

GROTON 2020 PLAN

SUMMARY REPORT

PROPOSED
MIDDLE
SCHOOL
BUILDING

G

GROTON SCHOOL FACILITIES INITIATIVE TASK FORCE



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EXECUTIVE SUMMARY

The Groton Public School System serves the Town of Groton, a community of roughly 40,000, which includes the economically and racially diverse jurisdictions of the City of Groton, the Navy Submarine Base, Groton Long Point, Center Groton, Poquonnock Bridge, the Village of Noank, and Mystic. The vision of the school district revolves around development of the individual student, the learning community, and a culture of diversity and trust. In service of this district vision, the School Facilities Initiative Task Force (SFITF) was created and charged in 2013 with the formation of a long-range facility plan to address aging facilities and continued racial imbalance between schools in the district.

The result of 3 years of planning effort and community outreach is the Groton 2020 Plan.

EXISTING CONDITIONS SYNOPSIS

FACILITIES

The Groton Public School System currently operates seven elementary schools, two middle schools, and one high school. Many of these buildings were built in the 1950s and 1960s and have been maintained with little to no reinvestment or modernization. School capacity has been stretched at these schools with portable classrooms that have exceeded their useful lives and pose a security risk. Bringing three of the elementary schools and the two middle schools up to current building code and addressing critical issues would require an estimated \$55 million in deferred costs, without further modernization of the 60-year-old schools.

ENROLLMENT

Enrollment at Groton Public Schools is in decline. During a period of static total population and labor force, enrollments declined by over 1,000 students from 2002 to 2015 (5,719 to 4,487 students). Enrollment decline can be partially attributed to the Great Recession, local and nationwide demographic trends

as women have fewer children, and the popularity of area magnet schools drawing Groton students elsewhere.

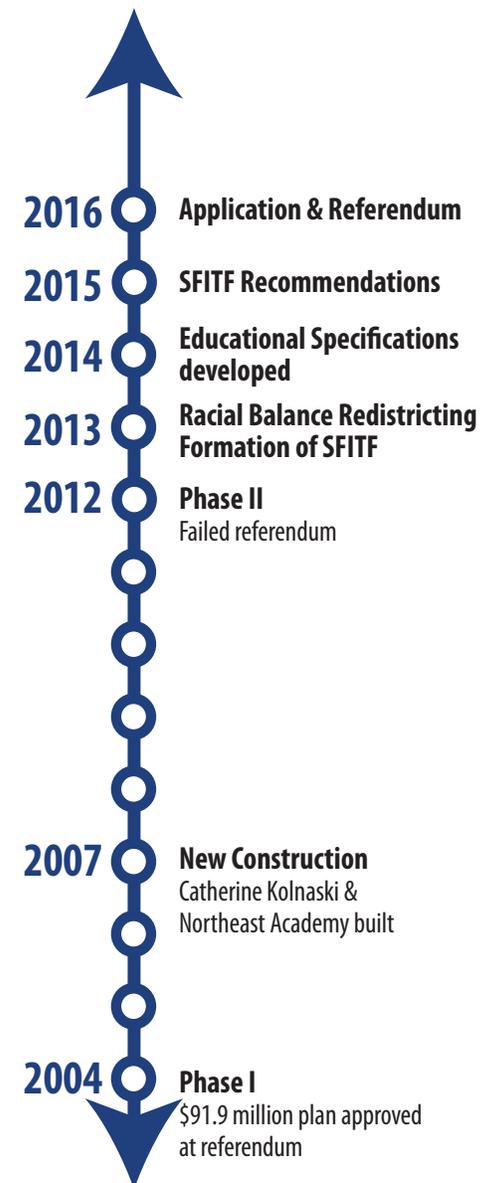
RACIAL IMBALANCE

According to Connecticut General Statutes (CGS §§ 10-226a-10-226e), neighborhood schools within Connecticut must reflect the racial and ethnic demographics of the district as a whole (within 25 percentage points) to ensure an integrated, equitable school system. Over the last two decades, Groton has been cited numerous times for racial imbalance. In response, Groton Public Schools have repeatedly redistricted in an attempt to comply with the state's racial imbalance law. However, the increasing diversity of Groton's schoolchildren has presented an ever-changing threshold for balance, complicated by the mobile nature of families associated with the Navy Submarine Base and the disparate demographics of Groton's political subdivisions.

SFITF PROCESS AND PLAN EVOLUTION

The SFITF is comprised of 19 stakeholders from the Board of Education, school administrators,

Town Council, teachers, citizens at large, and other interested groups. The SFITF has been in a planning process since 2013 to address



TIMELINE OF FACILITIES INITIATIVES

these issues. They are charged with providing recommendations for the design of a school system that reflects the system's long-term vision and takes into consideration educational programs, budgets, facilities, and demographic changes. The SFITF has held dozens of meetings and public workshops to develop educational specifications, guiding construction options and recommendations, with plans evolving over time due to public input and the changing landscape of state legislation relating to school construction projects.

RECOMMENDATIONS

The final Groton 2020 Plan represents the recommendations of the SFITF for a comprehensive long-term facilities plan:

- Build a new consolidated middle school to provide equal opportunities by bringing all middle schoolers together before high school
- Turn the two existing middle school properties into magnet elementary schools to provide modern facilities and the flexibility of a choice system to eliminate the need for further redistricting by addressing Groton's shifting demographics
- Close three aging elementary schools to consolidate facilities, avoid the cost of renovation, and streamline operational costs
- Remove from service four portables at Charles Barnum and Mary Morrison

PROJECT COSTS

Early cost estimates for this building plan, including the

construction of three modern school facilities and the demolition of two outdated facilities, were roughly \$191 million in 2015. Based on financial bonding estimates and 2015 state reimbursement rates for school construction projects, the net cost to Groton would be \$94 million, averaging \$250 per year for the average homeowner over the life of the bond. A professional telephone survey conducted by the Center for Research and Public Policy found that roughly 52% of Groton residents surveyed would support a school construction project at this amount.

However, school construction grant reimbursement rates increased for 2016, resulting in an increase of \$5 million in net costs to Groton. The public opinion survey showed an inverse relationship between cost of the project and voter support, suggesting that this \$5 million increase may tip the majority of voters into rejecting the project at referendum. Additionally, with continued shifts in demographics at Claude Chester Elementary School, the town has since learned they will no longer be eligible for Diversity School Construction Grants under CGS §§ 10-286h. These changes resulted in cost estimates of \$196 million with a net cost to Groton of approximately \$113 million. A request for special legislation to reduce the net cost to Groton did not go forward in this year's legislative session due to reasons external to Groton. The SFITF thus revised the building plan to include one new middle school and the renovation like new of the two current middle schools

into elementary schools to bring down estimated construction costs to \$184,405,308, with a net cost to Groton of \$84,192,651. This is estimated to average \$235 per year for the average homeowner over the life of the bond at \$136 per \$100,000 of assessed value.

CONCLUSION

The Groton 2020 Plan aims to provide one new and two renovated-like-new schools to the families of Groton to address longstanding issues of aging and outdated buildings, provide more equal access to educational programming for all Groton students, and eliminate the need for racial balance redistricting.

EXISTING CONDITIONS

This section provides a brief overview of the history of recent school facilities initiatives in Groton, enrollment projections for Groton Public Schools, and the existing conditions of school facilities.

HISTORY OF RECENT SCHOOL FACILITIES INITIATIVES

PHASE I

Three school projects were approved by the Town of Groton voters in an April 27, 2004 referendum. These projects totaling \$91.9 million are the first phase of a three-part plan to overhaul the town's aging schools. The referendum approved three town ordinances that appropriated \$91.9 million and authorized the issuance and sale of bonds and notes to fund the construction of two elementary schools, Catherine Kolnaski Elementary and Northeast Academy Elementary, and renovations and additions to Fitch High School. Subsequently, in the fall of 2007, an additional appropriation of \$500,000 was approved to complete the Catherine Kolnaski Elementary School project. The two elementary schools were opened and occupied in 2008.

PHASE II

With the completion of Phase I, facilities and educational needs of the town were evaluated to identify additional school enhancement projects. In 2011, a Vision Committee developed a set of educational specifications for a construction project to remedy continuing issues of outdated facilities and racial imbalance. Phase II, a \$133 million proposal, called for a new middle school

(7th to 8th grade) to be built where Claude Chester Elementary School now stands, the renovation of Cutler Middle School into an intermediate elementary school, and the conversion of S.B. Butler Elementary and West Side Middle into early education centers. A referendum to approve Phase II was rejected by voters in spring of 2012 by a vote of 4,184 to 1,437.

REDISTRICTING EFFORTS

Groton middle schools were redistricted in 2011, due to the closing of Fitch Middle School, to distribute children between Cutler and West Side Middle Schools. Groton elementary schools were redistricted in 2013 due to racial imbalance. Connecticut has a state racial imbalance law (CGS §§ 10-226a-10-226e) that has the aim of ensuring that schools within a district are racially integrated. If a school within a district is shown to have a proportion of racial or ethnic minority students that is 25 percentage points above or below the proportion of minority students for the district as a whole, the school is said to be imbalanced. If an imbalance is reported, the local school district must submit a plan to the state to correct the imbalance.

For the fall of 2013, Groton Public Schools redistricted the elementary schools in an attempt to correct a racial imbalance at Catherine Kolnaski School; however, the following year resulted in a racial imbalance at Claude Chester School.

FORMATION OF THE TASK FORCE

The Town Council and Board of Education are again undertaking a long-range school facilities planning process to guide the school system into the future. After the redistricting effort in 2013 did not correct racial imbalance in Groton Public Schools, the stakeholder group agreed that redistricting only provided short-term solutions and that a comprehensive facilities plan was needed.

The SFITF process began in 2013 to revise a construction proposal for reconsideration at a future referendum. The SFITF has a diverse membership with representative members from the Board of Education, the Representative Town Meeting (RTM), teachers, school administrators, Town Council, Planning Commission, Permanent School Building Committee, and citizens at large.

ENROLLMENT PROJECTIONS

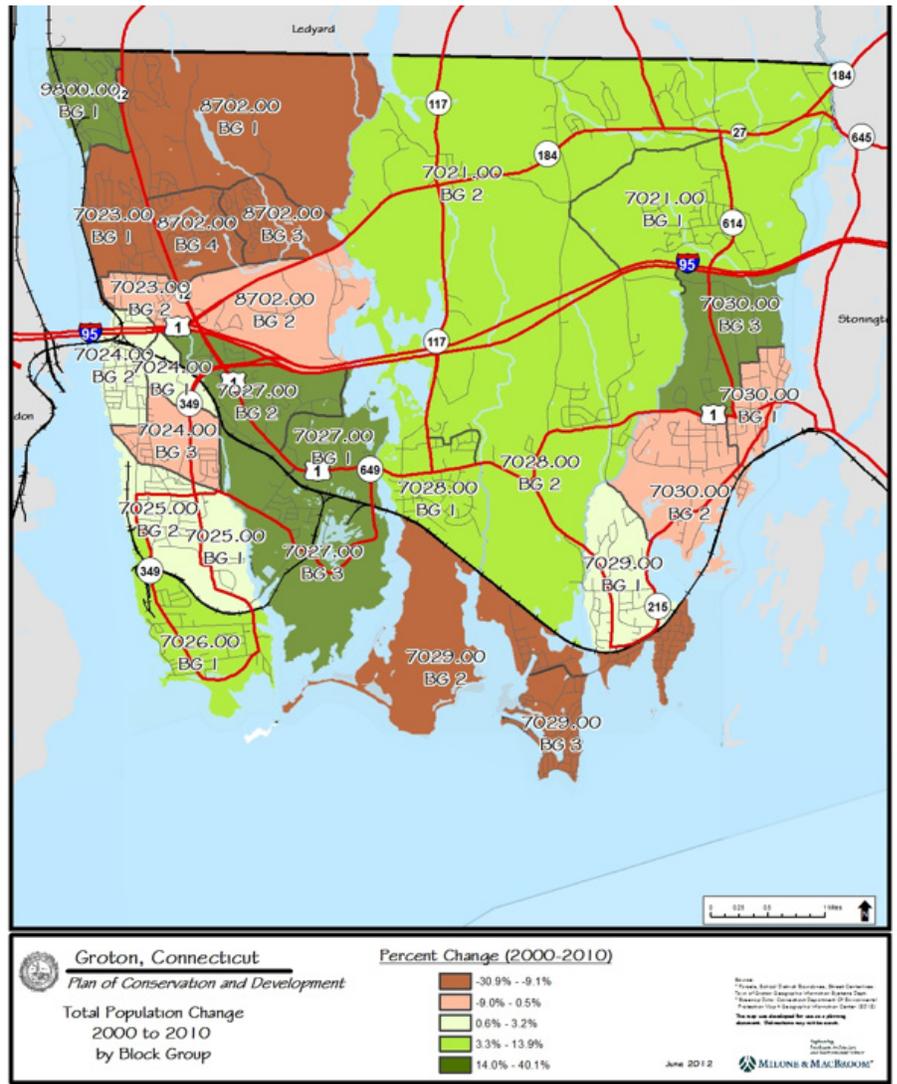
FACTORS AFFECTING ENROLLMENT

Enrollment in Groton Public Schools is affected by larger demographic trends. According to the U.S. Census Bureau, Groton's population increased by only 0.5% from 2000 to 2010. This slow change in population within the Town of Groton has not been evenly dispersed throughout the community.

Areas traditionally housing military families in the northwest corner of the town lost population as well as Groton Long Point and Noank while other areas in central and northeastern Groton experienced growth in population. Denser population centers are located throughout the community, especially in the City of Groton, military housing developments, and of Mystic.

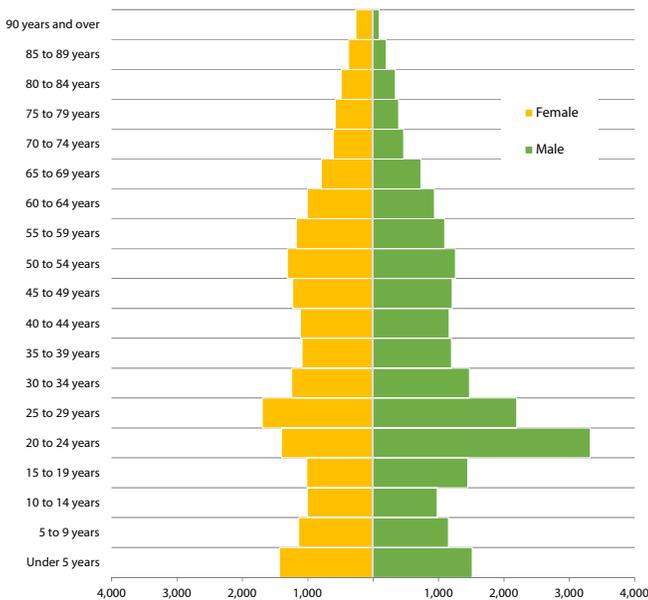
Looking more specifically at changes in population by age cohorts within Groton, a loss in children and young working age population is evident. The increase in the 18- to 24-year-old population and the sizeable 25- to 34-year-old population maintains a relatively young median age. The loss of children and increase in older age groups has implications for facilities and services planning for the town.

During the early to mid 2000s, annual births in Groton were generally above 630, with a recent

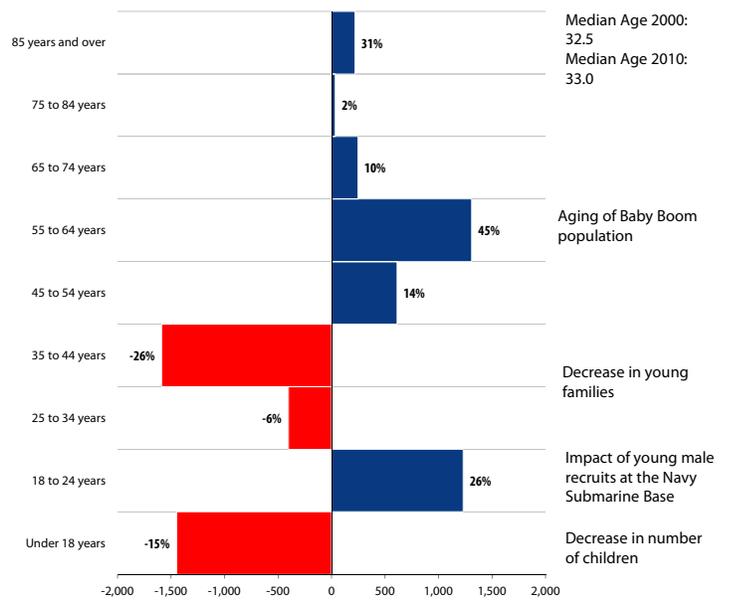


POPULATION CHANGE BY BLOCK GROUP

Age of Groton Residents by Sex, 2010



Groton Change in Population by Age Group, 2000-2010



Source: U.S. Census 2000 and 2010

peak of 684 in 2003. The annual birth rate began to decline during the second half of the 2000s, with preliminary data for 2013 showing a new record low of 576 births. This figure may be adjusted upwards from out-of-state births that are then attributed to Groton.

The unusually large number of young men and women in the 18 to 24 age range due to the submarine base inflates the numbers of total births in Groton. While it is common for these young base families to have children during their time with the base, many do not reside in Groton long enough for their newborns to attend Groton Public Schools in 5 years' time.

The dynamic nature of the Navy submarine base community as well as higher concentrations of multifamily housing developments in the City of Groton complicate efforts to predict future enrollments. The comprehensive Enrollment Projection Analysis

discusses these communities and further analyzes broader trends and impacts of the economy and the housing market and their effects on Groton Public Schools enrollment. The full report projects future births based on these trends and demographic shifts in family formation and fertility rates among childbearing-age women in Groton. See Appendix A for details.

ENROLLMENT HISTORY AND TRENDS

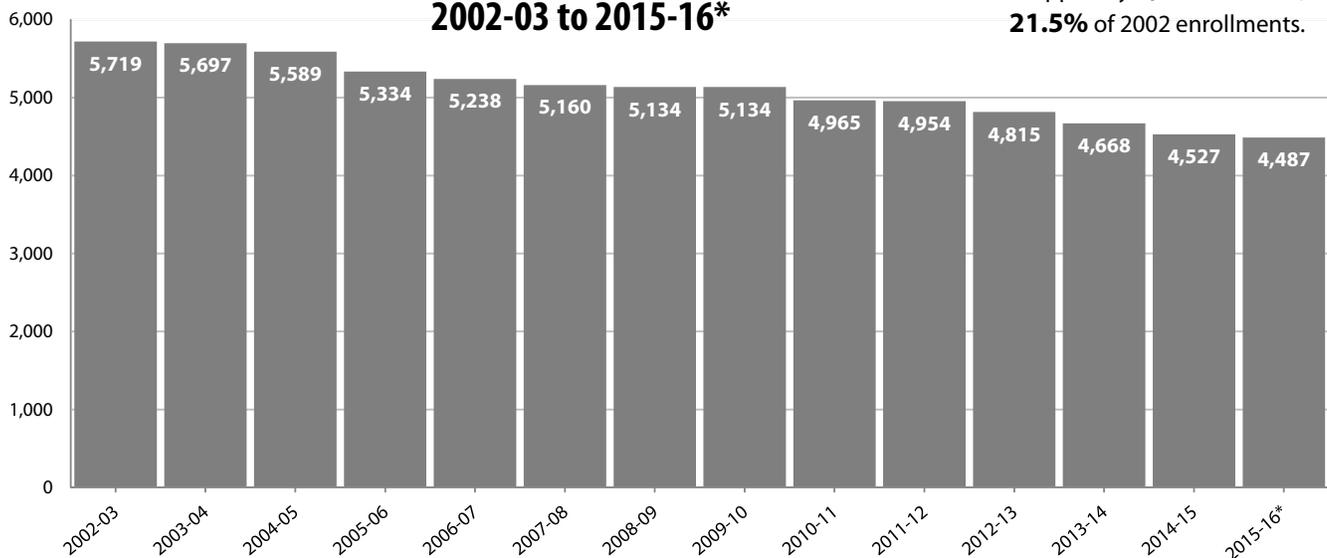
Total enrollments for the Groton Public School District have been steadily declining from 2002 (5,719 students) until 2015 (4,487 students), losing roughly 100 students per year. These enrollments occurred during a time of largely static population and labor force. During this time, there was a much shallower decrease in births averaging a decrease of roughly eight births per year from 1997 (5 years prior to 2002) to 2013. The number

of kindergarteners entering the system compared to the number of births in town 5 years prior is typically about 200 children fewer, indicating the level of out-migration of families in the area, including families at the Navy submarine base.

Low births will affect total enrollments until the recent rebound in children born in 2012 enter kindergarten in 2017. Enrollment declines may also be attributed to other public school options including New London Public Schools and LEARN as well as other nonpublic schools. Attendance of Groton children attending non Groton Public Schools institutions has increased 24% (from 977 to 1,212 children) just from 2011 to 2013.

The following figures show Groton School District's historic enrollments. In general, the system has experienced a 14% decrease in elementary enrollments between 2002 and

Historic Enrollment
Groton Public Schools, PreK-12th Grade
2002-03 to 2015-16*



■ TOTAL Enrollment
 In 14 years, total enrollment has dropped by **1,232** students, or **21.5%** of 2002 enrollments.

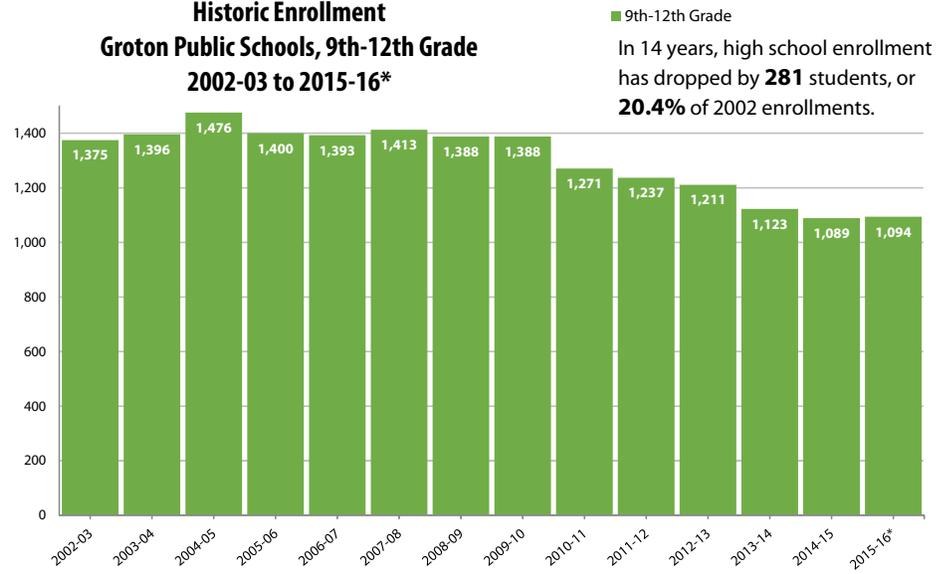
Source: Groton Public Schools. *2015-16 data are preliminary

2008 and has been roughly stable at the elementary historic median of 2,677 until 2014-15, when enrollment dropped to 2,505 students. The middle school enrollments have declined steadily, falling 27% from 2002 to 2013. After staying at roughly the historic median of 1,388 students from 2002 to 2009, high school enrollments dropped precipitously 19% from 2009 to 2013, with 2014-15 enrollments at 1,089. 2015-16 data indicate some stabilization of enrollments, with elementary enrollments declining by 62 students, middle school enrollments adding 17 students, and the high school adding 5 students.

Elementary students in the Groton Public School District attend one of seven elementary schools: Charles Barnum, Catherine Kolnaski, Claude Chester, Mary Morrison, Northeast Academy, Pleasant Valley, and S.B. Butler with Catherine Kolnaski operating as an intradistrict magnet school. Catherine Kolnaski and Northeast Academy are new schools as of 2008, the same year that two other schools were closed.

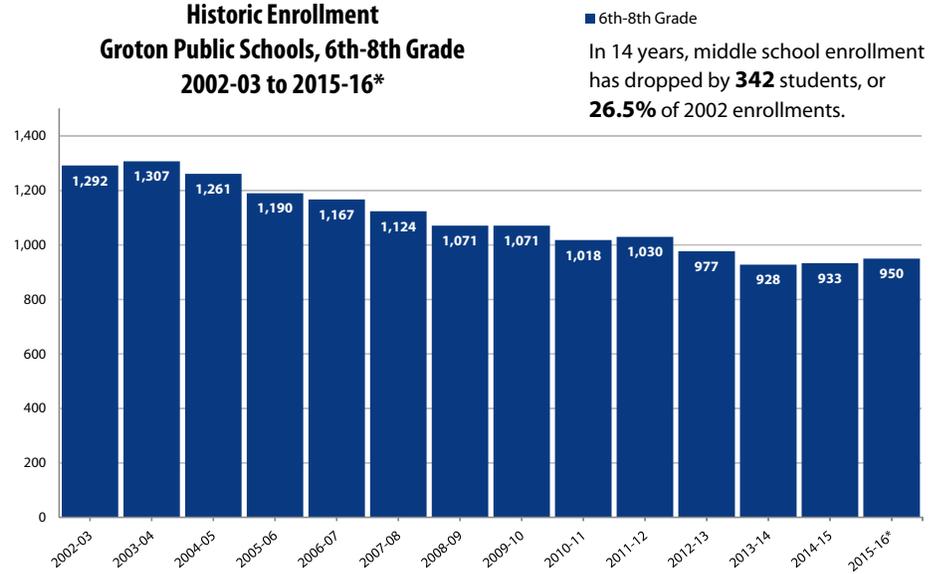
Overall, enrollments at each school have been relatively stable with minor fluctuations, with the exception of a 14% drop in enrollment at Catherine Kolnaski between 2011 and 2012, which is attributed to movement of students to multiple elementary schools for that school year due to overcrowding. A subsequent redistricting of elementary schools was conducted in 2013-14 to reduce overcrowding at Catherine Kolnaski.

Historic Enrollment
Groton Public Schools, 9th-12th Grade
2002-03 to 2015-16*



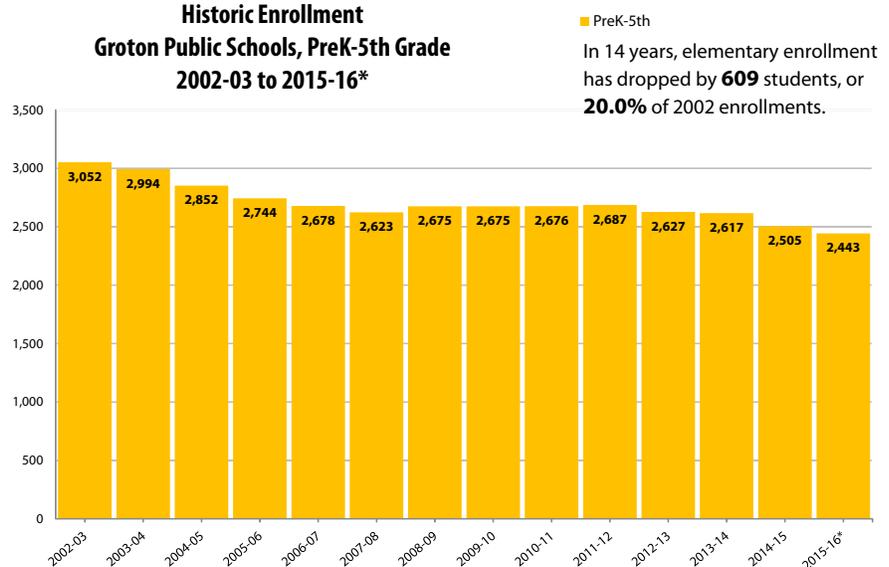
Source: Groton Public Schools. *2015-16 data are preliminary

Historic Enrollment
Groton Public Schools, 6th-8th Grade
2002-03 to 2015-16*



Source: Groton Public Schools. *2015-16 data are preliminary

Historic Enrollment
Groton Public Schools, PreK-5th Grade
2002-03 to 2015-16*



The 2012-13 school year marked a significant increase in Groton resident students attending other public and nonpublic schools. In that year, enrollment in private and parochial school enrollments increased 25%.

From 2011-12 to 2012-13, other public enrollments increased 28% with much of the increase being split between increasing enrollments in the LEARN program and New London Public Schools, with an additional 4% increase in the 2013-14 school year. Of particular note is the increase in numbers of students going to New London Public Schools. Total enrollments of Groton students in New London Public Schools increased 169% from 2011-12 to 2012-13 (29 students to 78), an additional 36% in the next year (78 to 106 students), and an additional 41% in 2014-15 (to 149 students).

Data from Groton Public Schools suggests that enrollments in New London magnet schools may have increased a further 21% in 2015-16 to 180 students (2014-15 data from some school programs are not yet available). The increasing popularity of other public school systems as well as nonpublic school options will continue to impact enrollments at Groton Public Schools.

ENROLLMENT PROJECTIONS

In 2015 and again in 2016, Milone & MacBroom, Inc. (MMI) prepared an Enrollment Projection Report for the Groton Public School System. Broadly, MMI calculated a persistency ratio of the proportion of students that move on to the next grade for each grade level. For example, in the 2014-15 school year, a net of 93.5% of 2013-14 kindergartners moved up to first grade. This ratio reflects the total effects of student transfers

and family mobility within the district. Persistency ratios of 1.00 mean that the class size remains the same as it advances from one grade to the next. A persistency ratio of 1.05 means the class size increases by 5% or a class of 100 gains five additional students the next year.

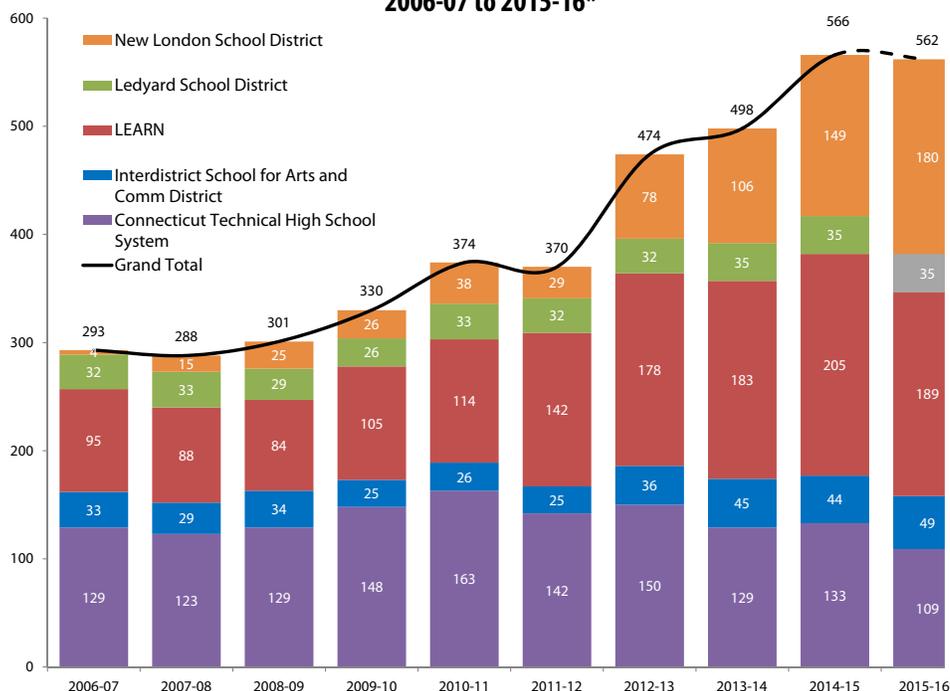
Enrollment data from 2002-03 through 2015-16 combined with birth data from 1997 to the present were used to calculate Birth-K and grade-to-grade persistency ratios. An average taken of the persistency ratios for the last 5 years was used to project future enrollments.

These projections are built on the assumption that the recent past can be a good predictor of the near future; this methodology works well for stable populations, including those that are growing or declining at a steady rate. Further assumptions built into these projections include the following:

- Programming will remain the same, including continuation of full-day kindergarten
- Based on the influence of the submarine base and trends on the nation and local level, annual births in Groton will only slightly decrease over this period
- Housing sales will stay between 200 and 250 annually

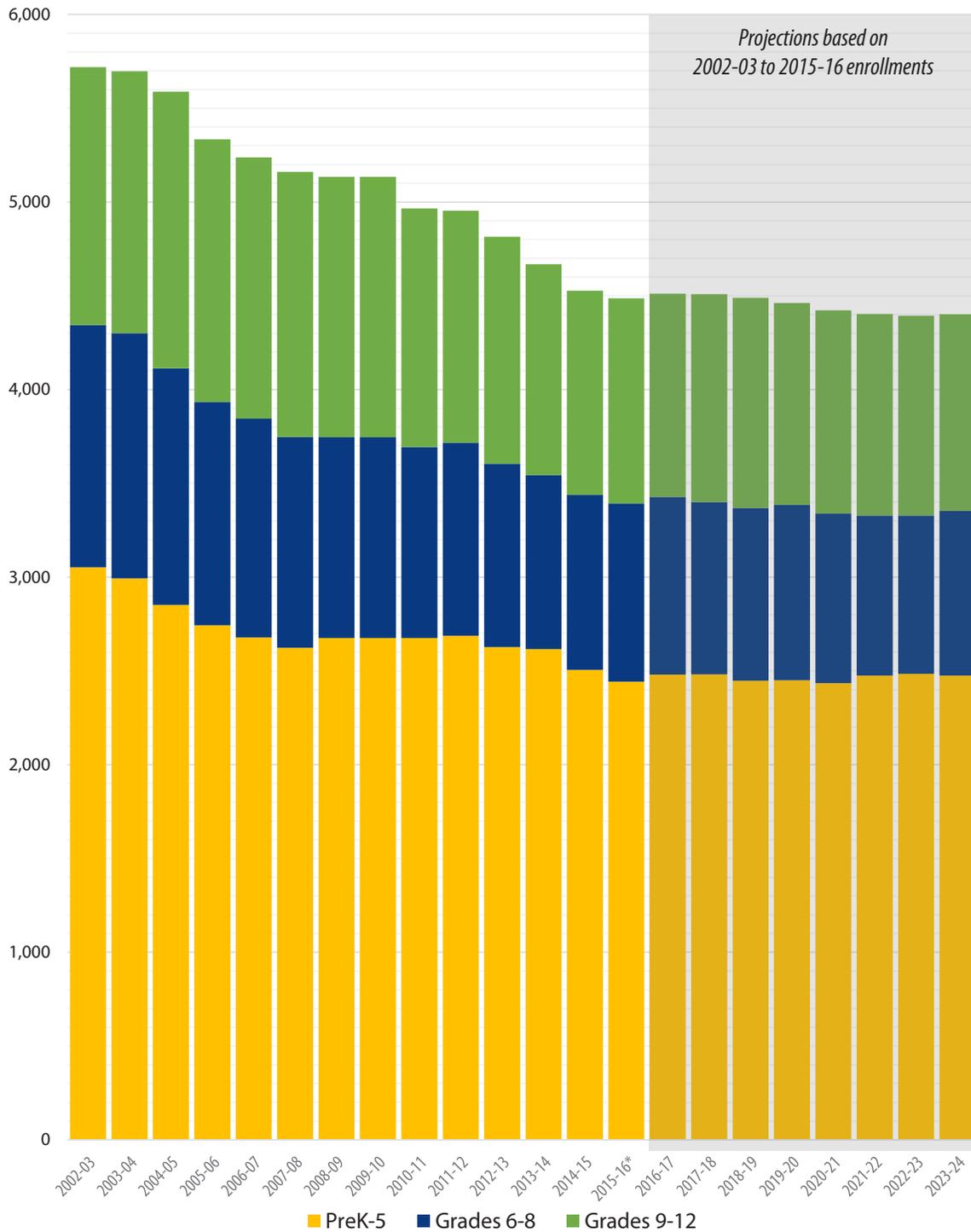
Based on these assumptions, enrollments are projected to continue their current trend of slow decline to 4,401 total PreK-12 students in the 2023-24 school year. See the full Groton School District Comprehensive School

Groton K-12 Enrollment in Other Public Schools, 2006-07 to 2015-16*



Sources: 2006-07 to 2013-14 from CEDaR. Schools with enrollments of fewer than 15 students over the 10-year period were excluded from this graphic. *2015-16 data is preliminary data from Groton Public Schools.

Historic Enrollments and Future Projections, 2002-03 to 2024-25



Source: Groton Public Schools. * 2015-16 data are preliminary.

HISTORIC SCHOOL ENROLLMENTS AND FUTURE PROJECTIONS

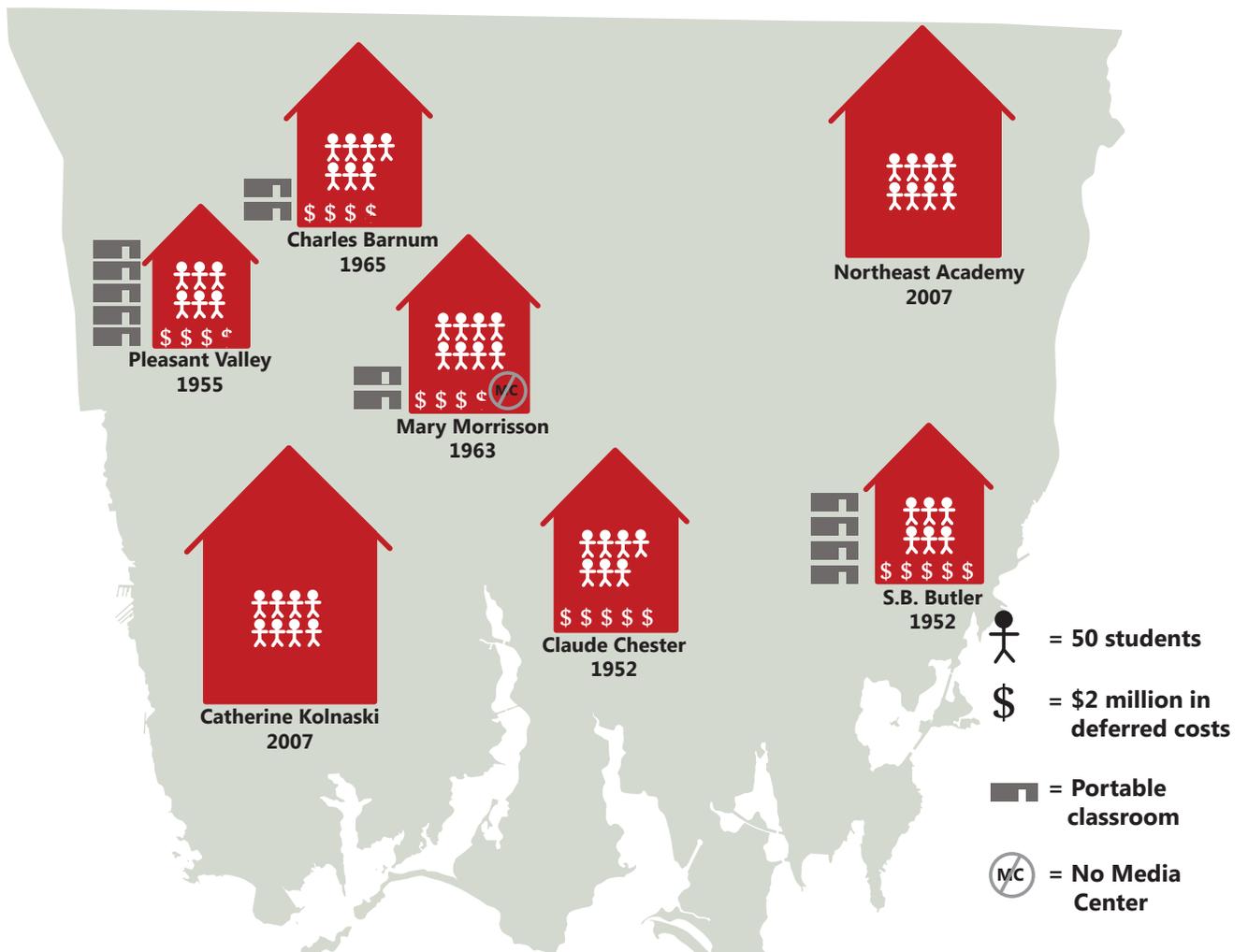
Enrollment Study in Appendix A for more detail. The Groton 2020 Plan recommends school consolidation as part of the long-term facilities plan to address,

in part, continued declining enrollment.

ELEMENTARY FACILITIES

Groton's Elementary School system has undergone substantial changes over the last decade following the 2007 completion of Phase I of the School Facilities Master Plan. Phase I built two new elementary schools (Catherine Kolnaski Magnet School and Northeast Academy) and closed five aging elementary schools. In addition to the two new facilities, Groton Public School operates five other elementary schools (Barnum, Chester, Morrisson, S.B. Butler, and Pleasant Valley), all of which were built between 1952 and 1965. Like many aging facilities, Groton's older elementary schools do not have adequate spaces for modern programming needs (computer labs, media centers, special education rooms, support functions, and office space).

In addition, deferred maintenance over the previous decades has resulted in costly upgrades that are required to bring the buildings up to code. Each of the seven elementary school facilities is described in detail below:



2015 Groton Elementary Schools Facilities

Catherine Kolnaski Magnet School

Catherine Kolnaski Magnet School is an intradistrict magnet school serving students in grades PreK-5 with a focus on STEAM – science, technology, engineering, arts, and mathematics. The school is situated on a large, 124-acre parcel, most of which is wooded and undeveloped. The site contains two playgrounds, two basketball courts, and a ballfield. Built in 2007 along with Northeast Academy, Kolnaski Magnet is the newest building in the district. The school was built for modern programming needs, and at 61,642 square feet, is the largest elementary school in the district. It contains 24 full-sized classrooms, a full-sized media center, gymnasium, cafeteria, and 11 special purpose rooms. Security improvements are the only high-priority facility need.

Northeast Academy

Northeast Academy is a K-5 school located in the Old Mystic section of northeastern Groton. The school sits on a mostly forested 21-acre site surrounded by low-density residential uses. The school site contains a small ballfield, two play areas, and a basketball court. The attendance zone covers northeastern Groton, Center Groton, Old Mystic, and the northern section of Mystic. Northeast Academy was built in 2007 making it the newest elementary facility in the district (along with Kolnaski Magnet). The building is over 55,000 square feet and suits modern programming needs. It contains 21 full-sized classrooms, separate gymnasium and cafeteria spaces, a full-sized media center, and 14 special purpose rooms for support functions and office space. Security improvements are the only high-priority facility need.

Charles Barnum

Charles Barnum Elementary School is a PreK-5 school located in the Conning Towers Nautilus Park section of northwest Groton. The school is located on a flat, wooded 16-acre site containing two playgrounds, a basketball court, and a ballfield. The surrounding neighborhood is primarily low-density residential. Built in 1965, Barnum School is the third newest elementary school facility but, nonetheless, is still over 50 years old. It has 23 full-sized classrooms, two portable classrooms, and five small special purpose rooms. Space deficiencies include a lack of adequate special purpose space, a small media center (just 835 square feet), and a lack of dedicated cafeteria space (shared with gym/auditorium). Charles Barnum School has several high-priority facility needs, including the following:

- Non-friable asbestos removal
- Energy efficiency improvements
- HVAC improvements
- Security and fire suppression systems
- ADA handicapped accessibility
- Temporary classroom elimination
- Electrical improvements

Mary Morrisson

Mary Morrisson Elementary School is a K-5 facility located in the Conning Towers Nautilus Park section of northwest Groton. The school is situated on a 36-acre site, which contains three ballfields, two playgrounds, and a basketball court. The site is bound by Nautilus Park to the east and multifamily residential uses to the north. The Mary Morrisson attendance zone covers the southeastern portion of the Conning Towers Nautilus Park neighborhood and stretches south into the City of Groton to the Groton Townhouse Apartments and Groton Estates developments.

The school was built in 1963 and is 42,240 square feet, making it the third smallest elementary school facility in the district. Mary Morrisson School has numerous space deficiencies, including a lack of a media center and dedicated cafeteria space and minimal space for support functions. In addition, the school contains two portable classrooms. Several high-priority facility improvements are needed, including the following:

- Energy efficiency improvements
- HVAC improvements
- Security and fire suppression systems
- ADA handicapped accessibility
- Temporary classroom elimination
- Electrical improvements
- Boiler replacement
- Parking improvements

Pleasant Valley

Pleasant Valley is a K-5 school in the Conning Towers Nautilus Park neighborhood in northwestern Groton. The school site is about 17 acres. The site contains a small ballfield, two play areas, and a basketball court. The surrounding neighborhood contains medium-density residential (mostly multifamily homes) and commercial uses. The attendance zone is primarily on the west side of Route 1 and Route 12.

Pleasant Valley is the third oldest (built in 1955) and smallest (33,728 square feet) elementary facility in the district. It has the fewest full-sized classrooms of any school (21), a shared gymnasium/cafeteria, and five special purpose rooms that average just 110 square feet each. In addition, the school has five portables, the most of any school. An old portable annex is used for storage on the northern part of the site. In addition to space deficiencies, Pleasant Valley has many high-priority facility needs and has been identified as one of three priority elementary schools in need of significant repairs. Critical facility needs include the following:

- HVAC improvements
- Heating system replacement
- Encapsulation of dirt crawl space
- Structural repairs
- Security and fire suppression systems
- ADA handicapped accessibility
- Electrical improvements
- Boiler replacement
- Replace portables

Claude Chester

Claude Chester Elementary School is a K-5 facility located in the Poquonock Bridge section of Groton on an 11.5-acre site containing three ball fields, two basketball courts, and two playgrounds. The site is located adjacent to Poquonock Plain Park in a medium-density residential neighborhood. The attendance zone includes the Long Hill neighborhood and the western portion of the Poquonock Bridge neighborhood.

Built in 1952, Claude Chester is the oldest elementary school building in the district (along with S.B. Butler). Like the district's other pre 1970 facilities, the school lacks dedicated spaces for support services such as computer labs, special education, and administrative staff. In addition, it lacks a cafeteria space (with a multipurpose cafeteria/gym/auditorium) and has a small media center. Claude Chester School has many high-priority facility needs and has been identified as one of three priority elementary schools in need of significant repairs. Critical facility needs include the following:

- Non-friable asbestos removal
- Parking improvements
- HVAC improvements
- Heating system replacement
- Encapsulation of dirt crawl space
- Structural repairs
- Security and fire suppression systems
- ADA handicapped accessibility
- Electrical improvements

S.B. Butler

S.B. Butler is a K-5 school located in Mystic in southeastern Groton. Situated on a 9.3-acre parcel, the site contains two ball fields, two playgrounds, and a basketball court. The surrounding neighborhood is primarily composed of single-family homes. The attendance zone includes the southern section of Mystic (south of Route 1), Noank, Groton Long Point, and the eastern part of the Poquonock Bridge neighborhood.

The school is the oldest (along with Claude Chester) and second smallest elementary facility. Four portable classrooms supplement the classroom space in the building. S.B. Butler has the costliest high-priority facility needs of any elementary school and has been identified as one of three priority elementary schools in need of significant repairs. Critical facility needs include the following:

- Non-friable asbestos removal
- Energy efficiency improvements
- HVAC improvements
- Heating system replacement
- Encapsulation of dirt crawl space
- Structural repairs
- Security and fire suppression systems
- ADA handicapped accessibility
- Electrical improvements
- Boiler replacement
- Replace portables
- Roof repairs

MIDDLE SCHOOL FACILITIES

Like many of its elementary school facilities, Groton’s two middle schools are aging and have significant space and building deficiencies. Neither school was built for modern programming needs resulting in a shortage of spaces for special education, computer labs, science labs, and support services. As a result, they have had to rely on temporary solutions such as portables. In addition, the current middle school districts do not align with elementary school districts. As a result, some elementary schools are split, with some 5th graders moving on the West Side Middle School and others to Cutler Middle School. Finally, as both buildings are over 50 years old, critical building systems are approaching the end of their useful lives and require costly replacements. These issues are summarized in the sections below.



2015 Groton Middle Schools Facilities

Cutler Middle School

Cutler Middle School is a 6-8 school located in southeastern Groton between Noank and Mystic. The school is situated on a wooded 40-acre site. The site includes basketball courts, tennis courts, a ballfield, and two baseball fields. The attendance zone covers the eastern side of Groton, including Mystic, Noank, Groton Long Point, Old Mystic, and Poquonock Bridge.

Cutler was built in 1960, making it the newer of the two middle school facilities. It contains 28 full-sized classrooms and has separate cafeteria and gymnasium spaces and a media center. Nonetheless, it still has numerous space and facility deficiencies. The school relies on four portable classrooms and has fewer support spaces than needed. Critical facility needs include the following:

- Non-friable asbestos removal
- Energy efficiency improvements
- HVAC improvements
- Parking improvements
- Structural repairs
- Security and fire suppression systems
- ADA handicapped accessibility
- Electrical improvements
- Replace portables with permanent space

Facility	Total
<i>Non-Priority Schools</i>	
Kolnaski	\$137,500
Barnum	\$7,333,750
Morrisson	\$6,773,141
Northeast	\$123,685
Total Non-Priority Costs	\$14,368,076

Priority Elementary Schools

Chester	\$9,500,000
Pleasant Valley	\$7,174,597
S.B. Butler	\$10,488,117
Total Priority Elementary Costs	\$27,162,714

Priority Middle Schools

Cutler	\$12,795,936
West Side	\$15,145,721
Total Priority Middle Costs	\$27,941,657

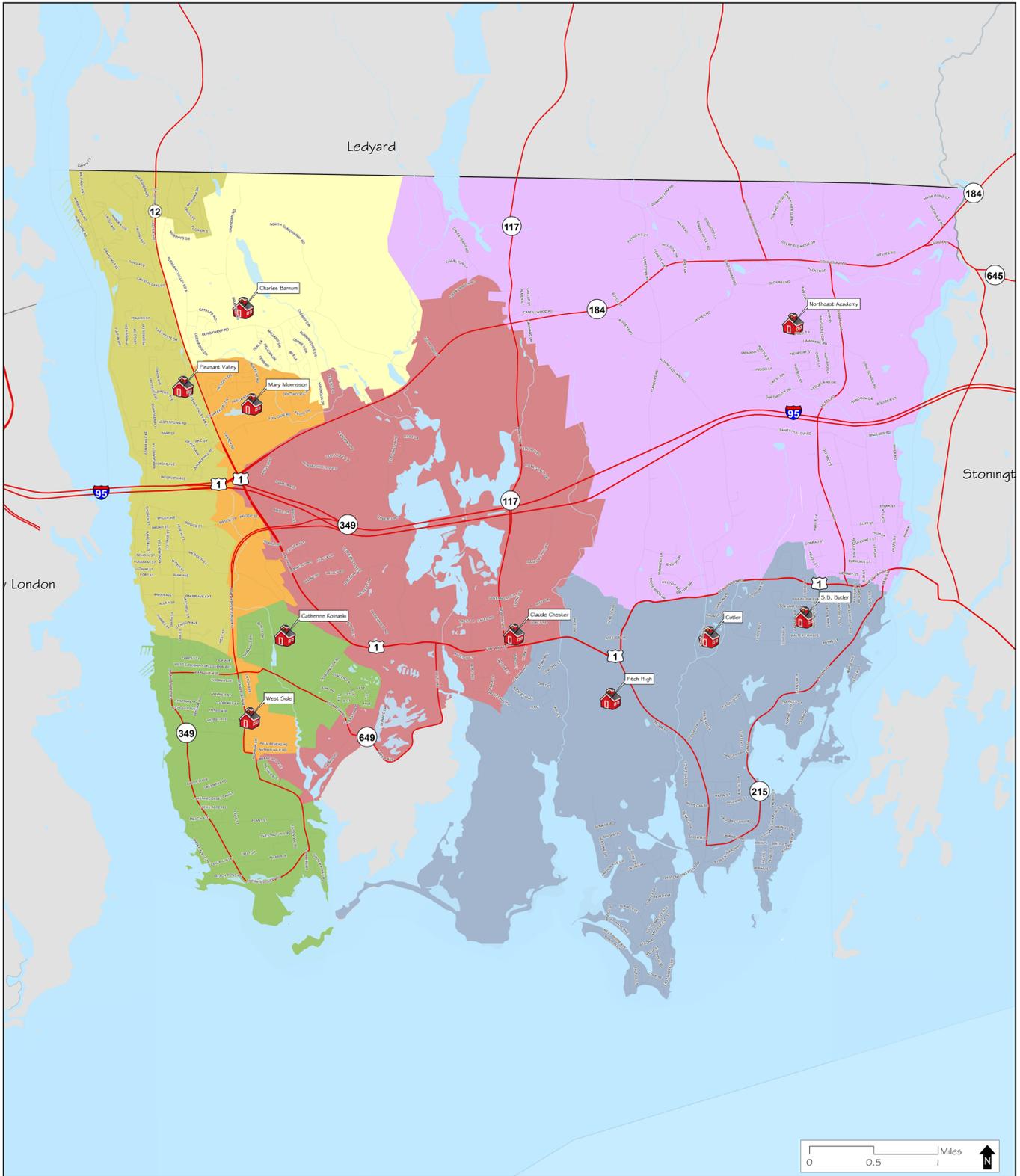
Total Priority School Costs	\$55,104,371
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West Side Middle School

West Side Middle School serves students in grades 6-8 and is located in the City of Groton. The surrounding neighborhood is a mix of single-family and multifamily uses. The school is built into a hillside with entry on both the ground and basement levels. The 40-acre site is mostly wooded and contains a baseball field, a ballfield, and a basketball court.

West Side Middle School was built in 1956 and is the oldest and largest (76,000 square feet) middle school facility in the district. The attendance zone covers the City of Groton and the Conning Towers Nautilus Park neighborhood. Like Cutler, West Side has a shortage of special purpose rooms and offices and relies on portables to supplement building space. The aging building is in need of the most costly improvements of any facility in the district. Critical facility needs include the following:

- Non-friable asbestos removal
- Fire alarm replacement
- Replace heating system
- HVAC improvements
- Parking improvements
- Security system
- ADA handicapped accessibility
- Electrical improvements
- Roofing
- Replace portables with permanent space



Groton Public Schools
Redistricting Plan

Elementary School Boundaries

Adopted January 7, 2013

Elementary School Boundaries

- Catherine Kolnaski
- Charles Barnum
- Claude Chester
- Mary Morrisson
- North East Academy
- Pleasant Valley
- S.B. Butler

Source:
* Parcels, School District Boundaries, Street Centerlines:
Town of Groton Geographic Information Systems Dept.
* Basemap Data: Connecticut Department Of Environmental
Protection Map & Geographic Information Center (2012)
This map was developed for use as a planning
document. Delineations may not be exact.



EDUCATIONAL VISION

The educational vision of the SFITF incorporates recommendations from the May 2014 Stakeholder Workshop, design considerations, and the State of Connecticut Grant Guidelines.

STAKEHOLDER WORKSHOP

On May 9 and 10, 2014, Superintendent of Schools Dr. Michael Graner convened a Planning Committee of various policy makers and stakeholders. This 1 ½-day intensive planning session formulated recommendations for the Board of Education regarding the future of the Groton Public Schools. This task force was charged with examining trends and factors affecting the schools' organization, teaching, and learning; identifying future school facility, program, and service needs; and identifying the critical issues that must be addressed in order to achieve the district mission and vision.

The planning committee worked in small groups to share ideas and opinions, followed by discussion by the committee as a whole. The process covered the following steps:

1. Background information
2. Planning guidelines and group processes
3. Review of the school district mission – this served as the cornerstone for planning and as a future-oriented direction for the school district
4. Visioning the future in terms of school programs and school organization in the context of the Groton community
5. Identification of critical issues, both internal and external, that impact the effectiveness and efficiency of the school district, establishing priority issues
6. Formulating recommendations for Board of Education consideration based upon the priority issues identified

As a result of this planning workshop, it was recommended that the Board of Education consider a redesign of school programs and organization to address significant issues, current and emerging, that will profoundly impact the Groton Public Schools. The workshop participants strongly recommended that the Groton Public School system should offer programs that are competitive with area magnet schools as well as increasing school intervention capacity to ensure that all students have equal

program opportunities. The elementary schools are facing health and safety concerns from aging buildings that are not up to current building codes, resulting in unequal space availability, learning environment, and capacity for growth.

In order to address these programmatic issues and to achieve the school district vision and mission, the workshop group made a recommendation for a school organization and facilities plan.

HIGH SCHOOL RECOMMENDATIONS

The high school has received substantial capital investment and, with the exception of some areas of the building, meets all contemporary standards for code and educational use. Thus, it was recommended to maintain the high school program in its current facility.

The SFITF did recommend that the high school should design and implement challenging programs that will enhance the variety and rigor of opportunities available to all students. In order to stem declining enrollments, Fitch High School will need to provide an equal or better education than area schools of choice, including early graduation, college-level courses, and multiple pathways to success.

MIDDLE SCHOOL RECOMMENDATIONS

The Planning Committee recommended that the school district should build a new middle school for all Groton students, consolidating West Side and Cutler Middle Schools. A consolidated middle school will provide enhanced programming opportunities for all students. The consolidated middle school should be located in close proximity to Fitch High School to encourage and take advantage of multiple interface activities such as providing advanced coursework opportunities for students, allowing middle school students to gain high school credit for these courses.

A single middle school resolves many potential current and future issues. All middle-school-aged students in attendance at the same school resolves

such matters as declining enrollment, equity of access and opportunity to school programs and facilities, and issues related to racial balance. A single middle school enables the current middle school sites to be converted to elementary schools that have greater capacity than existing elementary facilities, thus enabling downsizing of the school district organization.

ELEMENTARY SCHOOL RECOMMENDATIONS

To address issues at the elementary schools, the Planning Committee recommended closing the three elementary schools that are in the poorest physical condition and require the most capital investment for bringing them up to code with contemporary educational space standards: Claude Chester, S.B. Butler, and Pleasant Valley. Closing these three elementary schools most in need of rehabilitation enables significant cost avoidance in capital projects as well as providing operational efficiencies through consolidation.

To replace the enrollment capacity at the three closed elementary schools, two pre-kindergarten through grade 5 schools would be built on the sites of the Cutler and Westside Middle Schools. Students would be transferred to these schools after the new middle school was completed and occupied. This recommendation was changed to renovating the two middle schools like new due to cost considerations.

DESIGN CONSIDERATIONS

Educational specifications were developed with stakeholders and helped to inform and guide the design process. Due to the differing programmatic needs at the elementary and middle schools, separate educational specifications were developed for each level. The specifications for the consolidated middle school were developed in July 2014, and the specifications for the two new elementary schools were developed in the fall of 2014.

FACILITY DESIGN GUIDING PRINCIPLES

Common educational specifications that are applicable and essential to all Groton schools are presented below. The facility designs for all three levels should accommodate projected enrollments through the year 2023, taking into

account increases in student population and future needs. The designs support the concept that smaller learning communities within the fuller learning community enhance interactions among learners, increase a feeling of belonging, and emphasize the importance of individuality. The school should be physically organized in grade-level clusters that facilitate teamwork. Support services spaces should be provided juxtaposed to grade-level clusters for ease of access by students and for the facilitation of teacher collaboration.

1. School design to accommodate both current and future projected enrollments
2. Support smaller learning communities within the full school community
3. Student driven, interactive, project-oriented learning experiences
4. Adaptable space for dynamic and changing educational philosophies and programs
5. Space designed for multiple functions
6. Space for meetings of various sizes distributed throughout the facility
7. Support for contemporary technologies easily adapted for emerging technologies
8. Facilities to support 21st century learning
9. Welcoming atmosphere that provides a sense of comfort for students, staff, and community
10. Free flowing, safe, easy movement
11. Maximum exposure to natural light and airflow
12. Durable, high quality, age-appropriate furnishings that support the educational program
13. Include acoustical treatment designed to minimize the transmission of sound
14. Durable and easily maintained finishes
15. Appropriate energy efficient technologies
16. Central heating, ventilation, and cooling (HVAC)
17. Community access and use that minimizes disruption to educational activities
18. Emergency shelter if necessary
19. Outdoor spaces as an extension of the educational, athletic, and community program
20. Diverse educational philosophies such as alternative education models and magnet school models

The full educational specifications reports are in Appendix B.

SFITF recommended the following based on facility needs and education specification requirements:

- Construction of two new 86,000-square-foot, 600-student capacity elementary schools to replace Claude Chester, S.B. Butler, and Pleasant Valley
- Construction of a new, 169,000-square-foot, 938-student consolidated middle school
- Two new elementary schools constructed on the sites of Cutler and West Side Middle Schools – best use of town-owned assets and maintains historical presence of schools
- Improvements to outdoor athletic facilities and strengthen Groton’s Civic Hub

This recommendation was changed to renovating Cutler Middle School and West Side Middle School into like-new elementary school facilities due to cost considerations. These buildings will each be 83,400-square-foot, 600-student.

STATE OF CONNECTICUT GRANT GUIDELINES

Section 10-282 (18) of the Connecticut General Statutes (C.G.S.) defines “Renovations” as “a school building project to totally refurbish an existing building.” There is a high standard for renovation projects to meet in order to be eligible for the school renovation construction grant:

- The renovated facility must have a useful life comparable

to, but cost less than, a new facility a new facility. A project can lose eligibility if its costs increase to where there is no longer the required savings. A threshold of \$450 per square foot is used for this criterion.

- The facility to be renovated must not have been awarded this renovation construction grant within the last 20 years.
- At least 75% of the facility to be renovated must be at least 30 years old.
- The entire facility must be brought into 100% compliance with all applicable codes, including ADA accessibility.
- The renovation must incorporate modern education technology capability throughout the facility.
- All existing building systems must have a useful life of 20 years or comparable to a new system if less than 20 years.
- All new and replacement windows must be energy efficient.
- The site of the existing facility must be central to the area served and adequate to provide the educational programs offered.

New school construction projects reimbursement rates that are 10 percentage points lower than the reimbursement rate for renovation projects. In order to renovate Cutler and West Side Middle Schools like new, the legislature will need to waive the \$450 per square foot requirement. However, this will still result in a more affordable building plan than building two new facilities.

CONNECTICUT SPACE STANDARDS

For purposes of the school construction grant program, a facility is allowed a maximum square footage per pupil. Construction projects that exceed the maximum square footage per pupil are considered oversized for grant computation purposes, and the proportion of the school that is oversized will not be eligible for grant reimbursement.

REIMBURSEMENT – CURRENT AND HISTORIC

The State of Connecticut has a grant program to help communities to fund school construction and renovation projects based on a percentage of total cost of the project. But, due to budget cuts, the reimbursement rate for school building projects has been declining. From 2012 to 2014, the reimbursement percentages fell by one percentage point per year, from 58% to 56% for renovation and 48% to 46% for new construction.

The 2015 reimbursement percentages were increased three percentage points, only to decrease by five percentage points in 2016, down to 54% reimbursement for renovation projects and 44% for new construction projects. For the proposed Groton 2020 Plan, this change in state reimbursement rates translates into a net increase of \$5.3 million dollars to Groton residents from 2015 rates to 2016 rates. Due to the overall trend of falling reimbursement rates, it is likely that school construction projects will have an increasingly high cost to local taxpayers in the future.

DIVERSITY GRANT

In order to support the racial balance law, the State of Connecticut has also enacted a diversity grant program. Under Connecticut General Statute § 10-286h (2012), the Department of Construction Services (DCS) provides a school building project grant for a “diversity school” for any local or regional board of education that (1) has a school out of racial balance and (2) has demonstrated evidence of a good-faith effort to correct this racial imbalance without success. This diversity grant is for an 80% reimbursement of a building project to correct the racial imbalance within 5 years of the opening of the school.

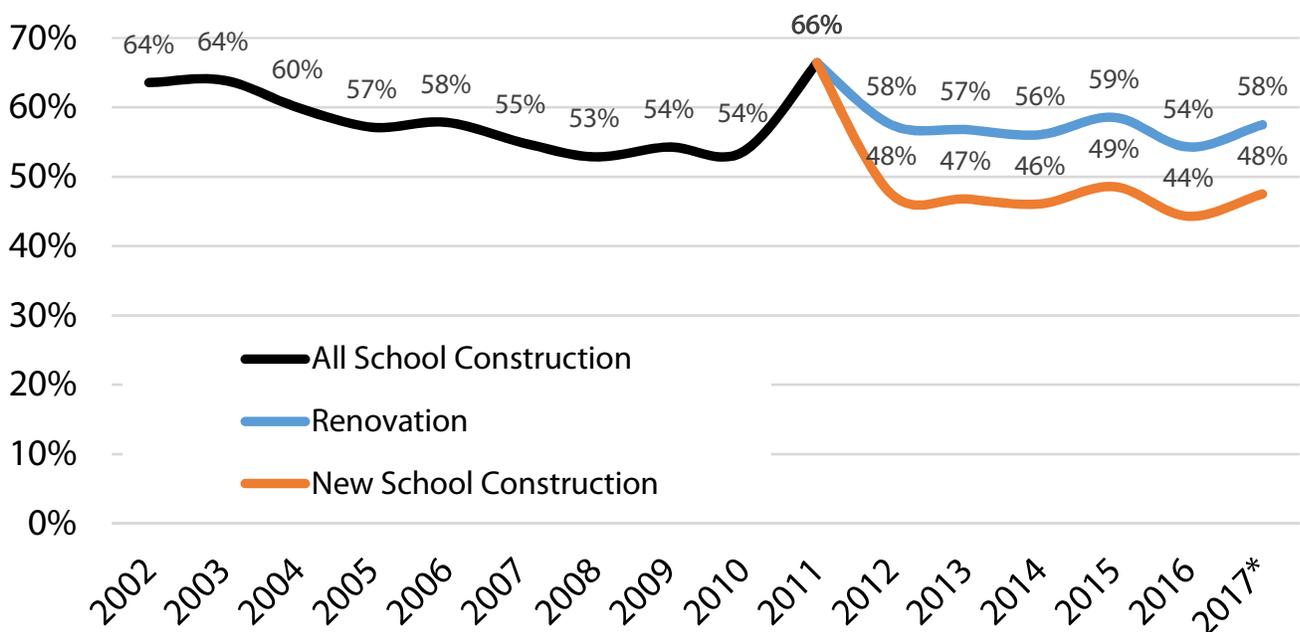
However, no schools in the Groton School District currently qualify for the diversity grant. While there have been long-standing racial balance issues at Claude Chester Elementary, the school is not out of racial balance for the 2015-16 school year. The Diversity Grant status of the Groton 2020 Plan will be based on school demographics at Claude Chester Elementary School as of October 1, 2016.

STATE STANDARD SPACE SPECIFICATIONS													
Projected Enrollment	PreK/K	Grades											
		1	2	3	4	5	6	7	8	9	10	11	12
0-350	124	124	124	124	124	156	156	180	180	180	194	194	194
351-750	120	120	120	120	120	152	152	176	176	176	190	190	190
751-1500	116	116	116	116	116	148	148	170	170	170	184	184	184
Over 1500	112	112	112	112	112	142	142	164	164	164	178	178	178

Source: CT Division of Construction Services

STATE SPACE STANDARDS

State of Connecticut Reimbursement Percentages



Source: Connecticut State Department of Education *2017 data are preliminary

SCHOOL CONSTRUCTION REIMBURSEMENT TRENDS

TASKFORCE RECOMMENDATIONS

The SFITF has formulated facility recommendations based on the existing conditions of Groton Public Schools and their educational vision for the district.

SINGLE MIDDLE SCHOOL

Two sites were evaluated as potential locations for the new consolidated Middle School: the Merritt site located on Fort Hill Road and the High School site located adjacent to Fitch High School. Both sites are located in the Poquonock Bridge neighborhood. Its central location relative to student populations made both sites attractive from a transportation perspective. In addition, the sites are located near other major institutions, including Town Hall, Groton Public Library, Fitch High School, Ella Grasso

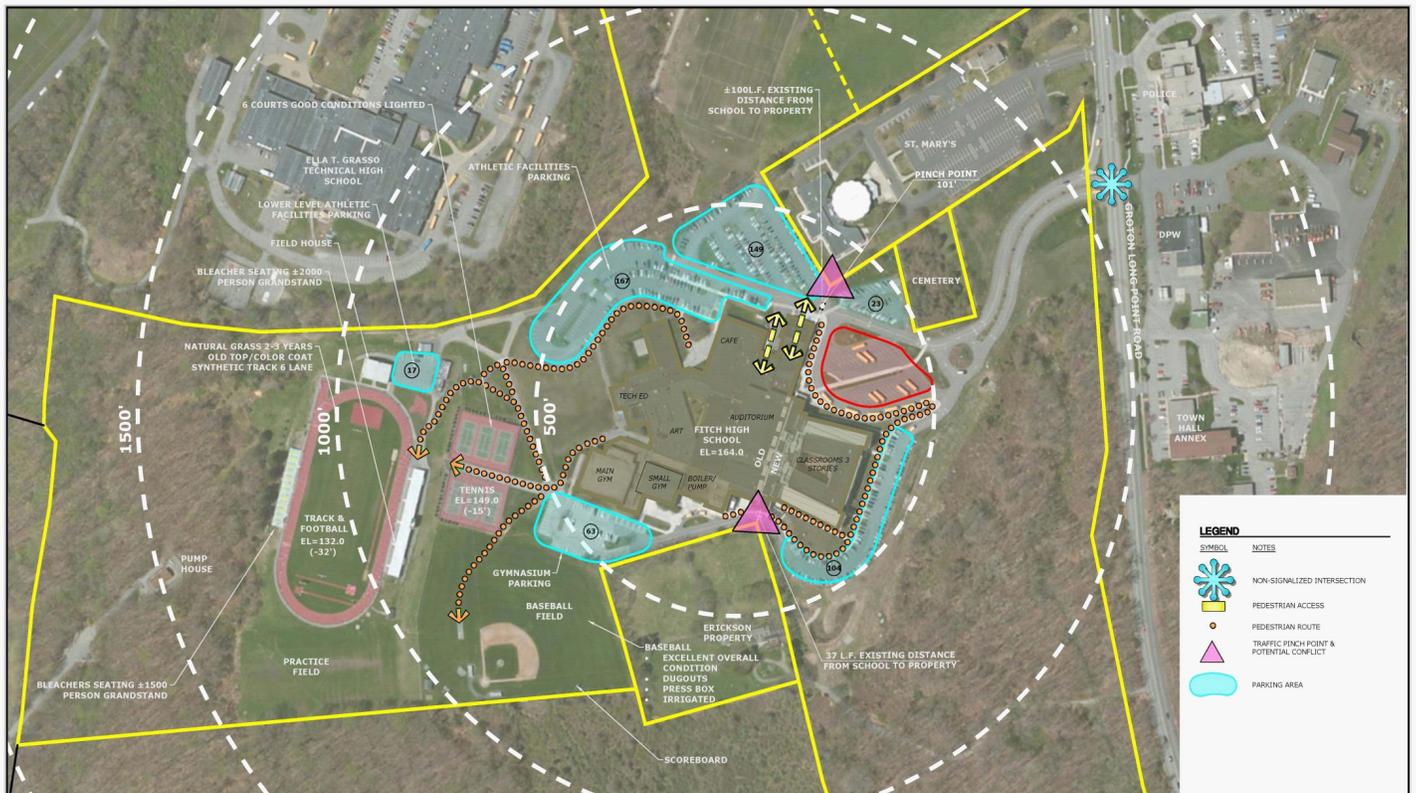
Technical High School, Sutton Park, and Poquonock Plains Park.

In order to evaluate the feasibility of the sites, test-fits were performed. Test-fits evaluate whether the educational specifications could be accommodated on the site provided and help weigh the pros and cons of various concepts.

HIGH SCHOOL SITE

Fitch High School is located on a 75-acre parcel bordered by Haley Farm State Park, Ella Grasso Technical High School, the Water Pollution Control Facility, and

Groton Long Point Road. The high school has a single access point from Long Point Road. The undeveloped western portion of the parcel is wooded and characterized by steep slopes, including several areas with slopes of 20% or higher. Similarly, the southeastern part of the site is steeply sloped, posing constraints to future development. Athletic facilities are located on the west-central portion of the site and include track and football stadium, a field house, a practice field, a baseball field, and tennis courts. The high school athletic facilities are adequately sized



SYMBOL	NOTES
	NON-SIGNALIZED INTERSECTION
	PEDESTRIAN ACCESS
	PEDESTRIAN ROUTE
	TRAFFIC PINCH POINT & POTENTIAL CONFLICT
	PARKING AREA

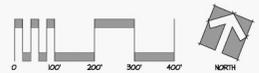
SUPPORT & ATHLETIC FACILITIES

FITCH HIGH SCHOOL SCHOOL FACILITIES INITIATIVE TASK FORCE

GROTON LONG POINT ROAD
GROTON, CONNECTICUT

OCTOBER 30, 2014

MILONE & MACBROOM + SLAM



and are in good condition. The central portion of the site contains the high school building and parking areas accommodating 374 vehicles. The site has both public water and sanitary sewer service.

Test-fits on the high school site were unable to meet educational specifications. Since most developable land on the site has been built on (either buildings or athletic facilities), all options placed the new middle school building on top of existing high school athletic facilities. Costs to rebuild the displaced athletic facilities ranged from \$900,000 for the tennis courts and baseball fields to \$3.5 million for the track and football stadium. Even if these facilities were rebuilt, they would not be large enough to accommodate both the high

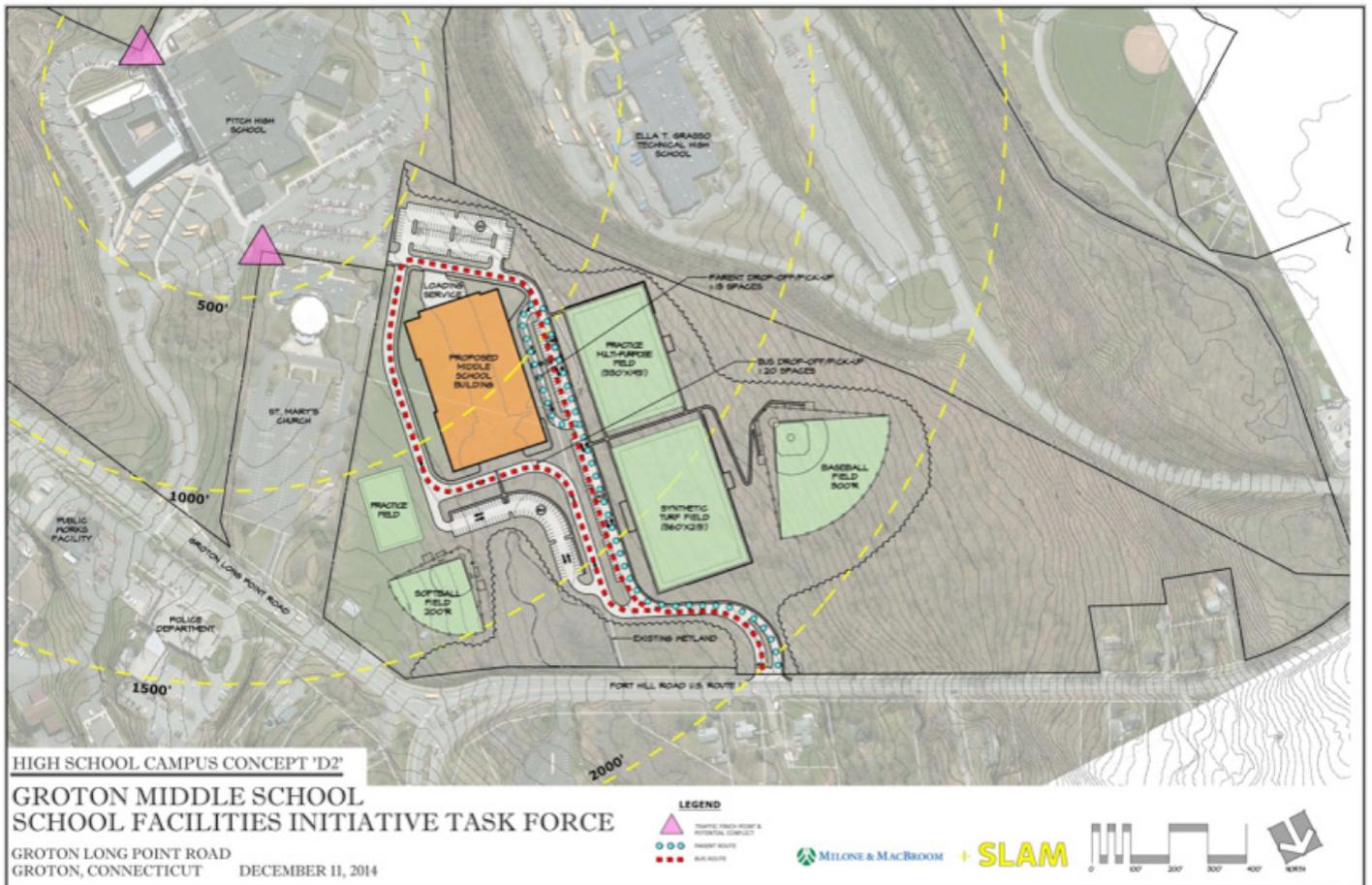
school and middle school populations. Finally, the site would not be able to support a secondary access point for the middle school. The two schools would share a single site access point, which would increase vehicular volume at choke points.

SELECTION OF MERRITT SITE

The Merritt site is an undeveloped town-owned property comprised of two parcels totaling 46 acres. It is located on Fort Hill Road between the Ella Grasso Technical High School and Fitch High School campuses. With the exception of the far northern section, the site has gently sloping terrain. Test-fits worked well with existing topography (no excessive cut and fill). The site was able to support independent access from Fort Hill Road with controlled access to the

high school site. Test-fit concepts were able to preserve the wetlands area and the lower wooded portion of the site. Both involved building on the developable central and southern parts of the site. Depending on building placement, the middle school may visually compete with the massing of the adjacent St. Mary’s Church.

In addition, the site was large enough to incorporate accessory athletic facilities to serve middle school students. These facilities were able to meet the needs of the middle school population while preserving and complementing existing facilities at the high school. The property is composed of two parcels: a 35-acre parcel that currently has a conservation deed restriction and a smaller parcel without a conservation



deed restriction. Groton Public Schools is negotiating a land conversion with DEEP in order to develop the property into a school.

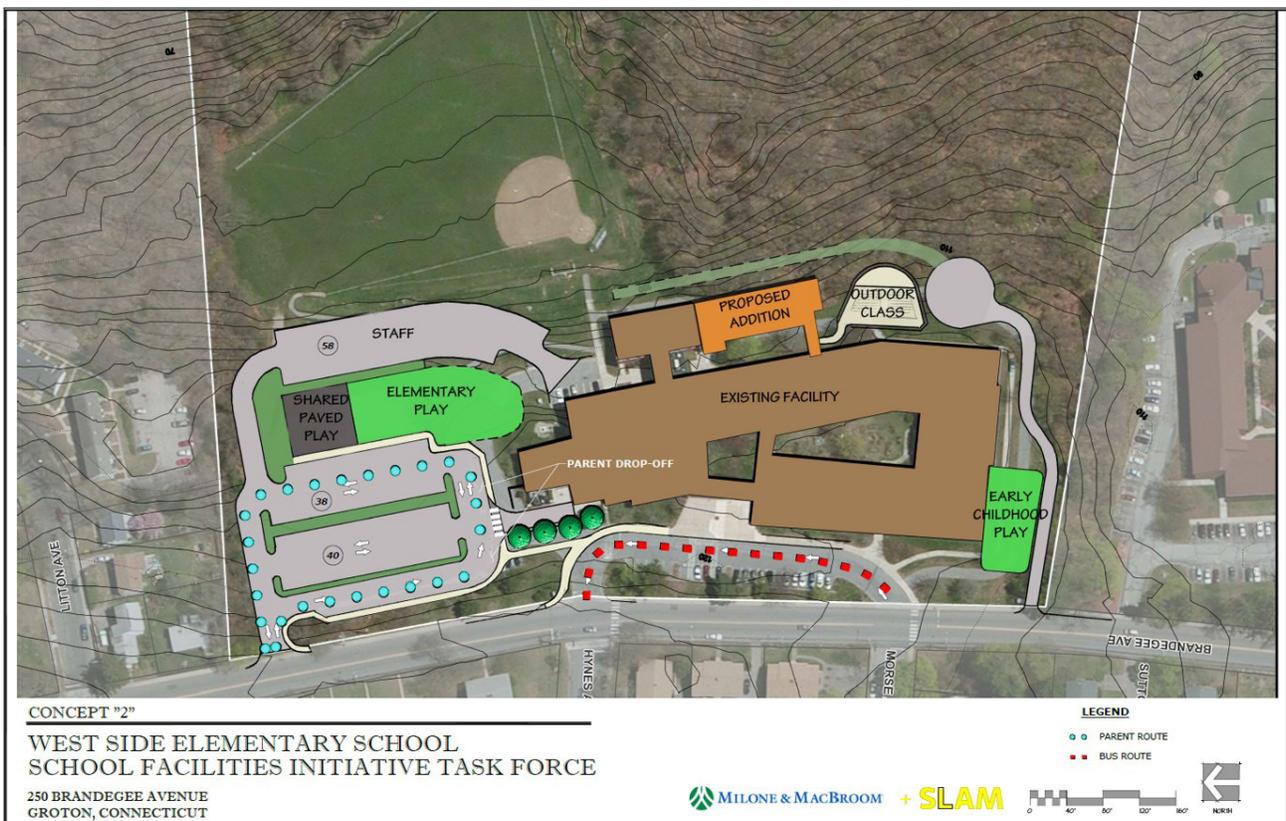
Because of its superior performance in site layout, athletics facilities, and transportation access, the Merritt property was selected as the preferred site for the new consolidated middle school.

TWO NEW ELEMENTARY SCHOOLS AT CUTLER & WEST SIDE

Two renovated-like-new 600-student elementary schools are recommended for the Cutler Middle School and West Side Middle School sites. Both schools would have dedicated attendance zones supplemented with magnet seats from Groton's other elementary school districts. The magnet seat component will help ensure long-term racial and utilization balance across all of Groton's elementary school facilities.

Like the consolidated middle school, test-fits were conducted in order to assess whether the educational specifications could be accommodated on the sites. Test-fits and cost estimates were developed for renovate-like-new and new construction options. Due to the costly retrofit and upgrade costs associated with the existing buildings coupled with caps in the construction costs for renovate-like-new status (\$450 per square foot) rate for renovation projects, the SFITF committee concluded that the renovate-like-new option would require special legislation in order to move forward. The committee also explored options for new construction on both sites. In addition, new construction would allow preliminary site work (grading, utilities, etc.) to be conducted while the middle school buildings were still occupied, speeding up the construction time line and reducing project costs.

However, a request to fund a larger portion of the Groton 2020 Plan through special legislation did not move forward. A revised plan to renovate the existing middle schools into like-new elementary schools will result in a more affordable building plan overall.



WEST SIDE

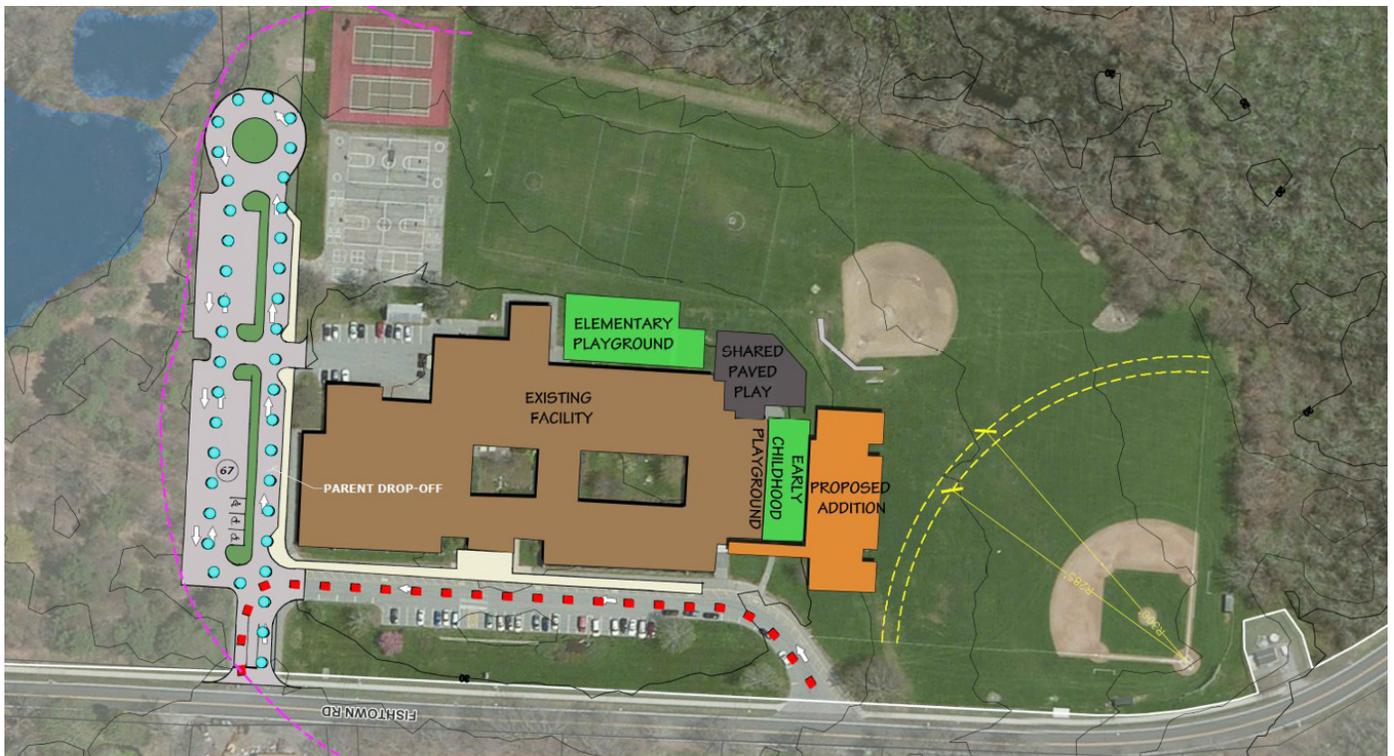
The West Side site (currently home of West Side Middle School) is located in the western portion of the City of Groton. The existing school building is on the southern part of the parcel while the northern part of the parcel contains a parking area, basketball court, and ballfield. The ballfield sits approximately 20 feet below the street. The eastern portion of the parcel is wooded and steeply sloped and is not conducive to development.

A renovated-like-new building could accommodate 600 elementary school students with an 11,700-gross-square-foot addition and a separate outdoor classroom. An early childhood play area and a separate elementary playground with grass and paved areas would also be added. A reconfigured parking lot and drop-off area would be created, roughly corresponding to the footprint of the existing parking area.

CUTLER

The Cutler site (currently home of Cutler Middle School) is located in eastern Groton between Mystic and Noank. The existing school building is located in the northwestern corner of the site. Adjacent to Cutler Middle School are three ballfields, basketball courts, tennis courts, and a parking area. The eastern portion of the site is wooded and undeveloped. The developed and undeveloped portions of the site are bifurcated by a large wetland, limiting development on the eastern side of the parcel.

The renovated-like-new construction test-fit can accommodate 600 elementary students with an 11,000-gross-square-foot addition to the building. Separate early childhood and elementary playgrounds would also be added with a shared paved play area. The parking lot would also be reconfigured to provide a more efficient student drop-off system.



CONCEPT "2a"
CUTLER SCHOOL - ELEMENTARY CONVERSION
SCHOOL FACILITIES INITIATIVE TASK FORCE

160 FISHTOWN ROAD
GROTON, CONNECTICUT

MILONE & MACBROOM + SLAM

LEGEND

- PARENT ROUTE
- BUS ROUTE
- FEMA

0 40' 80' 120' 160'

NORTH

PUBLIC OUTREACH WORKSHOPS

MAY WORKSHOPS

On May 28, 2015, the SFITF facilitated a public meeting and community conversation on the Groton 2020 Plan. The event allowed members of the public to learn about the SFITF process and the resulting recommendations for one new middle school and two new elementary schools. After the presentation, there was an informal breakout discussion with attendees to address concerns. Feedback from this workshop was incorporated into a Frequently Asked Questions (FAQ) document to answer common questions held by the public. See Appendix C for full FAQ.

JOINT MEETING IN SEPTEMBER

On September 9, 2015, the SFITF conducted a special joint meeting to present information to the Representative Town Meeting, Town Council, and Board of Education. Chairman Jon Heller began the presentation with the resolution establishing the SFITF and the process that the group has gone through since February 2013. Superintendent Dr. Mike Graner addressed Groton's education needs for the 21st century as well as the community's interest in magnet schools and the desire to end the need for racial balance redistricting. Director of Buildings and Grounds Sam Kilpatrick discussed the building deficiencies with costs of \$55 million to bring school buildings up to current building codes without any

further modernization. Consultant Mike Zuba addressed planning and design considerations of the Groton 2020 Plan to build one new middle and two new elementary schools. Chairman Heller presented a cost summary and implications for taxpayers of an average of \$152 per \$100,000 of assessed value (reflecting cost assumptions based on 2015 school construction grant reimbursement rates).

The presenters engaged with and answered questions from the RTM. Questions and comments focused on the cost to taxpayers, but many representatives were in favor of providing equal opportunities for Groton schoolchildren in appropriate, updated buildings.



PRESENTATION OF THE GROTON 2020 PLAN AT THE MAY PUBLIC WORKSHOP

SURVEY PROCESS AND RESULTS

Over the summer of 2015, the Center for Research and Public Policy (CRPP) conducted an opinion survey of Groton residents. The sample was collected randomly by generating telephone digits that fall within Groton, including cell phones and landlines. Statistically, the random sample of 386 surveys represents a margin of error of $\pm 4.96\%$ at a 95% confidence interval. This means, for example, that if 50% of the sample surveyed answered yes to a question we are 95% sure that between 45% and 55% of the population as a whole would also answer yes to the same question. The survey results represent a snapshot in time, and results could be expected to shift in response to a concerted public relations or informational campaigns.

After giving survey respondents the framework of the Groton 2020 Plan, they were asked, "...if a referendum was held today, how would you vote?"

- 36.5% would definitely or probably support
- 44.6% would definitely or probably oppose
- 18.9% were unsure

Assuming that those who were unsure abstained from voting on the issue, this would represent a likely defeat at referendum. Those who opposed the Groton 2020 Plan were asked why, with the top three reasons being the cost to taxpayers, a perception that school facilities do not need to be upgraded, or that the current buildings should be renovated and

maintained. Those who supported the Groton 2020 Plan believed that the school facilities are outdated and need modernization, that the Groton 2020 Plan is well thought out, and that quality education is important for the schoolchildren of Groton.

After this initial question about voting on the ballot, respondents were then asked, "If the investment in Groton's school facilities cost was \$250 for the average property owner in increased annual property tax, how would you vote on the plan?" When a dollar amount was included, support for the Groton 2020 Plan increased from 36.5% to 51.8%, suggesting that most people thought that \$250 was a fair price. All income groups were equally opposed to this second ballot question although those respondents reporting a household income of \$0 through \$40,000 were the most likely to respond that they were unsure. Support from this group jumped to 66% when asked if they would support the Groton 2020 Plan at an average cost of \$150. This suggests that among this income group, the \$250 is a cost barrier even if they believe in the program.

In other findings, 51.3% of respondents said that they were more likely to support the Groton 2020 Plan after being told that the five schools addressed are, on average, 60 years old. Respondents also strongly or somewhat agreed (54.2%) that a long-term fix supported by taxpayers through a limited-term bond was preferable to spending \$55 million in immediate short-term repairs.

When responses were cross tabulated by whether they supported or opposed the second ballot question, one wedge issue that was found was new construction versus renovation of current schools. 58.3% of opposition voters said that new construction would make them less likely to support the Groton 2020 Plan while supporters saw it as a positive, and 57.5% said that it made them more likely to support the Plan. Both opposition voters and supportive voters agreed on the following:

- Pre-kindergarten education is important
- Groton should include in-town magnet schools
- Groton Public Schools facilities should be modernized
- Groton schools were never properly maintained or reinvested in

In general, the survey found that residents became more supportive when they were given more information that helped them make an informed decision. Residents want safe, updated, modern facilities for their children and are more likely to be supportive when they are told what the expected cost to taxpayers will be. The full survey results are included in Appendix D.

SPECIAL LEGISLATION DENIAL

Groton sought and was denied special legislation for a one-time grant from the state to achieve the goals of the Groton 2020 Plan..

Findings from the community phone survey suggested that while most residents (52%) feel that an average of \$250 a year for the average homeowner is a reasonable price, there was an increase in support among lower-income residents when the burden on taxpayers was decreased to \$150 (58% support). Groton also has a history of failing previous referenda to build new schools, based on resident concerns about increasing mill rates.

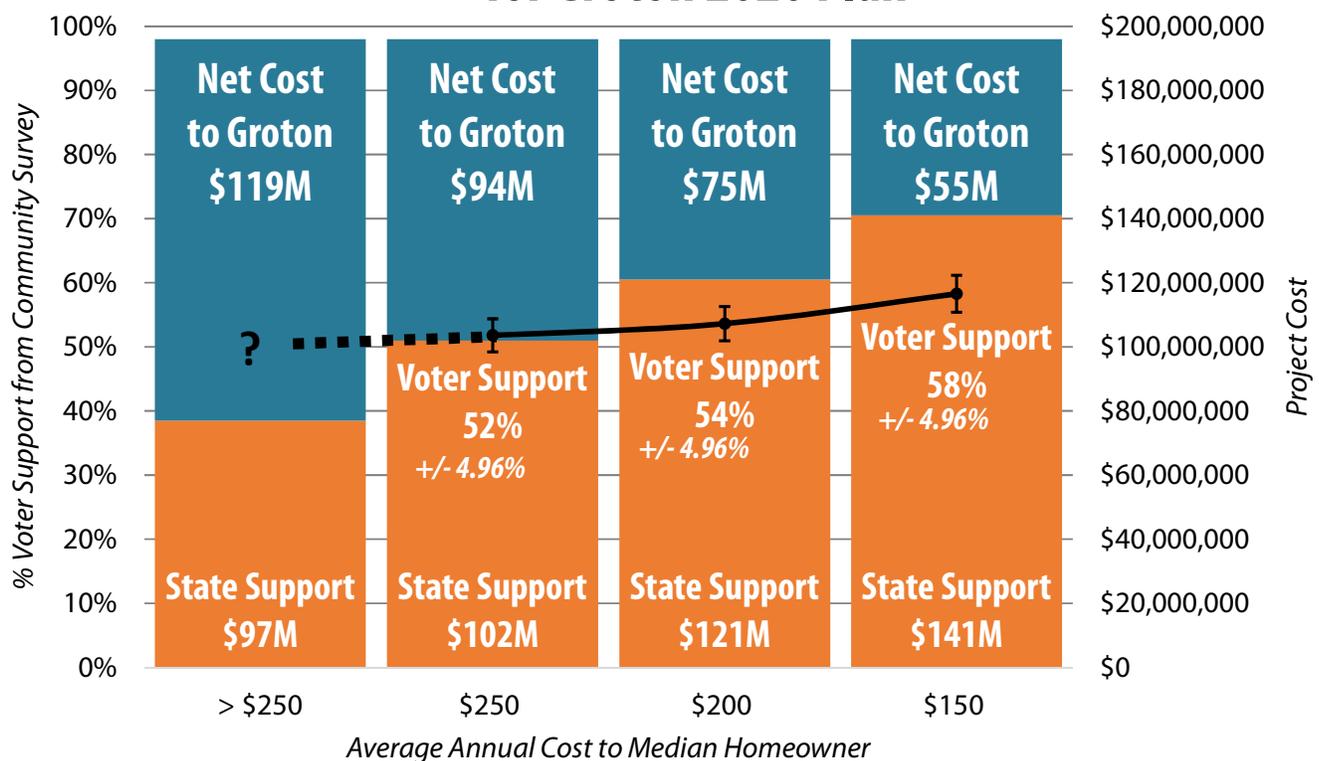
In order to increase the likelihood of passing a school construction

referendum, the Town of Groton sought an act of special legislation above and beyond the traditional level of school construction grant reimbursement in order to bridge this affordability gap for residents.

The requested grant was for \$141 million for the Groton 2020 Plan. This would have brought Groton's share to \$55 million, an average of about \$152 per year to median homeowner (\$88 per \$100,000 of assessed value) over the life of the bond.

The request for special legislation did not go forward for this year's legislative session due to reasons external to Groton. The Groton SFITF is now moving forward with a revised building plan that aims to renovate two buildings like new rather than building new facilities. This revised plan has an estimated project cost of \$184.4 million with a net cost to Groton of \$84 million. The estimated tax impact will be about \$235 per year to median homeowners (\$136 per \$100,000 of assessed value) over the life of the bond if the project passes a public referendum.

Net Project Cost, Tax Impact, and Community Support for Groton 2020 Plan



Sources: Town of Groton Pro Forma Debt & Mill Rate Impact, IBIC
Groton School Facility Initiative Task Force Community Survey, CRPP

CONCLUSION

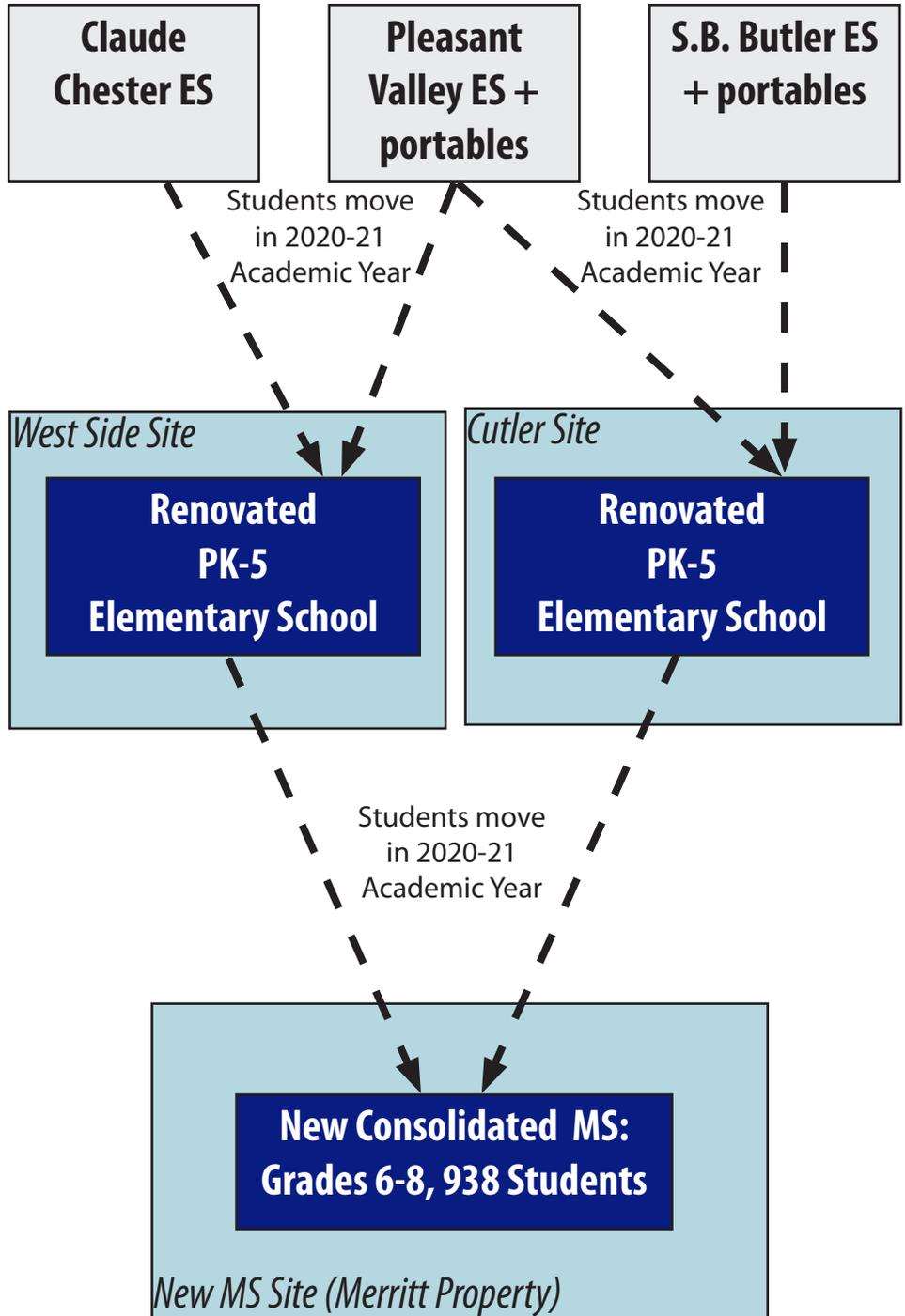
On May 18, 2016, the Council of the Whole voted on a resolution to move the Groton 2020 Plan forward to referendum in November 2016.

The recommendations of the revised Groton 2020 Plan were presented to the Town Council on May 18, 2016. The recommendations called for a \$184.4 million school construction project that retires Claude Chester, Pleasant Valley, and S.B. Butler Elementary schools; builds a 169,000-square-foot middle school adjacent to Fitch High School; and repurposes the middle school sites as 83,400-square-foot, 600-student Pre-k to 5 magnet schools.

Under the proposed special legislation, the Groton 2020 Plan will cost the taxpayers of Groton roughly \$84 million. Detailed opinions of probable cost can be found in Appendix E. Groton plans to submit school construction grant application for each of the three projects for June 2016. A referendum is planned for November 2016.

Groton 2020 Plan

Disposition of existing ES sites is not included in Groton 2020 Plan



ACKNOWLEDGEMENTS

SCHOOL FACILITIES INITIATIVE TASK FORCE

Andrea Ackerman (Board of Education)
Jean Claude Ambroise (RTM)
Robert Beaulieu Jr. (Teacher)
Holly Bresnahan (Citizen at Large)
Jane Dauphinais (Town Council Representative)
Joe de la Cruz (Town Council)
Enrico DeMatto (Permanent School Building Committee)
Marc Denno (Citizen at Large)
Michael Doyle (Citizen at Large)
Katrina Fitzgerald (Board of Education)
Wes Greenleaf (Citizen at Large)
Jon Heller (Citizen at Large, Chair)
Craig Koehler (Citizen at Large)
Jackie Massett (Citizen at Large)
Heather Somers (Citizen at Large, City of Groton)
Kevin Trejo (Citizen at Large)
Lenny Winkler (Citizen at Large)
Hal Zod (Planning Commission)

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Rick Norris, Project/Program Manager - Planning & Development

TECHNICAL ASSISTANCE



Dr. Tom Jakubaitis

APPENDICES

APPENDIX A: GROTON SCHOOL DISTRICT COMPREHENSIVE SCHOOL ENROLLMENT STUDY

APPENDIX B: EDUCATIONAL SPECIFICATIONS

B1: CUTLER ELEMENTARY SCHOOL

B2: WEST SIDE ELEMENTARY SCHOOL

B3: MIDDLE SCHOOL

APPENDIX C: FREQUENTLY ASKED QUESTIONS

APPENDIX D: GROTON SFITF COMMUNITY SURVEY

APPENDIX E: GROTON SFITF OPINIONS OF PROBABLE COSTS