

Hartford Public Schools Hartford, CT



EDUCATIONAL SPECIFICATIONS FOR
Parkville Community School
47 New Park Ave.
Hartford, CT 06106
2021

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I. PROJECT RATIONALE & EDUCATIONAL MISSION

Our Parkville Community is comprised of people from many ethnic groups and backgrounds. Parkville Community School proudly displays flags of more than twenty countries that represent where the community is from. At Parkville we work collaboratively with all of our stakeholders, from students, to parents, and community partners in order to promote rigorous instruction, on-going feedback, tiered support, and a safe learning environment for all students while embracing where all of our families come from.

Our mission is to offer high-quality education in a diverse learning community of Pre-Kindergarten through Grade 5 children, which promotes readiness for middle school. In alignment with the Connecticut Common Core State Standards (CCSS) and the Connecticut Early Learning and Development Standards (CT ELDS), Parkville Community School is deeply committed to developing students from all racial, ethnic and socio-economic backgrounds who are independent, confident and successful learners. The students, families, teachers, staff and community members within the Parkville Community School family will work collaboratively to build a learning experience that supports all learners through collaboration and sharing of innovative best practices and instructional strategies.

This project proposes to “Renovate as New ” the existing Elementary School facility to align best practices and the educational needs of our students. The district has decided this need warrants a renovated facility that accommodates a state-of-the art educational experience.

II. FACILITY DESCRIPTION

In general, the features of the renovated facility will be as follows:

- Existing auditorium and associated spaces will be retained and renovated with new seating, sound, lighting, storage and heating
- Existing gymnasium and associated spaces will be retained and renovated
- Existing cafeteria and associated spaces will be retained and renovated
- The renovated building will be multi-story with full fire protection
- All renovated construction will comply with current building, fire safety, high performance building and accessibility codes, and will address current educational technologies (voice, data, wireless data and video) and anticipate the addition of future technologies. Additionally, it will utilize energy efficient materials and systems, including full air conditioning.
- Attention will be given to maximizing the use of natural lighting (where possible) as appropriate to the programmatic use of the space
- Building materials and finishes will be selected based on durability, ease of maintenance and lifecycle cost. Use of carpeting will be limited for indoor environmental reasons.
- The building will be designed to allow after hours use for the public, multi-use spaces without compromising the security of the remainder of the building.
- State of Connecticut High Performance Building Standards will be the basis of design
- Construction Standards of the Hartford Public Schools, as revised, are incorporated herein by reference and will inform the design

III. LONG-RANGE EDUCATIONAL PLAN

The long-range plan for the Hartford School District focuses on maximizing the impact of selected investment in construction projects while achieving operational efficiencies in and through its buildings. This goal is to be achieved by “Redesigning for Educational Excellence, Equity and Sustainability.” The reimagining of Parkville Community School is a step in that direction and will provide safe, secure and educationally appropriate space for all students.

Completing the renovation project will enable Hartford Public Schools to achieve long- range planning which encompasses district priorities around Teaching & Learning, Family & Community Partnerships, Operational Effectiveness, and School Culture & Climate.

- Provide safe and effective learning environments: Ongoing education on bullying awareness and prevention, ongoing and consistent implementation on positive relationship building through Restorative Approaches and Practices.
- Enhance school safety and security and incorporate State requirements and recommendations: Security guards to provide assistance as needed, ongoing practices of code red and yellow ‘role playing scenarios if needed”, educating staff and students on reporting all threats, working security cameras with audio on all parts of school building indoors and outdoors. Pull stations will be strategically located in supervised areas only. The Main Office will be provided with a Panic Button notifying police of any emergency.
- Provide the appropriate space to implement Scientifically Research-Based Interventions (SRBI) that deliver the appropriate support, resources, and materials in reading and math, Positive Behavior Interventions & Supports (PBIS), and Restorative Approaches & Practices (RAP).
- Provide the appropriate space to implement an Early Intervention Process (EIP) and improve the effectiveness of Special Education programs.
- Provide the appropriate space to implement a researched-based literacy/English Language Arts curricula and appropriate intervention programs.
- Provide the appropriate space to implement research-based core math program and appropriate intervention programs. Provide the appropriate space to implement a comprehensive program for students with advanced learning needs: Imbed multi-media outlets where students explore the arts of theater, plays and acting, students as mentors, and field trips. This will provide the students with opportunities for vertically aligned enrichment.
- Accommodate events and communications to celebrate the achievements of students, staff and the community: Student recognition opportunities to include attendance, academic achievement, Student of the month, Staff of the month, community events sponsored by school, library movie night, family night, bingo night, reading night etc.
 - Provide updated core classroom instructional spaces, including art, music, technology, and PE.

- Provide the appropriate space to implement a Life Skills program. Provide Resource spaces
- Provide educational media center
- Provide multi-sensory rooms:
 - Sensory room to accommodate children with disabilities.
 - Mindfulness room to implement Restorative Practice effectively
- Provide new heating, cooling and piping central systems to improve indoor air quality
- Provide new electrical systems and infrastructure to allow for technology in all instructional spaces
- Provide new secure and efficient windows
- Provide new bathrooms for students and staff
- Entire Facility to be fully abated of hazardous materials
- Facility roof to be removed & replaced
- Upgrade existing Flags on the outside of the school
- Provide a streamlined office that ensures safety and security
- Provide a nursing suite that provides the proper space and equipment for our students health needs
- Provide the appropriate space for staff to use when needing a room during their preparatory and lunch time (staff lounge).
- Provide a new elevator and update current entrances and exits to be ADA, and safety appropriate
- Provide an appropriate office space for custodial staff with storage

IV. SPACE PROGRAM

V. BUILDING SYSTEMS

a. Security:

All district security standards and protocols for security will be adhered to. The school will be designed to restrict access to instructional areas of the school when community events take place during non-school hours. The design will include features required by and consider all recommendations of the State of Connecticut School Security Infrastructure Standards and Safety Plan. Basic features of school security will include access control, lighting, cameras, and communications systems.

Public areas such as the auditorium will be provided with after-hours access while academic areas of the building remain secured.

b. Public Address:

The building public address system will cover all circulation, office, teaching and large common areas such as the auditorium and cafeteria.

c. Technology:

Technology standards will be issued during the construction phase to afford access to the latest in networking technology. Wireless networking will be considered where appropriate. Accommodations for student laptop computers, “Smart Boards”, and computer labs will be made.

d. Phone System:

A comprehensive phone system will be integrated with the technology component of the project, and phones will be installed throughout the facility. All support and instructional spaces will be included.

e. Clock and Bell System:

The clock and bell system will serve all support and instructional spaces.

f. Fire Alarm:

An addressable fire alarm system providing full smoke or heat detection will be installed. Integration with the security system will be explored.

VI. INTERIOR BUILDING ENVIRONMENT

a. Acoustics:

Ceilings: Generally, suspended acoustical ceiling will be installed throughout the building. Specialty areas will have plaster or drywall ceiling surfaces. Walls: Classroom and corridor walls will generally be constructed of concrete masonry units. Low abuse areas will utilize steel stud and drywall partitions. In specialized areas such as the media

center, cafeteria, and music rooms, acoustical treatments will be installed. Typical wall finishes will consist of epoxy paint.

b. Lighting:

Natural lighting will be utilized to the greatest practical extent within the facility. Artificial lights will be energy efficient and appropriate for the programmatic use of the space. LED technology will be employed extensively. Motion sensors will be installed for lighting control where practical.

c. HVAC:

The heating system will be served by high efficiency gas boilers. Full air conditioning and mechanical ventilation will be provided. Energy saving strategies, such as air-to-air heat exchangers and waste heat recovery will be explored. A computerized energy management system will be installed. Incorporation of alternative energy systems which will offer “living laboratory” opportunities will be explored.

d. Plumbing:

All plumbing will comply with current codes and will seek to minimize water usage.

e. Fire Protection:

The facility will feature a full automatic sprinkler system. Special extinguishing systems will be employed at kitchen equipment locations.

f. Windows/Doors:

In a significant departure from the “bunker like” design of the original facility, the renovation will provide ample access to outdoor views and natural light. Windows will be energy efficient and low maintenance. Windows will allow for natural ventilation. Glazing will be selected to provide security and resistance to vandalism. Classrooms will be provided with glazing or door-mounted vision panels appropriate to the security plan. Rated doors will be installed in accordance with fire code. All door locks will be keyed to

a building master as well as a Board of Education grand master key. Classroom locksets will include lockdown capability.

VII. SITE DEVELOPMENT:

a. Site Acquisition:

As the current site has served Betances Learning Lab for well for over 60 years, no additional land will be acquired.

b. Parking:

On-grade parking for staff, students and visitors will be developed consistent with final site use. Consideration will be given to use of the building for community events. ADA and other code requirements will be addressed in the design of parking facilities.

c. Drives:

Existing points of access to the site will be maintained as appropriate. Consideration will be given to bus traffic, community access, parking locations, and student safety. A Bus loop is necessary for the safe pick up and drop off of students.

d. Walkways:

Walkways will be provided within the school grounds to provide access to the parking lots, playing fields, and bus pickup/drop off areas.

e. Outdoor Athletic Facilities:

It is desired to provide the following outdoor facilities, as deemed possible by site/cost constraints:

- Age Appropriate ADA compliant Playscape for PreK and K
- Age appropriate ADA compliant Playscape for Grades 1 & 2
- Age appropriate ADA compliant Playscape for Grades 3, 4 & 5

f. Landscaping:

Landscaping will be designed to maintain clear sightlines for security and to minimize hiding places. Plant materials will be selected which require little maintenance and which complement the building and site. Energy conservation through the appropriate placement of shade trees and wind breaks will be considered.

VIII. PROGRAM AREA OVERVIEW

The design and construction methodology must include a high degree of flexibility to accommodate program changes in the future. Furthermore, the building must be organized in a manner, which ensures a sense of community and a personalized educational experience for each student. The space must provide opportunities for interdisciplinary project based learning experiences.

Listed below is an overview of each program area to be included in the facilities at the building. Special features of the school, such as furniture, equipment, technology, and site are also described.

a. Administration/Student Services

Immediately upon entry, visitors will be greeted in the administration “welcome area.” The principal, main office staff, security, our Community Based Organization, and The Wellness Center (Mental Health Clinicians, Psychologist, Nurse, and Dental Hygienist,) will be located in a centralized area at the main entrance of the school. The Assistant Principal, support staff offices, as well as some of the specialist’s services will be strategically located throughout the building.

b. Media Center

The Media Center provides appropriate materials and technology to support and enrich the Hartford Public Schools curriculum. The program is planned so that instruction is integrated with the classroom and meets the needs of the individual student. The Media Center is arranged for individuals, as well as large and small groups, as they engage in creative inquiry and discovery via physical text and current technological resources. A wide variety of varying levels of media is available for staff, students, and community use. The Media Center is divided into areas according to function. The functional areas should be distinct from those areas where interaction most frequently occurs, placed near to one another. It is also essential to view multimedia presentations in various areas of the reading room without darkening the entire area. The work and traffic flow of all media program activities should be analyzed to ensure specification of the best possible functional relationships.

c. Core Academics & Special Needs

Parkville Community School should have spaces and resources that accommodate a variety of instructional strategies and student-grouping approaches. This concept also provides a learning environment characterized by flexibility, a sense of community for the students and teachers working in a cluster, and a safe/well-supervised environment. Teachers will have the option and flexibility within grade level and content specific teams to create and organize learning environments that work for students and their learning styles. In addition, students will receive necessary supports through tutoring from outside agencies and the community. Appropriate classroom settings for meeting the multi-sensory needs of students and for the multi-purpose spaces that promote our school wide implementation of restorative approaches and practices.

d. The Arts

The visual art, music, and technology curriculum are key academic areas that elicit student expression, creativity, critical thinking, and 21st century technological skills and provide students with an opportunity to make connections between the arts and other core content areas. Design, flexibility, acoustics and technology should be especially considered when planning these spaces in order for students to engage in a variety of instrumental and choral music learning experiences. These programmatic needs will be accommodated in teaching spaces designed to provide workspace, appropriate practice areas, and storage areas.

e. Interscholastic Athletics

Hartford Public Schools will provide Interscholastic and intramural athletic programs that will ensure and enhance the quality of life, school pride and educational values for all students. Athletics will foster competitive social, emotional and physical growth that will help young men and women learn how to commit, understand the value of teamwork and learn leadership skills, resulting in graduates who will be able to enter the community and become constructive, contributing members of society. Athletic programs will provide students:

- Competitive experiences that will enhance their mental and physical development.
- Varied and diversified program designed to instill good character and teach sound values.
- Effective services based on principles of behavioral guidance.

Through interscholastic athletics, students learn rules, basic skills, and knowledge of the sports in which they compete. They learn to execute the proper techniques of the sport as well as to accept responsibility for self and team. Students also learn to utilize resources to aid their growth and academic development.

Based on the Educational Framework for Athletics developed by SUNY Cortland, Hartford Public Schools will incorporate skills that link educational goals to character and

youth development. The educational goals for quality interscholastic and intramural athletic programs are to provide students:

- Competence – A student athlete in a quality program is competent in terms of: Skill Development, Knowledge of the game, Strategies, Fitness/Conditioning, Healthy behavior
- Character – A student athlete in a quality program demonstrates: Responsibility, Accountability, Dedication, Trustworthiness/Fair play, Self -Control
- Civility – A student athlete in a quality program demonstrates civility toward others, showing: Respect, Fairness, Caring
- Citizenship – A student athlete in a quality program demonstrates citizenship through actions showing evidence of: Loyalty/Commitment, Teamwork, Role Modeling
- Competitiveness – A student athlete in a quality program demonstrates competitiveness through actions including: Establishing goals and Sense of Purpose.

Hartford Public Schools will provide the following Intramural Athletic Programs: Boys and Girls Soccer, Girls Volleyball, Boys and Girls Basketball, Baseball, Softball.

f. Physical Education

The purpose of Parkville Community School physical education program is to instill in all students the knowledge, skills, and desire to live healthy and physically active lives. In physical education, students acquire knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. Developmentally appropriate practices in physical education accommodate individual differences such as age, previous movement experiences, cultural identity, fitness capabilities, and skill levels. An instructionally sound physical education program must incorporate best practices that are research based, while incorporating Hartford Public Schools curriculum.

The goal of the Parkville Community School physical education program is to prepare students to become responsible citizens who are both physically educated and health literate. Students develop and apply their knowledge and skills in general, concentrated, and specialty physical education courses. Students receive instruction in fitness and skill performance through movement-based tasks and the implementation of personalized fitness and physical activity plans. Students demonstrate and model responsible personal and social behavior to promote a sense of community and a safe, healthy environment for all. Students receive instruction to acquire knowledge and skills necessary to transfer their learning outside of the school setting and throughout their lives to become healthy, active individuals.

To support the Pre-K-5th grade physical education requirements, a variety of indoor and outdoor areas are necessary. Outdoor physical education teaching areas will be located

on the outside field and will be developmentally appropriate and ADA compliant. Multiple indoor play spaces may also be used as a celebration space for the implementation of incentives as part of the PBIS program and individualized student plans. Physical education facilities should be designed and constructed with a focus on families and school community since it is used before and after school for various school theme based functions.

g. Auditorium

The Auditorium is a multi-purpose instructional space shared by the entire school and community, suitable for performing arts instruction, performances in music, dance and drama, and should have adequate space for visual arts exhibits. These spaces must provide adequate seating for school and community assemblies, large classes and musical/theatrical production. Proper lighting, sound and acoustic treatments should be incorporated into the design. The Auditorium should support flexible scheduling allowing for large and small groups rehearsing, performing, listening and viewing. The Auditorium will provide students with opportunities to apply skills needed for the management of various performing arts formats and technologies such as directing, producing, stage management and operation of theatre lights and sound. Auditorium seating is approximately 196, plus wheelchair spaces per ADA.

h. Corridors and Commons Spaces

The front entry lobby should be welcoming and inviting for students, staff, and the community at large. Extensive display systems should be provided for 2-dimensional and 3- dimensional student work and awards. Finishes should be durable and easy to maintain. The scale of all spaces should be child-friendly. Colors, artificial lighting, and natural day lighting should be managed artfully to create an environment that communicates that school is a very special place.

The facility should captivate the students, making them feel that the space is special, and therefore infer that each individual is special. Aesthetics that affirm the value of the individual must be emphasized, with spaces for the admiration of the accomplishments of self and others. The school should resemble a place for academic success, high self-esteem, social interaction, and physical safety. The facility layout should be especially easy to comprehend and reflect how classes relate to one another. Spaces should be provided for positive socialization among students and with teachers. Creating a community landmark will establish a recognizable identity that will instill pride in its students and community.

i. Student Dining and School Nutrition

This area is planned as a flexible room that can accommodate student dining and community meetings. It is proposed, through creative design, that this area will effectively house multiple functions with seating space for all uses.

The School Nutrition program provides a nutritious breakfast and lunch each day for students, teachers, administrators and visitors to the school. The school nutrition program provides nutritious meals as well as striving to involve students, parents, and teachers in the program. The cafeteria serves as a learning laboratory for developing good food habits and nutrition education for students. The dining room should have the capacity to seat students to accommodate local school scheduling of lunch periods. Where applicable the dining facility should be eco-friendly and provide for students to interact in order to continue to support student relationships and promote a positive climate.

j. Furniture & Equipment

Classrooms vary in shape and size; therefore, the furniture should be flexible to accommodate a variety of classroom formats for both individual and group activities. Teachers and students should have storage space for personal belongings, papers, and books as well as storage for supplies and materials. Work areas with direct access to copiers, multimedia equipment, and telephones will be provided. Teacher preparation areas should be located in close proximity to classrooms.

k. Technology

The facility will contain the latest in technology and be wired for voice, video and data throughout the building. It is intended that access to technology will be seamless and pervasive throughout the building.

l. Accessibility

The entire facility will be accessible for all students, staff, and visitors. This will be accomplished through judicious use of ramping and elevators where necessary, sufficient internal clearances for circulation, convenient bus/van loading and unloading, and nearby handicapped parking spaces. All elements of the Americans with Disabilities Act must be complied with, including wayfinding and signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities.

m. Variety of Instructional/Learning Spaces

Spaces should be designed to allow for flexibility in educational delivery, size of student grouping, noisy collaborative student activities, an increasingly intensive reliance on computer technology, and allow for storage of technology. Spaces should allow students to work independently and collaboratively, give and/or receive tutoring, as well as accept instruction. Space needs for ongoing student assessments and emerging, more active learning methods results in a greater variety of spaces to support learning. These include Teacher Team Planning Areas and Instructional Materials Storage Rooms.

n. Indoor and Outdoor Learning Environments

Common and shared use areas should be considered to provide spaces for positive interaction and orientation within the school. All learning environments should be developed to foster a sense of belonging and pride. The use of the building system/design as an actual teaching model and example of technology and environmentally conscious design should be considered. Creativity and functionality should work hand in hand. Color, building materials, furniture, and landscaping should be selected carefully to develop a pleasing and inviting atmosphere.

The learning environment will be student-centered and designed for “hands-on learning,” promoting student autonomy and independence. Space for active participation will be incorporated, with classrooms providing opportunities for integrating disciplines and easy access to tools of exploration. The outdoor site will serve as a pro-active learning environment as well.

IX. Community Partnerships and Engagement:

Parkville Community School has created sustainable, and effective partnerships with community partners to support and celebrate the academic achievement and social skill development of all students. This is accomplished by engaging key community stakeholders in collaboration with the schools to create, implement, and measure solutions that address improved student achievement.

The responsibility for student achievement, school preparation, social skill development, and readiness for college and career lies with the school system, families, and the larger community. The community engagement strategies ensure deliberate actions that involve schools with the entire school community to support student success. It takes educators reaching out into the community and parents and community members coming to schools to create structures and cultures that assist students in achieving in school and in preparing for life.

Community School Partnerships allow the students to have access to after school programs and academic intervention that fall into core areas such as: arts & culture, civic engagement, college & career readiness, literacy, writing & vocabulary academic support/intervention, life skills, science/technology, and sports & recreation. Partnerships also allow the students to have access to the food pantry and to the weekly nutritional backpack program. Students can receive service by a mental health clinician or be referred to an outside service for additional support if needed.

X. COMMUNITY USES

As we become a Community School, the renovated school will be designed to facilitate activities during, before and after school hours, on the weekends, and throughout the calendar year. It will

be a community resource to the entire city requiring multiple spaces in order to provide various services. Uses and services will include but not be limited to the following:

Per our SDE grant, the Family Resource Center (FRC) requires two classrooms: one for administrative offices and one for a parent resource room. The administrative offices must include storage as well as a small kitchen area to house the food pantry, backpack program, drop-off box, services and referrals. The parent resource room must be able to accommodate parenting classes, playgroups, literacy, and adult education.