

Board of Education
Darien, Connecticut

TUESDAY, MAY 11, 2021

SPECIAL MEETING OF THE BOARD OF EDUCATION

**Darien Public Schools'
Administrative Offices
Meeting Room
6:30 p.m.**

AGENDA

1. Call to order
2. Proposed Adjournment to Executive Session for the purpose of interviewing for the position of Middlesex Middle School Principal and discussion concerning compensation for unaffiliated staff pursuant to Connecticut General Statute 1-200(6)(A)
3. Reconvene in public session.
4. Adjournment.

TUESDAY, MAY 11, 2021

REGULAR MEETING OF THE BOARD OF EDUCATION

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

TENTATIVE AGENDA

- | | | |
|---------------------------------|--------------------|-----------|
| 1. Call to Order..... | Mr. David Dineen | 7:30 p.m. |
| 2. Chairperson's Report..... | Mr. David Dineen | |
| 3. Public Comment*..... | Mr. David Dineen | |
| 4. Superintendent's Report..... | Dr. Alan Addley | |
| 5. Approval of Minutes..... | Board of Education | |

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, MAY 11, 2021**

- 6. Board Committee Reports..... Mr. David Dineen
- 7. Presentations/Discussions
 - a. Darien Public Schools..... Dr. Alan Addley
Status Update
 - b. Presentation, Discussion..... Dr. Alan Addley
and Possible Action on Mr. Christopher Tranberg
Proposed Trip to Spain Ms. Christina Mauricio
for Darien High School
Students
 - c. Presentation and Discussion.... Dr. Alan Addley
of Educational Specifications
for Proposed Renovation Plans
for Hindley, Holmes and Royle
Schools
 - d. Update and Discussion on..... Mrs. Shirley Klein
Extended School Year Program
- 8. Action Items
 - a. Personnel Items..... Ms. Marjorie Cion
 - i. Appointments
 - ii. Resignations/Retirements
- 9. Public Comment* Mr. David Dineen
- 10. Adjournment..... Mr. David Dineen

AA:nv

*** 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/UCUnnvYKBfFrTWQRuoB6OZA>
Those members of the community wishing to participate in public comment should join the meeting via Zoom:**

<https://darienps.zoom.us/j/93741480373>

In order to reduce audio interference, members of the community are requested not to simultaneously view by Youtube while participating on Zoom

APPROVED
REGULAR MEETING OF THE BOARD OF EDUCATION
WEDNESDAY, APRIL 7, 2021

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

Board Members Present:

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Present		x	x	x	x	x	x		x
Absent	x							x	

Administration Present:

Dr. Addley, Mr. Tranberg, Ms. Klein (via Zoom), Ms. Cion and Mr. Rudl

Audience: Meeting held in Board of Education office and via You Tube / Zoom

- | | |
|-------------------------|--|
| 1. Call to Order | Mr. David Dineen, Chair
At 7:32 p.m. (0:00) |
| 2. Chairperson's Report | Mr. Dineen
At 7:32 p.m. (0:00) |
| 3. Public Comment | Mr. Dineen
At 7:35 p.m. (0:03) |

Joslyn Delancey
Belinda Fang
Roshin Vecarelli
Jennifer Sherman
Michelle Lee

Stamford, CT (DEA President)
22 Beach Drive
29 Bailey Ave
10 Sylvan Rd
7 Berry Lane

Motion to Amend the Agenda to Add the Appointment of the Director of Elementary Education:

1ST MR. Maroney

2ND MRS. Ochman

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes		x	x	x	x	x	x		x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

4. Superintendent's Report

Dr. Alan Addley
At 7:48 p.m. (0:16)

5. Approval of Minutes

Mr. Dineen
At 7:57 p.m. (0:25)

Motion to Approve Minutes of the Regular Meeting held on March 23, 2021:

1st Mrs. Parent

2ND Mr. Maroney

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes		x	x	x	x	x	x		x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

6. Board Committee Reports

Mr. Dineen
At 7:57 p.m. (0:25)

PRESENTATIONS AND DISCUSSIONS

7. Presentations/Discussions:

a. Darien Public Schools Status Update

Dr. Addley
At 7:57 p.m. (0:25)

b. Further Discussion on FY22 Budget

Mr. Dineen
Dr. Addley
At 8:40 p.m. (1:08)

c. Update on Elementary, Middle and High School Enrollment for 2021-2022 School Year

Mr. Richard Rudl
At 8:42 p.m. (1:10)

d. First Reading and Discussion of Proposed Board of Education Policies: 2700 "Retention of Electronic Records and Information"; 2800 "Holds on the Destruction of Electronic Information and Paper Records"; 3175 "Code of Conduct Governing Procurements under a Federal Award"

Ms. Marjorie Cion
At 8:44 p.m. (1:12)

e. Action on Non-Renewal of Staff Working under One-Year Contracts, Long-Term Substitutes and Permanent Building Substitutes

Ms. Marjorie Cion
At 8:48 p.m. (1:16)

Motion to Approve Non-Renewal of Staff Working under One-Year Contracts, Long-Term Substitutes and Permanent Building Substitutes:

1ST Mrs. Stein

2ND Mr. Maroney

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes		X	X	X	X	X	X		X
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

8. Action Items

a. Personnel Items

i. Appointments

ii. Resignations/Retirements

Ms. Marjorie Cion
At 8:49 p.m. (1:17)

Motion to Approve the Personnel Items as Detailed in the Personnel Action Report Dated April 7, 2021:

1st Mrs. Stein

2ND Mrs. Ochman

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes		x	x	x	x	x	x		x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

Motion to Approve Julie Droller as the Director of Elementary Education

1ST Mr. Maroney

2ND Mrs. Ritchie

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes		x	x	x	x	x	x		x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

9. Public Comment

Mr. Dineen
At 8:51 p.m. (1:19)

Elizabeth Drew

14 Dubois St

10. Adjournment

Mr. Dineen
At 8:53 p.m. (1:21)

MOTION TO ADJOURN:

1st Mrs. Ochman

2ND Mr. Maroney

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes		x	x	x	x	x	x		x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

Meeting adjourned at 8:53 p.m. (1:21)

Respectfully Submitted,

D. Jill McCammon,
Secretary



Darien Public Schools Status Update

May 11, 2021



Darien Board of Education

Updates

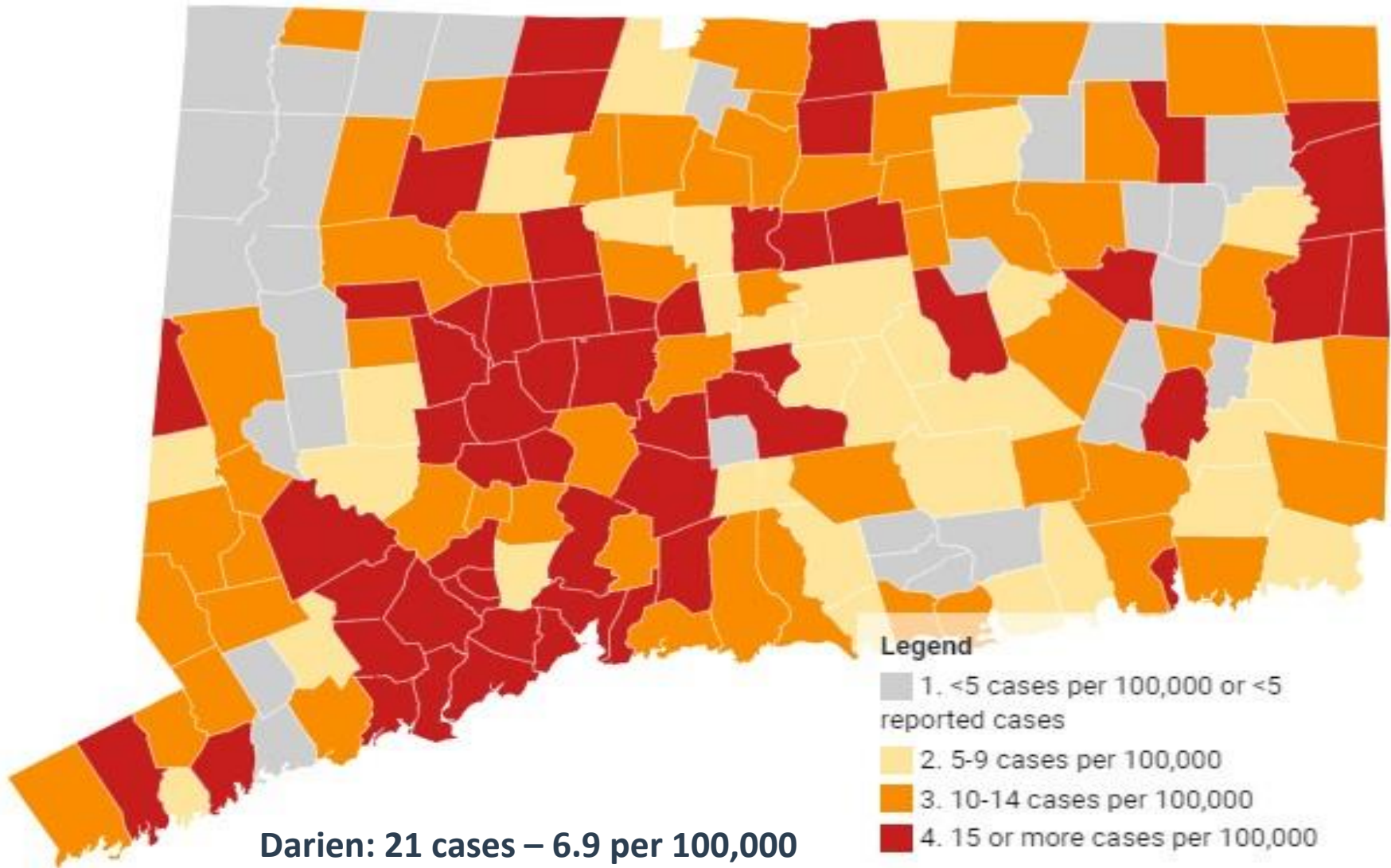
- COVID Case Metrics
 - Student Vaccination Clinics
 - Quarantining
 - Remote Learners
 - Year End Ceremonies, Celebrations & Spectators/Audiences
 - 2021-2022 School Year
 - American Rescue Act Grant Funding
- 
- A photograph of a classroom with a teacher and several students. The teacher, a woman in a floral dress, stands in the background. Students are seated at desks, some wearing face masks. The room is filled with educational materials, including books and supplies on shelves.

COVID-19 Cases

LOCATION	CURRENT CASES	CURRENT QUARANTINE	CUMULATIVE CASES	CUMULATIVE QUARANTINE
DHS/FITCH	1	4	152	882
MMS	0	0	73	537
HINDLEY	0	2	39	298
HOLMES	0	0	32	309
OX RIDGE	0	0	17	163
ROYLE	0	0	28	264
TOKENEKE	0	1	28	281
CENTRAL SERVICES	0	0	1	10
Total	1	7	370	2744

**current as of May 5, 2021 at 2:00pm*

**Average Daily Rate of COVID-19 Cases Among Persons
Living in Community Settings per 100,000 Population By Town
(Data Updated: May 06, 2021)**

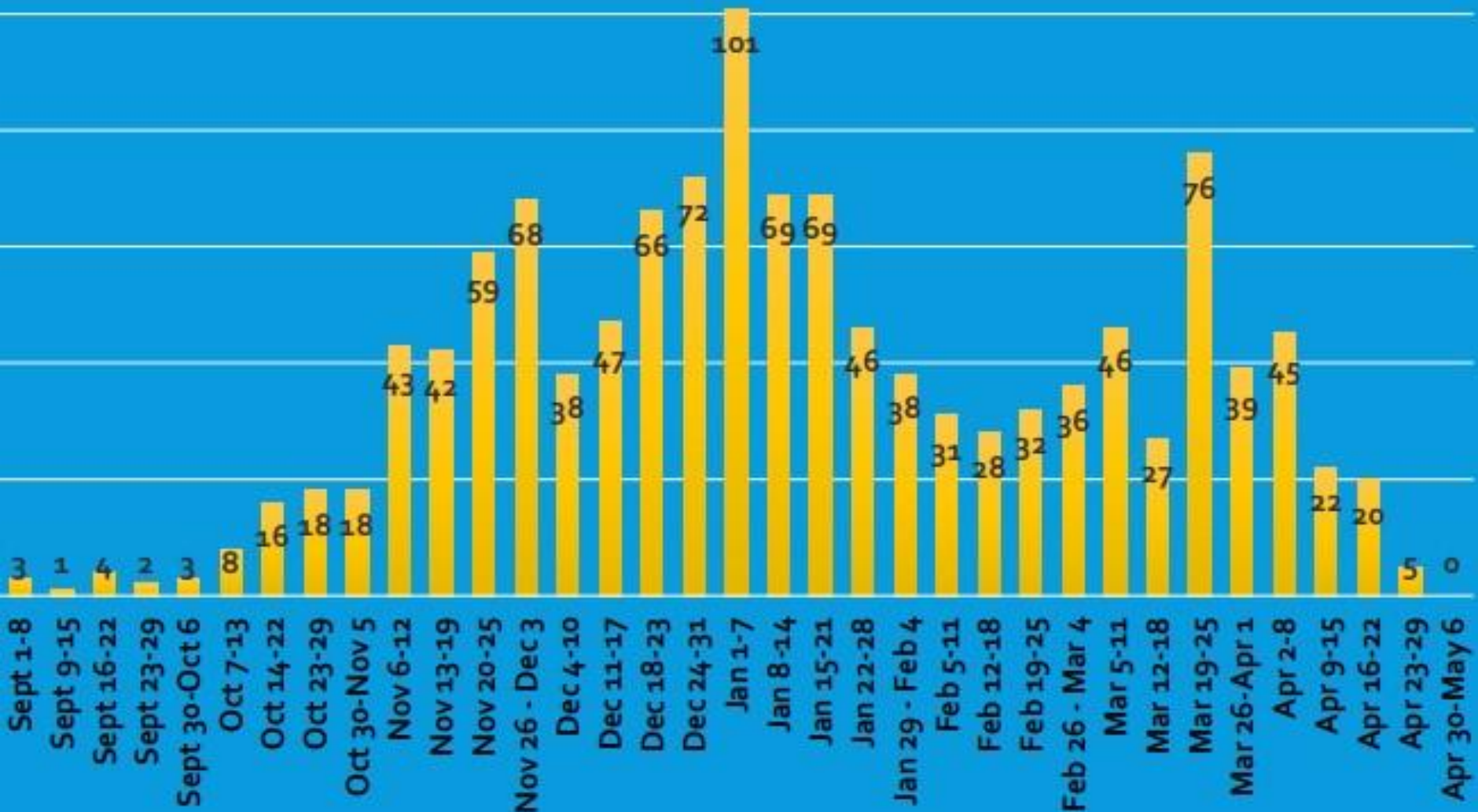


County Metrics Week ending May 01

	Leading Indicator	Secondary Indicators		
County	New COVID-19 Cases (14-day avg. per 100K pop)	Percent Test Positivity	New COVID-19 Hospital Admissions (14-day avg. per 100K pop)	Percent COVID-like illness hospital ED visits
Connecticut	17.2	3.1%	2.4	3.0%
Fairfield	16.6	6.6%	2.8	4.0%

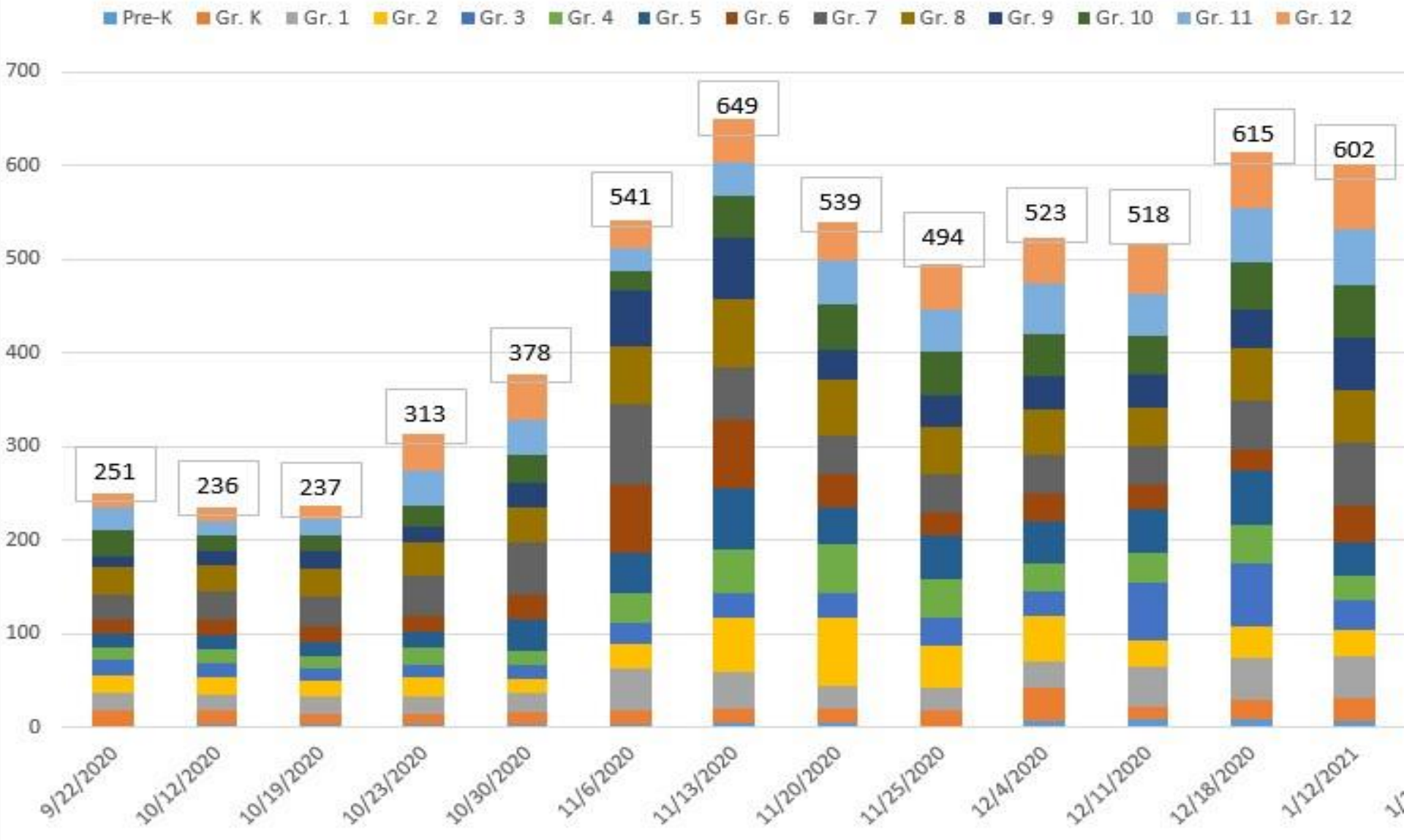
Town of Darien: COVID-19 Cases Since School Started 2020-21*

(Data contained may differ slightly from that reported by the State
due to use of different date ranges.)



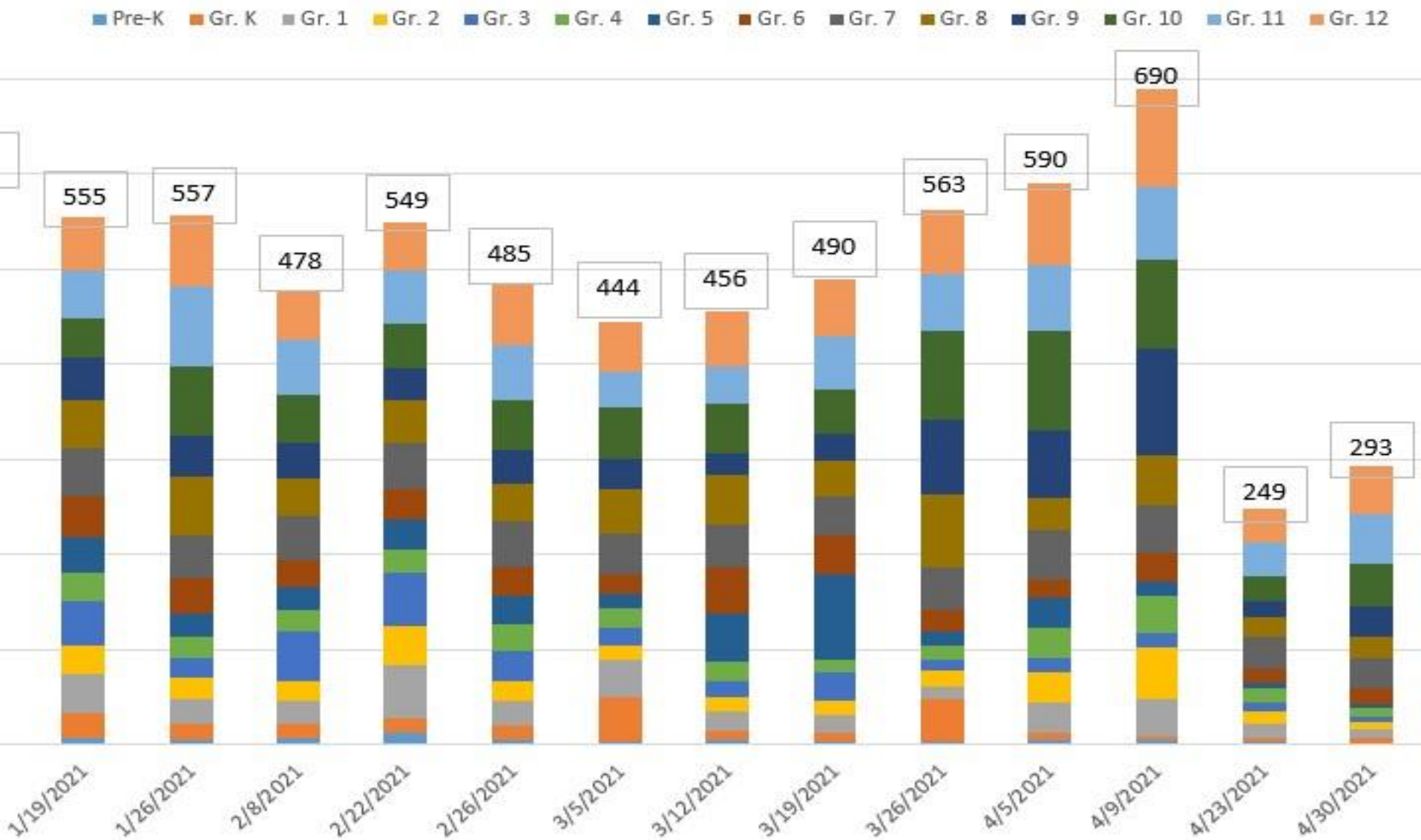
Number of Remote Learners

SEPT 22, 2020 – JAN 12, 2021



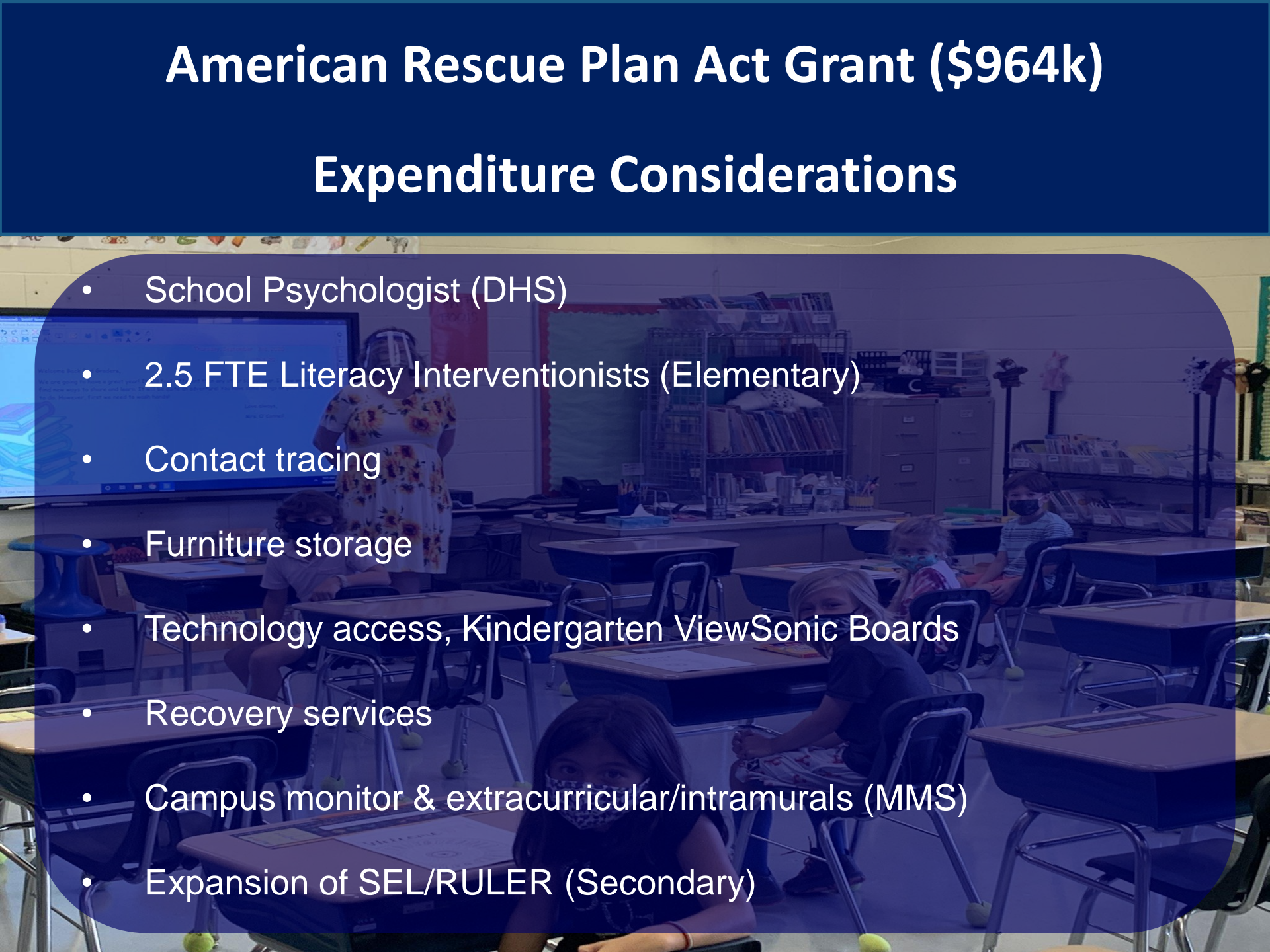
Number of Remote Learners

JAN 19, 2021 – APRIL 30, 2021



American Rescue Plan Act Grant (\$964k)

Expenditure Considerations

- School Psychologist (DHS)
 - 2.5 FTE Literacy Interventionists (Elementary)
 - Contact tracing
 - Furniture storage
 - Technology access, Kindergarten ViewSonic Boards
 - Recovery services
 - Campus monitor & extracurricular/intramurals (MMS)
 - Expansion of SEL/RULER (Secondary)
- 
- A photograph of a classroom with a teacher and several young students. The teacher, wearing a floral dress and a face shield, stands near a large interactive screen. Students are seated at desks, some wearing face masks. The room is filled with educational materials, including books and storage bins.

Questions & Comments



Darien Public Schools

Memorandum

To: Members of the Board of Education, Darien Public Schools; Dr. Alan Addley, Superintendent of Schools
From: Christina Vázquez Mauricio, Chair of World Languages, Grades 6-12
Re: Global Education & International Travel Program at Darien High School
Date: May 7, 2021

Dear Members of the Board of Education and Dr. Addley,

In my role as Chair of World Languages, and in accordance with Board Policy 6710, I would like to ask you and the members of the Darien Board of Education for permission to take a group of Darien High School students on a language learning trip to Spain during the April 2022 spring recess. My colleague Ralph Hernández, a Spanish teacher at Darien High School, is the trip's co-advisor. This trip is the first of a series of excursions the World Language Department hopes to begin at Darien High School.

Immersive learning opportunities abroad will cultivate a global perspective and open-mindedness in our children. A Global Education and International Travel Program at Darien High School aligns with our District's mission and vision to provide diverse academic experiences for all students, and it is our hope for our students to have these opportunities for years to come. In addition to our language learning trip, we hope to expand and offer leadership and service learning opportunities. As global education becomes part of the fabric of the student experience in our district, our students will return home to enrich our community with their new-found appreciation for the world at large.

We have enlisted the help of Education First Tours (EF), the global leader in educational travel, as our international travel partner. Over the past 50 years, hundreds of thousands of students have traveled with EF all around the world. Partnering with such a renowned and experienced organization gives our students, families, and community the assurance that our time abroad will be safe and enjoyable, while also having all of the resources at our disposal to mitigate any unforeseen circumstances.


When in-person learning resumed this fall, I met with Ellen Dunn to discuss our plans and next steps for gauging community interest. We sent a survey to the DHS community in November. Spain was the most popular destination selected for a language learning trip. We hosted an informational Zoom meeting with parents in December and shared our plans with 172 students and their families. To date, 61 students have registered for the Spain trip. If approved, the excursion will be chaperoned by members of the Darien High School faculty.

Attached is a presentation that includes our program details, Board of Education Policy 6710: Field Trips, the Field Trip Request Form #F2, and EF's Educational Tours Safety and Security Policy.

I'd like to add, as a personal note, my own experiences of traveling with students. Before coming to serve the Darien Public Schools in the summer of 2016, I traveled abroad with my own Spanish students on four separate occasions to Spain, Italy, Costa Rica, and Perú. Through the years, those language immersion and service learning trips are among the most formative life experiences my former students still recall. I would love to partner with you to bring these opportunities to our students here in Darien.

Thank you very much for your consideration, and I look forward to sharing more details with you on the 11th.


Christina Vázquez Mauricio

	DARIEN SPECIAL FORM Trips Beyond 500 Miles, or Outside the U.S. (Board of Education Policy 6710)		PUBLIC SCHOOLS FIELD TRIP REQUEST	<h1 style="font-size: 48px; margin: 0;">F2</h1>
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Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.


Planning Requirements: Written application must be submitted first to the school Principal, then to the Assistant Superintendent, according to administrative procedures. **This form MUST be submitted to Central Office for approval before final plans or commitments are begun.** All such trips must be approved by the Board of Education. Formal announcement of special trips can be made only after Board approval has been obtained.

<input type="checkbox"/>	Special Trips (beyond 500 mile radius, overnight, or outside Continental U.S.) – The request must be submitted at least 60 days in advance of the departure date and no later than October 15 th . It must contain detailed written information about arrangements, which at a minimum, must specify the following:				
a.	Names of the Darien Public School staff initiating the proposal and responsible for the trip				
	Christina Vázquez Mauricio - Chair of World Languages, Grades 6-12 Ralph Hernández - Teacher of Spanish, Darien High School				
b.	Exact dates, times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.				
	Date:	Thursday, April 7, 2022 through Sunday, April 17, 2022	Time:	For the duration of the trip; exact flight departure time TBA	Destination : Málaga, Granda, Sevilla, Córdoba, Madrid, Barcelona (Spain)
	Affected school time:		Students will miss Thursday, April 7th and Friday, April 8th of instructional time. Thursday is a travel day (pending exact flight time). Students will be back in class on Monday, April 18th. At the time of submitting this form, there are no standardized tests scheduled for these dates.		
c.	A description of the rationale for the trip, with special emphasis on the educational value of the experience.				
	The World Language Department intends to build global educational experiences into the fabric of the Darien High School experience. We aim for our students to practice the languages they are learning in our classrooms in real-world, authentic contexts and through direct interaction with target cultures. A multi-day tour through Spain will give students the ability to hone their language skills and experience Spanish culture first-hand. Since EF is also an accredited school, students will have the opportunity to earn three college credits upon completion of a research project. (See page 8 of the attached <i>Global Education</i> document for a more detailed explanation.)				
d.	An outline of the pre-trip and post-trip activities, which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate.				
	Since the trip is happening in the 2021-2022 school year, pre-trip activities will be organized in the fall. They include, but are not limited to, "culture primer" seminars, student meetings to research destinations, and family meetings for students and their families to connect in person before the trip. For this particular trip, students must be enrolled in a Spanish course at Darien High School during the year of travel, and be in good academic standing.				

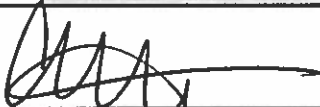

	DARIEN SPECIAL FORM Trips Beyond 500 Miles, or Outside the U.S. (Board of Education Policy 6710)	 PUBLIC SCHOOLS FIELD TRIP REQUEST	F2
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Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

<u>e.</u>	The exact modes and times of travel, as well as the exact housing arrangements.
	Students and their families will meet at DHS on the date of departure, and students and chaperones will travel together by motorcoach bus to the airport. We will depart by air from the United States (either EWR or JFK) and arrive in Madrid, where we will immediately board a connecting flight to Málaga. From there, all travel within Spain will be by motorcoach bus with the exception of the Madrid-Barcelona leg of the trip, which will be by train. We will depart by air from Barcelona (BCN) and arrive back in the United States (either EWR or JFK), and a motorcoach bus will pick us up and bring us back to DHS. Exact hotel accommodations, including room assignments, addresses, contact numbers, and check-in times, are provided three months before departure. At this time, we do know for certain that we will stay in centrally-located 3- or 4-star hotels. (See page 9 of the attached <i>Global Education</i> document for a more detailed explanation.)
<u>f.</u>	Detailed daily time schedules of the agenda of activities.
	The exact daily time schedules will not be available until three months before departure, once the student list is finalized. Please see page 14 of the attached <i>Global Education</i> document for a day-by-day itinerary of cities and cultural landmarks we will visit upon arrival.
<u>g.</u>	Precise overall financial information with a break down by categories of expenses. Include any staffing transportation, accommodations or unique modifications for students with disabilities.
	<p>Included costs: The cost of the <i>Experience Spain</i> trip is \$3,355. This price is all-inclusive for all chaperones and students, regardless of ability. This price covers round-trip flights to Spain, all ground transportation (motorcoach bus and rail), nine overnight stays in 3- and 4-star hotels, breakfast and dinner daily, our full-time Tour Director, four sightseeing tours led by local, expert guides and 3 walking tours, entrances to all locations/landmarks listed on the itinerary, experiential learning programming while on tour, access to EF's "weShare" learning modules that help students complete their research project for academic credit, and EF's comprehensive insurance policy.</p> <p>Non-included costs: Each student traveling on the trip has access to EF's "weShare" program, which is a website dedicated to trip-specific learning modules and a place where students can prepare their research project. Students can also share this website with family members as a way to crowdsource funding for the trip.</p> <p>The round-trip cost of the motorcoach bus from DHS to the departure airport will be funded privately by students and their families, as well as through on-campus student fundraising efforts (if permitted). This will be arranged next school year, once the final trip roster is finalized.</p>
<u>h.</u>	Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.
	The cost of the trip is funded by students and their families, and they pay individually for the full trip costs. We will not use district funds for any part of this trip. Any funds obtained through grants or fundraising will be applied to round-trip transportation to/from DHS/the airport.
<u>i.</u>	Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.

	DARIEN SPECIAL FORM Trips Beyond 500 Miles, or Outside the U.S. (Board of Education Policy 6710)	 PUBLIC SCHOOLS FIELD TRIP REQUEST	F2
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Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

	We anticipate that six Darien Public Schools teaching/administrative staff will chaperone the trip; therefore, DPS will fund the cost of teacher substitutes for April 7th, 2022 (tentative), and April 8th, 2022.			
<input type="checkbox"/>	Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.			
<input type="checkbox"/>	The submission of a trip request, does <u>not</u> , in-and-of-itself, constitute any explicit or implied approval.			
<input type="checkbox"/>	No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.			
<input type="checkbox"/>	The field trip organizer must notify the school nurse of the field trip date, destination, and a list of the students participating in the trip.			
 Signature of Trip Organizer		5/6/21 Date	 Signature of Principal	5/6/21 Date
<input type="checkbox"/>	Approved	<input type="checkbox"/>	Not approved	
				Signature of Superintendent/Designee Date

**Darien Public Schools
Darien, Connecticut**

POLICY

Series 6700

Community Instructional Resources

Policy 6710

Field Trips

The Board of Education considers valuable student field trips made for educational or cultural purposes. Such trips shall be planned and supervised by school staff and approved first by the principal or his/her designee and then by the Assistant Superintendent, according to administrative procedures.

The school district may sponsor field trips that enhance the instructional program. Such trips should support and contribute to student learning.

The school district may sponsor field trips that provide educational or cultural opportunities related to instructional programs or approved co-curricular activities.

No student in grades K-8 may participate in more than four field trips per year except where a specific exemption is made by the building principal. Student trips between district schools, and trips by athletes, musicians and co-curricular activity participants to events in which they perform are not counted as part of the four trip limit placed on K-8 students.

The Superintendent of Schools shall develop administrative procedures to ensure that all field trips serve important educational objectives related to the school system's program goals and that all field trips are carried out with proper pre-planning so that they are conducted in a safe and orderly fashion.

All student field trips that require public solicitation of funds shall require Board approval prior to any fundraising by involved students or others on their behalf. In addition, any such fundraising activities must comply with the provisions of the Board Policy concerning fundraising activities and any administrative regulations implementing such Board Policy.

The Board of Education will not be responsible for any field trip that is not approved in accordance with the procedures set forth in this policy and the accompanying regulations.

APPROVED: November 10, 2009

**Darien Public Schools
Darien, Connecticut**

POLICY

**Series 6700
Community Instructional Resources**

Policy 6710

Administrative Regulations/Procedures

Field Trips

Regional Trips (day trips within a 125 mile radius) must be approved first by the principal, then by the Assistant Superintendent, according to regulations. All school regulations, as set forth in the student handbook, and all Board of Education policies and procedures apply to students on field trips. A minimum of 15 school days in advance, the initiator (teacher or administrator in charge) must provide the Principal with a description of the destination and an explanation of the educational or co-curricular purpose of the trip, as well as the details of the trip that include basic cost, additional costs, mode of transportation, chaperones, substitute coverage required, a list of students, and other pertinent details requested by the Principal. Applicable safety precautions and training must be demonstrated to the Principal's satisfaction. The Principal then forwards the application to the Assistant Superintendent for approval, a minimum of 10 school days prior to the date of the trip.

Extended trips (trips beyond 125 mile radius but less than 500 miles) must be approved by the Principal in consultation with the Superintendent or his/her designee. The Principal must supply the Superintendent, a minimum of 15 school days in advance, with the details requested in the "planning requirements" listed below. In rendering a decision on approval, the Principal and Superintendent shall consider the timing of the trip and the impact on instructional time. Final approval depends upon the trip initiator (teacher or administrator in charge) having demonstrated, in writing, appropriate detailed planning. All rules and planning requirements for regional trips (above) will apply to extended trips, including all school and Board of Education policies, regulations, and rules.

Special Trips (overnight and beyond 500 miles, including trips outside the continental United States). Approval of the concept by the Superintendent is required before exploratory talks can begin. Initiators shall consult their Principal before any serious discussion or planning takes place. It also is essential to conduct pre-planning of the full budget impact, so timing is important, often a year in advance. If the Superintendent gives the Principal permission to explore the potential for a trip, the Principal or initiator (teacher or administrator in charge) may then make the inquiries necessary to organize a trip. A minimum of sixty days in advance and no later than October 15th, the trip initiator must submit a detailed request (as specified in the "planning requirements" below) to the Superintendent for the purpose of obtaining the

recommendation of the Superintendent to go to the Board for approval. All such trips must be approved by the Board of Education.

Formal announcement of special trips can be made only after Board approval has been obtained. All rules and regulations covering regional trips and extended trips (see above) apply to special trips. In addition, the behavioral rules covering participating students are to be communicated, in writing, to any host families involved in the trip.

Planning Requirements: All field trips require a written application for field trip approval that must be submitted to the school Principal then to the Assistant Superintendent, according to administrative procedures. For Regional Trips, the building Principal shall designate the requirements for requests, except as specified under "Regional Trips," above. In the case of Extended Trips and Special Trips (defined above) the request must be submitted at least 60 days in advance of the departure date and must contain detailed written information about arrangements, which at a minimum, must specify the following:

- a) Names of the Darien Public School staff initiating the proposal and responsible for the trip.
- b) Exact Dates, and times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.
- c) A description of the rationale for the trip, with special emphasis on the educational value of the experience.
- d) An outline of the pre-trip and post-trip activities which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate, as well as the ratio of students to chaperones.
- e) The exact modes and times of travel, as well as the exact housing arrangements.
- f) Detailed daily time schedules of the agenda of activities.
- g) Precise overall financial information with a break down by categories of expenses.
- h) Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.
- i) Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.
- j) Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.
- k) The submission of a trip request, does not, in-and-of-itself, constitute any explicit or implied approval. No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.

Additional Requirements: The following information explains additional specifications or requirements which must be followed for all field trips:

- a) All chaperones (Darien Public Schools' employees and non-employees) including parents, must be approved by the Administration and provided with an orientation to the rules of the Board of Education and school.
- b) Any non-Darien students (or graduates) participating in the trip must be approved by the Administration. Priority for participation in school-sponsored trips will be given to currently enrolled Darien students.
- c) All behavioral rules and regulations (above) as well as trip logistics must be communicated in writing to all participating students and their parents as an integral part of the planning of the trip.
- d) Students are considered to be under the supervision of chaperones or a host family (if applicable) at all times.
- e) A permission form signed by the parent or guardian must be provided for every student participating in a field trip.
- f) Written verification must be provided, signed by the parent or guardian of every student participating in a trip, stating that the parent is willing to abide by the "School Trip Cancellation Policy" of the Darien Public Schools. A sample of the form is an addendum to these administrative procedures.

Non-School-sponsored trips (planned by school personnel or by others for whom school personnel are acting as agents). Trips that are incidentally related to the school because the initiator or leader is an employee of the Board must obtain permission of the Superintendent of Schools to advertise in the schools. Permission to advertise does not bind the school or the Board to the trip or to its organizers. It must be clearly understood and expressly stated in any related material (1) that there is no legal or educational connection between trip sponsors, their representatives, and the Board and its administrative agents, (2) that the Board is not the sponsor and is otherwise not responsible in any way for the trip, and (3) the name of the person and/or organization that is responsible for the trip. These trips shall not occur on school time.

If in doubt about the policy, regulations, or procedural matters, consult the Principal.

APPROVED: November 10, 2009

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

TO: All Students Participating in Field Trips
FROM: Darien Public Schools' Administration and Staff
RE: School Trip Cancellation Policy

As we begin the extensive planning for our exciting travel, it is important to understand that the safety of our students and staff is always our primary concern in any decisions that are made regarding the approval of school sanctioned trips.

The Darien Board of Education, Administration and staff reserve the right to cancel or alter _____ any time before or during the trip and are not liable for any deposits or payments that may be lost resulting from such a decision. This cancellation or alteration may be due to any unforeseen events that in our judgment jeopardize the safety and well being of our students and staff.

Please sign and return this form to your teacher. Your signature confirms that you have read the above statement and that you understand (1) that your choice to have your student participate in this field trip is voluntary, (2) that you will bear the financial risk that any such trip may be cancelled by the Darien Public Schools, and (3) that the Darien Public Schools are not responsible for any deposits or payments that may be lost resulting from such a decision. If you have any questions, please contact _____.

Thank you.

Parent Name _____

Parent Signature _____

Student Name _____

Student Signature _____



DARIEN HIGH SCHOOL

Global Education and International Travel Program

LANGUAGE IMMERSION
EXPERIENCE SPAIN
APRIL 2022





Agenda

- Program development overview
- What students gain from travel
- EF partnership + safety on tour
- Itineraries
- Accommodations + meals
- What's included (and what's not)
- Questions



Program Development

- something to look forward to!
- a chance to safely reconnect to a world that seems distant and remote at the moment
- practice real-world skills
- gauge community interest: survey
- accessibility: to give families an opportunity to spread payments over a longer period of time; provide scholarships



What students gain from educational travel

- experiential learning with an academic focus
- an opportunity to practice language skills in authentic contexts
- self-confidence, a sense of independence
- project-based research
- global perspectives that they bring back to their home communities



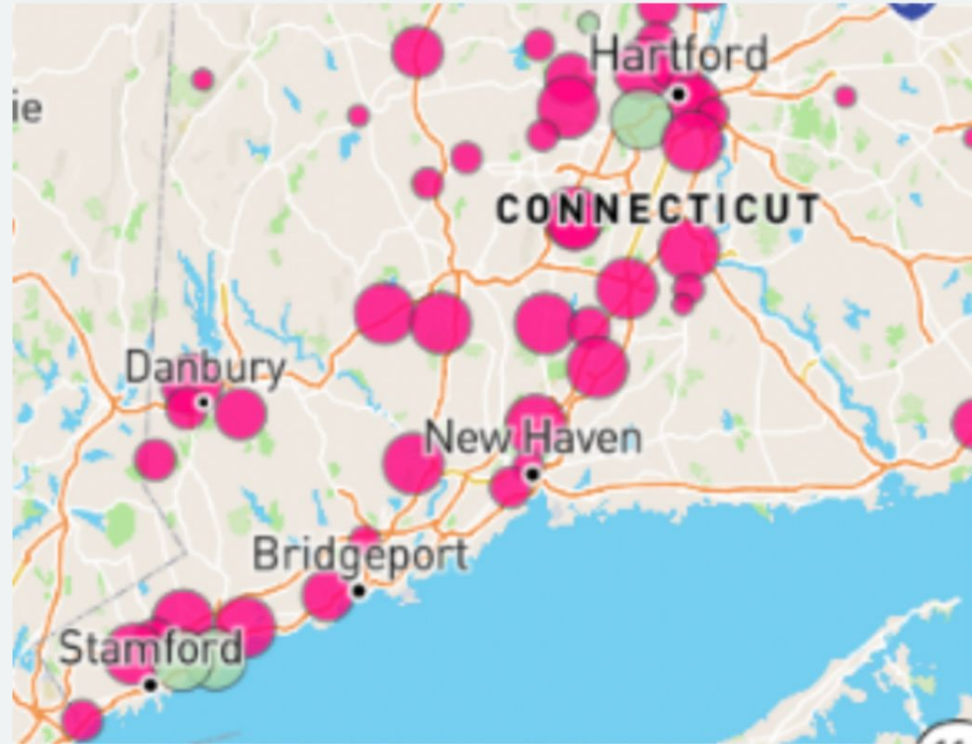
Education First

OUR EDUCATIONAL TRAVEL PARTNER

- over 50 years of experience
- dedicated staff on location 365 days a year
- accredited, just like our schools
- partnerships with school districts all over Connecticut



/ **EDUCATIONAL
TOURS**



Safety

EF provides our group with


- A dedicated, personal Tour Director on location
- Safety & Incident Response Team
- Safety and health precautions and procedures
- One chaperone spot for every six travelers that enroll
- Support for our District's safety policies
- **EF's Peace of Mind Program & Global Travel Protection**
flexibility to change the dates and destination of tours in uncertain times, following guidelines from the Department of State and Centers for Disease Control

Experience Spain

Language Immersion – 11 days – April 7-17, 2022 (Spring Recess)




Day 1: Fly
overnight to Spain
Day 2: arrive in
Málaga



Days 3 & 4:
Granada



Day 5:
Sevilla



Day 6:
Córdoba



Days 7 & 8:
Madrid

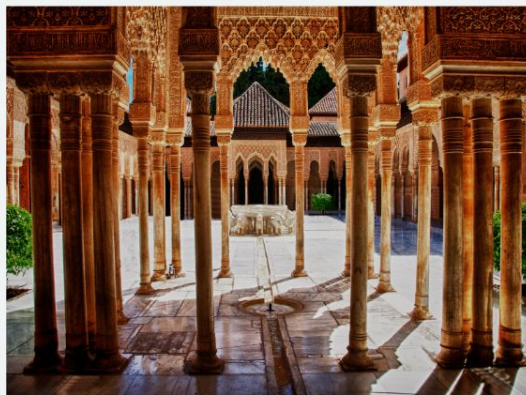


Days 9 & 10:
Barcelona

Experience Spain

Highlights

- experiencing Spain in Spanish!
- expert-led tours in each location
- Visit to La Alhambra and traditional tea ceremony in Granada
- Plaza de España and monuments of Sevilla, and a flamenco lesson!
- Tour of La Mezquita de Córdoba
- Private, guided visit of Museo del Prado, lunch in Plaza Mayor and tapas cooking class in Madrid
- Walking tour of Las Ramblas and Parc Güell, private visit to La Sagrada Familia in Barcelona



Accommodations and Meals

All hotel accommodations...

- are centrally located in safe areas
- meet high standards for safety, quality, and cleanliness
- at least three stars with ensuite bathrooms and free wifi for guests
- regularly inspected by EF staff on location

Meals on tour...

- are selected to establish a more immersive cultural experience – we will eat how the locals eat!
- include all breakfasts and dinners

What's included

- round-trip airfare and transportation on tour
- hotel accommodations
- EF Tour Director 24/7
- all educational programming: guided tours, activities, excursions
- daily breakfast and dinner
- EF Traveler Support Team
- project-based learning program to help with research projects
- customizable tour donation page
- UnCommon App college essay toolkit

Spain: \$3,355

What's not

- travel to airport
- passport, visa, and baggage fees
- spending money
- lunches and snacks
- tips
- college credit through EF, upon completion of research project
- Global Travel Protection Plan (for a fee; can be added on before tour)



DARIEN HIGH SCHOOL

Global Education and International Travel Program

QUESTIONS



EDUCATIONAL SPECIFICATIONS

Hindley Elementary School

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

**May 11, 2021
Board of Education**

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INTRODUCTION

The Hindley Elementary School, located at 10 Nearwater Lane, was originally constructed in 1947 and was last renovated and expanded 25 years ago in 1996. The building, located on 8 acres, encompasses 56,495 square feet. There are 23 general education classrooms, a combined 11 special education spaces, one library, one gymnasium and one cafeteria/auditorium. Hindley currently serves 436 students in kindergarten through fifth grade.

Hindley School has 3 portable classroom buildings that house 4 instructional programs. Aside from the inherent safety and security issues, these buildings are past their useful life and require constant maintenance to remain functional. The Library addition was added in 1976. This addition was constructed during a time when energy efficiency and construction materials were lower priorities. This space has minimal heating and ventilation and has several structural support columns situated in the middle of instructional areas. Access into the Library space and pupil circulation within the space are limited. During the last capital improvement project in the 1990's, a new wing and a main entrance wing were constructed allowing for direct, accessible entry from the parking lot/drop-off area. The main entrance wing was renovated 5 years ago to transform 2 classrooms into a main office and Nurse's Office complex. These wings continue to be in good condition.

Over the past several years, the maintenance of the Hindley Elementary School has progressed in an orderly and deliberate manner. These maintenance projects include upgrading the electrical system to allow for air conditioning in all classrooms, installation of gas service, installation of new windows from the original building and the 1976 additions and a new emergency generator. A new roof on the original building is planned for the summer of 2021. Maintenance projects involving critical heating and ventilating systems are planned for the future and should be folded into any larger building project.

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 long term viability of the 4 older elementary schools. 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 and the cafeteria expansion of the High School to the entire Board of Education for review.

One of the main observations of the report was the need to examine the best way to replace the portable buildings at all the elementary schools with sufficiently sized, permanent instructional space. This would require the services of an Architect/Planner to facilitate the discussion and present various options to the administration, BOE Facilities Committee and to the Board of Education. Northeast Collaborative Architects was hired for this project.

As this study was getting underway, the Curriculum Department was undertaking a study of Library/Media Center/Learning Center Improvements. This study is referred to as the Library Reimagined Plan. It became evident that certain aspects of this plan would also require the services of an Architect/Planner. The Administration realized that there would be a certain amount of overlap between both of these studies. The tasks assigned to Northeast were

expanded to include the Library study, and then expanded again to study the best way to deal with the undersized classrooms at several of the buildings, including Hindley.

As the Town of Darien Citizen's Building Committee considers the recommendations presented throughout this document, flexible planning for a school building renovation and expansion that can meet the needs of all students should be kept in mind. This includes the demolition of the portable buildings and Library, relocation of the classrooms housed in the portables, interior renovation to increase classroom sizes and the addition of a new wing to house the Library or a suite of music rooms.

The educational specifications for a renovation and expansion of the Hindley 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 and Ox Ridge School buildings. This was done to keep a level of consistency between schools.

VISION, MISSION & VALUES

Hindley Elementary School must be a building that reflects the District's Values and Mission and helps to prepare students on their initial journey to realizing the District Vision.

VISION STATEMENT

Preparing all students today to thrive in a changing world tomorrow.

MISSION STATEMENT

Inspiring a love of learning in all students so they develop as critical thinkers and innovative creators who contribute to the world with integrity and purpose beyond themselves.

VALUES

Wellness--Creating balanced learning environments that are physically, socially, emotionally, and intellectually safe and healthy.

Collaboration--Working openly, productively, and interdependently toward common goals.

Diversity and Inclusion—Creating a community that welcomes and embraces the full range of human differences.

Equity--Advocating for and advancing opportunities and outcomes for all.

Excellence--Delivering the highest quality education for each student to reach their individual potential.

Innovation--Leading with creativity and ingenuity through disciplined problem solving.

Integrity--Acting honestly and ethically with shared accountability.

Respect and Civility--Acting with consideration for the feelings, thoughts, experiences, and rights of others.

ELEMENTARY EDUCATIONAL PROGRAMMING

Students are at the center of learning in Darien. With strong collaborative relationships between home and school, students are challenged academically by talented educators who engage young learners while utilizing rigorous, standards-based curricula in order to prepare students for future successes. With a shared belief that all students can achieve at high levels, educators work to remove barriers to learning to ensure success for all students.

Elementary programming stems from research-supported commitments to learning. These commitments serve as essential drivers to student learning and are represented by the following belief statements:

- ☐ Developing students' skills with Social and Emotional Learning (SEL) is essential and best accomplished in tandem with academic learning in order to ensure supportive learning environments. SEL integrates the core competencies expressed in the CASEL framework. These competencies include self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Developing students' skills across these five areas supports their development as they navigate their learning environment and experiences.
- ☐ All students learn differently. Therefore, teachers must work to differentiate instruction by thoughtfully planning, instructing, and assessing students as they guide them toward proficiency and mastery. Because all students learn differently, providing different levels of support is necessary to create equitable conditions.
- ☐ Students engage in academic experiences across disciplines that grow their skills as readers, writers, historians, mathematicians and scientists. Developing skills and content knowledge in these academic areas grows students as critical thinkers and problem solvers.
- ☐ Daily learning is enriched by comprehensive music, art, physical education, world language, and digital literacy curricula that allow students to create, collaborate, perform, critique, express, and respond with empathy.
- ☐ Curricula in all content areas promote academic excellence with learning experiences that are innovative, relevant, and rigorous.
- ☐ Curricula are responsive to the diverse learning needs of students and are regularly revised to reflect an ever-changing world and learning needs of students.
- ☐ Data driven adult collaboration, within and across teams, results in high-quality instruction and powerful learning experiences for students.
- ☐ Learning culture and commitment to continuous improvement in every school is reflected in the actions of both students and adults in each school.
- ☐ Staff members are committed to job-embedded professional development but also take risks to grow as learners and model this for students.
- ☐ Staff members receive feedback to remain engaged as reflective thinkers, planners and expert practitioners in their area of discipline.
- ☐ Treating others with respect and dignity is an expectation for all members of the learning community.

These belief statements are realized on a daily basis in each of our elementary schools. During elementary literacy instruction students engage in authentic reading and writing experiences all while developing a sense of joy and love for reading. Establishing joy builds lifelong readers and writers, but also provides motivation to learn and develop new literacy skills and strategies. Reading and writing is a part of daily instruction. Our youngest readers and writers begin telling stories with pictures, adding detail, and then they bring what they are learning in phonics to their writing as they begin to build their own words, sound by sound. These foundational skills evolve to sentences and paragraphs as students develop. Instructional content includes reading and writing skills and strategies, phonics, grammar, vocabulary and handwriting. The program over the elementary years builds the foundational skills necessary for students to read and communicate across a variety of genres. All grade levels learn to read fiction and nonfiction with increased complexity through different units of study across the years.

The elementary mathematics program encourages students to be risk takers, problem solvers, and investigators of math. Instruction is focused around having students persevere through tasks, ask and answer questions, think flexibly and justify reasoning. The key components to a balanced mathematics framework are conceptual understanding, computational fluency and problem solving. Our goal is to prepare students as well rounded mathematicians who are confident with their learning and see the enjoyment in math. Creating such a foundation necessitates a well-articulated and developmentally appropriate program for all students. Elementary mathematics emphasizes conceptual understandings, number sense, multiple representations, deliberate connections and problem solving. The mathematical practices developed throughout the year are: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

Science at the elementary level is dedicated to programming that piques students' curiosity, captures their interest, and motivates their engagement while promoting the understanding and application of cross-cutting concepts, disciplinary core ideas, and science and engineering practices. The curriculum is designed and aligned to the Next Generation Science Standards (NGSS) to ensure that all students engage in essential experiences that reflect the intellectual rigor of inquiry, exploration and application so they may develop as scientific thinkers. By using students' perceptions of the world around them, our program provides opportunities to expand, enhance, and modify the ways in which they view and make sense of the world.

Social Studies in Darien is largely delivered through an inquiry approach to learning. Students generate questions based on their curiosity of the world around them. This approach offers students the opportunity to expand existing knowledge through authentic, student centered exploration of essential questions. Various forms of technology are woven into these experiences to give students authentic applications for technology skills. Process and performance assessments will measure student growth and provide feedback for instructional planning.

Libraries in Darien are evolving from traditional spaces to Learning Commons. This evolution will be as much a philosophical change as a physical transformation. Learning commons are defined by serving multiple purposes in both physical and virtual spaces. The furniture and furnishings will be flexible allowing for various zones to be created to meet the needs of learners, including but not limited to: collaborative engagement, integrative learning, quiet study, collaborative work, multimedia creation, storytelling, makerspace, speakers and presentations. In alignment with the new standards from both the American Association of School Librarians (AASL) and the International Society for Technology in Education (ISTE) standards and with the confluence of Science, Technology, Engineering, and Math

(STEAM), design thinking, and technology, the Learning Commons is a place geared toward immersive inquiry based learning, grounded in knowledge building using both the physical and virtual resources with numerous pathways to demonstrate one's learning. While the Learning Commons will continue to provide learning experiences in digital citizenship, digital fluency, developing a love of reading and building student expertise in a variety of digital tools, the heart of the Learning Commons is about participatory learning, and the creation of knowledge versus consumption. It will serve as the dynamic hub of learning for the school community.

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. Music and art classes provide a space for students to engage the artistic processes of creating, performing, and responding while making important cultural connections to better understand a global society.

ENROLLMENT

HIGH PROJECTIONS WITH MULTIPLIERS

Darien Public Schools Elementary School Enrollment Projections 2021-22							
School	K	1	2	3	4	5	K-5th
Hindley	78	67	66	82	65	82	440
Holmes	76	59	79	66	74	87	441
Ox Ridge	72	76	78	72	66	74	438
Royle	64	57	55	51	56	56	339
Tokeneke	67	56	75	68	72	74	412
TOTAL	357	315	353	339	333	373	2070

Darien Public Schools Elementary School Enrollment Projections 2026-27							
School	K	1	2	3	4	5	K-5th
Hindley	80	73	82	76	79	79	469
Holmes	77	72	78	68	71	73	439
Ox Ridge	76	70	79	73	76	76	450
Royle	73	65	66	61	63	65	393
Tokeneke	73	72	79	72	78	80	454
TOTAL	379	352	384	350	367	373	2205

Darien Public Schools Elementary School Enrollment Projections 2022-23							
School	K	1	2	3	4	5	K-5th
Hindley	78	78	69	67	80	64	436
Holmes	74	77	59	77	64	76	427
Ox Ridge	72	73	81	80	70	65	441
Royle	62	62	54	54	51	54	337
Tokeneke	65	72	58	77	70	74	416
TOTAL	351	362	321	355	335	333	2057

Darien Public Schools Elementary School Enrollment Projections 2027-28							
School	K	1	2	3	4	5	K-5th
Hindley	80	80	76	84	73	80	473
Holmes	77	78	72	75	66	71	439
Ox Ridge	76	77	73	81	72	76	455
Royle	73	70	62	66	61	62	394
Tokeneke	73	77	73	80	73	77	453
TOTAL	379	382	356	386	345	366	2214

Darien Public Schools Elementary School Enrollment Projections 2023-24							
School	K	1	2	3	4	5	K-5th
Hindley	73	78	80	70	66	79	446
Holmes	69	75	77	57	75	65	418
Ox Ridge	68	72	76	83	78	70	447
Royle	64	65	63	56	57	53	358
Tokeneke	64	70	76	60	78	71	419
TOTAL	338	360	372	326	354	338	2088

Darien Public Schools Elementary School Enrollment Projections 2028-29							
School	K	1	2	3	4	5	K-5th
Hindley	83	81	83	76	82	73	478
Holmes	79	78	79	70	73	66	445
Ox Ridge	79	76	80	75	79	72	461
Royle	75	70	66	62	66	61	400
Tokeneke	76	77	79	75	81	72	460
TOTAL	392	382	387	358	381	344	2244

Darien Public Schools Elementary School Enrollment Projections 2024-25							
School	K	1	2	3	4	5	K-5th
Hindley	80	72	79	81	69	65	446
Holmes	76	70	76	74	56	75	427
Ox Ridge	75	69	76	78	79	79	456
Royle	72	63	64	66	60	60	385
Tokeneke	72	69	75	80	62	79	437
TOTAL	375	343	370	379	326	358	2151

Darien Public Schools Elementary School Enrollment Projections 2029-30							
School	K	1	2	3	4	5	K-5th
Hindley	86	84	82	83	76	81	492
Holmes	82	81	79	77	67	74	460
Ox Ridge	82	79	80	82	73	79	475
Royle	77	71	67	67	62	65	409
Tokeneke	78	80	79	80	75	81	473
TOTAL	405	395	387	389	353	380	2309

HIGH PROJECTIONS WITH MULTIPLIERS

Darien Public Schools Elementary School Enrollment Projections 2025-26								Darien Public Schools Elementary School Enrollment Projections 2030-31							
School	K	1	2	3	4	5	K-5th	School	K	1	2	3	4	5	K-5th
Hindley	75	79	73	82	80	68	457	Hindley	88	87	84	85	82	75	501
Holmes	71	77	71	73	72	56	420	Holmes	85	83	82	76	74	68	468
Ox Ridge	69	76	72	77	76	81	451	Ox Ridge	84	82	83	81	80	73	483
Royle	67	69	61	63	66	59	385	Royle	79	74	69	67	66	61	416
Tokeneke	68	78	71	77	80	62	436	Tokeneke	80	82	82	80	81	75	480
TOTAL	350	379	348	372	374	326	2149	TOTAL	416	408	400	389	383	352	2348

IMPLICATIONS FOR HINDLEY ELEMENTARY SCHOOL

The District's program is built upon best practices to improve student learning. Hindley Elementary School supports the wide-range of learning needs through large and small group learning opportunities for students in kindergarten 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. Classroom size must provide the flexibility for research-based instructional practices and consistent instructional experiences for students across the five elementary schools.

In the renovation, 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.

The Developmental Learning Center (DLC) space will be relocated to Ox Ridge Elementary School allowing for the use of these classroom spaces. The renovated Hindley Elementary School will be designed to accommodate 24 classroom spaces. Darien's elementary classroom size policy provides for the personalization of student learning.

The renovation of Hindley Elementary School transforms the existing building space into a 21st Century Learning Environment, with improvements to the following for each new and renovated space:

- safety and security
- optimize space utilization
- open and collaborative spaces, for students and teachers
- universal design / accessibility
- modern, sustainable finishes
- improvements to air quality, from both new materials and enhanced ventilation
- enhanced thermal comfort
- optimal natural and artificial lighting
- improved acoustics (both required separations/barriers and internal room conditions)

SPECIAL EDUCATION - RESOURCE ROOMS/LEARNING CENTER

Hindley Elementary School provides 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).

Philosophy

Special education is provided to students with learning differences 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

Resource rooms/small group rooms at 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 differences that require specially designed instruction to support access to the curriculum and address their individual educational needs 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 instruction, 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 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
- Smartboards or similar technology for which students can interact
- Accessible sink and fixtures
- Window treatments

SPEECH AND LANGUAGE THERAPY ROOM

Room Size

Two 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 who require services 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 instruction, 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

Two rooms of 150 sq. ft. each are needed.

Program Objective

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

General Description

Individual students who require support from a school psychologist to manage the environment of school. Other students may be performing at a level beyond that of their age groups. 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 paraprofessionals.

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

GRADE 1-5 CLASSROOMS

Room Size

Typical classrooms should have between 750-850 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, physical science, and engineering.
- 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-directed whole class instruction, small group instruction, student directed collaborative learning activities and 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 manipulatives and science equipment, student texts, paper and art supplies, computers and technology equipment, classroom libraries, play equipment and students' personal belongings.

Occupancy

Each classroom should be able to accommodate up to 25 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 25 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 (SRBI)

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 programs through individualized testing, analysis, and instructional materials.

General Description

Students who require additional support with specific skills will receive targeted support in addition to classroom 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 6 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 at least 300 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 access the curriculum in the general education 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 180 sq. ft. is needed for this program.

Program Objective

The Gifted Education Program enables students to receive supplementary instruction beyond the curriculum offered in the general 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 900 sq. ft. of classroom space and 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 unpitched 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. This space should be 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 in general music 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.

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 teacher desks and chairs (multiple staff)
- Moveable choral risers
- 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 ROOMS

Room Size

The instrumental music classrooms should be 400 sq. ft each. Instrumental storage will be distributed in each classroom. This room size will provide space for necessary equipment which is inherent to the music program.

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 scheduled daily include 4-10 students, one teacher and one or more instructional aides.

Furniture, Fixtures and Equipment

- Music stands and stackable folding chairs
- Two teacher's 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 900 sq. ft of instructional space including storage.

Program Objectives

To provide a learning environment that 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 25 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
- 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

LIBRARY-MEDIA CENTER

Room Size

The Library-Media Center, including office area and storage, will total at least 3,000 sq. ft. This is the prototype size used by Northeast Collaborative when designing the Library Reimagined.

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 Hindley 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
- 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

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 teacher work room 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, 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, 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

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.

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 central storage space (approximately 14' x 14') for bulkier equipment.

SITE, SECURITY & MECHANICAL

Site Work

The pedestrian and vehicular traffic pattern will be reviewed as part of the scope of work. The facility has the need to park more buses on site when picking up students at the end of the school day. Too many buses remain out on Nearwater Lane, waiting for an open space. Cars exiting the parking lot at the end of the school day have a difficult time getting out into traffic due to the proximity of the bus and car exits. Perhaps an alternative exit for the cars can be established. There is also an existing need for more overflow parking.

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.)

HVAC 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 HVAC 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 construction 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 systems 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.

COMMUNITY USE

Hindley Elementary School will serve as a resource for all Hindley students and citizens throughout the year.

The facility will be made available to the public in a supervised manner, only with the consent and authorization of the school administration and staff. The school shall be designed to allow access to common spaces such as the gymnasium, library media center, cafeteria in the evenings and weekends. Similarly, the school should be designed in a way that allows for access to facility activities during the school year and throughout the summer months and school vacations.

The Community use of the facility may include the following:

School Related Events and Functions:

- ☐ Athletic events and tournaments
- ☐ Darien Summer School
- ☐ Extended School Year
- ☐ Staff Development
- ☐ Student Clubs such as Literary Magazine, Stock Market Club, Student Council and Safety Patrol
- ☐ PTO
- ☐ Booster Clubs
- ☐ Scouting Groups
- ☐ After School Programs
- ☐ Town Departments, camps or agencies
- ☐ YMCA
- ☐ Youth Sports
- ☐ For Profit Organizations within the Town of Darien
- ☐ Parent/Community informational meetings
- ☐ Student Ceremonies
- ☐ Youth Sports

EDUCATIONAL SPECIFICATIONS

Holmes Elementary School

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

**May 11, 2021
Board of Education**

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INTRODUCTION

The Holmes Elementary School, located at 18 Hoyt Street, was originally constructed in 1932 and was last renovated and expanded 25 years ago in 1996. The building, located on 8 acres, encompasses 63,266 square feet. There are 23 general education classrooms, a combined 10 special education spaces, one library, one gymnasium and one cafeteria/auditorium. Holmes currently serves 439 students in kindergarten through fifth grade.

Holmes School has 2 portable classroom buildings that house the General and Instrumental Music programs. Aside from the inherent safety and security issues, these buildings are near the end of their useful life and require constant maintenance to remain functional. The Library space has a modular room built inside of it, that houses SBRI and reading specialists. Access to this classroom is through the middle of the Library, which limits pupil circulation and instructional areas within the Library space. During the last capital improvement project in the 1990's, two new wings and an entrance lobby, Common Room and Kitchen were constructed. These wings continue to be in good condition.

Over the past several years, the maintenance of the Holmes Elementary School has progressed in an orderly and deliberate manner. These maintenance projects include upgrading the electrical system to allow for air conditioning in all classrooms, installation of gas service and installation of a new emergency generator. A new roof on the original building is planned for the summer of 2021. Maintenance projects involving critical heating and ventilating systems are planned for the future and should be folded into any larger building project.

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 long term viability of the 4 older elementary schools. 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 and the cafeteria expansion of the High School to the entire Board of Education for review.

One of the main observations of the report was the need to examine the best way to replace the portable buildings at all the elementary schools with sufficiently sized, permanent instructional space. This would require the services of an Architect/Planner to facilitate the discussion and present various options to the administration, BOE Facilities Committee and to the Board of Education. Northeast Collaborative Architects was hired for this project.

As this study was getting underway, the Curriculum Department was undertaking a study of Library/Media Center/Learning Center Improvements. This study is referred to as the Library Reimagined Plan. It became evident that certain aspects of this plan would also require the services of an Architect/Planner. The Administration realized that there would be a certain amount of overlap between both of these studies. The tasks assigned to Northeast were expanded to include the Library study, and then expanded again to study the best way to deal with the undersized classrooms at several of the buildings, including Holmes.

As the Town of Darien Citizen's Building Committee considers the recommendations presented throughout this document, flexible planning for a school building renovation and expansion that can meet the needs of all students

should be kept in mind. This includes the demolition of the portable buildings, interior renovations to the existing Library and the addition of a new wing to house a suite of music rooms, several classrooms and offices.

The educational specifications for a renovation and expansion of the Holmes 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 and Ox Ridge School buildings. This was done to keep a level of consistency between schools.

VISION, MISSION & VALUES

Holmes Elementary School must be a building that reflects the District's Values and Mission and helps to prepare students on their initial journey to realizing the District Vision.

VISION STATEMENT

Preparing all students today to thrive in a changing world tomorrow.

MISSION STATEMENT

Inspiring a love of learning in all students so they develop as critical thinkers and innovative creators who contribute to the world with integrity and purpose beyond themselves.

VALUES

Wellness--Creating balanced learning environments that are physically, socially, emotionally, and intellectually safe and healthy.

Collaboration--Working openly, productively, and interdependently toward common goals.

Diversity and Inclusion—Creating a community that welcomes and embraces the full range of human differences.

Equity--Advocating for and advancing opportunities and outcomes for all.

Excellence--Delivering the highest quality education for each student to reach their individual potential.

Innovation--Leading with creativity and ingenuity through disciplined problem solving.

Integrity--Acting honestly and ethically with shared accountability.

Respect and Civility--Acting with consideration for the feelings, thoughts, experiences, and rights of others.

ELEMENTARY EDUCATIONAL PROGRAMMING

Students are at the center of learning in Darien. With strong collaborative relationships between home and school, students are challenged academically by talented educators who engage young learners while utilizing rigorous, standards-based curricula in order to prepare students for future successes. With a shared belief that all students can achieve at high levels, educators work to remove barriers to learning to ensure success for all students.

Elementary programming stems from research-supported commitments to learning. These commitments serve as essential drivers to student learning and are represented by the following belief statements:

- ☐ Developing students' skills with Social and Emotional Learning (SEL) is essential and best accomplished in tandem with academic learning in order to ensure supportive learning environments. SEL integrates the core competencies expressed in the CASEL framework. These competencies include self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Developing students' skills across these five areas supports their development as they navigate their learning environment and experiences.
- ☐ All students learn differently. Therefore, teachers must work to differentiate instruction by thoughtfully planning, instructing, and assessing students as they guide them toward proficiency and mastery. Because all students learn differently, providing different levels of support is necessary to create equitable conditions.
- ☐ Students engage in academic experiences across disciplines that grow their skills as readers, writers, historians, mathematicians and scientists. Developing skills and content knowledge in these academic areas grows students as critical thinkers and problem solvers.
- ☐ Daily learning is enriched by comprehensive music, art, physical education, world language, and digital literacy curricula that allow students to create, collaborate, perform, critique, express, and respond with empathy.
- ☐ Curricula in all content areas promote academic excellence with learning experiences that are innovative, relevant, and rigorous.
- ☐ Curricula are responsive to the diverse learning needs of students and are regularly revised to reflect an ever-changing world and learning needs of students.
- ☐ Data driven adult collaboration, within and across teams, results in high-quality instruction and powerful learning experiences for students.
- ☐ Learning culture and commitment to continuous improvement in every school is reflected in the actions of both students and adults in each school.
- ☐ Staff members are committed to job-embedded professional development but also take risks to grow as learners and model this for students.
- ☐ Staff members receive feedback to remain engaged as reflective thinkers, planners and expert practitioners in their area of discipline.
- ☐ Treating others with respect and dignity is an expectation for all members of the learning community.

These belief statements are realized on a daily basis in each of our elementary schools. During elementary literacy instruction students engage in authentic reading and writing experiences all while developing a sense of joy and love for reading. Establishing joy builds lifelong readers and writers, but also provides motivation to learn and develop new literacy skills and strategies. Reading and writing is a part of daily instruction. Our youngest readers and writers begin telling stories with pictures, adding detail, and then they bring what they are learning in phonics to their writing as they begin to build their own words, sound by sound. These foundational skills evolve to sentences and paragraphs as students develop. Instructional content includes reading and writing skills and strategies, phonics, grammar, vocabulary and handwriting. The program over the elementary years builds the foundational skills necessary for students to read and communicate across a variety of genres. All grade levels learn to read fiction and nonfiction with increased complexity through different units of study across the years.

The elementary mathematics program encourages students to be risk takers, problem solvers, and investigators of math. Instruction is focused around having students persevere through tasks, ask and answer questions, think flexibly and justify reasoning. The key components to a balanced mathematics framework are conceptual understanding, computational fluency and problem solving. Our goal is to prepare students as well rounded mathematicians who are confident with their learning and see the enjoyment in math. Creating such a foundation necessitates a well-articulated and developmentally appropriate program for all students. Elementary mathematics emphasizes conceptual understandings, number sense, multiple representations, deliberate connections and problem solving. The mathematical practices developed throughout the year are: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

Science at the elementary level is dedicated to programming that piques students' curiosity, captures their interest, and motivates their engagement while promoting the understanding and application of cross-cutting concepts, disciplinary core ideas, and science and engineering practices. The curriculum is designed and aligned to the Next Generation Science Standards (NGSS) to ensure that all students engage in essential experiences that reflect the intellectual rigor of inquiry, exploration and application so they may develop as scientific thinkers. By using students' perceptions of the world around them, our program provides opportunities to expand, enhance, and modify the ways in which they view and make sense of the world.

Social Studies in Darien is largely delivered through an inquiry approach to learning. Students generate questions based on their curiosity of the world around them. This approach offers students the opportunity to expand existing knowledge through authentic, student centered exploration of essential questions. Various forms of technology are woven into these experiences to give students authentic applications for technology skills. Process and performance assessments will measure student growth and provide feedback for instructional planning.

Libraries in Darien are evolving from traditional spaces to Learning Commons. This evolution will be as much a philosophical change as a physical transformation. Learning commons are defined by serving multiple purposes in both physical and virtual spaces. The furniture and furnishings will be flexible allowing for various zones to be created to meet the needs of learners, including but not limited to: collaborative engagement, integrative learning, quiet study, collaborative work, multimedia creation, storytelling, makerspace, speakers and presentations. In alignment with the

new standards from both the American Association of School Librarians (AASL) and the International Society for Technology in Education (ISTE) standards and with the confluence of Science, Technology, Engineering, and Math (STEAM), design thinking, and technology, the Learning Commons is a place geared toward immersive inquiry based learning, grounded in knowledge building using both the physical and virtual resources with numerous pathways to demonstrate one's learning. While the Learning Commons will continue to provide learning experiences in digital citizenship, digital fluency, developing a love of reading and building student expertise in a variety of digital tools, the heart of the Learning Commons is about participatory learning and the creation of knowledge versus consumption. It will serve as the dynamic hub of learning for the school community.

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. Music and art classes provide a space for students to engage the artistic processes of creating, performing, and responding while making important cultural connections to better understand a global society.

ENROLLMENT

HIGH PROJECTIONS WITH MULTIPLIERS

Darien Public Schools Elementary School Enrollment Projections 2021-22							
School	K	1	2	3	4	5	K-5th
Hindley	78	67	66	82	65	82	440
Holmes	76	59	79	66	74	87	441
Ox Ridge	72	76	78	72	66	74	438
Royle	64	57	55	51	56	56	339
Tokeneke	67	56	75	68	72	74	412
TOTAL	357	315	353	339	333	373	2070

Darien Public Schools Elementary School Enrollment Projections 2026-27							
School	K	1	2	3	4	5	K-5th
Hindley	80	73	82	76	79	79	469
Holmes	77	72	78	68	71	73	439
Ox Ridge	76	70	79	73	76	76	450
Royle	73	65	66	61	63	65	393
Tokeneke	73	72	79	72	78	80	454
TOTAL	379	352	384	350	367	373	2205

Darien Public Schools Elementary School Enrollment Projections 2022-23							
School	K	1	2	3	4	5	K-5th
Hindley	78	78	69	67	80	64	436
Holmes	74	77	59	77	64	76	427
Ox Ridge	72	73	81	80	70	65	441
Royle	62	62	54	54	51	54	337
Tokeneke	65	72	58	77	70	74	416
TOTAL	351	362	321	355	335	333	2057

Darien Public Schools Elementary School Enrollment Projections 2027-28							
School	K	1	2	3	4	5	K-5th
Hindley	80	80	76	84	73	80	473
Holmes	77	78	72	75	66	71	439
Ox Ridge	76	77	73	81	72	76	455
Royle	73	70	62	66	61	62	394
Tokeneke	73	77	73	80	73	77	453
TOTAL	379	382	356	386	345	366	2214

Darien Public Schools Elementary School Enrollment Projections 2023-24							
School	K	1	2	3	4	5	K-5th
Hindley	73	78	80	70	66	79	446
Holmes	69	75	77	57	75	65	418
Ox Ridge	68	72	76	83	78	70	447
Royle	64	65	63	56	57	53	358
Tokeneke	64	70	76	60	78	71	419
TOTAL	338	360	372	326	354	338	2088

Darien Public Schools Elementary School Enrollment Projections 2028-29							
School	K	1	2	3	4	5	K-5th
Hindley	83	81	83	76	82	73	478
Holmes	79	78	79	70	73	66	445
Ox Ridge	79	76	80	75	79	72	461
Royle	75	70	66	62	66	61	400
Tokeneke	76	77	79	75	81	72	460
TOTAL	392	382	387	358	381	344	2244

Darien Public Schools Elementary School Enrollment Projections 2024-25							
School	K	1	2	3	4	5	K-5th
Hindley	80	72	79	81	69	65	446
Holmes	76	70	76	74	56	75	427
Ox Ridge	75	69	76	78	79	79	456
Royle	72	63	64	66	60	60	385
Tokeneke	72	69	75	80	62	79	437
TOTAL	375	343	370	379	326	358	2151

Darien Public Schools Elementary School Enrollment Projections 2029-30							
School	K	1	2	3	4	5	K-5th
Hindley	86	84	82	83	76	81	492
Holmes	82	81	79	77	67	74	460
Ox Ridge	82	79	80	82	73	79	475
Royle	77	71	67	67	62	65	409
Tokeneke	78	80	79	80	75	81	473
TOTAL	405	395	387	389	353	380	2309

HIGH PROJECTIONS WITH MULTIPLIERS

Darien Public Schools Elementary School Enrollment Projections 2025-26								Darien Public Schools Elementary School Enrollment Projections 2030-31							
School	K	1	2	3	4	5	K-5th	School	K	1	2	3	4	5	K-5th
Hindley	75	79	73	82	80	68	457	Hindley	88	87	84	85	82	75	501
Holmes	71	77	71	73	72	56	420	Holmes	85	83	82	76	74	68	468
Ox Ridge	69	76	72	77	76	81	451	Ox Ridge	84	82	83	81	80	73	483
Royle	67	69	61	63	66	59	385	Royle	79	74	69	67	66	61	416
Tokeneke	68	78	71	77	80	62	436	Tokeneke	80	82	82	80	81	75	480
TOTAL	350	379	348	372	374	326	2149	TOTAL	416	408	400	389	383	352	2348

IMPLICATIONS FOR HOLMES ELEMENTARY SCHOOL

The District's program is built upon best practices to improve student learning. Holmes Elementary School supports the wide-range of learning needs through large and small group learning opportunities for students in kindergarten 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. Classroom size must provide the flexibility for research-based instructional practices and consistent instructional experiences for students across the five elementary schools.

In the renovation, 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.

The renovated Holmes Elementary School will be designed to accommodate 24 classroom spaces. Darien's elementary classroom size policy provides for the personalization of student learning.

The renovation of Holmes Elementary School transforms the existing building space into a 21st Century Learning Environment, with improvements to the following for each new and renovated space:

- safety and security
- optimize space utilization
- open and collaborative spaces, for students and teachers
- universal design / accessibility
- modern, sustainable finishes
- improvements to air quality, from both new materials and enhanced ventilation
- enhanced thermal comfort
- optimal natural and artificial lighting
- improved acoustics (both required separations/barriers and internal room conditions)

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

Resource rooms/small group rooms at 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 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
- Smartboards or similar technology for which students can interact
- Accessible sink and fixtures
- Window treatments

OT/PT ROOM

Room Size

OT/PT room should be at least 500 sq. ft.

Program Objective

To provide a dedicated space to allow sensory motor skills to be developed through the use of swings, climbing apparatus and an area for large motor movement activities.

General Description

Students with identified sensory and motor differences resulting in the need for specialized OT/PT services are scheduled for sessions, usually 30 minutes to an hour, with a service provider. At times, these services can be happening concurrently (e.g., one student receiving OT and one student receiving PT) or in small groups.

Activities

OT and PT activities can range from stationary tasks (e.g., typing) to practice with large muscle groups (e.g., squats). Activities can include utilizing equipment (e.g., BOSU ball, resistance bands, etc.).

Occupancy

OT/PT Rooms require room for up to 8 individuals, including students and staff.

Furniture, Fixtures and Equipment

- Stainless steel sink with soap and towel dispenser, ADA Accessible
- Storage for large exercise equipment
- Trampoline, foam blocks, foam rollers, swing, stairs, floor mats
- Area for gross motor activities
- Staff workstations with computer/desk
- Visitor chairs
- Small table with student chairs
- Whiteboard
- Therapy Balls
- Walkers/Lifts/Individualized student equipment

SPEECH AND LANGUAGE THERAPY ROOM

Room Size

Two 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

Two rooms of 150 sq. ft. each 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 paraprofessionals.

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

GRADE 1-5 CLASSROOMS

Room Size

Typical classrooms should have 750-850 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 25 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 programs 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 at least 300 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 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 900 sq. ft. of classroom space and 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 unpitched 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. This space should be 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 in general music 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.

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 teacher desks and chairs (multiple staff)
- Moveable choral risers
- 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 two instrumental music classrooms should be 400 sq. ft. each. Instrumental storage will be distributed in each room. This room size will provide space for necessary equipment which is inherent to the music program.

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 teacher 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 900 sq. ft of instructional space.

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 25 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

LIBRARY-MEDIA CENTER

Room Size

The Library-Media Center, including office area and storage, will total at least 3,000 sq. ft. This is the prototype size used by Northeast Collaborative when designing the Library Reimagined.

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 Holmes 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
- 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

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 teacher work room 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, 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

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.

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 central storage space (approximately 14' x 14') for bulkier equipment.

SITE, SECURITY AND MECHANICAL

Site Parking

During the course of a normal school day, vehicles park along the curbs and along the bus entrance road. When there are events, there is a shortage of parking which leads people to park in the residential neighborhood that surrounds Holmes, or to park out on Hoyt Street, which is a state road. The scope of work should include studying the development of the Curtis Property into an additional parking area.

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 the 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)

HVAC 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 HVAC 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 the 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 construction 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.

COMMUNITY USE

Holmes Elementary School will serve as a resource for all Holmes students and citizens throughout the year.

The facility will be made available to the public in a supervised manner, only with the consent and authorization of the school administration and staff. The school shall be designed to allow access to common spaces such as the gymnasium, library media center, cafeteria in the evenings and weekends. Similarly, the school should be designed in a way that allows for access to facility activities during the school year and throughout the summer months and school vacations.

The additional use of the facility may include the following:

School Related Events and Functions:

- ☐ Athletic events and tournaments
- ☐ Darien Summer School
- ☐ Extended School Year
- ☐ Staff Development
- ☐ Student Clubs such as Literary Magazine, Stock Market Club, Student Council and Safety Patrol
- ☐ PTO
- ☐ Booster Clubs
- ☐ Scouting Groups
- ☐ After School Programs
- ☐ Town Departments, camps or agencies
- ☐ YMCA
- ☐ Youth Sports
- ☐ For Profit Organizations within the Town of Darien
- ☐ Parent/Community informational meetings
- ☐ Student Ceremonies
- ☐ Youth Sports

EDUCATIONAL SPECIFICATIONS

Royle Elementary School

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

**May 11, 2021
Board of Education**

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Introduction

The Royle Elementary School, located at 133 Mansfield Avenue, was originally constructed in 1948 and was last renovated and expanded 25 years ago in 1996. The building, located on 8 acres, encompasses 57,450 square feet. There are 22 general education classrooms, 3 Pre-K and a combined 9 special education spaces, one library, one gymnasium, one cafeteria and one Common Room. Royle currently serves 369 students in kindergarten through fifth grade. Additionally, there are 3 ELP Classrooms.

Royle School has 3 portable classroom buildings. Two are used for Music and one is used for Idea and Word Language. Aside from the inherent safety and security issues, these buildings are nearing the end of their useful life and require constant maintenance to remain functional. The Library is located in a pod-like addition that was constructed in 1976. During the last capital improvement project in the 1990's, a new classroom wing that included a Kitchen was constructed.

Over the past several years, the maintenance of the Royle Elementary School has progressed in an orderly and deliberate manner. These maintenance projects include upgrading the electrical system to allow for air conditioning in all classrooms, installation of a new emergency generator and masonry repointing. A new roof on the original building is planned for the summer of 2021. Maintenance projects involving critical heating and ventilating systems are planned for the future and should be folded into any larger building project.

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 long-term viability of the 4 older elementary schools. 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 and the cafeteria expansion of the High School to the entire Board of Education for review.

One of the main observations of the report was the need to examine the best way to replace the portable buildings at all the elementary schools with sufficiently sized, permanent instructional space. This would require the services of an Architect/Planner to facilitate the discussion and present various options to the administration, BOE Facilities Committee and to the Board of Education. Northeast Collaborative Architects was hired for this project.

As this study was getting underway, the Curriculum Department was undertaking a study of Library/Media Center/Learning Center Improvements. This study is referred to as the Library Reimagined Plan. It became evident that certain aspects of this plan would also require the services of an Architect/Planner. The Administration realized that there would be a certain amount of overlap between both of these studies. The tasks assigned to Northeast were expanded to include the Library study, and then expanded again to study the best way to deal with the undersized classrooms at several of the buildings, including Royle.

As the Town of Darien Citizen's Building Committee considers the recommendations presented throughout this document, flexible planning for a school building renovation and expansion that can meet the needs of all students should be kept in mind. This includes the demolition of the portable buildings, demolition of the Library addition, demolition of the existing First Grade wing, interior renovation to increase classroom sizes and the addition of a new wing to house the music program, Library and several full size classrooms.

The educational specifications for a renovation and expansion of the Royle 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 and Ox Ridge School buildings. This was done to keep a level of consistency between schools.

VISION, MISSION & VALUES

Royle Elementary School must be a building that reflects the District's Values and Mission and helps to prepare students on their initial journey to realizing the District Vision.

VISION STATEMENT

Preparing all students today to thrive in a changing world tomorrow.

MISSION STATEMENT

Inspiring a love of learning in all students so they develop as critical thinkers and innovative creators who contribute to the world with integrity and purpose beyond themselves.

VALUES

Wellness--Creating balanced learning environments that are physically, socially, emotionally, and intellectually safe and healthy.

Collaboration--Working openly, productively, and interdependently toward common goals.

Diversity and Inclusion—Creating a community that welcomes and embraces the full range of human differences.

Equity--Advocating for and advancing opportunities and outcomes for all.

Excellence--Delivering the highest quality education for each student to reach their individual potential.

Innovation--Leading with creativity and ingenuity through disciplined problem solving.

Integrity--Acting honestly and ethically with shared accountability.

Respect and Civility--Acting with consideration for the feelings, thoughts, experiences, and rights of others.

ELEMENTARY EDUCATIONAL PROGRAMMING

Students are at the center of learning in Darien. With strong collaborative relationships between home and school, students are challenged academically by talented educators who engage young learners while utilizing rigorous, standards-based curricula in order to prepare students for future successes. With a shared belief that all students can achieve at high levels, educators work to remove barriers to learning to ensure success for all students.

Elementary programming stems from research-supported commitments to learning. These commitments serve as essential drivers to student learning and are represented by the following belief statements:

- ☐ Developing students' skills with Social and Emotional Learning (SEL) is essential and best accomplished in tandem with academic learning in order to ensure supportive learning environments. SEL integrates the core competencies expressed in the CASEL framework. These competencies include self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Developing students' skills across these five areas supports their development as they navigate their learning environment and experiences.
- ☐ All students learn differently. Therefore, teachers must work to differentiate instruction by thoughtfully planning, instructing, and assessing students as they guide them toward proficiency and mastery. Because all students learn differently, providing different levels of support is necessary to create equitable conditions.
- ☐ Students engage in academic experiences across disciplines that grow their skills as readers, writers, historians, mathematicians and scientists. Developing skills and content knowledge in these academic areas grows students as critical thinkers and problem solvers.
- ☐ Daily learning is enriched by comprehensive music, art, physical education, world language, and digital literacy curricula that allow students to create, collaborate, perform, critique, express, and respond with empathy.
- ☐ Curricula in all content areas promote academic excellence with learning experiences that are innovative, relevant, and rigorous.
- ☐ Curricula are responsive to the diverse learning needs of students and are regularly revised to reflect an ever-changing world and learning needs of students.
- ☐ Data driven adult collaboration, within and across teams, results in high-quality instruction and powerful learning experiences for students.
- ☐ Learning culture and commitment to continuous improvement in every school is reflected in the actions of both students and adults in each school.
- ☐ Staff members are committed to job-embedded professional development but also take risks to grow as learners and model this for students.
- ☐ Staff members receive feedback to remain engaged as reflective thinkers, planners and expert practitioners in their area of discipline.
- ☐ Treating others with respect and dignity is an expectation for all members of the learning community.

These belief statements are realized on a daily basis in each of our elementary schools. During elementary literacy instruction students engage in authentic reading and writing experiences all while developing a sense of joy and love for reading. Establishing joy builds lifelong readers and writers, but also provides motivation to learn and develop new literacy skills and strategies. Reading and writing is a part of daily instruction. Our youngest readers and writers begin telling stories with pictures, adding detail, and then they bring what they are learning in phonics to their writing as they begin to build their own words, sound by sound. These foundational skills evolve to sentences and paragraphs as students develop. Instructional content includes reading and writing skills and strategies, phonics, grammar, vocabulary and handwriting. The program over the elementary years builds the foundational skills necessary for students to read and communicate across a variety of genres. All grade levels learn to read fiction and nonfiction with increased complexity through different units of study across the years.

The elementary mathematics program encourages students to be risk takers, problem solvers, and investigators of math. Instruction is focused around having students persevere through tasks, ask and answer questions, think flexibly and justify reasoning. The key components to a balanced mathematics framework are conceptual understanding, computational fluency and problem solving. Our goal is to prepare students as well rounded mathematicians who are confident with their learning and see the enjoyment in math. Creating such a foundation necessitates a well-articulated and developmentally appropriate program for all students. Elementary mathematics emphasizes conceptual understandings, number sense, multiple representations, deliberate connections and problem solving. The mathematical practices developed throughout the year are: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

Science at the elementary level is dedicated to programming that piques students' curiosity, captures their interest, and motivates their engagement while promoting the understanding and application of cross-cutting concepts, disciplinary core ideas, and science and engineering practices. The curriculum is designed and aligned to the Next Generation Science Standards (NGSS) to ensure that all students engage in essential experiences that reflect the intellectual rigor of inquiry, exploration and application so they may develop as scientific thinkers. By using students' perceptions of the world around them, our program provides opportunities to expand, enhance, and modify the ways in which they view and make sense of the world.

Social Studies in Darien is largely delivered through an inquiry approach to learning. Students generate questions based on their curiosity of the world around them. This approach offers students the opportunity to expand existing knowledge through authentic, student centered exploration of essential questions. Various forms of technology are woven into these experiences to give students authentic applications for technology skills. Process and performance assessments will measure student growth and provide feedback for instructional planning.

Libraries in Darien are evolving from traditional spaces to Learning Commons. This evolution will be as much a philosophical change as a physical transformation. Learning commons are defined by serving multiple purposes in both physical and virtual spaces. The furniture and furnishings will be flexible allowing for various zones to be

created to meet the needs of learners, including but not limited to: collaborative engagement, integrative learning, quiet study, collaborative work, multimedia creation, storytelling, makerspace, speakers and presentations. In alignment with the new standards from both the American Association of School Librarians (AASL) and the International Society for Technology in Education (ISTE) standards and with the confluence of Science, Technology, Engineering, and Math (STEAM), design thinking, and technology, the Learning Commons is a place geared toward immersive inquiry based learning, grounded in knowledge building using both the physical and virtual resources with numerous pathways to demonstrate one's learning. While the Learning Commons will continue to provide learning experiences in digital citizenship, digital fluency, developing a love of reading and building student expertise in a variety of digital tools, the heart of the Learning Commons is about participatory learning and the creation of knowledge versus consumption. It will serve as the dynamic hub of learning for the school community.

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. Music and art classes provide a space for students to engage the artistic processes of creating, performing, and responding while making important cultural connections to better understand a global society.

ENROLLMENT

HIGH PROJECTIONS WITH MULTIPLIERS

Darien Public Schools Elementary School Enrollment Projections 2021-22							
School	K	1	2	3	4	5	K-5th
Hindley	78	67	66	82	65	82	440
Holmes	76	59	79	66	74	87	441
Ox Ridge	72	76	78	72	66	74	438
Royle	64	57	55	51	56	56	339
Tokeneke	67	56	75	68	72	74	412
TOTAL	357	315	353	339	333	373	2070

Darien Public Schools Elementary School Enrollment Projections 2026-27							
School	K	1	2	3	4	5	K-5th
Hindley	80	73	82	76	79	79	469
Holmes	77	72	78	68	71	73	439
Ox Ridge	76	70	79	73	76	76	450
Royle	73	65	66	61	63	65	393
Tokeneke	73	72	79	72	78	80	454
TOTAL	379	352	384	350	367	373	2205

Darien Public Schools Elementary School Enrollment Projections 2022-23							
School	K	1	2	3	4	5	K-5th
Hindley	78	78	69	67	80	64	436
Holmes	74	77	59	77	64	76	427
Ox Ridge	72	73	81	80	70	65	441
Royle	62	62	54	54	51	54	337
Tokeneke	65	72	58	77	70	74	416
TOTAL	351	362	321	355	335	333	2057

Darien Public Schools Elementary School Enrollment Projections 2027-28							
School	K	1	2	3	4	5	K-5th
Hindley	80	80	76	84	73	80	473
Holmes	77	78	72	75	66	71	439
Ox Ridge	76	77	73	81	72	76	455
Royle	73	70	62	66	61	62	394
Tokeneke	73	77	73	80	73	77	453
TOTAL	379	382	356	386	345	366	2214

Darien Public Schools Elementary School Enrollment Projections 2023-24							
School	K	1	2	3	4	5	K-5th
Hindley	73	78	80	70	66	79	446
Holmes	69	75	77	57	75	65	418
Ox Ridge	68	72	76	83	78	70	447
Royle	64	65	63	56	57	53	358
Tokeneke	64	70	76	60	78	71	419
TOTAL	338	360	372	326	354	338	2088

Darien Public Schools Elementary School Enrollment Projections 2028-29							
School	K	1	2	3	4	5	K-5th
Hindley	83	81	83	76	82	73	478
Holmes	79	78	79	70	73	66	445
Ox Ridge	79	76	80	75	79	72	461
Royle	75	70	66	62	66	61	400
Tokeneke	76	77	79	75	81	72	460
TOTAL	392	382	387	358	381	344	2244

Darien Public Schools Elementary School Enrollment Projections 2024-25							
School	K	1	2	3	4	5	K-5th
Hindley	80	72	79	81	69	65	446
Holmes	76	70	76	74	56	75	427
Ox Ridge	75	69	76	78	79	79	456
Royle	72	63	64	66	60	60	385
Tokeneke	72	69	75	80	62	79	437
TOTAL	375	343	370	379	326	358	2151

Darien Public Schools Elementary School Enrollment Projections 2029-30							
School	K	1	2	3	4	5	K-5th
Hindley	86	84	82	83	76	81	492
Holmes	82	81	79	77	67	74	460
Ox Ridge	82	79	80	82	73	79	475
Royle	77	71	67	67	62	65	409
Tokeneke	78	80	79	80	75	81	473
TOTAL	405	395	387	389	353	380	2309

HIGH PROJECTIONS WITH MULTIPLIERS

Darien Public Schools Elementary School Enrollment Projections 2025-26								Darien Public Schools Elementary School Enrollment Projections 2030-31							
School	K	1	2	3	4	5	K-5th	School	K	1	2	3	4	5	K-5th
Hindley	75	79	73	82	80	68	457	Hindley	88	87	84	85	82	75	501
Holmes	71	77	71	73	72	56	420	Holmes	85	83	82	76	74	68	468
Ox Ridge	69	76	72	77	76	81	451	Ox Ridge	84	82	83	81	80	73	483
Royle	67	69	61	63	66	59	385	Royle	79	74	69	67	66	61	416
Tokeneke	68	78	71	77	80	62	436	Tokeneke	80	82	82	80	81	75	480
TOTAL	350	379	348	372	374	326	2149	TOTAL	416	408	400	389	383	352	2348

IMPLICATIONS FOR ROYLE ELEMENTARY SCHOOL

The District's program is built upon best practices to improve student learning. Royle Elementary School supports the wide-range of learning needs through large and small group learning opportunities for students in kindergarten 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. Classroom size must provide the flexibility for research-based instructional practices and consistent instructional experiences for students across the five elementary schools.

In the renovation, 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.

The Early Learning Program (ELP) space will be relocated to Ox Ridge Elementary School allowing for the use of these classroom spaces. The renovated Royle Elementary School will be designed to accommodate 22 classroom spaces. Darien's elementary classroom size policy provides for the personalization of student learning.

The renovation of Royle Elementary School transforms the existing building space into a 21st Century Learning Environment, with improvements to the following for each new and renovated space:

- safety and security
- optimize space utilization
- open and collaborative spaces, for students and teachers
- universal design / accessibility
- modern, sustainable finishes
- improvements to air quality, from both new materials and enhanced ventilation
- enhanced thermal comfort
- optimal natural and artificial lighting
- improved acoustics (both required separations/barriers and internal room conditions)

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

Resource rooms/small group rooms at 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 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
- Smartboards or similar technology for which students can interact
- Accessible sink and fixtures
- Window treatments

OT/PT ROOM

Room Size

OT/PT room should be at least 500 sq. ft.

Program Objective

To provide a dedicated space to allow sensory motor skills to be developed through the use of swings, climbing apparatus and an area for large motor movement activities.

General Description

Students with identified sensory and motor differences resulting in the need for specialized OT/PT services are scheduled for sessions, usually 30 minutes to an hour, with a service provider. At times, these services can be happening concurrently (e.g., one student receiving OT and one student receiving PT) or in small groups.

Activities

OT and PT activities can range from stationary tasks (e.g., typing) to practice with large muscle groups (e.g., squats). Activities can include utilizing equipment (e.g., BOSU ball, resistance bands, etc.).

Occupancy

OT/PT Rooms require room for up to 8 individuals, including students and staff.

Furniture, Fixtures and Equipment

- Stainless steel sink with soap and towel dispenser, ADA Accessible
- Storage for large exercise equipment
- Trampoline, foam blocks, foam rollers, swing, stairs, floor mats
- Area for gross motor activities
- Staff workstations with computer/desk
- Visitor chairs
- Small table with student chairs
- Whiteboard
- Therapy Balls
- Walkers/Lifts/Individualized student equipment

SPEECH AND LANGUAGE THERAPY ROOM

Room Size

Two 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

Two rooms of 150 sq. ft. each 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 paraprofessionals.

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

GRADE 1-5 CLASSROOMS

Room Size

Typical classrooms should have between 750-850 sq. ft of classroom instructional space with additional storage. This 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 25 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 programs 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 at least 300 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 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 900 sq. ft. of classroom space and 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 unpitched 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. This space should be 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 in general music 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 25 students, one teacher and one or more instructional aides

Furniture, Fixtures and Equipment

- Student tables and stackable folding chairs
- Two teacher 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 two instrumental music classrooms shall be 400 sq. ft. each. Music storage will be spread out within the rooms. This room size will provide space for necessary equipment which is inherent to the music program.

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 teacher 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 900 sq. ft of instructional space.

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

LIBRARY-MEDIA CENTER

Room Size

The Library-Media Center, including office area and storage, should total 3,000 sq. ft. minimum. This is the prototype size used by Northeast Collaborative when designing the Library Reimagined.

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 renovated Royle 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

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 teacher work room of 150 sq. ft. and a book room of 200 sq. ft to house grade 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, 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

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.

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 central storage space (approximately 14' x 14') for bulkier equipment.

SITE, INFRASTRUCTURE AND MECHANICAL

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 the 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)

HVAC 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 HVAC 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 the 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 construction 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 systems 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.

COMMUNITY USE

Royle Elementary School will service as a resource for all Royle students and citizens throughout the year.

The facility will be made available to the public in a supervised manner, only with the consent and authorization of the school administration and staff. The school shall be designed to allow access to common spaces such as the gymnasium, library media center, cafeteria in the evenings and weekends. Similarly, the school should be designed in a way that allows for access to facility activities during the school year and throughout the summer months and school vacations.

The additional use of the facility may include the following:

School Related Events and Functions:

- ☐ Athletic events and tournaments
- ☐ Darien Summer School
- ☐ Extended School Year
- ☐ Staff Development
- ☐ Student Clubs such as Literary Magazine, Stock Market Club, Student Council and Safety Patrol
- ☐ PTO
- ☐ Booster Clubs
- ☐ Scouting Groups
- ☐ After School Programs
- ☐ Town Departments, camps or agencies
- ☐ YMCA
- ☐ Youth Sports
- ☐ For Profit Organizations within the Town of Darien
- ☐ Parent/Community informational meetings
- ☐ Student Ceremonies
- ☐ Youth Sports

Darien Public Schools

Special Education and Student Services

Update on 2021 Extended School Year (ESY) Program Planning

Shirley K. Klein, *Assistant Superintendent of Special Education and Student Services*

Kristin M. O'Reilly, *Program Director for Elementary Special Education and Student Services*

Special Education Extended School Year Program

ESY Program Overview

The Darien Public Schools Extended School Year (ESY) Program provides special education and related services to eligible students with an Individualized Educational Program (IEP) during June and July of the academic year. This year, we have seen a significant increase in ESY eligible students as a result of COVID-19 impact and have thoughtfully planned for student recovery services within our ESY recommendations.

Each student's Planning and Placement Team (PPT) determines eligibility for the ESY Program on an individual basis. The PPT members consider:

- The nature or severity of the student's disability (nonregression);
- The student is likely to lose critical skills or fail to recover these skills within a reasonable time as compared to typical students (regression/recoupment);

Special Education Extended School Year Program

ESY Program Overview (continued)

- The student's progress in the areas of learning crucial to attaining self-sufficiency and independence from caretakers (nonregression);
- The student's stereotypic, ritualistic, aggressive or self-injurious interfering behaviors prevent the student from receiving some educational benefit from the program during the school year (nonregression); or
- Other special circumstances identified by the IEP team such as: the ability of the student to interact with other non-disabled students; the areas of the student's curriculum that need continuous attention; the student's vocational needs; or the availability of alternative resources.

Special Education Extended School Year Program

ESY Program Information

Darien High School is the site for the ESY Program for students with IEPs in grade K-12. Students participating in the ESY Program at DHS may also participate in the Darien Summer School (DSS) Program.

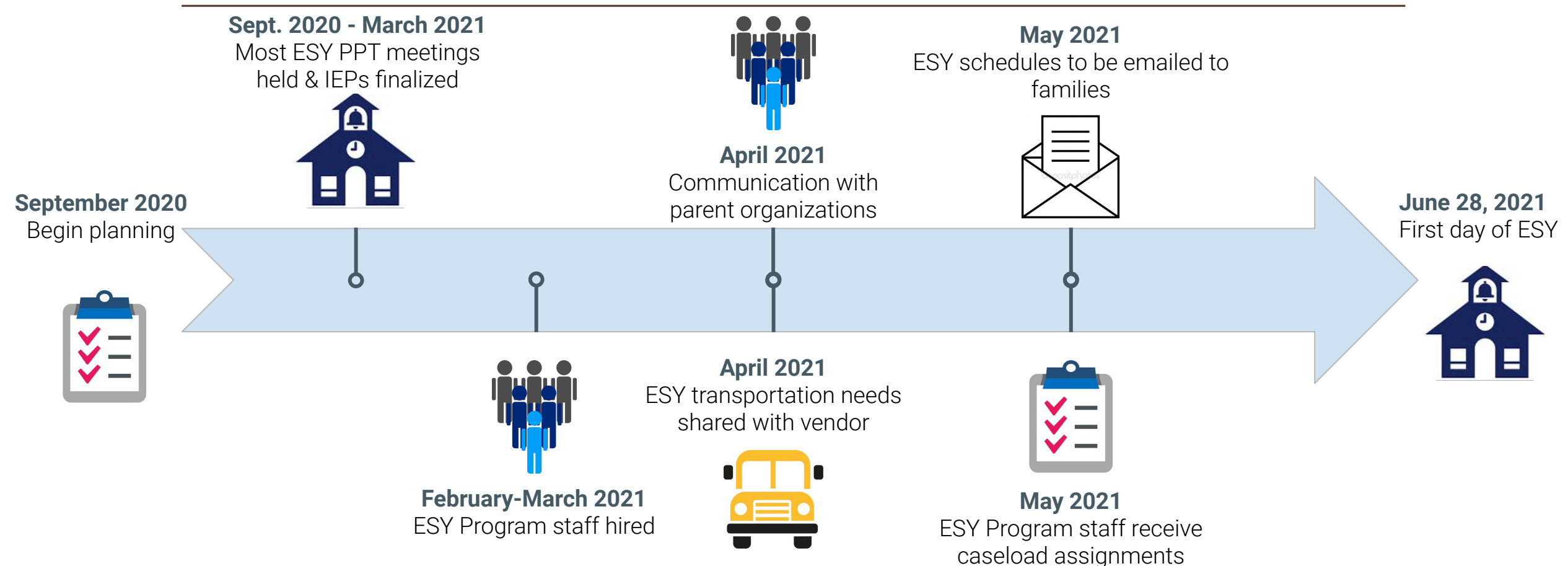
- The program will begin on June 28, 2021 and end on July 30, 2021. Students may receive services during the hours of 8:30am - 12:30pm, Monday through Friday.

Tokeneke Elementary School is the site for the Early Learning and Kindergarten Readiness Programs for pre-kindergarten students with IEPs and typically developing students in an integrated learning program. Some **DLC Program** students in grades K-2 will also be on-site at Tokeneke.

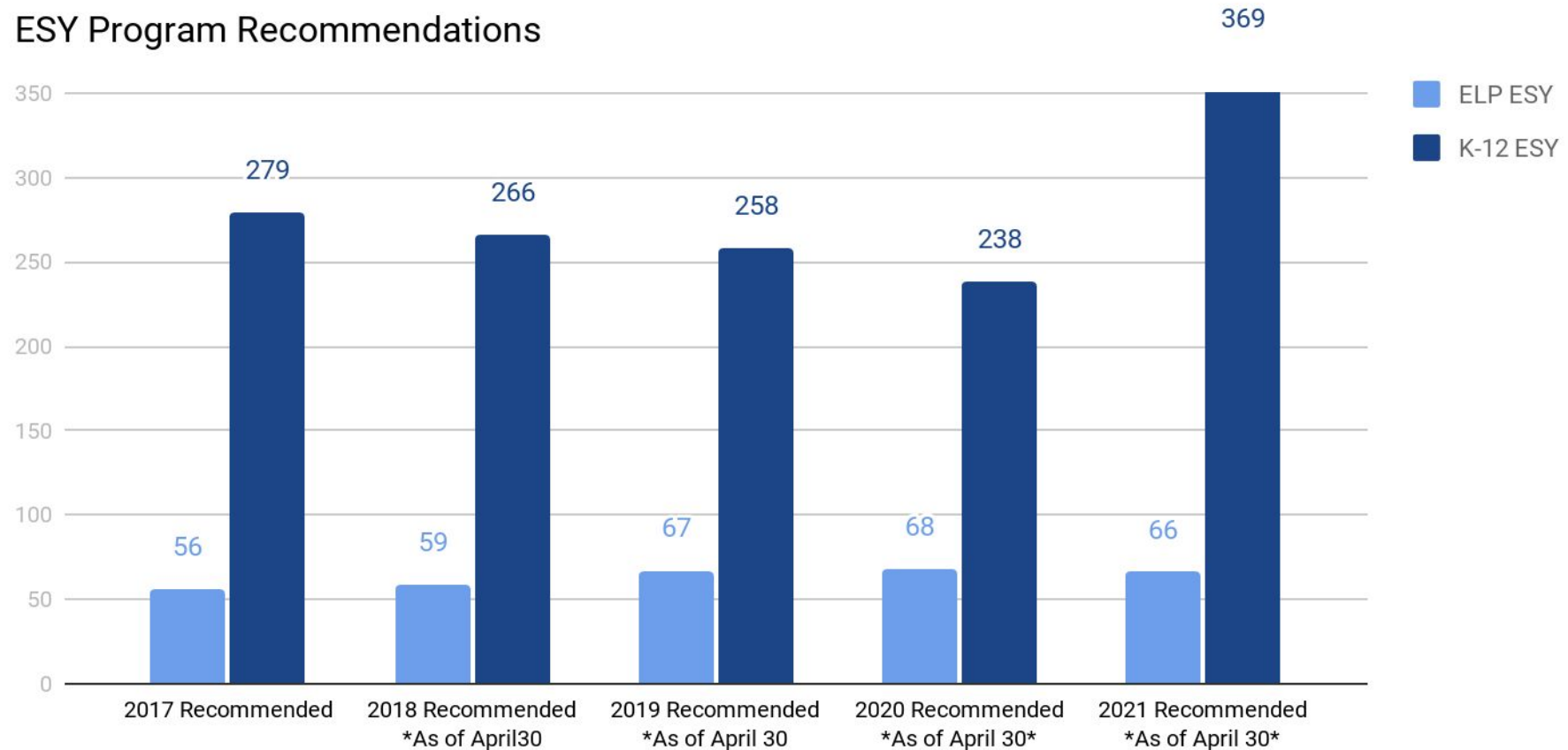
- The program will begin on June 28, 2021 and end on July 30, 2021. ELP and pre-kindergarten students may receive services during the hours of 8:00am - 11:45am, Monday through Thursday.
- PPT recommendations for ELP students may also include services that extend through 12:30pm, Monday through Thursday.
- Students attending the DLC program may receive services during the hours of 8:00am - 12:00pm, Monday through Friday.

Special Education Extended School Year Program

2021 Program Planning Timeline

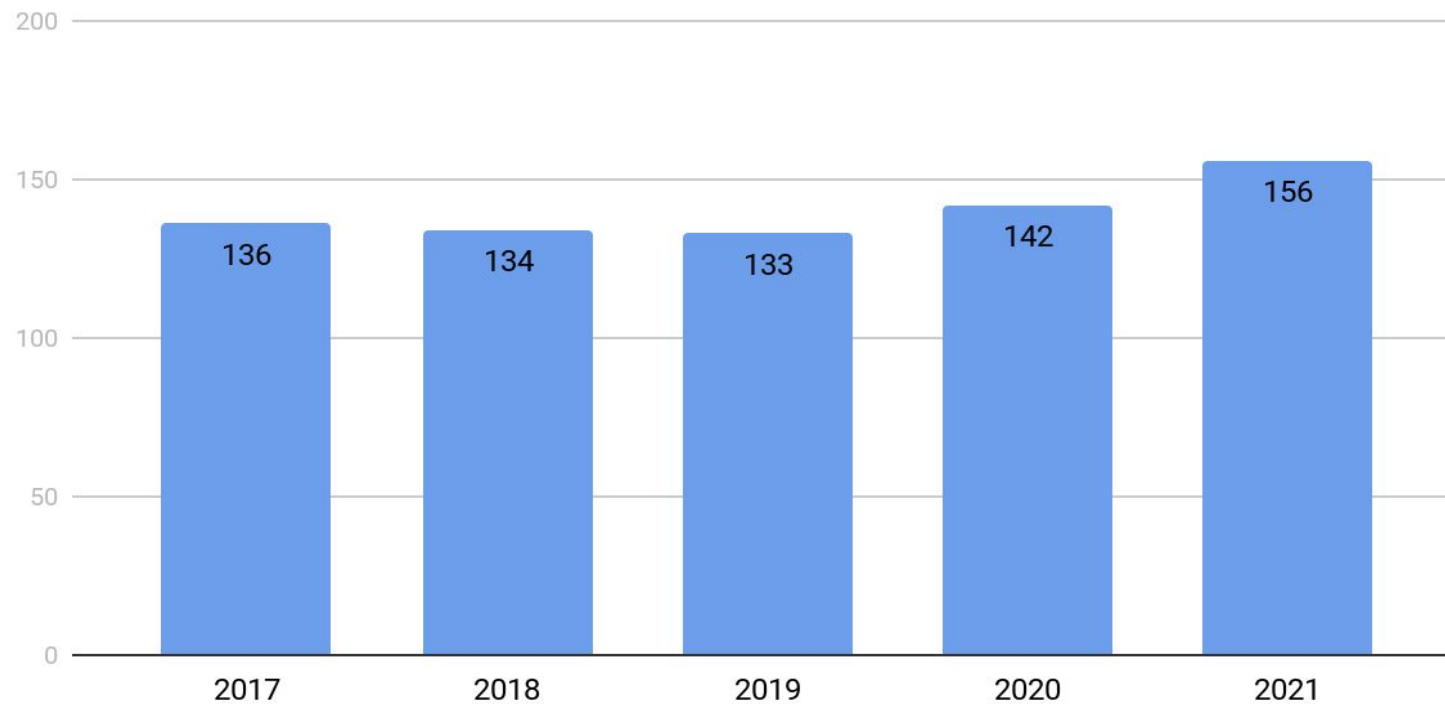


Special Education Extended School Year Program Student Enrollment



Special Education Extended School Year Program Staffing

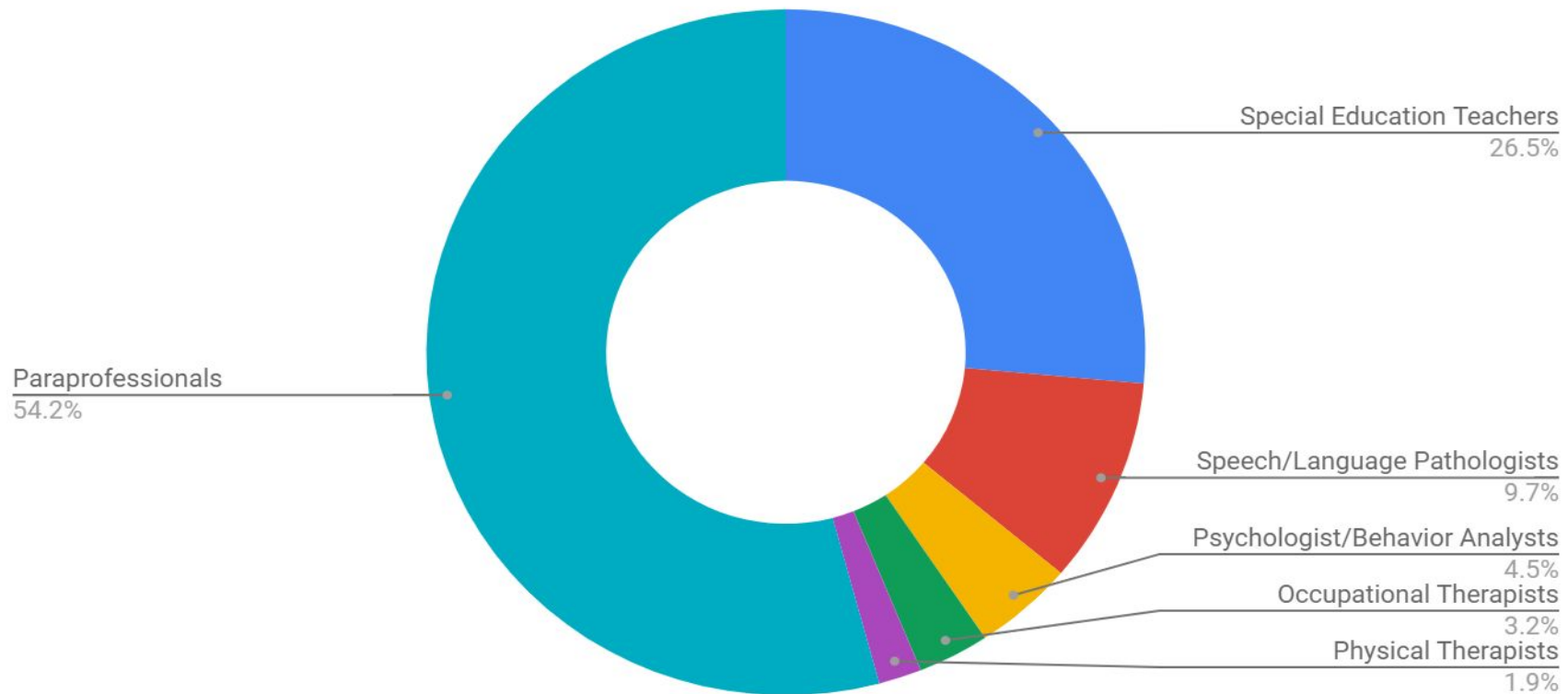
ESY Program Staff - Special Education Teachers, Related Service Providers, Paraprofessionals



Special Education Extended School Year Program

2021 ESY Program Staffing Breakdown

Breakdown of ESY Program Staffing



Thank You!

PERSONNEL ACTION REPORT

May 11, 2021

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
Resignations and Retirements (Informational Only)							
1	Elizabeth Bechtold	Resignation	DHS/English Teacher		6/30/2021		
2	Alyssa Pitonzo	Resignation	DHS/Special Education Teacher		6/30/2021		
3	Emily Masino	Resignation	ELP/Early Childhood Teacher		6/30/2021		