

INTRODUCTION

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INTRODUCTION

A. OVERVIEW

In March 13, 2018, the Haverhill School District submitted a Statement of Interest (SOI) to the Massachusetts School Building Authority (MSBA) for the Consentino Middle School, the primary focus of this study. That SOI, included in Appendix X.01, identified the following priorities:

- “Elimination of existing severe overcrowding”
- “Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility”.

As a result, the MSBA and the District defined the scope of this study to include three agreed upon enrollment scenarios such that the purpose of this Preliminary Design Program is to:

- Perform the review and investigation required to clearly define the existing facility & site deficiencies of the existing Consentino Middle School building,
- Define the programmatic, functional, spatial, and environmental requirements necessary to meet the District’s educational program for all three agreed upon enrollments,
- Prepare a range of design alternatives and conceptual cost estimates for each enrollment scenario that addresses the District’s defined needs, and
- Identify a recommended ‘short list’ of alternatives for further development in the Preferred Schematic Report.

This submission communicates the District’s and the design team’s successful completion of each of these tasks, ultimately exploring 19 options ranging from base repair to all new construction and identifying seven alternatives for the ‘short list’, carrying forward at least one alternative for each enrollment scenario and least one of each of the following: repair, renovation only, renovation addition, and new construction.

B. PROCESS

The Haverhill School District and the design team executed a process characterized by transparency and broad stakeholder participation. It began by completing a comprehensive visual assessment of the existing facilities. It transitioned to an evaluation of educational space needs. D+W facilitated a series of 3 visioning sessions for members of the school and broader community selected by school leaders which solicited goals and objectives for the project from those in attendance via several

exercises. An additional visioning session was hosted specially for school staff and faculty to explore a range educational issues and design considerations. A series of conversations, including principal interviews and meetings with users, helped to identify educational needs and to define the District's programmatic, functional, spatial, and environmental requirements. Members of the District's leadership team and the School Building Committee as well as the Project Working Group participated in school tours. D+W then developed design options which were presented to the Working Group and the public for feedback. The conclusion to the process included an evaluation of alternatives, which was reviewed, discussed and deliberated by the Project Working Group and the School Building Committee. Ultimately the short list was voted for submission to the MSBA by the School Building Committee. A complete list of meetings and activities is provided in the Local Actions and Approvals section.

EDUCATIONAL PROGRAM & GUIDING PRINCIPLES FOR DESIGN

These bulleted lists below represent the objectives for all design alternatives and served as the basis for evaluating the success of each alternative's ability to embody the educational program.

Educational Guiding Principles for Design

Site

- Separation of site circulation (cars, buses, pedestrians)
- Separation of site circulation patterns for Silver Hill Elementary School and Consentino Middle School
- Appropriate number of faculty, staff, and visitor parking spaces functionally located for Consentino Middle School and over and above parking for Silver Hill Elementary School
 - 150 spaces (715 student design enrollment)
 - 200 spaces (985 student design enrollment)
 - 225 spaces (1,080 student design enrollment)
- Design elements to provide for safety and security of building and site
- Age-appropriate recess area(s) adjacent to or near cafeteria including hardscaped areas for basketball and other activities and landscaped areas
- Maximize green space capable supporting youth soccer, community events, and outdoor learning activities.
- Safe pedestrian paths to and from the site along common paths of travel

- Location for a greenhouse
- Opportunities for outdoor dining
- Allow for the safe, quick, and effective entry of students into building at the start of school
- Allow for the safe, quick, and effective dismissal of students from the building at the end of school

Building

- Design elements to provide for safety and security of building and site
- Provide all the necessary spaces and adjacencies to support the programs, services, and instructional practices of the school
- Classrooms grouped in grade-level teams composed of three general classrooms, one science classroom, special education classrooms, student support services spaces, and break out space
- Grade-level teams arranged to create grade level coherence and identity with opportunities to create visual and physical connections to other grade levels
- Classrooms adjacent to extended learning spaces and small, flexible breakout spaces with the ability to effectively passively supervise students from within the classroom
- Building zoned into public and private sections to allow for public use of the building outside school hours without the need to provide access to the entire building interior
- Sufficient professional space for adult planning, collaboration, and consultation
- Special education spaces and locations that maximize inclusive practices and allow for effective delivery of related services
- Classroom spaces that provide flexibility to support a variety of differentiated instructional experiences (whole class instruction, small collaborative groups, individual work, project-based learning)
- Instructional spaces that provide access to daylight and direct views of the outdoors
- A variety of student dining experiences including larger areas that can serve as a seating area for an audience in a performance setting, acoustically separate (or sheltered) but visually connected dining experiences in the cafeteria and smaller areas to meet the needs of students for whom the largeness of a traditional cafeteria is a challenge
- A student dining experience that is easy to supervise
- Dedicated spaces for PE (regular and adaptive), Music, Art, and Technology

- Flexibility at a variety of scales, including space size and furniture, to support various learning preferences and teaching methods
- Utilities and infrastructure to anticipate changing technology, student needs, and equipment
- Partially decentralized administration but with a strong presence at the main entry to promote a sense of welcomeness
- Positioning of one music instruction space to serve as a performance area capable of being seen by an audience seated in the cafeteria and in the gymnasium
- Minimize travel distances from classrooms to specials (Art, Music, Technology, PE, Health, and World Languages) and to common spaces (Library/Media Center and Cafeteria)
- Provide an effective flow of students in corridors and minimize congestion
- Position Library/Media Center with a relationship to the cafeteria and the classrooms to be experienced as the heart of the school

Additional Guiding Principles for Design

Planning and programming activities also resulted in several additional guiding principles for design.

Cost

- Minimize both the overall project cost and the City's share of the cost to the greatest extent feasible

Construction Logistics

- Minimize the complexity, construction duration, and impact to the use of the site for educational and community uses during construction

Student, Faculty, and Staff Impact During Construction

- Minimize the duration and scale of disruption to the learning experience

Enrollment

- Maximize the number of students positively impacted by the project within the financial objectives of the City

Materials & Systems Selection

- Prioritize durability, cleanability, simplicity of operation, and ease of maintenance

Energy Efficiency

- Maximize the energy efficiency of the building, site, and systems to the greatest extent feasible within the financial constraints of the project

DESIGN ALTERNATIVES & 'SHORT-LIST'

The total list of alternatives explored includes ('short list' identified in **bold**):

715 Students

- **RO.715** **Repair Only**
- **R.715** **Renovation**
- AR.715.A Renovation of existing building with 2 story classroom addition
- AR.715.C Renovation of partial existing building with 4 story classroom addition
- **N.715.A** **New Construction, 3 story, Compact**
- N.715.B New Construction, 2 story, Wings
- N.715.C New Construction, 3 story, L-Shape

985 Students

- AR.985.A Renovation of existing building with 2 story classroom addition
- AR.985.B Renovation of existing building with 3 story classroom addition
- **AR.985.C** **Renovation of partial existing building with 4 story classroom addition**
- **N.985.A** **New Construction, 3 story, Compact,**
- N.985.B New Construction, 3 story, Wings
- N.985.C New Construction, 3 story, L-Shape

1080 Students

- AR.1080.A Renovation of existing building with 2 story classroom addition
- AR.1080.B Renovation of existing building with 3 story classroom addition
- **AR.1080.C** **Renovation of partial existing building with 4 story classroom addition**
- **N.1080.A** **New Construction, 3 story, Compact,**
- N.1080.B New Construction, 3 story, Wings
- N.1080.C New Construction, 3 story, L-Shape

The process to evaluate the alternatives is described in detail in the Evaluation of Preliminary Alternatives section. It includes a set of evaluation criteria derived from the process and agreed upon by the School Building Committee. Careful scoring of each alternative and considerations for total project cost resulted in the School Building Committee identifying the bolded alternatives above as its 'short list' for further development in the PSR.

C. FACILITY & EDUCATIONAL DEFICIENCIES

The design team reviewed existing conditions documentation and performed a visual inspection of the facility and the site to assess the physical condition of major systems, components, and features. D+W also performed a regulatory assessment of the building to evaluate the current degree of compliance with building codes and other regulatory requirements. Highlights of those assessment are described below. The full assessments are available in the Evaluation of Existing Conditions section.

In addition to physical conditions assessments, D+W conducted interviews and performed analyses to identify spatial, functional, and programmatic deficiencies for the facility (educational deficiencies). Highlights of those findings are described below. More information on these deficiencies is communicated in the Educational Program narrative and in the Space Summary Deviations narratives.

The school building consists of primarily one-story educational, administrative, and large assembly / public access spaces with a two-story classroom wing to the south. The school has been essentially unaltered since the original construction in 1969 except to the extent that repairs were required over the years. The lack of alteration over the years is a testament to the durability of the original construction, but the result is a facility with significantly outdated and in some cases failing building systems, and inadequate educational spatial configurations. The building itself comprises 114,069 gross square feet serving students in grades 5 through 8 and is located on the northern half of a 29-acre site that includes the school building, play fields, the Silver Hill Elementary School, and three parking areas. The southern parking area, used primarily for the Silver Hill School, also incorporates the bus and parent drop-off drives.

Facilities & Site Deficiencies

- Inadequate site circulation patterns for bus, car, bicycle, and pedestrian traffic
- Antiquated HVAC, Electrical, Plumbing systems
- Plumbing fixtures / toilet rooms are not accessible and do not use low-flow fixtures
- Inadequate floor to floor heights
- Interior spaces with no windows or daylighting
- Failing exterior precast concrete elements – particularly at the south drop-off portico
- No fire protection / sprinkler system
- Non-compliant building code conditions, such as stairway hand and guard rails
- Significant deterioration of building fixtures and casework
- Significant accessibility barriers throughout the site and building
- The roof needs replacement: with leaks and damaged ceilings throughout
- Very little to no insulation in exterior walls or roof
- Inadequate technology infrastructure
- Inadequate building security infrastructure

Educational / Spatial Deficiencies

- Insufficient / inadequate space for special education programs and professionals
- Undersized sized and ill-equipped science classrooms
- Insufficient power in all instructional spaces
- Some windowless classrooms
- Limited geographic clustering into grade level teams
- Insufficient space for collaborative group work/ project-based work
- Undersized library
- Insufficient space for OT / PT
- Insufficient storage space
- No space for staff meetings
- No space for special education meetings
- Inequitable program space across the district
- Inadequate space for administration needs
- Inequitable experience for fifth grade across the District

D. DATE OF INVITATION

On April 15, 2020, the Board of the Massachusetts School Building Authority invited the City of Haverhill to conduct a Feasibility Study for the Dr. Albert B. Consentino Middle School. A copy of that Haverhill Feasibility Study Board action letter has been provided in Appendix X.02.

E. AGREED-UPON DESIGN ENROLLMENT

On March 19, 2020, the Massachusetts School Building Authority issued its Study Enrollment Certification letter to the City of Haverhill for the Dr. Albert B. Consentino Middle School. That letter identified the following agreed upon enrollment scenarios:

- 715 Students for Grades 5-8
 - To maintain the current proration of students across the District.
 - This approach would *not* provide any relief to current overcrowding in the District.
- 985 Students for Grades 5-8
 - To provide District-wide overcrowding relief.
 - To maintain leased space at the Tilton Upper School.
- 1080 Students for Grades 5/8
 - To provide District-wide overcrowding relief
 - To eliminate the need for leased space at Tilton Upper School.

A copy of this Study Enrollment Certification Letter has been provided in Appendix X.03.

F. CAPITAL BUDGET STATEMENT

The Capital Improvement Plan for the City of Haverhill outlines the City's goal to renovate or replace the Dr. Albert B. Consentino Middle School with a facility that will meet the educational program needs of the District's middle school students and serve the district for years to come. The City's capital plan also includes the other municipal projects currently underway as well as those forecast through the year 2025. See Appendix item X.09 for the full Capital Plan. Haverhill's preference is to execute the Consentino Middle School project without the need for a debt exclusion vote but also recognizes that a debt exclusion may be necessary due to the scale of a project that will meet District needs and current market conditions.

G. PROJECT DIRECTORY

A complete project directory has been provided following this page.

CONSENTINO MS BUILDING PROJECT

City of Haverhill
4 Summer Street
Haverhill, MA 01830



D&W No. 21-0818
PROJECT DIRECTORY

Design Team

Updated 8/17/2021

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PROJECT DIRECTORY

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	To be determined			
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Fire Department

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Police Department

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Planning Board

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Board of Appeals

George Moriarty	City Hall 4 Summer Street Haverhill, MA 01830	Chairman	978-374-2330	
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Water Department

Robert E. Ward	City Hall 4 Summer Street Haverhill, MA 01830	Deputy DPW Director	978-374-2382	
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Massachusetts School Building Authority (MSBA)

Fenton Bradley	MSBA 40 Broad Street, Suite 500 Boston, MA 02109	Project Manager	617-720-4466	fenton.bradley@MassSchoolBuildings.org
Sarah Przybylowicz	MSBA 40 Broad Street, Suite 500 Boston, MA 02109	Project Coordinator	617-960-3009	sarah.przybylowicz@MassSchoolBuildings.org

H. PROJECT SCHEDULE

January 10, 2022	PDP Submission to MSBA
April 14, 2022	PSR Submission to MSBA
May 18, 2022	MSBA Facility Assessment Sub-committee Meeting (Tentative)
June 22, 2022	MSBA approval of PSR
September 7, 2022	Schematic Design Submission to MSBA (Tentative)
October 26, 2022	MSBA Board Vote to Authorize Schematic Design
November 1, 2022	City of Haverhill Special Election Meeting to Authorize Funding

A complete project schedule has been provided following this page.

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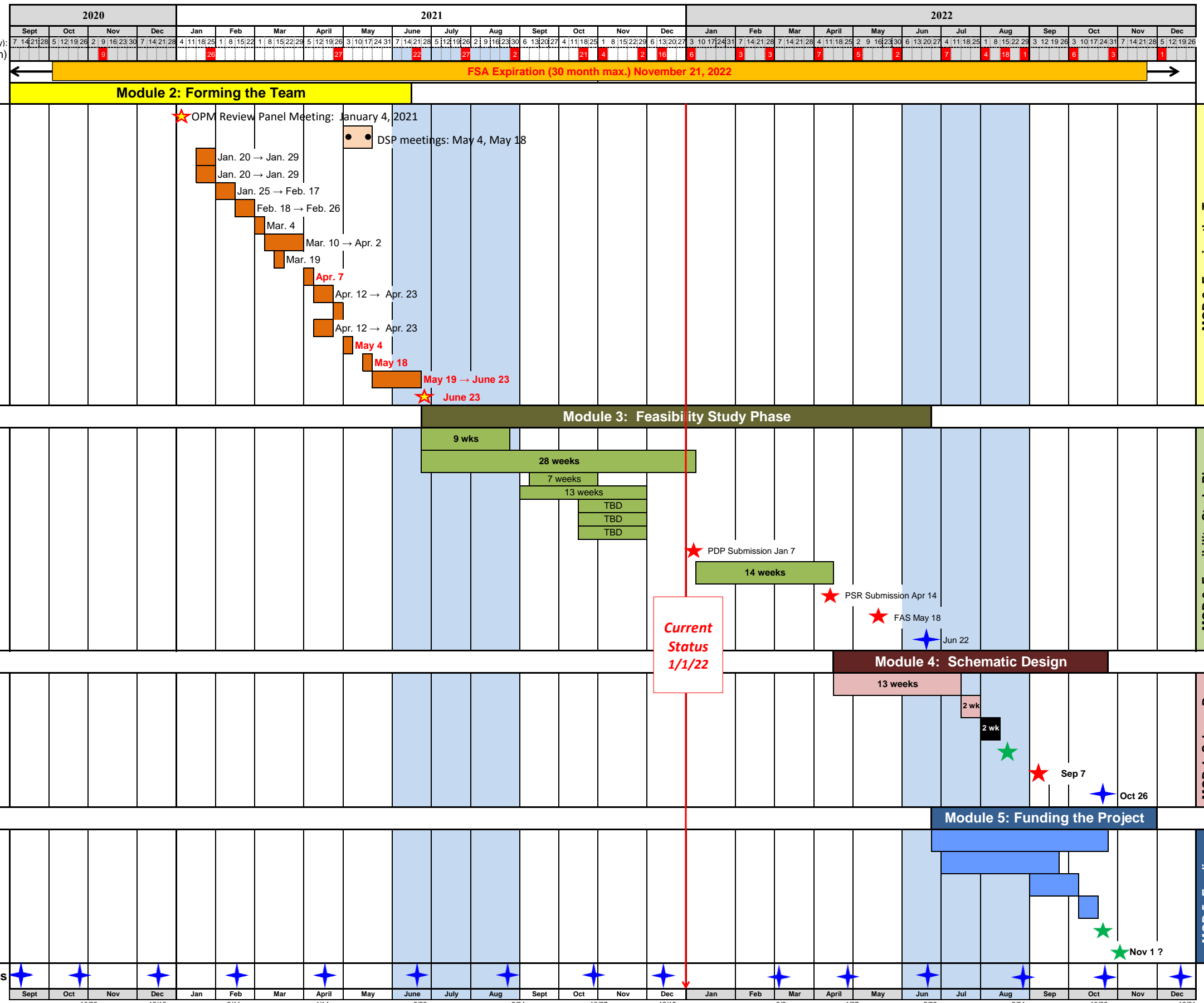


CITY OF HAVERHILL
CONSENTINO MIDDLE SCHOOL
FEASIBILITY STUDY & SCHEMATIC DESIGN SCHEDULE



January 1, 2022

Week of (Monday):
 SBC Meetings (1st Thursday of Month)



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