

REQUEST FOR PROPOSALS FOR EDUCATIONAL FACILITY ASSESSMENTS, DEMOGRAPHIC STUDY & MASTER PLANNING

PROJECT OVERVIEW

1. Scope and Goals of the Educational Facility Assessments, Demographic Studies and Master Plan

Stamford Public Schools (the “District”) is requesting proposals from qualified Educational consultant and Architectural/Engineering firm for Educational Facility Assessments, a Demographic Study, and a Board of Education Master Plan (the “Plan”). The District will employ a consulting firm (or a team of firms, led by a prime firm) to **simultaneously** evaluate the physical condition of all existing school facilities, investigate and assess viability of alternate land/buildings (to be provided) and perform a Demographic Study projecting out at least 10 years in order to develop and prioritize options, prepare final documents, and present recommendations to the District.

The Plan will guide the District with research-based knowledge of best models to incorporate the District’s mission and educational vision, as well as national educational standards, and provide a framework for implementation.

The vision and desired outcomes for this Plan include at least the following goals:

- A comprehensive holistic plan that takes into accounts all of schools;
- Study of the school buildings’ structural integrity, infrastructure and ability to meet District’s needs;
- A City-wide projected enrollment assessment (including the variable of COVID’s impact on the housing market); and
- A long-term Capital Management Plan for the future that includes considerations such as climate change on buildings and mechanical infrastructures.

It is the District’s intent that the planning process be comprehensive and lead to adoption of a District-wide long-term Master Plan that will provide the model for facilities planning for a short-term (1 - 5 years), mid-range (5 - 10 years), and long-range (10 - 20 years). The short, median and long-term actions shall be presented in tiered good, better, best solutions. The Plan will take into account current facility deficiencies, capacity, as well as demographics.

The process shall include a review of functional deficiencies and condition issues in existing facilities, educational suitability issues, technology readiness issues, special program needs, demographic trends, and capacity issues. All of the District’s sites will be included in the evaluation and planning, although needs and levels of planning effort will vary from site to site. Additionally, other sites either owned by the City of Stamford or privately held buildings, but not operated by the District, will be included in the evaluation and planning (Guidance will be provided by the District).

2. Plan Content

The Plan should, at a minimum, include the following:

- An inventory of the condition of the District's existing school buildings.
- Development trends - what types of residents are living in and moving to Stamford including short, median and long-term projections of school age children over the next 20 years and as importantly what areas in the City exhibit the largest growth in school age children.
- Develop a desirable development scenario, based on the school facility needs assessment and demographic trends with input from the District, the public and other stakeholders.
- Develop a Draft Master Plan.
- Final Master Plan.

3. Governance of Project

- Consultant is responsible for gathering data and technical analysis above and beyond available existing data and reports provided by the District
- Technical Advisory Committee (TAC), Community Advisory Committee (CAC), and Steering Committee consists of representatives from the Board of Education, the Board of Representatives Education Committee, City Departments specifically Engineering and Land Use Bureau, and District Departments specifically Facilities Department, Building Administration, and District Administration.
 - CAC shall include select members from the Board of Representatives and neighborhood groups to provide grass roots input.
 - Technical Advisory Committee (TAC) helps to identify data and provide background into current programs and tools.

4. Project Timeline (Tentative Subject to Change)

- December 22, 2020: Finalize scope with Long Term Facilities Committee, write RFP [Insurance Requirements provided by Risk Management].
- December 31, 2020: Notification sent to Advocate.
- January 7, 2021: Advertisements/upload to ProcureWare and send to vendors identified by department.
- January 14, 2021: Pre-Proposal Meeting [Non-mandatory. Attendance is strongly encouraged].

PLEASE NOTE THAT THE DISTRICT WILL HOST A PRE-PROPOSAL MEETING [HIGHLY RECOMMENDED BUT NOT MANDATORY] VIA ZOOM WEBINAR ([LINK HERE](#)) ON JANUARY 14, 2021, AT 10:00AM

- January 28, 2021: Deadline for Submission of Inquires

- February 3, 2021: District Responses to Inquires
- February 11, 2021: RFP Responses due.
- February 23, 2021: Consultant Selection Committee - select finalists for presentations.
- March 4, 2021: Target Date for Consultant Presentations.
- March 12, 2021: Conditional Award Letter issued. Request for contract to Law Department.
- April 1, 2021: Deadline contract submission to the Mayor by Law Department [earlier if possible].
- April 2021: Board of Finance approval of contract (Date to be determined).
 - Attendance at District and City Board Meetings may be necessary
- April 2021: Board of Representatives Education Committee meeting and approval. (Date to be determined)
 - Attendance at District and City Board Meetings may be necessary
- May 3, 2021: Board of Representatives approval of contract.
- May 10, 2021: Project Kick-off meeting with Steering Committee and Selected Consultant [earlier if contract is fully executed].
- November 1, 2021: Draft Master Plan.
- February 1, 2022: Final Master Plan adopted by the Board of Education.

Grey Items are internal District deadlines.

5. Background

a. District Overview

The District is located in southeast Connecticut covering approximately 52 square miles.

The District provides educational services to approximately 17,000 students and employs over 2,000 personnel within the following buildings:

- Eleven (11) Grade K-5 elementary schools
- Two (2) Grade K-8 elementary schools
- Five (5) Grade 6-8 middle schools
- Three (3) Grade 9-12 high schools
- One (1) Alternate Grade 9-12 high school
- One (1) Preschool physically located in one of the middle schools

School buildings owned and operated by the District encompasses approximately 3 million square feet with total acreage of approximately 308 acres.

6. Component #1: Facilities Assessment

The Facilities Assessment will be conducted on the buildings listed below in compliance with Facility Assessment Standards established by the CT DAS and will conform to the latest safety and building codes.

BUILDINGS – DISTRICT OPERATED SCHOOLS	FOOTAGE	ACREAGE
AITE - 411 High Ridge Rd (High School)	110,560	10.8
Cloonan - 11 West North St (Middle School)	164,155	4.9
Davenport - 1300 Newfield Ave (K-5 Elementary School)	84,890	15.3
Dolan - 51 Toms Rd (Middle School)	114,000	10
Hart - 61 Adams Ave (K-5 Elementary School)	82,300	3.5
KT Murphy - 19 Horton St (K-5 Elementary School)	85,000	2.3
Newfield - 345 Pepper Ridge Rd (K-5 Elementary School)	75,900	12
Northeast - 82 Scofieldtown Rd (K-5 Elementary School)	85,720	12.2
Rippowam - 381 High Ridge Rd (Middle School with Apples Preschool in same building)	227,700	29.9
Rogers - 202 Blachley Rd (K-8 Elementary School)	131,681	13
Roxbury - 751 West Hill Rd (K-5 Elementary School)	89,000	13.7
Scofield - 641 Scofieldtown Rd (Middle School)	149,188	45.5
Springdale - 1127 Hope St (K-5 Elementary School)	88,000	5.5
Stamford High - 55 Strawberry Hill Ave (High School)	360,000	26.5
Stark - 398 Glenbrook Rd (K-5 Elementary School)	93,900	6.3
Stillmeadow - 800 Stillwater Rd (K-5 Elementary School)	108,372	10.5
Strawberry Hill - 200 Strawberry Hill Ave (K-8 Elementary School)	133,000	10.8
Toquam - 123 Ridgewood Ave (K-5 Elementary School)	90,500	7.8
Turn of River - 117 Vine Rd (Middle School)	121,005	20.5
Westhill High - 125 Roxbury Rd (High School)	400,000	32
Westhill VoAg - 125 Roxbury Road (VoAg High School)	45,000	Included in Westhill
Westover - 412 Stillwater Rd (K-5 Elementary School)	142,000	15.6
BUILDINGS – OTHER POTENTIAL SITES	FOOTAGE	ACREAGE
83 Lockwood Ave (Former Rogers School)	100,000	4.1
229 North Street (Former Stamford Academy)	15,000	1.0

The Firm will be expected to analyze available data as well as independently confirm via onsite assessment functional issues with the existing facilities, infrastructure, and exterior spaces. The District will provide information on current conditions at the various sites to the extent feasible.

The District will provide any past studies, assessment reports, etc., as well past and current construction project documents, bids, etc., to the extent possible. Assume increased pressure on life span of all inventory as a result of climate change.

In order to understand the characteristics of each property beyond what is recorded in existing plans and/or as-built documents, or other materials, the Firm will interview knowledgeable District staff, City of Stamford Engineering staff, Building Administration, Custodial staff and Teachers and Land Use Bureau staff at a minimum, in order to benefit from their input and perspective. These interviews will be facility-specific and are to be reflected in the final reports.

The Firm will provide the completed Facilities Assessment Excel workbooks and a final narrative by facility. A District-wide summary identifying trends, similarities between buildings, etc., shall also be provided. Mechanical equipment shall be inventoried and assessed utilizing ASHRAE lifecycle analysis.

a. Building System Inventory

The types of building systems to be assessed may vary with each building and shall include, but are not limited to the following:

- Foundation.
- Basement.
- Roofing: construction, coverings, openings.
- Floor construction.
- Exterior enclosure: exterior walls, windows, doors.
- Interior construction: partitions, interior doors, fittings.
- Stair construction and finishes.
- Interior finishes: wall, floor, ceiling finishes.
- Plumbing: fixtures, domestic water distribution, sanitary waste, rain water damage.
- HVAC: energy supply, heat/cooling generating systems, distribution systems, terminal and package units, controls, automation, and instrumentation, systems testing and balancing.
- Fire protection: sprinklers, standpipes, fire protection specialties.
- Electrical: electrical service and distribution, site lighting and branch wiring, site communications and security.
- Equipment: commercial, institutional.
- Furnishings: fixed and movable.
- Site improvements: roadways, parking lots, pedestrian paving, site development, landscaping.
- Mechanical utilities: water supply, sanitary sewer, storm sewer, heating/cooling distribution.
- Fuel distribution.
- Renovations, additions, and portable classrooms.
- Technology.
- Harmful substances and/or environmental contaminants.
- Indoor air quality.
- Playgrounds.
- American Disability Act (ADA) compliance.
- School safety and security
- Other components and items

b. Investment in Current Facilities

The Firm will assess the maintenance costs versus the estimated replacement value to best extent feasible to help assess future investment in structures versus build as new on site or elsewhere.

7. Component #2: Demographic, Capacity, Equity, and Utilization Analysis

Working with District staff, incorporate existing demographic analysis and enrollment projections to identify and project student populations by attendance area, school, and grade level in order to define future facility needs.

The analysis should include a review of demographic trends, city and county building or growth plans, and district-grade span analysis.

In coordination with the City's Affordable Housing Study by HRA, assess the District and enrollment projections for the current attendance areas for three (3), five (5) and ten (10) year periods. Incorporate increase housing stock turnover following COVID, and adjust projections accordingly. Review these findings and recommend school site sizes to accommodate the projections.

The analysis shall include a review of the space inventory of each assessed facility, previously conducted studies, and the number of students served in each type of space. The analysis shall also include evaluation of space utilization at all school facilities and associated short-term and long-term recommendations for improved use of space within or among school facilities. The analysis shall also include a building-level and district-level capacity study.

A facilities equity study shall be conducted. It shall analyze and compare teaching and support spaces between the school sites. These findings will be compared with the educational specifications to determine the need for changes or additions in facilities and spaces necessary to accommodate the instructional program.

8. Component #3: Master Plan Requirements

Based on information obtained from Component 1 and 2, the Firm shall develop a long term master plan for the District. The Master Plan shall at the minimum meet the following:

- Provide facilities that meet demographic, equity, capacity, and utilization projections by school age group for ten years at a minimum and based on demonstrated District stakeholder input from:
 - Monthly CAC and TAC meetings.
 - Quarterly Steering Committee meetings.
 - Community meetings as necessary.
- Demonstrate collaboration with local government planning agencies (city, state, etc.) resulting in the following as required:
 - Identification of suitable school sites if needed
 - Site acquisition schedules and programs
- Demonstrate evidence of community involvement in long term master plan development as well as facility needs
- Identification of historically significant buildings/sections
- Analysis of District's current facilities' ability to meet District projected needs
- Identify investment needed to current facilities to meet District projected needs

- Identify potential alternatives to new construction or major renovation of current facilities to meet District projected needs

In developing the Master Plan, the Firm shall incorporate the following as a minimum:

- **Community Engagement:** Community input and engagement is an important component in any successful Master Plan. The Firm shall work with District staff to engage District stakeholders. Community meetings will be held at times and locations appropriate for community-wide participation and will include initial data gathering sessions as well as sessions to review the proposed Master Plan at the end of the planning process.
- **Cost Estimates:** The Master Plan must incorporate cost estimates for recommended repairs, replacements, additions, etc., to current facilities to meet project District needs. Cost estimating shall be specific to Stamford, Connecticut locale.

9. District Resources, Project Milestones, and Consultant Deliverables

a. District Resources

The District anticipates awarding a contract as a result of this RFP. The contract term will be up to, but not greater than twelve (12) months, unless an extension is agreed to by both parties.

The Firm will be expected to analyze available data as well as independently confirm via onsite assessment functional issues with the existing facilities, infrastructure, and exterior spaces. The District will provide information on current conditions at the various sites to the extent feasible.

The District will provide any past studies, assessment reports, etc. as well past and current construction project documents, bids, etc. to the extent possible.

In order to understand the characteristics of each property beyond what is recorded in existing plans, documents, or other materials, the Firm will interview knowledgeable District staff, City of Stamford Engineering staff, Building Administration, Custodial staff and Teachers and Land Use Bureau staff at a minimum, in order to benefit from their input and perspective. These interviews will be facility-specific and are to be reflected in the final reports.

The Firm will provide the completed Facilities Assessment Excel workbooks and a final narrative by facility. A District-wide summary identifying trends, similarities between buildings, etc., shall also be provided.

b. Project Milestones and Consultant Deliverables

The following will be further developed and approved with District staff and Steering Committee input and direction, and produced at relevant project milestones. The proposer shall establish a project specific website for the purpose of civic engagement, data reporting, stakeholder feedback, etc.

1. Facility Assessment Report

- Completion Timeframe: Two (2) to three (3) months from Agreement Execution.

- A narrative report that includes an executive summary, analysis, evaluation, calculations, photos, diagrams, etc., together with all necessary appendices. The report needs to include a breakdown of costs for all deficiencies.
- Provide ten (10) printed copies of the narrative report, in addition to a digital file (Assessment reports shall be in excel files and provided to the District for continual updating moving forward).

2. Demographic Study:

- Completion Timeframe: Two (2) to three (3) months from Agreement Execution.
- A narrative report that includes an executive summary, analysis, evaluation, calculations, photos, diagrams, etc., together with all necessary appendices.
- Provide ten (10) printed copies of the narrative report, in addition to a digital file (Assessment reports shall be in excel files and provided to the District for continual updating moving forward)..

3. Master Plan

- Completion Timeframe: Draft Master Plan: Seven (7) months from Agreement Execution
- Coordinate the efforts to develop the Master Plan, including community involvement.
- Final report that will address needs identified in the Facilities Assessment and a ten (10) year Draft Master Plan submitted for review, comment and revision after public comment including with the Board of Education.
- Final Master Plan for addressing these issues as well as the District's foreseeable future needs and prioritizes creative solutions in a good, better, best tiered format.
- Availability to present the Master Plan to the Board of Education and other stakeholders.
- This task includes preparing a final digital Facilities Master Plan (in Adobe .pdf format) that can be uploaded to the School District's website and can be easily accessed by the School District's constituents.
- Final Master Plan: The Consultant will be required to facilitate and ensure adoption of the Final Master Plan, which is anticipated to be completed between nine (9) and twelve (12) months from start.

10. PROPOSAL FEES, EVALUATION AND AWARD

a. Budget

The District is expecting proposals that are creative, address the City's needs, and have a successful track record of completion of similar studies on-time and within budget as agreed upon.

- **Facility Assessment:** Proposers are asked to provide a lump sum cost for the Facility Assessment.
- **Demographic Study:** Proposers are asked to provide a lump sum cost for the Demographic Study.

- **Master Plan:** Proposers are asked to provide a lump sum cost for the Master Plan, broken down by elements.

In addition to submitting via ProcureWare as required, proposers shall provide ten (10) printed copies of their RFP response.

b. References

Proposers shall provide references of similar projects. References shall include direct contact information including name, phone numbers, and email addresses for the responsible individuals proposers worked with.

c. Evaluation Criteria and Scoring Process

The Evaluation Committee shall review all documents submitted. It may also, at its discretion, conduct in person interviews with the Proposers submitting the highest scoring proposal(s). The District also reserves the right to select from proposals alone. The Board of Education will make the final decision regarding the selection of the firm.

The following scoring will be used to evaluate the proposal(s):

1. Relevant experience with school facility projects.
2. Experience with facility planning, communications and campaign facilitation services.
3. Creative Approach
4. Experience and expertise of key staff.