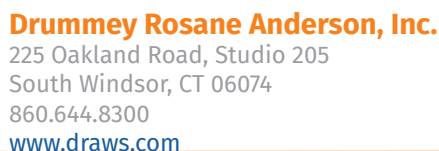


**March 10, 2021**





Conditions Assessment for School and Public Buildings  
Town of Milton, Massachusetts  
August 3, 2012



Drumme Rosane Anderson, Inc. Planning Architecture Interior Design



DRA

Drumme Rosane Anderson, Inc.  
Planning | Architecture | Interior Design

## MILLBURY PUBLIC SCHOOLS FACILITIES ASSESSMENT

**CLIENT**  
Millbury Public Schools  
12 Martin Street  
Millbury, MA 01527

**ARCHITECT**  
Drumme Rosane Anderson  
225 Oakland Road, Suite 205  
South Windsor, CT 06074

**CONSULTANTS**  
Consulting Engineering Services  
811 Middle St. Middletown, CT

October 2019  
© 2019 Drumme Rosane Anderson Inc

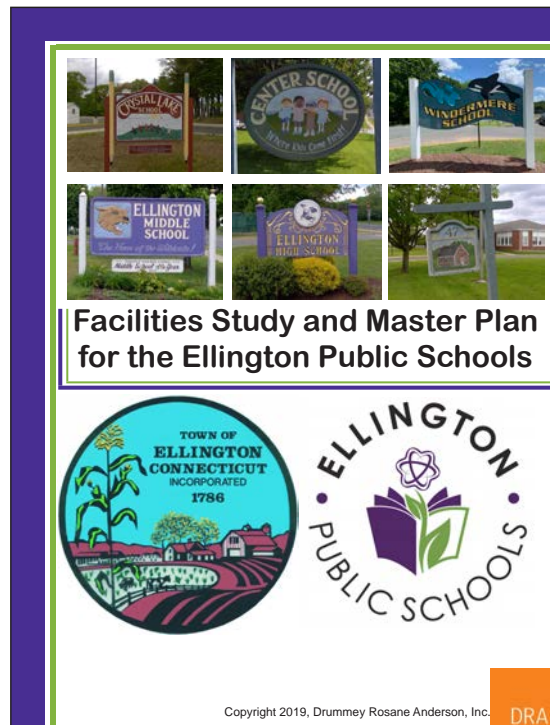
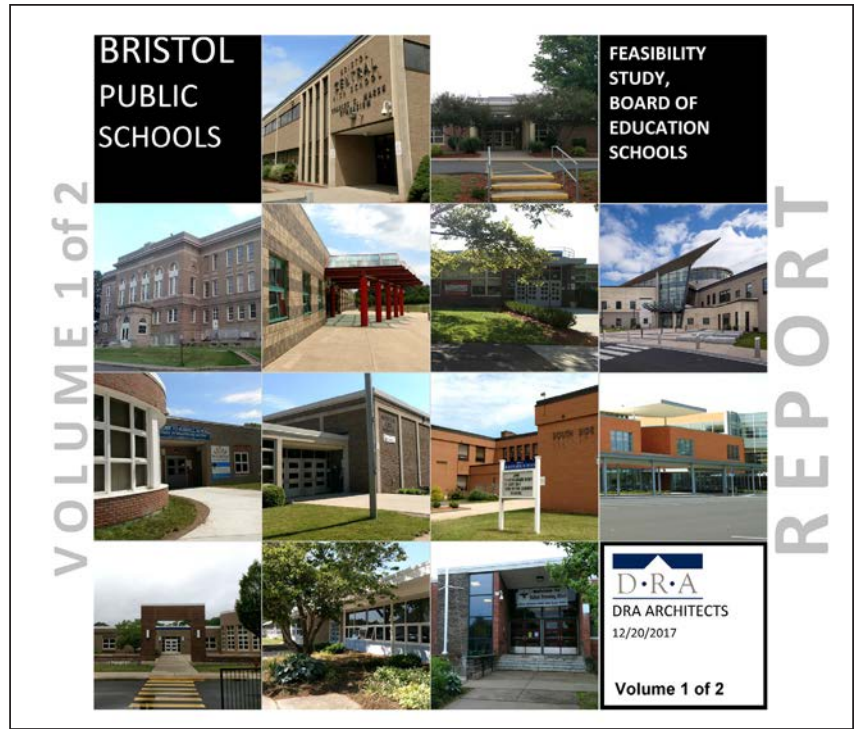


Madison Town and Elementary School Facilities Review  
Joint Facilities Review Committee  
Madison, Connecticut  
April 5, 2010



Drumme Rosane Anderson, Inc. Planning Architecture Interior Design





March 9, 2021

Robert R. Castronova, Purchasing Agent  
City of Norwich  
100 Broadway, Room No. 105  
Norwich, CT 06360-4431

RE: RFQ No.: 21-01 - School Construction Strategic Planning Services

Dear Mr. Castronova and Members of the Selection Committee

We are pleased to submit our qualifications for Educational Facility Assessments, Demographic Study & School Construction Strategic Planning Services for Norwich Public Schools. Our team has extensive educational facility evaluation, demographic analysis, educational programming, and master planning experience with cities and districts across Connecticut and throughout New England. We understand the challenges inherent in such an undertaking, as well as the importance of clearly defining and communicating the opportunities that will be brought forth through this effort. Our team has the expertise, intelligence, technical acumen, and problem-solving skills to collaborate successfully with Norwich Public Schools to develop a plan that helps set the direction to the future through a creative, interactive, and collaborative process.

DRA is one of New England's most highly regarded leaders in the assessment, planning and design of public schools, as evidenced through over 80 educational project commissions in the last five years. Our portfolio includes significant experience in school facility assessments, studies, and master plans. Each of these entailed extensive interaction with the school systems we serve to convey the need, scope, costs, and schedule in a manner that builds trust and understanding. Within Connecticut, our studio has recently completed educational facilities studies for Bristol, Stonington, Ellington, Madison, and Putnam Public Schools; additionally, our key team members add additional experience serving in master plans for Waterbury, Groton, Christiana DE, and Smith College. Similarly, DRA has worked throughout New England with system-wide master plans serving cities including in Lowell, Brockton, and Revere.

As the enclosed materials demonstrate, the DRA team brings Norwich Public Schools the following advantages:

- **A Focused Educational Planning & Programming Approach** – we believe that successful educational planning is grounded in an in-depth understanding of broad educational paradigms as well as the policies, vision, and strategic plan of the individual school district. Our in-house team includes principal in charge, James A. Barrett, AIA, ALEP, LEED<sup>BD+C</sup> and project manager, Gregory J. Smolley, AIA, ALEP, APA,



LEED<sup>AP</sup>. Both Jim and Greg are Accredited Learning Environment Planners (ALEP), and their guidance helps ensure that concepts identified in the educational planning process are communicated to the entire team and incorporated in our final documentation.

- **Educational Facility Expertise** – for over 60 years we have been at the forefront of planning and design of educational campuses and facilities. Today, 95% of all work leaving our studios is work relating to educational planning, programming, and design.
- **Community Engagement** – our approach to outreach and engagement is constantly evolving by keeping up with technological and social media advances while maintaining a personal touch. We have invested significantly to help us address remote community meetings with polling, survey, and real-time response capabilities. This diligence and flexibility have helped us in serving communities like yours, in developing understanding, consensus, and ultimately support of their educational strategic plans.

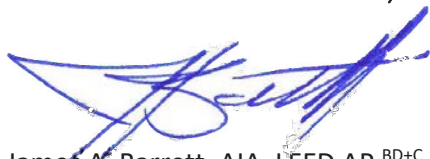
We have an unmatched reputation for delivering value to the communities we serve; the highest-level outcomes, ongoing engagement, and effective educational strategies. Our hands-on approach and commitment to open communication facilitate a process that allows you to confidently make informed decisions based upon the most up to date and accurate information.

This effort will require collaborative minds, strong management, and a creative outlook that considers budget, facility needs, resources, and changing educational programs. We believe that our experience with similar educational facility assessment, demographic / enrollment projections, and strategic educational planning studies, coupled with our collaborative process and your leadership, will result in a facility strategic plan that will achieve your goals. We are confident that the proposed DRA team has the specific skills, knowledge, and expertise needed to assess your facilities and programs, develop appropriate recommendations, explore on-going changes in educational delivery, and ultimately generate community-wide consensus on how best to proceed.

We look forward to the next steps in your selection process. If you have any questions, please do not hesitate to call me.

Sincerely,

DRUMMEY ROSANE ANDERSON, INC.



James A. Barrett, AIA, LEED AP<sup>BD+C</sup>, ALEP  
Principal



**Drummey Rosane Anderson, Inc.**

225 Oakland Road, Studio 205  
South Windsor, CT 06074  
860.644.8300  
[www.draws.com](http://www.draws.com)





# architecture planning interior design

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West Vine Street School, Stonington, CT

*60 years as a leader in educational design*



*Hood Elementary School*



*Orchard Hill Elementary School*

**longevity** - nearly 100 years of continuous practice

**educational facility expertise** – for over 60 years we have been at the forefront of planning and design of educational campuses and facilities. Our staff includes two Accredited Learning Environment Planners.

**process** - inclusive, collaborative, and consensus based decision making and process.

**principal level attention** – we commit meaningful participation and active leadership of a Principal-level architect for each project.

**sustainability is a priority** - Regardless of the nature of the project, the DRA team will always take into account the sustainable opportunities and implications of proposed alternative solutions. Our LEED accredited professionals regularly consider life-cycle costs, payback and long-term environmental impacts. Virtually all of our recent projects meet measurable sustainability goals toward LEED certification.

**community engagement** - a key element of nearly all of our school planning and design efforts is extensive public outreach to assure that information is accessible to the public.

**ongoing repeat work** - we focus on the development and nurturing of client relationships. We take the long-view that clients will value a firm that earns their trust, advances their goals, and ultimately becomes an ongoing business partner. Because of this approach, a majority of our work is for repeat clients.

**commitment** - we value commitment. Many of our staff have spent their entire careers with us; their dedication to the firm reciprocated through the supportive, intellectually stimulating environment of our studios. In a similar manner, all the professionals at DRA make a commitment to our clients. We encourage an open dialogue with our clients and make every effort to help them achieve the best result possible. Our firm-wide ethos is simply to create the finest learning environments possible within the real-world constraints that each project faces.



### contact information

James A. Barrett, AIA, ALEP  
 Drummey Rosane Anderson, Inc.  
 225 Oakland Road, Suite 205  
 South Windsor, CT 06074  
 office: 860.644.8300 x113  
 mobile: 617.909.3527  
 jbarrett@draws.com  
 www.draws.com

### staff

Architects	10
Drafters	9
Interior Designers	3
Admin. Personnel	3
Total	25

### portfolio

K-12 public schools  
 career & technical schools  
 independent schools  
 colleges & universities  
 municipal facilities  
 performing & visual arts  
 public libraries  
 athletic and recreation

We are a firm of 25+ professionals with diverse backgrounds and unique talents and traits. We are grounded in our desire to provide quality services and driven by our passion. Our firm is unique in that most people who come to work at DRA choose to stay at DRA. In a field that tends to have high turnover rates, we retain the talent and expertise we have. We are grounded in our desire to provide quality services and driven by our passion that “**design matters.**” We specialize in educational environments. We consider ourselves problem solvers that **listen, learn, collaborate, and create.**

DRA's open studio environment inspires teamwork and creativity, and fosters **collaboration** in a shared mission. We maintain a positive and professional work place – one that nurtures learning and growing through teamwork, continuing education, independent exploration and socialization. These days working fully remotely we've become adept at collaborating via Teams, Zoom and other videoconferencing programs. We remain a tight knit community of talented individuals that work hard, support each other, and have fun.

### public school clients

We strive to build strong partnerships with our public-school clients to understand their **mission, values and core beliefs** in order to meet the unique challenges and opportunities of their school facilities. We understand the nature of working within the context of multiple user needs, district demographics, and tight budgets. Our work responds to the challenges and opportunities of each school district.

Drummey Rosane Anderson, Inc.	(Incorporated 1966) MA
Drummey Rosane Anderson	(1956-1965)
William Drummey Architect	(1923-1955)

### Firm Leadership

	# Years with DRA
Carl R. Franceschi, AIA, Principal, President	40 years
James A. Barrett, AIA, Principal	32 years
Vladimir Lyubetsky, Principal	24 years
Kenneth C. Best, AIA, Principal	12 years

### Litigation

Due to the nature, expertise, extensive practice history, and the size of the firm, DRA has occasionally been involved in various legal proceedings as plaintiff, as defendant, or as expert witness in past years. Claims, disputes, arbitration, or litigation proceedings involving DRA in the last 7 years has been minimal.

## services

Architecture  
 Interior design  
 Existing conditions analysis  
 Feasibility studies  
 Long range and master planning  
 Programming  
 Historic preservation  
 Adaptive reuse  
 Building Information Modeling  
 Renderings & Visualization  
 Specifications  
 Budget control  
 Code review  
 Phasing plans  
 Life-cycle maintenance  
 Sustainable Design /LEED/CHPS  
 Technology integration planning  
 Equipment and furnishings selection



### educational design

As designers, educational planners, and architects, our challenge is to create environments that are inherently flexible and capable of adapting to, and being supportive of the evolution of the district's educational disposition.

We know that successful schools foster student achievement through safe, economical, flexible, engaging and nurturing environments. Our design concepts evolve as an integrated solution to diverse programmatic, functional, aesthetic, and technical considerations. Each of our learning environments represents a unique response to a particular client, program, site, and architectural context.

### facility assessment

DRA has provided planning services and facility assessment studies for both public and private sector clients. We have partnered with independent schools, school districts, and communities across New England to resolve building needs. These studies have included existing condition analysis for a variety of program areas in buildings of varying ages, sizes, and construction materials as well as numerous site conditions. The resulting projects range from repairs, upgrades, and renovations, to major expansion to multi-million-dollar new construction. Our assessment work includes adaptive reuse studies, capital improvement planning, and historic preservation.

Drones, or unmanned aerial vehicles (UAVs) are transforming the world. They have proven useful in many building and construction processes and significantly improve efficiency. The technology allows inspections of areas difficult to access (roofs and facades) or dangerous to monitor, saving time and keeping workers safe.

### schedule & cost control

DRA develops timelines in consultation with all involved parties, and regular meetings are held to ensure that deadlines are met. Our team utilizes timelines and workplans to clearly communicate the overall work flow and each person's particular responsibilities. This technique has contributed to a history of on time projects.

### life cycle cost analysis

As architects specializing in public facilities, we have a long history of experience with life cycle cost analysis because it is a requirement for many public design projects in the Northeast. We have worked with cities and towns to resolve their facility needs with high performance buildings that are energy efficient and easy to maintain.



facility assessments  
& master planning  
for public school  
districts

facility assessments & master planning for public school districts		<div> <div>building type</div> <div>elementary school</div> <div>middle school</div> <div>high school</div> </div>			
City/Town	Year				
Blackstone-Millville, MA	2020		3	1	1
Ellington, CT	2019		3	1	1
Hopkinton, MA	2019		3	1	1
Millbury, MA	2019		1	1	1
Berlin, CT	2018		3		
Seekonk, MA	2018		2	1	1
Windsor Locks, CT	2020		2	1	1
Bristol, CT	2017		8	2	2
Madison, CT	2017		3	2	1
Litchfield, CT	2016		2	1	1
Cromwell, CT	2016		1	1	
Westborough, MA	2014		3	1	1
RSD 13, CT	2014		3	2	1
Clinton, CT	2014		2	1	
Tolland, CT	2014		1	2	1
Randolph, MA	2012		4	1	1
Bethel, CT	2011		3		
Windsor, CT	2011		4		
South Windsor, CT	2010		5		
Woodstock, CT	2007		1	1	
Windsor, CT	2006		2		
Mansfield, CT	2006		3	1	
Amity RSD, CT	2004			2	1

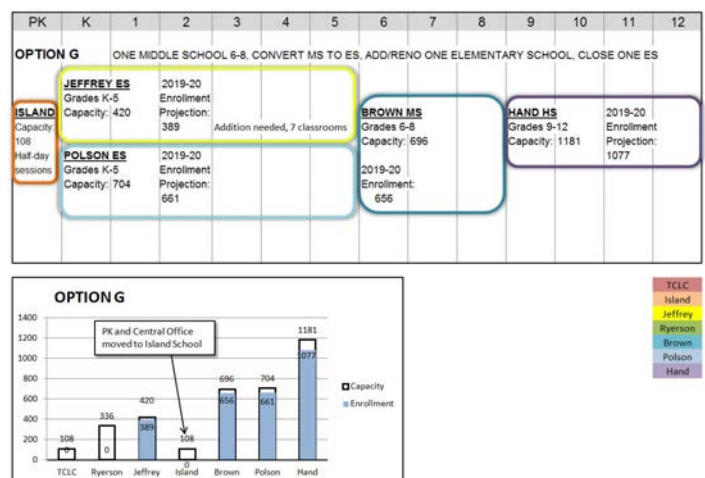
Through our experience with master planning we understand the importance of seeing “the big picture,” and how to address future growth and change that aligns with budgetary constraints, sustainable practices and strategic planning goals. We know how changes in program in one facility or new construction may impact other district facilities.

DRA believes that a successful master plan is one that is accessible, agile, written in a manner that encourages engagement, and allows for the many directions a school district may head.

At its essence, a master plan is a document that supports education and learning. Just as a teacher helps a student to succeed by guiding but not hampering, so our master plans are written with the objective of guiding our clients in their decision making without obfuscation or biased opinion.

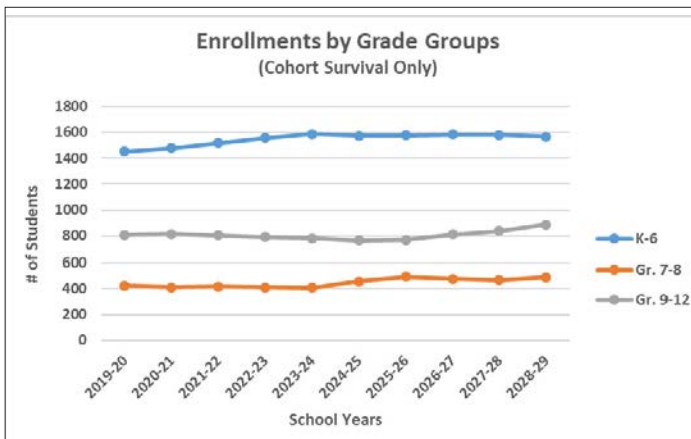
Our team members have developed master plans and facilities studies for districts with as few as 200 students and as many as 18,000. We have worked with districts that are politically divided and with those who seem to speak with one voice.

Our success with each of these efforts has been rooted in our belief that no opinion should go unheard, and that some of the best ideas come from the least likely sources.





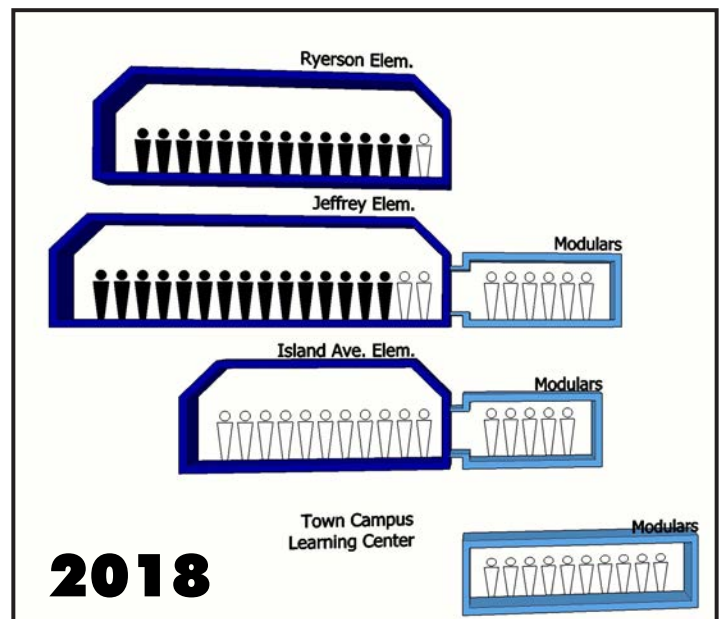
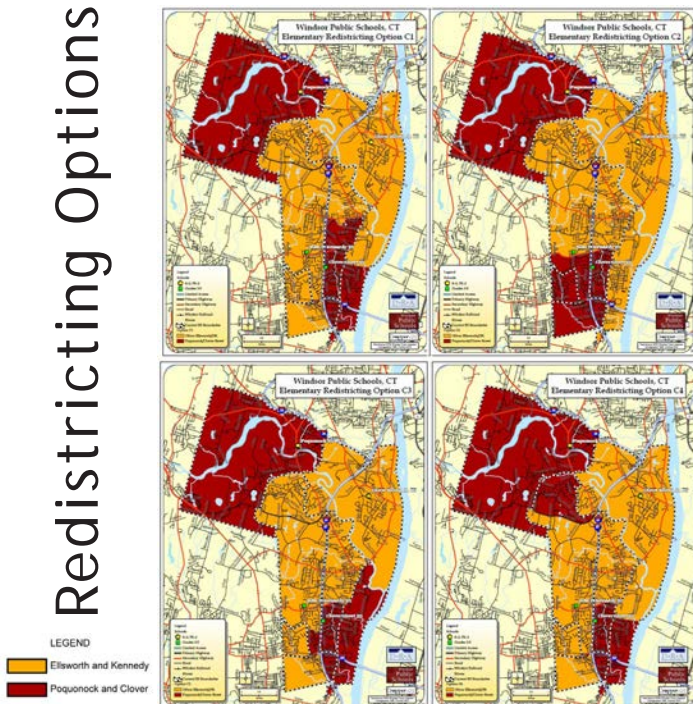
DRA has specialized in the planning and design of public schools for over 60 years. Within the past five years we have completed over twenty school studies and master plans. Enrollment Projections are a critical component of the study process and are closely reviewed to ensure that physical space requirements are met.



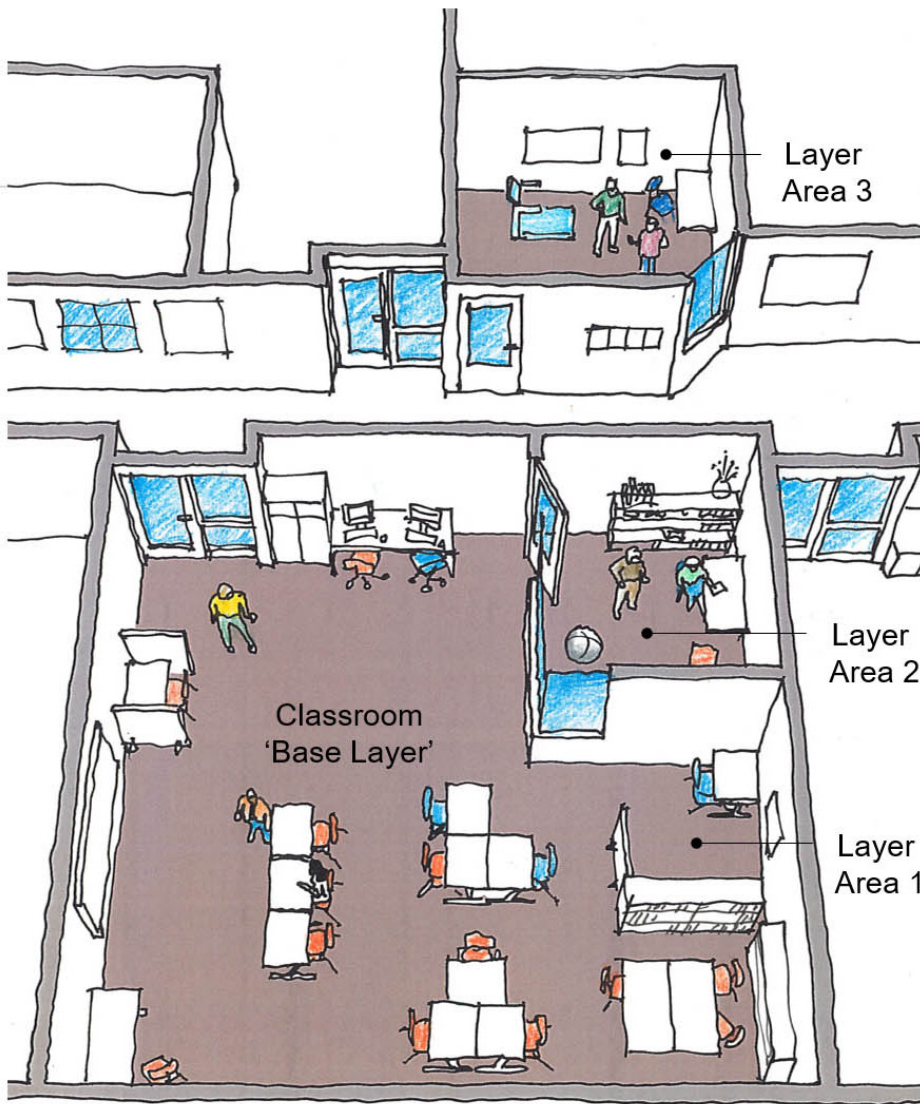
### Enrollment & Demographics

- Understand Current Enrollment / Attendance Areas*
- Establish Growth and Movement Trends*
- Determine Population Centers and Influencers*
- Project Changes and Needs*

## Redistricting Options







layering of space

Our planning approach is educationally driven, focuses on the district's vision and identifies opportunities and constraints as you develop an affordable, flexible and sustainable plan for the future of your schools.

As a design team, we take pride in an inclusive process that invites owners to articulate their specific needs. The programming component first clarifies our understanding of current and future school needs. We collect information, conduct interviews and develop an architectural program to guide the design team. We consider this a "problem solving" phase as we translate educational requirements into an architectural vocabulary.

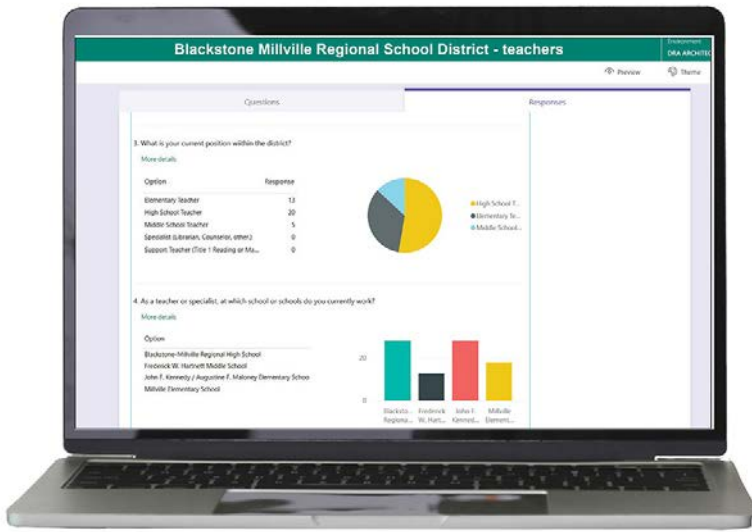
We have two school planning specialists who are internationally Accredited Learning Environment Planners. These comprise one of our Principals, and a senior project manager who is an architect and a former director of planning and facilities for a number of New England municipalities.

In all of our work, DRA strives to hold to the six principles developed by the U.S. Department of Education, which have been endorsed by the American Institute of Architects (AIA) and the Association for Learning Environments (A4LE):

- 1 *Develop learning environments that enhance teaching and learning and accommodate the needs of all learners;*
- 2 *Recognize the need for schools to serve as the center of the community, accommodating community use after hours and on weekends;*
- 3 *Utilize an inclusive planning and design process, gathering input from all stakeholders;*
- 4 *Address the need to provide adequate health, safety, and security through appropriate design and class sizes;*
- 5 *Make effective use of all available resources, striving to make the entire facility a learning tool;*
- 6 *Strive to design learning environments that allow for flexibility and adaptability to changing needs.*

We commend Norwich for continuing to invest in planning for the future of your schools, and more importantly the students, teachers, and greater community. We believe this begins with a commitment to the meaningful involvement of the community in the planning process. This effort is seen as “job-one” of our team – and as such we assign principal-level resources to the effort of leading community outreach and engagement.

These outreach efforts are made more important with potential consolidation or school closings. Coming to define and understand the issues and concerns across the district is a key first step of our process.



Effectively engaging the spectrum of individuals and groups with an interest in public-school planning requires the team to meet people where they are, with an approach that is comfortable and functional. Communication and public engagement have evolved rapidly over the last decade; the COVID 19 pandemic has accelerated changes in every aspect of a project.

We had increased our use of on-line and social media tools as means of getting a



*Pre-Covid Workshop*





broader range of input. In the past two years we have employed on-line surveys which are tailored to the recipient groups. This has increased the level of input tremendously, taking us from the typical 50 – 75 people at an in-person visioning session to several hundred responses.

With Norwich’s School Construction Strategic Planning project, we will build upon our success with public opinion gathering by establishing (or helping to expand an existing) project web site, utilizing on-line surveys to gain insight into the public’s perception of the district’s needs and goals, discussions with teachers and administrators, and opinions from parents of past, present, and future Norwich students.

Norwich will have unique needs that must be successfully responded to and addressed during this community outreach period. Getting information out to the community in the COVID environment requires skillful application of virtual meeting tools and techniques that helps our team satisfy individual community needs. We have successfully navigated this environment often seeing increased participation in outreach efforts and enjoy a successful track record of serving school districts like Norwich.

*“DRA led a series of community meetings with multiple stations to allow parents and students an opportunity to have input in different aspects of building design. These early meetings established the design basis, including preliminary and conservative budget estimates. DRA’s conceptual design layouts, student enrollment projections, and engineered technical attributes were used by the building committee to inform the community prior to referendum. Stonington’s elementary school referendum passed by more than a 2/3 majority.”*

Robert Marseglia, Stonington K-12 Building Committee Chairman





*Emmett O'Brien Technical High School*

DRA has worked with the State Department of Administrative Services Office of School Construction Grants for over 20 years. Formerly known as BSF and OSF, with each change to their name or personnel, the agency's control and monitoring of reimbursement allowances for school construction projects has evolved. There have been many changes in both the process and the reimbursement percentages over the last few years in particular, and DRA is actively engaged in the formulation and adoption of these regulations, providing us with insight and knowledge that will enable us to work towards effectively maximizing reimbursement from the state.

DRA has membership on the AIA CT School Construction Coalition, a lobbying group that monitors closely the scheduled reimbursement changes. Recently, OSCGR has begun to analyze educational specifications, enrollment, and other pertinent district information in order to discern the appropriate size for projects being designed.



*West Bristol School*

Not only does DRA serve on the Coalition, but we also advised the OSCG on their process changes and were the first architect to go through the new DDR and PCR process. The Orchard Hill Elementary School project submission was the first project to do so and passed through the process easily. Our continuous Connecticut public school history, allied with our participation on multiple review and advisory agencies, provides DRA with a depth of knowledge of policy, implementation, and personnel within the DAS OSCG offices, helping us to streamline the review process and maximize grants for our clients. This knowledge is essential for continuity of the community's expectations for the project program and budget.

Our recent experience (last 3-year window) with OSCGR has been active and deep. We have enjoyed working on three school facilities within the Stonington Public School District: Pawcatuck Middle School, Deans Mill School, and West Vine School, two in South Windsor:



Orchard Hill and Pleasant Valley, while simultaneously working on the Platt Technical High school in Milford. Each of these projects contained unique situations that required extensive face-to-face meetings with OSCGR

We are strongly committed to serving school districts across Connecticut. We have many projects that have gone through the current Office of School Construction Grants as well as its predecessors. A partial listing is below:

Our team also has been involved in District Study work in Berlin, Granby, Madison, Ellington, Cromwell, Windsor Locks, Windsor, and Wilton in this same timeframe with each of these studies leading to communication, interaction, and in-person meetings with OSCGR staff.

Orchard Hill School, South Windsor  
Putnam High School, Putnam  
Emmett O'Brien Technical High School  
Deans Mill School, Stonington  
West Vine School, Stonington  
Pawcatuck Middle School, Stonington  
West Bristol School, Bristol  
Edna Stevens School, Cromwell  
Cromwell Middle School  
Cooperative Educational Services  
Woodstock Elementary School

*"From groundbreaking to ribbon cutting, DRA remained steadfast in their support of our schools and our community."*

Kate Carter, Ed.D., Superintendent of Schools  
South Windsor Public Schools



Orchard Hill Elementary School

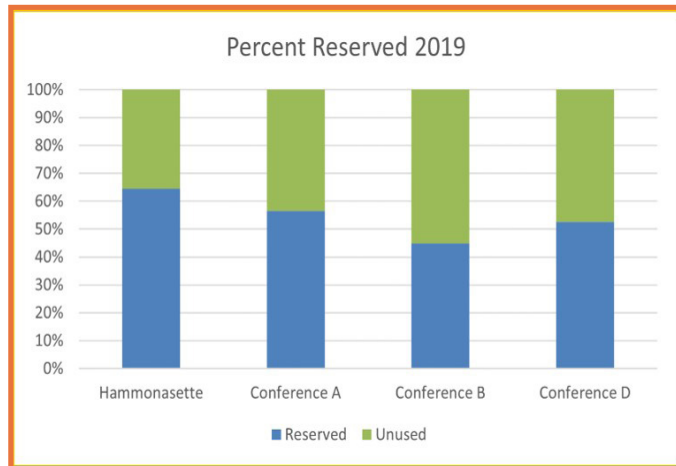
## Madison Public Facilities Assessment

FEE:\$129K

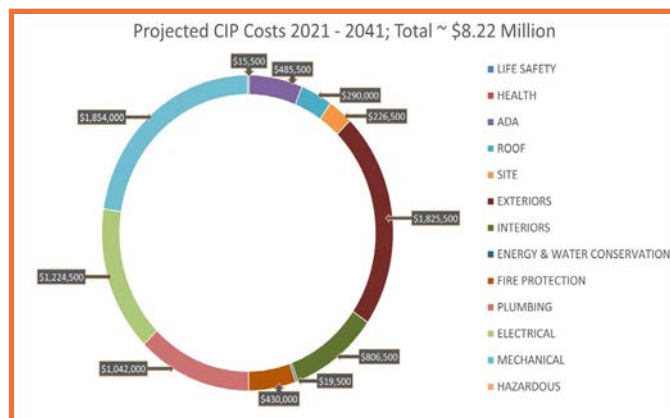
Madison- **2020 - 2021**

Population 18,196

### facilities in study: 36



Building - Operational	Hammonassette	Polson MS	Town Campus Gym	Brown IS	No. Mad. Cong. Crb.	Ryerson ES	Jeffrey ES
Kitchen equipment age	16 years	More than 20 years old	None	More than 20 years old	None	More than 20 years old	More than 20 years old
Kitchen equipment quality	Good	Fair	N/A	Fair	N/A	Fair	Fair
Dry goods storage capacity - one week capacity minimum	Adequate	Inadequate	N/A	Inadequate	N/A	Inadequate	Inadequate
Freezer capacity	Adequate	Inadequate	N/A	Inadequate	N/A	Inadequate	Inadequate
Refrigerator capacity	Adequate	Inadequate	N/A	Inadequate	N/A	Inadequate	Inadequate
Cooking station	Adequate	Adequate	None	Adequate	None	Adequate	Adequate
Kitchen on generator	No	No	No	No	No	No	No
HVAC equipment age	16 years	Six years old - good condition	26 years old - approaching end of service life	16 years old - good condition	3 years old - excellent condition	11 years old - good condition	60 years and 32 years old - fair condition
Boiler	Two - cast iron sectional	Four - natural gas fired	Cast iron modular	Two - cast iron sectional	One - cast iron	Two - cast iron	Cast iron
Fuel source	Dual fuel (oil and natural gas)	Natural gas	Natural gas	Dual fuel (oil and natural gas)	Oil	Dual fuel (oil and natural gas)	Natural gas
Heating type	Hot water	Hot water	Hot water	Hot water	Hot water	Hot water	Hot water
Air conditioned	Yes, DX system	No	Limited, split DX system	Yes - DX system	Yes - mix of systems and individual units	No	No



We developed a facilities assessment of all the Town-owned buildings and three buildings that are privately owned but provide critical services for the Town. The study consisted of physical assessment, cost projections, facility use and appropriateness appraisal, and emergency shelter review. The results of the study cover a twenty-year time period from 2021 to 2041

The study addressed the following:

- Examination of existing conditions at each of the facilities.
- Assessment of space appropriateness and need based upon input and discussion with department heads and Town leadership.
- Architectural review (interior and exterior) and structural review of all facilities to meet current or anticipated programs of each facility and required storage.
- Review mechanical, electrical and plumbing (M.E.P.) at the facilities.
- Development of cost-effective options designed to address present and future space, facility needs, and comments regarding staffing needs.
- Review of the building envelope to include roofs, siding, exterior doors and windows.

We conducted a series workshops for staff and town leadership discussions of the issues and a range of solutions. The results of this transparent and interactive process were presented in a report, with descriptions of the range of options considered, recommended options, advantages/disadvantages, and projected costs.

#### Contact:

William "Bill" H. McMinn, Director of Facilities  
203-245-6470 mcminnwh@madisonct.org

James A. Barrett, PIC



## Ellington Public Schools Study

Ellington- **2018-2019**

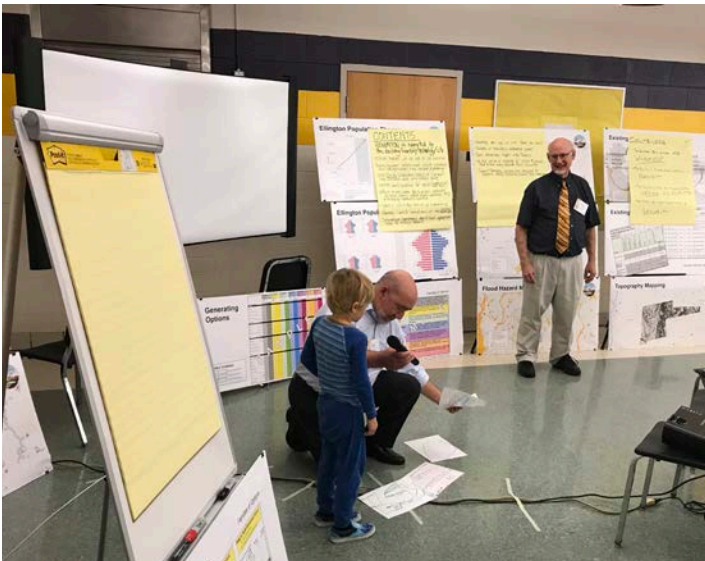
Population 16,195

Enrollment 2,683

**schools in study**  
**reno**

**grades built**

Ellington High School	9-12	1960	2002
Ellington Middle School	7-8	1954	1998
Windmere School	PK-6	1966	2014
Center School	PK-6	1949	2002
Crystal Lake School	PK-6	1957	2014



DRA's work included developing cost projections for every option, estimating State Construction Grant expectations, input into project approaches and schedules, and on-going public outreach.

**Contact:**

Mr. Brian Greenleaf, Director of Finance and Operations  
(978) 835-3421 [bgreenleaf@ellingtonschools.net](mailto:bgreenleaf@ellingtonschools.net)

James A. Barrett, PIC, Gregory Smolley, Project Manager

Ellington Public Schools Board of Education engaged DRA in July 2018 to conduct a feasibility study of their schools including updated enrollment projections, existing conditions evaluations, programming, area analysis, and ideal renovations, shuttering, and expansions.

Our team visited the district's schools and developed a facility evaluation for each. Enrollment projections for were developed for the school years starting in 2018 through 2028.

Architects and educational planners reviewed the quantity and quality of school spaces, and worked with the Administration to explore options for the future possible configurations of Ellington's schools.

Several issues came into focus through the study:

- Enrollment growth and its impact on the schools
- The condition of some of the facilities
- Consideration of repair or replace for aging schools
- Potential for re-configuration of grade alignments

This study explored a wide range of options, ranging from doing nothing to replacing two or more facilities and changing the grade configuration.

Ultimately the Options presented to the community were:

1. Do Nothing Option
2. Retain PK - 6, 7-8, 9 - 12; build a fourth ES, renovate as new an existing ES, minor renovation at the MS and HS.
3. Move to PK - 5, 6 - 8, 9 - 12; convert the MS to an ES, renovate as new an ES, convert the HS to a MS, build a new HS.
4. Move to a PK, K - 5, 6 - 8, 9 - 12; renovate as new an ES, convert the HS to a MS, build a new HS, reuse the MS for District and Town needs

Berlin Elementary Schools Study

FEE: \$32,500

Berlin - 2018

Population	20,505
Enrollment	2,781

<b>schools in study</b>	<b>grades</b>	<b>built</b>	<b>reno</b>
Richard D. Hubbard School	K-5	1965	1993
Emma Hart Willard School	PK-5	1955	1990
Mary E. Griswold School	K-5	1963	1992



For each of our school facilities studies and assessments, we rely on a combination of investigation, experience, and engagement. For Berlin, we used three different approaches to engage different groups to allow participants to express their ideas. We held meetings with educators, distributed parent surveys (all elementary student households) and held round table discussions with administrators to explore ideas and observations.

As part of our process, we brought in a demographics and enrollments specialist. His work revealed an overall decline in school population.

In the meetings with educators we focused on four topic areas: best grade level groupings for elementary age children, the future of education in Berlin schools, best and worst existing facilities features, and the ideal learning environment for elementary age children.

More than 1000 written comments were condensed into the four most frequent responses to each topic.

While completing our work with the teachers and aides we compiled a wide range of questions that were narrowed to 14, which were then formed into a questionnaire that was to serve as the gateway for engagement with parents and guardians of elementary school students in Berlin. Topic centers included neighborhood schools, time spent on the bus, size of school, classroom size, and grade alignment to name a few.

All three buildings were included in the Town-wide facilities study completed in 2013. Within the scope of this current study we have sought to confirm information contained within the 2013 study and to document significant changes from the conclusions reached at that time.

Our findings concluded that the majority of building needs are within the mechanical, electrical, and plumbing aspects of the buildings. Although all are approaching or beyond their useful life, the systems appear to be in good working condition with a few notable exceptions.

Strategies can be implemented to prevent overcapacity or under-utilized space; options may involve reconfiguring grade levels, closing a school, and/or demolishing temporary structures which are at or near the end of their service life.

Bringing together all of the investigation and engagement led to the development of five potential approaches. Ultimately an approach that promotes retaining the three existing buildings, adjusting attendance boundaries, along with renovations and expansion of the buildings was agreed to be the most responsive and realistic.

Contact:

Dr. Brian Benigni, Superintendent  
Berlin Public Schools  
(860) 828-6581 [bbenigni@berlineschools.org](mailto:bbenigni@berlineschools.org)

James A. Barrett, PIC, Gregory Smolley, Project Manager



# Bristol Public Schools Study

FEE:\$57K

Bristol - 2017-2018

BRISTOL PUBLIC SCHOOLS – Feasibility Study, Board of Education Schools  
DRA Architects

Existing Conditions of the school facilities are summarized in the following table:

School Name	Grades Served	Year Built	Year Reno	Building Area (square feet)	Site Area (acres)	Facility Condition--1 to 4 (Excellent/Good/Fair/Poor)
Stafford	K-5	1950	1954 (1987 windows)	61,000	22	4 Poor
Edgewood	PK-5	1957	1992	44,000	15	4 Poor
Hubbell	PK-5	1961	1992	63,000	20	2 Good
Ivy Drive	PK-5	1967	2007	59,000	17	1 Excellent
Mountain View	PK-5	1967	2007	53,000	11	1 Excellent
South Side	K-5	1973	2016, minor	61,000	17	3 Fair
Northeast Middle	6-8	1961	1983 (2017 roof)	74,000	31	4 Poor
Chippens Hill	6-8	1993	--	166,000	24	1.5 Excellent/Good
West Bristol	K-8	2012	--	122,000	29	1 Excellent
Greene-Hills	PK-8	2012	--	122,000	17	1 Excellent
Eastern High School	9-12	1959	1999	235,000	50	3 Fair
Central High School	9-12	1967	1999	221,000	36	2 Good

Bristol Public Schools Board of Education engaged Drummey Rosane Anderson, Inc. (DRA) in April 2017 to conduct a feasibility study of their schools including updated enrollment projections, existing conditions evaluations, programming, area analysis, and ideal renovations, shuttering, and expansions. DRA and its consultants visited the district's schools and developed a facility evaluation for each one. Enrollment projections for Bristol were developed for the school years starting in 2017 through 2027.

Architects and educational planners reviewed the quantity and quality of school spaces, and worked with the Administration to explore options for the future possible configurations of Bristol's schools.

Two issues became the main focus of the study:

- The future of PK-8 schools in Bristol
- Bristol's two high schools in times of declining enrollments

This study began exploring options by identifying a wide range of possibilities, including the possibility of continuing without any change to the district's configuration.

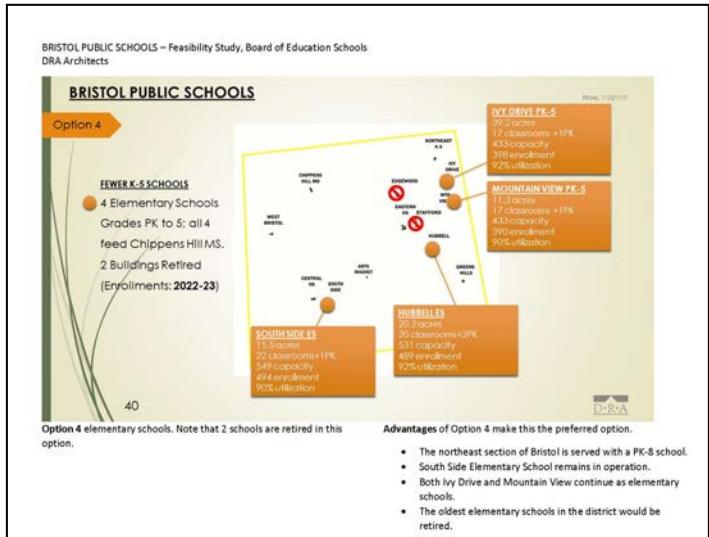
The options considered:

1. Do Nothing Option
2. All K-8 Schools, build 1 new and renovate/add at 2 existing schools
3. Keep One Middle School, Northeast; Chippens Hill converts to PK-8
4. Keep One Middle School, Chippens Hill; North-east converts to PK-8

## Contact:

Timothy Callahan, School Projects Manager  
860-584-7086 timothycallahan@ci.bristol.ct.us

James A. Barrett, PIC



Option 4 has the following advantages:

- The northeast section of Bristol is served with a PK-8 school.
- South Side Elementary School remains in operation.
- Both Ivy Drive and Mountain View continue as elementary schools.
- The oldest elementary schools in the district would be retired

## Bristol Public Schools K-8 Study

FEE:\$45K

Bristol - **2006-2012**

Population 60,452

Enrollment 8,233

### **schools in study**

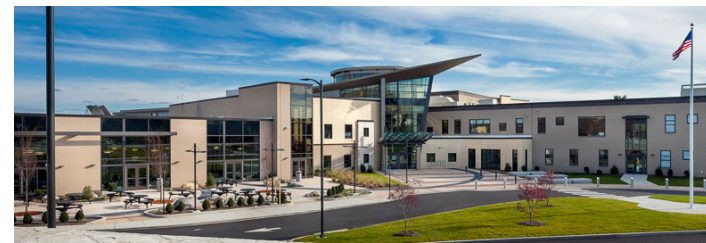
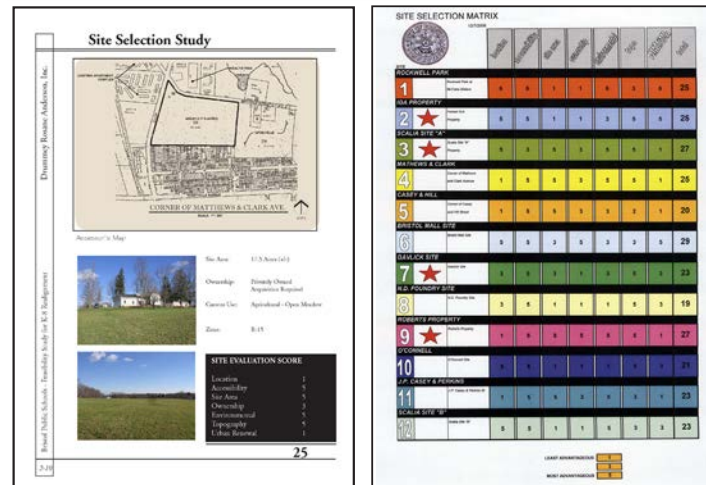
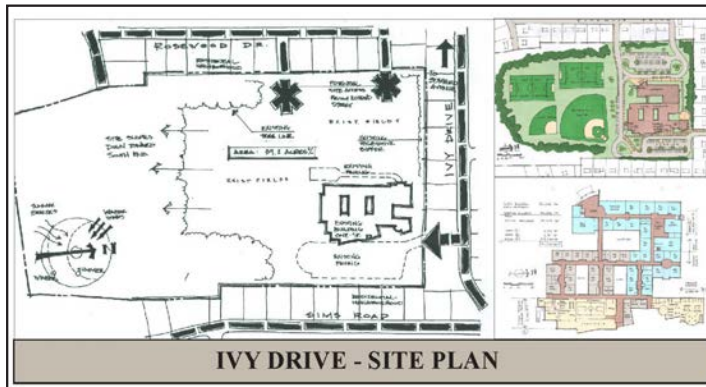
Stafford School

Ivy Drive School

### **grades built reno**

PK-05 1954 1987

PK-05 1967 2007



The DRA team's work with Bristol Public Schools began with an ambitious plan to reconfigure its grade alignment to a PK-8, 9-12 structure. This format has become a common trend in urban school districts with similar profiles and demographics. Research has shown that this grade alignment, employing "elementary to middle school continuity" aids in fostering familiarity between faculty and students, maintains more parent involvement, and cultivates a "community" or family environment where "mentoring" and accountability" emerge.

The initial plan was to build one new K-8 school and renovate two elementary schools. During the feasibility study process, DRA worked closely with Milone & MacBroom (landscape, civil, traffic) to assess two existing K-5 schools for possible expansion for a K-8 population and investigated 12 sites to determine viability of building a new K-8 school. Based on criteria developed with the Study Committee, the sites were narrowed to 5 and conceptual plans were prepared for each.

Construction and operational costs, coupled with the challenge of completing addition/renovation work while the existing schools were in session, ultimately led to a plan for the construction of two new schools that would have lower operational and maintenance costs over time and also reinforced Bristol's strong commitment to education.

We assessed two existing K-5 schools for possible expansion for a K-8 population and investigated 12 sites to determine viability of building a new K-8 school. Based on criteria developed with the Feasibility Study Committee, we then narrowed the sites to 5 and prepared conceptual plans for each. The Board of Education agreed with our final recommendation to build two new 900-student schools on separate sites. The plan was approved by City Council.

West Bristol School was completed in 2012.

### **Contact:**

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James A. Barrett, PIC



# Windsor Public Schools Grade Reconfiguration Study

FEE: \$40,500

Windsor - 2011

Population 29,016

Enrollment 3,168

## schools in study

	grades	built	reno
Clover Street School	03-05	1957	N/R
Poquonock Elementary School	K -K	1947	1979
John F. Kennedy School	03-05	1965	N/R
Oliver Ellsworth School	PK-K	1971	N/R

In Windsor we studied a 5- elementary school system, facing the following key issues:

- declining enrollments
- perceived decline in the quality of the education delivered
- perceived inability of the system to retain students
- issues of parity
- inability to fund programs long targeted for inclusion by the BOE

Town of Windsor - Redistricting Study  
OPTIONS MATRIX  
Updated 12/27/2010

	G.1	G.2	G.3	G.4
<b>1 CLOVER STREET</b>				
Grades	K, 1, 2	3, 4, 5	3, 4, 5	K, 1, 2
Enrollment by Grade	86, 115, 104	97, 111, 114	116, 120, 111	93, 124, 113
Classroom Loading	14, 19, 21	19, 19, 19	19, 20, 22	16, 21, 23
Fit	88%, 87%, 88%	88%, 84%, 85%	88%, 91%, 101%	88%, 84%, 102%
Comments	Good fit, enclosed corridor needed, Good flexibility	Comfortable fit, corridor enclosure optional, Good flexibility	Tight fit, corridor enclosure optional	Very tight fit, enclosed corridors needed
<b>2 ELLSWORTH</b>				
Grades	PK, K, 1, 2	3, 4, 5	PK, K, 1, 2	3, 4, 5
Enrollment by Grade	60, 115, 133, 145	154, 148, 152	60, 115, 145, 145	144, 160, 164
Classroom Loading	15, 14, 19, 21	19, 19, 19	15, 14, 21, 21	18, 20, 21
Fit	88%, 88%, 88%, 84%	88%, 84%, 85%	88%, 92%, 84%, 84%	82%, 81%, 82%
Comments	Mixed fit, some flexibility, some tightness	Comfortable fit, Good flexibility	Very tight fit, flexibility for one grade	Very tight fit
<b>3 KENNEDY</b>				
Grades	3, 4, 5	PK, K, 1, 2	3, 4, 5	PK, K, 1, 2
Enrollment by Grade	135, 151, 155	60, 100, 145, 136	135, 139, 155	60, 108, 124, 136
Classroom Loading	19, 22, 22	15, 17, 21, 23	19, 20, 22	15, 18, 21, 19
Fit	88%, 88%, 101%	88%, 92%, 84%, 101%	88%, 92%, 101%	88%, 100%, 84%, 88%
Comments	Very tight fit	Very tight fit, some classrooms exceeding target loading	Very tight fit	Very tight fit
<b>4 POQUONOCK</b>				
Grades	3, 4, 5	K, 1, 2	K, 1, 2	3, 4, 5
Enrollment by Grade	116, 108, 111	101, 103, 113	86, 103, 104	107, 99, 102
Classroom Loading	19, 22, 22	17, 21, 23	14, 21, 21	18, 20, 20
Fit	88%, 88%, 101%	84%, 84%, 102%	80%, 84%, 88%	81%, 80%, 82%
Comments	Very tight fit	Very tight fit, some classrooms exceeding target loading	Tight fit, flexibility for one grade	Tight fit

**LEGEND**  
  
○ Flexible fit, or some unassigned classrooms  
 ◐ Comfortable fit, no overloaded classrooms  
 ● Tight fit, or some overloaded classrooms

## Contact:

Whit Przech, Buildings and Facilities Manager

Phone: 860-285-1870

DRA led a long range planning effort to aid Windsor in identifying options and alternatives to address these key issues and others. Working through an iterative process, inclusive of Community Workshop exercises, DRA led the community-wide conversation in this exploration. After initially identifying eight Families of Options, we helped to focus the community on the options that addressed the greatest number of local issues while bringing the greatest value to the community.

The community ultimately chose a grade clustered approach to its elementary school system, replacing a K-5 model with a grades PK-2 / 3-5 model.

This grade reconfiguration would result in the following:

- the use of one less building
- greater efficiency in terms educational resources
- fewer professional and non-professional staff required to operate
- an educational outcome that provided parity across the entire community relative to the students' experience in the system
- greater flexibility in the ability to manage change over time

Perhaps the greatest outcome for the Windsor community was the realization that while managing its resources more efficiently, operating less physical plant, and creating greater flexibility to manage change, the system could provide for full-day kindergarten. This was accomplished without adding staff and with one less building which would ultimately save the taxpayers of Windsor money.

James A. Barrett, PIC

South Windsor - **2008-2017**

Population 25,789

Enrollment 4,216

## South Windsor Public Schools Strategic Planning

FEE: \$32,500

<b>schools in study</b>	<b>grades</b>	<b>built</b>	<b>reno</b>
Philip R. Smith School	K -05	1959	1988
Pleasant Valley School	K -05	1958	1988
Wapping Elementary School	PK-05	1953	1992
Orchard Hill School	K -05	1963	1988
Eli Terry School	PK-05	1965	N/R

Town of South Windsor, CT Elementary School - Strategic Planning Study Options Being Considered		FAMILIES OF OPTION Introduce	
Icon	Family Label	Description	
	<b>A</b> Do Nothing	DO NOTHING means deciding to continue using the five ES buildings for the same programs with no improvement projects. Upgrades and repairs are undertaken in reaction to deteriorating conditions needed. Continues Half-Day Kindergarten program.	
	<b>B</b> Five K-5 Elementary Schools	Uses five ES buildings with Full-Day Kindergarten Pre-K program located at Eli Terry. 1812 total (1800 target) planned capacity, including 84 total Pre-K program.	
	<b>C</b> Four K-5 Elementary Schools	Uses four ES buildings with Full-Day Kindergarten Pre-K program located at Wapping School. 1844 total (1800 target) planned capacity, including 84 total Pre-K program.	
	<b>D</b> Specialized ES Schools; (Pre-K, K; 1-2-3; 4-5)	Uses four or five ES buildings as specialized schools with Full-Day Kindergarten. Pre-K program located at Eli Terry School. 1888 total (1800 target) planned capacity, including 84 total Pre-K program.	
	<b>E</b> Neighborhood ES Schools; (K-8)	Uses ES buildings and MS (yielding 2 K-8s) as K-8 schools with Full-Day Kindergarten. Pre-K program located at Eli Terry School. 2746 total planned capacity, including 84 total Pre-K program.	
	<b>F</b> K-4 ES Schools; 5-8 Middle School	Uses ES buildings in a K-4 configuration with Full Day Kindergarten, and expands the MS to a 5-8 configuration. 1514 total planned capacity, including 84 total Pre-K program.	
	<b>G</b> Three Elementary Schools	Creates a three school Elementary Schools. 1800 total planned capacity, including 84 total Pre-K program.	

The South Windsor Strategic Planning Study focused on the five elementary schools and the district's administration office building. The team worked within the community to build consensus through a series of well-attended workshops. The team also worked with a 35-member Strategic planning Steering Committee. The outcome of the study yielded 7 Families of Options, with over 14 potential options for the town to consider. DRA led the evaluation and assessment of the alternatives which led to a series of recommended options. The Steering Committee delivered its recommendation to the Board of Education, ultimately leading to a unanimous vote by the Board in support of construction of two new buildings and the renovation of two existing buildings within the system. The plan was defeated by voters in November 2008.

In South Windsor we learned that bringing projects to referendum should not be delayed. The BOE voted in support of the project in Fall of 2007 but the vote wasn't held until November 2008, nearly a year and a half after being presented to the community. Over this time the project lost momentum and ultimately failed.

In 2014 South Windsor hired DRA for design and construction of the New Orchard Hill Elementary School.

New PK-5 school for 574 students on the existing Orchard Hill campus. The two story exterior design is inspired by the town's agrarian history. Completed 2017.

In the summer of 2020, DRA was again hired by South Windsor to design a new Pleasant Valley Elementary School. The project is currently in design development.

### Contact:

Kate Carter, Ed.D, Superintendent  
860-291-1205 kcarter@swindsor.k12.ct.us

James A. Barrett, PIC





# Stonington Elementary Schools Modernization Study

FEE:\$49K

Stonington - **2014 - 2018**

Population 14,849

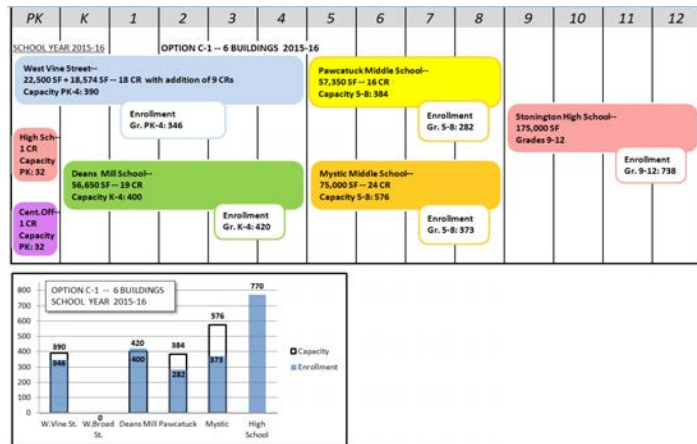
Enrollment 2,267

## **schools in study**

	<b>grades</b>	<b>built</b>	<b>reno</b>
West Broad Street School	03-04	1899	N/R
Deans Mill School	K -04	1967	1973
West Vine Street School	K -K	1967	N/R
Pawcatuck Middle	05-08	1938	1991
Mystic Middle School	05-08	1962	1997

Stonington Public Schools recognized the need to modernize their elementary schools and selected DRA to complete a master plan study. They sought options to address the following issues:

- Budget concerns
- Declining enrollments
- Aging school buildings
- Changes prompted by 21st century education
- Space utilization concerns
- Parking and traffic issues
- Need to consolidate two schools into a single building
- Improved efficiency, flexibility, and safety



DRA's study team completed an existing conditions analysis for six schools and the central office. We analyzed enrollment projections and educational space needs. We also held three community workshops to discuss the issues as well as the range of potential solutions. The results of the process were presented in a report with descriptions of the range of options considered, recommended options, advantages/disadvantages, and projected costs.

Stonington voters overwhelmingly endorsed the \$69 million bond to renovate West Vine Street School, Deans Mill School and Pawcatuck Middle School.

Deans Mill & West Vine Schools were completed in 2019.



## **Contact:**

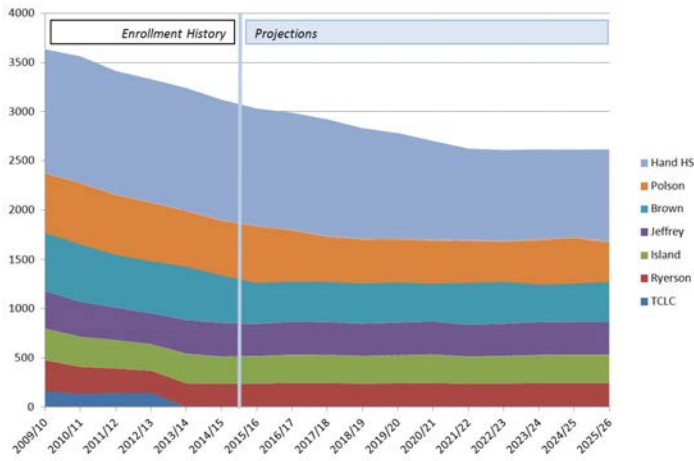
Robert Marseglia, Building Committee Chair  
Stonington Public Schools  
860-389-0812 [rmarsegl@gdeb.com](mailto:rmarsegl@gdeb.com)

James A. Barrett, PIC

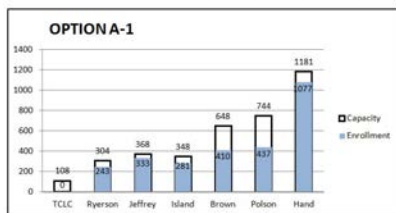
## Madison- 2014 - 2017

Population 18,196  
Enrollment 2,886

<b>schools in study</b>	<b>grades</b>	<b>built</b>	<b>reno</b>
Island Ave. Elementary School	K-4	1950	1998
Jeffrey Elementary School	K-4	1957	2000
Ryerson Elementary School	K-4	1968	
Brown Middle School	5-6	1970	
Polson Middle School	7-8	1960	
Daniel Hand High School	9-12	2003	



PK	K	1	2	3	4	5	6	7	8	9	10	11	12
OPTION A-1 EXISTING CONFIGURATION													
TCLC Capacity: 108 Half day sessions	<b>ISLAND ELEMENTARY</b> Grades K-4 Capacity: 348 Enrollment Projection: 281			<b>BROWNIES</b> Grades 5-6 Capacity: 648 Enrollment: 410			<b>POLSON MS</b> Grades 7-8 Capacity: 744 Enrollment: 437		<b>HAND HS</b> Grades 9-12 Capacity: 1181 Enrollment Projection: 1077				
	<b>JEFFREY ELEMENTARY</b> Grades K-4 Capacity: 368 Enrollment Projection: 333												
	<b>RYERSON ELEMENTARY</b> Grades K-4 Capacity: 304 Enrollment Projection: 243												



## Madison Public Schools Strategic Planning

FEE:\$54K

We developed a long-range plan for the future use of school facilities for Madison Public Schools. The results of the study covered a ten-year time period from 2014-2015 to 2024-2025.

The study addressed the following:

- Examination of past, present and future student enrollments.
- Assessment of existing educational facilities in light of enrollment projections and the district's present and future programs.
- Architectural review (interior and exterior) and structural review of all school facilities to meet current or anticipated programs of each school and required storage.
- Review mechanical, electrical and plumbing (M.E.P.) at the schools.
- Development of cost-effective options designed to address present and future space, facility needs, and comments regarding staffing needs.
- Review of the building envelope to include roofs, siding, exterior doors and windows.

We hosted three community workshops for public discussions of the issues and a range of solutions. The results of this transparent and interactive process were presented in a report, with descriptions of the range of options considered, recommended options, advantages/disadvantages, and projected costs.

### Contact:

William "Bill" H. McMinn, Director of Facilities  
203-245-6470 mcminnwh@madisonct.org

James A. Barrett, PIC



## Milton Public Schools Strategic Planning

Milton - **1999-2019**

Population 27,003

Enrollment 1,036

<b>schools in study</b>	<b>grades</b>	<b>built</b>	<b>reno</b>
Collicot Elementary	K-5	1935	2008
Cunningham Elementary	PK-5	1935	2008
Glover Elementary	K-5	1950	2003
Tucker Elementary	PK-5	1923	2004
Charles S Pierce Middle	6-8	1950	2008
Milton High	9-12	1952	2004

### DRA Projects completed as a result of our 1999 School Facilities Study

<b>Project</b>	<b>Size</b>	<b>Completion</b>
<b>Glover ES</b> - add/reno	35,500 SF new 30,850 SF reno	2003
<b>Milton HS</b> mostly new	235,000 SF	2004
<b>Pierce MS</b> add/reno	82,250 SF new 71,500 SF reno	2008
<b>Tucker ES</b> - add/reno	17,700 SF new 39,000 SF reno	2004
<b>Collicot-Cunningham</b> - add/reno	90,300 SF new 51,800 SF reno	2008

In 1999, DRA performed a town-wide school facilities study to examine the schools' space needs, physical conditions, and educational programs. The study resulted in renovations and additions at 4 elementary schools, a middle school and high school.

In addition to the scope of work approved by the School Building Authority in 1999-2008 the town asked DRA to perform a series of on-call projects for the school system.

In 2012, DRA completed a Conditions Assessment for School and Public Buildings in Milton. Facilities documentation included: building condition, current usage, immediate and future repair, replacement costs of building systems and structure.

In the spring of 2016, the Town of Milton hired DRA to perform a facilities management assessment plan for the Milton Public Schools. The goal of the facilities management assessment plan is to develop a series of 5-year Capital Improvement Plans through 2037. Our approach to this project is to effectively update the facilities assessment information that DRA generated in our 2012 Facilities Assessment Report in order to develop a comprehensive facilities management plan to meet Milton's current and future planning and facility needs.

Our most recent work (2018-2019) involved an elementary schools space needs study: The goals of this planning effort included:

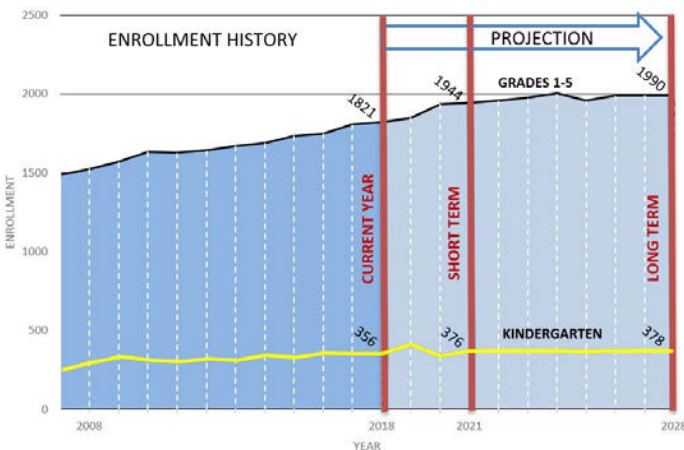
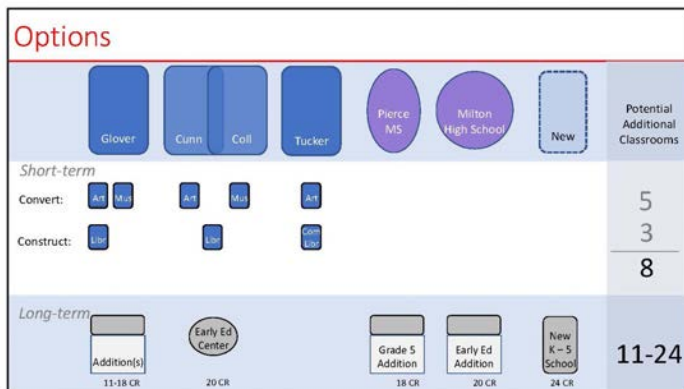
- Review current usage of space at the elementary schools
- Determine projected space needs- current (short-term) & long-term
- Develop options to address short and long- term needs
- Evaluate options
- Summarize and present recommendations











### Educational issues

- What are the optimal average class sizes for each grade?; should there be maximum class sizes?
- Centralized PreK, Kindergarten vs. K-5 Elementary Schools?
- Desired Grade Configuration: current? or K-4/ 5-8/ 9-12? or K-4/ 5-7/ 8-12
- Is a 4-section school the optimal size?

### Contact:

William Ritchie, Dir. of Consolidated Facilities  
617-898-4930 britchie@townofmilton.org













	project name and location	description
2023	 <b>Pleasant Valley Elementary School</b> South Windsor, CT	The new two-story building will have two entrances, a larger space for collaboration, and a wing specifically designed to serve preschool students with special needs. It is expected to house approximately 696 students. There are more opportunities for collaborative and meeting space in the new design.
2022	 <b>Granby Memorial High School</b> Granby, CT	Various projects including: College and Career Ready Classroom renovation, Storage space/auditorium access for performing arts, instrument assembly room, library-media center, kitchen facilities
2022	 <b>Platt Technical High School</b> Milford, CT	Working with the DOE and DCS we developed conceptual options to compare feasibility for the renovation/ addition or replacement if the existing 1960's building and associated site work. Specific attention was devoted to addressing issue of construction on the occupied site.
2021	 <b>Wahconah Regional High School</b> Dalton, MA	Feasibility study determined the existing building lacks adequate space for science, music and other instruction, including language labs. The new school uses a classroom cluster approach that encourages collaborative learning among teachers and students and provides flexible classroom layouts.
2021	 <b>Cape Cod Voc. Tech HS</b> Harwich, MA	Comprehensive assessment of the existing conditions of the 1970s DRA building and the educational program. Selected option to build a new three-story facility is designed to fit into the topography along the eastern edge of the property and features two wings of academic classrooms and a large, space for vocational shops.
2021	 <b>Middleborough High School</b> Middleborough, MA	Study to develop/determine options for renovation or new construction to bring the 1970s 3-story concrete framed DRA building into the 21st Century. New construction of a 65,000 SF building include two three-story academic wings; one wing focused on "Humanities" studies while the other wing is focused on "STEAM" programming.
2021	 <b>Aitken Elementary School</b> Seekonk, MA	The ten-classroom addition will be an extension of the existing school, which DRA expanded previously in 1997. It is a single story, double-loaded corridor design intended to provide agile learning environments at reasonable cost. The majority of casework and storage will be moveable, allowing teachers to reconfigure their space as needed.
2020	 <b>Blue Hills Regional Tech HS</b> Canton, MA	Comprehensive renovation of entire facility focusing on system replacements and accessibility upgrades. Scope includes window replacements and partial roof replacement. The project was phased, with major portions of the work completed during the summer of 2018 and 2019.
2019	 <b>West Vine Street School</b> Stonington, CT	Complete renovation of the original 1967 structure and construction of a new addition. The cafeteria/gymnasium was converted to a cafeteria / large assembly space. Administrative spaces were reconfigured as restrooms and classroom and the entry way was infilled and converted to serve as special education offices and the teacher's work room. The new addition houses an admin suite.
2019	 <b>Deans Mill School</b> Stonington, CT	The cafeteria/gymnasium was transformed into a cafeteria / large assembly space. Classrooms on both floors were renovated, and serve as classrooms, with two special education classrooms on the second floor. One existing classroom on the first floor was reconfigured for special ed. offices and conference room. The admin. spaces were reconfigured as restrooms and teacher's work room.



## K-12 planning, design & construction in the last five years

team	size	construction cost	contractor/ construction manager	owner	schedule
PIC Jim Barrett Bonnie Peters Judd Christopher	102,000 SF new	\$45.8 M est	CMR Gilbane Building Company	Kate Carter, Ed.D Superintendent 860-291-1205	current phase design development completion date 2023
PIC Jim Barrett PM Greg Smolley	6,000 SF reno	\$2.4 M est	TBD	Anna Robbins Business Manager 860-844- 5263	current phase design development completion date 2022
PIC Jim Barrett Principal for Design Vladimir Lyubetsky Project Architect Sarah Carda	225,000 SF new	\$80 M est.	CMR Morganti	Steven Longo DCS Project Management Unit 860-713-5751	current phase construction completion date 2022
PIC: Carl Franceschi Project Manger Vladimir Lyubetsky	123,000 SF new 460 students	\$60.0 M est	CMR Barr & Barr	Laurie Casna Superintendent 413-684-0320	current phase construction completion date 2021
PIC Carl Franceschi Principal for Design Vladimir Lyubetsky Project Architect Sarah Carda	220,880 SF new 650 students	\$104.2 M est.	DBB Brait Builders	Robert Sanborn Superintendent 508-432-4500	current phase construction completion date 2021
PIC Jim Barrett Project Manager Angel Khazadian	165,650 SF new 720 students	\$83.5 M est.	DBB Fontaine Brothers	Brian Lynch Superintendent of Schools 508-946-2000	current phase construction completion date 2021
PIC: Jim Barrett Project Manager Greg Smolley	14,330 SF new/add	\$9.5 M est.	DBB Bacon Construction	Jackie Proulx Building Committee Chair 401-523-9880	current phase construction completion date 2021
PIC Carl Franceschi PM Judd Christopher	292,400 SF reno 900 students	\$70.5 M est	CMR Consigli	NA	complete
PIC Jim Barrett PM Greg Smolley	22,500 reno 32,125 new	\$26.5 M	CMR Gilbane Building Company	Rob Marseglia Chair, Building Committee 860-389-0812	complete
PIC Jim Barrett PM Greg Smolley	22,500 SF reno 42,875 new	\$28.5 M	CMR Gilbane Building Company	Rob Marseglia Chair, Building Committee 860-389-0812	complete

	project name and location	description
2019	 <b>Stoughton High School</b> Stoughton, MA	The new high school is envisioned to be a 21st Century High School that embodies the values of Stoughton in an educationally-appropriate and cost-effective structure. The new school will be flexible, sustainable and relevant to its setting.
2018	 <b>E. A. Jones School</b> Stoughton, MA	Reno of three floors of the administrative wing of the school to house the District Offices. New offices, meeting spaces, bathrooms, kitchens, break rooms, and reception area. Mechanical, structural, and electrical system upgrades were completed to include a new alarm system and state-of-the-art lighting.
2018	 <b>Temporary Science Center</b> <b>Wellesley College</b> Wellesley, MA	Design and performance specifications for a 32,000 SF modular building to provide swing space for the renovations and additions of the College's main science building. The phased project houses teaching and research labs, classrooms, faculty offices.
2018	 <b>Taconic High School</b> Pittsfield, MA	New comprehensive high school adjacent to the existing school. A slanted roof structure over the three-story entranceway and main lobby area, angled features at corners and slanted screening on the flat roof to hide utility equipment are designed to recall "the Berkshire Hills."
2018	 <b>Marathon Elementary School</b> Hopkinton, MA	The new Marathon Elementary School is designed for PK-1 students. The building includes a cafetorium, gymnasium, media center and other specialized spaces including art and music rooms.
2017	 <b>Orchard Hill School</b> South Windsor, CT	New PK-5 school for 574 students on the existing Orchard Hill campus. The exterior design is inspired by the town's agrarian history.
2017	 <b>Emmett O'Brien Tech. HS</b> Ansonia, CT	Phased, occupied construction. This "renovate as new" project includes new technology, HVAC, plumbing, roofs, windows and sprinklers. The cafeteria will be converted to a library/media center.
2017	 <b>Putnam High School</b> Putnam, CT	The design includes new science labs, renovation to core academic classrooms, complete renovation of the media center and a new 8,000 SF gymnasium. Many spaces will be reconfigured as part of this "renovate as new" project.
2017	 <b>Stratton Elementary School</b> Arlington, MA	Comprehensive renovation focusing on system and accessibility upgrades. Scope includes replacement of windows and roofs as well as relocation of the media center. Work included use of modular classrooms.
2016	 <b>Georgetown MS/HS</b> Georgetown, MA	Repairs, renovations and drainage mitigation.



### K-12 planning, design & construction in the last five years

team	size	construction cost	contractor/ construction manager	owner	schedule
PIC Carl Franceschi PM Courtney Southwick	214,860 SF new 1,065 students	\$101 M	CMR Consigli	TJ Recupero Chair Building Committee 617-721-8277	complete
PIC: Carl R. Franceschi Project Manager Courtney Southwick	18,000 SF reno	\$1.8 M	DBB Boston Building & Bridge	TJ Recupero Chair Building Committee 617-721-8277	complete
PIC Carl Franceschi	32,000 SF new	\$5.0 M est.	Triumph Modular/ Turner Construction	Tom Singleton Asst. Director of Construction 781-283-2724	complete
PIC Carl Franceschi PM Vladimir Lyubetsky Sarah Carda	246,520 SF new	\$100.8 M	CMR Gilbane Building Company	Jason McCandless	complete
PIC Jim Barrett PM Judd Christopher	89,852 SF new 520 students	\$34.5 M	CMR Colantonio	Joe Markey, Chair Building Committee 508-308-5929	complete
PIC Jim Barrett Project Architect Jim Guarino	72,000 SF new 570 students	\$28.1 M	CMR Gilbane Building Company	Kate Carter, Ed.D Superintendent 860-291-1205	complete
PIC Jim Barrett PM Vladimir Lyubetsky	120,000 SF reno 55,000 SF new	\$68.8 M	CMR Fusco Corporation	Joel Baranowski DCS 860-713-5612	complete
PIC Jim Barrett PM Judd Christopher	89,150 SF reno 9,450 SF new 300 students	\$31.8 M	CMR O&G Industries	Nancy Cole Business Administrator 860-963-6900 x 5003	complete
PIC Carl Franceschi PM Lee Rich	62,628 SF reno	\$9.0 M	CMR G&R Construction	NA	complete
PIC Carl Franceschi PM Courtney Southwick	128,670 SF reno 720 students	\$5.8 M	DBB LD Russo Inc.	Michelle Smith Co-Chair, Bldg Committee 978-204-8841	complete

## OVERVIEW

The strategic planning work that the City of Norwich and Norwich Public Schools aims to accomplish will require a professional team with a proven record of success. We understand the importance of delivering on the obligations that we make to our clients, and that our clients make to their constituents. Our portfolio of district-wide strategic planning, refined through the dozens of successful studies completed by our team, gives you a basis for understanding our commitment and thoroughness when assessing our proposed approach. The DRA staff assigned to this project, allied with our experienced consultants, and our history of successful on time delivery of succinct, relevant studies are the basis of our proposal.

Identifying, acquiring, and confirming the full range of data needed for success requires a multiple front approach. As we have done on previous studies, James A. Barrett, AIA (Jim), our Principal in Charge, is the individual who will oversee the efforts of all the team members and provide direction at the highest professional level. Gregory Smolley, our Project Manager, will direct the team on a daily basis, dedicating the time and resource necessary to assure success. Jim and Greg are both registered architects and Accredited Learning Environment Planners (ALEP). This provides the District and our team with a depth of experience and knowledge likely unmatched by any other team.

Our approach is one of concurrent efforts, which allows our educational program experts, planners, and architectural and engineering personnel to gather information germane to their specific area with a minimum of idle time. When each of the disparate efforts are completed the information is overlaid to provide a multi-dimensional understanding of the District's current facilities and needs. Key to this effort are the following steps addressing the requirements of the Request for Proposals.

## Step I: (Research)

### RESEARCH

This process step addresses the Scope of Services Part A items 1 through 6. The first step in this process is to collect all previously completed studies, reports, enrollment projections, any current-year update enrollment information, copies of available building plans, review recent investments in the subject facilities, and to review available AHERA reports for the school buildings. We will also meet with the District's Administration to establish appropriate lines of communication and identify goals and milestones for the study.

#### Facility Condition Survey

Led by Project Manager, Greg Smolley, our team will prepare a photographic survey record of each building during our visits. At this same time, we will have consultant team members on site to conduct their investigations as well. We will use the photographs to assist us in completing a detailed survey of the exterior building envelope.

DRA and our MEP will conduct a thorough investigation of each building. We will spend time making careful observations and will speak to building users to gather information needed to fully understand existing conditions. As part of the process, with the District's approval and direction, we will also interview key facility stakeholders and user group representatives at each building to better understand key issues and concerns regarding the building performance. Our experience has taught us that a few well-prepared questions lead to a more productive understanding of key issues and concerns.

Meetings will be held at each location with appropriate representatives of the School Department, School Facilities Maintenance staff and Administration.

During the investigation phase, we will use a detailed checklist (**survey form - below**) that we have developed for assessment work. We have found it to be a useful tool in ensuring that no item is missed. Before visiting the facilities, we will review the available building plans, scan them onto our network and thus have them with us on a laptop or tablet when we visit the sites. Having them on-hand allows us to make notations and position photograph locations that become part of the permanent project record. All components of the building envelope and operational systems will be fully evaluated in accordance with criteria established with the District. The DRA building evaluation checklist will be completed for each property, and deficiencies will be prioritized on a 5-point scale.

The final compilation of this information will yield a comprehensive Facility Condition Report as well as a Facility Conditions Index (FCI) rating for each facility. Our team recommends also including a Facility Qualitative Index (FQI) which includes those costs needed to bring the facility not only up to conditions / code compliance, but those costs included to address educational improvements needed as well.

### Enrollment Forecast

Concurrent with the building and site investigations, Art Wagman, EdD., our Planning consultant, will undertake the review, verification, and analysis of enrollment projections, population trends and demographics. Throughout this effort Art will interact with Greg Smolley to assure that all information generated is germane to the study and on point.

<b>Building Condition Survey Form</b>																										
<b>Parcel # or Street Address</b> _____																										
<b>Land use:</b> <u>Residential</u> ; <u>Commercial</u> ; <u>Industrial</u> ; <u>Public</u> ; <u>Vacant</u>																										
<b>Height:</b> # of Stories _____																										
<b>Construction:</b> <u>Brick</u> ; <u>Siding</u> ; <u>Composition</u> (neither vinyl, aluminum or wood, i.e. asbestos shingles); <u>Wood</u> ; <u>Stucco</u> ; <u>Masonry</u> (including block or stone); Other _____																										
<b>Roof Type:</b> Flat (cannot see surface); Gable (slopes up only on two sides); Hip (slopes up on at least three of four possible sides, forming a pyramid); Other _____																										
<b>Location of Defect:</b> <u>Front</u> ; <u>Back</u> ; <u>Left</u> ; <u>Right</u> ; <u>Center</u> ; <u>Throughout</u>																										
<b>Degree of Defect:</b> <u>1</u> minor defect <u>2</u> major defect <u>3</u> critical defect																										
Structural Components	Loose material	Missing material	Location	Worn/Weathered	Location	Cracks	Location	Holes	Location	Settling	Location	Sagging	Location	Lack of Support	Location	Bowing	Location	Sloping	Location	Heaved	Location	Degeneration	Location	Other	Location	Component Rating
<b>PRIMARY COMPONENTS</b>																										
Foundation																										
Exterior Walls																										
Roof																										
Structure																										
Membrane																										
<b>SECONDARY COMPONENTS</b>																										
Porches and Steps																										
Windows and Window Units																										
Doors and Door Units																										
Chimneys																										
Gutters and Downspouts																										
<b>Final Building Rating:</b> Sound      Deficient - Minor Repair      Deficient - Major Repair      Substandard																										



To develop a basis for **understanding the District's population trends**, the existing student inventory will be address-matched to the District's base map and referenced by student ID only, to protect the identity of individual students. Maps will be generated to display the geographic distribution of the student population by school. Then we will analyze and graph historical enrollment from the past decade by school, so that trends in enrollment patterns can be identified. To assure the broadest understanding of any underlying trends, this will include an analysis of Norwich Public School students who opt to attend non-public or out of district schools.

The next step is to gain an understanding of development patterns and demographics. **Understanding housing patterns and demographic trends**, characteristics and forecasts is crucial to the school planning process. This information provides the background by which future changes and development within a community can be anticipated and planned for accordingly. The team will consult with the appropriate local City Officials to determine recent residential growth areas, identify recent residential development proposals of significant scale and/or planning initiatives that may impact enrollment levels. With the assistance of the City's Planning staff, we will identify land areas with residential growth potential.

This task will also include an analysis of demographic patterns and trends for the community based on federal Census data. The current status and change over the last decade for key demographic figures such as population and composition, school- age population, women of childbearing age and housing tenure, composition and occupancy will be assessed at the census block or tract level. This will provide a better understanding of recent demographic trends.

With **sufficient background data developed and understood**, the planning team will then work with the Superintendent's Office to request detailed birth records with addresses and race/ethnicity from the Connecticut Department of Public Health. The

team will address-match residential birth records for the past ten (10) years in the City, through which a basis for the geographic distribution of the next five incoming kindergarten classes will be developed. This information will be combined with existing enrollments and estimates of migration using the cohort-survival method, as well as the multiple regression method to project future enrollments.

The effort to **project enrollments for the next ten years** will be completed by use of the cohort-survival method, with some modifications to account for migration and external growth factors. Appropriate graphs, maps, and charts will be prepared to illustrate the geographic distribution of enrollment patterns, new birth impacts on enrollment, migration patterns affecting enrollment, residential development patterns, and enrollment persistence by grade for the school system.

#### **2020 District Strategic Plan / Facility Survey / NEXTT**

Our team review and utilize the work set in place through the '2020 District Strategic Plan, facility Survey, and NEXTT document. These documents will serve as the baseline documents for our team as we develop exception reporting for the existing facilities of the study.

#### **Potential Site Survey**

Our team will conduct a survey of the City's available sites that may be capable of supporting new school construction. We will first establish a matrix of key evaluation considerations to assist in comparing strengths and weaknesses of the various sites. Of these considerations, preference will be established for those properties already owned by the City of Norwich.

#### **SYNOPSIS OF WORK IN PHASE I**

In the First Phase the team will work on three fronts simultaneously. One group will review existing building plans and reports. They will contact key stakeholders and user group representatives for each building to hear firsthand reports regarding the facility to understand the existing conditions more fully. A second

group will undertake an assessment of demographic and enrollment trends and their impact on the subject schools and the community. Concurrently, a third group will conduct several interviews and working sessions to develop an understanding of the current educational practices of Norwich Public Schools and establish a wide array of educational options and alternatives for consideration of future use and deployment.

### **DELIVERABLES FROM PHASE I**

Building evaluation checklists will be completed for each property, and deficiencies will be prioritized to a 5-point scale. Enrollment Projections will be reviewed and incorporated into our planning. Educational and Space programs will be developed for each of the identified grade configurations desired to be studied further.

## **Step II: (Refine)**

### **FACILITIES**

With our field visits and building observations completed, we will review the data our team has gathered and sort it to facilitate accurate and quick review and analysis. There have been many changes to the life safety codes as well as the adoption of other guidelines and requirements for school construction in Connecticut over the past few years. Several of our team members have been part of the working groups that helped to develop these codes and guidelines and that gives us an unmatched insight when it comes to analyzing Norwich's schools.

Each of our consultant teams will develop their list of needed improvements for each property. Led by Project Manager Greg Smolley, AIA, we will conduct a full-team meeting to 'compare notes', ensure that each opinion is properly recorded, and that all of the input is coordinated to provide the District with a sound basis for understanding the potential for each of the buildings within the study.

Proposed improvements will be prioritized according to potential impact on Life Safety first, then code compliance, with other established criteria to follow, as applicable. As we move through the evaluation process, we may revisit a site for further investigation. At this point we will begin considering the cost implications of the potential recommendations that may be included in the study.

### **Potential Closure Recommendations**

Based on the facilities condition assessment and understanding of the subject facilities based on the above findings, our team will develop recommendations as to which buildings should be closed, and which should be renovated based on the compiled information.

### **Strategic Facilities Plan**

Incorporating all the information collected, digested, and assembled through this effort, our team will develop strategic planning options for consideration by the 2020 School Building Committee. Timeline recommendations will be developed, including near-term, mid-term, and long-term considerations and timeline sequencing for potential improvements, renovation, and new construction scopes of work. Swing space options will be explored to support the proposed scopes of work. Our team will target the most efficient options of delivering temporary space. Whether it be newly developed space, converted existing space, or modular construction minimizing swing space use in terms of quantity and duration will ensure minimization of additional construction costs.

## **EDUCATIONAL AND BUILDING PROGRAMS**

Evaluation of the educational needs for each school will be based on the information developed from the educational programming process and enrollment projection review. An assessment of existing educational strengths and weaknesses will be evaluated, as well as recognition of any physical constraints to shaping the existing facilities to meet the future needs of Norwich Public Schools.

To assure that the outcomes of this effort give the District opportunities to develop the best schools possible, we will take the educational programs developed by our team and the stakeholders and compare them to not only the OSCGR school building guidelines, but also to guidelines from other states which we consider to be exemplary models of public-school planning. This will provide a wider range of understanding of the direction of school programming and planning, allowing a broader discussion of the benefit of any particular project relative to the projected cost.

### **Special Educational Programming**

In consultation and coordination with District educational experts, our team assess special program offerings within the District. Options and alternatives will be explored if these programs are best suited in all schools, or in limited schools; and if so, within which of the District's schools? Particular attention will be paid to the issue of ensuring accommodation of future flexibility as the District needs change over time.

### **Potential Realignment**

Should the enrollment projections support less than the current number of school facilities, our team will evaluate the realignment possibilities and recommend those facilities best capable of supporting the District's on-going and future needs.

## **SYNOPSIS OF WORK IN Step II**

In the Second Phase the three areas of study in Phase I are refined and put into formats consistent with those that will be used in the Draft and Final Reports. The study team will continue to work on three fronts, but

the distance between them will narrow until, at the end of Phase II, all the collected data is assembled in one place.

The building investigation group will review the evaluation checklists for each facility, revisiting any site for which a question may arise, to assure that all the required data has been acquired and documented.

The enrollment projections will be reviewed with local City and District leadership to assure that relevant criteria have been included and appropriately evaluated. This data will then be compared to neighboring municipalities and districts to surface any anomalies or unusual trends.

The educational and building programming effort will conclude with the comparison of existing and potential educational programs paired with a matching building program that reflects potential facility and space needs to assure success.

## **DELIVERABLES FROM Step II**

The completion of Phase II provides the study team and the District with the first opportunity to see the effects of combining the data from each of the three distinct efforts of Step I.

We will present a preliminary list of physical needs for each of the facilities, any potential impacts from the projected enrollments, as well as educational and building programs. The completion of this Phase will allow the Study Team and the District to chart a course to the completion of the study while also providing the opportunity to report preliminary findings in a public forum, if so desired.

## **Phase III: (Report)**

The District is clear in its desire to receive a comprehensive strategic plan as the primary outcome from this study. That puts an emphasis on the ability of the professional team to engage with the stakeholders in a well-grounded discussion of the attributes and



detriments of any and all of the possibilities. In this regard, we feel that our team has unmatched experience and professional credentials. DRA is one of fewer than six in New England to have the benefit of Educational Visioning and Educational Planning professionals on our staff. This allows us to provide Norwich with the insight of individuals with experience in taking an idea from blue-sky concept to built environment in a cohesive, interactive team. That is especially important in Step III of a study. Some key deliverables include:

### **Optimum Scenario – Potential Cost Savings**

With an Optimum Scenario identified from those developed through the study, our team will identify estimated reductions in costs and potential City revenues through the potential sale of property locations no longer incorporated in the Districts plan for ongoing use. Reductions in costs including student transportation, utilities, maintenance, insurance, repairs, are example of a partial listing of potential cost reductions. Also, potential City revenues including proceeds from sales of properties, conveyance of tax, building permits, are sample of a partial listing of possible City revenues realized through the proposed plan.

### **Current Plan + Optimum Scenario Comparison**

Our team will perform a needs-based survey and recommendations comparing the current district organization with an Optimum Scenario proposal. Considerations would include proposed facility populations, space utilization, replacement / upgrade scenarios, grant eligibility, consideration of NPS mission and educational specifications, for each alternative approach.

### **Potential Repurposing**

Identification of which facilities, (if any), that may be repurposed for community use. This portion of the study will consider upgrades needed (building code compliance, life safety compliance, and ADA Compliance) to facilitate any change in use, as well as systems and building elements that require upgrades or replacement to facilitate continued use.

From the beginning of our work with the District we will refine the format and content of the Draft and Final Reports. It has always been critical that the reports generated for a school district be available to the residents, representatives, and government agencies in formats that are appropriate for each. We have kept in step with progress and are completely comfortable formatting our work for print, broadcast, electronic, or social media. We typically work with our clients to develop content for their web sites, with links to topical sites to help develop a deeper understanding of the process for those who may be interested.

We will meet with the BOE and District Officials, as appropriate, on a regular schedule to review and discuss progress on the report, to gather comments, and to assure that everyone has the most current information possible. Consistent communication helps to ensure that there are no surprises at the end of the process. Lines of communication will be respected, and we are capable of and willing to work with the media on behalf of or with the District at any point in the process.

Each of our team members are highly experienced with this type of study effort and very capable in publicly presenting study-related information. Public presentation opportunities include presentations to Local Boards and Commissions, and other public information sessions as desired by the District.

We will present a variety of options and alternatives for each building to the District. Our team will also explore a wide variety of system-wide deployment strategies. Capital improvements, renovation of essential items, “Renovate as New”, new construction, and other options and alternatives will be explored and studied. We will present the options and alternatives to the various stakeholders and will **CAREFULLY LISTEN** to their concerns and observations. We will amend the proposed recommendations according to the exchange of opinions and ideas between our team of professionals and Norwich Public School’s representatives. We work together to clearly identify advantages and disadvantages for each potential solution.

Cost estimating is a core element of this study, and study-level estimating is both an art, and an applied science. Greg Smolley, our Project Manager, has worked extensively across Connecticut, and throughout New England on school construction projects. With his knowledge and insight, our team will utilize appropriate square foot cost estimation for any proposed modifications, renovations or new construction identified as necessary to inform the District as to the potential overall cost as well as any possible reimbursements from the State or other entities.

This understanding will be augmented with building construction cost information and constructability review as provided by our independent construction cost consultant, Lee Sullivan of Lion's Head Cost Consulting. Lee is a seasoned cost estimator with significant educational cost estimating within Connecticut. Lee also is a valued resource within our team guiding our team on issues including phasing and constructability concerns encountered in shaping district recommendations.

The District's representatives are always welcome to participate, of course, especially if there is a desire or requirement to engage local business entities in any work that may result from the study. At appropriate times, we will present drafts of the information for review and invite your comments. We will engage with you relative to your responses and points of view and incorporate that information into the estimate.

### **SYNOPSIS OF WORK IN PHASE III**

Phase III sees all the work completed so far, and all the input gathered from various stakeholders, distilled into a series of potential directions for the District. We will complete the analysis of all the facilities and have all the needs identified and categorized. The building programs for each of the educational programs under consideration will be refined and compared to OSCGR guidelines as well as to other guidelines and models, as appropriate.

We will prepare and present draft cost estimate and final range-of-cost estimate. These will be presented in an open matrix that allows the District to adjust scope, cost, and date of anticipated construction so that budgetary planning is more readily accomplished.

Once the Draft Report has been prepared, it is important to allow sufficient time for all stakeholders to thoroughly review the information. We encourage the BOE to provide us with written annotations in the margins of the report, with thoughts, comments, and requests. This is where the report can be fine-tuned to ensure that your educational deployment strategies, specific facility needs, and prioritization of improvements are properly addressed. This is also the time when edits, adjustments in wording, and incorporation of nuances specific to Norwich are made part of the report. Stakeholder participation at this step in the process is vital to the final usefulness of the report as a tool for system-wide planning and to assure that the report does not end up on a shelf, gathering dust.

### **SYNOPSIS OF THE WORK OF STEP III**

Review of all gathered materials. Preparation and review of Draft and Final Report

### **DELIVERABLES OF STEP III**

Draft Report; Final Report; public outreach materials, public meetings.

## **Step IV: (Implement)**

Using the feedback generated during the re-evaluation phase of the process, the final version of the report will be published and distributed to the BOE. We will revisit any building to verify educational program requirements, or specific conditions if necessary. Through the mindful and attentive management of our efforts from the beginning, we typically arrive at this step with no need for significant revisions to the content of the report and a team that is ready to present our findings to the public. Upon final review and acceptance by the BOE this phase of the project will be complete.

## SYNOPSIS OF THE WORK OF STEP IV

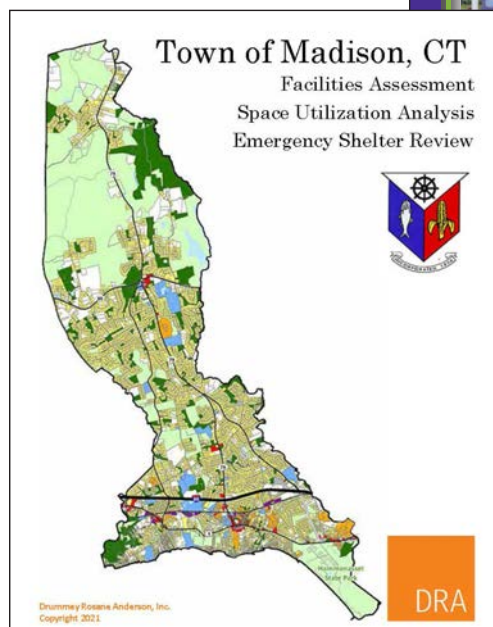
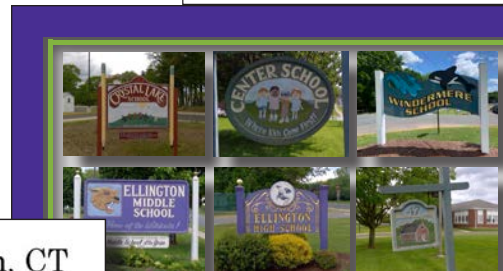
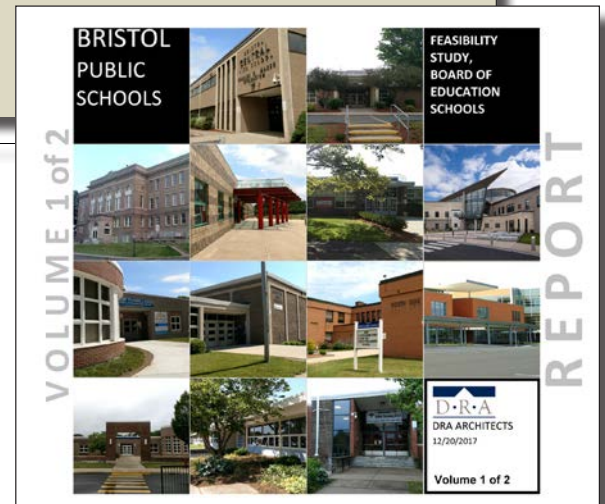
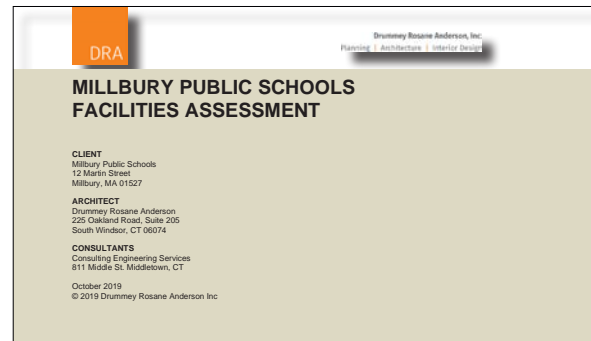
Publish Final Report, Present Final Report

## DELIVERABLES OF PHASE IV

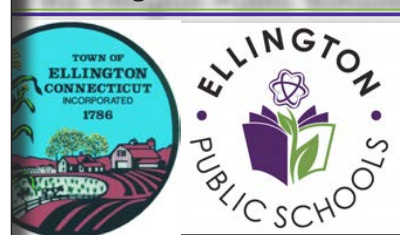
Final Report, Public presentations

## CONCLUSION

We understand the requirements of this project and will provide a thorough process that will assist Norwich Public Schools in defining paths forward to provide the educational programs and facilities to meet the demands of a 21st century learner. DRA is particularly excited about Norwich School District's School Construction Strategic Planning Study because we enjoy the challenges of these complex district-wide studies. We are a firm of professionals with a passion for the development of first-rate plans and facilities for every student. We derive great satisfaction in helping our clients to harness the tremendous effect that a thoughtful building assessment and planning process can have on the staff, users, and students of these facilities.



## Facilities Study and Master Plan for the Ellington Public Schools



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project name and location

brief description/services



**Orchard Hill School**  
South Windsor, CT

New PK-5 school for 570 students on the existing Orchard Hill campus. The two story exterior design is inspired by the town's agrarian history. The school features state of the art technology systems, security and energy-efficient heating and cooling systems. The site design utilizes a streamlined traffic pattern with separate pickup and drop off areas for parents and buses. The project meets Connecticut's School Security Infrastructure Guidelines, High Performance requirements, and Accessibility codes.



**West Vine Street School**  
Stonington, CT

Complete renovation of the original 1967 structure and construction of a new addition. The cafeteria/gymnasium was converted to a cafeteria / large assembly space. Administrative spaces were reconfigured as restrooms and classroom and the entry way was infilled and converted to serve as special education offices and the teacher's work room. The new addition houses an admin suite.



**Deans Mill School**  
Stonington, CT

The cafeteria/gymnasium was transformed into a cafeteria / large assembly space. Classrooms on both floors were renovated, and serve as classrooms, with two special education classrooms on the second floor. One existing classroom on the first floor was reconfigured for special ed. offices and conference room. The admin. spaces were reconfigured as restrooms and teacher's work room.



**Putnam High School**  
Putnam, CT

After completing a comprehensive Facilities Master Plan study for Putnam High School in 2011, DRA was selected to complete the design of an addition and major renovations to the facility. The design includes new science labs, renovation to core academic classrooms with two shared break-out spaces for individual and group student work, complete renovation of the media center and a new 8,000 SF gymnasium. Many spaces were reconfigured as part of this "renovate as new" project.

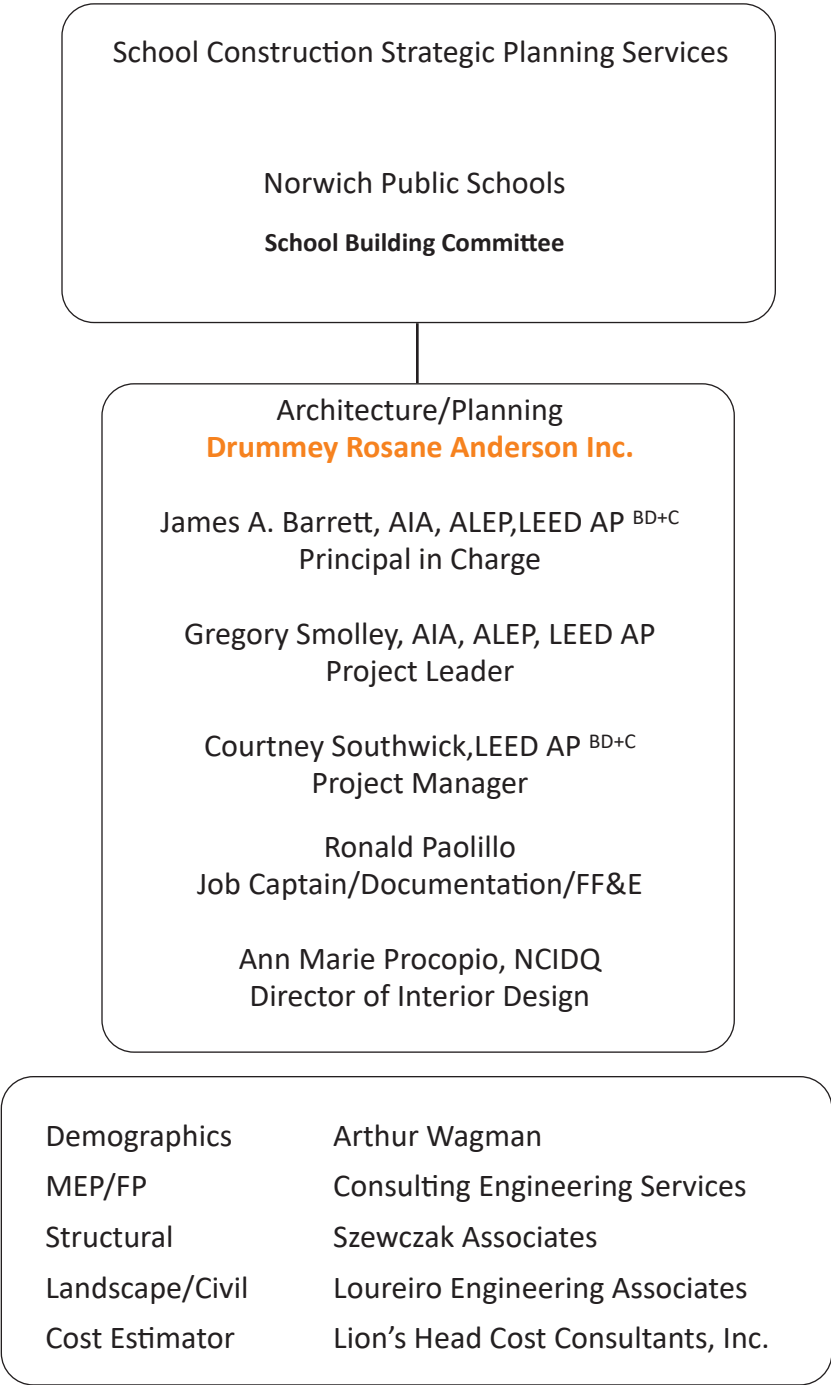


**Emmett O'Brien Tech. High School**  
Ansonia, CT

Following our assessment of the existing 1955 building, we developed a design approach that permitted "renovate as new" condition of the existing as well as completing additions to the building while fully occupied with minimal impact to the educational process. Early in design, this phasing approach was assessed for the potential cost impact and reconciled with available project budget. The cafeteria was converted to a library/media center. There was also a significant addition to the vocational program and the academic/administrative wing.

project information	cost information	team	contact information
72,000 SF completion: 2017 Const. Dates: 10/2015-8/2017	Design Estimate: \$29,847,000 Base Bid Award: \$26,695,093 Final Const: \$28,131,625 Design Fee: \$1,540,600 Change Orders: \$1,477,769 Field Conditions: \$587,206 Owner Requests: \$739,411 Design Issues: \$151,152	James A. Barrett, AIA Ann Marie Procopio CES Szewczak	Kate Carter, Ed.D Superintendent 860-291-1205 kcarter@swindsor.k12.ct.us
22,500 SF reno 32,125 SF new  completion: 2019	Design Estimate: \$25,794,735  Base Bid Award: \$22,916,791  Final Const: \$26,516,500 Design Fee: \$1,647,500  Change Orders: \$3,599,209*	James A. Barrett, AIA Greg Smolley, AIA Ann Marie Procopio CES Szewczak	Robert Marseglia Building Committee Chair 860-389-0812 rmarsegl@gdeb.com
22,500 SF reno 42,875 SF new  completion: 2019	Design Estimate: \$28,269,723  Base Bid Award: \$25,080,227  Final Const: \$28,519,000 Design Fee: \$1,878,200  Change Orders: \$3,438,773*	James A. Barrett, AIA Greg Smolley, AIA Ann Marie Procopio CES Szewczak	Robert Marseglia Building Committee Chair 860-389-0812 rmarsegl@gdeb.com
89,150 SF reno 9,450 SF new  completion: 2017 Const Dates 12/2014-1/2017	Design Estimate: \$29,936,070 Base Bid Award: \$30,039,431 Final Const: \$31,815,715 Design Fee: \$1,665,953 Change Orders: \$1,517,282 Field Conditions: \$601,349 Owner Requests: \$545,976 Design Issues: \$369,957	James A. Barrett, AIA Judd Christopher Ann Marie Procopio CES Szewczak	Nancy Cole Business Manager 860-963-6900 x5003
120,000 SF reno 55,000 SF new  completion: 2017 Const Dates 1/2014-2/2017	Design Estimate: \$65,700,000 Base Bid Award: \$64,141,000 Final Const: \$68,818,523 Design Fee: \$3,172,076 Change Orders: \$4,677,000 Field Conditions: \$2,519,590 Agency Requests: \$1,322,933 Design Issues: \$835,000	James A. Barrett, AIA Greg Smolley, AIA Ann Marie Procopio CES Szewczak Loureriro (CR3)	Joel W. Baranowski Project Manager, DAS 860-713-5612

\* The Deans Mill (West Vine Street) School project is proceeding through close out at this time. When last reviewed, when construction was about 85% complete, change orders attributable to E & O were tracking between 0.8- 1%. Change order attribution has not been completed, but we expect the final percentage of those attributed to E & O will be 1% or less. Change orders appear to be very high, this is due to the presence of PCB being found and the remediation being done as a change order and a preponderance of rock that was unanticipated.  
WV (PCB- \$1,875,000, Rock- \$1,100,000) DM (PCB- \$1,678,000, Rock- \$1,300,000)



*We believe that this team has the educational planning experience, technical expertise, and knowledge to achieve Norwich's goals for this planning project. If other needs arise during the planning process, we have a number of well qualified professionals and consultants that can join the effort.*





**James A. Barrett, AIA, LEED AP<sup>BD+C</sup>, ALEP** Principal-in-Charge

In his 32 years experience, Jim has provided planning and design services to numerous educational clients. Projects have ranged from district-wide studies and master plans to multimillion dollar new construction to renovations and repairs. He promotes an integrated, collaborative approach to design, working closely with the client to fully understand their needs and expectations while at the same time inspiring team performance. Jim leads DRA's community input and support program. This specialized service includes community workshops, public television appearances, coffee hours, informational mailers, surveys and presentations at public meetings. When working with a particular community, Jim devises specific strategies to engage all stakeholders to draw out concerns and find consensus.

**Education**

University Connecticut, BS Interior Design  
Boston Architectural College, B. Arch.

**Professional Registrations**

Registered Architect CT, MA, RI  
Registered Interior Designer: CT  
LEED Accredited Professional  
ALEP- Accredited Learning Environment Planner

**Professional Affiliations**

American Institute of Architects  
United States Green Building Council  
Connecticut Green Building Council

**REPRESENTATIVE PROJECT EXPERIENCE**

**MUNICIPAL & DISTRICT WIDE STUDIES AND MASTER PLANS**

Madison Facilities Assessment Plan, Madison, CT (36 buildings)  
Madison Public Schools Strategic Facilities Planning, Madison, CT (7 schools)  
Ellington Schools Study, Ellington, CT (5 schools)  
Strategic Planning for Schools, Berlin, CT (3 schools)  
Bristol Schools Study, Bristol, CT (12 schools)  
Cromwell Schools Study, Cromwell, CT (2 schools)  
S. Windsor Elementary Schools, South Windsor, CT (5 schools)  
Windsor Locks Schools Study, Windsor Locks, CT (5 schools)  
Woodstock Elementary and Middle Schools Study, Woodstock, CT (2 schools)  
Blackstone Millville RSD Planning, MA  
Elementary Schools Study, Windsor, CT (5 schools)  
Stonington Public Schools Study, Stonington, CT (6 schools)  
Windsor School Facilities and Municipal Buildings Study, Windsor, CT (4 schools)  
Study for K-8 Realignment of the Bristol Schools System, Bristol, CT  
Mansfield Schools Study 2008, Mansfield, CT (4 schools)  
Bethel Elementary Schools Study, Bethel, CT (2 schools)  
Regional School District 13 Schools Study, Durham, Middlefield, CT (6 schools)  
Tolland School Facility Utilization Study, Tolland, CT (4 schools)  
Clinton Public Schools Study, Clinton, CT (3 schools)  
Northwest Catholic High School Master Plan, West Hartford, CT  
Forman School Master Plan, Litchfield, CT  
Amity Regional School District Study, Orange, Woodbridge & Bethany, CT  
Bethel Elementary Schools Study, Bethel, CT (2 schools)  
Regional School District 13 Schools Study, Durham, Middlefield, CT (6 schools)  
Tolland School Facility Utilization Study, Tolland, CT (4 schools)  
Clinton Public Schools Study, Clinton, CT (3 schools)



### **Greg Smolley, AIA, LEED AP, ALEP** Project Leader

Greg joined DRA in 2016 with over 20 years of school planning and design experience in both the public and private sectors. He has led numerous school projects ranging from small-scale repairs and renovations and school facility studies to large, complex, multi phased multi-million dollar addition renovations and new construction. His work is recognized as cost-effective, creative, and well-executed, while successfully meeting the needs and requirements of each client. In addition to school projects, Greg also has experience within planning and legislative areas of the profession that have contributed to his disciplined and forward-thinking approach.

#### **Education**

New York Institute of Technology,  
BS, Architectural Technology

#### **Professional Registrations**

Registered Architect in New York  
LEED Accredited Professional  
ALEP- Accredited Learning Environ-  
ment Planner

#### **Professional Affiliations**

American Institute of Architects;  
Committee on Architecture in  
Education  
American Planning Association  
American Institute of Certified  
Planners;  
US Green Building Council; LEED AP

## **REPRESENTATIVE PROJECT EXPERIENCE**

### **MUNICIPAL & DISTRICT WIDE STUDIES AND MASTER PLANS**

Madison Facilities Assessment Plan, Madison, CT (36 buildings) (DRA Project)  
Ellington Schools Study, Ellington, CT (5 schools) (DRA project)  
Strategic Planning for Schools, Berlin, CT (3 schools) (DRA project)  
Northwest Catholic High School Master Plan, West Hartford, CT (DRA project)  
Forman School Master Plan, Litchfield, CT (DRA project)  
Blackstone Millville RSD Planning, MA (DRA project)  
Town-Wide Facilities Assessment, Nantucket, MA (23 facilities)  
Town-Wide Facilities Assessment, Acton, MA (16 facilities)  
Elementary Schools Comprehensive Facilities Plan, Westerly, RI (5 schools)  
Elementary School Facilities Master Plan, Tiverton, RI (4 schools)  
School Master Facilities, Little Compton, RI (2 schools housed in 1 building)  
Community Prep Master Plan, Providence, RI (1 school)  
Comprehensive School Facilities Plan, Waterbury, CT (32 schools)  
Christina School District Master Plan, Newark, DE (31 schools)  
K-12 Master Planning Study, Groton, CT (14 schools)  
K-12 Master Plan Update, Groton, CT (14 schools)  
Comprehensive School Facilities Plan, Westfield, MA (13 schools)  
Civic Triangle Master Plan, Waterford, CT (13 facilities)  
Comprehensive Schools Master Plan, Manchester, CT (12 schools)  
School Facilities Master Plan, Naugatuck, CT (11 schools)  
Ballfield Road Campus Master Plan (11 facilities)  
Elementary School Facilities Master Plan, Middletown, CT (8 schools)  
Regional Campus Facilities Plan, Southwick, MA (4 schools)  
School Facilities Master Plan, Litchfield, CT (3 schools)  
Campus-Wide Facilities Assessment, Smith College, Northampton, MA (128 facilities)

*\*projects completed prior to joining DRA unless noted*

The list below provides some detail regarding Greg's school planning projects. Please note that some of these projects were completed prior to joining DRA.

### Representative Planning Projects -

- More than 24 planning projects completed
- Range from 250 students to more than 24,000
- From a single building to more than 40
- Total projected budgets of \$6.75 million to \$1.3 billion

Public	Plymouth, CT	District Wide	2,800 students	6 buildings
	Waterbury, CT	District Wide	18,000 students	36 buildings
	Waterford, CT	Elementary	1,800 students	4 buildings
	Naugatuck, CT	District Wide	3,900 students	9 buildings
	Litchfield, CT	District Wide	1,900 students	3 buildings
	Groton, CT	District Wide	5,200 students	13 buildings
	Groton, CT	District Wide	4,900 students	10 buildings
	Lincoln, MA	District Wide	800 students	8 buildings
	Southwick, MA	District Wide	2,100 students	4 buildings
	Christina, DE	District Wide	24,000 students	42 buildings
	Tiverton, RI	Elementary	1,000 students	4 buildings
	Westerly, RI	Elementary	1,500 students	5 buildings
	Little Compton, RI	District Wide	375 students	1 building
	Smithfield, RI	Elementary	1,600 students	3 buildings
	CREC, CT	Elementary	500 students	1 building
	LEARN, CT	Special Needs	70 students	1 building
	Acton, MA	Town Wide Facilities	N/A	13 buildings
	Nantucket, MA	Town Wide Facilities	N/A	14 buildings
Independent	Lincoln School	Providence, RI	Master Plan	
	Columbia Independent	Columbia, MO	New Campus	
	French American School of NY	NYC	Master Plan	
	Forman School	Litchfield, CT	Master Plan	
	Northwest Catholic HS	West Hartford,	CT Master Plan	
	Clinton STEM Center	Clinton, MA	Master Plan	
	PA School for the Deaf	Philadelphia, PA	Master Plan	





## **Courtney Southwick, LEED AP<sup>BD+C</sup>, Associate, Project Manager**

Courtney Southwick joined DRA in 2009 and has since led architectural teams from concept through occupancy on a variety of educational projects. She is a designer dedicated to advancements in educational environments, sustainability, and innovative construction technologies. Courtney provides leadership for the firm in Building Information Modelling (REVIT), sustainability and document quality control. As a DRA Project Manager, she has contributed to project teams on a wide range of projects including complex renovations, major additions as well as large-scale new construction. Courtney's experience with DRA also includes Campus Master Planning within our Independent School practice. Frequently, Courtney serves as a mentor and design critic for young staff serving internships at DRA, enriching their experience with genuine exposure to real challenges within the design and construction process

### **Education**

Boston Arch. College, M. Arch  
Texas A&M Univ., B. of Environmental Design

### **Memberships & Certifications**

NCARB Member

### **Honors**

William E. Nast Segment II  
Portfolio Award Nomination,  
Boston Arch. College  
Tau Sigma Delta Honor Society,  
Texas A&M  
Golden Key Honour Society, Texas  
A&M

## **REPRESENTATIVE PROJECT EXPERIENCE**

Norwich Free Academy, Norwich, CT- Campus Master Plan  
Cromwell Middle School, Cromwell CT – reno  
Edna C Stevens Elementary School, Cromwell, CT – reno  
Stoughton Facilities Master Plan Update, Stoughton, MA  
Stoughton High School, Stoughton, MA – new  
Jones School, Stoughton, MA- renovation  
Stoughton On-Call Services, Stoughton, MA – various upgrades/renovations  
Fay School, Southborough, MA- Campus Master Plan & Innovation Lab Study  
Penn Brook Elementary School, Georgetown, MA- new  
Georgetown Middle/High School, Georgetown, MA-renovation  
Burgess Elementary School, Sturbridge, MA- add/reno  
Medford High School, Medford, MA- Caron Theatre improvements  
Medford High School, Medford, MA- swimming pool improvements  
Middleborough High School, Middleborough, MA- new  
Newman Elementary School, Needham, MA- reno  
Russell Street School, Littleton, MA – reno



### **Ron Paolillo, M. Arch** Job Captain/Documentation/FF&E

Ron has more than 25 years of experience in the A/E/C industry. He has worked as an interior and architectural designer for design firms, corporations, and private universities. His experience encompasses a variety of project types including education, laboratory & research, healthcare, and commercial interiors. Most recently, Ron held the position of Director of Marketing and Business Development at a commercial furniture dealership specializing in educational environments.

#### **Education**

Master of Architecture  
Boston Architectural College,  
Boston, MA

Bachelor of Science, Interior  
Design  
University of C Storrs, CT

#### **Responsibilities**

Responsible for all Interior  
Design elements.

- Room configuration, materials, finishes, colors.
- Furniture selection, scheduling, installation coordination.

## **REPRESENTATIVE PROJECT EXPERIENCE**

### **PUBLIC LIBRARY**

E.C. Scranton Memorial Library, Madison, CT (current DRA project)  
16,000 SF new, 17,000 SF reno

Grafton Public Library, Grafton, MA (current DRA project)  
24,000 SF new, 2,000 SF reno

### **EDUCATIONAL FACILITIES - PUBLIC\***

Regional Center for the Arts Magnet High School, Trumbull, CT  
41,000 SF new

Friendship School, Waterford, CT  
40,000 SF new, 44,000 SF reno

Plainfield High School, Plainfield, CT  
169,000 SF

Woodland Regional High School, Beacon Falls, CT  
158,000 SF

### **EDUCATIONAL FACILITIES - PRIVATE\***

Yale University, Research Lab Renovations, Yale, CT  
Watkinson School, Science & Global Citizenship Building, Hartford, CT  
3,950 SF

### **OTHER FACILITIES \***

Travelers Insurance Company, multiple renovations and fit-outs  
Hastings Hotel & Conference Center multifunction ballroom, Hartford, CT  
AIG Financial Products Trading Floor, Wilton, CT

*\* Projects completed prior to joining DRA unless noted.*



**Ann Marie Procopio, IIDA** Director of Interior Design

Ann Marie has been responsible for interior planning, programming, and design for all types of projects including private and public schools, healthcare, courthouse and corporate facilities. She believes that interior environments should be aesthetically pleasing, intellectually stimulating and emotionally satisfying while meeting the technical demands of acoustics, lighting, ventilation and technology. Ann Marie has strong communication skills and is valued for her ability to present interior selections to client groups. Her philosophy is to listen first, then find an innovative, yet practical solution that addresses each of the client's concerns using space, light and color to enhance the environment.

**Education**

Boston Architectural College  
Onondaga Community College

**Professional Registrations**

NCIDQ

**Professional Affiliations**

Guest Critic, Interior Design  
Thesis  
Cazenovia College Interior  
Design Internship Mentor  
Program  
Guest Critic, Various Interior  
Design Studios

**REPRESENTATIVE PROJECT EXPERIENCE**

Platt Technical High School, Milford, CT – new  
Emmett O'Brien Technical High School, Ansonia, CT – add/reno  
West Vine Elementary School, Stonington, CT- reno as new  
Deans Mill Elementary School, Stonington, CT- reno as new  
Putnam High School, Putnam, CT- reno as new  
Orchard Hill Elementary School, South Windsor, CT- new  
West Bristol School, Bristol, CT – new  
Cromwell Middle School, Cromwell, CT – reno  
Edna C Stevens School, Cromwell, CT – reno  
Miss Porter's School, Farmington, CT- Admissions Office, adaptive re-use  
Mount Alvernia High School, Newton, MA - science labs  
Mount Alvernia High School, Newton, MA - dining & lobby renovations  
Marathon Elementary School, Hopkinton, MA- new  
Hill Elementary School, Revere, MA- new  
Penn Brook Elementary School, Georgetown, MA – new  
Paul Revere Elementary School, Revere, MA- new  
Dunphy Elementary School, Williamsburg, MA- add/reno  
Brookings Elementary School, Springfield, MA – new  
Dryden Elementary School, Springfield, MA- add/reno  
AC Whelan and Susan B. Anthony Schools (K-8), Revere, MA- new  
Burgess Elementary School, Sturbridge, MA – add/reno  
Collicot-Cunningham Elementary Schools, Milton, MA –add/reno  
Pierce Elementary School, Arlington, MA- new  
Silver Lake Regional Middle School, Kingston, MA- new  
Rumney Marsh Academy, Revere, MA- new



### Consulting Engineering Services - MEP

811 Middle Street  
Middletown, CT 06457  
(860) 632-1682  
<https://ceseng.com>

Founded in 1994, CES is a mechanical, electrical, plumbing, fire protection engineering, and commissioning firm headquartered in Middletown, Connecticut with 120 employees in six national offices. CES specializes in the design of custom-building systems for projects across the United States. Nearly all our projects invite the possibility of sustainable design elements - from the incorporation of high-performance building design to net zero buildings.

As engineers, we are critical thinkers and problem solvers. We come about it naturally and we are drawn to situations where we can use our innate problem-solving skills. We approach projects the same way: take the time to listen and learn first, apply lessons learned and experience from past projects and offer a solution. If that doesn't work, we reconsider, rethink, re-engineer. We are engineers and solution providers by nature.

CES has provided MEP/FP engineering design services for 300+ public school facilities.

#### Projects with DRA:

Deans Mill Elementary School, Stonington, CT	Platt Technical High School, Milford, CT
West Vine Elementary School, Stonington, CT	Putnam High School, Putnam, CT
Middleborough High School, Middleborough, MA	Stoughton High School, Stoughton, MA
Orchard Hill Elementary School, South Windsor, CT	West Bristol School, Bristol, CT

### Loureiro Engineering Associates, Inc - landscape/civil/survey

100 Northwest Drive  
Plainville, CT 06062  
(860) 747-6181  
[www.loureiro.com](http://www.loureiro.com)

Loureiro Engineering Associates, Inc. (Loureiro) is an employee owned (ESOP), full service multi-disciplinary engineering consulting firm comprised of civil engineers/landscape architects, environmental, structural, mechanical, electrical, and chemical engineers; geologist and hydrogeologists; environmental scientists; energy specialists, surveyors; chemists; lead and asbestos specialists; construction specialists; health & safety specialists; and a full range of technical and administrative staff. With offices in CT, MA, RI, NH, NC, and DC Loureiro has guided its clients through all phases of their projects, from concept to planning and detailed design to construction and annual maintenance to decommissioning.

#### Relevant projects:

Emmett O'Brien Technical High School, Ansonia, CT (CR3 Landscape with DRA)  
Northwest Catholic High School, West Hartford, CT (CR3 Landscape with DRA)  
Edna Stevens School Expansion Study, Cromwell, CT (CR3 Landscape with DRA)  
Terryville High School, Plymouth, CT (CR3 Landscape with Greg Smolley while at JCJ)  
Waterford high School, Waterford, CT (CR3 Landscape with Greg Smolley while at JCJ)  
Fisher Elementary School, Plymouth, CT (CR3 Landscape with Greg Smolley while at JCJ)

#### Szewczak Associates – structural

200 Fisher Drive  
Avon, CT 06001  
(860) 677-4570  
<https://www.szewczakassociates.com>

Szewczak Associates has a rich history of providing structural engineering services for a variety of different clients. Our clients are a mix of architects, contractors (design-build), developers, and property owners. While most of our work is in Connecticut, New York, and Massachusetts, we are regularly involved in projects across the country. Over the years we have developed a strong, well-rounded portfolio of work in many different market sectors, which allows us to meet the needs of so many unique customers.

#### Projects with DRA:

Platt Technical High School, Milford, CT  
Emmett O'Brien Technical High School, Ansonia, CT  
Putnam High School, Putnam, CT  
Deans Mill Elementary School, Stonington, CT  
West Vine Elementary School, Stonington, CT  
Orchard Hill Elementary School, South Windsor, CT  
West Bristol School, Bristol, CT

#### Arthur Wagman - demographics

18 Rolling Green Lane  
Mashpee, MA 02649  
[arwagman@hotmail.com](mailto:arwagman@hotmail.com)

Dr. Wagman works with school districts and architectural firms developing educational specifications for school construction and renovation projects, enrollment projections and space development and utilization plans. He also works with teachers, administrators, school and building committees and community groups defining curriculum and current and future educational goals, which is part of the process of developing educational specifications around which architects develop building plans.

He has extensive experience working with the Commonwealth of Massachusetts, Department of Education, in the preparation of documentation required by the State for school construction projects and is familiar with the State's space requirements for elementary and secondary educational programs.

#### Projects with DRA:

Madison Public Schools Study, Madison, CT  
Berlin Public Schools, Berlin CT  
Ellington Public Schools, Ellington, CT  
Windsor Schools Study, Windsor, CT  
South Windsor Schools Study, South Windsor, CT  
Amity Regional School District Study, CT  
Lunenburg Public Schools, Lunenburg, MA

**Lion's Head Cost Consultants – cost estimator**

44 Under Mountain Road

Salisbury, CT 06068

(860) 921-4447

<https://lionsheadcc.com>

Lion's Head Cost Consultants, Inc. has a strong working relationship with many of the nation's premier design professionals and contractors. Lion's Head has successfully collaborated on educational, cultural, healthcare, infrastructure, and commercial projects. Lee Sullivan, president and founder of Lion's Head Cost Consultants, Inc., combines her 40 years of experience in the construction industry with a drive to learn the latest technological tools. She has held a variety of positions with nationally ranked general contractors and construction managers, which has broadened her understanding of market forces and client requirements in the preconstruction phase. In addition, she has a strong background in software and database development, value engineering, cost control, and market forecasting; and is skilled at proposals, presentations and client relations

**Relevant Projects:**

West Hill Elem RTUs &amp; Boiler Replacement, Rocky Hill, CT

New Fairfield High School, New Fairfield, CT

The Grove School Student Center, Madison, CT

Hawley Elementary School HVAC Upgrades, Newtown, CT

Nonnewaug High School, Woodbury, CT

Ocean Ave LEARNing Academy, Old Lyme, CT

Ox Ridge Elementary School, Darien, CT

Oxford Middle School, Oxford, CT

Putnam High School Additions and Renovations, Putnam, CT



**ARTHUR R. WAGMAN, Ed.D.  
EDUCATION RESOURCES MANAGEMENT  
18 ROLLING GREEN LANE  
MASHPEE, MA 02649**

**PROFESSIONAL QUALIFICATIONS:**

**School Administration:**

- School Business Manager/Administrator
- Assistant Superintendent for Business and Finance.
- Superintendent of Schools.
- Bursar, Massachusetts Institute of Technology

**Educational Management and Consulting:**

- President of Education Resources Management, an educational consulting company, providing management expertise to school districts.
- Director of School Planning for the Merrimack Education Center developing school district demographics, enrollment projections, educational specifications. Working with architects and school districts to determine educational space needs
- Project Director for The CO/OP, a non-profit educational management organization, engaged in developing school facility and architectural services.

**EMPLOYMENT HISTORY:**

**Education Resources Management**

1993 - Present President

**Merrimack Education Center**

1998 - 2010 Director of School Planning

**Dedham Public Schools**

1996 -1997 Comptroller  
1998 -1999 Interim Superintendent of Schools

**The CO/OP**

1990 - 1998 Project Director

**Massachusetts Institute of Technology**

1981 - 1985 Bursar

**Wayland Public Schools**

1970 – 1981 Assistant Superintendent for Finance

**Salem (NH) Public Schools**

1967 – 1970 Business Manager

**EDUCATION:**

1975 Ed.D. Boston University-Educational Administration  
1966 Ed.M. Boston University-Educational Administration  
1955 B.A. Boston University-Economics and Finance

**OTHER:**

- Consultant to architectural firms on enrollment projections, demographics and the development of educational specifications for school construction projects

### School Projects- Arthur R. Wagman, Ed.D.

Ellington (CT) Public Schools- Enrollment Projections and Demographics – (with DRA Architects)  
Berlin (CT) Public Schools- Enrollment Projections and Demographics – (with DRA Architects)  
Madison (CT) Public Schools - Enrollment Projections and Demographics (with DRA Architects)  
South Windsor (CT) School District – Long-range Enrollment Projections (with DRA Architects)  
Windsor (CT) Public Schools - Enrollment Projections and Demographics (with DRA Architects)  
Windsor (CT) Public Schools - Enrollment Projections and Demographics Update (with DRA Architects)  
Amity Regional School District, Woodbridge, CT-Enrollment Projections and Demographics (with DRA Architects)  
Sturbridge Public Schools –Demographics and Enrollment Projections (with DRA Architects)  
Madison (CT) Public Schools - Enrollment Projections and Demographics Update (with DRA Architects)  
Lunenburg Public Schools – Enrollment Projections and Demographics (with DRA Architects)  
Revere Public Schools - Enrollment Projections and Demographics (with DRA Architects)  
Mansfield Public School – Enrollment Projections (with DRA Architects)  
Ashland Public Schools - Enroll. Project. - Facility, Space Analysis  
Amesbury Public Schools – Enrollment Projections and Demographics  
Bay Path Regional Vocational Tech. School – Enrollment Project. Ed. Space Analysis, Ed. Specs.  
Bedford Public Schools - Review and Analysis of School Enrollment Data  
Bedford Public Schools - Enrollment Projection, Facility & Space Analysis  
Bellingham High School - Educational Specifications  
Beverly Public Schools - Enrollment Projections and Demographics  
Billerica Public Schools - Enrollment Projection, Facility & Space Analysis  
Bourne Public Schools - Enrollment Projections  
Cambridge Public Schools - School Facility Survey and Analysis  
Carver Public Schools - Enrollment Projections and Demographics  
Chicopee Public Schools - Enrollment Projections and Demographics  
Dedham Public Schools - Space Study and Enrollment Analysis  
Dover-Sherborn Regional High School - Educ. Specs  
Dover-Sherborn Regional Middle School – Educ. Specs.  
Edgartown Public Schools - Enrollment Projections  
East Rutherford (NJ) Public Schools- Enrollment Projections and Demographics  
Everett Public Schools - Enrollment Projections and Demographics  
Georgetown Public Schools - Enrollment Projections and Demographics  
Gloucester Public Schools - Enrollment Projections and Facility and Space Analysis  
Greater Lowell Reg. Tech. School - Enrollment Projections  
Groton-Dunstable Regional High School - Educational Specifications  
Harvard Public Schools - School Facility and Space Assessment

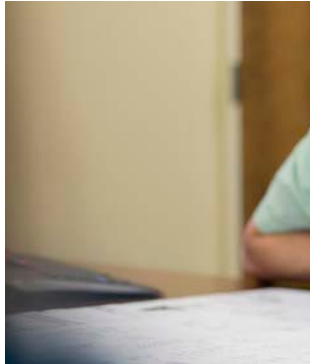
Hoboken (NJ) Public Schools - Enrollment Projections and Demographics  
 Holbrook Public Schools - Enrollment Projections and Educational Specs.  
 Kearny (NJ) Public Schools – Enrollment Projections and Demographics  
 Lebanon (NH) School District – Enrollment Projections  
 Leominster Public Schools - Enrollment Projections  
 Littleton Public Schools - Indoor Air Quality Analysis  
 Lowell Public Schools – Enrollment Projections  
 Ludlow Public Schools – Enrollment Projections and Demographics  
 Lynn Public Schools - Enrollment Projection, Facility & Space Analysis  
 Marshfield Public Schools - Enrollment Projection, Facility & Space Analysis  
 Maynard Public Schools – Evaluation of School Facilities  
 Medford Public Schools - Facility Survey and Building Recommendations  
 Methuen Public Schools – New HS Ed. Specs  
 Middleborough Public Schools - Enrollment Projection, Facility & Space Analysis  
 Middleton Public Schools - Enroll. Projection, Facility & Space Analysis  
 Millis Public Schools - Educational Specifications  
 Mount Greylock Regional School - Enrollment Projection, Facility & Space Analysis  
 Nashoba Regional High School - Educational Specifications  
 Natick High School renovations - Enrollment Projections and Educ. Specs.  
 Natick High School Replace – Enroll Project, MSBA Review  
 New Bedford Public Schools -Enroll. Project, Facility & Space Analysis  
 North Andover Public Schools - Study of system’s fiscal and management systems  
 Northbridge Public Schools - Enrollment Projections - Facility, Space Analysis  
 Norwood Public Schools - Analysis of School Facilities for ADA Compliance  
 Plymouth Public Schools - Enrollment Projections and Facility and Space Analysis  
 Rochester Public Schools - Enrollment Projections  
 Southwick-Tolland Regional School District - Enrollment Projections  
 Stow, Vermont Public Schools – System Management Assessment  
 Sudbury Public Schools - State Documentation, Elementary School Renovation and Construction  
 Swansea Public Schools - Enroll. Project. - Facility, Space Analysis  
 Tewksbury Public Schools – Enrollment Projections  
 Union City (NJ) School District – Enrollment Projections  
 Walpole Public Schools - Enrollment Projections  
 Wareham Public Schools - Enrollment Projections  
 Woburn Public Schools – Enrollment Projections

**Note:** All projects are Massachusetts unless otherwise noted





# Firm Profile



## About CES

Founded in 1994, CES is a mechanical, electrical, plumbing, fire protection engineering and commissioning firm with 120 employees in six national offices. CES specializes in the design of custom building systems for projects across the United States. For over 25 years, our firm has participated in facility assessments and analysis, master planning, complex renovations, and new construction projects. Nearly all of our projects invite the possibility of sustainable design elements - from the incorporation of high performance building design to LEED certification and net zero buildings.

### SERVICES

Mechanical  
Electrical  
Plumbing  
Fire Protection  
LEED & Net Zero Design  
Commissioning

### MARKETS

Academic  
Civic  
Healthcare  
Hospitality  
Workplace  
Multifamily Housing  
Private Residences

### SIZE

120 Employees  
15 LEED AP  
6 HERS

### OFFICE LOCATIONS

Connecticut  
Massachusetts  
New York  
Florida  
Texas  
Montana

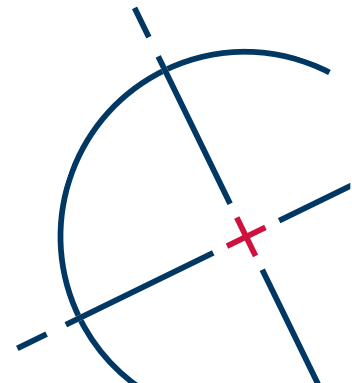
[ceseng.com](http://ceseng.com)

## Critical Thinkers | Problem Solvers

As engineers, we are critical thinkers and problem solvers. We come about it naturally and we are drawn to situations where we can use our innate problem solving skills. We like to take things apart to figure out how they work and then put them back together just for fun so we can learn from the process.

In this current COVID-19 climate, we have had to pivot and refocus. We are all adjusting rapidly and without precedent: the way we work, the way we communicate, the way we do everyday things we have taken for granted up until now. We would like to say we are doing well adjusting, that our natural tendency to reconsider, to rethink, to re-engineer is paying off now as we approach each day absorbing new knowledge and refocusing our compass to weather this storm.

We approach projects the same way: take the time to listen and learn first, apply lessons learned and experience from past projects and offer a solution. If that doesn't work we reconsider, rethink, re-engineer. We are engineers and solution providers by nature.



## School Facilities Studies & Masterplans



CES has provided MEP/FP and commissioning services for over 300 public schools. With an expansive portfolio of educational facility assessments and masterplanning projects, we are highly skilled at providing input to identify and document existing building systems as well as making recommendations for expanding, reusing or replacing various mechanical, electrical, and fire protection systems.

### Aitken School

Feasibility Study  
Seekonk MA

### Andover High School

Andover MA  
Feasibility Study

### Attleboro High School

Attleboro MA  
Feasibility Study

### Avon High School

Avon CT  
Boiler Plant Study

### Berlin Elementary Schools

Berlin CT  
Strategic Study

### Bethel Public Schools

Bethel CT  
Feasibility Study

### Bloomfield Schools

Bloomfield CT  
Study

### Bristol Public Schools

Bristol CT  
Realignment Study for 13 Schools

### Brookfield Schools

Brookfield CT  
Masterplan

### Charter Oak Academy Study

West Hartford CT  
Feasibility Study

### Clinton Schools

Clinton CT  
Facilities Study

### Colchester Public Schools

Colchester CT  
Facilities Evaluation for Renovations & Additions to the Elementary School

### Cromwell Schools

Cromwell CT  
Elementary & Middle Schools  
Conditions Studies

### Derby High School

Derby CT  
HVAC Study

### Dr. Elmer S. Bagnall School

Groveland MA  
Feasibility study and design of the 65,000 sf existing building

### East Haddam Elementary School

East Haddam CT  
Engineering and design study of the physical plant and building systems

### East Hampton High School

East Hampton CT  
Feasibility Study

### East Lyme Public Schools

East Lyme CT  
6 School Conditions Assessments

### Ellington Public Schools

Ellington CT  
Facilities Study & Masterplan

### Enfield Public Schools

Enfield CT  
Feasibility Study for Renovations and Additions to 9 Schools

### Fay School

Southborough MA  
Masterplan

### Glastonbury Schools

Glastonbury CT  
Feasibility Study

### Griswold Middle School

Griswold CT  
Feasibility Study

### Groton Public Schools

Groton CT  
Facilities Evaluations & Life Cycle Analysis for 15 Schools

### Hanover Public Schools

Hanover MA  
Conditions Assessments for 18 municipal buildings including 6 public schools

### Henry James Middle School

Simsbury CT  
Facility Study

### Longmeadow Public Schools

Longmeadow MA  
Town-wide study of public school system, evaluation and determination of deficiencies and master plan for long term improvements

### Madison Schools

Madison CT  
6 School Study

### Maple Street School

Easthampton MA  
Feasibility Study

### Middletown Public Schools

Middletown CT  
Middle School Air Quality Study, High School Portable Classroom Evaluation

# School Facilities Studies & Masterplans



## **Millbury Schools**

Millbury MA  
Masterplan

## **Miss Porter's School**

Farmington CT  
Masterplan

## **Nantucket Facilities**

Nantucket MA  
24 Municipal Building Study

## **Nashoba Valley Regional Tech**

Westford MA  
Masterplan

## **New London Schools**

New London CT  
Technology Upgrade Evaluation for 3  
Schools, Adult Education, and Admin.  
Building

## **Newtown Public Schools**

Newtown CT  
Climate Control Study for 5 Schools

## **North Haven High School**

North Haven CT  
Boiler Study

## **North Stonington Schools**

North Stonington CT  
Conditions Study

## **Northwest Catholic**

West Hartford CT  
Masterplan

## **Norwalk Schools**

Study  
Norwalk CT

## **Pawtucket Schools**

Pawtucket RI  
Masterplan

## **Putnam High School**

Putnam CT  
Feasibility Study

## **Regional School District #12**

Washington CT  
Middle School and High School Study

## **Regional School District #13**

Durham / Middlefield CT  
Facilities Evaluation for Renovations  
and Additions to 4 Schools

## **Regional School District #14**

Bethlehem/Woodbury CT  
Facilities Evaluation for 4 Schools

## **Regional School District #15**

Middlebury / Southbury CT  
Facilities Evaluation for Renovations  
and Additions to 4 Schools

## **Saxe Middle School**

New Canaan CT  
Auditorium Study

## **Simsbury Schools**

Simsbury CT  
Masterplan

## **South Shore Vocational Tech**

Hanover MA  
Masterplan

## **South Windsor Public Schools**

South Windsor CT  
Energy Efficiency, Code Compliance,  
Life Cycle Costs for 5 Elementary  
Schools

## **Stoughton Public Schools**

Stoughton MA

## **The Country School**

Madison CT  
Masterplan

## **Tolland Schools**

Tolland CT  
School Facility Study

## **Topsfield Town Buildings**

Topsfield MA  
Town Building Assessment Study  
Town wide Facilities Study including  
19 public school buildings

## **Wallingford Public Schools**

Wallingford CT  
Feasibility Study for Renovations and  
Additions to 11 Schools

## **Wesleyan University**

Masterplan  
Middletown CT

## **West Hartford Public Schools**

West Hartford CT  
Facilities Evaluation for Renovations  
and Additions to 4 Schools

## **Weston High School**

Weston CT  
Ventilation Study

## **Westover School**

Middlebury CT  
Masterplan

## **Westport Schools**

Westport CT  
8 School Study

## **Whitebrook School**

Easthampton MA  
Existing Conditions Study

## **Willowbrook School**

East Hartford CT  
Feasibility Study

## **Windsor Locks Public Schools**

Windsor Locks CT  
Facilities Evaluation for Renovations  
and Additions to 2 Elementary  
Schools



# Douglas Lajoie

PE, LEED AP

Vice President // Principal in Charge



**Contact**  
dlajoie@ceseng.com  
860 632-1682

**Experience**  
Consulting Engineering Services  
1995-present  
Prior: 9 years

**Education**  
BS Electrical Engineering  
University of New Haven  
New Haven CT

**Licenses**  
Professional Engineer  
CT CA FL HI LA MD MA MI NH NY  
NC RI SC TN VT VA

**Memberships**  
ACE Mentoring Program  
  
Building Commissioning  
Association of America (BCXA)  
  
Illuminating Engineering Society of  
North America (IESNA)

US Green Building Council  
(USGBC)

**Certifications**  
LEED Accredited Professional

MA Certified Public Purchasing  
Official (MCPPO)

Doug is a Founding Principal, Vice President and the Chief Operating Officer of CES. Confident, logical, and decisive, he leads the charge for countless projects in our portfolio. Always focused on the big picture, he guides projects in the right direction, providing oversight and ensuring that the detail work of our staff aligns with our client's overall goals. With solar panels in use at his own home, Doug is a huge proponent of sustainability and is knowledgeable about best practices in alternative energy. All this aside, he would really rather be traveling the globe or 100 miles offshore fishing for pelagic species.

## RELEVANT PROJECT EXPERIENCE

**Berlin Elementary Schools | Berlin CT**  
Strategic Plan Study

**Clinton Schools | Clinton CT**  
4 Buildings | Study

**Cromwell Schools | Cromwell CT**  
2 Buildings | Study

**Deans Mill Elementary School | Stonington CT**  
54,625 sf | Renovate as New/New Construction

**Ellington Public Schools | Ellington CT**  
5 Buildings | Masterplan

**Millbury Schools | Millbury MA**  
3 Buildings | Masterplan

**North Stonington Schools | North Stonington CT**  
6 Buildings | Study

**Plainville Schools | Plainville CT**  
2 Buildings | Study

**Pleasant Valley Elementary School | South Windsor CT**  
96,500 sf | New Construction

**Putnam High School | Putnam CT**  
83,450 sf | Renovate as New & Addition

**Tolland Schools | Tolland CT**  
4 Buildings | Study

**Windsor Locks Schools | Windsor Locks CT**  
4 Buildings | Study







# Michael Bouchard

PE, LEED AP

Associate // Project Manager



## Contact

mbouchard@ceseng.com  
860 632-1682

## Experience

Consulting Engineering Services  
2015-present  
Prior: 6 years

## Education

Northeastern University  
BS Mechanical Engineering  
Boston MA

## Licenses

Professional Engineer  
CT MA

## Memberships

United States Green Building  
Council (USGBC)

American Society of Heating,  
Refrigerating and Air Conditioning  
Engineers (ASHRAE)

## Certifications

LEED Accredited Professional

Mike brings an air of peace in an otherwise chaotic workday. Calm and composed, he approaches every challenge with open ears, listening and carefully considering his thoughtful response (which sometimes includes subtle humor – listen close so you don't miss it). Hard-working, easy-going, and fair, Mike is a mainstay for his team. He is always willing to lend a hand to any task to ensure deadlines are met. Mike always takes the time to consider the most efficient system options, saving energy without going overboard on costly, unnecessary extras. If you hang out with him enough and you're lucky, you might be able to score a homemade pizza cooked in the traditional wood-fired oven he built himself.

## RELEVANT PROJECT EXPERIENCE

### Cranbury Elementary School | Norwalk CT

62,288 sf | Study & New Construction

### CREC Ana Grace Elementary School | Hartford CT

75,000 sf | Renovation & Addition

### Deans Mill Elementary School | Stonington CT

54,625 sf | Renovate as New/New Construction

### Henry James Middle School | Simsbury CT

83,000 sf | Renovation

### Jefferson Elementary School | Norwalk CT

55,000 sf reno, 5,500 sf addition | Study & Renovation/Addition

### Martin Luther King K-8 School | Hartford CT

164,000 sf | Historic Renovation

### New Fairfield High School | New Fairfield CT

143,000 sf | New Construction

### Platt Technical High School | Milford CT

231,000 sf | New Construction

### Walsh Intermediate School | Branford CT

169,000 sf | Renovation & Addition

### Washington Elementary School | West Haven CT

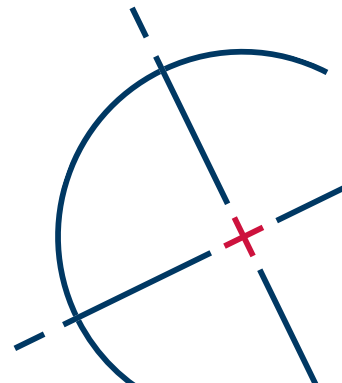
42,250 sf | Study

### West Vine Elementary School | Stonington CT

54,600 sf | Renovate as New

### Westport Schools Study | Westport CT

9 Buildings | Study | Facilities Assessment & Masterplan





## Brian Wetzel<sup>PE</sup>

Senior Mechanical Engineer



### Contact

bwetzel@ceseng.com  
860 632-1682

### Experience

Consulting Engineering Services  
1997-present  
Prior: 13 years

### Education

BS Mechanical Engineering  
Worcester Polytechnic Institute  
Worcester MA

### Licenses

Professional Engineer  
CT MA

### Memberships

American Society of Heating,  
Refrigerating and Air Conditioning  
Engineers (ASHRAE)

Combining his interest in architectural drafting and inspired by his father's career in mechanical engineering, Brian pursued a profession in building engineering. With 33 years' experience, 20 of that with CES, Brian has an internal database of problem solutions to draw from. Brian's collaborative style encourages a thoughtful exchange of ideas and brainstorming of creative solutions. Always out to lend a helping hand, Brian serves as a mentor and advisor to junior staff at the office and youth groups in his spare time. A true engineer at heart, Brian is always tinkering around the house when he's not at work, unless of course, he's out skiing the K12.

## RELEVANT PROJECT EXPERIENCE

**CREC Academy of Aerospace Elementary School | Rocky Hill CT**  
101,000 sf | New Construction

**Emmett O'Brien Technical High School | Ansonia CT**  
162,000 sf | Renovation/Addition

**Henry James Middle School | Simsbury CT**  
83,000 sf | Renovation

**Madison Municipal Study | Madison CT**  
18 Buildings | Study | Municipal Facilities Assessment

**Madison Schools Study | Madison CT**  
8 Buildings | Study | Schools Assessment

**New Fairfield High School | New Fairfield CT**  
143,000 sf | New Construction

**Newtown Facilities Study | Newtown CT**  
3 Buildings | Facilities Conditions Assessment

**Platt Technical High School | Milford CT**  
231,000 sf | New Construction

**Polson Middle School MEP Systems Study | Madison CT**  
MEP Study | Facilities Assessment

**Westport Schools Study | Westport CT**  
9 Buildings | Study | Facilities Assessment & Masterplan

**Wethersfield High School | Wethersfield CT**  
267,000 sf | Renovation/Addition

**Windsor Locks Schools Study | Windsor Locks CT**  
4 Buildings | Study | Facilities Assessment





# Richard McCracken

LEED AP  
Senior Electrical Engineer



#### Contact

rmccracken@ceseng.com  
860 632-1682

#### Experience

Consulting Engineering Services  
2011-present  
Prior: 30 years

#### Education

BS Electrical Engineering  
University of New Haven  
New Haven CT

#### Memberships

Green Building Council

#### Certifications

LEED Accredited Professional

Rick brings 30+ years electrical engineering and construction industry experience in all facets of the industry from installation, service, construction management and design. Rick's passion for construction spawned from building tree forts as a child and houses in his adult years during summer vacations. Rick's design capability covers most phases of electrical engineering design from power distribution, lighting design, and low voltage design including fire alarm, telecommunications and special systems. Outside work, Rick is a handyman around the house and enjoys being outdoors.

## RELEVANT PROJECT EXPERIENCE

**Bloomfield Elementary Schools | Bloomfield CT**  
66,000 sf, 4 Schools | Study

**Brookfield Elementary School | Brookfield CT**  
138,852 sf | New Construction

**CREC Academy of Aerospace Elementary School | Rocky Hill CT**  
101,000 sf | New Construction

**CREC Ana Grace Elementary School | Hartford CT**  
75,000 sf | Renovation & Addition

**Hawley Elementary School | Newtown CT**  
64,000 sf | Systems Replacement

**Meeting House Hill Elementary School | New Fairfield CT**  
56,500 sf | Renovation/Addition

**New Fairfield High School | New Fairfield CT**  
143,000 sf | New Construction

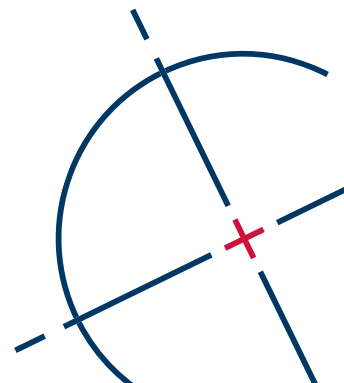
**Norwalk High School | Norwalk CT**  
83,000 sf | Multi-phased Renovations

**Platt Technical High School | Milford CT**  
231,000 sf | New Construction

**Walsh Intermediate School | Branford CT**  
169,000 sf | Renovation & Addition

**Westport Schools | Westport CT**  
8 schools | Study

**Wethersfield High School | Wethersfield CT**  
267,000 sf | Renovation/Addition





## Delbert Smith, Jr. PE, LEED AP

Principal // Senior Plumbing & Fire Protection Engineer



### Contact

dsmith@ceseng.com  
860 632-1682

### Experience

Consulting Engineering Services  
1995-present  
Prior: 8 years

### Education

BS Mechanical Engineering  
Syracuse University  
Syracuse NY

### Licenses

Professional Engineer  
CA CT DC FL HI  
KY MA MN MO NJ  
NY OH PA RI VA VT

### Memberships

US Green Building Council (USGBC)

American Society of Plumbing  
Engineers (ASPE)

American Society of Heating,  
Refrigerating and Air Conditioning  
Engineers (ASHRAE)

National Fire Protection Association  
(NFPA)

Association of Energy Engineers

### Certifications

LEED Accredited Professional

Certified Energy Manager (CEM)

Certified Plumbing Designer (CPD)

Del is a founding principal of CES with 30 years' experience in HVAC, plumbing and fire protection design. Although interested in both architecture and engineering from an early age, a fascination with solar thermal systems motivated him to pursue a career in Mechanical Engineering at Syracuse University. Del's strengths lie in HVAC and thermal dynamics / heat transfer systems. With a driving desire to "make things work", when ordinary projects hit a roadblock, they usually end up on Del's desk, where he welcomes the challenge of figuring it all out. As an avid outdoorsman, Del is a seasoned surfer and snowboarder. He is also a 5th degree black belt in Karate.

## RELEVANT PROJECT EXPERIENCE

### Brookfield Elementary School | Brookfield CT

138,852 sf | New Construction

### Brookfield Schools & Municipal Building Study | Brookfield CT

156,000 sf, 4 Buildings | Facilities Assessment & Masterplan

### Deans Mill Elementary School | Stonington CT

54,625 sf | Renovate as New/New Construction

### Ellington Public Schools Study | Ellington CT

5 Schools | School Facilities Assessment & Masterplan

### Fitch High School | Groton CT

185,000 sf | Renovation/Addition

### Groton Middle School | Groton CT

155,000 sf | New Construction

### Henry James Middle School | Simsbury CT

83,000 sf | Renovation

### Jefferson Elementary School | Norwalk CT

60,500 sf | Study, Renovation/Addition

### Platt Technical High School | Milford CT

231,000 sf | New Construction

### Weaver High School | Hartford CT

271,500 sf | Renovate as New

### West Vine Elementary School | Stonington CT

54,600 sf | Renovate as New

### Wethersfield High School | Wethersfield CT

267,000 sf | Renovation/Addition





## INTRODUCTION: STRUCTURAL CONSULTANT



### Szewczak Associates Consulting Engineers

200 Fisher Drive  
Avon, CT 06001  
(860) 677-4570

#### RELEVANT PROJECTS:

##### RENOVATE AS NEW

**Szewczak Associates** was founded in 1986, is an award-winning structural engineering firm providing design and consulting services to architects, corporations and individuals throughout the Northeastern United States. Our firm has a particularly strong background and commitment in responsively delivering creative and cost-effective solutions to our clients for their specific structural engineering design requirements.

We achieve this commitment through a complete, detailed understanding of the unique qualities and requirements of the architectural and the mechanical systems of a project. We apply our strong engineering design backgrounds to formulate a structural system that is economical, reliable, efficient and meets the requirements of the architectural and mechanical systems. Our design considers construction methods and generally accepted construction practice to ensure a competitive and buildable structural system.

Szewczak Associates strives to be imaginative and highly responsive to our clients' needs and recognizes budget and schedule restraints. Careful listening and effective communications are fundamental to our approach of solving design and analysis requirements.

Szewczak Associates uses computer technology and the varied components of a comprehensive and advanced CADD / BIM system to manage and produce work at a high level of speed, imagination and economy. We utilize computer aided finite element analysis programs as well as a series of computer aided design programs to ensure efficient and accurate design and analysis of structural systems.

**Stonington Schools – Stonington, CT: Dean Mills** One/Two Story Addition, 40,000 sf Gymnasium, Library Classrooms with 22,000 sf "Renovate as New" **West Vine** One/Two Story Addition, 34,000 sf Gymnasium, Library Classrooms with 22,000 sf "Renovate as New" \$40,000K 2018

**Putnam High School – Putnam, CT:** A 8,000 sf Addition and 82,000 sf "Renovate as New" \$22,000K 2016

##### HIGH SCHOOLS

**Platt Technical High School – Milford, CT:** New Two-Story 227,000 sf Technical School- Current Project \$80,000K 2020

**Danbury High School – Danbury, CT:** 63,000 SF Gymnasium Addition with Two Levels of Classroom, Office and Storage Above with Connections to Existing Building for an Enclosed Courtyard \$18,000K 2018

**Kennedy High School – Waterbury, CT:** Three-Story, 33,000 sf Gymnasium and Classroom Addition, Two-Story 2,200 SF Addition, Enclosed Connections Bridge and 13,500 SF of Renovations \$20,000K 2015

**Emmett O'Brien High School – Ansonia, CT:** Two-Story Academic, Multiple One-Story Fitness, Trade, Culinary Infill Additions and a Vehicle Service Building \$26,500K 2014

##### MAGNET SCHOOLS

**CREC Public and Safety Academy – Enfield CT:** New 6 thru 12 CREC Intradistrict Magnet School \$60,000K 2014

**CREC Reggio Emilia Magnet School – Avon, CT:** New Pre-K through 5 CREC Magnet School of the Arts \$24,000K 2014

##### ADDITIONAL SCHOOLS

**Wendell Cross Elementary School – Waterbury, CT:** Renovations to 8,000 sf of Existing and Addition of 79,000 sf \$40,000K 2022

**Henry James Memorial School – Simsbury, CT:** Phase III Additions and Renovations including 7,500 sf Auditorium and 5,800 sf Media Additions \$4,500K 2020

**Orchard Hill School – South Windsor, CT:** New, Two-Story Pre-K through 5 Facility \$25,000K 2017

**West Bristol School – Bristol, CT:** New 123,000 sf Pre-K through 8 Facility \$34,000K 2012

## RESUMES: STRUCTURAL CONSULTANT

**Jason W. Kilty, P.E.,**  
*Partner*

*Jason@SzewczakAssociates.com*

**Jason W. Kilty – Partner / Project Engineer**

**LICENSES:** State of Connecticut, 2007 #25447  
Commonwealth of Massachusetts #51428  
New York State #099165-1  
Florida #84746  
Tennessee #121667  
NCEES Record #34050

**EXPERIENCE:**

5/01 - Present - Szewczak Associates Consulting Engineer – Engineer  
1/00 – 5/01- J. Greenwood Industries – AutoCAD Tech

**EDUCATION:**

Bachelor of Science in Engineering - Worcester Polytechnic Inst.,  
2002

**ORGANIZATIONS:**

American Institute of Steel Construction - AISC  
Structural Engineers Coalition - SEC  
American Concrete Institute - ACI  
Construction Institute  
Steel Framing Alliance - SFA  
Wood Truss Council of America - WTCA  
American Institute of Timber Construction – AITC

**Peter G. Celella, P.E.,**  
*Principal*

*Peter@SzewczakAssociates.com*

**Peter Celella – Project Engineer / Principal**

**LICENSES:** State of Connecticut, 1987 #13657  
Commonwealth of Massachusetts #42703  
State of New York #080840-1  
State of Maryland #29520  
NCEES Record #30249

**EXPERIENCE:**

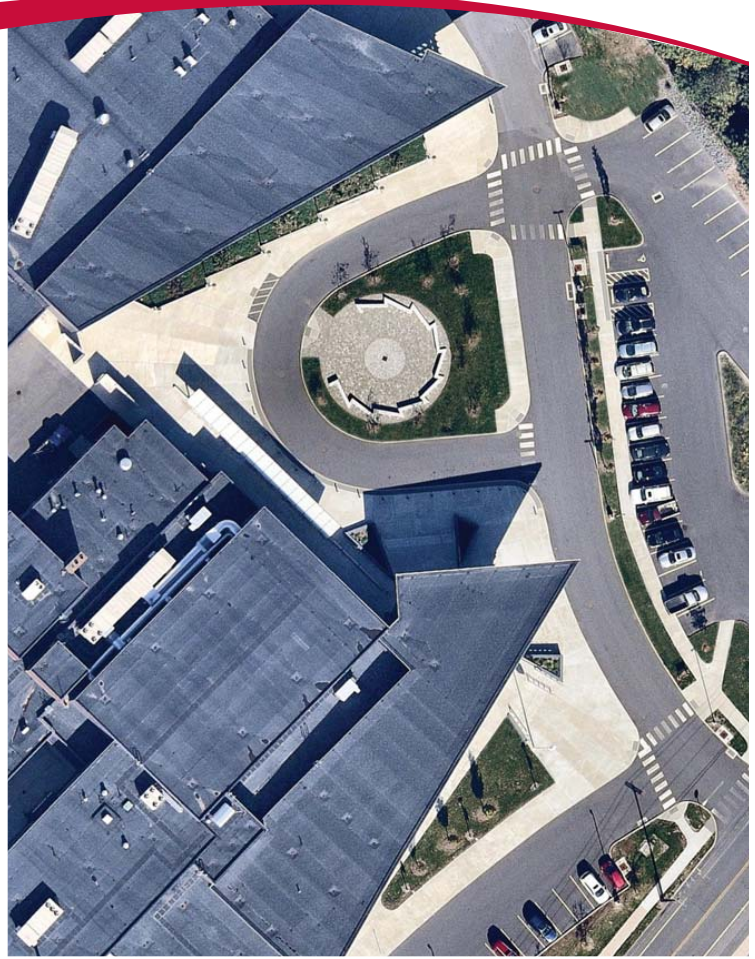
5/97 - Present - Szewczak Associates Consulting Engineers  
Project Engineer of Structural Design  
5/82 - 5/97 - BVH Engineers, Inc. – Project Manager  
5/80 - 5/82 - Engineers Design Group - Design Engineer  
5/79 - 5/80 - Stone and Webster Engineers - Design Engineer

**EDUCATION:**

Bachelor of Science in Engineering – University of Conn 1979

**ORGANIZATIONS:**

American Institute of Steel Construction - AISC  
Structural Engineers Coalition - SEC  
American Concrete Institute - ACI  
Construction Institute  
Steel Framing Alliance - SFA  
Wood Truss Council of America - WTCA  
American Institute of Timber Construction – AITC



**PROJECT TEAM**  
DRA Architects

**OWNER**  
State of Connecticut

**PROJECT DURATION**  
2014-2017

**OVERVIEW**

CR3 Studio provided site planning and design services for the renovations and additions to Emmett O'Brien Technical High School in Ansonia, CT. Originally built in 1955, the project added 55,000 SF of new space and 120,000 SF of renovations to the existing facility. This included renovations to the surrounding site, courtyards, vehicle and pedestrian circulation, and athletic facilities such as the tennis courts and track.

**APPROACH**

CR3 Studio collaborated in the "renovate to new" design process. The pedestrian and the vehicular circulation and plazas were redesigned to respond to the new architectural style, the facility needs, and current ADA requirements. The dramatic front entrance architecture was enhanced by the "gear" courtyard reflecting the technical focus of the school. Additionally, the concrete pavement in front of the school received a unique pattern which accents the architectural elements of design.



COURTYARD | CIRCULATION | ACADEMIC LANDSCAPE

Loureiro Engineering Associates, Inc. | 100 Northwest Drive, Plainville, CT | 860.474.6181

Connecticut | Massachusetts | New Hampshire | Rhode Island | North Carolina | Washington DC





**PROJECT TEAM**  
DRA Architects

**OWNER**  
Town of Darien

**PROJECT DURATION**  
2015

**OVERVIEW**

CR3 Studio assisted in the preparation of alternative design options for site design to allow the existing Edna Stevens School to remain in place during construction. Our studies included looking at building placement, vehicular, pedestrian, and bicycle circulation including site lines and connections to existing drives and walkways, ADA parking and access, fire lanes/access, service access, lighting / security, playscapes and recreation fields, landscaping, rain gardens, buffers, and general LEED considerations.

**APPROACH**

In collaboration with Drummey Rosane Anderson and the Building Committee, CR3 Studio explored options for adding to and renovating the existing school or creating a new school building while keeping the existing school in operation. Our professional services included conceptual site design / master planning. We worked with the Client, Town of Cromwell, and the design team to ensure the masterplan fulfilled the design goals.



FEASIBILITY STUDY | PHASED CONSTRUCTION | ACADEMIC LANDSCAPE

Loureiro Engineering Associates, Inc. | 100 Northwest Drive, Plainville, CT | 860.474.6181

Connecticut | Massachusetts | New Hampshire | Rhode Island | North Carolina | Washington DC





**PROJECT TEAM**  
JCJ Architecture

**OWNER**  
Town of Norwalk

**PROJECT DURATION**  
2018 - ongoing

**OVERVIEW**

This project involved site planning and design services for an Intra-district K-8 Magnet School, located on a 17 acre parcel in Norwalk, CT. The new school and amenities will share the property with the existing Nathaniel Ely Center. In addition to parking and dropoff considerations, the design provides athletic fields, outdoor dining patio, nature trails, playgrounds, interactive green roof gardens, and outdoor learning areas.

**APPROACH**

The design team was excited to work with school administrators to plan a campus which enabled outdoor learning and provided opportunities to tactile learning with nature. Terraced green roof gardens are integrated with the new architecture, and provide a few of the several outdoor learning 'classrooms'. Incorporating access to athletic fields through the existing wetlands using a low-impact trail system created an opportunity to bring student's close to the unique habitats as part of their daily activities, and also makes the resource available for course enhancement.



WETLAND EDUCATION | GREEN ROOF | CIRCULATION | ACADEMIC LANDSCAPE

Loureiro Engineering Associates, Inc. | 100 Northwest Drive, Plainville, CT | 860.474.6181

Connecticut | Massachusetts | New Hampshire | Rhode Island | North Carolina | Washington DC



**PROJECT TEAM**  
Tecton Architects

**OWNER**  
Town of Colchester

**PROJECT DURATION**  
2016 - 2020

#### OVERVIEW

CR3 Studio assisted in the preparation of alternative design options for site design to accommodate demolition of portions of the existing school along with construction of new additions. The existing school remained operational during construction. The design included new vehicular entrances, bus-drop-offs, pedestrian circulation, ADA parking and access, security treatments, entrance plazas, outdoor dining and educational courtyards, playscapes and recreation fields, landscaping, rain gardens, buffers, and general LEED considerations.



LEED | CIRCULATION | PHASED CONSTRUCTION | ACADEMIC LANDSCAPE

Loureiro Engineering Associates, Inc. | 100 Northwest Drive, Plainville, CT | 860.474.6181

Connecticut | Massachusetts | New Hampshire | Rhode Island | North Carolina | Washington DC





**PROJECT TEAM**  
JCJ Architecture

**OWNER**  
Town of Southwick

**PROJECT DURATION**  
2012-2015

**OVERVIEW**

The project involved renovations to an existing school campus consisting of a Highschool, Middle School, and Elementary School. Implementation of the Master Plan was begun with Updates to the High School, which earned LEED certification through architectural and site improvements.

**APPROACH**

CR3 Studio provided site planning and design services to complement the renovations to the existing buildings. Circulation patterns were developed to for efficiency and clarity during drop-off/pickup activities.



MASTER PLAN | PHASED IMPLEMENTATION | LEED | ACADEMIC LANDSCAPE

Loureiro Engineering Associates, Inc. | 100 Northwest Drive, Plainville, CT | 860.474.6181

Connecticut | Massachusetts | New Hampshire | Rhode Island | North Carolina | Washington DC



**PROJECT TEAM**  
TSKP Studio

**OWNER**  
City of Stamford

**PROJECT DURATION**  
2009 - 2010

#### OVERVIEW

Rogers Environmental Magnet School was designed to demonstrate ecological stewardship. Set within a remediated brownfield, the design integrates building forms with natural terrain to preserve the character of the site. Roof gardens flow into an existing knoll, forming the outdoor classrooms. Boardwalks connect the parking / drop off area through created wetlands to the school, gathering areas, and observation nodes for ecological study.

#### APPROACH

CR3 Studio collaborated with TSKP Studio from project inception to completion. Our professional services included conceptual landscape design and coordination through contract documentation including State and Local permitting and the bidding process. We worked with the Client, Town of Stamford, and the design team & contractors to ensure the project fulfilled the design goals and Owner needs.

#### AWARDS

2010 Best Sustainable Design Project, 15th Annual CRE Awards

WETLAND CREATION | STORMWATER HARVESTING | ACADEMIC LANDSCAPE

Loureiro Engineering Associates, Inc. | 100 Northwest Drive, Plainville, CT | 860.474.6181

Connecticut | Massachusetts | New Hampshire | Rhode Island | North Carolina | Washington DC







**PROJECT TEAM**  
TSKP Studio

**OWNER**  
ASD

**PROJECT DURATION**  
2011 - Ongoing

**OVERVIEW**

The American School for the Deaf, founded in 1817, is the oldest permanent school for the deaf in the U.S.A. The school was relocated to its present location in 1921 and has since adapted to the changing educations and cultural needs of its community.

**APPROACH**

CR3 Studio has been involved with the campus site planning for many years, beginning with the replacement of the original Gailaudet building with a modern administration/classroom building. Subsequent projects included the construction of a landscaped courtyard connection between the new administration building and the recreation facilities, a new multi-aged inclusive/ADA accessible playground, several campus improvement/renovation projects and, and ongoing project for the restoration and installation of a historic ASD Memorial monument that had been lost in storage for decades and recently rediscovered.



LEED | ACCESS MANAGEMENT | CIRCULATION | ACADEMIC LANDSCAPE

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**PROJECT TEAM**  
TSKP Studio

**OWNER**  
Kingswood Oxford  
School

**PROJECT DURATION**  
2007 - 2009

**OVERVIEW**

CR3 Studio provided site design services for the new addition at the Kingswood-Oxford Science, Math, and Technology Center.

**APPROACH**

The exterior spaces of this LEED Gold-Certified project focused on water-conservation through native plant selection and preservation of old-growth trees.

**AWARDS**

CT Green Building Council Honorable Mention



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Connecticut | Massachusetts | New Hampshire | Rhode Island | North Carolina | Washington DC

### Education

Bachelor of Science  
Landscape Architecture  
University of Virginia  
1979

### Professional Licenses/Registrations

Licensed Landscape Architect: CT

### Professional Affiliations

American Society of Landscape  
Architects

### Key Practice Areas

Site Planning and Landscape Architectural Design; Project guidance and Management from initial Feasibility and Programming through Design Inception, full Construction Contract Documentation, Regulatory Requirements and Permitting, LID / LEED Compliance; Bidding and Construction Administration; Graphics and Presentation Renderings.

### Summary Biography

Henry Withers has over 40 years of experience practicing landscape architecture for a wide variety of project types and scales. He has extensive experience in land planning and design for Corporate, Commercial / Retail, Municipal / Governmental, Educational, Ecclesiastical, and Monumental / Memorial projects for both public and private spaces.

- Graphic Communication via sketches and renderings for site design development, regulatory approvals and client coordination.
- Full Construction Documentation including drawing development for Site Preparation, Site Layout, Site Grading, Site Planting, and Site Detailing & Specifications.
- Coordination of documentation on cross-disciplinary teams including development of site lighting and security systems.
- Project management including development of program / project timelines, project design development and documentation, budgeting, bidding, construction management and observation, contractor requisitions, RFI's, CO's and budget & scheduling.
- Client / Project coordination & documentation.
- Extensive experience in project approvals for Federal, State, and Local approval agencies and authorities.



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## Specific Project Experience

### Ellsworth Elementary School | Danbury CT

Site planting plan for parking lot expansion as well as collaborative design of playground renovations. New playscape equipment is arranged in a fenced-in courtyard for younger children, including cushion-coat surface and underdrainage. The adjacent space supports older children and will include basketball and fitness equipment. The project accommodates an existing environmental cap and is meeting requirements to obtain State funding. Design/Approvals 2020-2021 Anticipated Construction start: 2021

### New Columbus School | Norwalk, CT

Full site planning and design services for a new Intermediate School for grades K-5. Design included siting the building with terraced roof gardens / outdoor learning areas, new main entrance, parent / bus-drop-offs, general parking, pedestrian circulation throughout site including bridged crosswalk over wetlands, entrance plazas, 2 playscapes and soccer / multipurpose recreation fields, connection to existing tennis courts, overall landscaping. Design / Approvals: 2018-19 Construction start: 2020

### Wesleyan University Center for Film Studies | Middletown, CT

Planned new addition to the Center For Film Studies at Wesleyan University in Middletown, CT. Our work includes complete site modification / renovation to accommodate the new addition and front entrance plaza as well as connecting walks / pedestrian plazas, landscaped areas, and all ancillary parking and service areas. The work also includes two large outdoor public plaza spaces with lighting and overhead arbors to be used for classrooms, filming, and presentations. The design accommodates access for both for service/delivery of materials as well as a continuous fire lane. Completed 2020.

### The Rogers International Environmental Magnet School | Stamford, CT

Site Design services to gain local and BSF approvals for a significant new LEED Gold certified school with an environmental learning theme. Improvements included new building with roof gardens / outdoor learning areas which blend into the existing hillside terrain, new main entrance drive along with parent / student bus-drop-offs, general parking, pedestrian circulation throughout site including bridged crosswalk over artificially created wetlands used for storm water treatment and storage, parking areas, walks, ballfields and play areas, artificial Wetlands, rain gardens, and all natural plantings. 2010 Annual CRE Award "Blue Ribbon Award Winner" Best Sustainable Design Project. Construction Costs: \$60 million. Design Services: 2009 Completed 2010

### Edna Stevens School Feasibility Study | Cromwell, CT

Assisted in the preparation of alternative design options for site design to allow the existing Edna Stevens School to remain in place during construction. Our studies included looking at building placement, vehicular, pedestrian, and bicycle circulation including site lines and connections to existing drives and walkways, ADA parking and access, fire lanes/access, service access, lighting / security, playscapes and recreation fields, landscaping, rain gardens, buffers, and general LEED considerations.

### Central Connecticut State University - Engineering Building | New Britain, CT

Currently finalizing Contract Documentation for the new Engineering Building to be constructed adjacent to Elihu Burritt Library. Our work includes siting the building for future potential connection to the library as well as design work for walks / pedestrian plazas, landscaped areas, and all ancillary parking and service areas. This includes access for large trucks to deliver materials to the engineering labs for testing.

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### Education

Bachelor of Science  
Landscape Architecture  
Pennsylvania State University  
1971

### Professional Licenses/Registrations

Licensed Landscape Architect: CT & MA

### **Key Practice Areas**

Site Planning and Landscape Architectural Design; Project guidance and Management from initial Feasibility and Programming through Design Inception, full Construction Contract Documentation, Regulatory Requirements and Permitting, LID / LEED Compliance; Bidding and Construction Administration; Graphics and Presentation Renderings.

### **Summary Biography**

John Stewart is responsible for all phases of the design process including design development, and contract documents for client review and approval, as well as site documentation for gaining regulatory approvals. As Project Director, Mr. Stewart is the client's direct contact to discuss and resolve daily project issues. His expertise includes master planning / full design services, construction documentation, construction administration and presentation graphics. John has 45 years of experience practicing landscape architecture for a wide variety of project types and scales.

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## Specific Project Experience

### **American School for the Deaf | West Hartford, CT**

Site design services for a new academic building to replace the existing Gallaudet Hall. Founded in 1817, The American School for the Deaf was the first permanent school for the deaf in the United States and is today a nationally renowned leader in providing comprehensive educational programs and services for deaf and hard-of-hearing students. The school moved to its current West Hartford, CT. +/- 50 acre campus in the early 1920's and faced the need for a new and modern Academic Building to replace existing Gallaudet Hall. The new ASD administration building was constructed with a 26' separation from the iconic building to remain for the duration of the construction process. The executed site plan resulted in the space vacated by the older building to become a large courtyard which completes both the pedestrian and vehicular connections throughout the campus.

The new building was placed to fit well within the campus and serve as a new "front door" from the North Main Street entrance. The ADA accessible site improvements and landscape will feature relocated parking and walkways, conformance with campus circulation, relocation and placement of sculpture and memorial features, lighting and lawns and plantings. Project Completion 2013 project. On-going services an accessible playground, new front entrance signage, and historic monument restoration.

### **Emmett O'Brien Technical High School Additions and Renovations | Ansonia, CT**

Provided site design services for major additions and renovations to an existing structure featuring new walks, courtyard, drives, separate bus/parent loading areas, lawns and plantings. \$39 million construction cost. Design Services: 2005 (delayed) - Reinstated 2012 Construction: 2015-17

### **Annie Fisher Elementary Magnet School | Hartford, CT**

Provided Site Design services to gain local and BSF approvals for certified LEED designed school. Project includes additions and renovations, new access drives with parking, separate bus/parent loading areas, lawns and plantings and playfields. Design Services: 2006 ; Completed 2010: Construction Manager

### **Granby Athletic Fields | Granby, CT**

New recreation facility for the Granby Memorial High School including 400 meter track / artificial turf stadium with 1000 seat grandstand and sports lighting. Other improvements include a softball field, concession and storage buildings, additional parking as well as expanded pedestrian and vehicular circulation paths.

### **Northwest Catholic High School | West Hartford, CT**

Provided team coordination and site master planning services for the school campus expansion potential including building footprints, parking and circulation, recreation areas, new lawns and plantings and pedestrian spaces. Provided a comprehensive concept level Master Plan to depict the site's potential for improvements and expansion featuring separate drop-off access for busses and parents, renewed and efficient parking locations, accessible parking, outdoor gathering spaces, new site lighting, playfields, lawns and plantings. Initial Concept Master Plan completed 2010. Subsequent design services addressed a revised Front Entry and Parking / Drop-off. On-going work includes new Master Planning services for "North West Catholic HS Facilities Master plan intended to develop "vision" for future development. On-going: 2019.



### Education

Bachelor of Science  
Civil Engineering  
Georgia Institute of Technology  
2011

### Professional Licenses/Registrations

Professional Engineer:  
Connecticut, #33573

### **Key Practice Areas**

Residential and commercial site design; septic system design; hydrology & hydraulic analysis; sewer and water utility layout; utilizing state and town regulations and guidelines; familiarity with construction management principles; cost estimation and proposal writing; structural analysis; elements of roadway design and profiles; Phase I environmental assessments; water resources

### **Summary Biography**

Tristan Wallace has over 7 years of experience in the civil and environmental engineering fields. Tristan's responsibilities include management and design of land development or redevelopment projects including schematic planning; design development; contract documents; local, state and federal permitting; construction administration and general engineering and design.

Tristan's engineering experience includes residential and industrial/ commercial site development; drainage system design; stormwater detention/ retention design; soil evaluation; and construction oversight and coordination. He is well versed in the preparation of solid contract documents including construction drawings and technical specifications, specifically aimed at minimizing construction change orders.

Tristan is well versed in executing projects requiring wetland and water resource area permitting or environmental compliance. This experience includes notices of intent; wetland and watercourse mitigation plans; erosion and sediment control plans; and residential water treatment designs.

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## Specific Project Experience

### **Miss Porter's School, Conceptual Designs for Campus Redevelopment, Farmington, CT**

Completed conceptual layouts for the redevelopment of three key areas within the Miss Porter's campus. Designs included parking lot reconfigurations/expansions, building additions/renovations locations, pedestrian access routes, and overall campus aesthetic improvement. Preliminary assessments for drainage improvements and future utility layouts were included in the designs. Construction cost estimates were prepared and provided for future budgeting along with a review of the permitting processes necessary for each redesign.

### **Miss Porter's School, Parking Lot/Access Drive Redevelopment and Future Building Addition, Farmington, CT**

Managed and Designed site improvements for new parking lot, access drive and future building addition within the Miss Porter's School campus. Design included redevelopment and expansion of a parking lot, future building addition layout, utility routing, and Low Impact Development (LID) stormwater management design. Facilitated coordination with the town and necessary permitting. Provided construction administration services to assist during the construction phase.

### **18 Acre Parking Lot Reconstruction (Two Separate 9 Acre Lots), Windsor Locks, CT**

Performed all engineering and permitting for new parking lot geometry, stormwater management, utility routing, ADA access, lighting and photometrics, traffic access and safety assessment for the reconstruction of two separate parking facilities located at a large industrial facility. Prepared construction documents including plans and specifications and provided contract administration services throughout construction.

### **Industrial Building Addition, Windsor Locks, CT**

Managed and designed all site improvements for a new industrial building addition including all utilities, subsurface sewage disposal system upgrades, parking and drives. Facilitated all related permitting and site investigations as needed to complete the project. Prepared construction documents including plans and specifications.

### **1401 Kings Highway, Mixed Use Development, Fairfield, CT**

Performed all engineering and permitting for the redevelopment of a town block including 160 new apartments, 12,000 square feet of retail, a new parking lot with 100 spaces and a new 510 space parking garage with plazas and all related amenities. This project required 100% stormwater retention achieved using multiple infiltration structures. Provided a sanitary study and performed the related sanitary flow monitoring and capacity analysis. Prepared construction documents including plans and specifications.

### **Fairfield Metro Center, Mixed Use Development, Fairfield, CT**

Performed all engineering and permitting for the redevelopment of 10 acres of a 22.3 acre parcel on a former industrial site bordering the Fairfield Metro North railroad and Ash Creek. Redevelopment included 5 four-story residential buildings totaling 357 units and a 5 story, 118 room hotel. Engineering included hydrological and hydraulic stormwater analysis, LID stormwater features, utility design and layout, sewer capacity analysis, remedial environmental site assessment and construction logistics and phase sequencing.

### Education

Master of Science, Environmental Engineering;  
University of New Haven, 1993

Bachelor of Science, Agricultural/Soil and Water Engineering;  
University of Connecticut, 1986

### Professional Licenses/Registrations

Professional Engineer: Connecticut, #19286

Licensed Environmental Professional, Connecticut, #411

### **Key Practice Areas**

Site development and redevelopment, roadway and parking design, wastewater collection and treatment, stormwater management, permitting, site investigation and remediation, remedial planning.

### **Summary Biography**

Mr. Andrews joined Loureiro Engineering Associates in 1990 and has over 34 years of experience in the planning, engineering, design, supervision, inspection, administration and management of civil and environmental projects for government and private sector clients. This experience includes taking a project from the conceptual stage through the permitting, planning and design phases to the final stage of construction supervision, administration and, in the case of design-build projects, through construction.

As the Vice President of the Civil/Survey Division, Mr. Andrews is active in a variety of civil engineering and environmental project roles including scheduling and supervision of technical personnel, budget evaluation, and preparation of progress reports, public presentations, interaction with clients and regulatory agencies and expert testimony.

Mr. Andrews has a wide variety of technical experience in the civil and environmental fields. His civil engineering experience includes roadway and parking design for institutional, residential and commercial/industrial developments; innovative stormwater management; wetland mitigation; utility improvements including water, sewer, power/communications and gas; potable water provision and distribution; and design of both large and small subsurface sewage disposal facilities.

Mr. Andrews has extensive experience in combining his civil engineering and environmental engineering expertise in the demolition and redevelopment of underutilized sites. As a Professional Engineer and Licensed Environmental Professional, his experience in site development, site remediation and the careful integration of both disciplines has led to the successful redevelopment of a variety of large-scale projects throughout Connecticut.



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## Highlights of Accomplishments and Experience

### Civil & Site

- Provided design and construction administration for the addition at Cornwall Consolidated School including the new parking, expansion of the existing subsurface sewage disposal system, stormwater management and the permitting and design of a community water well for potable water service.
- Managed, designed and oversaw the site demolition for the Waterside School including the asbestos and hazardous building material management as well as subsurface investigations and soil remediation for the site.
- Managed, designed and provided contract administration services for the construction of a new waste transfer building located on the University of Connecticut, Storrs campus. Our services included all site, survey, MEP, fire protection, structural and communications services for a state-of-the-art accumulation facility for various controlled waste materials generated on the campus.
- Managed and designed the expansion of the Church of Saint Ann including parking and access, expansion of the existing subsurface sewage disposal system, landscape improvements, stormwater management, utility improvements and improvements to all disability access points for the nave and the religious education classrooms.
- Managed and designed three separate mixed use apartment complexes totaling 615 residential units, over 45,000 square feet of retail, an 18,000 square foot hotel and 1,278 parking spaces all within short walking distance to the Fairfield Metro Center train station. This project involved extensive sanitary sewer investigations due to capacity challenges in the town including gauging, projections and condition assessments for each of the three separate developments.
- Managed numerous infrastructure and site improvement construction projects for Loureiro Contractors, Inc. including scheduling, budgeting, contracts and logistical coordination for industrial and private sector clients. These endeavors have led to an excellent understanding of constructability, logistics and construction cost. Projects have ranged up to \$2M.
- Managed a variety of new and refurbished retail facilities for Cumberland Farms throughout New England. Services included conceptual assessments, surveys, design and permitting and construction assistance/survey staking. These services have been closely collaborated with Cumberland Farms' highly sophisticated in-house Real Estate Planning group.
- Managed and prepared local land use permit applications and construction drawings/specifications for numerous site development projects in Connecticut, Rhode Island and Massachusetts. Projects included industrial developments, residential subdivisions, large residential condominium developments, commercial developments and municipal roadway projects.
- Managed and prepared detailed hydrological studies for various residential, commercial and industrial developments throughout Connecticut, Rhode Island and Massachusetts.
- Prepared numerous environmental reports and permit applications through the Connecticut Department of Environmental Protection, Rhode Island Department of Environmental Management, Army Corp of Engineers, Coastal Resource Management Commission and other state, local and federal agencies for various site improvement projects.
- Provided contract administration and resident inspection services for numerous site development projects.

### Education

Associate of Science  
Civil Engineering Technology  
Three Rivers Technical College  
1998

Roger Williams College  
Civil & Architectural Degree program  
1970

### Professional Licenses/Registrations

Licensed Land Surveyor:  
Connecticut  
Rhode Island  
New York  
Pennsylvania

### Professional Affiliations

Rhode Island Society of Professional  
Land Surveyors

New York Society of Professional Land  
Surveyors

### **Key Practice Areas**

Land surveying, property surveys, topographic survey, hydrographic, expert testimony, FEMA projects and site planning,

### **Summary Biography**

Arthur Hayward, Jr., PLS has 50 years in the field of land surveying, beginning his career in 1967 in a large engineering and surveying firm located in Cranston, RI. The firm specialized in large state and federal projects that included design and layout of Interstate Routes 95 & 295 throughout Rhode Island. In 1969 Art transitioned from state projects to residential/commercial projects in Rhode Island and Connecticut. After receiving a license to practice land surveying in 1975 Art was the founding member of Hayward-Holbrook, Engineers & Surveyors of Mystic, CT with an emphasis in land surveying and civil engineering practice throughout them New England and New York states. Presently, Art is the Licensed Professional Land Surveyor in responsible charge all Loureiro Engineering Associates, Inc., land surveying projects in Rhode Island and Connecticut.

**Education**

Wentworth Institute of Technology  
 1988-1990  
 Merrimack College, 1990-1991  
 University of New Hampshire  
 1990-1991

**Professional Licenses/Registrations**

Licensed Land Surveyor:  
 New Hampshire  
 Vermont

**Professional Affiliations**

New Hampshire Land Surveyors  
 Association  
 National Society of Professional  
 Surveyors (NSPS)

**Key Practice Areas**

Land Surveying, Drone Mapping and Construction Surveying.

**Summary Biography**

James O'Neil has over 25 years of experience in Land Surveying. His broad experience includes projects in both the private and public sectors where he has worked on everything from inspection for compliance of construction projects, construction layout, route surveys, Drone Services, preparation of final as-built for record drawings, to drafting sewer profiles, grading plans, utilizing GIS software, determining right-of-ways and many others.

As an Associate JIm is responsible for the day-to-day operations of the Survey Division.

Jim's experience and understanding of the entire land surveying process, from initial research and field survey work, to his first-hand knowledge of day-to-day field and office operations are an asset to all Loureiro clients.

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## Specific Project Experience

### **Various Route Surveys and URD (direct bury utilities), National Grid, MA, NH & VT**

Performed work on Route Surveys for transmission lines and URD replacement throughout New Hampshire, Massachusetts and Vermont. Additionally, performed Boundary surveys for various Substation locations and topographic detail surveys. Project required coordination with National Grid, Utility mark out company, and preparation of final surveyed plans for design of new utilities to be designed by National Grid.

### **Route Surveys for proposed Gas Line Replacement and New construction, Liberty Utilities, Various locations throughout New Hampshire**

Performed Route Surveys for proposed gas line routes throughout New Hampshire. Project required coordination with National Grid, Utility mark out company, and preparation of final surveyed plans for design of new utilities utilizing inhouse Engineering.

### **PSNH (Eversource) Merrimack Station, Bow, New Hampshire**

Site consists of approximately 1,200 acres of commercial property with all associated cross easements, multiple buildings, parking, etc. I managed all aspects of project work for Boundary, ALTA, as-built and construction surveys. This has been an ongoing project for multiple years.

### **PSNH (Eversource) 26-mile Transmission Corridor from Keene NH to Hillsborough, New Hampshire**

Site consists of approximately 26 miles of Powerlines with all associated cross easements, multiple buildings, parking, etc. I managed all aspects of project work for Boundary, ALTA, as-built and construction surveys. This has been an ongoing project for multiple years.

### **PSNH (Eversource) Jackman Hydro Station, Hillsborough, New Hampshire**

Site consists of a Hydro Substation and associated buildings, parking etc. This site is extremely compact which required coordination of site personnel, vehicles and equipment. I managed all aspects of project work for Boundary and ALTA surveys.

### **Main Street Revitalization, Nashua, New Hampshire**

I managed and performed all research, field survey, computations, for Right-of-Way and Route Survey for Downtown Revitalization project. This was over two miles of Main St and is a one hundred (or so) wide Right of Way with full utilities, parking, buildings and even tunnels under Main St. This project required research into the City Archives and State Archives as most of Main Street was originally constructed over 200 years ago.

### **Lovewell Pond Conservation Survey, Nashua, New Hampshire**

I managed and performed all research, boundary field surveys, mark out of lit lines, including the New Hampshire and Massachusetts Stateline. This site consists of 280 Acres of Conservation land bounded by multiple road.





# Lion's Head Cost Consultants, Inc.

## TEAM

Our team of estimators first worked together in 2006. Over the years, they have collaborated on a wide range of projects in geographically diverse locations, including many public school projects in Connecticut.



**Lee Sullivan, LEED AP**, president and founder of Lion's Head Cost Consultants, Inc., combines her forty years' experience in the construction industry with a drive to learn the latest technological tools. She has held a variety of positions with nationally ranked construction managers, which broadened her understanding of market forces and client requirements. In addition, she has a strong background in software and database development, preconstruction planning, value engineering, cost control, and market forecasting; and is skilled at proposals, presentations and client relations.

Lee received her B.A. in Engineering Studies from Lafayette College, Easton, PA, and her LEED AP from the United States Green Building Council (USGBC). She is an active member of the American Society of Professional Estimators (ASPE).

**Lorne Knowles** has forty-five years of experience in construction cost estimating, cost control and value engineering with specific emphasis placed on the mechanical systems. He has experience in estimating the architectural, structural, mechanical and electrical elements at all design phases from concept through 100% construction documents. Lorne has prepared cost estimates for over 1,000 projects located across North America, ranging in type from commercial and educational, to sport venues and health care facilities. He produces accurate and detailed construction cost estimates, and systems cost comparisons.



Lorne graduated from the British Columbia Institute of Technology and has been an full member of the American Society of Heating, Refrigeration and Air Conditioning Engineers, Inc. (ASHRAE) since 1998. He has held memberships in the American Association of Cost Engineers (AACE), Canadian Institute of Quantity Surveyors (CIQS), and the Quantity Surveyors Society of British Columbia (QSSBC).

**Rodney M. Beard, LEED AP BD+C, CEP**, brings to our team over thirty-six years of experience in electrical contracting, estimating, and preparation of bids for both the private and public sectors on projects across multiple continents. Rod has prepared electrical and low voltage system estimates for a wide variety of electrical, communications, and security projects, including: K-12 education, higher ed, federal and state office buildings, U.S. Military facilities, U.S. embassies and consulates, health care facilities, data centers, major convention centers, sports arenas/stadiums, and performing arts facilities.



The University of Notre Dame, South Bend, IN, awarded Rodney his B.A. in Economics. His credentials include Certified Estimating Professional from AACEI; and LEED AP, BD+C from USGBC. Rod currently holds Federal Top Secret Security Clearance.



# Lion's Head Cost Consultants, Inc.

## EXPERIENCE

Our team has extensive experience with preconstruction and estimating services for K-12 school projects, including the following representative list of projects located in Connecticut:

- West Hill Elem RTUs & Boiler Replacement, Rocky Hill, CT
- New Fairfield High School, New Fairfield, CT
- The Grove School Student Center, Madison, CT
- Hawley Elementary School HVAC Upgrades, Newtown, CT
- Nonnewaug High School, Woodbury, CT
- Ocean Ave LEARNing Academy, Old Lyme, CT
- Ox Ridge Elementary School, Darien, CT
- Oxford Middle School, Oxford, CT
- Putnam High School Additions and Renovations, Putnam, CT
- Rocky Hill Schools Summer 2014 and Summer 2015 Projects, Rocky Hill, CT
- Warren Harding High School, Bridgeport, CT
- Wethersfield High School Renovations, Wethersfield, CT
- West Hill Elementary School, HVAC Upgrade, Rocky Hill, CT
- Wheeler Elementary School, Plainville, CT
- Windsor Locks High School, Windsor Locks, CT
- William J. Johnston Middle School, Colchester, CT
- Woodrow Wilson Middle School, Middletown, CT

We believe that our referendum success rate with school building projects in the last ten years and in the history of our firm is substantial. In the last five years alone, we have averaged two referendums for school clients per year with 100% success.

In the past fifteen years, we have assisted over twenty communities in Connecticut and Massachusetts with school project pre-referendum services. Of these, only one failed –South Windsor Public Schools.

Our South Windsor Strategic Planning Study focused on the five elementary schools coupled with the district's administration office building. In the spring and summer of 2007, the DRA team worked within the community to build consensus through a series of well-attended workshops. The outcome of the study yielded 7 Families of Options, with over 14 potential options for the town to consider. In close collaboration with the 33-member Strategic Planning Steering Committee, we evaluated and assessed of the alternatives which led to a series of recommended options. In September 2007, the Steering Committee delivered its recommendation to the Board of Education, ultimately leading to a unanimous vote by the Board in support of construction of two new buildings and the renovation of two existing buildings. Voters defeated the plan in November 2008.

In South Windsor, we learned that bringing projects to referendum should not be delayed. The BOE voted in support of the project in fall of 2007 but the vote was not held until November 2008, nearly a year and a half after being presented to the community. Over this time the project lost momentum and ultimately failed.

As we have recently demonstrated for other schools and in similar communities, DRA can lead the process of building consensus, gaining political support, and enhancing community understanding for school construction projects. By conducting school-community meetings and workshops early in the design and planning process, the key stakeholders can contribute to defining the problem and understanding

the options in a meaningful way. We develop the most cogent and reasonable solutions built upon the best available information.

A recent success story in Connecticut is the **Stonington Public Schools Modernization Plan**. In 2015, voters overwhelmingly endorsed the \$69 million bond to develop additions and renovations at the West Vine Street School and Deans Mill School, while also re-roofing the Pawcatuck Middle School. The spending represented the largest bond the town had issued, but at the same time, the facility needs, and the recommended options earned the full and unanimous support of Stonington's Board of Education, Board of Finance, Board of Selectmen, and ultimately the voters.

### **2013 Putnam High School, Putnam**

DRA, with a team of consulting engineers, evaluated the existing conditions of Putnam High School. A comprehensive survey of the existing physical conditions of the building was conducted. We interviewed teachers and administrators to understand the educational program needs and objectives of the school and community. A series of "Future Options," and their cost estimates, for consideration were developed and presented. The options ranged from 'status quo', to various degrees of renovation and expansion, to entirely new construction.

After a careful review of the various options, the Town determined that the best option was one that involved demolition of some existing space, an addition, re-organization of the interior layout of the building, and complete 'as new' renovation of the entire facility, including compliance with all applicable codes and regulations. The project referendum passed by a vote of 591 to 266. Most importantly, the referendum support of this \$36-million-dollar project was a confirmation of the community's commitment to seeing this 1950 vintage high school transformed into a 21st century learning environment.

### **2013 Charter Oak Intl Academy, West Hartford**

West Hartford engaged DRA to prepare a feasibility study focusing on Charter Oak International Academy, a 1929 building with additions in the mid-50's and 70's. We worked with a 20-member advisory committee to evaluate options for the future of the facility and determine the best approach to meet educational and budgetary needs. Two "renovate / addition" options were explored with a single new construction approach was studied.

In February 2013, the BOE voted to include \$45 million in its capital improvement plan for the Charter Oak International Academy project and to recommend to the town council that it use the money to build a new facility. The project was approved.

### **2008 Bristol Public Schools, Bristol**

DRA worked with Bristol Public Schools on an ambitious plan to reconfigure its grade alignment to a K-8, 9-12 structure. We initially assessed two existing K-5 schools for possible expansion for a K-8 population and investigated 12 sites to determine viability of building a new K-8 school. Based on criteria developed with the Study Committee, we then narrowed the sites to 5 and prepared conceptual plans for each. The Board of Education agreed with our final recommendation to build two new 900-student schools on separate sites. City Council approved the plan.

### **2008 Windsor Public Schools, Windsor**

After developing a successful Municipal Buildings Study for Windsor, DRA then completed a comprehensive examination of their elementary schools. We documented the condition and capacity of all elementary facilities; reviewed and verified enrollment projections; studied possible grade configurations; examined ways to address concern around racial balance; prepared a strategic plan with timelines for future use of the elementary schools. The BOE agreed with our recommendation and voted to consolidate the public elementary schools. The proposed plan closes one school, and the four remaining will transition from neighborhood schools (K-5) to grade cluster models (PK-2; 3-5). The plan also allows for full-day kindergarten.

One of our other successes of note was in **Amity Regional School District**. Working with the people of Orange, Bethany, and Woodbridge, we educated the public on the issues of the project and listened to their concerns and input. The reward for the long and patient process was the passing of \$68.5 million bond referendum which had previously been voted down. The district could move forward with its "renovate as new" work on the junior high schools in Bethany and Orange and construction of a 90,000-square-foot addition at the senior high school.

#### **Referendum Efforts:**

- 2019: Wahconah Regional High School, Aitken Elementary School
- 2017: Cape Cod Regional Voc. Tech HS, Middleborough High School, Blue Hills Regional Voc. Tech. HS
- 2016: Stoughton High School, Taconic High School
- 2015: Stonington Public Schools, Hopkinton Elementary
- 2013: Charter Oak International Academy, Putnam High School, Georgetown Middle/High School
- 2012: Dunphy School, Penn Brook Elementary School, Greater New Bedford Regional Technical HS
- 2011: Southeastern Regional Technical High School
- 2009: Burgess Elementary School, Newman School
- 2008: Windsor Public Schools, Bristol Public Schools (City process), South Windsor Schools, Russell School





DRUMROS-01

VSANTOSUOSSO

# CERTIFICATE OF LIABILITY INSURANCE

 DATE (MM/DD/YYYY)  
 11/23/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER <b>Ames &amp; Gough</b> 859 Willard Street Suite 320 Quincy, MA 02169	CONTACT NAME:	
	PHONE (A/C, No, Ext): <b>(617) 328-6555</b>	FAX (A/C, No): <b>(617) 328-6888</b>
INSURED  <b>Drummeys Rosane Anderson, Inc.</b> 260 Charles St Suite 300 Waltham, MA 02453	E-MAIL ADDRESS: <b>boston@amesgough.com</b>	
	INSURER(S) AFFORDING COVERAGE	
	INSURER A: <b>Continental Casualty Company (CNA) A, XV</b>	NAIC # <b>20443</b>
	INSURER B: <b>Valley Forge Insurance Company A(XV)</b>	<b>20508</b>
	INSURER C: <b>Continental Insurance Company A(XV)</b>	<b>35289</b>
	INSURER D:	
INSURER E:		
INSURER F:		

## COVERAGES

## CERTIFICATE NUMBER:

## REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			6020719397	11/8/2020	11/8/2021	EACH OCCURRENCE \$ <b>2,000,000</b> DAMAGE TO RENTED PREMISES (Ea occurrence) \$ <b>300,000</b> MED EXP (Any one person) \$ <b>10,000</b> PERSONAL & ADV INJURY \$ <b>2,000,000</b> GENERAL AGGREGATE \$ <b>4,000,000</b> PRODUCTS - COMP/OP AGG \$ <b>4,000,000</b> \$
B	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY			6075559382	11/8/2020	11/8/2021	COMBINED SINGLE LIMIT (Ea accident) \$ <b>1,000,000</b> BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ <b>10,000</b>			6020719464	11/8/2020	11/8/2021	EACH OCCURRENCE \$ <b>3,000,000</b> AGGREGATE \$ <b>3,000,000</b> \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input checked="" type="checkbox"/> Y/N <input checked="" type="checkbox"/> N/A If yes, describe under DESCRIPTION OF OPERATIONS below			6075559379	11/8/2020	11/8/2021	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ <b>1,000,000</b> E.L. DISEASE - EA EMPLOYEE \$ <b>1,000,000</b> E.L. DISEASE - POLICY LIMIT \$ <b>1,000,000</b>
C	Professional Liab			AEH591944192	11/8/2020	11/8/2021	Per Claim \$ <b>5,000,000</b>
C				AEH591944192	11/8/2020	11/8/2021	Aggregate \$ <b>5,000,000</b>

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
 All Coverages are in accordance with the policy terms and conditions.

Evidence of Insurance

## CERTIFICATE HOLDER

## CANCELLATION

For Informational Purposes	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE <i>Jared Maxwell</i>

ACORD 25 (2016/03)

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**EXHIBIT E - AFFIRMATIVE ACTION POLICY STATEMENT**

(must be submitted on Respondent firm's letterhead)

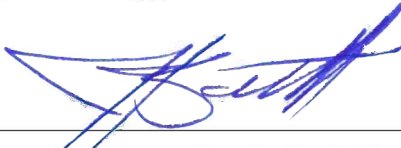
It has always been the policy and will continue to be the strong commitment of \_\_\_\_\_  
 Drummey Rosane Anderson, Inc. and all contractors and subcontractors who do business with the  
 undersigned to provide equal opportunities in employment to all qualified persons solely on the basis of  
 job-related skills, ability and merit. \_\_\_\_\_ Drummey Rosane Anderson, Inc. will continue to take Affirmative  
 Action to ensure that applicants are employed and that employees are treated during employment without  
 regard to their race, color, religion, sex, national origin, ancestry, mental disorder (present or past history  
 thereof), age, physical disability (but not limited to blindness), marital status, mental retardation, and  
 criminal record. Such action includes, but is not limited to, employment, upgrading, demotion or transfer;  
 recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation  
 and selection for training including apprenticeship. \_\_\_\_\_ Drummey Rosane Anderson, Inc., and its subcontractors  
 will continue to make good faith efforts to comply with all federal and state laws and policies which speak  
 to equal employment opportunity.

The principles of Affirmative Action are addressed in the 13th, 14th, and 15th Amendments of the  
 United States Constitution, Civil Rights Act of 1866, 1870, 1871, Equal Pay Act of 1963, Title VI and VII  
 of - the 1964 United States Civil Rights Act, Presidential Executive Orders 11246, amended by 11375,  
 (nondiscrimination under federal contracts), Act I, Sections 1 and 20 of the Connecticut Constitution,  
 Governor Grasso's Executive Order Number 11, Governor O'Neill's Executive Order Number 9, the  
 Connecticut Fair Employment Practices Law (Sec. 46a-60-69) of the Connecticut General Statutes,  
 Connecticut Code of Fair Practices (46a-70-81), Deprivation of Civil Rights (46a-58(a)(d)), Public  
 Accommodations Law (46a-63-64), Discrimination against Criminal Offenders (46a-80), definition of  
 Blind (46a-51(1)), definition of Physically Disabled (46a-51(15)), definition of Mentally Retarded (46a-  
 51(13)), cooperation with the Commission on Human Rights and Opportunities ( 46 - 77), Sexual  
 Harassment (46a-60(a)-8), Connecticut Credit Discrimination Law (36-436 through 439), Title I of the  
 State and Local Fiscal Assistance Act of 1972.

This Affirmative Action Policy Statement re-affirms my personal commitment to the principles of  
 Equal Employment Opportunity.

2/25/2021

DATE

  
 \_\_\_\_\_  
 Signature of Authorized Signer  
 James A. Barrett, AIA



## City of Norwich

Department of Finance – Purchasing Agent  
100 Broadway, Room No. 105  
Norwich, CT 06360

Phone: (860)823-3706

Fax: (860)823-3812

E-mail: [rcastronova@cityofnorwich.org](mailto:rcastronova@cityofnorwich.org)

### **PLEASE RETURN THIS FORM IMMEDIATELY!**

#### **Acknowledgement: Receipt of RFQ Documents**

**RFQ No.:** 21-01

**Title:** School Construction Strategic Planning Services

Please take a moment to acknowledge receipt of the attached documents. Your compliance with this request will help the City of Norwich to maintain proper follow-up procedures and will ensure that your firm will receive any addendum that may be issued.

Date Issued: February 2, 2021

Date Documents Received: 02 / 03 / 2021

Do you plan to submit a response? X Yes        No

Print or type the following information:

Company Name: Drummey Rosane Anderson, Inc.  
Address: 225 Oakland Road, Studio 205  
South Windsor, CT 06074  
Telephone: 860-644-8300 Fax: 860-644-8301  
E-mail Address: debrap@draws.com  
Received by: Debra Polomarenko

**Note: Faxed or e-mailed acknowledgements are requested.**

**Fax No.:** (860)823-3812

**E-mail:** [rcastronova@cityofnorwich.org](mailto:rcastronova@cityofnorwich.org)

**Fax or e-mail this sheet only. A cover sheet is not required.**

**DO NOT FAX OR E-MAIL YOUR RESPONSE TO THIS RFQ**



## Non-Collusion Affidavit

State of Massachusetts )

County of Middlesex )

James A. Barrett, AIA

1. \_\_\_\_\_, being first duly sworn, deposes and says that:  
(Individual's Name) He/she is Principal/Secretary/Clerk of Drummey Rosane Anderson, Inc.

(Sole Owner, Partner, President, Secretary, etc.)

(Corporation Name)

herein after referred to as the "Proposer" that has submitted the attached bid;

2. He/she is fully informed respecting the preparation and content of the attached Proposal and of all pertinent circumstances respecting such Proposal;
3. Such Proposal is genuine and is not a collusive or sham proposal;
4. Neither the said Proposer nor any of its officers, partners, owners, agents, representatives, employees or parties in interest, including the affiant, has in any way colluded, conspired, connived or agreed, directly or indirectly with any other Proposer, firm or person to submit a collusive or sham bid, in connection with the contract for which the attached Proposal has been submitted or to refrain from bidding in connection with such contract, or has in any manner directly or indirectly, sought by agreement or collusion or communications or conference with any other Proposer, firm or person to fix the price or prices in the attached Proposal or of any Proposer, or to fix any overhead, profit or cost element of the Proposal price or the Proposal price of any other Proposer, or to secure through any collusion, conspiracy, connivance or unlawful agreement any advantage against the City of Norwich, CT or any person interested in the proposed contract; and
5. The price or prices quoted in the attached Proposal are fair and proper and are not tainted by any collusion, conspiracy, connivance or unlawful agreement on the part of the Proposer or any of its agents, representatives, owners, employees, or parties of interest, including this affiant.
6. That no officer or employee or person whose salary is payable in whole or in part from the City of Norwich is directly or indirectly interested in this Proposal, or in the supplies, materials, equipment, work or labor to which it relates, or in any of the profits thereof.

Signed: \_\_\_\_\_

Title: Principal

Subscribed and sworn before me this 9th day of March, 20 21.

Dianne M. Lott My Commission expires on 9/24/21

Notary Public

