

**Town of Stonington
K-12 Building Committee
Special Meeting Minutes
Monday, May 4, 2015 - 7:00pm
Central Office, Old Mystic, CT**

Members Present: Rob Marseglia, Chairman, Bill Sternberg, Vice Chairman; Julie Holland, Secretary; George Crouse, Deborah Downie, Rob Sundman, and Mike Fauerbach

Late Arrival: Kathy Sanford, 7:53pm

Members Absent: June Strunk

Recording Secretary: Sandy Tissiere

Guests and Citizens: Jim Barrett, and Paul Moore, DRA; Alica Dawe, Principal, West Vine/West Broad Street Campus; and citizens Don Fiore and Tom Fiore

1. Call to Order

Chairman Rob Marseglia called the meeting to order at 7:01pm

2. Approval of outstanding minutes

The following motion was made by Julie Holland and seconded by Deborah Downie:

Motion: To approve the minutes of April 8, 2015 as presented.

All: Aye

3. Architect Report

Mr. Barrett congratulated the committee for the passing of the referendum for the Elementary Modernization Project. He complimented the committee and community on their commitment to this project and thanked them for including their team in the process. He distributed the Grant Application (Form #D049) Submission Checklist (Attachment 1). This checklist lists all documentation to be included in the grant application package to the state. There are ten items on the list to be fulfilled, with items 7 and 8 being non-applicable. Each item was discussed in detail regarding what information already existed, what information was needed, who was responsible for providing the information, and the importance of the format of the document. The Board of Education Pre-K-5 Education Specifications was discussed, as this document requires reformatting to be specific for both West Vine Street School and Deans Mill School. Mr. Barrett distributed a draft Program of Spaces - D-2 Option for West Vine Street School and Deans Mill School (Attachment 2) and a Draft Schedule Pre-K-5 Education Specifications for West Vine Street School (Attachment 3). He explained this document is a draft for formatting purposes. Alicia Dawe, Principal of West Vine Street/West Broad Street Campus told the committee she was meeting with Dr. Riley, Superintendent, on Wednesday morning and would discuss the required school district information. She will also work with Jennifer McCurdy, Principal of Deans Mill School, to ensure consistency of both documents. The committee will develop a timeline for the checklist information at their next meeting for a submission date to the state by mid-June.

4. Acknowledgements

The Acknowledgements document accompanies the final hardcopy report from DRA. The document (Attachment 4) was distributed. The committee edited the document updating the list.

5. Discussion of Edits (Stonington Items)

This Item was discussed under Item 3, Architect Report.

6. Adjourn

The following motion was made by Bill Sternberg and seconded by Julie Holland:

Motion: To adjourn the meeting at 8:49pm

All: Aye

Julie Holland, Secretary

RECEIVED FOR RECORD
STONINGTON, CT
15 MAY - 8 AM 10:15
CYNTHIA LADWIG
TOWN CLERK

GRANT APPLICATION (FORM ED049) SUBMISSION CHECKLIST

Revised April 2008

All documentation listed below must be included in the grant application package submitted in order for the application to be considered complete. Although Form ED049 is required to be submitted electronically via the School Construction Grant Management System (SCGMS), the supplemental documentation listed below is required as indicated in order to complete the electronic application.

- DRA / SPS 1. Form ED049 electronically submitted via SCGMS at www.csde.state.ct.us.
- SPS 2. Certified copy of resolutions from the local legislative body (*not* the Board of Education):
- (i) establishing a building committee;
 - (ii) authorizing at least the preparation of schematic drawings and outline specifications; and
 - (iii) authorizing the filing of the grant application.
- DRA / SPS 3. Complete educational specifications for the project.
- SPS 4. Board of Education's written approval of educational specifications.
- SPS 5. Documentation of locally authorized funding (i.e. certified referendum language and vote count; budget page(s) containing funding for the project and date budget was passed, etc.) in an amount sufficient to cover the local share. Where locally authorized funding references more than one project, a cover letter providing an allocation of the funding also needs to be provided.
- DRA / SPS 6. Enrollment projection in support of the highest eight-year projected enrollment for all projects *except* code violation, roof replacement, Board of Education space, and certified indoor air quality emergency projects.
- not applicable 7. Vo-Ag equipment list, if applicable.
- not applicable 8. Formal approval from the appropriate SDE programmatic office for vo-ag projects (equipment and/or construction), interdistrict magnet projects, and regional special education center projects.
- DRA 9. Completed cost estimating worksheet Part B for any project with costs in excess of \$2 million.
- SPS 10. This checklist signed by contact person listed on Form ED049.

 Contact Person's Name

Signature

Phone

Notes: *For Priority List projects, the local resolutions, Board of Education approval of educational specifications, and locally authorized funding need to all be executed prior to the June 30 deadline.*

Incomplete grant applications will only be assigned a temporary project number. No state grant commitments can be given for grant applications with temporary project numbers.

Stonington Public Schools Study

2/23/2015

WEST VINE STREET SCHOOL**DRAFT**

Program of Spaces - D-2 Option

Classrooms:	Number	Size Each	Total Area	Capacity (Students)	Comment
Pre-Kindergarten	1	1200	1,200	32	1200 s.f., incl. Toilet
Kindergarten	4	1200	4,800	76	1200 s.f., incl. Toilet
Grade 1-2 Classrooms	7	900	6,300	140	
Grade 3-4 Classrooms	8	750	6,000	184	
Grade 5 Classrooms	3	750	2,250	72	
TOTALS:	23		20,550	504	411 Enrollment
Specialized Spaces:	Number	Size Each	Total Area	Capacity (Students)	Comment
Art	1	1000	1,000		1000-1200 s.f.
Art Storage & Kiln	1	140	140		
Music	1	1000	1,000		1000-1200 s.f.
Music Storage	1	140	140		
Reading	2	120	240		
Literacy Closet	1	120	120		
Cafeteria	1	2685	2,685	537	15 s.f. per seat; 3 seatings
Kitchen	1	1200	1,200		1300 s.f. plus 1/meal over 300
Gym	1	6000	6,000		3000 s.f. per teaching station
PE Office	1	140	140		
Gym Storage	1	300	300		
Library (IMC)	1	1860	1,860		
Library Support Rooms	2	140	280		Office, workroom, head end
Computer Lab	1	1000	1,000		1200 s.f.
Special Education Classrooms	2	750	1,500		
SPED Office	4	120	480		
Speech	1	120	120		
OT/PT	2	220	440		
Title I	1	120	120		
Psychologist	2	120	240		
Health Suite	1	480	480		300-750 s.f.
Conference	1	250	250		
Main Office	1	1000	1,000		
Teachers' Planning	1	600	600		
Spare Office	1	120	120		
Supplies & Book Storage	2	200	400		
Custodial Office & Storage	1	140	140		
Subtotal of net spaces:	36		42,545	75%	
Mech., toil., circul., structure			13,855	25%	26% Exist. Ratio
TOTAL Gross Square Feet:			56,400	100%	

48,500

DEANS MILL SCHOOL**DRAFT**

Program of Spaces - D-2 Option

Classrooms:	Number	Size Each	Total Area	Capacity (Students)	Comment
Pre-Kindergarten	1	1200	1,200	32	1200 s.f., incl. Toilet
Kindergarten	4	1200	4,800	76	1200 s.f., incl. Toilet
Grade 1-2 Classrooms	9	900	8,100	180	
Grade 3-4 Classrooms	9	750	6,750	207	
Grade 5 Classrooms	4	900	3,600	96	
TOTALS:	27		24,450	591	538 Enrollment
Specialized Spaces:	Number	Size Each	Total Area	Capacity (Students)	Comment
Art	1	1000	1,000		1000-1200 s.f.
Art Storage & Kiln]	1	140	140		
Music	1	1000	1,000		1000-1200 s.f.
Music Storage	1	140	140		
Reading	2	120	240		
Literacy Closet	1	120	120		
Cafeteria	1	2685	2,685	537	15 s.f. per seat; 3 seatings
Kitchen	1	1200	1,200		1300 s.f. plus 1/meal over 300
Gym	1	6000	6,000		Sized for all-school event
PE Office	1	140	140		
Gym Storage	1	300	300		
Library (IMC)	1	2260	2,260		
Library Support Rooms	2	140	280		Office, workroom, head end
Computer Lab	1	1200	1,200		1200 s.f.
Special Education Classrooms	2	750	1,500		
SPED Office	6	120	720		
Speech	1	120	120		
OT/PT	2	220	440		
Title I	1	120	120		
Psychologist	2	120	240		
Health Suite	1	480	480		300-750 s.f.
Conference	1	250	250		
Main Office	1	1000	1,000		Up to 800 s.f.
Teachers' Planning	1	600	600		
Spare Office	1	120	120		
Supplies & Book Storage	2	200	400		
Custodial Office & Storage	1	140	140		
Subtotal of net spaces:	38		47,285	75%	
Mech., toil., circul., structure			15,415	25%	26% Exist. Ratio
TOTAL Gross Square Feet:			62,700	100%	

61,100

PK-5 Education Specifications
Approved by BOE – _____, 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.

(Add discussion of space needs, refer to facility study, projected enrollment, programmatic changes, upgrades to building systems, and any other justifications you wish to provide.)

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
- (other...)

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
- Overhead door with appropriate loading dock

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 or the Family Resource Center being near the preschool.

Family Resource Center

A room and office space for the Family Resource Center must be provided.

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 1. 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.

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

Grades Pre-K through 2

Based on projected enrollments, we envision twenty-three 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 900 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.

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
FF&E: for each classroom: 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

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 800 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

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.
Final space: 1 general classroom of approximately 800 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

Current space: 1 art 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 800 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

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. [THIS NEEDS REVIEW: There should be one dedicated special education classroom per grade level.] Additionally, two smaller rooms are needed in each elementary building 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 900 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 countertop and sink area; bulletin board and dry erase board

- 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 1000 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 countertop and sink area; bulletin board and dry erase board

Multipurpose Room

All students require enrichment experiences differentiated to address their unique talents. The multipurpose room will provide a flexible space for enrichment experiences and community use. School groups may use this room for an array of purposes, including, but not limited to, science activities with involved set up not practical for classrooms, improvisational theater, music or academic fairs, art galleries, or a living museum. Community groups might find this flexible space useful for club activities, meetings, workshops, etc. The number of potential uses for this space would increase significantly if it were equipped with a ceiling projection system, speakers, a large screen, and public address system.

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, multi-purpose room, 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. Two new warming ovens will be added where none existed before.

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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: 18 new folding tables with adjoining seats

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, lighting and sound system

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, casework and sink.
- Final space: Teachers' workroom of approximately 600 square feet; two psychologist offices (see below); a visitor office of 120 square feet; 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. Balance of existing equipment will be reused.

- 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.

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 two treadmills, 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. There should be a computer workstation with printing capabilities to accommodate data gathering and display of progress monitoring. Locking file cabinets, bookshelves and shelving for storage would be ideal.

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 300 square feet
FF&E: [NEEDS DEFINITION] Include structural support in ceiling for swing.

Current space: 1 stairway of approximately 220 square feet
Construction: Space will be gutted and reconfigured to provide an occupational therapy room.
Final space: Occupational therapy room of approximately 220 square feet
FF&E: [NEEDS DEFINITION].

Storage

Adequate storage is critical for the efficient implementation of curricular initiatives. In addition to storage areas adjacent to the gymnasium, cafeteria, multi-purpose room, library/media center, art and music suites, and adequate storage areas are required to store instructional materials, supplies, equipment, and furniture.

SPACES:

Current space: 1 storage room of approximately 300 square feet
Construction: To continue as instructional storage. No major construction. Room will be repainted.
Final space: Instructional storage space of approximately 300 square feet
FF&E: Much of existing shelving to be reused. However, some additional shelving and other storage units will be required.

Current space: 1 storage room of approximately 240 square feet
Construction: To continue as instructional storage. No major construction. Room will be repainted.
Final space: Instructional storage space of approximately 240 square feet
FF&E: Much of existing shelving to be reused. However, some additional shelving and other storage units will be required.

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: Media Center of approximately 3,140 square feet
Construction: Room will consist of two primary spaces: Library and Computer Lab. There should also be an enclosed administrative area to accommodate at least two people/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.

D R A F T 5/4/2015

FF&E: Library: casework for administrative area; 20 new shelving units for books; 2 computer workstations (new); 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.

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 1. 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.

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

Grades Pre-K through 2

Based on projected enrollments, we envision twenty-three 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 900 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.

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:

Final space: 1 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.

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.

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.

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 a private toilet room, 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 4 chairs; interactive whiteboard. A new computer is required.

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.

Final space: Front Office of approximately 550 square feet
Construction: This must include a window. It must be adjacent to the main entrance to the school and must also be near the other administrative offices. [NEED STATEMENT ABOUT NEW SCHOOL SAFETY STANDARDS] It should include space for a minimum of two workers, and it will house the main

communications/public address functions for the school. 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.

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.

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).

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) 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.

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.)

Final space: Physical education office of approximately 140 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: New desk and chair. New computer is needed. New bookcase. White board. Storage shelves.

Final space: Gym storage of approximately 300 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.

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: 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; 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.

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.

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' workspaces 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.

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.

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.

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 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. Whiteboard.

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. Whiteboard.

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. Whiteboard.

Final space: 4 special education offices of approximately 120 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; new computer is needed; new bookcase; 2 guest chairs.

4. **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.

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.

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.

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.

(FOLLOWING NEEDS TO BE CUSTOMIZED FOR STONINGTON)

- Security:** Currently there is no 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 Smithetown. (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.

5. **INTERIOR BUILDING ENVIRONMENT**

(NEEDS TO BE CUSTOMIZED FOR STONINGTON)

- Acoustics:** **Ceilings:** Ceiling will be replaced in limited areas where reuse is not possible (e.g., where walls are demolished or moved due to change in room use and it will not be possible to reuse the existing ceiling grid). In other situations and where possible, all existing ceilings will be unaffected/maintained or reused. 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.
- Lighting:** If the programmatic use of existing space is changed (e.g., library converted to offices), the lighting design will be modified and lights replaced as appropriate for the new space usage and as necessitated by redesign of ceiling. Where possible, all existing lighting will be unaffected/maintained or reused. (An exception to reuse is the gymnasium where the lighting is being replaced due to general age and condition. We are aware that this is not eligible for reimbursement.) In the new portions of the building, lighting will be energy efficient and cosmetically similar to that within the existing building.
- HVAC:** **Heating:** An additional (second) boiler will be installed to handle the increased needs of the new building wing.
Ventilating: Currently there is no mechanical ventilation within West Vine Street Elementary School. As part of this project, a mechanical ventilation system will be added.
Air Conditioning: The existing facility does not have any form of 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:** Modifications will be made to the existing system for increased capacity related to the extension or if required by code (e.g., fixture count adjustments, changes to septic system/flow). A second hot water heater will be added. New piping will be for the extension only; no replacements to existing. Septic System will be surveyed for compliance with increased flows; modifications will be made as necessary.
- 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. Interior doors will be replaced as necessary when doorways are widened for ADA reasons. Entrance doors may also be replaced if modifications for ADA require changes. Other exterior doors will not be affected by construction.

6. **SITE DEVELOPMENT**

Ingress/Egress/Parking

The plan must be designed to separate bus areas, student drop off areas, staff parking, and visitor parking.

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.

(NEEDS TO BE CUSTOMIZED FOR STONINGTON)

- Site Acquisition:** Not applicable.
- Parking:** Due to the location of the building extension on the site, it will be necessary to relocate an existing parking lot and also to increase (by approximately 30 percent) the number of parking spaces. ADA requirements will also be addressed for parking and passenger loading zone.
- Drives:** Modifications to the entrance of the building require relocation of the bus access and driveway.
- Walkways:** Proximate to the building entrance, all walkways will be resurfaced due to general age and condition. Some new walkways will be added.
- Outdoor Athletic Facilities:** The current playground will be unchanged as a result of construction; however, a new accessible playscape will be put in to replace the equipment currently on site which is not accessible. As well, a baseball/softball diamond and backstop will be put in where none previously existed.
- Landscaping:** Trees along the west 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

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entrance. All of these items are new and not replacement. The flag pole will be removed from its original location, moved, and reinstalled after redesign of the driveway and bus access are completed.

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.
Full-day Kindergarten:	C.G.S. 10-285a(h)--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.

(NEEDS TO BE CUSTOMIZED FOR STONINGTON)

- Adult Education will be offered in the evenings
- YMCA 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 will be held here
- Neighborhood and City-wide Community Meetings take place in the evenings
- Boy and Girl Scout programs are run here after school as are several other youth clubs
- Community Choral performances and productions take place in the cafeteria during summer evenings

Stonington Public Schools – Elementary School Modernization Program

Acknowledgements

*To be revised

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George Crouse, First Selectman
June Strunk, Board of Finance
Deborah Downie, Board of Education
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