Minutes of the Town of Farmington
Special Town Council Meeting
February 10, 2015

Present:
Nancy W. Nickerson, Chair
Jon Landry
Peter M. Mastrobattista
Amy Suffredini
Meredith A. Trimble
Jon Vibert

Kathleen Eagen, Town Manager
Paula B. Ray, Clerk

A. Call to Order

The Chair called the meeting to order at 6:05 p.m.

B. Pledge of Allegiance.

The Council, Board of Education and members of the public recited the Pledge of Allegiance.

C. Public Comments.

Mr. Carl Ficks of 7 Belgravia Terrace voiced his concerns about the Farmington High School facility study. He was concerned about the potential cost for the project and the fact that no parents or members of the public had had any input to the study. He asked the Council to get more input before moving forward with any renovations or new construction.

Pam Fisher of 5 Julles Court thanked the Board of Education and Council for taking up the issue of the high school. She believed there were many important needs that should be addressed at the high school. She reminded the public this report was the extension of discussions that took place over a year ago between the Council and Board of Education.

D. Consideration of Special Topics.

1. Comprehensive High School Study Presentation

Kathy Greider, Superintendent of Schools introduced Craig Saunders and Barbara Joslin from Tecton Architects, Inc.who gave the presentation recorded with these minutes as Agenda Item D-1 and answered Council and Board of Education questions.

E. Adjournment

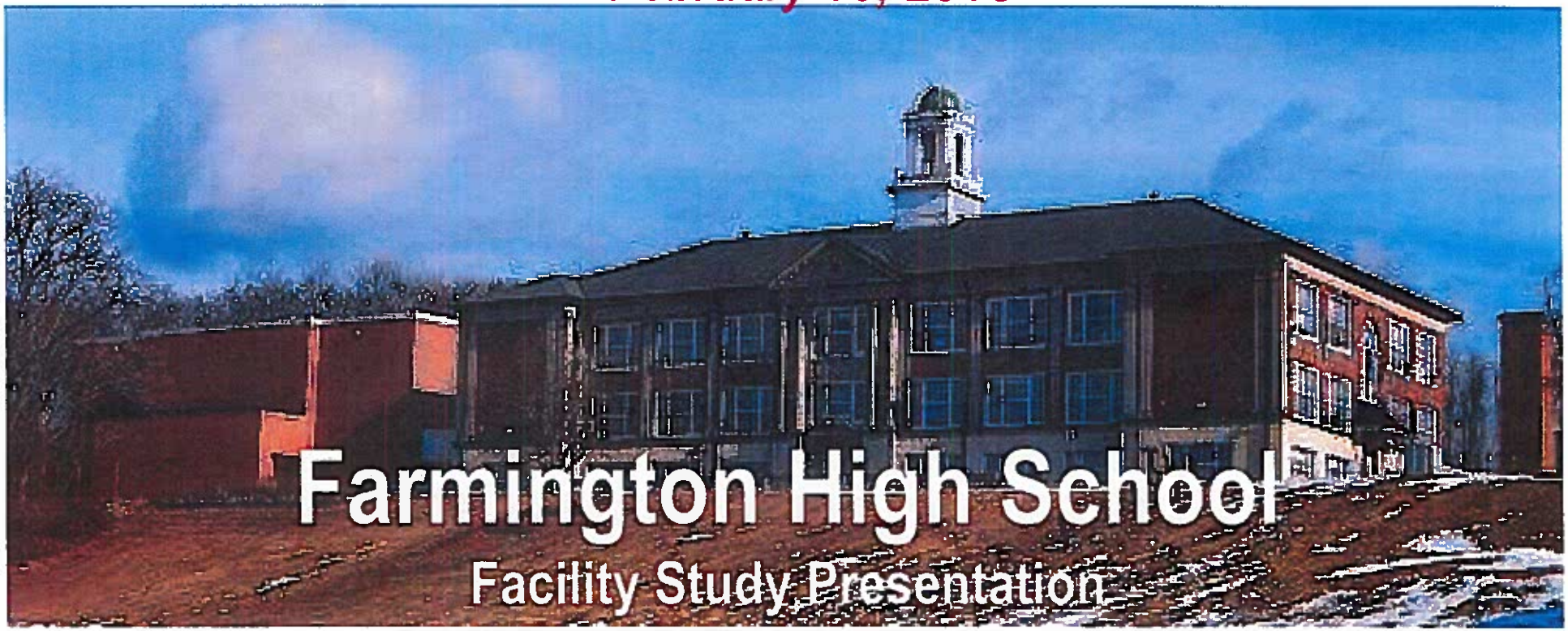
Motion was made and seconded (Apuzzo/Landry) to adjourn the meeting at 6:45 p.m.

Adopted unanimously.

Respectfully submitted,

Paula B. Ray, Clerk

Joint Farmington Town Council and
Board of Education Meeting
February 10, 2015



Farmington High School

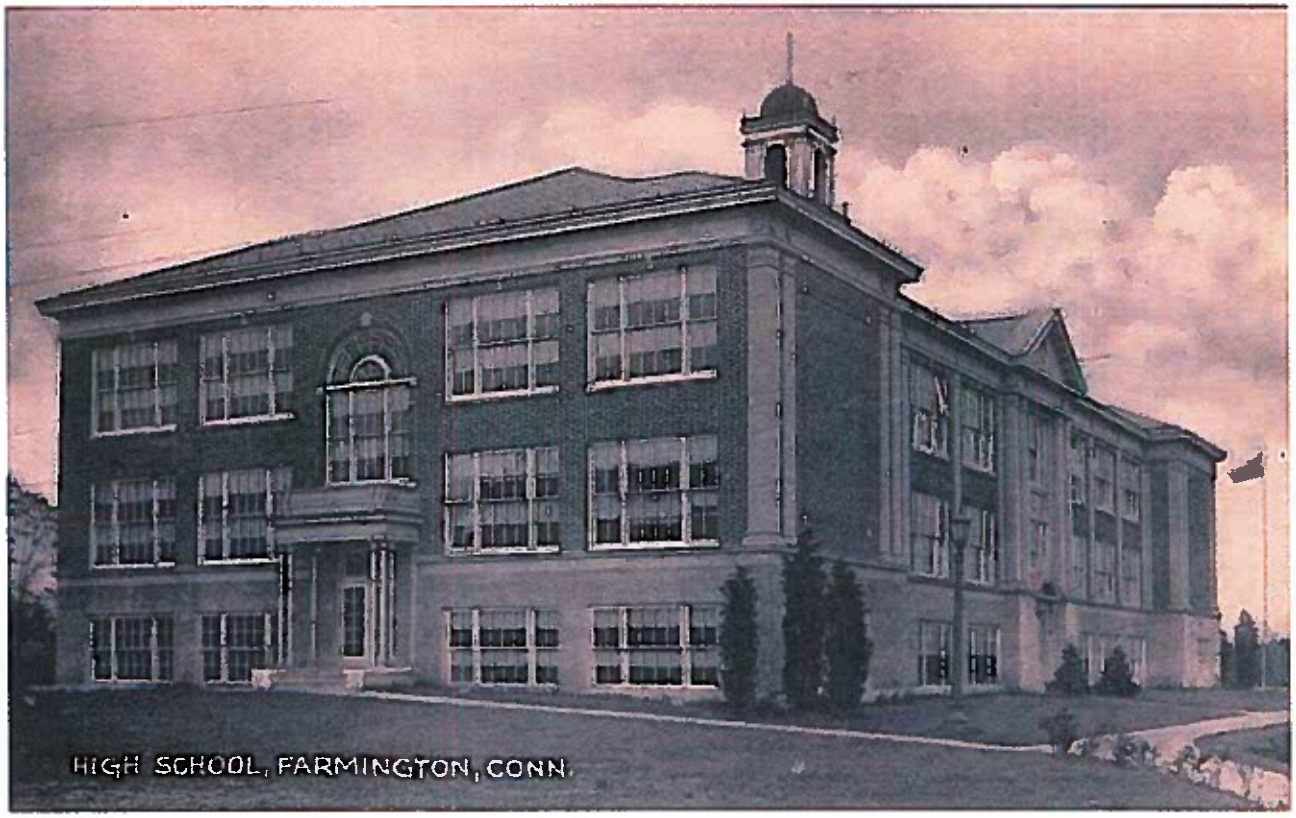
Facility Study Presentation

FARMINGTON
PUBLIC SCHOOLS

Process

- Conducted multiple observations of existing conditions
- Assessed conditions; age of equipment, buildings
- Reviewed history of site, building, and additions
- Analyzed energy efficiency and options for improvement
- Reviewed of existing reports (OCR, NEASC, and School Safety)
- Conducted Focus Group Sessions (Faculty, Administration, and Students)
- Assessed education space needs
- Proposed conceptual solutions to address needs

Architectural Context



Quick Overview: Teaching and Learning

- Undersized Cafeteria, Auditorium and Library/Media Center
- Need for additional classrooms
- 30% "unusable space" could be partially recaptured for additional classroom space and other learning spaces that reflect needs of students, programming and learning models
- Multiple issues with the Auditorium and Music Instructional Spaces
- Undersized Science Lab Spaces impacting science curriculum and programming
- Lack of flexible learning spaces impacting programming
- Lack of adequate art studios impacting programming
- Lack of adequate faculty meeting space for whole faculty professional learning

Quick Overview: Lack of Efficiency

- Lack of energy efficiency due to age and footprint of school facility
- Aging mechanical systems and building envelope inadequate creating a lack of comfort and energy efficiency
- Faculty, staff and student work efficiency limited due to footprint of facility
- School schedule could be more efficient by recapturing space from 30% of "unusable" space
- Community use of facility limited due to security requirements and footprint of school building

Quick Overview: Facility

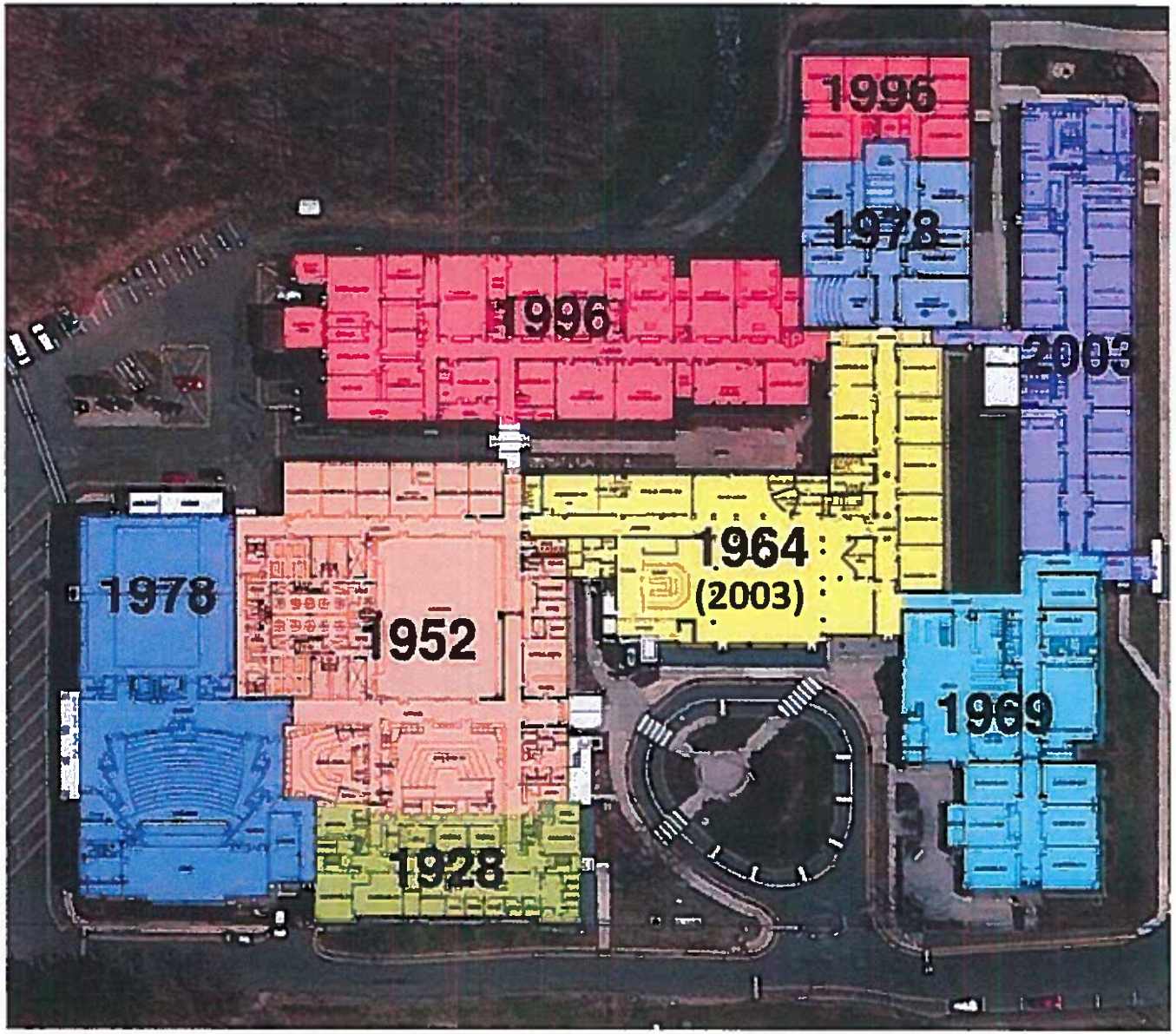
- Lack of compliance with State of Connecticut Security recommendations (June, 2014) for school facilities
- Areas of ADA code non-compliance throughout the facility
- Given current and projected enrollment, square footage and 30% "unusable" space create undersized classrooms, auditorium, library media, cafeteria and lower number of classrooms than needed
- 2004 NEASC facility recommendations have not been fully addressed
- Aging equipment
- Roof replacement: Areas of the school are in need of roof replacement
- Traffic flow and lack of parking are daily issues, especially when events occur
- 1928 building and other areas of the facility are aging and not adequately insulated
- Aging mechanical systems, equipment and piping
- Limited community use of facility due to multiple facility issues

Enrollment

Allowable SF Areas			
Current Enrollment			
Grade	**# of Students**	**Allowable SF**	**Allowable Area**
9th	329	170	55,930
10th	329	184	60,536
11th	329	184	60,536
12th	329	184	60,536
Subtotal	**1316**		**237,538**
Projected 2016 From Enrollment Report 10/1/14			
9th	281	170	47,770
10th	292	184	53,728
11th	324	184	59,616
12th	332	184	61,088
Subtotal	**1229**		**222,202**

Existing Building ~ Approx. 218,933 sq.ft.

- A school building's functional age is approximately <u>50 Years</u>
- Farmington High School's original building was built in 1928 (87 Years Old)
- Six additions over the last 60 years with the last addition in 2003

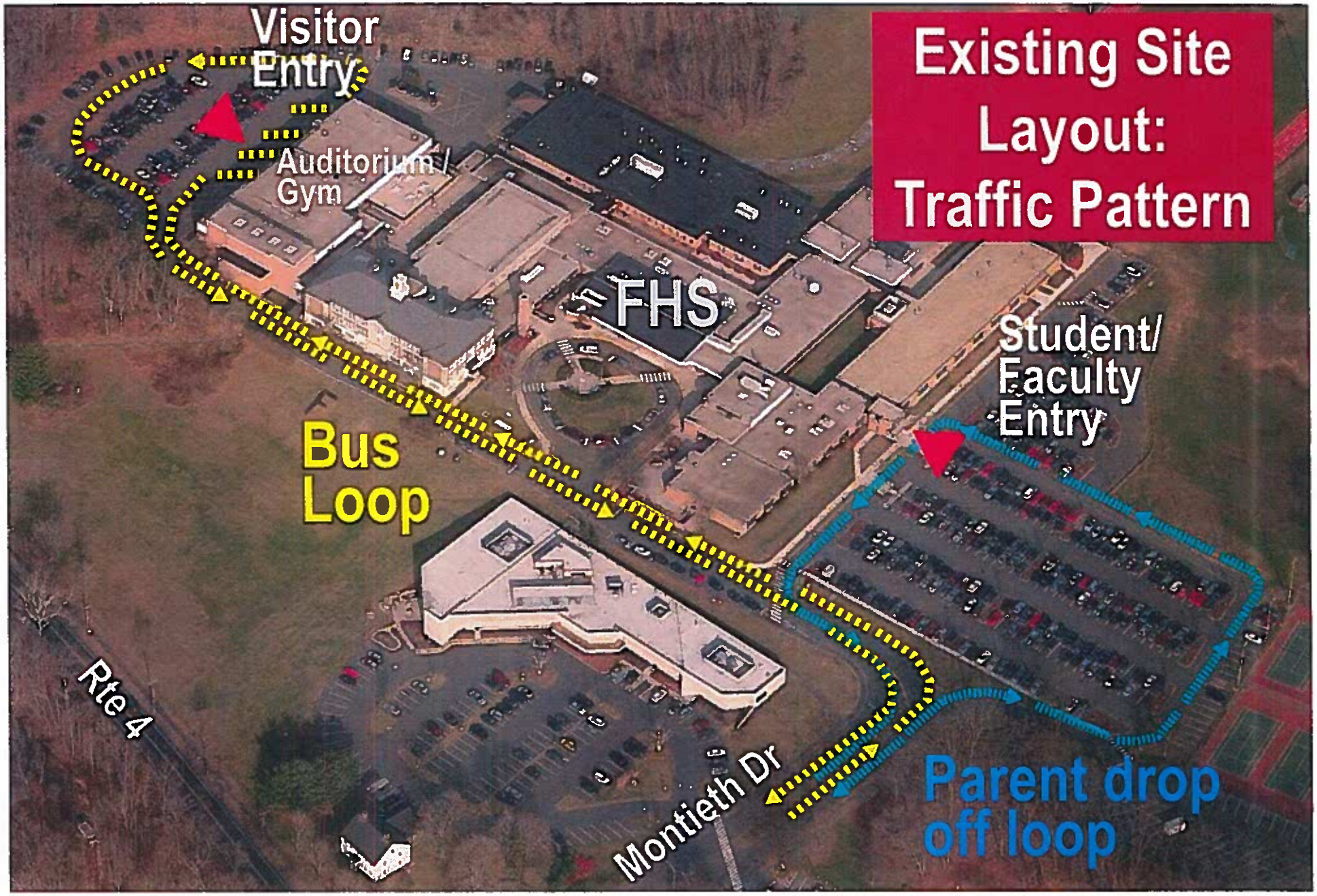


Age

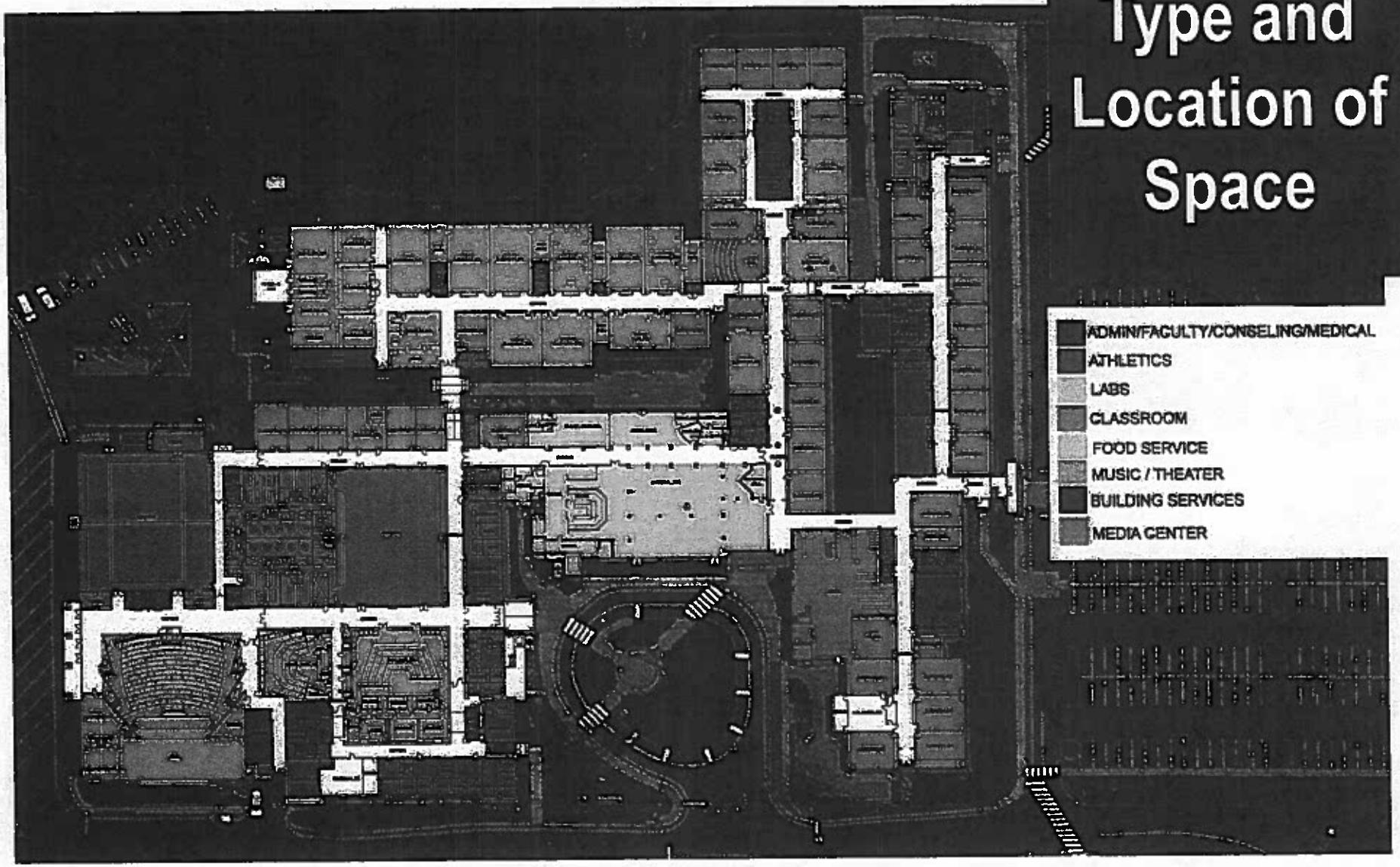
Expansion over the Years

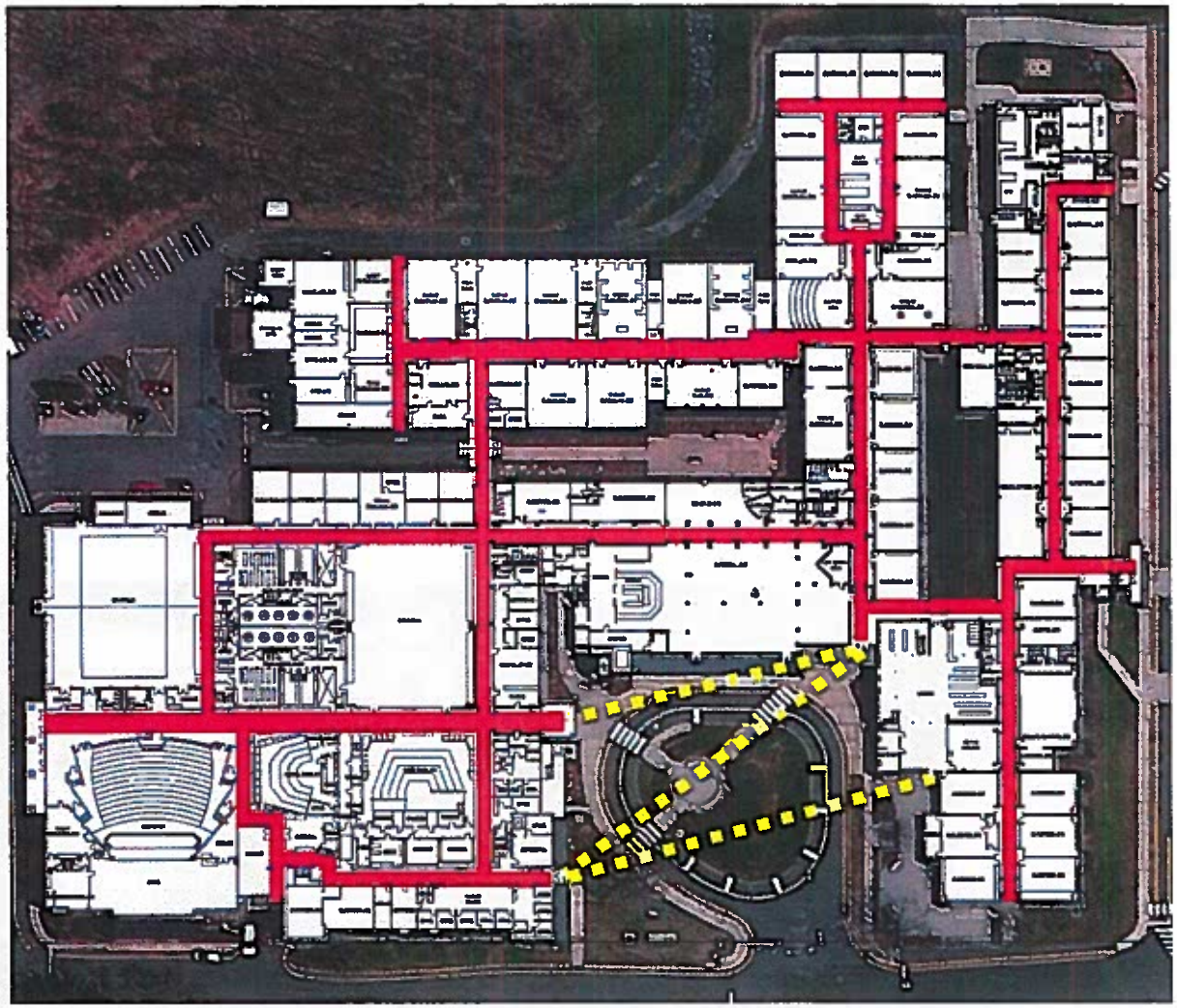
Expansion through the years has created a large, sprawling floor plan, leading to 30% unusable space due to expansive hallways.

This has created a multitude of problems that have been cited in the 2013-2014 OCR and 2004 NEASC Reports.


Existing Site Layout: Traffic Pattern
Visitor Entry
Auditorium / Gym
FHS
Student/ Faculty Entry
Bus Loop
Rte 4
Montieth Dr
Parent drop off loop

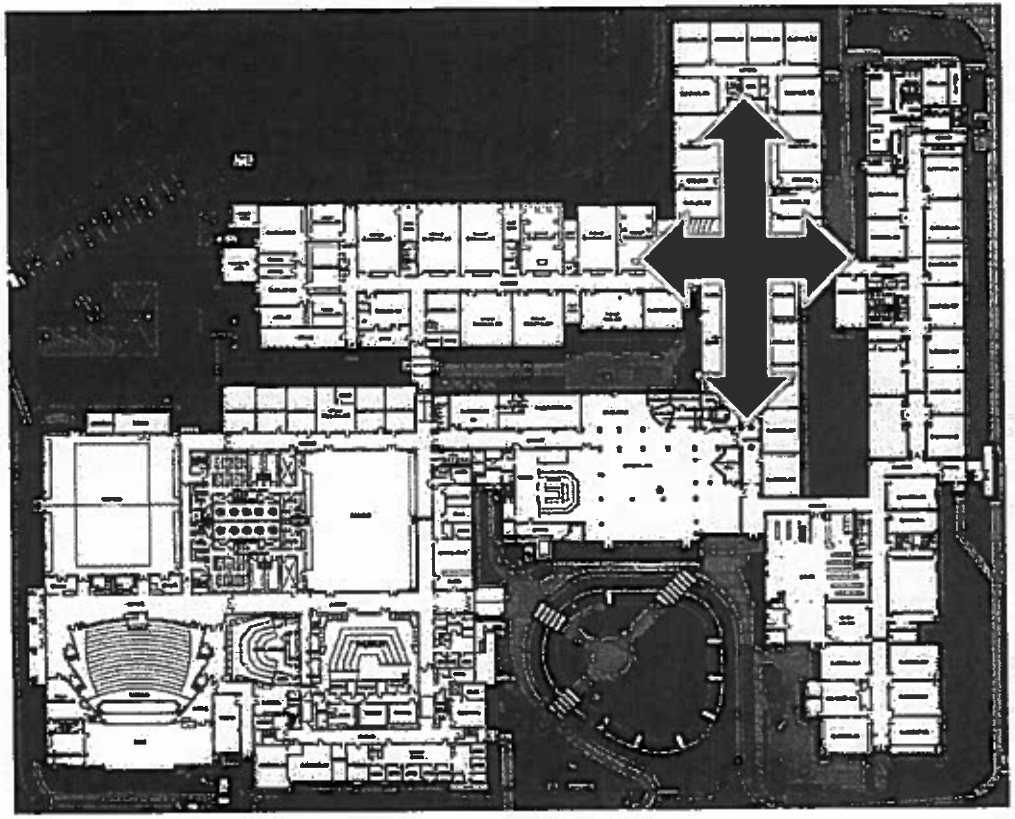
Type and Location of Space





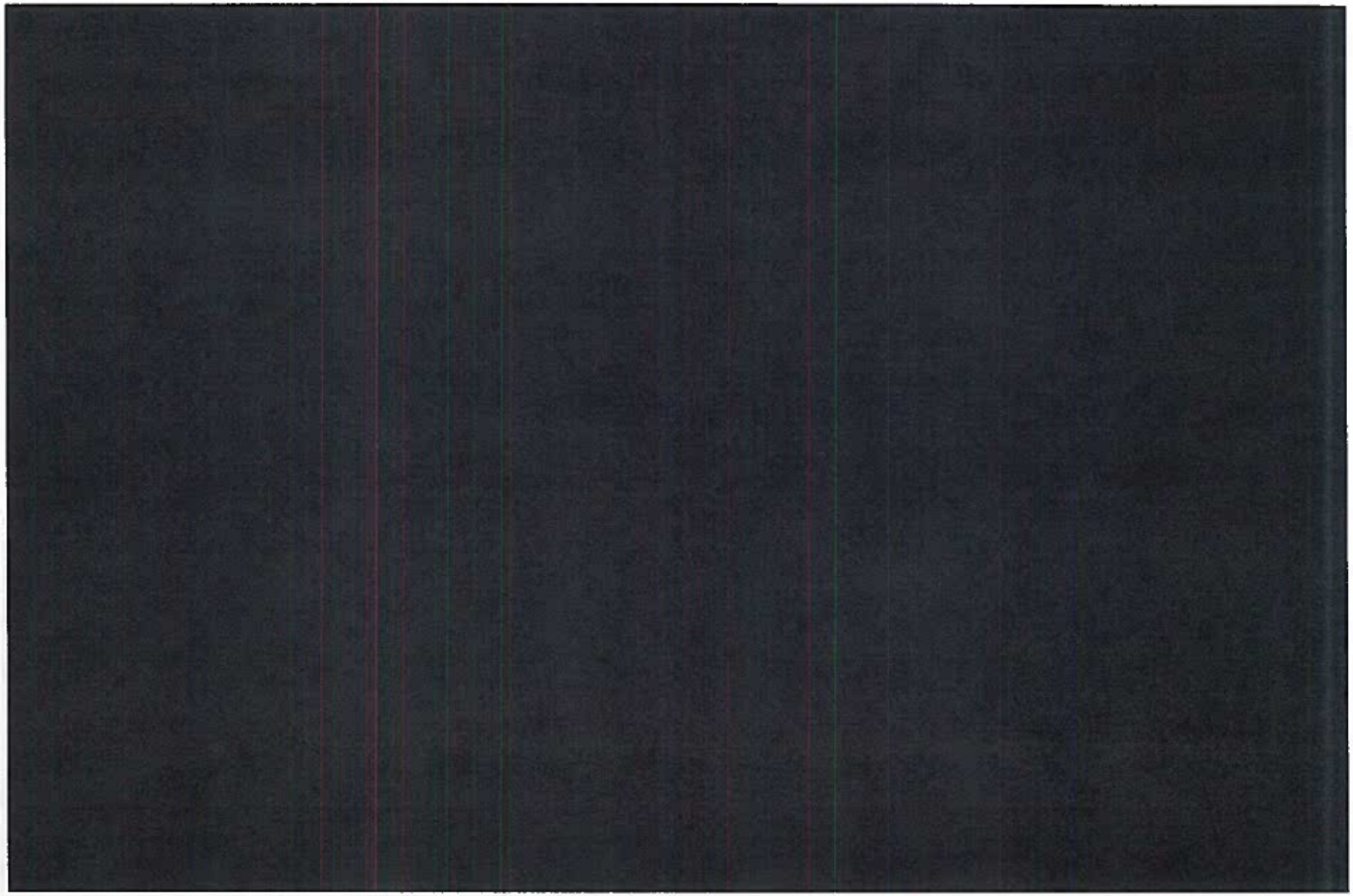
Halls

Existing Conditions

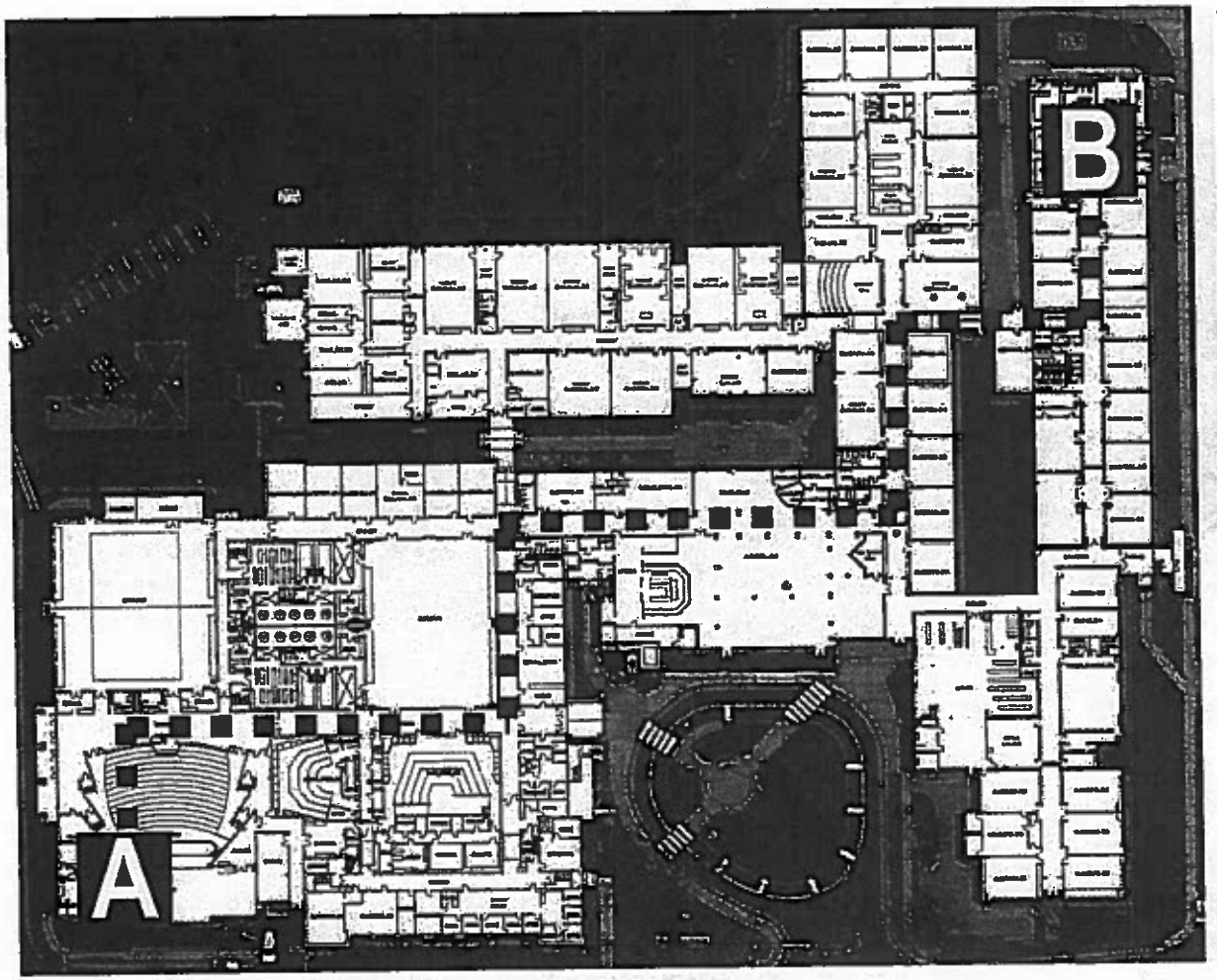


696

Average # of students crossing this intersection between classes



This occurs 9 times a day

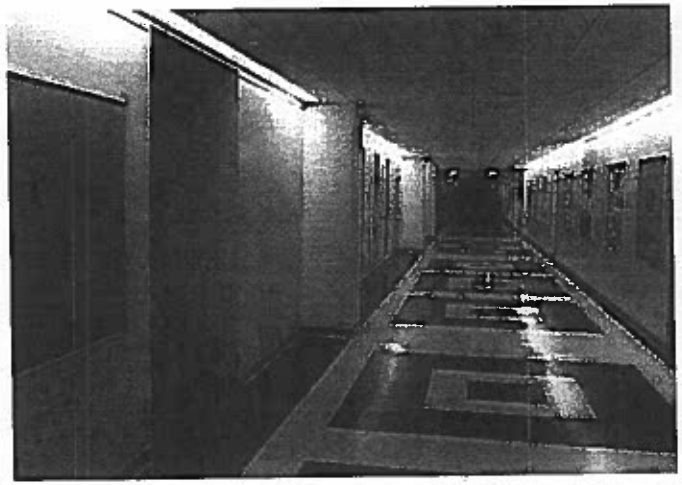


1070 ft.
Nearly a quarter mile

Distance from point A to B

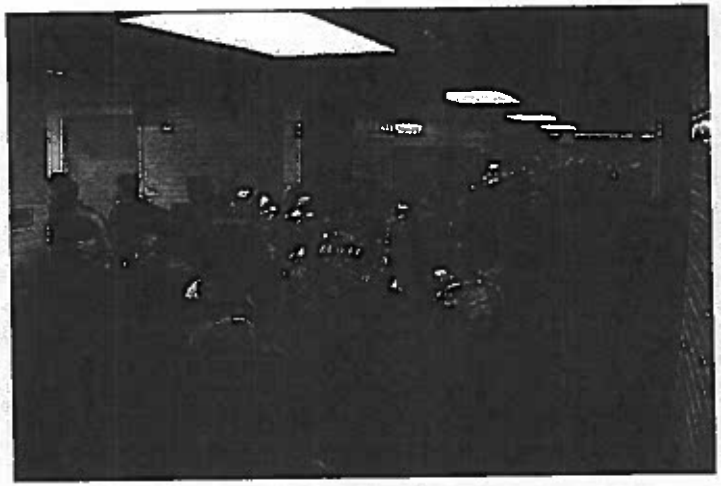
4 min.

Passing Time between classes



4.25 min.

Time it takes to walk 1070 ft. an empty hallway



5.25 min.

Time it takes to walk 1070 ft. with other students

10:00 am

First Lunch Starts

(Cafeteria size dictates number of lunch periods)

*Actual Period Starts at 9:51 am

NEASC

2004 Recommendations Summary

- **Decrease/improve travel distances** for faculty and staff.
- **Improve circuitous and crowded corridors** and intersecting/converging students and faculty.
- **Create informal collaboration spaces** for students, faculty and staff.
- **Address building systems** for a controllable interior environment. – Partial improvements made
- **Address accessibility to exterior/interior areas** – partial improvements made

Vision of the Farmington Public Schools' Graduate

FARMINGTON PUBLIC SCHOOLS
"Vision of the FPS Graduate"

Farmington Graduates:
Pioneers-Scholars-Contributors-Citizens

Farmington Public Schools' Graduates will acquire an understanding of the essential knowledge and skills in the core academic disciplines and develop the thinking and learning skills necessary to meet the challenges of local, national and global citizenship in a rapidly changing world.

Critical Thinking and Reasoning: Students access, interpret, analyze, and evaluate ideas and information, draw evidence-based conclusions, synthesize new learning with prior knowledge and reflect critically on learning.

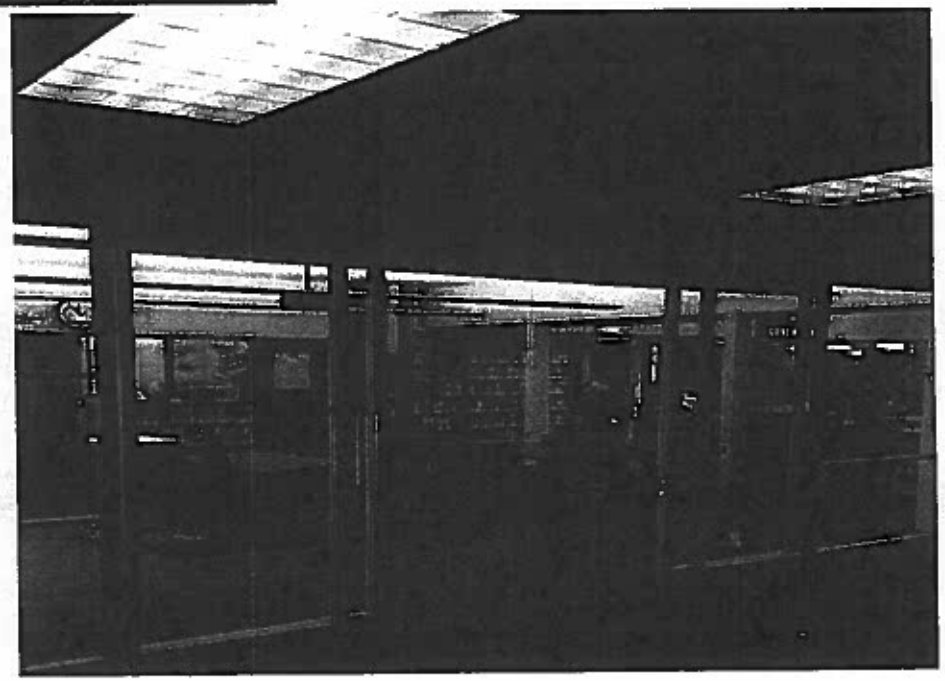
Collaboration and Communication: Students participate effectively in a variety of teams, actively listen and respond to the ideas of others, share responsibility for outcomes, articulate ideas clearly in multiple formats and use technology tools to enhance communication.

Problem Solving and Innovation: Students identify problems, analyze data, ask questions, utilize a variety of resources, think flexibly, make connections and seek practical, innovative and entrepreneurial solutions.

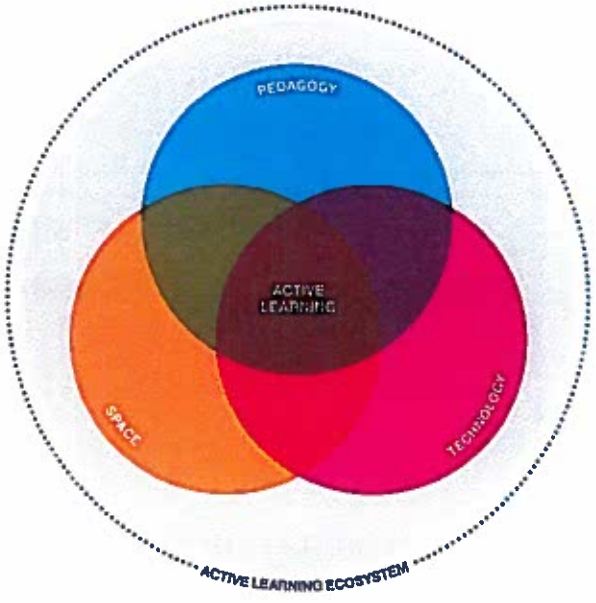
Self-Direction and Resourcefulness: Students explore interests, take initiative, set learning goals, demonstrate persistent effort, adapt to change with resiliency and exhibit ethical leadership and responsible citizenship.

Active learning spaces

Research and Trends….



Instructional models require flexible learning spaces…



Learner-centered instructional model

Teachers as facilitators, activators of learning, guides or coaches

Discovery and team-based activities

Teaching and learning that impact schools today and tomorrow….

PROBLEM-BASED LEARNING

An approach to learning **focusing on the process of solving a problem** and acquiring knowledge. The approach is also inquiry-based when learners are active in creating the problem.

PROJECT-BASED LEARNING

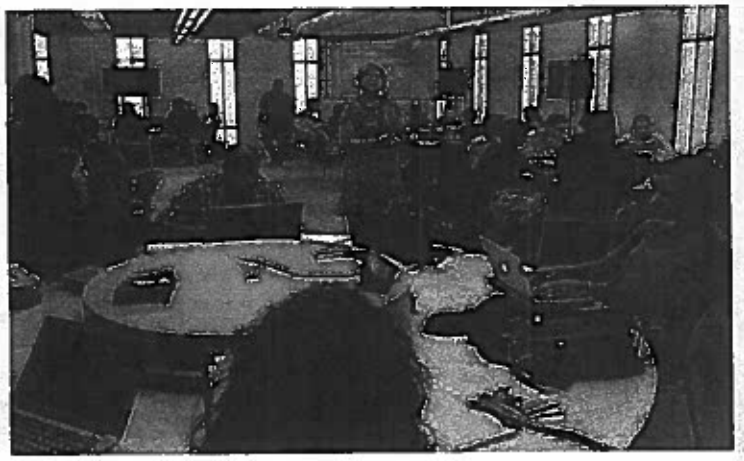
An approach to learning **focusing on developing a product or creation**. The project may or may not be learner-centered, problem-based or inquiry-based.

INQUIRY-BASED LEARNING

A learner-centered, active learning approach **focusing on questioning, critical thinking, and problem solving**. It is associated with the idea "involve me and I understand."

Designed to support technology…

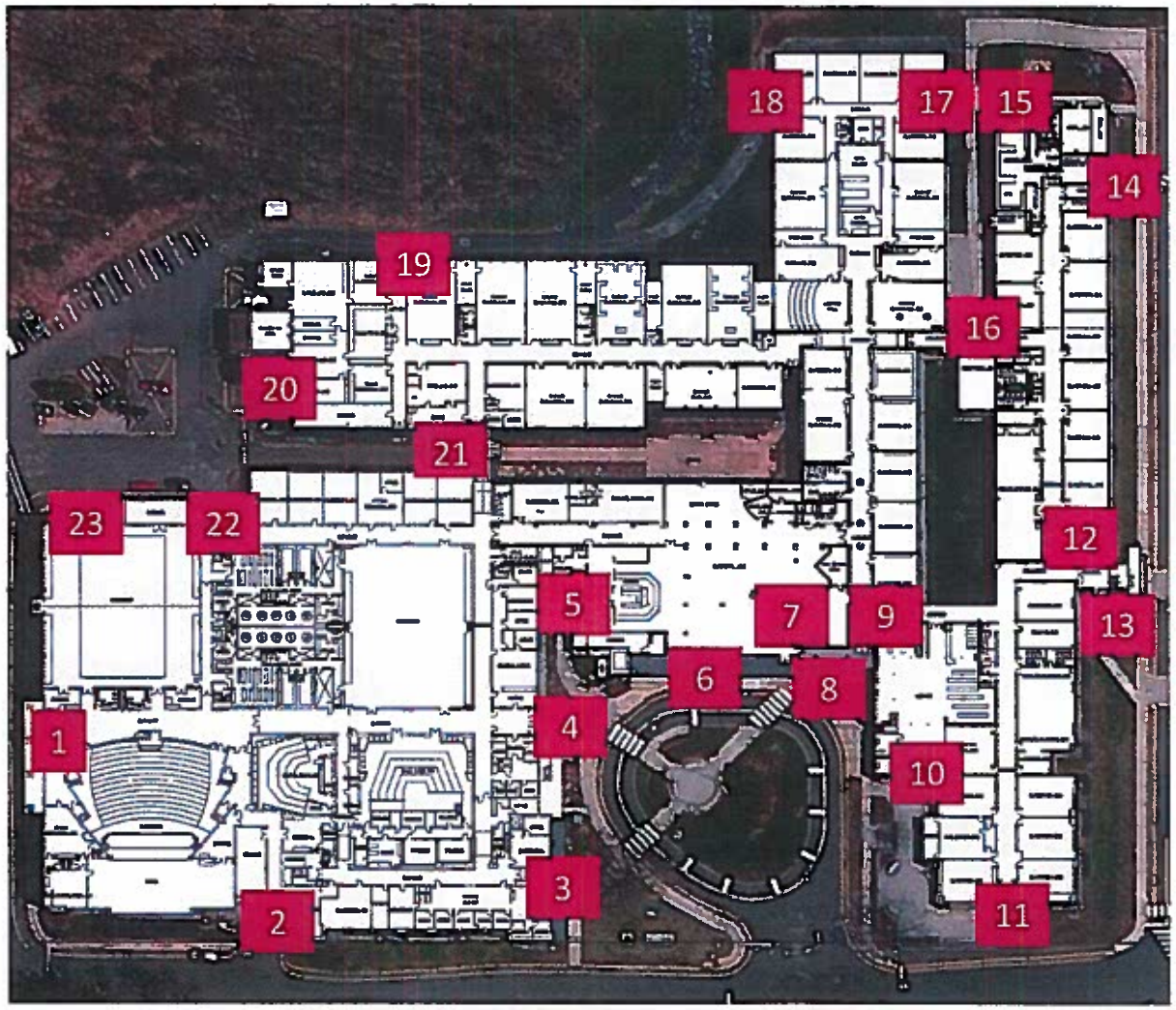
Space can augment and leverage the learning experience for students.



Recapturing Space

If the current floor plan is reconfigured to recapture poorly utilized space:

- 8.5 additional classrooms could be added
- Auditorium, Cafeteria and Library/Media space could be increased
- Create more flexible learning spaces



23

Entry points into FHS

Security
June, 2014
School
Infrastructure
Report

- **Accessibility Issues – 23 Separate entry points to building**
- **Sightlines – Currently NOT possible to see individuals approaching building entrances**
- **Lack of building separation – When community events take place individuals can enter all spaces**
- **Lighting – Improve interior and exterior lighting levels**
- **Building Orientation – Despite signage, very difficult to navigate building "maze like" design**

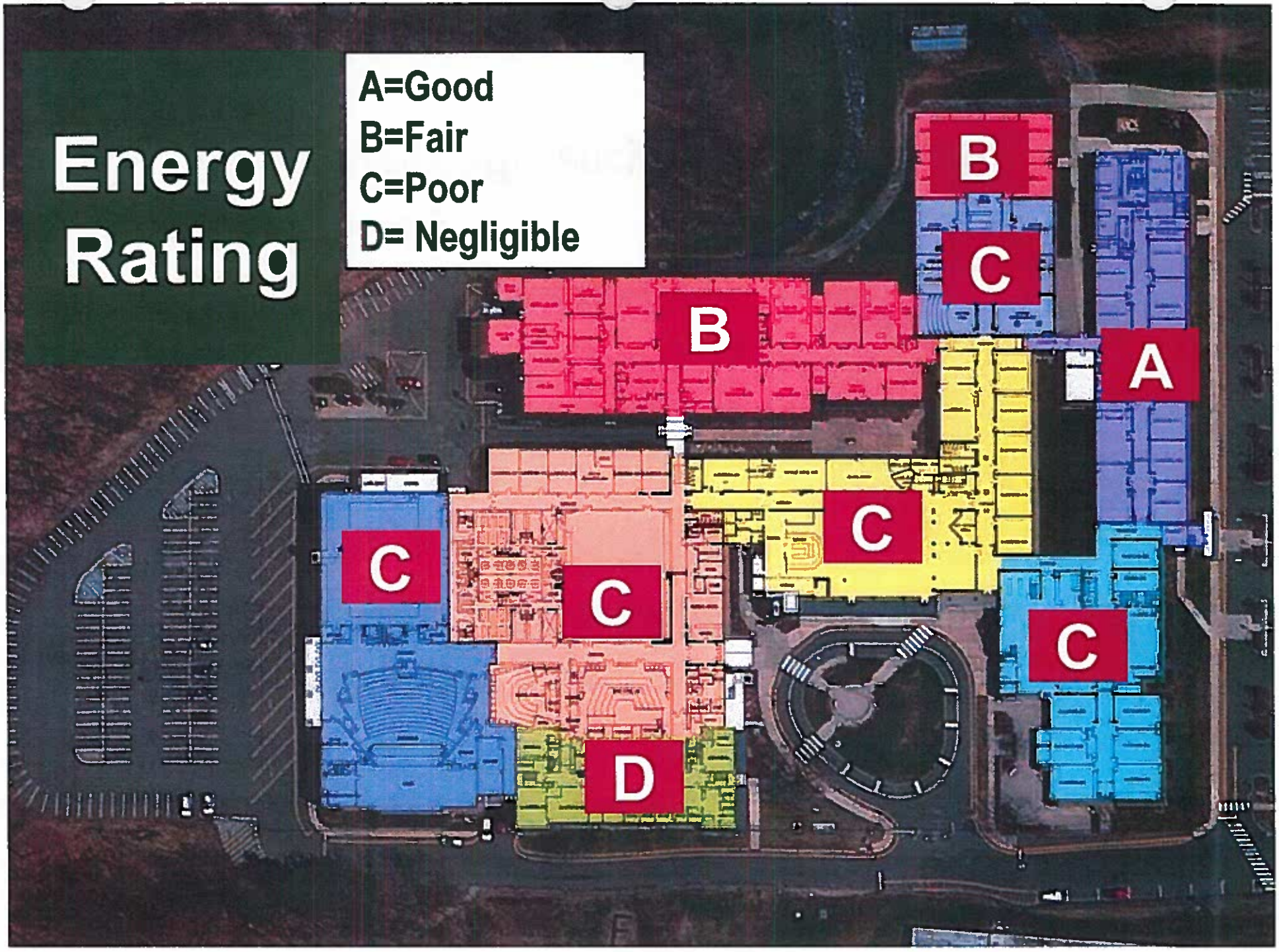
Non-Compliant With Current Codes

ADA INACCESSIBLE SPACES:

Auditorium/ Stage
Music Instructional Spaces
Library/Media Center
Bathrooms
Portions of 2nd and 3rd Floors of 1928 Building
Outdoor Athletic Facilities
Various Learning Spaces throughout Building

Auditorium Review 2013

- Major Acoustic Issues
- ADA (non-compliant)
- Seating capacity not adequate in auditorium
- Seats are in disrepair and the district unable to replace due to age and model
- Noisy Mechanical System
- Bathroom capacity not adequate and ADA non-compliant (hallway)
- 2/3 of school population should be able to fit in auditorium—currently only one class can fit in auditorium
- Pit (ADA non-compliant)
- Booth (ADA non-compliant)
- Other (appearance, lighting, etc.)
- Inadequate storage
- Music Instructional Space (acoustics and ADA non-compliant)
- Impacts entire school, school district as well as the music program

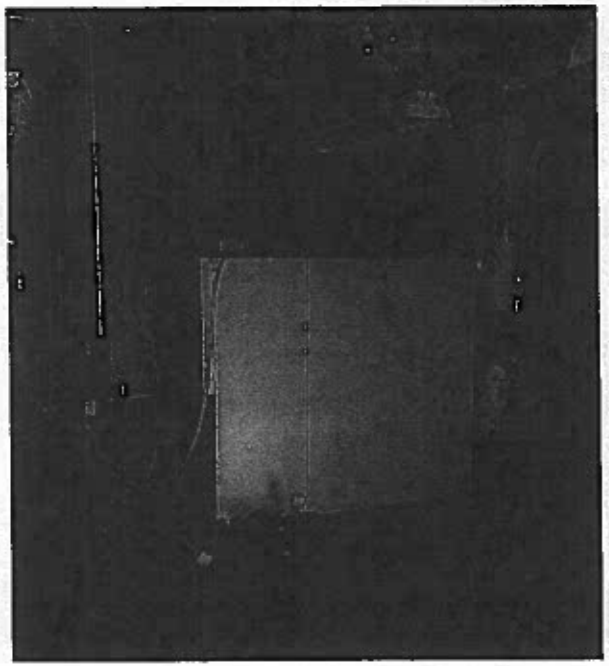

Energy Rating
A=Good
B=Fair
C=Poor
D= Negligible
B
C
B
A
C
C
C
C
D

Existing MEP-Out of Code Compliance:

- Age (some systems are approaching end of useful life)
- Condition of some Equipment (Age)
- Code Non-Compliant: Comfort and Controls
- Need to Improve Compliance with Life Safety
- Lack of Energy Efficiency

MEP

Mechanical
Electrical
Plumbing, Fire Protection
& Alarms

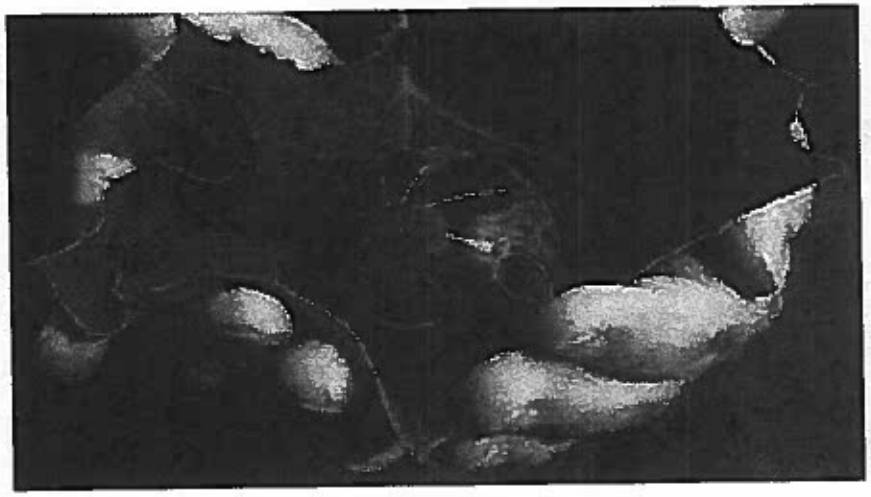


Areas that could not be addressed in the 2012-2013 Performance Contract.....

Potential Energy Savings

- Farmington High School - $393,000 per year current operating cost
- New and/Renovated MEP systems could save an average of 35% of operating costs or ~ $140,000 per year

**Note - Could realize a 45% savings depending upon solution*



Potential Green Solutions

- Geothermal
- Solar panels / PV's
- Heat recovery systems
- Earth ducts
- Daylight harvesting
- Sustainable materials
- Energy rebates – lighting, MEP equip.

30.71%

Reimbursement

2014-2015 Reimbursement Percentages

Status of data: Preliminary

STATE OF CONNECTICUT

Kevin Chambers (860) 713-6433

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Town	Name	DRG	Wealth AENGLC Rank	Adult Education (0-65%) [1]	Transportation (0-60%) [2]	C (2			
29	COLEBROOK	E	50	18.96	12.72				
30	COLUMBIA	C	94	35.98	30.20				
31	CORNWALL	C	14	5.03	0.00				
32	COVENTRY	E	121	46.43	40.53				
33	CROMWELL	D	60	22.83	16.69				
34	DANBURY	H	122	46.82	41.32				
35	DARIEN	A	3	0.77	0.00				
36	DEEP RIVER	E	77	29.40	23.44	47.14	37.14	46.19	
37	DERBY	H	152	58.42	53.25	73.93	63.93	81.90	
39	EASTFORD	E	119	45.65	40.13	62.14	52.14	66.19	
40	EAST GRANBY	D	64	24.38	18.28	42.50	32.50	40.00	
41	EAST HADDAM	E	81	30.95	25.03	48.57	38.57	48.10	
42	EAST HAMPTON	D	96	36.76	30.99	53.93	43.93	55.24	
43	EAST HARTFORD	H	159	61.13	56.03	76.43	66.43	85.24	
44	EAST HAVEN	G	139	53.39	48.08	69.29	59.29	80.00	
45	EAST LYME	D	70	26.70	20.66	44.64	34.64	42.86	
46	EASTON	A	17	6.19	0.00	25.71	15.71	17.62	
47	EAST WINDSOR	F	116	44.49	38.94	61.07	51.07	64.76	
48	ELLINGTON	C	105	40.24	34.57	57.14	47.14	59.52	
49	ENFIELD	F	142	54.55	49.27	70.36	60.36	77.14	
50	ESSEX	C	20	7.35	0.79	26.79	16.79	19.05	
51	FAIRFIELD	B	18	6.58	0.00	26.07	16.07	18.10	
52	FARMINGTON	B	31	11.61	5.17	30.71	20.71	24.29	
53	FRANKLIN	E	93	35.57	30.80	53.57	43.57	54.76	

2015 Notes:

[1] For Priority School Districts, their percentage shall not be less than 20%.
Increased by 7.5 percentage points but not to exceed 65% for local boards of education providing adult education programs at the Department of Mental Health and Addiction Services Facilities provided such adults reside at such facilities.

[2] Increased by 10 percentage points for K-12 regional districts and 5 percentage points for secondary regional districts.

[3] Increased by 10 percentage points for K-12 and secondary regional districts and cooperative arrangements and 5 percentage points for endowed academies. For regional districts and endowed academies the percentage cannot exceed 85%

[4] For applications made on or after 07/01/2011 for new construction or replacement of a school building unless a town or regional school district can demonstrate that a new construction or replacement is less expensive.

Statement of Need

1. *Whereas, the Farmington Board of Education has engaged in a comprehensive school feasibility study with TECTON that included multiple observations of existing conditions, age of equipment, facility, review of history of site, building and additions, analysis of energy efficiency and options for improvement, review of existing reports (OCR, NEASC, School Safety), focus groups with faculty, administration and students, assessment of education space needs and conceptual solutions to address needs.*
2. *Whereas, the FHS NEASC study summary highlights a need to improve travel distances for faculty and staff, improve circuitous and crowded corridors and intersecting/converging students and faculty, create informal collaboration spaces for students, faculty and staff, address building systems for a controllable interior environment and address accessibility to interior and exterior areas.*
3. *Whereas, several spaces at FHS do not meet ADA requirements as outlined by the OCR report issued in 2013-2014, including but not limited to the auditorium, stage, music instructional spaces, some classrooms, outdated chair lift in the weight room, media center, bathrooms, portions of 2nd and 3rd floors of 1928 building, culinary space, and outdoor athletic facilities.*
4. *Whereas, the FHS Safety and Security Study highlights accessibility issues (23 separate entry points to building), sight line issues, public/private use of building , inadequate interior and exterior lighting levels, building orientation difficulty and various issues around the multiple additions.*
5. *Whereas, Farmington High School (FHS) has experienced several additions over many years, with an aging 1928 building in need of significant renovation as well as several additions with an inefficient building envelope impacting energy costs and efficiencies (insulation, façade, windows-except for 900 wing) as well as aging mechanical, electrical, plumbing, fire alarm and protection building systems not in code compliance.*
6. *Whereas, Farmington High School system energy performance is lacking with a $393,000 cost per year and in need of a "Green Design" (new or renovated MEP systems could save an average of 35% of annual costs or 140,000 per year—could realize a 45% savings depending upon solution).*
7. *Whereas, the auditorium (poor acoustics), cafeteria, and library are undersized, impacting high school scheduling, educational programming as well as state and federal requirements on food services.*

8. *Whereas, the additions have primarily addressed enrollment increases, but have resulted in a very large, inefficient facility footprint impacting not only energy costs, but security, insufficient student classroom space, a need for students to travel outside the building to travel to classes (696 student cross intersection between classes 9 times per day and 1070 feet from one side of the building to another), significant hallway congestion, inadequate use of space (30% unused space), a lack of space for robotics, lack of space for whole school staff professional learning and collaboration as well as constraints on educational programming for students.*

9. *Whereas, with current and emerging educational requirements and demands on comprehensive high schools, FHS is in need of an efficient, functional, flexible learning facility that meets state and federal requirements and serves the diverse needs of all students.*

10. *Whereas, the current parking is inadequate and requires expansion to accommodate the school and public use of Farmington High School's building.*

The Board, therefore, directs administration to begin planning a renovation of appropriate and necessary school space at Farmington High School to accommodate new MEP needs, educational programming needs, Connecticut school safety expectations, NEASC standards and OCR/ADA regulations not currently being addressed in their entirety:

- *Maximize square footage for educational programming (see #2, #8, #9)*
- *Create multiple levels to the building to address inefficient sprawl and "maze" like building to increase classroom space, space for robotics and other current and emerging learning spaces (see #2, #8, #9)*
- *Undersized auditorium (acoustic issues), stage cafeteria and media center (see #7)*
- *Address multiple ADA compliance issues (see #3)*
- *Address Mechanical, Equipment and Piping (MEP) code compliance issues (see #2, #5, #6)*
- *Address Security compliance issues (see #4)*
- *Address overcrowded Town Hall office space as well as off-site Farmington Alternative High School space needs (#8)*