

**Town of Stonington  
K-12 Building Committee  
Special Meeting Minutes  
Thursday, May 21, 2015 - 7:00pm  
Central Office, Old Mystic, CT**

**Page 1**

**Members Present:** Rob Marseglia, Chairman; Bill Sternberg, Vice Chairman; Julie Holland, Secretary; June Strunk, Deborah Downie and Rob Sundman

**Members Absent:** George Crouse, Kathy Sanford and Mike Fauerbach

**Recording Secretary:** Sandy Tissiere

**Guests and Citizens:** Van Riley, Superintendent; Kathy Irvine, West Vine Street/West Broad Street Assistant Principal and interested citizens

**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 Bill Sternberg:

**Motion:** To approve the minutes of May 4, 2015 as presented.

All: Aye

**3. Review of Space usage and education specification documents**

At the last committee meeting, the ED049 Grant Application Submission Checklist was discussed. Superintendent Riley and his staff worked on items 3, Complete educational specifications for the project, and item 6, Enrollment projection in support of the highest eight year projected enrollment. He shared a draft document of this information (Attachment 1) with the committee for review. As the size of the document was too lengthy to review at the meeting, the committee compared the West Vine Street and Deans Mill Program of Spaces-C2 Option. Dr. Riley explained some of the space sizes were adapted as needed per school. As square footage of the actual building could not increase, the configuration of the use of the space could be adjusted according to the needs of the student population. Changes in various areas were discussed such as an extra office space next to the health suite that could have multiple uses; the size of the space needed for the physical therapist, and how many special education classrooms were needed.

The committee discussed the importance of having end user input in the actual design plan. A design committee could be created with staff and community members. The committee will visit recently built or remodeled elementary schools to discuss with their staff what is working and what they would change. The committee will do their due diligence to ensure the district receives the elementary schools needed for the best education for the children of Stonington.

**4. Discussion of ED049 (Stonington Items)**

**Item 1,** Form ED049 electronically submitted via SCGMS at [www.csde.state.ct.us](http://www.csde.state.ct.us) was discussed. The target date for grant submission is June 15, 2015. **Item 2,** Certified copy of resolutions from the local legislative body (not the Board of Education)... will be addressed at a Special Town Meeting on June 17. The committee discussed how this is after the targeted submission date and would be too close to the final submission deadline of June 30. Bill Sternberg will contact the town hall to attempt to get the Special Town Meeting held sooner. **Item 3,** Complete education specifications for this project; the Deans Mill School and West Vine Street School specifications have been completed. The Pawcatuck Roof Project specifications are being worked on by Bill King. **Item 4,** Board of Education's written approval of educational specifications will be addressed at a Board of Education Special Meeting on May 27, as the specifications have been updated to include grade 5. **Item 5,** Documentation of locally authorized funding has been completed. **Item 6,** Enrollment projection has been done. **Items 7 & 8** are non-applicable.

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**Item 9**, Completed cost estimating worksheet... will be completed by DRA and **Item 10**, This checklist signed by contact person listed on Form ED049 will be signed by the Superintendent Riley.

**5. Acknowledgements (ACTION: for approval)**

The Acknowledgements list (attachment 2) was distributed and discussed. There was a correction needed, as the elementary assistant principal's names were transverse. Also, the committee suggested the Stonington Public Schools' staff be acknowledged for their assistance. Rob Marseglia and Sandy Tissiere will make the corrections and updates.

The following motion was made by June Strunk and seconded by Bill Sternberg:

**Motion:** To approve the Acknowledgements document as amended.

All: Aye

**6. Discussion – Construction Manager**

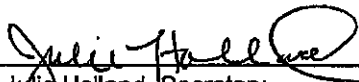
After the ED049 is submitted, there should be a construction manager in place to assist in the next stage of the project. The process of hiring a construction manager is the same as hiring the architect; an RFQ/RFP will need to be created. Sample RFQ/RFP's were distributed. Jim Barrett will attend the June 1<sup>st</sup> K-12 Building Committee special meeting to further discuss the Pawcatuck roof project timeline and fee schedule. The committee discussed project bonding and disbursement of money. They decided that to further understand the process of bonding, funding and other monetary information that Linda Savitsky or Jim Sullivan be invited to a future meeting.

**7. Adjourn**

The following motion was made by Bill Sternberg and seconded by Rob Sundman:

**Motion:** To adjourn the meeting at 8:42pm

All: Aye

  
\_\_\_\_\_  
Julie Holland, Secretary

# DRAFT

- Stonington Public Schools District Enrollment Projections
- Deans Mill School Program of Spaces – C2 Option
- Pre-K Through 5 Education Specifications – Deans Mill School
- West Vine Street School Program of Spaces – C2 Option
- Pre-K Through 5 Education Specifications – West Vine Street School
- Pawcatuck Roof Project/Specifications

**Stonington Public School District  
Enrollment Projections**

# STONINGTON SCHOOL DISTRICT ENROLLMENT PROJECTIONS

JANUARY 2014

PREPARED FOR:

STONINGTON SCHOOL DISTRICT

PREPARED BY:

 MILONE & MACBROOM®

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## INTRODUCTION

Milone & MacBroom, Inc. was contracted to develop enrollment projections for Stonington's School Feasibility Study. The district-wide and school-specific projections in this report are meant to serve as a planning tool for the ongoing facility study and serve as a guide for Stonington's planning and budgeting process.

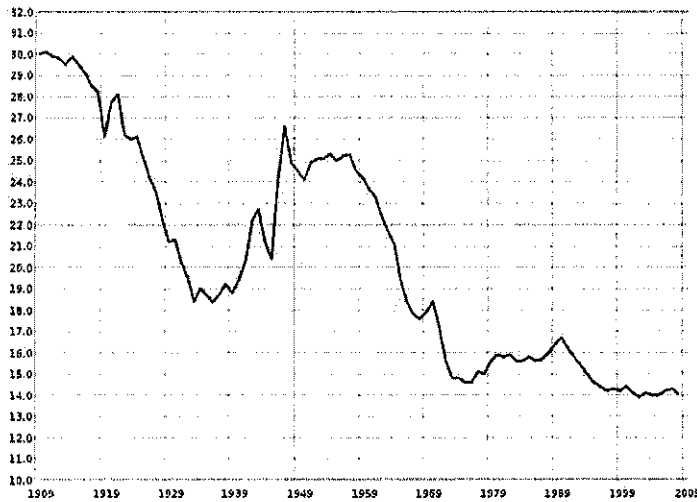
This report examines factors that influence school enrollments, namely trends in demographics, births, housing and development, economic conditions and private school enrollments. These trends are accounted for in the methodology used to project district-wide enrollments on a grade-by-grade level. As with any enrollment projection report, Stonington School District should pay close attention to the variables that are discussed in this report, as changes can impact enrollment. Through annual updates, enrollment projections can be fine-tuned to increase accuracy, providing Stonington School District with an on-going planning tool to assist them in determining the future direction of the district.

## DEMOGRAPHIC OVERVIEW

Following the nation's public school enrollment back over the last half century reveals demographic, economic, and social changes. The United States as a whole continues to undergo population shifts in public student enrollment, driven by past events including the baby boom, echo baby boom, sprawl and the development of suburbs, changing workforce composition, and technological advances. The baby boom of the late 1940s and 1950s was followed by the baby bust of the 1960s and 1970s. This gave rise to the echo baby boom of the 1980s, followed by the echo baby bust of the 1990s (see Figure 1). Nationally, districts are experiencing the enrollment declines from the echo baby bust. Looking back, the baby bust of the 1960s and 70s led to a rapid downsizing of the American family and the subsequent decline in school enrollment of the 1970s and 1980s. According to the 2010 Census, the size of a family as well as birth rate was at an all-time low in 2010.

According to the U.S. Census Bureau, Stonington's population increased by 3.57% from 2000 to 2010. This is compared to a 5.8% increase for New London County and a 4.9% increase for the State during the same time period. Neighboring Stonington experienced significantly slower growth than Stonington from 2000 to 2010, gaining only 0.5%. Other New London County, cities of Norwich and New London, gained at a quicker pace, Norwich gained 12.1% and New London 7.6% in that time period.

FIGURE 1: US BIRTH RATES 1909-2008, WITH BABY BOOM PERIOD HIGHLIGHTED



In line with State and regional trends, Stonington's population aged significantly between 2000 and 2010. The median age in Stonington was 46.8 in 2010, up 5 years or 12% from 2000 figures. The median age for the State in 2010 was 40, up 7% from 2000 suggesting that Stonington is aging more rapidly than the State as a whole.

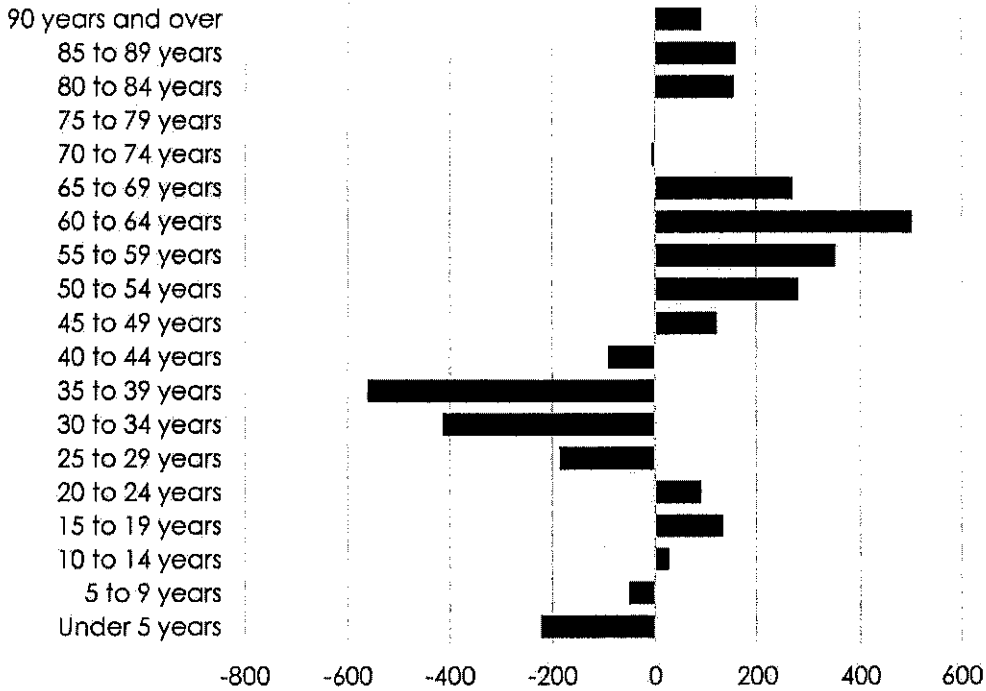
Looking more specifically at changes in population by age cohorts within Stonington, it is evident that Stonington has experienced a loss in young children and young working age population, despite slight increases in those 10-24. Figure 2 shows changes by age groups from 2000 to 2010. Of particular importance and confirming the birth trends discussed later is the loss of over 200 in the under 5 cohort. The dramatic decrease in in the 30-39-year old population and the sizeable increase in those over 50 years old further suggests a trend of an aging population. The loss of children and increase in older age groups evident in Figure 2 has implications on facilities and service planning for the Town.

The Connecticut State Data Center at the University of Connecticut and the Connecticut Department of Transportation have both projected populations for Stonington. The projections are shown in Figure 3. The projections show either moderate growth (consistent with the last ten years) or very flat population change. Given recent stagnant housing growth, discussed later in this report, the aging of the population and expected continued low birth rates, we expect slower growth in the total population over the course of the enrollment projections horizon.



FIGURE 2

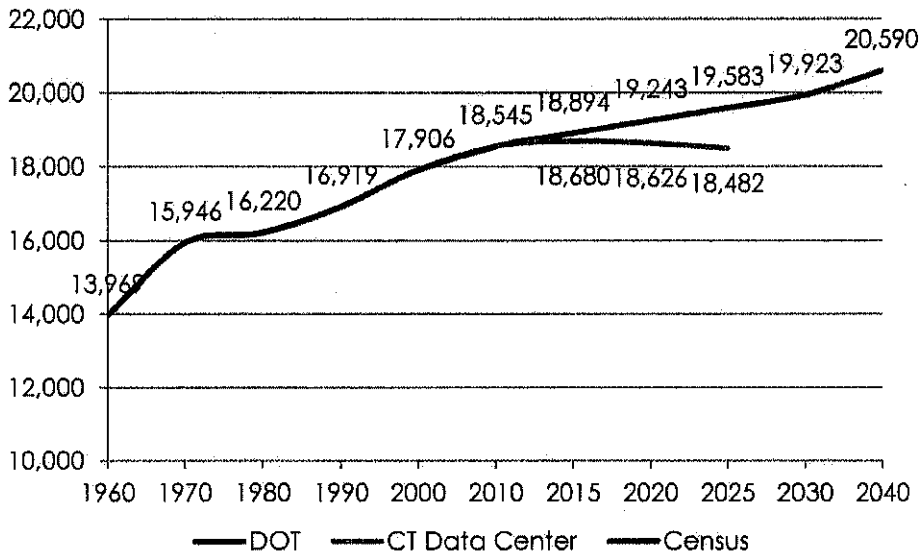
### Stonington Population Change by Age Cohort, 2000-2010



Source: US Census 2000, 2010

FIGURE 3

### Historic and Projected Population, 1960-2040



Source: US Census, Ct Data Center, CT DOT

## ECONOMIC AND EMPLOYMENT TRENDS

Over the past several years, New London County has seen its total employment decline by -4.4% as the region struggled through the most recent economic recession. The goods producing industries of construction and manufacturing were particularly hard hit, experiencing employment declines of -10.8% and -15.8%, respectively. Service producing industries as a whole only declined by -2.5%, although specific industries within the service producing realm saw much more significant declines. Information services had a decrease in employment of -29.4% between 2006 and 2011, and administrative & waste management; finance, insurance and real estate (FIRE); and government sectors all experienced significant declines in employment as well.

There were several economic bright spots in this data, however. The management of companies sector grew by 36.9% during the recession, and the wholesale trade sector increased its employment total by 30.3%. The transportation & warehousing; health care & social assistance; and accommodation & food service sectors also experienced strong gains in employment. The health care and social assistance sector had the largest numerical increase, adding 1,650 new jobs. Finally, the farming sector experienced a 3.6% increase in employment, although the raw number of new employees was still quite small in comparison to other larger employment sectors.

Stonington's economy is greatly impacted by changes in employment to the area's largest employers, the US Navy, Electric Boat, and Pfizer. The recent decision by the US Navy to order two submarines per year, rather than one has led to a recent uptick in workers at Electric Boat, both in manufacturing at the Quonset Point, Rhode Island facility, and in engineering and manufacturing in Groton and New London. As recently as the 15<sup>th</sup> of January, Electric Boat commented that it expected to hire 600 additional workers in southeastern Connecticut, both replacing workers lost to attrition, and adding new workers. Additionally, the replacement of the Ohio class submarines, beginning in 2021, will bring additional employees to the area. Conversely, the ongoing consolidation of Pfizer's operations away from Connecticut may move employees out of the area. The extent that these changes have on Stonington enrollments has been analyzed as part of the larger enrollment and demographics trends study, however, any increases or decreases in the overall employment or housing sales numbers that fall outside of the stated range of assumptions should be evaluated at such time that they occur.

Unemployment rates are strongly tied to both housing sales and births, and so the expected continued elevated unemployment figures for the next several years suggest that housing sales and births may continue at lower levels.

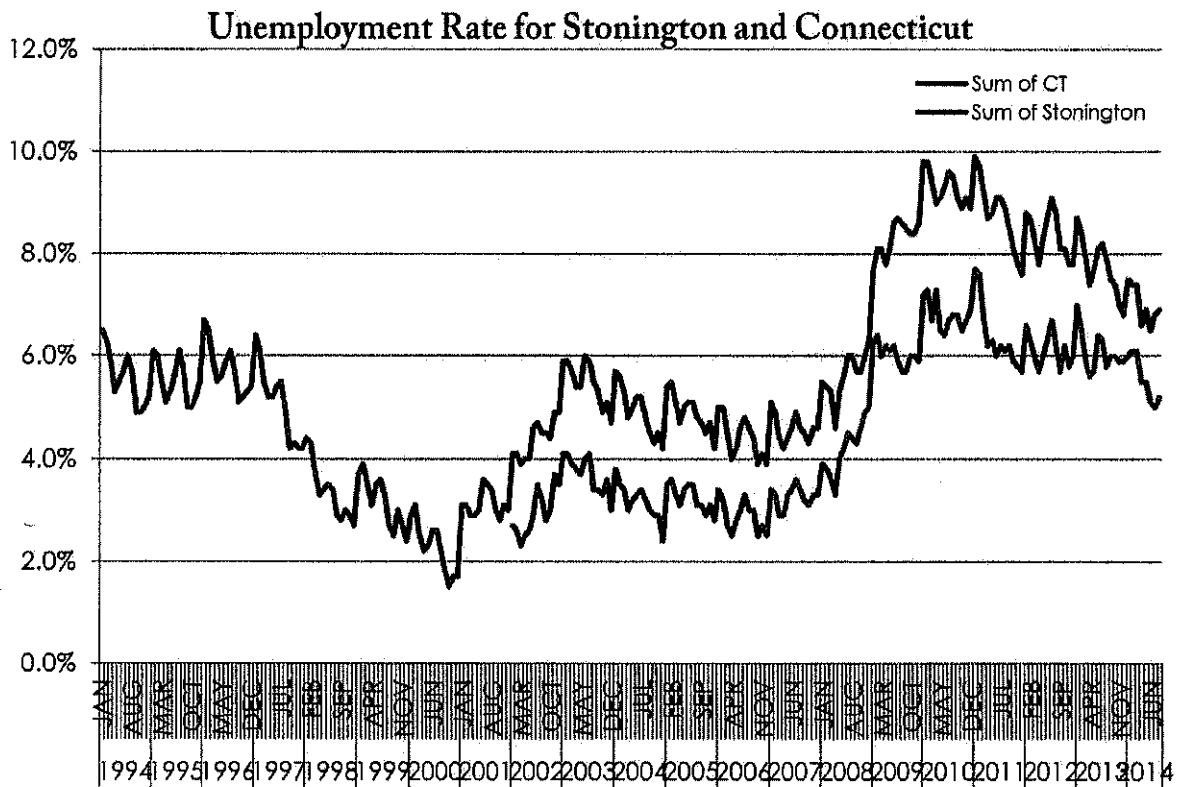
According to State Labor Market Information, these terms are defined as follows:

"Labor force measures are based on the civilian noninstitutional population 16 years old and over. People with jobs are counted as employed. People who are jobless, looking for jobs, and available for work are regarded as unemployed, and people who are neither employed nor unemployed are considered not in the

labor force. The unemployment rate represents the percentage of the labor force that is unemployed. Annual average data is published after benchmark revisions are made.”

The unemployment rate does not capture people who are institutionalized, cannot work due to a disability, or are otherwise not in the labor force. It also counts anyone over the age of 16 having any job as being employed, and so includes people who may be working part-time or underemployed. These are important caveats to using this data.

FIGURE 4



Source: Ct Department of Labor

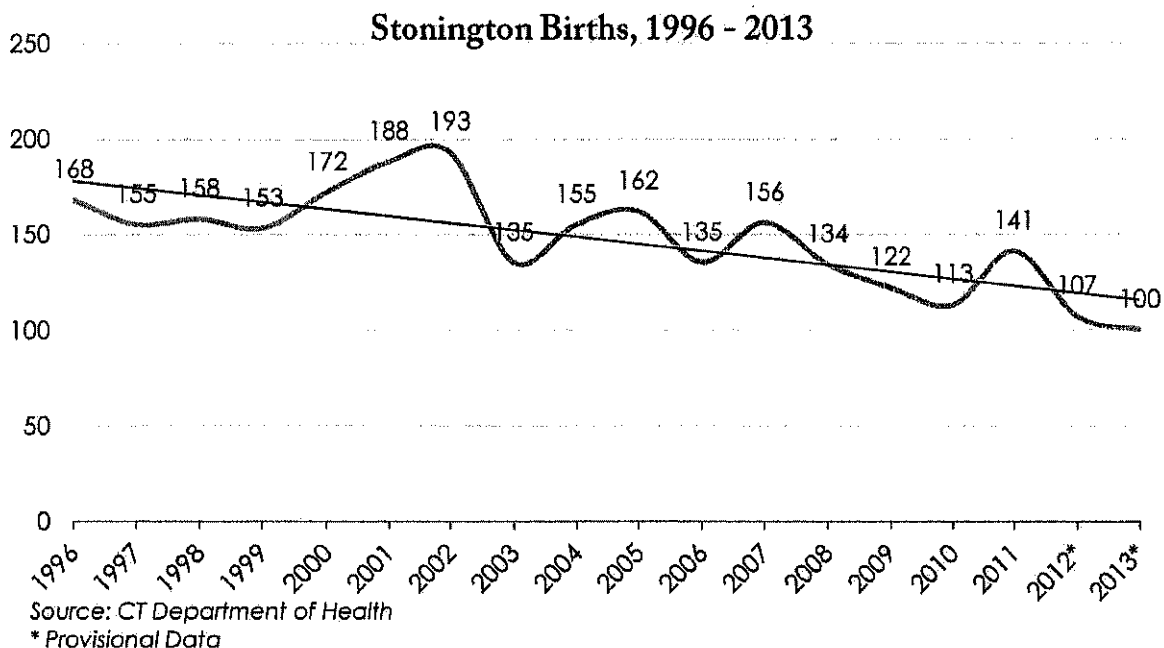
As shown in Figure 4, unemployment rates in Stonington have fairly closely followed total Connecticut unemployment rates. Between 2008 and 2010, during the start of the Great Recession, the unemployment rate in Stonington increased from an average between 2% and 3% to almost 8%. Over the past three years, unemployment rates are gradually beginning to decline, with rates averaging around 6% 2013. Most recently the unemployment rate in Stonington has fallen to nearly 5%, further suggesting an improving economy.

## BIRTH TRENDS AND PROJECTIONS

During the early to early-2000s, annual births in Stonington's were generally above 150, with a peak of 193 in 2003 (see Figures 5). The annual birth rate began to decline during the second half of the 2000s, and in 2010, the number fell below 120 births per year. There was a rebound in 2011 to 141 births, but the births appear to be down again in 2012 and 2013, however both of those are preliminary estimates. Preliminary estimates do not necessarily include all out of state births, and therefore in border town, like Stonington, trends should only be inferred from finalized birth counts. For the births occurring at Rhode Island hospitals, estimates from historic births have been included in these projections to develop conservative full year estimates. Additionally, the recent closing of the birthing center at The Westerly Hospital suggests that out of state births may have less of an effect on Stonington births in the future. In fact, preliminary birth projections from the Stonington Clerk's office for 2014 suggest 114 in-state birth, which is nearly double the estimate from 2013, further suggests this shift. Nevertheless, we do not anticipate a significant increase in the final 2012-2013 figures from the adjusted births provided in this report.

The Census Bureau recently lowered its national population projections partially as a result of lower forecasted birth rates. In addition, some demographers have suggested that as more women enter college, and more households and families increasingly rely on female earnings, fertility rates may remain low.<sup>1</sup>

FIGURE 5



<sup>1</sup> Mather, Mark, 2012. *Fact Sheet: The Decline in U.S. Fertility*, Population Research Bureau.

### Childbearing-Age Women

Table 1 below illustrates the historical data for the number of childbearing women in Stonington for the years 2000, 2005, and 2010 and the projected number of childbearing women for the years 2015, 2020, and 2025. The number of childbearing age women in Stonington is projected to decrease by 16.7% between 2010 and 2025. This decline is not unusual for the time period in New London County and Connecticut. The projections of females of childbearing age further suggest decreased birth rates may continue for the next few years. However, the age cohorts with the highest fertility rates (ages 20-34) are expected to decrease by far less, and between the cohort of 20-29 are expected to grow by over 30%.

TABLE 1

Trend of Childbearing-Age Females Aged 15 to 49 Years Stonington 2000-2025

Age Group	History		Projections			2010-2025 Change	
	2000	2010	2015	2020	2025	Number	Percent
15 to 19 years	459	479	646	593	507	28	5.85%
20 to 24 years	340	370	399	566	514	144	38.92%
25 to 29 years	448	355	287	316	482	127	35.77%
30 to 34 years	620	391	354	286	315	-76	-19.44%
35 to 39 years	754	492	405	368	300	-192	-39.02%
40 to 44 years	753	749	533	446	410	-339	-45.26%
45 to 49 years	737	801	800	585	499	-302	-37.70%
<b>TOTAL</b>	<b>4,111</b>	<b>3,637</b>	<b>3,424</b>	<b>3,160</b>	<b>3,027</b>	<b>-610</b>	<b>-16.77%</b>

Source: US Census, CT State Data Center

### Calculation of Births

Utilizing the projected number of childbearing women by age cohort for Stonington and two sets of fertility rates by age cohort, a demographic model was used to produce two sets of projected birth data for the years 2015, 2020, and 2025, Table 2 presents the projected number of births by age cohort for each of the four selected points in time using the national-level fertility rates for white women, along with the births projected using the Connecticut fertility rates for all races.

In addition to the demographic model to project births, several mathematical models were developed to generate a range of birth estimates.

TABLE 2

**Calculation of Births Based on the Number of Childbearing Age  
Women and US Age-Specific Fertility Rates, Stonington 2010-2025**

Age Group	Projections			2015-2025 Change	
	2015	2020	2025	Number	Percent
15 to 19 years	13	12	10	-3	-23.08%
20 to 24 years	28	40	36	8	28.57%
25 to 29 years	30	33	50	20	66.67%
30 to 34 years	36	29	32	-4	-11.11%
35 to 39 years	19	17	14	-5	-26.32%
40 to 44 years	5	4	4	-1	-20.00%
45 to 49 years	0	0	0	0	0.00%
<b>Births estimated by US fertility rates</b>	<b>131</b>	<b>135</b>	<b>146</b>	<b>15</b>	<b>11.45%</b>
Births by 20-34 years	94	102	118	24	25.53%
% of total births	71.76%	75.56%	80.82%		

**Calculation of Births Based on the Number of Childbearing Age  
Women and CT Age-Specific Fertility Rates, Stonington 2010-2025**

Age Group	Projections			2015-2025 Change	
	2015	2020	2025	Number	Percent
15 to 19 years	12	11	9	-3	-25.00%
20 to 24 years	23	33	30	7	30.43%
25 to 29 years	26	28	43	17	65.38%
30 to 34 years	39	31	34	-5	-12.82%
35 to 39 years	23	21	17	-6	-26.09%
40 to 44 years	6	5	5	-1	-16.67%
45 to 49 years	0	0	0	0	0.00%
<b>Births estimated by CT fertility rates</b>	<b>129</b>	<b>129</b>	<b>138</b>	<b>9</b>	<b>6.98%</b>
Births by 20-34 years	88	92	107	19	21.59%
% of total births	68.22%	71.32%	77.54%		

Three years of projected births are necessary in order to project the incoming kindergarten classes through 2025-26. Average annual unemployment rates and annual birth rates often have a strong correlation. A regression analysis of Stonington's unemployment and birth rates from 1994 to 2013 produced an r<sup>2</sup> value of .861, indicating relatively strong correlation. A full regression analysis yielded the following equation for projecting future births in Stonington.

$$\text{Births}_t = 238.6 + (-.159 \cdot \text{Births}_{(t-1)}) + (-9.47 \cdot \text{CTUnemployment}) + (-11.7 \cdot \text{CTUnemployment}_{t-2}) + (-0.624 \cdot \text{RIUnemployment}) + (8.295 \cdot \text{RIUnemployment}_{t-2})$$

Using this equation, we were able to develop birth projections under a set of economic growth assumptions, based on changes in average annual unemployment rates. It was assumed that unemployment rates will continue to decrease in Connecticut and Rhode Island over the next seven years, albeit at various speeds. Connecticut's unemployment rate is projected to decline to 6.4% and Rhode Islands to 8.0%, and decline of 23% and 25%, respectively.

Projection of Stonington School District Births – Comparative Analysis

Milone & MacBroom generated a 5 year moving averages model, along with a regression analysis of Rhode Island and Connecticut unemployment rates to compare to the projections based on the fertility rates. Table 3 compares the three different sets of birth projections. In addition, an average of the three sets of projections was also calculated and presented in Table 3 as a point of comparison. As the table illustrates, the projected number of births under both the US and CT fertility rate models mirror one another relatively closely, as does the regression analysis. Because the mathematical projection is repeating the most recent known data, including two years which are assumed to be missing some out of State births, it is far lower than the others and assume to not be valid

**TABLE 3**  
**Comparison of 4 Sets of Birth Projections by Different Methods and Assumptions**  
**Stonington School District, 2015-2025**

Methodology	History			Projections		
	2000	2005	2010	2015	2020	2025
MMI mathematical projection (5 year moving average)	172	162	113	116	114	
Population projections US fertility rate	172	162	113	131	135	146
Population projections CT fertility rates	172	162	113	129	129	138
Regression analysis, Unemployment	172	162	113	130	141	
<b>Average</b>	<b>172</b>	<b>162</b>	<b>113</b>	<b>127</b>	<b>130</b>	<b>142</b>

Births based on the regression analysis were considered to be the most probable, and therefore were used for this analysis. Table 4 shows the known and projected births per year, used for the following enrollment projections.

**TABLE 4**  
**Known Births and Birth Projections by Year**

Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Births	134	122	113	141	107	100	132	130	133	135	137	140	141

## HOUSING

The amount of housing in Stonington has increased at a higher rate than the population for the last ten years. As shown in Table 5, between 2000 and 2010 the total population of Stonington grew by 3.5% and housing units grew by 10.2%. Stonington's average household size declined slightly during the same period, from 2.31 in 2000 to 2.25 in 2010. This number is lower than the average for New London County (2.51) or the State average (2.52). The County, State, and nation have also seen declining average household size during the last ten years.

TABLE 5

Summary of Population and Housing Change

	2000 Census Population	2010 Census Population	% Population Change	2000 Housing Units	2010 Housing Units	% Housing Unit Change
Stonington	17,906	18,545	3.57%	8,591	9,467	10.20%

Source: US Census

The growth in housing units is at a slightly higher rate than the growth in households in Stonington, as shown in Tables 5 and 6. Between 2000 and 2010, Stonington gained 450 households, or 5.87%. The largest increase among household groups was among nonfamily households at 10.62%, which includes people living by themselves. Family households grew slightly during the period, at 3.19%; however, families with children under age 18 decreased by -1.64%.

TABLE 6

Household and Family Composition

Stonington	2000	2010	Change	Percent Change
Total households	7,665	8,115	450	5.87%
Family households	4,896	5,052	156	3.19%
With related children under 18 years	2,131	2,096	-35	-1.64%
Nonfamily households	2,769	3,063	294	10.62%
Average household size	2.31	2.25	0	-2.60%
Average family size	2.88	2.84	0	-1.39%

Source: US Census



**Deans Mill School  
Program of Spaces – C-2 Option**

**DEANS MILL SCHOOL**

Program of Spaces - C-2 Option

<b>Classrooms:</b>	<b>Number</b>	<b>Size Each</b>	<b>Total Area</b>	<b>Capacity (Students)</b>	<b>Comment</b>
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	
<b>TOTALS:</b>	<b>27</b>		<b>24,450</b>	<b>591</b>	<b>538 Enrollment</b>
<b>Specialized Spaces:</b>	<b>Number</b>	<b>Size Each</b>	<b>Total Area</b>	<b>Capacity (Students)</b>	<b>Comment</b>
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/Gym Storage	1	400	400		
Library (IMC)	1	2260	2,260		
Library Support Rooms	2	140	280		Office, workroom, head end
Computer Lab	1	600	600		
Special Education Classrooms	2	750	1,500		
SPED Office	5	150	750		
Speech	2	120	240		
PT	1	450	450		
OT	1	400	400		
Title I/Spare Office	1	120	120		
Psychologist	2	120	240		
Health Suite	1	480	480		300-750 s.f.
Conference	1	250	250		
Conference	1	200	200		
Main Office	1	1000	1,000		Up to 800 s.f.
Teachers' Planning	1	600	600		
Supplies & Book Storage	2	200	400		
Custodial Office & Storage	1	140	140		
<b>Subtotal of net spaces:</b>	<b>37</b>		<b>47,285</b>	<b>75%</b>	
Mech., toil., circul., structure			15,415	25%	26% Exist. Ratio
<b>TOTAL Gross Square Feet:</b>			<b>62,700</b>	<b>100%</b>	

61,100

**Pre-K Through 5  
Education Specifications  
Deans Mill School**

*D R A F T 5/14/2015*

**PK-5 Education Specifications**

Approved by BOE – \_\_\_\_\_, 2015

***DEANS MILL 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 multimedia 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 21st, 2015

**Projected Enrollment**

- Projected enrollment at Deans Mill School is 538 students as determined by highest in 8 years for Deans Mill School

2. **LONG-RANGE PLAN**

Renovating and building an addition to the Deans Mill 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
- move fifth grade students out of the Mystic Middle School, allowing it to become a three grade Middle School
- eliminate temporary classroom space
- allow school community to gather in one space
- address parking concerns

Stonington plans to continue to utilize Deans Mill 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 Deans Mill 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 redesign 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 multimedia 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.

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

**Grades Pre-K through 2**

Based on projected enrollments, we envision fourteen primary-grade classrooms (Pre-K - 2), 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 of 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 thirteen grade 3-5 classrooms that 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 multimedia 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.



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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 lunch boxes, 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 countertop 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 countertop 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 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 countertop 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, appropriate cabinetry. All classrooms will include appropriate state of the art technology necessary for the instructional programs.

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- Current space: 1 general classroom of approximately 1,200 square feet in size, including elevator
- Construction: Interior alterations and code work to include conduit, wiring for technology, door widths/hardware/ADA compliance. Installation of an accessible countertop and sink washing area within classroom, replacement of existing tile floor. Rooms will be repainted due to general age and condition.
- Final space: 1 art room of approximately 1000 square feet, plus 140 feet of dedicated storage
- 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. All classrooms will include appropriate state of the art technology necessary for the instructional programs.

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- Current space: 1 literacy center 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 countertop 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, appropriate cabinetry. All classrooms will include appropriate state of the art technology necessary for the instructional programs.

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- Current space:** 6 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 countertop and sink washing area within classroom, replacement of existing tile floor. Rooms will be repainted due to general age and condition.
- Final space:** 4 general PK/kindergarten classrooms each approximately 1,200 square feet in size, including a new student toilet in each classroom.
- 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. All classrooms will include appropriate state of the art technology necessary for the instructional programs.

**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 Deans Mill School for special needs tutoring on a one-to-one or small group basis and 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 general classroom of approximately 800 square feet

Construction: Room will be converted from a general classroom to a special education classroom. Interior alterations will include conduit, wiring for technology, door widths/hardware/ADA compliance, installation of an accessible countertop and sink washing area within classroom, replacement of existing tile floor.

Final space: 1 special education classroom of approximately 750 square feet.

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, 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.

**AND**

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, two lockable file cabinets needed per office, white board for instruction, book cases for resource library, appropriate cabinetry to store games/other materials.



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- Current space:** 1 special education classroom of 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 countertop and sink washing area within classroom, replacement of existing tile floor. Rooms will be repainted due to general age and condition.
- Final space:** 1 health suite of approximately 480 square feet in size
- FF&E:** 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). On emergency power.

**AND**

- Final space:** 1 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. Shelving/bookcases for storage.

**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: However, some additional shelving and other storage units will be required, appropriate cabinetry.

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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: However, some additional shelving and other storage units will be required, 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 3,140 square feet

Construction: Room will consist of two primary spaces: Library (approximately 2540 square feet) and Computer Lab (approximately 600 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/workstations as well as a server room and storage areas. All new construction will

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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; 60 new shelving units were purchased by DMS PTO in 2014 - 2015 that should be reusable (depending on condition); 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 ; 8 tables and chairs to accommodate 48-50 students (all new), include appropriate state of the art technology necessary for the instructional programs.

Computer room (all items are new/previously nonexistent): 30 new computers; 3 printers; accessible work stations for each of the computer's (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:

- 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 fourteen 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 multimedia 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

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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 lunch boxes, 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 PreK-5 classrooms. When carpeting is used, it should be in the form of area rugs which can be removed for cleaning.

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**SPACES:**

**Final space:** 17 general classroom approximately 900 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 for each classroom; 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, All classrooms will include appropriate state of the art technology necessary for the instructional programs.

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**Final space:** 1 kindergarten classroom of approximately 1,200 square feet, including a new student toilet in the classroom.  
**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. All classrooms will include appropriate state of the art technology necessary for the instructional programs.



**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. [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. 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.

**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.

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- Final space:** PE Office/Gym storage of approximately 400 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.

**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.

**SPACES:**

- Final space:** 1 music classroom approximately 1,140 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.

**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 as well as a locked file 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,

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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 whiteboard 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.

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

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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. filing cabinet with lock All classrooms will include appropriate state of the art technology necessary for the instructional programs.

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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

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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.

Final space: 1 Conference Room of approximately 200 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. Interactive whiteboard and phone.

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**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.

Final space: OT/PT Room of approximately 850 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: Include structural support in ceiling for swing. Appropriate cabinetry.

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Final space: 1 literacy closet of approximately 120 square feet

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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.

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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.

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4. **BUILDING SYSTEMS**

**Educational Technology**

Today, kindergartners often enter school with technological abilities. Information and multimedia 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 online 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 multimedia 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 school's 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 backup 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 no security system in Deans Mill 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, Deans Mill 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 Deans Mill 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**

- 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

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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**

Deans Mill 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**

Deans Mill 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 cafetorium 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



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**West Vine Street School  
Program of Spaces – C-2 Option**



**WEST VINE STREET SCHOOL**

Program of Spaces - C-2 Option

<b>Classrooms:</b>	<b>Number</b>	<b>Size Each</b>	<b>Total Area</b>	<b>Capacity (Students)</b>	<b>Comment</b>
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	
<b>TOTALS:</b>	<b>23</b>		<b>20,550</b>	<b>504</b>	<b>411 Enrollment</b>
<b>Specialized Spaces:</b>	<b>Number</b>	<b>Size Each</b>	<b>Total Area</b>	<b>Capacity (Students)</b>	<b>Comment</b>
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/Gym Storage	1	360	360		
Library (IMC)	1	1860	1,860		
Library Support Rooms	2	140	280		Office, workroom, head end
Computer Lab	1	520	520		
Special Education Classrooms	2	750	1,500		
SPED Office	5	150	750		
Speech	1	120	120		
PT	1	450	450		
OT	1	400	400		
Title 1/Spare Office	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		
Supplies & Book Storage	2	200	400		
Custodial Office & Storage	1	140	140		
<b>Subtotal of net spaces:</b>	<b>35</b>		<b>42,545</b>	<b>75%</b>	
Mech., toil., circul., structure			13,855	25%	26% Exist. Ratio
<b>TOTAL Gross Square Feet:</b>			<b>56,400</b>	<b>100%</b>	

48,500

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

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**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.

**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.

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

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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.  
**Final space:** 1 general classroom of approximately 520 square feet



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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 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 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.

**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.

**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: However, some additional shelving and other storage units will be required, appropriate cabinetry.

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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: However, some additional shelving and other storage units will be required, 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



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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:

- 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. [NEED STATEMENT ABOUT NEW SCHOOL

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**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. 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. 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.

FF&E:

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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 leaning 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.

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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.

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. 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



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# **Pawcatuck Middle School Roof Project/Specifications**

# **Stonington Public Schools – Elementary School Modernization Program**

## **Acknowledgements**

**Attachment 2**

### **K-12 Building Committee Members:**

Robert Marseglia, Chairman  
William Sternberg, Vice-Chairman  
Julie Holland, Secretary  
George Crouse, First Selectman  
June Strunk, Board of Finance  
Deborah Downie, Board of Education  
Kathy Sanford  
Robert Sundman  
Michael Fauerbach  
Sandy Tissiere, Recording Secretary

### **Board of Selectmen:**

George Crouse, First Selectman  
Rob Simmons  
Michael Spellman

### **Board of Finance:**

Glenn Frishman, Chairman  
Sandy Grimes  
Bryan Bentz  
June Strunk, Secretary  
Dudley Wheeler  
Timothy O'Brien

### **Board of Education:**

Frank Todisco, Chairman  
Faith Leitner  
Alisa Morrison  
Terry Stefanski  
Deborah Downie, Secretary  
Alexa Garvey  
Craig Esposito

### **Community at Large:**

Paul Sartor  
Anne Marie Pasquin  
Lauren Vickerman  
Gordon Lord  
Emily Kuhn  
Bruce Yarnell  
Marika Heughins  
Melinda Carlisle  
John Jensen  
William McIntosh

### **Community Organizations:**

Pawcatuck Neighborhood Center  
Stonington Community Center

### **Stonington Public Schools:**

Dr. Van Riley, Superintendent  
Nikki Gullickson, Assistant Superintendent  
Ana de Oliveira, Administrative Assistant  
Allison Van Etten, Director of Special Services  
William King, Business Manager  
Ken Donovan, Facilities Manager  
Alicia Dawe, Principal, West Vine Street/West Broad Street Campus  
Kathryn Irvine, Assistant Principal, West Vine Street/West Broad Street Campus  
Jennifer McCurdy, Principal, Deans Mill School  
Allison Hine, Assistant Principal, Deans Mill School  
Tim Smith, Principal, Pawcatuck Middle School  
Greg Keith, Principal, Mystic Middle School  
Jennifer Bausch, Assistant Principal, Mystic Middle/Pawcatuck Middle Schools  
Mark Friese, Principal, Stonington High School  
Neal Curland, Assistant Principal, Stonington High School  
Stonington Public Schools teachers and staff

### **Town of Stonington:**

Linda Savitsky, Financial Consultant  
James Sullivan, Director of Finance  
Kris Bell, Executive Secretary  
Barbara McKrell, Director of Public Works  
Scot Deledda, Town Engineer  
Keith Brynes, Town Planner  
Cindy Ladwig, Town Clerk  
Candace Palmer, Zoning/Inland Wetland Enforcement Officer  
Kevin Burns, Fire Marshal  
Darren Stewart, Chief of Police

### **Study Team:**

#### **Architect**

Drummey Rosane Anderson, Inc. (DRA)  
225 Oakland Road, Suite 205  
South Windsor, CT 06074  
(860) 644-8300

#### **Mechanical Electrical Plumbing (MEP) Engineer**

Consulting Engineering Services, Inc. (CES)  
811 Middle Street  
Middletown, CT 06457  
(860) 632-1682

#### **Enrollment Projections**

Milone & MacBroom, Inc.  
99 Realty Drive  
Cheshire, CT 06410  
(203) 271-1773