



REQUEST FOR OWNER'S PROJECT MANAGEMENT SERVICES ("OPM RFS")

1. Introduction

The City of Everett, ("Owner") is seeking the services of a qualified OPM "Owner's Project Manager" as defined in Massachusetts General Laws Chapter 149, Section 44A½ and as further defined by the provisions of this RFS, to provide Project Management Services for the design, construction, addition to and /or renovation of the Everett High School ("School") in Everett, Massachusetts ("Project").

The Owner is requesting the services of an OPM to represent the Owner during the feasibility study and schematic design phases of the project initially. Subject to the approval of the Project by the Massachusetts School Building Authority (the "MSBA") and further subject to continued funding authorized by the Owner, the contract between the Owner and the Owner's Project Manager may be amended to include continued Project Management Services through design development, construction documents, bid and award, construction and final closeout of the potential Project. A potential approved Project may include a renovation of the existing School, a renovation and addition of the existing School and/or new construction. The estimated total project costs of an approved potential Project may range from \$450,000,000 to \$550,000,000 depending upon the solution that is agreed upon by the Owner and the MSBA and that is ultimately approved by a vote of the MSBA Board of Directors.

2. Background

The City of Everett, located just north of Boston in Middlesex County, Massachusetts, is a vibrant and diverse urban community of approximately 50,000 residents. Blending historic charm with ongoing development, Everett continues to invest in infrastructure and public services to enhance quality of life. The city is deeply committed to providing exceptional educational opportunities through Everett Public Schools, which serves students from Pre-K through Grade 12. The district includes nine elementary schools serving Pre-K to Grade 8 and one central high school for Grades 9–12. To meet the evolving needs of its students and community, the district actively evaluates and upgrades its facilities, with recent capital projects emphasizing accessibility, energy efficiency, and modern learning environments.

The City of Everett has established a School Committee comprising city officials, school administrators, educators, and community representatives. This governing body is responsible for overseeing the planning, design, and construction of school building projects, ensuring that each initiative aligns with the district's educational objectives, fiscal responsibilities, and the broader priorities of the community.

Everett High School is an inclusive institution serving grades 9–12, where general education students learn alongside those in special education and English Learner programs. Opened in 2007, the school was originally built to accommodate 1,800 students; current enrollment stands at 2,247, reflecting the city's growing population and demand for educational services. Through an academy model, Everett High offers a comprehensive curriculum aligned with standard high school offerings, including English Language Arts, Mathematics, History, Physical Sciences, and World Languages.

English courses range from English I–IV to electives such as journalism, debate, public speaking, literature and philosophy, sports writing, and creative writing. Math offerings include Algebra I & II, Geometry, Pre-Calculus, Calculus, and Statistics. Science classes cover Biology, Chemistry, Physics, Earth Science, Oceanography, Anatomy and Physiology, Engineering, and Robotics. Social Studies includes U.S. and Modern U.S. History, Government and Politics, World History, Psychology, Sociology, Black Studies, and Introduction to Hip Hop. World Languages offered are French, Italian, Spanish, Portuguese, and Latin.

3. Project Description, Objectives and Scope of Services

On or about **April 12, 2023** the Owner submitted a Statement of Interest (Attachment A) to the Massachusetts School Building Authority (MSBA) for Everett High School, located at 100 Elm Street, Everett, MA 02149.

The MSBA is an independent public authority that administers and funds a program for grants to eligible cities, towns, and regional school districts for school construction and renovation projects. The MSBA's grant program is discretionary, and no city, town, or regional school district has any entitlement to any funds from the MSBA. At the April 30, 2025 Board of Directors meeting, the MSBA voted to issue an invitation to the Owner to conduct a feasibility study for this Statement of Interest to identify and study possible solutions and, through a collaborative process with the MSBA, reach a mutually-agreed ☐. The MSBA has not approved a Project and the results of this feasibility study may or may not result in an approved Project. The Feasibility Study Agreement was executed on May 8th 2025,

It is anticipated the feasibility study will review the problems identified in the Statement of interest. Everett High School, located at 100 Elm Street, was constructed in 2007 and comprises approximately 350,110 square feet. The building is situated on a constrained urban site bordered by Glendale Park and Everett Housing Authority properties, presenting limited opportunities for expansion. Although relatively modern and without known historical features, the facility faces significant overcrowding. As of the 2024–2025 academic year, enrollment reached 2,307 students, exceeding the original design capacity of 1,800 students. The school currently serves grades 9 through 12.

As a result of a collaborative analysis with the Massachusetts School Building Authority (the “MSBA”) of enrollment projections and space capacity needs for the proposed Project at the Everett High School, the City of Everett hereby acknowledges and agrees that the design of the Proposed Project at the Everett High School shall be based on an enrollment of no more than 2,845 students in grades 9-12.

Project Objectives under consideration by the Owner include:

- Assessing community concerns that may influence the development of project options;
- Identifying specific milestone requirements or district constraints such as local votes, swing space availability, or occupancy challenges;
- Evaluating potential alternative sites for feasibility and suitability;
- Analyzing life cycle costs associated with school operations to inform long-term budget planning;
- Incorporating sustainability goals aligned with the U.S. Green Building Council’s LEED for Schools (LEED-S) rating systems;
- Considering the potential use of a Construction Manager at Risk (CM-at-Risk) project delivery method.

The required scope of services is set forth in Article 8 of the standard contract for Owner’s Project Management Services for a Design/Bid/Build project that is attached hereto as Attachment B and incorporated by reference herein. If the Owner determines to use a CM-at-Risk delivery method, this contract shall need to be amended and/or substituted. The work is divided into the Project Phases as listed in Attachment A of this contract. The

durations of the Phases shown below are estimates only, based on the Owner's experience and subject to modification in coordination with the MSBA:

1. Feasibility Study / Schematic Design Phase: 20–24 months*
2. Design Development / Construction Documents / Bidding Phase: 10–12 months*
3. Construction Phase: 24–36 months*

**(These ranges for scheduling timeframes are provided as guidelines only and are based upon schedules established by other owners.)*

4. Minimum Requirements and Evaluation Criteria:

Minimum Requirements:

In order to be eligible for selection, each Respondent must certify that it meets the following minimum requirements. Any Response that fails to include such certification in its response, demonstrating that these criteria have been met, may be rejected without further consideration.

Each Respondent must designate an individual who will serve as the Project Director. The Project Director shall be certified in the Massachusetts Certified Public Purchasing Officer Program (the "MCPPO") as administered by the Inspector General of the Commonwealth of Massachusetts and must also meet the following minimum requirements:

- The Project Director shall be a person who is registered by the Commonwealth of Massachusetts as an architect or professional engineer and who has at least five years' experience in the construction and supervision of construction and design of public buildings;
or,
- if not registered as an architect or professional engineer, the Project Director must be a person who has at least seven years' experience in the construction and supervision of construction and design of public buildings.

Evaluation Criteria

In addition to the minimum requirements set forth above, all Respondents must demonstrate that they have significant experience, knowledge and abilities with respect to public construction projects, particularly involving the construction and renovation of K-12 schools in Massachusetts. The Owner will evaluate Responses based on criteria that shall include, but not be limited to, the following:

1. **[15 points]** Past performance of the Respondent, if any, with regard to public, private, Department Of Education funded and MSBA-funded school projects across the Commonwealth, as evidenced by:
 - a. **[7.5 points]** Documented performance on previous projects as set forth in Attachment C, including the number of projects managed, project dollar value, number and percentage completed on time, number and dollar value of change orders, average number of projects per project manager per year, number of accidents and safety violations, dollar value of any safety fines, and number and outcome of any legal actions;
 - b. **[7.5 points]** Satisfactory working relationship with designers, contractors, Owner, the MSBA and local officials.
2. **[10 points]** Thorough knowledge of the Massachusetts State Building Code, regulations related to the Americans with Disabilities Act, and all other pertinent codes and regulations related to successful completion of the project.
3. **[10 points]** Thorough knowledge of Commonwealth construction procurement laws, regulations, policies and procedures, as amended by the 2004 Construction Reform laws, including demonstrated expertise in CM at-Risk delivery method under M.G.L. c. 149A, including thorough knowledge and demonstrated experience with life cycle cost analysis, cost estimating and value engineering with actual examples of recommendations and associated benefits to Owners. Experienced in negotiating Guaranteed Maximum Price (GMP) contracts and reviewing costs through an open book process. Familiar with the roles and responsibilities of both the CM at-Risk firm and the owner, including the CM's duty to stay within the GMP. Able to track the CM's performance to protect the owner's interests. Skilled in handling change orders caused by scope changes or unexpected conditions.
4. **[10 points]** Management approach: Describe the Respondent's approach to providing the level and nature of services required as evidenced by proposed project staffing for a potential (hypothetical) proposed project for new construction of **375,000** square feet or renovation of **250,000** square feet; proposed project management systems; effective information management; and examples of problem-solving approaches to resolving issues that impact time and cost.
5. **[10 points]** Key personnel: Provide an organizational chart that shows the interrelationship of key personnel to be provided by the Respondent for this project and that identifies the individuals and associated firms (if any) who will fill the roles of Project Director, Project Representative and any other key roles identified by the Respondent, including but not limited to roles in design review, estimating, cost and schedule control. Specifically, describe the time commitment, experience and references for these key personnel including relevant experience in the supervision of construction of several projects that have been either successfully completed or in process that are similar in type, size, dollar value and complexity to the project being considered.
6. **[10 points]** Capacity and skills: Identify existing employees by number and area of expertise (e.g. field supervision, cost estimating, schedule analysis, value engineering, constructability review, quality control and safety). Identify any services to be provided by sub-consultants.
7. **[5 points]** Identify the Respondent's current and projected workload for projects estimated to cost in excess of \$1.5 million.
8. **[10 points]** Familiarity with Northeast Collaborative for High Performance Schools criteria or

US Green Building Council's LEED for Schools Rating System. Demonstrated experience working on high performance green buildings (if any), green building rating system used (e.g., NE-CHPS or LEED-S), life cycle cost analysis and recommendations to Owners about building materials, finishes etc., ability to assist in grant applications for funding and track Owner documentation for LEED-S prerequisites.

9. **[10 points]** Thorough knowledge and demonstrated experience with life cycle cost analysis, cost estimating and value engineering with actual examples of recommendations and associated benefits to Owners.
10. **[5points]** Knowledge of the purpose and practices of the services of Building Commissioning Consultants.
11. **[5 points]** Financial Stability: Provide current balance sheet and income statement as evidence of the Respondent's financial stability and capacity to support the proposed contract

In order to establish a short-list of Respondents to be interviewed, the Owner will base its initial ranking of Respondents on the above Evaluation Criteria. The Owner will establish its final ranking of the short-listed Respondents after conducting interviews.

The Owner reserves the right to consider any other relevant criteria that it may deem appropriate, within its sole discretion, and such other relevant criteria as the MSBA may request. The Owner may or may not, within its sole discretion, seek additional information from Respondents.

This RFS, any addenda issued by the Owner, and the selected Respondent's response, will become part of the executed contract. The key personnel that the Respondent identifies in its response must be contractually committed for the Project. No substitution or replacement of key personnel or change in the sub-consultants identified in the response shall take place without the prior written approval of the Owner and the MSBA. The selected Respondent(s) will be required to execute a Contract for Project Management Services with the Owner in the form that is attached hereto as Attachment B and incorporated by reference herein. Prior to execution of the Contract for Project Management Services with the Owner, the selected Respondent will be required to submit to the Owner a certificate of insurance that meets the requirements set forth in the Contract for Project Management Services.

Prior to execution of the Contract for Project Management Services, the fee for services shall be negotiated between the Owner and the selected Respondent to the satisfaction of the Owner, within its sole discretion. The initial fee structure will be negotiated through the Feasibility Study/Schematic Design Phase. The selected Respondent, however, will be required to provide pricing information for all Phases specified in the Contract at the time of fee negotiation.

5. Selection Process and Selection Schedule

Process

- 1) The Everett High School Building Committee ("Committee") shall oversee the OPM selection process via formation of an OPM Selection Committee ("SC"). Each Member of the SC will receive and review all Responses submitted to this RFS. Each response shall be determined whether it meets the minimum requirements set forth in Section 4 herein.
- 2) Identified reviewers must rank the Responses based on the weighted evaluation criteria identified in the RFS and must short-list a minimum of three Responses.
- 3) After determining the number of short-listed Respondents, the SC shall schedule and conduct interviews with the representatives of the appropriate responding firms, during which each firm shall provide an uninterrupted 30-minute overview of its qualifications, relevant strengths and experience, and other presentations supporting its selection as Project OPM. Each presentation shall be followed by a 15-minute Q&A session to allow interaction with the Committee.

During the period in which interviews are scheduled, the SC shall perform reference checks of all firms who are being interviewed. The SC shall consider information received via reference checks in the areas of past performance on similar projects, job and industry knowledge, demonstrated value-added abilities, communication skills as they relate to project management, and overall client satisfaction.

To ensure a fair and comprehensive evaluation of candidates, the Selection Committee will use a multi-category scoring system. Each proposal will be assessed across several weighted criteria, allowing the Committee to distinguish strengths and qualifications in specific areas. The evaluation criteria for OPM selection include:

Firm Experience & Qualifications

Project Team & Key Personnel

Understanding of Project Scope Approach & Methodology

References & Past Performance, and
Capacity & Availability
Fee Proposal (Shortlisted Firms ONLY)

with each category scored based on its relevance to public project experience, team strength, project insight, management strategy, reference quality, resource commitment, and alignment with procurement requirements. Committee members will assign a score from 1 (lowest) to 10 (highest) for each, based on how well the firm meets the criteria.

Upon conclusion of the interviews, the SC will total the points assigned by the SC based on the interview. The firm with the highest number of total points will be ranked

first, the firm with the second highest total points will be ranked second, the firm with the third highest total points will be ranked third, and so on. In the event of a tie, the SC will remove the lowest ranked firm, if any, hold a discussion, and vote again. The tiebreaker process will be repeated until one firm is the sole highest ranked firm.

- 4) After ranking all Respondents per the previous subsection, the Owner will request a detailed fee proposal from the first-ranked firm, with cost estimates for each significant category of the planned project. For any costs based on third-party services, the firm will provide supporting documentation for such cost estimates.
- 5) The owner will commence fee negotiations with the first-ranked selection.
- 6) If the Owner is unable to negotiate a contract with the first-ranked selection, the Owner will then commence negotiations with its second-ranked selection and so on, until a contract is successfully negotiated and approved by the Owner.
- 7) The selected firm will be submitted to the MSBA for its approval.
- 8) The selected firm may be asked to participate in a presentation to the MSBA and/or submit additional documentation, as required by MSBA, as part of the MSBA approval process.
- 9) The Owner may include its provisions to re-advertise if less than three responses are received or to re-advertise if fee negotiations fail.

The following is a tentative schedule of the selection process, subject to change at the Owner's and MSBA's discretion.

September 3, 2025	RFS appears in Central Register of the Commonwealth of Massachusetts and The Everett Independent and/or The Advocate newspaper.
September 8, 2025, 10:00 AM	Informational meeting and site walkthrough at Everett High School
September 11, 2025, 4:00 PM	Last day for questions from Respondents
September 17, 2025, 2:00 PM	Responses due
September 24, 2025	Respondents short-listed
September 30, 2025	Interview short-listed Respondents
October 1, 2025	Negotiate with selected Respondent
October 8, 2025	Final selection submitted to the MSBA for review and approval
November 3, 2025	Anticipated MSBA OPM Review Panel Meeting
November 17, 2025	Anticipated execution of contract

The RFS may be obtained from: [Purchasing - Everett, MA - Official Website \(cityofeverett.com\)](http://Purchasing - Everett, MA - Official Website (cityofeverett.com))

On or after September 3, 2025.

All questions concerning this RFS must be submitted in writing by **4:00 p.m. on September 11, 2025** to the contact listed below:

Kiara M. Freeman, Chief Procurement Officer
City of Everett
484 Broadway, Room 14
Everett, MA 02149
617-394-2288
Kiara.freeman@ci.everett.ma.us

Sealed responses, to the RFS for OPM services must be clearly labeled:

“Owner’s Project Management Services for 26-14 Everett High School,” must be delivered to:

Kiara M. Freeman, Chief Procurement Officer
City of Everett
484 Broadway, Room 14
Everett, MA 02149
617-394-2288
Kiara.freeman@ci.everett.ma.us

no later than 2:00 p.m. on Wednesday, September 17, 2025. The Owner assumes no responsibility or liability for late delivery or receipt of Responses. All responses received after the stated submittal date and time will be judged to be unacceptable and will be returned unopened to the sender.

6. Requirements for content of response:

Submit five (5) hard copies of the response to this RFS and one (1) electronic version in PDF format on USB Flash Drive. All responses shall be:

- In ink or typewritten;
- Presented in an organized and clear manner;
- Must include the required forms in Attachment C – OPM Application Form;
- Must include all required Attachments and certifications;
- Must include the following information:
 1. Cover letter shall be a maximum of two pages in length and include:
 - a. An acknowledgement of any addendum issued to the RFS.
 - b. An acknowledgement that the Respondent has read the RFS. Respondent shall note any exceptions to the RFS in its cover letter.
 - c. An acknowledgement that the Respondent has read the Contract for Project Management Services. Respondent shall note any exceptions to the Contract for Project Management Services in its cover letter.

- d. A specific statement regarding compliance with the minimum requirements identified in Item 4 of this RFS to include identification of registration, number of years of experience and where obtained (as supported by the resume section of Attachment C), as well as the date of the MCPPO certification. (A copy of the MCPPO certification must be attached to the cover letter).
- e. A description of the Respondent's organization and its history.
- f. The signature of an individual authorized to negotiate and execute the Contract for Project Management Services, in the form that is attached to the RFS, on behalf of the Respondent.
- g. The name, title, address, e-mail and telephone number of the contact person who can respond to requests for additional information.

2. Selection Criteria: The response shall address the Respondent's ability to meet the "Selection Criteria" Section including submittal of additional information as needed. The total length of the Response (including Attachment C only but excluding Attachments A, B, D, and E) may not exceed twenty (20) single-sided numbered pages with a minimum acceptable font size of "12 pt" for all text.

Respondents may supplement this proposal with graphic materials and photographs that best demonstrate its project management capabilities of the team proposed for this project. **Limit this additional information to a maximum of three 8½" x 11" pages, double-sided.**

3. Attachment E: Required Certifications: Certifications required by the Owner in accordance with procurement law (e.g. Tax compliance, non-collusion, conflict of interest, etc.) shall be completed as part of Responses, but those pages will not count toward the total per the preceding paragraph.
 - Non-Collusion, Debarment and Tax Compliance Certification (attached, one form)
 - Certificate of Corporate Authority (if Applicable) (attached)

7. Payment Schedule and Fee Explanation:

The Owner will negotiate the fee for services dependent upon an evaluation of the level of effort required, job complexity, specialized knowledge required, estimated construction cost, comparison with past project fees, and other considerations. As construction cost is but one of several factors, a final construction figure in excess of the initial construction estimate will not, in and of itself, constitute a justification for an increased OPM fee.

8. Other Provisions

A. Public Record

All responses and information submitted in response to this RFS are subject to the Massachusetts Public Records Law, M.G.L. c. 66, § 10 and c. 4, § 7(26). Any statements in submitted responses that are inconsistent with the provisions of these statutes shall be disregarded.

B. Waiver/Cure of Minor Informalities, Errors and Omissions

The Owner reserves the right to waive or permit cure of minor informalities, errors or omissions prior to the selection of a Respondent, and to conduct discussions with any qualified Respondents and to take any other measures with respect to this RFS in any manner necessary to serve the best interest of the Owner and its beneficiaries.

C. Communications with the Owner

The Owner's Procurement Officer and contact for this RFS is:

Kiara M. Freeman, Chief Procurement Officer
City of Everett
484 Broadway, Room 14, Everett, MA 02149
617-394-2288
Kiara.freeman@ci.everett.ma.us

Respondents that intend to submit a response are prohibited from contacting any of the Owner's staff other than the Procurement Officer. An exception to this rule applies to Respondents that currently do business with the Owner, but any contact made with persons other than the Procurement Officer must be limited to that business, and must not relate to this RFS. In addition, such respondents shall not discuss this RFS with any of the Owner's consultants, legal counsel or other advisors. **FAILURE TO OBSERVE THIS RULE MAY BE GROUNDS FOR DISQUALIFICATION.**

D. Costs

Neither the Owner nor the MSBA will be liable for any costs incurred by any Respondent in preparing a response to this RFS or for any other costs incurred prior to entering into a Contract with an OPM approved by the MSBA.

E. Withdrawn/Irrevocability of Responses

A Respondent may withdraw and resubmit their response prior to the deadline. No withdrawals or re-submissions will be allowed after the deadline.

F. Rejection of Responses, Modification of RFS

The Owner reserves the right to reject any and all responses if the Owner determines, within its own discretion, that it is in the Owner's best interests to do so. This RFS does not commit the Owner to select any Respondent, award any contract, pay any costs in preparing a response, or procure a contract for any services. The Owner also reserves the right to cancel or modify this RFS in part or in its entirety, or to change the RFS guidelines. A Respondent may not alter the RFS or its components.

G. Subcontracting and Joint Ventures

Respondent's intention to subcontract or partner or joint venture with other firm(s), individual or entity must be clearly described in the response.

H. Validity of Response

Submitted responses must be valid in all respects for a minimum period of ninety (90) days after the submission deadline.

FURTHER INFORMATION

The Owner encourages all interested Respondents to carefully review the materials provided in this RFS, including all attachments and referenced documents. The following additional information is provided to assist in the preparation of responses:

- Respondents are expected to be familiar with the requirements of the Massachusetts School Building Authority (MSBA) and the Designer Selection Guidelines.

- Any amendments, clarifications, or responses to written questions will be issued via addendum and posted on the City of Everett's website. It is the responsibility of each Respondent to check the website regularly for updates.
- The Owner reserves the right to request additional information or clarifications from Respondents, to waive informalities, and to reject any or all submissions in the best interest of the City.
- This RFS is subject to M.G.L. c. 149, § 44A½ and applicable MSBA guidelines.
- The City encourages participation from Minority- and Women-Owned Business Enterprises (MBE/WBE) and firms with demonstrated experience working with diverse communities.

ATTACHMENTS:

Attachment A: Statement of Interest (SOI)

Attachment B-1: Contract for Owner's Project Management Services

Attachment B-2: Payment Schedule

Attachment B-3: OPM Contract Amendment

Attachment C: OPM Application Form – March 2017

Attachment D: Enrollment Letter and Enrollment Certification

Attachment E: Required Certifications

ATTACHMENT A **Statement of Interest**

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2023 Statement of Interest

Thank you for submitting an FY 2023 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete if the District selected statutory priority 1 or priority 3.** If either of these priorities were selected, the District is required to mail the required supporting documentation to the MSBA, which is described below.

ADDITIONAL DOCUMENTATION FOR SOI STATUTORY PRIORITIES #1 AND #3: If a District selects Statutory priority #1 and/or priority #3, the District is required to submit additional documentation with its SOI.

- If a District selects statutory priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- If a District selects statutory priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

ADDITIONAL INFORMATION: In addition to the information required above, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact the MSBA at 617-720-4466 or SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Everett

District Contact Robert Moreschi TEL: (617)394-2400

Name of School Everett High

Submission Date 4/12/2023

SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to

M.G.L. c. 70B or the provisions of 963 CMR 2.00.

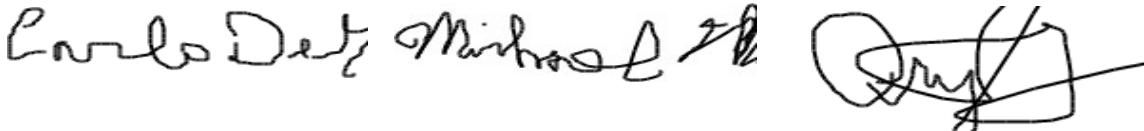
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the priorities for which the SOI is being submitted.
- The district hereby acknowledges that it must upload all required vote documentation on the "Vote" tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead.
- The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all required supporting documentation for statutory priority 1 and statutory priority 3. If statutory priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If statutory priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI. The documentation noted above must be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR

(E.g., Mayor, Town Manager, Board of Selectmen)

Chief Executive Officer *	School Committee Chair	Superintendent of Schools
Carlo DeMaria Jr	Michael Mangan	Priya Tahiliani

Mayor



(signature)

(signature)

(signature)

Date

Date

Date

4/11/2023 5:06:00 PM

4/11/2023 2:40:58 PM

4/11/2023 5:28:59 PM

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Everett

District Contact Robert Moreschi TEL: (617)394-2400

Name of School Everett High

Submission Date 4/12/2023

Note

The following Priorities have been included in the Statement of Interest:

1. Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. Elimination of existing severe overcrowding.
3. Prevention of the loss of accreditation.
4. Prevention of severe overcrowding expected to result from increased enrollments.
5. Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. Short term enrollment growth.
7. Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI, which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific parties/governing bodies, in a specific format using the language provided by the MSBA. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted to the satisfaction of the MSBA. All SOI vote documentation must be uploaded on the Vote Tab.

SOI Program: Core

Potential Project Scope: Potential New School

Is this a Potential Consolidation? No

Is this SOI the District Priority SOI? Yes

School name of the District Priority SOI: 2023 Everett High

Is this part of a larger facilities plan? No

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

Please provide a brief summary of the plan including its goals and how the school facility that is the subject of this SOI fits into that plan:

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 19 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 17 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? No

Does the District have related report(s)/document(s) that detail its facilities, student configurations at each facility, and District operational budget information, both current and proposed? No

If "NO", please note that:

If, based on the SOI review process, a facility rises to the level of need and urgency and is invited into the Eligibility Period, the District will need to provide to the MSBA a detailed Educational Plan for not only that facility, but all facilities in the District in order to move forward in the MSBA's school building construction process.

Is there overcrowding at the school facility? Yes

If "YES", please describe in detail, including specific examples of the overcrowding.

Everett High School was opened in 2007. It was built for 1,800 students. Current enrollment is 2,247 students.

Has the district had any recent teacher layoffs or reductions? No

If "YES", how many teaching positions were affected? 0

At which schools in the district?

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

Has the district had any recent staff layoffs or reductions? No

If "YES", how many staff positions were affected? 0

At which schools in the district?

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum.

Does Not Apply.

Please provide a description of the local budget approval process for a potential capital project with the MSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

The City/School Budget process takes place in the spring of each year. The School Budget is usually passed in April or early May of each year and sent to the Mayor and City Council for approval. Usually, in late February or early March the School Department sends a list of proposed Capital Improvement projects to the Mayor and Chief Financial Officer for approval. The Mayor and Chief Financial Officer then determine which of the School Departments Capital Improvement Projects are included in the proposed budget that is sent to the City Council. The City Council then reviews these requests as part of the budget process with Chief Financial Officer. Sometime in June, the city council votes to include all or some of the CIP proposals as part of the overall budget process. Funding for these Capital Improvement Projects becomes available at the start of the fiscal year on July 1st. In the summer of 2018 and 2019, the Mayor and City Council did approve Capital Funding to take underutilized space at Everett High and change it into classroom space for additional Career Technical Education programs.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).

The building opened in late August of 2007. There have been some minor renovations to the inside of the building. In the summer of 2018 and 2019 we took some underutilized space and converted into space for additional Career Technical Education classrooms. Part of the library was changed to a classroom. One of multiple teacher rooms was converted to a classroom. Part of the storage area was converted to additional classroom space. Part of the central storage area was converted to a marketing classroom. We plan to convert the rest of central storage (approximately 21' X 53') to additional classroom space this coming summer.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.

350110

SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

Everett High was built into a hill. The front of the building slopes toward Ferry Street to the south. The first floor is at ground level on the west side of the building and the ground slopes down so the basement on the east side of the building is at ground level. The front of the building has two levels of parking spaces for faculty and staff.

Approximately, one hundred and sixty parking spaces are available on site. Glendale Park, the largest green space in the community with a walking path, baseball diamond and two little league fields borders the front of the school property.

On Gledhill Avenue at the rear of the building, the fourth floor on the west side of the building is at ground level and the second floor is at ground level on the east side. Sixty parking spaces line the rear of the building the length of Gledhill Avenue. The entire north side of Gledhill Avenue is occupied by housing owned and operated by the Everett Housing Authority. Adjacent to the school on the east side is a terraced plot of land that is part of the school property. Adjacent to the building on the east is Snake Hill, a serpentine street approximately 75 yards in length. East of Snake Hill is a landscaped hillside that is pie shaped and occupies an area of approximately 4000 square feet. Adjacent to the west side of the building is a steeply sloping strip of land that measures approximately 40 feet by 140 feet. Adjacent to that strip of land are the backyards of a row of houses that are located on the east side of Sycamore Street.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

The school is located at 100 Elm St, Everett, MA 02149. The front of the building is occupied by Glendale Park. The east is bordered by Elm Street, the west by homes on Sycamore Street and the north by homes owned and operated by the Everett Housing Authority

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

The hillside against which the building is built is held back by a Soil Nail Wall, several feet thick. A concrete foundation was poured upon which steel framework was constructed. Concrete Block with a brick facade and some architectural metal work form the facade of the building.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO

Year of Last Major Repair or Replacement:(YYYY) 2007

Description of Last Major Repair or Replacement:

None

Roof Section A

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 95000

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

EPDM

Age of Section (number of years since the Roof was installed or replaced) 14**Description of repairs, if applicable, in the last three years. Include year of repair:**

There have been various repairs to the roof section over the gymnasium section.

Since November 2019, the district has spent \$50,000 to repair punctures, open seams, corner patches and flashing membrane.

Additionally, metal batten bars were fastened to the existing structure and a new self adhered cover strip was applied. The district plans to spend about another \$22,000 on three additional leaks we presently have.

Window Section A**Is the District seeking replacement of the Windows Section?** NO**Windows in Section (count)** 250**Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))**

Double pane

Age of Section (number of years since the Windows were installed or replaced) 15Description of repairs, if applicable, in the last three years. Include year of repair: No repairs in the last three years.

MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).

The building is served by four boilers which provide heat and hot water. The two hot water tanks were replaced in the summer of 2018. A chiller provides chilled water for air conditioning. Most classrooms are served by univents. Other spaces are served by a single univent, variable air vent (VAV) system. Specialty spaces such as the field house, auditorium, and cafeteria are served by individual air handling units to maintain conditions in those unique spaces. One set of cooling towers has been replaced (2019) at a cost of \$104,400. and the other set was replaced last year at a cost of \$107,541.

Electricity is brought into the building from overhead street service to a pad mounted transformer, which in turn feeds a 5000-amp switchboard. Large equipment is powered by 480-volt power. Distribution closets located throughout the building step-down the power for lights and receptacles in all spaces. The entire electrical system is copper wire.

An oil powered emergency generator provides electricity when needed. There are no known problems with the electrical system.

The district contracts with ENE Systems to administer a planned maintenance program for all HVAC systems including boilers, rooftop units, chillers, air handlers, univents, pumps and temperature control systems. The chiller at EHS was also repaired during the summer at a cost of \$107,541. The chiller was repaired and we had to refill two cooling towers.

Boiler Section 1**Is the District seeking replacement of the Boiler?** NO**Is there more than one boiler room in the School?** YES**What percentage of the School is heated by the Boiler?** 100**Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)**

Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 15Description of repairs, if applicable, in the last three years. Include year of repair: No repairs in the last three years**Has there been a Major Repair or Replacement of the HVAC SYSTEM?** YES**Year of Last Major Repair or Replacement:(YYYY)** 2021**Description of Last Major Repair or Replacement:**

Two cooling towers were repaired and refilled at a cost of \$102,420 and the others were repaired at a cost

\$107,541.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO

Year of Last Major Repair or Replacement:(YYYY) 2007

Description of Last Major Repair or Replacement:

None

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

The building interior is of masonry, concrete block construction. Most surfaces are covered with drywall, skim coated and painted. The Main entryway at the front of the building has slate flooring. Corridor, cafeteria and classroom floors are cast-in place concrete covered with vinyl tile.

Lighting is predominantly LED fixtures with bulbs hung in a suspended ceiling. Ceiling materials are predominantly acoustical tiles.

PROGRAMS and OPERATIONS: Please provide a detailed description of the current grade structure and programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

Everett High School is an inclusive high school serving grades nine through twelve. Regular education students attend classes with special education students and students who are English Learners. Everett High School offers a complete academic program, consistent with curriculum offerings in typical high schools through an academy model. That program includes instruction in English Language Arts, Mathematics, History, the Physical Sciences, and World Languages. The English curriculum includes English I, II, III and IV as well as several journalism, debate and public speaking, Utopias and Dystopias, Literature and Philosophy, Sports Writing, Creative Writing, and prep courses. The Mathematics curriculum includes Algebra I and Algebra II as well as Geometry, Pre- Calculus, Calculus and Statistics. The science program includes classes in Anatomy and Physiology, Biology, Chemistry, Physics, Earth Science, and Oceanography as well as Engineering and Robotics and other courses as well. The Social Studies curricula includes both U.S. and Modern US History as well US Government and Politics, World History, Psychology, Sociology, Black Studies and Introduction to Hip Hop. World Language offerings include French, Italian, Spanish, Portuguese and Latin.

Of the 2,247 students enrolled at Everett High School, 1,580 students speak a language other than English in their home. Of those students, 653 students require English Learner and sheltered core content classes while they learn English. Sheltered instruction is founded on the concept of providing meaningful instruction in the content areas for transitioning Limited English Proficient (LEP) students while they reach English fluency. Instead of providing watered down curriculum for LEP students, sheltered instruction allows for the content to be equal to that of native English speakers while improving the students' grasp of the language. Teachers call on a number of different instruction methods such as the use of socialization practices to allow the content to be more accessible. The differences between ESL instruction, which is required at Everett High School, and use of sheltered instruction does not focus entirely on language development; instead, through various other topics in the curriculum, English proficiency is achieved. Seventy-seven ELL and sheltered classes are offered this year.

Everett High school offers a full complement of curriculum offerings that are outside of the traditional core content areas. There are computer offerings which include Computer Applications and Digital Finance. There are offerings in the visual arts including Painting and Drawing, Sculpture, Graphic Design, Illustration and Digital Photography. The music program consists of traditional music classes but also Percussion, String, Brass, Woodwind classes, Piano Lab, Orchestra and Vocal classes. In the area of health and wellness, by regulation, all students must participate in at least one physical education class every year. In addition to Physical Education, students may select Weightlifting, Competitive Games and/or Aerobics classes.

The Allied Health Academy offers students who participate in this small learning community to experience in Health and Wellness, Health Care Skills I and II, Nutrition and Fitness, Health Issues, Parenting and Independent Living.

Students in their senior year, participate in a Healthcare Internship during which students work alongside health care professionals in all departments at the Cambridge Health Hospital, a Cambridge Health Alliance facility and in the areas of Career Technical Education. Classes are also offered in Building Technology (carpentry), Machine Tool Technology, Culinary Arts, Marketing, Hospitality, Medical Assistance, Health Assisting and Web-Design. A restaurant kitchen and dining area, separate from the main cafeteria, is specifically designed for the Culinary Arts Program. We would like to add Electrical, HVAC and Plumbing to our

Career Technical Education (CTE) offerings but we just do not have the space at Everett High School to do that at this time. A new high school would afford the Everett Public Schools the opportunity to increase the number of CTE offerings to our students.

There are currently 298 students with special needs at the high school. The educational needs of these students range from attending general education classes with academic support, to students with profound disabilities, who require specialized instruction and a full time, individual paraprofessional. There are special education classes offered in all core content areas. The number of class sections is high due to class size and age range regulations. It is the requirements of a student's Individual Education Plan that dictates what classes are required to be offered

EDUCATIONAL SPACES: Please provide a detailed description of the Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

There are one hundred and twenty-one classrooms at Everett High School. The average size is 900 square feet. Eighty four are general education classrooms, eleven are science labs, each with twenty-four lab stations. There are also four science classrooms with lab tables but not lab stations. These four classrooms are without water, electricity, and natural gas as found in the science labs. There is one world language laboratory, one chorus room, one band room and two arts rooms.

The cafeteria, located on the first floor, has a seating capacity of 590 students at round and rectangular tables with seating attached. Food preparation and serving areas are separate from the cafeteria proper.

The gymnasium, located on the fourth floor has sport flooring with a hardwood basketball court. Motorized seating extends and retracts from the east and west walls. A non-regulation track is also located in the gymnasium.

The auditorium includes a seating area as well as a stage with an orchestra pit. The main seating area of the auditorium is located on the second floor and rises at the rear to the third floor level. Balcony seating rises from the third floor to the fourth floor at the rear. Seating is approximately 1,100.

The library/media center is located on the fifth floor. In addition to the stacks for hardcover materials and an area for periodicals, there are also computer workstations for instruction and or student use and several other workstations for student use.

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

The new Everett High School, completed and occupied in August of 2007, was constructed to accommodate 1,800 students. It currently serves a student population of 2,247 students and growing. The facility is fully utilized to the point where at some times during the school day there are no open classrooms.

The administration has undertaken several measures to combat the overcrowded conditions. Science classes shift around so that science classes scheduled into classrooms without science labs can be held in classrooms with lab setups when those classes are not running labs. In Music, a number of classes are held on the auditorium stage because no music classrooms (which are soundproofed) are available. The gymnasium, weightlifting room and aerobics rooms have been fully utilized. In an effort to decrease class sizes in other curriculum areas, more physical education teachers have been hired in an effort to increase the number of students who are served in large spaces like the gymnasium, aerobics room, the weight room, and weather permitting Glendale Park. The aerobics room has been outfitted with treadmills, elliptical machines, rowing machines and other exercise equipment for class use. Eighty-eight classes are scheduled with seven teachers in those rooms. Physical education class size averages thirty-five students, aerobics class averages twenty-five students, and weightlifting classes average twenty in size. Serving eighty students per period in these three areas decreases class sizes in other areas.

In the Career Technical Education area, more staff have also been added to the culinary arts program so as to serve more students there. The culinary arts kitchen serves thirty students per period in the course of a day.

A classroom originally designed for students participating in Art has been outfitted with computers for classes because the two computer labs are fully utilized throughout the day. A room adjacent to the television studio, originally designed for video editing has been converted for classroom use.

Part of outside storage was redesigned as a carpentry shop.

The seating area in culinary arts is now being utilized as a classroom. Part of the library was converted to a web-design computer classroom.

A teachers break room was converted to a health science-based classroom.

A portion of the central storage area was converted to a marketing classroom. The Library is used for supportive help and testing due to lack of space.

We are also looking to convert the rest of central storage to additional classroom space.

Due to lack of office space, department chairs and coordinators share office space. Several rooms originally constructed as conference rooms are now used as office space. Several others have been outfitted with student desks so as to allow staff to meet with small groups of students for remediation. Due to current federal, state and Massachusetts Department of Elementary and Secondary Education regulations, small group instructional classes that serve special education students may not be held in classrooms that are atypical in size or location than those in which other regular education classes are held. This puts further pressure on room availability.

Classes that need access to computer workstations are often held in the library due to the unavailability of computer lab space. Academic Support and grade recovery classes are scheduled into the library/media center daily, due to the lack of available classroom space.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

Everett High School is well maintained, as are all of Everett's Public Schools. There is a scheduled service plan in place for the Mechanical/HVAC systems, roofing, fire alarm and fire protection, and other systems as well. The building is painted every four years. The building undergoes a complete inspection, including fire systems, every year and repairs are made when needed.

ENE Systems administers the maintenance program for all components of the building HVAC systems. No capital projects have been undertaken at this school with the exception of converting some underutilized areas of the school to Career Technical Education classroom space.

Priority 2

Question 1: Please describe the existing conditions that constitute severe overcrowding.

Everett High School was built for 1800 students. It now has 2,247 students which is 447 students over capacity. With the student population at the high school increasing this problem will continue to get worse.

Priority 2

Question 2: Please describe the measures the School District has taken to mitigate the problem(s) described above.

Over the last few years, the district has taken the following measures to take underutilized space and create it into classroom space. We have done the following:

1. A classroom originally designed for art has been outfitted with computers for classes.
2. A room adjacent to the TV studio, originally designed for video editing has now been converted to a classroom
3. The seating area in culinary arts is now being used as a classroom.
4. Part of outside storage was redesigned into a carpentry shop.
5. Part of the library was converted to a web-design computer classroom.
6. A teacher's breakroom was converted to a health science-based classroom.
7. A portion of central storage was converted to a marketing classroom.
8. The library is used for supportive help and testing due to lack of space.
9. We are also looking to convert the rest of central storage to additional classroom space.

Priority 2

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

The overcrowding situation at Everett High School has become a major problem. Due to lack of office space, department chairs and coordinators share space. Several rooms originally constructed as conference rooms are now used as office space. Several others have been outfitted with student desks as to allow staff to meet with small groups of students for remediation. Due to current federal, state, and DESE regulations, small group instructional classes that serve special education students may not be held in classrooms that are atypical in size or location that those in which other regular education classes are held. This puts pressure on room availability.

Classes that need access to computer workstations are often held in the library due to the unavailability of computer lab space. Academic support and grade recovery classes are scheduled into the library/media center daily, due to the lack of available space.

Please also provide the following:

Cafeteria Seating Capacity: 590

Number of lunch seatings per day: 6

Are modular units currently present on-site and being used for classroom space?: NO

If "YES", indicate the number of years that the modular units have been in use:

Number of Modular Units:

Classroom count in Modular Units:

Seating Capacity of Modular classrooms:

What was the original anticipated useful life in years of the modular units when they were installed?:

Have non-traditional classroom spaces been converted to be used for classroom space?: YES

If "YES", indicate the number of non-traditional classroom spaces in use: 9

Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters).:

1. A classroom originally designed for art has been outfitted with computers.
2. A room adjacent to the TV studio, originally designed for video editing is now being utilized as a classroom.
3. The seating area in culinary arts is now used as a classroom.
4. Part of outside storage was redesigned into a carpentry shop.
5. Part of the library was converted to a web design classroom.
6. Part of central storage was converted into a marketing classroom.
7. A teacher's breakroom was converted to a health science-based classroom.
8. We are also looking to convert the rest of central storage to additional classroom space.
9. The library is used for supportive help classes and testing.

Please explain any recent changes to the district's educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters).:

The district has made an effort to add additional CTE programming at Everett High School to meet the ever-increasing needs of a diverse student population. As a result, we have converted spaces into teaching and learning areas to increase student access to programming. This transition has placed caps on the amount of students that we can allow in large areas and thus limiting the use of areas and creating classroom space and programming issues.

What are the district's current class size policies (maximum of 500 characters)?:

Everett High School Class size policy:

The Committee and the Association agree that class size is an important factor in providing a quality education.

To that end, the Committee agrees to work toward the following goals:

Grades 9-12- Not to exceed 25 pupils per class

Alternative Education Classes not to exceed 20 students per class.

Priority 4

Question 1: Please describe the conditions within the community and School District that are expected to result in increased enrollment.

The Metropolitan Area Planning Council (MAPC) in January of 2014 released a report titled Population and Housing Demand Projections for Metro Boston, Regional Projections and Municipal Forecasts. The MAPC recommends that communities use these projections to anticipate a community's future needs. Data sources include MAPC's Development Database, Census Data from 1990, 2000 and 2010, American Community Survey Data from 2005 to 2011, fertility and mortality information from the Massachusetts Community Health Information Profile and the Census Building Permit Survey Database.

The projection made within this report further reinforce what the community and the Everett Public School District has been experiencing since 2000. More young families with school age children, have and will continue to move into the city. MAPC projections indicate that the population of children under the age of fifteen, will rise from 7,843 in 2010, to 8,883 by the 2020 to 9,770 by 2030.

The City of Everett has issued permits for the construction of 208 units as of early May 2021. Several other major developments have been completed in the last few years with over 500 additional units becoming available at the Batchyard, Pioneer and Wellington Parkside. Several other large-scale developments are proposed such as 319 Broadway (20 units), 366 Broadway (24 units) Second St. and Vine St. (320 units), 85 Boston St. (714 units), 605

Broadway (18 units), 787-801 Broadway (77 units), 180 Elm St. (8 units), 10-20 Gledhill Ave. (6 units), 16 Laurel St. (26 units), 68 Main St. (6 units), 108-112 Main St. (6 units), 6 Norman St. (66 units), 34-45 Garvey St. (450 units), Corey St. (50 units), 600 Broadway (85 units) 6 Norman St. (66 units), 65 Norman St. (398 units), 1690 Revere Beach Parkway (714 units), 537 Second St. (40 units), 530-537 Second St. (142 units), 114 Spring St. (366 units), and 110 Tremont St. (48 units), 140 Tremont St. (46 units), 1911 Revere Beach Parkway (153 units), 165-167 Bow St. (149 units), 108 Ferry St. (16 units), 81 Chelsea St. (8 units), 99 East Elm St. (190 units), and 25 Garvey St. (126 units) This brings the total of units proposed or under construction to 4,293.

Bringing 4,293 new units on board in the next few years will certainly bring an increase to the student population in our schools. The increase in living units within the city has contributed to an increase in enrollment. Enrollment in the Everett Public Schools increased drastically in the last ten years.

10/1/10- 6,262 students

10/1/11- 6,498 students

10/1/12- 6,796 students

10/1/13- 7,008 students

10/1/14- 7,168 students

10/1/15- 7,208 students

10/1/16- 7,078 students

10/1/17- 7,068 students

10/1/18- 7,068 students

10/1/19- 7,107 students

10/1/20- 7,057 students

10/1/21- 7,244 students

2/28/23- 7,561 students

This is an increase of almost 1,000 students in eleven years. Everett High School exceeded its design capacity in the 2011-2012 school year.

Presently, there are 2,247 students in Grades 9-12. It is expected that these class sizes will continue to expand even further. This expectation is based on the number of units being built in Everett as well as the rise in the birthrate in the last few years. The figures below reflect the birth rate in the city of Everett in the last thirteen years:

557 births in 2009

559 births in 2010

587 births in 2011
614 births in 2012
637 births in 2013
662 births in 2014
619 births in 2015
675 births in 2016
710 births in 2017
724 births in 2018
618 births in 2019
576 births in 2020
575 births in 2021

Given that Encore Casino/Resorts opened in June of 2019, it is expected to increase the demand for housing needs based on the needs of staffing as citizens of Everett are given priority in the hiring process. Therefore, some individuals seeking employment will move to Everett to gain employment thus increasing our student population.

Priority 4

Question 2: Please describe the measures the School District has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

There are few options available to accommodate the increasing enrollment because Everett High School is the only high school serving the district. The only closed school that exists is the old Everett High School and this building was turned back to the city about twelve years ago. It would require an expenditure of hundreds of millions of dollars to make it usable as a high school. The city has undergone a recent study to determine if the use of modular classrooms is feasible.

Priority 4

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Many of the students who have enrolled at Everett High School over the last several years come to the classroom from all over the world. The students enrolling at Everett High School, come with very different educational experiences, accessing the curriculum in different ways, from different starting points and learning at different rates. The expectation is that they will learn English and the curriculum, pass the state-mandated tests so as to be eligible for a Massachusetts high school diploma, and become lifelong learners and active members of society. It is difficult for all this to take place in a classroom that is overcrowded.

Teachers face enormous challenges when they are trying to individualize instruction for these eager learners. Individualizing instruction for twenty-eight students, some of whom are likely English Learners and may or may not be special education students, is far more challenging than it is for twenty or twenty-one students. Teaching in overcrowded conditions year after year, contributes to teachers leaving the profession within the first five years. This is particularly prevalent among young teachers, and those teachers who are new to the profession. They are expected to excel at a job that is difficult to begin with, but made impossible by large student caseloads.

Everett High school established a Career Technical Education (CTE) Program approximately four years ago. We began with six programs and expanded to eight programs. With the capacity limits on CTE classrooms, that has put added pressure on our already stretched limited classrooms space. We would also like to expand to at least three more CTE programs at this time but we just do not have the space. In addition, we would like to expand our Social Emotional programs but again we would lack the physical space to house our staff and students to have in these programs.

Please also provide the following:

Cafeteria Seating Capacity: 590

Number of lunch seatings per day: 6

Are modular units currently present on-site and being used for classroom space?: NO

If "YES", indicate the number of years that the modular units have been in use:

Number of Modular Units:

Classroom count in Modular Units:

Seating Capacity of Modular classrooms:

What was the original anticipated useful life in years of the modular units when they were installed?:

Have non-traditional classroom spaces been converted to be used for classroom space?: YES

If "YES", indicate the number of non-traditional classroom spaces in use: 9

Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters).:

There are nine non-traditional spaces now being used for classrooms. We did provide significant renovations to these areas:

1. A classroom originally designed for art has been outfitted with computers for classes.
2. A room adjacent to the TV studio, originally designed for video editing has now been converted to classroom.
3. The seating areas in culinary arts is now being used as a classroom.
4. Part of outside storage was redesigned into a carpentry shop
5. Part of the library was converted to a web-design computer classroom.
6. A teachers breakroom was converted to a health science-based classroom.
7. A portion of central storage was converted to a marketing classroom.
8. The library is used for supportive help and testing due to lack of space.
9. We are also looking to convert the rest of central storage to additional classroom space.

Please explain any recent changes to the district's educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters). :

The only recent changes to the existing educational program where the creation of Career Technical Education classrooms and programs. The increase enrollment has also caused an increase in staff and many teachers now do not have their own classroom during the school day and float room to room each period. Many non-core curriculum classes now travel class to class with all their belongings on a cart.

What are the district's current class size policies (maximum of 500 characters)?:

The Committee and the Association agree that class size is an important factor in providing a quality education. To that end, the Committee agrees to work toward the following goals:

Grades 9-12 - Not to exceed 25 pupils per class

Alternative Education Classes not to exceed 20 students per class.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer *

Carlo DeMaria Jr

Mayor

School Committee Chair

Michael Mangan

Superintendent of Schools

Priya Tahiliani



(signature)

(signature)

(signature)

Date

4/11/2023 5:06:00 PM

Date

4/11/2023 2:40:58 PM

Date

4/11/2023 5:28:59 PM

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

ATTACHMENT B-1
SAMPLE
CONTRACT FOR PROJECT MANAGEMENT SERVICES

This Contract is made this _____ day of _____ in the year _____ between

the _____, _____ (day) (month) (year)

the _____, _____ (Owner) (street)

_____, _____, _____ (City) (State) (Zip Code)

hereinafter called "the Owner" and _____ (Owner's Project Manager)

_____, _____, _____, _____ (street) (city) (State) (Zip Code)

hereinafter called the "Owner's Project Manager" to provide the Project Management services required to complete the Basic and Extra Services described herein at _____ (name/description of Project)

The Owner's Project Manager is authorized to perform the services required by this Contract through the Feasibility Study Phase and, pending receipt of a written Approval to proceed from the Owner, through the Schematic Design Phase. At the Owner's option, the Owner's Project Manager may be authorized to perform services for subsequent design phases and/or the Construction Phases and Completion Phase, at which time a mutually agreed upon amendment to this Contract will be executed between the Owner and the Owner's Project Manager. If the Owner elects to construct the project pursuant to G.L. c. 149, the amendment to this Contract shall include the Authority's Base OPM Contract Amendment for DBB for Basic Services required for the design-bid-build construction delivery method. If the Owner elects to construct the project pursuant to G.L. c. 149A, the amendment to this Contract shall include the insertion of the Authority's Base OPM Contract Amendment for CM at Risk, for Basic Services required for the CM at Risk construction delivery method.

For the performance of the services required under this Contract for the Feasibility Study Phase and the Schematic Design Phase, the Owner's Project Manager shall be compensated by the Owner for Basic Services in accordance with the Payment Schedule included as Attachment B-2.

IN WITNESS WHEREOF, the Owner and the Owner's Project Manager have caused this Contract to be executed by their respective authorized officers.

OWNER

(print name)

(print title)

By _____

(signature and seal)

Date _____

OWNER'S PROJECT MANAGER

(print name)

(print title)

By _____

(signature)

Date _____

(Attach Certificate of Vote of Authorization)

ATTACHMENT B-2

PAYMENT SCHEDULE

In consideration of Owner's Project Manager's delivery of Basic Services, the Owner shall pay the Owner's Project Manager on an hourly basis, up to a total fee that shall not exceed \$[insert total fee amount]. The \$[insert total fee amount] fee is a cap for Basic Services related to this Contract, and the actual amount paid by the Owner for Basic Services required during the duration of this Contract may be an amount less than \$[insert total fee amount]. The Owner's Project Manager shall invoice the Owner based on hours worked pursuant to this Contract, according to the hourly rates below and the schedule set forth below. During the course of this Contract, the rates in effect shall not be increased above those delineated in the following table:

Hourly Rate Schedule

<u>Title</u>	<u>Rate/Hr.</u>
---------------------	------------------------

The Owner's Project Manager shall perform the Services in accordance with the following Schedule:

<u>Project Phase/Item of Work</u>	<u>Not to Exceed Fee</u>	<u>Completion Date</u>
--	---------------------------------	-------------------------------

Feasibility Study/Schematic Design Phase

Design Development/Construction
Document/Bidding Phase

Construction Phase/Final Completion

Extra Services
(Identify by Category)

Reimbursable Services (Identify by Category)

Independent Cost Estimates

Task 8.2.2 – Up to two estimates	\$X/per estimate	N/A
Task 8.4.2 – One Estimate	\$X/per estimate	N/A

ATTACHMENT B-3
SAMPLE
AMENDMENT
NO. _____
CONTRACT FOR OWNER'S PROJECT MANAGEMENT SERVICES

WHEREAS, the _____ ("Owner") and _____, (the "Owner's Project Manager") (collectively, the "Parties") entered into a Contract for Project Management Services for the _____ Project (Project Number _____) at the _____ School on _____ "Contract"; and

WHEREAS, effective as of _____, the Parties wish to amend the Contract, as amended:

NOW, THEREFORE, in consideration of the promises and the mutual covenants contained in this Amendment, and other good and valuable consideration, the receipt and legal sufficiency of which are hereby acknowledged, the Parties, intending to be legally bound, hereby agree as follows:

1. The Owner hereby authorizes the Owner's Project Manager to perform services for the Design Development Phase, the Construction Phases, and the Final Completion Phase of the Project, pursuant to the terms and conditions set forth in the Contract, as amended.
2. For the performance of services required under the Contract, as amended, the Owner's Project Manager shall be compensated by the Owner in accordance with the following Fee for Basic Services:

Fee for Basic Services:	Original Contract	After this Amendment
Feasibility Study Phase	\$ _____	\$ _____
Schematic Design Phase	\$ _____	\$ _____
Design Development Phase	\$ _____	\$ _____
Construction Document Phase	\$ _____	\$ _____
Bidding Phase	\$ _____	\$ _____
Construction Phase	\$ _____	\$ _____
Completion Phase	\$ _____	\$ _____
 Total Fee	 \$ _____	 \$ _____

This Amendment is a result of: _____

3. The Construction Budget shall be as follows:

Original Budget:	\$ _____
Amended Budget	\$ _____

4. The Project Schedule shall be as follows:

Original Schedule:	_____
Amended Schedule	_____

5. The Authority's standard OPM Contract Amendment for [DBB OR CM RISK], which is attached hereto and incorporated by reference herein, is made a part of the Contract in its entirety.
6. This Amendment contains all of the terms and conditions agreed upon by the Parties as amendments to the original Contract, as amended. No other understandings or representations, oral or otherwise, regarding amendments to the original Contract, as amended, shall be deemed to exist or bind the Parties, and all other terms and conditions of the Contract, as amended, remain in full force and effect.

IN WITNESS WHEREOF, the Owner, with the prior approval of the Authority, and the Owner's Project Manager have caused this Amendment to be executed by their respective authorized officers.

OWNER

(print name)

(print title)

By _____
(signature)

Date _____

OWNER'S PROJECT MANAGER

(print name)

(print title)

By _____
(signature)

Date _____

ATTACHMENT C
OPM APPLICATION FORM

Owner's Project Manager Application Form – March 2017

1. Project Name/Location for Which Firm is Filing:

1a. MSBA Project Number:

2a. Respondent, Firm (Or Joint-Venture) - Name And Address Of Primary Office To Perform The Work:

2b. Name And Address Of Other Participating Offices Of The Prime Applicant, If Different From Item 3a Above:

2c. Date Present And Predecessor Firms Were Established:

2d. Name And Address Of Parent Company, If Any:

2e. Federal ID #:

2f. Name of Proposed Project Director:

3. Personnel From Prime Firm Included In Question #2 Above By Discipline (List Each Person Only Once, By Primary Function -- Average Number Employed Throughout The Preceding 6 Month Period. Indicate Both The Total Number In Each Discipline):

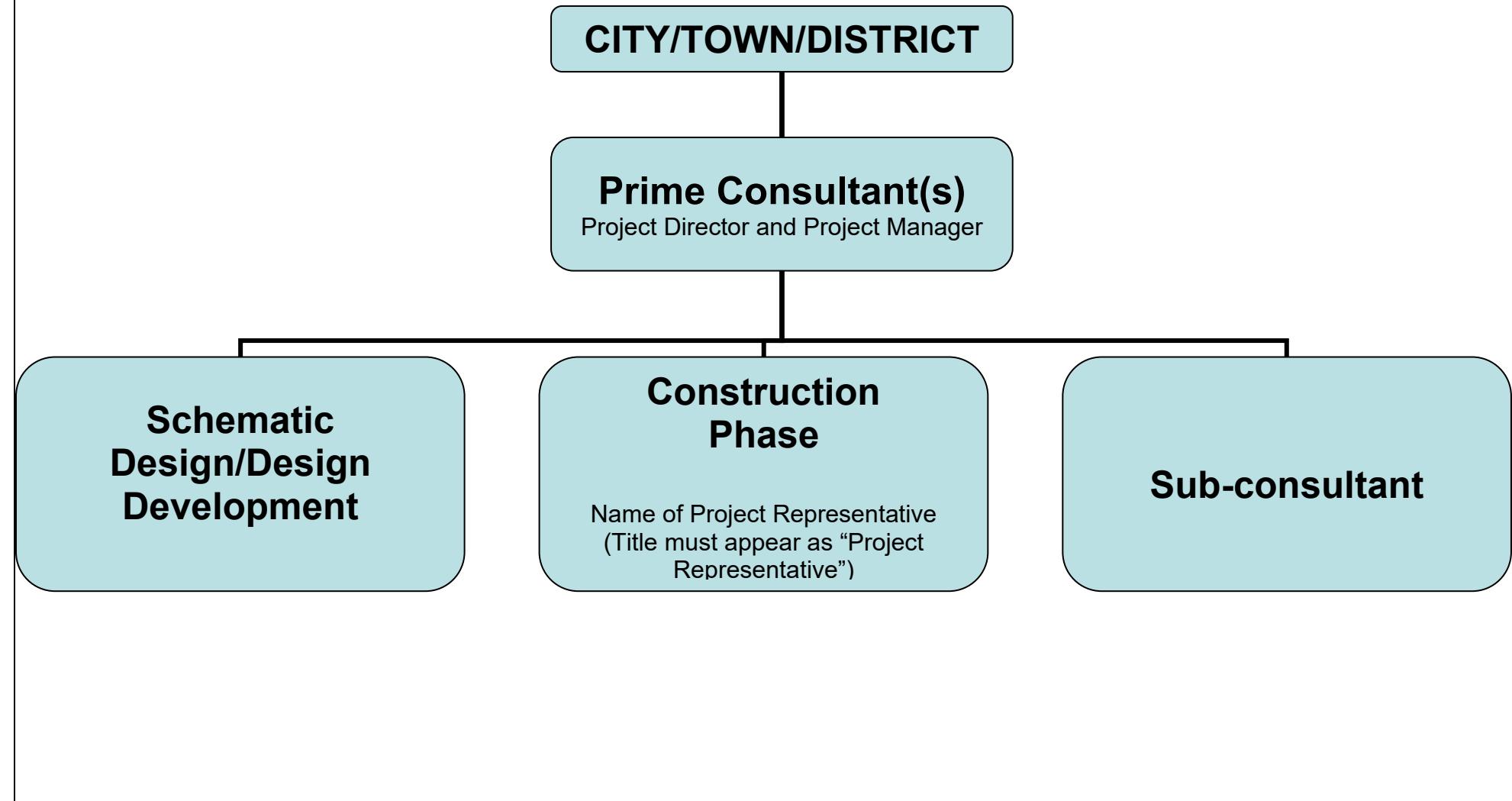
Admin. Personnel	Cost Estimators	Other
_____	_____	_____
Architects	Electrical Engrs.	_____
_____	_____	_____
Acoustical Engrs.	Environmental Engrs.	_____
_____	_____	_____
Civil Engrs.	Licensed Site Profs.	_____
_____	_____	_____
Code Specialists	Mechanical Engrs.	_____
_____	_____	_____
Construction Inspectors		Total
_____		_____

4. Has this Joint-Venture previously worked together?

Yes

No

5. List **ONLY** Those Prime and Sub-Consultant Personnel identified as Key personnel in the Response to Request for Services. This Information Should Be Presented Below In The Form Of An Organizational Chart modified to fit the firm's proposed management approach. Include Name of Firm And Name Of The Person:



6. Brief Resume for Key Personnel ONLY as indicated in the Request for Services. Resumes Should Be Consistent With The Persons Listed On The Organizational Chart In Question # 5. Additional Sheets Should Be Provided Only As Required For The Number Of Key Personnel And They Must Be In The Format Provided. By Including A Firm As A Subconsultant, The Prime Applicant Certifies That The Listed Firm Has Agreed To Work On This Project, Should The Team Be Selected.	
a. Name And Title Within Firm:	a. Name And Title Within Firm:
b. Project Assignment:	b. Project Assignment:
c. Name And Address Of Office In Which Individual Identified In 6a Resides:	c. Name And Address Of Office In Which Individual Identified In 6a Resides:
d. Years Experience: With This Firm: _____	With Other Firms: _____
d. Years Experience: With This Firm: _____	With Other Firms: _____
e. Education: Degree(s) /Year/Specialization	e. Education: Degree(s) /Year/Specialization
f. Date of MCPPO Certification:	f. Date of MCPPO Certification:
g. Applicable Registrations and Certifications :	g. Applicable Registrations and Certifications:
h. Current Work Assignments And Availability For This Project (<i>availability should be identified as a percentage: eg: "As of 5/30, 50% available"</i>):	h. Current Work Assignments And Availability For This Project (<i>availability should be identified as a percentage: eg: "As of 5/30, 50% available"</i>):
i. Other Experience And Qualifications Relevant To The Proposed Project: (Identify OPM Firm By Which Employed, If Not Current Firm. Please distinguish between OPM work and any design work performed by the firm.):	i. Other Experience And Qualifications Relevant To The Proposed Project: (Identify OPM Firm By Which Employed, If Not Current Firm. Please distinguish between OPM work and any design work performed by the firm.):

7a Past Performance: List all Completed Projects, in excess of \$1.5 million, for which the Prime Applicant has performed, or has entered into a contract to perform Owner's Project Management Services for all Public Agencies within the Commonwealth within the past 10 years.									
a. Project Name And Location Project Director	Brief Description Of Project And Services (Include Reference To Areas Of Similar Experience)	Project Dollar Value	d. Completion Date (Actual Or Estimate)	e. On Time (Yes Or No)	f. Original Construction Contract Value	Change Orders	g. Number of Accidents and Safety Violations	h. Dollar Value of any Safety fines	j. Number And Outcome Of Legal Actions
(1)									
(2)									
(3)									
(4)									

(5)

--	--	--	--	--	--	--	--

7b. Past Performance: Provide the following information for those completed Projects listed above in 7a for which the Prime Applicant has performed, or has entered into a contract to (cont) perform Owner's Project Management Services for all Public Agencies within the Commonwealth within the past 10 years.

a. Project Name And Location Project Director	b. Original Project Budget	c. Final Project Budget	d. If different, provide reason(s) for variance	e. Original Project Completion	e. Actual Project Completion On Time (Yes or No)	f. If different, provide reason(s) for variance.
(1)						
(2)						
(3)						
(4)						
(5)						

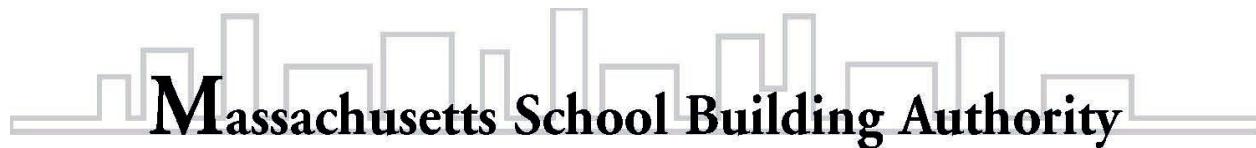
8. **Capacity:** Identify all current/ongoing Work by Prime Applicant, Joint-Venture Members or Sub-consultants. Identify project participants and highlight any work involving the project participants identified in the response.

Project Name And Location Project Director	b. Brief Description Of Project And Services (Include Reference To Areas Of Similar Experience)	c. Original Project Budget	d. Current Project Budget	d. Project Completion Date	e. Current forecast completion date On Time (Yes Or No)	f. Original Construction Contract Value	g. Number and dollar value of Change Orders	h. Number and dollar value of claims
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								

<p>9. References: Provide the following information for completed and current Projects listed above in 7 and 8 for which the Prime Applicant has performed, or has entered into a contract to perform Owner's Project Management Services for all Public Agencies within the Commonwealth within the past 10 years.</p>					
a. Project Name And Location Project Director	Client's Name, Address and Phone Number. Include Name of Contact Person	Project Name And Location Project Director	Client's Name, Address and Phone Number. Include Name of Contact Person	Project Name And Location Project Director	Client's Name, Address and Phone Number. Include Name of Contact Person
1)		5)		9)	
2)		6)		10)	
3)		7)		11)	
4)		8)		12)	

9.	Use This Space To Provide Any Additional Information Or Description Of Resources Supporting The Qualifications Of Your Firm And That Of Your Sub-consultants. If Needed, Up To Three, Double-Sided 8 1/2" X 11" Supplementary Sheets Will Be Accepted. <u>APPLICANTS ARE REQUIRED TO RESPOND SPECIFICALLY IN THIS SECTION TO THE AREAS OF EXPERIENCE REQUESTED.</u>		
10.	I hereby certify that the undersigned is an Authorized Signatory of Firm and is a Principal or Officer of Firm. The information contained in this application is true, accurate and sworn to by the undersigned under the pains and penalties of perjury.		
	Submitted By _____ (Signature) _____	Printed Name And Title _____	Date _____

ATTACHMENT D
Enrollment Letter and Enrollment Certification



Deborah B. Goldberg
Chair, State Treasurer

James A. MacDonald
Chief Executive Officer

Mary L. Pichetti
Executive Director / Deputy CEO

March 10, 2025

The Honorable Carlo DeMaria, Mayor
City of Everett
Mayor's Office
484 Broadway
Everett, MA 02149

Re: City of Everett, Everett High School

Dear Mayor DeMaria:

I would like to thank representatives of the City of Everett (the “District”) for meeting with Massachusetts School Building Authority (the “MSBA”) staff on December 17, 2024, to review enrollment projections and methodologies for the Everett High School project (the “Proposed Project”). As discussed, the next critical step is for the MSBA and the District to agree on a design enrollment for the Proposed Project.

The MSBA works with local communities to create affordable, sustainable, and energy-efficient schools across Massachusetts. A critical early component in achieving these objectives begins with an appropriate design enrollment that positions the District to efficiently meet space capacity needs throughout potential future enrollment variations.

The MSBA uses a data-driven enrollment projection methodology based on the widely accepted modified grade-to-grade cohort survival methodology (the “enrollment methodology”). The MSBA’s enrollment methodology generates a baseline enrollment projection as discussed during the June 25, 2024, enrollment meeting, and as further described on the MSBA’s website found under the ‘Building With Us’, MSBA Enrollment Methodology’ section.

Based on discussions with and information provided by the District, such as the Department of Elementary and Secondary Education (“DESE”), and the Department of Public Health, the MSBA has been able to create enrollment options for the Proposed Project, as follows.

Everett High School is the only high school serving grades 9-12 in the District. The MSBA understands the District would like its Feasibility Study to explore the potential expansion of Chapter 74 Career and Technical Education Program (“CTE” Programs) offerings as part of the Proposed Project. Please note, as discussed during the December 17, 2024, enrollment meeting, CTE Program space will be determined during the feasibility study phase of the MSBA’s process at the time of review of the District’s proposed educational space program for the Proposed Project.

Accordingly, this analysis will focus on the enrollment projections for grades 9-12. The table below illustrates the District's K-12 enrollment during the most recent ten-year period, including preliminary enrollment data for the school year 2024-2025 as reported by the District on December 9, 2024.

School Year	K-5	6-8	9-12	Total
2015-2016	3,207	1,335	2,070	6,612
2016-2017	3,186	1,339	2,052	6,577
2017-2018	3,098	1,434	2,004	6,536
2018-2019	3,058	1,530	2,002	6,590
2019-2020	3,076	1,617	2,018	6,711
2020-2021	2,962	1,589	2,081	6,632
2021-2022	2,888	1,505	2,111	6,504
2022-2023	3,088	1,593	2,249	6,930
2023-2024	3,052	1,602	2,302	6,956
2024-2025	3,067	1,556	2,327	6,950

A version of the above table with more detail regarding the District's historic enrollment may also be found in the District's Enrollment Projection package.

The total grade 9-12 enrollment in the City of Everett as reported by the District for the 2024 2025 school year, was 2,327 students, which was the maximum grade 9-12 enrollment reported during the preceding ten years. Additionally, the 2024-2025 grade 9-12 enrollment reflects an increase of 205 students (8.83%) from the average enrollment reported during the preceding ten-year period.

The MSBA understands that the District is proposing a design enrollment to accommodate approximately 3,275 students in grades 9-12 at Everett High School. According to DESE, the 2024-2025 school year enrollment was 2,327 students. The MSBA's Enrollment Methodology uses a baseline enrollment that is calculated using the ten-year average of projected enrollments. As such, the average base enrollment projection for grades 9-12 through the 2034-2035 school year is 2,300 students.

As a result of a sensitivity analysis performed by the MSBA on this base enrollment projection and further discussion with the District, the following adjustments have been made to the base enrollment projection:

Student Migration

- The MSBA's default methodology projects enrollment utilizing the most recent five-year average grade-to-grade cohort survival ratios.
- In order to account for the recently observed changes in the pattern of grade-to-grade cohort survival ratios, the MSBA's base model has been adjusted to utilize the most recent three-year average grade-to-grade survival ratios.
- This adjustment added approximately 185 students to the base enrollment compared to the projection without this adjustment.

Out-of-District Enrollment

- In order to adjust for fluctuations in the out-of-district enrollment patterns of the District's residents over time, the MSBA has made an additional adjustment to the base enrollment projection.
- In order to make this adjustment, the MSBA adjusted the grade-to-grade survival ratios for grade 9-12 enrollment by a total of 3.3% throughout a four-year period in the projection.

- This adjustment added 50 students to the base grade 9-12 enrollment compared to the projection without this adjustment.

Development

- Based on the discussions between the District and the MSBA regarding new housing developments beyond what the District has experienced historically and additional development information provided by the District, the MSBA enrollment model has been adjusted.
- This adjustment added approximately 310 students to the grade 9-12 base enrollment compared to the projection without this adjustment.

As a result of the analysis of the base enrollment forecast, the historical enrollment trends of the District, and the adjustments described above, the District's ten-year average projected grade 912 enrollment is 2,845

The MSBA believes that this design enrollment recommendation will position the district to meet space capacity needs efficiently throughout future enrollment variations. Please sign and return the attached certification at your earliest convenience to confirm agreement on these study enrollment recommendations. If the District feels that this study enrollment recommendation does not meet the needs of the District, please respond to this letter via e-mail to Jennifer Flynn and propose a meeting/conference call time for which the District can be available to discuss enrollment.

If you have any questions regarding this matter, please do not hesitate to contact me or Jennifer Flynn (Jennifer.Flynn@massschoolbuildings.org) at 617-720-4466.

Sincerely,

Michael P McGurl

Michael McGurl
Director of Capital Planning

Cc: Legislative Delegation
Stephanie Martins, President, Everett City Council
Samantha Hurley, Chair, Everett School Committee
William D. Hart, Superintendent, Everett Public Schools
File:10.2 Letters (Region 3)

[OBJ]

Attachment E

Required Certifications

**CERTIFICATIONS REQUIRED BY LAW
FOR PUBLIC CONSTRUCTION CONTRACTS**

You must COMPLETE and SIGN the following certifications. You must also print, at the bottom of this page, the name of the contractor for whom these certifications are submitted.

TAX COMPLIANCE

Pursuant to Chapter 62C of the Massachusetts General Laws, Section 49A(b), I, the undersigned, authorized signatory for the below named contractor, do hereby certify under the pains and penalties of perjury that said contractor has complied with all laws of the Commonwealth of Massachusetts relating to taxes, reporting of employees and contractors, and withholding and remitting child support.

NON-COLLUSION

The undersigned certifies under the penalties of perjury that this bid is in all respects bona fide, fair and made without collusion or fraud with any other person. As used in this subsection the word "person" shall mean any natural person, joint venture, partnership, corporation or other business or legal entity.

PUBLIC CONTRACTOR DEBARMENT

The undersigned certifies under penalty of perjury that the below named contractor is not presently debarred from doing public construction work in the commonwealth under the provisions of section twenty-nine F of chapter twenty-nine, or any other applicable debarment provisions of any other chapter of the General Laws or any rule or regulation promulgated thereunder.

COMPLETE AND SIGN BELOW:

Authorized Person's Signature

Date

Print Name & Title of Signatory

Name of Contractor

FORM C

CERTIFICATE OF CORPORATE AUTHORITY (if applicable):

I, _____ certify that I am the _____ of the corporation named as Bidder in the Bid included herein, that _____, who signed said Bid on behalf of the Bidder was then _____ of said corporation, that I know his signature, that his signature thereon is genuine and that said Bid was duly signed, sealed and executed for and in behalf of said corporation by authority of its governing body.

(Corporate Seal)

(Secretary-Clerk)

(Signature of authorized individual submitting proposal)

(Printed Name)

(Name of Proposer)

(Date)