

**BOARD OF EDUCATION
Darien, Connecticut**

TUESDAY, AUGUST 27, 2019

SPECIAL MEETING OF THE BOARD OF EDUCATION

**Darien Public Schools'
Administrative Offices
Meeting Room
7:00 p.m.**

AGENDA

1. Call to order
2. Adjourn to Executive Session (2nd Floor Conference Room) for the purpose of discussion regarding personnel and negotiations pursuant to Connecticut General Statute 1-200(6) (A) and (B)
3. Reconvene in public session
4. Adjournment.

REGULAR MEETING OF THE BOARD OF EDUCATION

TUESDAY, AUGUST 27, 2019

PLACE:

**DARIEN PUBLIC SCHOOLS'
ADMINISTRATIVE OFFICES
MEETING ROOM
7:30 P.M.**

TENTATIVE AGENDA

1. Call to Order..... Mrs. Tara Ochman 7:30 p.m.
2. Chairperson's Report..... Mrs. Tara Ochman
3. Public Comment*..... Mrs. Tara Ochman

*Public Comments are limited to three minutes per individual and are designed to allow community members to inform the Darien Board of Education of their opinions and/or concerns. Where appropriate, community members are also encouraged to reach out to the school administration during regular school hours. There should be no expectation for dialogue on such public comments to take place at a regular public meeting, given that by law the Board may only discuss matters that are set forth on its agenda.

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY AUGUST 27, 2019**

4. Superintendent's Report..... Dr. Alan Addley
5. Approval of Minutes..... Board of Education
6. Board Committee Reports..... Mrs. Tara Ochman
7. Presentations/Discussions
 - a. Presentation and Discussion... Dr. Alan Addley
on Revised Educational
Specifications for Ox Ridge
Elementary School
 - b. Presentation, Discussion..... Mr. Michael Lynch
and Possible Action on
Proposed Revised Facilities
Use Fee Schedule
 - c. Further Discussion and..... Dr. Alan Addley
Possible Action on Proposed
2019-20 District Goals and
Objectives
 - d. Further Discussion and..... Mrs. Tara Ochman
and Possible Action on
Proposed Board
Responsibilities for
Review on a Yearly
Basis
 - e. Further Discussion and..... Dr. Alan Addley
Action on Revised Proposed
Schedule of 2019-20 Regular
Board of Education Meetings
 - f. Verbal Update on Staffing for.. Ms. Marjorie Cion
2019-2020
8. Action Items
 - a. Personnel Items..... Ms. Marjorie Cion
 - i. Appointments
 - ii. Resignations
 - iii. Leaves of Absence

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY AUGUST 27, 2019**

8. Action Items (cont.)

b. Appointment of an Impartial..... Dr. Alan Addley
Hearing Officer for Student
Disciplinary Matters for the
2019-2020 School Year,
as they arise

c. Discussion and Possible..... Dr. Alan Addley
Action to Delegate to its Appointed
Hearing Officer Responsibility for
Hearing Expulsion Expungement
Requests and for Hearing School
Accommodations Appeals
including Transportation
Appeals, as provided by Statute

9. Public Comment*..... Mrs. Tara Ochman

10. Adjournment..... Mrs. Tara Ochman

AA:nv

*Public Comments are limited to three minutes per individual and are designed to allow community members to inform the Darien Board of Education of their opinions and/or concerns. Where appropriate, community members are also encouraged to reach out to the school administration during regular school hours. There should be no expectation for dialogue on such public comments to take place at a regular public meeting, given that by law the Board may only discuss matters that are set forth on its agenda.

APPROVED
REGULAR MEETING OF THE BOARD OF EDUCATION
Tuesday, June 25, 2019

PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
BOARD OF EDUCATION CONFERENCE ROOM
7:30 P.M.

BOARD MEMBERS PRESENT:

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Present | X | X | X | X | X | X | X | X | X |
| Absent | | | | | | | | | |

ADMINISTRATION PRESENT:

Dr. Landon, Dr. Da Silva, Mr. Feeney, Ms. Klein and Ms. Cion

AUDIENCE: Approximately 15

- | | |
|----------------------------|--|
| 1. Call to Order | Mrs. Tara B. Ochman, Chair, at 7:30 p.m. (0:00) |
| 2. Chairperson's Report | Mrs. Ochman, Chair, at 7:31 p.m. (0:01) |
| 3. Public Comment | Mrs. Ochman, Chair, at 7:32 p.m. (0:02) |
| 4. Superintendent's Report | Dr. Elliott Landon at 7:32 p.m. (0:02) |
| 5. Approval of Minutes | Board of Education at 7:32 p.m. (0:02) |

MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING AND EXECUTIVE SESSION OF THE BOARD OF EDUCATION HELD ON TUESDAY, JUNE 11, 2019:

1st Ms. Ritchie

2ND Mr. Dineen

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | | X | X | X | | X | X | X |
| No | | | | | | | | | |
| Abstain | | X | | | | X | | | |

RESULT - MOTION PASSED UNANIMOUSLY (7-0-2)

MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION HELD ON TUESDAY, JUNE 11, 2019:

1st Ms. Ritchie

2ND Ms. McNamara

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|-----|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | X | X | X | X |

| | | | | | | | | | |
|---------|--|--|--|--|--|--|--|--|--|
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

RESULT - MOTION PASSED UNANIMOUSLY (9-0-0)

6. Board Committee Reports

Mrs. Ochman, Chair,
at 7:34p.m. (0:04)

PRESENTATIONS AND DISCUSSIONS

MOTION TO AMEND THE AGENDA TO INCLUDE ACTION ITEM “H BOARD DISCUSSION AND POSSIBLE ACTION ON THE RECOMMENDATIONS TO MODIFY THE OX RIDGE EDUCATIONAL SPECIFICATIONS AS RECOMMENDED BY THE TOWN BUILDING COMMITTEE”:

1st Ms. Ritchie

2ND Ms. McNamara

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | X | X | X | X |
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

RESULT - MOTION PASSED UNANIMOUSLY (9-0-0)

7. Presentations/Discussions:

a. Proposal and Recommendation
on High School Gate House

Dr. Elliott Landon
at 7:34 p.m. (0:04)

b. Further Discussion and
Possible Action on Proposed
Athletic Field Trips for 2019-
2020 School Year

Dr. Elliott Landon/
Mr. Chris Manfredonia
at 7:56 p.m. (0:26)

MOTION TO APPROVE THE PROPOSED ATHLETIC FIELD TRIPS FOR THE 2019-2020 SCHOOL YEAR:

1st Mr. Maroney

2ND Mr. Dineen

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | X | X | X | X |
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

RESULT - MOTION PASSED UNANIMOUSLY (9-0-0)

c. Annual Progress Report on
2018-19 District Goals and
Objectives

Dr. Elliott Landon/
Dr. Susie Da Silva/
Mrs. Shirley Klein/
Ms. Marjorie Cion/
Mr. Michael Feeney
at 8:04 p.m. (0:34)

d. Annual Report on Donations

Dr. Elliott Landon/
Mr. Michael Feeney
at 8:05 p.m. (0:35)

e. Board Action on Proposed
Amendment to Section 125 Plan

Mr. Michael Feeney
at 8:08 p.m. (0:38)

MOTION TO AMEND SECTION 125 PLAN AS PROPOSED:

1st Mr. Brown

2ND Mr. Burke

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | X | X | X | X |
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

RESULT - MOTION PASSED UNANIMOUSLY (9-0-0)

f. Discussion and Possible
Action on Darien High School
Shed Bonding Authorization

Mrs. Tara Ochman/
Mr. Dennis Maroney
at 8:10 p.m. (0:40)

MOTION TO AUTHORIZE NOTIFICATION TO THE BOARD OF FINANCE THAT WE ARE NO LONGER IN NEED OF THE DARIEN HIGH SCHOOL SHED BONDING AUTHORIZATION:

1st Mr. Burke

2ND Mr. Maroney

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | X | X | X | X |
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

RESULT - MOTION PASSED UNANIMOUSLY (9-0-0)

g. Discussion and Possible Action:
Shall Individual Members of
Darien Town Boards and
Commissions be given special
accommodations and privileges
with regard to Informational
requests different than other
residents of Darien, absent a
vote by their Public Agency?

Dr. Elliott Landon
at 8:12 p.m. (0:42)

h. Discussion and Possible Action
on the Recommendations to Modify
the Educational Specifications as
Recommended by the Town
Building Committee

Dr. Elliott Landon/
Mr. David Dineen
at 8:41 p.m. (1:11)

MOTION TO APPROVE THE RECOMMENDATIONS TO MODIFY THE OX RIDGE EDUCATIONAL SPECIFICATIONS AS RECOMMENDED BY THE TOWN BUILDING COMMITTEE ON 6.25.19:

1st Mr. Burke

2ND Mr. Maroney

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | X | X | X | X |
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

RESULT - MOTION PASSED UNANIMOUSLY (9-0-0)

8. Action Items:

a. Personnel Items

Ms. Marjorie Cion
at 8:47 p.m. (1:17)

- i. Appointments
- ii. Resignations/Retirements
- iii. Leaves of Absence
- iv. Contract Agreement between the Darien Board of Education and the Darien School Maintenance Association
- v. Contract Agreement between the Darien Board of Education and the Darien School Custodians Union

MOTION TO APPROVE THE PERSONNEL ITEMS AS OUTLINED IN THE MEMO DATED JUNE 25, 2019:

1st Mr. Burke

2nd Mr. Brown

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | X | X | X | X |
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

RESULT -MOTION PASSED UNANIMOUSLY (9-0-0)

MOTION TO APPROVE THE CONTRACT AGREEMENT BETWEEN THE DARIEN BOARD OF EDUCATION AND THE DARIEN SCHOOL MAINTENANCE ASSOCIATION:

1st Mr. Brown

2nd Mr. Burke

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | X | X | X | X |
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

RESULT -MOTION PASSED UNANIMOUSLY (9-0-0)

MOTION TO APPROVE THE CONTRACT AGREEMENT BETWEEN THE DARIEN BOARD OF EDUCATION AND THE DARIEN SCHOOL CUSTODIANS UNION:

1st Mr. Dineen

2nd Mr. Maroney

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | | X | X | X |
| No | | | | | | X | | | |
| Abstain | | | | | | | | | |

RESULT -MOTION PASSED (8-1-0)

9. Public Comment

Mrs. Ochman, Chair,
at 8:48 p.m. (1:18)

Stacey Tie 10 Clocks Lane

10. Adjournment

Mrs. Ochman, Chair,
at 8:48 p.m. (1:18)

MOTION TO ADJOURN:

1st Ms. Ritchie

2nd Mr. Maroney

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | X | X | X | X |
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

RESULT - MOTION PASSED UNANIMOUSLY (9-0-0)

Meeting adjourned at 8:49 p.m. (1:19)

Respectfully Submitted,

Kathrine Stein,
Secretary

APPROVED
SPECIAL MEETING OF THE BOARD OF EDUCATION
Monday, July 8, 2019

PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
BOARD OF EDUCATION CONFERENCE ROOM
8:15 A.M.

BOARD MEMBERS PRESENT:

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Present | | | X | X | | | X | X | X |
| Absent | X | X | | | X | X | | | |

ADMINISTRATION PRESENT:

Dr. Addley, Dr. Da Silva, Ms. Cion

AUDIENCE: Approximately 0

1. Call to Order
-Appointment of Director of
Finance and Operations

Mrs. Tara B. Ochman, Chair,
at 8:44 a.m. (0:00)

MOTION TO APPOINT RICHARD RUDL AS DIRECTOR OF FINANCE AND OPERATIONS:

1st Mr. Dineen

2nd Ms. Ritchie

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | | | X | X | | | X | X | X |
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

RESULT - MOTION PASSED UNANIMOUSLY (5-0-0)

3. Adjournment

Mrs. Ochman, Chair,
at 8:45 p.m. (0:01)

MOTION TO ADJOURN:

1st Ms. McCammon

2nd Ms. Ritchie

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | | | X | X | | | X | X | X |
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

RESULT - MOTION PASSED UNANIMOUSLY (5-0-0)

Meeting adjourned at 8:45 a.m. (0:01)

Respectfully Submitted,

Kathrine Stein,
Secretary

To: Members of the Board of Education

From: Dr. Alan Addley, Superintendent of Schools

Subject: Revision Summary of Ox Ridge Educational Specifications

Date: August 23, 2019

Upon formal request from the Ox Ridge School Building Committee (ORBC) held on August 1, 2019, the Board of Education is being respectfully requested to approve revised educational specifications for Ox Ridge Elementary School & Early Learning Program.

The recommendations were the result of over nine hours of review and discussions with the architect, their programming specialist, various members of the Committee, as well as Dr. Forshaw and Mr. Lynch from the District. ORBC voted unanimously to accept the changes as presented and to recommend their adoption by the Board of Education.

The summary of the changes is detailed below and are the full narratives reflected in Exhibit A (attached). The full details of the changes are reflected in the Educational Specifications document (attached). Upon approval, the revised educational specifications will be forwarded to the Connecticut State Department of Administrative Services. The revisions to the approved educational specifications include the following:

1. Increase the Early Learning Program Speech and Language Therapy Rooms from 150 sq. ft to 180 sq. feet.
2. Increase Resource rooms from 150 sq. ft to 180 sq. feet.
3. Developmental Learning Center (DLC) Classrooms increased from two (2) to four (4) rooms.
4. DLC classrooms distributed throughout the school, not consolidated in one area of the building.
5. Increase Speech and Language Therapy Rooms from 150 sq. ft to 180 sq. feet.
6. School Psychologists' offices increased from two to four.
7. Increase Gifted classroom from 150 sq. ft to 180 sq. feet.
8. Reduce General Music classroom space from 1000 to 900 sq. feet and increase music storage from 80 to 200 sq. feet.
9. Change one instrumental music room (1000 sq feet) and one storage area (100 sq. feet) to two instrumental music rooms of 400 sq feet. Instrument storage will be distributed in each classroom.
10. Reduce the World Language classroom from 1000 sq. feet to 900 sq. feet.
11. Reduce the Art classroom from 1200 sq. feet to 1080 sq. feet.
12. Change the combined Lunch Room and Common Room space into a separate Lunch Room and Common Area
13. Change the gymnasium from 2700 sq. feet to 5,200 sq. feet. Include a middle school sized basketball court.
14. Include a dividing curtain and a climbing wall in the gymnasium.
15. Reduce the Principal's Office from 200 to 150 sq. feet.
16. Staff workrooms should be 60 sq. feet.

17. Increase the Health Suite from 475 to 775 sq. feet.
18. Designate the Health Room will serve 428 students in Grades K-5 and 150 students in ELP.
19. Student backpack storage will be classroom cubbies or corridor lockers. Provide an area of 2.25 sq. feet per student (428) for a total of 963 sq. feet distributed throughout the school.
20. Reduce maintenance storage from 240 to 100 sq. feet.
21. Add 140 sq. feet for delivery receiving area.
22. Add 60 sq. feet workstation for Security Monitor personnel.
23. The number of students accommodated by the Common and Specialized Instructional services spaces should be reduced from 461 to 428 students.
24. An entrance lobby of 800 sq. feet should be added.

To: Dr. Alan Addley – Superintendent of the Darien Public Schools
Ms. Tara Ochman – Chairman of the Board of Education

From: Kip Koons – Co-Chair of the Ox Ridge School Building Committee

Date: August 22, 2019

Re: Amending the Education Specifications for the new Ox Ridge Elementary School

Dr. Addley and Ms. Ochman:

At a meeting of the Ox Ridge School Building Committee (the "ORBC") held on August 1, 2019, the Committee considered the recommendations made by the architect and the design working group to change the Ed Specs for the project. The recommendations were the result of over nine hours of review and discussions with the architect, their programming specialist, various members of the Committee, as well as Dr. Forshaw and Michael Lynch from the District.

The ORBC voted unanimously to accept the changes as presented and to recommend their adoption by the Board of Education.

I now respectfully request that the Board and the District consider adopting the recommended changes all as detailed on the attached Exhibit A. Each change includes a page reference to the original Education Specifications as issued on September 12, 2018.

Duke Dineen, Co-Chair of the ORBC and Vice Chair of the BOE should be able to answer any questions that may arise at your meeting.

Thank you for your consideration.

A handwritten signature in black ink, appearing to read "Kip Koons". The signature is fluid and cursive, with the first name "Kip" and last name "Koons" clearly distinguishable.

Exhibit A

Darien - Ox Ridge Elementary School - Summary of Revisions to the Education Specifications During Program Verification
 Date: 8/1/19; Revision #1: 8/21/19

Project No.: 19062.00

| Ed Spec Page | Title | Ed. Spec Area | Ed. Spec Quantity | Ed. Spec Total | Final Program Area | Final Program Quantity | Final Program Total | Final Program Variance from Ed. Spec | Remarks |
|------------------------|---|---------------|-------------------|----------------|--------------------|------------------------|---------------------|--------------------------------------|--|
| Administration | | | | | | | | | |
| 22 | SCHOOL PSYCHOLOGIST | 150 | 1 | 150 | 180 | 2 | 360 | 210 | |
| 41 | PRINCIPAL'S OFFICE | 200 | 1 | 200 | 150 | 1 | 150 | (50) | |
| 41 | ASST PRINCIPAL'S OFFICE | 180 | 1 | 180 | 150 | 1 | 150 | (30) | |
| 48 | SECURITY MONITOR WORKSTATION (shared w/ ELP) | 0 | 1 | 0 | 60 | 1 | 60 | 60 | Added during program verification |
| 43 | STAFF WORKROOM (one for Main Off, one for Faculty) | 150 | 1 | 150 | 150 | 2 | 300 | 150 | |
| 43 | LACTATION ROOM | 0 | 1 | 0 | 60 | 1 | 60 | 60 | Identified in Ed. Spec. but no area tallied. Added |
| 45 | HEALTH ROOM | 475 | 1 | 475 | 775 | 1 | 775 | 300 | 60 net SF during program verification Shared with ELP |
| | | | | 1,155 | | | 1,855 | 700 | |
| Special Ed. | | | | | | | | | |
| 14 | ELP SPEECH & LANG THERAPY ROOM | 150 | 3 | 450 | 180 | 3 | 540 | 90 | |
| 19 | RESOURCE ROOM / LEARNING CENTER | 150 | 6 | 900 | 180 | 6 | 1,080 | 180 | |
| 20 | DEVEL LEARN CNTR CLSSRM (DLC) (District-wide program) | 900 | 2 | 1,800 | 900 | 4 | 3,600 | 1,800 | Distribute with Academic Classrooms |
| 21 | SPEECH & LANG THERAPY ROOM | 150 | 3 | 450 | 180 | 3 | 540 | 90 | |
| 29 | GIFTED EDUCATION ROOM | 150 | 1 | 150 | 180 | 1 | 180 | 30 | |
| | | | | 0 | | | 0 | 0 | |
| | | | | 3,750 | | | 5,940 | 2,190 | |
| Academics | | | | | | | | | |
| 32 | WORLD LANGUAGE ROOM | 1,000 | 1 | 1,000 | 900 | 1 | 900 | (100) | |
| 25 | ACADEMIC CLASSROOMS (Grades 1 - 5) | 900 | 20 | 18,000 | 900 | 18 | 16,200 | (1,800) | |
| | | | | 19,000 | | | 17,100 | (1,900) | |
| Art & Music | | | | | | | | | |
| 30 | GENERAL MUSIC CLASSROOM | 1,000 | 1 | 1,000 | 900 | 1 | 900 | (100) | |
| 30 | - MUSIC STORAGE | 80 | 1 | 80 | 200 | 1 | 200 | 120 | |
| 31 | INSTRUMENTAL MUSIC ROOM | 1,000 | 1 | 1,000 | 400 | 1 | 400 | (600) | |
| 31 | - INSTRUMENTAL STORAGE | 100 | 1 | 100 | 400 | 1 | 400 | 300 | |
| 34 | ART CLASSROOM | 1,200 | 1 | 1,200 | 1,080 | 1 | 1,080 | (120) | |
| 38 | COMMON ROOM SEATING | 1,500 | 1 | 1,500 | 0 | 1 | 0 | (1,500) | 1,500 SF "Common Room" area added to Gymnasium area allocation. |
| | | | | 4,880 | | | 2,980 | (1,900) | |

Exhibit A

Darien - Ox Ridge Elementary School - Summary of Revisions to the Education Specifications During Program Verification
 Date: 8/1/19; Revision #1-8/21/19

Project No.: 19062.00

| Ed Spec Page | Title | Ed. Spec Area | Ed. Spec Quantity | Ed. Spec Total | Final Program Area | Final Program Quantity | Final Program Total | Final Program Variance from Ed. Spec | Remarks |
|---------------------------|--------------------------------|---------------|-------------------|----------------|--------------------|------------------------|---------------------|--|---------|
| Library/Media Center | | | | | | | | | |
| No Changes from Ed. Spec. | | | | | | | | | |
| Food Service | | | | | | | | | |
| 38 | DINING SEATING | 2,370 | 1 | 2,370 | 2,432 | 1 | 2,432 | 62 | |
| | | | | 2,370 | | | 2,432 | 62 | |
| Physical Education | | | | | | | | | |
| 40 | GYMNASIUM | 2,700 | 1 | 2,700 | 5,200 | 1 | 5,200 | 2,500 jr. high striped court & overruns; | |
| | | | | 2,700 | | | 5,200 | 2,500 | |
| Maintenance/Operations | | | | | | | | | |
| 47 | MAINTENANCE STORAGE | 240 | 1 | 240 | 100 | 1 | 100 | (140) Lawn mowers at BoE central storage | |
| | BULK EQUIP STORAGE (CUSTODIAL) | 196 | 1 | 196 | 350 | 1 | 350 | 154 8/21/19: Revised to 350 Sq. Ft | |
| | CUBBIE / BACKPACK STORAGE | 0 | 0 | 0 | 963 | 1 | 963 | 963 | |
| 49 & 54 | LOBBY | 0 | 0 | 0 | 800 | 1 | 800 | 800 | |
| | RECEIVING AREA | 0 | 0 | 0 | 140 | 1 | 140 | 140 | |
| | | | | 436 | | | 2,353 | 1,917 | |
| | TOTAL | | | 34,291 | | | 37,860 | 3,569 | |

Notes:
 18 ELP Playground at 1,050 SF in the Ed. Spec is not carried in the building space program.

EDUCATIONAL SPECIFICATIONS

Ox Ridge Elementary School
and
The Early Learning Program

**DARIEN PUBLIC SCHOOLS
35 LEROY AVENUE
DARIEN, CONNECTICUT 06820**

APPROVED BY THE DARIEN BOARD OF EDUCATION

Revision No. 1: August 21, 2019

September 12, 2018

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| EARLY LEARNING PROGRAM ACCESSIBLE PLAYGROUND | <u>191919</u> |
| SPECIAL EDUCATION - RESOURCE ROOMS/LEARNING CENTER | <u>202020</u> |
| DEVELOPMENTAL LEARNING CENTER (DLC) CLASSROOMS | <u>212121</u> |
| SPEECH AND LANGUAGE THERAPY ROOM | <u>222222</u> |
| SCHOOL PSYCHOLOGIST | <u>232323</u> |
| KINDERGARTEN CLASSROOMS | <u>242424</u> |
| GRADE 1-5 CLASSROOMS | <u>262626</u> |
| SMALL GROUP INSTRUCTION/INTERVENTION ROOM | <u>282828</u> |
| ENGLISH LANGUAGE LEARNER (ELL) INSTRUCTION ROOM | <u>292929</u> |
| GIFTED EDUCATION ROOM | <u>303030</u> |
| GENERAL MUSIC ROOM | <u>313131</u> |

| | |
|---------------------------------------|------------------------------|
| INSTRUMENTAL MUSIC ROOM | <u>323</u>2232 |
| WORLD LANGUAGE ROOM | <u>343</u>433 |
| ART ROOM | <u>363</u>635 |
| ART STORAGE & KILN AREA | <u>373</u>736 |
| LIBRARY-MEDIA CENTER | <u>383</u>837 |
| LUNCHROOM AND COMMON ROOM | <u>404</u>039 |
| PHYSICAL EDUCATION | <u>444</u>241 |
| ADMINISTRATION | <u>454</u>342 |
| CONFERENCE ROOMS | <u>464</u>443 |
| STAFF WORKROOMS | <u>474</u>544 |
| STAFF ROOM | <u>484</u>645 |
| HEALTH ROOM | <u>494</u>746 |
| CUSTODIAL OFFICE | <u>514</u>947 |
| STORAGE REQUIREMENTS | <u>525</u>048 |
| COMMUNICATIONS AND INFORMATION | <u>535</u>149 |
| SITE AND BUILDING DEVELOPMENT | <u>565</u>452 |
| ENVIRONMENT | <u>585</u>654 |

INTRODUCTION

The Ox Ridge Elementary School, located at 395 Mansfield Avenue, was originally constructed in 1966 and was last renovated 22 years ago in 1996. The building, located on ten acres, encompasses 58,344 square feet. There are 22 general education classrooms, a combined 11 special education and Early Learning Program (ELP) Early Learning Program classrooms, one library, one gymnasium and one cafeteria/auditorium. Ox Ridge currently serves 439 students in Early Learning Program through fifth grade.

Although it represents the newest of the “old” elementary schools, similar to the recent replacement of Tokeneke Elementary School, Ox Ridge’s original buildings were constructed during an age where energy efficiency and construction materials were lower priorities. Whereas buildings of the 1930’s are worth renovating due to their structural integrity, similar structures from the 1950’s and 1960’s are often more cost effective to replace once all renovation costs are considered including code upgrades for energy, accessibility, end of life system replacement, and hazardous materials abatement. During the last capital improvement project in the 1990’s, a new wing and main entrance were constructed allowing for direct, accessible entry from the parking lot/drop-off area. This wing continues to be in good condition.

Over the past several years, the maintenance of the Ox Ridge Elementary School has progressively become more difficult. Costly maintenance projects involving critical mechanical systems have been postponed, awaiting a decision on how to proceed with either building a new school or doing a significant renovation of the current building. Windows, unit ventilators, flooring, and lighting have all outlived their functional usefulness and are being maintained to the best of the District’s ability. The 2018-19 capital budget includes the replacement of the electrical panel, which is original to the building, and can no longer be effectively serviced in a timely way based on its age and the ability to purchase parts. Through the 2016-17 capital plan the gymnasium floor was replaced because the original floor was buckling and became a tripping hazard to the students. The floor chosen was a composite with a limited lifespan and a low price point with the expectation of a more permanent solution forthcoming. The expectation is that action needs to be taken in the near future in order to avoid more costly replacements to mechanical systems.

In the fall of 2016, the Board of Education and its Facilities Subcommittee worked with the architectural firm KG & D to create a master plan for the school district. Embedded in the plan was the examination of multiple district capital issues including, the removal of district-wide portable classrooms, addressing space issues based on current and projected enrollment and assessing the Ox Ridge building’s long term viability. Three options for the Ox Ridge campus were ultimately proposed after a series of meetings. The Master Plan was first reviewed by the Facilities Subcommittee in 2016 at which time extensive material and data was examined. The Subcommittee held numerous meetings in open sessions with the public in attendance. After significant discussion the committee referred the Ox Ridge Project to the entire Board of Education for review.

Over a series of three Board of Education Meetings the committee, architects and administration reviewed the work of the committee including three specific options for addressing the needs of the Ox Ridge Building. Option 1 was to simply renovate the existing building attempting to bring it back to the best condition possible, recognizing that there were many limitations that would remain including no additional space for growth, utilizing the footprint that is not conducive for best practices with a sprawling building, multiple unused courtyards, and the need to leave the building to access the

portable classrooms. This plan would take place over multiple summers as work could not be performed while students were in session.

Option 2 would maintain the 1996 addition in the front of the building which would become the facility for the Early Learning Program, now housed in three elementary buildings. It would also fully renovate the existing building similar to Option 1 and add a building addition in the rear of the structure adjacent to the current facility allowing for increased enrollment and the demolition of the portable classrooms. Limitations to the plan included the issues noted in Option 1 with additional disruptions occurring when constructing the building addition.

Option 3 is a full tear down of the current Ox Ridge Building with the exception of the 1996 addition. In its place a new school building would be built while maintaining the 1996 addition which would house the full ELP program as described in option 2. Option 3 would allow for a project completion date that would be far faster than option 1 and 2 as it allows for a new building to be constructed at the same time the current Ox Ridge Building is in operation. This is not possible for Options 1 and 2. In Options 1 and 2, all of the interior work on the building would need to be completed during the summer months, again greatly lengthening the time of the build.

As the BOE Building Committee considers the recommendations presented throughout this document, flexible planning for a school building that can meet the needs of all students should be kept in mind. This includes a total demolition of the existing structure in favor of one, new building to serve the Early Learning Program and Ox Ridge Elementary School (Grades K-5) community.

After many discussions with the Board of Education and its subcommittee as well as considering the findings of KG& D's multiple presentations, Superintendent of Schools Dr. Dan Brenner recommended to the Board of Education in May of 2018 that a new school be constructed at the existing site. The recommendation was based on a cost-benefit analysis showing that the cost difference between Option 2 and 3 of ten million dollars. This was measured against the life expectancy of a new building versus a renovated space (40 years v. 25-30 years) more than justifies the increased expenditure. That, coupled with the ability to complete a new building far quicker than finishing a renovation project, played a key role in the recommendation. As the current facility continues to deteriorate the completion of the project in a timely manner will ultimately save a significant amount of district funds that otherwise will have to go into potentially high cost repairs to simply keep the building functional. A comparison of the three options as set forth by KG&D were presented and can be found www.darienps.org.

The educational specifications for a new Ox Ridge Elementary School are set forth in this report. The basic educational components of these educational specifications are comparable to those that were created for the Tokeneke School build. This was done to keep a level of consistency between schools.

PHILOSOPHY OF EDUCATION

Elementary schools are joyful places that are centered around students and places where all staff work together to challenge every student academically, emotionally and socially. Schools work to engage families and the community stakeholders in opportunities that support the school's central goal and vision.

The foundation of this philosophy is based on the following commitment and key ideas:

- Social and Emotional Learning (S.E.L.) is as important as academic learning; schools emphasize a sense of belonging for students, staff and families. Kindness, empathy, integrity, and care are the foundation of all that we do in schools.
- Students require differentiated and personalized opportunities in school to thrive as individuals. All staff engage in professional development and collaboration with various stakeholders to meet this commitment.
- The learning environment in our schools cultivates the development of readers, writers, mathematicians, scientists, historians, musicians, artists, linguists, and learners in all areas. Classrooms encourage active involvement with critical and creative thinking, problem solving and applying learning in meaningful and authentic ways.
- The culture in schools emphasizes collaboration across all areas to support student success.
- Schools encourage staff members to take risks for their own professional learning and model this same process for students.
- Schools provide students with curriculum that promotes academic excellence and that is innovative, rigorous and relevant while promoting curiosity and connections about the world at large.
- Opportunities for students to engage in reflective thinking, planning and creating learning goals, as well as evaluating their own progress is typical practice in a student's day.
- Educators understand developmental differences so well that structures are created throughout a student's learning day that meet the physical and cognitive demands of children across the developmental continuum.
- Schools emphasize habits of mind, such as persistence, flexibility, questioning, metacognition, thinking flexibly, and wondering.
- All members of the school community share a growth- mindset, in that our "work" is never done; there are always opportunity to grow.

THE EDUCATIONAL PROGRAM

In order to prepare students to succeed in an information-based society, the Ox Ridge Elementary School must provide a foundation in the “expanded basics”. Skills in reading, writing and math are essential, but not by themselves sufficient for success in our world today.

Our students must have a strong knowledge of the English language and must be able to use it to communicate through a variety of methods. They must be able to read for meaning from both fiction and non-fiction. They must be able to write factually, coherently and persuasively, listen and speak effectively and use telecommunications appropriately.

In mathematics, our students learn to reason and communicate, to be mathematical problem-solvers, to value mathematics and to feel confident in their ability to use mathematics. Creating such a foundation necessitates a well-articulated and developmentally appropriate mathematics program for all students. Mathematics is more than a collection of concepts and skills to be mastered. It is the exploration of ideas and concepts, the understanding of relationships, the ability to make predictions, to analyze data, to estimate results, to communicate ideas and to solve problems in this ever-changing world. It is no longer limited to the study of complex calculations and formulas.

We are moving from a curriculum often dominated by memorization of isolated facts, procedures and decoding text to one that emphasizes conceptual understandings, multiple representations, deliberate connections and mathematical problem solving, comprehension and sense-making. Rather than being a transmitter of knowledge, the teacher becomes a facilitator of learning - guiding, questioning, listening, clarifying and creating an environment in which students at every developmental level are active participants in their learning and appropriately challenged.

The elementary science program is dedicated to providing programming that piques students’ curiosity, captures their interest, and motivates their engagement while also promoting the understanding and application of disciplinary core ideas, concepts and practices. The curriculum is designed to ensure that all students engage in essential experiences that reflect the intellectual rigor of inquiry, exploration and application in order to achieve at high standards of scientific literacy. An inquiry approach encourages students to generate questions based upon their curiosity of a phenomenon in combination with observations about experiences presented by the teacher. This inquiry-based approach offers students the opportunity to expand existing knowledge through hands-on investigations or multimedia resources to clarify, enhance, and/or modify the ways in which they view and make sense of the world.

The social studies curriculum in elementary school reflects the tenants of the Connecticut Social Studies Frameworks. Inquiry lies at the heart of social studies instruction. Through the study of compelling content, students are motivated and engaged as they learn the skills of an historian that can be generalized to any study of history, geography, economics and civics.

The role of the Library Media staff and the library spaces are being redefined district-wide in light of new standards by American Association of School Librarians (AASL), International Society for Technology in Education (ISTE) and Common Core State Standards (CCSS), and at a time when there is a greater infusion of Science, Technology, Engineering, Arts, and Math (STEAM), design thinking, and technology. In the library space, the Library Media Specialist’s role has evolved to include:

- Building skills and enjoyment including wide reading, digital production and citizenship across many types of media and information formats and devices.
- Helping learners take command of connecting to high quality print and digital resources across the global network.
- Co-teaching inquiry projects from beginning to end; facilitates self-directed learning, making and creativity.
- Co-designing engaging learning experiences that combine content knowledge and learning how to learn skills.
- Facilitating the use of the best digital tools to boost learning, creativity and efficiency.
- Contributing expertise to enhance teaching & learning through collaborative leadership throughout the school community.

The library should reflect this new role and support the Library Media Curriculum, which focuses on digital and media literacy, educational technology, research skills, digital citizenship, and promoting a love of literature. A special report titled, “The Re-Imagined Library” (May 2018) was presented to the Board of Education with specific details. The library should be the largest instructional space in the school with adequate power and technology, and flexible furnishings (seating, tables on wheels, moveable shelves, etc.) to allow for a variety of individual, class, and grade-level activities. Overall, it should be a dynamic and inviting space that serves as a critical learning hub of the school and encourages student inquiry, independence, creativity, and exploration.

The music and visual arts programs develop breadth and depth of interest in our students and provide another way to interpret and relate to the world through creative engagement and expression. The arts enhance our students’ lives through both performance and appreciation which must continue to be key components of these programs.

The health and physical education programs teach fitness, coordination, sportsmanship, good health practices and attitudes. The program space must match these core values while at the same time understand the value the Darien community places on sport and activity. Our commitment to provide appropriate instructional time for these programs and activities must not waiver.

The special education program is designed to ensure students with disabilities have access to the general education curriculum and learning environment as well as targeted specialized instruction to meet their individual needs. In academics, specialized instruction targets specific skill acquisition and/or remediation needs so that students with disabilities can access and make progress in the general education curriculum and learn alongside their peers to the greatest extent appropriate. Related services (speech/language, occupational, and physical therapy) ensure students receive the therapeutic/clinical supports they need to be successful.

These educational objectives are reflected in district-wide comprehensive elementary curriculum which guides instruction at Ox Ridge Elementary School as well as the other four elementary schools.

IMPLICATIONS FOR OX RIDGE ELEMENTARY SCHOOL

Our educational program is built upon best practices to improve student learning. Our schools support the wide-range of learning needs through large and small group learning opportunities in Early Learning Program through fifth grade.

Schools designed for the future must have classrooms appropriately sized to support active learning in many forms: teacher-directed, student centered whole, small and independent learning, as well as inquiry-based opportunities. Early Learning Program and Kindergarten classrooms must be larger than other classrooms due to the unique developmental needs of young children. Flexibility must be provided in all classrooms.

The installation of classroom sinks in each of our classrooms will allow for independence and maximize instructional time for students. Soundproofing of one room will allow music classes to be integrated into the main school building. Fiber optic wiring will be provided to enable students to utilize technology hardware and software.

Classrooms of the same grade should be grouped together to support collaboration among children and staff. Similarly, special education/support staff rooms should be located strategically in proximity to grade-level teams to optimize services and collaboration.

Special education programs serve students with a wide range of needs, therefore, the instructional spaces should reflect these needs. As an example, the Developmental Learning Center (DLC) space will need to accommodate the additional staff associated with the program, as well as flexible space and design to meet the individual student needs.

The consolidation of the District's Early Learning Program (ELP) should include a total of 10 classrooms. This plan allows for greater efficiency of resources and houses the program under one site, which reflects best practice.

The new Ox Ridge Elementary School will be designed to accommodate four to five sections per grade level. In 2015, the consulting firm of Milone and MacBroom performed a comprehensive enrollment analysis of the District. The study considered demographics, housing and enrollment patterns, and other information to develop the District's projected student enrollment. The district is pursuing an updated version of this study, to be completed in 2018. This study will allow us to review and potentially update the projections defined in this plan based on the findings. The ELP historical enrollment analysis may be found on Page 9 of this document and the High-Growth model projecting in 2024-25 may be found on Page 10 of this document.

As indicated in following enrollment analyses, Darien Public Schools continues to experience student growth. Close proximity to New York City and surrounding business centers, as well as a well-regarded school system and strong community contribute to the town's appeal.

EARLY LEARNING PROGRAM (ELP) HISTORICAL ENROLLMENT ANALYSIS

Enrollment Data - Effective June 1 of the Applicable School Year

| | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |
|--|-------|-------|-------|-------|-------|
| ELP Enrollment General Education and Special Education | 91 | 98 | 98 | 99 | 102 |
| Itinerant students not attending ELP | 9 | 7 | 11 | 10 | 23 |

COMPREHENSIVE DISTRICT ENROLLMENT ANALYSIS - DARIEN PUBLIC SCHOOLS

DETAILED ELEMENTARY PROJECTIONS (HIGH-GROWTH)

| Darien Public Schools Elementary School Enrollment Projections 2015-16 | | | | | | | | Darien Public Schools Elementary School Enrollment Projections 2020-21 | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|--------------|---|------------|------------|------------|------------|------------|------------|--------------|
| School | K | 1 | 2 | 3 | 4 | 5 | K-5th | School | K | 1 | 2 | 3 | 4 | 5 | K-5th |
| Hindley | 82 | 92 | 79 | 89 | 99 | 94 | 534 | Hindley | 86 | 87 | 74 | 82 | 86 | 88 | 502 |
| Holmes | 81 | 88 | 87 | 76 | 72 | 68 | 472 | Holmes | 81 | 81 | 70 | 69 | 70 | 77 | 448 |
| Ox Ridge | 68 | 57 | 84 | 76 | 75 | 71 | 433 | Ox Ridge | 72 | 74 | 68 | 69 | 75 | 71 | 431 |
| Royle | 62 | 63 | 73 | 65 | 73 | 67 | 403 | Royle | 69 | 67 | 64 | 59 | 57 | 62 | 378 |
| Tokeneke | 67 | 75 | 80 | 78 | 79 | 61 | 441 | Tokeneke | 76 | 80 | 78 | 72 | 72 | 68 | 446 |
| TOTAL | 360 | 376 | 404 | 384 | 399 | 361 | 2,284 | TOTAL | 384 | 390 | 354 | 351 | 360 | 366 | 2,205 |

| Darien Public Schools Elementary School Enrollment Projections 2016-17 | | | | | | | | Darien Public Schools Elementary School Enrollment Projections 2021-22 | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|--------------|---|------------|------------|------------|------------|------------|------------|--------------|
| School | K | 1 | 2 | 3 | 4 | 5 | K-5th | School | K | 1 | 2 | 3 | 4 | 5 | K-5th |
| Hindley | 81 | 81 | 91 | 80 | 95 | 100 | 528 | Hindley | 86 | 86 | 86 | 75 | 87 | 87 | 506 |
| Holmes | 74 | 80 | 86 | 89 | 75 | 71 | 474 | Holmes | 81 | 80 | 78 | 71 | 68 | 70 | 448 |
| Ox Ridge | 70 | 70 | 60 | 85 | 77 | 73 | 434 | Ox Ridge | 72 | 73 | 77 | 70 | 70 | 73 | 434 |
| Royle | 58 | 60 | 64 | 70 | 68 | 73 | 393 | Royle | 69 | 66 | 68 | 61 | 63 | 57 | 384 |
| Tokeneke | 68 | 71 | 74 | 84 | 76 | 77 | 450 | Tokeneke | 75 | 80 | 79 | 82 | 70 | 69 | 454 |
| TOTAL | 350 | 361 | 375 | 408 | 391 | 394 | 2,279 | TOTAL | 383 | 385 | 388 | 358 | 357 | 356 | 2,228 |

| Darien Public Schools Elementary School Enrollment Projections 2017-18 | | | | | | | | Darien Public Schools Elementary School Enrollment Projections 2022-23 | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|--------------|---|------------|------------|------------|------------|------------|------------|--------------|
| School | K | 1 | 2 | 3 | 4 | 5 | K-5th | School | K | 1 | 2 | 3 | 4 | 5 | K-5th |
| Hindley | 82 | 80 | 80 | 92 | 86 | 96 | 516 | Hindley | 86 | 86 | 85 | 87 | 83 | 88 | 512 |
| Holmes | 71 | 72 | 77 | 87 | 87 | 75 | 470 | Holmes | 81 | 80 | 78 | 80 | 70 | 68 | 456 |
| Ox Ridge | 64 | 71 | 72 | 61 | 86 | 74 | 429 | Ox Ridge | 72 | 73 | 76 | 78 | 70 | 67 | 437 |
| Royle | 63 | 55 | 60 | 62 | 75 | 68 | 384 | Royle | 69 | 66 | 67 | 65 | 65 | 62 | 395 |
| Tokeneke | 66 | 72 | 70 | 77 | 82 | 74 | 440 | Tokeneke | 75 | 79 | 78 | 83 | 79 | 67 | 462 |
| TOTAL | 347 | 351 | 360 | 379 | 415 | 386 | 2,239 | TOTAL | 384 | 384 | 384 | 393 | 365 | 353 | 2,262 |

| Darien Public Schools Elementary School Enrollment Projections 2018-19 | | | | | | | | Darien Public Schools Elementary School Enrollment Projections 2023-24 | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|--------------|---|------------|------------|------------|------------|------------|------------|--------------|
| School | K | 1 | 2 | 3 | 4 | 5 | K-5th | School | K | 1 | 2 | 3 | 4 | 5 | K-5th |
| Hindley | 75 | 82 | 79 | 81 | 98 | 86 | 502 | Hindley | 90 | 86 | 85 | 86 | 93 | 81 | 520 |
| Holmes | 74 | 79 | 70 | 78 | 86 | 87 | 465 | Holmes | 85 | 80 | 77 | 79 | 78 | 70 | 470 |
| Ox Ridge | 65 | 66 | 74 | 74 | 61 | 83 | 422 | Ox Ridge | 75 | 73 | 76 | 77 | 79 | 68 | 448 |
| Royle | 66 | 61 | 56 | 58 | 66 | 74 | 381 | Royle | 72 | 66 | 67 | 65 | 69 | 65 | 405 |
| Tokeneke | 76 | 70 | 71 | 73 | 75 | 79 | 443 | Tokeneke | 79 | 80 | 78 | 82 | 80 | 77 | 475 |
| TOTAL | 355 | 348 | 350 | 364 | 386 | 410 | 2,213 | TOTAL | 402 | 385 | 383 | 388 | 400 | 360 | 2,318 |

| Darien Public Schools Elementary School Enrollment Projections 2019-20 | | | | | | | | Darien Public Schools Elementary School Enrollment Projections 2024-25 | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|--------------|---|------------|------------|------------|------------|------------|------------|--------------|
| School | K | 1 | 2 | 3 | 4 | 5 | K-5th | School | K | 1 | 2 | 3 | 4 | 5 | K-5th |
| Hindley | 87 | 75 | 81 | 80 | 87 | 99 | 509 | Hindley | 92 | 90 | 85 | 86 | 92 | 94 | 538 |
| Holmes | 82 | 72 | 68 | 71 | 77 | 86 | 456 | Holmes | 87 | 84 | 77 | 79 | 78 | 78 | 482 |
| Ox Ridge | 73 | 66 | 68 | 75 | 74 | 59 | 415 | Ox Ridge | 77 | 77 | 76 | 77 | 78 | 76 | 461 |
| Royle | 70 | 63 | 61 | 54 | 62 | 66 | 375 | Royle | 74 | 69 | 67 | 65 | 69 | 69 | 413 |
| Tokeneke | 76 | 80 | 69 | 74 | 71 | 72 | 441 | Tokeneke | 81 | 83 | 78 | 81 | 79 | 78 | 480 |
| TOTAL | 389 | 356 | 347 | 354 | 370 | 381 | 2,196 | TOTAL | 410 | 403 | 383 | 387 | 395 | 395 | 2,373 |

THE EARLY LEARNING PROGRAM (ELP)

School districts are mandated under Child Find to identify and provide special education services for children ages three to five years old. The State of Connecticut also requires that programming be provided in a general education setting with typical peers in a minimum of a 50:50 ratio.

Philosophy

The Early Learning Program is an integrated preschool where children with special needs and children with typically developing skills learn from each other in a nurturing environment. Darien's Early Learning Program values each child as an individual learner with unique strengths, needs and interests. We support children to become critical thinkers and social learners. Early learning experiences support children in social emotional learning to foster healthy relationships with peers and adults. Our play-based learning environment provides daily opportunities for preschool aged children to be purposeful, creative, inquisitive, flexible, and reflective. The program is designed to meet the needs of all learners. Families are essential partners in supporting children's growth and development.

Room Size

Ten ELP classrooms of 1000 sq. ft. are required, with additional storage, and an additional 60 sq. ft. for children's lavatories. The ELP program is primarily play and skill based and designed to meet the developmental needs of young children. All ELP classrooms must be located on the first floor.

Changing tables will be located in the Nurse's Office and children's lavatories (in the Early Learning Program wing).

Program Objective

To provide a learning environment which meets children's developmental needs in the affective, social, emotional, physical, language, and cognitive domains.

To provide learning experiences through play-based learning environments in which children will acquire the knowledge, skills and understanding necessary to effectively thrive in the total environment.

General Description of Program

The early childhood classroom is an active, social place. The program is designed to promote, cognition, social, emotional, physical, language, literacy, creative arts, mathematics, science and social studies skill development and to foster student inquiry. Learning results from large and small group experiences and interactions with a variety of materials.

Activities

The early childhood room is designed for high activity and movement of large groups as well as quiet, independent discovery learning. Activities to be housed include large-and small group instruction and classwork. Children will meet on the floor in front of instructional materials and a teacher chair to share experiences, talk, listen, write stories and read together. Small-group work will take place at different centers: the reading corner, the block area, the art center, the science center, the math area, the drama center and the computer area. As children explore and manipulate books and

materials available in the classroom, they learn content and develop skills. Each early childhood classroom should have an area with cubbies for coats, boots, backpacks, etc.

Occupancy

Each classroom should be able to accommodate 10-15 students, one classroom teacher and a special education teacher, specialist or one or more instructional aides who may share instruction of small groups or individuals within the regular classroom.

Furniture, Fixtures and Equipment

- Student tables, chairs and/or work tables
- Varying sizes of Rifton chairs
- Lavatories (dutch door style)
- Teacher desk and chair
- Small group table
- Large area rugs
- Interest center/small group work tables and chairs
- Student cubbies to accommodate up to 15 students.
 - Two classrooms should have 26 cubbies so they could easily be converted to a Kindergarten or 1st grade classroom.
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Sink
- Whiteboards
- SMARTboards or similar technology with which students can interact
- Tack boards
- Shelves for classroom libraries
- Network/wi-fi access
- Ample electrical outlet access
- Open shelving
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

Early Learning Program Teaching Materials Storage

These two rooms must be adequate in size to store items such as grade-level trade books, toys, tricycles, supplemental and enrichment materials, testing materials, science equipment and science models, etc. Two spaces of approximately 200 sq. ft are needed with floor to ceiling shelves on three walls.

PROGRAM DIRECTOR OF EARLY CHILDHOOD OFFICE

| Room | Size |
|------|------|
|------|------|

The Program Director's office should be 150 sq. ft. The Program Director's office should be adjacent to the main campus office, allowing for shared secretarial service. The waiting and mailbox area should be 100 sq. ft.

Program Objective

To provide leadership, coordination and support for the instructional program and related services.

| General | Description |
|---------|-------------|
|---------|-------------|

| | |
|---|--|
| Separate office space is required for the Program Director. | |
|---|--|

A public waiting area must be large enough to accommodate normal traffic of adult visitors, parents with small children, students, and staff. This area will allow parents to wait while students receive services for periods of time during the day. The area should be able to accommodate parents with infants and strollers.

Activities

The Program Director will conduct meetings with students, school and district staff, parents and community members. Clerical personnel will receive and assist guests to the school, assist staff, maintain records, prepare and distribute materials.

Occupancy

The Program Director's office needs to accommodate up to five people.

Furniture, Fixtures, and Equipment

- Desks, returns and chairs
- Lockable filing cabinets
- Storage for office supplies and paper
- Lockable storage
- Counter workstation
- Staff mailboxes
- Network/WiFi
- Waiting area chairs or couches and tables
- Copy/fax machine
- Open shelving
- Tack boards

EARLY LEARNING PROGRAM ~~PROGRAM~~ CONFERENCE ROOMS & COMMON ROOM

| | |
|-------------|-------------|
| <u>Room</u> | <u>Size</u> |
|-------------|-------------|

Two conference rooms of 250 sq. ft. each are needed. One Common Room of 1680 sq. ft. is needed.

| | |
|----------------|------------------|
| <u>Program</u> | <u>Objective</u> |
|----------------|------------------|

To provide leadership, coordination, and support for the instructional program and related services.

| | |
|----------------|--------------------|
| <u>General</u> | <u>Description</u> |
|----------------|--------------------|

Conference rooms are needed to conduct meetings which cannot be held in administrators' offices. A dedicated Common Room for ELP is needed for morning drop-off and afternoon pick-up, parent/teacher training opportunities, indoor gross motor activities, and student presentations (music performances, celebrations, learning presentations, etc.).

Activities

Conferences with school and district staff, parents, students, guests and community members; PPTs and staff training for small groups

Occupancy

The conference room requires space for up to 15 participants, including members of school and district staff, parents, students, guests, and community members. The Common Room requires space for up to 240 individuals, including staff, parents, students, and ELP guests.

Furniture, Fixtures and Equipment

- Networked WiFi
- Wall/ceiling-mounted Smart TV
- Whiteboard
- Tack board
- Conference table and chairs

EARLY LEARNING PROGRAM SPEECH AND LANGUAGE THERAPY ROOMS

Room Size

Three ~~150~~180 sq. ft rooms are needed to provide speech and language therapy.

Program

To enable identified students to improve speech and language skills, as well as feeding and swallowing skills, through a program consistent with each student's individual education plan

Objective

General

Students with identified deficits in speech and language receive supplemental instruction as specified in individual education plans. Students are instructed in small groups or individually.

Description

Activities

Activities to be housed include individual and small-group therapy, individual testing, independent and small-group learning activities, pragmatic play sessions and conferences with individuals or small groups of up to 5 students.

Persons

Individual or small groups of students, one speech and language therapist and one or more instructional aides

Furniture, Fixtures, and Equipment

- Student work tables and chairs sized for 3 and 4 year olds
- Play space area rug
- Teacher desk and chair
- Whiteboard and Smart TV
- Tack board
- Open shelving and closed shelving
- Lockable storage
- Networked computer terminal and printer, computer table

DISTRICT BEHAVIOR ANALYST ROOM

Room Size

One 150 sq. ft rooms are needed to provide behavior analyst support for Early Learning Program and K-5 programs.

Program

Objective

To provide behavior support consultation for identified students, consistent with each student's Individual Education Program.

General

Description

Students with identified deficits in social/emotional/behavioral functioning, and their teams, may receive consultation support from a district behavior analyst. This may include consultation to and/or training for school staff, clinicians, and parents - with or without the student present.

Activities

Activities include individual and small-group consultation and training of up to 5 individuals, development of functional behavior assessments and corresponding behavior intervention plans, and conferences with members of the student's PPT (individually or in small groups, with or without the student present).

Persons

Individual or small groups of students or adults and one district behavior analyst.

Furniture, Fixtures, and Equipment

- Student work tables and chairs
- Play space area rug
- Teacher desk and chair
- Whiteboard and Smart TV
- Tack board
- Open shelving and closed shelving
- Lockable storage
- Networked computer terminal and printer, computer table

EARLY LEARNING PROGRAM PSYCHOLOGIST'S ROOM

Room Size

One room of 150 sq. ft. is needed.

Program Objective

To appropriately assess students' learning needs and to provide counseling in matters of school adjustment.

General

Description

Individual students may experience difficulty in learning or in successfully managing the school environment. Other students may be performing at a level beyond that of their age group. In these cases, individual testing provides the information that school personnel need to make educational decisions about program, placement, etc.

Activities

Activities to be housed include individual testing, play sessions, counseling and conferences with individual students or with parents.

Occupancy

One school psychologist and an individual with up to 5 students will use this space.

Furniture, Fixtures, and Equipment

- Student work table
- Play space area rug
- Teacher desk and chair
- Lockable storage
- Networked computer terminal and printer, computer table
- Open

shelving

OCCUPATIONAL/PHYSICAL THERAPY AND SENSORY ROOM

Room Size

One room of 1500 sq. ft. is needed, with a manual dividing wall that bisects the room (750 sq. ft. each).

Program Objective

To provide shared access for Early Learning Program students and students in Grades K-5 to Occupational and Physical Therapy services.

General

Description

Individual students may experience difficulty with sensory regulation, fine motor, and gross motor abilities in the school environment. Individual or small group services are provided to students testing provides the information that school personnel need to make educational decisions about program, placement, etc.

Activities

The room includes sufficient space for sensory motor equipment (e.g., swings, climbing apparatus, and large motor activities) and three, quiet uncultured treatment areas for at least three separate therapists (e.g., one Physical Therapist and two Occupational Therapists) to provide treatment concurrently.

Occupancy

Three therapists (Occupational and/or Physical Therapists) and up to 4 students per therapist at any given time.

Furniture, Fixtures, and Equipment

- Play space area rug
- Gymnasium mats
- Vestibular input apparatus
- Exercise balls of various sizes
- Movable room dividers
- Indoor therapeutic swing
- Teacher desk and chair
- Lockable storage
- Networked computer terminal and printer, computer table
- Open

shelving

EARLY LEARNING PROGRAM ACCESSIBLE PLAYGROUND

Room Size: 1050 square foot outdoor space for use by Early Learning Program students

Program Objective: Children need outside time and outdoor environments that support their learning and development.

General Description

Preschool children need outdoor environments that support their learning and development.

Outdoor learning environment should be designed with child-safe equipment that is age- and developmentally-appropriate, and surrounded by a fence for safety. There should be areas equipped for activities such as dramatic play and exploration. The space should include a variety of natural and manufactured surfaces, to allow for exploration of the natural environment.

Activities

Equipment designed for motor experiences for running, climbing, balancing, riding, jumping, crawling, scooting and swinging.

Occupancy: up to 30 students per recess session

Furniture, Fixtures, and Equipment

- Age-appropriate equipment for 3- and 4-year old students
- Swings
- Climbing structure
- Covered sandbox and water table
- Fence around the structure
- Storage for outdoor toys, tricycles
- Handicapped accessible path to the playground
- Smooth surface instead of wood chips for children using wheelchairs and walkers
- Pretend play structures: natural structures logs, tree rings, boat, and cars

SPECIAL EDUCATION - RESOURCE ROOMS/LEARNING CENTER

In the Darien Public Schools, elementary schools provide a broad continuum of services, including specialized instruction for individual and/or small groups of students in general education classrooms (push-in services), resource and/or related service rooms (pull-out services), and self-contained special education programs (e.g., DLC Programs).

Philosophy

Special education is provided to students with identified disabilities who need specially designed instruction to meet their unique needs and to enable them to access the general curriculum of the school district. Parents of children who require specially designed instruction work with a team of educators and, as appropriate, specialists to determine the needs of their children and to design an appropriate program to address their educational needs. Special education teachers, clinicians, paraprofessionals, and administrators work collaboratively to support and implement services to ensure best practices in special education programs.

Room Size

Six resource rooms/small group rooms at ~~150~~ 180 sq. ft. each are needed.

Program Objective

To provide specially-designed instruction to students in a small group.

General Description

Students with identified learning difficulties that preclude continuous participation in the regular classroom are scheduled into a special education class for assistance as specified in individual education plans. Students are instructed in small groups or individually.

Activities

Activities to be housed include individual and small-group tutoring, individual testing, independent and small-group learning activities and conferences with individuals or small groups of students.

Occupancy

Up to 8 students, one special education teacher, one or more instructional paraprofessional

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Network / WiFi
- Smartboards or similar technology for which students can interact
- Accessible sink and fixtures

- Window treatments

DEVELOPMENTAL LEARNING CENTER (DLC) CLASSROOMS

Room Size

~~Two~~Four rooms of 900 sq. ft each are needed for this program, with observation windows.

Program Objective

This district-wide special education program located at Ox Ridge Elementary School provides intensive, specially-designed instruction in a comprehensive, small group.

General Description

Students who have been identified through the planning and placement process will spend part or all of the day in this classroom. The DLC Program is designed to support students with Autism Spectrum Disorders (ASD) and other developmental delays who need explicit instruction and specific behavior programs to support their learning and social development. Students in the DLC Program need a highly structured, multi-sensory program focused on academic skills, adaptive living skills, expressive and receptive language development, and social communication. Flexible programming ensures access to the general education classroom. DLC Classrooms shall be distributed throughout the school, not consolidated in one area of the building.—

Activities

Individual and small-group instruction, tutoring and enrichment activities, physical therapy routines and activities which develop gross motor skills.

Occupancy

Up to 8 students, one special education teacher, one or more instructional paraprofessional

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Kitchenette including accessible sink with drinking fountain
- WiFi/network
- Wall/ceiling-mounted TV monitor

SPEECH AND LANGUAGE THERAPY ROOM

Room Size

Three ~~150~~ 180 sq. ft rooms are needed to provide speech and language therapy.

Program Objective

To enable identified students to improve speech and language skills through a program consistent with each student's individual education plan

General Description

Students with identified deficits in speech and language receive supplemental instruction as specified in individual education plans. Students are instructed in small groups or individually.

Activities

Activities to be housed include individual and small-group tutoring, individual testing, independent and small-group learning activities and conferences with individuals or small groups of students.

Occupancy

Up to eight students, one speech and language therapist and one or more paraprofessionals

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Network/WiFi

SCHOOL PSYCHOLOGIST

Room Size

~~One~~ Two rooms of ~~150-180~~ sq. ft. ~~is~~ are needed.

Program Objective

To appropriately assess students' learning needs and to provide counseling in matters of school adjustment.

General Description

Individual students may experience difficulties in learning or in successfully managing the environment of school. Other students may be performing at a level beyond that of their age groups. In these cases, individual testing provides the information that school personnel need to make educational decisions about program, placement, etc.

Activities

Activities to be housed include individual testing, counseling and conferences with individual students or with parents

Occupancy

Up to eight students, one school psychologist, one or more instructional paraprofessional

Furniture, Fixtures and Equipment

- Student work table
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- Lockable storage
- Network/WiFi
- Open shelving

KINDERGARTEN CLASSROOMS

Room Size

Kindergarten classrooms need to have 1000 sq. ft of space, with additional storage and an additional 60 sq. ft. for student lavatories. The Kindergarten program is primarily activity based - designed to meet the developmental needs of young children. All kindergarten classrooms must be located on the first floor.

Program Objective

- To provide a learning environment which meets children's developmental needs in the affective, perceptual and cognitive domains.
- To provide learning experiences through which children will acquire the knowledge, skills and understanding necessary to effectively thrive in the total environment.

General Description of Program

The early childhood classroom is an active, social place. The program is designed to promote literacy and numeracy skill development and to foster student inquiry. Learning results from large and small group experiences and interactions with a variety of materials.

Activities

The kindergarten classroom is designed for high activity and movement of large groups as well as quiet, independent discovery learning. Activities to be housed include large-and small group instruction and classwork. Students will meet on the floor in front of a chart stand and a teacher chair to share experiences, talk, listen, write stories and read together. Small-group work will take place at different centers: the reading corner, the block area, the art center, the science center, the math area, the drama center and the computer area. As students explore and manipulate books and materials available in the classroom, they learn content and develop skills. Each kindergarten classroom should have an area with cubbies for coats, boots, backpacks, etc.

Occupancy

Each classroom should be able to accommodate up to 26 students, one classroom teacher and a special education teacher, specialist or one or more instructional aides who may share instruction of small groups or individuals within the regular classroom.

Furniture, Fixtures and Equipment

- Student desks, tables, chairs and/or work tables
- Adaptive furniture, including varying sizes of Rifton chairs
- Lavatories (dutch door style)
- Teacher desk and chair
- Small group table
- Large area rugs
- Window treatments
- Interest center/small group work tables and chairs (5 per classroom)
- Student cubbies to accommodate up to 26 students
- Ample storage space for instructional materials

- Lockable storage space for equipment and teacher materials
- Accessible sink and fittings
- Whiteboards
- SMARTboard or similar technology with which students can interact
- Tack boards
- Shelves for classroom libraries
- Network/WiFi access
- Ample electrical outlet access
- Open shelving
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

GRADE 1-5 CLASSROOMS

Room Size

Typical classrooms should have 900 sq. ft of classroom instructional space with additional storage. This is a State requirement and will support a child-centered program with multiple learning areas. All first grade classrooms must be located on the first floor.

Program Objectives

- To provide a learning environment which meets the developmental needs of all students in the affective, perceptual and cognitive domains.
- To provide an environment that promotes the development of all students' skills and knowledge and encourages the highest level of achievement for all students.
- To provide an environment that encourages student inquiry, builds citizenship skills, and fosters habits of mind that support learning.

General Description of Program

- Language Arts includes instruction in reading, writing, speaking, listening and viewing.
- Mathematics includes instruction in number sense and operations, patterns, algebra and functions, measurement, geometry, data analysis and probability.
- Science includes instruction in life science, earth and space science, and physical science.
- Social Emotional Learning and Health Education includes instruction in nutrition, personal safety, environmental health, disease prevention, substance abuse prevention and decision-making.
- Social Studies includes instruction in history, geography, civics and current events.
- Special Education includes direct teaching and related service support in academic skills, social/emotional/behavioral skills, language and communication, and fine and gross motor skills.

Activities

Classrooms provide space for teacher-led whole class instruction, small group instruction, student project activity and other types of independent learning by individual students, use of computers and other technology. Small group and individual tutorials will also take place in the classroom.

Ample storage space is needed for math and science equipment, student texts, paper and art supplies, computers and technology equipment, classroom libraries, playground equipment and students' personal belongings.

Occupancy

Each classroom should be able to accommodate up to 26 students, one classroom teacher, and a special education teacher, specialist or one or more instructional aides who may share instruction of small groups or individuals within the regular classroom.

Furniture, Fixtures and Equipment

- Student desks, tables, chairs and/or work tables
- Adaptive furniture, including varying sizes of Rifton chairs

- Teacher desk and chair
- Small group table
- Large area rugs
- Interest center/small group work tables and chairs (3 per classroom)
- Student cubbies to accommodate up to 26 students
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Accessible sink and fittings
- Window treatments
- Whiteboards
- SMARTboard or similar technology
- Tack boards
- Shelves for classroom libraries
- Network/WiFi access
- Ample electrical outlet access
- Open shelving
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

SMALL GROUP INSTRUCTION/INTERVENTION ROOM

Room Size

One room of 475 sq. ft. is needed. Small groups of students will meet in this space for supplemental instruction.

Program Objective

To provide supplemental instruction to students who have difficulty mastering basic skills as taught in the general education program. To support classroom program through individualized testing, analysis, and instructional materials.

General Description

Students who may require additional support with specific skills will receive support through small group and/or individual instruction.

Activities

Activities include individual and small-group instruction, student practice with both print and electronic media, conferences (students, parents, and staff), and individual and small-group assessment.

Occupancy

One teacher and a group of up to 8 students.

Furniture, Fixtures and Equipment

- Teacher desk and chair
- Small group reading tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Whiteboards
- Tack boards
- SMARTboard or similar technology with which students can interact
- Network/WiFi-access
- Electrical outlets (ample)
- Accessible sink and fittings
- Window treatments
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

ENGLISH LANGUAGE LEARNER (ELL) INSTRUCTION ROOM

Room Size

One room of 475 sq. ft. is needed. Individuals and/or small groups of students will meet in this room for supplemental instruction.

Program Objective

Students with limited English proficiency are provided with instruction in English. The objective in the program is to enable students to understand the English language so that they may function effectively within the regular classroom.

General Description

The ELL classroom is a space in which individual and small group instruction will occur. The classroom should be suitably equipped for small group instruction.

Activities

Activities to be housed include individual and small group instruction, oral and written practice of English language skills, use of print and electronic media and individual and small-group assessment.

Occupancy

One teacher and a group of up to 8 students.

Furniture, Fixtures and Equipment

- Teacher desk and chair
- Small group reading tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Whiteboards
- Tack boards
- SMARTboard or similar technology with which students can interact
- Network/wifi-access
- Electrical outlets (ample)
- Accessible sink and fittings
- Window treatments
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

GIFTED EDUCATION ROOM

Room Size

One room of ~~150~~ 180 sq. ft. is needed for this program.

Program Objective

The Gifted Education Program enables students to receive supplementary instruction beyond the curriculum of the regular classroom.

General Description

Students who have been identified as gifted participate in the program. Students meet in small groups of 1-8 for their instruction.

Activities

Activities to be housed include individual and small-group learning activities including 1 - 8 students.

Occupancy

Small groups of up to 8 students, one gifted education teacher

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Network/WiFi
- SMARTboards or similar technology for which students can interact

GENERAL MUSIC ROOM

Room Size

The general music classroom includes ~~1000-900~~ sq. ft. of classroom space and ~~80-200~~ sq. ft. of music storage. This room size will provide space for the level of student movement and musical /sound generating activity which is inherent to the music program and also for storage of necessary equipment.

Program Objective

To develop in students an appreciation, performance skills and knowledge of music, to increase their enjoyment, critical analysis, collaboration, creativity and cultural awareness.

General Description

All elementary grade students have 90 minutes of general music per week. The elementary music curriculum is based on the four artistic processes of creating, performing, responding and connecting to music and is designed to offer a sequential, comprehensive, standards-based music education to all children in Kindergarten - Grade five.

Pitched and non-pitched classroom instruments, movement, singing and dance are an integral part of the music curriculum.

This room should be soundproofed, attention to air vent so that they don't transfer sound to other rooms, and located near the Instrumental Music Room to share resources. Would be good to have a water fountain located just outside this room. Acoustical considerations to maximize the experience of performing and listening to music.

Activities

Activities include singing, listening, playing classroom instruments such as recorders, ukuleles and tuned and untuned percussion instruments in large and small groups, composing, recording, acting, dancing, discussion, improvisation and exploration of historical musical styles take place in these classes.

Occupancy

Persons to be housed include up to 26 students, one teacher and one or more instructional aides

Furniture, Fixtures and Equipment

- Student tables and stackable folding chairs
- Two teachers' desks and chairs (multiple staff)
- Moveable choral risers (already have these at OR)
- Whiteboards/smart boards
- Tack boards
- SMARTboard or similar tool with strong speakers for music listening activities
- Wall or ceiling-mounted TV monitor and LCD projector
- Divided shelving for sheet music storage
- Musical instruments, including classroom piano
- Lockable storage
- Deep sink to clean out recorders and wash off classroom instruments

- Wider door opening for larger percussion instruments, pianos, musical equipment, etc.

INSTRUMENTAL MUSIC ROOM

Room Size

~~The instrumental music classroom includes 1,000 sq. ft. of classroom space and 100 sq. ft. of music storage. This room size will provide space for necessary equipment which is inherent to the music program. Two Instrumental Music Classrooms of 400 sq. ft. to facilitate small group instruction. Instrument storage will be distributed within each room in lieu of a dedicated instrument storage room.~~

Program Objective

To develop in students an appreciation and knowledge of music through instrumental performance, to increase student enjoyment, collaboration, critical analysis, creativity and cultural awareness.

General Description

Beginning in Grade 3, elementary students may choose to play a musical instrument. While large group meetings are conducted before and/or after school, lesson groups or sectionals are conducted during the school day. Students will perform, rehearse, refine and respond to music during lessons.

Activities

Activities include listening, performing in groups, collaborating, composing, creating, and recording music. Sound of instruments can be loud at times.

Occupancy

Persons to be housed include up to 40 students for band and orchestra rehearsals and then daily scheduled lessons of 4-10 students, one teacher and one or more instructional aides

Furniture, Fixtures and Equipment

- Music stands and stackable folding chairs
- Two teachers' desks and chairs (multiple staff)
- Whiteboards/smart boards
- Tack boards
- SmartBoard or similar tool with strong speakers for music listening activities
- Wall/ceiling-mounted TV monitor and LCD projector
- Divided shelving for sheet music storage
- Classroom piano
- Lockable storage
- Deep sink to clean out mouthpieces and band instruments
- Lockable storage or shelving for student's musical instruments/cello and bass racks
- District-owned musical instruments and percussion
- Near a water fountain

Special Requirements

This room should be soundproofed (including designated air vents) and should be located near the general music room for shared use of storage. Wider door opening for larger percussion instruments, pianos, musical equipment, etc. Acoustical treatment of the room to accommodate loud instrument playing, percussion and full ensemble rehearsals.

WORLD LANGUAGE ROOM

Room Size

The world language classroom should have ~~1000~~ 900 sq. ft of instructional space with additional storage.

Program Objectives

To provide a learning environment which meets the needs of all students and promotes development of second language skills and cultural knowledge and awareness.

General Description of Program

The world language curriculum provides second language instruction in reading, writing, speaking, and listening. In addition, students receive ongoing instruction designed to promote cultural awareness. The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the classroom as described by the American Council on the Teaching of Foreign Languages (ACTFL).

Activities

Classrooms provide space for whole class instruction, small group instruction, student project activity and other types of independent learning by individual students, use of computers and other technology. Small group and individual tutorials will also take place in the classroom.

Storage space is needed for classroom/teacher materials, student texts, paper and art supplies, computers and technology equipment, and classroom reading material.

Occupancy

Each classroom should be able to accommodate up to 26 students, one classroom teacher, and a special education teacher, specialist or one or more instructional aides who may share instruction of small groups or individuals within the regular classroom.

Furniture, Fixtures and Equipment

- Student desks, tables, chairs and/or work tables
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- Small group table
- Large area rugs
- Interest center/small group work tables and chairs (3 per classroom)
- Student cubbies to accommodate up to 26 students
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Accessible sink and fittings
- Window treatments
- Whiteboards
- SMARTboard or similar technology
- Tack boards

- Shelves for classroom libraries
- Network/WiFi access
- Ample electrical outlet access
- Open shelving
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

ART ROOM

Room Size

The art classroom includes ~~1200~~ 1,080 sq. ft. of classroom space and 180 sq. ft. for storage and a separate 45 sq. ft. area for the kiln. This room will include a Kiln/Ceramic Storage room that is adjacent and accessible from the art room. This room size will provide space for necessary equipment which is inherent to the art program.

Program Objective

To develop in students an understanding and appreciation of art techniques and processes, art media, art history, cultural awareness and to emphasize aspects of visual communication and critical thought.

General Description

All elementary grade students have between 45-50 minutes of art per week. Art Education introduces students to the basics, including a variety of media, the fundamentals of design and color in multi-dimensional areas, execution and application of design principles, decision-making and critical thinking.

Activities

Activities include creating, making, responding, and collaborating. Studio practice includes: design, drawing, painting, printmaking, clay, sculpture, two- and three-dimensional assemblage, plaster, photography, weaving/related crafts and computer arts.

Occupancy

Persons to be housed include full classes up to 26 students for art lessons, one teacher and one or more instructional aides or related service providers.

Furniture, Fixtures and Equipment

- Maple wood student tables and stackable folding chairs
- Teachers' desk and chair
- One large whiteboard on barn door rail to cover smart board
- Tack boards
- Shelving (preferably built-in with doors)
- A central table for student resources and teacher modeling
- Two deep sinks on opposite sides of the room to promote easy access for cleaning / preparation, and one standard sink.
- Ample outlets
- Flat file drawers
- Drying Racks
- Dedicated space for presenting and celebrating student work (both 2d and 3d projects) in proximity to the art room
- Two large wall spaces inside the art room for presenting and critiquing student work
- Ample storage space for art materials
- Emergency eyewash station
- Smartboards or similar technology with which students can interact

ART STORAGE & KILN AREA

Room Size

The kiln room will total 45 sq. ft. for the kiln and shelves and 180 sq. ft. for storage.

General Description

This room size will provide space for necessary equipment and storage shelves for fired and unfired work. It will also store kiln shelves and kiln furniture needed to operate the kiln. The storage room will provide space to keep student work, supplies, still life materials, and other art equipment.

Activities

These rooms will be accessed on a daily basis and need to be adjacent and accessible from the art room.

Furniture, Fixtures and Equipment

- Lockable storage
- Ample storage space for art materials
- Built in shelving for supplies
- Kiln
- Storage racks for kiln room

Special Requirements

Power and venting for kiln

LIBRARY-MEDIA CENTER

Room Size

The Library-Media Center, including office area and storage, will total 3400 sq. ft. As points of reference, the Library-Media Center at Hindley School is 3004 sq. ft. and the Library-Media Center at Holmes School is 3410 sq. ft.

Program Objective

To develop in students the ability to use a variety of print and digital resources critically, effectively, ethically, and responsibly to support all curricular areas of focus. Additionally, the Library Media Curriculum has a specific focus on digital and media literacy, educational technology, research skills, digital citizenship, and promoting a love of literature.

General Description

The new Ox Ridge Elementary School Library should reflect the districtwide common vision, core beliefs, and operating principle as described in the Re-Imagined Library Report presented to the Darien Board of Education in May 2018:

“The Re-Imagined Library serves as the physical and digital destination for an engaged learner, empowered to both independently and collaboratively inquire, create, and reflect under the guidance of a knowledgeable staff and within an inspirational, dynamic, and well-resourced space.”

The Library space should be:

- Accessible for all learners with multiple opportunities to engage and express learning
- Organized to reflect best practices in how students learn best
- Curated with high-quality resources to support district curricula and encourage a lifelong passion for reading
- Reflective of the opportunities and innovations technology affords for access, creation, collaboration, presentation, and connection
- Flexible in design to allow for moveable and changeable zones within the space to serve multiple purposes
- Welcoming and inviting, with furnishings that serve the needs of students as empowered learners, global collaborators, and independent creators

The Re-Imagined Library is set-up in terms of zones and morph as necessary to serve a variety of functions. Depending on the level, the purpose to be served, and the square footage available, the zones will vary in size. Some zones will be more permanent than others. Some will expand for a special event and disappear at its conclusion.

The zones include:

- Instructional Zone
- Collaboration and Quiet Zone
- Creation and Exploration Zones
- Large Group Presentation Zone
- Print Collection Zone
- Administration, Work, and Storage Zone

All students have access to the Library-Media Center. Grades K-2 have a regular fixed schedule of between 30-45 minutes of time in the Library-Media Center. Students in Grades 3-5 are scheduled in collaboration with the classroom teacher. All students in Grades K-5 receive regular instruction in selection of appropriate reading material, the use of facilities and resources as part of the Library-Media Curriculum.

Activities

Collection maintenance; storage and circulation; classroom instruction; curation and set-up of Creation and Exploration zone; quiet reading; collaborative group work; book selection, large group presentation; technology stations and charging; green screen area; administrative tasks.

Occupancy

In the Instructional Zone, up to 26 students could be seated at tables in front of a presentation station in one section of the library. Concurrently, a class could be checking out materials, while a small group could be coming in to work on a project in the small group room or spend time in the Creation and Exploration Zone. This zone will be curated periodically and the activities will support Science, Social Studies, and other curriculum. If there is a large presentation, the Large Group Presentation Zone should accommodate at least 100 students or whole grade, plus adults.

The only constants in the space will be the Library-Media Specialist and one library paraprofessional.

Furniture, Fixtures and Equipment

- Age-appropriate (i.e. low, accessible to younger students) fixed and moveable shelving (to allow for the creation of flexible Zones)
- Charging stations and adequate access to power throughout the space
- Location for Copier/Scanner that could be used by students
- Presentation station to support a Large Group Presentation Zone (could handle at least 1 grade level, n=100)
- Presentation station for dedicated instructional space (tables, chairs to support 1 class, n=26)
- Student work tables with wheels and moveable chairs
- Small Circulation desk and place for student self-checkout stations
- Comfortable, age-appropriate, durable seating for quiet reading nooks
- Counters, cabinets, and sink where the Creation and Exploration Zone would be located
- Small group meeting room
- Area for a dedicated green screen and filming/video editing equipment

LUNCH ROOM AND COMMON ROOM^[KM1]

Room Size

The lunchroom should be ~~2370-2432~~ sq. ft. The kitchen/serving area should be 1330 sq. ft and the kitchen storage area should be 500 sq. ft. ~~The common room should be 1500 sq. ft. and include a platform that is 1000 sq. ft. with 250 sq. ft. of chair storage.~~ As points of reference, the lunchroom at Tokeneke is ~~the same~~ similar at, 2370 sq. ft. ~~The common rooms should be adjacent to the gymnasium to allow for larger events and when necessary, two teaching stations to accommodate two classes and build flexibility into future schedules. The stage should not be placed between the common room and the gym. As a point of reference Royle's common room, which is separate and distinct from their lunch room is 2300 sq. ft. inclusive of the stage area.~~

Program Objective

The lunchroom will be used to serve lunch daily for up to ~~461-428~~^[KM2] K-5 students in an environment which encourages good nutrition and appropriate social behavior.

~~The common room will be used to provide a large group area for the purposes of instrumental and dramatic practices and performances, presentations and assemblies, large group instruction and meetings.~~

General Description

The lunchroom should include tables and chairs and/or bench seating for lunch periods.

The kitchen includes food preparation space, serving space, dishwashing and disposal area, dry storage, freezers and refrigerators, manager's office, unisex handicapped toilet and lockers for employees.

~~The common room should accommodate a maximum occupancy of 500 for audiences attending performances. Optimally, there will be a secure entrance for performance/meeting attendees to maximize security and limit contact with students during the school day.~~

~~The platform area should be raised from the common room floor level and the proscenium should be filled with a soundproof closing wall. The platform area should be equipped with standard acoustical curtains, appropriate lighting above the area and a roll-down screen at the front of the platform.~~

Activities

The lunchroom and kitchen will serve the following functions:

- Preparation area, serving area and eating area for up to ~~461-428~~ students served in ~~up to six~~ three lunch waves of approximately 144 students (two grade levels each wave).

~~The common room will serve the following functions:~~

- ~~● Presentation space for school musical and dramatic programs, student plays, and theatrical events~~
- ~~● Large group instruction, as well as live and video presentations~~
- ~~● Platform area of the common room may serve as an additional music teaching station, a choral, band or string ensemble rehearsal area and a performance stage~~
- ~~● Reception area for open houses and parent conferences, location for staff meetings~~

- ~~● Space for parent and school community meetings and special events~~
- Additional space for all Professional Development days

Occupancy

Persons to be housed in the lunchroom include up to ~~140~~ 144 students and two to three supervisory personnel per sitting.

~~The common room should accommodate a maximum occupancy of 500 for audiences attending performances.~~

Furniture, Fixtures and Equipment

The lunchroom includes:

- Cafeteria tables and chairs or benches for student lunch
- Garbage containers and recycling centers (2)
- Lockable storage
- Two water fountains

The kitchen area includes:

- Work tables and counter spaces
- Walk-in and reach-in refrigerators and freezers
- Three-compartment and vegetable/utility sinks
- Microwave and gas/convection ovens
- Stove top and fryer with hoods and sprinkler systems
- Steamer kettle
- Recessed soup urns
- Dish-washing machine
- Clothes washer and dryer
- Steam tables
- Cold table
- Shelving
- Lockable storage

~~The common room includes:~~

- ~~● Folding chairs for large group events for up to 500 students or community members~~
- ~~● Standard acoustical (cyclorama and proscenium) curtains~~
- ~~● Soundproof (closing) folding wall across the proscenium~~
- ~~● Softwood floor on platform~~
- ~~● Appropriate stage lighting above and at the platform front~~
- ~~● A roll down screen~~
- ~~● Sound reinforcement (speakers, microphones) system suitable to the size of the room.~~

COMMON ROOM/ PLATFORM^[KM3]

Room Size

The common Room/ Platform should be 1000 sq. ft., plus 250 sq. ft. of chair storage. The Common Room/ Platform should be near to the Gymnasium and Lunch Room to allow for larger events and when necessary, include two teaching stations to accommodate two classes and build flexibility into future schedules. The Common Room/ Platform should be located immediately adjacent to the Gymnasium, or Lunch Room with a proscenium opening to the adjacent Gymnasium, or Lunch Room to facilitate the use of the Common Room/ Platform as a performance area with an audience in the adjacent space.

Program Objective

The Common Room/ Platform will be used to provide a large group area for the purposes of instrumental and dramatic practices and performances, presentations and assemblies, large-group instruction and meetings.

General Description

Consideration should be given to raising the floor level of the Common Room/ Platform space slightly (up to two feet) from the surrounding space floor levels to facilitate the use of this space as a performance area in conjunction with an adjacent space that accomodates an audience. A proscenium opening should be provided between the Common Room/ Platform space and the adjacent space. The proscenium should be filled with a soundproof closing wall. The Common Room/ Platform area should be equipped with standard acoustical curtains, appropriate lighting above the area and a roll-down projection screen.

Optimally, there will be a secure entrance for performance/meeting attendees to maximize security and limit contact with students during the school day.

Activities

The Common Room/ Platform will serve the following functions:

- Presentation space for school musical and dramatic programs, student plays, and theatrical events
- Large-group instruction, as well as live and video presentations
- Common Room/ Platform may serve as an additional music teaching station, a choral, band or string ensemble rehearsal area and a performance area
- Reception area for open houses and parent conferences, location for staff meetings
- Space for parent and school community meetings and special events
- Additional space for all Professional Development days

Occupancy

The space adjacent to the Common Room/ Platform should accommodate a maximum occupancy of 350-400 in a concentrated seating arrangement for audiences attending performances.

The Common Room/ Platform includes:

- Folding chairs for large group events for students or community members
- Standard acoustical (cyclorama and proscenium) curtains
- Soundproof (closing) folding wall across the proscenium

- Softwood floor for use as a platform
- Appropriate theatrical lighting above to facilitate performances
- A roll-down projection screen
- Local Sound system (speakers, microphones) suitable to the size of the room.

PHYSICAL EDUCATION

Room size

The gymnasium of ~~2700~~ 5,200 sq. ft. is needed and shall include a middle school sized basketball court of 74 feet x 42 feet with 10 feet of overrun on each end, 10 feet of clearance on one side to accommodate team seating and scorer table and 3 feet of clearance on the opposite side. A physical education office of 150 sq. ft. and equipment storage of 500 sq. ft. are also needed. ~~As points of reference, the gym at Hindley School is 2400 sq. ft. [KM4], and the gym at Holmes School is 2679 sq. ft. The common room should be adjacent to the gymnasium to allow for larger events and when necessary, two teaching stations to accommodate two classes and build flexibility into future schedules. The stage should not be placed between the common room and the gym.~~

Program Objective

To develop students' health and well being through demonstrated competence in selected lifetime games and activities, lifetime physical fitness, recreational, sports and adventure-based activities.

General Description

All elementary grade students have between 45 and 90 minutes of physical education per 6 day schedule. The physical education curriculum emphasizes physical fitness, individual and team sports and progressive development of skills. Adjacent to the gym, a physical education office should have direct phone access to the nurse's office. A boys' toilet room and a girls' toilet room should be located immediately adjacent to the gymnasium. One full-sized playing field adjacent to indoor instructional spaces is needed for outdoor physical education activities. The field should be readily accessible from the gymnasium.

Activities

Activities to be housed include, but are not limited to: adventure activities, aerobics, cooperative activities, dance, fitness activities, swing golf program, basketball, field hockey, floor hockey, gymnastics and tumbling, kickball, large-group games, lacrosse, soccer, softball, baseball, team handball, track and field, volleyball, health and safety instruction, co-curricular and extracurricular activities, adapted physical education, dressing and personal hygiene.

Occupancy

Persons to be housed include one physical education teacher and up to 26 students. Support staff, including an instructional aide or physical or occupational therapist may also be present.

Furniture, Fixtures and Equipment

- Teacher desk and chair for physical education office
- Lockable storage in offices
- Secure storage for equipment
- Four basketball goals with height adjustments
- Backstop for outdoor field
- Divider curtain to provide [KM5] two distinct PE teaching spaces
- Climbing wall

ADMINISTRATION

Room Size

The Principal's office should be ~~200~~150 sq. ft and the Assistant Principal's office should be ~~180~~150 sq. ft. The waiting area should be 400 sq. ft. The secretarial/mail area should be 400 sq. ft.

Program Objective

To provide leadership, coordination and support for the instructional program and related services.

General Description

Separate office spaces are required for the Principal and Assistant Principal. A public waiting area must be large enough to accommodate normal traffic of adult visitors, parents with small children, students and staff. An area is needed for both of the school secretary's desk, for staff mail and for storage of office supplies. The secretary desks should be positioned to ensure privacy of student / family related documents. These administration offices should be close to the main entrance of the building.

Activities

Administrators will conduct meetings with students, school and district staff and parents and will communicate, both orally and in writing, with school and district staff, parents and citizens. Clerical personnel will receive and assist guests to the school, assist staff, keep records, prepare materials, and distribute materials.

Occupancy

The Principal's and Assistant Principal's offices need to be able to accommodate up to five people in each location for meetings and the office areas need to accommodate up to two secretaries and/or clerical aides, one or more volunteers and constant visits from staff, students and parents.

Furniture, Fixtures, and Equipment

- Desks, returns and chairs
- Copy machine
- Lockable filing cabinets
- Storage for office supplies and paper
- Lockable storage
- Counter workstation
- Staff mail boxes
- Networked/WiFi
- Waiting area chairs and tables
- Open shelves
- Wall presentation center

CONFERENCE ROOMS

Room Size

Two conference rooms of 300 sq. ft. each.

Program Objective

To provide leadership, coordination and support for the instructional program and related services.

General Description

Conference rooms are needed to conduct meetings which cannot be held in administrators' offices.

Activities

Conferences with school and district staff, parents, students, guests and community members; staff training for small groups.

Occupancy

Up to 15 participants, including members of school and district staff, parents, students, guests and community members.

Furniture, Fixtures and Equipment

- Conference table and chairs
- Network/WiFi
- Wall presentation station
- White board
- Tack board

STAFF WORKROOMS

Room Size

A-Two teacher work rooms of 150 sq. ft. and a book room of 200 sq. ft to house level libraries beyond the classroom.

Program Objective

To provide spaces for teachers to prepare copies and access classroom materials / supplies and books.

Activities

Activities to be housed in the workroom include preparation of materials, storage of materials, production of paper copies or transparencies, duplication, laminating and creation of tack materials.

Occupancy

The staff workrooms will be utilized on a rotating basis by up to 40 staff members. A designated lactation space of 60 sq. ft., with a locked door, is needed to provide for nursing employees (<https://www.dol.gov/whd/nursingmothers>).

Furniture, Fixtures and Equipment

- Secure built-in cabinets and storage closets
- Work table and chairs
- White board
- Tack board
- Large-capacity copier and stand
- Sink and work counter
- Laminating machine(s)
- Paper cutter
- Letterpress machine
- Copier and stand
- Network/WiFi
- Shelving for books

STAFF ROOM

Room Size

One staff room of 475 sq. ft. is needed.

Program Objective

To provide places in the school where staff members can have lunch, conduct small staff meetings and enjoy participation in the adult culture of the school.

General Description

Teachers, administrators, aides and other employees have lunch in the staff rooms each day. Small staff meetings are often conducted in staff rooms.

Activities

Staff members will use the staff rooms for lunch and small staff meetings.

Occupancy

Up to 40 staff members and volunteers will occupy staff rooms at various times during the day.

Furniture, Fixtures and Equipment

- Table and chairs
- Sink
- Refrigerator
- Microwave oven
- Coffee / tea preparation
- Storage

HEALTH ~~ROOM~~SUITE

Room Size

One Health ~~Room~~Suite of ~~475-775~~ sq. ft is needed, which will be shared with the Early Learning Program

Program Objective

To provide quality health care and assistance to ill students and to offer preventive health services as required by the Darien Public Schools and the State of Connecticut.

General Description

The Health Room will serve the total population of up to ~~461-428~~(KM6) students grades K through 5 and 150 students in the Early Learning Program. It must be staffed daily by two licensed registered nurses who dispense general health care to students in need, and conduct screenings and other preventative programs as required. School nurses collaborate with administrative and pupil personnel staff on a daily basis and participate in individual student's planning meetings as needed.

A handicapped accessible toilet should be located immediately adjacent to the Health Office, with direct access from the Health office.

Activities

Activities to be housed include first aid and emergency care, dispensing of medication, special physical examinations, screening services including vision, hearing, height, weight, and scoliosis, and record keeping.

Occupancy

Persons to be housed include up to two full-time nurses and students needing service.

Furniture, Fixtures and Equipment

- Separate and secure cabinets for medication and supplies
- Secure cabinets for charts and records
- Storage
- Locking refrigerator, examining table
- Emergency equipment
- Two nurse's desks
- Four vinyl cots
- Four chairs
- Two sinks (as required by OSHA)
- Telephone, intercom to all areas of the building
- Privacy curtain

Special Requirements

Special requirements include a location preferably adjacent to administration and in close proximity to the main entrance at the front of the building.

CUSTODIAL OFFICE

Room Size

One space of 180 sq. ft is needed. Location should approximate mechanical rooms or kitchen area.

Program Objective

To ensure a safe and healthy space for custodians and maintenance personnel to complete tasks, to maintain communications and to store office material.

General Description

The custodial office and workspace should accommodate both custodial staff and the maintenance staff. Office and workspace should accommodate desk and file for custodian, and secure lockable cabinets for small and valuable custodial and maintenance tools and supplies. The custodial workspace should be in close proximity to the school's point of delivery. Fire alarm and electrical panel should be in close proximity.

Activities

Activities to occur in the office include: moderate repairs, cleaning custodial equipment, uncrating, changing clothes, eating lunch, paperwork and electronic communication.

Occupancy

Staff will include up to 3 custodians and visiting district maintenance personnel.

Furniture, Equipment

- Desk and chair
- File cabinet
- Benches
- Storage cabinets
- Sink-custodial Mop sink with vacuum breaker
- Tack board
- Clothing lockers
- Lunch table

STORAGE REQUIREMENTS

Teaching Materials Storage

One room must be adequate in size to store items such as charts, supplemental and enrichment materials, testing materials, science equipment and science models, etc. One space of approximately 200 sq. ft is needed with floor to ceiling shelves on three walls.

Backpack Storage

Area for individual student backpack and personal belonging storage either in classroom cubbies, or corridor lockers. Provide an area allocation of 2.25 sq. ft. per student multiplied by 428 students, which yields 963 sq. ft. total, distributed throughout the school.

Inactive Storage

Inactive storage includes items such as stage props, risers, equipment and supplies. This room should be at least 400 sq. ft. of space and should have floor to ceiling shelves covering two walls. Server station housed here.

Custodial Storage

Custodial supplies include mops, brooms, pails, paper supplies, ladders, steam cleaners, vacuums and cleaning supplies. Four custodial closets, each about 36 sq. ft. are needed, with two on each floor in a two-story building. All closets must be equipped with sinks, shelves and lockable cabinets. In addition, there is a need for a 350 sq. ft. central storage space ~~(approximately 14' x 14')~~ for bulkier equipment.

Maintenance Storage

This ~~240~~100 sq. ft. space is for the storage of lawn mowers, snow blowers, and shovels and outside maintenance supplies and equipment. Garage style door--lawn tractor

Receiving Area

This 140 sq. ft. space is for receiving deliveries to the school. An overhead door, or large pair of doors should be provided to facilitate large packaged deliveries. The receiving area does not require a raised loading dock.

COMMUNICATIONS AND INFORMATION

Integrated Electronic Communication System for Voice, Data and Video

All normally occupied teaching spaces, offices, staff rooms, administrative spaces, boiler room, kitchen, and receiving area should be linked by a telephone and speaker which provides public address, emergency, outside line access, and internal private communications.

- All spaces, indoor and outdoor, should receive emergency call announcements.
- Ability to switch all calls to specific telephones after hours.
- Ability to access intercom system from outside the school.
- Ability to limit out of local area calls from specific phones.
- High volume "night bells" for telephone system.
- Back-up emergency power for computer networks, telephone and intercoms.
- All offices and teaching spaces to be equipped with networked computers for staff members.
- All classrooms to have networked computer communications and built-in data projectors.
- Voice, data and video broadcast and reception capability, including multi-channel communication, available for all teaching stations and the main office (including through an integrated communication system). All cabling should be fiber optic with OCT connections. Wireless or infrared capability should also be available in each teaching and office space. Spare conduit or cabling trays should be included for future upgrades and expansion.

The building should be canvassed and supported by ample WAN points for optimal wireless network coverage.

- Remote media retrieval system in each classroom.
- Back-up emergency power for light-safety systems, alarm/communications systems, and heating systems.

Wireless Clock and Bell System

All normally occupied areas should have a clock showing hours and minutes connected to a master clock that also controls bells and/or chimes. The master clock should automatically correct all systems.

Fire Alarm/Security

The school should be equipped with a fully code compliant fire detection, alarm, and sprinkler system. All equipment should be state-of-the-art. Remote panels showing location of the source of the alarm should be located near the administrative area and front door of the school and custodial office. Upon activation of an alarm, an evacuation signal should be transmitted throughout the school and a signal transmitted to a central station monitoring service. Alarm should signal until manually reset. Sprinkler heads should be carefully located and positioned to prohibit tampering. Alarms should be easily heard throughout the building and visual alarms should be provided as per code.

- One integrated fire alarm/security system with video monitoring capacity and other electronic security devices should protect the entire structure.
- All required fire extinguishers should be placed into recessed cabinets with the doors to such cabinets equipped with audible local alarms.
- Lockdown security should be installed and connected to this security infrastructure.
- All exit points controlled by card access

- Single point of system entry with “mantrap”
- Shatter resistant film on first floor windows and all exterior doors having window panels (similar to a 3M 14mil security film product)
- A workstation of 60 sq. ft. shall be included for Security Monitor personnel.

H.V.A.C. System

The heating, ventilating and central air conditioning system should be carefully and thoroughly planned. The chilled water and heating water piping and coils must be separate (4 pipe system). This allows to quickly transfer between heating and cooling systems with minimal delay. Failure to install this type of system would create the need to shut down the building H.V.A.C for a week to properly transfer from one system to another.

The entire building should be air-conditioned to allow use for summer programs for both special and regular education students. Air conditioning should be zoned for use during the summer in all offices (including music and physical education offices), library, and classrooms.

A separate water heater for domestic use should be provided.

Connection to external emergency power sources should be provided (including all code required automatic transfer switches) to keep vital building components and areas functioning in an emergency.

Plumbing

Building should meet all minimum code requirements for number of toilet fixtures, sinks, drinking fountains and bottle fill stations.

All fixtures should be of the heaviest duty, vandal resistant design. Local service valves and isolation valves should be provided. Adequate clean-outs should be provided. Piping should run in accessible pipe chases. Valves should be ball valves. Toilet partitions should be extreme duty, vandal resistant, with heavy-duty hardware. Automatic faucets, toilets and urinals should be installed in all toilet facilities. Fixtures should be wall hung. Building should be divided into sections with isolation and drain valves in each section.

Electrical Distribution

Each occupied space should be furnished with numerous electrical convenience outlets located throughout the space to permit flexibility of room layout and eliminate use of extension cords. Power in each classroom should be from two sources, one for exclusive use of computers and the other for general use. Outlets in corridors and storage areas should be located on not greater than 25-foot centers to permit ease in use of vacuums and floor machines.

Each electrical distribution panel should have 25% free space to add future circuits. All three phase motors should have phase protection. All exit signs should be L.E.D. type with cast housings and lexan lenses.

Energy Conservation

The new building plans should meet all requirements of the state energy code. A back-up generator must be present to maintain key building systems.

Hardware and Security

All hardware should be commercial grade. Access control devices must be installed at the front entrance and be compatible with current systems in place in the school district. A Stanley Best locking system keyed to match existing system should be installed and maintained.

All exit door panic devices should be rim type with removable mullions rather than vertical rod type. All doors such as stairwell doors, corridor smoke doors, etc. should be held open with magnetic devices connected to the fire alarm system.

Elevator

A handicapped-accessible elevator should be centrally located. The elevator car should be designed to transport passengers, and should be of appropriate size and equipment to accommodate the needs of physically impaired students, staff and community members. Because the elevator will also be used to transport freight, it should be of the size and capacity to accommodate an automatic floor scrubbing machine and other heavy equipment, and to move desks, furniture and equipment.

SITE AND BUILDING DEVELOPMENT

Size, Location, Physical Characteristics

- The building should be designed to provide enclosed access to all elements of the physical plant without having to exit the building, with the obvious exception of the outdoor physical education and athletic fields.
- The building should be organized in a two-story plan with classrooms on both floors and core spaces such as the common room, gymnasium and main office on the first floor.
- The pre-k program should have a separate entrance with distinct drop off and pick up capability.
- The building should contain sufficient common and specialized instructional and service spaces and the ability to reconfigure classroom spaces to ensure that the programs and activities can be maintained even if maximum enrollment rises above ~~461~~ 428^(KM7) students K-5.
- The building should include a recognizable and aesthetically pleasing front entrance which also includes security devices to regulate entry.
- Athletic, recreational and performance spaces should be located so as to make them conveniently accessible during non-school day hours for community use.
- Facilities should be divided into self-contained zones so that access may be granted for community use while limiting or preventing access to areas not being used for community activities. The space should include lavatory facilities.
- Parking lots should be located conveniently near those specific facilities most likely to receive significant use by community groups and providing well-lit pathways to those facilities, while preserving the residential nature of the neighborhood.
- In those spaces most likely to be used for community activities, capacity needs to be built in to safely secure equipment and supplies that will be present, but will not be needed for community functions.
- Storage must be sufficient, well-organized and conveniently located throughout the building. Storage areas must be of adequate square footage and must be secure and safe to allow maintenance of resources in optimal condition.
- Adequate parking spaces are needed to accommodate both the staff and guests who visit on a daily basis as well as those who attend special functions.
- Distinct parking areas and traffic flow are needed to accommodate buses during loading and unloading, delivery vehicles and access to loading dock, employee parking and visitor parking. There must be a parent pick-up area which is well separated from bus loading and unloading but provides convenient and quick access to the building for students entering and exiting.

- A loading platform is needed to accommodate food delivery for the kitchen and general merchandise for the school. This should be designed so that general merchandise does not have to be moved through the kitchen.
- Adequate lighting should be provided in accordance with state standards for evening use of the building along all sides of the school, walkways, and parking areas.
- Handicapped access should be provided as per the Americans with Disabilities Act (ADA).
- All levels of the school should be above grade with the avoidance of windowless classroom spaces.
- All sides of the school should be designed to be aesthetically attractive and accessible. Overhangs or porticos for student drop-off areas should be part of the design.
- A flagpole is needed in front of the building.
- The program requires three separate playgrounds for ELP/Early Learning Program, kindergarten, and students in grades 1-5. A blacktopped play area with two backboards is needed for play when fields are muddy. The play areas should be laid out with an economy of supervision in mind.
- Interior courtyards are to be avoided, if possible. If unavoidable, they should be designed and landscaped to be reasonably maintenance free.
- The entire site should be landscaped to be pleasing to the school's occupants and neighbors, as well as being easily and efficiently maintained.
- Consideration should be made to provide ease in snow plowing and provisions made to accommodate snow piles.

Ingress and Egress

Traffic flow should have adequate and safe sight distances. Walking patterns should be designed to minimize crossing vehicular traffic as much as possible.

Bus Loading and Unloading

This area should be separate and distinct from parking areas and the parent pick-up area and should accommodate the full complement of buses to service the school.

Outdoor Educational Program

The site should accommodate the physical education program of the school and appropriate community use after school hours. Fields should accommodate a variety of sports. Minimally, fields should be developed for softball, youth baseball, soccer and lacrosse. Indoor restrooms should be easily accessible from the fields.

ENVIRONMENT

Objective

To ensure that the environment for learning and working is safe, effective, efficient and aesthetically pleasing and that the building is in harmony both with its site and the neighborhood at large.

General Description

The building should have an open, inviting atmosphere, characterized by extensive use of natural light, adequate ventilation, open spaces and functional effectiveness in all design features, furnishings and equipment. Hallways and stairwells are to be sufficiently spacious to facilitate the easy and natural flow of people throughout the facility. An entrance lobby of 800 sq. ft. should be provided, which may be distributed between a main and secondary entrance lobby depending on the final building layout.

Every internal and external space in the school property that is to be utilized by staff, students or citizens must permit access by handicapped individuals.

Special Requirements or Considerations

- General

Every entryway should have a hard floor finish with floor mats. All visitors must be visible to main office personnel. All outer doors other than front entrance must prevent access from the outside during the school day as well as after school hours. Any area to be used by general public after school hours should have a separate entrance and prevent access to other areas of the building.

- Air Quality

A central air conditioning system that incorporates high quality filtration should be installed in all areas. This will permit comfortable year-round use by the school community as well as the community at large.

All offices, instructional spaces, and common spaces should be equipped with individual heating and cooling controls (subject to centralized and programmed restrictive parameters). The school district has standardized on Allerton Control System.

- Windows

All windows should be operable, with screens. Classroom windows should include room-darkening shades/blinds. Windows should prevent the loss of heat.

- Lighting

All lighting should be diffused with LED lights and designed to maximize students' learning and personal comfort and minimize energy consumption. Lighting should have automatic dimming controls and occupancy sensors to control lighting and save wasted energy.

- Flooring

The center hall, main entrance and lobby floor should be terrazzo or fritz tile flooring. All classrooms, the common room and kitchen, science, and art classrooms, lavatories and all entry and exit hallways should be tiled with

durable, easy-to clean, comfortable and sound-absorbing vinyl laminate flooring. Carpet should be installed in some office areas and in part of the library-media center. Where carpet is installed, it should be resistant of static, bacteria, mildew, stains, wear, and should be non-zippering and non-fading.

- Furnishings

Furnishings in all areas of the building should be new, except where the Superintendent of Schools approves specific items as appropriate and in sufficiently good condition for continued use. The same should apply to storage shelving, cabinets and like items.

Furnishings will be reconfigured as needs change over time. They should not be permanent structures, except where their functions require it. Furniture size should relate to function; for example a variety of classroom chair and table sizes.

- Health and Safety

Every consideration should be given to prevention of "sealed building syndrome," exposure to radon gas and other hazards. Adequate ventilation and air circulation and use of non-allergenic interior finish materials should be priorities.

- Ecological Considerations

The building should incorporate all current technologies designed to conserve natural resources, including, but not limited to, ultra-low flush plumbing systems and separate storage bins for all recyclable materials, LED lighting and where possible, solar panels.

- Aesthetics

The building should reflect the character and environmental setting of the Darien community and, in terms of its scale and form, must be compatible with its immediate residential surroundings. The design of the facility should incorporate architectural elements that are evocative of the traditions of regional New England and should draw on the rich architectural heritage of Darien.

The building should have a unified interior design with attention to appropriateness, functionality, and durability of structural elements and furnishings, pleasing and practical colors and textures and noise control.

The building should contain spaces designed to display a wide variety of student work, including tack boards and display cases to accommodate multi-dimensional projects.

- Noise Control

Large areas should incorporate design features and acoustical treatments to central noise levels. Noisier areas such as cafeteria, gymnasium, and general music and instrumental practice areas should have proper acoustic treatment.

MEMORANDUM

To: Dr. Alan Addley, Superintendent of Schools
From: Michael Lynch, Director of Facilities *Michael Lynch*
Date: August 21, 2019
RE: 2019-20 Facilities Usage Fee Schedule (Proposed)

The administration is proposing no increase to the facility rental/usage rate fee structure for all district facilities for school year 2019-20.

Once again, in creating the rates for school year 2019-20, Darien was compared to our surrounding communities which included the following: Norwalk, Weston, Westport and Greenwich. This fee structure can be seen in Table I. It should be noted that although the hourly rental fee for Weston is low, Weston does require a minimum two-hour rental. As a result, Darien's rental fee is on the lower end of the spectrum. The custodial, maintenance and auditorium personnel rates have increased by two (2) percent which reflects their new contracts.

Last year, we proposed a gradual increase in the youth sports fees/field usage fees to offset the cost of parking control. We no longer supply parking control unless requested. We will not be incorporating this increase.

The proposed rate structure is outlined in Table III.

The following guidelines still apply:

1. Town of Darien Waiver: The hourly rental rates are waived for Town of Darien use of facilities (excluding summer camps).
2. Girl/Boy/Cub Scouts rental rate exempt during school days. Non-profit rates will apply on weekends.
3. The charges associated with the after school programs are a result of an RFP.

To be considered a local non-profit or local youth sports group, the following criteria must be met in its entirety:

- The group must have a 501(c)(3) certification/designation.
- The group must be based in Darien, CT
- 66% or more of the participants must be Darien residents. (Roster must be presented)

Last summer we implemented School Dude by Dude Solutions which gave us the power to schedule, track and benefit from internal and community use of our school facilities.

Everything we need to manage facility use requests is in one place and online for all our schools to see. The result has been an increase in fees collected from \$174,714.22 in 2018 to \$253,898.44 in 2019.

This facility scheduling tool is designed to meet the unique needs of the Darien Public Schools; helping to automate the entire event scheduling process. We are able to eliminate scheduling conflicts and double bookings and it allows us the ability to see everything that is going on at each facility and plan for the unique needs of each event.

We are currently able to:

- Automate the facility scheduling process for internal and external groups
- Maximize facility usage and energy efficiency with strategic room scheduling
- Eliminate scheduling conflicts with fields and gyms
- Streamline online invoicing and improve communication with community groups.
- Track insurance renewals online

Attachments:

Table I: Surrounding Community Fee Structure for comparison

Table II: Proposed Increase in Custodial, Maintenance and Auditorium Personnel

Table III: Proposed 2019-20 Fee Structure

Table IV: Facility Usage Events for FY 2018-19

TABLE I
2018-2019 Fee Comparisons To Surrounding Towns
Darien Public Schools - Darien, Connecticut

| Facility: | Rental: | Heat: | Custodian: | Total: |
|--------------------------------|-----------|----------|------------|-------------|
| High School Auditorium | | | | |
| Norwalk | \$ 125.00 | \$ 60.00 | \$ 55.00 | \$ 240.00 |
| Weston | \$ 67.00 | \$ 17.05 | \$ 39.77 | \$ 123.82 |
| Westport | \$ 240.00 | \$ - | \$ 36.00 | \$ 276.00 |
| Greenwich | \$ 776.00 | \$ - | \$ 252.00 | \$ 1,028.00 |
| Darien | \$ 132.65 | \$ - | \$ 67.86 | \$ 200.51 |
| High School Gymnasium | | | | |
| Norwalk | \$ 200.00 | \$ 50.00 | \$ 55.00 | \$ 305.00 |
| Weston | \$ 74.00 | \$ 16.51 | \$ 37.11 | \$ 127.62 |
| Westport | \$ 180.00 | \$ - | \$ 36.00 | \$ 216.00 |
| Greenwich | \$ 440.00 | \$ - | \$ 252.00 | \$ 692.00 |
| Darien | \$ 102.00 | \$ - | \$ 66.53 | \$ 170.57 |
| Middle School Gymnasium | | | | |
| Norwalk | \$ 75.00 | \$ 40.00 | \$ 55.00 | \$ 170.00 |
| Weston | \$ 74.00 | \$ 16.51 | \$ 37.11 | \$ 127.62 |
| Westport | \$ 180.00 | \$ - | \$ 36.00 | \$ 216.00 |
| Greenwich | \$ 340.00 | \$ - | \$ 252.00 | \$ 592.00 |
| Darien | \$ 76.50 | \$ - | \$ 66.53 | \$ 144.56 |

Notes:

1. Weston has a minimum 2 hour charge, so rates are double.
2. Greenwich charges a flat fee based on 3 hour minimum.
3. Norwalk has a 3 hour minimum custodial fee.
4. Darien has hourly rental/custodial fee

TABLE II
PROPOSED FACILITY USAGE FEES: 2019-20
Darien Public Schools - Darien, Connecticut

CUSTODIAL, MAINTENANCE AND AUDITORIUM PERSONNEL RATES

| Custodial Rates | | | PROPOSED 2% Increase Custodial Rates | | |
|---|----------|----------|---|-----------|----------|
| High School: | \$ 67.86 | per hour | Monday-Saturday | \$ 69.22 | per hour |
| | \$ 89.95 | per hour | Sunday | \$ 91.75 | per hour |
| Middlesex: | \$ 67.86 | per hour | Monday-Saturday | \$ 69.22 | per hour |
| | \$ 89.64 | per hour | Sunday | \$ 91.43 | per hour |
| Elementary Schools: | \$ 61.26 | per hour | Monday-Saturday | \$ 62.49 | per hour |
| | \$ 81.13 | per hour | Sunday | \$ 82.75 | per hour |
| PROPOSED 2% Increase Maintenance Rates | | | | | |
| Maintenance Rates | | | Maintenance Rates | | |
| Skilled: | \$ 74.52 | per hour | Monday-Saturday | \$ 76.01 | per hour |
| | \$ 99.37 | per hour | Sunday | \$ 101.36 | per hour |
| Laborer: | \$ 58.50 | per hour | Monday-Saturday | \$ 59.67 | per hour |
| | \$ 76.47 | per hour | Sunday | \$ 77.99 | per hour |
| PROPOSED 2% Increase Auditorium Rates | | | | | |
| Auditorium Personnel Rates | | | Auditorium Personnel Rates | | |
| Sound/Lighting Manager: | \$ 57.96 | per hour | Sunday-Saturday | \$ 59.12 | per hour |
| | \$ 19.86 | per hour | Sunday-Saturday | \$ 20.26 | per hour |

Notes:

- All organizations, including municipal groups, are required to pay for all custodial, maintenance and auditorium personnel costs and any other personnel costs associated with their use of school facilities and fields.
- The extent of custodial, maintenance or auditorium personnel coverage that is required will be determined by the Darien Public Schools.
- Fire watch coverage and police coverage will be at the rates established by the fire and police departments.

TABLE III
FACILITY USAGE FEES: 2019-20

| Facility: | NON-PROFIT RATES | | Facility: | FOR PROFIT RATES | |
|---------------------------|--|-----------|---------------------------|------------------|-----------|
| | 2018-19 | 2019-2020 | | 2018-19 | 2019-20 |
| <i>Darien High School</i> | Rental | Rental | <i>Darien High School</i> | Rental | Rental |
| Auditorium | \$ 132.65 | \$ 132.65 | Auditorium | \$ 270.61 | \$ 270.61 |
| Gymnasium (main) | \$ 106.12 | \$ 106.12 | Gymnasium (main) | \$ 132.65 | \$ 132.65 |
| Gymnasium (lower) | \$ 79.59 | \$ 79.59 | Gymnasium (lower) | \$ 116.73 | \$ 116.73 |
| Cafeteria | \$ 63.67 | \$ 63.67 | Cafeteria | \$ 90.20 | \$ 90.20 |
| Classroom | \$ 53.06 | \$ 53.06 | Classroom | \$ 79.59 | \$ 79.59 |
| <i>Middlesex</i> | | | <i>Middlesex</i> | | |
| Auditorium | \$ 106.12 | \$ 106.12 | Auditorium | \$ 132.65 | \$ 132.65 |
| Gymnasium | \$ 79.59 | \$ 79.59 | Gymnasium | \$ 106.12 | \$ 106.12 |
| Cafeteria | \$ 62.42 | \$ 62.42 | Cafeteria | \$ 90.20 | \$ 90.20 |
| Classroom | \$ 53.06 | \$ 53.06 | Classroom | \$ 68.98 | \$ 68.98 |
| <i>Elementary Schools</i> | | | <i>Elementary Schools</i> | | |
| Auditorium (Royle) | \$ 79.59 | \$ 79.59 | Auditorium (Royle) | \$ 106.12 | \$ 106.12 |
| Gymnasium | \$ 53.06 | \$ 53.06 | Gymnasium | \$ 79.59 | \$ 79.59 |
| Cafeteria | \$ 42.45 | \$ 42.45 | Cafeteria | \$ 53.06 | \$ 53.06 |
| Classroom | \$ 26.53 | \$ 26.53 | Classroom | \$ 53.06 | \$ 53.06 |
| <i>Camps</i> | | | | | |
| Town Youth Comm. | \$26.53 per camper per session | | | \$ 26.53 | |
| YMCA | \$43.51 per camper per session | | | \$ 43.51 | |
| <i>Fields</i> | | | | | |
| Local Youth Sports | \$26.53 per participant per season | | | \$ 26.53 | |
| Elementary Grass | For-Profit/Commercial: \$81.72/hour or \$41.39/participant for camps | | | 81.72/41.39 | |
| MMS/DHS Grass | For-Profit/Commercial: \$109.30/hour or \$55.18/participant for camps | | | 109.30/55.18 | |
| DHS Turf | For-Profit/Commercial: \$243.45/hour or \$123.10/participant for camps | | | 243.45/123.10 | |
| Team Car Washes | \$106.12/usage | | | \$106.12 | |

TABLE IV FACILITY USAGE EVENTS FOR FY 2018-19

| NON-PROFITS | NON-PROFITS | NON-PROFITS |
|---------------------------------|-----------------------------|----------------------------|
| Darien Youth Sports (\$26.53pp) | DHS EVENTS | OX Ridge PTO Awareness |
| DJFL | Theater 308 Fall Prod | ROYLE PTO SPONSORED |
| Darien Field Hockey | Theater 308 Spring Prod | Rockin' Royle |
| Darien Little League | Theater 308 Skits | Royle Round Up |
| Darien Softball | Fellowship of Christian Atl | Royle Bingo |
| Darien Soccer Association | MMS EVENTS | Royle Pancake Bkft |
| Darien Babe Ruth | Quiz Bowl | Royle Book Fair |
| Darien Little League | Theater Production | Royle Picnic |
| DHS Basketball Fundraiser | Summer Camps | TOKENEKE PTO SPONSORED |
| DYLAX | Town Camp (\$26.01) | Tokeneke Book Fair Night |
| Darien Soccer Association | YMCA Summer Camp (\$42.66) | Tokeneke Pancake Breakfast |
| Softball Pony League | Parks & Rec Camps (N/C) | Tokeneke Bingo Night |
| Legion Baseball | Darien Summer School | Tokeneke Pumpkin Fair |
| DYLAX Eagle Container | Town Events (Custodial chg) | Tokeneke Picnic |
| CT Angles Softball | Domestic Violence Event | Tokeneke-Red X Blood drive |
| DJFL Cheer Squad | TOPS Pumpkin Fair Night | ABC Group |
| YMCA Flag Football | TOPS Hindley Happening | OTHER |
| YMCA (NO CHARGE) | Darien Fireworks Committee | Adult Rec BB |
| YMCA BASKETBALL FALL | Post 53 Testing | Weddings (parking) |
| YMCA BASKETBALL WINTER | Registrar of Voters | Comm. Fund of Darien |
| YMCA BASKETBALL SPRING | League of Women Voters | Shatterproof (parking) |
| YMCA SOCCER | Darien PD Tactics | |
| YWCA Parent Awareness | Feed My Starving children | |
| HINDLEY PTO SPONSORED | Other Non-Profits | |
| Girls on the Run-Hindley | ST. Thomas More Church | |
| Hindley Happening | Noroton Pres. Church | FOR PROFIT |
| Hindley Picnic | Darien's Got Talent | Chargers LAX Camp |
| Hindley Family Social | Power Squadron | Chargers VB Camp |
| Hindley Tall 'N Small Dance | SCOUTS (NO CHARGE) | Tips on Trips Camp Fair |
| Hindley Bash | Den 1 | Pender Keady |
| Hindley Cookies & Cocoa | Pack 55 | Sacred Heart Baseball |
| Hindley PTO Awareness | Pack 56 | All Star Camp |
| Hindley Charity Baseball | Pack 155 | L.I.Express Lacrosse |
| HOLMES PTO SPONSORED | Pack 161 | Volleyball Camp |
| Holmes Book Fair | Troop 50043 | Field Hockey Camp |
| Holmes Bingo Night | CAR WASH 2018 (\$106.10) | Girls Soccer Camp |
| Holmes PTO | Boy's Football Team | Boys Soccer Camp |
| Holmes Picnic | Cheerleader's | Ct. Grizzlies |
| Holmes PTO Awareness | Girls' Field Hockey | Dance On the Down Low |
| Holmes Talent Show | Girl's Soccer Car Wash | Men's Blue Wave Soccer |
| Holmes Share | Girl's softball team | Blue Wave Kickers |
| OX RIDGE PTO SPONSORED | Girl's swim team | AFTER SCHOOL CAMPS |
| Ox Ridge Bingo Night | Boy's Soccer (MMS) | Darien After School |
| Ox Ridge Picnic | Girl's volleyball (DHS) | Overtime Athletics |
| Ox Ridge Movie Night | Boy's Swim Team | Kids Care |

Darien Public Schools
Proposed
District Goals 2019-2020

| Board of Education/Superintendent of Schools | Action Steps | Board of Education Presentation Item | Status: Fall, Winter, Spring Update | Continuation for 2020-2021 |
|---|---|--------------------------------------|-------------------------------------|----------------------------|
| Engage the district in a process of strategic planning to guide the work of the Board of Education and Darien Public Schools | <ul style="list-style-type: none">• Develop, present and implement Superintendent’s 90 Day Entry Plan to the district• Present Entry Plan’s key findings• Review the district’s current planning documents and procedures• Engage the Board of Education in the strategic planning process• Begin developing guiding documents and short/long term goals that will inform the district’s next level of work | Early Fall/Winter/ Late Spring | x | x |
| Curriculum & Instruction | Action Steps | Board of Education Presentation Item | Status: Fall, Winter, Spring Update | Continuation for 2020-2021 |
| Study the current “exploratory” model at MMS in relation to best practice and continuous growth and make recommendations as appropriate. | <ul style="list-style-type: none">• School-based leadership will develop a working committee with teachers and curriculum department chairpersons<ul style="list-style-type: none">◦ Research and identify best practices in the literature◦ Study other school districts and models offered to middle-school aged children• Collect feedback from teachers, parents, and students regarding the current “exploratory” model at MMS, as well as areas for growth• Identify scheduling options available and impact on resources (budget and human) | Late Winter/ Late Spring | | x |
| Assess the current placement structures across all courses and levels and identify appropriate practices based on the vision/philosophy of the Darien Public Schools. | <ul style="list-style-type: none">• Identify current practices across departments/levels (course types: AP, Honors, Accelerated) and gather feedback from department members• Research and identify best practices in and for developing appropriate placement practices | Early Spring | | |

| | | | | |
|---|---|--------|---|---|
| | <ul style="list-style-type: none">• Study placement practices across other school districts• Present findings to department members in order to reflect on ways to improve practices• Develop a calibrated vision/philosophy on course placement practices across departments and identify needs and make changes as appropriate | | | |
| Actualize the vision of the re-imagined library with a physical and digital destination that supports: <ul style="list-style-type: none">• <i>independence and collaboration</i>• <i>inquiry, creativity, and reflection</i>• <i>an inspirational, dynamic, and well-resourced space.</i> | <ul style="list-style-type: none">• Library collections to be weeded to within AASL guidelines to create more open spaces• Excess furniture and outdated equipment to be removed• Identify and contract with architect to actualize design specifications outlined in Re-Imagining Libraries report for each library space• Collaborate with Facilities & Business office to develop costs for re-engineering library spaces• Work with BOE, PTO, and Darien Community Foundation to identify potential funding sources• Develop 2020-21 budget proposal to fund renovation of library spaces• Work with principals, school-based committees, architect, Facilities, Business, and IT to finalize plans in anticipation for Summer 2020 start | Winter | x | |
| Create a plan for future work that offers students balanced coursework that serves to create a STEM mindset (creator, critical thinker innovator, entrepreneur, changemaker, and communicator). | <ul style="list-style-type: none">• Identify STEM current practices across levels and content areas• Collaborate with leadership team and teachers to establish a framework for the Darien Public Schools• Finalize the K-12 Library Media Curriculum to align with new International Society of Technology in Education (ISTE), American Association of School Librarians (AASL), and current curriculum units of study | | x | x |

| | | | | |
|----------|------------------------------|--------------------------------------|-------------------------------------|----------------------------|
| Business | Action Steps | Board of Education Presentation Item | Status: Fall, Winter, Spring Update | Continuation for 2020-2021 |
|----------|------------------------------|--------------------------------------|-------------------------------------|----------------------------|

| | | | | |
|---|--|--|---|--|
| Review and assess current Darien Public Schools business practices/structures and determine a roadmap/goals for the future. | <ul style="list-style-type: none">• Meet with various stakeholders and discuss current structures (strengths/needs).• Review documents, reports, and systems to determine growth areas and make recommendations to the Superintendent of Schools and Finance Committee as appropriate | | x | |
|---|--|--|---|--|

| Special Education | Action Steps | Board of Education Presentation Item | Status: Fall, Winter, Spring Update | Continuation for 2020-2021 |
|---|---|--------------------------------------|-------------------------------------|----------------------------|
| Conduct an ELP early literacy instruction program review of the provision of language and literacy experiences for preschool students. | <ul style="list-style-type: none">• The Early Learning Program (ELP) has received a grant award from the Connecticut State Department of Education which it will utilize to conduct an early literacy instruction program review utilizing experts from Literacy How, Inc.• Professional development will be provided by Literacy How Inc., over three days during the 2019-2020 school year.• We will develop protocols and procedures for the identification of early learning literacy differences in students and instructional approaches to address their needs. | Early Winter/Spring | | |
| <p>Provide professional development targeting extending Dialectical Behavior Therapy (DBT) to elementary schools, PROMPT (Prompts for Restructuring Oral Muscular Phonetic Targets) therapy, Wilson Reading Systems, and assessment instruments.</p> <p>Conduct a self-study of the continuum of specialized instruction at the elementary level.</p> | <ul style="list-style-type: none">• Elementary mental health teams will receive training and bi-weekly coaching in DBT.• Targeted speech and language pathologists will be trained in PROMPT (Prompts for Restructuring Oral Muscular Phonetic Targets) therapy.• Selected teachers and new staff will be provided a 3-day introductory workshop and complete year-long Level 1 Wilson training.• Targeted staff will be trained in the administration of the Autism Diagnostic Observation System - 2 (ADOS-2), the Comprehensive Test of Phonological Processing - 2 (CTOPP-2), and the Woodcock Reading Mastery Test-III (WRMT-III).• Dr. Marilyn Friend will work with elementary school-based administrators to review current | Late Winter/Spring | | |

District Goals 2019-2020

| | | | | |
|---|--|--|--|--|
| | practices of specially designed instruction. | | | |
| Design and implement opportunities for parent education on critical topics in special education and student services. | <ul style="list-style-type: none">• Ongoing meetings and collaboration with parent organizations in Darien Public Schools and the community.• Conduct parent education programs at the building and district-levels (e.g., understanding assessments and IEPs). | | | |

| Human Resources | Action Steps | Board of Education Presentation Item | Status: Fall, Winter, Spring Update | Continuation for 2020-2021 |
|---|---|--------------------------------------|-------------------------------------|----------------------------|
| Promote the effective and efficient operation of the school district. | <ul style="list-style-type: none">• Conduct Negotiations with the Teachers, Secretaries, Nurses and Paraprofessionals. | | x | |
| Support the professional capital of the staff. | <ul style="list-style-type: none">• Review and revise, as needed, the administrator evaluation plan.• Implement the new, in-house, data management system for evaluation of certified staff<ul style="list-style-type: none">◦ Provide training for staff on new system◦ Monitor use of the system and collect feedback• Identify areas for professional growth for non-certified staff and provide training | | x | |
| | | | | |

| Community | Action Steps | Board of Education Presentation Item | Status: Fall, Winter, Spring Update | Continuation for 2020-2021 |
|--|---|--------------------------------------|-------------------------------------|----------------------------|
| Evaluate the Darien Public Schools current communication practices and determine areas for continued growth. | <ul style="list-style-type: none">• Collect feedback/usage from stake-holders on the various tools for communication, such as: social media, News of the Week, DPS Magazine, School-Based Newsletters, etc... | | x | |

District Goals 2019-2020

| Facilities | Action Steps | Board of Education Presentation Item | Status: Fall, Winter, Spring Update | Continuation for 2020-2021 |
|--|---|--|--|-------------------------------|
| Ensure the safety and security of the Darien school community. | Review the need for additional entry level security across all schools: <ul style="list-style-type: none">Review traffic usage and patternsDetermine costConsult with other town bodies | Fall | x | |
| Identify a permanent solution for the school district's storage needs. | <ul style="list-style-type: none">Meet with Facilities CommitteeCollect input from various groups to ensure equity | | x | |
| Support the Ox Ridge Construction Project to ensure timeliness, efficiencies, and adherence to the educational specifications. | <ul style="list-style-type: none">Continue collaborating Ox Ridge Building Committee as a resource | **Updates provided by committee to BOE as needed | | |

| Technology | Action Steps | Board of Education Presentation Item | Status: Fall, Winter, Spring Update | Continuation for 2020-2021 |
|---|--|---|--|-------------------------------|
| Finalize the district technology vision and plan, and ensure its direction, alignment and fidelity to the district's overall strategic academic plan. | <ul style="list-style-type: none">Re-establish technology committee (2018-2019) to review vision and plan to ensure that:<ul style="list-style-type: none">it lays the groundwork for learning goals and how technology can best meet those goals;it is aligned to the district's overall curriculum and instruction goals; and,technology use moves from proficient to transformative.Collect feedback from additional stakeholders outside of the committee and make adjustments as appropriateCreate opportunities to share the plan with the Darien Public Schools communityDevelop a structure to ensure plan implementation | | x | |
| Create a technology professional learning plan for faculty and administrators. | <ul style="list-style-type: none">Collect feedback from faculty and administrators on individualized learning needs and build a fluid, forward thinking professional learning plan to | | x | |

| | | | | |
|--|--|--|--|--|
| | <div>ensure that teachers and administrators receive:<ul style="list-style-type: none">○ Foundational training that aligns to academic goals <i>including accessibility, digital fluency, design thinking, platform training (Google, OS/IOS, Aspen, Office, etc) and technology integration.</i>○ Opportunities to obtain professional certifications (Google level 1 & 2, Apple Teacher (HS), ISTE, Common Sense and AASL).</div> | | | |
|--|--|--|--|--|

Darien Public Schools' Board of Education Roles and Responsibilities

- Develop, implement and monitor the district's policies. These policies serve as the road map for the school district, giving direction to the administration and staff and becoming the foundation for accountability.
- Approve and adopt an annual budget that will provide the financial basis for education in the district. This includes but is not limited to curriculum, facilities, furnishings, staff, materials and equipment needed to carry out educational programs.
- Select, retain and evaluate the superintendent of schools, who serves as the district's chief executive officer and implements board policy.
- Establish and maintain solid, respectful working relationships with the superintendent. This includes recognizing the differences in the roles as governed by the State of Connecticut generally refraining from becoming involved in the day-to-day operation of schools and recognizing that decisions are made by the Board as a whole.
- Translate the district's mission into short and long-range goals and then setting up the structure.
- Build public support and understanding of public education by communicating and interpreting the school district's mission and goals to the public and vice versa.
- Serve on subcommittees as established by the Board.

APPROVED BY THE DARIEN BOARD OF EDUCATION

ON AUGUST 28, 2018

DARIEN BOARD OF EDUCATION
Darien, Connecticut

Revised
PROPOSAL

**SCHEDULE OF REGULAR BOARD OF EDUCATION MEETINGS
FOR THE 2019-2020 SCHOOL YEAR**

2019

2020

| | | | | |
|--------------|-----------|---------------------------------------|------------------|----------|
| July | 23 | (changed to July 29, Special Mtg.) | Jan. 4 or 11 | * (Sat.) |
| | | | 14 | |
| Aug. | 27 | | 28 | |
| Sept. | 10 | (there is no primary) | Feb. 11 | |
| | 24 | | 25 | |
| Oct. | 7*(Mon.) | | March 11* | (Wed.) |
| | 22 | | 24 | |
| Nov. | 12 | | April 14 | |
| | 26 | | 29*(Wed.) | |
| Dec. | 10 | | May 12 | |
| | | | 26 | |
| | | | June 9 | |
| | | | 23 | |

All meetings listed above are regularly scheduled Board of Education meetings. All meetings will be held in the Darien Board of Education Meeting Room, 35 Leroy Avenue, Darien, Connecticut at 7:30 p.m. (with the exception of January 4 or 11). The Darien Board of Education meets on the second and fourth Tuesday of every month, unless otherwise indicated by an *.

Tara B. Ochman, Chairman
Darien Board of Education

Kathrine G. Stein, Secretary
Darien Board of Education

For the Purpose of Community Planning

PERSONNEL ACTION REPORT

August 27, 2019

| Item | Name | Action | Replacing/Location/Position | Effective Date | | Tenure Area | Certification Class/Step |
|---|---------------------|--------------------|---|----------------|-----------|---------------|----------------------------------|
| | | | | From | To | | |
| Appointments | | | | | | | |
| 1 | Garan Mullin | Change of Position | D Ketchum/Royle/Interim Principal | 8/19/2019 | 6/30/2020 | Administrator | Intermediate Administrator |
| 2 | Dana Giannattasio | Change of Position | G Mullin/MMS/Interim Assistant Principal | 8/22/2019 | 6/30/2020 | Administrator | Intermediate Administrator |
| 3 | Mark Mazzone | Appointment | A Schoenbardt/DHS/ Assistant Principal | 8/19/2019 | 12/1/2022 | Teacher | Intermediate Administrator |
| 4 | Alison Moffat | Appointment | D Attisani/Hindley/Special Education Paraprofessional | 8/26/2019 | 6/30/2020 | NA | NA |
| 5 | Caroline Edgar | Appointment | B Clancy/Hindley/ Special Education Paraprofessional | 8/26/2019 | 6/30/2020 | NA | NA |
| 6 | Ciara Burgos | Appointment | C Brokaw/ELP/Special Education Paraprofessional (0.8 FTE) | 8/26/2019 | 6/30/2020 | NA | NA |
| 7 | Elizabeth Horan | Appointment | K Griffith/MMS/School Nurse | 8/26/2019 | 6/30/2020 | NA | NA |
| 8 | Joanne Waller | Appointment | L Barosky/MMS/Special Education Paraprofessional | 8/26/2019 | 6/30/2020 | NA | NA |
| 9 | Jacqueline Harmonay | Appointment | A Hair/Holmes/ Special Education Paraprofessional | 8/26/2019 | 6/30/2020 | NA | NA |
| 10 | Colleen Liscio | Appointment | S Spencer/Tokeneke/Special Education Paraprofessional | 8/26/2019 | 6/30/2020 | NA | NA |
| 11 | Nicolette Oczkowski | Appointment | G Matlak/ELP/Special Education Paraprofessinal (0.8 FTE) | 8/26/2019 | 6/30/2020 | NA | NA |
| 12 | Alyssa Pitonzo | Appointment | T Blagys/DHS/Special Education | 8/26/2019 | 6/30/2023 | Teacher | Special Education K-12 MA Step 4 |
| 13 | Tara Blagys | Change of Position | S Hathaway/MMS/Math | NA | NA | NA | NA |
| | Denise Attisani | Change of Position | D Dernbach/Hindley/Campus Monitor | 8/26/2019 | 6/30/2020 | NA | NA |
| 14 | William Goodchild | Appointment | P Watson/DHS/Special Education Paraprofessional | 8/26/2019 | 6/30/2020 | NA | NA |
| Resignations, Leaves of Absence and Retirements (Informational) | | | | | | | |
| 15 | Dean Ketchum | Resignation | Royle/Principal | | 8/31/2019 | | |
| 16 | Jacqueline Cirieco | Resignation | Royle/Elementary Teacher | | 8/8/2019 | | |
| 17 | Pam Zago | Resignation | DHS/Chemistry | | 7/23/2019 | | |