

Board of Education  
Darien, Connecticut

**WEDNESDAY, SEPTEMBER 12, 2018**

**SPECIAL MEETING OF THE BOARD OF EDUCATION**

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

**AGENDA**

1. Call to order
2. Adjourn to Executive Session (2<sup>nd</sup> Floor Conference Room) for the purpose of discussion regarding negotiations
3. Reconvene in public session.
4. Adjournment.

**SPECIAL MEETING OF THE BOARD OF EDUCATION  
WEDNESDAY, SEPTEMBER 12, 2018**

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

**TENTATIVE AGENDA**

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

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

**SPECIAL MEETING OF THE BOARD OF EDUCATION  
WEDNESDAY, SEPTEMBER 12, 2018**

4. Superintendent's Report..... Dr. Elliott Landon  
    -Opening of School
5. Approval of Minutes..... Board of Education
6. Board Committee Reports..... Mrs. Ochman
7. Presentations/Discussions
  - a. Further Discussion and..... Dr. Elliott Landon  
    Possible Action on Proposed  
    Educational Specifications for  
    the New Ox Ridge School
  - b. Report on Summer School..... Ms. Kaitlin Stanton/  
    and ESY Programs 2018       Mr. Marc Power/  
  Mrs. Shirley Klein/  
  Mrs. Shira Schwartz/  
  Ms. Laura Straiton
  - c. Further Discussion and..... Dr. Susie DaSilva/  
    Possible Action on Proposed   Mr. Richard Sadlon  
    Music Department Field Trip  
    for the 2018-2019 School Year
  - d. Further Discussion and..... Dr. Elliott Landon/  
    Possible Action on Revised   Mr. Michael Feeney/  
    Community Facilities Use     Mr. Michael Lynch  
    Fee Schedule
  - e. Presentation and Discussion.. Dr. Elliott Landon  
    on Board Master Agenda  
    for August 2018-January 2019
  - f. Discussion and Possible..... Mrs. Ellen Dunn  
    Action on Request for  
    Delayed Opening on  
    October 10<sup>th</sup> for Darien  
    High School for the  
    Purpose of Administering  
    PSAT Exams

**SPECIAL MEETING OF THE BOARD OF EDUCATION  
WEDNESDAY, SEPTEMBER 12, 2018**

- 8. Action Items
  - a. Personnel Items..... Ms. Cion
    - i. Appointments
    - ii. Resignations/Retirements
  
  - b. Possible Action on Contract ..... Ms. Cion  
Agreement between the United  
Public Service Employees Union  
(Paraprofessionals) and the  
Darien Board of Education
  
- 9. Public Comment\*..... Mrs. Ochman
  
- 10. Adjournment..... Mrs. Ochman

EL:nv

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

**APPROVED**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**Tuesday, July 24, 2018**

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

**BOARD MEMBERS PRESENT:**

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Present	X	X	X	X	X		X		X
Absent									

**ADMINISTRATION PRESENT:**

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

**AUDIENCE:** Approximately 14

- |  |  |
|--|--|
| 1. Call to Order   | Mrs. Tara B. Ochman, Chair,<br>at 7:35 p.m. (0:00) |
| 2. Chairperson's Report  | Mrs. Ochman, Chair,<br>at 7:35 p.m. (0:00)         |
| 3. Public Comment<br>Young-Sup Lee 375 Middlesex Road, RTM Education | Mrs. Ochman, Chair,<br>at 7:36 p.m. (0:01)         |
| 4. Superintendent's Report   | Dr. Elliott Landon<br>at 7:37 p.m. (0:02)          |
| 5. Approval of Minutes (attachment)                                  | Board of Education<br>at 7:38 p.m. (0:03)          |

**MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING AND EXECUTIVE SESSION OF THE BOARD OF EDUCATION HELD ON TUESDAY, JUNE 26, 2018:**

**1<sup>st</sup> Ms. McCammon**

**2<sup>ND</sup> Mr. Dineen**

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X		X		X
No									
Abstain									

**RESULT - MOTION PASSED (7-0-0)**

**MOTION TO APPROVE THE MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION HELD ON TUESDAY, JUNE 26, 2018:**

**1<sup>st</sup> Mr. Burke**

**2<sup>ND</sup> Ms. Hagerty-Ross**

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X		X		X
No									
Abstain									

**RESULT - MOTION PASSED (7-0-0)**

**MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING AND EXECUTIVE SESSION OF THE BOARD OF EDUCATION HELD ON TUESDAY, JULY 10, 2018 (8:30 A.M.):**

**1<sup>st</sup> Ms. Hagerty-Ross**

**2<sup>ND</sup> Mr. Dineen**

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes		X	X	X	X		X		X
No									
Abstain	X								

**RESULT - MOTION PASSED UNANIMOUSLY (6-0-1)**

**MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION HELD ON TUESDAY, JULY 10, 2018 (9:15 A.M.):**

**1<sup>st</sup> Ms. McNamara**

**2<sup>ND</sup> Mr. Dineen**

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes		X	X	X	X		X		X
No									
Abstain	X								

**RESULT - MOTION PASSED UNANIMOUSLY (6-0-1)**

6. Board Committee Reports

Mrs. Ochman, Chair,  
at 7:40 p.m. (0:15)

**PRESENTATIONS AND DISCUSSIONS**

**MOTION TO AMEND THE AGENDA TO ADD ITEM “F” TO “AMEND THE BOARD OF EDUCATION REGULAR MEETING CALENDAR”:**

**1<sup>st</sup> Ms. Hagerty-Ross**

**2<sup>ND</sup> Ms. McCammon**

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X		X		X
No									
Abstain									

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

**MOTION TO AMEND THE AGENDA ITEM “D” TO INCLUDE “AND POSSIBLE ACTION”:**

**1<sup>st</sup> Ms. McCammon**

**2<sup>ND</sup> Mr. Burke**

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X		X		X
No									
Abstain									

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

**7. Presentations/Discussions:**

a. First Reading and Discussion on Proposed 2018-2019 District Goals and Objectives

Dr. Landon  
at 7:41 p.m. (0:06)

b. First Reading and Discussion of Proposed Schedule of January-June 2019 Regular Board of Education Meetings

Dr. Landon  
at 7:46 p.m. (0:11)

c. Update Master Agenda February through August 2018

Dr. Landon  
at 7:48 p.m. (0:13)

d. Update and Possible Action on Enrollment for the 2018-2019 School Year

Dr. Susie Da Silva  
at 7:49 p.m. (1:04)

**MOTION TO AUTHORIZE THE ADMINISTRATION TO UTILIZE ONE UNIT OF BUDGET CONTROL SHOULD 9<sup>TH</sup> GRADE ENROLLMENT COMPEL THEM TO DO SO:**

**1<sup>st</sup> Ms. Hagerty-Ross**

**2<sup>ND</sup> Mr. Dineen**

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X		X		X
No									
Abstain									

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

e. First Reading and Discussion of Proposed Revisions to Board of Education Policy 5250

Ms. Marjorie Cion/Mrs. Stein  
at 7:58 p.m. (0:23)

f. Amend Board of Education Regular Meeting Calendar

Mrs. Ochman, Chair,  
at 8:06 p.m. (0:31)

**MOTION TO AMEND THE BOARD OF EDUCATION REGULAR MEETING CALENDAR TO CHANGE THE SEPTEMBER 11<sup>TH</sup>, 2018 MEETING TO SEPTEMBER 12<sup>TH</sup>, 2018:**

**1<sup>st</sup> Mr. Dineen**

**2<sup>ND</sup> Ms. McCammon**

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X		X		X
No									
Abstain									

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

**ACTION ITEMS**

8. Action Items:

a. Personnel Items

- i. Appointments (attachment)
- ii. Budget Control
- iii. Resignations/Retirements
- iv. Leaves of Absences

Ms. Cion  
at 8:07 p.m. (0:32)

**MOTION TO APPROVE PERSONNEL ITEMS AS OUTLINED IN THE MEMO DATED JULY 24, 2018:**

**1<sup>st</sup> Ms. Hagerty-Ross**

**2<sup>ND</sup> Mr. Burke**

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X		X		X
No									
Abstain									

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

9. Public Comment  
Clara Sartori 161 Old Kings Highway South

Ms. Ochman  
at 8:08 p.m. (0:33)

10. Adjournment

Ms. Ochman  
at 8:09 p.m. (0:34)

**MOTION TO ADJOURN:**

**1<sup>st</sup> Ms. McCammon**

**2<sup>nd</sup> Ms. McNamara**

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X		X		X
No									
Abstain									

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

Meeting adjourned at 8:10 p.m. (0:45)

Respectfully Submitted,

Kathrine Stein,  
Secretary

## Darien Public Schools - Administrative Offices

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35 Leroy Avenue – P.O. Box 1167 – Darien, Connecticut 06820-1167  
Tel: 203-656-7412 Email: elandon@darienps.org

To: Members of the Board of Education  
From: Elliott Landon  
Subject: Ox Ridge Educational Specifications  
Date: September 12, 2018

At our August 28 meeting, the Board and the Administration engaged in a very productive dialogue concerning the first draft of the Educational Specifications for Ox Ridge Elementary School and Early Learning Program (ELP). As a result of that discussion, the original report has been modified to reflect the following major changes:

- 1) A recommendation for flexible planning to include the total demolition of the existing structure in favor of one new building to serve both the Early Learning Program and Kindergarten-Grade 5 community.
- 2) The intent to update the enrollment projections no later than November 2018 to reflect the upcoming Milone and MacBroom enrollment study.
- 3) All ELP classrooms to measure 1000 square feet plus an additional 60 square feet to accommodate one lavatory in each classroom.
- 4) Two ELP classrooms to have 26 cubbies each so they can easily be converted to a Kindergarten or 1st grade classroom, if necessary.
- 5) A Common Room for the Early Learning Program to be used for such activities as morning drop off and afternoon pick up; parent/teacher training workshops; indoor gross motor activities; and student music performances, celebrations, and learning presentations.
- 6) A 1050 square foot outdoor specialized playground space for use by ELP students for outdoor activities that support their learning and development.
- 7) All Kindergarten classrooms to measure 1000 square feet plus an additional 60 square feet to accommodate one lavatory in each classroom with 26 cubbies in each classroom.
- 8) All ELP, Kindergarten and first grade classrooms to be placed on the first floor.
- 9) All Grade 1- 5 classrooms to measure 900 square feet and be able to accommodate 26 students.
- 10) General music classrooms to be designed for up to 26 students, one teacher and one or more instructional aides.
- 11) Instrumental music classrooms to be designed for up to 40 students for band and orchestra rehearsals and daily scheduled lessons of 4-10 students, one teacher and one or more instructional aides
- 12) Art rooms to be designed to accommodate up to 26 students for art lessons, one teacher and one or more instructional aides or related service providers.
- 13) A description of the Development Learning Center (DLC) Program designed to support students with Autism Spectrum Disorders (ASD) and other developmental delays who need explicit instruction and specific behavior programs to support their learning and social development.
- 14) A graphic illustration of space usage estimates, subject to modification by the architect employed by the School Building Committee



## Darien Public Schools - Administrative Offices

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35 Leroy Avenue – P.O. Box 1167 – Darien, Connecticut 06820-1167  
Tel: 203-656-7412 Email: elandon@darienps.org

You will find a copy of the amended Educational Specification appended to this memorandum.

The team that developed the educational specifications reviewed the following standards and guidelines: Connecticut School Construction Standards and Guidelines; Americans with Disabilities Act Accessibility Guidelines for Building Elements designed for Children's Use; Americans with Disabilities Act Accessibility Guidelines for Play Areas; and, National Clearinghouse for Educational Facilities

In addition, the Board should also note that the State Department of Education School Facilities Unit has defined the process for the approval of a building project, as follows:

- Board of Education approves the project;
- Board of Education develops Educational Specifications;
- Board of Education forwards Educational Specifications to the Town;
- Town appoints a School Building Committee;
- Building Committee uses Educational Specifications for executing the task;
- School Building Committee hires Architect who reviews Educational Specifications and revises, where appropriate and necessary;
- Architect designs building;
- Construction begins.

It is my recommendation that the Board of Education approve the appended Educational Specifications at our meeting of September 12.

### **ADMINISTRATIVE RECOMMENDATION**

**Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves the Educational Specifications for the Ox Ridge Elementary School and Early Learning Program as presented to the Board on September 12, 2018 and agrees to transmit them to the Town of Darien to begin this vital building project.**

Att: Educational Specifications for Ox Ridge Elementary School and Early Learning Program



# **EDUCATIONAL SPECIFICATIONS**

*DRAFT*

Ox Ridge Elementary School  
and  
The Early Learning Program

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

**AUGUST 2018**

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## INTRODUCTION

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

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

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

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

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

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

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

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

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

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

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

## PHILOSOPHY OF EDUCATION

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

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

Social and Emotional Learning (S.E.L.) is as important as academic learning; schools emphasize a sense of belonging for students, staff and families. Kindness, empathy, integrity, and care are the foundation of all that we do in schools.

Students require differentiated and personalized opportunities in school to thrive as individuals. All staff engage in professional development and collaboration with various stakeholders to meet this commitment.

The learning environment in our schools cultivates the development of readers, writers, mathematicians, scientists, historians, musicians, artists, linguists, and learners in all areas. Classrooms encourage active involvement with critical and creative thinking, problem solving and applying learning in meaningful and authentic ways.

The culture in schools emphasizes collaboration across all areas to support student success.

Schools encourage staff members to take risks for their own professional learning and model this same process for students.

Schools provide students with curriculum that promotes academic excellence and that is innovative, rigorous and relevant while promoting curiosity and connections about the world at large.

Opportunities for students to engage in reflective thinking, planning and creating learning goals, as well as evaluating their own progress is typical practice in a student's day.

Educators understand developmental differences so well that structures are created throughout a student's learning day that meet the physical and cognitive demands of children across the developmental continuum.

Schools emphasize habits of mind, such as persistence, flexibility, questioning, metacognition, thinking flexibly, and wondering.

All members of the school community share a growth- mindset, in that our "work" is never done; there are always opportunity to grow.

## THE EDUCATIONAL PROGRAM

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

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

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

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

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

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

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

Building skills and enjoyment including wide reading, digital production and citizenship across many types of media and information formats and devices.

Helping learners take command of connecting to high quality print and digital resources across the global network.

Co-teaching inquiry projects from beginning to end; facilitates self-directed learning, making and creativity.

Co-designing engaging learning experiences that combine content knowledge and learning how to learn skills.

Facilitating the use of the best digital tools to boost learning, creativity and efficiency.

Contributing expertise to enhance teaching & learning through collaborative leadership throughout the school community.

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

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

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

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

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



## IMPLICATIONS FOR OX RIDGE ELEMENTARY SCHOOL

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

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

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

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

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

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

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

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

**EARLY LEARNING PROGRAM (ELP) HISTORICAL ENROLLMENT ANALYSIS**

Enrollment Data - Effective June 1 of the Applicable School Year

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

**COMPREHENSIVE DISTRICT ENROLLMENT ANALYSIS - DARIEN PUBLIC SCHOOLS**

**DETAILED ELEMENTARY PROJECTIONS (HIGH-GROWTH)**

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

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

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

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

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

## **THE EARLY LEARNING PROGRAM (ELP)**

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

### Philosophy

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

### Room Size

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

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

### Program Objective

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

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

### General Description of Program

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

### Activities

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

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

### Occupancy

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

### Furniture, Fixtures and Equipment

- Student tables, chairs and/or work tables

- Varying sizes of Rifton chairs

- Lavatories (dutch door style)

- Teacher desk and chair

- Small group table

- Large area rugs

- Interest center/small group work tables and chairs

- Student cubbies to accommodate up to 15 students.

  - Two classrooms should have 26 cubbies so they could easily be converted to a Kindergarten or 1st grade classroom.

- Ample storage space for instructional materials

- Lockable storage space for equipment and teacher materials

- Sink

- Whiteboards

- SMARTboards or similar technology with which students can interact

- Tack boards

- Shelves for classroom libraries

- Network/wi-fi access

- Ample electrical outlet access

- Open shelving

- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

### Early Learning Program Teaching Materials Storage

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

## **PROGRAM DIRECTOR OF EARLY CHILDHOOD OFFICE**

### Room Size

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

### Program Objective

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

### General Description

Separate office space is required for the Program Director.

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

### Activities

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

### Occupancy

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

### Furniture, Fixtures, and Equipment

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

## **EARLY LEARNING PROGRAM PROGRAM CONFERENCE ROOMS & COMMON ROOM**

### Room Size

Two conference rooms of 250 sq. ft. each are needed. [One Common Room of 1680 sq. ft. is needed.](#)

### 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. [A dedicated Common Room for ELP is needed for morning drop-off and afternoon pick-up, parent/teacher training opportunities, indoor gross motor activities, and student presentations \(music performances, celebrations, learning presentations, etc.\).](#)

### Activities

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

### Occupancy

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

### Furniture, Fixtures and Equipment

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

## **EARLY LEARNING PROGRAM SPEECH AND LANGUAGE THERAPY ROOMS**

### Room Size

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

### Program Objective

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

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

### Persons

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

### Furniture, Fixtures, and Equipment

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



## **DISTRICT BEHAVIOR ANALYST ROOM**

### Room Size

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

### Program Objective

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

### General Description

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

### Activities

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

### Persons

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

### Furniture, Fixtures, and Equipment

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

## **EARLY LEARNING PROGRAM PSYCHOLOGIST'S ROOM**

### Room Size

One room of 150 sq. ft. is needed.

### Program Objective

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

### General Description

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

### Activities

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

### Occupancy

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

### Furniture, Fixtures, and Equipment

- Student work table

- Play space area rug

- Teacher desk and chair

- Lockable storage

- Networked computer terminal and printer, computer table

- Open shelving

## **OCCUPATIONAL/PHYSICAL THERAPY AND SENSORY ROOM**

### Room Size

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

### Program Objective

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

### General Description

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

### Activities

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

### Occupancy

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

### Furniture, Fixtures, and Equipment

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

## **EARLY LEARNING PROGRAM ACCESSIBLE PLAYGROUND**

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

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

### General Description

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

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

### Activities

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

Occupancy: up to 30 students per recess session

### Furniture, Fixtures, and Equipment

- Age-appropriate equipment for 3- and 4-year old students

- Swings

- Climbing structure

- Covered sandbox and water table

- Fence around the structure

- Storage for outdoor toys, tricycles

- Handicapped accessible path to the playground

- Smooth surface instead of wood chips for children using wheelchairs and walkers

- Pretend play structures: natural structures logs, tree rings, boat, and cars

## **SPECIAL EDUCATION - RESOURCE ROOMS/LEARNING CENTER**

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

### Philosophy

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

### Room Size

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

### Program Objective

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

### General Description

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

### Activities

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

### Occupancy

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

### Furniture, Fixtures and Equipment

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

## **DEVELOPMENTAL LEARNING CENTER (DLC) CLASSROOMS**

### Room Size

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

### Program Objective

This special education program provides intensive, specially-designed instruction in a comprehensive, small group.

### General Description

Students who have been identified through the planning and placement process will spend part or all of the day in this classroom. The DLC Program is designed to support students with Autism Spectrum Disorders (ASD) and other developmental delays who need explicit instruction and specific behavior programs to support their learning and social development. Students in the DLC Program need a highly structured, multi-sensory program focused on academic skills, adaptive living skills, expressive and receptive language development, and social communication. Flexible programming ensures access to the general education classroom.

### Activities

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

### Occupancy

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

### Furniture, Fixtures and Equipment

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

## **SPEECH AND LANGUAGE THERAPY ROOM**

### Room Size

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

### Program Objective

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

### General Description

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

### Activities

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

### Occupancy

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

### Furniture, Fixtures and Equipment

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

## **SCHOOL PSYCHOLOGIST**

### Room Size

One room of 150 sq. ft. is needed.

### Program Objective

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

### General Description

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

### Activities

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

### Occupancy

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

### Furniture, Fixtures and Equipment

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



## KINDERGARTEN CLASSROOMS

### Room Size

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

### Program Objective

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

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

### General Description of Program

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

### Activities

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

### Occupancy

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

### Furniture, Fixtures and Equipment

Student desks, tables, chairs and/or work tables

Adaptive furniture, including varying sizes of Rifton chairs

Lavatories (dutch door style)

Teacher desk and chair

Small group table

Large area rugs

Window treatments

Interest center/small group work tables and chairs (5 per classroom)

Student cubbies to accommodate up to 26 students

Ample storage space for instructional materials

Lockable storage space for equipment and teacher materials

Accessible sink and fittings

Whiteboards

SMARTboard or similar technology with which students can interact

Tack boards

Shelves for classroom libraries

Network/WiFi access

Ample electrical outlet access

Open shelving

Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

## GRADE 1-5 CLASSROOMS

### Room Size

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

### Program Objectives

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

### General Description of Program

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

### Activities

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

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

### Occupancy

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

### Furniture, Fixtures and Equipment

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

Small group table

Large area rugs

Interest center/small group work tables and chairs (3 per classroom)

Student cubbies to accommodate up to 26 students

Ample storage space for instructional materials

Lockable storage space for equipment and teacher materials

Accessible sink [and fittings](#)

[Window treatments](#)

Whiteboards

SMARTboard or similar technology

Tack boards

Shelves for classroom libraries

Network/WiFi access

Ample electrical outlet access

Open shelving

Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

## **SMALL GROUP INSTRUCTION/INTERVENTION ROOM**

### Room Size

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

### Program Objective

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

### General Description

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

### Activities

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

### Occupancy

One teacher and a group of up to 8 students.

### Furniture, Fixtures and Equipment

Teacher desk and chair

Small group reading tables and chairs

Adaptive furniture, including varying sizes of Rifton chairs

Ample storage space for instructional materials

Lockable storage space for equipment and teacher materials

Whiteboards

Tack boards

SMARTboard or similar technology with which students can interact

Network/WiFi-access

Electrical outlets (ample)

[Accessible sink and fittings](#)

[Window treatments](#)

Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

## **ENGLISH LANGUAGE LEARNER (ELL) INSTRUCTION ROOM**

### Room Size

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

### Program Objective

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

### General Description

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

### Activities

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

### Occupancy

One teacher and a group of up to 8 students.

### Furniture, Fixtures and Equipment

Teacher desk and chair

Small group reading tables and chairs

Adaptive furniture, including varying sizes of Rifton chairs

Ample storage space for instructional materials

Lockable storage space for equipment and teacher materials

Whiteboards

Tack boards

SMARTboard or similar technology with which students can interact

Network/wifi-access

Electrical outlets (ample)

[Accessible sink and fittings](#)

[Window treatments](#)

Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

## **GIFTED EDUCATION ROOM**

### Room Size

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

### Program Objective

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

### General Description

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

### Activities

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

### Occupancy

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

### Furniture, Fixtures and Equipment

- Student work tables and chairs

- Adaptive furniture, including varying sizes of Rifton chairs

- Teacher desk and chair

- White board

- Tack board

- Open shelving

- Lockable storage

- Network/WiFi

- SMARTboards or similar technology for which students can interact

## GENERAL MUSIC ROOM

### Room Size

The general music classroom includes 1000 sq. ft. of classroom space and 80 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 through grade five.

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

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

### Activities

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

### Occupancy

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

### Furniture, Fixtures and Equipment

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



## **INSTRUMENTAL MUSIC ROOM**

### Room Size

The instrumental music classroom includes 1,000 sq. ft. of classroom space and 100 sq. ft. of music storage. This room size will provide space for necessary equipment which is inherent to the music program.

### 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 time.

### Occupancy

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

### Furniture, Fixtures and Equipment

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

### Special Requirements

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

## **ART ROOM**

### Room Size

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

### Program Objective

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

### General Description

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

### Activities

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

### Occupancy

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

### Furniture, Fixtures and Equipment

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

## **ART STORAGE & KILN AREA**

### Room Size

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

### General Description

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

### Activities

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

### Furniture, Fixtures and Equipment

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

### Special Requirements

Power and venting for kiln

## LIBRARY-MEDIA CENTER

### Room Size

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

### Program Objective

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

### General Description

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

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

The Library space should be:

- Accessible for all learners with multiple opportunities to engage and express learning

- Organized to reflect best practices in how students learn best

- Curated with high-quality resources to support district curricula and encourage a lifelong passion for reading

- Reflective of the opportunities and innovations technology affords for access, creation, collaboration, presentation, and connection

- Flexible in design to allow for moveable and changeable zones within the space to serve multiple purposes

- Welcoming and inviting, with furnishings that serve the needs of students as empowered learners, global collaborators, and independent creators

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

The zones include:

- Instructional Zone

- Collaboration and Quiet Zone

- Creation and Exploration Zones

- Large Group Presentation Zone

- Print Collection Zone

- Administration, Work, and Storage Zone

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

#### Activities

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

#### Occupancy

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

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

#### Furniture, Fixtures and Equipment

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

## LUNCHROOM AND COMMON ROOM

### Room Size

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

### Program Objective

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

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

### General Description

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

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

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

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

### Activities

The lunchroom and kitchen will serve the following functions:

- Preparation area, serving area and eating area for up to 461 students served in up to six lunch waves

The common room will serve the following functions:

- Presentation space for school musical and dramatic programs, student plays, and theatrical events

- Large-group instruction, as well as live and video presentations

- Platform area of the common room may serve as an additional music teaching station, a choral, band or string ensemble rehearsal area and a performance stage

- Reception area for open houses and parent conferences, location for staff meetings

- Space for parent and school community meetings and special events

- Additional space for all Professional Development days

### Occupancy

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

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

### Furniture, Fixtures and Equipment

The lunchroom includes:

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

The kitchen area includes:

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

The common room includes:

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

## PHYSICAL EDUCATION

### Room size

The gymnasium of 2700 sq. ft. is needed. A physical education office of 150 sq. ft. and equipment storage of 500 sq. ft. are also needed. As points of reference, the gym at Hindley School is 2400 sq. ft. and the gym at Holmes School is 2679 sq. ft. The common room should be adjacent to the gymnasium to allow for larger events and when necessary, two teaching stations to accommodate two classes and build flexibility into future schedules. The stage should not be placed between the common room and the gym.

### Program Objective

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

### General Description

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

### Activities

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

### Occupancy

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

### Furniture, Fixtures and Equipment

- Teacher desk and chair for physical education office
- Lockable storage in offices
- Secure storage for equipment
- Four basketball goals with height adjustments
- Backstop for outdoor field



## **ADMINISTRATION**

### Room Size

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

### Program Objective

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

### General Description

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

### Activities

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

### Occupancy

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

### Furniture, Fixtures, and Equipment

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

## CONFERENCE ROOMS

### Room Size

Two conference rooms of 300 sq. ft. each.

### Program Objective

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

### General Description

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

### Activities

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

### Occupancy

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

### Furniture, Fixtures and Equipment

- Conference table and chairs

- Network/WiFi

- Wall presentation station

- White board

- Tack board

## **STAFF WORKROOMS**

### Room Size

A 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

## HEALTH ROOM

### Room Size

One Health Room of 475 sq. ft is needed

### Program Objective

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

### General Description

The Health Room will serve the total population of up to 430 students. It must be staffed daily by two licensed registered nurses who dispense general health care to students in need, and conduct screenings and other preventative programs as required. School nurses collaborate with administrative and pupil personnel staff on a daily basis and participate in individual student's planning meetings as needed.

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

### Activities

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

### Occupancy

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

### Furniture, Fixtures and Equipment

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

### Special Requirements

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

## CUSTODIAL OFFICE

### Room Size

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

### Program Objective

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

### General Description

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

### Activities

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

### Occupancy

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

### Furniture, Equipment

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

## **STORAGE REQUIREMENTS**

### Teaching Materials Storage

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

### 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.

### Maintenance Storage

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

## COMMUNICATIONS AND INFORMATION

### Integrated Electronic Communication System for Voice, Data and Video

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

All spaces, indoor and outdoor, should receive emergency call announcements.

Ability to switch all calls to specific telephones after hours.

Ability to access intercom system from outside the school.

Ability to limit out of local area calls from specific phones.

High volume "night bells" for telephone system.

Back-up emergency power for computer networks, telephone and intercoms.

All offices and teaching spaces to be equipped with networked computers for staff members.

All classrooms to have networked computer communications and built-in data projectors.

Voice, data and video broadcast and reception capability, including multi-channel communication, available for all teaching stations and the main office (including through an integrated communication system). All cabling should be fiber optic with OCT connections. Wireless or infrared capability should also be available in each teaching and office space. Spare conduit or cabling trays should be included for future upgrades and expansion.

The building should be canvased 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)

#### H.V.A.C. System

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

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

A separate water heater for domestic use should be provided.

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

#### Plumbing

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

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

#### Electrical Distribution

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

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

#### Energy Conservation

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

#### Hardware and Security

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

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

#### Elevator

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

## SITE AND BUILDING DEVELOPMENT

### Size, Location, Physical Characteristics

The building should be designed to provide enclosed access to all elements of the physical plant without having to exit the building, with the obvious exception of the outdoor physical education and athletic fields.

The building should be organized in a two-story plan with classrooms on both floors and core spaces such as the common room, gymnasium and main office on the first floor.

The pre-k program should have a separate entrance with distinct drop off and pick up capability.

The building should contain sufficient common and specialized instructional and service spaces and the ability to reconfigure classroom spaces to ensure that the programs and activities can be maintained even if maximum enrollment rises above [461 students K-5](#).

The building should include a recognizable and aesthetically pleasing front entrance which also includes security devices to regulate entry.

Athletic, recreational and performance spaces should be located so as to make them conveniently accessible during non-school day hours for community use.

Facilities should be divided into self-contained zones so that access may be granted for community use while limiting or preventing access to areas not being used for community activities. The space should include lavatory facilities.

Parking lots should be located conveniently near those specific facilities most likely to receive significant use by community groups and providing well-lit pathways to those facilities, while preserving the residential nature of the neighborhood.

In those spaces most likely to be used for community activities, capacity needs to be built in to safely secure equipment and supplies that will be present, but will not be needed for community functions.

Storage must be sufficient, well-organized and conveniently located throughout the building. Storage areas must be of adequate square footage and must be secure and safe to allow maintenance of resources in optimal condition.

Adequate parking spaces are needed to accommodate both the staff and guests who visit on a daily basis as well as those who attend special functions.

Distinct parking areas and traffic flow are needed to accommodate buses during loading and unloading, delivery vehicles and access to loading dock, employee parking and visitor parking. There must be a parent pick-up area which is well separated from bus loading and unloading but provides convenient and quick access to the building for students entering and exiting.

A loading platform is needed to accommodate food delivery for the kitchen and general merchandise for the school. This should be designed so that general merchandise does not have to be moved through the kitchen.

Adequate lighting should be provided for evening use of the building along all sides of the school, walkways, and parking areas.

Handicapped access should be provided as per the Americans with Disabilities Act (ADA).

All levels of the school should be above grade with the avoidance of windowless interior spaces.

All sides of the school should be designed to be aesthetically attractive and accessible. Overhangs or porticos for student drop-off areas should be part of the design.

A flagpole is needed in front of the building.

The program requires three separate playgrounds for ELP/Early Learning Program, kindergarten, and students in grades 1-5. A blacktopped play area with two backboards is needed for play when fields are muddy. The play areas should be laid out with an economy of supervision in mind.

Interior courtyards are to be avoided, if possible. If unavoidable, they should be designed and landscaped to be reasonably maintenance free.

The entire site should be landscaped to be pleasing to the school's occupants and neighbors, as well as being easily and efficiently maintained.

Consideration should be made to provide ease in snow plowing and provisions made to accommodate snow piles.

#### Ingress and Egress

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

#### Bus Loading and Unloading

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

#### Outdoor Educational Program

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

## ENVIRONMENT

### Objective

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

### General Description

The building should have an open, inviting atmosphere, characterized by extensive use of natural light, adequate ventilation, open spaces and functional effectiveness in all design features, furnishings and equipment. Hallways and stairwells are to be sufficiently spacious to facilitate the easy and natural flow of people throughout the facility.

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

### Special Requirements or Considerations

#### General

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

#### Air Quality

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

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

#### Windows

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

#### Lighting

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

#### Flooring

The center hall, main entrance and lobby floor should be terrazzo or fritz tile flooring. All classrooms, the common room and kitchen, science, and art classrooms, lavatories and all entry and exit hallways should be tiled with durable, easy-to clean, comfortable and sound-absorbing vinyl laminate flooring. Carpet should be

installed in some office areas and in part of the library-media center. Where carpet is installed, it should be resistant of static, bacteria, mildew, stains, wear, and should be non-zippering and non-fading.

#### Furnishings

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

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

#### Health and Safety

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

#### Ecological Considerations

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

#### Aesthetics

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

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

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

#### Noise Control

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

DRAFT Ox Ridge Education Specifications - Appendix I						
Space Usage Estimates - Subject to Change by Architect						
<b>CLASSROOMS &amp; LEARNING SPACES</b>						
	Number of Rooms	Square Feet Per Room	Total Square Feet	Student Occupancy Per Room	Total Student Occupancy	Notes
ELP	10	1060	10600	15	150	Includes a 60 sq.ft. student lavatory
Kindergarten	4	1060	4240	26	104	Includes a 60 sq.ft. student lavatory
Grades 1-5	20	900	18000	26	520	
Library-Media Center	1	3400	3400	76	76	Maximum student occupancy estimated based on multiple classes and/or grades using the LMC concurrently
Developmental Learning Center (DLC)	2	900	1800	8	16	
<b>COMMUNITY SPACES</b>						
	Number of Rooms	Square Feet Per Room	Total Square Feet	Occupancy Per Room	Total Occupancy	Notes
Common Room - Ox Ridge Elementary School	1	2750	2750	183	183	Includes a 1000 sq.ft. platform and 250 sq.ft. of storage space
Common Room - ELP	1	1680	1680	240	240	
Lunch Room	1	4200	4200	158	158	Includes 1330 sq.ft. of kitchen space and 500 sq.ft. of storage space
Accessible Playground - ELP	1	1050	1050	30	30	
Accessible Playground - OxRidgeElementarySchool	1	0	0	82	82	Use pre-existing 2014 Ox Ridge Elementary School Play Ground
<b>SPECIAL AREA</b>						
	Number of Rooms	Square Feet Per Room	Total Square Feet	Maximum Student Occupancy Per Room	Total Maximum Student Occupancy	Notes
General Music	1	1080	1080	26	26	Includes 80 sq.ft. of storage space
Instrumental Music	1	1100	1100	40	40	Includes 100 sq.ft. of storage space
Art	1	1425	1425	26	26	Includes 180 sq.ft. of storage space and 45 sq.ft. for the kiln
Gymnasium	1	3200	3200	26	26	Includes 500 sq.ft. of storage space
<b>STUDENT SUPPORT SERVICES</b>						
	Number of Rooms	Square Feet Per Room	Total Square Feet	Student Occupancy Per Room	Total Student Occupancy	Notes
Speech/Language Therapy, ELP	3	150	450	5	15	
District Behavior Analyst	1	150	150	5	5	
School Psychologist, ELP	1	150	150	5	5	
Occupational / Physical Therapy	1	1500	1500	4	4	Three therapists concurrently occupying the space at any given time
Small Group Instruction / Intervention	1	475	475	8	8	
English Language Learner (ELL) Instruction	1	475	475	8	8	
Health Room	1	475	475	8	8	
Resource Room	6	150	900	8	48	
Speech/Language Therapy, Ox Ridge	3	150	450	8	24	
School Psychologist, Ox Ridge	1	150	150	8	8	
Gifted Education	1	150	150	8	8	
<b>ADMINISTRATION &amp; STAFF</b>						
	Number of Rooms	Square Feet Per Room	Total Square Feet	Occupancy Per Room	Total Occupancy	Notes
Program Director, ELP	1	250	250	5	5	Includes staff mailbox and public waiting areas
Conference Room, ELP	2	250	500	15	30	
Physical Education Office	1	150	150	5	5	
Principal, Ox Ridge Elementary School	1	200	200	5	5	
Asst. Principal, Ox Ridge Elementary School	1	180	180	5	5	
Main Office, Ox Ridge Elementary School	1	800	800	20	20	Includes staff mailbox, secretarial, and public waiting areas
Conference Room, Ox Ridge Elementary School	2	300	600	15	30	
Staff Workroom	1	150	150	8	8	
Staff Book Room	1	200	200	0	0	
Staff Room	1	475	475	40	40	
Custodial Office	1	180	180	3	3	
<b>STORAGE &amp; FACILITIES</b>						
	Number of Rooms	Square Feet Per Room	Total Square Feet			
Active	1	200	200			
Inactive	1	400	400			
Custodial	4	36	144			
Bulk Equipment (Custodial)	1	196	196			
Maintenance	1	240	240			
Hallway/Lavatories-Student	20	400	8000			
Hallway Lavatories - Staff	8	80	640			