

WESTPORT BOARD OF EDUCATION

AGENDA*

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER

6:30 p.m., Staples High School, Room 1025c

EXECUTIVE SESSION: Discussion Concerning the Employment of the Superintendent

RESUME PUBLIC SESSION/PLEDGE OF ALLEGIANCE

7:30 p.m., Staples High School, Cafeteria B (Room 301)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

MINUTES: January 31, February 25, February 27, March 1, March 4, and March 12, 2019, pages 1-13

DISCUSSION

- 1. Update on CMS Building Project Mr. Donald O'Day
- 2. Update on BMS 6-8 Planning, *pages 15-25* (Encl.) Dr. Colleen Palmer
Dr. Anthony Buono
Dr. Adam Rosen
- 3. Parent Survey Results and Middle School Education Visioning, *pages 27-36* (Encl.) Dr. Colleen Palmer
Dr. Anthony Buono
- 4. Synthetic Turf Fields and Staples Track Ms. Elaine Whitney
- 5. Student and Faculty Calendar 2020-21 School Year, *page 37* (Encl.) Dr. Colleen Palmer

DISCUSSION/ACTION

- 1. Discussion of FY 2020 Education Budget in Light of Vote by Board of Finance to Reduce Overall Budget by \$250,000 and a Possible Vote to Request Restoration by the BoF Mr. Mark Mathias
- 2. Awarding of RFP #19-006 Master Plan Facilities Consultant to Antinozzi Associates, *pages 39-129* (Encl.) Mr. Elio Longo

UPDATES

- 1. Finance and Facilities Committee Ms. Elaine Whitney
Mr. Neil Phillips
- 2. Teaching and Learning Committee, *pages 131-136* (Encl.) Ms. Candice Savin
- 3. Policy Committee Ms. Karen Kleine
- 4. BMS Modular Committee and the CMS School Building Committee Ms. Karen Kleine

DISCUSSION/ACTION

1. Discussion and Action on Superintendent Resignation of Employment Mr. Mark Mathias
2. Discussion and Action to Appoint a Personnel Search Committee
Regarding the Position of Superintendent of Schools Mr. Mark Mathias

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m.

The meeting can also be viewed on Cablevision on channel 78; Frontier channel 6021 and by video stream @www.westportps.org

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.

**WESTPORT BOARD OF EDUCATION MINUTES
MEETING**

Board Members Present:

Mark Mathias Chair
Jeannie Smith Vice Chair
Elaine Whitney Secretary
Karen Kleine
Vik Muktavaram

Administrators Present:

Colleen Palmer Superintendent of Schools
Anthony Buono Asst. Superintendent of Teaching and Learning
Tina Mannarino Asst..Superintendent Pupil Personnel Services
Elio Longo Chief Financial Officer
John Bayers Director of Human Resources

Absent:

Candice Savin
Neil Phillips

PUBLIC CALL TO ORDER/PLEDGE OF ALLEGIANCE: 7:33 p.m., Staples High School, Cafeteria B

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS

DISCUSSION

FY 2019 - FY 2020 Education Budget

FY 2018 - FY 2019 Second Quarter Financial Report

DISCUSSION/ACTION:

Proposed Change of Date of Professional Development Day for FY 2019 - FY 2020 School Year

Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education changes the professional development day scheduled for Wednesday, November 27, 2019, to Tuesday, August 20, 2019, within the approved FY 2019 - FY 2020 academic calendar for the District.

MOTION: Karen Kleine
SECOND: Elaine Whitney
RESULT: Passed Unanimously
VOTE: 5-0

Modification to FY 2018 - FY 2019 School Year Calendar

Be it resolved, that the Board of Education authorizes the Superintendent of Schools to: 1) adjust the number of school days for the students of Coleytown Middle School from 182 days to 180 days for the FY 2018 - FY 2019 school year given the extraordinary facility circumstances of the school year that resulted in two missed days of instruction for students this past fall, and 2) enter into a MOU with the WEA to recognize that the additional work of teachers to transition to Bedford Middle School and Staples High School during the FY 2018 - FY 2019 school year constituted fulfillment of two days of service to the District this year.

MOTION: Karen Kleine
SECOND: Jeannie Smith
RESULT: Passed Unanimously
VOTE: 5-0

UPDATES

Finance and Facilities Committee

Teaching and Learning Committee

ADJOURNMENT: Mark Mathias moved to adjourn at 10:47 p.m.; seconded by Jeannie Smith and passed unanimously.

Respectfully submitted,
Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

**WESTPORT BOARD OF EDUCATION MINUTES
MEETING**

Board Members Present:

Mark Mathias Chair
Jeannie Smith Vice Chair
Elaine Whitney Secretary
Karen Kleine
Vik Muktavaram
Candice Savin
Neil Phillips

Administrators Present:

Colleen Palmer Superintendent of Schools
Anthony Buono Asst. Superintendent, Teaching & Learning
Tina Mannarino Asst. Superintendent, Pupil Personnel Services
Elio Longo Chief Financial Officer
John Bayers Director of Human Resources

PUBLIC CALL TO ORDER: 6:35 p.m., Staples High School, Principal's Conference Room 1025C

EXECUTIVE SESSION: Discussion of Privileged Attorney-Client Communication Regarding a Claim by a Former Student

Mark Mathias moved to go into executive session at 6:35 p.m. to Discuss Privileged Attorney-Client Communication Regarding a Claim by a Former Student; seconded by Jeannie Smith and passed unanimously. All Board members were present; Elaine Whitney participated by phone until 6:46 p.m.; Karen Kleine arrived at 6:37 p.m. Dr. Colleen Palmer, John Bayers, Anthony Buono, Tina Mannarino, Tom Mooney of Shipman & Goodwin, and Jessica Richmond-Smith of Shipman & Goodwin participated in the executive session at the invitation of the Board. The executive session adjourned at 7:24 p.m.

RESUME PUBLIC SESSION/PLEDGE OF ALLEGIANCE: 7:39 p.m., Staples High School, Cafeteria B

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

MINUTES: February 11, 2019

Elaine Whitney moved to approve the minutes of February 11, 2019; seconded by Jeannie Smith and passed unanimously.

PRESENTATIONS

Viewing of "This Year I Learned to..." Video from State of the Town Presentation

Updated Enrollment Projections and Redistricting Scenarios Options

DISCUSSION/ACTION:

Update on Teaching and Learning Committee Work Related to Reopening of CMS Facility
No action was taken.

Proposed Graduation Requirements Commencing with Class of 2023
Discussion and action deferred by consensus to a future meeting.

FY 2019 - FY 2020 Proposed Budget of the Superintendent of Schools

Be it resolved, that the Board of Education request an appropriation from the Board of Finance and the Representative Town Meeting for an operating budget for the FY 2019 - FY 2020 school year of \$118,500,464, reflecting an increase of \$2,326,664, or 2.0%, as detailed in the materials discussed at the meeting of February 25, 2019.

MOTION: Mark Mathias
SECOND: Jeannie Smith
RESULT: Passed Unanimously
VOTE: 7-0

At 10:50 p.m., Mark Mathias moved to continue with the discussion/action items FY 2019 - FY 2020 Capital Budget and Appointment of Board of Education Member to the Bedford Middle School Modular Project and the discussion item Update on BMS 6-8 Planning, as it was after 10:30 p.m.; seconded by Jeannie Smith and passed unanimously.

FY 2019 - FY 2020 Capital Budget

No action was taken; vote deferred by consensus to a future meeting.

Appointment of Board of Education Member to the Bedford Middle School Modular Project

The Board of Education appoints Karen Kleine to be a voting, ex officio member of the Bedford Middle School Modular Project Committee.

MOTION: Mark Mathias
SECOND: Jeannie Smith
RESULT: Passed Unanimously
VOTE: 7-0

DISCUSSION

Update on BMS 6-8 Planning

UPDATES

January Health Insurance Report
Deferred by consensus to a future meeting.

ADJOURNMENT: Mark Mathias moved to adjourn at 12:14 a.m.; seconded by Jeannie Smith and passed unanimously.

Respectfully submitted,
Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

DRAFT

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**WESTPORT BOARD OF EDUCATION &
WESTPORT PARKS AND RECREATION COMMISSION
JOINT MEETING**

**Special Meeting of the Westport Board of Education
Minutes**

Board of Education Members Present:

Mark Mathias Chair
Elaine Whitney* Secretary
Karen Kleine
Candice Savin

Administrators Present:

Marty Lisevick Athletic Director

*Arrived at 8:05 p.m.

Absent:

Jeannie Smith, Vik Muktavaram & Neil Phillips

**Members of the Westport Parks and Recreation
Commission Present:**

Charles Haberstroh Chair
Karen Hess
Edward Iannone
Alec Stevens

Administrators Present:

Jennifer Fava, Director, Parks and Recreation

Absent:

Stephen Axthelm

PUBLIC CALL TO ORDER: 7:38 p.m., Town Hall Auditorium

DISCUSSION:

Synthetic Turf Fields and Staples Track Update

ADJOURNMENT: 9:32 p.m.

Respectfully submitted,

Elaine Whitney, Secretary, Board of Education

(Minutes written by Lisa Marriott)

DRAFT

WESTPORT BOARD OF EDUCATION MINUTES
Special Meeting

Board Members Present:

Mark Mathias Chair
Jeannie Smith Vice Chair
Elaine Whitney* Secretary
Karen Kleine
Vik Muktavaram
Candice Savin

Administrators Present:

Colleen Palmer Superintendent of Schools
Anthony Buono Asst. Superintendent of Teaching and Learning
Tina Mannarino Asst..Superintendent Pupil Personnel Services
Elio Longo Chief Financial Officer
John Bayers Director of Human Resources

Absent:

Neil Phillips

*Participated by phone; participated until 1:36 p.m.

PUBLIC CALL TO ORDER: 12:07 p.m., Town Hall Auditorium

DISCUSSION:

Brown Bag Meeting of the Board of Education

Envisioning World-Class Middle Schools of Tomorrow - What Are the Essential Elements For Us to Focus On?

The events of this year have prompted us to reflect upon our current exemplary middle school program, and also to envision ways to move the experience to even higher levels of excellence to support the development of the whole child through these critical years. Please join the Board of Education and Central Office administrators for a conversation on what we believe is foundational to our middle school program and what we would like to see as any enhancements going forward.

The Brown Bag Meeting was moderated by Jeff Weiser, Chair, RTM Finance Committee.

ADJOURNMENT:

Respectfully submitted,

Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

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**WESTPORT BOARD OF EDUCATION MINUTES
MEETING**

Board Members Present:

Mark Mathias Chair
Jeannie Smith Vice Chair
Elaine Whitney Secretary
Karen Kleine
Vik Muktavaram
Candice Savin
Neil Phillips

Administrators Present:

Colleen Palmer Superintendent of Schools
Anthony Buono Asst. Superintendent, Teaching & Learning
Tina Mannarino Asst. Superintendent, Pupil Personnel Services
Elio Longo Chief Financial Officer
John Bayers Director of Human Resources

PUBLIC CALL TO ORDER/PLEDGE OF ALLEGIANCE: 7:34 p.m., Staples High School, Cafeteria B

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

PRESENTATIONS

Research Review: Grade Configurations

School Start Times

DISCUSSION:

Overview of Revenue Streams and Unexpected Expenses FY 19 Through BOE Endorsed FY 20 Budget

UPDATES

January Health Insurance Report

Teaching and Learning Committee

ADJOURNMENT: Mark Mathias moved to adjourn at 9:30 p.m.; seconded by Vik Muktavaram and passed unanimously.

Respectfully submitted,
Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

DRAFT

**WESTPORT BOARD OF EDUCATION
Special Meeting**

Board Members Present:

Mark Mathias Chair
Jeannie Smith* Vice Chair
Elaine Whitney Secretary
Karen Kleine
Vik Muktavaram
Neil Phillips

Administrators Present:

Colleen Palmer Superintendent of Schools

*Participated by phone

Absent:

Candice Savin

PUBLIC CALL TO ORDER: 9:09 a.m., Town Hall, Conference Rooms 307 & 309

DISCUSSION/ACTION:

To form an ad hoc subcommittee for collective bargaining

Be It Resolved, That the Board of Education establishes an ad hoc Collective Bargaining Committee for the FY 2018 - FY 2019 school year, said committee to be comprised of the following members of the Board of Education: Mark Mathias, Committee Chair, Jeannie Smith, Elaine Whitney, Karen Kleine, Candice Savin and Neil Phillips.

MOTION: Mark Mathias
SECOND: Vik Muktavaram
RESULT: Passed Unanimously
VOTE: 6-0

ADJOURNMENT: Mark Mathias moved to adjourn at 9:11 a.m.; seconded by Elaine Whitney and passed unanimously.

Respectfully submitted,

Elaine Whitney, Secretary, Board of Education
(Minutes written by Lisa Marriott)

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**Bedford Middle School 2019-
2020**

**Co Curricular
Programming
2019-2020**



“Our goal for co curricular programming is to offer all existing programs from CMS and BMS, expand programming and increase overall student participation, which is already substantial. This is an opportunity to capitalize on the synergy between the two middle school staffs for the benefit of our students and school community.”

- Dr. Rosen

Co Curricular Music Programming (draft)

Wind Ensemble Grades 6 & 7

Wind Ensemble Grade 8

Jazz Lab

Jazz Ensemble Grades 6-8

Camerata Chorus Grade 6

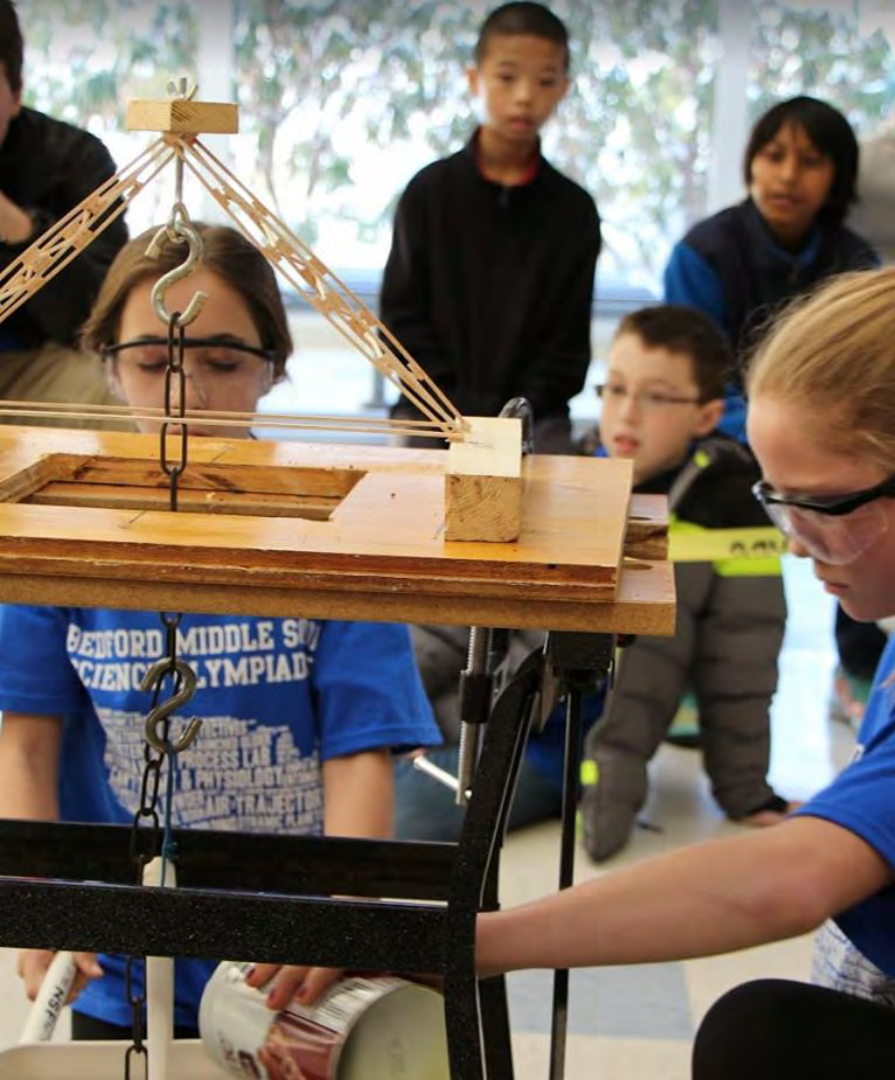
Camerata Chorus Grades 7 & 8

Chamber Orchestra Grades 6 & 7

Chamber Orchestra Grade 8

Percussion Ensemble Grades 6-8





Co Curricular STEAM Programming (draft)

Science Olympiad

Science Club - Robotics

Science Club - Biotechnology

Organic Garden Club



Co Curricular Arts Programming (draft)

Media Club

Digital Photography Club

Art Collective

Comic Book Club

Co Curricular Mathematics Programming (draft)

Math Club

Math Counts

AMC-8 & AMC-10 Math Assessments

Co Curricular Social Studies Programming (draft)

National History Day



BCTV: News by Students for Students

Preston Siroka and Ko Seltzer

March 11, 2019



Bedford and Coleytown's live television channel, BCTV, launched on Nov. 14. BCTV airs during homeroom on Mondays, Wednesdays and Fridays. Each student in the show is put in a position that best suits their interests. The staff rotates positions



Preston Siroka

BCTV Hosts Cooper Sadler and Curtis Sullivan in front of the green screen airing a new episode



Co Curricular Leadership Programming (draft)

BC-TV (Bedford-Coleytown televised news program)

Spirit & Leadership Council

Student Newspaper: URSUS

Yearbook



Co Curricular Theater Programming (draft)

Grade 6 Play (major production)

Grade 7 Play (major production)

Grade 8 Play (major production)

Acting Workshop

Variety Workshop



Co Curricular Athletics Programming (draft)

Intramurals





BMS

BMS/CMS Integration Project Timeline

February/March 2019 with presentations to the Board on March 18th, 2019

- ✓ Pupil Personnel Services Team launched work group sessions on designing social-emotional supports – facilitators Dr. Mannarino/Dr. Babich
- ✓ Scheduling team launched to complete master schedule – facilitators Jackie Mellin/Micah Lawrence
- ✓ Co-curricular Design Team launched to design a co-curricular plan – facilitated by Dr. Rosen
- ✓ Security Planning Team - scheduled a collaborative meeting to be held with the Westport PD on 3/19/19 – facilitated by administrative team
- ✓ Teacher work spaces: Dr. Rosen met with architect to discuss and review options for adding/modifying/reallocating offices, teacher work spaces, and resource rooms. The architect is currently working on drawings to reflect the recommendations and will have an update by April 1st.

Ongoing Work for April, 2019

- purchase and installation of 150 additional lockers
- finalize staffing plan
- articulate comprehensive guidance and counseling plan
- finalize space allocations including portables
- develop portable contingency plan
- review lunch service plans
- review transportation plan and parking
- schedule transition meetings for incoming 6th grade students
- schedule parent meetings for existing students moving up a grade
- sub-committee updates

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World Class Middle School Community Survey

In March 2019, the district surveyed Westport families and educators to elicit feedback on supports and structures to advance a world-class middle school experience for students in our district. Respondents were asked to provide feedback for each of the following areas:

- Student Learning and Academic Programs
(i.e., course offerings, programs of study, study skill development);
- Healthy Learning Environment
(i.e., school culture, opportunities for student connections with peers and/or adults);
- Co-Curricular Activities
(i.e., after-school or enrichment activities); and
- Scheduling
(i.e., homeroom structures, timing of classes).

The survey window was open for five days. In all, we received responses from 196 families and 32 educators. The responses were reviewed individually to identify themes to advance middle school programming in Westport. These themes are presented by area below.

STUDENT LEARNING AND ACADEMIC PROGRAMS

In general, the parents support the academic programs in our district. Parents specifically noted the strengths of the math and science program, as well as the foreign language offerings. Others commended the arts and music program.

One of the strongest themes in this area focused on study skill development as a tool for high school preparation. Many families noted that their middle school students need to learn how to learn. One parent noted that students need explicit instruction on “how to study for the sake of learning and not in preparation for a test.” Another suggested a need within the curriculum for “ongoing, consistent, and continuous instruction and practice on note taking and summarizing.”

Parents also noted that more time is needed for student-teacher conferences and questions. As one parent noted, “We should be teaching students that they need to advocate for themselves and have more time to meet with teachers to go over things individually.” One parent said, “help them develop a philosophy on what kind of student they want to be as well as a process or a system for homework/ life/ balance.” Throughout the survey responses, parents requested more access to academic teachers to support learning.

Another key theme in the responses was a desire for a stronger emphasis on written and oral communication across the curriculum. As one parent said, “Our kids need to spend more time learning to think and express themselves.” Another suggested that “a greater focus on reading and writing skills will improve critical thought and communication.” Many parents noted the importance of grammar, spelling, and word choice in writing instruction, as well as a need for student-teacher conferences on writing and less peer review. Parents noted that students need more opportunities to practice writing.

One other key theme was a need for differentiation in the classroom, beyond the Workshop program. One parent noted, “There needs to be more differentiation, at an earlier age, that leads to a greater number of possible trajectories as our children move through middle and high school.” Many also noted that structures are needed to encourage children to dive into personal areas of interest, with adult support. To this end, one parent suggested that students have a voice in their middle school course placement.

HEALTHY LEARNING ENVIRONMENT

Most responses in this section focused on optimizing opportunities for students to connect with adults. Parents feel that adult connections will help a larger school feel smaller and help foster a sense of community for students. Parents also see these connections as important for every student, not just those students struggling academically or socially.

In general, the respondents see the pod structure as the foundation for these student-to-adult connections, and many offered targeted programming suggestions. These suggestions include:

- Offer access to classroom teachers before and after school for academic support;
- Create a homework café or homework lab both before and after school;
- Connect students to recent alums, parents, local business owners and other professionals. Find ways to engage adults on special occasions, as well as part of the daily school routine in a mentoring capacity;
- Use the homeroom for community building or social-emotional learning exercises;
- Create structures within the homeroom setting for teachers to connect individually with students through conferencing about academics;
- Create a monthly mentoring program for teachers to connect with students one-on-one;
- Create a buddy program to connect sixth grade students to eighth grade students;
- Schedule student connections with guidance counselors regularly;
- Offer before and after school yoga and meditation classes; and
- Increase co-curricular offerings before the start of school.

Several parents commented that the seating structure in the cafeteria seating is an issue. These parents suggested tables with benches or chairs that can be moved between tables. Other suggestions include assigned seating, at least occasionally, optional study hall, or club meetings during lunch time.

Many others offered specific suggestions of programs designed to build social and emotional skills, ranging from the Choose Love Enrichment Program, Michael Newman's PEER program at Staples, as well as simply a broad emphasis on kindness.

Parents also noted the importance of active communication from school leadership and classroom teachers to help support a healthy learning environment.

CO-CURRICULAR ACTIVITIES

Overall, the respondents are pleased with the current co-curricular offerings but hope to expand the breadth of offerings, with a goal of affording students more opportunities to connect both with adults and each other in a non-competitive setting.

Some parents noted the importance of short-term opportunities or activities that students can join at any time in their middle school years. These open, ongoing activities allow students to explore interests that have not blossomed into passions or skills. Others noted the importance of physical activity before and after school, with suggestions of a combined approach of both open gym time and intramural sports. Still others see co-curricular activities as an opportunity for social and emotional growth. One parent mentioned engineering programs where students “learn to problem-solve in creative ways and learn the benefits of being resilient - learning to embrace mistakes and see they are opportunities to improve next time around.” To this end, many parents commented on the need for theater programs that accommodate all children who show an interest. Many respondents referenced the school play in a combined middle school, but many also mentioned competitive science activities. One parent stated, “Let's keep the kids kids and let them participate regardless of ability...Please don't deny middle school kids the chance to explore, participate, belong.”

Many respondents see co-curricular activities as a tool to connect with the community. One parent said, “We need to think outside of the classroom and leverage resources and opportunities for partnerships and experiences to supplement classroom learning.” Community service was also offered as a tool for leadership development. One parent suggested, “Let the kids run more things - dance committees, paper, or a school store that sells logo wear. Do fun school wide things for holidays, community service-based events. Let the kids create these and run them, not the PTA.” While several respondents mentioned community service as an outlet, others suggested the district reach out to the community to recruit academic team coaches or program leaders.

SCHEDULING

There is overwhelming support for a homeroom structure at the start of the day as well as later school start times for adolescents. Throughout the survey, parents noted a need for students to be able to meet with their teachers both before and after school for academic support.

KEY THEMES

Across the survey responses, there were four clear themes. These themes are:

1. Students need more opportunities to connect individually with adults in the school for both academic support and for their general sense of well-being.
2. Co-curricular offerings should be expanded to include non-competitive opportunities to build social connections and support students to explore their world.
3. Parents would like to see deeper connections to the broader Westport community through speaker series, mentoring, and coaching.
4. Parents would like to see a greater emphasis on study skills and writing across the curriculum.

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World Class Middle School Educator Focus Group Summary

In March 2019, district administrators led focus groups with Westport educators to elicit help shape a world-class middle school experience for the district. Educators were asked to provide feedback for each of the following areas:

- Student Learning and Academic Programs
(i.e., course offerings, programs of study, study skill development);
- Healthy Learning Environment
(i.e., school culture, opportunities for student connections with peers and/or adults);
- Co-Curricular Activities
(i.e., after-school or enrichment activities); and
- Scheduling
(i.e., homeroom structures, timing of classes).

These themes are presented by area below.

STUDENT LEARNING AND ACADEMIC PROGRAMS

Above all, teachers feel that students need more choice in their middle school experience. Middle school is a time for students to explore potential interests and paths, without the pressure of success. Participants see encore classes as a tool for this type of exploration. One teacher said “students should be presented with a variety of opportunities to think critically about their own trajectory in addition to coursework.” It was also noted several times that the encore offerings are a strength of the district and should be maintained in the future.

Teachers also shared a variety of approaches to integrating choice into the curriculum and schedule. One approach to encore courses is to have sixth grade students take four classes, one each quarter, and then to offer student choice for course selection in the later grades. Teachers see this choice as practice for the choices they will make at Staples. Another teacher suggested “an ‘advanced’ art or music course in 8th grade that may meet more frequently. Or option for an ‘advanced’ language course that meets 5 days per week or a course that meets 2-3 times per

week.” Student choice can be a time for students to extend their learning. A number of options for additional encore courses were shared. These options include: woodworking, culinary skills, knitting, and graphic design.

Another recurring theme was the need for small class sizes and a building to house students for sixth through eighth grade. Small class sizes support teacher-student connections and the three-grade building helps to support social and emotional growth. Small class sizes also support emotional safety. Teachers feel it is important that pods are consistent in both their size and their heterogeneity. Others mentioned the importance of consistent educational experiences across pods to support learning across years.

Teachers also see a need for a study skills course. Topics to be addressed in a study skills course can include: time management, typing, Google classroom, basic functions of spreadsheets, and digital citizenship. One teacher suggested an unstructured study hall period for eighth grade students to prepare them for high school.

HEALTHY LEARNING ENVIRONMENT

Many suggestions for this area echo sentiments expressed regarding student learning and academic programs: teachers want small class sizes and small pods, and students need to learn how to be students as they begin middle school. The importance of easy access to teachers for questions and support was also noted here.

In addition, teachers support the developmental guidance program and would like to see counselors move with their students across grades year after year. Maintaining the student-guidance counselor relationship through the middle school experience helps build trust. Teachers also suggested that guidance counselors need private spaces to maintain confidentiality. Several participants suggested the creation of cross-grade programs such as ad hoc peer groups or advisory programs. Teachers also see value in a homeroom environment. One teacher said, “Having a regular opportunity to have a teacher speak with a small group of students so they can

speaking up about ideas, topics, issues, etc. Down time (less structured time) is important to let those ideas flow.”

A number of teachers also mentioned discipline. One teacher suggested the need for “a reflective and restorative justice process for student infractions.” Another teacher suggested that hall monitors are necessary for a larger school. Yet another offered that all levels of support staff help teachers focus on learning. Teachers see the importance of clear discipline procedures in a large school.

CO-CURRICULAR ACTIVITIES

A recurring theme in the responses was equitable access to co-curricular experiences regardless of ability, and a broad range of offerings for students. As one teacher noted, “there should be something for everyone.” Another said, “this is where students can see success outside academics.”

In addition to theater and sports, teachers suggested activities that reflect leisure or lifetime activities, as well as "real-world" experiences for students such as speakers, community service projects, field trips outside of Westport. The opinions seemed to be split on whether or not to expand the athletic offerings, as many students seem to participate in athletic activities outside the school system. Teachers also suggested offering activities before and after school. The importance of providing transportation at the conclusion of the after-school activities was also viewed as critical to their success. Still others suggested offering activities or clubs during the school day.

Several respondents felt that advisory stipends would increase the breadth of co-curricular activities.

SCHEDULING

Many of the suggestions here reflect feedback in other areas. Salient themes include:

- Strong belief in the value of a homeroom;
- Streamlining encore classes into quarter or semester classes to minimize transitions;
- Student choice in scheduling, especially in eighth grade;
- Offering a study hall during lunch.

Teachers expressed a desire to reconfigure the doubles period into longer core periods. Teachers offered ranges for the ideal class time of 45 to 60 minutes. Several mentioned a schedule with six class periods instead of eight. Others suggested a rotating schedule so that students do not have any class at the same time every day. Still others suggested a four-day rotation similar to the high school.

Teachers also shared a desire to schedule a dedicated reading block, rather than relying on core teachers to schedule it into their instructional time.

Finally, teachers shared that pull-out lessons impact student learning. One teacher suggested that activities like lessons or Workshop are scheduled into a student's day. Another felt that sixth grade students should not receive pull-out music lessons for the first half of the year.



WESTPORT PUBLIC SCHOOLS 2020-2021 DRAFT SCHOOL CALENDAR

- School in Session
- Teacher Professional Development
- Snow Dates

KEY DATES

- Aug 20-24** Professional Development
- Aug 25** First Day of School
- Sept 7** Labor Day
- Sept 19** Rosh Hashanah
- Sept 28** Yom Kippur
- Nov 3** Election Day – Professional Development
- Nov 25-27** Thanksgiving Recess
- Dec 24-Jan 1** Winter Recess
- Jan 18** Martin Luther King Jr. Day
- Feb 12** Professional Development
- Feb 15** Presidents’ Day
- Feb 12-19** February Recess
- Feb 18-19** Professional Development
- Apr 2** Good Friday
- April 12-19** Spring Recess
- April 19** Professional Development
- May 31** Memorial Day
- June 9** Last Day of School/Graduation (Early Release)

Students: 182 days

Teachers: 188 days

There are 5 snow days built into the calendar. If there are no snow days, teachers’/students’ last day will be June 9. In the event that additional make-up days are needed, District schools will use, in the following order: Monday, April 12; Tuesday, April 13; Wednesday, April 14; Thursday, April 15; Friday, April 16.

July 2020				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
August 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
September 2020				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
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*Approved by the Board of Education on:

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ANTINOZZI ASSOCIATES
ARCHITECTURE & INTERIORS

WESTPORT PUBLIC SCHOOLS
WESTPORT, CT

REQUEST FOR PROPOSAL
#19-006

**2018-2019 MASTER PLAN
FACILITIES CONSULTANT**

JANUARY 24, 2019



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January 24, 2019

Mr. Elio Longo, Chief Financial Officer
Westport Public Schools
Business Office
110 Myrtle Avenue
Westport, CT 06880

Re: 2018-2019 Master Plan Facilities Consultant for Westport Public Schools

Dear Mr. Longo and Members of the Selection Committee:

Antinozzi Associates appreciates this opportunity to submit this proposal package for the above-mentioned services. We are confident that our unique qualifications with K-12 public school design and numerous facility study contracts will meet the best interests of your school facility master planning study.

Although there are several reasons that make our firm uniquely qualified for this contract, we want to focus on two reasons we believe are most important – our 63 years of public school experience, and our recommended consultant team for this master plan.

Our qualifications package in the pages that follow will clearly indicate our recent experience with feasibility and facility studies, school community/staff involvement, and PreK-12 public school design. Within the past decade alone, Antinozzi Associates has completed the study or design of eleven (11) public school facilities throughout Connecticut. Antinozzi Associates will work closely with the Westport Public Schools and the District's community and staff to provide a comprehensive report determining the improvements to be considered for the eight (8) school facilities. We will analyze existing conditions, ADA/code issues, short and long term costs, current/future programs, new technology, construction phasing, and, of course, how State Reimbursement Guidelines will factor into each of the projects.

We have composed an exceptional team that will bring the expertise, passion, and commitment required to determine the appropriate solution for Westport Public Schools Master Plan Facilities Project. Joining our team for this project will be Connecticut-based firms who have worked on similar projects of this type and size, most notably Milone & MacBroom who will be providing Demographic/Enrollment, Capacity/Utilization and Site Study, along with Construction Solutions Group for Educational Specifications, Facility Equity, and Finance Planning. Completing the team will be AKF providing M/E/P/FP, D'Agostino & Associates providing Technology/Security, and Pan American Cost Estimating.

The Antinozzi Associates team looks forward to working with you to provide our services for the Westport Public Schools. We would like to discuss your Master Plan Facilities Project in detail and to share our personal approach in reaching these objectives. Please feel free to contact me if you have any questions.

Very truly yours,
ANTINOZZI ASSOCIATES, PC



F. Michael Ayles, FAIA
Principal, Business Development



ANTINOZZI ASSOCIATES
ARCHITECTURE & INTERIORS

271 Fairfield Avenue
Bridgeport, Connecticut 06604

t 203.377.1300 f 203.378.3002

301 Merritt 7
Norwalk, Connecticut 06851

t 203.956.5460

www.antinozzi.com

ANTINOZZI ASSOCIATES

INTRODUCTION TO OUR FIRM

Founded in 1956, Antinozzi Associates is celebrating over six decades as an architectural firm, and over three decades with a dedicated interior design department. We are a mid-sized architecture and interior design firm led by principals Paul Antinozzi, AIA (President), George Perham, AIA, IIDA (Vice President), Paul Lisi, AIA (Studio Operations), Michael Ayles, AIA (Business Development), and Michael LoSasso, AIA, LEED-AP (K-12 Studio).

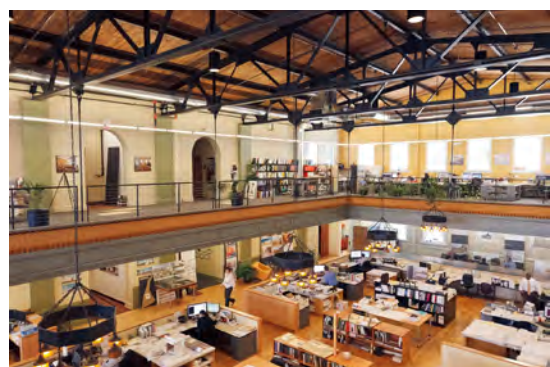
It is gratifying to think about the impact we have had upon countless individuals who use our buildings every day. Our approach to fulfilling this responsibility is to listen closely to our clients, design beautifully functional spaces, and integrate sustainable design practices. Antinozzi Associates, comprised of architects, interior designers, graphic designers, and marketing/administrative staff, strives to maintain a positive, energetic, and collaborative spirit with a talented and diverse group of professionals. It shows in the work we do and in the success we have had.

PUBLIC SCHOOL DESIGN SERVICES

One of the wonderful aspects of providing design services for municipal school districts is that we seem to always work with dedicated and successful individuals on the appointed building committees. These committees are usually comprised of diverse professionals and laypeople with the passion to create a better educational experience for their community's students.

What could be better than being part of a team comprised of civically-engaged individuals who are enthusiastic and passionate about turning a vision into built form?

With several levels of principal involvement on all of our school projects, Antinozzi Associates has been a leader in the architectural and interior design of public K-12 school facilities since its inception in 1956.



ANTINOZZI ASSOCIATES

Our level of school design expertise is evident in the nearly 250 projects we have designed and/or constructed. Within the past decade alone, Antinozzi Associates has completed the study or design of eleven major public school projects.

ADDITIONAL SERVICES

In addition to architectural and interior design services that always include sustainable design principles, we also provide Pre-Referendum Services, Feasibility Studies, Master Planning, Programming, Project Management, Site Analysis, Scheduling, Space Planning, Consultant Coordination, and LEED Certification, Commissioning and Consulting.

By providing these expanded services, we have become experts in designing school facilities that combine practical and aesthetic design components, resulting in well-crafted learning facilities.

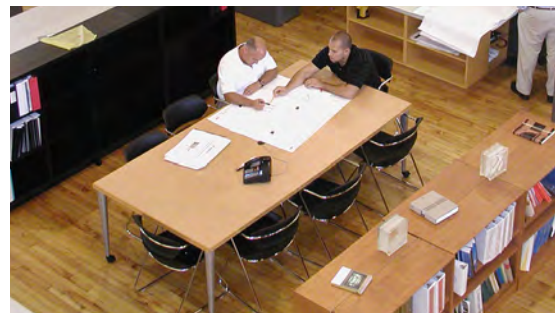
TEAM APPROACH

As architects, we recognize that one of our most significant roles is to manage a process that may take years to complete and includes hundreds of individuals. We are Team Leaders with the responsibility of ensuring efficient utilization of all resources.

Proper selection and management of engineers, construction managers, and consultants of all types is a key factor to the success of any school project. We are experts in establishing and maintaining strong oversight and management of this process.

Our team approach and access to a wide range of consultants capture the best available expertise. We also work side-by-side with consultants selected by our clients, maintaining previously established strong relationships.

Our long-standing experience enables Antinozzi Associates to coordinate all disciplines involved with your school project.



ANTINOZZI ASSOCIATES

PROFESSIONAL DEVELOPMENT

Learning is a life-long responsibility for architects and interior designers; therefore, the entire Antinozzi Associates staff has made the commitment to learn and work on diverse cross sections of building types at all levels. The principals of the firm strongly encourage staff to get involved in volunteer and community organizations to better communicate and understand the needs of our society from a different perspective.



PHILOSOPHY

Our overriding philosophy as a firm is not just to be architects or interior designers, but to provide clients with 'Design Leadership'. With every client we take on, with every community effort we contribute to, and every school project we are involved with, we ask ourselves: "How are we providing Design Leadership for our clients, consultants, or community?" At Antinozzi Associates, we believe that we must focus our design leadership on four areas of expertise - **Knowledge, Collaboration, Sustainability** and **Vision**. Excelling in these areas is what sets us apart.

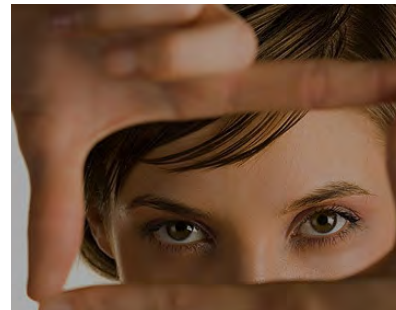


LOCATIONS

In 2007, Antinozzi Associates relocated to the Bijou Theater building in the heart of Downtown Bridgeport. The firm extensively renovated and converted the building's former ballroom into an 11,000 sq. ft, two-story open-air workplace with a balcony of architects and interior designers surrounding the main floor studio. This office setting promotes staff collaboration and the exchange of ideas, further stimulating our creativity and innovation. Natural lighting, exposed mechanical systems, and open, collaborative conference areas are featured throughout the office.



In 2012, Antinozzi Associates opened a branch office in Norwalk located in the Merritt 7 Corporate Park (301). Since its opening the firm has been retained to provide on-call tenant design services for the 1.5 million square foot office park, as well as corporate spaces throughout Fairfield and Westchester Counties.



Below is a list of our public school projects (since 1995) and the municipalities we have worked, or are working, with to provide feasibility studies and/or design/construction administration services. The school projects listed below that included feasibility studies and/or facility assessments are in bold. Our most recent studies and assessment projects are in the pages that follow.

BRANFORD

Francis Walsh Intermediate School

BRIDGEPORT

Harding High School
Roosevelt Elementary School
Geraldine Johnson Elementary School
Music and Arts Center for Humanity (MACH)
South End Elementary School
New Beginnings Family Academy

FAIRFIELD

Roger Ludlowe Educational Complex
Fairfield High School
St. Thomas Aquinas School

GREENWICH (CURRENT ON-CALL)

Greenwich High School
North Mianus/Riverside Elementary Schools
Eastern Middle School (Ceiling/Lighting)
Western Middle School (Fire Alarm)
North Street School (Ceiling/Lighting, Office)
Old Greenwich School (Ceiling/Lighting)
Central Middle School (Lighting)

HAMDEN

Eli Whitney Technical High School
Spring Glen Elementary School

HARTFORD

Connecticut AeroTech School, Brainard Airport

MANCHESTER

Howell Cheney Technical High School

MERIDEN

Orville H. Platt High School
Thomas Edison Magnet Middle School

MILFORD

Jonathan Law High School (Flooring, Abatement)
Harborside Middle School (Window, Roof)

MILFORD (CONT.)

Calf Pen Meadow School (Roof)
John F. Kennedy School (Roof)
Live Oaks School (Roof)
Mathewson School (Roof)
Meadowside School (Roof)
Orange Avenue School (Roof)
Orchard Hills School (Roof)
Pumpkin Delight School (Roof)

MONROE

Jockey Hollow Middle School

NEW BRITAIN

CREC Academy of Science and Innovation

NEW LONDON

New London High School

OXFORD

Oxford High School

REGIONAL SCHOOL DISTRICT 14 (BETHLEHEM/WOODBURY)

Bethlehem Elementary School
Mitchell Elementary School
Nonnewaug High School

RIDGEFIELD

Scotts Ridge Middle School

SEYMOUR

Chatfield-LoPresti Elementary School

STAMFORD

Hart Elementary School

STRATFORD

Stratford Academy/Johnson House
Wooster Middle School
Stratford High School

TRUMBULL (CURRENT ON-CALL)

Middlebrook School (Window)
Madison Middle School (Roof)
Hillcrest Middle School (Pool)

WEST HAVEN

West Haven High School

WESTPORT

Saugatuck Elementary School

SAUGATUCK ELEMENTARY SCHOOL

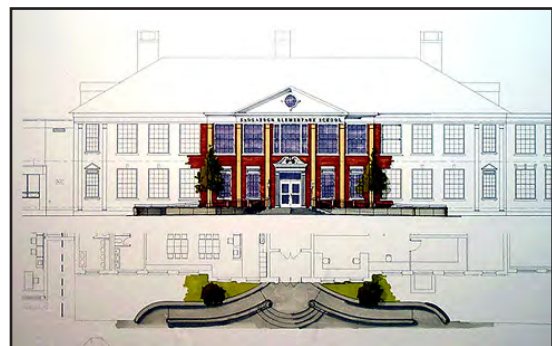
Location: Westport, Connecticut
Area: 90,000 Square Feet
Completed: 2004

DESCRIPTION

Originally built in 1937, this 90,000 SF school facility previously housed Bedford Middle School. Based on enrollment issues, the school was converted into the new Saugatuck Elementary School.

One of the largest challenges our design team had was to redesign and reconfigure the existing classrooms to make them grade-specific for the elementary school students. A new front entrance was incorporated along with a completely reconfigured (and safer) parent/bus drop-off area. The renovated building was designed to exceed the Building and Life Safety Codes with upgrades to the heating, ventilation, and air conditioning systems, as well as electrical, fire protection, and handicap accessibility upgrades.

Though prior to the State's High Performance Building regulations, the renovated school facility would have complied with those regulations, as well as current US-GBC LEED Silver design standards.



REGIONAL SCHOOL DISTRICT 14

Location: Bethlehem/Woodbury, Connecticut

Design:

Services: 2007 - 2013

DESCRIPTION

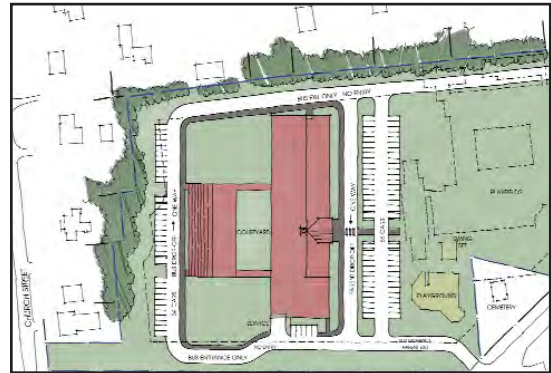
During the Summer of 2007, Antinozzi Associates was retained by this regional school district to provide architectural and engineering design services to re-evaluate and prepare revised conceptual designs for three schools in the district.

An unsuccessful 2006 referendum process in the communities of Bethlehem and Woodbury created the need for the Region 14 Board of Education (BOE) to determine a new course of action. The re-evaluation of the previous design schemes were necessary due to both cost and grade reconfiguration issues.

Antinozzi Associates worked closely with the Region's BOE, Building Committee, and Construction Manager to analyze various design options of the three school facilities. After making a final decision on a project to move to referendum, and extensive public relations efforts, the referendum planned in 2008 did not happen due to Town budget and reconfiguration issues.

Efforts to move a school building project to voters in the Region restarted in July 2012, with a new administration in place. In April 2013, after several months of evaluation and discussion, the Building Committee and BOE approved sending a \$64M facility renovation project of Nonnewaug High School to voters in a June 2013 referendum. An intensive pre-referendum and public relations campaign, led by Antinozzi Associates, ensued for two months.

On June 18, 2013, the NHS Project Referendum passed.



CHATFIELD-LOPRESTI ELEMENTARY SCHOOL (FEASIBILITY STUDY)

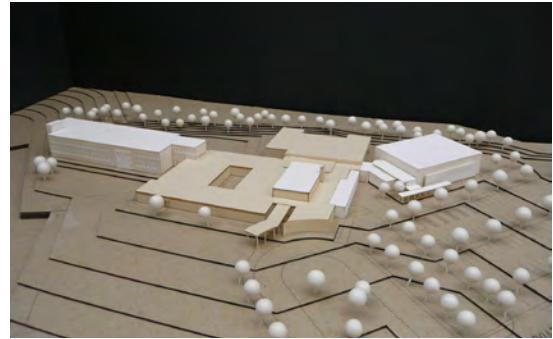
Location: Seymour, Connecticut
Area: 77,000 Square Feet
Design Services: 2008

DESCRIPTION

In April 2008, the Chatfield Elementary School Building Committee (CESBC) retained Antinozzi Associates to provide a feasibility study including the conceptual design and costs associated with the needs of Chatfield School and its neighborhood.

THE SCHEMES

Educational specifications for 'Scheme I' had been previously developed to meet increased student enrollment by providing additional classroom and program spaces. Additionally, the existing building and entire site would also be reviewed for improvements. Upon the results of a demographic report responding to the student enrollment over the next eight (8) years, the CESBC found that the growth in the town would be less than what was expected. Based on this finding, the CESBC requested a new 'Scheme II' option to study the possibility of combining Chatfield with another elementary school, LoPresti School, into one facility. The concept behind this combination would be to simultaneously address decreased enrollment and the pressing need to renovate or replace LoPresti School.



THE RESULT

The 'Scheme II' design option investigated and evaluated by Antinozzi Associates and our consultant team found many benefits to the Town and the two school communities, and the CESBC received unanimous approval from the Board of Selectmen to increase their charge to include this combined school option for consideration by the voters. The CESBC recommended this combined \$32.5M school option for Seymour voters to decide in a referendum held in October 2008.

Due largely to our leadership and collaboration with the CESBC, numerous public relations efforts, and several community presentations, the referendum passed despite hard economic times.



STRATFORD ACADEMY/HONEYSPOT HOUSE (FEASIBILITY STUDY)

Location: Stratford, Connecticut
Area: 34,000 Square Feet
Design Services: 2009

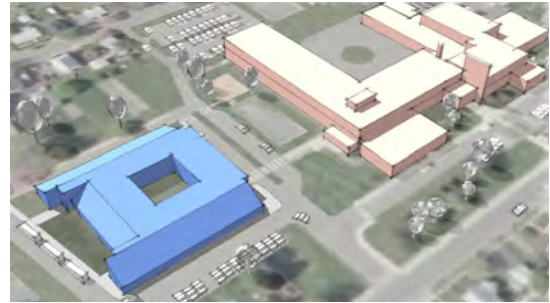
DESCRIPTION

In March 2009, Antinozzi Associates was awarded the commission to conduct a feasibility study for the Honey-spot House facility located in Stratford, Connecticut.

The Honey-spot House facility includes the Grade K-2 component of the Stratford Academy; the Johnson House facility includes the Grade 3-6 component of the Academy, as well as the Pre-School programs. The primary goal of this study was to analyze the physical condition of the two existing buildings and site components, as well as create options to address future program deficiencies.

Meetings were held with school administrators, the building committee, and members of the community, to review and develop a space program, discuss specific curriculum requirements, and evaluate design options - ultimately resulting in three separate and distinct schemes. The effort was expedited in order to submit the Grant Application to the Connecticut State Department of Education by June 30, 2009. The reimbursement rate at that time was successfully obtained.

The Town Council approved a new school facility (Scheme C) to be designed and constructed on the existing site.



GREENWICH PUBLIC SCHOOLS

Location: Greenwich, Connecticut
Area: Various
Design Services: Ongoing since 2015

DESCRIPTION

Antinozzi Associates has provided design services for numerous Greenwich Public Schools capital improvement projects since being awarded an on-call design contract in 2015.

These services include evaluating existing conditions, preparing construction drawings and specifications, securing permits from regulatory agencies, developing cost estimates, and providing construction administration services. Renovation projects have included ceiling and lighting replacements, lounge renovations, fire alarm system upgrades, roof replacements, and HVAC system upgrades.

In the 1990's, Antinozzi Associates was retained on three major school projects in Greenwich.

In the early 1990's, the firm was hired by the Town to complete a feasibility study to address an increase in student enrollment at two schools - North Mianus Elementary School and Riverside Elementary School. As a result of the study, a 12,000 SF addition of ten (10) new classrooms were added simultaneously to each of the two schools. Addressing the existing schools' vernacular style and existing site layout were, of course, key to the designs.

At Greenwich High School, substantial renovations to the existing 366,000 SF building, several small additions, and a new Science/Technology wing totaling 90,000 SF were completed. Minimizing relocation while maintaining a safe, non-hazardous environment for students, construction was phased into 6 equal stages and completed on-time and under the \$40M budget.

All of these school addition and renovation projects entailed local/State funding and Town approvals.



TOWN OF TRUMBULL / TRUMBULL PUBLIC SCHOOLS

Location: Trumbull, Connecticut
Area: Various
Completion: Ongoing since 2010

DESCRIPTION

Antinozzi Associates has had an on-call architectural contract with the Town since 2010 and has had numerous Town and school facility projects assigned over the years. Antinozzi Associates' first assignment was to update the Five-Year Capital Improvement Plan for nine (9) major town buildings including two libraries, the Town Hall and Annex, the police headquarters building, senior center, public works facility, and EMS facility. The nine buildings totaled approximately 142,000 SF.

The update to this Capital Improvement Report resulted in the pressing need for facility improvements throughout the town leading to our on-call design services contract.

Since our on-call contract began, Antinozzi Associates has provided design and construction administration services for almost 30 projects, including window/door replacements, expansion studies, elevator replacement at the Town Hall, town/school roof replacement projects, a swimming pool renovation project at Hillcrest Middle School, and several school roof/window replacement projects.

Most recent projects include the police department (window, roof, elevator), the public works facility renovations, a Town Hall study, the Mary J. Sherlach Counseling Center study and renovations, senior center renovations, and various upgrades for Trumbull High School.



FRANCIS WALSH INTERMEDIATE SCHOOL

Addition/Renovation

Location: Branford, Connecticut
Area: 169,000 Square Feet
Design: 04/2016 - 01/2018
Construction: 05/2018 - 04/2021
Deliv. Method: CM at Risk

DESCRIPTION

The Francis Walsh Intermediate School was originally constructed in 1970. The existing building is approximately 191,000 SF and located on 29 acres. In 2016, Antinozzi Associates was awarded the commission to provide design and construction administration services to completely renovate 25% of the existing structure and replace 75% of the facility with a new academic addition.

FEATURES

The proposed alteration and extension of Walsh School will be subdivided into a commons building (existing) and an academic building (new). The commons building, consisting of approximately 53,000 SF of renovated and repurposed existing space, will contain the school's administration offices, school nurse's office, the school-based health suite, and shared athletic facilities including the natatorium and auditorium.

The new academic building, comprised of the new three-story 116,000 SF addition, will consist of shared classrooms, art classrooms, a family consumer science classroom, and specialized instructional spaces for special education. The addition's first floor will also incorporate the cafeteria, kitchen, and service space for the technology workshop and storage.

Intermediate level education will be supported by a 21st century learning philosophy. Students of similar grades are divided into teams A and B. The classrooms associated with each team are "clustered", facilitating supervision and student management. Each cluster consists of four standard classrooms (world language, english, social studies and math), a science room, and an open common instruction space.

Construction of the school will be phased and remain in operation throughout the construction process.



WEST HAVEN HIGH SCHOOL

Addition/Renovation Feasibility Study

Location: West Haven, Connecticut
Area: 275,000 Square Feet
Design: 12/2012 - 10/2017
Construction: 03/2018 - 11/2021
Deliv. Method: CM at Risk

DESCRIPTION

Antinozzi Associates conducted a facility audit of this school site in 2009 through the Capitol Region Education Council (CREC) for the West Haven School District and City of West Haven.

Option 2, which became the leading option, would renovate only the gymnasium and auditorium areas. The remaining portions of the facility would be demolished to allow for a new central core of classrooms and support spaces.

Based largely on our successful design and public relations efforts during this study phase, Antinozzi Associates was selected to provide the design and construction administration services for the \$124M project.

FEATURES

The existing school building constructed in 1963 combines one, two, and three story sections totaling almost 300,000 SF. In addition, the site accommodates an extensive athletic complex at the south end of the property.

The majority of the new construction will occur in the common spaces which consists of the auditorium, cafeteria, and gymnasium. The arts and music program spaces are included and will be accessible after hours by the public. By virtue of its adjacencies to the academic section, the common spaces will be isolated from the academic units to control unauthorized public spaces to student spaces.

The media center, located above the main entrance, will serve as a primary focal point for the renovated facility. Its location will be in alignment with the school's sports facilities.



STRATFORD HIGH SCHOOL

Addition/Renovation Feasibility Study

Location: Stratford, Connecticut
Area: 236,000 Square Feet
Design: 12/2015- 02/2017
Construction: 06/2017 - 08/2020
Deliv. Method: CM at Risk

DESCRIPTION

Stratford High School is a two-story facility originally constructed in the 1930's. The existing facility is approximately 170,000 SF located on a tight urban nine-acre site. The new design for the high school is comprised of demolishing the majority of the existing building and replacing it with a new 236,000 SF facility. Remaining sections of the existing building to remain will be renovated.

FEATURES

The plan consists of a new second wing of the school that will connect to the main building.

Departments will have their classrooms arranged in cohesive groups and/or clusters to encourage teacher collaboration and resource sharing. Clusters will include English with Social Studies classrooms, I.T. with Math and Science classrooms, Health with Physical Education areas, and individual "Career Pathways" in close proximity to core course classrooms.

The Career and Technology Pathway Program (CTPP) classrooms will include clusters with computers and classroom lecture spaces adaptable to the needs of the instructor in the prescribed courses. This cluster includes the following pathway programs: Business and Finance, Culinary Arts, Health and Medical, Human Development, and Science, Technology, Engineering and Math (STEM).

Spaces within the school will be flexible to meet current and future high school programs. All classrooms, labs, the media center, special education, art, music, and faculty workrooms and administrative offices will be outfitted with the appropriate technology. Meeting spaces, lecture halls, athletic facilities, food service areas, the auditorium, band room, and media center, will also be accessible to the community during non-school hours.



HARDING HIGH SCHOOL

New

Location: Bridgeport, Connecticut
Area: 208,000 Square Feet
Design: 01/2011 - 04/2015
Construction: 08/2015 - 08/2018
Deliv. Method: CM at Risk

DESCRIPTION

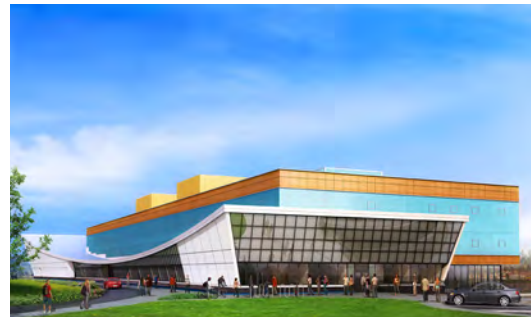
The City of Bridgeport awarded this new high school project to Antinozzi Associates in 2011, accommodating an 1,150 student enrollment anticipated for the 2018-2019 school year. The current school's age, outdated technology, insufficient classroom space, and poor ventilation throughout the facility required updating and improvement beyond simply renovation.

FEATURES

The new 208,000 SF building will be constructed on a new site and include state-of-the-art computer labs, virtual and traditional science labs, a graphics lab, music rooms, art classrooms, a new mentor program area, and additional educational and athletic spaces. The \$80M construction budget will feature a state-of-the-art performance auditorium and media center spaces, as well as a fully functional mini-health services center. It will also be sub-divided into two academic levels; an approach that will ensure student needs are appropriately met.

The very tight urban site, formerly occupied by a factory, required a four-story design solution. The upper two levels will be occupied by classrooms arranged around a "Collabagora" (this term combines "collaboration" and the Greek word "agora"). The Collabagora is open between both academic levels, enabling light to flood the central portion of the building and create a visual connection between floors. During summer and non-peak school hours, the facility will be used for afterschool programs, civic youth programs, community events, and other additional neighborhood events as necessary. Additionally, new state-of-the-art athletic fields will be constructed as part of the project.

The entire facility will meet LEED Silver Certification by the U.S. Green Building Council, and ensure the building is low maintenance and environmentally-friendly.



ORVILLE H. PLATT HIGH SCHOOL

Addition/Renovation

Location: Meriden, Connecticut
Area: 255,000 Square Feet
Design: 05/2011 - 04/2013
Construction: 10/2013 - 08/2017
Deliv. Method: CM at Risk

DESCRIPTION

The existing Orville H. Platt High School was built in the 1950's and in dire need of renovation and expansion to bring the school up to the standards of a modern, 21st century educational facility. Multiple design schemes were prepared and evaluated by considering factors such as the overall project cost the educational program, and the construction phasing impact on school operations, ultimately determining the final option to be developed.

FEATURES

Given the extensive amount of demolition, renovation, and new construction that will be a part of this \$112M project, it will be built in four major phases beginning in 2013. This 1,200 student high school will feature a new two-story freshman academy and a three-story upper academy wing with a dramatic glass-walled library located to conveniently serve the needs of all the students. The existing gymnasium, auditorium, and pool spaces will be completely renovated while a new cafeteria is constructed to the rear of the school to take advantage of the vistas overlooking the athletic fields. Site improvements include revisions to the traffic flow to separate car and bus traffic, to direct students to two main entry points at the school, simplifying the arrival and departure process each day.



CREC ACADEMY OF SCIENCE AND INNOVATION

New

Location: New Britain, Connecticut
Area: 145,000 Square Feet
Design: 10/2010 - 06/2013
Construction: 12/2013 - 05/2014
Deliv. Method: CM at Risk

DESCRIPTION

Drawing from nationwide research of medical education facilities, as well as input from the Capitol Region Education Council (CREC) Faculty and Administrative staff, Antinozzi Associates designed this unique academy, formerly known as the Medical Professions and Teacher Preparation (MPTPA) Academy. The curriculum for this school provides for a 6th through 12th Grade teaching and medical program - allowing 700 students interested in these fields to be enrolled in either program.

Additionally, a Pre-Kindergarten facility is incorporated into the teaching program for school and staff use. The design provides CREC with a building uniquely tailored to facilitate the program's specific instruction in a real world setting within a flexible learning environment.

FEATURES

Grades 6-8 occupy the middle building level, with Grades 9-12 occupying the upper level. At the core of each level are three oval courtyards which enable a visual connection of all three floors, with additional outside views. The building shape also responds to the site, incorporating elements referencing both the medical and teaching professions. These elements include an apple orchard, a brick "skin" with incised random lines (suggestive of wrinkles), an exposed "organ-like" element (Lecture Hall), and white blocks in three different finishes to mimic a "complexion."

The school has teaching spaces such as a Medical Simulation Instructional Space, a Medical Health Center, and specialized laboratories outfitted with state-of-the-art equipment for an interactive and student-centered educational experience. Similarly, the Lecture Hall has technology to support distance learning instruction. Spaces within the school are flexible to meet current and future middle and high school programs.



AWARDS

2016 Brick In Architecture Awards - Gold (Educational K-12)
2014 Masonry Construction Project of the Year –
Institutional Category

ROOSEVELT ELEMENTARY SCHOOL



New

Location: Bridgeport, Connecticut
Area: 85,000 Square Feet
Design: 03/2010 - 06/2013
Construction: 12/2013- 08/2015
Deliv. Method: CM at Risk

DESCRIPTION

The new Roosevelt Elementary School was designed to replace the aging and outdated school building bearing the same name. The Roosevelt project is a result of the City of Bridgeport School Rebuilding and Modernization Program, of which Antinozzi Associates has designed two other school buildings as part of the program. This new school sits on the same existing 5.3 acre urban block bordered by three city streets and residential properties. The site is accessible from two of the three streets.

The new Roosevelt building houses 600 Students from Pre-K to 8th Grade. The \$34.8M construction budget includes demolition of the existing 105,000 SF school building. Antinozzi Associates led the effort that enabled the demolition and new construction of the project to stay within the established budget.

FEATURES

Nestled in an urban neighborhood, the school is home to a racially diverse population. The theme of the school is "Paseo de los Ninos," which translates to "Passage of the Children." This theme is manifested in the sweeping corridor that serves as the main entrance, linking the commons building to the academic wing. The building also houses parent outreach and medical clinic facilities which can be entered independently from the facade fronting the street. Overall, the building functions as a new community center with multiple age play areas, a full gymnasium, a media center, a dance studio, and a cafeteria/performance arts space with a full adjacent kitchen. Also included is an exterior playing field.

The Roosevelt School received LEED Gold Certification from the US Green Building Council.



SOUTH END ELEMENTARY SCHOOL

Location: Bridgeport, Connecticut
Area: 123,330 Square Feet
Design: 12/2005 - 03/2006
Construction: 04/2007 - 05/2008
Deliv. Method: Design/Build

DESCRIPTION

This newly-created school is housed in a fully-renovated structure built in 1965 by the University of Bridgeport, formerly known as Bruell & Rennell Halls. Originally built as a residence hall, this facility housed a number of educational and administrative uses during its lifetime. It served as a swing school for the Bridgeport School District for several years before recently becoming a magnet school.

FEATURES

The building was designed to meet the standard Educational Specifications for a 750-student PreK-8 grade school. These requirements were accommodated within the existing structure and a new gymnasium addition of 10,480 SF. The existing 4-story building and basement totals 112,850 SF. Programmatically, the highest floor level housed Grades 6-8, the third level housed Grades 3-5, and the second level housed primary Grades PreK-2. The first level included administrative space, the media center, and athletic/food service facilities. Maintenance, storage, and mechanical spaces occupy the basement, as well as space for art, music, and performance art with natural light.

A completely new HVAC infrastructure, meeting all the City requirements, was installed as well.



GERALDINE JOHNSON ELEMENTARY SCHOOL

New

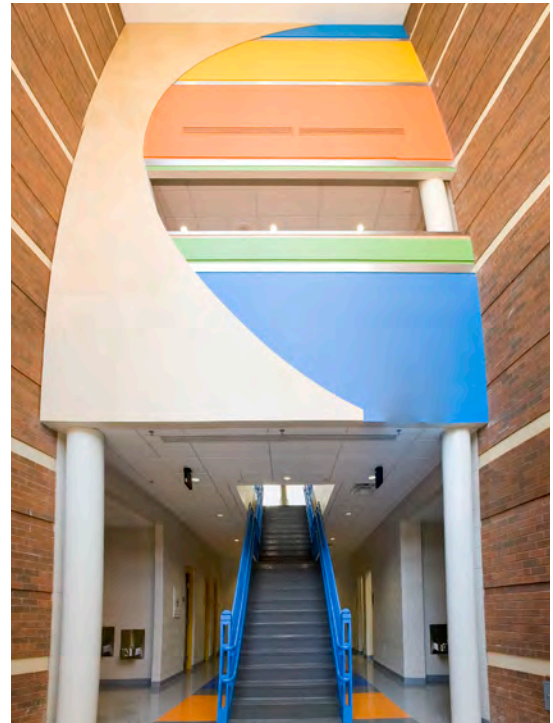
Location: Bridgeport, Connecticut
Area: 105,000 Square Feet
Completed: 2008

DESCRIPTION

Architecturally, Geraldine Johnson Elementary School was designed in a series of layers. Housing 750 students in Grades PreK-8, the academic wing is the first layer, designed in the same scale and harmony to the surrounding neighborhood. The second layer, the common wing, is directly connected to the academic wing and includes the gymnasium, media center, cafetorium, and student service center.

Additionally, the new \$53.3M elementary school is designed to accommodate extensive community use after school hours. Security of the building is maintained through strategically-located doors. For instance, the gymnasium can be used without permitting access elsewhere in the school by closing the doors to the main corridor of the academic wing.

Initially, we worked with Viridian Energy & Environmental to create a sustainably-designed, energy-efficient facility. Although it was decided during the design phase by the client that the school would not be LEED-Certified, the school has been designed to implement energy-efficient systems throughout and meet LEED Silver requirements.



THE ANTINOZZI ASSOCIATES DESIGN TEAM

At Antinozzi Associates, we differentiate ourselves from larger architectural firms by possessing the ability and dedication to have personal Principal involvement throughout every phase of a school study - regardless of its size. We employ a staff large enough to do a superior job, yet take on a limited amount of projects to ensure our focus stays specifically on our client's goals.

The key in-house Antinozzi Associates design staff assigned to the Master Plan Facilities Project will include:

Michael LoSasso, AIA, LEED-AP
Principal-in-Charge, K-12 Studio

Paul A. Lisi, AIA
Principal, Senior Project Manager

Joel Smith, RA
Project Architect

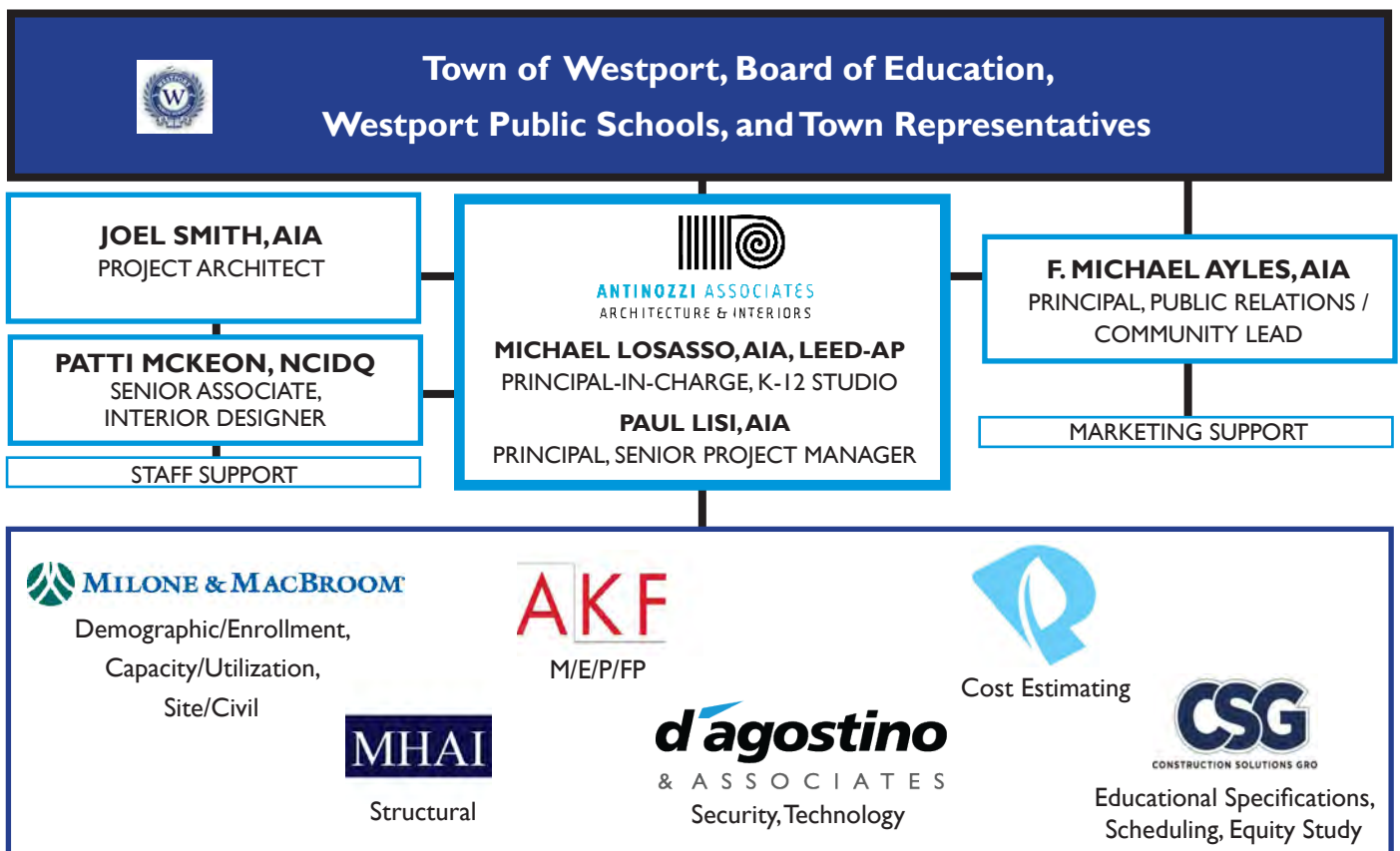
Patti McKeon, NCIDQ
Senior Associate, Registered Interior Designer

Michael Ayles, FAIA
Principal, Public Relations/Community Lead

Resumes for each of these professionals are in the pages that follow.

To continually address project workload issues, weekly staffing meetings are conducted with the Principals, Associates, and Project Managers. All are responsible for collaborating on project staffing and scheduling, assuring the right number and caliber of staff is always placed on the project to meet the design program, technical requirements, and deliverable deadlines.

When selected, our design team will meet immediately with the major project stakeholders composed of the BOE representatives, Westport Public Schools administration, Town administration, and other key representatives to discuss and review all currently available information including existing plans, future design and sustainability goals, project schedule, and project budget prior to initiating any design work on the project.



MICHAEL V. LOSASSO, AIA LEED-AP BD+C

PRINCIPAL-IN-CHARGE, K-12 STUDIO

EDUCATION

- Bachelor of Architecture, Environmental Design Degree, and Bachelor of Science Degree - Ball State University, College of Architecture and Planning

REGISTRATION

- Licensed Architect - Connecticut
- LEED Accredited Professional - Building, Design, and Construction

REPRESENTATIVE EXPERIENCE

- Francis Walsh Intermediate School, Branford
- West Haven High School, West Haven
- CREC Academy of Science and Innovation, New Britain
- University of Bridgeport Marina Dining Hall, Bridgeport
- Bridgeport Hospital Entrance Plaza, Bridgeport

- Stepping Stones Museum for Children, Norwalk
- 360 State Street Development, New Haven
- Naval Facilities Engineering Command Design Projects, US
- Quinnipiac University Alumni Center Renovations, Hamden
- Quinnipiac University - Various Residence Halls, Hamden
- University of Michigan School of Public Health, Ann Arbor, MI
- Fairchild Hall Renovations, Dartmouth, NH
- Sanctuary, United Church of Christ Headquarters, Cleveland, OH
- Vigo County Courthouse Addition/Renov'n, Terre Haute, IN
- The Athenaeum Roof Renovation, Indianapolis, IN
- Christel Dehaan Fine Arts Center, Indianapolis, IN
- The Berkley at WayPointe, Norwalk
- Adaptive Reuse of The Warregan Hotel, Norwich
- Middlesex Hospital Shoreline Clinic, Endoscopy Suite
- *previous experience*

Michael LoSasso has been a practicing architect for over 27 years, joining the firm as a Senior Project Architect/Project Manager. His professional experience spans a diverse spectrum of project types including adaptive re-use, historic renovation, higher education, public K-12 schools, multi-family housing, civic/municipal buildings, and projects for the United States military. Over the past several years, Michael has become our lead knowledge source on issues pertaining to Connecticut's DAS School Reimbursement and Grant process.

Michael brings extensive project management experience to the firm - leading the engineering consultant team and coordinating with the in-house design staff and construction manager. His enthusiasm, dedication, and management skills have made each project run smoothly. He ensures that all projects have met their target budget and schedule deadlines for each phase. These skills served him well as project manager for recent projects including the CREC Academy of Science and Innovation, as well as major addition/renovation projects at West Haven High School and Walsh Intermediate School (Branford). Besides these selected school projects, Michael has also managed major projects for the University of Bridgeport and Bridgeport Hospital.

In 2017, Michael was promoted to Principal due to his outstanding leadership and management capabilities at all levels of architectural practice.



PAUL A. LISI, AIA

PRINCIPAL, SENIOR PROJECT MANAGER

EDUCATION

- Bachelor of Architecture,
New York Institute of Technology
- Associate's Degree in Architecture,
Norwalk State Technical College

REGISTRATION

- Licensed Architect - Connecticut
- Licensed Building Official - Connecticut

REPRESENTATIVE EXPERIENCE

- Housing Authorities of Bridgeport, Stratford,
Newington, West Haven, Hartford, Torrington,
Milford and Waterbury
- Greenwich Public Schools, On-Call Services
- Milford Public Schools, On-Call Services
- Town of Trumbull, On-Call Services
- Stratford Fire Headquarters, Stratford
- Orville H. Platt High School, Meriden
- Roosevelt Elementary School, Bridgeport
- Geraldine Johnson Elementary School, Bridgeport
- South End Elementary School, Bridgeport
- Spring Glen Elementary School, Hamden
- Scotts Ridge Middle School, Ridgefield
- Stratford Academy / Honeyspot House Feasibility Study
- Regional School District #14 Feasibility Study
- Connecticut AeroTech School, Hartford
- Newington VA Dental Clinic Renovations
- Christ & Holy Trinity Classroom / Hall Addition, Westport
- FBI Secure Work Environment Project, New Haven
- University of Bridgeport - Fones Dental School of Hygiene
- University of Connecticut, On-Call Capital Projects

PROFESSIONAL/COMMUNITY AFFILIATIONS

- International Code Council Member
- American Institute of Architects (AIA) Member
- AIA / CT Building Performance & Regulation Committee
- Planning and Zoning Commission, Town of Monroe

Paul Lisi has been with Antinozzi Associates for 27 years. An assertive, proactive individual, Paul's communication and technical skills quickly advanced him through the ranks of the firm to become Principal and Director of the Architectural Studio in 2008. For many of our municipal and housing contracts, Paul will lead the firm's on-call client projects as Senior Project Manager or Principal-in-Charge.

Of his many job functions, Paul is responsible for ensuring the coordination and communication of the architectural, interior design and production staff, consulting engineers, specialty consultants, and project managers to keep projects within budget and on schedule. Paul also manages the firm's value engineering process, quality control procedures, and code compliance review. When required, Paul will lead efforts to assist clients (and staff) with the coordination of designated owner representatives, cost estimators, town building committees, and other Town/State agencies.

In 2006, Paul became certified as a Licensed Building Official by the Connecticut Department of Public Safety. Since this achievement, Paul regularly attends educational seminars with local and State regulatory officials, and is typically involved with all of the firm's projects to address issues relating to State Building Codes. He is a member of the International Code Council (ICC) and the AIA/CT Building Performance & Regulations Committee. He is also a Planning & Zoning Commissioner in his hometown of Monroe.



JOEL D. SMITH, R.A.

PROJECT ARCHITECT

EDUCATION

- Bachelor of Architecture, *cum laude*
Virginia Polytechnic Institute & State University
(Virginia Tech)

REGISTRATION

- Licensed Architect - Connecticut

REPRESENTATIVE EXPERIENCE

- Sterling House Community Center, Stratford
- University of Bridgeport, New Residence Hall
- Eli Whitney Technical High School, Hamden
- CREC Medical Professions and Teacher Preparation
Magnet Middle/High School, New Britain
- Saugatuck Elementary School, Westport
- Scotts Ridge Middle School, Ridgefield
- Webster Bank, Various Locations in CT, NY, MA, RI
- People's United Bank, Various Locations in CT
- Newtown Savings Bank, Brookfield
- Union Savings Bank, Brookfield
- Navarino Capital Management, Bridgeport
- Davis Marcus Partners, Various Locations in CT
- Beacon Hill Evangelical Free Church, Monroe
- Connecticut Neck and Back Specialists, Danbury
- NASDAQ, Trumbull

PROFESSIONAL/COMMUNITY AFFILIATIONS

- American Institute of Architects (AIA)
- National Council of Architectural
Registration Boards (NCARB)
- ACE Mentor Program
- CANstruction
- Porter and Chester Institute Program Advisory Committee

Joel Smith joined Antinozzi Associates in 2000 and quickly came on board to assist with various projects. His CAD management skills quickly became an essential part of the firm's strong drawing and quality control standards.

Over the years, Joel has focused on both educational and financial client projects for the firm. He has supported and managed multiple retail bank and K-12 school branch design projects, including the design development, construction documents, bidding/negotiation, and construction administration phases. His attention to detail, communication and writing skills, consultant coordination efforts, and amiable personality is second-to-none.

As part of his recent portfolio, Joel has worked on the construction administration of three diverse projects - a \$77M school addition/renovation project phased over 3 years in an occupied school (Eli Whitney Technical High School), a new 231 student residence hall at the University of Bridgeport, and an elevator addition to the historic Sterling House Community Center in Stratford, CT.

Joel is also actively involved with multiple in-house committees to help strengthen the firm's efficiency, technical ability, and quality. He is involved as a board member with the ACE Mentor Program of Connecticut, the Porter & Chester Institute Program Advisory Committee, and various school career days, student mentoring, and job shadows.



PATTI MCKEON, NCIDQ

SENIOR ASSOCIATE, REGISTERED INTERIOR DESIGNER

EDUCATION

- Interior Design Certificate Program, Paier College of Art
- Bachelor of Science, Business Management, Providence College

REGISTRATION

- NCIDQ Certification # 11749
- Registered Interior Designer - Connecticut

REPRESENTATIVE EXPERIENCE

- West Haven High School, West Haven
- Orville H. Platt High School, Meriden
- Eli Whitney Technical High School, Hamden
- Roosevelt Elementary School, Bridgeport
- CREC Medical Professions and Teacher Preparation Magnet Middle / High School, New Britain
- University of Bridgeport, On-Call Architectural Services
- Jewish Theological Seminary Library, New York
- Geraldine Johnson Elementary School, Bridgeport
- South End Elementary School, Bridgeport
- Oxford High School, Oxford
- Saugatuck Elementary School, Westport
- Spring Glen Elementary School, Hamden
- Winstanley Enterprises, Various Locations in CT
- Newtown Savings Bank, Various Locations in CT
- Bridges: A Community Support System, Inc., Milford
- Connecticut Distributors, Stratford
- Stratford Fire Headquarters (FF&E), Stratford
- Savings Bank of Danbury, Danbury
- Citizens Bank, East Hampton
- Royal Bank of Scotland, Bridgeport
- Forstone Capital, Bridgeport
- Naugatuck Valley Savings Bank, Hamden

PROFESSIONAL/COMMUNITY AFFILIATIONS

- Connecticut Coalition of Interior Designers (CCID), VP of Programming; Board Member
- Amity Regional District No. 5, Tools for Schools Committee Member
- Town of Woodbridge, Commission On the Use of Publicly Owned Properties; Committee Member
- Town of Woodbridge, Building Board of Appeals; Committee Member

Patti McKeon has been the firm's primary institutional facility Interior Designer since joining Antinozzi Associates in 1998.

Patti's educational background and extensive interior design experience enable her to excel in translating each school client's requirements into innovative plans using functionality and aesthetic knowledge within the established program. Patti is also Revit-proficient and has extensive experience in construction documents and detailing.

Patti's skills and knowledge extend well beyond the office. She is VP of Programming for the Connecticut Coalition of Interior Designers (CCID) and was responsible for initiating the need for Revit training courses to interior designers in Connecticut. She is a member of the Tools for Schools Committee at Amity Regional District No. 5, as well as a Member of the Executive Committee of the PTSO at Amity High School, and a mentor with the Connecticut Chapter of the American Society of Interior Designers (ASID) for their career nights. In addition, she lends her time to local universities and colleges by mentoring student interns.

Patti's leadership ability, knowledge, and design proficiency make her a key asset in successfully executing interior education spaces. These qualities made it an easy decision to assign Patti the title of Senior Associate in 2012.



F. MICHAEL AYLES, FAIA

PRINCIPAL, BUSINESS DEVELOPMENT

EDUCATION

- Bachelor of Architecture, Roger Williams University

REGISTRATION

- Licensed Architect - Connecticut, Maine, New Hampshire
- Registered Interior Designer - Connecticut
- NCARB Certification

REPRESENTATIVE EXPERIENCE

PUBLIC SCHOOL PRE-REFERENDUM/APPROVALS

- Regional District #14 - Bethlehem, Woodbury (Passed)
- Guilford High School (Passed)
- West Haven High School Addition/Renovation (Approved)
- Stratford Academy / Honeyspot House (Approved)
- Chatfield-LoPresti Elementary School, Seymour (Passed)
- Oxford High School (Passed)

PAST/CURRENT CLIENTS

- Bridgeport Public Library
- Barnum Museum Foundation
- Webster Bank
- University of Bridgeport
- Davis Marcus Partners
- U.S. Army Corps of Engineers - Louisville District

PROFESSIONAL/COMMUNITY AFFILIATIONS

- American Institute of Architects (AIA)
 - AIA/CT Board of Directors (2019)
 - College of Fellows (elevated in 2017)
 - Center for Civic Leadership (2012 & 2015 Chair)
 - Committee on Leadership Education (2008 Chair)
 - Young Architects Forum (2004 Chair)
- Town of Guilford - Board of Finance (Chairman)
- NCARB Architect Licensing Advisor, Connecticut
- University of Hartford Construction Institute
 - Board of Advisors / Fairfield County Council
- Society for Marketing Professional Services (SMPS)
- Connecticut Building Congress (CBC)
 - Industry Practices Committee
- ACE Mentor Program of CT
 - Board of Directors (2005-2017)
- Soundview Family YMCA Board of Managers (2002-2012)

Michael Ayles has been with Antinozzi Associates since 1994, becoming a Principal in 2008. An assertive, proactive individual with the firm and in the profession, Mike advanced quickly through the firm ranks as a Project Architect and Project Manager for many educational, corporate, and financial-based projects. He also held the role of Director of Operations from 2004-2006.

Since 2006, Mike has overseen all of the firm's marketing efforts, business plan/strategy, and staff recruitment and retention in the role of Principal of Business Development. In addition, Mike is assigned as Project Manager to selective client projects, notably those involving pre-referendum and public communication strategies for projects requiring town/voter approval or community involvement.

Over 20 years, Mike has been an invited speaker, moderator, panelist, and keynote presenter at numerous local, regional, and national professional conferences. Topics have included the practice of architecture, marketing and business development, professional leadership, and mentoring.

An elected official in his hometown, Mike brings a unique perspective of financing and public relations to every project he is involved with. Mike's additional civic and community service within, and outside, architecture have earned him numerous honors by the AIA (including elevation to the College of Fellows in 2017), business publications, non-profit organizations, and his alma mater (Distinguished Alumnus of the Year).



THE CONSULTANT TEAM

In addition to the architectural design staff assigned to the Master Plan Facilities Project, we have selected a team of consultants who have the time, capacity, and expertise required for this scope of work.

Antinozzi Associates is known for teaming with outside engineers and design consultants who have specific experience for the project at hand. As the prime consultant for this project, we will lead this selective team of professionals to meet the established design goals, budget, and schedule of the project.

We have worked successfully with these consultants on other institutional projects, including public school projects, and they all have a solid understanding of the scope of services relevant to the development of your Master Plan. It is essential to our overall project approach that we integrate a strong communication stream with our engineers and consultants.

The development of a school design Master Plan does not just come from the architect - we must ensure that the plan we bring forward to you makes sense on all levels, whether related to the educational specifications, demographics, financing, technology, cost estimating, or existing facility conditions.

Antinozzi Associates will lead all professional services associated with community outreach (in conjunction with Milone & MacBroom), capacity/utilization, facilities equity study, and facilities needs assessment and maintenance schedules.

For all other required services, we have selected consultants who are experienced, knowledgeable, and readily available to perform on this Master Plan. We will ensure they are acceptable to you prior to the start of the project.

AKF Group

New Haven, CT

M/E/P/FP, Technology, Security

Construction Solutions Group

West Hartford, CT

Educational Specifications, Facility Equity, Financing

D'Agostino & Associates

Bridgeport, CT

Technology, Security

Milone & MacBroom

Cheshire, CT

Demographic, Enrollment, Capacity/Utilization, Site/Civil

Michael Horton Associates

Branford, CT

Structural Review

Pan American Cost Services

Chester, CT

Cost Estimating

Firm profiles and key staff resumes can be found in the pages that follow.





AKF is an award winning global engineering firm specializing in mechanical and electrical engineering for the built environment. We have built our reputation on the fundamental principles of excellence in engineering and client-first service. We have completed successful projects worldwide and continue to focus on client needs and innovative solutions.

Established in 1989, our firm now has over 400 employees and a leadership of 24 partners, with eight offices in the United States and two in Mexico. The practice originated with the traditional engineering services in HVAC, electrical, plumbing and fire protection and has broadened to include expertise in special inspections, code consulting, lighting design, building automation, and our specialty LEED consultancy team, In Posse. AKF Technologies specializes in Information Technology, Telecommunications, Audio Visual and Electronic Security systems planning, design and implementation management.

AKF also established two very hands-on teams to assist our clients with project quality assurance systems start-up and trouble shooting. AKF Commissioning has created the planning, electronic operating platform and procedures to spearhead the start-up, acceptance testing and maintenance procedures for the building equipment and systems. AKF Analysis and Testing specializes in vibration monitoring and analysis and critical speed testing. Over the past 25 years, our highly experienced engineers and analysts have focused on new ways to meet energy management challenges and optimize operational costs.

We continue to encourage our employees to become licensed Professional Engineers and LEED APs and approximately half of our firm has successfully done so. Our firm continues to participate in programs that focus on being “good stewards of the planet”, charities, and mentoring programs.

Corporate / Cultural / Healthcare
Higher Education / K-12 Education / Residential
Retail & Hospitality / Science & Technology

Engineering / Analysis & Testing / Building Management Systems
Central Utilities / Code Consulting / Commissioning
Critical Systems / Energy & Sustainability / Fire & Life Safety
IT/AV/Security / Lighting Design / Special Inspections



RYAN MALIN, PE

Partner in Charge



BACKGROUND

Engineering License

AL, CT, MA, NY, OH, RI, VT

Education

BS in Mechanical Engineering,
Villanova University

Accreditations

LEED AP

Professional Affiliations

ASHRAE, 7X24 Exchange,
Fairfield County Task Force,
The Construction Institute

Ryan is the partner in charge of the Connecticut office, providing his expertise to support his team and important long-term client relationships. His technical expertise, his engaging personality and his commitment to the highest professional standards are just a few of the reasons for the continued growth and success of the office. Ryan is also a member of AKF's Executive Committee and co chairs our leadership development academy.

Greenwich Public Schools (Greenwich, CT)

On-Call Services

City of Danbury (Danbury, CT)

School District-wide Boiler Replacement Project
Police Station Boiler Replacement
Danbury High School Improvements

City of Mount Vernon (Mount Vernon, NY)

Study and Planning

Yale University (New Haven, CT)

Becton Hall Lab Renovation
YARC Vivarium Renovations
Dunham Hall Lab Renovation
Sterling Memorial Library Nave Renovation
320 York Street
Schwarzman Building
Tech Services
On Call Engineering Services

Quinnipiac University (Hamden, CT)

Science Lab Assessment



THOMAS RUGGIERO, PE

Project Manager



BACKGROUND

Engineering License

NY, CT, MA

Education

BS in Mechanical Engineering,
SUNY Binghamton

Professional Affiliations

ASHRAE

Thomas's outgoing personality, collaborative attitude, and skills at organizing a multitude of details have led to his success as a project manager for a broad range of both new construction and renovation projects. He uses his excellent communication skills to keep clients well informed and to build lasting relationships of trust.

Greenwich Public Schools (Riverside, CT)

On-call Engineer 2018-2022

The International School at Dundee

Mechanical & Electrical Services

New Air Conditioning for Classrooms

Cooling Tower Replacement

Locker Room Renovation

Green Farms Academy (Westport, CT)

Horizon Boiler Room

Winter Sports Facility

Summer Sports Facility

Wrestling Renovation

Maintenance Garage

Auditorium Upgrade

North Haven Middle School (North Haven, CT)*

139,000 SF Renovation to Existing Middle School

90,000 SF Addition for Classrooms

VRF for Cooling and Condensing Boiler System for Heating

VAV System with Reheat and Modular AHUs

Yale University (New Haven, CT)

On-call Engineer

Hall of Graduate Studies Master Plan & Renovation

Manuscripts & Archives Restoration

Schwarzman Center Expansion & Renovation

*Denotes experience prior to joining AKF



TOWN OF WESTPORT

Owner's Representative for Energy Performance Contract (Westport, CT)

ABOUT THE PROJECT

Project Size

1,417,900 Total SF

Program

23 Municipal Buildings

5 Elementary Schools

2 Middle Schools

1 High School

Services

MEP / FP Engineering

Energy & Sustainability

The Town of Westport Building Committee retained AKF to assist in developing a scope of work to identify energy conservation measures, as well as no/low cost operational improvements for the town's Board of Education facilities and selected public works facilities.

AKF collected existing building reference material and performed visual inspections of HVAC equipment and lighting systems for over 1M SF of public school areas and township facilities. AKF evaluated previous studies prepared for the Town in recent years, and met with key facility staff to understand building systems' operation protocol and their thoughts on ECM capital improvements developed by the Town previously and AKF.

Based on AKF's assessment and a utility analysis, AKF was able to provide a list of prioritized building and ECMs to maximize energy savings for the Town. AKF met with the Building Committee on a monthly basis to discuss progress and next steps during Phase I, which focused on development of an RFP for ESCOs. Phase II encompassed Owner's Representation for the design and construction effort for ECM implementation and peer-review of M&V reports.



CONNECTICUT STATE COLLEGES AND UNIVERSITIES

Connecticut Community College State Master Plan (Various Locations)

ABOUT THE PROJECT

Project Size

Twelve (12) campuses
totaling 4,250,000SF

Services

Master Planning

AKF provided master planning services for the twelve (12) community college campuses in the Connecticut State College and University (CSCU) system, including:

- Naugatuck Valley Community College
- Gateway Community College
- Manchester Community College
- Norwalk Community College
- Housatonic Community College
- Three Rivers Community College
- Capital Community College
- Asuntuck Community College
- Quinebaug Community College
- Tunxis Community College
- Middlesex Community College
- Northwestern Community College

Our scope of services included evaluating the existing conditions of mechanical, electrical, plumbing and fire protection systems on each campus with a focus on ensuring the system's capacity and suitability to support planned capital improvements over the next 10-year period; and to develop an energy efficient and sustainable approach for each campus.

Each effort consisted of the following three (3) phases:

1. Phase 1 – Initiation: AKF reviewed all available documentation including drawings, deferred maintenance list, prior campus reports, and the Owner's Strategic Plan to gain an understanding of the campus goals and program.
2. Phase 2 – Assessment: AKF surveyed each building on the campuses; met with facilities personnel to discuss the mechanical and electrical systems; and then prepared a summary condition assessment report with a matrix detailing the capacities of each building system and prioritizing required upgrades.
3. Phase 3 – Recommendations: AKF met with the architectural master planner to review our findings and to understand the scope of the overall campus master plan. Based on this, we assessed the capacities of the existing infrastructure and its suitability to support the programmatic master plan, and provide recommended upgrades to support it. Finally we will meet with the cost estimator to review and comment on the cost estimate.



MOUNT VERNON SCHOOLS

Evaluation and Master Planning (Mount Vernon, NY)



ABOUT THE PROJECT

Project Size
17 buildings

Services
MEP/FP

The Mount Vernon School District retained AKF to complete building evaluations study for all of the buildings in the district. The results of the evaluation were used to the development of a 5-year master plan for the district.

AKF surveyed each of the 17 district schools and buildings totaling over 1.5 M SF. The team performed visual inspections of the MEP/FP systems and documented the findings to meet the NY State Education Department (SED) Building Conditions Survey (BCS) requirements. The information was also used to develop a formal report. The MEP/FP information was included in a comprehensive report along with architectural, roof and ACM reviews.

Priorities were assigned to the remediation items within the report. Order of magnitude budget pricing was also developed for each item. The final report was then used to outline a 5 year master plan for the Mount Vernon school district for all of the buildings. The Mount Vernon school board then used the results from the analysis to develop a capital improvement bond to implement the teams recommendations.



GREENWICH PUBLIC SCHOOLS

On - Call Engineering Services (Greenwich, CT)



ABOUT THE PROJECT

Project Size

16 buildings

Services

MEP/FP, Lighting, Energy, Central Utilities, Commissioning, Controls

Since 2014 Greenwich Public Schools retained AKF as school district engineer to provide engineering services. The scope included technical support, evaluation of engineering initiatives, energy conservation, CAD services and technical project support including development of scope documents and request for proposals, construction oversight, commissioning support and submittal review. The services are for work at all district schools and buildings.

Each year AKF meets with facilities personnel to review and assist with development of capital project budgets. This is in preparation for the implementation of the annual capital upgrade and renovation project. AKF has worked in most of the district buildings to provide engineering support and guidance.

AKF works as an integral part of the facilities team participating regularly in meetings and supporting field surveys, design, project meetings and construction.

AKF's work includes but is not limited to:

- Scoping Documents
- Energy Surveying
- System Analysis and Testing
- Basis of Design Documentation
- Technical Review
- MEP/FP Design
- Feasibility Analysis
- Troubleshooting
- Condition Assessments
- Construction Administration
- Design Narratives



GREENWICH SCHOOL DISTRICT

On-Call Engineering Services (Greenwich, CT)

MISA Engineering Drawing Review and Commissioning

The Greenwich School District is building an expansion at Greenwich High School to create a new Music Instructional and Auditorium (MISA). As part of AKF's work supporting an on-call contract, AKF provided engineering review services for the mechanical, electrical, plumbing and fire protection design drawings. Peer review included acting on behalf of the school district to review code requirements, engineering standards, CT State High Performance Building standards and the impact on the existing facility.

AKF is also providing commissioning services for the MISA project to meet the CT Building Standard Guidelines for High Performance Buildings. AKF reviewed the Operating Performance Requirements (OPR) provided by the design team. The commissioning Integrated Design Process meeting was conducted by AKF to confirm the OPR is the basis for the design documents. AKF developed the commissioning plan and is preparing to assist with the submittal review. After these tasks are complete the project will move into the construction phase where AKF will conduct the field commissioning effort.

Greenwich School District Wireless Technology Project

AKF's scope for this project included:

- Perform wireless surveys and models the RF environment.
- Survey existing network infrastructure and determine necessary upgrades to support the new WLANs.
- Evaluate existing MEP systems to determine upgrades required to support the new technology.
- Design and specify new active components including wireless controllers, access points and network switches.
- Perform post-installation testing to verify acceptable wireless coverage.
- Punch-out of all installed MEP and technology components.
- Creation of new telecom rooms and upgrading the mechanical and electrical in some existing telecom rooms (TR) to support new network equipment.
- Installation of new optical fiber cables to new and some existing TRs to support the new WLAN network equipment and the school's future growth.
- Installation of new Power-over-Ethernet (PoE) switches in new and existing telecom rooms to support the wireless access points (APs).
- Installation of new access points to provide wireless coverage throughout the remainders of the three (3) Middle School campuses.

Greenwich High School Tech Services

The Greenwich School District renovated the existing Transportation/ Energy (T/E) and woodshop classrooms at the Greenwich High School. The existing technical shop area is adjacent to the new Music Instructional and Auditorium (MISA) building which required the reconfiguration of the existing 6,000 SF shop room areas. AKF provided mechanical, electrical, plumbing, fire protection and information technology (IT) engineering design services for the renovation. The existing T/E and woodshop rooms switched locations under the renovation and a new computer lab was created between the two shop rooms. The work was designed under and expedited schedule to have construction completed during the 2012 summer.



COLBY COLLEGE

Master Plan (Waterville, ME)



ABOUT THE PROJECT

Project Size

85,000 - 130,000SF

Services

MEP/FP

Controls

Owner

Colby College

AKF provided the MEP/FP/ Controls engineering services for the Colby College Music, Theater and Dance Facilities Master Plan.

The performing arts are an important and distinctive asset for Colby that for many years have existed in facilities that do not meet the modern demands and current standards for top collegiate music, theater, and dance programs.

The music department, consisting of offices, instruction and practice spaces, the art/music library, and classrooms, is located in the 53,000 SF Bixler Art & Music Complex on the north side of campus. This complex was constructed in phases from 1959 – 2001. The largest performance space in Bixler is not conducive to music performance, leading to performances being held elsewhere on campus in facilities that are also not purpose-built. Practice rooms lack proper sound insulation and inadequate climate-controlled storage for instruments.

The theater and dance department, consisting of offices, practice spaces, and performance spaces is located in the 27,000 SF Runnals Building on the south side of campus. Runnals was originally a dormitory converted to house the theater and dance department; however, the spaces have not been purpose-built. This building was constructed in phases from 1943 – 1976. It has two theaters, a 262 seat proscenium style theater that provides limited wing space and a 55 seat black box theater which is challenging to get to and has limited flexibility for a variety of black box performances.

Colby is deeply committed to sustainability and the planning study explored opportunities that will lead to future projects being designed and constructed to a minimum LEED Silver level.



CONSTRUCTION SOLUTIONS GROUP



Innovation, not imitation.

Construction Solutions Group, LLC (CSG) was established in 2014 by James P. Giuliano to provide owner's representation, program management, construction administration and related consulting services.

CSG is a strategic collaboration of professionals providing a level of expertise garnered from their collective years in the school construction industry that is incomparable to our competitors. CSG does not provide construction owner's project management services as an aside to other core services such as move management or commissioning – rather, owner's project management services is our core service. Our staff serve as an extension of yours – working with your best interests in mind throughout all phases of project planning, design and construction.

CSG is registered as a Small Business Enterprise (SBE) by the State of Connecticut Department of Administrative Services.

AREAS OF EXPERTISE

- Educational Specifications
- SCG-049 Grant Applications
- Office of School Construction Grants Management
- Referendum Services
- Design Management
- Design & Construction Procurement
- Budget & Schedule Management
- Bidding Oversight
- Construction Administration
- Closeout Services



PROGRAM MANAGER

JAMES P. GIULIANO, MCPPO

Jim's experience in construction and thorough technical knowledge spans all major construction methods. He is known for working effectively with design and construction professionals. His complete understanding of practices and methods allows him to evaluate impacts to both budget and schedule while ensuring the highest value to the owner.

EDUCATION AND CERTIFICATIONS

M.B.A., Concentration in Finance, Rensselaer Polytechnic Institute Hartford (in progress)
B.S., Industrial Technology, Concentration in Construction Management, CCSU
Massachusetts Certified Public Purchasing Official, MCPPO
Board Member, Montessori School of Greater Hartford

RELEVANT PROJECT EXPERIENCE

School Construction Program · Norwalk, CT

New Construction, Additions/Renovations, Code Upgrades · \$170,000,000
Role: Principal-in-Charge
Firm of Record: Construction Solutions Group, LLC

Enfield High School · Enfield, CT

Renovate as New · \$103,000,000
Role: Principal-in-Charge
Firm of Record: Construction Solutions Group, LLC

West Haven High School · West Haven, CT

Renovate as New · \$125,000,000
Role: Principal-in-Charge
Firm of Record: Construction Solutions Group, LLC

Hartford Stage Company, Phase 2B Renovations · Hartford, CT

Renovations · \$6,000,000
Role: Principal-in-Charge
Firm of Record: Construction Solutions Group, LLC

CREC Medical Professions and Teacher Preparation Academy · New Britain, CT

New Construction · \$66,000,000
Role: Senior Project Manager
Firm of Record: Capitol Region Education Council

CREC Public Safety Academy · Enfield, CT

New Construction · \$66,500,000
Role: Senior Project Manager
Firm of Record: Capitol Region Education Council



PROGRAM MANAGER

CHRISTOPHER CYKLEY, MCPPO

Chris' 20 year background encompasses engineering, construction and owner's project management His technical knowledge became further solidified by hands-on, in-the-field knowledge that he developed throughout the course of his career, serving in a range of positions including survey crew chief and designer to construction manager and general contractor.

EDUCATION AND CERTIFICATIONS

B.S. Civil Engineering, University of Hartford
OSHA Authorized Construction Trainer
Massachusetts Certified Public Purchasing Official, MCPPO

RELEVANT PROJECT EXPERIENCE

New Lebanon Elementary School · Greenwich, CT
New Construction · \$33,400,000
Role: Project Manager
Firm of Record: Construction Solutions Group, LLC

Charter Oak International Academy · West Hartford, CT
New Construction · \$45,000,000
Role: Project Executive
Firm of Record: Construction Solutions Group, LLC

Goodwin College Connecticut River Academy Manufacturing Program · East Hartford, CT
New Construction · \$12,400,000
Role: Project Executive
Firm of Record: Construction Solutions Group, LLC

Goodwin College Early Childhood Magnet School Expansion · East Hartford, CT
Addition/Renovation · \$10,700,000
Role: Principal-in-Charge
Firm of Record: Construction Solutions Group, LLC

William H. Hall High School · West Hartford, CT
Addition/Renovation · \$12,800,000
Role: Project Executive
Firm of Record: Construction Solutions Group, LLC

Cromwell Public Schools · Cromwell, CT
Condition Study/Grant Application · \$15,840
Role: Principal-in-Charge
Firm of Record: Construction Solutions Group, LLC

The MacDuffie School · Granby, MA
Program Development/New Construction · \$8,000,000
Role: Principal-in-Charge
Firm of Record: Construction Solutions Group, LLC



FINANCIAL ANALYST

ED ARUM

Ed spent 35 years as Assistant Superintendent for Business before retiring in 2005. The last 15 years of his career were spent employed by Region #15 where he was in charge of eleven construction projects. Since his retirement has been active in additional school work. His expertise is municipal financing, closing out projects and obtaining maximum reimbursement.

EDUCATION AND CERTIFICATIONS

M.A. Educational Administration, New York University
M.B.A. Finance, Long Island University
B.S. Accounting, Long Island University

SELECTED PROJECT EXPERIENCE

New Lebanon Elementary School · Greenwich, CT
New Construction · \$28,000,000
Role: State Regulatory Specialist
Firm of Record: Construction Solutions Group, LLC

Enfield High School · Enfield, CT
Renovate as New · \$103,000,000
Role: State Regulatory Specialist
Firm of Record: Construction Solutions Group, LLC

West Haven High School · West Haven, CT
Renovate as New · \$125,000,000
Role: State Regulatory Specialist
Firm of Record: Construction Solutions Group, LLC

Region 4 Regional School District
3 Public School Construction Projects
Role: Close Out Specialist

Town of Monroe
1 Public School Construction Project
Role: Close Out Specialist

Town of Ridgefield
2 Public School Construction Projects
Role: Close Out Specialist

Region 15 Regional School District
11 Public School Construction Projects
Role: Close Out Specialist

Town of Brookfield
1 Public School Construction Project
Role: Close Out Specialist

COMPANY PROFILE

ABOUT US

D'Agostino & Associates is a nationally recognized Technology / Security / Audio-Visual Design & Support Service company. Years of research, training, practice, and field experience has given us the edge needed to anticipate the direction and development of new technologies. Our design professionals specialize in assessing our client's needs and evaluating each project thoroughly. Our core principles of Communication, Accountability, and providing responsive service empowers us to design cost efficient, practical systems that combine the perfect balance of case-specific and state-of-the-art technology for our clients. The results of these efforts are solutions-based, user-friendly systems that will be of service to our clients for many years after the completion of the project.

COMPANY AFFILIATIONS

ASIS - American Society for Industrial Security, International
 BICSI - Building Industry Consulting Service International

TECHNOLOGY, SECURITY & AUDIO-VISUAL SYSTEMS

- Security System Design; Intrusion Detection, IP Access Controls & IP Video Surveillance Technology, Command Operation Centers
- LAN, WAN and MAN Infrastructure Design
- Wireless LAN's; WiFi & Wireless Mesh Systems
- Voice Systems (VoIP)
- Interactive Whiteboards, Projectors, Sound Enhancement
- Mass Notification Systems; Public Address and Sound Systems
- Network Electronic Infrastructure Design; Ethernet and WiFi
- Audio Video Technology; Video Distribution, Conferencing, Digital Display Messaging, Monitors, Projectors, Audio related Systems.
- Server & Data Room Design
- IT strategic Planning
- Master Clock Systems
- Active Electronics and Firewalls
- Security Assessments
- IT / Network Assessments
- Estimating
- Service Provider Negotiations & Management
- Documentation Preparation
- Contractor Relations
- Construction Administration

SERVICES

Design & Documentation: Complete preparation of construction specifications and drawings to ensure that bidding documents are developed for the successful bidding process, procurement & installation.

BID Management: Solicitation of vendor pricing, management of project-specific informational conferences, response to RFI's, bid submittal analysis, evaluation of installation contractors & award recommendations.

Construction Administration: Administration of the overall construction pertaining to our systems design, attendance of project meeting with integrators, response to RFI's, performance of site inspections to ensure completeness of installations, verification that specified installation standards have been met by the integrators.



PROFESSIONAL RESUME

Nicholas A D'Agostino, PSP, PMP
Sr. Manager of System Design

EXPERIENCE:

Nicholas D'Agostino is a project manager & systems designer with more than 8 years' experience in Security, Audio Visual System design and project management services. Nicholas is a certified Physical Security Professional (PSP) and is an expert in Physical Security design. He is currently one of eleven certified Physical Security Professionals in the state of Connecticut. Additionally, as a graduate of Berklee College of Music, he brings real-world experience to the design and application of highly technical systems, particularly with Audio Visual, Music Reproduction, and Sound Reinforcement Systems. Highly skilled at directing the project lifecycle of Security and Audio Visual projects including projects that implement the transition of existing systems into current, more reliable and state-of-the-art systems. Consistently evolving with the newest technology mandates, codes, standards and trends to accurately define and satisfy a project's requirements and needs. Construction management & communication skills to coordinate with all stakeholders from the Owner to the construction and design teams to verify each system's successful implementation.

VALUE OFFERED:

- Security System Design (Intrusion Detection, Access Control, Video Surveillance, Emergency Communication)
- Project Management
- Audio Visual System Design (Sound Reinforcement, Sound Recording, Digital Displays Technology, Live Sound Design, AV Matrix Design)
- Security & AV Commissioning
- Security & AV Strategic Planning
- Construction Administration

CERTIFICATION & TRAINING:

- Certified Physical Security Professional (ASIS Certification - PSP #19011)
- Multiple courses with FEMA as related to Security for the K-12 sector
- Certified Project Management Professional (PMP #1786569)
- Graduate of Berklee College of Music
- Member of ASIS International (American Society for Industrial Security)
- BICSI member with accumulating credits
- Comprehension of the ANSI/TIA/EIA, ISO/IEC, BICSI and the IEEE standards.
- Knowledge of the NEC, NFPA & NECS codes that apply to low voltage systems; including the data, telecommunication, security, and A/V industries
- Comprehension of computer aided design
- Past and ongoing accredited training and affiliations ensure that all Audio Visual & Security designs conform to the current industry standards



RELEVANT PROJECT EXPERIENCE

Date: January 2019

D'Agostino & Associates has provided Technology, Security, and Audio-Visual existing system assessments and recommendations for upgrade and/or design for the following schools and districts. Applicable services are in *italics*.

City of Bridgeport Public School System:

Central High School - *Technology, Physical Security, & Audio-Visual System Design*

Roosevelt Elementary School - *Audio-Visual Assessment and System Design*

Harding High School - *Technology & Audio-Visual System Design*

Town Cheshire Public School System, 8 Schools Total - *Physical Security Assessment*

City of Norwalk Public School System, 19 Schools Total - *Physical Security Assessment & System Design*

Enfield High School - *Technology, Physical Security, & Audio-Visual System Design*

Stratford High School - *Technology, Physical Security, & Audio-Visual System Design*

Berlin High School - *Technology, Physical Security, & Audio-Visual System Design*

Town of Bethel Public School System:

RMT Johnson Elementary School - *Technology, Physical Security, & Audio-Visual System Design*

Anna H. Rockwell Elementary School - *Technology, Physical Security, & Audio-Visual System Design*

Bethel High School - *Physical Security Assessment*

United States Postal Service, Springfield, MA Branch - *Physical Security Assessment*

Milford Public Schools, 14 Schools Total - *Physical Security System Design*



FIRM PROFILE

Milone & MacBroom is a privately-owned, multidisciplinary consulting firm that has offered professional services across a wide range of disciplines, serving both public agencies and private companies, since 1984.

Milone & MacBroom combines the expertise of engineers, environmental scientists, landscape architects, planners, and support staff to apply a collaborative and holistic approach to our work. Our corporate office is located in Cheshire, Connecticut, with regional offices across New England.

Our professional services include:

- Civil Engineering
- Water Resources Engineering & Environmental Science
- Water & Wastewater Engineering
- Transportation & Traffic Engineering
- Planning
- Landscape Architecture
- Survey & Mapping
- Geotechnical
- Construction Administration & Inspection

Milone & MacBroom is committed to the core principles and values that define our company. We recognize that the sum of our collective efforts will always be greater than our individual strengths and contributions. Our team of professionals is committed to building strong partnerships with our clients and delivering technically sound, cost-effective, and environmentally sensitive designs through the integration of the firm's disciplines on every project we undertake.

Over the firm's history, we have developed a reputation for technical innovation and award-winning design. The depth and breadth of our highly experienced staff allows the firm to meet complex project requirements and challenging schedules. Our success and future growth is founded on respect for our clients, colleagues, and the communities in which we live, work, and play. We are proud of the diversity of our client base and the strong reputation we have built.

OUR SERVICES

Milone & MacBroom offers a wide range of multidisciplinary services, as well as professional experience in the following:

CIVIL ENGINEERING

- Site Design & Planning
- Feasibility Studies
- Hydrologic & Hydraulic Analysis
- Stormwater Management
- Structural Engineering & Design
- Coastal Structure Design
- Flood Mitigation
- Land Use Permitting
- LEED Accredited Design
- Site Utility Design

PLANNING

- Zoning Regulations
- Regional, Community & Neighborhood Planning
- Urban Planning
- School Enrollment, Redistricting & Facility Planning
- Grant Application Preparation
- Community Outreach
- Economic & Market Analysis
- Fiscal Impact Analysis
- Federal Housing & Community Development
- Hazard Mitigation Planning
- Transit Oriented Development Planning
- GIS Applications

WATER RESOURCES

- Watershed Planning
- River Management & Restoration
- Geomorphologic Based Design
- Dam Stability Analysis & Dam Removal Design
- Sediment Transport Analysis
- Scour Analysis
- Fish Passage Design
- Environmental Permitting
- Tidal & Inland Wetland Restoration
- Lake & Pond Restoration
- Habitat Assessment
- Environmental Impact Evaluations
- Wetland Delineation & Assessment

TRANSPORTATION & TRAFFIC ENGINEERING

- Highway & Roadway Design
- Traffic Impact Studies
- Traffic Calming Techniques
- Bridge Design & Inspection
- Traffic Control Signal Design
- Parking Lot Design & Studies
- Pavement Management
- "Complete Streets" Design
- Context Sensitive Design Solutions
- Corridor Management Planning
- Multimodal Transportation Integration
- Value Engineering

WATER & WASTEWATER ENGINEERING

- Water Supply Analysis & Planning
- Ground Water Supply & Development
- Water Treatment & Distribution Design
- Wellhead Protection
- Sewage Treatment & Distribution Design
- Pump Station Design
- Sanitary Sewer Design
- Infiltration & Inflow Studies
- CSO LTCP & Mitigation
- SCADA System Design
- Hydraulic Analysis & Modeling

UTILITY ENGINEERING

- Distribution Network Planning & Design
- Transmission & Distribution Design & Permitting
- Siting Approvals
- Routing Analysis
- Utility Main Layout & Permitting
- Power Industry Design Support
- Communication Industry Design Support

LANDSCAPE ARCHITECTURE

- Master Planning
- Parks, Playground & Recreational Facilities Design
- Bikeways & Greenways Design
- Athletic Facility & Field Design
- Streetscape Design
- Computer Visualizations

ENVIRONMENTAL SERVICES

- Site Assessments & Investigations
- Peer Review & Property Condition Assessment
- Remediation Design & Implementation
- Brownfield Site Redevelopment
- Industrial Hygiene & Occupational Safety
- Mold & Indoor Air Quality
- Asbestos, Lead, & PCB
- Regulatory Compliance
- Environmental Management Systems
- Solid Waste Planning & Design

SURVEY & MAPPING

- Boundary, Topographic & Bathymetric Survey
- Construction Stakeout
- ALTA/ACSM Certifications
- GPS Survey
- GIS-Based Mapping

CONSTRUCTION ADMINISTRATION & INSPECTION

- Construction Document Development
- Bidding Assistance
- Cost Estimating
- Resident Engineering
- Sediment & Erosion Control Inspections
- Project Administration Services
- Periodic Site Observation

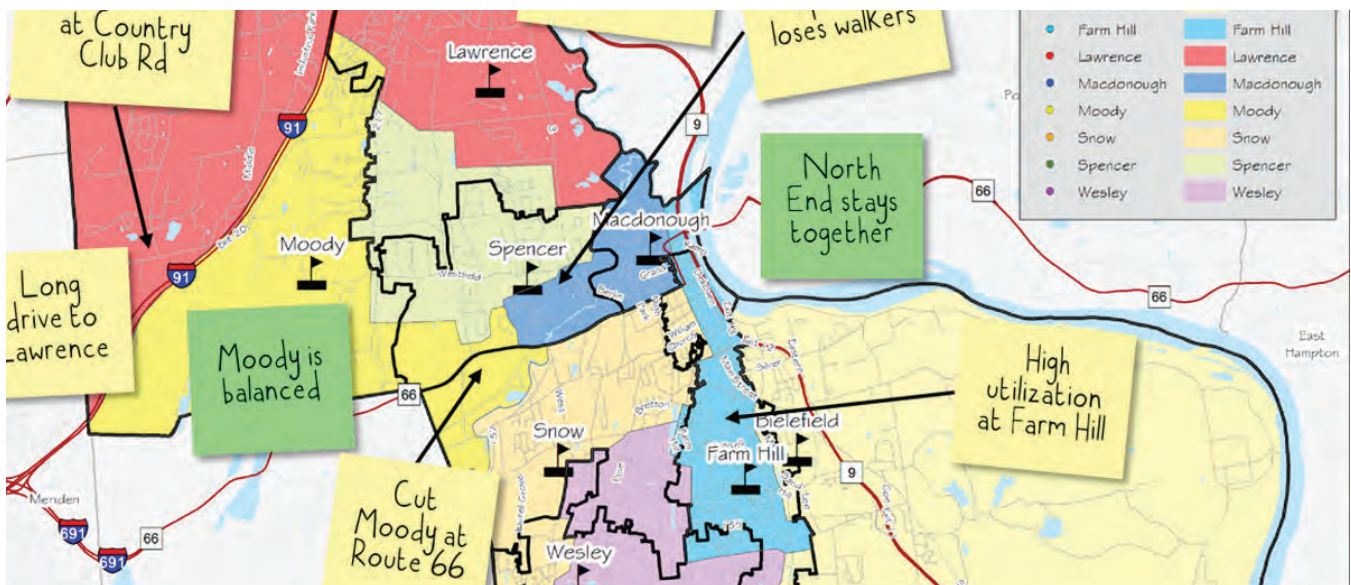


K-12 EDUCATIONAL SITE DEVELOPMENT

Projects

- West Bristol K-8 School
Bristol, CT
- Guilford High School
Guilford, CT
- Hamden Middle School
Hamden, CT
- Second Hill Lane
Elementary School
Stratford, CT
- Orchard Hill Elementary School
South Windsor, CT
- H.C. Wilcox Technical
High School
Meriden, CT
- Putnam High School
Putnam, CT
- Fermi High School
Enfield, CT
- Enfield High School
Enfield, CT
- Hart Elementary School
Stamford, CT
- Duggan Elementary School
Waterbury, CT
- Central High School
Springfield, MA
- ACES High School
Hamden, CT

Milone & MacBroom provides full engineering services for K-12 education institutions, kindergarten through high school, including renovations, additions, new facility expansion projects, code updates, and ADA upgrades. By collaborating with our multidisciplinary team of engineering, landscape architecture, planning, environmental science, surveying, and construction administration and inspection professionals, our clients enjoy seamless, comprehensive services.



SCHOOL PLANNING, ENROLLMENT ANALYSIS & REDISTRICTING

Services

- Enrollment Projections
- School Redistricting
- Population & Growth Forecasting
- State of the Art GIS Data Analysis
- Student Address Matching
- Attendance Area Mapping
- School Capacity Analysis
- Citizen Engagement, Community Education & Notification
- Residential Development Potential Analysis
- Land Use & Housing Analysis
- Site Selection Analysis
- Long-Range Facility Planning

Milone & MacBroom offers an array of services in school facility planning and school redistricting. We utilize population and growth forecasting in combination with state-of-the-art, computerized data analysis to meet a variety of client needs, including long-range facility planning and school redistricting.

Milone & MacBroom's school planning efforts are comprised of three basic components. The first is population projection, which is central to our forecasting activities. The firm uses computational techniques such as the cohort-survival method, the one widely employed by the State Department of Education for short-term school projections. Land use and economic-based techniques are also used in some projects.

Second, Milone & MacBroom applies findings from residential development potential analysis to the school planning process. Buildout and growth forecasts, incorporating existing zoning and environmental constraints, provide essential information for policymaking and are a standard element of our municipal plans of development. Together, development analysis and age cohort forecasting supply a wide range of community data.

Finally, Milone & MacBroom's expertise with geographic information system (GIS) software enables us to conduct comprehensive geodemographic analysis. The extraction and projection of demographic information within custom-made boundary areas, such as school districts, affords quick, cost-effective computational capability. Milone & MacBroom can address-match data points, such as school locations, new births, and the existing school population, allowing easy relational analysis among designated variables. Through this system, we can also generate thematic mapping, helpful in community education and participation, and student lists for notifications and mailings.

Westport Public Schools Enrollment Projections

Westport, CT

CLIENT

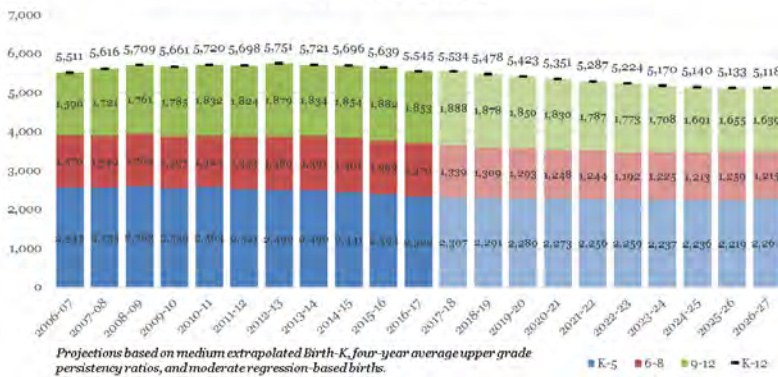
Westport Public Schools
Westport, CT

Services Provided

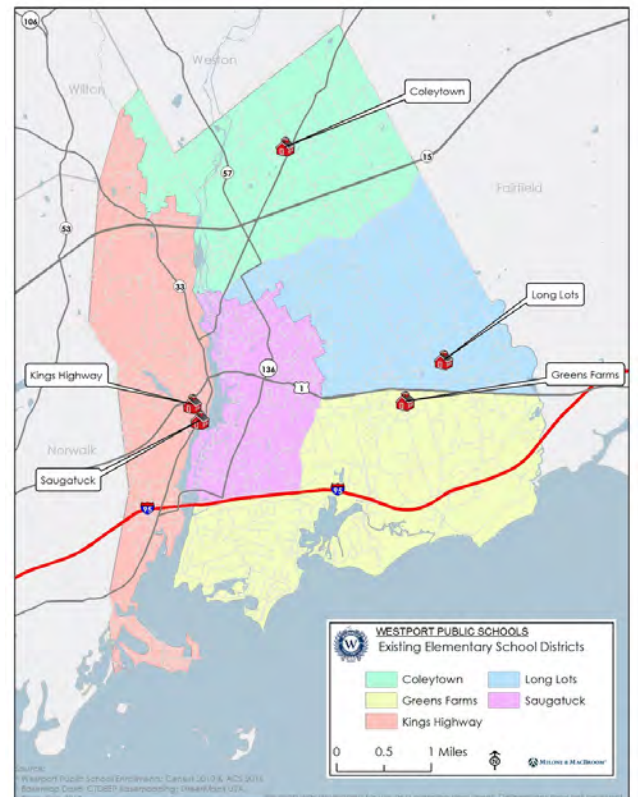
- Enrollment Projections
- Housing & Real Estate Analysis
- Facility Capacity & Utilization Study

Milone & MacBroom provides regular enrollment projection updates for Westport Public Schools to inform school budget process and facilities planning initiatives. As part of this work, Milone & MacBroom reviewed recent housing growth and worked with town officials to determine areas with residential growth potential, planning initiatives, and development approvals that may impact enrollment levels. An analysis of enrollment patterns and trends coupled with demographic and housing analyses provided the foundation for projecting districtwide and school-specific enrollments over the next decade. The project updated enrollment projections using Milone & MacBroom's Geographic Information Systems (GIS) enrollment management system. This system allows Milone & MacBroom to track how students enter the Westport Public Schools system and connect new arrivals with housing sales data and live birth data. The analysis resulted in a set of comprehensive enrollment projections for the Westport Public Schools under three future economic scenarios and created a primer on how district administrators can and should make adjustments to these models if the current residential market changes significantly, including the future addition of large-scale developments.

**Historic and Projected K-12 Enrollment (Medium Scenario)
2006-07 to 2026-27**



Home Sales by Elementary District



Rockwell & Johnson School Improvements

Bethel, CT

CLIENT

Bethel Public Schools
Bethel, CT

Services Provided

- Landscape Architecture
- Civil Engineering
- Traffic Engineering
- Geotechnical Engineering
- Wetlands Delineation
- Licensed Environmental Professional
- Survey

Milone & MacBroom, Inc. (MMI) provided “fast track” professional engineering and landscape architecture site design services for two “renovate-as-new” status schools valued at \$65.8M for the town of Bethel, Connecticut. Located within the town’s school campus, Ralph M. T. Johnson School, grades 3 through 5, and Anna H. Rockwell Elementary School, grades Pre-K-2, were designed concurrently. MMI completed schematic design through bid documents over a six-month period, including local regulatory permitting.

Other services provided as part of the overall contract included a Preliminary Wetland Evaluation, Inland Wetland Delineation, Phase I Environmental Site Assessment (ESA), Preliminary Geotechnical Investigation, and an Enrollment Projection Update study. This work was performed as part of the site design services in support of the Architect. All of the services provided were in compliance with the state OSCG process.



Norwalk Public Schools Feasibility Study

Norwalk, CT

CLIENT

Silver/Petrucci & Associates
Hamden, CT

Milone & MacBroom was retained to perform site assessments for 16 public schools to document existing conditions of all site features including accessibility, traffic circulation and separation, athletic fields, playgrounds, signage, lighting, and general safety.

Services Provided

- Landscape Architecture
- Site Design

A cost matrix was prepared for each school based on a ranking system developed with the architect and the owner. Selects schools were chosen for additional assessment for expansion and renovation opportunities. Additionally, more than 12 alternate sites were studied to select a location for a new school.

FOX RUN ELEMENTARY SCHOOL- CONDITIONS ANALYSIS CHECKLIST										
SITE ASSESSMENT	CONDITION					DESCRIPTION	UNIT	QUANTITY	UNIT COST	*TOTAL
	5	4	3	2	1	n/a				
I. Main Entrance/ Bus Loop										\$355,000
a. Bituminous Concrete Driveway				1		In need of immediate replacement. Adequacy of stone base should be verified to determine if "full-depth" reconstruction is required. Price indicates full depth construction.	SY	2500	\$50	\$157,000
b. Concrete Sidewalk				1		Majority of walk in need of replacement. Bituminous walk (where it exists) has sunk below the concrete curb elevation and presents a trip hazard. Bit. walk should be replaced w/ concrete	SF	6900	\$15	\$130,000

NORWALK SCHOOL ASSESSMENT | 19

5 - NEW - New or like-new condition; no issues to report; no expected failures; Plan 8 to 10 years

4 - GOOD - Good condition; no reported issues or concerns; consider replacement 6 to 8 years.

3 - FAIR - Average wear for age; not new but no issues to report; replace within 4 to 6 years.

2 - POOR - Worn from use - end of expected life cycle. Replace within 2 to 4 years when funds are available.

1 - CRITICAL - Extremely worn or damaged; replace immediately

Parking Area

Bus Loop

Athletic Fields

Basketball Courts

Bituminous Concrete Walks

NOT TO SCALE

MILONE & MACBROOM

FOX RUN ELEMENTARY SCHOOL

Groton Schools Long-Range Facilities Plan

Groton, CT

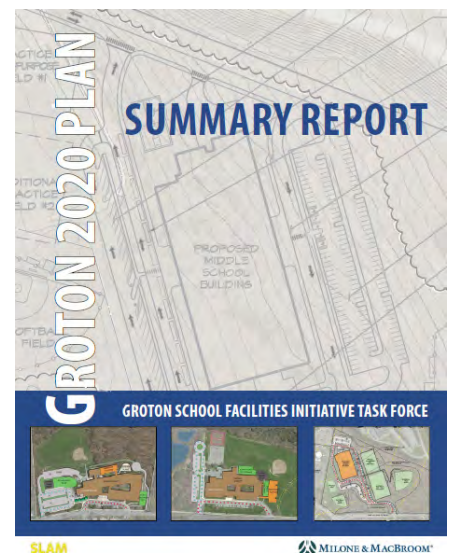
CLIENT

Groton Public Schools
Groton, CT

Services Provided

- Facility Master Plan
- Facilities Evaluation
- Enrollment Analysis & Projections
- Public Planning Process for New Construction/Renovation
- Environmental Phase I Site Assessments
- Site Test Fits for Construction
- State Grant Application

Milone & MacBroom assisted the Town of Groton in developing a long-range master plan for its school facilities, including new construction and school consolidation. Changing demographics and aging elementary and middle school facilities in need of significant capital investment prompted the town to pursue a comprehensive long-term facilities plan. Working with a broadly representative task force, Milone & MacBroom evaluated facilities conditions, assessed educational programming needs, and analyzed enrollment trends and developed enrollment projections. Using GIS analysis and working with town Administrators and the Task Force, Milone & MacBroom identified preferred sites for new school construction. The project team, including an architectural subconsultant, developed site test fits, drafted conceptual plans, and developed cost estimates and alternative school facilities plans. A telephone survey was conducted to gauge community sentiment regarding alternatives in order to direct public outreach efforts and to ensure the plan aligns with community needs and expectations. Milone & MacBroom also conducted Environmental Phase I Site Assessments of selected potential construction sites, and coordinated submission of State forms for the grant application to the CT Department of Construction Services.



Stonington Elementary Schools

Stonington, CT

CLIENT

Drummeay Rosane Anderson, Inc.
South Windsor, CT

Milone & MacBroom is currently working with the architect in the preparation of full site engineering and design for additions and renovations to two existing elementary schools in Stonington, Connecticut. Services include survey, traffic circulation patterns with a focus on separation of bus and vehicular drop-off locations and adequate parking for staff and visitors, athletic fields, playgrounds, sensory garden, stormwater management features, landscape design, traffic engineering, and local regulatory land use permits. The project is progressing through the design development phase and Milone & MacBroom will provide full construction documents (plans and specifications) along with construction administration for both schools.

Services Provided

- Survey
- Civil Engineering/Site Design
- Landscape Architecture
- Structural Engineering
- Traffic Engineering
- Permitting
- Construction Administration



West Vine Elementary School



Deans Mill Elementary School

Consolidation of Enfield High Schools

Enfield, CT

CLIENT

Silver/Petrucci & Associates
Hamden, CT

Services Provided

- Survey
- Civil Engineering/Site Design
- Landscape Architecture
- Structural Engineering
- Traffic Engineering
- Permitting

Milone & MacBroom assisted Silver/Petrucci & Associates, the lead architect, with all site-related engineering, site design, and permitting services for the consolidation of Fermi High School and Enfield High School. All proposed work focused on expansion and renovations to the existing Enfield High School.

The proposed new facility incorporates a 114,000-square-foot Science, Technology, Engineering, Art, and Math addition, as well as an additional 6,000-square-foot expansion. In accordance with the current State of Connecticut standards, the existing school was completely “renovate- as new”. This included all site work, as well as all building improvements. The total building size is 305,347 square feet and is expected to have approximately 1,700 students when the two high schools merge. Design challenges included the fact that construction took place in phases while the school was open. The project was completed in 2017.





OUTDOOR ATHLETIC FACILITIES

Projects

- Lauralton Hall
Milford, CT
- Ethel Walker School
Simsbury, CT
- The Gunnery
Washington, CT
- Greens Farms Academy
Westport, CT
- Fairfield Country Day School
Fairfield, CT
- Choate Rosemary Hall
Wallingford, CT
- The Taft School
Watertown, CT
- Stonington High School
Stonington, CT
- Canton High School
Canton, CT
- Reese Stadium
at Yale University
New Haven, CT
- Suffield Academy
Suffield, CT
- Frank Field & Johnson
Field at Yale University
New Haven, CT
- Bryant University
Smithfield, RI
- Agawam High School
Agawam, MA

Milone & MacBroom's landscape architects and engineers have completed more than 50 projects totaling over \$100 million to serve the physical, education, scholastic, and community needs for athletic facilities.

Our projects involve an analysis of indoor and outdoor facility conditions that identify problems and deficiencies which affect possible expansion, the evaluation of appropriate uses of these facilities, and the design and construction administration of improvements. Assignments include running tracks; tennis courts; bleachers; field lighting; concession, rest room, and storage buildings; parking areas; and roadways. Each project is designed in accordance with Americans with Disabilities Act (ADA) requirements.

The design of competitive athletic facilities require the evaluation of several critical issues which may affect the quality of play. Our experienced staff evaluates the placement of a field for optimum orientation, establishes the appropriate grades for each playing surface, develops a suitable water collection system to allow play after rainfall events, analyzes the appropriate methods of placing fill to control settlement, and selects the appropriate blend of grasses and soil structure for proper turf quality.

Synthetic Turf Fields and Running Track

Westport, CT

CLIENT

Town of Westport
Westport, CT

Services Provided

- Survey & Mapping
- Civil Engineering/Site Design
- Landscape Architecture
- Construction Administration

Milone & MacBroom was retained by the Town of Westport to study, analyze, and provide design services for the replacement of four existing synthetic turf fields in town. These fields varied in age and were all at or beyond their life expectancy. The project sites were spread throughout various locations in the town and included Staples High School Track and Field, Ginny Parker Field, Wakeman B Field, and PJ Romano Field. Site reconnaissance on each site and extensive review of the current facilities with town staff was conducted to fully vet the needs of each site. Infiltration testing was performed at each site to determine drainage performance. Throughout the design process, various improvements were determined to be necessary. For example, Wakeman B Field was found to be an optimal location to increase the existing size of the field to accommodate several youth sized soccer fields, which will greatly alleviate overuse of other town fields by the youth programs. Additionally, several of the new fields will be inlaid with tick marks for various sports, significantly reducing the amount of time required for line painting required each season. Lastly, the existing running track at Staples High School was reviewed by our in house geotechnical engineers, landscape architects, and civil engineers and was determined to require a full reconstruction due to condition of the existing pavement and base materials. The track will be fully reconstructed and finished with a new, high performance track surfacing. Various other site improvements such as ball safety netting, concrete walkways / access paths and new fencing vary throughout each site.



STAPLES HIGH SCHOOL
TRACK AND FIELD TURF REPLACEMENT
EXISTING CONDITIONS ANALYSIS



1 NO FORMAL ACCESS TO PORTABLE TOILET LOCATIONS IS NEEDED AND HARD TO SERVICE. BIWEEK ACCESS WOULD BE A BENEFIT FOR ACCESS AND FOR ACCESS TO STORAGE BENEATH BLEACHERS



2 SCOREBOARD APPEARS TO BE IN GOOD CONDITION



3 CRACKING OF PAVEMENT AROUND PERIMETER OF TRACK AND SEVERAL LOCATIONS WITHIN TRACK



4 JUMPING EVENTS ARE BASED ABOVE TURF AND ARE A TRIPPING HAZARD



5 POLE VAULT RUNWAY HAS STRUCTURAL ISSUES. LANDING AREA VIEW SUDE TO TRAMPOLINE



6 NO FORMAL ACCESS TO VISITING BLEACHERS. TEMPORARY FENCING USED TO GUIDE SPECTATORS TO BLEACHERS AND VIEW TO RESULTS OF VISITS



7 SOME AREAS OF FIELD ARE TYPED AND FOUND TO BE A VOID POROUS BASE WITH DAMP DAMAGE APPEARS TO BE UNUSUALLY CONTROLLED



8 SHOT PUT LANDING AREA IS IN POOR CONDITION



Michael Zuba, AICP, ASSOCIATE

Director of Planning

Mike Zuba, AICP, is the Director of Planning for Milone & MacBroom's public, private, and educational planning and development projects. Since 2000, Mike has assisted more than 50 communities on a variety of projects ranging from demographics and land use to comprehensive plans. Mr. Zuba understands the complexity of modern planning projects, balancing input from many stakeholders, managing project dynamics, and fostering public involvement. He has designed and implemented Geographic Information System (GIS) based demographic models for school systems as well as various public and private clients. He has been actively involved in a variety of community planning assignments, including the preparation of community comprehensive plans; housing studies; residential and commercial market studies; and projects requiring revitalization, redevelopment, and reuse planning. Additionally, Mike is certified by the National Charrette Institute (NCI) for designing public outreach processes and workshops. He has extensive experience serving as a facilitator for the firm's public planning processes including school redistricting, facility master plans, and community comprehensive plans. Mike has been a presenter and panelist on topics of land use, housing, and demographics at regional American planning association conferences and statewide panel discussions.

YEARS EXPERIENCE

15 With This Firm

EDUCATION

MS, Environmental Science
University of New Haven

BS, Environmental Science
Wilkes University

LICENSE & CERTIFICATIONS

Certified Planner, American Institute of
Certified Planners (AICP), 2004

National Charrette Institute
Certification in GIS
University of New Haven

AFFILIATIONS

Member, American Planning
Association

National Charrette Institute Member,
Connecticut Economic Development
Association

Mr. Zuba has extensive experience in the following:

- School and Community Facility Master Planning
- Enrollment Projections and Demographic Studies
- Comprehensive Plans
- Land Use Inventory and Analysis
- Zoning Impact Analysis
- Community Buildout Analysis
- Housing Studies

School Redistricting, Utilization & Projections | Fairfield, CT

Project Manager for project that explored school redistricting options in order to address state-mandated racial balance and facility investment plans.

New London Public Schools Master Plan | New London, CT

Project Manager overseeing enrollment projections to guide New London's Master Plan for the city's magnet schools system.

Groton Public Schools Long-Range Facilities Plan | Groton, CT

Project Manager for a Long-Range Planning process to provide recommendations for the design of a school system that reflects the system's long-term vision and takes into consideration educational programs, budgets, facilities, and demographic changes.

Hartford Public Schools Master Plan | Hartford, CT

Assists Hartford Public Schools annually on enrollment projections for facility planning, programming, and budget development. Project Manager for facility master plan which examines districtwide, regional, and school-specific enrollment projections for Hartford's Intradistrict and Regional Choice System and facility utilization. Leading project team and facilitating meetings with citywide stakeholder groups in order to develop recommendations that position Hartford Schools for the next decade and beyond.



Rebecca Augur, AICP, ASSOCIATE

Principal Planner

Ms. Augur is an emerging leader in land use and community planning in Connecticut. As Communications Committee Chair for the Connecticut Chapter of the American Planning Association, she is actively involved in promoting and supporting the profession. Ms. Augur offers diverse experience as a consulting, regional, and municipal planner. Her technical skills in zoning regulation development, GIS analysis, and public outreach enhance the capabilities of the firm's Planning Group. She is experienced in a variety of community and school planning projects. Her training and experience as a regional and municipal planner contribute to her deep understanding of the complex demographic, housing, and social factors influencing community plans and decision-making, as well as her ability to facilitate the public planning process.

YEARS EXPERIENCE

9 With This Firm

7 With Other Firms

EDUCATION

MA, Regional Planning
University of Massachusetts

BA, International Studies
Marlboro College

LICENSE & CERTIFICATIONS

Certified Planner, American Institute
of Certified Planners (AICP), 2007
National Charrette Institute

AFFILIATIONS

Connecticut Chapter American
Planning Association (CCAPA)

Executive Committee, Connecticut
Chapter American Planning Association
(CCAPA)

Member, American Planning
Association

Member, Connecticut Economic
Development Association

Southington Public Schools Comprehensive Enrollment Analysis & Projections | Southington, CT

Managed and conducted comprehensive enrollment analysis and projections.

East Haddam Public Schools Comprehensive Enrollment Analysis & Projections | East Haddam, CT

Managed and conducted comprehensive enrollment analysis and projections.

Glastonbury Public Schools Comprehensive Enrollment Projections, Facility Utilization & Redistricting Plan | Glastonbury, CT

Managed project to develop ten-year enrollment projections based on a comprehensive enrollment analysis; to evaluate elementary school facility utilization and the feasibility of consolidating a facility; and, to develop redistricting boundary options for implementation of school consolidation.

Hartford Public Schools Equity 2020 Facilities Study | Hartford, CT

Responsible for districtwide and individual school enrollment projections, generating alternatives for facilities utilization, and public outreach.

Demographic Study and Enrollment Projections | Brookfield, CT

Managed a comprehensive enrollment analysis and projections, as well as update. Analyzed facility utilization and potential grade reconfiguration options.

Vernon Public Schools Feasibility Study | Vernon, CT

Responsible for comprehensive enrollment analysis and projections, facility utilization analysis, and evaluation of alternatives.

Waterbury Public Schools Facility Utilization & Redistricting Study | Waterbury, CT

Assisted in analyzing demographic, housing, and enrollment trends; preparing enrollment projections; and generating long-range alternatives to alleviate overcrowding in the system's elementary and middle schools.



Daniel J. Kroeber, PE, ASSOCIATE

Lead Project Engineer, Civil

Mr. Kroeber is a Lead Project Engineer with expertise in the design and preparation of engineering plans for residential, commercial, and industrial developments, as well as athletic field design. Mr. Kroeber's project experience includes the design of sanitary and storm sewers, drainage systems, septic systems, and roadway layout and design.

YEARS EXPERIENCE

14 With This Firm

EDUCATION

BS, Civil Engineering
University of Connecticut

LICENSE & CERTIFICATIONS

Professional Engineer - CT

AFFILIATIONS

American Sport's Builder's Association
Member, Synthetic Turf Council

Synthetic Turf Fields and Running Track | Westport, CT

Project Manager for the study, analysis, and design services required for replacement of four existing synthetic turf fields in the town of Westport. Fields varied in age and were at or beyond life expectancy, including Staples High School Track and Field, Ginny Parker Field, Wakeman B Field, and PJ Romano Field. Improvements have been identified, including increased field sizing, reconstruction of the track at Staples High School, the addition of field markings to reduce the time required for line painting each season, ball safety netting, concrete walkways and access paths, and new fencing.

Stonington Elementary Schools | Stonington, CT

Lead Project Engineer responsible for the preparation of full site engineering and design for additions and renovations two existing elementary schools in Stonington, CT. Services include survey, traffic circulation patterns with a focus on separation of bus and vehicular drop-off locations and adequate parking for staff and visitors, athletic fields, playgrounds, sensory garden, stormwater management features, landscape design, traffic engineering and local regulatory land use permits.

Bethel School Renovation Project | Bethel, CT

Lead Project Engineer/Project Manager for the renovations to Johnson and Rockwell Elementary schools in Bethel, Connecticut. The project began as a feasibility study to study the required site improvements and associated costs. The Town of Bethel successfully passed a referendum to support funding of the project in the Fall of 2017. After the successful referendum design began on the two schools including complete reconstruction of the schools bus loop and parent pickup/dropoff areas. The project also includes the reconstruction of the schools playgrounds, paved play and all associated utility infrastructure. At Johnson School several large additions are proposed to incorporate the new school programming.

Second Hill Lane Elementary School Circulation Study | Stratford, CT

Project Engineer on this study which involves on-site traffic circulation and parking improvements at the Second Hill Elementary School. Tasks included field observations, existing conditions assessment, the development of near- and long-term improvement alternatives to accommodate vehicular and pedestrian traffic, and cost estimation.

Greenwich High School Lighting Study | Greenwich, CT

Lead Project Engineer on study commissioned by the Greenwich Board of Education to evaluate the impacts of shifting the school start time forward by one hour on afterschool athletic programs for the fall and spring seasons.



David W. Dickson, PLA, ASSOCIATE

Senior Project Manager, Landscape Architecture

Mr. Dickson is a Senior Project Manager with over 28 years of experience in site design and master planning. His diverse blend of project types include municipal, government, and commercial buildings; parks and recreation; transportation; schools and campus design; and housing. He oversees all phases of project development from project initiation and design to regulatory permitting, construction documents, and construction administration.

YEARS EXPERIENCE

26 With This Firm

3 With Other Firms

EDUCATION

BS, Landscape Architecture
Pennsylvania State University

LICENSE & CERTIFICATIONS

Landscape Architecture - CT, MA

AFFILIATIONS

Commander, U.S. Naval Reserve
(Retired)

American Institute of Architects

Construction Specifications Institute
(CSI)

Sports Turf Managers Association
(STMA)

American Sports Builders Association
(ASBA)

Military Officers Association of American
(MOAA)

Association of the United States Navy
(AUSN)

Society of American Military Engineers
(SAME)

Proposed K-8 Site Selection & Feasibility Study & Design | Bristol, CT

Landscape architecture services for site selection and feasibility study for two proposed K-8 schools for the City of Bristol.

West Bristol K-8 School | Bristol, CT

Project Manager for all aspects of planning and site design of a new 120,000-square-foot K-8 school on a 28-acre parcel. Design features included a vehicular and pedestrian circulation system (including separate bus and parent drop-off areas), parking for 200 cars, two outdoor playgrounds (with basketball court), outdoor student plaza, site lighting and landscaping, athletic fields (baseball, softball, and multipurpose); off-site improvements including signalized crosswalk, city sidewalks, lane restriping, and pedestrian crosswalks. The project also included an elaborate stormwater management system, field irrigation, and all pertinent site utilities. This project received a first place award from the Connecticut Building Congress for the best new K-12 school in the state of Connecticut.

Putnam High School Renovations & Addition | Putnam, CT

Project Manager responsible for the site design, landscape architecture, civil engineering, and local and state DEEP regulatory permitting for a 9,000-square-foot addition and renovation to the existing high school. The \$36,000,000 construction phase began in late 2014 and was completed in 2016.

Orchard Hill PK-5 Elementary School | South Windsor, CT

Landscape Architect for a new pre-K thru 5 elementary school on a previously undeveloped 50 acre parcel. Services provide included preparation of multiple conceptual school layouts including: survey, traffic circulation patterns with a focus on separation of bus and vehicular drop-off locations, parking adequate for staff and visitors, layout of athletic facilities, two new playgrounds, lighting and landscaping and site grading.

Stonington Elementary Schools | Stonington, CT

Landscape Architect working with the architect in the preparation of full site engineering and design for additions and renovations two existing elementary schools in Stonington, CT. Services include survey, traffic circulation patterns with a focus on separation of bus and vehicular drop-off locations and adequate parking for staff and visitors, athletic fields, playgrounds, sensory garden, stormwater management features, landscape design, traffic engineering and local regulatory land use permits.



Ryan R. Chmielewski, LA, ASSOCIATE

Lead Landscape Architect

Mr. Chmielewski is a Lead Landscape Architect responsible for managing and executing projects from initial conception through project closeout with construction values ranging from \$10,000 to \$20,000,000. He offers vast experience working in public and private sectors with a variety of project types, including educational site development, civic/institutional development, parks, athletic and recreational facilities, greenways/bikeways/multiuse trails, brownfield development, mixed-use development, retail, large-scale residential housing, and municipal streetscapes. He is accomplished in coordinating small and large-scale multidisciplinary projects and offers expertise in ADA accessibility, sustainable design, and playground safety.

His construction background has enhanced his design work, which includes conceptualization of site layouts, grading, and detailing. His understanding of the “complete” process and his attention to detail has resulted in award-winning work.

YEARS EXPERIENCE

13 With This Firm

6 With Other Firms

EDUCATION

BLA, Landscape Architecture
University of Rhode Island

LICENSE & CERTIFICATIONS

Landscape Architect - CT

PSMJ Certification

National Recreation & Park Association -
Certified Playground Safety Inspector

Bethel School Renovation Project | Bethel, CT

Lead Landscape Architect for the renovations to Johnson and Rockwell Elementary schools in Bethel, Connecticut. Design includes complete reconstruction of the schools bus loop and parent pickup/dropoff areas. The project also includes the reconstruction of the schools playgrounds, paved play and all associated utility infrastructure.

West Vine Elementary School & Deans Mill Elementary School | Stonington, CT

Project Manager for two concurrently running renovate-as-new school construction projects. Working with the architect in the preparation of full site engineering and design for additions and renovations two existing elementary schools in Stonington, CT. Services include survey, traffic circulation patterns with a focus on separation of bus and vehicular drop-off locations and adequate parking for staff and visitors, athletic fields, playgrounds, sensory garden, stormwater management features, landscape design, traffic engineering and local regulatory land use permits.

Norwalk School Facility Study | Norwalk, CT

Lead Landscape Architect responsible for the evaluation of 16 schools sites and their physical condition. His efforts were to perform a district wide analysis of the school system as it exists today, define current and future shortcoming, and explore several sites within the city for future expansion. The overall study resulted in \$338M in capital needs including the addition of a new school, expansion of two schools and restructuring if the educational system. The team worked closely with the Board of Education, Building Committee, and public to complete this master plan and vision of the BOE and its community.

Orchard Hill Elementary School | South Windsor, CT

Lead Landscape Architect responsible for the site design, landscape architecture, and local permitting for a new school of approximately 650 students. The construction phase began in early 2016 and was completed in 2017.



David G. Sullivan, PE, ASSOCIATE

Manager of Traffic Engineering

As Manager of Traffic Engineering, Mr. Sullivan has supervised numerous traffic engineering and transportation planning studies and improvement plans for new developments, corridors, and campus settings. Integral to these efforts were multimodal evaluations and complete streets solutions. He has also supervised countless traffic impact studies for a variety of uses, including educational facilities, industrial plants, superblocs, shopping centers, residential developments, and office/business parks. The firm's traffic signal design efforts also come under his review. Mr. Sullivan has significant experience related to parking studies. This includes evaluation of multiple facilities within town/city centers; individual multiuse projects where shared parking demand by users was evaluated; and operational evaluation of various parking strategies.

YEARS EXPERIENCE

29 With This Firm

5 With Other Firms

EDUCATION

BS, Civil Engineering
University of Connecticut

LICENSE & CERTIFICATIONS

Professional Engineer - CT

AFFILIATIONS

Institute of Transportation Engineers
American Society of Civil Engineers

New Lebanon Elementary School | Greenwich, CT

Traffic engineering services for the construction of a new elementary school in Greenwich, Connecticut, to replace an existing school.

Stonington Elementary Schools | Stonington, CT

Traffic engineering services for additions and renovations to two existing elementary schools in Stonington, Connecticut. Services include traffic circulation patterns with a focus on separation of bus and vehicular drop-off locations and adequate parking for staff and visitors.

Waddell Elementary School | Manchester, CT

Traffic engineering services for the renovations to Waddell Elementary School in Manchester, Connecticut. The renovated school will include new on-site parking areas, parent pick-up and drop-off, and a reconstructed bus loop.

Verplanck Elementary School | Manchester, CT

Traffic engineering services for the renovations to Verplanck Elementary School in Manchester, Connecticut. The renovated school will provide expanded on-site parking, parent pick-up and drop-off, and a reconstructed bus loop separated from staff and parent parking.

Guilford High School | Guilford, CT

Traffic engineering services for the design of parking areas for a 208,000-square-foot high school in the Town of Guilford. A traffic impact study and bus circulation analysis was completed to evaluate traffic conditions and incorporate design features to mitigate impacts.

Groton Consolidated Middle School | Groton, CT

As Project Manager, oversaw the traffic engineering services provided for the Groton Consolidated Middle School. Services included analysis of several access alternatives, changes to start and end times of the school day and the interaction with nearby Fitch High School and Ella Grasso Technical School. A traffic report was ultimately developed to support local planning and zoning approval and OSTA Administrative Decision approval.



**MICHAEL HORTON
ASSOCIATES, INC.**

Consulting Structural
Engineers

151 Meadow Street
Branford, CT 06405

phone
203.481.8600

fax
203.481.0686

mha-eng.com

FIRM DESCRIPTION

MHAI provides consulting structural engineering services to architects, owners and developers as part of its basic practice. The firm has earned a reputation among its clients for their ability to produce sensitive structural designs that respond to the needs of the individual client. Utilization of the latest design and building information modeling (BIM) software allows our staff to provide effective and accurate design solutions. Projects vary in size from investigations to large construction projects including K-12 educational, university, commercial, manufacturing, institutional, performing arts and residential facilities.

The firm's excellence as structural consultants has been recognized on numerous award winning projects.

Sandy Hook Elementary School Newtown, Connecticut	ENR Best K-12 Education Project AIA Connecticut Design Award CBC K-12 Project Teamwork Award
Guilford High School Guilford, Connecticut	AIA Connecticut Design Award
Engineering & Science University Magnet School West Haven, Connecticut	CBC K-12 Project Teamwork Award
Fairfield University Recreation Complex Fairfield, Connecticut	CBC Major Renovation / Expansion Award of Merit
Fairfield University Marion Peckham Egan School of Nursing and Health Studies Fairfield, Connecticut	CBC Major Renovation / Expansion Award of Merit ENR Higher Education / Research Award of Merit
Enfield High School Enfield, Connecticut	ENR K-12 Education Award of Merit
Ronald McDonald House of Connecticut New Haven, Connecticut	CBC New Construction Award of Merit ENR Residential / Hospitality Award of Merit
Art History Department and Career Center Wesleyan University, Middletown, Connecticut	AIA Connecticut Merit Award
Sterling Power Plant Cogeneration & Expansion Yale School of Medicine, New Haven, Connecticut	AIA CT Honor Award
Camp Niantic Regional Training Institute Niantic, Connecticut	CBC New Construction Award of Merit
Calhoun College Renovations Yale University New Haven, Connecticut	CBC Major Renovation Award
Jonathan Edwards College Renovations Yale University New Haven, Connecticut	AIA Connecticut Preservation Boston Society of Architects Award for Design
Regional Center for the Arts Trumbull, Connecticut	AIA Connecticut Design Award
John S. Martinez Elementary School New Haven, Connecticut	Architectural Portfolio Recognized for Educational Design Excellence in American School and University



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Branford, CT 06405

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mha-eng.com

ALFRED D. LOMBARDI, JR.
President

Background: Al Lombardi is positioned as President of the firm with over 30 years of experience in design, document preparation and site inspections. Mr. Lombardi's project experience ranges from residential buildings to multi-million dollar facilities, including projects in both the public and private sectors.

Education: Platt Vocational Technical School
Architectural Construction, 1981

Post-Graduate Training: Business Administration,
University of New Haven
Masonry Design and Construction, 1997
Masonry Design and Construction, 1998
American Concrete Institute Certification,
2000

Professional Organizations: American Society of Civil Engineers
American Institute of Steel Construction,
Professional Member
American Concrete Institute
American Institute of Architects,
Affiliate Member

Years with Firm: 22, including predecessor firm



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203.481.8600

fax 203.481.0686

mha-eng.com

DOUGLAS H. McCLOSKEY, P.E.
Vice President

Background:

Douglas McCloskey is positioned as a Vice-President of the firm with over 30 years of experience in design, document preparation and site inspections. Mr. McCloskey's project experience ranges from residential buildings to multi-million dollar facilities, including projects in both the public and private sectors as well as projects for the U.S. Armed Services. Mr. McCloskey's engineering accomplishments also includes published work by the American Concrete Institute.

Professional Registrations:

Connecticut

Education:

University of Connecticut
B.S. Civil Engineering, 1978

Post-Graduate Training:

Advanced Structural Engineering, Design and Analysis, Rutgers University, 1984
Precast Concrete Design, 1986
Wood Design Seminar, 1992
Contemporary Seismic Design Requirements, 1993
Advances in Structural Steel Design, 1995
Weld Quality Control, 1998
Masonry Design and Construction, 1998
Masonry Engineering, 2006

Years with Firm:

18, including predecessor firm



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ASSOCIATES, INC.**

Consulting Structural
Engineers

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Branford, CT 06405

phone
203.481.8600

fax
203.481.0686

mha-eng.com

Paul J. Sheehan Project Engineer

Background:

Paul Sheehan is positioned as a staff engineer with the firm with 15 years of experience in design, document preparation and site inspections. Mr. Sheehan's project experience ranges from multi-story residential buildings to multi-million dollar educational facilities, including projects in both the public and private sectors.

Education:

Naugatuck Valley Community College - AS -
CADD/Design Engineering Technology
Central Connecticut State University - BS Civil
Engineering

Professional Organizations:

American Institute of Steel Construction

Years with Firm:

11



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ASSOCIATES, INC.**

Consulting Structural
Engineers

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Branford, CT 06405

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fax
203.481.0686

mha-eng.com

REPRESENTATIVE EDUCATIONAL FACILITY PROJECTS

Sandy Hook Elementary School Newtown Connecticut	New Construction
Morgan High School Clinton, Connecticut	New Construction
Guilford High School Guilford, Connecticut	New Construction
Engineering and Science University Magnet School New Haven, Connecticut	New Construction
New Lebanon Elementary School Greenwich, Connecticut	New Construction
Enfield High School Enfield, Connecticut	Additions / Renovations
Berlin High School Berlin, Connecticut	Additions / Renovations
Central High School Bridgeport, Connecticut	Additions / Renovations
West Shore Middle School Milford, Connecticut	Additions / Renovations
Gallup Hill Elementary School Ledyard, Connecticut	Additions / Renovations
Ledyard Middle School Ledyard, Connecticut	Additions / Renovations
Rowayton Elementary School Norwalk, Connecticut	Additions / Renovations
Naramake Elementary School Norwalk, Connecticut	Additions / Renovations
East Shore Middle School Milford, Connecticut	Additions/ Renovations
Greene-Hills Elementary School Bristol, Connecticut	New Construction
Marine Science Magnet High School Groton, Connecticut	New Construction



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REPRESENTATIVE EDUCATIONAL FACILITY PROJECTS continued

Chatfield-Lopresti Elementary School Seymour, Connecticut	Additions / Renovations
Discovery Magnet Elementary School Bridgeport, Connecticut	New Construction
Jonathan Reed Elementary School Waterbury, Connecticut	New Construction
Regional Center for the Arts Trumbull, Connecticut	New Construction
Bishop Woods Elementary School New Haven, Connecticut	New Construction
Christopher Columbus Elementary School New Haven, Connecticut	New Construction
Stratfield Elementary School Fairfield, Connecticut	Additions / Renovations
Jonathan Law High School Milford, Connecticut	Additions / Renovations
Foran High School Milford, Connecticut	Additions / Renovations
John S. Martinez Elementary School New Haven, Connecticut	New Construction
Daniel Hand High School Madison, Connecticut	New Construction
Masuk High School Monroe, Connecticut	Additions / Renovations
Trumbull High School Trumbull, Connecticut	Additions / Renovations
Hartford Classical Magnet School Hartford, Connecticut	New Gymnasium and Performing Arts Facility
Klingberg Family Learning Center New Britain, Connecticut	New Construction K – 12 School
Kendall Elementary School Norwalk, Connecticut	Additions / Renovations



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REPRESENTATIVE EDUCATIONAL FACILITY PROJECTS continued

Roton Middle School Norwalk, Connecticut	Additions / Renovations
Orange Avenue Elementary School Milford, Connecticut	Additions / Renovations
ACES Mill Road School North Haven, Connecticut	Additions / Renovations
Regional School District 15 Pomperaug High School Southbury, Connecticut	Additions / Renovations
Regional School District 15 Long Meadow Elementary School Milford, Connecticut	New Construction
Greens Farms Elementary School Westport, Connecticut	Additions / Renovations
Momauguin Elementary School East Haven, Connecticut	Additions / Renovations
ACES - Village Street School North Haven, Connecticut	Additions / Renovations
ACES - Building One Skiff Street Hamden, Connecticut	Additions / Renovations
ACES – William O. Douglas School North Branford, Connecticut	Additions / Renovations
Church Street School Hamden, Connecticut	New Construction
Lyman Hall High School Wallingford, Connecticut	Additions / Renovations
Middlefield Memorial Elementary School Middlefield, Connecticut	Additions / Renovations
John Lyman Elementary School Middlefield, Connecticut	Additions / Renovations
Dunbar Hill Elementary School Hamden, Connecticut	Additions / Renovations



**MICHAEL HORTON
ASSOCIATES, INC.**

Consulting Structural
Engineers

**REPRESENTATIVE EDUCATIONAL FACILITY
PROJECTS continued**

Helen Street Elementary School Hamden, Connecticut	New Construction
Sound High School New Haven, Connecticut	New Construction
Alice Peck School Hamden, Connecticut	Additions / Renovations
Hamden Middle School Hamden, Connecticut	Restoration / Additions
Jeffrey Elementary School Madison, Connecticut	Additions / Renovations

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Branford, CT 06405

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fax
203.481.0686

mha-eng.com

Pan American Consulting Services, LLC

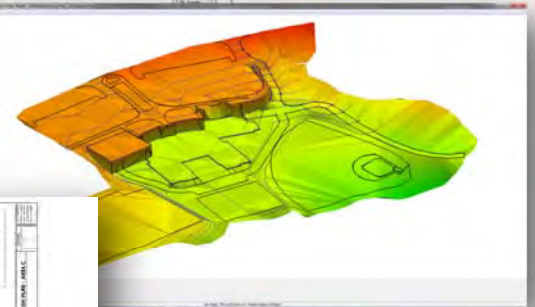
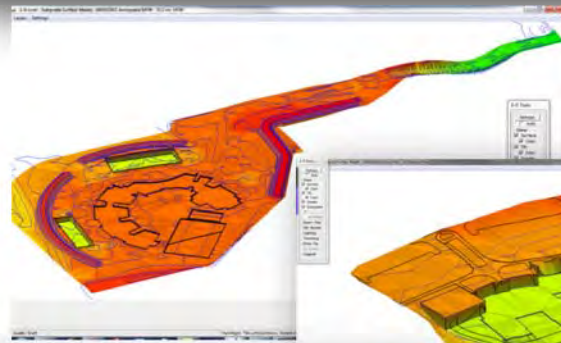
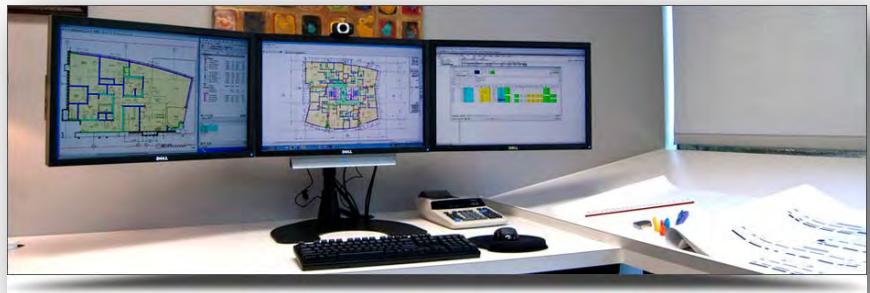


About us:

PACS has developed a reputation for providing extremely detailed cost estimates at the early stages of design, to keep the Preconstruction process on track. Our many years in the construction industry allow us to conceptualize and quantify scope that is not clear on the early level documents.

Combining the many years of experience with the technology and graphics provided by the many software systems utilized by PACS allows clear communications with the project team to collaborate and memorialize the scope of work to be priced for the project. The output and deliverables provide a format that is easy to visualize and quickly confirm scope with Design Team and Owner.

PACS utilizes a number of powerful software systems for analysis and estimating. These include OnCenter On-screen Take-off, In Site Cuts and Fills software, Timberline Estimating software, online collaboration tools, Revit and Sketchup model viewers, etc. These systems allow for accurate pricing and tracking with a robust graphics output. The graphics from these systems ensure that all items have been included in the estimate and help to relay information to the client. They can be easily archived and referenced in later design updates for comparison.



123 West Main Street
Chester, CT 06412
Phone: (860) 873.1196
E-mail: thardin@pacs-llc.net



Pan American Consulting Services, LLC

2018_05.17 - Ana Grace_Architectural.rvt



123 West Main Street
 Chester, CT 06412
 Phone: (860) 873.1196
 E-mail: thardin@pacs-llc.net

Our Experience:

- * City of Norwalk—Multiple Schools Concept Feasibility Study—Norwalk \$60M
- * CREC Ana Grace Academy of the Arts DD Estimate, Bloomfield, \$107M
- * JFK Middle School RAN, Enfield, CT \$84.3M
- * Edna C Stevens Middle School, Cromwell CT Concept Estimate - \$38M Construction
- * Darien HS Café Expansion – Darien CT \$1.5M –
- * Eaglebrook School Science Art & Music School Additions
- * Hampden Charter School Renovations, West Springfield, MA
- * Norwalk Schools Nathaniel Eli & Ponus Ridge Grant Application Estimates
- * City School District of New Rochelle – Multiple District School Capital Expenditures New Rochelle, NY \$106.5 M
- * CREC Academy of Aerospace & Engineering (SD Est – DD & CD Pending) – Rocky Hill \$46M
- * JFK Middle School Additions and Renovations (CD Estimate) – Enfield \$88 Million
- * Colchester Middle School (SD & DD Estimate) – Colchester \$50 Million
- * North Haven Middle School (DD & CD Estimate) – North Haven \$56 Million
- * Rocky Hill High School (3rd party CD Estimate) – Rocky Hill \$50 Million
- * The Carrington School – Waterbury \$28 Million
- * The Asian Studies School – City of Hartford \$8 Million
- * Vernon Cleaves Vo-Ag School – Wallingford \$30 Million
- * Hamden Middle School – Hamden \$54 Million
- * Soloman Schechter Day School, West Hartford, CT \$8 Million
- * Berkshire High School Math & Science Center \$16 Million
- * Hotchkiss School Dorm \$19.5 Million
- * Beverly High School, Beverly MA 260,000 sf
- * JM Wright Technical HS – 202,400 sf
- * Norwich Tech High School – Norwich CT
- * North Haven High School – North Haven, CT – 245,000 sf
- * WF Kaynor Technical HS – Waterbury, CT – 100,000 sf
- * AIC Exercise Science School, Springfield, MA
- * Wesleyan University, Usdan University Center, Middletown, CT
- * Central Connecticut State University, Nicolaus Copernicus Hall , New Britain, CT
- * University of Connecticut, Hilltop Residence Hall, Storrs, CT
- * Conn College Asset Reinvestment Program, New London CT
- * Conn College – Schain Library Renovation New London, CT
- * University Of Bridgeport Anatomy Lab, Bridgeport, CT
- * Fones Dental School, University of Bridgeport, CT
- * Physiome Sciences Lab fit-up, Princeton, NJ
- * Science Park Parking Garage, New Haven CT
- * State of CT Judicial Parking Garage, Stamford, CT
- * Summer Place Parking Garage – Stamford, CT
- * CPTV & Radio Broadcasting Facility, Hartford CT
- * WGBH Headquarters Television & Radio Studio, Brighton MA
- * Jewish Senior Services 320 bed SNF, MC & AL Facility, Bridgeport, CT



Who are we:

Lead Estimator Civil & General / Owner—Thomas C Hardin C.P.E. LEED / AP

Tom contributes 25 years’ experience in the construction industry with significant expertise in estimating and pre-construction. The majority of his career has consisted of primarily Pre Construction Services and client collaboration. Tom gained experience in this Capacity during his 18 years with a \$300M Construction Management firm, prior to starting his own consultancy. As Director of Estimating for this firm, he was known for his hands-on technical knowledge and ability to lead Designer / Owner teams through the design and procurement process, ensuring all parties stayed focused and on budget. Tom has led the process from feasibility studies, proforma analysis through design and bidding. Many years heading up the Procurement for both Negotiated and Hard Bid work has provided him the opportunity to understand the importance of Schedule, Logistics and project general conditions requirements.



Bachelors of Science, Construction Engineering, Roger Williams University, Bristol RI
Certified Professional Estimator 2004—American Society of Professional Estimators
LEED AP—US Green Building Council 2009

Mechanical Estimator—Russ Schott

Russ contributes more than 25 years’ experience in the construction industry specifically, with expertise in the estimating and technical services of pre-construction and project management. His area of expertise covers all aspects of mechanical, electrical, fire alarm, security, and telephone/data systems. Russ’ experience also includes managing the project commissioning process along with supporting projects with 3rd party commissioning agents. Additionally, he has provided preconstruction services such as estimating, constructability analysis and value engineering on numerous projects types including manufacturing, research and development, microelectronics, commercial, hospitality, healthcare, industrial, institutional and cultural sectors.



HVAC Mechanical Design Certificate - Northeastern University
Master Electrician & Journeyman Electrician, Commonwealth of Massachusetts

Electrical Estimator—Michael Ouillette

Michael contributes 40 years’ experience in the construction industry with significant expertise in Electrical estimating and pre-construction. Michaels experience includes Electrical projects in excess of \$30M and he currently spends some of his time working directly for one of the largest Electrical Contractors in New England, This daily participation in the Industry allows Michael to keep a pulse on the current trends and market conditions..



Business Degree in Business Administration from Husson College, Bangor ME
Licensed Journeyman Electrician in MA, ME, NH, VT, CT, RI & MD

OFFICE OF SCHOOL CONSTRUCTION GRANTS & REVIEW (OSCGR) EXPERIENCE

Antinozzi Associates has celebrated over 60 years in business and has completed many public school projects. Most of these projects, since the State began this school review process nearly three decades ago, have been approved through the recently renamed Department of Administrative Services (DAS) Office of School Construction Grants & Review (OSCGR). In fact, we were one of the pioneers in this regulatory approval process during our system-wide grade reorganization project for the Danbury Public School system in the late 1980's.



At that time, the Department of Education (DOE) was implementing new drawing review procedures that, at first, caused long delays in the approval process and were resisted by the design community. Antinozzi Associates, however, embraced the new review procedures since they provided valuable code review services and offered an opportunity for independent input.



As a result, we have developed an excellent relationship with the entire OSCGR staff over the years that continues to benefit our school clients today.



Our staff is fully experienced and updated in the State's public school funding and school construction reimbursement grant process for municipal projects. Many of our design staff have attended OSCGR preparatory meetings and have completed the required checklists of documents for submission to the agency. We are also knowledgeable on several new policies and procedures for the public school construction grant process implemented in the past 12 months. We can ensure minimal document revisions prior to issuing for bid.



Several recent public school projects have gone (or are going) through the DAS-OSCGR review process to receive State reimbursement grants including New London High School, Walsh Intermediate School (Branford), Stratford High School, Harding High School (Bridgeport), West Haven High School, Orville Platt High School (Meriden), Roosevelt Elementary School (Bridgeport), and the CREC Academy of Science/Innovation (New Britain).

PROJECT APPROACH: FACILITY ASSESSMENTS AND FEASIBILITY STUDIES

The approach Antinozzi Associates takes to perform educational facility assessments and master plan studies is consistent no matter the size or scope of the proposed school project. However, we will tailor the steps required to meet the goals of each assessment as the data and design differ for each school facility.

The following phases show our basic approach to the development of a feasibility study.

Facility Survey & Data Collection

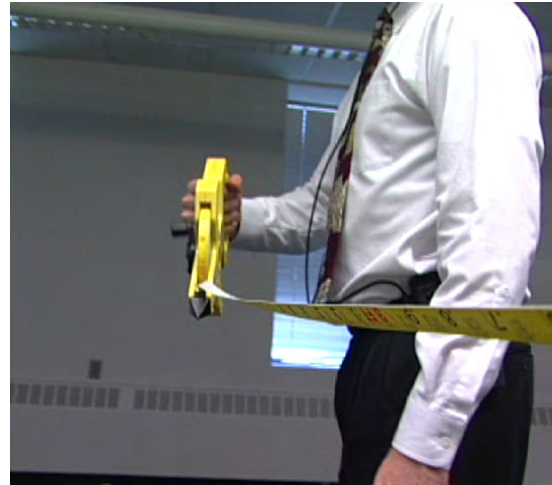
Verifying existing plans is the first and most important step to ensure all parties working on future projects are in compliance with accurate information and are referencing the same plans. By completing a thorough on-site investigation of the school, verifying key dimensions, and updating existing documents as needed, we ensure that our team has the best understanding of the existing conditions.

As our team collects and compiles this data, we assess several issues with the appropriate consultants such as life expectancy and expansion/upgrade considerations of the existing systems and materials, compliance with local/state codes and ADA regulations, occupant safety, intensive site analysis, etc.

To mitigate surprises during the design phases, we will also attempt to uncover hidden conditions by interviewing facilities staff who know the infrastructure of the facilities best and recommending selective demolition and probing.

Program Coordination

Determination of programmatic needs commonly occurs during this phase as well, and we can meet with school staff to fully understand the nature and goals of the future educational curriculum and teaching methodologies. In coordination with the facility analysis, we can then identify limitations, deficiencies, or opportunities the existing buildings present in relation to meeting current and future programmatic educational goals.



PROJECT APPROACH: FACILITY ASSESSMENTS AND FEASIBILITY STUDIES

Analysis, Evaluation & Documentation

Analysis, Evaluation, and Documentation involve simply taking the above data collected to determine priorities, timelines, and design opportunities. We will refer specifically to the existing condition findings and the programmatic requirements and begin developing our design layout options.

These basic concepts will be in sketch or narrative form and will incorporate all of the previous findings, consultant recommendations, and input from town officials regarding code requirements. We will present these options to the Westport Board of Education along with our scoping documents, which are a comprehensive compilation of each room and the condition of each infrastructure component itemized in relation to the program.

Construction Logistics / Phasing

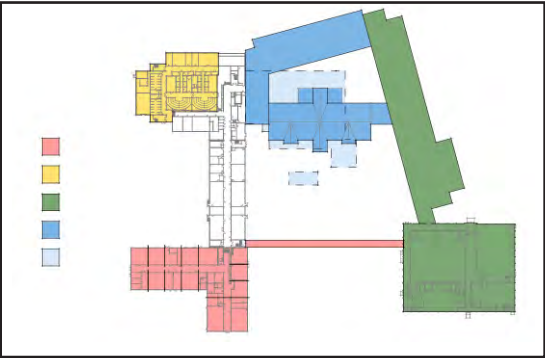
The three key components of any facility master plan study once the designs are developed and implementation of those designs is discussed include **safety, efficiency, and design integrity.**

Safety of the occupants of the facility where construction zones might be located is a major concern that is addressed immediately.

Efficiency attempts to minimize relocation and cost so that construction work is completed in a timely manner and done correctly the first time.

Multiple moves only translate to escalated costs! In an effort to track key dates of the project's future construction and to mitigate delays, schedules will be developed to include everything from pre-approval activities to final move-in.

The biggest hurdle can be maintaining the Design Integrity - or making the desired facility changes the first priority while also not compromising the design, regardless of the challenge to execute the changes comfortably during the process.



PROJECT APPROACH: FACILITY ASSESSMENTS AND FEASIBILITY STUDIES

Budget Estimating

Once the study phases are complete, we can provide this information to our professional cost estimator. This consultant will lead this portion of the study and will prepare a project budget for each design option, as needed - including both hard and soft costs. Further design direction for the project based upon the feasibility study and facility assessment can be determined in much more detail during the estimating process.



Report Compilation / Presentation

In the final step, a comprehensive report (and/or presentation) will be provided for use by the Westport Board of Education and any other entity requiring the information. The report/presentation is organized in a clear format showing all of the information collected and developed over the study period to help determine the direction the Board should take.



Most of our educational projects involving renovations and additions on the first page under Tab 3 have included extensive and detailed existing facility assessments and/or feasibility study assignments. Our detailed pages in this section have focused on projects in Regional School District 14, Stratford, Manchester, West Haven, Bridgeport, and Greenwich. We have also done extensive assessments and studies as the campus architect for the University of Bridgeport.



KEY SCHOOL STUDY ISSUES

Our primary function as the architect for Westport Public Schools will be the architectural and interior design, but there are many other issues we must address and coordinate with our team. Antinozzi Associates will utilize all of our design and engineering consultants, as each will contribute specialized information and have unique concerns. As part of a team, a great deal of our job is to listen and then synthesize information into composite design options.

Educational Specifications

The most critical issue of any public school facility design starts with the implementation of the educational specifications provided by the local Board of Education. This document generally provides the philosophical goals of the educators and BOE in each community - identifying curriculum needs, functional relationships, and performance expectations of each space. It is imperative that this document: 1) is thoroughly reviewed (or re-reviewed), 2) is confirmed against gross and net square foot expectations, 3) is organized clearly into a space program, and 4) addresses aspects of 21st Century Learning.

21st Century Learning Environments

This new learning environment concept is much different than that of 10-20 years ago, and one that the Westport BOE should consider. Regardless of whether the school is K-12 or a high school, three specific ideas are embedded in this “collaborative” learning environment. First, they are project-based and enhance creative problem solving. Though not a new concept, setting up classrooms and educational spaces for both collaboration and individual learning is key. Second, learning communities should be kept small and nimble to allow focus on student needs. Finally, developmental differences between grade levels must be addressed - whether by multiple grades, or simply freshmen to sophomores in high school.

Our many years of expertise in educational design will help the Westport BOE realistically validate their educational goals, especially as they relate to the State DOE reimbursement process.

Maximizing the State Reimbursement Grant

Our study team must closely monitor the needs and philosophy of the Westport BOE to provide design solutions that meet these requirements, while at the same time not exceeding the State Standard Space guidelines for reimbursement. Several concerns must be vetted and confirmed including: a) minimizing square footage beyond the eligible State Standard amount, b) minimizing ‘non-eligible’ vs. ‘limited eligible’ program, and c) ensuring the project cost/SF is below \$450 for a “renovate-as-new” project, which could trigger special legislation.

Regulatory Approval

The approval process in any municipality can always be an issue. Our approach is to be proactive in working with Westport agencies, boards, and commissions to anticipate concerns prior to the next stage of the study - design development. Antinozzi Associates would be at the center of this effort to fully organize and coordinate applications, presentations, and documentation to expedite the process.

Scheduling & Unforeseen Conditions

Based on the Avraham Goldratt Institute (AGI) Theory of Constraints (TOC), the most common constraint of nearly any project is that it is structured, measured, and managed in many parts, rather than as a whole. The project can be “so consumed by the pressure to achieve short-term performance targets, that taking the time to plan for the future is a luxury.” We truly believe that any milestone can be met by



KEY SCHOOL STUDY ISSUES

“backing out” from the deadline and determining as early as possible where the weakest links are, such as environmental issues (i.e. PCB, asbestos, lead), review/approval periods, and ‘unforeseen’ conditions.

Public / Community Interaction

Public school design must revolve around public communication. The Westport Public Schools Master Plan Facilities Consultant will only be successful if the entire community is in full support to pass the referendum. Though a challenge in some communities, we will fully assist the Study Committee by keeping the lines of communication open and transparent between our design team, the Westport Board of Education, key town agencies, and the community and/or neighborhood at-large.

Regardless of project size, there will always be key factors of the design, cost, and schedule perceived differently by the public. It is the practice of our firm to provide all appropriate reports and documentation to the public (as requested) as well as be available for any presentations to the public as directed by the Study Committee. It is important to make sure that the entire community, not just the Study Committee or town leaders, is aware and comfortable with the results. Essentially, we become your partner in presenting and communicating the study to the public, even when the study period is complete.

It is important to our team that everyone is on the same page and we take great pride in ensuring our design fits within the community and adds character to its surroundings.

Phasing of an Occupied School Facility

Any construction work which occurs within, or in proximity to, an occupied school structure requires a level of tolerance and cooperation by all of the individuals accessing the facility during construction. *We believe that one of our roles as the Westport Public Schools Master Plan Facilities Consultant is to assist in making this process as painless as possible.*

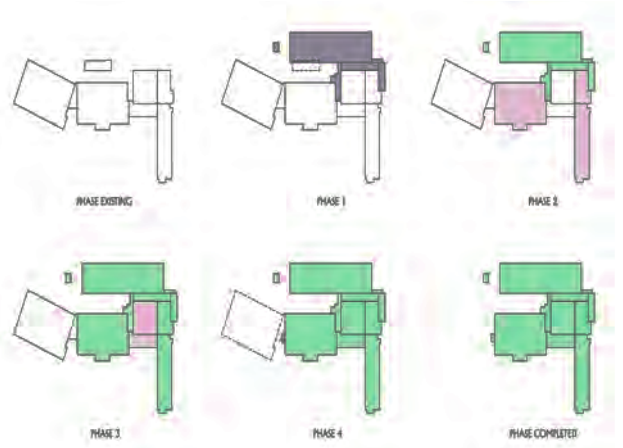
When assessing and reviewing school design projects requiring “phasing while occupied,” three key components must be reviewed carefully and thoughtfully:

Safety ... not only in terms of the students, faculty, and other occupants of the facility where renovations and/or additions will be located, but the construction teams and their possible contact with the occupants.

Efficiency ... attempts must be made to minimize relocation of occupants so that the construction work is completed in a timely, cost effective manner - and is done right the first time. Multiple moves only translate to escalated costs!

Design Integrity ... one of the biggest hurdles can be maintaining a consistent aesthetic appearance to the building while making the desired program and/or design changes. The design solution should NOT compromise the original facility’s design, regardless of the challenges encountered.

Phasing plans for the school study should begin in the early stages of design to allow the entire consultant team an opportunity to provide input into issues affecting M/E/P, site access and circulation, life safety, accessibility, cost, and schedule - just to name a few. In addition, construction phasing can allow districts to take advantage of bidding contractors by categories of work, helping to expedite the individual projects if necessary.



REFERENCES - ANTINOZZI ASSOCIATES

Please list up to five (5) school districts where your company has performed these services in the past five (5) years.

1.

NAME AND ADDRESS

CONTACT PERSON AND TELEPHONE NUMBER

2.

NAME AND ADDRESS

CONTACT PERSON AND TELEPHONE NUMBER

3.

NAME AND ADDRESS

CONTACT PERSON AND TELEPHONE NUMBER

4.

NAME AND ADDRESS

CONTACT PERSON AND TELEPHONE NUMBER

5.

NAME AND ADDRESS

CONTACT PERSON AND TELEPHONE NUMBER

REFERENCES - AKF

Please list up to five (5) school districts where your company has performed these services in the past five (5) years.

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CONTACT PERSON AND TELEPHONE NUMBER

2. _____
NAME AND ADDRESS

CONTACT PERSON AND TELEPHONE NUMBER

3. _____
NAME AND ADDRESS

CONTACT PERSON AND TELEPHONE NUMBER

REFERENCES - CONSTRUCTION SOLUTIONS GROUP

Please list up to five (5) school districts where your company has performed these services in the past five (5) years.

1. _____
NAME AND ADDRESS

CONTACT PERSON AND TELEPHONE NUMBER

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5. _____
NAME AND ADDRESS

CONTACT PERSON AND TELEPHONE NUMBER

REFERENCES - D'AGOSTINO

Please list up to five (5) school districts where your company has performed these services in the past five (5) years.

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CONTACT PERSON AND TELEPHONE NUMBER

5. _____
NAME AND ADDRESS

CONTACT PERSON AND TELEPHONE NUMBER

REFERENCES - MMI

Please list up to five (5) school districts where your company has performed these services in the past five (5) years.

1. _____
NAME AND ADDRESS

CONTACT PERSON AND TELEPHONE NUMBER

2. _____
NAME AND ADDRESS

CONTACT PERSON AND TELEPHONE NUMBER

3. _____
NAME AND ADDRESS

CONTACT PERSON AND TELEPHONE NUMBER

State of _____:

County of _____: s.s.

I state that I am the _____ of _____
(TITLE) (NAME OF MY FIRM)

and that I am authorized to make this affidavit on behalf of my firm, and its owners, directors, and officers. I am the person responsible in my firm for the price(s) and the amount of this bid/RFP.

I state that:

- (1) The price(s) and amount of this bid/RFP have been arrived at independently and without consultation communication or agreement with any other contractor, bidder/proposer or potential bidder/proposer.
- (2) Neither the price(s) nor the amount of this bid/rfp, and neither the approximate price(s) nor approximate amount of this bid/rfp, have been disclosed to any other firm or person who is a bidder/proposer or potential bidder/proposer, and they will not be disclosed before bid/rfp opening.
- (3) No attempt has been made or will be made to induce any firm or person to refrain from bidding/proposing on this contract, or to submit a bid/proposal higher than this bid/rfp, or to submit any intentionally high or noncompetitive bid/rfp or other form of complementary bid/rfp.
- (4) I fully understand that more than one offer from an individual, firm partnership, corporation or association under the same or different name will be rejected. Reasonable grounds for believing that a bidder/proposer is interested in more than one bid/rfp for the work contemplated may cause rejection of all bids/rfps in which the bidder/proposer is interested. Any or all bidders/proposers will be rejected if there is any reason for believing that collusion exists among the bidders/proposers. Participants in such collusion may not be considered in the future offers for the same work. Each bidder/proposer by submitting a bid/proposal certifies that it is not a part to any collusive action.
- (5) The bid/rfp of my firm is made in good faith and not pursuant to any agreement or discussion with, or inducement from, any firm or person to submit a complementary or other noncompetitive bid/proposal.
- (6) _____ its affiliates, subsidiaries, officers,
(NAME OF MY FIRM)
directors and employees are not currently under investigation by any governmental agency and have not in the last four years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding/proposing on any public contract, except as follows:
I state that _____ understands and acknowledges that
(NAME OF MY FIRM)

the above representations are material and important, and will be relied on by Westport Public Schools in awarding the bid/proposal for which this is submitted. I understand and my firm understands that any misstatement in this affidavit is and shall be treated as fraudulent concealment from Westport Public Schools of the true facts relating to the submission of bids/proposals for this contract.

(7) I agree to furnish and deliver all services on the date and time agreed on by _____ and the Westport Board of Education at

(NAME OF MY FIRM)

The time the purchase order is placed. Furthermore, there will not be any cancellations to the Board of Education. If a bidder/proposer submits a bid/proposer on any item he/she will be responsible for delivering that item at the bid/proposal cost, in accordance with the attached above specifications, which were submitted with this bid/proposal and upon which the bid/proposal was made.

(8) In submitting this bid/proposal, the undersigned declares that this is made without any connection with any persons making another bid/proposal on the same contract; that the bid/proposal is in all respects fair and without collusion, fraud or mental reservation; and that no official of the Town, or any person in the employ of the Town, is directly or indirectly interested in said bid/proposal or in the supplies or work to which it relates, or in any portion of the profits thereof.

(9) The undersigned further understands that the above declarations are material representations to the Town of Westport made as a condition to the acceptance of the bid/proposal. If found to be false, the Town of Westport retains the right to reject said bid/proposal and rescind any resultant contract and/or purchase order and notify the undersigned accordingly, thereby declaring as void said bid/proposal and contract or purchase order.

VENDOR INFORMATION. (Please print the following)

Antinozzi Associates

VENDOR NAME

271 Fairfield Avenue, Bridgeport CT 06604

ADDRESS

(203) 377-1300

(203) 378-3002

TELEPHONE

FAX #

mayles@antinozzi.com

www.antinozzi.com

E-MAIL

WEB SITE

F. Michael Ayles

Principal, Business Dev.

PRINT NAME

TITLE

- (10) By signing this bid/proposal the bidder/proposer understands and agrees to the attached terms, conditions, and specifications, including Collusion among Bidders/Proposers Employment Discrimination by the Contractor Prohibited.



SIGNATURE

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 any rights to the certificate holder in lieu of such endorsement(s).

PRODUCER People's United Ins. Agency CT 850 Main Street Bridgeport, CT 06604	CONTACT NAME: Kim Abramo PHONE (A/C, No, Ext): 203-338-3373 E-MAIL ADDRESS: Kim.Abramo@peoples.com	FAX (A/C, No): 844-806-9617													
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INSURED Antinozzi Associates, PC 271 Fairfield Avenue Bridgeport, CT 06604															

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 INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	X	X	6011951636	01/30/2019	01/30/2020	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$300,000 MED EXP (Any one person) \$10,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$2,000,000 PRODUCTS - COMP/OP AGG \$2,000,000 \$
C	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			6011938840	01/30/2019	01/30/2020	COMBINED SINGLE LIMIT (Ea accident) \$1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
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B	<input checked="" type="checkbox"/> WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input checked="" type="checkbox"/> N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		X	6011951703	01/30/2019	01/30/2020	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$500,000 E.L. DISEASE - EA EMPLOYEE \$500,000 E.L. DISEASE - POLICY LIMIT \$500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER	CANCELLATION 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>People's United Insurance Agency</i>
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FEE PROPOSAL SUMMARY

As requested per the Westport Public Schools Master Plan Facilities Consultant RFP #19-006 released on December 21, 2018, Antinozzi Associates is providing this lump sum fee proposal for the required professional consulting services to prepare a master plan to serve as a tool in guiding the District in addressing the eight (8) public school facilities over the next 10 years.

Please note that the professional consultant fees indicated on this page are based upon the parameters and deliverables generally stated below according to Section 3 “Scope” per RFP #19-006.

PLANNED SCOPE OF WORK

Community Outreach

Individual school meetings with community/staff at each school will identify key issues related to the facility. Our team will facilitate meetings, collect/document input from participants, and meet with District staff to review administrative/maintenance facility requirements. We will use additional methods (interviews, surveys, focus groups) to gather information and schedule additional community input as needed.

Educational Specifications

Developed per the District’s Educational Program and input from community/staff, our team will detail facility needs for each grade configuration within the District.

Demographics and Enrollment Projections

This task would require our team to create a study of housing markets with the District and enrollment projections for the current attendance area for 3, 5, and 10 year periods. It is our understanding that Milone & MacBroom (MMI) is currently in the process of providing these services for the Westport Board of Education. Therefore, we will work with MMI to utilize their findings as part of our master planning efforts.

Capacity and Utilization Study

Our team will create/review a school site capacity study, including a full facilities inventory and all outdoor spaces, along with established State/local standards. We will uti-

lize results of this study (and demographic study) to provide recommendations of maximum site sizes, possible school additions/new sites, and review current enrollment by school.

Facilities Equity Study

Our team will analyze/compare teaching and support spaces between the existing school sites by grade configuration. These findings will be compared with educational specifications to determine the need for changes or additions in facilities and spaces necessary to accommodate the instructional program.

Facilities Needs Assessment and Maintenance Schedules

Our team will prepare a digital database of existing District properties including location, land area, site improvements, square footage by use, and specialized facilities for use in reviewing all existing facilities in detail to determine the need for repair and upgrades, and identify items deferred or deleted. We will develop the 10-year facilities Capital Improvement Plan in consultation with the District’s Facilities Department and site administration. We will also work closely with appropriate staff to incorporate the District’s security and technology plans. Findings will include a detailed list of upgrades, changes, and additions to each school and District facility, including schedules of regular and deferred maintenance needs.

Cost Estimates

Our team will identify and project all costs associated with the recommended facility improvements and work with the District to identify construction cost escalation factors to be applied.

Financial Plan

Our team will investigate and document all potential funding sources available to the District for use in completing the Master Plan, including eligibility for State Reimbursements under various programs. All recommendations will comply with the Town’s Charter and fiscal guidelines.

FEE PROPOSAL SUMMARY

FEE PROPOSAL

Based on the scope of services listed above for this Master Planning Study, our lump sum fee for the professional design services and deliverables described is \$274,500.

Community Outreach.....	\$ 38,100
Educational Specifications.....	\$ 26,400
Demographics and Enrollment Projections.....	\$ N/C
Capacity and Utilization Study.....	\$ 21,600
Facilities Equity Study.....	\$ 8,000
Facilities Needs Assessment and Maintenance Schedules.....	\$ 143,000
Cost Estimates.....	\$ 30,800
Financial Plan.....	\$ 6,600

REIMBURSABLE EXPENSES

Express mail, bulk printing/reproduction of final documents	\$ 5,000
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EXCLUSIONS

- Detailed field verification, measuring, and/or documentation of existing school buildings, athletic facilities, or playing fields
- Architectural/Engineering Design Services beyond conceptual design layout for master plan purposes
- Demographic & Enrollment Projections (currently in process by Milone & MacBroom)
- Environmental/HazMat Services
- Geotechnical/Survey/Boring Studies

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**Coleytown Middle School
Teacher/Administrator Survey Results
Enhancements/Improvements**

Approach

In March 2019, the district surveyed the Coleytown Middle School teachers and administrators to elicit ideas that can improve the educational and learning experience for our students. Below is a summary of the survey results. Eighteen teachers/administrators responded.

<i>Security Enhancements to Entryway</i>
<ul style="list-style-type: none"> • double locking door system • line-of-sight surveillance of front door
<i>Renovation of Science Labs/STEM Rooms</i>
<ul style="list-style-type: none"> • similar to the renovations currently scheduled for Bedford • address storage needs in STEM rooms
<i>Redesign of Library/Media Space</i>
<ul style="list-style-type: none"> • redesign library media center to align with the needs of a contemporary curriculum <ul style="list-style-type: none"> ○ update technology (plan to be developed) ○ incorporate flexible learning spaces ○ flexible meeting and presentation areas for large and small groups
<i>Renovation of Gym</i>
<ul style="list-style-type: none"> • air condition in the gym • consider a dehumidification/exhaust fan if air conditioning is not an option • full dividing walls in between all three gyms to provide noise reduction • additional renovations to be determined
<i>Redesign of Spaces for Music</i>
<ul style="list-style-type: none"> • three acoustically appropriate, large ensemble rehearsal spaces with high ceilings • appropriate and safe instrument storage • two storage rooms • one room for music tech class • two ensemble rooms with appropriate acoustical treatment
<i>Renovation of Space for Theater</i>
<ul style="list-style-type: none"> • remove rear riser platform • replace door to drama room and rear of auditorium to double height, allowing set pieces to be constructed outside of the auditorium • the rear black traveler in the auditorium needs to be replaced. In order to meet fire code upgrade to synthetic • cat walk is sub-par and needs to be updated. Currently, there is not a cage, resulting in

the need to crawl while working

- there are spaces in the auditorium ceiling where the partition walls used to be
- the risers in the drama room are old and have not been taken down and appropriately been cleaned

Redesign of Art Space

- updated storage solutions
- central work station, similar to Bedford
- kiln relocation
- sinks along wall
- access to technology
- new large art tables and appropriate seating

Redesign of Classrooms - Instructional/Learning Spaces

- re-imagine learning spaces that reflect more learner centric model
- flexible learning spaces and flexible furniture
- classroom designs that match our current curriculum/ 21st Century learning

DRAFT

Scenario 11

What would Elementary School Districts look like if Coleytown Middle School was used as a 540 student school (180 students per grade)?

Scenario Assumptions:

- Middle School Feeder Pattern remains the same:
 - Coleytown and Kings Highway to Coleytown Middle School.
 - Long Lots, Greens Farms, and Saugatuck to Bedford Middle School.
- Pre-K is transferred out of Coleytown Elementary School to Long Lots.
 - Coleytown Elementary School's capacity increases by 113 seats once Pre-K moves out.
 - Long Lots capacity decreases by 113 students once Pre-K is relocated there. *
- Shift additional students to Coleytown Middle School and feeder elementary schools.

** An architectural assessment needs to be done in order to determine whether the building aligns with State Pre-K Building code regulations.*

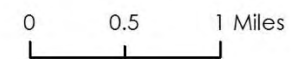
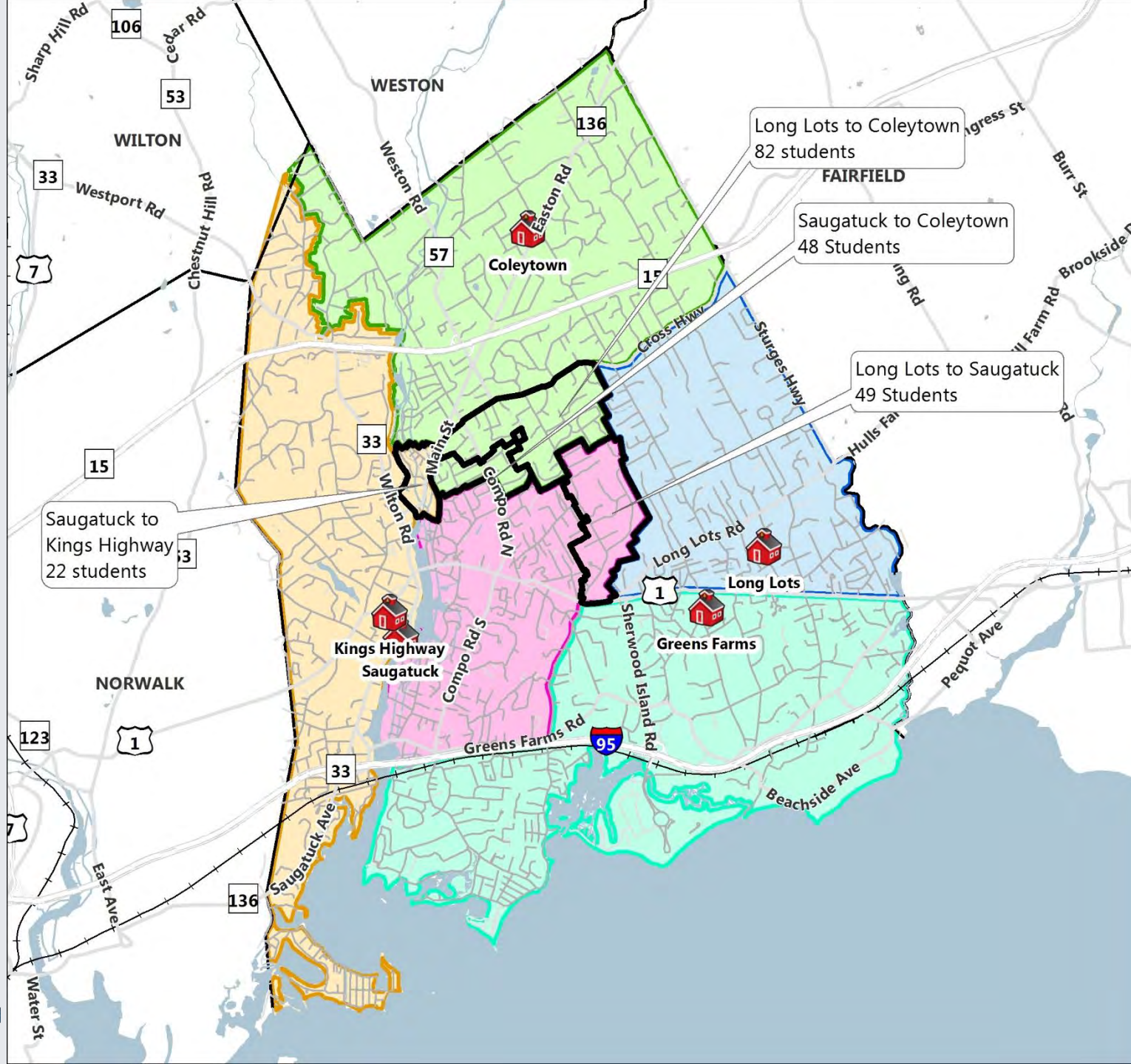


Scenario 11 Districts

- Coleytown
- Greens Farms
- Kings Highway
- Long Lots
- Saugatuck

Changed Areas

Draft for Discussion Purposes Only



Scenario 11: Considerations

Elementary School	Total Potential Capacity (90% efficiency)	Scenario 11 Enrollment	Seat Surplus/Deficit	Utilization
Coleytown (<i>without Pre-K</i>)	561	514	47	91.6%
Green's Farms	516	387	129	75.0%
King's Highway	531	497	34	93.6%
Long Lots (<i>with Pre-K</i>)	505	411	94	81.4%
Saugatuck	553	458	95	82.8%
Total K-5 Capacity	2,666	2,267	399	85.0%

*Coleytown Elementary School would gain five additional full-size classrooms if Pre-K is moved out, increasing its capacity by 113 seats
 Long Lots Elementary School would lose five additional full-size classrooms if Pre-K is moved in, decreasing its capacity by 113 seats*

- A balanced Middle School feeder pattern results in an enrollment imbalance in the elementary districts.
 - **Low utilization** in schools that feed into Bedford Middle School (Greens Farms, Long Lots, Saugatuck) – **ranges from 75.0% to 82.8%.**
 - **High utilization** at schools that feed into Coleytown Middle School (Coleytown, Kings Highway) – **ranges from 91.6% to 93.6%.**
- Would redistrict approximately 10% of K-5 students if implemented today.



Scenario 11: Considerations

Middle Schools

Middle School	State ED050 Capacity	Scenario 11 Enrollment	Utilization
Coleytown Middle School	600	540	90.0%
Bedford Middle School	800	776	97.0%
Total	1,400	1,316	94.0%

- Based on current aligned feeder pattern - 5th graders in an elementary school all matriculate up to the same middle school.
- Shifts about 80 students from Bedford Middle School to Coleytown Middle School.
- **Cannot balance both middle school and elementary school enrollments based on existing feeder pattern.**
- **If the district were to implement a split feeder pattern (i.e. 5th graders in the same elementary school matriculate into two separate middle schools), then enrollment balance can also be achieved at the elementary school level.**

