

Minutes  
Farmington High School Building Committee  
Wednesday, November 2, 2016

**Present:**

William Wadsworth  
Justin Bernier  
Hilary Donald  
Johnny Carrier  
Jean Baron  
Dan Kleinman  
Mecheal Hamilton

Kathy Eagen, Town Manager  
Kathy Greider, Superintendent  
Russ Arnold, Director of Public Works  
Bill Silva, High School Principal  
Tim Harris, Dir. Of School Facilities  
Meredith Trimble, Town Council Liaison  
Kathryn Howroyd, Clerk of the Committee  
Vincent La Fontan, School Business Manager  
Chuck Boos, Kaestle Boos Associates  
Paul Dominov, Kaestle Boos Associates  
Firdos Khericha, Kaestle Boos Associates  
Marc Sklenka, Colliers International  
Scott Pellman, Colliers International  
Ken Biega, O&G Industries, Inc.

**A. Call to Order.**

The chair called the meeting to order at 4:31 p.m.

**B. Public Comment.**

Beth Kintner, 24 Farmstead Lane, Farmington thanked the committee for all their hard work to date. She informed the committee that she is the President of Farmington Future and has formed a community group for the FHS Building Project. Their first meeting on October 26, 2016 included presentations from Kaestle Boos and Farmington High School Building Committee Chair Bill Wadsworth to provide attendees information on the project and how the long term needs of the students can be met. She is hoping to create a cohesive group which will include all stakeholders so everyone can have input on the project. The group's next meeting is on November 17, 2016. She also noted that the 4:30 pm time for the FHS Building Committee meetings makes it difficult for people to attend, but she is hoping to encourage residents to attend meetings when possible.

Pam Fisher, 5 Julles Court, Unionville thanked the committee for their work. She informed the committee that it was her opinion that a lot of people do not know about the project. She felt that there needs to be more information on the project accessible to the public.

**C. Minutes.**

**1) To approve the attached October 19, 2016 minutes.**

Dan Kleinman indicated that he would like the minutes amended to reflect his absence at the October 19, 2016 meeting was excused. His law firm, Hinckley Allen, has represented several of the finalists for

Construction Manager and he recused himself from any discussion, deliberation and voting for the selection of a Construction Manager.

Upon a motion made and seconded (Carrier/Kleinman) it was unanimously VOTED: to approve the October 19, 2016 minutes as amended (attached).

**D. Presentations.**

**1) 21<sup>st</sup> Century Learning**

Vernonica Ruzek, Director of Curriculum & Instruction at Farmington Public Schools reviewed the presentation regarding 21<sup>st</sup> Century Learning recorded with these minutes.

**2) Website/Social Media**

Kris Dargenio, Kaestle Boos Associates summarized her firm's capabilities for social media marketing and website creation. She explained that a website for the FHS Building Committee is in development which will include a FAQ section, reference documents and updates to the community. She also explained that Facebook, Twitter, mailings and other visuals are important to keep the public informed.

Kat Howroyd stated that the website and social media is another way the committee can reach the public. The website will be easily accessible and will begin to address the Pam Fisher's concerns regarding having more information available to the public.

**E. Reports.**

**1) Architect Report**

Paul Dominov reported that Kaestle Boos has completed the visioning process, including faculty and staff interviews, and has drawn the facility in 3D software. These interviews assist the architects in defining the facility's space needs. On November 2, 2016 Kaestle Boos led a 3 hour meeting with Colliers, FPS administration, staff from the Office of School Construction Grants (OSCG) and their consultant, Chuck Warner, via video conference to review the proposed compilation of space that was creating using a template provided by OSCG. Now that they have some clarity on the space needs, they will begin designing preliminary concepts on Monday, November 7, 2016.

Paul also explained that Kaestle Boos included maintenance, robotics, the alternate high school, and food service in the interviews. Jean Barron suggested meeting with adult education to see how they use space, albeit after hours. Jean also requested that they consider including an emergency management plan, as the high school is used as a shelter during emergency situations and/or natural disasters.

**2) Owner's Representative Report**

Marc Sklenka informed the committee that Colliers has collected information from Kaestle Boos and Town in order to fully understand the project and timeline. Currently, they are developing a milestone schedule through the April 27, 2016 referendum that will allow Colliers to closely track events and activities to ensure the project meets all deadlines and requirements.

**3) Construction Manager Report**

Ken Biega introduced himself to the committee and explained that O&G will work with Kaestle Boos and Colliers to get the project to referendum. Their priority will be to provide a cost estimate based on the drawings provided by Kaestle Boos.

**4) Financial Report**

Town Manager Kathy Eagen reported that the committee has spent \$4,500.

**F. Updates.**

**1) Construction Manager Contract**

Town Manager Kathy Eagen reported that the subcommittee met with O&G and established the scope. The contract will be reviewed by both sides prior to execution.

**2) Educational Specifications**

Superintendent Kathy Greider reported that she is working with Kaestle Boos and Dan Hansen (educational consultant) to review the long range educational plan, enrollment data, the facility's space needs and other supporting documents that are required to complete the educational specifications. The visioning workshops as well as the questionnaires/interviews were completed in September and October and will enable the educational specifications to be finalized in November. The educational specifications will be presented to the Board of Education in December (two readings are required).

**3) State Grant Process**

Paul Dominov reported that Kaestle Boos has presented their preliminary compilation of space to OSCG. They are still working through the space needs requirements to determine which method (old vs. new) is more beneficial for Farmington.

**4) Community Outreach**

Kat Howroyd reported that she will be creating an online calendar of community events for people to sign up for and view ahead of time. She has been in communication with all schools in the district to determine which events will be best for committee members to attend. She is also working with the Superintendent's office to coordinate public tours of Farmington High School. It is anticipated the tours will occur monthly to give the public an opportunity to see the facility's

issues firsthand. Kat will work with Kaestle Boos and Colliers to establish a clear community outreach plan inclusive of marketing, social media and community events.

**G. Other Business.**

Chairman Wadsworth informed the committee that there was an article regarding the community visioning in the October 28<sup>th</sup> edition of the Farmington High Scholl Newspaper, *The Voice*. He also was happy to announce that we officially have a complete team consisting of the architect, owner's representative and construction manager to see the project through to referendum.

The next Farmington High School Building Committee meeting is 11/16 at 4:30 PM in the FHS Library.

**H. Adjournment.**

Upon a motion made and seconded (Carrier/Hamilton) the meeting adjourned at 5:37 p.m.

Respectfully Submitted,



Kathryn Howroyd  
Clerk of the Committee

Minutes are considered "DRAFT" until approved at next meeting

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**Present:**

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Chuck Boos, Kaestle Boos Associates  
Paul Dominov, Kaestle Boos Associates  
Firdos Khericha, Kaestle Boos Associates

**Absent:**

Mecheal Hamilton

**Excused:**

Dan Kleinman

**A. Call to Order.**

The chair called the meeting to order at 4:32 p.m.

**B. Public Comment.**

None.

**C. Minutes.**

**1) To approve the October 5, 2016 minutes.**

Upon a motion made and seconded (Donald/Carrier) it was unanimously VOTED: to approve the October 5, 2016 minutes.

**D. To authorize the Town Manager to sign an agreement with Colliers International for pre-referendum owner's representative services.**

Town Manager Kathy Eagen explained that the scope of services for owner's representative services has been approved by both parties. Colliers' legal team is reviewing the insurance and legal requirements requested by the Town. A copy of the scope of services is recorded with these minutes.

Upon a motion made and seconded (Baron/Donald) it was unanimously VOTED: to authorize the Town Manager to sign an agreement with Colliers International for pre-referendum owner's representative services, subject to mutual acceptance of the insurance and legal requirements.

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**E. Executive Session: Review and Discussion of RFP Responses for Construction Management Services and proposals for Educational Specifications in accordance with Conn. Gen. Stat. §§ 1-200(6) and 1-210(b) (24).**

Upon a motion made and seconded (Baron/Carrier ) it was unanimously VOTED: to move to Executive Session for the review and discussion of RFP Responses for Owner's Representative Services and proposals for Educational Specifications at 4:34 p.m. with voting and non-voting members of the Farmington High School Renovation Committee, as well as representatives from Kaestle Boos Associates in attendance.

The committee returned to open session at 5:29 p.m.

**F. To take any action on the selection of a finalist to provide Construction Management Services.**

Upon a motion made and seconded (Baron/Carrier) it was unanimously VOTED: to select O & G Industries, Inc. as a finalist to provide Construction Management Services.

**G. To establish a subcommittee to negotiate a contract with the selected Construction Manager.**

Upon a motion made and seconded (Carrier/Bernier) it was unanimously VOTED: to establish a subcommittee to negotiate a contract with O & G Industries, Inc.

The subcommittee will include Chairman Wadsworth, Hilary Donald and Johnny Carrier.

**H. To take any action on the selection of an Educational Specifications Consultant.**

Upon a motion made and seconded (Baron/Carrier) it was unanimously VOTED: to select Daniel Hanson as a consultant to develop the educational specifications.

**I. Other Business.**

Jean Baron informed the committee that the High School Parent Advisory Council is interested in receiving and distributing information regarding the High School Building project.

Chairman Wadsworth informed the committee that he received correspondence from Bea Stockwell. A copy of the letter is recorded with these minutes.

Minutes are considered "DRAFT" until approved at next meeting

The FHS Building Committee's next meeting is Wednesday, November 2, 2016 at 4:30 p.m. in the FHS Library.

**J. Adjournment.**

Upon a motion made and seconded (Carrier/Hamilton) the meeting adjourned at 5:36 p.m.

Respectfully Submitted,

Kathryn Howroyd  
Clerk of the Committee

DRAFT

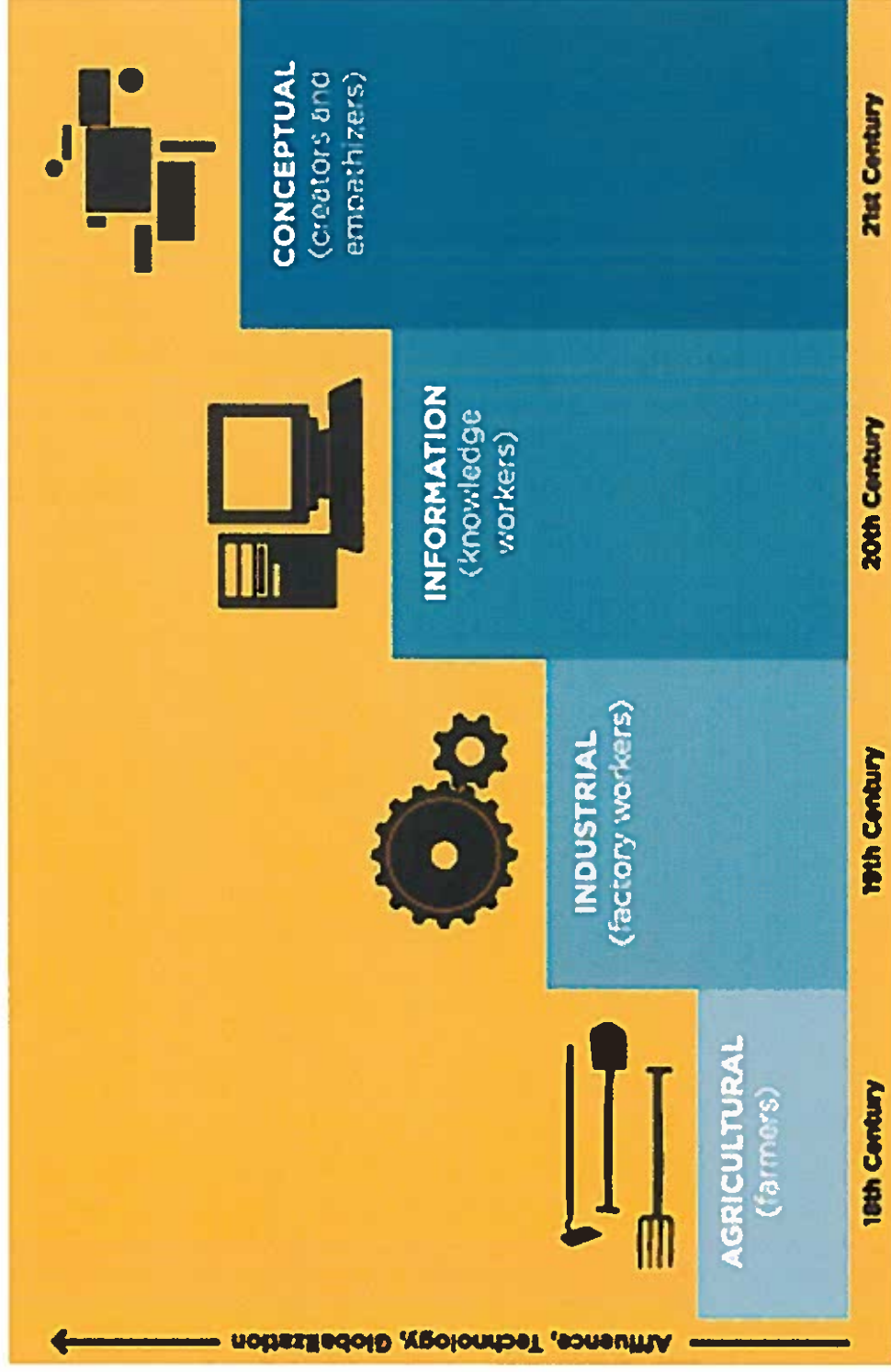


# Learning in the Conceptual Age

Veronica Ruzek: Director of Curriculum and Instruction  
Martha Burr: Department Leader of Library/Media



# Context of Change



## The “New” Schoolwork

- What are the features of this kind of schoolwork?
- What are the skills and knowledge that students need?

# The Features

- Relevant
- Real Problems
- Real Life
- Real Participation
- Real audiences
- Interdisciplinary
- Collaborative and Independent

# The Skills and Knowledge Required in this Project

## Core Content Knowledge

- History
- Writing
- Research
- Reading
- Sociology
- Government
- Science

## Vision of the Graduate

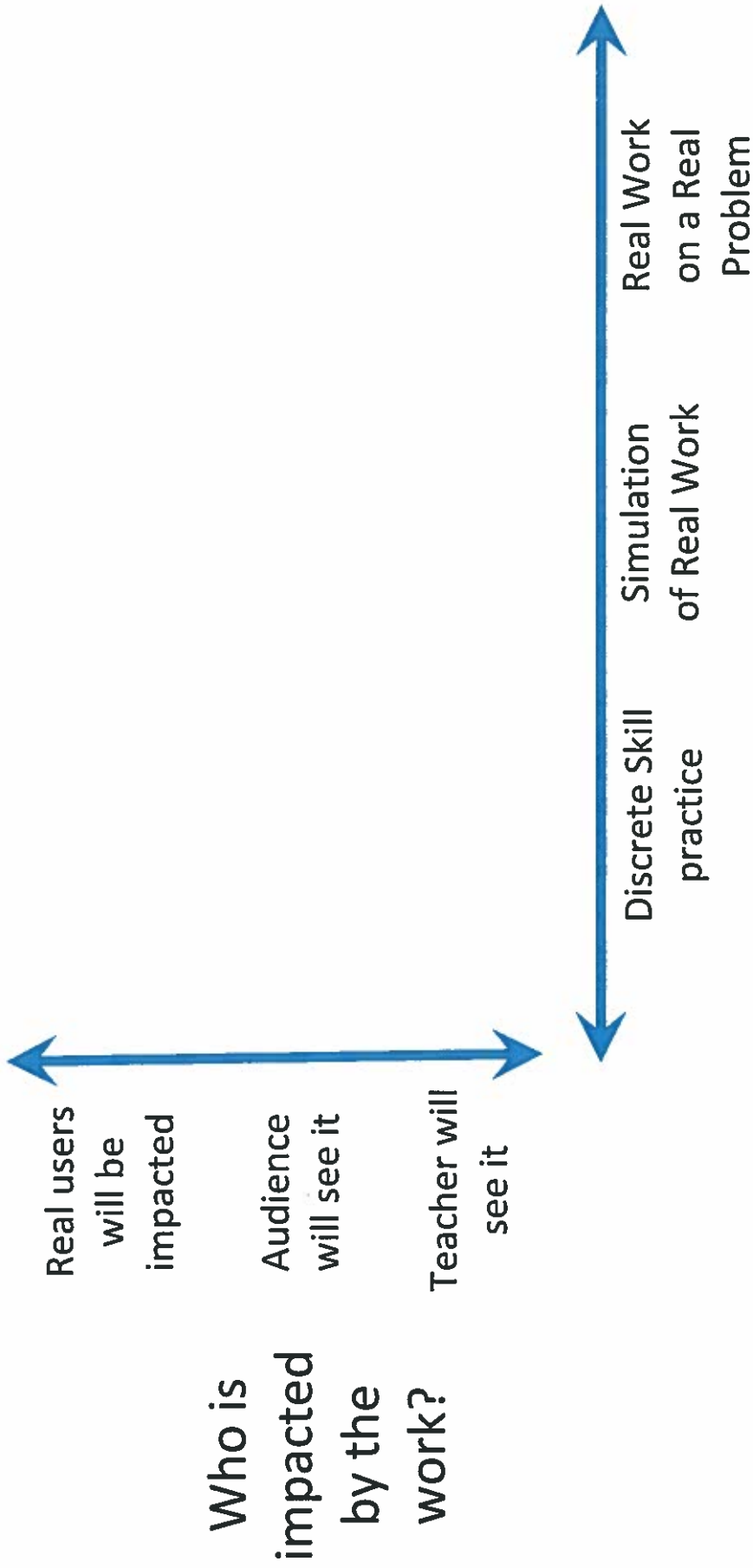
CRITICAL THINKING & REASONING

PROBLEM SOLVING & INNOVATION

COMMUNICATION & COLLABORATION

SELF-DIRECTION & RESOURCEFULNESS

# Curriculum Design – Purposeful Work



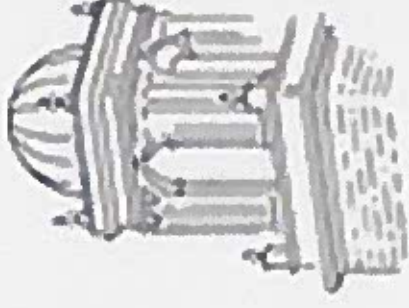
How Authentic is the Work?

Fulfilling our Mission



# FARMINGTON PUBLIC SCHOOLS

Pioneers | Scholars | Contributors | Citizens



## Curriculum Direction – Preparing Students for the Future

- Irresistibly Engaging Work
- Authentic Work with Real Products
- Quality Work that Shows Mastery of Standards
- Interdisciplinary
- Public Work
- Work that develops students as learners
- Student Driven Work – Student Voice and Choice

# Features of a Conceptual Age Learning Environment

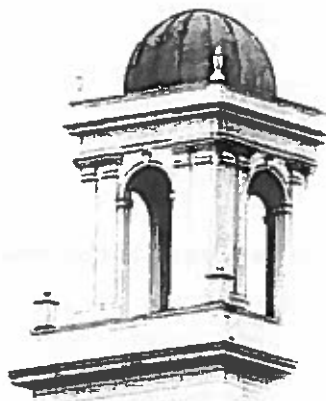




# How can a building enhance learning?

<b>Flexible Work Spaces</b>	<ul style="list-style-type: none"><li>• Meeting spaces that can accommodate different grouping structures</li><li>• Breakout spaces for smaller group/individual work</li></ul>
<b>Creative Work Spaces</b>	<ul style="list-style-type: none"><li>• Spaces for product creation (classroom/specialized)</li><li>• Storage Spaces</li><li>• Work in Progress Spaces</li></ul>
<b>Create Collisions for Maximum Innovative Thinking</b>	<ul style="list-style-type: none"><li>• Open and Transparent Design</li><li>• Design for Interdisciplinary Collisions</li><li>• Learning Commons Spaces</li></ul>
<b>Spaces for Performances and Display of Products</b>	<ul style="list-style-type: none"><li>• Spaces for public display of student work</li><li>• Spaces for presentations and performances</li></ul>
<b>Access</b>	<ul style="list-style-type: none"><li>• Universal Design</li><li>• Community Partnerships</li></ul>

## FARMINGTON HIGH SCHOOL DESIGN TEAM



**The Charge:** The Design Team will review data, research exemplary practices, and consider stakeholder feedback toward the end of producing a report that summarizes the findings and outlines a set of recommendations *for the pervasive engagement of students throughout the high school* that include but are not limited to:

- a clearly articulated rationale for *why engagement matters and why designing for engagement* is the essential means of transformation of teaching and learning
- a vision of an engagement-focused high school in which *every* student fulfills the *Vision of the FPS Graduate*
- promising alternatives in the areas of curriculum, assessment, and program development
- revised high school graduation requirements
- proposals for structural and organizational changes
- opportunities for partnerships with community organizations, businesses and colleges/universities at the local/global level

All of the above recommendations must ensure that students will enhance their college and career readiness in a competitive market. The recommendations will be used to inform a short-term and long-range strategic planning process for the future.

## DESIGN TEAM RECOMMENDATIONS

### *Accelerate Instructional Innovation*

Teaching and learning in every classroom, every day reflects the research-based principles of the Framework for Teaching and Learning. Students are at the center of the learning experience. Students are engaged in meaningful and challenging work that is artfully designed to inspire effort and interest. Instruction is primarily about ensuring that every student has the ability to reason and think critically, to communicate clearly and collaborate with others to solve complex problems and generate innovative solutions and ideas. These innovative instructional practices transform the role of the student in the learning process.

### *Create Student-driven Learning Pathways*

Students take an active role in planning their own education. A strong advisory and guidance program helps students explore college and career options and make thoughtful decisions. Students customize a learning pathway that aligns with their interests and goals. All students have access to alternative learning options including advanced studies, certificate programs, blended learning and other options as they emerge both within and outside of the classroom. By using student success plans, portfolios, rubrics and online course management tools, teachers help students direct their own educational experience.

### *Redefine Graduation Standards*

The school community is committed to a true standards-based system of accountability and the graduation policy requires all students to demonstrate mastery of core competencies and content knowledge at high levels of college and career readiness before receiving a diploma. Teachers use common rubrics to assess student performance and students use feedback to improve their work. A transcript from FHS reflects the accomplishments of every graduate and tells the story of a 21<sup>st</sup> century learner and a brand of excellence that is unique to the Farmington graduate.

### *Bring the World to the Student and the Student into the World*

Student learning extends beyond the classroom to include real world “on the job” or “in the field” experiences. Students regularly engage with experts and mentors to better understand and apply content knowledge to authentic problems or situations. Technology allows students to interact and learn with global peers and experience real time communication and collaboration. Students acquire the skills and dispositions to be prepared for global citizenship and the challenges of diverse world cultures.

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### ***Build a Continuum of Independence***

The school schedule, curriculum, and learning opportunities are all intentionally designed to build capacity for self-directed, independent learning on the part of every student. The ninth grade curriculum provides a foundation for more sophisticated and complex learning in the upper grades. Students establish and maintain a culture of respect and responsibility that allows for greater independence in each successive grade. Peer mentoring supports a strong commitment to scholarship, leadership and respectful relationships. The entire faculty feels collectively responsible for the academic success, personal growth and well-being of every student.

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### ***Benchmark Against Global Standards***

The administration and faculty have developed a common definition of academic rigor that is based on international standards and prepares students for globally competitive post-secondary education and careers. Assessment practices align with these standards demanding transfer and application of knowledge to authentic and challenging tasks. Students investigate ideas in depth, communicate clearly and work well with others from diverse backgrounds. The school is able to assess its own instructional effectiveness using comparative data and by studying internationally recognized best practices.

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### ***Make Achievement the Constant and Time the Variable***

Formative assessment strategies are used in every classroom throughout the school year to identify emerging student learning needs and modify instruction or provide intervention before students fall behind. Flexible daily schedules and yearly calendars allow students who are underperforming to access the support they need to achieve mastery. Pacing can be modified to respond to the needs of a wide range of learners resulting in accelerated or extended graduation rates. Grading practices are consistent with a standards-led philosophy and promote effort and self-direction.

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### ***Design Space for Self-Direction and Collaboration***

The physical space of the school encourages students to be engaged learners. There are bright open spaces for student study groups and independent learning. Studio and performance spaces are available for creative independent work. Multi-media labs, engineering labs, scientific research labs all provide students with state-of-the-art equipment and tools for advance level work. Double classrooms allow for collaborative learning and presentations.

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### ***Make Learning Public***

Student work is on display around the school and out in the community. Performances in all disciplines are regularly open to the public so that everyone can see and hear about student accomplishments. Community experts serve as mentors and critique student work. Students are adept at giving and receiving feedback on their work and rely on this feedback for continued progress. Parents and students understand the characteristics of quality work and can judge their own or their child's progress using exemplars. Exhibitions of student work are the cornerstones of an assessment system designed to promote self-directed life-long learning.

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### ***Leverage Technology as a Tool for Learning***

Technology use across the school is transformative, changing the way students learn and teachers teach. The faculty promotes and models digital citizenship and online responsibility. Learning technologies, course management tools, and online resources are used on a daily basis in all classes. Technology is used to engage students in complex problem solving, peer collaboration locally and globally, and cultural empathy. Every student graduates with a high level of technological literacy.



## The Erie Canal

Many students in the city of Rochester, New York, study history through an important local landmark, the Erie Canal. The original canal flowed through the city until 1920, when it was converted to a subway system that ran until 1956. Now it is a dilapidated corridor that the state has proposed to fill in with concrete.

Students in a 6th grade class at the Genesee Community Charter School learned about an alternative plan to revitalize downtown Rochester by recreating the canal. They embarked on a yearlong expedition investigating the pros and cons of the proposal. Guided by the New York State social studies standards, they began their expedition by developing an understanding of the historical roles and significance of canals, which enabled early cities to rise in ancient Egypt, Mesopotamia, China, Rome, and the Meso-American culture. They examined how the construction and uses of canals have changed over time and how canals have affected the economics and environment of the communities they serve. They studied the physics principles at work in locks, boats, and construction equipment.

To understand how cities make decisions about economic development, groups of students traveled to four cities in the United States and Canada where similar downtown waterways have been successful in revitalizing and preserving urban neighborhoods. In these four cities, students met with city planners, business owners, mayors, city engineers, economic development experts, city council members, and visitors' bureau representatives. They met with the architects of the waterway projects. They also interviewed tourists and residents. Students gathered data about steps in the planning process, financing municipal projects, economic outcomes, and the effect of revitalized waterways on residents, business owners, and visitors.

They prepared a formal report of their findings to present to Rochester's mayor, Robert J. Duffy, who agreed to squeeze them in to his busy schedule. One by one, students approached the podium and presented different parts of the report. When they finished, the astonished mayor invited the class to repeat their presentation to the entire city council. The class also presented their research at a public town meeting and hosted a call-in talk show on a local radio station to elicit public comments and answer questions about the plan. In a subsequent meeting, the city council appropriated \$350,000 to do a feasibility study of the urban waterway plan.

What are the features of this kind of schoolwork?

What are the skills and knowledge that students need?

## Designing for Conceptual Age Learning Environments

