

SLAM

THOMASTON

Public Schools



Our Team



Effort #1 & 2
Planning Studies



Effort #3
Shared Services



Effort #4
Regionalization



OUR TEAM

THE TEAM



Kemp A. Morhardt, AIA, NCARB
Principal-in-Charge



James Hoagland, AIA, LEED AP
Project Manager / Design Architect



Kristen Furtak, ALEP
Academic Programmer/Planner

THOMASTON
Public Schools



Tighe & Bond
Site/ Civil Engineering



BY THE NUMBERS...

PLANNING PROGRAMMING
ARCHITECTURE
INTERIOR DESIGN
LANDSCAPE ARCHITECTURE
STRUCTURAL ENGINEERING
SITE PLANNING
CONSTRUCTION SERVICES

70 

LEED ACCREDITED
PROFESSIONALS

WELL
ACCREDITED
PROFESSIONALS

 **\$6** 

BILLION
SUSTAINABLE
CONSTRUCTION

9

OFFICES

Atlanta Boston Denver **Glastonbury**
Iowa City Los Angeles
Orlando Philadelphia Providence

Established in

1976

290

EMPLOYEES

20

Recognitions as a "Top" U.S. Design Firm

#32

Top 100
K-12
School
Sector

82%

REPEAT
CLIENTELE

WHAT IS A SCHOOL MASTER PLAN?

The Master Plan is a road map that supports your mission through an efficient use and allocation of resources in response to curriculum and programmatic needs, projected enrollment, school capacity and the overall condition of facilities and infrastructure.



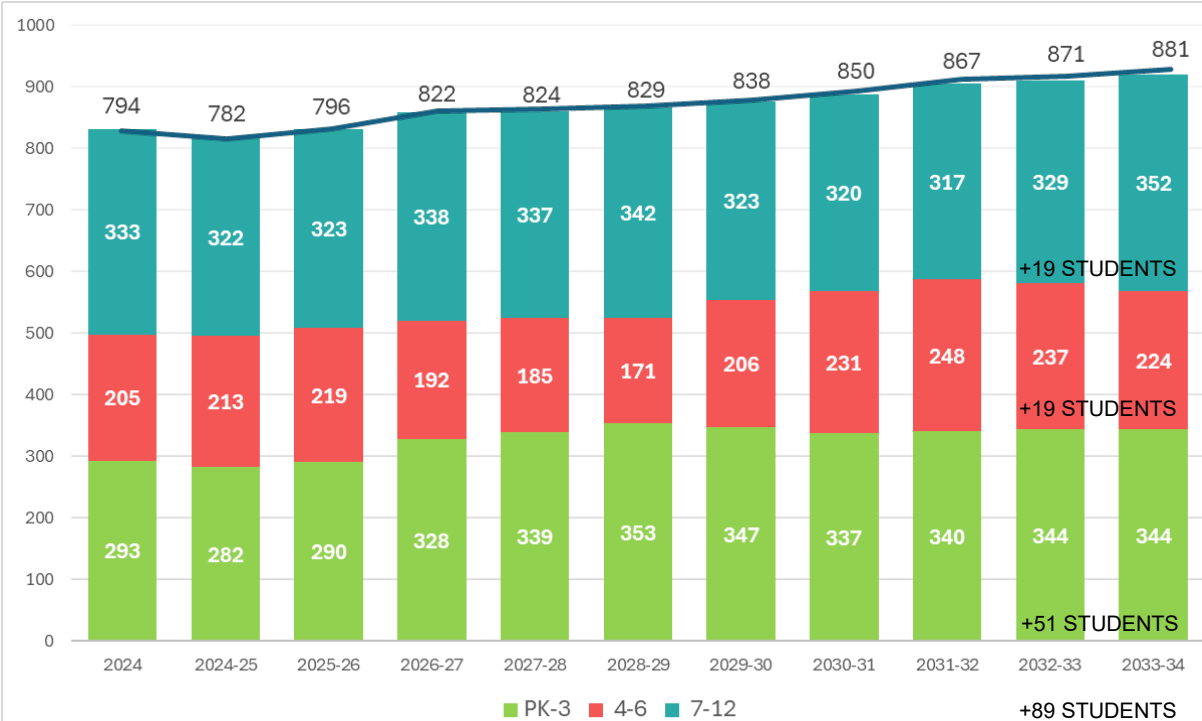
EFFORT 1 & 2: PLANNING STUDIES

Building & Programmatic Efficiencies Retaining the Current Facilities
Educational and Operational Potentials in Reducing the Total Number of Facilities

ENROLLMENT PROJECTIONS

Recently updated districtwide & school specific projections will inform utilization study and space needs over the next decade.

DISTRICT PROJECTIONS – NESDEC (2023-2024)



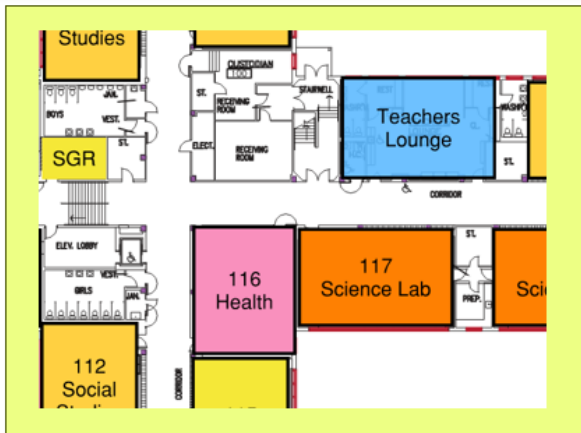
Projected Enrollment in Grade Combinations*									
School Year	PK-3	K-3	4-6	PK-6	K-6	4-12	7-8	7-12	9-12
Spring 2024	293	235	205	498	440	538	130	333	203
2024-25	282	226	213	495	439	535	125	322	197
2025-26	290	233	219	509	452	542	130	323	193
2026-27	328	271	192	520	463	530	143	338	195
2027-28	339	281	185	524	466	522	145	337	192
2028-29	353	295	171	524	466	513	144	342	198
2029-30	347	288	206	553	494	529	121	323	202
2030-31	337	278	231	568	509	551	110	320	210
2031-32	340	281	248	588	529	565	123	317	194
2032-33	344	284	237	581	521	566	142	329	187
2033-34	344	284	224	568	508	576	172	352	180

Projected Percentage Changes			
School Year	K-12	Diff.	%
Spring 2024	794		
2024-25	782	-12	-1.5%
2025-26	796	14	1.8%
2026-27	822	26	3.3%
2027-28	824	2	0.2%
2028-29	829	5	0.6%
2029-30	838	9	1.1%
2030-31	850	12	1.4%
2031-32	867	17	2.0%
2032-33	871	4	0.5%
2033-34	881	10	1.1%
Change	87		11.0%

CAPACITY ANALYSIS

Facility capacity and utilization will be analyzed in accordance with best practices for 21st century teaching pedagogies, rather than just the current operational capacity of the existing facilities.

Capacity Process Building Blocks



Floor Plan Markups

Day	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
A	Physical Science 288M.24 24/32 Room 215 2(A-B) Term: 23-24	Physical Science 288M.26 27/32 Room 215 3(A-B) Term: 23-24	Physical Science 288M.27 28/32 Room 215 4(A-B) Term: 23-24	Physical Science 288M.28 29/32 Room 215 5(A-B) Term: 23-24	Physical Science 288M.30 31/32 Room 215 6(A-B) Term: 23-24	Physical Science 288M.31 32/32 Room 215 7(A-B) Term: 23-24	Physical Science 288M.32 33/32 Room 215 8(A-B) Term: 23-24
B	Physical Science 288M.24 24/32 Room 215 2(A-B) Term: 23-24	Physical Science 288M.26 27/32 Room 215 3(A-B) Term: 23-24	Physical Science 288M.27 28/32 Room 215 4(A-B) Term: 23-24	Physical Science 288M.28 29/32 Room 215 5(A-B) Term: 23-24	Physical Science 288M.30 31/32 Room 215 6(A-B) Term: 23-24	Physical Science 288M.31 32/32 Room 215 7(A-B) Term: 23-24	Physical Science 288M.32 33/32 Room 215 8(A-B) Term: 23-24
A	Language Arts 086M.8 23/30 Room 214 2(A-B) Term: 23-24	Language Arts 086M.9 24/30 Room 214 3(A-B) Term: 23-24	Language Arts 086M.10 25/30 Room 214 4(A-B) Term: 23-24	Language Arts 086M.11 26/30 Room 214 5(A-B) Term: 23-24	Language Arts 086M.12 27/30 Room 214 6(A-B) Term: 23-24	Language Arts 086M.13 28/30 Room 214 7(A-B) Term: 23-24	Language Arts 086M.14 29/30 Room 214 8(A-B) Term: 23-24
B	Language Arts 086M.8 23/30 Room 214 2(A-B) Term: 23-24	Language Arts 086M.9 24/30 Room 214 3(A-B) Term: 23-24	Language Arts 086M.10 25/30 Room 214 4(A-B) Term: 23-24	Language Arts 086M.11 26/30 Room 214 5(A-B) Term: 23-24	Language Arts 086M.12 27/30 Room 214 6(A-B) Term: 23-24	Language Arts 086M.13 28/30 Room 214 7(A-B) Term: 23-24	Language Arts 086M.14 29/30 Room 214 8(A-B) Term: 23-24
A	Chorus 842M.11 18/32 Room 101 1(A) Term: 23-24	Chorus 842M.12 19/32 Room 101 2(A) Term: 23-24	Chorus 842M.13 20/32 Room 101 3(A) Term: 23-24	Chorus 842M.14 21/32 Room 101 4(A) Term: 23-24	Chorus 842M.15 22/32 Room 101 5(A) Term: 23-24	Chorus 842M.16 23/32 Room 101 6(A) Term: 23-24	Chorus 842M.17 24/32 Room 101 7(A) Term: 23-24
B	Experiencing Music 843M.12 21/32 Room 101 1(B) Term: 23-24	Experiencing Music 843M.13 22/32 Room 101 2(B) Term: 23-24	Chorus 842M.13 20/32 Room 101 3(B) Term: 23-24	Chorus 842M.14 21/32 Room 101 4(B) Term: 23-24	Chorus 842M.15 22/32 Room 101 5(B) Term: 23-24	Chorus 842M.16 23/32 Room 101 6(B) Term: 23-24	Chorus 842M.17 24/32 Room 101 7(B) Term: 23-24

CR Schedules

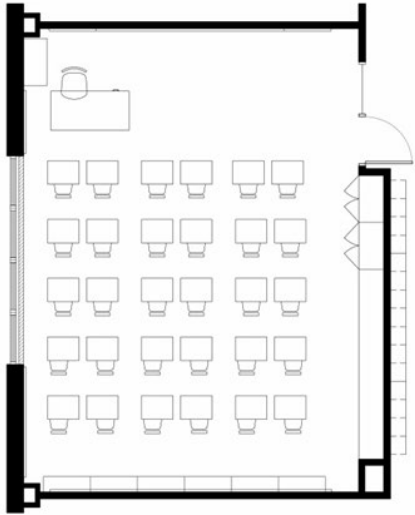
Elementary Existing Full-Size Classroom Inventory: 2023-24				
School	Total Full-Size Classrooms	K-5 Grade Level Rooms in Use	Specials	
			Art	Music
Chapel Street	31	15	1	1
Elk Whitney	29	23	1	2
Franklin	21	14	1	1
Lordship	15	10	0.5	0.5
Nichols	24	21	1	1
Second Hill Lane	40	34	1	1
Stratford Academy - Johnson House	37	27	1	2
Wilcoxson	21	17	1	1

Inventory

- Inventory of standard classrooms, special purpose rooms, and core facilities at each school facility was developed from floor plans, schedules, placement of districtwide programming, questionnaires, walkthroughs and grade level working group meetings
- SPS classroom loading levels were applied to the various types of teaching spaces
- Capacity inventory reflects the 2023-24 use of space

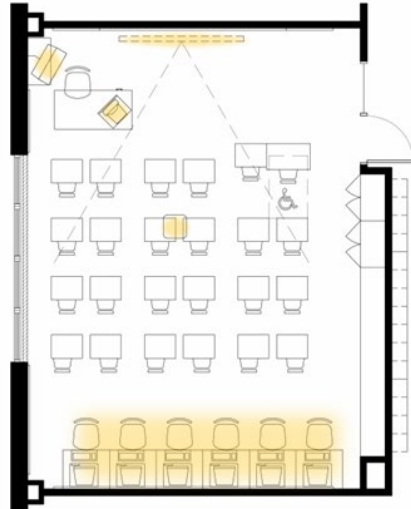
EVOLUTION OF CLASSROOM SPACE

1960's...



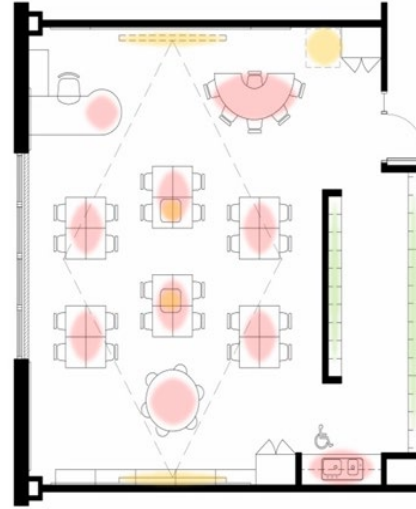
30 Seat Classroom
660 NSF
22 NSF/SEAT

1980's...



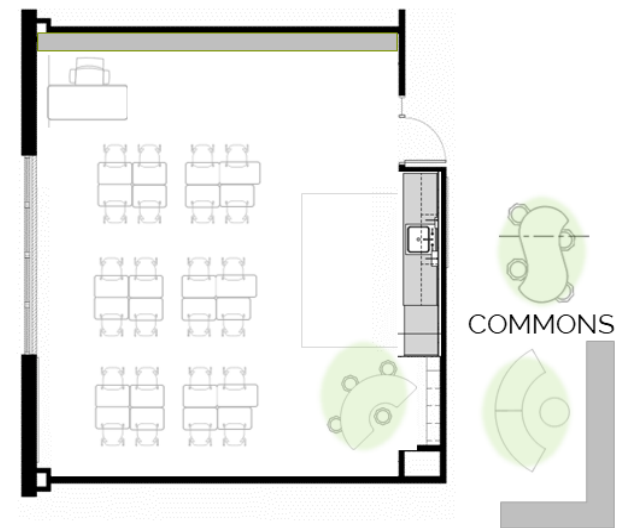
24 Seat Classroom
660 NSF
28 NSF/SEAT

Yesterday...



24 Seat Classroom
835 NSF
35 NSF/SEAT

Today...



24 Seat Classroom
835 NSF
36-38 NSF/SEAT

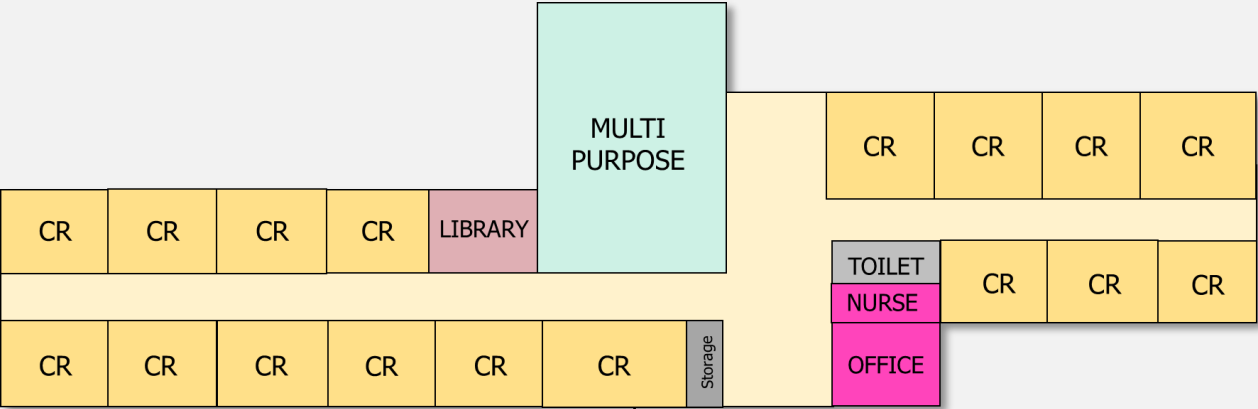
Instructor-Directed Learning

Collaborative / Active Learning

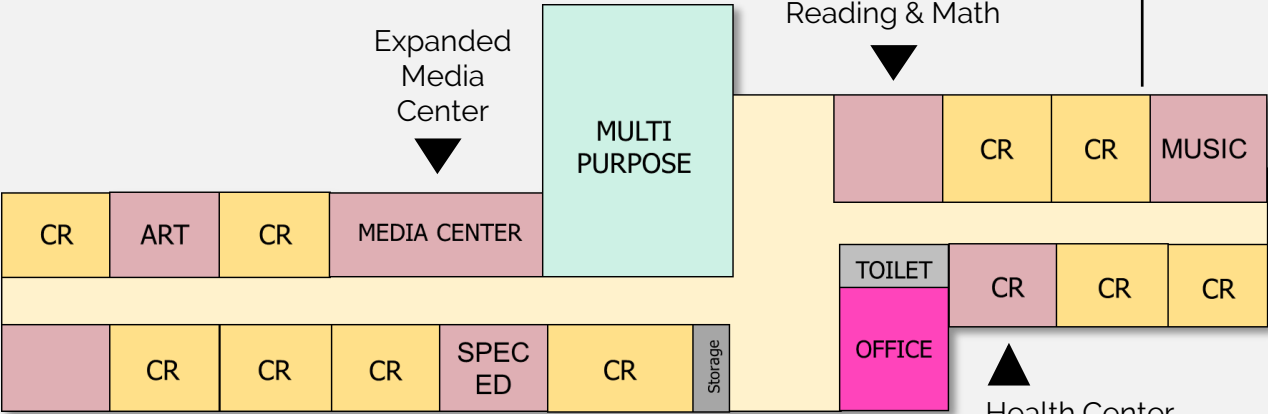
Expanded/ Flexible Learning



WHERE HAVE ALL THE CLASSROOMS GONE?



1966:
New School with 17 Classrooms
(500 Students)



2000:
Same School 34 Years Later with Only
10 Classrooms (250 Students)



Instructional
Coaches
Reading & Math

Access
Ramp

Health Center
Psychologist
Social Worker
Guidance Counselor Aides
Physical Therapist
Chapter Math
Parent Conference

FINAL FEASIBILITY REPORT

SCENARIO MATRIX

SCENARIO	DESCRIPTION	OPTIONS
STATUS QUO 1	<ul style="list-style-type: none"> GRADE CONFIGURATION STAYS AS-IS EACH SCHOOL LOOKS FOR CAPITAL IMPROVEMENT UPDATING 	1A 1B
2	<ul style="list-style-type: none"> 5TH GRADE MOVES TO ELEMENTARY SCHOOL 6TH-8TH MOVE TO HIGH SCHOOL MIDDLE SCHOOL IS CLOSED - REPURPOSED 	2A 2B
CLOSE MIDDLE SCHOOL 3	<ul style="list-style-type: none"> 5TH and 6TH GRADE MOVE TO ELEMENTARY SCHOOL 7TH and 8TH MOVE TO HIGH SCHOOL , 9TH-12TH GRADE REMAIN AT HS MIDDLE SCHOOL IS CLOSED – REPURPOSED 	3A 3B 3C 3D
4	<ul style="list-style-type: none"> PK-4TH STAY AT ELEMENTARY SCHOOL 5TH – 8TH GRADE MOVE TO HIGH SCHOOL MIDDLE SCHOOL IS CLOSED - REPURPOSED 	OPTION NOT SUPPORTED
CLOSE ELEMENTARY SCHOOL 5	<ul style="list-style-type: none"> PRE-K THRU 8TH AT MIDDLE SCHOOL SITE 9TH-12TH GRADE REMAIN AT HIGH SCHOOL ELEMENTARY SCHOOL IS CLOSED - REPURPOSED 	5A 5B
6	<ul style="list-style-type: none"> PRE-K THRU 8TH AT ELEMENTARY SCHOOL SITE MIDDLE SCHOOL IS CLOSED - REPURPOSED 	6A
RECONFIGURE GRADE LEVELS 7	<ul style="list-style-type: none"> PRE-K -2ND AT ELEMENTARY SCHOOL SITE, DEMO PORTION OF EXISTING 3RD – 8TH GRADE AT MIDDLE SCHOOL 9TH-12TH GRADE REMAIN AT HIGH SCHOOL 	7A 7B

ARCHITECTURAL CONCEPT DESIGN + PLANNING PACKAGE

ELEMENTARY SCHOOL – **OPTION 7A**

RECONFIGURE- DEMO TO BE PK-2ND

RECONFIGURE
GRADE LEVELS

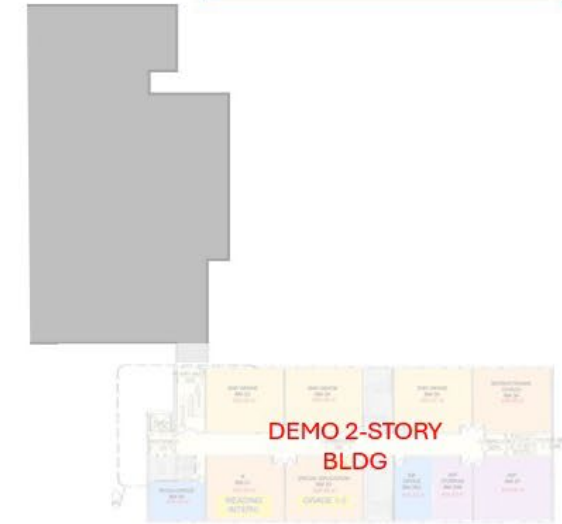
7A

Classroom Capacity =
ES = 20 Students



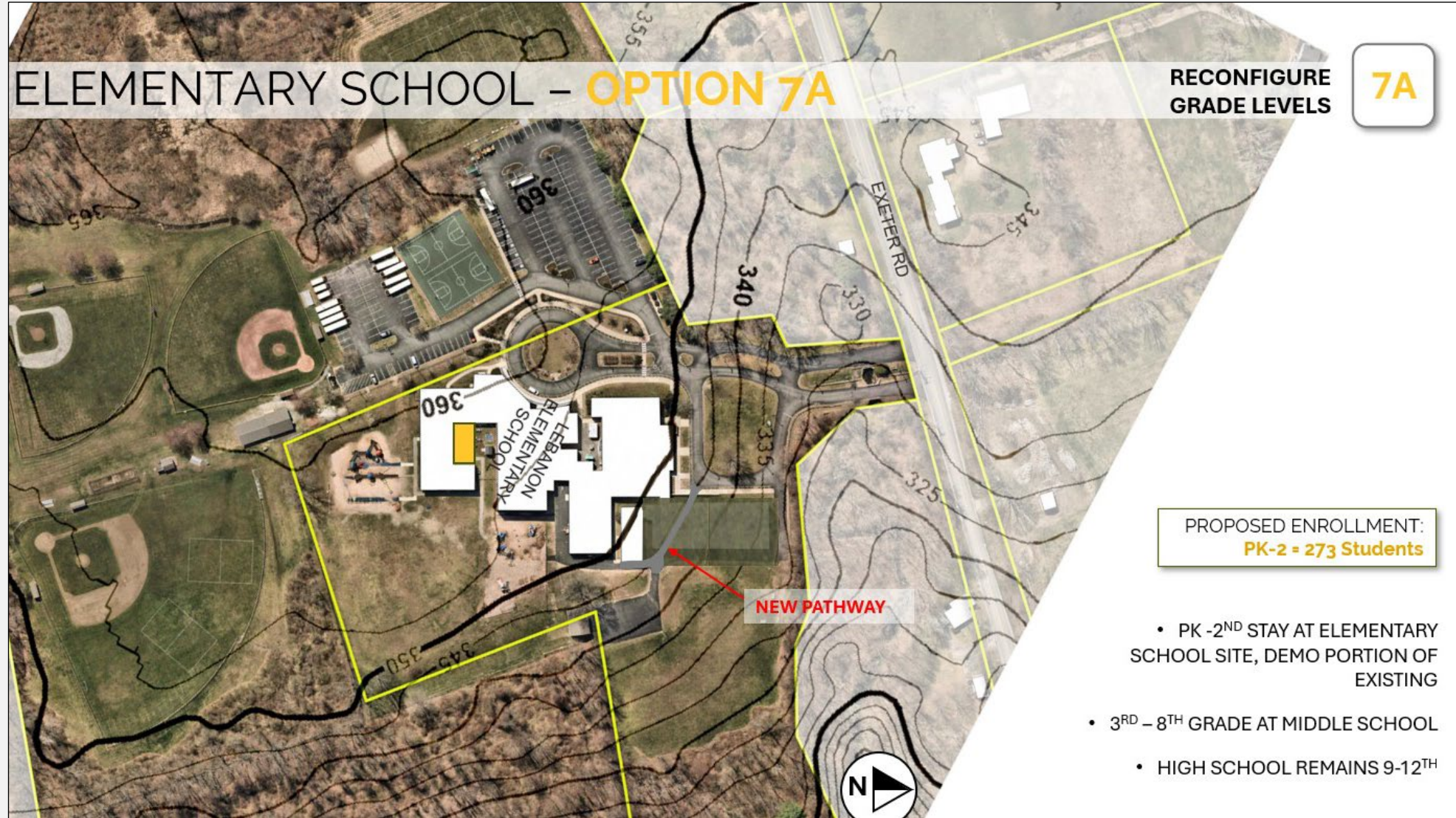
KEY LEGEND

- ACADEMICS
- SCIENCE
- SPECIAL EDUCATION
- PE/ATHLETICS
- FOOD SERVICE
- ADMINISTRATION
- VISUAL ARTS
- PERFORMING ARTS
- LIBRARY/MEDIA
- SPECIALS
- BUILDING SUPPORT



	2015-16 Enroll	Class Capacity	Class room (CR)	# of CRs	Max Capacity / CR	Max Capacity per grade	Planning Capacity (85%)	Available Seats
PK	53	17.7	PK	3	14	42	39	
K	66	16.5	Kindergarten	4	20	80	76	10
1	67	16.8	1st Grade	4	20	80	76	9
2	71	17.8	2nd Grade	4	20	80	76	5
TOTAL	257							
			Dist SPED (SEALS)	1	8	8	7	
						290	274	24
	Ave Class Size:	17.0	Total Instructional CR	16				

ARCHITECTURAL CONCEPT DESIGN + PLANNING PACKAGE

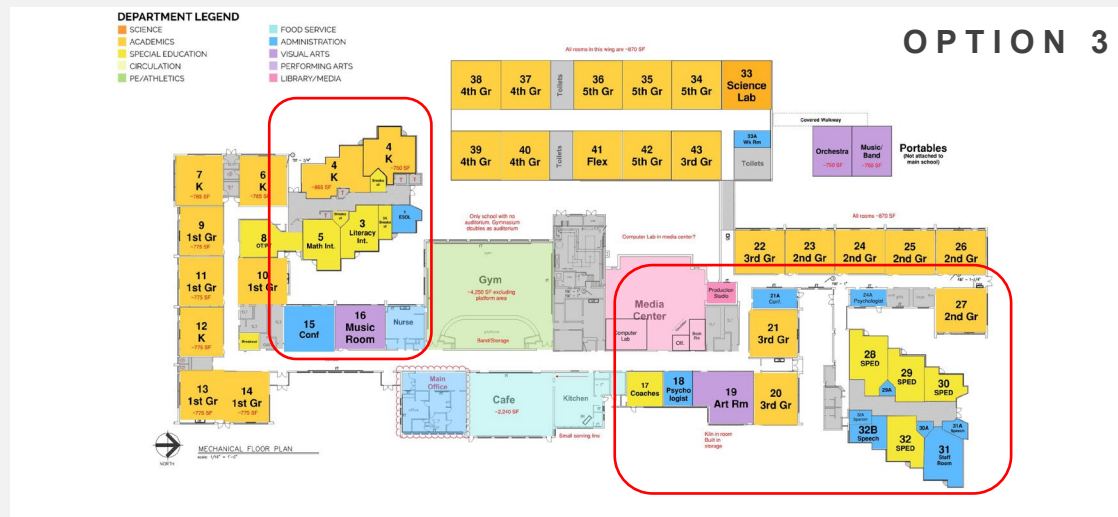


SCENARIO SUMMARY & COMPARISON

Summary	Status Quo	Scenario 1	Scenario 2	Scenario 3	Scenario 4
	Do Nothing	Traditional Redistricting	Satellite Zones	Shift Pre-K to West Woods	Add Space to East Farms
Racial Balance (% minority students)	All schools in compliance Range: 36.6% to 51.8%	All schools in compliance Slight improvement Range: 39.1% to 51.8%	All schools in compliance Slight improvement Range: 41.4% to 48.7%	All schools in compliance Slightly worse Range: 36.6% to 54.4%	All schools in compliance No change Range: 36.6% to 51.8%
Socioeconomic Balance (% Free & Reduced Lunch)	FRL Range: 12.9% to 22.8%	Slightly worse FRL Range: 11.7% to 24.5%	Slightly worse FRL Range: 11.4% to 22.1%	Slightly worse FRL Range: 11.7% to 22.0%	No change FRL Range: 12.9% to 22.8%
Requires Construction?	No	No	No	Yes PreK Fit-out at West Woods	Yes Addition at East Farms
Cost Considerations	No capital costs No change in operational costs anticipated	No capital costs No change in operational costs anticipated	No capital costs Increased busing costs for satellite zones	\$145k to \$175k in capital costs to fit out West Woods. No change in operational costs anticipated	\$4.8 to \$5.85 million in capital costs for East Farms addition. About half the cost if installing portables. Increased operating costs at East Farms (larger building).
Timeline for Implementation	N/A	1 year	1 year	1 to 2 years	3 to 4 years

The Ad Hoc Committee recommends Scenario 3 as best meeting the committee charge and guiding criteria

ARCHITECTURAL CONCEPT DESIGN + PLANNING PACKAGE





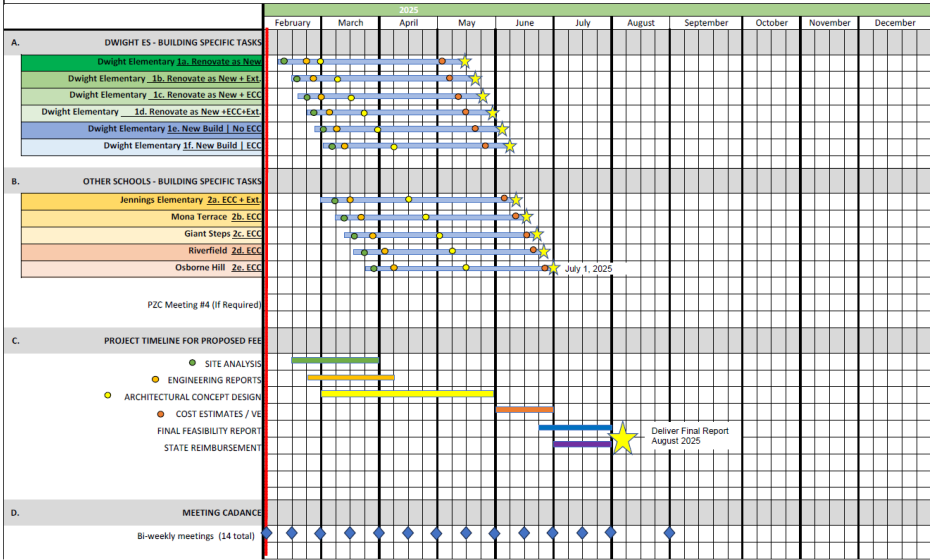
EFFORT 3: SHARED SERVICES

Potential Shared Operational Services

PROJECT INITIATION + DATA COLLECTION

Week of:	Design Team Activities	Topics of Discussion	Deliverables	Decisions/Meeting Outcomes
07/17/23	<ul style="list-style-type: none">• Visioning Session (Project Kick-off)• Existing conditions data gathering• Review owners land survey and existing utility drawings• Develop detailed SD work plan	<ul style="list-style-type: none">• Introductions/ Roles & Responsibilities• Overview Project Schedule• Overview Proposed Workplan for Conceptual/SD Phases• Project Stakeholders	<ul style="list-style-type: none">• Proposed Conceptual/ Schematic Phase Workplan• Initial program based on Ed Specs• Interview Building diagrams• Interview Site Plan options• Interview Phasing diagrams	<ul style="list-style-type: none">• Schedule Future SD phase meetings• Define Project Goals• Prelim. Program Review• Conceptual Site Plan reactions
07/24/23	<ul style="list-style-type: none">• Workshop: Program Verification #1• Inventory Existing buildings• Detailed Site evaluation• Multiple design test fits• Explore adaptive reuse of select buildings• Natatorium planning	<ul style="list-style-type: none">• Interviews with Stakeholders – program verification• Review proposed concept plans and test fits• Adaptive reuse concepts of select existing buildings	<ul style="list-style-type: none">• Benchmarking• Graphic Building Program• OSCGR allowable area• Establish schedule of BC meetings	<ul style="list-style-type: none">• Program Verification ADMIN/GUIDANCE/NURSE; SPECIAL ED.; ACADEMICS; MEDIA CENTER; UNIFIED ARTS; VISUAL ARTS
07/31/23	<ul style="list-style-type: none">• Workshop: Program Verification #2• Continued programming progress• Community meeting #1	<ul style="list-style-type: none">• Interviews with Stakeholders – program verification• Gather community input on Natatorium	<ul style="list-style-type: none">• Benchmarking update• Graphic Building Program	<ul style="list-style-type: none">• Program Verification PERFORMING ARTS; FOOD SERVICE; PE/ATHLETICS; BUILDING SUPPORT
08/7/23	<ul style="list-style-type: none">• Conceptual Design Workshop #1• Regulatory Agencies preliminary meeting• Initiate Geotechnical Study• Initial meeting with Construction Manager	<ul style="list-style-type: none">• Programming• Building adjacencies and layout options• Review of Initial concepts	<ul style="list-style-type: none">• Benchmarking update• Graphic Building Program• Site Plan studies• Preliminary traffic concepts	<ul style="list-style-type: none">• Program Verification• Program finalization for next BC Meeting• Feedback on conceptual
08/14/23				
8/21/23-8/31/2023				

FAIRFIELD PUBLIC SCHOOLS - MULTI SITE FEASIBILITY STUDY SCHEDULE



SCHEDULE + WORKPLAN

Questionnaire Responses		
Space/Program	Thompson Brook School	Avon Middle School
Academic Classrooms	Meets current and future needs	Does not meet current needs
Specialty Spaces	Meets current and future needs	Does not meet current needs
Specialty Labs	Meets current and future needs	Does not meet current needs
Special Education Spaces	Meets current needs, but not future needs	Does not meet current needs
Core Spaces	Meets current and future needs	Does not meet current needs
Staff Coordination		
Administrative &		
Storage Areas		
Breakout Spaces		
Adjacency		

DATA GATHERING + ANALYSIS

Key Findings: Avon Middle School

- Currently supports 2.5 teams per grade (one team shared between 7th and 8th grade).
- Layout of space not conducive to 21st century teaching and learning
 - "Inner ring" classrooms and core areas (media center, cafeteria) lack access to natural light.
 - Trapezoidal classroom configuration does not support 21st century instructional model..
- Undersized and poorly configured science labs (due to shape of classrooms).
 - One science classroom lacks lab tables and sinks.
- Classroom adjacencies don't align with teaming model
 - Science labs and world language classrooms are not dispersed throughout building (none on 1st floor in the 7th grade teams).
 - 7th classrooms from split team are located on second floor, away from other 7th grade spaces.
- Several classrooms have been retrofitted, but still reflect their former use (e.g. former home economics rooms, woodshop).



EFFORT 4: REGIONALIZATION

COMPREHENSIVE REGIONALIZATION POTENTIAL

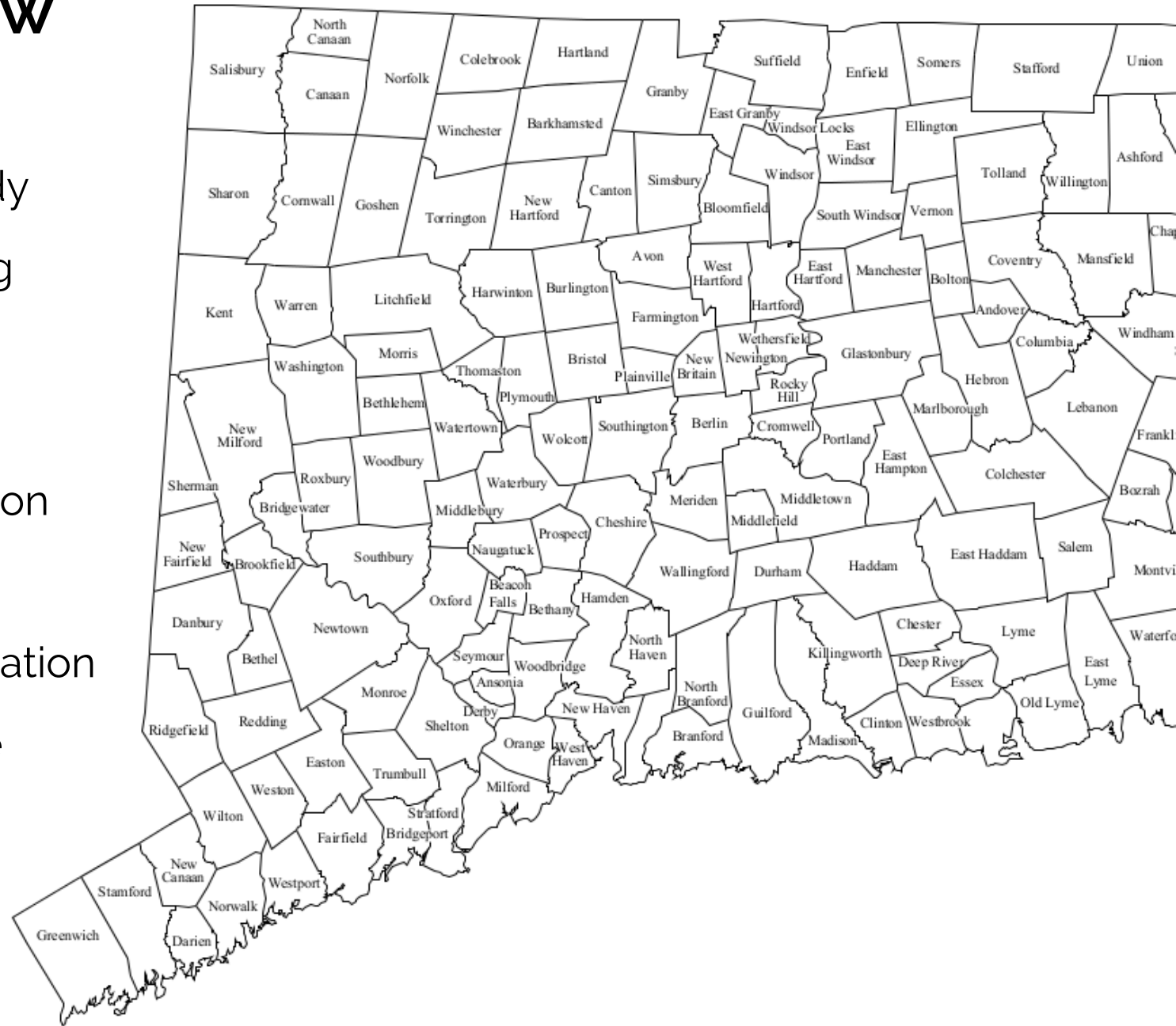


School Regionalization in Connecticut

Process Overview, Legal Requirements, and Timeline

REGIONAL PROCESS OVERVIEW

1. Initial Discussions and Feasibility Study
2. Formation of Regionalization Planning Committee
3. Development of Regional Plan
4. Submission to State Board of Education
5. Local Referendum in Each Town
6. Formation of Regional Board of Education
7. Implementation and Transition Phase

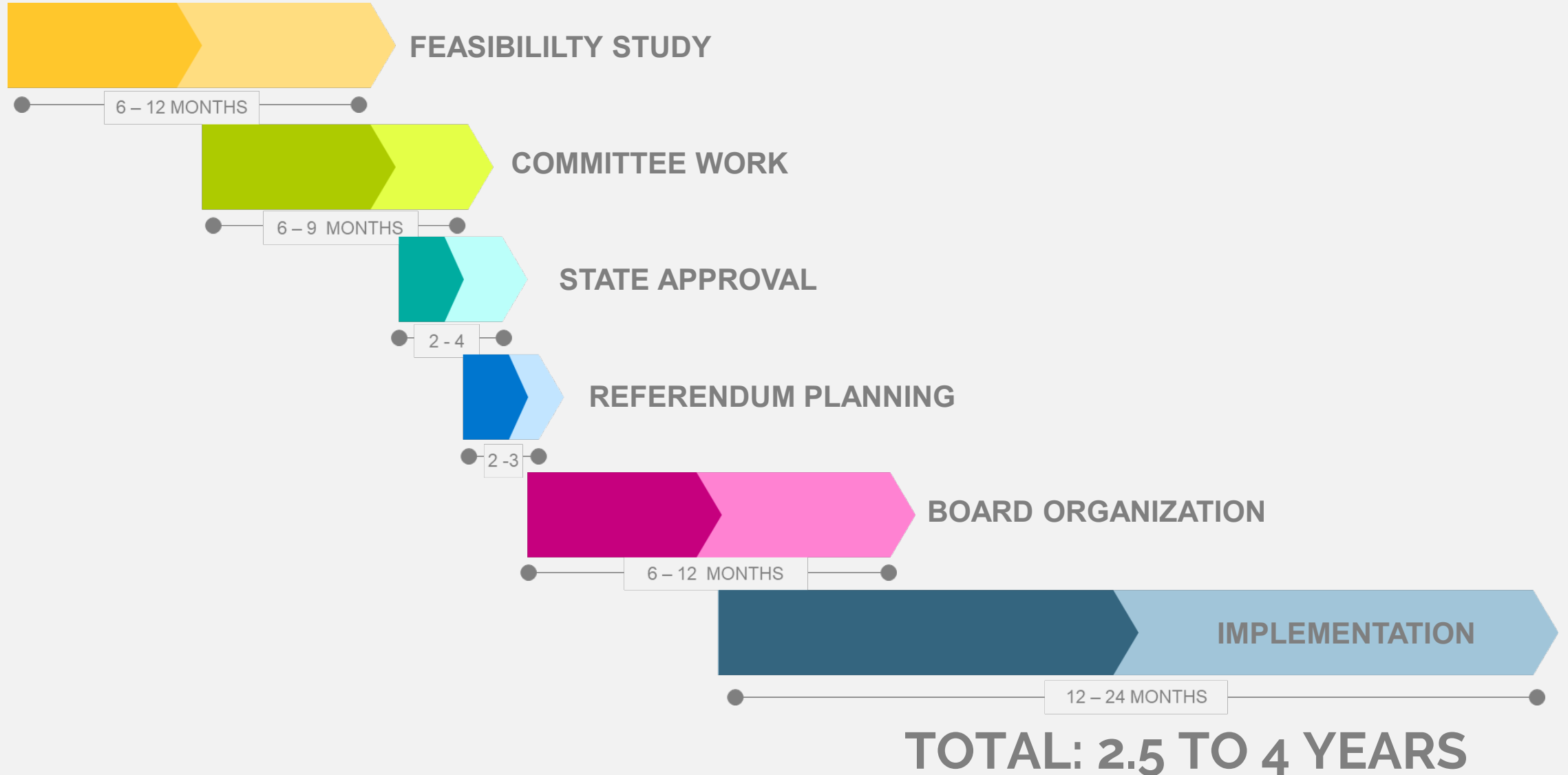


KEY LEGAL REQUIREMENTS (CGS SECTIONS)



- **CGS § 10-41:** Planning Committee Formation
- **CGS § 10-43:** Regional Plan Requirements
- **CGS § 10-43(d):** State Board Approval
- **CGS § 10-45:** Referendum Procedures
- **CGS § 10-46:** Regional BOE Formation
- **CGS § 10-47a–b:** Regional BOE Powers and Duties

PROJECT PROCESS & PROPOSED SCHEDULE



Sample Referendum Ballot Question

“

Shall the Town of Thomaston join with the Town of [Other Town Name] to form a regional school district in accordance with the provisions of the regionalization plan approved by the Connecticut State Board of Education and adopted by the Regional School Study Committee on [Date]?

☐

YES – to approve the formation of the district

☐

NO – to reject the proposal

”

THOMASTON PUBLIC SCHOOLS

Thomaston PS Mission Statement:

In a partnership of family, school and community, the mission of Thomaston Public Schools is to educate, challenge and inspire each individual to excel and become a contributing member of society.

Educate • Challenge • Inspire

SITE ANALYSIS + FEASIBILITY STUDIES



Center School



Black Rock School



Thomaston High School

PROJECT PROCESS & PROPOSED SCHEDULE – EFFORTS 1 & 2

DISCOVERY GETTING TO KNOW YOU



DELIVERY CREATING A PLAN



IMPLEMENT



MONTH 1

MONTH 1-2

MONTH 3-4

MONTH 5-6



Committee Process



Information District website



Town Committees & Commissions



Interactive Workshops



Informational Meetings



Social & Email Blasts

COMMUNITY ENGAGEMENT

Steering Committee or Working Group

advising on data, technical information, resource option development and vetting

WHY SLAM

Unique Team Advantages

- Extensive Master Planning experience in Connecticut
- Experts with the State DAS, OGA policies and procedures
- Capacity and resources of large firms with personal studio-based attention
- Experience working together on facility master plan projects
- Dedicated to K-12 Environment
- Integrated practice and in-house cost estimating
- Nationally recognized education programming & planning

