

Agenda
Farmington High School Building Committee
Wednesday, November 16, 2016
Farmington High School Library
4:30 PM

- A. Call to Order.
- B. Public Comment.
- C. Minutes.
 - 1) To approve the attached November 2, 2016 minutes. (Attachment 1)
- D. To approve the attached invoice from Kaestle Boos Associates in the amount of \$22,300. (Attachment 2)
- E. To approve the 2017 FHS Building Committee Meeting Schedule. (Attachment 3).
- F. To review the attached draft Pre-Referendum Milestone Schedule-*some modifications may be required at the meeting.* (Attachment 4)
- G. Reports/Updates.
 - 1) Architect Report (Dominov)
 - 2) Owner's Representative Report (Sklenka)
 - 3) Construction Manager Report (Biega)
 - 4) Financial Report (Eagen)
 - 5) Educational Specifications (Greider)
- H. Other Business.
- I. Adjournment.

cc: Committee Members
Paula Ray, Town Clerk
Interested Parties

Minutes are considered "DRAFT" until approved at next meeting

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 Jules 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

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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) 21st Century Learning

Vernonica Ruzek, Director of Curriculum & Instruction at Farmington Public Schools reviewed the presentation regarding 21st 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

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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

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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 28th edition of the Farmington High School 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

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Minutes
Farmington High School Building Committee
Wednesday, October 19, 2016

Present:

William Wadsworth
Justin Bernier
Hilary Donald
Johnny Carrier
Jean Baron

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

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,

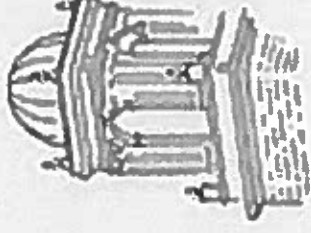
Kathryn Howroyd
Clerk of the Committee

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F FARMINGTON
PUBLIC SCHOOLS

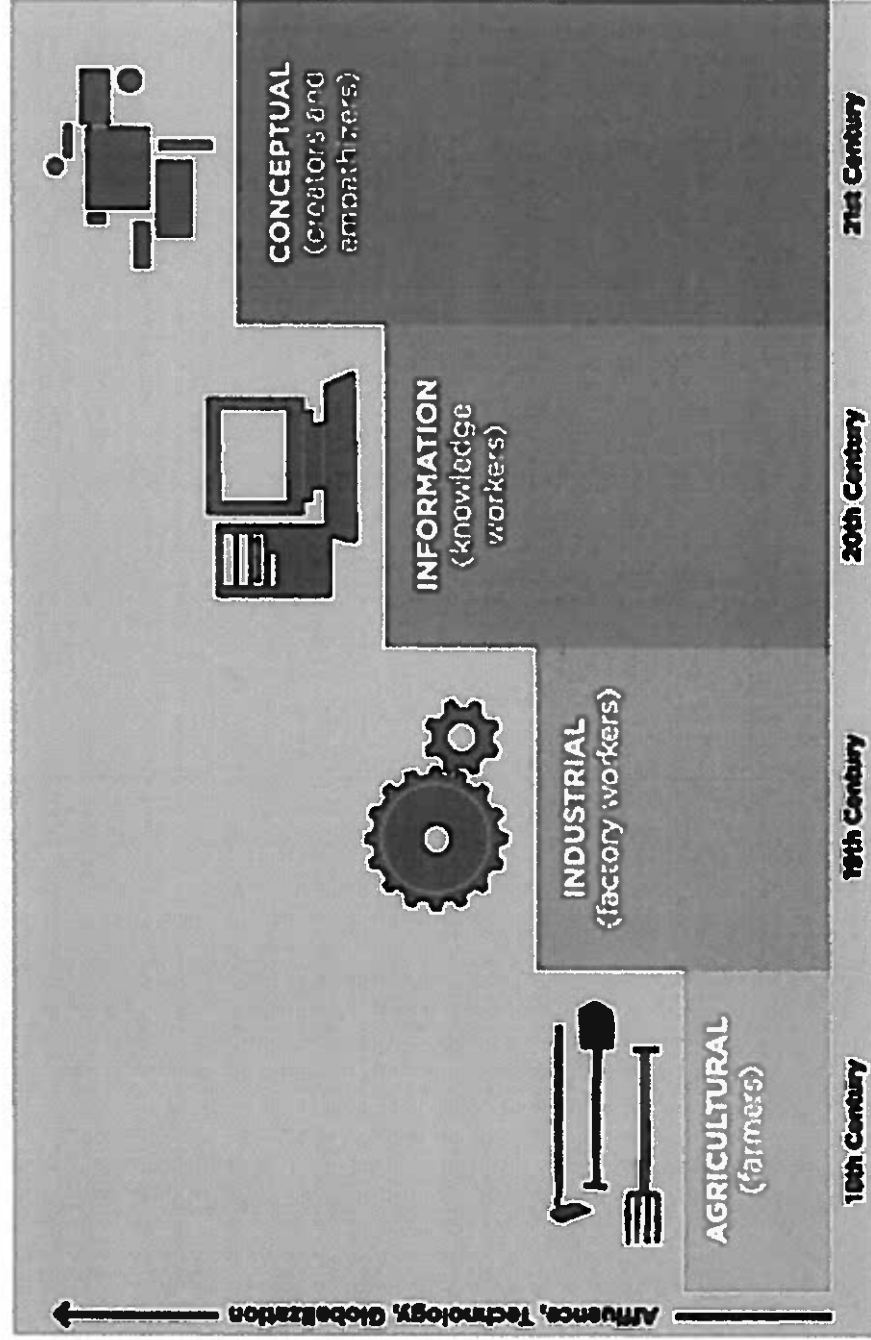
Pioneers | Scholars | Contributors | Citizens



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

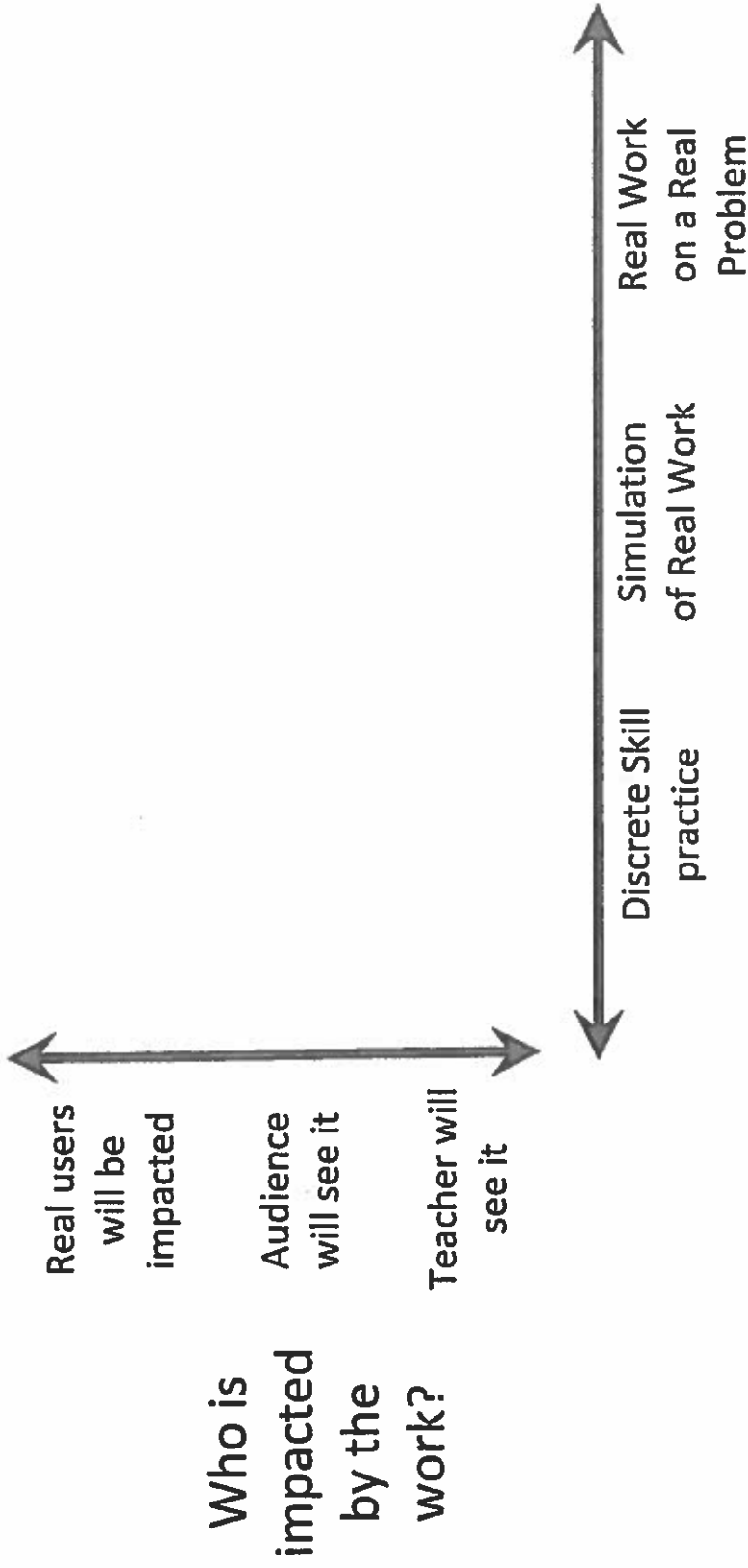
CRITICAL THINKING & REASONING

PROBLEM SOLVING & INNOVATION

COMMUNICATION & COLLABORATION

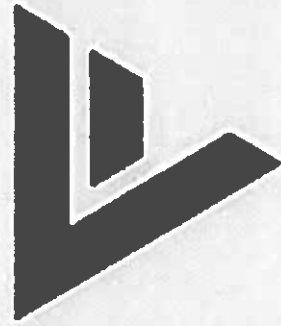
SELF-DIRECTION & RESOURCEFULNESS

Curriculum Design – Purposeful Work



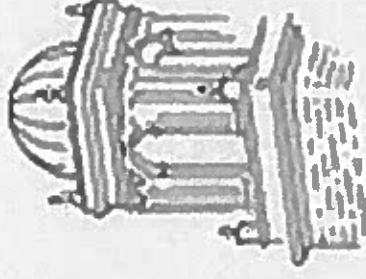
How Authentic is the Work?

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?

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

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 21st 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.

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.

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.

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.

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.

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.

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.

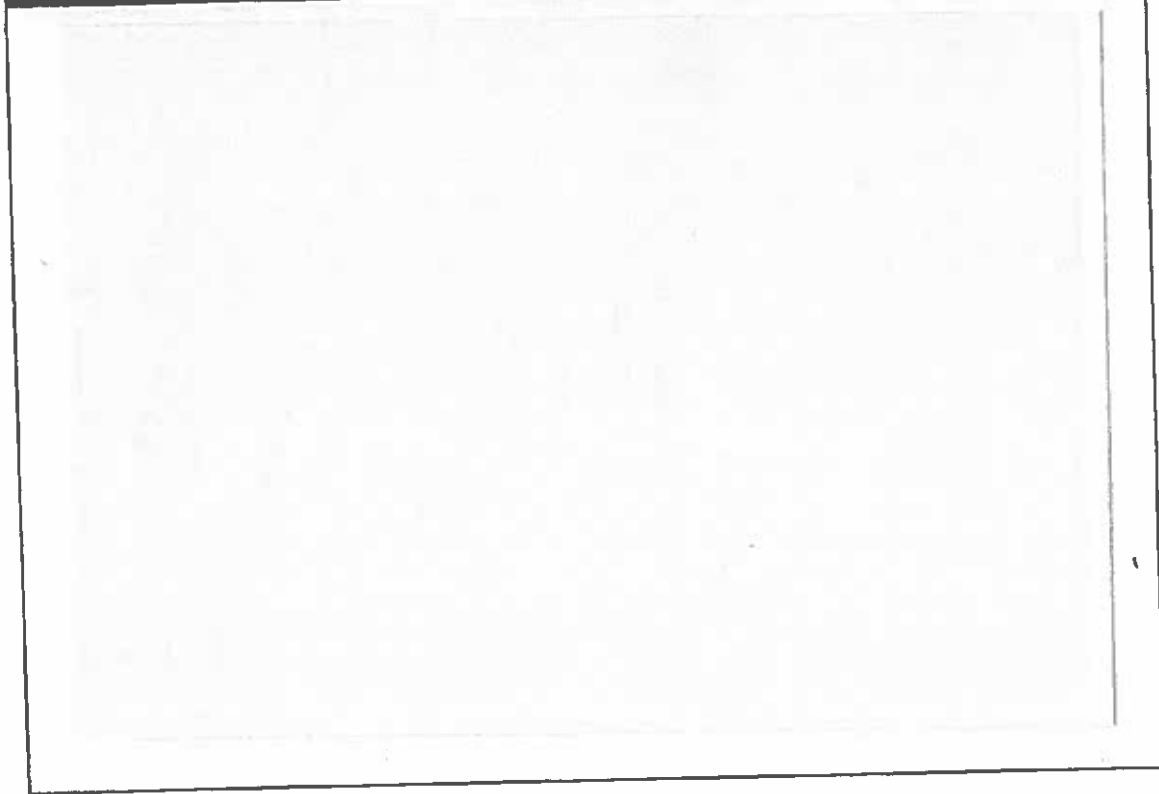
To understand how cities make decisions about economic development, groups of students traveled to four cities in the United States and Canada where similar downtown waterways have been successful in revitalizing and preserving urban neighborhoods. In these four cities, students met with city planners, 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



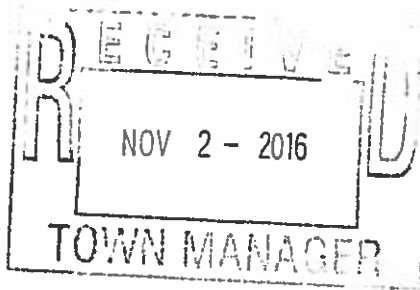
Faint, illegible text or a very light diagram, possibly a list of items or a flowchart, located below the main frame.



KÆSTLE BOOS
 associates, inc

October 31, 2016

Kathleen A. Eagen
 Town Manager
 Town of Farmington
 1 Monteith Drive
 Farmington, CT 06032



Re: Farmington, CT - Farmington High School Schematic Design & Est.
 Farmington, CT
 KBA #16035.00
 Invoice #1

Initial Architectural/Engineering Contract Fee **\$89,200.00**
Paid to Date

Description	Contract Amount	% Work To Date	Amount Billed	Previous Billed	This Inv Billed
Contract Progress Payment	89,200.00	25.00%	22,300.00	0.00	22,300.00
	89,200.00		22,300.00	0.00	22,300.00
Total Fixed Fee					\$22,300.00

Invoice Total **\$22,300.00**

Statement of Account **Net 30 Days**

Invoice #	Date	0 - 30	31 - 60	61 - 90	91 - 120	121 +	Total AR
1	10/31/2016	\$22,300.00					\$22,300.00
	Subtotal:	\$22,300.00					\$22,300.00

416 Slater Road, P.O. Box 2590, New Britain, CT 06050-2590
 Phone: 860-229-0361 ▲ Fax: 860-229-5303
 Additional office located in Massachusetts
 Email: kba@kba-architects.com ▲ Web: www.kba-architects.com

**Farmington High School Renovation Committee
2017 Meeting Schedule
January-April (Referendum)
Farmington High School Library
4:30- 6:00 PM**

January 4

January 25

January 26

January 27

February 8

February 22

March 8

March 22

April 4

April 5

April 19

Town of Farmington, CT

Farmington HS Project - Pre-Referendum Milestone Schedule

November 7, 2016

I. Pre-Referendum Activities

	November 1, 2016 through April 27, 2017	Comments
1 Start Educational Specifications	October 26, 2016	
2 Meet with State and consultant re: space standards	November 2, 2016	
3 Updated Enrollment Projections	October 2016	Completed
4 FHBC Meeting	November 2, 2016	Update on Project Status
5 FH Working group Meeting	November 8, 2016	Review Pre-Referendum Schedule
6 Issue RFP for Hazardous Materials, ESA, Geotech, and Traffic Study	TBD	
7 Proposals due for Hazardous Materials, ESA, Geotech, and Traffic Study	TBD	
8 FH Working group Meeting	November 16, 2016	TBD
9 FHBC Meeting	November 16, 2016	Update on Schedule
10 Award contracts for HazMat, ESAs, Geotech Borings and Wetlands	TBD	
11 FH Working group Meeting	November 23, 2016	TBD
12 FH Working group Meeting	November 30, 2016	TBD
13 FHBC Meeting	November 30, 2016	Review Draft of Options
14 Complete Educational Specifications	November 30, 2016	
15 FH Working group Meeting	December 7, 2016	TBD
16 Tour of existing high school	December 8, 2016	at 6PM
17 Community Meeting to review options	December 8, 2016	at 7PM
18 FBOE Meeting	December 12, 2016	First reading of Ed Spec's & DRAFT Options
19 Town Council Meeting	December 13, 2016	Review DRAFT of Options
20 FH Working group Meeting	December 14, 2016	TBD
21 FHBC Meeting	December 14, 2016	
22 FBOE Meeting-Special	December 19, 2016	Approval of Ed Spec's
23 FH Working group Meeting	December 21, 2016	TBD
24 FHBC Meeting	December 28, 2016	
25 KBA Completes Options Development	December 30, 2016	
26 Start Estimate of Options	January 2, 2017	
32 Tour of existing high school	January 4, 2017	at 6PM
33 FBOE Meeting	January 9, 2017	
34 Plan and Zoning Commission Meeting	January 9, 2017	
35 Town Council Meeting	January 10, 2017	
36 FHBC Meeting	January 11, 2017	MODIFICATION
37 Estimates Due	January 13, 2017	

Completed

DRAFT

Attachment 4

Town of Farmington, CT

Farmington HS Project - Pre-Referendum Milestone Schedule November 7, 2016

- 38 Reconciliation of Estimates
- 39 Develop Total Project Budget for each option
- 40 FBOE Meeting
- 41 Plan and Zoning Commission Meeting
- 42 Town Council Meeting
- 43 Meet with FHBC executive board
- 44 FHBC Meeting
- 45 FHBC Meeting
- 46 FHBC Meeting
- 47 FBOE/Town Council Meeting
- 48 FBOE/Town Council Meeting
- 49 FBOE/Town Council Meeting
- 50 KBA Starts SD Development
- 51 FBOE Meeting
- 52 FBOE Meeting
- 53 FHBC Meeting
- 54 Tour of existing high school
- 55 Community Meeting to present selected option
- 56 Plan and Zoning Commission Meeting
- 57 Town Council Meeting
- 58 FHBC Meeting
- 59 Plan and Zoning Commission Meeting
- 60 Town Council Meeting
- 61 FBOE Meeting
- 62 FHBC Meeting
- 63 Tour of existing high school
- 64 KBA Completes SD Package
- 65 Start Estimate of SD Package
- 66 Plan and Zoning Commission Meeting
- 67 Town Council Meeting
- 68 FBOE Meeting
- 69 FHBC Meeting
- 70 Plan and Zoning Commission Meeting
- 71 Town Council Meeting

- January 17, 2017
- January 17-24, 2017
- January 23, 2017
- January 23, 2017
- January 24, 2017
- January 24, 2017
- January 25, 2017
- January 26, 2017
- January 27, 2017
- January 30, 2017
- January 31, 2017
- February 1, 2017
- February 2, 2017
- February 6, 2017
- February 7, 2017
- February 8, 2017
- February 9, 2017
- February 9, 2017
- February 13, 2017
- February 14, 2017
- February 22, 2017
- February 27, 2017
- February 28, 2017
- March 6, 2017
- March 8, 2017
- March 8, 2017
- March 10, 2017
- March 10, 2017
- March 13, 2017
- March 14, 2017
- March 20, 2017
- March 22, 2017
- March 27, 2017
- March 28, 2017

- Review Options with Pricing
- Select Option
- Select Option-Backup
- Select Option-Backup
- Review and Approve Selected Option
- Backup to above
- Backup to above
- Regular and Budget
- Budget
- at 6PM
- 7PM meeting
- Informal Meeting
- at 430PM
- at 6PM
- at 430PM
- at 430PM
- Formal Submission; 8-24 Referral

DRAFT

Completed

6 Months

Town of Farmington, CT

Farmington HS Project - Pre-Referendum Milestone Schedule November 7, 2016

DRAFT

Completed

72	Estimates Due	March 29, 2017	
73	Reconciliation of Estimates	March 31, 2017	
74	Public Hearing on Town Budget	April 3, 2017	
75	Final Budget Required	April 4, 2017	
76	FBOE Meeting	April 4, 2017	
77	FHBC Meeting	April 5, 2017	at 430PM
78	Tour of existing high school	April 5, 2017	at 6PM
79	FBOE Meeting	April 6, 2017	
80	Town Council Meeting	April 6, 2017	Submission of SD package (with value) & resolution
81	Submit Warning to Hartford Courant	April 7, 2017	
82	Plan and Zoning Commission Meeting	April 10, 2017	
83	Warning Published	April 12, 2017	
84	Special Town Meeting to move to referendum	April 17, 2017	
85	FHBC Meeting	April 19, 2017	at 430PM
86	Plan and Zoning Commission Meeting	April 24, 2017	
87	Town Council Meeting	April 25, 2017	
88	Silent Period		
89	Referendum	April 27, 2017	

**FHS BUILDING COMMITTEE
DRAFT TIMELINE TO REFERENDUM**

DECEMBER	
IMPORTANT DATES	NEED TO SCHEDULE
<ul style="list-style-type: none"> ✓ Preliminary Design Concepts (for public) presented to FHSBC 11/30 ✓ Ed specs approved by 12/31 ✓ 3 Design concepts completed by 12/30 	<ol style="list-style-type: none"> 1. Community Meeting- 12/8 2. Special BOE Meeting (present preliminary concepts)- 12/12 3. Special TC Meeting (present preliminary concepts)-12/13 4. Special BOE Meeting for approval of Ed Specs-12/19
JANUARY	
IMPORTANT DATES	NEED TO SCHEDULE
<ul style="list-style-type: none"> ✓ O&G Complete Cost Estimates on concept designs- 1/13 ✓ O&G Reconciliation of Cost Estimates due 1/17 ✓ O&G complete total budget for each option – 1/24 	<ol style="list-style-type: none"> 1. FHSBC Meeting- 1/26 & 1/27 (to review cost estimates & choose final design) 2. BOE Meetings- 1/30, 1/31 (to review final design chosen by FHSBC(with cost estimate)) 3. TC Meetings- 1/30, 1/31 (to review final design chosen by FHSBC (with cost estimate))
FEBRUARY	
IMPORTANT DATES	NEED TO SCHEDULE
<ul style="list-style-type: none"> ✓ KBA Start Schematic Design- 2/1 ✓ TPZ (informal)- 2/13 	<ol style="list-style-type: none"> 1. BOE Meeting- 2/1 (to review final design chosen by FHSBC (with cost estimate)) 2. TC Meeting- 2/1 (to review final design chosen by FHSBC (with cost estimate)) 3. Community meeting on preferred option- 2/9
MARCH	
IMPORTANT DATES	NEED TO SCHEDULE
<ul style="list-style-type: none"> ✓ KBA Start Schematic Complete- 3/10 ✓ TPZ Meeting- final drawings & 8-24 referral- 3/27 ✓ O&G Budget Estimate- 3/29 ✓ KBA review of Budget Estimate- begin 3/29 ✓ O&G Reconciliation of Budget Estimate- 3/1 	
APRIL	
IMPORTANT DATES	NEED TO SCHEDULE
<ul style="list-style-type: none"> ✓ Final budget due 4/4 ✓ Submit warning to Hartford Courant-4/7 ✓ Warning Published- 4/12 ✓ TPZ Meeting (if needed)- 4/10 ✓ Special Town Meeting- 4/17 ✓ Referendum 4/27 	<ol style="list-style-type: none"> 1. FHSBC Meeting 4/4 & 4/5-final approval 2. BOE Meeting (for final review)- 4/6 3. TC Meeting (for final approval + resolution for referendum)- 4/6 4. TC Meeting (for final approval + resolution for referendum)- 4/7

UPDATED: November 8, 2016

**FHS BUILDING COMMITTEE
DRAFT TIMELINE TO REFERENDUM**

Kaestle Boos Action Items

Present Preliminary Design Concepts (for public) to FHSBC – 11/30
Complete 3 Design Concepts- 12/30
Begin Schematic Design- 2/1
Complete Schematic Design- 3/10
Review Budget Estimates- 3/29-4/3

O&G Action Items

Complete Cost Estimates on 3 concept designs- 1/13, Reconciliation of Estimates 1/17
Create Complete Budget for 3 options- 1/24
Final cost estimate (on SD) – 3/29, Reconciliation of cost estimate-3/31
FINAL BUDGET DUE- 4/4

Board of Ed Action Items

Schedule BOE Meetings:
12/12 @ 6:00 PM(Special) - present preliminary concepts
12/19 (Special)- second reading of Ed specs & approval
1/30 to review final design chosen by FHSBC
1/31 to review final design chosen by FHSBC
2/1 to review final design chosen by FHSBC
4/6 for final review of referendum question

Town Council Action Items

Schedule TC Meetings:
12/13 @ 6:00 PM (Special) - present preliminary concepts
1/30 to review final design chosen by FHSBC
1/31 to review final design chosen by FHSBC
2/1 to review final design chosen by FHSBC
4/6 for final approval & resolution of referendum question
4/7 for final approval & resolution of referendum question

TPZ Dates

2/13- informal presentation of concepts
3/27- presentation of final drawings
4/10- if needed

Community Meetings

12/8- Present 3 preliminary design concepts
2/9- Present preferred option

Important Dates

4/7 Town Clerk to Submit warning to Hartford Courant
4/12- Warning published in Hartford Courant
4/17- Special Town Meeting (after Annual Town Meeting on budget)
4/27- Referendum