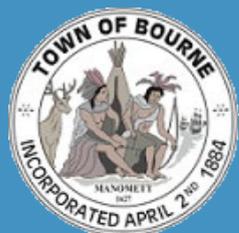


Community Forum No.7  
May 05, 2016 Feasibility  
Study

# Bourne Elementary Schools Community Workshop



PROJECT MANAGEMENT **SMMA**  
Massachusetts School Building Authority

**Flansburgh Architects**

# Agenda

- Introductions
- MSBA Process
- Project Schedule
- Defining the Need
- Design Options
- Preliminary Costs
- Community-Wide Survey No.2 Review
- Community Discussion
- Next Steps
- Questions

# School Building Committee

James L. Potter	Chairman, School Building Committee
Christopher Hyldborg	Chairman, School Committee
Steven M. Lamarche	Superintendent of Schools, BPS
Peter J. Meier	Board of Selectmen
Edward S. Donoghue	Director of Business Services, BPS
Thomas M. Guerino	Town Administrator
Jonathan Nelson	Director of Facilities, Town of Bourne
Elizabeth Carpenito	Prinicipal, Bournedale Elementary School
Kathy Anderson	Member, School Building Committee
Mary Jo Coggeshall	Member, School Building Committee
Rick Howe	Member, School Building Committee
Richard A. Lavoie	Member, Finance Committee
William Meier	Member, School Building Committee
Natasha Scarpato	Member, School Building Committee
Mitch McClain	Bourne School Committee

# Design Team

Kent Kovacs

Flansburgh Architects

# Owner's Project Manager

Joel Seeley

Symmés, Maini & McKee

# Project Need

*The Peebles Elementary School is an aged facility requiring significant upkeep without long term educational benefits.*

*Voters approved the feasibility study to mitigate these conditions in the Fall 2014.*

# Community Forum Engagement

## PDP Phase:

### Forum No.1

- › Learn About 21<sup>st</sup> C Education
- › Share Your Thoughts
- › Shape Your Town's Future

### Forum No.2

- › Learn About MSBA Process
- › Existing Conditions Review
- › Educational Visioning Recap

### Forum No.3

- › Review 7 Design Alternatives
- › Discuss Budget and Schedule
- › Share Your Thoughts

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## PSR Phase:

### Forum No.4

- › Review 4 Options
- › MSBA Update
- › Share Your Thoughts

### Forum No.5

- › Review Designs
- › Survey
- › MSBA Update

### Forum No.6

- › Survey Results
- › Budget & Schedule
- › Share Your Thoughts

### Forum No.7

- May 5, 2016**
- › Survey Results
- › Budget & Schedule
- › Option Discussion

# MSBA Process

- **MSBA** is an independent public authority that administers and funds a program for grants to eligible cities, towns, and regional school districts for school construction and renovation projects.
- **MSBA** mandates a multi-step rigorous study and approval process
- **MSBA** will fund **43.84%** plus incentives of eligible project cost for an approved project if accepted by the voters of Bourne

# MSBA Process

Submitted to MSBA  
12/18/2015

- Existing Conditions
- Visioning
- Programming
- Preliminary options

Submit to MSBA  
6/02/2016

- Refine top options
- Options detailed
- Cost Estimates

MSBA Board  
Approval  
07/20/2016

Submit to MSBA  
9/29/2016

- Develop selected option
- Consensus

MSBA Board  
Approval  
11/09/2016

Local Funding  
Approval

**PDP**

Preliminary Design  
Program

**PSR**

Preliminary  
Schematic Report

**Schematic  
Design**

# MSBA Process

Submitted to MSBA  
12/18/2015

- Existing Conditions
- Visioning
- Programming
- Preliminary options

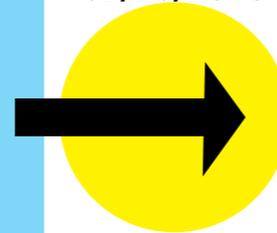
**PDP**  
Preliminary Design  
Program

Submit to MSBA  
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- Refine top options
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- Cost Estimates

**PSR**  
Preliminary  
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MSBA Board  
Approval  
07/20/2016

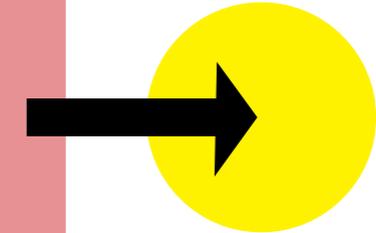


Submit to MSBA  
9/29/2016

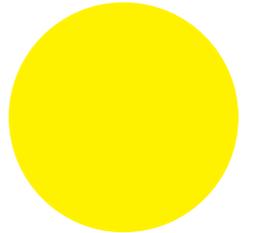
- Develop selected option
- Consensus

**Schematic  
Design**

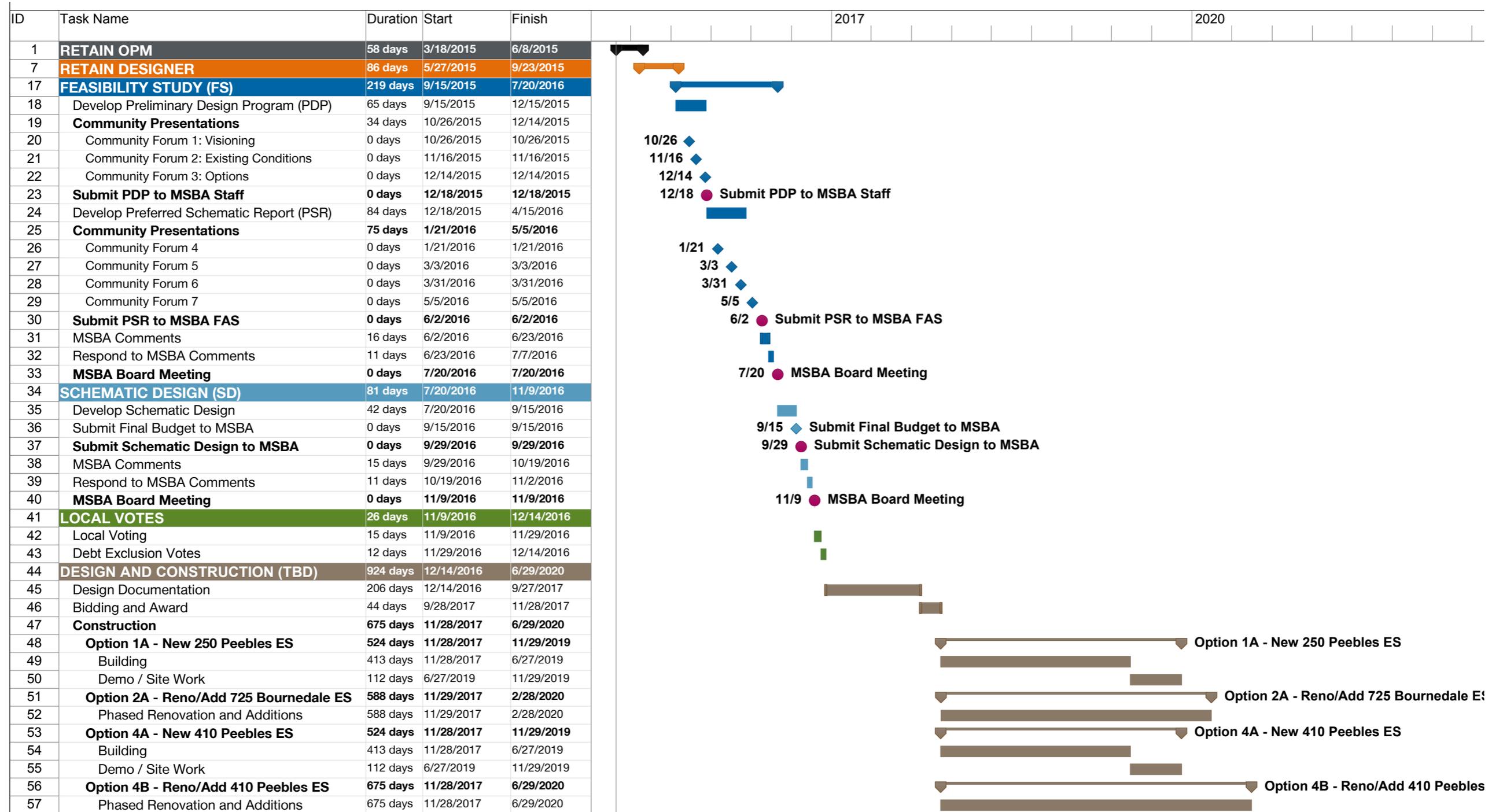
MSBA Board  
Approval  
11/09/2016



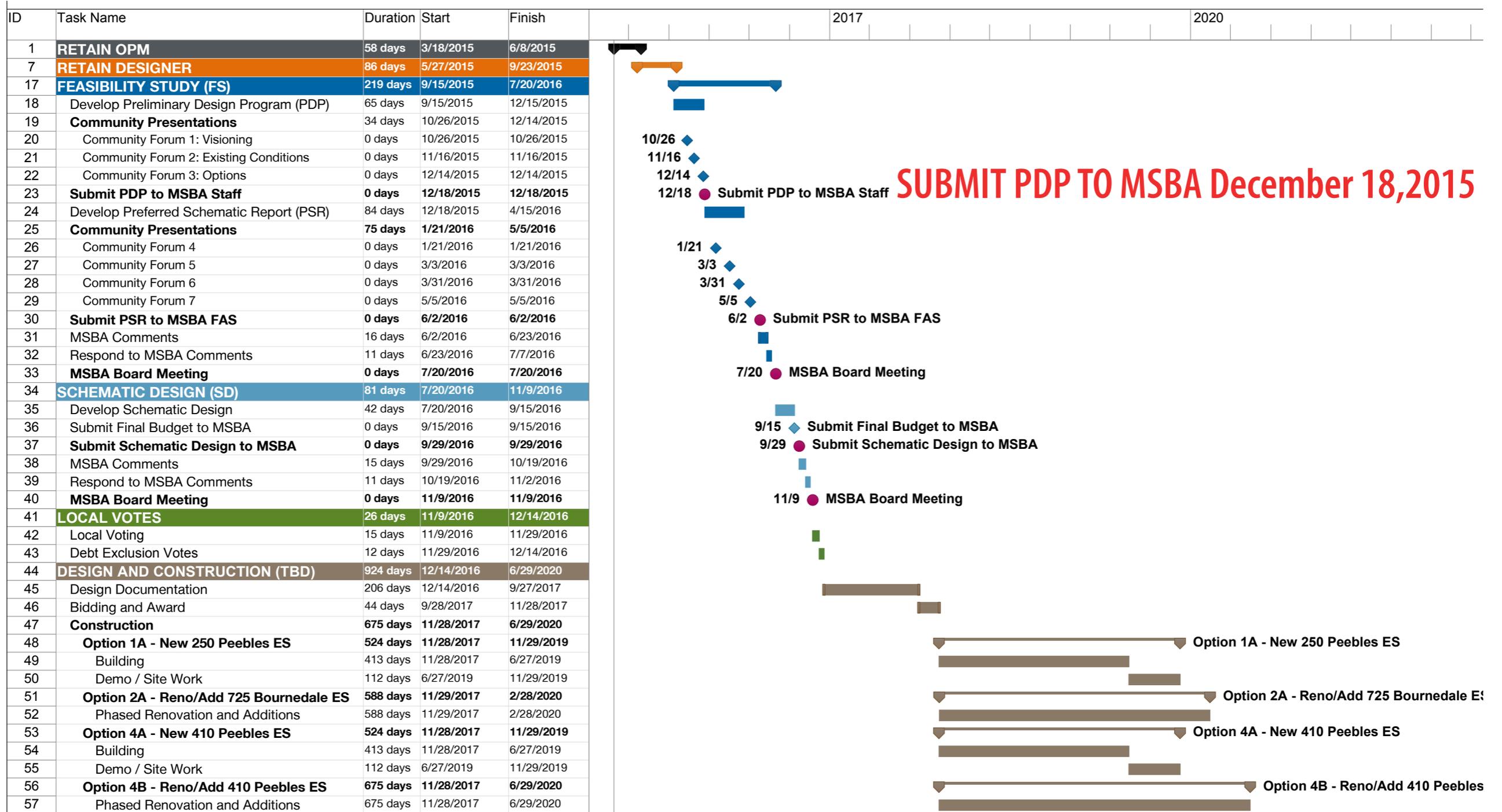
Local Funding  
Approval



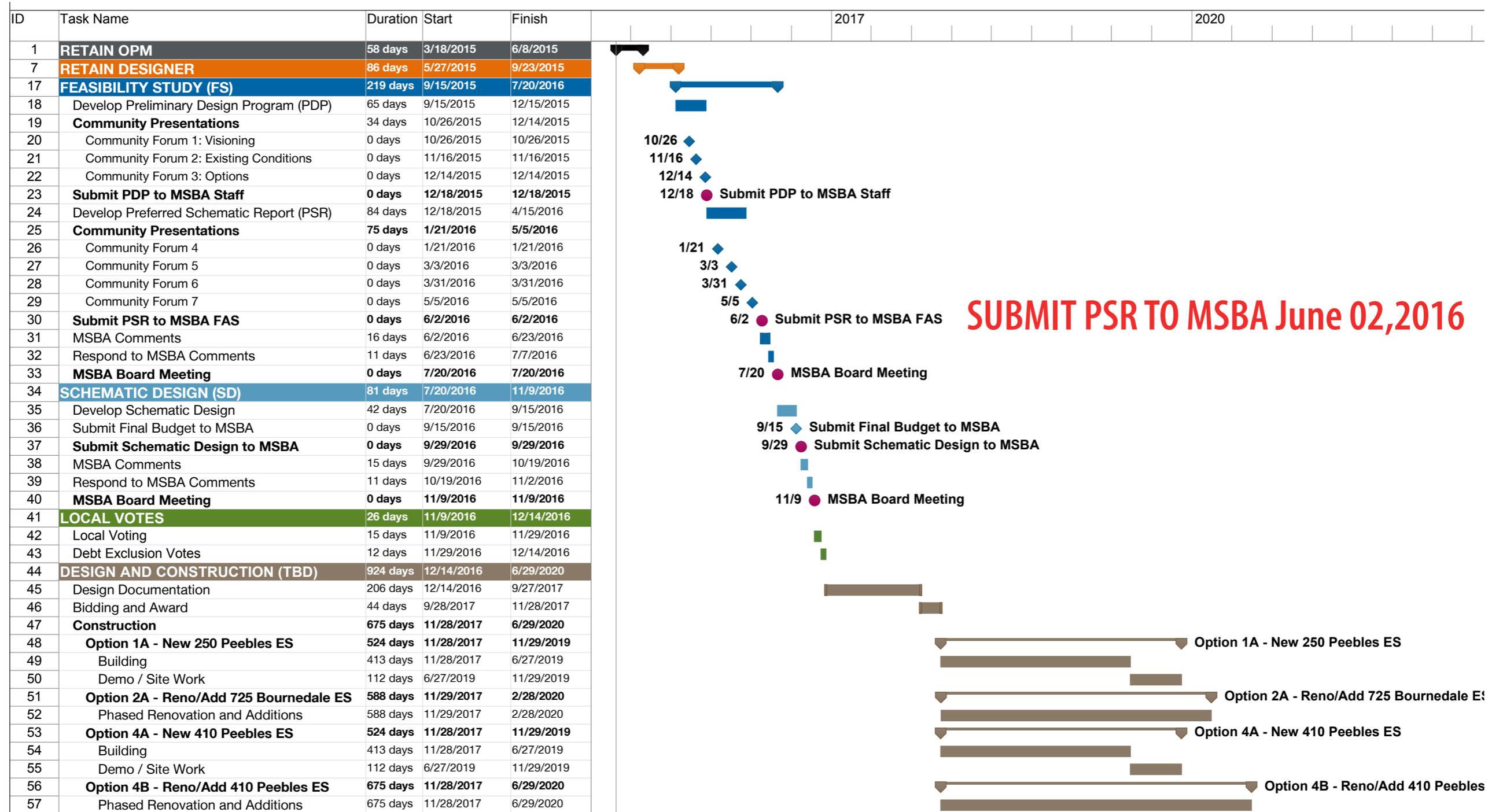
# Project Schedule



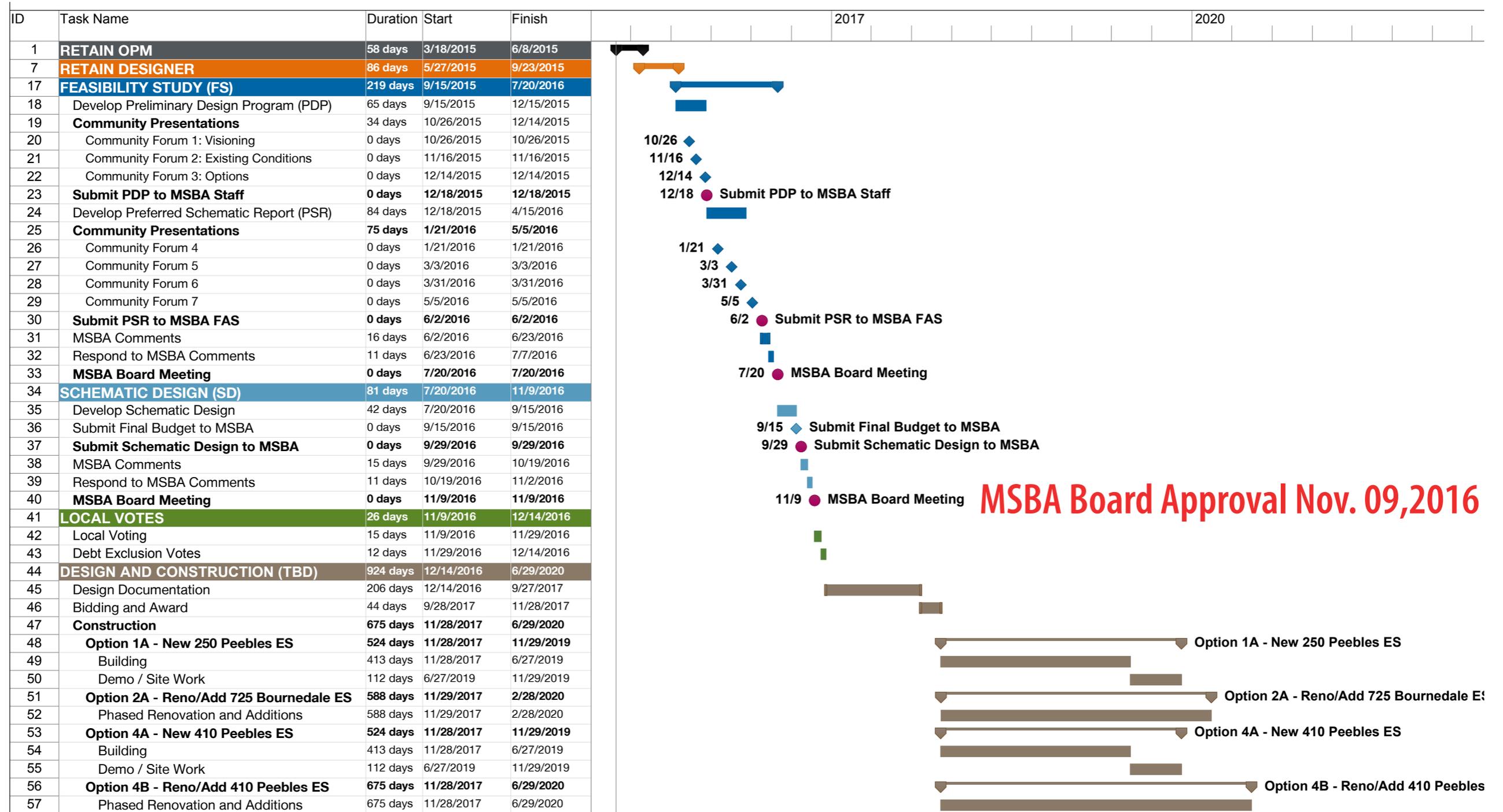
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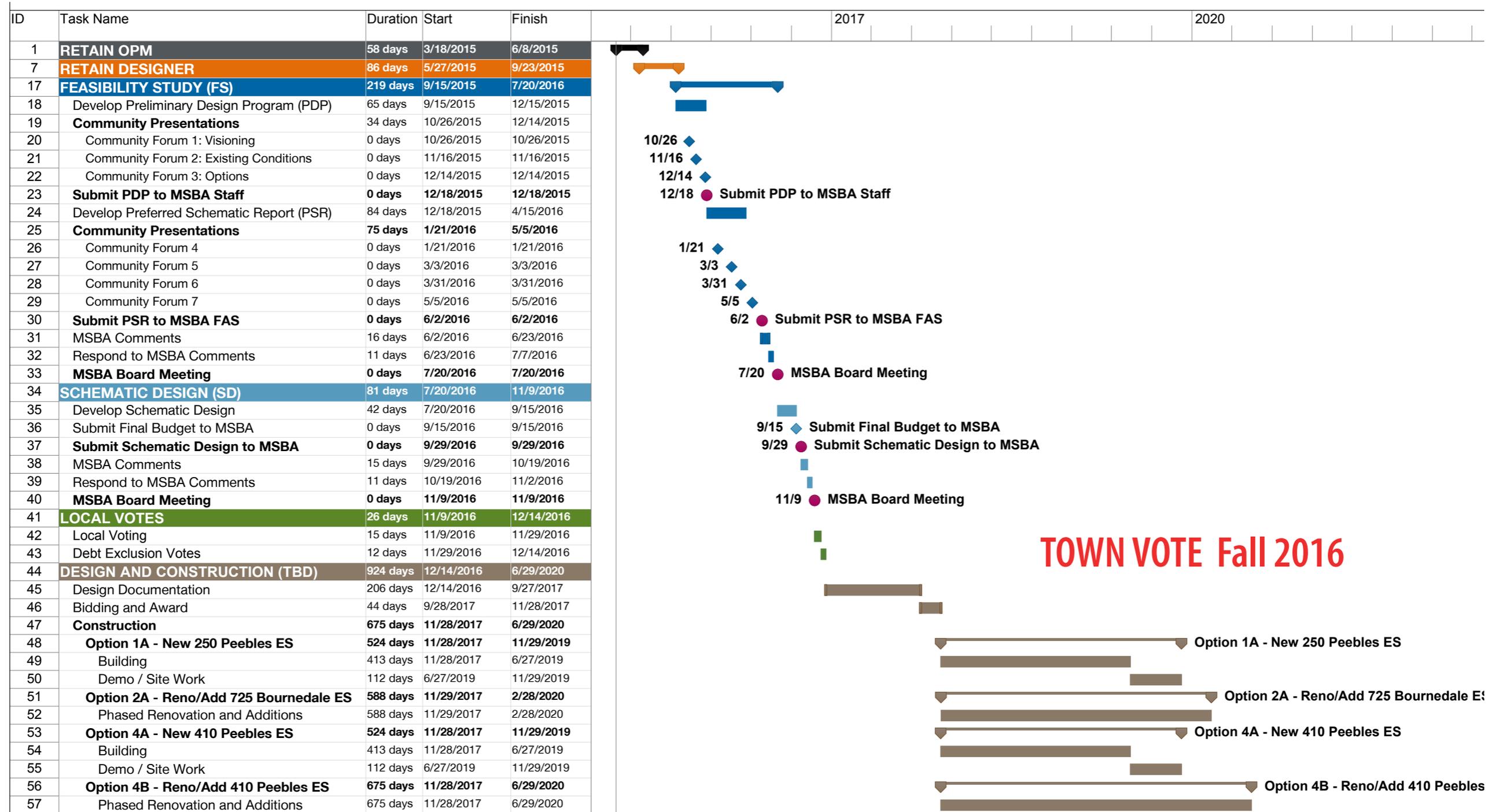
# Project Schedule



# Project Schedule



# Project Schedule



# Completed Milestones

- January 09, 2012 - Bourne submits SOI to MSBA
- January 04, 2012 - MSBA invites Town into Eligibility Phase
- December 16, 2014 - MSBA Approves Student Enrollment
- February 11, 2015 - MSBA Executes Feasibility Agreement
- June 08, 2015 - Town retains Owner's Project Manager (OPM)
- September 22, 2015 - Town retains Architect
- October 17, 2015 - Community Forum No.1
- November 17, 2015 - Community Forum No.2
- December 08, 2015 - Community Forum No.3
- December 18, 2015 - PDP Submitted to the MSBA
- January 21, 2016 - Community Forum No.4
- March 03, 2016 - Community Forum No.5
- March 28, 2016 - Finance Committee Meeting
- March 31, 2016 - Community Forum No.6
- April 06, 2016 - School Committee Meeting

# Completed Tasks

- Educational Program
- Visioning Program
- Space Summary Spreadsheets
- Building Evaluation
- Structural Evaluation
- MEP Evaluation
- Hazardous Materials Inspection
- Phase 1 Environmental Assessment
- Site Evaluation
- Traffic Evaluation
- Options Development
- Comparison Matrix
- Cost Analysis
- Options Evaluation
- Design Alternatives reduced from 7 to 4
- PDP Report Submitted to the MSBA
- Responded to MSBA Comments on PDP
- Refined 4 PSR Options
- Evaluated MSBA Reimbursement on the 4 Options
- MSBA approval of Option 5
- Design Alternatives reduced from 4 to 2

# Defining the Need

# Defining the NEED - Existing Conditions

## Peebles Elementary School

**Year Built: 1953, 1959** *(62 yrs. old)*

**Site** Poor drainage, traffic, and HC accessibility

**Exterior** Cracks, leaks, and lack of insulation

**Interior** Worn out, broken, and needs replacement

**MEP systems** Antiquated, inefficient, & poor temperature control



Building Exterior

## Systems to be addressed near future

- Brick veneer potentially breaking away from building
- Further settling of the addition
- Limited areas covered by sprinkler system
- Major ventilation concerns in the cafeteria, gymnasium and kitchen

# Design Options

# MSBA Study Scope

## Option 1

Grades  
K to 4

Neighborhood  
Elementary  
School

**250 students**

## Option 2

Grades  
PreK to 4

District-wide  
Elementary  
School

**725 students**

## Option 3

Grades  
PreK to 5

District-wide  
Elementary  
School

**885 students**

# MSBA Study Scope

## Option 1

Grades  
K to 4

Neighborhood  
Elementary  
School

**250 students**

## Option 2

Grades  
PreK to 4

District-wide  
Elementary  
School

**725 students**

## Option 3

Grades  
PreK to 5

District-wide  
Elementary  
School

**885 students**

## + Option 4

Grades  
K to 5

Neighborhood  
Elem. School  
with District-  
wide 5th grade

**410 students**

# MSBA Study Scope

## Option 1

Grades  
K to 4

Neighborhood  
Elementary  
School

**250 students**

## Option 2

Grades  
PreK to 4

District-wide  
Elementary  
School

**725 students**

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Grades  
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Elementary  
School

**885 students**

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Grades  
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Neighborhood  
Elem. School  
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**410 students**

# MSBA Study Scope

## Option 1

Grades  
K to 4

Neighborhood  
Elementary  
School

**250 students**

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District-wide  
Elementary  
School

**725 students**

## Option 3

Grades  
PreK to 5

District-wide  
Elementary  
School

**885 students**

## Option 4

Grades  
K to 5

Neighborhood  
Elem. School  
with District-  
wide 5th grade

**410 students**

## + Option 5

Grades  
3 to 5

District-wide  
Elementary  
School

**460 students**

# MSBA Study Scope

## Option 1

Grades  
K to 4

Neighborhood  
Elementary  
School

**250 students**

## Option 2

Grades  
PreK to 4

District-wide  
Elementary  
School

**725 students**

## Option 3

Grades  
PreK to 5

District-wide  
Elementary  
School

**885 students**

## Option 4

Grades  
K to 5

Neighborhood  
Elem. School  
with District-  
wide 5th grade

**410 students**

## Option 5

Grades  
3 to 5

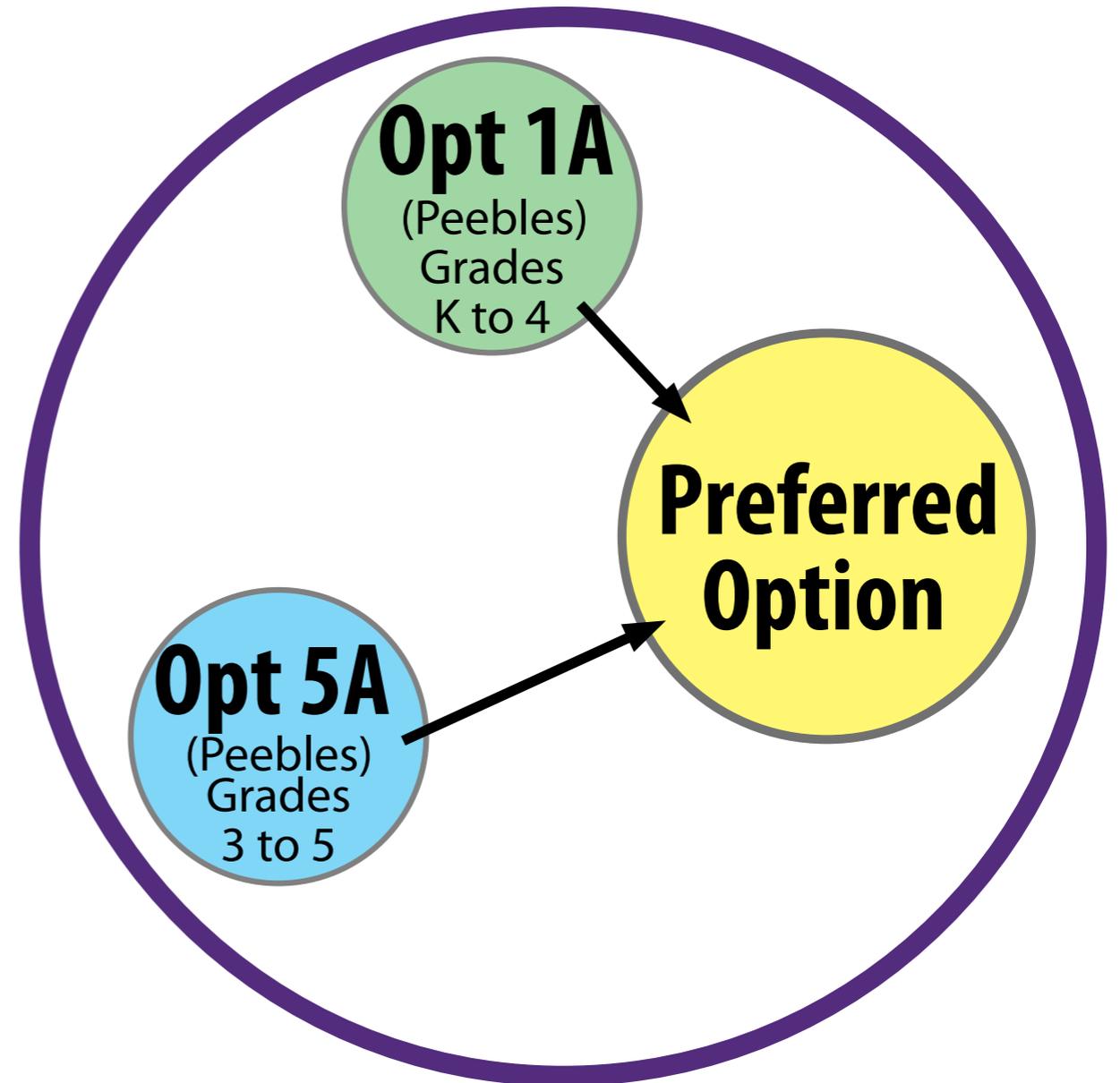
District-wide  
Elementary  
School

**460 students**

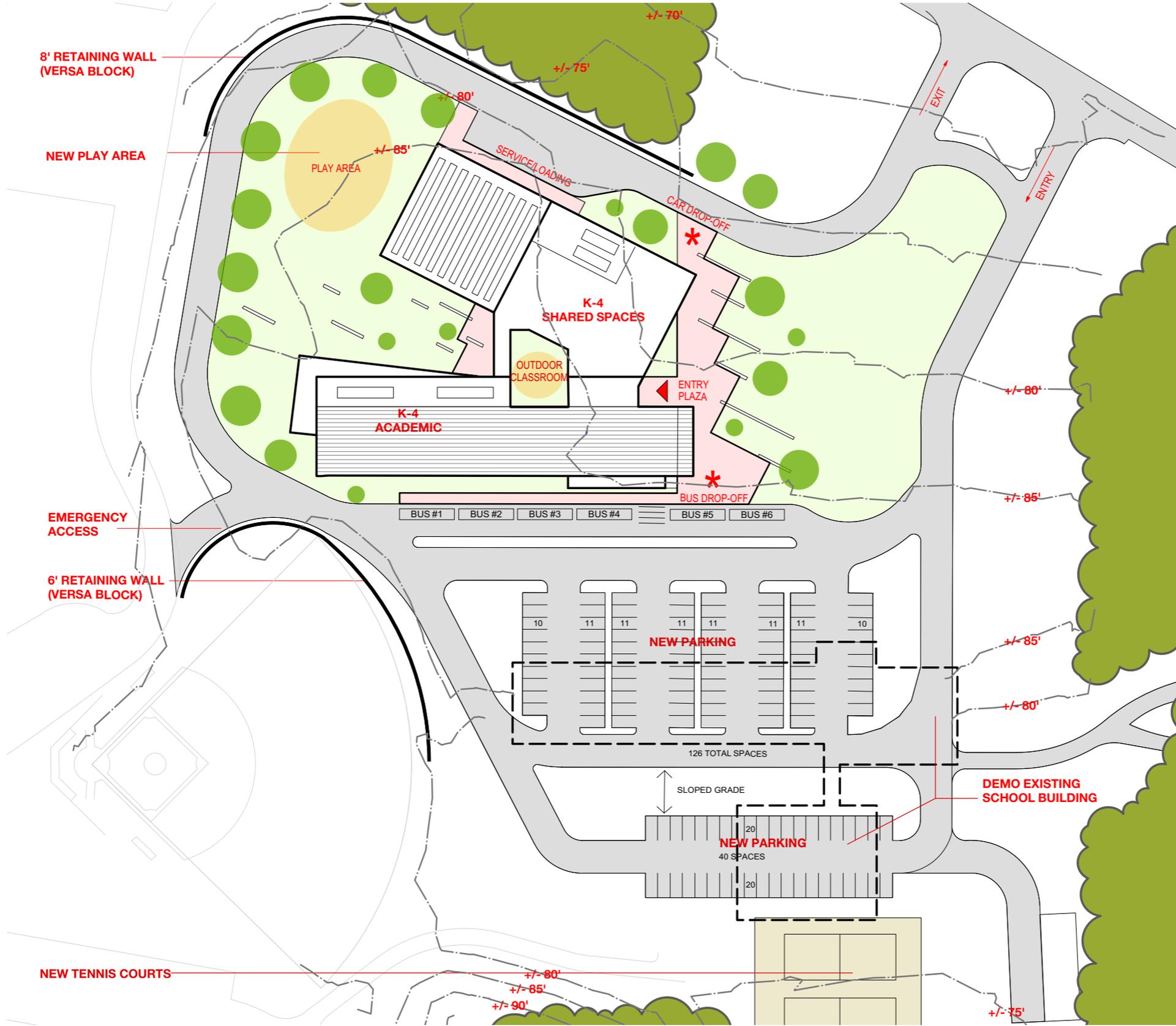
# MSBA Study Scope

## 4 options to 2 (PSR phase)

- 4 original options were evaluated
- Matrix of evaluation criteria developed to compare options and costs
- Advantages and Disadvantages were discussed at Community Workshops and School Building Committee meetings
- This leaves 4 options; 1A (K-4) and 5A



# Peebles New Construction Option 1A (250 students)



# Peebles New Construction Option 1A (Grades K-4 at 250 students)



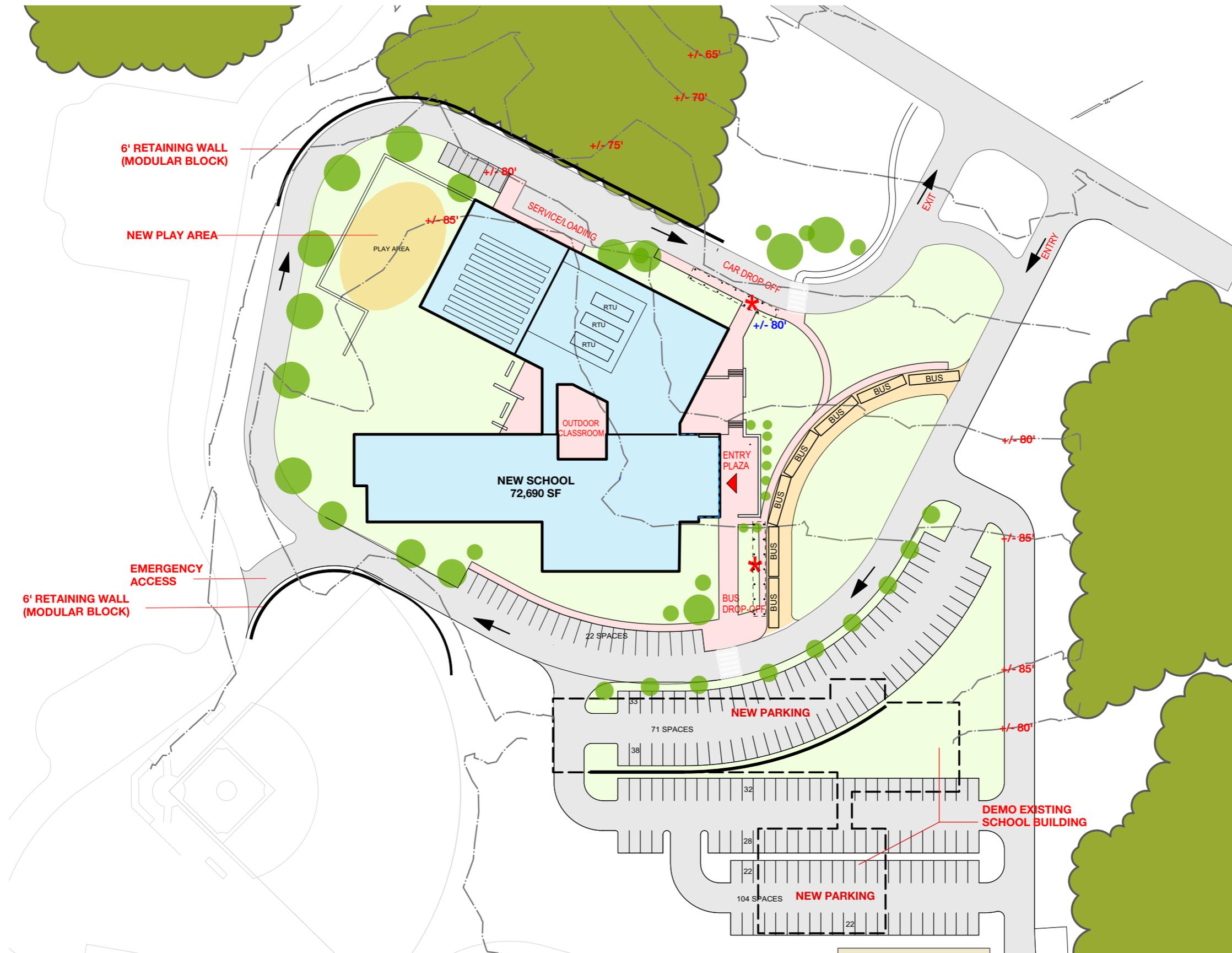
**FIRST FLOOR PLAN**

**SECOND FLOOR PLAN**

KEY	
1. Arts & Innovation Studio: -Grouped with Arts,Music,Makers Space & Learning Commons to promote collaboration, shared resources	4. Academic: -Neighborhood collab/display
2. Outdoor Classroom: - Limits distraction to academic classrooms -project area with water, power	5. Play Area: -Adjacent to Gymnasium to limit distraction to academic classrooms
3. Community: - Stage open to gym & cafe to support larger venue to support greater community events on this side of the canal	6. Campus Resource: - Adjacent to Middle School and High School,Historic Village, Canal
	7. Entry Plaza connects separate car and bus zones



# Peebles New Construction Option 5A - (Grades 3-5 at 460 students)



# Peebles New Construction Option 5A - (Grades 3-5 at 460 students)

## OPTION 5A (3-5)

New Construction

Square Footage: 72,680 sf



# Peebles New Construction Option 5A - (Grades 3-5 at 460 students)

## OPTION 5A (3-5)

New Construction

Square Footage: 72,680 sf



### KEY

- |  |  |
|--|--|
| <p><b>1. Arts &amp; Innovation Studio:</b><br/>-Grouped with Arts, Music, Makers Space &amp; Learning Commons to promote collaboration, shared resources</p> <p><b>2. Outdoor Classroom:</b><br/>- Limits distraction to academic classrooms<br/>-project area with water, power</p> <p><b>3. Community:</b><br/>- Stage open to gym &amp; cafe to support larger venue to support greater community events on south side of the canal</p> | <p><b>4. Academic:</b><br/>-Neighborhood collab/display</p> <p><b>5. Play Area:</b><br/>-Adjacent to Gymnasium to limit distraction to academic classrooms</p> <p><b>6. Campus Resource:</b><br/>- Adjacent to Middle School and High School, Historic Village, Canal</p> <p><b>7. Entry Plaza</b> connects separate car and bus zones</p> |
|--|--|

SECOND LEVEL PLAN



# CONSTRUCTION SCHEDULE & COST MODELS

# Construction Schedule

		<b>Option 1A (K-4)</b> Peebles New Construction <b>250 students</b>	<b>Option 5A (3-5)</b> Peebles New Construction <b>460 students</b>
<b>Gross SF</b>		<b>57,248 SF</b>	<b>72,680 SF</b>
<b>Duration</b>	Building	<b>19 Months</b>	<b>19 Months</b>
	Sitework	<b>5 Months</b>	<b>5 Months</b>
<b>* TOTAL</b>		<b>24 Months</b>	<b>24 Months</b>

\* Estimated Construction Schedule subject to change as project is refined

# Cost of Design Alternatives

		Option 1 (K-4) Peebles Elementary 250 students 1A New	Option 5 (3-5) Peebles Elementary 460 students 5A New
<b>Gross SF</b>		<b>57,248 SF</b>	<b>72,680 SF</b>
<b>Construction Cost \$ (Hard Cost)</b>	Building	\$22.62M	\$26.19M
	Hazmat/Demo	\$1.7M	\$1.68M
	Sitework	\$4.04M	\$4.2M
	<b>Total</b>	<b>\$28.36M</b>	<b>\$32.07M</b>
<b>Soft Cost \$</b>	Fees & Expenses	\$5.4M	\$5.8M
	FF&E	\$0.75M	\$1.38M
	Contingencies	\$1.99M	\$2.24M
<b>Other Town Costs</b>		no cost	no cost
<b>* TOTAL</b>		<b>\$36.49M</b>	<b>\$41.49M</b>
<b>Cost per SF</b>		<b>\$637</b>	<b>\$571</b>

\* Estimated Cost subject to change as project is refined and appropriation vote date is

# PROJECT REIMBURSEMENT

# MSBA Reimbursement Process

- MSBA is the state authority that administers and funds a program for grants for Massachusetts school projects.
- MSBA mandates a multi-step rigorous study and approval process.
- MSBA will reimburse all Eligible Costs.
  - Examples of Ineligible Costs are:
    - › Site Costs Over 8%,
    - › Building Costs Over \$299/sf,
    - › Asbestos Flooring Abatement,
    - › FFE/Technology Costs Over \$2,400/Student,
    - › Legal Fees, Moving Expenses, Construction Contingencies over 1% for new construction or 2% for renovations.
    - › Prior Grant Cost Recovery/Renovation Costs on recent Previously Reimbursed Projects

# Estimated Project Reimbursement Rate for Eligible Costs

	Option 1A	Option 5A
Base Reimbursement Rate	43.84	43.84
Maintenance	1.00	1.00
CM @ Risk	1.00	1.00
Renovation	0.00	0.00
Green Schools	2.00	2.00
<b>*Total Reimbursement Rate</b>	<b>47.84</b>	<b>47.84</b>

\* Reimbursement rates subject to change based on MSBA Review

# Estimated Project Costs and MSBA Reimbursement

	Option 1A	Option 5A
Project Cost	\$36.49 M	\$41.49M
Approximate MSBA Grant	\$12.11M	\$14.72M
*Approximate Cost to Bourne	\$24.38M	\$26.77M

\* Costs subject to change as project is refined and appropriation vote date is established

# Estimated Homeowner Tax Impact

	<b>Option 1 (K-4)</b>	<b>Option 5 (3-5)</b>
	Peebles Elementary 250 students	Peebles Elementary 460 students
	<b>1A New</b>	<b>5A New</b>
<i>* Bourne Share:</i>	<b>\$24,379,928</b>	<b>\$26,768,750</b>
Rate	5.00%	5.00%
Term (years)	20	20
Yearly Payment-20 yr Average	\$ 1,858,384	\$ 2,040,459
Average Home Value	\$ 398,944	\$ 398,944
<b>Annual Tax Increase</b>		
<b>Residential-20 yr Average</b>	<b>\$ 175.71</b>	<b>\$ 192.92</b>
Annual Tax Increase per \$1,000	\$ 0.4404	\$ 0.4836
Impact Average House 20 Years	\$ 3,514.11	\$ 3,858.40

\* Costs subject to change as project is refined and appropriation vote date is established

# Preliminary Preference

# Preliminary Preference - Option 5A

*The School Building Committee conducted a straw poll vote on April 28<sup>th</sup> and preferred Option 5A as being the most beneficial by addressing district-wide elementary school needs.*

# Preliminary Preference - Option 5A



**Peebles  
Elementary School**

## Educational Leadership Team Visioning Workshop Four Notes

### Benefits of District-Wide (K-2, 3-5, 6-8) Strategy

#### PreK-2

- a. Aligns with frameworks
- b. Every building district-wide
- c. Grade level equity/transitions for all levels
- d. Start and stay as your graduating class (no merging)
- e. Earlier integration of students improves school/town identity
- f. More focused/natural transition for ILCs
- g. More focused and age appropriate enrichment
- h. More opportunities for curricular integration and looping
- i. Grade level equity and collaboration
- j. Less age difference on student buses
- k. Increased horizontal and vertical alignment
- l. More targeted population for building based specialists
- m. More balanced classrooms (size and academic need)
- n. Space size more appropriate (i.e. gym)
- o. Better teacher-student/matches
- p. Full-day K – universal
- q. Early Childhood Center – Community Outreach
- r. Increased sense of small community
- s. More focused, tiered instruction (RTI)
- t. More focused socio-emotional instruction
- u. More possibilities to create new spaces/more innovative use of space

#### Grades 3-5

- a. Aligns with frameworks
- b. Every building district-wide
- c. Grade level equity/transitions for all levels
- d. Start and stay as your graduating class (no merging)
- e. Earlier integration of students improves school/town identity
- f. More focused/natural transition for ILCs
- g. More focused and age appropriate enrichment
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- q. More focused, tiered instruction (RTI)
- r. More focused socio-emotional instruction
- s. More possibilities to create new spaces/more innovative use of space
- t. Puts Grade 5 in elementary
- u. Easier transition to middle school
- v. Maintains student access to campus resources

#### Grades 6-8

- a. Aligns with frameworks
- b. Every building district-wide
- c. Grade level equity/transitions for all levels
- d. Start and stay as your graduating class (no merging)
- e. Earlier integration of students improves school/town identity
- f. Appropriate grade-level identity
- g. More focused/natural transition for ILCs
- h. More focused and age appropriate enrichment
- i. More opportunities for curricular integration and looping
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- s. More focused socio-emotional instruction
- t. More possibilities to create new spaces/more innovative use of space
- u. Puts Grade 5 in elementary
- v. Easier transition to middle school
- w. Maintains student access to campus resources
- x. Increased curriculum, program and course offerings starting at Grade 6
- y. Space for Maker Space/Innovation Studio in building

#### Concerns:

- o Travel duration/distance
- o Bus start times
- o Staffing reconfiguration
- o More families dealing with multiple buildings

# Preliminary Preference - Option 5A

## PreK-2

- a. Aligns with frameworks
- b. Every building district-wide
- c. Grade level equity/transitions for all levels
- d. Start and stay as your graduating class (no merging)
- e. Earlier integration of students improves school/town identity
- f. More focused/natural transition for ILCs
- g. More focused and age appropriate enrichment
- h. More opportunities for curricular integration and looping
- i. Grade level equity and collaboration
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- u. More possibilities to create new spaces/more innovative use of space

# Preliminary Preference - Option 5A

## Grades 3-5

- a. Aligns with frameworks
- b. Every building district-wide
- c. Grade level equity/transitions for all levels
- d. Start and stay as your graduating class (no merging)
- e. Earlier integration of students improves school/town identity
- f. More focused/natural transition for ILCs
- g. More focused and age appropriate enrichment
- h. More opportunities for curricular integration and looping
- i. Grade level equity and collaboration
- j. Less age difference on student buses
- k. Increased horizontal and vertical alignment
- l. More targeted population for building based specialists
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- s. More possibilities to create new spaces/more innovative use of space
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- v. Maintains student access to campus resources

# Preliminary Preference - Option 5A

## Grades 6-8

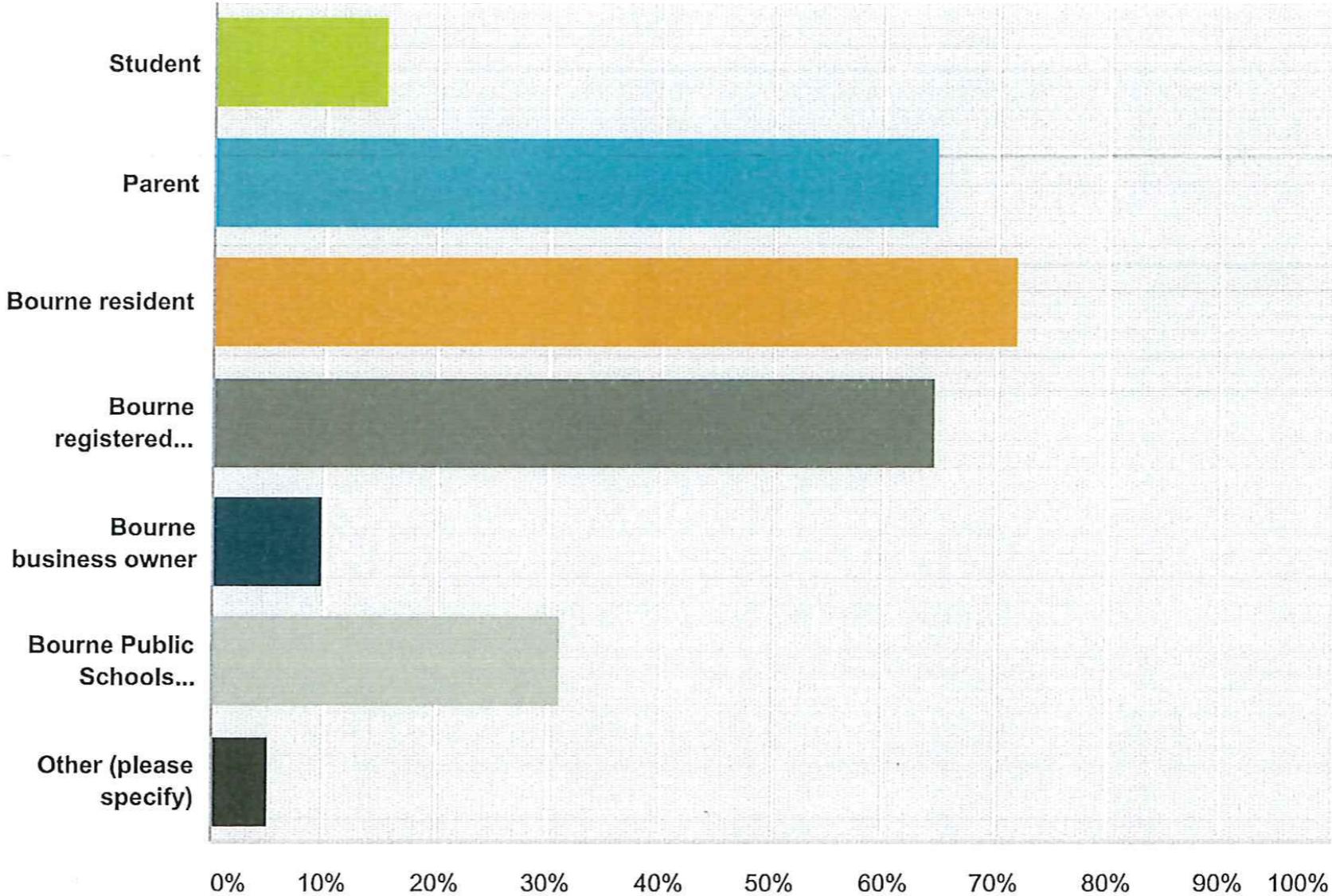
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- x. Increased curriculum, program and course offerings starting at Grade 6
- y. Space for Maker Space/Innovation Studio in building

# Community-Wide Survey Results

# Survey

## Q1 Please select all stakeholder groups that apply to you.

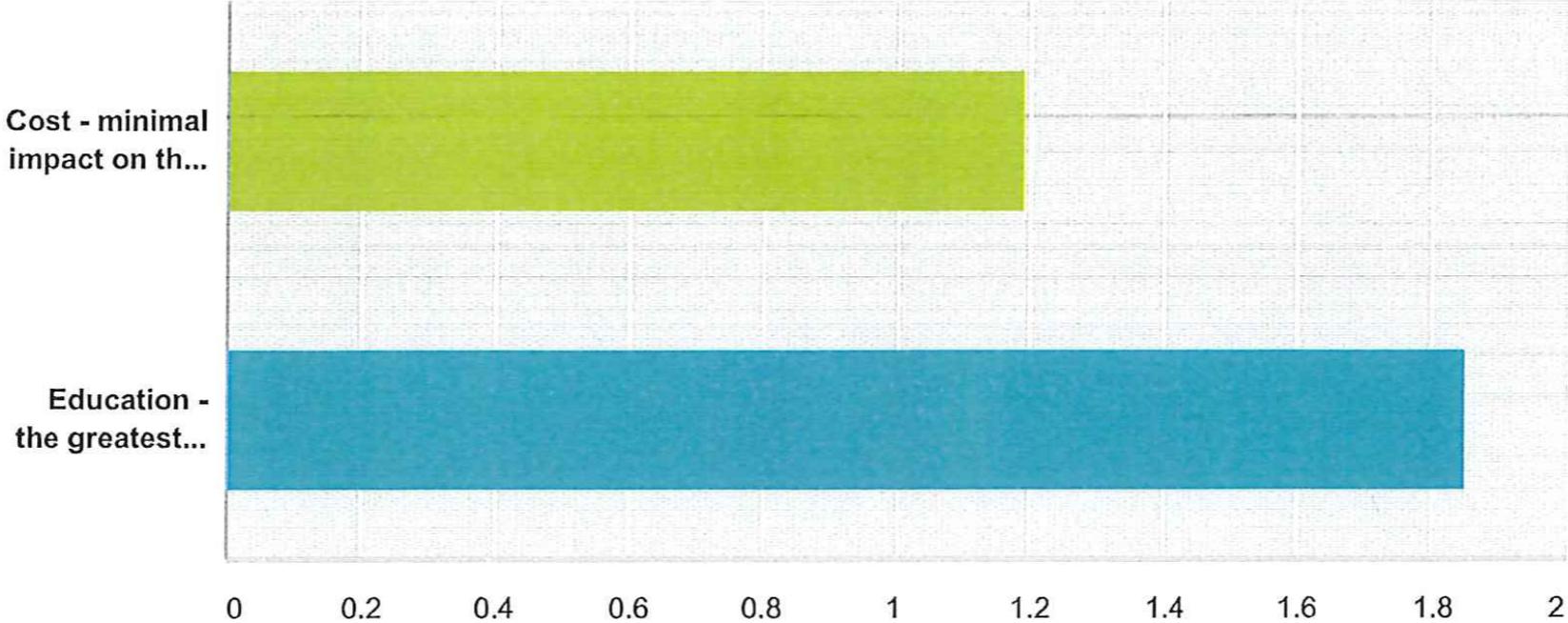
Answered: 483 Skipped: 2



# Survey

**Q2 Please rank your priority from the choices below with 1 being the most important.**

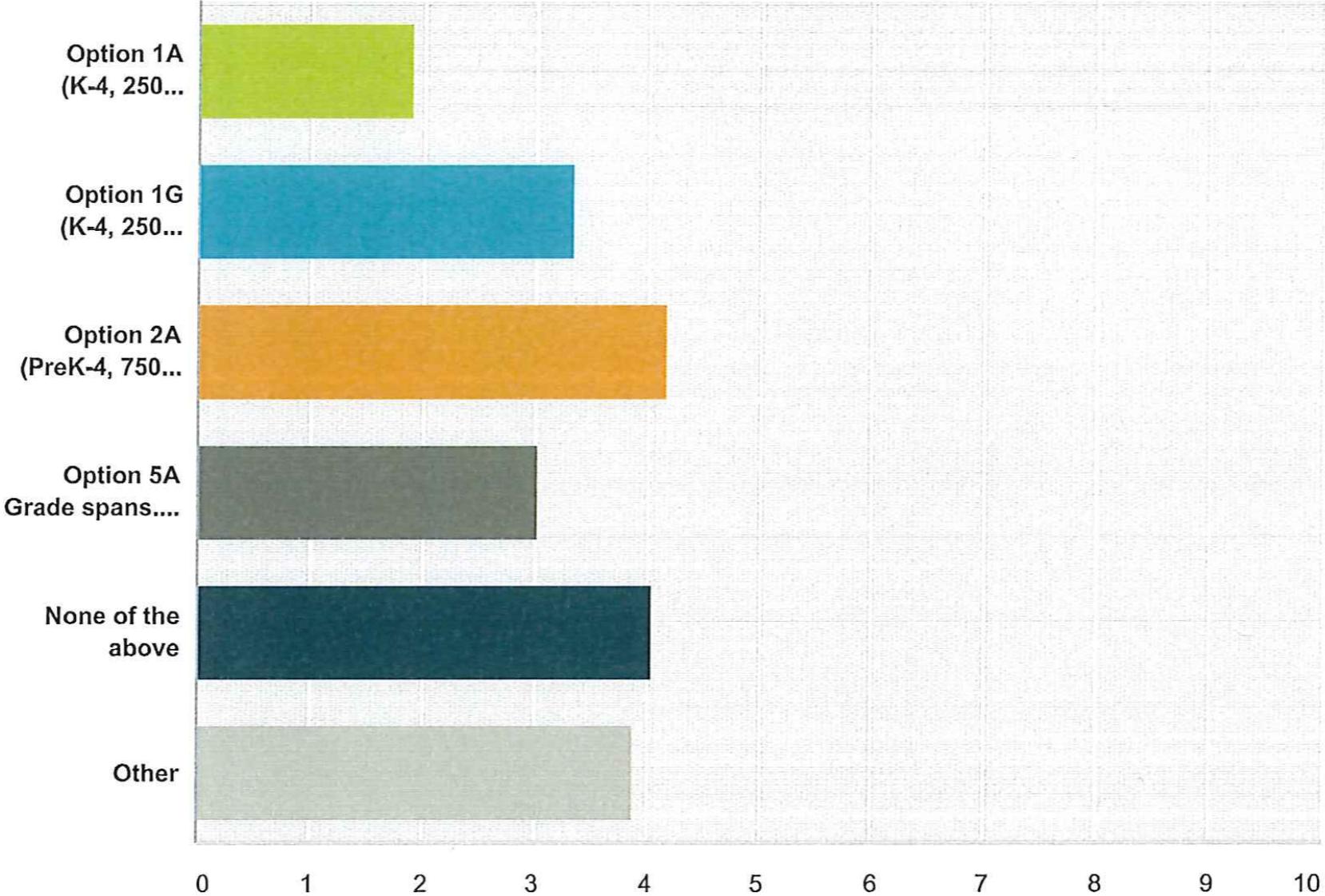
Answered: 473 Skipped: 12



# Survey

**Q3 What is the most important consideration in the decision-making process for recommending a capital school building project to the Bourne Community for approval? Please rank the following priorities with 1 being the most important and 6 being the least important.**

Answered: 477 Skipped: 8



# Survey

## Q4 What does district-wide (location specific) grade spans mean to you?

Answered: 201 Skipped: 284

# Survey

**Q5 What other information will be pertinent to the recommendations of the Bourne School Building Committee?**

Answered: 164 Skipped: 321

# Community Discussion

# Community Discussion

- **Educational**
- **Grade Spans**
- **Community Impact** (Community Resource, Travel, School on both sides)

# Next Steps

# Next Steps

The School Building Committee meetings are every two weeks. Meeting agendas and dates are posted on the District's website.

- *January 21, 2016 - Community Forum No.4 at Bournedale Elementary School Cafeteria*
- *March 03, 2016 - Community Forum No. 5 at Peebles Elementary School Cafeteria*
- *March 31, 2016 - Community Forum No. 6 at Bournedale Elementary School Cafeteria*
- *April 07,2016 - SBC to evaluate Option 5A*
- **May 05, 2016 - Community Forum No. 7 at Peebles Elementary School Cafeteria**
- **June 02, 2016 - Submit PSR document to the MSBA**
- **September 29, 2016 - Submit Schematic Design documents to MSBA**
- **November 09, 2016 - MSBA Board Meeting to approve project to bring to voters**
- **Town Vote**

# Questions?