

Revised Statement of Requirements

Capital Project

Miller-Driscoll School

Wilton, Connecticut

Submitted By

The Wilton Board of Education

February 7, 2013

INTRODUCTION

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. 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 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. Based upon the 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 TCC.

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.

The BOS's vision for this project is reflected in its Statement of Purpose and Objectives for the project as stated above. This Revised Statement of Requirements is submitted by the BOE at the request of the BOS and addresses the BOS Statement of Purpose and Objectives rather than strictly following the required content of a Statement of Requirements as set forth in the Requirements Phase of the Wilton Bonded Capital Projects Process.

At the outset, it is important to note that Miller-Driscoll is Wilton's only Pre-K – 2 school. As such, it must continue to operate 12 months a year during construction without compromising the educational program or health and safety of the occupants. Details of the phasing of the project and timing of abatement activities are best addressed by the Building Committee and the Construction Manager at a later date.

When the voters have approved a bonded capital appropriation for the renovations at Miller-Driscoll, the BOE will explore with the State Department of Education opportunities for reimbursement for the project. Whether or not the Town of Wilton seeks or receives reimbursement for the project, it is the intent of the BOE and the BOS that the project meets or exceeds the Connecticut High Performance Building Guidelines as they pertain to public schools.

K-2 PROGRAM

One of the BOS's objectives is to have the project 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).

The BOE's vision of this 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.
- ❑ 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.

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.
- ❑ 3 music rooms
- ❑ 2 art rooms, including a sink with a hard apron.
- ❑ 2 reading rooms

- ❑ 1 Computer classrooms with 22 student computer stations
- ❑ 5 Special Education Resource rooms
- ❑ 1 faculty room
- ❑ 1 science storage room
- ❑ 3 Psychologist's offices
- ❑ 1 Social Worker's office
- ❑ 1 Counselor's office
- ❑ 3 Speech and Language rooms
- ❑ 1 Writing Resource room
- ❑ 1 English Language Learner room
- ❑ 7 small group instruction rooms
- ❑ Main Office Entrance/Reception Area
- ❑ 1 Principal's office
- ❑ 2 Assistant Principal's offices
- ❑ 1 Conference Room
- ❑ 1 Assistant Director of Special Education's office
- ❑ 1 Special Education Secretary's office
- ❑ 1 Main Office Storage Area
- ❑ 1 Faculty Workroom
- ❑ 1 classroom dedicated to the Kinder Kids program.
- ❑ 1 Health Office
- ❑ 1 Library/Media Center with story tower and nook
- ❑ Cafeteria/kitchen/kitchen storage/multipurpose space

- ❑ Gymnasium space
- ❑ 1 Custodial Office
- ❑ 1 Receiving Area
- ❑ 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.
- ❑ 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.
- ❑ 1 boys restroom and 1 girls restroom each with 4 stalls (1 of which is ADA compliant) outside the cafeteria and gymnasium areas
- ❑ 2 boiler rooms
- ❑ Elevators, as required, should the solution be a multi-level facility.
- ❑ Various mechanical rooms
- ❑ 1 OT/PT room to be shared with the Pre-School.

PRE-SCHOOL PROGRAM

Another of the BOS's objectives for the project is to 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.

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 Pre-School program.
- ❑ 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), external and internal circulation, and vehicular access.

- ❑ 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.

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.

(The enrollment of the Pre-School varies throughout the year as students reach age three. We anticipate that five 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 ~80 students; but recognize that the number of students per classroom may vary based upon the individual needs of each student.)

- ❑ Five 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.
- ❑ 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.
- ❑ Five equipment storage rooms that are directly accessed from the classroom @ approximately 64 square feet each.
- ❑ Creation of a dedicated Pre-School entrance, with appropriate security measures, that is accessible to vehicular traffic.
- ❑ One reception /waiting area with private parent consultation room of approximately 100 square feet.
- ❑ One office for the Director of Pre-School Services of approximately 200 square feet.
- ❑ One secretarial/support office of approximately 100 square feet.
- ❑ One conference room of approximately 300 square feet.
- ❑ Three 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.

- ❑ One office for school psychologist of approximately 100 square feet.
- ❑ One office for social worker of approximately 100 square feet.
- ❑ One office for BCBA coordinator of approximately 100 square feet.
- ❑ One OT/PT 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 (to be shared with K-2 program)
- ❑ One Health Office of approximately 200 square feet.
- ❑ One staff room of approximately 200 square feet.
- ❑ One uni-sex staff toilet room of approximately 70 square feet.
- ❑ One file/storage/copier room of approximately 100 square feet.
- ❑ Adequate space for support/circulation/mechanical of approximately 1,500 square feet.
- ❑ Appropriately sized playground area and equipment.

IMPROVEMENTS

Several of the BOS's objectives address necessary repairs and upgrades to the building and site. These 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
- Improved traffic circulation and parking

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. The Building Committee should do a cost/benefit analysis, including potential abatement issues, before recommending a window replacement. Consideration should also be given to whether or not ‘security’ glass and/or shades should be installed.

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.

Indoor Air Quality:

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. If economically feasible, the system will meet LEED Gold standards. 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, DDC, 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.

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. One caveat is that dual fuel boilers are not as efficient as single fuel high efficiency boilers. The Building Committee will have to decide whether to convert the boilers to burn both oil and natural gas or just natural gas.

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.

Fire Alarm, Fire Suppression and Security

The school shall be equipped with a fully code compliant fire, smoke and CO detection, alarm and sprinkler system. 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.

Plumbing

The school shall be connected to the sewer in Wolfpit Road and the septic system abandoned in place according to code.

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.

Site

The entrance and the drop off/pick up area of the Pre-School shall be separate from the entrance and drop off/ pick up area for K-2 students. An access road around the back of the building shall be built. This access road will provide extra parking for staff and give emergency vehicles access to the rear of the building. The site shall provide as many additional parking spaces as possible within the limits of P&Z site coverage regulations and as financially and environmentally reasonable. Outdoor play areas with playground equipment appropriate for the size and age of K-2 students should be located in at least two areas around the building. There should be a dedicated Pre-School playground.

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. 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

To improve building circulation and to maximize the sharing of spaces between the Pre-School and the K-2 program, the BOE's vision includes the centralization of facilities uses by both the

Pre-School and the K-2 programs such as OT/PT, physical education, multipurpose and food service spaces.

Secondary Emergency Shelter

The BOS objectives for the renovation of Comstock Community Center designate Comstock as the primary emergency shelter for the Town of Wilton. Accordingly, Miller-Driscoll would be a secondary emergency shelter. This SOR envisions maintaining the existing generator at Miller-Driscoll including rewiring it if necessary. Other requirements for the use of space at Miller-Driscoll as a secondary emergency shelter need to be provided by the BOS so that they can be taken into consideration by the Building Committee.

CONCLUSION

The BOE will work with the BOS to develop a project that will meet the needs set forth in this SOR in a manner which will gain the support of the Wilton voters for a significant capital bonded appropriation to complete the project. The BOE will join with the BOS to market this project to the voters.

