



PUBLIC NOTICE OF DESIGNER SELECTION

Designer Selection Board

One Ashburton Place | Boston, MA | 02108

Email DSB: Infodsb@mass.gov | www.mass.gov/dsb

DSB List#:	25-01	
Notice Date:	January 15, 2025	
Application Submission Deadline:	February 5, 2025	At 2:00 PM
Project Number:	BCS-2025	
Project Title:	Brooke Master Plan and Elevator, Accessibility and Exterior Improvements Project	
Project Location:	Roslindale	
Awarding Charter School:	Brooke Charter Schools	
Estimated Construction Cost:	\$5,000,000	
Study/Master Plan Fee:	\$55,000	
Schematic Design Fee:	Range of Fees to be Negotiated	
Final Design Fee:	To be Negotiated	
Project Type:	Renovation Feasibility Study/Master Plan	

Contract Type

☒ Study & Design

Prime Firm Requested a qualified firm within the meaning of M.G.L. Chapter 7C, Section 44), with Massachusetts registration.

☒ Architect
☐ Landscape Architect
☐ Engineer
☐ Interior Designer
☐ Vertical Transportation Firm
☐ Programmer
☐ Construction Manager

Immediate Services Authorized

☒ Study and Master Plan
☒ Schematic Plans & Outline Specifications

It is intended that the following continued services will be required of the selected Designer's team following completion of the study and notification of the Board in accordance with M.G.L. c. 7C.

☒ Design Development Plans and Specifications
☒ Construction Plans and Specifications

☒ Bidding Phase
☒ Administration of Construction Contract

The application must include resumes for the consultants associated with the specific Personnel and Project Experience listed below. Include resumes for all personnel.

Personnel other than Prime - qualified firms within the meaning of M.G.L. Chapter 7C, Section 44), with Massachusetts registration.

<u> X </u>	Architect (Prime)	<u> X </u>	Structural Engineer
<u> X </u>	Landscape Architect	<u> X </u>	Fire Protection Engineer
<u> X </u>	Civil (Sitework/Septic)		Independent Cost Estimating (License or registration not required)
	Land Surveyor	<u> X </u>	Interior Designer
	Geotechnical		Vertical Transportation QEI (Qualified
	Mitigating Site Contamination (must be a Licensed Site Professional)	<u> X </u>	Elevator Inspector
<u> X </u>	HVAC Engineer		Programmer
<u> X </u>	Electrical Engineer		Construction Manager
	Plumbing Engineer		Environmental Consultant

- The title “Architect” refers to design professionals that maintain a current registration with the Massachusetts Board of Registration of Architects; and
- The title “Landscape Architect” refers to design professionals that maintain a current registration with the Massachusetts Board of Registration of Landscape Architects; and the title “Landscape Professional” refers to an individual who may not hold a certificate of registration from the Board of Landscape Architects, but can prove requisite experience, education and training that enable them to perform the landscape design services outlined herein; and
- The title “Engineer” refers to design professionals that maintain a current registration in any one of the engineering categories governed by the Massachusetts Board of Registration of Professional Engineers and of Land Surveyors; and

Briefing session: A non-mandatory briefing session will be held at Brooke Charter School, 190 Cummins Highway, Roslindale, MA, Wednesday, January 22, 2025, at 2:00 pm. All project inquiries shall be directed in writing via email to: Rudy Barajas, Owner’s Project Manager at rudy.barajas@stvinc.com.

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PROJECT BACKGROUND

AGENCY INFORMATION

Brooke Charter Schools: This year, Brooke serves over 2,000 scholars in grades kindergarten through twelve. Ninety two percent of Brooke scholars are Black and Latinx. Our scholars reside in neighborhoods where the average family income is \$38,194. Brooke families primarily live in Dorchester, Hyde Park, East Boston, Mattapan, Chelsea and Roxbury.

At Brooke, we focus on recruiting, developing and retaining great teachers. Our definition of great teaching incorporates three critical elements: 1) putting the thinking on kids, 2) challenging and knowing every student, and 3) supporting all scholars to identify as achievers.

Roslindale Campus: Initially founded as a middle school by Jon Clark (current Co-Director of Brooke Charter Schools) and Brett Peiser (current CEO of Uncommon Schools) in 2002, Brooke Roslindale grew into one of the highest performing schools in the city and state. The school currently serves 600 students across grades kindergarten through eight.

At Brooke Roslindale, we make intentional choices to foster a culture of achievement that expects all students can and will achieve. To develop this culture of achievement, we first need to establish strong relationships founded in high expectations for behavior, academics and character and demonstrate trust, care and respect for all aspects of individuals' identities.

For more information visit: <https://www.ebrooke.org/>

BUILDING AND SITE INFORMATION

The Brooke Charter School K-8 school is located at 190 Cummins Highway in Roslindale, MA. The facility consists of a main school building built in 1916, with additions built in 1920, 1956 and 1961.

The proposed project consists of adding a new elevator with associated accessibility upgrades, replacing a playground, and improving an exterior courtyard area. An existing elevator is located in the 1956 addition and does not fully serve the school's needs. The new elevator is necessitated by the fact that the 1916 and 1956 main academic wings, and cafeteria (1920 wing) floors do not all align at the same elevations, and the existing elevator is not accessible by today's standards. The playground is old and needs updating for functionality and safety. See the Supporting Documents section for the 2017 Elevator Tower Feasibility Study by Gale Associates for photos and additional information.

As required by law, Brooke Charter School has an Asbestos Hazard Emergency Response Act (AHERA) Asbestos Management Plan for Local Education Agencies that is updated on a regular basis. The plan identifies existing known hazardous materials in the building and will be made available to the selected architectural firm.

The school is in the process of a multi-year phased upgrade of HVAC, electrical and fire protection systems for the entire facility which will be completed in 2026.

The courtyard is in a low-lying area surrounded on three sides by the building at the basement level and below the playground level on the fourth side. The exterior upgrades will likely trigger compliance with Boston Water and Sewer Commission requirements. An existing conditions site plan is currently being developed by an engineer.

The bulk of the physical construction work will be targeted for completion during a 6-week summer break each year. It is anticipated this will be a multi-year project. Other windows for construction activity without occupants include school vacation weeks in November, December/January (2-weeks), and April. Outside of these windows, school will be in session with selective opportunities for well-coordinated off-shift work, including early release on Wednesdays.

PROJECT OVERVIEW

RENOVATION GOAL: The selected firm will provide qualified design services and creative problem solving on how to renovate spaces most effectively and sustainably in 100+ year-old buildings with multiple additions with knowledge of new and evolving technologies and shall have experience in providing such services in schools. Note that charter schools are not required to follow the same guidelines as typical public schools and may have alternative goals for space and programmatic elements.

SCOPE OF PROJECT:

The following recommendations and scope of work items were identified; however, it should be noted that this summary may not be the complete representation of the work which will be required to implement the general intent of the work. The work includes but is not limited to:

1. Perform a master plan study (Architectural discipline only) to inform the elevator design such that future school space needs can be accommodated without re-work of the elevator or surrounding enclosures. Major elements to be considered in the master plan in addition to items 1-4 above include the following.
 - a. Reconfigure main entrance and administrative offices
 - b. Reconfiguring or relocating/shifting the cafeteria
 - c. Building an addition to create more classrooms and faculty spaces
 - d. Consider how the elevator can be constructed to serve all existing spaces and accommodate future renovations and or a building addition
 - e. A comprehensive plan to address current accessibility needs and plan for future accessibility needs
 - f. Maintain natural lighting in all current and future classroom spaces
2. Elevator to connect 4-story buildings with intermediate landing levels including stops at intermediate levels.

3. Address interior accessibility issues
4. Create a new playground to replace the existing one
5. Address exterior drainage and landscape issues including compulsory civil design upgrades to comply with Boston Water and Sewer Commission requirements.

The work includes all reports, drawings, specifications, and cost estimates required to bid the work. A base project which meets the budget is expected. Due to budgetary constraints, alternates may be required for the project and are included in the work. The design team shall coordinate with the Owner/Owner's OPM to establish a full and updated project budget.

However, if there are reasons and benefits to segregating the overall work scope into separate construction contracts, with potentially different contractors for technical or logistical reasons, then the Consultant should be prepared to address these options with the client working group during the Study Phase.

PROJECT PHASES and DELIVERABLES

Work under this Public Notice is divided into the Project Phases as listed in the Contract for Designer Services and as augmented below. Each Project Phase may consist of one or more required submissions, and may include site visits, meetings with the Charter School, the OPM, and others, or other tasks as described. The work identified below is representative for the purposes of this advertisement and is by no means fully inclusive.

The phases identified below are representative for the purposes of this advertisement and include but are not limited to:

The initial phase of this project is to develop a master plan that includes both a current project that will go beyond feasibility at this time and is included in this request for qualifications, and identification of future potential projects that will inform, but not be part of the current project. Only the following elements are considered the current project and will be eligible for continuation of design services beyond feasibility under this contract.

- Elevator
- Interior accessibility
- Exterior upgrades including civil and landscaping improvements
- Playground replacement
- Permits and Approvals – (immediate services authorized - On going through the process).
- Kick-Off Meeting (immediate services authorized)
- Study –Study Report & Existing Conditions Documentation/Analysis (immediate services authorized)
- Schematic Design & Design Development (Services not authorized- dependent upon school authorization to Proceed)
- Construction/Bid Documents & Project Budget Development (Services not authorized- dependent upon school authorization to Proceed)
- Public Bidding & Contract Award (Services not authorized- dependent upon school authorization to Proceed)
- Construction Contract Administration (Services not authorized- dependent upon school authorization to Proceed)
- Warranty (Services not authorized- dependent upon school authorization to Proceed)

Authorization to progress to phases that have not been authorized will be based on a review of available funding sources for the total project cost and alignment with initial project goals. The fee associated with the unauthorized phases that are approved to be added to the contract will be negotiated. The Designer's contract will be amended to incorporate the fee and scope.

The following apply to every phase unless specifically waived by the Charter School:

- After a review by the Charter School, written approval of each phase will be made in accordance with the Contract for Designer. If after this review the submission is “Not Approved” the Designer will be required to re-submit the deliverables for each phase in accordance with the comments included in the non-approval letter.
- Approval of each phase will not occur without successful completion of the required deliverables for each phase and shall precede Work on subsequent phases.
- Each Design Submission shall include a written response to any comments or recommendations included with the approval of the preceding phase.
- Each submission shall include an electronic copy of the submittal. Hardcopy submittals may be requested by the Charter School. Include live section tabs that link to the content on PDF reports, specifications, and drawings. The submittal is not considered complete until the full submittal is delivered.
- Document and explain the reasons for any proposed changes in the project scope, schedule or budget which have occurred since the approval of the preceding design submission.
- Meet with the Charter School, the OPM, and others to review and resolve any issues or discuss alternative design approaches.

Permits and Approvals:

Work with Owner and owner’s representative to identify and obtain all required permits and approvals. Provide design drawings as required for all permit submissions. All meetings with the City of Boston building authorities, and all required meetings with other City agencies will be included in the base fee scope. *Building Code compliance is Architect responsibility. Building Code consulting and any meetings with Building and Fire Departments required to obtain building permits are included in the base scope.*

Kick-off Meeting:

Schedule, conduct and prepare minutes of a Kick-off meeting. Prior to the meeting, the designer shall review the provided documentation, visit the site to become familiar with existing conditions, recommend follow up investigations, testing, and selective demolition, and formulate a general approach or alternative approaches to the project. At the meeting, the school representatives and the designer will discuss the project overview, the budget, the schedule, and the deliverables and deliverable procedure, and other relevant items related to the project.

Study and Master Plan:

Schedule, conduct and prepare minutes of Study and Master Plan meetings. Review all documents provided by the school. Assess, analyze, and document the programmatic, siting and building requirements, including test fitting the program, environmental and geotechnical requirements, and hazardous material requirements for accommodating the services and activities identified by the school representatives. Assess existing conditions of the site and buildings providing sufficient information to identify the problems and opportunities, so that all major implications for future requirements and design can be accurately judged.

Milestone Work Product: Prepare and deliver a formal Schematic Design Submission which includes:

- a. Meeting minutes and presentation.
- b. Existing Documentation Review
- c. Site and building analysis.
- d. Cost analysis
- e. Project Schedule analysis
- f. Program Development, existing conditions review, and noted analysis Report (Draft and Final).

Schematic Design:

Schedule, conduct and prepare minutes of a schematic meeting. Prior to the meeting, the designer shall work with Owner, owner's consultants, and owner's representative to develop specifications, dimensioned floor plans, elevations, sections, sketches to define the character and quality of interior spaces, and building systems upgrades that are in line with the understandings of the design objectives, cost and schedule constraints.

Milestone Work Product: Prepare and deliver a formal Schematic Design Submission which includes:

- a. Meeting minutes and presentation.
- b. A summary of the codes and regulations that apply to the project, including but not limited to the Existing Building Code, Energy Conservation Code, and MAAB requirements that will affect the project.
- c. Identify and analyze up to three meaningful alternative design concepts for implementing the proposed project. Emphasis should be placed on developing reasonable, economical, and practical solutions to evaluate.
- d. A cost estimate that is structured to identify any required filed subcontractors, includes a breakdown for each sub-trade and to verify the estimated cost for the determination of bidding structure. Prevailing wage should be used for the location of the school.
- e. Include the Hazmat testing report for asbestos and lead only. Hazmat is to be done as a reimbursable.
- f. After a review of the schematic design by School representatives, update the Schematic report to identify final decisions for the next phase of design, including but not limited to, budget ECC, defined scope and any alternates, and updated schedule.

Design Development:

Schedule, conduct and prepare minutes of a Design Development meeting. Prior to the meeting, the designer shall work with Owner and owner's representative to determine and document specifications, final layouts, details and material and equipment selections consistent with the work product of Schematic Design to further clarify and define that stages' design decisions are in line with the design objectives, cost, and schedule constraints.

Milestone Work Product: Prepare and deliver a formal Design Development Submission which includes:

- a. Meeting minutes and presentation
- b. Document any additional design modifications made since the approval of the Schematic Design.
- c. An outline specification which lists the technical specification sections and their respective scopes to be included in the construction documents.
- d. Updated project drawings of the selected option which include any additional design modifications made since the approval of the Schematic Design Phase.
- e. An updated cost estimate cost estimate that is structured to identify any required filed subcontractors and include a breakdown for each sub-trade.
- f. Meeting minutes.

Construction Documents:

Prepare final construction documents and bid documents that will facilitate accurate and dependable final pricing through public bid process. Schedule, conduct and prepare minutes of a Construction Document meeting if required by the school.

Milestone Work Product: Prepare and deliver a formal Construction Document Submission which includes:

- a. During the Construction Document process, provide an updated cost estimate at approximately 70% of Construction Documents to verify final costs and is structured to identify any required filed subcontractors and include a breakdown for each sub-trade. Prevailing wage should be used for the location of the school.
- b. Document any additional design modifications made since the approval of the Schematic Design.
- c. Provide a single set of Contract Documents for Construction which shall be used for the solicitation of competitive bids in accordance with MGL Chapter 149 or 149A which shall include as a minimum:

- i. Drawings which include plans, elevations, details, and cross sections, as many as deemed necessary by the Owner.
- ii. Technical specifications which clearly identify each filed sub-bid trade and include any documents required by the owner.

Public Bidding and Contract Award Phase:

Upon approval of the pre-bid project budget by the Charter School, the design team shall prepare and deliver one consolidated .pdf file set of bid documents, including all final construction drawings and specifications. Include any comments from the construction document phase, a reviewed Advertisement reflecting the correct bidding schedule as developed with the owner and the owner's representatives, and prevailing wage. The school will have full rights to duplicate in sufficient quantity for anticipated demand by interested bidders and for internal use. The Designer shall perform all necessary bid phase services, including participation in subcontractor prequalification. Delivery method will be Chapter 149.

Milestone Work Product:

- a. The designer shall attend a pre-bid conference scheduled and conducted by the Owner/Owner's Project Manager.
- b. Record bidders' questions and prepare and distribute addenda as necessary.
- c. Make written recommendations on the contractor/subcontractor qualifications after bids are opened.

Construction Contract Administration Phase:

Perform Construction Administration and project close-out duties per the Agreement between Owner and Designer.

Milestone Work Product:

- a. Schedule, attend, and conduct a pre-construction conference. The NTP should take place at the beginning of the meeting.
- b. Conduct scheduled job meetings weekly at the project site to observe the quality and progress of the work. The designer shall be responsible for periodic supervision and observation of the construction, consistent with the "Controlled Construction" requirements of the state building code, to ensure adherence to the detailed contract requirements and intent of the bid documents and construction contract.
- c. Issue clarification sketches as required to answer all questions from the Contractor.
- d. Review and act upon shop drawings, in a timely manner as submitted by the Contractor.
- e. Ensure that all necessary inspections and approvals from the appropriate authorities are secured.
- f. Review and coordinate as-built drawings and other project submittals.
- g. Prepare punch lists and final contractor payment and completion documents.
- h. Coordinate and communicate regularly with the OPM.
- i. Review with the Owner/OPM and recommend action relative to approving Contractor's Applications for Payment.

Warranty Phase:

Schedule with the Owner and the Owner's representative and perform an inspection of the subject project approximately nine months from the date of Substantial completion.

Milestone Work Product: A written report noting any possible one-year warranty claims against the General Contractor.

APPLICATION EVALUATION

Applications will be evaluated based on the DSB criteria for selection of semi-finalist and finalist appearing [DSB Selection Criteria for Charter Schools](#). The application must include resumes for the consultants associated with the specific Personnel listed on the second page and Project Experience listed below. Include resumes for all personnel.

EVALUATION FACTORS

Applicants must meet the requirements of M.G.L. C. 7C, §§ 44 and 48. The applications will be evaluated based upon the requirements of M.G.L. C. 7C, § 49 and the work listed on DSB Application Form Sections 4 and 5 which illustrate current qualifications in the following areas:

1. The experience of the MA registered project-leads for both the Designer and their consultants (principals and project managers) reflects their specific experience with this kind and scale of project. Evidence should show that they are capable of developing a strategy for and leading the client team, their own design team and any other stakeholders to a clear consensus and successfully constructed and in-budget project.
2. Recent, and demonstrated experience in the programming, design, and completed construction of school projects of this type, scale and complexity, including Ch.149 Work should include: the evaluation of existing conditions, forward thinking design and planning for elementary and secondary education, evidence of the required technical skill of team, ability to plan for maintaining operations during construction, renovation in occupied space, and projects that require swing space.
3. Firms whose principals and owners are regularly actively engaged as project managers and project architects and have demonstrated experience being the prime designer on publicly bid Chapter 149 in Massachusetts with an estimated construction cost of up to \$10M.
4. Demonstrated ability of the firm to meet the project schedule and budget based on current workload of the staff assigned to the project, total workload of the firm, and past record of designing on tight schedules.
5. The Prime and key team members will have demonstrated experience in leading and facilitating projects which target high efficiency and climate resiliency in design and systems, including knowledge of Passive House and Net Zero building design principles, resilient design, considerations of site-specific resilience enhancements, design directed at the reduction of embodied carbon, alternatives to fossil fuel systems, the integration of architectural elements and mechanical systems, strategic electrification, and the use of non-toxic building materials..
6. The Prime firm, through their Diversity Focus Statement (in Section 5), shall demonstrate their firm's implementation of Diversity, Equity and Inclusion (DEI) principles within its organization and within the design profession. The Statement shall:
 - a. document the firm's track record for meeting and exceeding DEI goals, highlighting specific project examples.
 - b. summarize the firm's approach toward assembling an inclusive team. Focus on the roles and responsibilities of diverse internal staff assigned and the SDO certified consultants. If two firms are partnering include the distribution of the work with the partnering firms; and
 - c. describe the prime design firm's approach to DEI in terms of ownership, staffing, mentorship, equity in salary, and outreach efforts to broaden participation of underrepresented firms working on public projects.

SUPPORTING DOCUMENTS

The scope of work for this project is supported by the materials listed below.

- [2017 Elevator Tower Feasibility Study by Gale Associates, Inc.](#)

DESIGNER GUIDELINES and PROCEDURES REQUIREMENTS

Project requirements, general conditions and/or requirements of this public notice include, but are not limited to the below:

DESIGNER GUIDELINES:

MAXIMIZING LIMITED RESOURCES

Given the importance of financial stewardship, an excellent design maximizes the impact of available resources. It should balance cost-effectiveness with innovation, creating spaces that are both practical and aesthetically pleasing and inclusive of the other design excellence elements noted here.

FOSTERING A POSITIVE LEARNING ENVIRONMENT

Design excellence goes beyond aesthetics; it directly influences the atmosphere and ambiance of educational spaces. Well-designed classrooms and common areas have the power to inspire creativity, foster collaboration, and promote a positive learning culture. A well-thought-out design ensures optimal space utilization, seamless traffic flow, and efficient functionality. It considers the diverse needs of students, faculty, and staff, aiming to create an environment that supports educational goals and daily operations.

The design should anticipate and accommodate evolving educational trends. The design should be flexible and adaptable, allowing for future advancements in pedagogy and technology to seamlessly integrate into the learning environment.

SUSTAINABILITY AND RESILIENCE

In support of the Commonwealth's goals to create and manage forward thinking sustainable buildings, design teams are expected to identify and integrate carbon reduction strategies and resilience improvement opportunities associated with this project. This includes, but is not limited to, low/no carbon fuel sources, high efficiency measures, reducing embodied carbon, incorporating climate change resilience standards, and adhering to agency climate change vulnerability assessments and resilience recommendations.

For these purposes, resilience is defined as: Ensuring that state facilities can be operated or adapted to resist and recover from the effects of hazards in a timely and efficient manner. This includes ensuring the preservation, restoration, or improvement of its essential structures and functions for the duration of its life cycle.

HEALTHY BUILDING ENVIRONMENTS

The Commonwealth is dedicated to reducing health and safety hazards in schools in a comprehensive and cost-effective manner, with a particular focus on protecting the health of children and other sensitive populations. The project will target the replacement of particular materials typically found in capital project specifications in order to reduce/eliminate building materials which contain VOCs, phthalates or other toxins, as well as seek to improve indoor air quality by other means. The space should also be nature and optimism infused to promote wellbeing and to celebrate daily life.

INCLUSIVE AND ACCESSIBLE SPACES

Design excellence is intrinsically linked to inclusivity. The work provides an opportunity to ensure that every aspect of the design considers accessibility, creating an environment that is welcoming and supportive for all students and staff, regardless of their abilities and is expected to meet the diverse and changing needs of users across age, ability, language, ethnicity, and economic circumstances. **Brooke Charter Roslindale** welcomes innovative design strategies that are usable by the widest range of people operating in the widest range of situations without special or separate design.

The Design Team must comply, at a minimum, with [521 CMR, The Rules and Regulations of the Architectural Access Board](#), as well as the [2010 ADA Standards for Accessible Design](#). When the requirements of these two laws differ the Design Team shall comply with the one that provides the greater degree of accessibility. The Design Team is also expected to understand and reflect in its design the civil rights obligations of the Commonwealth under [Title II of the Americans with Disabilities Act](#) to provide equal access to programs, services, activities and comply with ADA scope requirements for alteration of primary function areas, as applicable.

PROCEDURES:

CONSTRUCTION SPECIFICATIONS

The designer shall be responsible for creating detailed comprehensive Specifications specifically suited to the project in Standard CSI format.

COST ESTIMATING

Three detailed cost estimates and cost estimate reconciliation will be included in the Scope of Work as follows: at the end of Schematic Design, at the end of Design Development and at 70% CDs (to set record estimate for bidding).

ENVIRONMENTAL OR SUPPLEMENTAL SERVICES

Lead based paint and asbestos testing and inspection services or other environmental services will be provided as a reimbursable to the Designer, but the Designer's cost for procurement, coordination, administering of this consultant are part of the basic service. The analysis and clarification of test and inspection results, recommendations for action, preparation of the project specification relating to these recommendations, construction administration and assistance in the scheduling of post-abatement certification inspections are Basic Services.

The **Brooke Charter School** reserves the right to obtain supplemental services through independent consultants who will collaborate with the Designer's team. These supplemental services may include, but are not limited to, asbestos inspection and monitoring, and indoor air quality testing and monitoring.

Other reimbursable services may apply to the project.

BUILDING INFORMATION MODELING (BIM)

Building Information Modeling (BIM) will be used in the study, design, and construction phases of the project. The designer and **Brooke Charter School** team will discuss the extent of the services to provide.

BUILDING COMMISSIONING

Brooke Charter School will include an independent third-party building commissioning agent as part of this project. The commissioning agent will develop in collaboration with **Brooke Charter School** an operations and maintenance plan as a reimbursable expense during the building commissioning phase. The commissioning agent will meet with **Brooke Charter School** and the Designer's team during planning, design and construction to evaluate design proposals and make recommendations to ensure the maintainability and operational efficiency of the new building.

PROJECT MEETINGS/WORKSHOPS

Brooke Charter School and the Designer's team will hold periodic workshops/design phase meetings to ensure that critical issues are not overlooked and that all team members have an opportunity to contribute their expertise, to anticipate potential obstacles, to identify potential solutions, and to expedite the decision-making process. Attendance by key members of the Designer's team will be required at all workshops. Workshops will take place at a minimum as the presentation of design phase documents.

PROJECT DELIVERY

The bidding and construction administration will follow the public bidding requirements under M.G.L Ch. 149 for project utilizing public funding.

AFFIRMATIVE MARKETING GOALS

The Commonwealth is committed to helping address the disparity in the participation of minorities and women in design. Although **Brooke Charter School** is not explicitly required to establish a minimum combined MBE/WBE participation goal for the Contract in accordance with M.G.L. C.7C, § 6 and Executive Orders 526, 559 and 565, **Brooke**

Charter School encourages MBE/WBE participation as well as other diversity in its Contract. The Commonwealth is committed to helping address the disparity in the participation of minorities and women in design. Although **Brooke Charter School** is not explicitly required to establish a minimum combined MBE/WBE participation goal for the Contract in accordance with M.G.L. C. 7C, § 6 and Executive Orders 526, 559 and 565 **Brooke Charter School** has set goals for MBE at 4.86% and WBE 9.68% participation as well as other diversity in its Contract.

Applicants, as prime firm and team lead should include in their application, under Section 5, a Diversity Focus Statement directly addressing their approach to enhancing diversity in assembling the team for this project, including a clear description of each working relationship, and in their overall HR and business practices. The Designer Selection Board and **Brooke Charter School** strongly encourages teams composed of firms that expand the overall breadth of different firms working on projects. Firms are encouraged to be creative in assembling their teams by considering dividing the work of a particular discipline, by partnering and offering opportunities to qualified firms with which it or its consultants have not previously worked or firms that may have less experience working on public projects, and other means that provide additional opportunities for underrepresented firms in new ways and broadening the breadth of firms working on the School's projects.

VETERAN OWNED BUSINESS BENCHMARK

In accordance with M.G.L. C. 108 of the Acts of 2012 and Executive Order 565 the Commonwealth encourages the participation of Service-Disabled Veteran-Owned Business Enterprises ("SDVOBE") and VBEs on its design projects. The benchmark for combined SDVOBE and VBE participation on DCAMM and other Executive Branch agencies design projects is 3% of the contract price. Please note that only firms that are currently Massachusetts Supplier Diversity Office certified as SDBOVE and VBE can be credited toward meeting the project SDBOVE and VBE benchmarks.

In addition, the Commonwealth encourages the participation of Disability-Owned Business Enterprises (DOBEs) and Lesbian, Gay, Bisexual, and Transgender Business Enterprises (LGBTBEs) firms on its design projects (see Executive Order 565 -No. 565: Reaffirming and Expanding the Massachusetts Supplier Diversity Program | Mass.gov).

CONTRACT REQUIREMENTS

Contract for Final Design, and Construction Administration Services:

The applicant agrees to execute a mutually agreeable contract. The **MODEL CONTRACTS FOR DESIGN SERVICES** are on the webpage at: <https://www.mass.gov/info-details/for-commonwealth-charter-schools>

INSURANCE

Applicants are advised that certain documents are required as a condition of contract execution, including, without limitation, a) evidence of professional liability insurance in an amount equal to the lesser of \$2,000,000 b) Commercial General Liability policy to provide a combined single limit for bodily injury and property damage of \$1,000,000 per occurrence, and \$2,000,000 aggregate, c) Personal and Advertising Injury coverage provided at a limit of \$1,000,000, d) Automobile Liability policy with a combined single limit for bodily injury and property damage liability of at least \$1,000,000, e) Umbrella Liability as broad as the underlying policies with a minimum level of protection of \$1,000,000, f) insurance for the payment of compensation and other benefits under MGL Ch. 152 (Workers Compensation Law) to all persons employed under this contract, including employer's liability insurance in an amount not less than \$500,000 for each accident or disease for each employee and g) Pollution Legal Liability policy with a minimum limit of \$1,000,000 per occurrence for this project. Evidence of pollution liability coverage in compliance with the Contract requirements may be carried by the Hazardous Materials Consultant identified above. All other coverage must be carried by the Designer. All other coverage must be carried by the Designer. *No costs shall be incurred, or work performed before all contract documents are properly executed and a project Notice to Proceed is issued in accordance with the terms of the Contract.*

ADDITIONAL SERVICES

If this Notice indicates that the Study/Schematic Design fee is to be negotiated within a range, following successful fee negotiations, the Contract will be amended to incorporate a scope and fee for the study services and schematic design. If study pursuant to M.G.L. c. 7C is completed, the Contract may be amended to incorporate one or more of the design, bidding, construction administration, and close out and warranty scope of services and fee. At the conclusion of the study, if the applicant is requested by **Brooke Charter School** to perform final design services, the applicant agrees to amend the Contract's scope of services to include final design, construction administration services and warranty, and any other documents and services as necessary. Designers awarded the Contract for Study and/or schematic design are not guaranteed to be awarded the additional Design Phases.

SCHEDULE

Work to begin immediately with target completion for construction documents in November of 2025. Work may take place in multiple phases.

Study Phase/Master Plan: **Brooke Charter School** has established an anticipated goal of **Three (3) months** to complete a Study, including Schematic Design.

Design Phase: **Brooke Charter School** has established a goal of **Nine (9) months** to complete design (DD, CD and Bid Documents). The schedule for public bidding phase through construction contract/NTP is approximately **10 weeks**.

Administration of the Construction Contract services will be established (if applicable, in consultation with the school and OPM) as part of the study phase and reviewed throughout the project.

Warranty Phase: Prior to the end of the one-year warranty period – approximately 9 months after substantial completion, the warranty walk-thru period begins and is approximately **1-4 weeks** in duration depending on the final scope.

FINANCIAL STATEMENT

M.G.L. c. 7C, §51 requires that on public design contracts where the total design fee is expected to exceed \$30,000 and for the design of a project for which the estimated construction cost is expected to exceed \$300,000 the Designer shall:

- a) File its latest CPA or PA audited financial statement with the **Brooke Charter School**, and continue to do so annually throughout the term of the contract; and
- b) Submit a statement from a CPA or PA that states that they have examined management's internal auditing controls and expresses their opinion regarding those controls to **Brooke Charter School**.

CONDITIONS FOR APPLICATION

Before a designer can apply for a project within DSB jurisdiction, they must file a written "disclosure statement" in accordance with M.G.L. c. 7C, § 48. The statement provides the basis for the DSB informational database and verifies that the designer meets certain general qualification and ownership requirements detailed in M.G.L. c. 7C, §§ 44 and 48. To help firms meet this requirement, the DSB provides an online registration system that can be accessed [here](https://www.mass.gov/service-details/dsb-online-registration-process).¹ Firms must register on this platform to submit the required disclosure statement; paper disclosure statement submissions are no longer accepted. As part of applying for a particular project, firms must verify that the information provided remains accurate and up-to-date or, if necessary, submit updated information.

¹ <https://www.mass.gov/service-details/dsb-online-registration-process>

A minimum of 3 public agency evaluations or private sector references completed within the past five years are required to be submitted with the application. All evaluations and references should be submitted through the [Designer Selection Network](#) for attachment to the application. The Designer Selection Board and Agencies reserve the right to check additional evaluations and references as part of the application review process.

In addition to the criteria described in the public notice, the Designer Selection Board will review the applications in pursuit of the principles described in [M.G.L. c. 7C, §44 \(a\)](#).

APPLICANTS, PLEASE NOTE

Applicants are required to use the [Designer Selection Board Online Portal](#)² to submit applications. New users can request credentials through the system [login screen](#).³

² <https://dsb.formverse5.com/FORMVERSESERVER-DSB/WebApp/Login.aspx>

³ <https://dsb.formverse5.com/FORMVERSESERVER-DSB/WebApp/Login.aspx>