

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2016 Statement of Interest

Thank you for submitting your FY 2016 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 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 Diane Sullivan at 617-720-4466 or Diane.Sullivan@massschoolbuildings.org.

Name of School Douglas

Massachusetts School Building Authority

School District Acton-Boxborough

District Contact Glenn Brand
Steve Mills TEL: (978) 264-4700

Name of School Douglas

Submission Date 4/7/2016

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. If Priority 1 is selected, your Statement of Interest will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system.

Chief Executive Officer *

School Committee Chair

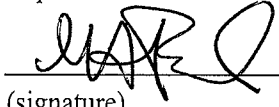
Superintendent of Schools

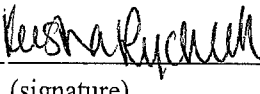
Glenn A. Brand

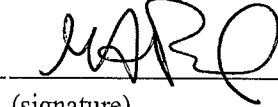
Kristina Rychlik

Glenn A. Brand

Superintendent of Schools







(signature)

(signature)

(signature)

Date 4/7/2016

Date 4/7/16

Date 4/7/2016

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.

Massachusetts School Building Authority

School District Acton-Boxborough

District Contact Steve Mills TEL: (978) 264-4700

Name of School Douglas

Submission Date 4/7/2016

Note

Superintendent of Schools is Dr. Glenn A. Brand, this information needs to be updated. Steve Mills listed above was the former Superintendent.

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

School name of the District Priority SOI: 2016 Douglas

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 9/15/2016

Planning Firm: Dore and Whittier

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 Douglas Elementary School is one of 9 facilities being evaluated by Dore and Whittier as part of a two-phase plan. Tasks and goals associated with this plan are described in detail below. PHASE I – Existing Conditions Analysis Task 1 - Meet with the Acton-Boxborough Regional School District to confirm project objectives and timelines. Assist in setting project goals. Set progress review meetings for all tasks through completion of services and submission of final report. Task 2 - Obtain and review current 10 year enrollment projections completed by the District. Task 3 - Review capacity of each facility and their ability to support the projected enrollment as well as how each facility meets current MSBA space standards. Task 4 - Review existing school buildings, grounds and systems relative to supporting the District's security protocols and summarize the findings in graphic and narrative format. Task 5- Obtain and review existing drawings of each of the Acton-Boxborough Regional School District's school buildings, engineering surveys and reports, and precedent studies and investigation as well as all capital projects conducted over the past 10 years. Task 6- Perform existing conditions analysis of each of the Acton-Boxborough Regional School District's school buildings. The analysis shall include: • Meet with school facilities staff to understand known current issues, • Tour each school to assess current physical condition of structure, interior and exterior materials and finishes, • Review building, accessibility and life safety code compliance, • Review plumbing, fire suppression, HVAC, electrical and technology systems condition, • Review hazardous material reports (if applicable). Task 7 - Perform analysis of each school site to include: • Site area of each school, including buildings, parking, roadways and playfields • Available area for additions or new buildings, • Available area for athletic fields and play areas, • Available area for vehicular and pedestrian circulation, • Potential impact on Neighbors. Task 8 - Based on information gathered in the Tasks above, develop a spreadsheet of maintenance and capital project items by school, by discipline. Provide a recommendation of priority for each item including: urgent; short term, 5 - 10 years. In addition develop the task list so items or projects from various schools can be grouped discipline Task 9 – Final Report - Based on approval of the Acton-Boxborough Regional School District, prepare and submit the final report including any comments received. PHASE II – Develop Educational Program and Master Plan Options The Acton-Boxborough Regional School District is interested in having its' school buildings support and enhance the goals of 21st Century teaching and learning. The exploration and development of the program and options may include: grade configurations; alternative educational delivery models; community learning and use and other ideas that may represent contemporary and future educational thinking. Task 1 - Meet with the Acton-Boxborough Regional School District and School Principals to identify long-range educational goals for the schools. Develop Educational Specifications; perform programming meetings with each school administration and appropriate educational and operational staff. Develop program assessments based on projected populations for each school. Assist the District with up to two, conceptual design phase, community forums to solicit input from parents, students and other community members. Task 2- Propose up to three conceptual capital needs Master Plan alternatives, which meet the program and existing conditions requirements for each school. These shall comprise options for maintenance only, renovation and addition, or new construction as well as any potential grade reconfiguration or school consolidation. These shall be analyzed with respect to: • Educational appropriateness • Availability of appropriate "expansion" area on reviewed sites; • Impact on present school and site operations; • Impact on neighbors; • Construction schedule and phasing (multiple phases vs. one phase project) • Impact on existing HVAC/plumbing and electrical systems; • "Satisfaction" of education goals; • Order of magnitude construction costs and total project costs, including phasing, swing space issues. • Provide context for how components may (or may not) meet the Massachusetts School Building Authority (MSBA) criteria for capital projects. Task 4- Provide for the preferred option: • Conceptual plans to illustrate the Master Plan; • Phasing plan; • Preliminary schedule for design through construction; • Educational specifications; • Projection of project costs for preferred option to include all costs normally a part of Massachusetts school projects to include: o Construction costs ("bricks and mortar"); o Itemized Fees, furnishings & equipment, clerk of works, project manager, contingencies, etc; Task 5 - Generate Final Report

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:
23 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 document is pending. Expected timeline is September 2016. The author of the plan is Dore and Whittier. The District partnered with Dore and Whittier June 2015 to complete a two phase District Master Plan and Feasibility Study. Phase I, Existing Conditions and Capital Planning Study has been completed and delivered January 2016. The District moved directly into Phase II, Master Planning and Educational Feasibility, and this final phase has a pending completion date of September 2016.

Is there overcrowding at the school facility? YES

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

The school is experiencing overcrowding. To address these concerns, the school has added modular buildings with approximately 1,550 SF of additional space. The modular buildings house a classroom, a special education/resource room, the school library, art and music classrooms. Each of these spaces is significantly undersized and ideally, these programs would be housed in a permanent part of the building. The current population is 483 students (as of 3/1/16) including 53 in Kindergarten, 69 in grade 1, 71 in grade 2, 74 in grade 3, 69 in grade 4, 73 in grade 5, and 74 in grade 6. Two storage areas have been converted to instructional purposes for regular education reading support. An additional two storage areas are used for spaces for a counseling assistant and a school psychologist. With so many closets and storage areas converted for instructional purposes, it leaves virtually no room for storage other than within instructional spaces. In addition the library, which is in a modular, has been subdivided to house a ½ day kindergarten class. Three programs are also housed in modular buildings, including music and art. PT and OT programs must share space with the Special Education Learning Center and ELL program which drastically overburdens the room. OT programs must sometimes use the hallways, as do small groups for differentiated regular education. Computer lab is taught on a cart that occupies a small conference room. The cafetorium houses two grade levels at a time for lunch and with tables removed can accommodate the whole school population. Due to the overcrowding, however, we prefer to break events into two half school events. The gymnasium and cafeteria space are significantly undersized. The District is currently experiencing a slight decrease in enrollment. One section of kindergarten will reduce our population by 18 students next year. This will slowly make classroom space available for Special Education programs, but will take at least four years to provide the proper space and this creates a challenge within the District's open enrollment process.

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

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

At which schools in the district?

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

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

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

At which schools in the district?

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

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

Does not apply but to elaborate on the above, Acton Public Schools (preK-6), Boxborough Public Schools (preK-6), and Acton Boxborough Regional Schools (7-12) merged in FY'15 to form the new Acton Boxborough Regional School District

(preK-12). Creating opportunity for some staffing consolidation. Some duplicative positions were merged and due to minor declining enrollment ABRSD has been able to decrease a couple of K sections in the past two years.

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 preliminary budget presented to the School Committee in February represented a total of \$83,426,767, or a 3.90% increase over the FY'16 revised budget. This represented the total budget that the administration believed was required to meet our operational needs without a reduction in services. Upon the issuance of the State budget, and finalization of other estimates in the initial proposal, the administration adjusted the budget to refine applicable areas, which resulted in a reduction leading to a final FY'17 budget request of \$83,073,204 or an increase of 3.46% over FY'16. The total budget increase of \$2,776,809, or 3.46%, in FY'17 is driven primarily by four areas, comprising 3.3% of the 3.46%: i)

Contractual Salary Increases: Personnel costs are increasing \$1,452,330, or 2.9%, over FY'16, due to salary increases that allow us to retain our almost 1,000 full- and part-time employees. ii) Commitment to Employee Benefits: Fringe benefits, including OPEB, Middlesex Retirement, and health insurance contributions, are increasing \$562,706, or 4.7%, over FY'16. iii) Increased Special Education Costs: Special Education out-of-district tuitions and necessary transportation costs, net of Circuit Breaker reimbursement, are increasing \$311,614, or 4.58%. iv) Utility & Infrastructure Costs: Utility costs are rising \$194,634, or 12%, principally due to higher electric rates. Debt service and capital budget combined are increasing \$147,075, or 6.35%, reflective of current initiatives in capital planning and upkeep.

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).

Douglas Elementary School was constructed in 1966. The building has remained largely untouched, with the exception of small renovations throughout to accommodate newer technology for a growing student body; photovoltaic panels were added during a re-roofing project in 2010; a modular building was added in 2001 (3 classrooms); another modular building added in 2010 (2 classrooms). The school is relatively untouched compared to other facilities of its age.

Summary:

- Originally constructed in 1966 with no renovations
- Roofing: reroofed in 1982 and 2010
- Modularity: 3 classrooms added in 2001 and 2 more classrooms added in 2010
- Photovoltaic panels added in 2010

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

45300

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 Douglas School is located on a 34 acre plot shared with the Gates School. The schools are separated by an extensive wetland system with a boardwalk connection between the schools.

The site includes an entry driveway leading directly to a small drop off loop with parking and a parking lot along the east property line. Safety concerns impacting the site include overlapping parent and bus drop off area, staggered bus arrivals due to inability to stack busses on site, no clearly separate walking paths, inadequate parking on site, significant traffic congestion on Elm Street and only one access point into the site.

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)

21 Elm Street, Acton, MA 01720

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

The main building is predominantly brick veneer with concrete block back-up. The brick appears to have localized areas of cracking due to stress/contraction where concrete slab is adjacent. According to the original drawings, there is no insulation in the exterior walls. This amounts to a low thermal value.

The cornice/fascia/soffit and elevated floor slabs are pre-cast concrete integral to structural precast concrete "T" planks that extend from the interior to the exterior of the thermal envelope. There is no thermal break. Exposed concrete cornice/fascia is in poor condition with re-bar exposed throughout; there is evidence that some of the rebar has been covered with concrete patching. It appears that the rebar was installed very close to the surface and that over time, with exposure to the elements and freeze-thaw cycles over the past fifty years, the rebar has rusted and popped the concrete. This is a continual maintenance issue.

The building has original non-thermal metal framed, store-front-type single-pane windows with metal infill panels below. The windows have less than R-1 thermal value, are rusting and paint is peeling.

Most exterior doors are hollow-metal doors within metal curtain-wall frames offering little thermal value. A few doors are wood and they are in poor condition.

The roof is a fully-adhered EPDM membrane that was installed in 2010 with a 20-year warranty. It appears that tapered insulation was used, as the roof drains fairly well. A photovoltaic array covers a large portion of the roof with self-ballasted concrete blocks (no penetrations).

There are two modular buildings located at opposite ends of the building. These are constructed of wood-stud framing and T-111 siding and vinyl siding and fiberglass batt insulation. While it is not known how much insulation was used, typically the thermal value is very low and construction materials and methods are not intended for long-term use. Masonite and metal panel skirting at the modular buildings are subject to significant deterioration and damage easily. Crawl spaces inevitably become inviting places for animal wildlife. Due to the inherent poor construction techniques in modular buildings, fiberglass insulation below the floor has collapsed and fallen out of position between floor joists, resulting in failure of the thermal integrity of the building.

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

Year of Last Major Repair or Replacement:(YYYY) 1966

Description of Last Major Repair or Replacement:

n/a

Roof Section A

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 38000

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

Fully adhered EPDM roof

Age of Section (number of years since the Roof was installed or replaced) 6

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof was replaced 6 years ago any repairs since have been covered by warranty.

Window Section A

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 158

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Original non-thermal metal framed, store-front-type single-pane windows with metal infill panels have less than R-1 thermal value, are rusting and paint is peeling

Age of Section (number of years since the Windows were installed or replaced) 51

Description of repairs, if applicable, in the last three years. Include year of repair:

Windows are original. Basic break fix repairs are all that have been completed since the building original construction.

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).

General Description:

HVAC: For the most part, all the mechanical equipment with the exception of the boiler plant, the unit ventilators and the control system are original to the building. The piping system throughout the building is provided with a mix of new fiberglass insulation and original fiberglass insulation which still has asbestos insulation on the elbows. The school mostly consists of unit ventilators for all the classroom spaces, indoor air handling units for the cafeteria and gymnasium, and five rooftop air handlers for the modular classrooms which provide heating, ventilation, and air conditioning for that area only. The rooftop unit and indoor air handling units are associated with duct distribution systems for the supply and return air. Exhaust air is provided throughout the building through the use of roof mounted exhaust fans. The building's overall temperature control system is handled with stand-alone electronic controls. Overall the equipment is functional; however, there are several issues with some of the indoor air handling units. The building has received maintenance over the years, however, some components are beginning to fail or show signs of possible future issues.

Electrical: There have been upgrades to the main switchgear fire alarm system, the service main (for the main building

distribution system) and some lighting. Existing panels and added panels have been retrofitted to accommodate computer loads. Branch circuits and data wiring have been added over the years. Electrical systems original to the building are in poor condition and beyond their serviceable life.

Interior lighting is typically 2'x4' recessed troffers with acrylic lenses, fluorescent lamps, and electronic ballasts in areas with dropped ceilings and acoustical ceiling tiles. All other locations consist of two lamp surface wraparound fixtures with fluorescent lamps and electronic ballasts. Gymnasium lighting consists of four lamp fluorescent high output fixtures with wire guard however the light level is inadequate. There are no automated lighting control system/occupancy sensors or daylight harvesting systems installed in the school. In general, interior lighting is in poor condition.

The fire alarm system consists of an addressable panel with horn/strobe notification appliances. The school has full coverage for detection. The system is in fair condition however does not meet current code as it lacks voice evacuation. The building does not have an emergency generator.

Plumbing: The Plumbing Systems serving the building are cold water, hot water, sanitary, waste and vent system, storm drain piping, and natural gas. Municipal water services the building, while the building sanitary is directed to a site septic system. The majority of the plumbing systems appear to be original to the building. Portions of the system have been updated as part of building upgrade projects. The plumbing systems, while continuing to function, in general have served their useful life. Attempts have been made to make some bathroom fixtures accessible, however, the majority of fixtures do not meet current accessibility codes.

Cast iron is used for sanitary and storm drainage. Rainwater from flat roof areas is collected by interior rain leaders which appear to discharge to a below grade drainage system. The cast iron piping and underground drainage piping is reportedly failing and is constantly a maintenance issue.

Fire Protection: The building does not contain an automatic sprinkler system.

Boiler Section 1

Is the District seeking replacement of the Boiler? NO

Is there more than one boiler room in the School? NO

What percentage of the School is heated by the Boiler? 100

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 9

Description of repairs, if applicable, in the last three years. Include year of repair:

School currently has High Efficiency Viessman Condensing Boilers installed in 2007 and we are not seeking replacement at this time. These could be potentially reused if the building is renovated or replaced. Routine annual maintenance / preventative maintenance and inspection is all that has occurred since installation.

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

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

Description of Last Major Repair or Replacement:

Replaced boilers, control system, unit ventilators

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

Year of Last Major Repair or Replacement:(YYYY) 2010

Description of Last Major Repair or Replacement:

- Description: The facility contains a recently installed roof mounted photovoltaic system. The panels are self ballasted. The system is 82kW. The inverter is located outside and is manufactured by Solectria Renewables Model #PVI82KW Serial #100303-21.
- The main electrical switch gear in the building was updated when the PV panels were added in 2010, the fire alarm system was updated in 2000 and the last major lighting fixture upgrades were completed in 2006.

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).

Flooring in the building is primarily original. Vinyl asbestos tile (VAT) and vinyl composition tile (VCT) of various vintages are found in the cafeteria, throughout the corridors and classrooms. VCT in modular classrooms is in poor condition; lifting at edges, and exhibiting cracks and gaps. The original wood flooring in the gym is in poor condition with significant buckling, wide and varied joints between planks and is not flat or consistent. Ceramic tile in the toilet rooms is chipped or missing tile in several locations. Most classrooms have carpet installed over a portion of the floor tile. Carpet has numerous large wrinkles that have formed in most classrooms. Carpeting also covers the corridor ramp, which is heavily worn and soiled.

Interior walls range from exposed brick, concrete masonry units, glazed block, fiber-reinforced polymer (FRP) panels, wood paneling with battens and gypsum wall board. The wood battens and wall board are showing signs of wear. Ceilings are generally exposed concrete tee roof structure with adhered acoustical panels with exposed utilities in most spaces. Some limited areas in the building and the modular classrooms have suspended acoustic panels; many are bowing/sagging and/or stained from leaks.

Interior doors are mostly original solid core wood veneer with a dark walnut stain. Some doors have lites with wired safety glass. Doors that have been heavily-used are in poor condition, with dings and scrapes.

There are a few built-in cabinets in the building. Those observed have a mix of melamine, plastic laminate and solid wood, of varying condition, however these are not generally commercial/institutional quality. Counters and sinks in classrooms are in poor condition.

The school has significant barriers to handicap accessibility. The entire lower level is not accessible, the ramp leading to the upper classroom wing is non-compliant and the doors into each classroom do not feature the required clear floor space for approach. The facility as a whole lacks comprehensive compliance. Other issues include accessible routes, maneuvering space, urinal screens, grab bars, toilet accessories, door hardware, drinking fountains and signage.

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

CT Douglas School offers comprehensive K-6 educational program that includes Grades 1-6 (three classrooms per grade level) in the main building. In modular buildings we operate an extended day program, library, music and art education as well as K-3 Special Education programs and English Language Learning (ELL) services. At all levels we are unable to expand services or programs needed to meet students' special education needs such as moderate to severe disabilities due to existing space constraints and lack of additional space.

Physical Therapy (PT) and Occupational Therapy (OT) programs at CT Douglas must share space with the Learning Center and ELL program which drastically overburdens the room. OT programs must sometimes use the hallways, as do small groups for differentiated regular education. The library, which also shares a modular building with a 1/2 day kindergarten, has been subdivided into several small group instructional spaces and cannot house one full class at a time. Several teaching staff and the school psychologist do not have their own offices and share these with Special Education conference rooms. The building has no designated rooms for project-based or hands-on learning in science and there is no room for storage of science and other instructional materials. The building has no handicap accessibility from the downstairs to the second (main) floor. The lack of space and accessibility is impeding our ability to provide a comprehensive, high quality educational experience.

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, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

CT Douglas is an elementary school with grades kindergarten through six. It serves integrated programs for Special Education also in grades kindergarten through six. There is a library in a modular and a small gymnasium. The school houses a school nurse's office. One of the three Special Education programs is in a shared modular with OT and ELL. Because of limited space, OT and PT do not have access to large spaces for gross motor therapy. The shared Special Education spaces are not optimal for learning. There are 20 general classrooms. Sizes range between 762 SF and 1,133 SF. There are approximately 17-18 kindergarten students per class, and between 23-25 students per class in Grades 1-6.

Cafeteria, gym, library, Special Education, resource, art and music spaces are undersized for the current student population.

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 is experiencing overcrowding. To address these concerns, the school has added modular buildings with approximately 1,550 SF of additional space. The modular buildings house a classroom, a special education/resource room, the school library, art and music classrooms. Each of these spaces is significantly undersized and ideally, these programs would be housed in a permanent part of the building. The current population is 483 students (as of 3/1/16) including 53 in Kindergarten, 69 in grade 1, 71 in grade 2, 74 in grade 3, 69 in grade 4, 73 in grade 5, and 74 in grade 6. Two storage areas have been converted to instructional purposes for regular education reading support. An additional two storage areas are used for spaces for a counseling assistant and a school psychologist. With so many closets and storage areas converted for instructional purposes, it leaves virtually no room for storage other than within instructional spaces. In addition the library, which is in a modular, has been subdivided to house a ½ day kindergarten class. Three programs are also housed in modular buildings, including music and art. PT and OT programs must share space with the Special Education Learning Center and ELL program which drastically overburdens the room. OT programs must sometimes use the hallways, as do small groups for differentiated regular education. Computer lab is taught on a cart that occupies a small conference room. The cafetorium houses two grade levels at a time for lunch and with tables removed can accommodate the whole school population. Due to the overcrowding, however, we prefer to break events into two half school events. The gymnasium and cafeteria space are significantly undersized. The District is currently experiencing a slight decrease in enrollment. One section of kindergarten will reduce our population by 18 students next year. This will slowly make classroom space available for Special Education programs, but will take at least four years to provide the proper space and this creates a challenge within the District's open enrollment process.

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 District provides regular maintenance and cleaning as needed. The District also has a licensed plumber, electrician, and HVAC mechanic to provide in house repairs, saving the District on maintenance and repairs that would otherwise need to be outsourced. No significant capital projects are planned for the facility at this time.

The District budget for school based operations, capital, and preventative maintenance and repair at the Douglas school in Fiscal Year (FY) 2014 was \$144,016 which breaks down to \$2.98 per sq ft. In FY'15 the budget for the Douglas school was \$135,011 which breaks down to \$2.78 per sq ft. In our current year FY'16 the Douglas school budget is \$126,453 which breaks down to \$2.62 per sq ft. This recent level of budget funding, which is difficult to maintain in operational budgets year to year, does not allow for the District to address major capital needs for a building of this age and is utilizing funds for maintenance that could be better directed to educational programs.

Priority 2

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

Five classrooms located in two modular buildings have been constructed adjacent to the building to accommodate educational space needs. Art sink/counter and art storage is located in a corridor of one of the modular buildings. Special education support spaces have been added in the corridor, infilling an area that previously was student overflow space. PT and OT programs must share space with the Special Education Learning Center and ELL program which drastically overburdens the room. OT programs must sometimes use the hallways, as do small groups for differentiated regular education. Computer lab is taught on a cart that occupies a small conference room. The cafetorium houses two grade levels at a time for lunch and with tables removed can accommodate the whole school population. Due to overcrowding, however, we prefer to break events into two half school events. The gymnasium and cafeteria space are significantly undersized. Multiple storage units and maintenance closets have been converted to one on one instructional space and one is being used as an undersized computer lab. All of these spaces completely lack appropriate ventilation necessary for inhabitable educational space.

Priority 2

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

The District added three modular units to the building in 2001 and another two modular units in 2010.

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.

At all levels we are unable to expand services or programs needed to meet students' special educational needs such as moderate to severe disabilities, due to lack of space. Because of the overcrowding and shared space within these rooms, Douglas School is the only school within the District that cannot house specialized programs for students with these disabilities. Students identified with moderate to severe disabilities must move to other schools within the District. This places a burden on the families because half of our elementary schools follow an early schedule and half follow a late one. If children are placed at different schools, it can be very complicated for their families.. This lack of adjustable space also limits our ability to provide accommodations for standardized testing. With over 40 students receiving accommodations on the MCAS this year, we are required to use at least 13 different spaces, in addition to regular education classrooms, for this testing. This displaces almost every program and office within the building including the principal and assistant principal.

The library, which also shares a modular building with a 1/2 day kindergarten, has been subdivided into several small group instructional spaces and cannot house one full class at a time. Several teaching staff and the school psychologist do not have their own offices and share these with Special Education conference rooms. This limits psychologist testing and therapy time as well as opportunities for math specialists to work with small groups of students.

The building has no designated rooms for project-based or hands-on learning in Science and there is no room for storage of Science and other instructional materials. All materials must be stored in classrooms and this limits teaching space as well as space for movement breaks for younger students.

The cafeteria, designed to accommodate 270 students is regularly used to house 483 students for all school functions. Whenever possible we hold these important gatherings outdoors or divide a program into two performances presented to half the school at a time.

The building has no handicap accessibility from the downstairs to the second (main) floor. With every inch of the existing building utilized, the school is unable to provide adequate areas for break-out and collaboration spaces for the students. The lack of space and accessibility is impeding our ability to provide a comprehensive, high quality educational experience.

Please also provide the following:

Cafeteria Seating Capacity:	144
Number of lunch seatings per day:	3
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:	15
Number of Modular Units:	2
Classroom count in Modular Units:	5
Seating Capacity of Modular classrooms:	20
What was the original anticipated useful life in years of the modular units when they were installed?:	15
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: 5

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

Three original storage spaces are being used for different purposes. One is a counseling support area, one is a computer lab, and one is reading and writing support. The original library media center is being used as a classroom (with a smaller library now being housed in a modular space). The original teacher copy room / work space is now being used for the Assistant Principal's office.

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

The communities of Acton and Boxborough fully regionalized the educational system preK – 12 starting Fiscal Year 2015 (July 1, 2014). Previously Acton-Boxborough Regional School District consisted of grades 9 – 12. Full preK – 12 regionalization has had minor impacts on the District's elementary school choice program.

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

The School Committee has a commitment to provide the highest quality education for our children. The Committee recognizes that desirable class sizes are a necessary part of the growth and development of the individual student. Therefore, the committee recommends that elementary classes are kept within the following ranges.

Class size ranges:

Kindergarten 18-20 students

Grades 1-3 20-22 students

Grades 4-6 22-24 students

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

As noted above:

- . Precast concrete structural system- interior-exterior with no thermal break; rebar is rusting and popping concrete
- . Single-pane metal window system (floor to ceiling)
- . Mechanical and electrical systems are a mix of old and new; older systems are in very poor condition; refer to detailed description above.
- . Exterior doors are generally in poor condition
- . VAT flooring is original and worn. Carpeting is worn and wrinkled. Gym flooring is worn and buckling. Acoustical ceiling tiles are sagging and in poor condition.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

The School District has been patching concrete.

Some mechanical and electrical systems have been upgraded.

Some exterior doors have been replaced.

Some VAT flooring has been replaced.

The school provides maintenance to the facility systems described with in house licensed staff. Many of the system issues noted are too great for the District to address in its annual budget.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above 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.

Due to a lack of ADA compliance, specifically wheel chair accessibility, the District is limited in placement of some special education students which has had an impact on the District's overall special education programming. At times this has had an impact on families by separating siblings or forcing siblings to transfer to be with their brothers or sisters who require special services or accommodations. Daily educational delivery has been interrupted due to roof leaks in certain areas. The antiquated HVAC creates challenges associated with decibel levels in classroom spaces and other instructional spaces. Additionally, many non-traditional spaces that have been converted to instructional or office space often do not have adequate HVAC mechanical systems for the current use creating personal comfort issues. The local fire and life safety departments in the Town of Acton have complained to the District about the proliferation of instructional spaces in the corridors. Finally, though the District benefits financially from having licensed mechanical staff members as in house employees, we do encounter problems in the Douglas School where most of the repairs need to occur during the school day which can interrupt instructional delivery to the children.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

Every square foot of the building is utilized for educational space, including hallways, converted storage closets and modulars. If a system or component failure renders an area or space unusable, it becomes detrimental to the operation of the building. Addressing these failing systems would create a healthier, more comfortable and safer educational environment more conducive to learning. The District continues to be proactive, when possible, to address maintenance items in a timely manner.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?:

YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Dore & Whittier Architects, Inc.

Garcia, Galuska DeSousa (MEP)

The date of the inspection: 8/1/2015

A summary of the findings (maximum of 5000 characters):

Deficiencies in handicap accessibility, thermal envelope, code compliance, and infrastructure such as heating, ventilating and air conditioning (HVAC), electrical and plumbing systems topped the list of capital improvement needs. The use of modular classrooms addresses temporary space needs, but is not a viable long-term solution. A summary of findings is below:

Landscape / Civil

- Only one loop for parent drop-off, busses and parking; no separation – safety concern
- Significant congestion and traffic back-up on Elm Street
- Only 4 busses at a time; staggered arrivals
- Only one access into the site; site is constrained
- Asphalt and sidewalks are in fair to poor condition
- Inadequate parking
- 2 Handicap spaces; needs crosswalk

Structural

- Significant cracking at concrete slab at the second floor and roof
- Exposed reinforcing

HVAC

- No ventilation provided for interior offices or corridors
- Thru-window air conditioners
- Spaces sub-divided into several spaces with one thermostat
- Standalone electronic thermostats - upgrade to a building-wide DDC
- Isolation valves within the hot water system are beginning to fail
- Piping insulation removed or damaged
- Constant issues with cafeteria and gym original units
- No makeup air in the Kitchen
- Odor in modular classrooms

Electrical

- New service main is behind wood stud partition with no clear space - not code compliant
- Remainder of the electrical distribution is in poor condition and is beyond its serviceable life
- Existing panelboards are original Federal Pacific with no spare capacity left
- Recommend upgrade to LED's occupancy and daylighting controls
- No emergency generator
- Fire Alarm: fair condition and does not meet current code

Plumbing

- Install grease interceptor for kitchen
- Provide new domestic water distribution piping and mixing valves
- Install plaster traps at art room sinks

Fire Protection

- No sprinkler system

Architectural

- Modulars: poor condition with fiberglass insulation failing
- No insulation in exterior walls
- Single pane windows
- Ice-damming and leaking at modulars
- Original wood floor in gym is failing
- Gym ceiling is low at 14'
- Lower classroom floor and platform are not accessible
- Classrooms are not accessible due to lack of clearance at doors and knob handles
- Paper storage in corridors
- Waste line at 5' high in storage/pull-out space
- Dirt crawl space is adjacent to occupied space

Food Service

- Replace wood top table with stainless
- Range is outdated and inefficient
- Dry goods storage is undersized
- Serving counter is antiquated and cannot keep chilled food cold

Hazardous Materials

- Suspect materials are expected due to building age but are being maintained well

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.

Due to the complete lack of ADA compliance in the facility, the District is extremely limited with regards to the special education space or offerings at Douglas. There is also a lack of meeting and collaboration space, ELL space, and student gathering space outside of the cafetorium and gymnasium.

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 items above have been placed into a Capital Improvement Plan and divided into three different priorities, to be completed over time:

Priority 1: 0-2 years

Priority 2: 3-6 years

Priority 3: 7+ years

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.

At all levels we are unable to expand services or programs needed to meet students' special educational needs such as moderate to severe disabilities due to lack of space. Because of the overcrowding and shared space within these rooms, the Douglas School is the only school within the District that cannot house specialized programs for students with these disabilities. Students identified with moderate to severe disabilities must move to other schools within the District. This places a burden on the families because schools within the system may follow a different opening and ending schedule. This lack of adjustable space also limits our ability to provide accommodations for standardized testing. With over 40 students receiving accommodations on the MCAS this year, we are required to use at least 13 different spaces in addition to regular education classrooms, for this testing. This displaces almost every program and office within the building including the principal and assistant principal.

The library, which also shares a modular building with a 1/2 day kindergarten, has been subdivided into several small group instructional spaces and cannot house one full class at a time. Several teaching staff and the school psychologist do not have their own offices and share these with Special Education conference rooms. This limits psychologist testing and therapy time as well as opportunities for math specialists to work with small groups of students.

The building has no designated rooms for project-based or hands-on learning in Science and there is no room for storage of Science and other instructional materials. All materials must be stored in classrooms and this limits teaching space as well as space for movement breaks for younger students.

The cafeteria, designed to accommodate 270 students, is regularly used to house 483 students for all school functions. Whenever possible, we hold these important gatherings outdoors or divide a program into two performances presented to half the school at a time.

The building has no handicap accessibility from the downstairs to the second (main) floor. The lack of space and accessibility is impeding our ability to provide a comprehensive, high quality educational experience for our students.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If the SOI is being submitted by 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 the SOI is being submitted by 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 _____, prior to the closing date, 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(ies) 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.

CERTIFICATIONS

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

Chief Executive Officer *	School Committee Chair	Superintendent of Schools
Glenn A. Brand	Kristina Rychlik	Glenn A. Brand
Superintendent of Schools 		
(signature)	(signature)	(signature)
Date 4/7/2016	Date 4/7/16	Date 4/7/2016

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2016 Statement of Interest

Thank you for submitting your FY 2016 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 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 Diane Sullivan at 617-720-4466 or Diane.Sullivan@massschoolbuildings.org.

Massachusetts School Building Authority

School District Acton-Boxborough

District Contact Glenn Brand
Steve Mills TEL: (978) 264-4700

Name of School Luther Conant

Submission Date 4/7/2016

SOI CERTIFICATION

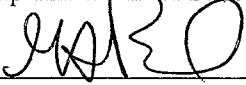
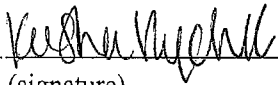
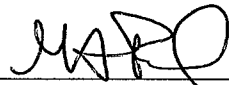
To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- 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. If Priority 1 is selected, your Statement of Interest will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system.

Chief Executive Officer * **School Committee Chair** **Superintendent of Schools**

Glenn A. Brand Kristina Rychlik Glenn A. Brand

Superintendent of Schools

		
(signature)	(signature)	(signature)
Date 4/7/2016	Date 4/7/16	Date 4/7/2016

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Massachusetts School Building Authority

School District Acton-Boxborough

District Contact Steve Mills TEL: (978) 264-4700

Name of School Luther Conant

Submission Date 4/7/2016

Note

Please note the Principal of the Gates school is Damian Sugrue, the last name is misspelled in the system. Additionally the Superintendent of Schools is Dr. Glenn A. Brand. Steve Mills listed above was the former Superintendent.

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? NO

School name of the District Priority SOI: 2016 Douglas

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 9/15/2016

Planning Firm: Dore and Whittier

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 Conant Elementary School is one of 9 facilities being evaluated by Dore and Whittier as part of a two-phase plan. Tasks and goals associated with this plan are described in detail below. PHASE I – Existing Conditions Analysis Task 1 - Meet with the Acton-Boxborough Regional School District to confirm project objectives and timelines. Assist in setting project goals. Set progress review meetings for all tasks through completion of services and submission of final report. Task 2 - Obtain and review current 10 year enrollment projections completed by the District. Task 3 - Review capacity of each facility and their ability to support the projected enrollment as well as how each facility meets current MSBA space standards. Task 4 - Review existing school buildings, grounds and systems relative to supporting the District's security protocols and summarize the findings in graphic and narrative format. Task 5- Obtain and review existing drawings of each of the Acton-Boxborough Regional School District's school buildings, engineering surveys and reports, and precedent studies and investigation as well as all capital projects conducted over the past 10 years. Task 6- Perform existing conditions analysis of each of the Acton-Boxborough Regional School District's school buildings. The analysis shall include: • Meet with school facilities staff to understand known current issues, • Tour each school to assess current physical condition of structure, interior and exterior materials and finishes, • Review building, accessibility and life safety code compliance, • Review plumbing, fire suppression, HVAC, electrical and technology systems condition, • Review hazardous material reports (if applicable). Task 7 - Perform analysis of each school site to include: • Site area of each school, including buildings, parking, roadways and playfields • Available area for additions or new buildings, • Available area for athletic fields and play areas, • Available area for vehicular and pedestrian circulation, • Potential impact on Neighbors. Task 8 - Based on information gathered in the Tasks above, develop a spreadsheet of maintenance and capital project items by school, by discipline. Provide a recommendation of priority for each item including: urgent; short term, 5 - 10 years. In addition develop the task list so items or projects from various schools can be grouped discipline Task 9 – Final Report - Based on approval of the Acton-Boxborough Regional School District, prepare and submit the final report including any comments received. PHASE II – Develop Educational Program and Master Plan Options The Acton-Boxborough Regional School District is interested in having its' school buildings support and enhance the goals of 21st Century teaching and learning. The exploration and development of the program and options may include: grade configurations; alternative educational delivery models; community learning and use and other ideas that may represent contemporary and future educational thinking. Task 1 - Meet with the Acton-Boxborough Regional School District and School Principals to identify long-range educational goals for the schools. Develop Educational Specifications; perform programming meetings with each school administration and appropriate educational and operational staff. Develop program assessments based on projected populations for each school. Assist the District with up to two, conceptual design phase, community forums to solicit input from parents, students and other community members. Task 2- Propose up to three conceptual capital needs Master Plan alternatives, which meet the program and existing conditions requirements for each school. These shall comprise options for maintenance only, renovation and addition, or new construction as well as any potential grade reconfiguration or school consolidation. These shall be analyzed with respect to: • Educational appropriateness • Availability of appropriate "expansion" area on reviewed sites; • Impact on present school and site operations; • Impact on neighbors; • Construction schedule and phasing (multiple phases vs. one phase project) • Impact on existing HVAC/plumbing and electrical systems; • "Satisfaction" of education goals; • Order of magnitude construction costs and total project costs, including phasing, swing space issues. • Provide context for how components may (or may not) meet the Massachusetts School Building Authority (MSBA) criteria for capital projects. Task 4- Provide for the preferred option: • Conceptual plans to illustrate the Master Plan; • Phasing plan; • Preliminary schedule for design through construction; • Educational specifications; • Projection of project costs for preferred option to include all costs normally a part of Massachusetts school projects to include: o Construction costs ("bricks and mortar"); o Itemized Fees, furnishings & equipment, clerk of works, project manager, contingencies, etc; Task 5 - Generate Final Report

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:
23 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 document is pending. Expected timeline is September 2016. The author of the plan is Dore and Whittier. The District partnered with Dore and Whittier June 2015 to complete a two phase District Master Plan and Feasibility Study. Phase I, Existing Conditions and Capital Planning Study has been completed and delivered January 2016. The District moved directly into Phase II, Master Planning and Educational Feasibility, and this final phase has a pending completion date of September 2016.

Is there overcrowding at the school facility? YES

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

The current population of the Conant School is 434 students (as of 3/1/16). There are currently 2 sections of Kindergarten, 2 sections of grade 1 and 3 sections of grades 2 – 6. Next year there will be 3 sections of Kindergarten, 2 sections of grades 1 and 2, and 3 sections of grades 3 – 6. This "bubble" of 2 sections will eventually move out of the school so that we will have 3 sections of each grade. To accommodate any specialized programming, every available space is utilized. Some rooms have been partitioned while others are shared. Some services like ELL and OT/PT are offered in converted storage areas. One undersized space for upper ASD students is small office suite of two rooms with no outside window. One shared space for two learning centers also lacks a window as it was covered by the hallway leading to an aging modular that houses art, a computer lab, speech and reading. Also, OT/PT must often take place on the stage, as the storage room that was converted to the therapy room is quite small. We also have very limited meeting space and virtually no quiet breakout space for large group work. To address overcrowding concerns, the school added a modular with approximately 2,300 SF of additional space. The modular houses art, computer lab, speech, writing room and a maker space. Ideally, these programs would be housed in a permanent part of the building in appropriately sized spaces.

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

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

At which schools in the district?

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

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

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

At which schools in the district?

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

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

Does not apply but to elaborate on the above, Acton Public Schools (preK-6), Boxborough Public Schools (preK-6), and Acton Boxborough Regional Schools (7-12) merged in FY'15 to form the new Acton Boxborough Regional School District (preK-12). Creating opportunity for some staffing consolidation. Some duplicative positions were merged and due to slight declining enrollment ABRSD has been able to decrease a couple of K sections in the past two years.

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 preliminary budget presented to the School Committee in February represented a total of \$83,426,767, or a 3.90% increase over the FY'16 revised budget. This represented the total budget that the administration believed was required to meet our operational needs without a reduction in services. Upon the issuance of the State budget, and finalization of other estimates in the initial proposal, the administration adjusted the budget to refine applicable areas, which resulted in a reduction leading to a final FY'17 budget request of \$83,073,204 or an increase of 3.46% over FY'16. The total budget increase of \$2,776,809, or 3.46%, in FY'17 is driven primarily by four areas, comprising 3.3% of the 3.46%: i) Contractual Salary Increases: Personnel costs are increasing \$1,452,330, or 2.9%, over FY'16, due to salary increases that allow us to retain our almost 1,000 full- and part-time employees. ii) Commitment to Employee Benefits: Fringe benefits, including OPEB, Middlesex Retirement, and health insurance contributions, are increasing \$562,706, or 4.7%, over FY'16. iii) Increased Special Education Costs: Special Education out-of-district tuitions and necessary transportation costs, net of Circuit Breaker reimbursement, are increasing \$311,614, or 4.58%. iv) Utility & Infrastructure Costs: Utility costs are rising \$194,634, or 12%, principally due to higher electric rates. Debt service and capital budget combined are increasing \$147,075, or 6.35%, reflective of current initiatives in capital planning and upkeep.

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).

Luther Conant Elementary School was constructed in 1970. The building was reroofed in 1986, with no other major renovations. Modularity was added in 1995 to address overcrowding issues.

Summary:

- Originally constructed in 1970
- Roofing: reroofed in 1986 with no other major renovations
- Modularity: two units connected together added in 1995 to address overcrowding

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

54300

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 Conant School is situated on 24.5 acres. There are two points of entry, both from Taylor Road. The main entry drive leads to a circulation loop that also serves as a vehicular loop for drop-off and pick-up, as well as parking. Circulation in this shared traffic loop is a safety concern for walkers and vehicles navigating the site. It also creates congestion both on site and onto Taylor Road during pick-up and drop-off times. The secondary entry point services a small parking lot at the rear of the building.

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)

80 Taylor Road, Acton, MA 01720

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).

Typical exterior walls are constructed of brick veneer over a concrete masonry block back up wall with 2" - 4" layer of "Zonolite" insulation sandwiched between the inner and outer masonry. Truss type reinforcing is provided at 16" oc vertically, and the interior is finished with 5/8" Drywall on a 7/8" furring channel (Note that there is no vapor retarder / air infiltration barrier incorporated into the original design/construction). Exterior walls indicate some isolated areas showing significant deterioration at brick and mortar.

Window systems are constructed of both hollow metal (at door sidelights and transoms), and aluminum. The hollow metal installations are showing a considerable amount of rust and rot. Aluminum systems are not thermally broken, and in some cases, are damaged. Glazing associated with both types is non-insulated, single pane glass. In some locations wired glass was utilized, which is no longer recommended. Sealants associated with both types are showing their age and appear dried and cracked.

Exterior Doors are hollow metal in hollow metal frames. Frames are mostly original to the building, are not thermally broken and are showing signs of deterioration. Remaining original doors are in varying stages of deterioration and associated hardware (knob) is non-compliant with ADA/MAAB requirements. Thresholds are deteriorated, and in some cases not ADA/MAAB compliant. Wired glass installed at sidelights is non-insulated.

The roof structure of both wings consists of metal deck spanning between bar joists which are supported by wide flange

steel beams and columns. Primary roof systems consist of a stone ballasted EPDM Membrane. The general condition of the membrane at the ballasted areas is difficult to monitor without some removal of ballast. The condition where the membrane is exposed is in fair to poor condition. Drying and cracking of the membrane, especially at joints, is prevalent with failure of the membrane in the form of tears. The fascia system is showing signs of oxidation of the factory finish and is peeling from the metal panels in many locations.

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

Year of Last Major Repair or Replacement:(YYYY) 1970

Description of Last Major Repair or Replacement:

No major repair or replacement of exterior walls

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 54300

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

stone ballasted EPDM roof, EPDM roof (skylights)

Age of Section (number of years since the Roof was installed or replaced) 30

Description of repairs, if applicable, in the last three years. Include year of repair:

Roofing repairs are made as needed, over the last three years the District has incurred \$2,765 in roof repairs

Window Section A

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 85

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Hollow metal and aluminum frames with non-insulated, single pane glazing

Age of Section (number of years since the Windows were installed or replaced) 46

Description of repairs, if applicable, in the last three years. Include year of repair:

Basic break / fix repairs are all that have been completed since original construction.

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).

HVAC: The mechanical equipment, with the exception of the boiler plant and the unit ventilators, are all original to the building (1969). The boiler plant was replaced in 2007 as well as the unit ventilators and exhaust fans. The piping system throughout the building is provided with a mix of new fiberglass insulation and original fiberglass insulation which still has asbestos insulation on the elbows. The school mostly consists of unit ventilators for all of the classroom spaces, library and the gym, indoor air handling units for the Cafeteria and one rooftop air handler for the Administration area which provides heating, ventilation and air conditioning for that area only. The IT room off the lobby is served by a rooftop heat pump. The rooftop unit and indoor air handling units are associated with duct distribution systems for the supply and return air. The Administration area is a constant volume single zone system with temperature control for the entire administrative suite controlled from one location. Exhaust air is provided throughout the building through the use of roof mounted exhaust fans. The buildings overall temperature control system is handled by a limited amount of original pneumatic controls and standalone electronic controls. Overall the equipment is functional however, there is an issue with the exhaust fan central timeclock being inoperative. It appears that the building has received average maintenance over the years however, some components are beginning to fail or show signs of possible future issues. The building is not provided with a cooling plant. The Administration area and the Guidance Office are the only spaces that are provided with packaged roof top units which deliver air conditioning to those areas.

Electrical: Most of the systems are original to the buildings and although functioning, have outlived its intended useful life. The power distribution system is original and in poor condition. Interior lighting is generally in poor condition. The fire alarm system is original. Due to code changes, the emergency standby systems are no longer code compliant.

Plumbing: The Plumbing Systems serving the building are cold water, hot water, sanitary, waste and vent system, storm drain piping, and natural gas. Municipal water services the Building, while the building sanitary is directed to a site septic

system. The majority of the plumbing systems appear to be original to the building. Portions of the system have been updated as part of building upgrade projects. The plumbing systems in general have served their useful life. Attempts have been made to make some bathroom fixtures accessible, however, the majority of plumbing fixtures do not meet current accessibility codes. In general, the fixtures appear to have served their useful life. Cast iron is used for sanitary and storm drainage. Rainwater from flat roof areas is collected by interior rain leaders which appear to discharge to a below grade drainage system.

Fire Protection: The building does not contain an automatic sprinkler system.

Boiler Section 1

Is the District seeking replacement of the Boiler? NO

Is there more than one boiler room in the School? NO

What percentage of the School is heated by the Boiler? 100

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 9

Description of repairs, if applicable, in the last three years. Include year of repair:

School Currently has High Efficiency Viessman Condensing Boilers installed in 2007 and we are not seeking replacement at this time. These could be potentially reused if the building is renovated or replaced. Routine annual maintenance / preventative maintenance and inspection have been the only necessary repairs since installation in 2007.

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

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

Description of Last Major Repair or Replacement:

Replaced boilers, pneumatics control air compressor, and unit ventilators at classrooms

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

Year of Last Major Repair or Replacement:(YYYY) 1970

Description of Last Major Repair or Replacement:

N/A

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).

Flooring varies in type and condition throughout the building. Classrooms, cafeteria, corridors, vestibules, and lobby areas are primarily 12" x 12" vinyl composition tile (VCT), mostly original, and in primarily poor condition. The gym wood sports floor is original. The wood stage floor is in fair condition.

Ceiling types consist of suspended acoustical panels (ACP), metal lath and plaster (at skylights, and gang toilet rooms), suspended Tectum panels (gymnasium and Cafetorium), and exposed metal deck (boiler room, service areas). The ceilings in general are worn.

Lighting is generally in poor condition. Lighting in corridors consists of wraparound fixtures. Classroom lighting and offices consist of surface mounted 2 ft. x 4 ft. acrylic troffers with two lamp cross sections of T8 fluorescent lamps. Typically lighting is controlled via local line voltage switches. Lighting in the cafeteria consists of 1 ft. x 4ft. acrylic troffers. Also, there are recessed downlights installed.

Interior doors are mostly original solid core wood doors with knob hardware and lack door closers. Many doors are scuffed or showing signs of veneer damage.

Built-in casework and counters vary from fair to poor condition depending on age and location.

Although attempts have been made to meet accessibility standards, many issues still remain that are non-conforming with current ADA/MAAB requirements. Issues include maneuvering space, urinal screens, grab bars, toilet accessories, door hardware, drinking fountains and signage.

PROGRAMS and OPERATIONS: Please provide a detailed description of the current programs offered and

grades served, and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

The Luther Conant School serves 434 students in grades K-6 and employs 42 staff members. The Elementary Curriculum includes Educational Technology, English Language Arts, Health, Mathematics, Performing Arts, Physical Education, Science, Engineering & Technology, Social Studies, and Visual Arts. Due to space constraints within the original building, modular classrooms are located on site to provide a computer lab, art, speech, and resource rooms.

The Luther Conant School is an elementary school that serves students in grades K – 6. It offers full special education programming through two learning centers, two classrooms for children on the Autism spectrum, OT and PT services and speech and language services. There is a high population of ELL students. Regular education services via a Reading specialist, Math assistant and Writing assistant are also offered. Although many services are offered, the spaces in which they are offered are unsuitably small and limiting. OT and PT must often use the stage because their classroom, which is housed in a former storage area, is too small. The stage is attached to the cafetorium so students often cannot receive services there, as lunch noise is too distracting. Many services take place in former storage areas, which limits our ability to easily add students who need interventions to groups, instead reworking schedules to accommodate new children. Several spaces are shared which creates scheduling and quality of instruction issues. Staffing issues have been identified and in the next budget cycle we will be looking to add more ELL and special education support for students. There are no additional spaces available for these programs. Also, poor ventilation, an aging roof, single pane windows, inefficient uni-vents and rotting door frames make it very difficult to regulate a comfortable temperature throughout the year especially in overcrowded and repurposed spaces.

At this time program types are limited for some individuals due to the building being wheel chair inaccessible. It is believed that the quality of some of our programming is affected by our facility for all students.

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, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

There are 4 kindergarten classrooms averaging 1,007 SF. There are 16 general classrooms for grades 1- 6. Sizes range between 852 SF and 1,058 SF. There are approximately 17-18 kindergarten students per class, and between 21-25 students per class in Grades 1-6.

The library and associated spaces total 1,609 SF and are located centrally but internally, therefore they do not receive any natural light. Only one class can utilize the library at a time which limits grade level activities in the space.

Cafetorium, platform and associated storage totals 4,030 SF which is undersized for the population. This is the only all school assembly space and it currently does not adequately contain the entire school population with associated staff.

Gymnasium is 3,852 SF, which is undersized for the population.

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 current population of the Conant School is 434 students (as of 3/1/16). There are currently 2 sections of Kindergarten, 2 sections of grade 1 and 3 sections of grades 2 – 6. Next year there will be 3 sections of Kindergarten, 2 sections of grades 1 and 2, and 3 sections of grades 3 – 6. This “bubble” of 2 sections will eventually move out of the school so that we will have 3 sections of each grade. To accommodate any specialized programming, every available space is utilized. Some rooms have been partitioned while others are shared. Some services like ELL and OT/PT are offered in converted storage areas. One undersized space for upper ASD students is small office suite of two rooms with no outside window. One shared space for two learning centers also lacks a window as it was covered by the hallway leading to an aging modular that houses art, a computer lab, speech and reading. Also, OT/PT must often take place on the stage, as the storage room that was converted to the therapy room is quite small. We also have very limited meeting space and virtually no quiet breakout space for large group work. To address overcrowding concerns, the school added a modular with approximately 2,300 SF of additional space. The modular houses art, computer lab, speech, writing room

and a maker space. Ideally, these programs would be housed in a permanent part of the building in appropriately sized spaces.

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 District provides regular maintenance and cleaning as needed. The District also has licensed plumbers, electricians and HVAC system technicians to provide in house repairs, saving the District on maintenance and repairs that would otherwise need to be outsourced. No capital projects are planned for the facility at this time.

The District budget for school based operations, capital, and preventative maintenance and repair at the Conant school in Fiscal Year (FY) 2014 was \$144,630 which breaks down to \$2.68 per sq ft. In FY '15 the budget for the Conant school was \$150,611 which breaks down to \$2.79 per sq ft. In our current year FY'16 the Conant school budget is \$138,314 which breaks down to \$2.56 per sq ft. This recent level of budget funding, which is difficult to maintain in operational budgets year to year, does not allow for the District to address major capital needs for a building of this age and is utilizing funds for maintenance that could be better directed to educational programs.

Priority 2

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

The Luther Conant School utilizes every available space for learning and break-out space, including hallways, converted storage rooms and modular classroom spaces. Often these spaces are inadequate, as space constrains and lack of acoustical separation limit how and when a space can be occupied.

The Luther Conant School offers full special education programming through two learning centers, two classrooms for children on the Autism spectrum, OT and PT services and speech and language services. There is a high population of ELL students. Regular education services via a Reading specialist, Math assistant and Writing assistant are also offered. Although many services are offered, the spaces in which they are offered are unsuitably small and limiting. OT and PT must often use the stage because their classroom, which is housed in a former storage area, is too small. The stage is attached to the cafetorium so students often cannot receive services there, as lunch noise is too distracting. Many services take place in former storage areas, which limits our ability to easily add students who need interventions to groups, instead reworking schedules to accommodate new children. Several spaces are shared which creates scheduling and quality of instruction issues. Staffing issues have been identified and in the next budget cycle we will be looking to add more ELL and special education support. There are no additional spaces available for these programs.

Priority 2

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

To reduce space constraints, the District added approximately 2,300 SF with modulars to accommodate art, computer lab, speech and writing. This is not ideal however as many of these spaces are inadequate for an entire class to occupy and one is required to pass through and potentially interrupt the art space to access the other rooms.

Staffing issues have been identified and in the next budget cycle we will be looking to add more ELL and special education support however there are no additional spaces available for these programs so crowded spaces will become more crowded.

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.

There are no additional spaces available for the ELL and special education programs causing crowded spaces to become even more crowded. The spaces are filled beyond capacity, distracting and noisy. Instructional modular spaces are compact often shared by multiple teachers and programs creating distractions for teachers and students. Hallway spaces use dividers and lack privacy and resources that would be found in a classroom such as whiteboards, smartboards, and proper storage. The cafeteria is also the only large assembly space and does not adequately hold the total population for an all school meeting. Spaces that have been reallocated often lack adequate acoustical separation and/or natural light.

Please also provide the following:

Cafeteria Seating Capacity: 170

Number of lunch seatings per day: 3

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: 21

Number of Modular Units: 2

Classroom count in Modular Units: 4

Seating Capacity of Modular classrooms: 23

What was the original anticipated useful life in years of the modular units when they were installed?: 15

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: 5

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

Three spaces originally intended for storage have been converted to ELL, OT/PT, and reading support. The original staff collaboration, meeting, and break space has been converted into 2 learning centers for special education. Space originally intended for art or music has now been converted into a "Connections" District-wide special education program. We have ELL, OT/PT and some reading support in converted storage areas. Our connections programs are in small converted spaces when they should be in larger classrooms.

Regarding the modulars, The modular spaces serve non-traditional classroom uses. Art space can serve one grade level class, the computer lab can also serve one grade level class, and the speech and writing is for additional small instruction or pull out instruction.

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 communities of Acton and Boxborough fully regionalized their educational system preK – 12 starting Fiscal Year 2015 (July 1, 2014). Previously the Acton-Boxborough Regional School District consisted of grades 9 – 12. Full preK – 12 regionalization has had minor impacts on the District's elementary school choice program.

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

The School Committee has a commitment to provide the highest quality education for our children. The Committee recognizes that desirable class sizes are a necessary part of the growth and development of the individual student. Therefore, the committee recommends that elementary classes are kept within the following ranges. Attainment of class

sizes within these ranges shall, however, be dependent on budget and space considerations. Class size ranges: K 18-20
students G 1-3 20-22 G 4-6 22-24

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

Window systems are constructed of both hollow metal (at door sidelights and transoms), and aluminum. The hollow metal installations are showing a considerable amount of rust and rot. Aluminum systems are in much better shape, however they are not thermally broken, and in some cases, are damaged. Glazing associated with both types is non-insulated, single pane glass. In some locations wired glass was utilized, which is no longer recommended. Sealants associated with both types are showing their age and appear dried and cracked.

The roof structure of both wings consists of metal deck spanning between bar joists which are supported by wide flange steel beams and columns. Primary roof systems consist of a stone ballasted EPDM Membrane. The general condition of the membrane at the ballasted areas is difficult to monitor without some removal of ballast. Where exposed, the membrane exhibits drying and cracking, especially at joints, and is prevalent with failure of the membrane in the form of tears. The fascia system is showing signs of oxidation of the factory finish and is peeling from the metal panels in many locations.

The Conant School's mechanical equipment, with the exception of the boiler plant and the unit ventilators, are all original to the building. The boiler plant was replaced in 2007 as well as the unit ventilators and exhaust fans. The piping system throughout the building is provided with a mix of new fiberglass insulation and original fiberglass insulation which still has asbestos insulation on the elbows. The school mostly consists of unit ventilators for all the classroom spaces, library and the gym, indoor air handling units for the Cafeteria and one rooftop air handler for the Administration area which provides heating, ventilation and air conditioning for that area only. The IT room off the lobby is served by a rooftop heat pump. The rooftop unit and indoor air handling units are associated with duct distribution systems for the supply and return air. The Administration area is a constant volume single zone system with temperature control for the entire administrative suite controlled from one location. Exhaust air is provided throughout the building through the use of roof mounted exhaust fans. The buildings' overall temperature control system is handled by a limited amount of original pneumatic controls and standalone electronic controls. Overall the equipment is functional however, there is an issue with the exhaust fan central timeclock being inoperative. The building has received maintenance over the years however some components are beginning to fail or show signs of possible future issues.

Most of the electrical systems are original to the buildings and although functioning, have outlived its intended useful life. The power distribution system is original and in poor condition. Interior lighting is generally in poor condition. The fire alarm system is original. Due to code changes, the emergency standby systems are no longer code compliant.

The plumbing systems serving the building are cold water, hot water, sanitary, waste and vent system, storm drain piping, and natural gas. Municipal water services the building, while the building sanitary is directed to a site septic system. The majority of the plumbing systems appear to be original to the building and its additions. Portions of the system have been updated as part of building upgrade projects. The plumbing systems, while continuing to function, in general have served their useful life. Attempts have been made to make some bathroom fixtures accessible, however, the majority of fixtures do not meet current accessibility codes. In general, the plumbing fixtures appear to have served their useful life. Cast iron is used for sanitary and storm drainage. Rainwater from flat roof areas is collected by interior rain leaders which appear to discharge to a below grade drainage system.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

The school provides maintenance to the facility systems described with in house licensed staff. Many of the system issues noted are too great for the school to address in its annual budget. Therefore the District works very hard to reduce the burden on the annual operating budget by seeking grants to complete energy efficiency projects, which in turn reduce the operating costs associated with utility bills. In turn the District tries to roll savings in the areas of utilities back into the building capital, preventative maintenance, and repair programs.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above 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 Luther Conant School offers full special education programming through two learning centers, two classrooms for children on the Autism spectrum, OT and PT services and speech and language services. There is a high population of ELL students. Regular education services via a Reading specialist, Math assistant and Writing assistant are also offered. Although many services are offered, the spaces in which they are offered are unsuitably small and limiting. OT and PT must often use the stage because their classroom, which is housed in a former storage area, is too small. The stage is attached to the cafetorium so students often cannot receive services there, as lunch noise is too distracting. Many services take place in former storage areas, which limits our ability to easily add students who need interventions to groups, instead reworking schedules to accommodate new children. Several spaces are shared which creates scheduling and quality of instruction issues. Staffing issues have been identified and in the next budget cycle we will be looking to add more ELL and special education support to meet the continued growing demand. There are no additional spaces available for these programs. Also, poor ventilation, an aging roof, single pane windows, inefficient uni-vents and rotting door frames make it very difficult to regulate a comfortable temperature throughout the year especially in overcrowded and repurposed spaces.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

Every square foot of the building is utilized for educational space, including hallways, converted storage closets and modulars. If a system or component failure renders an area or space unusable, it would be detrimental to the operation of the building. Addressing failing systems would create a healthier, more comfortable and safer educational environment more conducive to learning. The District continues to be proactive when possible to address maintenance items in a timely manner.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?:

YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Dore & Whittier Architects, Inc.
Garcia, Galuska DeSousa (MEP)

The date of the inspection: 8/1/2015

A summary of the findings (maximum of 5000 characters):

Conant School building has had no significant renovation since constructed more than 45 years ago. Deficiencies in handicap accessibility, thermal envelope, code compliance, and infrastructure such as heating, ventilating and air conditioning (HVAC), electrical and plumbing systems topped the list of capital improvement needs. The use of modular classrooms addresses temporary space needs, but is not a viable long-term solution. A summary of findings is listed below.

Landscape / Civil

- Pavement and sidewalks: overall worn and in need of overlay/replacement
- Repair curbing, provide curbing where it doesn't exist
- Lack of accessible travel path to building entry
- Lack of accessible path to new playground
- Circulation – Bus and car traffic share loop drive, consider separation
- Screening at service area
- Consider separating bus and parent drop offs
- Analyze congestion problems, possibly provide second access drive to site
- Consider new full depth pavement at receiving area and access
- No continuous path around building

Structural

- Some cracking/spalling in foundation walls throughout the structure
- Cracking in brick and concrete slab at several egress doors from classroom pods
- Severe cracking in two locations due to heaving of foundation walls

HVAC

- Combustion air damper undersized for boiler plant
- Piping insulation removed throughout building
- Problematic pneumatic control system
- Damaged time clock controlling rooftop exhaust fans
- No ventilation in administration area in winter

- Original AHU at café/kitchen are problematic and harder to fix
- Kitchen hood runs at full speed, wasting energy

Electrical

- Original power and distribution system - overall in fair condition
- Upgrade lighting with LED and provide occupancy and dimming sensors
- Emergency standby system is no longer code compliant; provide emergency lighting in toilet and public spaces
- Fire alarm system to be updated and comply with ADA and battery back-up requirements
- Provide lightning protection system

Plumbing

- Consider high efficiency low flow fixtures throughout that meet ADA
- Provide new domestic water distribution piping and insulation
- The kitchen drainage piping shall be directed to an exterior grease trap

Fire Protection

- Building does not have a sprinkler system

Architectural

- Doors and windows with single pane glass are in fair to poor condition – replacement warranted
- Replace ballasted EPDM roof, increase insulation; add lightning protection
- Finishes/built-ins range in condition
- HC accessibility - toilet rooms; water fountains; casework; side clearances at doors; signage

Food Service

- Kitchen equipment is mostly original and somewhat antiquated

Hazardous Materials

- Suspect materials are expected due to building age but maintained well. Prior to any repairs, check AHERA reports and perform testing if needed.

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.

All required programming is offered. The spaces however for some programs are not appropriate thus limiting the opportunities for programming expansion and improvement. More apparatus are needed for OT/PT and for our Connections Program but we are not able to fit them in. For example, a sensory swing would be useful to both programs but there is nowhere to install one.

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 District has worked with Dore & Whittier to develop a Capital Improvement Plan and divided it into three different priorities, to be completed over time:

Priority 1: 0-2 years

Priority 2: 3-6 years

Priority 3: 7+ years

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.

The Conant School is currently offering the programming required for our students. However, as it has been stated, the available spaces for some programs limit their ability to improve and grow. Also, we have identified a need for more ELL and SPED support in the next budget cycle. While having the staff to address these issues is a great addition to the building, we do not currently have spaces for them. This will require possible reallocation of storage space, or redistribution of service provider areas resulting in smaller, more crowded or shared spaces.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If the SOI is being submitted by 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 the SOI is being submitted by 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 _____, prior to the closing date, the _____

[City Council Board or Aldermen, Board of Selectmen or 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(ies) 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.

CERTIFICATIONS

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

Chief Executive Officer *	School Committee Chair	Superintendent of Schools
Glenn A. Brand	Kristina Rychlik	Glenn A. Brand
<hr/>		
Superintendent of Schools		
		
(signature)	(signature)	(signature)
Date 4/7/2016	Date 4/7/16	Date 4/7/2016

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2016 Statement of Interest

Thank you for submitting your FY 2016 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 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 Diane Sullivan at 617-720-4466 or Diane.Sullivan@massschoolbuildings.org.

Massachusetts School Building Authority

School District Acton-Boxborough

District Contact Glenn Brand
~~Steve Mills~~ TEL: (978) 264-4700

Name of School Gates

Submission Date 4/7/2016

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. If Priority 1 is selected, your Statement of Interest will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system.

Chief Executive Officer *

School Committee Chair

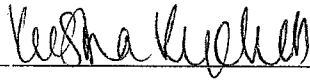
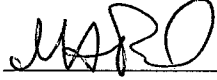
Superintendent of Schools

Glenn A. Brand

Kristina Rychlik

Glenn A. Brand

Superintendent of Schools



(signature)

(signature)

(signature)

Date 4/7/2016

Date 4/7/16

Date 4/7/2016

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Massachusetts School Building Authority

School District Acton-Boxborough

District Contact Steve Mills TEL: (978) 264-4700

Name of School Gates

Submission Date 4/7/2016

Note

Please note the Principal of the Gates school is Lynne Newman, this information needs to be updated. Additionally the Superintendent of Schools is Dr. Glenn A. Brand. Steve Mills listed above was the former Superintendent.

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? NO

School name of the District Priority SOI: 2016 Douglas

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 9/15/2016

Planning Firm: Dore and Whittier

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 Gates Elementary School is one of 9 facilities being evaluated by Dore and Whittier as part of a two-phase plan. Tasks and goals associated with this plan are described in detail below. PHASE I – Existing Conditions Analysis Task 1 - Meet with the Acton-Boxborough Regional School District to confirm project objectives and timelines. Assist in setting project goals. Set progress review meetings for all tasks through completion of services and submission of final report. Task 2 - Obtain and review current 10 year enrollment projections completed by the District. Task 3 - Review capacity of each facility and their ability to support the projected enrollment as well as how each facility meets current MSBA space standards. Task 4 - Review existing school buildings, grounds and systems relative to supporting the District’s security protocols and summarize the findings in graphic and narrative format. Task 5- Obtain and review existing drawings of each of the Acton-Boxborough Regional School District’s school buildings, engineering surveys and reports, and precedent studies and investigation as well as all capital projects conducted over the past 10 years. Task 6- Perform existing conditions analysis of each of the Acton-Boxborough Regional School District’s school buildings. The analysis shall include: • Meet with school facilities staff to understand known current issues, • Tour each school to assess current physical condition of structure, interior and exterior materials and finishes, • Review building, accessibility and life safety code compliance, • Review plumbing, fire suppression, HVAC, electrical and technology systems condition, • Review hazardous material reports (if applicable). Task 7 - Perform analysis of each school site to include: • Site area of each school, including buildings, parking, roadways and playfields • Available area for additions or new buildings, • Available area for athletic fields and play areas, • Available area for vehicular and pedestrian circulation, • Potential impact on Neighbors. Task 8 - Based on information gathered in the Tasks above, develop a spreadsheet of maintenance and capital project items by school, by discipline. Provide a recommendation of priority for each item including: urgent; short term, 5 - 10 years. In addition develop the task list so items or projects from various schools can be grouped discipline Task 9 – Final Report - Based on approval of the Acton-Boxborough Regional School District, prepare and submit the final report including any comments received. PHASE II – Develop Educational Program and Master Plan Options The Acton-Boxborough Regional School District is interested in having its' school buildings support and enhance the goals of 21st Century teaching and learning. The exploration and development of the program and options may include: grade configurations; alternative educational delivery models; community learning and use and other ideas that may represent contemporary and future educational thinking. Task 1 - Meet with the Acton-Boxborough Regional School District and School Principals to identify long-range educational goals for the schools. Develop Educational Specifications; perform programming meetings with each school administration and appropriate educational and operational staff. Develop program assessments based on projected populations for each school. Assist the District with up to two, conceptual design phase, community forums to solicit input from parents, students and other community members. Task 2- Propose up to three conceptual capital needs Master Plan alternatives, which meet the program and existing conditions requirements for each school. These shall comprise options for maintenance only, renovation and addition, or new construction as well as any potential grade reconfiguration or school consolidation. These shall be analyzed with respect to: • Educational appropriateness • Availability of appropriate “expansion” area on reviewed sites; • Impact on present school and site operations; • Impact on neighbors; • Construction schedule and phasing (multiple phases vs. one phase project) • Impact on existing HVAC/plumbing and electrical systems; • “Satisfaction” of education goals; • Order of magnitude construction costs and total project costs, including phasing, swing space issues. • Provide context for how components may (or may not) meet the Massachusetts School Building Authority (MSBA) criteria for capital projects. Task 4- Provide for the preferred option: • Conceptual plans to illustrate the Master Plan; • Phasing plan; • Preliminary schedule for design through construction; • Educational specifications; • Projection of project costs for preferred option to include all costs normally a part of Massachusetts school projects to include: o Construction costs (“bricks and mortar”); o Itemized Fees, furnishings & equipment, clerk of works, project manager, contingencies, etc; Task 5 - Generate Final Report

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 21 students

per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI:
21 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 document is pending. Expected timeline is September 2016. The author of the plan is Dore and Whittier. The District partnered with Dore and Whittier June 2015 to complete a two phase District Master Plan and Feasibility Study. Phase I, Existing Conditions and Capital Planning Study has been completed and delivered January 2016. The District moved directly into Phase II, Master Planning and Educational Feasibility, and this final phase has a pending completion date of September 2016.

Is there overcrowding at the school facility? YES

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

The current population is 425 students (as of 3/1/16). The total number of students at each grade level are: 53 Kindergarten, 65 first grade, 47 second grade, 46 third grade, 69 fourth grade, 71 fifth grade, and 74 sixth grade. Many closets and storage areas have been converted for instructional purposes leaving virtually no room for storage. For the coming academic year, due to an increase in student population, it is anticipated that an additional classroom will need to be identified. The computer lab is being converted into an ELL room to service 44 students. Both technology and library will become mobile programs that travel to classrooms.

The school has been experiencing general overcrowding for several years and there are many examples. Spaces have been designated in the lobby for ELL and the Assistant Principal. Math coaching is located in the corridor. Storage rooms have been converted into OT/PT and an office. A conference room was converted into a Special Education space leaving no conference space in the school. A classroom was converted into Learning Centers/Resource room. An office off the library is used as a computer lab and is undersized as it can only accommodate up to 13 students or approximately half a class at a time.

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

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

At which schools in the district?

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

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

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

At which schools in the district?

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

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

Acton Public Schools (preK-6), Boxborough Public Schools (preK-6), and Acton Boxborough Regional Schools (7-12) merged in FY'15 to form the new Acton Boxborough Regional School District (preK-12). Creating opportunity for some staffing consolidation. Some duplicative positions were merged and due to to mino declining enrollment ABRSD has been able to decrease a couple of K sections in the past two years.

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 preliminary budget presented to the School Committee in February represented a total of \$83,426,767, or a 3.90%

increase over the FY'16 revised budget. This represented the total budget that the administration believed was required to meet our operational needs without a reduction in services. Upon the issuance of the State budget, and finalization of other estimates in the initial proposal, the administration adjusted the budget to refine applicable areas, which resulted in a reduction leading to a final FY'17 budget request of \$83,073,204 or an increase of 3.46% over FY'16. The total budget increase of \$2,776,809, or 3.46%, in FY'17 is driven primarily by four areas, comprising 3.3% of the 3.46%: i) Contractual Salary Increases: Personnel costs are increasing \$1,452,330, or 2.9%, over FY'16, due to salary increases that allow us to retain our almost 1,000 full- and part-time employees. ii) Commitment to Employee Benefits: Fringe benefits, including OPEB, Middlesex Retirement, and health insurance contributions, are increasing \$562,706, or 4.7%, over FY'16. iii) Increased Special Education Costs: Special Education out-of-district tuitions and necessary transportation costs, net of Circuit Breaker reimbursement, are increasing \$311,614, or 4.58%. iv) Utility & Infrastructure Costs: Utility costs are rising \$194,634, or 12%, principally due to higher electric rates. Debt service and capital budget combined are increasing \$147,075, or 6.35%, reflective of current initiatives in capital planning and upkeep.

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).

Gates Elementary School was constructed in 1968. It was reroofed in 1986, with no other major renovations or additions. In 2007, some mechanical equipment upgrades were completed including 2 new boilers and unit ventilators

Summary:

- Originally constructed in 1968
- Roofing: reroofed in 1986 with no other major renovations or additions
- Some mechanical equipment upgrades completed in 2007, including new boilers and unit ventilators

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

53933

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 Gates School is located on a 34 acre plot shared with the Douglas School. The schools are separated by an extensive wetland system with a boardwalk connection between the schools.

There are safety concerns with the current parent drop off loop route within an active parking lot and intersecting parent and bus drop off loops on site. Other concerns include insufficient parking on site, and an insufficient turning radius at Spruce Street for buses limiting options for bus circulation and site access.

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)

75 Spruce Street, Acton, MA 01720

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).

Foundations are constructed of poured in place concrete with steel reinforcing. Due to the grading around the building they are unexposed to a great extent.

Typical exterior walls are constructed of brick veneer over a concrete masonry block back up wall with 2" - 4" layer of "Zonolite" insulation sandwiched between the inner and outer masonry. There is no vapor retarder / air infiltration barrier incorporated into the original design/construction. Some areas show evidence of cracking along mortar joints, as well as through individual bricks. This occurs mostly at the higher areas of wall and can likely be attributed to a failure in the cap flashing allowing water into the brick and mortar joints.

Window systems are constructed of both hollow metal and aluminum type. The hollow metal installations are showing a considerable amount of rust and rot. Aluminum systems are not thermally broken, and in some cases, are damaged.

Glazing associated with both types is non-insulated, single pane glass. Sealants associated with both types are showing their age and appear dried and cracked.

Exterior doors are hollow metal in hollow metal frames and all appear to be original, with few exceptions. Replaced doors were installed in original hollow metal frames with suitable hardware and weather-stripping, however the frames themselves are not thermally-broken, and are rusting. Original doors are in varying stages of deterioration. Associated

hardware (knob) and lack of side clearances are not compliant with ADA/MAAB requirements. Thresholds are deteriorated, and in some cases are not ADA/MAAB compliant.

The roof structure of both wings consists of metal deck spanning between bar joists which are supported by wide flange steel beams and columns. Primary roof systems consist of a stone ballasted EPDM Membrane, over a lightweight, insulating concrete fill on metal decking. The general condition of the membrane at the ballasted areas is more difficult to determine without some removal of ballast. The condition where the membrane is exposed is in fair to poor condition. Drying and cracking of the membrane and sealants, especially at joints, is prevalent, as is failure of the membrane in the form of tears.

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

Year of Last Major Repair or Replacement:(YYYY) 1968

Description of Last Major Repair or Replacement:

n/a

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 54000

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

Type: stone ballasted EPDM roof, EPDM roof (skylights)

Age of Section (number of years since the Roof was installed or replaced) 30

Description of repairs, if applicable, in the last three years. Include year of repair:

Repairs in the last 3 years: Leaks due to dry rot and UV degradation are becoming more and more of an issue. Current maintenance practices include patching leaks as they become evident. The District has invested \$10,905 in roof repairs over the prior three years.

Window Section A

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 85

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Hollow metal and aluminum frames with non-insulated, single pane glazing

Age of Section (number of years since the Windows were installed or replaced) 50

Description of repairs, if applicable, in the last three years. Include year of repair:

Windows are original, no repairs aside from break fix item.

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).

HVAC: For the most part all the mechanical equipment with the exception of the boiler plant and the unit ventilators are all original to the building. The piping system throughout the building is provided with a mix of new fiberglass insulation and original fiberglass insulation which still has asbestos insulation on the elbows. The school mostly consists of unit ventilators for all of the classroom spaces and the Gym, indoor air handling units for the Library, Café, Kitchen and room 2A (Special Education Resource Room). There is one rooftop air handler for the Administration area which provides heating, ventilation and air conditioning for that area only. The rooftop unit and indoor air handling units are associated with duct distribution systems for the supply and return air. The Administration area utilizes duct mounted reheat coils for individual space temperature control in the winter months. Exhaust air is provided throughout the building through the use of roof mounted exhaust fans. The building's overall temperature control system is handled with a combination of original pneumatic controls and standalone electronic controls. Overall the equipment is functionally inefficient however, there are several issues with some of the indoor air handling units and the current control system. The current control system functions but is not as efficient as a new direct digital control system. Many of the existing pneumatic control valves are failing which is allowing the equipment to run wild, causing spaces to overheat. The Honeywell DDC has been problematic in some areas. The building has received maintenance over the years however, some components are beginning to fail or show signs of possible future issues.

Electrical: Most of the electrical systems are original to the buildings and although functioning, have outlived their intended useful life. The power distribution system is original and in poor condition. Interior lighting is generally in poor condition. The fire alarm system is original. The system life expectancy is generally 15-20 years. The emergency standby systems, due to code changes, are no longer code compliant.

Plumbing: The Plumbing Systems serving the building are cold water, hot water, sanitary, waste and vent system, storm drain piping, and natural gas. Municipal water services the building, while the building sanitary is directed to a site septic system. The majority of the plumbing systems appear to be original to the building and its additions. Portions of the system have been updated as part of building upgrade project. The plumbing systems, while continuing to function, in general have served their useful life. Attempts have been made to make some bathroom fixtures accessible, however, the majority of fixtures do not meet current accessibility codes. In general, the fixtures appear to have served their useful life. Current Access Code requires accessible fixtures wherever plumbing is provided. In terms of the water conservation fixtures, their use is governed by the provisions of the Plumbing and Building Code. Essentially, where new fixtures are installed, as may be required by other codes or concerns, the new fixtures need to be water conserving type fixtures. Cast iron is used for sanitary and storm drainage. Rainwater from flat roof areas is collected by interior rain leaders which appear to discharge to a below grade drainage system. The cast iron piping and underground drainage piping is reportedly failing and is constantly a maintenance issue.

Boiler Section 1

Is the District seeking replacement of the Boiler? NO

Is there more than one boiler room in the School? NO

What percentage of the School is heated by the Boiler? 100

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 9

Description of repairs, if applicable, in the last three years. Include year of repair:

School currently has High Efficiency Viessman Condensing Boilers installed in 2007 and we are not seeking replacement at this time. These could be potentially reused if the building is renovated or replaced. Description of repairs in last 3 years: Routine annual maintenance and inspection

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

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

Description of Last Major Repair or Replacement:

Replaced boilers (2007), air compressor, high efficiency circulation pumps (2011), unit ventilators at classrooms (2007), roof top unit for administration area (2015), 75% of roof top exhaust fans (2013/14)

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

Year of Last Major Repair or Replacement:(YYYY) 1968

Description of Last Major Repair or Replacement:

n/a

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).

Flooring varies in type and condition at the Gates School. Corridors, vestibules, and lobby areas are primarily 12" x 12" vinyl composition tile (VCT), mostly original, and in poor condition. The gym wood sports floor is original and in poor condition. The platform wood floor has had several repairs over the years. The VCT in the cafetorium is worn. Custodial closets, custodial rooms, electrical closets, and storage rooms are a combination of VCT and sealed concrete; VCT is in poor condition.

The interior walls of the building are of varying materials including brick masonry, painted concrete masonry units (CMU), and gypsum wall board (GWB). There are some areas of cracking in the CMU walls occurring primarily adjacent to exterior portions of the building.

Ceiling types consist of suspended acoustical panels (ACP), metal lath and plaster (at skylights, and gang toilet rooms), suspended Tectum panels (gymnasium and cafetorium), and exposed metal deck (boiler room, service areas). The ceilings in general are worn.

The built-in cabinets and counters appear to be original to the building and in poor condition.

The majority of lighting is generally in poor condition. Corridors, offices, and the gym contain 4 ft. long acrylic wraparound fixtures. Classrooms contain surface mounted 2 ft. x 4 ft. acrylic troffers with two lamp cross sections of T8 fluorescent lamps.

The building has made attempts to be compliant with current codes for accessibility and life safety codes however issues have been noted. Primary areas of concern have to do with the protected egress path, depth of the entry vestibule, accessibility clearances in the toilet rooms, door locks, and permanent signage. Doors to the classrooms connecting to exit access corridors lack closers. The depth of the existing entry vestibule is approximately four feet. By current codes and ADA standards the minimum acceptable depth in the direction of travel is seven feet for a straight approach, and five feet for an offset approach.

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

The Paul P. Gates School offers a variety of educational programs in grades K – 6. Elementary Curriculum includes Educational Technology, English Language Arts, Health, Mathematics, Performing Arts, Physical Education, Science, Engineering & Technology, Social Studies, and Visual Arts. Programs unique to the Gates School include four Special Education programs with related support services, reading and math support, an ELL program, and a before and afterschool program offered in the Gates cafeteria.

The physical therapy program is currently housed in inadequate space on the stage in the cafetorium. Presently, as has been the case in the past, plans for the provision of educational related space have included unconventional locations throughout the school. The current computer lab will need to go on a cart to make space for the growing ELL program. The speech & language, reading and math programs are located in small offices and/or hallways. Books for the guided reading library are stored in cabinets that line the hallways. It is anticipated that an additional classroom space will be needed for FY17. The lack of classroom space significantly impacts learning at Gates.

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, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

There are 18 general classrooms, the majority of which are undersized. Sizes range between 822 SF and 1,067 SF. There are approximately 16-18 kindergarten students per class, and between 22-26 students per class in Grades 1-6.

Cafetorium, Gym and Library are all undersized for the current student population.

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 current population is 425 students (as of 3/1/16). The total number of students at each grade level are: 53 Kindergarten, 65 first grade, 47 second grade, 46 third grade, 69 fourth grade, 71 fifth grade, and 74 sixth grade. Many closets and storage areas have been converted for instructional purposes leaving virtually no room for storage. For the coming academic year, due to an increase in student population, it is anticipated that an additional classroom will need to be identified. The computer lab is being converted into an ELL room to service 44 students. Both technology and library will become mobile programs that travel to classrooms.

The school has been experiencing general overcrowding for several years and there are many examples. Spaces have been designated in the lobby for ELL and the Assistant Principal. Math coaching is located in the corridor. Storage rooms

have been converted into OT/PT and an office. A conference room was converted into a Special Education space leaving no conference space in the school. A classroom was converted into Learning Centers/Resource room. An office off the library is used as a computer lab and is undersized as it can only accommodate up to 13 students or approximately half a class at a time.

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 District provides regular maintenance and cleaning as needed. The District also has a licensed plumber, electrician, and HVAC mechanic to provide in house repairs, saving the District on maintenance and repairs that would otherwise need to be outsourced. No capital projects are planned for the facility at this time, with the exception of a large air handler for the kitchen area scheduled to be replaced April vacation week 2016.

The District budget for school based operations, capital, and preventative maintenance and repair at the Gates school in Fiscal Year (FY) 2014 was \$152,936 which breaks down to \$2.84 per sq ft. In FY '15 the budget for the Gates school was \$153,750 which breaks down to \$2.85 per sq ft. In our current year FY'16, the Gates school budget is \$148,453 which breaks down to \$2.75 per sq ft. This recent level of budget funding, which is difficult to maintain in operational budgets year to year, does not allow for the District to address major capital needs for a building of this age and is utilizing funds for maintenance that could be better directed to educational programs.

Priority 2

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

All students receiving support services such as reading, math, ELL, PT and speech & language have been located in hallways and small, shared offices. There are four special education programs located in one room that serve a total of 81 students. These spaces are crowded, distracting and noisy. There are currently 44 ELL students and the instructional space is a small office that is shared by 2 teachers. PT services are provided on the stage in the cafeteria. Services cannot be provided during the lunch periods (total 90 min/day). Hallway spaces use dividers and lack privacy and resources that would be found in a classroom such as whiteboards, smartboards, and proper storage. The lack of classroom space significantly impacts learning at Gates. Additionally for the coming academic year it is anticipated that the District will need to identify an additional classroom space due to increased enrollment.

Priority 2

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

For the coming academic year, due to an increase in student population, the library is being converted into a first grade classroom. The computer lab is being converted into an ELL room to service 44 students. Both technology and library will become mobile programs that travel to classrooms. Additionally, spaces have been already designated in the lobby for ELL and the Assistant Principal. Math coaching is located in the corridor. Storage rooms have been converted into OT/PT and an office. A conference room was converted into a Special Education space. A classroom was converted into a Learning Center/Resource room. An office off the library is used as an undersized computer lab.

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.

These spaces are crowded, distracting and noisy. Instructional spaces are small offices that are often shared by two teachers. Hallway spaces use dividers and lack privacy and resources that would be found in a classroom such as whiteboards, smartboards, and proper storage. The cafeteria is also the all school assembly space and does not adequately hold the total student and staff population for an all school meeting. Spaces that have been reallocated often lack adequate acoustical separation and/or natural light and in some cases appropriate ventilation. Due to relocation of spaces, the school has or will be losing conference, library and technology spaces. With every inch of the existing building utilized, the school is unable to provide adequate areas for break-out and collaboration spaces for the students.

Please also provide the following:

Cafeteria Seating Capacity: 288

Number of lunch seatings per day: 3

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: 7

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 library office was originally intended to be used for educator office space and is now a computer lab, but is being converted to ELL next academic year. An additional classroom needs to be identified for the next academic year. The front lobby was originally designated as a community gathering and collaboration space and now houses offices for the Assistant Principal and ELL space. The conference room was originally designated for educator collaboration and private meeting space and is now being used a special education resource space. Corridors are now being used for math support. One storage unit originally designated for storage is now an OT/PT room and another storage space is now being used as an office.

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 communities of Acton and Boxborough fully regionalized their educational system preK – 12 starting Fiscal Year 2015 (July 1, 2014). Previously, the Acton-Boxborough Regional School District consisted of grades 9 – 12. Full preK – 12 regionalization has had minor impacts on the District's elementary school choice program.

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

The School Committee has a commitment to provide the highest quality education for our children. The Committee recognizes that desirable class sizes are a necessary part of the growth and development of the individual student. Therefore, the committee recommends that elementary classes are kept within the following ranges.

Class size ranges:
Kindergarten 18-20 students
Grades 1-3 20-22 students
Grades 4-6 22-24 students

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

Window systems are constructed of both hollow metal and aluminum type. The hollow metal installations are showing a considerable amount of rust and rot. Aluminum systems are in much better shape, however they are not thermally broken, and in some cases, are damaged. Glazing associated with both types is non-insulated, single pane glass. Sealants associated with both types are showing their age and appear dried and cracked.

The roof structure of both wings consists of metal deck spanning between bar joists which are supported by wide flange steel beams and columns. Primary roof systems consist of a stone ballasted EPDM Membrane, over a lightweight, insulating concrete fill on metal decking. The condition where the membrane is exposed is in fair to poor condition. Drying and cracking of the membrane and sealants, especially at joints, is prevalent, as is failure of the membrane in the form of tears causing leaks from time to time.

For the most part all of the mechanical equipment, with the exception of the boiler plant and the unit ventilators, are all original to the building. The piping system throughout the building is provided with a mix of new fiberglass insulation and original fiberglass insulation which still has asbestos insulation on the elbows. The school mostly consists of unit ventilators for all the classroom spaces and the gym, indoor air handling units for the library, café, kitchen and room 2A. There is one rooftop air handler for the Administration area which provides heating, ventilation and air conditioning for that area only. The rooftop unit and indoor air handling units are associated with duct distribution systems for the supply and return air. The Administration area utilizes duct mounted reheat coils for individual space temperature control in the winter months. Exhaust air is provided throughout the building through the use of roof mounted exhaust fans. The buildings overall temperature control system is handled with a combination of original pneumatic controls and standalone electronic controls. Overall the equipment is functional however, there are several issues with some of the indoor air handling units and the current control system. The current control system functions but is not as efficient as a new direct digital control system. Many of the existing pneumatic control valves are failing which is allowing the equipment to run continuously without going into "unoccupied" mode, causing spaces to overheat. The Honeywell DDC has been problematic in some areas. The building has received maintenance over the years however, some components are beginning to fail or show signs of possible future issues.

Most of the electrical systems are original to the buildings and have outlived its intended useful life. The power distribution system is original and in poor condition. Interior lighting is generally in poor condition. The fire alarm system is original with a system life expectancy of generally 15-20 years. The emergency standby systems, due to code changes, are no longer code compliant.

The Plumbing Systems serving the building are cold water, hot water, sanitary, waste and vent system, storm drain piping, and natural gas. Municipal water services the building, while the building sanitary is directed to a site septic system. The majority of the plumbing systems appear to be original to the building and its additions. Portions of the system have been updated as part of minor building upgrade projects including a few new sinks and toilets and low flow fixtures circa 2000. The plumbing systems have served their useful life. Attempts have been made to make some bathroom fixtures accessible, however, the majority of fixtures do not meet current accessibility codes. In general, the fixtures appear to have served their useful life. Current Access Code requires accessible fixtures wherever plumbing is provided. In terms of the water conservation fixtures, their use is governed by the provisions of the Plumbing and Building Code. Essentially, where new fixtures are installed, as may be required by other codes or concerns, the new fixtures need to be water conserving type fixtures. Cast iron is used for sanitary and storm drainage. Rainwater from flat roof areas is collected by interior rain leaders which appear to discharge to a below grade drainage system. The cast iron piping and underground drainage piping is reportedly failing and is constantly a maintenance issue.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

The school provides maintenance to the facility systems described with in house licensed staff which reduces costs associated with outside contractors. Many of the system issues noted are too great for the school to address in its annual budget. Therefore the District works very hard to reduce the burden on the annual operating budget by seeking grants to complete energy efficiency projects, which in turn reduce the operating costs associated with utility bills. In turn the District tries to roll savings in the areas of utilities back into the building capital, preventative maintenance, and repair programs.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above 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.

Due to a lack of ADA compliance, specifically wheel chair accessibility, the District is limited in placement of some special education students which has had an impact on the District's overall special education programming. At times this has had an impact on families by separating siblings or forcing siblings to transfer to another school to be with their brothers or sisters who require special services or accommodations. Daily educational delivery has been interrupted due to roof leaks in certain areas. The antiquated HVAC creates challenges associated with decibel levels in classroom spaces and other instructional spaces. Additionally, many non-traditional spaces that have been converted to instructional or office space often do not have adequate HVAC mechanical systems for the current use creating personal comfort issues. The local fire and life safety departments in the Town of Acton have complained to the District about the proliferation of instructional spaces in the corridors. Finally, though the District benefits financially from having licensed mechanical staff members as in house employees, we do encounter problems in the Gates school where most of the repairs need to occur during the school day which can interrupt instructional delivery to the children.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

Every square foot of the building is utilized for educational space, including hallways and converted storage closets. If a system or component failure renders an area or space unusable, it becomes detrimental to the operation of the building. Addressing these failing systems would create a healthier, more comfortable and safer educational environment more conducive to learning. The District continues to be proactive, when possible, to address maintenance items in a timely manner.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?:

YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Dore & Whittier Architects, Inc.

Garcia, Galuska DeSousa (MEP)

The date of the inspection: 7/1/2015

A summary of the findings (maximum of 5000 characters):

The Gates School building has had no significant renovations since constructed more than 45 years ago. Deficiencies in handicap accessibility, thermal envelope, code compliance, and infrastructure such as heating, ventilating and air conditioning (HVAC) electrical and plumbing systems topped the list of capital improvement needs. A summary of findings is listed below.

Landscape / Civil

- Pavement and sidewalks: overall worn and in need of overlay/replacement
- Some concrete curb replacement needed; Rear paved court in poor condition
- Circulation – Bus and car traffic intersect; turning radius at Spruce street is insufficient
- Car loop is within parking lot – safety concern
- HC parking spaces – provide direct access to crosswalk/sidewalks
- Parking - insufficient
- Screening at service area
- No continuous path around building

Structural

- Minor cracking and general damage to the exterior foundation and masonry walls
- The paint was observed to be peeling off of the underside of the metal deck in the gymnasium
- Water damage was observed in a few locations throughout the building

HVAC

- Honeywell Control System is not functioning properly
- Many isolation valves in hot water system are failing – water quality may be the issue. Consider DDC
- Original AHU at Café/kitchen are problematic and harder to fix
- Supplement heating in CRs with proper finned elements at fin tube
- No ventilation in corridors

Electrical

- Original power and distribution system - overall in poor condition

- Upgrade lighting with LED and provide occupancy and dimming sensors
- Emergency standby system is no longer code compliant; provide emergency lighting in toilet and public spaces
- Fire alarm system to be updated and comply with ADA and battery back-up requirements
- Provide lightning protection system

Plumbing

- Consider high efficiency low flow fixtures throughout that meet ADA
- Provide new domestic water distribution piping and insulation
- The Kitchen drainage piping shall be directed to an exterior grease trap
- Roof drains in fair to poor condition

Fire Protection

- Building does not have sprinklers

Architectural

- Doors and windows with single pane glass are in fair to poor condition – replacement warranted
- Replace ballasted EPDM roof, increase insulation; add lightning protection
- Finishes/built-ins range in condition
- HC accessibility - toilet rooms; water fountains; casework; side clearances at doors; signage

Food Service

- Kitchen functions well but mostly original and somewhat antiquated

Hazardous Materials

- Suspect materials are expected due to building age but maintained well. Prior to any repairs, check AHERA reports and perform testing if needed.

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.

Programs are limited by space constraints. We have several special education programs at Gates. One specialized program is the Resource Room. The Resource Room currently serves special education for students in grades K - 3. Due to space constraints, we are not able to provide a continuum of services for students in grades 4 - 6. Special education students who require a Resource Room must transfer from the Gates school to another elementary school in Acton or Boxborough.

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 District has worked with Dore & Whittier to develop a Capital Improvement Plan and divided into three different priorities, to be completed over time:

Priority 1: 0-2 years

Priority 2: 3-6 years

Priority 3: 7+ years

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.

Currently the Resource Room provides a specialized program for special education students in grades K - 3. If we had the appropriate space the Resource Room would be expanded to serve the full special education population of students in grades K-6. Each year approximately 3-4 special education students must transfer to other schools in the district to receive the necessary support offered by a Resource Room. Because of space limitations we must generally transfer our most vulnerable student population, who struggle with transitions, to leave the school in which they have developed trusting relationships with staff and students.

The ELL program provides educational support for 44 students and the Reading Assistants work with 21 students in a shared space. The ELL teacher will frequently work with students in the classroom rather than pull students out for support. The Reading Assistants will take larger groups into the cafe to provide reading support.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If the SOI is being submitted by 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 the SOI is being submitted by 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 _____, prior to the closing date, 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.

CERTIFICATIONS

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

Chief Executive Officer *	School Committee Chair	Superintendent of Schools
Glenn A. Brand	Kristina Rychlik	Glenn A. Brand
Superintendent of Schools		
		
(signature)	(signature)	(signature)
Date 4/7/2016	Date 4/7/16	Date 4/7/2016

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.