WILTON PUBLIC SCHOOLS

WILTON, CONNECTICUT

MILLER-DRISCOLL SCHOOL EDUCATIONAL SPECIFICATIONS

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Table of Contents

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MILLER-DRISCOLL SCHOOL
EDUCATIONAL SPECIFICATIONS

INTRODUCTION

Educational specifications provide a description of the general nature and purpose of a proposed school building project. They provide a guide to help the architect and other individuals understand the specific facility needs. This document will support the architect and engineer as the facility design and scope are further developed.

PURPOSE AND MISSION OF THE WILTON PUBLIC SCHOOLS

Fundamental Purpose

The fundamental purpose of the Wilton Public Schools is to set the highest standards of educational excellence and within this context enable each student to:

- achieve his/her personal best;
- demonstrate character values to function responsibly within our system of self-government;
- develop intellectual curiosity;
- exhibit skills and build a foundation for lifelong learning.

Mission of the Schools

All students will acquire the knowledge, skills and attitudes that enable them to:

- enjoy lifelong learning
- build meaning and purpose into their lives
- become involved, productive and fulfilled members of society within a framework of shared values.

WILTON PUBLIC SCHOOLS' THEORY OF ACTION

If we sustain a mutually supportive and trusting environment with our community, and…

If we maintain a faculty and staff with commitment, passion and competencies, and foster a culture of professional growth, and…

If we develop a rigorous, relevant curriculum, and instructional methods that value depth of understanding, and if we use student performance data to inform instruction and evaluate curriculum, and…

If we ensure that every student is known well and provide a safe and nurturing learning environment, and…

If we ensure that all students and staff possess the competencies to communicate, adapt, contribute responsibly and excel in an increasingly technologically-based global community, and…

If we develop a budget that represents value in the eyes of the community and gains the support of Wilton taxpayers,

Then our students will possess the knowledge, skills, values and passion necessary for life-long learning, and will be responsible, successful and productive members of the workplace, family, and society in a rapidly changing world.

PROJECT RATIONALE

The rationale for this project is two-fold:

1) Enrollment in the State-mandated special needs Pre-school program has increased to the point where the program has outgrown the available space at Miller-Driscoll School. There are no other spaces within the district that can accommodate the program.

2) The original Miller and Driscoll schools were constructed in the 1960's. While the buildings are structurally sound, major mechanical and structural systems are in need of replacement or significant upgrade.

BACKGROUND

The Tilford W. Miller School, a 55,000 square foot building, was opened in 1964. In 1970, the 50,000 square foot Ina E. Driscoll School was opened. The complex was expanded in 1989 and the Peach Core was built, linking the two schools. In 1996, the school administrative offices and the Library/Media Center were expanded. As a result of the projects, the square footage of the Miller-Driscoll School was increased to approximately 129,600 square feet.

Concerns were first expressed about the need for additional Pre-School space due to increasing enrollment in March, 2004. During the preparation of its 2005-06 budgets, the Board of Education (BOE) included a TBD placeholder in its capital bonded plan for 2007-08 and 2008-09 for an expansion of the Pre-School at the Miller-Driscoll campus. In early 2006, the BOE engaged an architect to explore options for creating additional Pre-School space and directed the Superintendent to develop Conceptual Educational Specifications for a Pre-School Building Project. Later that year, the Council on Public Facilities (CPF) recommended that the schools be given the first option on Comstock as an alternative location for the Pre-School. Subsequently, the BOE voted to keep the Pre-School on the Miller-Driscoll campus and approved Conceptual Educational Specifications for a Pre-School Building Project.

In August, 2007, the Board of Selectmen (BOS) adopted the Wilton Bonded Capital Project Process which requires each advocate of a capital project to present a Statement of Requirements (SOR) to the BOS for its approval. In late 2007, a Pre-School Building Project Steering Committee was convened and began work on an SOR. The CPF instructed the BOE to include in the SOR the major repairs and upgrades needed at the Miller-Driscoll complex. In the spring of 2008, the BOE approved an SOR which detailed the needs of the Pre-School program and identified the major maintenance/system upgrades needed at the complex. Based upon the approved SOR, the BOE engaged The SLAM Collaborative to conduct a feasibility study to address the objectives stated in the SOR. When the feasibility study was presented to the BOE in 2009, one open question was whether planning should be done based on a two school model or a one school model. In March, 2010 the BOE approved the consolidation of Miller School and Driscoll School into a single school to be known as Miller-Driscoll School. Combining the two schools did not change the total square footage of the complex. This complex currently houses

the Pre-School and K–2 programs of the Wilton Public Schools. The feasibility study was revised to reflect a single school model and to add costing information. Likewise, the SOR was revised to reflect a single school model and was sent to the First Selectman in October, 2011, thus initiating CPF review.

In January, 2012 the CPF Chairman recommended to the BOS that it reject the SOR as it did not sufficiently detail the needs of the K-2 Program. The BOS rejected the SOR. The CPF Chairman instructed the BOE to delete major upgrades and maintenance projects from the SOR. In March, 2012 the BOE approved an SOR which detailed the needs of the K-2 program as well as the needs of the Pre-School program and which did not include major upgrades and maintenance projects needed at the Miller-Driscoll complex. At the April, 2012 presentation of the revised SOR, the BOS raised the question of whether a new school was required or whether the existing building could be renovated. To determine the structural integrity of the existing building, the BOS decided to have a forensic evaluation of the building done during the summer of 2012. The results of this evaluation were presented to the BOS in December, 2012. The forensic study concluded that the infrastructure of the buildings is solid but that major systems needed to be upgraded or replaced.

WILTON BOARD OF SELECTMEN'S PURPOSE AND OBJECTIVES FOR THE PROJECT

Based upon the results of the forensic study, the BOS decided to renovate the Miller-Driscoll building and developed the following Statement of Purpose and Objectives for the project:

BOS Overall Purpose of the Project:

Consistent with current educational standards and the BOE's revised Statement of Requirements, the overall purpose of the project is to renovate and upgrade Miller- Driscoll School in order to extend the useful life of the building and site as Wilton's only Pre-K and K-2 school for the next 25 to 30 years.

BOS Statement of Objectives:

The BOS's objectives for the Miller-Driscoll project are to:

1. Provide sufficient and appropriate space for instructional and support services that can accommodate 880 K-2 students (a projected average of 765 students over the next eight years plus a 15% margin for error).

2. Dedicate approximately 10,000 square feet of contiguous space for another 75+ preschool students, many of whom have special needs that require increasingly more complex and individualized services.

3. Rehab and improve both the Miller Driscoll building and site in order to:

    - Meet current code requirements for occupants' health, safety and access.
    - Provide a proper 21st century classroom environment including appropriate infrastructure to support increased use of technology.
    - Allow Pre-K and K-2 students to share facilities and services.
    - Lower overall operating and maintenance costs plus conserve energy.
    - Improve traffic flow and safety for cars, buses and pedestrians visiting the site.
    - Recapture underutilized space for instructional purposes and improve access to common areas wherever feasible and cost-effective.
    - Provide sufficient flexibility to account for future growth in enrollment.

- Unify and enhance the exterior appearance and overall functioning of the building.
- Allow for easy connection to the new sewer line on Wolfpit Road.
- Ensure the boiler and HVAC system are convertible to natural gas.

4. Address deferred maintenance issues in order to preserve the structural integrity of the building and extend its useful life another 25 to 30 years.
5. Remedy issues and concerns identified in the 2012 forensic analysis conducted by Turner Construction Company.
6. Create a single main entrance to the building with enhanced security.
7. Plan to utilize the building as an emergency shelter for the Town.
8. Consider options --- including temporary classrooms and phasing of construction --- that minimize disruption to the educational program and mitigate exposure to hazardous materials during the construction period.
9. Explore opportunities for reimbursement from the State of Connecticut.
10. Accomplish all of the above in a manner that gains the support of Wilton voters.

WILTON BOARD OF EDUCATION'S VISION OF THE PRE-SCHOOL PORTION OF THE PROJECT

The BOE's vision of the Pre-School portion of the project is to create spaces that meet the following educational needs and program objectives of the Wilton Pre-School:

- Provide a safe, age appropriate, healthful and energy-efficient facility that will house a continually evolving and dynamic special needs Pre-School program and that will accommodate emerging educational technology.

- Create appropriate, well-equipped spaces for specialized services for students in the Pre-School and K–2 programs with developmental, communication, cognitive, social, sensory and/or motor disorders.

- Allow for flexibility in allocation of programming and resources to accommodate the changing needs of students requiring special services in the Pre-School and K–2 programs.

- Create appropriate space that responds to Pre-School program needs for classroom space (size, configuration, acoustical qualities, etc.), meeting space, support services (conducive to the delivery of therapeutic intervention), storage (materials, supplies and equipment), indoor/outdoor play space, external and internal circulation, and a dedicated Pre-school entrance that allows Pre-school parents to access the Pre-School to accommodate varying student drop-off and pick-up times throughout the day.

- Promote collaboration with parents and staff by providing appropriate reception and meeting space that also ensures the necessary privacy and confidentiality for families.

- Ensure a building design that complies with mandates and guidelines for delivery of services to pre-school students with special needs.

WILTON BOARD OF EDUCATION'S VISION OF THE K-2 PORTION OF THE PROJECT

The BOE's vision of the K-2 portion of the project is to create space that will meet the current and future needs of a vibrant, child-centered K-2 program. To do this, the project must:

- Provide a safe, age appropriate, healthful and energy-efficient facility that is appropriate for early elementary education in the 21st Century and that accommodates emerging educational technology.
- Create appropriate space that responds to 21st Century K-2 program needs for classroom space (size, configuration, acoustical qualities, access to technology, built in flexibility, wall display space etc.).
- Create space that is flexible enough to accommodate cyclical fluctuations in enrollment.
- Create appropriate, well-equipped spaces for specialized services for students in the Pre-School and K–2 programs with developmental, communication, cognitive, social, sensory and/or motor disorders.
- Allow for flexibility in allocation of programming and resources to accommodate the changing needs of students requiring special services in the Pre-School and K–2 programs.
- Create a prominent single main entrance to the K-2 school with a vestibule and canopy including a reoriented reception area and lobby with enhanced security.
- Add canopies over the north and south student pick up/drop off areas.
- Create additional storage spaces in classrooms and/or cores.
- Create additional meeting space/conference rooms.
- Create dedicated multi-purpose space.
- Create partitioned small group work spaces to accommodate 2 or 3 children and an adult.
- Ensure that there is sufficient cafeteria, gymnasium, performance and library/media

center space to meet the needs of the K-2 program.

- Sufficient and appropriately located student and staff restrooms.

WILTON BOARD OF EDUCATION'S VISION OF THE MAJOR UPGRADES AND IMPROVEMENTS

PORTION OF THE PROJECT

While buildings are not the driving force for improved learning or the accomplishment of the purpose and mission of the Wilton Public Schools, the physical aspects of an educational facility do have an impact on learning in a variety of ways. The building should provide a physical environment that is welcoming, safe, comfortable, healthful and accessible. It should also be attractive, well-maintained and conducive to teaching and learning. Building organization ought to reflect the unique needs and characteristics of pre-school and primary-aged children. In particular, the portion of the building dedicated to the Pre-School program must be designed to accommodate the programs for children with special needs. As we plan for the year 2015 and beyond, the school building infrastructure must support the fact that technology will provide significantly more learning options for students of all abilities. Finally, all Miller-Driscoll students should feel that they are part of a small, caring community where they are well known by at least one adult.

ENROLLMENT PROJECTIONS

WILTON PUBLIC SCHOOLS ENROLLMENT PROJECTIONS - October 2012

Year	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Out of District	Total PreK-12	9-12	6-8	3-5	PreK-2-	K-12 (w/o PreK & Out of District)
2012	75	269	289	322	298	365	333	343	370	340	350	335	302	323	20	4334	1310	1053	996	955	4239
2013	75	**244**	283	295	327	304	368	333	344	369	333	344	330	305	20	4274	1312	1046	999	897	4179
2014	75	**237**	**258**	289	300	333	307	368	334	343	362	327	339	333	20	4225	1361	1045	940	859	4130
2015	75	**226**	**251**	**264**	294	306	336	307	369	333	336	356	322	342	20	4137	1356	1009	936	816	4042
2016	75	**220**	**240**	**257**	**269**	300	309	336	308	368	326	330	351	325	20	4034	1332	1012	878	792	3939
2017	75	249	**234**	**246**	**262**	**275**	303	309	337	307	361	320	325	354	20	3977	1360	953	840	804	3882
2018	75	250	263	**240**	**251**	**268**	**278**	303	310	336	300	355	315	328	20	3892	1298	949	797	828	3797
2019	75	251	264	269	**245**	**257**	**271**	**278**	304	309	329	294	350	318	20	3834	1291	891	773	859	3739
2020	75	253	265	270	274	**251**	**260**	**271**	**279**	303	302	323	289	353	20	3788	1267	853	785	863	3693

Students currently in our schools

Children born but not yet in school

Children not yet born

Projections prepared by Ellen Essman, Oct. 2012

Reviewed by the Board 10/25/12

COMMUNITY USERS

The Miller-Driscoll School complex is used by the following community users:

- Girl Scouts, Daisy Scouts and Boy Scouts
- Fairfield County School Librarians
- Town of Wilton – Shelter
- Community Nursery School of Wilton
- Miller-Driscoll PTA
- Nursing and Home Care
- Town of Wilton – Hazardous Waste Pick Up – Conservation Commission
- Town of Wilton Health Department
- Walter Schalk School of Dance
- Wilton Public Schools – Safety Committee
- Wilton Continuing Education – Before and After School Childcare
- Wilton Continuing Education – Before and After School Extracurricular Programs for Children
- Wilton Continuing Education – Adult Programs
- Technology Expo
- Wilton Family YMCA

- Wilton Independent Summer School
- Wilton Lacrosse Association
- Wilton Little League
- Wilton Parks and Rec – Before School Classes
- Wilton Parks and Rec – Youth Teams/Clinics
- Wilton Soccer Association
- Wilton Youth Football and Cheerleading
- Gilman Lacrosse
- Wilton Baseball and Softball

CAPACITY DATA

The peak enrollment at Miller-Driscoll occurred in 2007 with 1061 students attending the Pre-School and K-2 programs. Given the projected decline in K-2 enrollment, there will be opportunities for the K-2 program to reclaim space previously re-deployed to accommodate a growing Pre-School program.

Miller-Driscoll school is approximately 129,600 square feet. Should it be determined that the solution include new construction, the site will accommodate a 9000-10,000 square foot addition without violating Wilton's Planning and Zoning Site Coverage Regulations.

Miller-Driscoll School
Detailed Description of Program Spaces

This section contains a detailed listing of the specific program space needs. The descriptions presented in this section are a result of significant conversations with staff and administration at Miller-Driscoll School. The spaces also reflect the vision of the Board of Education and the purpose and objectives of the project as defined by the Wilton Board of Selectmen.

Pre-School Program Spaces:

To meet the BOE's vision, the Pre-School program requires the following spaces:

- Five classrooms including a children's sink with hard floor apron; a reading/book area; a table area and a play/gym area which allows for observations without disruption of services through use of one-way mirrors @ approximately 900 square feet each. May be located in renovated existing space or in newly constructed space.

  (The enrollment of the Pre-School varies throughout the year as students reach age three. We anticipate that six classrooms serving 16 students each will enable us to operate within the class size guidelines set forth in Board of Education policy at a maximum enrollment of 96 students; but recognize that the number of students per classroom may vary based upon the individual needs of each student.)

- In-classroom lavatories that are appropriately sized and include two toilets, one lavatory, one changing table, a privacy screen and appropriately positioned fixtures @ approximately 100 square feet each. May be located in renovated existing space or in newly constructed space.

- One multi-purpose room for play groups, social skills instruction, parent training, adaptive physical education class, etc., which may be subdivided as needed and which allows for observations without disruption of services through use of a one-way mirror of approximately 600 square feet. May be located in renovated existing space or in newly constructed space.

- An equipment storage room for each classroom that is directly accessed from the classroom @ approximately 64 square feet each. May be located in renovated existing space or in newly constructed space.

- Creation of a dedicated Pre-School entrance, with appropriate security measures, that is accessible to vehicular traffic. May be located in renovated existing space or in newly constructed space.

- One reception /waiting area with private parent consultation room of approximately 100 square feet. May be located in renovated existing space or in newly constructed space.

- One office for the Director of Pre-School Services of approximately 200 square feet.

May be located in renovated existing space or in newly constructed space.

- One secretarial/support office of approximately 100 square feet. May be located in renovated existing space or in newly constructed space.

- One conference room of approximately 300 square feet. May be located in renovated existing space or in newly constructed space.

- Four offices for speech/language pathologists, which allows for observations without disruption of services through use of a one-way mirror @ approximately 200 square feet each. May be located in renovated existing space or in newly constructed space.

- One office for school psychologist of approximately 100 square feet. May be located in renovated existing space or in newly constructed space.

- One office for social worker of approximately 100 square feet. May be located in renovated existing space or in newly constructed space.

- One office for BCBA coordinator of approximately 100 square feet. May be located in renovated existing space or in newly constructed space.

- One physical therapy room which includes space for staff computers/workstations, hookups for suspended equipment, shelving for storage of equipment and allows for observations without disruption of services through use of a one-way mirror of approximately 300 square feet. May be located in renovated existing space or in newly constructed space.

- One occupational therapy room which includes space for staff computers/workstations, shelving for storage of equipment and allows for observations without disruption of services through use of a one-way mirror of approximately 300 square feet. May be located in renovated existing space or in newly constructed space.

- One Health Office of approximately 200 square feet. May be located in renovated existing space or in newly constructed space.

- One staff room of approximately 200 square feet. May be located in renovated existing space or in newly constructed space.

- One uni-sex staff toilet room of approximately 70 square feet. May be located in renovated existing space or in newly constructed space.

- One file/storage/copier room of approximately 100 square feet. May be located in renovated existing space or in newly constructed space.

- Adequate space for support/circulation/mechanical of approximately 1,500 square feet. May be located in renovated existing space or in newly constructed space.

- Appropriately sized playground area and equipment to be located adjacent to the Pre-School programmatic space.

K-2 Program Spaces

To meet the BOE's vision, the K-2 program requires the following spaces:

- 45 general education classrooms (15 each for K, 1 & 2). This number of classrooms will provide the flexibility needed to accommodate changing enrollment. At the lower end of the BOE's class size practice these classrooms would accommodate 840 students, at the mid-point of the practice 885 students and at the upper end of the practice 930 students. In addition, as enrollment decreases and fewer classrooms are needed these spaces could be redeployed for other purposes such as a dedicated science room, an additional computer lab, small group instruction spaces etc. Ideally, each classroom will include a sink with a hard apron, a reading/book area, a table area, space for 18 -22 desks, student cubbies, a teacher's desk and storage. To the extent possible, the 15 Kindergarten classrooms should each include a lavatory of approximately 50 square feet. The 45 general education classrooms are to be located in existing spaces.
- 3 music rooms to be located in existing spaces.
- 2 art rooms, including a sink with a hard apron to be located in existing spaces.
- 2 reading rooms to be located in existing spaces.
- 1 Computer classroom with 22 student computer stations to be located in existing spaces.
- 5 Special Education Resource rooms to be located in existing spaces.
- 1 faculty room to be located in existing spaces
- 1 science storage room to be located in existing spaces.
- 3 Psychologist's offices to be located in existing spaces.
- 1 Social Worker's office to be located in existing spaces.
- 1 Counselor's office to be located in existing spaces.
- 3 Speech and Language rooms to be located in existing spaces.
- 1 Writing Resource room to be located in existing spaces.

- 1 OT/PT room to be located in existing spaces.
- 1 English Language Learner room to be located in existing spaces.
- 7 small group instruction rooms to be located in existing spaces.
- Main Office Entrance/Reception Area to be reconfigured.
- 1 Principal's office to be located in existing spaces.
- 2 Assistant Principal's offices to be located in existing space.
- 1 Conference Room to be located in existing space
- 1 Assistant Director of Special Education's office to be located in existing space
- 1 Special Education Secretary's office to be located in existing space
- 1 Main Office Storage Area to be created within the reconfigured Main Entrance/Reception Area.
- 1 Faculty Workroom to be located in existing space.
- 1 classroom dedicated to Continuing Education programs to be located in existing space.
- 1 Health Office to be located in existing space.
- 1 Library/Media Center with story tower and nook to remain at its present location and size.
- Cafeteria/kitchen/kitchen storage/multipurpose space which may remain in its present location, which may be relocated within existing footprint or which may be a part of new construction.
- Gymnasium space to remain at its present location.
- 1 Custodial Office to be located in existing space.
- 1 Receiving Area to be created.
- Sufficient storage spaces throughout the building for storage of instructional supplies, furniture, and custodial supplies and equipment, as well as, sufficient central/all school storage area accessed from the interior and exterior of building. To be added.
- Sufficient, updated, ADA compliant and appropriately located staff and student restrooms. Diaper changing stations shall be included in the ADA compliant student

restrooms in the K-2 sections of Miller-Driscoll. Some existing restrooms to be renovated, additional restrooms to be added.

- 1 boys restroom and 1 girls restroom each with 4 stalls (1 of which is ADA compliant) outside the cafeteria and gymnasium areas to be added.
- 2 boiler rooms to remain at their existing location and size.
- Elevators, as required, should there be a multi-level addition.

There will be minimal moving of interior masonry walls.

SYSTEMS UPGRADES AND REPLACEMENTS

Several of the BOS's objectives address necessary repairs and upgrades to the building. These upgrades/replacements are necessary to meet the Board of Education's objectives for the project and include:

- Deferred maintenance
- Code compliance issues
- Issues identified in the 2012 forensic evaluation
- Sewer connection
- Improved energy efficiency
- Shared spaces within the building
- Unified and enhanced building exterior

Building Envelope:

1. Roof , Corten steel siding and drainage

The Miller-Driscoll roof and skylights have leaked extensively for almost a decade. Likewise, the Cor-ten steel siding allows moisture to penetrate the building. The BOE's vision of this portion of the project is a complete replacement of the roof, skylights, Cor-ten steel siding and associated drains. The issues identified in the 2012 forensic evaluation would be remedied by a complete replacement of these systems.

In the fall of 2011, Beacon Reps performed independent evaluations of the roofs. According to Beacon Reps November 15, 2011 report, the single EDPM roof installed as part of the 1995 addition is largely performing as expected. There are, however, several areas where the seams are opening up and other areas where there are splits in the metal flashing. One section appears to be delaminating from the insulation which could leave the roof loose in that area. It should be noted that warranty on this roof will expire in 2015.

A built up roof was installed on Miller in 1995 and on Driscoll in 1998 and 1999. Beacon Reps December 4, 2011 report on these roofs states 'The gravel surfaced built up roof is severely weathered and is showing its age. The roof is in failure mode. Numerous defects are developing which will ultimately lead to faster failure of the roof system." These roofs will be near or beyond their warranty by the time the renovation project is completed. The summer 2012 forensic evaluation concluded that while there were some signs of minor rust on the structural steel beams, there was no structural deterioration of the beams or the roof deck.

The Cor-ten steel siding is original to both buildings. A visual inspection of the siding reveals rusting and holes in the siding. The Miller-Driscoll principal has reported that rain and snow enter the building through the holes in the siding. The 2012 forensic evaluation confirms that the Cor-ten steel shows evidence of rusting. The report went on to say that the systemic problem at both schools is the gutters within the steel skirt. At Miller, water exiting from the gutters washes away mortar from the adjacent brick walls. At Driscoll, water from the gutters flows into the cavity of the building. However, the metal panel system and metal coping at the newer additions are in good condition. The December 4, 2011 roof evaluation also noted that where the steel siding is connected to the brick veneer, leaks and movement of the siding have caused cracking and movement of bricks.

2. Windows:

Miller-Driscoll, a building with extensive exterior walls, has many single pane windows in the original parts of the building. The 2012 forensic evaluation found that these windows are in fair condition, that the sealant between the glass and the aluminum frame is failing and/or falling out allowing water to enter the building. Replacement of these windows with a more energy efficient window should lower operating costs and conserve energy. Consideration should also be given to whether or not 'security' glass and/or shades should be installed. This may be a full or partial replacement of windows.

3. Mortar repair/replacement:

The 2012 forensic evaluation found the exterior masonry walls to be in fair condition. Walls that have been exposed to runoff are in poorer condition. These walls should be repointed after the roof, Cor-ten siding, drainage issues causing the runoff are remedied. Repair/replacement of existing mortar will be done on an as needed basis.

<u>Indoor Air Quality:</u>

The overall goal for the Indoor Air Quality renovation part of the project is to heat, cool and ventilate all areas of Miller-Driscoll in such a way as to provide a superior learning and working environment. At a minimum, the new indoor air quality system will meet Connecticut High Performance Building Guidelines. The building committee shall retain a commissioning agent from plan and specification review through final commissioning of the system and warranty expiration. Before selecting an indoor air quality system, the building committee shall ensure that energy modeling and acoustical analyses are completed. The system's energy efficiency monitoring and system control shall be controlled by an integrated, direct digitally controlled, state of the art building management system with features commensurate with the ability of the maintenance staff to manage and maintain the system. Indoor air quality shall also be monitored and maintained by the building management system. Demand ventilation based on indoor CO2 levels shall be included to minimize energy cost and increase indoor air quality. This will be a

complete replacement and upgrade of the existing ventilating and air-conditioning system although some existing duct work may be reused.

The Miller and Driscoll boilers are approximately a decade old. According to the District's Director of Facilities, the boilers have much life left in them and can be converted to burn natural in anticipation of the Yankee Gas line being extended up Wolfpit Road. This will be a modification of the existing heating system.

Electrical System

The electrical infrastructure in original parts of Miller-Driscoll is more than 40 years old and should be replaced. The new electrical infrastructure should include:

- New main distribution panels
- New switches
- New subpanels
- Additional outlets
- High efficiency lighting
- Occupancy sensors in each room
- New public address system

Each normally occupied teaching space, office, library/media center, staff lounge, administrative spaces, boiler rooms, and kitchens shall be linked by a telephone and speaker system which provides public address, emergency, outside line access, and internal communications. All spaces shall receive emergency call announcements. Electric, data and telephone systems shall be sufficient to accommodate programmatic needs and the district technology plan.

In addition, the electrical upgrades must accommodate the new HVAC system and additional technology infrastructure as well as remedy any deficiencies noted in the 2012 forensic evaluation report. Electrical upgrades will be a modification of the existing electrical infrastructure.

Fire Alarm, Fire Suppression and Security

A new fully code compliant fire, smoke and CO detection, alarm and sprinkler system will be installed in the building. In determining the security for the site and renovated building, the Building Committee shall consider the objectives and recommendations of the Wilton Security Task Force as well as recommendations from state and federal task forces. The amount of ground floor uncovered single pane glass windows and the lack of interior door locks are of particular concern to the MD community.

Technology

The BOE's vision of the role that educational technology will play in education during the next several decades is based on the critical importance of preparing students for productive, healthy, responsible and satisfying lives in the 21st Century. The speed at which technological changes are occurring suggests that schools will need to teach students skills that will outlast the changes in technology while preparing them to adapt to the changing landscape of the 21st Century.

Our vision of technology is based on the following guiding principles:

- The instructional program of the 21st Century will require technology that supports a mobile, web-based learning environment. As technology continues to evolve, the curriculum will need to:
- Emphasize critical thinking, insight and analysis – not just the 2 R's
- Integrate new media literacy. In addition to teaching reading printed materials, we will be teaching students how to read on the internet.
- Promote experiential learning that stimulates the ability to solve problems, collaborate and to read, respond and adjust to social cues.
- Provide for real-time performance assessment of student learning.
- Be based on performance results that may identify learning difficulties. For students identified with learning difficulties, we will need to provide personalized interventions.
- Emphasize interdisciplinary learning for all, as real problems cross subject boundaries.
- Harness and energize the informal learning that happens during 80% of time when learners are not in school.

The physical design of the space, including the type of ceiling, needs to be such that it will be flexible enough to accommodate a variety of technologies. Furniture would likely be mobile and accommodate students in traditional classroom lecture style as well as in more collaborative learning settings. Our assumption is that our youngest learners will still spend the bulk of their day interacting with teachers in various sized learning groups. There will be a need for spaces that will accommodate human and technologically facilitated "presentations." There will also be a need to have spaces that will allow for smaller group collaboration. Although the Library-Media Center will gradually become digital, we believe a part of the existing space will be able to be transformed to accommodate a technology resource room for the school. Labs dedicated to desktop computers are already a thing of the past, as technology is beginning to take place throughout school facilities, and that laptop carts or individual tablets will be provided for the students within their classrooms. Computer rooms, as we know them today, will instead be project or resource rooms that will provide access to specialty technology systems or software.

The technology infrastructure will require that each classroom has a sufficient number of electrical and data outlets and that there is provision for data and electrical cabling that provides sufficient bandwidth. Provisions need to be made to accommodate wireless technologies, and charging stations for equipment – both personal devices that the students may be carrying (IPod or other tablet for example) and laptops and other technologies provided by the district.

Technology infrastructure work will be a combination of modifications, upgrades and replacements to existing system.

Plumbing

The school shall be connected to the sewer in Wolfpit Road and the septic system abandoned in place according to code. The sewer connection was completed in April 2013.

The building shall exceed the minimum code requirements for the number of toilet fixtures and sinks for students and for faculty. There shall be sufficient and appropriately located student and staff restrooms throughout the building. It is important to note that as some special needs students move from the Pre-School to the K-2 program they continue to need an ADA compliant restroom, therefore, ADA compliant restrooms, including diaper changing stations, shall be located throughout the building. The plumbing work included in the project will be a combination of upgrading and modifying some of the the existing restrooms and adding new restrooms.

Site

Site development will be a combination of new, modified and upgraded improvements.

Parking and Access Road

- Sufficient parking capacity for regular school use including sufficient parking for itinerant staff and the daily average number of visitors and parent volunteers. Presently there are 157 regular parking spaces plus 7 handicapped parking spots on the site. There 120 full time employees, 47 itinerant and part-time employees and on average about 45 volunteers/visitors per day, on a regular basis. This does not include visitors for special events. These numbers include Miller-Driscoll and Preschool combined. Based upon these numbers, an additional 55 parking spaces are needed on the site.
- Provide space for snow removal
- Design new parking with proper drainage
- If new staff parking is located at the rear of the building a keyless entry should be provided on that side of the building.
- Create an access road for emergency response passage around the entire building

Traffic Flow

- One-way traffic flow around the building.
- Separate Pre-School and K-2 drop-off/pick-up areas
- Canopy for students who are waiting for pick-up
- Bus entry, exit, pick-up and drop-off to be separate from parent student entry and exit for student drop-off/pick up areas

Playgrounds

- No fewer than two (2) appropriately sized K-2 playgrounds
- One appropriately sized Pre-School playground located adjacent to the Pre-School programmatic spaces

Security

- Site security should be evaluated in light of State and Wilton Security Task Force recommendations.

Building Exterior

Currently, there are two main K-2 entrances which are somewhat hidden on the side of the administration area. The BOE's vision is to unify the exterior of the building by creating a single, prominent K-2 entrance with a vestibule and canopy. The new entrance should lead into a reoriented administration area. In addition, there will be a dedicated Pre-school entrance. Enhancements to the building exterior will occur as a result of the replacement of the Cor-ten steel siding and drains as well as from mortar repairs. It is desirable to add canopies over the north and south student pick up/drop off areas.

Building Interior

K-2 spaces previously lost to the Pre-school program should be recaptured for use by the K-2 program. In an effort to accommodate the needs of increasing numbers of students with hearing impairments, efforts should be made to provide rooms that are acoustically appropriate in that they have sound fields and other ways of reducing ambient noise that can interfere with student learning.

Community Refuge

The BOS objectives for the renovation of Comstock Community Center designate Comstock as the primary community refuge for the Town of Wilton. Accordingly, Miller-Driscoll would be a secondary community refuge. The BOE envisions maintaining the existing generator at Miller-Driscoll, including rewiring it if necessary, to serve the portion of the building designated as an emergency shelter.