

Hillside Elementary School

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2013 Statement of Interest

Thank you for submitting your FY 2013 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

Each SOI has two Certification pages that must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer*. Please make sure that **both** certifications contained in the SOI have been signed and dated by each of the specified parties and that the hardcopy SOI is submitted to the MSBA with **original signatures**.

SIGNATURES: Each SOI has two (2) Certification pages that must be signed by the District.

In some Districts, two of the required signatures may be that of the same person. If this is the case, please have that person sign in both locations. Please do not leave any of the signature lines blank or submit photocopied signatures, as your SOI will be incomplete.

**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 as the chief executive office under the provisions of a local charter.*

VOTES: Each SOI must be submitted with the proper vote documentation. This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
 - Regional School Districts do not need to submit a vote of the municipal body.
 - For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

CLOSED SCHOOLS: Districts that have reported closed school information must download the report from the "Closed School" tab, which can be found on the District Main page. Please print this report, which then must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer. A signed report, with original signatures must be included with the District's hard copy SOI submittal. **If a District submits multiple SOIs, only one copy of the Closed School information is required.**

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

- If a District selects 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 Priority #3, Prevention of a loss of accreditation, the MSBA requires the full accreditation report (s) and any supporting correspondence between the District and the accrediting entity.

ADDITIONAL INFORMATION: In addition to the information required with the SOI hard copy submittal, 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 Brian McLaughlin at 617-720-4466 or Brian.McLaughlin@massschoolbuildings.org.

Massachusetts School Building Authority

School District Needham

District Contact Anne Gulati TEL: (781) 455-0400

Name of School Hillside Elementary

Submission Date 3/1/2013

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.
- Ⓔ After the district completes and submits this SOI electronically, the district must sign the required certifications and submit one signed original hard copy of the SOI to the MSBA, with all of the required documentation described under the "Vote" tab, on or before the deadline.
- Ⓔ 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 hard copy 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.
- Ⓔ On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- Ⓔ The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- Ⓔ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation and certification signatures in a format acceptable to the MSBA.

Chief Executive Officer *

School Committee Chair

Superintendent of Schools

(print name) (print name) (print name)

(signature) (signature) (signature)

Date Date Date

* 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.

Massachusetts School Building Authority

School District Needham

District Contact Anne Gulati TEL: (781) 455-0400

Name of School Hillside Elementary

Submission Date 3/1/2013

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.

Potential Project Scope: Potential New School

Is this SOI the District Priority SOI? YES

District Goal for School: Please explain the educational goals of any potential project at this school

The goals of this project are to: 1) eliminate disruptions and compromises to the educational program caused by insufficient space and facility deficiencies, 2) allow teaching and learning to proceed without interference from these issues and 3) do so in a manner that is consistent with the Town's long-range facility needs.

District's Proposed Schedule: What is the District's proposed schedule to achieve the goal(s) stated above?

The District's proposed schedule for this project is: FY13 – Statement of Interest Submitted to MSBA (Mar. 2013) FY14 – Town Meeting Funds Feasibility Design (Nov. 2013), MSBA 270-Day Eligibility Period (Apr. 2013- Dec. 2013) FY15 –

Feasibility Study Completed (May 2014 – Dec. 2014); Debt Exclusion Override (Apr. 2015); Design & Construction Budget Appropriated (May 2015); FY16 – Design Development/Bid Documents Developed (May 2015 - Feb. 2016); Phased Project Bidding (Nov. 2015 – Apr. 2016); Contract Award Modulars & Site Work (Nov. 2015); Contract Award Construction (May 2016); Modulars Constructed (Apr. – Jun, 2016) FY17 & FY18 – Construction (July 2016 – July 2018) FY19 – Hillside Opens September 2018

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 11/15/2006

Planning Firm: DiNisco Design Partnership, 2006. Kaestle Boos 1998.

Please provide an overview of the plan including as much detail as necessary to describe the plan, its goals and how the school facility that is the subject of this SOI fits into that plan:

The scope of this project is to renovate/replace the Hillside School, to eliminate the existing portables and increase the capacity of the school to 528 students, for the purpose of addressing extreme overcrowding and other building deficiencies. This project has been identified in several Town facilities plans: Town-wide Comprehensive Facilities Study, Kaestle Boos Associates, Inc. (5/15/1998, KBA); Facilities Master Plan – Town of Needham, DiNisco Design Partnership (11/15/ 2006, DDP); Comprehensive Facilities Assessment- Mitchell & Hillside Schools, Dore & Whittier Architects Inc. (8/22/2011, DWA); Pre-Feasibility Study – Mitchell & Hillside Schools, (7/6/2012, DWA); Hillside School – Pre-feasibility Study – Environmental Evaluation, (10/5/2012, DWA); Defazio Park Site Development Study, 2012 Pre-feasibility Study, (2/15/2013, DWA.) The Town of Needham updates its Facilities Master Plan about every decade. Both the 1998 and 2006 Town-wide master plans identified the need to renovate/replace the Hillside school to address overcrowding and other building deficiencies. A current condition assessment of the Hillside School was completed by DWA in 2011. The Comprehensive Facilities Assessment report included evaluations by the following professional (A&E) disciplines: Site (Civil and Landscape), Architectural, Structural, Mechanical, Electrical, Plumbing, Fire Protection, Hazardous Materials and Energy Savings programs, with a cost analysis for both short-term and long-term improvements. The most urgent and immediate maintenance and repair recommendations have been incorporated into the Town's five-year Capital Improvement Planning (CIP) process since that time. However, the Facilities Assessment report also made clear that the Hillside School is a high priority for a comprehensive building renovation/ or replacement project, due to the age of the building (50+ years), deficiencies in the size and number of core educational spaces (40% under current MSBA standards), inaccessibility of the school to handicapped students, noted deficiencies and/or end-of-life conditions in most building systems, poor energy performance, and site constraints (wetlands, hillside and environmental issues.) A copy of the Comprehensive Facilities Assessment is found in Appendix A. In 2012, DWA was commissioned to complete a Pre-feasibility Study of the Mitchell and Hillside Schools (Appendix B.) The purpose of the Pre-feasibility Study was to identify potential options for addressing the long-term facilities issues identified by the Comprehensive Facilities Assessment, and to initiate a public dialogue about the needs at each facility. As noted in the Assessment report, the Hillside School is not designed for any future stories and there are significant code compliance issues. Environmental conditions also create site constraints. DWA was commissioned to further investigate these environmental constraints at the Hillside Site (Environmental Evaluation, Appendix C) and to examine the use of Defazio Park as an alternate school location (Defazio Park Site Development Study, Appendix D.) We understand that, if this school is selected by MSBA, the Feasibility Study process will restart the evaluation process, in partnership with MSBA.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 22 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 22 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? YES

If "YES", please provide the author and date of the District's Master Educational Plan.

The District's Master Educational Plan is an element of the 2006 DDP Town-wide Facilities Master Plan. In addition, the

following studies have been conducted to assess the long-term needs of Hillside School: Comprehensive Facilities Assessment (DWA, 2011); Mitchell & Hillside Schools Pre-feasibility Study (DWA, 2012); Hillside School Pre-feasibility Study Environmental Evaluation (DWA, 2012); and the Defazio Park Site Development Study (DWA, 2013.)

Is there overcrowding at the school facility? YES

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

Yes. Compared to MSBA standards, the Hillside School is undersized by 40%. As noted in the Comprehensive Facilities Assessment (DWA, 2011), all educational spaces are undersized within the existing school by the percentages noted as follows: classrooms in the 1959 original building (11%), classrooms in the 1969 wing (14%), Library/Media Center (15%), Cafeteria (33%), art (19%) and music (15%). In addition, the configuration of the Media Center is problematic, forcing computer and media classes to run simultaneously. The school has no separate performance space. The stage area in the gymnasium is used as a movement/occupational therapy space and for storage for gymnastic equipment, all of which must be consolidated temporarily during school performances.

The number of sections at Hillside also is increasing. In 2012/13, Hillside has four sections of Grades K, 1 and 4. Since Kindergarten is a half-day program, next year, the school will need at least one more classroom to accommodate four (4) sections of Grades 1, 2, and 5. If this trend continues, the school will need an additional classroom again in two years to accommodate its rising population. To meet this need, art or music will be moved onto a cart and/or special education programming space will be subdivided. Special education also is pressed for space at Hillside School, due to increasing numbers of students on IEPs and the expanding Early Learning Center (ELC) Program.

Site access is restricted due to wetland buffer zone constraints and property lot lines. The narrow vehicular access restricts the flow of traffic on-site and has resulted in vehicular backup in the neighborhoods and on West Street (a heavily traveled artery.) These traffic issues have created potential safety hazards for the Hillside school, neighbors and students. In addition, the parking lot, which holds 44 cars legally, is insufficient in size to accommodate Hillside's 55+ staff members. The parking constraints cause staff members to have to park in tandem, and to leave their keys at the office, valet-style. Parents are not allowed to park on-site, except on special visiting days, when staff park on the playground to accommodate parents (i.e., school concerts, open houses, conferences, etc.)

Has the district had any recent teacher layoffs or reductions? YES

If "YES", how many teaching positions were affected? 1

At which schools in the district? Newman Elementary School, Needham High School (NHS)

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

FY13: 1.0 FTE Newman classroom teacher, 0.06 FTE NHS Nurse.

Has the district had any recent staff layoffs or reductions? YES

If "YES", how many staff positions were affected? 1

At which schools in the district? Needham High School

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

FY13: 1.0 FTE NHS Special Education Teaching Assistant

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.

The teacher/staff reductions were in response to changes in Newman School enrollment and High School student support services requirements. There was no impact on program, class size or curriculum, resulting from the changes.

Please provide a detailed description of your most recent budget approval process including a description of any budget reductions and the impact of those reductions on the district's school facilities, class sizes, and educational program.

The budget process begins in September/October, when the School Committee votes budget guidelines. The budget is developed in October-December, with a public hearing and budget review in December - January. The School Committee

votes its final budget recommendation at the end of January and the Town Manager's balanced budget proposal (including the School Committee's voted budget, if different) is due to the Finance Committee by January 31. The Finance Committee's recommendation becomes the main motion at Town Meeting. Annual Town Meeting occurs during the first and second week in May. The fiscal year begins July 1. The budget reductions made in FY13, and proposed for FY14, do not have an impact on school facilities or class size. Generally, they result in fewer opportunities to engage in District-wide curriculum development; reduce the number of paid co-curricular faculty adviser and coaching opportunities; reduce the amount of professional development resources available to teachers; reduce compensation for staff members; and reduce the District's ability to respond to special education van replacement needs.

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 Hillside Elementary School was designed in 1959 by The Architects Collaborative (TAC) as a 31,552 s.f., two story elementary school. The original building opened in the Fall of 1961. A 12,198 s.f. addition was constructed to the north in 1968, also designed by TAC. In 1997, two modular classrooms and a set of toilets were added as a single level with a ramp connection to the lower level, further to the north of the existing building. The modular classrooms added 3,447 s.f. to the building.

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

47197

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).

The Hillside Elementary School is located in a residential area of Needham, at the intersection of Glen Gary Rd. and Castle Place. The nearest major street is West Street. While the parcel is large (24.6 acres,) the buildable area within the parcel is extremely constrained due to wetland buffer zone constraints and property lot lines. The school and playing fields sit on only 5 acres of land, due to the surrounding wetlands to the west and north, the hill on the east and a storm sewer easement that bisects the buildable site from north to south. The 1 - 1/2 story building is oriented slightly west of the north-south axis and steps into the hillside contours. The single-sided lower level faces the playing fields to the west while the upper level double-loaded entry floor is designed with a central corridor and classrooms on both sides. The Media Center is constructed at the mid-landing level on the east side of the building, providing a tall interior space. With no elevator, the lower level, Media Center level and upper level of the school are not wheelchair accessible, except from the exterior, and therefore do not meet contemporary MAAB or ADA standards.

A bus drop off loop and parking lot (for 44 cars) face the southern entrance, including two handicapped spaces and four visitor spaces. Parking is so tight that staff members are forced to double-park in the lot and leave their keys at reception. In addition, the access to the school for morning drop off and afternoon pick up is so constrained by the abutting residential streets (McCullough Street, Castle Place, and Glen Gary Rd.,) that these streets are turned into a one-way loop from West Street for automobiles and busses in order to control traffic. Sidewalks provide pedestrian access from the surrounding neighborhood to the school. Also, a pedestrian pathway extends to the north from the playing fields (over the sewer easement,) along the bottom of the hill to Booth Street and Bobsled Drive. The Hillside School district has a higher proportion of two-family houses than other school districts within Needham.

The Hillside playground is composed of three zones, including: 1) asphalt play surface (also providing service and emergency access to the lower level), 2) playground with climbing structures and 3) grass play-field, including a 60 ft. diamond with chain-link backstop. The outfield is used as a soccer field and play space. A chain-link fence separates the grass play-field from the surrounding wetlands. The east side of the building has limited play space, due to the hill and mature tree cover. The asphalt play surface is used as a lower parking lot during parent visiting and voting days.

The water table on the site is relatively high (+/- 4 ft. below grade), due to the abutting wetlands and Rosemary Brook. This becomes more problematic in the Spring, when the water pressure causes interior flooding into the crawl space and lower level of the building. Wetland restrictions make expansion of the building or parking to the west difficult or impossible to permit with the Conservation Commission.

The School is the only use on this site. The only accessory structures include a small utility storage structure on the west side of the building and a ventilation structure on the east side of the building, which houses the under-slab ventilation fans, which help maintain the indoor air quality for the school.

The Hillside Elementary School is part of an eighty acre parcel of land known as a "Tier 1A disposal site," per the Massachusetts Department of Environmental Protection (DEP). The DEP has identified Microwave Development Laboratory Inc. (MDL) as the principal responsible party for a 1980 off-site chemical spill upgradient of the school site, which has released chlorinated hydrocarbon trichloroethene (TCE) and its byproduct tetrachloroethene (PCE) into the groundwater and indoor air of the school. Since the time that TCE was identified in the indoor air of the school, a sub-slab depressurization system of under-slab venting and monitoring has been in place, which has been effective in eliminating the intrusion of vapors into the building. Over the past 12 years, there also has been a significant improvement in the quality of the groundwater, although recent test results indicate that the levels of TCE remain above DEP allowable standards. The Hillside School – Prefeasibility Study – Environmental Evaluation (DWA, 2012) takes an in-depth look at this issue, in relation to any future redevelopment of the site. The Town of Needham, Mass DEP and MDL are in the process of negotiating an extension to the prior remediation agreement with the Massachusetts Attorney General's office, as the process is not yet complete.

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 Hillside School, 28 Glen Gary Road, Needham, MA, 02494

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).

Building Structure:

The foundation beneath the original building is uninsulated cast-in-place concrete, with a cast-in-place uninsulated concrete ground floor. The ground floor slab typically extends beyond the curtain wall with no thermal break. The structural frame of the original school includes steel columns and beams supporting steel pan deck with cast concrete fill. The roof framing has steel bents over the multipurpose room and steel beams over the classrooms with long span steel deck. The exterior steel frame is generally exposed and the roof beams cantilever to form a roof overhang, with no thermal break from the interior. The 4" masonry walls form classroom and corridor partitions.

The 1968 addition is similar to the original, except that the steel structural frame supports an 8" pre-stressed concrete plank with 2" concrete topping, resting on a combination of steel beams and masonry bearing interior walls. The roof has 8" precast pre-stressed concrete plank, with concrete topping supported on steel columns and beams at the exterior and masonry walls and steel lintels at the corridor. Some concrete spalling and rusted re-bar is evident at exterior soffits. The 18-year-old modular classrooms are pre-fabricated wood structures, placed on poured-in-place concrete piers. Contemporary building codes related to seismic and structural design would make it difficult or cost prohibitive to repair the existing structural frame or add another story to the existing structure in a comprehensive repair/addition project. The low floor-to-floor height will restrict the ability to install needed fire sprinkler, HVAC, electrical, and technology systems during a renovation / repair project. In addition, by 2016, the modular classrooms will be 20 years old and are at the end of their anticipated life.

Building Envelope:

Solid walls in the 1959 portion are constructed with two layers of 4" red brick separated by a 1" airspace with no insulation. The 1968 portion has a wall constructed of 4" interior CMU block, 1" rigid insulation, 1" airspace and 4" exterior red brick. The brick and mortar are generally in good repair with some evidence of settlement cracks and water staining. The modular classrooms have 4" wood frame walls with painted plasterboard interior, fiberglass-bat insulation, and painted composite wood exterior sheathing. The double-pane double-hung vinyl clad windows are operable in the modular classroom wing. The classroom windows in the older portions of the school were constructed with single pane glass set in metal frames with some inset metal panels and ventilation grills. Exterior wall louvers bring unconditioned outside air into each classroom through the unit ventilators. Many of the original glass panels, particularly in the gym space have been replaced with acrylic panels now bearing a yellow cast. Some windows are operable in each classroom, but most classrooms have been retrofitted with thru-

wall air conditioners, due to overheating in the Spring and Fall. The west facade of the building has a 4 ft. cantilevered deck and roof, which provide some shading during mid-day. All exterior doors have been replaced with red aluminum insulated panels, and single pane glass vision panels. The building envelope is very energy inefficient, when compared to contemporary codes and energy standards. Comprehensive replacement of all windows and most walls would be required to meet contemporary energy codes.

Roof:

The main building has a built-up asphalt and gravel roof system with 1" to 3" of sloping insulation installed in 2003. The modular classrooms have a single-ply membrane roof with 1-3" of rigid insulation on a plywood deck on composite wood I-beams. To meet contemporary code, at least 3" of additional rigid insulation would be required. An insulated fiberglass skylight installed in 2003 provides filtered daylight above the main stair, which interconnects the two levels with intermediate landing access to the Media Center.

Under-Slab Ventilation System:

In 1988, a crawlspace ventilation system was installed in the school to address low levels of TCE within the air of the school. This system is constantly monitored through independent environmental consultants and the results are posted on the school website. More details of the ongoing monitoring system and potential future redevelopment constraints and cost issues are noted in the Comprehensive Facilities Assessment study (2011, DWA) and the Environmental Evaluation (2012, DWA.)

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

Year of Last Major Repair or Replacement: 0

Description of Last Major Repair or Replacement:

There have been no major repairs or replacement of the exterior walls.

Has there been a Major Repair or Replacement of the ROOF? YES

Year of Last Major Repair or Replacement: 2003

Type Of ROOF: A new roof was installed on the main part of the school in 2003, consisting of a gravel surfaced, built-up roof system set in hot asphalt. The 1997 modular classrooms have a single-ply membrane roof.

Description of Last Major Repair or Replacement:

The roof on the main part of the school was replaced in 2003 and included the installation of an insulated fiberglass skylight above the main stair.

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

Year of Last Major Repair or Replacement: 0

Type Of WINDOWS: Main building: single pane glass set in metal frames with some inset metal panels and ventilation grills. Modular classrooms: double-pane, double-hung vinyl clad windows

Description of Last Major Repair or Replacement:

There have been no major repairs or replacement of the windows.

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).

Mechanical Systems:

The building is heated with two, cast iron, sectional type Weil McLain low pressure steam boilers. They both burn #2 fuel oil and were replaced in 1998. The total capacity of both boilers is approximately 7,100 lbs/h of steam or 6,700MBH. The fuel system for the #2 oil is supplied by a 6,500 gallon underground storage tank (UST,) which was replaced in 1991 with a double-walled storage tank. Since the UST is now 20+ years old, it should be removed and the boilers replaced with high efficiency natural gas boilers as part of a major repair / renovation project.

The classrooms get outdoor air and heating from the original floor-mounted unit ventilators and wall fan exhausters. Heating is provided by finned tube steam radiators mounted along the perimeter walls of the building. Steam piping runs through an underground trench system, which is original to the building and the cause of some spring interior flooding, due to a high ground water level with spring rains. Distribution piping in the boiler room is concurrent with the 1998 new boilers, but the piping is original elsewhere in the building. The building has no main cooling system, however many classrooms have window-

mounted air conditioners. A Barber-Coleman Network 8000 Microzone DDC control system was installed to control all unit ventilators, finned tube radiators and air handling units. A comprehensive condition, adequacy and code compliance assessment of each HVAC system is noted in the Dore & Whittier 2011 Comprehensive Facilities Assessment Study. Generally speaking, all of the HVAC systems are in poor to fair condition and reaching the end of their useful lives.

Electrical Systems:

The building is supplied from a pole-mounted transformer, through an underground electric service at 208Y/120 Volt, 3-phase, 4-wire supply. In the basement, the electric service is split into a metered 400 Amp section and a metered 600 Amp section. The panels and switches appear to be original. There are no empty circuits because additional electrical panels have been added over the years to provide for window air conditioners and technology plug points. Certain circuits within the school trip the breakers during AC operation, and no expanded service to classrooms for enhanced technology is currently possible.

The fire alarm system is an addressable system manufactured by FCI, upgraded in 2001 and in good condition. The fire alarm control panel is wall-mounted in the entrance lobby area and also serves as the annunciator. System components include outside beacon, Knox box, pull stations, smoke and heat detectors, horn /strobes.

The school has a public address system which operates through the phone system, but does not have an integrated bell system. The lighting within the classrooms is typically flat fluorescent recessed light strips with prismatic lens in long rows spaced between the perforated metal ceiling panels. Corridor and office space lighting is typically surface mounted fluorescent light fixtures with a wrap-around acrylic lens. Gym lighting consists of 'lowbay' type HID pendant mount fixtures. The modular classrooms have office style 2'x4' fixtures within a dropped acoustic ceiling system. The lighting is functional and in fair condition throughout the school. The lack of a dropped ceiling within the older sections of the school limit future expansion of electricity and technology and require exposed conduit routes for any new wiring. Emergency wall units are battery powered, as are the LED exit signs in the event of a power loss.

Plumbing:

The building is supplied with a 4" water service line coming to the building from Glen Gary Rd and, once inside the building, appears to reduce to a 3" line. A 2" turbine water meter is located within the boiler room further constraining flow. The water distribution system within the building is largely original piping and equipment. The domestic hot water heater is a steam-to-water system fed from the boilers and located within the boiler room. The kitchen is the only zone with a hot water booster to maintain hot water supplies. The cast iron, oakum and lead draining system is original to the building and, at 52 years, is approaching the end of its useful life. A grease interceptor within the kitchen floor is experiencing problems. The plumbing fixtures within the bathrooms are largely original with wall mounted sinks, toilets and urinals. The fixtures are nearing the end of their useful life. Numerous deficiencies for handicapped accessibility exist within the bathroom layouts. Roof drainage for the flat roof areas is composed of roof drainage plumbing largely concealed within walls and out of sight.

Fire Protection

The building is not equipped with an automatic sprinkler system. The kitchen cooking hood is not equipped with a fixed fire suppression system. The existing water line is not large enough to provide sprinklers.

Has there been a Major Repair or Replacement of the BOILERS? YES

Year of Last Major Repair or Replacement: 1998

Description of Last Major Repair or Replacement:

The boilers were replaced in 1998, during renovation of the boiler room. The main air compressor and dryer were replaced in 2003

Has there been a Major Repair or Replacement of the HVAC SYSTEM ? YES

Year of Last Major Repair or Replacement: 2010

Description of Last Major Repair or Replacement:

The existing pneumatic control system was converted to digital in 2010 and the Hillside School HVAC was added to the Town's building management system.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION

SYSTEM? YES**Year of Last Major Repair or Replacement:** 1969**Description of Last Major Repair or Replacement:**

The electrical systems were renovated in 1969, when the addition was built. At this time, the lights, sound system, and clock and bell systems were installed, as well as a number of roof fans. The lighting fixtures in the gym were installed in 1986. The electrical service equipment is original to the building and in average condition. The distribution equipment, also original, is at or near the end of its anticipated life.

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).

Interior:

The flooring throughout the corridors and classrooms is Vinyl Composite Tile (VCT) and is well maintained. The low-pile carpet in the Media Center is in fair condition. Bathroom floors are ceramic tile and in good condition. The Gymnasium / Assembly Room floor is hardwood in fair condition, as a crack exists along the north wall. The condition of the ground level flooring is of concern, due to seasonal flooding. The floors in utility areas are exposed concrete.

Many of the interior walls are constructed of exposed red brick or glazed concrete block in good condition. However, because of the lack of insulation within the walls, single glazed windows and uneven heating, it can be uncomfortable to sit near the exterior walls in winter. Ceilings in the 1959 portion of the school are perforated metal acoustic panels with flush mounted fluorescent lights. The 1968 portion of the school has painted precast concrete ceilings with some areas of Acoustic Ceiling Tile (ACT). The modular classrooms have a dropped ceiling with 2'x4' ACT.

The interior doors throughout the building are largely original to their date of construction. From a handicapped accessibility point of view, many doors in the school lack the size, clear floor area and proper hardware to meet contemporary codes. Few of the interior doors in the school are fire rated, as would now be required with the contemporary code, but then many of the interior walls are not fire rated either. Doors within the hallway are too small to meet current egress code and at times, swing in the opposite direction of the path of egress. Many of the doors lack proper handles and panic hardware to meet contemporary accessibility and egress codes. Comprehensive replacement of all interior doors would likely be required as a part of any major renovation.

Interior stairways have railings that were acceptable at the time of installation, but do not meet all current egress and accessibility requirements. The geometry of some stairs and the rating of the surrounding walls also are not compliant with contemporary codes.

The only bathrooms within the school that meet contemporary MAAB accessibility requirements are those within the modular classroom wing. However, these are only accessible from the lower level of the school, due to the lack of an elevator within the school. Other bathrooms have been modified to improve accessibility, but only a comprehensive redevelopment could fix all of the accessibility issues for the bathrooms.

Technology:

Data cabling in the school is mostly Category 5 copper and terminates in Category 5 patch panels. Most of the telephone cabling is Category 3 copper that terminates on a 110 punch-down board. The facility does not have spaces dedicated to technology cabling management. Patch panels are located in janitor closets and even in a roof access path. Mini switches in each classroom enable a single feed to serve several computers. Technology distribution is further constrained within the school, due to the lack of and improper location of many power receptacles. White boards typically require rubber floor strips to hide power and IT cables. The school does not have sufficient available space to have a full computer lab. Therefore, an area within the Media Center contains multiple computers for some training, but this area has no sound separating walls. Otherwise the school is forced to use a mobile cart with multiple laptop computers, which is wheeled into each classroom for technology training utilizing wireless connections to the Internet.

Hazardous Materials

The Public Facilities Department has an ongoing plan for the assessment and remediation of hazardous materials within the school. Testing confirmed that floor tiles contain asbestos (ACM) and a program of phased remediation and replacement has been in place for the past decade. Hard joint insulation of heating pipes was found to contain asbestos in various locations. When other repairs were conducted in the boiler room, asbestos was remediated and removed as a part of that work, but ACM's still remain in the utility tunnels. Interior caulking at wall seams is assumed to contain asbestos and PCB's. The exterior and interior window framing and glazing caulking are assumed to contain ACM's and PCB's and would require abatement as a part of repair / replacement. Other locations assumed to contain asbestos are: door framing caulking, unit vent grill caulking, blackboard glue, underground waste water pipes, damproofing on foundation wall, and thru-wall flashing. Tubes within light fixtures, exit signs, switches, and thermostats are assumed to contain mercury. The painted surfaces are assumed to contain lead. All of these materials would need to be addressed during a comprehensive repair or replacement project.

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

Students in Grades K-5 receive the regular elementary curriculum, including art, music, media, technology and physical education instruction. Special needs instruction is provided on both an integrated and pull-out basis, as well as through the ELC II Early Learning Center (ELC) Program at Hillside. ELC II is a District-wide program serving special needs students in Grades 3-5, who need intensive instruction and significant modification of the curriculum to make effective progress. Students served may be diagnosed with autism, severe communication disorder/delay, physical disability, neurological impairment and/or global developmental delay.

Compared to MSBA standards, the Hillside School is undersized by 40%. As noted in the Comprehensive Facilities Assessment (DWA, 2011), all educational spaces are undersized within the existing school by the percentages noted as follows: classrooms in the 1959 original building (11%), classrooms in the 1968 wing (14%), Library/ Media Center (15%), Cafeteria (33%), art (19%) and music (15%). In addition, the configuration of the Media Center is problematic, forcing computer and media classes to run simultaneously. The school has no separate performance space. The stage area in the Gymnasium is used as a movement/occupational therapy space and for storage for gymnastic equipment, all of which must be consolidated temporarily during school performances.

Due to space constraints, continued enrollment growth or increases in the number of students on IEPs will mean that additional classroom space will only be created by moving art or music onto a cart and/or subdividing special education programming space. Additionally, Hillside does not have adequate space to offer full-day Kindergarten or before/after school programs for children. The Hillside Kindergarten After School (KASE) Program is located in leased space at the Congregational Church and the Needham Extended Day Before/ After School Program for Hillside students is offered at the Newman Elementary School.

Finally, access to the school is a major problem. The parking holds 44 cars legally and Hillside has over 55 staff. This means that staff members are forced to park in tandem. Keys are left at the office and school staff spend a good deal of time working as valets in addition to their direct responsibilities. Parents are not allowed to park in the lot except on special visiting days when staff park on the playground to accommodate parents (i.e. school concerts, open houses, conference days.)

CORE EDUCATIONAL SPACES: Please provide a detailed description of the Core 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, and a description of the media center/library (maximum of 5000 characters).

The core educational spaces include the following:

Classrooms:

Grade K: 1232 s.f., 1204 s.f.

Grade 1: 847 s.f., 829 s.f., 880 s.f., 831 s.f.

Grade 2: 843 s.f., 865 s.f., 868 s.f.

Grade 3: 829 s.f., 849 s.f., 850 s.f.

Grade 4: 855 s.f., 819 s.f., 812 s.f., 817 s.f.

Grade 5: 858 s.f., 826 s.f., 951 s.f.

Art: 822 s.f.

Music: 951 s.f.

Special Education Classroom (ELC): 833 s.f.

No science room

Common Areas:

1 Gymnasium/Stage: 3255 s.f.

1 Cafeteria: 2177 s.f.

1 Kitchen: 1212 s.f.

Media Center: 2190 s.f. The Media Center consists of two large rooms connected by a narrower foyer. Books are housed on both sides and a computer lab area sits in the middle of one of the two sides. The Media Center is on its own level of the building and is not handicapped accessible.

Student Support/Other Instructional:

1 Guidance: 249 s.f.

5 Special Education Small Group Instruction Rooms: 518 s.f., 119 s.f., 66 s.f., 520 s.f., 119 s.f.

1 Nurse Suite: 386 s.f.

1 Occupational Therapy Room: 86 s.f.

Administration:

2 Administration: 287 s.f., 369 s.f., Admin Overflow in Lobby 425 s.f.

1 Teacher Break Room: 503 s.f.

2 Storage: 169 s.f.; 526 s.f.

1 Janitor's Office: 218 s.f.

CAPACITY and UTILIZATION: Please provide 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 calculated capacity of the school is 261 students, based on the total area noted in the Comprehensive Facilities Assessment Study (DWA, 2011) and current MSBA standards. The current enrollment is 419 students, however. As a result, the school is approximately 40% undersized.

As further noted in the Comprehensive Facilities Assessment, all educational spaces are undersized within the existing school by the percentages noted as follows: classrooms in the 1959 original building (11%), classrooms in the 1968 wing (14%), Library/ Media Center (15%), Cafeteria (33%), art (19%) and music (15%). In addition, the configuration of the Media Center is problematic, forcing computer and media classes to run simultaneously. The stage area in the Gymnasium is used as a movement/occupational therapy space and for storage for gymnastic equipment, all of which must be consolidated temporarily during school performances. There are no spare rooms. To accommodate future enrollment increases, or an expansion in either the number of students with IEPs or the ELC Program needs, art or music will be moved onto a cart and/or special education programming space will be subdivided.

Additionally, to mitigate overcrowded conditions in the common spaces, the school operates six lunches in the cafeteria (which seats 141 students, legally), between the times of 11:06-1:05, daily. This schedule results in some students eating 2.5 hours after they arrive and others ninety minutes before they leave. The over-scheduling of the Cafeteria, as well as its small size, results in its limited use for large gatherings. Hillside has never had a separate performance space, and because of that and the small Cafeteria, the Gymnasium is utilized for large group gatherings and gym classes. This often results in a conflict between arts and physical education programming, with one or the other inevitably shortchanged. The Cafeteria also has terrible acoustics and is located below the gym so the noise above is often deafening.

Finally, the constrained site and narrow vehicular access to the school have created significant congestion during pick up/drop off times and in the parking lot. To address the vehicular congestion at pickup and drop off, the abutting residential streets (McCullough Street, Castle Place, and Glen Gary Rd) are turned into a one-way loop from West Street for automobiles and busses in order to control traffic. In addition, to accommodate the parking needs of staff, employees park in tandem and leave their keys at the office, valet-style. Parents are not allowed to park on-site, except on special visiting days, when staff park on the playground to accommodate parents (i.e., school concerts, open houses, conferences, etc.) During these days, the school is forced to use the paved play area for parking and students lose play space.

Finally, storage space is inadequate. Two small sheds have been added outside to house some gym equipment and voting booths. Access to surplus student furniture is difficult at best, since the storage area is jam-packed and it is very difficult to reach many items.

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).

The Town implemented a structured preventative maintenance program in 2009. The program provides for the quarterly and/or annual maintenance of HVAC, water heating, plumbing, electrical and general maintenance systems. The Town also funds an annual facility maintenance capital article to address the needs of smaller repairs such as duct cleaning, asbestos abatement, flooring replacement and HVAC upgrades.

A chronology of capital repairs to the facility follows:

- 1997 – Modular classrooms installed
- 1998 – Boiler room renovation, including boiler replacement
- 2001 – Sub-floors and tiles replaced
- 2003 – New roof installed, fire detection system replaced
- 2003, 2004, and 2005 – Asbestos floor tile abated
- 2005 – Exterior painted
- 2007 - Potholes were filled and the pavement repaired
- 2009 - Exterior decks and stairs, the ceiling tile, and the HVAC unit on top of room 3 were replaced
- 2009 - Rentar fuel catalyst unit was installed and exterior air leaks were sealed
- 2009 - Doors were replaced and an exterior airphone system was installed
- 2010 – Converted existing pneumatic control system to digital and added the Hillside School to the Town's building management system
- 2011 – Installed two high efficiency domestic hot water heaters

A Comprehensive Facilities Assessment was completed in 2011 for the Hillside, Mitchell, and Pollard Schools. Since most of Hillside School's building systems are nearing the end of life, the study recommended that major upgrades be deferred to a comprehensive renovation/replacement project. Ongoing maintenance is limited to those essential repairs, which are needed to extend the useful life of this facility, and are summarized in the Town's five-year Capital Improvement Plan (CIP.)

Priority 2

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

The calculated capacity of the school is 261 students, based on the total area noted in the Comprehensive Facilities Assessment DWA, 2011) and current MSBA standards. The current enrollment is 419 students. As a result, the school is approximately 40% undersized.

As further noted in the Facilities Assessment, all educational spaces are undersized within the existing school by the percentages noted as follows: classrooms in the 1959 original building (11%), classrooms in the 1968 wing (14%), Library/ Media Center (15%), Gymnasium/ multipurpose space (10%), Cafeteria (33%), art (19%) and music (15%.) In addition, the configuration of the Media Center is problematic and the school has no separate performance space. There is a significant lack of remedial/tutorial and special education spaces and there are no spare rooms. Hillside also does not have adequate space to offer full-day Kindergarten or before/after school programs for children.

The number of sections at Hillside is increasing. In 2012/13, Hillside has four sections of Grades K, 1 and 4. Since Kindergarten is a half-day program, next year, the school will need at least one more classroom to accommodate four (4) sections of Grades 1, 2, and 5. If this trend continues, the school will need an additional classroom again in two years to accommodate these rising population needs.

Both storage and administrative spaces are inadequate at the school.

Finally, site access is restricted, due to wetland buffer zone constraints and property lot lines. The narrow vehicular access restricts the flow of traffic on-site and has resulted in vehicular backup in the neighborhoods and on West Street. These traffic issues have created potential safety hazards for the Hillside school, neighbors and students. In addition, the parking lot, which holds 44 cars legally, is insufficient in size to accommodate Hillside's 55+ staff members.

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

To accommodate increased enrollment and to partially address the lack of appropriately-sized classroom space, the District constructed an addition to the school in 1968 and installed two modular classrooms with bathrooms in 1997. However, teaching and learning continues in classrooms that are between 11-14% undersized, according to MSBA standards. To create additional Kindergarten classroom space next year, and to meet future enrollment growth, art or music will be moved to a cart and/or special education program space will be subdivided. However, special education space at Hillside School already is pressed, due to the growing numbers of students on IEPs and the expanding ELC Program. Due to the lack of remedial/tutorial and special education spaces, small group instruction often occurs in stairways, corridors and storage rooms.

Due to inadequate space, the Hillside Kindergarten After School (KASE) Program is located in leased space at the Congregational Church in Needham, and the Needham Extended Day Before/ After School Program for Hillside Students is offered at the Newman Elementary School.

To address the insufficient size of the common spaces and lack of a separate performance space, the Hillside school has taken the following steps. During school performances, the school temporarily consolidates all of the movement/occupational therapy and gymnastic equipment stored in the stage area of the Gymnasium and uses that space for performances. The dual use of this space (for large group gatherings and gym classes) often results in a conflict between arts and physical education programming, with one or the other being shortchanged. In addition, the school operates six lunches in the Cafeteria on a daily basis between 11:05-1:05, resulting in some students eating 2.5 hours after they arrive and others ninety minutes before they leave. Since the Cafeteria is located below the gym, and the Cafeteria has terrible acoustics, the noise above often is deafening. Finally, due to the awkward configuration of the Media Center, computer and media classes run simultaneously, creating congestion and noise, which impedes instruction.

Due to inadequate administrative spaces, secretaries work in corralled sections of the lobby, which creates a distracting, public and noisy work space for these staff members. In addition, copiers, paper and work spaces are located in the corridors of the building. To provide additional storage, two small sheds were added outside to house some gym equipment and voting booths. Access to surplus student furniture is difficult, since the storage area is jam-packed and it is very difficult to reach many items. In addition, stairways and electrical/mechanical rooms are used for storage, despite code restrictions, and are filled with items.

A number of measures also have been implemented to address the insufficient vehicular access and parking spaces. During pick up/drop off, the abutting residential streets are turned into a one-way loop from West Street for automobiles and buses, to control traffic. This often results in cars queuing on the residential streets, impeding the flow of residential traffic. In addition, employees park in tandem and leave their keys at the office, valet-style. Parents are not allowed to park on-site, except on special visiting days, when staff park on the playground to accommodate parents (i.e., school concerts, open houses, conferences, etc.) During these days, when the school is forced to use the paved play area for parking, students lose play 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 lack of sufficient space and deficiencies of the facility have created disruptions and compromises to the educational program at Hillside School.

As noted above, classrooms are undersized and small group instruction is often delivered in stairways, corridors and storage rooms. The dual use of the core spaces often results in one educational program area being shortchanged or creates conditions that are not conducive to learning. For example, the use of the Gymnasium as both a large group meeting space and a location for physical education instruction often results in scheduling conflicts between arts and physical education programming, with one group or the other losing out. When the Gym is needed for performances, equipment must be moved from storage on the stage, to free up the area for performances. Additionally, extended use of the Cafeteria for lunches each day creates noise issues in the gym space upstairs, which disrupts the activities occurring in that space. The concurrent use of the Media Center for computer and media education creates a congested and noisy learning environment, which is distracting for students. The need for additional classroom space has resulted in art or music instruction being delivered from a cart, or the subdivision of precious special education space into even smaller classroom areas.

In addition, the lack of adequate space for full-day Kindergarten or before/after school programs for children, has caused the Hillside KASE and extended day programs to move off-site, creating discontinuity within the extended educational day, and fragmentation of the Hillside community. Additionally, children must be bussed to these alternate locations, which aggravates site congestion at morning drop-off and afternoon pick-up times.

The lack of an elevator and handicapped accessible doorways means that areas of the building, including the Media Center, which is located on its own level of the school, are not handicapped accessible, which restricts access to the educational program for some children.

Building deficiencies also hamper effective administration of the building. As noted above, building secretaries work in the lobby, which is a distracting, public and noisy work space for these staff members. In addition, copiers, paper and work spaces are located in the corridors of the building. Storage is a problem, and is only minimally managed by the addition of an outside storage area and use of stairways and electrical/mechanical rooms to store items.

Finally, the congestion in the parking lot re-directs a significant amount of staff time from the educational program to car/bus duty and valet parking. The congested traffic conditions are a safety hazard, which must be mitigated by providing adequate staff members to monitor vehicular activities. In addition, the tandem parking is a time-consuming distraction, since staff must spend a portion of their day acting as valets. The limited parking also means that parent access to the school is restricted. As noted above, parents are not allowed to park on-site, except on special visiting days, when staff park on the playground to accommodate parents (i.e., school concerts, open houses, conferences, etc.) During these days, when the school is forced to use the paved play area for parking, students lose play space.

Please also provide the following:

Cafeteria Seating Capacity: 141
Number of lunch seatings per day: 6
Are modular units currently present on-site and being used for classroom space?: YES
If "YES", indicate the number of years that the modular units have been in use: 17

Number of Modular Units: 2**Classroom count in Modular Units:** 2**Seating Capacity of Modular classrooms:** 22**What was the original anticipated useful life in years of the modular units when they were installed?:** 20**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:** 4**Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters)::**

The school has no separate performance space. This, and the small Cafeteria, mean the Gymnasium is utilized for large group gatherings and gym classes, which results in a conflict between arts and PE programming with one or the other inevitably shortchanged. In addition, the stage area in the Gymnasium is used as a movement/occupational therapy space and for storage for gymnastic equipment, all of which must be consolidated temporarily during school performances. Art and music are delivered from a cart, when enrollment requires that the art and music spaces be used for classroom needs. Finally, small group instructional spaces (for remedial/tutorial and special education instruction) are found in stairways, corridors and storage rooms. The Hillside Kindergarten After School (KASE) Program is located in leased space at the Congregational Church, and the extended day before/after school child care program is offered at the Newman Elementary School.

Please explain any recent changes to the district's educational program, school assignment polices, 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 School District is committed to a K-5, 6-8, and 9-12 educational program and grade configuration. In 2009, consistent with this policy and to provide adequate space for the growing secondary enrollment, the District opened the High Rock School, a Sixth Grade Center designed to meet the needs of new middle school students, who are transitioning from five elementary schools into one middle school building. After completing the Sixth Grade at High Rock, students continue their middle school experience at the Pollard Middle School, where they attend 7th and 8th Grades before transitioning to Needham High School.

Although the stand-alone 6th grade center is a unique component of Needham's middle school model, it has been successfully integrated into the District's overall program and provides a gateway to the middle school experience for our students.

Finally, the School Committee is committed to providing full-day Kindergarten in Needham, through the successful renovation and reconstruction of its two remaining elementary schools. Due to a longstanding lack of space in the elementary schools, Needham has been unable to offer full-day Kindergarten to eligible students. Renovation and/or construction projects at the Hillside and Mitchell schools would ideally incorporate sufficient space to allow full-day Kindergarten in all of the District's schools.

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

School Committee Policy #IHB specifies that student/teacher ratios should be within the guidelines: 18-22 in Grades K-3, 20-24 in Grades 4-5, and 'reasonable class size' in Grades 6-12. These guidelines are recommendations, however, rather than absolute limits requiring strict, literal adherence.

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

The physical constraints of the Hillside School have impeded the educational program in a variety of ways.

As previously noted, classrooms are undersized, there are no spare rooms, and there is a significant lack of small group instruction space for remedial/ tutorial and special education. Hillside does not have enough classrooms to implement full-day Kindergarten, nor provide before/after school programs for children. The school has no separate performance space, which limits student access to creative arts and other school-wide educational programming. Additionally, there is not enough space to create a dedicated computer lab, and the configuration of the Media Center is problematic, causing computer and media classes to run simultaneously.

Deficiencies in the electrical system also cause periodic electrical blackouts, which disrupt educational programming for students. As previously noted, the electrical system is largely original to the building, with no empty circuits. Overloads, caused by the operation of the window AC units, as well as the concurrent use of the laminating machine, copier and microwave, cause the circuits to trip and for half of the school to lose electricity. Additionally, the lack of/ improper location of power receptacles throughout the building, as well as the lack of a dropped ceiling within older sections of the school, limit future expansion of electricity and technology. The electrical system, as well as most of the other building systems, are nearing the end of their useful lives.

The school has a public address system, but does not have an integrated bell system. As a result, staff must rely on unreliable personal time keeping devices to maintain a synchronized school schedule.

Neither is the building equipped with an automatic sprinkler system. The existing water line is not large enough to provide sprinklers, which are an important life safety system that should be in place in a public building.

The lack of an elevator and handicapped accessible doorways means that areas of the building, including the Media Center, which is located on its own level of the School, are not handicapped accessible. Handicapped inaccessibility restricts access to the educational program for some children.

There are an insufficient number of office spaces to house the administrative staff, and there is no dedicated work space for copiers, paper and other office equipment. Storage is inadequate for the size of the facility.

Finally, site access is restricted, due to wetland buffer zone constraints and property lot lines. The narrow vehicular access restricts the flow of traffic on-site and has resulted in vehicular backup in the neighborhoods and on West Street. These traffic issues have created potential safety hazards for the Hillside school, neighbors and students. In addition, the parking lot, which holds 44 cars legally, is insufficient in size to accommodate Hillside's 55+ staff members.

Priority 7***Question 2: Please describe the measures the district has taken or is planning to take in the immediate future to mitigate the problem(s) described above.***

The Hillside Administration has taken measures to mitigate many of the deficiencies noted above, but has been unable to address all problem areas.

To accommodate increased enrollment and to partially address the lack of appropriately-sized classroom space, the District constructed an addition to the school in 1968 and installed two modular classrooms with bathrooms in 1997. However, teaching and learning continues in classrooms that are between 11-14% undersized, according to MSBA standards. To create additional Kindergarten classroom space next year, and to meet future enrollment growth, art or music will be moved to a cart and/or special education program space will be subdivided. Additionally, the need for additional classroom space has resulted in art or music instruction being delivered from a cart, or the subdivision of precious special education space into even smaller classroom areas. However, special education space at Hillside School already is pressed, due to the growing numbers of students on IEPs and the expanding ELC Program. Additionally, small group instruction often occurs in stairways, corridors and storage rooms.

Due to a lack of common space, the Gymnasium/Stage, Cafeteria and Media Centers all are put to dual use, which often leads to conflicts and one program area being shortchanged. Additionally, the location of the Cafeteria below the Gym creates noise issues in both areas, which make these spaces less than ideal for instruction or large group gatherings. Similarly, the lack of sound separating walls in the Media Center, make this a noisy environment for computer training and media instruction. The lack of a dedicated computer lab has been partially mitigated by use of the Media Center for computer training and by the use of a mobile laptop cart, that is wheeled into each classroom for technology training using wireless connections to the Internet.

Inadequacies in the administrative spaces and storage areas have been partially mitigated by the creative use of common space and the addition of an outdoor storage shed. As previously noted, building secretaries work in the lobby. In addition, copiers, paper and work spaces are located in the corridors of the building. Storage remains a problem however, which has been only minimally managed by the addition of an outside storage area and use of stairways and electrical/mechanical rooms to store items. During these days, when the school is forced to use the paved play area for parking, students lose play space.

A number of measures also have been implemented to address the insufficient vehicular access and parking spaces. During pick up/drop off, the abutting residential streets are turned into a one-way loop from West Street for automobiles and buses, to control traffic. This often results in cars queuing on the residential streets, impeding the flow of residential traffic. In addition, employees park in tandem and leave their keys at the office, valet-style. Parents are not allowed to park on-site, except on special visiting days, when staff park on the playground to accommodate parents (i.e., school concerts, open houses, conferences, etc.)

However, the school has not been able to mitigate deficiencies in many of the building systems or other areas of the building. The Comprehensive Facilities Assessment indicated that a comprehensive repair/ addition project would be needed to address the following significant deficiencies: the age of the building (50+ years), deficiencies in the size and number of core educational spaces, inaccessibility to handicapped systems, end-of-life conditions in most building systems, poor energy performance and site constraints. The report recommended a comprehensive renovation/addition project to address these needs, as well as the associated code-related upgrades that would be triggered, including life safety, energy efficiency, and accessibility improvements.

Priority 7

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.

Although Hillside is able to provide its educational program, the deficiencies of the facility and the resulting mitigating measures taken by staff have had a negative impact on the educational program for students.

To accommodate increased enrollment and to partially address the lack of appropriately-sized classroom space, the District constructed an addition to the school in 1968 and installed two modular classrooms with bathrooms in 1997. However, teaching and learning continues in classrooms that are between 11-14% undersized, according to MSBA standards. Future growth in enrollment, or in the number of students with IEPs, will cause art or music to be moved to a cart and/or special education program space to be further subdivided. Since special education space at Hillside School already is pressed, this will have a negative impact on program. Additionally, the use of 'non-traditional' areas to provide small group instruction has created space, but not an environment, that is conducive to focus, concentration and student performance. Since much of this instruction is in the areas of remedial/tutorial and special education, this arrangement shortchanges the students most in need of an environment that is conducive to student learning.

The dual use of common space also has created conflicts between program areas and disruptions for students. As previously noted, Hillside operates six lunches between 11:05-1:05, due to the small size of the Cafeteria. The over-scheduling of the Cafeteria, however, results in its limited use for large gatherings. Since there is no separate performance space, and because the Cafeteria is both over-scheduled and small, the Gymnasium is used for large group gatherings and gym classes. This often results in a conflict between art and physical education programming, with one group or the other inevitably shortchanged. When the Gym is needed for performances, equipment must be moved from storage on the stage, to free up the area for performances. Additionally, extended use of the Cafeteria for lunches each day creates noise issues in the gym space upstairs, which disrupts the activities occurring in that space. The concurrent use of the Media Center for computer and media education, with no sound separating walls, creates a congested and noisy learning environment, which is distracting for students.

Inadequacies in the administrative spaces and storage areas have been partially mitigated by the creative use of common space and the addition of an outdoor storage shed. As previously noted, building secretaries work in the lobby area of the building. However, the lobby is a distracting, public and noisy place to work. In addition, copiers, paper and work spaces are located in the corridors of the building, which make it difficult to safeguard equipment and supplies. Storage is tight, even with the addition of a shed outside and access to surplus furniture is difficult, since the basement storage room is jam-packed and it is difficult to reach many items.

Finally, the congestion in the parking lot re-directs a significant amount of staff time from the educational program to car/bus duty and valet parking. The congested traffic conditions are a safety hazard, which must be mitigated by providing adequate staff members to monitor vehicular activities. In addition, the tandem parking is a time-consuming distraction, since staff must spend a portion of their day acting as valets. The limited parking also means that parent access to the school is restricted. As noted above, parents are not allowed to park on-site, except on special visiting days, when staff park on the playground to accommodate parents (i.e., school concerts, open houses, conferences, etc.) During these days, when the school is forced to use the paved play area for parking, students lose play space.

Vote

Vote of Municipal Governing Body YES: NO: Date:

Vote of School Committee YES: NO: Date:

Vote of Regional School Committee YES: NO: Date:

William Mitchell School

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2013 Statement of Interest

Thank you for submitting your FY 2013 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

Each SOI has two Certification pages that must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer*. Please make sure that **both** certifications contained in the SOI have been signed and dated by each of the specified parties and that the hardcopy SOI is submitted to the MSBA with **original signatures**.

SIGNATURES: Each SOI has two (2) Certification pages that must be signed by the District.

In some Districts, two of the required signatures may be that of the same person. If this is the case, please have that person sign in both locations. Please do not leave any of the signature lines blank or submit photocopied signatures, as your SOI will be incomplete.

**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 as the chief executive office under the provisions of a local charter.*

VOTES: Each SOI must be submitted with the proper vote documentation. This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
 - Regional School Districts do not need to submit a vote of the municipal body.
 - For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

CLOSED SCHOOLS: Districts that have reported closed school information must download the report from the "Closed School" tab, which can be found on the District Main page. Please print this report, which then must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer. A signed report, with original signatures must be included with the District's hard copy SOI submittal. **If a District submits multiple SOIs, only one copy of the Closed School information is required.**

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

- If a District selects 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 Priority #3, Prevention of a loss of accreditation, the MSBA requires the full accreditation report (s) and any supporting correspondence between the District and the accrediting entity.

ADDITIONAL INFORMATION: In addition to the information required with the SOI hard copy submittal, 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 Brian McLaughlin at 617-720-4466 or Brian.McLaughlin@massschoolbuildings.org.

Massachusetts School Building Authority

School District Needham

District Contact Anne Gulati TEL: (781) 455-0400

Name of School William Mitchell

Submission Date 3/1/2013

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.
- ⓑ After the district completes and submits this SOI electronically, the district must sign the required certifications and submit one signed original hard copy of the SOI to the MSBA, with all of the required documentation described under the "Vote" tab, on or before the deadline.
- ⓑ 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 hard copy 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.
- ⓑ On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- ⓑ The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- ⓑ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation and certification signatures in a format acceptable to the MSBA.

Chief Executive Officer *

School Committee Chair

Superintendent of Schools

(print name) (print name) (print name)

(signature) (signature) (signature)

Date Date Date

* 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.

Massachusetts School Building Authority

School District Needham

District Contact Anne Gulati TEL: (781) 455-0400

Name of School William Mitchell

Submission Date 3/1/2013

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.

Potential Project Scope: Renovation/ Addition

Is this SOI the District Priority SOI? NO

School name of the District Priority SOI: Hillside Elementary

District Goal for School: Please explain the educational goals of any potential project at this school

The goals of this project are to: 1) eliminate disruptions and compromises to the educational program caused by insufficient space and facility deficiencies, 2) allow teaching and learning to proceed without interference from these issues and 3) do so in a manner that is consistent with the Town's long-range facility needs.

District's Proposed Schedule: What is the District's proposed schedule to achieve the goal(s) stated above?

The District's proposed schedule for this project is: FY13 – Statement of Interest Submitted to MSBA (Mar. 2013) FY14 –

Town Meeting Funds Feasibility Design (Nov. 2013), MSBA 270-Day Eligibility Period (Apr. 2013- Dec. 2013) FY15 – Feasibility Study Completed (May 2014 – Dec. 2014); Debt Exclusion Override (Apr. 2015); Design & Construction Budget Appropriated (May 2015); FY16 – Design Development/Bid Documents Developed (May 2015 - Feb. 2016); Phased Project Bidding (Nov. 2015 – Apr. 2016); Contract Award Modulars & Site Work (Nov. 2015); Contract Award Construction (May 2016); Modulars Constructed (Apr. – Jun, 2016) FY17 & FY18 – Construction (July 2016 – July 2018) FY19 – Mitchell Opens September 2018

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 11/15/2006

Planning Firm: DiNisco Design Partnership, 2006. Kaestle Boos 1998.

Please provide an overview of the plan including as much detail as necessary to describe the plan, its goals and how the school facility that is the subject of this SOI fits into that plan:

The scope of this project is to renovate/replace the Mitchell School and increase its capacity to 528 students, for the purpose of addressing extreme overcrowding and other building deficiencies. This project has been identified in several Town facilities plans: Town-wide Comprehensive Facilities Study, Kaestle Boos Associates, Inc. (5/15/1998, KBA); Facilities Master Plan – Town of Needham, DiNisco Design Partnership (11/15/ 2006, DDP); Comprehensive Facilities Assessment- Mitchell & Hillside Schools, Dore & Whittier Architects Inc. (8/22/2011, DWA); and the Pre-Feasibility Study – Mitchell & Hillside Schools, (7/6/2012, DWA.) The Town of Needham updates its Facilities Master Plan about every decade. Both the 1998 and 2006 master plans have identified the need to renovate/replace the Mitchell School to address overcrowding and other building deficiencies. An current condition assessment of the Mitchell School was completed by DWA in 2011. The Comprehensive Facilities Assessment report included evaluations by the following professional (A&E) disciplines: Site (Civil and Landscape), Architectural, Structural, Mechanical, Electrical, Plumbing, Fire Protection, Hazardous Materials and Energy Savings programs, with a cost analysis for both short-term and long-term improvements. The most urgent and immediate maintenance and repair recommendations have been incorporated into the Town's five-year Capital Improvement Planning (CIP) and budgeting process. However, the Facilities Assessment also made clear that the Mitchell School is a high priority for a comprehensive building renovation/ or replacement project, due to the age of the building (60+ years), deficiencies in the size and number of core educational spaces (42% under current MSBA standards), inaccessibility of the school to handicapped students, noted deficiencies and/or end-of-life conditions in most building systems, poor energy performance, and site constraints. A copy of the Comprehensive Facilities Assessment is found in Appendix A. In 2012, DWA was commissioned to complete a Pre-feasibility Study of the Mitchell and Hillside Schools (2012, Appendix B.) The purpose of this study was to identify potential options for addressing the long-term facilities issues at each school and to initiate a public dialogue about the needs at each facility. We understand that the Feasibility Study process, if this school is selected by MSBA, will restart the evaluation process in partnership with the MSBA.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 23 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 22 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? YES

If "YES", please provide the author and date of the District's Master Educational Plan.

The District's Master Educational Plan is an element of the 2006 DDP Town-wide Facilities Master Plan. In addition, the following studies have been conducted to address the long-term needs of Hillside School: Comprehensive Facilities Assessment (DWA, 2011); and the Mitchell & Hillside Schools Pre-feasibility Study (DWA, 2012.)

Is there overcrowding at the school facility? YES

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

Compared to MSBA standards, the Mitchell School is undersized by 42%. As noted in the Comprehensive Facilities Assessment (DWA, 2011), all of the existing educational spaces are undersized in comparison to current MSBA standards by the following percentages: 1949 Wing (-18%), 1959 wing (-8%), Library Media Center (-25%), Cafeteria (-31%), Gymnasium (-10%), art (-53%), and music (-48%). (Music currently does not occupy a dedicated space, because it is on the stage in the Cafeteria.) The only spaces that meet current MSBA standards are two classrooms at the end of the 1969 wing.

Additionally, there is a significant lack of remedial/tutorial and special education spaces. Small group instruction often occurs in stairways, corridors and storage rooms. Currently, the 1.3 FTE reading teachers share a converted closet office and one small group table with a full-time special education teacher. Students must walk through general education classrooms to access the reading room and special education spaces. Special education parent meetings often occur in spaces that are shared by other service providers, which has created a confidentiality issue for the students being seen at that time. In addition, Occupational Therapy (OT) has virtually no space for gross motor activities and often has to provide services in the hallway, if at all. As a result, Mitchell is not able to house the OT equipment necessary for many students. This leads to inequity among buildings, with regard to OT services. Moreover, due to the shared use of space by service providers, special education, speech and language, and occupational therapy sessions are often interrupted or displaced by team meetings. Finally, the undersized and inadequate spaces mean that, during the two MCAS administration windows, Mitchell lacks sufficient testing areas to accommodate students whose IEPs require separate testing space.

Due to the lack of appropriate specialized program space, music, art and media/technology education are delivered in a way that compromises the educational program. Music instruction is delivered on the stage in the stage/cafeteria space, due to the lack of a dedicated music classroom. This arrangement limits the availability of the stage/cafeteria space for school wide events, or special joint classroom events that need larger spaces, to only two afternoons/week. The stage is not handicapped accessible, which limits student access and makes it difficult for the music teacher to move equipment off and on the stage for the classroom music classes. There is no separate storage space for chairs, music and instruments. In addition, there are an insufficient number of electrical outlets on the stage to permit use of an electric keyboard, computer, overhead projector, printer and other equipment. The lunch-time use of the Cafeteria limits the ability of the music teacher to give extra help to students during the teacher's planning time, or to prepare sound materials and instruments. Music classes also are bothered by noise from the kitchen, the motors from the vending machines and milk cooler, and the raising and lowering of tables by the custodian. Art classes are held in a classroom that is barely 2/3 the size of a regular classroom. Students are cramped and storage of art materials in the room is limited. The Media Center size is problematic because the limited size and configuration force computer and media classes to run simultaneously within the same space with no sound separation. The school has no separate performance space.

Mitchell does not have adequate space to offer full-day Kindergarten or provide dedicated classroom space to the Kindergarten After School Enrichment (KASE) Program, which is located in leased space at the Congregational Church in Needham.

Finally, there is inadequate space for administrative activities. The Principal's Office is only accessible via an adjacent conference room. Given the lack of alternative meeting spaces, this conference room is used several times/day by lunch groups, special education and reading testing and assessment, parent/teacher conferences, team meetings, and small group work with students. This is problematic because the Principal, and those who come to see him, must walk through and interrupt these meetings and testing situations. It also limits the Principal's access to the conference room for his own meetings with teacher teams, the TST team, School Council, and parent groups.

Has the district had any recent teacher layoffs or reductions? YES

If "YES", how many teaching positions were affected? 1

At which schools in the district? Newman Elementary School, Needham High School (NHS)

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

FY13: 1.0 FTE Newman classroom teacher, 0.06 FTE NHS Nurse.

Has the district had any recent staff layoffs or reductions? YES

If "YES", how many staff positions were affected? 1

At which schools in the district? Needham High School

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

FY13: 1.0 FTE NHS Special Education Teaching Assistant

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.

The teacher/staff reductions were in response to changes in Newman School enrollment and High School student support services requirements. There was no impact on program, class size or curriculum, resulting from the changes.

Please provide a detailed description of your most recent budget approval process including a description of any budget reductions and the impact of those reductions on the district's school facilities, class sizes, and educational program.

The budget process begins in September/October, when the School Committee votes budget guidelines. The budget is developed in October-December, with a public hearing and budget review in December - January. The School Committee votes its final budget recommendation at the end of January and the Town Manager's balanced budget proposal (including the School Committee's voted budget, if different) is due to the Finance Committee by January 31. The Finance Committee's recommendation becomes the main motion at Town Meeting. Annual Town Meeting occurs during the first and second week in May. The fiscal year begins July 1. The budget reductions made in FY13, and proposed for FY14, do not have an impact on school facilities or class size. Generally, they result in fewer opportunities to engage in District-wide curriculum development; reduce the number of paid co-curricular faculty adviser and coaching opportunities; reduce the amount of professional development resources available to teachers; reduce compensation for staff members; and reduce the District's ability to respond to special education van replacement needs.

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 Mitchell Elementary School was originally designed in 1949 and constructed in 1949-50 as a one-story brick and steel frame elementary school with a pitched roof and an "I-shaped" floor plan. In 1959, a series of additions were made that included: 1) eight classrooms on the east side of the existing building with two connecting corridors, creating an interior courtyard space, 2) a second Kindergarten room on the southwest corner and 3) a Gymnasium on the NW corner of the original building. A final construction phase in 1969 added the Library, toilets and six classrooms to the northeast end of the 1959 wing. The 1959 and 1969 buildings were constructed with flat roofs.

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

49027

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).

The Mitchell Elementary School is located in a residential area of Needham, with its primary address at 187 Brookline St. The 12.47 acre parcel has about 8.35 acres that are viable for the school building, parking and field uses. The site is about twice as long (1,100 ft.) in the east-west axis as it is wide (550 ft.) on the north-south axis. The school building sits roughly in the middle of the lot with a setback of 150 feet to Brookline Street and 120 feet to Tower Ave. The site has about 620 ft. of frontage onto Brookline St. and 45 ft. of frontage at a back entrance on the north side onto Tower Avenue. Each point of access has sidewalks, a car drop-off loop and parking, but there is no interconnecting road between the north and south sides, except for emergency access over broad sidewalks on the west side of the school. The majority of the Mitchell Elementary School students walk to the school, due to the proximity of houses to the school and the compactness of the Mitchell School District. The neighborhood is zoned as SRB single family residence-B, which allows for quarter acre lot sizes. As a result, it is one of the more densely populated single family districts in Town.

The existing school parcel has a dense stand of trees on the east, where the land drops off by about 25 feet to a wetland area. On the west side, at the edge of the open playing field, there is an adjacent Town-owned lot with a park called "Mitchell Woods," a heavily wooded sloping parcel, which slopes 50 feet down to James Ave.

The site has about 80 car parking spaces. The northern lot with 33 parking spaces, including 2 handicapped spots, is used primarily for teachers. The cul-de-sac accessed from Tower Ave. is used mainly for student drop-off / pick-up by parents, although Kindergartners who participate in the all-day program are picked up and dropped off and transported to a nearby church via mini-bus at this location. The front entrance loop on Brookline St. is used for student drop-off and pick-up by car. Five parking spaces are on the east side of the Brookline St drive. The rest of the parking spots (45 spaces) are located in a lot that abuts Brookline St to the southwest of the school building. On-street parking is restricted near the school. There is a limited drainage system for moving storm water off the site, however, it does not meet current NPDES stormwater standards.

There is an 80ft x 130ft hard-surfaced play area adjacent to the 1949 wing on the west side of the building, with an adjacent paved basketball court. A playground with swings and play structures is adjacent to this play area and further to the west are two 60 ft baseball diamonds in an open playing field. The school is the only use on this parcel of land.

Utilities serving the school come mainly from Brookline St. There is municipal water and sewer service including: four-inch cast iron water main; a six-inch cement sewer from the original building and a six-inch asbestos cement sewer from the 1968

addition. There is a two-inch gas line in Brookline Street near the school, which is not yet connected to the school. A twenty-year-old, double-walled underground 10,000-gallon oil storage tank is located within the planted circle at the front of the building, with iron supply piping to the basement boiler room.

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 Mitchell Elementary School, 187 Brookline Street, Needham, MA 02492

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).

Building Envelope:

The building envelope varies depending upon the phase of construction. There is little or no insulation within the walls and the exterior brick walls are in fair condition with some areas in poor condition. The original structure shows the least deterioration, with a small amount of efflorescence and brick decay. The 1959 addition shows some efflorescence and fungal growth in several areas on the exterior and there is evidence of brick settlement and cracking in several locations. Deterioration of the exterior surface was observed in areas of the 1959 and 1969 additions.

All of the window glazing within the building is single glazed and therefore very energy inefficient. Windows in the original building are steel sash with ‘hopper style’ venting at both the top and bottom of the window units. In the 1959 addition, the windows are a mix of steel frame and wood frame. Several of the wood windows are close to the grade and show signs of wood rot. The 1969 wing metal frame windows have evidence of rust and are allowing water to enter some of the window frames. The building envelope is very energy inefficient, when compared to contemporary codes and energy standards.

Comprehensive replacement of all windows and most walls would be required to meet contemporary energy codes.

Grills and vents around the school are damaged and are being replaced under the current maintenance plan, as these are affecting the performance of existing mechanical systems. Many exterior doors around the building have been replaced; however these new insulated fiberglass panel doors have been set within the existing metal frames, which are in poor condition. Some of the remaining existing doors are original to the building and further replacement is required.

Building Structure:

1949 Building - The original building was constructed about 4 ft above grade, with a utility basement for boilers and storage at the front of the building and a crawl space beneath the rest of the building. Foundations are traditional, cast-in-place concrete with interior concrete pilasters on footings and concrete walls around the perimeter of the structure. The ground floor structure consists of exterior masonry walls and eight-inch wide flange steel columns and beams supporting roof framing of trusses with eight-inch and ten-inch steel purlins. The roof substrate has 1-½ inch wood planking spiked to the purlins and trusses. The exterior walls appear to be solid brick with steel lintels supporting the brick veneer.

1959 Addition – The single story wing has a flat roof. Foundations are traditional cast-in-place concrete with a four-inch cast-in-place concrete un-insulated floor slab. The roof framing is supported on steel columns both on the corridor and exterior. Twelve-inch girders and ten-inch deep steel beams support fourteen-inch deep open web steel joists thirty –inches on center with perlite on steel-tex decking. The exterior walls have curtain wall with masonry to sill level consisting of various materials including solid brick and concrete breeze block. Masonry cavities vary from one-inch to two –inches, typically without any insulation.

1969 Addition – This single-story flat-roofed classroom section has traditional un-insulated cast-in-place concrete foundations and a four-inch un-insulated slab on grade. Steel columns and beams support open web steel joists at four-feet on center and 1- ½ inch deep steel decking. The structural frame is in sound condition, but would not meet contemporary seismic code requirements. While the roof probably meets current loading requirements, any new roof top equipment would require structural assessment prior to installation. The building was not designed for the addition of any future stories. Any major renovation would require lateral stabilization of the exterior and interior masonry walls to meet contemporary seismic codes and limit removal of any existing lateral bracing and walls within the structure.

Roof:

The 1949 building has a pitched roof with asphalt shingles, while both of the additions have flat, internally-drained roof systems with built-up roofing. The asphalt shingle roof is about ten-years old, while the flat roof sections of the building are

original to their phase of construction. There was approximately 2-3" of insulation above the ceiling in the original building, and an additional 6 to 8 inches of insulation were added last summer to improve energy efficiency and maintain better temperature control of these classrooms. The flat roof additions have only 2 inches of rigid insulation on top of the metal roof deck with built-up asphalt and gravel roofing materials. The rigid roof insulation thickness would need to triple in depth to meet contemporary codes. In conclusion, the envelope of the building is reaching the end of its useful life and does not meet contemporary energy code requirements.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS ? YES

Year of Last Major Repair or Replacement: 2001

Description of Last Major Repair or Replacement:

The exterior of the Mitchell school was painted, in its entirety, in 2012. In 2000 and 2001, major structural repairs were made to the concrete block walls between Room 22 and 23 and Rooms 20 and 21.

Has there been a Major Repair or Replacement of the ROOF? YES

Year of Last Major Repair or Replacement: 2007

Type Of ROOF: 1949 wing: Pitched roof with asphalt shingles 1959 & 1969 wings: flat, internally-drained roof systems with built-up asphalt and gravel roofing

Description of Last Major Repair or Replacement:

All flat roofing was replaced in 2007. The new roof has a life expectancy of 20 years and should be replaced in 2027. The sloped roof was last replaced in 1997.

Has there been a Major Repair or Replacement of the WINDOWS? YES

Year of Last Major Repair or Replacement: 2012

Type Of WINDOWS: 1949 wing: steel sash with 'hopper style' venting; 1959 wing: mix of steel frame and wood frame; 1969 wing: metal frame All windows single glazed

Description of Last Major Repair or Replacement:

In 1999, plexi-glass window panes were replaced with glass. All windows in the gym were replaced in 2006 with polycarbonate windows. In 2012, the gym windows were replaced with thermal pane windows.

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).

Mechanical Systems

The building is heated with two, cast iron, sectional-type HB Smith low-pressure steam boilers. They both burn #2 fuel oil and one was replaced in 1997. The total capacity of both boilers is approximately 6,000 lbs/h of steam or 5,700 MBH. The fuel system for the #2 oil is supplied by a 22-year old 10,000 gallon underground storage tank (UST). Fuel oil enters the boiler room and is distributed to each boiler by three fuel oil pumps. Distribution piping in the boiler room is about 15 years old, but the piping is original elsewhere in the building and is in fair condition. One new boiler was installed in 1997, but the other boiler is about 10 years older.

There is no central air conditioning system within the building. The classrooms get outdoor air and heating from the 1968 floor-mounted unit ventilators. General heating is provided by finned tube radiators and convectors along the perimeter walls of the building. The radiators and convectors are original to their phase of construction. The 1968 addition has a hot water hydronic loop, which serves the unit ventilators in that section of the building and uneven heating in the most remote spaces is an ongoing problem. Some classrooms have window-mounted air conditioners, which have blocked or used operable windows within the room. These air conditioners are in fair or good condition.

Generally speaking, all of the HVAC systems are in poor to fair condition and reaching the end of their useful lives.

Electrical Systems

The building is supplied by an underground electric service with a 208Y/120 Volt, 3-phase, and 4-wire supply. In the basement, the electric service is split into a metered 400 Amp section and a metered 200 Amp and 100 Amp section. The panels and switches appear to be original. All panels are full and there are no empty circuits or spaces for new circuits. Certain circuits within the school trip the breakers during AC operation, and no expanded service to classrooms for enhanced technology is currently possible. The circuit breakers and main service are obsolete and unavailable, making maintenance impossible. Upgrades would require comprehensive replacement of the electrical service, and the existing electrical service is

not adequate to support the growing technology and HVAC needs of the school.

The fire alarm system is a zoned analog type system manufactured by FCI, in fair condition. System components include outside beacon, Knox-box, pull stations, heat detectors, horn /strobes. The system does not have smoke detectors, only heat detectors, but is in good operating condition.

The school has a public address system with an integrated bell, which operates throughout the building, and functions properly. A clock system is in place with 90% of the clocks functioning properly.

The lighting within most of the classrooms is surface-mounted 2-lamp 1 ft x 4ft fluorescent light strips with prismatic lens placed in rows about 4 to 8 feet apart. The lighting is functional and in fair condition throughout the school.

Plumbing

The building is supplied with a 4" water service line coming to the 1949 section of building from Brookline St. A 2" turbine water meter is located within the boiler room constraining flow. The water distribution system within the building is largely original piping and equipment. The original piping appears to be threaded red brass with more modern connections made of soldered copper tube and fittings. The main water service is over 50 years old and at the end of its useful life expectancy. The domestic hot water heater is supplied from an oil-fired storage water heater located within the Boiler Room. The vertical 84-gallon storage tank with insulation jacket has a front-mounted 315 MBH burner assembly capable of a recovery capacity of about 264 gallons per hour. While the water heater is functioning, it is nearing the end of its useful life. The cast iron, oakum and lead draining system and vent system are original to the building and at 40 to 60 years old are approaching the end of their useful life. The plumbing fixtures within the bathrooms are largely original with wall mounted sinks, toilets and urinals. The fixtures, faucets, and flow valves have been replaced if broken, but are largely past the end of their useful lives. Numerous deficiencies for handicapped accessibility exist within the bathroom layouts and for plumbing fixtures within classrooms. These would require replacement to meet contemporary codes if the building were renovated.

Fire Protection

The building is not equipped with an automatic sprinkler system. The kitchen cooking hood is not equipped with a fixed fire suppression system. The existing water line is not large enough to provide sprinklers within the building, and the low floor to ceiling heights would likely constrain the installation of sprinklers.

Has there been a Major Repair or Replacement of the BOILERS? YES

Year of Last Major Repair or Replacement: 2009

Description of Last Major Repair or Replacement:

Oil tanks were replaced in 1992-1993. In 2009, Boiler Number 1 was replaced and the boilers, univents, and air handling units were upgraded to digital control. Also in 2009, the piping in crawl spaces and in the boiler room were insulated, exterior air leaks were sealed, and a Rentar catalyst unit was installed.

Has there been a Major Repair or Replacement of the HVAC SYSTEM ? YES

Year of Last Major Repair or Replacement: 2005

Description of Last Major Repair or Replacement:

Window air conditioning units were installed in 2004 and 2005. The rooftop HVAC unit above the Media Center was replaced in 1998.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES

Year of Last Major Repair or Replacement: 2009

Description of Last Major Repair or Replacement:

In 2006, there was an electrical update that included updating all exit signs and emergency lighting, safety upgrades to several electric distribution panels, rewiring 1 main distribution circuit, rebuilding 1 flush wall mounted electrical sub-panel in the 1968 corridor, and replacing cafeteria fans. The kitchen was wired for a new convection oven in 2009. The intercom, clock, and bells were updated in 1997, and the lights and ceilings were updated in 1983-1985. The media center was rewired in 2005. The electrical fixtures in the kindergarten were replaced in 1985.

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).

Interior

The floor in the main corridor of the original building is 1ft x 1ft ceramic tile. It is original to the building and in good condition, although this floor can be slippery when wet, since it has aged and gotten smoother over the years. Classrooms and offices within this wing have VCT flooring in good condition. The flooring throughout the corridors and classrooms in the 1959 & 1969 additions are Vinyl Composite Tile (VCT) and are well maintained. The low-pile carpet in the Media Center is in good condition, except near the entrance to the room where some of the carpet squares are lifting due to heavy wear. Bathroom floors are ceramic tile, in good condition. The gymnasium floor is hardwood, in good condition.

Many of the interior walls in the original wing are constructed of 4" steel stud with plaster finish. They are generally in good condition, except for a few locations with cracking or peeling due to prior water damage. In the 1959 addition, the interior walls are constructed of structural CMU block walls. Because of the limited insulation within the exterior walls and single-glazed windows, it can be uncomfortable to sit near the exterior walls in winter.

Most ceilings are in good condition although water damage and staining from HVAC units is visible in certain areas. Glue applied perforated ceiling tiles are installed in several of the original areas of the building and are in poor condition. Ceiling tiles in the school kitchen are not washable and therefore inappropriate for that location.

The interior doors throughout the building are largely original to their date of construction. From a handicapped accessibility point of view, many doors in the school lack the clear floor area and proper hardware to meet contemporary codes. Few of the interior doors in the school are fire rated, as would now be required. Many of the doors lack proper handles and panic hardware to meet contemporary accessibility and egress codes. Comprehensive replacement of all interior doors would likely be required as a part of any major renovation.

Building codes have changed significantly since the original construction and additions to the Mitchell School. While the building has several ramped access pathways into the building, not all of the spaces within the single story building are accessible for people with disabilities. The Gymnasium and second kindergarten room are only accessible by stairs or by walking outside and around the building. The music program for the school is forced to use the stage in the Cafeteria due to lack of available space in the building. This elevated platform has no ramp or lift access. Retrofits have been attempted to make the bathrooms partially compliant with ADA and MAAB criteria, but many restrooms are still missing proper entrance clearances, stall sizes, grab bars, insulated pipes at the sinks, urinals at proper heights, dispensers at proper heights, entrance and turning radii clearances, pull side clearances at entry doors and the correct door hardware.

Technology

Technology distribution through the building has been retrofitted over the past two decades and is minimal in comparison to other modern classrooms and current MSBA standards. Technology distribution is further constrained by the lack of/improper location of many power receptacles, as well as the inability to add new power receptacles. White boards typically require rubber floor strips to hide power and IT cables. The school does not have sufficient available space to have a full computer lab. Therefore, an area within the Media Center contains multiple computers for training, but this area has no sound separating walls.

Hazardous Materials

The Public Facilities Department has an ongoing plan for the assessment and remediation of hazardous materials in the school. The floor tiles contain asbestos (ACM) and a program of phased remediation and replacement has been in place for the past decade. Hard joint insulation of heating pipes was found to contain asbestos in various locations. The asbestos has been remediated and removed from the boiler room, but ACM's still remain in the utility tunnels. The exterior and interior window framing and glazing caulking are assumed to contain ACM's and PCB's and would require abatement as a part of repair / replacement. Other locations assumed to contain asbestos are wall and door framing caulking, unit vent grill caulking, blackboard glue, underground waste water pipes, damproofing on foundation wall, and thru-wall flashing. Tubes within light fixtures, exit signs, switches, and thermostats are assumed to contain Mercury. The painted surfaces are assumed to contain lead. All of these materials would need to be addressed during a comprehensive repair or replacement project.

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

Students in Grades K-5 receive the regular elementary curriculum, including art, music, media, technology and physical

education instruction. Special needs instruction is provided on an integrated and pull-out basis.

Currently, Mitchell does not have adequate space to offer full-day Kindergarten, or provide a dedicated classroom for the Kindergarten After School Enrichment (KASE) Program. (The KASE Program has been re-located to leased space at the Congregational Church in Needham.) Additionally, due to lack of space, small group instruction often occurs in inappropriate locations, such as stairways, corridors and storage rooms. Staff members share office space, and students often walk through general education classrooms to access the reading room and special education spaces. The use of shared space to hold parent meetings has created a confidentiality issue for the students being seen at that time. In addition, Occupational Therapy (OT) has virtually no space for gross motor activities and often has to provide services in the hallway, if at all. As a result, Mitchell is not able to house the OT equipment necessary for many students. This has led to inequity among buildings, with regard to OT services. Moreover, due to the shared use of space by service providers, special education, speech and language, and occupational therapy sessions are often interrupted or displaced by team meetings. Finally, Mitchell lacks sufficient testing areas to accommodate students whose IEPs require separate testing space, during the two MCAS administration windows.

In addition, music, art and media/technology specialized education are delivered in non-traditional spaces, to the detriment of these programs. Music instruction is delivered on the stage, due to the lack of a dedicated music classroom. This arrangement limits the availability of the stage/cafeteria space for school wide events, or special joint classroom events that need larger spaces, to only two afternoons/week. The stage is not handicapped accessible, which limits student access and makes it difficult for the music teacher to move equipment off and on the stage for the classroom music classes. (Staff must re-arrange the stage space daily to accommodate morning band classes, followed by music classes and then band classes again the next morning. Also, there is no separate storage space for chairs, music and instruments.) In addition, the lack of physical space on the stage restricts the movement activities that are fundamental to rhythmic instruction. Also, there are an insufficient number of electrical outlets on the stage to permit use of an electric keyboard, computer, overhead projector, printer and other equipment. The lunch-time use of the Cafeteria limits the ability of the music teacher to give extra help to students during the teacher's planning time. Music classes are bothered by noise from the kitchen, the motors from the vending machines and milk cooler, and the raising and lowering of tables by the custodian. Art classes are held in a classroom that is barely 2/3 the size of a regular classroom. Students are cramped and storage of art materials in the room is limited. The Media Center size is problematic because the limited size and configuration force computer and media classes to run simultaneously within the same space, with no sound separation.

In addition, there is inadequate space for administrative activities. The Principal's Office is only accessible via an adjacent conference room. Given the lack of alternative meeting spaces, this conference room is used several times/day by lunch groups, special education and reading testing and assessment, parent/teacher conferences, team meetings, and small group work with students. This is problematic because the Principal, and those who come to see him, must walk through and interrupt these meetings and testing situations. It also limits the Principal's access to the conference room for his own meetings with teacher teams, the TST team, School Council, and parent groups. The Psychologist works in a 50 s.f. space next to the nurse's office and bathroom, where work is distracted by conversations and bathroom noises.

Finally, other building deficiencies have a negative impact on the educational program, including: a) the inadequate electrical system, which limits the ability to add technology, because there are no available circuits in any of the electrical panels, or to add hubs that make the building wireless, b) the heating system is insufficient, requiring children to wear coats in classrooms where the temperature drops below 68 degrees, and c) the intercom does not reach all areas of the school in an emergency.

CORE EDUCATIONAL SPACES: Please provide a detailed description of the Core 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, and a description of the media center/library (maximum of 5000 characters).

The core educational spaces include the following:

Classrooms:

1959 wing (870 avg s.f.): 2 Grade K, 4 Grade 3, 1 Grade 4, 2 Grade 2, 1 Special Education

1949 wing (780 avg s.f.): 2 Grade 2, 4 Grade 1, 1 Grade 5 (formerly Music Room, 625 s.f.)

1969 wing (980 avg s.f.): 3 Grade 4, 3 Grade 5

1 Art: 470 s.f.

No science room

Common Areas:

1 Gymnasium

1 Cafeteria/Auditorium (Music instruction delivered on stage, since no dedicated music room), 2400 sf.

1 Kitchen

1 Media Center

Student Support/Other Instructional:

2 Special Education/ Guidance/ Occupational Therapy

1 Nurse Suite

Administration:

3 Administration

1 Teacher Break Room

1 Storage

CAPACITY and UTILIZATION: Please provide 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 calculated capacity of the school is 272 students, based on the total area noted in the Comprehensive Facilities Assessment (DWA, 2011) and current MSBA standards. The current enrollment is 501 students, creating a space deficiency of over 42%. As noted in the Assessment report, all of the existing educational spaces are undersized by the following percentages: 1949 Wing (-18%), 1959 wing (-8%), Library Media Center (-25%), Cafeteria (-31%), Gymnasium (-10%), art (-53%), and music (-48%), which is currently not in a dedicated space because it is on the stage in the Cafeteria. The only spaces that meet current MSBA standards are two classrooms at the end of the 1969 wing.

Since there are no spare rooms, music instruction has been moved to the stage, which has resulted in compromises to the music educational program. Staff re-arrange the stage daily to accommodate morning band classes, followed by music classes and then band classes again the next morning. Before-school strings classes have been moved to the Media Center, which limits Media Center prep time and displaces math groups that otherwise would meet in the Media Center. In addition, art instruction is held in an undersized room, which creates cramped conditions for students and limited storage. All clay art projects are dried on shelving in the hallway. The Media Center also is used concurrently for computer and media instruction.

The administration has addressed the general lack of remedial/tutorial and special education spaces by using non-traditional spaces for small group instruction, such as stairways, corridors and storage rooms. The use of moveable partitions allows special educators to share the same space, while working with students at the same time. Similarly, partitions are used to screen off a classroom from students who walk through the room to access reading or specialized education support. The need for space for student lunch groups and testing during MCAS administration periods has been met by setting up tables and chairs in hallways and entrances. Guidance and other support services meet with students in the hallway behind screens.

The Kindergarten After School Enrichment (KASE) Program has been moved to leased space at the Congregational Church in Needham. Kindergarten students who participate in this program ride a bus twice per day to and from the Church.

To mitigate the lack of storage, many teacher materials have been moved to the basement, or are stored in hallways or mechanical/electrical spaces. In addition, a storage shed was installed near the building, to store auditorium chairs.

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).

The Town implemented a structured preventative maintenance program in 2009. This program provides for the quarterly and/or annual maintenance of HVAC, water heating, plumbing, electrical, and general maintenance systems. The Town also funds an annual facility maintenance capital article to address the needs of smaller repairs such as duct cleaning, asbestos abatement, flooring replacement, and HVAC upgrades.

A chronology of capital repairs to the facility follows:

- 1997 – The intercom, clock, and bells were updated
- 1998 – Hot water tank was installed
- 1999 – Master fire alarm panel was upgraded
- 2000, 2001 – Major structural repairs to concrete block exterior walls in some parts of the building
- 2004 – Rigid insulation was installed to resolve drafts
- 2004, 2005 – Window air conditioning units were installed
- 2004, 2006 – Electrical updates and exterior light fixtures were added
- 2005 – Media Center was rewired
- 2006 – Entrance ramp outside room 1 was replaced
- 2007 – Flat roofing was replaced
- 2007 – Playground was re-patched and paved, and the rear entrance ramp and handrail were replaced
- 2009 – Boiler #1 was replaced and mechanical system was upgraded
- 2009 – Systemic plumbing corrections were made including installing low flow toilets
- 2009 - In 2009 asbestos abatement was undertaken, floor tiles were replaced, and interior walls were painted
- 2011 – Motion sensors installed
- 2012 – Exterior doors were replaced
- 2012 – All windows in the gym were replaced with polycarbonate windows

A Comprehensive Facilities Assessment study was completed in 2011 for the Hillside, Mitchell, and Pollard Schools. Since most of Mitchell School's building systems are nearing the end of life, the study recommended that major upgrades be deferred to a comprehensive school renovation project. Ongoing maintenance is limited to those essential repairs, which are needed to extend the useful life of this facility, and are funded through the Town's five-year Capital Improvement Plan (CIP.)

Priority 2***Question 1: Please describe the existing conditions that constitute severe overcrowding.***

The calculated capacity of the school is 272 students, based on the total area noted in the Comprehensive Facilities Assessment (DWA, 2011) and current MSBA standards. The current enrollment is 501 students, creating a space deficiency of over 42%. As noted in the Assessment report, all of the existing educational spaces are undersized by the following percentages: 1949 Wing (-18%), 1959 wing (-8%), Library Media Center (-25%), Cafeteria (-31%), Gymnasium (-10%), art (-53%), and music (-48%), which is currently not in a dedicated space, because it is on the stage in the cafeteria. The only spaces that meet current MSBA standards are two classrooms at the end of the 1969 wing.

The number and configuration of classroom spaces for music, art and media/instruction also are inadequate for the educational program. Since there is no dedicated music classroom, music instruction is delivered in non-traditional classroom space on the stage. The stage also lacks dedicated storage space for chairs, music and instruments, as well as technology access and an adequate number of electrical outlets. The undersized art classroom creates cramped conditions for students and limits the storage of art materials in the room. Additionally, the size and configuration of the Media Center force computer and media classes to run simultaneously within the same space, with no sound separation. The school has no separate performance space.

Additionally, there are insufficient remedial/tutorial and special education spaces. Small group instruction often occurs in non-traditional areas, such as stairways, corridors and storage rooms. Teachers often share office space. Currently, the 1.3 FTE reading teachers share a converted closet office and one small group table with a special education teacher. In addition, students must walk through general education classrooms to access the reading room and special education spaces. Special education parent meetings often occur in spaces that are shared by other service providers, who are providing ongoing services. In addition, Occupational Therapy (OT) has virtually no space for gross motor activities and often has to provide services in the hallway, if at all. As a result, Mitchell is not able to house the OT equipment necessary for many students. Moreover, due to the shared use of space by service providers, special education, speech and language, and occupational therapy sessions are often interrupted or displaced by team meetings. Finally, the undersized and inadequate spaces mean that, during the two MCAS administration windows, Mitchell lacks sufficient testing areas to accommodate students whose IEPs require separate testing space.

Mitchell does not have adequate space to offer full-day Kindergarten or the Kindergarten After School Enrichment (KASE) Program.

Finally, there is inadequate space for storage and administrative activities. The Principal's Office is only accessible via an adjacent conference room. Given the lack of alternative meeting spaces, this conference room is used several times/day by lunch groups, special education and reading testing and assessment, parent/teacher conferences, team meetings, and small group work with students. This is problematic because the Principal, and those who come to see him, must walk through and interrupt these meetings and testing situations. It also limits the Principal's access to the conference room for his own meetings with teacher teams, the TST team, School Council, and parent groups.

Priority 2

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

Since there are no spare classrooms, music instruction has been moved to the stage, which has resulted in compromises to the music educational program. Staff re-arrange the stage daily to accommodate morning band classes, followed by music classes and then band classes again the next morning. Before-school strings classes have been moved to the Media Center, which limits Media Center prep time and displaces math groups that otherwise would meet in the Media Center. In addition, art instruction is held in an undersized room, which creates cramped conditions for students and limited storage. All clay art projects are dried on shelving in the hallway. The Media Center also is used concurrently for computer and media instruction.

The administration has addressed the general lack of remedial/tutorial and special education spaces by using non-traditional spaces for small group instruction, such as stairways, corridors and storage rooms. The use of moveable partitions allows special educators to share the same space, while working with students. Similarly, partitions are used to screen off a classroom from students who walk through the room to access reading or specialized education support. The necessary space for student lunch groups and testing during MCAS administration periods is provided by setting up tables and chairs in hallways and entrances. Guidance and other support services meet with students in the hallway behind screens.

The Kindergarten After School Enrichment (KASE) Program has been moved to leased space at the Congregational Church in Needham. Kindergarten students who participate in this program ride a bus twice per day to and from the Church.

To mitigate the lack of storage space, many teacher materials have been moved to the basement, or are stored in hallways or mechanical/electrical spaces. In addition, a storage shed was installed near the building, to store auditorium chairs.

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 lack of sufficient space and deficiencies of the facility have created disruptions and compromises to the educational program at Mitchell School.

As noted above, classrooms are undersized and small group instruction is often delivered in stairways, corridors and storage rooms. The dual use of the core spaces often results in one educational program area being shortchanged, or creates conditions that are not conducive to learning. For example, music instruction is delivered on the stage in the stage/cafeteria space, due to the lack of a dedicated music classroom. This arrangement limits the availability of the stage/cafeteria space for school wide events, or special joint classroom events that need larger spaces, to only two afternoons/week. The stage is not handicapped accessible, which limits student access and makes it difficult for the music teacher to move equipment off and on the stage for the classroom music classes. In addition, there are an insufficient number of electrical outlets to permit use of an electric keyboard, computer, overhead projector, printer and other equipment. The lunch-time use of the cafeteria limits the ability of the music teacher to give extra help to students during the teacher's planning time, or to prepare sound materials and instruments. Music classes also are bothered by noise from the kitchen, the motors from the vending machines and milk cooler, and the raising and lowering of tables by the custodian. The concurrent use of the Media Center for computer and media education creates a congested and noisy learning environment, which is distracting for students.

Additionally, there is a significant lack of remedial/tutorial and special education space. Small group instruction occurs in places which lack privacy and are distracting to students. The fact that classrooms are used as passageways to other spaces, also creates disruption to the learning environment. The use of shared office space for parent meetings has created a confidentiality issue for the students being seen at that time. Moreover, special education, speech and language, and occupational therapy sessions are often interrupted or displaced by team meetings. In addition, the lack of adequate space for gross motor activities and the storage of OT equipment has led to inequity among buildings with regard to the provision of OT services. Finally, the use of hallways and entrances for MCAS testing creates space, but not an environment, which is conducive to focus, concentration and student performance.

The lack of adequate space for full-day Kindergarten has caused the Mitchell KASE Program to move off-site, creating discontinuity within the extended educational day and fragmentation of the Mitchell community.

Finally, building deficiencies hamper effective administration of the building. As noted above, there is inadequate space for storage and administrative meetings. The Principal's conference room doubles as an entrance way to the Principal's Office, as well as a space for lunch groups, special education and reading testing and assessment, parent/teacher conferences, team meetings, and small group work with students. This lack of separate and private meeting space leads to disruption and over-scheduling. It also limits the Principal's access to the conference room for his own meetings with teacher teams, the TST team, School Council, and parent groups.

Please also provide the following:

Cafeteria Seating Capacity: 176

Number of lunch seatings per day: 5

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: 3

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

Yes. Music classes are delivered on the stage, due to the lack of a dedicated music room. In addition, the Kindergarten After School Enrichment (KASE) Program has been relocated to leased space at the Congregational Church. In addition, the lack of remedial/tutorial and special education spaces has resulted in the use of non-traditional spaces for small group instruction, such as stairways, corridors and storage rooms.

Please explain any recent changes to the district's educational program, school assignment polices, 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 School District is committed to a K-5, 6-8, and 9-12 educational program and grade configuration. In 2009, consistent with this policy and to provide adequate space for the growing secondary enrollment, the District opened the High Rock School, a Sixth Grade Center designed to meet the needs of new middle school students, who are transitioning from five elementary schools into one middle school building. After completing the Sixth Grade at High Rock, students continue their middle school experience at the Pollard Middle School, where they attend 7th and 8th Grades before transitioning to Needham High School.

Although the stand-alone 6th grade center is a unique component of Needham's middle school model, it has been successfully integrated into the District's overall program and provides a gateway to the middle school experience for our students.

Finally, the School Committee is committed to providing full-day Kindergarten in Needham, through the successful renovation and reconstruction of its two remaining elementary schools. Due to a longstanding lack of space in the elementary schools, Needham has been unable to offer full-day Kindergarten to eligible students. Renovation and/or construction projects at the Hillside and Mitchell schools would ideally incorporate sufficient space to allow full-day Kindergarten in all of the District's schools.

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

School Committee Policy #IHB specifies that student/teacher ratios should be within the guidelines: 18-22 in Grades K-3, 20-24 in Grades 4-5, and 'reasonable class size' in Grades 6-12. These guidelines are recommendations, however, rather than absolute limits requiring strict, literal adherence.

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

The physical constraints of the Mitchell School have impeded the educational program in a variety of ways.

As previously noted, classrooms are undersized, the number and configuration of spaces are problematic, and there is a significant lack of small group instruction space for remedial/ tutorial and special education. Some small group spaces are only accessible by walking through classrooms, which creates disruption in the learning environment. Occupational Therapy has no adequate space for gross motor activities. There is no dedicated Music room at Mitchell School, nor are there enough classrooms to implement full-day Kindergarten or house the Kindergarten After School Enrichment (KASE) Program. The school lacks a performance center, which limits student access to creative arts and other school-wide educational programming. Additionally, there is no dedicated computer lab, due to space constraints, and the size and configuration of the Media Center are problematic.

Deficiencies in the electrical system also cause periodic blackouts, which disrupt educational programming for students. As previously noted, the electrical system is largely original to the building, with no empty circuits. Overloads, created during AC operation, cause the circuits to trip and for portions of the school to lose electricity. The circuit breakers and main service are obsolete and unavailable, making maintenance impossible. Additionally, the lack of/ improper location of power receptacles throughout the building, limit future expansion of electricity and technology. The electrical system and most other building systems are nearing the end of their useful lives.

The building is not equipped with an automatic sprinkler system. The existing water line is not large enough to provide sprinklers and the low floor to ceiling heights would likely constrain the installation of sprinklers. A fire suppression system is an important life safety system that should be in place in all public buildings.

The lack of an elevator and specific aspects of the building's layout mean that some areas of the School are not accessible by people with disabilities. The Gymnasium and second Kindergarten room are only accessible by stairs or by walking outside and around the building. The music program is forced to use the stage in the Cafeteria, which has no ramp or lift access. Many restrooms lack proper entrance clearances, fixtures and door hardware for accessibility purposes. This lack of accessibility limits access to the educational program for some children.

Finally, there is an insufficient number of meeting and storage spaces in the building. The Principal's Conference Room is used constantly by staff, students and parents. The use of this room also limits access to the Principal's Office, which can only be entered through the conference space. Storage is inadequate for the size of the facility.

Priority 7

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

The Mitchell School has taken measures to mitigate many of the deficiencies noted above, but has not been able to address all problem areas.

To accommodate growing enrollment, the District constructed additions to the School in 1959 and 1969, which added classrooms, a Gymnasium and a Library. However, teaching and learning continues in a school that is approximately 42% undersized, for its population. Future enrollment growth would likely require the addition of modular classrooms, increases in class size, and/or moving art/ music to a cart. Additionally, small group instruction occurs in stairways, corridors and storage rooms, and classrooms. Gross motor activities often occur in the hallway, if at all. Service providers share program offices, which also are used for parent meetings. The Kindergarten After School Enrichment (KASE) Program has been relocated to leased space in the Congregational Church.

Due to a lack of common space, the Gymnasium, Cafeteria/Auditorium and Media Centers all are put to dual use, which often leads to conflicts and one program area being shortchanged. The lack of a dedicated computer lab has been partially mitigated by the use of the Media Center for computer instruction, however, the lack of sound separating walls make this a noisy environment for computer training and media instruction.

The lack of administrative and storage space has been only partially mitigated by the shared use of conference space (such as the Principal's conference room), and the use of hallways or mechanical/electrical spaces to store items.

The school has not been able, however, to mitigate deficiencies in many of the building systems or other areas. The Comprehensive Facilities Assessment indicated that a comprehensive repair/ addition project would be needed to address the following significant deficiencies: the age of the building (60+ years), deficiencies in the size and number of core educational spaces, inaccessibility to handicapped systems, end-of-life conditions in most building systems, poor energy performance and site constraints. The report recommended a comprehensive renovation/addition project to address these needs, as well as the associated code-related upgrades that would be triggered, including life safety, energy efficiency, and accessibility improvements.

Priority 7

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.

Although Mitchell is able to provide its educational program, the deficiencies of the facility and the resulting mitigating measures taken by staff have had a negative impact on the educational program for students.

Despite the fact that the building was enlarged in 1959 and 1969 to create additional space, the building remains approximately 42% undersized for its population. As previously noted, the calculated capacity of the school is 272 students, based on the total area noted in the Comprehensive Facilities Assessment (DWA, 2011) and current MSBA standards. The current enrollment is 501 students, creating a space deficiency of over 42%. As noted in the Assessment report, all of the existing educational spaces are undersized by the following percentages: 1949 Wing (-18%), 1959 wing (-8%), Library Media Center (-25%), Cafeteria (-31%), Gymnasium (-10%), art (-53%), and music (-48%,) which is currently not in a dedicated space, because it is on the stage in the cafeteria. The only spaces that meet current MSBA standards are two classrooms at the end of the 1969 wing.

The dual use of common space also has created conflicts between program areas and disruptions for students. The Stage is used for music classes, which limits the availability of the Stage/ Cafeteria for school-wide events or special joint classroom events, to only two afternoons per week. It also has constrained the music program. The Stage is not handicapped accessible, which limits student access, and makes it difficult for the music teacher to move equipment on and off the Stage. (There is no dedicated storage area for music chairs or instruments.) In addition, there are an insufficient number of electrical outlets to permit use of an electronic keyboard, computer, overhead projector, printer or other equipment. The lunch time use of the Cafeteria limits the ability of the music teacher to give extra help to students during the teacher's planning time, or to prepare sound materials or instruments. Music classes are bothered by noise from the kitchen, the motors from the vending machines and milk cooler, and the raising and lowering of tables by the custodian. Use of the Media Center also is problematic, because the size and configuration force computer and media classes to run simultaneously within the same space, with no sound separation. Before-school strings classes also have been moved to the Media Center, which limits Media Center prep time and displaces math groups that otherwise would meet in the Media Center.

In addition, the use of non-traditional spaces to conduct small group instruction creates space, but not a learning environment, that is conducive to focus, concentration and student performance. As previously noted, remedial/tutorial and special education instruction often occurs in stairways, corridors and storage rooms. Partitions are used to cordon off areas of some classrooms to permit access to the adjacent reading and small group instruction rooms, which creates disruption in the classroom environment. Tables and chairs are set up in hallways and entrances provide locations for student lunch groups to meet, or for MCAS testing, but are not ideal locations for either of these activities.

Service providers also share office space among themselves and parents, creating confidentiality issues for students. Currently, the 1.3 FTE reading teachers share a converted closet office and one small group table with a special education teacher. Special education parent meetings often occur in these shared spaces, where confidential information is being discussed. Moreover, due to the shared use of space by service providers, special education, speech and language, and occupational therapy sessions are often interrupted or displaced by team meetings.

In addition, Occupational Therapy (OT) must provide gross motor activities in the hallway, if at all. As a result, Mitchell is not able to house the OT equipment necessary for many students, which leads to inequity among buildings, with regard to OT services.

Finally, the lack of administrative office space and inaccessibility of the Principal's Office has created disruption for administrative personnel. The Principal's Office is only accessible via an adjacent conference room. This conference room is used by lunch groups, special education, reading testing and assessment, parent/teacher conferences, team meetings and small group work with students. This is problematic because the Principal, and those who come to see him, must walk through and interrupt these meetings and

testing situations. It also limits the Principal's access to the conference room for his own meetings with teacher teams, the TST team, School Council and parent groups.

Vote

Vote of Municipal Governing Body YES: NO: Date:

Vote of School Committee YES: NO: Date:

Vote of Regional School Committee YES: NO: Date:

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If a regional school district, a vote in the following form is required from the Regional School Committee only. **FORM OF VOTE** Please use the text below to prepare your City's, Town's or District's required vote(s).

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on _____, the
 _____ *[City Council/Board of Aldermen,
 Board of Selectmen/Equivalent Governing Body/School Committee]* of _____ *[City/Town]*, in
 accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit
 to the Massachusetts School Building Authority the Statement of Interest dated _____ for the
 _____ *[Name of School]* located at
 _____ *[Address]* which
 describes and explains the following deficiencies and the priority category(s) for which an application
 may be submitted to the Massachusetts School Building Authority in the future

_____ ; *[Insert a description of the priority(s) checked off
 on the Statement of Interest Form and a brief description of the deficiency described therein for each priority];* and hereby further
 specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School
 Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of
 a grant or any other funding commitment from the Massachusetts School Building Authority, or commits
 the City/Town/Regional School District to filing an application for funding with the Massachusetts School
 Building Authority.

Pollard Middle School

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2013 Statement of Interest

Thank you for submitting your FY 2013 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

Each SOI has two Certification pages that must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer*. Please make sure that **both** certifications contained in the SOI have been signed and dated by each of the specified parties and that the hardcopy SOI is submitted to the MSBA with **original signatures**.

SIGNATURES: Each SOI has two (2) Certification pages that must be signed by the District.

In some Districts, two of the required signatures may be that of the same person. If this is the case, please have that person sign in both locations. Please do not leave any of the signature lines blank or submit photocopied signatures, as your SOI will be incomplete.

**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 as the chief executive office under the provisions of a local charter.*

VOTES: Each SOI must be submitted with the proper vote documentation. This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
 - Regional School Districts do not need to submit a vote of the municipal body.
 - For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

CLOSED SCHOOLS: Districts that have reported closed school information must download the report from the "Closed School" tab, which can be found on the District Main page. Please print this report, which then must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer. A signed report, with original signatures must be included with the District's hard copy SOI submittal. **If a District submits multiple SOIs, only one copy of the Closed School information is required.**

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

- If a District selects 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 Priority #3, Prevention of a loss of accreditation, the MSBA requires the full accreditation report (s) and any supporting correspondence between the District and the accrediting entity.

ADDITIONAL INFORMATION: In addition to the information required with the SOI hard copy submittal, 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 Brian McLaughlin at 617-720-4466 or Brian.McLaughlin@massschoolbuildings.org.

Massachusetts School Building Authority

School District Needham

District Contact Anne Gulati TEL: (781) 455-0400

Name of School Pollard Middle

Submission Date 3/4/2013

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.
- Ⓔ After the district completes and submits this SOI electronically, the district must sign the required certifications and submit one signed original hard copy of the SOI to the MSBA, with all of the required documentation described under the "Vote" tab, on or before the deadline.
- Ⓔ 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 hard copy 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.
- Ⓔ On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- Ⓔ The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- Ⓔ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation and certification signatures in a format acceptable to the MSBA.

Chief Executive Officer *

School Committee Chair

Superintendent of Schools

(print name) (print name) (print name)

(signature) (signature) (signature)

Date Date Date

* 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.

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 11/15/2006

Planning Firm: DiNisco Design Partnership, 2006. Kaestle Boos 1998.

Please provide an overview of the plan including as much detail as necessary to describe the plan, its goals and how the school facility that is the subject of this SOI fits into that plan:

The scope of this project is the renovation of and addition to the Pollard School, including: upgrading and replacing sections of the school that are obsolete and/or deficient according to current codes; and adding or renovating core educational spaces, which are not consistent with current MSBA standards, in order to provide the full range of programs consistent with state and approved local requirements. The Town's two recent Master Plans, the 5/15/1998- Townwide Comprehensive Facilities Study, Kaestle Boos Associates, Inc. (KBA) and the 11/15/ 2006 – Facilities Master Plan – Town of Needham, DiNisco Design Partnership (DDP), both identified the need to renovate and add to the Pollard School to address size and condition deficiencies. Additionally, a Comprehensive Facilities Assessment, completed 8/22/2011 by Dore & Whittier Architects Inc. (DWA) examined the deficiencies of the science classrooms, auditorium, gymnasiums, and administrative office spaces in greater detail. The Comprehensive Facilities Assessment study was commissioned for the purpose of understanding the current condition of the Pollard School. It included evaluations by the following professional (A&E) disciplines: Site (Civil and Landscape), Architectural, Structural, Mechanical, Electrical, Plumbing, Fire Protection, Hazardous Materials and Energy Savings programs, with a cost analysis for both short-term and long-term improvements. The short-term maintenance/repair recommendations (which address immediate or urgent needs) have been incorporated into the Town's Capital Improvement Plan (CIP,) and have received capital budget funding. However, the Conditions report made it clear that the Pollard School requires a comprehensive repair/addition project to address the following significant deficiencies: the age of the building (between 20 and 60 years), deficiencies in the size and number of some core educational spaces (particularly the science classrooms), the age of the temporary modular classrooms, deficiencies in many building systems, and poor energy performance. The report recommended a comprehensive renovation/addition project to address these needs, as well as the associated code-related upgrades that would be triggered, including life safety, energy efficiency, and accessibility improvements. These deficiencies will be summarized within this SOI and a full copy of the Conditions Assessment Report is included as a reference in Appendix A.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 25 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 22 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? YES

If "YES", please provide the author and date of the District's Master Educational Plan.

This project has been identified in several Town facilities plans: Town-wide Comprehensive Facilities Study, Kaestle Boos Associates, Inc. (5/15/1998, KBA); Facilities Master Plan – Town of Needham, DiNisco Design Partnership (11/15/ 2006, DDP); Comprehensive Facilities Assessment- Pollard Middle School, Dore & Whittier Architects Inc. (8/22/2011, DWA)

Is there overcrowding at the school facility? YES

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

The projected enrollment for Pollard is due to increase by 73 in the 2013-2014 school year. A large number of classrooms are small and cannot accommodate more than 23 to 25 students. As a result, alternative spaces have been used for classroom instruction purposes. For example, due to the lack of music rooms, strings classes are held in the Lecture Hall, which in turn, has limited the use of the Lecture Hall. The Pollard Auditorium is used for theater arts classes, which are moved on a constant basis to make the Auditorium available for creative arts presentations or other large class

presentations.

Additionally, the Gymnasias are very crowded. Currently, the Pollard School schedules 3-4 classes of physical education concurrently in its two gym spaces. Class sizes range from 20 – 26 students, and as a result, there can be anywhere between 75 - 100 plus students in the gyms during one class period. The gyms are divided into courts for game play i.e., basketball courts, handball courts and volleyball courts during typical physical education classes. The number of courts is limited by the space. For example, only four basketball courts, four handball courts and five volleyball courts can be created within the allotted space. Once students are divided into teams, there are not enough courts for everyone to play at the same time. As a result, students have to sit out and wait their turn to play. In our current situation, students are sitting out for approximately 1/3 of their class time, which contradicts our philosophy that students should remain active for at least 80% of their time in a physical education class. Ideally, a new gymnasium or alternative activity space is desperately needed.

The locker rooms are small and do not safely accommodate the number of students who are scheduled to use them for their physical education classes. In addition, many of the gym lockers are damaged or broken beyond repair. Finally, the locker rooms were not well designed for supervision purposes. There is no office embedded within the locker room (as there is at the High School) for teachers to casually supervise while students are changing. As a result, teachers walk directly into the locker room to make sure students are behaving appropriately. A window (or office) discretely connecting the female physical education teacher's office with the girls' locker room and the male physical education teacher's office with the boys' locker room would give the teachers a better perspective on what is going on without them having to be directly in the locker room.

The Fitness Center also is small, although in 'good shape.' It can safely accommodate about 20 students at one time. With classes of 25 plus, however, it becomes almost impossible to use this space effectively. There is also a need for some aerobic equipment to complement the weight training circuit that currently exists in the Fitness Center.

The current science rooms have not been updated since the early 1960's. Many of these rooms are small, and as a result, it is difficult to accommodate enough lab tables for the number of students who are currently enrolled. This condition will become exacerbated with the additional students projected for 2013-2014.

Finally, the student and faculty bathrooms have not been updated in years. There are constant plumbing issues. With the increase in enrollment, the constant use of these bathrooms will increase.

Has the district had any recent teacher layoffs or reductions? YES

If "YES", how many teaching positions were affected? 1

At which schools in the district? Newman Elementary School, Needham High School (NHS)

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

FY13: 1.0 FTE Newman classroom teacher, 0.06 FTE NHS Nurse.

Has the district had any recent staff layoffs or reductions? YES

If "YES", how many staff positions were affected? 1

At which schools in the district? Needham High School

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

FY13: 1.0 FTE NHS Special Education Teaching Assistant

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.

The teacher/staff reductions were in response to changes in Newman School enrollment and High School student support services requirements. There was no impact on program, class size or curriculum, resulting from the changes.

Please provide a detailed description of your most recent budget approval process including a description of any budget reductions and the impact of those reductions on the district's school facilities, class sizes, and educational

program.

The budget process begins in September/October, when the School Committee votes budget guidelines. The budget is developed in October-December, with a public hearing and budget review in December - January. The School Committee votes its final budget recommendation at the end of January and the Town Manager's balanced budget proposal (including the School Committee's voted budget, if different) is due to the Finance Committee by January 31. The Finance Committee's recommendation becomes the main motion at Town Meeting. Annual Town Meeting occurs during the first and second week in May. The fiscal year begins July 1. The aforementioned reductions have not had an impact on school facilities. The impact on class size and the elective program is detailed above. Other budget reductions have resulted in fewer opportunities to engage in District-wide curriculum development and teacher professional development; reduced the number of paid co-curricular faculty adviser and coaching opportunities for High School students; reduced the amount of middle school computer technician support (resulting in longer wait times for staff); and reduced the amount of District-level teacher leader support for English Language Arts/targeted reading support. Other clerical reductions forced consolidation/re-organization of existing tasks onto fewer individuals and tighter educational supply budgets.

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 Pollard Middle School was constructed in 1956 with major additions/ renovations in 1968 and 1992, which nearly doubled the original size of the school. A series of additional renovations were completed in the 1990's including: 1996 - handicapped accessibility renovations; 1998 - air balancing and 1999 - HVAC / electrical system improvements. In 2002, ten modular classrooms and toilets were added to the south of the existing building, with a ramp connection to the lower level of the 1968 wing. The roof was replaced in 2011 as part of the MSBA Green Roof repair program. Parking was added adjacent to the sports fields with a driveway for busses to Dedham Ave in 2011-12, with some renovations to the modular classrooms. Boiler replacement is scheduled for the summer of 2013, as part of a strategic investment plan for energy efficiency renovations for the facility.

The building has always functioned as a middle school, and at one time contained Grades 6, 7 & 8. However, due to overcrowding, the 6th Grade was moved to the High Rock School in 2009. The building currently serves the 7th and 8th Grades, with approximately 880 students utilizing all available space within the building.

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

147224

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).

The Pollard Middle School is located in a residential area of Needham, with a main entrance at 200 Harris Ave. It has a west side entrance and parking area accessed from Glenwood Rd. The school is located on a 15.6 acre parcel of land near the center of Needham. The building footprint occupies about 16% of the site area. The trapezoidal shaped property has 725 feet of frontage onto Harris Ave on the north, residential abutters to the east and west, and an M.B.T. A. railroad embankment on the south. There are two "paper road" right-of-ways along the western boundary, Mayo Drive and Glen Terrace, which are Town-owned but undeveloped, except for two abutter driveways. The land terraces down in elevation from north to south by about thirty feet. A pedestrian underpass beneath the railroad embankment links the Pollard playing fields to the adjacent DeFazio Park sports playing fields.

The School appears to be one story tall from the main entrance on Harris Ave. However, due to the land contours, the central and west wings are actually two stories tall as seen from the secondary entrance to the site. The building sits in the northwest corner of the site, with a large stand of mature pine trees along the east side of the property. The southern side of the site is occupied by playing fields and a tennis court. The multipurpose field has a softball diamond with backstop and a multi-purpose soccer and field hockey playing area in the outfield. The southwest corner of the site is a wooded wetland which drains through a culvert beneath the railroad embankment to the south.

A bus drop off loop with two handicapped parking spaces and parking lot (44 cars) face Harris Ave. The lower parking lot has space for 66 cars including four handicapped spaces. Therefore the total striped parking on site is 110 spaces. While the 2011 site improvements reduced the parking deficiency on site, it still required a zoning variance, because a school of this size should have additional parking for about 65 cars. The parking facilities included drainage and water quality structures on the south side of the building, but the Harris Ave parking and bus loop remain deficient for drainage and water quality. The Town Engineering Department has studied opportunities for parking and drop off improvements, but determined that these would need to be part of a larger repair/ addition project.

The two main north-south classroom wings and entry corridor frame a paved entrance courtyard facing Harris Ave. These wings also create an interior grassy courtyard on two levels with a small amphitheater. The two N-S classroom wings are connected by a main corridor and media center on the north and an upper level bridge on the south. There are several mature oak trees on the east and south sides of the building, and several mature pine trees on the north side of the school. The interior cafeteria overlooks the enclosed courtyard and students can eat outside in the good weather.

The school has pedestrian sidewalk access from Harris Ave, Dedham Ave and grass pathway access from DeFazio Park. Improvements to these pathways would be required to meet current Massachusetts Architectural Access Board (MAAB) requirements. The site walkways surrounding the building leading from Harris Ave to the playing fields are asphalt and in generally poor condition and also require repair in the long term. The path from the Harris Ave parking lot to the administration wing is not MAAB compliant, and because this is a primary handicapped access pathway, the Town will be making repairs in 2014-5. A concrete bridge adjacent to the service entrance on the west side of the auditorium is blockaded and requires total reconstruction, but timing is yet to be determined.

The School is the only use on this parcel of land.

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 Pollard Middle School, 200 Harris Ave, Needham, MA 02492

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).

Building Structure: The foundation beneath the original building is uninsulated cast-in-place concrete, with a 4" cast-in-place uninsulated concrete slab on grade. There is minimal rigid insulation isolating the slab from the exterior. The structural frame of the original school included steel WF8 columns and open web steel joists, 5 feet on center, supporting a low-slope 1- 1/2" steel deck roof. The 1968 two-story wing and 1992 addition have a two story steel frame with HSS 6x6 columns supporting 27" steel girders and 16" steel beams and a 1 1/2" metal deck with cast in place concrete floor. The roof is framed with open web steel joists and 1 1/2" metal low-slope deck. The exterior steel frame on the oldest section of the school is generally exposed steel and the roof beams cantilever to form a roof overhang with no thermal break from the interior. Insulated metal soffit panels were added to the 1968 wing to enclose the cantilevered steel beams within the thermal envelope during the 2011 roof repair project. In the interior, 4-inch and 8-inch masonry walls form classroom and corridor partitions depending upon the location within the school. The gymnasiums and the auditorium have long-span 44" deep wide flange girders supporting 24" deep open web steel joists at 4-feet on center with a tectum roof deck system. Any repairs, renovations, additions or changes of occupancy or use to the existing structure would need to conform to contemporary seismic and snow load design criteria.

Building Envelope: The building has an insulated double-pane aluminum window wall system (EFCO type), which was installed in 1992 and is in good condition, but at 20+ years in age, some windows are losing their seal and require replacement. The end walls and gymnasium walls are constructed of 6" interior CMU block, 2 3/4" airspace and 4" exterior red brick with no insulation. The brick and mortar are generally in good repair. The settlement cracks and water staining that was noted in the 2011 report were repaired as part of the 2011 Green Roof Project, along with the leaking downspouts that caused some of the problems. Exterior wall louvers bring unconditioned outside air into each classroom through the unit ventilators. Some of the upper facade areas of the building have vertical tongue and groove cedar siding with grey stain in good condition. Portions of these walls have fiberglass batt insulation. Solid knee walls beneath the windows in most classrooms have 1-inch asphalt impregnated insulation board adhered to the exterior brick. The floor and wall system insulation is minimal and would not meet contemporary energy codes. These energy code upgrades would likely be triggered in a major renovation project.

All exterior doors have been replaced with red aluminum insulated panel doors, with double-pane insulated vision glass panels with new egress hardware and are in good condition. Exterior stairs leading out of the gym should be replaced or reconstructed to solve water drainage problems that cause occasional flooding. Some of the exterior galvanized metal frame

exit stairs from 1958 have rotted wood railings that require replacement.

The modular classrooms have 4" wood frame walls with painted plasterboard interior, fiberglass-bat insulation, and vinyl horizontal exterior sheathing. The double-pane, double-hung, vinyl clad windows are operable in the modular classroom wing. The skirt around the crawl space beneath the modular classrooms has a cement board finish with Tyvek wrap installed over plywood with pressure-treated wood framing. Egress stairs from this area are made of pressure treated lumber. These eleven year old temporary classrooms have a maximum useful life of about twenty years, therefore demolition and replacement with permanent space would likely be required in any major renovation/ repair project.

Roof: The main building has a built-up asphalt sheeting roof with a white granular finish (Tremco system), with 6" to 8" of sloping insulation installed in 2011 as part of the roof project. The main roof has a minimum average R-value of 25. The white roof helps reflect summer sun and heat to help minimize the interior cooling load. The added insulation has improved the roof envelope to meet or exceed current energy codes. The roof included a twenty year warantee. The four sloped skylight structures over the art rooms were also replaced with translucent fiberglass insulating skylights (Kalwall System). Similar translucent fiberglass insulating clearstory windows were installed on the two roof monitors in the 1958 classroom wing. New roof drains, cap flashing, downspouts and gutters were also installed in 2011. This repair project provided an important upgrade to the energy efficiency of the building. The modular classrooms roof (not upgraded in 2011) is a black single ply EPDM rubber roof membrane with 1-3" of rigid insulation on a plywood deck on composite wood I-beams.

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

Year of Last Major Repair or Replacement: 1958

Description of Last Major Repair or Replacement:

Original walls. Exterior painting and minor repairs subsequently made, on a periodic basis.

Has there been a Major Repair or Replacement of the ROOF? YES

Year of Last Major Repair or Replacement: 1992

Type Of ROOF: Main building: built-up asphalt sheeting roof with a white granular finish (Tremco system.) Modular classrooms: black single ply EPDM rubber roof membrane.

Description of Last Major Repair or Replacement:

A new asphalt roof on the main building was installed in 2011, as part of an MSBA Green Roof project. New roof drains, cap flashing, downspouts and gutters were also installed in 2011.

Has there been a Major Repair or Replacement of the WINDOWS? YES

Year of Last Major Repair or Replacement: 1994

Type Of WINDOWS: Aluminum awning windows with insulated glass and thermally-broken frames.

Description of Last Major Repair or Replacement:

Double pane energy efficient windows were installed.

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).

Mechanical Systems

The building is heated with two pairs of cast iron, sectional type HB Smith hot water boilers. They all are dual fuel boilers that can burn either #2 fuel oil or natural gas. The total capacity of all four boilers is approximately 11,400 MBH. The lower boiler room is rarely used because when operating, the pressure relief valves open due to improper pipe sizing in the original 1992 installation. The fuel system for the #2 oil is supplied by a 15,000-gallon, double-walled underground storage tank (UST.) General heating in the older classrooms is provided through finned-tube radiators in both floor-mount and ceiling-mount locations. Perimeter classrooms get outdoor air and heating from floor-mounted unit ventilators. While there is no central cooling system in place, most classrooms have roof-mounted split systems or window-mounted air-conditioning systems. The building has over 50 rooftop fans, which were installed in the 1990's, to improve indoor air quality throughout the school. The modular classroom wing has twelve gas-fired rooftop heating and cooling units that supply hot and cold air into the modular classroom spaces. A Barber-Coleman Network 8000 Microzone pneumatic DDC control system was installed in 1995 to control all the HVAC systems within the building, including the modular classrooms. This control system is nearing the end of its useful life and should be replaced with an electronically actuated valve system.

Electrical Systems

The building is supplied by two electrical services. The main school service (upgraded in 1999), is a 2000Amp, 208Y/120Volt, 3-phase, 4-wire underground lateral to a transformer located in a vault, below grade. The switchboard is in good condition, with three 225AMP spaces and one 400Amp space for future expansion. The modular classroom service (installed in 2002), is an underground lateral to a pad mounted transformer, is rated 800 Amps at 208Y/120 Volt, 3-phase, 4-wire, and has no spare capacity. The electrical distribution system in the primary technology classrooms was enhanced in 1999, but otherwise is original to the phase of construction. Areas of the 1958 and 1968 building wings have original wiring that is approaching the end of its useful life. The building has an emergency generator rated at 125kVA/100W, at 208Y/120Volt, 3phase, 4-wire. Life safety and emergency egress lighting is illuminated with emergency battery units and LED exit signs.

The fire alarm system is an addressable system manufactured by FCI, and is in good condition.

The school has a public address system, which operates through the phone system. The master clock system functions in only 50% to 70% of the rooms. The telephone system is a Samsung 400 Series system and in poor condition, requiring frequent repairs, and has no capacity for expansion.

The lighting within the classrooms is typically 2'x4', recessed flat prismatic lens type and the fixtures are in good condition. The balance of the lighting consists of 2'x4' and 2'x2' parabolic louvered fixtures. Corridor lighting is generally linear fluorescent fixtures either surface mounted or indirect, wall-slot type light cover. The lighting is functional and in fair to good condition throughout the school.

Plumbing

The building is supplied with a 4" water service line coming to the building from Harris Ave. The water distribution system is contemporary to the phase of the building. The domestic hot water heater located in the front boiler room is a 125-gallon vertical storage tank with dual fuel burners. The hot water heater connects with a mixing valve and circulating pump that maintains a constant water temperature supply to the building. The hot water piping appears to be insulated where exposed in the building.

The cast iron, oakum and lead draining system is original to the phase of construction and therefore, the older sections are approaching the end of their useful life. The plumbing fixtures within the bathrooms also are largely original to the phase of construction, with wall mounted sinks, toilets and urinals. Some fixtures were replaced in 1996 during accessibility upgrades. However, some deficiencies for MAAB compliance and accessibility exist within the bathroom layouts as noted in the 2011 report.

Fire Protection

The building is partially equipped with an automatic sprinkler system added in 1992, and serve those spaces that were added or renovated at that time. The original 1956 building and most of the 1969 addition do not have automatic sprinklers. The modular classrooms have an independent automatic sprinkler system. Many of the larger spaces like the gymnasium and auditorium are lacking coverage. Any major renovation would require adding sprinklers to the rest of the building in order to be compliant with contemporary code.

Has there been a Major Repair or Replacement of the BOILERS? YES

Year of Last Major Repair or Replacement: 1994

Description of Last Major Repair or Replacement:

The boilers were replaced. Boiler #1 was repaired in 2012 and boiler #2 was repaired in 2013. The emergency generator fuel pump was installed in 2003.

Has there been a Major Repair or Replacement of the HVAC SYSTEM ? YES

Year of Last Major Repair or Replacement: 1995

Description of Last Major Repair or Replacement:

In 1995, the HVAC system was updated in the "1969" building and the cafeteria building, and was put on the building management system for remote control. There were modifications to the system in 1999-2000, including exhaust fans and outlets. Rooftop units and exhaust fans were installed in 2006 and replaced in 2011. In 2009, a Rentar fuel catalyst was installed, and the pneumatic devices were replaced with digital controls.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES

Year of Last Major Repair or Replacement: 2009**Description of Last Major Repair or Replacement:**

In 2009, the electrical and technology infrastructure was upgraded. The 1998 study found that the service switchboard had been upgraded in the previous 10 years and was in excellent condition. New lighting was installed in 1995. Electrical outlets were installed in 2003, 2004, and 2005. In 2003 a closet was constructed and wired in the rear of the lecture hall to house data and port connections. The cafeteria AV closet was rewired and conduits were installed for data cables. Additional data lines were strung in 2004 and 2005.

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).**Interior:**

The flooring throughout the cafeteria, corridors and classrooms is Vinyl Composite Tile (VCT) and is well maintained and in good condition. The low-pile carpet in the Media Center and administrative offices is in good condition, but only in fair condition in the 1968 classroom wing. Bathroom floors are ceramic tile in good condition, except in sections of the locker room shower, which have de-laminated from the concrete substrate and require replacement. The gymnasium floors are rubber flooring in fair to poor condition. These are scheduled for replacement in 2014-15. The floors in the utility areas are exposed concrete. Kitchen flooring is quarry tile in good condition. The Auditorium stage floor is wood and in good condition.

The wall finish system varies according to the phase of construction, but incorporates similar materials. Classrooms in the 1958 building have a combination of plaster and SGFT walls. Walls in the 1969 wing are a combination of concrete masonry unit (CMU) and sheetrock and are generally in good condition. Some of the corridor walls have hard-wood panels in good to fair condition. Multi-stall bathrooms are typically 20+ years old and in need of upgrades, with poor lighting, bowed ceiling tiles, chipped ceramic mosaic tile, rusting metal partitions, and sink/ counters that are in poor condition.

Most of the classrooms have dropped ceiling metal grid with 2'x4' Acoustic Ceiling Tile (ACT). The ACT in the administration area and a few of the classrooms in the 1958 wing are at a very low height 7'-1/2" above finished floor (AFF), instead of the required 7'-6" AFF. Ceilings in the 1969 wing are in good condition. The kitchen has vinyl coated ceiling tile, which is in good condition. The Media Center/ Library and the main entry hall have exposed painted structural metal deck. The interior doors throughout the building are typically wood and original to their date of construction. The oldest doors in the 1958 wing are in need of replacement, while the doors in the 1969 wing are in generally good condition.

Many interior stairways have railings that were acceptable at the time of installation, but do not meet all current egress and accessibility requirements.

Technology:

The building has Category 5 cabling to every classroom with many classrooms outfitted with smart boards and computers. There are four computer labs within the building, which function as teaching spaces for technology education. The following areas require upgrade: the Auditorium AV system; wireless access points in the Auditorium, Lecture hall, cafeteria and Gymnasium; projection system in the Lecture Hall; upgrades to the soundfield systems in many classrooms; and technology upgrades in the science labs.

Hazardous Materials:

The Public Facilities Department has an ongoing plan for the assessment and remediation of hazardous materials in the school. Testing confirmed that floor tiles contain asbestos (ACM) and a program of phased remediation and replacement has been in place for the past decade. Asbestos in the hard joint insulation of heating pipes was removed as part of the boiler room upgrades, but ACM's still remain in the utility tunnels. Interior caulking at wall seams is assumed to contain asbestos and PCB's. The exterior and interior window framing and glazing caulking are assumed to contain ACM's and PCB's and will require abatement as a part of repair/ replacement. Other locations assumed to contain asbestos are door framing caulking, unit vent grill caulking, blackboard glue, underground waste water pipes, damproofing on foundation wall, and thru-wall flashing. Tubes within light fixtures, exit signs, switches, and thermostats are assumed to contain Mercury. The painted surfaces are assumed to contain lead. All of these materials would need to be remediated during a comprehensive repair or replacement project.

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

The 2011 DWA study identified several deficiencies to core educational science classroom spaces, the Auditorium, Gymnasiums, and Administration area.

The highest priority are the science classrooms, which are below MSBA standards. The existing science classrooms range in size from 539 sf. to 1011 sf., which is well below the current MSBA standard of 1200 sf. These classrooms lack adequate prep rooms and storage space, and the built-in casework and plumbing fixtures are in poor condition. Improvements to these classrooms alone would likely trigger code-required upgrades throughout the building for a complete automatic sprinkler system, handicapped accessibility improvements, seismic design, energy efficiency, as well as infrastructure upgrades to plumbing, fire alarm and electrical systems. The lack of adequate science classrooms and facilities means that Pollard's students are shortchanged and do not receive the type of science instruction expected. Tight spaces, inadequate or missing gas, water, and electrical utilities, crumbling classroom walls, tables, and cabinets mean that teachers take shortcuts and avoid certain experiments and learning opportunities that would otherwise be available in more appropriate space.

Other programmatic deficiencies are found in the Auditorium, which is largely original to its construction in 1958. It is not large enough to accommodate a whole grade for any activity; it can accommodate only one grade at a time. The lighting and sound in the Auditorium is in need of updating/upgrading and is in a constant state of repair.

The gymnasiums lack spectator space and require replacement of the flooring, lighting, sound system and venting systems. The gyms are dark, lighting is generally dull, and there are ongoing heating issues. The walls are lined with paneling that is splintered in some locations and has little nails jutting out, which have caused cuts and scratches to students and teachers. The exposed pipes also present a safety concern, since students engaged in strenuous activity could come into contact with the hard surface, causing injury. The flooring is beginning to tear at the thresholds between the two gyms and at the doorways, creating a trip hazard. The floors in both gyms are beginning to wear thin and they are extremely dirty and marked-up from many years of use. The basketball hoops have not been updated or replaced in over 18 years. The mechanics that raise and lower some of the hoops are no longer working properly; there are many baskets (especially in the Blue Gym) that remain in the way of our volleyball courts, as a result. If these baskets could be replaced with hoops that could be raised and lowered, we would have room for an additional volleyball court in the Blue Gym. The scoreboard in the Green Gym no longer works, and there is no scoreboard in the Blue Gym. The clocks do not work in the gym.

In addition, the school has too few special education meeting spaces. The room, which is currently being used for parent meetings, will be eliminated in the 2013-2014 school year and will be turned into a learning center. With the increasing number of special education parent team meetings, it is essential to have a dedicated conference room space.

The administration offices are located in the northeast corner of the building and lack proper visibility and access from the main entry court. As a result, visitors are required to enter the building via the side door to the Administrative Office. The location of this side door makes it difficult for visitors to identify the main entrance, and doesn't allow school personnel to view visitors as they approach the building. The offices are undersized by approximately 40%, according to current MSBA standards, which call for 2,400 sf of space for 880 students, compared to the current 1,400 sf. The lobby space is used as a work and copy layout space.

The modular classrooms (constructed in 2002) are not designed as permanent, long-term facilities. They are constructed of inexpensive materials, in fast production style construction techniques and are not energy efficient. A long-term solution that provides for permanent classroom space will be required within the next 10 years (expected lifespan for modular classrooms is 20 yrs.)

Finally, consideration should be given to "21st Century Learning" as it relates to the layout of the School. Learning-teaching methods now include technology integration, project-based learning, team-teaching, multidisciplinary collaboration and special education delivery methods. These concepts are not reflected in the current layout and should be incorporated into future space planning.

CORE EDUCATIONAL SPACES: Please provide a detailed description of the Core 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, and a description of the media center/library (maximum of 5000 characters).

The building was designed for 45 classrooms spaces, which vary approximately from 723 sf. to 907 sf. As enrollment has increased over the years, however, spaces have been converted to accommodate 38 regular education classrooms for core subject delivery and 22 classrooms for elective programs, which include the use of the Lecture Hall, Auditorium and modular classrooms. Presently, there are 10 science rooms and 13 special education classrooms. The science classrooms range in size from 539 sf. to 1011 sf and are smaller than the MSBA guideline of 1200 sf. for science classrooms. Pollard has two gymnasiums, one media center/library and one computer lab. There are 3 rooms have have been converted to computer rooms for students taking Computer Technology and Music Explorations.

Of the 10 science rooms, only seven are true science classrooms with the proper connections for gas lines and drainage for chemicals. The other three rooms, which are converted general classrooms, have only sinks and eye washes. The Pollard School currently is examining classroom conversion options that will allow additional science classroom space to be created for the purpose of accommodating the 75 additional students anticipated for 2013/14.

The Media Center is adequate to accommodate the educational needs of the school. However, both the science rooms and gymnasium are in need of modernization and additional program space.

CAPACITY and UTILIZATION: Please provide 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 school currently is over-crowded, particularly in the classroom and common space areas. Given the existing cluster configuration (of four Grade 7 clusters and 4.5 Grade 8 clusters) and 831-student population, the average class size is 24-25 students per class. A large number of classrooms are small and cannot accommodate more than 23 to 25 students. Given the projected 73 additional students anticipated for FY14 and the need for additional classroom space, the School is considering raising class size and/or subdividing spaces in the modulars. Additionally, some science classrooms are too small to accommodate the required number of science tables for enrolled students and have non-functioning sinks. The science teachers have been forced to modify the curriculum, particularly science experimentation, due to the facility constraints.

A number of non-traditional classrooms also are in use. For example, due to the lack of music rooms, strings classes are held in the Pollard Lecture Hall, which in turn, has limited the use of the Lecture Hall. The Pollard Auditorium is used for theater arts classes, which are moved on a constant basis to make the Pollard Auditorium available for creative arts presentations or other large class presentations. Given overcrowding in the gyms, the Wellness Department has modified the physical education curriculum to accommodate the number of students and space available. In our current situation, students sit out for approximately 1/3 of their class time. Because there are not enough courts for everyone to play a game at the same time, students have sat on the sidelines to wait their turn. Additionally, Experiential Education is taught in a typical classroom, even though the program requires a large activity space. The smaller classroom space limits what the teacher can do in terms of activities and requires that classes be taken outside, when the weather is warm enough. In addition, the Health Education teacher and the Experiential Education teacher are located in the modulars, while the physical educators are located in the gymnasia. This assignment breaks the department up and limits opportunities for spontaneous ideas to emerge. Finally, given the limited size of the Fitness Center, students are rotated into the space one group at a time to accommodate the number of students. Given the small locker rooms, teachers must supervise students in the gym locker rooms to the best of their abilities and continually remind students about the importance of appropriate behavior.

To accommodate the current student population, the School has implemented split lunches. As a result, the school does not work on a bell system. Thus, teachers must rely on personal clocks for guidance and are required to communicate on the Pollard website if they have let students out late.

Finally, given a lack of guidance and special education spaces, the School is looking at alternative spaces for meeting, office and transition spaces. Additional office space is required in FY14 for Guidance staff, and to house the new transition program, which provides supports for students who are transitioning back into school.

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).

The Town implemented a structured preventative maintenance program in 2009. This program provides for the quarterly and/or annual maintenance of HVAC, water heating, plumbing, electrical, and general maintenance systems. The Town also funds an annual facility maintenance capital article to address the needs of smaller repairs such as duct cleaning, asbestos abatement, flooring replacement, and HVAC upgrades.

A chronology of capital repairs to the facility follows:

- 1993 – Oil tank replaced
- 1994 - Boilers replaced
- 1994 - Aluminum awning, double-pane, energy-efficient windows installed
- 1995 – Science rooms were updated
- 1995 – HVAC system updated in 1969 Building and Cafeteria; building placed on management system
- 1996 – The bathrooms doors, toilets, and sinks, were updated to be ADA compliant. ADA access ramps were built.
- 2002 – Modular units (10 plus bathrooms) were added
- 2003 – Emergency generator fuel pumps installed
- 2004 – Domestic hot water piping was moved from under the courtyard to behind the walls and above the ceiling
- 2006 – Outdoor lighting upgraded
- 2006 – Rooftop and exhaust fans installed
- 2009 – Exterior monitoring system installed
- 2009 – New exterior doors installed
- 2009 – Complete overhaul of plumbing fixtures
- 2009 – Rentar fuel catalyst was installed
- 2009 – Electrical/technology infrastructure upgrade
- 2011 – Roof Replacement
- 2012 – Replaced gym partitions
- 2012 – Motion sensor lighting installed
- 2012 – Flooring replacement
- 2013 – Boilers repaired

A Comprehensive Facilities Assessment study was completed in 2011 for the Hillside, Mitchell, and Pollard Schools. The study outlined near-term maintenance and repair projects that are required to address urgent concerns and extend the life of the facility. These improvements have been incorporated into the Town's Capital Improvement Plan (CIP), and receive annual funding through a facility repair article. The study also identified the need for a more comprehensive renovation/addition project to address deficiencies in the core educational spaces and obsolete systems.

Priority 2***Question 1: Please describe the existing conditions that constitute severe overcrowding.***

The school currently is over-crowded, particularly classroom and common space areas, such as the Gymnasium.

Given the existing configuration of four Grade 7 clusters and 4.5 Grade 8 clusters and the 831 current student population, the average class size is 24-25 students per class, which exceeds the 22-student design capacity. Additionally, a large number of classrooms are small and cannot accommodate more than 23 to 25 students. The modular classrooms, which were constructed in 2002, also are not designed as long-term, permanent facilities. A long-term solution to replace these modular classrooms with permanent classroom space will be required within the next ten years, since the average lifespan for modular classrooms is 20 years.

The current science classrooms also are severely undersized, relative to MSBA standards. These classrooms range in size from approximately 539 sf to 1011 sf vs. 1200 sf per current MSBA standards. As a result, it is difficult to accommodate enough lab tables for the number of students who are currently enrolled. (This condition will become exacerbated with the additional students projected for 2013-2014.) The science classrooms also do not have adequate prep rooms or storage spaces, and the built-in lab casework and plumbing fixtures are in poor condition.

The gymnasium space is significantly overcrowded. Currently, the Pollard School schedules 3-4 classes of physical education concurrently in the gymnasium. Class sizes range anywhere from 20 – 26 students. As a result, there can be anywhere from 75 - 100 plus students in the gyms during one class period. The gyms are divided into courts for game play i.e., basketball courts, handball courts, volleyball courts and such during typical physical education classes. The number of courts is limited by the space. For example, the School can only create four basketball courts, four handball courts and five volleyball courts within the allotted space. Once students are divided into teams, there are not enough courts for everyone to play at the same time. As a result, students have to sit out and wait their turn to play. In our current situation, students are sitting out for approximately 1/3 of their class time. Additionally, the locker rooms are small and do not safely accommodate the number of students who are scheduled to use them for their physical education classes.

The Fitness Center also is small, although in 'good shape.' It can safely accommodate about 20 students at one time. With classes of 25 plus, it becomes almost impossible to use this space effectively. There also is a need for some aerobic equipment to complement the weight training circuit that currently exists in the Fitness Center.

To accommodate the current student population, the School has implemented split lunches. As a result, Pollard does not work on a bell system. Thus, teachers must rely on personal clocks for guidance and are required to communicate on the Pollard website if they have let students out late.

Additionally, the school lacks a sufficient number of guidance, special education and ELL spaces. The room that is currently used for meetings with special education parents will be eliminated in the 2013-2014 school year, and it will be turned into a learning center. It is essential to have a dedicated conference room space for parent meetings in the future. Additional space also is required in FY14 for Guidance offices and to house the new transition program, which will support students who are transitioning back into school. There is no dedicated ELL space for English Language instruction for our non-English speaking students and the school lacks appropriate space for curriculum meetings and resource materials.

Finally, the administrative spaces are undersized by approximately 40%. The MSBA standard for 880 students (the approximate current enrollment) is 2,400 s.f. The current administrative space is 1,400 s.f. The lack of administrative space is evidenced by the tight quarters that the administrative personnel occupy, and the use of the lobby space as additional work and copy layout space.

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

To mitigate the need for additional classroom space, including the need for two additional classrooms in FY14, the School will increase class size and will subdivide modular classroom space, for the purpose of creating learning centers for students. The modular classrooms, which were constructed in 2002, also are not designed as long-term, permanent facilities. A long-term solution that provides for additional classroom space will be required within the next ten years, since the average lifespan of modular classrooms is 20 years.

To mitigate deficiencies in the science spaces, the teachers have been required to modify the curriculum, including science experiments. As previously noted, these rooms are undersized, are lacking in adequate prep rooms or storage spaces, and are in poor condition (some have non-working sinks.) Additionally, since there are no additional rooms that can be converted into science classrooms in FY14, the School may collapse two science rooms into one large classroom to accommodate the additional students.

A number of non-traditional classrooms also are in use. For example, due to the lack of music rooms, strings classes are held in the Pollard Lecture Hall, which in turn, has limited the use of the Lecture Hall. The Pollard Auditorium is used for theater arts classes and these classes are moved on a constant basis to make the Pollard Auditorium available for creative arts presentations or other large class presentations. The Library also is used for ELL instruction.

Finally, the limited gymnasium space has required classes to be scheduled concurrently, and for teachers to modify the physical education curriculum. Currently, the Pollard School schedules 3-4 classes of physical education concurrently in the gym space, which constitutes two gyms. Class sizes range anywhere from 20 – 26 students. As a result, there can be anywhere from 75 - 100 plus students in the gyms during one class period. Because there are not enough courts for everyone to play a game at the same time, students sit on the sidelines to wait their turn. Due to the lack of large activity spaces, Experiential Education is taught in a typical classroom, which limits what the teacher can do in terms of activities and requires that classes be taken outside, when the weather is warm enough. In addition, the lack of appropriate physical education office space has resulted in the Health Education teacher and the Experiential Education teacher to be housed in different areas of the school. The Physical Education teachers are located in the gymnasium, while the Health teacher is located in the modular classrooms. Finally, given the limited size of the Fitness Center, students are rotated into the space one group at a time to accommodate the number of students. Given the small locker rooms, teachers must supervise students in the gym locker rooms to the best of their abilities and continually remind students about the importance of appropriate behavior.

To accommodate the current student population, the School has implemented split lunches. As a result, the school does not work on a bell system. Thus, teachers must rely on personal clocks for guidance and are required to communicate on the Pollard website if they have let students out late.

The School has been unable to fully mitigate the lack of administrative space. Although the lobby has been utilized as additional work space, offices are undersized and there is a lack of conference and meeting spaces. The School also is in need of additional guidance and special education meeting space in FY14.

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 2011 DWA study identified several deficiencies to core educational science classroom spaces, the Auditorium, Gymnasiums, and administration area.

To mitigate the lack of appropriate and appropriately-sized classroom space for core curriculum, the Pollard School has been required to increase class size, subdivide existing space and/or modify the existing curriculum, to the detriment of the educational program. Given the lack of additional classrooms, the Pollard School will accommodate the anticipated 73 additional students in FY14, by increasing class size, and subdividing existing modular classroom space, to create learning centers for students. Science teachers have modified the existing curriculum, particularly experiments, to meet the existing facility constraints. As previously noted, the science rooms are undersized, are lacking in adequate prep rooms or storage spaces, and are in poor condition (some have non-working sinks.)

Additionally, non-traditional spaces have been used for specialized instruction, which has limited the educational program in other ways. For example, due to the lack of music rooms, strings classes are held in the Pollard Lecture Hall. As a result, the use of the Lecture Hall is limited. The Pollard Auditorium is used for theater arts classes, which are moved on a constant basis to make the Pollard Auditorium available for creative arts presentations or other large class presentations. ELL instruction, conducted in the Library, often is interrupted by groups using the space or by noise from other students.

The gymnasiums are undersized, which limits physical education activities for students. As noted, Pollard schedules 3-4 classes of physical education concurrently in the gym space, resulting in anywhere from 75 - 100 plus students occupying the gym at one time. Since there are not enough courts for everyone to play a game at the same time, students sit on the sidelines to wait their turn. This goes against the philosophy of the program that all students should remain active for at least 80% of their time in a physical education class. Due to the lack of large activity spaces, Experiential Education is taught in a typical classroom, which limits what the teacher can do in terms of activities and requires that classes be taken outside, when the weather is warm enough. Finally, the small size of the Fitness Center requires that students be rotated in for instruction, and limits the amount of equipment that can be made available. (There is also a need for aerobic equipment to complement the weight training circuit that currently exists in the Fitness Center.)

In addition, the physical limitations of the gymnasiums have further limited the educational program. Specifically, there is no space for spectators and the following systems require replacement: flooring, lighting, sound system and venting. The gyms are dark, lighting is generally dull, and the gyms are dark in color and dark in ambiance. There also are ongoing heating issues - either it is too hot or too cold. The walls are lined with paneling, which is splintered in some locations and has little nails jutting out, which have caused cuts and scratches to students and teachers. The exposed pipes also present a safety concern, since students engaged in strenuous activity could come into contact with the hard surface of the pipes, causing injury. The flooring is beginning to tear at the thresholds between the two gyms and at the doorways. Students have tripped from time to time as they walk from one gym into the other. The floors in both gyms are beginning to wear thin in several places, and they are extremely dirty and marked-up from many years of use. The basketball hoops have not been updated or replaced in over 18 years. The mechanics that raise and lower some of the hoops are no longer working properly, and there are many baskets (especially in the Blue Gym) that cannot be raised and lowered. As a result, they remain in the way of our volleyball courts. If they could be replaced with hoops that could be raised and lowered, we would have room for an additional volleyball court in the Blue Gym. The scoreboard in the Green Gym no longer works, and there is no scoreboard in the Blue Gym. The clocks do not work in the gym.

The Pollard Auditorium is not large enough to accommodate a whole grade for any activity. Finally, the lighting and sound systems are sorely in need of updating/upgrading; they are constantly being repaired. The dimly lit and inadequately sized auditorium is limiting. The stage is not handicapped accessible, the carpet is threadbare, exit stairs are in need of repair, the acoustics are quite poor, and the overall design limits programs and learning opportunities.

Finally, consideration also should be given to “21st Century Learning” as it relates to the layout of the Pollard School. Learning-teaching methods have changed over the past 50 years, including technology integration, project-based learning, team-teaching, multidisciplinary collaboration, and special education delivery methods. These concepts should be incorporated into the future space plans.

Please also provide the following:

Cafeteria Seating Capacity: 381

Number of lunch seatings per day: 4

Are modular units currently present on-site and being used for classroom space?: YES

If "YES", indicate the number of years that the modular units have been in use: 13

Number of Modular Units: 10

Classroom count in Modular Units: 10

Seating Capacity of Modular classrooms: 20

What was the original anticipated useful life in years of the modular units when they were installed?: 20

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: 2

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

Due to the lack of music rooms, strings classes are held in the Pollard Lecture Hall, which in turn, has limited the use of the Lecture Hall. The Pollard Auditorium also is used for theater arts classes and is moved on a constant basis to make the Pollard Auditorium available for creative arts presentations or other large class presentations.

Please explain any recent changes to the district’s educational program, school assignment polices, 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 School District is committed to a K-5, 6-8, and 9-12 educational program and grade configuration. In 2009, consistent with this policy and to provide adequate space for the growing secondary enrollment, the District opened the High Rock School, a sixth grade center designed to meet the needs of new middle school students, who are transitioning from five elementary schools into one middle school building. After completing the sixth grade at High Rock, students continue their middle school experience at the Pollard Middle School, where they attend 7th and 8th Grades before transitioning to Needham High School.

Although the stand-alone 6th Grade Center is a unique component of Needham’s middle school model, it has been successfully integrated into the District’s overall program and provides a gateway to the middle school experience for our students.

Finally, the School Committee is committed to providing full-day Kindergarten in Needham, through the successful renovation and reconstruction of its two remaining elementary schools. Due to a longstanding lack of space in the elementary schools, Needham has been unable to offer full-day Kindergarten to eligible students. Renovation and/or construction projects at the Hillside and Mitchell schools would ideally incorporate sufficient space to allow full-day Kindergarten in all of the District’s schools.

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

School Committee Policy #IHB specifies that student/teacher ratios should be within the guidelines: 18-22 in Grades K-3, 20-24 in Grades 4-5, and ‘reasonable class size’ in Grades 6-12. These guidelines are recommendations, however, rather than absolute limits requiring strict, literal adherence.

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

As previously noted, facility deficiencies constrain the educational program, primarily in the area of science, school-wide events, physical education and access.

Program offerings at Pollard are diminished because of the many building and design inefficiencies associated with Pollard. The lack of appropriate space, for example, for engineering and design means that the program is limited in scope and does not accommodate all the aspects of the program intended. Additionally and as previously stated, the science classrooms are undersized and inadequate. Tight spaces, inadequate or missing gas, water, and electrical utilities, crumbling classroom walls, tables, and cabinets mean that teachers take shortcuts and avoid certain experiments and learning opportunities that would otherwise be available in more appropriate space.

Art, science, performing arts, special education, technology, and other programs are unable to expand due to a lack of adequate space. At the middle school level, these programs are essential for students but the school is unable to expand due to the many inefficiencies and inadequacies described. For example, music education is limited to cramped classrooms and the auditorium because the design and spaces do not provide the kind of room, lighting, acoustics, and appropriate space required for a high performing middle school program.

Classroom space is very tight. The school, originally designed with 45 classrooms, requires 38 regular education classrooms and 22 classrooms for elective programs. In addition, the science classrooms are severely undersized, relative to MSBA standards, ranging from 539 sf to 1011 sf vs. 1200 sf per current MSBA standards. As a result, it is difficult to accommodate enough lab tables for the number of students who are currently enrolled. (This condition will become exacerbated with the additional students projected for 2013-2014.) In addition, the classrooms lack adequate electrical outlets for technology (computers and probeware), as well as storage for student work or prep supplies. The built-in lab casework and plumbing fixtures are in poor condition and sinks in many classrooms do not work. Finally, since three of the science classrooms are converted general education classrooms, they lack the proper gas line and chemical drainage hookups. Similarly, the Engineering classrooms (also converted from modified standard size classrooms) are insufficient in size for groups of students to work on projects and the rooms have inadequate space for the storage of materials, equipment and student work. Access to electrical outlets are limited.

There are no dedicated spaces for ELL instruction (which is held in the Library), or to implement a reading program at Pollard. In addition, inadequate curriculum space has limited the ability of the two Curriculum Coordinators to meet with teachers and build a lending library of reference materials. The curriculum suite currently consists of two small offices and a foyer, which is home to the two Curriculum Coordinators, as well as departmental space for meetings with teachers, job-embedded professional development and resource materials.

Similarly, the physical education program is limited by the constraints of the gymnasium spaces. As previously noted, the gyms are not large enough to create enough courts for game play to ensure that all students to play at the same time. This results in students sitting on the sidelines, waiting for a turn to play, for approximately one third of their class time. The curriculum objective of the Wellness Program is for students to remain active for at least 80% of their time in a physical education class. In addition, Experiential Education is taught in a typical classroom, rather than the requisite large activity space, which limits what the teacher can do in terms of activities and requires that classes be taken outside, when the weather is warm enough.

The Pollard Auditorium is not large enough to accommodate a whole grade for any activity. Finally, the lighting and sound systems are sorely in need of updating/upgrading; it is constantly being fixed.

Finally, consideration also should be given to “21st Century Learning” as it relates to the layout of the Pollard School. Learning-teaching methods have changed over the past 50 years, including technology integration, project-based learning, team-teaching,

multidisciplinary collaboration, and special education delivery methods. These concepts should be incorporated into the future space planning.

Outside the building, parking is severely limited; the current zoning requires at least 65 additional spaces for a school of that size. As a result, teachers must park on neighborhood streets and on grassy areas at the school. There are no dedicated visitor spaces.

Priority 7

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

To mitigate the lack of appropriate and appropriately-sized classroom space for core curriculum, the Pollard School has been required to increase class size, and convert/subdivide available space to create the required number of classrooms. Students have been squeezed into science and engineering classrooms, which do not all contain enough tables for enrolled students, or which are too small to conduct a full complement of engineering projects. As a result, science teachers have modified the existing curriculum, particularly experiments, to meet the space and equipment constraints of their classrooms. As previously noted, the science rooms are undersized, are lacking in adequate prep rooms or storage spaces, and are in poor condition (some have non-working sinks.) Similarly, the Engineering teachers have limited the type and scope of student projects to those which can be accomplished within the limited classroom and storage space of the Engineering classrooms.

Additionally, non-traditional spaces have been used for specialized instruction, which has limited the educational program in other ways. For example, due to the lack of music rooms, strings classes are held in the Pollard Lecture Hall. As a result, the use of the Lecture Hall is limited. The Pollard Auditorium is used for theater arts classes, which are moved on a constant basis to make the Pollard Auditorium available for creative arts presentations or other large class presentations. ELL instruction is conducted in the Library, due to lack of dedicated space, where instruction is often interrupted by the activities of other students.

Curriculum instruction and job-embedded professional development has been offered to teachers, but is often provided in too-small spaces, where teachers are confined for day-long events, or across multiple classrooms, where teachers move from one space to another during the day.

During gym class, students are required to 'sit out' for approximately one third of their class time, since there are not enough available courts for all students to play at the same time. As noted above, classes are scheduled concurrently, which results in 75 - 100 plus students occupying the gym at one time. Additionally, due to the lack of a large activity space, Experiential Education is taught in a typical classroom, which limits what the teacher can do in terms of activities students are rotated through the small Fitness Center on a class-by-class basis.

The parking deficiency was only partly mitigated by the recent renovation, which added a number of new spaces. However, the school should have approximately 65 additional spaces to meet zoning requirements. Parents and visitors park on the streets or available grassy areas, to the annoyance of neighbors.

Priority 7

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.

As previously noted, the 2011 DWA study identified several deficiencies to core educational science classroom spaces, the Auditorium, Gymnasiums, and Administration area.

To mitigate the lack of appropriate and appropriately-sized classroom space for core curriculum, the Pollard School has been required to increase class size, subdivide existing space and/or modify the existing curriculum, to the detriment of the educational program. Given the lack of additional classrooms, the Pollard School will accommodate the anticipated 73 additional students in FY14, by increasing class size, and subdividing existing modular classroom space, to create learning centers for students. Science teachers have modified the existing curriculum, particularly experiments, to meet the existing facility constraints. Science units are often designed with safety and facility condition in mind, rather than promoting student interest or delivering the middle school science program. Similarly, the Engineering teachers have limited the type and scope of student projects to those which can be accomplished within the limited classroom and storage space of the Engineering classrooms. As enrollment increases, the quality of STEM instruction will be further eroded as more students are squeezed into these spaces or as additional standard classrooms are converted into Science and Engineering rooms.

Additionally, non-traditional spaces have been used for specialized instruction, which has limited the educational program in other ways. For example, due to the lack of music rooms, strings classes are held in the Pollard Lecture Hall. As a result, the use of the Lecture Hall is limited. The Pollard Auditorium is used for theater arts classes and is moved on a constant basis to make the Pollard Auditorium available for creative arts presentations or other large class presentations. The lack of a dedicated space for ELL instruction compromises the type of focused, 1:1 instruction that our non-English speaking students require. Additionally, due to the lack of available space, there is no Reading Program at Pollard.

The gymnasiums are undersized, which has limited the physical education program for students. As noted, Pollard schedules 3 - 4 classes of physical education concurrently in the gym space, resulting in anywhere from 75 - 100 plus students occupying the gym at one time. Since there are not enough courts for everyone to play a game at the same time, students sit on the sidelines to wait their turn. This goes against the philosophy of the program that all students should remain active for at least 80% of their time in a physical education class. Due to the lack of large activity spaces, Experiential Education is taught in a typical classroom, which limits what the teacher can do in terms of activities and requires that classes be taken outside, when the weather is warm enough. In addition, due to the lack of office space, the Physical Education and Health teachers are located in different parts of the school, which breaks up the department and limits opportunities for spontaneous ideas to emerge. Finally, the small size of the Fitness Center requires that students be rotated in for instruction, and limits the amount of equipment that can be made available. (There is also a need for aerobic equipment to complement the weight training circuit that currently exists in the Fitness Center.)

The Pollard Auditorium is not large enough to accommodate a whole grade for any activity. Additionally, the Pollard Auditorium is used for theater arts classes, which are moved on a constant basis to make the Pollard Auditorium available for creative arts presentations or other large class presentations. Finally, the lighting and sound systems are sorely in need of updating/upgrading. They are constantly being fixed.

The inadequate space available for curriculum instruction has compromised the professional development program for teachers. As previously noted, the teachers who participate in professional development workshops either are squeezed into too-small spaces, or rotated through a series of venues, neither of which are conducive to promoting effective teacher learning. Additionally, the limited available space will constrain Needham's plans to increase the number of Coordinators from two to four, to provide instruction in all core academic areas.

Finally, consideration also should be given to "21st Century Learning" as it relates to the layout of the Pollard School. Learning-

teaching methods have changed over the past 50 years, including technology integration, project-based learning, team-teaching, multidisciplinary collaboration, and special education delivery methods. These concepts should be reviewed in relation to the school's educational program and vision in context with the school's existing classroom layout.

Vote

Vote of Municipal Governing Body YES: 1 NO: 0 Date: 3/1/2013

Vote of School Committee YES: 1 NO: 0 Date: 3/1/2013

Vote of Regional School Committee YES: NO: Date:

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If a regional school district, a vote in the following form is required from the Regional School Committee only. **FORM OF VOTE** Please use the text below to prepare your City's, Town's or District's required vote(s).

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on _____, the
 _____ *[City Council/Board of Aldermen,
 Board of Selectmen/Equivalent Governing Body/School Committee]* of _____ *[City/Town]*, in
 accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit
 to the Massachusetts School Building Authority the Statement of Interest dated _____ for the
 _____ *[Name of School]* located at
 _____ *[Address]* which
 describes and explains the following deficiencies and the priority category(s) for which an application
 may be submitted to the Massachusetts School Building Authority in the future

_____ ; *[Insert a description of the priority(s) checked off
 on the Statement of Interest Form and a brief description of the deficiency described therein for each priority];* and hereby further
 specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School
 Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of
 a grant or any other funding commitment from the Massachusetts School Building Authority, or commits
 the City/Town/Regional School District to filing an application for funding with the Massachusetts School
 Building Authority.

