

**Pre-K Through 5  
Education Specifications  
West Vine Street School**

**PK-5 Education Specifications**  
Approved by BOE – June 11, 2015  
**WEST VINE STREET ELEMENTARY SCHOOL**

***Extension, Alteration, and Code Compliance***

1. **PROJECT RATIONALE**

**District Mission**

It is the mission for Stonington Public Schools for students to attain the academic, social, and emotional skills necessary to live purposeful and satisfying lives in an ever-changing world.

**Stonington Public School Philosophy**

If the school system is to successfully meet its mission, then it must:

- Provide natural opportunities for students and staff to participate in collaborative activities within a system that stresses the value of community;
- Provide curricula that are rigorous, relevant, and increasingly complex taught by methods recommended by research;
- Actively engage students and staff in their own learning;
- Provide for the comprehensive development of all learners;
- Ensure flexibility in programming, curricula, and learning spaces;
- Promote a safe and healthy environment;
- Reflect the important role and capabilities of multi-media technologies for the 21st Century.

**Space Need/Program Change**

- Pre-K programs at both elementary schools resulting in increased space needs
- 5<sup>th</sup> Grade – Return to elementary school resulting in increased space needs
- Aligned w/CCSS and curricular programs designed K-5

**Facility Study**

- K-12 Building Committee developed two years ago, conducted a school modernization study, successful referendum on April 21, 2015

**Projected Enrollment**

- Projected enrollment at West Vine is 411 students as determined by highest in 8 years for West Vine

## 2. LONG-RANGE PLAN

Renovating and building an addition to the West Vine Street Elementary School will allow Stonington to comply with the following aspects of its long-range plan:

- insure safe and appropriate learning environments for Stonington students
- consolidate students from two existing facilities into one, eliminating a transition
- retire the oldest Stonington school facility
- move fifth grade students out of the Pawcatuck Middle School, allowing it to become a 3-grade Middle School
- eliminate temporary/portable classroom
- allow school community to gather in one space
- address parking concerns

Stonington plans to continue to utilize West Vine Street Elementary School in its current capacity, and with appropriate maintenance, as an elementary school for at least the next twenty years.

## 3. THE PROJECT

Stonington proposes construction at West Vine Street Elementary School to include a building extension, interior alterations, and correction of code violations. Details of the project are presented below. Classroom and program area sizes stated below are estimated and may be revised as the design work progresses.

### **Building Entrances and General Ambience**

The individual buildings that comprise the Stonington Public Schools represent the future of the town and the hopes and dreams of the town's children and their parents. They showcase the talents of the youngsters who study and interact there. The entrances must signify the openness and commitment of the community to learning as expressed through stability and light. The importance of community (individual and collective; school, home, and town) and natural light are themes within the buildings that create an ambience that all who enter can see and feel.

The buildings must ensure that students and adults alike understand that the children themselves are valuable and that their work has much meaning. Halls should be wide enough for ease of traffic and quick egress in times of emergency and be illuminated by natural light whenever possible in order to achieve the most welcoming of conditions. In addition, they should allow for prominent display of student work and appropriate congregation space.

The district is currently revising its safety and security plans. When considering expansion or re-design of the PK-5 schools, consideration must be giving to current security and supervision protocols.

### **Custodial Office/Closets**

The school custodians/maintenance techs address basic carpentry and maintenance issues. They require a portable computer workstation, work area with workbench, and storage. The following areas are needed:

- One outdoor storage room to accommodate tools and appropriate devices
- Several electrical closets as needed
- Appropriate number of sink closets
- Areas for safe storage of chemicals and equipment

### **Technology**

A few decades ago, elementary schools were relatively simple buildings from a technical standpoint. Back then, the typical school had one or two electrical outlets in most classrooms; it was heated by steam; ventilation occurred through windows; and makeup air arrived indoors through a simple process of infiltration. At that time, instructional technology/personal computers were still largely absent from the elementary landscape. By contrast, today's schools require controlled environments for media centers, computers, spaces for servers and other multi-media technology equipment, kitchens, art rooms, music rooms, gymnasiums—to say nothing of general education classrooms.

### **Adjacencies**

Planners must work with staff to determine appropriate adjacencies for programs and other instructional needs. An example would be the OT/PT being adjacent to the gymnasium.

### **Overall Design**

The buildings should be configured to provide for maximum supervision of students and activity areas. In addition, fencing and other perimeter measures should enhance the overall positive feeling while providing for controlled access points.

With respect to both educational and infrastructure technologies, building design should allow for ease access, upgrade and mobility of systems.

## **THE PROJECT—Existing Space**

The following list identifies the current type and size of space, the anticipated construction, and the space after construction. Equipment needs are also addressed for each space.

### **Classrooms**

Classrooms in the current buildings range in size, configuration, and access to natural light. The current recommendation is that all elementary schools have a Pre-K through 5th grade configuration. All the primary grades should be on the first floor, especially grades Pre-K through one. Classrooms of the same grade should be in proximity of each other, in order to support staff collaboration and grade-level cohesion and all should house effective instructional technology as outlined later in this document. As a safety measure student desks should not be readily visible from the hallway.

Elementary instruction takes a developmental approach, in which all children have many opportunities to develop critical skills through their learning centers and hands-on activities. Some of the instructional components addressed in the elementary grades include:

- Literacy
- Spatial/mathematical reasoning and numeracy
- Methods of scientific inquiry
- Creative and expository writing
- Social interaction skills
- Creation of new knowledge through self discovery
- Introductions to the human conversation, principals of democracy, and social studies
- Artistic and musical abilities
- Kinesthetic development
- Development of small and gross motor skills
- Wellness
- Technology

### **Target Class Sizes**

Historically, the BOE has utilized the following target numbers for class sizes, but we are aware that as teaching models evolve and student needs are considered closely - flexibility of student grouping is desirable.

- Pre-K 16
- K < 20
- 1-2 20
- 3-4 20-23
- 5 23-24

### **Grades Pre-K through 2**

Based on projected enrollments, we envision twelve primary-grade classrooms, three to four classrooms per grade level. Currently we support an integrated preschool model, but also support movement towards establishing sufficient preschool slots for every child in Stonington. The district and state philosophy supporting the emphasis of early childhood education supports a recommendation for: pre-K classrooms designed to accommodate an average of 16 children, and kindergarten, first and second grade classrooms designed to accommodate an average 20 children.

Young children require ample room to move about in their centers, construct things, and socialize. Pre-K and kindergarten classrooms should be 1,200 sq. ft., each with a bathroom. Grades one and two classrooms will have a minimum of 900 sq. ft. each. Natural light promotes a healthy and motivating environment for learning. The Pre-K entrance must be near the main entrance or provide a separate secure entrance monitoring system.

### **Grades 3-5**

Based on projected enrollment, we envision 11, grade 3-5 classrooms which should be at least 750 sq. ft. each and appropriately shaped to enable teachers to work with students in a flexible variety of ways, including as an entire class of students, in guided reading groups, in paired work, while reading alone, and in learning center activities. Third and fourth grade classrooms should be designed to accommodate an average of 22 children. Fifth grade classrooms should be designed to accommodate an average of 24 children.

Separate girls' and boys' bathrooms are appropriate when located directly outside the classrooms. Special cleaning issues for bathroom spaces must be included in the plans.

### **All Classrooms, Regardless of Grade Level**

Each classroom will benefit from a separate teacher's desk and instructional technology capabilities referenced later within this document.

Appropriately, scaled sinks and drinking fountains with adjacent expanse of counter space and under counter storage are essential to delivery of elementary science curriculum. Ideally, this space would be in an island format.

Since instruction is enhanced through use of a variety of multi-media technology, it is critical that classrooms include multiple electrical outlets spaced appropriately throughout the space.

Adequate storage is also a significant concern for elementary buildings, as a variety of materials are utilized at various points throughout the year. Primary-grade classrooms are especially well-equipped to handle storage and display needs when walk-in storage closets, bulletin boards, and shelving to accommodate books of varying sizes, experience charts, and large construction paper/oak tag (e.g. 24" x 36") are present. Sinks and water fountains of appropriate height are also helpful. Cubbies with rolling doors in which to store

lunchboxes, and hang backpacks, and coats address sanitary issues when large enough so that the student coats/hats/boots, etc do not touch. Lockers will be added where appropriate.

Tiled (VCT) floors are preferred in PreK-5 classrooms. When carpeting is used, it should be in the form of area rugs which can be removed for cleaning.

**SPACES:**

Current space: 9 general classrooms each approximately 800 square feet in size  
Construction: Interior alterations and code work to include conduit, wiring for technology, door widths/hardware/ADA compliance. Installation of an accessible counter top and sink washing area within classroom, replacement of existing tile floor. Rooms will be repainted due to general age and condition.  
Final space: 9 general classrooms each approximately 800 square feet in size for each classroom:  
FF&E: 5 new computers, tables and chairs; replacement desk for instructor; replacement student desks for an average of 22 children; bulletin boards and dry erase boards, appropriate cabinetry, All classrooms will include appropriate state of the art technology necessary for the instructional programs.

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Current space: 1 music room of approximately 800 square feet  
Construction: Room will be changed into a general classroom. Interior alterations and code work to include conduit, wiring for technology, door width/hardware/ADA compliance. Installation of an accessible counter top and sink washing area within classroom, replacement of existing tile floor. Room will be repainted due to general age and condition.  
Final space: 1 general classroom of approximately 1000 square feet  
FF&E: 5 new computers, tables and chairs; replacement desk for instructor; replacement student desks for an average of 22 children; bulletin boards and dry erase boards, appropriate cabinetry. All classrooms will include appropriate state of the art technology necessary for the instructional programs.

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Current space: 1 computer room of approximately 800 square feet  
Construction: Room will be renovated into a general classroom. Interior alterations and code work to include conduit, wiring for technology, door width/hardware/ADA compliance. Installation of an accessible counter top and sink washing area within classroom, replacement of existing tile floor. Room will be repainted due to general age and condition.

### **Special Education Classroom Needs**

While significant progress has been made into the integration of special education instruction into the general education setting, there continues to be a need for special education classroom space. These classrooms should be similar to general classrooms as to furniture, storage, technology, bathrooms, etc. Additionally, five smaller rooms are needed in West Vine Street School for special needs tutoring on a one-to-one or small group basis. A space should exist for special education teachers to have their own workspace, to maintain their records, plan lessons, and confer with teachers and other adults.

#### **SPACES:**

- Current space: 1 kindergarten classroom of approximately 1200 square feet  
Construction: Room will be converted from a kindergarten room to a special education classroom. Interior alterations will include conduit, wiring for technology, door widths/hardware/ADA compliance, renovation of a unisex toilet room within the classroom, installation of an accessible counter top and sink washing area within classroom, replacement of existing tile floor; installation of a new elevator to make the second floor handicapped-accessible.
- Final space: 1 special education classroom of approximately 750 square feet, a toilet room, and floor space for a new elevator.
- FF&E: 1 new computer; tables and chairs; instructor desk and chair; storage cabinets for supplies; built-in accessible counter top and sink area; bulletin board and dry erase board, appropriate cabinetry, All classrooms will include appropriate state of the art technology necessary for the instructional programs.

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- Current space: 1 library of approximately 1200 square feet  
Construction: Room will be converted from a library to a special education classroom. Interior alterations will include conduit, wiring for technology, door widths/hardware/ADA compliance, creation of a unisex toilet room within the classroom where none previously existed, installation of an accessible counter top and sink washing area within classroom, replacement of existing tile floor
- Final space: 1 special education classroom of approximately 750 square feet, a toilet room, and floor space for a new elevator.
- FF&E: 1 new computer; tables and chairs; instructor desk and chair; storage cabinets for supplies; built-in accessible counter top and sink area; bulletin board and dry erase board, appropriate cabinetry, All classrooms will include appropriate state of the art technology necessary for the instructional programs.



### **Cafeteria/Kitchen**

A cafeteria and kitchen connected to each other can be used for daily meal service as well as school functions, dinners, and parent and community events. Tables and chairs for eating will be functional and easily stored so that folding chairs in the building can be used when needed. The ability to feed multiple grades simultaneously is desired within the context of the lunch waves.

A stage area for performances, presentations, public speaking, etc., will be attached to one end of this space, with the cafeteria area used for audience seating. It will include appropriate treatments and finishes as well as audiovisual equipment. The stage will be made handicapped accessible by either lift or ramp.

The kitchen will be designed to conform to the delivery of the many food options available to SPS students in an effective and aesthetically pleasing fashion. Sufficient electrical capacity to supply serving lines with hot and cold wells would benefit both presentation and food safety. Equipment will be used for storing, preparing, cooking, and cleaning that are appropriate and efficient for mass meal serving. A separate secure entrance for deliveries should be monitored by food service and office staff.

### **Community Use**



A community use area including the gym, kitchen/cafeteria and two classroom areas is needed. This community use area must have a separate secured entrance with the ability to be closed off from the rest of the school.

### **SPACES:**

Current space: Kitchen of approximately 1,200 square feet  
Construction: No change to size of space. Fire, health, and building code compliance will be addressed.  
Final space: Kitchen of approximately 1,200 square feet  
FF&E: All existing equipment will be replaced. New equipment to be determined later.

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Current space: Cafetorium of 2,685 square feet  
Construction: Serving line portion of cafetorium will be modified to accommodate equipment changes in the kitchen. Floor will be refinished due to general age and planned maintenance. ADA will be addressed.  
Final space: Cafetorium of 2,685 square feet  
FF&E: Round/hexagon folding tables with adjoining seats to accommodate maximum of 180 students at a time, appropriate cabinetry.

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Current space: Stage of approximately 400 square feet  
Construction: Wood floor will be replaced. ADA accessible ramp will be installed.  
Final space: Stage of approximately 400 square feet  
FF&E: New curtains, with some lighting and portable sound system, appropriate cabinetry.

**Staff Rooms**

In 21st Century Schools it is essential that staff has access to well-designed and well-equipped work and social spaces. The purpose of each space is to support the day-to-day function of schools in a user-friendly environment.

These needs should be met with two distinct areas:

1. Dining: The dining area should have a capacity for 25 staff members. Light food preparation, bathrooms, and equipment for comfort (i.e. coffee pot, furniture, microwave, toaster oven, water cooler) are appropriate in this space.

2. Staff Workroom: Laminator, copier, workspace, networked technology, and printing capabilities, private phone space for correspondence with parents and to plan student activities, shelving for storage of shared materials and professional books, staff mailboxes, and tack board. The staff workroom will provide sufficient power and electrical outlets for equipment and will provide access to a building-wide computer network and voice/data/video system.

**SPACES:**

- Current space: Main office, health room, toilets, and teacher room, a total of approximately 1,350 square feet
- Construction: Space will be gutted and reconfigured to provide a teachers' workroom, storage, adult toilets, and three specialist offices. Teachers' workroom will require wiring and a computer, copy machines, casework and sink.
- Final space: Teachers' workroom of approximately 600 square feet; two psychologist offices (see below); two adult toilets; a storage room of 200 square feet.
- FF&E: Teachers' workroom will require accessible casework and fire extinguisher, new tables and chairs, appropriate cabinetry to store materials easily accessible to teachers.

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- Final space: 2 School Psychologists' Offices of approximately 120 square feet each
- Construction: Each office must include carpeting and appropriate lighting. It must be readily accessible to the public and must be near the other administrative offices.
- FF&E: New desk and chair. New computer is needed. Small table and four chairs are needed for small group meetings, 2 lockable file cabinets needed per office, white board for instruction, book cases for resource library, appropriate cabinetry to store games/other materials.

### **Therapy Room**

A room dedicated to motor therapies is necessary in order to meet IEP plans for numerous students. Space dedicated to both physical and fine motor therapies is essential to the implementation of student care plans. The room must have space to house treadmill, along with other large therapeutic equipment, i.e. a swing, therapy balls, rolls, sensory tables, mats, and mirrors. Floor mats for therapy use are an important component of this service as well as designated storage area (s). There should be a separate office space within each space to accommodate desk, computer and file cabinet. The OT space will need 2 offices; for OT and one for COTA.

### **SPACES:**

Current space: 1 stairway of approximately 300 square feet  
Construction: Space will be gutted and reconfigured to provide a physical therapy room.  
Final space: Physical therapy room of approximately 450 square feet  
FF&E: Include structural support in ceiling for swing, appropriate cabinetry.

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Current space: 1 stairway of approximately 220 square feet  
Construction: Space will be gutted and reconfigured to provide a occupational therapy room.  
Final space: Occupational therapy room of approximately 400 square feet  
FF&E: appropriate cabinetry.

## **THE PROJECT—New Space**

The following list describes the type and size of space to be housed in the new building extension. Specific equipment needs are also addressed for each space. (Note that each classroom/program space will receive one American flag.)

### **Library/Media Center**

This space will function as the hub of the school. It should be at least the size recommended in the state guidelines for the enrollment of the school and a story/reading amphitheater-like that can serve as a theater in the round would be outstanding. The library/media center should contain networked technology and printing capabilities for a full class of children and 25 student computers with appropriate peripherals and two teacher workstations. Space that will house multiple mobile computer labs, (totaling 30 student laptop computers) would be ideal.

Separate space that is equipped to allow audio and video broadcasting to the entire building would help facilitate our Language Arts work in the area of student presentation skills. Equipping the center with video distribution technology that can be accessed by the entire building will further allow for widespread viewing of educational materials. This space should also include a teacher workstation with multi-media projection capabilities. The library/media center requires an interactive whiteboard. A library classroom space set within the larger media center would allow multiple classes to utilize the space simultaneously for instruction. There should be appropriate bookshelves and the ability to electronically catalogue library inventory. There should be appropriate tables and chairs for student reading and work areas. This space should be carpeted and have availability to natural light. A welcoming library media specialist's workstation which enhances the overall appeal of the setting, alongside a small work area/office is desired. Storage is of great concern. It must have sufficient display space for student work (art, projects, writings, etc.), which would further enhance the welcoming nature of this space.

### **SPACES:**

Final space: Library (IMC), Library Support Rooms and Computer Lab of approximately 2,660 square feet

Construction: Room will consist of two primary spaces: Library (approximately 2140 square feet) and Computer Lab (approximately 520 square feet). Consideration of some type of barrier should be considered between computer lab and library to minimize noise when instruction is occurring. There should also be an enclosed administrative area and workroom with a sink is needed to accommodate at least two people/a workstations as well as a server room and storage areas. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials. All areas will receive suspended acoustical ceilings. Carpet will be required for the library and computer lab as will acoustical treatments for the walls. The computer lab should

accommodate 30 computers and 3 printers. All spaces should be air conditioned. Server room should have tile floor.

FF&E:

Library: casework for administrative area; 50 new shelving units ; New Additional 4 new shelving units will be needed for Media supplies (floor to ceiling shelving); 2 computer workstations (new) for teachers/library para; 3-4 student computer workstations needed for digital check out/catalog access, interactive whiteboard (new); 8 tables and chairs to accommodate 48-50 students (all new)

Computer room (all items are new/previously not existent): 30 new computers; 3 printers; accessible work stations for each of the computers (specific type to be determined at a later date); storage.

For the server room all items are new/previously not existent. Equipment to be determined, appropriate cabinetry.



## **Classrooms**

Classrooms in the current buildings range in size, configuration, and access to natural light. The current recommendation is that all elementary schools have a Pre-K through 5th grade configuration. All the primary grades should be on the first floor, especially grades Pre-K through one. Classrooms of the same grade should be in proximity of each other, in order to support staff collaboration and grade-level cohesion and all should house effective instructional technology as outlined later in this document. As a safety measure student desks should not be readily visible from the hallway.

All classrooms will include appropriate state of the art technology necessary for the instructional programs.

Elementary instruction takes a developmental approach, in which all children have many opportunities to develop critical skills through their learning centers and hands-on activities. Some of the instructional components addressed in the elementary grades include:

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- Literacy
  - Spatial/mathematical reasoning and numeracy
  - Methods of scientific inquiry
  - Creative and expository writing
  - Social interaction skills
  - Creation of new knowledge through self discovery
  - Introductions to the human conversation, principals of democracy, and social studies
  - Artistic and musical abilities
  - Kinesthetic development
  - Development of small and gross motor skills
  - Wellness
  - Technology

## **Target Class Sizes**

Historically, the BOE has utilized the following target numbers for class sizes, but we are aware that as teaching models evolve and student needs are considered closely - flexibility of student grouping is desirable.

- Pre-K 16
- K < 20
- 1-2 20
- 3-4 20-23
- 5 23-24



### **Grades Pre-K through 2**

Based on projected enrollments, we envision twelve primary-grade classrooms, three to four classrooms per grade level. Currently we support an integrated preschool model, but also support movement towards establishing sufficient preschool slots for every child in Stonington. The district and state philosophy supporting the emphasis of early childhood education supports a recommendation for: pre-K classrooms designed to accommodate an average of 16 children, and kindergarten, first and second grade classrooms designed to accommodate an average 20 children.

Young children require ample room to move about in their centers, construct things, and socialize. Pre-K and kindergarten classrooms should be 1,200 sq. ft., each with a bathroom. Grades one and two classrooms will have a minimum of 900 sq. ft. each. Natural light promotes a healthy and motivating environment for learning. The Pre-K entrance must be near the main entrance or provide a separate secure entrance monitoring system.

### **Grades 3-5**



Classrooms should be at least 750 sq. ft. each and appropriately shaped to enable teachers to work with students in a flexible variety of ways, including as an entire class of students, in guided reading groups, in paired work, while reading alone, and in learning center activities. Third and fourth grade classrooms should be designed to accommodate an average of 22 children.

Separate girls' and boys' bathrooms are appropriate when located directly outside the classrooms. Special cleaning issues for bathroom spaces must be included in the plans.

### **All Classrooms, Regardless of Grade Level**

Each classroom will benefit from a separate teacher's desk and instructional technology capabilities referenced later within this document.

Appropriately, scaled sinks and drinking fountains with adjacent expanse of counter space and under counter storage are essential to delivery of elementary science curriculum. Ideally, this space would be in an island format.

Since instruction is enhanced through use of a variety of multi-media technology, it is critical that classrooms include multiple electrical outlets spaced appropriately throughout the space.



Adequate storage is also a significant concern for elementary buildings, as a variety of materials are utilized at various points throughout the year. Primary-grade classrooms are especially well-equipped to handle storage and display needs when walk-in storage closets, bulletin boards, and shelving to accommodate books of varying sizes, experience charts, and large construction paper/oak tag (e.g. 24" x 36") are present. Sinks and water fountains of appropriate height are also helpful. Cubbies with rolling doors in which to store lunchboxes, and hang backpacks, and coats address sanitary issues when large enough so

that the student coats/hats/boots, etc do not touch, appropriate cabinetry.

Tiled (VCT) floors are preferred in Pre-K-5 classrooms. When carpeting is used, it should be in the form of area rugs which can be removed for cleaning.

**SPACES:**

Final space: One Pre-kindergarten classroom approximately 1200 square feet in size  
Construction: Tile floors, efficient lighting, and suspended acoustical ceilings will be installed. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials. Special attention will be given to maximizing the use of natural lighting in each space.

FF&E: 5 computers; student desks; desk and chair for instructor; storage cabinets for supplies; bulletin boards; dry erase boards; interactive whiteboard; room darkening window treatments; world globe and other age-appropriate non-expendable learning tools. Area rug for sitting on the floor, appropriate cabinetry.

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Final space: 4 kindergarten classrooms each approximately 1200 square feet in size  
Construction: Tile floors, efficient lighting, and suspended acoustical ceilings will be installed. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials. Special attention will be given to maximizing the use of natural lighting in each space.

FF&E: For each classroom, the following are needed: 5 computers; student desks; desk and chair for instructor; storage cabinets for supplies; bulletin boards; dry erase boards; interactive whiteboard; room darkening window treatments; world globe and other age-appropriate non-expendable learning tools. Area rug for sitting on the floor, appropriate cabinetry.

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Final space: 6 general classrooms each approximately 900 square feet in size  
Construction: Tile floors, fluorescent lighting, and suspended acoustical ceilings will be installed. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials. Special attention will be given to maximizing the use of natural lighting in each space.

FF&E: For each classroom, the following are needed: 5 computers; student desks; desk and chair for instructor; storage cabinets for supplies; bulletin boards; dry erase boards; interactive whiteboard; room darkening window treatments; world globe and other age-appropriate non-expendable learning tools. Area rug for sitting on the floor, appropriate cabinetry.

**Main Office Complex**

The main office complex is the hub of the school. It should be located at the main entrance with views of the approaches to the building to increase overall security and supervision. It should be large enough to house necessary clerical staff, office equipment and furniture, sufficient storage, a reception counter/waiting area, and offices for the principal and assistant principal. Collaboration is one of the essential elements for an outstanding school. Since the principal meets with students, teachers, and parents throughout the day, and teachers and parents collaborate with one another, a collaborative space, equipped with conference-related technology, to accommodate PPTs and Student Assistance Team meetings (capacity of up to 12 adults) would enhance both the main office complex and our ability to interface in person and online.

An adequate size, secure storage area is required off the main office to store standardized testing materials and other important documents.

**SPACES:**

Final space: Principal’s Office of approximately 300 square feet  
Construction: This must include toilet in main office complex, carpeting, appropriate lighting. It must be adjacent to the front office and must also be near the other administrative offices. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials.  
FF&E: New desk and chair; bookshelves; conference table and 6 chairs; interactive whiteboard. one vertical locking file cabinet, A new computer is required. appropriate cabinetry.

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Final space: Assistant Principal’s Office of approximately 150 square feet  
Construction: This must include carpeting and appropriate lighting. It must be near the other administrative offices. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials.  
FF&E: New desk and chair. New computer is needed. Two guest chairs. white board needed, locking file cabinet needed, small table for meetings

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Final space: Front Office of approximately 550 square feet  
Construction: This must include a window and private toilet room. It must be adjacent to the main entrance to the school and must also be near the other administrative offices. It should include space for a minimum of two

workers, and it will house the main communications/public address functions for the school. Easily accessible to toilet in main office complex (so visitors do not need to enter school to use the toilet) A coat closet must be constructed. There should also be general storage space as well as space for a workroom of approximately 140 square feet. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials.

FF&E: Accessible built-in casework will be necessary for a reception desk at which the public will be greeted. A replacement copier is needed. Two new desks, chairs, and computers will be needed. A fire extinguisher will be needed, teacher mailboxes, locked fire proof cabinets (4) , seating/waiting area needed for guests/visitors family to accommodate 4 -5 people.

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Final space: Conference Room of approximately 250 square feet  
Construction: This must include carpeting and appropriate lighting. It must be readily accessible to the public and must be near the other administrative offices. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials.

FF&E: A new conference table and chairs will be needed to accommodate fourteen people. Accessible casework/counter and sink are required. Interactive whiteboard and phone.

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Final space: Health Suite of approximately 480 square feet  
Construction: This must include a private toilet room, tile floor, separate sink within the office area, and appropriate lighting. It should be located near the other administrative offices. Provisions should be made for maximum privacy. Two phones should be installed. Rest areas should be designed to isolate ill students. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials.

FF&E: Lockable storage for medications (the old storage was built in and cannot be reused); misc. medical equipment to be identified at a later time (existing will be reused, but some new items are needed); two student rest lounges (new); desk, chair, and computer (all new); 2 movable vanity partitions or ceiling-hung sliding curtains (new), appropriate cabinetry and emergency power.

**Gymnasium**

The gymnasium of today has a floor made of a substance that is easy to maintain yet appropriate for athletic activities. A gymnasium with bleachers that can be folded down so that spectators can view activities during after-school events would be valuable to the community. Wall padding, electronic scoreboards, retractable backboards, and volleyball stanchions are desired. Adequate storage space for equipment, including gymnastic mats is preferred. The gymnasium should be located so that there is egress to the outside. Handicapped boys' and girls' (as well as adult bathrooms) located near the gymnasium would prove beneficial for events held in this space. Availability of enough folding chairs (and storage for them) for events increase the potential uses for this space. An elevated (and ramped) portable stage, with a curtain, should be at one end of the gymnasium. The gymnasium should have a (public address) system. If a stage remains part of our gymnasium spaces, a large projector screen would be helpful for gatherings of all kinds. lighting and adequate sound system required as this will be where school wide events are held.

**SPACES:**

Final space: Gymnasium of approximately 6,000 square feet  
Construction: Floor must be appropriate for athletic activities, but easy to maintain. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials..  
FF&E: Wall padding, electronic scoreboards, basketball nets with adjustable heights, volleyball stanchions, recessed bubblers, acoustic treatment, and public address system. Include a large projection screen. (See also portable stage and folding chairs, listed in the gym storage room below) bleachers, lighting and sound system, as well as portable stage and risers needed. hard divider, appropriate cabinetry.

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Final space: PE Office/Gym storage of approximately 360 square feet  
Construction: This must include tile floor and appropriate lighting. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials.  
FF&E: Storage shelves. Portable stage and folding chairs for assemblies in gym. New desk and chair. New computer is needed. New bookcase and whiteboard, appropriate cabinetry.

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## Music Studio

The music studio should meet the state requirement for size as appropriate for the school's enrollment and regard to the impact of sound on surrounding areas should be considered. It should include appropriate furniture, networked technology for teacher use and storage a piano, synthesizer, recording technology, stereo system, and elementary student instruments as well as storage for these items are preferred, as is space for movement exercises, which are a critical part of the elementary music curriculum.

### SPACE:

- Final space: 1 music classroom approximately 1000 square feet in size
- Construction: Includes dedicated music storage space of 140 square feet to house music stands and chairs for up to 70 students as well as storage for band instruments and band music. Tile floors, efficient lighting, and suspended acoustical ceilings will be installed, as high as possible. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials. Special attention will be given to minimizing the acoustic disruption both to and from this space.
- FF&E: Portable risers; student chairs; (70 chairs possible for grade 5 band), music stands (up to 70); desk, chair and new computer for instructor; storage cabinets for instruments and music; a large sink with hot and cold water; a piano; a synthesizer; recording technology; a stereo system; elementary student instruments; bulletin boards; dry erase boards; interactive whiteboard; room darkening window treatments; loose rug for sitting on the floor; retractable wall between the music classroom and the gym. storage for chairs and music stands for K-4 music classes, appropriate cabinetry.



## Art Studio

The art studio should meet the state requirement for size as appropriate for the school's enrollment. It should include appropriate student furniture, networked technology with projection and printing capabilities, and project storage. Significant storage for art supplies and equipment is desired. A kiln would allow for the continuation of pottery work within our curriculum. Student and adult accessible sink space is important. Walls space should allow for display of student work, and display cases for three-dimensional artwork would be ideal.

### SPACE:

Final space: 1 art classroom approximately 1000 square feet in size

Construction: Tile floors, efficient lighting, and suspended acoustical ceilings will be installed. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials. Special attention will be given to maximizing natural light in this space.

FF&E: Student tables and chairs; desk, chair and new computer for instructor; storage cabinets for art supplies and equipment; storage for student projects; bulletin boards; dry erase boards; interactive whiteboard; room darkening window treatments; loose rug for sitting on the floor; multiple deep sinks with hot and cold water; kiln and shelves in separate room, appropriate cabinetry.





### **Work Space for Support Staff**

Support staff provides resources for students, teachers, and parents to enable the greatest possible growth in learning for children. Some support staff work directly with students, some work with teachers, and some work to support collaboration among all people within the school community. In the 21st Century, schools must acknowledge the valuable contribution of support staff to student learning and provide these people with appropriate space to conduct their important work. Support staff members include the nurse, psychologist, social worker, speech clinician, and academic specialists

The nurses' work spaces should be large enough to meet state guidelines for each school. These spaces require the means for attending to the health needs of the students and providing privacy. Each space needs an office and a room for a series of cots, enclosed by curtains. The nurses' bathrooms must be large enough to accommodate children in wheelchairs. A dedicated phone line is essential to ensure emergency access in addition to networked technology and printing capabilities. Counter space, a refrigerator (connected to emergency power), treatment space, and a locked drug cabinet are necessary for providing satisfactory levels of care as well as a locked file cabinet.



The school psychologists and social workers play a vital role in maintaining the emotional security of our students, testing to identify learning difficulties, and providing connections between home and school. Their spaces (which can be shared within a building) require networked technology and printing capabilities, furniture and space for small group sessions, sufficient shelving, and a private telephone line. For legal purposes, acoustics must be carefully considered so that sensitive testing and counseling can proceed in a private environment. Each professional assigned to this space requires a personal desk/filing cabinet.

The speech/language clinician supports learning by teaching students language development and helping them process and combine sounds correctly, which is the precursor to successfully learning how to read. Children who are unable to hear, and pronounce sounds so that they can be clearly understood orally, are at a distinct disadvantage in trying to recognize abstract symbols that stand for sounds that eventually become words on a page. Acoustics must be carefully considered, as sound interference from outside the space is severely detrimental. Access to networked technology and printing capability along with specialized technology required for this specialized work is necessary, along with appropriate furniture and storage.

All classrooms will include appropriate state of the art technology necessary for the instructional programs.



The reading and academic support teachers are responsible for helping individual students identifying and locating appropriate teacher instructional materials, testing students, providing staff development workshops and programs, and working in classrooms with teachers to improve instruction. The academic support teachers can share an office that has a desk for each person with networked technology and printing capabilities, appropriate cabinetry.



All classrooms will include appropriate state of the art technology necessary for the instructional programs.

Space for a table and chairs that can accommodate small groups of teachers and/or students with whom the teachers will be working is needed. A white board for teaching and planning purposes, as well as a storage area and bookcase will increase efficacy of this work.

**SPACES:**

Final space: Title 1/spare office of approximately 120 square feet  
Construction: This must include carpeting and appropriate lighting. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials.  
FF&E: New desk and chair; new computer is needed; bookcase. Small table and four child-sized chairs are needed for small group work, filing cabinet with lock All classrooms will include appropriate state of the art technology necessary for the instructional programs, appropriate cabinetry.

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Final space: Speech office of approximately 120 square feet  
Construction: This must include carpeting and appropriate lighting. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials.  
FF&E: New desk and chair; new computer is needed; bookcase. Small table and four child-sized chairs are needed for small group work. All classrooms will include appropriate state of the art technology necessary for the instructional programs, appropriate cabinetry, filing cabinet with lock

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Final space: Literacy closet of approximately 240 square feet  
Construction: Tile floor and appropriate lighting. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials.  
FF&E: New desk and chair; new computer is needed; bookshelves along the walls. Small table and four child-sized chairs are needed for reading groups. All classrooms will include appropriate state of the art technology necessary for the instructional programs, appropriate cabinetry.

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Final space: 5 special education offices of approximately 150 square feet each  
Construction: This must include carpeting and appropriate lighting. All new construction will comply with current codes, will address current and anticipate future technology, and will utilize energy efficient materials.  
FF&E: New desk and chair; 2 new computers are needed for students to access online/adaptive instruction; new bookcase; 2 guest chairs. Table and chair for small group instruction (up to 5 seats), All classrooms will include appropriate state of the art technology necessary for the instructional programs, and cabinetry/storage.

## **BUILDING SYSTEMS**

### **Educational Technology**

Today, kindergartners often enter school with technological abilities. Information and multi-media technologies are no longer an “add on” or supplement to the curriculum. Rather multi-media skills have become essential tools in the learning process in virtually every part of the curriculum in elementary schools. Multi-media skills are crucial to the acquisition of knowledge and to the development of lifelong learning skills as the ability to read and write. Students today utilize technology to process and apply new learning, for the production of meaningful work and for authentic publishing purposes. It is through technology that students interact with course content as well as on-line access in new and innovative ways and with the world beyond their classrooms. Assistive technology supports increased student achievement for all students. For the comprehensive integration of technology, building footprints benefit from being equipped with high speed, wireless Internet, and video access. Generator

Instructional spaces, which provide for teacher workstations and projection capabilities, encourage integration of technology into lessons. Networked machines and printers significantly enhance student production, as does the availability of sufficient multi-media technology. Telephones and other communication devices used within the school and outside the school support the strongest of security plans.

**Network & Data Space** The main function of this space is to allow for deployment, distribution, and repair of the schools technology equipment. This space should include anti-static workbenches with multiple electrical outlets and network drops. Proper shelving and storage space in this area is also key. There should also be enough space for a separate room with two desks with workstations. The room should be equipped with independent electrical circuits and backed up by generator power. The schools’ network/data rooms must also be located next to the Technology Workroom. It will be properly ventilated and have room for expansion.

### **Infrastructure Technology Acoustics and Auditory Devices**

Classroom acoustics must conform to the American National Standards Institute (ANSI) issued standard S12.02, which limits background noise to a maximum of 35 decibels (dBA). To meet the needs of all students with auditory issues, all classrooms will be equipped with sound systems.

### **HVAC**

Schools should be air-conditioned to provide the healthiest possible climate. Often a computerized building management system controls the classroom environment by constantly monitoring and adjusting indoor air quality to meet environmental quality standards. It is only through air conditioning and other technology that schools are able to meet the health needs of a growing number of students, needs that today are requiring school systems across the country to install inefficient and poorly effective window units in classrooms. Building management systems should be consistent/compatible with systems currently in place in district. AC for gym is an option that should be considered.

### **Telecommunications and Electrical Systems**

Every new school needs a built-in telecommunications infrastructure for within and outside the school building, and—because electrical needs have grown inexorably should be equipped with a power distribution system that’s much more generous and sophisticated than those of the past. Again, high speed, wireless Internet access is a necessity. Schools require back-up regeneration (redundancy of systems) for both data and telecommunications.

Provisions should be made to include a site generator or to provide whatever necessary for a future installation of a generator.

### **Security**

A safe environment enhances learning. Therefore, the buildings require security technology. A security system that controls entry and egress, emergency lighting, video monitoring, emergency communication with the classrooms from the administration suite and vice-versa, communication with outside the building from all areas of the building, connections to town emergency personnel etc. meets safety needs.

- Security: Currently there is security system in West Vine Street Elementary School. As part of this project, a security system will be added to the entire facility.
- Public Address: The public address system will be upgraded and replaced as part of the project, and all instructional and support spaces will be affected.
- Technology: Current technology standards and anticipated future standards are being explored. The most up-to-date voice/video/data systems will be added to all instructional and support spaces within this school. A WAN will be installed and this building will be networked to the other schools and board of education offices within Stonington (Technology within the existing facility is limited to the school administration and the library.)
- Phone System: Currently, West Vine Street Elementary School has only intercoms within each classroom. As part of the proposed project, a comprehensive phone system will be integrated with the technology component of the project, and phones will be installed throughout the facility. All support and instructional spaces will be addressed.
- Clocks: The clocks at West Vine Street Elementary School will be replaced and upgraded. Like the phone system, they will be integrated into technology improvements at the facility. All support and instructional spaces will be addressed.
- Fire Sprinkler: Fire sprinklers shall be included.

## 5. INTERIOR BUILDING ENVIRONMENT

- Acoustics:** Ceilings: Ceiling will be replaced throughout the renovated space. In the new portions of the building, suspended acoustical ceiling will be installed.  
Walls: Classroom walls will be constructed of concrete masonry units. In specialized areas such as the new media center, acoustical treatments will be installed. Walls within all offices will be treated with vinyl wall covering.
- Power:** The power distribution system will be completely replaced and upgraded, as required to serve the enlarged facility. An emergency power system will be installed.
- Lighting:** All renovated spaces will have existing lights replaced as appropriate for the new space usage and as necessitated by redesign of ceiling. In the new portions of the building, lighting will be energy efficient.
- HVAC:** Heating: The existing electric heating system will be completely replaced with a new hot water heating system. Existing pneumatic controls will be replaced with DDC controls.  
Ventilating: Currently there are parts of Deans Mill School with inadequate mechanical ventilation. As part of this project, a new mechanical ventilation system will be installed.  
Air Conditioning: The portions of the existing facility that will remain after demolition do not have central air conditioning; some of the offices have window units. As part of this project, a central air handling unit will be installed to air condition all instructional spaces, the media center (including computer lab/server location), and the administrative offices.
- Plumbing:** The existing plumbing system will be completely renovated, with new high efficiency fixtures throughout, compatible with both the plumbing code and handicapped accessibility requirements.
- Windows/Doors:** All existing windows will be replaced with energy efficient operable units as part of this project. Windows in the building extension will be energy efficient and of a type that can be opened at the top and/or bottom to allow for natural ventilation. All interior and exterior doors will be replaced.

## 6. SITE DEVELOPMENT

### **Ingress/Egress/Parking**

The plan must be designed to separate bus areas, student drop off areas, staff parking, and visitor parking. Parking needs to be increased for sufficient and safe drop off/pick up and for events.

### **Future Growth**

The potential for expanding for future enrollment growth must be considered in developing the site plan. Specifically an area for a potential community health clinic should be included.

Site Acquisition:	Not applicable.
Parking:	As part of the site renovations, the number of parking spaces will be increased from approximately 100 to approximately 180, for both staff and visitors. ADA requirements will also be addressed for parking and passenger loading zone.
Drives:	A new bus access and driveway will be built, arranged to separate the bus and car traffic at times of drop-off and pick-up.
Walkways:	Serving the new building entrance, all new walkways will be added to the site.
Outdoor Play Areas:	The current playground and playground equipment will be replaced near the building expansion area, including a new hard-surface play area. A new playscape will be installed to serve the youngest students, located near the Kindergarten wing.
Landscaping:	The existing running path and soccer field will be outside of the areas being disturbed for the building extension and enlarged parking area. Trees along the south end of the school will be removed to accommodate the building extension. At the conclusion of construction, trees and other greenery will be planted to complement the building and site. Only areas affected by construction will be impacted. The remainder of the school's landscaping will be unaffected. Trees will be planted a sufficient distance from the building to avoid future maintenance problems. Consideration will be given to safety and security when placing foliage around walkways and areas of building access.
Site Improvements:	Along the front of the school, two new bike racks will be installed. As well, benches will be installed in appropriate locations around the new building entrance. All of these items are new and not replacement. A new flag pole will be installed related to the front entrance of the school.

7. **CONSTRUCTION BONUS REQUESTS**

West Vine Street Elementary School does not house any of the special programs eligible for a school construction bonus.

School Readiness:	C.G.S. 10-285a(e)--Not applicable.
Lighthouse Schools:	C.G.S. 10-285a(f)--Not applicable.
CHOICE:	C.G.S. 10-285a(g), as amended--Not applicable.
Reduced Class Size:	C.G.S. 10-285a(h)--Not applicable.
Regional Vo-Ag Center:	C.G.S. 10-65--Not applicable.
Interdistrict Magnet School:	C.G.S. 10-264h--Not applicable.
Interdistrict Cooperative School:	C.G.S. 10-158a--Not applicable.
Regional Special Education Center:	C.G.S. 10-76e--Not applicable.

8. **COMMUNITY USES**

West Vine Street Elementary School will be designed to facilitate activities during the school hours, before and after school hours, and throughout the calendar year.

- Stonington Community Center day care services will be provided in the cafeteria before and after school
- PTO will use the media center and conference rooms for meetings before and after school; as well, note that they have an office and storage space within the building
- The Recreation Department will use the gymnasium for activities evenings when it is not being used by the students
- Summer Enrichment Programs/ Summer School will be held here
- Neighborhood and City-wide Community Meetings take place in the evenings
- Community events and local programs utilize the school for events and other activities