

EDUCATIONAL SPECIFICATIONS

APPROVED
12-13-2011

Riverfield Elementary School

Fairfield Public Schools

Fairfield, CT 06824

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RATIONALE FOR THE PROJECT

BACKGROUND:

On May 10, 2011, the Fairfield Board of Education adopted the 'Fairfield Public Schools Facilities Plan 2011-2015'. The primary purpose of this plan was to produce a blueprint for meeting the facilities needs of the school district over the next four years. These facilities needs were identified in the 'Fairfield Public Schools Enrollment Projects and Elementary School Capacity Study' by MGT of America dated December 14, 2010. The extension and alteration project for Riverfield Elementary School is a major recommendation for meeting these identified facilities needs by the installation of an addition to eliminate portable classrooms; implementing all building code, life safety code and fire code requirements; upgrading the core facilities; installation of new fire sprinkler system; installation of new HVAC fresh air and air-conditioning system and the installation of new lockers.

ENROLLMENT:

Between 2001 and 2011, the number of elementary students has increased from approximately 4176 students to over 4874. This represents an increase of over 698 students or 16.7% growth. This growth pattern has been documented in a number of facility reports and student enrollment studies. MGT of America has completed 10 year enrollment projections by school that project an increase in the overall elementary population. The most recent enrollments (October 1, 2011) show a continued increase. Historically, approximately the same number of children enter Fairfield's kindergartens each year as the number of children who were born to Fairfield families five years before. However, over the past ten years in-migration has increased this to about 105% of the children born to Fairfield families entering kindergarten five years later. This is a significant change in the demographic pattern.

CAPACITY:

The Fairfield Public Schools currently has eleven elementary schools and fourteen relocatable classrooms. The Fairfield Public Schools Facilities Plan indicates that the functional capacity of Fairfield's elementary schools and relocatables is 4912 students. The actual average class size over the past several years has been close to 21 students. The Board's goal to achieve lower class size in grades K through 2, while maintaining reasonable class size in grades 3 through 5, is the driving force behind this class size average.

In developing elementary capacity ratings, full size classrooms are dedicated to art, music, science and special education, as required. A media center with an integrated or directly adjacent computer lab is allocated as well. Specifically, Riverfield School has a capacity of 399 students without relocatable classrooms. The enrollment for Riverfield Elementary School is 419 students in 2011-12 with a sustained enrollment between 430-500 students through 2021.

LONG RANGE EDUCATIONAL PLAN:

On August 27, 2004 the Fairfield Board of Education approved the following policies which explain the long range educational plan of the district.

MISSION STATEMENT

Policy Number 0100*

The Fairfield Board of Education, in a cooperative partnership with the parent or guardian, staff, and community, will provide the students in our town's public schools with the high-quality instruction, learning opportunities, and positive environment they require to realize their potential as lifelong learners and responsible citizens.

LONG-TERM GOAL

Policy Number 0110

Sustain the continuing improvement of the Fairfield Public Schools so that they will continue to rank with the best in the nation.

EDUCATIONAL GOALS

Policy Number 0200

Preamble:

The ultimate goal of a school system is to promote the positive development of students so they can be productive members and shapers of a democratic society. Toward this end, the Board of Education and staff of the Fairfield Public Schools are committed to make all reasonable efforts to create an environment that will help each student achieve the goals listed below.

Goal One: Motivation to Learn

Students will adopt the high expectations of their parent or guardian, teachers, and society. Fairfield Public School students will:

- develop a personal identity;
- develop self-understanding and a positive self-concept;
- understand and strive to fulfill their own personal aspirations;
- develop positive feelings of self-worth and pride which contribute to self-reliance, responsible behavior, and personal growth, health, and safety;
- demonstrate strong motivational and persistence to learn;
- exhibit an inquisitive attitude, open-mindedness, and curiosity; and
- take responsibility for their own learning.

*Policy Number 0100 was revised and approved 8/27/2004.

Goal Two: Mastery of the Basic Skills

Proficiency in the basic skills is essential for acquiring knowledge and for lifelong success in our society. Fairfield Public School students will:

- learn to communicate effectively in speech and writing;
- listen, view, and read with understanding;
- acquire knowledge of and ability in mathematics;
- demonstrate skills necessary to locate and use information effectively;
- demonstrate decision-making, reasoning, and problem-solving skills alone and in groups;
- demonstrate appropriate study skills; and
- acquire skills necessary for lifelong learning.

Goal Three: Acquisition of Knowledge

Acquiring knowledge leads to an educated mind and contributes to responsible citizenship. Fairfield Public School students will:

- acquire the knowledge of science and technology, mathematics, language arts, history, social science, the visual and performing arts, and literature and foreign languages and understand connections among these disciplines;
- acquire the knowledge necessary to use computers and other technologies for learning and problem solving;
- acquire an understanding and appreciation of the values and the intellectual and artistic achievement of their culture and other cultures; and
- take full advantage of opportunities to explore, develop, and express their own uniqueness, creativity, and flexibility in thinking.

Goal Four: Competence in Life Skills

Students will ultimately function successfully in multiple roles - as citizens, family members, parents, workers, and consumers. Fairfield Public School students will:

- demonstrate an ability to make informed career choices;
- understand the responsibilities of family membership and parenthood;
- demonstrate the ability to undertake the responsibilities of citizenship in their communities, in the state, in the nation, and in the world;
- understand human growth and development and the lifelong value of physical fitness;
- understand the concept of wellness, and apply the basic elements of proper nutrition, avoidance of substance abuse, prevention and treatment of illness, and management of stress;
- understand and develop personal goals and aspirations;
- upon completion of a secondary-level program, be qualified to enter post-secondary education and/or demonstrate the skills, knowledge, and competence required for success in meaningful employment; and
- recognize the importance of social and emotional growth as it relates to lifelong happiness.

Goal Five: Understanding Society's Values

Students, as responsible citizens, will be aware of how they can enrich the world and how the world can enrich them. Fairfield Public School students will:

- respect diversity;
- understand the inherent strengths and weaknesses of a pluralistic society;
- understand justice, and recognize the necessity for moral and ethical conduct in society;
- understand and respond to the vital need for order under law;
- acquire the knowledge to live in harmony with the environment, and actively practice conservation of natural resources;
- respect the humanity they share with other people, and live in harmony with and demonstrate empathy for others;
- acquire and apply an understanding of and sensitivity for the values and achievements of their own culture and other cultures;
- show understanding of international issues which affect life on our planet, and demonstrate skills needed to participate in a global society;
- contribute to the health of the community through service activities, and look objectively at social institutions and consider how these institutions can best serve society.

LEARNING/EDUCATIONAL ACTIVITIES

EDUCATIONAL SPACE REQUIREMENTS SUMMARY:

Art	Special Education
Homeroom Classrooms for grades K-5	Common/Core Spaces
Library/Media	Main Office Area
Music	Support Services
Physical Education	Technology
Science	

ART:

- Art room with adequate areas for student hands-on activities
- Storage areas for supplies and equipment (directly adjacent and accessible from the Art room and lockable)
- Non-classroom based kiln facility with appropriate ventilation, cooling and shelving
- Work areas (with two sinks, running water and drains)

HOMEROOM CLASSROOMS FOR GRADES K-5 (24 Classroom Model):

- Twenty homeroom classrooms for grades 1-5
- Four kindergarten classrooms each at 1,000 +/- square feet
- Standard classroom 750 - 800 +/- square feet
- Work area (with sink, running water and drain)
- Student cubbies (in kindergarten rooms)
- Comfortable small group areas

LIBRARY/MEDIA:

- General seating for 100 with student worktable seating for 50 to 60 students
- Fully networked and computerized with a variety of print and media storage available as well as Internet access
- Integrated or directly adjacent computer lab with 28 student stations and one teaching station
- Recreational reading area
- Display areas and shelving (line of sight to be maintained for supervision)
- Storage areas for materials and equipment

MUSIC:

- One general music/vocal room with sufficient space for piano and electronics
- Two smaller rooms for lessons and small groups in band and strings with a divider to be opened for larger rehearsals
- Small practice space and lockable office space for teaching staff
- Instrument storage room (directly adjacent and accessible from the Music room and lockable)

PHYSICAL EDUCATION:

- Provision for indoor and outdoor activities, which are part of the curriculum (soccer, softball)
- Full size gymnasium with sufficient equipment storage areas
- Small lockable office for teaching staff

SCIENCE:

- A dedicated science room
- A prep room (directly adjacent and accessible from the science room and lockable)
- A demonstration table (with a sink, running water, power and data connection)
- Work-area (with sink, running water and drain)
- An eye wash station

SPECIAL EDUCATION:

- Four resource-teaching rooms
- Two rooms for speech and language
- One room for OT/PT

COMMON/CORE SPACES:

- An area of assembly seating 550+/- and a stage
- Cafeteria with two serving lines and eating facilities for 200 to 250 students
- Modern food service kitchen with sufficient refrigerator and freezer space for bulk food storage
- Two staff workrooms including staff dining area
- Adequate storage space throughout the building for all programs and support activities
- Large dedicated storage area for instructional materials (accessible from exterior and interior of the building)
- Custodial office
- Custodial supply storage and work area plus satellite custodial spaces across the building
- Sufficient and conveniently located staff lavatories
- Sufficient and conveniently located student lavatories

MAIN OFFICE AREA:

- Principal’s office
- Three clerical workstations; two secretarial and one for other support
- One small conference room
- One directly adjacent and lockable storage room for student records and supplies
- One coat closet

SUPPORT SERVICES

- One - Instructional Improvement Teacher office
- One - School Psychologist office
- One - Social Worker office
- One - Teacher of the Gifted room
- Two - Language Art Specialist room
- One – Spanish room
- Nurse’s facility (with office for staff, separate toilet room and quiet resting (cot) area and storage)
- One large conference room

TECHNOLOGY:

- Computer lab with 28 student stations and one teaching station (directly adjacent and accessible from the Library Media Center)
- Technology office with storage and counter for repairs (integrated or directly adjacent and accessible from the Library Media Center)
- Technology Network Space – server room, wiring closets, dedicated area for head-end equipment including extended demarcation points to the server room for all external connections.
(Also see INTERIOR BUILDING ENVIRONMENT – Interior Spaces)
- An essential component of this project is to provide electronic access to every segment of the building. All instructional areas, support facilities or areas of assembly should be provided with local and wide-area wired and wireless networks, digitally delivered cable TV connectivity and digitally integrated internal broadcast capability. Each teaching space should be provided with connectivity to multimedia projection systems with amplification and speaker systems to support audio as per current district standards.
The instructional areas to be included at a minimum are Art, Homeroom, Library/Media, Music, Physical Education, Science, Special Education and Support Services.
- All wiring to be CAT 6 or better and certified. Each patch panel shall be labeled with the room number, and jack and each jack labeled with MDF/IDF closet number, panel and punch down location.

ENROLLMENT DATA AND PROPOSED PROJECT CAPACITY

RIVERFIELD SCHOOL	YEAR									
	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Enrollment	419	423	428	433	439	453	472	490	501	510
Present Capacity w/o Portables*	399	399	399	399	399	399	399	399	399	399
Proposed Capacity w/o Portables*	504	504	504	504	504	504	504	504	504	504

*Based on average class size of 21 students per classroom

SPACE DEFICIENCIES:

This construction project shall address the program/capacity deficiencies identified in the 'Fairfield Public Schools Enrollment Projects and Elementary School Capacity Study' by MGT of America dated December 14, 2010 and the 'Fairfield Public Schools Facilities Plan 2011-2015' dated May 10, 2011.

DETAILED DESCRIPTION:

The Fairfield Public Schools Facilities Plan provides the following facilities planning principles, which are to be considered in planning renovation and/or additions to school facilities:

- **Core Facilities** - Additional classrooms shall not be added without addressing the core facilities that they will impact. With any new classroom additions at our schools, we must equally incorporate relative additional space to expand core facilities when necessary. More children may bring more space needs in the cafeteria, library, gymnasium, bathrooms, and hallways.
- **Class Size** - Facilities planning, whenever possible, shall have a goal of providing adequate space to enable educational guidelines to be met. Class size should not be viewed as a variable designed to simplify facilities and budgetary problems. Class size should not be used as a means to fit students into the limited space we have, wherever it may be. Instead we should endeavor to provide appropriate facilities that meet educational specifications throughout the district.
- **Specialized Curriculum** - We must provide, whenever possible, appropriate and dedicated spaces for specialized curriculum needs such as special education, art, music, and technology - We should endeavor to provide appropriate and dedicated spaces for specialized curriculum needs, as specified in the Educational Specifications that are generated for our elementary schools. In particular, space must be provided for art, music, technology and special education. These critical components of our curriculum cannot be effectively delivered "on a cart," in a closet, or in similar inappropriate spaces.
- **Enrollment Projections** - A long term plan should account for and accommodate peak enrollment projections -When realistic and feasible we should not ignore the new dynamics that play a role in school population like in-migration, zoning density, regional economy, or being named "The Best Town in Connecticut" by CT Magazine. We should endeavor, whenever possible, to use projected enrollment figures that account for these factors, and that compensate for the fact that recent projections have at times underestimated actual enrollment, when determining space needs.
- **Stability** - We should strive to create district plans that provide stability for the district's students. We should endeavor to plan for stability in our educational system. Whenever possible, redistricting should not be revisited every 3-5 years, especially without a major event such as a school opening or closing.
- **Headroom** - To ensure stability we should leave headroom in each school- the maximum number we should PLAN to is 90%/85% of capacity. We should ensure that headroom is built into our calculations for school planning. Because enrollment projections are not an exact science district planning must account for the statistical variance between projected and actual enrollments. As such, whenever possible, schools should be operated at a utilization level that accommodates year-to-year fluctuations in enrollment without resorting to inappropriate measures, such as redistricting, or buying and installing portable classrooms. For elementary schools, this utilization level is 90%. For middle and high schools, this utilization level is 85%.
- **Commitment to Adding Space Where Students Are Located**- At the elementary school level we must have a commitment of maintaining the concept of "neighborhood schools" and/or allowing students to attend the elementary school which is reasonably close to the students' homes whenever educationally

feasible and possible. We should not be busing students past or away from their neighborhood school or a school which is reasonably close to their home because there is an open seat in another school located in different part of town. Therefore, the planning process must evaluate where the population centers are and build or expand in those areas.

- **Phase out Temporary Solutions (Portables)** - Eliminate the Town's reliance on portable classrooms as a permanent substitute for brick and mortar classrooms. Whenever possible phase out the temporary solutions by eliminating the town's reliance on temporary portable classrooms – wood, steel, or otherwise – as a permanent substitute for brick and mortar classrooms.

BUILDING SYSTEMS:

Envelope

- Roofing systems shall be multi-ply systems (no single membrane systems) 20 year warranty (no dollar limit/edge to edge)
- Exterior envelope materials shall be consistent and compatible with the existing building façade materials in size, shape, color and texture
- Construction details of exterior elements shall be consistent and compatible with the existing building façade details

Security/Safety

- Reliable internal and external communication should be available between/among all areas of the facility to the degree consistent with safety and security plans
- Electronic security shall be provided which will include color video cameras (interior and exterior) and DVR (Dedicated Micros – Sprite model with 16 channels) recording devices with remote viewing capabilities (via secure computer network) and LCD monitor located in Main Office.
- Door hardware – District Standards – Schlage/Von Duprin/LCN
- Exterior doors to have continuous hinges
- Locks – Everest ‘D’ Keyway (interior), Primus Keyway (exterior) – Key into existing building system – Master key facility (new and old locks)
- All spaces to be capable of interior lockdown (without re-entry into the corridor)
- Doors – Narrow vision lites (for restricted line of sight into classroom during lockdowns)
- Primary entrance into the building shall be focused to sign-in location (minimize or eliminate options)
- Primary entrance(s) into the building shall be wired for intercom/camera and remote door release
- Main Office clerical staff to have line of sight to the reception counter
- Exterior doors used by staff and students for exterior functions shall have CO access control locks by Locknetics
- Tactile signage (new and old spaces) for room identification (including room numbers) and directions
- Evacuation signage with directional maps
- Exterior signage (for directions and site identification)
- Provide adequate site lighting
- Protective window covering at locations subject to damage

Code

- ADA review to be part of design for entire building and site
- Code update entire facility – sprinklers/ADA/alarms/emergency lighting (interior & exterior)/MEP (mechanical fresh air circulation and air conditioning)
- Abate any hazardous material – encapsulation is not acceptable
- ILSM – Interim Life Safety Measures for working in an occupied building

(Also see BSF Filing Requirements)

INTERIOR BUILDING ENVIRONMENT:

Mechanical Systems

- Separate **independent** commissioning of Mechanical Electrical Plumbing (MEP) systems to include air flow balancing contractor hired directly by the building committee (not the construction manager or design team) and reporting directly to the building committee **and** the Board of Education
- Lighting fixtures – standard type(s), ease of maintenance, coordinated with presentation stations (projectors & projection surfaces)
- Boilers shall be capable of dual-fuel operation (oil/gas)
- Update of existing building management controls consistent with newer systems in the district
- Low voltage systems to be designed to district standards
- Proper shutoff and backflow valves located to provide easy and quick access
- Upgrade telephone system to provide the capability of 8 incoming phone lines and 24 extensions
- Master clock system in all spaces

Interior Spaces

- Ceiling systems – standard sizes 2x2 or 2x4, standard tiles, wide grids 9/16", no strange patterns, consistent choices
- Millwork – solid surface countertops/plastic laminate cabinets/wire pull handles/euro-hinges
- Flooring – carpet in Library Media Center only, VCT or other easily mopped finish in classrooms, corridors, office areas, etc.
- Review the need for magnetic hold-open devices throughout the building
- Storage/Maintenance requirements need to be reviewed for the entire facility
 - Storage for grounds – gasoline storage, snow blower, lawn mower, etc.
 - Storage for office and curriculum – office supplies, art supplies, gym equipment, music equipment, PTA, etc.
 - Custodian – office space with desk and computer, breakroom, appropriately sized space in each area (floor) for daily maintenance equipment and supplies
- Accessory and gang toilet rooms meeting district standards to be located at convenient locations for students and staff
- MDF/IDF room with temperature control and alarms
- Kitchen update – Review equipment (size, condition, etc.), storage space, serving lines, etc including but not limited to:
 - Storage for dry goods
 - Walk-in Refrigerator
 - Walk-in Freezer
 - Washer & Dryer
 - Two Serving lines with power and network access
 - Food Service Manager – lockable office space with desk and computer
- Drinking fountains – update to ADA throughout
- Built in shelving, cabinets and countertops sufficient for instructional material storage
- Built in shelving, cabinets and countertops sufficient for office material storage (lockable)
- FF&E – New Spaces – Appropriate furniture and equipment to accommodate the intended use of the room/space inclusive of student desks and/or tables, chairs bookcases, storage, teacher desk & chairs, learning centers for individual and/or group instruction, computer tables & chairs, area carpets, room darkening shades, appropriate projection surface for use with multimedia projector, wall pads, basketball hoops, fire resistant file cabinets, tackboards, tackstrips, whiteboards, flags, clocks, pencil sharpeners, paper towel dispensers, soap dispensers, etc.

- FF&E – Existing Spaces – Replace any furniture in fair or poor condition based on a detailed survey of existing FF&E in all spaces. Replacement FF&E shall be aligned with current standards and 21st century teaching techniques
- Stage Area – Provide curtains, light and sound system consistent with newer systems in the district
- Library Media Center, Gym and Cafeteria – Provide a sound system consistent with newer systems in the district
- Lockers are to be replaced throughout the building. Quantity shall be one locker per student (1st through 5th grades) based on the maximum class sizes

SITE DEVELOPMENT:

- Exterior traffic patterns – bus drop off large enough for a six bus queue, parent drop off reconfiguration to provide separation from the bus traffic and queue, additional parking (total parking on site to be 90 to 100 spaces)
- Site drainage review and upgrade (including the field drainage)
- Review condition of all site constructions (retaining walls, curbs and sidewalks, pavement, soccer field, etc.)
- Provide hard surfaced (asphalt) play areas adequate for program needs (match or increase pre-project square footage)

COMMUNITY USES:

Riverfield Elementary School does not contain or host space(s) for other town departments or outside firms. The building is used exclusively as an elementary school. The building facilities are available to the public on a reservation basis when the building is not in use (nights and weekends). Some of these uses include among others:

- Parent Teacher Association (PTA) meetings and events
- Cub Scouts
- Girl Scouts
- Various school clubs
- Civic group meetings

Riverfield Elementary School is not used as a polling place.

CSDE BSF FILING REQUIREMENTS (for Reimbursement):

This project shall be designed so that it can be filed with the Connecticut State Department of Education - Bureau of School Facilities under at least the following project types:

- Extension of Facility
- Alteration of Existing Facility
- Code Violation

Full consideration shall be given to the benefit of filing the project as a Renovation as defined by C.G.S. 10-282 (18).

As required by C.G.S. 10-291 a Phase I environmental site assessment in accordance with ASTM Standard #1527 shall be conducted prior to the approval of architectural plans.

Riverfield Elementary School hosts Open Choice students. Given participation in the program the district will pursue a construction grant bonus in accordance with Connecticut General Statute 10-285a(g).

The following codes shall be addressed by this project:

- Fire
 - Sprinkler
 - Fire alarm
 - Emergency lighting
 - HVAC
 - Electrical
- Health
 - Asbestos
 - Kitchen
 - Toilet rooms
 - Environment
- Access for persons with disabilities
 - Accessibility to all programs
- OSHA
- Building
 - Building area limits
 - Mixed uses