

Massachusetts School Building Authority

Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

Module 3

Feasibility Study

January 2015

INTRODUCTION

Module 3 – Feasibility Study:

If the District has completed all tasks defined in Module 1 – Eligibility Period and Module 2 – Forming the Project Team, the District may now proceed with the Feasibility Study as outlined in this Module. Module 3 – Feasibility Study is one of eight MSBA modules intended to provide a guide to the procedures and approvals needed to work collaboratively with the MSBA. (The Program Overview and listing of eight modules is provided in Appendix 3A for reference.)

Welcome to Module 3 - Feasibility Study

During the Feasibility Study, the District and its team collaborate with the MSBA to generate an initial space summary based on the District's educational program, document existing conditions, establish design parameters, develop and evaluate preliminary and final alternatives, and recommend the most cost effective and educationally appropriate solution to the MSBA Board of Directors. The MSBA Board of Directors must approve the preferred solution for a project before the preferred solution may advance into schematic design. See this Module for additional detail.

Module 3 has been provided as a general guide for Districts and their teams to plan their work in a collaborative effort in accordance with the MSBA's procedures and requirements. This Module is not intended to replace and/or supersede the services required by the OPM and/or Designer contracts. The Designer and OPM each shall be solely responsible for performing the services required by its contract with the District, respectively, and nothing in this Module shall be construed as relieving the Designer or OPM from its duties and responsibilities.

Feasibility Study Participants should include, at a minimum, the following:

- The School Building Committee, as submitted by the District and approved by the MSBA in its School Building Committee Approval form, as well as elected officials and other District representatives, as deemed necessary by the District to show the educational and financial support of the city/town/regional school district for the preferred solution.
- **The Owner's Project Manager**, **("OPM")** as submitted by the District and approved by the MSBA in accordance with MSBA regulations and policies.
- **The Designer** as selected locally by the District and approved by the MSBA for projects estimated to cost less than \$5 million or as selected through the MSBA's Designer Selection Panel for projects estimated to cost more than \$5 million.
- **The MSBA**, through the assigned MSBA Project Manager and Project Coordinator.

Feasibility Study Submittal Procedures

All documents and materials submitted to the MSBA during the course of the Feasibility Study must be transmitted by the Owner's Project Manager ("OPM"). The OPM is required to compile and coordinate all submittals prior to delivery to the MSBA. This includes those items required to be provided by the OPM, as well as those of the Designer and the District.

For each submittal to the MSBA, the Designer and District must submit the required materials to the OPM. The OPM shall compile the submittal with the items indicated in the Designer and OPM Contracts, confirm that the District's School Building Committee has officially approved the submittal and verify its completeness and conformity to MSBA requirements. The OPM shall then forward this submittal to the assigned MSBA Project coordinator under a separate cover letter signed by the OPM, including a certification from the OPM that the OPM has reviewed and coordinated the materials, and the submittal is complete, and a confirmation that the District has approved the materials for submission to the MSBA, in accordance with the OPM Contract which requires the OPM to assist the Owner in the preparation of all information, material, documentation and reports that may be required or requested by the Authority.

<u>Preliminary Design Program</u> – Submit one (1) binder with a hard-copy of materials including one (1) electronic file in PDF format.

<u>Preferred Schematic Report</u> – Submit one (1) binder of materials per this Module including conceptual floor plans not exceeding 18" x 24", and one (1) electronic file in PDF format.

Incomplete submittals or submittals not reviewed by the OPM will not be accepted. Partial submittals will not be accepted without prior approval by the MSBA.

TABLE OF CONTENTS

3.0	Feasibility Study4
3.1	Preliminary Design Program4
3.1.2 3.1.3 3.1.4 3.1.5 3.1.6	Introduction Educational Program Initial Space Summary Evaluation of Existing Conditions Site Development Requirements Preliminary Evaluation of Alternatives Local Actions and Approvals
3.2	MSBA Review of Preliminary Design Program11
3.3	Preferred Schematic Report12
3.3.2 3.3.3 3.3.4	Introduction Evaluation of Existing Conditions Final Evaluation of Alternatives Preferred Solution Local Actions and Approvals
3.4	Approval to Proceed into Schematic Design19
3.4.1	MSBA Staff Review
3.4.2	Facilities Assessment Subcommittee Review
3.4.3	MSBA Board Approval19
	APPENDICES
3A.	Module 3 Program Overview
3B.	Module 3 Sample Project Schedule
3C.	Module 3 Space Summary Templates
3D.	Module 3 Local Actions and Approvals Certification Template
3E.	Module 3 Budget Statement for Preferred Solution
3F.	Module 3 Feasibility Study Checklist

Module 3 – Feasibility Study

3.0 Feasibility Study

After all tasks defined in Module 1 – Eligibility Period and Module 2 – Forming the Team have been completed by the District and acknowledged by the MSBA, a District may proceed with the Feasibility Study. Please remember that an invitation from the MSBA's Board of Directors to collaborate on a Feasibility Study is *not* approval of a project. The purpose of the Feasibility Study is for the District, its Owner's Project Manager ("OPM") (for projects with estimated construction costs in excess of \$1.5 million), its Designer, and the MSBA to explore potential solutions that meet the requirements of the District's Educational Program, and to determine the most cost effective and educationally appropriate solution to recommend to the MSBA Board of Directors for its consideration and approval to proceed into schematic design. Moving forward in the MSBA's process requires collaboration with the MSBA, and communities that "get ahead" of the MSBA without MSBA approval will not be eligible for grant funding. To qualify for any funding from the MSBA, local communities must follow the MSBA's statute and regulations, which require MSBA collaboration and approval at each step of the process.

Due to the variety and nature of proposed appropriate solutions (e.g., non-construction alternatives such as redistricting, grade reconfigurations, repairs to a single building system, renovations to the entire facility, an addition, or a new school), each Feasibility Study will vary slightly as to the specific requirements, scope, cost and schedule. The particular requirements, scope, cost and schedule of a Feasibility Study will be outlined in the Feasibility Study Agreement between the District and the MSBA. The requirements may be based on many factors including the MSBA's review and evaluation of any previous studies as well as any meetings and discussions between the District and the MSBA.

In order to ascertain MSBA input and approval throughout the Feasibility Study process, the District is required to secure MSBA concurrence and/or approval of each of the following study reports before finalizing and submitting the next report:

- Preliminary Design Program
- Preferred Schematic Report

The OPM shall prepare and provide a work plan to the Owner and Authority within twenty-one (21) days of Design Contract execution.

3.1 Preliminary Design Program

The purpose of the Preliminary Design Program is to define the programmatic, functional, spatial, and environmental requirements of the educational facility necessary to meet the District's educational program, and perform the review and investigation required to clearly define the existing building deficiencies. Based upon a review of the District's educational program, the Designer will identify and prepare in written and graphic form for review, clarification, and agreement regarding the educational goals and programmatic space needs for the subject school. The space needs along with an evaluation of existing conditions and site development requirements will form the basis of the Designer's recommendation for an evaluation of alternatives upon which the most educationally appropriate and cost effective solution may be recommended.

Massachusetts School Building Authority

Module 3 – Feasibility Study

The Preliminary Design Program shall be provided in the form of a binder with the following clearly labeled tabs:

- Table of Contents
- Introduction
- Educational Program
- Initial Space Summary
- Evaluation of Existing Conditions
- Site Development Requirements
- Preliminary Evaluation of Alternatives
- Local Actions and Approval Certification
- Appendices

3.1.1 Introduction

The Introduction shall present a brief overview of the reason for the Feasibility Study, a list of all project participants, an outline of key data that informs the basis of the Study, and a summary of the process undertaken to examine, analyze, and conclude upon the findings of this Preliminary Design Program. The following shall be included:

- A brief summary of the facility deficiencies identified by the District in the Statement of Interest (SOI) at the time when the SOI was submitted. Include a copy of the most recent associated SOI in the Appendix of the submittal;
- The date of the invitation from the MSBA Board of Directors to conduct a Feasibility Study. Include a copy of the MSBA Board Action letter in the Appendix of the submittal;
- The agreed-upon design enrollment. (If the enrollment certification included multiple enrollments, then include the conditions associated with each enrollment). Include a copy of the executed study or design enrollment certification, as applicable, in the Appendix of the submittal;
- A brief narrative summary of the Capital Budget Statement indicating local available funding capacity, other ongoing and planned municipal projects, estimated budgets, and the target budget for the proposed project; The overall goal of the Capital Budget Statement is to document the total change in operational costs that the District expects as a result of the proposed project.
- A project directory with contact information for representatives of all District stakeholders (e.g., Mayor/Board of Selectmen, Superintendent, School Building Committee, School Committee, Local officials, and others involved in the project), Designer (point of contact and key support staff and sub-consultants) and OPM (and key support staff);
- Updated project schedule, including: 1) projected MSBA Board of Directors meeting for approval to proceed into Schematic Design, 2) projected MSBA Board of Directors meeting for approval of Project Scope and Budget Agreement, and 3) projected Town/City Vote for Project Scope and Budget Agreement. Identify any variances from the schedule outlined in the District's Feasibility Study Agreement with the MSBA. The Board of Directors meeting deadlines for submissions schedule is posted on the MSBA website and should be consulted

when developing the project schedule. A sample Project Schedule that includes major project milestones has been provided for reference in Appendix 3B.

3.1.2 Educational Program

The District will work with the Designer to document the existing educational program offered by the District and to define the proposed educational activities. The Preliminary Design Program must include documentation of the District's existing educational program, and new or expanded educational specifications if applicable. While developing the Educational Program, the District and the Designer should review the Educational Profile Questionnaire that was completed by the District during Eligibility Period. The Preliminary Design Program must include the process of collaboration, outcomes, and documentation of support among the stakeholders.

The Educational Program shall include a statement of the teaching philosophy and methods; a thorough, in-depth explanation of the District's curriculum goals; and, objectives of the program elements associated with the subject facility. Through the use of narratives, figures, and charts, the Educational Program shall describe and include, but not necessarily be limited to, the following as it relates to the current program, facility needs and proposed design features:

- Grade and school configuration policies;
- Class size policies;
- School scheduling method;
- Teaching methodology and structure (e.g., academies, departments, houses, teams, etc.);
- Teacher planning and room assignment policies;
- Pre-kindergarten (SPED only, tuition programs, locations, full day, half day, if applicable);
- Kindergarten (full day, half day, locations, if applicable);
- Lunch programs (number of servings, district kitchen, full service kitchens, warming kitchens, etc.);
- Technology instruction policies and program requirements (labs, in-classroom, media center, required infrastructure, etc.);
- Art programs (in-classroom, specialized area);
- Music/Performing Arts programs (in-classroom, specialized area);
- Physical Education programs;
- Special Education programs (in-house, collaborative, facility restrictions);
- Vocational Education programs;
- Transportation policies;
- Functional and spatial relationships;
- Key programmatic adjacencies; and
- Security and visual access requirements.

3.1.3 Initial Space Summary

Based upon the District's Educational Program as described above and the agreed-upon enrollment, the District, working with its Designer, must complete the Initial Space Summary to identify the educational spaces the District believes are needed to deliver its

Massachusetts School Building Authority

Module 3 – Feasibility Study

educational program. Once agreed upon by the MSBA, this Initial Space Summary will help inform the development of alternatives to be studied, upon which the most educationally appropriate and cost effective solution may be recommended.

The Initial Space Summary must be based on the agreed-upon design enrollment, supported by the District's Educational Program and must include the following:

- An itemization of each existing educational space;
- The total gross square footage of the existing facility;
- An itemization of each proposed educational space; and
- A total gross square footage for the proposed renovated/added-to/new facility.

MSBA regulations, 963 CMR 2.00, establish allowable gross square footage per student for different types of school facilities of varying scale. To assist Districts and their design teams in developing proposed Initial Space Summaries, the MSBA has created space summary templates (in Excel format), one each for elementary, K-8, middle, and high schools. Each template includes three separate columns as follows:

- The first column documents existing conditions;
- The second column documents proposed spaces subdivided by existing spaces proposed to remain, new spaces, and total; and
- The third column is the MSBA's guidelines. Other than inserting the agreed upon enrollment at the bottom, this column is not to be altered.

Refer to Appendix 3C Space Summary Templates for additional information.

As an attachment to the Initial Space Summary, Districts must provide scaled floor plans of the existing facility and narrative descriptions of the reasons for any variance between the District's proposed program/educational spaces and the MSBA guidelines for each category of spaces. Districts and their teams should consider the following when completing the Initial Space Summary:

- The initial space summary does not have to differentiate between existing spaces to remain and new spaces when generating the proposed program;
- The values for allowable spaces within the MSBA Guidelines column must not be adjusted as this will prevent a clear understanding of how the proposed program compares to the guidelines and potential limitations on MSBA participation. If this column is adjusted or edited, the proposed Initial Space Summary will be returned, without MSBA review comments, for correction and resubmission;
- The spreadsheet may be expanded by adding rows within the appropriate category to include entries for existing programs and spaces as needed to accurately describe existing educational spaces;
- Categories of space or room type not included in the initial space summary template (e.g., ROTC, computer lab, etc.) should be listed under the "Other" category; and
- If the MSBA and the District agree that more than one design enrollment is to be considered (i.e., proposed grade reconfigurations or redistricting) as part of the Feasibility Study, a separate Initial Space Summary must be generated for each potential enrollment.

3.1.4 Evaluation of Existing Conditions

The Designer will analyze existing conditions of all buildings that comprise the school, site, and environment. The Designer will assemble sufficient information on the problems and opportunities with the existing school building(s) and site, so that any major implications for future requirements and design can be accurately judged. This information is required to be of a level sufficient enough to assist in the development of the preliminary alternatives to be evaluated and must include, at a minimum, an outline of the potential scope, budget, and schedule impacts. The information should include the following:

- Determination that the District has legal title to the property, or alternatively, the required actions necessary to obtain clear title or to control, in accordance with the provisions of 963 CMR 2.05(1), and operate the Assisted Facility and Project Site for the useful life of the Assisted Facility;
- Determination that the property is available for development;
- Determination of any historic registrations and/or potential local and/or state interest/requirements regarding historic preservation or infill construction within a historic district and the associated potential impact on scope and time;
- Determination of any development restrictions that may apply;
- Initial Evaluation of building code compliance for the existing facility;
- Initial Evaluation of Architectural Access Board Rules and Regulations and their application to a potential project;
- Preliminary Evaluation of significant structural, environmental, geotechnical or other physical conditions that may impact the cost and evaluation of alternatives;
- Determination for need and schedule for soils exploration and geotechnical evaluation;
- Environmental site assessments consisting of, at a minimum, a Phase I: Initial Site Investigation conforming to 310 CMR 40.00, et seq. performed by a licensed site professional. (Results of the Phase I investigation may require additional environmental testing); and
- Assessment of the school for the presence of any hazardous materials including, but not necessarily limited to, lead, lead paint, PCBs, mercury, radon, mold and asbestos. Destructive testing may be required where hazardous materials potentially exist behind and within existing construction.

The District will furnish the Designer with all available studies, drawings, surveys, photographs and subsoil exploration reports of the proposed project's existing buildings (if any) and the site or sites.

The Designer shall include in the Preliminary Design Program Report a clear, written statement of the methods and assumptions of, and limitations on the accuracy of, any information provided. The Designer shall recommend during the course of the Feasibility Study what further investigatory work should be carried out prior to recommending an option as the Preferred Solution and what work should be carried out prior to submittal of the Schematic Design.

3.1.5 Site Development Requirements

In narrative form, the Designer shall describe in general terms project requirements related to site development to be considered during the preliminary and final evaluation of alternatives and submit an existing site plan(s) including, but not limited to:

- 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;
- Athletic fields and outdoor educational spaces; and
- Site orientation and other location considerations and issues.

3.1.6 Preliminary Evaluation of Alternatives

Based upon the Educational Program, Initial Space Summary, evaluation of existing conditions, and site development requirements, the District, working with its Designer, shall perform a preliminary evaluation of alternatives. To ensure that the Feasibility Study determines the most cost effective and educationally appropriate solution that can be supported by the community and the MSBA Board of Directors, it is imperative that the preliminary evaluation of alternatives is sufficiently comprehensive in scope to initially consider all possible solutions. Each alternative should satisfy significant components of the Educational Program, Standards, Policies and Guidelines of the MSBA to the extent feasible, unless specifically authorized in writing by the MSBA.

The Preliminary Evaluation of Alternatives should include at least the following:

- Analysis of school district student school assignment practices and available space in other schools in the district;
- Tuition agreements with adjacent school districts (per MGL c.70B §8);
- Rental or acquisition of existing buildings that could be made available for school use (per MGL c.70B §8);
- 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 (Please note that the MSBA would support a Code Upgrade Option that fulfilled the significant components identified by the district in its Statement of Interest and was reported to support delivery of the district's educational program);
- Renovation(s) and/or addition(s) of varying degrees to the existing building(s); and
- Construction of new building and the evaluation of potential locations.

The Preliminary Evaluation of Alternatives shall include for each alternative: a description of the alternative; an examination of the degree to which the alternative fulfills and does not fulfill the stated Educational Program requirements; a description of the variation in spaces identified in the Initial Space Summary; how it addresses site and facility goals and objectives; an assessment of the impact of construction phasing; and estimated preliminary construction and project costs. The level of detail provided for each alternative and the associated conceptual cost estimates must be suitable for a comparative cost analyses for the various alternatives.

The results of the Preliminary Evaluation of Alternatives shall be presented in narratives, figures, and tables to clearly demonstrate to the District and the MSBA the evaluation criteria (e.g., existing space issues, the educational program, site requirements, etc.), how each alternative did or did not address the criteria, the advantages and disadvantages of each alternative, and the comparative cost analyses.

The Preliminary Evaluation of Alternatives shall conclude with a list of at least three distinct alternatives (including at least one renovation and/or addition option that maximizes use of the existing facility) that are recommended for further development and evaluation during the Final Evaluation of Alternatives. Alternatives shall retain the same title and designation between PDP, PSR, and SD submittal, therefore maintaining clarity in the documentation.

If the Preliminary Design Program does not include conceptual cost estimates or a list of at least three district alternatives that are being recommended for further development the MSBA will consider the submittal incomplete and will withhold MSBA review comments until submitted.

3.1.7 Local Actions and Approvals

The Preliminary Design Program, as with other submittals to the MSBA, must be reviewed and approved locally for submittal to the MSBA, in accordance with the state open meeting law and any other local requirements. Public participation and local approval procedures and practices may vary by community and by project. Districts are encouraged to consult with their local counsel to ensure that all applicable requirements are satisfied. The District must document local approval of the Preliminary Design Program and its submittal to the MSBA. The MSBA requires Districts to provide a certified copy of Minutes of the School Building Committee ("SBC") meeting(s) where the Feasibility Study related submittals were approved for submittal to the MSBA. The Minutes must include the specific language of the vote and the results of the vote, stating the number of SBC members who voted in favor of submittal to the MSBA, the number opposed, and the number of abstentions, if any.

The District also must list the relevant SBC meeting dates; provide copies of the agendas of such meetings; briefly describe the materials presented, if applicable; list the names and affiliations of specific stakeholders in attendance (e.g., representatives of the local historic commission, school committee members beyond those in the SBC, local community group representatives, etc.); and, list what materials are available for public review and where those materials may be viewed. The MSBA also requires Districts to

Massachusetts School Building Authority

provide similar information for public meetings and presentations conducted in connection with the proposed project, in addition to SBC meetings.

Refer to Appendix 3D Local Actions and Approvals Certification Template for additional information. A signed Local Actions and Approvals Certification on District letterhead is required for MSBA staff to provide review comments regarding the District's Preliminary Design Program or to consider inviting the District to present its proposed project to the MSBA Facilities Assessment Subcommittee.

3.2 MSBA Review of Preliminary Design Program

After a District has submitted a complete Preliminary Design Program that meets the requirements set forth above, the MSBA will review the Program to determine if it concurs with the Initial Space Summary, the preliminary evaluation of alternatives and if it accepts the District's recommendation of proposed preliminary alternatives to be further studied as part of the Final Evaluation of Alternatives.

Initial Space Summary:

The MSBA will provide a written response that: provides the MSBA's evaluation of the extent to which the initial space summary conforms to the MSBA guidelines and regulations; states the approval status of the proposed initial space summary; and, if applicable, lists the specific conditions that the MSBA will be monitoring as the Statement of Interest moves forward in the grant process.

The MSBA is committed to working with Districts to determine the most cost effective and educationally appropriate solution to meet their specific needs. To this end, the MSBA is willing to work with a District to better understand its Educational Program and any unique needs the District may have. As part of the Preliminary Design Program, the District should supply a sufficient description and substantiation of the educational program needs in order for the MSBA to consider variations to MSBA guidelines that are reasonable, required to deliver the educational curriculum and are likely to be financially supported by the community. To bolster the likelihood of success, foster a clear understanding of the MSBA's willingness to financially participate and define the conditions upon which alternatives will be developed, it is essential that the MSBA and the District reach agreement on the initial space summary. Therefore, MSBA approval of the initial space summary, or potentially a conditional approval, is required for the MSBA to continue working with the District on the Preferred Schematic Report. The MSBA may issue a conditional approval of the initial space summary solely for the purposes of evaluating the preliminary and final alternatives. The final approval of the space summary and the agreed upon square footages will be determined upon submission of the Preferred Schematic Report.

Preliminary Evaluation of Alternatives:

The MSBA will review the District's Preliminary Evaluation of Alternatives to determine if it is sufficiently comprehensive in scope to initially consider all appropriate solutions that could be supported by the community and the MSBA Board of Directors for a continued, more comprehensive, investigation during the Final Evaluation of Alternatives in the Preferred Schematic Report. The District and the MSBA must agree that the Preliminary Evaluation of Alternatives is sufficiently comprehensive and represents a scope of work that is mutually agreeable to both the MSBA and the District to continue working on the

Massachusetts School Building Authority

Module 3 – Feasibility Study

Preferred Schematic Report. The MSBA review of the Preliminary Evaluation of Alternatives may or may not result in consideration of additional and/or refined alternatives.

Once the MSBA has accepted the Preliminary Design Program, the District and its Designer should proceed with the final evaluation of the proposed alternatives.

3.3 Preferred Schematic Report

The purpose of the Preferred Schematic Report is tosummarize the process and conclusions of the Preliminary and Final Evaluation of Alternatives and substantiate and document the District's selection and recommendation of a preferred solution. The Report should address all concerns and questions raised by the MSBA during its review of the Preliminary Design Program and clearly identify any changes incorporated by the District based on further evaluations and considerations.

The District, through its OPM, must submit the Preferred Schematic Report by the deadline established by the MSBA for a proposed Board action. This schedule is posted on the MSBA website and should have been incorporated as part of the updated schedule required in part 3.1.1 of the Preliminary Design Program.

The Preferred Schematic Report shall be provided in the form of a binder with the following clearly labeled tabs:

- Table of Contents;
- Introduction;
- Evaluation of Existing Conditions;
- Final Evaluation of Alternatives;
- Preferred Solution; and
- Local Actions and Approval Certification

The Preferred Schematic Report shall also be provided as an electronic file in PDF format. Conceptual Floor Plans and Existing Conditions Plans may be provided in half-sized (18" x 24") drawings for legibility when necessary.

3.3.1 Introduction

The Introduction shall summarize the process and conclusions of this Preferred Schematic Report and shall include:

- Overview of the process undertaken since submittal of the Preliminary Design Program that concludes with submittal of the Preferred Schematic Report, including any new information and changes to previously submitted information;
- Summary of updated project schedule including: 1) projected MSBA Board of Directors Meeting for approval of Project Scope and Budget Agreement, 2) projected Town/City vote for Project Scope and Budget Agreement, 3) anticipated start of construction, and 4) target move in date;
- Summary of the final evaluation of existing conditions;
- Summary of the final evaluation of alternatives;

Massachusetts School Building Authority

Module 3 – Feasibility Study

- Summary of the District's preferred solution; and
- A copy of the MSBA Preliminary Design Program review and corresponding District response.

3.3.2 Evaluation of Existing Conditions

Refer to the Preliminary Design Program and describe in narratives and graphic form any changes resulting from additional evaluation or new information that informs the evaluation of the existing conditions and its impact on the final evaluation of alternatives. If the changes are substantive, provide an updated Evaluation of Existing Conditions and identify as final. Identify additional testing that is recommended during futures phases of the proposed project and indicate when the investigations and analysis will be completed.

3.3.3 Final Evaluation of Alternatives

The Final Evaluation shall include at least three potential alternatives. Unless specifically approved in writing by the MSBA, at least one of the three potential alternatives shall be renovation and/or addition to existing building(s) that maximizes use of the existing facility. Include the following for each alternative where appropriate:

- Provide an analysis of each prospective site including natural site limitations, building footprint(s), athletic fields, parking areas and drives, bus and parent drop-off areas, site access, and surrounding site features;
- Evaluation of the potential impact that construction of each option will have on students and measures required or recommended to mitigate impact, including, but not necessarily limited to, provision of temporary facilities, relocation requirements, phased construction, off-hour construction, etc.;
- Conceptual architectural and site drawings as required conveying a successful organization of spaces that will satisfy the spatial and organizational requirements of the Educational Program;
- An outline of the major building structural systems that are proposed for each alternative;
- The source, capacities, and method of obtaining all utilities. For additions and renovations, evaluate the impact on existing utilities;
- A narrative of the major building systems including plumbing, HVAC, electrical (including proposed information technology and/or multi-media systems) with estimated mechanical and electrical loads including applicable heating, cooling, domestic hot water and electrical block loads;
- A proposed total project budget and a construction cost estimate using the Uniformat II Elemental Classification format (to as much detail as the drawings and descriptions permit, but no less than Level 2);
- Permitting requirements including the estimated time to acquire each of the required permits; and
- Proposed project design and construction schedule including consideration of phasing of the proposed project.

The Final Evaluation of Alternatives shall be presented in detailed narratives and tables as appropriate to present clearly how and to what degree each alternative addresses each evaluation criteria and shall include a cost comparison table in the format presented below. This excel file will be provided to the OPM upon request and must be presented to MSBA in the original format shown below. All construction costs shall represent marked up construction costs, and costs not directly associated with building costs shall be described as to what is included (e.g., building demolition/take down, site costs, hazardous material abatement etc.).

			Sito		
Total Gross Square Feet XXX sf	Feet of Renovated Space (cost*/sf) XXX sf	Square Feet of New Construction (cost*/sf) XXX sf	Building Takedown, Haz Mat. Cost*	Estimated Total Construction** (cost*/sf) \$	Estimated Total Project Costs \$
	\$/st	\$/sf		\$/st	
XXX sf	XXX sf \$/sf	XXX sf \$/sf	\$	\$ \$/sf	\$
XXX sf	XXX sf \$/sf	XXX sf \$/sf	\$	\$ \$/sf	\$
XXX sf	XXX sf \$/sf	XXX sf \$/sf	\$	\$ \$/sf	\$
XXX sf	XXX sf \$/sf	XXX sf \$/sf	\$	\$ \$/sf	\$
XXX sf	XXX sf \$/sf	XXX sf \$/sf	\$	\$ \$/sf	\$
	Total Gross Square Feet XXX sf XXX sf XXX sf XXX sf XXX sf	Total GrossSquare Feet of Renovated Space (cost*/sf)XXX sfXXX sf \$/sfXXX sfXXX sf \$/sf	Total Gross Square FeetSquare Feet of Renovated Space (cost*/sf)Square Feet of New Construction (cost*/sf)XXX sfXXX sf \$/sfXXX sf \$/sfXXX sfXXX sf \$/sfXXX sf \$/sf	Total GrossSquare Feet of RenovatedSquare Feet of New Construction (cost*/sf)Site, Building Takedown, Haz Mat. Cost*Square FeetSpace (cost*/sf)Construction (cost*/sf)Takedown, Haz Mat. Cost*XXX sfXXX sf \$/sfXXX sf \$/sf\$XXX sfXXX sf \$/sf\$\$XXX sfXXX sf \$/sf\$\$	Total Gross Square FeetSquare Feet of Space (cost*/sf)Square Feet of New Construction (cost*/sf)Site, Building Takedown, Haz Mat. Cost*Estimated Total Construction** (cost*/sf)XXX sfXXX sfXXX sf\$\$XXX sfXXX sf\$/sf\$\$XXX sf\$/sf\$/sf\$\$XXX sf\$/sf\$/sf\$\$XXX sf\$/sf\$/sf\$\$XXX sf\$/sf\$/sf\$\$XXX sf\$/sf\$\$\$XXX sf\$/sf\$\$\$XXX sf\$/sf\$\$\$XXX sf\$/sf\$\$\$XXX sf\$/sf\$\$\$XXX sf\$/sf\$\$

Table 1 – Summary	of Preliminary	V Design Pricing	
	y ur Freinninai y	Design Fricing	

* Marked Up Construction Costs

** Does not include Construction Contingency

* * * District's Preferred Solution

- Option 1 (Code Upgrade Option) Includes repair of systems and/or scope required for purposes of code compliance; with no modification of existing spaces or their function. Please note that the MSBA would support a Code Upgrade Option that fulfilled the significant components identified by the district in its Statement of Interest and was reported to support delivery of the district's educational program);
- Option 2 (Renovation) Internal modification of spaces to conform to space guidelines and/or educational program. May include code upgrades or repairs but does not include additional occupiable area in the form of new construction to the existing building;
- Option 3 (Addition/Renovation) Includes renovations or upgrades to the existing building and additional occupiable area in the form of new construction to the existing building; and

Massachusetts School Building Authority

• Option 4 (New) – All new construction; a new building.

3.3.4 Preferred Solution

Describe the District's preferred solution using narrative, figures, and charts including: how the preferred solution meets the District's educational program, key educational adjacencies, programmatic spaces, conceptual floor plan(s), site plan(s), and updated project schedule.

- Educational Program
 - Provide an updated Educational Program that addresses all questions and comments included in the MSBA Preliminary Design Program review.
 - Summary of key components of the District's Educational Program and how the preferred solution fulfills the stated Educational Program requirements.
 - If the District's preferred solution is based on a grade configuration that is different than the District's existing configuration this section of the Preferred Schematic Report must include a description of the following through the use of narratives, figures, and charts:
 - Current grade configuration and key program elements;
 - Proposed grade configuration and key program elements;
 - Variances between the current and proposed grade configurations;
 - Educational benefits of changing from the current grade configuration to the proposed configuration; and
 - Transition plan including major milestones, staffing, and community outreach.

Additionally, if the District's preferred solution is based on a grade configuration that is different than the District's existing configuration or includes redistricting or the implementation of new districts, the proposed changes must be reviewed and approved locally. Public participation and local approval procedures and practices may vary by community and by project. Districts are encouraged to consult with their local counsel to ensure that all applicable requirements are satisfied.

- Preferred Solution Space Summary Provide an updated space summary that is based on the agreed-upon enrollment, the District's Initial Space Summary, written comments provided by the MSBA as part of its review of the Preliminary Design Program, and the District's preferred solution. The Preferred Solution Space Summary must include the following:
 - An itemization of each existing educational space and the total net and gross square footage and grossing factor of the existing facility;
 - An itemization of each proposed educational space that is within existing building to remain or renovated space and the total net and gross square footage and grossing factor of the existing to remain or renovated space;
 - An itemization of each proposed educational space that is within new construction; and the total net and gross square footage and grossing factor of new construction;

- An itemization of the total proposed educational space and the total net and gross square footage and grossing factor of the proposed facility; and
- An itemization of the MSBA's guidelines and the total net and gross square footage, agreed upon student enrollment, and grossing factor. Other than inserting the agreed upon enrollment at the bottom, this column is not to be altered.
- Describe the reason for any variation between the Initial Space Summary and written comments provided by the MSBA as part of its review of the Preliminary Design Program.
- Sustainability Documents:
 - Completed sustainability scorecard from the Designer showing the attempted credits to be included in the final design; and
 - Signed letter from the Designer including the following statements:
 - "This is an acknowledgement that the ______School District has identified a goal of _____% additional reimbursement from the MSBA High Efficiency Green School Program. As their Designer, I have submitted a completed ______scorecard showing all prerequisites and _____ attempted points, which will meet that goal."
 - "The scope of work for this project will include the construction elements and performance tasks to achieve that goal, and all subsequent documents, including but not limited to, specifications, drawings, and cost estimates will match the scope of work indicated in the submitted scorecard."
- Building Plans Provide conceptual floor plans of the preferred solution, in color that are clearly labeled to identify educational spaces in the preferred solution.
- Site Plans Provide clearly labeled site plans of the preferred solution including, but not limited to:
 - o Structures and boundaries;
 - o Site access and circulation;
 - Parking and paving;
 - Zoning setbacks and limitations;
 - o Easements and environmental buffers;
 - o Emergency vehicle access;
 - o Safety and security features;
 - o Utilities;
 - Athletic fields and outdoor educational spaces (existing and proposed); and
 - Site orientation.
- Budget Provide an overview of the Total Project Budget and local funding including the following:
 - o Estimated total construction cost;
 - o Estimated total project cost;
 - o Estimated funding capacity;
 - o List of other municipal projects currently planned or in progress;
 - District's not-to-exceed Total Project Budget;

- Brief description of the local process for authorization and funding of the proposed project; and
- o Estimated impact to local property tax, if applicable.
- Complete and submit a budget statement for the preferred solution. The overall goal of the budget statement for preferred solution is to document the total change in operational costs that the District expects as a result of the proposed project. To assist in documenting this change the MSBA has developed an Excel template that includes two tabs, one for expenditures and one for revenues. Refer to Appendix 3E Budget Statement for Preferred Solution for additional information
- Provide an updated project schedule depicting all key tasks with durations. The schedule is to be updated and submitted by the OPM to MSBA as often as is required to reflect any changes, including any changes to milestone dates, but must be submitted with each submittal (Schematic Design, Design Development, 60% Construction Documents, 90% Construction Documents). The Schedule is to incorporate a minimum of 21 day required duration for MSBA review, and a minimum of 14 days for the project team to address or incorporate MSBA review comments into the project documents prior to the date of the next submission and before finalizing project documents for bidding. Thirty five days for each submission is the minimum acceptable duration; if the project team believes additional time is required for any or all of the submissions the durations for these activities are to be increased accordingly. The updated project schedule shall include as a minimum the following projected dates: (See Appendix 3B for a Sample Project Schedule)
 - MSBA Board of Directors meeting for approval to proceed into Schematic Design;
 - Schematic Design Submittal Date
 - MSBA Board of Directors meeting for approval of project scope and budget agreement and project funding agreement;
 - Town/City vote for project scope and budget agreement;
 - o Design Development submittal date;
 - MSBA Design Development Submittal Review (include required 21-day duration)
 - o 60% Construction Documents submittal date;
 - MSBA 60% Construction Documents Submittal Review (include required 21-day duration)
 - o 90% Construction Documents submittal date;
 - MSBA 90% Construction Documents Submittal Review (include required 21-day duration)
 - Anticipated bid date/GMP execution date;
 - Construction start;
 - o Move-in date; and
 - Substantial completion.

3.3.5 Local Actions and Approvals

The Preferred Schematic Report, as with other submittals to the MSBA, must be reviewed and approved locally for submittal to the MSBA, in accordance with the state

Massachusetts School Building Authority

Module 3 – Feasibility Study

open meeting law and any other local requirements. Public participation and local approval procedures and practices may vary by community and by project. Districts are encouraged to consult with their local counsel to ensure that all applicable requirements are satisfied.

To document local approval of the Preferred Schematic Report and its submittal to the MSBA, the MSBA requires the District to provide:

- Certified copies of the Minutes of the School Building Committee ("SBC") meeting from the meeting(s) where the Feasibility Study related submittals were approved for submittal to the MSBA. The meeting minutes must include the specific language of the vote and the results of the vote, stating the number of SBC Members who voted in favor of submittal to the MSBA, the number of opposed and the number of abstentions; and
- A list SBC meeting dates, the agendas, briefly describe the materials presented, if applicable, specific stakeholders in attendance (e.g., representatives of the local historic commission, school committee members beyond those in the SBC, local community group representatives, etc.), what materials are available for public review and where those materials may be viewed. The MSBA also requires Districts to provide similar information for public meetings and presentations conducted in addition to school building committee meetings.

Refer to Appendix 3D Local Actions and Approvals Certification Template for additional information. A signed Local Actions and Approval Certification on District Letterhead is required for MSBA staff to forward the proposed project to the MSBA Board of Directors for its consideration and approval to proceed into schematic design.

3.4 Approval to Proceed into Schematic Design

In order for the MSBA Board of Directors to consider a District's preferred solution for approval to proceed into schematic design, the following must occur prior to the date of the Board meeting, in accordance with the deadlines established by the MSBA:

- The District, through its OPM, must submit its Preferred Schematic Report to the MSBA in accordance with the deadlines published on the MSBA's website (www.MassSchoolBuildings.org).
- MSBA staff must complete its review of the Report, and the District must submit responses to any questions or issues raised by the MSBA in a timeframe adequate to support the schedule for the Board's meetings.
- The District and its Designer may be required to present an overview of its Report at an MSBA Facilities Assessment Subcommittee meeting.
- The District and its Designer must respond to any concerns or issues identified at the MSBA Facilities Assessment Subcommittee in a timely fashion, prior to the deadline established by the MSBA.

3.4.1 MSBA Staff Review

The District and the MSBA shall work in collaboration to determine which of the solutions studied may be recommended to the MSBA Board of Directors as the preferred solution in the Preferred Schematic Report. The solution may be phased in order of **Module 3 – Feasibility Study**

priority of need, if appropriate. It is possible, in some cases, that the study may recommend a "no-build" solution. If the MSBA and the District cannot agree upon a preferred solution, no preferred schematic design shall be forwarded to the Board for its consideration. The MSBA and the District will begin a review of the alternatives presented to determine if there are actions that can be taken to reach consensus on a final recommendation.

The MSBA review process for the Preferred Schematic Report includes:

- Written response comments based on staff review;
- Conference call with the District and its design team to discuss the Report; and
- Written responses from the District addressing staff comments as required.

3.4.2 Facility Assessment Subcommittee Review

Upon receipt and review of the Preferred Schematic Report, MSBA staff will schedule the District for presentation at a Facilities Assessment Subcommittee ("FAS") Meeting. The FAS meeting is an informational meeting only and is intended to provide an opportunity for Districts to further the MSBA's understanding of the proposed project. The FAS will not take any votes, and any formal actions required by the MSBA Board of Directors to fulfill MSBA procedures will be taken at the regularly scheduled Board meetings. FAS meeting dates are posted on the MSBA website and should be consulted when preparing the Feasibility Study work plan and schedule.

MSBA staff will notify the District, Designer, and OPM by e-mail of the scheduled FAS meeting. The e-mail will include an outline of the material that should be presented, which typically includes an overview of the project, the evaluation conducted to arrive at the recommended preferred solution, and if applicable, responses to specific questions regarding potential concerns noted during staff's review of the Preferred Schematic Report.

3.4.3 MSBA Board Approval

After the District has presented at the Facilities Assessment Subcommittee, if required, MSBA staff will present the preferred solution to the MSBA Board of Directors for its consideration and approval of a Preferred Schematic Design. If the Board approves a District to proceed into schematic design for its preferred solution, as described in the Preferred Schematic Report, the MSBA shall issue a Board Action Letter, summarizing the Board's actions. Upon receipt of the Board Action Letter, the District may proceed into Schematic Design – see Module 4.

APPENDIX 3A

Program Overview

Program Overview

The Massachusetts School Building Authority's ("MSBA") grant program for school building construction and renovation projects is a non-entitlement competitive program based on need. The MSBA's Board of Directors (the "Board") approves grants based on need and urgency, as expressed by the City, Town, Regional School District, or independent agricultural and technical school ("District") and validated by the MSBA. Once the MSBA Board of Directors invites a District to participate in the MSBA's grant program, the collaborative process includes the following eight Modules:

Module 1 – Eligibility Period: The MSBA Board of Directors votes to invite a District into the Eligibility Period which initiates a 270-day period for the District to complete preliminary requirements including a certification of the District's understanding of the grant program rules, the formation of a School Building Committee, a summary of the District's existing maintenance practices; determination of a design enrollment; development of an educational profile, community authorization and funding to proceed, and execution of the MSBA's standard Feasibility Study Agreement. Districts that are able to complete these requirements may receive an invitation to collaborate with the MSBA to Conduct a Feasibility Study.

Module 2 – Forming the Project Team: Upon receipt of an invitation to collaborate with the MSBA to Conduct a Feasibility Study the District procures the team of professionals utilizing MSBA specific procurement processes, standard Request for Services ("RFS") templates, and standard Contracts to work with the District as the proposed project advances through the MSBA's grant process.

Module 3 – Feasibility Study: Upon successful conclusion of procurement of Owner's Project Management ("OPM") and Designer services a Kick-Off meeting is held to begin collaboration 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 preferred solution to the MSBA Board of Directors for its consideration. During this phase, the Owner's Project Manager will submit on behalf of the District and its Designer a Preliminary Design Program and a Preferred Schematic Report. Approval by the MSBA Board of Directors is required for all projects to proceed into schematic design.

Module 4 – Schematic Design: The District and its team develop a robust schematic design of sufficient detail to establish the scope, budget and schedule for the proposed project. The MSBA generates a Project Scope and Budget Agreement that documents the project scope, budget, schedule and MSBA financial participation to forward to the MSBA Board of Directors for their approval.

Module 5 – Funding the Project: Once the MSBA Board of Directors has authorized the MSBA Executive Director to enter into a Project Scope and Budget Agreement and a Project Funding Agreement with the District, the District completes steps necessary to secure community authorization and financial support for the proposed project and enters into a Project Funding Agreement with the MSBA. With an executed Project Funding Agreement the District engages OPM and Designer services, and updates project budgets in Pro - Pay.

Module 6 – Detailed Design: Design Development, Construction Documentation & Bidding: The District and its team advance the design, generate construction documentation, procure bids and award a construction contract in accordance with the agreed upon project scope, budget and schedule as documented in the Project Funding Agreement, and the requirements contained in the MSBA's standard contracts for Owner's Project Management and Designer Services. The MSBA continues to monitor the project to ensure it remains on track and meets the expectation of both the District and the MSBA as defined in the Project Funding Agreement

Module 7 – Construction Administration: The MSBA continues to monitor progress of the project to confirm that it remains on track and meets the expectation of both the District and the MSBA as defined in the Project Funding Agreement.

Module 8 – Project Closeout: The MSBA performs a final audit to determine final total grant amounts and release final payment.

MSBA Module 3 Appendix 3B - Sample Project Schedule

N I	vic			Finish			
						2014	2015 2016 2017
1					Q4	Q1 Q2 Q3 Q	4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3 Q4 Q1 Q2 Q3
	Eligibility Period Activity	270 days		Sat 9/27/14		Eligibilit	Period
_	Invite to Eligibility Period	0 days		Wed 1/1/14	•	Invite to Eligibility Period Invite to Feasibility	udu
_	Invite to Feasibility Study ProPay Training Date #1	0 days 1 day	Fri 8/15/14	Wed 7/30/14			
	Owners Project Manager Selection	69 days		Mon 11/10/14		ł	Owners Project Manager Selection
9 🦻	RFS Ad Appears	0 days	Wed 9/3/14	Wed 9/3/14		\$	
	OPM Panel Meeting	0 days		Mon 11/3/14			PM Panel Meeting
	OPM Contract Executed	1 day		Mon 11/10/14			
	C Designer Selection	74 days 11 days	Mon 11/24/1 Mon 11/24/14				Designer Selection
_	Response Due	1 day		Wed 12/17/14			B ²
	Materials Received by the MSBA	6 days		Tue 12/23/14			0
	DSP Meeting Date	0 days		Tue 1/13/15			DSP Meeting Date
	DSP Interviews Date	0 days		Tue 1/27/15			
	Designer Contract Executed Designer Contract Received by the MSBA	7 days 1 day	Wed 1/28/15 Wed 2/4/15				
	Preliminary Design Program	139 days		Wed 7/8/15			Preliminary Design Program
	Kick Off Meeting	1 day	Thu 2/19/15	Thu 2/19/15			R .
	PDP Submittal Development	90 days	Fri 3/13/15	Wed 6/10/15			
25	PDP Submittal Date (8 weeks before l date)	SR 0 days	Thu 6/11/15	Thu 6/11/15			DP Submittal Date (8 weeks before PSR date)
26	MSBA PDP Review	14 days	Thu 6/11/15	Wed 6/24/15			
	Address PDP Comments	14 days	Thu 6/25/15				
	Preferred Schematic Report	105 days		Wed 9/23/15			Preferred Schematic Report
	PSR Submittal Development	57 days	Thu 6/11/15				
	PSR Submittal Date	0 days	Thu 8/6/15	Thu 8/6/15			PSR Submittal Date
	MSBA PSR Review	14 days	Thu 8/6/15	Wed 8/19/15			
	Address PSR Comments	10 days 0 days	Thu 8/20/15	Sat 8/29/15 Wed 9/9/15			↓□ ◆FAS Presentation
	Address FAS Comments	14 days	Wed 9/9/15				HED CONTRACTOR OF
	PS Board Approval	0 days		Wed 9/23/15			←PS Board Approval
37	Schematic Design	137 days	Wed 9/23/15	Sat 2/6/16			Schematic Design
	SD Submittal Development	79 days		Thu 12/10/15			
_	SD Notification Email Sent	1 day		Thu 11/26/15			►SD Submittal Date
	SD Submittal Date	0 days 21 days		Thu 12/10/15 Wed 12/30/15			
	Address SD Comments	14 days		Wed 1/13/16			
	PS & B Board Approval	0 days		Wed 1/27/16			est a board Approval
45	PSB Agreement Executed	11 days	Wed 1/27/16	Sat 2/6/16			
	CESE Review	72 days	Thu 12/10/15				DESE Review
	MSBA Review of DESE Submittal	7 days		Wed 12/16/15			940)
	DESE Review and Approval Project Funding Appropriation	65 days 51 days	Thu 12/17/15 Wed 4/6/16				Project Funding Appropriation
_	Pistrict Vote	0 days	Tue 4/5/16	Tue 4/5/16			pistrict Vote
53	Certifications of Votes sent to MSBA	11 days	Tue 4/5/16	Fri 4/15/16			
_	Project Funding Agreement Sent	18 days	Wed 4/20/16				
_	Project Funding Agreement Executed ProPay Training Date #2	0 days 1 day	Mon 5/16/16 Fri 5/27/16	Mon 5/16/16 Fri 5/27/16			Project Funding Agreement Executed
	Design Development (DD)	137 days	Tue 4/5/16	Fri 8/19/16			guintenting Design Development (DD)
	Design Development	94 days	Tue 4/5/16	Thu 7/7/16			HITTITID
60	DD Submission Date	0 days	Thu 7/7/16	Thu 7/7/16			D Submission Date
	MSBA DD Review	21 days	Fri 7/8/16	Thu 7/28/16			×
	Address DD Review Comments	21 days 133 days	Fri 7/29/16 Fri 7/8/16	Thu 8/18/16 Thu 11/17/16			
	60% CD Development	91 days	Fri 7/8/16	Thu 10/6/16			
	60% CD Submission Date	0 days		Thu 10/6/16			↓ 50% CD Submission Date
67	MSBA 60% CD Review	21 days	Fri 10/7/16	Thu 10/27/16			
_	Addresss 60% CD Review Comments	21 days		Thu 11/17/16			
	90% Construction Documents (CD)	108 days		Sun 1/22/17			Operation of the second s
	Second Se	68 days 0 days		Tue 12/13/16 Tue 12/13/16			↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓
	MSBA 90% CD Review	21 days	Wed 12/13/16				
	Address 90% CD Review Comments	21 days	Wed 1/4/17				
75 5	Bidding/CM Selection	291 days	Mon 8/15/16	Thu 6/1/17			guarantee gua
	Pids due	0 days	Wed 3/1/17				∲ Bids due
	Notice to Proceed	0 days		Wed 3/22/17			♦ Notice to Proceed
	Construction Construction Construction	818 days 150 days		Mon 6/17/19 Mon 4/24/17			Early Site Package Realease (if Applicable)
	Construction Phase	515 days	Wed 3/22/17				
	Substantial Completion	0 days	Sat 8/18/18	Sat 8/18/18			
	Move-In	2 days		Mon 8/20/18			
_	Complete Demo - Existing Building	52 days 0 days	Tue 8/21/18 Tue 6/18/19	Thu 10/11/18			
P	•	- 00/5					1
	Project1 Task		Market	ilestone	•	Project Summary Fitternal Mil	estone 🔹 Inactive Milestone 💠 Manual Task 🗰 Manual Summary Rollup examination Start-only E De
roject.							
	Ion 11/24/14 Split		Si	immary	V	The sternal Tasks Inactive Tas	k Inactive Summary V Duration-only Manual Summary V Finish-only] Pro

				2018						2019
	Q1		Q2	2010	Q3		Q4	Q1	Q2	Q3
	QI		Q2		4,5		4	ų į	Q2	
	·								 	
								-		
								-		
								-		
								-		
	·									
									 	Construction
						octontial .	Completion			
						stantial	Completion			
					₩					
					- 9000					
									 	Project Complete
										.,
10	J									
	4								 	
ne ss		,							 	

Schedule provided for reference only. Dates and task durations may vary by project

Proposed Space Summary- Elementary Schools

								PROPOSE	D								
FILL IN SCHOOL NAME HERE	Ex	cisting Conc	ditions	Exis	ting to Remain	/Renovated		New			Total			(refer t	o MSBA Ed		Guidelines gram & Space Standard Guidelines)
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals	ROON NFA ¹		area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals		ROOM NFA ¹	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			0			0			0			0			0	0	
(List classrooms of different sizes seperately)						_									-		
Pre-Kindergarten w/ toilet														1,200		-	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet														1,200	0	-	1,100 SF min - 1,300 SF max
General Classrooms - Grade 1-6	-													950	0	-	900 SF min - 1,000 SF max
SPECIAL EDUCATION			0			0			0			0				500	
(List rooms of different sizes seperately)			U			U			U			U				500	
Self-Contained SPED	-													950	0		8% of pop. in self-contained SPED
Self-Contained SPED - toilet	-													60	0		
Resource Room														500	0		1/2 size Genl. Clrm.
Small Group Room / Reading														500	1	500	1/2 size Genl. Clrm.
ART & MUSIC			0			0			0			0		1 0 0 0		0	assumed schedule 2 times / week / student
Art Classroom - 25 seats Art Workroom w/ Storage & kiln														1,000 150	0	-	assumed schedule 2 times / week / student
Alt Workroom w/ Storage & kim														150	0		
Music Classroom / Large Group - 25-50 seats														1,200	0		assumed schedule 2 times / week / student
Music Practice/ Ensemble														75	0	-	
HEALTH & PHYSICAL EDUCATION			0			0			0			0				6,300	
Gymnasium	-													6,000	1	6,000	6000 SF Min. Size
Gym Storeroom Health Instructor's Office w/Shower & Toilet														150 150	1	150 150	
														100		100	
MEDIA CENTER			0			0			0			0				2,020	
Media Center/Reading Room														2,020	1	2,020	
						-											
DINING & FOOD SERVICE Cafeteria/Dining			0			0			0			0		0	1	3,000	2 seatings - 15SF per seat
Stage														1,000	1	1,000	z seatings - 155F per seat
Chair/Table/Equipment Storage														200	1	200	
Kitchen														1,600	1	1,600	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room														200	1	200	20 SF/Occupant
MEDICAL			0			0			0	-		0		00	4	310 60	
Medical Suite Toilet Nurses' Office/Waiting Room														60 250	1	250	
Examination Room / Resting														100	0	-	
ADMINISTRATION & GUIDANCE			0			0			0			0				1,865	
General Office / Waiting Room/Toilet	_													300	1	300	
Teachers' Mail and Time Room Duplicating Room														100 150	1	100 150	
Records Room	1	1						1			1			110	1	110	
Principal's Office w/ Conference Area		1				1		1			1			375	1	375	
Principal's Secretary / Waiting						L								125	1	125	
Assistant Principal's Office						<u> </u>								120	0	-	
Supervisory / Spare Office Conference Room					+						-			120 250	1	120 250	
					-	1		-						200		∠50	
Guidance Office														150	0		
Guidance Storeroom														35	1	35	
						<u> </u>											
Teachers' Work Room		-									-			300	1	300	
CUSTODIAL & MAINTENANCE			0			0			0			0				1,900	
Custodian's Office			0			U			U			U		150	1	1,900	
	1	-1		I I		1					-1		I I		· · · · ·	.50	8

Proposed Space Summary- Elementary Schools

							PROPOSE	D								
FILL IN SCHOOL NAME HERE	Existing Cond	litions	Exis	ing to Remain	/Renovated		New			Total			(refer to	o MSBA Ec		Guidelines ram & Space Standard Guidelines)
ROOM TYPE	ROOM NFA ¹ # OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	RC	DOM FA ¹	# OF RMS	area totals	Comments
Custodian's Workshop													575	1	375	
Custodian's Storage			-					L					575	1	375	
Recycling Room / Trash				_				ļ					00	1	400	
Receiving and General Supply						L		<u>↓ </u>					200	1	200	
Storeroom	_ _		-					├──── ┦					200	1	200	
Network/Telecom Room			-					<u>↓ </u>				2	200	1	200	
					0	<u> </u>		0								
OTHER Other (specify)		0			U			v			0				0	
Other (specny)		 			+	──		├ ─── ┦								
					+			<u>├</u> ┦								
Total Building Net Floor Area (NFA)		0			0	<u> </u>		0			0				15.895	
Fotal Ballaing Not Floor Floor (1477)															10,000	
Proposed Student Capacity/Enrollment					-	1									-	
·····,					-	1										
Total Building Gross Floor Area (GFA) ²															-	
								ļl								
Grossing factor (GFA/NFA)		#DIV/0!		_				ļ			#DIV/0!				0.00	
 ¹ Individual Room Net Floor Area (NFA) ² Total Building Gross Floor Area (GFA) 	Includes the net square f	Ū		·		·	cific spaces	assigned to a pa	articular progra	am area inc	cluding such space	es as non-com	nmunal t	oilets and s	storage rooms.	
Architect Certification	of the Massachusetts Sc		ority to the best o	f my knowledge	e and belief. A tru	rue statement,	made unde	er the penalties of	f perjury.			School Building	g Author	ity, in acco	rdance with the	guidelines, rules, regulations and policies
	Name	e of Principal Arch	nitect:													
	Signature	e of Principal Arch	nitect:													
			Date:													

Proposed Space Summary- Elementary - K-8 School

LENERARY SPACE Image: second secon									PROPOSE	D				_			
Description Description <thdescription< th=""> <thdescription< th=""></thdescription<></thdescription<>	ELEMENTARY SCHOOL	Ex	isting Cond	ditions	Existin	g to Remain/	Renovated		New			Total		(refer t	o MSBA Ec		
	ROOM TYPE		# OF RMS	area totals		# OF RMS	area totals		# OF RMS	area totals		# OF RMS	area totals		# OF RMS	area totals	Comments
R-Company of Math O	CORE ACADEMIC SPACES		0	0		0	0		0	0		0	0		0	0	
independence independence<																	
General Guescene Grade 1 Image: Control Grade 3 Image: Control Grade				-			-					-	0				
Operation Operation <t< td=""><td></td><td></td><td></td><td>-</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0</td><td></td><td></td><td></td><td></td></t<>				-									0				
Seece Seece <th< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0</td><td></td><td></td><td></td><td>900 SF min - 1,000 SF max</td></th<>													0				900 SF min - 1,000 SF max
Seecong reamImage: second region of the second region				-									0				1 period / day / student
Processor Processor <t< td=""><td></td><td></td><td></td><td>0</td><td></td><td></td><td></td><td></td><td></td><td>0</td><td></td><td></td><td>0</td><td></td><td></td><td>-</td><td></td></t<>				0						0			0			-	
diff consider Site Site Site Site Site Site Site Site															1		
diff consider Site Site Site Site Site Site Site Site																	
diff consider Site Site Site Site Site Site Site Site																	
Indicational SPID Grains 4.8 0<				0			0			0			0			500	
add-Caranard 2020 - Carbet 1 > 00 0		-										1					
Bet Contrast SPE Orange 64 bindie 0		-	-								v		0				
Bet Control of Consisted State Control of Contro		-	-										0				8% of pop. in self-contained SPED
Beours Room - Gade 1-6 I		-						I					0				
Instruction Image Construction Image Construc													0				
Image Reservice Image Rese				ů									0				
Art Ausge Art Ausge <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>-</td><td></td><td></td><td>0</td><td></td><td></td><td></td><td>1/2 size Capl. Clrm</td></t<>										-			0				1/2 size Capl. Clrm
Art Classoon Codes 1-6 O	Small Group Room / Reading			0			U			U	0	0	0	500	1	500	1/2 Size Geni. Cinn.
Art Classoon Codes 1-6 O				0			0			0			0			200	
Art Worksome - Grades 6.8 0<											0	0	0	1 000	0		assumed schedule 2 times / week / student
Art Morrow W Songe 8 hin Image Conserved For Songe For S				-							-		0				
m m													0				assumed use - 50% population 2 times / week
Band / Chargen - 100 seals I 0 </td <td>Alt Workfooln W/ Glorage & Kim</td> <td></td> <td></td> <td>Ū</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0</td> <td>100</td> <td>0</td> <td></td> <td></td>	Alt Workfooln W/ Glorage & Kim			Ū									0	100	0		
Music Disactory Lupp Grants	Band / Chorus - 100 seats			0									0	1.500	0	-	
Made Practore Ensemble - Grades 6-9 0				0						0			0		0	-	assumed schedule 2 times / week / student
Maile Practice/Ensemble - Grades 6-8 Image: Crades 6-8 Image: Cr													0				
Index (E.G. Drafting, Business) Image: Construct (Construct (Construt (Construct (Construct (Construct (Construct (Construt (0						0			0			200	
Index (E.G. Drafting, Business) Image: Construct (Construct (Construt (Construct (Construct (Construct (Construct (Construt (
Index (E.G. Drafting, Business) Image: Construct (Construct (Construt (Construct (Construct (Construct (Construct (Construt (
Tech. Skop. (E.G. Consumer, Wood) 0				-			0			-			0				
HEALTH & PHYSICAL EDUCATION I<	Tech. Clrm (E.G. Drafting, Business)	-		0			0			0	0	0	0	1,200	0	-	Assumed use - 25% Population - 5 times/week
Gymmasum I 0 Gymmasum I 0	Tech. Shop - (E.G. Consumer, Wood)	_		0			0			0				2,000	0	-	Assumed use - 25% Population - 5 times/week
Gymmasum I 0 Gymmasum I 0	HEALTH & PHYSICAL EDUCATION			0			0			0			0			#DIV/0!	
Gym Storeroom I 0 0 0 0 0 0 150 1											0	0	0	6,000	1		6000 SF Min. Size
Locker Rooms - Boys/Girls WToilets I I 0	Gym Storeroom			0						0	0		0	150	1	150	
Image: Construction of the construction of											-		0				
Media Center/Reading Room Image Im	Locker Rooms - Boys/Girls w/Toilets			0			0			0	0	0	0	1,000	2	2,000	
Media Center/Reading Room Image Im																	
Media Center/Reading Room Image Im		_					-			•						"DI) (/0)	
Image: Construction of the construction of											0	0	0	#DI\//01	1		
Cafeteria/Dining I O Kitchen 0 0 Chair/Table/Equipment Storage 0 0 Chair/Table/Equipment Storage 0 0 Staff Lunch Room 0 Staff Lunch Room 0 Staff Lunch Room 0 Medical Suite Toilet 0 Medical Suite Toilet 0 Medical Suite Toilet 0 Medical Suite Toilet 0 Kurses' Office/Waiting Room 0 Medical Suite Toilet 0 </td <td>Media Center/Reading Room</td> <td></td> <td></td> <td>0</td> <td></td> <td></td> <td>0</td> <td></td> <td></td> <td>0</td> <td>0</td> <td>0</td> <td>Ū</td> <td>#010/0:</td> <td></td> <td>#DIV/0:</td> <td></td>	Media Center/Reading Room			0			0			0	0	0	Ū	#010/0:		#DIV/0:	
Cafeteria/Dining I O Kitchen 0 0 Chair/Table/Equipment Storage 0 0 Chair/Table/Equipment Storage 0 0 Staff Lunch Room 0 Staff Lunch Room 0 Staff Lunch Room 0 Medical Suite Toilet 0 Medical Suite Toilet 0 Medical Suite Toilet 0 Medical Suite Toilet 0 Kurses' Office/Waiting Room 0 Medical Suite Toilet 0 </td <td>DINING & FOOD SERVICE</td> <td></td> <td></td> <td>0</td> <td></td> <td></td> <td>0</td> <td></td> <td></td> <td>0</td> <td></td> <td></td> <td>0</td> <td></td> <td></td> <td>3.600</td> <td></td>	DINING & FOOD SERVICE			0			0			0			0			3.600	
Kitchen Image: Construction of the const		1	1							-	0	0	0	0	1		2 seatings - 15SF per seat
Chair/Table/Equipment Storage O <tho< td=""><td></td><td>1</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0</td><td>-</td><td></td><td></td><td>1600 SF for first 300 + 1 SF/student Add'l</td></tho<>		1	1										0	-			1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room 0													0			200	200 SF for first 300 + .333 SF/student Add'l
Stage 0 0 0 0 0 0 0 1 1,600 1 1,600 MEDICAL 0										0			0			200	200 SF for first 400 + .25 SF/student Add'l
MEDICAL O </td <td></td> <td>1</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>-</td> <td></td> <td></td> <td>0</td> <td></td> <td></td> <td></td> <td></td>		1	1							-			0				
Medical Suite Toilet 0				-			-					-	Ŭ	.,	- ·	.,500	
Medical Suite Toilet 0	MEDICAL	1		0			0			0		1	0			310	
Nurses' Office/Waiting Room 0 0 0 0 0 0 250 1 </td <td></td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0</td> <td>0</td> <td>0</td> <td>60</td> <td>1</td> <td></td> <td></td>		1									0	0	0	60	1		
ADMINISTRATION & GUIDANCE 0 0 0 0 0 0 0 0 #DIV/0!	Nurses' Office/Waiting Room						0			0			0	250			
	Examination Room / Resting			0			0			0	0	0	0	100	0	-	
Principal's Office w/ Conference Area 0 0 0 0 0 375 1 375				, v						-			0				
	Principal's Office w/ Conference Area			0	I		0			0	0	0	0	375	1	375	

Proposed Space Summary- Elementary - K-8 School

							1	PROPOSEI	D							
ELEMENTARY SCHOOL	Ex	isting Cond	litions	Existing	g to Remain/	Renovated		New			Total		(refer	to MSBA Ec		Guidelines gram & Space Standard Guidelines)
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	Comments
Principal's Secretary / Waiting			0			0			0	0	0	0	125	1	125	
Assistant Principal's Office - AP1			0			0			0	0	0	0	#DIV/0!	1	#DIV/0!	
Assistant Principal's Office - AP2			0			0			0	0	0	0	#DIV/0!	0	#DIV/0!	
General Office / Waiting Room/Toilet			0	-		0	-		0	0	0	0	#DIV/0!	1	#DIV/0!	
Conference room Teachers' Mail and Time Room			0			0			0	0	0	0	#DIV/0! 100	1	#DIV/0! 100	
Duplicating Room			0			0			0	0	0	0	#DIV/0!	1	#DIV/0!	
Records Room			0			0			0	0	0	0	#DIV/0!	1	#DIV/0!	
Supervisory / Spare Office			0			0			0	0	0	0	#DIV/0!	1	#DIV/0!	
Guidance area																
General Waiting Room	1		0			0			0	0	0	0	100	1	100	
Guidance Office			0			0			0	0	0	0	150	1	150	
Guidance Storeroom			0			0			0	0	0	0	#DIV/0!	1	#DIV/0!	
								-						1		
Teachers' Work Room			0	-		0			0	0	0	0	300	1	300	
CUSTODIAL & MAINTENANCE			0			0			0			0			#DIV/0!	
Custodian's Office			0			0			Ŭ	0	0	0	150	1	150	
Custodian's Workshop			0			0				0	0	0	#DIV/0!	1	#DIV/0!	
Custodian's Storage			0			0				0	0	0	375	1	375	
Storeroom			0			0				0	0	0	200	1	200	
Recycling Room / Trash			0			0				0	0	0	400	1	400	
Receiving and General Supply			0			0				0	0	0	200	1	200	
Network/Telecom Room			0	-		0				0	0	0	200	1	200	
OTHER			0			0			0			0			0	
Other (specify)			0			0			0	0	0	0				
Total Building Net Floor Area (NFA)			0			0			0			0			#DIV/0	
			0			v			v			0				
Proposed Student Capacity/Enrollment												0			-	Enter grade enrollments to the right
Total Building Gross Floor Area (GFA) ²				GS	SF of existing			GSF new	0			0			#DIV/0	
Grossing factor (GFA/NFA)			#DIV/0!								(estimate)				1.50	
¹ Individual Room Net Floor Area (NFA)	Includes the	net square i	tootage measured t	from the inside fac	e of the perir	neter walls and	includes all sp	ecific space	es assigned to a	a particular pr	ogram area	including such space	ces as non-comm	iunal tollets	and storage roo	ims.
² Total Building Gross Floor Area (GFA)	Includes the	entire buildi	ing gross square for	otage measured fr	rom the outsi	de face of exteri	or walls									
Architect Certification	Iborchure	tify that - 11	f the information	wided in this ID	noned C	Cummer-II is i	nuo porte-ler	and arrow	to and coment	o ogro-d t	nriti 1	the Magazzhurr	Sahaal Duildin	huthorit :		
	policies of the	ny mat all of Ne Massachu	t the information pro usetts School Buildii	ng Authority to the	e best of my k	nowledge and b	belief. A true s	anu accura statement, n	nade under the	penalties of p	n writing by berjury.	me massachusetts	School Building /	autriority, in	accordance with	h the guidelines, rules, regulations and
		N	lame of Architect F	irm:												-
		Name	of Principal Archi	tect:												_
		Signature	of Principal Archi	tect:												_
			D	Date:												

Grades K-5

Grades 6-8

#DIV/0!

#DIV/0!

Proposed Space Summary - Middle Schools

								PROPOSEI	u 								
FILL IN SCHOOL NAME HERE	Ex	isting Condit	ions	Exist	ng to Remair	/Renovated		New			Total			(refer	to MSBA I		A Guidelines ogram & Space Standard Guidelines)
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals		NFA ¹	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			0			0			0			0				0	
(List classrooms of different sizes seperately)			, , , , , , , , , , , , , , , , , , ,						, in the second			, , , , , , , , , , , , , , , , , , ,					
Classroom - General														950	0	-	850 SF min - 950 SF max
Small Group Seminar (20-30 seats)/ Resource				-										500	0	-	
Science Classroom / Lab				-										1,200	0	-	1 period / day / student
Prep Room														80	0	-	
SPECIAL EDUCATION			0			0			0			0				500	
(List classrooms of different sizes seperately)																	
Self-Contained SPED														950	0	-	assumed 8% of pop. in self-contained SPED
Self-Contained SPED Toilet														60	0	-	
Resource Room		1	<u> </u>				1	1	1		1			500	0	-	1/2 size Genl. Clrm.
Small Group Room / Reading			1											500	1	500	
- ····································			1													000	
ART & MUSIC			0			0			0			0				200	
Art Classroom														1,200	0	-	assumed use - 50% population 2 times / week
Art Workroom w/ Storage & kiln														150	0	-	
														.00	Ŭ		
Band / Chorus - 100 seats														1,500	0		assumed use - 50% population 2 times / week
Music Practice / Ensemble														200	1	200	
Music Fractice / Ensemble														200		200	
OCATIONS & TECHNOLOGY			0			0			0			0				0	
Tech. Clrm (E.G. Drafting, Business)			Ů						•			Ű		1,200	0	-	Assumed use - 25% Population - 5 times/week
Tech. Cillin (E.G. Dialting, Busiliess)														1,200	0	-	Assumed use - 25% Population - 5 times/week
Test Oliver (F.O. Osissen March)														2.000	0	-	Assumed use - 25% Population - 5 times/week
Tech. Shop - (E.G. Consumer, Wood)														2,000	0	-	Assumed use - 25% Population - 5 times/week
																	-
EALTH & PHYSICAL EDUCATION			0		_	0			0			0				8,400	
Gymnasium			0			U			0			U		6,000	1	6,000	
Gym Storeroom														150	1	150	
Health Instructor's Office w/Shower & Toilet					-				-					250	1	250	
Locker Rooms - Boys/Girls w/Toilets														1,000	2	2,000	
Eocker Rooms - Boys/Gins w/Tollets														1,000	2	2,000	
MEDIA CENTER			0			0			0			0				2,680	
Media Center/Reading Room			Ŭ			v			, v			v		2,680	1	2,680	
media contenticading room														2,000		2,000	
DINING & FOOD SERVICE			0			0			0			0				3,600	
Cafetorium/Dining			, , , , , , , , , , , , , , , , , , ,						, in the second			, , , , , , , , , , , , , , , , , , ,		0	1	-	2 seatings - 15SF per seat
Stage														1,600	1	1,600	
Chair/Table/Equipment Storage	l		1				1							200	1	200	1
Kitchen			1											1,600	1	1,600	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room														200	1	200	
		-	<u> </u>								-					200	
MEDICAL			0			0			0			0				310	
Medical Suite Toilet			<u> </u>			•			, v			, , , , , , , , , , , , , , , , , , ,		60	1	60	
Nurses' Office/Waiting Room	l		1	ŀ			1							250	1	250	
Examination Room / Resting	l		1	ŀ			1							100	0	-	1
	l		1				1								5		1
ADMINISTRATION & GUIDANCE			0			0			0			0				2,400	
General Office / Waiting Room/Toilet									-					300	1	300	r
Teachers' Mail and Time Room		1	1								1			100	1	100	
Duplicating Room		1	1								1			200	1	200	
Records Room	l	1		l			I				1			200	1	200	
Principal's Office w/ Conference Area		1						1						375	1	375	
Principal's Secretary / Waiting	l			l			I							125	1	125	
Assistant Principal's Office - AP1		1	1								1			150	1	150	
Assistant Principal's Office - AP2		1	1								1			150	0	-	
Supervisory / Spare Office	l						1		1		1			150	1	150	
Conference Room	1	1	<u> </u>				1	1	1		1			350	1	350	
		1		L	1	1		1	1		1		L	500			1

Proposed Space Summary - Middle Schools

ROOM TYPE NFA ¹ Guidance Office	Existing Conditio	
ROOM TYPE NFA ¹ Guidance Office	# OF RMS	
		area totals
Guidance Waiting Room Guidance Storeroom		
Teachers' Work Room		
STODIAL & MAINTENANCE		0
Custodian's Office		
Custodian's Workshop		
Custodian's Storage		
Recycling Room / Trash		
Receiving and General Supply		
Storeroom		
Network/Telecom Room		
<u>IER</u>		0
er (specify)		
Total Building Net Floor Area (NFA)		0
Proposed Student Capacity/Enrollment		
0		
Total Building Gross Floor Area (GFA) ²		
Grossing factor (GFA/NFA)		#DIV/0!

Signature of Principal Architect:

Date:

Page 3C - 2 of 2

Proposed Space Summary - High Schools

FILL IN SCHOOL NAME HERE	Ex	isting Conditi	ons
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals
CORE ACADEMIC SPACES			0
(List classrooms of different sizes seperately)			
Classroom - General			
Teacher Planning Small Group Seminar (20-30 seats)			
Science Classroom / Lab			
Prep Room			
Central Chemical Storage Rm			
SPECIAL EDUCATION			0
(List classrooms of different sizes seperately)			
Self-Contained SPED			
Self-Contained SPED Toilet			
Resource Room			
Small Group Room			
		L	L
ART & MUSIC			0
Art Classroom - 25 seats	I	ļ	L
Art Workroom w/ Storage & kiln			
Pand 50 100 secto			
Band - 50-100 seats			+
Chorus - 50-100 seats			
Ensemble Music Prosting			
Music Practice			
Music Storage			
OCATIONS & TECHNOLOGY			0
Tech Clrm (E.G. Drafting, Business)			
Tech Shop - (E.G. Consumer, Wood)			
EALTH & PHYSICAL EDUCATION			0
HEALTH & PHYSICAL EDUCATION Gymnasium			0
			0
Gymnasium PE Alternatives Gym Storeroom			0
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets			0
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage			0
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girts w/Toilets Phys. Ed. Storage Athletic Director's Office			
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage			0
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet			
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet HEDIA CENTER			0
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet			
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet IEDIA CENTER Media Center/Reading Room			0
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet HEDIA CENTER			
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet MEDIA CENTER Media Center//Reading Room AUDITORIUM / DRAMA Auditorium			0
Gymnasium PE Alternatives Sym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet Media Center/Reading Room AuDITORIUM / DRAMA Auditorium Stage			0
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet MEDIA CENTER Media Center//Reading Room AUDITORIUM / DRAMA Auditorium			0
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet Health Instructor's Office w/Shower & Toilet Health Center/Reading Room UDITORIUM / DRAMA Auditorium Stage Auditorium Stage			0
Gymnasium PE. Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet MEDIA CENTER Media Center/Reading Room AUDITORIUM / DRAMA Auditorium Stage Auditorium Storage Make-up / Dressing Rooms			0
Gymnasium PE. Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet MEDIA CENTER Media Center/Reading Room AUDITORIUM / DRAMA Auditorium Stage Auditorium Storage Make-up / Dressing Rooms			0
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet Health Instructor's Office Media Center/Reading Room AUDITORIUM / DRAMA Auditorium Stage Auditorium Stage Make-up / Dressing Rooms Controls / Lighting / Projection			0
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet Health Instructor's Office w/Shower & Toilet Media Center/Reading Room ADIOTORIUM / DRAMA Auditorium Stage Auditorium Stage Auditorium Storage Make-up / Dressing Rooms Controls / Lighting / Projection DINING & FOOD SERVICE Cafeteria / Student Lounge/ Break-out Chair / Table Storage			0
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office w/Shower & Toilet Health Instructor's Office w/Shower & Toilet Media Center/Reading Room WDITORIUM / DRAMA Auditorium Stage Auditorium Stage Auditorium Storage Make-up / Dressing Rooms Controls / Lighting / Projection NINING & FOOD SERVICE Cafeteria / Student Lounge/ Break-out Chair / Table Storage Scramble Serving Area			0
Gymnasium PE Alternatives Sym Storerom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office w/Shower & Toilet Health Instructor's Office w/Shower & Toilet HEIJA CENTER Media Center/Reading Room AUDITORIUM / DRAMA Auditorium Stage Auditorium Stage Auditorium Storage Make-up / Dressing Rooms Controls / Lighting / Projection DINING & FOOD SERVICE Cateteria / Student Lounge/ Break-out Chair / Table Storage Scramble Serving Area Kitchen			0
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office w/Shower & Toilet Health Instructor's Office w/Shower & Toilet Media Center/Reading Room WDITORIUM / DRAMA Auditorium Stage Auditorium Stage Auditorium Storage Make-up / Dressing Rooms Controls / Lighting / Projection NINING & FOOD SERVICE Cafeteria / Student Lounge/ Break-out Chair / Table Storage Scramble Serving Area			0
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet Health Instructor's Office w/Shower & Toilet Health Center/Reading Room UDITORIUM / DRAMA Auditorium Stage Auditorium Stage Make-up / Dressing Rooms Controls / Lighting / Projection UNING & FOOD SERVICE Cafeteria / Student Lounge/ Break-out Chair / Table Storage Scramble Serving Area Kitchen Staff Lunch Room			0
Gymnasium PE Alternatives Sym Storerom Locker Rooms - Boys/Girts w/Toilets Phys. Ed. Storage Athletic Director's Office w/Shower & Toilet Health Instructor's Office w/Shower & Toilet HEDIA CENTER Media Center/Reading Room AUDITORIUM / DRAMA Auditorium Stage Auditorium Stage Auditorium Storage Make-up / Dressing Rooms Controls / Lighting / Projection DINING & FOOD SERVICE Cateteria / Student Lounge/ Break-out Chair / Table Storage Scramble Serving Area Kitchen Staff Lunch Room			0
Gymnasium PE Alternatives Sym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet Media Center/Reading Room Auditorium Stage Auditorium Stage Make-up / Dressing Rooms Controls / Lighting / Projection DINING & FOOD SERVICE Cafeteria / Student Lounge/ Break-out Chair / Table Storage Scramble Serving Area Kitchen Staff Lunch Room			0
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet Health Instructor's Office w/Shower & Toilet Media Center/Reading Room ADIOTORIUM / DRAMA Auditorium Stage Auditorium Stage Auditorium Stage Controls / Lighting / Projection DINING & FOOD SERVICE Cafeteria / Student Lounge/ Break-out Chair / Table Storage Scramble Serving Area Kitchen Staff Lunch Room Hedical Suite Toilet Murses' Office/Waiting Room			0
Gymnasium PE Alternatives Sym Storerom Locker Rooms - Boys/Girts w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet HEDIA CENTER Media Center/Reading Room AUDITORIUM / DRAMA Auditorium Stage Auditorium Stage Auditorium Storage Make-up / Dressing Rooms Controls / Lighting / Projection DINING & FOOD SERVICE Cafeteria / Student Lounge/ Break-out Chair / Table Storage Scramble Serving Area Kitchen Staff Lunch Room HEDICAL Medical Suite Toilet Nurses' Office/Vaiting Room Interview Room			0
Gymnasium PE Alternatives Gym Storeroom Locker Rooms - Boys/Girls w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet Health Instructor's Office w/Shower & Toilet Media Center/Reading Room ADIOTORIUM / DRAMA Auditorium Stage Auditorium Stage Auditorium Stage Controls / Lighting / Projection DINING & FOOD SERVICE Cafeteria / Student Lounge/ Break-out Chair / Table Storage Scramble Serving Area Kitchen Staff Lunch Room Hedical Suite Toilet Murses' Office/Waiting Room			0
Gymnasium PE Alternatives Sym Storerom Locker Rooms - Boys/Girts w/Toilets Phys. Ed. Storage Athletic Director's Office Health Instructor's Office w/Shower & Toilet HEDIA CENTER Media Center/Reading Room AUDITORIUM / DRAMA Auditorium Stage Auditorium Stage Auditorium Storage Make-up / Dressing Rooms Controls / Lighting / Projection DINING & FOOD SERVICE Cafeteria / Student Lounge/ Break-out Chair / Table Storage Scramble Serving Area Kitchen Staff Lunch Room HEDICAL Medical Suite Toilet Nurses' Office/Vaiting Room Interview Room			0

			F	PROPOSED				
Existing	to Remain/Re	novated		New			Total	
ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals
		0			0			0
		0			0			0
		0			0			0
		0			0			0
		0			0			0
		0			0			0
		0			0			0
					- 0			0
		0			0			0
		0			0			0
		0			0			0

-		-	ram & Space Standard Guidelines)
ROOM NFA ¹	# OF RMS	area totals	Comments
		2,100	
850 100	2	1,700 200	825 SF min - 950 SF max
500	0	-	
1,440	0	-	3 x85% ut=20 Seats-1 per /day/student
200	0	-	
200	1	200	
		0	
950	0	-	assumed 8% of pop. in self-contained SPED
60	0	-	
500	0	-	1/2 size Genl. Clrm.
500	0	-	1/2 size Genl. Clrm.
		3,625	
1,200	0	-	Assumed use - 25% Population - 5 times/week
150	0	-	
1,500	1	1,500	Assumed use - 25% Population - 5 times/week
1,500	1	1,500	rosumed dae - 2070 Fopulation - 5 (ITIES/WEEK
200	1	200	
75	-1	(75)	
500	1	500	
1,200	-1	-3,200 (1,200)	Assumed use - 50% Population - 5 times/week
1,200		(1,200)	Assumed use - 30/01 opulation - 5 times/week
2,000	-1	(2,000)	Assumed use - 50% Population - 5 times/week
		16,200	
12,000	1	12,000	
3,000	1	3,000	
300	1	300	
0		-	5.6 sf/student total
500	1	500	
150 250	1	150 250	
200		200	
		3,650	
3,650	1	3,650	
		2,650	
0	1	-	2/3 Enrollment @ 10 SF/Seat - 750 seats MAX
1,600	1	1,600	
250	1	250	
300 200	2	600 200	
		200	
0		2,900	
0 300	1	- 300	3 seatings - 15SF per seat
600	1	600	
1,600	1	1,600	1600 SF for first 300 + 1 SF/student Add'l
400	1	400	20 SF/Occupant
		210	
60	1	60	
250	1	250	
100	-1	(100)	
100	0	-	

Proposed Space Summary - High Schools

									PROPOSED								
FILL IN SCHOOL NAME HERE	Exi	isting Condit	ions		Existing	g to Remain/Re	novated	ovated New Total					MSBA Guidelines (refer to MSBA Educational Program & Space Standard Gui				
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals		ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROO NFA		S area totals	Comments
Teachers' Mail and Time Room														100) 1	10)
Duplicating Room														200) 1	20	
Records Room														200) 1	20	
Principal's Office w/ Conference Area														375	5 1	375	;
Principal's Secretary / Waiting	1			-					1					125		12	
Assistant Principal's Office - AP1														150		150	
Assistant Principal's Office - AP2														150		-	
Supervisory / Spare Office														120) 1	120	
Conference Room														450) 1	450)
Guidance Office	_													150		-	
Guidance Waiting Room	_													100		10	
Guidance Storeroom	_													100		10	
Career Center														300		30	
Records Room														100) 1	10	
achers' Work Room				_										300) 1	30	
JSTODIAL & MAINTENANCE			0				0			0			0			2,075	
Custodian's Office														150) 1	15	
Custodian's Workshop														250		250	
Custodian's Storage														375		37	
Recycling Room / Trash														400		40	
Receiving and General Supply														300		30	
Storeroom														400		40	
Network/Telecom Room				_										200) 1	20)
HER	_		0				0		-	0			0			0	
Other (specify)							0			0			•				
·····						-			1								1
						1											
Total Building Net Floor Area (NFA)			0				0			0			0			33,130	
Proposed Student Capacity/Enrollment																	#N/A
Total Building Gross Floor Area (GFA) ²																#N/A	
Grossing factor (GFA/NFA)			#DIV/0!										#DIV/0!			#N/A	
GIUSSING IACIDI (GEAVINEA)			#017/01						1				#017/01			#m/A	

¹ Individual Room Net Floor Area (NFA)

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

² Total Building Gross Floor Area (GFA) Includes the entire building gross square footage measured from the outside face of exterior walls

Architect Certification	I hereby certify that all of the information provided in this "P	roposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulation	
	Name of Architect Firm:		
	Name of Principal Architect:		
	Signature of Principal Architect:		
	Date:		

Appendix 3D

Module 3 Local Actions and Approval Certification Template

Instructions: Complete the letter and certification set forth below and print on (City/Town/Regional School District) letterhead. Please submit one original, signed version of the letter and certification and one electronic version to the MSBA.

[Letterhead of City/Town/Regional School District]

[Date]

Ms. Diane Sullivan Senior Capital Program Manager 40 Broad Street Boston, Massachusetts 02109

Dear Ms. Sullivan:

The (*City/Town/Regional School District*) School Building Committee ("SBC") has completed its review of the Feasibility Study [*Preliminary Design Program or Preferred Schematic Report*] for the (*insert school name*) school project (the "Project"), and on (*insert date of school building committee during which the vote to submit was conducted*), the SBC voted to approve and authorize the Owner's Project Manager to submit the Feasibility Study related materials to the MSBA for its consideration. A certified copy of the SBC meeting minutes, which includes the specific language of the vote and the number of votes in favor, opposed, and abstained, are attached.

Since the MSBA's Board of Directors invited the District to conduct a Feasibility Study on (*insert date of the MSBA Board of Directors meeting*), the SBC has held (*insert number of SBC meetings*) meetings regarding the proposed project, in compliance with the state Open Meeting Law. These meetings include:

[Insert a complete list of SBC meetings held to discuss and/or present to the public material related to the Project and include the following information for each meeting: the time and location of the meeting, who presented (if applicable), a summary of the concerns and comments presented, a list of the materials discussed or made available for public review, a list of votes taken and the results, and when and where notice of each meeting was posted.]

In addition to the SBC meetings listed above, the District held (*insert number of public meetings*) public meetings, which were posted in compliance with the state Open Meeting Law, at which the Project was discussed. These meetings include:

Massachusetts School Building Authority

January 2015

[Insert a complete list of all public meetings held to discuss and/or present to the public material related to the Project and include the following information for each meeting: who hosted the meeting (e.g., School Committee, Board of Selectmen), the time and location of the meeting who presented (if applicable), a brief summary of the concerns and comments presented, a list of the materials discussed or made available for public review, a list of votes taken and the results, and when and where notice of each meeting was posted.

The presentation materials for each meeting, meeting minutes, and summary materials related to the Project are available locally for public review at (*insert location of materials (e.g. website, town hall, superintendent's office etc)*).

To the best of my knowledge and belief, each of the meetings listed above complied with the requirements of the Open Meeting Law, M.G.L. c. 30A, §§ 18-25 and 940 CMR 29 *et seq*.

If you have any questions or require any additional information, please contact (*insert name, title, and contact information*).

By signing this Local Action	By signing this Local Action	By signing this Local Action
and Approval Certification, I	and Approval Certification, I	and Approval Certification, I
hereby certify that, to the	hereby certify that, to the	hereby certify that, to the
best of my knowledge and	best of my knowledge and	best of my knowledge and
belief, the information	belief, the information	belief, the information
supplied by the District in	supplied by the District in	supplied by the District in
this Certification is true,	this Certification is true,	this Certification is true,
complete, and accurate.	complete, and accurate.	complete, and accurate.

By:	Ву:	Ву:
Title: Chief Executive Officer	Title: Superintendent of Schools	Title: Chair of the School Committee
Date:	Date:	Date:

As reported on the school district's most recent th	ree e n d	of year inform	ation please update	d to the 3 late	est fiscal year period	s and complete	the fields below		п		1		<u>г</u>
As reported on the school district s most recent th			0##-20##		0##-20##		#-20##	Change from	Previous Year	Post-Con	stuction Budget	New Facilit	y vs. Current
			FY20##	-	FY20##		(20##				John Stager		,
Category		Staff (FTE)	Budget	Staff (FTE)	Budget	Staff	Budget	Staff (FTE)	Budget	Staff	Budget	Staff (FTE)	Budget
								-				-	
Salaries													
Administration								-				-	
Admin. Secretary		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Assistant Principal		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Business Office		0.00	-	0.00	-	0.00	-	0.00 0.00	-	0.00	-	0.00 0.00	-
Curriculum Director/Coord. Custodians/Maintenance Staff		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Executive Secretary		0.00		0.00	-	0.00	-	0.00		0.00	-	0.00	
Facilities Manager		0.00	-	0.00	-	0.00	-	0.00	_	0.00	-	0.00	_
Guidance		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Adjustment Counselor		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Guidance Counselors		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Guidance Director		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Legal		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Nurse		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Other		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Principal Special Education Admin		0.00	-	0.00	-	0.00	-	0.00 0.00	-	0.00	-	0.00 0.00	-
Superintendent/Asst_Superintendent	+	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Superintendent/Asst. Superintendent Transportation		0.00	-	0.00		0.00		0.00	<u> </u>	0.00		0.00	-
Treasurer		0.00		0.00	-	0.00	-	0.00		0.00	-	0.00	
Total Administration		0.00	-	0.00	-	0.00	-	0.00		0.00	-	0.00	
Total / tallinot auton		0.00		0.00		0.00		0.00		0.00		0.00	
Instruction - Teaching Services													
Arts		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Business		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Communications		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Coping Instructor		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Culinary Arts		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
ELL		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
English Language		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Family Consumer Services		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Foreign Language		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Health Services		0.00	-	0.00	-	0.00	-	0.00 0.00	-	0.00	-	0.00 0.00	-
History & Social Science		0.00	-			0.00	-	0.00		0.00	-	0.00	-
Instructional Assistant/Paraprofessionals Library/Media		0.00	-	0.00	-	0.00		0.00	-	0.00	-	0.00	-
Mathematics		0.00	-	0.00	-	0.00	-	0.00		0.00	-	0.00	
MCAS		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Music		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Other		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Physical Education		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Reading		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
School Adjustment Counselor		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Science						-							
Biology		0.00	-	0.00		0.00		0.00	-	0.00	-	0.00	-
Botany		0.00	-	0.00		0.00		0.00	-	0.00	-	0.00	-
Chemistry	+ $+$	0.00	-	0.00		0.00		0.00 0.00	-	0.00	-	0.00 0.00	-
Geology		0.00	-	0.00		0.00		0.00	-	0.00	-	0.00	-
Physics Special Education		0.00	-	0.00	-	0.00		0.00	-	0.00	-	0.00	-
Substitute Teachers		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	_
Technology		0.00	-	0.00	-	0.00		0.00	-	0.00	-	0.00	-
Vocational Tech.		0.00	-	0.00		0.00	-	0.00	-	0.00	-	0.00	-
Total Instruction - Teaching Services		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	
													·
Total Salaries Administration & Instruction	+ $+$	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
	+ -			+						<u> </u>			
Employee Benefits				1									
All employee-related fringe (health insurance, retirem	ent etc)		-	1	-		- 1		<u> </u>		-		· · ·
			-	1	- 1				· · · · · ·		-		
		1		1		1							
				1		1							
Materials & Services				1		1							
Materials				1									
Audio-Visual Materials			-	1	-	1					-		_

	\square		##-20##)##-20## FY20##		#-20## 20##	Change from Previous Year	Post-Cons	tuction Budget	New Facility vs. Current
Category	++	Staff (FTE)	Budget	Staff (FTE)	Budget	Staff	20## Budget	Staff (FTE) Budget	Staff	Budget	Staff (FTE) Budget
eatogery			Budgot		Duugot	- Otali	Duugot		Ciali	Dudgot	
General Office Supplies			-		-		-	-		-	-
Information technology			-		-		-	-		-	-
Hardware			-		-		-	-		-	-
Software			-		-		-	-		-	-
Library Materials			-		-		-	-		-	-
Non info-tech equipment			-		-		-	-		-	-
Testing Materials & Supplies			-		-		-	-		-	-
Textbooks			-		-		-	-		-	-
Vocational Program Materials			-		-		-			-	
Total Materials			-		-		-	-		-	-
Services											
Athletics			-		-		-	-		-	-
Attendance			-		-		-	-		-	-
Food Service			-		-		-	-		-	-
Health Services	+	_	-		-		-	-		-	-
Other Student Activities	+		-		-	l	-	-		-	-
Psychological Services			-		-		-	-		-	-
School Security			-		-	l	-	-		-	-
Student Transportation			-		-		-			-	
Total Services			-		-		-	-		-	-
Total Material & Services		-									· · · · · · · · · · · · · · · · · · ·
Total Material & Services		_	-		-		-			-	
								_			
Facility Costs & Capital Improvements											
Facility Costs											
Custodial Supplies			-		-		-	-		-	-
Electricity			-		-		-			-	
Heating Oil			-		-		-			-	
Maintenance								-			-
Building Security Maintenance			-		-		-			-	- -
Elevator			-		-		-			-	_
Equipment Maintenance			-		-		-			-	-
Exterminating			-		-		-			-	
Facility Maintenance			-		_		-			-	
Fire Alarm			-		-		-			-	
Fire Extinguisher Inspection			-		_		-			-	
Generator			-					-			
HVAC Maintenance										-	
Other			-		-		-	-		-	
Site Maintenance (Grouds)	+	1	-	1	-	1	-		-	-	-
Technology	+		-	1	-	1	-		-	-	-
Trash Removal	+	-	-	1	-	1	-		-	-	-
Natural Gas	+		-	1	-	1	-			-	
Snow Removal	+ $+$		-		-	1					
Telephone			-		_		-			_	1
Water/Sewer			-		-			-		-	
Total Facility Costs			-				-			-	
Total Facility Costs			-		-		-	-		-	-
Contial Improvemente	+			├ ───┤					⊢ →		
Captial Improvements								-			
Captial Improvements	+ +	-	-	<u> </u>	-		-	-	 	-	-
Total Facility Costs & Capital Improvements										-	
rotar racinty costs a capital improvements	+ +		-	↓ →		l	-				
	+	-		<u>↓</u>		l		-			
Dubb Overday	+ $+$								├ ───┤		
Debt Service	+								├ ───┤		
Short-term	+		-		-		-	-		-	-
Long-term	+		-		-	l	-	<u>-</u>			
Total Debt Service			-		-	l	-			-	-
Total Budget & Staff		0.00	-	0.00	-	0.00	-	0 -	0	-	0 -

Budget Statement for Preferred Schematic - Revenue

As reported on the school district's most recent three End of Year Pupil and Financial Reports schedule 1, please update to the 3 latest fiscal year periods and report sources of revenue in the fields below.

			FY## End o	of Year Finan	cial Report			1		FY## End (of Year Finan	cial Report			r		EV## End o	of Year Finan	cial Report		
			C74							C74							C74	n real i man			
		Special	Occupation	Adult	Other	Un-			Special	Occupation	Adult	Other	Un-			Special	Occupation	Adult	Other	Un-	
	Regular Day	Education	al Day	Education	Programs	distributed	Total	Regular Day	Education	al Day	Education	Programs	distributed	Total	Regular Day	Education	al Day	Education	Programs	distributed	Total
A. Revenue from Local Sources																					
Assessments received by Regional Schools	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E&D Fund Appropriations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tuition from Individuals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tuition from Other Districts in Comm.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tuition from Districts in Other States	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Previous Year Unexpended Encumbrances (Carry Forward)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rental of School Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Revenue	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Medical Care and Assistance	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Non Revenue Receipts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue From Local Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B. Revenue from State Aid																					
School Aid (Chapter 70)	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Mass School Building Authority - Construction Aid	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Pupil Transportation (Ch. 71, 71A,71B,74)	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Charter Tuition Reimbursements & Charter Facilities Aid	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Circuit Breaker	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Foundation Reserve	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue From State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
C. Revenue from Federal Grants																					
ESE Administered Grants		_	_	_	_	_	_		-		_	_		-		_	_	-	-	_	_
Direct Federal Grants				_	_												_				
Total Revenue Federal Grants	_	-	-	_	_	_	_	_	_	_	_	_	-	-	_	-	_	-	_	_	-
D. Revenue from State Grants																					
ESE Administered Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue From State Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. Revenue - Revolving & Special Funds																					
School Lunch Receipts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Athletic Receipts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tuition Receipts - School Choice	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tuition Receipts - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Other Local Receipts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Private Grants	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue Revolving & Special Funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue All Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Appendix 3F

Module 3 Feasibility Study Checklist

The following checklist has been provided as a general guide for Districts and consultants in the performance of work associated with the requirements of the Feasibility Study Agreement, Module 3 – Feasibility Study, OPM and Designer Contracts, practices, policies, and Project Advisories and is **not** to be submitted to the MSBA. This checklist is not intended to supersede the requirements of these documents or statutory and regulatory requirements.

Item	Date
Copy of executed OPM Contract forwarded to MSBA	
Copy of executed Designer Contract forwarded to MSBA	
Work Plan approved by School Building Committee ("SBC")	
Kick-Off Meeting with MSBA	
Processed Budget Revision Request to align ProPay Budget Line Items	
to executed OPM and Designer Contracts submitted to MSBA	
Reviewed Project Advisories	
SBC Vote to approve Preliminary Design Program ("PDP") Submittal	
and Local Actions and Approval Certification signed.	
PDP submitted to the MSBA	
District Response to PDP review comments submitted to MSBA	
School Committee Vote to approve Grade Reconfiguration and/or	
Districting and Grade Reconfiguration and Districting Approval	
Certification signed (if applicable)	
SBC Vote to approve Preferred Schematic Report ("PSR") Submittal	
and Local Actions and Approval Certification signed.	
PSR submitted to the MSBA	
District Response to PSR review comments submitted to MSBA	
Facilities Assessment Subcommittee ("FAS") Meeting	
District Response to FAS comments submitted to MSBA	
Updates to SBC submitted to MSBA (if applicable)	
Updates to OPM and Designer Org Charts submitted to MSBA (if	
applicable)	
Copies of executed OPM and Designer Contract amendments (if	
applicable) submitted to the MSBA	
ProPay Budget Revision Request(s) submitted to MSBA (if applicable)	
Work plan updated and approved by SBC (if applicable)	
Preferred Schematic Conference Call	
MSBA Board Approval to Proceed into Schematic Design	
MSBA Board Action Letter denoting approval of authorization to	
proceed to schematic design	

Massachusetts School Building Authority