

Special Darien Board of Education

Facilities Committee Meeting

Thursday, November 12, 2020

8:30 a.m.

Darien Public Schools' Administrative Offices

35 Leroy Avenue

Board of Education Meeting Room

AGENDA

1. Election of Committee Chairperson
2. Update and Discussion on the Draft Feasibility Study to Evaluate the Removal of Portable Classrooms at the Elementary Schools
3. Update on Libraries Re-Imagined for the Secondary Schools
4. Review of Classroom Space Study
5. Public Comment*
6. Adjournment

Due to the current COVID-19 regulations and restrictions pertaining to public indoor gatherings, the Board of Education meeting will be available to the public via Zoom.

Those members of the community wishing to view only, should do so through the Darien Youtube link: <https://www.youtube.com/channel/UCUnvyKBfbFrTWQRuoB6OZA>

Those members of the community wishing to participate in public comment should join the meeting via Zoom:

<https://darienps.zoom.us/j/96764409005>



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DARIEN PUBLIC SCHOOLS FACILITY ANALYSIS CLASSROOM SIZE STUDY

DATE: November 5, 2020

RE: **DRAFT** STUDY UPDATE

INTRODUCTION

Darien Public Schools retained the services of Northeast Collaborative Architects, LLC (NCA) to provide a Feasibility Study for the following:

- Review classroom size at Hindley, Holmes, and Royle Elementary Schools
- Study existing classroom size in relation to the Darien Public School standards for student count / class size and current quantity of classrooms per grade level
- Review classroom size standards specific to the student counts indicated
- Indicate ranges of sizes in relation to the ranges of student counts indicated
- Compare current classroom size and count to the needs indicated
- Consider the remaining timeline of the current enrollment projections to determine if any major growth/decline will impact classroom size and count

METHODOLOGY AND APPROACH

The initial step for the study involved meetings wherein the general size of certain classrooms in each of the three schools were thought to be inadequate. This study seeks to quantify the size of the classrooms in relation to the Darien Public Schools classroom size standards and current grade-level distribution, and reveal any potential inadequacy in a measurable manner.

NCA was provided the following data:

- Current floor plans of the schools, with room area indicated
- Current grade-level distribution in each school
- Darien Public Schools Low-End, Optimal & High-End student count class size, per grade level
- Classroom size information from the proposed Ox Ridge Elementary School and the recent Tokeneke Elementary School

FACILITY ANALYSIS

The preliminary analysis follows in the attached table. The following information is presented in the development of the "Standard" for Classroom Size and Count, by School and Grade Level, and is directly compared to (and compatible with) that of Ox Ridge and Tokeneke:

- Range and Student Count: as relates to Darien Public School's minimum, ideal and maximum student count/class size, per grade level
- Square Foot (SF) Factor: a sliding scale of SF/person with ranges expressed by the State of Connecticut and general educational facility



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planning practice. This sliding scale uses interpolation to assist in developing the Square Foot Range for classrooms

- Square Foot (SF) Range: the resulting net square footage of classrooms, with Low-End, Optimal and High-End size indicated
- Each school's required classroom counts based on this year's use compared with currently available classrooms within each size range
- In the "Current" column, green color indicates that classroom size and count meets the current need; yellow color indicates that classroom size and count are within one room of meeting the need; red color indicates significant need; blue indicates a current surplus of classrooms within range.
- NOTE: the Hindley Grade 2 & 3 significant need may be "spread" into Grades 4 & 5 depending the current use of rooms
- SUMMARY: the greatest needs appear to be at Grades 3 – 5 in both Hindley and Royle Elementary Schools (generally located on the second/upper floor of each building)
- PROJECTION: the needs do not become more pronounced over the next 8 years, nor will a significant reduction in population remedy the issue.

DRAFT: 11-05-2020

Darien Public Schools

Facility Analysis - Classrooms Size and Count - by School & Grade Level

Standard

Grade Level	Range	Student Count	SF Factor	SF Range (NET)	
Kindergarten - Grade 1	Low-End	18	43-48	774-846	
Kindergarten - Grade 1	Optimal	19-21	43-48	817-1008	
Kindergarten - Grade 1	High-End	22	43-48	946-1056	
STATE GROSS SPACE STD:	Kindergarten	25	48		1200 Gross
Grade 2 & 3	Low-End	19	41	779	
Grade 2 & 3	Optimal	20-22	40	800-880	
Grade 2 & 3	High-End	23	39	897	
Grade 4 & 5	Low-End	20	38	760	
Grade 4 & 5	Optimal	21-23	37	777-851	
Grade 4 & 5	High-End	24	36	864	
STATE GROSS SPACE STD:	Grade 1 - 5	25	36		900 Gross

Other Darien Schools

Ox Ridge SF	Tokeneke SF
790-972	793-914
788-866	765-843
791-813	770-795

Hindely (429 - ranges between 426 and 440 over next 8 years)

19.5

Grade Level	Range	Student Count	SF Factor	SF Range	Required	Current
Kindergarten - Grade 1	Low-End	18	43-48	774-846		5
Kindergarten - Grade 1	Optimal	19-21	43-48	817-1008	7	1
Kindergarten - Grade 1	High-End	22	43-48	946-1056		
Grade 2 & 3	Low-End	19	41	779		
Grade 2 & 3	Optimal	20-22	40	800-880	8	4
Grade 2 & 3	High-End	23	39	897		
Grade 4 & 5	Low-End	20	38	760		
Grade 4 & 5	Optimal	21-23	37	777-851	7	7
Grade 4 & 5	High-End	24	36	864		

Band, Music, Art, World Language, IDEA

22

17

Royle (358 - ranges between 339 and 393 over next 8 years)

17.05

Grade Level	Range	Student Count	SF Factor	SF Range	Required	Current
Kindergarten - Grade 1	Low-End	18	43-48	774-846		2
Kindergarten - Grade 1	Optimal	19-21	43-48	817-1008	7	3
Kindergarten - Grade 1	High-End	22	43-48	946-1056		1
Grade 2 & 3	Low-End	19	41	779		1
Grade 2 & 3	Optimal	20-22	40	800-880	6	5
Grade 2 & 3	High-End	23	39	897		
Grade 4 & 5	Low-End	20	38	760		
Grade 4 & 5	Optimal	21-23	37	777-851	8	1
Grade 4 & 5	High-End	24	36	864		

Band, Music, Art, World Language, IDEA, Computers

21

11

Holmes (433 - ranges between 425 and 441 over next 8 years)

18.8

Grade Level	Range	Student Count	SF Factor	SF Range	Required	Current
Kindergarten - Grade 1	Low-End	18	43-48	774-846		
Kindergarten - Grade 1	Optimal	19-21	43-48	817-1008	7	8
Kindergarten - Grade 1	High-End	22	43-48	946-1056		
Grade 2 & 3	Low-End	19	41	779		
Grade 2 & 3	Optimal	20-22	40	800-880	8	7
Grade 2 & 3	High-End	23	39	897		
Grade 4 & 5	Low-End	20	38	760		
Grade 4 & 5	Optimal	21-23	37	777-851	8	6
Grade 4 & 5	High-End	24	36	864		

Band, Music, Art, World Language, IDEA, Spec Ed (2)

23

21



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DARIEN PUBLIC SCHOOLS REMOVAL OF PORTABLE CLASSROOMS & LIBRARY/MEDIA CENTER/LEARNING COMMONS STUDY

DATE: November 5, 2020

RE: **DRAFT** STUDY UPDATE

INTRODUCTION

Darien Public Schools retained the services of Northeast Collaborative Architects, LLC (NCA) to provide a Feasibility Study for the following:

- Removal of portable classrooms at Hindley, Holmes, and Royle Elementary Schools
- Enhance Library facilities to provide a "Learning Commons" a flexible learning environment specific to grade levels, and review and implement elements of the Libraries Re-imagined effort at the following six schools:
 - - Hindley Elementary School
 - Holmes Elementary School
 - Royle Elementary School
 - Tokeneke Elementary School
 - Middlesex middle School
 - Darien High School
- Options for portable classroom removal at the three elementary schools should also study the implementation of the "Learning Commons" model in a comprehensive and cost-effective manner.

Major tasks included the following:

- Prepared space-planning options associated with comprehensive portable classroom removal and "Learning Commons" renovations at each of 3 elementary schools, Hindley, Holmes, and Royle, in the form of conceptual diagrammatic plans. Multiple options (3 each at Hindley and Royle, 2 at Holmes) were considered for each school.
- Provided an opinion on the benefits and drawbacks of each option, and an opinion on a phased approach to addressing the most urgent needs, in a manner conducive to optimal learning environments.
- Cost Analysis to assist the school district in incorporating potential capital request for FY22 and beyond.

METHODOLOGY AND APPROACH

The initial step for the study involved meetings with various Darien Public Schools Staff to review and understand the issues, goals, and objectives for this study. Additional meetings specific to each school, which included principals, librarians, technology, and a review of the Libraries Re-Imagined effort were arranged during February through April.



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NCA also visited each school to review existing conditions, investigate building systems and issues, compare existing plans to actual conditions, and gather an overall understanding of each school's project scope. Delays due to COVID-19 caused a setback to the original schedule. NCA revisited the issues at a meeting in June to consider the comprehensive school needs as expressed by the school principals.

Subsequent to the meetings, NCA engaged in further review of existing documents, developed programming, strategies and design concepts for each school including:

- Thorough review of existing conditions plans
- Determined the architectural and engineering implications of the goals, objectives, and physical space issues and needs
- Prepared Architectural Space Programs and Room-by-Room Data sheets for the specific areas at Hindley, Holmes, and Royle Elementary Schools
- Expanded the detail of the Space programs into an overall Space Relationship (bubble diagram) for the typical Darien Public Schools Library Media Center "Prototype"
- Developed conceptual plans for Hindley, Holmes, and Royle Elementary Schools
- Developing conceptual plans for the Library/Media Center/Learning Commons at Tokeneke Elementary School, Middlesex Middle School, and Darien High School

LIBRARY / MEDIA CENTER / LEARNING COMMONS SUMMARY AND DEVELOPMENT OF A "PROTOTYPE"

Excerpt from the Learning Commons and "The Re-Imagined Library" work performed by Darien Public Schools ("The Re-Imagined Library - One space Multiple functions" from a 2018 BOE meeting is included as appendix to this introduction):

First, we should define what is a Learning Commons? It is this philosophy which underscores our Libraries Reimagined Project. A Learning Commons is a shared space that can be both physical and virtual; it serves as the learning hub of the school. The school library is transformed as an essential teaching and learning tool for the entire community. Zones are created for learning experiences with the idea that needs can change at any moment, and thus everything needs to be moveable and adaptable. As the renowned expert in the Learning Commons philosophy David Loertscher stated, "The Learning Commons is in perpetual beta." A flexible and agile space that meet the needs of learners today and well into the future.

The zones include:

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

Instructional Zone

This zone serves as a dedicated instructional space where curriculum can be delivered to one or more classes. This space would not only be used by the Library Media



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Specialist, but by any other content area teacher in the school. Generally speaking, this would be a fixed zone for the delivery of instruction to a minimum of one average class size of students. Depending on the flexibility or size of the library space, there may be more than one zone, or a zone that could accommodate more than one class.

Print Collection Zones:

Print resources are not going away. However, to make room for the other zones of the space, the print collection must go through a contraction. This requires the Library Media staff to do a complete analysis and weed the collection to ensure that current, relevant, and high-quality materials are placed on the shelves. There are guidelines from the American Association of School Librarians (AASL) regarding school collections. Opportunities to move parts of the print collection online also are necessary to align with curriculum and to open up the space.

For print materials, the shelving should be appropriate to level. Elementary libraries for example, should have low shelves so students can reach materials independently. Elementary libraries may also have low bins where the youngest students can select with ease. Low shelves at the middle and high school are necessary to improve sight lines. Given the size of the print collection - and the students in the schools - taller shelves may be necessary in some locations.

Bookshelves & Circulation:

Book Shelving Area – the librarian media specialists (LMS) deal with a vast volume of books that are taken out and returned and need to be reshelfed. Additionally, the LMS create special collections based on teacher demand and seasonality (for example the MMS & DHA recently had a Banned Book collection during Banned Book week). This work requires a devoted workspace as it is a daily task. During this COVID era, the American Association of American Libraries recommends holding books for 3 days upon return before touching them. There is little storage space in the libraries and no space to run such a task in the small office space.

Circulation Desk – the circulation desk is where students check out books, return books, return/pick up tech equipment, get tech assistance and seek out information about collections from the LMS.

Collections – despite so many of our library resources going digital, we still have and will continue to have, an appropriate sized collection of fiction and nonfiction books. These books are housed on shelves according to the standard system of library organization. The LMS have requested mobile shelves to ensure the space is as flexible as possible.

Computer Workstations – the computer workstations serve many purposes from allowing a larger screen for students to work with, a device capable of teaching coding K-5, a space for both students and teachers to use when their own device is not available, a place to search digital and print collections, and a space where students can collaborate.

Creation and Exploration Zones

Of all the zones, this is the one that holds both promise and challenge in the Re-Imagined Library. Nationally, there is a trend to embrace a Library Learning Commons model that has, within it, a space that goes by many different names: Innovation Lab, Makerspace, STEAM room. Generally speaking, the purpose of this space is to promote design thinking and permit students, to varying degrees, to explore independently and create on their own.



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Maker Space – a space where maker tools, robotics and other creative endeavors can be explored and where tinkering is encouraged. Part of the AASL (American Association of American Libraries) and ISTE (International Society of Technology Education) standards promote the need for students to develop as Empowered Learners, Digital Citizens, Knowledge Constructors, Innovative Designers, Computational Thinkers, Creative Communicators and Global Collaborators.

Greenscreen/Audio-Visual Media Space – In today's world, it is critical that students hone their communication skills whether written, audio, or visual. The Greenscreen Media Space is a space to be used not only for LMS classes but for any students who wish to demonstrate their learning through video tools such as WeVideo. Students gain confidence in presentation skills as well. At MMS and DHS, we also want to build in podcasting/vodcasting space for both students and teachers to use.

Collaboration and Quiet Zones

These zones accommodate the diverse needs of the student as learner. The emphasis on collaboration means the library space needs places where students can work together in the open and in dedicated areas. To support the task at hand, these collaboration zones need to provide seating that promotes interaction, an adequate level of technology, and reasonable access to other materials to support their learning. Needless to say, this zone is not a traditionally quiet one, but one where a reasonable volume is to be expected.

Small group work spaces – One of the key skills of modern learning is the ability to collaborate and work effectively in teams. The Library/Learning Commons is a place to provide such academic space in sizes appropriate to that division. It is often reserved a quiet space where students can effectively work in groups.

Story Time Area – Whether it is a librarian or a special guest reading aloud, one of the most loved and used spaces (especially during LMS lessons) is the Story Time Area in the elementary schools. It is here that students are introduced to a variety of authors and genres.

Large Group Presentation Area – Often the libraries serve multiple purposes which is why we are transitioning to the more contemporary philosophy of the Learning Commons. It is a space where authors and other special speakers may present, where larger parent meetings may be held and where class presentations can occur. The LMS also use this space to teach from digital citizenship to basic tech skills, the LMS teach entire classes, grade levels or host parent lessons.

The library space should serve as a communal space for special events, assemblies, and large gatherings. This reflects the belief that the library is a community space, where special gatherings can provide not only provide enrichment for those invited to attend, but those who happen to be visiting or engaging other zones.

This zone is one that does not need to be permanently installed. It can be carved out strategically as needed by moving mobile tables or shelves with wheels to construct the needed space. Seating from other parts of the library can also be moved to this space for use. Technology for presentations also should be available when the large group zone is created.

Administration and Workroom – The LMS require a space that can serve as storage, office processing and planning. The LMS process orders there, store tech awaiting repair or return and house other necessary business.



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DESIGN CONCEPT SUMMARY

Hindley, Holmes, and Royle Elementary Schools

The Major Comprehensive Needs at all three schools have been identified as follows:

- Eliminate Portables
- Consider new or significant renovations to Library spaces at Hindley, Holmes, and Royle Elementary Schools
- Gymnasium size parity improvement across the district
- Space for entire school to gather in a seated environment, which would also to be used for parent, community and professional development events

Hindley Elementary School

- Three portable classrooms buildings are removed
- Existing Library is removed
- Highest priority due to # of portables in use, existing library infrastructure challenges, need for/use of programs being relocation/spaces being vacated

Design Concept (Option 1)

- New Library / Media Center / Learning Commons addition
- New Band and General Music rooms addition
- 2 new classrooms in addition (second floor)
- Reconfiguration of second floor to include two Offices, World Languages and IDEA Classrooms
- Reconfiguration of DLC classrooms (being relocated to Ox Ridge Elementary School in Fall 2022) to general classrooms

Design Concept (Option 2)

- New Library / Media Center / Learning Commons addition
- New Gymnasium addition
- 2 new classrooms in addition (second floor)
- Existing Gymnasium converted to Band Room and Music Room
- Reconfiguration of second floor to include two Offices, World Languages and IDEA Classrooms
- Reconfiguration of DLC classrooms (being relocated to Ox Ridge Elementary School in Fall 2022) to general classrooms

Area Summary (Option 1):

Approx. 3,500 SF net increase (10,000 SF addition; 6,500 SF demo; renovations at former DLC classrooms)

Area Summary (Option 2):

Approx. 5,500 SF net increase (12,000 SF addition; 6,500 SF demo; renovations at former DLC classrooms)

General Project Cost Parameters:

Option 1: \$9,000,000 - \$11,000,000

Option 2: \$10,500,000 - \$12,500,000

Royle Elementary School

- Three portable buildings are removed
- Existing Library - Media Center is removed
- ELP Program will relocate to Ox Ridge Elementary School in Fall 2022



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- Higher priority due to # of portables in use, existing library infrastructure challenges, need for/use of programs being relocation/spaces being vacated, factoring in lower enrollment and more common spaces than Hindley

Design Concept (Option 1)

- Existing Classrooms 8 through 11 are removed
- New Library / Media Center / Learning Commons addition
- New Band and General Music rooms addition
- 4 new classrooms in addition
- Reconfiguration of ELP classrooms (being relocated to Ox Ridge) to IDEA and World Languages

Design Concept (Option 2)

- Existing Classrooms 8 through 11 are removed
- New Library - Media Center addition
- New Gymnasium addition
- 4 new classrooms in addition
- Existing Gymnasium converted to Band Room and Music Room
- Reconfiguration of ELP classrooms (being relocated to Ox Ridge) to IDEA and World Languages

Area Summary (Option 1):

Approx. 1,000 SF net increase (12,500 SF addition; 11,500 SF demo; renovations at former ELP classrooms, internal ramp at floor level change)

Area Summary (Option 2):

Approx. 3,500 SF net increase (15,000 SF addition; 11,500 SF demo; renovations at former ELP classrooms, former gym, internal ramp at floor level change)

General Project Cost Parameters:

Option 1: \$12,500,000 - \$14,500,000

Option 2: \$14,000,000 - \$16,000,000

Holmes Elementary School Concepts

- Two portable classrooms are removed
- Renovations to Library/Media Center

Design Concept

- New 2-story addition with four Classrooms and four Offices
- One existing classroom converted into a Music Room
- One existing classroom converted, with an addition, into a Band and Orchestra Room
- Two existing classrooms/classroom areas converted to relocated IDEA and OT/PT and Special Education spaces
- Library/Media Center/Learning Commons remains in place, with demountable partition interior classroom removed, and space reconfigured to meet intent of the prototype
- High priority

Area Summary:

Approx. 5,000 SF net increase (6,700 SF addition; 1,700 SF demo; renovations at various portions of building and Library/Media Center)

General Project Cost Parameters: \$7,500,000 - \$9,500,000



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Tokeneke Elementary School

- Library/Media Center/Learning Commons Improvements (dedicated & enhanced A/V Studio/Greenscreen space, development of Maker Space, Instructional and Large Group Presentation demountable partitions, A/V equipment, video screens, lighting, room-darkening shades)

General Project Cost Parameters: \$750,000 - \$950,000

	Range of Estimated Costs	
General Construction	\$300,000	\$400,000
Technology & A/V	\$125,000	\$150,000
Furniture, Fixtures & Equipment	\$150,000	\$175,000
Other Project Costs	\$100,000	\$125,000
Contingencies and Escalation	\$75,000	\$100,000
TOTAL	\$750,000	\$950,000

Middlesex Middle School

- Library/Media Center/Learning Commons Improvements (dedicated & enhanced A/V Studio/Greenscreen space, development of Maker Space, Instructional and Large Group Presentation demountable partitions, A/V equipment, video screens, lighting)

General Project Cost Parameters: \$1,100,000 - \$1,350,000

	Range of Estimated Costs	
General Construction	\$500,000	\$600,000
Technology & A/V	\$150,000	\$200,000
Furniture, Fixtures & Equipment	\$175,000	\$200,000
Other Project Costs	\$125,000	\$150,000
Contingencies and Escalation	\$150,000	\$200,000
TOTAL	\$1,100,000	\$1,350,000

Darien High School

- Library/Media Center/Learning Commons Improvements (dedicated & enhanced A/V Studio/Greenscreen space, development of Maker Space, Instructional demountable partitions, and Large Group Presentation A/V equipment, video screens, lighting, motorized room-darkening shades)

General Project Cost Parameters: \$1,450,000 - \$1,750,000

	Range of Estimated Costs	
General Construction	\$750,000	\$850,000
Technology & A/V	\$200,000	\$250,000
Furniture, Fixtures & Equipment	\$150,000	\$200,000
Other Project Costs	\$150,000	\$200,000
Contingencies and Escalation	\$200,000	\$250,000
TOTAL	\$1,450,000	\$1,750,000



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APPENDIX - FROM THE BOE PRESENTATION IN 2018:

The Re-Imagined Library - One space, Multiple functions

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. Regardless of the library, there should be a designed intent to be able to create ALL zones.

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

The section that follows provides a brief description of zones, guidance

Instructional Zone

This zone serves as a dedicated instructional space where curriculum can be delivered to one or more classes. This space would not only be used by the Library Media Specialist, but by any other content area teacher in the school. Generally speaking, this would be a fixed zone for the delivery of instruction to a minimum of one average class size of students. Depending on the flexibility or size of the library space, there may be more than one zone, or a zone that could accommodate more than one class.

In developing the Instructional zone, special consideration should be given to:

- Furniture that can be moved or arranged easily to allow for individual and collaborative work
- Furniture that allows adequate work space for students to place materials and a device
- Seating that is moveable and suitable for the purpose of receiving and engaging in instruction
- Adequate wifi and technological infrastructure to support an instructional space
- Presentation station and large digital monitor for large-group presentation
- Access to power to support a variety of technology that may be used for instruction
- Access to technology for learning when needed

Collaboration and Quiet Zones

These zones accommodate the diverse needs of the student as learner. The emphasis on collaboration means the library space needs places where students can work together in the open and in dedicated areas. To support the task at hand, these collaboration zones need to provide seating that promotes interaction, an adequate level of technology, and reasonable access to other materials to support their learning. Needless to say, this zone is not a traditionally quiet one, but one where a reasonable volume is to be expected.

Conversely, the quiet zones of the library space should be an area for independent work with a minimum of noise and distraction. Students need places that are quiet to promote a high level of focus and reflection. At Google, for example, they have "focus



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rooms” where workers can independently work with access to comfortable seating, technology and a whiteboard.

In developing the collaboration and quiet zones for the library, it is important to consider what may be developmentally and educationally appropriate at each level. A dedicated room for groups to meet might be more appropriate for middle and high school students than at the elementary level. The same assessment holds true for diner booths or high cafe table tables. Collaboration can also take place in less formal ways, such as grouping chairs, or in more formal ways, with a collaboration station which has a monitor and a table.

In developing a plan for Collaboration or Quiet Zones, it is recommended that each school:

- Assess student need for quiet and collaborative space to ensure the right balance
- Identify areas within the space that can handle a higher volume during collaborative work
- Identify areas within the space for quiet work.
- Explore ways to reduce sound and provide varying levels of privacy for quiet study and collaborative work (ex. glass wall dividers, repurposing existing or adjacent spaces)
- Ensure access to power to support technology for students, including collaboration tables or charging stations
- Select furniture to fit the function of the collaborative and quiet spaces in concert with students. Furniture should also be age-appropriate in size and design.

Creation and Exploration Zones

Of all the zones, this is the one that holds both promise and challenge in the Re-Imagined Library. Nationally, there is a trend to embrace a Library Learning Commons model that has, within it, a space that goes by many different names: Innovation Lab, Makerspace, STEAM room. Generally speaking, the purpose of this space is to promote design thinking and permit students, to varying degrees, to explore independently and create on their own.

During site visits, this has taken on a variety of forms in practice. There have been:

- Take-apart stations where students can take household items apart and put them together again
- 3D printing areas
- Green screen areas for students to create video projects
- Lego walls
- Cardboard construction areas where students can independently create structure with cardboard (this was also at Google Headquarters)
- Knitting and sewing stations
- Circuit building stations
- Robotics and programming exploration stations
- Board game, puzzle and lego stations

The areas have all been under the purview of the Library Media Specialist who curates, organizes, and supervises these areas.

The committee members viewed these spaces with both excitement and trepidation. There clearly is an energy and excitement about students engaging the design thinking model and creating within a makerspace. The concern is that the activities



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available were not always clearly anchored in a disciplinary pursuit. While there is signage and a Library Media Specialist available, the work also seemed without clear purpose and, at times, unsafe. Curricularly anchored, problem-solving opportunities, with appropriate supervision within the zone was deemed desirable among committee members.

There also was general consensus that the Creation and Exploration Zone should evolve and develop over time. There was a particular bent to ensuring that there was a STEAM (Science Technology Engineering Art and Math) focus for this zone. Also, depending on the size of the library and available storage, the Creation and Exploration Zone could be a dedicated space within the library, or one that is set-up and put away.

In developing recommendations for the Creation and Exploration Zones, it is recommended that each school:

- Establish a school-based committee that includes curriculum leaders, library media specialist, parents, and students to develop a plan that grounds the zone in both curriculum and challenge that is developmentally appropriate, fun, and engaging for students. A regular rotation within the space is recommended throughout the year.
- Ensure activities have a balance between guided exploration and curricular connections
- Maintain a clean, curated, purposeful, supervised, and organized Creation & Exploration zone at all times
- Assess the best location for a Creation & Exploration zone to be housed permanently and/or temporarily. Sight lines are important for appropriate supervision
- Consider the time Library Media staff need to curate, maintain, supervise, and support the activities within the zone.
- Consider enlisting parent volunteers to maintain and create the space

Large Group Presentation Zone:

The library space should serve as a communal space for special events, assemblies, and large gatherings. This reflects the belief that the library is a community space, where special gatherings can provide not only provide enrichment for those invited to attend, but those who happen to be visiting or engaging other zones.

This zone is one that does not need to be permanently installed. It can be carved out strategically as needed by moving mobile tables or shelves with wheels to construct the needed space. Seating from other parts of the library can also be moved to this space for use. Technology for presentations also should be available when the large group zone is created.

In creating the large group presentation zone, it is recommended that schools:

- Develop a library space schematic that designates a large group presentation space. The space should accommodate a grade level of students at the elementary level or a team at the middle school (approx. 120 students). The high school space can be larger given the size of the DHS library.
- Consider mobile/permanent technology (ex. Projector, Portable Smartboard), furniture, presentation station (mobile teacher desk, podium), and shelving with wheels that can be moved to create the space when needed.
- Consider location of lights, windows, ceiling height and other elements in the room to limit glare, sound, and distractions from this space.



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Print Collection Zones:

Print resources are not going away. However, to make room for the other zones of the space, the print collection must go through a contraction. This requires the Library Media staff to do a complete analysis and weed the collection to ensure that current, relevant, and high-quality materials are placed on the shelves. There are guidelines from the American Association of School Librarians (AASL) regarding school collections. Opportunities to move parts of the print collection online also are necessary to align with curriculum and to open up the space.

For print materials, the shelving should be appropriate to level. Elementary libraries for example, should have low shelves so students can reach materials independently. Elementary libraries may also have low bins where the youngest students can select with ease. Low shelves at the middle and high school are necessary to improve sight lines. Given the size of the print collection - and the students in the schools - taller shelves may be necessary in some locations.

In being able to have flexibility for expanding or contracting other zones in the library, wheels for some of the shelving should be considered. Experience in-district has shown that some existing shelving can be retrofit at a significant cost savings (example, Tokeneke, Darien High School). However, not all can be done in this way. An informal survey of the Darien library spaces shows that many of the shelving units are mismatched and dated in style necessitating replacement. During site visits, schools that had shelving with wheels noted that in practical day-to-day operation, the shelves are not moved frequently because it is cumbersome and heavy. Shelves with wheels also tend to get damaged from regular movement. The recommendation from these schools is to be strategic with shelving with wheels - not every shelf needs to be mobile. Also, take time to plan the total space with the intent to not move shelves frequently.

In developing the Print Collection zone, it is recommended that each school:

- Weed the print collection heavily to ensure current, relevant, and high-quality print materials are available to students
- Remove all empty shelving, unused equipment, and furniture that no longer serves a purpose for the space.
- Evaluate current print collection locations within the space to determine strategic permanent placements that would open up or create zones within the library space
- Assess existing shelving in the space to ensure it is appropriate to level (i.e. bins, low shelves, tall shelves)
- Assess existing shelving for replacement in terms of age and style
- Assess shelving and need for some or all to have wheels. Work with Facilities Department to determine which ones may be retrofit. Overall, plan for these mobile shelves to be moved infrequently.
- Consider using bookcases as dividers to various zones

Administration, Work, and Storage Zones

There is a need for staff to have a place to do the administrative work connected to the library space. In traditional spaces, there is a sizable circulation desk where students return and check-out books under the supervision of library staff. There is also an office area where Library Media Specialists can do work such as cataloguing and entering books, and, as the 1:1 initiative has been phased in, store spare devices and equipment.



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Trends in library spaces suggest that these existing administrative spaces can be smaller and mobile. Technology can also support changes in practice. For example, students being able to check out their own resources from an app or dedicated station. In terms of work areas, there is a need for space where materials and resources can be unpacked, catalogued, assembled, and temporarily stored. Services such as lamination are also still performed in these spaces. Moving this off-site would free up space.

At high school level, there is also the startup of a student iTeam that supports the 1:1 initiative. The establishment of a Genius Bar, such as can be found at an Apple Store, has been discussed as a place for students to assist other students. It can also double as an instructional space.

The need for adequate storage areas cannot be overstated. When materials and supplies do not have a place, they migrate to corners of the library and to the tops of shelves, creating a cluttered look.

In developing the Administration, Work, and Storage zones, it is recommended that each school:

- Assess the circulation, administrative, and work areas for size and function in concert with library staff. Consider shrinking and/eliminating oversized circulation desks, carving up and repurposing existing office space (i.e. to collaboration/team rooms or a Creation and Exploration zone)
- Evaluate circulation practices and work areas for functionality and efficiency. Consider integrating technology where appropriate to assist with efficiency and to empower the learners within the space.
- Evaluate moving some common services off-site (ex. Lamination, posters, large scale printing) to Copy Center
- Evaluate creative storage options in places that have limited space
- Plan for a Student Genius Bar at DHS; evaluate at other levels
- Add a copier/printer/scanner to all library spaces to support staff and students. Location should be accessible, but not a distraction
- Plan for adequate storage to support the multiple functions of the space. Some storage needs to be secure/locked
- Shrink or re-configure circulation desks

Final Recommendations/Conclusions:

Engage Professionals: Given the size, scope, and complexity of the project, there is a need to engage professionals that specialize in this type of work.

Ensure Parity: There is a reality that each school in Darien has a unique shape, size, and design. Some have had recent upgrades, while other have not had much alteration in years. It is therefore recommended that the District commit to parity among the schools. Some libraries will need more renovation and funding to bring it up to the same specifications as others.

Coordinate with Key District Staff: Any contemplated work in the library spaces should involve the Facilities Department. To the extent practical, planned updates to these spaces such as windows or carpeting should be done in concert with anticipated renovations. Any contemplated work in the library spaces should also involve the IT Director relative to placement of technology within the space.



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More Power! Power is critical. With the introduction of 1:1 learning environments and the increased technology being contemplated for these spaces, it is critical to have enough outlets and access to power. This needs to be integrated into any design plans.

Staff and Schedule Review: To ensure the vision of the Re-Imagined Library and updated Library Media Curriculum is fully actualized a conversation needs to be had about appropriate staffing and scheduling of the library. Without adequate staffing to curate, manage, create, instruct, and supervise, the promise of the space may not be realized. Additionally, without considering how the library space is scheduled, especially at the elementary level, the opportunities for students to take advantage of the Re-Imagined Library will be limited.

Collaborate with Parent Organizations: There has been clear interest and enthusiasm by Darien parent organizations for this initiative. Moving forward, there are potential opportunities for parents to support parts of the project in strategic ways. Continuing to collaborate with parents during the planning and implementation stages, especially at the building level, is encouraged.

Details Matter - Color, Flooring, Art, Lighting, & Signage: In the spaces that garnered high interest from the committee, there was an attention to art, color, flooring, lighting, and signage. At Google, there were walls with pixelated wallpaper, task lighting in varying heights and designs, ceiling-mounted art installations (ex. one mimicking the pattern of wood rings). Color and flooring defined areas and brought cohesion to a thematic section. The signage was also playful. There was a Keith Moon conference room, for example. Throughout the hallways were small signs that reflected cultural norms - collaboration, valuing the work of others and so on. Collectively, this attention created an energy, reflected the philosophy of the company, and nature of work. This approach should be considered to create a cohesive welcoming place for students that supports the broader common vision of the Re-Imagined Library.

<u>PRESENTATION AREA</u>	<u>INSTRUCTIONAL AREA</u>
-VIDEO SCREEN	-VIDEO SCREEN
-CONTROLABLE LIGHTING (DIMMING)	-CONTROLABLE LIGHTING (DIMMING)
-SPEAKERS AND PLUG IN MIC	-SPEAKERS AND PLUG IN MIC
ALL TIED TO ZONE	ALL TIED TO ZONE
IN PRESENTATION AREA	IN INSTRUCTIONAL AREA



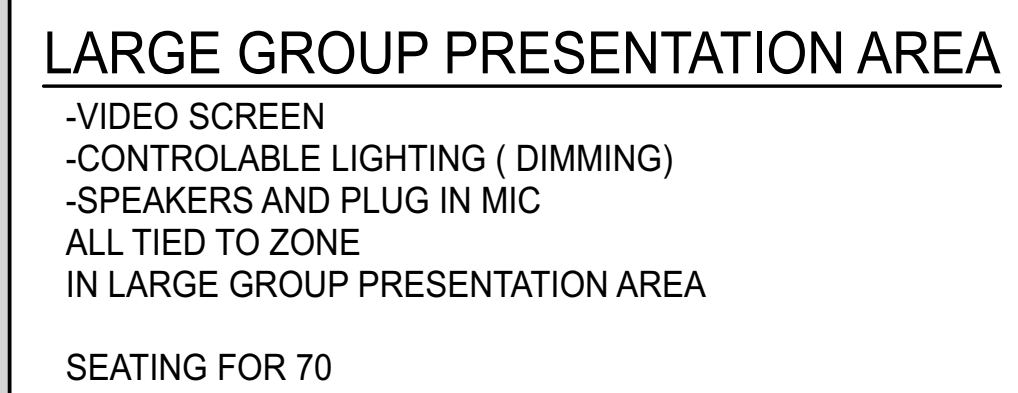
STORY TIME AREA

- VIDEO SCREEN
- CONTROLABLE LIGHTING (DIMMING)
- SPEAKERS AND PLUG IN MIC

ALL TIED TO ZONE
IN STORY TIME AREA

3400 SQFT PROTOTYPE OF MEDIA CENTER

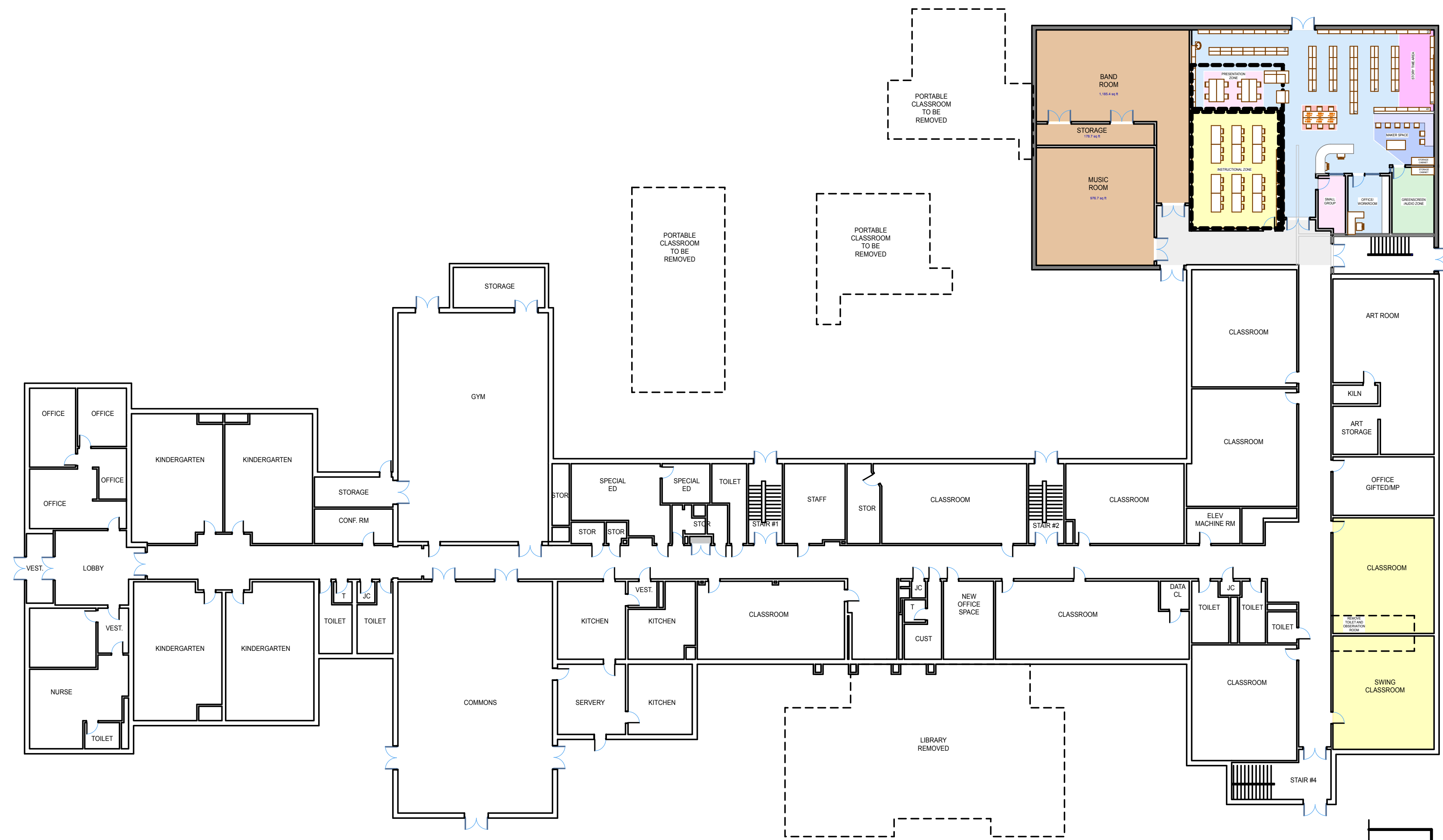
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DRAFT: 11-05-2020

SCALE: 1/8" = 1'-0"

HINDLEY ELEMENTARY SCHOOL OPTION 1

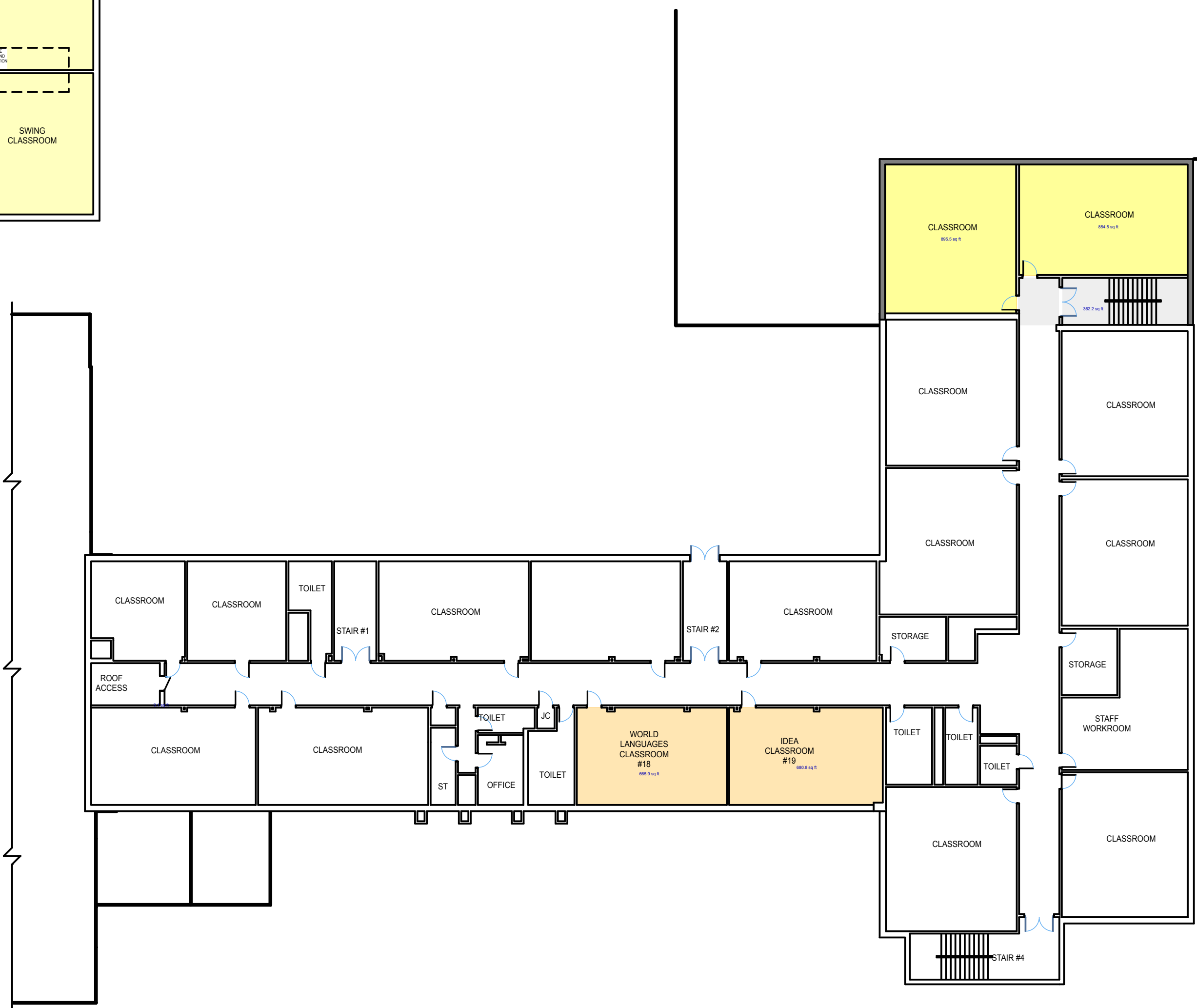


PROPOSED FIRST FLOOR PLAN
SCALE: 1" = 20'

EXISTING ENROLLMENT (2020) - 429 STUDENTS
PROJECTED ENROLLMENT (MAX) - 441 STUDENTS

1ST FLOOR - 36,464 SQFT
PORTABLE CLASSROOMS - 3,333 SQFT
2ND FLOOR - 18,778 SQFT
EXISTING GSF - 58,575 SQFT

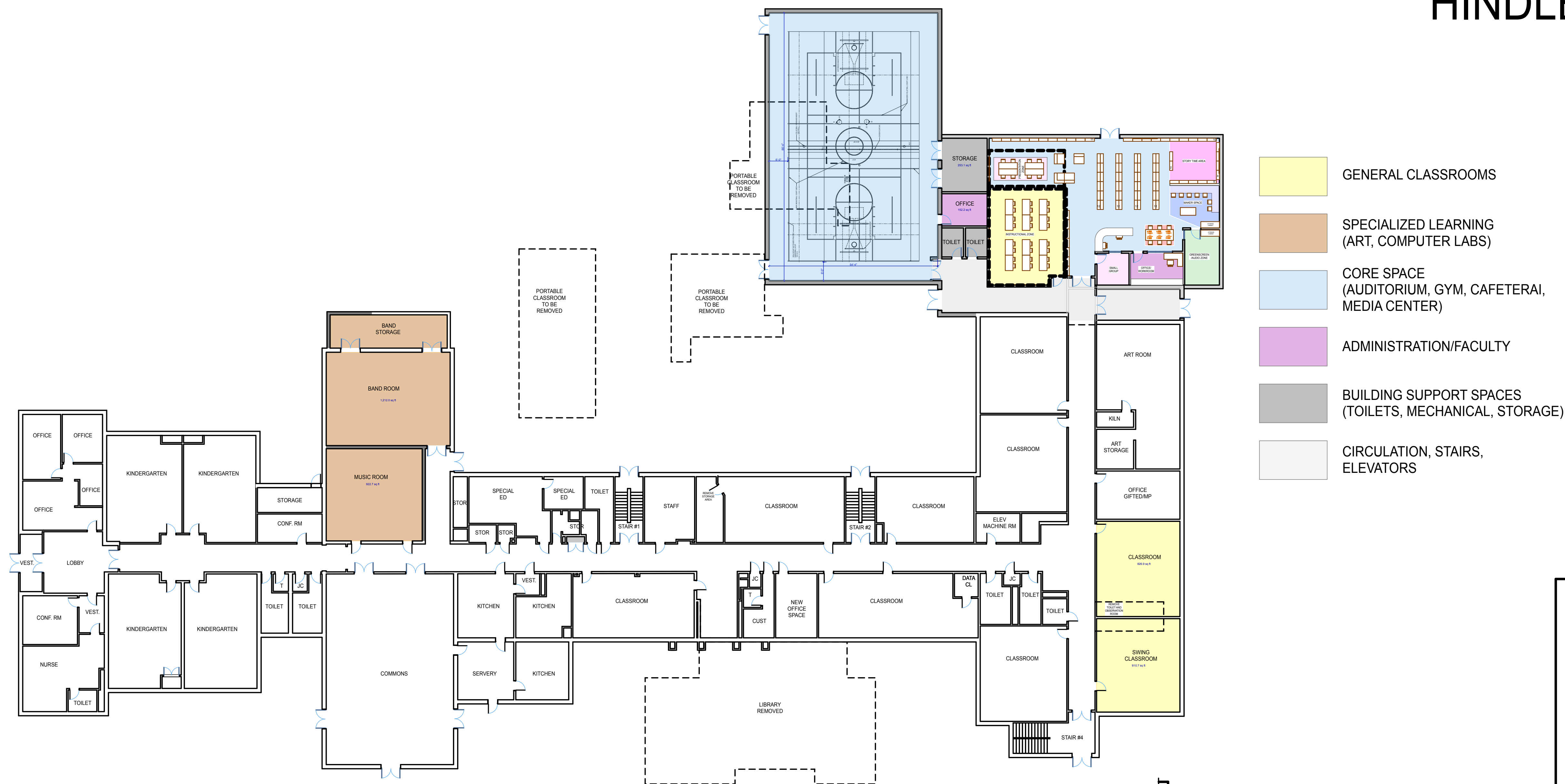
1ST FLOOR - 36,464 SQFT
REMOVED PORTABLE CLASSROOMS - 3,333 SQFT
LESS DEMO-ED MEDIA CENTER - 2,974 SQFT
FIRST FLOOR ADDITION - 8,220 SQFT
2ND FLOOR - 18,778 SQFT
2ND FLOOR ADDITION - 1,876 SQFT
PROPOSED GSF - 62,364 SQFT



PROPOSED SECOND FLOOR PLAN
SCALE: 1" = 20'

DRAFT: 11-05-2020

HINDLEY ELEMENTARY SCHOOL OPTION 2



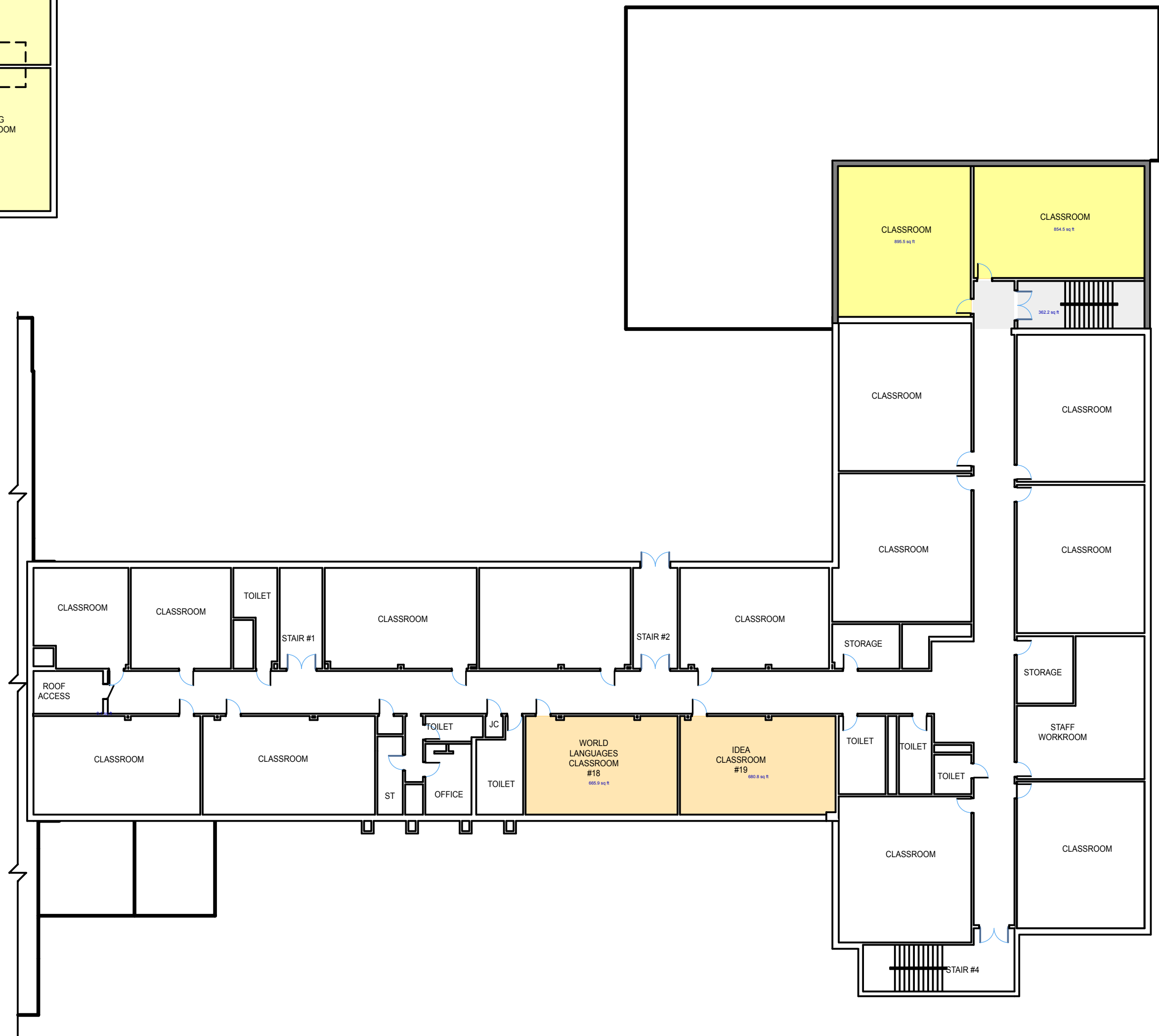
PROPOSED FIRST FLOOR PLAN

SCALE: 1" = 20'

EXISTING ENROLLMENT (2020) - 429 STUDENTS
PROJECTED ENROLLMENT (MAX) - 441 STUDENTS

1ST FLOOR - 36,464 SQFT
PORTABLE CLASSROOMS - 3,333 SQFT
2ND FLOOR - 18,778 SQFT
EXISTING GSF - 58,575 SQFT

1ST FLOOR - 36,464 SQFT
REMOVED PORTABLE CLASSROOMS - 3,333 SQFT
LESS DEMO-ED MEDIA CENTER - 2,974 SQFT
FIRST FLOOR ADDITION - 10,320 SQFT
2ND FLOOR - 18,778 SQFT
2ND FLOOR ADDITION - 1,876 SQFT
PROPOSED GSF - 64,464 SQFT



PROPOSED SECOND FLOOR PLAN

SCALE: 1" = 20'

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ROYLE ELEMENTARY SCHOOL: OPTION 1

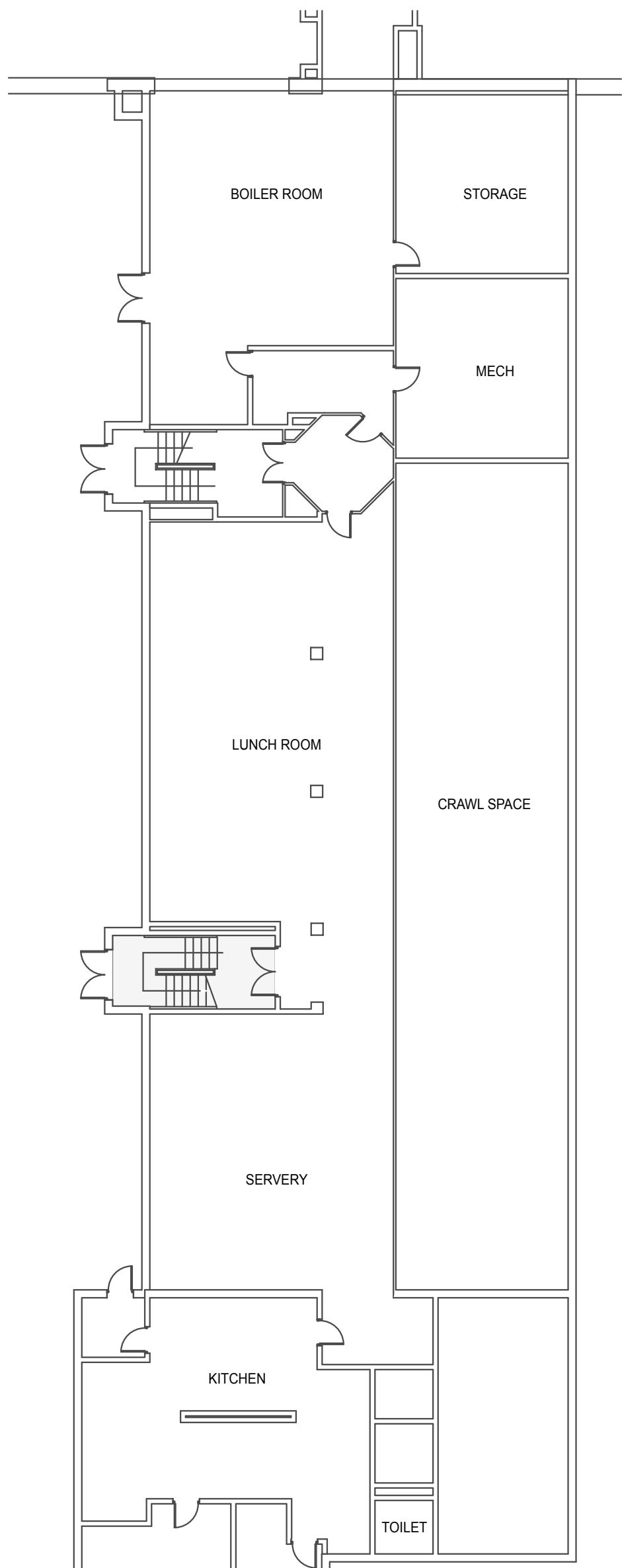
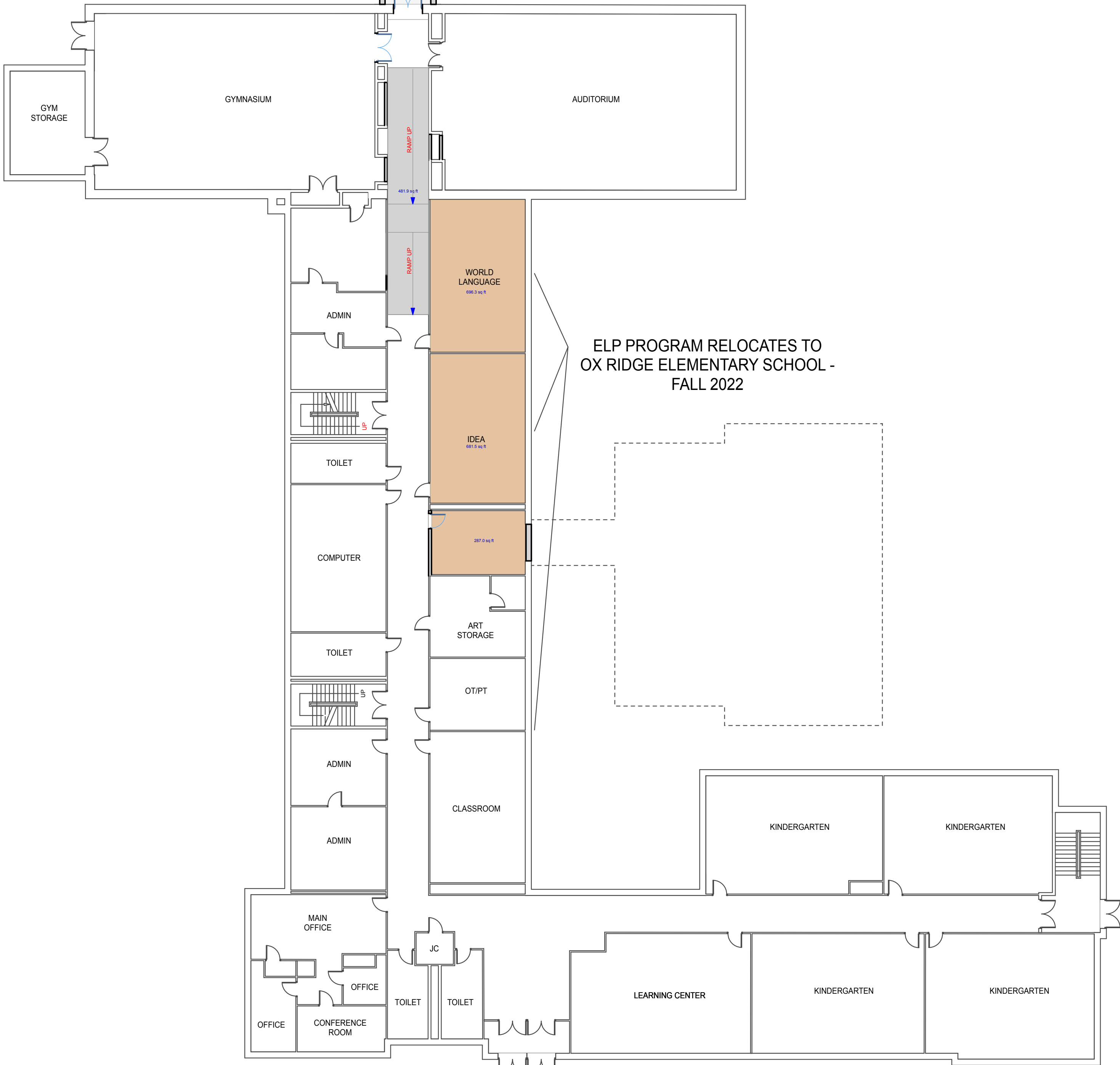
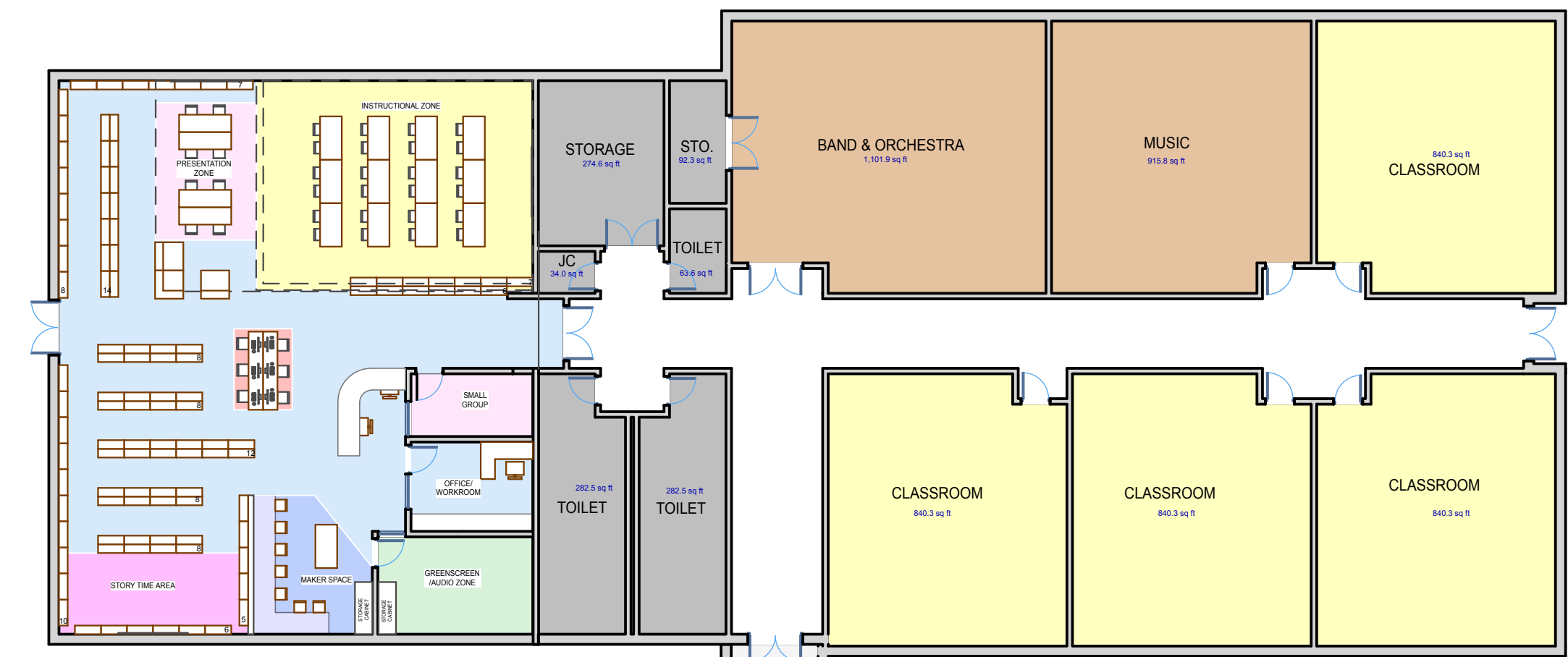
NEW INTERIOR RAMP & BUILDING ADDITION

EXISTING ENROLLMENT (2020) - 358 STUDENTS
PROJECTED ENROLLMENT (MAX) - 393 STUDENTS

EXISTING GROSS SQUARE FOOTAGE
LOWER LEVEL - 6,716 SQFT
1ST FLOOR - 32,790 SQFT
PORTABLE CLASSROOMS - 2,513 SQFT
2ND FLOOR - 17,455 SQFT
TOTAL GSF - 59,474 SQFT

PROPOSED GROSS SQUARE FOOTAGE
LOWER LEVEL - 6,716 SQFT
1ST FLOOR - 32,790 SQFT
REMOVED PORTABLE CLASSROOMS - 2,513 SQFT
LESS DEMOED MEDIA CENTER - 3,830 SQFT
LESS DEMOED CLASSROOM WING - 5,034 SQFT
FIRST FLOOR ADDITION - 12,540 SQFT
2ND FLOOR - 17,455 SQFT
TOTAL GSF - 60,637 SQFT

- GENERAL CLASSROOMS
- SPECIALIZED LEARNING (ART, COMPUTER LABS)
- CORE SPACE (AUDITORIUM, GYM, CAFETERA, MEDIA CENTER)
- ADMINISTRATION/FACULTY
- BUILDING SUPPORT SPACES (TOILETS, MECHANICAL, STORAGE)
- CIRCULATION, STAIRS, ELEVATORS



LOWER LEVEL
SCALE: 1/16" = 1'-0"

1ST FLOOR
SCALE: 1/16" = 1'-0"

SECOND FLOOR
SCALE: 1/16" = 1'-0"

DRAFT: 11-05-2020

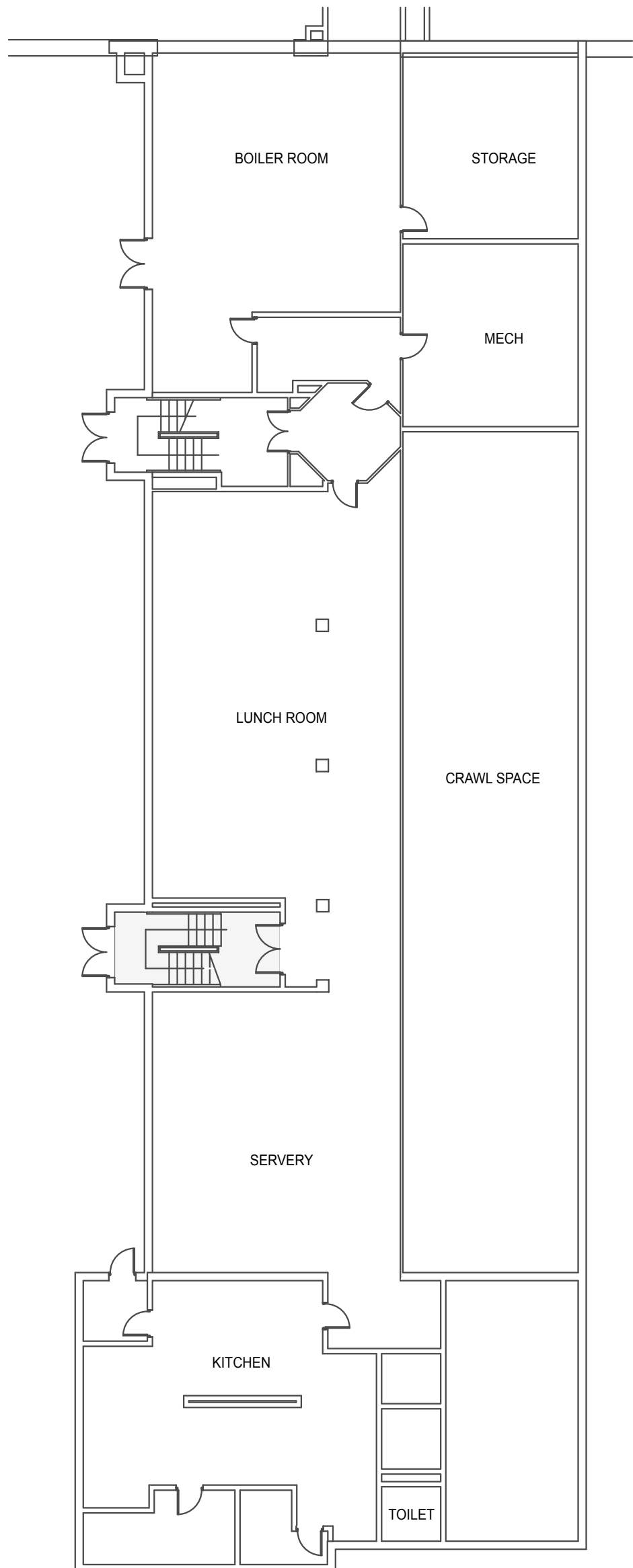
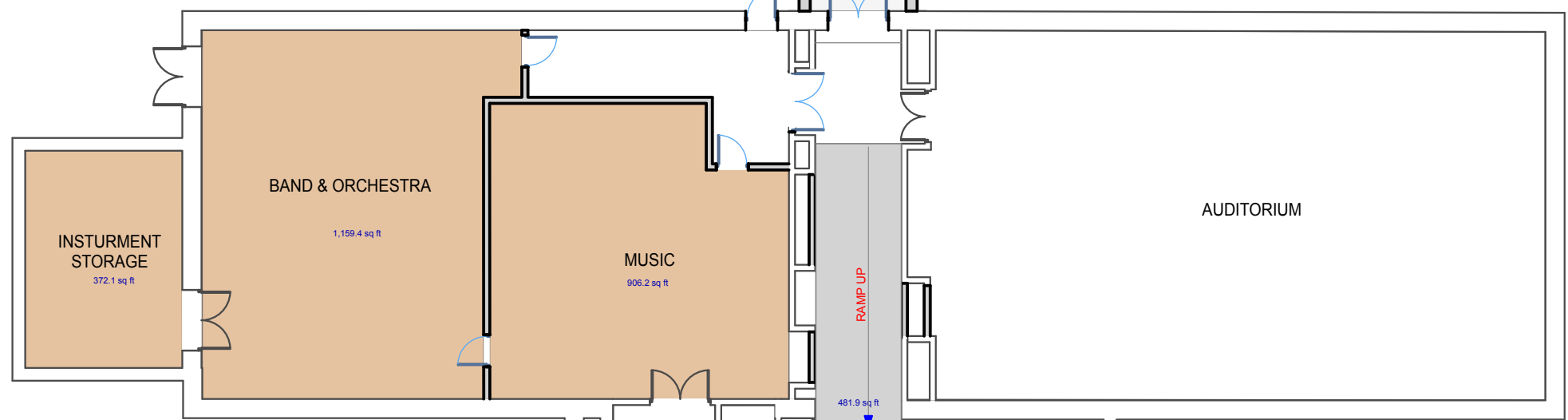
ROYLE ELEMENTARY SCHOOL: OPTION 2

EXISTING ENROLLMENT (2020) - 358 STUDENTS
PROJECTED ENROLLMENT (MAX) - 393 STUDENTS

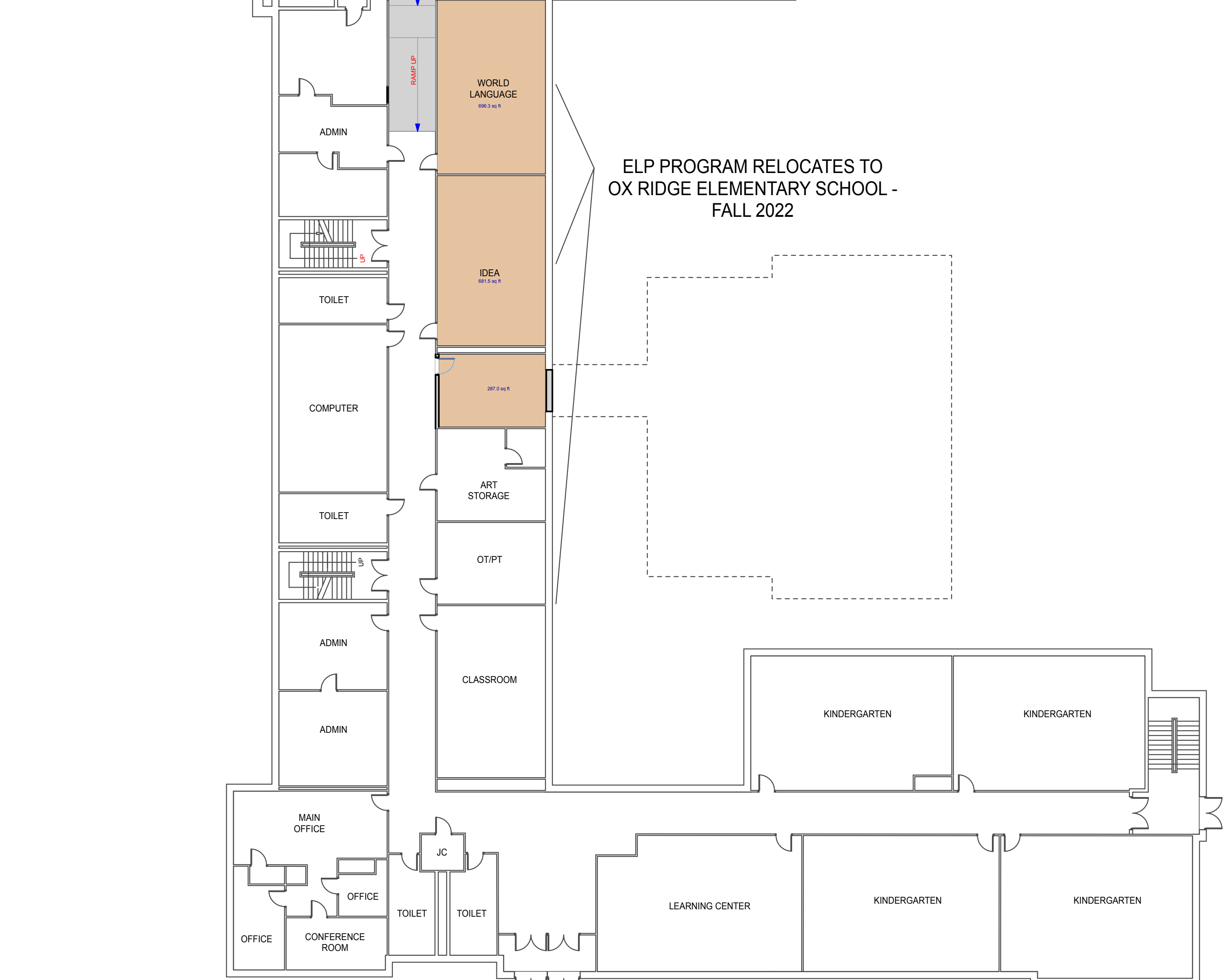
EXISTING GROSS SQUARE FOOTAGE
LOWER LEVEL - 6,716 SQFT
1ST FLOOR - 32,790 SQFT
PORTABLE CLASSROOMS - 2,513 SQFT
2ND FLOOR - 17,455 SQFT
TOTAL GSF - 59,474 SQFT

PROPOSED GROSS SQUARE FOOTAGE
LOWER LEVEL - 6,716 SQFT
1ST FLOOR - 32,790 SQFT
REMOVED PORTABLE CLASSROOMS - 2,513 SQFT
LESS DEMOED MEDIA CENTER - 3,830 SQFT
LESS DEMOED CLASSROOM WING - 5,034 SQFT
FIRST FLOOR ADDITION - 15,400 SQFT
2ND FLOOR - 17,455 SQFT
TOTAL GSF - 63,497 SQFT

- GENERAL CLASSROOMS
- SPECIALIZED LEARNING (ART, COMPUTER LABS)
- CORE SPACE (AUDITORIUM, GYM, CAFETERAI, MEDIA CENTER)
- ADMINISTRATION/FACULTY
- BUILDING SUPPORT SPACES (TOILETS, MECHANICAL, STORAGE)
- CIRCULATION, STAIRS, ELEVATORS



LOWER LEVEL
SCALE: 1/16" = 1'-0"



FIRST FLOOR WITH PROPOSED ADDITION OPTION 2
SCALE: 1/16" = 1'-0"

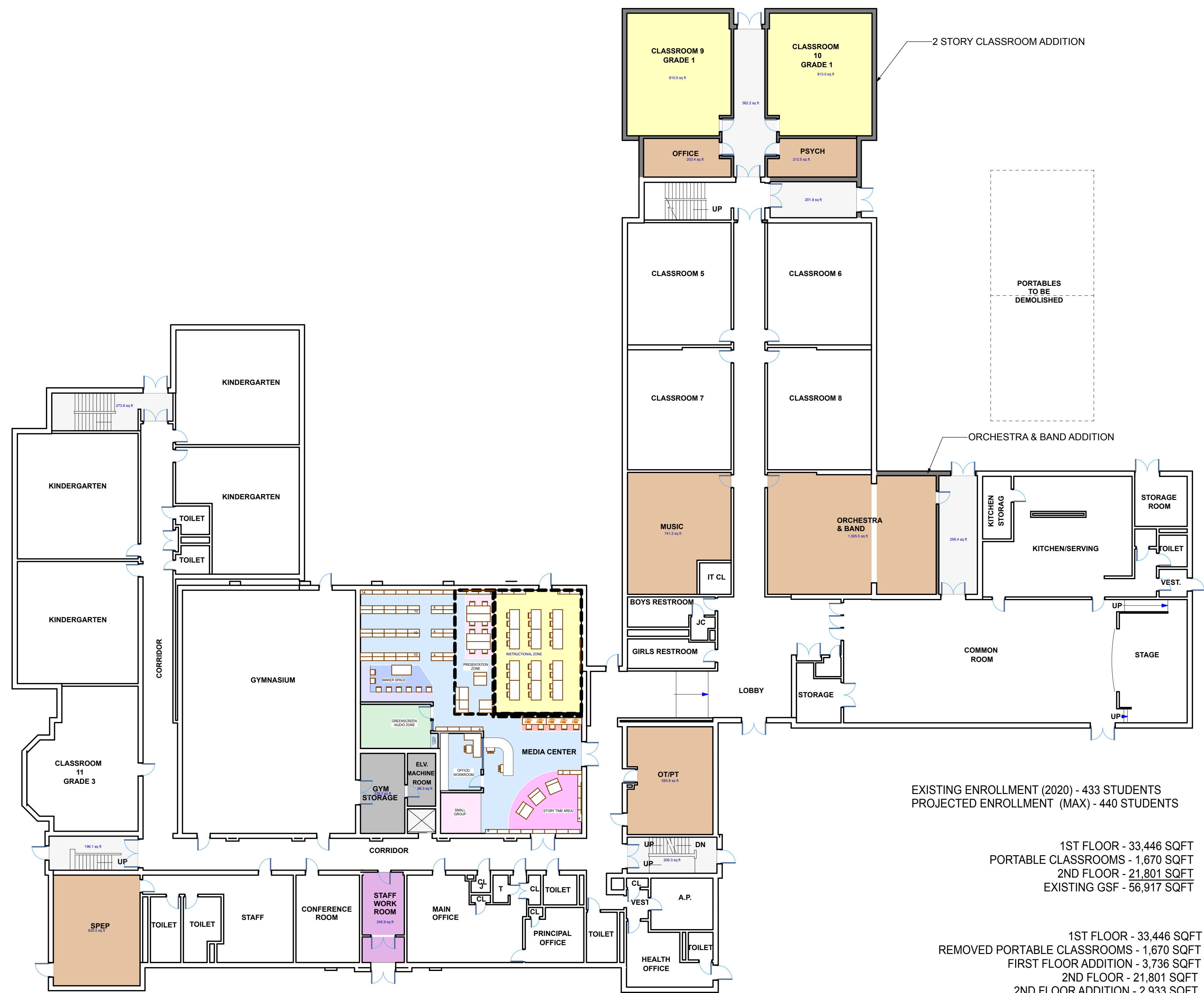


SECOND FLOOR
SCALE: 1/16" = 1'-0"

DRAFT: 11-05-2020

HOLMES ELEMENTARY SCHOOL ADDITION

- GENERAL CLASSROOMS
- SPECIALIZED LEARNING (ART, COMPUTER LABS)
- CORE SPACE (AUDITORIUM, GYM, CAFETERIA, MEDIA CENTER)
- ADMINISTRATION/FACULTY
- BUILDING SUPPORT SPACES (TOILETS, MECHANICAL, STORAGE)
- CIRCULATION, STAIRS, ELEVATORS



EXISTING ENROLLMENT (2020) - 433 STUDENTS
PROJECTED ENROLLMENT (MAX) - 440 STUDENTS

1ST FLOOR - 33,446 SQFT
PORTABLE CLASSROOMS - 1,670 SQFT
2ND FLOOR - 21,801 SQFT
EXISTING GSF - 56,917 SQFT

1ST FLOOR - 33,446 SQFT
REMOVED PORTABLE CLASSROOMS - 1,670 SQFT
FIRST FLOOR ADDITION - 3,736 SQFT
2ND FLOOR - 21,801 SQFT
2ND FLOOR ADDITION - 2,933 SQFT
PROPOSED GSF - 61,916 SQFT

1ST FLOOR PLAN

SCALE: 1/16" = 1'-0"

DRAFT: 11-05-2020

HOLMES ELEMENTARY SCHOOL ADDITION

- GENERAL CLASSROOMS
- SPECIALIZED LEARNING (ART, COMPUTER LABS)
- CORE SPACE (AUDITORIUM, GYM, CAFETERIA, MEDIA CENTER)
- ADMINISTRATION/FACULTY
- BUILDING SUPPORT SPACES (TOILETS, MECHANICAL, STORAGE)
- CIRCULATION, STAIRS, ELEVATORS

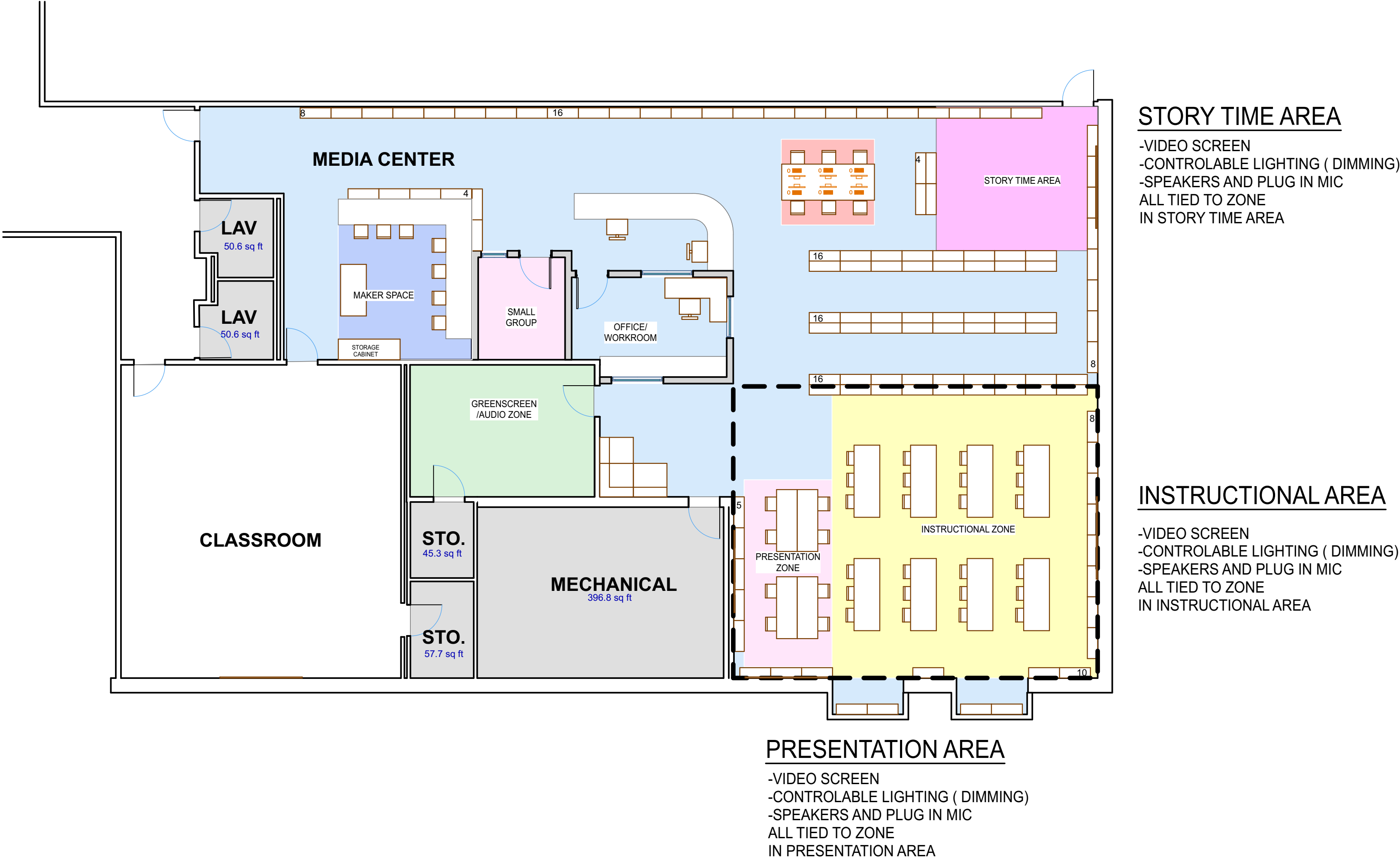


2ND FLOOR PLAN

SCALE: 1/16" = 1'-0"

DRAFT: 11-05-2020

TOKENEKE ELEMENTARY SCHOOL MEDIA CENTER

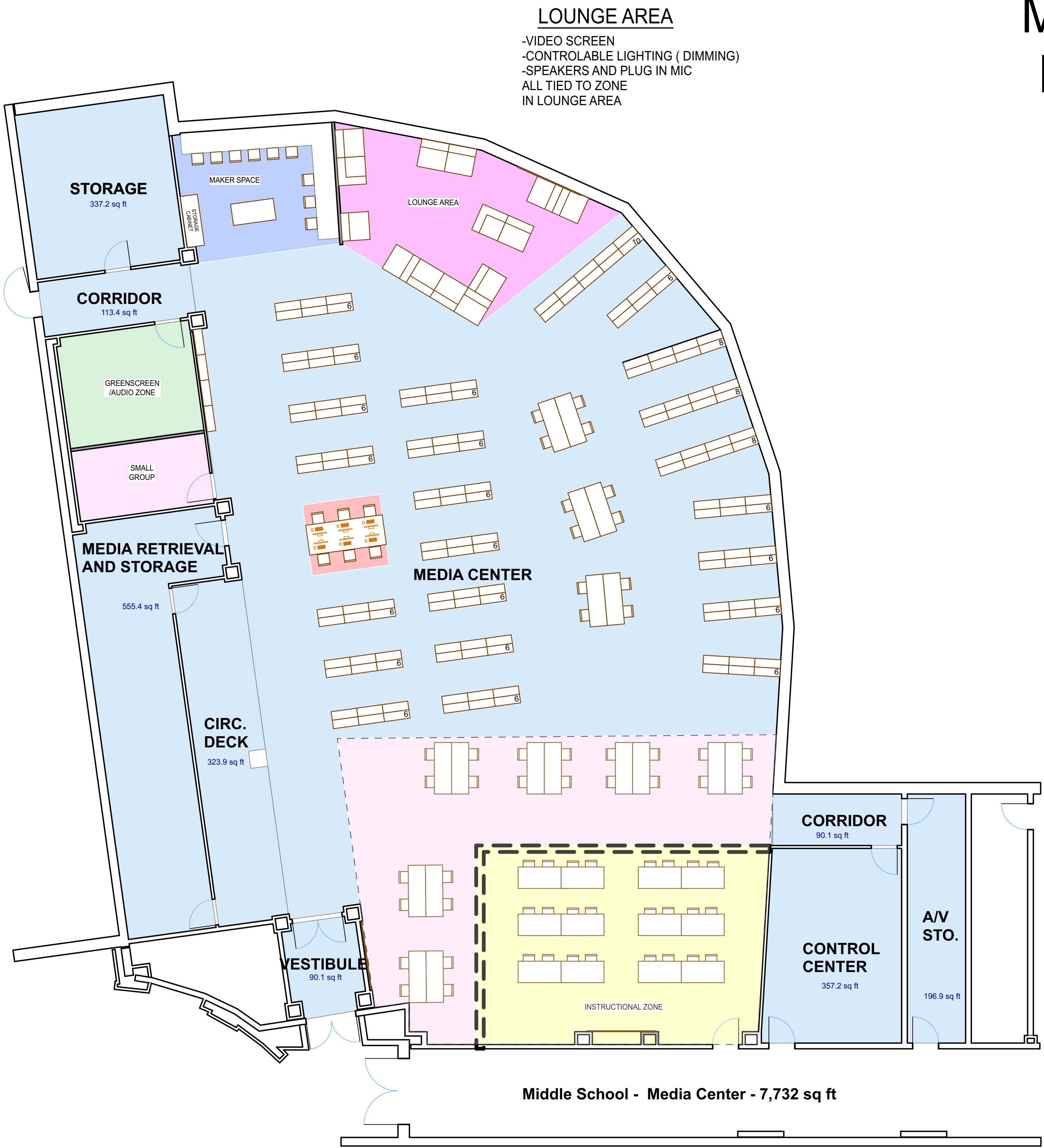


MEDIA CENTER LAYOUT

SCALE: 1/8" = 1'-0"

DRAFT: 11-05-2020

MIDDLE SCHOOL MEDIA CENTER



LOUNGE AREA

-VIDEO SCREEN
-CONTROLABLE LIGHTING (DIMMING)
-SPEAKERS AND PLUG IN MIC
ALL TIED TO ZONE
IN LOUNGE AREA

INSTRUCTIONAL AREA

-VIDEO SCREEN
-CONTROLABLE LIGHTING (DIMMING)
-SPEAKERS AND PLUG IN MIC
ALL TIED TO ZONE
IN INSTRUCTIONAL AREA

LARGE GROUP PRESENTATION AREA

-VIDEO SCREEN
-CONTROLABLE LIGHTING (DIMMING)
-SPEAKERS AND PLUG IN MIC
ALL TIED TO ZONE
IN LARGE GROUP PRESENTATION AREA

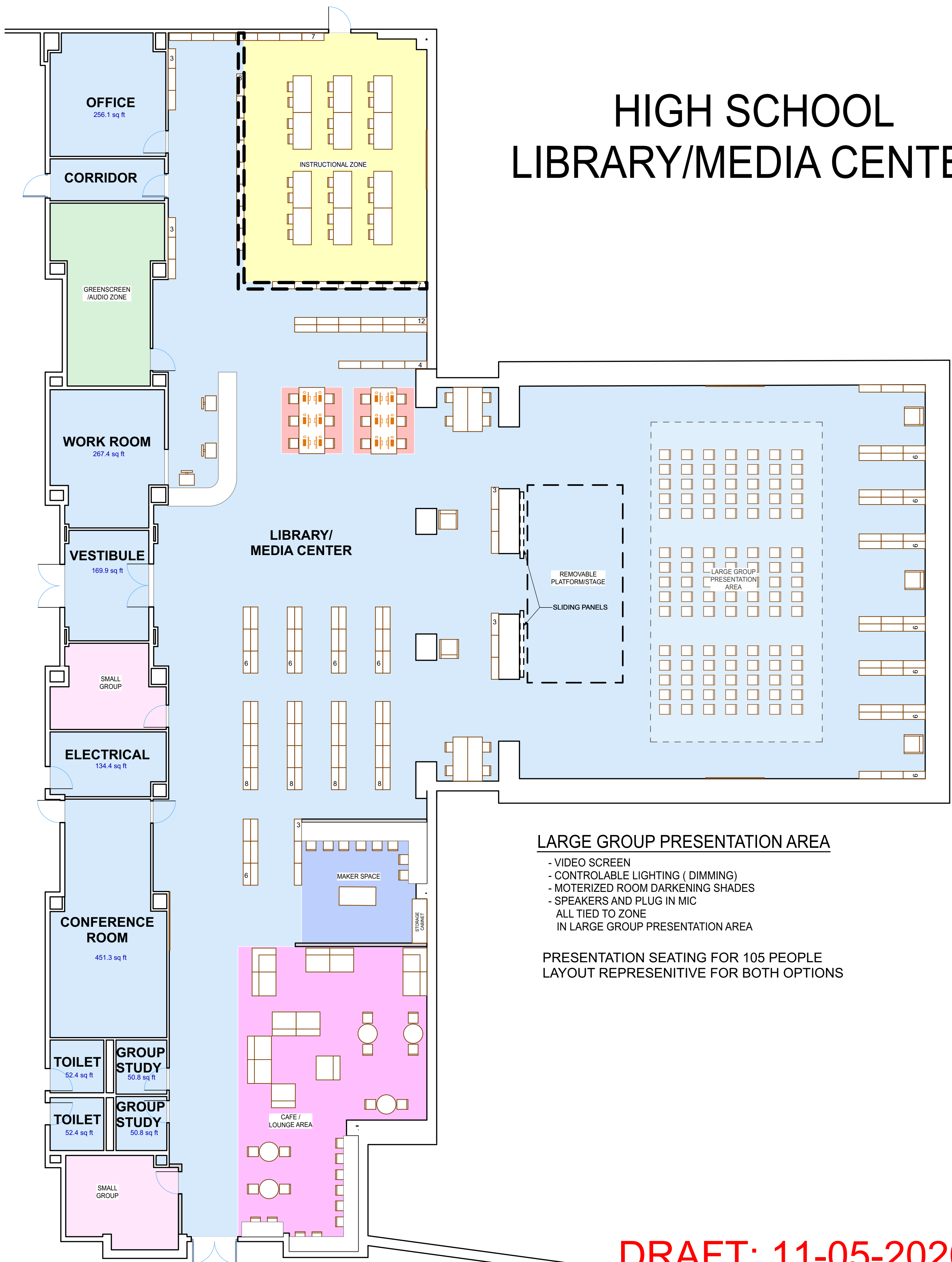
MIDDLE SCHOOL - MEDIA CENTER PLAN

SCALE: 1/8" = 1'-0"

DRAFT: 11-05-2020



OPTION 1
SCALE: 1/8" = 1'-0"



OPTION 2
SCALE: 1/8" = 1'-0"

HIGH SCHOOL LIBRARY/MEDIA CENTER

LARGE GROUP PRESENTATION AREA

- VIDEO SCREEN
- CONTROLABLE LIGHTING (DIMMING)
- MOTORIZED ROOM DARKENING SHADES
- SPEAKERS AND PLUG IN MIC
- ALL TIED TO ZONE
- IN LARGE GROUP PRESENTATION AREA

PRESENTATION SEATING FOR 105 PEOPLE
LAYOUT REPRESENTATIVE FOR BOTH OPTIONS

DRAFT: 11-05-2020