



**Massachusetts School Building Authority**

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

# **Module 3**

## **Feasibility Study**

July 2024

## 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 nine 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 nine 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 (“SBC”)**, 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, or 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 Massachusetts School Building Authority (“MSBA”)**, through the assigned MSBA Project Manager and Project Coordinator.

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## **Feasibility Study Submittal Procedures**

All documents and materials submitted to the MSBA during the Feasibility Study must be transmitted by the OPM. The OPM is required to compile and coordinate all submittals prior to delivery to the MSBA. This includes 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 MSBA

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

Preferred Schematic Report – 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.

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### **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 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 MSBA 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.

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

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major project milestones has been provided for reference in Appendix 3B.

### **3.1.2 Educational Program**

The MSBA seeks to ensure that the school projects it funds are responsive to the educational goals of the districts. To this end, the MSBA requires each district to document its Educational Program and to define proposed educational goals and activities. By establishing a comprehensive and thoughtful Educational Program, the district lays the groundwork for working effectively with its Designer, OPM and local stakeholders to develop, evaluate and select an educationally appropriate design. A robust Educational Program also helps to provide for future flexibility in the face of evolving programming or teaching methodologies throughout the useful life of the school and serves as a resource for future teachers and administrators to realize the full benefits of a renovated or new school.

Building on the Educational Profile Questionnaire and the enrollment certification, both completed during Module 1 – Eligibility Period, the District engages with its educators to identify existing educational goals, objectives, and activities that are to continue, and consider potential changes to be supported in the proposed project. Additionally, the district staff and its Designer may engage in educational visioning sessions, explore the benefits and challenges of various grade configurations, explore various teaching methodologies, consider whether to continue, expand, eliminate, or add Chapter 74 Career Vocational/Technical Education offerings, and engage in any other discussions that help to identify educational goals that may be realized with a proposed project. The District articulates its vision, goals, and educational objectives, works with its designer to review and identify the key design features, patterns, and needed spaces, and combines efforts to document this in the Educational Program to be submitted with the District's Preliminary Design Program.

The Educational Program submitted as part of the Preliminary Design Program must document the district's current educational programming and methods, identify programming to continue, describe new or expanded educational program offerings and activities as applicable, and summarize ongoing and the proposed professional development that is going to prepare staff for effective delivery of the proposed educational programming in the proposed project. In the case of study enrollments, the Educational Program must address each of the grade configurations included on the district's enrollment certification.

The MSBA offers the following resources are available on "Module 3 – Feasibility Study" web page to support districts in generating a comprehensive educational program that clearly articulates its desired educational goals and activities. Please refer to the links below:

- [Educational Facility Planning](#)
- [Educational Program Requirements](#)
- [Chapter 74 Programming Submission Template](#)

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### **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 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 for elementary schools, K-8 schools, middle schools, high schools, and regional vocational technical 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 the [MSBA 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



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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

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- 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

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

Refer to Appendix 3C 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

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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 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 to summarize 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;

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- 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;
- 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.

For every project site under consideration in the Preferred Schematic Report Feasibility Study phase, the District and Design team must perform a written risk assessment / evaluation for environmental hazards specific to each site including (but not limited to) flooding, high winds, storm surges, power outages, extreme heat and cold, winter storms, rain, snow, and any other applicable site vulnerability relative to site resiliency or climate change for the anticipated useful life of the building. This risk assessment should use all resources available to the team including local, state, regional and federal climate change vulnerability assessment tools, including the Resilient Mass Action Team ("RMAT") Climate Resilience Design Standards Tool. This assessment must be developed by the design team to the extent that it provides the District with sufficient information to make informed decisions regarding site selection, building location and massing, floor elevations of occupied areas and elevations of critical mechanical equipment, stormwater retention, building materials, emergency back-up systems, systems selection and any other relevant site and building design consideration. The submittal must include a summary of these evaluations for each site describing specific identified site resiliency concerns, potential design mitigation options addressing these potential hazards, and resulting design decisions by the District incorporated or not incorporated into the project scope based on these risk assessments. If applicable, the assessment summary should include any communications with the local community and emergency relief agencies regarding use of the proposed school as an emergency shelter, including description of any related operational intent and related design elements included into the project scope.

### 3.3.3 Final Evaluation of Alternatives

The Final Evaluation of Alternatives 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 projects.

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, in Table 1. For reference, the excel version of the Preliminary Design Pricing Table Template can be found on MSBA’s website [here](#). Please note the information must be presented to MSBA in the original format shown below or using the excel template. 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.).

**Table 1 – Summary of Preliminary Design Pricing**

<b>Option (Description)</b>	<b>Total Gross Square Feet</b>	<b>Square Feet of Renovated Space (cost*/sf)</b>	<b>Square Feet of New Construction (cost*/sf)</b>	<b>Site, Building Takedown, Haz Mat. Cost*</b>	<b>Estimated Total Construction** (cost*/sf)</b>	<b>Estimated Total Project Costs</b>
Option 1A (Code Upgrade)	XXX sf	XXX sf \$/sf	XXX sf \$/sf	\$	\$ \$/sf	\$
Option 2A (Renovation)	XXX sf	XXX sf \$/sf	XXX sf \$/sf	\$	\$ \$/sf	\$

Option 3A (Addition/ Renovation)	XXX sf	XXX sf \$/sf	XXX sf \$/sf	\$	\$ \$/sf	\$
Option 3B (Addition/ Renovation)	XXX sf	XXX sf \$/sf	XXX sf \$/sf	\$	\$ \$/sf	\$
Option 4A (New)	XXX sf	XXX sf \$/sf	XXX sf \$/sf	\$	\$ \$/sf	\$
<b>Option 4B*** (New)</b>	<b>XXX sf</b>	<b>XXX sf \$/sf</b>	<b>XXX sf \$/sf</b>	<b>\$</b>	<b>\$ \$/sf</b>	<b>\$</b>

\*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,
- 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.”

- Provide narrative descriptions and diagrams necessary to show the extent that the proposed building design may help reduce energy consumption and operating costs by addressing each of these fundamental sustainable design “best practice” recommendations:
  - Building location and orientation; maximize southern exposure, with glass facing within 15 degrees of south & north orientation to maximize controllable solar daylighting and avoiding east & west facing glass to minimize uncontrolled glare. Show how the proposed building location, orientation, and design addresses solar exposure. Describe any approaches taken to mitigate any limiting site factors or other compromising design considerations.
  - Compact and simple building form; minimize environmental exposure of the exterior enclosure, reducing heat loss, increasing airtightness, simplifying construction detailing, and reducing construction costs. Give examples of how this project may achieve that goal.
  - Window-to-Wall Ratio (“WWR”) of 20%-30% or less, and no more than 40% on any single area of the building; describe targeted total WWR goals for all building areas, extenuating factors where these goals are not met, and how this may affect upfront construction costs and long-term operating costs.
  - Energy Use Intensity (“EUI”) of 25 or less to meet MSBA Sustainable Building Design Guidelines and address the Massachusetts State goal of Net Zero Energy Building; describe targeted EUI goals and major approaches to achieve that goal for this project.
  - Fuel sources and renewable energy systems; minimize the impact of energy consumption and carbon footprint, describe how the decisions for this project may help the District achieve any goals relating to energy efficiency, Net Zero Energy and/or carbon neutral design. Describe all fuel types for the proposed design, any renewable systems (onsite and offsite), and any approaches to achieve a carbon-neutral facility.
  - Resilient design; facilitate continuous building operation during and after emergency events such as flooding, high winds or interrupted power. Describe any considerations for this project regarding building resiliency, building siting or systems that are resistant to damage, durable and easy to maintain.
- 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:
  - Structures and boundaries;
  - Site access and circulation;
  - Parking and paving;
  - Zoning setbacks and limitations;
  - Easements and environmental buffers;

- Emergency vehicle access;
- Safety and security features;
- 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:
  - Estimated total construction cost;
  - Estimated total project cost;
  - Estimated funding capacity;
  - 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,
  - 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, which can be found on MSBA’s website [here](#). Refer to Appendix 3D 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;
  - Design Development submittal date;
  - MSBA Design Development Submittal Review (include required 21-day duration)
  - 60% Construction Documents submittal date;
  - MSBA 60% Construction Documents Submittal Review (include required 21-day duration)

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- 90% Construction Documents submittal date;
- MSBA 90% Construction Documents Submittal Review (include required 21-day duration)
- Anticipated bid date/GMP execution date;
- Construction start;
- 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 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 3C 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](http://www.MassSchoolBuildings.org)).
- MSBA staff must complete its review of the Report, and the District must submit

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- 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 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 an FAS meeting, 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

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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.

Should the District be approved by the Board to proceed into Schematic Design for this proposed project, and is subsequently considered by the Board for approval of a Project Scope and Budget Agreement and a Project Funding Agreement, the vote to approve a Project Scope and Budget Agreement and a Project Funding Agreement, will be contingent upon the District complying with the MSBA's land use requirements if these conditions are not satisfied prior to such a vote. Additionally, such a vote may be contingent upon the District meeting the Massachusetts Environmental Policy Act Office ("MEPA Review") requirements to the extent applicable.

## APPENDIX 3A

### Core Program Overview

#### Core 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 nine 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.

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**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 expectations 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.

**Module 9– Post Occupancy Evaluation:** Module 9 was developed in part to assist the Massachusetts School Building Authority (“MSBA”) in understanding that state-funded K-12 school building projects are operating as intended and performing as designed. The data and feedback collected as part of the Post Occupancy Evaluation (“POE”) process enables the MSBA, school districts, and the consultant community to apply lessons learned to future school building projects. The value of the MSBA’s POE process is the cumulative data it gathers and the trends it compiles. It is not intended to single out the performance of individual designers, owners, project managers, contractors, or school districts.



Appendix 3C

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. Please note, the word version of this letter can be found on MSBA’s website [here](#).

**[Letterhead of City/Town/Regional School District]**

[Date]

Mr. Michael McGurl  
Director of Capital Planning  
40 Broad Street  
Boston, Massachusetts 02109

Dear Mr. McGurl:

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:

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

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

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

\_\_\_\_\_  
**By:**

**Title: Chief Executive Officer**

**Date:**

\_\_\_\_\_  
**By:**

**Title: Superintendent of Schools**

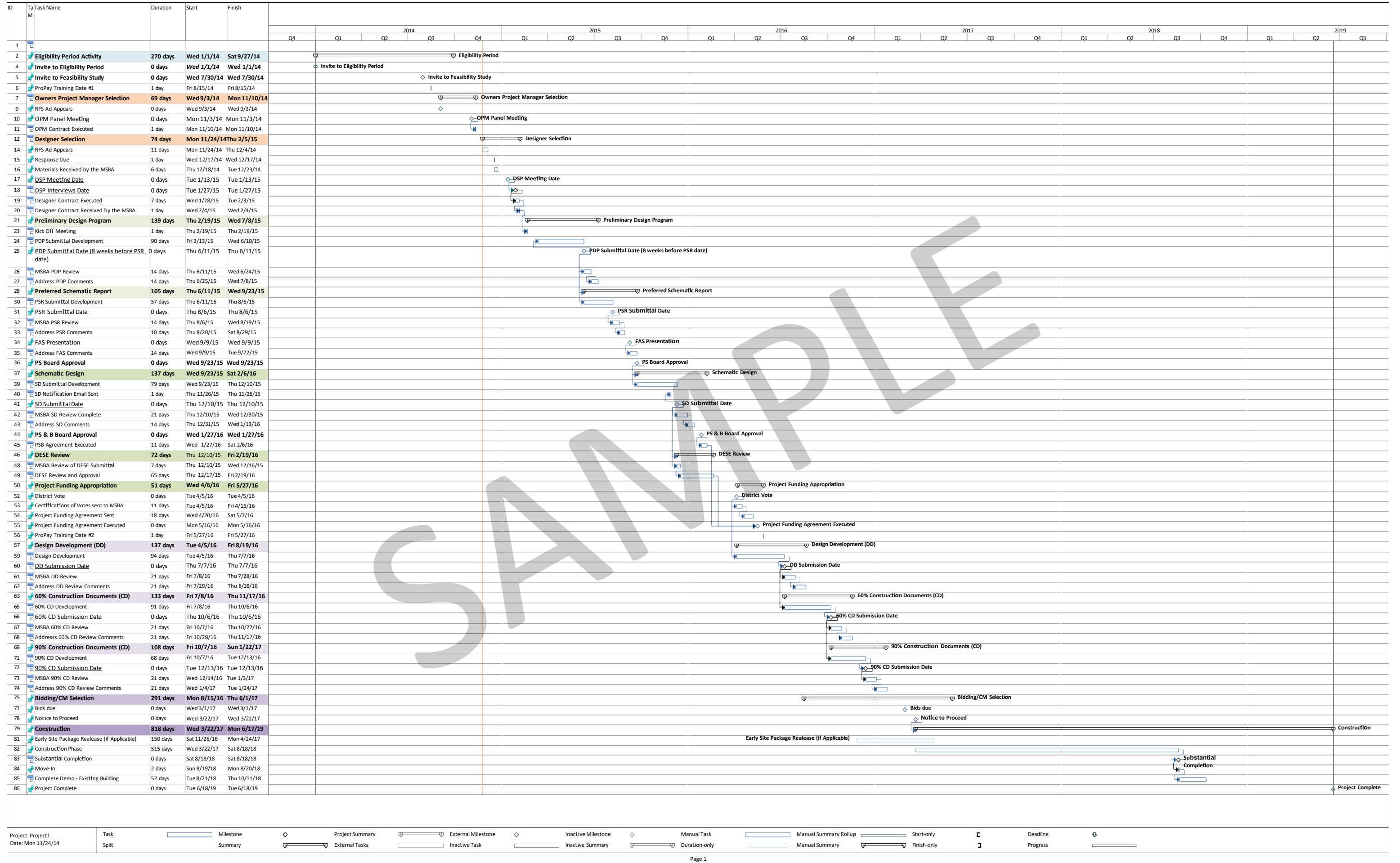
**Date:**

\_\_\_\_\_  
**By:**

**Title: Chair of the School Committee**

**Date:**

# MSBA Module 3 Appendix 3B - Sample Project Schedule



### Budget Statement for Preferred Schematic - Expenditures

As reported on the school district's most recent three end of year information, i													
Category	20##-20##		20##-20##		20##-20##		Change from Previous Year		Post-Constuction Budget		New Facility vs. Current		
	Staff (FTE)	Budget	Staff (FTE)	Budget	Staff (FTE)	Budget	Staff (FTE)	Budget	Staff	Budget	Staff (FTE)	Budget	
<b>Salaries</b>													
<b>Administration</b>													
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	-	
Curriculum Director/Coord.	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	
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	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	
Special Education Admin	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	-	
Transportation	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	
Treasurer	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	
<b>Total Administration</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	
<b>Instruction - Teaching Services</b>													
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	-	
History & Social Science	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	
Instructional Assistant/Paraprofessionals	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	
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	-	
Geology	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	
Physics	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	
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	-	
<b>Total Instruction - Teaching Services</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	
<b>Total Salaries Administration &amp; Instruction</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	
<b>Employee Benefits</b>													
All employee-related fringe (health insurance, retirement etc)		-		-		-		-		-		-	
<b>Materials &amp; Services</b>													
<b>Materials</b>													
Audio-Visual Materials		-		-		-		-		-		-	
Culinary Arts Materials		-		-		-		-		-		-	

### Budget Statement for Preferred Schematic - Expenditures

Category	20##-20## FY20##		20##-20## FY20##		20##-20## FY20##		Change from Previous Year		Post-Constuction Budget		New Facility vs. Current	
	Staff (FTE)	Budget	Staff (FTE)	Budget	Staff	Budget	Staff (FTE)	Budget	Staff	Budget	Staff (FTE)	Budget
General Office Supplies		-		-		-		-		-		-
Information technology		-		-		-		-		-		-
Hardware		-		-		-		-		-		-
Software		-		-		-		-		-		-
Library Materials		-		-		-		-		-		-
Non info-tech equipment		-		-		-		-		-		-
Testing Materials & Supplies		-		-		-		-		-		-
Textbooks		-		-		-		-		-		-
Vocational Program Materials		-		-		-		-		-		-
<b>Total Materials</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>
<b>Services</b>												
Athletics		-		-		-		-		-		-
Attendance		-		-		-		-		-		-
Food Service		-		-		-		-		-		-
Health Services		-		-		-		-		-		-
Other Student Activities		-		-		-		-		-		-
Psychological Services		-		-		-		-		-		-
School Security		-		-		-		-		-		-
Student Transportation		-		-		-		-		-		-
<b>Total Services</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>
<b>Total Material &amp; Services</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>
<b>Facility Costs &amp; Capital Improvements</b>												
<b>Facility Costs</b>												
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 (Grounds)		-		-		-		-		-		-
Technology		-		-		-		-		-		-
Trash Removal		-		-		-		-		-		-
Natural Gas		-		-		-		-		-		-
Snow Removal		-		-		-		-		-		-
Telephone		-		-		-		-		-		-
Water/Sewer		-		-		-		-		-		-
<b>Total Facility Costs</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>
<b>Capital Improvements</b>												
Capital Improvements		-		-		-		-		-		-
<b>Total Facility Costs &amp; Capital Improvements</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>
<b>Debt Service</b>												
Short-term		-		-		-		-		-		-
Long-term		-		-		-		-		-		-
<b>Total Debt Service</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>
<b>Total Budget &amp; Staff</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	<b>0.00</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>

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 of Year Financial Report							FY## End of Year Financial Report							FY## End of Year Financial Report							
	Regular Day	Special Education	C74 Occupational Day	Adult Education	Other Programs	Un-distributed	Total	Regular Day	Special Education	C74 Occupational Day	Adult Education	Other Programs	Un-distributed	Total	Regular Day	Special Education	C74 Occupational Day	Adult Education	Other Programs	Un-distributed	Total	
<b>A. Revenue from Local Sources</b>																						
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue From Local Sources</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>B. Revenue from State Aid</b>																						
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue From State Aid</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>C. Revenue from Federal Grants</b>																						
ESE Administered Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Direct Federal Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue Federal Grants</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>D. Revenue from State Grants</b>																						
ESE Administered Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue From State Grants</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>E. Revenue - Revolving &amp; Special Funds</b>																						
School Lunch Receipts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Athletic Receipts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tuition Receipts - School Choice	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tuition Receipts - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Receipts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Private Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue Revolving &amp; Special Funds</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue All Sources</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-