



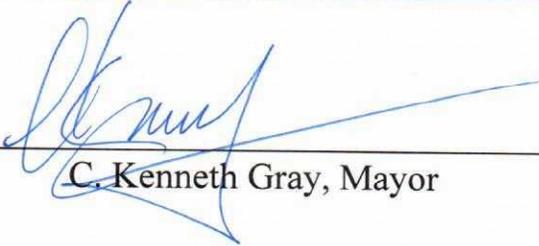
CITY OF AMESBURY  
IN THE YEAR TWO THOUSAND SEVENTEEN

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CITY CLERK

SPONSORED BY:

  
C. Kenneth Gray, Mayor

**BILL No. 2017-009**

**An Order** to Appropriate \$900,000 for the Purposes of Conducting a Feasibility Study/Schematic Design Relative to Potential Improvements to Amesbury Elementary School.

**Summary:** Amesbury Elementary School (AES) was invited into the Massachusetts School Building Authority (MSBA) pipeline in 2016. In order for the City and the District to identify the best possible options for improvements to AES, the MSBA requires the City to conduct a Feasibility Study/Schematic Design that explores any such options extensively and provides the City and the District with detailed concepts from which to choose. MSBA requires that the funding for said study be appropriated by the end of Fiscal Year 2017.

**Be it Ordered by the City Council of the City of Amesbury assembled, and by the authority of the same as follows:**

That the City Council hereby appropriates the amount of Nine Hundred Thousand (\$900,000) Dollars for the purpose of paying costs associated with the execution of a Feasibility Study/Schematic Design relative to potential improvements to Amesbury Elementary School, located at 20 South Hampton Road, including the payment of all costs incidental or related thereto, and for which the City may be eligible for a grant from the Massachusetts School Building Authority ("MSBA"), said amount to be expended under the direction of the School Building Committee. To meet this appropriation, the Treasurer, with the approval of the Mayor, is authorized to borrow said amount under and pursuant to M.G.L. Chapter 44, or pursuant to any other enabling authority. The City acknowledges that the MSBA's grant program is a non-entitlement, discretionary program based on need, as determined by the MSBA, and any costs the City incurs in excess of any grant approved by and received from the MSBA shall be the sole responsibility of the City, and further provided that the amount of borrowing authorized pursuant to this vote shall be reduced by any grant amount set forth in the Feasibility Study Agreement that may be executed between the City and the MSBA. Any premium received by the City upon the sale of any bonds or notes approved by this vote, less any such premium applied to the payment of the costs of issuance of such bonds or notes, may be applied to the payment of costs approved by this vote in accordance with Chapter 44, Section 20 of the General Laws, thereby reducing the amount authorized to be borrowed to pay such costs by a like amount.

**Evan Kenney**

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**From:** Sarah Blache  
**Sent:** Monday, August 08, 2016 2:17 PM  
**To:** 'mayorgray@amesburyma.gov'  
**Cc:** 'reeseg@amesburyma.gov'; Kathryn DeCristofaro; Joseph Farrell  
**Subject:** RE: MSBA/Amesbury Elementary School Eligibility Period  
**Attachments:** City, Town- FS Vote Language.doc

Good Afternoon Mayor Gray,

Thank you again for your time during this morning's conference call. Per our discussion, I have included information below that relates to recent District appropriation amounts for Feasibility Study and Schematic Design. We believe conversations with certain Superintendents will help inform your targeted appropriation for the Amesbury Elementary School project. Additionally, I have reattached the template vote language for your future use.

District	Appropriation	2015-2016 Enrollment	Grade Configuration	Superintendent
Bourne	\$750,000	330	K-4	Steven Lamarche
Millis	\$1,000,000	528	PK-4	Nancy Gustafson
Ipswich	\$945,000	412	PK-5	William Hart
Hanover	\$500,000	243	3-4	Matthew Ferron
Carver	\$410,000	801	PK-5	Elizabeth Sorrell
Needham	\$650,000	465	K-5	Daniel Gutekanst
Hopkinton	\$600,000	446	K-1	Cathy MacLeod
Granby	\$800,000	213	PK-3	Judith Houle
Dedham	\$600,000	294	PK-K	Michael Welch
Woburn	\$875,000	181	K-5	Mark Donovan
New Bedford	\$750,000	224	1-5	Pia Durkin
Swampscott	\$500,000	285	K-4	Pamela Angelakis
Northborough	\$500,000	273	K-5	Christine Johnson

We look forward to receiving the originally signed hard copy of the Initial Compliance Certification by September 2<sup>nd</sup>, as well as the template vote language at your earliest convenience.

Your continued assistance is appreciated. Should you have any questions in the interim, please do not hesitate to let me know.

Thank you,  
Sarah

---

**From:** Sarah Blache

**Sent:** Tuesday, July 26, 2016 11:01 AM

**To:** 'mayorgray@amesburyma.gov'

**Cc:** 'councillorscorzoni@amesburyma.gov'; 'premoa@amesburyma.gov'; 'SC.LaValley@amesburyma.gov';

'reeseg@amesburyma.gov'; 'joy@amesburyma.gov'; 'kenneye@amesburyma.gov'; Kathryn DeCristofaro; Joseph Farrell

**Subject:** MSBA/Amesbury Elementary School Eligibility Period

**Importance:** High

Good morning, Mayor Gray:

On July 20, 2016, the Board of the Massachusetts School Building Authority (the "MSBA") voted to authorize the City of Amesbury (the "District") into Eligibility Period. The 270-day Eligibility Period formalizes and streamlines the beginning of the MSBA's grant approval process and benefits the District by providing a definitive schedule for the completion of preliminary requirements, assisting with the determination of financial and community readiness, and identifying needs for planning and budgeting. Successful completion of all activities in the Eligibility Period will allow the District to be eligible for an MSBA invitation to Feasibility Study.

Per our conversation, I will be the Project Coordinator for this project, and any questions or comments can be directed to me.

Attached to this email please find:

- The School Building Committee form, which must be filled out by the District and reviewed/approved by the MSBA (please mail an original on District letterhead). The SBC is due to the MSBA **no later than October 3, 2016**;
- The Eligibility Period System Access Form. The Eligibility Period Access Form gains users access to both the Enrollment and Maintenance and Capital Planning (the "MCP") online forms. For each user for whom you request access, please indicate whether the designated user will need to have access to *edit* (i.e. input data) or *read only*. Please sign the form and return it to Katie DeCristofaro  
in order to be authorized to use the MSBA Enrollment Questionnaire/On-Line Projection and Maintenance and Capital Planning online form.
- Upon completion of the online Enrollment information **by November 1 2016**, the MSBA will review the data in conjunction with the enrollment projection, recommend a design enrollment and invite the District to meet in our Boston office or participate in a conference call to discuss unique local conditions, listen to any concerns the District may have, as well as determine if additional information needs to be considered as part of the enrollment forecast. Enrollment must be finalized, including a signed enrollment certification, **no later than January 30, 2017**.
- The District will need to submit the current routine and capital maintenance plan for your facilities. The MSBA is requesting that every District invited into the MSBA's Eligibility Period submit this information using the MSBA's online Maintenance and Capital Planning form to facilitate the MSBA's evaluation of District maintenance and capital planning practices. More information regarding the MSBA's focus on and evaluation of maintenance and capital planning can be found on the MSBA website at [http://www.massschoolbuildings.org/building/prerequisites/maintenance\\_cap\\_planning](http://www.massschoolbuildings.org/building/prerequisites/maintenance_cap_planning). Please contact

Gianpiero Tirella at 617-720-4466

if you have any questions about using the MCP system. The MCP information must be submitted **no later than January 30, 2017**;

- The Feasibility Study Vote Bulletin for Cities and Towns/ Regional School Districts in Word format for the District to use as a model when crafting their vote language. Upon completion, the District will send me a draft version of their language in Word format for the MSBA to review and approve. After the vote has been taken, the District will submit a certified copy of the vote(s) taken for MSBA records. The appropriation for Feasibility Study funds **must be completed by June 1, 2017**.

All documents, unless otherwise noted, will be submitted to me by the indicated deadline above.

As a reminder, the Educational Profile Questionnaire and Initial Compliance Certification, two of the Eligibility Period requirements, were sent to the District previously. If you would like me to resend either or both of these documents, please let me know and I'll be happy to resend.

I would like the opportunity to discuss this information in greater detail with you/ a member of your staff and at least one other District official who is knowledgeable in the financial capabilities of the District, as well as answer any questions you may have as it relates to the Eligibility Period requirements described above. **Please provide me with three days and times in which you can be available to have this phone call and I will schedule accordingly.**

Thank you,

**Sarah Blache-Schwartz**

Senior Project Coordinator

Massachusetts School Building Authority

40 Broad Street; Suite 500

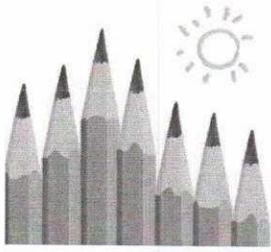
Boston, MA 02109

[www.massschoolbuildings.org](http://www.massschoolbuildings.org)

p. 617-720-4466

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This email was Virus checked by The City of Amesbury.  
<http://www.sophos.com>



**Massachusetts School Building Authority**

*Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities*

**Module 3**  
**Feasibility Study**

January 2015

## INTRODUCTION

### **Module 3 – Feasibility Study:**

If the District has completed all tasks defined in Module 1 – Eligibility Period and Module 2 – Forming the Project Team, the District may now proceed with the Feasibility Study as outlined in this Module. Module 3 – Feasibility Study is one of eight MSBA modules intended to provide a guide to the procedures and approvals needed to work collaboratively with the MSBA. (The Program Overview and listing of eight modules is provided in Appendix 3A for reference.)

### **Welcome to Module 3 – Feasibility Study**

During the Feasibility Study, the District and its team collaborate with the MSBA to generate an initial space summary based on the District's educational program, document existing conditions, establish design parameters, develop and evaluate preliminary and final alternatives, and recommend the most cost effective and educationally appropriate solution to the MSBA Board of Directors. The MSBA Board of Directors must approve the preferred solution for a project before the preferred solution may advance into schematic design. See this Module for additional detail.

*Module 3 has been provided as a general guide for Districts and their teams to plan their work in a collaborative effort in accordance with the MSBA's procedures and requirements. This Module is not intended to replace and/or supersede the services required by the OPM and/or Designer contracts. The Designer and OPM each shall be solely responsible for performing the services required by its contract with the District, respectively, and nothing in this Module shall be construed as relieving the Designer or OPM from its duties and responsibilities.*

### **Feasibility Study Participants should include, at a minimum, the following:**

- **The School Building Committee**, as submitted by the District and approved by the MSBA in its School Building Committee Approval form, as well as elected officials and other District representatives, as deemed necessary by the District to show the educational and financial support of the city/town/regional school district for the preferred solution.
- **The Owner's Project Manager, ("OPM")** as submitted by the District and approved by the MSBA in accordance with MSBA regulations and policies.
- **The Designer** as selected locally by the District and approved by the MSBA for projects estimated to cost less than \$5 million or as selected through the MSBA's Designer Selection Panel for projects estimated to cost more than \$5 million.
- **The MSBA**, through the assigned MSBA Project Manager and Project Coordinator.

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**Feasibility Study Submittal Procedures**

All documents and materials submitted to the MSBA during the course of the Feasibility Study must be transmitted by the Owner's Project Manager ("OPM"). The OPM is required to compile and coordinate all submittals prior to delivery to the MSBA. This includes those items required to be provided by the OPM, as well as those of the Designer and the District.

For each submittal to the MSBA, the Designer and District must submit the required materials to the OPM. The OPM shall compile the submittal with the items indicated in the Designer and OPM Contracts, confirm that the District's School Building Committee has officially approved the submittal and verify its completeness and conformity to MSBA requirements. The OPM shall then forward this submittal to the assigned MSBA Project coordinator under a separate cover letter signed by the OPM, including a certification from the OPM that the OPM has reviewed and coordinated the materials, and the submittal is complete, and a confirmation that the District has approved the materials for submission to the MSBA, in accordance with the OPM Contract which requires the OPM to assist the Owner in the preparation of all information, material, documentation and reports that may be required or requested by the Authority.

Preliminary Design Program – Submit one (1) binder with a hard-copy of materials including one (1) electronic file in PDF format.

Preferred Schematic Report – Submit one (1) binder of materials per this Module including conceptual floor plans not exceeding 18" x 24", and one (1) electronic file in PDF format.

Incomplete submittals or submittals not reviewed by the OPM will not be accepted. Partial submittals will not be accepted without prior approval by the MSBA.

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### 3.0 Feasibility Study

After all tasks defined in Module 1 – Eligibility Period and Module 2 – Forming the Team have been completed by the District and acknowledged by the MSBA, a District may proceed with the Feasibility Study. Please remember that an invitation from the MSBA’s Board of Directors to collaborate on a Feasibility Study is *not* approval of a project. The purpose of the Feasibility Study is for the District, its Owner’s Project Manager (“OPM”) (for projects with estimated construction costs in excess of \$1.5 million), its Designer, and the MSBA to explore potential solutions that meet the requirements of the District’s Educational Program, and to determine the most cost effective and educationally appropriate solution to recommend to the MSBA Board of Directors for its consideration and approval to proceed into schematic design. Moving forward in the MSBA’s process requires collaboration with the MSBA, and communities that “get ahead” of the MSBA without MSBA approval will not be eligible for grant funding. To qualify for any funding from the MSBA, local communities must follow the MSBA’s statute and regulations, which require MSBA collaboration and approval at each step of the process.

Due to the variety and nature of proposed appropriate solutions (e.g., non-construction alternatives such as redistricting, grade reconfigurations, repairs to a single building system, renovations to the entire facility, an addition, or a new school ), each Feasibility Study will vary slightly as to the specific requirements, scope, cost and schedule. The particular requirements, scope, cost and schedule of a Feasibility Study will be outlined in the Feasibility Study Agreement between the District and the MSBA. The requirements may be based on many factors including the MSBA’s review and evaluation of any previous studies as well as any meetings and discussions between the District and the MSBA.

In order to ascertain MSBA input and approval throughout the Feasibility Study process, the District is required to secure MSBA concurrence and/or approval of each of the following study reports before finalizing and submitting the next report:

- Preliminary Design Program
- Preferred Schematic Report

The OPM shall prepare and provide a work plan to the Owner and Authority within twenty-one (21) days of Design Contract execution.

#### 3.1 Preliminary Design Program

The purpose of the Preliminary Design Program is to define the programmatic, functional, spatial, and environmental requirements of the educational facility necessary to meet the District’s educational program, and perform the review and investigation required to clearly define the existing building deficiencies. Based upon a review of the District’s educational program, the Designer will identify and prepare in written and graphic form for review, clarification, and agreement regarding the educational goals and programmatic space needs for the subject school. The space needs along with an evaluation of existing conditions and site development requirements will form the basis of the Designer’s recommendation for an evaluation of alternatives upon which the most educationally appropriate and cost effective solution may be recommended.

The Preliminary Design Program shall be provided in the form of a binder with the following clearly labeled tabs:

- Table of Contents
- Introduction
- Educational Program
- Initial Space Summary
- Evaluation of Existing Conditions
- Site Development Requirements
- Preliminary Evaluation of Alternatives
- Local Actions and Approval Certification
- Appendices

### **3.1.1 Introduction**

The Introduction shall present a brief overview of the reason for the Feasibility Study, a list of all project participants, an outline of key data that informs the basis of the Study, and a summary of the process undertaken to examine, analyze, and conclude upon the findings of this Preliminary Design Program. The following shall be included:

- A brief summary of the facility deficiencies identified by the District in the Statement of Interest (SOI) at the time when the SOI was submitted. Include a copy of the most recent associated SOI in the Appendix of the submittal;
- The date of the invitation from the MSBA Board of Directors to conduct a Feasibility Study. Include a copy of the MSBA Board Action letter in the Appendix of the submittal;
- The agreed-upon design enrollment. (If the enrollment certification included multiple enrollments, then include the conditions associated with each enrollment). Include a copy of the executed study or design enrollment certification, as applicable, in the Appendix of the submittal;
- A brief narrative summary of the Capital Budget Statement indicating local available funding capacity, other ongoing and planned municipal projects, estimated budgets, and the target budget for the proposed project; The overall goal of the Capital Budget Statement is to document the total change in operational costs that the District expects as a result of the proposed project.
- A project directory with contact information for representatives of all District stakeholders (e.g., Mayor/Board of Selectmen, Superintendent, School Building Committee, School Committee, Local officials, and others involved in the project), Designer (point of contact and key support staff and sub-consultants) and OPM (and key support staff);
- Updated project schedule, including: 1) projected MSBA Board of Directors meeting for approval to proceed into Schematic Design, 2) projected MSBA Board of Directors meeting for approval of Project Scope and Budget Agreement, and 3) projected Town/City Vote for Project Scope and Budget Agreement. Identify any variances from the schedule outlined in the District's Feasibility Study Agreement with the MSBA. The Board of Directors meeting deadlines for submissions schedule is posted on the MSBA website and should be consulted

when developing the project schedule. A sample Project Schedule that includes major project milestones has been provided for reference in Appendix 3B.

### **3.1.2 Educational Program**

The District will work with the Designer to document the existing educational program offered by the District and to define the proposed educational activities. The Preliminary Design Program must include documentation of the District's existing educational program, and new or expanded educational specifications if applicable. While developing the Educational Program, the District and the Designer should review the Educational Profile Questionnaire that was completed by the District during Eligibility Period. The Preliminary Design Program must include the process of collaboration, outcomes, and documentation of support among the stakeholders.

The Educational Program shall include a statement of the teaching philosophy and methods; a thorough, in-depth explanation of the District's curriculum goals; and, objectives of the program elements associated with the subject facility. Through the use of narratives, figures, and charts, the Educational Program shall describe and include, but not necessarily be limited to, the following as it relates to the current program, facility needs and proposed design features:

- Grade and school configuration policies;
- Class size policies;
- School scheduling method;
- Teaching methodology and structure (e.g., academies, departments, houses, teams, etc.);
- Teacher planning and room assignment policies;
- Pre-kindergarten (SPED only, tuition programs, locations, full day, half day, if applicable);
- Kindergarten (full day, half day, locations, if applicable);
- Lunch programs (number of servings, district kitchen, full service kitchens, warming kitchens, etc.);
- Technology instruction policies and program requirements (labs, in-classroom, media center, required infrastructure, etc.);
- Art programs (in-classroom, specialized area);
- Music/Performing Arts programs (in-classroom, specialized area);
- Physical Education programs;
- Special Education programs (in-house, collaborative, facility restrictions);
- Vocational Education programs;
- Transportation policies;
- Functional and spatial relationships;
- Key programmatic adjacencies; and
- Security and visual access requirements.

### **3.1.3 Initial Space Summary**

Based upon the District's Educational Program as described above and the agreed-upon enrollment, the District, working with its Designer, must complete the Initial Space Summary to identify the educational spaces the District believes are needed to deliver its

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educational program. Once agreed upon by the MSBA, this Initial Space Summary will help inform the development of alternatives to be studied, upon which the most educationally appropriate and cost effective solution may be recommended.

The Initial Space Summary must be based on the agreed-upon design enrollment, supported by the District's Educational Program and must include the following:

- An itemization of each existing educational space;
- The total gross square footage of the existing facility;
- An itemization of each proposed educational space; and
- A total gross square footage for the proposed renovated/added-to/new facility.

MSBA regulations, 963 CMR 2.00, establish allowable gross square footage per student for different types of school facilities of varying scale. To assist Districts and their design teams in developing proposed Initial Space Summaries, the MSBA has created space summary templates (in Excel format), one each for elementary, K-8, middle, and high schools. Each template includes three separate columns as follows:

- The first column documents existing conditions;
- The second column documents proposed spaces subdivided by existing spaces proposed to remain, new spaces, and total; and
- The third column is the MSBA's guidelines. Other than inserting the agreed upon enrollment at the bottom, this column is not to be altered.

Refer to Appendix 3C Space Summary Templates for additional information.

As an attachment to the Initial Space Summary, Districts must provide scaled floor plans of the existing facility and narrative descriptions of the reasons for any variance between the District's proposed program/educational spaces and the MSBA guidelines for each category of spaces. Districts and their teams should consider the following when completing the Initial Space Summary:

- The initial space summary does not have to differentiate between existing spaces to remain and new spaces when generating the proposed program;
- The values for allowable spaces within the MSBA Guidelines column must not be adjusted as this will prevent a clear understanding of how the proposed program compares to the guidelines and potential limitations on MSBA participation. If this column is adjusted or edited, the proposed Initial Space Summary will be returned, without MSBA review comments, for correction and resubmission;
- The spreadsheet may be expanded by adding rows within the appropriate category to include entries for existing programs and spaces as needed to accurately describe existing educational spaces;
- Categories of space or room type not included in the initial space summary template (e.g., ROTC, computer lab, etc.) should be listed under the "Other" category; and
- If the MSBA and the District agree that more than one design enrollment is to be considered (i.e., proposed grade reconfigurations or redistricting) as part of the Feasibility Study, a separate Initial Space Summary must be generated for each potential enrollment.

### 3.1.4 Evaluation of Existing Conditions

The Designer will analyze existing conditions of all buildings that comprise the school, site, and environment. The Designer will assemble sufficient information on the problems and opportunities with the existing school building(s) and site, so that any major implications for future requirements and design can be accurately judged. This information is required to be of a level sufficient enough to assist in the development of the preliminary alternatives to be evaluated and must include, at a minimum, an outline of the potential scope, budget, and schedule impacts. The information should include the following:

- Determination that the District has legal title to the property, or alternatively, the required actions necessary to obtain clear title or to control, in accordance with the provisions of 963 CMR 2.05(1), and operate the Assisted Facility and Project Site for the useful life of the Assisted Facility;
- Determination that the property is available for development;
- Determination of any historic registrations and/or potential local and/or state interest/requirements regarding historic preservation or infill construction within a historic district and the associated potential impact on scope and time;
- Determination of any development restrictions that may apply;
- Initial Evaluation of building code compliance for the existing facility;
- Initial Evaluation of Architectural Access Board Rules and Regulations and their application to a potential project;
- Preliminary Evaluation of significant structural, environmental, geotechnical or other physical conditions that may impact the cost and evaluation of alternatives;
- Determination for need and schedule for soils exploration and geotechnical evaluation;
- Environmental site assessments consisting of, at a minimum, a Phase I: Initial Site Investigation conforming to 310 CMR 40.00, et seq. performed by a licensed site professional. (Results of the Phase I investigation may require additional environmental testing); and
- Assessment of the school for the presence of any hazardous materials including, but not necessarily limited to, lead, lead paint, PCBs, mercury, radon, mold and asbestos. Destructive testing may be required where hazardous materials potentially exist behind and within existing construction.

The District will furnish the Designer with all available studies, drawings, surveys, photographs and subsoil exploration reports of the proposed project's existing buildings (if any) and the site or sites.

The Designer shall include in the Preliminary Design Program Report a clear, written statement of the methods and assumptions of, and limitations on the accuracy of, any information provided. The Designer shall recommend during the course of the Feasibility Study what further investigatory work should be carried out prior to recommending an option as the Preferred Solution and what work should be carried out prior to submittal of the Schematic Design.

### **3.1.5 Site Development Requirements**

In narrative form, the Designer shall describe in general terms project requirements related to site development to be considered during the preliminary and final evaluation of alternatives and submit an existing site plan(s) including, but not limited to:

- Structures and fences;
- Site access and circulation;
- Parking and paving;
- Code requirements;
- Zoning setbacks and limitations;
- Accessibility requirements;
- Easements;
- Wetlands and/or flood restrictions;
- Emergency vehicle access;
- Safety and security requirements;
- Utilities;
- Athletic fields and outdoor educational spaces; and
- Site orientation and other location considerations and issues.

### **3.1.6 Preliminary Evaluation of Alternatives**

Based upon the Educational Program, Initial Space Summary, evaluation of existing conditions, and site development requirements, the District, working with its Designer, shall perform a preliminary evaluation of alternatives. To ensure that the Feasibility Study determines the most cost effective and educationally appropriate solution that can be supported by the community and the MSBA Board of Directors, it is imperative that the preliminary evaluation of alternatives is sufficiently comprehensive in scope to initially consider all possible solutions. Each alternative should satisfy significant components of the Educational Program, Standards, Policies and Guidelines of the MSBA to the extent feasible, unless specifically authorized in writing by the MSBA.

The Preliminary Evaluation of Alternatives should include at least the following:

- Analysis of school district student school assignment practices and available space in other schools in the district;
- Tuition agreements with adjacent school districts (per MGL c.70B §8);
- Rental or acquisition of existing buildings that could be made available for school use (per MGL c.70B §8);
- Code Upgrade Option that includes repair of systems and/or scope required for purposes of code compliance; with no modification of existing spaces or their function (Please note that the MSBA would support a Code Upgrade Option that fulfilled the significant components identified by the district in its Statement of Interest and was reported to support delivery of the district's educational program);
- Renovation(s) and/or addition(s) of varying degrees to the existing building(s); and
- Construction of new building and the evaluation of potential locations.

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The Preliminary Evaluation of Alternatives shall include for each alternative: a description of the alternative; an examination of the degree to which the alternative fulfills and does not fulfill the stated Educational Program requirements; a description of the variation in spaces identified in the Initial Space Summary; how it addresses site and facility goals and objectives; an assessment of the impact of construction phasing; and estimated preliminary construction and project costs. The level of detail provided for each alternative and the associated conceptual cost estimates must be suitable for a comparative cost analyses for the various alternatives.

The results of the Preliminary Evaluation of Alternatives shall be presented in narratives, figures, and tables to clearly demonstrate to the District and the MSBA the evaluation criteria (e.g., existing space issues, the educational program, site requirements, etc.), how each alternative did or did not address the criteria, the advantages and disadvantages of each alternative, and the comparative cost analyses.

The Preliminary Evaluation of Alternatives shall conclude with a list of at least three distinct alternatives (including at least one renovation and/or addition option that maximizes use of the existing facility) that are recommended for further development and evaluation during the Final Evaluation of Alternatives. Alternatives shall retain the same title and designation between PDP, PSR, and SD submittal, therefore maintaining clarity in the documentation.

If the Preliminary Design Program does not include conceptual cost estimates or a list of at least three district alternatives that are being recommended for further development the MSBA will consider the submittal incomplete and will withhold MSBA review comments until submitted.

### **3.1.7 Local Actions and Approvals**

The Preliminary Design Program, as with other submittals to the MSBA, must be reviewed and approved locally for submittal to the MSBA, in accordance with the state open meeting law and any other local requirements. Public participation and local approval procedures and practices may vary by community and by project. Districts are encouraged to consult with their local counsel to ensure that all applicable requirements are satisfied. The District must document local approval of the Preliminary Design Program and its submittal to the MSBA. The MSBA requires Districts to provide a certified copy of Minutes of the School Building Committee ("SBC") meeting(s) where the Feasibility Study related submittals were approved for submittal to the MSBA. The Minutes must include the specific language of the vote and the results of the vote, stating the number of SBC members who voted in favor of submittal to the MSBA, the number opposed, and the number of abstentions, if any.

The District also must list the relevant SBC meeting dates; provide copies of the agendas of such meetings; briefly describe the materials presented, if applicable; list the names and affiliations of specific stakeholders in attendance (e.g., representatives of the local historic commission, school committee members beyond those in the SBC, local community group representatives, etc.); and, list what materials are available for public review and where those materials may be viewed. The MSBA also requires Districts to

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provide similar information for public meetings and presentations conducted in connection with the proposed project, in addition to SBC meetings.

Refer to Appendix 3D Local Actions and Approvals Certification Template for additional information. A signed Local Actions and Approvals Certification on District letterhead is required for MSBA staff to provide review comments regarding the District's Preliminary Design Program or to consider inviting the District to present its proposed project to the MSBA Facilities Assessment Subcommittee.

### **3.2 MSBA Review of Preliminary Design Program**

After a District has submitted a complete Preliminary Design Program that meets the requirements set forth above, the MSBA will review the Program to determine if it concurs with the Initial Space Summary, the preliminary evaluation of alternatives and if it accepts the District's recommendation of proposed preliminary alternatives to be further studied as part of the Final Evaluation of Alternatives.

#### Initial Space Summary:

The MSBA will provide a written response that: provides the MSBA's evaluation of the extent to which the initial space summary conforms to the MSBA guidelines and regulations; states the approval status of the proposed initial space summary; and, if applicable, lists the specific conditions that the MSBA will be monitoring as the Statement of Interest moves forward in the grant process.

The MSBA is committed to working with Districts to determine the most cost effective and educationally appropriate solution to meet their specific needs. To this end, the MSBA is willing to work with a District to better understand its Educational Program and any unique needs the District may have. As part of the Preliminary Design Program, the District should supply a sufficient description and substantiation of the educational program needs in order for the MSBA to consider variations to MSBA guidelines that are reasonable, required to deliver the educational curriculum and are likely to be financially supported by the community. To bolster the likelihood of success, foster a clear understanding of the MSBA's willingness to financially participate and define the conditions upon which alternatives will be developed, it is essential that the MSBA and the District reach agreement on the initial space summary. Therefore, MSBA approval of the initial space summary, or potentially a conditional approval, is required for the MSBA to continue working with the District on the Preferred Schematic Report. The MSBA may issue a conditional approval of the initial space summary solely for the purposes of evaluating the preliminary and final alternatives. The final approval of the space summary and the agreed upon square footages will be determined upon submission of the Preferred Schematic Report.

#### Preliminary Evaluation of Alternatives:

The MSBA will review the District's Preliminary Evaluation of Alternatives to determine if it is sufficiently comprehensive in scope to initially consider all appropriate solutions that could be supported by the community and the MSBA Board of Directors for a continued, more comprehensive, investigation during the Final Evaluation of Alternatives in the Preferred Schematic Report. The District and the MSBA must agree that the Preliminary Evaluation of Alternatives is sufficiently comprehensive and represents a scope of work that is mutually agreeable to both the MSBA and the District to continue working on the

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Preferred Schematic Report. The MSBA review of the Preliminary Evaluation of Alternatives may or may not result in consideration of additional and/or refined alternatives.

Once the MSBA has accepted the Preliminary Design Program, the District and its Designer should proceed with the final evaluation of the proposed alternatives.

### **3.3 Preferred Schematic Report**

The purpose of the Preferred Schematic Report is to summarize the process and conclusions of the Preliminary and Final Evaluation of Alternatives and substantiate and document the District's selection and recommendation of a preferred solution. The Report should address all concerns and questions raised by the MSBA during its review of the Preliminary Design Program and clearly identify any changes incorporated by the District based on further evaluations and considerations.

The District, through its OPM, must submit the Preferred Schematic Report by the deadline established by the MSBA for a proposed Board action. This schedule is posted on the MSBA website and should have been incorporated as part of the updated schedule required in part 3.1.1 of the Preliminary Design Program.

The Preferred Schematic Report shall be provided in the form of a binder with the following clearly labeled tabs:

- Table of Contents;
- Introduction;
- Evaluation of Existing Conditions;
- Final Evaluation of Alternatives;
- Preferred Solution; and
- Local Actions and Approval Certification

The Preferred Schematic Report shall also be provided as an electronic file in PDF format. Conceptual Floor Plans and Existing Conditions Plans may be provided in half-sized (18" x 24") drawings for legibility when necessary.

#### **3.3.1 Introduction**

The Introduction shall summarize the process and conclusions of this Preferred Schematic Report and shall include:

- Overview of the process undertaken since submittal of the Preliminary Design Program that concludes with submittal of the Preferred Schematic Report, including any new information and changes to previously submitted information;
- Summary of updated project schedule including: 1) projected MSBA Board of Directors Meeting for approval of Project Scope and Budget Agreement, 2) projected Town/City vote for Project Scope and Budget Agreement, 3) anticipated start of construction, and 4) target move in date;
- Summary of the final evaluation of existing conditions;
- Summary of the final evaluation of alternatives;

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- Summary of the District's preferred solution; and
- A copy of the MSBA Preliminary Design Program review and corresponding District response.

### **3.3.2 Evaluation of Existing Conditions**

Refer to the Preliminary Design Program and describe in narratives and graphic form any changes resulting from additional evaluation or new information that informs the evaluation of the existing conditions and its impact on the final evaluation of alternatives. If the changes are substantive, provide an updated Evaluation of Existing Conditions and identify as final. Identify additional testing that is recommended during futures phases of the proposed project and indicate when the investigations and analysis will be completed.

### **3.3.3 Final Evaluation of Alternatives**

The Final Evaluation shall include at least three potential alternatives. Unless specifically approved in writing by the MSBA, at least one of the three potential alternatives shall be renovation and/or addition to existing building(s) that maximizes use of the existing facility. Include the following for each alternative where appropriate:

- Provide an analysis of each prospective site including natural site limitations, building footprint(s), athletic fields, parking areas and drives, bus and parent drop-off areas, site access, and surrounding site features;
- Evaluation of the potential impact that construction of each option will have on students and measures required or recommended to mitigate impact, including, but not necessarily limited to, provision of temporary facilities, relocation requirements, phased construction, off-hour construction, etc.;
- Conceptual architectural and site drawings as required conveying a successful organization of spaces that will satisfy the spatial and organizational requirements of the Educational Program;
- An outline of the major building structural systems that are proposed for each alternative;
- The source, capacities, and method of obtaining all utilities. For additions and renovations, evaluate the impact on existing utilities;
- A narrative of the major building systems including plumbing, HVAC, electrical (including proposed information technology and/or multi-media systems) with estimated mechanical and electrical loads including applicable heating, cooling, domestic hot water and electrical block loads;
- A proposed total project budget and a construction cost estimate using the Unifomat II Elemental Classification format (to as much detail as the drawings and descriptions permit, but no less than Level 2);
- Permitting requirements including the estimated time to acquire each of the required permits; and
- Proposed project design and construction schedule including consideration of phasing of the proposed project.

The Final Evaluation of Alternatives shall be presented in detailed narratives and tables as appropriate to present clearly how and to what degree each alternative addresses each evaluation criteria and shall include a cost comparison table in the format presented below. This excel file will be provided to the OPM upon request and must be presented to MSBA in the original format shown below. All construction costs shall represent marked up construction costs, and costs not directly associated with building costs shall be described as to what is included (e.g., building demolition/take down, site costs, hazardous material abatement etc.).

**Table 1 – Summary of Preliminary Design Pricing**

Option (Description)	Total Gross Square Feet	Square Feet of Renovated Space (cost*/sf)	Square Feet of New Construction (cost*/sf)	Site, Building Takedown, Haz Mat. Cost*	Estimated Total Construction** (cost*/sf)	Estimated Total Project Costs
Option 1A (Repair)	XXX sf	XXX sf \$/sf	XXX sf \$/sf	\$	\$ \$/sf	\$
Option 2A (Renovation)	XXX sf	XXX sf \$/sf	XXX sf \$/sf	\$	\$ \$/sf	\$
Option 3A (Addition/Renovation)	XXX sf	XXX sf \$/sf	XXX sf \$/sf	\$	\$ \$/sf	\$
Option 3B (Addition/Renovation)	XXX sf	XXX sf \$/sf	XXX sf \$/sf	\$	\$ \$/sf	\$
Option 4A (New)	XXX sf	XXX sf \$/sf	XXX sf \$/sf	\$	\$ \$/sf	\$
<b>Option 4B*** (New)</b>	<b>XXX sf</b>	<b>XXX sf \$/sf</b>	<b>XXX sf \$/sf</b>	<b>\$</b>	<b>\$ \$/sf</b>	<b>\$</b>

\* Marked Up Construction Costs

\*\* Does not include Construction Contingency

\*\*\* District's Preferred Solution

- Option 1 (Code Upgrade Option) Includes repair of systems and/or scope required for purposes of code compliance; with no modification of existing spaces or their function. Please note that the MSBA would support a Code Upgrade Option that fulfilled the significant components identified by the district in its Statement of Interest and was reported to support delivery of the district's educational program);
- Option 2 (Renovation) – Internal modification of spaces to conform to space guidelines and/or educational program. May include code upgrades or repairs but does not include additional occupiable area in the form of new construction to the existing building;
- Option 3 (Addition/Renovation) – Includes renovations or upgrades to the existing building and additional occupiable area in the form of new construction to the existing building; and

- Option 4 (New) – All new construction; a new building.

### 3.3.4 Preferred Solution

Describe the District's preferred solution using narrative, figures, and charts including: how the preferred solution meets the District's educational program, key educational adjacencies, programmatic spaces, conceptual floor plan(s), site plan(s), and updated project schedule.

- Educational Program
  - Provide an updated Educational Program that addresses all questions and comments included in the MSBA Preliminary Design Program review.
  - Summary of key components of the District's Educational Program and how the preferred solution fulfills the stated Educational Program requirements.
  - If the District's preferred solution is based on a grade configuration that is different than the District's existing configuration this section of the Preferred Schematic Report must include a description of the following through the use of narratives, figures, and charts:
    - Current grade configuration and key program elements;
    - Proposed grade configuration and key program elements;
    - Variances between the current and proposed grade configurations;
    - Educational benefits of changing from the current grade configuration to the proposed configuration; and
    - Transition plan including major milestones, staffing, and community outreach.

Additionally, if the District's preferred solution is based on a grade configuration that is different than the District's existing configuration or includes redistricting or the implementation of new districts, the proposed changes must be reviewed and approved locally. Public participation and local approval procedures and practices may vary by community and by project. Districts are encouraged to consult with their local counsel to ensure that all applicable requirements are satisfied.

- Preferred Solution Space Summary - Provide an updated space summary that is based on the agreed-upon enrollment, the District's Initial Space Summary, written comments provided by the MSBA as part of its review of the Preliminary Design Program, and the District's preferred solution. The Preferred Solution Space Summary must include the following:
  - An itemization of each existing educational space and the total net and gross square footage and grossing factor of the existing facility;
  - An itemization of each proposed educational space that is within existing building to remain or renovated space and the total net and gross square footage and grossing factor of the existing to remain or renovated space;
  - An itemization of each proposed educational space that is within new construction; and the total net and gross square footage and grossing factor of new construction;

- An itemization of the total proposed educational space and the total net and gross square footage and grossing factor of the proposed facility; and
- An itemization of the MSBA's guidelines and the total net and gross square footage, agreed upon student enrollment, and grossing factor. Other than inserting the agreed upon enrollment at the bottom, this column is not to be altered.
- Describe the reason for any variation between the Initial Space Summary and written comments provided by the MSBA as part of its review of the Preliminary Design Program.
- Sustainability Documents:
  - Completed sustainability scorecard from the Designer showing the attempted credits to be included in the final design; and
  - Signed letter from the Designer including the following statements:
    - "This is an acknowledgement that the \_\_\_\_\_ School District has identified a goal of \_\_\_\_% additional reimbursement from the MSBA High Efficiency Green School Program. As their Designer, I have submitted a completed \_\_\_\_\_ scorecard showing all prerequisites and \_\_\_\_ attempted points, which will meet that goal."
    - "The scope of work for this project will include the construction elements and performance tasks to achieve that goal, and all subsequent documents, including but not limited to, specifications, drawings, and cost estimates will match the scope of work indicated in the submitted scorecard."
- Building Plans - Provide conceptual floor plans of the preferred solution, in color that are clearly labeled to identify educational spaces in the preferred solution.
- Site Plans - Provide clearly labeled site plans of the preferred solution including, but not limited to:
  - Structures and boundaries;
  - Site access and circulation;
  - Parking and paving;
  - Zoning setbacks and limitations;
  - Easements and environmental buffers;
  - Emergency vehicle access;
  - Safety and security features;
  - Utilities;
  - Athletic fields and outdoor educational spaces (existing and proposed); and
  - Site orientation.
- Budget - Provide an overview of the Total Project Budget and local funding including the following:
  - Estimated total construction cost;
  - Estimated total project cost;
  - Estimated funding capacity;
  - List of other municipal projects currently planned or in progress;
  - District's not-to-exceed Total Project Budget;

- Brief description of the local process for authorization and funding of the proposed project; and
- Estimated impact to local property tax, if applicable.
- Complete and submit a budget statement for the preferred solution. The overall goal of the budget statement for preferred solution is to document the total change in operational costs that the District expects as a result of the proposed project. To assist in documenting this change the MSBA has developed an Excel template that includes two tabs, one for expenditures and one for revenues. Refer to Appendix 3E Budget Statement for Preferred Solution for additional information
- Provide an updated project schedule depicting all key tasks with durations. The schedule is to be updated and submitted by the OPM to MSBA as often as is required to reflect any changes, including any changes to milestone dates, but must be submitted with each submittal (Schematic Design, Design Development, 60% Construction Documents, 90% Construction Documents). The Schedule is to incorporate a minimum of 21 day required duration for MSBA review, and a minimum of 14 days for the project team to address or incorporate MSBA review comments into the project documents prior to the date of the next submission and before finalizing project documents for bidding. Thirty five days for each submission is the minimum acceptable duration; if the project team believes additional time is required for any or all of the submissions the durations for these activities are to be increased accordingly. The updated project schedule shall include as a minimum the following projected dates: (See Appendix 3B for a Sample Project Schedule)
  - MSBA Board of Directors meeting for approval to proceed into Schematic Design;
  - Schematic Design Submittal Date
  - MSBA Board of Directors meeting for approval of project scope and budget agreement and project funding agreement;
  - Town/City vote for project scope and budget agreement;
  - Design Development submittal date;
  - MSBA Design Development Submittal Review (include required 21-day duration)
  - 60% Construction Documents submittal date;
  - MSBA 60% Construction Documents Submittal Review (include required 21-day duration)
  - 90% Construction Documents submittal date;
  - MSBA 90% Construction Documents Submittal Review (include required 21-day duration)
  - Anticipated bid date/GMP execution date;
  - Construction start;
  - Move-in date; and
  - Substantial completion.

### **3.3.5 Local Actions and Approvals**

The Preferred Schematic Report, as with other submittals to the MSBA, must be reviewed and approved locally for submittal to the MSBA, in accordance with the state

open meeting law and any other local requirements. Public participation and local approval procedures and practices may vary by community and by project. Districts are encouraged to consult with their local counsel to ensure that all applicable requirements are satisfied.

To document local approval of the Preferred Schematic Report and its submittal to the MSBA, the MSBA requires the District to provide:

- Certified copies of the Minutes of the School Building Committee ("SBC") meeting from the meeting(s) where the Feasibility Study related submittals were approved for submittal to the MSBA. The meeting minutes must include the specific language of the vote and the results of the vote, stating the number of SBC Members who voted in favor of submittal to the MSBA, the number of opposed and the number of abstentions; and
- A list SBC meeting dates, the agendas, briefly describe the materials presented, if applicable, specific stakeholders in attendance (e.g., representatives of the local historic commission, school committee members beyond those in the SBC, local community group representatives, etc.), what materials are available for public review and where those materials may be viewed. The MSBA also requires Districts to provide similar information for public meetings and presentations conducted in addition to school building committee meetings.

Refer to Appendix 3D Local Actions and Approvals Certification Template for additional information. A signed Local Actions and Approval Certification on District Letterhead is required for MSBA staff to forward the proposed project to the MSBA Board of Directors for its consideration and approval to proceed into schematic design.

### **3.4 Approval to Proceed into Schematic Design**

In order for the MSBA Board of Directors to consider a District's preferred solution for approval to proceed into schematic design, the following must occur prior to the date of the Board meeting, in accordance with the deadlines established by the MSBA:

- The District, through its OPM, must submit its Preferred Schematic Report to the MSBA in accordance with the deadlines published on the MSBA's website ([www.MassSchoolBuildings.org](http://www.MassSchoolBuildings.org)).
- MSBA staff must complete its review of the Report, and the District must submit responses to any questions or issues raised by the MSBA in a timeframe adequate to support the schedule for the Board's meetings.
- The District and its Designer may be required to present an overview of its Report at an MSBA Facilities Assessment Subcommittee meeting.
- The District and its Designer must respond to any concerns or issues identified at the MSBA Facilities Assessment Subcommittee in a timely fashion, prior to the deadline established by the MSBA.

#### **3.4.1 MSBA Staff Review**

The District and the MSBA shall work in collaboration to determine which of the solutions studied may be recommended to the MSBA Board of Directors as the preferred solution in the Preferred Schematic Report. The solution may be phased in order of

priority of need, if appropriate. It is possible, in some cases, that the study may recommend a "no-build" solution. If the MSBA and the District cannot agree upon a preferred solution, no preferred schematic design shall be forwarded to the Board for its consideration. The MSBA and the District will begin a review of the alternatives presented to determine if there are actions that can be taken to reach consensus on a final recommendation.

The MSBA review process for the Preferred Schematic Report includes:

- Written response comments based on staff review;
- Conference call with the District and its design team to discuss the Report; and
- Written responses from the District addressing staff comments as required.

### **3.4.2 Facility Assessment Subcommittee Review**

Upon receipt and review of the Preferred Schematic Report, MSBA staff will schedule the District for presentation at a Facilities Assessment Subcommittee ("FAS") Meeting. The FAS meeting is an informational meeting only and is intended to provide an opportunity for Districts to further the MSBA's understanding of the proposed project. The FAS will not take any votes, and any formal actions required by the MSBA Board of Directors to fulfill MSBA procedures will be taken at the regularly scheduled Board meetings. FAS meeting dates are posted on the MSBA website and should be consulted when preparing the Feasibility Study work plan and schedule.

MSBA staff will notify the District, Designer, and OPM by e-mail of the scheduled FAS meeting. The e-mail will include an outline of the material that should be presented, which typically includes an overview of the project, the evaluation conducted to arrive at the recommended preferred solution, and if applicable, responses to specific questions regarding potential concerns noted during staff's review of the Preferred Schematic Report.

### **3.4.3 MSBA Board Approval**

After the District has presented at the Facilities Assessment Subcommittee, if required, MSBA staff will present the preferred solution to the MSBA Board of Directors for its consideration and approval of a Preferred Schematic Design. If the Board approves a District to proceed into schematic design for its preferred solution, as described in the Preferred Schematic Report, the MSBA shall issue a Board Action Letter, summarizing the Board's actions. Upon receipt of the Board Action Letter, the District may proceed into Schematic Design – see Module 4.

## APPENDIX 3A

### Program Overview

#### Program Overview

The Massachusetts School Building Authority's ("MSBA") grant program for school building construction and renovation projects is a non-entitlement competitive program based on need. The MSBA's Board of Directors (the "Board") approves grants based on need and urgency, as expressed by the City, Town, Regional School District, or independent agricultural and technical school ("District") and validated by the MSBA. Once the MSBA Board of Directors invites a District to participate in the MSBA's grant program, the collaborative process includes the following eight Modules:

**Module 1 – Eligibility Period:** The MSBA Board of Directors votes to invite a District into the Eligibility Period which initiates a 270-day period for the District to complete preliminary requirements including a certification of the District's understanding of the grant program rules, the formation of a School Building Committee, a summary of the District's existing maintenance practices; determination of a design enrollment; development of an educational profile, community authorization and funding to proceed, and execution of the MSBA's standard Feasibility Study Agreement. Districts that are able to complete these requirements may receive an invitation to collaborate with the MSBA to Conduct a Feasibility Study.

**Module 2 – Forming the Project Team:** Upon receipt of an invitation to collaborate with the MSBA to Conduct a Feasibility Study the District procures the team of professionals utilizing MSBA specific procurement processes, standard Request for Services ("RFS") templates, and standard Contracts to work with the District as the proposed project advances through the MSBA's grant process.

**Module 3 – Feasibility Study:** Upon successful conclusion of procurement of Owner's Project Management ("OPM") and Designer services a Kick-Off meeting is held to begin collaboration with the MSBA to document their educational program, generate an initial space summary, document existing conditions, establish design parameters, develop and evaluate alternatives, and recommend the most cost effective and educationally appropriate preferred solution to the MSBA Board of Directors for its consideration. During this phase, the Owner's Project Manager will submit on behalf of the District and its Designer a Preliminary Design Program and a Preferred Schematic Report. Approval by the MSBA Board of Directors is required for all projects to proceed into schematic design.

**Module 4 – Schematic Design:** The District and its team develop a robust schematic design of sufficient detail to establish the scope, budget and schedule for the proposed project. The MSBA generates a Project Scope and Budget Agreement that documents the project scope, budget, schedule and MSBA financial participation to forward to the MSBA Board of Directors for their approval.

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**Module 5 – Funding the Project:** Once the MSBA Board of Directors has authorized the MSBA Executive Director to enter into a Project Scope and Budget Agreement and a Project Funding Agreement with the District, the District completes steps necessary to secure community authorization and financial support for the proposed project and enters into a Project Funding Agreement with the MSBA. With an executed Project Funding Agreement the District engages OPM and Designer services, and updates project budgets in Pro - Pay.

**Module 6 – Detailed Design:** Design Development, Construction Documentation & Bidding: The District and its team advance the design, generate construction documentation, procure bids and award a construction contract in accordance with the agreed upon project scope, budget and schedule as documented in the Project Funding Agreement, and the requirements contained in the MSBA's standard contracts for Owner's Project Management and Designer Services. The MSBA continues to monitor the project to ensure it remains on track and meets the expectation of both the District and the MSBA as defined in the Project Funding Agreement

**Module 7 – Construction Administration:** The MSBA continues to monitor progress of the project to confirm that it remains on track and meets the expectation of both the District and the MSBA as defined in the Project Funding Agreement.

**Module 8 – Project Closeout:** The MSBA performs a final audit to determine final total grant amounts and release final payment.



## CONSERVATION COMMISSION MEETING NOTICE/AGENDA

### JANUARY 9, 2017\*

(Posted in accordance with the provisions of MGL Ch. 39, Sec. 23A, as amended)

6:30 p.m.

\*9 SCHOOL STREET  
Amesbury, MA 01913

**Minutes:** December 5, 2016, December 7, 2016

**Administrative:**

**Enforcement Order** (002-0936) - 36 Haverhill Road, Amesbury Heights (McReynolds)

**Continued Business:**

**NOI** (002-1141) Village at Bailey's Pond (Fafard Development)

**RCoC** (002-1156) 69 Pleasant Valley Road (Pease)

**ANRAD** – 34, 35, & 40 Water St. and 17 Chestnut St. (Bartley)

**NOI** (002-1162) 473 Main Street (D'Arcy) *(continue to February 6)*

**NOI** (002-1147) 9-13 South Hampton Road (Quintal)

**NOI** (002-1159) 84 Macy Street (Kucich) *(continue to February 6)*

**RCoC** (002-1106) Lot 5, 56-58 South Hampton Road, Locke Hill (Coulliard)

**RCoC** (002-1105) Lot 6, 56-58 South Hampton Road, Locke Hill (Coulliard)

**RDA** – Riverfront Drive (Desmarias/City of Amesbury)

**NOI** (002-1161) 34 Birchmeadow Road (McDermot)

**ANRAD** (002-1165) 43 Pleasant Valley Road (Noyes)

**ANRAD** (002-1163) 116 Whitehall Road (Gray/City of Amesbury)

**ANRAD** (002-1168) 277, 281, 283, 287, 287.5 Elm Street (Shea) *(continue to February 6)*

**New Business:**

**RCoC** (002-1151) 31 Pleasant Valley Road (Stockwood)

**RAOoC** (002-1079) 39 Water Street and 39A Water Street (National Grid)

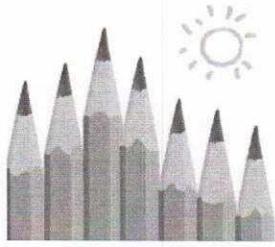
**RCoC** (002-191) 14 Strathmere Club, Kimball Road (Musser)

**NOI** (002-xxxx) 103-107 Macy Street (Fecteau)



**NEXT MEETING – FEBRUARY 6, 2017**  
**(Due Date: January 17, 2017)**

**Moccia -- Lennon -- Boehl -- Langlois -- Corey -- Egan**



**Massachusetts School Building Authority**

*Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities*

# **Module 4**

## **Schematic Design**

January 2015

## INTRODUCTION

### Module 4 – Schematic Design:

If the District has completed all tasks defined in Module 1 – Eligibility Period, Module 2 – Forming the Project Team, and Module 3 – Feasibility Study and received approval from the MSBA’s Board of Directors (the “Board”) to proceed into Schematic Design the District may now proceed with Schematic Design as outlined in this Module. Module 4 – Schematic Design is one of eight modules developed by the Massachusetts School Building Authority (“MSBA”) that are intended to provide a guide to the procedures and approvals needed to work collaboratively with the MSBA. The “Program Overview” and listing of eight modules is provided in Appendix 4A for reference.

### Welcome to Module 4 – Schematic Design

During Schematic Design, the District and its team collaborate with the MSBA to develop a robust schematic design of sufficient detail to establish the scope, budget, and schedule upon which to evaluate the basis for a proposed project, secure approval of the Proposed Project by the Board, receive Department of Elementary and Secondary Education approval of the Proposed Project for delivery of the District’s special educational program, and obtain local authorization and financial support.

Module 4 begins with the Board’s approval of the District’s preferred solution and concludes with the Board’s authorization of the MSBA’s Executive Director to enter into a Project Scope and Budget Agreement and a Project Funding Agreement with the District for a specific project scope, budget and schedule. See this Module for additional detail.

*Module 4 has been provided as a general guide for Districts and their teams to plan their work in a collaborative effort in accordance with the MSBA’s procedures and requirements. This Module is not intended to replace and/or supersede MSBA regulations, agreements, or the services required by the Owner’s Project Manager (“OPM”) and/or Designer contracts. The Designer and OPM each shall be solely responsible for performing the services required by its contract with the District, respectively, and nothing in this Module shall be construed as relieving the Designer or OPM from its duties and responsibilities.*

### **Schematic Design Participants should include, at a minimum, the following:**

- **The School Building Committee**, as presented by the District and approved by the MSBA in its School Building Committee Approval form, along with elected officials and other District representatives that the District determines are necessary to demonstrate the educational and financial support of the city, town, or regional school district for the Proposed Project.
- **The Owner’s Project Manager, (“OPM”)** as selected by the District and approved by the MSBA in accordance with MSBA regulations and policies.

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- **The Designer**, as selected locally by the District and approved by the MSBA for projects under \$5 million, or as selected through the MSBA's Designer Selection Panel for projects over \$5 million.
- **The MSBA**, through the assigned MSBA Project Manager and Project Coordinator.

### **Schematic Design Submittal Procedures**

All documents and materials submitted to the MSBA during the course of Schematic Design must be transmitted by the OPM. The OPM is required to compile and coordinate all submittals, including those items required to be provided by the OPM and also those required to be provided by the Designer and/or the District.

For each submittal to the MSBA, the Designer and District must transmit the required materials to the OPM. The OPM shall compile the submittal with the items indicated in the Designer and OPM Contracts, confirm that the District's School Building Committee has officially approved the submittal, and verify its completeness and conformity to MSBA requirements. The OPM shall then forward this submittal to the assigned MSBA Project Coordinator along with a separate cover letter signed by the OPM. The cover letter shall include a certification from the OPM that (1) the OPM has reviewed and coordinated the materials, (2) the submittal is complete, (3) the Proposed Project as documented within the Schematic Design Submittal is within the District's budget, and (4) the District has approved the materials for submission to the MSBA.

Schematic Design Submittal– Submit two (2) binders of materials per this Module including two (2) sets of Schematic Design Drawings not exceeding 18" x 24", two (2) Schematic Design Project Manuals, and one (1) electronic file in PDF format.

The MSBA will not accept incomplete submittals, submittals that have not been reviewed by the OPM, or Schematic Design submittals for which the estimated project costs exceed the District's project budget. Updates to the Total Project Budget that do not reflect the scope and schedule represented in the Schematic Design Submittal will not be accepted. All value engineering activities must be complete, and the results incorporated into the Schematic Design Submittal documentation, prior to being submitted to the MSBA.

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**4H. Module 4 Schematic Design Checklist**

## 4.0 Schematic Design

With the Board's authorization, a District may proceed into Schematic Design of the preferred solution. Please remember that an authorization to proceed into Schematic Design is *not* an approval of a project and is limited to development of a robust schematic design that is based on the preferred solution, by the District, its OPM (for projects with estimated construction costs in excess of \$1.5 million), and its Designer. The Schematic Design Submittal, for which the content is described below, must be of sufficient detail to clearly define and document the scope, budget, and schedule. The Schematic Design Submittal informs the basis of the approved project scope, schedule, and Estimated Maximum Total Facilities Grant and Maximum Total Facilities Grant. The Schematic Design Submittal can also be used by the District to secure local authorization and financial support to allow the project to move forward. Invitation is not guaranteed for any particular Board Meeting; it is based on a mutual agreement between the District and its consultants and MSBA staff that the project proposed in the Schematic Design Submittal is ready for approval by both the Board and the local community. To qualify for any funding from the MSBA, local communities must follow the MSBA's statute and regulations, which require MSBA collaboration and approval at each step of the process. Moving forward in the MSBA's process requires collaboration with the MSBA, and communities that "get ahead" of the MSBA without MSBA approval will not be eligible for grant funding.

Due to the variety and nature of proposed solutions (e.g., repairs to a single building system, renovations to the entire facility, an addition, or a new school) each Schematic Design may vary slightly as to the specific requirements, scope, cost, and schedule. The particular requirements, scope, cost, and schedule of a Schematic Design will be outlined in the Feasibility Study Agreement between the District and the MSBA and in the Designer's proposed design work plan that is developed in accordance with the MSBA Standard Contract for Designer Services. The requirements may be based on many factors including the MSBA's review and evaluation of any previous studies, previous collaboration during Feasibility Study as well as any meetings and discussions between the District and the MSBA.

In order for the MSBA to enter into a Project Scope and Budget Agreement with the District, the District must:

- Submit a Schematic Design Submittal for the Proposed Project as described in Section 4.1 of this Module and by the deadline for the anticipated MSBA Board meeting as shown on the MSBA's website, and respond to any questions raised by MSBA staff;
- Attend a Project Scope and Budget Conference as described in Section 4.2 of this Module;
- Receive approval from the Board for its Proposed Project; and
- Return three (3) signed copies of the Project Scope and Budget Agreement as described in Module 5.

In order for the MSBA to enter into a Project Funding Agreement with the District, the District must secure local authorization and funding within 120 days of the Board's vote. In addition, the Commissioner of Education must certify that adequate provisions have

been made in the Proposed Project for children with disabilities. In order to establish that adequate provisions are included in the Proposed Project, the District, through its OPM, must provide to the MSBA a Department of Elementary and Secondary Education ("DESE") Submittal for the Proposed Project as described below.

#### **4.1 Schematic Design Submittal**

The purpose of the Schematic Design, which must be based on the preferred solution approved by the MSBA's Board of Directors, is to document in detail the scope, budget and schedule of the proposed project.

The Schematic Design Submittal shall include the following:

- Department of Elementary and Secondary Education (DESE) Submittal;
- Schematic Design Binder;
- Schematic Design Project Manual; and
- Schematic Design Drawings.

At least 10 business days prior to the MSBA deadline for District submittals, the OPM shall provide the following information via email to the MSBA as set forth in the Schematic Design Submittal Notification Template (refer to Appendix 4C):

- Designer's estimated construction cost;
- OPM's estimated construction cost;
- The estimated project cost;
- The District's project budget;
- Confirmation that the District and its consultants intend to submit the Schematic Design Submittal on or by the established MSBA deadline for District submittals, and that the submittal will include a completed Total Project Budget that reflects the project scope and reconciled project schedule as documented in the Schematic Design Submittal.

The MSBA will not accept Schematic Design Submittals for which the estimated project costs exceed the District's project budget. Updates to the Total Project Budget that do not reflect the scope and schedule represented in the Schematic Design Submittal documentation will not be accepted or if determined after submittal is returned. All value engineering activities must be complete, and the results incorporated into the Schematic Design Submittal documentation, prior to submitting to the MSBA.

##### **4.1.1 Department of Elementary and Secondary Education (DESE) Submittal**

Pursuant to G.L. c. 70B, § 6, the Massachusetts School Building Authority ("MSBA") shall make certain findings in order to designate a school project as an approved school project, one of which is that the Commissioner of Education has certified that "...adequate provisions have been made in the school project for children with disabilities, as defined in section 1 of chapter 71B." Proposed repair projects that do not include changes to the numbers or size of educational spaces or substantive changes in the grade configuration may not be required to provide a DESE Submittal. Refer to the District's Feasibility Study Agreement for clarification.

Without prior written approval by the MSBA, the MSBA will not execute a Project Funding Agreement with a District until the DESE has agreed in writing that the Proposed Project provides adequate provisions for school children with disabilities.

To meet this DESE requirement, the District must prepare a DESE Submittal, which the OPM shall submit to the MSBA. The MSBA will review for completeness and consistency before forwarding to the Department of Elementary and Secondary Education for review.

The DESE submittal shall be included in the tabbed Schematic Design binder as a removable "stand alone" submittal and shall include the following:

- Cover Letter;
- Special education delivery methodology;
- Signed Educational Space Summary and separate narrative;
- Floor Plans; and
- Adjacency Table

Refer to Appendix 4B for additional information regarding the DESE submittal.

#### **4.1.2 Schematic Design Binder**

In preparing the Schematic Design Submittal for the MSBA, the OPM shall compile the following information in the Schematic Design Binder tabbed to correspond to the Table of Contents:

- Introduction that presents a brief overview of the process undertaken to advance the preferred solution through Schematic Design. The following shall be included:
  - A brief summary of the preferred solution approved by the MSBA Board of Directors;
  - An overview of the process undertaken locally to educate the community, including key community outreach activities, committee meetings, and key votes and decisions;
  - The District's Total Project Budget for the proposed project and the steps necessary for the District to secure local funding;
  - An updated description of the project including grades to be served, size of the site, gross square feet of the proposed building (include gross square feet of both new construction and renovated areas as appropriate), Total Project Budget, list of alternates (if none, indicate as such), and construction delivery methodology (design/bid/build or Construction Manager at Risk); and
  - Any Visual Aids that may be suitable for presentation at the Board of Meeting of the following: Site Plan, Floor Plans, and an elevation. The plans shall also be submitted electronically as separate files for potential incorporation into the Board presentation; and
  - A copy of the MSBA Preferred Schematic Report review and corresponding District response.

- medical attention; Knox Boxes; and provisions for building plans to be delivered to local fire and response agencies.
    - Confirm optimal surveillance of building and site.
  - Site development requirements – Provide a description of the total number of parking spaces, how they are distributed, and how the quantities were derived; and
  - Desired visual or aesthetic focal point or features of the school.
- Traffic Analysis – Provide an evaluation of existing traffic patterns, both on-site and off-site areas likely to be impacted by the project; congestion and safety concerns; identifies critical traffic issues to be addressed in the proposed project; and addresses changes in traffic volume and patterns anticipated as a result of the proposed project. Confirm that the findings and recommendations of the analysis are accounted for in the site plan(s), project budget, and project schedule. Describe any offsite work resulting from the proposed project and indicate if this work is to be performed by the District as part of the proposed project (please note that associated costs of off-site work will be deemed ineligible for reimbursement) or if the work is to be performed separately from the proposed project (e.g. under separate procurements and contracts). If the District and its consultants have determined that a traffic analysis is not required because there are no existing traffic issues to be addressed and the proposed project will not impact existing conditions provide a written description of the assessment and analysis used to make this determination.;
- Environmental and existing building assessment – Describe the additional site and building assessments that quantified the presence of unsuitable materials and scope of remediation efforts. Identify the estimated costs of the results of the testing in the cost estimate;
- Geotechnical and geo-environmental analysis – Describe the additional geotechnical analysis as may be required to establish soil conditions, remediation requirements and appropriate foundation requirements. Identify the estimated costs of the results of the testing in the cost estimate;
- Code analysis – Identify and determine the impact of all applicable federal, state, regional and local codes, regulations and ordinances, including a listing of permitting and other regulatory filing requirements;
- Utility analysis and soils analysis for on-site septic/sewage treatment facilities – Determine the availability and capacity of all required building utilities. Provide soils analysis and preliminary design for on-site septic/sewage treatment facilities, if required;
- Massing study – An analysis of the building’s integration into its surroundings and neighborhood with drawings, models, or photographs;
- Narrative building systems descriptions – Describe basic information relative to:
  - Sustainable design elements;
  - Building structure;
  - Plumbing & HVAC (Provide a preliminary life cycle cost analysis pursuant to the criteria of M.G.L. c. 149, § 44(m);
  - Fire Protection (verify adequate water capacity for new system and confirm if a fire pump will be required);
  - Electrical (including power, lighting, communications, fire alarm, video/CATV, security/surveillance); and
  - Information Technology.

- Sustainable Building Design Guideline documents:
  - Refer to the MSBA website for MSBA's current Sustainable Design Guidelines;
  - Completed Sustainable Building Design Guideline scorecard from the Designer showing the attempted credits to be included in the final design; and
  - Signed letter from the Designer including the following statement:
    - "This is an acknowledgement that the \_\_\_\_\_ School District has identified a goal of \_\_\_\_% additional reimbursement from the MSBA High Efficiency Green School Program. As their Designer, I have submitted a completed \_\_\_\_\_ scorecard showing all prerequisites and \_\_\_\_ attempted points, which will meet that goal."; and
    - "The scope of work for this project will include the construction elements and performance tasks to achieve that goal, and all subsequent documents, including but not limited to, specifications, drawings, and cost estimates will match the scope of work indicated in the submitted scorecard.";
- Analysis of the design's compliance with the Americans with Disabilities Act (ADA) and the Massachusetts Architectural Access Board requirements (MAAB);
- Room Data Sheets (Refer to Sample Room Data Sheets in Appendix 4D), including, but not limited to, the following:
  - Utility requirements – Include the number of electrical outlets needed and their desired locations. Identify specific water, gas, compressed air, and dry and wet waste disposal requirements, as applicable to the specific space;
  - Acoustic and lighting requirements;
  - Security Features – Lockdown hardware, concealment and escape options, operable shades or blinds, hardening materials, ventilation controls, alarm and communication systems interface as applicable to the occupancy;
  - Surface material performance requirements for floors, walls and ceilings (mounting height should be specific for size of students);
  - Bulletin case, writing board, and tack board requirements;
  - Wall maps, projection screens, chart rails, and other fixed teaching aids together with utilities, communications and control features, and teacher demonstration areas, if required;
  - Environmental requirements such as special ventilation/exhaust, natural lighting, special heating, and heat control;
  - Safety and health features, gas, compressed air, water, and automatic shut-off to specialized equipment. Include features such as:
    - emergency eyewash stations,
    - fume hoods, or ventilation in shops and laboratories.
    - instructor gas controls,
    - compressed air, and
    - water;
  - Note where automatic shutoff to specialized equipment is required, e.g.:
    - saws,
    - lathes,

- planers, and
    - grinders;
  - Audio-visual, television access, and public address requirements as well as computer equipment and stations;
  - Equipment, furnishings, and casework;
  - Internal areas and support spaces needed, including general storage requirements for each space;
  - Special graphics, colors, textures, and shapes (this is of particular importance for kindergarten, special education, pre-school, and primary classrooms);
  - Provisions for storage of staff and/or student garments and personal property;
  - Area needed for display of student projects and large and small project storage; and
  - Identify and describe any other requirement that may be unique to the activity setting.
- Proposed Construction Methodology – Describe the criteria and analysis used by the Owner’s Project Manager, in conjunction with the Designer, to compare the construction delivery methods provided in M.G.L. Chapters 149 and 149A for the Proposed Project. Include the relative advantages and disadvantages associated with each of the construction delivery methods and describe the key items that led to the District’s selection. If the District elected to proceed with the CM at Risk construction delivery method indicate when the application to proceed with the CM at Risk construction delivery method is to be submitted to the Office of the Inspector General and anticipated notice to proceed issued by the Office of the Inspector General. Confirm that the cost estimates, proposed project schedule, estimated reimbursement rate, and Total Project Budget Spreadsheet reflect the selected construction delivery method.
  - District’s anticipated reimbursement rate with incentive points (see Appendix 4E).
  - Total Project Budget spreadsheet (see Appendix 4F), to as much detail as the drawings and specifications permit, as required by the contract, and a summary of the cost reconciliation between the cost estimate of the Designer’s and the OPM’s estimates, as applicable. Identify separate costs for:
    - Existing facility demolition;
    - In-building hazardous material abatement;
    - Abatement of asbestos containing floor material;
    - Abatement of hazardous materials located outside of the building;
    - Site costs;
    - Off-site costs; and
    - Alternates.
  - Designer’s construction cost estimate – Uniformat II, Level 3 format with aggregated unit rates and quantities supporting each item and the CSI MasterSpec format to Summary Level;
  - Independent OPM construction cost estimate – Uniformat II, Level 3 format with aggregated unit rates and quantities supporting each item and the CSI MasterSpec format to Summary Level;
  - Updated Project Work Plan indicating changes or expansions associated with:
    - Project Directory
    - Roles and Responsibilities

- Communications and Document Control Procedures
- Designer's Work Plan
- Project schedule – The OPM shall provide a schedule in the form of a graphic representation (Gantt Chart) of the duration of all tasks, activities and phases of the design and construction processes against the progression of time from Feasibility Study through design, construction, substantial completion, occupancy, final completion and project close-out. Dependencies between activities and tasks shall be delineated. Individual tasks and activities shall be rolled up to the major project milestones. Highlight priority actions and activities that may have a major impact on the schedule. The project schedule must allow adequate time for document review by the Owner and the Authority. As a minimum, the schedule must include the following:
  - Local Appropriation/Execution of PS&B Agreement and Final PFA;
  - Sustainable Design Building milestones:
    - Project Registration
    - Provisional Review Submittal
    - Final Review Submission
  - Prequalification of Bidders/Selection of CM atRisk;
  - Design Development phase and submittal date;
  - 60% construction documents phase and submittal date;
  - 90% construction documents phase and submittal date;
  - Release of early packages, if applicable;
  - Release/advertisement of filed sub-bids;
  - Receipt of filed sub-bids;
  - Receipt of general contractor bids or execution of the guaranteed maximum price (GMP);
  - Notice to proceed for construction;
  - Key construction milestone dates and project phases;
  - Occupancy date;
  - Start and completion dates for demolition of the existing building;
  - Substantial completion;
  - Final Completion; and
  - Project Close-out.
- Local Actions and Approvals - as with other submittals to the MSBA, the Schematic Design Submittal must be reviewed and approved locally in accordance with the State Open Meeting Law prior to submittal to the MSBA. Public participation and local approval procedures and practices may vary by community and by project. The District must document local approval of the Schematic Design Submittal. The MSBA requires Districts to provide a certified copy of the School Building Committee Meeting ("SBC") Minutes from the meeting(s) at which the Schematic Design submittals were approved for submission to the MSBA. The Meeting Minutes must include the specific language of the vote and the results of the vote, stating the number of SBC Members who voted in favor of submittal to the MSBA, the number of opposed, and the number of abstentions. The District must also list SBC meeting dates, provide agendas, list specific stakeholders in attendance, provide a description of materials available for public review, and where those materials may be viewed. The MSBA also requires Districts to provide similar information for public

meetings and presentations conducted in addition to School Building Committee meetings. Refer to Appendix 4G "Local Actions and Approvals Certification Template" for additional information. A signed Local Actions and Approvals Certification on District Letterhead is required for MSBA staff to present the Proposed Project to the MSBA's Board of Directors for its consideration and approval.

#### **4.1.3 Schematic Design Project Manual**

The Schematic Design Project Manual shall be bound, (8.5" x 11") and include outline specifications in Uniformat Divisions that clearly define the scope of construction and establish the quality of materials, finishes, products, equipment and workmanship, and the special or unique conditions of construction. Provide a list identifying all proprietary items, if any, with an explanation for each item, how it is in the public interest that proprietary items are selected over non-proprietary equivalent items, and certification that local authorization for the use of proprietary items has complied with all state laws and local regulations, policies, and guidelines. If proprietary items are included in the Schematic Design to clarify the scope of work for the purposes of cost estimating, but are not intended to be incorporated into the final design, clearly identify this in the submittal within both the outline specifications and drawings as applicable.

#### **4.1.4 Schematic Design Drawings**

The Schematic Design drawings shall be bound 18" x 24" drawings and shall include the following:

- Existing Site Plan at a minimum scale of 1"=40' including:
  - Context
  - Property lines with bearings and distances
  - Site access
  - Existing paved areas and parking
  - Existing proposed parent and bus pick up and drop off lanes
  - Existing topography
  - Existing utilities locations
- Site development plan at a minimum scale of 1"=40' including:
  - Zoning setbacks
  - Site acreage
  - Wetlands information
  - Proposed topography
  - Proposed buildings and site features
  - Proposed paved areas and parking layout
  - Proposed parent and bus pick up and drop off areas
  - Ground floor elevations for all buildings
  - Proposed utilities and utility connections
  - Emergency equipment access
  - Future areas of expansion
- Schematic building floor plans of all floors and roof plans at a minimum scale of 1/8"=1'-0" with overall dimensions, gross square footage of each floor, and net

square footage of each space, response to functional requirements of program, major and minor access, and circulation

- Interior elevations of a typical general classroom, and typical Pre-K/K classroom and typical Science classroom/lab as applicable
- Schematic exterior building elevations for all sides and orientations indicating all exterior finishes and fenestration.

## **4.2 Review and Approval of Schematic Design Submittal**

### **4.2.1 MSBA Staff Review**

After receiving a complete Schematic Design Submittal, the District and the MSBA shall work in collaboration to establish a proposed project scope, Total Project Budget, Estimated Basis of Total Facilities Grant, Estimated Maximum Total Facilities Grant, and schedule that may be recommended to the Board for approval. If the MSBA and the District cannot reach agreement, no Schematic Design will be forwarded to the Board for its consideration. The MSBA and the District will review the Proposed Project as documented in the Schematic Design Submittal to determine if there are actions that can be taken to reach consensus on a scope, budget, and schedule for the Proposed Project.

The MSBA review process for the Schematic Design Submittal includes:

- Written response comments based on staff review;
- Project Scope and Budget Conference with the District and their design team to discuss the project; and
- Written responses from the District addressing staff comments as required.

MSBA staff must complete its review of the submittal, and the District must submit responses to any questions or issues raised by the MSBA in a timeframe adequate to support the schedule for the Board meeting.

### **4.2.2 Facilities Assessment Subcommittee Review**

At the MSBA's sole discretion, the District and its consultants may be required to present the proposed project at a Facilities Assessment Subcommittee meeting or to prepare additional project documentation should significant layout, educational program, or design changes arise during the Schematic Design process.

### **4.2.3 Project Scope and Budget Conference**

The District will be invited to participate in a Project Scope and Budget Conference to review the status of all submittals, compliance with MSBA regulations and policies, discuss the scope, budget and schedule for the proposed project, and discuss the MSBA's Estimated Basis of Total Facilities Grant. If all concerns raised by the MSBA are addressed and the District understands and has no objection to the Estimated Basis of Total Facilities Grant and the Estimated Maximum Total Facilities Grant, the MSBA will proceed with a recommendation to the Board for Approval and provide the District with copies of the Project Scope and Budget Agreement to sign. If the District has any

questions, the District should contact the MSBA assigned Project Coordinator. Refer to Module 5 – Project Scope and Budget and Project Funding Agreements for additional information.

#### **4.2.4 MSBA Board Approval**

If all concerns raised by the MSBA are addressed and the District has confirmed understanding of, and has no objection to the Estimated Basis of Total Facilities Grant and the Estimated Maximum Total Facilities Grant MSBA staff will present the Proposed Project to the Board for its consideration and approval. If the Board approves the Proposed Project, MSBA staff will issue a Board Action Letter summarizing the Board's actions. For additional information on Project Scope and Budget and Project Funding Agreements – see Module 5.

#### **4.3 Conclusion of Module 4**

The District shall address any unresolved issues and submit any outstanding deliverables as directed by the MSBA. The District should maintain the Schematic Design Completion Checklist throughout the Schematic Design process as each step is submitted, reviewed and completed.

- Final Design Program, including:
  - General and specific architectural characteristics desired;
  - Two signed copies of the educational space summary that reflects the current design (11" x 17" prints). The educational space summary shall delineate: all spaces with related square footage within the current school building, as applicable; all spaces associated with square footage planned in the new, replacement, or renovated areas of the proposed school building; and MSBA's guidelines that are unadulterated and based on the agreed upon design enrollment. If the educational space summary is different than the educational space summary submitted as part of the Preferred Schematic Report, include a separate narrative description of all changes and identify the reason for each change, e.g., minor adjustment resulting from building design efforts, adjusted floor plan, or programmatic change. Provide a space measurement analysis and Designer certification for the design verifying that the sum of all programmed floor areas plus all other floor areas equal the gross floor area of the Final Design Program;
  - Narrative describing how the proposed project supports each component of the District's educational program;
  - Instructional technology (existing and proposed);
  - Functional relationships and critical adjacencies that informed the basis of design;
  - Security and visual access requirements;
    - Confirmation that the persons responsible for implementation of the District's emergency procedures, and responding emergency medical, fire protection, and police agency representatives have been consulted in the planning process and any associated requirements have been included in the project.
    - Identification of any security related items particular to the District and/or the proposed project.
    - Verification that the following safety and security related issues have been reviewed and are in accordance with the District's procedures as noted above:
      - Main entrance design – describe District protocol for visitor entry and check-in related to the current design for visitors to remain in the vestibule versus a side sub-vestibule;
      - Classroom lockset hardware - confirm hardware functions are compatible with the District's protocols related to lockdown;
      - Classroom / Instructional spaces visibility - confirm that the inclusion of sidelights at entrance locations is compatible with the District's current standards related to visibility from corridors and whether any related vision control option measures are to be incorporated; and
      - Alternative entry locations - confirm project includes site and building signage, as may be required by District's emergency procedures, to identify locations where first responders may more directly reach a person needing