



Request for Proposals
Thomaston Public Schools
Facility Usage & Regionalization
Thomaston, CT

June 9, 2025

100 YEARS

DRA

Drummey Rosane Anderson, Inc.

225 Oakland Road, Studio 205

South Windsor, CT 06074

860.644.8300

www.draws.com



Facilities Study and Master Plan for the Ellington Public Schools



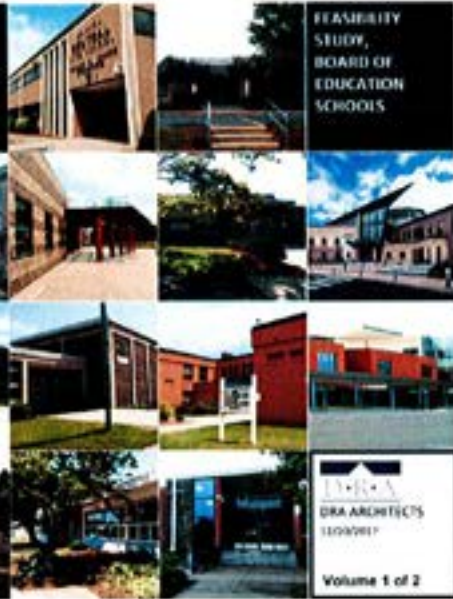
Copyright 2018 Drummy-Rose Anderson, Inc.

DRA

BRISTOL PUBLIC SCHOOLS



FEASIBILITY STUDY, BOARD OF EDUCATION SCHOOLS

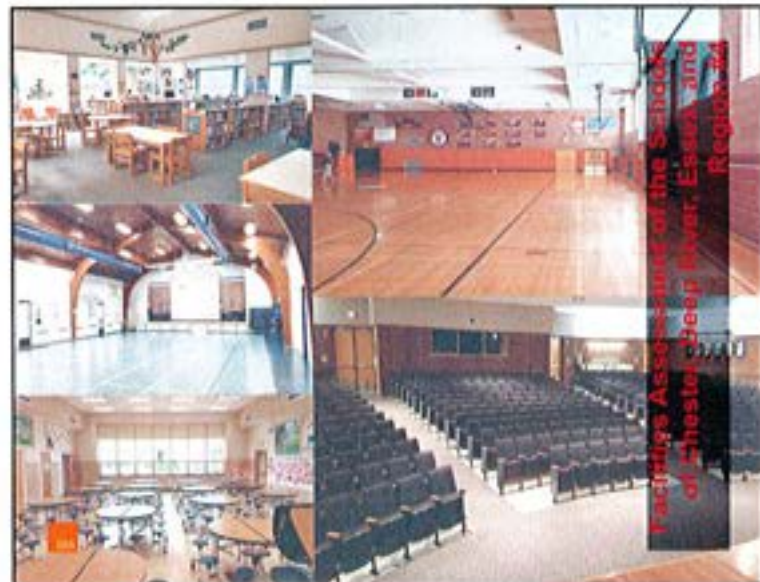


DRA
DRA ARCHITECTS
10/20/2017
Volume 1 of 2

Elementary School Modernization Study Town of Stonington Stonington, Connecticut



Drummy-Rose Anderson, Inc. Planning Architecture Interior Design
4.10.18.2017



Facilities Assessment of the Schools
of Chester, Deep River, Essex, and
Region 2

NORWICH PUBLIC SCHOOLS

SCHOOL CONSTRUCTION
STRATEGIC PLANNING SERVICES

DRA



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

June 5, 2025

Tracy Decker, Business Manager, Thomaston Public Schools
Thomaston Town Hall
158 Main Street
Thomaston, CT 06787

RE: RFP District Organizational Study

Dear Ms. Decker:

We have reviewed your request for proposals and have assembled what we feel is the most qualified team to undertake the work as outlined in your document. We appreciate the complexities of operating a small-enrollment school district and are confident that we will be successful in helping to develop options for Thomaston. We enjoyed working with the District when we completed the district-wide facilities assessment last year and will bring the knowledge gained in that effort to this latest undertaking.

We understand the challenges inherent in efforts defined in the RFP, as well as the importance of clearly defining and communicating the opportunities. We organize our work and the final deliverables to support you in many ways, including informing your capital improvement planning, forecasting future fiscal needs, and providing materials necessary for continuous planning, changes and improvements to your facilities and programs.

We have undertaken similar studies throughout New England and across the State of Connecticut. Our reports are viewed as comprehensive, complete, and easily understood.

We appreciate the relationships we develop with our clients and urge you to reach out to us if any aspect of our proposal requires explanation.

We look forward to working with you and your colleagues at Thomaston Public Schools and the Town of Thomaston.

If you have any questions, please do not hesitate to call me.

Sincerely,

DRUMMEY ROSANE ANDERSON, INC.

A handwritten signature in blue ink, appearing to read "James A. Barrett", is written over the company name and title.

James A. Barrett, AIA, LEED AP ^{BD+C}
Principal-in-Charge

O: 860.644.8300 x113 | M: 617-909-3527

jbarrett@draws.com

ALEP - accredited learning environment planner



Drummey Rosane Anderson, Inc.

100 Years of Excellence
P.O. Box 1000, CT 06211
860-426-1000
www.dra.com

architecture planning interior design

TABLE OF CONTENTS

cover letter	
firm overview	6
facility assessments & master plans	7
educational planning & programming	8-9
resumes	10-12
district wide planning references	13
scope of work proposal	14-15
schedule	16-17
school facility planning experience	19-29
required information	30



Windermere Elementary School, Ellington, CT

Greeneville Elementary School, Norwich, CT



staff

Architects	10
Drafters	12
Interior Designers	3
Admin. Personnel	4
Total	29

portfolio

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

services

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

From our firm's founding by Colonel William Drummey in 1923, Drummey Rosane Anderson, Inc. (DRA) has sought to combine creativity, innovative thought, and functional planning to produce environments that meet the needs and vision of each client.

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

DRA's open studio setting inspires creativity and fosters collaboration in a shared mission. We maintain a positive and professional work place – one that nurtures learning and growth through teamwork, continuing education, independent exploration and socialization. We are also adept at collaborating via Teams, Zoom and other videoconferencing programs. Today we offer staff the opportunity to work both remotely and in our studios. We remain a tight knit community of talented individuals that work hard, support each other, and have fun.

From company quiz shows, tours of our completed buildings, to summer BBQs and outings, to holiday parties, and charitable events, we enjoy taking time to strengthen relationships with each other at DRA



in-studio pie contest



fun at kamball farm

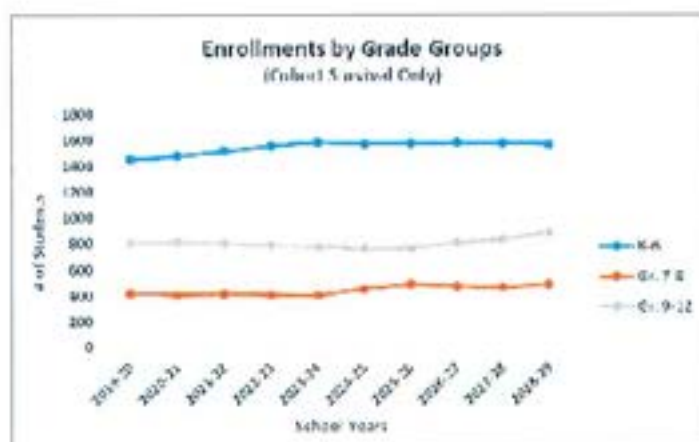


earth day charles river clean up

building type
elementary school
middle school
high school



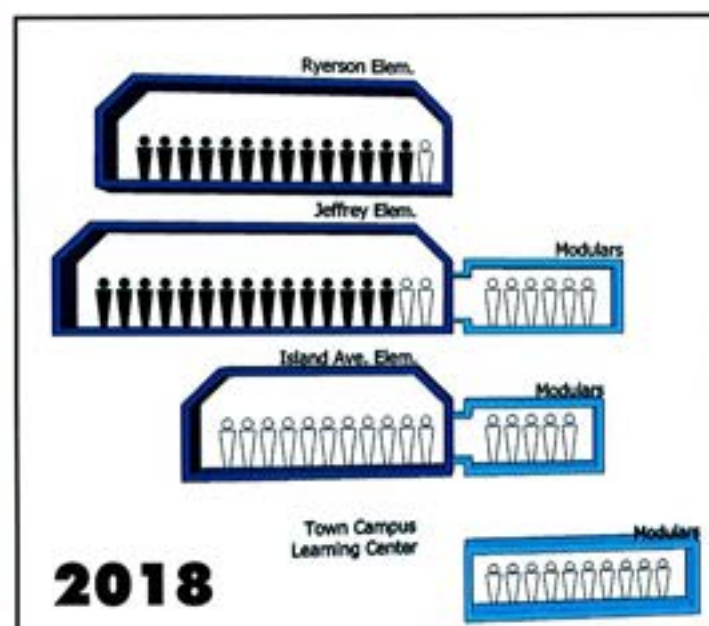
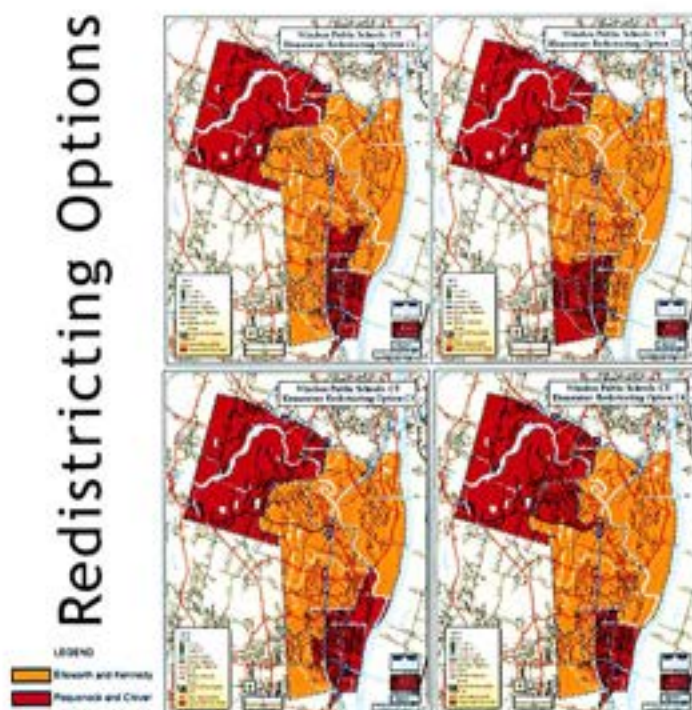
DRA has specialized in the planning and design of public schools for over 60 years. Within the past seven years we have completed over twenty school studies and master plans. Enrollment Projections are a critical component of the study process and are closely reviewed to ensure that physical space requirements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

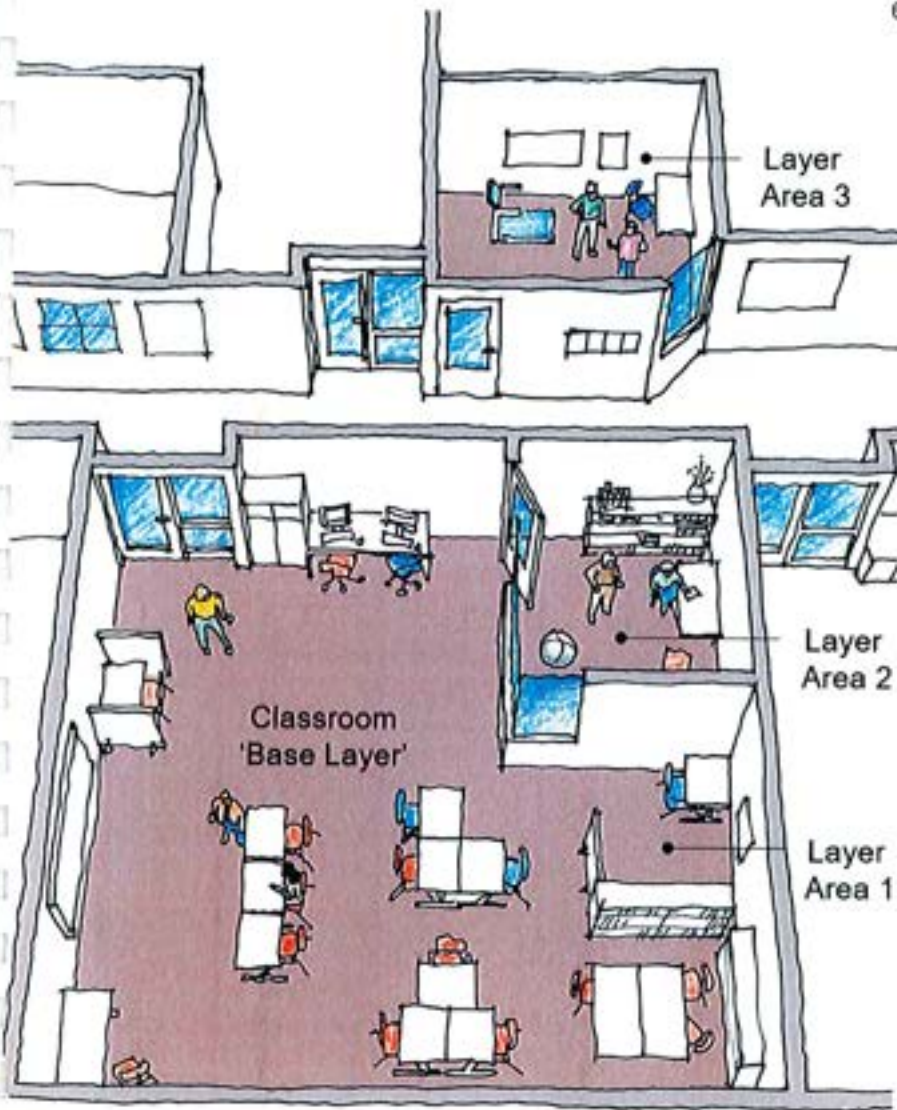


Enrollment & Demographics

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

Redistricting Options





layering of space

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

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

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

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

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



James A. Barrett, AIA, LEED AP^{BD+C}, ALEP, MCPPO *Principal-in-Charge*

In his 40 years experience, Jim has provided planning and design services to numerous educational clients. Projects have ranged from district-wide studies and master plans to multimillion dollar new construction to renovations and repairs. He promotes an integrated, collaborative approach to design, working closely with the client to fully understand their needs and expectations while at the same time inspiring team performance. Jim leads DRA's community input and support program. This specialized service includes community workshops, public television appearances, coffee hours, informational mailers, surveys and presentations at public meetings. When working with a particular community, Jim devises specific strategies to engage all stakeholders to draw out concerns and find consensus.

Education

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

Professional Registrations

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

Professional Affiliations

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

REPRESENTATIVE PROJECT EXPERIENCE

MUNICIPAL & DISTRICT WIDE STUDIES AND MASTER PLANS

Regional School District 4, CT (5 schools)
School Construction Strategic Planning Services, Norwich, CT (10 schools)
Madison Facilities Assessment Plan, Madison, CT (36 buildings)
Madison Public Schools Strategic Facilities Planning, Madison, CT (7 schools)
Ellington Schools Study, Ellington, CT (5 schools)
Strategic Planning for Schools, Berlin, CT (3 schools)
Bristol Schools Study, Bristol, CT (12 schools)
Cromwell Schools Study, Cromwell, CT (2 schools)
S. Windsor Elementary Schools, South Windsor, CT (5 schools)
Windsor Locks Schools Study, Windsor Locks, CT (5 schools)
Woodstock Elementary and Middle Schools Study, Woodstock, CT (2 schools)
Blackstone Millville RSD Planning, MA
Elementary Schools Study, Windsor, CT (5 schools)
Stonington Public Schools Study, Stonington, CT (6 schools)
Windsor School Facilities and Municipal Buildings Study, Windsor, CT (4 schools)
Study for K-8 Realignment of the Bristol Schools System, Bristol, CT
Mansfield Schools Study 2008, Mansfield, CT (4 schools)
Bethel Elementary Schools Study, Bethel, CT (2 schools)
Regional School District 13 Schools Study, Durham, Middlefield, CT (6 schools)
Tolland School Facility Utilization Study, Tolland, CT (4 schools)
Clinton Public Schools Study, Clinton, CT (3 schools)
Northwest Catholic High School Master Plan, West Hartford, CT
Amity Regional School District Study, Orange, Woodbridge & Bethany, CT
Bethel Elementary Schools Study, Bethel, CT (2 schools)
Regional School District 13 Schools Study, Durham, Middlefield, CT (6 schools)
Tolland School Facility Utilization Study, Tolland, CT (4 schools)
Clinton Public Schools Study, Clinton, CT (3 schools)



Greg Smolley, AIA, APA, LEED AP, ALEP Project Manager/Ed Programming

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

Education

New York Institute of Technology,
BS, Architectural Technology

Professional Registrations

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

Professional Affiliations

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

REPRESENTATIVE PROJECT EXPERIENCE

MUNICIPAL & DISTRICT WIDE STUDIES AND MASTER PLANS (with DRA)

Regional School District 4, CT (5 schools)
School Construction Strategic Planning Services, Norwich, CT (10 schools)
Madison Facilities Assessment Plan, Madison, CT (36 buildings)
Ellington Schools Study, Ellington, CT (5 schools)
Strategic Planning for Schools, Berlin, CT (3 schools)
Pittsfield Public Schools Master Plan, Pittsfield, MA (11 schools)
Northwest Catholic High School Master Plan, West Hartford, CT
Millbury Public Schools Master Plan, Millbury, MA
Blackstone Millville RSD Planning, MA (5 Schools)
Seekonk Public Schools Educational Planning, Seekonk, MA
Athol Royalston Regional School District Master Plan, MA (4 Schools)

K-12 SCHOOL PROJECTS (with DRA)

Windermere Elementary School, Ellington, CT- add/reno
Deans Mill Elementary School, Stonington, CT- add/reno
West Vine Elementary School, Stonington, CT- add/reno
Cromwell HS Culinary Arts Renovation, Cromwell, CT- reno
Granby Memorial High School, Granby, CT- add/reno
Aitken Elementary School, Seekonk, MA- add/reno

MUNICIPAL & DISTRICT WIDE STUDIES AND MASTER PLANS (prior to joining DRA)

Town-Wide Facilities Assessment, Nantucket, MA (23 facilities)
Town-Wide Facilities Assessment, Acton, MA (16 facilities)
Elementary Schools Comprehensive Facilities Plan, Westerly, RI (5 schools)
Elementary School Facilities Master Plan, Tiverton, RI (4 schools)
School Master Facilities, Little Compton, RI (2 schools housed in 1 building)
Community Prep Master Plan, Providence, RI (1 school)
Comprehensive School Facilities Plan, Waterbury, CT (32 schools)



John Tindall-Gibson, PhD, ALEP Educational Planner

John is an Accredited Learning Environment Planner who specializes in educational facilities planning and programming. He brings extensive experience in guiding the development of design specifications and comprehensive master plans for both public and private school buildings and campuses.

John brings a unique dual perspective to every project. Having served as both an educational leader and a planning consultant, he understands the diverse and complex needs faced by school administrators. At the same time, he is deeply familiar with the opportunities and challenges architects, engineers, and contractors encounter when designing high-quality learning environments. His ability to bridge these worlds ensures that every project is both visionary and practical—designed to meet the real needs of students and educators.

Education

University of Arizona
PhD, Educational Administration,
MEd, Foundations of Education,
BA, Psychology | post-bac. Cert. in
Secondary Ed

Professional Registrations
ALEP- Accredited Learning Environ-
ment Planner
Superintendent, (RI, CT, AZ)
Principal, (AZ);
Teacher, (AZ)

Professional Affiliations
(Current & Past)

Rhode Island School Superinten-
dents Association, Exec Board

Northern Rhode Island Collabora-
tive, Board of Directors

American Association of School
Administrators

New England Association of School
Superintendents, President

Connecticut Association of Public
School Superintendents, President

Litchfield County Superintendents
Association

REPRESENTATIVE PROJECT EXPERIENCE

EDUCATIONAL PLANNING & PROGRAMMING

Bristol Schools Study, Bristol, CT (12 schools)
Ellington Schools Study, Ellington, CT (5 schools)
Strategic Planning for Schools, Berlin, CT (3 schools)
Regional School District 4, CT (5 schools)
Pittsfield Public Schools Master Plan, Pittsfield, MA (11 schools)
Forman School, Litchfield, CT- Campus Master Plan
Pennsylvania School for the Deaf, Philadelphia, PA- Campus Master Plan
Athol Royalston Regional School District Master Plan, MA (4 schools)
Middleborough High School, Middleborough, MA- new
Northwest Catholic High School, West Hartford, CT- Campus Master Plan
Norwich Free Academy, Norwich, CT- Campus Master Plan
Smithfield Elementary Schools, Smithfield, RI- add/reno
Wahconah Regional High School, Dalton, MA- new
STEM Center/Makerspace Feasibility Study, Clinton, MA

Prior to DRA while Superintendent of Schools
Lincoln, RI Middle School - Add/Reno-
Litchfield, CT Facilities Master Plan (3 schools)
Naugatuck, CT District Master Plan (7 schools)

Professional Experience

Superintendent, Litchfield Public Schools, Litchfield, CT
1300 students, 3 schools, \$13M budget, pre K-12, 200 staff, high expectations, all schools met
AYP, high SAT scores

Superintendent, Naugatuck Public Schools, Naugatuck, CT
4600 students, 11 schools, \$57M budget, 352 teachers, rapidly improving test scores

We take great pride in the relationships we develop with our clients. Our shared interest in the creation of first-rate places for learning often leads us to collaboration far beyond the project itself.

Ranging from simple ongoing conversations about trends in educational facilities design and administration to presenting as a team at conferences or guest-lecturing at schools or universities, the mutual respect is developed through clear, honest communication throughout the project and beyond.

You are encouraged to contact any and all of the individuals listed and to ask them whatever you may like to know regarding the work we have completed with them.

Ellington, CT

(2019); scope included enrollment projections, assessment of six existing buildings, development of a master plan to guide the District in accommodating a growing enrollment and aging buildings.

Peter W. Welti, Chairman
Permanent Building Committee
Town of Ellington
860-871-1048 X106
peterw@kloterfarms.com

Regional School District 4, CT

(2023) Evaluation of building capacity based on configurations of existing space and assessment of the use and condition of facilities to establish a priority, schedule, and budget for most effective use, improvement, and / or replacement of major structures, systems, layouts and mechanicals, including recommendations specifically about HVAC systems. The plan was presented to establish a framework for facility and capital planning for at least ten years.

Bob Grissom
Finance Director
Regional School District #4 - Chester - Deep River - Essex
(860) 526-2417
rgrissom@reg4.k12.ct.us

Norwich Public Schools, Norwich, CT

(2021) District Wide Study (10 schools) : Assessment of facilities and to develop a Master Plan to ascertain condition and appropriateness for housing a growing enrollment. Scope included updated enrollment projections, existing conditions evaluations, educational programming, public engagement, area analysis, and ideal renovations, shuttering, and expansions.

Mark Bettencourt, Councilman
Norwich School Building Committee Chairman
(860) 367-4392
mbettencourt@cityofnorwich.org

DRA is pleased to present our proposal to assist the Thomaston Public Schools and the Town of Thomaston in exploring potential grade configurations, building uses, alternative program approaches and regionalization options.

We have structured our proposal as four distinct efforts with an associated effort, timeline, and cost for each, and then provide a range of scope permutations that combine various efforts. We anticipate that there would be no significant impact to schedule if multiple efforts were undertaken concurrently.

Effort #1 – Retaining the Current Facilities - Building and Programmatic Efficiencies:

This undertaking will assess all the educational and support spaces within each of the buildings to develop an understanding of the size, condition, and educational appropriateness of each space. We'll analyze the physical attributes of the spaces relative to the current uses. We will review with school leadership how the building functions overall as well as how the building impacts class scheduling, student learning, and staff success.

We will provide a report that will make recommendations, as appropriate, for changes or reconfiguration of use or spaces that may provide educational or operational benefits while retaining the three existing facilities.

Effort #2 – Reducing the Total Number of Facilities - Educational and Operational Potentials:

This undertaking will assess all the educational and support spaces within each of the buildings to develop an understanding of the size, condition, and educational appropriateness of each space. We'll analyze the physical attributes of the spaces relative to the current uses. We will review with school leadership how the building functions overall as well as how the building impacts class scheduling, student learning, and staff success.

We will provide a report that will make recommendations for potential reconfiguration of the grade alignments within the District, illustrate building use groups relative to grade alignments, outline potential educational or operational benefits for each of the grade alignments, and provide a summary of building modifications or alterations that may be required to support the selected alignments.

We anticipate the District may want to hold a public meeting to allow interested parties to provide opinion and input prior to making a decision.

Effort #3 – Operational Shared Services:

This undertaking will explore the potential for the District to increase the range of administrative and operational tasks currently shared with Plymouth Public Schools. We will also explore the potential for increasing the number of participating districts in sharing a range of administrative or operational tasks.

Effort #3 continued

We will work with District leadership to develop an understanding of existing and previously shared tasks and then develop a listing of additional functions that might be more efficiently completed through a shared or regional cooperative effort.

We will provide a report that will explain the efforts undertaken, the opportunities explored, and the potential positive and negative impacts of increasing, decreasing, or maintaining the existing levels of regional operational efforts.

Effort #4 – Comprehensive Regionalization Potential:

This undertaking will explore the potential for the District to enter into a regional school agreement with one or more adjoining public school districts.

We will work with the District and Town leadership to develop an understanding of expectations, limitations, and operational constraints of entering into a regional district agreement.

For each regionalization option considered we will identify potential benefits and detriments including, but not limited to, travel distances and challenges, facilities features and conditions, student cohorts, staffing, and public perception.

We will provide a report that will explain the efforts undertaken, the opportunities explored, and the potential positive and negative impacts of entering into, or remaining out of, a regional district agreement.

Proposed Fees for Individual Efforts: The fees below are applicable if the effort is selected as the only scope to be undertaken:

Effort #1 – Retaining the Current Facilities:	\$18,500
Effort #2 – Reducing the Total Number of Facilities:	\$21,000
Effort #3 – Operational Shared Services Potential:	\$16,500
Effort #4 – Comprehensive Regionalization Potential:	\$26,000

Proposed Fees for Combined Efforts: The fees below are applicable if various efforts are selected to be undertaken at the same time:

Combination A - Effort #1 & Effort #2:	\$27,500
Combination B - Effort #1, Effort #2 & Effort #3:	\$37,500
Combination C - Complete Scope of #4:	\$59,500

The foregoing scope and fee are intended to be a starting point for discussion. We will work with you to adjust the scope and fee to address the needs of the District and Town.

Schedule: We are prepared to begin work immediately. Given the potential range of effort, we suggest that the schedule be mutually developed upon determination of the scope of work desired.

THOMASTON

Public Schools

Preliminary Schedule

Project Start: Thursday, July 20, 2025

Effort #1 - Retaining the Current Facilities

Effort #2 - Reducing the Total Number of Facilities

Effort #3 - Operational Shared Services Potential

Effort #4 - Comprehensive Regionalization Potential

James A. Barrett, AIA, ALEP, LEED AP BD+C, our Principal-in-Charge, will oversee the efforts of all the team members, providing overall project guidance and direction and serving as principal liaison with the District. Gregory J. Smolley, AIA, ALEP, APA, LEED AP, our Project Manager, will direct the team's activities, time, and resources to assure milestones are met and goals are achieved. We have also included John Tindall-Gibson our Educational Planner as well as members of our South Windsor Studio - Prajakta Bhambure and Ryan Koplin.



2022

Norwich Public Schools Facilities Assessment & Master Plan Norwich, CT

DRA was retained by the City of Norwich on behalf of the Board of Education in June 2021 to conduct an assessment of their facilities and to develop a Master Plan to ascertain condition and appropriateness for housing a growing enrollment.

The scope included updated enrollment projections, existing conditions evaluations, programming, area analysis, and ideal renovations, shuttering, and expansions. DRA and its consultants visited the district's schools and developed a facility evaluation for each one. Enrollment projections for Norwich were developed for the school years starting in 2021 through 2031.

Our work in the field has been completed and we're now moving into the educational programming and public engagement portions, with an expected completion date of June, 2022

Facilities:

Bishop School Early Learning Center
Case Street Early Learning Center
Huntington Elementary School
Mahan Elementary School
Moriarty Magnet Elementary School
Stanton Elementary School
Uncas Elementary School
Veterans Memorial Elementary School
Wequonnac Magnet Elementary School
Kelley Magnet Middle School
Teacher's Memorial Middle School
Norwich Transition Academy
Norwich Regional Adult Education



2021

New Milford Public Schools Facilities Assessment New Milford, CT

DRA was retained by the New Milford Public Schools Board of Education in May 2021 to conduct an assessment of their facilities to ascertain condition and appropriateness for housing a growing enrollment.

The scope included updated enrollment projections, existing conditions evaluations, programming, area analysis, and ideal renovations, shuttering, and expansions. DRA and its consultants visited the district's schools and developed a facility evaluation for each one. Enrollment projections for New Milford were developed for the school years starting in 2021 through 2031.

Two issues became the main focus of the study:

- The future of the elementary school attendance areas
- Potential to switch the facilities housing the Intermediate and Middle schools to better align facilities with curriculum

This study provided a starting point by identifying potential changes to the elementary school attendance areas as a first step. Further study was recommended regarding the potential switch of the two identified schools.

Facilities:

New Milford High School
Schaghticoke Middle School
New Milford Intermediate School
Hill and Plain Elementary School
Alfred F. Maloney Elementary School



2021

Blackstone Millville Regional School District Facilities Assessment; Master Plan - Blackstone, MA

The Blackstone Millville Regional School District retained DRA in February 2020 to conduct a physical assessment of their schools. The work was initiated as a first step toward filing of an SOI with the MSBA.

Our team visited the district's schools and developed a facility evaluation for each. The physical needs of each building were entered into an Excel based spreadsheet that forms the foundation of the District's CIP funding requests

Following on from the Facilities Assessment DRA was retained to develop a Master Plan for the District. Enrollment forecasts for were developed for the ten year period of 2021 to 2031.

Several issues came into focus through the study:

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

Numerous options for grade alignments and facility arrangements were studied. The District is moving toward a plan that will close two buildings, consolidate the elementary schools, and construct a new middle/high school complex.

Facilities:

Blackstone Millville Regional High School
Frederick W. Hartnett Middle School
Millville Elementary School
John F. Kennedy Elementary School
Alfred F. Maloney Elementary School



2020

Educational Planning Hopkinton Public Schools Hopkinton, MA

We began our professional partnership with Hopkinton in 2014 when we were selected for MSBA funded Marathon Elementary School project. The project began with the assessment of Center School where we determined the best option was to build new due to the limitations of the existing school and the town's enrollment growth. That project allowed us the opportunity to engage with all levels of Hopkinton's town boards, agencies, and commissions.

We were pleased to have the opportunity to continue to work with Hopkinton in the preliminary expansion planning for the High School as well as the District-Wide Study to address the Town's extraordinary growth over the last five years.

District-Wide Study

Our study concluded that educational space across the district is inadequate for the growing student population and is limiting learning opportunities for students. This effect is felt most at the high school and the two older elementary schools. At every school staff noted shortages of classrooms, specialized spaces for instruction, storage, and other support spaces.

Our recent work in town addresses this immediate need with modular classrooms at Hopkins Elementary School and Elmwood School.



Millbury Public Schools
Facilities Assessment
Millbury, MA

The Millbury Public Schools engaged DRA to conduct a conditions assessment of their schools and to develop information to inform their Capital Improvement Program.

The DRA team assessed all the buildings in the District, which was at that time moving forward with an MSBA funded construction project to replace the existing upper elementary school.

The scope of the assessment included all aspects of the site including lawns, playgrounds, athletic fields, landscaping, paving, and sidewalks. The buildings were investigated to determine the condition and probable life expectancy of the structure, windows, doors, floors, ceilings, all MEP systems, fire protection, accessibility, and security.

The submitted report included files that the District can update on an annual basis thus allowing the study to remain current without need for a consultant.

Seekonk Public Schools



Seekonk Public Schools
Educational Planning
Seekonk, MA

We began our professional relationship in the mid-nineties when we were hired to renovate and expand Mildred H. Aitken Elementary School and Kevin M Hurley Middle School. Ten years later, in 2007 we were retained by the school district to provide services to complete needed repair and renovations to their facilities on an on-call basis. In 2012 we completed the Town Wide Facility Study and continue to provide on-call services.

Town Wide Study – 2012

The scope of work included the assessment of facilities to create a master plan for improvements based on relative needs and cost effectiveness. The end product was a Final Report detailing the assessment of each building and needed repairs along with a prioritized list with cost estimates and a long-range capital expenditures plan.

District Wide Study – 2018

The scope of work included the assessment of the school facilities, including those currently not in use by the District, to develop approaches to address enrollment growth. The end product was a series of presentations and a short report which highlighted the immediate need for additional PK and elementary grade classroom space. The outcome was the issuance of an RFQ for design of an addition to the Mildred H. Aitken School, which DRA completed in 2021.

Ellington Public Schools Study

Ellington- 2018-2019

Population	16,195
Enrollment	2,683

schools in study

reno

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

grades built

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

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

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

Several issues came into focus through the study:

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

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

Ultimately the Options presented to the community were:

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



Berlin Elementary Schools Study

Berlin - 2018

Population	20,505
Enrollment	2,781

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



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

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

In the meetings with educators we focused on four topic areas:

- best grade level groupings for elementary age children
- the future of education in Berlin schools
- best and worst existing facilities features,
- the ideal learning environment for elementary age children

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

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

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

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

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

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

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

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

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

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

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

Two issues became the main focus of the study:

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

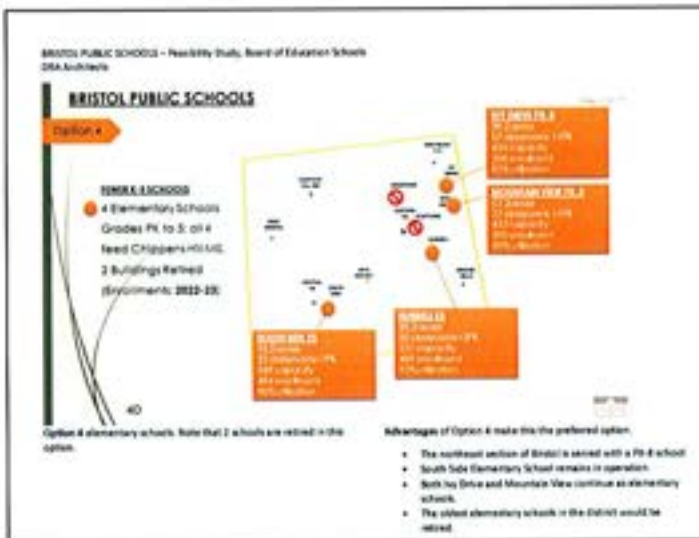
This study began exploring options by identifying a wide range of possibilities, including the possibility of continuing without any change to the district's configuration.

The options considered:

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

Option 4 has the following advantages:

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



Bristol Public Schools K-8 Study

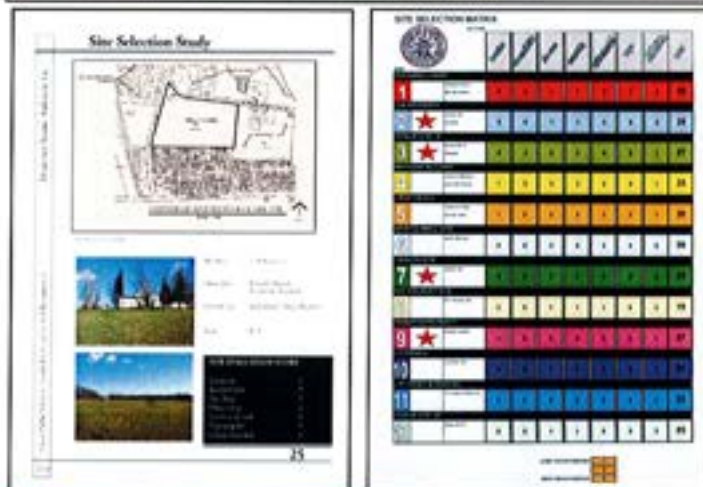
Bristol - 2006-2012

Population 60,452

Enrollment 8,233

schools in study

	grades	built	reno
Stafford School	PK-05	1954	1987
Ivy Drive School	PK-05	1967	2007



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

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

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

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

West Bristol School was completed in 2012.

Windsor Public Schools Grade Reconfiguration Study

Windsor - 2011

Population 29,016

Enrollment 3,168

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

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

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

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

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

This grade reconfiguration would result in the following:

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

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

The Working Group Committee recommended this approach to the Board of Education. Accepted by the Board of Education, it was reviewed and unanimously supported by the Finance Committee and Town Council. Ultimately the change in Windsor's elementary school deployment was supported by the community in a town-wide vote. This support was garnered in part by the DRA-led Community Workshops, and other public presentation opportunities.

Table of Windsor Reconfiguration Study
OPTIONS MATRIX
September 2011

	G.1	G.2	G.3	G.4
Option 1: Clustered				
Grades	K, 1, 2	3, 4, 5	3, 4, 5	K, 1, 2
Enrollment	88, 115, 104	87, 111, 114	118, 126, 111	85, 104, 115
Enrollment	14, 19, 21	19, 19, 19	19, 20, 22	19, 21, 23
PK	80% 80% 80%	80% 80% 80%	80% 80% 80%	80% 80% 80%
Comments	Grade 1 school building needed (new building)	Grade 2 school building needed (new building)	Grade 3 school building needed (new building)	New light in school building needed
Option 2: Clustered				
Grades	PK, K, 1, 2	3, 4, 5	PK, K, 1, 2	3, 4, 5
Enrollment	88, 115, 104, 145	114, 118, 112	88, 115, 145, 145	114, 118, 112
Enrollment	19, 14, 18, 21	19, 19, 19	19, 14, 21, 21	19, 20, 21
PK	80% 80% 80% 80%	80% 80% 80%	80% 80% 80% 80%	80% 80% 80%
Comments	Grade 1 school building needed (new building)	Grade 2 school building needed (new building)	New light in school building needed	New light in school building needed
Option 3: Clustered				
Grades	3, 4, 5	PK, K, 1, 2	3, 4, 5	PK, K, 1, 2
Enrollment	118, 126, 111	88, 115, 145, 145	118, 126, 111	85, 104, 115
Enrollment	19, 23, 22	19, 17, 21, 23	19, 20, 22	19, 19, 21, 19
PK	80% 80% 80%	80% 80% 80% 80%	80% 80% 80%	80% 80% 80% 80%
Comments	New light in school building needed	New light in school building needed	New light in school building needed	New light in school building needed
Option 4: Clustered				
Grades	3, 4, 5	K, 1, 2	K, 1, 2	3, 4, 5
Enrollment	118, 126, 111	111, 115, 113	88, 115, 104	111, 118, 112
Enrollment	19, 23, 22	17, 21, 23	14, 21, 21	19, 20, 20
PK	80% 80% 80%	80% 80% 80%	80% 80% 80%	80% 80% 80%
Comments	New light in school building needed	New light in school building needed	New light in school building needed	New light in school building needed

Legend
 New light in school building needed
 New light in school building needed
 New light in school building needed

South Windsor - 2008-2017

Population 25,789

Enrollment 4,216

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

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



South Windsor Public Schools Strategic Planning

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

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

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

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

In the summer of 2020, DRA was again hired by South Windsor to design a new Pleasant Valley Elementary School. The project is currently under construction with an estimated completion date of July 2023.

Stonington Elementary Schools Modernization Study

Stonington - 2014 - 2018

Population 14,849

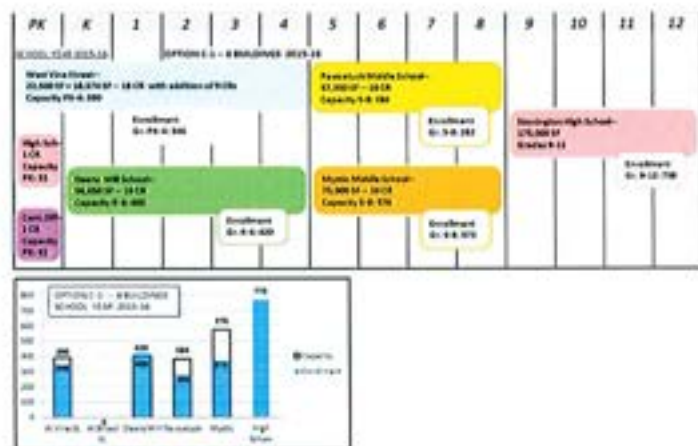
Enrollment 2,267

schools in study

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

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

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



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

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

Deans Mill & West Vine Schools were completed in 2019.



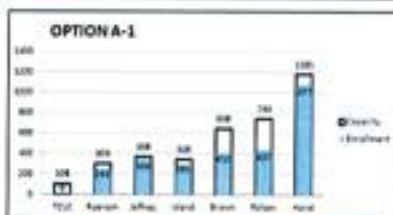
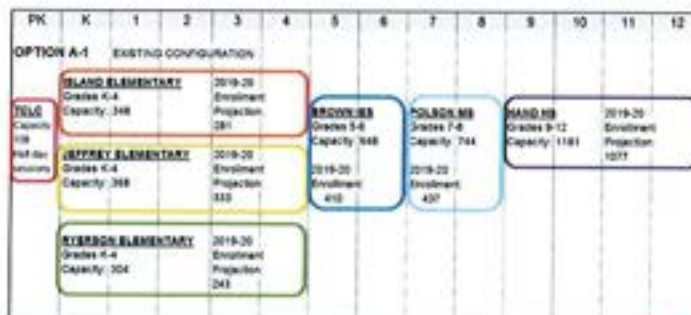
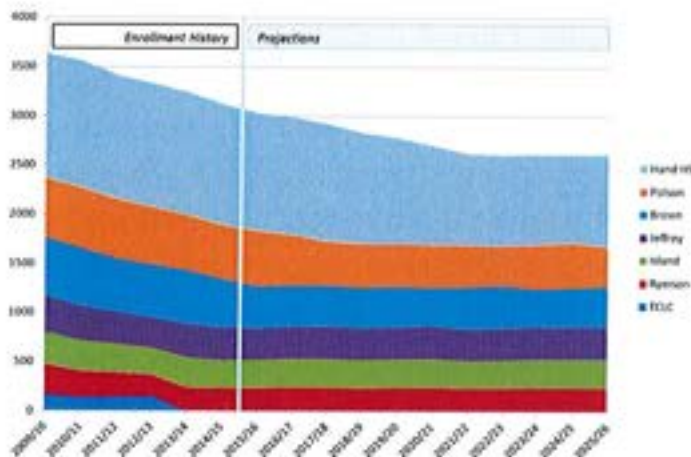
Madison- 2014 - 2017

Population 18,196

Enrollment 2,886

schools in study

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



Madison Public Schools Strategic Planning

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

The study addressed the following:

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

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

DRA is not barred from doing business with the State of Connecticut or with any municipality in Connecticut.

Due to the nature and volume of our practice, and the size of the firm, DRA has occasionally been involved in various legal proceedings as plaintiff, as defendant, or as expert witness in our history. Claims, disputes, arbitration, or litigation proceedings involving DRA in the last 5 years have been minimal.

We do not currently have any legal actions pending against DRA. As a part of our risk management approach to each project, we collaborate with the expert advisors from our insurance company as part of their claim avoidance program to proactively work with all parties to mitigate potential litigation. Because of our excellent claim history in recent years, we have received reduced premiums offered by our insurance company for the past several years.



James A. Barrett, AIA, ALEP, LEED AP BD+C
Principal

DRUMMEY ROSANE ANDERSON, INC.

office: 860.644.8300 x113

mobile 617-909-3527

jbarrett@draws.com

draws.com



