph A.). The fee proposal shall be itemized as follows:

- Schematic Design $_____
- Design Development $_____
- Construction Documents/Plans Completion Test $_____
- Bidding/negotiation $_____
- Construction Administration $_____
- ***Total Fee*** $_____
- Reimbursable Estimate $_____

The fee proposal shall also identify what expenses are considered reimbursable and any multipliers the respondent intends to apply to actual expenses.

C. Contacts

For administrative RFQ/RFP and other procurement related questions please contact:

Name: Mary F. Visone
Title: Purchasing Agent
Phone: (860) 652-7588
Fax: (860) 652-7590

For technical questions please contact:

Name: Herbert L. Schwind, P.E.
Title: Facilities Director
Phone: (860) 652-7707
Fax: (860) 652-7771

Specific contract questions shall be made in writing (email acceptable). All questions, answers, and/or addenda, as applicable, will be posted on the Town's website at www.glastonbury-ct.gov (Upon entering the website click on Bids & RFPs). It is the respondent's responsibility to check the website for addenda prior to submission of any proposal.

Note: Responses to requests for more specific contract information than is contained in the RFQ/RFP shall be limited to information that is available to all Offerors and that is necessary to complete this process. The request must be received at least five (5)

business days prior to the advertised response deadline.

D. Access to Facilities

A tour of the site for the proposed magnet school will be held at the time of the mandatory pre-proposal meeting. Upon award, access to the site and the existing structure will be made available with advance notice.

E. Response Due Date

Statements of Qualifications and Fee Proposals must be submitted by June 4, 2009 at 11:00 AM. See Section 3, "Submission Requirements and Administrative," for details.

LATE PROPOSALS WILL NOT BE ACCEPTED.

F. Schedule of RFQ/RFP Events

Publicize RFQ/RFP	May 14, 2009
Mandatory Pre-proposal Meeting	May 21, 2009 @ 10:00 AM
RFQ/P Response Due Date	June 4, 2009 @ 11:00 AM
Admin Review of Proposals	O/A June 9, 2009
Review of Qualifying Proposals	O/A June 15, 2009
Interviews with Top Respondents	O/A week of June 22, 2009
Selection of Consultant	O/A July 9, 2009
Contract Effective Date	TBD

Section 4 - Selection Process

A. Selection Process

This work is being funded with the intention of applying for reimbursement from the State of Connecticut Department of Education. Therefore, in accordance with The State of Connecticut Special Bill No. 402, the following process will be employed to select the consultant.

- Interested consultants shall submit Statements of Qualifications to best communicate the respondent's ability to meet or exceed the requirements of the RFQ/RFP. The Statement of Qualifications shall be in the format outlined in Section 3. A fee proposal, in a separate sealed envelope, shall accompany the Statement of Qualifications. A clearly marked original plus six (6) copies of the Statement of Qualifications and fee proposal shall be provided.
- Statements of Qualifications shall undergo an administrative review to determine if the minimum qualifications have been met.
- Respondents whose submissions do not meet the minimum qualifications shall

be so advised and their sealed fee proposal returned unopened.

- For those submissions that meet the minimum qualifications, an evaluation committee will review the Statements of Qualifications and fee proposals, taking into account pricing and the factors necessary for faithful performance of the work based on the criteria and scope of work included in the RFQ/RFP. The committee shall develop a short list of respondents for interview.
- The committee shall interview the short list of firms and recommend a pool of the four most responsible qualified proposers to the awarding authority.
- The awarding authority may interview some or all of the four proposers and will make a final determination of award from the pool of four recommended.

This request for proposal does not commit the Town of Glastonbury/CREC to award a contract or to pay any costs incurred in the preparation of a proposal to this request. All proposals submitted in response to this request for proposal become the property of the Town of Glastonbury/CREC. The Town of Glastonbury/CREC reserve the right to accept or reject any or all proposals received as a result of this request, to clarify terms and conditions with the selected respondents, the right to extend the contract for an additional period, or to cancel in part or in its entirety the request for proposal, if it is in the best interests of the Town/CREC to do so.

END OF REQUEST FOR PROPOSAL TEXT

List of Qualifying Projects

Consultant Name _____

Note: Projects used to satisfy the minimum criteria of the RFQ/P shall be listed as line items 1 through 3. Additional projects to satisfy the additional criteria shall be listed as line items 4 and above.

Line No.	Project Title	State of CT Project # (if applicable)	Owner	Owner Point of Contact Name/Phone #	Project Budget	Month/Year Of Occupancy
1						
2						
3						
4						

Attachment 2

TOWN OF GLASTONBURY/CREC
BID / PROPOSAL **RPGL #** **2009-34**
DATE ADVERTISED **May 14, 2009** **DATE/ TIME DUE** **June 4, 2009/11:00 AM**

NAME OF PROJECT **TOWN OF GLASTONBURY/CAPITAL REGION EDUCATION COUNCIL**
EAST HARTFORD-GLASTONBURY ELEMENTARY MAGNET SCHOOL
ARCHITECTURAL/ENGINEERING SERVICES

Insert this completed form in respondent's proposal

CODE OF ETHICS:
I / We have reviewed a copy of the Town of Glastonbury's Code of Ethics and agree to submit a Consultant Acknowledgement Form if I /We are selected. Yes _____ No _____ *

***Bidder is advised that effective August 1, 2003, the Town of Glastonbury cannot consider any bid or proposal where the bidder has not agreed to the above statement.**

The Respondent acknowledges receipt of the following Addendums:

Addendum #1_____ Date:_____
Addendum #2_____ Date:_____
Addendum #3_____ Date:_____

Type or Print Name of Individual	**Doing Business as (Trade Name)**
Signature of Individual	**Street Address**
Title	**City, State, Zip Code**
Date	**Telephone Number / Fax Number**
E:mail Address	**SS # or TIN#**

Attachment 3

TOWN OF GLASTONBURY/CAPITAL REGION EDUCATION COUNCIL
EAST HARTFORD-GLASTONBURY ELEMENTARY MAGNET SCHOOL
ARCHITECTURAL/ENGINEERING SERVICES
RPGL # 2009-34

NON-COLLUSION STATEMENT

The company submitting this proposal certifies that it is being submitted without any collusion, communication or agreement as to any matter relating to it with any other respondent or competitor. We understand that this proposal must be signed by an authorized agent of our company to constitute a valid proposal.

Date: _____

Name of Company: _____

Name and Title of Agent: _____

By (SIGNATURE): _____

Address: _____

_____

_____

Telephone Number: _____

Attachment 4

EAST HARTFORD-GLASTONBURY ELEMENTARY MAGNET SCHOOL GLASTONBURY, CT

EDUCATIONAL SPECIFICATIONS

Revised March 25, 2009

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SECTION A
DIRECTION

1. School Governance

A. Joint Board and Advisory Committee

School governance of the East Hartford- Glastonbury Elementary Magnet School (EHGEMS) consists of two entities: the Joint Board and the Advisory Committee. Representatives from the East Hartford Board of Education, Glastonbury Board of Education, and Superintendents of these school districts have committed to participate and serve on the Joint Board. The Joint Board of the EHGEMS oversee all educational program, curriculum, policy and funding decisions.

The Advisory Committee has been established by the participating Boards of Education to assist the Boards of Education and EHGEMS staff in an advisory capacity regarding the school's program, goal setting and program evaluation, locating and securing additional funding and problem-solving for future growth and development. This interdistrict entity allows the partner districts to be integrally involved with the operation of the school program and to serve as a communications vehicle to regularly disseminate information to the participating constituencies.

B. Internal Management

Major decision-making (for example, about the curriculum or issues regarding school organization and management) is shared among the professional staff, involves students, parents and community members at appropriate stages of the process.

Internal management responsibilities fall primarily to the school Principal, who is a Capitol Region Education Council (CREC) employee. The Principal supervises and evaluates the teaching staff and non-instructional staff employed at the school, in keeping with the Capitol Region Education Council policies, procedures, and supervision/evaluation process.

Teaching staff and non-instructional staff employed at the school are CREC employees and subject to CREC contracts, salary scales, benefit packages, personal policies and procedures, and organizational expectations.

C. Roles and Responsibilities

- Joint Board of Education

  The Joint Board of the EHGEMS oversees all educational program, curriculum, policy and funding decisions.

- The Capitol Region Education Council (CREC) is responsible for personnel and fiscal management, as well as program oversight.

- The Advisory Committee makes recommendations regarding the school's program, goal setting and program evaluation, locating and securing additional funding, problem-solving for future growth and development. The Advisory committee meets bi-monthly.

- Teachers

  Beyond instructional responsibilities, EHGEMS teachers are expected to share in decision-making regarding the instructional program and operation of the school, participate in on-going curriculum and professional development, conduct outreach to parents and community, and work collaboratively with EHGEMS partners. Teachers are members of the Advisory Committee.

- Parents

  Parents are partners in the on-going decision-making process of the school. Strong parental involvement is sought in all aspects of the school's functioning. All parents and guardians of students in the EHGEMS can become members of the Parent Teacher Organization (PTO). Parents are represented and active members of the Advisory Committee.

2. Evidence of Support

The partnership agreements between the Capitol Region Education Council. East Hartford Board of Education, and the Glastonbury Board of Education include:

a. School Calendar, Schedule and Hours of Operation

b. Grade Range and Enrollment

c. Projected Enrollment

d. Enrollment Goals Ensuring Diversity

e. Student Enrollments by School District

f. Student Diversity

The EHGEMS is an interdistrict school that has as a primary purpose to reduce racial, ethnic, and economic isolation of students. Through a lottery process, the student population of the school reflects the diversity of the participating districts.

SECTION B

EDUCATIONAL GOALS

1. Mission of School

The mission of the EHGEMS is to prepare students for life in a culturally diverse, technology-oriented, interdependent world of the twenty-first century. To accomplish this mission, students work together as multi-ethnic explorers of all areas of knowledge with special concentration on:

a. Science and Technology
b. Global Education
c. Cultures and Issues
d. Problem solving through Cooperation

2. Specific Areas of Concentration

The EHGEMS focuses on science, technology, and global education. Students are provided with significant and meaningful opportunities to conduct investigations, gather and use information, and solve problems using scientific ways of thinking and technology as tools. Students develop Japanese language skills and increase their understanding of other cultures and ways of thinking. Utilizing a thematic interdisciplinary curriculum, students gain the ability to perceive the relationships among societal, scientific and technological issues.

3. School Goals

The goals of the EHGEMS are to:

a. Reduce racial isolation among participating districts.

b. Provide a quality integrated educational program focusing on science, technology, global and multi-cultural education in which EHGEMS students will achieve the following goals:

- Demonstrate the skills, attitudes and knowledge necessary to be a productive member of a diverse cultural environment.
  Reach or exceed standards of achievement established by the school districts of Glastonbury and East Hartford.
- Demonstrate above average proficiency in the skills, attitudes and knowledge associated with elementary science, technology and global education, and
- Remain at the school through parent choice.

c. Serve as a pilot research and development site for quality and integrated education to benefit schools in the region.

d. Create a learning community with the following specific characteristics:

- The school is a learning organization composed of a community of learners.
- The learning community is a microcosm of today's culturally diverse society; the future, unity and inclusion are central to the curriculum.
- The school's curriculum is thematic and interdisciplinary.
- The school uses an activity-based curriculum.
- The curriculum emphasizes science, technology and global education.
- The school acknowledges learners' developmental levels and provides appropriate learning experiences.
- The school has a flexible schedule for learning experiences.
- The school recognizes a variety· of talents that learners possess.
- The learning organization uses collaborative and flexible staffing designs.
- The school is involved in communities and communities are involved with the school.

4. Academic Goals and objectives

The academic goals of the EHGEMS are to empower magnet students to:

a. Reach or exceed standards of achievement established in the participating sending districts.

b. Demonstrate above-average proficiency in the skills, attitudes and knowledge associated with elementary science, technology and global education.

c. Gain Competency and Skills in:

- Reading
- Writing
- Speaking. Listening, Viewing. Thinking
- Quantitative Skills
- Reasoning and Problem Solving
- Learning Skills

d. Gain an Understanding and Applications of:

- Literacy
- Mathematics
- Global Education: Citizenship, Japanese Language, Geography, History, Social Sciences
- Science: Physical, Life, Earth and Space
- Technology
- The Arts: Visual, Musical, Creative
- Physical Education

5. Other Learning Objectives

In addition to the above goals, the overall goals of the EHGEMS are to foster student development in the following areas regarding attitudes and attributes:

- Positive self concept
- Motivation and persistence
- Responsibility and self reliance
- Intellectual curiosity
- Expertise in interpersonal relations
- Sense of community
- Moral and ethical values

A central component of the EHGEMS's mission is to free students from cultural bias, stereotyping and prejudice. Toward that end, the school strives to maintain a positive school climate and powerful sense of community. Essential elements of the EHGEMS's climate include:

- Respect for all children and adults, including their ideas, abilities, uniqueness, cultures, backgrounds and beliefs.
- Appreciation for the value of learning for its own sake.
- Emphasis on purposeful learning which has meaningful personal consequences and the potential to make a contribution well beyond the school.
- Expectation of success from every student, while at the same time, acceptance of trial and error as an essential part of the learning process.
- Reaffirmation of the value and pleasure of work.
- Shared responsibility in which children, all staff, and parents have both the responsibility and the authority to maintain and improve the learning environment.

6. Student Assessment

a. Method of Assessment

Assessment is intricately linked to the daily instruction and curriculum of the students at the EHGEMS.

- Daily assessments, including pre and post-tests, relate to particular lesson objectives and units, and provide teachers with information to guide student learning, as well as determine the general effectiveness of the lessons and decide which students are ready to move forward and which require additional assistance in mastering particular material.
- Student Progress Reports are provided to parents three times per year. Combined with the parent-teacher conferences, the reports provide a developmental overview of the students' progress forward the identified curriculum objectives. Standardized testing and individual assessments, including CREC Common Assessments in reading writing and math, DRP,DRA, running records and annual CMT's allow for ongoing monitoring of student academic achievement.

b. Assessment of Academic Achievement

The school's themes of science, technology, and global education are often taught using an interdisciplinary approach. Theme specialists review with the teachers the goals and objectives for the regular subject areas, and infuse them into their special lessons whenever possible.

While it is felt that the use of our special themes will provide vehicles for authentic learning and increase student motivation to learn, direct skill instruction is also used to promote high academic achievement on the Connecticut Mastery Tests (CMT). Areas and objectives on the CMT that pose difficulty of students are identified, and instruction is tailored to address these needs.

SECTION C

PROJECT RATIONAL TO EDUCATIONAL GOALS

The present facility limits the ability of its staff to carry out the education program as outlined in Section B above. These specifications and the present building and site were evaluated by the architects and engineers, it was determined that the present building and site cannot accommodate the needs of the program.

The thrust of the new facility will be to include Hartford and other towns' students in the school. Related issues such as school governance, location and transportation will be considered when the operation plan is developed.

Additional communities added will have no effect on these specifications. The student population and educational program would be unchanged..

SECTION D

PURPOSE OF THESE EDUCATIONAL SPECIFICATIONS

These educational specifications will provide the architect, engineers, State Department of Education and other interested parties with direction and insight concerning the size and composition of both, building and site, required to accommodate the needs of students and staff, grade Pre-K through Grade 5, of EHGEMS

SECTION E

STUDENT ENROLLMENT PROJECTIONS

The Joint Boards have established a maximum of 459 students for the East Hartford-Glastonbury Elementary Magnet School. This enrollment number of students will be the total enrollment if either the proposed plan to expand the school to three communities or if the present configuration remains as a school serving two communities.

Both, initially and for the foreseeable future, the student population will be 435 students as outlined below: PROJECT OVERVIEW

When completed this construction project will enable the East Hartford

Grade	***Number of Classes***	***Students per Class***	***Total Number of Students***
Pre-Kindergarten	3	18-20	54-60
Kindergarten	3	18-20	54-60
1st Grade	3	20-22	60-66
2nd Grade	3	20-22	60-66
3rd Grade	3	20-23	60-69
4th Grade	3	20-23	60-69
5th Grade	3	20-23	60-69
Totals	**21**		***408-459***

SECTION F

PROJECT OVERVIEW

When completed this construction project will enable the EHGEMS staff to carry out their Pre-K through Grade 5 education programs as outlined in these specifications.

Special consideration must be given to:

1. Completely air conditioning the entire building. .

2. Providing a ventilation system that assures a safe and comfortable interior air quality on a year-round basis.

When finished this project will produce a school building of approximately sixty seven thousand eight hundred (67,800) square feet plus athletic field complex. It will also have the normal driveways, parking and drop-off areas, and service facilities associated with a school building.

Special features of this school will include:

1. Classrooms that allow both large group and individual study or instruction to take place simultaneously.

2. Three (3) early childhood Pre-K classrooms.

3. A Parent Resource Room.

4. A planetarium with seating capacity for 100 persons, use of this facility will be available after school hours and weekends.

5. A science classroom that will allow students to study and assist the physical, earth and space science life

6. Extensive local and network computer communication systems, including a distant learning center and a weather tracking station.

7. Each of the Pre-K through Grade 1 classrooms will have their own entrance nodes for storing outerwear and book bags plus individual classroom bathrooms.

8. Grades 2 through 5 will have a clothing/book bag storage area within each classroom.

9. A fully equipped Library/Media Resource Center.

10. One full-sized gymnasium to seat 200 use of this facility will be for both students and community teams and individuals

11. A cafeteria to serve 175 students at a sitting.

12. Full music classrooms to accommodate general music instruction .

13. Special Education facilities.

14. Athletic facilities to meet the needs of the school program and the community.

15. Full complement of classrooms and support rooms for teaching of:

    a. Reading & Writing
    b. Mathematics
    c. Early Childhood Learning
    d. Science & Technology
    e. Global Education
    f. Computer Education
    g. World Language
    h. Music
    i. Art
    j. Physical Education

16. Classrooms will contain the technology to allow the use of wireless computers and access to the Internet.

17. Workstations, offices, conference and support rooms for building administrators and student health and guidance services.

18. Support staff facilities for clerical, custodial and cafeteria staff.

19. Driveways, parking/drop-off areas, loading docks, Sidewalks and exterior security lighting.

SECTION G

DETAILED DESCRIPTION

1. General Comments

   a. Air quality and conditioning is a key factor to the staff and students of this school. Through this comment special consideration to these conditions are asked of the architects and engineers.
   b. Classrooms should be designed for 20-23 students.

2. Standard Classroom Arrangement
   In this specification the term "Standard Classroom Arrangement" will be used. The term refers to fixed equipment that will be specified by the architect and installed by the contractor. Unless modified under the detailed specification for a specific classroom (s), each of the school's classrooms will have the Standard C Arrangement as outlined below:

   a. One 6' long x 4' wide interactive white board.
   b. In front of the interactive white board will be a magnetic white board
   c. On each side of the interactive white board will be two 4' x 4' fixed white boards.
   d. A computerized projector with video capability.
   e. Remote VCR connected to the TV set.
   f. One "chalk tray" and overhead chart rack above the 6' white board

g. Tack boards, one 4' x 4" board on each side of the white board (total of 2) and a second board 10' long x 4' wide placed where it will fit best within the room.
h. A telephone with direct outside dialing capabilities and long distance calling restrictions.
i. Two-way intercom system between the office and classroom.
j. Clock and time signal system.
k. Appropriate classroom storage
l. In the above counter install a 19" x 17" stainless steel sink and faucet plus a drinking water bubbler.
m. Window glare treatment either drapes or blinds.

3. Variance in Classroom Styles

Due to the age differences of Pre-Kindergarten to 5th grade students, there will be two (2) styles of classrooms in this school. Pre-K through the pt Grade classrooms will be "self contained" with an in-room entrance node to hold students clothing and book bags. Adjacent to the entrance node will be a uni-sex bathroom.

Classrooms for Grades 2 to 5 students will be the more "conventional" classrooms where students will utilize corridor clothing lockers and group toilet rooms located off the corridors.

4. Detailed descriptions of each phase of the school and its site will be found in Sections I through Y of this Educational Specification.

5. While the school's Computer Laboratory is not a part of the Media Center, it is located adjacent to the Media Center and it is anticipated that the resources of each facility will complement each other. The detailed description of the Computer Lab will be found in Section P -Library Media Center and in Technology

SECTION H

CLASSROOMS

1. There will be three classrooms per grade level from Pre-K through grade 5. The scope and special needs of the school's curriculum have determined the number of classrooms for specific subject areas.

2. A summary of classrooms by type and approximate size are listed below:

a. Pre-kindergarten	3	1,000 sq. ft.
b. Kindergarten	3	1,000 sq. ft.
c. General Classrooms, Grades 1 to 5	15	900 sq. ft.
d. Global Studies Center	2	1,000 sq. ft.
e. Science Resource Center	2	1,200 sq. ft.
f. Reading Resource	1	1,000 sq. ft.
g General Music	1	1,000 sq. ft.
i. Art	1	1,000 sq. ft.
j. Special Education	3	600 sq. ft.

GRADE CLASSROOM

It is not the intent of this section to tell the Architect how to design the classrooms but rather to inform the Architect of features contained in other schools that the EHGEMS staff believes would support their education program. Each of the school's classrooms will be designed to include the "Standard Classroom Arrangement".

a. See Appendix 'B' for classroom technology. Classrooms are to have both wired and wireless computer operation.

b. The 15 individual grade level classrooms should be designed in a manner that allows the functions listed below to be carried out, within each classroom.

    1. A class area providing a large enough space to allow instruction to twenty (20-23) students.
    2. A class gathering area is a second space within the classroom with comfortable seating for all class members to gather.
    3. A "Literacy Center" (reading, writing, listening) for approximately 10 students plus staff members.
    4. Six (6) computer stations for two (2) pupils per station. In addition to the computer stations this area must be large enough for twelve student desks and chairs.
    5. Science project center for up to 10 students.
    6. Storage for books and supplies.

c. Other classroom features should include:

    1. An exit door to the exterior of the school for all ground level classrooms.
    2. Teachers Office
    3. Storage room between classrooms.
    4. Connecting door between classrooms.

Classroom Entrance Nodes

Each of the Pre-K, Kindergarten and Grade 1 classrooms will have an entrance node of approximately 150 square feet (total of 9). Each node will have:

a. A classroom entrance designed so that the door does not swing into the flow of corridor traffic.
b. Clothing lockers for 20 students.
c. Open shelving for storage of book bags.
d. Sitting bench for changing shoes and overshoes.
e. Vinyl floor tile.

Special Note: The wall separating the entrance node from the classroom should not be higher than 42" to allow the instructor to observe into the entrance node.

Classroom Toilet Rooms

Each of the Pre-K, Kindergarten and Grade 1 classrooms shall have a single person unisex handicapped accessible toilet room of approximately 40 sq. ft. Each toilet room will contain:

a. A solid wood door with a passage set plus a deadbolt that is key operated from the outside and is hand operated from the inside.
b. One elongated toilet bowl with flush valve, size for Pre-K and Kindergarten students.
c. One 19" x 17" lavatory located low enough for the young students.
d. A stainless steel mirror above the lavatory.
e. Recessed paper towel dispenser.
f. Recessed waste paper receptacles.
g. Full height ceramic tiled walls.
h. Ceramic floor tiles with floor drain.
i. Toilet paper dispenser.
j. Ceiling must be at least 9' above the floor.
k. A ceiling mounted heat detector.
l. Automatic light sensor.
m. One 3' long x 10" wide shelf.

SECTION I

SCIENCE

1. The teaching of the magnet schools science curriculum will require one classroom approximately 1600 s.f.

2. One 150 square foot storage room will be located adjacent to the science classroom.

3. Within each of the classrooms, 200 square feet will be isolated from the remainder of the room by 7' high vision screens. These areas will be used to store student projects.

4. The "standard classroom arrangement" will be used in each room.

5. See Appendix 'C' for the lists of moveable equipment.

6. Other requirements for the combination classroom/laboratory include:
   a. A clear area of approximately 400 square feet for general instruction.
   b. There will be ten (10) student learning stations located along the perimeter of the science lab. Each learning station will provide a facility for two students. Each learning station will consist of the following:
      1. One (1) 12" x 15" x 12"deep sink.
      2. One (1) hot and cold water faucet with a high gooseneck faucet.
      3. One (1) pedestal style ground fault electrical outlet with two (2) duplex outlets within each pedestal.
      4. 2 feet of water-resistant counter workspace per student excluding the areas used for the sinks.

7. One two student learning station within the lab shall be at a height and modified for handicapped accessibility.

8. The instructor will have a demonstration table 8' long x 3' wide x 3' high with acid-proof top, drawers, storage compartments, plus a kneehole space. The demonstration table will have a 19" x 21" acid-proof sink, a pedestal-style ground fault duplex electric outlet and a high gooseneck hot and cold water faucet.

9. As space permits, storage cabinets approximately 3' high x 1' deep will be located above the student workstations.

10. The floors will be covered with vinyl floor tile.

11. See Appendix 'B' for computer and television drops. See Appendix *'C'* for moveable equipment.

12. Shelving in the storage room shall be "tight stacked" moving to open and close on metal floor rails.

SECTION J

MUSIC EDUCATION

1. The music program in this school includes:
   a. General music education.
   b. Vocal music (choral).

MUSIC CLASSROOM (1,000 Square Feet)

1. The "Standard Classroom Arrangement" will be used in this room. One additional white board with permanent music staves will also be installed.

2. The room should be designed for up to 80 students. This room will be used for both "General" and "Choral" music instruction.

3. The ceiling is to be higher than a typical classroom if design allows

4. Student area is to be terraced and curved for better viewing of the students by the instructor. Including the floor, there will be three tiers high, each tier being wide enough for one student to pass when others are sitting on chairs.

5. The light level must be higher than in most rooms, to allow students to clearly see the notes on the music pages.

6. Sound absorption is critical in this room. Materials must be used to reduce sound transmission from both internal and exterior noise.

7. The Music Classroom should be located near the planetarium

8. Install a self-contained sound system to play and record music within the room. Wire the room for an amplifier, microphone, and overhead speakers.

9. All entrance doors must be double width to allow easy movement of bulky instruments (i.e. piano).

SECTION K

Planetarium

1. The total planetarium will be composed of the following:
   a. Planetarium Seating Area
   b. Various Storage Rooms
   c. Two toilet rooms
   d. Control Booth (Sound & Lighting)

2. The maximum number participating at any one time will be 100 persons:

3. The planetarium will seat 100 people. Planetarium seats should be upholstered with wood backs and wood arms and will accommodate adults. Seats should normally spring into an upright position. Rows should be spaced far enough apart to allow people to pass a sitting person. Floors of the planetarium should be carpeted.

4. All aspects of both the planetarium must be in compliance with ADA.

5. Both stage and planetarium must have extra wide doors with no obstructions to moving large instruments such as piano, easily in or out of both locations.

6. The planetarium and stage must be air-conditioned. .

7. The planetarium should be located in an area of the school that will allow a delivery driveway, and a metal roll-up door from the delivery area to the stage.

8. There will be a booth (room) located at the back of the planetarium. This booth will control a complete sound system for stage and planetarium.

9. The sound system should be designed, bid, and installed as part of the building's general contract. The room will also remotely control both the stage lighting and the house lighting systems.

10. The lighting system should also be able to be controlled from the dimmer panel located on the stage. The lighting system should also be designed and installed under the general building contract.

PLANETARIUM LOBBY

The lobby to the planetarium shall contain:

1. Men's public bathroom.
2. Women's public bathroom.
3. Public telephone.
4. Drinking fountains.
5. Display cabinet.
6. Two (2) 4' x 8' tackboards.

PLANETARIUM SUPPORT ROOMS

1. There will be four (4) support rooms in the planetarium area:

   a. Two (2) toilet rooms, one male and one female.
   b. Two (2) storage rooms.

2. Storage Room

   a. One (1) storage room adjacent to the stage will be 400 square feet to be used primarily for general music and planetarium storage, i.e.,

music stands, podium, ladders, etc. It must have:

1. A high ceiling.
2. Double doors to the corridor.

SECTION L

ARTS

<u>The art program in the school should include:</u>

A. The Art Classroom should be located on the North side of the building.

B. A glass front display cabinet be located in the corridor adjacent to the Art Room to showcase student project.
C. An area of the hallway should have Walker System Display Boards.
D. In addition to the lighting as outlined in this section, a large amount of natural light also be built into the room preferably at eye level.
E. Students' work area have several electrical outlets installed plus electrical strip outlets be installed above the counters.

ARTS EDUCATION CLASSROOM

1. The Arts & Crafts Classroom will teach skills in drawing and painting, plus pottery and ceramics. The studio will include:

    a. A 1,000 sq. ft. studio that will be a teaching classroom/student work area.
    b. Two storage rooms, one of 150 sq. ft., student project room, and a 100 sq. ft. general supply storage room.
    c. One 150 sq. ft. kiln room.

2. During the same day classes will be taught in drawing and painting while at other times ceramics will be taught. Therefore, the single studio must be set up with furniture and support service to have one section of the room for drawing and the other segment of the room for handcrafts.

3. Due to the possibility of odors created by paints and thinners, a good ventilation system must be incorporated in this room.

4. The "Standard Classroom Arrangement" as modified will be used in this room.

5. Furnishings for the drawing area will include:

    a. One (1) 16' long X 2' wide X 3' high counter with a Formica top, a double 21' X 24' stainless steel sink and storage space, with sliding door, under the counter. One of the two sinks to be a deep sink.
    b. This classroom will have extensive cabinetry and large drawing tables as listed in appendix 'C'. There must be open space within this room.
    c. Additional tack boards to be used as display areas.
    d. There should be 75 foot candles of light at the drawing height.

6. The classroom will have vinyl flooring.

7. Furnishings for the craft area will include:

    a. One (1) 3' wide x 6' long x 3' high instructors' demonstration table with Formica top and storage drawers under the table.
    b. A full-length, slanted mirror above the table.
    c. One (1) 12' long x 2' wide x 29" high Formica-topped counters containing: (NOTE: This counter is in addition to the counter in the drawing area.)

1. One 21" x 24" x 12" deep stainless steel sink with clay trap and high-goose-neck spout faucet.
2. Storage cabinets with knee space and drawers under the countertop.
3. Continuous storage cabinets above both counters.
4. Continuous electric plug mold above work counters. NOTE: The above furnishings are the "built-in" items. See APPENDIX 'C' for the moveable equipment. OFFICE (50 SQ. FT.) This office will be the same as other school offices except a window, will be located between the office and studio to allow the teacher to observe the classroom.

KILN ROOM (150 SQ. FT.)

1. The kiln room should be adjacent and connected by a door to the craft area of the classroom.

2. This room will be designed for a full size kiln.

3. The room will contain:

   a. Smoke and heat sensors
   b. Sprinkler system
   c. Fire rated walls
   d. Independent exhaust and make-up air systems
   e. Fire extinguisher
   f. Electric circuit to the kiln to have a time clock capability
   g. The entrance door must have a lock that can be activated only by the classroom key

4. A red indicator light will be activated in the classroom whenever a kiln is turned on.

5. Floor will be quarry tile.

STORAGE ROOMS (150 SQ. FT. and 200 SQ. FT.)

1. The larger room will have shelving and some cabinets for student projects. The smaller room will be designed for art, ceramic, and general classroom supplies.

2. Floor will be vinyl floor tile.

SECTION M

PHYSICAL EDUCATION

Special Considerations

Areas of special concern to the teaching staff that should be addressed include:

1. A noiseless heating system.

2. Abundance of natural light.

3. Flexible lighting switches that can be activated from either side of the gym that can be on, off, bright, or dim lighting as required.

4. Exit doors for students must be located where the instructor can easily observe them. Not in the corners.

5. Extensive storage space located where it will be accessible on each side of the gym

6. Some free wall area for bouncing balls, installing pull up bars, etc.

A. GYMNASIUM (approximately 7,000 square feet)

The gymnasium must be located with direct access to both grass and blacktop play areas. The gymnasium must be located where noise generated by students will not affect adjacent learning areas.

1. The gymnasium floor will be wood.

2. The dividing wall will be of a solid rather than a vinyl construction. The wall will open and close by an electric motor.

3. Bleachers for a minimum of 200 students and visitors will be located on the entrance wall to avoid walking across the floor.

4. The bleachers will fold back to the wall when not in use. 'When they are extended, they must be 10 feet back from the basketball court. It is requested that entrance doors to the gym be as widely separated as possible to allow the maximum number of bleachers as space will permit.

5. Floor painted game markings will include:

    a. One (1) primary basketball court running the long dimension of the gym.
    b. Two (2) short basketball courts, one on each side of the divider running the short dimension of the gym.
    c. Four (4) badminton courts.
    d. Three (3) volleyball courts.

6. Install recessed floor support holders for three volleyballs and four badminton net support frames.

7. All light fixtures must be protected from damage by ball impact.

8. Primary basketball glass backboards must be able to be electrically raised and lowered.

9. Secondary four basketball backboards may be fixed but must be a minimum of 8' from the walls.

10. Wall pads will be behind all basketball backboards.

11. A scoreboard will be mounted on one of the short dimension gym walls. It will be wired to a floor outlet near a scorer's table located opposite the bleachers.

12. A sound system with overhead speakers will be installed in the gym. Speakers on each side of the divider wall will be on separate circuits allowing each instructor to talk to students at the same time. There will be outlets for three (3) microphones, one on each side of the divider wall (total of 2) and one at the scorer's table.

13. Entrance doors to the gym will be double doors with removable mullions.

14. An insulated large roll-up door will be installed on the exterior wall of the gym for access of large pieces of equipment.

15. Some, if not all, ceiling beams must be exposed to allow the installations of climbing ropes and rings.

16. The circuit breaker panel controlling the gym to be located within the gym for access by the instructor.

STORAGE ROOMS

1. There will be a total of two (2) storage rooms totaling 900 square feet. They are:

    a. Room #1, 450 square feet off the main gym for large bulky items. This room must have one straight long access from the gym to hold items such as gym mats and gymnastic apparatus without turning.
    b. Room #2, 450 square feet also off the primary gym for general storage of items such as balls, nets, uprights, etc.

2. Air movement and ventilation are important factors within these storage rooms.

3. To maximize the storage capacity of these rooms, thought should be given to multiple storage shelving operating on a floor track.

STAFF OFFICE AND DRESSING ROOM

There will be one office and two dressing rooms for staff members

. The office will have a telephone, public address speaker, computer drop, and 4' x 4' white board.

SECTION N

SPECIAL EDUCATION

1. Space must be provided to allow the Special Education Staff to carry out the programs listed below:

   a. One (1) Resource Classroom
   b. One (1) Occupational Therapy & Speech Classroom
   c. One (1) room suitable for meetings and conferences
   d. One (I) office for 2 staff members
   e. One (1) storage room
   f. One (1) office for Psychologist

2. While the "Standard Classroom Arrangement" will serve the resource classroom, a second desk will be located in the Resource Room for a second teacher.

3. In addition to the sink and drinking fountain provided under the standard arrangement a second wheelchair accessible sink and drinking fountain must be located in the therapy classroom.

RESOURCE ROOMS AND OCCUPATIONAL/PHYSICAL THERAPY ROOM (OPT)

1. There will be an Educational Resource Classroom.

2. One OPT classroom of 400 square feet will be located near the classrooms. This room will be shared space with the speech therapist.

3. Each classroom will have the "Standard Classroom Arrangement".

4. The OPT classroom must be located near a handicapped accessible bathroom.

5. The OPT classroom should have a student van drop off/pick up point located near it.

6. See Appendix 'C' for movable equipment for these classrooms.

OFFICE

1. An office adjacent to the classroom will serve two staff members.

2. A window should be in the office to allow observation of the adjacent

classroom(s).

3. See Appendix 'C' for moveable equipment.

STAFF CONFERENCE ROOM

1. The conference room should be located near the main office and special education office.

2. The room will have the following fixed features:
   a. White board with tray
   b. Overhead projection screen
   c. Tackboard

3. This room will be furnished and equipped for both formal and informal conferences and allow small presentations to take place.

STORAGE ROOM

A storage room must be located between the classroom and the OPT room for bulky and/or heavy equipment.

SECTION O

LIBRARY / MEDIA RESOURCE CENTER

1. Technology for computers and listening areas will be important to the functions of the Media Center. In addition to the information contained in this section, see Appendix 'B' for additional technical information.

2. The main library areas will include:
   a. A large open area in the center of the Media Center to be used for a resource/meeting area
   b. Circulation desk
   c. Adjacent work room
   d. Shelving with 9,600 volumes of books
   e. Magazine display and storage areas.
   f. Computer work area
   g. Open space for student work areas
   h. Reference section
   i. Listening / viewing area with individual student carrels
   j. Strategically located computers and computer drops.

3. CIRCULATION DESK AREA
   a. The circulation desk must be located near the primary entrance/exit of the library. There will be a book security device entering and leaving the library adjacent to the circulation desk.
   b. The circulation desk will be able to be observed from the library workroom.
   c. The circulation desk will require an electronic book scanner.
   d. There will be two book drops; one in the front of the circulation desk and the second from an adjacent corridor to the library.
   e. There will be two (2) computer drops to the circulation desk.
   f. The circulation desk will be 8' long x 2 'wide x 29" high. It will be made of wood with a Formica top and have 2 storage cabinets and a series of drawers under the top. One of drawers will be a money drawer and must have a lock.
   g. There will be a coin-operated copy machine located near the circulation desk for student use.

4. LARGE OPEN RESOURCE AREA

   The open resource area will be located just inside the main entrance doors. It will extend from the entrance straight into the Media Resource Center. This area will be used for the purposes listed below:

   a. Assist the student circulation within the Media Resource Center
   b. Open space for student work area and meetings
   c. Reference storage shelving

d. Listening/viewing area.

5. WORK ROOM

a. The workroom will be located near the circulation desk and have an observation window in the wall facing the circulation desk.
b. On one wall there will be a work counter. It will be made of wood with storage cabinets and drawers located under the Formica covered top. There must be one 3 foot wide kneehole opening in the front of the work counter.
c. There will be full-length storage shelves above the work counter.
d. On the opposite wall will be a work area accessible to a wheelchair.
e. There will also be a stainless steel sink in the 1 0 foot long work counter.
f. Electricity and ventilation must be provided within the workroom for:
   (1) Medium speed copy machine
   (2) Lamination machine
   (3) Video editing equipment
g. There will be two (2) computer drops into the workroom.
h. A telephone is to be located within this workroom.

6. OFFICE

a. See Appendix 'c' for the moveable equipment to be located within this room.
b. The office will have a glass observation window that overlooks the Media Center.
c. The office will have a computer and a telephone drop.

7. STORAGE ROOM

a. See Appendix 'C' for the movable furniture to be placed within this room.
b. The floor will be vinyl tile
c. Walls will be painted a light color such as off-white.
d. Double doors without a center mullion should be provided to allow carts with TV/VCR sets and computers/projection equipment to be rolled in and out.
e. There should be some ventilation louvers in the doors to assist ventilation of the room.

8. INSTRUCTIONAL AREA

a. The floor will be carpeted.
b. The furniture within this classroom will be light tables and stacking chairs to allow the maximum flexibility of how the room is set up and used.
c. There must be several computer drops into this classroom. See

Appendix: 'B."

d. A projection device for the instructor's computer.

11. PRIMARY LIBRARY AREA (4,500 square feet)

The primary book shelving and magazine and book display areas will be typical of K-5 magnet school libraries.

a. Circulation desk -This area has been described in detail in paragraph 3.
b. A relaxed reading area will be located within the library but set off in a corner out of the mainstream of the library.
c. Light levels must be approximately 75 foot candles. Some light fixtures should be on dimmer switches to accommodate projection screen presentations.
d. There should be at least 8 computer drops in the student study/*work* area to accommodate lap top computers.
e. Located near the main entrance should be a display cabinet with glass shelves and overhead accent lighting.

SECTION P

GLOBAL LANGUAGE CLASSROOMS

A. GENERAL

1. One of the features of the EHGEMS is the teaching of the Japanese language and customs of the Japanese people.

2. Japanese is taught to students of every grade level, therefore, one (1) classroom, centrally located in the school is required.

B. CLASSROOM

1. There will be one classroom

2. The classroom will include storage room and a small kitchenette.

C. STORAGE ROOMS

1. Each room will serve one classroom.

2. Floor will be vinyl floor tile.

3. See Appendix 'C' for moveable equipment.

D. KITCHENETTE

1. A deep counter will be located on one wall. The above counter will have a

Formica top and storage space above and below the counter. Wire electric plug molding will be installed on the wall above the counter.

2. On the same wall and adjacent to the counter will be a small "apartment" kitchenette unit containing:
   a. Sink with faucet
   b. Two (2) burner electric range
   c. Small refrigerator

3. An exhaust hood with fan and light will be located above the kitchenette unit.

4. Floor will be vinyl floor tile.

SECTION Q

SCHOOL-WIDE PROGRAMS

READING RESOURCE ROOM

1. The reading resource room will consist of three teaching areas

2. The primary classroom will be sub-divided into two teaching areas by means of moveable office partitions. Therefore, white boards and tack boards must be located in several areas of this classroom.

3. These rooms should be located between the primary and intermediate classroom areas of the building.

4. See Appendix 'B' for the technology requirements for Reading Resource room.

5. See Appendix 'C' for moveable equipment for each room or area.

CLASSROOM

1. This room will have the standard classroom arrangement.

2. Additional whiteboards and tackboards will be wall mounted for use in the small group reading area. Exact locations will be determined after the architects' preliminary design is completed.

3. Floor will be carpeted.

READING RECOVERY ROOM

1. This room is used for individual or very small groups of primary grade students.

2. This room should be accessible from both the corridor and classroom.

3. Walls will have magnetic white boards and tack boards.

4. Floor will be carpeted.

SECTION R

FOOD SERVICE & CAFETERIA

Special Note: The kitchen will be a self-contained kitchen where most of the food would be prepared. Therefore, this specification contains the types of equipment to allow the architect/engineer to provide the required utilities.

1. General information:
   a. See Appendix 'C' for moveable equipment.
   b. The cafeteria will seat 175 students and staff members. There will be 3 separate feedings
   c. A staff dining room for 15 staff members will be located adjacent to the student cafeteria and kitchen facilities.

CAFETERIA

1. A single cafeteria of will be located adjacent to the kitchen

2. The cafeteria will have adjustable folding tables with attached seats and locking casters for ease of the table movement.

3. It is important that the cafeteria has natural light and, if possible, the cafeteria should have an exterior view or a view of an inside, shrubbed, courtyard.

4. The cafeteria floors will be covered with vinyl floor tile.

5. Effort must be made to minimize sound bounding off the walls to reduce the room's noise level.

6. Venetian blinds shall be installed at the windows to reduce sun and snow glare.

7. A public address sound system shall be installed in the cafeteria.

FULL SERVICE KITCHEN

1. For the purposes of the engineers to identify and locate electricity, plumbing, and ventilation needs, the equipment that will be installed in the kitchen and on the service line is listed in this section.

   a. Two (2) Steamers
   b. One (1) Steam kettle
   c. Two (2) Convection ovens
   d. One (1) Range
   e. One (1) Deep fat fryer
   f. Two (2) Microwave ovens
   g. One walk-in freezer approximately 14' x 12'

h. One walk-in refrigerator 14' x 12'
i. One (1) reach-in refrigerator
j. Three (3) compartment stainless steel sinks with a garbage disposal

2. The floor of the kitchen should be non-slip quarry tile pitched to floor drains.

3. Ventilation hoods over the ranges, deep fat fryers, and steamers must exhaust directly to the exterior of the building. Special attention must be given to have this kitchen exhaust located far away from any fresh air intake fans.

SERVING LINES

1. The serving area must be large enough to allow four (4) lines of students to select food at the same time.

2. Three (3) serving lines will serve both a hot meal and a cold meal.

3. One line will be an ala carte serving line.

4. Each of the serving lines will have available ice cream freezers and milk coolers.

5. There should be an adequate number of cashier stations.

DISHWASHING ROOM

1. The dishwashing room will be located near the exit door but must also be close to the kitchen.

2. A pass-through window with metal roll-up curtain will allow students to drop trays and dishes directly into the dishwashing room.

3. A stacking and rinsing stainless steel sink with garbage disposal opening and spray unit will be inside the above pass through window.

4. Trays must be able to slide directly from the above counter into the dishwasher.

5. The dishwasher will be a continuous feed pass through dishwasher.

6. A second counter will be located on the discharge side of the dishwasher for removal of trays and dishes.

7. An exhaust hood will be an integral part of the dishwasher.

8. The dishwashing room must have available open space for movable storage racks.

9. Plumbing and 220 volt electricity will be located in the dishwashing room for a cloth washer and dryer.

10. The floor will be non-slip quarry tile.

DIETICIANS OFFICE

See Appendix 'C' for movable equipment.

a. Floor will be vinyl tile.
b. One computer drop.
c. A 3 square foot observation window into the kitchen.
d. One white board.
e. One tackboard.

FACULTY DINING ROOM

See Appendix 'C' for movable equipment.

1. Install a counter with a stainless steel sink, laminate top with storage drawers and cabinets under the top.
2. Install storage cabinets above the counter.
3. Install a microwave oven above or on the counter.
4. A telephone.
5. Public address speaker.
6. Electrical strip molding located above the counter.

STORAGE

See the Kitchen segment for the sizes of the walk-in freezer and refrigerator.

1. There will be a 300 square foot bulk storage room with metal shelves and pallets. This room should be located near the loading dock.

2. Also located near the loading dock will be a small 8' x 10' walk-in refrigerator primarily to hold milk and vegetable deliveries.

3. A 100-square foot dry storage room should be located within or next to the kitchen for current food requirements.

4. Storage rooms must have locks.

5. Floors will be painted concrete or other surface easy to clean.

STAFF LOCKER / BATHROOM

1. Provide a locker room for cafeteria staff members

2. The locker room will have lockers for each employee.

3. Provide one wood bench for sitting upon while changing clothing.

4. The floor will be vinyl tile.

5. The unisex bathroom will be adjacent to but not in the locker room.

6. The bathroom will contain a toilet and lavatory.

7. The bathroom floor and wall will be ceramic tile.

SECTION S

ADMINISTRATION

1. The general office and principal's office complex will be located near the main school entrance.

2. Space is allocated as outlined below:

   a. Main Office Area
      (1) General office
      (2) Student and visitor waiting area
      (3) Principal's office
      (4) Principal conference room
      (5) Secretaries' office
      (6) Family center
      (7) Copy / assembly room
      (8) Records vault
      (9) General storage
      (10) Bathrooms for administration staff

GENERAL OFFICE

1. See Appendix 'C' for movable furniture and other equipment.

2. A reception counter approximately long, high and wide enough for 3-drawer file cabinets to fit under it.

3. A combination reception area and student waiting area. This space must be located away from the mainstream of people traffic and large enough to allow a table for registering new students.

4. Open space beyond the reception counter for two (2) secretarial positions plus one cubical style offices for the principal's secretary.

5. A cubical space for business machinery such as a fax and computer printers. This cubical will also contain a work counter and have a hand sink located within it. Paper storage will be under and adjustable open shelving above the counter. There will be electric outlets located above the work counter.

6. There will be computer drops to each workstation in the administration suite.

7. The public address console and telephone switchboard must terminate in the general office area.

8. The floor of the office will be carpeted.

9. A mailbox for 40 faculty members will be located near the main entrance of the office.

10. The records vault shall be fireproof construction with a smoke sensor.

11. The door to the records vault shall be a steel door with a combination lock.

12. A metal lockable key box will be mounted within this vault.

13. Floor will be vinyl floor tile

14. The second general storage room will also be located off the general office.

15. Floor will be vinyl floor tile.

PRINCIPAL'S OFFICE

1. See Appendix "C" for movable furniture.

2. A tackboard with dark wood molding will be on one wall.

3. A computer drop will be located within the office.

4. A public address microphone will be located in the vicinity of the principal's desk.

5. Floor will be carpeted.

6. Two doors will be located within the office. One to the General Office and one to the principal's conference room.

7. This room should have an exterior window where the bus pick-up/drop-off areas can be observed.

PRINCIPAL'S CONFERENCE ROOM

1. Install one 4' x 8' whiteboard with overhead projection screen.

2. Install one 4' x 8' tackboard.

3. Floor will be carpeted.

4. A dimmer switch will control lights.

CURRICULUM COORDINATOR'S OFFICE (150 Sq. Ft.)

1. See Appendix 'C' for the moveable equipment.

2. One (1) 4' x 4' tack board.

3. One (1) computer drop.

4. Floor to be carpeted.

SUPPORT AREAS

Two corridors will lead off the General Office, one to the Guidance area. The second corridor will contain the functions listed below. This corridor will also be accessible by a door to the school's general corridor.

a. Health suite
b. Faculty room
c. Copy/assemble room
d. Parent center
e. Men and women bathrooms

COPY/ASSEMBLE ROOM

1. Electricity must be provided for a high production copy machine with stapling capability plus a Riso-graph copier.

2. This room will have a long work/assemble counter. The counter will have Formica top and paper storage under. Full-length adjustable shelving will be located above the counter. Electric wire mold will be installed above the work counter.

3. A vanity-style lavatory for hand washing will also be located within the copy room.

4. This room should have a telephone and computer drop.

5. There must be strong ventilation and makeup air in this room due to the fumes generated by the copy machines.

PARENT RESOURCE ROOM

The Parent Resource room will have both a formal setting with table and chairs and a relaxed setting with upholstered furniture. It will provide space for adult meetings and discussions plus a location for children to wait while parents are in meetings in other areas of the school.

1. The floor will be carpeted.

2. There will be a white board plus a tackboard.

3. A telephone with long distance restrictions plus a computer drop will be located in this room.

4. A small kitchenette unit with built-in sink and refrigerator will be located in the room.

5. An electric outlet will be located above the kitchenette unit.

FACULTY LOUNGE

The faculty lounge will be both a working area plus a relaxation area. It will contain:

1. An open area to place the furniture listed in Appendix 'C'.

2. Window drapes.

3. Three areas segregated from the main room by partial walls or movable 6' high vision screens. The three areas are:

   a. Two (2) 40 sq. ft. spaces where staff can call parents or do minor paperwork. Each work area will contain:
      (1) A 4' long x 2' wide Formica top work counter with drawers none side under the counter. (2)
      Overhead light.
      (3) Laptop computer connection.
      (4) Telephone

   b. The second area will be a kitchenette. It will include:
      (1) A Formica topped counter.

      (2) Self-contained kitchenette unit with sink, electric range, and refrigerator.

4. There will be both a men and women's bathroom separated from the open area by a corridor or wall.
5. Floor to be carpeted except vinyl tile in the kitchenette unit.

SECTION T

HEALTH SUITE

A nurse and secretary will staff the Health Suite. It should be located in the Administrative Suite. It will contain:

a. Combined Secretaries office and student waiting area
b. Nurses' office/medication room
c. Examining room
d. Two (2) Student resting areas feet
e. A unisex lavatory

See Appendix 'C' for moveable furniture

OFFICE / WAITING AREA

1. One computer drop, printer, and fax machine.

2. 4' x 8' tackboard

3. Telephone

NURSES OFFICE / MEDICATION ROOM

1. Computer drop also connected to printer located in secretaries' office.

2. Telephone

3. 4' x 4' magnetic white board.

4. Locked medication closet.

5. One counter with storage under the Formica top. Storage cabinets above counter.

EXAMINING ROOM

1. Counter same as in item #5 above except 6' long

2. Locked medicine cabinet. $_{47}$

3. Examination table.

4. Lavatory and towel dispenser.

5. Vinyl floor tile.

STUDENT RESTING AREAS

1. Two areas each containing space for a cot.

2. Full height curtains on rods between cots.

3. These rooms must be located where a nurse can observe them.

4. Vinyl floor tile.

BATHROOM

1. A handicapped accessible unisex bathroom will be adjoining the examination room.

2. The floor and walls will be ceramic tile.

3. The bathroom must contain a wall-mounted changing table.

SECTION U

BUILDING SUPPORT

1. Corridors

   a. Floors will be covered with either VCT or 2' x 2' carpet floor tile (similar to Millikan) including a dark background with confetti designs.
   b. Walls should be a solid product such as glazed masonry block and not sheet rock walls, which are subject to vandalism.
   c. Walls should be painted or constructed of materials providing contrasting color schemes.
   d. Light levels shall provide a minimum of l5-foot candles.

e. Walls should have tack boards and shelving for the display of student artwork.
f. Entrance to the school shall have, in addition to tack boards, display cabinets for the display of student work.
g. A handicapped-accessible elevator shall be located near the entrance door, if the school is multiple floors.
h. Ceilings shall be constructed of materials to minimize corridor noise transmission. Ceiling must be at least 9 feet above the floor.
i. Fire extinguishers shall be in recessed wall cabinets with appropriate overhead signage. If the school is equipped with a fire hose standpipe system, each floor shall have a recessed hose cabinet with 125' of fire hose.
j. Room signs will have both raised letters and Braille.
k. Electric water fountains will be of the recessed type.
l. If corridors contain ramps, the ramps shall have non-skid floors.
m. Only four (4) remotely located corridor doors will have key access. All other corridor doors will have their key-ways plugged.
n. All doors will be master coded and pass coded. The architect is requested to consider if electronic key cards would be a viable option.
o. Large plate glass windows should have several support bars to avoid people walking into the glass.
p. One hundred fifty (150) 15" wide x 60" high student lockers will be provided in the classroom nodes for Pre-K and Kindergarten students. 300 similar lockers will be installed in the corridors outside each of the Grade 1 through 5 classrooms.

2. Custodial Rooms

a. A custodian's office with an adjoining storage and bathroom will be located near the receiving room.
b. The custodian's office will contain an energy monitoring computer, computer port, desk, chair, telephone, two-way radio, file cabinet, building blueprint rack, small bookcase and a table with three (3) chairs. It will also have a 3' wide x 6' long workbench.
c. The custodial storage room must have a double door entrance without a center astragel adjacent to the loading dock. The storage room will contain open areas along the walls for paper pallets or drums of cleaning chemicals. The center of the room will have metal shelving for smaller, lighter supplies.
d. The custodian bathroom will contain five (5) clothing lockers, a chair, plus a lavatory, mirror, paper dispensers and toilet. There will be a hose faucet on the cold water pipe under the lavatory.
e. The loading dock must be at delivery truck tailgate height and protected from the weather with a roof.
f. In addition to the main custodian office there will be four (4) custodian service sink rooms located near the classroom clusters. Each service sink room will be 60 square feet and contain:

1. A 6" deep recessed floor sink with heavy-duty faucet and hose bib spouts.
2. One four foot x six foot x five (5) shelf-high materials storage

shelf unit.

3. A four square foot clear area for storage of vacuums and buffers.

3. Storage Rooms

a. In addition to the specific storage rooms called for in other sections of this specification, several general storage rooms must be available for:

1. Books and paper storage
2. Furniture
3. Personnel records
4. Outside grounds equipment
5. Vehicle (Truck or grounds tractor)

b. Storage rooms must be located adjacent to the areas of need.
c. Storage rooms shall be equipped with metal shelving and floor pallets to meet the needs of the specific storage.
d. Smoke and heat sensors shall be located in each storage room.
e. All storage areas will have ground fault electrical outlets.

4. Rest Rooms

a. Provision for handicapped bathrooms must be included in the planning and meet the requirements of ADA.

1. All bathroom stalls to have metal locking partitions with doors.
2. Mirrors above each lavatory.
3. Vision screens from the corridor.
4. Recessed paper towel dispensers.
5. Recessed waste paper receptacles.
6. Full height ceramic tiled walls.
7. Ceramic floor tile with floor drain.
8. Toilet paper dispensers.
9. One handicapped bathroom stall in each corridor bathroom.
10. Ceiling must be at least 9' above the floor.
11. Fogged window glass in exterior windows.

Note: Also see Plumbing Section

SECTION V

SITE DEVELOPMENT

NOTE: A number of items in this section are sized not only for school use, but also for community activities. The areas sized for combined use have been marked with an asterisk (*).

Site development shall include consideration of the following:

a. Service driveway for delivering supplies and removing trash.

b. Parking facilities.*
c. Bus pickup and drop off location.
d. Drainage of surface water.
e. Grading.
f. Walkways.
g. Lighting of walks, and driveways, and parking areas.
h. Bituminous play area.
i. Grass play areas.*
j. Athletic fields. *

1. Service Delivery

a. Provisions must be of adequate size and strength to allow an 18-wheel tractor-trailer to drive into the receiving area, back up or turn around and drive out.
b. A concrete loading dock of trailer truck bed height with rubber bumpers and with a protective roof will be a component of the Service Area. This dock will be located near the custodial area.
c. Space should be provided for an 8 cubic yard dumpster or compactor to be placed where it can be picked up and dumped by a standard rubbish truck.
d. Security lighting must be provided in the receiving area.
e. The service driveway must be wide enough for two (2) trucks to pass.

2. Parking Facilities

Parking must be provided for both normal school use and for public use of the auditorium, gymnasium, and athletic fields.

The listing of parking spaces in this specification is based upon each function having a self-contained parking space because at the time of its preparation, the final shape of the building has not been established.

It is known that the number of parking spaces will be less by shared use of the same parking lot. For example if the auditorium is located near the athletic fields, the same lot can serve both functions.

Note: The quantity and location of staff, visitor and handicapped parking will comply with the State of Connecticut regulations, Federal ADA requirements and local, town of Glastonbury requirements.

a. Staff Parking	Spaces will be located at the front and side of the building.
b. Visitors	Main entrance
c. Planetarium	Near Auditorium entrance

d. Gymnasium	Near Gymnasium entrance
e. Athletic fields	Near Bleachers

3. Bus Pickup and Drop-Off

Because students come to the magnet school from a wide area, there are more buses used than with a school that has a small contiguous bus district. It is anticipated that up to fourteen (14) buses and six (6) handicapped vans could be present at one time for student pickup.

Entrance and egress will be constructed in a drive-through fashion that will allow buses to enter from the public road and pass through the school drive, load and unload students, and drive through to exit onto the public road. The drop off and pick up location should be located where it can be observed from the principal's and the general offices.

4. Surface Water Drainage & Grading

   a. At the completion of the project, site grading shall be in a manner that allows smooth transition between new construction and current finished grades.
   b. Swales, berms and contours will be designed to carry water away from the building into a storm drainage system.

5. Walkways

   a. New sidewalk will be made of reinforced concrete.
   b. The minimum width of all new sidewalks shall be 5 feet.

6. Lighting of Walks & Driveway

   a. Pole lighting with vandal resistant fixtures shall be installed to allow safe walking and vision of parking lots and sidewalks.
   b. Lighting will be controlled by time clocks located within the building. Time clocks will have manual override switches.
   c. Metal halide fixtures shall provide light.

7. Outside Play Areas and Athletic Fields

   a. A bituminous play area 50' wide x 84' long marked for one basketball court running the long way of the play area. A total of six (6) basketball poles and backboards will also be installed.
   b. The outdoor athletic complex will be fenced in with eight (8) to ten (10) foot high chain link fence, double knuckled both top and bottom. One foot of bituminous or other non-grass growing material will be centered under the fence.
   c. Two (2) sets of double gate fences will be installed ~o allow trucks and mowers to enter the property. Public gates will also be strategically located around the field.
   d. Athletic fields will include:

      1. A 120-yard x 75-yard soccer field.
      2. Large open grass areas that can be used for various field games, i.e., soccer, tag football, lacrosse, etc., by both students and the community.

   e. Bleachers will be located:

      1. Soccer field 100 person

ELECTRICAL/MECHANICAL

1. Electrical

Data and Data Wiring

See Appendix "B" for details concerning data and data wiring and the moveable equipment list for computers and other electronic equipment that must be served.

All electrical installations must meet the requirements of all state and local building codes.

2. Lighting

   a. Electrical control shall be through circuit breakers.
   b. All light fixtures to have acrylic lens and energy conservation ballasts and lamps.
   c. All classroom and office light fixtures will be activated and shut off with automatic motion sensors containing a manual override switch.

d. Light levels to be:

1.	Regular classrooms	50 foot candles
2.	Art & Computer classrooms	75 foot candles
3.	Corridors	15 foot candles
4.	Bathrooms	15 foot candles

e. Clocks & Bells

Each room will have a clock system connected to the master clock and a bell system will be installed in each corridor and the building exterior again connected to the master clock.

f. Sound System

A speaker will be installed in each classroom capable of one way communication from the office to the classroom. The sound system is to be connected to the Administrative Center sound console.

g. Telephones

Each classroom will be equipped with an extension telephone from the office switchboard. Direct outside dialing should be available. However, the capability for long-distance call restrictions will be on classroom telephones.

h. Emergency Lighting

Install emergency lighting powered from either a central emergency light console or from independent wall-mounted, self-charging battery units in all corridors, stair towers and interior classrooms.

3. Electric Outlets

Grounded electric outlets will be spaced per code. At least one ground fault duplex outlet will be above the service counter in each classroom. Additional electric outlets have been requested in these specifications as required for special needs.

Dedicated outlets will be installed in corridors for high amperage custodial equipment.

4. Fire Alarm Systems

Install a fire alarm system directly connected to the school's local alarm system and the local communities' emergency fire dispatcher.

a. Fire pull stations, horns and flashing lights shall be connected to the central fire alarm panel. Each building segment shall be entered as a separate zone on the annunciator panel.
b. Fire alarm system shall have a 24-hour emergency back-up power source.

c. Heat and smoke sensors shall be located in each stair tower, corridor, custodial room and storage room. Sensors to be connected to the internal fire alarm system and annunciator panel.
d. The schools sprinkler system will be integrated into the fire alarm system and annunciator panel.
e. All fire, sprinkler and smoke sensing equipment will be installed in accordance with all state and local building codes.

5. Security and/or Night Lighting

Security and/or night lighting shall be installed. It is preferred that the light fixtures be located away from, but aimed toward the building.

6. Plumbing

a. Plumbing systems shall have separate sanitary and storm, sewer system.
b. Fixture

1. Toilets shall be Kohler, American Standard or Eljer. Toilet bowls shall be elongated and operated by the use of a Sloan "Royal" flush valve.
2. Urinals shall be wall mounted and operate by use of an automatic operating flush valve.
3. Sinks shall be wall mounted and have a series of "holes drilled in the pop-up drain or have the drain plug removed.
4. Drinking fountains are described in the classroom and the corridor sections.

c. A minimum of one handicapped toilet and sink shall be installed in each group-style bathroom.

7. Sprinkler System

a. The entire school is to be protected with a wet pipe sprinkler system.
b. Every effort should be made to conceal the sprinkler pipes in classrooms, corridors and offices. If hung ceilings are not used in the above areas; pipe and fittings should be painted to match their background.
c. Concealed sprinkler heads are to be used.
d. The activation of any sprinkler head shall immediately send a fire alarm signal to the local community fire department and energize (trigger) the schools internal fire alarm horns and visual signals.
e. Fire horns are to be located adjacent to, but not in, "Places of Public Assembly". Visual alarms must be used (Reason: panic control).
f. Sprinkler system test drains outlets are to be installed away from sidewalks or student occupied play areas.

8. Heating, Air conditioning and Ventilating System.
a. Hot water heating system is requested.
b. Either of the two systems listed below should be considered:

1. Two hot water boilers each capable of maintaining the entire school at 70° with an outside temperature of 0° F with a 15 mph wind.
2. Four or five smaller boilers that can be phased on or off, based upon the interior building temperature to meet the same temperature requirements as indicated in system #1 above.

c. In either case, operating burner controls shall be monitored through use of a computer-assisted program.
d. Interior temperatures shall be controlled by a pneumatic control zone system (Both heating and cooling).
e. Burners shall be combination burners capable of burning either natural gas or #2 oil.
f. Preference is for separate heating/cooling systems rather than using the boiler water for chilled water.
g. Roof top units are not desired. Interior mechanical rooms must hold the air handling units for the HVAC systems.
h. Individual room heating unit vents With a DX cooling component are requested for classrooms and offices. AHU's will be used for the larger areas such as the auditorium.
i. The classrooms and offices' thermostats will have a day/night control button. The basic heating control system shall operate from a pneumatic control panel in the boiler room or custodian's office. Each zone will have a "day/night" or "automatic" setting. Automatic setting will be through the computer assist system.
j. The cooling system for the larger areas will have both-zone control thermostats and room thermostats.
k. The building ventilation system shall be through the classroom and office unit vents. Make up air will be provided to larger areas through the use of air handling units. Classroom windows should be capable of being opened by the instructor.
l. Noise through either sound transmission or vibrations must be isolated from classrooms and gymnasium.
m. Adequate space must be provided around air handling equipment for workman and filter replacement.
n. Filters to be permanent frames with a throwaway media insert.
o. Mechanical room(s) are to contain floor drains.
p. Exhaust systems may utilize roof top units. Exhaust systems shall be operated by 6-hour manually operated controls.
q. Fresh air intake vents shall be located away from odor producers such as kitchen exhausts or parking lots.

SECTION Y

MISCELLANEOUS BUILDING NOTES

1. Roof shall not be dead flat, but pitched toward roof drains.

2. Window trim and sash shall be colored metal with minimum obstructions for ease of cleaning.

3. Door hardware and lock system shall be master keyed and pass keyed. Key cylinders shall be core-removable.

4. Floor covering shall be:

   a. Classrooms, offices and corridors as specified.
   b. Bathrooms - ceramic tile.
   c. Storage and custodian -painted concrete.
   d. Food preparation - quarry tile.
   e. Wood for special areas as specified.

5. Acoustical lay-in ceilings shall be utilized in all classrooms and corridors.
6. Roof drains to include a removable leaf catcher.

MOVEABLE EQUIPMENT

Special Note: School staff must inventory present furniture and equipment to determine which items can be moved to the new school and which items must be purchased as part of this Bond issue for the new school.

a. See Appendix 'C' for the list of moveable equipment.
b. Fixed equipment is described within the detailed specifications for each area of the project.
c. Supplies will be purchased from the operating budget.

ELECTRONIC TECHNOLOGY AND COMPUTERS

See Appendix "E" for information concerning electronics and computer placement and operations.

COMMUNITY USE

This project has been conceived and developed with extensive community use in mind. While all of the school will participate in community activities, the areas listed below will have extensive community involvement.

1. Athletic Fields
2. Gymnasium
3. Planetarium

PRIORITY CATEGORY

Since this school is being constructed "to provide" a new education facility, we are requesting a priority Category #1 in accordance with Section 10-283a of the Connecticut General Statutes.

APPENDICES

'A' East Hartford Glastonbury Elementary Magnet School Curriculum

'B' Electronics and Computers

'C' Moveable Equipment List

EDUCATIONAL CURRICULUM

APPENDIX "A"

To the

EDUCATIONAL SPECIFICATIONS

For the

EAST HARTFORD-GLASTONBURY ELEMENTARY MAGNET SCHOOL

Revised March 25, 2009

1. Core Academic Program

The East Hartford-Glastonbury Elementary Magnet School, now in its 16th year of operation has a very rich and deep curriculum developed over many years by the teaching and CREC curriculum development experts. The current school curriculum will be used after moving to the new facility.

The EHGEMS curriculum focuses on developing and deepening students' understanding of content areas and is organized around school-wide and yearlong themes. The curriculum uses inquiry and problem-solving as the integrative core. This curricular approach focuses on relationships that exist across various disciplines while still maintaining the integrity of content drawn from the individual disciplines. Major concepts and methods from these disciplines are taught as part of the units of study and are chosen as appropriate to the learners' interest and cognitive and social development. The curriculum addresses the following areas:

- Literacy: The ultimate goal of literacy instruction is for learners to construct meaning and employ the language arts for lifelong learning, work and enjoyment. The curriculum provides that all students will read, write, speak, listen, and view to construct meaning of written, visual and oral texts. Students will learn to read with understanding and respond thoughtfully to a variety of texts from many literary periods and cultures. Students will learn to write and speak English proficiently to communicate ideas clearly and create works in visual, oral and written texts. Each grade level has specific learning objectives for literacy that have been drawn from the Connecticut Frameworks.

- Mathematics: The goal of numeracy instruction is for learners to use mathematical skills and concepts with proficiency and confidence, and appreciate the power and utility of mathematics as a discipline and as a tool for solving problems. The curriculum provides that all students receive instruction composed of a variety of inter-related components including: problem-solving, number sense, estimation, operations, ratios, proportions, percents, special relations, geometry, measurement, patterns, statistics and probability, patterns, relationships, functions, graphing and discrete mathematics. An emphasis of the math curriculum is the metacognitive process of problem-solving. Each grade level has specific learning objectives for mathematics drawn from the Connecticut Frameworks.

- Science and Technology: The goal of the science curriculum is for learners to apply scientific skills, processes and methods of inquiry to real-world settings. Life science represents a majority of a traditional elementary science

curriculum. Our curriculum, although teaching life science, will stress physical, earth and space science. The curriculum provides that all students receive instruction organized around four major areas of science: physical science, life science, earth science and space science. There is an emphasis both on the teaching of *science* – learning about the natural world, and *technology* – learning how humans solve problems as they adapt to the natural world. The science center and classrooms provide spaces and equipment to effectively nurture scientific problem-solving skills. Each grade has specific learning objectives for science drawn from state and national standards.

- Global Studies: The goal of the global studies curriculum is for learners to gain an understanding of the interaction between and among societies and cultures of the past and present world and apply that knowledge and understanding as a responsible citizen in a culturally diverse, interdependent world. All students receive instruction in the Japanese language and culture beginning in kindergarten.

- Technology: The goal of the technology curriculum is for learners to be prepared to live in their technologically interdependent world. In order to reduce economic isolation it is essential for all learners to process and manage information through the skillful use of technology. Each grade level has specific learning objectives that will enable the learners to make meaningful decisions regarding the use of technology to solve problems, enhance critical and creative thinking and use information effectively.

- The Arts: The goal of the arts curriculum is to develop skills in visual art and music and an appreciation of the importance of the arts in expressing human experience. The ultimate goal of these curricula is for the learner to apply their skills and understandings throughout their lifetime. Each grade level has specific learning objectives based on the Connecticut Framework.

- Physical Education: The ultimate goals of the physical education curriculum is for the learner to realize the importance of, and choose to participate regularly in, the physical activities designated to maintain and enhance healthy lifestyles. The connection between the science of the human body and physical well being is emphasized. The curriculum provides that all students receive instruction in physical fitness and the fundamentals of movement.

2. Unique Content Focus

The East Hartford-Glastonbury Elementary Magnet School focuses on science, technology, and global education. Science is taught and learned through the

constructivist approach. We believe that students learn best by "doing" science. Students participate in many field study trips and actively investigate scientific principals in the schools two dedicated science labs. Technology is integrated into classroom life. Student projects typically have a technology focus and by the end of their elementary career all students will have created newsletters, Power Point slide shows, web pages, and podcasts to show their work. Students begin learning Japanese in kindergarten. They develop Japanese language skills and increase their understanding of other cultures and ways of thinking. Utilizing a thematic interdisciplinary curriculum, students gain the ability to perceive the relationships among societal, scientific, and technological issues.

3. Teaching Methods

The school uses a variety of teaching methods and instructional strategies which emphasize thematic, inquiry-based, and discovery learning. Constructivist teaching strategies are used, taking into account the learners' experiences, achievement levels, and interests. In addition, curriculum differentiation is used to increase achievement by addressing differences in students' prior knowledge, motivation, learning styles, product preferences, and interests. Teachers also use curriculum modification strategies to analyze, evaluate, and improve existing curriculum in order to improve student achievement.

4. Partnerships

The East Hartford-Glastonbury Elementary Magnet School's philosophy of community involvement and integrated learning makes the establishment of learning partnerships vital to the quality, uniqueness, and excitement of the school's program. There are various levels of partnerships enjoyed by the staff, parents, and students of our school.

The first level of partnership agreements is with the participating districts for required special services. The school staff works closely with each town's special education department to provide all students with equal opportunities to achieve and accomplish the goals of the school's curriculum. Associations with curriculum specialists from the towns are developed whenever possible. Also, resources from CREC are used to help develop the curriculum and teaching of the school.

In addition to the local districts and CREC, the school has several ongoing partners that provide a wide variety of services to the school. Partnerships include:

- Parents
- Institutions of higher education, represented by Central Connecticut State University, Eastern Connecticut State University, and the University of Connecticut.
- Specialized resource centers for science, technology, and global education, represented by the Connecticut Science Center, the New England Air Museum, and the Connecticut Audubon Society.
- NASA, since becoming a NASA Explorer School in 2007
- Business and Industry including Pratt and Whitney, Hamilton Sunstrand, and the Connecticut Center for Advanced Technology.
- Partner schools, particularly CREC's other science and technology magnet schools: Two Rivers Magnet Middle School, and the Greater Hartford Academy of Math and Science.

5. Multicultural Education

The school is a learning organization composed of a community of learners. The learning community is a microcosm of today's culturally diverse society, the future, unity, and inclusion are central to the curriculum. Multicultural education is infused into the curriculum in many ways, as a multicultural/ global education perspective permeates the entire school program. Diversity is one of the primary values upon which the school is founded and helps students realize the interdependence of our world. The content of the curriculum includes integration of the disciplines with global education as a content focus.

In line with the aim of equipping students with global knowledge and skills, each student learns Japanese language and customs. The study of different languages and customs furthers the perspective of diversity for students by bringing into sharper focus cultures other than their own.

Students also gain an increased appreciation of diversity through their study of the arts. The curriculum is designed to enable students to gain a wealth of cultural understanding through the study of art forms of a variety of cultures (e.g. musical instruments from around the world, and constructing ceremonial masks).

6. Student Assessment

a. Method of Assessment

Assessment is intricately linked to the daily instruction and curriculum of the students at the East Hartford-Glastonbury Elementary Magnet School.

- **Classroom based formative assessments**, including pre- and post-tests, relate to particular lesson objectives and units, and provide teachers with information to guide student learning, as well as to determine the general effectiveness of the lessons and decide which students are ready to move forward and which require additional assistance in mastering particular material.
- **CREC Common Assessments** are given in the fall, winter and spring of each year to track student progress and inform instruction. The students are assessed in reading, writing, and mathematics and the assessments vary by grade level.
- **Student Progress Reports** are provided to parents three times per year. The school uses standardized report cards and combined with the parent-teacher conferences they provide a developmental overview of the students' progress toward the identified curriculum objectives.
- **Connecticut Mastery Tests** are given in grades 3-5 in March of each year.

b. Assessment of Academic Achievement

The school's themes of science, technology, and global education are often taught using an interdisciplinary approach. Theme specialists review with the teachers the goals and objectives for the regular subject areas, and infuse them into their special lessons whenever possible.

While it is felt that the use of our special themes will provide vehicles for authentic learning and increase student motivation to learn, direct skill instruction is also used to promote high academic achievement on the Connecticut Mastery Tests (CMT). Areas and objectives on the CMT that pose difficulty for students are identified, and instruction is tailored to address these needs. Overall students have achieved at high levels on the CMT as compared to the participating districts and state averages.