

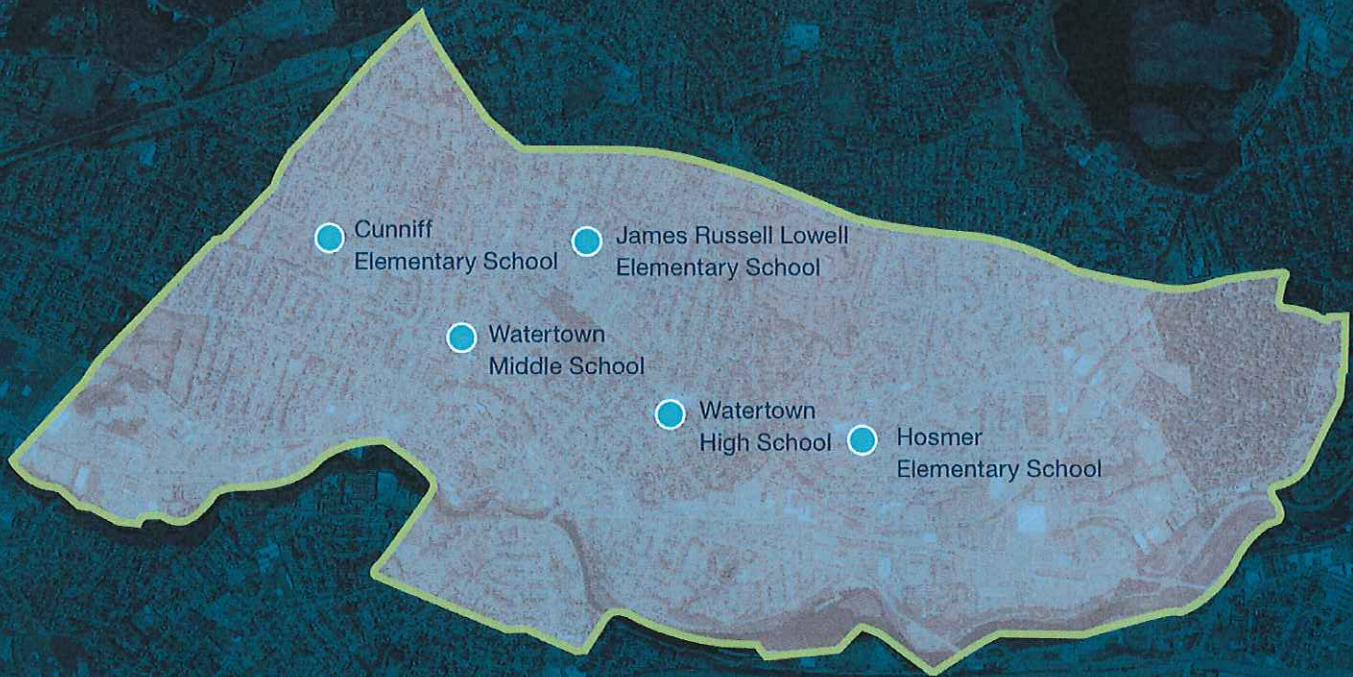
SMMA

Request for Proposal

# Watertown Public Schools

*Facilities Master Planning Study*

Watertown, Massachusetts  
May 5, 2016



May 4, 2016

Ms. Raeleen Parsons  
Purchasing Agent  
Purchasing Agent Watertown Municipal Offices  
149 Main Street  
Watertown, MA 02472

***Re: Watertown Public Schools - School Facilities Master Planning Study***

Dear Ms. Parsons,

Watertown Public Schools is committed to continuing the study of its existing school facilities to better equip them to meet the challenges of education in the 21st Century through a Long Range Facilities Master Plan. SMMA | Symmes Maini & McKee Associates is well-qualified to respond to this challenge.

Specifically, SMMA can provide:

***Broad Experience in Educational Planning***

Our Educational Planning Group has conducted over 15 district-wide Master Plans or needs studies and programmed, designed, and implemented nearly \$1 billion in Massachusetts school projects in the past decade. The majority of these projects have commenced with a long range master plan similar to that which you propose for Watertown.

***Interdisciplinary Design Services***

Your study as advertised will require the services of educational programmers, planners, engineers, and permitting specialists in addition to architects with K-12 design experience. As a 170 person firm, SMMA provides these integrated design services from a single responsibility for the most effective delivery of your study.

***Commitment to Design and Planning Excellence***

SMMA's Educational Planning Group is committed to the programming and design of high-performing K-12 facilities that benefit pupils, teachers, and administrators alike, as well as the broader community. Among the numerous recognitions SMMA's K-12 projects have received, Hudson (MA) High School was named "School of the Year" by the KnowledgeWorks Foundation, and was also selected as a Model School by the Massachusetts School Building Authority—its design has subsequently been adapted to meet high school program requirements in Tewksbury and West Springfield. Additionally, our design for the new Quincy High School led to its selection as a Green Ribbon School by the U.S. Department of Education, and was recognized by the Council of Educational Facility Planners International (CEFPI) with Project of Distinction and Design Concept Awards. Our work for Noble and Greenough School received an Award of Design Excellence (K-12 Facility Design) from the Boston Society of Architects, and most recently, our Ayer Shirley Regional High School project was honored with the Edward Kirkbride Award, the Northeast Regional Chapter of CEFPI's highest honor. Each school that we design reflects the unique personality of the community it serves, incorporating solutions that ensure each child is provided the best opportunity for success, in the classroom and beyond.

Although Master Planning efforts have few venues for awards and public displays of recognition, SMMA's selection to lead the planning of all Boston's public schools is, in effect, the most positive of all peer reviews.

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***Educational “Visioning”***

We understand the challenge to Watertown Public Schools in positioning its schools to achieve 21st Century educational goals. SMMA will lead “visioning” sessions and stakeholder meetings to stimulate discussion and shape consensus toward meeting this challenge.

We look forward to working with Watertown Public Schools and welcome an opportunity to present our qualifications to the selection committee.

Very truly yours,  
SMMA | Symmes Maini & McKee Associates



Joel G. Seeley, AIA, LEED AP, MCPPO  
Project Director

(617) 520-9403  
jseeley@smma.com

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### ***Qualifications for***

Watertown Public Schools Facilities Master Planning Study  
Watertown, MA 02472

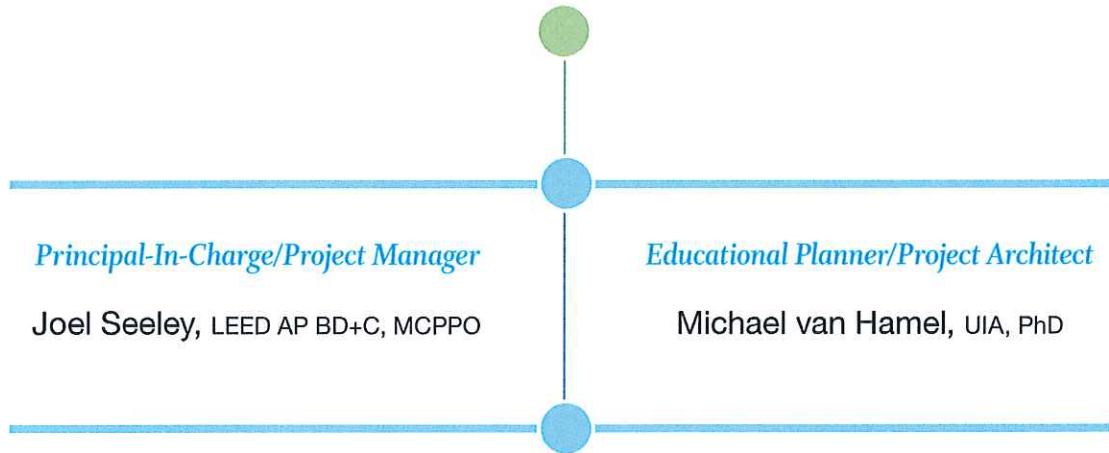
### ***Prepared by***

SMMA | Symmes Maini & McKee Associates  
1000 Massachusetts Avenue  
Cambridge, MA 02138



# Organizational Chart

## Town of Watertown Watertown Public Schools



### Key Personnel

Andrew Oldeman, PE,  
CEM, LEED AP  
Director of Engineering

Peter Lukacic, ASLA  
Landscape Architect/  
Site Planner

Martine Dion, AIA, LEED  
AP BD+C  
Sustainable Design Specialist

### Additional Services (In-house, as required)

Cost Consultant  
Clive Tysoe, MRICS, CCP  
VJ Associates, MBE

# Joel Seeley, AIA, LEED AP, MCPPO

PRINCIPAL-IN-CHARGE/PROJECT MANAGER



## EDUCATION

*Bachelor of Architecture,  
University of Miami*

## REGISTRATIONS

*Massachusetts  
Massachusetts Public  
LEED Accredited  
Professional, Purchasing  
Official Program (MCPPO),  
National Council of  
Architectural Registration  
Boards (NCARB)*

## AFFILIATIONS

*American Institute of  
Architects (AIA), Boston  
Society of Architects (BSA)*

## Profile

Mr. Seeley is an architect with over 30 years of experience. As Director of Project Management at SMMA, he leads a team dedicated to management of projects. Joel will be responsible for the entire project and oversee all aspects of the design and construction process including public procurement and will be the day-to-day point of contact for the project. He brings extensive experience in managing Massachusetts public school projects.

## Experience

### **Wellesley Public Schools Wellesley, MA**

Conditions assessments and feasibility studies for seven elementary schools, middle school, preschool, and field house

### **Wellesley High School Wellesley, MA**

New 280,000 sf high school serving 1,400 students in grades 9-12; Outstanding Green School, 2013

### **Ayer-Shirley Regional High School Ayer, MA**

Feasibility Study and 145,000 sf addition/renovation to High School for 495 students in grades 9-12.

### **Bedford High School Bedford, MA**

Renovation and addition to 224,000 sf high school serving 850 pupils in grades 9-12.

### **Marblehead High School Marblehead, MA**

Facilities Master Plan and Full Design Services for New High School, (215,000 sf), 900 Pupils, Grades 9-12

### **Swampscott New High School Swampscott, MA**

Master Plan Study and Full Design Services for New High School and Playfields, (190,000 sf), 850 Pupils

### **Chelsea High School Chelsea, MA**

New 157,000 sf high school serving 1,000 students in grades 9-12.

### **Douglas High School Douglas, MA**

New 124,000 sf high school serving 700 pupils in grades 9-12, with capacity for expansion to 1,000 pupils.

### **Turners Fall High School/Great Falls Middle School Montague, MA**

Renovations and Additions of the Existing Middle/High School (198,000 sf), 750 Pupils, Grades 7-12

### **Athol-Royalston Regional School District Athol, MA**

Owner's Project Manager for regional school district

### **Holbrook Public Schools Holbrook, MA**

Owner's Project Manager for school district

### **John Glenn Middle School Bedford, MA**

92,000 sf renovation and 28,000 sf new construction for a middle school accommodating 625 students in grades 6-8.

### **Veterans Memorial Middle School Marblehead, MA**

150,000 sf renovation and additions to middle school serving 540 students in grades 6-8.

### **Dennis-Yarmouth High School South Yarmouth, MA**

Renovations to 224,000 sf regional high school serving 1,176 pupils in grades 9-12.

# Michael van Hamel, PhD, UIA

EDUCATIONAL PLANNER/PROJECT ARCHITECT



## EDUCATION

*Doctorate in Environmental Psychology, Institute for Advance Studies, Princeton University*

*Master of Business Administration in International Marketing, International Institute of Business Studies, Clemson University*

*Bachelor of Architecture, Spring Garden College*

## AFFILIATIONS

*Association for Learning Environments (ALEP), The International Union of Architects (UIA)*

## Profile

Mr. van Hamel has over 25 years' experience as a project architect / visioning expert. He recently joined SMMA, previously working with Fielding Nair International. Vision energy and a high level of design and technical expertise characterizes Mr. van Hamel's career. The combination of these qualities has led to accomplished, with complex projects in a wide range of environments. These diverse experiences have exposed him to international approaches to educational architecture and master planning. His work has required him to communicate effectively during all stages of a project, serving not only as an architect, but also cultural theorist, liaison, and educator. Most importantly, his working partnerships lead to project success and client satisfaction.

## Experience

### **Boston Public Schools 10-Year Educational and Facilities Master Plan** *Boston, MA*

Educational and System-Wide Facilities Master Plan for 128 K-12 schools, comprising more than 11 million square feet (current)

### **Lawrence Public Schools Feasibility Study**, *Lawrence, MA*

Comprehensive Feasibility Study for 21 schools in the district. To date, 8 schools identified as high priority have been studied

### **Lincoln High School Master Plan** *Lincoln, RI*

Educational and Facilities Master Plan; prioritizing the school's maintenance and capital projects—categorizing them as urgent, short-term, and long-term—as well as a full assessment of its educational adequacy

### **Somerville High School** *Somerville, MA*

Educational Planning and Preliminary Design services for an anticipated 470,000 sf comprehensive high school for 1,590 students

### **\*The Leysin American School** *Geneva, Switzerland*

Master Planning and Architectural Design

### **\*The Pechersk School International** *Kyiv, Ukraine*

Master Planning and Architectural Design

### **\*Sri Kdu School** *Kuala Lumpur, Malaysia*

Master Planning and Architectural Design. Received the 2009 Council of Educational Facility Planners International – Project of Distinction

### **\*North Central Shared Facility** *Regina, Saskatchewan, Canada*

The proposed new facility in Regina's North Central Neighborhood builds on the vision developed by the community, and will be a "first" for Regina.

### **\*Anne Frank Inspire Academy Middle School** *San Antonio, TX*

Pilot Middle School Campus accommodating 125 students in Grades 4-8, 23,500 sf

### **\*Douglas Park School** *Regina, Saskatchewan, Canada*

New Elementary / Middle School Campus serving 450 Students in Grades Pre-K-8, 97,200 sf

### **\*Oakridge International** *Bangalore, India*

New School Campus, serving 3,200 Students in Grades K-12, 240,000 sf

*\*Prior experience with Fielding Nair International*



# Andrew Oldeman, PE, CEM, LEED AP

DIRECTOR OF ENGINEERING



## Profile

An SMMA Principal and the firm's Director of Engineering, Mr. Oldeman brings to projects his more than 25 years of experience in designing mechanical systems for both new building construction and renovation. Andrew specializes in corporate, commercial, and technology work, and as a Certified Energy Manager, maintains a focus on energy analysis, life cycle cost analysis, and systems infrastructure evaluation. He drives project success by working seamlessly with architects, owners, and construction managers to deliver maximally efficient facilities that are designed for long-term performance.

## Experience

### **Wellesley Public Schools Assessment Wellesley, MA**

District-wide Master Plan for five elementary schools

### **Westwood Public Schools Westwood, MA**

District-wide master plan capital needs study of 5 elementary schools and a middle school

### **Fiske and Schofield Elementary Schools Renovation Projects, Wellesley, MA**

Facility Assessment study resulted in renovations including new windows and exterior masonry walls, accessibility upgrades including a new elevator at Fiske, security upgrades, and mechanical, electrical, and plumbing system upgrades due to air quality concerns.

### **Grafton High School Grafton, MA**

Master planning and full design services for new 186,000 sf high school serving 900 students. School is MA-CHPS Verified. Awards: *Learning by Design Magazine*, Outstanding Project, 2013; CEFPI Project of Distinction, 2013; *American School & University Magazine* Educational Interiors Showcase, Outstanding Design, 2013

### **East Greenwich High School East Greenwich, RI**

Occupied renovation and addition for an existing 150,000 sf high school serving 800 students; NE-CHPS verified

### **Wellesley High School Wellesley, MA**

New Comprehensive High School (280,000 sf, 1,500 students)

### **Quincy High School Quincy, MA**

New 355,000 sf comprehensive high school serving 1,500 students. School is MA-CHPS Verified. Awards: CEFPI Project of Distinction, Design Concept Award, 2010; USDOE Green Ribbon School, 2013

**Swampscott New High School Swampscott, MA**, Master Plan Study and Full Design Services for New High School and Playfields. (205,000 sf, 850 students)

### **Bridgewater/Raynham Regional High School Bridgewater, MA**

Feasibility Study and Full Design Services for New Regional High School (372,000 sf)

### **Turners Fall High School/Great Falls Middle School Turners Falls, MA**

Turners Falls, MA | Analysis to comply with the State's greenhouse gas policy as part of the Massachusetts Environmental Policy Act review; evaluated reduction in emissions from stationary sources by committing to certain energy efficiency and mitigation measures.

### **Bancroft Elementary School Andover, MA**

New 99,000 sf elementary school serving 680 pupils in grades K-5. Designed to meet LEED-for-Schools Silver certification criteria; CM-at-Risk

## EDUCATION

Bachelor of Science in  
Mechanical Engineering,  
Clarkson University

## REGISTRATIONS

Arizona, California,  
Connecticut, District of  
Columbia, Florida, Illinois,  
Kentucky, Louisiana,  
Maryland, Massachusetts,  
New Hampshire, New York,  
Pennsylvania, Rhode Island,  
Texas

Certified Energy Manager  
LEED Accredited Professional

## AFFILIATIONS

American Society of  
Heating, Refrigerating and  
Air-Conditioning Engineers  
(ASHRAE), Association of  
Energy Engineers (AEE),  
National Council of Examiners  
for Engineering & Survey  
(NCEES)

# Peter Lukacic, ASLA

## LANDSCAPE ARCHITECT/SITE PLANNER



### EDUCATION

*Master of Landscape  
Architecture, Harvard  
University Graduate School of  
Design*

*Bachelor of Arts in Landscape  
Architecture, University of  
California-Berkeley*

### REGISTRATIONS

*California, Connecticut,  
Massachusetts, North Carolina*

### AFFILIATIONS

*American Society of  
Landscape Architects  
(ASLA), Council of Landscape  
Architectural Registration  
Boards (CLARB)*

## Profile

Mr. Lukacic is a Senior Associate at SMMA, as well as the firm's Manager of Landscape Architecture. He brings his more 35 years of extensive professional experience in site planning and design to projects throughout New England and nationally. In particular, he has been responsible for many diverse and complex redevelopment and mixed-use projects, requiring innovative and creative approaches that capitalize on the inherent qualities and attributes of the site.

## Experience

### **Winchester High School Winchester, MA**

Renovation to and addition for a 280,840 sf high school serving 1,370 students in grades 9-12. (In Construction)

### **Fiske and Schofield Elementary Schools Renovation Projects, Wellesley, MA**

Facility Assessment study resulted in renovations including new windows and exterior masonry walls, accessibility upgrades including a new elevator at Fiske, security upgrades, and mechanical, electrical, and plumbing system upgrades due to air quality concerns.

### **North Middlesex Regional High School Townsend, MA**

Master planning and full design services for a 192,000 sf high school for 870 students in grades 9-12. (In Construction)

### **Wellesley High School Wellesley, MA**

New 280,000 sf high school serving 1,500 students in grades 9-12. School is MA-CHPS Verified. Awards: Outstanding Green School; CM-at-Risk

### **West Springfield High School West Springfield, MA**

New 257,500 sf model high school serving 1,270 pupils in grades 9-12. School is designed to meet LEED-for-Schools Silver certification criteria

### **Quincy High School Quincy, MA**

New 325,000 sf comprehensive high school serving 1,500 pupils in grades 9-12. School is MA-CHPS verified. Awards: CEFPI Project of Distinction, Design Concept Award, 2010; USDOE Green Ribbon School, 2013.

### **East Greenwich High School East Greenwich, RI**

Renovation and addition for an existing 150,000 sf high school serving 800 pupils in grades 9-12. School received NE-CHPS verification.

### **Ayer Shirley Regional High School Ayer, MA**

Renovation to and addition for a 145,000 sf regional high school serving 495 pupils in grades 9-12. Designed to meet LEED-for-Schools Silver certification criteria; CM-at-Risk

### **Bedford High School Bedford, MA**

Renovation to and addition for a 224,000 sf high school serving 850 pupils in grades 9-12.

### **Marblehead Veterans Middle School Marblehead, MA**

Renovation to and addition for a 150,000 sf middle school serving 540 pupils in grades 7-8.

### **Bancroft Elementary School Andover, MA**

New 99,000 sf elementary school serving 680 pupils in grades K-5. Designed to meet LEED-for-Schools Silver certification criteria; CM-at-Risk

### **Parker Elementary School Billerica, MA**

New 89,000 sf elementary school serving 500 pupils in grades 1-5. School received MA-CHPS verification.

# Martine Dion, AIA, LEED AP BD+C

SUSTAINABLE DESIGN SPECIALIST



## EDUCATION

Bachelor of Architecture  
and Bachelor of Science in  
Architecture, McGill University,  
Montreal, Quebec

## REGISTRATIONS

Massachusetts, North Carolina  
LEED Accredited Professional

## AFFILIATIONS

American Institute of  
Architecture (AIA), Boston  
Society of Architects  
(BSA), National Council of  
Architectural Registration  
Boards (NCARB), Northeast  
Sustainable Energy  
Association (NESEA), United  
States Green Building Council  
MA Chapter (USGBC MA),  
United States Green Building  
Council (USGBC)

## Profile

Ms. Dion is an SMMA Principal and the firm's Director of Sustainable Design. She provides sustainable design and LEED-consulting services to the full spectrum of SMMA's clients. Martine has been in charge of the implementation and coordination of sustainable design practices for the firm for the past 15 years, and has largely contributed to its consolidation across the firm's A&E disciplines. Regarded as an expert in her field, she is a founding member of the U.S. Green Building Council's Massachusetts Chapter, and has contributed to the AIA's National Committee on the Environment, to Massachusetts' Roundtable Action Plan for Green Buildings and Former Massachusetts Governor Deval Patrick's Zero Net Energy Task Force, and, at the national level, to the U.S. Department of Energy's Zero Net Energy Task Force. Martine is also vice-chair of the NESEA Board of Directors.

## Experience

### Grafton High School Grafton, MA

Master planning and full design services for new 186,000 sf high school serving 900 students. School is MA-CHPS Verified. Awards: *Learning by Design Magazine*, Outstanding Project, 2013; CEFP Project of Distinction, 2013; *American School & University Magazine* Educational Interiors Showcase, Outstanding Design, 2013

### North Middlesex Regional High School Townsend, MA

Master planning and full design services for a 192,000 sf high school for 870 students

### Wellesley High School Wellesley, MA

New Comprehensive High School (280,000 sf, 1,500 students)

### East Greenwich High School East Greenwich, RI

Occupied renovation and addition for an existing 150,000 sf high school serving 800 students; NE-CHPS verified

### The Center School Stow, MA

serves 600 Elementary School K-5 students and 30 pre-K students in a 98,000 sf facility that brings two schools together.

### Quincy High School Quincy, MA

New 355,000 sf comprehensive high school serving 1,500 students. School is MA-CHPS Verified. Awards: CEFP Project of Distinction, Design Concept Award, 2010; USDOE Green Ribbon School, 2013

### Swampscott New High School Swampscott, MA,

Master Plan Study and Full Design Services for New High School and Playfields. (205,000 sf, 850 students)

### Bridgewater/Raynham Regional High School Bridgewater, MA

Feasibility Study and Full Design Services for New Regional High School (372,000 sf)

### Turners Fall High School/Great Falls Middle School Turners Falls, MA

Turners Falls, MA | Analysis to comply with the State's greenhouse gas policy as part of the Massachusetts Environmental Policy Act review; evaluated reduction in emissions from stationary sources by committing to certain energy efficiency and mitigation measures.

### Winchester High School Winchester, MA

Renovation to and addition for a 280,840 sf high school serving 1,370 students in grades 9-12. (In Construction)



ASSOCIATES

## Clive Tysoe, MRICS, CCC

Divisional Director/Project Director

### Education:

Salford University, 1988  
Manchester, England  
RICS Approved

### Professional Affiliations:

Professional Associate of the Royal  
Institution of Chartered Surveyors,  
England

Association for the Advancement of  
Cost Engineering – 2008

Mr. Tysoe has over 36 years of experience in field inspection, design, construction management, scheduling, value engineering and general cost estimating in both public and private sectors. Since joining VJ Associates in 2004, Clive has overseen the cost estimating efforts of a wide variety of projects including schools, higher education facilities, laboratories, data centers, mission critical, residential, hospitals, and transit.

He regularly attends design meetings, coordinates all changes in scope of work with the client, and reviews all estimates prior to submission ensuring the highest standards of quality control. Clive acts as a liaison with architects and engineers to obtain all necessary information to provide accurate cost estimates and obtains current material pricing through constant vendor contact.

### RELEVANT PROJECT EXPERIENCE

#### **Westwood Public Schools Capital Needs Study; Westwood, MA**

Chief Cost Estimator for the Capital Needs Study prepared for the Town of Westwood's five elementary schools and the middle school.

#### **Lawrence Public Schools Feasibility Study of School Facilities; Lawrence, MA**

Chief Cost Estimator for the comprehensive facility study of 21 school buildings.

#### **Rhode Island Public Schools Statewide Facilities Assessment and Prioritization Planning Services; Rhode Island**

Chief Cost Estimator for the creation of a facilities database to develop a facilities prioritization plan for school improvements in Rhode Island's 300+ public school facilities.

#### **Lincoln Public Schools Master Plan, Lincoln, MA**

Chief Cost Estimator for the feasibility studies and repairs analysis for the Town of Lincoln's elementary and middle school facilities.

#### **Millis Public Schools Facilities Evaluation and Master Plan, Millis, MA**

Chief Cost Estimator for the assessment of the physical plants and grounds of the district and make recommendations for replacement or renovation of structures, equipment, and systems as well as potential additions.

#### **Walpole Municipal Buildings Master Plan, Walpole, MA**

Chief Cost Estimator for the assessment of over 20 existing buildings as well as conceptual designs for the adaptive re-use or construction of new structures to meet the Town's future demands for services.

#### **Shrewsbury Facilities Condition Assessment Study; Shrewsbury, MA**

Chief Cost Estimator for the Facilities Condition Assessment of ten town buildings including six schools; the town hall; senior center; fire headquarters; and police station.



## Project Approach

Our approach to your Long Range Master Plan is based on your Request for Proposal, and will include the following schools which make up the Watertown Public School District:

- Cunniff Elementary School
- Hosmer Elementary School
- James Russell Lowell Elementary School
- Watertown Middle School
- Watertown High School

We understand the study goals to be as follows:

- Develop an educational vision and program to meet the challenges of education in the 21st Century
- Review the enrollment projections by NESDEC and the physical assessments by Oudens Ello
- Conduct an educational and programmatic assessment of each school
- Develop planning options with costs for each school for renovation, additions or building replacement
- Conduct stakeholder meetings to develop final recommendations of the long range master plan

## Project Plan

### Phase I—Project Definition

#### Task 1—Project Definition

Meet with Watertown Public Schools to confirm project objectives. Assist in setting project goals and review meetings for all tasks through completion of services and submissions of final report.

#### Task 2—Project Timeline/Schedule

Develop project timeline/schedule based on project objectives identified in Task 1.

### Phase II—Review Enrollment Projections

#### Task 1

Obtain and examine the 10-year enrollment projection data completed by NESDEC, including one year increments for each grade level.

#### Task 2

Analyze current Elementary, Middle and High School building spaces against MSBA space templates for space types, quantities and utilization. Determine the student capacities for all schools relative to both current and projected populations.

#### Task 3

Present findings to the Superintendent of Schools and Watertown School Committee.

### Phase III—Assess Existing Building Conditions

#### Task 1

Obtain and review existing drawings of each Watertown school, engineering surveys and reports, and precedent studies and investigation.

#### Task 2

Review the findings contained in the School Facilities Assessment report prepared by Oudens Ello. Our initial review of this report indicates a thorough, detailed and comprehensive work product that will provide a significant baseline of information. We will tour each school to confirm the report's findings and supplement as needed.

#### Task 3

Present findings to the Superintendent of Schools and Watertown School Committee

## Phase IV—Develop Educational Program and Master Plan Options

### Task 1

Meet with the School Department and School Principals to identify long-range educational goals for the schools. Perform programming meetings with each school administration and develop the educational program including projected populations for each school.

### Task 2

Propose up to three conceptual planning options that meet the enrollment, educational program and existing conditions requirements for each school. These shall comprise options for renovations, additions, or new construction. These shall be analyzed with respect to:

- Availability of appropriate “expansion” area on each site;
- Impact on present school and site operations;
- Impact on neighbors;
- Construction schedule and phasing (multiple phases vs. one phase project);
- Impact on existing HVAC/plumbing and electrical systems;
- Satisfaction of education goals;
- Order of magnitude construction costs and total project costs, including phasing, swing space issues.

### Task 3

Assist the Committee in establishing a preferred master plan option.

### Task 4

Provide for the preferred option:

- Conceptual plan to illustrate the master plan;
- Phasing plan;
- Preliminary schedule for design through construction;
- Educational vision;
- Projection of project costs for preferred option to include all costs normally a part of Massachusetts school projects to include:
  - Construction costs (“bricks and mortar”);
  - Itemized Fees, furnishings & equipment, clerk of works, project manager, contingencies, etc;

## Phase V—Prepare Draft of Final Reports

### Task 1

Based on information gathered in the tasks above, prepare a draft report for review and approval. Present and finalize to stakeholder as directed by committee.

### Task 2

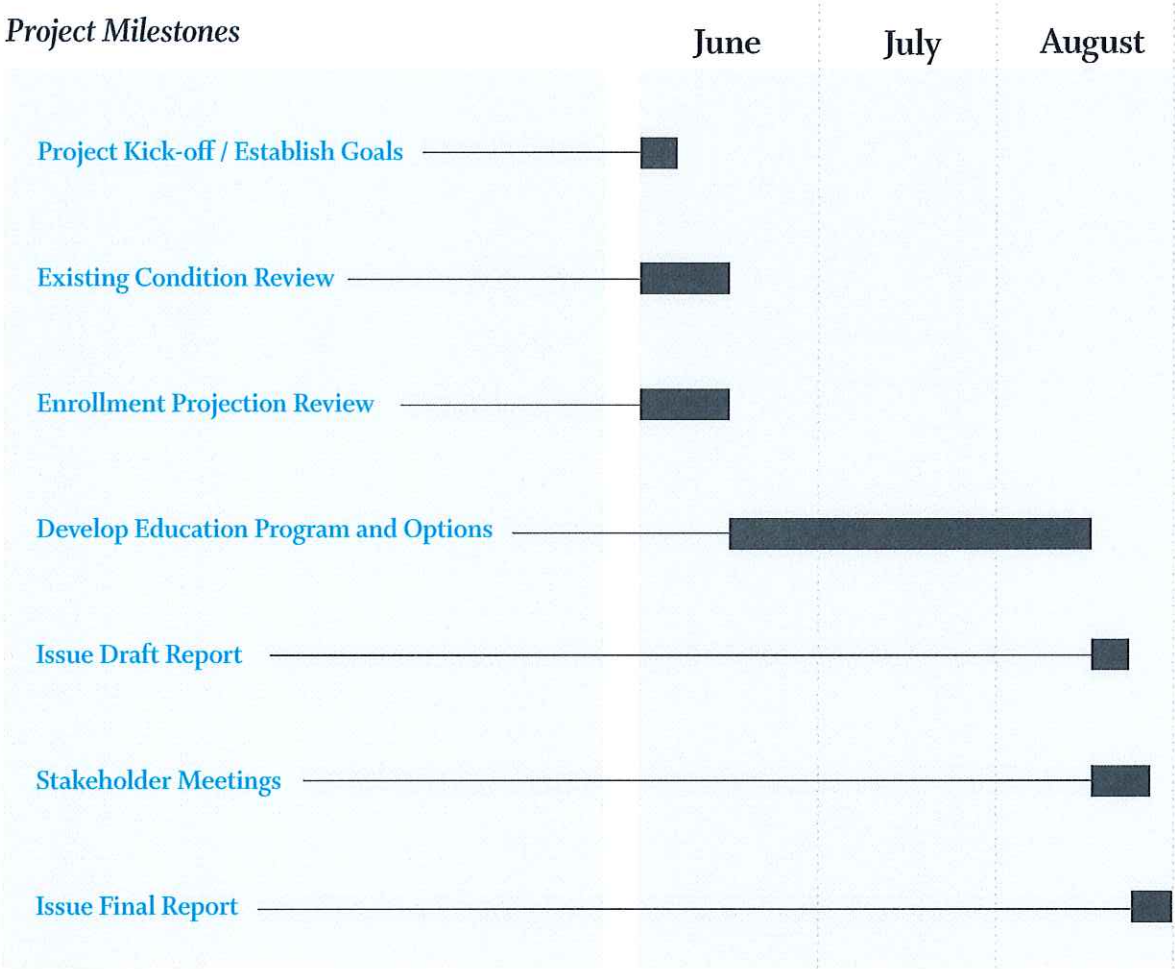
Based on approval by committee, prepare and submit report including any comments received.

## Phase VI—Key Stakeholder Presentations

Assist The Committee in presenting a final report to key stakeholders.

# Project Schedule

We anticipate the following milestones for the Study Schedule:



**Note:**

The above diagram outlines a process that we anticipate. This process will be developed into a calendar schedule in coordination with the Town of Watertown, Watertown Public Schools Administration and School Committee’s expectations and goals.





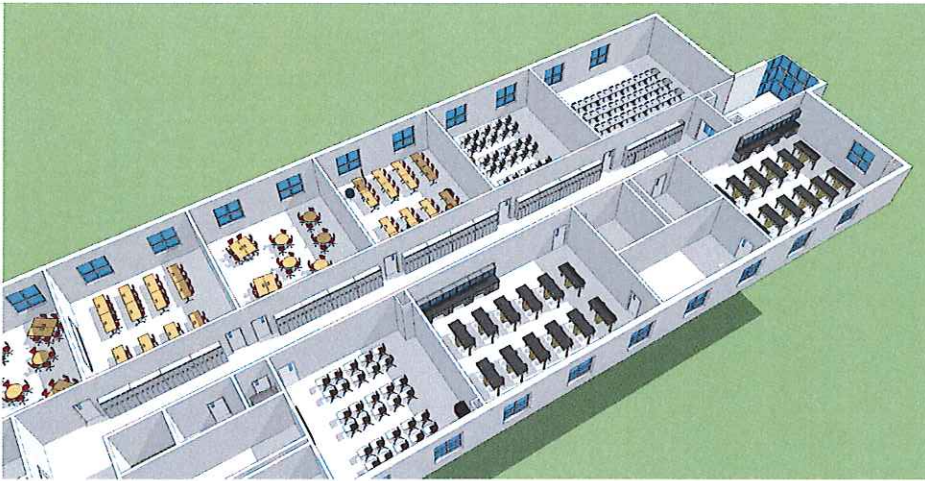
## New Methods of Teaching and Learning

We have a national mandate to better prepare young people for the challenges of higher education and work beyond K-12, for adaptability to career changes during one's working life, and for the satisfaction of lifelong learning.

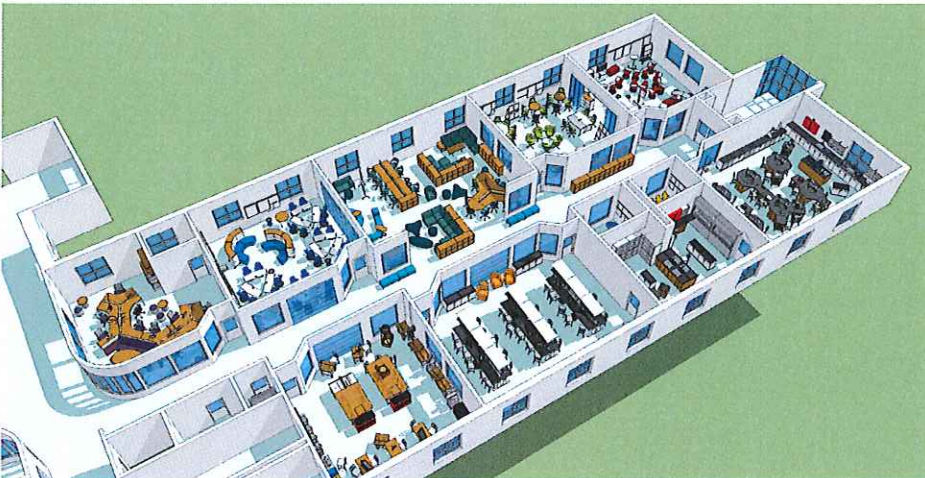
As a result, school curricula is shifting from a traditional teacher-focused, subject-driven separation of disciplines (mathematics, language, science, etc.) to a more self-directed, student-centered, multidisciplinary approach. Here the student combines academic skills to solve real life problems involving investigation, analysis, computation, and communication. In this way, traditional academic subjects are made relevant to the world and the student is better prepared to meet its challenges.

Within the classroom, "lectures" have been replaced by "projects", and interaction between teacher and pupil has shifted from passive to active. Classroom space within our new schools must be shaped and equipped to respond flexibly to many more learning options than the traditional "seats in a row" layout that most of us remember from our own school days.

Meeting the expectations of a 21 century education not only rely on the skilled and dedicated educators and staff, but whether the learning environment itself can support the pedagogy of modern educational modalities. Watertown's existing school facilities are rich in pre-war era, educational reform and contemporary architecture. Our initial observations acknowledge the limiting classroom flexibility and deficiency of varied learning spaces.



*Existing Conditions - Traditional Classroom Layouts*



*Renovated from Existing Conditions - Flexible Classroom Layouts*

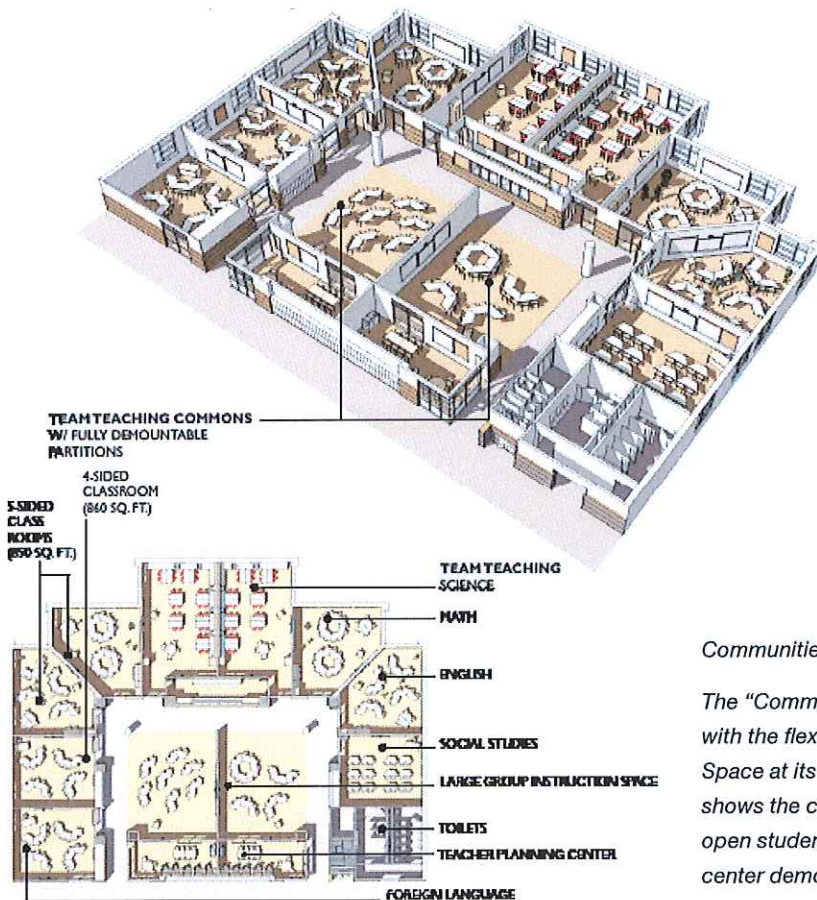
## Communities of Learning/ Concern for the Individual

The “socialization” of each student toward becoming a responsible member of a democratic society is probably the most important mission of our nation’s schools. Most schools, whether elementary, middle, or high school, must be of a certain critical size to offer the breadth of facilities and programs essential to learning at each grade level. The challenge for both the designers and staff of these schools is to keep students from becoming “lost” as they transition from home to school, and from the lower grades to larger school environments.

As a result, SMMA has explored a variety of school design strategies appropriate to the age level of the student. These include “neighborhood” clusters of elementary classrooms grouped around

their own common area, pupil support spaces, and toilets; middle school suites of core subjects and science classrooms with dedicated teacher planning spaces for teams of 75-100 students; and, at the high school level, literal “school-within-a-school” layouts that might group students by career path or academic major together with a satellite group of school counselors and guidance personnel.

Each of these design strategies has a common goal, which is to create a learning environment in which the individual student - at any age shares a supportive bond with his/her peers and with a “family” of teachers and staff.



*Communities of Learning: One Option*

*The “Communities of Learning” module with the flexible Large Group Instruction Space at its center. This configuration shows the center space being used as open student commons space with the center demountable partition in place.*



## Relevant Experience

### Recent Study Projects: First-Phase Facilities Assessment, Educational Master Plan, or Feasibility Study

Our Educational Planning Group has conducted over 40 master plans and feasibility studies, and programmed, designed, and implemented nearly \$1.5 billion in Massachusetts and Rhode Island school construction over the past decade. Each differs in its objectives, based on both the character of the community and the physical condition of its school buildings.

What is common, however, is a format and methodology that results in a “politically” credible document to support the objectives of the study committee and to secure approval from a town meeting or public board. The following list is representative of recent or current Facilities Assessment, Educational Master Plan, or Feasibility studies:

Study	Owner/Cost	Completion Date	Reference
Boston Public Schools 10-Year Educational & Facility Master Plan ▪ 10-Year Public Schools Master Plan	\$1,600,000	2016	Margaret Wood, OPM mwood@pinck-co.com (617) 445-3555
Lawrence Public Schools Master Plan ▪ School District Feasibility Study	Lawrence Public Schools \$230,000	2016	Seth Racine, Deputy Superintendent seth.racine@lawrence.k12.ma.us (978) 975-5905
Lincoln Public Schools ▪ Educational and Facilities Master Plan	Lincoln Public Schools \$45,000	2016	Georgia Fortunato, Superintendent gfortunato@lincolnps.org (401) 721.3313
Westwood Capital Needs Study ▪ District-wide master plan capital needs study 5 elementary schools & a middle school	Westwood Public Schools \$204,000	2015	John Antonucci, Superintendent jantonucci@westwood.k12.ma.us (781) 326-7500
Brookline High School Space Study ▪ High School Educational Master Plan	Brookline Public Schools \$105,000	2015	Peter Rowe, Assistant Superintendent of Schools for Administration and Finance pgoddatd@lexingtonma.gov (617) 730-2424
Lexington Public Schools Master Plan ▪ PreK-12 10 Year Facility Master Plan	Lexington Public Schools \$75,000	2015	Patrick Goddard, Director of Facilities, pgoddard@lexingtonma.gov (781) 274-8958
Wellesley Hardy, Hunnewell, and Upham Schools ▪ Master Plan	Wellesley Public Schools \$114,000	2015	Joe McDonough, Director of Facilities & Grounds   jmcdonough@wellesleyma.gov (781) 446-6210
Warwick Public Schools Master Plan ▪ District-Wide Master Plan	Warwick Public Schools \$238,000	2015	Anthony Ferruci, Chief Business Officer ferruccia@warwickschools.org (401) 734-3030
Pawtucket School District RIDE System-Wide Facilities Study ▪ School District Facilities Master Plan	Pawtucket School District \$173,000	2015	Lance Hill, Director of Public Works lhill@pawtucketri.com (401) 728-0500
Waltham Public Schools Space Utilization Study ▪ Educational Master Plan	Waltham Public Schools \$81,000	2014	Dr. Susan Nichololson, Superintendent of Schools susannicholson@k12.waltham.ma.us (781) 314-5405
Belmont Public Schools Facilities Assessment ▪ Facilities Condition Assessments ▪ District-wide Enrollment/Capacity analysis	Belmont Public Schools \$98,000	2014	Gerald Boyle, Director of Facilities gboyle@belmont-ma.gov (617) 993-2640

Cape Cod Academy ▪ Educational Master Plan	Cape Cod Academy \$59,000	2014	Mark Hutker, Hutker Architects mhutker@hutkerarchitects.com (508) 540-0048
East Greenwich School Department System-Wide Facilities Assessment ▪ School District Facilities Master Plan	East Greenwich School Department \$110,000	2014	Dr. Victor Mercurio, Superintendent of Schools (401) 398.1201
East Longmeadow School District-Wide Facilities Study ▪ School District Master Plan	East Longmeadow School District \$143,000	2013	Gordon Smith, Superintendent gsmith@eastlongmeadowma.gov (413) 525-5450
East Providence School District ▪ School District Facilities Master Plan	East Providence School District \$87,000	2013	Ed Catelli, Director of Facilities ecatelli@epschoolsri.com (401) 268-6410
Barrington Public Schools Facilities Master Plan ▪ School District Facilities Master Plan	Barrington Public Schools \$96,000	2012	Michael Messore, Superintendent messorem@bpsmail.org (401) 245-5000
Wellesley Public Schools Conditions Assessment & Facilities Study ▪ Elementary School Master Plan ▪ High School Feasibility Study ▪ Town Wide Facilities Study	Wellesley Public Schools \$100,000	2012	Joe McDonough Director of Facilities & Grounds jmcdonough@wellesleyma.gov (781) 446-6210
Hamilton-Wenham District Wide Master Plan ▪ Regional School District Master Plan	Hamilton-Wenham Regional School District \$140,000	2012	Michael Harvey, Superintendent mharvey@hwschools.net (978) 468-5310
Sandwich Public Schools Educational Master Plan ▪ School District Master Plan	Sandwich Public Schools \$98,000	2012	Douglas Lapp, Assistant Town Manager dlapp@townofsandwich.net (508)-888-5144
North Kingstown School Department Facilities Master Plan ▪ School District Facilities Master Plan	North Kingstown Public Schools \$93,000	2011	Mary King, Director of Administrative Services mary_king@nksd.net (401) 268-6410

## BROOKLINE HIGH SCHOOL EDUCATIONAL MASTER PLAN



Before



After

## Westwood Public Schools

### District-Wide Master Plan Capital Needs Study

WESTWOOD, MA

#### AT-A-GLANCE

Owner: Westwood Public Schools

Scope: District-wide master plan capital needs study of 5 elementary schools and a middle school

Completion: June 2015



Currently ranked among the State's top public school systems, Westwood Public Schools hired SMMA to conduct a Master Plan Capital Needs Study for their five elementary schools and middle school. The long standing relationship between SMMA and Westwood Public Schools developed through numerous projects and studies throughout the past 15 plus years. This most recent master plan study sought to assess the demographic, physical and programmatic condition of the Westwood Public Schools facilities in order to develop a Capital Needs Plan for critical maintenance, renovations, additions to and/or possible building replacements for the next 10 years. Westwood High School was recently constructed in 2002 and was, therefore, not included in this study.

Although Westwood is currently experiencing a peak in student enrollment, the Demographic Analysis found that enrollment will stabilize and steadily decline over the next 10 years. The Facilities Assessment uncovered some facilities with aging systems and necessary code upgrades as is consistent with 60 year old buildings. Lastly, programming discussions with the educators and administration exposed spatial deficiencies that were inconsistent with their educational goals.

Master Plan alternatives were then developed that explored the following:

- Status Quo: Renovations as required for code upgrades and necessary infrastructure and system
- Satisfy Educational Program: Major renovations and/or additions in addition to systems/code upgrades as required to satisfy educational programming needs
- Consolidate: Major renovations, additions and new construction, in addition to system/code upgrades as required to satisfy educational programming needs

#### AT-A-GLANCE

Owner: Lexington Public Schools

Scope: District-wide master plan of nine (9) schools plus Central Administration building

Completion: February 2015

## Lexington Public Schools

### Master Plan

LEXINGTON, MA

This high-achieving district is experiencing significant population growth from many directions: increased numbers of students from rental housing, as well as single family housing; in-migration, as well as student retention. This is putting significant pressure on all schools in the district.

SMMA recently finished conducting a multi-phase District Master Plan that includes:

- **Phase 1** – Development of a Capacity Analysis for all schools and a former school building.
- **Phase 2** – Short-term strategies to accommodate growth in the intervening years until permanent solutions can be put online, including: “space mining” and other internal building modifications; potential program movement across buildings; and potential portable classrooms at various schools.
- **Phase 3** – Long-term “brick-and-mortar” solutions that address both the anticipated student enrollment growth and how the school buildings be reconfigured to enhance the educational delivery models and techniques of 21st Century teaching and learning.





**CERTIFICATE OF AUTHORITY**

At a duly authorized meeting of the Board of Directors of the

Symmes Maini & McKee Associates, held on May 19, 2015  
(Name of Corporation) (Date)

Directors were present or waived notice, it was voted that Joel Seeley, AIA, Executive Vice President  
(Officer and Title)

of this company be and hereby is authorized to execute contracts and bonds in the

name and behalf of said company, and affix its Corporate Seal thereto, and such

execution of any contract or bond of obligation in this company's name on its behalf

of such Joel Seeley, AIA  
(Officer)

upon this company.

A TRUE COPY,

ATTEST: Joel Seeley, AIA, Executive Vice President

Place of Business: Symmes Maini & McKee Associates

1000 Massachusetts Avenue

Cambridge, MA 02138

I hereby certify that I am the Executive Vice President of the Symmes Maini & McKee Associates  
(Title) (Name of Corporation)

that Joel Seeley, AIA is the duly elected Executive Vice President of said company  
(Name of Officer) (Title)

and the above vote has not been amended or rescinded and remains in full force and

effect as of the date of this contract.

Signature: *Joel Seeley*

Name/Title: Joel Seeley, AIA, Executive Vice President

Date: May 4, 2016  
(Corporate Seal)

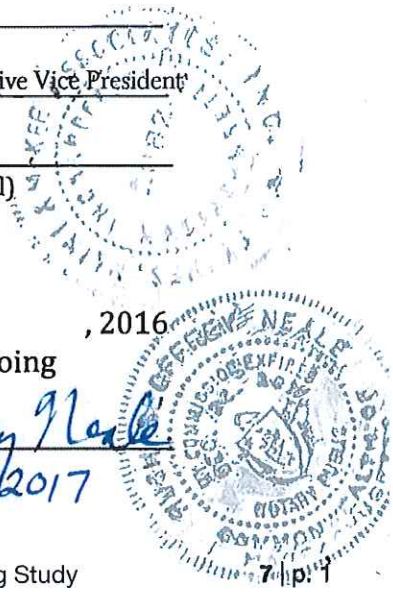
COMMONWEALTH OF MASSACHUSETTS

MIDDLESEX, SS

Then personally appeared the above named and acknowledged the foregoing instrument to be his/her free act and deed before me.


Notary Public: *H. Geoffrey Noelle*

My commission expires: *12/22/2017*




**CERTIFICATION OF GOOD FAITH**

The undersigned certifies under penalties of perjury that this bid or proposal has been made and submitted in good faith and without collusion or fraud with any other person. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

<u>Symmes Maini &amp; McKee Associates</u>	<u>May 4, 2016</u>
COMPANY NAME	DATE
	<u>Joel Seeley, AIA, Executive Vice President</u>
BY: SIGNATURE AND TITLE	PRINT NAME

**STATEMENT OF TAX COMPLIANCE**

Pursuant to Massachusetts General Laws Chapter 62C, Section 49A, I certify under the penalties of perjury that, Symmes Maini & McKee Associates to the best of my knowledge and belief, has complied with all laws of the Commonwealth of Massachusetts relating to taxes, reporting of employees and contractors, and withholding and remitting child support.

<u>Symmes Maini &amp; McKee Associates</u>	<u>May 4, 2016</u>	<u>04-2745179</u>
COMPANY NAME	DATE	SSN (voluntary) OR FEDERAL ID#
	<u>Joel Seeley, AIA, Executive Vice President</u>	
SIGNATURE AND TITLE	PRINT NAME	

Approval of a contract or other agreement shall not be granted unless this certification clause is signed by the applicant.

Your social security number shall be furnished to the Massachusetts Department of Revenue to determine whether you have met tax filing or tax payment obligations. Providers who fail to correct their non-filing or delinquency shall not have a contract or other agreement issued, renewed or extended.

**APPENDIX B****Minimum Evaluation Criteria**

Each applicant shall indicate his/her agreement with each of the following questions as part of their submission. **THIS APPENDIX MUST BE INCLUDED ALONG WITH PROPOSALS SUBMITTAL.**

To merit further consideration of a proposal by the Selection Committee the applicant must indicate "yes" and comply, where appropriate, with each statement below.

1. Has the Designer conformed in all material respects to the submission requirements as set forth in the RFP? YES  NO
2. Has the Designer the experience to prepare studies, project cost estimates, bid documents and provide project administrative services? YES  NO
3. Has the Designer read this Request for Proposal and understood their role? YES  NO
4. Has the Designer a minimum of five years' experience in the design and renovation of municipal buildings in Massachusetts? YES  NO
5. Has the Designer knowledge of, and experience in, legal and administrative requirements, procedures, and practices related to the study of school systems, Long Range Master Plans, enrollments, educational programs, school population trends? YES  NO
6. Does the Designer possess all necessary current licenses and registrations within the firm, to qualify under Massachusetts law to perform the function of the architect? YES  NO
7. Has the Designer provided a detailed description of at least two (2) recent similar projects on which the designer has performed similar services? YES  NO
8. Has the Designer been debarred under M.G.L., chapter 149, Section 44C? YES  NO

**After evaluating the minimum criteria the remaining proposals shall be evaluated by the Selection Committee based on the comparative evaluation criteria specified in Appendix C. In analyzing responses to the evaluative criteria, the Selection Committee shall consider the qualifications of the applicant and make any investigations deemed relevant to the selection process. Attributes of services proposed, investigations into qualifications, project team, prior relevant experience, past performance, ability to meet project time schedules, and responsibility of the applicant may also be considered. The Selection Committee will confirm claims of past experience and may request finalists to attend an interview to further explain or clarify their summary statement of qualifications or other elements of their proposal.**