



# TOWN OF BROOKLINE

## Massachusetts

BUILDING COMMISSION  
(617) 730-2100  
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CHAIR

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June 23, 2016

### **9TH ELEMENTARY SCHOOL (PRE-K TO GRADE 8) & BROOKLINE HIGH FEASIBILITY STUDY**

#### **REQUEST FOR QUALIFICATIONS**

The Town of Brookline is seeking Designer Services for preparation of a feasibility study for a new 9th Elementary School and a new High School or additions/ renovations to the existing High School (115 Greenough St.). There will be only one RFQ package required for two separate projects. An architectural firm will be awarded only one project

Program Available     June 29, 2016

Proposal Deadline     July 27, 2016 at 2:00 p.m.

Briefing Session       July 20, 2016 at 2:00 pm, Denny Room, Train Memorial Health Center,  
11 Pierce Street, Brookline, Massachusetts

Ten (10) copies of the proposal must be submitted to the Brookline Building Commission, Town Hall – Third Floor, 333 Washington Street, Brookline MA 02445, Ray Masak, Project Manager, Telephone (617)730-2100

Yours very truly,

Janet Fierman  
Chair

**2016 ELEMENTARY SCHOOL/ HIGH SCHOOL FEASIBILITY STUDY  
BROOKLINE, MASSACHUSETTS**

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**PART I**

**PROJECT DESCRIPTION**

The Town of Brookline (Town) is seeking design services to conduct separate Feasibility Studies which will include the development and evaluation of potential alternative solutions related to meeting the needs for additional school capacity for a 9<sup>th</sup> elementary school and High School . This project will be proceeding without partnership with the MSBA and is subject to adequate funding authorized by the Town. The contract between the Town and the Designer may be amended to include continued designer services through schematic design, design development, construction contract documents, bidding, and award of construction contract, construction administration, final closeout, and warranty period of the potential project. A potential project depending on the type of school (K-8 ;. high school) may include renovation of an existing school, a renovation and addition to the existing school and/ or new construction

The Designer's fee for the identified services including all reimbursable expenses will be negotiated. The Town of Brookline reserves the right to reject any or all qualifications and to accept any proposal that it considers to be in the best interests of the Town.

**The Designer has the option to submit on either the K-8 school or the high school or both. This must be clearly marked within the submittal package. It should be noted that a Designer will be awarded only one project only but not both.**

**BACKGROUND**

The Brookline Schools have been experiencing substantial and continuous enrollment growth since 2006. To date this has resulted in a 40% increase in K-8 enrollment and appears to be heading toward a 50% or greater increase across all grades K-12. In response, the Town has completed numerous building additions and alterations throughout the District and has conducted several major studies which are noted below:

- 2009 PSB Facilities Master Plan: <http://www.brooklinema.gov/DocumentCenter/Home/View/6328>
- 2013 BSPACE Report: <http://www.brooklinema.gov/DocumentCenter/View/2604>
- 2015 9<sup>th</sup> School Site Study: <http://www.brooklinema.gov/1286/9th-Elementary-School-Study>
- 2013 BHS Concept Study: Public Schools of Brookline Website/ Capital Projects
- 2015 Further Study Report Brookline High School: Public Schools of Brookline Website/ Capital Projects

Presently, the Town is conducting a siting study for both schools. The sites are identified in Attachment A. For the 9<sup>th</sup> K-8 school, one of the three identified sites will be selected. One of those three sites, the so called “Village School” site is in Brookline Village, is considered a mixed use site. For the High School, only one site is being considered, the Baldwin site.

All interested applicants are encouraged to review the studies noted above as well as the Town of Brookline generic design services contract. The generic design services contract is available for viewing at the Brookline Town Hall, 333 Washington Street, 3<sup>rd</sup> Floor, Monday through Thursday 8:00 a.m. to 5:00 p.m. and Fridays 8:00 a.m. to 12:30 p.m. by contacting Ms. Grace Cheng, administrative assistant at 617.730.2100. All interested parties are strongly encouraged to attend the briefing session.

## **PART II**

## **SERVICES REQUIRED**

The team shall review all existing documentation information as it pertains to the preparation of the feasibility study for either the K-8 school or the high school. The team will meet with the proper constituents (School and Building Departments) to evaluate the material and get a better understanding of the issues. The team will perform all field surveys, investigations, and cost estimates necessary in the preparation of a feasibility study. Although the Town will not be participating with the MSBA, the Town will be using the MSBA format developed for conducting a feasibility study tailored for a Town project (Attachment B).

### **Time Line:**

The following is the anticipated time line for both studies:

- Advertise/publish RFQ/RFP end of June.
- Qualification packages end of July.
- Establish committee of 7 Mid-August.
- Interviews/ Selection Mid-September.
- Contract Negotiations end of September.
- Begin feasibility study phase Mid- October
- Preliminary Findings Mid-February 2017
- Complete Feasibility Study April 2017
- Project presentation to Town Meeting May 2017

## **PART III**

## **GENERAL INFORMATION**

### **PURPOSE**

This request for qualifications (RFQ) provides interested submitters with information to enable them to prepare and submit qualifications based proposals for consideration by the Town of Brookline, Massachusetts for the preparation of a feasibility study.

### **ISSUING OFFICE**

The RFQ is issued for the Town of Brookline, Massachusetts by its Building Commission. The point of contact in the Town for this RFQ if further information is required is Ray Masak, Project Manager at 617-730-2100.

### **SCOPE OF WORK**

This RFQ contains instructions governing the proposal to be submitted and the materials to be included therein; requirements which must be met to be eligible for consideration; general evaluation criteria and other requirements to be met by the consultant.

### **STATEMENT OF QUALIFICATIONS AND EXPERIENCE**

Provide a statement of qualifications and experience.

### **TOWN STANDARD CONTRACTS**

The Town has standard contracts for design services (only) and the “front end” for the contract specifications. There will be no changes to the design contract and the “front end” documents will be tailored for the project.

### **ADDENDA TO THE RFQ**

If it becomes necessary to revise any part of this RFQ, addenda will be provided to all prospective submitters who receive the RFQ. No questions will be received two (2) prior to the response date.

### **NON-DISCRIMINATION CLAUSE**

The successful submitter will be required to adhere to the non-discrimination clause which will be attached as an exhibit within the proposed Agreement, see paragraph titled “Fair Employment Practices”.

### **FORMAT FOR REQUIRED INFORMATION**

Prospective consultants must submit ten (10) copies of the proposal. To be considered the proposal must respond to all requirements of this part of the RFQ. Any other information thought to be relevant, should be provided as an appendix to the proposal. Supporting documentation is required as proof of minimum qualifications. Failure to submit one or more required items may result in disqualification of proposal.

## **RESPONSE DATE**

The qualification packages must arrive at the Building Department, Brookline Town Hall on or before 2:00 p.m. local time July 27, 2016 to be considered. Any proposals received after that time and date will not be considered. Prospective bidders mailing proposals should allow sufficient mail delivery time to insure timely receipt of their proposals.

## **FAIR EMPLOYMENT PRACTICES**

It is understood and agreed that it shall be a material breach of any contract resulting from this bid for the contractor to engage in any practice which shall violate any provision of Massachusetts General Laws, Chapter 151B and the Town Bylaws relative to discrimination in hiring, discharge, compensation, or terms, conditions or privileges of employment because of race, color, religious creed, national origin, sex, age, or ancestry.

## **PART IV**

## **CRITERIA FOR SELECTION**

### **SUBMITTAL REVIEW AND EVALUATION**

Submittals received in conformance with the information required from the Bidder will be reviewed and evaluated by a “Committee of Seven” formed by the Town in accordance with the Town By-Laws.

The Committee will select a short list of those submitters whom they believe are best qualified to perform the required services. The Committee may interview all submitters on the short list and will recommend for approval one submitter from the short list to the Town’s Board of Selectmen and School Committee that they believe will give the greatest benefit to the Town.

### **EVALUATION CRITERIA**

Each submittal will be evaluated based upon the submitter’s capability to provide superior services to the Town, including:

1. Capability of the consultant to handle the size and scope of the work.
  - Current project workload
  - Size of overall staff
2. Experience of the consultant with similar scope of public projects.
3. Qualifications of individual team members staffing the project including Project Manager and Project Designer.
4. Approach to answering the question(s) provided
5. Cost and scheduling histories.
6. Reference checks.

## **PART V**

### **MINIMUM QUALIFICATIONS**

To be eligible for selection, the Designer must meet the following minimum qualifications.

- Be a qualified Designer within the meaning of M.G.L. Chapter 7C, Section 44, employing a Massachusetts registered architect responsible for and being in control of the services to be provided pursuant to the Contract.
- The Massachusetts registered architect responsible for and in control of the services to be provided has successfully completed the Massachusetts Certified Public Purchasing Official Program seminar “Certification for School Project Designers and Owner’s Project Managers” as administered by the Office of the Inspector General of the Commonwealth of Massachusetts, and must maintain certification by completing the “Recertification for School Project Designers and Owner’s Project Managers” seminar every three years thereafter. Proof of recertification or registration in the next recertification seminar for which space is available must be provided.

### **SUBMITTAL REQUIREMENTS**

Firms shall provide the following information:

- Names and address of officers, directors and owners of firm
- The names of the individuals who will have a direct contact with the Building Commission throughout the project.
- A list of all public projects undertaken in Massachusetts within the past five years. This list shall include original budget amounts and actual final construction cost of the projects. Provide a list of references relating to those projects.
- A minimum of three examples of similar feasibility studies for either a K-8 school and / or a high school .
- A list of all current projects.
- If the proposed will involve a joint venture, a list of all participating firms or individuals.
- A description of the firm’s current staffing and ability to undertake a project of this size in a timely fashion.
- The proposal shall also specify the names and backgrounds of all additional consultants who will be involved in this design including certificate.
- A proposed approach, schedule and resources utilized.
- A statement certifying that all information submitted in this proposal is correct under the penalties of perjury. (G.L. C7.38E)



## **ATTACHMENT A: SITES**

### **1. Village School (Harvard Street):**

This Harvard Street site in Brookline Village is currently in active use as a supermarket. Adjacent commercial buildings including the gas station, adjacent wood-frame buildings, and the car wash are part of the study. There are multiple land parcels, multiple owners, and commercial leases.

**Site Location:** On Harvard Street between 140 Harvard Street and Alton Place, Brookline, MA 02446

### **2. Baker School Property:**

The Baker School sits on a large parcel (500,000 sf/11 acres) along Beverly Road in South Brookline. The Baker School is sized to accommodate about 650-700 students and is overcrowded with its current enrollment of almost 800 students. Two temporary modular classrooms were added in 2015. The Baker property abuts both the D. Blakeley Hoar Sanctuary (woods and wetlands) and Hancock Village, a large multi-family development. Hancock Village is the location of two proposed 40B multi-family projects.

**Site Location:** 205 Beverly Rd, Chestnut Hill, MA 02467

### **3. Baldwin School Property Including Adjacent Soule Recreation Center (Park) Property:**

The Baldwin School is a small facility on a 2.7 acre parcel on Heath Street in South Brookline adjacent to Soule Recreation Center, a 9.6 acre Park and Recreation facility. Baldwin currently houses a staff day care center and Winthrop House which is a substantially separate program of Brookline High School. New school use would require extensive coordination and collaboration with the Parks and Recreation Commission and Department.

**Site Location:** Baldwin School: Oak Street, Brookline, MA 02445 & Soule Recreation: 652 Hammond St, Chestnut Hill, MA 02467

**ATTACHMENT B: FEASIBILITY STUDY SCOPE  
TOWN OF BROOKLINE  
HIGH SCHOOL / 9<sup>th</sup> SCHOOL**

**Prepared by RDM 4/26/16**

**Feasibility Study Overview**

In order to ascertain Town input and approval throughout the Feasibility Study process, the Designer will be required to secure the Town's 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 Designer shall prepare and provide a work plan to the Town within twenty-one (21) days of Design Contract execution.

**1.1 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 Town's educational program, and perform the review and investigation required to clearly define the existing building deficiencies. Based upon a review of the Town'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
- Appendices

**1.2 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 Town in the Statement of Interest (SOI) at the time when the SOI was submitted (High School only) . Include a copy of the most recent associated SOI in the Appendix of the submittal;
- The agreed-upon design enrollment.
- 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 Town's stakeholders (e.g., 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 Town OPM (and key support staff);
- Project schedule

### **1.3 Educational Program**

The Town will work with the Designer to document the existing educational program offered by the Town and to define the proposed educational activities. The Preliminary Design Program must include documentation of the District's existing educational program, and new or expanded educational specifications if applicable. The Preliminary Design Program must include the process of collaboration, outcomes, and documentation of support among the stakeholders.

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

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

- Security and visual access requirements.

#### **1.4 Initial Space Study**

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.

#### **1.5 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 Town 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.

#### **1.6 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.

### **1.7 Preliminary Evaluation of Alternatives**

Based upon the Educational Program, Initial Space Summary, evaluation of existing conditions, and site development requirements, the Designer, working with the Town, 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, 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 to the extent feasible, unless specifically authorized in writing by the Town. 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);
- 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.

## **2.0 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 Town's selection and recommendation of a preferred solution. The Report should address all concerns and questions raised by the Town during its review of the Preliminary Design Program and clearly identify any changes incorporated based on further evaluations and considerations.

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

### **2.1 Introduction**

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

- Overview of the process undertaken since submittal of the Preliminary Design Program that concludes with submittal of the Preferred Schematic Report, including any new information and changes to previously submitted information;
- Summary of updated project schedule
- Summary of the final evaluation of existing conditions;
- Summary of the final evaluation of alternatives;
- Summary of the Town's preferred solution

### **2.2 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.

### **2.3 Final Evaluation of Alternatives**

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

- Provide an analysis of each prospective site including natural site limitations, building footprint(s), athletic fields, parking areas and drives, bus and parent drop-off areas, site access, and surrounding site features;

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

The Final Evaluation of Alternatives shall be presented in detailed narratives and tables as appropriate to present clearly how and to what degree each alternative addresses each evaluation criteria and shall include a cost comparison table in the format presented below. 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.).

## **2.4 Preferred Solution**

Describe the Town'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 Town's Preliminary Design Program review.
  - Summary of key components of the Town's Educational Program and how the preferred solution fulfills the stated Educational Program requirements.
- Preferred Solution Space Summary - Provide an updated space summary that is based on the agreed-upon enrollment, the Town's Initial Space Summary, written comments provided by the Town as part of its review of the Preliminary Design Program, and the Town'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 (using MSBA's guidelines) of the total net and gross square footage, agreed upon student enrollment, and grossing factor.
- Describe the reason for any variation between the Initial Space Summary and written comments provided by the Town 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
- 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 Town expects as a result of the proposed project.
- Provide an updated project schedule depicting all key tasks with durations. The schedule is to be updated and submitted by the Designer to the Town 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 updated project schedule shall include as a minimum the following projected dates

- Town approval to proceed into Schematic Design;
- Schematic Design Submittal Date
- Town Schematic Design Submittal Review;
- Design Development submittal date;
- Town Design Development Submittal Review
- 60% Construction Documents submittal date;
- Town 60% Construction Documents Submittal Review:
- 90% Construction Documents submittal date;
- Town 90% Construction Documents Submittal Review:
- Anticipated bid date/GMP execution date;
- Construction start;
- Move-in date; and
- Substantial completion.