

PROJECT MINUTES

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|---------------|--|---------------|------------|
| Project: | W. Edward Balmer Elementary School Feasibility Study | Project No.: | 17020 |
| Prepared by: | Joel Seeley | Meeting Date: | 11/21/2017 |
| Re: | School Building Committee Meeting | Meeting No: | 15 |
| Location: | High School Media Center | Time: | 6:30pm |
| Distribution: | School Building Committee Members, Attendees (MF) | | |

Attendees:

| PRESENT | NAME | AFFILIATION | VOTING MEMBER |
|---------|------------------------|--|-------------------|
| | Joseph Strazzulla | Chairman, School Building Committee | Voting Member |
| ✓ | Melissa Walker | School Business Manager | Voting Member |
| ✓ | James Marzec | Representative of the Board of Selectmen | Voting Member |
| ✓ | Michael LeBrasseur | Chairman, School Committee | Voting Member |
| ✓ | Paul Bedigian | Representative of the Building, Planning, Construction Committee | Voting Member |
| ✓ | Steven Gogolinski | Representative of the Finance Committee | Voting Member |
| | Jeffrey Tubbs | Community Member with building design and/or construction experience | Voting Member |
| ✓ | Peter L'Hommedieu | Community Member with building design and/or construction experience | Voting Member |
| ✓ | Jeff Lundquist | Community Member with building design and/or construction experience | Voting Member |
| | Andrew Chagnon | Community Member with building design and/or construction experience | Voting Member |
| ✓ | Spencer Pollock | Parent Representative | Voting Member |
| ✓ | Adam Gaudette | Town Manager | Non-Voting Member |
| ✓ | Dr. Catherine Stickney | Superintendent of Schools | Non-Voting Member |
| ✓ | Steve Von Bargaen | Building Maintenance Local Official | Non-Voting Member |
| ✓ | Karlene Ross | Principal, W. Edward Balmer Elementary School | Non-Voting Member |
| ✓ | Jill Healy | Principal, Northbridge Elementary School | Non-Voting Member |
| ✓ | Kathleen Perry | Director of Pupil Personnel Services | Non-Voting Member |
| ✓ | Lee Dore | D & W, Architect | |
| | Thomas Hengelsberg | D & W, Architect | |
| ✓ | Joel Seeley | SMMA, OPM | |
| | | | |
| | | | |

| Item # | Action | Discussion |
|--------|-------------------------------------|--|
| 15.1 | Record | Call to Order, 6:37 PM, meeting opened. |
| 15.2 | Record | M. LeBrasseur announced the meeting will be video and audio recorded with live broadcast and future re-broadcast. |
| 15.3 | T. Hengelsberg | T. Hengelsberg will provide direction to the Committee on which three intersections the traffic consultant will be collecting counts at. |
| 15.4 | L. Dore | L. Dore will calculate of the energy cost to operate the new facility as compared to the energy cost to operate the existing Balmer and NES in the Schematic Design Phase. |
| 15.5 | T. Hengelsberg | T. Hengelsberg to develop a 5 year total cost of ownership to maintain the Balmer and NES as compared to the cost of a new building estimate, for Committee review, at the completion of the PSR Phase. |
| 15.6 | T. Hengelsberg | T. Hengelsberg to develop a cost estimate to maintain both Balmer and NES for the additional period between a new building construction duration and a phased renovation construction duration for Committee review, at the completion of the PSR phase. |
| 15.7 | T. Hengelsberg | T. Hengelsberg to provide direction to the Committee on the appropriate parent vehicle queue length for the PreK-5 Options recommended by the traffic consultant, based on the parent survey of those parents that drop-off/pick-up at Balmer and NES. |
| 15.8 | Committee | Committee members to develop a list of possible outcomes for the disposition of NES should a Grade PreK-5 option be the selected option. |
| 15.9 | T. Hengelsberg | T. Hengelsberg to incorporate the key take-aways of the Middle School Capacity Analysis, into the Community Forum No. 5 presentation. |
| 15.10 | J. Seeley | J. Seeley distributed and reviewed the list of acronyms and definitions. J. Seeley to post on the Project Website. |
| 15.11 | J. Strazzulla J. Seeley | J. Strazzulla and J. Seeley to review the questions from Community Forum Nos. 1-4 that should be added to the FAQ sheet. |
| 15.12 | T. Hengelsberg | T. Hengelsberg to provide direction to the Committee if the structural engineer and D&W would consider prefabricated panel systems. |
| 15.13 | T. Hengelsberg | T. Hengelsberg to provide direction to the Committee if the Fire Alarm Audio message will be through the PA System or the FA speakers. |
| 15.14 | C. Stickney L. Dore J. Seeley | J. Seeley distributed and reviewed the MSBA comments to the PDP Submission, dated 11/16/2017, attached. The Response Document is due back to MSBA by 11/30/2017. |
| 15.15 | L. Dore Committee | <p>L. Dore presented and reviewed the updated Design Options and Phasing Plans, and distributed and reviewed the Evaluation Matrix and Criteria, attached</p> <ol style="list-style-type: none"> 1. Option B2 – Grade 2-4 New Construction – Back/Side 2. Option C2 – Grade PK-5 Renovation/Addition – Exist CR Wing 3. Option C3.1a – Grade PK-5 New Construction – Back/Side/Overlap 4. Option C3.1b – Grade PK-5 New Construction – Back/Side 5. Option C3.2 – Grade PK-5 New Construction – Back/Side 6. Option C3.3 – Grade PK-5 New Construction – Back/Side 7. Option C5 - Grade PK-5 New Construction - Front |

| Item # | Action | Discussion |
|--------|-----------|--|
| | | <p>Committee Discussion:</p> <ol style="list-style-type: none"> 1. T. Hengelsberg to confirm if building height is exempted by the Dover Amendment. 2. S. Pollock asked (prior meeting) if MA Natural Species has been contacted to confirm there are no impacts? <i>T. Hengelsberg indicated the environmental permitting consultant reviewed their on-line documents and found no impacts, but he will confirm that they will contact MA natural Species to confirm the findings.</i> 3. The Educational Working Group provided commentary in support of the Option C3.1 Floor Plan. 4. The Educational Working Group provided commentary in support of the Option C3.1b Site Plan. 5. L. Dore to correct the duration of Option C3.1b to 3 years. 6. M. LeBrasseur asked how far was the building encroaching within the 100 foot wetland buffer? <i>L. Dore indicated the building encroaches to the 50 foot no disturb zone.</i> 7. J. Lundquist asked if the Option C3.1b Floor Plan could be split level at the hillside to reduce the impact of regrading? <i>L. Dore indicated D&W reviewed, but the grade groupings were impacted. D&W will review again of the costs for the regrading are excessive.</i> 8. Committee to fill out the Evaluation Matrix for the next Committee meeting. <p>D&W to develop the cost estimates for the Options for review.</p> |
| 15.16 | J. Seeley | <p>J. Seeley summarized the Committee's discussion at the 11/7/2017 meeting relative to the Design-Bid-Build (DBB) and Construction Manager-at-Risk (CMAR) construction delivery method and distributed and reviewed a draft CMAR Selection Schedule to retain the CM by mid-March 2018, attached.</p> <p>Committee Discussion:</p> <ol style="list-style-type: none"> 1. P. Bedigian asked if the CM would perform Value Engineering in the SD phase? <i>P. L'Hommedieu indicated they would likely be pricing a set of alternatives in the SD Phase.</i> 2. A. Gaudette asked if the CM cost was included in the budget? <i>J. Seeley indicated the CM cost would be funded out of the Other (Owner's Contingency) Budget and any balance to the Environmental and Site Budget, which have a combined balance of \$147,020.06.</i> <p>A Motion was made by J. Lundquist and seconded by J. Marzec to approve Construction Manager-at-Risk (CMAR) construction delivery method. No discussion, vote passed unanimous.</p> <p>A Motion was made by J. Lundquist and seconded by P. Bedigian to approve draft CMAR Selection Schedule to retain the CM by mid-March 2018. No discussion, vote passed unanimous.</p> |

| Item # | Action | Discussion |
|--------|---|---|
| | | A Motion was made by J. Marzec and seconded by J. Lundquist to appoint J. Lundquist, P. Bedigian, C. Stickney and A. Chagnon to the CM Prequalification and Selection Subcommittee. No discussion, vote passed unanimous. |
| 15.17 | Educational Working Group J. Seeley M. LeBrasseur | <p>J. Seeley distributed and reviewed the draft Community-Wide Survey No. 2 for Committee review, attached. The survey will be released 12/6/2017 and close 12/15/2017.</p> <p>Committee Discussion:</p> <ol style="list-style-type: none"> 1. M. LeBrasseur asked if Question 3 can have the respondents choose “strongly support”, “somewhat support”, “do not support” in lieu of ranking the options. 2. J. Lundquist asked if a question can be added to have the respondents write in why they chose to support a certain option? 3. Question 2 to be deleted. 4. A. Gaudette asked if a description of each option with pros and cons can be provided for Question 3? <i>The Educational Working Group will provide a description and a listing of the pros and cons.</i> 3. M. LeBrasseur asked if a question could be added to ask respondents if they have “attended a Community Forum”, “viewed a Community Forum on Video”, “viewed a SBC meeting on Video” and “reviewed documents on the Project Website”. <p>J. Seeley to work with M. LeBrasseur to finalize the survey for the 12/5/2017 Committee meeting.</p> |
| 15.18 | M. LeBrasseur | <p>The PR subcommittee update:</p> <ol style="list-style-type: none"> 1. The Committee presented to the Safety Committee on 11/8/2017. 2. The Committee presented to the Council on Aging on 11/14/2017. 3. J. Strazzulla to review next steps in raising the Seniors Tax Abatement to the maximum level. 4. J. Strazzulla to develop a generic calendar for press release issuances. 5. Census Mailing – M. LeBrasseur to provide direction on what options and costs to show, since the mailer has to be finalized prior to the PSR costs being developed. |
| 15.19 | Record | Public Comments - None |
| 15.20 | Record | Old or New Business - None |
| 15.21 | Record | Next SBC Meeting: December 5, 2017 at 6:30 pm at the High School Media Center. |
| 15.22 | Record | A Motion was made by J. Lundquist and seconded by P. Bedigian to adjourn the meeting. No discussion, voted unanimously. |

Attachments: Agenda, List of Acronyms and Definitions, MSBA comments to the PDP Submission, Updated Design Options and Phasing Plans, Evaluation Matrix and Criteria, draft CMAR Selection Schedule to retain the CM by mid-March 2018, draft Community-Wide Survey No. 2, Powerpoint

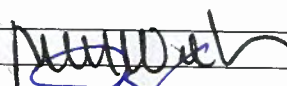
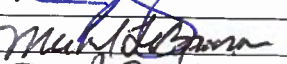

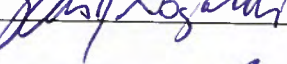












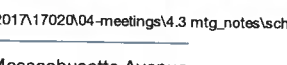
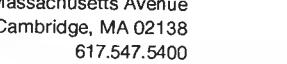




The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes

PROJECT MEETING SIGN-IN SHEET

Project: W. Edward Balmer Elementary School Feasibility Study
 Prepared by: Joel Seeley
 Re: School Building Committee Meeting
 Location: High School Media Center
 427 Linwood Avenue, Whitinsville, MA

Project No.: 17020
 Meeting Date: 11/21/2017
 Meeting No: 15
 Time: 6:30pm

Distribution: Attendees, (MF)

| SIGNATURE | ATTENDEES | EMAIL | AFFILIATION |
|---|------------------------|--|---|
|  | Joseph Strazzulla | jstrazzulla@nps.org | Chairman, School Building Committee |
|  | Melissa Walker | mwalker@nps.org | School Business Manager, MCPPO |
|  | James Marzec | james.r.marzec@gmail.com | Member, Board of Selectmen, CEO |
|  | Michael LeBrasseur | mlebrasseur@nps.org | Chairman, School Committee |
|  | Paul Bedigian | bedigianps@cdmsmith.com | Representative of the Building, Planning, Construction Committee |
|  | Steven Gogolinski | steve@gogolinskicpa.com | Representative of the Finance Committee |
|  | Jeffrey Tubbs | jtubbs@charter.net | Member of community with architecture, engineering and/or construction experience |
|  | Peter L'Hommedieu | PLHommedieu@shawmut.com | Member of community with architecture, engineering and/or construction experience |
|  | Jeff Lundquist | jlundquist@therichmondgroup.com | Member of community with architecture, engineering and/or construction experience |
|  | Andrew Chagnon | achagnon@vertexeng.com | Member of community with architecture, engineering and/or construction experience |
|  | Spencer Pollock | spencerpollock22@gmail.com | Parent Representative |
|  | Adam Gaudette | agaudette@northbridgemass.org | Town Manager |
|  | Dr. Catherine Stickney | cstickney@nps.org | Superintendent of Schools, NPS |
|  | Steve Von Bargaen | svonbargaen@nps.org | Building Maintenance Local Official |
|  | Karlene Ross | kross@nps.org | Principal, W. Edward Balmer Elementary School |
|  | Jill Healy | jhealy@nps.org | Principal, Northbridge Elementary School |
|  | Kathleen Perry | kperry@nps.org | Director of Pupil Personnel Services |
|  | Lee P. Dore | lpdore@DoreandWhittier.com | Dore & Whittier Architects |
|  | Donald M. Walter | dwalter@DoreandWhittier.com | Dore & Whittier Architects |
|  | Jason Boone | jboone@DoreandWhittier.com | Dore & Whittier Architects |
|  | Thomas Hengelsberg | thengelsberg@DoreandWhittier.com | Dore & Whittier Architects |
|  | Rani Philip | rphilip@DoreandWhittier.com | Dore & Whittier Architects |
| | Joel Seeley | jseeley@smma.com | SMMA |

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1000 Massachusetts Avenue
 Cambridge, MA 02138
 617.547.5400

www.smma.com

Agenda

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|-------------------|--|---------------|------------|
| Project: | W. Edward Balmer Elementary School Feasibility Study | Project No.: | 17020 |
| Re: | School Building Committee Meeting | Meeting Date: | 11/21/2017 |
| Meeting Location: | High School Media Center | Meeting Time: | 6:30 PM |
| | 427 Linwood Avenue, Whitinsville, MA | Meeting No. | 15 |
| Prepared by: | Joel G. Seeley | | |
| Distribution: | Committee Members (MF) | | |

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices and Commitments
4. Review MSBA Comments on PDP Submission
5. Update on Design Alternatives
6. Review Option Evaluation Matrix
7. Review Community-wide Survey No. 2
8. Review Construction Delivery Method
9. PR Subcommittee Update
10. New or Old Business
11. Committee Questions
12. Public Comments
13. Next Meeting:
 - December 5, 2017
14. Adjourn

Massachusetts School Building Authority

Deborah B. Goldberg
Chairman, State Treasurer

James A. MacDonald
Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

November 16, 2017

Mr. James R. Marzec, Chair
Northbridge Board of Selectmen
Northbridge Town Hall
7 Main Street
Whitinsville, MA 01588

Re: Town of Northbridge, W. Edward Balmer Elementary School

Dear Mr. Marzec:

The Massachusetts School Building Authority (the "MSBA") is forwarding review comments for the Module 3 Feasibility Study Preliminary Design Program submission for the W. Edward Balmer Elementary School project in the Town of Northbridge, received by the MSBA on October 6, 2017.

Responses to the attached comments shall be forwarded to the assigned Project Coordinator, Elena Seiti (Elena.Seiti@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 Fernando Garcia (Fernando.Garcia@MassSchoolBuildings.org).

Sincerely,



Mary Pichetti
Director of Capital Planning

Attachments: Attachment 'A' Preliminary Design Program Review Comments

Cc: Legislative Delegation
Adam Gaudette, Northbridge Town Manager
Michael LeBrasseur, Chair, Northbridge School Committee
Dr. Catherine A. Stickney, Superintendent, Northbridge Public Schools
Melissa Walker, Director of Business and Finance, Northbridge Public Schools
Joseph Strazzula, Chair, Northbridge School Building Committee
Joel G. Seeley, Owner's Project Manager, Symmes Maini & McKee Associates
Lee P. Dore, Designer, Dore & Whittier Architects
File: Letters 10.2 (Region 2)

ATTACHMENT A

MODULE 3 – PRELIMINARY DESIGN PROGRAM REVIEW COMMENTS

District: Town of Northbridge

School: W. Edward Balmer Elementary School

Owner's Project Manager: Symmes Maini & McKee Associates

Designer Firm: Dore & Whittier Architects Inc.

Submittal Due Date: November 09, 2017

Submittal Received Date: October 06, 2017

Review Date: October 12 – November 13, 2017

Reviewed by: F. Garcia, C. Alles, J. Jumpe, S. Jimenez

MSBA REVIEW COMMENTS

The following comments¹ on the Preliminary Design Program (PDP) submittal are issued pursuant to a review of the project submittal document for the proposed project presented as a part of the Feasibility Study submission in accordance with the MSBA Module 3 Guidelines.

3.1 PRELIMINARY DESIGN PROGRAM

| Overview of the Preliminary Design Program Submittal | Complete | Provided; <i>Refer to comments following each section</i> | Not Provided; <i>Refer to comments following each section</i> | Receipt of District's Response; <i>To be filled out by MSBA Staff</i> |
|--|-------------------------------------|--|---|--|
| OPM Certification of Completeness and Conformity | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Table of Contents | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.1.1 Introduction | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.1.2 Educational Program | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.1.3 Initial Space Summary | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.1.4 Evaluation of Existing Conditions | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.1.5 Site Development Requirements | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.1.6 Preliminary Evaluation of Alternatives | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.1.7 Local Actions and Approvals Certification(s) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.1.8 Appendices | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

¹ 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.

3.1.1 INTRODUCTION

| Provide the following Items | | Complete; <i>No response required</i> | Provided; <i>District's response required</i> | Not Provided; <i>District's response required</i> | Receipt of District's Response; <i>To be filled out by MSBA Staff</i> |
|-----------------------------|--|--|--|---|--|
| 1 | Summary of the Facility Deficiencies and Current S.O.I. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Date of invitation to conduct a Feasibility Study and MSBA Board Action Letter | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Executed Design Enrollment Certification | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Narrative of the Capital Budget Statement and Target Budget | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Project Directory with contact information | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Updated Project Schedule | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MSBA Review Comments:

No further review comments for this section.

3.1.2 EDUCATIONAL PROGRAM

Provide a 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 items:

| Provide the following Items | | Complete; <i>No response required</i> | Provided; <i>District's response required</i> | Not Provided; <i>District's response required</i> | Receipt of District's Response; <i>To be filled out by MSBA Staff</i> |
|-----------------------------|---|--|--|---|--|
| 1 | Grade and School Configuration Policies | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Class Size Policies | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | School Scheduling Method | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Teaching Methodology and Structure | | | | |
| | a) Administrative and Academic Organization/Structure | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Curriculum Delivery Methods and Practices | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) English Language Arts/Literacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) Mathematics | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | e) Science | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | f) Social Studies | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | g) World Languages | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | h) Academic Support Programming Spaces | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | i) Student Guidance and Support Services | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Teacher Planning and Professional Development | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Pre-kindergarten | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Kindergarten | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|----|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 8 | Lunch Programs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Technology Instruction Policies and Program Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Media Center/Library | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Visual Arts Programs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Performing Arts Programs | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Physical Education Programs | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Special Education Programs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Vocation and Technology Programs | | | | |
| | a) Non-Chapter 74 Programming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Chapter 74 Programming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | Transportation Policies | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | Functional and Spatial Relationships | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 | Security and Visual Access Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MSBA Review Comments:

- 1) *In the summary of the visioning session, the information provided references the discussion of how to organize the school for the preferred grade configuration of PK-5. Please provide a clear and descriptive narrative and/or documentation and process that identifies the rationale for eliminating the 2-4 grade configurations.*
- 4a) *Please address the following related to the academic organization:*
 - *The submittal notes that the current Balmer school provides an enrichment program for students in which the students attend seminars once every six days. Please provide a brief description whether the program offers hands-on or investigative opportunities.*
 - *The information provided indicates the District is envisioning a building organized based on grade level academic “communities”; a community housing Pre-Kindergarten and Kindergarten, a second housing grades 1st and 2nd, a third housing 3rd and 4th and a fifth housing the 5th grade community. Please explain the rationale and benefits for creating a stand-alone 5th grade community.*
- 4e) *The submittal indicates the District is proposing the integration of STEM/STEAM labs/ Maker Spaces. Please provide specific details such as adjacencies, desired features and/or layout considerations about these types of program spaces. In addition, please consider other types of facility design alternatives to maximize the flexibility for future and other program use including design strategies that would support delivery of the proposed curriculum within the general classrooms. Please note these spaces will be further evaluated in subsequent submittals.*
- 12) *In response to these review comments please provide a more detailed narrative that includes justification of the proposed Technology Labs and if the proposed spaces differ from the proposed STEM/STEAM labs and/or Maker Spaces. If so, please provide information that describes how these spaces would be used, scheduled, integrated within the existing school schedule, staffed, and maintained. Describe why the proposed programming is not better delivered within the general classrooms.*

13) In response to these review comments please provide specific details about the program that includes the scheduling of the physical education program, how it would be integrated within the existing school schedule, and staffed for the preferred PK-5th grade configuration.

No further review comments for this section.

3.1.3 INITIAL SPACE SUMMARY

| Provide the following Items | | Complete; No response required | Provided; District's response required | Not Provided; District's response required | Receipt of District's Response; To be filled out by MSBA Staff |
|-----------------------------|---|--------------------------------------|---|--|---|
| 1 | Space summary; one per approved design enrollment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Floor plans of the existing facility | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Narrative description of reasons for all variances (if any) between proposed net and gross areas as compared to MSBA guidelines | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MSBA Review Comments:

The District has provided space summaries for both study enrollment options. Additionally, the District has provided existing floor plans for both the W. Edward Balmer Elementary School and the Northbridge Elementary School.

1) The MSBA has performed an initial review of the space summaries and offers the following:

- **Study Enrollment Options:**
 - Option 1: 510 students in grades 2-4
 - Option 2: 1,030 students in grades K-5
- **Core Academic** – The overall square footage in this category exceeds the MSBA guidelines by 6,150 nsf for Option 1 - 'Grades 2-4' and 20,250 nsf for Option 2 - 'Grades PK-5'. This overage is primarily due to the inclusion of Pre-K classrooms, Maker Spaces/STEAM Spaces, Extended Learning Areas, and six general classrooms in excess of the guidelines in 'Grades 2-4' and three in excess of the guidelines in 'Grades PK-5'. Based on the information provided, the following spaces are proposed in order for the District to deliver its educational program:

| Anticipated Core Academic Spaces* | Option 1 - Grades 2-4 | Option 2 - Grades PK-5 |
|--|--|--|
| General Classrooms; (24) – Option 1, (40) – Option 2 | Proposes 6 classrooms above guidelines | Proposes (3) classrooms above guidelines |
| Teacher Planning/Collaboration Space (3) – Option 1, (7) – Option 2 | Spaces unique to District | Spaces unique to District |
| Commons/Extended Learning Area* | Proposes (3) 1,200 nsf spaces** | Proposes (6) K-5 1,000 nsf spaces and (1) PK 400 nsf space** |
| Maker Space/STEM/STEAM* | Proposes (1) 1,200 nsf space** | Proposes (2) PK-2 1,000 nsf spaces and (1) 3-5 1,200 nsf space** |
| MSBA Comments | See Below | See Below |

*Please provide proposed scheduling information specific to these spaces.

**The MSBA will consider on the District's Educational Program, utilization rates, and additional information to understand how proposed spaces benefit delivery of the curriculum beyond what could be provided within the general classrooms.

In order for the MSBA to accept any proposed variations to the guidelines in subsequent submissions, the MSBA needs to better understand how the 'STEM' spaces are proposed to be scheduled in conjunction with the proposed General Classrooms how these spaces support the delivery of the proposed curriculum. Please provide a brief clarification regarding whether the proposed space will be flexible to accommodate other proposed curriculum or serve as an extension to science.

Please refer to section 3.1.2 for additional information regarding Maker /STEM/STEAM spaces.

- **Special Education** – *The overall proposed square footage for this category exceeds the MSBA guidelines by 885 nsf for Option 1 and 2,345 nsf for Option 2. Please note that the Special Education program is subject to approval by the Department of Elementary and Secondary Education ("DESE"). The District should provide the required information required 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 square footage in this category for Option 1 aligns with the MSBA guidelines. However, in Option 2 the proposed spaces are below guidelines, by providing one less art room, one less music room, and five less practice rooms. Please confirm that the proposed square footage for the (1,030 students) PK-5 grade configuration is sufficient to meet the District's programmatic needs as part of the District's response to MSBA's PDP review comments. No further preliminary comments.*
- **Health & Physical Education** – *The overall proposed square footage for Options 1 and 2 aligns with MSBA guidelines. No further action required.*
- **Media Center** – *The overall proposed square footage for both options in this category aligns with MSBA guidelines. In Option 2 please further describe and provide clarification how the proposed square footage associated with the Satellite Reading Areas in the academic areas and the Extended Learning Areas differentiate from the curriculum being offered. Please provide as part of the District's response to MSBA's PDP review comments.*
- **Dining & Food Service** – *The overall proposed square footage for both options in this category aligns with the MSBA guidelines. No further action required.*
- **Medical** – *The overall proposed square footage for both options in this category aligns with the MSBA guidelines. No further action required.*
- **Administration & Guidance** – *The overall proposed square footage for both options in this category aligns with the MSBA guidelines. However, in Option 2 please further describe the proposed Hoteling and Team Chair space as part of the District's response to MSBA's PDP review comments.*
- **Custodial & Maintenance** – *The overall proposed square footage for both options in this category aligns with the MSBA guidelines. No further action required.*
- **Other** – *Based on the information provided, it appears that the District is proposing a Family and Community Resource Center of 500 net square feet for both proposed options. The MSBA does not object to including this space in the proposed project, however, it will be considered ineligible for reimbursement. No further action required.*

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

No further review comments for this section.

3.1.4 EVALUATION OF EXISTING CONDITIONS

| Provide the following Items | | Complete; No response required | Provided; District's response required | Not Provided; District's response required | Receipt of District's Response; To be filled out by MSBA Staff |
|-----------------------------|---|--------------------------------------|---|--|---|
| 1 | Confirmation of legal title to the property. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Determination that the property is available for development. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Existing historically significant features and any related effect on the project design and/or schedule. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Determination of any development restrictions that may apply. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Initial Evaluation of building code compliance for the existing facility. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Initial Evaluation of Architectural Access Board rules and regulations and their application to a potential project. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Preliminary evaluation of significant structural, environmental, geotechnical, or other physical conditions that may impact the cost and evaluations of alternatives. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Determination for need and schedule for soils exploration and geotechnical evaluation. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Environmental site assessments minimally consisting of a Phase I: Initial Site Investigation performed by a licensed site professional. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Assessment of the school for the presence of hazardous materials. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Previous existing building and/or site reports, studies, drawings, etc. provided by the district, if any. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MSBA Review Comments:

The District has provided an evaluation of existing conditions for both the W. Edward Balmer Elementary School and Northbridge Elementary School.

3) The information provided indicates that a Project Notification Form (PNF) was submitted to Massachusetts Historical Commission (MHC) and includes a copy of the project notification form dated October 2, 2017. Please provide an updated project schedule that includes the

timeline associated with filing with the Massachusetts Historical Commission (MHC) and obtaining MHC approval prior to construction bids.

4) The District should keep the MSBA informed of any decisions and/or proposed actions that may require a variance associated with the height of the proposed building and the percentage of the total lot coverage. Please acknowledge.

7, 8, 9) Preliminary soils and geotechnical evaluations indicate additional subsurface explorations should be performed to obtain further information once the location and configuration of the proposed school has been determined. Please confirm this work will occur prior to and be accounted for in the District's Schematic Design submittal.

Please note that all costs associated with abatement of contaminated soil from any source, and abatement and removal of fuel storage tanks must be itemized in the cost estimates and will be considered ineligible for MSBA reimbursement.

10) Based on the findings of the hazardous materials report provided, it appears that the existing facilities include flooring and ceiling material containing asbestos. It should be noted that all costs associated with the removal of flooring and ceiling tiles containing asbestos are ineligible for MSBA reimbursement. Please describe how the District will account for potential costs in its total project budget at the conclusion of schematic design.

No further review comments for this section.

3.1.5 SITE DEVELOPMENT REQUIREMENTS

| Provide the following Items | | Complete; No response required | Provided; District's response required | Not Provided; District's response required | Receipt of District's Response; To be filled out by MSBA Staff |
|-----------------------------|---|--------------------------------------|---|--|---|
| 1 | A narrative describing project requirements related to site development to be considered during the preliminary and final evaluation of alternatives. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Existing site plan(s) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MSBA Review Comments:

2) Not provided. Please provide, a comprehensive existing site plan in 11x17 format that clearly identifies the following features for the proposed site in response to these review comments:

- Structures and fences;
- Site access and circulation;
- Parking and paving;
- Code requirements;
- Zoning setbacks and limitations;
- Accessibility requirements;
- Easements;
- Wetlands and/or flood restrictions;
- Emergency vehicle access;
- Safety and security requirements
- Utilities;

- o *Athletic field and outdoor educational spaces; and*
- o *Site orientation and other location considerations.*

No further review comments for this section.

3.1.6 PRELIMINARY EVALUATION OF ALTERNATIVES

| Provide the following Items | | Complete; <i>No response required</i> | Provided; <i>District's response required</i> | Not Provided; <i>District's response required</i> | Receipt of District's Response; <i>To be filled out by MSBA Staff</i> |
|-----------------------------|--|--|--|--|--|
| 1 | Analysis of school district student school assignment practices and available space in other schools in the district | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Tuition agreement with adjacent school districts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Rental or acquisition of existing buildings that could be made available for school use | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Renovation(s) and/or addition(s) of varying degrees to the existing building(s) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Construction of new building and the evaluation of potential locations | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | List of 3 distinct alternatives (including at least 1 renovation and/or addition option) are recommended for further development and evaluation. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MSBA Review Comments:

7) The submittal proposes four options for further consideration including:

- ***New Construction Option B2:*** *Grades 2-4, rear of the existing site;*
- ***Addition/Renovation Option C2:*** *Grades PK-5, existing building, keep academic wing;*
- ***New Construction Option C3:*** *Grades PK-5, rear of the existing site;*
- ***New Construction Option C5:*** *Grades PK-5, front of the existing site.*

For cost comparison purposes, please include a 'Base Repair Option' as part of the Preferred Schematic Report submission.

All options being considered for further evaluation are being proposed on the existing site. In addition, the information provided includes preliminary site plans for all options being considered for further development. However, the site plans provided do not clearly provide

notation and do not include clear circulation patterns for the proposed alternatives. Please provide updated site plans accordingly in the response to these review comments.

Preliminary project costs for these options range from \$53 to \$107.9 million.

No further review comments for this section.

3.1.7 LOCAL ACTIONS AND APPROVAL

| Provide the following Items | | Complete; <i>No response required</i> | Provided; <i>District's response required</i> | Not Provided; <i>District's response required</i> | Receipt of District's Response; <i>To be filled out by MSBA Staff</i> |
|-----------------------------|--|--|--|---|--|
| 1 | 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Signed Local Actions and Approvals Certification(s): | | | | |
| | a) Submittal approval certificate | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Grade reconfiguration and/or redistricting approval certificate (if applicable) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | [Applicable for Districts proposing grade reconfiguration and/or redistricting /consolidation] Provide the following items to document approval and public notification of school configuration changes associated with the proposed project | | | | |
| | a) A description of the local process required to authorize a change to the existing grade configuration or redistricting in the district | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) A list of associated public meeting dates, agenda, attendees and description of the presentation materials | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MSBA Review Comments:

No further review comments for this section.

3.1.8 APPENDICES

| Provide the following Items | | Complete; <i>No response required</i> | Provided; <i>District's response required</i> | Not Provided; <i>District's response required</i> | Receipt of District's Response; <i>To be filled out by MSBA Staff</i> |
|-----------------------------|---|--|--|---|--|
| 1 | Current Statement of Interest | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | MSBA Board Action Letter including the invitation to conduct a Feasibility Study | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Design Enrollment Certification | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MSBA Review Comments:

No further review comments for this section.

End

Northbridge W. Edward Balmer Elementary School November 9, 2017

Construction Manager Selection Timeline *Accelerated to be on Board by Mid-March 2018*

| | |
|---------------------------------------|--|
| November 21, 2017 | SBC Decide CM at Risk Approach, Appoint CM Prequalification and Selection Subcommittee |
| Nov 21 – December 6, 2017 | Develop Application to Inspector General |
| December 6, 2017 | Submit Application to Inspector General |
| Nov 21 – January 10, 2018 | Develop Request for Qualifications (RFQ) |
| <i>December 19, 2017</i> | <i>CM Prequalification Subcommittee Meeting: Review draft RFQ</i> |
| January 3, 2018 | Submit RFQ Advertisement to: 1. Central Register and Local Newspaper |
| January 9, 2018 | CM Prequalification Subcommittee Meeting: Approve RFQ |
| January 10, 2018 | RFQ Advertisement Noticed in: 1. Central Register and Local Newspaper |
| Jan 10 – February 6, 2018 | Develop Request for Proposal (RFP) |
| January 16, 2018 | Informational Meeting at W. Edward Balmer School and Tour |
| January 19, 2018 | Deadline for Submission of CM Questions |
| January 24, 2018 (2 weeks) | CM Qualification Packages Due |
| January 24-February 6, 2018 (2 weeks) | Review CM Qualification Packages |
| <i>February 6, 2018</i> | <i>CM Prequalification Subcommittee Meeting: Prequalify CM Firms to Receive RFP, Approve RFP</i> |
| February 6, 2018 | Notice to Proceed with CM at Risk from Inspector General |
| February 7, 2018 | Distribute RFP to Prequalified CM Firms |
| February 21, 2018 | CM Proposal Packages Due |
| February 21 – 27, 2018 (1 week) | Review CM Proposals, Finalize Questions for Interviews |
| <i>February 27, 2018</i> | <i>CM Selection Subcommittee Meeting: Review CM Proposals</i> |
| March 7, 2018 | CM Interviews, Rank CM Firms |
| March 13, 2018 | SBC Meeting: CM Selection Subcommittee to Recommend CM Firm |
| March 13-March 20, 2018 | Finalize General Conditions, Fee and Contract Terms with Selected CM Firm |
| March 20, 2018 | SBC Meeting: CM to attend |
| April 17, 2018 | SBC Meeting: Vote to Submit Total Project Cost to MSBA |
| April 25, 2018 | Submit Total Project Cost to MSBA (minimum 2 weeks prior to submission) |
| May 9, 2018 | Submit Schematic Design to MSBA |

W. Edward Balmer Elementary School Feasibility Study

School Building Committee Community Survey No. 2

October 17, 2017

As the School Building Committee prepares its recommendation for a Preferred Schematic Design to the Massachusetts School Building Authority, it is important that we hear from you.

Please complete the following short survey; the results will help guide the decision-making process as the School Building Committee continues its important work.

1. Please select all stakeholder groups that apply to you.

- ☐ Student
- ☐ Parent
- ☐ Northbridge Resident
- ☐ Northbridge Registered Voter
- ☐ Northbridge Homeowner
- ☐ Northbridge Business Owner
- ☐ Northbridge Elected Official
- ☐ Northbridge Public Schools Employee
- ☐ Other (please specify) _____

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

- ☐ Cost – Minimal impact on taxpayer
- ☐ Education – The greatest benefit to all learners

3. Which of the following design alternatives provides the Northbridge Community the best long term plan for educating its elementary school children? Please rank the following options with 1 being the best long term solution and 4 being the least.

| | |
|--|---|
| | Option B2 (Grades 2-4, 510 students) Renovation and addition to the W. Edward Balmer Elementary School at \$34.6 M Northbridge Dollars, Northbridge Elementary School to remain as-is. |
| | Option C2 (Grades PreK-5, 1,030 students) Renovation and addition to the W. Edward Balmer School at \$55.6 M Northbridge Dollars, consolidating W. Edward Balmer School and Northbridge Elementary School. |
| | Option C3 (Grades PreK-5, 1,030 students) New Construction to the rear of the W. Edward Balmer Elementary School campus at \$58.9 M Northbridge Dollars, consolidating W. Edward Balmer Elementary School and Northbridge Elementary School. |
| | Option C5 (Grades PreK-5, 1,030 students) New construction to the front of the W. Edward Balmer Elementary School campus at \$58.3 M Northbridge Dollars, consolidating W. Edward Balmer Elementary School and Northbridge Elementary School. |

W. Edward Balmer Elementary School Feasibility Study

School Building Committee Community Survey No. 2

October 17, 2017

- 4. What other information will be pertinent to the recommendations of the Northbridge School Building Committee?**

| |
|--|
| |
|--|

DRAFT

THE NEED: EXISTING CONDITIONS

Northbridge Elementary School



Inefficient mechanicals near end of life



Aging, inefficient mechanicals



Modular cladding rotting



Insufficient electrical outlets



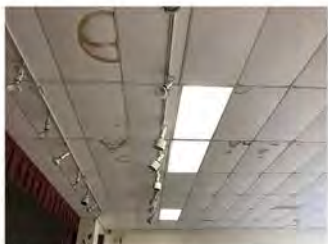
Poor site drainage, water runs into building



Single-pane wood windows, cracking glazing



Roof at end of life



Sagging, water-stained ceilings



Cracks in concrete foundation



IT server open, in custodial space



Roof at end of life



Falling plaster

Balmer Elementary School



Patched leaking roof



Roof at end of life



Cracking, disintegrating concrete



Asbestos abatement needed



Electrical at end of life



Few electrical outlets



Leaking, rusting, inefficient window systems



Inefficient mechanicals



Sagging, water-stained ceilings



Flooding bathroom



Cracks require repair

INFORMATION ABOUT THE W. EDWARD BALMER SCHOOL FEASIBILITY STUDY



Massachusetts School Building Authority
Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

Questions and comments: sbc@nps.org
Additional information: www.nps.org/sbc

Frequently Asked Questions

1. Why are we performing a Feasibility Study?

The nearly 50-year-old Balmer Elementary School has served the community well, but has reached a point that it no longer meets today’s building codes, has inefficient and inoperable systems and does not support our educational curriculum. The Massachusetts School Building Authority (MSBA) has visited the school and agrees. The Study is to investigate these conditions and develop a cost effective, sustainable and educationally appropriate solution. The School Building Committee (SBC) has no preconceived solutions and they will investigate renovation, renovation and addition, and new construction options.

2. What options have been studied?

Ten design alternatives were discussed and evaluated over the course of eleven SBC meetings, several Northbridge Academic Leadership Team meetings, and three community forums. The Committee focused on these following criteria when developing the options: educational benefits, size of building, cost, minimal disruption during construction, community access, transportation, and student transitions.

3. Why not just repair the Balmer School?

The repair-only option, consisting of renovations to meet the building code and replacement of the aged existing building systems, is just as costly to the Town as new construction or comprehensive renovation and additions. The repair-only option has no educational improvements and therefore is not eligible for a reimbursement grant from the MSBA.

4. Is now the right time to build?

Due to a slowly improving economy, borrowing costs are still at historic lows and, due to the very competitive building climate, construction costs remain low. These costs, however, are currently on the rise and a delay will increase project costs. While we do have a commitment from MSBA for 57.11% reimbursement of eligible costs for this project, there is no guarantee of this level of State grant should the project not pass and be required to start over.

5. What if the project is not approved by the Town?

The Town would lose millions of dollars in State grant funding to resolve the deteriorating conditions at Balmer and would still have to spend over \$32 million in significant capital improvements in the upcoming years to address deficiencies and bring the building up to Code, before addressing any educational programming. 100% of these costs would be paid by the Town.

6. If the new building does not pass, can we use the State money to just repair the existing building?

No, reimbursement from the MSBA is only intended for use on a building project that meets the MSBA requirements.

7. When will the Town be voting to approve the project?

A Town Meeting is anticipated in Fall 2018 to approve the funding for the project. The ballot vote is anticipated thereafter to approve the exclusion of the costs from the so-called Proposition 2½.

8. What happens if the project is approved by the taxpayers?

The project is moved into the design development phase during which the design is further refined. This is followed by the construction documents phase when the construction bid documents are prepared by the Architect. Construction would start in late Fall 2019 with completion date ranges from summer 2021 to 2023, depending on the Option chosen.

9. Will ongoing use of Balmer Elementary be impacted during construction of the new school?

No, if a New Construction Option is selected, the distance between construction activity and the day-to-day functions of the existing school is adequate to ensure safety and no disruption of the educational process. A fenced-off construction zone, with a dedicated construction vehicle access, will be constantly monitored for safety. If a Renovation & Addition Option is chosen, the construction will be phased and isolated to minimize impact on teaching and learning.

What will the Options cost?

The total project cost to the Town for just repairing Balmer and Northbridge Elementary Schools is estimated to be \$32.7 and \$20.3 million, respectively. This Option does not include any educational improvements and is not eligible for a reimbursement grant from the MSBA. The cost to the Town for the Grades 2-4 Balmer Elementary Options range from \$29.0 to \$34.6 million, plus an additional \$20.3 million to repair Northbridge Elementary. The costs for the Consolidated PreK-5 Options range from \$55.6 to \$66.6 million after the MSBA grant.

| | Repair Only Option |
|--------------|--------------------|
| NES | \$20.3M |
| Balmer Elem | \$32.7M |
| Total | \$53.0M |

Next Steps

School Building Committee (SBC) meetings are every two weeks. Meetings and agendas are posted on the District’s website.

- Dec 6-18, 2017 Community-wide Survey #2
- Dec 11, 2017 Community Forum #5 at Northbridge ES Library
- Dec 19, 2017 SBC Vote on Preferred Option
- Jan 3, 2018 Submit Preferred Schematic Report (PSR) to MSBA
- May 9, 2018 Submit Schematic Design (SD) documents to MSBA
- June 27, 2018 MSBA board meeting to approve project to bring to voters
- Fall 2018 Town Vote

W. Edward Balmer Elementary School

Northbridge Public Schools

Definitions

| | |
|-------------|---|
| MSBA | Massachusetts School Building Authority. <i>MSBA is the authority acting on behalf of the Commonwealth of Massachusetts partnering with the Massachusetts communities to support the design and construction of educationally-appropriate, flexible, sustainable, and cost effective public school facilities. MSBA works with the municipalities for the life of the project from Pre-Feasibility through Building Completion and Closeout.</i> |
| SOI | Statement of Interest. <i>Submitting an SOI is the critical first step in the MSBA's program to partially fund the construction, renovation, addition or repair of municipality or regionally owned school facilities located in cities, towns and regional school districts. The SOI allows districts to inform the MSBA about deficiencies that may exist in a local school facility and how those deficiencies inhibit the delivery of the district's educational program</i> |
| PDP | Preliminary Design Program. <i>PDP is the first reporting stage during the Feasibility Study phase where the District and its team collaborate with the MSBA to document their educational program, generate an initial space summary, document existing conditions, establish design parameters, develop and evaluate alternatives and recommend the most cost effective and educationally appropriate alternatives to the MSBA for further evaluation in the PSR phase.</i> |
| PSR | Preferred Schematic Report. <i>PSR is the second reporting stage during the Feasibility Study phase where the District and its team collaborate with the MSBA to refine their educational program and space summary, further develop and evaluate alternatives and recommend the most cost effective and educationally appropriate solution to the MSBA Board of Directors for consideration before progressing into Schematic Design.</i> |
| SD | Schematic Design. <i>SD is the final reporting stage where the District and its team develop a final design program and robust schematic design of sufficient detail to establish the scope, budget and schedule for the Proposed Project.</i> |
| LEED | Leadership in Energy and Environmental Design. <i>LEED is a rating system devised by the United States Green Building Council (USGBC) to evaluate the environmental performance of a building and encourage market transformation towards Sustainable Design</i> |
| SBC | School Building Committee. <i>SBC is the committee formed and to act on behalf of the municipality to oversee and initiate the school building project while collaborating with the community, consultants and the MSBA to determine the appropriate solution for the school building in the most fiscally responsible, sustainable, flexible and educationally appropriate manner as it progresses from the study phases through building completion.</i> |

Evaluation Criteria Definitions & Scoring Rubric

Revised 11-17-17- PSR Phase – Northbridge Balmer Elementary School

GENERAL INSTRUCTIONS

This document is meant to be a companion to the Evaluation Matrix and to aid in the evaluation of preliminary alternatives. Its primary objective is to allow those participating in the evaluation process to compare each alternative to the others in order to identify a preferred alternative to submit to MSBA for the PSR report and subsequent further development in the Schematic Design phase.

What follows is a series of short narratives describing the evaluation criteria and their respective scoring rubrics. Each criterion has been assigned a weight in the companion document, the Evaluation Matrix, in recognition that not all these evaluation criteria are of equal importance. Although evaluating alternatives is a subjective exercise, this document is intended to ensure that each person participating in the evaluation process is doing so with the same understanding.

We find it easiest to evaluate one criterion at a time by comparing how well each alternative performs. Examine how well each alternative performs relative to a single criterion and generate scores for each alternative on that one criterion. Move on to the next criterion and repeat.

ARCHITECTS
PROJECT MANAGERS

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212 Battery Street
Burlington, VT 05401
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www.doreandwhittier.com

1. EDUCATION

1.1 Benefit to Students – This criterion evaluates how many students are positively impacted by the project. Alternatives that accommodate the 1030-student design enrollment are preferential to those that only accommodate the 510-student design enrollment.

5 points – Alternatives designed to accommodate 1030 students

4 points – Not used

3 points – Alternatives designed to accommodate 510 students

2 points – Not used

1 point – Alternatives that address capital improvements only

1.2 Space Program – Alternatives that fully accommodate the idealized Preliminary Space Summary (e.g. target sizes and counts of individual spaces) will score highest. Alternatives that only partially accommodate the idealized Preliminary Space will score lowest. Scoring rubric is a relative scale reflecting how much of the idealized space summary each alternative accommodated.

5 points – Alternatives that fully accommodate the Preliminary Space Summary

4 points –

3 points –

2 points –

1 point – Alternatives that accommodate almost none of the Preliminary Space Summary.

1.3 Spatial Adjacencies – Alternatives that fully reflect the desired spatial adjacencies (e.g. separation of public and private spaces, proximity of administration to main entry and parking, grade level teams, etc.) will score highest. Alternatives that are incapable of reflecting the desired spatial adjacencies will score lowest. Scoring rubric is a relative scale reflecting how much of the idealized space summary each alternative accommodated.

5 points – Alternatives that fully reflect the desired spatial adjacencies.

4 points –

3 points –

2 points –

1 point – Alternatives that are incapable reflecting the desired spatial adjacencies.

1.4 Impact to Students During Construction – Refers to the disruption to the student learning experience because of noise, dust, and the proximity of construction to the occupied building. Alternatives that position the new construction a greater distance from the existing building will score highest.

Alternatives that position new construction or renovation attached to or within the existing building will score the lowest.

5 points – New construction occurs as far from the existing building as possible and in the shortest timeframe.

4 points – New construction occurs near, but not attached to, the existing building as possible but still in the shortest timeframe.

3 points – New construction in the location of the existing building but without students in the existing facility and in multiple phases.

2 points – New construction occurs attached to and/or within the existing building and in multiple phases.

1 point – Construction occurs only within the existing building while students continue to occupy the building and over multiple phases.

1.5 Classroom Solar Orientation – Access to high-quality natural daylight has been demonstrated to improve student performance and to positively impact the building's energy efficiency. This criterion refers to the orientation of windows in classroom spaces. Alternatives that orient classroom windows to face North and South score highest. Alternatives that orient classroom windows to face East and West score lowest.

5 points – All classroom windows are oriented North or South.

4 points – Most classroom windows are oriented North or South.

3 points – Classroom windows are evenly distributed between a North/South orientation and an East/West orientation.

2 points – Most classroom windows are oriented East or West.

1 point – All classroom windows are oriented East or West.

2. SCALE TO NEIGHBORHOOD CONTEXT, SWING SPACE, AND PERMITTING

2.1 Building Scale to Site – Refers to number of stories and the proximity of multi-story portions to residential abutters. Alternatives that have fewer stories and are furthest from residential abutters will score highest. Alternatives that have more stories and are in close proximity to residential abutters will score lowest.

5 points – Single story alternatives

4 points – Two story alternatives where two-story portions are long distances from residential abutters.

3 points – Two story alternatives where two-story portions are in close proximity to residential abutters. Three story alternatives where three story portions are long distances from residential abutters.

2 points – Three story alternatives where three-story portions are in close proximity to residential abutters.

1 point – Three story alternatives where three-story portions are in close proximity to residential abutters and Crescent Street.

2.2 Swing Space NOT Required – Refers to the need to temporarily relocate students to modular or off-site swing space as a result of the alternatives' position on the site. Alternatives that do NOT require swing space will score the highest. Alternatives that require relocating students in modular construction on-site will score lower. Alternatives that require relocating students off-site will score lowest.

5 points – Alternatives that do NOT require swing space (i.e. students can continue to occupy the existing building during construction.)

4 points – Alternatives that require a portion of the students to be relocated to modular units on-site during construction.

3 points – Alternatives that require a most of the students to be relocated to modular units on-site during construction.

2 points – Alternatives that require a portion of the students to be relocated off-site during construction.

1 point – Alternatives that require all students to be relocated off-site during construction.

2.3 Permitting – Refers to the difficulty and time associated with the permitting process. Typically, alternatives that encroach on wetlands, property line set-backs, or other zoning restrictions require more extensive permitting. Alternatives that do not encroach on these zoning restrictions will score highest. Alternatives that not only encroach, but violate these restrictions will score lowest. Scoring rubric is a relative scale reflecting the difficulty of the permitting process.

5 points – Alternatives that conform to zoning restrictions and are easiest to permit.

4 points –

3 points –

2 points –

1 point – Alternatives that do not conform to zoning restrictions and are most difficult to permit.

3. SITE CIRCULATION

3.1 Separation of Vehicles & Pedestrians – Refers to how vehicles and pedestrians enter, circulate through, and exit the site. Alternatives that provide multiple site access points, clearly and completely separate bus vehicles, vans, parent vehicles, and pedestrians each from the others will score highest. Rubric is a relative scale from highly effective to least effective.

5 points – Clear separation of bus vehicles, parent vehicles, vans, and pedestrians.

4 points –

3 points –

2 points –

1 point – Little to no separation of bus vehicles, parent vehicles, vans, and pedestrians.

3.2 Parking – Refers to how many parking spaces are accommodated. Alternatives that achieve the desired number of parking spaces for faculty, staff, visitors, and event parking will score highest. Alternatives that cannot provide enough parking for even faculty and staff will score lowest.

5 points – Enough parking exists to accommodate the FTE faculty & staff, visitor, and event parking.

4 points – Enough parking exists to accommodate the FTE faculty & staff, and visitor parking but not event parking.

3 points – Enough parking exists to accommodate the FTE faculty & staff parking but not visitor parking.

2 points – Enough parking exists to accommodate the only a portion of the faculty & staff and some but not all visitor parking.

1 point – Enough parking exists to accommodate the only a portion of the faculty & staff but not visitor parking.

3.2 Parent Queuing Length – Refers to the length available for parent vehicles to queue on site for pick-up time. Alternatives with the longest queue lengths will score highest. Alternatives with the shortest queue lengths will score lowest. Rubric is a relative scale from longest queue to shortest queue.

5 points – Accommodates more queued parent vehicles (i.e. longest queuing length).

4 points –

3 points –

2 points –

1 point – Accommodates fewer queued parent vehicles (i.e. shortest queuing length).

4. SITE FEATURES

4.1 Outdoor Play Fields – Refers to how well each alternative accommodates open & mown play fields for educational purposes. Additional recreational sports fields would be considered a bonus. Alternatives that provide the most open, play fields will score highest. Alternatives that provide few or no play fields will score lowest.

5 points – Alternatives that provide multiple open areas for play fields plus opportunity for at least one recreational sports field.

4 points – Alternatives that provide more than two open areas for play fields.

3 points – Alternatives that provide two open areas for play fields

2 points – Alternatives that provide only one open play field.

1 point – Alternatives that provide no open play fields.

4.2 Hardscape Play Areas— Refers to how well each alternative accommodates hardscaped play areas for student recess. Rubric is a relative scale from most hardscaped play area to least hardscaped play area.

- 5 points** – Alternatives that provide more square feet of hardscaped play area.
- 4 points** –
- 3 points** –
- 2 points** –
- 1 point** – Alternatives that provide least square feet of hardscaped play area.

4.3 Outdoor Learning Places – Refers to how well each alternative accommodates outdoor learning environments for educational purposes (e.g. arts plaza, sensory garden, amphitheater, etc). Alternatives that provide the most opportunities to accommodate outdoor learning environments will score highest. Alternatives that provide the few or no opportunities to accommodate outdoor learning environments will score lowest.

- 5 points** – Alternatives that provide multiple areas for outdoor learning environments.
- 4 points** – Alternatives that provide more than two for outdoor learning environments.
- 3 points** – Alternatives that provide two for outdoor learning environments
- 2 points** – Alternatives that provide only one for outdoor learning environments.
- 1 point** – Alternatives that provide no for outdoor learning environments.

4.4 Play Structures – Refers to how well each alternative accommodates age-appropriate play structures (i.e. playground equipment). Alternatives that provide a designated play structure for each grade grouping (PK & K, 1st & 2nd, 3rd 4th & 5th) will score highest. Alternatives that provide only one structure to accommodate all age groups will score lowest.

- 5 points** – Alternatives that provide dedicated play structures for each of the grade level groupings.
- 4 points** – Not used.
- 3 points** – Alternatives that provide two dedicated play structures, but not for all three grade level groupings.
- 2 points** – Not used.
- 1 point** – Alternatives that provide one play structures shared for all grade level groupings.

4.5 Location of Site Features – Refers to adjacencies of site features (pkg, playgrounds, hardscapes, outdoor learning areas) to the building. Alternatives that place most or all of the site features closest to the alternative (bldg.) will score

highest. Alternatives that place most or all of the site features furthest away from the alternative (bldg.) will score lowest.

5 points – Alternatives that place all site features directly adjacent with ease of access to the proposed building.

4 points – Not used

3 points – Alternatives that place some site features close and some site features further way from the proposed building.

2 points – Not used

1 point – Alternatives that place no site features directly to the proposed building.

5. SAFETY & SECURITY – Refers to an alternative's ability to reflect the desired architectural safety and security features. Alternatives that fully express the desired architectural safety & security features score highest. Alternatives that can not fully express the desired safety & security features score lowest.

5 points – Alternatives that fully express the desired architectural safety & security features

4 points –

3 points –

2 points –

1 point – Alternatives that can not fully express the desired safety & security features

6. TIME TO COMPLETION

6.1 CONSTRUCTION DURATION – Refers to the length of time needed to fully construct an alternative. Scoring rubric is a relative scale with the highest scoring alternatives having the fewest phases. Alternatives with the most phases will score the lowest.

5 points – Solution that could be executed in the fewest number of months

4 points –

3 points –

2 points –

1 point – Solution that could be executed in the highest number of months

6.2 EXISTING SCHOOL OPERATION IMPACTS – Refers to the impact of ongoing construction activities to ongoing school operations; pickup/drop-off, parking, emergency evacuations, deliveries, proximity of renovations to ongoing student school experience, invasiveness of renovations to ongoing school operations, etc.

5 points – Solution that has the least number of impacts/least disruptive

4 points –

3 points –

2 points –

1 point – Solution that has the highest impact/most disruptive to ongoing educational activities

6.3 RISK OF SCHEDULE DELAYS/COMPLEXITY OF CONSTRUCTION PHASING – Refers to the complexity of construction activities with regard to potential unforeseen conditions in an existing building; number and sequence of phases and amount of moves required to execute phase changes. The quantity and complexity of construction phases along with amount of existing building being renovated have the potential to add risk to a project.

5 points – Solution that has the least number of phases/complexity

4 points –

3 points –

2 points –

1 point – Solution that has the highest number of phases/more complex

7. Cost

7.1 Total Project Cost – Refers to the full and complete cost necessary to execute an alternative prior to MSBA contribution. These costs include both construction costs (labor, materials, overhead and profit for the GC or CM) and soft costs (professional fees, contingencies, swing space). Scoring is a simple ranking of the alternatives in order. Least expensive alternatives will score highest. Most expensive alternatives will score lowest. Since scores are only on a five point scale, alternatives in close proximity to one another should be scored identically.

5 points – Least expensive.

4 points –

3 points –

2 points –

1 point – Most expensive.

7.2 Total Construction Cost – Refers to construction costs only (labor, materials, overhead and profit for the GC or CM). Scoring is a simple ranking of the alternatives in order. Least expensive alternatives will score highest. Most expensive alternatives will score lowest. Since scores are only on a five-point scale, alternatives in close proximity to one another should be scored identically.

5 points – Least expensive.

4 points –

3 points –

2 points –

1 point – Most expensive.

7.3 Swing Space Cost – Refers to portion of soft costs associated with swing space should it be necessary (e.g. modular classroom units, rental or renovation costs associated with off-site space, etc.) Scoring is a simple ranking of the alternatives in order. Alternatives with no swing space costs will score highest. Most expensive swing space alternatives will score lowest. Since scores are only on a five-point scale, alternatives in close proximity to one another should be scored identically.

5 points – Least expensive.

4 points –

3 points –

2 points –

1 point – Most expensive.

7.4 Total Cost to Town – Refers to the full and complete cost to the Town of Northbridge necessary to execute an alternative once MSBA's contribution is taken into account. MSBA's contribution may vary by alternative depending on what may be deemed ineligible for reimbursement. In the case of B-Series Options (Balmer 2-4), total cost to Town includes Code/Deferred Maintenance costs for Northbridge Elementary School that are 100% local share in order to be evaluated with C-Series Options that consolidate both schools into a PK-5 solution. Least expensive alternatives to the Town will score highest. Most expensive alternatives to the Town will score lowest. Since scores are only on a five-point scale, alternatives in close proximity to one another should be scored identically.

5 points – Least expensive.

4 points –

3 points –

2 points –

1 point – Most expensive.

PSR - Evaluation Matrix

Northbridge, MA - Balmer Elementary School MSBA Study

Revised 11-17-17

(1 = least successful, 5 = Most Successful)

| WEIGHT | | | Option B2 510 Students | Option C2 1030 Students | Option C3.1a 1030 Students | Option C3.1b 1030 Students | Option C3.2 1030 Students | Option C3.3 1030 Students | Option C5 1030 Students |
|----------------|--|--|--|--|--|--|--|--|---|
| | | | New Construction @ Balmer - REAR OF SITE | Renovation/ Addition @ Balmer - KEEP & RENO ACADEMIC WING | New Construction @ Balmer REAR OF SITE | New Construction @ Balmer REAR OF SITE | New Construction @ Balmer REAR OF SITE | New Construction @ Balmer REAR OF SITE | New Construction @ Balmer FRONT OF SITE |
| 30 | 1. Education | | | | | | | | |
| 13 | 1.1 | Provides greatest benefit to most number of students | | | | | | | |
| 6 | 1.2 | Satisfies the Space Program | | | | | | | |
| 6 | 1.3 | Satisfies the Spatial Adjacencies | | | | | | | |
| 2 | 1.4 | Impact to Students During Construction | | | | | | | |
| 3 | 1.5 | Classroom Solar Orientation | | | | | | | |
| Weighted Score | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | 2. Scale to Neighborhood Context, Swing Space, and Permitting | | | | | | | | |
| 3 | 2.1 | Building Scale to Site | | | | | | | |
| 5 | 2.2 | Swing Space Not Required | | | | | | | |
| 2 | 2.3 | Permitting (time, difficulty) | | | | | | | |
| Weighted Score | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | 3. Site Circulation | | | | | | | | |
| 5 | 3.1 | Separation of Cars, Buses, Vans, and Pedestrians | | | | | | | |
| 3 | 3.3 | Parking | | | | | | | |
| 2 | 3.4 | Provides Sufficient Space for Parent Queue | | | | | | | |
| Weighted Score | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

PSR - Evaluation Matrix

Northbridge, MA - Balmer Elementary School MSBA Study

Revised 11-17-17

(1 = least successful, 5 = Most Successful)

| | | | Option B2 510 Students | Option C2 1030 Students | Option C3.1a 1030 Students | Option C3.1b 1030 Students | Option C3.2 1030 Students | Option C3.3 1030 Students | Option C5 1030 Students |
|----------------------------------|------------------|--|--|--|--|--|--|--|---|
| WEIGHT | | | New Construction @ Balmer - REAR OF SITE | Renovation/ Addition @ Balmer - KEEP & RENO ACADEMIC WING | New Construction @ Balmer REAR OF SITE | New Construction @ Balmer REAR OF SITE | New Construction @ Balmer REAR OF SITE | New Construction @ Balmer REAR OF SITE | New Construction @ Balmer FRONT OF SITE |
| 10 | 4. Site Features | | | | | | | | |
| 2 | 4.1 | Provides Outdoor Play Fields / Area | | | | | | | |
| 2 | 4.2 | Provides an Opportunity / Location for a Hardscape Play Area | | | | | | | |
| 2 | 4.3 | Provides an opportunity for outdoor learning places | | | | | | | |
| 2 | 4.4 | Provides Area for Age-appropriate Play Structure(s) | | | | | | | |
| 2 | 4.5 | Location of Site Features | | | | | | | |
| Weighted Score | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 5. Safety & Security Features | | | | | | | | | |
| Weighted Score | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 6. Time to Completion | | | | | | | | | |
| 3 | 6.1 | Construction Duration | | | | | | | |
| 4 | 6.2 | Impact on existing school operation during construction | | | | | | | |
| 3 | 6.3 | Risk of schedule delays due to complexity of construction phasing | | | | | | | |
| Weighted Score | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SUB-TOTALS | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

PSR - Evaluation Matrix
Northbridge, MA - Balmer Elementary School MSBA Study

Revised 11-17-17

(1 = least successful, 5 = Most Successful)

| WEIGHT | | | Option B2 510 Students New Construction @ Balmer - REAR OF SITE | Option C2 1030 Students Renovation/ Addition @ Balmer - KEEP & RENO ACADEMIC WING | Option C3.1a 1030 Students New Construction @ Balmer REAR OF SITE | Option C3.1b 1030 Students New Construction @ Balmer REAR OF SITE | Option C3.2 1030 Students New Construction @ Balmer REAR OF SITE | Option C3.3 1030 Students New Construction @ Balmer REAR OF SITE | Option C5 1030 Students New Construction @ Balmer FRONT OF SITE |
|--------|---------|-------------------------|--|---|--|--|---|---|--|
| 20 | 7. Cost | | | | | | | | |
| 5 | 7.1 | Total Project Cost | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | Score | | | | | | | |
| 3 | 7.2 | Total Construction Cost | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | Score | | | | | | | |
| 2 | 7.3 | Swing Space | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | Score | | | | | | | |
| 10 | 7.4 | Total Cost to Town | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | Score | | | | | | | |
| | | Weighted Score | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

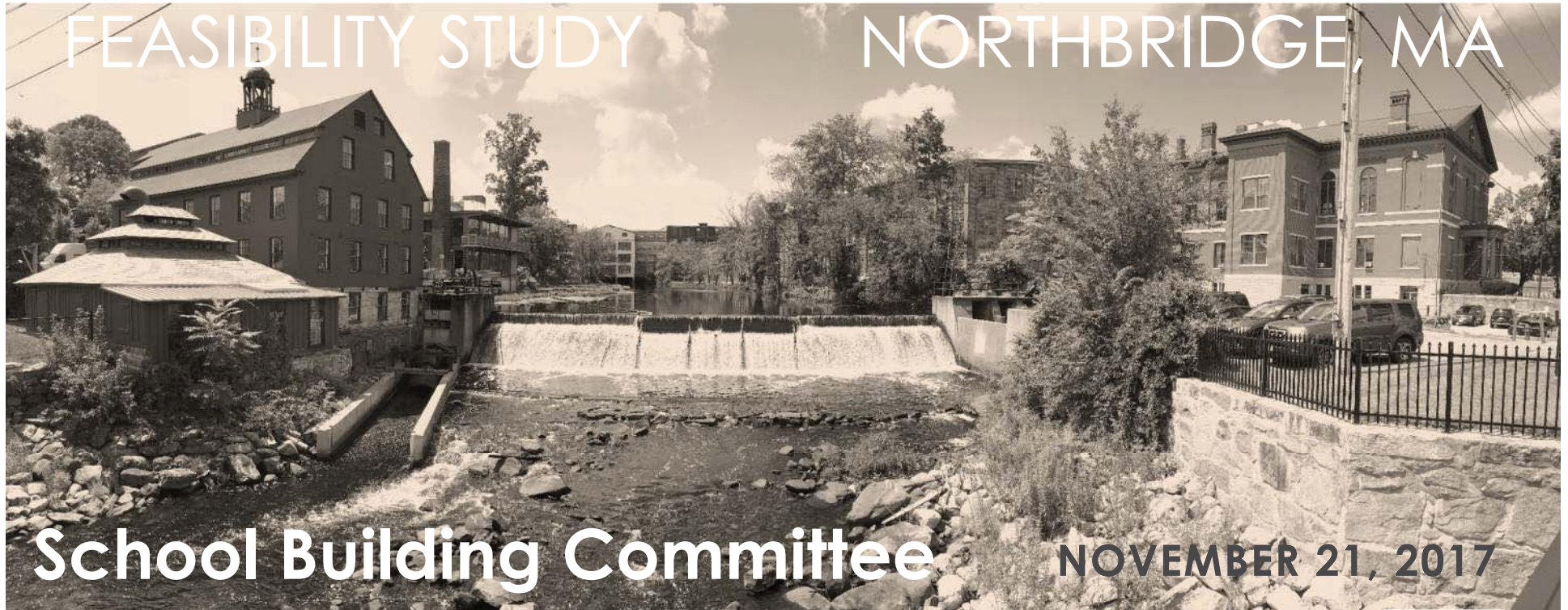
100 GRAND TOTALS 0 0 0 0 0 0 0

FINAL RANKINGS

W. EDWARD BALMER SCHOOL

FEASIBILITY STUDY

NORTHBRIDGE, MA



School Building Committee

NOVEMBER 21, 2017



Massachusetts School Building Authority
Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

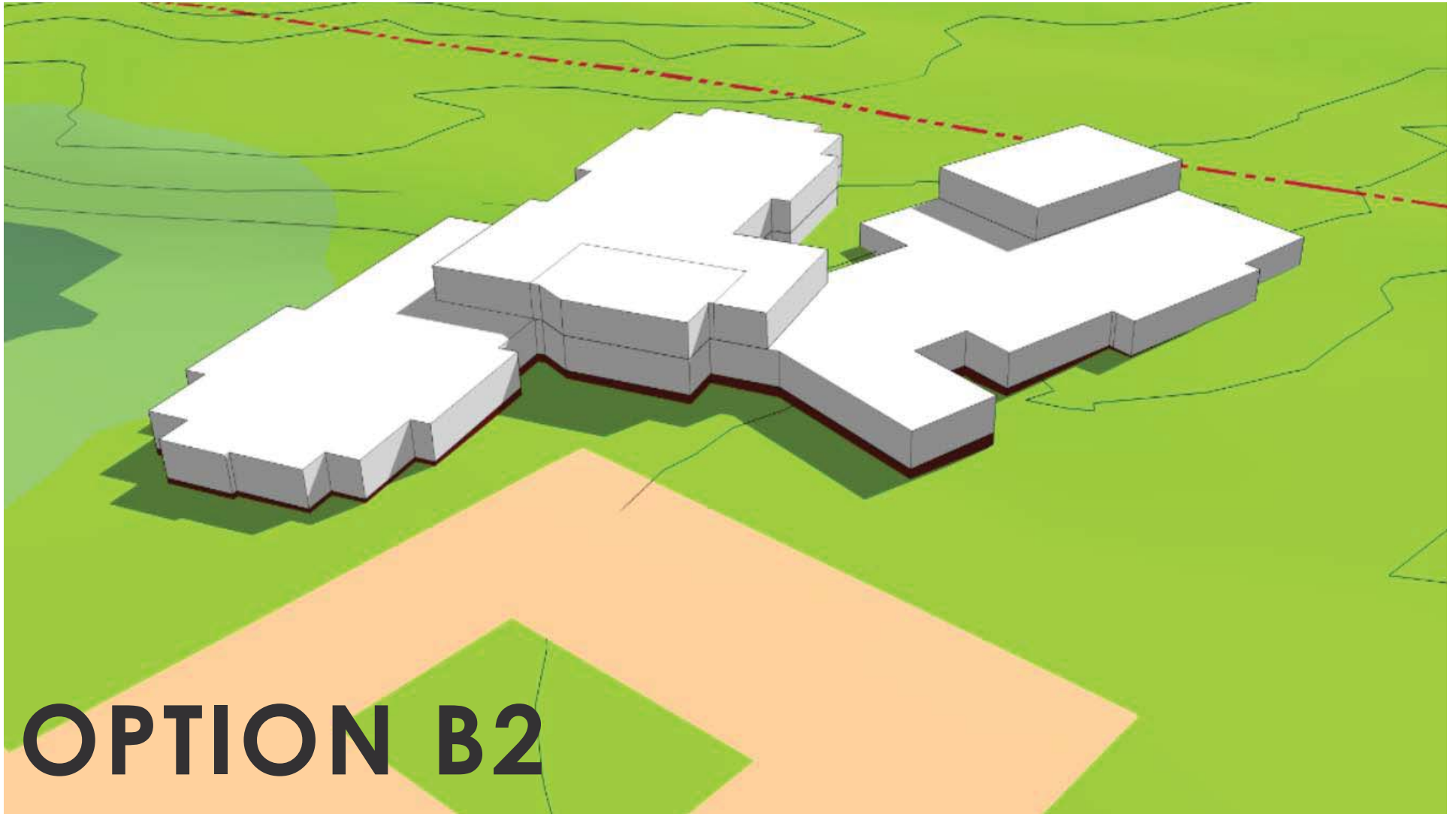


- 
- 1. Review of Selected Design Alternatives**
 - 2. Options Selection Matrix**
 - 3. Review Construction Delivery Method**
 - 4. Questions, Comments, Feedback**

agenda

SELECTED DESIGN ALTERNATIVES AND COSTS

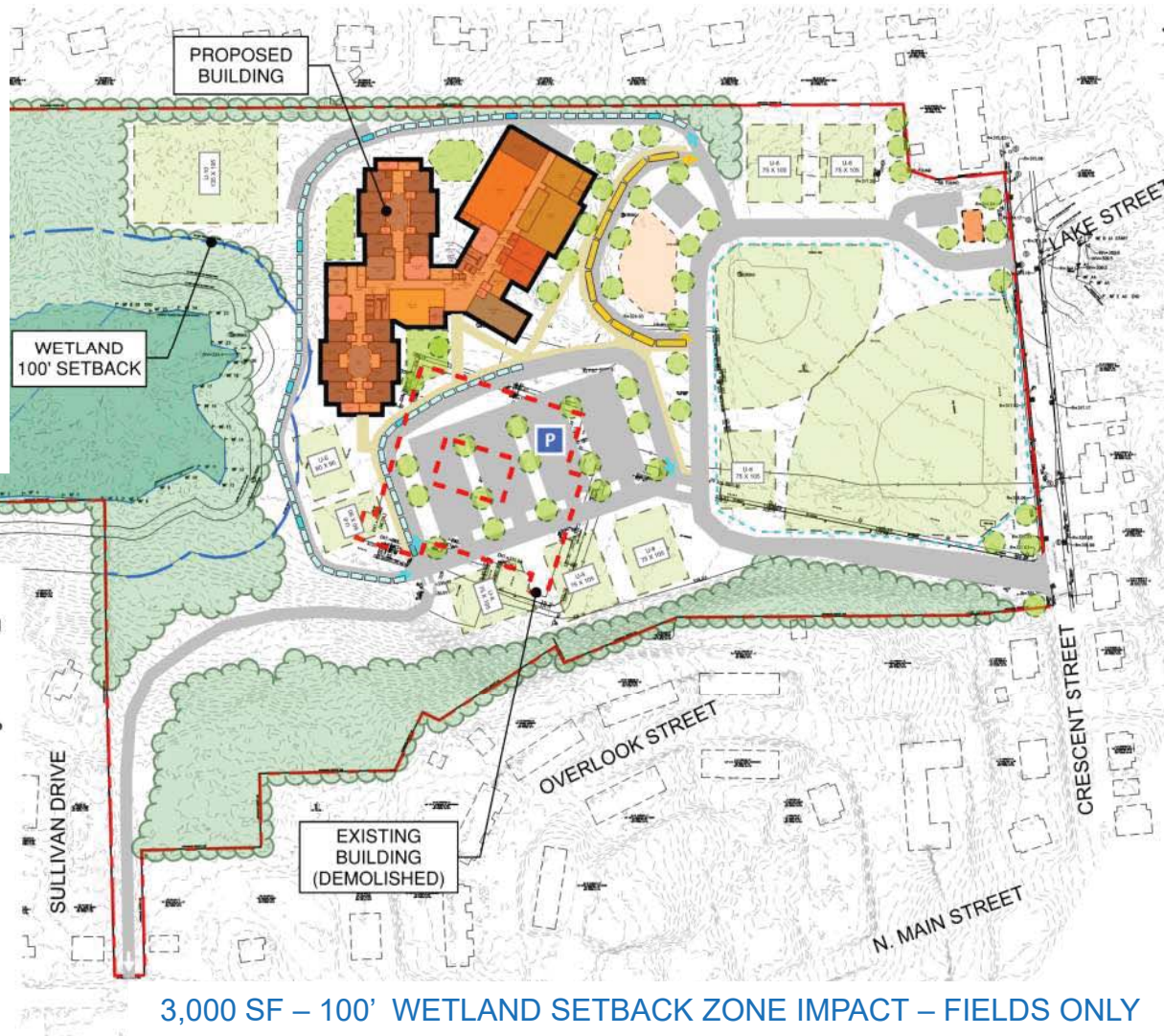




OPTION B2

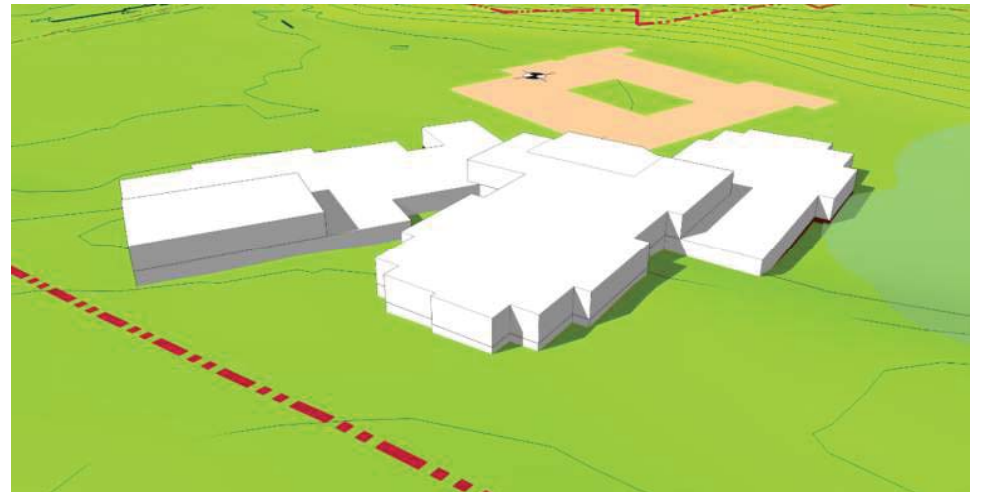
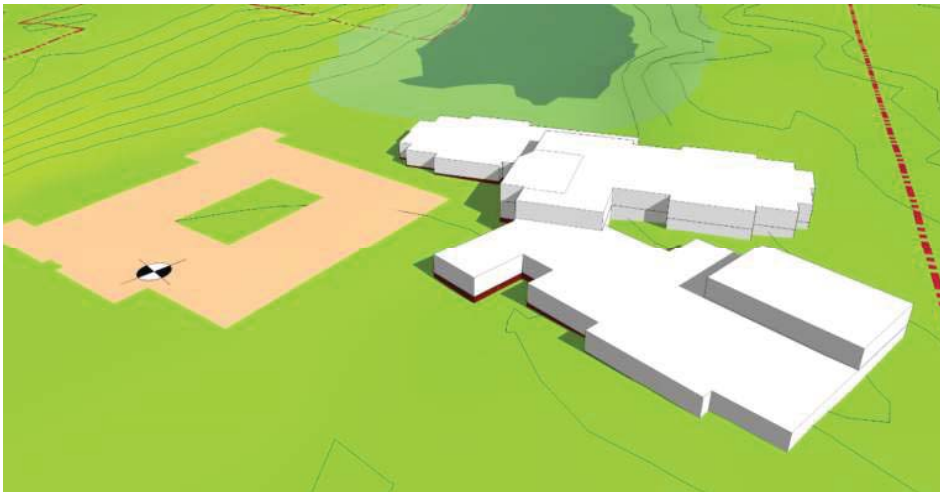
- GRADES 2-4 (510)
- NEW BUILD
- 2 STORIES
- REAR/EAST EDGE OF SITE
- 2 YEAR DURATION

| SITE PROGRAM | | |
|-------------------------|-----|--------|
| PROGRAM | | DESIGN |
| PARKING | 100 | 116 |
| BUSSES, 30' | 3 | 3 |
| BUSSES, 40' | 7 | 7 |
| VANS | 4 | 4 |
| PK-K PARK/DROP | 0 | 0 |
| CAR QUEUE | 50 | 72 |
| USE BUS LOOP | | |
| FIELDS & SITE AMENITIES | | |
| BASEBALL | 1 | 1 |
| SOFTBALL | 1 | 1 |
| U-10 SOCCER | 1 | 1 |
| U-8 SOCCER | 3 | 6 |
| U-6 SOCCER | 1 | 2 |
| PK-2 PLAYGROUND | 0 | 0 |
| 3-5 PLAYGROUND | 1 | 1 |
| PAVED PLAY AREA | 1 | 1 |
| OUTDOOR LEARNING | 2 | 3 |

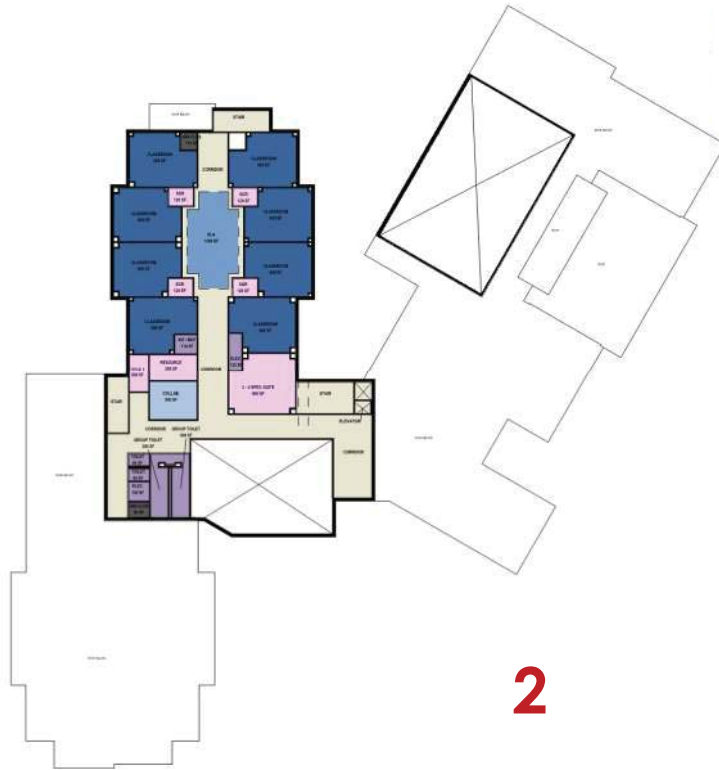


preliminary design





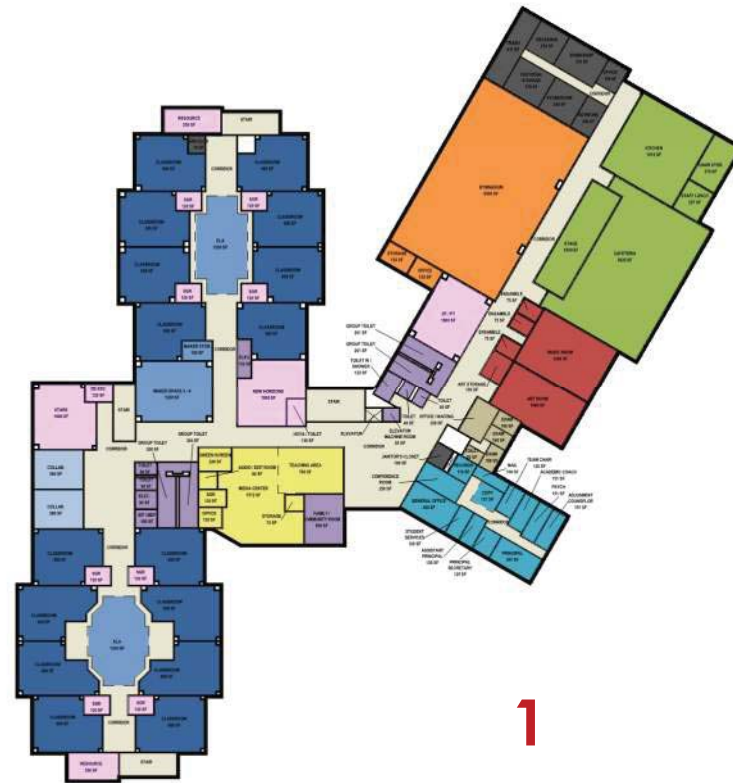
OPTION B2 - MASSING MODEL ON SITE TOPOGRAPHY



2

OPTION B2

- 2-4 (510)



1



preliminary design



1st Floor Plan

PROGRAM DEPARTMENTS

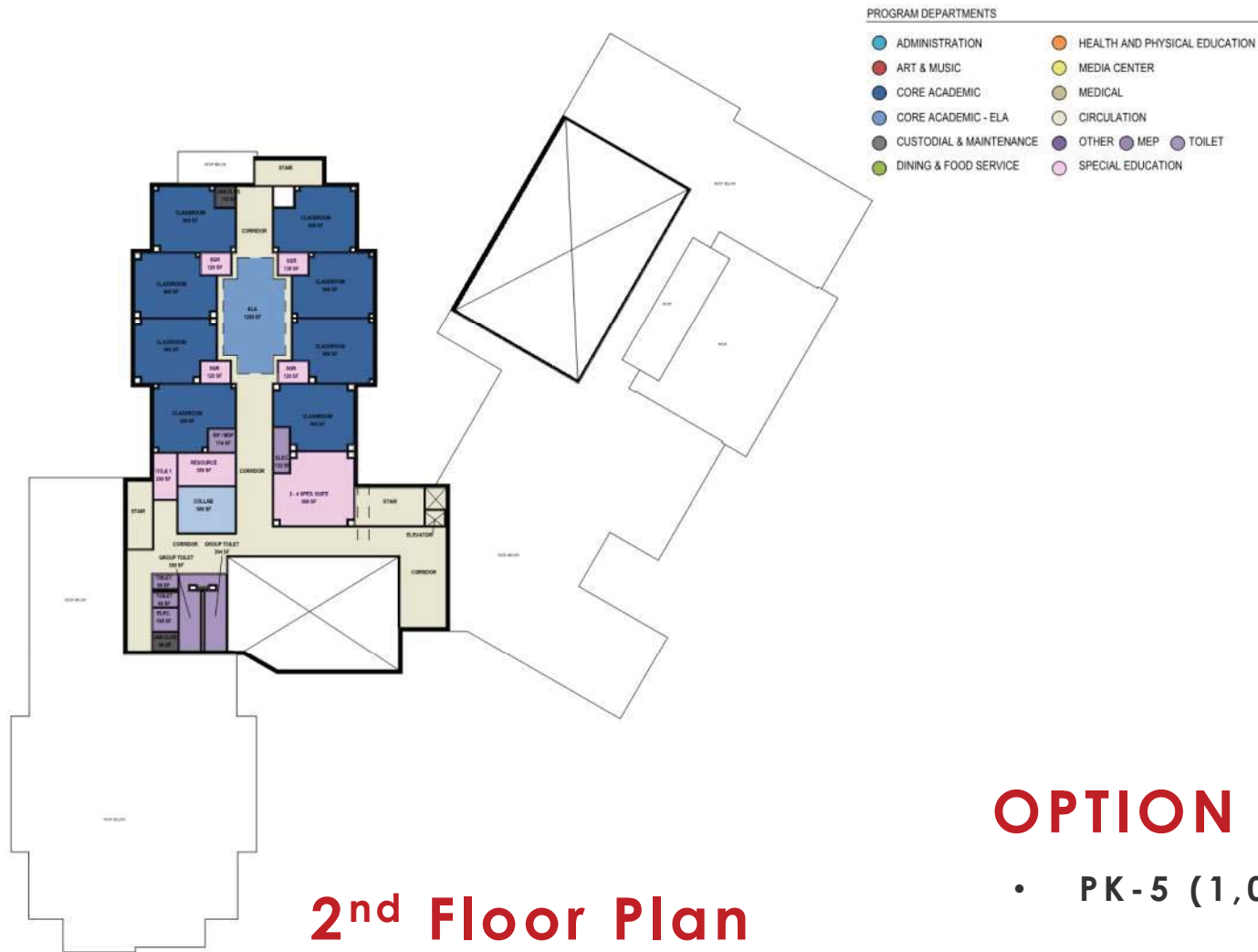
- | | |
|---------------------------|---------------------------------|
| ● ADMINISTRATION | ● HEALTH AND PHYSICAL EDUCATION |
| ● ART & MUSIC | ● MEDIA CENTER |
| ● CORE ACADEMIC | ● MEDICAL |
| ● CORE ACADEMIC - ELA | ● CIRCULATION |
| ● CUSTODIAL & MAINTENANCE | ● OTHER ● MEP ● TOILET |
| ● DINING & FOOD SERVICE | ● SPECIAL EDUCATION |

OPTION B2

- PK-5 (1,030)

preliminary design





ALL C-SERIES OPTIONS HAVE...

- Required site elements replaced/reconstituted
- Separate bus and car loops
- PK-K park and drop lot
- Public/private separation: core versus academic wings
- Grade pairings aligned by floor level: PK-K; 1-2; 3-4-5
- Grade pairings not separated by core
- All space summary program elements present
- Extended learning areas
- Outdoor learning areas
- Shared program centrally located
- Special education integrated





OPTION C2

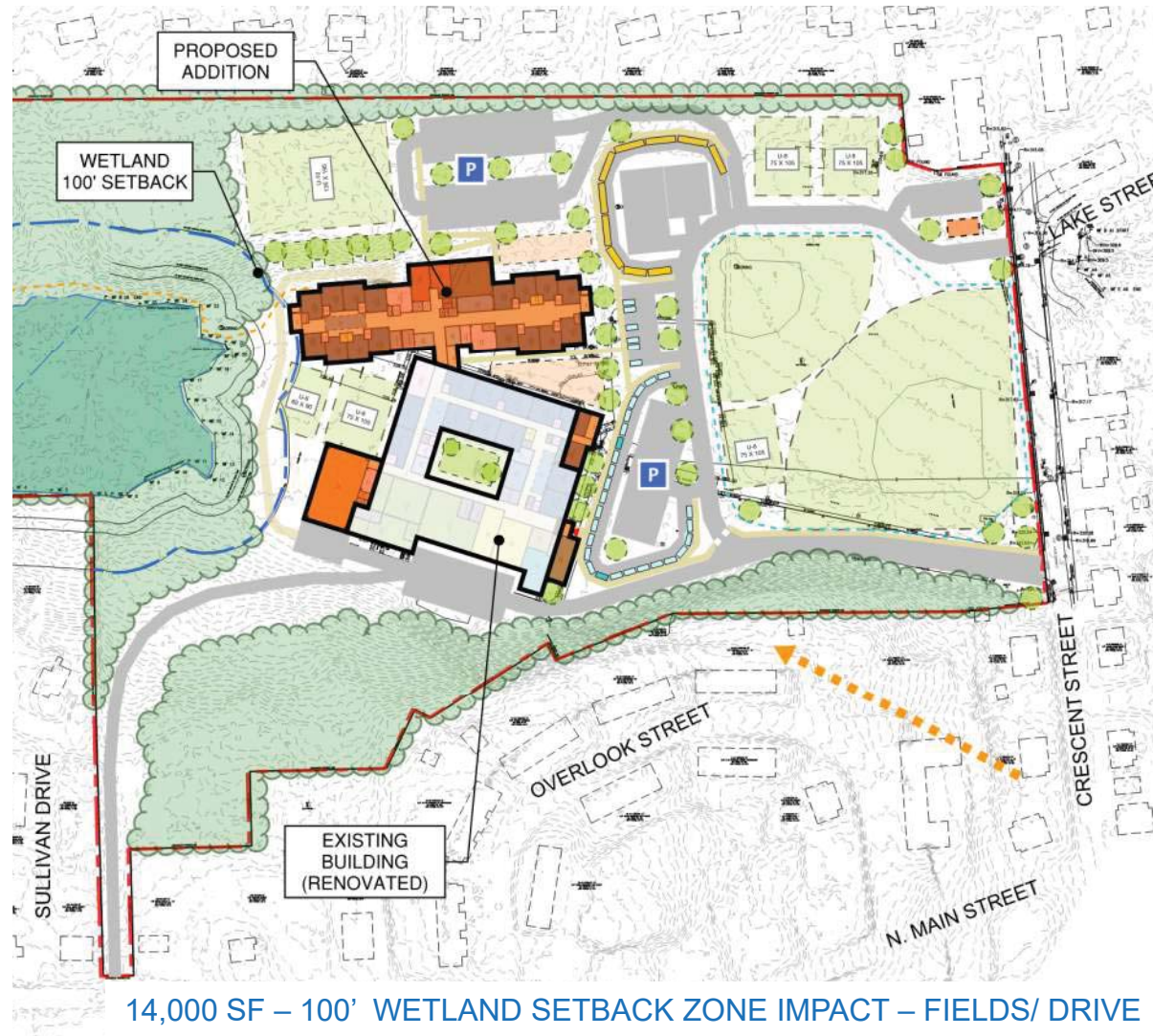
- GRADES PK-5 (1,030)
- ADD/RENO
- 2 STORY ADDITIONS
- EXISTING SITE
- 4 YEAR DURATION

SITE PROGRAM

| | PROGRAM | DESIGN |
|----------------|---------|--------------|
| PARKING | 205 | 248 |
| BUSSES, 30' | 3 | 3 |
| BUSSES, 40' | 7 | 7 |
| VANS | 4 | USE BUS LOOP |
| PK-K PARK/DROP | 15 | 12 |
| CAR QUEUE | 50 | 26 |

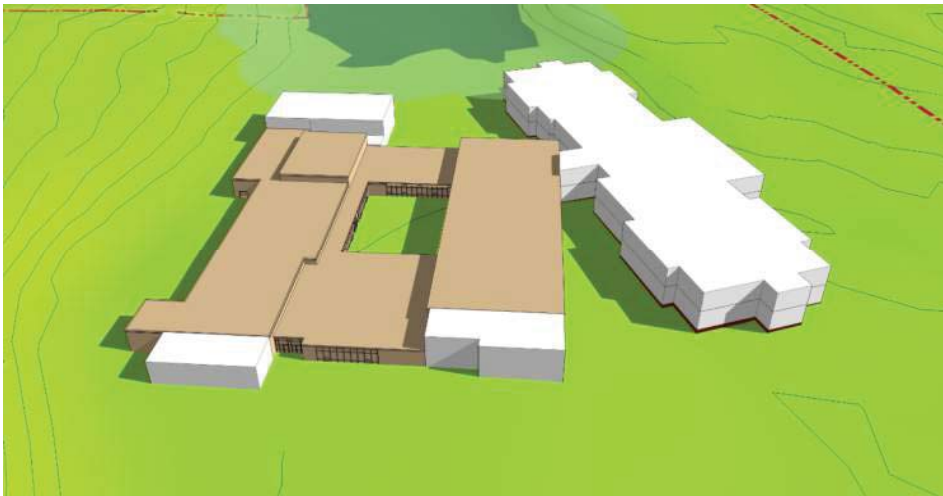
FIELDS & SITE AMENITIES

| | | |
|------------------|---|---------------|
| BASEBALL | 1 | 1 |
| SOFTBALL | 1 | 1 |
| U-10 SOCCER | 1 | 1 |
| U-8 SOCCER | 3 | 4 |
| U-6 SOCCER | 1 | 1 |
| PK- 2 PLAYGROUND | 1 | 1 |
| 3-5 PLAYGROUND | 1 | 1 |
| PAVED PLAY AREA | 1 | USE PK-K DROP |
| OUTDOOR LEARNING | 2 | 4 |



preliminary design

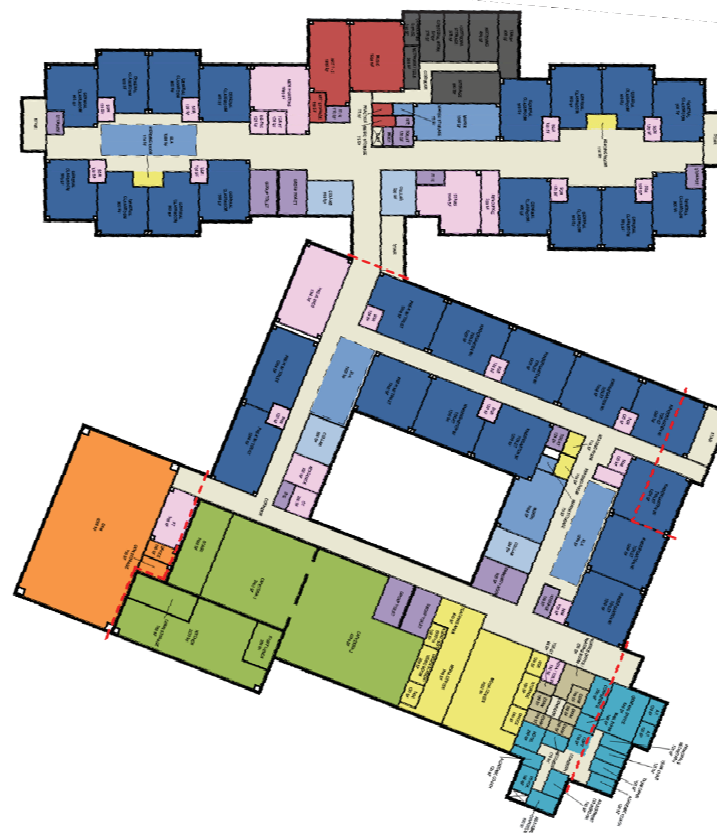




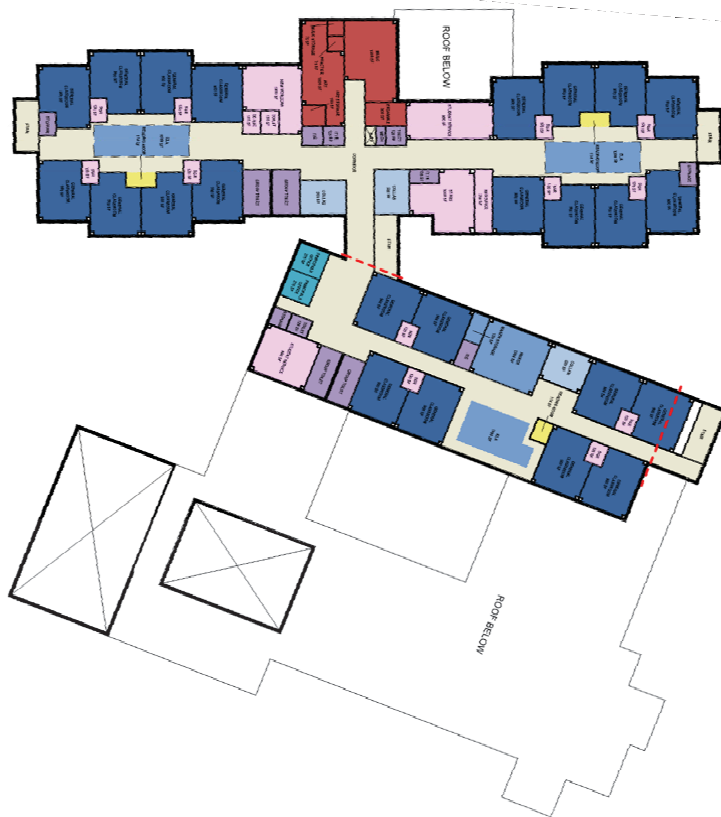
OPTION C2 – MASSING MODEL ON SITE TOPOGRAPHY



preliminary design



1



2

OPTION C2

- PK-5 (1,030)

1st Floor Plan



PROGRAM DEPARTMENTS

- | | |
|---------------------------|---------------------------------|
| ● ADMINISTRATION | ● HEALTH AND PHYSICAL EDUCATION |
| ● ART & MUSIC | ● MEDIA CENTER |
| ● CORE ACADEMIC | ● MEDICAL |
| ● CORE ACADEMIC - ELA | ● CIRCULATION |
| ● CUSTODIAL & MAINTENANCE | ● OTHER ● MEP ● TOILET |
| ● DINING & FOOD SERVICE | ● SPECIAL EDUCATION |

OPTION C2

• PK-5 (1,030)

preliminary design



2nd Floor Plan



PROGRAM DEPARTMENTS

- | | |
|---------------------------|---------------------------------|
| ● ADMINISTRATION | ● HEALTH AND PHYSICAL EDUCATION |
| ● ART & MUSIC | ● MEDIA CENTER |
| ● CORE ACADEMIC | ● MEDICAL |
| ● CORE ACADEMIC - ELA | ● CIRCULATION |
| ● CUSTODIAL & MAINTENANCE | ● OTHER ● MEP ● TOILET |
| ● DINING & FOOD SERVICE | ● SPECIAL EDUCATION |

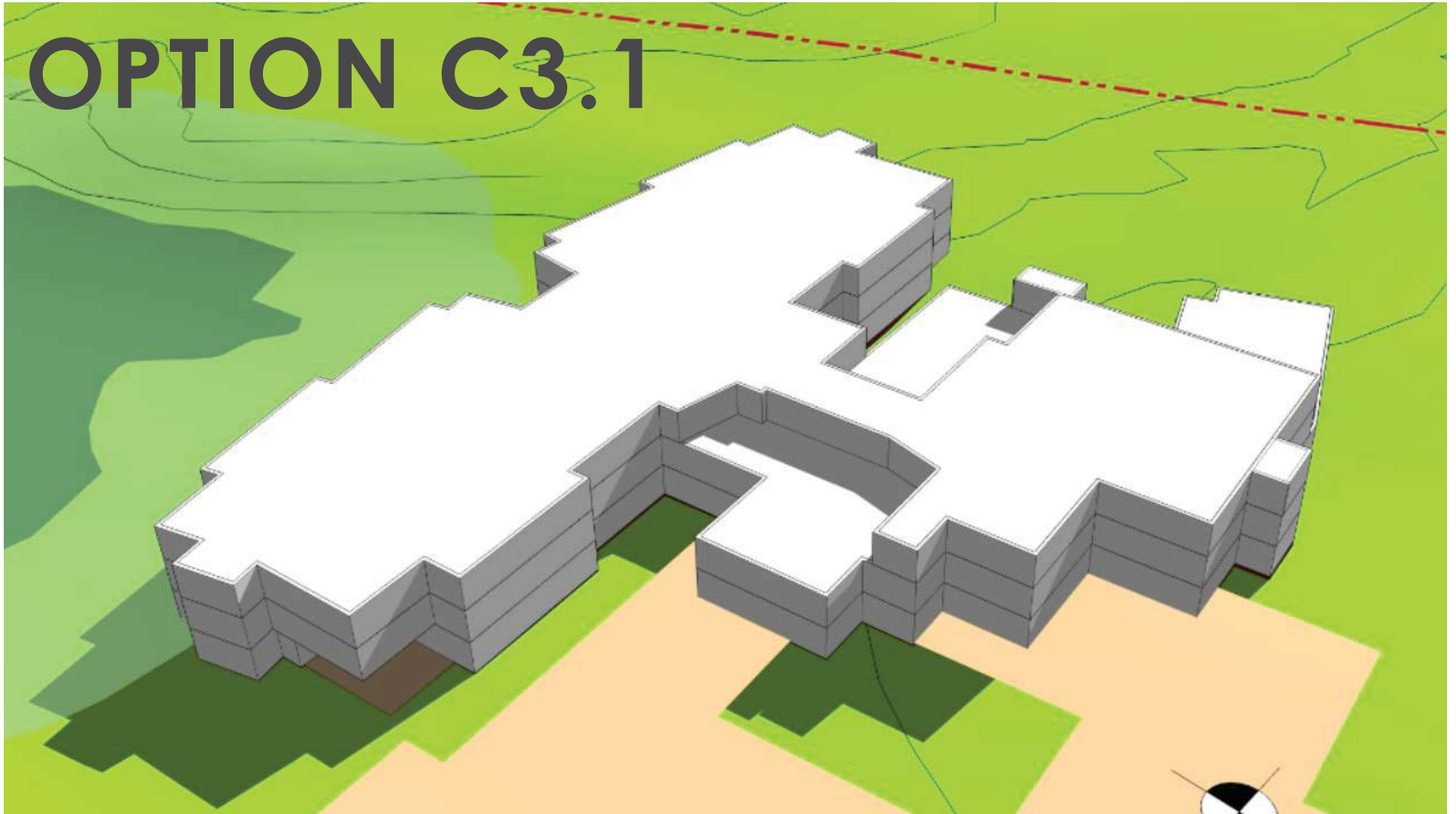
OPTION C2

• PK-5 (1,030)



preliminary design

OPTION C3.1

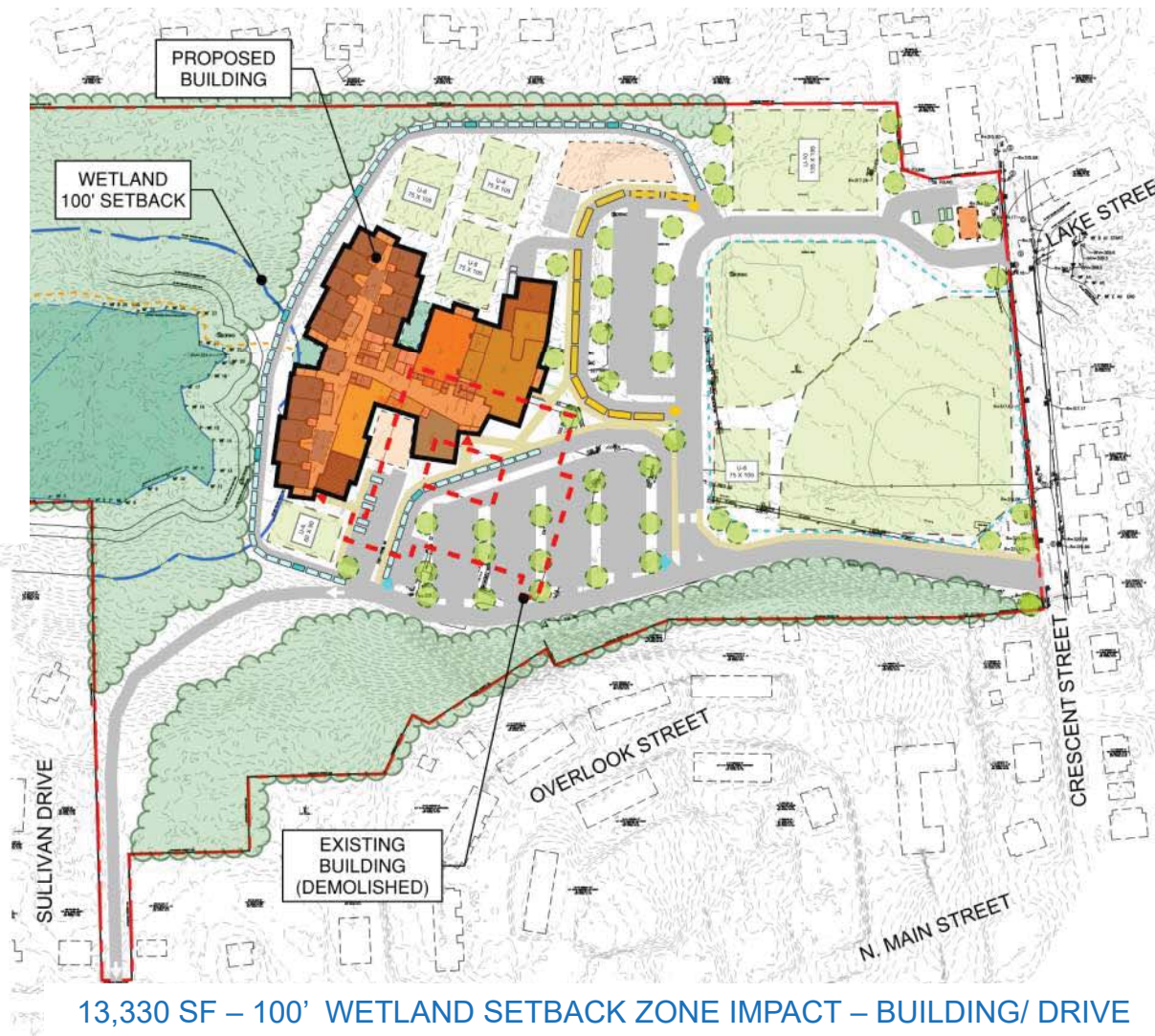


OPTION C3.1a

- GRADES PK-5
(1,030)
- PHASED NEW BUILD
- 3 STORIES
- REAR OF SITE
- 3.5 YEAR DURATION

SITE PROGRAM

| | PROGRAM | DESIGN |
|-------------------------|---------|---------------|
| PARKING | 205 | 221 |
| BUSSES, 30' | 3 | 3 |
| BUSSES, 40' | 7 | 7 |
| VANS | 4 | USE BUS LOOP |
| PK-K PARK/DROP | 15 | 15 |
| CAR QUEUE | 50 | 78 |
| FIELDS & SITE AMENITIES | | |
| BASEBALL | 1 | 1 |
| SOFTBALL | 1 | 1 |
| U-10 SOCCER | 1 | 1 |
| U-8 SOCCER | 3 | 3 |
| U-6 SOCCER | 1 | 1 |
| PK- 2 PLAYGROUND | 1 | 1 |
| 3-5 PLAYGROUND | 1 | 1 |
| PAVED PLAY AREA | 1 | 1 + PK-K DROP |
| OUTDOOR LEARNING | 2 | 3 |



preliminary design

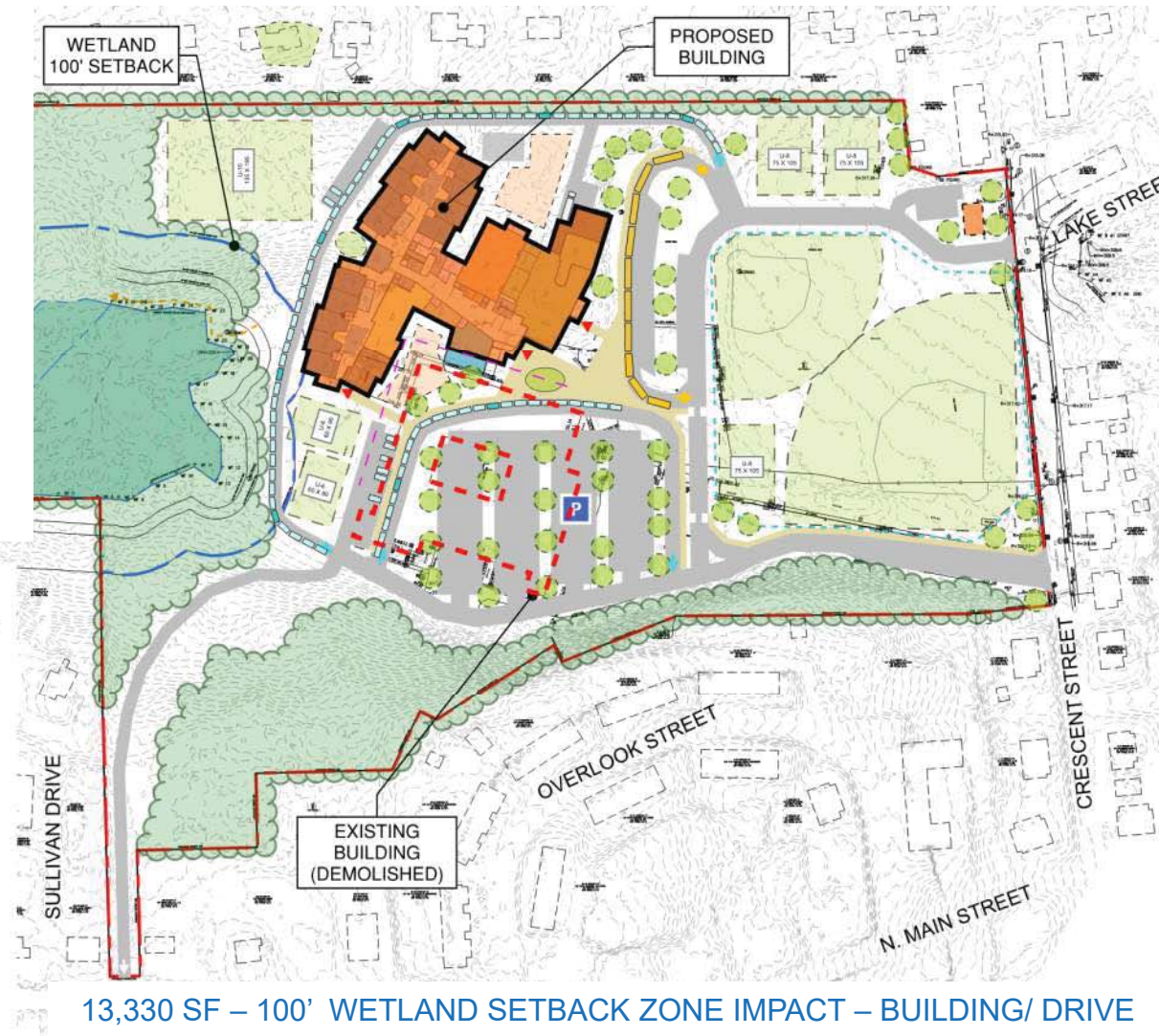


OPTION C3.1b

- GRADES PK-5 (1,030)
- PHASED NEW BUILD
- 3 STORIES
- REAR OF SITE
- 3 YEAR DURATION

SITE PROGRAM

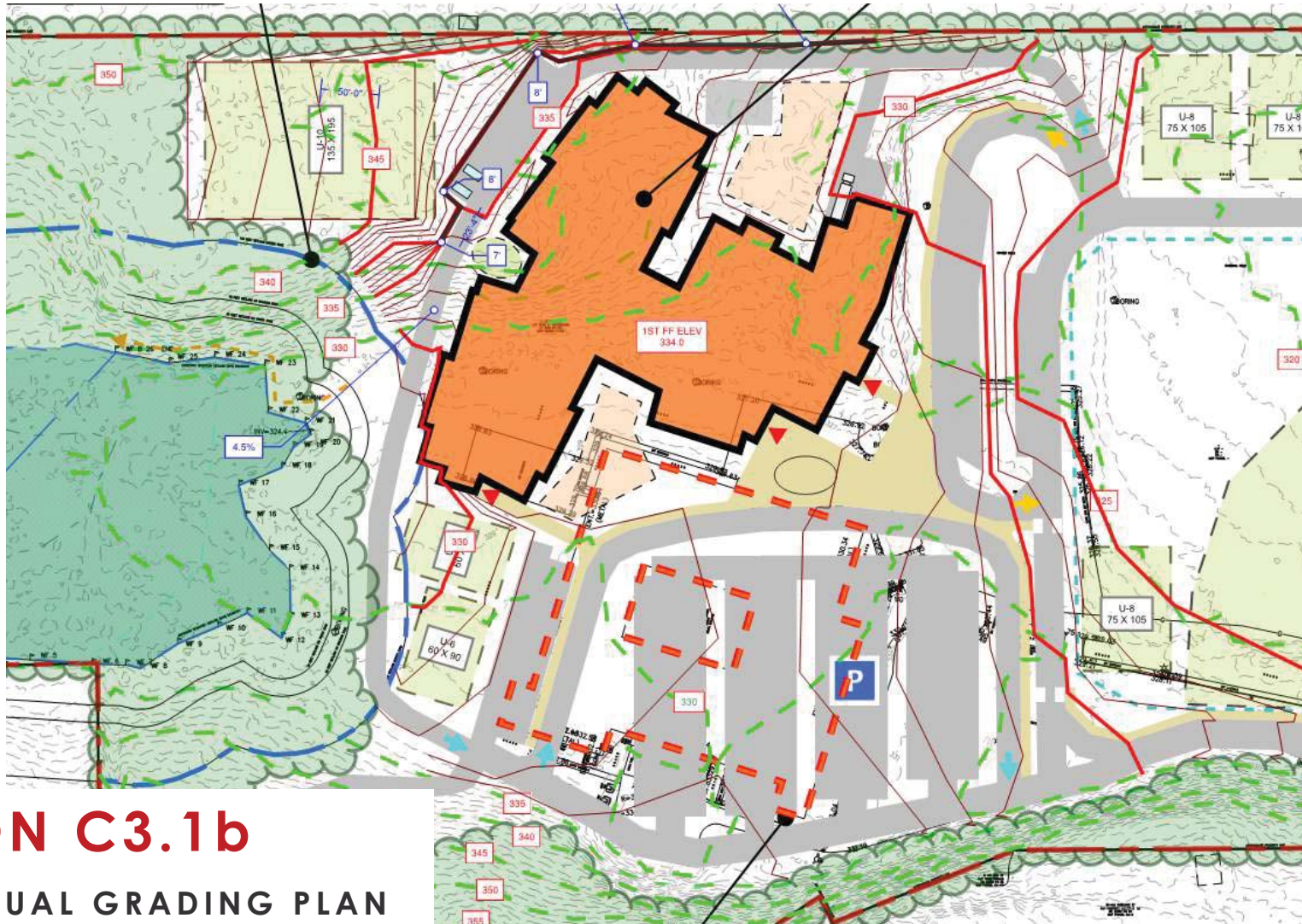
| PROGRAM | DESIGN |
|-------------------------|---------------|
| PARKING | 205 |
| BUSSES, 30' | 3 |
| BUSSES, 40' | 7 |
| VANS | 4 |
| PK-K PARK/DROP | 15 |
| CAR QUEUE | 50 |
| | USE BUS LOOP |
| | 20 |
| | 83 |
| FIELDS & SITE AMENITIES | |
| BASEBALL | 1 |
| SOFTBALL | 1 |
| U-10 SOCCER | 1 |
| U-8 SOCCER | 3 |
| U-6 SOCCER | 1 |
| PK-2 PLAYGROUND | 1 |
| 3-5 PLAYGROUND | 1 |
| PAVED PLAY AREA | 1 |
| OUTDOOR LEARNING | 2 |
| | USE PK-K DROP |
| | 3 |



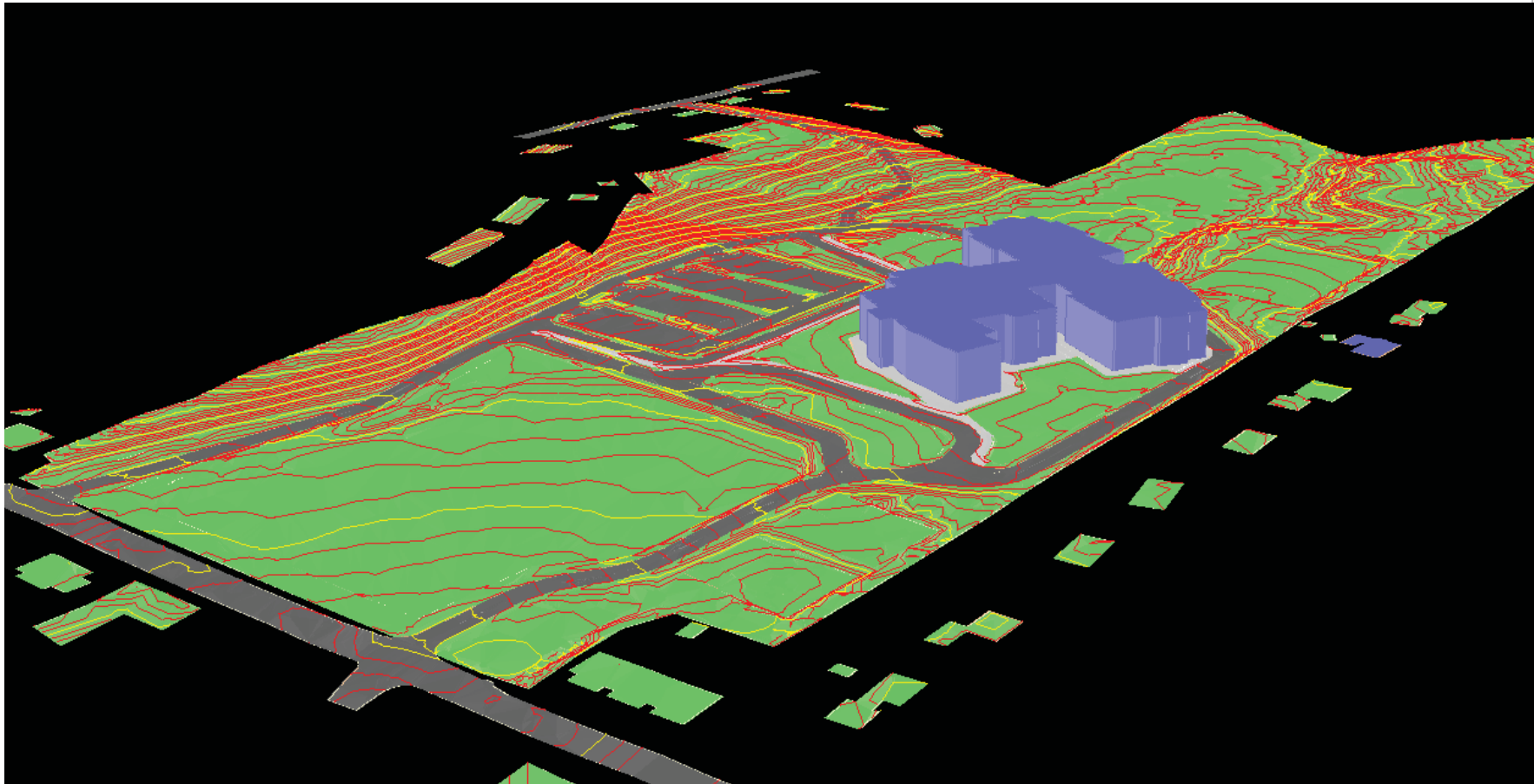
13,330 SF – 100' WETLAND SETBACK ZONE IMPACT – BUILDING/ DRIVE

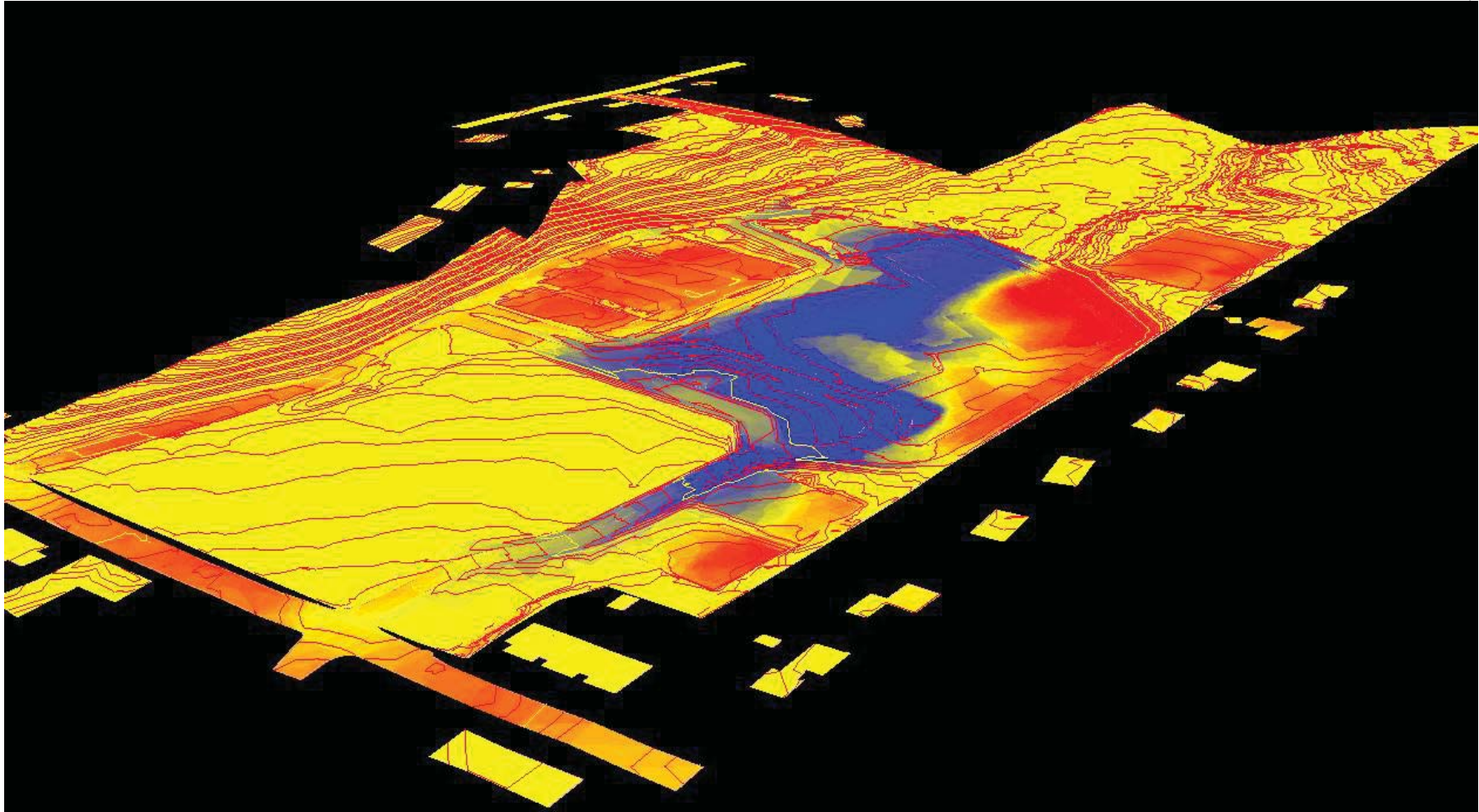
preliminary design

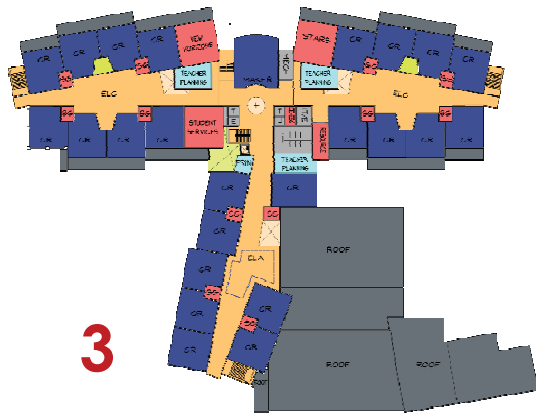




OPTION C3.1b
CONCEPTUAL GRADING PLAN







OPTION C3.1

- PK-5 (1030)

preliminary design





PROGRAM DEPARTMENTS

- | | |
|---------------------------|---------------------------------|
| ● ADMINISTRATION | ● HEALTH AND PHYSICAL EDUCATION |
| ● ART & MUSIC | ● MEDIA CENTER |
| ● CORE ACADEMIC | ● MEDICAL |
| ● CORE ACADEMIC - ELA | ● CIRCULATION |
| ● CUSTODIAL & MAINTENANCE | ● OTHER ● MEP ● TOILET |
| ● DINING & FOOD SERVICE | ● SPECIAL EDUCATION |

preliminary design

1st Floor Plan

OPTION C3.1

- PK-5 (1,030)





PROGRAM DEPARTMENTS

| | |
|---------------------------|---------------------------------|
| ● ADMINISTRATION | ● HEALTH AND PHYSICAL EDUCATION |
| ● ART & MUSIC | ● MEDIA CENTER |
| ● CORE ACADEMIC | ● MEDICAL |
| ● CORE ACADEMIC - ELA | ● CIRCULATION |
| ● CUSTODIAL & MAINTENANCE | ● OTHER ● MEP ● TOILET |
| ● DINING & FOOD SERVICE | ● SPECIAL EDUCATION |

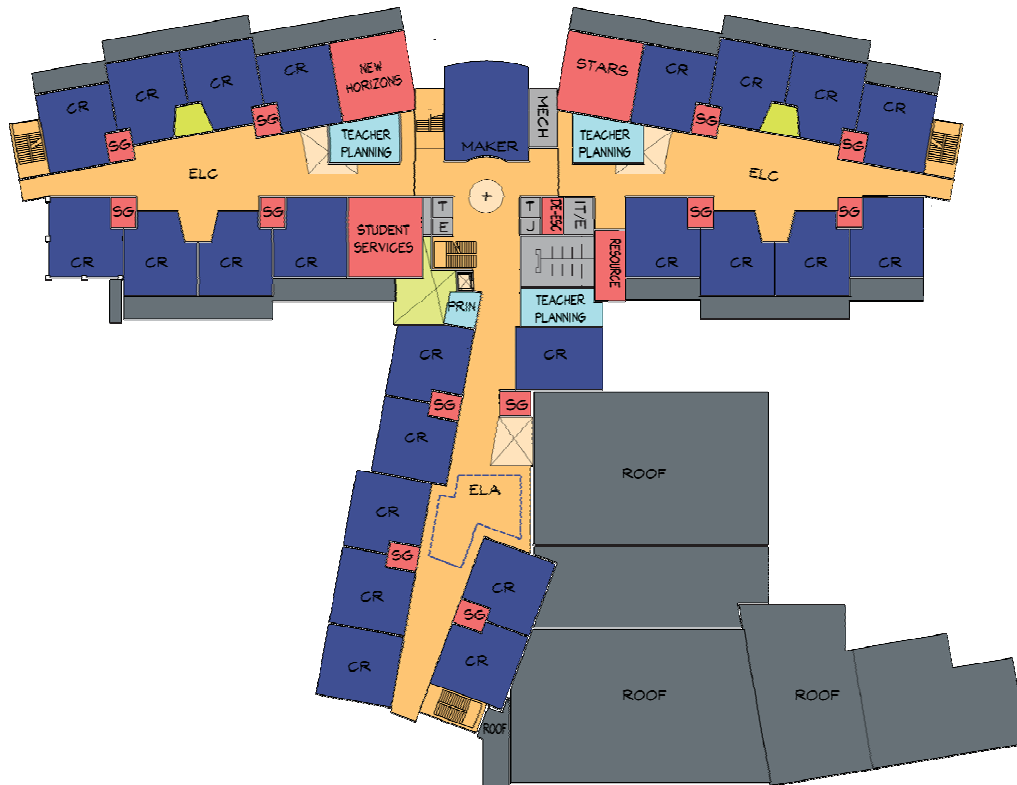
2nd Floor Plan

OPTION C3.1

• PK-5 (1,030)

preliminary design





PROGRAM DEPARTMENTS

| | |
|---------------------------|---------------------------------|
| ● ADMINISTRATION | ● HEALTH AND PHYSICAL EDUCATION |
| ● ART & MUSIC | ● MEDIA CENTER |
| ● CORE ACADEMIC | ● MEDICAL |
| ● CORE ACADEMIC - ELA | ● CIRCULATION |
| ● CUSTODIAL & MAINTENANCE | ● OTHER ● MEP ● TOILET |
| ● DINING & FOOD SERVICE | ● SPECIAL EDUCATION |

3rd Floor Plan

OPTION C3.1

• PK-5 (1,030)

preliminary design















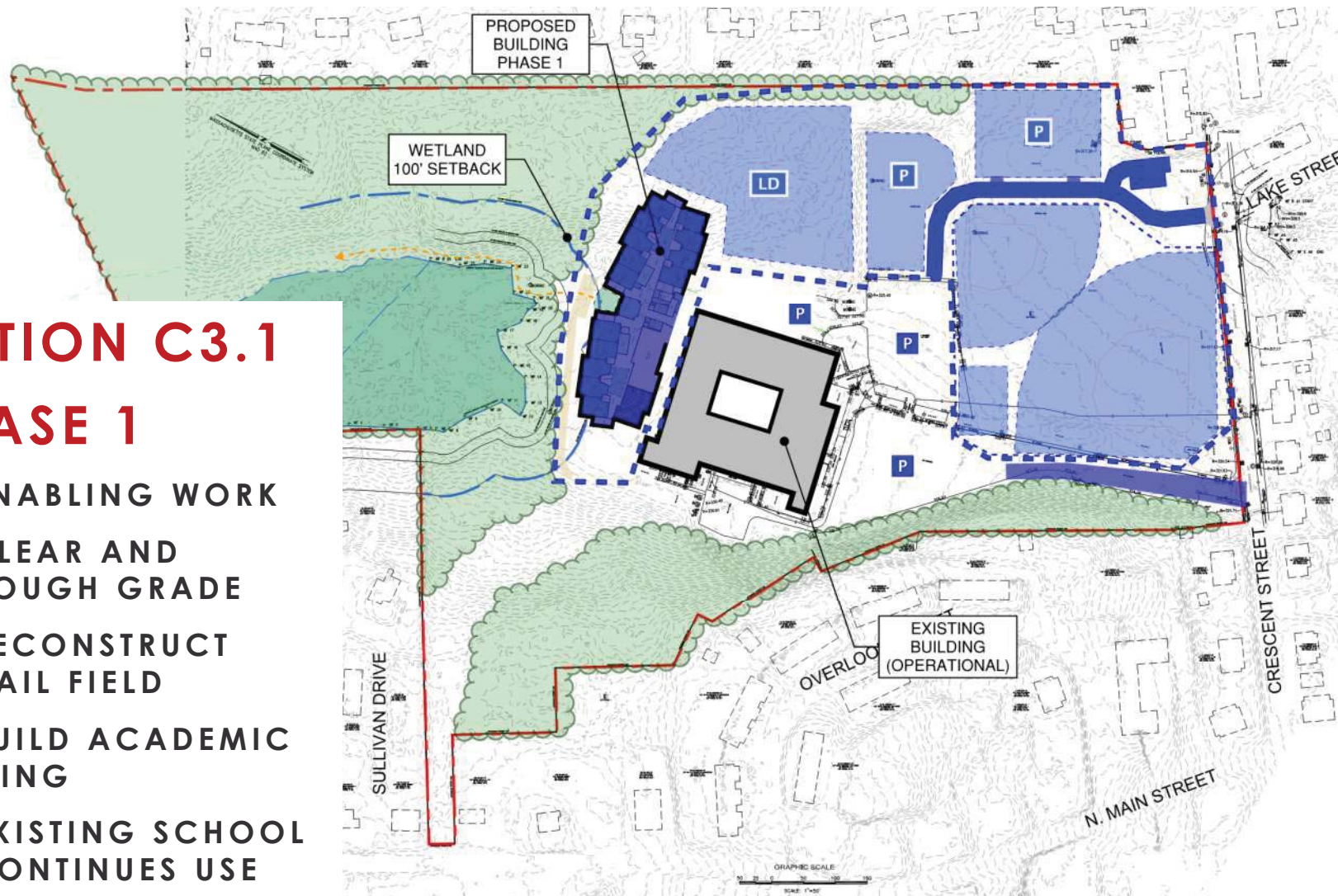






OPTION C3.1 PHASE 1

- ENABLING WORK
- CLEAR AND ROUGH GRADE
- RECONSTRUCT VAIL FIELD
- BUILD ACADEMIC WING
- EXISTING SCHOOL CONTINUES USE



preliminary design

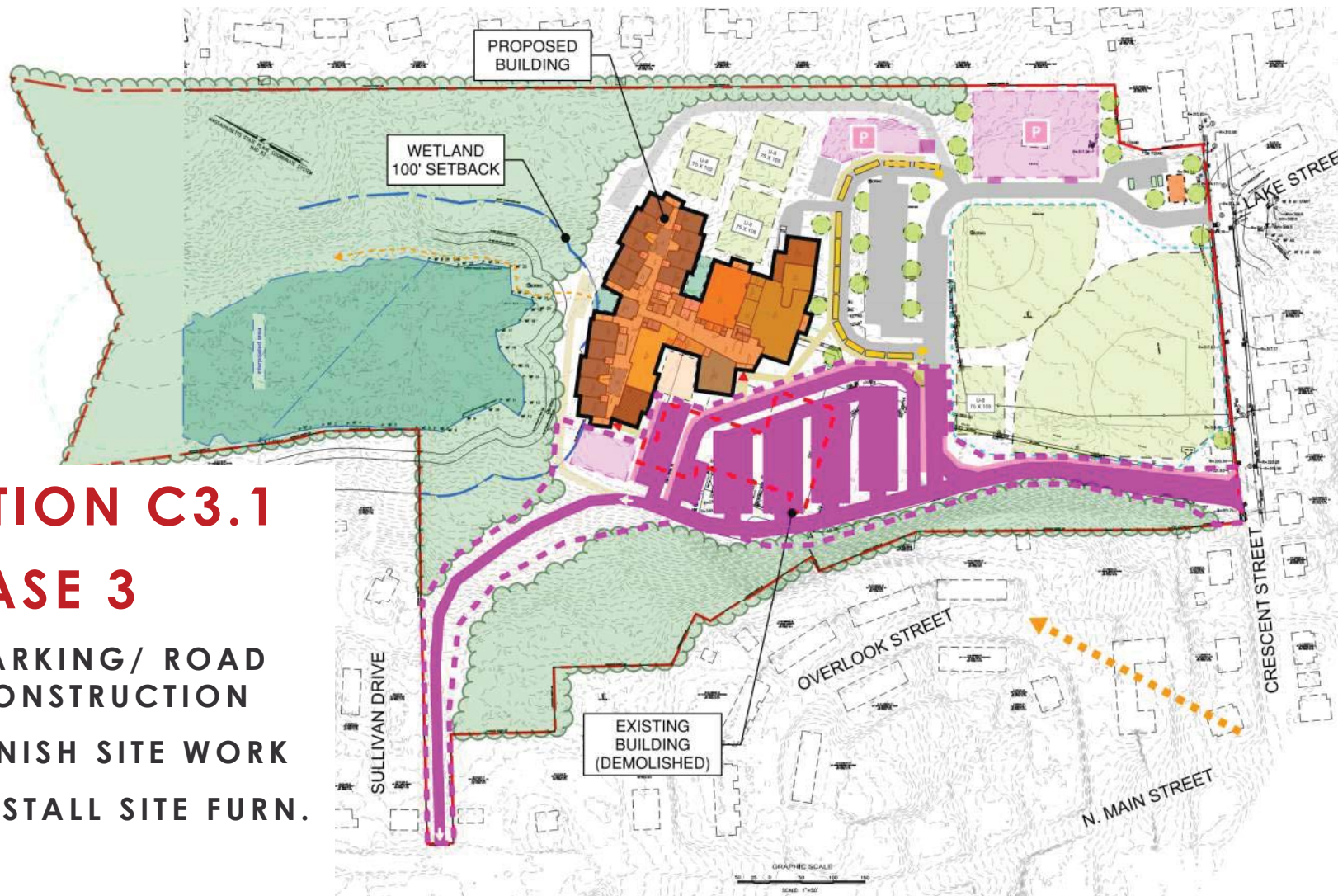


- CORE WING CONSTRUCTION
- ROAD/PARKING CONSTRUCTION
- SITE WORK EAST OF BUILDING



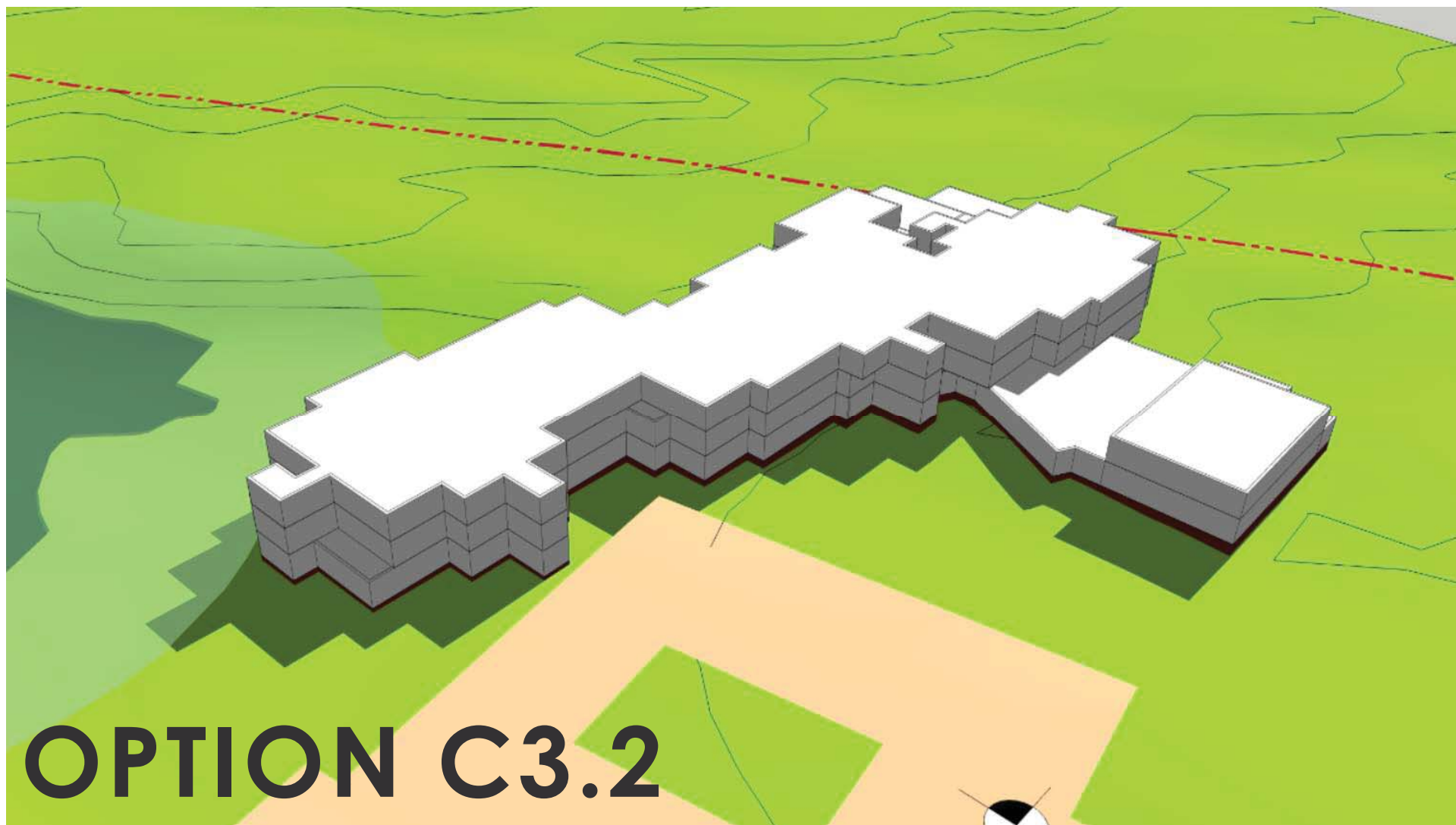
OPTION C3.1 PHASE 3

- PARKING/ ROAD CONSTRUCTION
- FINISH SITE WORK
- INSTALL SITE FURN.



preliminary design





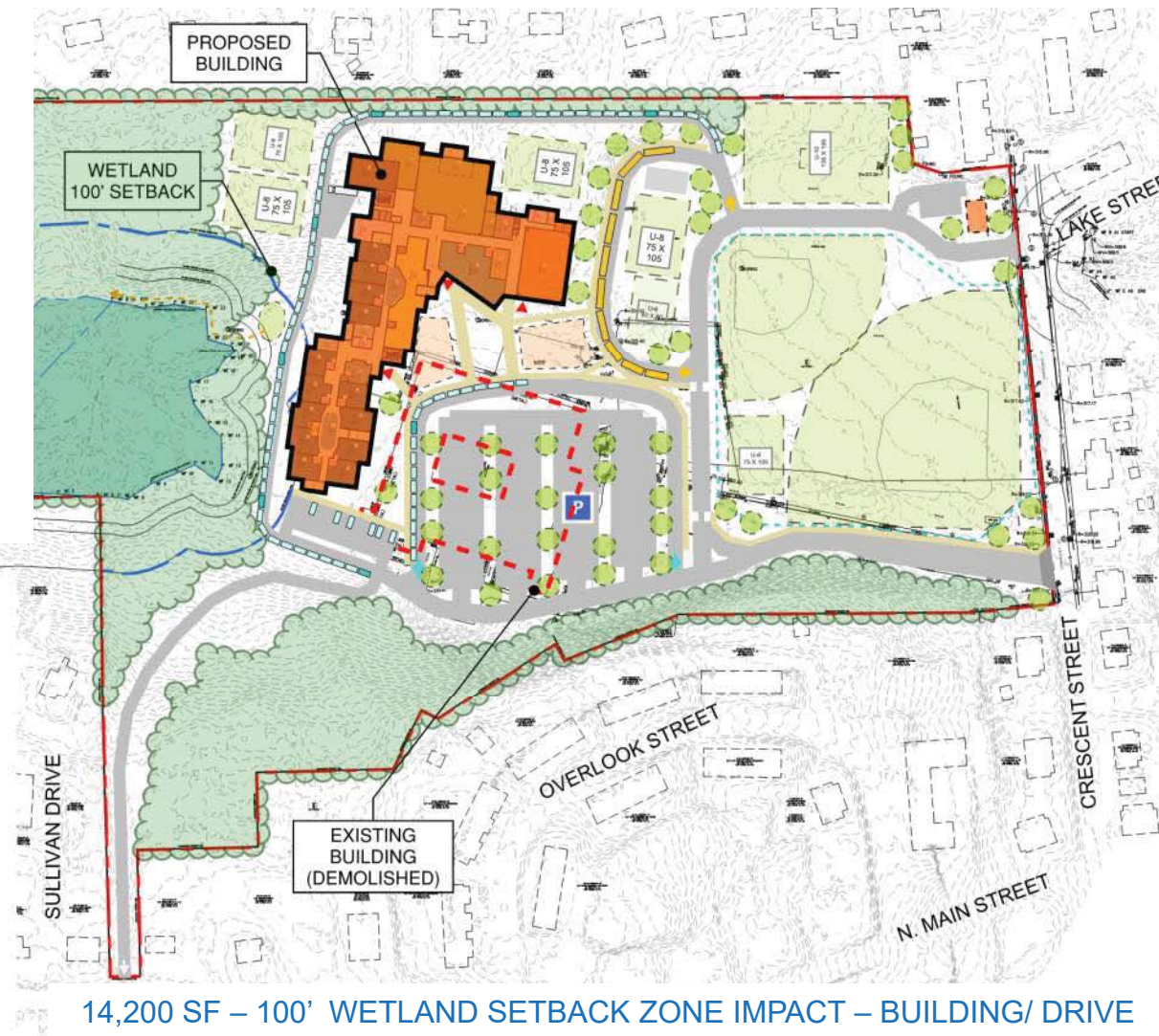
OPTION C3.2

OPTION C3.2

- GRADES PK-5 (1,030)
- NEW BUILD
- 3 STORIES
- REAR OF SITE
- 3 YEAR DURATION

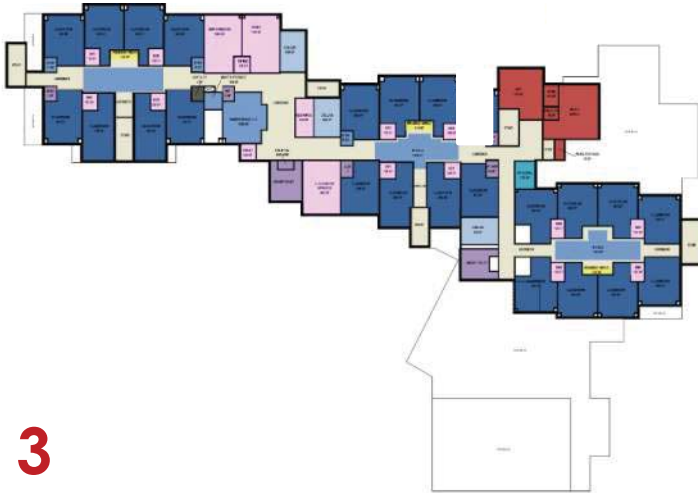
SITE PROGRAM

| PROGRAM | DESIGN |
|-------------------------|---------------|
| PARKING | 205 |
| BUSSES, 30' | 3 |
| BUSSES, 40' | 7 |
| VANS | 4 |
| PK-K PARK/DROP | 15 |
| CAR QUEUE | 50 |
| USE BUS LOOP | |
| | 18 |
| | 86 |
| FIELDS & SITE AMENITIES | |
| BASEBALL | 1 |
| SOFTBALL | 1 |
| U-10 SOCCER | 1 |
| U-8 SOCCER | 3 |
| U-6 SOCCER | 1 |
| PK- 2 PLAYGROUND | 1 |
| 3-5 PLAYGROUND | 1 |
| PAVED PLAY AREA | 1 |
| OUTDOOR LEARNING | 2 |
| | 1 + PK-K DROP |
| | 3 |

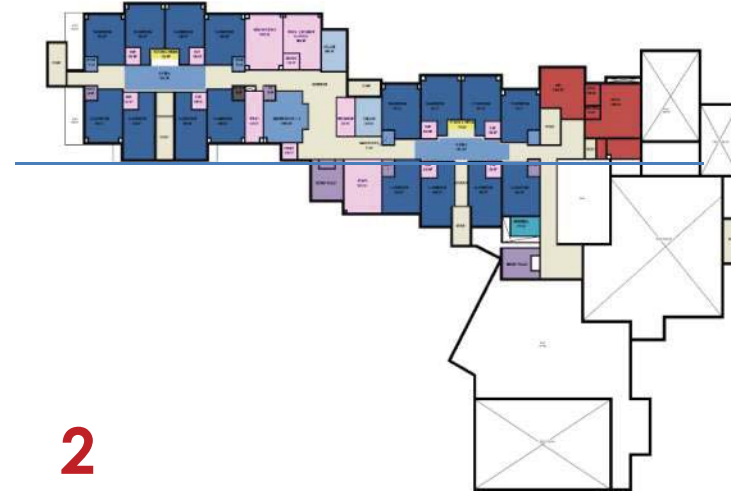


preliminary design

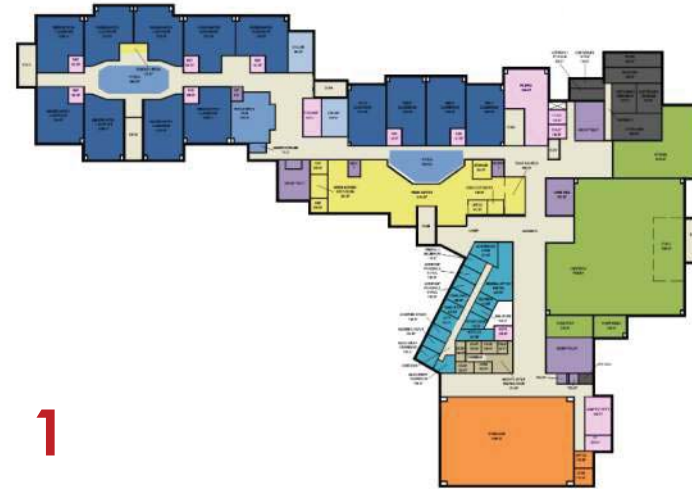




3



2



1

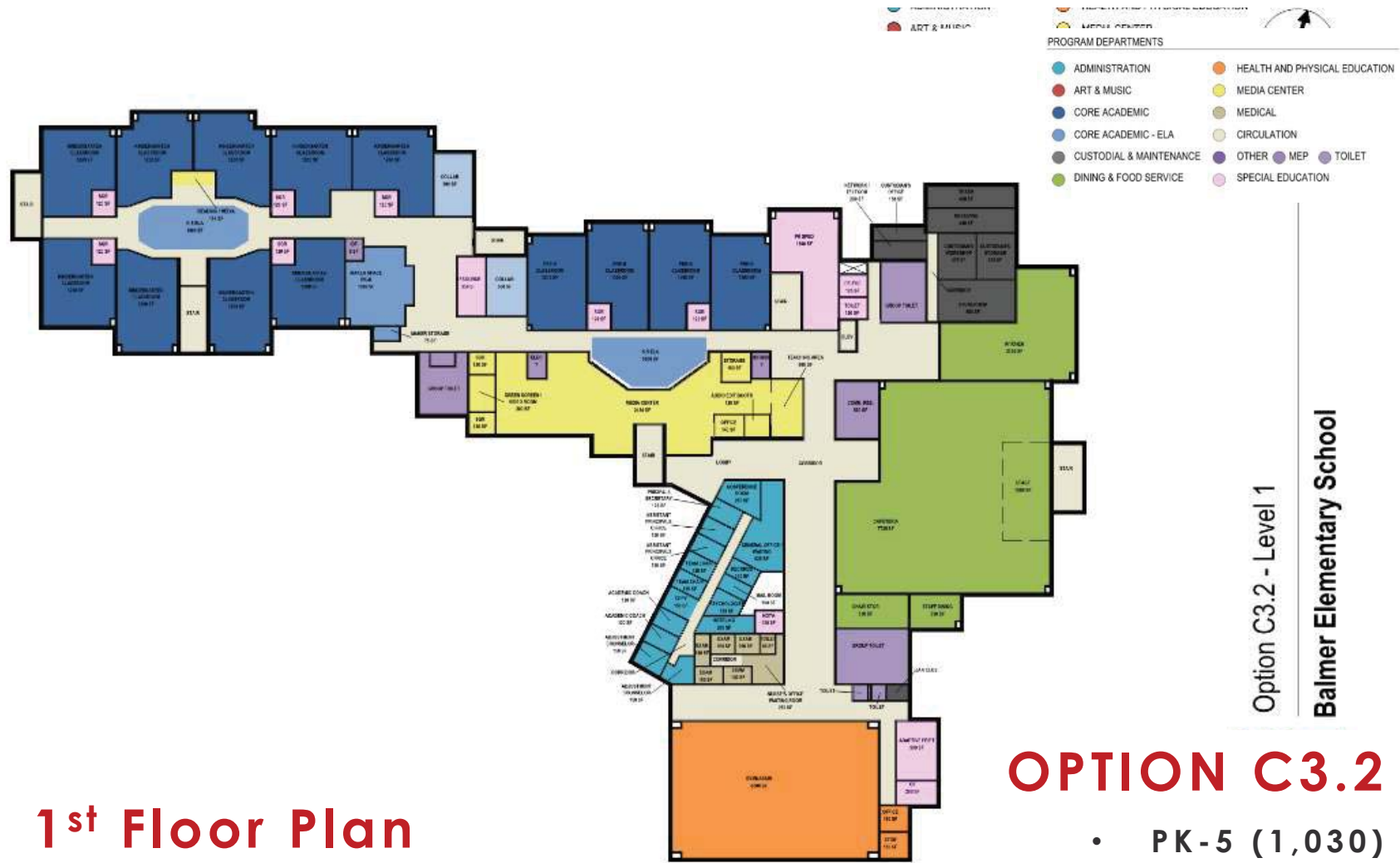
OPTION C3.2

- PK-5 (1030)



preliminary design

1st Floor Plan



2nd Floor Plan

ADMINISTRATION
 ART & MUSIC
 CORE ACADEMIC
 CORE ACADEMIC - ELA
 CUSTODIAL & MAINTENANCE
 DINING & FOOD SERVICE
 HEALTH AND PHYSICAL EDUCATION
 MEDIA CENTER
 MEDICAL
 CIRCULATION
 OTHER
 MEP
 TOILET
 SPECIAL EDUCATION

- **PK-5 (1,030)**



[illegible]

ADMINISTRATION
 ART & MUSIC
 CORE ACADEMIC
 CORE ACADEMIC - ELA
 CUSTODIAL & MAINTENANCE
 DINING & FOOD SERVICE
 HEALTH AND PHYSICAL EDUCATION
 MEDIA CENTER
 MEDICAL
 CIRCULATION
 MEP
 TOILET
 SPECIAL EDUCATION

- **PK-5 (1,030)**





OPTION C3.3

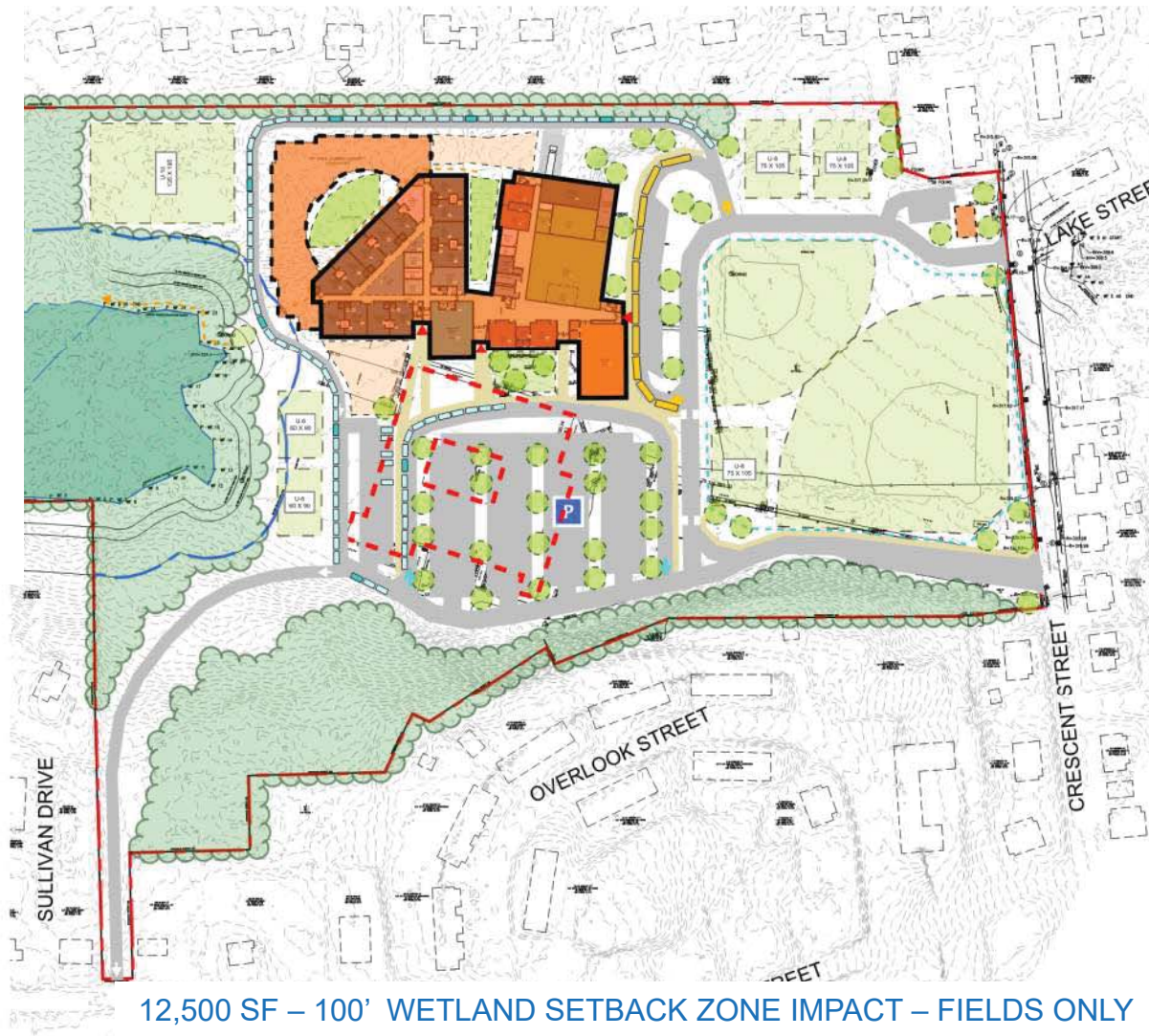
- GRADES PK-5 (1,030)
- NEW BUILD
- 3 STORIES, STEPPED
- REAR/EAST EDGE OF SITE
- 3 YEAR DURATION

SITE PROGRAM

| | PROGRAM | DESIGN |
|----------------|---------|--------------|
| PARKING | 205 | 212 |
| BUSSES, 30' | 3 | 3 |
| BUSSES, 40' | 7 | 7 |
| VANS | 4 | USE BUS LOOP |
| PK-K PARK/DROP | 15 | 20 |
| CAR QUEUE | 50 | 88 |

FIELDS & SITE AMENITIES

| | | |
|------------------|---|---------------|
| BASEBALL | 1 | 1 |
| SOFTBALL | 1 | 1 |
| U-10 SOCCER | 1 | 1 |
| U-8 SOCCER | 3 | 3 |
| U-6 SOCCER | 1 | 1 |
| PK-2 PLAYGROUND | 1 | 1 |
| 3-5 PLAYGROUND | 1 | 1 |
| PAVED PLAY AREA | 1 | USE PK-K DROP |
| OUTDOOR LEARNING | 2 | 3 |

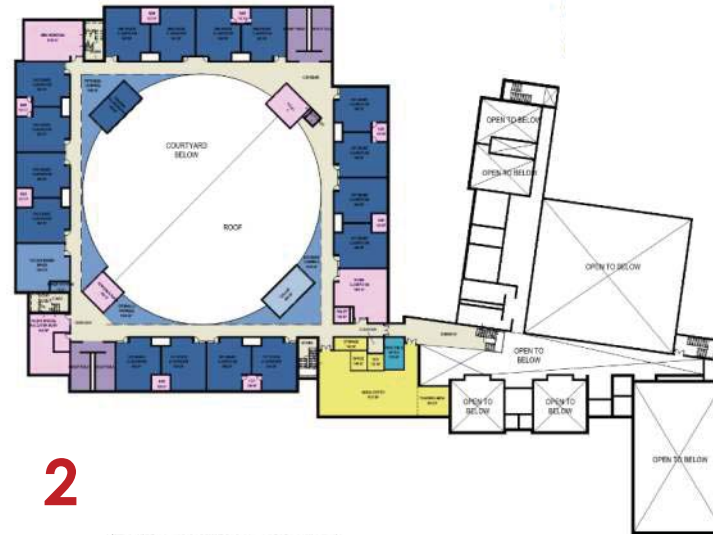


preliminary design





3



2



1

OPTION C3.3

- PK-5 (1,030)

preliminary design



OPTION C3.3

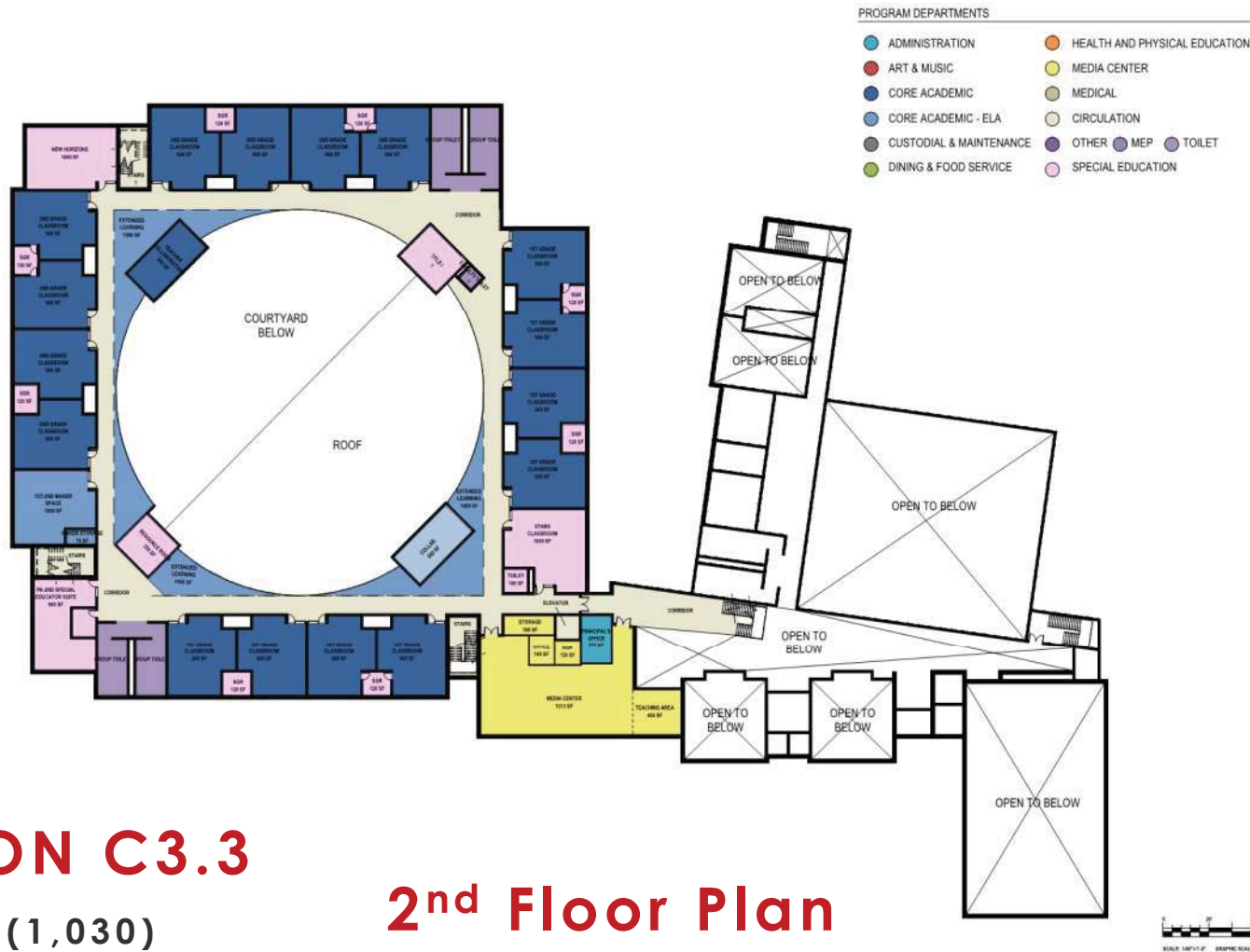
• PK-5 (1,030)

1st Floor Plan



preliminary design





preliminary design





OPTION C3.3

- PK-5 (1,030)

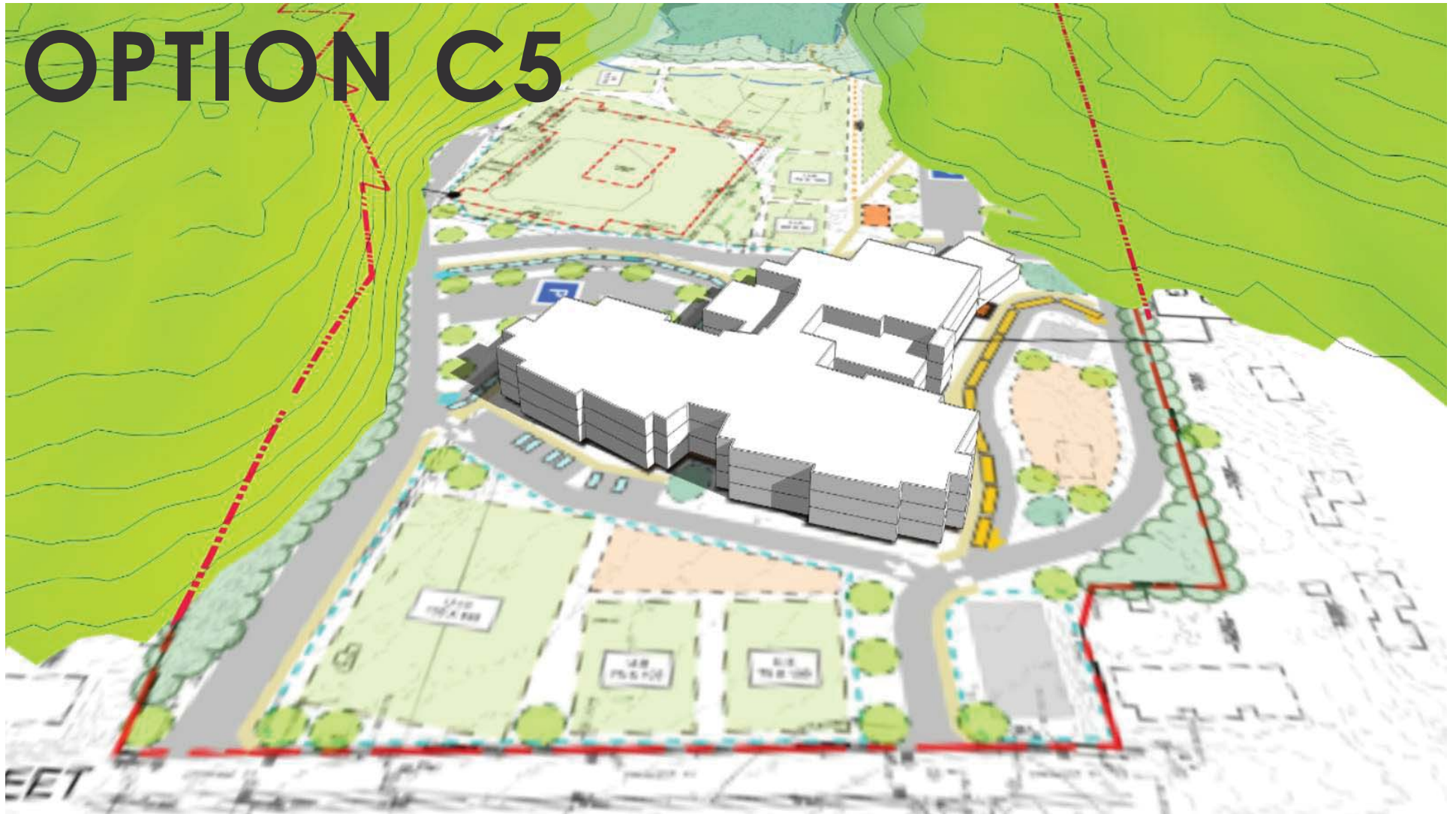
3rd Floor Plan



preliminary design



OPTION C5



OPTION C5

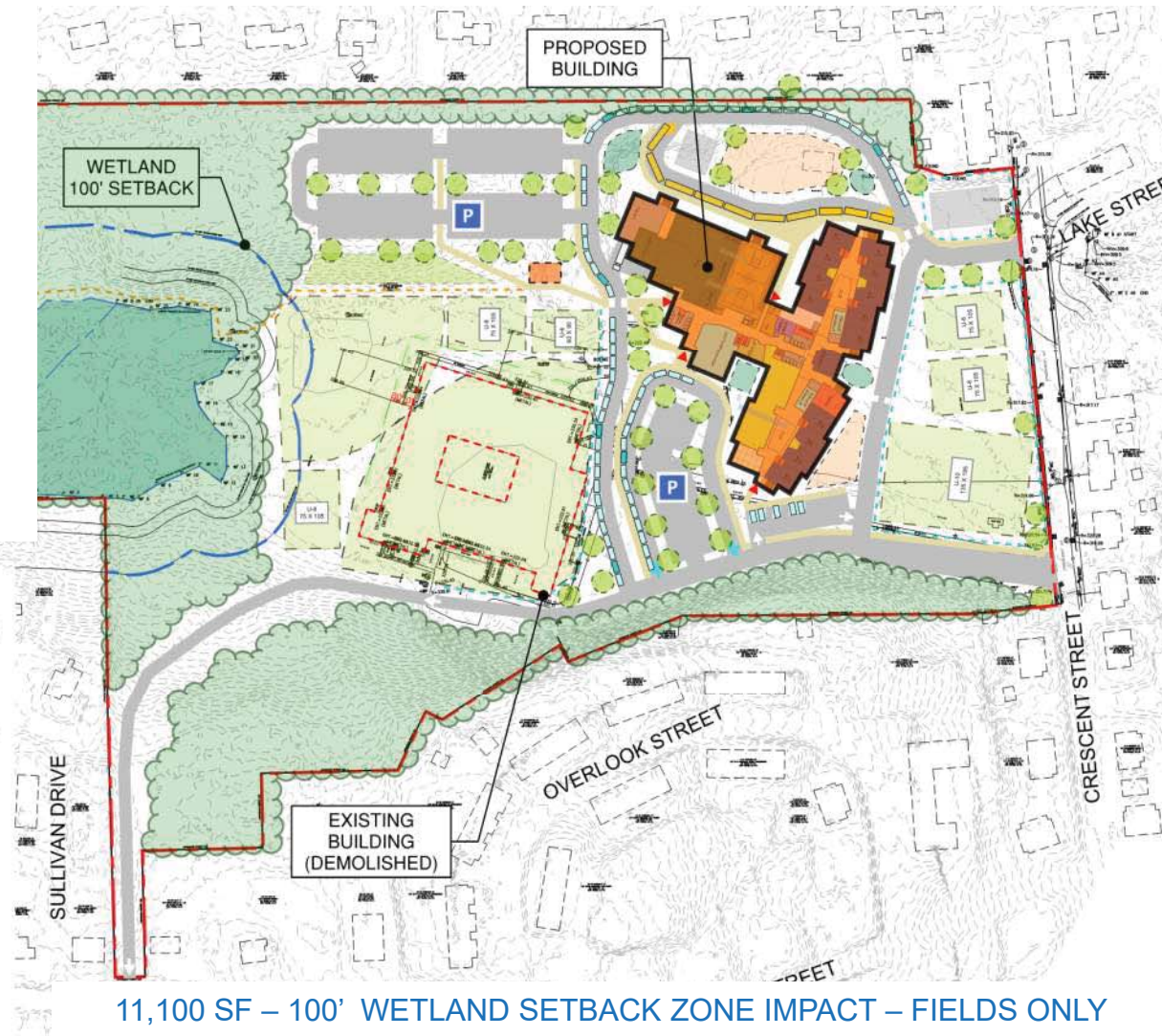
- GRADES PK-5 (1,030)
- NEW BUILD
- 3 STORIES
- FRONT OF SITE
- 3 YEAR DURATION

SITE PROGRAM

| PROGRAM | DESIGN |
|----------------|--------------|
| PARKING | 205 |
| BUSSES, 30' | 3 |
| BUSSES, 40' | 7 |
| VANS | 4 |
| PK-K PARK/DROP | 15 |
| CAR QUEUE | 50 |
| | USE BUS LOOP |
| | 18 |
| | 74 |

FIELDS & SITE AMENITIES

| | | |
|------------------|---|---------------|
| BASEBALL | 1 | 1 |
| SOFTBALL | 1 | 1 |
| U-10 SOCCER | 1 | 1 |
| U-8 SOCCER | 3 | 4 |
| U-6 SOCCER | 1 | 1 |
| PK- 2 PLAYGROUND | 1 | 1 |
| 3-5 PLAYGROUND | 1 | 1 |
| PAVED PLAY AREA | 1 | 2 + PK-K DROP |
| OUTDOOR LEARNING | 2 | 4 |



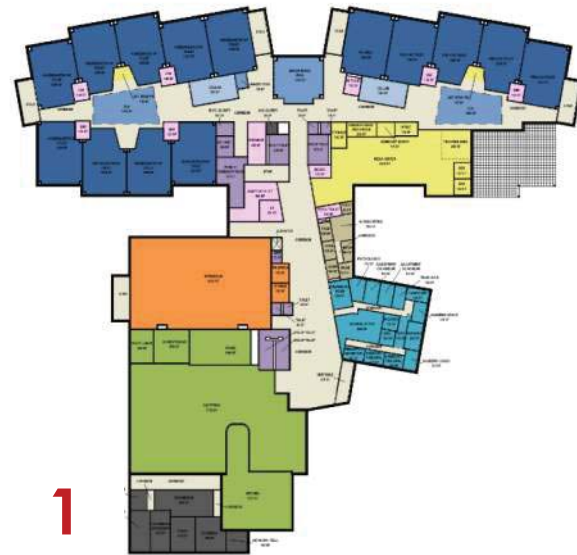
11,100 SF – 100' WETLAND SETBACK ZONE IMPACT – FIELDS ONLY

preliminary design

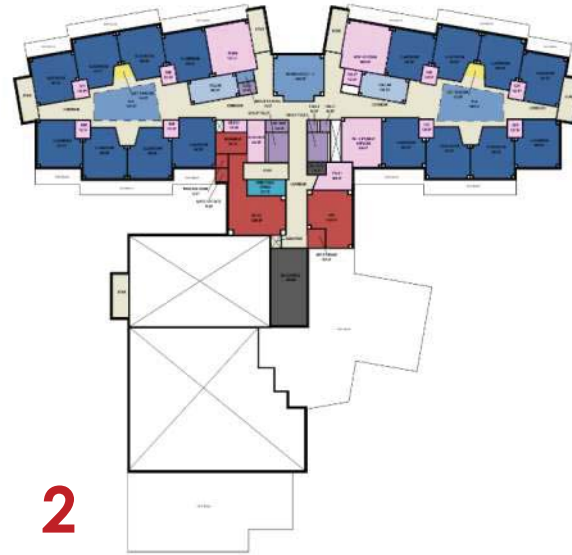




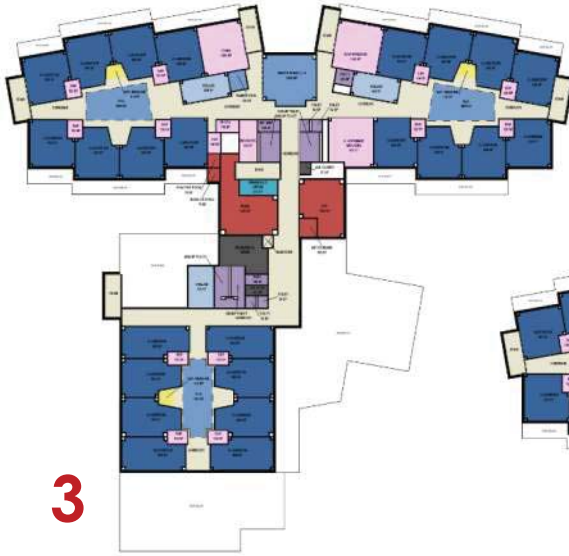
preliminary design



1



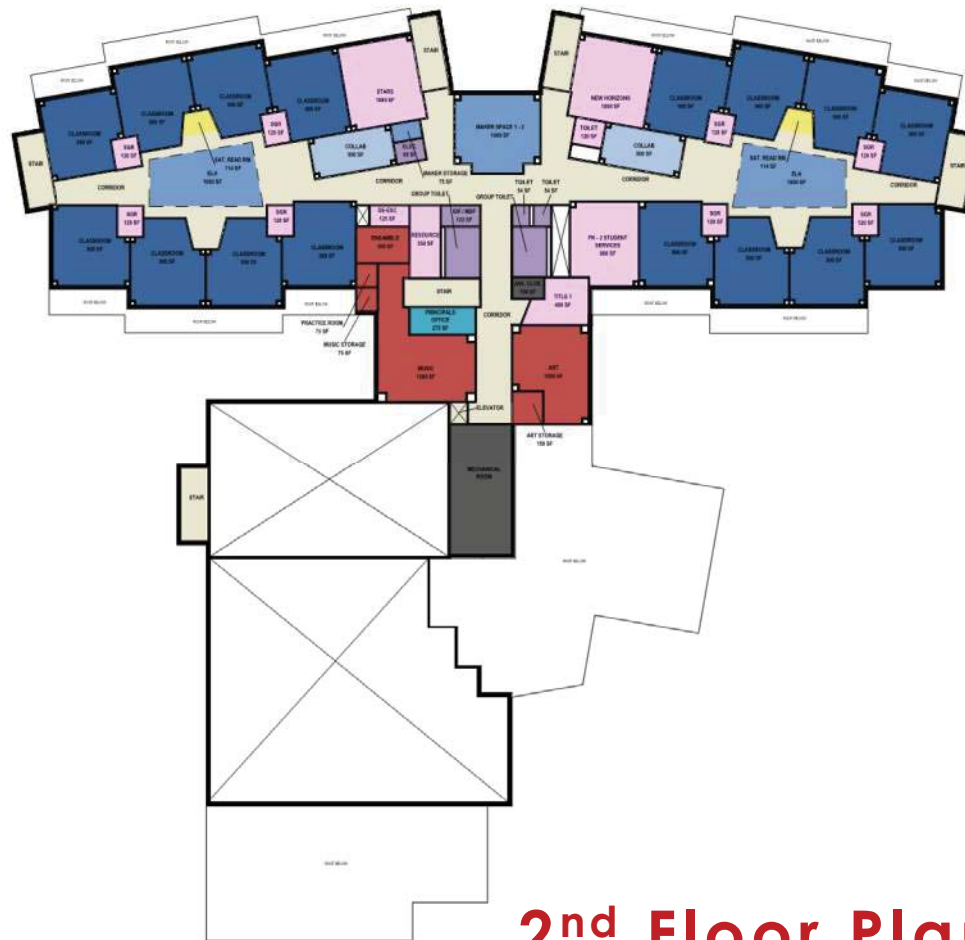
2



3

OPTION C5

- PK-5 (1030)



PROGRAM DEPARTMENTS

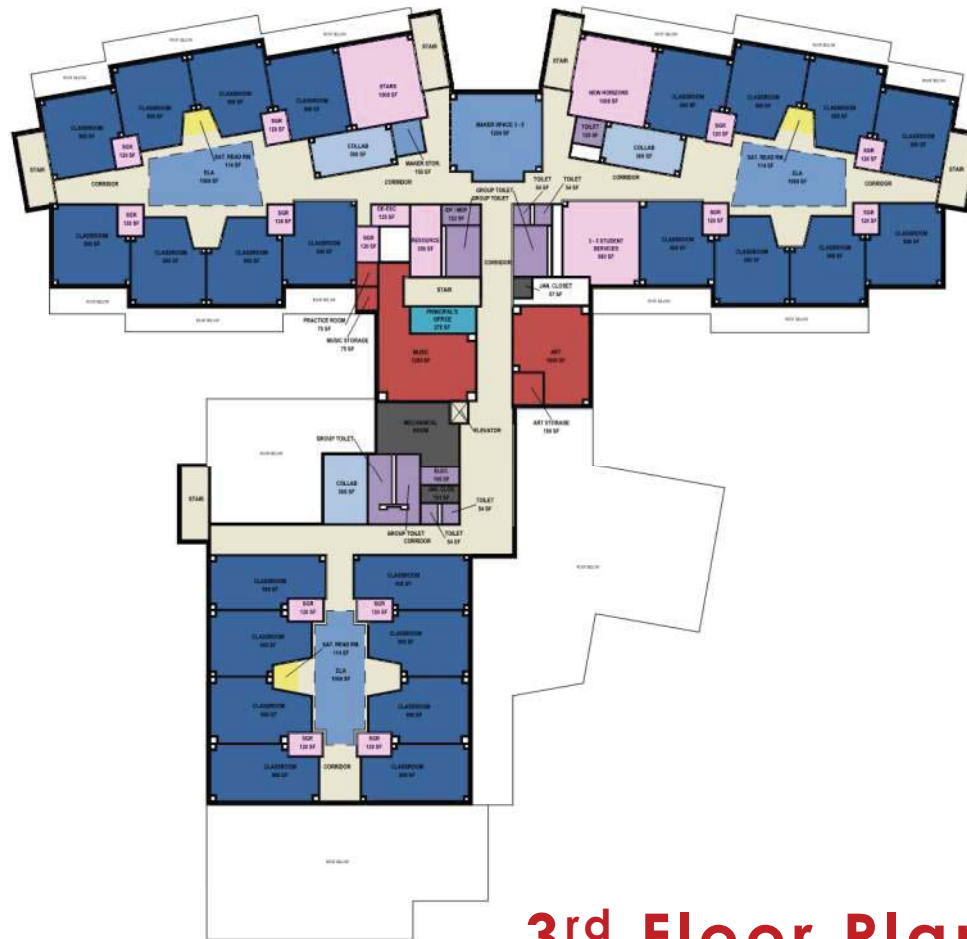
- | | |
|---------------------------|---------------------------------|
| ● ADMINISTRATION | ● HEALTH AND PHYSICAL EDUCATION |
| ● ART & MUSIC | ● MEDIA CENTER |
| ● CORE ACADEMIC | ● MEDICAL |
| ● CORE ACADEMIC - ELA | ● CIRCULATION |
| ● CUSTODIAL & MAINTENANCE | ● OTHER ● MEP ● TOILET |
| ● DINING & FOOD SERVICE | ● SPECIAL EDUCATION |

preliminary design

OPTION C5

• PK-5 (1,030)





PROGRAM DEPARTMENTS

- | | |
|---------------------------|---------------------------------|
| ● ADMINISTRATION | ● HEALTH AND PHYSICAL EDUCATION |
| ● ART & MUSIC | ● MEDIA CENTER |
| ● CORE ACADEMIC | ● MEDICAL |
| ● CORE ACADEMIC - ELA | ● CIRCULATION |
| ● CUSTODIAL & MAINTENANCE | ● OTHER ● MEP ● TOILET |
| ● DINING & FOOD SERVICE | ● SPECIAL EDUCATION |

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OPTION C5

• PK-5 (1,030)





THANK YOU



DORE & WHITTIER
ARCHITECTS, INC.