

PROJECT MINUTES

Project:	Peebles Elementary School Feasibility Study	Project No.:	15041
Prepared by:	Joel Seeley	Meeting Date:	12/3/2015
Re:	School Building Committee Meeting	Meeting No:	8
Location:	Bourne Veteran’s Memorial Community Center	Time:	6:30pm
Distribution:	School Building Committee Members, Attendees (MF)		

Attendees:

PRESENT	NAME	AFFILIATION	VOTING MEMBER
✓	James L. Potter	Chairman, School Building Committee	Voting Member
	Peter J. Meier	Board of Selectmen	Voting Member
	Christopher Hyldborg	Chairman, School Committee	Voting Member
	Laura Scena	Member, School Committee	Voting Member
✓	Natasha Scarpato	Member at Large	Voting Member
	Richard A. Lavoie	Finance Committee	Voting Member
✓	William Meier	Building Trade Expert	Voting Member
✓	Mary Jo Coggeshall	Member at Large	Voting Member
✓	Frederick H. Howe	Board of Health	Voting Member
✓	Steven M. Lamarche	Superintendent of Schools, BPS	Voting Member
✓	Edward S. Donoghue	Director of Business Services, BPS	Non-Voting Member
	Thomas M. Guerino	Town Administrator	Non-Voting Member
✓	Jonathan Nelson	Director of Facilities, Town of Bourne	Non-Voting Member
✓	Elizabeth A. Carpenito	Principal, BES	Non-Voting Member
✓	Kathy Anderson	Elementary/Special Education Secretary	Non-Voting Member
✓	Janey Norton	Principal, PES	
✓	Kent Kovacs	FAI, Architect	
✓	Betsy Farrell Garcia	FAI, Architect	
	Jorge Cruz	FAI, Architect	
✓	Joel Seeley	SMMA, OPM	

Item #	Action	Discussion
8.1	Record	Call to Order, 6:30 PM, meeting opened.
8.2	Record	A motion was made by F. Howe and seconded by S. Lamarche to approve the 11/19/15 School Building Committee meeting minutes. No discussion, motion passed unanimous by those attending.
8.3	Committee Members	J. Seeley distributed and reviewed a draft of the Committee and Community Meetings Schedule for the PSR Phase. Committee Discussion: <ol style="list-style-type: none"> 1. S. Lamarche indicated the April 7, 2016 Community Forum No. 6 date conflicts with the High School Spring Production date. 2. Committee Members to review the other proposed dates for approval of the Schedule at the next Committee meeting.
8.4	J. Seeley	J. Seeley distributed and reviewed FSA Amendment No. 1, dated 11/30/15 and attached, from MSBA requesting execution by the Town. J. Seeley will follow-up with T. Guerino for signature and return to MSBA.
8.5	Record	K. Kovacs distributed and reviewed the Educational Program Meeting minutes from the 11/6/15 and 11/30/15 meetings.
8.6	J. Seeley	J. Seeley to provide a projection of additional Environmental and Site Consultancies for the PSR and SD Phases. J. Seeley will determine once the PDP phase is more complete.
8.7	Record	K. Kovacs distributed and reviewed a PES Campus Sewage Treatment Plant Capacity letter, dated 12/2/15 and attached, indicating the plant has a capacity of 35,400 GPD and has an average usage of 12,300 GPD, therefore there can accommodate Options 1A/1G and 4A/4B.
8.8	Record	K. Kovacs distributed and reviewed a pamphlet from Cape Light Compact, attached, indicating a list of qualified improvements for which Cape Light Compact may participate in funding. At this early stage, these will be noted and will be more fully vetted in the Schematic Design phase.
8.9	K. Kovacs	K. Kovacs provided an update on the engineer's review of the gas service moratorium at the PES site. NGrid has been provided with the anticipated gas loads for Options 1A/1G and 4A/4B. The loads appear to be below the current usage, due to the high efficiency boilers being planned for. FAI will provide more information once the engineers receive feedback from NGrid. Committee Discussion: <ol style="list-style-type: none"> 1. J. Nelson indicated NGrid noted the moratorium related to both sides of the canal on the DPW project, and as a result, the State's DPU became involved. J. Nelson cautioned FAI to ensure all correspondence and discussions with NGrid are in writing with copy to the Committee.

Item #	Action	Discussion
8.10	K. Kovacs	K. Kovacs indicated the engineers are still reviewing the gas service capacity at BES.
8.11	K. Kovacs	K. Kovacs will provide information on historical costs against actual savings for LEED elements from their recent projects for Committee review.
8.12	P. Meier	P. Meier to follow-up with the Moderator on the process to be followed to fill vacant Committee seats in the future.
8.13	J. Seeley	<p>J. Seeley coordinated with Bourne TV and the Community Center Director to have the Committee PDP Phase meetings video-taped.</p> <p>J. Seeley to coordinate with Bourne TV and the Community Center Director to have the Committee PSR Phase meetings video-taped, once the Meetings Schedule is approved.</p>
8.14	K. Kovacs	<p>K. Kovacs presented and reviewed a Powerpoint presentation, attached, on the design options as follows:</p> <ol style="list-style-type: none"> 1. PES – New Construction Option 1A – 250 students 2. PES – Renovation/Addition Option 1G – 250 students 3. BES - Renovation/Addition Option 2A – 725 students 4. BES - Renovation/Addition Option 3A – 885 students 5. BES - Renovation/Addition Option 3B – 885 students 6. PES – New Construction Option 4A – 410 students 7. PES – Renovation/Addition Option 4G – 410 students <p>Committee Discussion on the Pros and Cons relative to all of the options:</p> <ol style="list-style-type: none"> 1. J. Potter asked if Options 3A/3B were the only options in which there is 5th grade continuity, ie the 5th grade students don't travel? <i>J. Norton indicated yes, except for Options 4A/4B, in which the Peebles 5th grade wouldn't travel, but the Bournedale would.</i> 2. J. Norton indicated a Pro for Options 1A/1G and 4A/4G is the opportunity for educational mentoring by the MS and HS students. 3. J. Norton indicated a Pro for Options 1A/1G and 4A/4G is the opportunity for the ES students to use the resources in the MS and HS. 4. K. Anderson indicated a Pro for Options 2A, 3A/3B is that all elementary students share the same experience. 5. J. Norton indicated a Con for Options 2A, 3A/3B is that the Peebles elementary students don't have the neighborhood school experience. 6. R. Howe asked how overcrowded is the Middle School? <i>S. Lamarche indicated the MS is functional, but it isn't being used as constructed, in that there are many uniquely middle school spaces that aren't being used for the middle school due to repurposing to accommodate the enrollments.</i> 7. S. Lamarche indicated a Pro for Options 2A, 3A/3B is the ability to re-use of some of the base mechanical and electrical systems, since they are relatively new. 8. J. Potter indicated there is a need to define the term "neighborhood school".

Item #	Action	Discussion
		<p><i>S. Lamarche indicated the Committee should consider defining the term as “a school being on the same side of the canal on which the attending students live”.</i></p> <p>9. J. Nelson asked if Options 2A, 3A/3B had less site work than Options 1A/1G and 4A/4B? <i>K. Kovacs indicated there is less utility work, but there is a lot of disturbed site area in Options 2A, 3A/3B which adds to overall sitework scope.</i></p> <p>10. W. Meier asked which Options include the 5th grade? <i>J. Potter indicated Options 3A/3B and 4A/4B include the 5th grade.</i></p> <p>11. S. Lamarche asked if any Options require a Land Purchase? <i>K. Kovacs indicated none of the Options require a Land Purchase.</i></p> <p>12. N. Scarpato asked if re-purposing Peebles has been discussed, relative to Options 2A, 3A/3B? <i>W. Meier indicated the 1959 addition would have to be razed and the original building would require significant investment. S. Lamarche also added nothing has been finalized with respect to re-purposing Peebles relative to Options 2A, 3A/3B.</i></p> <p>13. J. Nelson indicated a Con for Options 2A, 3A/3B would be the added cost to deal with a vacated Peebles and that the Committee should consider the total cost to the Town when evaluating the Options.</p> <p>14. S. Lamarche asked FAI to qualify that the existing Peebles is safe and sound structurally. <i>K. Kovacs indicated yes the existing Peebles is safe and sound. The issues relate to triggering current code compliance requirements should the building be renovated or added to.</i></p> <p>15. S. Lamarche indicated a Pro for Options 2A, 3A/3B and 4A/4B is that they are larger buildings, in that they have inherent flexibility do to having more space.</p> <p>16. J. Potter asked how is a school determined to be too small or too large? <i>K. Kovacs indicated the MSBA ES space template is set up for an average size school of around 400-500 students. S. Lamarche added that MSBA has approved many sizes, larger or smaller, and that the important take away is that an 885 student school would be the largest school in the Town.</i></p> <p>17. W. Meier indicated a Pro for Options 2A, 3A/3B would be reduced operational costs due to consolidation into one larger school.</p> <p>18. J. Norton indicated a Con for Options 3A/3B is it is a very large school.</p> <p>19. J. Potter asked if there are specific 5th grade spaces included in Options 3A/3B and 4A/4B that the middle school does not have? <i>B. Garcia indicated there are several SPED spaces specific to elementary level students that the middle school does not have available to them.</i></p>

Item #	Action	Discussion
		<p>20. J. Nelson indicated a Pro for Options 2A, 3A/3B is that they would be a single building that fixes the current issues at Bournedale versus two separate buildings, one new and one five years old.</p> <p>K. Kovacs to include the above Pros and Cons in the Evaluation Matrix and update for the next Committee meeting.</p>
8.15	K. Kovacs	<p>K. Kovacs distributed and reviewed the Preliminary Cost Models, attached, for the design options as follows:</p> <ol style="list-style-type: none"> 1. PES – New Construction Option 1A – 250 students - \$37.98 million 2. PES – Renovation/Addition Option 1G – 250 students - \$37.35 million 3. BES - Renovation/Addition Option 2A – 725 students - \$39.34 million 4. BES - Renovation/Addition Option 3A – 885 students - \$46.12 million 5. BES - Renovation/Addition Option 3B – 885 students - \$45.35 million 6. PES – New Construction Option 4A – 410 students - \$43.36 million 7. PES – Renovation/Addition Option 4G – 410 students - \$43.28 million <p>Committee Discussion:</p> <ol style="list-style-type: none"> 1. J. Potter asked if the costs for hazardous material abatement is included? <i>K. Kovacs indicated yes, the costs for hazardous material abatement is included.</i> 2. J. Potter asked if the costs reflect achieving LEED Silver? <i>K. Kovacs indicated yes, LEED Silver is the baseline to achieve for the additional 2% reimbursement from MSBA.</i> 3. S. Lamarche asked the Committee to make sure to understand the emotional and cultural value of keeping the existing Peebles school and renovating versus razing and constructing new from the Peebles community perspective. <i>K. Kovacs to emphasize the question at Community Forum No. 3.</i>
8.16	Committee Members	<p>K. Kovacs distributed and reviewed the Evaluation Criteria Matrix, attached.</p> <p>Each Committee member to fill in their ranking, 1 to 3, on the Evaluation Criteria Matrix for each criteria for each Option for the next Committee meeting.</p>
8.17	J. Seeley J. Potter	<p>A Motion was made by S. Lamarche and seconded by N. Scarpato to defer the topic “Technology use during Open Meeting” to the next Committee meeting. No discussion, voted unanimously.</p> <p>J. Seeley to place the topic “Technology use during Open Meeting” on the agenda for the next Committee meeting.</p> <p>J. Potter will send the draft Policy to the Committee members.</p>
8.18	Record	<p>Prep Community Forum No. 3, scheduled for 12/8/15, was discussed.</p> <p>Committee Discussion:</p> <ol style="list-style-type: none"> 1. K. Kovacs asked if a quick tour of the school should be undertaken at the start of the forum? <i>The Committee agreed a quick tour would be beneficial.</i> 2. S. Lamarche suggested refreshments similar to Community Forum No. 2.

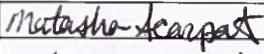
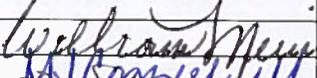
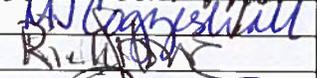
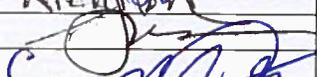
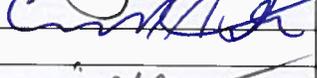
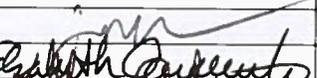
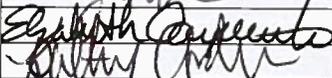
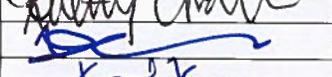
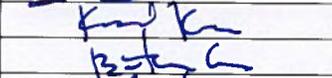
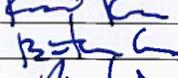
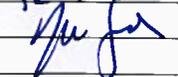
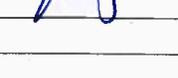
Item #	Action	Discussion
		<p>3. S. Lamarche indicated the School Administration will send out a text message advertising the forum, in addition to the email notifications.</p> <p>4. P. Meier will contact the Bourne Enterprise to advertise the forum.</p>
8.19	Record	<p>New Business</p> <p>1. S. Lamarche asked how the Committee felt about video-taping the Committee meetings? <i>J. Potter indicated he felt the transparent process was important and that this is a Town Study and the Town needs to be involved in arriving at a solution that is best for the Town.</i></p>
8.20		<p>Community Questions:</p> <p>1. Will Life Cycle Costing be utilized in the Study process? <i>K. Kovacs indicated yes for building systems selection, but this will occur in the Schematic Design Phase.</i></p> <p>2. Has the Town determined from a Town Planning perspective whether a single elementary school on the Land-side is the best long term solution, relative to demographics and property taxes? <i>J. Nelson indicated no, but this is the type of intangible information that should be discussed at the community meetings.</i></p>
8.21	Record	<p>Next SBC Meeting: December 17, 2015 at 6:30 pm at the Bourne Veteran's Memorial Community Center.</p>
8.22	Record	<p>A Motion was made by S. Lamarche and seconded by N. Scarpato to adjourn the meeting. No discussion, voted unanimously.</p>

Attachments: Agenda, FSA Amendment No. 1, Educational Program Meeting minutes, dated 11/6/15 and 11/30/15, PES Campus Sewage Treatment Plant Capacity letter, dated 12/2/15, pamphlet from Cape Light Compact, Preliminary Cost Models, Evaluation Criteria Matrix, Powerpoint presentation

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes

PROJECT MEETING SIGN-IN SHEET

Project: Peebles Elementary School Feasibility Study Project No.: 15041
 Prepared by: Joel Seeley Meeting Date: 12/3/2015
 Re: School Building Committee Meeting Meeting No: 8
 Location: Bourne Veterans Memorial Community Center, 234 Main Street, Buzzards Bay, Massachusetts Time: 6:30pm
 Distribution: Attendees, (MF)

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	James L. Potter	onsetip@juno.com	Chairman, School Building Committee
	Peter J. Meier	pmeier@townofbourne.com	Bourne Board of Selectmen
	Christopher Hyldborg	chrish@alpha-1.com	Chairman, Bourne School Committee
	Laura Scena	laurascena@yahoo.com	Member, School Committee
	Natasha Scarpato	scarpato4@comcast.net	Member-At-Large
	Richard A. Lavoie	RichL.Lavoie@gmail.com	Member, Bourne Finance Committee
	William Meier	Dusty22752@aol.com	Building Trade Expert
	Mary Jo Coggeshall	mjcoggeshall@bourneps.org	At-Large
	Frederick H. Howe	rickhowe9@gmail.com	Board of Health
	Steven M. Lamarche	slamarche@bourneps.org	Superintendent of Schools, BPS
	Edward S. Donoghue	EDonoghue@bourneps.org	Director of Business Services, BPS
	Thomas M. Guerino	tguerino@townofbourne.com	Town Administrator
	Jonathan Nelson	jnelson@townofbourne.com	Director of Facilities, Town of Bourne
	Elizabeth A. Carpenito	ecarpenito@bourneps.org	Principal, BES
	Kathy Anderson	kanderson@bourneps.org	Elementary/Special Education Secretary
	Janey Norton	jnorton@bourneps.org	Principal, PES
	Kent Kovacs	kkovacs@flansburgh.com	Flansburgh Architects
	Betsy Farrell Garcia	bgarcia@flansburgh.com	Flansburgh Architects
	Joel Seeley	jseeley@smma.com	SMMA

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AGENDA

Project:	Peebles Elementary School Feasibility Study	Project No.:	15041
Re:	School Building Committee Meeting	Meeting Date:	12/3/2015
Meeting Location:	Bourne Veterans Memorial Community Center	Meeting Time:	6:30 PM
Prepared by:	Joel Seeley	Meeting No.:	8
Distribution:	Committee Members (MF)		

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices and Commitments
4. PSR Phase Schedule
5. Educational Program Update
6. Presentation of Refined Construction Alternatives
7. Review of Preliminary Cost Models
8. Technology Use During Open Meeting Policy
9. Preparation for Community Forum No. 3
10. Old or New Business
11. Public Comments
12. Next Meeting – December 17, 2015
13. Adjourn

JGS/sat/P:\2015\15041\04-MEETINGS\4.2 Agendas\3-School Building Committee\8_3December2015\Agenda_3December2015.Docx

**SCHOOL BUILDING COMMITTEE
PEEBLES ELEMENTARY SCHOOL**

All meetings held at the
Bourne Veterans Memorial Community Center at 6:30 PM
unless otherwise noted

**MEETINGS SCHEDULE AND AGENDAS
November 25, 2015**

DATE	AGENDA
<i>Feasibility Study Phase (PSR)</i>	
January 7, 2016	SCHOOL BUILDING COMMITTEE MEETING Review Preferred Alternative Goals Prepare for Community Forum
January 21, 2016	COMMUNITY FORUM NO. 4 - 6:00 to 8:00 PM - BOURNEDALE ELEMENTARY SCHOOL CAFETERIA
February 4, 2016	SCHOOL BUILDING COMMITTEE MEETING Review Community Forum Comments Structural Narrative Review MEP Systems Narrative Review Update on Construction Alternatives Review MSBA Comments on PDP Submission
February 18, 2016	SCHOOL BUILDING COMMITTEE MEETING Update on Construction Alternatives Prepare for Community Forum
March 3, 2016	COMMUNITY FORUM NO. 5 - 6:00 to 8:00 PM - PEEBLES ELEMENTARY SCHOOL CAFETERIA
March 17, 2016	SCHOOL BUILDING COMMITTEE MEETING Review Community Forum Comments Update on Sustainable Design Goals Update on Construction Alternatives
March 31, 2016	SCHOOL BUILDING COMMITTEE MEETING Review Cost Models Preliminary Discussion of One Preferred Construction Alternative Prepare for Community Forum
April 7, 2016	COMMUNITY FORUM NO. 6 - 6:00 to 8:00 PM - BOURNEDALE ELEMENTARY SCHOOL CAFETERIA
April 14, 2016	SCHOOL BUILDING COMMITTEE MEETING Vote to Decide One Preferred Construction Alternative Vote to Submit Preferred Schematic Report to MSBA
April 15, 2016	<i>SUBMIT PREFERRED SCHEMATIC REPORT PACKAGE TO MSBA</i>
	ADDITIONAL MEETINGS TO BE SCHEDULED



Massachusetts School Building Authority

Deborah B. Goldberg
Chairman, State Treasurer

John K. McCarthy
Executive Director

November 30, 2015

Via US mail (with enclosures) and email (with attachments) to:

Mr. Thomas Guerino, Town Administrator
Town of Bourne
24 Perry Avenue
Buzzards Bay, MA 02532-3441
Email: TGuerino@townofbourne.com

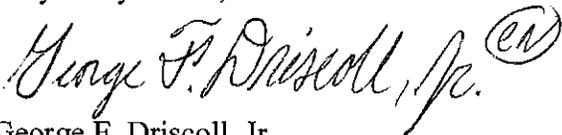
RE: First Amendment to the Feasibility Study Agreement
James F. Peebles Elementary School (MSBA Project No. 201400360010)

Dear Mr. Guerino:

Attached please find the First Amendment to the Feasibility Study Agreement between the Massachusetts School Building Authority ("Authority") and the Town of Bourne ("Town") for the Proposed Project at the James F. Peebles Elementary School. The purpose of the Amendment is to include an additional study enrollment/grade configuration for the project. The Town must return three (3) signed originals of the Amendment to my attention as soon as possible. Please make sure that the Amendment is signed by a duly authorized Town officer. One fully executed original will be returned to the Town.

If you have any questions, please contact either Katie DeCristofaro or me at the MSBA.

Very Truly Yours,



George F. Driscoll, Jr.
Deputy General Counsel

cc: Legislative Delegation
Stephen F. Mealy, Chair, Bourne Board of Selectmen
Christopher Hyldburg, Chair, Bourne School Committee
Steven Lamarche, Superintendent, Bourne Public Schools
Edward Donoghue, Director of Business Services, Bourne Public Schools
James Potter, Chair, Bourne School Building Committee
Joel Seeley, Owner's Project Manager, Symmes Maini & McKee Associates
Kent Kovacs, Designer, Flansburgh Associates, Inc.
File: 1.2 Enrollment Projections (Region 6)

**FIRST AMENDMENT
TO THE FEASIBILITY STUDY AGREEMENT
BETWEEN THE TOWN OF BOURNE AND THE
MASSACHUSETTS SCHOOL BUILDING AUTHORITY**

Effective as of _____, 2015, (“Effective Date”), this First Amendment to the Feasibility Study Agreement between the Town of Bourne (“Town”) and the Massachusetts School Building Authority (“Authority”), including all Exhibits and other documents attached hereto and incorporated by reference herein (“Amendment”), hereby amends the Feasibility Study Agreement between the Town and the Authority for the Proposed Project involving the James F. Peebles Elementary School (hereinafter “Agreement”), as more particularly described below. This Amendment contains all of the terms and conditions agreed upon by the Town and the Authority (collectively, “Parties”) as amendments to the original Agreement. No other understandings or representations, oral or otherwise, regarding amendments to the original Agreement shall be deemed to exist or bind the Parties.

The Agreement is hereby amended as follows:

1. Exhibit B to the Agreement is deleted in its entirety. Inserted in place thereof is a new Exhibit B which is attached hereto and incorporated by reference herein.

All other terms and conditions of the original Agreement, including Exhibits attached thereto or incorporated by reference therein, that are not hereby deleted or otherwise amended shall remain in full force and effect. The Town warrants and represents that it has read and understands this Amendment. The Town further warrants and represents that its undersigned officer or representative has full legal authority to enter into this Amendment on behalf of the Town and to bind the Town to its terms and conditions.

IN WITNESS WHEREOF, the Parties hereto have executed this Amendment in duplicate originals by their duly authorized officers or representatives.

MASSACHUSETTS SCHOOL BUILDING AUTHORITY

By,

John K. McCarthy
Executive Director

Signature Date

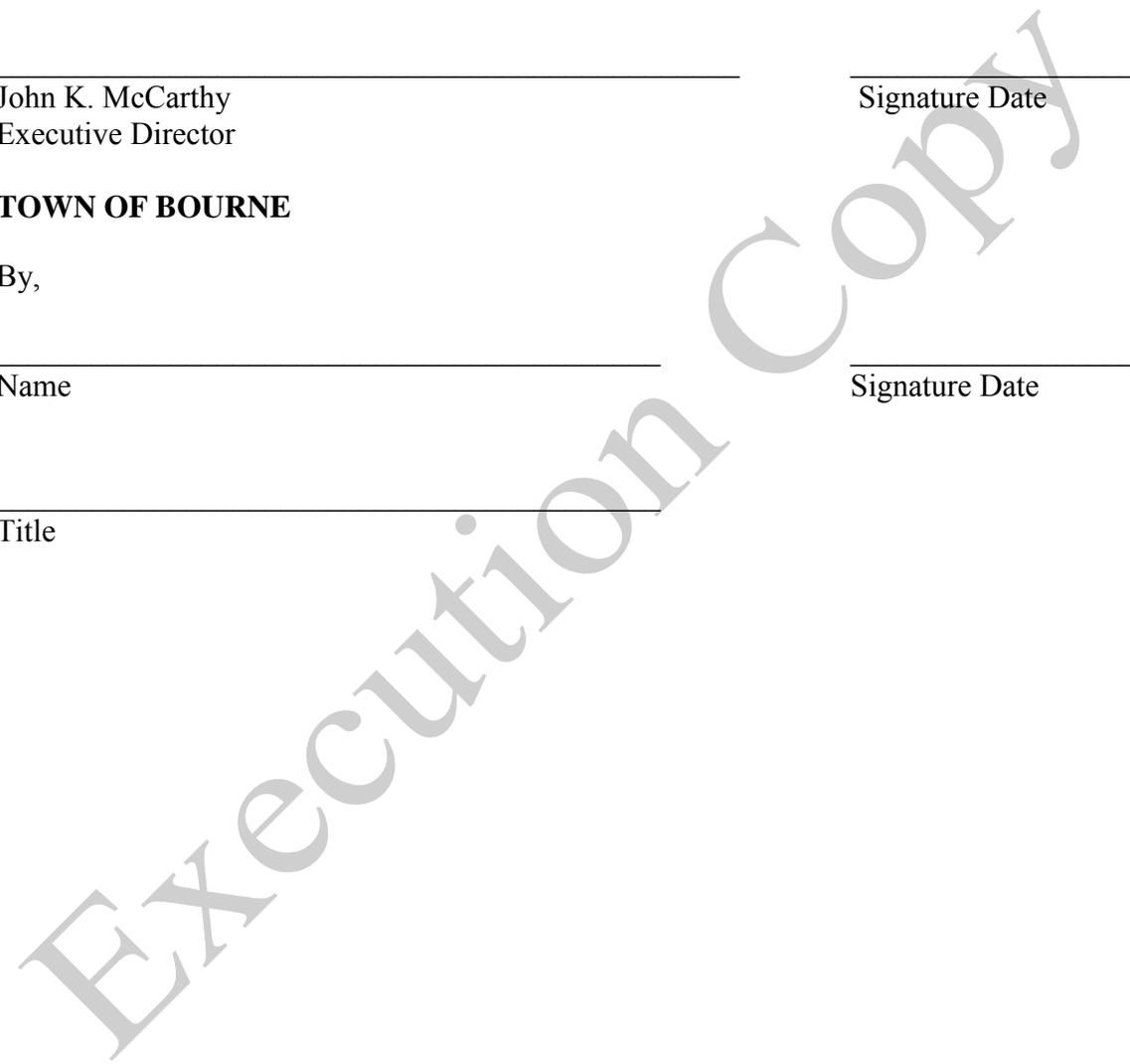
TOWN OF BOURNE

By,

Name

Signature Date

Title



As of November 24, 2015

EXHIBIT B

SCOPE OF THE FEASIBILITY STUDY

**Town of Bourne
James F. Peebles Elementary School**

The Scope of the Feasibility Study conducted under this Agreement, which is attached hereto and incorporated by reference herein, shall consist of the development of a feasibility study/schematic design for evaluation of a renovation of the existing school, a renovation of and addition to the existing school, and/or new construction for the James F. Peebles Elementary School in the Town of Bourne (the "District"). Pursuant to the Massachusetts School Building Authority's (the "MSBA") regulations, 963 CMR 2.06, the space allowance for the potential project shall meet all applicable MSBA regulations and guidelines.

The Feasibility Study shall contain all information required by 963 CMR 2.10(8) and any other applicable rules, regulations, policies, guidelines and directives of the MSBA including, but not limited to, a final design program, space summary, budget statement for preferred educational objectives, and a proposed total project budget. The Feasibility Study for this proposed project will examine the following four options: to consolidate the District's grades K-5 population at a District-wide elementary school, which for purposes of the design shall be based on no more than a total of 885 students; to consolidate the District's grades K-4 population at a District-wide elementary school, which for purposes of the design shall be based on no more than 725 students; to consolidate the District's grade 5 population at the James F. Peebles Elementary School and maintain the current facility's grades K-4 population, which for purposes of the design shall be based on no more than a total of 410 students; and to maintain the current James F. Peebles Elementary School grade configuration of grades K-4, which for the purposes of the design shall be based on no more than 250 students. The District will prepare and submit to the MSBA the educational space template for both options for review and acceptance. Upon acceptance of the educational space summary, the District will commence with the evaluation of alternatives. The Schematic Designs that are developed pursuant to this Agreement shall be based upon the final design program which shall be subject to the written approval of the MSBA. The Schematic Design shall include, but not be limited to, the information required by the MSBA's Feasibility Study Guidelines, including, but not limited to, a site development plan, environmental assessment, geotechnical assessment, geotechnical analysis, code analysis, utility analysis, schematic building floor plans, schematic exterior building elevations, narrative building systems descriptions, MA-CHPS scorecard or LEED for Schools checklist, outline specifications, cost estimates, project schedule and proposed total project budget.

In conducting the Feasibility Study and developing the Schematic Design, the District shall, in a sufficient and timely manner as determined by the MSBA, initiate such notification procedures, undertake such review processes, and obtain such determinations and approvals as may be required by 963 CMR 2.03(2)(h) & (i), including, but not limited to, such procedures, reviews, determinations, and approvals as may be required by the Massachusetts Historical Commission ("MHC") and/or the Massachusetts Environmental Policy Act ("MEPA"). At its earliest opportunity, the District shall seek a written determination from MHC as to whether MHC intends to undertake a review of the Proposed Project.

As of November 24, 2015

The District shall be responsible for conducting such geotechnical evaluations, site investigations, soils explorations and environmental assessments as are reasonable and necessary to determine whether any significant environmental, geotechnical or other physical conditions exist that may have an impact upon eventual construction on the proposed site. The MSBA may require the District to fully fund certain environmental or geotechnical site testing beyond initial investigatory costs. The MSBA shall bear no responsibility or liability of any sort for the results of any geotechnical evaluations or site testing, soils explorations, environmental assessments, nor for any site remediation, clean-up, or other site remediation services.

The development of the Schematic Design shall be subject to continuing review by the MSBA in accordance with the provisions of this Agreement, the Schedule of Deliverables contained herein, the MSBA's Feasibility Study guidelines and any other applicable rule, regulation, policy, guideline or directive of the MSBA. The District shall be responsible for submitting to the MSBA all documentation that is required to complete the Feasibility Study and Schematic Design and to support the preparation of a Project Scope and Budget Agreement.



Educational Working Group Visioning Workshop Two Notes

November 6, 2015

Key Spaces and Adjacencies

The following consolidated Key Spaces and Adjacencies were identified by the Educational Working Group for the new and/or renovated Peebles Elementary School/Bourne Elementary.

- Special Education
 - Breakout spaces (interspersed)
 - 2-3 self-contained classrooms with bathrooms and changing space
 - Therapy rooms (OT, PT, Speech)
- Music and Performance Space
 - Acoustically sound
 - Near stage
- Media Center
- Cafeteria
- Outdoor Spaces (Innovation Break Out)
- Gym
- Teacher Work Room
 - Teacher dining
 - Print-center model
 - Dividing wall or two spaces





Educational Working Group
Visioning Workshop Two Notes

November 6, 2015

Adjacency Diagram





Educational Working Group Visioning Workshop One

October 16, 2015

Agenda

EXPECTED OUTCOMES: By the end of the session we will have begun to...

- Share **Priority Goals** for the design of Bourne Public School’s new elementary school
- Discuss 21st century teaching and learning and identify **21st Century Learning Goals** and initiatives for Bourne Public Schools
- Review Bourne Elementary Schools’ most essential **and innovative initiatives and programs**, brainstorm a list of those envisioned and desired, and discuss the implications they hold for the design of the new facility
- Assess Bourne Elementary Schools’ **Strengths, Challenges, Opportunities, and Goals** with regard to the development of its academic programs and the design of a new facility
- Explore and prioritize a range of architectural **Design Patterns** that will best support 21st century teaching and learning within the new Bourne Elementary School facility

Time	Activity	Purpose
9:00 – 9:45	<p>Workshop Goals and Introductions</p> <ul style="list-style-type: none"> • Workshop overview • The Design Process / Creating a Design Guide • Introductions <ul style="list-style-type: none"> ○ Priority Goals for the new facility 	Introduce participants, and clarify agenda and desired outcomes for this workshop and subsequent workshops. Share some of our Priority Goals for the new facility.
9:45– 10:30	<p>21st Century Schools</p> <ul style="list-style-type: none"> • Changing Paradigms in Education • Interactive Presentation: 21st Century Teaching and Learning • Videos and discussion 	Identify and discuss elements of 21 st century teaching and learning as connected to Bourne Elementary Schools’ approach to its educational programming.
10:30– 10:45	BREAK	



10:45 – 11:30	<p>21st Century Learning Goals for BPS Elementary Schools</p> <ul style="list-style-type: none"> • Small group review of assorted 21st century learning goals and outcomes and creation of priority listings • Large group prioritization 	Ground our thinking about design guidelines and desired building features in a discussion and exploration of 21 st century learning goals for Bourne Elementary Schools.
11:30– 12:00	<p>Peebles and Bournedale Present and Future Educational Priorities</p> <ul style="list-style-type: none"> • Brief presentations of essential and innovative school programs and initiatives presently in practice at Peebles and Bournedale Elementary Schools 	Identify present and future educational initiatives and programs at Peebles and Bournedale Elementary School and discuss their effect on the design of the new facility.
12:00– 12:30	LUNCH	
12:30– 1:15	<p>BPS Elementary School SCOG Analysis</p> <ul style="list-style-type: none"> • Brainstorm of Peebles and Bournedale Elementary Schools’ Strengths, Challenges, Opportunities, and Goals 	Identify what is presently working well within Peebles and Bournedale Elementary Schools, what is challenging, and what opportunities exist with regard to the further development of the academic program and new school facility.
1:15–1:30	BREAK	
1:30 –2:45	<p>21st Century School Facility Design Patterns</p> <ul style="list-style-type: none"> • Presentation and Q&A <p>Design Patterns for Bourne Elementary Schools</p> <ul style="list-style-type: none"> • Small group review of assorted facility Design Patterns • Creation of priority listings • Large group prioritization 	<p>Ground our thinking about design guidelines and desired building features in a discussion and exploration of new school Design Patterns.</p> <p>Identify priority Design Patterns for Bourne Elementary School.</p>
2:45–3:00	<p>Closing and Next Steps</p> <ul style="list-style-type: none"> • Next Steps review and Q&A • Blue Sky Ideas (Exit Ticket): What no-holds-barred, over-the-top, budget-is-no-issue idea(s) and/or space(s) would you like to see take shape in the new Bourne Elementary School facility? 	Hear from participants about their questions and thoughts. Review next steps for development of our process working together.





Design Working Group Visioning Workshop Two

November 6, 2015

Agenda

EXPECTED OUTCOMES: By the end of the session we will have begun to...

- Review **Priority Goals, SCOG Analyses** and **Learning Goals** for the design of Bourne Public School’s new elementary school
- Explore and prioritize a range of architectural **Design Patterns** that support 21st century teaching and learning
- Understand the role that **Guiding Principles** play in setting facility design priorities and intent
- Create a set of **Guiding Principles and priorities for design** of Bourne Public School’s new elementary school
- Generate a listing of **Key Spaces and Blue Sky Ideas** for the new facility
- Engage in a **Bubble Diagramming Activity** to identify important spaces and adjacencies within the new school
- Begun to identify **Pros and Cons of Consolidation** and community talking points

Time	Activity	Purpose
8:00 – 8:45	<p>Workshop Goals and WS One Debrief</p> <ul style="list-style-type: none"> • Introduction of new members • Review of: <ul style="list-style-type: none"> ○ Design Priorities ○ SCOG Analysis ○ Learning Goals <p>What strikes us? What’s missing?</p>	Review today’s agenda and debrief the September 30 th workshop activities and discuss key themes and takeaways.
8:45– 9:45	<p>21st Century School Facility Design Patterns</p> <ul style="list-style-type: none"> • Presentation and Q&A <p>Design Patterns for Bourne Elementary School</p> <ul style="list-style-type: none"> • Small group review of assorted facility Design Patterns • Creation of priority listings • Large group prioritization • 	<p>Ground our thinking about design guidelines and desired building features in a discussion and exploration of new school Design Patterns.</p> <p>Identify priority Design Patterns for Bourne Public School’s new elementary school.</p>
9:45– 10:00	BREAK	



<p>10:00 – 11:15</p>	<p><i>Guiding Principles for Design</i></p> <ul style="list-style-type: none"> • Presentation and Q&A • Small group review of assorted Guiding Principles and creation of priority listings • Large group sharing and prioritization 	<p>Explore the connections between Guiding Principles and school design solutions. Translate our Bourne Public Schools elementary school Design Patterns into a listing of priority Guiding Principles for design of the new and/or renovated building.</p>
<p>11:15 – 12:00</p>	<p><i>Key Spaces and Adjacencies</i></p> <ul style="list-style-type: none"> • Individual reflection • Small group discussion <p>Large group discussion of key spaces and desired adjacencies</p>	<p>Share practical and creative design ideas that will help us reach our learning goals, implement desired Design Patterns, and put our newly brainstormed Guiding Principles into practice.</p>
<p>12:00– 12:30</p>	<p>LUNCH</p>	
<p>12:30– 1:45</p>	<p><i>Either: Bubble Diagramming</i></p> <ul style="list-style-type: none"> • Individual and small group diagramming of key spaces and/or desired adjacencies within the new school • Large group sharing <p><i>Or: Consolidation Pros and Cons</i></p> <ul style="list-style-type: none"> • Small group discussion and recording of pros and cons of consolidation • Large group sharing 	<p>Identify important adjacencies and design ideas that can be explored further in the conceptual design process.</p> <p>Identify pros, cons and talking points for the consolidation discussion.</p>
<p>1:45 –2:00</p>	<p><i>Closing and Next Steps</i></p> <ul style="list-style-type: none"> • Next Steps review and Q&A 	<p>Hear from participants about their questions and thoughts. Review next steps for development of our process working together.</p>





Design Working Group Visioning Workshop Three

November 30, 2015

Agenda

EXPECTED OUTCOMES: By the end of the session we will have begun to...

- Review **Design Patterns, Guiding Principles, Key Spaces and Adjacencies** for the design of Bourne Public School’s new elementary school
- Review preliminary **Design Options** developed by Flansburgh
- Develop a listing of Pros and Cons of current design options as cross-walked to desired **Design Patterns** and **Guiding Principles**
- Discuss **Next Steps** and recommendations

Time	Activity	Purpose
8:30 – 9:30	<p>Workshop Goals and WS Two Debrief</p> <ul style="list-style-type: none"> • Discussion of community conversations and the District’s latest thinking with regard to the new school design • Review of: <ul style="list-style-type: none"> ○ Design Patterns ○ Guiding Principles ○ Key Spaces and Adjacencies <p>What strikes us? What’s missing?</p>	Review today’s agenda and debrief the November 6 workshop activities and discuss key themes and takeaways.
9:30– 10:00	<p>Conceptual Design Options</p> <ul style="list-style-type: none"> • Presentation by Flansburgh 	Review design options developed thus far
10:00– 10:15	BREAK	
10:15 – 11:45	<p>Conceptual Design Pros and Cons</p> <ul style="list-style-type: none"> • Review pros and cons of current design options 	Evaluate current design options with regard to how well they embody desired Design Patterns and previously articulated Guiding Principles
11:45 – 12:30	<p>Next Steps and Recommendations</p> <ul style="list-style-type: none"> • Review next steps in the design process • Articulate recommendations moving forward 	Get on the same page with regard to next steps, priorities and recommendations.





Educational Working Group

Visioning Workshop Three Notes

November 30, 2015

Guiding Design Principles 2.0

The following consolidated list of “Guiding Design Principles 2.0” for design of the new and/or renovated Peebles Elementary School/Bourne Elementary incorporates feedback from the Educational Working Group on the Guiding Design Principles 1.0 listing and articulates a set of Guiding Principles that reflects the group’s best thinking.

1. Community Connected

- A Place You Want to Be
- Future Orientation with Connections to Tradition
- Community Access

2. Purposefully Innovative and Creative

- Visible Learning
- Flexible and Adaptable Learning Environments

3. Collaborative and Interconnected

- Learning Communities

4. Connections to 21st Century Learning

- Inquiry-Based Learning
- Teacher as Designer





Educational Working Group Visioning Workshop Three Notes

November 30, 2015

Design Option 1A – 250 Student, New Construction K-4 at Peebles Site

Pros

- Good community access
- Can be built in front of existing building with minimal disruption
- A modern, 21st century school building for the community
- Clear articulation between community and academic wings
- Good location of Special Ed
- The stage in the middle offers a lot of flexibility
- The Outdoor Classroom provides a beautiful and enclosed focal point to the building
- Good outdoor access (promotes garden work)
- Innovation Studio along the main path of travel
- Proximity of Art and Innovation Studio provides options (could be a movable and/or transparent wall)
- Team spaces promote interconnection
- Nice to have collaborative working space right across from media lab
- Location of admin keeps noise away from office

Cons

- A very small school
- Does not alleviate space pressure on the middle school
- Does not relocate the 5th grade within an elementary school





Educational Working Group Visioning Workshop Three Notes

November 30, 2015

Design Option 1G – 250 Student, Addition/Renovation, K-4 at Peebles Site

Pros

- The existing addition (the most deficient part of the building) gets demolished
- Flexibility in site design
- Modernizing the facility (aesthetically and physically)
- The building gets a new face
- A reconstructed and safer parent and bus drop off
- Maintains community and academic separation
- Existing classrooms are adequately sized
- Keeps the recess area
- Connects future orientation with tradition

Cons

- A very small school
- Does not alleviate space pressure on the middle school
- Does not relocate the 5th grade within an elementary school
- Gym too close to admin suite – too noisy
- Innovation Lab is tucked away on lower level
- Visible learning is a challenge
- Cafeteria, stage and kitchen are directly above Innovation, Music and Art, could be a noise problem
- Connections to outdoor space is not as secure (everything is open to landscape)
- Does not do a good job of providing classroom neighborhoods or promoting collaboration





Educational Working Group Visioning Workshop Three Notes

November 30, 2015

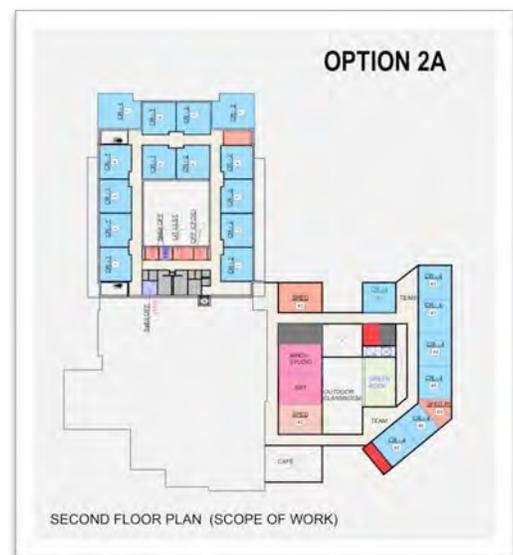
Design Option 2A – 725 Student, Addition/Renovation, PK-4 at Bournedale Site

Pros

- Sits well on site
- Creates new face
- Works out well to locate parking area near woods
- New entry lobby and courtyard classroom provide nice buffer for noise and allows controlled use of outdoor space
- Main entry is inviting to the community
- Love admin suite (admin space grows)
- Provides two music rooms
- Provides transition between lower and upper grades (PKr K/1,2/3/4) –older and younger sections of building
- Nice to have all the grades and resources together
- Leans toward collaborative and interconnected learning communities
- Lots of flexible spaces throughout the building
- Gym addition
- Outdoor classroom space (each section can have their own courtyard)
- Maintains existing structure and facility
- Minimal disruption to learning
- Having medical with admin space close together
- All grades are together going up – creates a more equitable experience
- Team spaces in new addition
- A place you want to be

Cons

- Very large school
- Does not alleviate space pressure on the middle school
- Does not relocate the 5th grade within an elementary school
- Requires phasing
- A disruption to one elementary school and not the other (Peebles stays in tact during construction)
- An empty Peebles building (anyone who uses it inherits the same mess)
- Peebles families lose their neighborhood school





Educational Working Group Visioning Workshop Three Notes

November 30, 2015

Design Option 3A – 885 Student, Addition/Renovation, PK-5 at Bournedale Site

Pros

- Alleviates transition issue for 5th grade students
- Alleviates crowding in middle school
- You get more for your dollar
- Continuity in learning PK-5 – the early years
- Varied learning spaces throughout the building
- Sits well on site
- Creates new face
- Works out well to locate parking area near woods
- New entry lobby and courtyard classroom provide nice buffer for noise and allows controlled use of outdoor space
- Main entry is inviting to the community
- Good admin suite (admin space grows)
- Provides two music rooms
- Provides transition between lower and upper grades (PK-5 K/1,2/3/4) – older and younger sections of building
- Nice to have all the grades and resources together
- Leans toward collaborative and interconnected learning communities
- Lots of flexible spaces throughout the building
- Gym addition
- Outdoor classroom space (each section can have their own courtyard)
- Maintains existing structure and facility
- Minimal disruption to learning
- Having medical with admin space close together
- All grades are together going up – creates a more equitable experience
- Team spaces in new addition
- A place you want to be



Cons

- Existing building section will not provide team areas or as much display
- Not a clear line between academic and community space
- Requires phasing
- Its very big (from 68k – 144k SF)
- 4th grade classrooms are separated by floor level in this iteration
- A disruption to one elementary school and not the other (Peebles stays in tact during construction)
- An empty Peebles building (anyone who uses it inherits the same mess)
- Peebles families lose their neighborhood school





Educational Working Group

Visioning Workshop Three Notes

November 30, 2015

Design Option 3B – 885 Student, Addition/Renovation, PK-5 at Bournedale Site

Pros

- Alleviates transition issue for 5th grade students
- Alleviates crowding in middle school
- You get more for your dollar
- Continuity in learning PK-5 – the early years
- Varied learning spaces throughout the building
- Sits well on site and creates new face for building
- A more direct entry sequence with more on display
- Visual learning with Innovation Studio right near entry
- Art rooms are distributed
- A satellite Learning Commons would get incorporated into the new area
- Gardening courtyard is incorporated into the envelope of the building (but flanked by classrooms)
- New entry lobby and courtyard classroom provide nice buffer for noise and allows controlled use of outdoor space
- Main entry is inviting to the community
- Love admin suite (admin space grows)
- Provides two music rooms
- Provides transition between lower and upper grades (PK-K/1,2/3/4) – older and younger sections of building
- Nice to have all the grades and resources together



- Leans toward collaborative and interconnected learning communities
- Lots of flexible spaces throughout the building
- Gym addition
- Outdoor classroom space (each section can have their own courtyard)
- Maintains existing structure and facility
- Minimal disruption to learning
- Having medical with admin space close together
- All grades are together going up – creates a more equitable experience
- Team spaces in new addition
- A place you want to be

Cons

- Very large school
- Existing building section will not provide team areas or as much display
- Not a clear line between academic and community space
- Music Room needs buffer
- Requires phasing
- Its very big (from 68k – 144k SF)
- 4th grade classrooms are separated by floor level in this iteration
- A disruption to one elementary school and not the other (Peebles stays in tact during construction)
- An empty Peebles building (anyone who uses it inherits the same mess)
- Peebles families lose their neighborhood school





Educational Working Group

Visioning Workshop Three Notes

November 30, 2015

Design Option 4A – 410 Student, New Construction K-5 at Peebles Site

Pros

- Alleviates transition issue for 5th grade students
- A larger school than the 250 option
- Creates a K-4 community school on the Cape side of the bridge
- Best alternative for maintaining village and neighborhood schools
- Grade 5 could be school within its own wing – bring 5th grade together as a group and creates an upper elementary experience that prepares them for the middle school
- Good community access
- Can be built in front of existing building with minimal disruption
- A modern, 21st century school building for the community
- Clear articulation between community and academic wings
- Good location of Special Ed
- The stage in the middle offers a lot of flexibility
- The Outdoor Classroom provides a beautiful and enclosed focal point to the building
- Good outdoor access (promotes garden work)
- Innovation Studio along the main path of travel
- Proximity of Art and Innovation Studio provides options (could be a movable and/or transparent wall)
- Team spaces promote interconnection
- Nice to have collaborative working space right across from media lab
- Location of admin keeps noise away from office
- Tying 5th grade to the elementary school is more developmentally appropriate

Cons

- One year transition for Bournedale 5th graders could be challenging
- All 5th graders will be located at Peebles (can be pro or con)
- Inequality of Peebles and Bournedale experience





Educational Working Group Visioning Workshop Three Notes

November 30, 2015

Design Option 1G – 410 Student, Addition/Renovation, K-5 at Peebles Site

Pros

- The existing addition (the most deficient part of the building) gets demolished
- Flexibility in site design
- Modernizing the facility (aesthetically and physically)
- The building gets a new face
- The courtyard is nice, but it backs up to classrooms, which can be noisy
- Main Street connects gym and cafeteria
- Maintains a campus feel (similarity in structure) to MS and HS
- A reconstructed and safer parent and bus drop off
- Maintains community and academic separation
- Existing classrooms are adequately sized
- Keeps the recess area
- Connects future orientation with tradition

Cons

- One year transition for Bournedale 5th graders could be challenging
- All 5th graders will be located at Peebles (can be pro or con)
- Inequity of Peebles and Bournedale experience
- Requires more vetting with the community
- Considerable disruption during construction (potentially to all three schools)
- Gym too close to admin suite – too noisy
- Innovation Lab is tucked away on lower level
- Visible learning is a challenge in older building
- No innovative use of hallways
- Cafeteria, stage and kitchen are directly above Innovation, Music and Art, could be a noise problem
- Connections to outdoor space is not as secure (everything is open to landscape)
- Does not do a good job of providing classroom neighborhoods or promoting collaboration



Flansburgh Architects

December 2, 2015

Mr. Joel G. Seeley AIA
Symmes Maini & McKee
1000 Massachusetts Ave.
Cambridge, MA 02138

RE: Bourne Public Schools
Peebles Site Waste Water Treatment Plant Letter

Dear Joel,

The design team contacted the DEP Southwest regional office for information regarding the existing Waste Water Treatment Plant on the school campus of the Elementary, Middle, and High Schools. The following information describing the system was provided:

1. The system currently takes flows from all three schools on the site (Peebles, Middle, and High Schools)
2. They are currently in the process of renewing the permit for the WWTP.
3. The system is designed for 35,400 gallons per day of flow from the entire site.
4. The design population for the ENTIRE SITE (all three schools) was 2,860 people which included 880 for Peebles, 1100 for the Middle School, and 880 for the High School
5. The highest flow they have ever seen to the WWTP is 12,300 gallons in one day, significantly less than the design flow.
6. As long as the Peebles site does not anticipate a population of more than 880 people, then the current permit does not need to be modified.

Based on this information, the WWTP system can accommodate the current design options being considered for this site.

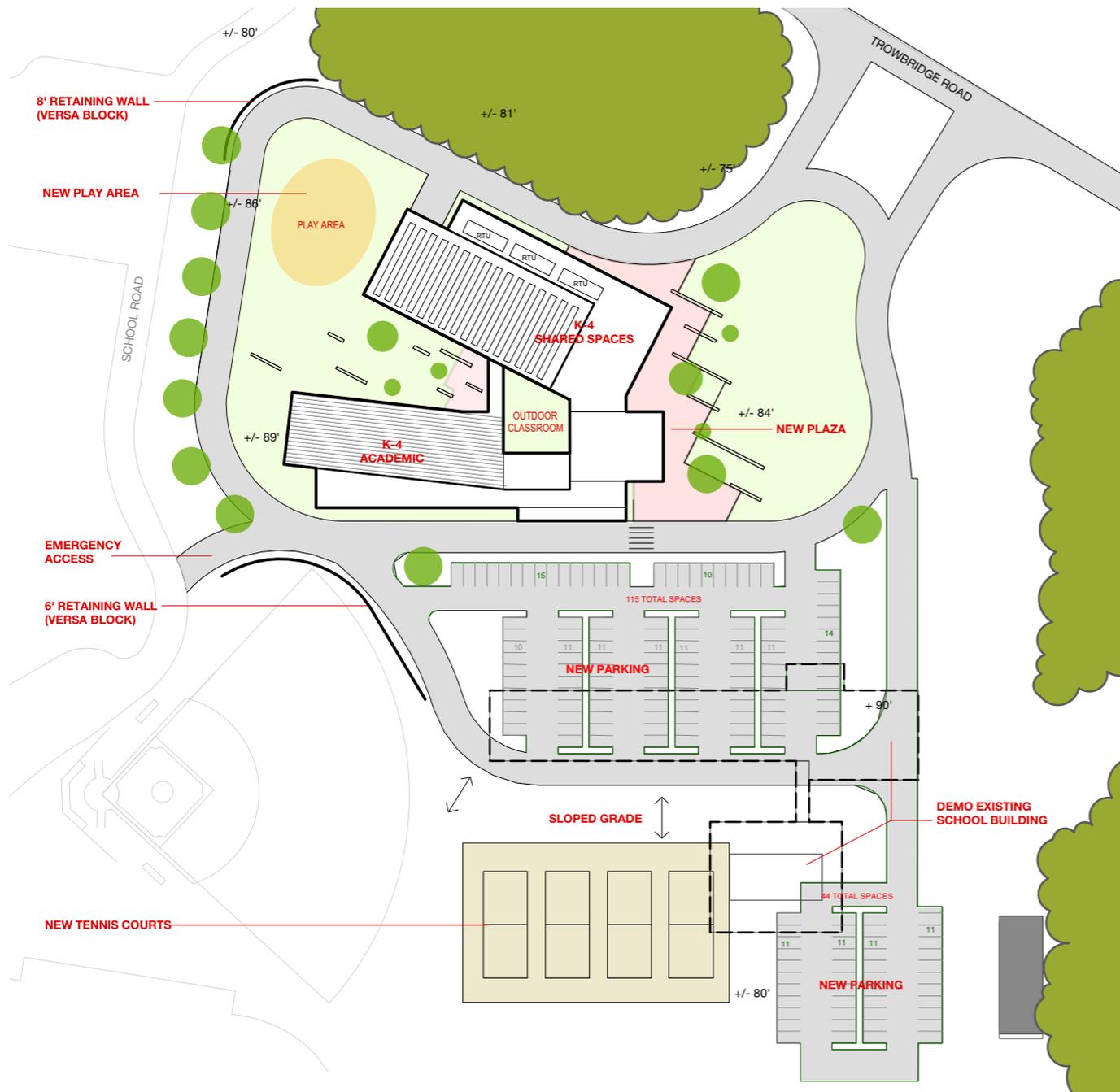
Sincerely,

FLANSBURGH ASSOCIATES, INC.

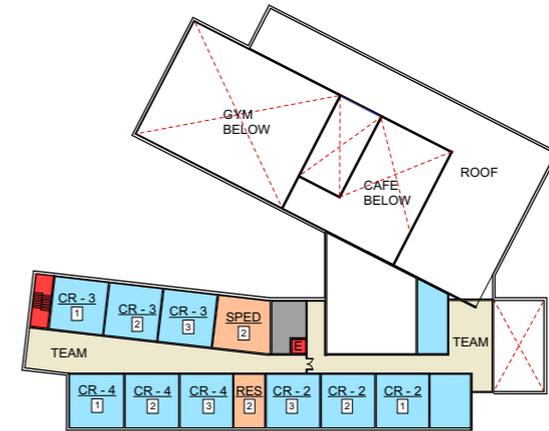


Kent D. Kovacs, AIA LEED AP
Principal

Peebles New Construction Option 1A (250 students)



FIRST FLOOR PLAN



SECOND FLOOR PLAN

COSTS:

Construction Cost	\$29.01 M
Soft Cost	\$ 8.97 M
TOTAL COST	\$37.98 M

SQUARE FOOTAGE:

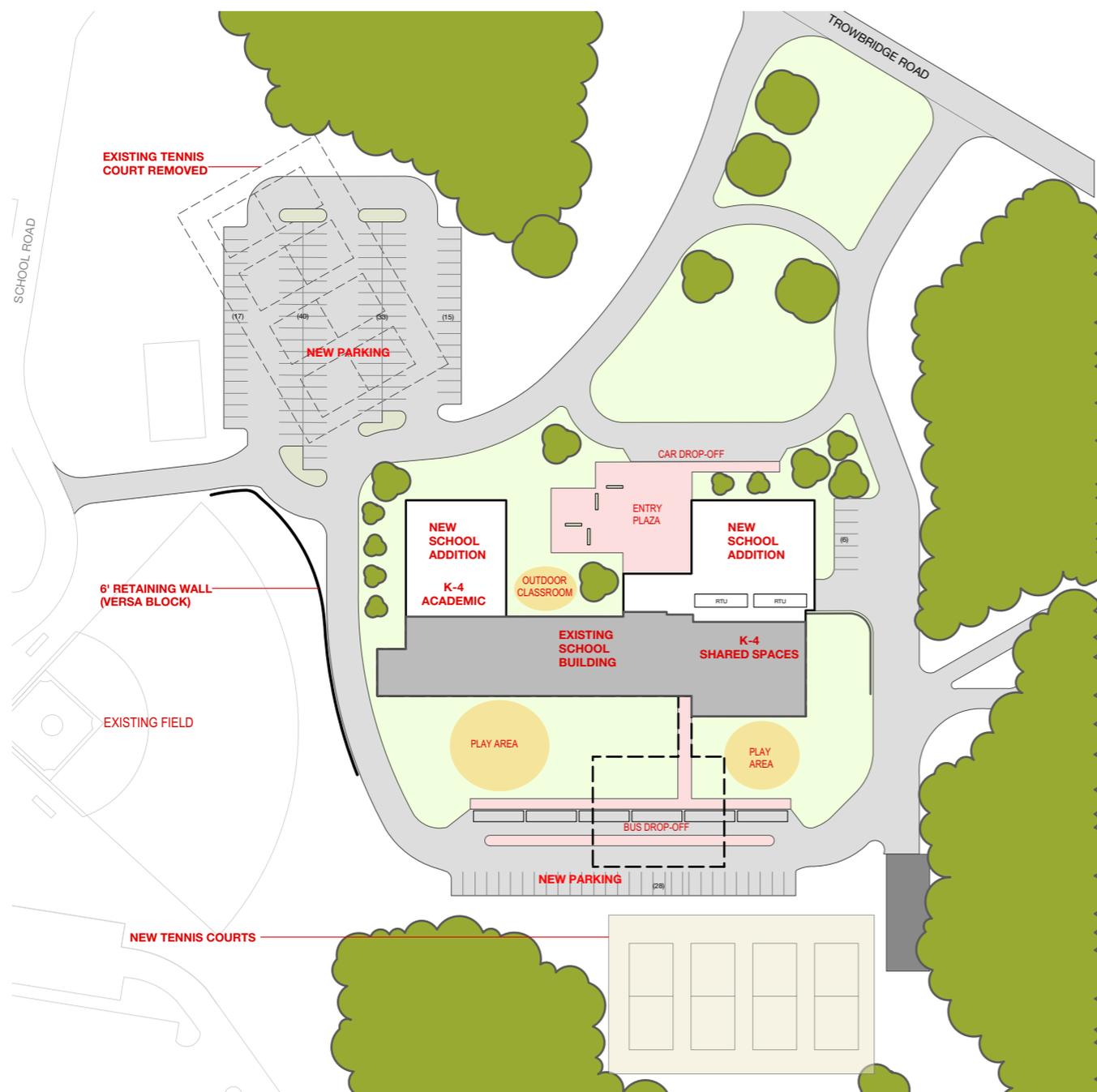
New	57,248 SF
Renovated	0 SF
TOTAL	57,248 SF



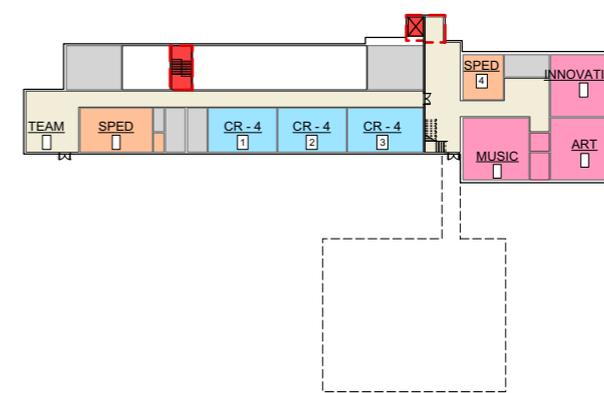
PROJECT MANAGEMENT **SMMA**
Massachusetts School Building Authority

Flansburgh Architects

Peebles Addition/Renovation Option 1G (250 students)



FIRST FLOOR PLAN



SECOND FLOOR PLAN

COSTS:

Construction Cost	\$28.56 M
Soft Cost	\$ 8.79 M
TOTAL COST	\$37.35 M

SQUARE FOOTAGE:

New	19,691 SF
Renovated	37,557 SF
TOTAL	57,248 SF



PROJECT MANAGEMENT **SMMA**
Massachusetts School Building Authority

Flansburgh Architects

Bournedale Option 3B (885 students)



COSTS:

Construction Cost	\$34.78 M
Soft Cost	\$10.57 M
TOTAL COST	\$45.35 M

SQUARE FOOTAGE:

New	63,282 SF
Renovated	15,800 (extensive)
	52,300 (minimal)
TOTAL	131,282 SF



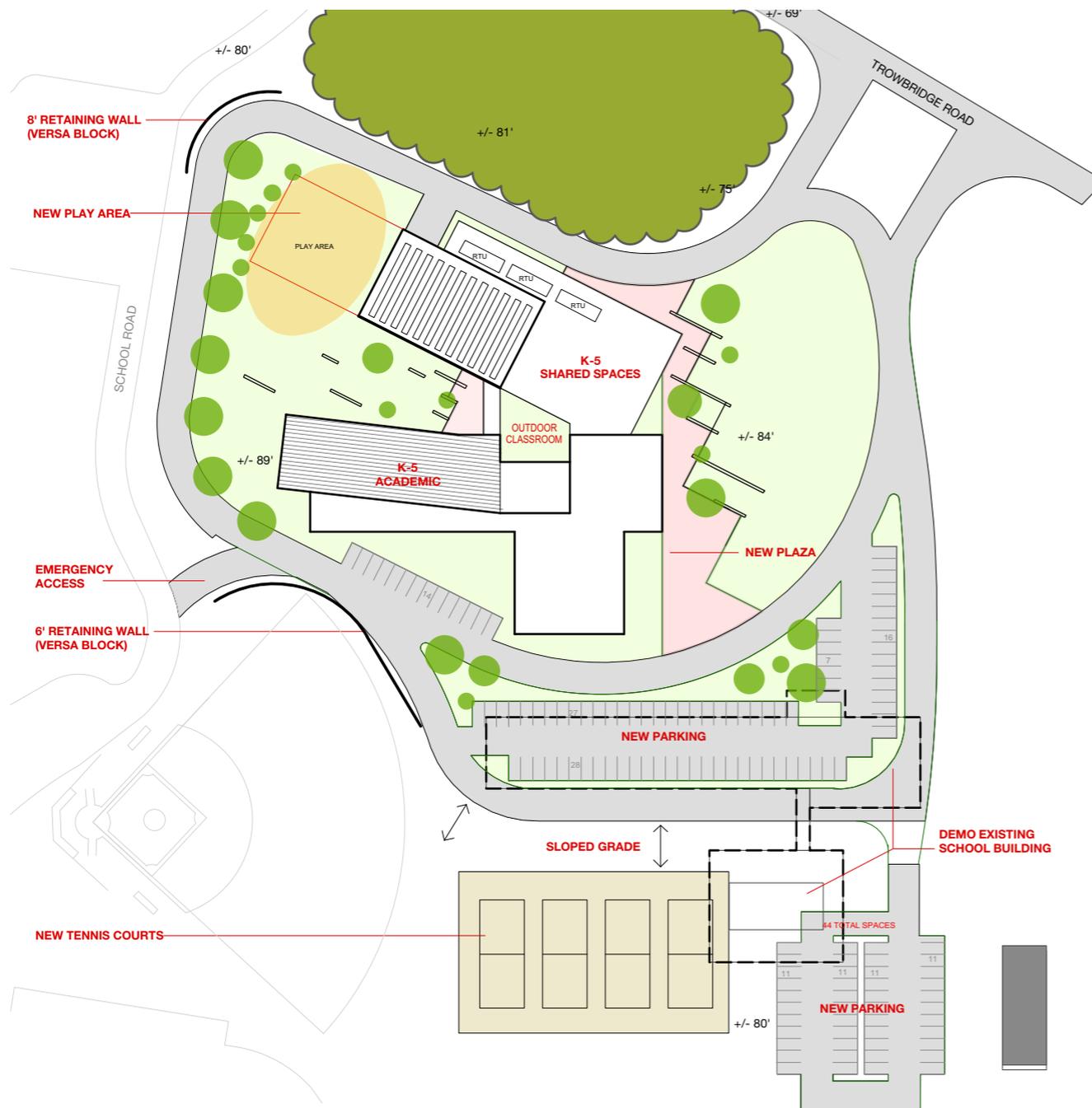
FIRST FLOOR PLAN



SECOND FLOOR PLAN



Peebles New Construction Option 4A (410 students)



FIRST FLOOR PLAN



SECOND FLOOR PLAN

COSTS:

Construction Cost	\$32.99 M
Soft Cost	\$10.37 M
TOTAL COST	\$43.36 M

SQUARE FOOTAGE:

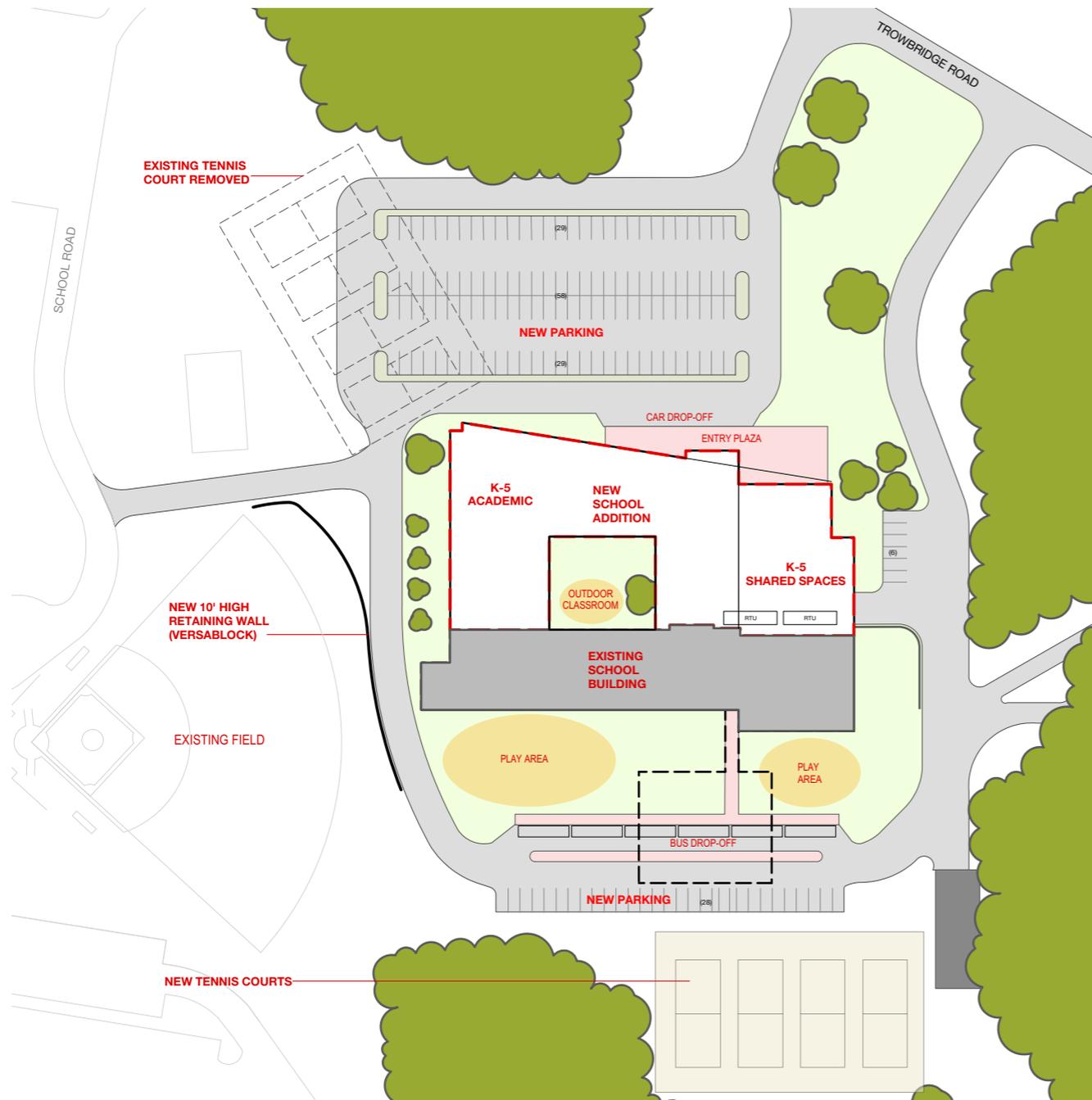
New	72,473 SF
Renovated	0 SF
TOTAL	72,473 SF



PROJECT MANAGEMENT **SMMA**
Massachusetts School Building Authority

Flansburgh Architects

Peebles Addition/Renovation Option 4B (410 students)



FIRST FLOOR PLAN



SECOND FLOOR PLAN

COSTS:

Construction Cost	\$32.96 M
Soft Cost	\$10.32 M
TOTAL COST	\$43.28 M

SQUARE FOOTAGE:

New	34,916 SF
Renovated	37,557 SF
TOTAL	72,473 SF



PROJECT MANAGEMENT **SMMA**
Massachusetts School Building Authority

Flansburgh Architects

Preliminary Cost Models

		Option 1 (K-4)		Option 2 (PK-4)	Option 3 (PK-5)		Option 4 (K-5)	
		250 students		725 students	885 students		410 students	
		1A New	1G Add/Reno	2A Add/Reno	3A Add/Reno	3B Add/Reno	4A New	4B Add/Reno
Gross SF		57,248 SF		114,593 SF	131,382 SF		72,473 SF	
*Construction Cost \$ (Hard Cost)	Building	\$23.25M	\$23.15M	\$25.63M	\$30.63M	\$30.03M	\$26.96M	\$27.46M
	Hazmat/Demo	\$1.71M	\$1.24M	\$0	\$0	\$0	\$1.7M	\$1.21M
	Sitework	\$4.05M	\$4.17M	\$4.65M	\$4.78M	\$4.75M	\$4.34M	\$4.29M
	Total	\$29.01M	\$28.56M	\$30.28M	\$35.41M	\$34.78M	\$32.99M	\$32.96M
Soft Cost \$	Fees & Expenses	\$5.9M	\$5.47M	\$5.61M	\$6.38M	\$6.28M	\$6.5M	\$6.13M
	FF&E	\$0.75M	\$0.75M	\$1.02M	\$1.5M	\$1.5M	\$1.23M	\$1.23M
	Contingencies	\$2.32M	\$2.57M	\$2.42M	\$2.83M	\$2.78M	\$2.64M	\$2.97M
TOTAL		\$37.98M	\$37.35M	\$39.34M	\$46.12M	\$45.35M	\$43.36M	\$43.28M

* Estimated Cost subject to change as project is refined



Evaluation Criteria

Option 1A
(250 students)

Option 1G
(250 students)

Option 2A
(725 students)

Option 3A
(885 students)

Option 3B
(885 students)

Option 4A
(410 students)

Option 4B
(410 students)

	Option 1A (250 students)	Option 1G (250 students)	Option 2A (725 students)	Option 3A (885 students)	Option 3B (885 students)	Option 4A (410 students)	Option 4B (410 students)
1 Size of School							
2 Grade Separation Issues							
3 Reinforces Campus Feel							
4 Opportunity for Collaboration & Mentoring							
5 District-wide Culture and Advantages							
6 Traffic Impact							
7 Separation of Community / Academic Uses							
8 Creation of Community Space							
9 Limits Disruption to Students							
10 Cost Effectiveness: Operation / Construction							
11 Maximum Building Efficiency							
12 Least Environmental Impact							
13 Most Beneficial Construction Schedule							
14 Best Site Option for Neighborhood Schools							
15 Adequate Play & Parking Areas							
16 Continued Use of Athletic Resources							
17 Maximum Score for NE-CHPS / LEED							
18 Best Space Adjacencies							
19 Best Separation of Parent / Bus / Service Circulation							
20 Resolves Geographic Separation by Canal							
21 Centralized Elementary Resources							
22 Centralized Campus Resources							
23 Advantages to Middle School							
24 Maximize MSBA Reimbursement							

Ranking: 3 for most favorable, 2 for acceptable, 1 for least favorable

School Building Committee Meeting

December 3, 2015

Peebles Elementary School Feasibility Study



PROJECT MANAGEMENT **SMMA**
Massachusetts School Building Authority

Flansburgh Architects

EDUCATIONAL PLANNING UPDATE

Guiding Design Principles

1. Community Connected

- A Place You Want to Be
- Future Orientation with Connections to Tradition
- Community Access

2. Purposefully Innovative & Creative

- Visible Learning
- Flexible and Adaptable Learning Environments

3. Collaborative & Interconnected

- Learning Communities

4. Connections to 21st-Century Learning

- Inquiry-Based Learning
- Teacher as Designer



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

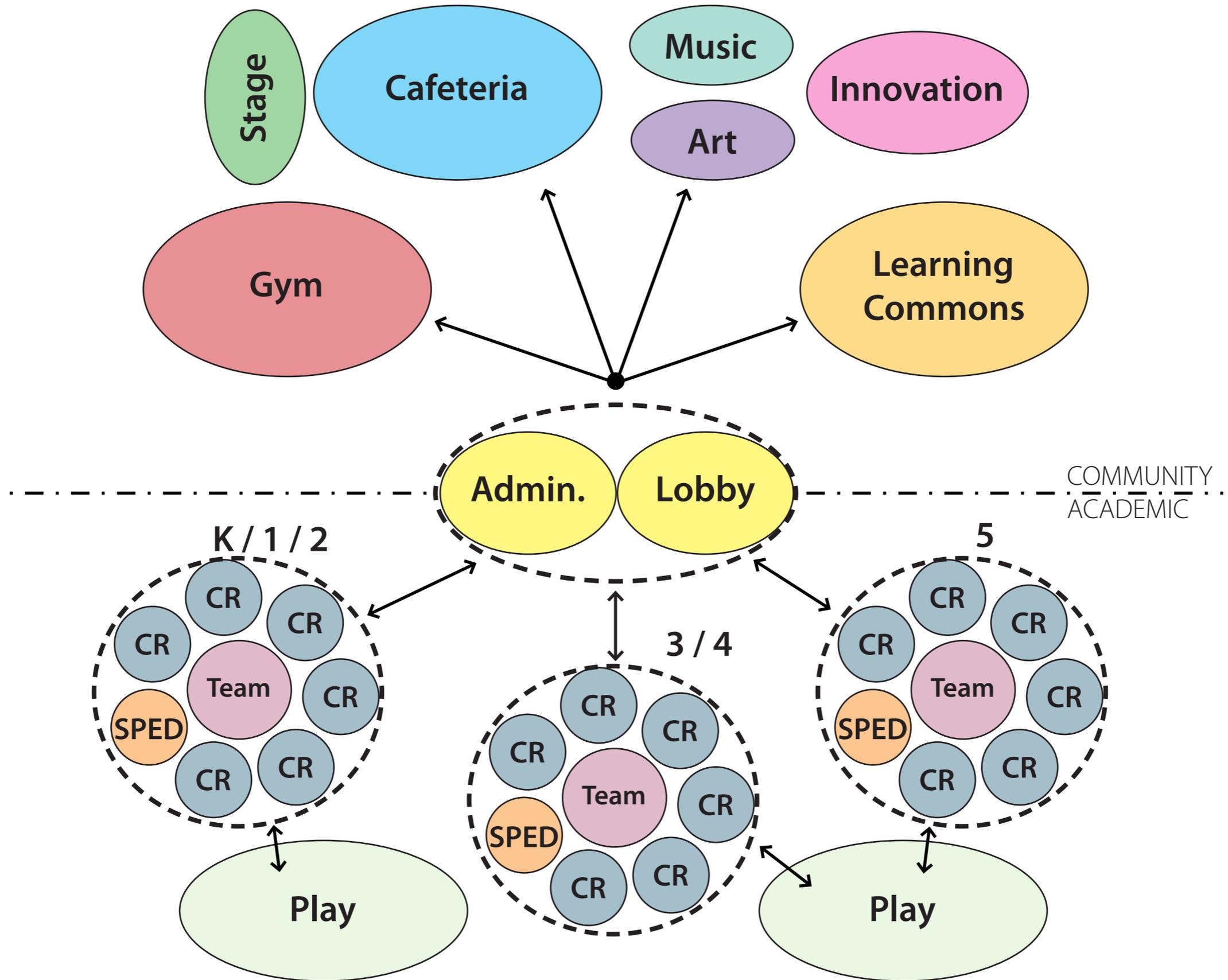
Peebles Campus



Program Areas - OPTION 4: 410 enrollment

PROGRAM	GRADES K-5
Core Academic	20,700
Special Education	4,530
Art & Music	2,300
Health & Physical Education	6,300
Media Center	2,515
Technology (computer)	1,000
Dining & Food Service	6,325
Medical	510
Administration & Guidance	2,125
Custodial & Maintenance	2,010
Subtotal NSF	48,315 NSF
Grossing Factor	x 1.5
Total GSF	72,473 GSF
Number of Students	410 Students

Adjacency Diagram - OPTION 4: 410 enrollment



Peebles New Construction Option 4A (410 students)



FIRST FLOOR PLAN



SECOND FLOOR PLAN

Peebles New Construction Option 4A (410 students)

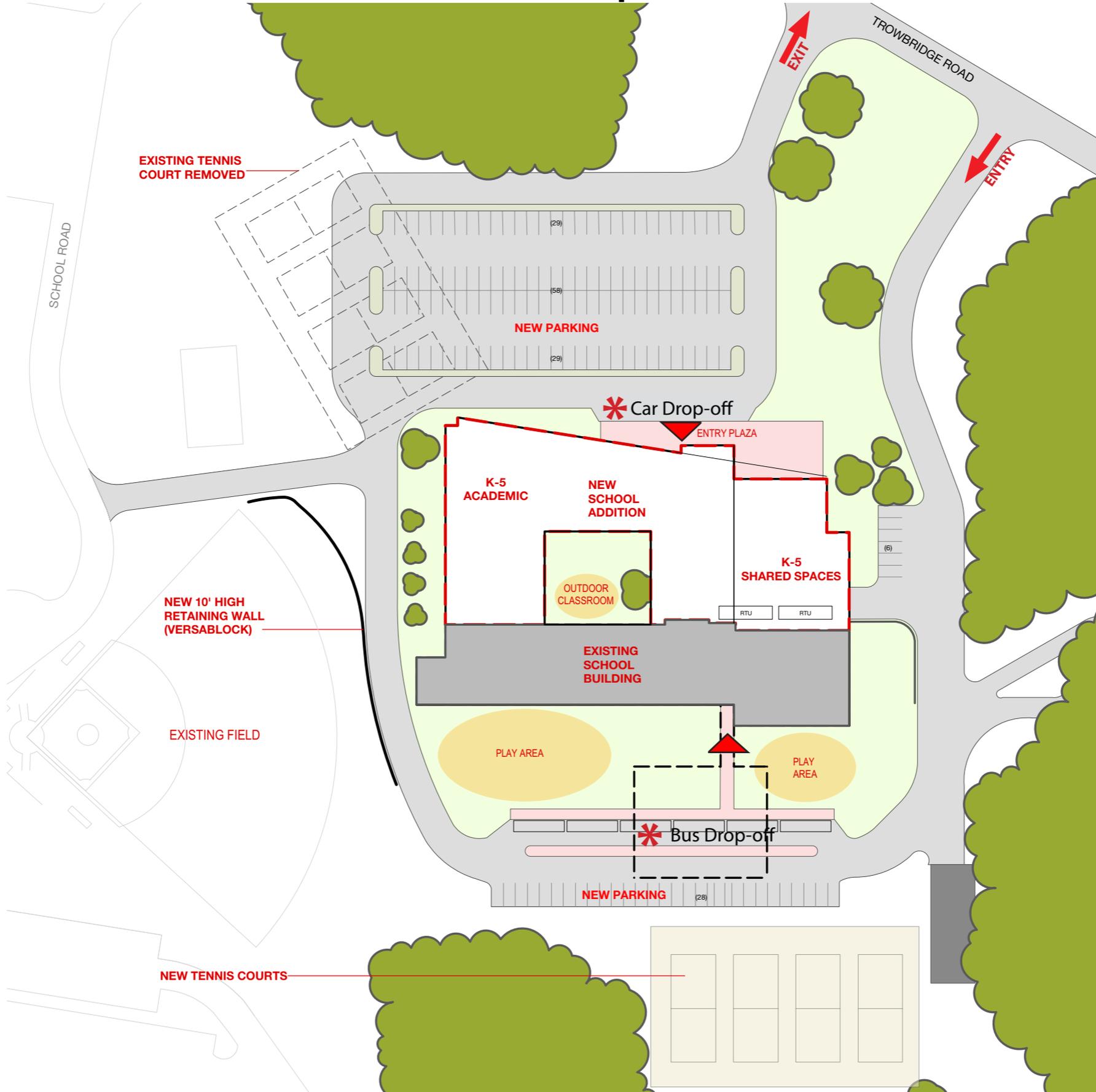
Pros:

- Alleviates transition issue for 5th grade students; relieves space demand in middle school
- Maintains K-4 neighborhood school on Cape side of bridge and campus connectivity
- 5th grade in own wing creates upper elementary experience as preparation for middle school
- New Construction alternative with least disruption to students during construction
- Clear Articulation between Community and Academic wings; good community access
- Team Spaces promote interconnection
- Outdoor Classroom a beautiful, enclosed focal point for building; good access encourages use.
- Innovation Studio located along main axis; proximity to Art and to Media Center offers flexibility and opportunity for collaboration.
- Well-located Special Education spaces, Admin, and Gym; Stage between Gym and Caf offers flexibility
- Allows flexibility in building and site design

Cons:

- One-year transition for Bournedale 5th graders could be challenging
- Dynamics between K-4 students and 5th graders, with 5th grade representing 40% of population

Peebles Addition / Renovation Option 4B (410 students)

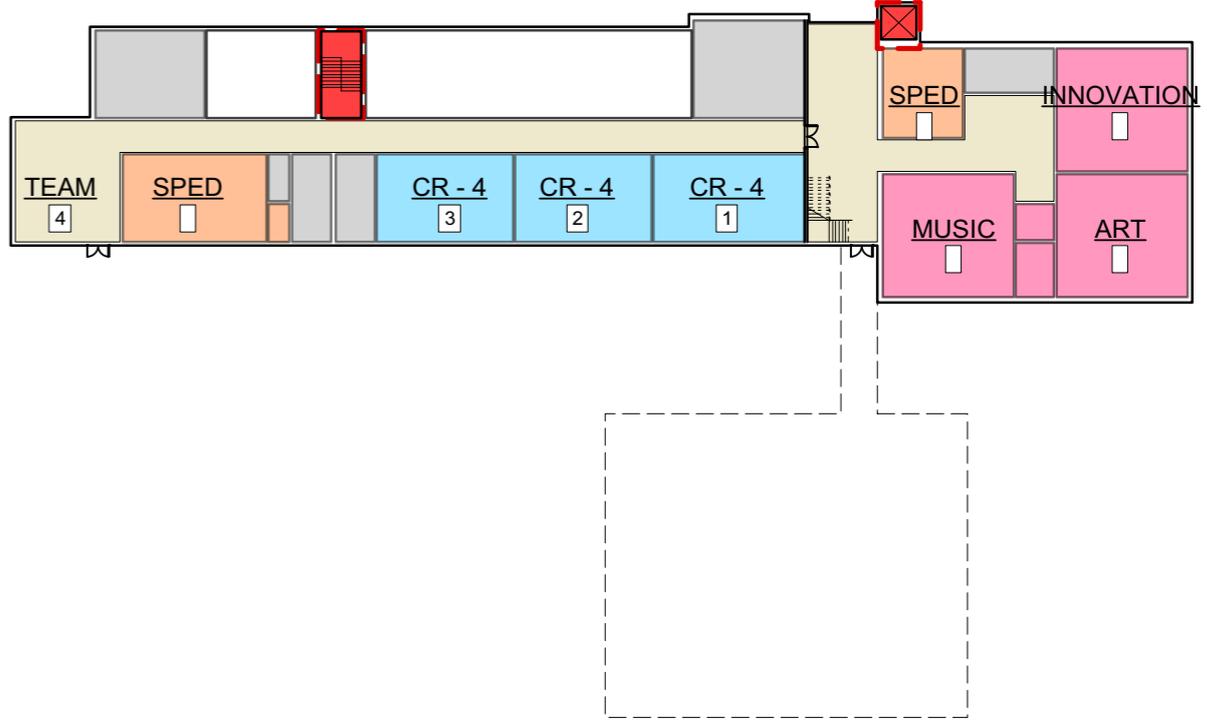


Peebles Addition / Renovation Option 4B (410 students)



FIRST FLOOR PLAN

ACADEMIC
COMMUNITY



SECOND FLOOR PLAN

Peebles Addition / Renovation Option 4B (410 students)

Pros:

- Modernizes Peebles aesthetically and physically; provides new face of building
- Eliminates Annex, most deficient part of building
- Well-size courtyard provides secure outdoor access
- Main street connects community spaces
- Maintains clear articulation between Community and Academic Wings
- Reconstructed and safer parent and bus drop-offs

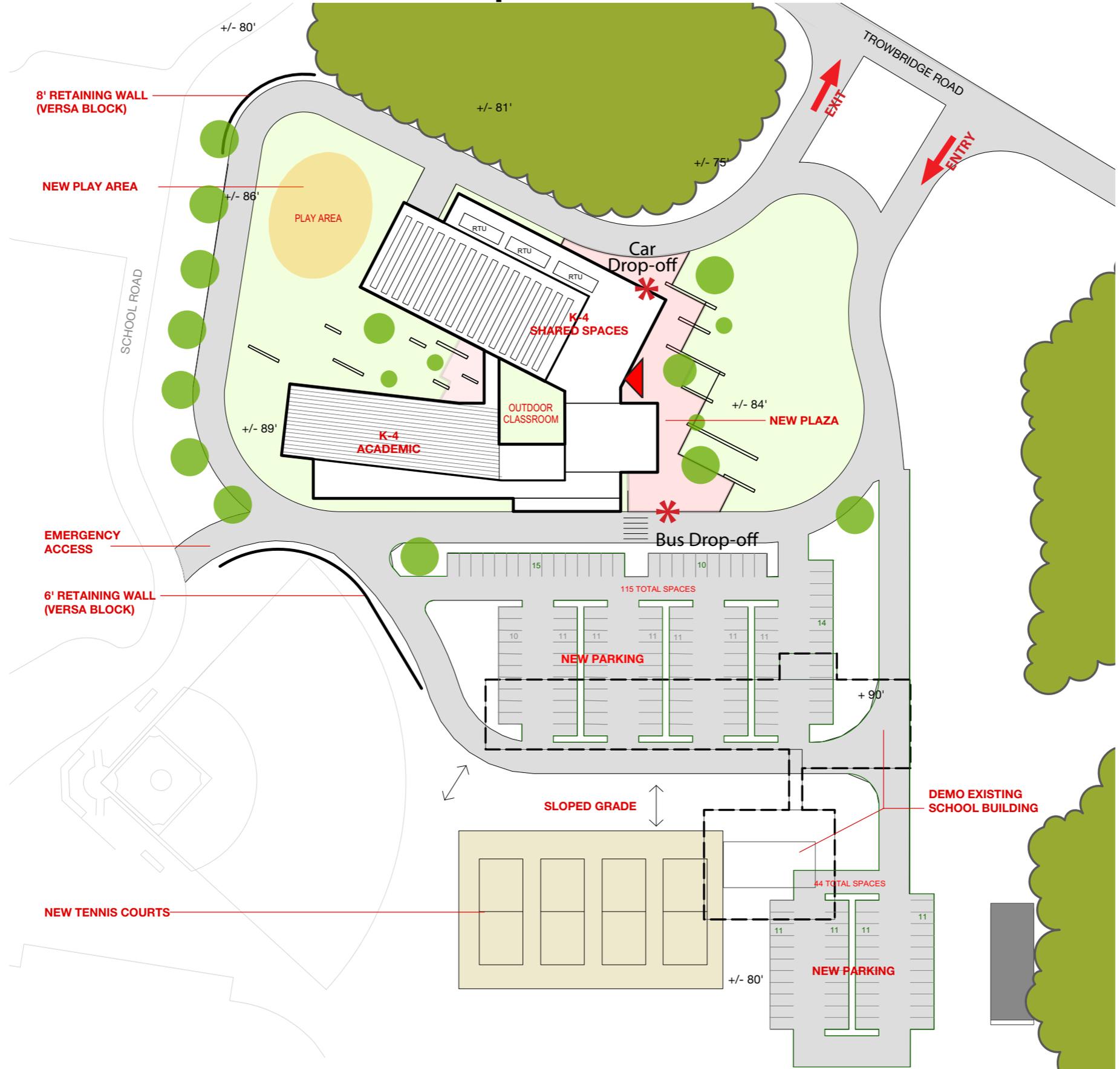
Cons:

- One-year transition for Bournedale 5th graders could be challenging
- Visible Learning, Classroom Neighborhoods, and Collaboration difficult in older building
- Innovation Lab tucked away on lower level
- Considerable disruption during construction
- Requires extensive phasing
- Potential noise issues from proximity of Gym to Admin suite and from Cafeteria to learning spaces below

Program Areas - OPTION 1: 250 enrollment

PROGRAM	GRADES K-4
Core Academic	14,400
Special Education	3,020
Art & Music	2,225
Health & Physical Education	6,300
Media Center	2,020
Technology (computer)	1,000
Dining & Food Service	4,875
Medical	410
Administration & Guidance	2,015
Custodial & Maintenance	1,900
Subtotal NSF	38,165 NSF
Grossing Factor	x 1.5
Total GSF	57,248 GSF
Number of Students	250 Students

Peebles New Construction Option 1A (250 students)



Peebles New Construction Option 1A (250 students)



FIRST FLOOR PLAN



SECOND FLOOR PLAN

Peebles New Construction Option 1A (250 students)

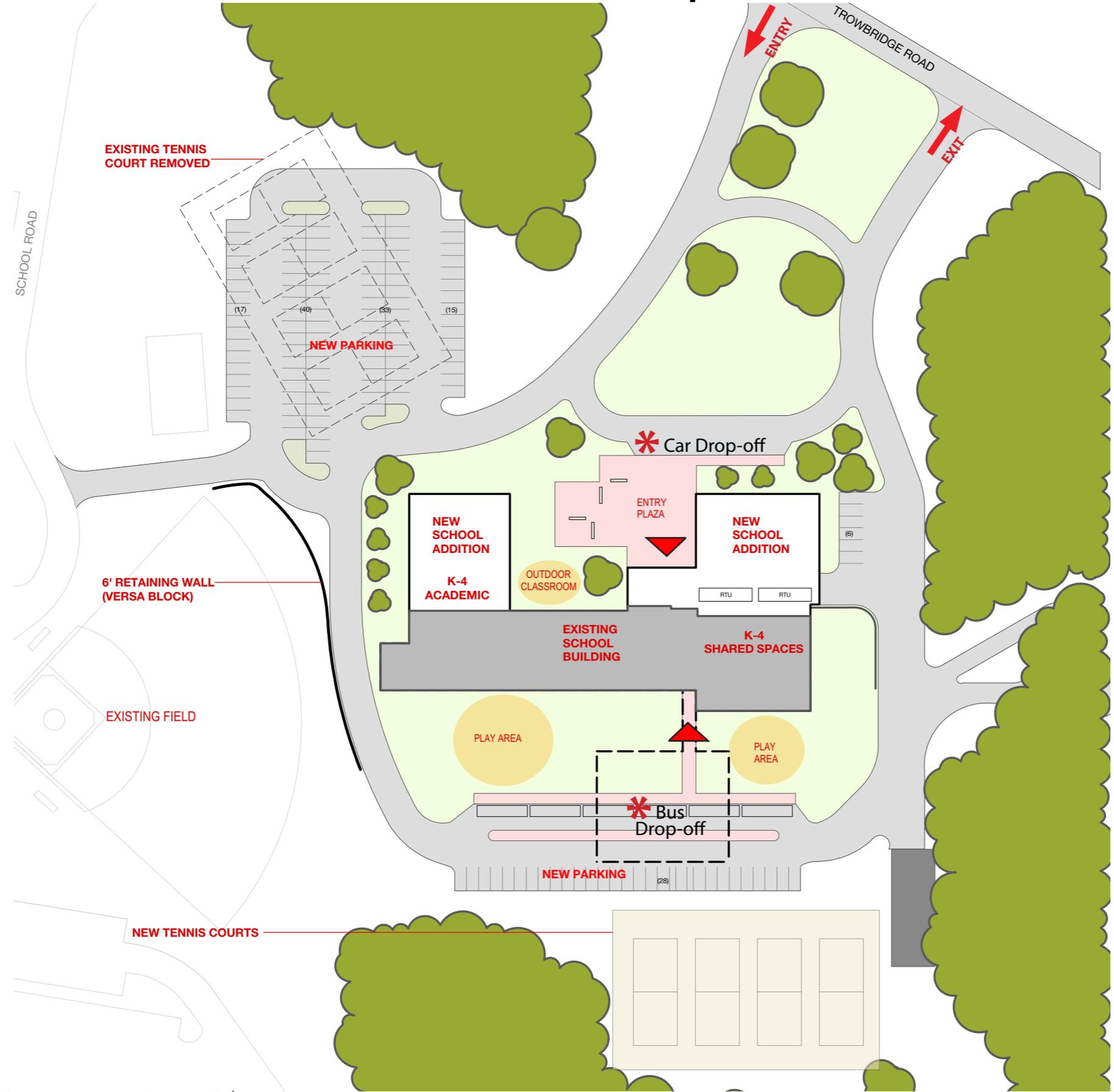
Pros:

- New Construction alternative with least disruption to students during construction
- Clear Articulation between Community and Academic wings; good community access
- Team Spaces promote interconnection
- Outdoor Classroom a beautiful, enclosed focal point for building; good access encourages use.
- Innovation Studio located along main axis; proximity to Art and to Media Center offers flexibility and opportunity for collaboration.
- Allows flexibility in building and site design

Cons:

- Very small school
- Does not alleviate space demand in Middle School
- Does not relocate 5th grade within elementary school setting

Peebles Addition / Renovation Option 1G (250 students)

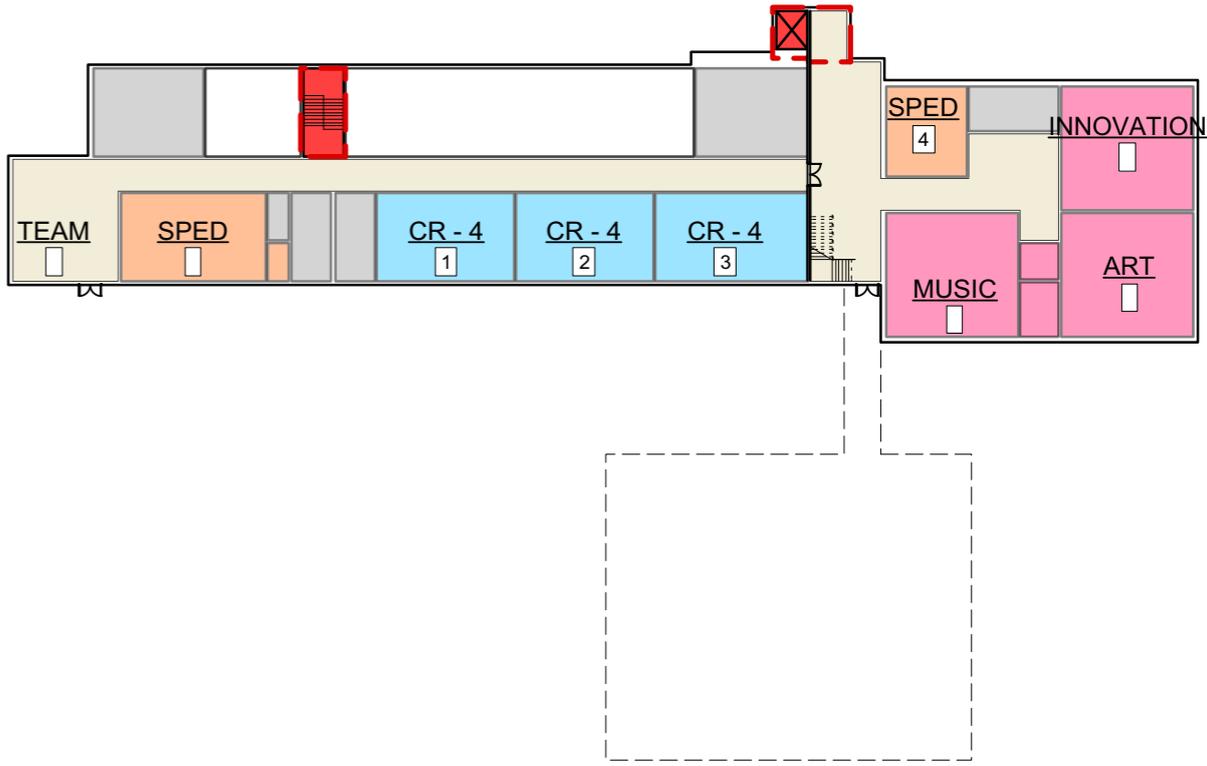


Peebles Addition / Renovation Option 1G (250 students)



FIRST FLOOR PLAN

ACADEMIC
COMMUNITY



SECOND FLOOR PLAN

Peebles Addition / Renovation Option 1G (250 students)

Pros:

- Modernizes Peebles aesthetically and physically; provides new face of building
- Eliminates Annex, most deficient part of building
- Maintains clear articulation between Community and Academic Wings
- Reconstructed and safer parent and bus drop-offs

Cons:

- Very small school
- Does not alleviate space demand in Middle School or relocate 5th grade within elementary school
- Layout does not permit Classroom Neighborhoods or promote Collaboration
- Requires extensive phasing
- Lack of secure outdoor classroom
- Potential noise issues from proximity of Gym to Admin suite and from Cafeteria to learning spaces below

Bournedale Campus



Program Areas - OPTION 2: 725 enrollment

PROGRAM	GRADES PreK-4
Core Academic	37,090
Special Education	8,050
Art & Music	4,465
Health & Physical Education	6,300
Media Center	3,933
Technology (computer)	1,000
Dining & Food Service	9,185
Medical	610
Administration & Guidance	2,711
Custodial & Maintenance	2,325
Subtotal NSF	76,395 NSF
Grossing Factor	x 1.5
Total GSF	114,593 GSF
Number of Students	725 Students

Bournedale Option 2A (725 students)



Bournedale Option 2A (725 students)



Bournedale Option 2A (725 students)

Pros:

Consolidates K-4 grades and resources; creates equitable student experience

Collaborative and interconnected learning communities

Distinct academic communities for lower and upper grades

Well-sited; entry is inviting to community

Maintains existing structure and facility with minimal disruption to learning

New entry lobby and courtyard provide buffer for noise and secure use of outdoor classroom

Cons:

Large school

Does not alleviate space pressure on Middle School or relocate 5th grade within elementary school

Requires phasing, although minimal

Loss of neighborhood school for Peebles families

Creates empty Peebles building requiring significant upgrades for future use

Program Areas - OPTION 3: 885 enrollment

PROGRAM	GRADES PreK-5
Core Academic	43,390
Special Education	9,060
Art & Music	5,690
Health & Physical Education	6,300
Media Center	4,653
Technology (computer)	1,000
Dining & Food Service	11,204
Medical	710
Administration & Guidance	3,021
Custodial & Maintenance	2,485
Subtotal NSF	87,513 NSF
Grossing Factor	x 1.5
Total GSF	131,382 GSF
Number of Students	885 Students

Bournedale Option 3A (885 students)



Bournedale Option 3A (885 students)



Bournedale Option 3A (885 students)

Pros:

- Alleviates transition issue for 5th grade students; relieves space demand in middle school
- Consolidates grades and resources; creates equitable student experience
- Continuity in learning throughout PreK-5 years
- Collaborative and interconnected learning communities; varied learning spaces throughout
- Distinct academic communities for lower and upper grades
- Well-sited; entry is inviting to community
- Maintains existing structure and facility with minimal disruption to learning
- New entry lobby and courtyard provide buffer for noise and secure use of outdoor classroom

Cons:

- Very large school
- Requires phasing, although minimal
- Loss of neighborhood school for Peebles families
- Existing building does not provide team areas or as much display
- Creates empty Peebles building requiring significant upgrades for future use

Bournedale Option 3B (885 students)



Bournedale Option 3B (885 students)

Pros:

- Alleviates transition issue for 5th grade students; relieves space demand in middle school
- Consolidates grades and resources; creates equitable student experience & continuity in early years
- Collaborative and interconnected learning communities; varied learning spaces throughout
- More direct entry sequence with clear Community / Academic separation
- Visible learning with Innovation Studio near Entry
- Art rooms and Learning Commons space distributed throughout plan
- Well-sited; provides new face to building

Cons:

- Very large school
- Requires phasing, although minimal; construction affects entire length of building
- Loss of neighborhood school for Peebles families
- Courtyard embedded within classroom wings may disrupt learning
- Existing building does not provide team areas or as much display
- Creates empty Peebles building requiring significant upgrades for future use

Evaluation Criteria

Option 1A
(250 students)

Option 1G
(250 students)

Option 2A
(725 students)

Option 3A
(885 students)

Option 3B
(885 students)

Option 4A
(410 students)

Option 4B
(410 students)

	Option 1A (250 students)	Option 1G (250 students)	Option 2A (725 students)	Option 3A (885 students)	Option 3B (885 students)	Option 4A (410 students)	Option 4B (410 students)
1 Size of School							
2 Grade Separation Issues							
3 Reinforces Campus Feel							
4 Opportunity for Collaboration & Mentoring							
5 District-wide Culture and Advantages							
6 Traffic Impact							
7 Separation of Community / Academic Uses							
8 Creation of Community Space							
9 Limits Disruption to Students							
10 Cost Effectiveness: Operation / Construction							
11 Maximum Building Efficiency							
12 Least Environmental Impact							
13 Most Beneficial Construction Schedule							
14 Best Site Option for Neighborhood Schools							
15 Adequate Play & Parking Areas							
16 Continued Use of Athletic Resources							
17 Maximum Score for NE-CHPS / LEED							
18 Best Space Adjacencies							
19 Best Separation of Parent / Bus / Service Circulation							
20 Resolves Geographic Separation by Canal							
21 Centralized Elementary Resources							
22 Centralized Campus Resources							
23 Advantages to Middle School							
24 Maximize MSBA Reimbursement							

Ranking: 3 for most favorable, 2 for acceptable, 1 for least favorable

Bourne Elementary Schools Community Workshop

Join us at a community meeting on **December 8th** to share your thoughts on the school project

Review the design alternatives

Consider the design alternatives developed from the visioning workshops on 21st Century teaching and learning.

Share your thoughts on Options

Tell us what you think of the option comparisons and which designs meet the educational needs in the best way.

Learn about preliminary costs

Review preliminary cost estimates for construction and total project costs of the design alternatives.

Grades K to 4 Neighborhood Elementary School 250 students	Grades K to 5 Neighborhood Elem. School with District- wide 5th grade 410 students	Grades PreK to 4 District-wide Elementary School 725 students	Grades PreK to 5 District-wide Elementary School 885 students
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Design Options



Peebles Elementary School Site



Bournedale Elementary School Site

#1		#2		#3		#4	
New	Reno	New	Reno	New	Reno	New	Reno

Option Comparisons

Location: Peebles Elementary School Cafeteria, 70 Trowbridge Road, Bourne
Date/Time: December 8th, 6:00 - 8:00 PM

Town Website: <http://www.townofbourne.com/school-building-committee> **Project Email:** sbc@townofbourne.com

CHILD CARE WILL BE PROVIDED AT THE SCHOOL

Commercial & Industrial Energy Efficiency Program

The Commercial & Industrial Energy Efficiency Program offers an opportunity to achieve substantial savings. Small and large businesses as well as municipalities can utilize a range of incentives, rebates, assistance and training. This is your chance to upgrade your facility and operations, and receive incentives from the fund that you contribute toward on your monthly electric bill.

- ▶ For small businesses, our vendor will conduct a free energy assessment and will install qualified energy measures for you. The Compact will cover up to 80% of the costs.
- ▶ For larger businesses, and small businesses that prefer to use their own vendor, the program will cover up to 50% of qualifying retrofit project costs in existing facilities.
- ▶ The program also will cover up to 75% of added costs for selecting higher efficiency equipment as part of a major renovation or new building project.

Getting Started is Easy . . .

If you are looking for options to retrofit your existing building/equipment, contact Cape Light Compact today at 1-800-797-6699 for a **Free Energy Assessment**. Or if you are already planning a major renovation or new building project, or even replacing failed equipment, contact us to see what incentives are available.

Join others who have saved energy and money while improving their operations . . .



“The energy savings are phenomenal.”

Paul Moore, Falmouth Youth Hockey



“We are constantly finding new ways to save energy with our new building and equipment.”

Jeff Ehart, CEO, Cape Cod Commercial Linen Service

FUNDING AVAILABLE FOR QUALIFIED IMPROVEMENTS IN

- ▶ High Efficiency Lighting (Interior and Exterior)
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- ▶ High Efficiency HVAC
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- ▶ High Efficiency Refrigeration and Controls
- ▶ Occupancy Sensors and Other Control Systems
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- ▶ Vending Machine Controls
- ▶ Training and Technical Assistance

ALSO

- ▶ Custom Approaches to Maximize Efficiency and Savings
- ▶ Cost Share Gas Upgrades in Coordination with National Grid on Dual Gas/Electric Projects

Start Saving Today!

For more information on the Compact's programs or to determine what you may be eligible for, call 800-797-6699 or visit www.capelightcompact.org

What people are saying . . .

“We had a great experience. Not only did the project deliver substantial savings, but we got to work with very professional staff who really knew their stuff and were a pleasure to work with.”

Clark Guinn, Sea Crest Beach Hotel, Falmouth

“Conservation is one of the four pillars of our business. We’ve done several projects with the Compact over the years with results that have really helped to improve our operations.”

Todd Marcus, Cape Cod Beer, Hyannis

“This program is a real asset to Cape Cod and the Vineyard. They’ve really helped us along the way to save energy and money. Plus, we’ve dramatically shrunk the carbon footprint of our administrative operations.”

Jim Wolf, Cape Air, Hyannis

Cover photo: Massachusetts Maritime Academy's LEED Platinum Certified American Bureau of Shipping Information Commons Building was a 2012 participant of the Compact's program. Photo credit: Richard Mandelkorn

Cape Light Compact

Cape Light Compact is an award-winning energy services organization operated by the 21 towns and two counties on Cape Cod and Martha's Vineyard. The Compact's mission is to serve its 200,000 customers through the delivery of proven energy efficiency programs, effective consumer advocacy, competitive electricity supply and green power options.



*Working Together
Toward A Smarter
Energy Future*



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Superior Courthouse
P.O. BOX 427, Barnstable, MA 02630
(800) 797-6699
www.capelightcompact.org

**Commercial and
Industrial Programs**