

**PROJECT MINUTES**

Project:	Peebles Elementary School Feasibility Study	Project No.:	15041
Prepared by:	Joel Seeley	Meeting Date:	2/4/2016
Re:	School Building Committee Meeting	Meeting No:	11
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	<b>Voting Member</b>
	Peter J. Meier	Board of Selectmen	<b>Voting Member</b>
✓	Christopher Hyldburg	Chairman, School Committee	<b>Voting Member</b>
✓	Mitch McClain	Member, School Committee	<b>Voting Member</b>
✓	Natasha Scarpato	Member at Large	<b>Voting Member</b>
	Richard A. Lavoie	Finance Committee	<b>Voting Member</b>
	William Meier	Building Trade Expert	<b>Voting Member</b>
✓	Mary Jo Coggeshall	Member at Large	<b>Voting Member</b>
	Frederick H. Howe	Board of Health	<b>Voting Member</b>
	Steven M. Lamarche	Superintendent of Schools, BPS	<b>Voting Member</b>
	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	
✓	Joel Seeley	SMMA, OPM	

Item #	Action	Discussion
11.1	Record	Call to Order, 6:30 PM, meeting opened.
11.2	Record	J. Potter introduced M. McClain as a new Committee member
11.3	Record	K. Kovacs indicated the engineer has calculated the gas load for Options 4A and 4B and it is below the existing load and confirmed with NGRID that NGRID will support the new gas service installation.
11.4	P. Meier	P. Meier contacted the Moderator on the process to be followed to fill vacant Committee seats in the future. The Moderator will provide direction.
11.5	Record	J. Potter sent the letter to the Selectmen stating the Committee's position on the "Technology use during Open Meeting" policy.
11.6	K. Kovacs	K. Kovacs shall develop a process for recording and responding to the goals identified during the 1/7/16 Committee meeting, to assist the Committee in deciding on the One Preferred Alternative.
11.7	K. Kovacs E. Donoghue	K. Kovacs and E. Donoghue to meet on 2/9/16 review the bus travel distances and durations to Peebles and Bournedale.  K. Kovacs to follow-up with the Cape Cod Commission on what traffic information they may have related to travel distances and durations.
11.8	K. Kovacs J. Nelson	K. Kovacs led a discussion on the comments heard at Community Forum No. 4.  The three key takeaways were: <ol style="list-style-type: none"> <li>1. A One or Two school solution?</li> <li>2. Include the 5<sup>th</sup> Grade or not?</li> <li>3. What to do with Peebles?</li> </ol> Committee Discussion: <ol style="list-style-type: none"> <li>1. J. Potter indicated the Town needs to provide input on the direction for Peebles under Option 2A.</li> <li>2. J. Nelson indicated the cost to demolish the Peebles would be good to know. <i>K. Kovacs indicated that cost has been calculated and will be provided to the Committee.</i></li> <li>3. J. Nelson indicated he will review with other Town groups and develop a listing of potential options for Peebles for the next Committee meeting.</li> <li>4. J. Potter indicated including the 5<sup>th</sup> Grade is a policy decision for the School Committee and that this Committee's role is to collaborate with the School Committee, but not make the decision. <i>C. Hyldburg indicated he will follow-up with the School Committee and the School Administration to provide direction to the Committee.</i></li> <li>5. J. Nelson asked when should the Committee make their decisions relative to these three key items? <i>K. Kovacs indicated that the Committee should decide by the next Community Forum.</i></li> </ol>

Item #	Action	Discussion
11.9	Record	K. Kovacs reviewed the MSBA comments on the PDP submission, attached, and the School administration, Designer and OPM responses to the comments, attached.
11.10	K. Kovacs	<p>K. Kovacs reviewed the proposed Structural, HVAC, Electrical and Plumbing/Fire Protection systems, attached, for each of the Options.</p> <p>Committee Discussion:</p> <ol style="list-style-type: none"> <li>1. C. Hyldburg asked if there will be any wheel-type HVAC heat exchangers in the project. The Bournedale School has had significant issues with these systems. <i>K. Kovacs indicated he will verify what type of heat exchanger will be used.</i></li> <li>2. J. Nelson asked if FAI can provide catalog cut sheets of anticipated equipment? <i>K. Kovacs indicated yes, he will provide cut sheets for review.</i></li> <li>3. J. Potter asked why does Option 2A include replacing the existing fluorescent interior light fixtures with LED fixtures? <i>K. Kovacs indicated the lamp life for LED fixtures is significantly longer than fluorescent and the cost for LED fixtures is becoming very favorable. The Cape Light Compact may also provide incentives for such a replacement, K. Kovacs will review.</i></li> </ol>
11.11	Record	K. Kovacs reviewed the project costs for recent MSBA approved elementary school projects. These projects were on average a year to a year and a half behind this project, so escalation would have to be added to these figures to equate them to a Fall 2017 bidding schedule.
11.12	Record	K. Kovacs reviewed an assumed projected cost for the Bournedale and Middle School projects, attached, using a uniform 4% escalation. It was discussed these figures may not accurately reflect the local public school cost escalations and therefore may not be that relevant.
11.13	J. Seeley	<p>J. Seeley reviewed the preliminary calculation of MSBA reimbursement for each Option, attached.</p> <p>Committee Discussion:</p> <ol style="list-style-type: none"> <li>1. J. Potter asked if MSBA would allow the Town to perform some of the sitework, similar to the DPW project? <i>J. Seeley will review with the MSBA and provide direction.</i></li> </ol>
11.14	Committee	<p>K. Kovacs distributed and reviewed a sample Web-based Survey that was used to garner Community input thru SurveyMonkey. The School Administration has an account with SurveyMonkey and could develop a similar survey. The intent would be to let the Community know about the survey at Community Forum No. 5, release it, and then review the results at Community Forum No. 6.</p> <p>The Committee is to develop the questions to ask by the next Committee meeting.</p>
11.15	Committee	<p>Old or New Business:</p> <ol style="list-style-type: none"> <li>1. C. Hyldburg asked to include a discussion of a Data Clerk for the School Administration for the project for the next Committee meeting.</li> </ol>

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Item #	Action	Discussion
		<p><i>J. Seeley to include in the agenda.</i></p> <ol style="list-style-type: none"><li data-bbox="505 373 1463 436">2. C. Hyldburg indicated he will confirm if the School Committee has a date conflict with Community Forum No. 6, scheduled for 4/6/16.</li><li data-bbox="505 453 1479 548">3. K. Anderson indicated the School Administration will provide information related to the Feasibility Study to interested parents at the Pre-School screening, scheduled for 2/5/16.</li><li data-bbox="505 569 1414 663">4. K. Anderson requested Committee members to attend the Parent-Teacher Conferences, on 2/10/16 and 2/11/16, at Peebles and Bournedale to answer questions about the Feasibility Study.</li></ol>
11.16	J. Potter	Next <b>SBC Meeting: February 18 or 25, 2016 at 6:30 pm</b> at the Bourne Veteran's Memorial Community Center. J. Potter will confirm the date.

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Attachments: Agenda, MSBA comments on the PDP submission, Responses to the MSBA comments, Sample MonkeySurvey, Powerpoint

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  
 Prepared by: Joel Seeley  
 Re: School Building Committee Meeting  
 Location: Bourne Veterans Memorial Community Center,  
 234 Main Street, Buzzards Bay, Massachusetts  
 Distribution: Attendees, (MF)

Project No.: 15041  
 Meeting Date: 2/4/2016  
 Meeting No: 11  
 Time: 6:30pm

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

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# Massachusetts School Building Authority

**Deborah B. Goldberg**  
*Chairman, State Treasurer*

**Maureen G. Valente**  
*Chief Executive Officer*

**John K. McCarthy**  
*Executive Director / Deputy CEO*

January 20, 2016

Mr. Thomas M. Guerino, Town Administrator  
Bourne Town Hall  
24 Perry Avenue, Room 101  
Bourne, MA 02532-3441

Re: Town of Bourne, James F. Peebles Elementary School

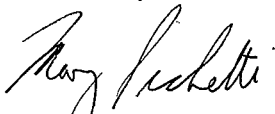
Dear Mr. Guerino:

The Massachusetts School Building Authority (the "MSBA") is forwarding review comments for the Module 3 Feasibility Study Preliminary Design Program (the "PDP") submission for the James F. Peebles Elementary School project in the Town of Bourne, received by the MSBA on December 21, 2015.

Responses to the attached comments shall be forwarded to the assigned Project Coordinator, Katie DeCristofaro ([Kathryn.DeCristofaro@MassSchoolBuildings.org](mailto:Kathryn.DeCristofaro@MassSchoolBuildings.org)), through the Owner's Project Manager. Please review and return responses within 14 days of receipt of this letter.

If you have any questions or comments, please do not hesitate to contact Christina Forde ([Christina.Forde@MassSchoolBuildings.org](mailto:Christina.Forde@MassSchoolBuildings.org)).

Sincerely,



Mary Pichetti  
Director of Capital Planning

Attachments:  
Module 3 PDP Review Comments  
Appendix 1 – Special Education Facilities Requirements

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January 20, 2016

Peebles Elementary School PDP Review Comments

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  
File: 10.2 Letters (Region 6)

## **Module 3 Preliminary Design Program Review Comments**

**District: Town of Bourne**

**School: James F. Peebles Elementary School**

**Submittal Due Date: February 11, 2016**

**Submittal Received Date: December 21, 2015**

**Review Date: December 21, 2015 – January 12, 2016**

**Reviewed by: C. Forde, C. Alles, J. Jumpe**

### **MSBA REVIEW COMMENTS:**

The following comments<sup>1</sup> on the Preliminary Design Program submittal are issued pursuant to a review of the project submittal document for the James F. Peebles Elementary School presented as a part of the Feasibility Study submission in accordance with the MSBA Module 3 Guidelines, as produced by Flansburgh Associates, Inc., and its consultants. Certain supplemental components from the Owner's Project Manager (OPM) – Symmes Maini & McKee Associates are included.

### **3.1 Preliminary Design Program**

Preliminary Design Program shall include the following:

- OPM certification of completeness & conformity – *Complete. No additional comments.*
- Table of Contents – *Complete. No additional comments.*
- Introduction – *Complete. Refer to comments shown in italics.*
- Educational Program – *Incomplete. Refer to comments shown in italics and reference the Educational Program email dated 1/19/2016.*
- Initial Space Summary – *Complete. Refer to comments shown in italics.*
- Evaluation of Existing Conditions – *Complete. Refer to comments shown in italics.*
- Site Development Requirements – *Complete. Refer to comments shown in italics.*
- Preliminary Evaluation of Alternatives – *Complete. Refer to comments shown in italics.*
- Local Actions and Approvals Certification(s) – *Incomplete. Refer to comments shown in italics.*
- Appendices – *Complete. Refer to comments shown in italics.*

#### **3.1.1 Introduction**

- Brief summary of the Facility Deficiencies (and Current S.O.I., located in the Appendix) – *Provided, please see comments below in Section 3.1.8.*

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<sup>1</sup> The written comments provided by the MSBA are solely for purposes of determining whether the submittal documents, analysis process, proposed planning concept and any other design documents submitted for MSBA review appear consistent with the MSBA's guidelines and requirements, and are not for the purpose of determining whether the proposed design and its process may meet any legal requirements imposed by federal, state or local law, including, but not limited to, zoning ordinances and by-laws, environmental regulations, building codes, sanitary codes, safety codes and public procurement laws or for the purpose of determining whether the proposed design and process meet any applicable professional standard of care or any other standard of care. Project designers are obligated to implement detailed planning and technical review procedures to effect coordination of design criteria, buildability, and technical adequacy of project concepts. Each city, town and regional school district shall be solely responsible for ensuring that its project development concepts comply with all applicable provisions of federal, state, and local law. The MSBA recommends that each city, town and regional school district have its legal counsel review its development process and subsequent bid documents to ensure that it is in compliance with all provisions of federal, state and local law, prior to bidding. The MSBA shall not be responsible for any legal fees or costs of any kind that may be incurred by a city, town or regional school district in relation to MSBA requirements or the preparation and review of the project's planning process or plans and specifications.



- Date of invitation to conduct a Feasibility Study (and MSBA Board Action Letter, located in the Appendix) – *Provided with no further review comments.*
- Executed Design Enrollment Certification (located in the Appendix) – *Provided with no further review comments.*
- Narrative summary of the Capital Budget Statement and Target Budget for the proposed project – *Provided with no further review comments.*
- Project Directory with contact information – *Provided with no further review comments.*
- Updated Project Schedule – *Provided. The District is targeting the May 25, 2016 MSBA Board of Directors meeting for Preferred Schematic approval; and the September 28, 2016 MSBA Board of Directors meeting for Project Scope and Budget approval. Please incorporate twenty-one (21) days for the MSBA to review submittals, and fourteen (14) days for the District to respond to the MSBA’s review comments into the Project Schedule.*

### **3.1.2 Educational Program**

Summary and description of the existing educational program, and the new or expanded educational vision, specifications, process, teaching philosophy statement, as well as the District’s curriculum goals and objectives of the program. Include description of the following:

- *Provide two copies of an updated Educational Program that addresses the items below; one copy that indicates changes made to the original submittal, and a second “clean copy” that documents the Educational Program to inform the feasibility study and design of the proposed project.*
- *The Educational Program was found to be inadequate in detail. The Educational Program either provided no information or a summary level description of the fields below without providing the necessary depth associated with certain programs, the educational rationale for the programs, or how the educational requirements relate to space needs or to curriculum. Please provide a detailed narrative description of each program for the spaces described in the Educational Program.*
- *Grade and school configuration policies – Provided the current grade configurations for the James F. Peebles Elementary School and the Bournedale Elementary School. Please provide a more detailed narrative regarding the potential grade reconfiguration as part of the Preferred Schematic Report.*
- *District class size policies – Provided with no further review comments.*
- *School scheduling method – Provided. Please incorporate a more detailed narrative that includes the advantages and disadvantages of the current school scheduling method, and whether or not the District plans to make any changes as part of the Preferred Schematic Report.*
- *Teacher planning and professional development – Please incorporate a more detailed narrative that includes the advantages and disadvantages regarding the teacher planning, and whether or not the District plans to make any changes. In addition provide a narrative on professional development as part of the Preferred Schematic Report.*
- *Administrative and academic organization/structure (e.g., academies, departments, houses, grade based cohorts, teams, room assignment policies etc. teams, etc.) –*

*Please provide additional information regarding administrative and academic organization/structure as part of the Preferred Schematic Report.*

- *Student Guidance and Support Services – Not provided. Please provide a narrative as part of the Preferred Schematic Report.*
- *Teaching Methodology – This section is underdeveloped. Please provide narratives for each item listed below that explains what activities are currently provided and the type of spaces needed in order to better provide for delivery of the curriculum. In addition explain what these specific program areas require and what they might look like in a potential facility. Please note that the academic programming needs to be robust enough to inform the design and development of the potential project.*
  - *Grouping Practices – Not provided, please refer to comment listed above.*
  - *Tiered Instruction – Not provided, please refer to comment listed above.*
  - *English Language Arts/Literacy – Not provided, please refer to comment listed above.*
  - *Mathematics – Not provided, please refer to comment listed above.*
  - *Science – Not provided, please refer to comment listed above.*
  - *Social Studies – Not provided, please refer to comment listed above.*
  - *World Languages – Not provided. Please indicate if foreign language programs are offered, if so please refer to the comment listed above.*
  - *Academic support programming spaces – Not provided. Please indicate if academic support areas are needed, if so refer to comment listed above.*
  - *Visual Arts – Provided, please refer to comment listed above.*
  - *Music/Performing Arts – Provided, please refer to comment listed above.*
  - *Vocations/Technology – Provided. This space is identified as the “Innovation Lab”. Please provide more information regarding the daily use and function of this space as it is currently used and how the District intends to use it moving forward.*
  - *Media Center Library Programming – Not provided, please refer to comment listed above.*
  - *Health and Physical Education – Provided, please refer to comment listed above.*
- *Educational Technology instruction policies and program requirements (labs, in-classroom, media center, required infrastructure, etc.) – Provided. Please include the following information:*
  - *A description of the existing educational technology and a description of how it is managed by the District, including a description of how it is used in the classroom.*
  - *A description of the overall professional support and training offered to staff.*
  - *A description of the proposed educational objectives being pursued as part of the potential project.*
  - *A description of how the updated equipment and systems would be managed and maintained by the District.*
  - *A narrative that provides examples of advantages at Bournedale Elementary School (which has full Wi-Fi) and disadvantages at the James F. Peebles Elementary School.*

- Pre-kindergarten (SPED only, tuition programs, locations, full day, half day, if applicable) – *Provided with no further review comments.*
- Kindergarten (full day, half day, locations, if applicable) – *Provided with no further review comments.*
- Special Education programs (in-house, collaborative, facility restrictions) – *Provided. Please provide specific details about the programs and the space required to deliver these programs.*
  - *Please review the special education rubric included in Appendix 1 and describe where existing program and spaces align with the rubric, where they do not, and potential changes to remedy in the proposed project.*
  - *List current special education programs serving students in the proposed project including the number of special education students currently served in each program.*
  - *List deficiencies in the existing program that have been identified locally or through state review.*
  - *List specialized programs and Collaborative spaces/program located in the current school.*
  - *List proposed program and any program/service needs that the District hopes to address in the proposed project.*
  - *List programs/services that will continue.*
  - *List programs that will be eliminated.*
  - *List programs that will be added or enhanced as a result of the proposed project.*
  - *List programs or services that will be moved from within the District (from which school they are being moved) as a result of the proposed project.*
  - *Provide the date of the last Coordinated Review Program and list any issues and/or problems identified in that review.*
  - *Provide the current status and/or remedy of those issues identified as part of the review.*
  - *List specialized programs and Collaborative spaces/program that will continue, be eliminated or added as part of the proposed project.*
  - *List Special Education Day School Programs that the District currently provides or participates in, and whether the programs will continue in the proposed project.*
  - *Please indicate the design response including desired features and/or layout considerations (please incorporate into the updated Educational Program to be provided with the Preferred Schematic Report.)*
- Lunch programs (number of servings, district kitchen, full service kitchens, warming kitchens, etc.) – *The report indicates that the District currently has four lunches at the James F. Peebles Elementary School and five lunches at the Bournedale Elementary School. The MSBA guidelines are based on two seatings, please indicate how many lunches the District proposes to have moving forward and explain the District’s rationale for the proposed number of seatings, how long will lunch be provided and describe how it is coordinated into the overall schedule.*

- Security and visual access requirements – *Please confirm that first responding emergency representatives will be consulted in the planning process and associated requirements will be incorporated into the preferred solution.*
- Transportation policies – *Provided with no further review comments.*
- Functional and spatial relationships – *Please provide additional context regarding the decisions that have been made with regard to the various functional and spatial relationships.*
- Key programmatic adjacencies – *Please provide additional context regarding the decisions that have been made with regard to the various programmatic adjacencies.*

### 3.1.3 Initial Space Summary

- Completed MSBA space summary spreadsheet; provide one spreadsheet per approved design enrollment – *The MSBA has performed an initial review of the space summaries with the following comments below:*
  - **Study Enrollment Options:**
    - *Option 1: Grades K-4 with an enrollment of 225 students at the James F. Peebles Elementary School.*
    - *Option 2: District-wide grades PK-4 with an enrollment of 725 students (K-4) at the Bournedale Elementary School.*
    - *Option 3: District-wide grades PK-5 with an enrollment of 885 students (K-5) at the Bournedale Elementary School.*
    - *Option 4: Grades K-4 including a District-wide grade 5 with an enrollment of 410 students at the James F. Peebles Elementary School.*
  - **Core Academic** – *The MSBA notes that the District is proposing additional classrooms in Options 1 and 4 that propose a school with a utilization rate below 90%. The MSBA also notes that student populations are projected to continue to decline. Prior to the MSBA accepting the proposed variations to the guidelines for options 1 and 4 please provide in your response to these comments an analysis for Option 1 and Option 4 that demonstrates the district could not delivery its curriculum with fewer classrooms through flexible organization of spaces and potential use of one or more of the pre-kindergarten, kindergarten room as a first grade class to substantiate the long term need of the proposed additional classrooms beyond those included in the MSBA guidelines. The findings of this analysis would need to be incorporated into the final evaluation of options. Per the information provided, the following spaces will be proposed in order for the District to deliver its Educational Program:*

<i>Anticipated Core Academic Spaces*</i>	<i>Option 1</i>	<i>Option 2</i>	<i>Option 3</i>	<i>Option 4</i>
<i>Pre-Kindergarten</i>	<i>N/A</i>	<i>4</i>	<i>4</i>	<i>N/A</i>
<i>Kindergarten</i>	<i>3</i>	<i>7</i>	<i>7</i>	<i>3</i>
<i>General Classrooms</i>	<i>12</i>	<i>28</i>	<i>35</i>	<i>19</i>
<i>MSBA Comments</i>	<i>Proposes one (1) additional Kindergarten classroom and three (3) additional general classrooms in excess of the guidelines.</i>	<i>Proposes four (4) additional Pre-Kindergarten classrooms; one (1) additional Kindergarten classroom; and two (2) additional general classrooms in excess of the guidelines.</i>	<i>Proposes four (4) additional Pre-Kindergarten classrooms and four (4) additional general classrooms in excess of the guidelines.</i>	<i>Proposes four (4) additional general classrooms in excess of the guidelines.</i>

\* Please provide proposed scheduling information specific to these spaces.

- **Special Education** – The MSBA notes that the proposed square footage to deliver the District’s Special Education program aligns with the MSBA guidelines for each option. Please note that the Special Education program is subject to approval by the Department of Elementary and Secondary Education (“DESE”). The District should provide this information for this submittal with the Schematic Design Submittal. Formal approval of the District’s proposed Special Education program by the DESE is a prerequisite for executing a Project Funding Agreement with the MSBA.
- **Art & Music** – The overall proposed square footage for this category is below the MSBA guidelines for each option. Please verify that the proposed square footage is sufficient to deliver the District’s programmatic needs in the Preferred Schematic Report.
- **Health & Physical Education** – The overall proposed square footage for this category aligns with the MSBA guidelines for each option. No further preliminary comments.
- **Media Center** – The proposed programmatic spaces aligns with MSBA guidelines for each option. No further preliminary comments.
- **Dining & Food Service** – The proposed programmatic spaces align with MSBA guidelines for options 1 and 4; and exceed the MSBA guidelines for options 2 and 3, because of the reuse of the existing cafeteria. No further preliminary comments.
- **Medical** – The proposed spaces aligns with the MSBA guidelines for each option. No further preliminary comments.
- **Administration & Guidance** – The proposed spaces aligns with the MSBA guidelines for each option. No further preliminary comments.
- **Custodial & Maintenance** – The proposed spaces aligns with the MSBA guidelines for each option. No further preliminary comments.

- **Other** –*The proposed space exceeds the MSBA guidelines for each option because of the addition of a 1,000 nsf Innovation Lab. The MSBA will evaluate this variation to the guidelines based on review of the District’s updated Educational Program.*

*Please note that upon selection of a preferred solution, the District may be required to adjust spaces/square footage that exceed the MSBA guidelines and is not supported by the Educational Program provided.*

- Floor plans of the existing facility – *Provided with no further review comments.*
- Narrative description of reasons for all variances (if any) between proposed net and gross areas as compared to MSBA guidelines – *Provided. Refer to detailed comments for each category above.*

### **3.1.4 Evaluation of Existing Conditions**

- Confirmation of legal title to the property – *Provided with no further review comments.*
- Determination that the property is available for development – *Provided with no further review comments.*
- Existing historically significant features and any related effect on the project design and/or schedule – *Provided. The District submitted Project Notification Forms (PNF) to the Massachusetts Historical Commission (“MHC”) on November 18, 2015, and obtained MHC approval on December 14, 2015 for the James F. Peebles Elementary School and the Bournedale Elementary School.*
- Determination of any development restrictions that may apply – *Provided with no further review comments.*
- Initial Evaluation of building code compliance for the existing facility – *Provided with no further review comments.*
- Initial Evaluation of Architectural Access Board rules and regulations and their application to a potential project – *Provided with no further review comments.*
- Preliminary evaluation of significant structural, environmental, geotechnical, or other physical conditions that may impact the cost and evaluations of alternatives – *Provided with no further review comments.*
- Determination for need and schedule for soils exploration and geotechnical evaluation – *Provided with no further review comments.*
- Environmental site assessments minimally consisting of a Phase I: Initial Site Investigation performed by a licensed site professional – *Provided with no further review comments.*
- Assessment of the school for the presence of hazardous materials – *Provided. It should be noted that all costs associated with the removal of asbestos containing floor and ceiling tiles are categorically ineligible for MSBA reimbursement.*
- Previous existing building and/or site reports, studies, drawings, etc. provided by the district, if any – *Provided with no further review comments.*

### **3.1.5 Site Development Requirements**

- Narrative describing project requirements related to site development to be considered during the preliminary and final evaluation of alternatives – *Provided. The*

*narrative is a summary of site access and circulation; parking and paving; utilities; outdoor play and educational spaces; and site limitations.*

- Existing site plan(s) including the following features:
  - Structures and fences – *Provided with no further review comments.*
  - Site access and circulation – *Not explicitly shown on plans, please identify existing bus and parent drop-off/pick-up locations as well as vehicular and pedestrian circulation in the Preferred Schematic Report.*
  - Parking and paving – *Provided with no further review comments.*
  - Code requirements – *Not specifically indicated. Please provide as part of the Preferred Schematic Report.*
  - Zoning setbacks and limitations – *Provided with no further review comments.*
  - Accessibility requirements – *Not explicitly shown on plans. Please identify in the Preferred Schematic Report.*
  - Easements – *None indicated. Please confirm that there are no easements on site.*
  - Wetlands and/or flood restrictions – *Provided. No protectable wetland resource areas were observed on or within 100 feet of school property as outlined by Nitch Engineering for the James F. Peebles Elementary School and the Bournedale Elementary School.*
  - Emergency vehicle access – *Not explicitly shown on plans. Please identify in the Preferred Schematic Report.*
  - Safety and security requirements – *Not explicitly shown on plans. Please identify in the Preferred Schematic Report.*
  - Utilities – *Provided with no further review comments.*
  - Athletic field and outdoor educational spaces – *Provided with no further review comments.*
  - Site orientation and other location considerations – *Provided with no further review comments.*

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

- The Preliminary Evaluation of Alternatives should include a detailed analysis of compliance with District objectives for each of the following:
  - Analysis of school District student school assignment practices and available space in other schools in the District – *Please provide information on available space in other schools in the District. In addition, for each option where a change to the existing grade configuration is proposed, please describe how and when this process will occur and the impact on the evaluation of those options. See comments below in Section 3.1.7.*
  - Tuition agreement with adjacent school districts – *Provided with no further review comments.*
  - Rental or acquisition of existing buildings that could be made available for school use – *Provided with no further review comments.*
  - Code Upgrade option that includes repair of systems and/or scope required for purposes of code compliance; with no modification of existing spaces or their function – *Provided with no further review comments.*

- Renovation(s) and/or addition(s) of varying degrees to the existing building(s) – *Five addition/renovation alternatives were preliminarily evaluated at the James F. Peebles Elementary School and the Bournedale Elementary School.*
- Construction of new building and the evaluation of potential locations – *Two new construction alternatives were preliminarily evaluated at the James F. Peebles Elementary School site.*
- *Please include an evaluation for the impacts of transportation over the canal as part of the final evaluation of options.*
- List of 3 distinct alternatives (including at least 1 renovation and/or addition option) that are recommended for further development and evaluation – *Provided. The District intends to further evaluate the following options:*
  - *Option 1: New Construction – Grades K-4 with an enrollment of 225 students at the James F. Peebles Elementary School site.*
  - *Option 2: Addition/Renovation – District-wide grades PK-4 with an enrollment of 725 students (K-4) at the Bournedale Elementary School.*
  - *Option 3: Addition/Renovation – District-wide grades PK-5 with an enrollment of 885 students (K-5) at the Bournedale Elementary School.*
  - *Option 4: New Construction – Grades K-5 with an enrollment of 410 students at the James F. Peebles Elementary School site. This option maintains the current K-4 grade configuration with the addition of a District-wide grade 5.*

**3.1.7 Local Actions and Approval** to include:

- Certified copies of the School Building Committee meeting notes showing specific submittal approval vote language and voting results, and a list of associated School Building Committee meeting dates, agenda, attendees and description of the presentation materials – *Provided with no further review comments.*
- Signed Local Actions and Approvals Certification(s):
  - Submittal approval certificate – *Provided with no further review comments.*
  - Grade reconfiguration and/or redistricting approval certificate (if applicable) – *Not provided. Please provide as part of the Preferred Schematic Report.*
- Provide the following to document approval and public notification of school configuration changes associated with the proposed project – *The items listed below have not been incorporated in the submittal. Please provide as part of the Preferred Schematic Report.*
  - *A description of the local process required to authorize a change to the existing grade configuration or redistricting in the District.*
  - *A list of associated public meeting dates, agenda, attendees and description of the presentation materials.*
  - *Certified copies of the governing body (e.g. School Building Committee) meeting notes showing specific grade reconfiguration and/or redistricting, vote language, and voting results if required locally.*
  - *A certification from the Superintendent stating the District’s intent to implement a grade configuration or consolidate schools, as applicable. The certification must be signed by the Chief Executive Officer, Superintendent of Schools, and Chair of the School Committee.*



**3.1.8 Appendix:**

- Current Statement of Interest – *Please provide the 2014 Statement of Interest (SOI), the submission included the District’s 2012 SOI.*
- MSBA Board Action Letter including the invitation to conduct a Feasibility Study – *Provided with no further review comments.*
- Design Enrollment Certification – *Provided. Please note once the District has selected a preferred solution they will need to provide the MSBA with an updated Design Enrollment Certification.*

# Appendix 1

## Questions to Ask When Reviewing Facilities for Students on IEPs

Question	Yes/No or Comment
<b>Ensuring Access</b>	
1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?	
2. Do all eligible students have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP?	
3. Are resource rooms and separate classrooms for students with disabilities given the same priority as general education programs for access to and use of instructional and other space in public schools?	
4. Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for students who are visually impaired, deaf, or hard of hearing?	
<b>Ensuring Equality</b>	
5. Are the facilities and classrooms serving only students with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?	
<b>Minimizing Stigmatization</b>	
6. Specifically, does the plan place a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students? Vice versa? (if yes, it's a violation)	
7. Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)	
8. During a school construction project, is the plan to move classrooms of students with disabilities to locations apart from the general education program? (if yes, it's a violation)	
9. Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)	

# Appendix 1

## State Regulations

### 603 CMR 28.03(1)(b)

(b) **Facilities.** The school district shall provide facilities and classrooms for eligible students to maximize the inclusion of such students into the life of the school. Facilities and classrooms serving only students with disabilities shall be at least equal in all physical respects to the average standards of general education facilities and classrooms. Resource rooms and separate classrooms for students with disabilities shall be given the same priority as general education programs for access to and use of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students.

1. All eligible students shall have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP.
2. School districts shall provide whatever equipment and make whatever physical adaptations are necessary to comply with this provision, including acoustical and lighting treatments to remove physical communication barriers for students who are deaf or hard of hearing.
3. The Department may make unannounced inspections of facilities.
4. The following examples illustrate aspects of this requirement and shall not be construed as limiting or defining its scope:

(i) Placing a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students would violate the requirements of 603 CMR 28.03(1)(b).

(ii) Placing a sign saying "special class on the front of a substantially separate classroom would violate the requirements of 603 CMR 28.03(1)(b).

(iii) Placing all special education facilities together in one part of a school building would violate the requirements of 603 CMR 28.03(1)(b).

(iv) Moving classrooms of students with disabilities to locations apart from the general education program because of financial or construction considerations violates the requirements of 603 CMR 28.03(1)(b).

## Special education facilities and classrooms – PQA review criterion #55

The school district provides facilities and classrooms for eligible students that

1. maximize the inclusion of such students into the life of the school;
2. provide accessibility in order to implement fully each student's IEP;
3. are at least equal in all physical respects to the average standards of general education facilities and classrooms;
4. are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students; and
5. are not identified by signs or other means that stigmatize such students.

## Federal Requirements

Section 504 of the Rehabilitation Act of 1973



February 2, 2016

Ms. Kathryn DeCristofaro  
Capital Program Manager  
Massachusetts School Building Authority  
40 Broad Street  
Boston, Massachusetts 02109

**Re: Peebles Elementary School**

**Bourne, Massachusetts**

*District's Responses to the Preliminary Design Program  
Review Comments*


*SMMA No. 15041*

Dear Kathryn:

Please find the District's Responses to the MSBA's Preliminary Design Program Review Comments of January 20, 2016.

Very truly yours,

**SMMA | Symmes Maini & McKee Associates**

  
Joel G. Seeley  
Principal

cc: James Potter, SBC Chair (MF)

enclosures: District's Responses to the Preliminary Design Program Review Comments of January 20, 2016

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[www.smma.com](http://www.smma.com)



February 02, 2016

District Responses to the Preliminary Design Program Review Comments

**Module 3 Preliminary Design Program Review Comments**

**District: Town of Bourne**

**School: James F. Peebles Elementary School**

**Submittal Due Date: February 11, 2016**

**Submittal Received Date: December 21, 2015**

**Review Date: December 21, 2015 – January 12, 2016**

**Reviewed by: C. Forde, C. Alles, J. Jumpe**

MSBA REVIEW COMMENTS:

**3.1.1 Introduction**

Brief summary of the Facility Deficiencies (and Current S.O.I., located in the Appendix) – *Provided, please see comments below in Section 3.1.8.*

**RESPONSE:** See attached 2014 Statement of Interest (SOI)

Updated Project Schedule – *Provided. The District is targeting the May 25, 2016 MSBA Board of Directors meeting for Preferred Schematic approval; and the September 28, 2016 MSBA Board of Directors meeting for Project Scope and Budget approval. Please incorporate twenty-one (21) days for the MSBA to review submittals, and fourteen (14) days for the District to respond to the MSBA’s review comments into the Project Schedule*

**RESPONSE:** See attached updated Project Schedule

**3.1.2 Educational Program**

Summary and description of the existing educational program, and the new or expanded educational vision, specifications, process, teaching philosophy statement, as well as the District’s curriculum goals and objectives of the program. Include description of the following:

- *Provide two copies of an updated Educational Program that addresses the items below; one copy that indicates changes made to the original submittal, and a second “clean copy” that documents the Educational Program to inform the feasibility study and design of the proposed project.*

**RESPONSE:** The two requested versions of the updated Educational Program are attached

- *The Educational Program was found to be inadequate in detail. The Educational Program either provided no information or a summary level description of the fields below without providing the necessary depth associated with certain programs, the educational rationale for the programs, or how the educational requirements relate to space needs or to curriculum. Please provide a detailed narrative description of each program for the spaces described in the Educational Program.*

- Grade and school configuration policies – *Provided the current grade configurations for the James F. Peebles Elementary School and the Bournedale Elementary School. Please provide a more detailed narrative regarding the potential grade reconfiguration as part of the Preferred Schematic Report.*  
 RESPONSE: As requested, a more detailed narrative regarding potential grade reconfiguration will be provided as part of the Preferred Schematic Report.
- School scheduling method – *Provided. Please incorporate a more detailed narrative that includes the advantages and disadvantages of the current school scheduling method, and whether or not the District plans to make any changes as part of the Preferred Schematic Report.*  
 RESPONSE: As requested, a more detailed narrative regarding potential grade reconfiguration will be provided as part of the Preferred Schematic Report.
- Teacher planning and professional development – *Please incorporate a more detailed narrative that includes the advantages and disadvantages regarding the teacher planning, and whether or not the District plans to make any changes. In addition provide a narrative on professional development as part of the Preferred Schematic Report.*  
 RESPONSE: As requested, a more detailed narrative regarding potential grade reconfiguration will be provided as part of the Preferred Schematic Report.
- Administrative and academic organization/structure (e.g., academies, departments, houses, grade based cohorts, teams, room assignment policies etc. teams, etc.) – *Please provide additional information regarding administrative and academic organization/structure as part of the Preferred Schematic Report.*  
 RESPONSE: As requested, a more detailed narrative regarding potential grade reconfiguration will be provided as part of the Preferred Schematic Report.
- Student Guidance and Support Services – *Not provided. Please provide a narrative as part of the Preferred Schematic Report.*  
 RESPONSE: As requested, a more detailed narrative regarding potential grade reconfiguration will be provided as part of the Preferred Schematic Report.
- Teaching Methodology – *This section is underdeveloped. Please provide narratives for each item listed below that explains what activities are currently provided and the type of spaces needed in order to better provide for delivery of the curriculum. In addition explain what these specific program areas require and what they might look like in a potential facility. Please note that the academic programming needs to be robust enough to inform the design and development of the potential project.*
  - Grouping Practices – *Not provided, please refer to comment listed above.*
  - Tiered Instruction – *Not provided, please refer to comment listed above.*
  - English Language Arts/Literacy – *Not provided, please refer to comment listed above.*
  - Mathematics – *Not provided, please refer to comment listed above.*



- Science – *Not provided, please refer to comment listed above.*
- Social Studies – *Not provided, please refer to comment listed above.*
- World Languages – *Not provided. Please indicate if foreign language programs are offered, if so please refer to the comment listed above.*
- Academic support programming spaces – *Not provided. Please indicate if academic support areas are needed, if so refer to comment listed above.*
- Visual Arts – *Provided, please refer to comment listed above.*
- Music/Performing Arts – *Provided, please refer to comment listed above.*
- Vocations/Technology – *Provided. This space is identified as the “Innovation Lab”. Please provide more information regarding the daily use and function of this space as it is currently used and how the District intends to use it moving forward.*
- Media Center Library Programming – *Not provided, please refer to comment listed above.*
- Health and Physical Education – *Provided, please refer to comment listed above.*

## RESPONSE: TEACHING METHODOLOGY & STRUCTURE

### **Grouping Practices**

Bourne children matriculate into kindergarten from our own preschool and a number of private preschool experiences in the immediate geographical area resulting in a diverse mix of school-readiness attributes amongst the students. A key component of both our lottery-based full-day kindergarten, half-day kindergarten programs, and grade one experience is ensuring that the needs of all students are met. This includes regular implementation of a flexible grouping model for English Language Arts based on consistent benchmarking of reading and writing skills (fluency, comprehension, phonemic awareness, etc.); this provides fluidity for students as they meet and exceed grade level expectations in one or more areas. Additionally, we offer an Intensive Learning Center classroom for early childhood and elementary students who most benefit from such an environment. These students are often integrated into the regular education classroom to expand their learning and application of newly acquired skills and knowledge. We are currently considering piloting a grade one classroom of approximately 35-40 students that would be shared by two grade-one teachers. This year we have two grade four classrooms that replicate the teach-teaching model of the middle school. This model allows one teacher to concentrate on the Humanities and another on mathematics as well as science and engineering and holds promise for our students in higher achievement in both ELA and mathematics. It also eases the transition to our grade 5 middle school team-teaching approach. Pending a review of multiple data points, this model may be extended to all grade four classrooms as well as into grade three.

### **Tiered Instruction**

Our flexible grouping model of instruction occurs in all grades K-4. This allows for an extra dose of instruction for students who need it; teachers also use the ‘learning center’ approach in their classrooms that afford opportunities for them to work in small groups or 1-1 with students who are struggling in both mathematics and

literacy. Additionally, students are assigned to specialized programs such as *Lexia* (independent monitored computerized learning) and *Read Naturally* reading interventions based on progress monitoring results and student work in the classroom. English Language Arts Title One services are in place at Peebles Elementary Schools for students in grades 1-4.

### **Writing**

Writing is a critical component of our English Language Arts curriculum and all students are immersed in acquiring and applying writing skills for a variety of audiences and in the context of exploring literature, social studies and science as articulated in the Massachusetts Curriculum Frameworks. *Handwriting without Tears* is a program used extensively in our early childhood curriculum. Additional strategies and tools used to teach the writing process in grades 1 -4 include *Empowering Writers*, *Six Traits*, and *Self-Regulated Strategy Development*; the latter offers a robust framework for both students and teachers to assess and improve informational, persuasive, and narrative writing. Additionally, all students in grades 1 through 4 experience a weekly writing class entitled “You’re a Writer”. This course draws heavily on the strategies of SRSD and offers students additional opportunities for acquisition and practice of writing in theme-based units that are connected to classroom units of instruction.

### **English Language Arts/Literacy**

As required in the Massachusetts Curriculum Frameworks, our PreK-4 students receive regular instruction and opportunities for application in reading, language, speaking, and listening in addition to writing as noted above. *Project Read* is one of our major literacy resources at the elementary level; students in grades 3 and 4 also gain expertise in reading nonfiction and other genres through a variety of resources including *Reading Street*, student-oriented newspapers, and primary sources. Through project-based learning activities, our students are regularly required to conduct research and present findings using a variety of media and online tools. Building vocabulary within all disciplines (ELA, mathematics, science, social studies) is a focus as students progress through the grades.

### **Mathematics**

The instructional shifts and focus on the Standards of Mathematical Practice required in the Frameworks are a critical component of the *Eureka* mathematics curriculum currently being implemented in grades 1-4. This curriculum builds fluency as well as strong understanding of number sense and algebraic thinking in all elementary students. Students critically think about and solve problems connected to the world and, in the process, gain confidence as budding mathematicians. Differentiation techniques are built into the curriculum so that learning gaps are reduced and all students are able to master grade level content and skills.

### **Science**

We have been preparing for the adoption of the Draft Massachusetts Frameworks and all students have opportunities for inquiry-based learning activities based on the

standards. While much of this hands-on work occurs in our district-wide Innovation Studio, students in PreK-grade 4 apply and enhance their literacy skills through reading and writing about science and engineering concepts. Shifts in our curriculum and instruction are still needed for full alignment to the new frameworks and teachers are actively/collaboratively engaged in rearranging and redesigning science units of instruction accordingly. All elementary students participate in at least one scientific study a month through an outside non-profit provider; additionally, many of our elementary field trips offer extended curricular experiences to students outside of the classroom. Annually, all elementary students participate in our Engineering Design Challenge Day and in projects demonstrated at our Elementary Science and Engineering Expo. Many students are also participating in a weekly after-school Science Club.

### **Social Studies**

As with science, students regularly practice and apply their literacy skills and knowledge within the context of social studies units of instruction and local field trips enhance their in-class learning experiences. All of our full-day kindergarteners benefit from a weekly class that explores community with essential questions like: Who am I? Who works at my school? How do I fit in my school? Where do I live? How can we show others we care? What does responsible mean? This curriculum feeds naturally into our Peace Builders program embraced by our elementary schools. Through the tenets of this program, our students build skills and gain valuable experience in understanding what being good citizens means. Peace Builders builds first-hand knowledge for students as they explore more deeply the concepts of diversity, freedom, progress, and similar topics in the social studies curriculum.

### **Academic support programming spaces**

We currently use a variety of spaces in order to fully and effectively support our students academically. While we do have dedicated classrooms for programs such as Intensive Learning and Title One, most support services operate in shared spaces (some are actually converted closets). Our English Language Learning direct instruction takes place in a classroom shared with special educators. Also sharing spaces are speech, occupational and physical therapists; teachers of the deaf and visually impaired; and those providing emotional/social supports.

### **Visual Arts**

All elementary students participate in art on a weekly basis. Through hands-on activities, students use multiple methods, materials, and techniques to demonstrate their understanding of design elements and principals as well as critically responding to their own and others' artwork. In addition to being displayed in our schools, student work is regularly exhibited in our Central Office and annually at the Jonathan Bourne Library.

### **Music/Performing Arts**

On a weekly basis, our elementary students engage in lessons and activities designed to enrich their understanding and enjoyment of music. Through listening to classical

and other music genres and through visuals, students are able to identify various instruments and gain an understanding of tonal characteristics, tempo, and dynamics. Students also gain basic skills in reading notes and time signatures. All elementary students participate in choral music and perform in choral concerts as well as playing a variety of percussion instruments in the classroom. Additionally, upper level students apply their knowledge of reading music in learning to play the recorder.

### **Vocations/Technology**

The district-wide Innovation Studio is housed in our high school and available to all students K-12. Elementary students visit in order to work on specific projects associated with a project-based learning unit that they are unable to complete in classrooms due to limited access to tools and other resources. The Studio environmental design, with group work tables, computers, and ready access to both high and low-tech materials, promotes creativity and collaboration among the students. Through co-planning and co-teaching, the Innovation Studio Teacher Facilitator expands the knowledge and skills of our elementary teachers in PBL, science, engineering, and technology. The Innovation Studio becomes completely booked very quickly; its popularity continues to grow and we predict the need for a similar space at the elementary level to ensure equity and accommodate demand.

### **Media Center Library Programming**

Our library/media center is critical in providing our students with a variety of engaging reading materials to supplement learning and develop independence in reading and learning; it is available to students throughout the day. Digital resources demand innovative approaches to research and presentation of findings; through our weekly 'computer' class, our elementary students learn how to produce multi-media presentations and the basics of Google documents and sheets in addition to Excel and Word. Students also develop basic understandings of plagiarism and how to critically evaluate online sources.

### **Health and Physical Education**

We recognize the critical importance of effective health and wellness instruction before middle school and have added a health teacher to our elementary staff; this will afford all students in grades 1-4 at least one health class every week in addition to physical education. The curriculum will introduce students to healthy habits and behaviors and encourage application of appropriate and effective resolutions to conflict. Additionally, students will begin building competencies in managing stress and developing strategies to refuse engagement in risky behaviors. Our physical education program includes direct instruction and practice aligned with the National Association of Sport and Physical Education standards. Students in full-day K have physical education once a week, and students in grades 1 through 4 have it twice a week. In addition, students participate in a variety of building-based initiatives including the Health Action Team, *BOKS*, Run or Walk Club, and *Jump Rope for Heart* to name a few.

- Educational Technology instruction policies and program requirements (labs, in-classroom, media center, required infrastructure, etc.) – *Provided. Please include the following information:*
  - *A description of the existing educational technology and a description of how it is managed by the District, including a description of how it is used in the classroom.*
  - *A description of the overall professional support and training offered to staff.*
  - *A description of the proposed educational objectives being pursued as part of the potential project.*
  - *A description of how the updated equipment and systems would be managed and maintained by the District.*
  - *A narrative that provides examples of advantages at Bournedale Elementary School (which has full Wi-Fi) and disadvantages at the James F. Peebles Elementary School.*

RESPONSE: Bourne Public Schools has taken a systems approach to ensure that our student will be provided access to technology therefore maintaining the necessary infrastructure to support hardware used by students and staff every day. Our goal is to ensure every school has a technology infrastructure that is transparent to everyday users and that provides each student and staff member simultaneous access to fast and reliable online resources. The new construction or renovation of Peebles will ensure the aforementioned.

Use and access to technology hardware/software is grounded in a district “Responsible Use Guidelines” for students and staff alike. In addition hardware/software use is expected to be alignment and support the Massachusetts Curriculum Frameworks and the district instructional curricula, while building student/staff capacity that facilitates enhanced student learning.

The Bourne Public Schools belief system is to ensure that every school has the infrastructure and baseline classroom technology hardware which is monitored and maintained through ongoing systems of district-wide technology inventory performed by the technology department. Baseline classroom technology hardware is checked for age, serviceability and compatibility with the established baseline standards of operability. In addition we conducted a preventative maintenance evaluation of all district-wide LCD projectors during the 2014-2015 school year.

During the 2010-2011 school year the Bourne Public School’s technology staff identified over 500 pieces of software used or available to our instructional staff and students. Subsequently, the Bourne Public Schools established practices to weed out obsolete ensure that any software purchased aligns with district instructional/administrative needs. To make this goal possible, instructional products are measured for alignment with the Massachusetts Curriculum Frameworks and the district instructional curricula.

The Bourne Public Schools has established a “Technology Service Request Program” through a single point of contact through our website. A Computer Support Specialist

is responsible for facilitating technology service requests to the proper support specialist. Bourne employees a Technology Educational Support Person who visits each school weekly and has a flex day to address a schools priority of needs. District software support is diversified as key personnel are charges as primary contacts. Individual staff members submit and track trouble tickets and assigned technicians can, in many cases, resolve the problem remotely or travel to the school site or office and work directly on the technology service request.

Lastly, the Bourne Public Schools maintains a student information systems that allow comprehensive access to information, and meet district, state and federal reporting requirements. Additionally, our administrative offices provide and maintain employee information systems that allow comprehensive access to information, and meet district, state and federal reporting requirements.

- Special Education programs (in-house, collaborative, facility restrictions) – *Provided. Please provide specific details about the programs and the space required to deliver these programs.*

RESPONSE: This section has been updated but is submitted in partial fulfillment. A complete update will be provided as part of the Preferred Schematic Design

- *Please review the special education rubric included in Appendix 1 and describe where existing program and spaces align with the rubric, where they do not, and potential changes to remedy in the proposed project.*

RESPONSE: See attached Appendix 1

- *List current special education programs serving students in the proposed project including the number of special education students currently served in each program.*

RESPONSE: Current Special Education Programs serving students and projected

- PreK Integrated (24 IEP/33 Peers)
- PreK Sub Separate (9)
- K-2 Sub Separate (6)
- 3-4 Sub Separate (3)
- K-4 In-class support (BES: 45; PES: 47 )
- K-4 Pull-out support (BES: 57; PES: 54 )
- Grade 5 In-Class Support (23)
- Grade 5 Pull-Out Support (24 )
- Grade 5-8 Sub Separate (Grade 5: 1 student)
- Grade 5-8 Partial Inclusion (Grade 5: 1 student)

- *List deficiencies in the existing program that have been identified locally or through state review.*

RESPONSE:

Related Service Providers:

Scheduled according to students IEPs. When available, informal observations and RTI is provided

- Adapted PE
  - Social Worker: Social Skills Groups
  - Speech
  - Occupational Therapy
  - Adapted Physical Education
  - Physical Therapy
  - Orientation and Mobility
  - Teacher of the Deaf
  - Teacher of the Visually Impaired
  - Social-Emotional
- Most of the above listed therapies need to share their spaces. This is not ideal for servicing students. The current building structure do not allow for use of suspended equipment.

- *List specialized programs and Collaborative spaces/program located in the current school.*

RESPONSE: There are no collaborative spaces/programs located in the current school.

- *List proposed program and any program/service needs that the District hopes to address in the proposed project.*

RESPONSE: The District hopes to provide specific/adequate space to provide focuses related services for our students with the most significant needs accessing the instructional programs and curricular.

- More focused therapies (suspended equipment)
- spaces to service students individually and/or small groups
- individual spaces will increase confidentiality

- *List programs/services that will continue.*

RESPONSE: All programs will continue and the district has no plans to discontinue programs available to all of our students and students with special needs.

- *List programs that will be eliminated.*
- *List programs that will be added or enhanced as a result of the proposed project.*
- *List programs or services that will be moved from within the District (from which school they are being moved) as a result of the proposed project.*
- *Provide the date of the last Coordinated Review Program and list any issues and/or problems identified in that review.*

RESPONSE: Our most recent, 2012-2013 Coordinated Program Review indicated the following:

- Overall cited in 6 areas
  - Specification for why students needed to be removed from general education classroom
  - Students 18 or older consenting to services
  - Appropriate use of waivers and excusal forms at team meetings
  - All required team members being present at IEP meeting
  - Specificity with regards to skills that need to be taught with regards to bullying vulnerability
  - 1 citation pertained to the location of a substantially separate classroom at Bourne Middle School. This citation was removed following a district appeal to DESE
  
- Results of mid-cycle review during the 2015-2016 school year determined that we have no citations and are currently in compliance in all areas
  - *Provide the current status and/or remedy of those issues identified as part of the review.*
  - *List specialized programs and Collaborative spaces/program that will continue, be eliminated or added as part of the proposed project.*
  - *List Special Education Day School Programs that the District currently provides or participates in, and whether the programs will continue in the proposed project.*
  - *Please indicate the design response including desired features and/or layout considerations (please incorporate into the updated Educational Program to be provided with the Preferred Schematic Report.)*
  
- Lunch programs (number of servings, district kitchen, full service kitchens, warming kitchens, etc.) – *The report indicates that the District currently has four lunches at the James F. Peebles Elementary School and five lunches at the Bournedale Elementary School. The MSBA guidelines are based on two seatings, please indicate how many lunches the District proposes to have moving forward and explain the District's rationale for the proposed number of seatings, how long will lunch be provided and describe how it is coordinated into the overall schedule.*

RESPONSE: While the current square footage of the Peebles cafeteria is adequate, the kitchen, food preparation and serving areas at the Peebles Elementary School is inadequate to provide multiple grades lunch at a given time. Paradoxically, the Bournedale Elementary School's kitchen, food preparation and serving areas are more than adequate for *en masse* service but the square footage of the cafeteria does not meet the same needs.



With that said, it is our belief that new construction of the Peebles Elementary School or a renovation to the Bournedale Elementary School will correct either deficiency and provide more efficient practices of provide lunch for our elementary aged students. It is our plan to serve lunch to two or two and one half grades at one time moving forward.

- Security and visual access requirements – *Please confirm that first responding emergency representatives will be consulted in the planning process and associated requirements will be incorporated into the preferred solution.*  
RESPONSE: First responding emergency representatives will be consulted in the next phase
- Functional and spatial relationships – *Please provide additional context regarding the decisions that have been made with regard to the various functional and spatial relationships.*  
RESPONSE: Through visioning workshops with the Educational Working Group, faculty, and staff, character and nature of space was explored, informing initial adjacency diagrams.
- Neighborhood groupings of classrooms by grade are preferred to a mix of grade levels. Grade clusters maintain localized resources for each grade level, and Team Commons spaces allow collaboration. Spaces arranged in neighborhoods break down overall scale of larger school, creating more personalized environment for younger students and facilitating teacher collaboration.
- Classroom grade level groupings optimize flexible grouping strategies permitting several organizational patterns for instruction. The physical space eliminates proximity questions when grade level teachers are making grouping decisions. Students will be grouped and regrouped according to specific goals, activities, and individual needs.
- Flexible and zoned classrooms will permit varied use of space and areas for smaller group breakout and targeted instruction. Adaptable spaces avoid over-specific design that could limit future use if population changes.
- Visible learning through interior glazing between corridors and educational spaces allows classmates and teachers to see progress of colleagues. Exhibition space instills pride in work and collectively raises expectations / standards among students.
- Administration should be centrally located rather than distributed throughout. Number of administrators is too few to spread throughout building. Centralized location is important to maintain connection with families and remainder of administration and allows a welcoming space for greeting students and parents.

- Community spaces should be clustered, with acoustical separation from academic wings. A multi-purpose space for large gatherings would be an asset to the community and a hub of elementary education.
- Locating the Computer Lab adjacent to Learning Commons is more appropriate than locating within academic wing. Innovation Lab belongs with Computer Lab and Learning Commons, as use of one space may spark use of another. Access to outdoors from Innovation Lab would permit testing of built projects.
- Dispersed SPED spaces allow for inclusion, minimizing travel time from classroom, while therapy spaces should be centrally located.
- Key programmatic adjacencies – *Please provide additional context regarding the decisions that have been made with regard to the various programmatic adjacencies.*  
RESPONSE: Refer to “Functional and Spatial Relationships” response above for decisions made during the PDP phase regarding various programmatic adjacencies

### 3.1.3 Initial Space Summary

- *Core Academic – The MSBA notes that the District is proposing additional classrooms in Options 1 and 4 that propose a school with a utilization rate below 90%. The MSBA also notes that student populations are projected to continue to decline. Prior to the MSBA accepting the proposed variations to the guidelines for options 1 and 4 please provide in your response to these comments an analysis for Option 1 and Option 4 that demonstrates the district could not delivery its curriculum with fewer classrooms through flexible organization of spaces and potential use of one or more of the pre-kindergarten, kindergarten room as a first grade class to substantiate the long term need of the proposed additional classrooms beyond those included in the MSBA guidelines.*

RESPONSE: As a district we have been moving to a full-day kindergarten program as Bourne was the last district on Cape Cod to offer full-day K. Bourne currently has a complex amalgamation of full-day kindergarten and half-day kindergarten. Peebles district families only have access to two full-day kindergarten classrooms and are placed on a waiting list of their is a desire to enrolling the full-day programs but all slots are taken through a lottery system. All of the other Peebles district kindergarten families not enrolled in the limited full-day kindergarten program either send their students to private full-day kindergarten or half-day kindergarten sessions in the Bournedale Elementary School. Option 1 and option 4 provide space availability for this programmatic and community desired curriculum experience for our students. It is important to address that option 1 and option 4 do not have a prekindergarten designated space therefore not providing greater flexibility to address curriculum needs grades kindergarten through grade 4 or through grade 5.

Furthermore, we have a disparity in full-day and half-day kindergarten

experiences. Current full-day students have access to the unified art curriculum with the limited exception of physical education. Our half-day kindergarten students do not have access to unified arts. The additional classroom space in option 1 and option 4 avail our desire to have all full-day kindergarten and access to all unified arts curriculum areas.

Probably the most critical area to be addressed for our students access to the Bourne Public Schools designed curriculum, learning and instructional experiences in all of our classrooms is that the Peebles district school is currently designated as a Title I school and requires very specific in-class and out of class small group interventions. Only the Peebles School and Middle School are designated as Title I schools. Designated as such requires additional instructional space, coordinated class size balances based on student needs. Additionally, Peebles Title I services do not include kindergarten and our goal is to add this instruction intervention layer to our full-day kindergarten program for early intervention purposes.

- *Art & Music – The overall proposed square footage for this category is below the MSBA guidelines for each option. Please verify that the proposed square footage is sufficient to deliver the District’s programmatic needs in the Preferred Schematic Report.*

RESPONSE: The proposed square footage satisfies the District’s requirements for Art & Music

### **3.1.5 Site Development Requirements**

- Narrative describing project requirements related to site development to be considered during the preliminary and final evaluation of alternatives – *Provided. The narrative is a summary of site access and circulation; parking and paving; utilities; outdoor play and educational spaces; and site limitations.*
- Existing site plan(s) including the following features:
  - Site access and circulation – *Not explicitly shown on plans, please identify existing bus and parent drop-off/pick-up locations as well as vehicular and pedestrian circulation in the Preferred Schematic Report.*  
RESPONSE: As requested, more detail will be provided as part of the Preferred Schematic Report.
  - Code requirements – *Not specifically indicated. Please provide as part of the Preferred Schematic Report.*  
RESPONSE: As requested, more detail will be provided as part of the Preferred Schematic Report.
  - Accessibility requirements – *Not explicitly shown on plans. Please identify in the Preferred Schematic Report.*  
RESPONSE: As requested, more detail will be provided as part of the Preferred Schematic Report.

- Easements – *None indicated. Please confirm that there are no easements on site.*  
RESPONSE: There are no easements recorded at the Bournedale and Peebles Elementary school sites
- Emergency vehicle access – *Not explicitly shown on plans. Please identify in the Preferred Schematic Report.*  
RESPONSE: As requested, more detail will be provided as part of the Preferred Schematic Report.
- Safety and security requirements  
RESPONSE: As requested, more detail will be provided as part of the Preferred Schematic Report.

### 3.1.6 Preliminary Evaluation of Alternatives

- The Preliminary Evaluation of Alternatives should include a detailed analysis of compliance with District objectives for each of the following:
  - Analysis of school District student school assignment practices and available space in other schools in the District – *Please provide information on available space in other schools in the District. In addition, for each option where a change to the existing grade configuration is proposed, please describe how and when this process will occur and the impact on the evaluation of those options. See comments below in Section 3.1.7.*
  - *Please include an evaluation for the impacts of transportation over the canal as part of the final evaluation of options.*

RESPONSE: As requested, more detail will be provided as part of the Preferred Schematic Report.

### 3.1.7 Local Actions and Approval to include:

- Signed Local Actions and Approvals Certification(s):
    - Grade reconfiguration and/or redistricting approval certificate (if applicable) – *Not provided. Please provide as part of the Preferred Schematic Report.*
- RESPONSE: As requested, more detail will be provided as part of the Preferred Schematic Report.
- Provide the following to document approval and public notification of school configuration changes associated with the proposed project – *The items listed below have not been incorporated in the submittal. Please provide as part of the Preferred Schematic Report.*
    - *A description of the local process required to authorize a change to the existing grade configuration or redistricting in the District.*
    - *A list of associated public meeting dates, agenda, attendees and description of the presentation materials.*

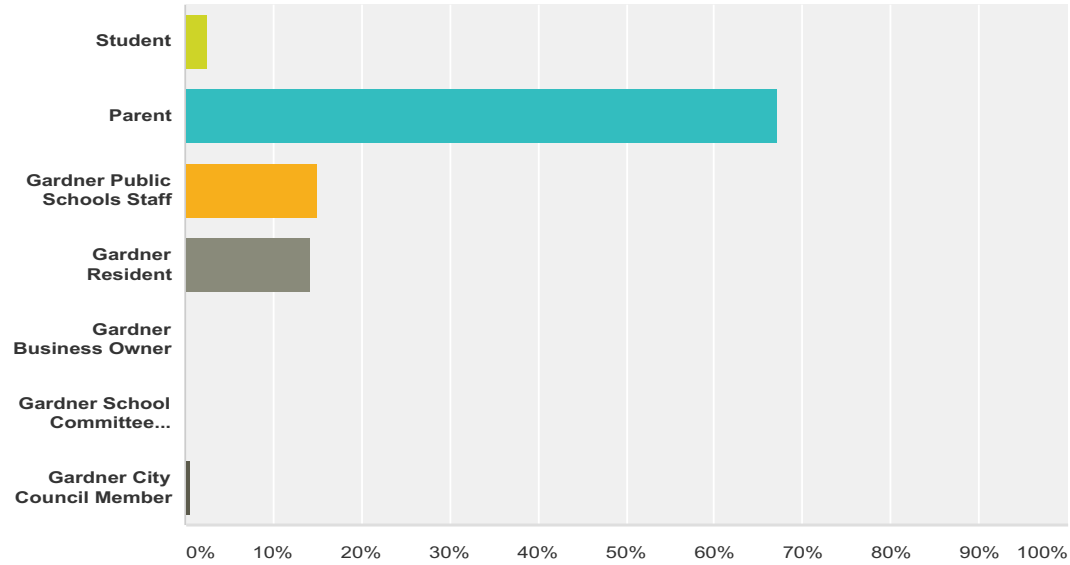
- *Certified copies of the governing body (e.g. School Building Committee) meeting notes showing specific grade reconfiguration and/or redistricting, vote language, and voting results if required locally.*
- *A certification from the Superintendent stating the District's intent to implement a grade configuration or consolidate schools, as applicable. The certification must be signed by the Chief Executive Officer, Superintendent of Schools, and Chair of the School Committee.*

**RESPONSE:** As requested, more detail will be provided as part of the Preferred Schematic Report.



**Q1 Please describe which stakeholder group you represent.**

Answered: 333 Skipped: 4



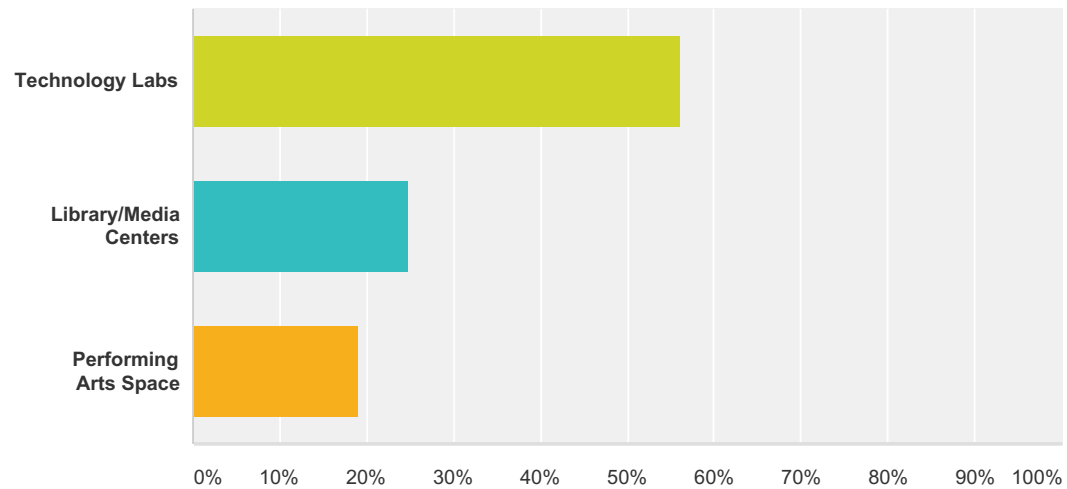
Answer Choices	Responses
Student	2.40% 8
Parent	67.27% 224
Gardner Public Schools Staff	15.02% 50
Gardner Resident	14.11% 47
Gardner Business Owner	0.30% 1
Gardner School Committee Member	0.30% 1
Gardner City Council Member	0.60% 2
<b>Total</b>	<b>333</b>

Elementary School Buildings Survey

SurveyMonkey

**Q2 What is the most important educational program that should be incorporated into an elementary school?**

Answered: 337 Skipped: 0



Answer Choices	Responses
Technology Labs	56.08% 189
Library/Media Centers	24.93% 84
Performing Arts Space	18.99% 64
<b>Total</b>	<b>337</b>

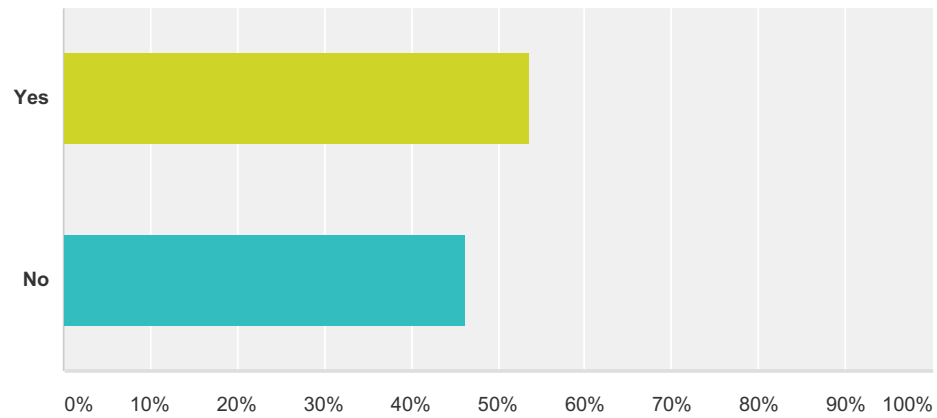


Elementary School Buildings Survey

SurveyMonkey

**Q3 In your opinion, does the Elm Street School hold historical significance to the City of Gardner?**

Answered: 337 Skipped: 0



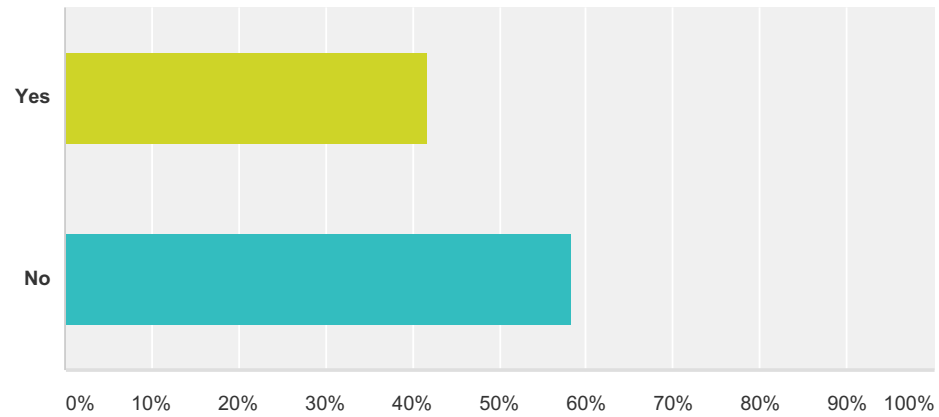
Answer Choices	Responses
Yes	53.71% 181
No	46.29% 156
<b>Total</b>	<b>337</b>

Elementary School Buildings Survey

SurveyMonkey

**Q4 Would you prefer to restore and add on to the existing Elm Street School?**

Answered: 337 Skipped: 0



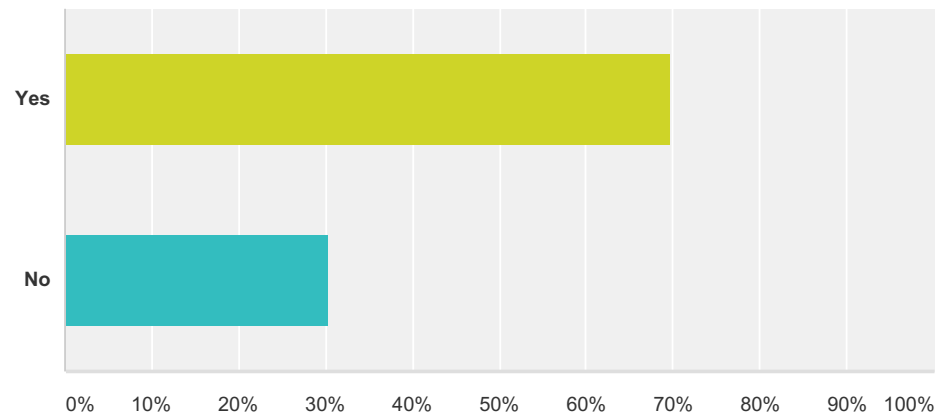
Answer Choices	Responses
Yes	41.84% 141
No	58.16% 196
<b>Total</b>	<b>337</b>

Elementary School Buildings Survey

SurveyMonkey

**Q5 Would you prefer to construct a new Pre-K to 4th grade elementary school?**

Answered: 337 Skipped: 0



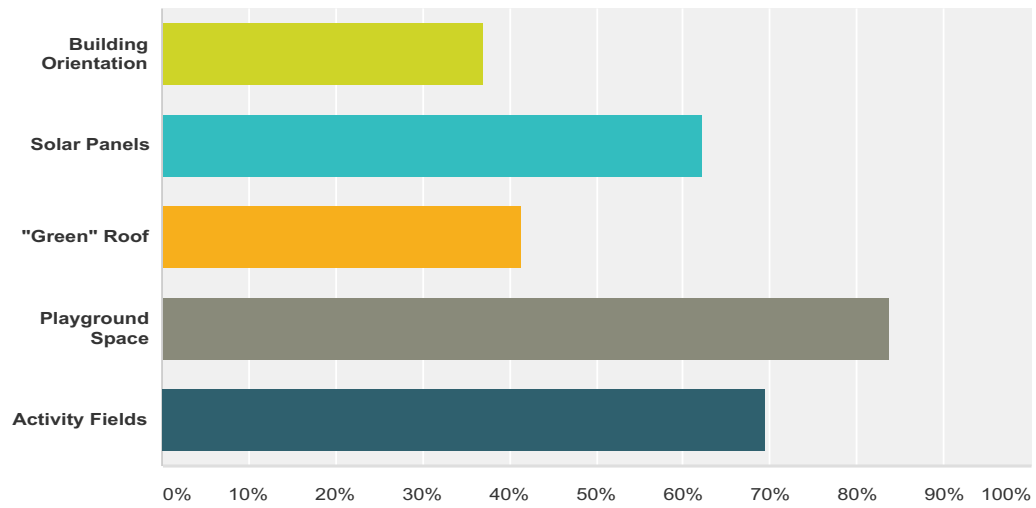
Answer Choices	Responses
Yes	69.73% 235
No	30.27% 102
<b>Total</b>	<b>337</b>

Elementary School Buildings Survey

SurveyMonkey

**Q6 What type of sustainability measures would you like to see implemented in the building that apply to the curriculum?  
(Select as many choices as you would like)**

Answered: 331 Skipped: 6

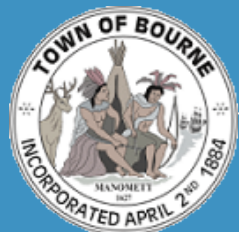


Answer Choices	Responses
Building Orientation	36.86% 122
Solar Panels	62.24% 206
"Green" Roof	41.39% 137
Playground Space	83.69% 277
Activity Fields	69.49% 230
<b>Total Respondents: 331</b>	

# School Building Committee Meeting

February 04, 2016

# Peebles Elementary School Feasibility Study



PROJECT MANAGEMENT **SMMA**  
Massachusetts School Building Authority

**Flansburgh Architects**

# COMMUNITY FORUM NO. 4 RECAP

# Community Forum No.4

## One or Two school solution?

- 1A - “Status Quo” with two elementary schools remaining on both sides of the canal
- 2A - A consolidated school on one side of the canal
- 4A&B - Two elementary schools remain on both sides of the canal with a 5th grade solution

## 5th grade or not?

- Opinion on Option Four voiced by community member: Seems to provide the largest benefit with most space, access to campus resources, and accommodates the 5th grade

## What to do with Peebles?

- Option 2 project cost does not include any work at Peebles
- Building could be viewed as liability OR as an asset:
  - › Cost of renovating vs. income from selling or leasing

# MSBA COMMENTS ON PDP SUBMISSION



# MSBA Comments

## District Responses to the Preliminary Design Program Review Comments

### 3.1.1 Introduction

- Updated SOI and Schedule provided

### 3.1.2 Educational Program

- Expanded Teaching Methodology, Educational Technology, Special Education and Functional Relationships sections provided

### 3.1.3 Initial Space Summary

- Rationale for additional classrooms beyond MSBA space template provided

### 3.1.4 Existing Conditions (No further response required)

### 3.1.5 Site Development Requirements (MSBA requested detail in PSR)

### 3.1.6 Preliminary Evaluation of Alternatives (MSBA requested detail in PSR)

### 3.1.7 Local Actions (MSBA requested detail in PSR)

# STRUCTURAL Systems

# **Structural** Peebles Options 1A & 4A

## **Foundation**

- Conventional foundations with spread footings below frostline
- Concrete spread footings, 5" concrete slab on grade

## **Structure**

- Academic wings with steel framed structure, columns and beams
- Gym / Cafeteria with reinforced CMU bearing walls and open web joists
- 2nd Floor - Concrete on metal deck
- Roof - Metal deck with concrete slabs at Roof Top Units only

## **Walls**

- Exterior walls framed with steel studs spanning slab to slab

# **Structural** Peebles Options 4B (Add/Renovation)

## General

- Expansion joint between new and existing
- Bracing at selected existing walls and steel reinforcing at existing gym

## Foundation

- Conventional foundations with spread footings below frostline
- Concrete spread footings, 5" concrete slab on grade

## Structure

- Academic wings with steel framed structure, columns and beams
- Gym / Cafeteria with reinforced CMU bearing walls and open web joists
- 2nd Floor - Concrete on metal deck
- Roof - Metal deck with concrete slabs at Roof Top Units only

## Walls

Exterior walls framed with steel studs spanning slab to slab

# **Structural** Peebles Options 2A (Addition/Renovation)

## **General**

- Expansion joint between new and existing

## **Foundation**

- Conventional foundations with spread footings below frostline
- Concrete spread footings, 5" concrete slab on grade

## **Structure**

- Academic wings with steel framed structure, columns and beams
- 2nd Floor - Concrete on metal deck
- Roof - Metal deck with concrete slabs at Roof Top Units only

## **Walls**

Exterior walls framed with steel studs spanning slab to slab

# HVAC Systems

# **HVAC** Peebles Options 1A,4A, & 4B

## Heating:

- Energy savings systems to reduce energy use by 30%
- Gas fired high efficiency condensing central boilers

## Cooling:

- High efficiency central chilled water cooling plant
- Full AC in specific areas: Admin, Media Center, Computer labs

## Classroom Heating & Ventilation:

- Displacement Air system w/ dehumidification - quiet and efficient
- Gas fired Roof Top Units with Dx compressors
- High Efficiency Energy management system

# **HVAC** Bournedale Option 2A

## Heating:

- Energy savings systems to reduce energy use by 30% at New Addition
- Gas fired high efficiency condensing central boilers

## Cooling:

- High efficiency central chilled water cooling plant
- Full AC in specific renovated areas: Admin, Media Center, Computer labs

## Classroom Heating & Ventilation:

- Displacement Air system w/ dehumidification - quiet and efficient
- Gas fired Roof Top Units with Dx compressors (Serving New Addition)



# ELECTRICAL SYSTEM

# **Electrical** Peebles Options 1A, 4A, & 4B

## **Lighting:**

- All lighting will be replaced with new LED fixtures
- Lighting will be on sensors

## **Power:**

- New outlets and data jacks throughout

## **Emergency Generator:**

- New 150 kw generator (safety, boilers, kitchen refrigeration, communication system)

## **Fire Alarm System, Intrusion Systems:**

- New system throughout

# **Electrical** Bournedale Options 2A (Addition/Renovation)

## Lighting:

- All lighting will be replaced with new LED fixtures
- Lighting will be on sensors

## Power:

- New outlets and data jacks at extensive reno areas and addition

## Emergency Generator:

- Utilize existing generator

## Fire Alarm System, Intrusion Systems:

- Extended into new addition

# PLUMBING & FIRE PROTECTION SYSTEM

# **Plumbing** Peebles Options 1A,4A,& 4B

## Drainage:

- New soil, waste, and vent piping system
- Grease waste system

## Water:

- Water saving sensor faucets and 1.28 gal per flush toilets
- High efficiency gas fired hot water heaters

## Fire Alarm System

- New 8 inch fire service, double check valve assembly, wet alarm valve complete with electric bell
- Fire protection system will utilize sprinklers throughout

# **Plumbing** Peebles Options 2A (Addition/Renovation)

## Drainage:

- New soil, waste, and vent piping system at extensive reno/new addition
- Grease waste system to remain

## Water:

- Water saving sensor faucets and 1.28 gal per flush toilets
- High efficiency gas fired hot water heaters

## Fire Alarm System

- Fire protection system provided at new addition

# Gas Moratorium Peebles Options

## Anticipated Gas Loads for Option 4A & 4B

- HVAC 5,000,000 BTUH
- Water heater 400,000 BTUH
- Kitchen Equipment 600,000 BTUH

**Total Anticipated Load for Peebles Design Options 6,000,000 BTUH**

**Existing Load serving the Peebles Elementary 6,394,000 BTUH**  
**Surplus 394,000 BTUH**

# PROJECT COST COMPARISON

- Recent MSBA projects
- Bournedale ES & Bourne MS



# Cost Comparison of Recent MSBA Projects

## Current MSBA Elementary School Projects in Design

	Grades	Project Type	Enrollment	GSF	GSF/ Student	Total Project Cost	\$/GSF
Needham Hillside ES	K-5	New Constr	430	90,927	211	\$ 62.37M	\$ 686
Dedham ECC	PK-K	New Constr	200	50,345	252	\$ 30.49M	\$ 606
Granby West St. ES	PK-6	Add/Reno	430	72,400	168	\$ 39.14M	\$ 541
Hopkinton Center ES	PK-1	New Constr	395	83,680	212	\$ 44.97M	\$ 537
Newton Cabot ES	K-5	Add/Reno	480	84,446	176	\$ 45.00M	\$ 533
Brookline ES	K-8	Add/Reno	1,010	227,187	225	\$ 120.15M	\$ 529
Narragansett Templeton Ctr ES	PK-5	New Constr	580	92,735	160	\$ 47.56M	\$ 512
New Bedford Hannigan ES	K-5	New Constr	400	74,056	185	\$ 36.75M	\$ 496
Carver ES	PK-5	New Constr	750	112,350	150	\$ 55.58M	\$ 495
Woburn Wyman ES	K-5	New Constr	410	70,701	172	\$ 33.71M	\$ 477
<b>Averages</b>						<b>\$ 50.78M</b>	<b>\$ 534</b>

# Cost of Design Alternatives

		Option 1 (K-4) 250 students	Option 2 (PK-4) 725 students	Option 4 (K-5) 410 students		Base Repair Only
		1A New	2A Add/Reno	4A New	4B Add/Reno	
<b>Gross SF</b>		<b>57,248 SF</b>	<b>114,593 SF</b>	<b>72,473 SF</b>		<b>55,190 SF</b>
<b>*Construction Cost \$ (Hard Cost)</b>	Building	\$23.25M	\$25.63M	\$26.96M	\$27.46M	\$10.53M
	Hazmat/Demo	\$1.71M	\$0	\$1.7M	\$1.21M	\$1.16M
	Sitework	\$4.05M	\$4.65M	\$4.34M	\$4.29M	\$.38M
	<b>Total</b>	<b>\$29.01M</b>	<b>\$30.28M</b>	<b>\$32.99M</b>	<b>\$32.96M</b>	<b>\$12.07M</b>
<b>Soft Cost \$</b>	Fees & Expenses	\$5.9M	\$5.61M	\$6.5M	\$6.13M	\$2.8M
	FF&E	\$.75M	\$1.02M	\$1.23M	\$1.23M	\$.25M
	Contingencies	\$2.32M	\$2.42M	\$2.64M	\$2.97M	\$1.68M
<b>Other Town Costs</b>		no cost	TBD	no cost	no cost	no cost
<b>TOTAL</b>		<b>\$37.98M</b>	<b>\$39.34M</b> New Addition: 46,493 Extensive Reno: 15,800 Light Reno: 52,300	<b>\$43.36M</b>	<b>\$43.28M</b> New Addition: 34,916 Extensive Reno: 37,557	<b>\$16.8M</b>
<b>Cost per SF</b>		<b>\$663</b>	<b>\$343</b>	<b>\$598</b>	<b>\$597</b>	<b>\$304</b>

\* Estimated Cost subject to change as project is refined

# Comparison with Escalated Project Costs

Bournedale Elementary School and Bourne Middle School  
Project Costs Projected to Fall 2017 Bid Date:

	<b>Assumed Total Project Cost at Bid Date</b>	<b>Assumed Total Project Cost Projected to Fall 2017 Bid Date</b>
Bournedale Elementary School	\$25.23 M	\$38.84M
Bourne Middle School	\$18.99M	\$41.62M

- Based on 4% Annual Escalation
- Based on 1998 Bid Date for Middle School and 2007 Bid Date for Bournedale Elementary School
- Does not reflect local public school cost surge per MSBA:
  - 2013 – 5.8%;
  - 2014 – 12.8%; and
  - 2015 – 12.9%

# 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.

# Projected Project Reimbursement Rate for Eligible Costs

	Option 1A	Option 2A	Option 4A	Option 4B
Base Reimbursement Rate	43.84	43.84	43.84	43.84
Maintenance	1.00	1.00	1.00	1.00
CM @ Risk	1.00	1.00	1.00	1.00
Renovation	0.00	2.97	0.00	2.59
Green Schools	2.00	2.00	2.00	2.00
<b>Total Reimbursement Rate</b>	<b>47.84</b>	<b>50.81</b>	<b>47.84</b>	<b>50.43</b>

# Projected Project Reimbursement Rate for Eligible Costs

	Option 1A	Option 2A	Option 4A	Option 4B
Project Cost	\$37.98 M	\$39.34M	\$43.36M	\$43.28M
Approximate MSBA Grant	\$12.32M	\$17.95M	\$15.01M	\$15.54M
Approximate Cost to Bourne	\$25.66M	\$21.38M	\$28.35M	\$27.74M

# PEEBLES REUSE SCENARIOS