

**SEYMOUR PUBLIC SCHOOL DISTRICT  
BUNGAY ELEMENTARY SCHOOL BUILDING COMMITTEE**

**RFQ/RFP No. 2026-02**

**Request for Qualifications and Request for Proposals  
for  
Project Management and Owner's Representative Services  
For The New Bungay Elementary School Building and Grounds**

**State Project No: 124-0058N**

Issued: May 4, 2026

Town of Seymour/Bungay Elementary School Building Committee Contact:  
W. Kurt Miller, Town of Seymour Chief Administrative Officer  
Seymour Town Hall  
1 First Street  
Seymour, CT 06483  
[Kmillier@seymourct.org](mailto:Kmillier@seymourct.org)

**SEYMOUR PUBLIC SCHOOL DISTRICT  
BUNGAY ELEMENTARY SCHOOL BUILDING COMMITTEE**

**REQUEST FOR QUALIFICATIONS AND REQUEST FOR PROPOSALS**

The Bungay Elementary School Building Committee (the “**BESBC**”) and the Town of Seymour, Connecticut (“**Town**”) are requesting sealed qualifications and sealed proposals from qualified firms to provide comprehensive project management and owner’s representative services to the Seymour Public School District (the “**District**”) and Town, in connection with the planning, design, construction, and closeout of a project for the construction of the new Bungay Elementary School building and grounds and the potential demolition of the existing Bungay Elementary School Building (the “**Existing Building**”) (the “**Project**”) located at 35 Bungay Road, Seymour, Connecticut 06483 (the “**Property**”), and in connection with an anticipated school building project grant from the State of Connecticut for the Project. The Existing Building will not be demolished before construction of the new Bungay Elementary School building and will continue to be used as an elementary school during construction of the new building. The selected firm will be the owner’s representative and project manager engaged by the Town and BESBC for the Project (the “**Owner’s Project Manager**” or “**OPM**”). **This solicitation is both a request for qualifications and a request for proposals** (“**RFQ/RFP**”). This RFQ/RFP has been publicly advertised.

The project management and owner’s representative services (the “**Services**”) to be performed and provided by OPM are described in the Instructions to Proposers and Exhibit A of this RFQ/RFP, and will generally include, for the Project, advisory, Project representative, and Project management services furnished to the BESBC, Town, District, the Seymour Board of Education, and the District Superintendent, during and for the planning, design, procurement, implementation, construction, and closeout of the Project. The Services will also include administration and closeout of a priority list school building construction project grant for the Project from the State of Connecticut through the Connecticut Department of Administrative Services (“**CTDAS**”) which is anticipated to be received by the District.

Please see Sections 5 through 8 of the following Instructions to Proposers for important details about the RFQ/RFP submission process and requirements. This RFQ/RFP, with Instructions to Proposers and other documents which are a part of this RFQ/RFP, are available for downloading on the Connecticut Department of Administrative Services Contracting Portal which may be accessed at [https://portal.ct.gov/das/ctsource/bidboard?language=en\\_US](https://portal.ct.gov/das/ctsource/bidboard?language=en_US) (“**State Portal**”) and on BESBC’s website (“**Committee Website**”) at the following URL: <https://www.seymourschools.org/district-infomation/bungay-building-committee-information>, and may be examined at the offices of the Town of Seymour Chief Administrative located at the office of the Seymour First Selectwoman, Seymour Town Hall, at 1 First Street, Seymour, CT 06483 by contacting W. Kurt Miller, Town of Seymour Chief Administrative Officer via email [kmiller@seymourct.org](mailto:kmiller@seymourct.org). In addition, legal notice inviting sealed qualifications and sealed proposals has been published in a local newspaper.

Sealed qualifications submissions and sealed fee proposals submitted by proposers in response to this RFQ/RFP (together “**Submissions**”) must be **received by Town of Seymour Chief**

**Administrative Officer W. Kurt Miller**, on behalf of the BESBC, at the office of the Seymour First Selectwoman, located in **Seymour Town Hall at 1 First Street, Seymour, CT 06483**, no later than **JUNE 12, 2026, at 10:00 a.m.** Submissions from Proposers are required to include responses to both the Request for Qualifications and the Request for Proposals included in this RFQ/RFP, in accordance with the requirements set forth in the Instructions to Proposers. Proposers must respond to both the RFQ and the RFP **separately**. Responses must be submitted in **separate sealed envelopes**, clearly marked with the name of the Proposer, and the words, as applicable:

**“Response to Request for Qualifications for Project Management and Owner’s Representative Services For The New Bungay Elementary School RFQ/RFP No. 2026-02”**

or

**“Response to Request for Proposals for Project Management and Owner’s Representative Services For The New Bungay Elementary School RFQ/RFP No. 2026-02”**

with the Proposer’s name. Each sealed envelope shall include the original and three (3) copies of the enclosed qualifications submission or fee proposal, as applicable, together with one copy in pdf format submitted on a thumb drive. **No fee or hourly rate information shall be included with any qualifications submission in response to the RFQ**, and may only be included in the proposer’s sealed envelope containing their proposal in response to the Request for Proposals.

Opening of Submissions (excluding the sealed envelopes containing responses to the Request for Proposals) shall take place at the Office of the Seymour First Selectwoman, located in **Seymour Town Hall at 1 First Street, Seymour, CT 06483**, at **10:15 a.m. on June 12, 2026**. After Submissions have been opened on behalf of the BESBC, no Submission may be modified or withdrawn for ninety (90) days after the date such Submissions were opened.

A **mandatory** pre-submission meeting for interested proposers will be held and begin at Seymour Town Hall at 1 First Street, Seymour, CT 06483, **beginning at 10:00 a.m. on May 22, 2026**. Interested proposers should confirm attendance and request instructions for attending via email to Kurt Miller at [kmiller@seymourct.org](mailto:kmiller@seymourct.org).

Any questions and requests for information concerning this solicitation shall be submitted only by email to **Town of Seymour Chief Administrative Officer W. Kurt Miller**, on behalf of the BESBC, at [kmiller@seymourct.org](mailto:kmiller@seymourct.org) no later than **10:00 a.m. on May 29, 2026**. Responses to questions and requests for information by the BESBC will be provided by addendum to this RFQ/RFP, posted on the State Portal and on the Committee Website no later than **June 5, 2026**. Under no circumstances will the BESBC respond to non-written questions or requests for information.

No Proposer or prospective Proposer shall have any contact or communication with any member of the BESBC or any Town, District, or Seymour Board of Education officer, representative, employee, or member of any board of committee, regarding this procurement during the pendency of this procurement, except as expressly provided and permitted in this RFQ/RFP and the Instructions to Proposers. Failure to comply with these conditions will result in the disqualification of a noncomplying Proposer.

**The BESBC, for itself, the District and the Town, reserves the right to amend or withdraw this RFQ/RFP for any reason, to accept or reject any or all qualifications or proposals submitted, to waive any informalities or non-material deficiencies in any such submission(s), and to make such award (or make no award) of a contract in connection with this RFQ/RFP, all as determined by the BESBC and/or the Town, in their discretion, to be in the best interest of the Town and District. Submissions, including qualifications submissions and/or proposals, may be rejected for irregularities of any kind, including without limitation, alteration of form, additions not called for, conditional proposals, and incompleteness. Submitted qualifications or submitted proposals may also be rejected if, in the opinion of the BESBC or Town, the same do not meet the standard of quality established by this RFQ/RFP. Any or all Submission of qualifications and/or proposals may be rejected if there is any reason to believe that collusion exists among two or more parties who submit qualifications and proposals. The foregoing provisions are for illustrative purposes and shall in no way limit the right of the BESBC or Town to reject any and all qualifications or proposals submitted, in whole or in part.**

Attached Exhibits:

- Exhibit A: Scope of Services
- Exhibit B: Form of Contract
- Exhibit C: Insurance Requirements
- Exhibit D: Non-collusion Affidavit
- Exhibit E: Fee Proposal Form
- Exhibit F: Seymour Public School District's Educational Specifications for the Project dated September 30, 2025 (Rev.2)
- Exhibit G: Seymour Public School District's Bungay Elementary School Existing Educational Facility Assessment dated June 15, 2025, furnished by Antinozzi Associates
- Exhibit H: Property Survey of "Bungay Elementary School" 35-47 Bungay Road, Seymour, CT dated 1/29/2025, prepared by Accurate Land Surveying, LLC

## INSTRUCTIONS TO PROPOSERS

### 1. INTRODUCTION

The BESBC and Town are requesting sealed qualifications and sealed proposals from qualified firms to provide comprehensive project management and owner's representative Project advisory, Project representative, and Project management services for the BESBC, Town and the District during and for the planning, design, procurement, implementation, construction, and closeout of the Project, as well as for the administration and closeout of a priority list school building construction project grant for the Project from the State of Connecticut through CT DAS (**collectively the Services**). The Services by the firm selected as OPM for the Project shall be consistent with, and as needed to support the Owner, the Project design team, and the Project construction manager in achieving the requirements and goals for the Project set forth in the District's Educational Specifications for the Project dated September 30, 2025 (Rev.2) (the "**Educational Specifications**") furnished by Construction Solutions Group, LLC ("CSG"), appended as **Exhibit F**, and in the new construction conceptual design option for the Project as described in the District's Bungay Elementary School Existing Educational Facility Assessment dated June 15, 2025 furnished by Antinozzi Associates (the "**Facility Assessment**"), appended as **Exhibit G**, (the Educational Specifications and Facility Assessment may both be downloaded from the State Portal the following URL link:

[https://portal.ct.gov/das/ctsource/bidboard?language=en\\_US](https://portal.ct.gov/das/ctsource/bidboard?language=en_US) and on the Committee Website at the following URL link: <https://www.seymourschools.org/district-infomation/bungay-building-committee-information>. This solicitation is both a Request for Qualifications (RFQ) and a Request for Proposals (RFP) for the Services necessary for the Project.

This RFQ/RFP has been publicly advertised in a local newspaper, and posted on the Committee Website at

<https://www.seymourschools.org/district-infomation/bungay-building-committee-information> and posted on the State Portal at [https://portal.ct.gov/das/ctsource/portal-page?language=en\\_US](https://portal.ct.gov/das/ctsource/portal-page?language=en_US).

Proposers are required to respond to both the RFQ and RFP in accordance with the requirements set forth in these Instructions to Proposers. Please see Sections 5 through 8 of these Instructions to Proposers for important details about the submission process and requirements.

The BESBC is the school building committee established by the Town for the Project.

### 2. PROJECT BACKGROUND, SCHEDULE, AND BUDGET

The existing Bungay Elementary School building (the Existing Building) is located at 35 Bungay Road, Seymour, Connecticut (the Property), and was originally constructed in 1952 with subsequent renovations in 1971 and 1996. The renovations included the addition of single-story classroom spaces and various facility updates. The current building encompasses a total of 59,600 square feet. The current student population of the Bungay Elementary School is currently 465 and the school serves Pre-Kindergarten through Grade 5. The Property where the Existing Building is located is a 19.2-acre site. The Existing Building and Bungay Elementary School facilities have various shortcomings and limitations that affect students and school staff daily, are inadequate to best serve the educational and instructional needs of students and school staff,

and are inadequate to provide for the safety, physical needs and comfort of the students and staff, including, but not limited to, the social and emotional needs of the student population.

This Project will include the construction of a new Bungay Elementary School building that will be approximately 71,673 square feet, school facilities, and improvements to school grounds at the Property (collectively the “**New Building**”), on the same Property where the Existing Building is located. The New Building will replace the Existing Building, will be used by the District for grades Pre-Kindergarten through Fifth grade, will accommodate the District’s enrollment projections (553 students), and will serve as a twenty-first century learning environment which addresses the needs identified by students, staff, administrators, and BESBC members.

The Project **may** include the demolition and removal of the Existing Building, as decided by the Town. The services to be provided by the Project’s Architect-of-Record (the “**Architect**”) include a feasibility assessment services phase to be performed before the schematic design phase, to determine whether it is feasible for the Town to retain the Existing Building for other uses after construction of the New Building is complete, or whether the Project will require the Existing Building to be demolished after construction of the New Building to achieve the goals and objectives of the Educational Specifications. Based on the results of the feasibility assessment services, the Town will determine, before the schematic design phase, whether the Existing Building can be retained for other uses or whether the Project will require demolition of the Existing Building after construction of the New Building.

It is anticipated that the Project will be constructed in the following phases:

1. First Phase – Conduct any environmental remediation for the New Building location that is required by applicable Connecticut law; sitework; and construction of the New Building, facilities, and grounds while the Existing Building continues to be used and occupied by the District.
2. Second Phase – FFE, Technology, and “move in” to transition to the New Building, including relocation of technology, furniture, equipment, and all items of personal property required by the District from the Existing Building to the New Building.
3. Third Phase – If the Town determines based on the feasibility assessment services that demolition of the Existing Building is required to achieve the goals and objectives of the Educational Specifications, then demolition and removal of the Existing Building including any necessary abatement and/or environmental remediation.
4. Fourth Phase – Sitework and construction of athletic fields and/or playground equipment on the former location of the Existing Building (if demolished) or at such other location on the Property as determined by the Town, and landscaping.

Additional information is provided in the District’s Facility Assessment and Educational Specifications for the Project, and the property survey of the Property appended as Exhibit H.

The project delivery method for this Project will be a “construction manager at-risk” (“**CMR**”) for the Project, pursuant to a construction management agreement with a guaranteed maximum

price (“**GMP**”). In addition to the retaining the selected Proposer as the Owner’s OPM and Owner’s Representative for the Project, the BESBC and Town intend to retain the following professionals and consultants for the Project: a design professional firm who will be Project’s Architect-of-Record and who, together with its subconsultants will be the Project design team for the Project (“**Architect**”), and will provide all architecture and design services, as well as other project and construction administration services; the CMR for the Project. All design professional and consultant services required for the Project, other than services by the OPM and CMR, are anticipated by the BESBC and Town to be provided by the Architect and its subconsultants, including without limitation, the following Services to the extent each is required for the Project: structural engineering; mechanical engineering; electrical engineering; plumbing engineer; fire protection engineering; civil engineering; land survey; landscape design; geotechnical engineering and/or surveyor and borings consulting; commissioning (consistent with Regulations of Connecticut State Agencies (“**RCSA**”) Section 16a-38k-3); materials testing laboratory and inspection services (during construction); environmental consulting; abatement consulting; cost estimating; early education architectural services and furniture, fixtures and equipment (“**FF&E**”) design; lighting design; kitchen food services design; security, technology, data and communications design; acoustical design; code compliance consulting; and sustainability consulting.

It is anticipated that the Project will be partially funded by a school building project priority list grant from the State of Connecticut through CTDAS.

The Project budget includes an estimated total construction cost up to the approximate amount of \$44,465,080 -- including \$3,717,622 for potential construction cost escalation and \$1,082,803 for contingencies. Of the \$44,465,080 total Project budget for construction costs, approximately \$42,912,877 may be used for the costs for construction of the New Building, facilities and grounds, and approximately \$1,552,203 is allocated for the costs of demolishing and removing the Existing Building and any hazardous materials abatement or environmental cleanup work required in relation to demolition and removal of the Existing Building, if the Town determines that demolition is required following the feasibility assessment. The portion of the Project’s construction budget allocated to furnishings and equipment includes \$1,447,783 for equipment and \$49,039 for furnishings. The portion of the Project’s soft cost budget, which is separate from the estimated costs of construction, includes \$1,000,000 allocated for FF&E and \$520,750 for technology, respectively, for items including but not limited to furniture, fixtures, network equipment, servers, computers, printers, and surface and other associated equipment, as selected by the BESBC and Town.

### 3. SCOPE OF SERVICES

All Services by the OPM must be provided with the highest level of professional skill, care, and judgment and in compliance with all federal, state, and local requirements. Because the Project will be partially funded by a State of Connecticut school building project grant administered by CTDAS and its Office of Grant Administration (“**OGA**”), the firm selected as OPM is required to satisfy any requirements and conditions imposed by the State of Connecticut (if any).

The scope of Services to be performed and provided for the Project by the firm selected as OPM include, at a minimum, the Services described in **Exhibit A** to this RFQ/RFP, services otherwise identified or described in this RFQ/RFP as part of the Services, Services set forth in the form of Contract included as an Exhibit B to this RFQ/RFP, and all services usually and customarily performed in conjunction with and in furtherance of such Services when furnished for the awarding authority in connection with project for the construction of a new public school building that is partially funded by a Priority List school building project grant administered by CTDAS. The scope of the Services includes, generally, and without limitation, comprehensive Project advisory, Project representative, and Project management services to be furnished to the BESBC, Town, District, the Seymour Board of Education, and the District Superintendent, throughout all preconstruction and design, construction, and post construction phases of the Project during and for the following: Project planning; design development through design finalization and implementation; cost estimating; value engineering; procurement and bidding; New Building construction phase administration, coordination and oversight; New Building FF&E installation, occupancy and move-in; if the Town determines that demolition of the Existing Building is required based on the feasibility assessment services, construction phase administration, coordination and oversight for demolition of the Existing Building and construction, site work and/or landscaping for Project athletic fields, including coordination of documentary submissions for demolition and removal of the Existing Building and any required hazardous materials or other environmental abatement, containment or remediation; assistance to the BESBC, Town, District, the Seymour Board of Education, and the District Superintendent in complying with CTDAS policies, rules, requirements, and required documentary submissions relating to the State school building project grant for the Project; record-keeping throughout the duration of the Project; assistance with the post-construction final grant application to CTDAS and the post-completion audit of the Project by CTDAS in connection with the State school building project grant for the Project; and other services which are usual, customary, and reasonable to be provided to a project owner by an owner's representative in connection with project planning, development and finalization of a project's design, project bidding and procurement, project construction, and compliance with legal and/or administrative requirements relating to a CTDAS project grant(s) for a project having a similar or greater scope, magnitude, and complexity as the Project.

As part of the Services, the OPM shall support and independently review the feasibility assessment services performed by the Architect, including reviewing the Architect's feasibility report and providing the BESBC and Town with the OPM's independent assessment and recommendations regarding the feasibility of retaining the Existing Building for other uses after construction of the New Building. The OPM's advice on the feasibility assessment shall be rendered independently and without regard to the financial impact of the Town's determination regarding demolition on the OPM's compensation for the Services. The OPM shall not have a financial incentive to recommend a particular outcome regarding the demolition determination.

Except for Services specifically anticipated to be provided by the OPM through subconsultants or for which the OPM will be compensated on an hourly-fee basis, compensation for the Services shall be on the basis of lump sum fee amounts for all Services to be provided during the following phases of the Project during preconstruction phase, construction, and post-construction:

1. Preconstruction Services
  - a. Planning, Budgeting and Permitting Phase
  - b. Schematic Design Phase
  - c. Design Development Phase
  - d. Construction Documents Phase
  - e. Procurement/Bidding
2. Construction Services
  - a. Construction Phase (New Building)
  - b. Commissioning and Occupancy (New Building)
  - c. Construction Phase (Demolition of Existing Building and Athletic Fields, if required)
3. Project Completion and Closeout

#### 4. TIMING OF PROJECT

The BESBC anticipates that the selected OPM for the Project will be retained for the period of time beginning the date on which a contract between the selected OPM and the Town and BESBC is awarded and executed, through completion of the Project and acceptance of the Project by the Town and District, and the through Project closeout and completion of the Project post-completion audit by CTDAS.

Occupancy of the completed New Building is desired for the beginning of the 2029-2030 academic school year. It is anticipated that the Project design phase will begin in June 2026 and that construction documents for the Project will be completed, estimated, reviewed, approved by governing authorities and CTDAS, and ready for bidding by the end of August 2027, inclusive of a one-month period for review of construction documents, estimating, and third-party code review and structural peer review, and a one-month period for approval by the Town and BESBC, Seymour Board of Education, and for pre-bid conformance review (“PCR”) by OGA and approval by OGA to proceed with bidding by the CMR. Accordingly, to enable construction of the New Building to achieve substantial completion within the required time, it is anticipated that the Architect will be required to provide one-hundred percent (100%) complete Construction Documents no later than June 1, 2027, as well as early coordination by the Architect’s design team for local permitting to ensure that local permitting review durations do not impact the foregoing anticipated preconstruction schedule and the necessary completion dates for subsequent bidding and construction thereafter.

Based on the currently desired Project schedule, bidding and on-site construction of the Project is estimated to be twenty (20) months, including sixteen (16) to eighteen (18) months for on-site construction activities. Bidding is anticipated to begin in September 2027; the Guaranteed Maximum Price for the agreement between the City and the CMR is anticipated to be determined by the end of November 2027; with on-site construction starting during November 2027; construction progress such that the New Building and facilities achieves substantial completion and the New Building receives a certificate of occupancy by June 15, 2029, prior to the start of the 2029-2030 academic school year, so that the District can move into and occupy the New Building including relocation of FF&E from the Existing Building to the New Building by mid-

August 2029. If the Town determines that demolition of the Existing Building is required following the feasibility assessment by the Architect, demolition of the Existing Building will follow occupancy of the New Building, such that all remaining Project construction activities after occupancy of the New Building will be complete by mid-August 2029 (or later during 2029 depending on whether the Existing Building will or will not be demolished). Accordingly, the BESBC intends for construction activities for the Project to take place during November 2027 through August 2029 or later as needed if the Existing Building is demolished as part of the Project.

5. IMPORTANT DATES

- |  |                                    |
|--|------------------------------------|
| 1. Issuance of RFQ/RFP:  | May 4, 2026                        |
| 2. Mandatory Pre-Submission Meeting:                           | May 22, 2026 at 10:00 a.m.         |
| 3. Submission of Questions/Requests for Information:           | By May 29, 2026 at 10:00 a.m.      |
| 4. Addendum/Responses Requests for Information:                | By June 5, 2026                    |
| 5. <b>Deadline for Submission of Responses to RFQ and RFP:</b> | <b>June 12, 2026 at 10:00 a.m.</b> |
| 6. Interviews of qualified Proposers (by invitation only):     | Week of June 22, 2026              |
| 7. Anticipated Contract Award:                                 | Week of June 29, 2026              |

6. PROCESS

6.1 Responses to the RFQ and RFP

**Proposers must respond to both the RFQ and the RFP separately.**

Response Submissions to the RFQ and the RFP must be submitted in **separate sealed envelopes**, clearly marked with (1) the name of the Proposer, and (2) the words, as applicable:

**“Response to Request for Qualifications for Project Management and Owner’s Representative Services For The New Bungay Elementary School RFQ/RFP No. 2026-02.”**

or

**“Response to Request for Proposals for Project Management and Owner’s Representative Services For The New Bungay Elementary School RFQ/RFP No. 2026-02”**

**No fee or hourly rate information or information pertaining to the Proposer’s fees or costs for the Services for the Project shall be included with any qualifications submission in response to the RFQ,** and may only be included in the Proposer’s sealed envelope containing their proposal in response to the Request for Proposals. Responses that are not submitted in this manner will be rejected.

Sealed Submissions in response to this RFQ/RFP must be received by **W. Kurt Miller, Town of Seymour Chief Administrative Officer**, on behalf of the BESBC, at the at the office of the Seymour First Selectwoman, located in **Seymour Town Hall at 1 First Street, Seymour, CT 06483**, no later than **JUNE 12, 2026, 10:00 a.m.** Each sealed

envelope must include the original and three (3) paper copies, and a digital copy (thumb drive is acceptable), of either the Proposer's qualifications submission or the Proposer's fee proposal in response to the RFP, as applicable. Responses must be delivered by U.S. mail or hand delivered. **Facsimile (FAX) or email proposals will not be accepted by the BESBC under any circumstances.**

A **mandatory** pre-submission meeting for interested proposers will be held and begin at Seymour Town Hall at 1 First Street, Seymour, CT 06483, at the date and time indicated in Section 5 of these Instructions to Proposers. Interested proposers should confirm attendance and request instructions for attending via email to W. Kurt Miller at [kmiller@seymourct.org](mailto:kmiller@seymourct.org).

All communications between any Proposer and the BESBC, Town, or District regarding this RFQ/RFP, including inquiries, questions and/or requests for information by a Proposer, must be in writing by email ONLY, and all inquiries by Proposers may be submitted by email up to 10:00 a.m. on **May 29, 2026**, after which time no additional inquiries, questions, or requests for information will be accepted. Inquiries, questions, and requests for information regarding this RFQ/RFP shall be directed to **Town of Seymour Chief Administrative Officer W. Kurt Miller**, on behalf of the BESBC at [kmiller@seymourct.org](mailto:kmiller@seymourct.org). Any addendums to this RFQ/RFP, including answers to questions and requests for information by prospective Proposers will be posted on the State Portal at the following URL link: [https://portal.ct.gov/das/ctsource/bidboard?language=en\\_US](https://portal.ct.gov/das/ctsource/bidboard?language=en_US) and on the Committee Website at the following URL link: <https://www.seymourschools.org/district-information/bungay-building-committee-information> on or before **June 5, 2026**.

## 6.2 Selection Process

Evaluation of Submissions in response to this RFQ/RFP will be the responsibility of the BESBC and the District's Superintendent. The selection of a Proposer as the OPM for the Project will be the responsibility of the BESBC, subject to the approval of the Town's Board of Selectpersons. The BESBC and/or Town may reject any or all proposals for any reason as the BESBC and/or Town deem appropriate.

The evaluation and selection process will take place in two stages.

First, the BESBC (with the Superintendent) will review all Submissions in response to the RFQ and, based on those Submissions and the Qualification Criteria described below, the BESBC will identify all proposers which they determine to be responsible qualified proposers (the "Qualified Proposers").

Second, the BESBC will open and review (with the Superintendent) the Submissions by the Qualified Proposers in response to the RFP. **Submissions in response to the RFP from Proposers who are not identified as a Qualified Proposer, will be returned unopened to the Proposers.** The BESBC will evaluate the Submissions in response to the RFP submitted by the Qualified Proposers, and will determine "at least three of the

most responsible qualified proposers” (“**Most Qualified Proposers**”) using the Qualification Criteria and the Proposal Criteria set forth below in Sections 7 and 8, respectively, giving due consideration of each Qualified Proposer’s pricing for the Services for the Project, as well as Qualified Proposer’s (i) experience with services and work of similar size and scope as the Services required for the Project, (ii) organizational and team structure for the Services for the Project, (iii) past performance data, including, but not limited to, adherence to project schedules and project budgets and the number of change orders for projects, (iv) the approach to the Services required for the Project, and (v) documented contract oversight capabilities. Proposers determined by the BESBC to be among the Most Qualified Proposers, will be interviewed by the BESBC and the District Superintendent as part of the selection process, which interview process will afford each of the Most Qualified Proposers the opportunity to provide a Powerpoint presentation or similar format presentation to the BESBC and District Superintendent as part of the interview of each such Proposer. Included in a request by the BESBC and Superintendent that a Most Qualified Proposer participate in an interview, the BESBC and Superintendent will provide the name(s) of the member(s) of the BESBC who will conduct the interview, and the date by which the Most Qualified Proposer must submit an affidavit disclosing its relationship(s) with the interviewer(s), or, confirming that it has no relationship(s) with the interviewer(s). The names of interviewers will be released solely to enable the Most Qualified Proposer to prepare the affidavit, and neither the Most Qualified Proposer nor its representatives shall directly or indirectly contact the interviewer(s) prior to or following the interview process.

The contract for the Services will be awarded to one of the “most responsible qualified proposers” after consideration of all of the foregoing.

In its review of Submissions in response to this RFQ/RFP and selection of the firm to be awarded a contract for the Services as the OPM for the Project, the BESBC, Town and Superintendent will be guided by the selection of the Most Responsible Qualified Proposer that would best serve the interests of the Town and District, and deemed best to provide the Services desired, taking into account cost and the requirements, terms and conditions contained in this RFQ/RFP. The BESBC reserves the right to negotiate with one or more of the Most Qualified Proposers and to accept modifications to the scope of the Services and/or fees proposed if such action would be in the best interests of the Town and District.

Any Submission in response to this RFQ/RFP shall constitute a declaration by the submitting Proposer that no person or persons other than members of Proposer’s own organization or subconsultants proposed by the Proposer to be part of its Project team if awarded the contract for the Services are interested in the Project or in the contract proposed to be awarded through this RFQ/RFP procurement process; that the Submission is made without any connection with any other person or persons making a proposal for the same services and is in all respects fair and without collusion or fraud; that no persons acting for or employed by the BESBC, Town, District, or Seymour Board of Education are directly or indirectly interested therein, or in the supplies or works to which it relates

or will receive any part of the profit or any commission therefrom in any manner which is unethical or contrary to the best interests of the Town and District.

### 6.3 Form of Contract

The BESBC and Town intends to use, and the firm selected as the OPM for the Project will be expected to execute, a contract substantially similar to the form of contract that is included as Exhibit B to this RFQ/RFP (the “**Contract**”). If a Proposer has objections or takes exception to any of the terms and conditions of the Contract, the Proposer shall include such objections or exceptions in the Proposer’s Submission as part of the Proposer’s response to the RFP, however, separately from the Proposer’s fee proposal. The BESBC and Town will not consider any objections or exceptions to the terms and conditions of the Contract not stated by a Proposer and submitted with its proposal in response to the RFP.

### 6.4 BESBC’S and Town’s Right to Withdraw/Reject

The BESBC and Town reserve the right to amend or terminate this RFQ/RFP, accept all or any part of a Submission, reject all Submissions and not award the Contract, waive any informalities or non-material deficiencies in a Submission, and award the Contract to the Proposer that, in the judgment of the BESBC and Town, will be in the best interests of the District and Town.

## 7. REQUEST FOR QUALIFICATIONS

### 7.1 Qualification Criteria

The BESBC will identify those proposers that the BESBC deems to be Qualified Proposers based on the criteria below (the “Qualification Criteria”):

- 7.1.1 The Proposer is a legal entity properly licensed or registered under the laws of the State of Connecticut to perform the services that are the subject of this solicitation and is otherwise authorized to do business in the State of Connecticut.
- 7.1.2 The Proposer has adequate professional expertise and experience in providing project advisory services, project management and administration services, as an Owner’s representative, for school building projects, and in particular has adequate experience in the past five years performing such services on public school projects eligible for State of Connecticut school building project grants from the State, CTDAS, OGA, including projects of a similar scope, magnitude, and complexity as the Project.
- 7.1.3 The Proposer has adequate experience with the CTDAS OGA reimbursement process for priority list school building project grants and with the preparation of related documentation that must be filed to secure reimbursement for the project owner through disbursement of grant funds by CTDAS, and is able to demonstrate knowledge of pertinent CTDAS policies, procedures and regulations, as well all applicable Federal, State and local legal requirements.

- 7.1.4 The Proposer is able to demonstrate an adequate level of performance in providing services similar to the Services on at least three (3) prior school building projects similar in scope, magnitude, and complexity as the Project, including, without limitation, adherence to project schedules and project budgets and the satisfaction of past owners with such performance.
- 7.1.5 The Proposer's staff proposed to be assigned to the Project ("Project Team") has satisfactory qualifications and experience on past projects of similar size, scope, and complexity as the Project, including competence and experience in planning for Connecticut public school building projects.
- 7.1.6 The Proposer is able to demonstrate that the members of the Project Team have performed satisfactorily on past projects to the satisfaction of the owners of such projects.
- 7.1.7 The proposer has an adequate degree of expertise and experience in school building project advisory services, project management, and administration, and the organizational, team and management structure proposed for the Project, is satisfactory.
- 7.1.8 The Proposer is able to demonstrate its ability to meet the requirements, terms and conditions outlined in the RFQ/RFP.
- 7.1.9 The Proposer's resources and stability.
- 7.1.10 The Proposer is able to demonstrate its ability to support the Town's and District's completion of the Project within the anticipated timeline, and to commit staff in a timely way when requested.
- 7.1.11 The Proposer is able to demonstrate its understanding of the Services required for the Project and approach for the same.
- 7.1.12 Evidence of any special innovative approach that the Proposer proposes to use for the Project and the performance of the Services.
- 7.1.13 The proposer is able to demonstrate its ability to submit cost-effective solutions
- 7.1.14 The Proposer's approach to the Project and degree of the Proposer's demonstrated ability to develop and control project costs, quality, and schedule as well as the Proposer's methods for doing so, is satisfactory.
- 7.1.15 The proposer must demonstrate successful prior experience with State and CTDAS audits of completed school building projects.
- 7.1.16 The number, context, and, where applicable, outcomes, of claims, disputes, arbitration, and litigation proceedings involving the Proposer are acceptable.

7.2 Content of Response to RFQ

Each Proposer will be evaluated using the above Qualification Criteria. To assist and expedite this evaluation, each Proposer must provide the following information in the order listed below:

7.2.1 A Letter of Transmittal addressed to the Chairperson of the BESBC, signed by a principal of the Proposer, not to exceed three (3) pages, describing in narrative form the Proposer and Proposer's qualifications and why such Proposer is the best firm for the Project and the Services.

7.2.2 Proposer Information

- 7.2.2.1 Proposer Overview: Please provide the following:
- The name and location of the Proposer, including the office location that will be serving the BESBC and Town.
  - A brief general description of Proposer's business.
  - The number of years the Proposer has been in business
  - Is the Proposer and entity that is a subsidiary of another entity? If so, what is the name of the parent entity?
  - The number of personnel employed by the Proposer (please include the number of staff dedicated to provide the requested Services).
  - The primary line of business of Proposer.

7.2.3 Statement of Qualification to include, but not necessarily limited to, the following:

7.2.3.1 Name and address of Proposer.

7.2.3.2 Identify Proposer's contact person for this Project and provide a phone number, and e-mail address that the BESBC and District may use to issue further information.

7.2.3.3 Background statement on the firm, principals, staff availability, location, and financial stability.

7.2.3.4 Provide a list of Proposer's Project Team Members, together with each person's qualifications and position with the firm of those key individuals who will be assigned to the Project, along with related responsibilities they will devote to the Project. Include a complete resume and project assignment for each professional to be assigned to the Project, a brief description of relevant experience on similar projects, and an organization chart showing the relationship of the team.

7.2.3.5 List and description of similar projects for work done within the last five years.

7.2.3.6 Submit data regarding maintenance of project schedules and budgets for prior clients.

7.2.3.7 Work currently under contract and the Proposer's ability to provide the requested Services to support the District's and Town's completion of the Project within the time schedules outlined in the RFQ/RFP.

7.2.3.8 Short description of Proposer's approach to the Project and a general timeline for completion, including phases if any.

7.2.3.9 Short description of Proposer's typical fee structure without any specific fee information regarding this Project. Fee structure information is only for assessing the firm's qualifications and understanding of the Project.

7.2.3.10 Statement as to why the Proposer believes it is the best qualified to meet the needs of Town, District, BESBC and Seymour Board of Education for the Services.

7.2.4 Client Base: Provide specific reference information for five (5) clients Proposer has served in connection with similar projects, for services relevant to the Services requested. Include for each:

- Client name and location

- Contact name, title, and telephone number for owner (specific individuals).
- Starting date of service
- List of Project Team Members, consultants and staff involved.
- Size (project cost and square feet) and location of project.
- References must be relevant to service in the last five (5) years and shall include specific details on how the project represents a project of similar scope and complexity. Information on Proposer's specific role in each project must be included.

7.2.5 Provide a list of Proposer's Project Team Members, including any consultants.

7.2.6 List the last five (5) public works projects that Proposer has completed and demonstrate the Proposer's Team's ability to support the support those project owners' control over project costs, quality, and schedule.

7.2.7 List five (5) references, of similar projects described in 7.2.6 above providing for each:

- List of Project Team Members, consultants and staff involved.
- Size (project cost and square feet) and location of project.
- Provide contact name and telephone numbers for the Owner and Contractor or Construction Manager (specific individuals).

7.2.8 Please state what experience the Proposer has in assisting public school building projects to secure funding. Describe experience with the CTDAS OGA and the CTDAS OGA Audit team.

7.2.9 A one-page statement of the Proposer's recent experience with public school construction projects for the construction of new buildings.

7.2.10 Project Approach and Methodology: Provide a description of the proposed approach for the requested Services for the Project, including the identification of any unusual circumstances or anticipated problems and proposed solutions. The information will be used by the BESBC to assess the Proposer's understanding of the Project and its methodology for the Services.

7.2.11 Workload Statement: Provide details on the Proposer's current and future workload and ability to provide the Project with the attention it requires between now and desired completion dates the anticipated phases of Project construction.

7.2.12 Please indicate the location where the Services for the Project will be accomplished by the Proposer if selected as the OPM.

7.2.13 Additional information, not included above, that the proposer believes may be useful and applicable to this Project and helpful to the BESBC's evaluation of Submissions. Please limit response to three (3) pages.

7.2.14 Default and Litigation: (a) State whether the Proposer has ever failed to complete any project or portion of a project awarded to it. (b) State whether the Proposer has ever been declared to be in default on a contract, and if so, when, by whom, where and reason. (c) Describe any claims, disputes, arbitration or litigation proceedings that have occurred in relation to any projects performed by the Proposer in the past 5 years and in which the Proposer may be involved, including the nature and amount of any claims against the Proposer, the status of the proceeding and if concluded.

**7.2.15 A fee schedule for the Services should *not* be included in the RFQ response.**

**8. REQUEST FOR PROPOSALS**

**8.1 Proposal Criteria**

The Proposal Criteria includes the following:

- 8.1.1 The Proposer's fee proposal using the form included as **EXHIBIT E** in this RFQ/RFP.
- 8.1.2 The proposed schedule for the Project and the Services.
- 8.1.3 The level of financial stability of the Proposer.
- 8.1.4 The level of the Proposer's insurance coverage.
- 8.1.5 The degree of resources of the Proposer that will devote to facilitate the Project and performance of the Services.
- 8.1.6 Objections or exceptions to the terms and conditions of the form of Contract submitted by the Proposer, if any.

**8.2 Content of Response to RFP**

Please provide the following information in the order listed below:

- 8.2.1 **Two alternative lump sum fee proposals** inclusive of all phases of the Services, reflecting an allocation of the lump sum to each of the various preconstruction, construction, and post-construction phases of the Project, as set forth on the fee proposal form included as EXHIBIT E in this RFQ/RFP.

The first alternative lump sum fee proposal shall be based on the assumption that before the Schematic Design Phase Services, the Town elects to demolish and remove the Existing Building as part of the Project.

The second alternative lump sum fee proposal shall be based on the assumption that before the Schematic Design Phase Services, the Town elects to not demolish and remove the Existing Building as part of the Project, and instead that the Existing Building remain as-is for the purposes of the Project and the Services to be provided after the feasibility assessment phase through post-construction closeout.

- 8.2.2 Hourly rates for each of the Proposer's employees who will perform any of the Services for which the Proposer will compensated on an hourly-fee basis pursuant to the Contract or additional services which are not within the scope of the Basic Services.
- 8.2.3 Bank references and/or financial statements reflecting financial stability.
- 8.2.4 Evidence of proper insurance coverage.
- 8.2.5 Descriptions of other resources of the Proposer that will help facilitate the performance and completion of the Services that will help facilitate the Project (submitted separately from the Proposer's fee proposal form).

- 8.2.6 Any objections or exceptions to the terms and conditions set forth in the form of Contract (submitted separately from the Proposer's fee proposal form).

## 9. INSURANCE REQUIREMENTS

Prior to the execution of the Contract for the Services for Project, the BESBC and Town will require firm selected as the OPM to provide to the BESBC and Town, certificates of insurance (Accord or other approved format), and if specifically requested, policy declaration pages and policy endorsements, evidencing the insurance coverage which satisfies the requirements in Article 3 of the form of Contract included as **Exhibit C** to this RFQ/RFP.

## 10. PROJECT FUNDING

The obligations of the Town and BESBC under any contract executed by the Town and BESBC in connection with this Project are conditioned upon and subject to the appropriation of funds for the Project on an annual basis.

## 11. ADDITIONAL INFORMATION

- 11.1 The BESBC, Town, District, and Seymour Board of Education prohibit harassment and discrimination on the basis of race, color, religious creed, age, marital status, military or veteran status, national origin, sex, ancestry, sexual orientation, or past or present physical or mental disability in accordance with Titles VI, VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and applicable state laws.
- 11.2 The BESBC, Town, the firm selected as OPM, and the Services, will be governed by the applicable Connecticut General Statutes, Connecticut regulations, and the CTDAS rules, requirements, and policies which govern school building projects receiving State assistance and in particular, school building project grants through CTDAS.
- 11.3 The BESBC and Town reserve the absolute right to reject the Submissions of any Proposer offering services which, in the opinion of either the BESBC or Town, do not meet the standard or quality established and required by this RFQ/RFP.
- 11.4 Any Proposal that is conditional shall be rejected.
- 11.5 The BESBC and Town are exempt from the payment of federal excise taxes and Connecticut sales and use taxes.
- 11.6 If it becomes necessary for BESBC to revise any part of this RFQ/RFP or if additional data is necessary to enable interpretation by Proposers of provisions of this RFP/RFP, revisions or addenda will be posted on the State Portal and the Committee Website.

11.7 Questions regarding this RFQ/RFP should be referred to Town of Seymour Chief Administrative Officer, W. Kurt Miller at [kmiller@seymourct.org](mailto:kmiller@seymourct.org). A summary of all questions and answers will be posted on the State Portal and Committee Website as an addendum to this RFQ/RFP.

## **RFQ-RFP EXHIBIT A**

### **SCOPE OF SERVICES**

The firm selected as Owner's Project Manager (OPM) for the Project shall provide the Services set forth and otherwise described in this RFQ/RFP, in addition to the Services required under the form of Contract included with this RFQ/RFP as **Exhibit B** (collectively the "**Services**"). Generally, the scope of the Services includes Project advisory, Project management, and Project representative services furnished to the BESBC, Town, District, the Seymour Board of Education, and the District Superintendent, during and for the planning, design, procurement, implementation, construction, and closeout of the Project, including demolition and removal of the Existing Building after occupancy of the New Building (if the Town determines that demolition of the Existing Building is required as part of the Project based on the feasibility assessment services by the Architect). The Services also include administration and closeout of a priority list school building construction project grant for the Project from the State of Connecticut through CT DAS.

The scope of the Services to be provided by the OPM shall be finally determined after discussion and agreement between the firm selected as OPM for the Project and the BESBC and Town. Subject to amendments to the Contract, the Services shall include, at a minimum, the Services described in this Exhibit A, including: preconstruction Services during and/or for the Planning, Budgeting and Permitting phase, the Schematic Design Phase, the Design Development Phase, the Construction Documents Phase, and the Procurement and Bidding Phase; construction phase Services during and/or the construction of the New Building, commissioning and occupancy of the New Building, and, if the Town determines that demolition of the Existing Building is required based on the feasibility assessment Services, demolition and removal of the Existing Building and construction of athletic fields; and post-construction Services during and/or for completion and closeout of the Project (collectively the "**Basic Services**").

### **BASIC SERVICES FOR ALL PHASES (GENERAL)**

The Basic Services to be performed and provided by the OPM throughout the entirety of the duration of the term of the Contract between the OPM and the Owner, including the following "general" Services.

#### **A. General**

1. Provide all Project advisory, Project management, and Project representative services to the BESBC, Town, District, the Seymour Board of Education, and the District Superintendent as necessary to fulfill the OPM's role as the Owner's representative and Project manager for and during each phase of the Project.
2. Serve as Owner's authorized representative on the Project.
3. Throughout the Project, be fully acquainted with the Project, and manage specific aspects of the Project from its conception through Project closeout within the timeframe and budget limitations established by the Owner.
4. Provide comprehensive oversight and management of all aspects of the Project from conception to completion and build and maintain positive relationships with stakeholders,

including Owner's officers and representatives, contractors, government agencies, and Town of Seymour community members.

5. Report directly to the BESBC and coordinate with the BESBC, Town through the office of its First Selectperson and their designee(s).
6. Collaborate with the Project's end-users in the Seymour Board of Education and the Seymour Public School District's (the "District") Superintendent (the "Superintendent") and their designee(s) as necessary to ensure the Project as-completed satisfies the Educational Specifications for the Project as-approved by the Board of Education.
7. Attend all BESBC meetings and provide regular progress reports.
8. Prepare and distribute meeting agendas and minutes for all Project meetings.
9. Maintain and monitor the Project Schedule and provide schedule updates.
10. Maintain and monitor the Project Budget and provide budget reports.
11. Review design professional contracts and payment requests.
12. Manage and maintain the document control system for all Project Records, including but not limited to maintaining a digital repository of all Project Documents and documents required for Project closeout, as well as maintaining hard copy files.
13. Throughout the Project, remain cognizant and pursue adherence to Project budget requirements and limitations, including but not limited to identification and aggressive pursuit of cost-saving opportunities.
14. Monitor compliance with all CTDAS Requirements throughout the Project.
15. Identify potential issues and risks and recommend mitigation strategies.
16. Provide recommendations and advice to assist the Owner in making informed decisions.
17. Perform all other services reasonably necessary to fulfill the OPM's role as the Owner's representative and Project manager for the Project.
18. Coordinate the Services with the Owner, the Architect, the CMR, CTDAS, and all other parties involved in the Project.
19. Attend all Project meetings and facilitate communication and collaboration among all Project stakeholders.
20. Compliance with Laws. In performing the Services, comply with all applicable federal, state, and local laws, codes, regulations, ordinances, and CTDAS rules, policies, and requirements.

## **B. Documentation and Record Keeping**

1. Establish, implement, and maintain a comprehensive system for the management, organization, and retention of all Project Records. "Project Records" means all documents, files, records, data, correspondence, reports, drawings, specifications, submittals, schedules, meeting minutes, applications for payment, invoices, contracts, subcontracts, change orders, requests for information, and any other materials related to the Project, whether in paper or electronic format.
2. Maintain all Project Records in an organized, accessible, and secure manner throughout the term of this Agreement and the Record Retention Period.
3. Retain all Project Records until notified in writing by the Owner and CTDAS that the Project has been audited and records associated with the Project are no longer required, or until final payment has been processed by CTDAS (the "Record Retention Period").
4. Upon expiration of the Record Retention Period, transfer all original Project Records to the Owner.

5. Provide the Owner, CTDAS, the Office of Grant Administration (“OGA”), and/or the CTDAS School Construction Audit Unit, and any other authorized representatives with access to all Project Records upon request.
6. Cooperate fully with any audits conducted by CTDAS or its authorized representatives.
7. CTDAS Grant Documentation: Maintain all documentation related to the CTDAS Grant for the Project, including without limitation:
  - i. All grant applications, amendments, and correspondence with CTDAS;
  - ii. Documentation supporting the Project’s eligibility for the Grant, including projected enrollment data and gross floor area calculations;
  - iii. All CTDAS forms, certifications, and submissions required during the design, construction, and closeout phases of the Project;
  - iv. Documentation of eligible and ineligible costs as reported on CTDAS Form SCG-4000 and related worksheets;
  - v. Change order eligibility determination letters from the Office of Grants Administration;
  - vi. Project drawings and specifications with original date stamps from the Office of Grants Administration sign-off meeting;
  - vii. All correspondence with CTDAS, the Office of Grants Administration, and the School Construction Audit Unit; and
  - viii. Any other documentation required by CTDAS or the Office of Grants Administration in connection with the Grant.
8. Solicitation and Award Documentation: Maintain all documentation related to the solicitation and award of contracts for consultants, services, the CMR, and Subcontractors, including without limitation:
  - i. Requests for qualifications and requests for proposals for the Architect and other Design Professionals, including evidence of compliance with Connecticut General Statutes Section 10-287(b)(2) requiring selection from a pool of not more than the four most responsible qualified proposers after a public selection process;
  - ii. Requests for qualifications, requests for proposals, and other contract documents for the CMR;
  - iii. Invitations to bid and bidding documents for trade contracts, subcontracts, and other contracts entered into by the CMR with Subcontractors, suppliers, and others in connection with Project;
  - iv. Bid specifications, bid tabulations, and bid summaries for all contracts;
  - v. Evidence of public bidding, including newspaper invoices or advertisements;
  - vi. Original bid documents for any purchase of Ten Thousand Dollars (\$10,000) or more;
  - vii. State contracts utilized, with state contract numbers;
  - viii. All executed contracts, including the Owner-Architect Agreement and the Owner-Construction Manager Agreement (the “CMA”) with all exhibits;
  - ix. All addenda and amendments to contracts;
  - x. All subcontracts between the CMR and Subcontractors; and
  - xi. Documentation of the Owner’s review and approval of all contract awards.
9. Payment Documentation: Maintain all documentation related to payment applications and payments for the Project, including without limitation:
  - i. Contractor’s applications for payment;

- ii. Subcontractor invoices;
  - iii. Payment vouchers and paid invoices;
  - iv. All change orders;
  - v. General ledger, project ledger, or other subsidiary ledgers of project costs;
  - vi. Detailed schedules of project costs with associated vendor names;
  - vii. Documentation of “other funding” and refunds associated with the Project;
  - viii. Schedules reconciling project costs to the general ledger; and
  - ix. Cash disbursement journals.
10. CTDAS Audit and Closeout Documentation: Maintain all documentation that may be needed in connection with the CTDAS post-construction audit for the Project or to otherwise close out the Project with CTDAS, including without limitation:
- i. BESBC meeting minutes;
  - ii. Audited financial statements;
  - iii. Documentation of site or facility acquisition costs, including closing statements, appraisals, real estate contracts, and purchase agreements;
  - iv. Schedules identifying ineligible or limited eligible items;
  - v. Official offering statements for all bond issues;
  - vi. Supporting documentation for all derived or prorated amounts;
  - vii. Correspondence files;
  - viii. Documentation of any lawsuits, arbitration, or mediation between the Owner and contractors;
  - ix. Expense reconciliation between original contracts and settlements; and
  - x. Any other records and documentation required by the CTDAS School Construction Audit Unit.

### **PRE-CONSTRUCTION BASIC SERVICES**

The Services required during the preconstruction phases of the Project, include, at a minimum and without limitation, the following services for and/or during Project planning, budgeting and permitting, the Schematic Design Phase and development of Schematic Design Documents, the Design Development Phase and development of Design Development Documents, the Construction Documents Phase and development of Construction Documents, and the Procurement and Bidding Phase and Services for and relating to bidding by the CMR for subcontractors and trades, review the CMR’s GMP proposal and establishment of the GMP under the CMA between CMR and the Owner:

1. Review and become familiar with the Educational Specifications for the Project, including the programmatic requirements, space allocations, and design goals.
2. Review and understand all applicable CTDAS Requirements, including Chapter 173 of the Connecticut General Statutes, CTDAS regulations, the CTDAS forms, procedures, and guidelines.
3. Assist the Owner in establishing the Project Budget, Project Schedule, and overall project delivery strategy.
4. Review the Architect’s feasibility assessment report and methodology, and provide independent analysis and recommendations to the Owner regarding the feasibility assessment findings.

5. Coordinate the feasibility assessment with the Project schedule and budget, including advising the Owner on the impact of the feasibility assessment timeline on subsequent Project phases.
6. Advise the Owner independently on the Architect's feasibility assessment findings and recommendations, including the implications of retaining or demolishing the Existing Building for the Project budget, Project schedule, and compliance with the Educational Specifications.
7. Coordinate the Town's decision-making process regarding whether to demolish the Existing Building, including facilitating the presentation of the Architect's feasibility assessment findings to the BESBC, Town, and other stakeholders, and assist the Owner in making an informed determination.
8. The OPM acknowledges that its advice and recommendations regarding the feasibility assessment and the Town's determination regarding demolition of the Existing Building shall be rendered independently and objectively. The OPM shall not allow any potential effect of the Town's demolition determination on the OPM's compensation to influence the OPM's advice or recommendations to the Owner.
9. Assist the Owner in the selection of the CMR, including the preparation of requests for qualifications, requests for proposals, evaluation of proposals, and recommendation of qualified construction management firms.
10. Assist the Owner in negotiating and executing the CMA between the CMR and the Town and BESBC.
11. Establish project communication protocols, meeting schedules, and reporting procedures.
12. Establish the document management system for Project Records.
13. Coordinate initial meetings with the BESBC, Town, Seymour Board of Education, and other stakeholders.
14. Assist the Owner in the preparation and submission of all grant-related documents required by CTDAS.
15. As needed, coordinate the preparation and submission of the Public School Construction Cost Database (PSCCD) information to CTDAS, including cost estimates, eligible and ineligible costs, and all required budget information.
16. Assist the Owner in responding to CTDAS inquiries and requests for additional information.
17. Coordinate with CTDAS to obtain approval of the Project and establish the grant reimbursement rate.
18. Maintain documentation of all CTDAS submissions and approvals.
19. To the extent necessary, OPM is responsible for understanding and fully and timely complying with all requirements related to construction phase reporting, filing requirements and approvals required by the OGA pursuant to its policies for grant commitment.
20. Monitor compliance with CTDAS grant requirements throughout the Project.
21. Review of design documents and models prepared by the Architect and its subconsultants to describe the size and scope of the Project, including architectural, structural, mechanical, and electrical systems, and security systems, and other elements as necessary to inform the community about the Project.
22. Further develop the conceptual cost estimate for the Project, working in conjunction with the independent third-party professional estimator engaged by either the Architect or Owner, reconcile this estimate with the Architect's cost estimates in an effort to formulate a true

budget amount to allow the Owner to agree to and finalize the Project budget. The budget estimate will be inclusive of all work associated with the Project including “soft” and “hard” construction costs, site development costs, bonds, insurance, and contingency accounts.

23. Develop an overall Project management plan providing a budget and milestone schedule, and develop an organization chart displaying lines of authority regarding issuance of decisions and orders (“Project Management Plan”).

24. For each phase during Project preconstruction, request the CMR to review the design as it develops and drawings and specifications as they are prepared, and report to the OPM on design and construction details that affect construction feasibility, efficiency, and available labor and materials. Alternatives will be considered in value engineering exercises in an effort to achieve efficiencies in the Project schedule or Project budget.

25. Attend bi-weekly, special meetings and Owner’s meetings with the Architect and its design team to assist in development of the Project design documents.

26. Schedule and attend regular meetings with the Architect, its subconsultants, and other Project consultants (if any) to advise on-site use and improvements, and on the selection of materials, preliminary budgets, and possible alternative economic solutions. If the OPM learns of actions or items, or is informed by the CMR of actions or items, that could improve the timing or economics of construction of the Project, then the OPM will convey such recommendations to Owner.

27. If requested, OPM will assist Owner in engaging an environmental company to perform a Phase II environmental assessment of the Property.

28. Ensure and coordinate the Architect’s completion of all required environmental and hazardous materials studies and testing, if needed for the Project, and review and comment on same as necessary.

29. Prepare a draft Project budget for the entire Project (the “Project Budget”) as soon as major Project requirements have been identified and update the Project Budget at least monthly for the Owner’s review and approval with the understanding that the Project Budget will be finalized once construction documents have been completed and priced by the CMR. Ensure CMR’s timely input during preconstruction (if the CMR has been engaged). If it appears that the Project Budget will not be met, make recommendations for corrective action, where corrective action is possible.

30. Coordinate with the Architect and its subconsultants, and advise the Owner, in connection with the Architect’s development and preparation of Project phasing plans, site plans, traffic plans, a storm water management plan for the Project, and any geotechnical engineering and/or boring surveys, reports, and analyses.

31. Review with the Architect and its subconsultants, and the CMR if engaged, detailed Project phasing, construction scheduling, and construction requirements.

32. Coordinate with the Town of Seymour Planning and Zoning Commission regarding any zoning approvals, special permits, or variances required for the Project.

33. Assist the Architect in preparing materials for zoning applications and presentations.

34. If and when necessary, attend public meetings concerning the Project and report relevant feedback to the Owner on the results of such meetings, including but not limited to attendance at zoning hearings and meetings as the Owner’s representative.

35. With the Architect and its subconsultants, attend and represent the Town and BESBC at required regulatory permitting agencies and meetings for the Project, and coordinate any

local agency approval processes required for the Project including without limitation, planning and zoning, conservation, wetlands, etc.

36. Facilitate coordination among the Owner, Architect, and the Architect's subconsultants including structural engineer, mechanical/electrical/plumbing engineers, civil engineer, and other Design Professionals during the design phases (schematic design, design development, and construction documents).

37. With the CMR and the Architect, develop a Project "master schedule."

38. Review design submissions for conformance with the Educational Specifications, Project budget, Project schedule, and CTDAS requirements.

39. Assist the BESBC, Town, Superintendent and Seymour Board of Education in analyzing design alternatives and in seeking the best-value options for the Project during the design phase in connection with development of Schematic Design Documents, Design Development Documents, or development of final Construction Documents for the Project by the Architect.

40. Coordinate Owner review and approval of design documents at each phase.

41. Facilitate value engineering efforts as needed to maintain the Project budget and provide value engineering suggestions throughout the course of the preconstruction phases of the Project.

42. Coordinate with CTDAS regarding design submissions and approvals required by OGA.

43. Coordinate with the CMR regarding constructability reviews and cost estimates during preconstruction.

44. Facilitate coordination regarding building systems, including security systems, technology infrastructure, HVAC, fire protection, and other systems specified in the Educational Specifications.

45. Coordinate regarding the Connecticut High Performance Building Standards and sustainability requirements.

46. Review and evaluate Project design to ensure that all requirements of the educational specifications and end-users' requirements are fully incorporated into the final Project design.

47. Request the CMR to review the final Construction Documents and report to the OPM on design and construction details that affect construction feasibility, efficiency, and available labor and materials, for consideration and review of value engineering alternatives to achieve efficiencies in the Project Schedule or Project Budget.

48. Review all final architectural and engineering drawings and request the Architect to determine their completeness, to attempt to eliminate areas of conflict and overlapping Work, and to attempt to verify their coordination between design disciplines and their appropriateness for permit submittal and procurement.

49. Review bid FF&E and Technology packages prepared by the Architect and Owner.

50. Coordinate with the Architect for finalization and approval of drawings and specifications, MEP, hardscape, and landscape plans.

51. In conjunction with the Architect and CMR, assist Owner in obtaining all governmental permits and approvals, including but not limited to, local agency approvals, necessary for the Project and the completion of the Work.

52. Assist the Architect and represent the Owner in all aspects of the planning and zoning and conservation commission approval process, and in completing any applications and filings for all permits required on behalf of the Owner. Monitor application for and receipt of

all required Project permits and approvals. Represent the Owner before all required regulatory permitting agencies and in all Project meetings.

53. Coordinate the submission of final Construction Documents to the Town of Seymour Building Official for plan review and approval.

54. Coordinate the submission of final Construction Documents to the Town of Seymour Fire Marshal for review and approval.

55. Coordinate submissions to any other local governmental authority having jurisdiction over the Project, including health department, public works, and utilities.

56. Coordinate with the Town building department and other authorities having jurisdiction over the Work for the Project, for any necessary permits, approvals, inspections, testing, or other required submissions or filings required in connection with construction of the New Building and, if the Town determines that demolition of the Existing Building is required based on the feasibility assessment Services, demolition of the Existing Building, including without limitation documentation relating to environmental remediation, hazardous material or substance containment, abatement or disposal, or similar requirements, and provide advance notice as required.

57. Track and monitor the status of all local reviews and approvals.

58. Coordinate responses to comments and requests from local reviewing authorities.

59. Maintain documentation of all local approvals and permits.

60. In conjunction with the Architect and CMR, assist the Owner in the preparation of a final certified cost estimate to be submitted CTDAS OGA as part of the OGA pre-bid conformance review process.

61. Coordinate the submission of final Construction Documents to CTDAS for the pre-bid conformance review.

62. Attend the CTDAS sign-off meeting and ensure all required documentation is submitted and approved.

63. Coordinate responses to CTDAS comments and requests for revisions.

64. Ensure the Construction Documents receive CTDAS approval prior to bidding.

65. Obtain date-stamped project drawings and specifications from the Office of Grants Administration sign-off meeting.

66. Maintain documentation of CTDAS pre-bid review and approval.

67. Coordinate with the CMR regarding the bidding and procurement process for trade contractors and Subcontractors.

68. Review bid packages prepared by the CMR and proposed bidding procedures and criteria to ensure compliance with applicable laws and CTDAS requirements and public bidding requirements.

69. Request the CMR to attempt to identify long lead items, which may affect the Project Schedule. In order to expedite the procurement of long lead items, recommend when necessary to maintain schedule that the CMR provide such items in advance. Review and comment on CMR's planned sequence of performing the Work. Review and evaluate the CMR's and Architect's phase-based designs, construction schedules, construction requirements and approvals (including incorporation of OGA reviews and approvals), assist with the development of a master schedule for the Project, and maintain and manage schedule updates. Immediately report to the BESBC, CMR, and Architect any conditions that may result in delay to the completion of the Project.

70. Monitor the bidding process to ensure transparency and compliance with applicable procurement requirements.
71. Assist the BESBC and Town in the review and analysis of subcontractor bids obtained by the CMR.
72. Maintain documentation of all bids received, including bid tabulations and bid summaries.
73. Coordinate the Owner's review and approval of subcontract awards by the CMR to Subcontractors.
74. Ensure proper documentation of the bidding process for CTDAS audit purposes, including newspaper advertisements, bid documents, and evidence of public bidding.
75. Maintain original bid documents for any purchase of \$10,000 or more.
76. Coordinate bidding, selection, and work for moving services for phased move-in requirements and final occupancy of the New Building.
77. Assist the BESBC, Town, Superintendent and Seymour Board of Education in review and analysis and evaluation of the CMR's Guaranteed Maximum Price proposal, including but not limited to analyzing alternatives and in seeking the best-value options for the Project in connection with review of the CMR's Guaranteed Maximum Price proposal and development of the Guaranteed Maximum Price Amendment to the CMA between the CMR and the Owner, and review of the CMR's Guaranteed Maximum Price proposal for adequacy and completeness.
78. Coordinate with the Owner and the Owner's legal counsel regarding the negotiation of the GMP Amendment.
79. Review the detailed breakdown of the GMP, including the Cost of the Work, CMR's fee, contingencies, and allowances.
80. Assist the Owner in negotiating favorable terms in the GMP Amendment, including schedule, performance guarantees, and risk allocation.
81. Coordinate the execution of the GMP Amendment.
82. Submit the GMP Amendment to CTDAS as required.
83. Maintain documentation of the GMP negotiation and execution process
84. Coordinate bonding format, procedures, and criteria. Coordinate insurance certificate review and approval.
85. Verify CMR has obtained required performance bonds and insurance as may be required by the Owner in the Project Contract Documents.
86. Implement a process for communication among the OPM, Owner, CMR, Architect, any other entities working on the Project to address administrative matters; procedures for processing and record keeping of shop drawings, samples and other submittals; procedures for review and processing of change orders; procedures for review and processing requests for information from the CMR and the Subcontractors; procedures for processing of payment applications; and other procedures necessary or appropriate for the proper and timely performance of the Work by the CMR.
87. Provide any and all other services not specifically delineated above in this Exhibit A which are normal, customary, and reasonable services to be provided to a project owner by an Owner's Representative in connection with the preconstruction planning, budgeting, permitting, design, and bidding of a school building project having a similar scope, magnitude, and complexity as the Project, which is funded by a school building project grant administered by CTDAS. For the avoidance of doubt, to the extent that the scope of the

OPM's Preconstruction Basic Services is dependent on the Town's determination following the feasibility assessment as to whether or not the Existing Building will be demolished and removed as part of the Project and the Work by the CMR, the OPM's obligations under this paragraph 87 shall apply based on only to the scope of the Work as finally determined by the Town.

## **CONSTRUCTION BASIC SERVICES**

The Services required during the construction phases of the Project, include, at a minimum and without limitation, the following services for and/or during: the project Construction Phase for construction of the New Building; the Commissioning and Occupancy Phase for the New Building; and a subsequent project Construction Phase for Demolition of the Existing Building and for the Athletic Fields, provided that there will be no subsequent Construction Phase for demolition of the Existing Building succeeded by Athletic Fields construction if the Town determines after the Architect's feasibility assessment services that the Existing Building will not be demolished and removed as part of the Work by the CMR:

1. Through the period of construction of the Work, maintain a complete Project file of all significant and relevant documents that the OPM receives or creates, including without limitation, copies of all Project contracts, construction documents, communications and correspondence, logs, manuals, reports, minutes, and other Project documents, to make available to Owner at Owner's request.
2. On behalf of the Owner, provide oversight of the construction of the Project by the CMR, and facilitate performance of the Owner's obligations under the CMA between the CMR and the Owner.
3. Coordinate the Work with the activities and responsibilities of the Owner, the Architect and its subconsultants, to ensure the Work is being completed in accordance with Contract Documents.
4. Assist in the coordination of access to the Project site by the CMR, its Subcontractors, and others involved in the Work or the inspection, testing and/or approval of the Work
5. Attend all Project pre-construction and/or "kickoff" meetings.
6. Attend all BESBC regularly scheduled meetings prior to the beginning of Project on-site construction (assume at least two (2) meetings per month).
7. Review CMR' quality control and Safety Programs.
8. Review the CMR's safety plan for conformance with applicable health and safety laws, regulations, ordinances and codes.
9. Coordinate with the CMR to ensure that the Work does not interfere with the District's use of the Existing Building for ongoing school functions and purposes at the Project site.
10. Coordinate with the CMR to maintain an on-site record-keeping system which will be sufficient in detail to satisfy an audit by Owner and CTDAS.
11. Provide on-site project management services and representation to ensure that Work performed and completed in accordance with the Contract Documents, and the operative schedule for completion of the Work. The OPM shall be on-site during construction a sufficient number of days or hours during each week to administer all phases of construction in conformance with its proposed staffing plan for the Project. The duties of the OPM's on-site representative include, without limitation:
  - i. Attending all on-site meetings including special job meetings;

- ii. Review of all meeting minutes prepared and distributed by the CMR for accuracy;
- iii. Tracking the issuance of meeting minutes and field observation reports by the Architect and CMR to ensure issuance of same within three business days following Project meetings;
- iv. Attending Project meetings to discuss procedures, progress, problems, and scheduling including meetings with BESBC members and/or Seymour Public School or Seymour Board of Education members, employees, consultants, attorneys, or other representatives;
- v. Maintaining Project records including daily reports of CMR and subcontractors on-site work crews including number of workers, hours worked, daily work completed, visitors, weather conditions, correspondence, reports of job meetings, shop drawings, sample submissions, change orders, additional drawing clarifications, interpretations of the contract documents, progress reports and other Project-related documents and pertinent information. These records shall include, without limitation, copies of all project correspondence, meeting minutes or summaries of meetings, lien releases, and any other project documentation. Maintain separate project files for Architect's and other consultant change requests, approved and rejected change orders, applications for payment, project scheduling, change orders, test results, permits, inspection reports, insurance certificates and policies, and shop drawing;
- vi. Verify Work in progress and work not commenced;
- vii. Coordinate with the CMR in the administration of the inspection and testing of materials to be tested at the Project site;
- viii. Attend all on-site third-party tests and record in a testing log. If requested, observe and inspect materials delivered to the Project to ensure that such materials are as specified in the Contract Documents (or properly approved substitutes), are in good condition and free of defects. If requested, monitor proper storage of materials (whether onsite or offsite) and report any issues to the BESBC and the CMR. Notify the BESBC if, in the OPM's opinion, any materials should be replaced due to damage from storage;
- ix. Ensure materials delivered to the Work site are in compliance with approved submittals and that no substitutions have been made by the CMR without written approval by the Architect.
- x. While present at the Property, observe the Work of the CMR and subcontractors, and the quantity and quality of materials and equipment received and stored on-site, to protect the Owner and District against defects, deficiencies, noncompliance with Construction Documents and/or contract documents included within the CMA the Owner and the CMR, and/or failures of performance by Subcontractors;
- xi. Monitor deliveries of materials to the Project site for compliance with approved Submittals and to verify that no substitutions have been made without written approvals required by the Owner and/or Architect under the Construction Documents and/or the agreement between the Owner and the CMR;
- xii. Immediately notify the BESBC, Architect, and the CMR of any Work on the Project which, in the opinion of OPM, is substandard or otherwise not in accordance with any of the Contract Documents, and document same with photographs and measurements as appropriate;

- xiii. Maintain a log of construction deficiencies including type of deficiency, date deficiency was discovered, date CMR was notified, CMR plan of action to correct deficiency, date of planned correction, and date of actual completion of work to correct deficiency, and review and prepare report(s) regarding the acceptability of the completed Work.
12. As necessary to perform the responsibilities and duties required as part of the Services set forth in this Agreement, advise the Owner during the construction phase and close-out phase of the Project, including on-site observations and documentation of the progress of construction of the Work for the Project.
  13. Perform on-site observations during active construction of the Work for the Project and verify Work-in-progress, Work-not-commenced, and non-conforming Work.
  14. Advise Owner, in writing, of any defects or deficiencies in the Work of which OPM becomes aware that cannot be corrected in the field, or changes which may result in the Project budget being substantially exceeded or the Project schedule, including milestones, not being substantially met.
  15. Advise Owner, in writing, of any material failures by the CMR or Project Design to perform their obligations under their respective agreements with the Owner of which the OPM becomes aware, and recommend courses of action to the Owner when requirements of the respective agreements are not being met.
  16. Provide a monthly written report to the BESBC outlining construction progress, needed decisions, pending change orders, current activities, construction photos, daily logs, and any other information relevant to the Project, and which includes a “hot list” of open items requiring attention and submit same to the BESBC at least 48 hours prior BESBC meetings.
  17. On-site observations shall include completion of construction, and written field/site reports.
  18. Provide written reports to the BESBC and Superintendent which detail observations by the OPM during site visits, completed portions of the Project Work, and include progress reports of additional and future work required under the Project plans, specifications, and other Construction Documents.
    - i. Reports by the OPM are to include: the nature and location of Work being performed on site; meetings attended and matters discussed with Project participants; communications between the CMR and Architect, including instructions, interpretations and clarifications provided to the CMR or any subcontractor; any occurrence or Work that might result in a claim for change or increase to the Cost of the Work or the Contract Time under the agreement between the Owner and the CMR; establish a record of all agreements, instructions, disputes and questions pertaining to the Work
    - ii. Reports by the OPM should include photographic Project progress, with identification of any issues affecting the progress of construction.
    - iii. Reports by the OPM should address the Project schedule and Project budget, and alert the BESBC and Superintendent immediately of any potential delays to the timely completion of construction of the Work.
    - iv. Make recommendations to the BESBC to avoid any potential cost overruns or delay caused by sequencing of construction activities.
    - v. The OPM’s presence at the Project site will not relieve the Architect of its duties for site observations and for providing inspection reports to the Owner and/or the OPM.

19. Notify the BESBC and CMR in writing of any unsafe conditions observed during OPM's site visits.
20. Attend all construction progress meetings and Owner-Architect-CMR (OAC) meetings and other Project meetings after the beginning of the Project construction phase requiring the attendance of the "Owner" pursuant to the agreement between the Owner and the CMR.
21. Attend all BESBC regularly scheduled meetings after the beginning of the Project construction phase through completion of the Project closeout phase (assume a minimum of two (2) meetings with the BESBC per month for the duration of construction phase(s)).
22. Monitor construction progress against the Project Schedule and report to the Owner on schedule status.
23. Monitor construction costs against the Project Budget and report to the Owner on budget status.
24. Review, process, and facilitate the Architect's and BESBC's review and appropriate action on the CMR's applications for payment and invoices, including verification of Work completed and stored materials, and facilitate payment by the Town.
25. Develop and implement and payment disbursement process for the Owner to process payments of amounts certified as due and owing to the CMR by the Architect, which process utilizes a monthly "Disbursement Request" by the OPM to the Town, which includes
  - i. applications of the construction contingency (if any) or the allocation of any savings and the amounts requested;
  - ii. a schedule of costs incurred to date;
  - iii. all pay applications and invoices along with back-up information and material received in connection with the Project and any reimbursements for reimbursable expenses due to OPM in accordance with the terms of its agreement with the Owner;
  - iv. certificate(s) for payment(s) received from the Architect during the previous month by OPM respecting any application(s) for payment from CMR included in the Disbursement Request for the applicable month;
  - v. OPM's and the Architect's recommendations as to payment of same by Owner, or stating its reason and grounds for recommending non-payment in whole or in part;
  - vi. any additional funding required from Owner to satisfy all of the same;
  - vii. a schedule of costs to date and all pay applications. Owner shall make payment on all approved amounts. Should any invoice be in dispute, only that portion of the invoice in dispute may be held in abeyance until resolved. OPM shall have the authority to sign the final document indicating the owner's approval of an application for payment. OPM will be responsible for obtaining the written approval of the BESBC Chair as regards each application for payment prior to indicating OPM's approval of such application for payment.
26. Advise the Owner regarding cash flow forecasts throughout the construction phase.
27. Work with CTDAS, its OGA, members of the BESBC, Town officials, the Superintendent, and members of the Seymour Board of Education, on all aspects of the Project's funding and financial management, including but not limited to progress payment requests to CTDAS for school building project grant disbursements to the Town, and management of such processes.
25. Review and make recommendations to the Owner regarding proposed change orders.

26. In consultation with the BESBC and Superintendent, and the Architect, and based on the OPM's review of comments by the Architect, evaluate and provide recommendations to the BESBC regarding necessary or desirable changes to the Work and/or proposed change orders to or from the CMR, including investigating and making recommendations regarding the value and validity of the proposed change orders from the CMR, and discussing proposed change orders from Subcontractors to the CMR.
27. Assist in negotiating change orders with the CMR. Assist in preparing change orders with the CMR and in secure signatures on same from the Owner and the CMR.
28. Coordinate the Owner's review and approval of change orders.
29. Monitor quality of construction and report any concerns to the Owner and Architect.
30. Coordinate with CT DAS regarding change order eligibility determinations from OGA.
31. Facilitate communication among the Owner, Architect, CMR, and Subcontractors.
32. Coordinate the participation of relevant members of the Project design team or the CMR and its Subcontractors to resolve any design or field condition problems or disputes in a practical, constructive manner.
33. If required, assist the Owner in selecting and retaining professional services of a surveyor, testing laboratories, and/or special consultants, and generally coordinate these services.
34. Communicate with all applicable utility companies and, along with the CMR, coordinate the installation of all applicable utility services to the Project on a timely basis.
35. Participate in and facilitate conflict resolution and dispute resolution efforts should conflicts or disputes arise between the Architect and/or its subconsultants and the CMR, the Architect and/or its subconsultants and the Owner, the CMR and Owner, and/or the Architect and its Commissioning Agent ("CxA") or other subconsultants.
36. Monitor compliance with safety requirements and applicable laws.
37. Coordinate environmental cleanup of any pollution discovered on the Project Site, if required by applicable Connecticut law.
38. Coordinate with the Owner's and/or Architect's environmental consultant regarding any hazardous materials encountered during construction.
39. Maintain comprehensive documentation of the construction phase for CT DAS audit purposes.
40. Facilitate the commissioning process for the New Building's mechanical, electrical, plumbing, fire protection, and technology systems.
41. Review commissioning reports and coordinate with the CMR and Architect to resolve identified deficiencies. Coordinate with the Architect and the Project's CxA ensure that appropriate tests are conducted to meet requirements of CT High Performance Building Standards, to ensure that required systems commissioning is completed in a thorough and timely manner, and to ensure that Building Operations Manual for all building systems and mechanical aspects of the Project are complete and that training on building systems and mechanical aspects of the Project is conducted in a thorough and timely manner.
42. Maintain documentation of all commissioning activities and occupancy approvals.
43. Evaluate the CMR's compliance with conducting independent testing and inspections, review inspection, and test reports, and notify the Owner and CMR of observed deficiencies in the Work.
44. Prior to substantial completion of the New Building, assist the Owner and Architect in the development of the punchlist for the New Building of Work for yet to be completed or

which requires correction for the New Building to achieve substantial completion; coordinate with the CMR and Architect.

45. Monitor the CMR's completion of all punchlist items and review same against work-in-place for completion.
46. Coordinate with the Architect and/or its subconsultants, the CxA, and the CMR in preparing a punchlist prior to Substantial Completion of the Project Work, and follow up with the CMR to ensure completion of all punchlist items.
47. Conduct inspections with the Owner and Architect to verify completion of punch list items.
48. Track and document punch list completion status.
49. Coordinate the Architect's certification of Substantial Completion for the New Building.
50. Coordinate all required inspections and approvals necessary to permit occupancy of the New Building and attend final inspection with Architect and CMR to verify completion of the Work for the New Building.
51. Coordinate the obtaining of a temporary certificate of occupancy or certificate of occupancy for the New Building.
52. Coordinate with the Town of Seymour Building Official regarding inspections required for a certificate of occupancy.
53. Coordinate with the Town of Seymour Fire Marshal regarding fire safety inspections.
54. Coordinate with other local authorities regarding inspections and approvals required for occupancy.
55. Attend all inspections by local and State Building Officials and fire Marshal inspections; note inspections and results of inspections in separate inspection log.
56. Review inspection and test reports provided by others, review recommendations of the Architect, and provide recommendations to the Owner and Architect regarding inspection and test results. Maintain copies of all inspection and testing results.
57. Track and maintain documentation all occupancy inspections and approvals.
58. Cause copies of any Temporary Certificates of Occupancy ("TCO") (if applicable) and/or permanent Certificate(s) of Occupancy to be provided to the Owner (and OGA, if necessary).
59. Oversee with Architect, delivery, inspection and quality control and installation of the FF&E, technology, appliances, and similar items.
60. Coordinate the planning and logistics for the transfer of furniture, equipment, materials, technology, and other personal property from the Existing Building to the New Building.
61. Coordinate with the CMR or the Owner's moving contractor (if different than the CMR) regarding the schedule and logistics of the move.
62. Coordinate with the Seymour Public Schools administration and Bungay Elementary School staff regarding move planning and requirements.
63. Monitor the move-in process and address any issues that arise.
64. Coordinate the setup and testing of technology and equipment in the New Building.
65. Document the completion of the move-in process.
66. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, coordinate with the CMR regarding the demolition and removal of the Existing Building.
67. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, coordinate any required abatement of hazardous materials, including

- asbestos, PCBs, lead-based paint, and other hazardous materials, in compliance with all applicable federal, state, and local laws and regulations.
68. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, coordinate environmental assessments and any required remediation of pollution of the land under the Existing Building.
  69. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, observe all Work completed by or through the CMR, its subcontractors, or otherwise by separate contractors, for demolition of the Existing Building and other remaining Work, advise the Owner and Architect as to the rejection of any such Work that does not comply with the Contract Documents as appropriate to protect the Town and District against defects and deficiencies in the Work.
  70. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, monitor demolition activities for safety and compliance.
  71. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, coordinate proper disposal of demolition debris and hazardous materials.
  72. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, maintain documentation of all abatement, demolition, and disposal activities for regulatory compliance and CTDAS audit purposes.
  73. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, coordinate grading and site work activities on the portion of the Project Site where the Existing Building was previously located.
  74. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, coordinate any required environmental cleanup to remove pollution of the land in the former location of the Existing Building, in compliance with all applicable Connecticut environmental laws and regulations.
  75. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, monitor environmental cleanup activities and review environmental reports.
  76. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, coordinate with the Connecticut Department of Energy and Environmental Protection (DEEP) as required regarding environmental matters.
  77. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, maintain documentation of all environmental cleanup activities.
  78. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, coordinate the construction of athletic fields in the location of the former Existing Building.
  79. Review field design and specifications for compliance with educational and recreational requirements.
  80. Monitor construction of the athletic fields.
  81. Coordinate inspections and approvals required for the athletic fields.
  82. Document completion of the athletic field construction
  83. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, assist the Owner and Architect in the development of the punch list for any Work yet to be completed or which requires correction for the entirety of the Project

to achieve substantial completion; review the punch list items against work-in-place for completion.

84. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, when demolition of the Existing Building and construction of the remaining Work nears substantial completion, provide a detailed inspection of Work performed and in-place as necessary to assist the Owner and Architect in making a determination whether the entirety of the Work is substantially complete, and coordinate with the Town building department and other authorities having jurisdiction over the work for the Project, for any necessary inspections, testing, approvals, or other required submissions or filings required for completion of Work related to demolition of the Existing Building, abatement, or environmental remediation.

85. If the Town determines that demolition of the Existing Building is part of the Project and the Work by the CMR, before approval of final payment to the CMR, assist the Owner and Architect in making a determination as to substantial completion status for the entirety of the Work required for the Project, and communicate with the CMR regarding completion of all Work items for which completion is a condition of achieving substantial completion of the entirety of the Work required by the CMR under the Contract Documents. Assist in maximizing warranty deadlines for applicable portions of the Work and identify any items remaining to be completed or repaired by the CMR, regardless of whether the CMR or applicable subcontractor has identified such items. Identify the cost to repair or complete remaining Work required to achieve Final Completion.

86. Assist the Architect in monitoring the CMR's performance contractual requirements to collect and catalog all operating and instruction manuals and training videos for end-users for all equipment and building systems, and submit this information and all warranty documentation to the Superintendent.

87. Advise Owner and Board of Education regarding timing for Project completion.

88. In consultation with the Superintendent and in assisting the Architect, coordinate close-out activities, including the completion of correction of deficiencies, submittals and close-out documents required from the CMR and subcontractors or suppliers, resolution of unresolved or pending change orders.

89. Monitor status of retainage and make recommendations to Owner release as applicable for the payment/release of retainage to the CMR.

90. Coordinate the Architect's certification of Substantial Completion for the entirety of the Work and Final Completion.

91. Review bonding agreements and provide recommendations regarding bond releases.

92. Assist Architect in a ten-month re-inspection after Project's Substantial Completion to identify any open warranty issues. Assist the Owner in resolution of any warranty issues.

93. Assist in re-inspection of the Work after Project Substantial Completion to identify any open warranty issues. Assist the Owner in pursuing and resolving warranty claims and issues in portions of the Work covered by a warranty.

94. Review the CMR's assembly and submission of all documents, guarantees, warranties, manuals, certificates, parts lists, attic stock, as-built drawings, etc., for completeness as required by the Contract Documents, and ensure that all are forwarded to the District.

95. Track the CMR's delivery of all final releases, lien waivers and bonds indemnifying Owner against liens.

96. Assist the Owner, Superintendent, and Seymour Board of Education in accepting the “Project as complete,” when complete.
97. Review and approve of Project closeout documentation provided by the CMR prior final acceptance of the Project by the Owner, District and Board of Education, and ensure closeout packages are in compliance with Contract Documents and specifications, and are complete.
98. Provide any and all other services not specifically delineated in this Exhibit A which are normal, customary, and reasonable services to be provided to a project owner by an Owner’s Representative in connection with the completion of the construction phase of a Connecticut public school building project having a similar scope, magnitude, and complexity as the Project, where the project delivery method is construction manager at-risk with a guaranteed maximum price. For the avoidance of doubt, to the extent that the scope of the OPM’s Construction Basic Services is dependent on the Town’s determination following the feasibility assessment as to whether or not the Existing Building will be demolished and removed as part of the Project and the Work by the CMR, the OPM’s obligations under this paragraph 87 shall apply based on only to the scope of the Work as finally determined by the Town.

### **POST-CONSTRUCTION BASIC SERVICES**

The Services required during the post-construction phase of the Project, include, at a minimum and without limitation, the following services for and/or during completion and closeout of the Project:

- A. Project Closeout with the Architect and the CMR
  1. Coordinate the closeout process with the Architect and CMR.
  2. Ensure receipt of all required closeout documents from the CMR, including as built drawings, operation and maintenance manuals, warranties, and training materials.
  3. Coordinate the Architect’s review and acceptance of closeout documents.
  4. Assist the Owner to ensure the Architect, upon completion of the Project, certifies that to the best of the Architect’s professional knowledge, the building conforms to the approved plans, specifications, other Construction Documents, and approved shop drawings.
  5. Verify completion of all warranty work.
  6. Coordinate the release of retainage to the CMR upon Final Completion.
  7. Reconcile the final project costs against the GMP and Project Budget
  8. Review final Project accounting and assist with the closeout of all agreements
  9. Prepare a final report to Owner confirming final project costs, close out information and related documentation, including an expense reconciliation between original contracts and settlements.
  10. Receive and inventory keys, special tools, filters, spare parts, and similar items for transfer to the District.
  11. Review closeout documents and materials provided by CMR for compliance with the requirements of the Construction Documents, CTDAS requirements, and the requirements of CMA between the CMR and the Owner.
  12. Conduct final inspections of the Work for final completion and acceptance of the Project by the Owner, District, and Board of Education.

13. Verify all claim releases required to issue final certificate of completion and final payment by the Owner to the CMR pursuant to the terms of the CMA.
14. Review and advise the Owner and District on the CMR's final application for payment.

B. CTDAS Project Closure and Post-Completion Audit

1. Review and advise the Owner, Superintendent, and the Board of Education in relation to the Town's and Superintendent's Final Grant Application for A School Building Project to CTDAS, or similar required documentation as required by CTDAS, in connection with the State of Connecticut school building project grant for this Project..
2. Prepare and organize all Project Records for the CTDAS post-completion project audit.
3. Review final Project accounting documentation and assist the District with submission of Final Grant Application for A School Building Project to CTDAS on form 1049F or similar as required by CTDAS.
4. Advise the Owner, District, Superintendent, and Seymour Board of Education in connection with the CTDAS post-completion audit of this Project in connection with the State of Connecticut school building project grant for this Project.
5. Prepare for final Project audit by CTDAS.
6. Consult with and advise the Owner, District and Board of Education throughout the Project closeout process.
7. Assist the Superintendent to ensure the Architect has gathered and submitted to the Superintendent all Project documentation, including files, records, drawings (including as-builts), submittals, samples, and other information in an organized and usable form.
8. Coordinate with the CTDAS School Construction Audit Unit regarding audit scheduling and requirements.
9. Prepare the detailed schedule of project costs with associated vendor names as required for the audit.
10. Ensure all required documentation is available for the audit, including but not limited to:
  - i. General ledger, project ledger, and subsidiary ledgers of project costs;
  - ii. Cash disbursement journals, payment vouchers, paid invoices, and contracts;
  - iii. Detailed schedule of project costs reconciled to the general ledger;
  - iv. Audited financial statements;
  - v. Building Committee minutes;
  - vi. Documentation of other funding and refunds;
  - vii. Construction contracts with bid specifications;
  - viii. Evidence of public bidding;
  - ix. Bidding summaries and bid tabulations;
  - x. All change orders with OGA eligibility determination letters;
  - xi. All addenda;
  - xii. Contractor's applications for payment and subcontractor invoices;
  - xiii. Enrollment data supporting the projected enrollment;
  - xiv. Documentation supporting gross floor area;
  - xv. Date-stamped project drawings and specifications from OGA sign-off;
  - xvi. Schedules identifying ineligible or limited eligible items;
  - xvii. Official offering statements for bond issues;
  - xviii. Supporting documentation for derived or prorated amounts;
  - xix. Correspondence files;

- xx. Documentation of any lawsuits, arbitration, or mediation; and
  - xxi. Expense reconciliation between original contracts and settlements.
11. Attend the CTDAS audit and respond to auditor inquiries.
  12. Coordinate the Owner's response to any audit findings or requests for additional information.
  13. Coordinate receipt of the final audit report and grant payment from CTDAS.
  14. Maintain Project Records until notified in writing by the Owner and CTDAS that records are no longer required.
  15. Continue to provide all the foregoing Services as applicable throughout construction and close-out phases of the Project, until a final project audit report has been received from CTDAS.
  16. Upon completion of the Record Retention Period, transfer all original Project Records to the Owner.
  17. Provide any and all other services not specifically delineated in this Exhibit A which are normal, customary, and reasonable services to be provided to a project owner by an Owner's Representative in connection with the closeout of a school building project having a similar scope, magnitude, and complexity as the Project, which is funded by a school building project grant administered by CTDAS.

### **ADDITIONAL SERVICES**

At the request of the Owner and with written agreement from the OPM, the OPM will provide Additional Services including additions in staffing or extension to duration of Services, upon prior written authorization from the Owner defining the extent of such Additional Services and the amount and manner in which the OPM will be compensated for such Additional Services. The OPM will invoice for Additional Services in accordance with the terms and conditions set forth in the Contract, with each invoice setting forth separately and clearly the phase or area of the Project to which the Additional Services were provided. For the avoidance of doubt, Services described in this Exhibit A that are necessarily conditional upon the Town making a determination that demolition of the Existing Building **will** be required as part of the Work by the CMR, shall be part of the Basic Services required of the OPM if and when the Town makes an affirmative determination that the Existing Building shall be demolished and removed as part of the Project and the Work by the CMR. Services relating to demolition of the Existing Building that are not described in this Exhibit A, or that exceed the scope described herein, shall be Additional Services subject to prior written authorization from the Owner.

**RFQ-RFP EXHIBIT B**  
**FORM OF CONTRACT**

**AGREEMENT FOR OWNER’S REPRESENTATIVE AND PROJECT MANAGER SERVICES  
FOR THE NEW BUNGAY ELEMENTARY SCHOOL PROJECT  
STATE PROJECT NO. 124-0058N**

This agreement (“**Agreement**”) is made as of the \_\_\_ day of \_\_\_\_\_, 2026 (“**Effective Date**”), by and between the **Town of Seymour** (“**Town**” or “**Owner**”), acting by and through its First Selectwoman and a Co-Chair of the Bungay Elementary School Building Committee (“**BESBC**”), with an address at 1 1<sup>st</sup> Street, Seymour, Connecticut 06483, and \_\_\_\_\_, a \_\_\_\_\_, organized and existing under the laws of the State of \_\_\_\_\_, with a principal place of business located at \_\_\_\_\_ (the “**OPM**” or the “**Owner’s Project Manager**”). The Owner and the OPM are sometimes referred to individually as a “**Party**” and collectively as the “**Parties.**”

**WITNESSETH**

WHEREAS, the Town and BESBC are undertaking a school building project for the Seymour Public School District (the “**District**”) for the planning, design, and construction of the new Bungay Elementary School building and grounds (“**New Building**”), and potentially the demolition of the existing Bungay Elementary School Building (the “**Existing Building**”) in the event the Town determines based on a feasibility assessment by the Project’s Architect, that demolition is required to achieve the goals and objectives of the Educational Specifications for the Project (collectively, the “**Project**”) located at 35 Bungay Road, Seymour, Connecticut 06483 (the “**Property**” or “**Premises**”); and

WHEREAS, the Project Architect has been engaged by the Owner to provide, among other things, feasibility assessment to determine whether it is feasible for the Town to retain the Existing Building for other uses after construction of the New Building is complete, or whether the Project will require the Existing Building to be demolished after construction of the New Building to achieve the goals and objectives of the Educational Specifications for the Project, and the Town will determine, based on the results of the feasibility assessment, whether the Project will include demolition of the Existing Building;

WHEREAS, the Existing Building will not be demolished before construction of the New Building and will continue to be used as an elementary school by the District during construction of the New Building;

WHEREAS, the Project is anticipated by the BESBC and the District to include: environmental cleanup of any pollution discovered on the Property before construction, if required by applicable Connecticut law; construction of a New Building which will be approximately 71,673 square feet and designed to serve Pre-K through 5th grade students with a capacity of approximately 553 students; move-in services to transfer technology, furniture, equipment, and all other items of personal property from the Existing Building to the New Building after completion of construction of the New Building; if the Town determines based on the feasibility assessment that demolition of the Existing Building is required, demolition and disposal of the Existing Building, including any hazardous materials legal compliance required as a result of the presence of pollution of the land under the existing school building and/or asbestos, polychlorinated biphenyls (“**PCBs**”), or other hazardous materials existing in the existing school building; and relocation and construction of athletic fields to a location on the Property as determined by the Town; and

WHEREAS, the total estimated cost of the Project is Sixty Million Dollars (\$60,000,000.00); and

WHEREAS, the Project is anticipated to be funded, in part, by a school building project priority list grant issued by the State of Connecticut Department of Administrative Services (“**CTDAS**”) Office of Grants Administration (“**OGA**”), pursuant to Chapter 173 of the Connecticut General Statutes (the “**DAS Grant**”); and

WHEREAS, the Town has established the BESBC as the school building committee for the Project;

WHEREAS, the Town has or intends to enter into an agreement with an design professional firm for

architectural, design professional, and project administration services for the Project, which firm will be the Project's architect-of-record, using a modified version of AIA Document B133-2019, Standard Form of Agreement Between Owner and Architect, Construction Manager as Constructor Edition (the "**Owner-Architect Agreement**"); and

WHEREAS, the project delivery method for the Project will be construction manager-at-risk, whereby the Town and BESBC, as "Owner," will enter into a contract with a construction manager (the "**CMR**"), who will be compensated based on the cost of the work plus a fee under a guaranteed maximum price; and

WHEREAS, the Owner intends to enter into an agreement with the CMR using a modified AIA Document A133-2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price, together with modified AIA Document A133-2019 Exhibit A, modified AIA Document A133-2019 Exhibit B, and a modified AIA Document A201-2017, General Conditions of the Contract for Construction, all with significant additional language and revisions (collectively, the "**Owner-Construction Manager Agreement**" or the "**CMA**" or the "**Contract for Construction**", and which together with all documents made a part thereof, are referred to collectively as the "**Contract Documents**"); and

WHEREAS, the Town and BESBC desire to retain the advisory, project management, and project representative services of the OPM to be performed and provided for and during planning, budgeting, permitting, design, procurement, construction, and completion and closeout of the Project and in connection with the DAS Grant, as more fully described as the "**Services**" or the "**Basic Services**" in **Exhibit A** annexed hereto and incorporated herein by reference (sometimes referred to herein as the "**RFQ-RFP**"), and the OPM desires to be so retained by the Town and BESBC, and to furnish the Services in connection with the Project;

NOW THEREFORE, for the consideration hereinafter stated, the Parties hereto, intending to be legally bound, covenant and agree as follows:

## **ARTICLE 1 - SERVICES**

1.0 Definitions. In addition to the terms defined elsewhere in this Agreement, the following terms when used in this Agreement, including Exhibit A hereto, shall have the meanings set forth in this Section 1.0.

1.0.1 "Architect" means the architect or design professional firm engaged by the Owner pursuant to the Owner-Architect Agreement to provide comprehensive design professional and other professional services for the Project, including without limitation Project planning, design, construction phase administration for the Project.

1.0.2 "Basic Services" means and includes the Services described in Exhibit A (attached hereto and incorporated by reference) as Basic Services, including the Basic Services for All Phases, Preconstruction Basic Services, Construction Basic Services, and Post-Construction Basic Services.

1.0.3 "BESBC" means the Bungay Elementary School Building Committee established by the Town to undertake the Project.

1.0.4 "Change Order" means a written instrument prepared by the Architect and signed by the Owner and CMR, and Architect stating their agreement upon all of the following: (a) the change in the Work to be completed by the CMR pursuant to the Contract Documents; (b) the amount of the adjustment, if any, in the Contract Sum or GMP under the Contract Documents; and (c) the extent of the adjustment, if any, in the Contract Time established by the Contract Documents, as they may be amended.

1.0.5 "Claim" means any claim, demand, action, cause of action, suit, proceeding, loss, damage, liability, cost, or expense (including reasonable attorneys' fees and court costs).

1.0.6 “Construction Documents” means the drawings, specifications, and other documents prepared by the Architect and its subconsultants for the Project that are approved by the BESBC, the Seymour Board of Education, and CTDAS, and which set forth in detail the requirements for construction of the Project.

1.0.7 “Construction Manager” or “CMR” means the construction manager engaged by the Owner pursuant to the Owner-Construction Manager Agreement to provide construction management services for the Project on a construction manager-at-risk basis pursuant and subject to Connecticut General Statutes Chapter 173.

1.0.8 “Contract Sum” means the total amount payable by the Owner to the CMR pursuant to the Contract Documents, subject to the GMP.

1.0.9 “Contract Time” means the period of time, including authorized adjustments, within which the CMR is required to achieve Substantial Completion of the entirety of the Work pursuant to the CMA.

1.0.10 “CTDAS Requirements” means all requirements, regulations, guidelines, standards, rules, policies, procedures, and directives of CTDAS, including its Office of Grant Administration (“OGA”), applicable to the Project and the DAS Grant, including without limitation the requirements set forth in Chapter 173 of the Connecticut General Statutes, the regulations adopted pursuant thereto.

1.0.11 “Design Professionals” means the Architect and all engineers, consultants, and other design professionals engaged by the Architect, or otherwise engaged directly by the Owner in connection with the design of the Project; provided “Design Professionals” does not include the CMR or the OPM.

1.0.12 “Final Completion” means the means the stage in the progress of the Work when the entirety of Work is fully and finally complete in accordance with the Contract Documents, including completion of all punch list items, submission of all required documentation, satisfaction of all conditions precedent to final payment by the Owner to the CMR, and the CMR has completed all its obligations under the Contract Documents other than those for correction of the Work after Substantial Completion.

1.0.12.1 the “Date of Final Completion” is the date certified by the Architect on which the Work is fully and finally complete in accordance with the Contract Documents.

1.0.13 “Governmental Authority” means any federal, state, municipal, or local government or any department, commission, board, bureau, agency, court, or other instrumentality thereof having jurisdiction over the Project, the Work, and/or the Owner or CMR by reason of the Project, including without limitation CTDAS, the Town of Seymour Building Official, the Town of Seymour Fire Marshal, the Planning and Zoning Commission of the Town of Seymour, and any other governmental entity or authority having jurisdiction over the Work, Project, Owner, or CMR.

1.0.14 “Guaranteed Maximum Price” or “GMP” means the amount established in the GMP Amendment that is the maximum amount payable by the Owner to the CMR as the Contract Sum as compensation for performance of the CMA and the Work, including the “Cost of the Work” and the “Construction Manager’s Fee” as defined in the CMA.

1.0.15 “GMP Amendment” means the amendment to the Owner-Construction Manager Agreement that establishes the Guaranteed Maximum Price for the Owner-Construction Manager Agreement.

1.0.16 “Hazardous Materials” means any substance, material, or waste that is or becomes regulated as hazardous, toxic, or dangerous under any applicable federal, state, or local law, statute, regulation, rule, ordinance, order, or policy, including without limitation asbestos, asbestos-containing materials, polychlorinated biphenyls (PCBs), lead-based paint, petroleum products, and any other substance defined as a “hazardous substance,” “hazardous waste,” “toxic substance,” or similar term under the Comprehensive

Environmental Response, Compensation, and Liability Act (CERCLA), the Resource Conservation and Recovery Act (RCRA), the Connecticut Transfer Act, or any other applicable environmental law.

1.0.17 “Office of Grants Administration” or “OGA” means the Office of Grants Administration within CTDAS, which administers school building project grants for CTDAS pursuant to applicable Connecticut statutes and regulations, including without limitation Chapter 173 of the Connecticut General Statutes.

1.0.18 “Project Budget” means the Owner’s total budget for the Project.

1.0.19 “Project Schedule” means the schedule for the design and construction of the Project, as may be amended from time-to-time with the Owner’s approval.

1.0.20 “Punch list” means a list of items of Work to be completed or corrected by the CMR after Substantial Completion of the New Building and after Substantial Completion of the entirety of the Work.

1.0.21 “Services” means and includes the Basic Services and any Additional Services provided by the OPM pursuant to this Agreement.

1.0.22 “Subcontractor” means any person or entity that has a direct contract with the CMR to perform or provide a labor, services, materials and/or equipment for a portion of the Work.

1.0.23 “Substantial Completion” with respect to the entirety of the Work and Project, means, unless defined differently within the Contract Documents (1) the stage in the progress of the Work when the entirety of Work is sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work for the use for which it is intended, subject only to Punch list items which can be completed within the time period specified in the Contract Documents without interfering with the Owner’s actual use of the Work, (2) a temporary or permanent certificate of occupancy for the Work has been obtained permitting the lawful occupancy of the entire Project as well as any other permits, approvals, licenses, and other documents, for which the CMR is responsible to obtain from any governmental authority having jurisdiction thereof that are necessary for the Owner’s beneficial use and occupancy of the Work, and (3) the Architect has issued a Certificate of Substantial Completion for the entirety of the Work pursuant to the Contract Documents.

1.0.24 “Substantial Completion” with respect to the New Building, means, unless defined differently within the Contract Documents (1) the stage in the progress of the Work for construction of the New Building when the entirety of the portion of the Work for construction and occupancy of the New Building, is sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the New Building for the use for which it is intended, subject only to Punch list items which can be completed within the time period specified in the Contract Documents without interfering with the Owner’s actual use of the New Building, (2) a temporary or permanent certificate of occupancy for the New Building has been obtained permitting the lawful occupancy of the New Building, as well as any other permits, approvals, licenses, and other documents, for which the CMR is responsible to obtain from any governmental authority having jurisdiction thereof that are necessary for the Owner’s beneficial use and occupancy of the New Building, and (3) the Architect has issued a Certificate of Substantial Completion for the portion of the Work through completion of construction of the New Building pursuant to the Contract Documents.

1.0.25 “Work” means the construction and services required by the Owner-Construction Manager Agreement, whether completed or partially completed, and includes all other labor, materials, equipment, and services provided or to be provided by the CMR to fulfill the CMR obligations.

1.1 The OPM shall make available to Owner its knowledge, skills, ideas, experience and abilities with respect to all matters within the scope of its Services described herein. The OPM accepts the fiduciary relationship of trust, loyalty, good faith and fair dealing with the Owner and shall endeavor to promote harmony and cooperation

among all participants on the Project. The OPM shall furnish professional skill and judgment at all times to provide its Services in furtherance of the Owner's overall project goals, including goals for program, design, budget, time and quality. The OPM shall perform the Services expeditiously in accordance with the expertise, skill and care exercised by professionals serving in a similar capacity that have successfully completed projects of comparable size and complexity and shall at all times advance the orderly progress of the Project and cooperate with the Project Architect, its subconsultants and design team members, the CMR, and others involved in the planning, design, construction and administration of the Project and/or the DAS Grant in furthering the interests of the Owner.

1.2 Notwithstanding anything to the contrary in this Agreement, the OPM's obligations under this Agreement are not in any way intended to require or imply that the OPM in performing the Services must assume any of the responsibilities of other consultants (other than its own consultants, if any), the CMR, its Subcontractors or suppliers, and/or the Architect or its subconsultants. The Parties expressly acknowledge and agree that the scope of the Services set forth within Exhibit A is not intended to require or imply that the OPM shall be responsible or liable for the failures, breach and/or negligence of any consultants (other than its own consultants, if any), the CMR its Subcontractors or suppliers, or other contractors, or any architects, engineers or other design professional or consultant, with regard to their performance and/or respective obligations in connection with the Project. For the avoidance of doubt, to the extent that the scope of the Services and the Work is dependent on the Town's determination following the feasibility assessment regarding demolition of the Existing Building, the OPM's obligations for Basic Services under this Agreement shall be those corresponding to the scope of Work as finally determined by the Town, as reflected in the applicable alternative Fee for Basic Services.

1.3 The OPM has the responsibility to assign personnel who, in the judgment of the OPM, can and will provide Services. [NAME] will act on behalf of the OPM as the Discipline Leader for the oversight and administration of Services provided to Owner, unless such person is replaced by the OPM with notice to Owner. The OPM will also assign additional personnel to the team providing the Services as needed, including without limitation, the Basic Services to be performed by the OPM's on-site representative during the construction phases of the Project. If it is determined by Owner, in its reasonable discretion, that a specific individual assigned by the OPM is not adequately providing the Services, Owner will promptly contact the OPM to request adjustment to the individual's work or replacement of that individual as mutually agreed by Owner and the OPM. Owner's approval of personnel assigned by the OPM shall not be unreasonably withheld.

1.4 Independent Advisory Role. The OPM acknowledges that its advice and recommendations to the Owner regarding the feasibility assessment and the Town's determination regarding demolition of the Existing Building shall be rendered independently, objectively, and in the best interests of the Owner, without regard to the effect of the Town's determination on the OPM's compensation under this Agreement. The OPM's compensation shall be adjusted based on the Town's ultimate determination in accordance with Section 2.7 of this Agreement, so that the OPM does not have a financial incentive to recommend a particular outcome regarding the demolition determination.

## **ARTICLE 2 – FEES**

2.1 Owner shall pay the OPM fees ("Fees") as compensation for the Services. The Fees for Basic Services shall be based on two alternative fee amounts as set forth in **Exhibit B** to this Agreement: Fee Alternative No. 1, which assumes the Project will include demolition and removal of the Existing Building, and Fee Alternative No. 2, which assumes the Project will not include demolition and removal of the Existing Building. The applicable Fee for Basic Services shall be determined in accordance with Section 2.7 of this Agreement following the Town's determination regarding demolition of the Existing Building. The Fees for the applicable alternative shall be payable on a monthly basis, based on the fixed Fee amount for Basic Services for each separate phase of the Project, as set forth in **Exhibit B**.

2.2 The Fees shall be the sole compensation to the OPM, and is inclusive of its base salary, fringe and other benefits, insurance, taxes, miscellaneous personnel expenses, meals, travel time, training, holidays, illness,

medical leave time, general and corporate supervision and management expenses, overhead and profit, legal costs and accounting costs general and office overhead, insurance, profit, and all other costs, except for Reimbursable Expenses as provided for in Article 4 of this Agreement.

2.3 Owner shall pay the OPM's Fees and approved Reimbursable Expenses for the Services within thirty (30) days after submission by the OPM of an invoice covering such Fees and Reimbursable Expenses due each month for the Project, provided that the Owner has approved such invoice.

2.4 Invoicing. The OPM shall submit monthly invoices to the Owner for Services rendered during the preceding month. Each invoice shall include:

- (a) A detailed description of the Basic Services and Additional Services, if any, performed;
- (b) The percentage of completion for each phase of the Basic Services and the corresponding portion of the fixed Fee amount for the applicable Project phases for which payment is requested;
- (c) Itemized Additional Services, including the personnel classification, hours worked, hourly rate, and total amount for each person;
- (d) Itemized reimbursable expenses with supporting documentation; and
- (e) A cumulative summary of amounts previously invoiced, currently invoiced, and remaining.

2.5 Any Additional Services to be provided by the OPM and for which the OPM will be compensated on the basis of the Hourly Rates set forth in Exhibit B, are based on the Project having an anticipated duration of [ ] ( ) months after the Effective Date of this Agreement through the conclusion of the Project's post-construction phases. Any Additional Services to be provided beyond such time period shall be subject to mutual agreement between the Parties regarding applicable fees and the hourly rates that shall apply to such Additional Services provided after the expiration of the [ ]-month period.

2.6 No Additional Compensation. The OPM shall not be entitled to any compensation for the Services other than as expressly set forth in this Article 2 and Exhibit B.

2.7 Demolition Scope Determination and Fee Adjustment.

- 2.7.1 The OPM's Fee for Basic Services set forth in Exhibit B is based on two alternative fee amounts: one assuming the Project will include demolition and removal of the Existing Building ("Fee Alternative No. 1") and one assuming the Project will not include demolition and removal of the Existing Building ("Fee Alternative No. 2").
- 2.7.2 Upon the Town's determination following the feasibility assessment regarding whether the Project will include demolition of the Existing Building, the applicable Fee for the OPM's Basic Services shall be the alternative fee amount set forth in Exhibit B corresponding to the Town's determination.
- 2.7.3 The adjustment to the applicable Fee for Basic Services shall be made by written amendment to this Agreement executed by both Parties within thirty (30) days of the Town's written notice to the OPM of its demolition determination.
- 2.7.4 Upon the Town's determination, the scope of Basic Services shall be automatically adjusted to include or exclude, as applicable, the demolition-related Basic Services described in Exhibit A, consistent with the Town's determination.
- 2.7.5 This adjustment mechanism is in addition to, and does not limit, the Additional Services provisions of this Agreement.

### **ARTICLE 3 – INSURANCE REQUIREMENTS**

3.1 The OPM shall agree to maintain in force at all times during which Services are to be performed the following coverage placed with companies licensed by the State of Connecticut that have at least an AM Best rating of "A-VII":

- 3.1.1 **Commercial General Liability**
  - \$1,000,000 per occurrence
  - \$2,000,000 aggregate bodily injury/property damage

\$2,000,000 Personal and Advertising Injury  
\$2,000,000 Products-Completed operations aggregate  
The CGL policy must include coverage for:

- liability from premises and operations
- liability from products or completed operations
- liability from actions of independent contractors
- liability assumed by contract.

All coverage provided to Owner under this section must be primary and non-contributory with any other insurance available to Owner. The Town, BESBC, Seymour Board of Education, and their respective, officers, officials, agents, representatives, and employees, must be specifically included as “additional insured” on the CGL policy with ISO form CG 20 10 or CG 20 26 or equivalent acceptable to Owner. The Town, BESBC, Seymour Board of Education, and their respective, officers, officials, agents, representatives, and employees, must *also* be included as “additional insured” for Products/Completed Operations on the CGL policy with form CG 20 37 or equivalent acceptable to Owner.

Any Aggregate limit must apply per job/project. Owner requires that these aggregate limits be maintained by the OPM as required. It is the responsibility of the OPM or its representative to notify the Owner if ever or whenever claims reduce the General Aggregate below \$2,000,000. Products/completed operations must be carried for 3 years after completion of the Project and final acceptance by Owner.

**3.1.2 Automobile Liability**

\$1,000,000 each accident/combined single limit for bodily injury/property damage, including hired owned & non-owned vehicles. Limits carried must be sufficient to satisfy required underlying limits for the umbrella policy (see below).

**3.1.3 Workers’ Compensation**

Liability meeting statutory limits

**3.1.4 Employers Liability**

\$1,000,000 each accident for bodily injury by accident  
\$1,000,000 each employee for bodily injury by disease  
\$1,000,000 policy limit for bodily injury by disease

Limits carried must be sufficient to satisfy the required underlying limits for the umbrella policy (see below).

**3.1.5 Umbrella Liability (follow-form)**

\$5,000,000 per occurrence  
\$5,000,000 aggregate

Limits must be excess over the underlying limits described above. All coverage provided to Owner under this section must be at least as broad as that found in the underlying policies and must be primary and non-contributory with any other insurance available to Owner.

**3.1.6 Professional Liability**

\$2,000,000 per claim  
\$5,000,000 aggregate.  
Maximum deductible or self-insured retention of \$100,000  
Extended claim reporting period for three (3) years following substantial completion of the Services.

3.2 Town, the BESBC, and the Seymour Board of Education shall be included as the “Additional Insured” on CGL, Automobile Liability and Umbrella Liability policies. Coverage is to be provided on a primary noncontributory basis.

3.3 If any policy is written on a “Claims Made” basis, the OPM shall maintain a retroactive date prior to or equal to the Effective Date of this Agreement, and the policy must be continually renewed for a minimum of three (3) years after the date the Services under this Agreement are completed. If the policy is replaced and/or the retroactive date is changed, then the expiring policy must be endorsed to extend the reporting period for claims for the policy in effect during the Agreement for three years (3) years after the date of completion of the Services.

3.4 Each of the required insurance policies shall include an endorsement to such policy that the Town, the BESBC, and the Seymour Board of Education will be notified thirty (30) days prior to the cancellation or expiration of any of such policies. Further, the OPM shall provide written notification to Town, the BESBC, and the Seymour Board of Education of the cancellation or expiration of any insurance required hereby within five (5) days of the date the OPM is first aware of such cancellation or expiration or is first aware that the cancellation or expiration is threatened or otherwise may occur, whichever comes first.

3.5 Original, completed Certificates of Insurance must be presented to the Owner prior to the commencement of Services. The OPM agrees to provide replacement/renewal certificates at least thirty (30) days prior to the expiration of any insurance policy. Should any of the above-described policies be cancelled, limits reduced, or coverage altered, before the expiration date, five (5) days prior written notice must be given to Owner.

#### **ARTICLE 4 – REIMBURSABLE EXPENSES**

4.1 In addition to the Fee set forth in Article 2.1 herein, Owner shall reimburse the OPM for the actual cost, without markup, of reimbursable expenses such as mail, express postage, mileage to and from the Project at the then-current IRS standard mileage rate, third party printing and copying and blueprinting costs, and out-of-town travel to destinations other than the Seymour, Connecticut area at Owner’s request and related expenses, and other vendor or third-party expenses that have been pre-approved in writing by Owner. The OPM shall provide documentation supporting all requests for reimbursement of expenses.

4.2 Reimbursable expenses shall not exceed \$ [REDACTED] for any single month without the prior written approval of the Owner.

#### **ARTICLE 5 – OWNER’S REPRESENTATIVE**

5.1 Town shall designate a representative to act for Town as its representative for the purposes of this Agreement, and Town shall be bound by any consents or approvals given by said Town representative. The designation of Town’s representative to be made hereunder shall be in writing, and may be changed by Town from time to time by written notice to the OPM.

#### **ARTICLE 6 – SUSPENSION AND TERMINATION**

6.1 Owner may, without cause, suspend or delay the Project in whole or in part for such period of time as the Owner may determine. The OPM’s fees may be adjusted for increases in cost or time caused by such suspension or delay to the extent that the OPM can demonstrate that it has incurred the added costs, except to the extent the Basic Services would have been suspended or delayed by other cause for which the OPM is responsible.

6.2 Upon at least thirty (30) days’ written notice to the OPM, this Agreement may be terminated by Owner for Owner’s convenience for any reason, and without cause, or in the event that the Project is cancelled for any reason. In the event this Agreement is terminated for Owner’s convenience pursuant to this Section 6.2, Owner will pay OPM for that portion of the OPM’s Fee due on Services actually performed and Reimbursable Expenses incurred by the OPM as of and through the date of such termination is effective. Such payment shall be the total extent of Owner’s liability for payment to the OPM by reason of Owner terminating this Agreement for its convenience.

6.3 Upon Owner's written notice of a material default by the OPM, based on a material breach by the OPM or other failure of the OPM to perform its obligations under this Agreement, the OPM shall have ten (10) days thereafter to cure the default or failure to perform to the satisfaction of Owner, provided that if the OPM has commenced to cure such default or failure within said ten (10) day period, and thereafter is prosecuting same to completion, said 10-day period shall be extended if, due to the nature of the default or failure, OPM is unable to completely cure such default or failure within ten (10) days after receipt of Owner's notice. If the OPM fails to reasonably cure a default or failure for which Owner has given notice and opportunity to cure in accordance with this Section 6.3, Owner may thereafter terminate this Agreement for cause, by giving three (3) days' prior written notice of termination to the OPM. If the Owner terminates this Agreement for cause pursuant to this Section 6.3, the OPM shall be responsible for all costs, expenses and fees (including reasonable attorneys' fees) incurred by the Owner as a result of the termination and the OPM's breaches and/or failure to perform its obligations under this Agreement.

6.4 The OPM shall not have the right to terminate this Agreement unless the Owner has failed to timely make payment to the OPM of Fees for Services properly performed and/or reimbursable expenses properly incurred and not disputed by Owner in good faith, for a period of sixty (60) days after the OPM has submitted an invoice or upon written notice of default to the Owner of Owner's material failure to perform its obligations under this Agreement. Owner shall be entitled to thirty (30) days after receipt of such invoice or notice of default to cure the default, provided that if the Owner has commenced to cure within said thirty (30) days, and thereafter is prosecuting same to completion, said thirty (30) day period shall be extended, where, due to the nature of the default, default is unable to be completely cured by Owner within thirty (30) days after receiving such notice from the OPM. If Owner fails to reasonably cure a default for which the OPM has given notice and opportunity to cure in accordance with this Section 6.4, the OPM may terminate this Agreement for cause, by giving ten (10) days' prior written notice of termination to Owner.

#### **ARTICLE 7 – TERM OF AGREEMENT**

7.1 Term. This Agreement shall commence on the Effective Date and, unless terminated earlier in accordance with Article 6, shall continue until the completion of all Services and the satisfaction of all obligations under this Agreement, including the completion of the CTDAS post-completion audit and final closeout of the Project with CTDAS.

7.2 Commencement of Services. The OPM shall commence the Services within ten (10) days after the Effective Date or upon written notice to proceed from the Owner, whichever is later.

7.3 Feasibility Assessment. The Parties acknowledge that the scope of the Services and the Work is subject to further determination by the Town after the Effective Date based on the outcome of the feasibility assessment to be performed by the Project's Architect. The Project Schedule shall incorporate the anticipated timeline for completion of the feasibility assessment and the Town's determination regarding demolition of the Existing Building, which determination shall be made before the Architect proceeds with the Schematic Design Phase of the Project.

#### **ARTICLE 8 – MISCELLANEOUS**

8.1 All notices required by or permitted to be given pursuant to this agreement shall be deemed validly given three (3) days after the same shall be deposited in the United States Mail, certified or registered, return receipt requested, postage prepaid, or by overnight courier addressed as noted herein to the parties as follows:

##### **TO OWNER:**

[NAME, TITLE]  
Town of Seymour  
[ADDRESS]

[TOWN, CT ZIP]

and

[NAME, TITLE]  
Bungay Elementary School Building Committee  
[ADDRESS]  
[TOWN, CT ZIP]

**TO OWNER' PROJECT MANAGER:**

[NAME OF CA]  
[ADDRESS]  
[TOWN, CT ZIP]  
Attn: [NAME, TITLE]

8.2 The captions and subheadings contained herein are for information only and shall in no way modify or limit terms, provisions or conditions hereof.

8.3 This Agreement, including all Exhibits attached hereto, constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes all prior and contemporaneous agreements, understandings, negotiations, and discussions, whether oral or written. This Agreement may not be amended, modified, or supplemented except by a written instrument signed by both Parties.

8.4 No waiver of any of the conditions or provisions of this Agreement or of any of the rights of either Party hereunder shall be effective or binding unless such waiver shall be given in writing and signed by the Party claimed to have given, consented or suffered the waiver.

8.5 The OPM agrees to the fullest extent permitted by law, to defend, indemnify, and hold harmless the Owner, the BESBC, the District, and the Seymour Board of Education, their members, employees, officers, officials, agents, volunteers and independent contractors, including any of the foregoing sued as individuals (collectively, the "Owner Indemnified Parties") from and against all proceedings, suits, actions, claims, damages, injuries, awards, judgements, losses or expenses including reasonable attorney's fees, to the extent arising out of or relating, directly or indirectly, to the OPM's malfeasance, misconduct, negligence or failure to meet its obligations under this Agreement. The OPM's obligations under this section shall not be limited in any way by any limitations on the amount or type of the OPM's insurance. Nothing in this section shall obligate the OPM to indemnify the Owner Indemnified Parties against liability for damage arising out of bodily injury to persons or damage to property caused by or resulting from the negligence of the Owner Indemnified Parties. In any and all claims against one or all of the Owner Indemnified Parties made or brought by any employee of the OPM, or anyone directly or indirectly employed or contracted with by the OPM, the OPM's obligations under this Section 8.5 shall not be limited by any limitations on the amount or type of damages, compensation, or benefits payable by the OPM under workers' compensation acts, disability benefit acts, or other employee benefits acts. The OPM shall also be required to pay reasonable attorney's fees incurred by the Owner Indemnified Parties in enforcing any of the OPM's obligations under this section which obligations shall survive the termination or expiration of this Agreement.

8.6 Nothing contained in this Agreement shall be construed to mean that the OPM and Owner are joint venturers or partners.

8.7 It is expressly agreed that the OPM is not responsible for Project design which services shall remain the responsibility of the Architect and its subconsultants, nor shall the OPM be responsible for the actions of the CMR, subcontractors, and for any means and methods used for the construction of the Project. OPM shall not be

required to secure and pay for permits, approvals, easements, assessments and charges by or payable to any Governmental Authority in connection with the design or construction of the Project. All contracts relating to the Project shall be in the name of Owner and executed by Owner.

8.8 This Agreement shall be governed by the laws of the State of Connecticut both as to interpretation and performance. In the event of a dispute, the parties shall negotiate in good faith. Should the dispute remain unresolved after such good faith effort, either party may pursue their legal remedies in the Superior Court of the State of Connecticut, for all purposes in connection with any action or proceeding which arises from or relates to this Agreement. Neither party shall be liable to the other for, and each party hereby waives any and all rights to claim against the other, any special, indirect, incidental, consequential, punitive or exemplary damages in connection with this Agreement, including, but not limited to, lost profits, even if the party has knowledge of the possibility of such damages.

8.9 Owner agrees that it shall not knowingly hire or engage, or arrange for or attempt to arrange for, or persuade any other person to hire or engage, any employee of the OPM while such employee is employed by the OPM and for a period of ninety (90) days after the termination of such person's employment by the OPM, provided that the OPM provides the Owner with written notice of any such termination within three business days following any such termination.

8.10 This Agreement, including all exhibits and schedules attached hereto, is the entire agreement between Owner and the OPM, and supersedes and rescinds all prior agreements relating to the subject matter hereof. This Agreement may be amended only in writing signed by both Owner and the OPM.

8.11 Severability. If any provision of this Agreement is determined by a court of competent jurisdiction to be invalid, illegal, or unenforceable, the remaining provisions shall continue in full force and effect. The invalid, illegal, or unenforceable provision shall be modified to the minimum extent necessary to make it valid, legal, and enforceable while preserving its original intent.

8.12 Assignment. The OPM shall not assign this Agreement or any interest herein, or delegate any duties hereunder, without the prior written consent of the Owner. Any purported assignment or delegation without such consent shall be void. The Owner may assign this Agreement to any successor governmental entity without the consent of the OPM.

8.13 Binding Effect. This Agreement shall be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns.

#### **ARTICLE 9 – AGREEMENT DOCUMENTS**

9.1 The following documents are incorporated into, and a part of, this Agreement:

.1 Exhibit A -Seymour Public School District and Bungay Elementary School Building Committee RFQ/RFP No. 2026-02 Request for Qualifications and Request for Proposals for Project Management and Owner's Representative Services For The New Bungay Elementary School Building and Grounds, issued May 5, 2026.

.2 Exhibit B – Owner's Representative's Fee Proposal, setting forth two alternative fee amounts for Basic Services (Fee Alternative No. 1 assuming demolition of the Existing Building and Fee Alternative No. 2 assuming no demolition of the Existing Building), dated [DATE]

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement effective the day and year first above written:

**OWNER: TOWN OF SEYMOUR, CONNECTICUT**

By: \_\_\_\_\_  
Date

Name: \_\_\_\_\_, its First Selectperson

and

By: \_\_\_\_\_  
Date

Name: \_\_\_\_\_, its Co-Chairperson of the Bungay Elementary School Building Committee

**OWNER'S PROJECT MANAGER: [NAME]**

By: \_\_\_\_\_  
\_\_\_\_\_, [Title] Date

**EXHIBIT A**

**Seymour Public School District and Bungay Elementary School Building Committee  
RFQ/RFP No. 2026-02 Request for Qualifications and Request for Proposals for  
Project Management and Owner's Representative Services For  
The New Bungay Elementary School Building and Grounds, issued May 5, 2026**

**EXHIBIT B**

**OWNER'S REPRESENTATIVE'S FEE PROPOSAL**

**RFQ-RFP EXHIBIT C**

**INSURANCE REQUIREMENTS**

The Owner’s Project Manager (“OPM”) agrees to always maintain in force while the Contract for the Services between the OPM and the BESBC and Town is in effect the following minimum insurance coverages, and shall cause the Town of Seymour, Seymour Public School District, Bungay Elementary School Building Committee, and Seymour Board of Education to be named and endorsed as an Additional Insureds on a primary and non-contributory basis to all policies except Workers Compensation and Professional Liability. All policies should also include a Waiver of Subrogation in favor of the Town of Seymour, Seymour Public School District, Bungay Elementary School Building Committee, and Seymour Board of Education. Insurance shall be written with insurers approved in the State of Connecticut and with a minimum AM Best’s Rating of “A-” VII.

|   | (Minimum Limits)    |
|---|---------------------|
| General Liability:  |                     |
| Each Occurrence   | \$1,000,000         |
| General Aggregate   | \$2,000,000         |
| Personal and Advertising Injury                               | \$2,000,000         |
| Products-Completed operations aggregate                       | \$2,000,000         |
| Auto Liability (includes all owned, hired & non owned autos): |                     |
| Combined Single Limit   |                     |
| Each Accident   | \$1,000,000         |
| Professional Liability:                                       |                     |
| Each Wrongful Act   | \$2,000,000         |
| Aggregate   | \$5,000,000         |
| Umbrella (Excess) Liability:                                  |                     |
| Each Occurrence   | \$5,000,000         |
| Aggregate   | \$5,000,000         |
| Workers’ Compensation:  | WC Statutory Limits |
| Employers’ Liability:   |                     |
| EL Each Accident  | \$1,000,000         |
| EL Disease Each Employee                                      | \$1,000,000         |
| EL Disease Policy Limit                                       | \$1,000,000         |

In no event shall the Umbrella (Excess) Liability insurance provide narrower or more restrictive coverage than the primary insurance policy. The Umbrella (Excess) policy shall not require the exhaustion of the underlying limits only through the actual payment by the underlying insurers.

The OPM may achieve the cumulative required limits and coverage for General Liability and Umbrella (Excess) Liability, through the General Liability policy alone or through a combination of primary and Umbrella (Excess) liability “follow form” insurance, provided the coverage limits of such primary insurance policy alone or the coverage limits of such primary and Umbrella (Excess) policies together, result in the same or greater coverage as those required for General Liability and Umbrella (Excess) Liability.

Professional Liability insurance coverage shall remain in effect during the entire duration of the Contract between the OPM and the BESBC and Town, and for three (3) years after substantial completion of the Services by the OPM. The OPM’s professional liability policy will provide coverage for the OPM’s indemnity obligations under the Contract between the OPM and the BESBC and Town.

If any policy is written on a “Claims Made” basis, the OPM shall maintain a retroactive date prior to or equal to the effective date of the Contract between the OPM and the BESBC and Town, and the policy must be continually renewed for a minimum of three (3) years after the date the Services under the Contract are completed. If the policy is replaced and/or the retroactive date is changed, then the expiring policy must be endorsed to extend the reporting period for claims for the policy in effect during the Contract for three years (3) years after the date of completion of the Services.

Each of the required insurance policies shall include an endorsement to such policy that the BESBC and Town will be notified thirty (30) days prior to the cancellation or expiration of any of such policies. Further, the OPM shall provide written notification to the BESBC and Town of the cancellation or expiration of any insurance required hereby within five (5) days of the date the OPM is first aware of such cancellation or expiration or is first aware that the cancellation or expiration is threatened or otherwise may occur, whichever comes first.

Original, completed Certificates of Insurance must be presented to the BESBC prior to the commencement of the Services by the OPM. The OPM shall provide replacement/renewal certificates at least thirty (30) days prior to the expiration date of any insurance policy. Should any of the above-described policies be cancelled, limits reduced, or coverage altered, ten (10) days prior written notice must be given to the BESBC and all other Additional Insureds under any such policy.

**RFQ-RFP EXHIBIT D**

**NON-COLLUSION AFFIDAVIT**

State of \_\_\_\_\_)

ss

County of \_\_\_\_\_)

\_\_\_\_\_, being first duly sworn, deposes and says:

1. That he/she is a ( ) Partner; ( ) Officer; ( ) Member; ( ) Owner of the firm of:

\_\_\_\_\_the party  
making the foregoing proposal or bid;

2. He/she is fully informed respecting the preparation and contents of the attached proposal or bid and all circumstances regarding the same;

3. Said proposal or bid is genuine and is not a collusive or sham proposal or bid;

4. Neither the said proposer or bidder nor any of its officers, partners, members, owners, agents, representatives, employees, or parties-in-interest, including this affiant has in any way colluded, conspired, connived or agreed, directly or indirectly, with any proposer or bidder, or person, to put in a sham proposal or bid or to refrain from submitting a proposal or bid, and has not in any manner, directly or indirectly, sought by agreement or collusion, or communication or conference, with any person, to fix the proposal price or bid price or affiance or of any other proposer or bidder, or to fix any overhead, profit or cost element of said proposal price or bid price, or of that of any other proposer or bidder, or to secure any advantage against the **Town of Seymour or Bungay Elementary School Building Committee** any person interested in the proposed contract;

5. The prices quoted in the attached proposal or bid are fair and proper and are not tainted by any collusion, conspiracy, connivance, or unlawful agreement on the part of this Proposer or Bidder or any of its agents, representatives, owners, employees, or parties-in-interest, including this affiant; and

6. All statements in said proposal or bid are true.

(Signed): \_\_\_\_\_

(Title): \_\_\_\_\_

Subscribed and sworn to before me, on this \_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Notary Public  
My Commission Expires: \_\_\_\_\_

**RFQ-RFP EXHIBIT E**

**FEE PROPOSAL**

**To:** Bungay Elementary School Building Committee (“BESBC”)  
c/o W. Kurt Miller, Chief Administrative Officer  
Office of the Seymour First Selectwoman  
Seymour Town Hall  
1 First Street  
Seymour, CT 06483

**From:** \_\_\_\_\_ (“Proposing Firm”)  
**Address:** \_\_\_\_\_  
**Email:** \_\_\_\_\_  
**Tel. No.:** \_\_\_\_\_  
Proposer’s  
**Contact Person: Name and Title:** \_\_\_\_\_  
E-mail: \_\_\_\_\_  
Tel. No.: \_\_\_\_\_

**Project:** Construction of the New Bungay Elementary School, 35 Bungay Road, Seymour, Connecticut 06483

The Proposing Firm hereby proposes and agrees to provide the Services described in the Request for Qualifications and Request for Proposals for Project Management and Owner’s Representative Services for The New Bungay Elementary School Building and Grounds issued by the BESBC and Town of Seymour for the Project on May 4, 2026 RFQ-RFP No. 2026-02, the following sums of money as fees and compensation for the Services. Fees proposed herein represent all-inclusive prices and compensation and include, but are not limited to, base salary, fringe and other benefits, insurance, taxes, miscellaneous personnel expenses, meals, travel time, training, holidays, illness, medical leave time, general and corporate supervision and management expenses, overhead and profit, legal costs, and accounting costs.

**A. Basic Services-Proposed Fee Alternative No. 1 (Assumes Demolition and Removal of the Existing Building):**

1. Lump Sum Fee for Basic Services (including compensation for the Proposing Firm and its subconsultants, if applicable): \_\_\_\_\_ and 00/100 Dollars (\$ \_\_\_\_\_)
2. Allocation of the Lump Sum Fee for Basic Services to each phase of the Services and Project:  
Preconstruction Services:
  1. Planning, Budgeting and Permitting Phase.....\$ \_\_\_\_\_ ( \_\_\_ % of Lump Sum Fee)
  2. Schematic Design Phase.....\$ \_\_\_\_\_ ( \_\_\_ % of Lump Sum Fee)
  3. Design Development Phase.....\$ \_\_\_\_\_ ( \_\_\_ % of Lump Sum Fee)
  4. Procurement/Bidding Phase.....\$ \_\_\_\_\_ ( \_\_\_ % of Lump Sum Fee)Construction Services:
  1. Construction Phase (New Building).....\$ \_\_\_\_\_ ( \_\_\_ % of Lump Sum Fee)
  2. Commissioning and Occupancy Phase (New Building).....\$ \_\_\_\_\_ ( \_\_\_ % of Lump Sum Fee)
  3. Construction Phase (Demolition of Existing Building/Athletic Fields).....\$ \_\_\_\_\_ ( \_\_\_ % of Lump Sum Fee)Project Completion and Closeout Phase Services.....\$ \_\_\_\_\_ ( \_\_\_ % of Lump Sum Fee)  
Subconsultant Services.....\$ \_\_\_\_\_ ( \_\_\_ % of Lump Sum Fee)

All expenses incurred by the Proposing Firm (and its subconsultants, if applicable) in providing the Basic Services shall be included in the Lump Sum Fee. The BESBC and Town of Seymour will not reimburse the successful proposer for any such expenses.

**B. Basic Services-Proposed Fee Alternative No. 2 (Assumes Existing Building will NOT be Demolished and Removed):**

1. Lump Sum Fee for Basic Services (including compensation for the Proposing Firm and its subconsultants, if applicable): \_\_\_\_\_ and 00/100 Dollars (\$ \_\_\_\_\_)

2. Allocation of the Lump Sum Fee for Basic Services to each phase of the Services and Project:

Preconstruction Services:

- 1. Planning, Budgeting and Permitting Phase.....\$ \_\_\_\_\_ ( \_\_\_% of Lump Sum Fee)
- 2. Schematic Design Phase.....\$ \_\_\_\_\_ ( \_\_\_% of Lump Sum Fee)
- 3. Design Development Phase.....\$ \_\_\_\_\_ ( \_\_\_% of Lump Sum Fee)
- 4. Procurement/Bidding Phase.....\$ \_\_\_\_\_ ( \_\_\_% of Lump Sum Fee)

Construction Services:

- 1. Construction Phase (all Work).....\$ \_\_\_\_\_ ( \_\_\_% of Lump Sum Fee)
- 2. Commissioning and Occupancy Phase (New Building).....\$ \_\_\_\_\_ ( \_\_\_% of Lump Sum Fee)

Project Completion and Closeout Phase Services.....\$ \_\_\_\_\_ ( \_\_\_% of Lump Sum Fee)

Subconsultant Services.....\$ \_\_\_\_\_ ( \_\_\_% of Lump Sum Fee)

All expenses incurred by the Proposing Firm (and its subconsultants, if applicable) in providing the Basic Services shall be included in the Lump Sum Fee. The BESBC and Town of Seymour will not reimburse the successful proposer for any such expenses.

**C. Hourly Rates**

For all additional services not within the scope of the Basic Services and for which the Proposer and the BESBC and Town are unable to agree to a lump sum amount, or Services for which the OPM is to be compensated on the basis of time spent at hourly rates pursuant to the terms of the Contract, the compensation for such services shall be based on time spent at the hourly rates set forth below (the "Hourly Rates"). The Hourly Rates represent all-inclusive prices per hour and include, but are not limited to, base salary, fringe and other benefits, insurance, taxes, miscellaneous personnel expenses, meals, travel time, training, holidays, illness, medical leave time, general and corporate supervision and management expenses, overhead and profit, legal costs, and accounting costs.

**HOURLY RATES**

| Position/Title | Hourly Rate       |
|----------------|-------------------|
| _____          | \$ _____ per hour |
| _____          | \$ _____ per hour |
| _____          | \$ _____ per hour |
| _____          | \$ _____ per hour |
| _____          | \$ _____ per hour |
| _____          | \$ _____ per hour |
| _____          | \$ _____ per hour |
| _____          | \$ _____ per hour |
| _____          | \$ _____ per hour |
| _____          | \$ _____ per hour |

The Town of Seymour is exempt from all Federal and State excise, transportation, and sales taxes.

Receipt of Addenda to RFQ/RFP Number 2026-02, if applicable is acknowledged:

Addendum No. 1 \_\_\_\_\_ Date: \_\_\_\_\_ Addendum No. 2 \_\_\_\_\_ Date: \_\_\_\_\_  
 Addendum No. 3 \_\_\_\_\_ Date: \_\_\_\_\_ Addendum No. 4 \_\_\_\_\_ Date: \_\_\_\_\_

Under penalty of perjury, the undersigned declares that no person or persons other than members of Proposing Firm's own organization are interested in the Project or in the contract proposed to be awarded; that the submission is made without any connection with any other person or persons making a proposal for the same services and is in all respects fair and without collusion or fraud; that no person acting for or employed by the BESBC, Town of Seymour, Seymour Public School District (the "District"), or Seymour Board of Education is directly or indirectly interested therein, or in the services or works to which it relates or will receive any part of the profit or any commission therefrom in any manner which is unethical or contrary to the best interests of the Town of Seymour and the District.

Signed: \_\_\_\_\_

Name: \_\_\_\_\_  
(print name)

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**RFQ-RFP EXHIBIT F**

Seymour Public School District's Educational Specifications dated September 30, 2025 (Rev.2)

# SEYMOUR PUBLIC SCHOOLS

## EDUCATIONAL SPECIFICATIONS

Approved February 3, 2025

Revised September 30, 2025 Rev. 2

**Bungay School**  
35 Bungay Road  
Seymour, CT 06483

**PREPARED FOR:**

Seymour Board of Education  
2 Botsford Road  
Seymour, CT 06483

**PREPARED BY:**



**Construction Solutions Group, LLC**  
34 Sequassen Street, Suite 201  
Hartford, CT 06106  
[www.csgroup-llc.com](http://www.csgroup-llc.com)

# Project Overview

In May of 2023, the Seymour Board of Selectpersons appointed the Bungay School Facility Needs Study Committee. The Committee was charged with the task of assessing the facility needs of Bungay School and providing a report and recommendations to the Board of Selectpersons on or before December 2023. The purpose of the study was to develop an assessment of the condition of the school to determine the impact of the existing conditions on the educational program currently in place with consideration for future enrollment and program needs. The summary was comprehensive, uncovering several serious issues in need of attention. These conditions are outlined in the project rationale section of the document.

These Educational Specifications were developed in collaboration with the Superintendent, Dr. Susan E. Compton, Director of Curriculum and Instruction, Mary Sue Feige, Director of Facilities, Timothy Connors, Principal, Lauren Reid, Assistant Principal, Stacey Long, and Bungay School staff. The following individuals participated in specific program meetings to provide input for these educational specifications:

- Mark Krauchick – Custodial/Facilities
- Karen Leeper – Administrative Assistant
- Rebecca Bennett - Nurse
- Cliff Taylor – Art
- Halliegh Perugini – Library-Media
- Joanna Dunne – Music, Chorus, Band
- Jenna Gentile – Physical Education
- Gina Kindt – Kindergarten
- Jen Florin – Kindergarten
- Jaci Freddino – Grade 2
- Katie Furino – Grade 2
- Suzanne O’Hara – Instructional Para
- Kelli Wrogg – Monitor Para
- Mike Milia – Grade 5
- Kristine Yoxall – Grade 5
- Kim Barton –SRBIs
- Maureen Hein – Grade 4
- Stef Newman – Grade 4
- Kristen DeLorenzo – Preschool
- Michelle Cirella – Preschool
- Alex Giannelli – REACH Program
- Ron Barnard – Security
- Chloe Germain – School Psychologist
- Dana Mitchell – School Counselor
- Jen Karpovich – SLP
- Cindy Brooks – Food Service
- Nancy Sarlo – Food Service
- Noelle Oberdick – Grade 1
- Michelle Strumello – Grade 1
- Jeannine Weaver – Special Education
- Rachel Ferrugia-Stanek – Special Education
- Mallory Knutson – Grade 3
- Kim Freeman – Grade 3

# Rationale for the Project

Bungay Elementary School was originally constructed in 1952 and underwent renovations in 1971 and 1996. The renovations included the addition of single-story classroom spaces and various facility updates. The current building encompasses a total of 59,600 square feet. The student population of Bungay School is currently 465 and the school serves Pre-K-5.

It is important to note that Bungay School is the last of the four present schools of the Seymour Public Schools which need upgrading. Seymour Middle School was built and dedicated in September 2001. Seymour High School was expanded and renovated in part with a dedication in 2005 and Chatfield LoPresti School was expanded and renovated with a dedication in 2012.

Given this information, in May 2023, the Board of Selectpersons appointed a Bungay School Facility Needs Study Committee. The Committee was tasked with assessing the facility needs of Bungay school a report and recommendations to the Board of Selectpersons on or before December 31, 2023.

The Committee toured Bungay School with staff members to view the school. Tim Connors, member of the Committee and Facilities Director for the Seymour Public Schools, provided a summary of the infrastructure needs of the school from a strictly facilities perspective. The Administration, staff, and members of the public discussed extensively the shortcomings of the school and limitations that affect students and staff daily to articulate the facility needs of the school from the perspective of students and staff and the curriculum and instructional needs of the students.

The Committee identified several deficiencies and areas in need of improvement which are summarized below. A full copy of their report is attached as an appendix to this report.

- Safety and security, including traffic flow
- Replacement of doors and windows
- Upgrades of bathrooms for accessibility
- Need for increased space for storage and staff
- Updating and upgrading electrical systems, plumbing and HVAC
- Improvements in air quality
- Upgrades to technology and wi-fi throughout the building
- Incorporation of 21st century learning environment including STEAM, Maker Space, improved media center etc.
- Improvements to the nurse area for patient privacy

The Committee accordingly found that the facility needs of the school are many and the school is in need of update and expansion project to provide and enhance the educational needs of the students and to adequately provide for the safety, physical needs and comfort of the students and staff, including, but not limited to, the social and emotional needs of the student population.

As a result of the Bungay School Facility Needs Study Committee’s findings, the Board of Selectpersons recognized the need for Bungay and appointed a School Building Committee to be charged with the development of a plan for the new construction of Bungay School.

These education specifications have been developed with the intent of transforming Bungay Elementary School into a 21st Century Learning Environment and addressing the needs identified by the stakeholders including students, staff, administrators, and committee members.

# Long Range Educational Plan

## Mission and Vision

The mission of Seymour Public Schools is to fully know our students as learners, to educate and inspire them through a range of experiences that reflect high expectations for learning and prepare them to meet the challenges of an ever-changing world.

Seymour Public School works diligently to promote individual student learning. We strive to have all students succeed in all social and academic areas so they can become well-rounded individuals who show compassion toward others and who can confidently confront and solve any problem with which they are faced.

### **Core Beliefs of Seymour Public Schools**

- ✓ All students can learn
- ✓ Everyone in our school community will be learners
- ✓ Accountability leads to growth
- ✓ All learners have individual interests, needs, and talents
- ✓ All learners will be physically and emotionally safe in the learning environment
- ✓ Home, school, and community will act as team members in the educational process
- ✓ By working together collaboratively toward common goals with cooperation and teamwork all learners will succeed.

### **Vision of a Graduate**

Together, we will continue to work through our Vision of a Graduate initiative, which will guide us in developing our strategic plan. Our mission is to prepare all students with the knowledge, skills, and attributes required for success in a rapidly changing world.

### **Strategic Priorities**

The Strategic Plan is designed to provide a foundation for academic excellence, social-emotional growth, and a vision of a graduate. These efforts are organized into the following strategic priorities:

1. Climate and Culture: Social Emotional
2. Student Engagement with Curriculum
3. Support Innovative and Exemplary Research-Based Professional Practices

4. Community Involvement
5. Infrastructure and Operational Sustainability

### **District Goals and Objectives**

District goals and evidence of student learning inform the development of school, department, and individual annual growth plans that are finalized at the beginning of each school year. Annual objectives highlight priorities for the upcoming school year although the ongoing, complex work of the district across all departments and domains continues even if not specifically noted below. In addition, annual objectives guide resource allocation and decision-making.

## Learning / Educational Activities

### Academic Goals

At Bungay Elementary School, the updated designs for the Preschool through fifth grade classrooms will reflect the latest developments in educational practices, ensuring that the space supports the current curriculum and extending learning opportunities for students. The goal is to create environments that not only foster active, hands-on learning but also promote creativity, collaboration, and critical thinking across all grade levels. Classrooms will be designed to adapt to a variety of instructional methods, including project-based learning, inquiry-based activities, and differentiated instruction, which are key components of the school's curriculum.

Incorporating spaces that support current teaching practices will be essential for enhancing student engagement and extending their educational experiences. These spaces will allow for flexible groupings and the integration of technology, enabling students to work both independently and in collaboration with peers on a range of academic and creative projects. Teachers will need areas that can accommodate whole-class instruction, small-group discussions, and one-on-one interactions, providing opportunities for personalized learning and extending classroom learning beyond traditional boundaries.

New construction will be necessary to create more innovative, future-focused spaces that align with these needs. This will involve updating classroom layouts to include multifunctional areas where students can engage in different activities at once—whether it's a quiet corner for individual reading or a collaborative space for group discussions and projects. Flexible furniture and interactive learning stations will allow for quick reconfigurations based on the specific needs of the lesson or project.

To further support diverse student needs, additional spaces will be required to accommodate small group instruction, support services, special education programs, and intervention efforts such as MTSS (SRBI). These dedicated areas will ensure that all students receive targeted and individualized support, fostering an inclusive learning environment where academic and social-emotional growth can thrive.

Additionally, incorporating areas that encourage STEAM exploration, creative arts, outdoor learning, and critical thinking will support a well-rounded, 21st-century education. This may

include spaces for hands-on learning, such as a STEAM classroom, where students can experiment and extend their understanding of the curriculum.

Overall, the new construction of Bungay Elementary will enhance the instructional space to better accommodate current educational strategies, encouraging deeper learning experiences and providing the flexibility necessary to prepare students for future success. The academic goals outlined below provide information about how current learning and educational activities can be further enhanced and developed through a new construction of Bungay School to meet the long-range educational needs of the preschool through fifth grade student body.

**Mathematics:** Aligned with state standards, students will develop strong foundational skills in key areas like geometry, statistics, and algebra, preparing them for high school and beyond. The Seymour School Mathematics Program is aligned with the Connecticut Core Standards for Mathematics and is committed to providing all students with a high-quality, comprehensive, and challenging program. The program provides consistent opportunities for students to develop the knowledge, skills, and capacities necessary to be college and career ready. The guiding principle that drives the mathematics program is that every student should have foundational skills in number sense, expressions and equations, functions, geometry, and statistics and probability, which prepare them for a successful mathematics experience in high school and beyond.

**Literacy:** The literacy program emphasizes reading, writing, speaking, and critical thinking skills. Students will explore diverse perspectives through texts that foster empathy and global awareness. Our mission is to instill a capacity for communication, empathy, and citizenship through critical thinking, reflection, and appreciation of diverse viewpoints. We aim to foster life-long learners, thinkers, collaborators, and communicators. Through the program, all students will successfully master literacy, reading, writing, listening, speaking, and Social Studies learning standards and will be able to effectively study and critically think about how people process and document the human experience. Students study other writers and thinkers, contemporary and historical, to develop their own abilities to read, write, speak, listen, and think critically and globally.

**Social Studies:** Students will master standards in civics, geography, and history, focusing on citizenship and civic responsibility through Connecticut's frameworks. Our mission is to instill a capacity for communication, empathy, and citizenship through critical thinking, reflection, and appreciation of diverse viewpoints. We aim to foster life-long learners, thinkers, collaborators, and communicators who participate as citizens of their communities. The Social Studies Curriculum is aligned with the Connecticut Elementary and Secondary Social Studies Frameworks and College, Career, and Civic Life (C3) Framework. Through the program, all Seymour School students will successfully master Social Studies learning standards and will be able to effectively study and critically think about how people process and document the human experience through civics, economics, geography, and history.

**STEAM** (Science, Technology, Engineering, Arts, and Mathematics): Incorporating Next

Generation Science Standards, the STEAM program will encourage inquiry-based learning and problem-solving. The Seymour School STEAM Program is grounded in the Next Generation Science Standards (NGSS) and ISTE Standards for Students. In order to extend this program into the elementary schools, a STEAM program must be developed at the PreK-5 grade level. This program would utilize a student-centered inquiry model of instruction, students are tasked with exploring real-world issues presented through the lens of science and engineering while also incorporating literacy, mathematics, and social studies topics. Through application of the design thinking process, students explore a problem through research, propose a solution, prototype, test, and revise based on data. Students practice iterative creative problem-solving while honing skills in research, collaboration, technology, and communication. STEAM innovation labs should encourage creativity and flexibility in student thinking, providing flexible spaces for collaboration, research, and communication.

**Spanish:** Beginning in middle school, the Spanish program will promote language proficiency and cultural appreciation, preparing students for global citizenship. The goal of the Spanish program at Seymour Public Schools is to develop students who appreciate language and culture. Currently, instruction begins in grade 6 to prepare students for continued study at the high school level. Looking forward as a district, increasing opportunities for world language enrichment in the elementary grades would further enhance the district's initiative to provide students with global perspectives and world language acquisition.

**Health, Physical Education, and Wellness:** The wellness program aims to develop physically and mentally healthy individuals, promoting lifelong fitness and emotional well-being through comprehensive health and physical education programs. The goal of the Health, Physical Education, and Wellness Program at Seymour Public Schools is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of mental, physical, and social health.

**Music:** Students will engage in creating, performing, and appreciating music, fostering a deep connection to the arts. Modern technologies, such as recording equipment, will enhance learning. The purpose of music education is to prepare students for a lifetime of active, satisfying involvement with music in a variety of forms. Contemporary life is filled with musical encounters. Music education should empower students to create, refine, and notate their own original music; read, interpret, and perform music literature created by themselves and others; and respond with understanding to others' musical works and performances (CSDE- Learning Targets). In order to continue to grow in the area of performing arts, classroom spaces should provide large group spaces for band and chorus while also supporting small spaces for practice. Incorporating recording and presentation technology to enhance instruction is a critical component of the space.

**Art:** Arts education encourages creativity and expression, helping students become culturally responsive and compassionate community members. The Arts continue to drive our identity during current times. It allows people to connect more deeply and open their eyes to new sights around them. Through Arts education, students are exposed to various forms of

expression and strategies to communicate through a variety of culturally influenced mediums. Participation in the Arts, especially during the early years of life, has proven to support developing culturally responsive, compassionate, and creative contributing members of society. The Arts challenge us to rethink perspectives and demand a newer, better world.

**Social and Emotional Learning (SEL):** SEL will be woven into daily experiences, with dedicated spaces designed to help students manage stress, develop emotional intelligence, and foster resilience. The social and emotional wellness of the students is important to consider in the design of the building. Areas of respite where students can go to be stress-free should be established. Students should have the opportunity to be able to meet in small groups with staff and interact in breakout spaces. Locations that allow students to release anxieties and express emotions in a worry-free environment are critical, allowing them to move on to interacting with other students in a controlled environment conducive to learning. Placing support services in an easily accessible proximity to classroom space supports the goal of promoting self-advocacy for our students.

**Instructional Design** - Seymour Public Schools aims to redesign the school experience by adopting a thematic and flexible learning model. Grouping content areas like STEAM and Humanities will create an interdisciplinary approach to learning, encouraging collaboration and critical thinking. A future learning Commons, as a hub for learning, will serve as a gathering space for students and teachers to explore creative projects and integrate technology. It is the belief of The Seymour Public School that parents, teachers, and children are partners in the learning process and serve as the foundation of the educational journey. Adequate space for the instructional program as well as community gathering space is integral to its success.

## Enrollment Data and Proposed Project Capacity

A 10-year enrollment projection was conducted by NESDEC, an independent consultant hired by Seymour Public Schools. For purposes of grant applications, the State of Connecticut reviews the enrollment data for the 8 years starting with the year of the application submittal. According to the study the school will enroll students in grades Pre-K – 5<sup>th</sup> grade and enrollment per the updated enrollment projections will be the highest in the year 2031-32. The projected enrollment for the 2031-32 year for Bungay is 503 plus the additional 50 Pre-K students that will be added brings the total enrollment to 553 students.

## Building Systems

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| <b>Security</b> | An electronic security system will be installed in the school, including cameras and state of the art entry security. The school will be designed to prevent access to most school instructional areas when |
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|                              | <p>community events take place during non-school hours. The project will be coordinated with District and Town leadership security goals in keeping with the All-Hazards School Security and Safety Plan for Bungay Elementary.</p> <p>The school must also comply with school safety infrastructure criteria as determined by the Connecticut School Building Projects Advisory Council. Per Connecticut General Statutes:</p> <p><b>§ 10-292r. School safety infrastructure criteria.</b> (a) <i>The School Building Projects Advisory Council, established pursuant to section 10-292q, shall periodically review and update, as necessary, school safety infrastructure criteria for school building projects awarded grants pursuant to this chapter and the school security infrastructure competitive grant program, pursuant to section 84 of public act 13-3*. Such school safety infrastructure criteria shall conform to industry standards for school building safety infrastructure and shall address areas including, but not be limited to, (1) entryways to school buildings and classrooms, such as, reinforcement of entryways, ballistic glass, solid core doors, double door access, computer-controlled electronic locks, remote locks on all entrance and exits and buzzer systems, (2) the use of cameras throughout the school building and at all entrances and exits, including the use of closed-circuit television monitoring, (3) penetration resistant vestibules, and (4) other security infrastructure improvements and devices as they become industry standards.</i></p> |
| <p><b>Technology</b></p>     | <p>Since technology systems evolve rapidly, systems installed as part of the technology component will be replaced after the main building to ensure access to the latest products. A wide-area network (WAN) will be installed, and the building will be networked to the network policy server (NPS). Wireless Access Points (WAPs) will be installed throughout the entire school. The new School may serve as a WAP for the community.</p> <p>Ethernet shall be CAT6 or better, providing 1 GB to desktop and 10GB trunks to all interconnections to all the data closets. Drops in the ceiling for wireless APs should be installed for support of the wireless infrastructure. All assembly areas such as the Gym, MPR, and LMC shall have a minimum of three ceiling/wall mounted drops for wireless APs.</p>   |
| <p><b>Public Address</b></p> | <p>The building's public address system will be comprehensive, and the infrastructure installed with the building. It will be completed as part of the technology component of the project and will incorporate internal building communications as well as external communications. Concurrently, the systems for the phones, clocks, and data/voice/video will be developed. The public address system is run</p>  |

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|  | through the network.   |
| <b>Phone System</b>                                | A comprehensive phone system will be integrated with the technology component of the project, and phones will be installed throughout the facility. All support and instructional spaces will be included.   |
| <b>Clocks</b>                                      | Clocks, like the phone system, will be integrated into the technology component of the project. All support and instructional spaces will be included. The clocks run on the Wi-Fi system. The managed vendor is CT-TSG, they also manage the phones and annunciator.  |
| <b>Building Envelope</b>                           | New portions of the building will be insulated in conformance with current Codes and Connecticut High-Performance Building Standards and shall be protected by a continuous layer of air and vapor barriers tied into the roof membrane and associated flashings. Any existing portions of the building envelope will be upgraded as feasible. All windows will be replaced.   |
| <b>HVAC</b>  | <p>Connecticut High-Performance Building Standards, similar to LEED, will be followed. A new heating, air conditioning, and ventilation system will be installed throughout the building. Heating design shall be 70 degrees, and cooling design shall be 75 degrees.</p> <p>A Building Management System (BMS) shall be installed to control the mechanical and selected electrical systems. BMS shall be by the Temperature Control vendor approved by the Owner. The system shall provide temperature control and monitoring for all HVAC systems in the building, shall be programmable for occupied and unoccupied periods, and shall use carbon dioxide sensing to control outside air volume. The BMS shall communicate directly to the district's central system, with off-site alarming capability.</p> |
| <b>Automatic Fire Suppression &amp; Fire Alarm</b> | The building will be equipped throughout with a sprinkler system in conformance with NFPA 13, 20 & 24. A fire pump with generator backup will be provided if existing water pressure is insufficient. A new addressable, speaker-type fire alarm system will be provided in compliance with Code and ADA requirements, tied into the sprinkler system.   |
| <b>Plumbing</b>                                    | Plumbing fixtures shall be low flow, energy efficient, and ADA compliant. Each drinking fountain location will include at least one bottle filler. Grease waste from the kitchen shall be piped to a direct-buried grease interceptor outside the building. Waste leaving the  |

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|  | grease interceptor shall be tied back into the sanitary pipe leaving the building. All floor drains shall be self-priming.  |
| <b>Electrical</b>                          | <p>The building electrical service shall be capable of meeting the needs of the building and site. Provide a backup generator if a fire pump is required. If a backup generator is not required nor provided, battery backup will be provided for emergency systems via inverters. If a generator is not provided, include an automatic transfer switch to allow key systems, such as heating for freeze protection, to function during an extended power outage with the use of a temporary generator.</p> <p>The building’s electrical and structural systems will be designed to accommodate rooftop photovoltaic solar panels. Roof load designs will allow for a ballasted panel system to reduce rooftop penetrations.</p> <p>Lighting shall be high-efficiency LED, designed to promote an optimal learning environment, with ample low-glare illumination. Lighting shall use motion sensors and automatic dimming for daylight harvesting.</p> |
| <b>Acoustics</b>                           | Per Connecticut State Building Code, for new construction the building must comply with ANSI A117.1 Section 808, “Enhanced Acoustics for Classrooms.” Reverberation time will be limited in accordance with this standard, and wall partitions shall have STC ratings as needed to keep classroom ambient sound levels from sources outside the classroom to 35 dBA and 55 dBC. All wall partitions separating spaces shall extend to the deck above. All spaces are considered to have acoustic separation. Acoustical finishes and treatments will be used as needed throughout the school’s interior.  |
| <b>Renovated Spaces</b>                    | All discontinued and abandoned systems, including but not limited to HVAC, plumbing, and all types of high- and low-voltage wiring, shall be completely removed from renovated areas. All holes and previous penetrations shall be sealed. Wall partitions shall be extended to deck if needed for room separation. All areas of staining or indication of previous water damage shall be investigated and repaired.  |
| <b>Renewable On-site Energy Generation</b> | In alignment with Governor Lamont’s mandate to mitigating the impacts of the climate crisis by decarbonizing our electric sector (Public Act 22-5) and expanding existing renewable energy programs (Public Act 22-14), the proposed improvements to Bungay Elementary school will introduce a photovoltaic array for the generation of onsite renewable energy to aid in supporting this legislation. The project anticipates salvaging the existing roof mounted photovoltaic system and installing it on or adjacent to the new school. Anticipating a reduced roof area   |

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|  | by the introduction of a two-story school, consideration will be given to providing a ground-mounted array for the relocated system installation. |
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## Interior Building Environment

The school design shall incorporate a secure, obvious and inviting main entrance to function as the primary entry for all visitors. This entrance shall incorporate a vestibule with locking at the inner and outer doors, adjacent to the secure lobby of the administrative wing. The entry sequence shall include checkpoints at the outer vestibule door, at the connection between the vestibule and the secure lobby, and then from the lobby into the building. Civic spaces, such as the Gymnasium and Cafeteria, will be close to the main entrance. Doorways in corridors shall be positioned to maximize lock-off capability of academic areas for after-hours events in the building's more public areas.

All spaces will be optimized for 21<sup>st</sup>-century learning, with ample power and technology receptacles, and interactive displays on teaching walls, in conference rooms and in larger office spaces. Permanent casework, including upper and lower cabinets with solid surfacing countertops, will be incorporated into classroom spaces to provide active storage. Furniture will be selected for flexibility and mobility. Furniture systems shall be easy to configure into multiple arrangements to accommodate group learning, traditional rows for testing, seminar style, or a hybrid.

Classroom placement will prioritize access to natural light, as well as regular, consistent shape and size to allow for future flexibility. All windows below head-height will receive roller shades, with sun-filtering fabric of sufficient thickness to obscure views or black-out shades. Door locking and hardware will conform to District standards. All classrooms must lock easily and quickly, and shall be equipped with vision panels with shades or security shutters. Building exits not required to function as entrances will receive exit-only hardware; entrances will receive card readers. Larger areas will be designed for lockdown, either with magnetic hold-opens releasing doors on lockdown or through other electronic means. The building will be fully accessible, with ADA compliance throughout.

Finishes will be selected for ease of maintenance, durability, and aesthetics. No-wax flooring will be used; all finishes will be reviewed with maintenance staff. Concrete masonry construction is favored for corridors; if this is not feasible, durable wainscoting must be provided. All drywall in areas used by students shall be impact-resistant high abuse type. Toilet rooms shall have tile on floors and wet walls and epoxy paint on non-tiled walls.

The development of this educational specification points to a new four-section classroom model with three Pre-K sections. Spaces beyond the classrooms are also diagrammed and summarized in the attached matrix for all educational spaces. The following is a general description of each space:

### Academic Core Programs approximately 26,700 sq. ft.

### **3 – Three Pre-K classrooms, each approximately 1100 sq. ft.**

#### **Common to all Pre-K classrooms:**

- 1 teaching station per classroom: Teacher’s desk, chair, 4 drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Student bathroom facilities
- Space for 20 students in each classroom
- Countertop cabinets with a sink
- Flexible seating
- Carrels
- Dividers
- Carpeted area for small group instruction
- Sensory materials in small area of classroom
- Bookcases on wheels
- Activity tables
- Changing table
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP) in each classroom
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- 24 2’X2’ cubbies along one wall for student belongings
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse with auxiliary HDMI input

### **4 – Four Kindergarten classrooms, each approximately 1100 sq. ft.**

#### **Common to all Kindergarten classrooms:**

- 1 teaching station per classroom: Teacher’s desk, chair, 4 drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Student bathroom facilities
- Space for 24 students in each classroom
- Countertop cabinets with a sink
- Flexible seating
- Worktable for small group instruction
- Bookcases on wheels
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP) in each classroom
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards

- 24 2'X2' cubbies along one wall for student belongings
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse with auxiliary HDMI input

**20 – Twenty Academic Core Classrooms, each approximately 850 sq. ft.: Common to all 1<sup>st</sup> – 5<sup>th</sup> Grade Classrooms:**

- 1 teaching station per classroom: Teacher’s desk, chair, 4 drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 24 students in each classroom
- Countertop cabinets with a sink
- Bookcases on wheels
- Worktable for small group instruction
- Storage cubbies for student coats and materials
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP) in each classroom
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse with auxiliary HDMI input

**3 – Three (SRBI) Intervention Classrooms, approximately 500 sq. ft.**

- 1 teaching station, Teacher’s desk, chair, 4 drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 20 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP) in each classroom
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse
- Aux HDMI input

**1 – TSOL Classroom, approximately 500 sq. ft.**

- Teacher’s desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet,

lockable

- Space for 15-20 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP)
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- Parabolic LED lighting with variable light level switching or addressable.

## **Special Education 4,750 sq. ft.**

### **3 – Three Special Education Resource Rooms, each approx. 500 sq. ft**

- Comfortable chairs/desks/tables to accommodate (15) fifteen to (20) twenty students (flexible/adaptable/easily movable workstations)
- Teacher desk/chair
- Bookshelves
- Open shelving & storage cabinets
- Secured storage for materials
- Interactive LED Panel (at least 75")
- Wall/ceiling-mounted speakers
- Luxury vinyl-enhanced tile or flooring that allows for easy movement of furniture
- Magnetic whiteboards (wall-to-wall) on the front or side walls
- Bulletin boards lining the back wall
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse

### **1- REACH Program approximately 1,200 sq. ft.**

- Teacher's desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 10-12 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP) in each classroom
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- Parabolic LED lighting with variable light level switching or addressable.
- One (1) teacher computer, 22-inch display
- 3 Study Carrels

### **1 - OT/PT Room – 1,200 sq. ft.**

**This room is significantly different than most of the other educational spaces due to the specialized activities that take place here. A list of the items and corresponding activities are listed below.**

- parabolic LED lighting with variable light level switching
- Luxury vinyl-enhanced tile flooring
- Shelving for materials and supplies
- platform swing
- crash pads
- Multiple weight-bearing ceiling attachments for equipment

### **1 – Sensory Room - 850 sq. ft.**

- Soft seating
- Crash pads
- Flooring -padded or carpeted
- Bean bag chairs
- Bulletin board
- Lockable storage wardrobe
- Mobile sensory cart
- One (1) computer
- Table and counter space
- Bubble Tubes
- Tactile Wall Murals/Panels
- Multiple weight-bearing ceiling attachments for equipment

## **Student Support 1,950 sq. ft.**

### **1 - Psychologist Office - 250 sq. ft.**

- Desk and chair
- 1 – 4-drawer lockable file cabinets
- Fire-rated student records file storage
- Base and wall cabinet storage
- Bulletin board
- Lockable storage wardrobe
- Network copier and fax machine
- One (1) computer
- Table and counter space
- Luxury vinyl-enhanced tile or flooring

### **2 – Two Speech Rooms - 250 sq. ft. each**

- Teacher's desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 5-10 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP)
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- Parabolic LED lighting with variable light level switching or addressable.

### **1– Counselor's Office - 250 sq. ft.**

- Teacher's desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 5-10 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP)
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- Parabolic LED lighting with variable light level switching or addressable.

### **1 – BCBA Office - 250 sq. ft.**

- Teacher's desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 5-10 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP)
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- Parabolic LED lighting with variable light level switching or addressable.

### **2 – Breakout Rooms - 350 sq. ft.**

- Soft seating
- Flooring -padded or carpeted
- Bean bag chairs
- Bulletin board

- Small table
- 6 chairs

## **Physical Education Approximately – 7,050 sq. ft.**

### **1 – Gymnasium - 5,500 sq. ft.**

- All-purpose wood floor system with essential markings
- Removable protective matting
- One main basketball court (45'x74') Two cross-courts as well
- Basketball backboards to be adjustable and swing out/up for non-use.
- Set up for Volleyball with necessary inserts and markings
- Bleacher seating- limited
- Ceiling-mounted air destratification fans
- Sound system
- Ropes, nets and basketball hoops
- Padding on walls and floor for physical education programs
- Suspension equipment and/or storage rooms for pads
- Room dividing curtain/mesh to bisect the space for dual activities
- High output LED lighting for efficiency and color correction for multipurpose activities.
- Acoustic wall panels
- 1 Electronic scoreboard
- 1 Digital messaging board

### **1- P.E Office, approximately 150 sq. ft.**

- Teacher's desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet,
- Luxury vinyl-enhanced tile or flooring
- One (1) teacher computer with a 22-inch display
- Wireless keyboard/mouse
- Aux HDMI input

### **Stage (including wing space) – 600 sq. ft.**

- Stage should be accessible to all
- Stage to accommodate 50 performers in chairs with music stands
- Ceiling cloud structures adjustable for acoustics control
- Fire-rated proscenium curtain, and all applicable safety standards
- Moveable side curtains
- Stage lighting and sound systems appropriate for the size of the stage
- Ceiling mounted projector and screen

### **1 – PE Equipment Storage Room of approximately 800 sq. ft.**

- Sealed concrete floor
- Minimum 10-foot ceiling to maximize storage

## **Food Services – 4,500 sq. ft.**

### **1 – Student Cafeteria approximately – 2,500 sq. ft.**

Typical acoustical treatments for the walls to dampen sound are needed. The cafeteria should be constructed adjacent to the kitchen. Multiple student traffic flows should be considered in the placement of the food serving line. The placement of student restrooms in the vicinity of the cafeteria should be considered in the design to provide student convenience.

- The room should accommodate risers with handicapped accessibility
- Space to seat approximately 180 students per lunch wave in 3 waves
- Lighting and sound systems to support the instructional use of the space
- State-of-the-art public technology including a Smart TV
- Acoustical treatment of wall and ceiling to support the use of the space
- Resilient tile flooring durable and washable, with a slip-resistant finish
- Provide windows with abundant natural light and create relationships to exterior
- Provide exterior dining
- Scrubbable painted or masonry walls for durability and high lay-in ceilings, durable and washable
- High out-put LED lighting for efficiency and color correction for dining and multipurpose activities
- Portable (fold in half on wheels) cafeteria round tables
- Convenience power for cleaning equipment and staff/visitor laptops
- Numerous WAP for LAN and internet use by staff, students, and visitors
- Several Monitors throughout space
- 4 Hand washing stations
- 2 microwave ovens for student use

### **1 - Staff Dining Area, approximately – 500 sq. ft.**

- Tables and chairs for up to fifteen (15) staff members
- Cabinets and countertop with sink
- Microwave oven
- Refrigerator
- Dedicated electrical circuits for refrigerator and microwave
- Interactive LED Panel (at least 75")
- Wall/ceiling-mounted speakers
- Vinyl-enhanced tile or flooring that allows for easy cleanup
- Magnetic whiteboards
- Bulletin boards

### **1 – Kitchen Serving/Cold Storage - 1,500sq. ft**

- Two (2) - Double sink preparation tables each with one (1) standard faucet and one (1) pre-rinse faucet
- Two (2) – Warmers
- Two (2) - Double Deck Convection Ovens
- One (1) - Combi-Oven
- One (1) - Convection Steamer
- One (1) - Pasta Kettle – 30 gallons
- One (1) - 12- Burner Range
- Walk-in freezer
- Three (3) compartment sink assembly with drain boards for pot and pan washing; each compartment shall measure 27” x 27” x 16” deep; a pre-rinse spray assembly required at one (1) sink compartment
- Dishwasher/Tray station
- Recycling center for paper, liquids etc.
- Hot & Cold Food Station
- Deli Station
- Express Stations for self-serve foods and dry display snacks
- Cashier stations strategically located at the exit from the Servery
- Mobile condiment stations to be located at the exit of the Servery
- Grease-trap to be located outside of the building for ease of maintenance
- Utility Distribution System with quick disconnect devices for all services
- Walk-in refrigerators and freezers will require backup generator power; audio/visual temperature alarm; refrigeration control alarm; temperature alarms to be wired to the “Building Monitoring System
- Water conservation methods
- Provide High-Efficiency Energy Star Label Equipment & Lighting
- Exhaust hoods: Demand Control Ventilation Package
- Temperature maintenance, water filtration and sanitation to promote food safety
- Exterior in-line grease trap to conform to FOG Program
- Linked to the building management system for notification of temperature failure
- Connected to the emergency generator in case of power failure
- Office space (Approx. 100 sq. ft) for manager
- Desk and chair
- One (1) lockable teacher storage wardrobe
- One (1) lockable four-drawer filing cabinet
- Magnetic whiteboard
- One (1) computer

## **Arts and Humanities Programs approximately 3,100 sq. ft.**

**All the following spaces need to be designed for maximum sound attenuation**

### **1 – Music Room – 1,200 sq. ft.**

- Sixty (60) performer chairs
- Sixty (60) music stands
- Wenger flip forms for thirty (30) students

- Three (3) Chair Move and Store Carts
- Built-in counters/cabinets with storage above and below
- Teacher's desk, chair, 4-drawer file cabinet, lockable, storage/wardrobe cabinet
- Incorporate new music technologies, WAP
- Electrical convenience power
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- One (1) teacher computer
- One (1) teacher desk
- Electronic piano
- Sink
- Instrument closed storage for ukuleles and xylophones
- Appropriate sound management materials on walls and floor
- Resilient tile floor,
- Acoustic ceilings and parabolic LED lighting with variable light level switching

#### **1 – Music Storage Closet, 500 sq. ft.**

- Built-in shelving to accommodate instruments

#### **1 - Art Room/Kiln approximately 1,200 sq. ft.**

- Must have ample natural light
- Eight tables; Thirty-two (32) chairs
- Teacher desk/chair
- 4-drawer file cabinet, lockable, storage/wardrobe cabinet
- Vertical storage with shelves and doors
- Built-in counter space with storage above and below
- Document Camera
- Wall/ceiling-mounted speakers
- Vinyl-enhanced tile or flooring that allows for easy cleanup
- Walls should be functional workspaces and for showcasing student work Multiple magnetic whiteboards (wall-to-wall) on front and side walls
- Bulletin boards lining the back wall
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse
- Aux HDMI input
- Include ample storage space within the room
- 2- free standing deep utility sinks with sediment traps dispersed throughout the classroom
- Electrical convenience power throughout the perimeter.
- Uninterrupted flat countertop space with bottom storage cabinets and open shelving including deep and wide drawer shelving with suspension hardware
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Integrated modern technology, WAP
- Large Kiln

- Sturdy Rack style shelving for student projects
- Dedicated ventilation
- Electrical disconnect for Kiln
- Luxury vinyl-enhanced tile or flooring
- Shelving should be wide and sturdy to support various art supplies

#### **1 – Art Storage Closet, 200 sq. ft.**

- Built-in shelving to accommodate materials

### **Library/Media Center of approximately 2,850 sq. ft.**

The Library/Media Center will be designed to become the learning hub of the school. It will continue to be where teachers encourage students to develop a passion for reading. This will also serve as a place where student-centered activities happen with the integration of technology. This area will include a Makerspace that will be welcoming and encourage students to be creative problem-solvers, take risks and think critically. Students will have the opportunity to engage in hands-on activities using various materials as well as the latest technology. The Library/Media Specialist will collaborate with the classroom teachers on various projects and use this space to show students how to locate and evaluate important information.

#### **1 – Media center – 2,000 sq. ft.**

- The Circulation Center will be located in the center of the Media Center and adjacent to the workroom and media specialist office
- Minimum of three WAP and some supplemental data jacks located throughout for student access to LAN and internet
- Flexible book shelving that can be reconfigured for a collection of 10,000 -15,000 volumes with open sight lines possible for optimum adult supervision
- Monitors throughout space.
- Rolling bookshelves for a limited collection of books
- Areas with comfortable seating
- Printer
- Bulletin Boards to display student work and promotional materials
- Two (2) staff computers for the circulation desk area
- Desk and chair
- 1 – 4-drawer lockable file cabinets
- Base and wall cabinet storage
- Bulletin board
- Lockable storage wardrobe
- Network copier and fax machine
- Luxury vinyl-enhanced tile or flooring
- Cabinets with various shelving

#### **1 – Maker Space (STEAM) – 850 sq. ft.**

- Movable furniture

- Cabinets for secured storage and project display/storage for learning materials
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Whiteboards and tack boards
- Lab tables
- 3D Printer
- One (1) teacher computer
- 22-inch display
- Wireless keyboard/mouse
- Aux HDMI input
- Parabolic LED lighting with variable light level switching or addressable

## **Administration and Office Support 3,250 sq. ft.**

Main administrative offices will be located at the front, adjacent to the main entry and connected by a security vestibule, allowing visually controlled access to the building through the administration reception waiting area. A dedicated 911 phone shall be located in the main office for the purpose of informing office staff if 911 is called from any facility phone. All exit/entry doors have electronic hardware that will activate on notification from striking of a panic button. Glazing will be minimal and secure.

### **1 – Main Office: Secretarial area approximately 1,000 sq. ft.**

- Two (2) Secretarial work stations behind the main counter
- One (1) station for Head Monitor
- Lockable storage wardrobes
- Two (2) lockable four-drawer filing cabinets
- Fire-rated student file storage
- Base and wall cabinet storage
- Network copier and fax machine
- kitchenette
- Bulletin boards
- Luxury vinyl-enhanced tile or flooring
- One (1) computer per secretary/clerk
- Electronic security system

### **1 - Reception area (included)**

- Reception area to have 6 comfortable chairs for visitors
- Bulletin boards
- Luxury vinyl-enhanced tile or flooring
- Electronic security system

### **1 – Principal’s Office– 200 sq. ft.**

- Desk and chair

- Table
- Seating for six (6)
- Lockable storage/wardrobe
- Lockable lateral files
- One (1) large wall unit bookcase
- Interactive LED Panel (32-50" display)
- Security "panic" button with a dedicated phone line
- Luxury vinyl-enhanced tile
- Magnetic whiteboard
- Bulletin board
- One (1) computer
- Aux ports for plugging into a display

#### **1 – Small Conference room – 150 sq. ft.**

- Conference table
- Seating for six (6)
- Credenza
- Magnetic whiteboard
- Luxury vinyl-enhanced tile or flooring
- Bulletin board

#### **1 – Assistant Principal's Office - 150 sq. ft.**

- Table
- Desk and Chair
- Seating for six (6)
- Lockable storage/wardrobe
- Lockable lateral files
- One (1) large wall unit bookcase
- Interactive LED Panel (32-50" display)
- Security "panic" button with a dedicated phone line
- Luxury vinyl-enhanced tile or flooring
- Magnetic whiteboard
- Bulletin board
- One (1) computer
- Aux ports for plugging into display

#### **1 – Large Conference room – 300 sq. ft.**

- Conference table
- Seating for fifteen (15)
- Credenza
- Interactive LED Panel (32-50" display)
- Aux ports for plugging into the display
- Magnetic whiteboard

- Luxury vinyl-enhanced tile or flooring
- Bulletin board

### **1 – Health Suite includes Nurse’s Office, approximately 800 sq. ft.**

- One (1) desk with chair
- One (1) computer
- Built-in counters with shelving below around the perimeter of the room
- Multiple file cabinets (two (2) four-drawer; two (2) two-drawer
- two (2) double cabinets (full size)
- One (1) double cabinet (half-size)
- One (1) Double-locked medicine cabinet
- One (1) locking wall cabinet
- Large closet with shelving and doors
- Refrigerator
- Sink with hot and cold water, soap, and towel dispenser
- Microwave
- Scale
- 3 chairs
- Exam room
- Bathroom
- Two (2) cots
- Privacy curtains
- One (1) wheelchair
- Eye-wash station
- Vinyl-enhanced tile
- One (1) large bulletin board
- Centrally located adjacent to the main office and counseling

### **1 - Security Office - 150 sq. ft.**

- Desk and chair
- 1 – 4-drawer lockable file cabinets
- Fire-rated student records file storage
- Base and wall cabinet storage
- Bulletin board
- Lockable storage wardrobe
- Network copier and fax machine
- One (1) computer
- Table and counter space
- Luxury vinyl-enhanced tile or flooring

### **1 – Staff Workroom – 500 sq. ft.**

- Conference table and chairs
- Credenza
- Interactive LED Panel (32-50” display)

- Aux ports for plugging into the display
- Magnetic whiteboard
- Luxury vinyl-enhanced tile or flooring
- Bulletin board
- Network Copier
- Table and counter space

## **Building Services and Core Area – 5,245 sq. ft.**

### **1 – Facilities Office – 100 sq. ft.**

- Desk and chair
- Lockable storage/wardrobe
- Lockable lateral files
- One (1) large wall unit bookcase
- Interactive LED Panel (32-50" display)
- Luxury vinyl-enhanced tile
- Magnetic whiteboard
- Bulletin board
- One (1) computer
- Aux ports for plugging into the display

### **1 – General Building Storage – approximately 800 sq. ft.**

- Steel storage shelves
- Lockable tool cabinets
- Wall-mounted tool hanging system

### **1 – Men’s Public Toilet – 150 sq. ft.**

### **1 – Women’s Public Toilet – 150 sq. ft.**

### **3 – Boy’s Toilet Rooms – 200 sq. ft.**

### **3 – Girl’s Toilet Rooms – 200 sq. ft.**

### **4- Staff Toilet Rooms – 75 sq. ft.**

### **1 – All-inclusive Toilet Room – 75 sq. ft.**

### **1 – Custodial Office – 100 sq. ft.**

- Two (2) desk/chair
- Workstation table
- Luxury vinyl-enhanced tile
- Magnetic whiteboard
- Bulletin board
- One (1) computer
- Aux ports for plugging into the display

- 3 – Custodial Closets – 40 sq. ft.**
- 1 – Mechanical and Water Service Room – 600 sq. ft.**
- 1 – Fire Sprinkler Room – 300 sq. ft.**
- 1 – Main Electrical Room – 300 sq. ft.**
- 2 – Electrical Closets – 150 sq. ft.**
- 1 – MDF Rooms – 300 sq. ft.**
- 1 – IDF Rooms – 150 sq. ft.**
- 1 – Delivery and receiving 300 sq. ft.**

## Site Development

The existing site layout combines bus traffic and parent drop-off traffic with parking, using a driveway with intermediate and terminal cul-de-sacs. This layout is not optimal; users report vehicular congestion at drop-off and pick-up times, and extra care must be taken to mitigate potential dangers associated with mixing of bus and vehicular traffic.

The project's site design shall incorporate separation of bus traffic from parent drop-off and pick-up. Additionally, new driveway arrangements shall accommodate a flush loading area for deliveries near the kitchen and back-of-house area.

The Town of Seymour has recently acquired an L-shaped strip of land on the adjacent parcel to the south of the school, providing potential access to Poplar Drive. This access can be used to separate traffic and ameliorate congestion. The school is served by a limited number of buses, so using this access for a bus lane minimizes increased traffic along Poplar Drive.

The design of the school should include concrete sidewalks be constructed around the perimeter of the building. Concrete curbs should be used adjacent to those sidewalks. An entry plaza will be constructed at the main entrance consisting of scored concrete or pavers, trees, benches, a flagpole and an electronic marquee for school notifications. Full-cutoff site lighting will be provided throughout the parking lots and along pedestrian ways around and into the building.

The existing site features a natural grass ball field. In the event the field area is used as a new building site (enabling the existing school to remain operational during construction) the field would be reconstructed in the area of the existing school.

Two outdoor play areas will be incorporated into the site: one for students aged 5-12, and another, fully fenced, for students aged 2-5. These areas shall be furnished with age-appropriate play equipment in keeping with all applicable safety standards. Adequate fall zones and safety surfacing shall be provided.

# Sustainability

All State-funded schools with renovation budgets in excess of \$2 million dollars or new construction budgets in excess of \$5 million dollars must comply with Connecticut High Performance School Standards, a checklist-based system with mandatory and optional requirements, similar to LEED Silver. This process ensures that an integrated design process is followed from design through construction, including building commissioning of HVAC and key envelope components of the building. Many other sustainable practices are included and tracked, including minimum energy performance, energy modeling, air quality, ventilation, acoustics, recycled materials, limiting volatile organic compounds, green cleaning, onsite renewable power generation through the introduction of a photovoltaic system, and more. Long term sustainable energy, such as solar panels, will be considered in the design to lower annual operating costs and contribute to a cleaner environment.

Sustainability and human-centered building design is an important area of concern, and one expressed by many members of the community. Planetree, a framework for person-centered healthcare used at nearby Griffin Hospital, has been cited as an exemplary approach. WELL Building Standard is a similar performance-based system more applicable to schools, “monitoring features of the built environment that impact human health and well-being, through air, water, nourishment, light, fitness, comfort and mind.” Both systems take a holistic approach to health in the built environment. While WELL Building Certification may or may not be pursued, the new design will incorporate concepts from this Standard.

# Community Uses

The school facility will be utilized by the community for a variety of purposes. There will be community use of the gymnasium and classrooms for Parks & Recreation programs during the school year and during the summer months. Also, additional community groups will continue to use the building for various community events. Notably, the entire building and site is used for an extensive summer program. Additionally, the building is a hub for local groups, such as the nearby Balance Rock Condominium Association.

# Program Diagrams and Program Matrix

# SPACE PROGRAM MATRIX

Summary: Proposed Building Program  
Bungay Elementary School

Projected Enrollment: 553

| Academic Core Programs         |           |                      |                          |                   |                    |   |
|--------------------------------|-----------|----------------------|--------------------------|-------------------|--------------------|---|
| Spaces                         | Qty.      | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:  |
| Pre-K Classrooms               | 3         | 1,100                | 3,300                    | 3                 | 3,075              | Includes toilet room                                    |
| Kindergarten Classroom         | 4         | 1,100                | 4,400                    | 4                 | 4,299              | Includes toilet room                                    |
| 1st Grade Classrooms           | 4         | 850                  | 3,400                    | 3                 | 2,474              | All grades requested Toilet Rooms                       |
| 2nd Grade Classrooms           | 4         | 850                  | 3,400                    | 4                 | 3,448              |   |
| 3rd Grade Classrooms           | 4         | 850                  | 3,400                    | 4                 | 3,560              |   |
| 4th Grade Classrooms           | 4         | 850                  | 3,400                    | 4                 | 3,577              |   |
| 5th Grade Classrooms           | 4         | 850                  | 3,400                    | 4                 | 3,484              |   |
| SRBI (Intervention) Classrooms | 3         | 500                  | 1,500                    | 1                 | 770                | 6 teachers in one space now, not including TSOL teacher |
| TESOL Room                     | 1         | 500                  | 500                      | -                 |                    |   |
| <b>Subtotal</b>                | <b>31</b> |                      | <b>26,700</b>            | <b>27</b>         | <b>24,687</b>      |   |

| Special Education Programs       |          |                      |                          |                   |                    |   |
|----------------------------------|----------|----------------------|--------------------------|-------------------|--------------------|---|
| Spaces                           | Qty.     | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:  |
|                                  |          |                      | -                        |                   |                    |   |
| Special Education Resource Rooms | 3        | 500                  | 1,500                    | w SRBI            |                    | 3 teachers - pull-out, push-in now                          |
| Reach Program Room               | 1        | 1,200                | 1,200                    | 1                 | 689                | K-5 together - behavior issues. Multiple partitions needed. |
| OT/PT Room                       | 1        | 1,200                | 1,200                    | 1                 | 233                | Large space for lots of PK                                  |
| Sensory Room                     | 1        | 850                  | 850                      | w/OT/PT           |                    | Currently shared with OT/PT                                 |
| <b>Subtotal</b>                  | <b>6</b> |                      | <b>4,750</b>             | <b>2</b>          | <b>922</b>         |   |

| Student Support            |          |                      |                          |                   |                    |                     |
|----------------------------|----------|----------------------|--------------------------|-------------------|--------------------|---------------------|
| Spaces                     | Qty.     | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:              |
| School Psychologist Office | 1        | 250                  | 250                      | 1                 | 181                |                     |
| Speech & Language Office   | 2        | 250                  | 500                      | 2                 | 346                |                     |
| Counselor's Office         | 1        | 250                  | 250                      | 1                 | 129                |                     |
| BCBA Office                | 1        | 250                  | 250                      | 1                 | 142                | Behavior Specialist |
| Breakout Rooms             | 2        | 350                  | 700                      | -                 |                    |                     |
| <b>Subtotal</b>            | <b>7</b> |                      | <b>1,950</b>             | <b>5</b>          | <b>798</b>         |                     |

| Physical Education Programs |          |                      |                          |                   |                    |   |
|-----------------------------|----------|----------------------|--------------------------|-------------------|--------------------|---|
| Spaces                      | Qty.     | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:  |
| Gymnasium                   | 1        | 5,500                | 5,500                    | 1                 | 4,742              | Climbing wall, divider, storage. PE envisioned large MPR      |
| Physical Education Office   | 1        | 150                  | 150                      | 1                 | 141                |   |
| Stage                       | 1        | 600                  | 600                      | 1                 | 653                |   |
| PE Equipment Storage Room   | 1        | 800                  | 800                      | 1                 | 278                | May also include chair/table storage not allowed under stage. |
|                             |          |                      |                          |                   |                    | Proximity to public toilets and Family Toilet                 |
| <b>Subtotal</b>             | <b>4</b> |                      | <b>7,050</b>             | <b>4</b>          | <b>5,814</b>       |   |

| Food Services        |           |                      |                          |                   |                    |   |
|----------------------|-----------|----------------------|--------------------------|-------------------|--------------------|---|
| Spaces               | Qty.      | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:  |
| Student Dining Area  | 1         | 2,500                | 2,500                    | 1                 | 3,736              | Assumes 4 waves   |
| Staff Dining Lounge  | 1         | 500                  | 500                      | 1                 | 569                | Not requested at interviews. Lockers for 4 paras, mailboxes |
| Kitchen              | 1         | 1,500                | 1,500                    | 1                 | 971                | Adjacent to deliveries / receiving - see core areas         |
| Servery              | 1         | Included             |                          | Included          |                    |   |
| Preparation Area     | 1         | Included             |                          | Included          |                    |   |
| Cold Storage         | 1         | Included             |                          | Included          |                    |   |
| Dry Storage          | 1         | Included             |                          | 1                 | 143                |   |
| Dishwashing Room     | 1         | Included             |                          | Included          |                    |   |
| Food Services Office | 1         | Included             |                          | -                 |                    |   |
| Staff Toilet Room    | 1         | Included             |                          | 1                 | 123                |   |
| <b>Subtotal</b>      | <b>10</b> |                      | <b>4,500</b>             | <b>5</b>          | <b>5,542</b>       |   |

| Arts and Humanities Programs |          |                      |                          |                   |                    |   |
|------------------------------|----------|----------------------|--------------------------|-------------------|--------------------|---|
| Spaces                       | Qty.     | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:  |
| Music Room                   | 1        | 1,200                | 1,200                    | 1                 | 745                | Start instruments in 4th grade - need storage   |
| Music Storage Closet         | 1        | 500                  | 500                      | -                 |                    | Stage is currently used for band. Need band room? Good potential swing space for first or second grade. |
| Art Room                     | 1        | 1,200                | 1,200                    | 1                 | 994                |   |
| Kiln Room                    | -        | -                    | -                        | -                 |                    | Confirm   |
| Art Storage                  | 1        | 200                  | 200                      | -                 |                    | In addition to in-room storage  |
| <b>Subtotal</b>              | <b>4</b> |                      | <b>3,100</b>             | <b>2</b>          | <b>1,739</b>       |   |

| Library / Media Center          |          |                      |                          |                   |                    |        |
|---------------------------------|----------|----------------------|--------------------------|-------------------|--------------------|--------|
| Spaces                          | Qty.     | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes: |
| Media center                    | 1        | 2,000                | 2,000                    | 1                 | 1,475              |        |
| Reading Area                    | 1        | Included             |                          | Included          |                    |        |
| Book Stacks                     | 1        | Included             |                          | Included          |                    |        |
| Library Circulation             | 1        | Included             |                          | Included          |                    |        |
| Library/Media Specialist Office | 1        | Included             |                          | -                 |                    |        |
| Workroom / Storage              | 1        | Included             |                          | -                 |                    |        |
| Maker Space (STEAM)             | 1        | 850                  | 850                      | -                 |                    |        |
| <b>Subtotal</b>                 | <b>7</b> |                      | <b>2,850</b>             | <b>1</b>          | <b>1,475</b>       |        |

| Administrative & Support Spaces                 |           |                      |                          |                   |                    |                            |
|---|-----------|----------------------|--------------------------|-------------------|--------------------|----------------------------|
| Spaces  | Qty.      | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:                     |
| Main Office                                     | 1         | 1,000                | 1,000                    | 1                 | 617                |                            |
| Reception Area                                  | 1         | Included             |                          | Included          |                    | Seating for (6)            |
| Administrative Work Stations                    |           | Included             |                          | Included          |                    |                            |
| Reception Counter with Station for Head Monitor | 1         | Included             |                          | Included          |                    | (3) Staff workstations     |
| Principal's Office                              | 1         | 200                  | 200                      | 1                 | 192                | Includes toilet room       |
| Small Conference Room                           | 1         | 150                  | 150                      |                   |                    |                            |
| Assistant Principal's Office                    | 1         | 150                  | 150                      | 1                 | 208                |                            |
| Large Conference Room                           | 1         | 300                  | 300                      | 1                 | 277                |                            |
| Health Suite                                    | 1         | 800                  | 800                      | 1                 | 427                | Toilet, Exam Room & Office |
| Security Office                                 | 1         | 150                  | 150                      | w/PE Off.         |                    |                            |
| Staff Work Room                                 | 1         | 500                  | 500                      |                   |                    |                            |
| <b>Subtotal</b>                                 | <b>10</b> |                      | <b>3,250</b>             | <b>5</b>          | <b>1,721</b>       |                            |

| Building Services and Core Area |           |                      |                          |                   |                    |  |
|---------------------------------|-----------|----------------------|--------------------------|-------------------|--------------------|--|
| Spaces                          | Qty.      | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:   |
| Facilities Office               | 1         | 100                  | 100                      | -                 |                    |  |
| General Building Storage        | 1         | 500                  | 500                      | 3                 | 229                |  |
| Men's Public Toilet Room        | 1         | 150                  | 150                      | -                 |                    |  |
| Women's Public Toilet Room      | 1         | 150                  | 150                      | -                 |                    |  |
| Boy's Toilet Rooms              | 3         | 200                  | 600                      | 3                 | 671                |  |
| Girl's Toilet Rooms             | 3         | 200                  | 600                      | 3                 | 701                |  |
| Staff Toilet Rooms              | 4         | 75                   | 300                      | 4                 | 225                |  |
| All Inclusive Toilet Room       | 1         | 75                   | 75                       |                   |                    | Near Assembly Spaces                                       |
| Custodial Office                | 1         | 100                  | 100                      | 1                 | 224                |  |
| Custodial Closets               | 3         | 40                   | 120                      | 3                 | 140                |  |
| Mechanical & Water Service Room | 1         | 600                  | 600                      | 1                 | 2,725              |  |
| Fire Sprinkler Room             | 1         | 300                  | 300                      | -                 |                    |  |
| Main Electrical Room            | 1         | 300                  | 300                      | w/Mech            |                    |  |
| Electrical Closets              | 2         | 150                  | 300                      |                   |                    | Existing electrical closets not surveyed                   |
| MDF Room                        | 1         | 300                  | 300                      | 1                 | 155                |  |
| IDF Room                        | 1         | 150                  | 150                      | -                 |                    |  |
| Deliveries and Receiving        | 1         | 300                  | 300                      | 1                 | 314                | Adjacent to Kitchen - include lockers for FS and Custodial |
| <b>Subtotal</b>                 | <b>27</b> |                      | <b>4,945</b>             | <b>20</b>         | <b>5,384</b>       |  |

| Circulation (Corridors, Stairs, Elevator) & Interior Walls |      |                      |                          |                   |                    |        |
|--|------|----------------------|--------------------------|-------------------|--------------------|--------|
| Spaces   | Qty. | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes: |
| Circulation (Corridors, Stairs, Elevator)                  |      | 0.12                 | 7,257                    |                   | 10,140             |        |
| Interior Partitions & Chases                               |      | 0.05                 | 2,957                    |                   | 3,203              |        |
|  |      |                      |                          |                   |                    |        |

**Subtotal** 10,214 - 13,343


| Total Building Area  | Ideal Area (SF) | Existing Area (SF) |
|--|-----------------|--------------------|
| Total Program Areas  | 54,150          | 42,698             |
| Total Building Services and Core Area                            | 4,945           | 5,384              |
| Total Circulation (Corridors, Stairs, Elevator) & Interior Walls | 10,214          | 13,343             |

**Grand Total** 69,309 61,425

Maximum State-Eligible Area for 553 PK-5th Grade Students 69,309  
 ...with Increase if all Pre-1959 Areas are kept 74,909

**RFQ-RFP EXHIBIT G**

Seymour Public School District's Bungay Elementary School  
Existing Educational Facility Assessment dated June 15, 2025  
(furnished by Antinozzi Associates)

An aerial photograph of Bungay Elementary School, a large, modern educational facility with a complex, multi-winged structure. The building features a mix of light-colored and darker sections. To the left of the main building is a curved parking lot filled with cars. In the foreground, there is a large, well-maintained green lawn. To the right, another parking lot is visible with several vehicles. The school is surrounded by dense trees, and in the background, a residential neighborhood with houses is visible under a clear blue sky.

**SEYMOUR PUBLIC SCHOOLS**  
**BUNGAY ELEMENTARY SCHOOL**  
**35 Bungay Road, Seymour, Connecticut, 06483**  
**EXISTING EDUCATIONAL FACILITY ASSESSMENT**  
June 15, 2025

A close-up aerial view of two playground structures on a green lawn. The structures are dark-colored with light-colored accents and are positioned on a well-maintained grassy area.

**ANTINOZZI ASSOCIATES**  
ARCHITECTURE + INTERIORS

271 Fairfield Avenue, Bridgeport, Connecticut 06604

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  - 1.1 Facility Overview
  - 1.2 Assessment Team
  - 1.3 Use and Reliance Statement
  
- 2.0 EDUCATIONAL SPECIFICATIONS**
  - 2.1 Educational Specification Objectives
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- 1.3 Use and Reliance Statement**

**EXISTING PROPERTY DISPOSITION**

Bungay Elementary School is one of two elementary schools maintained by Seymour Public Schools. Centrally located within town limits, its 19.2-acre site falls on the western side of the Naugatuck River, which bisects the Town of Seymour.

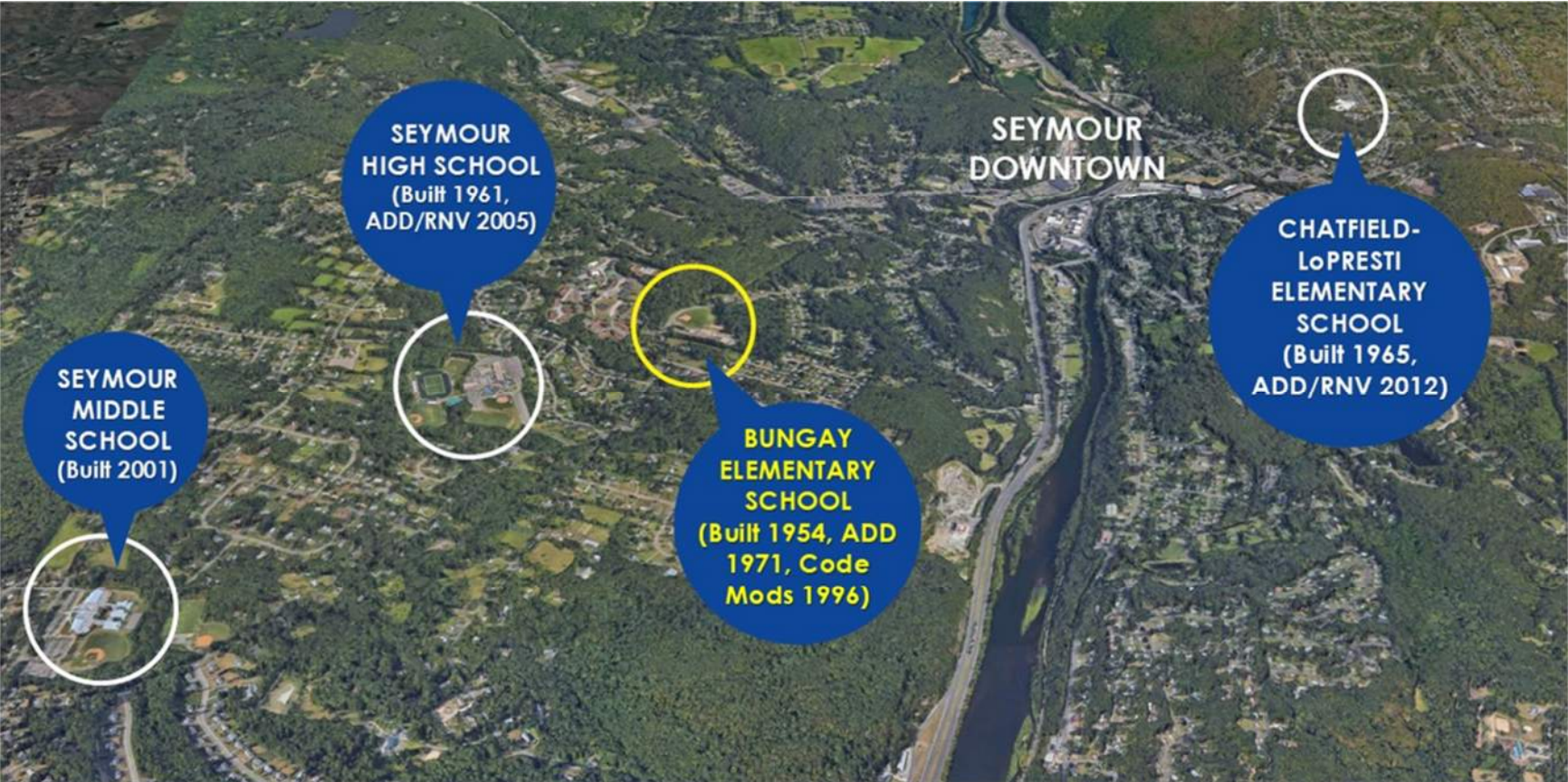
The school is configured in a linear fashion, extending roughly east-west, along the site's southern border. The property falls within Residential Zone R-18. Residential, and multi-family residential properties, surround the school site.

The improved south (building) and west (athletic field) portions of the site represent highpoints and the remainder of the site slopes steeply to the northeast. A softball field and playground are positioned north of the school structure at an elevation approximately 10 feet lower than the school's ground level. An exterior concrete stair and separate sloped drive connect the two occupied levels of the site. GIS mapping indicates the presence of wetlands at the undeveloped, low-lying portions of the site to the northeast.

A single vehicular drive, with curb cut onto Bungay Road, provides access to the school. The drive extends across the school's north side with parking distributed on either side at the drive's western side, on along the north side of the drive's eastern site. Two circles are located within the drive. One is located at the school's main, north facing entrance, and the second at the drive's eastern end. A service access drive and staff parking continue along the school's southern side.



SITE CENTRALITY



**Bungay Elementary School** has occupied its current location since its construction in 1952. The facility is one of two elementary schools maintained by Seymour Public Schools following the consolidation of Chatfield School and LoPresti School in 2012. Bungay Elementary services residential communities within the Town of Seymour located on the west side of the Housatonic River.

**ENROLLMENT DATA**

School enrollment plays a significant role in the determination of the construction grant funding available for a school construction project. As set forth by CT General Statutes Sec. 10-286 the largest projected enrollment over an eight-year period, in addition to the grade range and facility size, provide the basic information upon which a maximum eligible grant amount is based. Non-priority projects, such as projects to address code violations, roof replacement projects for systems having a minimum 20-year warranty; projects to remedy indoor air quality issues, may be subject to a determination of eligible percentages by the DAS Commissioner.

Although the scope of this report did not include a demographic analysis, Seymour Public School utilized periodic enrollment updates from New England Schools Development Council (NESDEC). The current enrollment data for Bungay Elementary School is provided at the end of this section. As a means of more equitably distributing students between the two existing elementary school, Seymour Public Schools has consolidated their Pre-K program at Bungay Elementary. The geographically central location of Bungay Elementary within Seymour's town limits supports the consolidation of Pre-K enrollment. This consolidation is more efficient by avoiding the duplication of Pre-K services and staff, were the program distributed between two schools.

According to the NESDEC enrollment study, the highest projected enrollment for a school housing Pre-K to 5<sup>th</sup> grades, will peak in year 2031-2032 at a 503-student population plus 50 students for the consolidated Pre-K program, for a total population of 553 students.

**GRANT REIMBURSEMENT PERCENTAGE**

Department of Administrative Services (DAS) FORM-SCG-1060, published in July 2024, indicates that Seymour's reimbursement rate for school construction grants in 2025 will be 56.79% for General Construction and 66.79% for New Construction.

**SPACE STANDARDS**

The statutory determination of the Space Standard utilizes the "Building Area" defined by the CT State Building Code as the inside face of exterior walls. With available record drawing information provided as part of documents collected for this study, the Building Area of the existing Bungay Elementary School is calculated as follows:

| <b>Building</b>                     | <b>Basement Level<br/>(Sq. Ft.)</b> | <b>Main Level<br/>(Sq. Ft.)</b> | <b>Building Total<br/>(Sq. Ft.)</b> |
|-------------------------------------|-------------------------------------|---------------------------------|-------------------------------------|
| Bungay ES                           | 2,725                               | 58,700                          | 61,425                              |
| <b>Total Existing Building Area</b> |                                     |                                 | <b>61,425</b>                       |

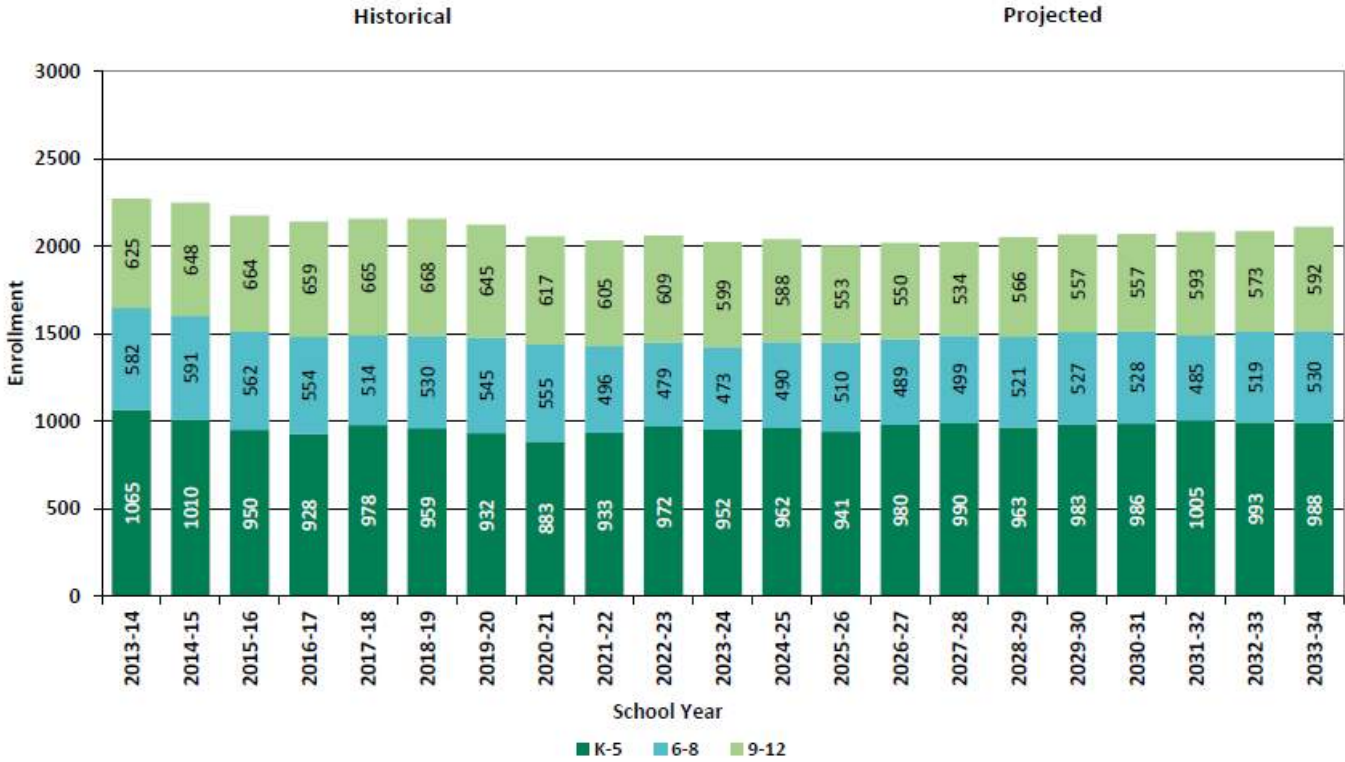
In accordance with CT General Statute Section 10-286 (10)(c)(1), the maximum square footage per pupil can be increase by 25% for schools constructed prior to 1959. Local Assessor's property records indicate that the original portions of Bungay Elementary School were originally constructed in 1952.

With the above building area data, the Space Standard for the existing Bungay Elementary School, and assuming no expansion, is calculated as follows on **Table 2.1.1**:

| TABLE 2.1.1 SPACE STANDARD CALCULATION                                     |            |            |            |            |            |  |          |          |          |           |           |           |
|--|------------|------------|------------|------------|------------|--|----------|----------|----------|-----------|-----------|-----------|
| <b>A. Grade Level</b>  |            |            |            |            |            |  |          |          |          |           |           |           |
| <b>Pre-K &amp; K</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>   | <b>5</b>   | <b>6</b>   | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> |
| <b>B. Allowable Area Per Pupil and Total Enrollment between 351 to 750</b> |            |            |            |            |            |  |          |          |          |           |           |           |
| <b>120</b>   | <b>120</b> | <b>120</b> | <b>120</b> | <b>120</b> | <b>152</b> | 152  | 176      | 176      | 176      | 190       | 190       | 190       |
| <b>C. Basic Building Area Computation</b>                                  |            |            |            |            |            |  |          |          |          |           |           |           |
| Total Grades   |            |            |            |            |            | 752  |          |          |          |           |           |           |
| Number of Grades House   |            |            |            |            |            | 6  |          |          |          |           |           |           |
| Average Area per Pupil   |            |            |            |            |            | 125.33   |          |          |          |           |           |           |
| Highest Projected Enrollment (2031-2032)                                   |            |            |            |            |            | 553  |          |          |          |           |           |           |
| Maximum Building Area  |            |            |            |            |            | 69,309 square feet   |          |          |          |           |           |           |
| <b>D. Total Building Area at Completion of Project</b>                     |            |            |            |            |            |  |          |          |          |           |           |           |
| Existing Building Area Pre-1959  |            |            |            |            |            | 28,000 square feet   |          |          |          |           |           |           |
| Adjusted Existing Building Area Pre-1959                                   |            |            |            |            |            | 22,400 square feet   |          |          |          |           |           |           |
| Building Area Constructed After 1959                                       |            |            |            |            |            | 46,909 square feet   |          |          |          |           |           |           |
| Building Area for Space Standard   |            |            |            |            |            | <b>69,309</b> square feet / 74,909 square feet with pre-1959 areas |          |          |          |           |           |           |
| Reduction Factor of Total Eligible Costs                                   |            |            |            |            |            | NA *   |          |          |          |           |           |           |

\* The above computation indicates that, based upon the highest projected enrollment over an eight-year period and the school's existing Building Area, Bungay Elementary will not exceed the Space Standard. Therefore, no reduction in total eligible costs is anticipated.

**NESDEC**  
**Historical & Projected Enrollments in Grade Combinations**



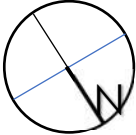
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**EXISTING FLOOR PLAN**



**DEPARTMENT LEGEND**

|  |                                 |
|--|---------------------------------|
| <span style="display:inline-block; width:15px; height:15px; background-color:#c8e6c9;"></span> | ACADEMIC CORE PROGRAMS          |
| <span style="display:inline-block; width:15px; height:15px; background-color:#ffb74d;"></span> | SPECIAL EDUCATION PROGRAMS      |
| <span style="display:inline-block; width:15px; height:15px; background-color:#e0e0e0;"></span> | STUDENT SUPPORT                 |
| <span style="display:inline-block; width:15px; height:15px; background-color:#bbdefb;"></span> | PHYSICAL EDUCATION PROGRAMS     |
| <span style="display:inline-block; width:15px; height:15px; background-color:#ffccbc;"></span> | FOOD SERVICES                   |
| <span style="display:inline-block; width:15px; height:15px; background-color:#e1bee7;"></span> | ARTS AND HUMANITIES PROGRAMS    |
| <span style="display:inline-block; width:15px; height:15px; background-color:#c5e1a5;"></span> | LIBRARY / MEDIA CENTER          |
| <span style="display:inline-block; width:15px; height:15px; background-color:#fff9c4;"></span> | ADMINISTRATIVE & SUPPORT SPACES |
| <span style="display:inline-block; width:15px; height:15px; background-color:#e0e0e0;"></span> | BUILDING SERVICES & CORE AREA   |
| <span style="display:inline-block; width:15px; height:15px; background-color:#ffe0b2;"></span> | CIRCULATION                     |



|                              |            |
|------------------------------|------------|
| APPROXIMATE AREA OF BASEMENT |            |
| MECHANICAL/ELECTRICAL AREA:  | 2,725 NSF  |
| TOTAL AREA OF FIRST FLOOR:   | 58,700 NSF |
| TOTAL EXISTING AREA:         | 61,425 NSF |

### BUNGAY ELEMENTARY SCHOOL REPRESENTATIVES

The following individuals with Seymour Public Schools and the Town of Seymour have provided guidance and record documentation supporting the development of this assessment:

Seymour Public Schools

2 Botsford Road, Seymour, CT 06483

**Dr. Susan Compton, PhD**, Superintendent of Schools

Bungay Elementary School Facility Staff

**Lauren Reid**, Principal

**Rebecca Bennett**, School Nurse. Bungay Elementary School Building Committee Member

Town of Seymour

**Tim Connors**, Seymour Director of Facilities, Bungay Elementary School Building Committee Member

### ASSESSMENT TEAM

The Assessment Team was comprised of the following professional design, education specialist, engineering and cost estimating firms who collectively reviewed the existing Bungay Elementary School to generate this assessment:

*Architectural Design Services:*

Antinozzi Associates, PC - Architecture & Interiors

271 Fairfield Avenue, Bridgeport, CT 06604

(203) 377-1300 | [www.antinozzi.com](http://www.antinozzi.com)

**Michael LoSasso**, AIA, LEED AP BD+C, Principal

**Lisa Yates**, AIA, LEED AP, Senior Associate

*Educational Specifications:*

Construction Solutions Group (CSG)

34 Sequassen Street, Suite 201

Hartford, CT 06106

**Fran Defiore**, Educational Specialist

*Civil Engineering Services:*

Stantec Consulting Engineers

317 Main Street, Norwich, CT 06360

(860) 886-1966 | [www.claengineers.com](http://www.claengineers.com)

**Robert A. DeLuca**, P.E., Principal

*Structural Engineering Services:*

E2 Engineers

488 Montauk Avenue, New London, CT 06320

(860) 437-3259 | [www.e2engineers.com](http://www.e2engineers.com)

**Scott Ericson**, P.E., Principal

*Mechanical, Plumbing, Fire Protection & Electrical Engineering Design Services:*

Consulting Engineering Services (CES)

811 Middle Street, Middletown, CT 06457

(860) 632-1682 | [www.cesct.com](http://www.cesct.com)

**Eric Gebrian**, P.E., Associate, Project Manager

**Adam Sterrer**, P.E., Mechanical Engineer

**Vaney Murello**, P.E., Electrical Engineer

*Professional Cost Estimating Services:*

Pan American Consulting Services, LLC

East Haddam, CT 06423

(860) 873-1196

**Thomas C. Hardin**, CPE / LEED | AP

### USE AND RELIANCE STATEMENT

Antinozzi Associates PC; Construction Solutions Group (CSG); Stantec Consulting Engineers, e2 Engineers, Consulting Engineering Services (CES), and Pan American Consulting Services, LLC (PACS), hereinafter referred to as the "Assessment Team," have produced the content of this document under agreements between the Town of Seymour, Seymour Public Schools and Antinozzi Associates, PC. All terms and conditions of that agreement are included within this document by reference. Other than the Town of Seymour and Seymour Public Schools, the Assessment Team disclaims any obligations to any other person or entity with respect to the material content presented in this document, and no person or entity may rely upon this document without advance and express written consent from Antinozzi Associates, PC and such person's or entity's written agreement is so bound by the limitations, qualifications, terms conditions and indemnities to Antinozzi Associates, PC set forth by that agreement.

The Assessment Team specifically states that their review of the property in question is subject to monetary and time restraints, as well as scope limitations. Given those restraints and limitations, they have made what is in their opinion a reasonable investigation and analysis. The materials presented in this document shall be considered "to the best of the Assessment Team's collective professional knowledge." This phrase means materials presented reflect the Assessment Team's actual knowledge of the subject matter after such inquiry the Preliminary Assessment Team considered reasonable given the constraints and limitations upon the contracted scope of work.

The extent of the physical observation to produce this Assessment has been limited to walk-around visual inspections of the property, and conversations with Town of Seymour and Seymour Public Schools representatives, and other support personnel. Assumptions regarding the overall condition of the property have been developed based upon observation of representative areas of the subject site and review of previous studies and drawings. As such, the development of the assessment and improvements, along with associated costs, is based upon the team's prior knowledge of the facility from the extension and alternation of the original school the overview observation and is also limited with respect to completeness.

**2.1 Educational Specification Objectives**

- Project Overview
- Rationale for the Project
- Long Range Educational Plan
- Learning / Educational Activities
- Instructional Design
- Enrollment Data and Proposed Project Capacity

**2.2 Building Systems**

**2.3 Interior Building Environment**

- Interior Building Environment
- Site Development
- Sustainability
- Common Uses

**2.4 Program Matrix**

### PROJECT OVERVIEW

In May of 2023, the Seymour Board of Selectpersons appointed the Bungay School Facility Needs Study Committee. The Committee was charged with the task of assessing the facility needs of Bungay School and providing a report and recommendations to the Board of Selectpersons on or before December 2023. The purpose of the study was to develop an assessment of the condition of the school to determine the impact of the existing conditions on the educational program currently in place with consideration for future enrollment and program needs. The summary was comprehensive, uncovering several serious issues in need of attention. These conditions are outlined in the project rationale section of the document.

These Educational Specifications were developed in collaboration with the Superintendent, Dr. Susan E. Compton, Director of Curriculum and Instruction, Mary Sue Feige, Director of Facilities, Timothy Connors, Principal, Lauren Reid, Assistant Principal, Stacey Long, and Bungay School staff. The following individuals participated in specific program meetings to provide input for these educational specifications:

Mark Krauchick – Custodial/Facilities  
Karen Leeper – Administrative Assistant  
Rebecca Bennett - Nurse  
Cliff Taylor – Art  
Halliegh Perugini – Library-Media  
Joanna Dunne – Music, Chorus, Band  
Jenna Gentile – Physical Education  
Gina Kindt – Kindergarten  
Jen Florin – Kindergarten  
Jaci Freddino – Grade 2  
Katie Furino – Grade 2  
Suzanne O’Hara – Instructional Para  
Kelli Wrogg – Monitor Para  
Mike Milia – Grade 5  
Kristine Yoxall – Grade 5  
Kim Barton –SRBIs  
Maureen Hein – Grade 4  
Stef Newman – Grade 4  
Kristen DeLorenzo – Preschool  
Michelle Cirella – Preschool

Alex Giannelli – REACH Program  
Ron Barnard – Security  
Chloe Germain – School Psychologist  
Dana Mitchell – School Counselor  
Jen Karpovich – SLP  
Cindy Brooks – Food Service  
Nancy Sarlo – Food Service  
Noelle Oberdick – Grade 1  
Michelle Strumello – Grade 1  
Jeannine Weaver – Special Education  
Rachel Ferrugia-Stanek – Special Education  
Mallory Knutson – Grade 3  
Kim Freeman – Grade 3

### RATIONALE FOR THE PROJECT

Bungay Elementary School was originally constructed in 1952 and underwent renovations in 1971 and 1996. The renovations included the addition of single-story classroom spaces and various facility updates. The current building encompasses a total of 59,600 square feet. The student population of Bungay School is currently 465 and the school serves Pre-K-5.

It is important to note that Bungay School is the last of the four present schools of the Seymour Public Schools which need upgrading. Seymour Middle School was built and dedicated in September 2001. Seymour High School was expanded and renovated in part with a dedication in 2005 and Chatfield LoPresti School was expanded and renovated with a dedication in 2012.

Given this information, in May 2023, the Board of Selectpersons appointed a Bungay School Facility Needs Study Committee. The Committee was tasked with assessing the facility needs of Bungay school a report and recommendations to the Board of Selectpersons on or before December 31, 2023.

The Committee toured Bungay School with staff members to view the school. Tim Connors, member of the Committee and Facilities Director for the Seymour Public Schools, provided a summary of the infrastructure needs of the school from a strictly facilities perspective. The Administration, staff, and members of the public discussed extensively the shortcomings of the school and limitations that affect students and staff daily to articulate the facility needs of the school from the perspective of students and staff and the curriculum and instructional needs of the students.

The Committee identified several deficiencies and areas in need of improvement which are summarized below. A full copy of their report is attached as an appendix to this report.

- Safety and security, including traffic flow
- Replacement of doors and windows
- Upgrades of bathrooms for accessibility
- Need for increased space for storage and staff
- Updating and upgrading electrical systems, plumbing and HVAC
- Improvements in air quality
- Upgrades to technology and wi-fi throughout the building
- Incorporation of 21st century learning environment including STEAM, Maker Space, improved media center etc.
- Improvements to the nurse area for patient privacy

The Committee accordingly found that the facility needs of the school are many and the school is in need of a renovation and expansion project to provide and enhance the educational needs of the students and to adequately provide for the safety, physical needs and comfort of the students and staff, including, but not limited to, the social and emotional needs of the student population.

As a result of the Bungay School Facility Needs Study Committee's findings, the Board of Selectpersons recognized the need for Bungay and appointed a School Building Committee to be charged with the development of a plan for the renovation, expansion and/or new construction of Bungay School.

These education specifications have been developed with the intent of transforming Bungay Elementary School into a 21st Century Learning Environment and addressing the needs identified by the stakeholders including students, staff, administrators, and committee members.

### LONG RANGE EDUCATIONAL PLAN

#### Mission and Vision

The mission of Seymour Public Schools is to fully know our students as learners, to educate and inspire them through a range of experiences that reflect high expectations for learning and prepare them to meet the challenges of an ever-changing world.

Seymour Public School works diligently to promote individual student learning. We strive to have all students succeed in all social and academic areas so they can become well-rounded individuals who show compassion toward others and who can confidently confront and solve any problem with which they are faced.

#### Core Beliefs of Seymour Public Schools

- ✓ All students can learn
- ✓ Everyone in our school community will be learners
- ✓ Accountability leads to growth
- ✓ All learners have individual interests, needs, and talents
- ✓ All learners will be physically and emotionally safe in the learning environment
- ✓ Home, school, and community will act as team members in the educational process
- ✓ By working together collaboratively toward common goals with cooperation and
- ✓ teamwork all learners will succeed.

#### Vision of a Graduate

Together, we will continue to work through our Vision of a Graduate initiative, which will guide us in developing our strategic plan. Our mission is to prepare all students with the knowledge, skills, and attributes required for success in a rapidly changing world.

#### Strategic Priorities

The Strategic Plan is designed to provide a foundation for academic excellence, social-emotional growth, and a vision of a graduate. These efforts are organized into the following strategic priorities:

1. Climate and Culture: Social Emotional
2. Student Engagement with Curriculum
3. Support Innovative and Exemplary Research-Based Professional Practices
4. Community Involvement
5. Infrastructure and Operational Sustainability

#### District Goals and Objectives

District goals and evidence of student learning inform the development of school, department, and individual annual growth plans that are finalized at the beginning of each school year. Annual objectives highlight priorities for the upcoming school year although the ongoing, complex work of the district across all departments and domains continues even if not specifically noted below. In addition, annual objectives guide resource allocation and decision-making.

### LEARNING / EDUCATIONAL ACTIVITIES

#### Academic Goals

At Bungay Elementary School, the updated designs for the Preschool through fifth grade classrooms will reflect the latest developments in educational practices, ensuring that the space supports the current curriculum and extending learning opportunities for students. The goal is to create environments that not only foster active, hands-on learning but also promote creativity, collaboration, and critical thinking across all grade levels. Classrooms will be designed to adapt to a variety of instructional methods, including project-based learning, inquiry-based activities, and differentiated instruction, which are key components of the school's curriculum.

Incorporating spaces that support current teaching practices will be essential for enhancing student engagement and extending their educational experiences. These spaces will allow for flexible groupings and the integration of technology, enabling students to work both independently and in collaboration with peers on a range of academic and creative projects. Teachers will need areas that can accommodate whole-class instruction, small-group discussions, and one-on-one interactions, providing opportunities for personalized learning and extending classroom learning beyond traditional boundaries. Renovations will be necessary to create more innovative, future-focused spaces that align with these needs. This will involve updating classroom layouts to include multifunctional areas where students can engage in different activities at once—whether it's a quiet corner for individual reading or a collaborative space for group discussions and projects. Flexible furniture and interactive learning stations will allow for quick reconfigurations based on the specific needs of the lesson or project.

To further support diverse student needs, additional spaces

will be required to accommodate small group instruction, support services, special education programs, and intervention efforts such as MTSS (SRBI). These dedicated areas will ensure that all students receive targeted and individualized support, fostering an inclusive learning environment where academic and social-emotional growth can thrive.

Additionally, incorporating areas that encourage STEAM exploration, creative arts, outdoor learning, and critical thinking will support a well-rounded, 21st-century education. This may include spaces for hands-on learning, such as a STEAM classroom, where students can experiment and extend their understanding of the curriculum. Overall, the renovations at Bungay Elementary will enhance the instructional space to better accommodate current educational strategies, encouraging deeper learning experiences and providing the flexibility necessary to prepare students for future success. The academic goals outlined below provide information about how current learning and educational activities can be further enhanced and developed through a renovation, expansion and/or new construction of Bungay School to meet the long-range educational needs of the preschool through fifth grade student body.

**Mathematics:** Aligned with state standards, students will develop strong foundational skills in key areas like geometry, statistics, and algebra, preparing them for high school and beyond. The Seymour School Mathematics Program is aligned with the Connecticut Core Standards for Mathematics and is committed to providing all students with a high-quality, comprehensive, and challenging program. The program provides consistent opportunities for students to develop the knowledge, skills, and capacities necessary to be college and career ready. The guiding principle that drives the mathematics program is that every student should have

foundational skills in number sense, expressions and equations, functions, geometry, and statistics and probability, which prepare them for a successful mathematics experience in high school and beyond.

**Literacy:** The literacy program emphasizes reading, writing, speaking, and critical thinking skills. Students will explore diverse perspectives through texts that foster empathy and global awareness. Our mission is to instill a capacity for communication, empathy, and citizenship through critical thinking, reflection, and appreciation of diverse viewpoints. We aim to foster life-long learners, thinkers, collaborators, and communicators. Through the program, all students will successfully master literacy, reading, writing, listening, speaking, and Social Studies learning standards and will be able to effectively study and critically think about how people process and document the human experience. Students study other writers and thinkers, contemporary and historical, to develop their own abilities to read, write, speak, listen, and think critically and globally.

**Social Studies:** Students will master standards in civics, geography, and history, focusing on citizenship and civic responsibility through Connecticut's frameworks. Our mission is to instill a capacity for communication, empathy, and citizenship through critical thinking, reflection, and appreciation of diverse viewpoints. We aim to foster life-long learners, thinkers, collaborators, and communicators who participate as citizens of their communities. The Social Studies Curriculum is aligned with the Connecticut Elementary and Secondary Social Studies Frameworks and College, Career, and Civic Life (C3) Framework. Through the program, all Seymour School students will successfully master Social Studies learning standards and will be able to effectively study and critically think about how

people process and document the human experience through civics, economics, geography, and history.

**STEAM** (Science, Technology, Engineering, Arts, and Mathematics): Incorporating Next Generation Science Standards, the STEAM program will encourage inquiry-based learning and problem-solving. The Seymour School STEAM Program is grounded in the Next Generation Science Standards (NGSS) and ISTE Standards for Students. In order to extend this program into the elementary schools, a STEAM program must be developed at the PreK-5 grade level. This program would utilize a student-centered inquiry model of instruction, students are tasked with exploring real-world issues presented through the lens of science and engineering while also incorporating literacy, mathematics, and social studies topics. Through application of the design thinking process, students explore a problem through research, propose a solution, prototype, test, and revise based on data. Students practice iterative creative problem-solving while honing skills in research, collaboration, technology, and communication. STEAM innovation labs should encourage creativity and flexibility in student thinking, providing flexible spaces for collaboration, research, and communication.

**Spanish:** Beginning in middle school, the Spanish program will promote language proficiency and cultural appreciation, preparing students for global citizenship. The goal of the Spanish program at Seymour Public Schools is to develop students who appreciate language and culture. Currently, instruction begins in grade 6 to prepare students for continued study at the high school level. Looking forward as a district, increasing opportunities for world language enrichment in the elementary grades would further

enhance the district's initiative to provide students with global perspectives and world language acquisition.

**Health, Physical Education, and Wellness:** The wellness program aims to develop physically and mentally healthy individuals, promoting lifelong fitness and emotional well-being through comprehensive health and physical education programs. The goal of the Health, Physical Education, and Wellness Program at Seymour Public Schools is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of mental, physical, and social health.

**Music:** Students will engage in creating, performing, and appreciating music, fostering a deep connection to the arts. Modern technologies, such as recording equipment, will enhance learning. The purpose of music education is to prepare students for a lifetime of active, satisfying involvement with music in a variety of forms. Contemporary life is filled with musical encounters. Music education should empower students to create, refine, and notate their own original music; read, interpret, and perform music literature created by themselves and others; and respond with understanding to others' musical works and performances (CSDE- Learning Targets). In order to continue to grow in the area of performing arts, classroom spaces should provide large group spaces for band and chorus while also supporting small spaces for practice. Incorporating recording and presentation technology to enhance instruction is a critical component of the space.

**Art:** Arts education encourages creativity and expression, helping students become culturally responsive and compassionate community members. The Arts continue to drive our identity during current times. It allows people to connect more deeply and open their eyes to new sights around them. Through Arts education, students are exposed to various forms of expression and strategies to communicate through a variety of culturally influenced mediums. Participation in the Arts, especially during the early years of life, has proven to support developing culturally responsive, compassionate, and creative contributing members of society. The Arts challenge us to rethink perspectives and demand a newer, better world.

**Social and Emotional Learning (SEL):** SEL will be woven into daily experiences, with dedicated spaces designed to help students manage stress, develop emotional intelligence, and foster resilience. The social and emotional wellness of the students is important to consider in the design of the building. Areas of respite where students can go to be stress-free should be established. Students should have the opportunity to be able to meet in small groups with staff and interact in breakout spaces. Locations that allow students to release anxieties and express emotions in a worry-free environment are critical, allowing them to move on to interacting with other students in a controlled environment conducive to learning. Placing support services in an easily accessible proximity to classroom space supports the goal of promoting self-advocacy for our students.

### **INSTRUCTIONAL DESIGN**

Seymour Public Schools aims to redesign the school experience by adopting a thematic and flexible learning model. Grouping content areas like STEAM and

Humanities will create an interdisciplinary approach to learning, encouraging collaboration and critical thinking. A future learning Commons, as a hub for learning, will serve as a gathering space for students and teachers to explore creative projects and integrate technology. It is the belief of The Seymour Public School that parents, teachers, and children are partners in the learning process and serve as the foundation of the educational journey. Adequate space for the instructional program as well as community gathering space is integral to its success.

### **ENROLLMENT DATA AND PROPOSED PROJECT CAPACITY**

A 10-year enrollment projection was conducted by NESDEC, an independent consultant hired by Seymour Public Schools. For purposes of grant applications, the State of Connecticut reviews the enrollment data for the 8 years starting with the year of the application submittal. According to the study the school will enroll students in grades Pre-K – 5th grade and enrollment per the updated enrollment projections will be the highest in the year 2031-32. The projected enrollment for the 2031-32 year for Bungay is 503 plus the additional 50 Pre-K students that will be added brings the total enrollment to 553 students.

**BUILDING SYSTEMS**

|                              |   |
|------------------------------|---|
| <p><b>Security</b></p>       | <p>An electronic security system will be installed in the school, including cameras and state of the art entry security. The school will be designed to prevent access to most school instructional areas when community events take place during non-school hours. The project will be coordinated with District and Town leadership security goals in keeping with the All-Hazards School Security and Safety Plan for Bungay Elementary.</p> <p>The school must also comply with school safety infrastructure criteria as determined by the Connecticut School Building Projects Advisory Council. Per Connecticut General Statutes:</p> <p><b>§ 10-292r.</b> <i>School safety infrastructure criteria. (a) The School Building Projects Advisory Council, established pursuant to section 10-292q, shall periodically review and update, as necessary, school safety infrastructure criteria for school building projects awarded grants pursuant to this chapter and the school security infrastructure competitive grant program, pursuant to section 84 of public act 13-3*. <u>Such school safety infrastructure criteria shall conform to industry standards for school building safety infrastructure and shall address areas including, but not be limited to, (1) entryways to school buildings and classrooms, such as, reinforcement of entryways, ballistic glass, solid core doors, double door access, computer-controlled electronic locks, remote locks on all entrance and exits and buzzer systems, (2) the use of cameras throughout the school building and at all entrances and exits, including the use of closed-circuit television monitoring, (3) penetration resistant vestibules, and (4) other security infrastructure improvements and devices as they become industry standards.</u></i></p> |
| <p><b>Technology</b></p>     | <p>Since technology systems evolve rapidly, systems installed as part of the technology component will be replaced after the main building to ensure access to the latest products. A wide-area network (WAN) will be installed, and the building will be networked to the network policy server (NPS). Wireless Access Points (WAPs) will be installed throughout the entire school. The new School may serve as a WAP for the community.</p> <p>Ethernet shall be CAT6 or better, providing 1 GB to desktop and 10GB trunks to all interconnections to all the data closets. Drops in the ceiling for wireless APs should be installed for support of the wireless infrastructure. All assembly areas such as the Gym, MPR, and LMC shall have a minimum of three ceiling/wall mounted drops for wireless APs.</p>  |
| <p><b>Public Address</b></p> | <p>The building's public address system will be comprehensive, and the infrastructure installed with the building. It will be completed as part of the technology component of the project and will incorporate internal building communications as well as external communications. Concurrently, the systems for the phones, clocks, and data/voice/video will be developed. The public address system is run through the network.</p>  |

|  |  |
|--|--|
| <b>Phone System</b>                                | A comprehensive phone system will be integrated with the technology component of the project, and phones will be installed throughout the facility. All support and instructional spaces will be included.   |
| <b>Clocks</b>                                      | Clocks, like the phone system, will be integrated into the technology component of the project. All support and instructional spaces will be included. The clocks run on the Wi-Fi system. The managed vendor is CT-TSG, they also manage the phones and annunciator.  |
| <b>Building Envelope</b>                           | New portions of the building will be insulated in conformance with current Codes and Connecticut High-Performance Building Standards and shall be protected by a continuous layer of air and vapor barriers tied into the roof membrane and associated flashings. Any existing portions of the building envelope will be upgraded as feasible. All windows will be replaced.   |
| <b>HVAC</b>  | <p>Connecticut High-Performance Building Standards, similar to LEED, will be followed. A new heating, air conditioning, and ventilation system will be installed throughout the building. Heating design shall be 70 degrees, and cooling design shall be 75 degrees.</p> <p>A Building Management System (BMS) shall be installed to control the mechanical and selected electrical systems. BMS shall be by the Temperature Control vendor approved by the Owner. The system shall provide temperature control and monitoring for all HVAC systems in the building, shall be programmable for occupied and unoccupied periods, and shall use carbon dioxide sensing to control outside air volume. The BMS shall communicate directly to the district's central system, with off-site alarming capability.</p> |
| <b>Automatic Fire Suppression &amp; Fire Alarm</b> | The building will be equipped throughout with a sprinkler system in conformance with NFPA 13, 20 & 24. A fire pump with generator backup will be provided if existing water pressure is insufficient. A new addressable, speaker-type fire alarm system will be provided in compliance with Code and ADA requirements, tied into the sprinkler system.   |
| <b>Plumbing</b>                                    | Plumbing fixtures shall be low flow, energy efficient, and ADA compliant. Each drinking fountain location will include at least one bottle filler. Grease waste from the kitchen shall be piped to a direct-buried grease interceptor outside the building. Waste leaving the grease interceptor shall be tied back into the sanitary pipe leaving the building. All floor drains shall be self-priming.   |

|   |   |
|---|---|
| <p><b>Electrical</b></p>                          | <p>The building electrical service shall be capable of meeting the needs of the building and site. Provide a backup generator if a fire pump is required. If a backup generator is not required nor provided, battery backup will be provided for emergency systems via inverters. If a generator is not provided, include an automatic transfer switch to allow key systems, such as heating for freeze protection, to function during an extended power outage with the use of a temporary generator.</p> <p>The building's electrical and structural systems will be designed to accommodate rooftop photovoltaic solar panels. Roof load designs will allow for a ballasted panel system to reduce rooftop penetrations.</p> <p>Lighting shall be high-efficiency LED, designed to promote an optimal learning environment, with ample low-glare illumination. Lighting shall use motion sensors and automatic dimming for daylight harvesting.</p> |
| <p><b>Acoustics</b></p>                           | <p>Per Connecticut State Building Code, for new construction the building must comply with ANSI A117.1 Section 808, "Enhanced Acoustics for Classrooms." Reverberation time will be limited in accordance with this standard, and wall partitions shall have STC ratings as needed to keep classroom ambient sound levels from sources outside the classroom to 35 dBA and 55 dBC. All wall partitions separating spaces shall extend to the deck above. All spaces are considered to have acoustic separation. Acoustical finishes and treatments will be used as needed throughout the school's interior.</p>   |
| <p><b>Renovated Spaces</b></p>                    | <p>All discontinued and abandoned systems, including but not limited to HVAC, plumbing, and all types of high- and low-voltage wiring, shall be completely removed from renovated areas. All holes and previous penetrations shall be sealed. Wall partitions shall be extended to deck if needed for room separation. All areas of staining or indication of previous water damage shall be investigated and repaired.</p>   |
| <p><b>Renewable On-site Energy Generation</b></p> | <p>In alignment with Governor Lamont's mandate to mitigating the impacts of the climate crisis by decarbonizing our electric sector (Public Act 22-5) and expanding existing renewable energy programs (Public Act 22-14), the proposed improvements to Bungay Elementary school will introduce a photovoltaic array for the generation of onsite renewable energy to aid in supporting this legislation. The project anticipates salvaging the existing roof mounted photovoltaic system and installing it on or adjacent to the new school. Anticipating a reduced roof area by the introduction of a two-story school, consideration will be given to providing a ground-mounted array for the relocated system installation.</p>  |

**INTERIOR BUILDING ENVIRONMENT**

The school design shall incorporate a secure, obvious and inviting main entrance to function as the primary entry for all visitors. This entrance shall incorporate a vestibule with locking at the inner and outer doors, adjacent to the secure lobby of the administrative wing. The entry sequence shall include checkpoints at the outer vestibule door, at the connection between the vestibule and the secure lobby, and then from the lobby into the building. Civic spaces, such as the Gymnasium and Cafeteria, will be close to the main entrance. Doorways in corridors shall be positioned to maximize lock-off capability of academic areas for after-hours events in the building's more public areas.

All spaces will be optimized for 21st-century learning, with ample power and technology receptacles, and interactive displays on teaching walls, in conference rooms and in larger office spaces. Permanent casework, including upper and lower cabinets with solid surfacing countertops, will be incorporated into classroom spaces to provide active storage. Furniture will be selected for flexibility and mobility. Furniture systems shall be easy to configure into multiple arrangements to accommodate group learning, traditional rows for testing, seminar style, or a hybrid.

Classroom placement will prioritize access to natural light, as well as regular, consistent shape and size to allow for future flexibility. All windows below head-height will receive roller shades, with sun-filtering fabric of sufficient thickness to obscure views or black-out shades. Door locking and hardware will conform to District standards. All classrooms must lock easily and quickly, and shall be equipped with vision panels with shades or security shutters. Building exits not required to function as entrances will receive exit-only hardware; entrances will receive card readers. Larger areas will be designed for lockdown, either with magnetic hold-opens releasing doors on lockdown or

through other electronic means. The building will be fully accessible, with ADA compliance throughout.

Finishes will be selected for ease of maintenance, durability, and aesthetics. No-wax flooring will be used; all finishes will be reviewed with maintenance staff. Concrete masonry construction is favored for corridors; if this is not feasible, durable wainscoting must be provided. All drywall in areas used by students shall be impact-resistant high abuse type. Toilet rooms shall have tile on floors and wet walls and epoxy paint on non-tiled walls.

The development of this educational specification points to a new four-section classroom model with three Pre-K sections. Spaces beyond the classrooms are also diagrammed and summarized in the attached matrix for all educational spaces. The following is a general description of each space:

**Academic Core Programs approximately 26,700 sq. ft.**

**3 – Three Pre-K classrooms, each approximately 1100 sq. ft.**

**Common to all Pre-K classrooms:**

- 1 teaching station per classroom: Teacher's desk, chair, 4 drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Student bathroom facilities
- Space for 20 students in each classroom
- Countertop cabinets with a sink
- Flexible seating
- Carrels
- Dividers
- Carpeted area for small group instruction
- Sensory materials in small area of classroom
- Bookcases on wheels

- Activity tables
- Changing table
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP) in each classroom
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- 24 2'X2' cubbies along one wall for student belongings
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse with auxiliary HDMI input

#### **4 – Four Kindergarten classrooms, each approximately 1100 sq. ft.**

##### **Common to all Kindergarten classrooms:**

- 1 teaching station per classroom: Teacher's desk, chair, 4 drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Student bathroom facilities
- Space for 24 students in each classroom
- Countertop cabinets with a sink
- Flexible seating
- Worktable for small group instruction
- Bookcases on wheels
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP) in each classroom
- Touchscreen, Smartboard, or Overhead projection

racks with screen, most current school technology on the teaching wall

- Magnetic whiteboards and tack boards
- 24 2'X2' cubbies along one wall for student belongings
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse with auxiliary HDMI input

#### **20 – Twenty Academic Core Classrooms, each approximately 850 sq. ft.:**

##### **Common to all 1st – 5th Grade Classrooms:**

- 1 teaching station per classroom: Teacher's desk, chair, 4 drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 24 students in each classroom
- Countertop cabinets with a sink
- Bookcases on wheels
- Worktable for small group instruction
- Storage cubbies for student coats and materials
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP) in each classroom
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse with auxiliary HDMI input

**3 – (SRBI) Intervention Classrooms, approximately 500 sq. ft.**

- 1 teaching station, Teacher's desk, chair, 4 drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 20 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP) in each classroom
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse
- Aux HDMI input

**1 – TSOL Classroom, approximately 500 sq. ft.**

- Teacher's desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 15-20 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP)
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- Parabolic LED lighting with variable light level switching or addressable.

**Special Education 4,750 sq. ft.**

- 3 – Three Special Education Resource Rooms, each approx. 500 sq. ft
- Comfortable chairs/desks/tables to accommodate (15) fifteen to (20) twenty students (flexible/adaptable/easily movable workstations)
  - Teacher desk/chair
  - Bookshelves
  - Open shelving & storage cabinets
  - Secured storage for materials
  - Interactive LED Panel (at least 75")
  - Wall/ceiling-mounted speakers
  - Luxury vinyl-enhanced tile or flooring that allows for easy movement of furniture
  - Magnetic whiteboards (wall-to-wall) on the front or side walls
  - Bulletin boards lining the back wall
  - One (1) teacher computer, 22-inch display
  - Wireless keyboard/mouse

**1- REACH Program approximately 1,200 sq. ft.**

- Teacher's desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 10-12 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP) in each classroom
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings

- Parabolic LED lighting with variable light level switching or addressable.
- One (1) teacher computer, 22-inch display
- 3 Study Carrels

**1 - OT/PT Room – 1,200 sq. ft.**

**This room is significantly different than most of the other educational spaces due to the specialized activities that take place here. A list of the items and corresponding activities are listed below.**

- parabolic LED lighting with variable light level switching
- Luxury vinyl-enhanced tile flooring
- Shelving for materials and supplies
- platform swing
- crash pads
- Multiple weight-bearing ceiling attachments for equipment

**1 – Sensory Room - 850 sq. ft.**

- Soft seating
- Crash pads
- Flooring -padded or carpeted
- Bean bag chairs
- Bulletin board
- Lockable storage wardrobe
- Mobile sensory cart
- One (1) computer
- Table and counter space
- Bubble Tubes
- Tactile Wall Murals/Panels
- Multiple weight-bearing ceiling attachments for equipment

**Student Support 1,950 sq. ft.**

**1 - Psychologist Office - 250 sq. ft.**

- Desk and chair
- 1 – 4-drawer lockable file cabinets
- Fire-rated student records file storage
- Base and wall cabinet storage
- Bulletin board
- Lockable storage wardrobe
- Network copier and fax machine
- One (1) computer
- Table and counter space
- Luxury vinyl-enhanced tile or flooring

**2 – Two Speech Rooms - 250 sq. ft. each**

- Teacher’s desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 5-10 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP)
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- Parabolic LED lighting with variable light level switching or addressable.

**1– Counselor’s Office - 250 sq. ft.**

- Teacher’s desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 5-10 students

- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP)
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- Parabolic LED lighting with variable light level switching or addressable.

### **1 – BCBA Office - 250 sq. ft.**

- Teacher's desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet, lockable
- Space for 5-10 students
- Cabinets for secured storage and project display/storage for learning materials
- Integrated modern technology with one-to-one devices, Wireless Access Point (WAP)
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards
- Luxury vinyl tile/rubber high-density flooring and base and scrubbable painted walls with acoustic ceilings
- Parabolic LED lighting with variable light level switching or addressable.

### **2 – Breakout Rooms - 350 sq. ft.**

- Soft seating
- Flooring -padded or carpeted
- Bean bag chairs

- Bulletin board
- Small table
- 6 chairs

### **Physical Education Approximately – 7,050 sq. ft.**

#### **1 – Gymnasium - 5,500 sq. ft.**

- All-purpose wood floor system with essential markings
- Removable protective matting
- One main basketball court (45'x74') Two cross-courts as well
- Basketball backboards to be adjustable and swing out/up for non-use.
- Set up for Volleyball with necessary inserts and markings
- Bleacher seating- limited
- Ceiling-mounted air destratification fans
- Sound system
- Ropes, nets and basketball hoops
- Padding on walls and floor for physical education programs
- Suspension equipment and/or storage rooms for pads
- Room dividing curtain/mesh to bisect the space for dual activities
- High output LED lighting for efficiency and color correction for multipurpose activities.
- Acoustic wall panels
- 1 Electronic scoreboard
- 1 Digital messaging board

#### **1 - P.E Office, approximately 150 sq. ft.**

- Teacher's desk, chair, 4-drawer file cabinet, lockable storage/wardrobe cabinet,
- Luxury vinyl-enhanced tile or flooring

- One (1) teacher computer with a 22-inch display
- Wireless keyboard/mouse
- Aux HDMI input

### **Stage (including wing space) – 600 sq. ft.**

- Stage should be accessible to all
  - Stage to accommodate 50 performers in chairs with music stands
  - Ceiling cloud structures adjustable for acoustics control
  - Fire-rated proscenium curtain, and all applicable safety standards
  - Moveable side curtains
  - Stage lighting and sound systems appropriate for the size of the stage
  - Ceiling mounted projector and screen
- 1 – PE Equipment Storage Room of approximately 800 sq. ft.
- Sealed concrete floor
  - Minimum 10-foot ceiling to maximize storage

### **Food Services – 4,500 sq. ft.**

#### **1 – Student Cafeteria approximately – 2,500 sq. ft.**

Typical acoustical treatments for the walls to dampen sound are needed. The cafeteria should be constructed adjacent to the kitchen. Multiple student traffic flows should be considered in the placement of the food serving line. The placement of student restrooms in the vicinity of the cafeteria should be considered in the design to provide student convenience.

- The room should accommodate risers with handicapped accessibility
- Space to seat approximately 180 students per lunch wave in 3 waves
- Lighting and sound systems to support the instructional use of the space

- State-of-the-art public technology including a Smart TV
- Acoustical treatment of wall and ceiling to support the use of the space
- Resilient tile flooring durable and washable, with a slip-resistant finish
- Provide windows with abundant natural light and create relationships to exterior
- Provide exterior dining
- Scrubbable painted or masonry walls for durability and high lay-in ceilings, durable and washable
- High out-put LED lighting for efficiency and color correction for dining and multipurpose activities
- Portable (fold in half on wheels) cafeteria round tables
- Convenience power for cleaning equipment and staff/visitor laptops
- Numerous WAP for LAN and internet use by staff, students, and visitors
- Several Monitors throughout space
- 4 Hand washing stations
- 2 microwave ovens for student use

#### **1 - Staff Dining Area, approximately – 500 sq. ft.**

- Tables and chairs for up to fifteen (15) staff members
- Cabinets and countertop with sink
- Microwave oven
- Refrigerator
- Dedicated electrical circuits for refrigerator and microwave
- Interactive LED Panel (at least 75")
- Wall/ceiling-mounted speakers
- Vinyl-enhanced tile or flooring that allows for easy cleanup
- Magnetic whiteboards
- Bulletin boards

**1 – Kitchen Serving/Cold Storage - 1,500sq. ft**

- Two (2) - Double sink preparation tables each with one (1) standard faucet and one (1) pre-rinse faucet
- Two (2) – Warmers
- Two (2) - Double Deck Convection Ovens
- One (1) - Combi-Oven
- One (1) - Convection Steamer
- One (1) - Pasta Kettle – 30 gallons
- One (1) - 12- Burner Range
- Walk-in freezer
- Three (3) compartment sink assembly with drain boards for pot and pan washing; each compartment shall measure 27" x 27" x 16" deep; a pre-rinse spray assembly required at one (1) sink compartment
- Dishwasher/Tray station
- Recycling center for paper, liquids etc.
- Hot & Cold Food Station
- Deli Station
- Express Stations for self-serve foods and dry display snacks
- Cashier stations strategically located at the exit from the Servery
- Mobile condiment stations to be located at the exit of the Servery
- Grease-trap to be located outside of the building for ease of maintenance
- Utility Distribution System with quick disconnect devices for all services
- Walk-in refrigerators and freezers will require backup generator power; audio/visual temperature alarm; refrigeration control alarm; temperature alarms to be wired to the "Building Monitoring System
- Water conservation methods
- Provide High-Efficiency Energy Star Label Equipment &

Lighting

- Exhaust hoods: Demand Control Ventilation Package
- Temperature maintenance, water filtration and sanitation to promote food safety
- Exterior in-line grease trap to conform to FOG Program
- Linked to the building management system for notification of temperature failure
- Connected to the emergency generator in case of power failure
- Office space (Approx. 100 sq. ft) for manager
- Desk and chair
- One (1) lockable teacher storage wardrobe
- One (1) lockable four-drawer filing cabinet
- Magnetic whiteboard
- One (1) computer

**Arts and Humanities Programs approximately 3,100 sq. ft.**

**All the following spaces need to be designed for maximum sound attenuation**

**1 – Music Room – 1,200 sq. ft.**

- Sixty (60) performer chairs
- Sixty (60) music stands
- Wenger flip forms for thirty (30) students
- Three (3) Chair Move and Store Carts
- Built-in counters/cabinets with storage above and below
- Teacher's desk, chair, 4-drawer file cabinet, lockable, storage/wardrobe cabinet
- Incorporate new music technologies, WAP
- Electrical convenience power
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Magnetic whiteboards and tack boards

- One (1) teacher computer
- One (1) teacher desk
- Electronic piano
- Sink
- Instrument closed storage for ukuleles and xylophones
- Appropriate sound management materials on walls and floor
- Resilient tile floor,
- Acoustic ceilings and parabolic LED lighting with variable light level switching

### **1 – Music Storage Closet, 500 sq. ft.**

- Built-in shelving to accommodate instruments

### **1 - Art Room/Kiln approximately 1,200 sq. ft.**

- Must have ample natural light
- Eight tables; Thirty-two (32) chairs
- Teacher desk/chair
- 4-drawer file cabinet, lockable, storage/wardrobe cabinet
- Vertical storage with shelves and doors
- Built-in counter space with storage above and below
- Document Camera
- Wall/ceiling-mounted speakers
- Vinyl-enhanced tile or flooring that allows for easy cleanup
- Walls should be functional workspaces and for showcasing student work Multiple magnetic whiteboards (wall-to-wall) on front and side walls
- Bulletin boards lining the back wall
- One (1) teacher computer, 22-inch display
- Wireless keyboard/mouse
- Aux HDMI input
- Include ample storage space within the room

- 2- free standing deep utility sinks with sediment traps dispersed throughout the classroom
- Electrical convenience power throughout the perimeter.
- Uninterrupted flat countertop space with bottom storage cabinets and open shelving including deep and wide drawer shelving with suspension hardware
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Integrated modern technology, WAP
- Large Kiln
- Sturdy Rack style shelving for student projects
- Dedicated ventilation
- Electrical disconnect for Kiln
- Luxury vinyl-enhanced tile or flooring
- Shelving should be wide and sturdy to support various art supplies

### **1 – Art Storage Closet, 200 sq. ft.**

- Built-in shelving to accommodate materials

### **Library/Media Center of approximately 2,850 sq. ft.**

The Library/Media Center will be designed to become the learning hub of the school. It will continue to be where teachers encourage students to develop a passion for reading. This will also serve as a place where student-centered activities happen with the integration of technology. This area will include a Makerspace that will be welcoming and encourage students to be creative problem-solvers, take risks and think critically. Students will have the opportunity to engage in hands-on activities using various materials as well as the latest technology. The Library/Media Specialist will collaborate with the classroom teachers on various projects and use this space to show students how to locate and evaluate important information.

**1 – Media center – 2,000 sq. ft.**

- The Circulation Center will be located in the center of the Media Center and adjacent to the workroom and media specialist office
- Minimum of three WAP and some supplemental data jacks located throughout for student access to LAN and internet
- Flexible book shelving that can be reconfigured for a collection of 10,000 -15,000 volumes with open sight lines possible for optimum adult supervision
- Monitors throughout space.
- Rolling bookshelves for a limited collection of books
- Areas with comfortable seating
- Printer
- Bulletin Boards to display student work and promotional materials
- Two (2) staff computers for the circulation desk area
- Desk and chair
- 1 – 4-drawer lockable file cabinets
- Base and wall cabinet storage
- Bulletin board
- Lockable storage wardrobe
- Network copier and fax machine
- Luxury vinyl-enhanced tile or flooring
- Cabinets with various shelving

**1 – Maker Space (STEAM) – 850 sq. ft.**

- Movable furniture
- Cabinets for secured storage and project display/storage for learning materials
- Touchscreen, Smartboard, or Overhead projection racks with screen, most current school technology on the teaching wall
- Whiteboards and tack boards

- Lab tables
- 3D Printer
- One (1) teacher computer
- 22-inch display
- Wireless keyboard/mouse
- Aux HDMI input
- Parabolic LED lighting with variable light level switching or addressable

**Administration and Office Support 3,250 sq. ft.**

Main administrative offices will be located at the front, adjacent to the main entry and connected by a security vestibule, allowing visually controlled access to the building through the administration reception waiting area. A dedicated 911 phone shall be located in the main office for the purpose of informing office staff if 911 is called from any facility phone. All exit/entry doors have electronic hardware that will activate on notification from striking of a panic button. Glazing will be minimal and secure.

**1 – Main Office: Secretarial area approximately 1,000 sq. ft.**

- Two (2) Secretarial work stations behind the main counter
- One (1) station for Head Monitor
- Lockable storage wardrobes
- Two (2) lockable four-drawer filing cabinets
- Fire-rated student file storage
- Base and wall cabinet storage
- Network copier and fax machine
- kitchenette
- Bulletin boards
- Luxury vinyl-enhanced tile or flooring
- One (1) computer per secretary/clerk
- Electronic security system

**1 - Reception area (included)**

- Reception area to have 6 comfortable chairs for visitors
- Bulletin boards
- Luxury vinyl-enhanced tile or flooring
- Electronic security system

**1 – Principal’s Office– 200 sq. ft.**

- Desk and chair
- Table
- Seating for six (6)
- Lockable storage/wardrobe
- Lockable lateral files
- One (1) large wall unit bookcase
- Interactive LED Panel (32-50” display)
- Security “panic” button with a dedicated phone line
- Luxury vinyl-enhanced tile
- Magnetic whiteboard
- Bulletin board
- One (1) computer
- Aux ports for plugging into a display

**1 – Small Conference room – 150 sq. ft.**

- Conference table
- Seating for six (6)
- Credenza
- Magnetic whiteboard
- Luxury vinyl-enhanced tile or flooring
- Bulletin board

**1 – Assistant Principal’s Office - 150 sq. ft.**

- Table
- Desk and Chair
- Seating for six (6)
- Lockable storage/wardrobe
- Lockable lateral files

- One (1) large wall unit bookcase
- Interactive LED Panel (32-50” display)
- Security “panic” button with a dedicated phone line
- Luxury vinyl-enhanced tile or flooring
- Magnetic whiteboard
- Bulletin board
- One (1) computer
- Aux ports for plugging into display

**1 – Large Conference room – 300 sq. ft.**

- Conference table
- Seating for fifteen (15)
- Credenza
- Interactive LED Panel (32-50” display)
- Aux ports for plugging into the display
- Magnetic whiteboard
- Luxury vinyl-enhanced tile or flooring
- Bulletin board

**1 – Health Suite with Nurse’s Office, approximately 800 sq. ft.**

- One (1) desk with chair
- One (1) computer
- Built-in counters with shelving below around the perimeter of the room
- Multiple file cabinets (two (2) four-drawer; two (2) two-drawer
- two (2) double cabinets (full size)
- One (1) double cabinet (half-size)
- One (1) Double-locked medicine cabinet
- One (1) locking wall cabinet
- Large closet with shelving and doors
- Refrigerator
- Sink with hot and cold water, soap, and towel

- dispenser
- Microwave
- Scale
- 3 chairs
- Exam room
- Bathroom
- Two (2) cots
- Privacy curtains
- One (1) wheelchair
- Eye-wash station
- Vinyl-enhanced tile
- One (1) large bulletin board
- Centrally located adjacent to the main office and counseling

**1 - Security Office - 150 sq. ft.**

- Desk and chair
- 1 – 4-drawer lockable file cabinets
- Fire-rated student records file storage
- Base and wall cabinet storage
- Bulletin board
- Lockable storage wardrobe
- Network copier and fax machine
- One (1) computer
- Table and counter space
- Luxury vinyl-enhanced tile or flooring

**1 – Staff Workroom – 500 sq. ft.**

- Conference table and chairs
- Credenza
- Interactive LED Panel (32-50" display)
- Aux ports for plugging into the display
- Magnetic whiteboard
- Luxury vinyl-enhanced tile or flooring
- Bulletin board

- Network Copier
- Table and counter space

**Building Services and Core Area – 5,245 sq. ft.**

**1 – Facilities Office – 100 sq. ft.**

- Desk and chair
- Lockable storage/wardrobe
- Lockable lateral files
- One (1) large wall unit bookcase
- Interactive LED Panel (32-50" display)
- Luxury vinyl-enhanced tile
- Magnetic whiteboard
- Bulletin board
- One (1) computer
- Aux ports for plugging into the display

**1 – General Building Storage – approximately 800 sq. ft.**

- Steel storage shelves
- Lockable tool cabinets
- Wall-mounted tool hanging system

**1 – Men’s Public Toilet – 150 sq. ft.**

**1 – Women’s Public Toilet – 150 sq. ft.**

**3 – Boy’s Toilet Rooms – 200 sq. ft.**

**3 – Girl’s Toilet Rooms – 200 sq. ft.**

**4- Staff Toilet Rooms – 75 sq. ft.**

**1 – All-inclusive Toilet Room – 75 sq. ft.**

**1 – Custodial Office – 100 sq. ft.**

- Two (2) desk/chair
- Workstation table
- Luxury vinyl-enhanced tile
- Magnetic whiteboard
- Bulletin board

- One (1) computer
- Aux ports for plugging into the display

### **3 – Custodial Closets – 40 sq. ft.**

### **1 – Mechanical and Water Service Room – 600 sq. ft.**

### **1 – Fire Sprinkler Room – 300 sq. ft.**

### **1 – Main Electrical Room – 300 sq. ft.**

### **2 – Electrical Closets – 150 sq. ft.**

### **1 – MDF Rooms – 300 sq. ft.**

### **1 – IDF Rooms – 150 sq. ft.**

### **1 – Delivery and receiving 300 sq. ft.**

#### **SITE DEVELOPMENT**

The existing site layout combines bus traffic and parent drop-off traffic with parking, using a driveway with intermediate and terminal cul-de-sacs. This layout is not optimal; users report vehicular congestion at drop-off and pick-up times, and extra care must be taken to mitigate potential dangers associated with mixing of bus and vehicular traffic.

The project's site design shall incorporate separation of bus traffic from parent drop-off and pick-up. Additionally, new driveway arrangements shall accommodate a flush loading area for deliveries near the kitchen and back-of-house area.

The Town of Seymour has recently acquired an L-shaped strip of land on the adjacent parcel to the south of the school, providing potential access to Poplar Drive. This access can be used to separate traffic and ameliorate congestion. The school is served by a limited number of buses, so using this access for a bus lane minimizes increased traffic along Poplar Drive.

The design of the school should include concrete sidewalks be constructed around the perimeter of the building. Concrete curbs should be used adjacent to those sidewalks. An entry plaza will be constructed at the main entrance consisting of scored concrete or pavers, trees, benches, a flagpole and an electronic marquee for school notifications. Full-cutoff site lighting will be provided throughout the parking lots and along pedestrian ways around and into the building.

The existing site features a natural grass ball field. In the event the field area is used as a new building site (enabling the existing school to remain operational during construction) the field would be reconstructed in the area of the existing school.

Two outdoor play areas will be incorporated into the site: one for students aged 5-12, and another, fully fenced, for students aged 2-5. These areas shall be furnished with age-appropriate play equipment in keeping with all applicable safety standards. Adequate fall zones and safety surfacing shall be provided.

#### **SUSTAINABILITY**

All State-funded schools with renovation budgets in excess of \$2 million dollars or new construction budgets in excess of \$5 million dollars must comply with Connecticut High Performance School Standards, a checklist-based system with mandatory and optional requirements, similar to LEED Silver. This process ensures that an integrated design process is followed from design through construction, including building commissioning of HVAC and key envelope components of the building. Many other sustainable practices are included and tracked, including minimum energy performance, energy modeling, air quality, ventilation, acoustics, recycled materials, limiting volatile organic compounds, green cleaning, onsite renewable power generation through the introduction of a photovoltaic system, and more. Long term sustainable energy, such as solar panels,

will be considered in the design to lower annual operating costs and contribute to a cleaner environment.

Sustainability and human-centered building design is an important area of concern, and one expressed by many members of the community. Planetree, a framework for person-centered healthcare used at nearby Griffin Hospital, has been cited as an exemplary approach. WELL Building Standard is a similar performance-based system more applicable to schools, “monitoring features of the built environment that impact human health and well-being, through air, water, nourishment, light, fitness, comfort and mind.” Both systems take a holistic approach to health in the built environment. While WELL Building Certification may or may not be pursued, the new design will incorporate concepts from this Standard.

### **COMMUNITY USES**

The school facility will be utilized by the community for a variety of purposes. There will be community use of the gymnasium and classrooms for Parks & Recreation programs during the school year and during the summer months. Also, additional community groups will continue to use the building for various community events. Notably, the entire building and site is used for an extensive summer program. Additionally, the building is a hub for local groups, such as the nearby Balance Rock Condominium Association.

### SPACE PROGRAM MATRIX

Summary: Proposed Building Program

Projected Enrollment: 553

Bungay Elementary School

#### Academic Core Programs

| Spaces                         | Qty.      | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:   |
|--------------------------------|-----------|----------------------|--------------------------|-------------------|--------------------|--|
| Pre-K Classrooms               | 3         | 1,100                | 3,300                    | 3                 | 3,075              | Includes toilet room                                     |
| Kindergarten Classroom         | 4         | 1,100                | 4,400                    | 4                 | 4,299              | Includes toilet room                                     |
| 1st Grade Classrooms           | 4         | 850                  | 3,400                    | 3                 | 2,474              | All grades requested Toilet Rooms                        |
| 2nd Grade Classrooms           | 4         | 850                  | 3,400                    | 4                 | 3,448              |  |
| 3rd Grade Classrooms           | 4         | 850                  | 3,400                    | 4                 | 3,560              |  |
| 4th Grade Classrooms           | 4         | 850                  | 3,400                    | 4                 | 3,577              |  |
| 5th Grade Classrooms           | 4         | 850                  | 3,400                    | 4                 | 3,484              |  |
| SRBI (Intervention) Classrooms | 3         | 500                  | 1,500                    | 1                 | 770                | 6 teachers in one space now , not including TSOL teacher |
| TESOL Room                     | 1         | 500                  | 500                      | -                 |                    |  |
| <b>Subtotal</b>                | <b>31</b> |                      | <b>26,700</b>            | <b>27</b>         | <b>24,687</b>      |  |

#### Special Education Programs

| Spaces                           | Qty.     | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:  |
|----------------------------------|----------|----------------------|--------------------------|-------------------|--------------------|---|
|                                  |          |                      | -                        |                   |                    |   |
| Special Education Resource Rooms | 3        | 500                  | 1,500                    | w SRBI            |                    | 3 teachers - pull-out, push-in now                          |
| Reach Program Room               | 1        | 1,200                | 1,200                    | 1                 | 689                | K-5 together - behavior issues. Multiple partitions needed. |
| OT/PT Room                       | 1        | 1,200                | 1,200                    | 1                 | 233                | Large space for lots of PK                                  |
| Sensory Room                     | 1        | 850                  | 850                      | w/OT/PT           |                    | Currently shared with OT/PT                                 |
| <b>Subtotal</b>                  | <b>6</b> |                      | <b>4,750</b>             | <b>2</b>          | <b>922</b>         |   |

| Student Support            |          |                      |                          |                   |                    |                     |
|----------------------------|----------|----------------------|--------------------------|-------------------|--------------------|---------------------|
| Spaces                     | Qty.     | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:              |
| School Psychologist Office | 1        | 250                  | 250                      | 1                 | 181                |                     |
| Speech & Language Office   | 2        | 250                  | 500                      | 2                 | 346                |                     |
| Counselor's Office         | 1        | 250                  | 250                      | 1                 | 129                |                     |
| BCBA Office                | 1        | 250                  | 250                      | 1                 | 142                | Behavior Specialist |
| Breakout Rooms             | 2        | 350                  | 700                      | -                 |                    |                     |
| <b>Subtotal</b>            | <b>7</b> |                      | 1,950                    | 5                 | 798                |                     |

| Physical Education Programs |          |                      |                          |                   |                    |   |
|-----------------------------|----------|----------------------|--------------------------|-------------------|--------------------|---|
| Spaces                      | Qty.     | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:  |
| Gymnasium                   | 1        | 5,500                | 5,500                    | 1                 | 4,742              | Climbing wall, divider, storage. PE envisioned large MPR      |
| Physical Education Office   | 1        | 150                  | 150                      | 1                 | 141                |   |
| Stage                       | 1        | 600                  | 600                      | 1                 | 653                |   |
| PE Equipment Storage Room   | 1        | 800                  | 800                      | 1                 | 278                | May also include chair/table storage not allowed under stage. |
|                             |          |                      |                          |                   |                    | Proximity to public toilets and Family Toilet                 |
| <b>Subtotal</b>             | <b>4</b> |                      | 7,050                    | 4                 | 5,814              |   |

| Food Services        |           |                      |                          |                   |                    |   |
|----------------------|-----------|----------------------|--------------------------|-------------------|--------------------|---|
| Spaces               | Qty.      | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:  |
| Student Dining Area  | 1         | 2,500                | 2,500                    | 1                 | 3,736              | Assumes 4 waves   |
| Staff Dining Lounge  | 1         | 500                  | 500                      | 1                 | 569                | Not requested at interviews. Lockers for 4 paras, mailboxes |
| Kitchen              | 1         | 1,500                | 1,500                    | 1                 | 971                | Adjacent to deliveries / receiving - see core areas         |
| Servery              | 1         | Included             |                          | Included          |                    |   |
| Preparation Area     | 1         | Included             |                          | Included          |                    |   |
| Cold Storage         | 1         | Included             |                          | Included          |                    |   |
| Dry Storage          | 1         | Included             |                          | 1                 | 143                |   |
| Dishwashing Room     | 1         | Included             |                          | Included          |                    |   |
| Food Services Office | 1         | Included             |                          | -                 |                    |   |
| Staff Toilet Room    | 1         | Included             |                          | 1                 | 123                |   |
| <b>Subtotal</b>      | <b>10</b> |                      | <b>4,500</b>             | <b>5</b>          | <b>5,542</b>       |   |

| Arts and Humanities Programs |          |                      |                          |                   |                    |   |
|------------------------------|----------|----------------------|--------------------------|-------------------|--------------------|---|
| Spaces                       | Qty.     | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:  |
| Music Room                   | 1        | 1,200                | 1,200                    | 1                 | 745                | Start instruments in 4th grade - need storage   |
| Music Storage Closet         | 1        | 500                  | 500                      | -                 |                    | Stage is currently used for band. Need band room? Good potential swing space for first or second grade. |
| Art Room                     | 1        | 1,200                | 1,200                    | 1                 | 994                |   |
| Kiln Room                    | -        |                      | -                        | -                 |                    | Confirm   |
| Art Storage                  | 1        | 200                  | 200                      | -                 |                    | In addition to in-room storage  |
| <b>Subtotal</b>              | <b>4</b> |                      | <b>3,100</b>             | <b>2</b>          | <b>1,739</b>       |   |

| Library / Media Center          |          |                      |                          |                   |                    |        |
|---------------------------------|----------|----------------------|--------------------------|-------------------|--------------------|--------|
| Spaces                          | Qty.     | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes: |
| Media center                    | 1        | 2,000                | 2,000                    | 1                 | 1,475              |        |
| Reading Area                    | 1        | Included             |                          | Included          |                    |        |
| Book Stacks                     | 1        | Included             |                          | Included          |                    |        |
| Library Circulation             | 1        | Included             |                          | Included          |                    |        |
| Library/Media Specialist Office | 1        | Included             |                          | -                 |                    |        |
| Workroom / Storage              | 1        | Included             |                          | -                 |                    |        |
| Maker Space (STEAM)             | 1        | 850                  | 850                      | -                 |                    |        |
| <b>Subtotal</b>                 | <b>7</b> |                      | 2,850                    | 1                 | 1,475              |        |

| Administrative & Support Spaces                 |           |                      |                          |                   |                    |                            |
|---|-----------|----------------------|--------------------------|-------------------|--------------------|----------------------------|
| Spaces  | Qty.      | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:                     |
| Main Office                                     | 1         | 1,000                | 1,000                    | 1                 | 617                |                            |
| Reception Area                                  | 1         | Included             |                          | Included          |                    | Seating for (6)            |
| Administrative Work Stations                    |           | Included             |                          | Included          |                    |                            |
| Reception Counter with Station for Head Monitor | 1         | Included             |                          | Included          |                    | (3) Staff workstations     |
| Principal's Office                              | 1         | 200                  | 200                      | 1                 | 192                | Includes toilet room       |
| Small Conference Room                           | 1         | 150                  | 150                      |                   |                    |                            |
| Assistant Principal's Office                    | 1         | 150                  | 150                      | 1                 | 208                |                            |
| Large Conference Room                           | 1         | 300                  | 300                      | 1                 | 277                |                            |
| Health Suite                                    | 1         | 800                  | 800                      | 1                 | 427                | Toilet, Exam Room & Office |
| Security Office                                 | 1         | 150                  | 150                      | w/PE Off.         |                    |                            |
| Staff Work Room                                 | 1         | 500                  | 500                      |                   |                    |                            |
| <b>Subtotal</b>                                 | <b>10</b> |                      | 3,250                    | 5                 | 1,721              |                            |

| Building Services and Core Area |           |                      |                          |                   |                    |  |
|---------------------------------|-----------|----------------------|--------------------------|-------------------|--------------------|--|
| Spaces                          | Qty.      | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes:   |
| Facilities Office               | 1         | 100                  | 100                      | -                 |                    |  |
| General Building Storage        | 1         | 500                  | 500                      | 3                 | 229                |  |
| Men's Public Toilet Room        | 1         | 150                  | 150                      | -                 |                    |  |
| Women's Public Toilet Room      | 1         | 150                  | 150                      | -                 |                    |  |
| Boy's Toilet Rooms              | 3         | 200                  | 600                      | 3                 | 671                |  |
| Girl's Toilet Rooms             | 3         | 200                  | 600                      | 3                 | 701                |  |
| Staff Toilet Rooms              | 4         | 75                   | 300                      | 4                 | 225                |  |
| All Inclusive Toilet Room       | 1         | 75                   | 75                       |                   |                    | Near Assembly Spaces                                       |
| Custodial Office                | 1         | 100                  | 100                      | 1                 | 224                |  |
| Custodial Closets               | 3         | 40                   | 120                      | 3                 | 140                |  |
| Mechanical & Water Service Room | 1         | 600                  | 600                      | 1                 | 2,725              |  |
| Fire Sprinkler Room             | 1         | 300                  | 300                      | -                 |                    |  |
| Main Electrical Room            | 1         | 300                  | 300                      | w/Mech            |                    |  |
| Electrical Closets              | 2         | 150                  | 300                      |                   |                    | Existing electrical closets not surveyed                   |
| MDF Room                        | 1         | 300                  | 300                      | 1                 | 155                |  |
| IDF Room                        | 1         | 150                  | 150                      | -                 |                    |  |
| Deliveries and Receiving        | 1         | 300                  | 300                      | 1                 | 314                | Adjacent to Kitchen - include lockers for FS and Custodial |
| <b>Subtotal</b>                 | <b>27</b> |                      | <b>4,945</b>             | <b>20</b>         | <b>5,384</b>       |  |

| Circulation (Corridors, Stairs, Elevator) & Interior Walls |      |                      |                          |                   |                    |        |
|--|------|----------------------|--------------------------|-------------------|--------------------|--------|
| Spaces   | Qty. | Ideal Room Area (SF) | Ideal Area Subtotal (SF) | Existing Quantity | Existing Area (SF) | Notes: |
| Circulation (Corridors, Stairs, Elevator)                  |      | 0.12                 | 7,257                    |                   | 10,140             |        |
| Interior Partitions & Chases                               |      | 0.05                 | 2,955                    |                   | 3,203              |        |
| <b>Subtotal</b>  |      |                      | <b>10,212</b>            | <b>-</b>          | <b>13,343</b>      |        |

| Total Building Area  | Ideal Area (SF) |        | Existing Area (SF) |  |
|--|-----------------|--------|--------------------|--|
| Total Program Areas  | 54,150          |        | 42,698             |  |
| Total Building Services and Core Area                            | 4,945           |        | 5,384              |  |
| Total Circulation (Corridors, Stairs, Elevator) & Interior Walls | 10,212          |        | 13,343             |  |
| <b>Grand Total</b>   | <b>69,307</b>   |        | <b>61,425</b>      |  |
| Maximum State-Eligible Area for 553 PK-5th Grade Students        |                 | 69,309 |                    |  |
| ...with Increase if all Pre-1959 Areas are kept                  |                 | 74,909 |                    |  |

### **3.1 Site Analysis**

- Site Overview
- Accessible Routes & Parking
- Paved Surfaces and Walks
- Athletic Fields and Playground
- Site Perimeter and Security

### **3.2 Building Envelope & Interior Finishes Analysis**

- Overview
- Building Envelope
- Roof System
- Fenestration and Entrances
- Interior Finishes

### **3.3 Mechanical Systems Analysis**

- Existing Mechanical Conditions
- Mechanical System Narrative
- Perimeter Heating System
- Cooling Systems
- Heating and Ventilation
- Existing Mechanical Systems Evaluation

### **3.4 Plumbing & Fire Protection**

#### Systems Analysis

- Existing Plumbing Conditions
- Infrastructure
- Kitchen
- Storm Drains
- Equipment
- Interior Plumbing Fixtures
- Gas System
- Existing Fire Protection Conditions
- Fire Suppression
- Plumbing and Fire Protection System Evaluations

### **3.5 Electrical & Technology Systems**

#### Analysis

- Existing Electrical Conditions
- Electrical Systems Narrative
- Distribution
- Lighting and Controls
- Fire Alarm
- Technology and Data Systems
- Security System
- Public Address System
- Electrical System Photographs

**EXISTING SITE CONDITIONS**



Existing Facility Assessment  
Bungay Elementary School

**Site Overview**

Bungay Elementary School is located on Bungay Road, east of Balance Rock Road. The site slopes steeply from south to northeast with a baseball field and multi-use grass field located at the northern end of the parcel at the lower elevation (approximately 10 feet below the building/parking). Site stairs provide access to the sports field from the building/parking lot.

The school has existing sanitary and storm sewer systems, natural gas and electrical service utilities provided from Bungay Road



Existing exterior concrete stairs leading from the school level to the lower fields.

**Accessible Routes and Parking**

A bituminous path currently provides access from the upper parking area to an existing playground and fields. It is not clear if the path is ADA accessible. A sidewalk is present at the east side of Bungay Road along the entire frontage of the school. The road is two lanes except to the south of the main driveway entrance where a right turn lane for the school traffic exists. The school has one vehicular entry point from Bungay Road. The site has approximately 84 marked parking spaces located to the north and south of the building. The site currently drains via sheet flow and a catch basin and pipe system generally from south to north. A large culvert drains water from the site and other off-site areas and discharges to the east of the baseball field into a wetland area downslope of the site. No formal stormwater quality measures were found on the site.



Partially marked accessible parking spaces and aisles (above).

It does not appear that accessible parking spaces, signs, ramps and accessible routes to the building fully meet ADA requirements. Bituminous pavement at parking areas is in poor condition showing cracks and deterioration. There is no formal separation for buses and cars at the site which may pose traffic/pedestrian circulation safety concerns. The crossing of the driveway at the main curb cut is not marked by a crosswalk and the crossing length is approximately 100 feet making this an unsafe crossing condition.

### Paved Surfaces and Walks

The condition of the paved drives and parking located on the site reflect areas of patching and periodic maintenance. Some of the older sections of pavement located along the south-west side of the school exhibit excessive cracking, surface erosion and an exposed aggregate base. If left unaddressed, the cracks will permit water infiltration subjecting the bituminous paved surfaces to further deterioration during freeze-thaw cycles.



Visible surface deterioration of the existing south access drive and parking

The perimeter of Bungay Elementary School is served by large expanses of perimeter concrete walks. The majority of concrete flagging appears uniform but the surfaces are worn and have begun to expose its stone aggregate. There is evidence of replaced sections of concrete pavement. The joints between sidewalk flags shows deterioration of prior sealants through the presence of vegetative growth.



A representative view of the existing exterior walk conditions (above and below)





*The main entry drive (left) accessed from a curb cut on Bungay Road.*

The site is not within a 100-year FEMA floodplain. The school is located within an area mapped for occurrences of state-listed threatened or endangered species by the Natural Diversity Database Program (NDDDB). Based on a preliminary site assessment from the NDDDB website, the species of concern is the bald eagle.

### **Athletic Fields and Playground**

The northern section of the developed site is occupied by a softball field and a single playground. Both features are located at an elevation approximately ten feet lower than that of the main school. A bituminous walk extends northward, aligned with the school's main entrance, to a concrete stair that provides access to the playground. A sloping bituminous drive extends from the southeast corner of the playground upward to

the parking spaces across from the school's northeast corner. There is no crosswalk connecting this ramped walk to the softball field. The softball field appears well maintained with a clay infield and grass outfield. The softball field is oriented with the batter facing due east toward the tree line of the wooded area that lines the school's eastern boundary. A single section of fixed aluminum bleachers, six tiers high, provides spectator seating. Though the field has no formal dugouts, a pair of fixed benches flank each side of home plate for the opposing teams. A multi-level fence with angled top shields Bungay Road from foul balls.

### **Site Perimeter and Security**

A four-foot high galvanized chain link fence extends along the site perimeter along Bungay Road. A similar barrier partially separates the student playground from the wooded portion of the property to the east. Site security was a topic of concern expressed by several members of the community during public outreach sessions conducted as part of the facility assessment. Of specific concern was the proximity of the wooded area at the east side of the site with the playground.

The playground utilizes engineered wood chips for fall protection but lacks perimeter fencing often used to aid in managing younger children that utilize the facility.

The play structures appear to be in good condition and offer a variety of activities. It is recommended that an evaluation of the play structures be performed to ensure that a sufficient quantity of the structures meet age appropriate and accessibility criteria.



*A view of the existing outdoor athletic field located at the bottom of berm. The level of the field is approximately 10 feet below the existing school's ground floor.*

**Overview**

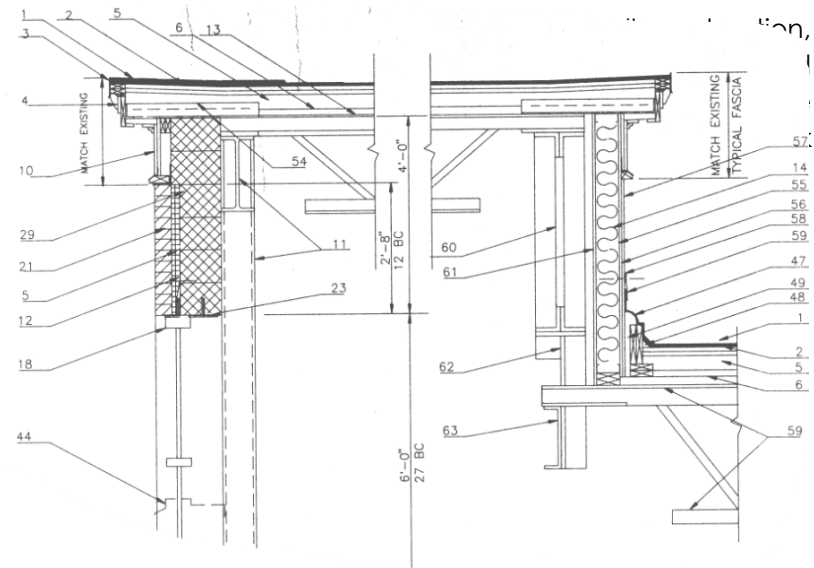
The existing Bungay Elementary School is a single-story masonry structure, approximately 61,425 square feet in size. The school is composed of twenty-six standard classrooms. Common spaces include a Media Center, Gymnasium with a stage, a Cafeteria, Art and Music Classrooms. Only two spaces are currently identified for special learners. A sensory OT/PT space access from the Gymnasium and Classroom for the school's REACH program. Beyond the Administrative office which includes Reception, the Principal's office, Assistant Principal's office, and School Nurse, former storage spaces have been converted to partially address a deficiency in supporting spaces such as SLP offices and conference spaces.



Bungay Elementary School, 2<sup>nd</sup> Grade Class, 1958 – 1959 School Year.

**Building Envelope**

Exterior walls of the Bungay Elementary School were constructed in a buff brick veneer with concrete masonry back-up supported on a partially exposed concrete foundation. The structural steel frame occurs within the building envelope and includes open-web steel joists that support the roof structure. Portions of the building exterior constructed in the 1950's do not appear to have exterior masonry weeps suggesting that the original exterior was constructed as a mass wall. Record drawings from the 1996-era addition include exterior wall sections that indicate an insulated masonry cavity wall construction that incorporates through-wall flashing.





Bungay Elementary School's east elevation leading to its main entrance

The perimeter roof eaves are finished in painted wood trim. Narrow strip vents along soffits of projecting eaves have been installed to provide passive ventilation. The effectiveness of this assembly for a low-sloped roof system is difficult to determine. The soffit vents also are prone to infestation by insects. There is also observed evidence of deteriorated wood fascia at the roof perimeter. The deterioration is presumed to be the result of prolonged water exposure without adequate drying.

The light exterior brick veneer shows evidence of staining at locations where roofs intersect the exterior wall plane and along the ground plane. The staining is particularly evident in the mortar joints of the masonry wall.

Though the observed presence of movement joints is limited in the exterior wall assembly, those joints that were observed appear to have been maintained, are continuous, uniform, and are intact.



### Roof System

Low-sloped roof configurations are used exclusively at Bungay Elementary School. The entire roof was replaced as part of an improvements project undertaken as part of a 2018 improvements project that included a boiler system replacement and the addition of a roof mounted photovoltaic system.



The roof material is an EPDM membrane. In the absence of visible fasteners, the roof is assumed to be a fully adhered system over rigid insulation. No record documents of the roof construction project were retrieved as part of the study process. As a State grant funded project, the roof system is required to have a minimum, non-prorated, no dollar limit, warranty of 20-years.

Although there appears to be some pitch to the low-sloped roof, there is observed ponding in numerous locations along the roof's surface. Though not an immediate concern, prolonged

ponding could accelerate the deterioration of the roof material.

Building additions have been separated from previously completed structures through the use of construction joints. These separations are visible in the roof assembly. The majority of roof drains are protected by stainers, though a few were missing in or not fully seated within the drain assembly. This could result in the accumulation of debris leading to clogging.



There is also evidence of the membrane moving across the roof's surface. If not addressed, this could also reduce the membrane's service life.



### Fenestration and Entrances

Window assemblies at the existing Bungay Elementary School are characterized by large expanses of glazed surfaces, particularly at classrooms, installed above limestone sills. The window sills are approximately 42-inches above grade with heads at or above the interior finished ceiling. The clear anodized aluminum storefront framing system is composed of 2-1/2-inch-wide vertical mullions supporting two fixed horizontal lites and two operable vents at the older classrooms. In some instances, the window frames have been modified to receive individual air conditioning units. These window systems, typically installed at existing classrooms, appear to have been present when the 1996-era building improvements were performed for the facility. The construction drawing from that building program indicate that these windows were existing to remain.

The more contemporary classroom additions, the library and cafeteria constructed as part of the 1996-era building improvements, utilized a clear anodized aluminum storefront with similar with vertical mullion spacing similar to that of the older storefront glazing system. However, the 1996-era storefronts utilized paired casement windows with two fixed lites above which alternated with square fixed lite below a single rectangular window lite. These windows are referenced as “rescue / ventilation” windows reflecting code requirements for emergency egress in educational facilities that lack protection by a full fire sprinkler system. In instances where room specific air conditioning was required, the large central glass light was removed and replaced with a metal faced panel through which an air conditioning unit was placed.

Horizontal louver blinds, in varying states of deterioration, are used to control light in the classrooms.



*Storefront window assemblies used at pre-1996 classrooms (above)*



*Storefront glazing utilized during the 1996 improvements project at the right of the image with the older pattern storefront windows used in classrooms on the left (above).*

### Interior Finishes

The excellent upkeep of Bungay Elementary's interior spaces belies its underlying aging infrastructure, the condition of which, is concealed by the school's interior finishes. The majority of finishes are contemporary and in serviceable condition.

Suspended ceilings are finished in a suspended acoustic panel and metal grid. Interior corridors comprise painted concrete masonry, presumed to provide a rated separation given the absence of full fire sprinkler system. And interior floor surfaced are finish in resilient tile and perimeter resilient base. Carpet is present in the Media Center to aid with acoustic attenuation of the space.



Storefront glazing utilized during the 1996 improvements project at the right of the image with the older pattern storefront windows used in classrooms on the left (above). Note the addition of individual window units providing classroom air conditioning and the presence of rescue windows for emergency egress due to the absence of a full fire sprinkler system.



Upon closer inspection, there is evidence of underlying issues that are reflected in the interior finishes. The raking light of perimeter room lighting illustrates the deformation of ceiling panels, like the Media Center in the image, below.



This type of distortion, particularly for ceiling panels installed in 2 feet by 2 feet metal grid, suggests exposure to prolonged high humidity levels. This condition would not be expected in a Media Center and suggests that the ventilation system serving the space is not capable of effectively moderating humidity levels.

A similar condition was observed with exposure to raking exterior light across ceiling panels within a corridor located in proximity with one of the school's south exits. This exit lacks a vestibule and the ceiling panels in the foreground of the photograph which are further into the school's interior and are not highlight by raking light.

This particular example may be influenced by the school's ventilation system and aspects of its exterior envelope likely lacks the benefit of thermal insulation and controlled air infiltration afforded by contemporary wall systems.



A similar distortion of ceiling panels is observed in the Cafeteria that was expanded in the school's 1996 building project.



## Building Envelope & Interior Finishes Analysis 3.2

Interior doors are primarily a transparent finished white oak flush door with lites that vary in size and configuration. The Construction Drawings from the 1996 building project indicate the replacement of many interior doors, which appear to have been fitted with accessible, lever trim that return to the face of the door.



The door in the example above illustrates a typical classroom door. Though permitted under prior Building Codes, the use of wired glass (assumed to achieve a rated assembly) has been discontinued due to the hazard the wire poses to personal injury in an emergency egress situation. The size of the lite offers little

security for room occupants in a lockdown scenario both from the aspect of view into the classroom and potential access to interior facing locking hardware should the glass be broken. Regarding aspects of fire safety, this door is located in a corridor wall that should provide a rated separation in a school that lacks fire sprinklers. The open door does not appear to be equipped with an automatic closing device necessary to maintain the continuity of the fire rated separation.

Fire compartmentalization of the school appears to have been achieved through the use of rated door assemblies on magnetic-opens. The doors in this image permit egress travel in both directions and are fitted with emergency exit devices, automatic closers, surface mounted positive latching hardware and metal kick-plates.



Utility service doors, such as the example in the following photograph are metal flush doors. Though the door appears to have been fitted with accessible lever trim hardware and an automatic closer, the closer appears to have been defeated to leave the door in an open position.



An oversized door for a single use toilet room is servicable but shows wear of its hardware and fittings.

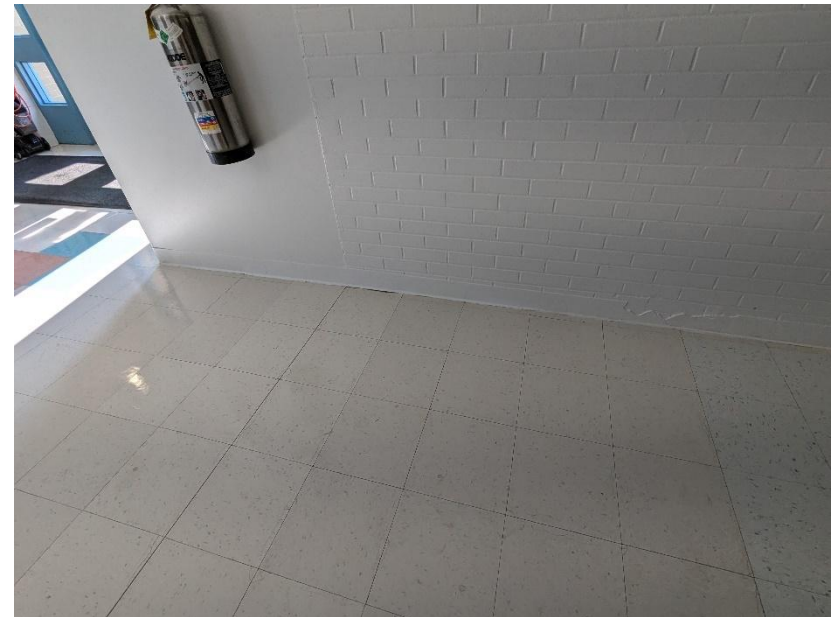


A partial height door providing access to a mechanical system crawl space that serves a portion of the original school.



The consistent level of maintenance of resilient flooring is in keeping with other interior finishes within Bungay Elementary. Area finished in resilient floor tiles do reveal open seams between tiles which accumulate dirt making the seams more apparent in light colored floor tiles. The open seams may have resulted from changes in temperature and uncontrolled humidity within the school.

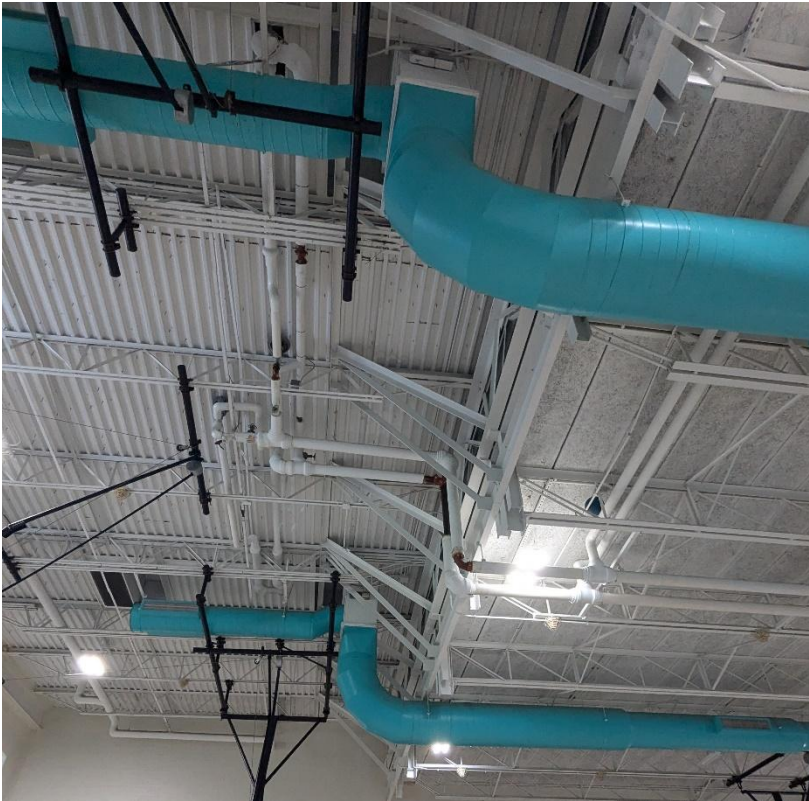
A more significant deterioration of the floor system is apparent along the perimeter of corridors where the tile appears to have separated leaving a pronounced gap along the wall perimeter along the resilient base. This condition is not isolated to a single location, but rather, results in proximity to expansion joints, pilasters and transitions between wall materials, as can be viewed in the following images.



## Building Envelope & Interior Finishes Analysis 3.2



The gymnasium is the school's primary assembly space. It was expanded as part of the 1996 building project to provide a full basketball court. The original gymnasium had an exposed Tectum while the addition is an exposed steel roof deck over steel joists. There is no bleacher seating provided in the gymnasium. A monolithic athletic floor has been installed for the gymnasium floor surface. The Superintendent of Schools has expressed concern regarding this flooring product associated with reported connective tissue injuries. The gymnasium's perimeter wall surfaces are protected by wall pads. There are six retracting basketball goals, two for the main court and four for half-court play.



A stage is located centrally at the gymnasium's west interior elevation. The stage is accessed by two stairs and a chair lift. The stage is finished in a dark gray sheet carpeting that is heavily worn.



Access to the accessible chair lift from the gymnasium level is provided by the door opening in the image below.



### EXISTING MECHANICAL CONDITIONS

The mechanical survey results are presented within this section. Included are a chart of existing components and their conditions, summary descriptions, photographs, plans, and recommendations.

### MECHANICAL SYSTEMS NARRATIVE

#### Perimeter Heating System

Two (2) Dual Fuel boilers manufactured and installed in 2019. Boilers are capable of operating on fuel oil and natural gas. Boilers manufactured by Weil McLain, Model 88. Two (2) Burners by Power Flame, Model CR3-GO-25. Both boilers equipped with circulating pumps.

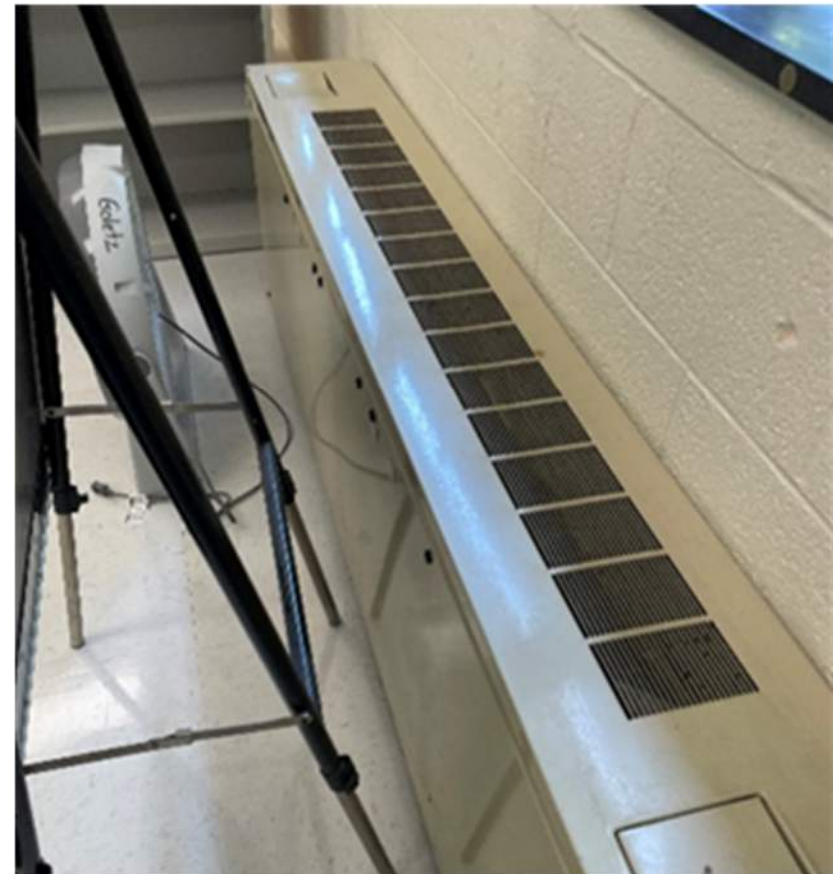


*A view of the hot water heater (left) and circulating pumps (right).*

Two (2) base mounted secondary pumps distribute heating hot water throughout the building. Each pump includes a Variable Frequency Drive (VFD).

Heating at classrooms is provide by perimeter unit ventilators.

Office areas are heating by perimeter fin tube radiation.



*Typical perimeter unit ventilator used in classrooms.*

### Cooling Systems

Classrooms are provided with window air conditioning units. These units are in varying condition. There is an office area and computer lab that is provided with cooling. The cooling for these areas are provide by three (3) small rooftop units. These units are manufactured by Trane. Two of the units are from the year 2000, the other one is from the 1996 renovation. The three units are approximately 5 Tons each and equipped with R-22 refrigerant. All three of these units are past their useful life.

### Heating and Ventilation

The gym is provided with heating and ventilation (no cooling) via two Rooftop units (RTU-1 and RTU-2). The units were installed in 1996. These units are past their useful life.

The cafeteria is provided with heating and ventilation (no cooling) via two Rooftop units (RTU-3 and RTU-4). The units were installed in 1996. These units are past their useful life.



A view of a typical rooftop unit serving the gymnasium.



Rooftop units serving the cafeteria.

### Kitchen

The kitchen is equipped with a grease exhaust hood system. The hood is connected to a rooftop exhaust fan.

### Controls

The building systems are controlled by a Building Management System (BMS or BAS). The existing system is a Tridium based system by Environmental Systems Corporation (ESC). The BMS is a direct digital control system (DDC). The BMS controls the RTU's and the unit heaters.



Typical BMS thermostat.

**Existing Mechanical Systems Evaluation**

The following is a data summary of the Mechanical system’s existing conditions that were observed and noted during the survey. This information was gathered by a field survey, reviewing the existing drawings and discussions with various building personnel

| <b>Condition Codes</b> |   |
|------------------------|---|
| <b>Excellent</b>       | 16-20 years useful life   |
| <b>Good</b>            | 11-15 years useful life   |
| <b>Fair</b>            | 6-10 years useful life<br>(minor / cosmetic repairs needed to maintain condition) |
| <b>Poor</b>            | 0-5 years useful life<br>(immediate repairs needed to prevent deterioration)      |

| <b>System</b>                           | <b>Condition</b> | <b>Comments</b>   |
|---|------------------|---|
| Infrastructure (pipes, ducts, etc.)     | Good             | Mostly original to the building (1996 renovation).                          |
| Heating Systems                         | Excellent        | Boilers were manufactured and installed in                                  |
| Cooling Systems                         | Fair             | Cooling is limited to only a few areas. Window AC units serving classrooms. |
| Fixtures & Equipment (Interior)         | Fair             | Perimeter heating only unit ventilators.                                    |
| Fixtures & Equipment (Exterior/Rooftop) | Fair             | Rooftop Equipment provides Heating and Ventilation.                         |
| Overall Efficiency                      | Fair             | Boilers are fairly new, window air conditioning units not efficient.        |

## EXISTING PLUMBING CONDITIONS

### Infrastructure

Sanitary piping is cast iron throughout the building and is in good working order. Storm piping is PVC and is in good condition as it leaves the hub drain. Domestic piping is copper throughout the building with visible rust in some locations. Braided pipes, providing flexible connections for water closets and sinks, also appear to be in good working order.

### Kitchen

The existing Kitchen has floor drains with visible oxidation and build-up around openings. Existing hand wash sinks, the pot wash sink, and kitchen sink all appear to be in good working order.

Kitchen fixtures were observed to have the air-gapped connections required by current health codes. These air-gapped configurations are comprised of PVC sanitary piping that then air gaps into the cast iron floor sinks.



Plastic piping serves many of the existing fixtures in the kitchen. Access to the grease-waste interceptor is achieved through a floor hatch in the kitchen located below kitchen equipment. Current CT Plumbing code requires that grease-waster interceptors be installed outside of the main building envelope.



## Plumbing & Fire Protection Systems Analysis 3.4

The secondary drainage system for the roof is served by scuppers around the perimeter of the roof. Roof scuppers appear to be in good working order.

### Equipment

Domestic hot water is provided by a Bock fuel oil fired water heater with an 83-gallon storage capacity and 648 gph recovery at 90°F rise. The water heater was observed to be in good working order but dated.



**Storm Drains**

The existing storm drains were observed to be in various levels of disrepair. Drains are missing or observed to be damaged and sunken into the roof, likely to cause leaks.



Existing Facility Assessment  
Bungay Elementary School



3.4.2

Two Emqlo air compressors were present in the mechanical room but were not observed to be in use.

### Interior Plumbing Fixtures

Water closets are flush tank type in good working condition. Lavatories are generally wall hung vitreous china in good working order but dated.



Existing Facility Assessment  
Bungay Elementary School

Water fountains are dated and well beyond their useful service life. One water fountain was observed to be over 20 years old. An existing water fountain was observed to have a broken dispense button that had been pushed into the fixture's housing.



### Exterior Plumbing Fixtures

The exterior of the building has wall hydrants or hose bibs in visible states of disrepair. One example observed has its valve key filled with insulation.

### Gas System

The school's existing gas service located outside building was observed to be in good working order. Its gas regulator was labeled with an installation date of 06/2016. Outbound system pressure was set at 2 PSIG.

A Roots Meter, Model SK175, was also observed to be in good working order, though its installation date was not indicated.

The system includes a Honeywell Mercury Instrument controller which appears to be in good working order.

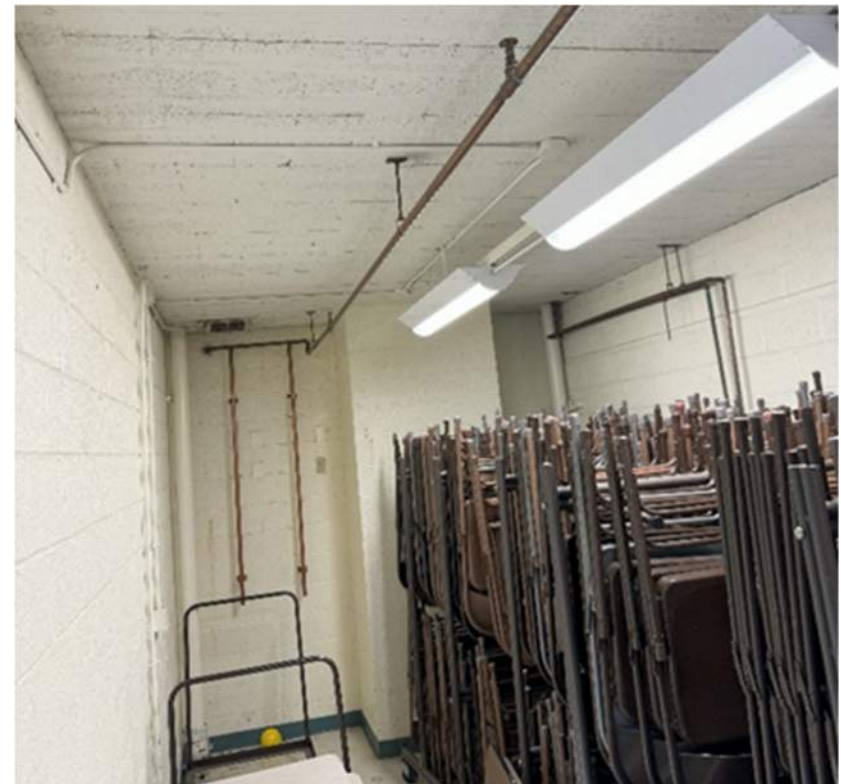
### EXISTING FIRE PROTECTION CONDITIONS

#### Fire Suppression

The facility is only partially protected by a fire sprinkler system and lacks a designated fire service. There is fire sprinklers located in janitors' closets, storage rooms, a conference room, and kitchen storage only. These sprinklers are piped from the school's domestic water mains.

Field observations did not locate back flow preventors or shutoff valves for the limited fire sprinkler system. It is assumed that back flow preventors and shutoff valves are located above ceilings for the area that are provided coverage.

The individual condition of existing sprinkler-heads varies, but the general condition of this system is poor.



**Plumbing and Fire Protection System Evaluations**

| Condition Codes  |   |
|------------------|---|
| <b>Excellent</b> | 16-20 years useful life   |
| <b>Good</b>      | 11-15 years useful life   |
| <b>Fair</b>      | 6-10 years useful life<br>(minor / cosmetic repairs needed to maintain condition) |
| <b>Poor</b>      | 0-5 years useful life<br>(immediate repairs needed to prevent deterioration)      |

**Plumbing Conditions**

| System                       | Condition | Comments   |
|------------------------------|-----------|--|
| Infrastructure (pipes, etc.) | Fair      | No observed issues but dated.  |
| Kitchen                      | Poor      | Partial sprinkler system in locations that required fire suppression do not meet current code. |
| Storm Drains                 | Fair      | Drains in poor condition or missing.   |
| Equipment                    | Good      | No issues observed.  |
| Fixtures                     | Fair-Poor | No issues observed but dated. Some fixture well beyond useful life.                            |
| Exterior Fixtures            | Poor      | Fixtures are in visible disrepair.   |
| Gas System                   | Fair      | No issues observed but dated.  |
| Overall Efficiency           | Fair      | No issues observed but dated.  |

**Fire Protection Conditions**

| System  | Condition | Comments   |
|---|-----------|--|
| Alarms & Devices                                | Poor      |  |
| Fire Suppression<br>(infrastructure/ equipment) | Poor      | Partial sprinkler system in locations that required fire suppression do not meet current code. |

### EXISTING ELECTRICAL CONDITIONS

The electrical survey results are presented within this section. Included are a chart of existing components and their conditions, summary descriptions, photographs, plans, and recommendations.

### ELECTRICAL SYSTEMS NARRATIVE

The building is fed with a 1600A, 208/120V, 3-Phase electrical service supplied from a 300KVA pad mounted utility transformer. The service runs underground from the transformer to the main switchboard located in the main electric/boiler room located in the building basement. The service equipment, manufactured by Siemens and installed in 1996, consists of a service entrance switchboard that includes a main circuit breaker disconnect switch and a single distribution section. The previous service entrance panelboard has been abandoned in place behind the current switchboard and used as a pullbox for feeder migration. The Eversource utility meter is mounted on a backboard adjacent to the switchboard.

A 700A, 208V, 3 phase circuit breaker is installed in the main switchboard for the building's solar PV system. This feeder supplies a building mounted disconnect switch and step up transformer located on grade which feeds through the building mounted solar utility meter to a 400A, 480V solar disconnect located at the roof level. The solar disconnect panel feeds six grid-tied inverters. The roof

mounted solar panels are supplied by UV rated cable. The solar system is generally in good condition, having been installed as part of a CT State construction grant funded project. Reports of functionality issues with the PV system equipment were received during the generation of this report but the circumstances resulting in these issues was not been determined and no testing was performed.

The building is not equipped with a standby generator for backup power.

#### Distribution

The electrical distribution consists of conduit and feeders from the main distribution switchboard to branch circuit panelboards located throughout the building. The electrical distribution, equipment and wiring were installed in 1996. Although in operating condition, the electrical distribution and wiring are nearing the end of its useful life.

#### Lighting and Controls

The lighting throughout the building consists of 2x2, 2x4, and surface/recessed linear that have been retrofitted with LED bulbs. Lighting is functional and lighting levels were observed to be appropriate throughout. Lighting level could be improved with a complete upgrade to better performing LED volumetric style lighting replacements.

Emergency egress lighting for the building is furnished from self-contained battery backed emergency lighting units with twin heads. The fixtures with such provisions do not appear to be properly located along all paths of egress and many fixtures were observed to be in poor condition.

Lighting control consists of wall-mounted toggle switches; key operated toggle switches and ceiling mounted occupancy sensors for local control.

### **Fire Alarm**

The fire alarm system consists of a Honeywell Notifier system inspected and serviced by FireTech Engineered Systems. The control panel appears to be from a more recent upgrade and is located in the Admin Suite. A Notifier fire alarm annunciator and control panel that is inoperable and appears to be abandoned in place was observed in the entry vestibule. Throughout the building, there are speaker/strobe units, strobe only units, smoke detectors and pull stations located in most areas. The building is partially sprinklered and there is area smoke detector coverage in all areas. Although there are no signs of failure and the system appears to be in fair working condition, initiation and notification devices are nearing the end of their useful life.

### **Technology and Data Systems**

A MDF main network room is provisioned in the building and located for proper coverage to conform with network cabling distance limitations. Building horizontal cabling is Category 6 for work area outlets at desks, wireless access points and IP based cameras. Fiber Services interconnect with the Seymour High School. Service demarc is located in the basement boiler room.

### **Security System**

Security is provided through card readers at entrances and cameras located in the entry vestibule, main lobby, and exterior entrances. The S2 security system headend is located in the MDF main network room. Equipment is functioning and appears to have years of useful life.

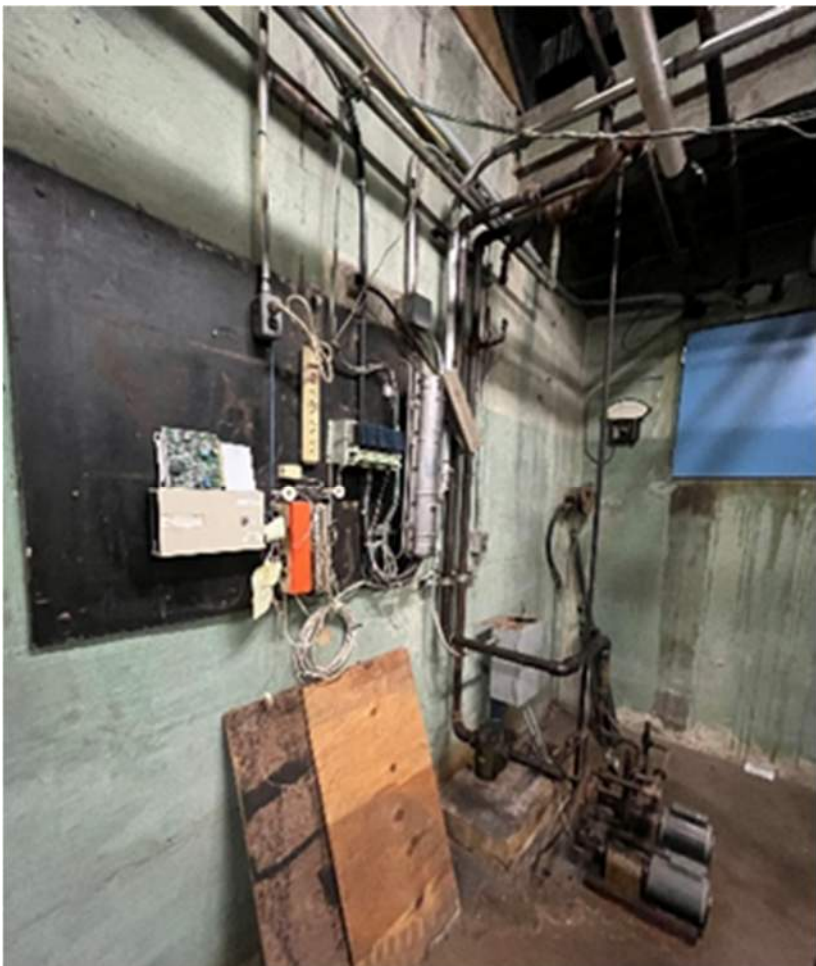
### **Public Address System**

The building is equipped with a Multicom PA system. Ceiling and wall mounted speakers are provided throughout and on the building exterior for general paging and the system is in serviceable condition. The clock system is manufactured by Notifier with the master clock being located in the administration suite. The system appears to be in operable condition but may be nearing the end of its useful life.

EXISTING ELECTRICAL SYSTEM PHOTOGRAPHS



Main switchboard in basement boiler room.



Service Demarc in basement boiler room



Electrical Distribution in MDF Room



Typical Classroom Lighting



Typical self-contained battery backed emergency lighting units with twin heads in a storage space.



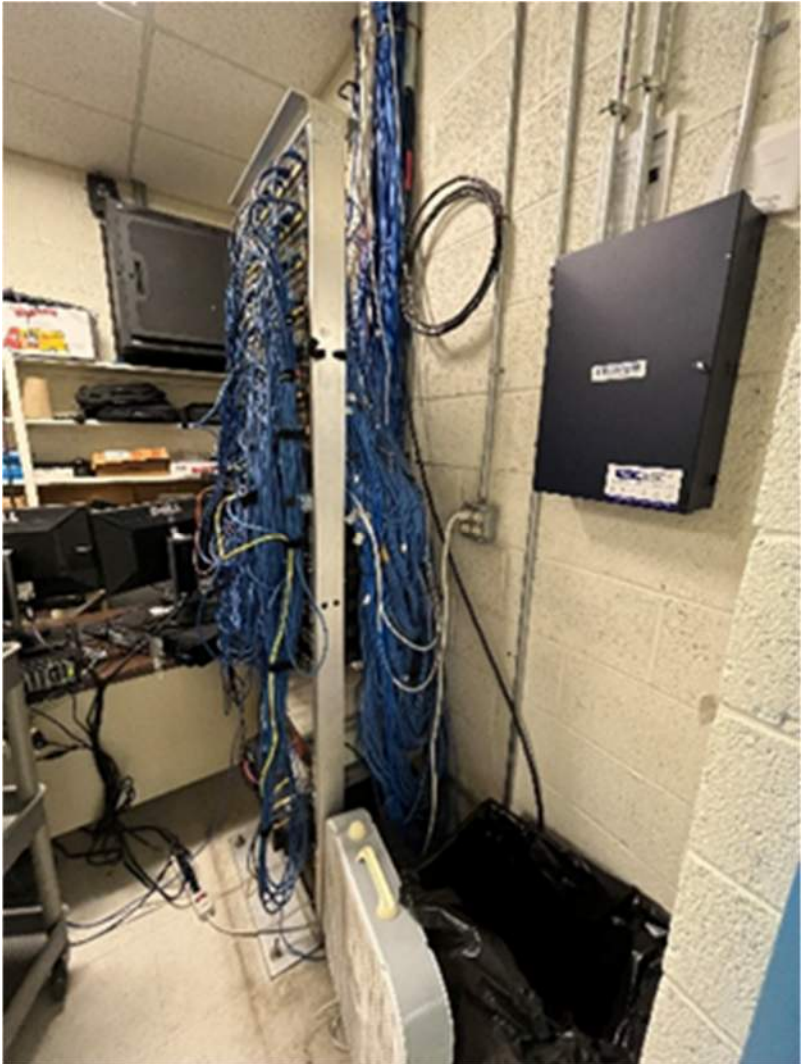
Notifier Fire Alarm Control Panel in the Administration Suite.



Inoperable (abandoned) fire alarm annunciator panel in the entry vestibule.



*Fire Alarm manual pull station and strobe in a corridor*



*Rack equipment and cabling in the MDF Room*



S2 Security Headend MDF Room



Multicom PA System in the Administration Suite



Notifier clock system in the Administration Suite.



Security camera at the Building Main Entrance



Roof top photovoltaic system.



Roof top 480V Solar Equipment.



*Solar PV system equipment on grade.*

**Electrical System Conditions**

The following is a data summary of the Electrical system's existing conditions that were observed and noted during the survey. This information was gathered by a field survey, reviewing the existing drawings and discussions with various building personnel

| <b>Condition Codes</b> |   |
|------------------------|---|
| <b>Excellent</b>       | 16-20 years useful life   |
| <b>Good</b>            | 11-15 years useful life   |
| <b>Fair</b>            | 6-10 years useful life<br>(minor / cosmetic repairs needed to maintain condition) |
| <b>Poor</b>            | 0-5 years useful life<br>(immediate repairs needed to prevent deterioration)      |

**Electrical Distribution Conditions**

| <b>System</b>      | <b>Condition</b> | <b>Comments</b>  |
|--------------------|------------------|--|
| Main Service       | Fair             |  |
| Power Distribution | Fair             | Good operating condition   |
| Emergency Power    | Fair             | Self-contained battery backed emergency lighting units with twin heads; integral batteries |
| Transformers       | Good             |  |

**Lighting Conditions**

| System             | Condition | Comments   |
|--------------------|-----------|--|
| General Lighting   | Fair      | LED retrofit   |
| Emergency Lighting | Poor      | Integral batteries. Several fixtures not operational   |
| Exit Signs         | Fair      | Integral batteries; fair operating condition   |
| Exterior Lighting  | Fair      | Operable but nearing the end of its useful life  |
| Lighting Control   | Fair      | Primarily toggle switches and ceiling mounted occupancy sensors. No need for immediate upgrade but should be upgraded with general lighting LED replacement. |

**Fire Alarm System Conditions**

| System                   | Condition | Comments                                   |
|--------------------------|-----------|--|
| Fire Alarm Control Panel | Fair      | Nearing the end of its useful service life |
| Initiating Devices       | Poor      | Nearing the end of its useful service life |
| Indicating Devices       | Poor      | Nearing the end of its useful service life |

**Low Voltage System Conditions**

| System                      | Condition | Comments                     |
|-----------------------------|-----------|------------------------------|
| Clock System                | Fair      | No issues observed but dated |
| Public Address System       | Fair      | No issues observed but dated |
| Stand-Alone Sound System(s) | Fair      | No issues observed but dated |
| Assisted Listening          | N/A       | None Observed                |

**Security System Conditions**

| System                       | Condition | Comments                     |
|------------------------------|-----------|------------------------------|
| Intrusion Alarm System       | Fair      | No issues observed but dated |
| Video Monitoring             | Good      | No issues observed           |
| Access Control               | Good      | No issues observed           |
| Intercom System for Entrance | Fair      | No issues observed but dated |

**Telecommunications System Condition**

| System                     | Condition | Comments   |
|----------------------------|-----------|--|
| Backbone Cabling           | Fair      | No issues observed   |
| Rack System                | Fair      | No issues observed   |
| Telephone Service Entrance | Fair      | No issues observed but dated   |
| Data Horizontal Cabling    | Good      | No issues observed   |
| MDFs / IDFs                | Fair      | Good operating condition but IDF installation does not meet proper clearances. |
| Pathways                   | Good      | No issues observed   |

## Conceptual Design Options 4.0

### **4.1 Existing Bungay Elementary**

- Existing Site Plan
- Existing Floor Plan

### **4.2 Renovation Option**

- Bungay Elementary School – Site Plan
- Bungay Elementary School – Floor Plan

### **4.3 New Construction Option**

- Bungay Elementary School – Site Plan Option A
- Bungay Elementary School – Site Plan Option B (Expanded Parking)
- Bungay Elementary School – Lower Level
- Bungay Elementary School – Upper Plan

EXISTING SITE PLAN



Existing Facility Assessment  
Bungay Elementary School

**EXISTING FLOOR PLAN**



|  |            |
|--|------------|
| APPROXIMATE AREA OF BASEMENT MECHANICAL/ELECTRICAL AREA: | 2,725 NSF  |
| TOTAL AREA OF FIRST FLOOR:                               | 58,700 NSF |
| TOTAL EXISTING AREA:                                     | 61,425 NSF |

| DEPARTMENT LEGEND  |                                 |
|--------------------|---------------------------------|
| [Green Box]        | ACADEMIC CORE PROGRAMS          |
| [Pink Box]         | SPECIAL EDUCATION PROGRAMS      |
| [Light Green Box]  | STUDENT SUPPORT                 |
| [Purple Box]       | PHYSICAL EDUCATION PROGRAMS     |
| [Orange Box]       | FOOD SERVICES                   |
| [Blue Box]         | ARTS AND HUMANITIES PROGRAMS    |
| [Dark Blue Box]    | LIBRARY / MEDIA CENTER          |
| [Yellow Box]       | ADMINISTRATIVE & SUPPORT SPACES |
| [Grey Box]         | BUILDING SERVICES & CORE AREA   |
| [Light Orange Box] | CIRCULATION                     |

BUNGAY ELEMENTARY SCHOOL – SITE PLAN





BUNGAY ELEMENTARY SCHOOL – SITE PLAN OPTION A



Existing Facility Assessment  
Bungay Elementary School

4.3.1

**BUNGAY ELEMENTARY SCHOOL – SITE PLAN OPTION B (EXPANDED PARKING)**



**BUNGAY ELEMENTARY SCHOOL – LOWER LEVEL**

**DEPARTMENT LEGEND**

- ACADEMIC CORE PROGRAMS
- SPECIAL EDUCATION PROGRAMS
- STUDENT SUPPORT
- PHYSICAL EDUCATION PROGRAMS
- FOOD SERVICES
- ARTS AND HUMANITIES PROGRAMS
- LIBRARY / MEDIA CENTER
- ADMINISTRATIVE & SUPPORT SPACES
- BUILDING SERVICES & CORE AREA
- CIRCULATION

|                                |                                       |
|--------------------------------|---------------------------------------|
| TOTAL FIRST FLOOR AREA:        | 41,828 NSF                            |
| TOTAL SECOND FLOOR AREA:       | 27,794 NSF                            |
| TOTAL AREA ALL FLOORS:         | 69,622 NSF                            |
| SPACE STANDARD - 533 STUDENTS: | 69,309 NSF<br>(NEW BUILDING STANDARD) |



**BUNGAY ELEMENTARY SCHOOL – UPPER LEVEL**

**DEPARTMENT LEGEND**

- ACADEMIC CORE PROGRAMS
- SPECIAL EDUCATION PROGRAMS
- STUDENT SUPPORT
- PHYSICAL EDUCATION PROGRAMS
- FOOD SERVICES
- ARTS AND HUMANITIES PROGRAMS
- LIBRARY / MEDIA CENTER
- ADMINISTRATIVE & SUPPORT SPACES
- BUILDING SERVICES & CORE AREA
- CIRCULATION

|                                |                                       |
|--------------------------------|---------------------------------------|
| TOTAL FIRST FLOOR AREA:        | 41,828 NSF                            |
| TOTAL SECOND FLOOR AREA:       | 27,794 NSF                            |
| TOTAL AREA ALL FLOORS:         | 69,622 NSF                            |
| SPACE STANDARD - 533 STUDENTS: | 69,309 NSF<br>(NEW BUILDING STANDARD) |



## Conceptual Cost Estimates 5.0

### **5.1 Conceptual Cost Estimates Scope**

- Introduction
- Quantitates and Methodology
- Basis of Pricing
- Design and Estimating  
Contingency
- Escalation
- Construction Contingency
- Probable Cost
- Estimate Exclusions

### **5.2 Bungay Elementary School Renovation &. New Construction Conceptual Estimates Summaries**

### INTRODUCTION

Pan American Consulting (PACS) has been engaged by Antinozzi Associates, PC to prepare a Cost estimate for the Existing Facility Assessment of Bungay Elementary School.

This Estimate is based on the following design information:

- The Bungay Elementary School RAN Conceptual Floor Plan issued November 7th 2024 by Antinozzi Associates
- The Bungay Elementary School RAN Existing Floor Plan issued October 8th 2024 by Antinozzi Associates
- The Bungay Elementary School RAN Conceptual Site Plan, undated, by Antinozzi Associates
- The Bungay Elementary School New Conceptual Floor Plan issued November 22nd 2024 by Antinozzi Associates
- The Bungay Elementary School New Building Conceptual Site Plan, undated, by Antinozzi Associates
- Updated to include Alternate for Overflow parking and PV System in Construction costs

### QUANTITIES AND METHODOLOGY

The cost estimate is based on the measurement of quantities wherever possible. Where actual measurements are not used, parametric measurements are used in conjunction with previous but similar project benchmarks. PACS uses a wide range of standard measurement and quantifying methods that are common practice in the construction industry today.

### BASIS OF PRICING

The construction costs shown in this estimate represent the fair market value and are not intended to be a prediction of the lowest bid.

The costs include: labor, material, equipment, and the subcontractors overhead and profit, also referred to as the Subcontractor's Mark Up.

The cost of labor is based on local Prevailing wage rates for all trades. The construction rates used are based in "today's dollar" and an escalation allowance is included in the Estimate summary.

Our pricing assumes competitive bidding on all elements of the construction work, assuming a minimum of three competitive bidders for all general contractors, subcontractors, materials, and vendors. In our experience, when fewer bids are received or solicited, prices can be expected to be higher due to lack of competition.

The subcontractor's mark-ups include their own overhead, including the cost in the field as well as profit. Our estimate considers current market conditions, competition between trades and the cost fluctuations in the construction industry.

This estimate has been prepared assuming a Phased New Construction, Demolition of Existing Building and Site relocation, and is based on construction being performed during regular business hours, except what is required for noisy work and Building system tie-ins.

### DESIGN AND ESTIMATING CONTINGENCY

A Design and Pricing Contingency is used as a budgetary tool that allows for scope and detail not defined during the design stage. As the design becomes more defined as the project passes through the design stages, the Design and Pricing Contingency decreases as more scope and detail is now being shown in the documents and is therefore reflected in the cost estimate as actual trade cost. The Design and Pricing Contingency is reduced to zero at 100% Bid Documents.

### ESCALATION

As outlined above the estimate is calculated using rates that are "today's dollar" and reflect the cost of the project as if it was to bid on the date of issue. Due to construction projects having long design phases and long construction schedules, it is imperative to project the construction cost further ahead into the future to the point at which it is bid – a practice referred to as cost escalation, or *escalation*. It is common practice to escalate the cost estimate to the midpoint of construction to accommodate for economic inflation. This percentage accounts for this increase.

### CONSTRUCTION CONTINGENCY

PACS advises that a Construction Contingency be carried for unforeseen project conditions and field changes. Typically, we see this in the range of 3% to 7.5% of the direct (trade) costs depending upon the project scope and complexity.

### PROBABLE COST

It is important for the Owner and Design team to carefully review this cost estimate including all line-item descriptions, clarifications, exclusions, unit prices, assumptions, allowances, mark ups and contingencies to ensure the estimate reflects the scope of the project.

In instances where the cost estimate is not in line with the Owner's budgetary objectives, PACS can suggest and evaluate alternate methods to assist bringing the project back in line with the desired budget.

PACS has produced the cost estimate based on the widely practiced methods of cost estimating and aims to reflect the fair market value of the construction project. Our aim is to be not the highest or the lowest in the range of bids but to use our

experience and expertise in the construction industry to provide the client with a degree of confidence that the project will be close to our calculated estimate.

### ESTIMATE EXCLUSIONS

This cost estimate excludes the following:

- Premiums for working in inaccessible or partially accessible spaces during construction.
- Surplus Stock and Spare Product, Materials.
- Unforeseen Conditions (Covered in Construction Contingency).
- Premiums for restrictive and uncompetitive bidding.
- Premiums for non-standard work times.
- Work beyond the project limits.
- CT Sales Tax - Assumes Tax Exempt.
- Wellpoints - Assumes open trench pumping only
- Unsuitable Soil Remediation
- Hazardous, Contaminated or Polluted soils
- Underground Storage Tank (UST) removals
- Temporary Water, Power and Fuel - Assumed to be paid for by Owner.
- AV Equipment in Classrooms - Assumes part of Owner's FF&E / Technology Budget
- Student furniture (including tables) in Classrooms and Science Labs.
- Utility Costs - Electric, Gas, Water.

### **RISKS TO THE COST ESTIMATE**

Items that may affect the cost estimate, the list as follows but not limited:

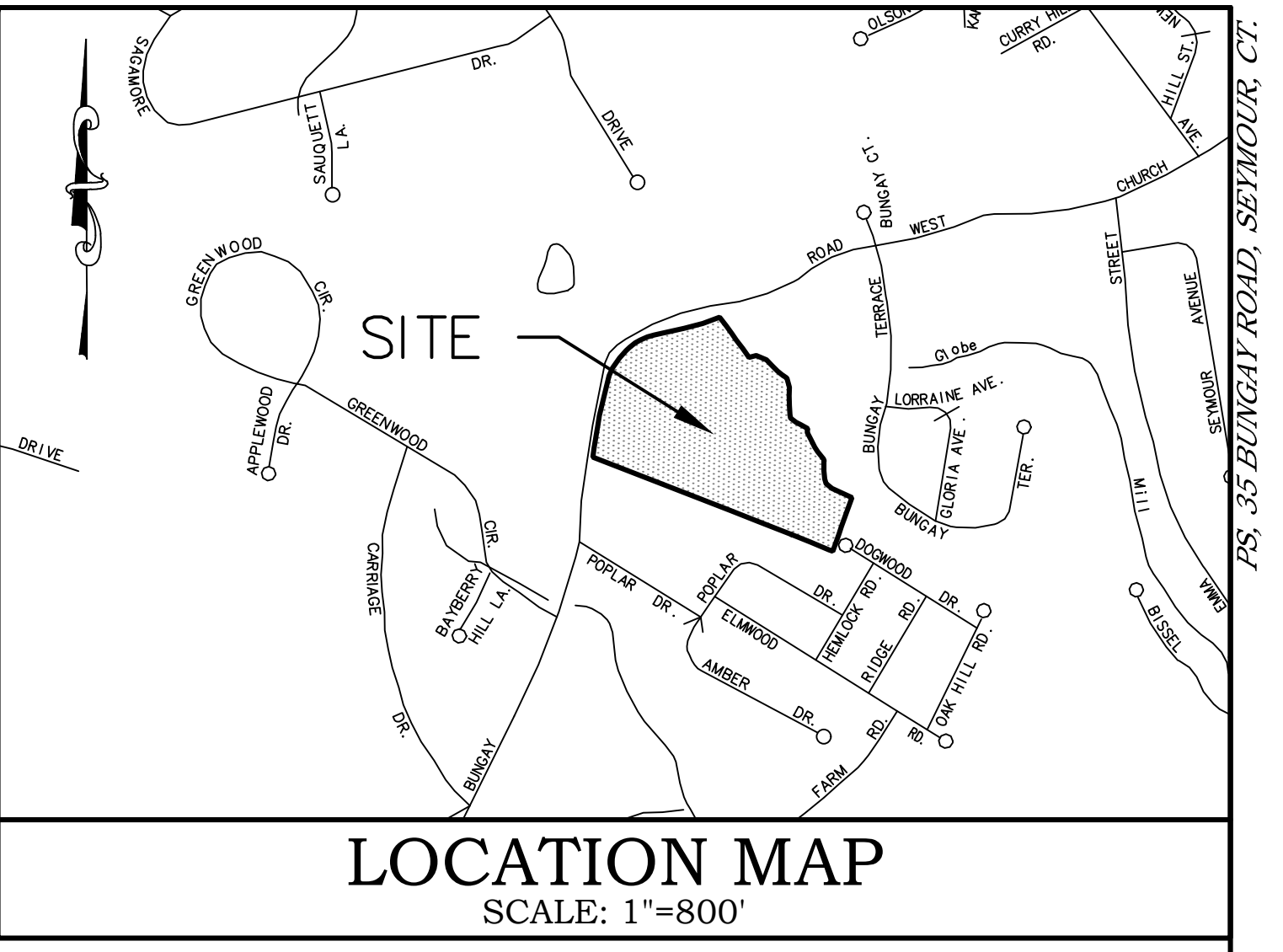
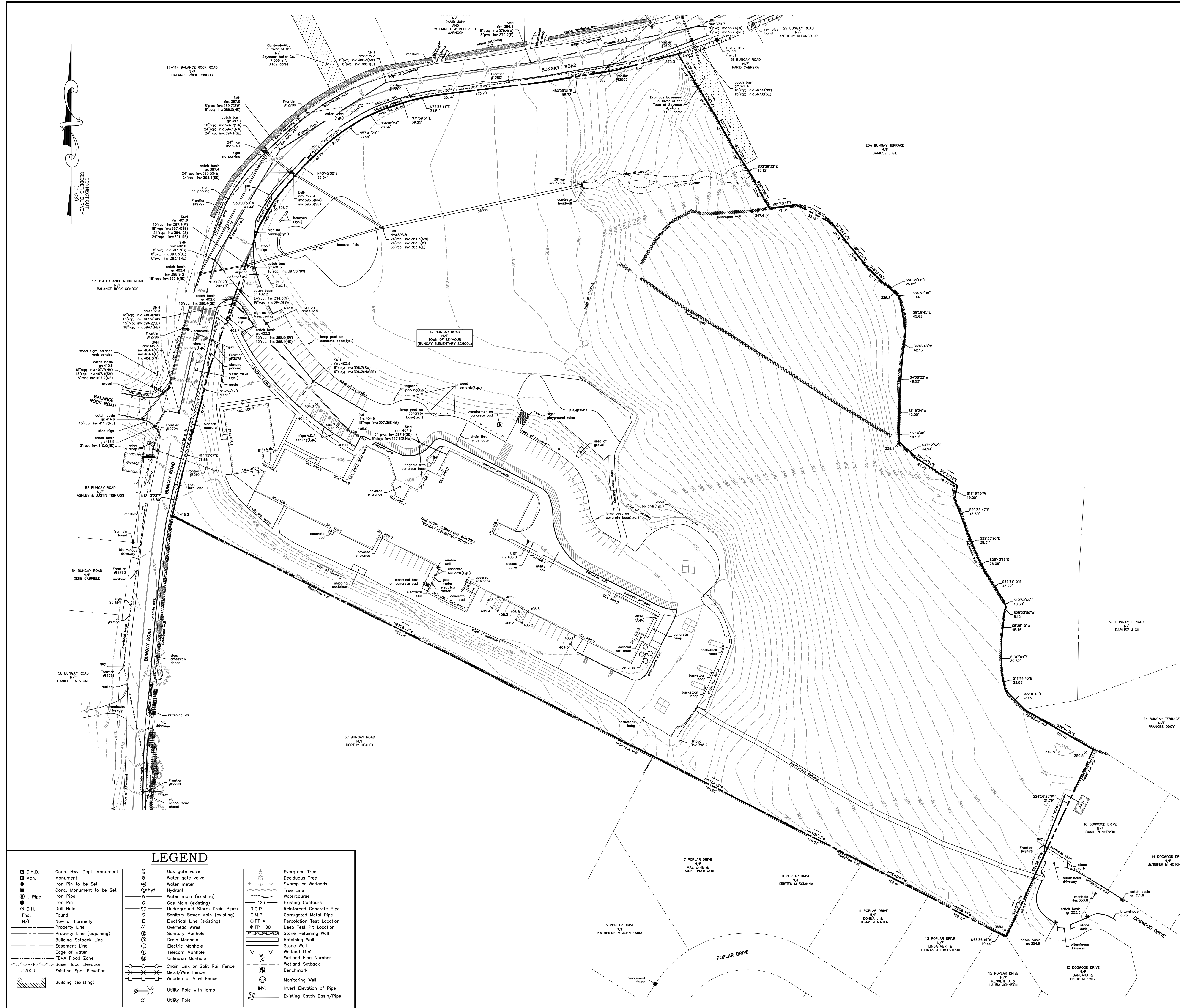
- Changes to the design subsequent to the issue of the documents stated above which this estimate is based on
- Unforeseen and Unknown Structural conditions
- Noncompetitive Bid restrictions and the sole sourcing of products/materials from specific vendors
- Restrictive technical specifications that produce and noncompetitive environment
- Changes to the project schedule that delay the project and therefore have impact on cost
- Incomplete and poorly coordinated documentation
- Access restrictions, unidentified out of hours work policies and phasing restrictions
- Restrictive technical specifications that produce a noncompetitive environment
- Unforeseen and unknown base building conditions.



| Trade   |   | Bungay ES RAN |                             | Bungay ES New |                             |
|---|---|---------------|-----------------------------|---------------|-----------------------------|
| 01 50 00  | Temporary Facilities and Controls                                   | \$            | 2,584,296 35.13             | \$            | 917,158 12.80               |
| 02 80 00  | Hazardous Abatement   | \$            | 1,677,154 22.80             | \$            | 893,265 12.46               |
| 02 41 16  | Building Demolition   | \$            | 70,979 0.96                 | \$            | 658,968 9.19                |
| 02 41 19  | Selective Demolition  | \$            | 937,786 12.75               | \$            | - 0.00                      |
| 03 30 00  | Cast-In-Place Concrete  | \$            | 742,619 10.09               | \$            | 2,124,238 29.64             |
| 04 20 00  | Unit Masonry  | \$            | 501,479 6.82                | \$            | 1,479,269 20.64             |
| 05 12 00  | Structural Steel  | \$            | 694,955 9.45                | \$            | 2,516,505 35.11             |
| 05 40 00  | Cold Formed Metal Framing   | \$            | 172,643 2.35                | \$            | 359,583 5.02                |
| 05 50 00  | Metal Fabrications  | \$            | 278,644 3.79                | \$            | 378,760 5.28                |
| 06 10 00  | Rough Carpentry   | \$            | 142,513 1.94                | \$            | 107,738 1.50                |
| 06 20 00  | Finish Carpentry  | \$            | 725,000 9.85                | \$            | 746,840 10.42               |
| 07 10 00  | Damp / Waterproofing  | \$            | 25,112 0.34                 | \$            | 64,679 0.90                 |
| 07 21 00  | Thermal Insulation  | \$            | 86,181 1.17                 | \$            | 152,628 2.13                |
| 07 25 00  | Air & Vapor Barriers  | \$            | 98,252 1.34                 | \$            | 174,006 2.43                |
| 07 40 00  | Siding & Panels   | \$            | 690,843 9.39                | \$            | 849,598 11.85               |
| 07 50 00  | Membrane Roofing  | \$            | 2,220,249 30.18             | \$            | 1,478,814 20.63             |
| 07 84 00  | Penetration Firestopping  | \$            | 25,000 0.34                 | \$            | 20,000 0.28                 |
| 07 92 00  | Joint Sealants  | \$            | 50,000 0.68                 | \$            | 50,000 0.70                 |
| 07 95 00  | Expansion Control   | \$            | 25,000 0.34                 | \$            | - 0.00                      |
| 08 10 00  | Hollow Metal Doors & Frames   | \$            | 227,115 3.09                | \$            | 260,450 3.63                |
| 08 30 00  | Specialty Doors   | \$            | 41,000 0.56                 | \$            | 41,000 0.57                 |
| 08 41 00  | Entrances & Storefront  | \$            | 2,210,525 30.05             | \$            | 1,498,570 20.91             |
| 08 44 00  | Metal Framed Curtainwall  | \$            | - 0.00                      | \$            | 401,570 5.60                |
| 08 71 00  | Door Hardware   | \$            | 353,125 4.80                | \$            | 398,960 5.57                |
| 08 80 00  | Glass & Glazing   | \$            | 29,740 0.40                 | \$            | 91,300 1.27                 |
| 08 90 00  | Louvers & Vents   | \$            | 7,500 0.10                  | \$            | 7,500 0.10                  |
| 09 21 00  | Gypsum Board Assemblies   | \$            | 1,042,845 14.17             | \$            | 1,415,465 19.75             |
| 09 30 00  | Tile  | \$            | 87,938 1.20                 | \$            | 170,468 2.38                |
| 09 51 00  | Acoustical Ceiling  | \$            | 698,210 9.49                | \$            | 612,746 8.55                |
| 09 64 00  | Wood Flooring   | \$            | 174,966 2.38                | \$            | 166,002 2.32                |
| 09 61 10  | Vapor Mitigation  | \$            | 39,484 0.54                 | \$            | 112,104 1.56                |
| 09 65 00  | Resilient Flooring  | \$            | 505,693 6.87                | \$            | 424,226 5.92                |
| 09 67 00  | Resinous Flooring   | \$            | 113,885 1.55                | \$            | 141,645 1.98                |
| 09 68 00  | Carpet  | \$            | 49,146 0.67                 | \$            | 39,540 0.55                 |
| 09 80 00  | Acoustical Treatment  | \$            | 150,000 2.04                | \$            | 150,000 2.09                |
| 09 91 00  | Painting & Wallcoverings  | \$            | 296,772 4.03                | \$            | 284,551 3.97                |
| 10 11 00  | Visual Display Surfaces   | \$            | 75,000 1.02                 | \$            | 75,000 1.05                 |
| 10 14 00  | Signage   | \$            | 50,000 0.68                 | \$            | 75,000 1.05                 |
| 10 21 13  | Toilet Compartments   | \$            | 38,665 0.53                 | \$            | 38,665 0.54                 |
| 10 21 23  | Cubicle Curtain & Track   | \$            | 3,500 0.05                  | \$            | 3,500 0.05                  |
| 10 26 00  | Wall & Door Protection  | \$            | 25,000 0.34                 | \$            | 25,000 0.35                 |
| 10 28 00  | Toilet Accessories  | \$            | 51,725 0.70                 | \$            | 51,725 0.72                 |
| 10 41 00  | Emergency Access Cabinets   | \$            | 925 0.01                    | \$            | 1,850 0.03                  |
| 10 44 00  | Fire Protection Specialties   | \$            | 10,000 0.14                 | \$            | 10,000 0.14                 |
| 10 51 00  | Lockers   | \$            | 156,200 2.12                | \$            | 156,200 2.18                |
| 11 30 00  | Residential Appliances  | \$            | 8,940 0.12                  | \$            | 8,940 0.12                  |
| 11 40 00  | Foodservice Equipment   | \$            | 650,000 8.83                | \$            | 650,000 9.07                |
| 11 52 00  | Audio-Visual Equipment  | \$            | 35,000 0.48                 | \$            | 35,000 0.49                 |
| 11 61 00  | Theater & Stage Equipment   | \$            | 120,000 1.63                | \$            | 120,000 1.67                |
| 11 66 00  | Athletic Equipment  | \$            | 140,313 1.91                | \$            | 140,313 1.96                |
| 11 90 00  | Miscellaneous Equipment   | \$            | 56,590 0.77                 | \$            | 56,590 0.79                 |
| 12 20 00  | Window Treatment  | \$            | 32,500 0.44                 | \$            | 37,500 0.52                 |
| 12 48 13  | Entrance Mats & Frame   | \$            | 10,404 0.14                 | \$            | 11,539 0.16                 |
| 13 00 00  | Special Construction  | \$            | 231,250 3.14                | \$            | 231,250 3.23                |
| 14 20 00  | Elevators   | \$            | 22,500 0.31                 | \$            | 177,500 2.48                |
| 21 00 00  | Fire Protection   | \$            | 591,703 8.04                | \$            | 481,207 6.71                |
| 22 00 00  | Plumbing  | \$            | 2,113,516 28.73             | \$            | 1,863,498 26.00             |
| 23 00 00  | HVAC  | \$            | 5,562,043 75.60             | \$            | 5,160,456 72.00             |
| 26 00 00  | Electrical  | \$            | 5,156,853 70.09             | \$            | 4,792,838 66.87             |
| 33 00 00  | Sitework - See Attached Sitework Breakdown (Added overflow parking) | \$            | 4,000,305 54.37             | \$            | 4,323,454 60.32             |
| <b>TOTAL DIRECT COST</b>  |   | <b>\$</b>     | <b>36,919,580 \$ 501.82</b> | <b>\$</b>     | <b>37,715,171 \$ 526.21</b> |
| Design & Estimating Contingency                                   | 10.00%  | \$            | 3,691,958                   | \$            | 3,771,517                   |
| Construction Contingency (CM@R) 5% for RAN & 3% for New           |   | \$            | 1,845,979                   | \$            | 1,244,601                   |
| Escalation - 2.5 years @ 4.0%                                     | 10.00%  | \$            | 4,245,752                   | \$            | 4,273,129                   |
| General Conditions- 105,000 / Month 24 Months RAN / 18 Months New |   | \$            | 2,520,000                   | \$            | 1,890,000                   |
| Preconstruction   |   | \$            | 125,000                     | \$            | 100,000                     |
| GL Insurance - CM@R   | 0.85%   | \$            | 396,978                     | \$            | 399,538                     |
| State Education Fund  | 0.026%  | \$            | 12,934                      | \$            | 12,842                      |
| CM P&P Bond   | 0.70%   | \$            | 348,307                     | \$            | 345,848                     |
| CM Fee  | 1.95%   | \$            | 977,077                     | \$            | 970,177                     |
| <b>TOTAL CONSTRUCTION COST</b>                                    |   | <b>\$</b>     | <b>51,083,564 \$ 694.33</b> | <b>\$</b>     | <b>50,722,821 \$ 707.70</b> |
| <b>TOTAL PROJECT COST WITH SOFT COST (RAN 20% &amp; New 17%)</b>  |   | <b>\$</b>     | <b>61,300,277 \$ 833.20</b> | <b>\$</b>     | <b>59,345,701 \$ 828.01</b> |

**RFQ-RFP EXHIBIT H**

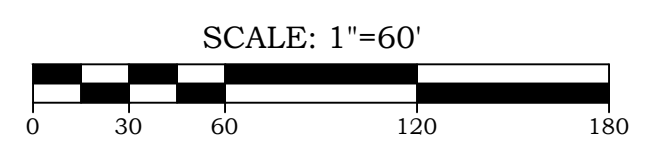
Property Survey of "Bungay Elementary School" 35-47 Bungay Road, Seymour, CT  
dated 1/29/2025, prepared by Accurate Land Surveying, LLC



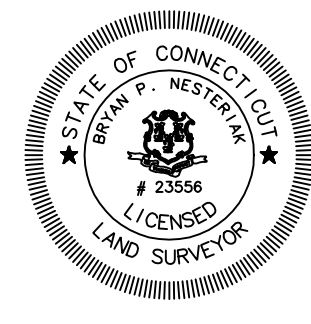
- GENERAL SURVEY NOTES**
- THIS SURVEY AND MAP HAS BEEN PREPARED IN ACCORDANCE WITH THE REGULATION OF CONNECTICUT STATE AGENCIES, SECTION 20-300b-1 THROUGH 20-300b-20, EFFECTIVE OCTOBER 26, 2018, AND THE "MINIMUM STANDARDS FOR SURVEYS AND MAPS IN THE STATE OF CONNECTICUT" AS ADOPTED BY THE CONNECTICUT ASSOCIATION OF LAND SURVEYORS, INC.
  - THE BOUNDARY DETERMINATION SHOWN HEREON IS CONSIDERED A RESURVEY.
  - THE SURVEY CONFORMS TO HORIZONTAL CLASS A-2 ACCURACY STANDARDS. VERTICAL DATA CONFORMS TO CLASS 1-2 STANDARDS. TOPOGRAPHIC DATA CONFORMS TO CLASS 1-2 STANDARDS. CONTOURS AND ELEVATIONS REFER TO NAVD 88 DATUM.
  - BEARINGS, COORDINATES AND ELEVATIONS ARE DERIVED FROM THE CONNECTICUT GEODETIC SURVEY (CTGS) VIA GPS TECHNOLOGY AND CONVENTIONAL SURVEY METHODS.
  - THIS IS A PROPERTY SURVEY. THE PURPOSE OF WHICH IS TO SHOW EXISTING CONDITIONS.
  - PROPERTY IS ALSO KNOWN AS TOWN OF SEYMOUR TAX BLOCK 6, LOT 3 ON ASSESSORS MAP 34.
  - TOTAL AREA = 824,419.6 SQ.FT. OR 18,926 ACRES
  - PROPERTY LIES IN ZONING DISTRICT "R-18".
  - PROPERTY DOES NOT LIE WITHIN A FLOOD HAZARD ZONE AS DETERMINED BY FEMA.
  - THE LOCATION OF UNDERGROUND UTILITIES SHOULD BE CONSIDERED APPROXIMATE AND OTHER THAN DEPICTED HEREON, IF ANY, IS UNKNOWN.

- MAP REFERENCES**
- PLAN ENTITLED "STREET MAP OF BUNGAY TERRACE OWNED BY FANOTTO BROTHERS SEYMOUR CONN.", SCALE: 1"=50', DATED: JUNE 3, 1955, BY GEORGE E. THOMPSON CIVIL ENGINEER DERBY, CONN. ON FILE IN THE TOWN OF SEYMOUR CLERK'S OFFICE AS MAP #815.
  - PLAN ENTITLED "SECTION ONE BUNGAY HEIGHTS SEYMOUR, CONN.", SCALE: 1"=40'. DATED: JULY, 1964. ON FILE IN THE TOWN OF SEYMOUR CLERK'S OFFICE AS MAP #1173.
  - PLAN ENTITLED "RECORD SUBDIVISION MAP KISHIN B. MANGHANI SUBDIVISION BUNGAY ROAD SEYMOUR, CONN." SCALE: 1"=40' DATED: APRIL 18, 1955. LAST REVISED: APRIL 12, 1985. BY CODESPOTI & ASSOCIATES STRATFORD, CONN. ON FILE IN THE TOWN OF SEYMOUR CLERK'S OFFICE AS MAP #1857.

| No. | Date | REVISION DESCRIPTION |
|-----|------|----------------------|
|     |      |                      |
|     |      |                      |
|     |      |                      |
|     |      |                      |



**PROPERTY SURVEY**  
OF  
"BUNGAY ELEMENTARY SCHOOL"  
35-47 BUNGAY ROAD  
SEYMOUR, CONNECTICUT



PREPARED FOR  
TOWN OF SEYMOUR

TO THE BEST OF MY KNOWLEDGE AND BELIEF THIS MAP IS SUBSTANTIALLY CORRECT AS NOTED HEREDON.

Date 01/29/2025  
Scale 1"=60'  
Job No. S-24-17  
Drawing No. 1 of 1

**LEGEND**

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>□ C.H.D. Monument</li> <li>● Iron Pin to be Set</li> <li>■ Conc. Monument to be Set</li> <li>○ Iron Pipe</li> <li>○ Iron Pin</li> <li>○ D.H. Found</li> <li>N/F Now or Formerly</li> <li>--- Property Line (adjoining)</li> <li>--- Easement Line</li> <li>--- Edge of water</li> <li>--- FEMA Flood Zone</li> <li>--- Base Flood Elevation</li> <li>--- Existing Spot Elevation</li> <li>--- Building (existing)</li> </ul> | <ul style="list-style-type: none"> <li>Gas gate valve</li> <li>Water gate valve</li> <li>Water meter</li> <li>Hydrant</li> <li>Water main (existing)</li> <li>Gas Main (existing)</li> <li>Underground Storm Drain Pipes</li> <li>Sanitary Sewer Main (existing)</li> <li>Overhead Wires</li> <li>Sanitary Manhole</li> <li>Drain Manhole</li> <li>Electric Manhole</li> <li>Telecom Manhole</li> <li>Unknown Manhole</li> <li>Chain Link or Split Rail Fence</li> <li>Metal/Wire Fence</li> <li>Wooden or Vinyl Fence</li> <li>Utility Pole with lamp</li> <li>Utility Pole</li> </ul> | <ul style="list-style-type: none"> <li>Evergreen Tree</li> <li>Deciduous Tree</li> <li>Swamp or Wetlands</li> <li>Tree Line</li> <li>Watercourse</li> <li>Existing Contours</li> <li>Reinforced Concrete Pipe</li> <li>Corrugated Metal Pipe</li> <li>Percolation Test Location</li> <li>Deep Test Pit Location</li> <li>Stone Retaining Wall</li> <li>Retaining Wall</li> <li>Stone Wall</li> <li>Wetland Limit</li> <li>Wetland Flag Number</li> <li>Wetland Setback</li> <li>Benchmark</li> <li>Monitoring Well</li> <li>Invert Elevation of Pipe</li> <li>Existing Catch Basin/Pipe</li> </ul> |
|---|---|--|

THIS DOCUMENT, THE IDEAS AND DESIGN INCORPORATED HEREON IS AN INSTRUMENT OF PROFESSIONAL SERVICE AND THE PROPERTY OF ACCURATE LAND SURVEYING, LLC AND IS NOT TO BE REPRODUCED OR USED IN WHOLE OR IN PART FOR ANY EXTENSION OF THIS PROJECT OR FOR ANY OTHER PROJECT WITHOUT THE WRITTEN AUTHORIZATION OF ACCURATE LAND SURVEYING, LLC. THIS DRAWING IS NOT A FINAL AND VALID DOCUMENT WITHOUT A SIGNATURE OF THE CERTIFYING PROFESSIONAL AND A LIVE MET STAMP OR ENGRAVED SEAL.

BRYAN P. NESTERIAK, PE, LS 23556