

PROJECT MINUTES

Project:	Peebles Elementary School Feasibility Study	Project No.:	15041
Prepared by:	Joel Seeley	Meeting Date:	11/05/2015
Re:	School Building Committee Meeting	Meeting No:	6
Location:	Bourne Veteran’s Memorial Community Center	Time:	6:30pm
Distribution:	School Building Committee Members, Attendees (MF)		

Attendees:

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

Item #	Action	Discussion
6.1	Record	Call to Order, 6:30 PM, meeting opened.
6.2	Record	J. Seeley distributed and reviewed the updated Meetings Schedule and Agendas, attached.
6.3	Record	J. Seeley distributed and reviewed the billing projection for the PDP Phase Environmental and Site Consultancies, attached.
6.4	J. Seeley	J. Seeley distributed and reviewed the meeting minutes of the MSBA Kick-Off Meeting, attached, held on 10/17/15 at the PES conference room. J. Seeley distributed and reviewed a letter from S. Lamarche to MSBA, attached, requesting approval to add a Peebles K-4 with a District –wide 5 th grade alternative to review in the Feasibility Study. J. Seeley to follow-up with MSBA for approval.
6.5	J. Seeley K. Kovacs S. Lamarche	J. Seeley distributed and reviewed the PDP Report Submission Table of Contents and responsibility requirements.
6.6	K. Kovacs	K. Kovacs distributed and reviewed the 10/16/15 educational meeting minutes and the 10/21/15 educational meeting minutes, both attached. K. Kovacs indicated a follow-up educational meeting is scheduled for 11/6/15 and for which meeting minutes will be issued.
6.7	J. Seeley	J. Seeley to provide a projection of additional Environmental and Site Consultancies for the PSR and SD Phases. J. Seeley will determine once the PDP phase is more complete.
6.8	J. Potter	J. Potter indicated he has been in contact with the Town Moderator relative to the 2010 Town Bi-Law regarding committee member attendance and is awaiting a response.
6.9	K. Kovacs	K. Kovacs to investigate the capacity of the PES campus sewage treatment plant.
6.10	K. Kovacs	K. Kovacs will contact the Cape Light Compact to review potential incentives or rebates for energy upgrades.
6.11	K. Kovacs	K. Kovacs will review the existing gas and electrical service capacity at BES.
6.12	J. Seeley	Video-taping the SBC meetings for viewing on BourneTV was discussed. Committee Discussion: <ol style="list-style-type: none"> 1. P. Meier indicated that some SBC meetings might be more important to video tape than others. 2. J. Nelson expressed concern with videotaping the SBC meetings without having the community present in order to understand the detail of the actions being taken. 3. J. Potter indicated he was comfortable with videotaping the SBC meetings for greater transparency to the community.

Item #	Action	Discussion
		<p>4. P. Meier indicated there might be an availability issue with the wired rooms in the Community Center and if the SBC meetings were in an alternate location there may be a cost to video tape.</p> <p>A Motion was made by P. Meier and seconded by F. Howe to table the discussion until the next Committee meeting.</p> <p>Discussion:</p> <p>1. J. Nelson will confirm if there is a cost to video tape the SBC meetings if they are held in the Community Center.</p> <p>Voted passed unanimously. J. Seeley will place on next meeting's agenda.</p>
6.13	Record	<p>K. Kovacs presented and reviewed a Powerpoint presentation, attached, on the progress findings of the existing conditions survey of BES and PES for structural, site and traffic. Hazardous materials, geotechnical and geo-environmental reviews are still in process.</p>
6.14	K. Kovacs	<p>K. Kovacs presented and reviewed a Powerpoint presentation, attached, on preliminary Alternatives as follows:</p> <ol style="list-style-type: none"> 1. PES – Renovation/Addition Option 1 2. PES – Renovation/Addition Option 2 3. PES – New Construction Option 1 4. PES – New Construction Option 2 5. PES – New Construction Option 3 6. BES - Renovation/Addition Option 1 7. BES - Renovation/Addition Option 2 8. BES - Renovation/Addition Option 3 9. BES - Renovation/Addition Option 4 <p>Committee Discussion relative to the PES options:</p> <ol style="list-style-type: none"> 1. FAI to investigate the soccer fields area off Waterhouse Road as a possible site for PES. 2. FAI to investigate the wooded area along Trowbridge Road as a possible site for PES. 3. J. Nelson indicated the Maintenance Shed is aged and could be relocated to another location. K. Kovacs indicated the shed may not be eligible for MSBA reimbursement. 4. M. Coggeshall indicated the Tennis Courts are part of the High School and if they are to be demolished due to building placement, they need to be replicated prior to being demolished. 5. M. Coggeshall indicated the community may react negatively to placement of PES in the soccer fields area off Waterhouse Road, since it places all the students on one area of the site and increases costs to replicate the fields elsewhere. 6. J. Potter indicated the displaced parking near the football field/track complex will need to be replicated. 7. J. Norton indicated any option that needs to demolish the 1959 addition first, in order to construct an addition or new construction, needs to consider the impact to students and teaching.

Item #	Action	Discussion
		<p>8. J. Norton indicated placement of the playground too close to the school or too close to the roadways is problematic.</p> <p>9. P. Meier indicated the High School access drive off Trowbridge Road is narrow and might not be able to handle increased elementary school traffic.</p> <p>Committee Discussion relative to the BES options:</p> <ol style="list-style-type: none"> 1. P. Meier indicated that any of the BES options need to address the Nurse Office location relative to the Band Room. 2. P. Meier indicated there may be a memo of understanding between the Selectmen and the School Committee relative to the amount of area of the total Town Parcel dedicated for school use.
6.15	K. Kovacs	<p>K. Kovacs distributed and reviewed a preliminary listing of typical Options Review Criteria, attached, that communities use when evaluating which options are better suited to their needs.</p> <p>The following Criteria were added to the list:</p> <ol style="list-style-type: none"> 1. How well does the Option reinforce the HS and MS mentoring of the ES students? 2. Does the Option reinforce the benefits of multi-grade facilities? 3. Does the Option maximize Green Design potential? 4. Will the construction impact the students? 5. Will the construction impact the continued use of the existing site facilities? 6. Is the Option accessible to the MS and HS buildings for use? 7. How well does the Option reinforce the campus? 8. How does the Option impact the Operational Cost? <p>K. Kovacs to update the list and forward for review at the next Committee meeting.</p>
6.16	J. Seeley K. Kovacs	<p>K. Kovacs distributed and reviewed a draft of the flyer and Poster Board Announcement, attached, for the 11/17/15 Community Forum No. 2.</p> <p>Committee Discussion:</p> <ol style="list-style-type: none"> 1. Increase the title font and change to Bourne Elementary Schools Community Workshop 2. Re-order the agenda headings 3. Add address to the Town's Website Project Site 4. Add address to the Project's Email Address 5. Add language emphasizing Community Input is encouraged to be shared <p>K. Kovacs to finalize and email for distribution and deliver seven poster boards to the school administration for distribution in the Town.</p> <p>J. Seeley to forward the project's email address to FAI.</p> <p>J. Seeley to post the flyer on the Town's Website Project Site and email the flyer to BourneTV and request that they post.</p> <p>J. Seeley to post a SBC meeting on 11/17/15 in the event a quorum is present.</p>

Item #	Action	Discussion
6.17	J. Potter	J. Potter indicated the FinCom may be voting R. Lavoie as their appointed member, which would create a vacancy for the Member at Large position. J. Potter will keep the committee updated.
6.18	Record	Next Community Meeting: November 17, 2015 at 6:00 pm at the Bourndale Elementary School. Next SBC Meeting: November 19, 2015 at 6:30 pm at the Bourne Veteran's Memorial Community Center.
6.19	Record	A Motion was made by P. Meier and seconded by R. Howe to adjourn the meeting. No discussion, voted unanimously.

Attachments: Agenda, Billing projection for the PDP Phase Environmental and Site Consultancies, MSBA Kick-Off Meeting Minutes, Letter from S. Lamarche to MSBA, PDP Report Submission Table of Contents, 10/16/15 educational meeting minutes, 10/21/15 educational meeting minutes, Preliminary listing of typical Options Review Criteria, Draft Flyer for Community Forum No. 2, Powerpoint presentation

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

PROJECT MEETING SIGN-IN SHEET

Project: Peebles Elementary School Feasibility Study Project No.: 15041
 Prepared by: Joel Seeley Meeting Date: 11/05/2015
 Re: School Building Committee Meeting Meeting No: 6
 Location: Bourne Veterans Memorial Community Center, 234 Main Street, Buzzards Bay, Massachusetts Time: 6:30pm
 Distribution: Attendees, (MF)

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

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*new email address
 mjcoggeshall@bourneps.org*

AGENDA

Project:	Peebles Elementary School Feasibility Study	Project No.:	15041
Re:	School Building Committee Meeting	Meeting Date:	11/5/2015
Meeting Location:	Bourne Veterans Memorial Community Center	Meeting Time:	6:30 PM
Prepared by:	Joel Seeley	Meeting No.:	6
Distribution:	Committee Members (MF)		

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices and Commitments
4. Video Recording SBC Meetings
5. Educational Program/Visioning Update
6. Existing Conditions Update
7. Preliminary Discussion of Construction Alternatives
8. Prep for Community Forum No. 2
9. Committee Questions
10. Public Comments
11. Next Meeting
12. Adjourn

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**SCHOOL BUILDING COMMITTEE
PEEBLES ELEMENTARY SCHOOL**

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

MEETINGS SCHEDULE AND AGENDAS
September 25, 2015 (updated October 28, 2015)

DATE	AGENDA
<i>Feasibility Study Phase (PDP)</i>	
September 29, 2015	SCHOOL BUILDING COMMITTEE MEETING Introduction of Flansburgh Architects (FAI) Approval of FAI Proposal Discussion of Project Goals Discussion of Detailed Schedule
October 8, 2015	SCHOOL BUILDING COMMITTEE MEETING Preliminary Discussion of Educational Programming
October 22, 2015	SCHOOL BUILDING COMMITTEE MEETING Preliminary Discussion of Existing Conditions
October 26, 2015	COMMUNITY FORUM NO. 1 - EDUCATIONAL VISIONING - 6:00 to 8:00 PM - PEEBLES ELEMENTARY SCHOOL CAFETERIA
November 5, 2015	SCHOOL BUILDING COMMITTEE MEETING Educational Program Update Existing Conditions Update Preliminary Discussion of Construction Alternatives
November 17, 2015	COMMUNITY FORUM NO. 2 - 6:00 to 8:00 PM - BOURNEDALE ELEMENTARY SCHOOL CAFETERIA
November 19, 2015	SCHOOL BUILDING COMMITTEE MEETING Presentation of Construction Alternatives Discussion of Sustainable Design Goals
December 3, 2015	SCHOOL BUILDING COMMITTEE MEETING Presentation of Refined Construction Alternatives Review of Preliminary Cost Model
December 8, 2015	COMMUNITY FORUM NO. 3 - 6:00 to 8:00 PM - PEEBLES ELEMENTARY SCHOOL CAFETERIA
December 17, 2015	SCHOOL BUILDING COMMITTEE MEETING Evaluate Refined Construction Alternatives Review Cost Model Vote to Submit PDP and Top 3 Alternatives
December 18, 2015	SUBMIT PDP PACKAGE TO MSBA
	ADDITIONAL MEETINGS TO BE SCHEDULED

PROJECT MINUTES

Project:	Peebles Elementary School Feasibility Study Bourne, MA	Project No.:	15041
Prepared by:	Joel Seeley	Meeting Date:	10/27/2015
Re:	MSBA Kick-Off Meeting	Meeting No:	1
Location:	Peebles Elementary School Conference Room	Time:	10:00 AM
Distribution:	Attendees, (MF)		

Attendees:

PRESENT	NAME	AFFILIATION	
✓	Steven M. Lamarche	Superintendent, BPS	
✓	Peter Meier	Selectman	
✓	Edward Donoghue	Director of Business Services, BPS	
✓	Christopher Hyldburg	Chair, School Committee	
✓	Jim Potter	Chair, School Building Committee	
✓	Rick Howe	Vice-Chair, School Building Committee	
✓	Kathy Anderson	Administrative Assistant, BES/PES	
✓	Christopher Alles	MSBA	
✓	Christina Forde	MSBA	
✓	Julie Ross	MSBA	
✓	Kent Kovacs	Flansburgh Associates (FAI)	
✓	Joel Seeley	SMMA, OPM	

Item #	Action	Discussion
1.1	Record	All introduced themselves and described their role in the project. K. DeCristofaro and C. Forde to be copied on all emails.
1.2	J. Seeley	J. Seeley to forward Designer Amendments 1-4 once fully executed.
1.3	J. Seeley	The project schedule was reviewed. C. Forde indicated the 2016 Board meeting dates have been published, J. Seeley to update the schedule to reflect the new dates.
1.4	Record	The Feasibility Study submission requirements were reviewed.
1.5	Record	The FAS meeting was discussed. The final date of the meeting will be monitored as the study progresses.

Project: Peebles Elementary School Feasibility Study

Meeting Date: 10/27/2015

Meeting No.: 1

Page No. 2

Item #	Action	Discussion
1.6	Record	The Schematic Design submission requirements were reviewed. The DESE submittal is to be submitted concurrent with the Schematic Design submission.
1.7	K. Kovacs	The requirements for the Educational Program were reviewed. K. Kovacs will forward a draft space template to MSBA for review relative to current educational spaces that are not listed on the template.
1.8	C. Forde	The process of including an additional study option, a non District-wide K-5 option at the Peebles site, was discussed. C. Forde will review with MSBA staff and provide direction to the Town on the process of formally requesting the additional option.
1.9	Record	Meeting adjourned and all toured the Peebles Elementary School.

Attachments: Agenda, Project Schedule

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.

JGS/sat/P:\2015\15041\04-MEETINGS\4.3 Mtg_Notes\Kickoff Meeting With MSBA\Msbakick-Offmeeting_27October2015.Docx

Name	Title/Organization	Phone	Email
CHRISTOPHER ALLES	MSBA	617-720-4460	chris.alles@massschoolbuildings.org
Christopher Hyldborg	Bourne School Committee	508-254-1715	chylborg@gmail.com
Kathy Anderson	Adm Asst BPS/PES	508-317-3464	Kathy.Kanderson@bourneps.org
EDWARD DONOGHUE	BPS. DIR. OF BUS SVCS	508-759-0660	EDONOGHUE@BOURNEPS.ORG
John Allen	Selectmen	508-759-0660	Meier@townofbourne.com
STEVEN M. LAMARQUE	Superintendent BPS	508.759.0660	slamarq@bourneps.org
Jim Potter	SCHOOL BLDG. Comm. CHAIR	508-566-5425	onsetjp@juno.com
Rick Howe	SBC V.Chair	508-566-4342	RICKHOWE9@gmail.com
Joel Seeley	SMMA, OPAC	617-547-5400	JSEELEY@SMMA.COM
KENT KOVACS	FLANSBURGH	617 970 0331	kkovacs@flansburgh.com
CHRISTINA FORDE	MSBA	617.726.4460	CHRISTINA.FORDE@MASSSCHOOLBUILDINGS.ORG
Julie Ross	MSBA	617-276-2768	Julie.Ross@MassSchoolBuildings.org

The logo for the Massachusetts School Building Authority features a stylized skyline of buildings in various heights and widths, rendered in a light gray color. The text "Massachusetts School Building Authority" is centered below the skyline in a bold, black, serif font. A thick black horizontal line is positioned directly beneath the text.

Massachusetts School Building Authority

Town of Bourne James F. Peebles Elementary School

Kick-Off Meeting
October 27, 2015 10:00 AM

Objective:

Meeting to introduce the project team and discuss the project goals, procedures, and schedule.

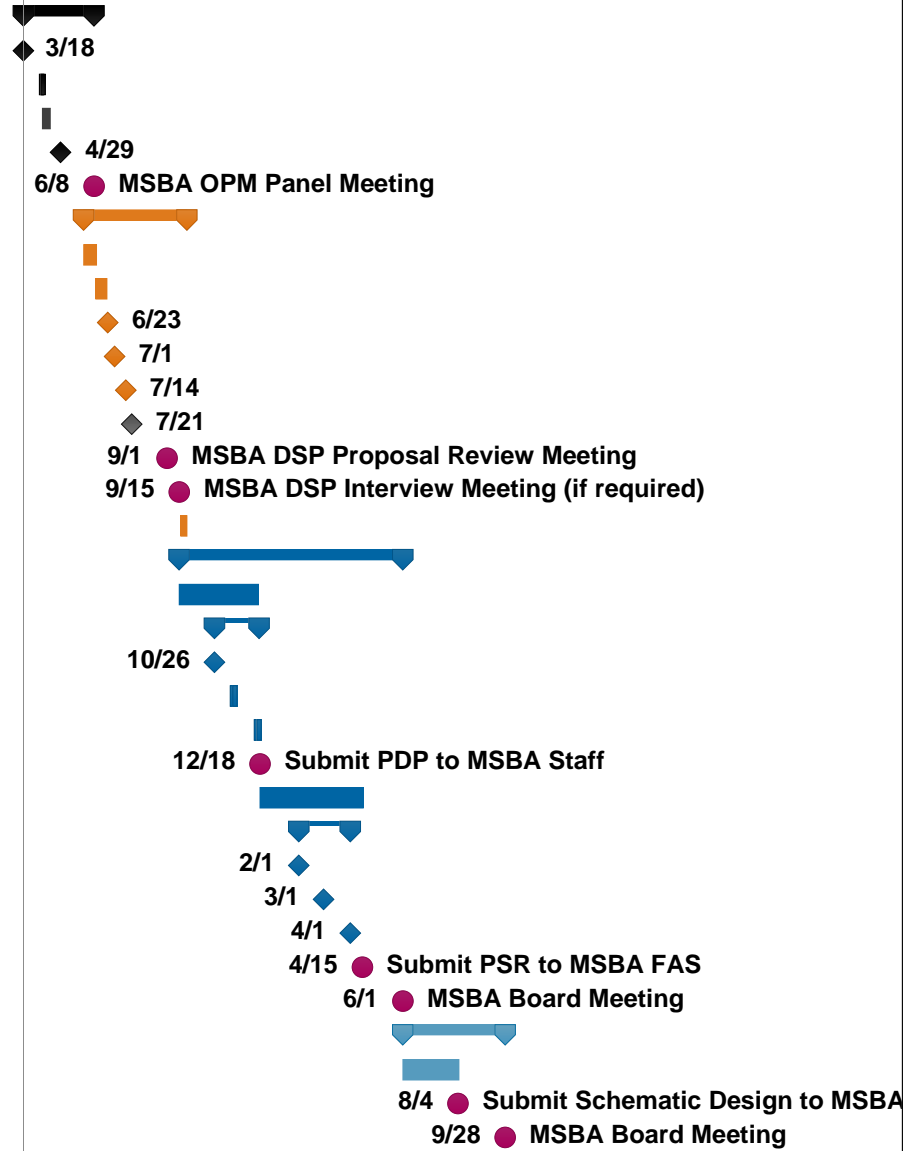
Meeting Agenda:

1. Introductions
2. MSBA Communication Protocol
3. Status of Contracts and Agreements
4. Project Schedule
5. Feasibility Study Submittals (*Module 3*)
 - a. Preliminary Design Program (PDP)
 - b. Preferred Schematic Report (PSR)
6. Facilities Assessment Subcommittee Presentation (FAS)
7. Getting to a Project Scope and Budget Agreement (*Module 4*)
8. Questions, Comments, Concerns

Updated: June 25, 2015
 Revised: September 16, 2015

TOWN OF BOURNE, MASSACHUSETTS
PEEBLES ELEMENTARY SCHOOL
 PROJECT SCHEDULE

ID	Task Name	Duration	Start	Finish	2015	2016	2017
1	RETAIN OPM	58 days	3/18/2015	6/8/2015			
2	Submit OPM Proposals	0 days	3/18/2015	3/18/2015			
3	OPM Interview	2 days	4/8/2015	4/9/2015			
4	Negotiate OPM Contract	7 days	4/9/2015	4/17/2015			
5	Submit Documents to MSBA OPM Panel	0 days	4/29/2015	4/29/2015			
6	MSBA OPM Panel Meeting	0 days	6/8/2015	6/8/2015			
7	RETAIN DESIGNER	86 days	5/27/2015	9/23/2015			
8	Draft Designer RFS and Submit to MSBA	11 days	5/27/2015	6/10/2015			
9	MSBA Approve Draft RFS	9 days	6/10/2015	6/22/2015			
10	Submit to Central Register	0 days	6/23/2015	6/23/2015			
11	Notice in Central Register	0 days	7/1/2015	7/1/2015			
12	Briefing Session	0 days	7/14/2015	7/14/2015			
13	Submit Designer Proposals	0 days	7/21/2015	7/21/2015			
14	MSBA DSP Proposal Review Meeting	0 days	9/1/2015	9/1/2015			
15	MSBA DSP Interview Meeting (if required)	0 days	9/15/2015	9/15/2015			
16	Negotiate Designer Contract	5 days	9/17/2015	9/23/2015			
17	FEASIBILITY STUDY (FS)	183 days	9/15/2015	6/1/2016			
18	Develop Preliminary Design Program (PDP)	65 days	9/15/2015	12/15/2015			
19	Community Presentations	37 days	10/26/2015	12/16/2015			
20	Community Forum 1: Visioning	0 days	10/26/2015	10/26/2015			
21	Community Forum 2: Existing Conditions	3 days	11/16/2015	11/18/2015			
22	Community Forum 3: Options	3 days	12/14/2015	12/16/2015			
23	Submit PDP to MSBA Staff	0 days	12/18/2015	12/18/2015			
24	Develop Preferred Schematic Report (PSR)	84 days	12/18/2015	4/15/2016			
25	Community Presentations	44 days	2/1/2016	4/1/2016			
26	Community Forum 1	0 days	2/1/2016	2/1/2016			
27	Community Forum 2	0 days	3/1/2016	3/1/2016			
28	Community Forum 3	0 days	4/1/2016	4/1/2016			
29	Submit PSR to MSBA FAS	0 days	4/15/2016	4/15/2016			
30	MSBA Board Meeting	0 days	6/1/2016	6/1/2016			
31	SCHEMATIC DESIGN (SD)	85 days	6/1/2016	9/28/2016			
32	Develop Schematic Design	47 days	6/1/2016	8/4/2016			
33	Submit Schematic Design to MSBA	0 days	8/4/2016	8/4/2016			
34	MSBA Board Meeting	0 days	9/28/2016	9/28/2016			
35	LOCAL VOTES						
38	DESIGN AND CONSTRUCTION (TBD)						



Bourne Public Schools

36 Sandwich Road
Bourne, MA 02532
508.759.0660
508.759.1107 (fax)
www.bourneps.org



Steven M. Lamarche
Superintendent
slamarche@bourneps.org

Melissa Coelho
Executive Assistant
mcoelho@bourneps.org

Massachusetts School Building Authority
40 Broad Street, Suite 500
Boston, MA 02109
www.MassSchoolBuilding.org

November 3, 2015

Attn: Ms. Christina Forde
Project Manager
Christina.Forde@MassSchoolBuilding.org

RE: Additional Study Enrollment Request

As a result of our community outreach and educational visioning meetings with school staff, parents, community members and our leadership team, I am writing the Massachusetts School Building Authority (MSBA) to request your consideration for an additional fourth design study enrollment for the Peebles School project. This option is for a Peebles School kindergarten through grade 4 and district-wide grade 5.

With that said, we acknowledge and share MSBA's desire to maintain clarity and the integrity of the Study Enrollment Certification for design options which is being evaluated as part of the current feasibility study with Flansburgh Architects. This request is a direct result of our initial feasibility outreach to our educational community. We are collectively aware of Bourne's uniqueness as the only community in the commonwealth split by a canal with two bridges. With that knowledge and at each visioning outreach meeting we heard a strong desire to commit our efforts and explore through the feasibility study an option of a Peebles K-4 with a district-wide 5th grade on the current Peebles School location or known as the south side of the canal adjacent to the Bourne Middle School and Bourne High School.

As part of your consideration, we believe that the emergence of this fourth option is technically within the scope of our original three options as certified on or around December 16, 2014 to include design enrollments for a K-4 Peebles, K-4 district school and a K-5 district school.

In conclusion, we respectfully appreciate your consideration and believe that this fourth option to our study enrollment provides the district and the Bourne community a more efficient means to address space capacity needs throughout future enrollments on the south side of the canal.

With respect,

Steven M. Lamarche

C: Bourne School Building Committee
Joel Seeley, OPM SMMA
Kent Kovacs, Principle-in-Charge Flansburgh Architects

Attachment (1): MSBA Town of Bourne Peebles Elementary School Study Enrollment Certification

The Bourne Public Schools mission is to connect individual students and staff to their success; engage the community in new ways to facilitate student achievement; guarantee a relevant, viable curriculum for students; and assure universal accountability that supports the success of all students.

MASSACHUSETTS SCHOOL BUILDING AUTHORITY

TOWN OF BOURNE

**JAMES F. PEEBLES ELEMENTARY SCHOOL
STUDY ENROLLMENT CERTIFICATION**

As a result of a collaborative analysis with the Massachusetts School Building Authority (the "MSBA") of enrollment projections and space capacity needs for the proposed project at the James F. Peebles Elementary School, the Town of Bourne hereby acknowledges and agrees that the design of preliminary options which may be evaluated as part of the feasibility study for the proposed project at the James F. Peebles Elementary School shall be based in accordance with the following:

Enrollment for Grades K-5 at a District-wide elementary school	Enrollment for Grades K-4 at a District-wide elementary school	Enrollment for Grades K-4 at the James F. Peebles Elementary School
885 students	725 students	250 students

The space allowance for each alternative evaluated shall assume no more than the enrollments as detailed in the table above. The Town of Bourne acknowledges and agrees that it has no right or entitlement to any particular study enrollment, square feet per student space allowance, or total square footage referenced in the table above for the preliminary options, and further acknowledges and agrees that it shall not bring any or action, legal or equitable, against the MSBA, or any of its officers or employees, for the purpose of obtaining an increase in the study enrollment of the James F. Peebles Elementary School that it has acknowledged and agreed herein. The Town of Bourne further acknowledges and agrees that the study enrollment presented herein is only applicable to the evaluation of preliminary options conducted as part of the feasibility study for the proposed James F. Peebles Elementary School project. Upon receipt of the District's recommendation of a Preferred Schematic Design for the proposed James F. Peebles Elementary School project, and subject to the MSBA's review of such recommendation, the MSBA shall forward a Design Enrollment Certification with a design enrollment specific to the recommended and approved Preferred Schematic Design, which shall supersede this certification.

The undersigned, for themselves and the Town of Bourne, hereby certify that they have read and understand the contents of this Study Enrollment Certification and that each of the above statements is true, complete and accurate. The undersigned hereby certify that they have been duly authorized by the appropriate governmental body to execute this Certification on behalf of the Town of Bourne and to bind the Town of Bourne to its terms.

Robert J. Muen

Chief Executive Officer

[Signature]

Duly Authorized Representative of School
Committee

12/16/14

Date

12-16-14

Date

[Signature]
Superintendent of Schools

12.16.2014

Date

Peebles Elementary School Feasibility Study

Bourne, MA

PRELIMINARY DESIGN PROGRAM (PDP) – REQUIREMENTS

REFERENCE	ITEM	RESPONSIBILITY
	➤ TRANSMITTAL LETTER	SMMA
	➤ COVER	FAI
	➤ TABLE OF CONTENTS	FAI
MSBA 3.1.1	➤ INTRODUCTION <input type="checkbox"/> Summary Overview of: <ul style="list-style-type: none"> ○ Statement of Interest ○ Date of MSBA Invitation ○ Agreed upon Design Enrollment <input type="checkbox"/> Summary of Capital Budget Statement <input type="checkbox"/> Project Directory <input type="checkbox"/> Project Schedule	District District District District SMMA SMMA
MSBA 3.1.2	➤ EDUCATIONAL PROGRAM	District
MSBA 3.1.3	➤ INITIAL SPACE SUMMARY <input type="checkbox"/> MSBA Space Summary Template <input type="checkbox"/> Scaled Floor Plans of the Existing Facility <input type="checkbox"/> Narrative Description of Variances between the District's Proposed Program and the MSBA Guidelines	FAI FAI FAI
MSBA 3.1.4	➤ EVALUATION OF EXISTING CONDITIONS <input type="checkbox"/> Site Title <input type="checkbox"/> Historic Clearance <input type="checkbox"/> Site Evaluation <input type="checkbox"/> Building Evaluation <input type="checkbox"/> Code Evaluation of Existing Building <input type="checkbox"/> MAAB/ADA Evaluation of Existing Building <input type="checkbox"/> Structural Evaluation <input type="checkbox"/> Systems Evaluation <input type="checkbox"/> Determine the need for Geotechnical Evaluation and Soils Exploration <input type="checkbox"/> Traffic Evaluation <input type="checkbox"/> Phase I Initial Site Investigation <input type="checkbox"/> Hazardous Material Assessment	FAI FAI FAI FAI FAI FAI FAI FAI FAI FAI FAI FAI
MSBA 3.1.5	➤ SITE DEVELOPMENT REQUIREMENTS <input type="checkbox"/> Site orientation and narrative describing location considerations and issues <ul style="list-style-type: none"> ○ Structures and fences ○ Site access and circulation ○ Parking and paving ○ Utilities ○ Athletic fields and outdoor educational spaces <input type="checkbox"/> Accessibility Requirements <input type="checkbox"/> Code setbacks and limitations <input type="checkbox"/> Zoning setbacks, easements and limitations <input type="checkbox"/> Wetlands and/or Flood Restrictions <input type="checkbox"/> Emergency vehicle access <input type="checkbox"/> Safety and Security Requirements	FAI FAI FAI FAI FAI FAI FAI

Peebles Elementary School Feasibility Study

Bourne, MA

REFERENCE	ITEM	RESPONSIBILITY
MSBA 3.1.6	<p>➤ PRELIMINARY EVALUATION OF ALTERNATIVES – should include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of school district student school assignment practices and available space in other schools in the district <input type="checkbox"/> Tuition agreements with adjacent school districts <input type="checkbox"/> Rental or acquisition of existing buildings for school use <input type="checkbox"/> Base repair option – to meet minimum code requirements <ul style="list-style-type: none"> ○ No Build ○ Reno/Additions to existing buildings ○ New building construction <p><u>Include for each Alternative</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of the Alternative <input type="checkbox"/> Examination of degree it fulfills Educational Program Requirements <input type="checkbox"/> Examination of variation from the spaces identified in the Initial Space Summary <input type="checkbox"/> How it addresses Site and Facility Goals and Objectives <input type="checkbox"/> Assess impact on Construction Phasing <input type="checkbox"/> Estimated Preliminary Construction and Project Costs <p><u>Results of Preliminary Alternatives should include:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluation Criteria <input type="checkbox"/> How it did/did not address the criteria <input type="checkbox"/> Advantages and Disadvantages of each Alternatives <input type="checkbox"/> Comparative Cost Analysis <p>Conclude with a list of three (minimum) Distinct Alternatives</p>	<p>District</p> <p>District District FAI</p> <p>FAI FAI FAI</p> <p>FAI FAI FAI/SMMA</p> <p>FAI FAI FAI FAI/SMMA FAI</p>
MSBA 3.1.7	<p>➤ LOCAL ACTIONS AND APPROVAL CERTIFICATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use Template in Module 3 – Appendix 3D 	District/SMMA
MSBA 3.1.1 MSBA 3.1.1 MSBA 3.1.1	<p>➤ APPENDIX</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of SOI <input type="checkbox"/> Copy of the MSBA Board Action Letter <input type="checkbox"/> Copy of the MSBA Design Enrollment Letter 	District District District

p:\2015\15041\03-design\3.4 submissions\pdp submission\preliminary design program requirements.doc

Meeting Notes

DATE: October 21, 2015
PROJECT: Bourne Public Schools
MEETING: Interviews with Faculty and Staff

- Bournedale Elementary School
- Peebles Elementary School

I. Bournedale Elementary School

Summary:

- Built-in student storage in classroom encroaches on learning space
- Re-appropriation of special education resource rooms as classrooms creates need for additional small group spaces
- Lack of teacher collaboration space
- Lack of outdoor learning areas, difficult access to play areas
- Insufficient number of toilets and lack of distribution throughout building
- Lack of large-format student display areas
- Separate parent / bus drop-off and pickup simplifies queuing

9:00 – 9:30

- **Noreen Baranowski** (Administrative Assistant)
- **Kathy Anderson** (Special Ed Admin Assistant at both Peebles and Bournedale)
- **Alexandra Caldwell** (PK-ILC Special Ed teacher and Interim Director)

What do like about the facility and what would you change?

- Kathy: Secretary at Peebles for 10 years and at Bournedale since 2009:
 - Excellent location of office, lock system, security, and control of who comes in and out
 - Great workspace behind the reception desks
 - Would like a space to put tools like postage meters and three-hole punches
 - Separate parent pick-up in front and bus drop-off in back works very well
 - Need better signage to indicate flow
 - Convenient to have the Special Ed director in the front office near Liz (initially set up for an Assistant Principle, but don't have AP here – "Director of Student Services")
 - Would like a larger foyer system so parents can wait without disrupting what goes in the office
 - Not a lot of privacy with parents in the office which makes it difficult to talk or conduct confidential phone calls
 - Would like to have a table at the entry with a sign in and sign out for parents (early or late), and for teachers by the mailbox area

- Screens would be helpful to see buses as they queue
- Communication system isn't perfect – walky-talkies are difficult (though new ones are better)
- Security server is on cart in conference room – inconvenient, especially during meetings
 - Should be close to Admin Assistant who programs the keyfob system
- A second conference room would be nice
- Mailbox area is congested since close to door. Would prefer to have access to front and back of mailboxes. Peebles office needs two exits out of loop for better flow
- Telephone system cannot be updated easily and is a problem
- Front office is a tight space - two chairs are close together when talking to a parent on the phone
- A board of schedules, phone extensions would be ideal to have, but at Bournedale there is no place within office to locate
- An electronic notice board and/or bulletin board and exhibition of student work in the lobby would be nice
- Portico at front door does not extend to the building. It stops short of the door and kids get wet when it is raining
- The Music Room can be heard from the Nurse's Office – can hear around corners, not through walls
 - The movable wall between cafeteria and music room seems to work well
- At Peebles, Kathy is too close to colleagues and does not have enough privacy
- Kathy would like to be close to Special Ed Administrator
 - With amenities of scanner and copier
- Alexandra: Special Ed and Pre-School needs
 - Now have four preschool classrooms and are in desperate need of an additional space such as a Motor Room for kids with significant motor needs
 - In inclement weather and 4-5 months of the year, students cannot go outside and they currently use skateboards and scooters in the hallways. They have the gym, but it is constantly scheduled for classes, never empty
 - A “want” rather than need would be a Sensory Room attached to the Motor Room
 - Large population of students with autism (10 students)
 - Other districts have an interior room without windows that can be darkened for calm down and chill out. Tapping to activate lights
 - A settling chair (beanbag) and fake fish tank
 - Pre-K would like a space with two-way mirrors into the classroom
 - During observations of students and staff, behavior changes when one knows he or she is being observed
 - Faculty/staff are responsible for evaluations of children transitioning out of early intervention (after age 3). A two-way mirror for someone to observe evaluation would be helpful.
 - Also useful for parents who are anxious to observe
 - Insufficient space for Speech Therapy. The Pre-K Speech Therapist shares an office

with the K-4 Speech Therapist, and the space is not large enough to treat two groups of children at the same time. Smaller separate spaces would be better than one space. A movable wall between the two would be acceptable

- Need at least one more kindergarten SPED room – currently utilizing for a classroom a room designed as an office, and it does not have a sink or a bathroom
- Currently have a makeshift “Settling” Room for exclusive time-outs, but it is within another classroom and most often utilized by students outside that classroom
 - Settling room would work better in more of a central location, although it would be preferable not to monitor from hallway.
 - Or could have settling rooms in more classrooms

9:30 – 9:50

- **Lauri Gilbert, Grade 3**
- **Christine Gegg, Admin**

What do like about the facility and what would you change?

- Lack of bathrooms on both the first and second floors
 - I.e. after recess, only one classroom at a time can use the bathroom
- Cubbies take up too much space in the classroom
 - Grades 2-4 don't need them in their classrooms – could be in hallway
 - Although they are half-height, they can create a blind spot – not a good thing to have in a classroom
- Teaching area in 850 SF classroom is cramped because the cubbies take up floor space
 - Even with only 20 students, classrooms are small
 - Do not feel perimeter wall space could be sacrificed to relocate the cubbies
 - Classrooms are larger at lower level
- The storage and built-in bookshelves are excellent
- Lauri loves her classroom, storage wall and smartboard
- Doesn't like the set up of where the jacks are – limits location of desk
- Would prefer main door of classrooms to be locked via keyfob rather than manual deadbolt latch in a lockdown
- Glass panels in doors need permanently mounted shades for a lockdown situation – currently mount rolled-up construction paper to back of door and secure with velcro
 - Corners of rooms are too small to hold 20 students in a lockdown
- Closed-in bulletin boards outside of classrooms are great... but they don't need more
- Need space to exhibit student posters and larger work
- Everything falls off the walls – would like some system for hanging and displaying work
 - Wonderful to display student work and see kids interacting with it!
- Consider providing lockers in hallway with doors but no locks
- There is no awning in the rear drop-off area. No protection for loading and unloading of buses
- The only storage room is the one by the elevator. As curriculum materials are changed, faculty discard everything in tiny closet, which is completely full.
- Lately have had to evacuate building a number of times for fire drills. Ideally would have area away from building that could be somewhat protected from the elements. Some kind of

- shelter – perhaps integrated as part of fields, playground, or outdoor classroom
- Need more jacks and power outlets in general
- Laptop & iPad carts are stored in the computer lab – require use of elevator to retrieve / return
- Power plugs along a strip would be helpful in the office space
 - Currently have strips plugged into strips
- Office space doesn't offer privacy. Awkward during phone conversations discussing sensitive issues. Privacy panel or sliding glass window would be helpful. Still need to monitor entry/exit of office.
- A conference room on another level would be useful
- The main conference room gets used a lot for IEP meetings, but not common planning
- Maybe mailboxes could be incorporated into a teacher collaboration room
 - A room subdivided for meetings and common planning
 - Common planning time is scheduled only when it fits it into the budget
 - Due to lack of conference room availability, common planning time is held in teachers' room and often disrupted by use of copier or microwave. Workroom space would be ideal.
- Specialists truly need their own space – utilize classrooms of teachers on break
- Assistants (Paraprofessionals) have to share storage space with the teachers that they are most often working with.
 - Need a place to hang up their coats, store pocketbooks or personal items, and check emails – similar to room provided at middle school
- Office area would benefit from improved office layout and consideration of ergonomics
 - The cabinets are oddly sized (more like kitchen cabinets, some are too deep and some are too high) and lack adequate counter space

10:00 – 10:20

- **Gail Casassa, Speech and Language Pathologist**

What do like about the facility and what would you change?

- Gail works with K-4 students and loves this facility.
- Current classroom is optimal
 - She can fit up to 6 students around her table
 - At 280 SF, it is a perfect Speech room but size does not permit working with two groups at the same time
 - If room were larger, different areas could be partitioned off for group use
 - Law requires 4 years or less of age difference between students in same room
 - She sometimes works in classrooms and does observations but mostly pulls out
 - P-K therapist is mostly push-in but also uses office space shared with Gail
 - Peebles therapist and Gail use all the same materials and could share a room
- Few adult bathrooms in building; adults use student restrooms

Desired classroom and school features:

- As a therapist, having an environment that is conducive to attaining therapy targets, ability to decorate the space

- Windows are a nice feature as is access to a sink, convenient for giving students a cup of water (throats get dry).
- Squarish shape of room allows setup that is conducive to having students gather at a half-circle table and interact while also having access to assistive technology for one or two at a time
- Differentiated instruction is often happening within the Speech Therapy room
- Whiteboard and adequate storage space are critical

Important adjacencies with other program spaces

- Adjacency to the Kindergarten classrooms is key, as many of her students are in Kindergarten
- She usually retrieves children from their classrooms; sometimes the 3rd - 4th grade students come to her independently
- Space has two desktop computers. Students also bring iPads

II. Pebbles Elementary School

Summary:

- Lack of special education and intervention spaces
- Insufficient office space for specialists and administration
- Poor plan layout requires multiple lifts for accessibility and creates long travel times
- Lack of teacher collaboration space and small group spaces
- Shared closets for student storage permit spread of germs and lice; individual cubbies needed
- Art and music difficult to access and restricted by gym and cafeteria use
- Noise concerns
- Lack of true Media Center, currently housed in circulation space
- Sloping floors, water infiltration, and structural deterioration limit full use of space
- Limited student display areas in corridor
- Challenging drop-off and pickup due to poor site circulation
- Proximity to other schools on campus enables interaction with older students, use of fields and facilities
- Central location permits walking field trips to public library, post office, and canal

12:10-12:30

- **Nicole Tanguay, Grade 4**
- **Donna Buckley, Grade 4**

Desired classroom and school features

- Larger classrooms allow students the space to spread out, create zones for small group work
- Storage needs improvement: both for kids and teachers
 - Need cubbies to separate students' personal items - currently a large closet with hooks
 - If in the classroom they should be along a wall, not freestanding (Bournedale)
 - Teacher cabinets and closets could be better configured
 - Open shelves under window should be enclosed

- Closets need shelving within – difficult to utilize effectively without shelves
- Bulletin board space in the classrooms is helpful – none in hallway
- Lockable connecting doors between classrooms

Important adjacencies with other program spaces

- Classroom clusters by grade
- Experimenting with team teaching, currently one pair of classes at each elem. school
 - Math/Science + ELA/Social Studies

Use of technology in and outside the classroom

- Computers along side of classroom are difficult to screen from view of rest of class – distracting for rest of students
- Presently have 4-5 desktop units in each classroom
- Smartboards are used regularly, mostly for projection
- Projectors were problematic but have been replaced

Whole school design ideas

- Full-size gym – sometimes there are two classes going in at the same time
 - The recreation department could use it on weekends
- Public access that can be locked off from academic wing
- Playground in an area where the noise does not interrupt student learning
- Breakout rooms where little groups can go and work privately
- Teacher planning space – currently in the conference room
 - Common planning time occurs once a month
- A teacher collaboration room with a sink and storage and microwave
- Copy center and work room(s), close to classrooms
- Cafetorium that you can turn into an auditorium (cafetorium makes more sense than a gymnasium)

12:30-12:50

- **Meg Girouard, Grade 5 (Middle School)**
- **Jenna DePesa, Grade 5 (Middle School)**
- **Deb Bisnette, Technology**

General thoughts

- At middle school, having a bottom locker is miserable, and top locker is too tall for some kids
- For fifth grade, a standing area for students would be nice – working benches or café tables
- Fifth grade is fully team-taught
- Ceiling tiles are stained from leaks – middle school has had ongoing problems with roofing

Desired classroom and school features

- Storage is excellent – deep closets

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- Communicating doors between rooms are used regularly and are frequently left open
- Projects between teamed classes involve sharing materials, ideas
- Would like as many white boards as possible
- They prefer 2-student tables over desks
 - No tablet arm chairs

Important adjacencies with other program spaces

- Middle school is very grade-focused and organized at the moment
 - Dedicated wing for fifth grade is a plus
- There are SPED Rooms in the middle school, but not enough space or enough teachers for the Special Ed population
 - Instructors sometimes use teachers' workroom or the classroom of a teacher on break

Use of technology in and outside the classroom

- Cumbersome to direct the projector from the computer on the desk – easier to control from tablet that projects writing in real-time and allows teacher to move around classroom
- Smartboards are used more for projection than interactively

Whole school design ideas

- Would prefer everything wireless
- Need more electrical outlets and power
- Connectivity – only half of Ethernet ports work
- A sink in the room with a bubbler is convenient – students do not have to leave room for a drink of water
- Bathrooms in the kindergarten and bathrooms throughout
- IT and Tech storage needed
- Security could be improved

12:55-1:15

- **Lisa Niland, Administrative Assistant**
- **Michelle LaFlamme, Administrative Assistant**
- **Donna Beers (Nurse)**

Desired administrative and school features

- Enclosed office space – currently open to hallway and very noisy
- Storage space (with appropriate depth)
- Work surfaces for sorting – have to use front desk for sensitive documents
- Places for private conversations
- Teacher mailboxes located conveniently with access from front and rear: loading and pick-up
- Area for walkie talkies – constantly trying to charge them
- Copy machine that isn't disruptive
- Phones in the classrooms with voice mail
- A bathroom in the office area would be nice

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- An area for parent pick-up that is separate from bus drop-off
- A less chaotic drop off sequence – vehicular circulation is problematic
- Playground area: prefer surface other than black shredded tires
- For Nurse's Office
 - Natural light and more places to lie down
 - Close to the admin
 - If a child needs to go home then parents have to sign them out
 - Close to Social Worker and Adjustment Counter – often share responsibilities
 - Would like a washer and dryer

1:15-1:35

- **Erica Amaral, Grade 1**
- **Toni Perry, Grade 1**

General Ideas

- They interact with the MS and HS regularly – student tutors, shared science labs
- They are a community school and enjoy access to town amenities
 - Often take walking field trips to post office, public library, historical society

Desired classroom and school features

- Connecting classrooms conducive for team teaching
- Central learning hub or commons
- Need lots of storage – some of it lockable
- Individual cubbies for kids to prevent spread of germs and head lice – current closets are small
- Love having a door to the outside, but would prefer it lead to a courtyard/closed-in play space rather than to an outdoor space open to public
 - "Mudroom" space would be useful
 - Like immediately adjacent play spaces and outdoor learning space (aren't too concerned about the noise)
 - Bournedale is poised to build an outdoor learning space. Peebles would like one, too
- Individual bathrooms for the kids inside classrooms or connected to classrooms
- Younger grades on the lower floor allows access to exterior

Important technology features

- Regularly use iPads and Elmo projectors
- Sliding Smartboard is convenient
- Multiple teaching walls
- Photocopy machines for each grade grouping would be helpful

Whole school design ideas

- Flexibility needs to be built in – furniture, technology
- Teachers should take their furniture with them

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- Mobility
- Teachers create their space as flexible to their teaching style
- Murals on the wall make it homey, not sterile – personalized
- Warm and inviting
- Dream school ideas: Courtyard space that leads to the cafeteria, which is connected to a greenhouse, attached to science space
- Literacy closet (book storage)
- Flex space for parent volunteers
- Break-out spaces
- Grade level clusters
- Consider distributed dining – noise in cafeteria is unbearable

1:40-2:00

- **Larry Kelsch (PE)**
- **Adam Lyon (Music)**

Desired classroom and school features

- Music classroom
 - Would like a large room of 1,000-2,000 SF – students move around a good bit
 - Depending on size of room, would like choral risers built-in with storage underneath
 - Preferably 20' ceilings, absorptive fiberglass
 - Sound panels and diffuser panels (as much sound-proofing as possible)
 - Wood floor finish with area rug
 - Sink
 - Teaching wall with smartboard
 - Built-in shelves for the instruments - xylophones, recorders, and Orff instruments
 - Wall space to hang instruments – would like to add ukeleles
 - High windows allow light while minimizing distractions, operable windows
 - Good ventilation
 - Rectangular shape similar to music room at Bournedale
 - Lockable storage to allow for public access or use after hours
 - Estabrook Elementary School in Lexington is a good precedent
- Gym
 - Need a space separate from music
 - Office space adjacent to gym
 - Small bathroom and sink
 - Fold-up basketball hoops
 - Full-court gym that can accommodate more outside school activities
 - Smartboard
 - Storage – currently use stage for storage but cannot be secured
 - Numbers on floors for lining up students similar to Bournedale (1-25)
 - Lockable storage to allow for public access or use after hours
 - Lighting that doesn't swing when hit

Important adjacencies with other program spaces

- Gym and music tucked away from classrooms
- Stage access from music room
- Door from gym with direct access to fields
- Convenient for gym to be near nurse's office in case of injuries

2:05-2:25

- **Heather Sivil , Special Education**
- **Tina McMichen, Special Education**

General Thoughts

- Advantage of campus location is connection to the MS and HS
- Difficult to utilize one classroom for multiple groups when students have processing issues
- More effective if on every hallway there were 2-3 medium sized rooms (big enough for two groups run by one teacher) for support staff
 - Title One, ELL, Special Ed, tutoring
- High-contrast stair nosings for visually impaired students, railings for accessibility
- Need office where SPED instructors can meet and have access to each other and to materials
- Need a separate bathroom for special needs purposes
- Small group rooms need classroom technology (whiteboards, Smartboards, etc.)
- Need phones in the classroom – often have behavioral issues and need to call for assistance
- Groups of ELL students increase every year
- Mix of pull-out and push-in. Varies from year to year
- Substantially separate are all housed at Bournedale this year
- Natural light a plus
- OT/PT should be near room where students could play and do more activities.
 - Adjacency to gym helpful – could share materials
 - Separation from gym good for privacy
 - OT/PT currently shares space with speech

2:25-2:50

- **Debbie Quinn (Librarian)**
- **Julie Thompson (Learning Coach)**

General Information

- K-2 have story time in library
- 3-4 are using catalogue, sometimes use computers for book reports
- Do not have books online yet

Desired media center and school features

- Enclosed space with doors to limit noise and disruptions from circulation
- Quiet reading areas

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- Presentation and conference area
- Book stacks located in the center could create zones on either side for separate quiet reading and storytime rug areas
- Stacks four shelves high and on wheels
- Center in/out access from circulation desk area – not divided from space – easy access
- Display area
- Teaching wall with smartboard
- Dedicated storage closet with shelving
- Student laptop area for Library Catalogue – currently against wall
- Professional reference area for teachers (a nook or alcove for teacher reference area)
- House 7,700 volumes now – would ideally like 8,000. Collection is independent of Bournedale

- Julie is a Learning Coach for teachers
 - Previously a second grade teacher at Peebles
 - Has an office at Bournedale as well
- Neighborhood cluster organization is helpful
- Need space for faculty meetings
 - Currently occur in a classroom
 - Need a space to meet with teachers
- Would prefer K-2 and 3-5 separation to be able to focus on early childhood
 - Separate wings with shared common resources
- Eureka Math – implementing new math curriculum requires presentation to two groups of teachers

3:10-3:30

Sheila Kosewski – Art

- The Art room is located off of the cafeteria and very noisy during two-hour lunch block
 - Space needs sound-proofing
- Need storage that is enclosed – all storage currently visible, cluttered
- Teaches at both elementary schools
 - At Bournedale has a separate storage closet with shelving – preferably three sides
 - Separate kiln room helpful at Bournedale.
 - Out of the way of kids – in corner of room behind toilet partition now
- When working with clay here there is no space to put student work because every shelf is full of supplies
- At Bournedale, corridor access is limited to one door in/out of the classroom
 - Second door goes out to courtyard – locked doors to corridor prevent egress
 - Separate entry and exit doors best when changing classes
- Large glass sidelight into the hallway provides a distraction. Could be improved by adding shelves at rear to display work into the hallway and buffer some of the view inside
 - Would prefer display area for student work rather than view windows into hall
- Flat storage at Bournedale is ideal for class-by-class storage
- Four sinks are correct amount – T-shaped counter allows access from two sides

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- Need adequate space for drying racks – individual compartments for student work
- A demonstration cart for setup of still lives, with space to roll away when not in use
- Wider art tables, with extra ones for supplies and setup. Ideally room for 8 art tables.
- Locate smartboard independent of the white board. Need whiteboard access without sliding smartboard away



Educational Working Group Visioning Workshop One

October 16, 2015

Agenda

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

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

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



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





Educational Working Group Visioning Workshop One Notes

October 16, 2015

Priority Goals

The following list of priority goals for the design of the new and/or renovated Peebles/Bourne Elementary School was recorded during the participant introduction section of Workshop One, with each participant offering one or more priority goals.

The new or renovated building will:

- facilitate community use of the spaces in the building
- be a resource center for the community
- provide spaces for community gathering
- have spaces for community participations and volunteers
- support family engagement
- be economically feasible
- have the least amount of “movable parts”
- provide built-in cubbies for storage
- have adequate, but not overblown security
- provide a robust and practical technology infrastructure (not like the phone system at the Bournedale Elementary School, which is proprietary and already outdated)
- have a “Maker Space” or maker-like spaces in classrooms
- have safe and efficient (principal-designed) pick-up and drop-off areas
- provide more areas for Special Education “push-in” with varied furniture and areas for students
- locate administrative areas closer to learning areas (classrooms)
- have a Sensory Motor Room (with suspended equipment) in addition to the Occupational Therapy Room
- provide confidential spaces for student evaluations and therapy meetings
- provide safe, acoustically private, and observable spaces for students
- minimize disruptions
- keep in mind the age of students and support their varied needs
- have a bigger cafeteria that can service multiple grades and larger numbers of students
- ideally have an auditorium (or cafetorium that is supported by the MSBA)
- provide a cafeteria that supports 2-3 seatings
- have play areas that are situated away from the building so as to not disrupt learning
- provide a sustainable garden/mini-cranberry bog



- provide as large a gathering spaces for students and teachers as possible
- have pull-out spaces that are distributed throughout the building
- provide two-way mirrors/windows that allow observation of students engaging in normal activity
- have break-out spaces for Title One push-in, with adequate technology and furniture that facilitates flexible groupings
- have safe playground spaces
- provide an outdoor teaching space that enables students to develop and use gross-motor (movement) skills
- have outdoor storage and water access
- provide a recess and play area that is enclosed and well-drained (with some hardtop)
- enhance and support student independence and safety by providing easy and informal student supervision
- have adequate storage for books in and outside of the classroom
- provide professional spaces for teachers to collaborate
- have plenty of natural light
- provide larger teaching spaces
- have meeting areas off of classrooms that facilitate student collaboration
- minimize student travel and reasons to leave classrooms
- provide a Print Center environment with distributed hallway alcoves for printing
- provide child-care spaces for staff that allow high school students to gain child-care experience
- have multiple venues and spaces for the display and exhibition of student work
- provide furniture that can be positioned for maximum visibility of students (unlike the built-in cubbies at the Bournedale Elementary School)
- provide more (gender neutral) bathroom spaces for students that need them
- provide a Resource Library for staff and parents

Essential Educational Programs and Initiatives

The following is a listing of the essential academic programs and initiatives that were identified by the Educational Working Group as presently in practice within Bourne Public Schools, and that should be supported by the new and/or renovated Peebles/Bourne Elementary School.

1. In-District Education of Special Ed Students

- Including students with significant and/or multiple disabilities
- In class and substantially separate

2. Integrated Pre-School Setting

- With a focus on experience-based learning

3. Full-Day Kindergarten

4. Eureka Math Curriculum

- Teaches mathematical reasoning, fluency, and learning in patterns

- Kinesthetic element requires motor space such as larger and/or outdoor classroom

5. Writing Program

- SRSD (Self-Regulated Strategy Developments) for 3rd and 4th grade students emphasizes individual student growth and self-reflection

6. Center-Based Reading

- “Reading Street” curriculum
- AIMS web platform for data analyses (also with SRSD)



7. Engineering Days

- a. STEM-focused engineering design process
- b. Requires larger classrooms, more tables and sinks

8. Non-Traditional Labs

- a. The Bourne High School Innovation lab has been a huge success, has have the integrated art/engineering programs at the middle school
- b. They would like some kind of Innovation Lab environment at the elementary school, or maybe mini-lab breakout areas

9. Science and Technology

- a. Implementing Next Gen Science Standards
- b. Would be great to have a pull-out space for science
- c. Not looking to have traditional computer labs, but some access to larger monitors



10. Project-Based Learning

- a. Teachers practice PBL
- b. Would like flexible furniture and classrooms to lots of electrical access and room for display and exhibition of projects

11. Dynamic Physical Education Programming

- a. Includes Project Adventure
- b. Bournedale has a climbing wall in the hallway
- c. Outdoor learning and play is important

12. Professional Development Opportunities

- a. The district has been working hard to give teachers what they need with regard to PD

13. The Natural Classroom

- a. There are plans to build a Natural Classroom at the Bournedale with a stage, tactile activities, play space and garden

14. "Teacher-Owned" Classrooms

- a. The districts attempts o minimize teachers on carts
- b. Maximize teachers' ability to create customized and supportive educational environments





Educational Working Group Visioning Workshop One Notes

October 16, 2015

SCOG Analysis

The Educational Working Group conducted a “SCOG Analysis” of what it sees as the current strengths, challenges, opportunities and goals with regard to the Bourne elementary schools’ academic program and facilities. The following is a compilation of participants’ responses and ideas.



STRENGTHS

- Forward thinking
- Education is a focal point of the community
- Building leadership capacity and stability
- Transparency
- Inclusion opportunities and programming (Special Education)
- Technology-focused
- Good kids
- Parent Involvement
- Open and welcoming climate
- Talented staff
- Skills sets and expertise
- Principals work together (consistency)
- Fiscal creativity
- PLCs – getting feedback from staff
- District alignment (feels more like a district than individual schools)
- School Committee



CHALLENGES

- Response to Intervention (RTI)
- Data collection and analysis
- Social emotional programming and support
- Fiscal challenges
- Parent participation (beyond traditional venues)
- Parent involvement at home
- Union (current leadership’s influence on members)
- Resistance to changes
- Silencing of voices that are in agreement
- Transition to student-centered learning environments



OPPORTUNITIES AND GOALS

- Bring people back together to align what we do/align minds
- Implementing RTI (a place for modeling that)
- Parent involvement: new voices and new spaces
- Providing community resources and gathering spaces
- Showcasing student work and inspiring student learning
- A place that supports great teaching and learning
- Create cost saving measures that can be used for programming



Educational Working Group Visioning Workshop One Notes

October 16, 2015

21st Century Learning Goals 1.0

The following set of priority “21st Century Learning Goals” for Bourne elementary school students was developed by the Educational Working Group. Two teams of 3-4 participants each worked to create their own set of Learning Goals, after which each team presented to the larger group. The lists were later merged.

1. Effective Communication

- Collaboration and self-direction
- Oral and Written
- Digital Literacy

2. Critical and Analytical Thinking

- Problem Solving
- Assessing and Synthesizing Information
- Curiosity and Questioning

3. Collaboration

- Empathy
- Diversity and Inclusion

4. Adaptability

- Initiative
- Risk Taking

5. Integrity

- Ethical Decision Making

6. Self-Discovery

- Inventive Thinking
- Creativity and Exploratio

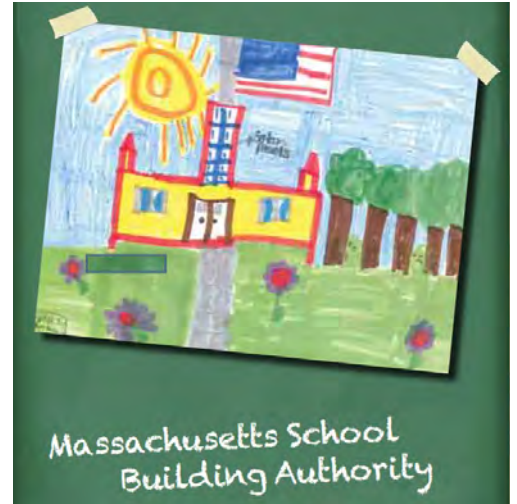


Bourne Elementary Schools Visioning Workshop

Join us at a community meeting to discuss...

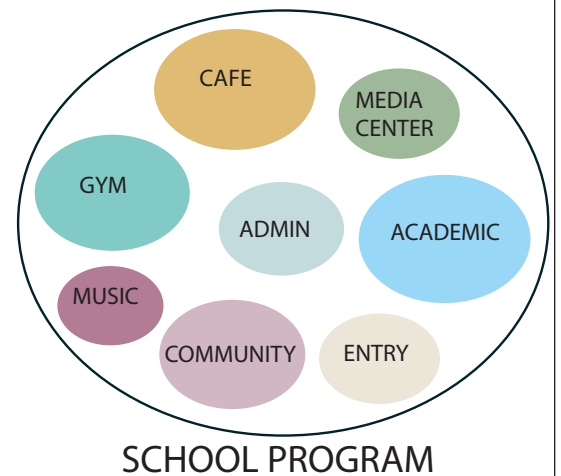
MSBA process & schedule

Learn about the partnership with the MSBA & the project schedule



Feasibility study scope

Understand the steps required to develop the feasibility study



Educational programming

Review the Visioning sessions and the steps taken to develop the program

Existing school conditions

We will provide an overview of the District's school buildings' systems in relation to performance and code compliance



Location: Bournedale Elementary School Cafeteria, 41 Ernest Valeri Rd, Bourne

Date/Time: November 17, 6:00 - 8:00 PM *Child care will be provided at the school*

School Building Committee Meeting

November 5, 2015

Peebles Elementary School Feasibility Study



PROJECT MANAGEMENT **SMMA**
Massachusetts School Building Authority

Flansburgh Architects

- Adaptable spaces that support individual students' learning goals
- The school should stay on this side of the bridge so as to maintain a campus atmosphere and connect to the Middle and High School
- A community space (on this side of the bridge), as this is sorely lacking
- Small group meeting rooms
- Enrichment programs for the gifted and talented
- Elementary school as hub of the community
- Open to community at night and weekends
- Full day kindergarten for all kids
- Outdoor spaces that are safe and enclosed
- Creative space and Maker space for projects
- Facility that supports student exhibitions



EXISTING CONDITIONS UPDATE

EXISTING PEEBLES

Peebles Elementary Structural

- Masonry is exhibiting distress, bowing outward
- Water infiltration necessitated addition of vinyl siding at spandrel panels
- Corrosion in ungalvanized shelf angles and lintels is causing jacking of masonry
- Brick ties may have disintegrated due to corrosion - Masonry is pulling away from back-up wall
- Noticeable settling at ground floor of addition creates uneven condition at egress stair landings
- Addition was constructed over original septic leaching field, which may not have been well compacted during regrading and construction
- At addition, brick overhangs foundation 1 5/8" and is proud of concrete roof beam



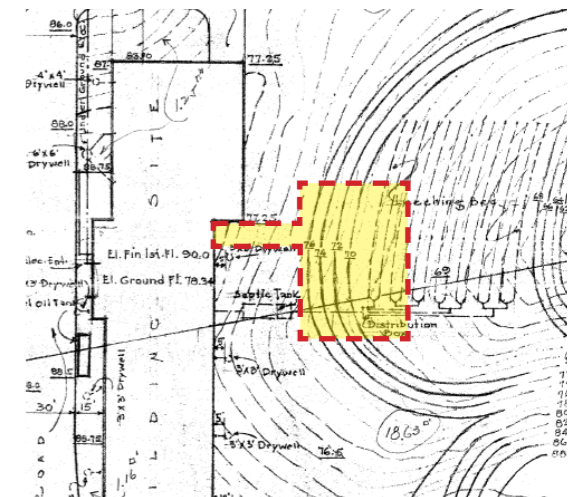
Vinyl Siding at Spandrel



Caulking at Brick



Panels Replaced at Addition



Plan of Leaching Field

EXISTING BOURNEDALE

Bournedale Elementary Structural

- Building is constructed of composite structural steel framing, open web steel joists, steel columns and masonry bearing walls. The building appears in good structural condition.
- In some locations, 8" architectural recessed units were mortared to adjacent units. Cracked mortar should be removed and replaced with sealant.

TRAFFIC ANALYSIS

Traffic Analysis

Completed Tasks:

- Observed and documented parent pick-up and drop-off activities during morning and afternoon
- Conducted parking inventory and occupancy while school was in session
- Performed preliminary travel time evaluation for bus and parental traffic in relation to students relocated from Peebles Elementary to Bournedale Elementary School

Scheduled Tasks:

- Collect Automatic Traffic Recorder counts at four locations adjacent to schools
- Collect turning movement counts at four key intersections at two peak times of day
- Review MassDOT traffic study of Bourne Bridge upon receipt
- Visit sites to observe the traffic operations and physical characteristics of the roadway system
- Document the existing conditions with notes and photographs
- Request accident data for most recent three years available for each intersection from MassDOT

Peebles Elementary

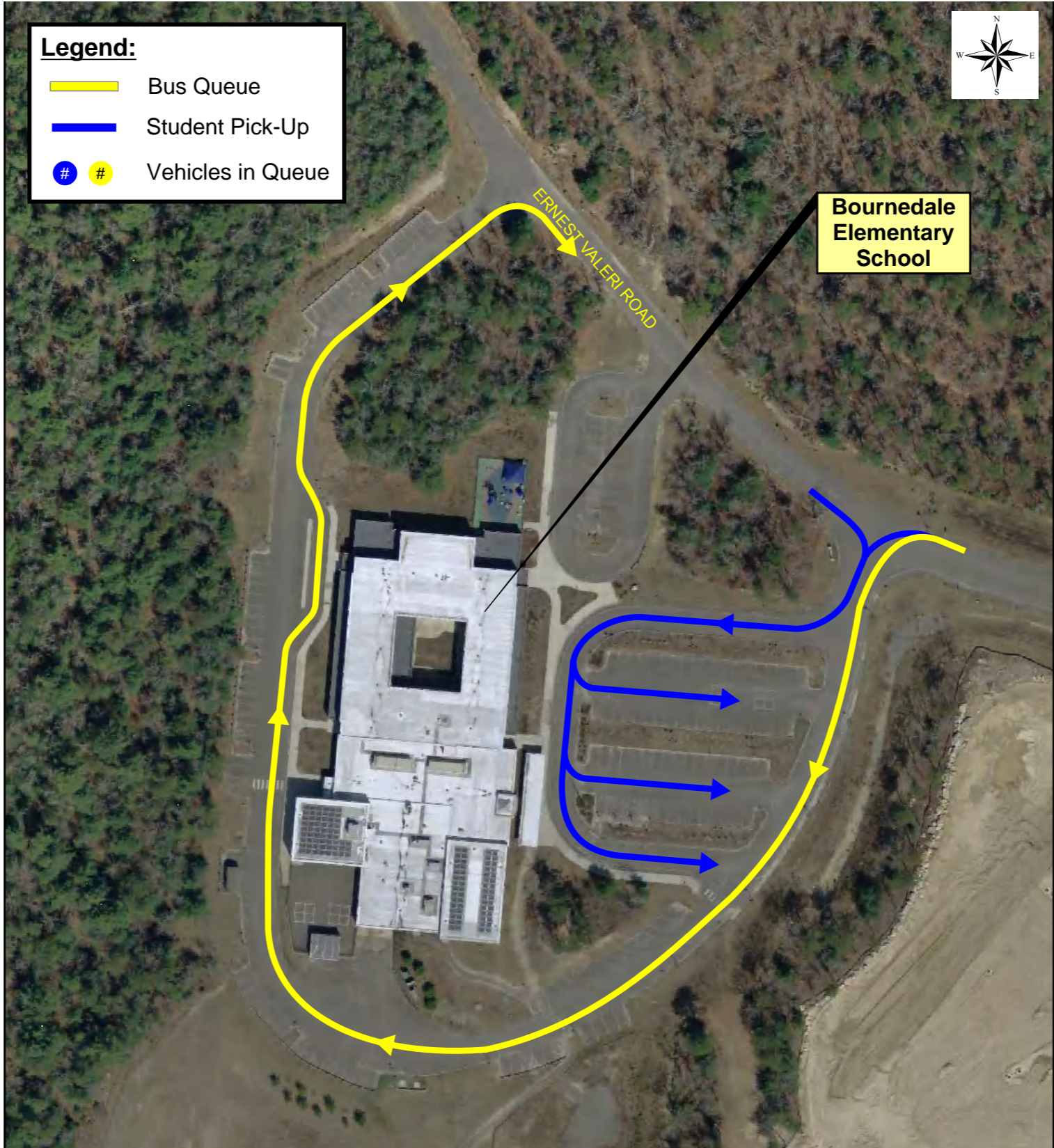


Peebles Elementary

Table 1 – Peebles Pick-Up/Drop-Off Quantity

Type	Parent		Bus	
Time	Drop-Off	Pick-Up	Drop-Off	Pick-Up
8:30 - 8:45	13			
8:45 - 9:00	63		8	
9:00 - 9:15	12			
9:15- 9:30	5			
2:00 - 2:15		2		
2:15 - 2:30		6		
2:30 - 2:45		16		
2:45 - 3:00		29		8
3:00 - 3:15		17		
3:15 - 3:30		3		
Total	93	73	8	8

Bournedale Elementary



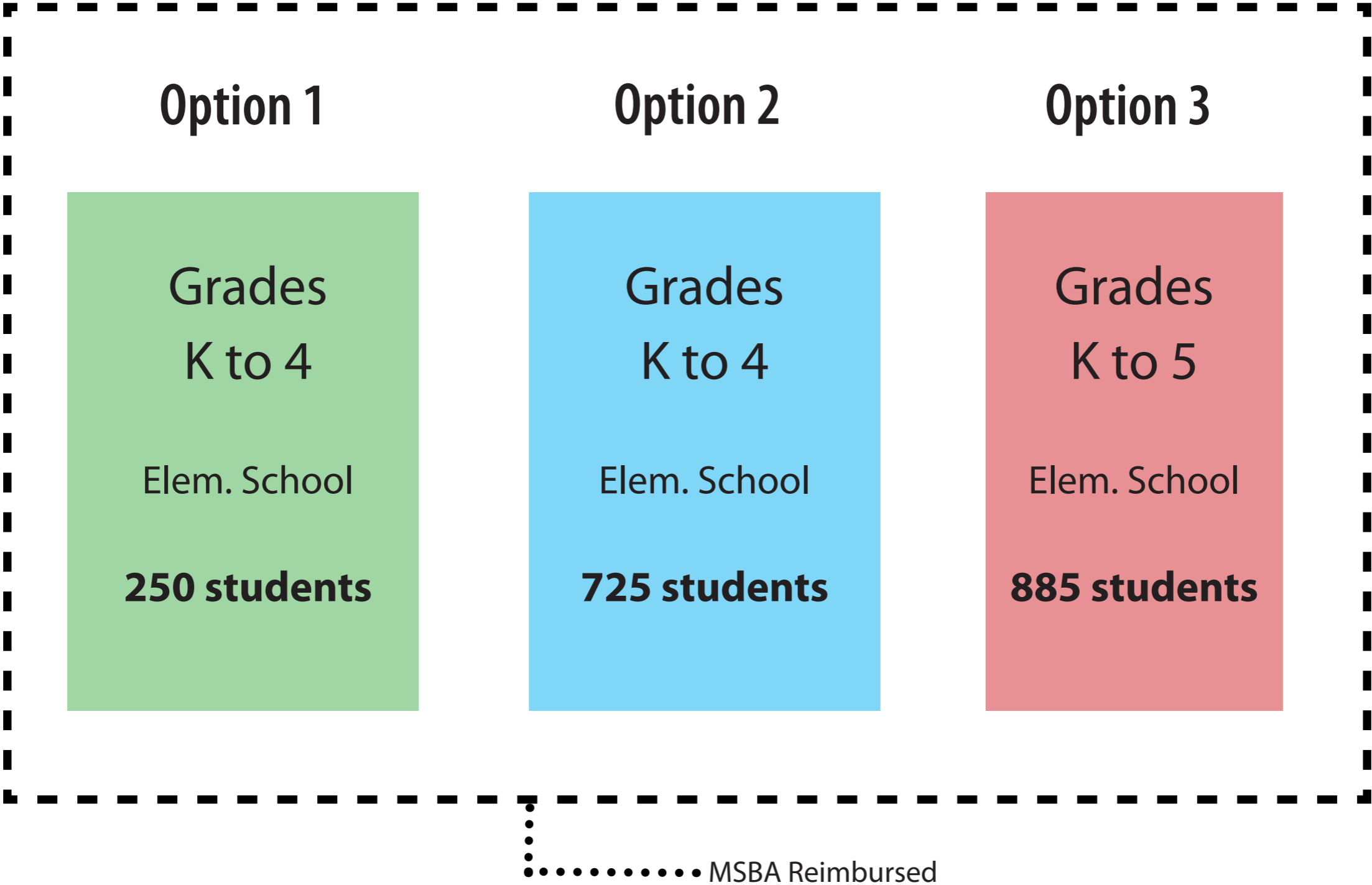
Bournedale Elementary

Table 1 – Bournedale Pick-Up/Drop-Off Quantity

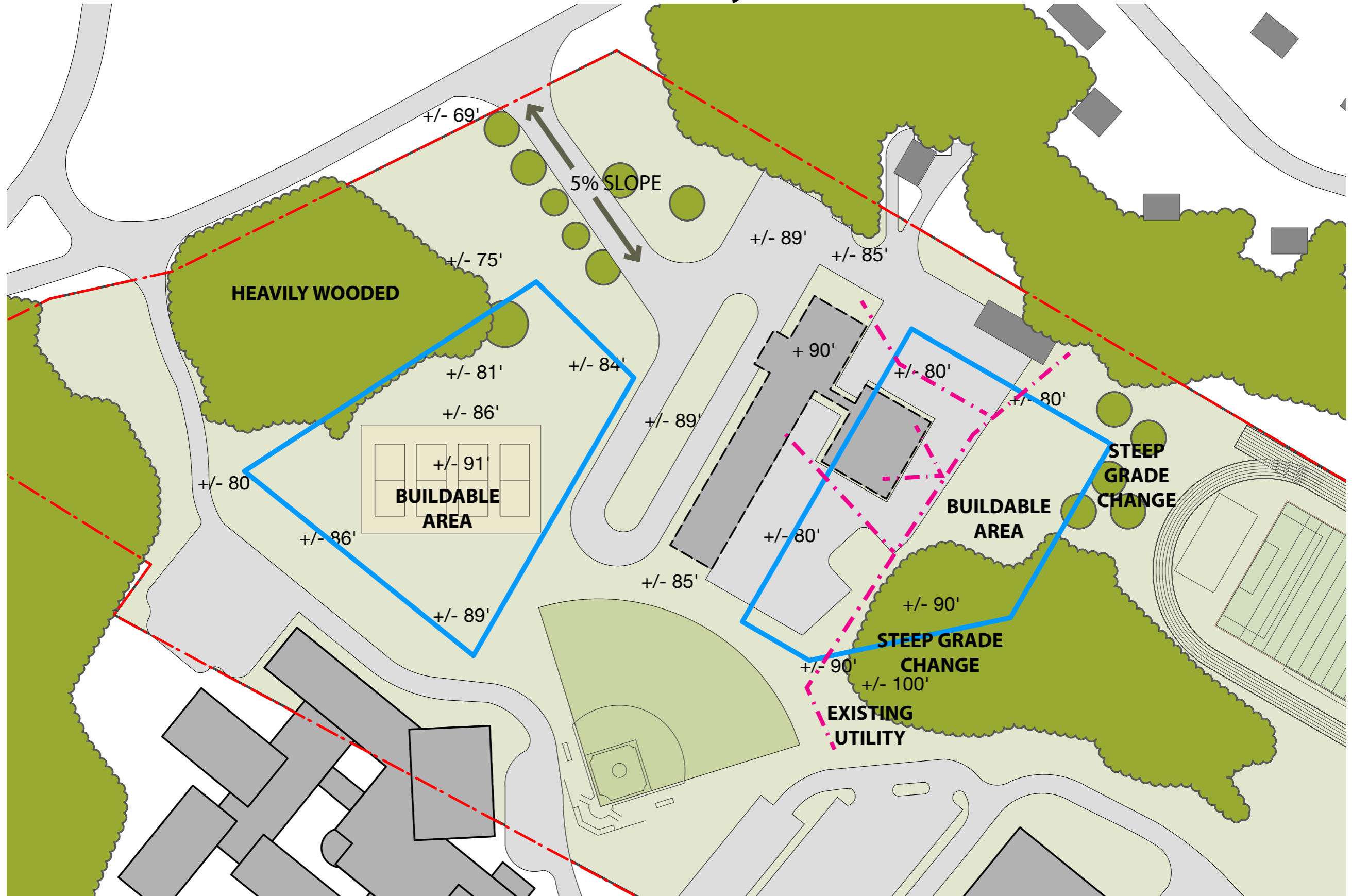
Type		Parent		Bus	
Time		Drop-Off	Pick-Up	Drop-Off	Pick-Up
8:15 - 8:30		1			
8:30 - 8:45		3		4	
8:45 - 9:00		48		7	
9:00 - 9:15		17		2	
9:15- 9:30					
1:45 – 2:00			2		
2:00 - 2:15					
2:15 - 2:30			1		
2:30 - 2:45			7		
2:45 - 3:00			20		4
3:00 – 3:15			23		9
3:15 - 3:30					
Total		69	53	13	13

PRELIMINARY SITE OPTIONS

MSBA Study Scope



Buildable Area: Peebles Elementary



Peebles Addition / Renovation Option 1



Peebles Addition / Renovation Option 1



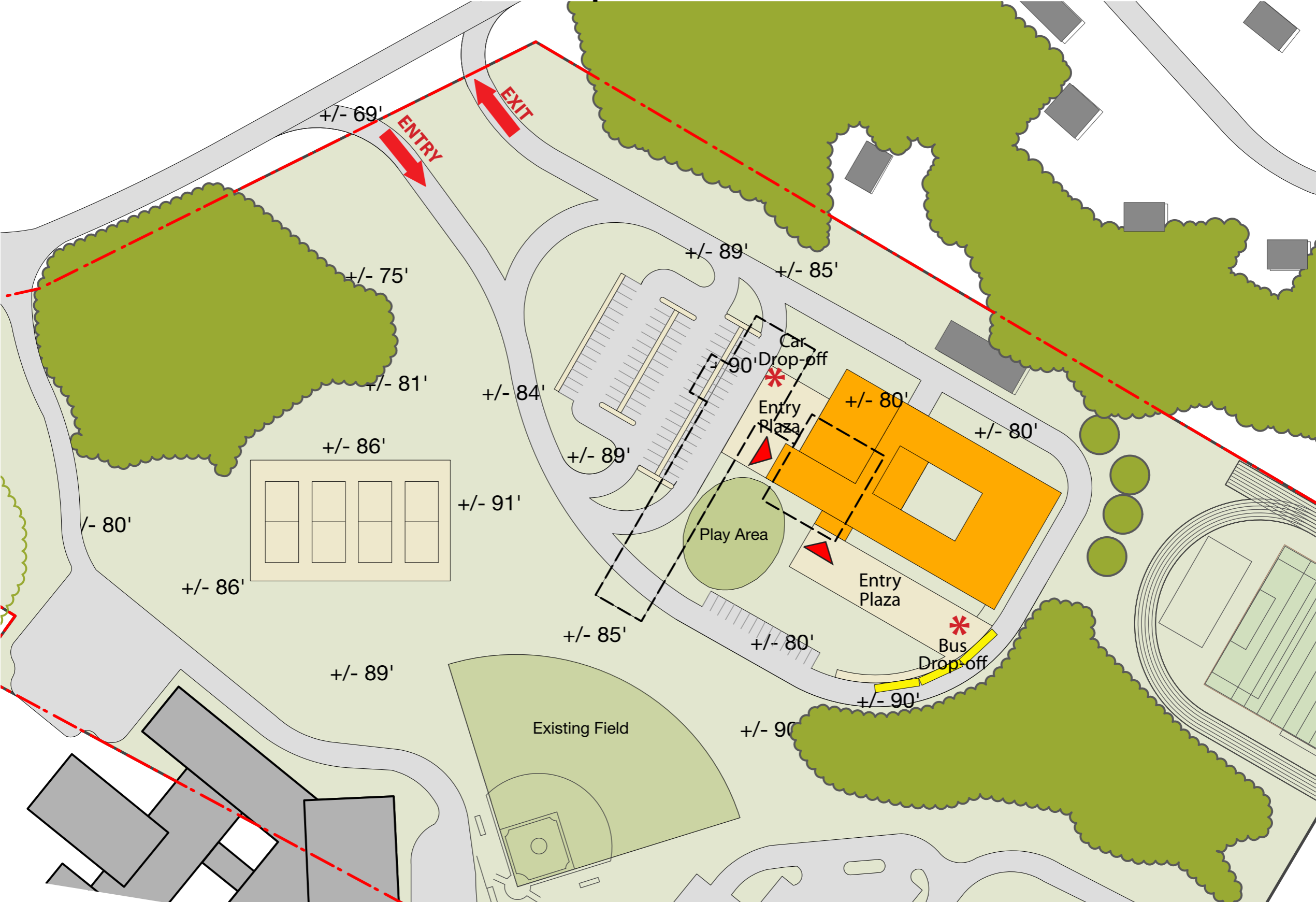
Peebles Addition / Renovation Option 2



Peebles Addition / Renovation Option 2



Peebles New Construction Option 1



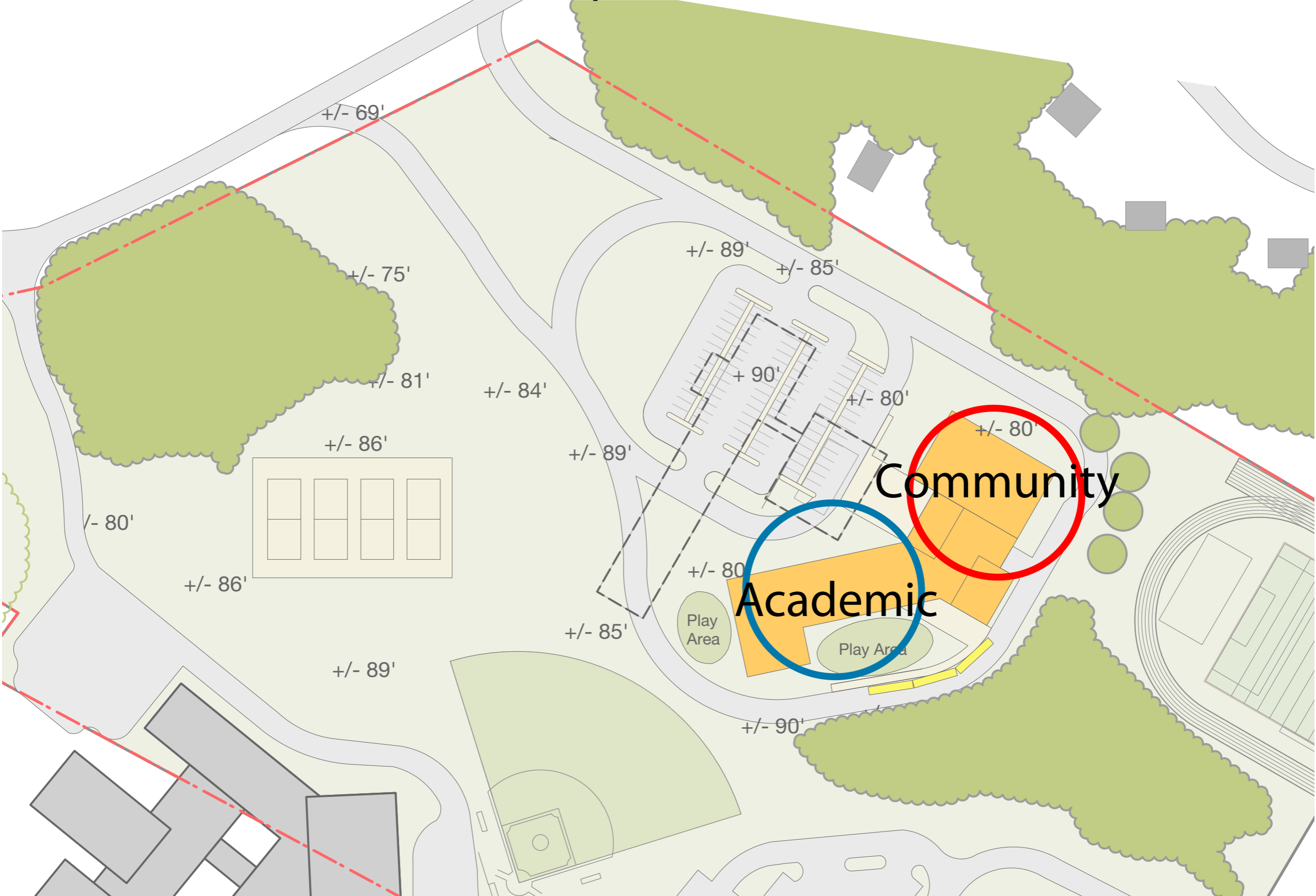
Peebles New Construction Option 1



Peebles New Construction Option 2



Peebles New Construction Option 2



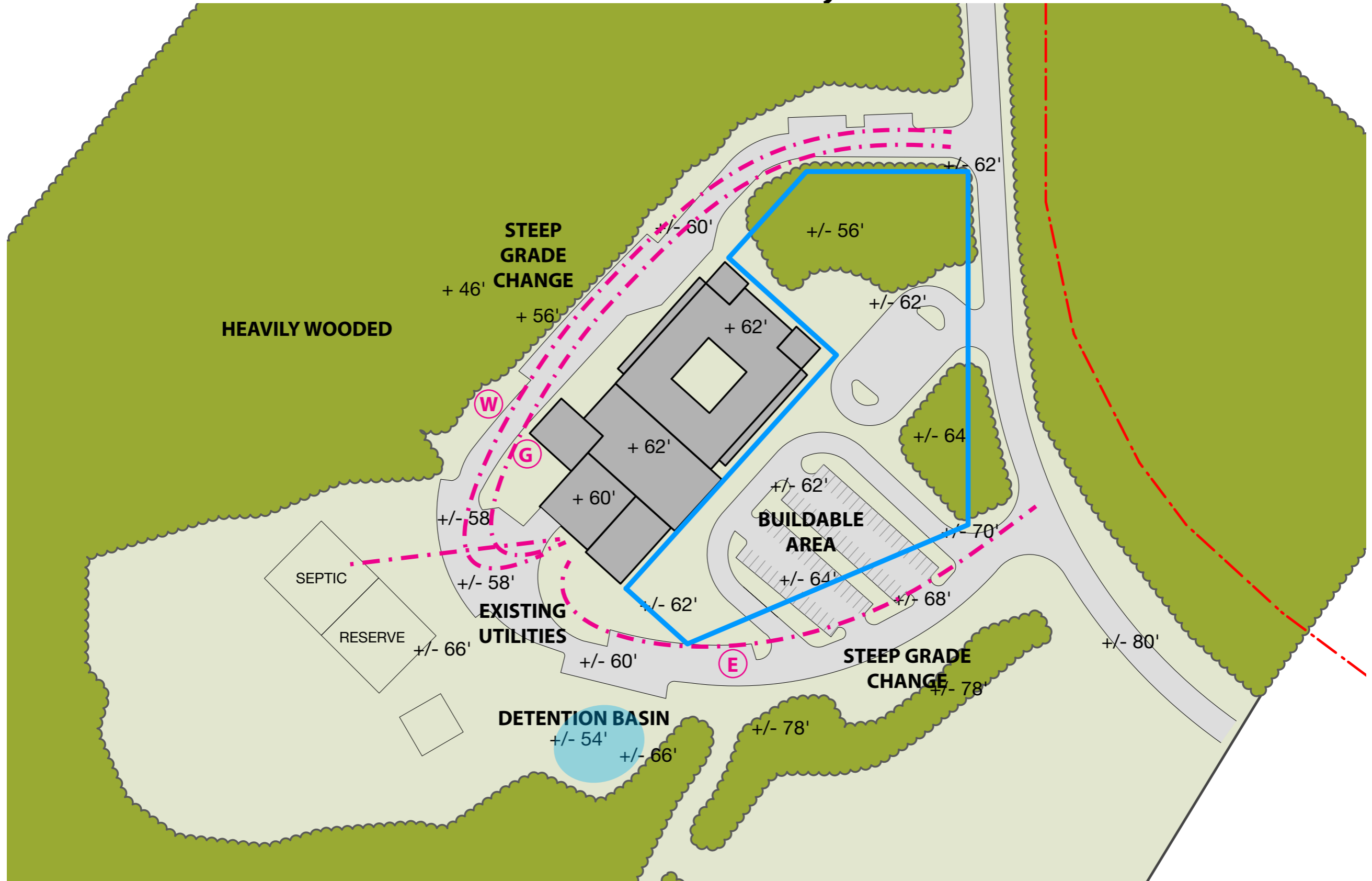
Peebles New Construction Option 3



Peebles New Construction Option 3



Buildable Area: Bournedale Elementary



Bournedale Addition / Renovation Option 1



Bournedale Addition / Renovation Option 1



Bournedale Addition / Renovation Option 2



Bournedale Addition / Renovation Option 2



Bournedale Addition / Renovation Option 3



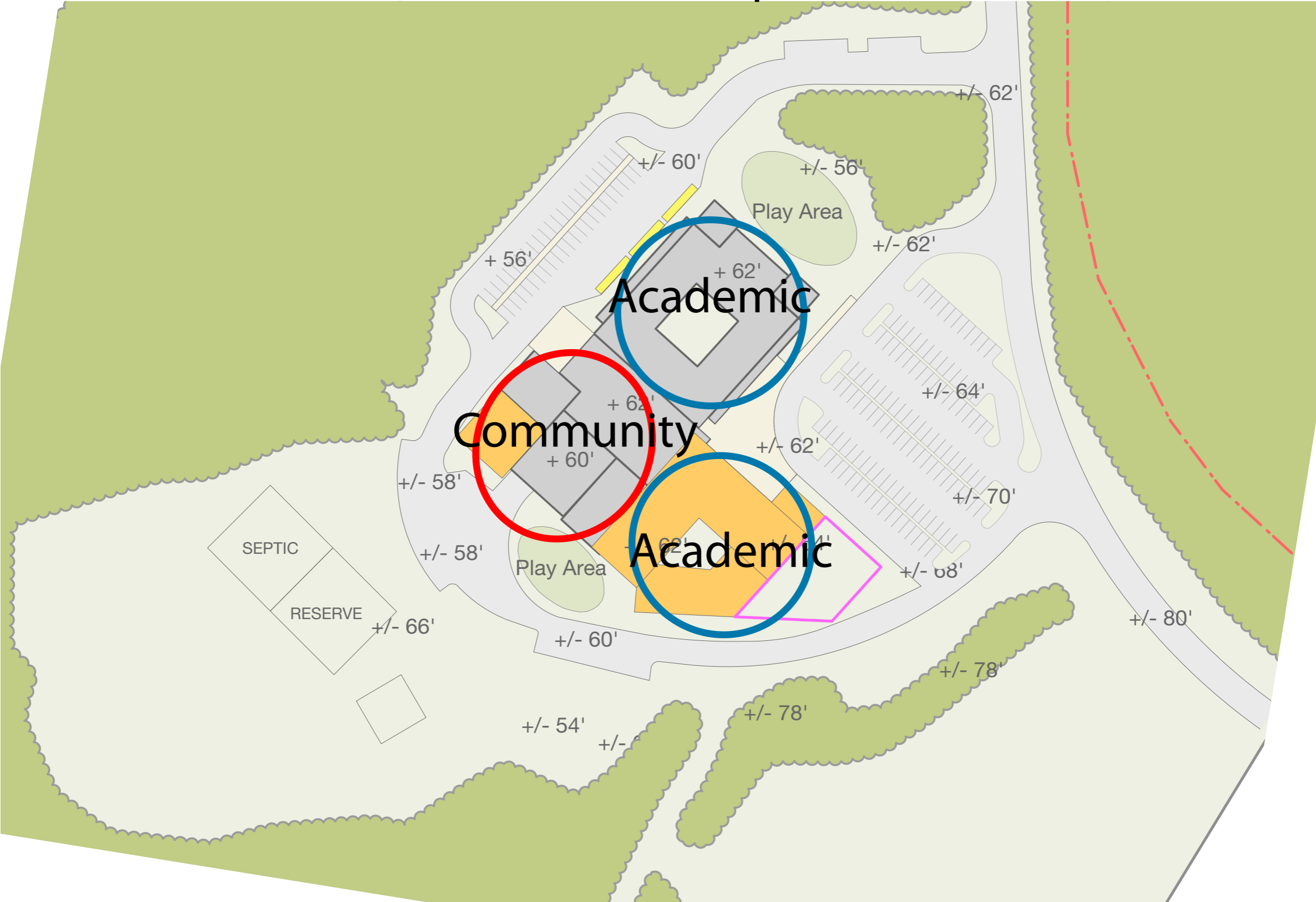
Bournedale Addition / Renovation Option 3



Bournedale Addition / Renovation Option 4



Bournedale Addition / Renovation Option 4



Typical Evaluation Criteria

Size of School

Grade Separation Issues

Traffic Impact

Opportunity for Collaboration

Separation of Community and Academic Uses

Limits Disruption to Students

Most Cost Effective

Maximum Building Efficiency

Maximum Score for NE-CHPS / LEED for Schools

Most Beneficial Construction Schedule

Best Site Option for Neighborhood Schools

Adequate Play & Parking Areas

Least Environmental Impact

Best Space Adjacencies

Best Separation of Parent / Bus / Service Circulation

Criteria Specific to Bourne

Best Resolves Geographic Separation by Canal

Advantages to Middle School

Centralized Elementary Resources

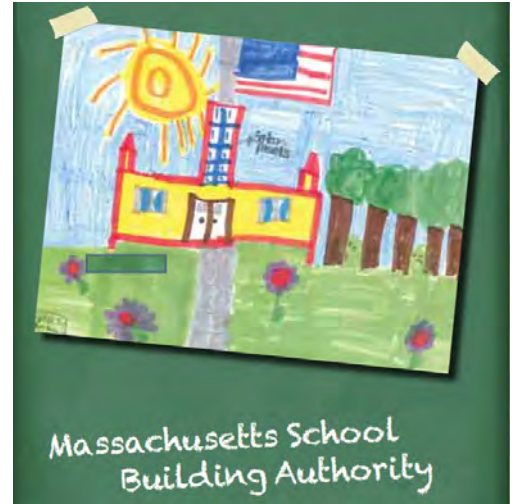
Centralized Campus Resources

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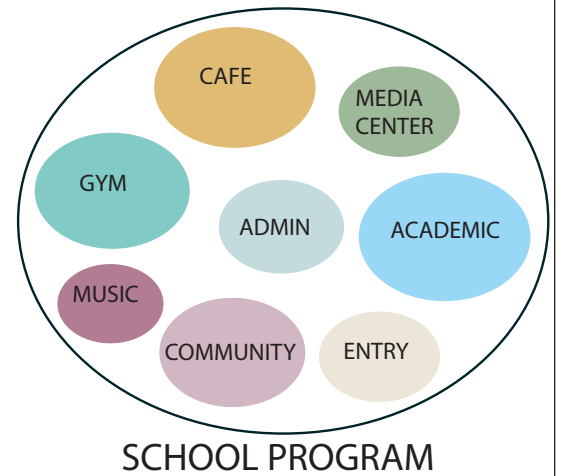
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