

DISTRICT & PROFESSIONAL TEAM RESPONSES TO MSBA (COMMENTS IN RED)
May 22, 2020

ATTACHMENT A
MODULE 3 – PRELIMINARY DESIGN PROGRAM REVIEW COMMENTS

District: Town of Medfield
School: Dale Street Elementary School
Owner’s Project Manager: Leftfield
Designer Firm: Arrowstreet
Submittal Due Date: May 13, 2020
Submittal Received Date: March 27, 2020
Review Date: March 27, 2020 – May 1, 2020
Reviewed by: C. Forde, C. Alles, J. Jumpe

MSBA REVIEW COMMENTS

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

3.1 PRELIMINARY DESIGN PROGRAM

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

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

3.1.1 INTRODUCTION

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

MSBA Review Comments:

5) Please note that Christina Forde has replaced Anthony Proia as MSBA Project Manager for this project. Please acknowledge and update the directory.

Response: On the attached Project Directory, Antony Proia was replaced by Christina Forde as MSBA Project Manager for the Dale Street Project.

Refer to Attachment 1 – Updated Project Directory

No further review comments for this section.

3.1.2 EDUCATIONAL PROGRAM

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

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Grade and School Configuration Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Class Size Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	School Scheduling Method	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Teaching Methodology and Structure				
	a) Administrative and Academic Organization/Structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Curriculum Delivery Methods and Practices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) English Language Arts/Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d) Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e) Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f) Social Studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	g) World Languages	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h) Academic Support Programming Spaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i) Student Guidance and Support Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Teacher Planning and Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Pre-kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Lunch Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Technology Instruction Policies and Program Requirements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Media Center/Library	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Visual Arts Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Performing Arts Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Physical Education Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Special Education Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Vocation and Technology Programs				
	a) Non-Chapter 74 Programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Chapter 74 Programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Transportation Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Functional and Spatial Relationships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Security and Visual Access Requirements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

In response to these review comments address the comments below. As part of the District's Preferred Schematic Report ("PSR") include two copies of an updated Educational Program, one (1) redlined copy, and one (1) clean copy. The updated Educational Program must address the comments below, include District updates, provide a Designer response for each component of the educational program, and align with the Preferred Schematic.

Response: The District will provide an updated Educational Plan for the Grade Configuration selected during the PSR. One copy of the Educational Program will be provided that includes tracked changes and one clean copy of the Educational Program will also be provided. The revisions to the Educational Program will address all MSBA comments on each component of the Educational Program.

9) *The MSBA suggests the District consider providing assisted listening technology in each classroom, as well as general use throughout educational spaces within the proposed project for hearing impaired accessibility. Please acknowledge.*

Response: The District acknowledges the request by MSBA to provide assisted listening technology in each classroom and in all educational spaces within the proposed project for hearing impaired accessibility. The District will work with the Special Education Department and the School Committee to assess the request and to make recommendations to the Project Team on how to proceed within the proposed project.

11) *In response to these review comments, provide the following information:*

- Describe how the art classes at the Dale Street Elementary School currently use kiln-based ceramics as part of the curriculum.
- Indicate if the District considered an alternative to kiln-based ceramics (e.g. polymer clays) with sculptural materials that are less toxic and yet can be made permanent.

Response: Currently, Grades 3-5 students use clay in the curriculum to build upon the pinched forms they develop in K-2 and start to build in coils and slabs. Currently, there is no more effective material other than clay in which to develop these important fine motor skills. This development is essential at this age. The PDP suggests polymer clay as an alternative, which is prohibitively expensive. Clay and glaze are inexpensive, non-toxic, engaging materials that create permanent artworks for students and is a student favorite. There is no better medium for students to creatively problem-solve while working through the limitations of a material and working in 3D.

The information provided on page 31 of the educational programs notes:

“Darkening: When using the projector to show examples from Art History, it is best to view artwork on the white board with a projector in a room that has no ambient light from a hallway or windows. Shades with complete opacity are recommended to darken the room in order to view work with any detail and for students to see highlight, texture, and shadow.”

In response to these review comments, please indicate if the District has considered this “darkening” feature in any other proposed spaces.

Response: The District has not considered this darkening feature in any other proposed spaces.

The information on page 32 of the educational program states:

“Students would use the sinks during studio time but also for clean -up at the end of class. For this reason, it is ideal that the sinks be located on an island or a peninsula counter so that many can access them at the same time.”

Please note as with science rooms and makerspaces, sinks should be widely spaced on the periphery rather than on an island or peninsula. This allows much greater flexibility for furnishings while providing access to multiple students simultaneously. Additionally, if a demonstration table is needed, it should be moveable and not a permanent fixture. As with science rooms and makerspaces, all permanent fixtures should be on the periphery leaving maximum floor space for rearrangeable furniture. Please acknowledge.

12) In response to these review comments, please indicate if the District considered storage for sheet music.

Response: Given the amount of sheet music needed for elementary ensembles, relatively little storage is needed. Traditional file cabinets can be used or we can pursue music-specific freestanding storage by a company such as Wenger to be placed in the Music Room.

18) In response to these review comments, please confirm that first responding emergency representatives will be consulted in the planning process and associated requirements will be incorporated into the preferred schematic.

Response: First responding emergency representatives will be consulted in the planning process during the Preferred Schematic Report phase. Requirements collected during this

process will be integrated into the Preferred Schematic and further refined as the project develops.

No further review comments for this section.

3.1.3 INITIAL SPACE SUMMARY

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

MSBA Review Comments:

1) The MSBA has performed a preliminary review of the new construction space summaries provided for the two study enrollment options and offers the following:

- **Study Enrollment Options:**

- Grades 4-5 with an enrollment of 575 students at the Dale Street Elementary School.
- Grades 3-5 with an enrollment of 860 students at the Dale Street Elementary School.

- **Core Academic** – The overall proposed square footage for this category exceeds the MSBA guidelines for each study enrollment option. Per the information provided, the following spaces have been proposed for the District to deliver its educational program:

Anticipated Core Academic Spaces*	Grades 4-5 for 575 students			Grades 3-5 for 860 students		
	Proposed No. Rooms	MSBA Guidelines No. Rooms	Variance	Proposed No. Rooms	MSBA Guidelines No. Rooms	Variance
Pre-Kindergarten	Not Applicable			Not Applicable		
Kindergarten	Not Applicable			Not Applicable		
General Classrooms	26	25	+1	39	37	+2
Breakout Areas**	6	0	+6	10	0	+10
STE Room - Grades 3-5	2	2*	0	3	3**	0
STE Storage	2	2*	0	3	3**	0

* The MSBA guidelines would allow for (2) STE rooms based on the number of students in grades 4-5.

**The MSBA guidelines would allow for (3) STE rooms based on the number of students in grades 3-4.

- **General Classrooms** – The District is proposing (26) 925 nsf General Classrooms totaling 24,050 nsf for the 575-student option and (39) 925 nsf General Classrooms totaling 36,075 nsf for the 860-student option. Based on each grade configuration and the number of classrooms required for each grade, the MSBA does not object to the proposed number of General Classrooms for either enrollment option. No further preliminary comments.
- **Breakout Areas** – The District is proposing (6) 100 nsf Breakout Areas totaling 600 nsf for the 575-student option and (10) 100 nsf Breakout Areas totaling 1,000 nsf for the

860-student option. In response to these review comments, provide additional information that further describes the anticipated adjacencies. Additionally, provide information that further describes the scheduling and utilization of the proposed Breakout Areas and how the spaces will be supervised, staffed, and provide examples of activities that will occur in these spaces that can't be delivered within an appropriately sized and fit-out general classroom.

Response: The District finds it extremely important and valuable to incorporate breakout areas into this project. These spaces, strategically located within clusters of classrooms, will be used regularly for individual study, one-on-one interaction, small group instruction and for a group of students to work on project-based learning projects. These spaces will also provide quiet learning environments for students to receive specialized instruction, educational testing, and participate in math and reading support. Providing breakout areas for students to work in the ways mentioned previously will help our staff support all learners. Including these flexible and collaborative spaces allows students to have more control over their education and we can support the ways they each learn best. In addition, staff will use the breakout spaces for teacher planning and when consulting with colleagues.

These breakout areas will be carefully scheduled by appropriate school staff. There will be a schedule based on the cluster of rooms sharing each breakout space. The areas will be supervised by school personnel. This could be a classroom teacher, Special Education teacher, a related service provider or a teaching assistant.

- **Science/Technology/Engineering (“STE”) Room – Grade 3-5** – *The District is proposing (2) 1,080 nsf STE Rooms for the 575-student option and (3) 1,080 nsf STE Rooms for the 860-student option. In response to these review comments, provide additional information that describes how the proposed space will be scheduled and staffed.*

Response: Currently, we use a section of the library as our 'make-shift' STE space. Although this space is not optimal, we maximize the space to the best of our ability. Our students absolutely love this space. The STE rooms in the new project will be staffed by both our Innovation and Integration teacher and our classroom teachers. Our school's focus over the last few years has been how to highlight and empathize the engineering strand while using our FOSS science kits. Incorporating the STE rooms will allow students to regularly visit a STE space (this time will be built into their class schedule as is currently the practice at our school) and provide teachers and students a space to work on real-life projects. These STE rooms (different set-up than the classroom) will be more open for students to work collaboratively and have materials that will be readily accessible for all activities and projects.

Please note the MSBA's STE Guidelines require all elementary school general classrooms to have a minimum of (2) sinks to facilitate STE exploration and project-based learning within the classrooms. One sink must be accessible, and one must be deep and wide to accommodate buckets or containers. Please acknowledge.

Response: The District and Design Team acknowledge that each general classroom will have a minimum of (2) sinks to facilitate STE exploration and project-based

learning within each classroom. One sink will be accessible and one sink will be deep and wide enough to accommodate buckets or containers.

- **Special Education** – The overall proposed square footage for this category exceeds the MSBA guidelines for each study enrollment option. Please note that the Special Education program is subject to approval by the Department of Elementary and Secondary Education (“DESE”). The District should provide the required information required with the Schematic Design submittal. Formal approval of the District’s proposed Special Education program by the DESE is a prerequisite for executing a Project Funding Agreement with the MSBA.
- **Art & Music** – The overall proposed square footage for this category is below the MSBA guidelines for the 575-student option and exceeds the MSBA guidelines for the 860-student option. For the 575- student option the information provided on page 106 states:

“Art is held once per week. With the enrollment growth, this will result in 26 sections. Therefore, a single art room is sufficient to support this program.”

For the 860-student option the information provided on page 110 states:

“Band is held twice a week during each grade’s teacher planning block. Currently, the band has 90-100 students, requiring a relatively large area to rehearse. The band currently uses the gymnasium, which impedes physical education time and has improper acoustics. With the projected 153% enrollment growth for grades 4 & 5, and the percentage of students taking band, orchestra, and chorus remaining the same, the band will likely grow to 135-150 students. It will be necessary to have a space large enough and acoustically appropriate to accommodate rehearsals. Therefore, a larger music classroom is proposed at 2,000 nsf.”

Please note MSBA guidelines provide (2) 1,200 nsf Music Classrooms totaling 2,400 nsf. The MSBA encourages the District and its consultants to continue to seek opportunities to increase efficiencies and align with MSBA guidelines for the 860-student option. Additionally, it should be noted that square footage exceeding MSBA guidelines will be ineligible for reimbursement.

Response: The District acknowledges that the music space requested is larger than allowed by MSBA and will not be eligible for reimbursement.

- **Health & Physical Education** – The overall proposed square footage for this category exceeds the MSBA guidelines for each study enrollment option. For the 575-student option the information provided on page 107 states:

“PE is held two times a week. This results in 52 sections of Physical Education, requiring two teaching stations. However, the District desires a gymnasium large enough to support cross courts and bleachers. This will support after school and community activities. The District understands that in this grade configuration, the extra 3,000 square feet above guidelines will be considered ineligible for MSBA reimbursement.”

Please note that square footage exceeding MSBA guidelines for the 575-student option will be ineligible for reimbursement.

For the 860-student option, the information provided on page 110 states:

“it is anticipated that due to the larger population, the MSBA will adjust their guidelines to include an additional 3,000 nsf teaching station. PE is held two times a week. This results in 78 sections of Physical Education, requiring three teaching stations. These three teaching stations are envisioned as one large gymnasium that can be divided. This supports the District’s desire for a gymnasium large enough to support cross courts and bleachers. This will support after school and community activities.”

Based on the scheduling information provided in the District’s educational program for the 860-student option, the MSBA accepts the variation to the guidelines for one additional 3,000 nsf physical education station, for an adjusted total area of 9,300 nsf allowed in the Health and Physical Education category.

Please refer to the attached memo regarding the MSBA’s policy on physical education square footage in excess of the MSBA guidelines. Note the District may choose to build a gymnasium and related spaces in excess of MSBA guidelines, but in no event shall the gymnasium exceed 12,000 nsf. The MSBA will participate in a gymnasium of up to 6,000 nsf unless adjusted by the MSBA to increase teaching stations for enrollment and/or the educational plan. Additionally, areas in excess of the MSBA guidelines will be at the sole expense of the district; and the MSBA will exclude from its grant the cost of the total gross square foot (gsf) in excess of the guidelines for these areas.

Response: The District acknowledges that for the 575-student option, the additional 3,000 SF of Physical Education teaching space will not be eligible for reimbursement should the District choose to include a 9,000 SF gymnasium. The District also acknowledges that for the 860-student option, the additional 3,000 SF of Physical Education teaching space will be eligible for reimbursement and that an adjusted total area of 9,300 N will be allowed for reimbursement in the Health and Physical Education category.

- **Media Center** – *The overall proposed square footage for this category aligns with the MSBA guidelines for each study enrollment option. No further preliminary comments.*
- **Dining & Food Service** – *The overall proposed square footage for this category exceeds the MSBA guidelines for each study enrollment option. Please note MSBA guidelines are based on two seatings for elementary school populations to provide flexibility for fluctuation in future enrollment. For both enrollment options the District is proposing three lunch seatings and providing a smaller cafeteria. In response to these review comments, please provide additional information that further describes why the District is designing a cafeteria around three seatings, and how the District would accommodate future growth with a smaller cafeteria. Please note that square footage exceeding MSBA guidelines for each study enrollment option will be ineligible for reimbursement.*

Response: The District acknowledges that the square footage exceeds the MSBA guidelines and is not eligible for reimbursement. The District feels that more lunch sections of smaller number of students supports our goals around social emotional learning. The district encourages students to interact during lunch and this is better accomplished with smaller groups of students. In Medfield, smaller lunches also equal smaller recess periods that offer

students more opportunity for meaningful social interaction and better oversight by adults.

Additionally, the District is proposing a 1,500 nsf stage that is 500 nsf over MSBA guidelines for each enrollment option to accommodate the Orchestra as a regular rehearsal space. The information provided on page 111 notes:

“An operable partition will separate the stage from the cafeteria in order to facilitate regular use by the orchestra.

In response to these review comments, provide additional information that describes the acoustics that will be provided between the stage and the cafeteria.

Response: The Project Team recognized this area as a critical zone for acoustical control. Preliminary planning anticipates an acoustically rated operable partition between the stage and the cafeteria. As development of the project progresses, specific acoustical and functional requirements will be developed to evaluate design solutions. The Project Team will strive to provide an acoustically and functionally appropriate solution to this demanding programmatic requirement.

- **Medical** – The overall proposed square footage for this category aligns with the MSBA guidelines for each study enrollment option. No further preliminary comments.
- **Administration & Guidance** – The overall proposed square footage for this category aligns with the MSBA guidelines for the 575-student option and is slightly below the MSBA guidelines for the 860-student option. No further preliminary comments.
- **Custodial & Maintenance** – The overall proposed square footage for this category aligns with the MSBA guidelines for each study enrollment option. No further preliminary comments.
- **Other** – The District is proposing (1) 1,000 nsf Staff Daycare in this category which exceeds the MSBA guidelines for each study enrollment option. Note that square footage exceeding MSBA guidelines will be ineligible for reimbursement. Please acknowledge.

Response: The District acknowledges that the 1,000 SF proposed for the Staff Daycare will be ineligible for reimbursement.

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

No further review comments for this section.

3.1.4 EVALUATION OF EXISTING CONDITIONS

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

MSBA Review Comments:

2) *The information provided indicates a Project Notification Form (“PNF”) will be submitted to the Massachusetts Historical Commission (“MHC”) during schematic design. Please note MHC approval is required prior to construction bids. Additionally, the District should keep the MSBA informed of any decisions and/or proposed actions and should confirm that the proposed project is in conformance with Massachusetts General Law 950, CRM 71.00.*

Response: Once a Preferred Schematic is selected, the Project Team will submit a Project Notification Form to the Massachusetts Historical Commission. The Project Schedule attached has been updated to reflect an earlier submission to MHC than originally planned. The District will inform MSBA of any decisions and/or actions and will confirm that the proposed project will be in conformance with Massachusetts General Law 950, CRM 71.00.

Refer to Attachment 2 – Project Schedule

9) *The information for the Dale Street site provided on page 133 states:
“If this site advances, the project team will complete a phase I environmental assessment, geotechnical borings and test pits, a hydrant flow test, a detailed traffic study, and a complete survey will be conducted during subsequent phases.”*

In response to these review comments, provide additional information that further describes the timeline for completing this work and confirm the results of this assessment will be included in the schematic design budget.

Response: The School Building Committee decided it would be prudent to proceed with the following environmental and site services. The following reports and results will be included in the PSR Submission:

- Phase I Environmental Site Assessment.
- Traffic Evaluation (Existing Condition, Preliminary Development and Recommendations)
- Preliminary Geotechnical Report
- Phase II Geo-environmental Subsoil Report
- Site Survey

More Detailed Traffic Study will be performed during Schematic Design. However, a detailed traffic study cannot be completed until students return to school, and the COVID- 19 impacts on traffic ease. The project team acknowledges that this means that detailed traffic information will likely not be available until after a Preferred Solution has been selected. The District and the Design Team will further assess the situation in the next few months to determine what contingency steps may need to be included in the project budget in the event more traffic information is not available.

Note that costs associated with the removal of fuel storage tanks and associated contaminated soil is considered ineligible for reimbursement. Additionally, all work associated with septic systems is considered ineligible for reimbursement. Please acknowledge.

Response: The District acknowledges that the costs associated with the removal of any fuel storage tanks and associated contaminated soil as well as any work associated with septic systems is considered ineligible for reimbursement.

10) Note that all costs associated with the removal of floor and ceiling tiles containing asbestos are ineligible for reimbursement. The project team should be aware of the current policies associated with MSBA participation in the abatement and removal of hazardous materials. Please acknowledge.

Response: The District acknowledges that the costs associated with the removal of floor and ceiling tiles containing asbestos are ineligible for reimbursement. The Project Team is aware of MSBA’s current policies regarding participation in the abatement and removal of hazardous materials.

11) In response to these review comments, provide any previous existing building and/or site reports, studies, drawings, etc. provided by the district, if any.

Response: All existing building and/or site reports, studies, drawings, etc. that are available to the District were included in the PDP appendices. Specifically, please refer to Appendices B, I through P, and R through W.

No further review comments for this section.

3.1.5 SITE DEVELOPMENT REQUIREMENTS

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

MSBA Review Comments:

1) As part of the District’s Preferred Schematic Report, provide a site section that illustrates how the preferred schematic sits on the site and how the proposed location impacts access and circulation.

Response: For the following Preferred Schematic Report, the Designer will develop graphics illustrating how the preferred schematic is proposed to sit on the site and how the building location will impact access and circulation on the site.

No further review comments for this section.

3.1.6 PRELIMINARY EVALUATION OF ALTERNATIVES

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

MSBA Review Comments:

7) *As part of the Preliminary Evaluation of Alternatives, the District evaluated (10) alternatives for 575-students in grades 4-5, and (9) alternatives for 860-students in grades 3-5, totaling (19) alternatives between two sites. The information provided indicates that the District anticipates carrying all (19) options forward for further evaluation as part of their Preferred Schematic Report. (The District and design team is reminded that the MSBA expects a consistent level of detail that thoroughly describes the evaluation and decision-making process leading up to the selection of a preferred schematic. Please acknowledge.)*

Response: The Project Team acknowledges and is aware of MSBA’s expectations regarding development of Alternatives. As part of the process towards selecting a preferred solution, the School Building Committee reviewed the Alternatives listed below and voted on May 13, 2020 to eliminate Alternatives C1 and C2, E1.2 and E2.2, F1 and F2, and H1 and H2 from further consideration. The District acknowledges that the base repair and at least one addition/ renovation option will continue to be developed and evaluated until a preferred solution is selected.

- *Dale Street School site (11) alternatives:*
 - *A: Base repair of the existing Dale Street School for 575-students in grades 4-5, for cost comparison purposes only*
 - *B1: Addition/Renovation of the existing Dale Street School for 575-students in grades 4-5.*
 - *B2: Addition/Renovation of the existing Dale Street School for 860-students in grades 3-5.*
 - *C1: New construction for 575-students in grades 4-5, with the demolition of the existing Dale Street School.*
 - *C2: New construction for 860-students in grades 3-5, with the demolition of the existing Dale Street School.*

- **D1:** New construction for 575-students in grades 4-5, while retaining the existing Dale Street School.
- **D2:** New construction for 860-students in grades 3-5, while retaining the existing Dale Street School.
- **E1:** New construction for 575-students in grades 4-5, while retaining the existing Dale Street School.
- **E1.2:** New construction for 575-students in grades 4-5 and demolishing the existing Dale Street School for field area.
- **E2:** New construction for 860-students in grades 3-5, while retaining the existing Dale Street School.
- **E2.2:** New construction for 860-students in grades 3-5 and demolishing the existing Dale Street School for field area.
- **Wheelock School site (8) alternatives:**
 - **F1:** New construction for 575-students in grades 4-5.
 - **F2:** New construction for 860-students in grades 3-5.
 - **G1:** New construction for 575-students in grades 4-5.
 - **G2:** New construction for 860-students in grades 3-5.
 - **H1:** New construction for 575-students in grades 4-5.
 - **H2:** New construction for 860-students in grades 3-5.
 - **J1:** New construction for 575-students in grades 4-5.
 - **J2:** New construction for 860-students in grades 3-5.

No further review comments for this section.

3.1.7 LOCAL ACTIONS AND APPROVAL

Provide the following Items		Complete; <i>No response required</i>	Provided; <i>District's response required</i>	Not Provided; <i>District's response required</i>	Receipt of District's Response; <i>To be filled out by MSBA Staff</i>
1	Signed Local Actions and Approvals Certification: (original)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Certified copies of the School Building Committee meeting notes showing specific submittal approval vote language and voting results, and a list of associated School Building Committee meeting dates, agenda, attendees and description of the presentation materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MSBA Review Comments:

No review comments for this section.

3.1.8 APPENDICES

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

MSBA Review Comments:

3) *The District will be required to execute a Design Enrollment Certification based on the Preferred Schematic. The MSBA will prepare a certification to be forwarded for signature upon approval by the MSBA Board of Directors for the Preferred Schematic.*

Response: The District will execute a Design Enrollment Certification based on the Preferred Schematic upon approval of the Preferred Schematic by the MSBA Board of Directors.

No further review comments for this section.

Additional Comments:

The MSBA issues project advisories from time to time, as informational updates for Districts, Owner's Project Managers ("OPM"), and Designers in an effort to facilitate the efficient and effective administration of proposed projects currently pending review by the MSBA. The advisories can be found on the MSBA's website. In response to these review comments, please confirm that the District's consultants have reviewed all project advisories and they have been incorporated into the proposed project as applicable.

Response: The Project Team has reviewed all Project Advisories issued by MSBA and will incorporate into the proposed project as applicable.

Regarding Past Projects:

MSBA records do not indicate previous grants associated with the Dale Street Elementary School.

End

List of Attachments:

Attachment 1 – Updated Project Directory

Attachment 2 – Project Schedule

Town of Medfield

Town Hall: 459 Main Street
Medfield, Massachusetts 02052
Tel: (508) 359-6182

Kristine Trierweiler
Town Administrator Tel: (508) 906-3011 Email: ktrierweiler@medfield.net

Nicholas Milano
Assistant Town Administrator Tel: (508) 906-3011 Email: nmilano@medfield.net

Evelyn Clarke
Administrative Assistant Tel: (508) 906-3012 Email: eclarke@medfield.net

Board of Selectmen: 459 Main Street
Medfield, Massachusetts

Gus Murby
Chairman Tel: (508) 922-6715 Email: gmurby@earthlink.net

Olser Peterson
Clerk Tel: (508) 324-2260 Email: osler.peterson@verizon.net

Michael Marcucci
Third Member Tel: (781) 586-6907 Email: selectmanmarcucci@gmail.com

Evelyn Clarke
Administrative Assistant Tel: (508) 906-3012 Email: eclarke@medfield.net

School Department

Medfield Public Schools: Medfield public Schools
459 Main Street, Third Floor
Medfield, MA 02052
Tel: (508) 359-2302

Jeffrey J. Marsden, Ed.D
Superintendent of Schools Tel: (508) 359-2302 Email: jmarsden@email.medfield.net

Andrea Moores
Administrative Assistant to Superintendent Tel: (508) 359-2302 Email: amoores@email.medfield.net

School Committee:

Anna Mae O'Shea Brooke
Chairperson Tel: (508) 359-2302 Email: amosheabrooke@email.medfield.net

Jessica Reilly
Vice Chairperson, Legislative Liaison Tel: (508) 359-2302 Email: jreilly@email.medfield.net

Leo Behm
Finance Secretary Tel: (508) 359-2302 Email: lbrehm@email.medfield.net

Meghan Glenn
School Committee Representative Tel: (508) 359-2302 Email: mglenn@email.medfield.net

Timothy Knight
School Committee Representative Tel: (508) 359-2302 Email: tknight@email.medfield.net

Massachusetts School Building Authority (MSBA)

40 Broad Street, Suite 500 Boston, MA 02109	Tel: (617) 720-4466 Fax: (617) 720-5260	Website: www.massschoolbuildings.org
Christina Forde <i>Project Manager</i>	Tel: (617) 720-4466	Email: Christina.Forde@MassSchoolBuildings.org
Brian Lynch <i>Project Coordinator</i>	Tel: (617) 720-4466	Email: Brian.Lynch@massschoolbuildings.org
Joseph Buckley, PE <i>Chief Engineer - Commissioning</i>	Tel: (617) 720-4466	Email: Joseph.Buckley@massschoolbuildings.org
Kristine McAndrews <i>ProPay Assistance</i>	Tel: (617) 720-4466	Email: Kristine.McAndrews@MassSchoolBuildings.org

School Building Committee (SBC)

Voting Members

Michael Quinlan	Tel: (857) 919 - 3141
Thomas Erb	Tel: (508) 647-4977
Michael T. Marcucci	Tel: (617) 449-6887
Leo Brehm	Tel:
Michael Weber	Tel:
Walter Kincaid	Tel:
Timothy Bonfatti	Tel:
Jeffrey J. Marsden	Tel: (508) 359-2302
Anna Mae O'Shea Brooke	Tel: (508) 359-2302

Non-Voting Members:

Michael LaFrancesca	Tel: (508) 359-3039
Amy Colleran	Tel: (508) 906-3068
Stephen S. Grenham	Tel: (508) 359-5538
Kristine Trierweiler	Tel: (508) 906-3011
Sharon Tatro	Tel:

Working Group

Email: mquinlan@compasspminc.com
Email: tde@electrictime.com
Email: selectmanmarcucci@gmail.com
Email: lbrehm@email.medfield.net
Email: mweber@gastonelectrical.com
Email: wkincaid@gilbaneco.com
Email: tbonfatti@compasspminc.com
Email: jmarsden@email.medfield.net
Email: amosheabrooke@email.medfield.net

Owner's Project Manager

LeftField, LLC 225 Franklin Street, 26th Floor Boston, MA 02110	Tel: (617) 737-6400 Fax: (617) 217-2001	Website: www.LeftFieldp.com
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Jim Rogers <i>Principal-in-Charge</i>	Tel: (617) 737-6400 Cell: (617) 593-0661	Email: jrogers@leftfieldp.com
Lynn Stapleton <i>Project Director</i>	Tel: (617) 737-6400 Cell: (508) 269-0457	Email: lstapleton@leftfieldp.com
Gina Gomes-Cruz	Tel: (617) 737-6400	Email: ggomes-cruz@leftfieldp.com

<i>Project Manager</i>	Cell: (617) 852-1318	
Tim Baker	Tel: (617) 737-6400	Email: tbaker@leftfieldpm.com
<i>Assistant Project Manager</i>	Cell: (617) 799-2359	

Owner's Project Manager's ConsultantsCost Estimating:

PM&C, LLC 20 Downer Avenue, Suite 5 Hingham, MA 02043	Tel: (781) 740-8007	Website: www.pmc-ma.com
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Peter Bradley <i>President</i>	Tel: (781) 740-8007	Email: peterbradley@pmc-ma.com
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Architect

Arrowstreet, Inc. 10 Post Office Square, 700N Boston, MA 02109	Tel: (617) 623-5555	Website: Arrowstreet.com
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Laurence Spang <i>Principal-in-Charge</i>	Tel: (617) 623-5555 Direct: (617) 666-7078	Email: spang@arrowstreet.com
Emily Grandstaff-Rice <i>Programming</i>	Tel: (617) 623-5555 Direct: (617) 666-7071	Email: grandstaff-rice@arrowstreet.com
Katie Ferrier <i>Project Architect</i>	Tel: (617) 623-5555 Direct: (617) 666-7009	Email: ferrier@arrowstreet.com
Claes Andreasen <i>Project Designer</i>	Tel: (617) 623-5555 Direct: (617) 666-7123	Email: Andreasen@arrowstreet.com
Tina T. Soo Hoo <i>Project Manager</i>	Tel: (617) 623-5555 Direct: (617) 666-7091	Email: soohoo@arrowstreet.com
Kate Bubriski <i>Sustainability/Green Design</i>	Tel: (617) 623-5555 Direct: (617) 666-7006	Email: bubriski@arrowstreet.com
Autumn Waldron	Tel: (617) 623-5555 Direct: (617) 666-7082	Email: waldron@arrowstreet.com

Architect's ConsultantsGeotechnical Engineers:

Lahlaf Geotechnical Consulting, Inc. 100 Chelmsford Road, Suite 100 Billerica, MA 01862	Tel: (978) 330-5912 Fax: (978) 330-5056	Website: www.lgcinc.net
Abdelmadjid Lahlaf <i>Geotechnical Engineer</i>	Tel: (978) 330-5912 Cell: (781) 771-1933	Email: madjid.lahlaf@lgcinc.net
Abner Reis <i>Geotechnical Engineer</i>	Tel: (978) 330-5912	Email: abner.reis@lgcinc.net

Environmental Permitting/Geo-Environmental/Hazardous Materials:

PEER Consulting PC 99 South Bedford Street, Suite 200	Tel: (781) 238-8880	Website: peerpc.com Email: info@peerpc.com
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Burlington, MA 01803

David Gordon

Tel: (781) 238-8880

Email: GordenD@peerpc.com

Geoenviornmental Engineering, Haz Mat

Kenneth Menzies

Tel: (781) 238-8880

Email: MenziesG@peerpc.com

*Geoenviornmental Engineering*Civil Engineering/Traffic/Surveying:**Nitsch Engineering, Inc.**

2 Center Plaza, #403

Boston, MA 02108

Tel: (617) 338-0063

Fax: (617) 338-6472

Website: www.nitscheng.com

Bryan Zimolka

Tel: (617) 338-0063

Email: bzimolka@nitscheng.com

Traffic & Civil Engineering Project Manager

Denis Seguin

Tel: (617) 338-0063

Email: dseguin@nitscheng.com

*Land Surveying Project Manager*Landscape Architecture:**Terraink**

7 Central Street, Suite 150

Arlington, MA 02476

Tel: (781) 316-1595

Website: www.terraink.com

Jade Cummings

Tel: (781) 316-1595

Email: jcummings@terraink.com

Principal

Mariana Mariscal

Tel: (781) 316-1595

Email: mmariscal@terraink.com

*Landscape Architect*Structural Engineering:**Engineers Design Group**

350 Main Street, #29

Malden, MA 02148

Tel: (781) 396-9007

Fax: (781) 396-9008

Website: www.edginc.com

Mehul Dhruv

Tel: (781) 396-9007

Email: mdhruv@edginc.com

*Structural Engineer*HVAC/Electrical/Lighting/Plumbing/Fire Protection/Data& Communications/Technology/Security:**Garcia, Galuska, DeSousa**

375 Faunce Corner Road, Suite D

Dartmouth, MA 02747

Tel: (508) 998-5700

Fax: (508) 998-0883

Website: www.g-g-d.com

Dominick Puniello

Tel: (508) 998-5700

Email: dom_puniello@g-g-d.com

Mechanical Engineer

David Pereira

Tel: (508) 998-5700

Email: david_pereira@g-g-d.com

*Electrical Engineer, Security & Data/Comm Engineer*Cost Estimating:**PM&C, LLC**

20 Downer Ave, Suite 5

Hingham, MA 02043

Tel: (781) 740-8007

Website: pmc-ma.com

Peter Bradley

Tel: (781) 740-8007

Email: peterbradley@pmc-ma.com

President, Cost Estimating

Denis Kelly

Tel: (781) 740-8007

Email: deniskelly@pmc-ma.com

Cost EstimatingAcoustical:

Cavanaugh Tocci 327F Boston Post Rd Sudbury, MA 01776	Tel: (978) 443-7871	Website: cavtocci.com
Lincoln Berry <i>Principal Acoustic Consultant</i>	Tel: (978) 443-7871	Email: lberry@cavtocci.com
Kent McKelvie <i>Project Manager</i>	Tel: (978) 443-7871	Email: kmckelvie@cavtocci.com

Specifications:

Kalin Associates, Inc. 1121 Washington Street, #2 West Newton, MA 02465	Tel: (617) 964-5477	Website: kalinassociates.com
Mark Kalin <i>Specifications Writer</i>	Tel: (617) 964-5477	Email: mark@kalinassociates.com

Technology, Audio Visual

Acentech 33 Moulton Street Cambridge, MA 02138	Tel: (617) 499-8000	Website: acentech.com
Brian Masiello <i>Audio Visual Consultant</i>	Tel: (617) 499-8005	Email: bmasiello@acentech.com

Fire Protection/Plumbing Engineering

C.A. Crowley 645 County Street, #6 Taunton, MA 02780	Tel: (508) 884-5094 Fax: (508) 884-5099	Website: crowleyeng.com
Raymond Vincent <i>Vice President</i>	Tel: (508) 884-5094 x244	Email: rvincent@crowleyeng.com

Lighting Consultant

Pieszak Lighting Design 123 Davis Ave Brookline, MA 02445	Tel: (617) 335-8597	facebook: Pieszak Lighting Design LLC
Jennifer Pieszak <i>Principal</i>	Tel: (617) 335-8597	Email: jennifer@pieszaklightingdesign.com

Educational Programming

New Vista Design 32 Sheridan Street Jamaica Plain, MA 02130	Tel: (617) 733-0847	Website: newvistadesign.net
David Stephen <i>Principal</i>	Tel: (617) 733-0847	Email: david@newvistadesign.net

Furniture, Fixtures, Equipment, and Library/Media**Point Line Space Inc.**

75 Lowell Street
Carlisle, MA 01741

Tel: (617) 314-7501

Website: point-line-space.com

Email: info@point-line-space.com

Peter Constable

Furniture & Equipment Consultant

Tel: (617) 314-7501

Email: pconstable@point-line-space.com

Code**Building Fire & Access Inc.**

17 Brian Road
Lancaster, MA 01523

Tel: (978) 870-5674

Robert Carasitti

President

Tel: (978) 870-5674

Email: rcarasitti@bfacode.com

Accessibility Consultant**KMA LLC**

1 Bridge Street, Suite A102
Newton, MA 02458

Tel: (617) 641-2802

Website: kmaccess.com

Email: info@kmaccess.com

Josh Safdie

Principal

Tel: (617) 641-2802

Email: jsafdie@kmaccess.com

Kitchen Food Service**Tavares Design Associates**

591 North Aenue
Wakefield, MA 01880

Tel: (781) 716-3642

Website: tavaresdesign.com

Manuel Tavares

Project Manager

Tel: (781) 716-3642

Email: mjt@tavaresdesign.com

Robert Fogarty

Food Service Consultant

Tel: (781) 716-3642

Email: rob@tavaresdesign.com

Security Consultant**Pamela Perini Consulting**

20 Freemont Terrace
Waltham, MA 02452

Tel: (617)447-0081

Website: pamelaperiniconsulting.com

Pamela Perini, PSP

Security Consultant

Tel: (617)447-0081

Email: pperini1234@hotmail.com

**DALE STREET ELEMENTARY SCHOOL
PRELIMINARY PROJECT SCHEDULE
Feasibility Study/Schematic Design Phase
May 22, 2020**

ID	Task Name	Start	Finish	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
				A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D
1	Eligibility Period	Wed 12/13/17	Thu 3/28/19	Eligibility Period									
2	MSBA Invitation to Eligibility Period	Wed 12/13/17	Wed 12/13/17	MSBA Invitation to Eligibility Period									
3	Initial Compliance Certification	Tue 4/24/18	Tue 4/24/18	Initial Compliance Certification									
4	City Appropriation of Funds for Feasibility Study	Mon 4/30/18	Mon 4/30/18	City Appropriation of Funds for Feasibility Study									
5	Study Enrollment Certification	Tue 5/1/18	Wed 10/24/18	Study Enrollment Certification									
6	MSBA Invitation to Conduct Feasibility Study	Wed 12/12/18	Wed 12/12/18	MSBA Invitation to Conduct Feasibility Study									
7	Execution of Feasibility Study Agreement	Thu 12/13/18	Thu 3/28/19	Execution of Feasibility Study Agreement									
8	OPM Selection	Mon 1/14/19	Fri 6/28/19	OPM Selection									
9	OPM RFS Process	Mon 1/14/19	Wed 3/27/19	OPM RFS Process									
10	OPM RFS Advertisement Submit - Appears	Thu 3/28/19	Wed 4/3/19	OPM RFS Advertisement Submit - Appears									
11	OPM Proposals Due	Wed 4/17/19	Wed 4/17/19	OPM Proposals Due									
12	OPM Proposals Review, Interviews, Ranking, Submittal to MSBA & Negotiations with OPM	Wed 4/17/19	Wed 5/8/19	OPM Proposals Review, Interviews, Ranking, Submittal to MSBA & Negotiations with OPM									
13	OPM Fee Proposal & Contract Submitted	Tue 4/30/19	Tue 4/30/19	OPM Fee Proposal & Contract Submitted									
14	MSBA OPM Panel Presentation	Mon 6/3/19	Mon 6/3/19	MSBA OPM Panel Presentation									
15	MSBA OPM Approval Letter	Fri 6/7/19	Fri 6/7/19	MSBA OPM Approval Letter									
16	Execute OPM Contract	Mon 6/10/19	Fri 6/28/19	Execute OPM Contract									
17	Designer Selection	Thu 5/9/19	Wed 1/8/20	Designer Selection									
18	Prepare & Submit Draft Designer RFS to MSBA	Thu 5/9/19	Tue 6/4/19	Prepare & Submit Draft Designer RFS to MSBA									
19	MSBA Designer RFS Review Period	Wed 6/5/19	Mon 7/15/19	MSBA Designer RFS Review Period									
20	Final Designer RFS to MSBA	Mon 7/15/19	Mon 7/15/19	Final Designer RFS to MSBA									
21	Designer RFS Advertisement Submit - Appears	Thu 8/1/19	Wed 8/7/19	Designer RFS Advertisement Submit - Appears									
22	Select Local Representatives for DSP	Wed 7/31/19	Wed 7/31/19	Select Local Representatives for DSP									
23	Designer Proposals Due	Thu 8/8/19	Wed 9/11/19	Designer Proposals Due									
24	Review Designer Proposals and Check References	Thu 9/12/19	Wed 9/25/19	Review Designer Proposals and Check References									
25	Submit DSP Materials to DSP	Wed 9/25/19	Wed 9/25/19	Submit DSP Materials to DSP									
26	Designer Selection Panel (DSP) Meeting	Tue 10/15/19	Tue 10/15/19	Designer Selection Panel (DSP) Meeting									
27	DSP Interview	Tue 11/5/19	Tue 11/5/19	DSP Interview									
28	Negotiate and Approve Designer Contract and Send to MSBA	Tue 11/5/19	Wed 1/8/20	Negotiate and Approve Designer Contract and Send to MSBA									
29	MSBA Project Kick-Off Meeting	Fri 12/13/19	Fri 12/13/19	MSBA Project Kick-Off Meeting									
30	Preliminary Design Program (PDP)	Wed 11/13/19	Fri 5/1/20	Preliminary Design Program (PDP)									
31	Designer Project Kick-Off Meeting	Wed 11/13/19	Wed 11/13/19	Designer Project Kick-Off Meeting									
32	Develop Preliminary Design Program	Thu 11/14/19	Tue 3/17/20	Develop Preliminary Design Program									
33	SBC Vote to Submit PDP	Thu 3/26/20	Thu 3/26/20	SBC Vote to Submit PDP									
34	Submit PDP Submission to MSBA (Min. 10 Weeks Prior to PSR)	Fri 3/27/20	Fri 3/27/20	Submit PDP Submission to MSBA (Min. 10 Weeks Prior to PSR)									
35	MSBA PDP Review Period	Mon 3/30/20	Fri 4/17/20	MSBA PDP Review Period									
36	Respond to MSBA PDP Review Comments	Mon 4/20/20	Fri 5/1/20	Respond to MSBA PDP Review Comments									
37	Preferred Schematic Report (PSR)	Thu 3/19/20	Wed 10/28/20	Preferred Schematic Report (PSR)									
38	Develop Preferred Schematic Schematic Report	Thu 3/19/20	Mon 8/31/20	Develop Preferred Schematic Schematic Report									
39	Prepare, Review, Submit Project Notification to Mass Historical Commission	Mon 7/6/20	Fri 8/7/20	Prepare, Review, Submit Project Notification to Mass Historical Commission									
40	SBC Vote to Submit PSR	Wed 9/2/20	Wed 9/2/20	SBC Vote to Submit PSR									
41	Submit PSR Submission to MSBA	Wed 9/9/20	Wed 9/9/20	Submit PSR Submission to MSBA									
42	MSBA PSR Review Period	Wed 9/9/20	Tue 9/29/20	MSBA PSR Review Period									
43	Respond to MSBA PSR Review Comments	Wed 9/30/20	Tue 10/13/20	Respond to MSBA PSR Review Comments									
44	Facilities Assessment Subcommittee (FAS) Presentation - 9/23/20 or 10/7/20	Wed 9/23/20	Wed 10/7/20	Facilities Assessment Subcommittee (FAS) Presentation - 9/23/20 or 10/7/20									
45	Address FAS Comments	Thu 10/8/20	Thu 10/22/20	Address FAS Comments									
46	MSBA Board Vote on PSR & Approval to Move to Schematic Design	Wed 10/28/20	Wed 10/28/20	MSBA Board Vote on PSR & Approval to Move to Schematic Design									
47	Schematic Design (SD)	Thu 9/10/20	Wed 4/7/21	Schematic Design (SD)									
48	Develop Schematic Design Submission	Thu 9/10/20	Thu 2/18/21	Develop Schematic Design Submission									
49	SD Cost Estimates and Reconciliation	Mon 1/11/21	Tue 2/2/21	SD Cost Estimates and Reconciliation									
50	SBC Vote to Approve SD Submission to MSBA	Wed 2/3/21	Wed 2/3/21	SBC Vote to Approve SD Submission to MSBA									

