

DRAFT FOR REVIEW

EDUCATIONAL SPECIFICATIONS
for the
NEW LEBANON ELEMENTARY SCHOOL
25 Mead Avenue
Greenwich, CT



GREENWICH PUBLIC SCHOOLS
Greenwich, CT

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INTRODUCTION

SUMMARY

The Greenwich Public Schools is proposing a long-term, multifaceted solution to the achievement gap, racial imbalance, and facility utilization difficulties as presented in the 2014 Revised Racial Balance Plan. Many pilot programs and improvements are under way. Key components of the plan are the enhancement of the magnet programs at Hamilton Avenue and New Lebanon Schools. The district is planning to heavily market the International Baccalaureate (IB) magnet programs at New Lebanon Elementary and Dundee Elementary schools, and a new IB program at the Western Middle School. The district is proposing to add public transportation to the Hamilton Avenue and New Lebanon magnet schools.

The New Lebanon school facility will be built to attract students and families from the entire Town of Greenwich who are interested in an IB education. The facility needs to be sized to accept the larger enrollment from the catchment area, add space for magnet students from other areas in town, and add classrooms to restore the universal Pre-Kindergarten program.

To attract magnet students, this plan proposes to build a 21st century Learning Campus for a high performing educational system. Early education will begin with a Pre-K program, enhanced by the IB program and the Digital Learning Environment education initiative. The school facility will be built to foster “international, holistic, inquiry-based and collaborative learning” provided by the IB program.

The project will require a substantial investment, and the 80% reimbursement that New Lebanon would be eligible for under C.G.S. 10-286h is critical to affording this approach. Approval of this plan by the Commissioner of Education is part of the requirement in 10-286h.

Process Overview

The Board of Education of the Greenwich Public School district engaged the services of Peter Gisolfi Associates Architects • Landscape Architects (PGA) to assist in the preparation of Education Specifications for the New Lebanon School. The architects and landscape architects visited the New Lebanon School on several occasions to evaluate the school’s current limitations and overcrowded conditions. They met with the school’s administration and staff to review space needs and the educational program. The team had bi-weekly meetings with an advisory committee during the summer of 2014. The committee established the project objectives, adopted the program for the school, discussed various alternative solutions, and approved the final plan.

Meeting Dates

The committee met every 2 weeks on the following dates:
July 10th, July 29th, August 14th, August 27th, September 3rd and September 19th.

Committee Members

<i>Greenwich Board of Education</i>	Barbara O’Neil, Chairman (ex-officio) Peter von Braun, Member
<i>Greenwich Public Schools</i>	William McKersie, Superintendent Ben Branyan, Managing Director of Operations Ronald Matten, Director of Facilities
<i>New Lebanon School</i>	Barbara Riccio, Principal Carolyn Spence, Teacher Erin John, Teacher Clare Kilgallen, PTA Mike Bocchino, PTA
<i>Board of Estimate and Taxation</i>	William Drake Jeff Ramer
<i>Representative Town Meeting</i>	J. Robert Tuthill
<i>Peter Gisolfi Associates</i>	Peter Gisolfi, AIA, ASLA, LEED AP, Senior Partner Michael Tribe, AIA, LEED AP, Partner Diane Abate, RA, Associate

EDUCATIONAL CHALLENGES AND INITIATIVES

Educational Objectives

The 2014 Revised Racial Balance Plan was developed within the context of the Greenwich Public School’s mission, the “vision of the graduate,” and the “strategic educational vision of the future.”

- The mission defines the objectives of the educational system;
- The “vision of the graduate” covers the academic, personal and interpersonal goals for each student; and
- The “strategic vision of the future” prioritizes the implementation of educational standards, learning strategies and innovative educational models that move the school district towards a coherent, interactive, educational system.

Enrollment Data

The State Board of Education identified the continued racial imbalance at Hamilton Avenue and New Lebanon schools in May of 2012. The District concluded that the magnet programs at both schools needs to be modified in order to solve this issue. Further analysis also showed potential future overcrowding in some elementary schools.

The consulting firm of Milone and McBroom (M&M) was hired to complete a demographic study (October 2013) and an existing conditions analysis, revised August 29, 2014 (see Appendix A). Their analysis included the following:

- Enrollment projections show stability at all levels, with an increase in the number of students at Cos Cob, Glenville, and New Lebanon, and a decrease in the number of students at North Street, Parkway and Riverside.
- Facility utilization remains between 90% and 95% for all elementary schools.
- Due to the increase in student population, the 95% target utilization rate will not be met by some of the schools unless the current class size of 19.5 students per classroom is increased, and the dedicated use of special classrooms is modified.

The findings of the M&M study show that the K-5 program cannot consistently operate within the current guidelines.

- Five schools will be operating at 10% above the target capacity; New Lebanon and Cos Cob will be operating at 20% above capacity.
- Four schools will be operating at 20% below capacity, with Parkway at 50% below the 95% utilization target.
- Hamilton Avenue and New Lebanon, where the minority enrollment is projected to increase, will continue to be identified by the State as racially imbalanced. The magnet programs, as designed at the time of the study, at both of these schools will not change the racial imbalance or the facility utilization problems.
- The district should keep all elementary schools open based on the overall 90% to 95% utilization rate predicted.

Racial Imbalance at New Lebanon

According to the report entitled, *Racial Imbalance in the Hamilton Avenue and New Lebanon Attendance Areas*, dated 7/3/2012, by Milone & McBroom, the percentage variance of minority students attending the New Lebanon School, as compared to the district average, will increase in the next four years from 36.9% to 40%. A school must be below the 25% variance within the district's average minority population to be considered racially balanced.

New Lebanon School Crowding

The district's average Elementary School space allocation per student is 154 sf per student and at peak enrollment will be 123 sf per student. New Lebanon is currently at 138 sf per student. Both of these are below the district average. (*see Enrollment and Space Allocation Comparison on page 11*).

- The Kindergarten program at the New Lebanon school has temporarily been relocated out of the school for the 2014/15 school year in order to relieve some of the overcrowding. The Kindergarten children are bused back to school for the lunch period and specials (Art, Music and P.E.). This relocation only exacerbates the difficulties in providing services to these students.
- The pre-Kindergarten program was moved out of the school for the 2012-13 school year in order to relieve overcrowding.
- The New Lebanon magnet school has a moratorium in accepting students from other parts of town due to overcrowded conditions.
- The reading specialist, advanced learning programs, OT/PT, and psychologist meet with students in very small rooms or repurposed closets.
- The school has no conference room; private offices are used as conference spaces.
- The cafeteria is undersized which severely impacts lunch and overall school schedule. The kitchen is very small.
- The gym/auditorium is undersized.
- The media center is undersized, limiting its use and resources.
- The music room and art room are undersized.

Achievement Gap

The Board of Education commissioned an in-depth study involving all stakeholders to develop a plan to improve the racial balance, reduce the achievement gap, and the address overcrowded or underutilized school facilities in the district.

The study, completed by the Connecticut Center for School Change, addressed the district needs defined by the BOE (see Appendix B). Their findings suggest several strategies to close the achievement gap and improve the racial balance between schools. Their recommendations to “improve and sustain high performance for all students include a sense of urgency and willingness to do whatever it takes...” are listed below:

- “Create affordable, high-quality preschool to reduce the preparation gap.”
- “Expand learning time beyond the normal school day and in summer to accelerate learning.”
- “Increase intellectual rigor demanded of students within classrooms.”
- “Strengthen data systems and data usage to track critical questions relative to accelerating learning.”
- “Create comprehensive parent and community engagement strategies.”
- “Consider strategies that can reduce concentration effects.”

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The Revised Racial Balance Plan includes these recommended strategies, and defines a blueprint to implement improvements in the district.

Magnet School Revised Guidelines

The magnet program at the Dundee School improved the facility's utilization in the eastern section of Greenwich. The magnet program at the Julian Curtis School improved the racial balance issue. The magnet schools at Hamilton Avenue and New Lebanon were less successful for the following reasons:

- Growth in the attendance area enrollment reduced the number of magnet seats;
- Growth in the minority enrollment within the attendance area exacerbated the racial imbalance;
- The magnet theme at Hamilton Avenue was designed to reduce the achievement gap of the students from the attendance area rather than attracting students from outside the area.

International Baccalaureate Program

The Greenwich Public School district has two magnet elementary schools—Dundee (2000/01) and New Lebanon (2012)—and one middle school, Western Middle School (2013/14), offering the International Baccalaureate program. The IB program is a research- and evidence-based educational model that provides a unique framework for teaching and learning. The focus of the IB program is on “international, holistic, inquiry-based and collaborative learning.” A survey of the IB educational system in 2012 not only received very high ratings from students, teachers and parents, but also produced a high percentage of high-achieving students that outperformed non-IB students in the district.

Based on the success of the IB system on the western side of town, the IB magnet school program at New Lebanon was launched to (1) improve racial balance and (2) reduce the achievement gap. Changing demographics hampered the success of the program because of very limited seats, no transportation, and minimum marketing. The increased number of students in the catchment area has forced a moratorium on the IB program at New Lebanon for new magnet students from other areas of Greenwich until the facility can be expanded.

Digital Learning Environment

The district started a three-phase Digital Learning Environment (DLE) educational initiative to accelerate the achievement of all students, and transform teaching and learning. The goals of the DLE are:

1. Critical thinking;
2. Self-regulated learning;
3. Access to quality feedback;
4. Personalized learning and readiness for the Smarter Balanced Assessment (SBA).

RACIAL BALANCE PLAN

The 2014 Revised Greenwich Racial Balance Plan builds on the plan submitted in 2007 with new demographic information. The revised plan seeks to narrow the achievement gap, minimize overcrowded and underutilized facilities in the district, and improve racial balance by implementing the following changes:

- Add educational program enhancements to accelerate achievement by:
 - Improving K-3 reading;
 - Adding personalized instruction with new technology;
 - Collecting data to drive instruction;
 - Proposing increased parent involvement strategies; and
 - Adopting high achievement goals.
- Target these enhancements at the three Title I magnet schools—Hamilton Avenue, New Lebanon and Julian Curtis—to make them more attractive to new magnet families.
- Renovate and expand the New Lebanon School or build a new school facility to replace the existing building. This would solve overcrowding, increase neighborhood enrollment, create additional magnet seats, and provide spaces for all of the programs offered in a 21st century learning environment.
- Offer the International Baccalaureate educational program at New Lebanon and Dundee. The newly created IB magnet program at Western Middle School will be heavily marketed to encourage families to embrace the IB system and choose the feeder elementary schools that implement the IB program.
- Encourage voluntary movement within the district by modifying the existing rules concerning magnet school programs.
- Add district-wide busing to provide easy access to the Hamilton Avenue and New Lebanon magnet schools.

NEW LEBANON SCHOOL PROJECT RATIONALE

The Board of Education listened closely to suggestions from the New Lebanon School community stakeholders, and decided that the critical priority was improving academic achievement. Accordingly, racial imbalance and school facility utilization issues would also improve. The following planning strategies were adopted:

- *Maintain the current neighborhood elementary school system.* The community strongly supports this model, and the district will continue to support it as well.
- *Improve the high-performing magnet schools.* This would attract families from outside the catchment areas of these schools and, thus, would improve racial balance.
- *Increase the capacity of the New Lebanon magnet school.* This would accommodate the growing student population in the attendance area, and provide additional capacity to attract magnet students from other areas in town.

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- *Update the Hamilton Avenue magnet program.* A new magnet theme will be selected for this year and implemented during the 2015/16 school year. In 2014/15, Hamilton Avenue will become the pilot school for the district's Digital Learning Environment. The new program aims at closing the achievement gap by accelerating learning through technology.
- *Open the Western Middle School as an International Baccalaureate magnet school.* This would be done for the 2014/15 school year.
- *Impose a moratorium at the New Lebanon School.* The magnet school guidelines have been temporarily modified by imposing a moratorium at New Lebanon school due to overcrowding.
- *Provide public transportation to magnet students attending New Lebanon and Hamilton Avenue.* This would start in the 2015/16 school year.
- *Restore the pre-Kindergarten program at the New Lebanon school.* A universal pre-Kindergarten program will greatly improve language skills for students coming into the system.
- *Market the IB program at New Lebanon and Western Middle School heavily.* It is important for the community to understand the benefits of the IB program.
- *Consider expanding learning beyond normal school hours and in the summer to accelerate learning.* This strategy is currently under review.

NEW LEBANON SCHOOL PROJECT DESCRIPTION

The Greenwich Board of Education established an Advisory Committee to prepare Educational Specifications for the New Lebanon School for submission to the State Board of Education. The Advisory Committee established clear project objectives, reviewed site and building analyses presented by the consultants, created a program of space requirements, and participated in lively discussions evaluating the many pros and cons of various site and building alternatives. The final decision compared renovating and expanding the existing school to building a new school.

Project Objectives

The following project objectives were adopted as guidelines for assessing alternative solutions, and as overall goals for the proposed plan.

- International Baccalaureate School / Inquiry and Project-based Learning
- Flow / Legibility / Inclusion
- Welcoming / Communal / Informal Gathering / Safe Environment
- Expressive / Design that Fits and Belongs to the Surrounding Community
- Transparency / Connection to the Natural Environment
- Secure Environment / Passive Observation of Students and Visitors
- Showcase Student Work

Project Objectives (continued)

- Child-scaled
- Media Center at the center of the school
- Community Green / Accessible Outdoor Play Spaces / Variety in Scale and Activities
- 21st Century Design / Digital Technologies for the Future
- Sustainable / Model of Sustainable Practice—Constant Teaching Tool

Community Learning Campus

The immediate New Lebanon school neighborhood includes the Byram Shubert Library and an undersized field that has limited use. The Byram Library is well used by the New Lebanon students after school and weekends; it offers many programs for elementary school children and for the entire Byram community. Byram Shubert and New Lebanon are exploring shared educational programs that would integrate the library and the school in to a “Community Learning Campus.”

Community Uses

The New Lebanon School will add needed spaces that will serve the community in various ways. The facility will be used by such groups as:

- Greenwich Parks and Recreation Department
- Scouting organizations
- Civic organizations
- Municipal Boards and groups
- Adult Education
- Parent Teacher Organization
- Registrar of Voters

Site Issues

During the site analysis phase several issues were identified:

- Steep slopes to the east of the existing school drop 27 feet in to a heavily wooded ravine. Further investigation identified wetlands approximately 75’ south of the school at the lowest level of the ravine, close to Interstate 95 (see Appendix C).
- Parking is limited and shared with the Byram library. Additional parking should be included in the final plan.
- The current playground located at the south end of the building is undersized.
- The field has no storage and is too far away for use during gym classes.
- The current driveway is small and crowded. If this current configuration is maintained, bus drop-off and pick-up will be challenging.

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Educational Specifications

Building Conditions

The New Lebanon School was built in 1956 with two subsequent classroom additions. Typical of the decade, the school was built in a 1950s modern style as a one-story building with masonry and glass facades, and a flat roof. Although the building is well maintained, there are inherent design and construction deficiencies that reduce its life expectancy and incur high operating and maintenance costs. One of the repeated complaints about the building is the lack of local temperature controls and rooms that are constantly too hot or too cold.

The school was designed for a different population and educational system. Any renovations will be limited by the original building design. Many of the classrooms are sized correctly but all the special classrooms, gym, administration and small group learning rooms are undersized. The small cafeteria and kitchen impact the school schedule.



PROGRAM OF SPACE REQUIREMENTS

The Greenwich Public School district adopted the Glenville School program as an informal “benchmark” for the space requirements at the New Lebanon School. The following program of space requirements for New Lebanon evolved from the informal benchmark, school specific requirements, and committee recommendations.

“BENCHMARK” ANALYSIS

	GLENVILLE	NEW LEBANON	
	(District Benchmark)	Existing	Proposed (State Standard + Pre-K + Magnet)
OVERALL			
Gross Building Area (sf)	65,000	37,000	62,149
Current Student Population	403	264	n/a
Average sf/Student	161	138	n/a
8-yr High Student Population	433	293	425
Average sf/Student	150	123	146
INSTRUCTIONAL SPACES			
Pre-K	0	0	1,000 sf
Kindergarten	1,000 sf	1,040 sf	1,000 sf
First Grade	900 sf	775 sf	850 sf
Second Grade	850 sf	820 sf	850 sf
Third Grade	850 sf	855 sf	850 sf
Fourth Grade	850 sf	770 sf	850 sf
Fifth Grade	850 sf	850 sf	850 sf
CLASSROOM INVENTORY			
Instructional Classrooms	22	14	21
Average Class Size (K-5)	19.7	21	21
Average sf/Student	45	40.5	42.5
CORE COMMON AREAS			
Cafeteria with Kitchen	3,605 sf	1,570 sf	3,500 sf
Current / 8-yr High: Av. sf/Student	8.9 sf / 8.3 sf	5.9 sf / 5.2 sf	8.3 sf
Gymnasium/Auditorium	6,480 sf	3,388 sf	6,500 sf
Current / 8-yr High: Av. sf/Student	16 sf / 15 sf	12.7 sf / 11.3 sf	15 sf
Media Center	4,250 sf	2,207 sf	4,150 sf
Current / 8-yr High: Av. sf/Student	10.5 sf / 9.8 sf	8.3 sf / 7.3 sf	10 sf

Revised enrollment numbers indicate that the New Lebanon School population will increase in the next five years to 293 students. The proposed Pre-Kindergarten program will add 45 students and the magnet program will add 87 seats, increasing the school population to 425 students.

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The following chart, with the latest enrollment data, compares the sizes of the elementary schools throughout the district based on square footage per student. Excluding the Parkway School, the average size of the other schools varies between 144 to 158 square feet per student as enrollment data varies from one year to the next.

ENROLLMENT AND SPACE ALLOCATION COMPARISON (ALL ELEMENTARY SCHOOLS)

SCHOOL	SIZE (SF)	ENROLLMENT**		SPACE PER STUDENT (SF)	
		2014/15	MAX.	2014/15	Max.
Cos Cob	83,270	473	539	176	154
Dundee	52,126	367	369	142	141
Glenville	65,000	461	502	141	129
Hamilton Avenue	58,800	345	349	170	168
Julian Curtiss	69,600	353	353	197	167
New Lebanon	37,000	284	301	130	123
North Mianus	59,122	481	496	123	119
North Street	58,063	350	366	166	159
Old Greenwich	75,187	384	396	196	190
<i>Parkway *</i>	52,100	209	218	249	239
Riverside	62,600	440	461	142	136
AVERAGE	62,076	377	395	158	148

**Not included in average calculation*

***Milone & McBroom demographic study, pg 7 of the Appendix to the Revised Racial Balance Plan*

The proposed New Lebanon School at 62,000 sf and 425 students would provide approximately 146 square feet per student which is close to the district average.

The capacity of the proposed New Lebanon School is substantially larger than the current school capacity. The school will need 21 regular classrooms including three Pre-K classrooms. All common areas and special classrooms need to be expanded. The program also requires the expansion of administration and special use areas. The proposed program of space requirements is outlined on the next two pages.

PROGRAM OF SPACE REQUIREMENTS

Projected 8 year enrollment	DRAFT PROGRAM REQUIREMENTS 293 + 45 PreK+ 87 Magnet = 425 PK-5		
	Description	Req. # of Rooms	Square Feet Per Room
Instructional Spaces			
Pre-Kindergarten Classrooms (w/ toilets)	3	1,000 sf	3,000 sf
Kindergarten Classrooms (w/ toilets)	3	1,000 sf	3,000 sf
1st Grade Classrooms (w/ toilets)	3	850 sf	2,550 sf
2nd Grade Classrooms (w/ toilets)	3	850 sf	2,550 sf
3rd Grade Classrooms	3	850 sf	2,550 sf
4th Grade Classrooms	3	850 sf	2,550 sf
5th Grade Classrooms	3	850 sf	2,550 sf
		Net Subtotal:	18,750 sf
Special Instructional			
Art Studio w/ Kiln & Storage	1	1000 sf	1,000 sf
General Music Room	1	800 sf	800 sf
Instrumental Music Room	1	1000 sf	1,000 sf
Earth Science & Physics Lab	1	900 sf	900 sf
Advanced Learning Program (ALP) Classroom	2	375 sf	750 sf
Reading Rooms	2	400 sf	800 sf
World Language Room	1	200 sf	200 sf
ESL Classroom	2	350 sf	700 sf
		Net Subtotal:	6,150 sf
Special Education			
Special Education Resource Room	2	350 sf	700 sf
Occupational Therapy & Physical Therapy (OT/PT) Room	1	400 sf	400 sf
		Net Subtotal:	1,100 sf
Administration and Support			
Principal's Office	1	200 sf	200 sf
Assistant Principal's Office	1	175 sf	175 sf
Secretarial Area	1	600 sf	600 sf
Main Conference Room	1	200 sf	200 sf
Health Services (w/ toilet)	1	250 sf	250 sf
Faculty Lounge (w/ toilet)	1	300 sf	300 sf
Social Work Office	1	150 sf	150 sf
Psychologist Office	1	150 sf	150 sf
Speech/Language Pathologist Office	1	150 sf	150 sf
Special Education Meeting Room	1	150 sf	150 sf
Teacher Workroom	1	200 sf	200 sf
Gym Office	1	100 sf	100 sf
		Net Subtotal:	2,625 sf

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Core Common Areas			
Library-Media Center (includes computer lab)	1	4,150 sf	4,150 sf
Cafeteria w/ Kitchen	1	3,500 sf	3,500 sf
Gymnasium/Auditorium	1	5,000 sf	5,000 sf
Gym / Auditorium Storage	1	600 sf	600 sf
Auditorium Stage	1	900 sf	900 sf
Multi-Purpose Room	1	1,200 sf	1,200 sf
		Net Subtotal:	15,350 sf
Total Net Program Area			43,975 sf
Service		7.57%	3,330 sf
Custodial Office	1	150 sf	150 sf
Custodial Locker Area (Women/Men)	2	75 sf	150 sf
Toilet Rooms (Girls/Boys)	4	200 sf	800 sf
Toilet Rooms (Women/Men)	4	90 sf	360 sf
IT Work Room	1	125 st	125 sf
IT Closets	2	50 sf	100 sf
General Storage	1	600 sf	600 sf
Receiving / Storage	1	300 sf	300 sf
Mechanical Room	1	745 sf	745 sf
		Net Subtotal:	3,330 sf
Circulation		23.25%	10,224 sf
Walls & Shafts		10.51%	4,620 sf
Gross Building Factor (GBF)		41.3%	18,174 sf
Total Building Gross = Total Net Program Area + 41% (GBF)			62,149 sf
Deduct Exterior Wall Area for Grant Calculation Purposes			3,404 sf
Total Building Gross for use in State Grant Reimbursement Chart (pg. 49)			58,745 sf

SPACE REQUIREMENT SPECIFICATIONS: INSTRUCTIONAL SPACES

Unless otherwise noted, the standard furnishings for every classroom noted below are expected to include:

- ADA Compliant building standards
- Wireless Internet access to support at least 30 mobile devices
- Windows for natural light
- Room darkening shades
- Acoustical insulation for soundproofing
- Multiple electrical and data outlets
- Sound Field System
- Air conditioning
- Telephone

EARLY CHILDHOOD: PRE-KINDERGARTEN (Full Day)	
Space: 1,000 square feet (each) Number: Three (3) classrooms	
Toilet	<ul style="list-style-type: none"> • Toilet room with sink within classroom at a level appropriate for children ages 3 to 5
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate countertops • In-room drinking fountain • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • First floor direct access to ground level is desirable
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> • Coat and personal storage area (cubbies) for twenty (20) located within the classroom
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable, two-circuit lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and two (2) area rugs per room
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Two (2) kidney-shaped tables • Student chairs/tables to accommodate up to twenty (20) students
Teacher Furniture	<ul style="list-style-type: none"> • Teacher desk/chair
Other Furniture	<ul style="list-style-type: none"> • Water and sand table • Reading chair • Make believe play area
Special Needs/Equipment	<ul style="list-style-type: none"> • Gross motor sensory materials • OT equipment
Classroom Technology	<ul style="list-style-type: none"> • Interactive touch screen white board • LCD projector • AV switcher control system
Computers	<ul style="list-style-type: none"> • Two (2) teacher computers • One (1) Computer cart with twenty-two (22) devices per grade level

EARLY CHILDHOOD: KINDERGARTEN (Full Day)	
Space: 1,000 square feet (each) Number: Three (3) classrooms	
Toilet	<ul style="list-style-type: none"> Toilet room with sink within classroom at a level appropriate for children ages 4 to 6
Sinks	<ul style="list-style-type: none"> Stainless steel sink with laminate countertops In-room drinking fountain Soap and towel dispenser
Access	<ul style="list-style-type: none"> Direct access to outdoor play areas is desirable
Classroom Storage	<ul style="list-style-type: none"> Built-in bookcases Storage areas Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> Lockable teacher storage wardrobe One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> Coat and personal storage area for twenty-four (24) located within the classroom
Lighting	<ul style="list-style-type: none"> Soft color, dimmable, two-circuit lighting
Flooring	<ul style="list-style-type: none"> Vinyl enhanced tile and two (2) area rugs per room
Display	<ul style="list-style-type: none"> Whiteboard Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> Two (2) kidney-shaped tables Student chairs/tables to accommodate up to twenty-four (24) students
Teacher Furniture	<ul style="list-style-type: none"> (2) Teacher work stations
Other Furniture	<ul style="list-style-type: none"> Water and sand table Reading chair Make believe play area Block storage
Special Needs/Equipment	<ul style="list-style-type: none"> Gross motor sensory materials OT equipment
Classroom Technology	<ul style="list-style-type: none"> Interactive touch screen white board LCD projector AV switcher control system
Computers	<ul style="list-style-type: none"> Two (2) teacher computers Four (4) student computers One (1) Computer cart with twenty-two (22) devices per grade level

SPACE REQUIREMENT SPECIFICATIONS (continued)

EARLY ELEMENTARY: GRADES ONE AND TWO	
Space: 850 square feet (each) Number: Six (6) classrooms, three (3) for each grade	
Toilet	<ul style="list-style-type: none"> Toilet room with sink within classroom at a level appropriate for children ages 6 to 8
Sinks	<ul style="list-style-type: none"> Stainless steel sink with laminate countertops In-room drinking fountain Soap and towel dispenser
Access	<ul style="list-style-type: none"> Grade One must be at ground level Direct access to outdoor play area is desirable
Classroom Storage	<ul style="list-style-type: none"> Built-in bookcases Storage areas Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> Lockable teacher storage wardrobe One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> Coat and personal storage area for twenty-six (26) located within the classroom
Lighting	<ul style="list-style-type: none"> Soft color, dimmable, two-circuit lighting
Flooring	<ul style="list-style-type: none"> Vinyl enhanced tile and two (2) area rugs per room
Display	<ul style="list-style-type: none"> Whiteboard Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> Two (2) kidney-shaped tables Student chairs/tables to accommodate up to twenty-six (26) students
Teacher Furniture	<ul style="list-style-type: none"> Teacher workstation
Other Furniture	<ul style="list-style-type: none"> Reading chair Flexible mobile storage units
Classroom Technology	<ul style="list-style-type: none"> Document Camera Interactive touch screen white board LCD projector AV switcher control system
Computers	<ul style="list-style-type: none"> Two (2) teacher computers Four (4) student computers One (1) Computer cart with twenty-six (26) devices per grade level

NEW LEBANON ELEMENTARY SCHOOL

Educational Specifications

INTERMEDIATE: GRADES THREE, FOUR, AND FIVE	
Space: 850 square feet (each)	
Number: Nine (9) classrooms, three (3) for each grade	
Toilet	<ul style="list-style-type: none"> Toilet facilities located in close proximity to classrooms
Sinks	<ul style="list-style-type: none"> Stainless steel sink with laminate countertops Water fountain in close proximity Soap and towel dispenser
Classroom Storage	<ul style="list-style-type: none"> Built-in bookcases Storage areas Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> Lockable teacher storage wardrobe One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> Coat and personal storage area for twenty-eight (28) located within the classroom
Lighting	<ul style="list-style-type: none"> Soft color, dimmable, two-circuit lighting
Flooring	<ul style="list-style-type: none"> Vinyl enhanced tile and two (2) area rugs per room
Display	<ul style="list-style-type: none"> Whiteboard Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> Two (2) kidney-shaped tables Student chairs/tables to accommodate up to twenty-eight (28) students
Teacher Furniture	<ul style="list-style-type: none"> Two (2) Teacher workstations
Special Needs/Equipment	<ul style="list-style-type: none"> Digital interactive tables
Classroom Technology	<ul style="list-style-type: none"> Interactive touch screen white board LCD projector AV switcher control system
Computers	<ul style="list-style-type: none"> One (1) teacher computers Six (6) student computers One (1) Computer cart with thirty (30) devices per grade level

SPACE REQUIREMENT SPECIFICATIONS (continued)

ART STUDIO	
Space: <u>1,000 square feet</u> Includes: 900 sf Art Studio 50 sf Kiln Room 50 sf Storage Room	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Minimum two (2) deep sinks with clay traps in addition to one (1) student accessible sink all in the same location; stepped configuration to accommodate age levels.
Classroom Storage	<ul style="list-style-type: none"> • Lockable closets • Easily accessible cabinets and shelves in a range of sizes. • Vertical file tube storage cabinets with locks • Two (2) kitchen-type mobile carts with shelves • Large flat (14) draw file
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Adjustable studio lights above carpet & demo table
Flooring	<ul style="list-style-type: none"> • Sheet linoleum and one (1) area rug
Display	<ul style="list-style-type: none"> • Two-sided fully locked showcase on room's corridor wall • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Twenty-eight (28) stools
Teacher Furniture	<ul style="list-style-type: none"> • Teacher work station
Other Furniture	<ul style="list-style-type: none"> • (6) Six Rectangular butcher block work tables to seat 4 students each • (1) Large demo table
Special Needs/Equipment	<ul style="list-style-type: none"> • One (1) small kiln to be appropriately located and sized • Drying racks • Book racks and magazine shelves (fine art area) • Four (4) sturdy wooden adjustable painting easels • Two (2) large rolling barrels • Eyewash station • Cutting board station • (6) Floor convenience outlets • Spray Booth
Classroom Technology	<ul style="list-style-type: none"> • Interactive touch screen white board • LCD projector • AV switcher control system
Computers	<ul style="list-style-type: none"> • One (1) teacher computer • Four (4) student computers networked to 3D printer • Color Printer

NEW LEBANON ELEMENTARY SCHOOL

Educational Specifications

GENERAL MUSIC ROOM AND INSTRUMENTAL MUSIC ROOM	
Spaces: 800 square feet General Music Room 1,000 square feet Instrumental Music Room	
Toilet	<ul style="list-style-type: none"> N/A
Sinks	<ul style="list-style-type: none"> Large sink in Instrumental Music room to submerge brass instruments for cleaning
Classroom Storage (each room)	<ul style="list-style-type: none"> Built-in storage for instruments (low built-in cubbies at room entrance) Music cabinets for sheet music storage (each room) Built-in bookcase (16" x 15') Storage for conductor and music stands
Teacher Storage	<ul style="list-style-type: none"> Lockable teacher storage wardrobe One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> Soft color, two-circuit lighting
Flooring	<ul style="list-style-type: none"> Carpet tiles
Display	<ul style="list-style-type: none"> Two 8 ft. whiteboards, one with permanent musical staff lines (each room) Display boards
Student Furniture	<ul style="list-style-type: none"> Seventy(70) stackable chairs Ten (10) Instrumental chairs
Teacher Furniture	<ul style="list-style-type: none"> Teacher work station
Other Furniture	<ul style="list-style-type: none"> Seventy (70) music stands for instrumental room Two (2) Conductor's stands Chorus Riser
Special Needs/Equipment	<ul style="list-style-type: none"> Piano (General Music Room) Sound deadening/sound proof walls Acoustical divider built across the instrumental music room to divide the space into two separate practice rooms Acoustical treatment of ceilings and walls
Classroom Technology	<ul style="list-style-type: none"> Document Camera Interactive touch screen white board LCD projector AV Switcher Control System Audio Recording System
Computers	<ul style="list-style-type: none"> One (1) teacher computer Two (2) student computers (SMART Music)

SPACE REQUIREMENT SPECIFICATIONS (continued)

EARTH SCIENCE & PHYSICS LAB	
Space: 900 square feet	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Three (3) stainless steel sinks with laminate counter tops • In-room drinking fountain • Soap and towel dispensers
Access	<ul style="list-style-type: none"> • In close proximity to general education classrooms
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Locked closet for audio-visual equipment and science equipment • Cabinets to be deep, with adjustable / removable shelving, and space for large bin storage.
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Sheet linoleum
Display	<ul style="list-style-type: none"> • Two-sided fully locked showcases on room's corridor wall • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Age-appropriate student furniture (26 students)
Teacher Furniture	<ul style="list-style-type: none"> • Teacher station
Other Furniture	<ul style="list-style-type: none"> • Thirteen (13) movable laboratory tables with grommets and integral wire management tray • Demonstration table
Special Needs/Equipment	<ul style="list-style-type: none"> • Mobile, flexible, work top areas with water for science activities.
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System • Electrical outlets at perimeters & counter heights
Computers	<ul style="list-style-type: none"> • Thirteen (13) student tablets • One (1) teacher computer

NEW LEBANON ELEMENTARY SCHOOL

Educational Specifications

ADVANCED LEARNING PROGRAM (ALP) CLASSROOM	
Space: <u>750 square feet</u> Number: Two (2) classrooms @ 375 square feet each	
Toilet	<ul style="list-style-type: none"> N/A
Sinks	<ul style="list-style-type: none"> Stainless steel sink with soap and towel dispenser
Access	<ul style="list-style-type: none"> Close proximity to intermediate grades
Classroom Storage	<ul style="list-style-type: none"> Storage for built-in bookcases, storage areas, large-drawer storage Open shelving and counter area Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> Lockable teacher storage wardrobe Two (2) lockable built-in four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> Vinyl enhanced tile
Display	<ul style="list-style-type: none"> Whiteboard Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> Small tables with student chairs for each office
Teacher Furniture	<ul style="list-style-type: none"> Teacher Desk/Chair (each room)
Other Furniture	<ul style="list-style-type: none"> Adult visitor chairs
Classroom Technology	<ul style="list-style-type: none"> Interactive touch screen white board
Computers	<ul style="list-style-type: none"> Two (2) teacher computer (each room)

SPACE REQUIREMENT SPECIFICATIONS (continued)

READING ROOMS	
Space: 800 square feet Number: Two (2) classrooms @ 400 sf each	
Toilet	<ul style="list-style-type: none"> N/A
Sinks	<ul style="list-style-type: none"> Stainless steel sink with soap and towel dispenser
Access	<ul style="list-style-type: none"> (1) near primary , (1) near intermediate
Classroom Storage	<ul style="list-style-type: none"> Built-in bookcases Storage areas Counters under windows where appropriate Closet with built in book shelving
Lighting	<ul style="list-style-type: none"> Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> Vinyl enhanced tile and area rugs
Display	<ul style="list-style-type: none"> Whiteboard Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> Pupil tables and chairs (adjustable and movable)
Teacher Furniture	<ul style="list-style-type: none"> (2) Teacher workstations (each room) (1) lockable file cabinet (each room)
Other Furniture	<ul style="list-style-type: none"> One (1) adult visitor chair (each room) One (2) rectangle or kidney shaped table, with 6 student chairs (each room)
Classroom Technology	<ul style="list-style-type: none"> Interactive touch screen white board
Computers	<ul style="list-style-type: none"> One (1) teacher computer (each room)

WORLD LANGUAGE ROOM	
Space: 200 square feet	
Toilet	<ul style="list-style-type: none"> N/A
Sinks	<ul style="list-style-type: none"> N/A
Access	<ul style="list-style-type: none"> In close proximity to general education classrooms
Classroom Storage	<ul style="list-style-type: none"> Built-in bookcases Storage areas Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> Lockable teacher storage wardrobe One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> Soft color, two-circuit lighting
Flooring	<ul style="list-style-type: none"> Carpet
Display	<ul style="list-style-type: none"> Whiteboard Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> Student chairs/tables to accommodate four (4) students
Teacher Furniture	<ul style="list-style-type: none"> (3) Teacher workstations
Classroom Technology	<ul style="list-style-type: none"> Document Camera Interactive touch screen white board LCD projector AV switcher control system
Computers	<ul style="list-style-type: none"> Three (3) teacher computers

NEW LEBANON ELEMENTARY SCHOOL

Educational Specifications

ENGLISH AS A SECOND LANGUAGE (ESL) CLASSROOM	
Space: <u>700 square feet</u>	
Number: Two (2) classrooms @ 350 sf each	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with soap and towel dispenser
Access	<ul style="list-style-type: none"> • (1) close proximity to primary grades • (1) close proximity to intermediate grades
Storage	<ul style="list-style-type: none"> • One (1) lockable built-in four-drawer filing cabinet (each office) • Bookcase and shelving • Walk-in supply closet • Laminate counters and shelving (common area)
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile & area rug
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Small tables with student chairs for each office
Teacher Furniture	<ul style="list-style-type: none"> • (2) Teacher workstations each room
Other Furniture	<ul style="list-style-type: none"> • Two (2) adult chairs (each room) • One (2) rectangle or kidney shaped table, with 6 student chairs (each room)
Classroom Technology	<ul style="list-style-type: none"> • Interactive touch screen white board
Computers	<ul style="list-style-type: none"> • One (1) teacher computer (each room)

SPACE REQUIREMENT SPECIFICATIONS (continued)

SPACE REQUIREMENT SPECIFICATIONS: SPECIAL EDUCATION PROGRAMS

SPECIAL EDUCATION RESOURCE ROOM	
Space: 700 square feet Number: Two (2) rooms @ 350 sf each; One (1) Special Education Resource Room - Early Elementary One (1) Special Education Resource Room - Intermediate Elementary	
Toilet	<ul style="list-style-type: none"> • (1) toilet in primary area
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with laminate countertop • Soap and towel dispenser
Access	<ul style="list-style-type: none"> • One in close proximity to primary grades, one in close proximity to intermediate grades
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Student Storage	<ul style="list-style-type: none"> • Open accessible shelves with bins
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile and area rugs per room
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Pupil tables/chairs (adjustable/movable)
Teacher Furniture	<ul style="list-style-type: none"> • (2) Teacher workstations
Other Furniture	<ul style="list-style-type: none"> • Adult visitor's chair • Activity Groups: Two (2) kidney-shaped table with six (6) chairs (each)
Classroom Technology	<ul style="list-style-type: none"> • Document Camera • Interactive touch screen white board • LCD projector • AV switcher control system
Computers	<ul style="list-style-type: none"> • Two (2) teacher computers • Four (4) student computers

K-5 OCCUPATIONAL THERAPY & PHYSICAL THERAPY (OT/PT) RESOURCE ROOM	
Space: 400 square feet	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • Stainless steel sink with soap and towel dispenser
Access	<ul style="list-style-type: none"> • Near primary grades & primary Special Education (share storage for large equipment with Special Education)
Classroom Storage	<ul style="list-style-type: none"> • Storage for large equipment (large adaptive chairs, prone standers, supine standers, large walkers, gait trainers, large therapy balls, etc.) • Built-in bookcases • Storage areas • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Small tables with student chairs
Teacher Furniture	<ul style="list-style-type: none"> • (2) Teacher workstations
Other Furniture	<ul style="list-style-type: none"> • Adult visitor's chair
Special Needs/Equipment	<ul style="list-style-type: none"> • Trampoline, Balance Beam, Swing, Stairs, Floor Mats • Area for gross motor activities
Computers	<ul style="list-style-type: none"> • Two (2) teacher computers

SPACE REQUIREMENT SPECIFICATIONS (continued)

ADMINISTRATION AND SUPPORT

Unless otherwise noted, the standard furnishings for every admin area noted below are expected to include:

- Room darkening shades
- Acoustical insulation for soundproofing
- Year-round air conditioning
- ADA compliant building standards
- Wireless/internet access
- Multiple electrical and data outlets
- Telephone

PRINCIPAL'S OFFICE	
Space: 200 square feet	
Access/Location	<ul style="list-style-type: none"> • Two entrances: one to main office/secretarial area and one to conference room
Storage	<ul style="list-style-type: none"> • One (1) large wall unit bookcase • Lockable lateral files • Closet
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Desk/Chair • Visitor's seating for six (6) • Small meeting table
Other Accommodations	<ul style="list-style-type: none"> • Bulletin board • Private lavatory
Technology	<ul style="list-style-type: none"> • Polycom telephone • Building security system monitor • Security "panic button with dedicated phone line"
Computers	<ul style="list-style-type: none"> • One (1) computer • Printer

ASSISTANT PRINCIPAL'S OFFICE	
Space: 175 square feet	
Access/Location	<ul style="list-style-type: none"> • Two entrances: one to main office/secretarial area and one to conference room
Storage	<ul style="list-style-type: none"> • One (1) large wall unit bookcase • Lockable lateral files
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Desk/Chair • Visitor's seating for six (6)
Other Accommodations	<ul style="list-style-type: none"> • Bulletin board • Private lavatory
Technology	<ul style="list-style-type: none"> • Polycom telephone • Building security system monitor • Security "panic button with dedicated phone line"
Computers	<ul style="list-style-type: none"> • One (1) computer • Printer

NEW LEBANON ELEMENTARY SCHOOL

Educational Specifications

SECRETARIAL AREA	
Space: 600 square feet	
Access/Location	<ul style="list-style-type: none"> Two entrances: one to main office/secretarial area and one to conference room
Storage	<ul style="list-style-type: none"> Safe Staff mailboxes Base and wall cabinets with counter space Office Supply storage Lockable Closet
Lighting	<ul style="list-style-type: none"> Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> (2) Secretarial workstations (2) Secretarial chairs Additional work table with chair Visitor's seating Tables (4) lockable filing cabinets
Other Accommodations	<ul style="list-style-type: none"> Whiteboard Bulletin boards Closet for coats Chairs/benches for visitors
Technology	<ul style="list-style-type: none"> Network copier/fax machine Building security system monitor (secretary) Security "panic button with dedicated phone line (secretary) Parent access Kiosk
Computers	<ul style="list-style-type: none"> Two (2) computers Printer

MAIN CONFERENCE ROOM	
Space: 200 square feet	
Access/Location	<ul style="list-style-type: none"> Adjacent to Main Office/Principal's Office
Storage	<ul style="list-style-type: none"> One (1) credenza
Lighting	<ul style="list-style-type: none"> Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> Conference Table Seating for ten (10)
Other Accommodations	<ul style="list-style-type: none"> Whiteboard Bulletin boards
Technology	<ul style="list-style-type: none"> Polycom telephone Interactive Touch Screen White Board LCD Projector AV Switcher Control System
Computers	<ul style="list-style-type: none"> One (1) computer

SPACE REQUIREMENT SPECIFICATIONS (continued)

HEALTH SERVICES	
Space: 250 square feet	
Access/Location	<ul style="list-style-type: none"> • Access to main office for assistance during times of emergency • Access through main corridor
Toilet	<ul style="list-style-type: none"> • Oversized accessible toilet room with changing table
Sink	<ul style="list-style-type: none"> • Sink with foot pedal controls (outside Toilet room) • Sink with eye wash
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Storage	<ul style="list-style-type: none"> • Lockable cabinets for medication (if controlled meds are not stored in the same cabinet as non-controlled meds, it does not require to be double locked) • Two (2) four-drawer lockable filing cabinets • Closet and extra storage for materials
Office Furniture	<ul style="list-style-type: none"> • Bookcase • Table for testing/conferences • Four (4) student chairs for waiting area
Space Considerations	<ul style="list-style-type: none"> • Recovery area with 2 cots • Nurse's space where nurse can speak privately with students • Examination room • 25-ft space to conduct vision screenings • Waiting area for students
Medical Equipment	<ul style="list-style-type: none"> • Wheelchair/evac chair • Rolling cart (portable emergency cart) • Examination table
Other Accommodations	<ul style="list-style-type: none"> • AED with audible alarm box will be installed in the public access hallway. • Refrigerator with separate freezer compartment
Technology	<ul style="list-style-type: none"> • Telephone with direct access to an outside line
Computers	<ul style="list-style-type: none"> • One (1) computer

NEW LEBANON ELEMENTARY SCHOOL

Educational Specifications

FACULTY LOUNGE	
Space: 300 square feet	
Access/Location	<ul style="list-style-type: none"> • Close proximity to the major instructional section of the school
Toilet	<ul style="list-style-type: none"> • Faculty toilets adjacent to faculty lounge
Sink	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter tops • Soap and towel dispenser
Storage	<ul style="list-style-type: none"> • Built-in upper and lower cabinets
Lighting	<ul style="list-style-type: none"> • Provide windows and maximize natural light
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Furniture	<ul style="list-style-type: none"> • Soft seating • Tables and seating for twenty (20) people
Other Accommodations	<ul style="list-style-type: none"> • (2) Microwave ovens • Refrigerator • Toaster Oven • Water Cooler • Vending Machines

K-5 RELATED SERVICES – SOCIAL WORKER / PSYCHOLOGIST / SPEECH LANGUAGE PATHOLOGIST	
Spaces: Three (3) offices @ 150 square feet each; One (1) Social Worker One (1) Psychologist One (1) Speech/Language Pathologist	
Toilet	<ul style="list-style-type: none"> • N/A
Sinks	<ul style="list-style-type: none"> • N/A
Access	<ul style="list-style-type: none"> • Close proximity to the main office
Storage	<ul style="list-style-type: none"> • One (1) lockable built-in four-drawer filing cabinet (each office) • Bookcase and shelving • Walk-in supply closet • Laminate counters and shelving (common area)
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl Tile
Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Teacher Furniture	<ul style="list-style-type: none"> • Teacher Desk/Chair (each office)
Other Furniture	<ul style="list-style-type: none"> • Two (2) Adult visitor's chair (each office) • One (1) rectangle or kidney shaped table, with 6 student chairs (each office)
Special Needs/Equipment	<ul style="list-style-type: none"> • Built-in mirror (Speech only)
Computers	<ul style="list-style-type: none"> • One (1) computer (each office)

SPACE REQUIREMENT SPECIFICATIONS (continued)

SPECIAL EDUCATION MEETING ROOM	
Space: 150 square feet	
Access/Location	<ul style="list-style-type: none"> • Adjacent to Teacher's workroom
Storage	<ul style="list-style-type: none"> • One (1) credenza
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Office Furniture	<ul style="list-style-type: none"> • Conference Table • Seating for ten (10)
Other Accommodations	<ul style="list-style-type: none"> • Whiteboard • Bulletin boards
Technology	<ul style="list-style-type: none"> • Polycom telephone • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers	<ul style="list-style-type: none"> • One (1) computer

TEACHER WORKROOM	
Space: 200 square feet	
Access/Location	<ul style="list-style-type: none"> • Within Media center
Toilet	<ul style="list-style-type: none"> • N/A
Sink	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter tops • Soap and towel dispenser
Storage	<ul style="list-style-type: none"> • Shelving • Locked cabinet • Storage for office supplies
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Office Furniture	<ul style="list-style-type: none"> • Table and six (6) chairs
Other Accommodations	<ul style="list-style-type: none"> • Dye press (letter cutting machine) • Laminating machine • General office supplies
Technology	<ul style="list-style-type: none"> • Network copier/fax machine/scanner • Printer
Computers	<ul style="list-style-type: none"> • One (1) computer

NEW LEBANON ELEMENTARY SCHOOL

Educational Specifications

CORE COMMON AREAS

LIBRARY MEDIA CENTER	
Space: 4,150 square feet Includes: 3,000 sf Collection and reading area 200 sf Media work room 150 sf Staff office 800 sf Computer lab (listed separately below)	
Sinks	<ul style="list-style-type: none"> Sink in media center workroom
Access	<ul style="list-style-type: none"> Centrally located in school
Classroom Storage	<ul style="list-style-type: none"> Built-in bookcases Storage areas Counters under windows where appropriate
Special Storage	<ul style="list-style-type: none"> Secure storage for up to (3) digital device carts
Teacher Storage	<ul style="list-style-type: none"> One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> Remote control room darkening blinds
Flooring	<ul style="list-style-type: none"> Wall to wall carpeting
Media Center Display	<ul style="list-style-type: none"> Whiteboard Bulletin Boards Well-placed and secure space for displays and promotional materials Double sided display cases
Student Furniture	<ul style="list-style-type: none"> Tables and chairs with sleigh legs Computer furniture/workstations for six (6) student computers
Teacher Furniture	<ul style="list-style-type: none"> (2) Computer workstations @ media center Circulation Desk
Other Furniture	<ul style="list-style-type: none"> 48-inch free standing, double-faced shelving for student print materials Two (2) adult visitor's chairs Comfortable lounge style seating – adult and student
Special Considerations	<ul style="list-style-type: none"> Small tiered 'read aloud' story corner Area for independent study (for large and small groups of students) Informal seating or an informal area with comfortable chairs A stack area to accommodate approximately 20,000 volumes of student print materials Security system to enable tracking of electronic equipment housed in the media center. Area for student 3D printers 'maker space' Workroom to include – die-cut, laminator and photocopy machines
Media Center Technology	<ul style="list-style-type: none"> Document Camera Interactive touch screen white board LCD projector AV switcher control system (2) Color Printers Photocopy machine
Media Center Computers	<ul style="list-style-type: none"> Six (6) student computers Two (2) media staff computers Three (3) computer mobile device carts with thirty (30) devices per cart

SPACE REQUIREMENT SPECIFICATIONS (continued)

COMPUTER LAB (Included in Library Media Center)	
Space: 800 sf (included in Library Media Center sf)	
Sinks	<ul style="list-style-type: none"> • NA
Access	<ul style="list-style-type: none"> • Centrally located in Media Center
Classroom Storage	<ul style="list-style-type: none"> • Built-in bookcases • Storage areas • Counters under windows where appropriate
Teacher Storage	<ul style="list-style-type: none"> • One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Remote control room darkening blinds
Flooring	<ul style="list-style-type: none"> • Wall to wall carpeting
Computer Lab Display	<ul style="list-style-type: none"> • Whiteboard • Bulletin Boards
Student Furniture	<ul style="list-style-type: none"> • Computer furniture/workstations for thirty (30) student computers
Teacher Furniture	<ul style="list-style-type: none"> • (1) Teacher work station
Computer Lab Technology	<ul style="list-style-type: none"> • Document Camera • Interactive touch screen white board • LCD projector • AV switcher control system • (2) Color Printers
Computer Lab Computers	<ul style="list-style-type: none"> • Thirty (30) student computers • (1) Teacher computer

NEW LEBANON ELEMENTARY SCHOOL

Educational Specifications

CAFETERIA	
Space: 2,500 square feet	
Toilets	<ul style="list-style-type: none"> • Close proximity
Sinks	<ul style="list-style-type: none"> • Bay sink (near entrance) with foot pedal for hand washing and Purell stations for students
Access/Location	<ul style="list-style-type: none"> • Adjacent to full kitchen and serving area • Exits to outdoors
Storage	<ul style="list-style-type: none"> • Storage room to accommodate tables/benches and chairs
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Porcelain Tile
Furniture	<ul style="list-style-type: none"> • Folding roll-away tables/benches, long type with built-in seating, to accommodate 150 students • Chair and desk for paraprofessional/Cafeteria supervisor
Other Accommodations	<ul style="list-style-type: none"> • Recessed drinking fountains • Sound reducing measures • Sound proof divider between kitchen and cafeteria • Bulletin boards
Technology	<ul style="list-style-type: none"> • Localized public address system • LCD Projector
Computers	<ul style="list-style-type: none"> • N/A

CAFETERIA KITCHEN	
Space: 1,000 square feet	
Includes: One (1) 150 sf Food Manager's Office	
Toilet	<ul style="list-style-type: none"> • Lockers for five (5) with adjacent unisex toilet room
Sinks	<ul style="list-style-type: none"> • Bay sink with foot pedal for hand washing and Purell stations for students
Access/Location	<ul style="list-style-type: none"> • In close proximity to Main Office and Gymnasium • Adjacent to cafeteria and serving area • Adjacent to receiving area
Storage	<ul style="list-style-type: none"> • Large walk-in storeroom with heavy-duty wire mesh chrome-mate shelving on casters
Teacher Storage	<ul style="list-style-type: none"> • Lockable storage wardrobe • One (1) lockable four-drawer filing cabinet
Lighting	<ul style="list-style-type: none"> • Task lighting over preparation areas
Flooring	<ul style="list-style-type: none"> • Quarry tile
Furniture	<ul style="list-style-type: none"> • Desk/Chair • Visitor's Chair
Special Considerations	<ul style="list-style-type: none"> • Dishwasher room with necessary utilities (racks and tray carts) • Separate area for the cashier to count money with a safe • Two (2) serving lines with built-in hot and cold units • Can washing area (outside, near dock – custodial)
Food Services Equipment	<ul style="list-style-type: none"> • TBD with Food Service Consultant
Technology	<ul style="list-style-type: none"> • One (1) cash register and stand (point of sale system) • One (1) computer (Food Services Office)

SPACE REQUIREMENT SPECIFICATIONS (continued)

PHYSICAL EDUCATION	
Space: 6,600 square feet Includes: 5,000 sf Gymnasium/Auditorium 900 sf Stage 100 sf PE office 600 sf Storage	
Toilet	<ul style="list-style-type: none"> Two (2) accessible multi-stall lavatories (one for boys and one for girls) in close proximity.
Sinks	<ul style="list-style-type: none"> Recessed drinking fountains located in close proximity of gymnasium
Access	<ul style="list-style-type: none"> Capacity to hold entire student body, staff and faculty Convenient access to ball fields
Storage	<ul style="list-style-type: none"> Folding seating/carts/storage for entire student body, staff and faculty Storage area will have access from both the interior of the gymnasium, as well as the exterior of the building (for outdoor sports and playground activities). Six (6) shelving units (48"x18"x72") inside storage facility
Lighting	<ul style="list-style-type: none"> Lighting with safety cages or Equivalent Stage lighting & lighting controls
Flooring	<ul style="list-style-type: none"> All purpose athletic wood floor system with essential markings Removable protective matting
Special Accommodations	<ul style="list-style-type: none"> Sound deadening/sound proof walls Clerestory windows with remote room darkening shade system High ceiling, the lowest features should be a minimum of 22 ft. from the floor Wall matting around entire perimeter, from height of wall base to 6'-0" minimum above finish floor Removable wall matting along front of stage platform as well. Two (2) main and four (4) side baskets for basketball (all electrically operated) Volleyball post recessed floor sleeves Chinning bars Horizontal bar Divider curtain One wall to be designated for future climbing, wall mounted equipment, and the masonry cores filled with concrete Scoreboard (optional) Movable cart for storage/equipment Stage Curtains, Drapes & Rigging
Classroom Technology	<ul style="list-style-type: none"> Portable whiteboard Cart with projector/screen for classroom instruction One (1) teacher computer Audio/Visual Sound System & Equipment

NEW LEBANON ELEMENTARY SCHOOL

Educational Specifications

MULTI-PURPOSE ROOM	
Space: 1,200 square feet	
Access/Location	<ul style="list-style-type: none"> • Access from Main Corridor
Sink	<ul style="list-style-type: none"> • Stainless steel sink with laminate counter tops • Soap and towel dispenser
Storage	<ul style="list-style-type: none"> • Built-in upper and lower cabinets
Storage	<ul style="list-style-type: none"> • Shelving • Locked cabinet
Lighting	<ul style="list-style-type: none"> • Soft color, dimmable lighting
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Furniture	<ul style="list-style-type: none"> • Movable tables and stackable chairs
Other Accommodations	<ul style="list-style-type: none"> • Microwave oven • Whiteboard • Bulletin boards
Technology	<ul style="list-style-type: none"> • Interactive Touch Screen White Board • LCD Projector • AV Switcher Control System
Computers	<ul style="list-style-type: none"> • One (1) computer

SERVICES

CUSTODIAL OFFICE	
Space: 150 square feet	
Access/Location	<ul style="list-style-type: none"> • Close proximity to Cafeteria
Storage	<ul style="list-style-type: none"> • Locked cabinet
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Furniture	<ul style="list-style-type: none"> • Desk/Chair • Three (3) adult chairs
Other Accommodations	<ul style="list-style-type: none"> • Microwave oven • Refrigerator • Fire extinguisher
Computers	<ul style="list-style-type: none"> • One (1) computer

SPACE REQUIREMENT SPECIFICATIONS (continued)

CUSTODIAL LOCKER AREA	
Space: 75 square feet (each) Includes: (1) Men and (1) Women	
Access/Location	<ul style="list-style-type: none"> • Close proximity to Cafeteria
Toilet	<ul style="list-style-type: none"> • unisex toilet room adjacent to lockers
Other Accommodations	<ul style="list-style-type: none"> • Separate locker areas for m/f staff
Furniture	<ul style="list-style-type: none"> • (4) full length lockers (each)

TOILET ROOMS	
Space: Girls/Boys 800 sf, Men/Women 360 sf Includes: (2) each @ 90 sf Men & Women (2) each @ 200 sf Boys & Girls	
Access/Location	<ul style="list-style-type: none"> • Located throughout the facility and located to support community uses.
Toilet	<ul style="list-style-type: none"> • Water conserving low flush models
Other Accommodations	<ul style="list-style-type: none"> • Meet all ADA requirements • Sinks • Mirrors • Hand dryers

IT WORK ROOM	
Space: 125 square feet	
Access/Location	<ul style="list-style-type: none"> • Centrally located
Storage	<ul style="list-style-type: none"> • Locked cabinet
Flooring	<ul style="list-style-type: none"> • Vinyl enhanced tile
Furniture	<ul style="list-style-type: none"> • Desk/Chair • Work table
Other Accommodations	<ul style="list-style-type: none"> • Climate controlled • Minimum of eight feet of linear wall space for telecommunications service room for distribution and servers – to house equipment racks and wiring systems.
Computers	<ul style="list-style-type: none"> • One (1) computer

IT CLOSETS	
Space: Two (2) at 50 square feet (each) or as determined by required infrastructure	
Access/Location	<ul style="list-style-type: none"> • Strategically located to provide data runs in compliance with recommended cable lengths
Other Accommodations	<ul style="list-style-type: none"> • Lockable Doors • Data and cable equipment racks

NEW LEBANON ELEMENTARY SCHOOL

Educational Specifications

GENERAL STORAGE	
Space: 600 square feet	
Storage	<ul style="list-style-type: none"> • Lockable area with shelving and provisions for safe storage of teaching supplies and books.

RECEIVING / STORAGE	
Space: 300 square feet	
Access/Location	<ul style="list-style-type: none"> • Close proximity to Kitchen • Direct access to building loading dock
Toilet	<ul style="list-style-type: none"> • Mop sink
Storage	<ul style="list-style-type: none"> • Lockable area with shelving and provisions for safe storage of chemicals and cleaning equipment • Provisions for safe storage of school facility supplies
Other Accommodations	<ul style="list-style-type: none"> • Equipment storage for floor polishers, carpet shampoos, vacuums, brooms, mops and other miscellaneous cleaning equipment. • Loading dock

MECHANICAL ROOM	
Space: 745 square feet	
Access/Location	<ul style="list-style-type: none"> • Near custodial area
Other Accommodations	<ul style="list-style-type: none"> • Separate and lockable mechanical room(s) shall be provided for the individual building systems and services.

SPACE REQUIREMENT SPECIFICATIONS: COMMUNITY USE

Some of the groups that regularly use the facilities include:

- Greenwich Parks and Recreation Department
- Scouting organizations
- Civic organizations
- Municipal Boards and groups
- Adult Education
- Parent Teacher Organization
- Registrar of Voters

SITE AND BUILDING PLANS

Site Improvements

The site improvements include a safe and rational circulation scheme for pedestrians and vehicular traffic with bus priority drop off and pick up, parent parking, visitor parking and staff parking areas. Two playground areas with age appropriate equipment and regulation playing fields with direct and convenient access to the school are also included.

The site improvements will link the school, library, playing fields, and natural features into a cohesive, nurturing campus environment. The site will be developed in an environmentally sensitive manner. Sustainable practices will be employed in the treatment of storm water discharge quality and quantity, the selection of site materials, and the use of native vegetation for landscaping.

Options Considered

The Advisory Committee and the consultants reviewed various options for rebuilding the New Lebanon Elementary School during the summer of 2014. These options were refined, and two final alternatives were selected:

1. Scheme A - renovating and adding to the existing 1956 facility; or
2. Scheme B - building a new elementary school.

The two options presented different site solutions for parking, playground locations, field access, vehicle and pedestrian traffic and access to the Byram Library.

Both schemes were thoroughly compared as assets to the community, places of instruction, fostering a school community, helping improve the achievement gap, safety, impact on the normal operation of the school, capital expenditures and long term operating and maintenance costs.

The Advisory Committee recommended to the Board of Education that Scheme B—the new building option—was the best solution for the New Lebanon School, meeting the project objectives and educational objectives defined in the 2014 Revised Racial Balance Plan.

Building Plan

The Board of Education chose to build a new building for the New Lebanon Elementary School on the field adjacent to the current school. Other solutions considered fell short of the Greenwich Public School's mission, and the vision of a 21st century Learning Campus for a high performing educational system.

Education will begin with a Universal Pre-Kindergarten program, aided by the IB program and the Digital Learning Environment education initiative. The school facility will be built to foster the international, holistic, inquiry-based and collaborative learning provided by the IB program. A new facility, designed and sized to meet the improved educational program, will make New Lebanon Elementary attractive to magnet students throughout the district and improve the racial imbalance.

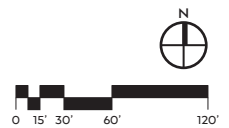
One of the guiding objectives was to keep the current school in operation and minimize disruption during the school year. The current program already suffers from a crowded facility where both the pre-Kindergarten and Kindergarten programs have been relocated to temporarily resolve space needs. The construction of the new school will minimally impact the current school site and the education of the children attending the New Lebanon School.

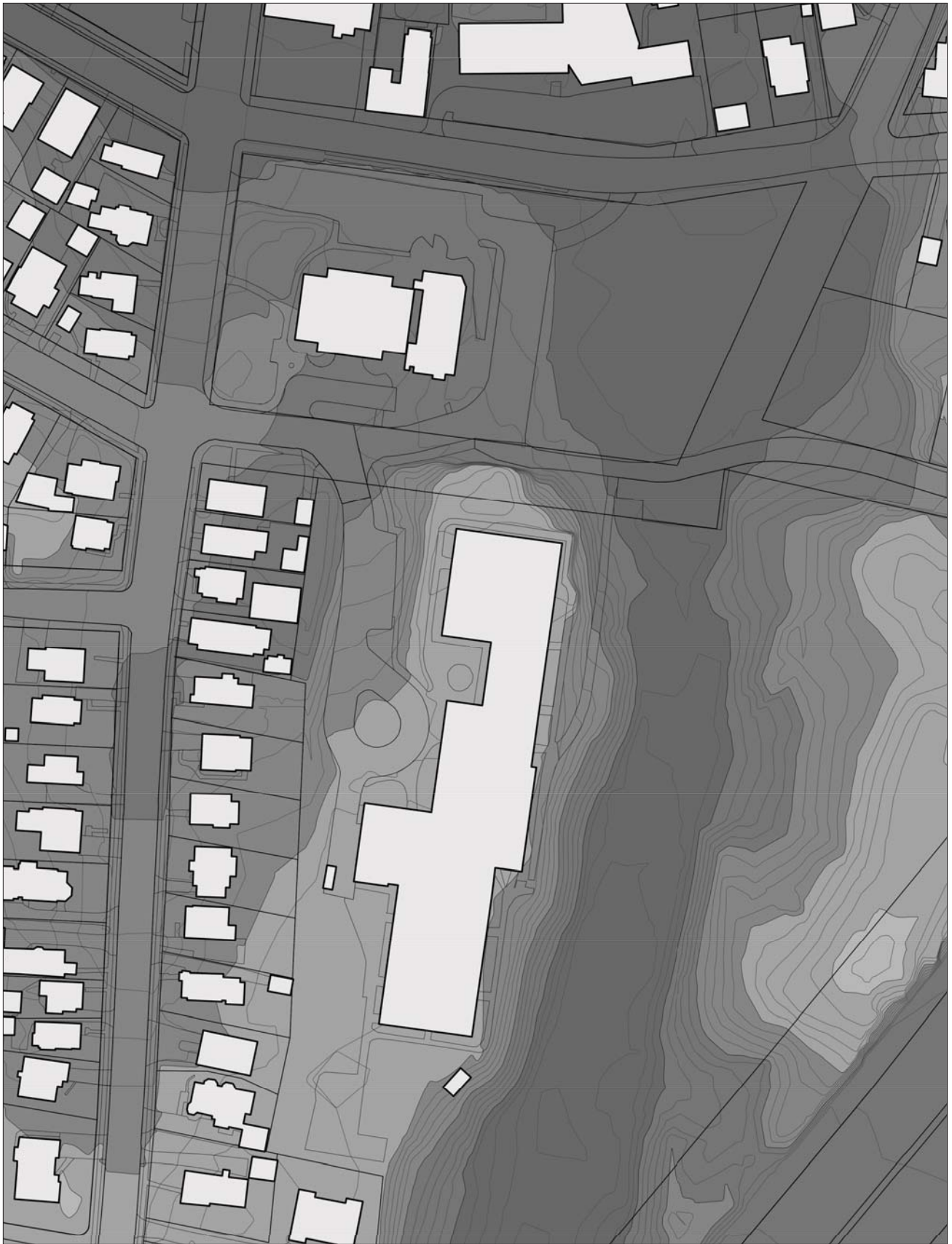
The new school is a three-story building, organized around a courtyard facing south and west. The classroom wings have a single loaded corridor with small gathering spaces facing the courtyard, fostering a sense of community. The community wing next to the lobby has been designed with the cafeteria on the first floor with doors out to the courtyard, and a "gym-atorium" above.

The new school, designed for 425 students, will offer three Universal Pre-Kindergarten, three Kindergarten classrooms, three classrooms per grade from 1st to 5th grade, two music rooms, a science room and an art room. The building has been sized to accommodate all of the special education and administration requirements. The media center is centrally located on the second floor.

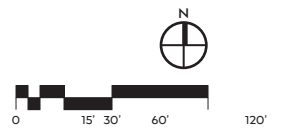


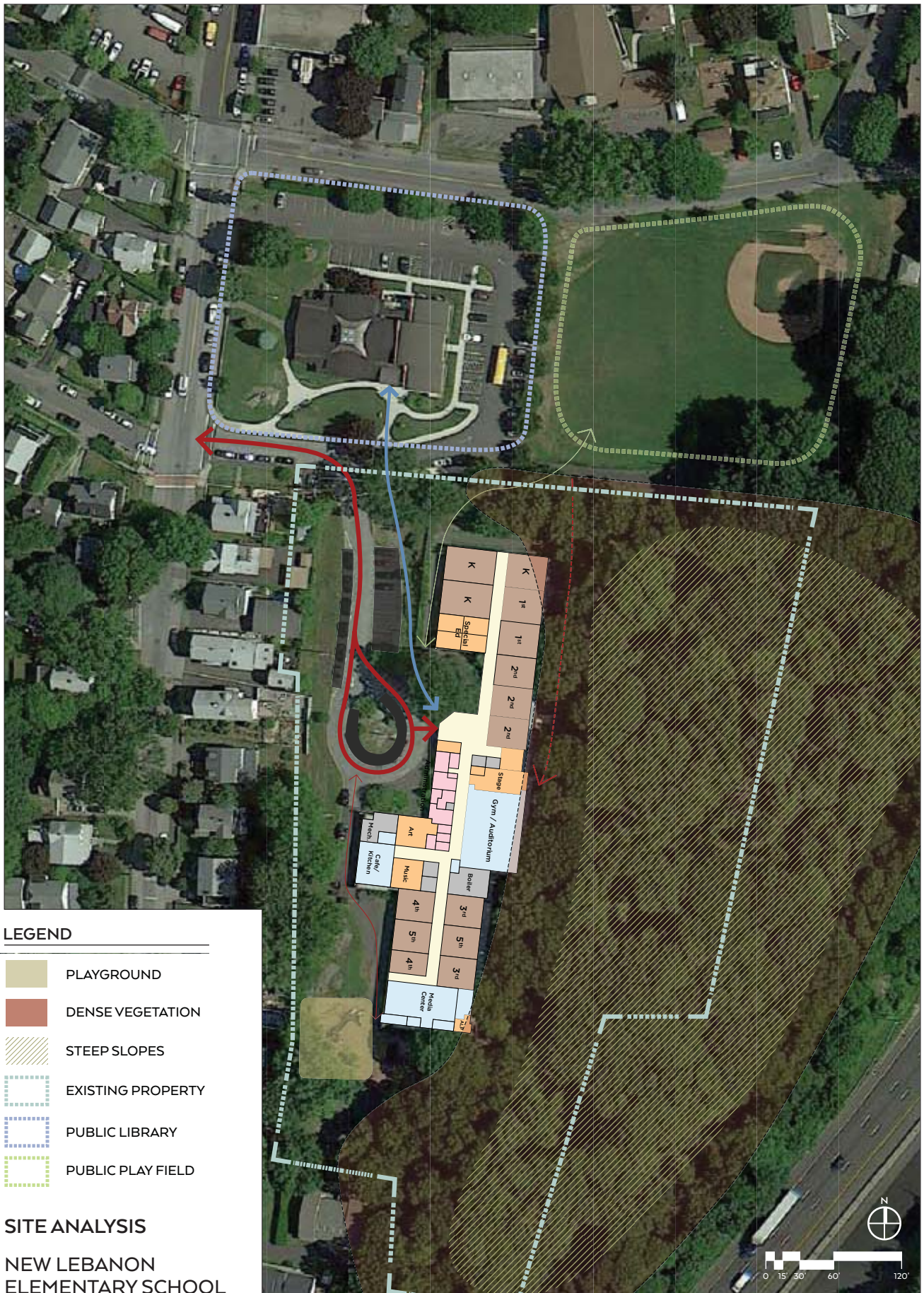
EXISTING FIGURE GROUND
NEW LEBANON ELEMENTARY SCHOOL

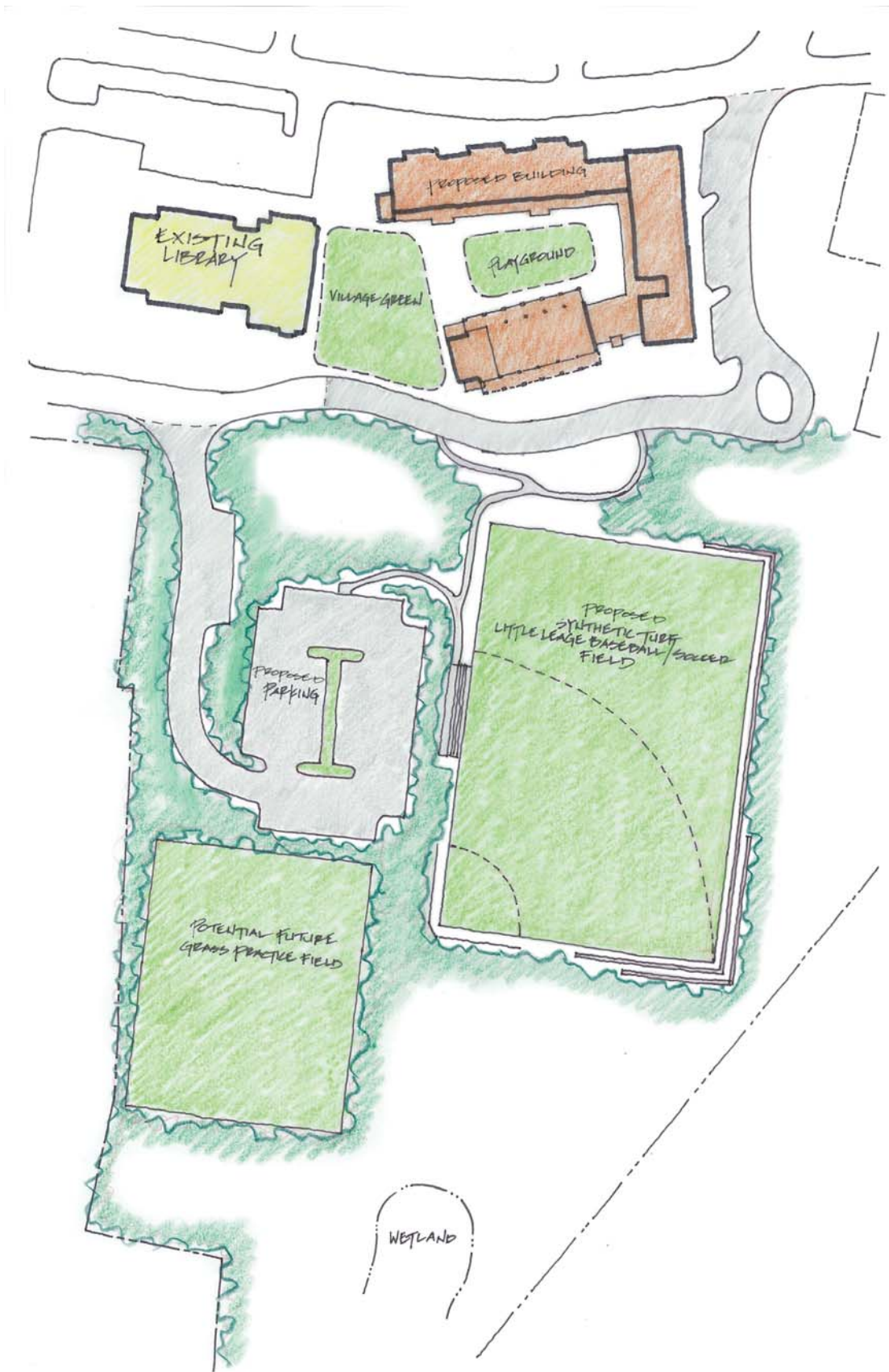




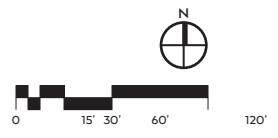
EXISTING RELIEF MAP
NEW LEBANON ELEMENTARY SCHOOL







PROPOSED SITE SCHEME
NEW LEBANON ELEMENTARY SCHOOL

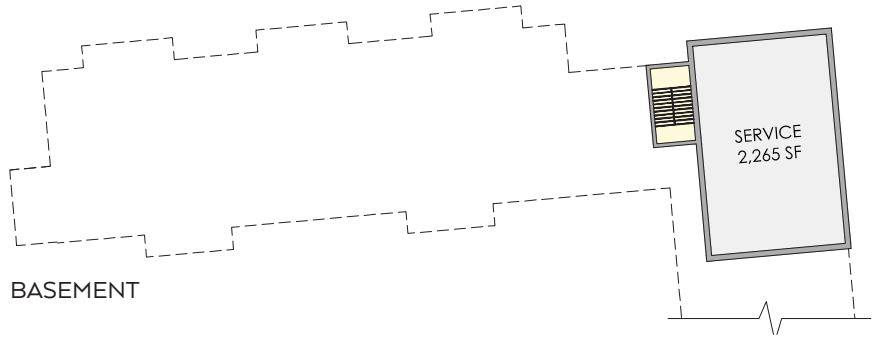




FIRST FLOOR

LEGEND

- INSTRUCTIONAL
- SPECIAL INSTRUCTIONAL
- SPECIAL EDUCATION
- ADMINISTRATION
- COMMON AREAS
- SERVICE
- CIRCULATION

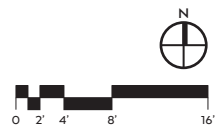


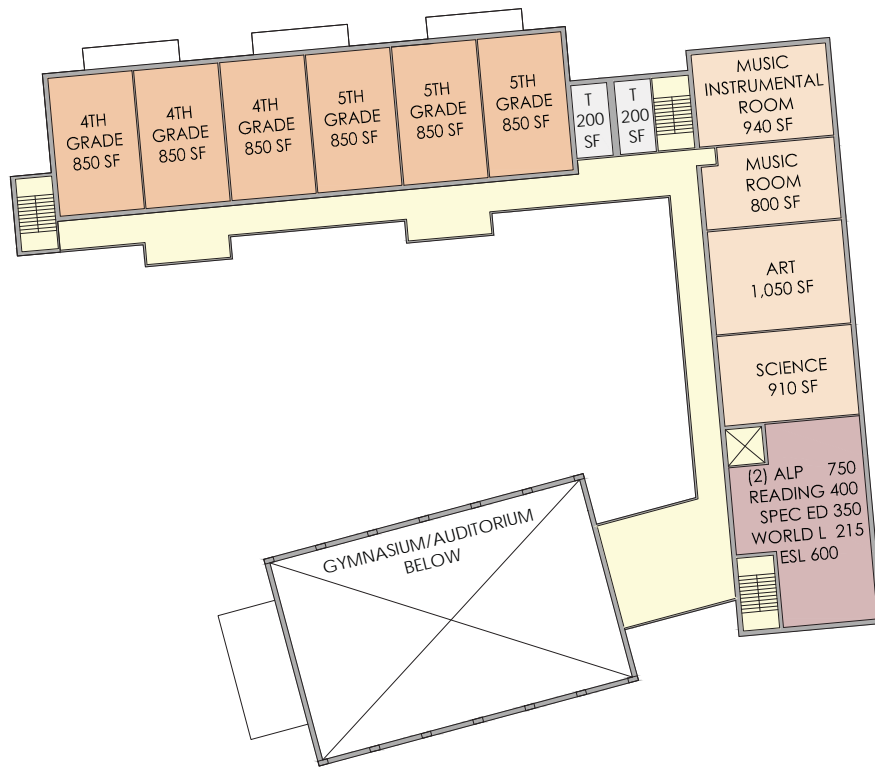
BASEMENT

PROPOSED DIAGRAM

GROSS AREA: 62,150 SF

NEW LEBANON ELEMENTARY SCHOOL





THIRD FLOOR



SECOND FLOOR

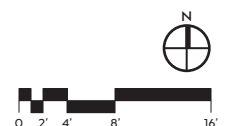
LEGEND

- INSTRUCTIONAL
- SPECIAL INSTRUCTIONAL
- SPECIAL EDUCATION
- ADMINISTRATION
- COMMON AREAS
- SERVICE
- CIRCULATION

PROPOSED DIAGRAM

GROSS AREA: 62,150 SF

NEW LEBANON ELEMENTARY SCHOOL



Energy and Environmental Plan

The sustainable initiatives for the re-built New Lebanon School would include passive design strategies including the best solar orientation, building thermal mass, providing a well insulated envelope, maximizing daylight and views, including operable windows and natural ventilation, connecting to the outdoors, minimizing the layering of finish materials, designing for ease of maintenance, durability and legibility.

Renewable energy sources to be considered include geothermal systems and high-performance systems such as condensing boilers. Other green options include, among others: photo-voltaic solar collectors, local control of heating and cooling systems, natural and renewable materials, energy efficient lighting, access to daylight in occupied spaces, and water conserving systems.

Building Systems

Building systems in the new school shall meet the Connecticut High Performance Building Standards which is similar to a LEED Silver rating or better. These systems shall also meet the requirements of Connecticut's State Department of Education School Construction Program, the Connecticut State Building Code and national standards.

Mechanical Systems: The high performance heating and cooling system will include a high efficiency gas fired boiler supplementing a geothermal well system. Radiant hot water slab construction should be included at the Pre-Kindergarten and Kindergarten classrooms. Other classrooms shall have exterior perimeter hot water radiation. The school shall be fully air conditioned with a separate zone for areas of the building open during the summer.

Energy recovery systems will be installed in portions of the building. A building management system will control heating and air conditioning for each room independently. Carbon dioxide sensors will be installed in rooms where occupancy varies in order to minimize energy consumption. All heating, air conditioning and ventilation will be designed to meet code requirements.

Electrical and Lighting Systems: Natural day lighting will be maximized in the design of the school. Motion sensors and dual switching will be installed in the classrooms. LED and other highly efficient light fixtures shall be included in all of the school's spaces. The exterior of the building and parking areas will include appropriate security lighting. Substantial distribution of power outlets in all instructional spaces will be necessary for the re-charging electronic devices. An emergency generator shall be considered to power a portion of the building. All electrical systems will meet State and National code requirements.

Elevator: A single elevator meeting ADA size requirements and Connecticut State Building Code requirements shall be included in the building close to the entry lobby.

Building Systems (continued)

Technology: A robust wireless fidelity (wifi) network system will support the Digital Learning Environment's educational initiative. The system will include a voice over internet protocol (VOIP) communication system. A fiber optic backbone with category 6e cabling is recommended. All classrooms will have interactive smart boards.

Public address, clocks and security systems: The public address, clock and security systems will be integrated into the technology design of the project. The PA system will cover all areas of the building. The building shall be designed to meet the State of Connecticut School Safety Infrastructure Standards (2014).

Appropriate security systems will address all local, state and federal security requirements for elementary schools. A lock down of all exterior doors from a centralized switch should be considered.

Fire Protection: The building will be protected with a code compliant sprinkler system.

Fire Alarm: The new school will include an automatic fire alarm system that meets the current Connecticut Fire and Safety Code.

Plumbing: Plumbing systems shall meet or exceed all code requirements including the Americans with Disability Act (ADA) and water saving standards.

Acoustics: The building will comply with Acoustical Performance Criteria, Design Requirements and Guidelines for Schools.

Windows and Doors: Operable, high efficiency, low E glass windows shall be included in all the classrooms. Emergency egress windows and rated doors shall be included as required by State Code and State Department of Education requirements.

Exterior Building finishes – The exterior façade shall be brick with cast stone lintels. The pitched and barrel roofs shall be standing seam painted metal.

PROJECT BUDGET, SCHEDULE AND IMPLEMENTATION

Project Budget

The cost estimate was prepared by an independent cost consultant, Daedalus Projects Inc. The estimate separates the building costs from the immediate site costs and the field costs.

The trade costs have been increased by a design and pricing contingency, general conditions, phasing and site logistics, permits, insurance, bonding, overhead and profit to estimate the total estimated construction cost. An allowance for escalation until the start of construction was added to generate the total estimated *construction* cost at the time of construction.

A soft costs multiplier was added to this number to reach the estimated total *project* cost. Soft costs include furniture and equipment, legal fees, permitting, insurance, construction management, architectural and engineering fees, testing, surveying and geotechnical services.

The State Grant Reimbursement Chart on the next page breaks down the total state grant reimbursement and the total local funding costs.

NEW LEBANON ELEMENTARY SCHOOL

Educational Specifications

		STATE STANDARD Space Specifications - Allowable SF per Pupil		Enrollment Projection (NL Base + Pre-K + Magnet = Total)
Highest Projected 8yr Enrollment	0-350	350-750	293 + 45 + 87 = 425	
Pr-K	124	120	120	
K	124	120	120	
1	124	120	120	
2	124	120	120	
3	124	120	120	
4	124	120	120	
5	156	152	152	
Average Allowable SF per Student			125	
(Highest Projected 8 yr) X (Average Allowable SF per Student) = MAXIMUM GROSS AREA permitted per CT State Space Specifications Diversity Guideline 425 x 125 =			53,125 SF	
Total NET PROGRAM AREA*			43,975 SF	
Total BUILDING GROSS* (includes 41% Gross Building Factor)			62,149 SF	
Total BUILDING GROSS* (w/Exterior Wall Area Deducted)			58,745 SF	
58,745 SF - 53,125 SF = SF NOT eligible for CT State reimbursement			5,620 SF	

STATE GRANT REIMBURSEMENT CHART

*Please refer to Program of Space Requirements on pages 12 and 13

The calculations indicated that 53,125 sf (90%) of the new 58,740 sf school building is eligible for the state grant, and 5,615 sf (10%) is not eligible.

BUILDING CONSTRUCTION ESTIMATE	New Building
Trade Costs	
New Construction	\$17,580,432
Renovation	\$0
Subtotal	\$17,580,432
Design and pricing contingency - 10% new; 14% renovation	\$1,758,043
Trade Costs Subtotal	\$19,338,475
Construction Cost Mark-ups	
General conditions and requirements - 18 months	\$1,858,900
Site logistics and phasing - 3 phases	\$140,000
Building permits - 1.25%	\$241,731
Mark-ups + Trade Costs	\$21,579,106
Insurance and bonding - 2.35%	\$507,109
Overhead and profit - 3.25%	\$701,321
Estimated Construction Cost Total	\$22,787,536
Escalation allowance - 5%	\$1,139,377
ESTIMATED CONSTRUCTION COST TOTAL + ESCALATION	\$23,926,913
Soft costs* - 22%	\$5,263,921
ESTIMATED TOTAL PROJECT COST	\$29,190,834

**Soft costs include furniture and equipment, design fees, legal fees, testing and insurance.*

Scheme B Cost/sf (w/o escalation) \$364.00

BUILDING CONSTRUCTION ESTIMATE

This chart summarizes the overall project costs, including markups, escalation and soft costs, for the new building construction.

NEW LEBANON ELEMENTARY SCHOOL

Educational Specifications

SITE DEVELOPMENT ESTIMATE	Sitework for New Building	
	Building	Field
Trade Costs		
Building sitework and playgrounds	\$1,514,403	
Fields and parking sitework		\$3,002,403
Design and pricing contingency - 10%	\$151,440	\$300,240
Trade Costs Subtotal	\$1,665,843	\$3,302,643
Construction Cost Mark-ups		
General conditions and requirements - 18 months	\$358,100	\$400,000
Site logistics and phasing - 3 phases/1 phase	\$30,000	\$40,000
Building permits - 1.25%	\$20,823	\$41,283
Mark-ups+ Trade Costs	\$2,074,766	\$3,783,926
Insurance and bonding - 2.35%	\$48,757	\$88,922
Overhead and profit - 3.25%	\$67,430	\$122,978
Estimated construction cost total	\$2,190,953	\$3,995,826
Escalation allowance - 3%	\$65,729	\$119,875
ESTIMATED CONSTRUCTION COST TOTAL + ESCALATION	\$2,256,682	\$4,115,701
Soft costs* - 12%	\$270,802	\$493,884
ESTIMATED TOTAL PROJECT COST	\$2,527,484	\$4,609,585

*Soft costs include furniture and equipment, design fees, legal fees, testing and insurance.

SITE DEVELOPMENT ESTIMATE

This chart summarizes the cost of the site work related to the building and the cost of the fields and parking areas.

		Scheme B		
			State Grant	Local Funds
Line	Building and Site Costs			
A.	Total project building costs	\$29,190,834		
B.	Fundable portion a 125 sf/student	\$26,271,751		
C.	Local fundable building costs	\$2,919,083		\$2,919,083
D.	Total project site cost	\$2,527,484		
E.	Total project building and site cost (A+D)	\$31,718,318		
F.	Total fundable project and site costs (B+D)	\$28,799,235		
G.	<i>80% state grant reimbursement (F x 0.8)</i>	\$23,039,388	\$23,039,388	
H.	<i>20% local funding (F minus G)</i>	\$5,759,847		\$5,759,847
Line	Field Costs			
I.	Total Project Field Costs	\$4,609,585		
J.	Eligible costs (50% of new work)	\$2,304,793	\$2,304,793	\$2,304,793
K.	Total project cost (E+I)	\$36,327,903		
L.	<i>Total state reimbursement (J+G)</i>	\$25,344,180	\$25,344,180	
M.	<i>Local funding (K minus L)</i>	\$10,983,723		\$10,983,723

STATE REIMBURSEMENT ANALYSIS

The calculations above indicate a total state reimbursement of \$25,344,180.00 and local funding of \$10,983,723.00 to build the New Lebanon Elementary School and its site work.

See page 50 and 51 for site and building costs referenced in chart above.

Schedule

- STATE GRANT DOCUMENTATION - PHASE I
 - June 2014 - The Board of Education approved and submitted the Revised Racial Balance Plan to the State of Connecticut.
 - October 2014 – The BOE approves the Education Specifications for the New Lebanon School.

- APPROVALS - PHASE II
 - 2014/15 – Approvals for the project
 - 2014/15 school year – Implementation of phases I and II of the plan to close gaps in achievement.
 - 2014/15 school year – Selection of the New Lebanon Building Committee and funding.
 - 2014/15 school year – Revise Magnet School guidelines.
 - 2014/15 school year – Plan transportation to New Lebanon and Hamilton Avenue Schools.
 - 2015/16 – Prepare construction drawings and bid New Lebanon School.
 - 2016/17 – Document approvals and permits by local and state agencies.

- CONSTRUCTION - PHASE III
 - June 2017 – Start construction at New Lebanon.
 - August 2018 – Construction completion date for the building.
 - June 2018 – Site improvements
 - December 2018 – Construction completion for the site.

Implementation

The first phase of the schedule covers the documentation required for the State approval of 80% racial diversity funding. The next phase includes the preparation of the construction documents and their approval by all other State and local relevant authorities. The third phase, the construction phase, will take approximately 18 months till completion.

During all three phases the Greenwich Public School district will be implementing several initiatives closing the achievement gap, adopting programs to reduce the racial imbalance, enhancing the magnet school programs and working aggressively in marketing the International Baccalaureate programs.

The rebuilt New Lebanon IB Magnet School will open for the 2018/19 school year as a 21st century learning campus with a Universal Pre-Kindergarten program and incorporating the Kindergarten students that were temporarily relocated.

EDUCATIONAL SPECIFICATIONS
for the
NEW LEBANON ELEMENTARY SCHOOL



APPENDICES

APPENDICES

APPENDIX A	Demographics by Milone and McBroome
APPENDIX B	Connecticut Center for School Change (CCSC) Study
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APPENDIX D	Digital Learning Environment Report
APPENDIX E	Timeline for Implementing Revised Racial Balance Plan

NEW LEBANON ELEMENTARY SCHOOL

Educational Specifications

APPENDIX A: DEMOGRAPHICS

TO: Ben Branyan, Managing Director of Operations, Greenwich Public Schools

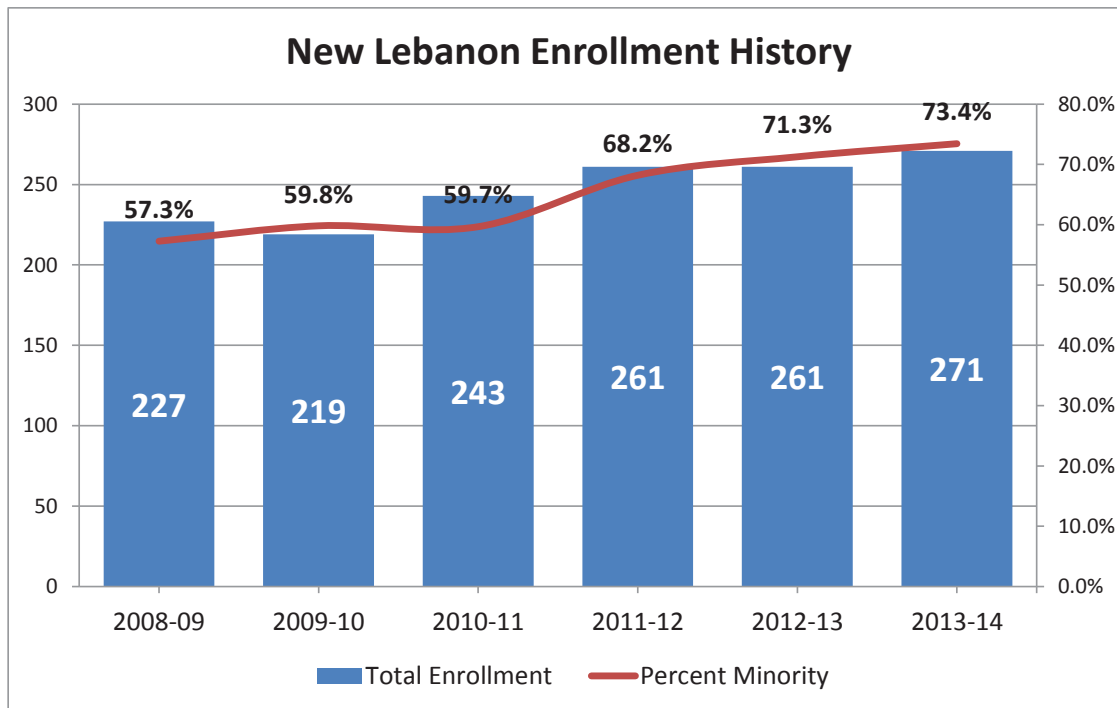
FROM: Mike Zuba, Associate, Milone & MacBroom, Inc.

DATE: August 29, 2014 (revised)

RE: New Lebanon Preliminary School Construction Enrollment Projections

The following is our preliminary estimate of New Lebanon’s total enrollment projections for the purposes of school design. These numbers will be updated once more concrete 2014-15 enrollment numbers are available. These preliminary projections are based off of the 2013 Enrollment Projection Report.

Historic total enrollments and minority enrollment percentage for New Lebanon Elementary are shown in the following chart:



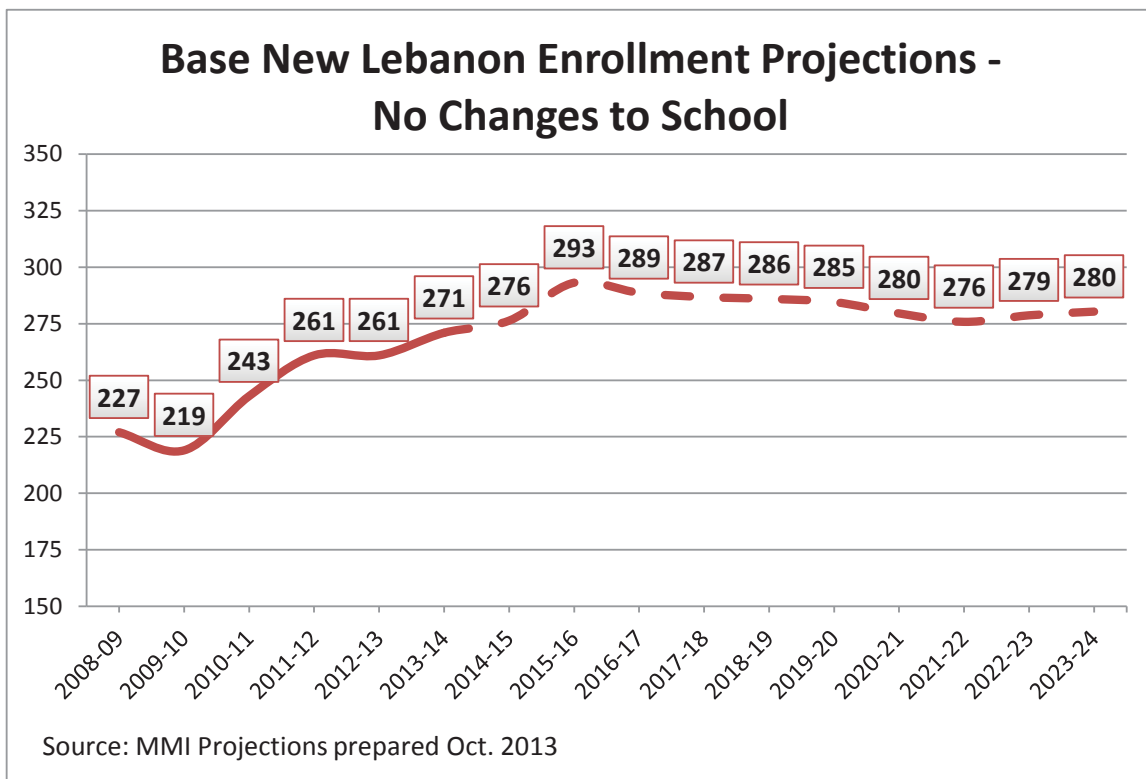
It is important to note that as enrollments increased, the School District began shifting students out of New Lebanon School through a variety of means, including moving PK from New Lebanon to Hamilton Ave. in 2012-13, and weighting magnet lottery results to grant preference to New Lebanon students seeking to attend a different magnet school. In 2014-15, a class of New Lebanon kindergartners will attend the Byram Archibald Neighborhood Center (BANC).

It is our understanding that Greenwich Public Schools is seeking to apply for the Diversity School Grant. In order to do so, the school construction project and program design must aim to mitigate the current racial imbalance at New Lebanon Elementary.

To estimate the necessary school capacity for the New Lebanon reconstruction project, we made the following assumptions:

- ✦ Greenwich Public Schools is seeking racial balance at New Lebanon Elementary School that is within 20% - 23% of the district-wide PK-5 racial balance in order to achieve sustainable balance
- ✦ New Lebanon Elementary School will house PK-5, with three sections of PK planned
- ✦ The October 2013 enrollment projections, based on October 1st enrollments, are a valid foundation for these preliminary projections

The base projections for New Lebanon Elementary School (K-5) are shown below. These projections did not account for the movement of a class of kindergarten students out of the school, as the district intends to do for the 2014-15 school year. Note that the highest projected year is 2015-16, with a total projected K-5 total enrollment of 293.



NEW LEBANON ELEMENTARY SCHOOL

Educational Specifications

In order to estimate racial balance, we had to make assumptions on future racial composition. We reviewed the rate of change for the percent of minority students at the district and neighborhood levels. The New Lebanon figures presented on the following page reflect students residing in the New Lebanon attendance zone, regardless of the school actually attended. The District PK-5 percentage numbers excluding New Lebanon represent the potential composition of magnet students, while the District PK-5 is the benchmark for racial composition. Examining neighborhood trends enables us to overcome the “artificial” trends created by the District’s movement of students, and helps us account for the specific dynamics of the New Lebanon attendance area.

Minority Composition Annual Change 2013-14 to 2000-09

	District PK-5 Excluding New Lebanon - Assumed Composition of Magnet Students		New Lebanon Neighborhood PK-5		District PK-5 - Benchmark for Racial Balance	
	% Minority	Rate of Change	% Minority	Rate of Change	% Minority	Rate of Change
2008-09	25.1%		56.1%		26.8%	
2009-10	26.1%	1.0%	55.6%	-0.5%	27.8%	1.0%
2010-11	28.3%	2.3%	59.2%	3.6%	30.1%	2.3%
2011-12	30.8%	2.9%	64.5%	5.3%	33.1%	2.9%
2012-13	32.2%	1.5%	66.7%	2.1%	34.6%	1.5%
2013-14	33.9%	1.8%	69.1%	2.4%	36.3%	1.8%
2014-15 est.	35.5%	1.7%	71.8%	2.8%	37.9%	1.6%
2015-16 est.	37.1%	1.7%	74.6%	2.8%	39.6%	1.6%

The increase in the percent minority of PK-5 students living in New Lebanon’s area has consistently outpaced the increase elsewhere in the district over the past four years. However, the rate of change at both the District and New Lebanon attendance area shows signs of flattening. Therefore, we assumed the average rate of change for the last two years in both the District PK-5 and New Lebanon continues. In other words, we assumed a ~1.5% (2-yr avg.) annual increase in percent minority for magnet students into New Lebanon, a 2.8% (3-yr weighted avg.) annual increase in minorities in the New Lebanon attendance area and an annual increase of 1.6% for the Districtwide PK-5. Hence, by 2015-16, we assume the racial composition of PK-5 students residing in the New Lebanon attendance zone to be 74.6% minority, and presumed magnets students outside of New Lebanon to be 37.1% minority. This information is used in combination with our previously stated assumptions to develop the following formula for projecting New Lebanon enrollments:

$$\text{Base Projection}_t + 45 \text{ PK} + x \text{ Magnet Students} = \text{Total Enrollment}$$

where in 2015-16: Base Projection is assumed to include 74.6% Minority
 45 PK are assumed to include 37.1% (Districtwide PK-5) Minority
 Magnet Students are assumed to be 37.1% Minority
 Total Enrollment is set to desired balance with district-wide racial composition

If the District strives to achieve racial balance at New Lebanon that is **within 20%** of the assumed district-wide PK-5 racial balance in 2015-16 (39.6% for the entire district including New Lebanon), then 145 K-5 magnet students are needed for a total enrollment of 483 students.

$$293 \text{ New Lebanon Base} + 45 \text{ PK} + 145 \text{ Magnet} = \mathbf{483 \text{ Total PK-5}}$$

If the District opts to achieve racial balance at New Lebanon that is **within 23%** of the assumed district-wide balance in 2015-16 (39.6% for the entire district including New Lebanon), then 87 K-5 magnet students are needed for a total enrollment of 425 students.

$$293 \text{ New Lebanon Base} + 45 \text{ PK} + 87 \text{ Magnet} = \mathbf{425 \text{ Total PK-5}}$$

Understanding the demographic landscape of Greenwich as well as the current demographic trends, we believe that the most tenable option would be an approximately 425 student school. This school size would provide an attainable magnet target of 85-90 students and provide a racial balance within 23%, which can be sustained when coupled with a Magnet Lottery Policy that is designed to maintain diversity. The conservative estimates presented above are predicated on the racial composition of all magnet students reflecting the district-wide average. As shown above, the requisite enrollment for New Lebanon School is largely influenced by the diversity of magnet students. Therefore, design of the magnet application/ assignment policy and procedures for New Lebanon School must be concurrent with facility design to achieve racial balance.

APPENDIX B: CONNECTICUT CENTER FOR SCHOOL CHANGE (CCSC) STUDY

Closing the Achievement Gap A Report to the Greenwich Board of Education Executive Summary

Attached is a printout of the PowerPoint deck that will be the basis for the Achievement Gap Report at the April 3rd workshop meeting. The printout is provided as background reading; at the meeting, we will be presenting an edited version for discussion.

The Center for School Change was engaged as an external partner because it has worked directly with districts attempting to close gaps and raise achievement. Staff members have extensive experience as central office administrators, principals and teachers in urban, suburban and rural districts in Connecticut and across the nation. The Center's executive director, Andrew Lachman, came to the Center after serving for 13 years as one of the senior advisors on policy and program development to former superintendents Anthony J. Alvarado and Elaine Fink in Manhattan's Community School District 2. Deputy director Richard Lemons, in his work with the Education Trust, the Institute for Urban School Improvement (UConn) and the Harvard Change Leadership Group, has partnered directly with districts and schools to audit current conditions, understand systemic problems, craft strategic plans and implement targeted interventions on behalf of closing achievement gaps.

The Center has worked closely with Superintendent McKersie and the Achievement Gap Workgroup to design an iterative inquiry process to address the district's needs. In the course of the project thus far, we have analyzed both local and national evidence, organizing our findings in an evidence-based conceptual framework.

Research Regarding the Achievement Gap

The printout provides an overview of current research regarding the achievement gap. The achievement gap refers to any significant and persistent disparity in academic performance between different cohorts of students. Given the increasing inequality in our society, it is noteworthy that the income achievement gap is now considerably larger than the racial gap, a reversal of the pattern 50 years ago (see slides 5-15, pages 3-8).

The Center conducted a review of national data, research and best practices regarding the strategies implemented by schools and districts that have successfully closed gaps. These schools – be they “90-90-90”, “Dispelling the Myth” or “It's Being Done” schools – prove that educational performance need not be a function of poverty. Instead, education can be the solution to poverty. The evidence from these schools and districts clearly demonstrates that closing gaps is achievable and that it is within a district's and school's power to develop a comprehensive approach for dramatic achievement gains in schools with high concentrations of low-income students (see slides 16-22, pages 8-11 and slides 52-53, pages 25-26).

School Equity Studies

Pursuant to the RFP, the Center conducted school equity studies at the four Title I schools (Julian Curtiss, Hamilton Avenue, New Lebanon, and Western Middle School). These schools are the lowest performing schools in the district (see slides 25-28, pages 13-14). The purpose of these studies was to understand the impact of current efforts to close achievement gaps and to compare current efforts with known best practice strategies for gap closing. We reviewed performance data and artifacts; interviewed administrators, staff and parents; and observed classrooms and small group interventions. We shared the results of the school equity studies with the schools' leadership teams and the district's Achievement Gap Workgroup.

In the PowerPoint, cross-school findings are organized using the empirically-tested Essentials of School Improvement framework developed by Professor Anthony Bryk and his colleagues at the University of Chicago Consortium on Chicago School Research. Bryk's framework posits five essentials that impact the instructional core: the interactions of teachers, students and content that occur in the classroom. The Five Essentials are: Professional Capacity (human resources and professional development); School Learning Climate (order and safety, student-teacher relationships); Parent, School and Community Ties (outreach, cultural competency, community services); Instructional Guidance (curriculum frameworks, activities, tools); and Leadership as the Driver for Change (see slides 35-51, pages 18-26).

Findings

Our review of the research literature and best gap-closing practices point to potential strategies for addressing Greenwich's persistent achievement gap. Lessons learned about what it takes to improve and sustain high performance for all students include a sense of urgency and willingness to do whatever it takes; clear, shared and high expectations for each and every child; improved quality of teaching and learning in all classrooms; targeted interventions to accelerate students not meeting standards; extended learning time; high-quality pre-school; comprehensive supportive services; and increased family engagement.

Based on our analysis of the four target schools and our review of the effective strategies employed across the country, the Center has highlighted strategic opportunities that map onto the Bryk framework and that Greenwich Public Schools should consider:

- Create affordable, high-quality preschool to reduce the preparation gap
- Expand learning time beyond the normal school day and in summer to accelerate learning
- Increase intellectual rigor demanded of students within classrooms
- Strengthen data systems and data usage to track critical questions relative to accelerating learning
- Create comprehensive parent and community engagement strategies
- Consider strategies that can reduce concentration effects.

These strategic opportunities are not suggested as silver bullets. They would need to be developed and implemented recognizing the community context and the local circumstances, assets and challenges.

Conclusion

Much has been written recently about the growing inequality in our country and the economic and social impacts of the “tale of two cities.” The persistent achievement gaps in the Greenwich

Public Schools have consequences for individual life outcomes (lack of college or career training, unemployment, poverty, poor physical and mental health, incarceration) and for our society and economy (reduced productivity, crime, government services, budget deficits). While much of the achievement gap may be caused by issues arising before and beyond the control of districts and schools, poverty and zip codes should not determine a child’s destiny. As our report indicates, districts and schools – including the Greenwich Public Schools – do have the means, the tools, and the ability to address and close the achievement gap.

We look forward to the discussion at the April 3 meeting.

APPENDIX C: LANGAN REPORT

Environmental Planning Services

Wetland, Biological and Soil Sciences

August 8, 2014

Ryan J Wohlstrom
Project Engineer
LANGAN Engineering
Long Wharf Maritime Center
555 Long Wharf Drive
New Haven, CT 06511-6107

RE: Wetland delineation, New Lebanon School property, Greenwich

Dear Mr. Wohlstrom,

EPS was retained to delineate the wetlands and watercourses on the above referenced site. The wetland delineation was conducted by a soil scientist, according to the requirements of the CT Inland Wetlands and Watercourses Act (P.A. 155). Wetlands are defined as areas of poorly drained, very poorly drained, floodplain, and alluvial soils, as delineated by a soil scientist. Watercourses are defined as bogs, swamps, or marshes, as well as lakes, ponds, rivers, streams, etc., whether natural or man-made, permanent or intermittent.

The wetland and watercourse delineation was conducted on August 7, 2014 by examining the upper 20" of the soil profile with an auger. Those areas meeting the requirements noted above were marked with blue plastic tape labeled "WL" and numbered 1/16. A single wetland was delineated in the low swale located downslope (southeast) of the existing building. This wetland has been historically altered, as indicated by the presence of shallow fill, the presence of underdrains (two inlets were observed, outlet location unknown) and compacted gravelly fill located in areas immediately adjacent to the wetland.

Based on field observations as well as a review of the Natural Resources Conservation Service's Soil Survey Geographic Database (SSURGO), wetland soils consist of Aquepts. The Aquepts map unit is a miscellaneous land type used to denote man-made or man-disturbed areas that are wet. These soils have an aquic soil moisture regime and can be expected to support hydrophytic vegetation. Typically, these soils occur in places where less than 2 feet of earthen material have been placed over poorly or very poorly drained soils; areas where the natural soils have been mixed so that the natural soil layers are not identifiable; or where the soil materials have been excavated to the watertable.

NEW LEBANON ELEMENTARY SCHOOL

Educational Specifications

Upland (non-wetland) soils consist of the Udorthents as well as the Hollis-Chatfield-rock outcrop complex. The Hollis series consists of shallow, well drained and somewhat excessively drained soils formed in a thin mantle of glacial till derived mainly from gneiss, schist, and granite. They are nearly level to very steep upland soils on bedrock controlled hills and ridges. Depth to hard bedrock ranges from 10 to 20 inches. Bedrock outcrops vary from few to many.

The Chatfield series consists of moderately deep, well drained, and somewhat excessively drained soils formed in till. They are nearly level to very steep soils on glaciated plains, hills, and ridges. Slope ranges from 0 to 70 percent. Crystalline bedrock is at depths of 20 to 40 inches. The soils formed in a moderately thick mantle of glacial till overlying granite, gneiss, or schist bedrock. Rock outcrops are rare to common and are limited to the more resistant bedrock.

Udorthents is a miscellaneous land type used to denote moderately well to excessively drained earthen material which has been so disturbed by cutting, filling, or grading that the original soil profile can no longer be discerned.

If you have any questions regarding my findings please feel free to contact me.

Respectfully submitted,



Eric Davison
Registered Soil Scientist
Certified Professional Wetland Scientist



APPENDIX D: DIGITAL LEARNING ENVIRONMENT REPORT



DLE Overview

In April 2013, the Greenwich Public Schools launched the first year of a three-year, three-phase Digital Learning Environment (DLE) initiative to advance the transformation of teaching and learning and to accelerate the academic achievement and personal well-being of all students. The DLE is designed to provide teachers with the resources necessary to both innovate and differentiate instruction according to the needs of each student and for students to personalize their own learning, making choices about how they learn and present their new knowledge.

The Phase I implementation (SY2013-14) of the DLE includes professional learning for administrators and teachers, and the deployment of personal devices to all students and certified staff at Hamilton Avenue and Riverside schools. In SY2014-15, Phase II of the GPS DLE will expand the 1:1 initiative to the secondary schools, specifically the 6th grade. Phase III in SY2015-16 calls for the deployment of personal devices to every administrator, teacher, and student in the District. The phasing in of the devices allows the District to best plan for the technological, professional learning, and operational management needs associated with the initiative, and to resolve any issues prior to a large-scale investment.

The Five Educational Goals of the DLE

These goals are essential components of the Common Core Standards, ISTE¹ Standards and Universal Design for Learning (UDL) standards.

1. Critical Thinking for On-line Content
2. Self-Regulated Learning
3. Provide quality feedback
4. Personalized learning
5. Readiness for SBAC

Summary of Accomplishments Since October 2013

The accomplishments across the district since the October 2013 Board report include:

- The Digital Toolbox, a standardized configuration of educational resources, was finalized based on input from November Learning and GPS expertise (i.e., Curriculum, Instruction and Professional Learning; , Special Education; and English Language Learners)

¹ International Society for Technology in Education (ISTE)





- November Learning provided professional learning for Phase I schools in November and December
- Administrative procedures regarding use and liability of the devices were developed and presented to the GEA and teachers at Phase I schools in December (finalization is pending)
- Devices for use in Phase I of the DLE were purchased; Phase I teacher and administrator iPads were imaged, enrolled in a device management system, and distributed to certified staff on December 20, 2013
- An iPad “Digital Bootcamp Lite” tutorial resource was developed for teachers and delivered via Schoology
- Schoology has been selected as the new Curriculum Information Management System (CIMS) and will “go-live” at Phase I schools (Hamilton Ave and Riverside) in January, 2014
- Collecting baseline data for the Program Evaluation:
 - November Learning Professional Learning (November and December)
 - Teacher, Principal and Student Technology Readiness
 - eSpark pilot program at Parkway
 - Project management for core work streams
- Best practices in GPS and other districts continue to be studied, most recently through a call with Jefferson County Schools on December 16 regarding implementation of Schoology

Scope Areas

The DLE is divided into the following scope areas:

- Digital Instructional Resources
- Instructional Improvement Systems
- Supporting Change of Practice
- Planning and Project Management
- Hardware Leasing
- Infrastructural Improvements
- Communications

A high level progress report for each scope area since October, as well as a summary of anticipated upcoming tasks for the remainder of the 2013-14 school year appears below. The following legend should be used to interpret the forthcoming project timetables:

Legend	
Task Complete	
Task Planned and On-Track	
% Complete	50%
Deliverable	D
Milestone (M)	