

City of Fall River Massachusetts
Office of the City Clerk

ALISON M. BOUCHARD
CITY CLERK

INÊS LEITE
ASSISTANT CITY CLERK

April 4, 2013

Dear Councilor:

A Special Meeting of the City Council has been scheduled for Monday April 8, 2013 at 5:15 PM, in the Council Chamber, One Government Center to consider the following:

- City's Massachusetts School Building Authority Fiscal Year 2013 Statement of Interest for the rehabilitation of BMC Durfee High School.

Your attendance at this meeting is respectfully requested.

Very truly yours,

Alison M. Bouchard
City Clerk

/a



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS
COMMITTEE ON PUBLIC SECONDARY SCHOOLS

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January 8, 2013

Paul Marshall
Principal
B.M.C. Durfee High School
360 Elsbree Street
Fall River, MA 02720

Dear Mr. Marshall:

The Committee on Public Secondary Schools, at its October 28, 2012 meeting, reviewed the decennial evaluation report from the recent visit to B.M.C. Durfee High School and voted to award the school continued accreditation in the New England Association of Schools and Colleges.

The Committee commends the school on the following:

- the open communication with the varied stakeholders including the parent council, the student body, and the faculty, and the opportunities for stakeholders to propose modifications during the development of the school's statement of core values, beliefs, and 21st century learning expectations
- the positive incorporation of the concept of Durfee PRIDE in the atmosphere and in the curriculum of the school
- the position of prominence granted to the school's 21st century learning expectations, and the accompanying school-wide rubrics, in the school's emerging initiatives such as the development of a new process for reporting student progress and in the development of a capstone project
- the development of curriculum documents in several departments, such as ELA, mathematics, and science that abide by a common format that aligns with the school's 21st century learning expectations
- the utilization of learning walks, the departmental review of lesson plans, and the review of curriculum during common planning time to ensure close alignment between the written and taught curriculum
- the broad and consistent provision of time to the professional staff to engage in the collaborative development, evaluation, and revision of the curriculum using assessment results

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- the opportunities for participation in professional development programs, such as the Keys to Literacy Program, as a means of expanding instructional practice
- the job embedded professional development available during common planning time three times per week to identify best practices, co-lesson plan, and develop common assessments
- the school's commitment, as evidenced by the provision of significant professional development, to the improvement of instructional skills of teachers of students in English language learner classes such as English as a second language (ESL), sheltered English immersion (SEI), and in general education classes
- the breadth of data provided by the assessment center and the testing coordinators to support analyses by teachers to drive improvements in teaching and learning, including revision to the curriculum
- the focused use of data by several departments during common planning time, including the calibration of departmental rubrics by biology teachers, "data dives" by English teachers to focus on improvements in vocabulary and writing, and the adjustment by the mathematics teachers of the mathematics curriculum for English language learners and students with special needs and to drive instruction for students who have not yet passed the MCAS exam
- the generous provision of time for common planning and the consistent and formal use of that time by departments to create, analyze, and revise formative and summative assessments
- the growing school-wide culture of individually and collaboratively examining a range of evidence of student learning for the purposes of revising curriculum and improving instructional practices
- the significant gains and achievement associated with Advanced Placement courses, including almost a doubling of AP enrollment overall, an increase in minority enrollment, a near tripling in the number of qualifying scores, and an increase in the number of AP course offerings

The Committee was equally pleased to acknowledge the following:

- the move toward a more inclusive and equitable school culture through the elimination or phasing out of "integrated" sections in math and ELA
- the fairly universal provision of common planning time to faculty members that creates valuable opportunities for collaboration and reflection
- the highly focused instructional leadership provided by the principal and his leadership team
- the variety of resources and programs, such as the Bridge program, 21st Century Learning Center programming, Credit Recovery, and homebound tutoring that support the academic and social needs of students
- the broad use of technology to provide ongoing communications between support services personnel, administrators, and teachers
- the allocation of funds sufficient to preserve professional and support staffing levels and to provide for ongoing professional development and curriculum revision
- the extensive renovations made to the athletic complex and performing arts center to support curricular and co-curricular learning activities

- the broad outreach of the school into the community to identify a variety of student employment and intern opportunities as well as supplemental educational opportunities

Nevertheless, the Committee expressed concern regarding the school's adherence to the Standard for Accreditation on Community Resources for Learning. Concerns include, but are not limited to, the following:

- the lack of dependable funding for a long-term maintenance plan
- the ongoing under-funding of some areas of the school including the library and consumable supplies
- the lack of equitable and sufficient instructional materials and equipment for all classrooms
- the routine reductions-in-force that cause the loss of promising teachers due to the timeframe to finalize budgets
- the lack of handicap accessibility including: narrow doors on the two elevators that do not accommodate a wheelchair, the existence of only one school entrance with a ramp, and limited access to outdoor facilities
- the lack of sufficient safety features in the science labs including: a working fume hood, operable sinks and faucets, and eye wash stations
- the insufficient ventilation, temperature, and air quality controls
- the aging leaking roof, drafty windows, ineffective ventilation system, the poor lighting, and deteriorating stairwells

Given these concerns, the Committee voted to place the school on warning for the Standard for Accreditation on Community Resources for Learning.

The Committee requests that school officials submit a Special Progress Report by September 1, 2013 indicating how the following recommendations have been addressed:

- complete the permanent identification by the various departments of the responsibility for all, including "Empowerment," of the school's 21st century expectations for learning
- identify reasons why one-third of students express concerns related to safety at school and develop a plan to respond appropriately
- implement by 2014 a plan, including any needed modifications to the school schedule, for a formal, on-going program where each student has an adult in the school, in addition to the school counselor, who knows the student well and assists in the student in achieving the school's 21st century learning expectations
- confirm that the physical plant and facilities meet all applicable federal and state laws particularly in regard to mandated safety equipment in the science labs
- conduct an audit to assess the level of ADA compliance, report the findings, and respond to all identified short-comings
- develop and implement a plan, with funding and a timeline for completion, to address all building/facility deficiencies

- provide adequate and dependable funding for staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library media center to ensure that the school is able to deliver high quality school programs and services that enable students to meet the academic, social, and civic learning expectations

All accredited schools must submit a required Two-Year Progress Report, which in the case of B.M.C. Durfee High School is due on October 1, 2014. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and is included in *Directions for the Preparation of the Two-Year Progress Report* which can be found at <http://cpss.neasc.org>. In that report school officials are required to respond to two types of recommendations: (1) highlighted recommendations from notification letter(s) and (2) general recommendations from within the school's decennial evaluation report.

With regard to the reporting of action taken on evaluation report recommendations school officials should indicate the status of each recommendation by classifying it in one of five categories: Completed, In Progress, Planned for the Future, Rejected, or No Action. In addition, for each valid recommendation in the evaluation report there should be a brief description of the action that has been taken to address the recommendations, including anticipated dates of completion where applicable. Special care should be taken to include appropriate information to justify the Rejected or No Action status of any recommendation.

In addition to providing information on action taken to address each evaluation report recommendation, the Two-Year Progress Report should also provide detailed explanations regarding the manner in which each of the following highlighted recommendations has been addressed:

- implement a formal, detailed plan to periodically review and revise the school's core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities
- develop and adopt a research-based, school-wide common curriculum template that includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment strategies that include the use of school-wide analytic and course specific rubrics
- ensure that all teachers employ a process, based on the use of school-wide rubrics, to assess whole school and individual student progress in achieving the school's 21st century learning expectations
- implement a formal, on-going process to ensure that every teacher regularly uses the designated school-wide rubric(s) their discipline has agreed to teach and assess
- develop a formal process that allows for the professional staff to engage in cyclical curriculum review for both the high school and sending schools to ensure the development, review, and revision of curriculum
- develop a process and corresponding timeline with identified target levels for increasing the use by all teachers of instructional practices that personalize instruction; engage students in cross-disciplinary learning; engage students as active and self-directed learners; emphasize inquiry, problem-solving, and higher order thinking; apply knowledge and skills to authentic tasks; engage students in self-assessment and reflection; and integrate technology

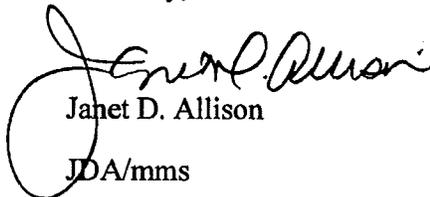
Paul Marshall
January 8, 2013
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- establish and implement a formalized plan for offering at least one heterogeneously grouped core class to all students
- decrease the remaining gap in minority enrollment in honors and AP courses
- provide consistent, dependable, annual funding to the library to ensure the capacity to obtain updated and current print, audio-visual, and online materials
- conduct a detailed, in-depth survey of parents and students to assess the specific nature of their dissatisfaction with available intervention services and take steps to address the concerns

The Committee congratulates the school administration and faculty for completing the first two phases of the accreditation program: the self-study and the evaluation visit. The next step will be the follow-up process during which the school will implement valid recommendations in the evaluation report. The Committee's Follow-Up Seminars should help you and your faculty develop a schedule for implementing valid recommendations. In addition, the Committee's *Accreditation Handbook* provides information on follow-up procedures.

The school's warning status will be next reviewed when the Committee considers the Special Progress Report. Consistent with the Committee's follow-up procedures, the Special Progress Report should include an electronic signature of the principal and chair of the school's Follow-Up Committee and be sent electronically to the Committee office at the following address: cpsreports@neasc.org.

Sincerely,



Janet D. Allison
JDA/mms

cc: Meg Mayo-Brown, Superintendent, Fall River Public Schools
William Flannagan, Mayor, Fall River School Committee
Charles McCarthy, Jr., Chair of the Visiting Committee
Scott Leslie, Chair, Committee on Public Secondary Schools

Massachusetts School Building Authority

School District Fall River

District Contact Margery Mayo-Brown TEL: (508) 675-8420

Name of School B M C Durfee High

Submission Date 4/5/2013

SOI CERTIFICATION

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

- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- After the district completes and submits this SOI electronically, the district must sign the required certifications and submit one signed original hard copy of the SOI to the MSBA, with all of the required documentation described under the "Vote" tab, on or before the deadline.
- The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- Prior to the submission of the hard copy of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation and certification signatures in a format acceptable to the MSBA.

Massachusetts School Building Authority

School District Fall River

District Contact Margery Mayo-Brown TEL: (508) 675-8420

Name of School B M C Durfee High

Submission Date 4/5/2013

Note

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

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

SOI Vote Requirement

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

Potential Project Scope: Renovation/ Addition

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: B M C Durfee High

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

to be determined The building was constructed 1976-1978, and opened to students in 1978. There have been no major renovations since then. There are issues with windows-seal failures and visibility and leaks. The doors need replacement. The HVAC system and roof needs replacement/renovation. The security system needs a renovation and upgrade. Many inside floor surfaces are painted concrete. The science labs have never been upgraded.

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

to be determined

Is this part of a larger facilities plan? NO

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

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:

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

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

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

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

If "NO", please note that:

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

Is there overcrowding at the school facility? NO

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

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

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

At which schools in the district?

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

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

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

At which schools in the district?

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

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

Does not apply

Please provide a 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.

Does not apply

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).

Constructed in 1976-1978.

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

520000

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).

roof issues, envelope issues (concrete, exterior walls, windows, doors), boiler and energy efficiency,

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)

360 Elsbree Street, Fall River, MA. The campus covers buildings, athletic fieldhouse (gymnasium and field complex), and auditorium. The campus encompasses two parking lot facilities, practice fields, and access roads.

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).

Concrete and glass.

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

Year of Last Major Repair or Replacement: 0

Description of Last Major Repair or Replacement:

never

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

Year of Last Major Repair or Replacement: 1998

Type Of ROOF: epdm

Description of Last Major Repair or Replacement:

roof refinished approximately 15 years ago. (membrane issues)

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

Year of Last Major Repair or Replacement: 0

Type Of WINDOWS: double pane

Description of Last Major Repair or Replacement:

original from 1978- many have defective seals, leaks, discoloration.

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).

electrical systems have received numerous repairs, but never a major renovation.

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

Year of Last Major Repair or Replacement: 2000

Description of Last Major Repair or Replacement:

one boiler replaced approximately 12 years ago.

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

Year of Last Major Repair or Replacement: 0

Description of Last Major Repair or Replacement:

air conditioning retro fit- exact date unknown

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

Year of Last Major Repair or Replacement: 0

Description of Last Major Repair or Replacement:

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).

concrete and sheetrock surfaces- floors are a variety of painted and vct floors.

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

some vocational programs suffer from facility issues (power, kitchen in tradewinds, etc.)

science labs are limited. technology has had some upgrades. security camera systems outdated, doors and hardware have had numerous repairs- some are compromised and need to be permanently locked.

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

Classroom spaces are broken out by department (ELA, Math, Science, Social Studies, etc.) classroom spaces average XXXX sq. feet. The original design contained "open classroom" spaces, which have since been sub divided back to single classrooms. The science labs have never had a renovation since 1978. Some retrofitting of classrooms for increased technology has occurred. The building has wireless network coverage, some classrooms have smart boards/projectors. the media center contains traditional open study and library spaces, as well as a series of classroom/computer lab spaces.

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 has approximately 2300-2400 students plus staff. The administration makes good use of available space for classrooms, student services, and some office space. The district Special Needs offices and some business offices are located within the facility. The facility is not currently overcrowded, but has had no major significant renovation/upgrades to educational spaces since 1978. There are envelope and HVAC issues, as well as some technology and security upgrades.

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 currently uses a blend of district staff and contracted services to maintain this facility. Contractors assist with service and maintenance of HVAC, plumbing, and electrical systems. The roof was serviced approximately 15 years ago. The windows and doors have significant issues and hardware is no longer available for many repairs. The auditorium has received a limited upgrade to house lighting, curtain and seat re-upholstery, and sound repairs. The athletic fields were the focus of a partial renovation in 2007, with the addition of two artificial turf fields and stadium seating/stands, including lighting and

parking refurbishing. Tennis courts and perimeter fencing was also replaced.

Priority 3

Question 1: Please provide a detailed description of the "facility-related" issues that are threatening accreditation. Please include in this description details related to the program or facility resources (i.e. Media Center/Library, Science Rooms/Labs, general classroom space, etc.) whose condition or state directly threatens the facility's accreditation status.

Facility issues related to building envelope, HVAC and general air quality and interior spaces impact classrooms and common areas. Science labs have rec'd no major renovation since 1978 construction. windows, doors, roofs, and HVAC impacts all areas. Media center resources and infrastructure items were cited in accreditation report.

Media Center issues are cited in NEASC report- resources, infrastructure and general facility issues (noise/windows/HVAC/etc.)

Science labs cited in NEASC report- safety items/resources, as well as general facility issues such as windows/roof/HVAC

General classroom spaces are impacted by the following: Windows and roof leaks, noise issues with painted concrete floors and loud HVAC issues as well as cold and hot spots.

SPED AREAS: see general classroom spaces.

Support spaces: offices have cold and hot spots (uneven HVAC service), door and window issues, some roof issues. Noise and confidentiality issues.

Priority 3

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

Contracted and district services face a constant struggle to service and keep up with HVAC related issues. One boiler replaced approximately 12-13 years ago. The other appears original.

We have caulked and resealed windows where practical-to prevent water and air leaks. That does not address seal failure that clouds windows, diminishes R value and appearance.

Carpeted surfaces have been removed, concrete sealed, and then painted. (appearance is better, more resistant to issues if floors become wet...) However- those floors are now much louder and gives an echo effect to classrooms and students in common areas. The membrane for the roof has been replaced (15+ years ago?) and has been serviced, sealed and repaired as needed, but issues are becoming more frequent now.

There are some areas that exhibit signs of settling, with cracks in concrete or deflection in areas that should line up.

The district has repaired doors countless times, hardware is scarce and outdated, so we re-use and interchange parts where possible. We have undertaken extensive cabling projects to make the school more web accessible and to improve connectivity infrastructure.

Priority 3

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(s) identified.

Classrooms have been relocated and moved around to avoid hot/cold areas. There have been classrooms and computer labs created in the media center to allow for a more conducive environment (Noise, temperature, carpeted floors, fewer windows (fewer leaks).

Vocational CVTE programs are limited due to poor electrical systems. The performing and fine arts departments have had leaks and damage to instruments and classroom areas from roof issues. Summer programs including SPED are relocated and displaced due to poor air conditioning. Use of the field house facility for graduation becomes an issue as temperatures can soar in gymnasium with larger crowds.

Roof leaks are a problem, we repair and locate leaks and causes only to have further issues. Significant wind and rain will cause issues and a spate of class relocations. The district does perform periodic environmental testing for air quality.

Please also provide the following:

Name of accrediting entity (maximum of 100 characters)::

NEASC -New England Association of Schools and Colleges

Current Accreditation Status: Please provide appropriate number as 1=Passed, 2=Probation, 3=Warning, 4=Lost:

1

If "WARNING", indicate the date accreditation may be switched to Probation or lost::

If "PROBATION", indicate the date accreditation may be lost::

Please provide the date of the first accreditation visit that resulted in your current accreditation status.:

10/28/2012

Please provide the date of the follow-up accreditation visit:: 1/8/2013

Are facility-related issues related to Media Center/Library? If yes, please describe in detail in Question 1 below.:

YES

Are facility-related issues related to Science Rooms/Labs? If yes, please describe in detail in Question 1 below.:

YES

Are facility-related issues related to general classroom spaces? If yes, please describe in detail in Question 1 below.:

YES

Are facility-related issues related to SPED? If yes, please describe in detail in Question 1 below: YES

Are facility-related issues related to support spaces? If yes, please describe in detail in Question 1 below.: YES

Are facility-related issues related to "Other"? If yes, please identify the other area below and describe in detail in Question 1 below.: YES

Please describe (maximum of 100 characters).:

Concrete repair. Insulation peeling -

Elevator needs overhaul.

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.

Building Exterior

Roof Systems: The existing membrane roofing system is about 15 years old and was installed over an older roofing system and is leaking at various locations. The existing roofing membrane should be removed and a new white PVC membrane roofing system should be installed with higher R value underlayment board and rigid insulation over the existing structural concrete deck. Existing Chiller water piping will have to be temporarily supported in order to install the new roofing system.

Exterior Wall System: The existing exterior wall system consists of prefab concrete panels flush with the foundation below and panel fins, all secure to structure with metal clips. A continuous metal roof fascia runs along the top of the panels. These panels are asbestos cement panels 2" wide. A survey of these panels must be conducted. Many of these mentioned panels are broken and/or missing pieces. Counter flashing is not evident at the foundation.

Windows and Storefront Systems: The existing system has an aluminum storefront window with metal panel insert assembly. The Aluminum have deteriorated, discolored and in some places leak. Some of the metal panel inserts have rusted and also leak.

Exterior Entry Door System: The existing entry doors and frames are hollow metal. They have rusted and are in poor condition. At some locations the rust is all the way through the door and or the frame. In addition, some door hardware is missing or old and non-operational.

Exposed Concrete Structure: The existing exposed concrete structure was used as a design element for the facade of the building. There are a few cracks in the concrete structure, however the overall condition of this part of the building is in good condition. At locations where large cracks are present a structural engineer will have to review and provide direction. Sealant and flashing must be installed. There are existing expansion joints that need to be reflashed.

HVAC Systems: Heating, ventilation and cooling for the building is provided through the use of 27 rooftop units which are equipped with gas fired furnaces and chilled water coils. They are 12 years old and seem to be in working order. Balancing, cleaning are required to ensure proper airflow and efficiency. The remaining part of the HVAC system is original which with exception of the chillers has reached their serviceable life. Boilers, perimeter fin tube radiation, cabinet unit heaters and convectors are beyond their serviceable life. The control system is fair at best with the need for modernization, both for functional capabilities and efficiency.

Priority 5

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

The roof top HVAC units were replaced approximately 12 years ago along with the chiller units. Window and door issues are repaired as need, providing they are in repairable condition. The roof repairs are handled as quickly as possible, patching and replacing small areas of distress. Repair work is ongoing, boilers for the Gym area along with the pool area.

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.

Moving students from damaged areas of the building due to roof leaks is common, coupled with temperature variations wing to wing , room to room can be extremely frustrating for students and faculty. The general appearance of this building is old and rundown which in itself can be uninviting, adding to the problem is the Schools' mechanical issues which are mounting.

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.

Students would be able to take advantage of remodeled systems to learn in a better environment. More pleasant classrooms and hallways, with electrical systems devoted to supporting technology and efficient lighting, climate control throughout the building, rather than attempting to operate an outdated and inefficient HVAC design. A Clean, well lite dry building will translate into a comfortable productive learning environment.

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)::

Mount Vernon Group, Architects

The date of the inspection:: 10/30/2012

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

I have included a copy of the Preliminary Facility Evaluation with the hard copy of this report.

Vote

Vote of Municipal Governing Body YES: NO: Date:

Vote of School Committee YES: NO: Date:

Vote of Regional School Committee YES: NO: Date:

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**

(print name)	(print name)	(print name)
(signature)	(signature)	(signature)
Date	Date	Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter.