

## Massachusetts School Building Authority

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### Next Steps to Finalize Submission of your FY 2021 Statement of Interest

Thank you for submitting your FY 2021 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to mail all required supporting documentation, which is described below.

**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.

- i **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
  - i 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.
- i **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.
  - i Regional School Districts do not need to submit a vote of the municipal body.
  - i 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.

**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.

- i 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.
- i If a District selects Priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

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

If you have any questions about the SOI process please contact the MSBA at 617-720-4466 or [SOI@massschoolbuildings.org](mailto:SOI@massschoolbuildings.org).

## Massachusetts School Building Authority

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School District Berkshire Hills

District Contact Peter Dillon TEL: (413) 298-4017

Name of School Monument Mt Regional High

Submission Date 6/10/2021

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### 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 mail hard copies 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 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 in a format acceptable to the MSBA. If Priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR  
(E.g., Mayor, Town Manager, Board of Selectmen)**

**Chief Executive Officer \***

**School Committee Chair**

**Superintendent of Schools**

Dr. Peter Dillon

Steve Bannon

Dr. Peter Dillon

Superintendent of Schools



(signature)

(signature)

(signature)

Date

Date

Date

6/10/2021 9:51:13 AM

6/10/2021 9:51:53 AM

6/10/2021 9:48:54 AM

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

# Massachusetts School Building Authority

School District Berkshire Hills

District Contact Peter Dillon TEL: (413) 298-4017

Name of School Monument Mt Regional High

Submission Date 6/10/2021

### Note

Thank you for your consideration and support of Monument Mountain Regional High School. We are eager to hear your response and hopefully move forward. We will be submitting a formal cover letter, minutes, the vote, and a supplemental video all by mail.

Again, we much appreciate your support.

Dr. Peter Dillon, 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.

**SOI Program:** Core **Potential Project Scope:** Potential New School  
**Is this a Potential Consolidation?** YES

**If 'YES', Please describe Potential Consolidation that is anticipated at the school.**

A regional school district planning board has been formed by the 8 towns making up the Berkshire Hills and Southern Berkshire Regional School Districts. That 24 member committee and its 5 sub-committees have been meeting weekly for more than a year having received State funds twice (\$50,000 and \$125,000) and local funds from towns and philanthropies (in excess of \$100,000). The group has hired consultants and commissioned studies. While the final path remains to be determined, this is the mos

**Is this SOI the District Priority SOI?** YES

**School name of the District Priority SOI:** 2021 Monument Mt Regional High

**Is this part of a larger facilities plan?** YES

**If "YES", please provide the following:**

**Facilities Plan Date:** 8/29/2009

**Planning Firm:** Roy S. Brown Architects

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

In the spring of 2007, Roy S. Brown Architects prepared a feasibility study for the high school building. This study included an evaluation of the building, architecturally and structurally, as well as an evaluation of the HVAC, plumbing and electrical systems. A Massachusetts state building code compliance analysis was requested as well as a list of prioritized recommendations in all of the above areas with corresponding budget estimates for corrections and renovations. In addition, there was a Facilities Improvement Plan for: the greenhouse; auto shop; telephone system; fire alarm system; science labs; and, library. The final component was to create an energy audit for the building and for an opinion regarding the process to follow for installing a sprinkler system. The entire study will be mailed for your reference. In the fall of 2005, construction of the district's new elementary and middle schools located on the same campus as the high school was completed. Having all district schools on the same campus has allowed for more integrated collaboration. As these buildings have aged sixteen years and the high school has surpassed fifty years, our maintenance plans for the district have become more comprehensive to meet needs.

**Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 20 students per teacher**

**Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 20 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.**

BHRSD has district improvement and school improvement plans, as well as a capital asset plan. Integral to all of these plans are an articulated vision for education. We are working closely with MassIdeas, the Kaleidoscope Project, and the Barr Foundation to rethink our educational approaches and better align our educational needs with our resources and our facilities. We recently moved to de-level 9th grade classes with a unanimous school committee vote. Our work is increasingly more aligned.

**Is there overcrowding at the school facility?** YES

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

While the building is not over-capacity, in the the context of Covid-19 and social distancing, the high school was not large enough to host all our students at the 6' distance guidelines forcing us to use a hybrid model. This was compounded by our inadequate HVAC system. The social distancing requirement along with the requisite air exchanges per hour made scheduling extremely difficult and forced the District into investing tens of thousands of dollars into the HVAC system along with stand alone air purifiers to achieve the minimum COVID-19 healthy standards.

**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.**

N/A

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

The BHRSD school committee working with all three member towns has recently modified the Regional Agreement to reflect desired changes that became evident from our recent failed votes for an MSBA project (2013 and 2014). In both of those votes Stockbridge and West Stockbridge approved the proposed project and Great Barrington did not. The new agreement requires that capital allocations be funded on assessed values of the member towns as opposed to student enrollment. This is a huge change in approach and the shift was made and supported to gain Great Barrington's support in a much needed project. This change resulted in the share for Great Barrington decreasing by more than 20 percentage points as Stockbridge's share increased. This shift alone may well be enough to secure unanimous approval. BHRSD has always received generous support from its three communities for its operating budget. Increases have ranged from 3-5 % over the past ten years. While we have re-allocated resources several times we have not been forced to cut positions. Budget approval is at town meetings in early May and June. It appears we will again have unanimous support for our current budget. In sum, we have done much to influence an affirmative vote including reworking the formula for capital assessments, building increasing support for our efforts, receiving dozens of grants to both advance and validate our work, expanding our educational vision and range of opportunities, and demonstrating success in school and in post-secondary opportunities.

## General Description

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**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).

MMRHS construction was completed and first occupied by students in 1968. Even though the maintenance of the facility is well supported by the school committee and community, there have never been any additions and or major renovations. MMRHS remains the only unrenovated high school in Berkshire County. The age of the building is starting to impact our quality of learning and instruction and our viability as we are on the brink of losing students to nearby private and neighboring public schools even as we out perform many of them.

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

113000

**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).

With the construction of new elementary school and middle school, the Berkshire Hills Regional School District consolidated a wide-spread school system into a self-contained campus on approximately 50 acres off Route 7 in Great Barrington, Massachusetts, in the southern Berkshires. Monument Mountain Regional High School sits on top of a hill overlooking the rest of the campus and is bordered by Route 7 on the west, Muddy Brook Regional Elementary School on the south and wood land on the north and east. Much of the property to the east is protected by the Trustees of the Reservation. Areas to the far north of the property are considered wetlands. None of the existing condition of the surrounding property should impact the potential project due to the proposed project scope.

All our school buildings serve our communities in ways other than public schools. The high school serves as a designated shelter for the town of Great Barrington, the middles school serves as a vaccination center for South County, and as it was one of three clinics in the County during this pandemic, the elementary school serves as an overflow site for Fairview Hospital. Additionally, from MArch 2020 to April 2021, the middle school hosted a community food distribution site. Over the past 18 months, the buildings have proven to be invaluable to our community and the state.

MMRHS is a hub for community based activities. Our theater (and parking lot) is used for town meetings, gatherings, and dozens of events a year. Our fields and grounds host hundreds of youth and community games and events including the County's Special Olympics. Local and state law enforcement train in our buildings and on our grounds.

**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)

Monument Mountain Regional High School, 600 Stockbridge Road, Great Barrington, MA 01230

**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 building envelope is made of cinder block with a brick façade on a concrete slab. Monument Mountain High School is a one-story structure. There are structural steel beams throughout the building.

- All of the exterior walls are 53 years old (building's first year was 1968).

- There have been no known repairs or replacements of the exterior walls.
- The current roof system was installed September 21, 1998 (date of substantial completion).
- All of the windows in the building are also 53 years old. They are single-paned windows - most of which run from the ground level to the ceiling all along the first floor.

Age of EXTERIOR WALLS (In Years): 53

Year of Last Repair or Replacement: 1968

Description of Last Repair or Replacement:

No known repairs or replacements.

Age of ROOF(In Years): 23

Year of Last Repair or Replacement: 1998

Type Of ROOF - Sarnafel membrane

Description of Last Repair or Replacement:

Roof system was completely replaced in 1998, with the removal of the old system and installation of a complete new roof.

Age of WINDOWS(In Years): 53

Year of Last Repair or Replacement: 1968

Type Of WINDOWS

Description of Last Repair or Replacement:

Panes are replaced with similar single-pane glass as they are broken.

**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?** NO

**Area of Section (square feet)** 0

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

N/A

**Age of Section (number of years since the Roof was installed or replaced)** 0

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

N/A

**Window Section** A

**Is the District seeking replacement of the Windows Section?** NO

**Windows in Section (count)** 0

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

Single Pane -- neither energy efficient nor safe. Intruders can easily gain entry to classrooms from outside. Cold in winter and hot in summer. Glass is not safety glass and could cause significant harm if broken.

**Age of Section (number of years since the Windows were installed or replaced)** 53

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

On as as needed basis we have repaired broken and malfunctioning windows with similar ones.

**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).**

MMRHS has a hot water heating system serviced by two boilers. The boilers are HB Smith Mils 640, 20 sections. The burners are industrial combustion Model MMG 23S. The rating of each boiler/burner is 6,800,000 BTU/hr gross output. The burners are dual fuel, natural gas and number 2 fuel oil. We solely run on natural gas as our single lined underground oil tank was removed in 2010. The currently unused oil piping within the boiler room has been replaced with copper piping and pressed fittings. There is also an abandoned dedicated gas-fired hot water boiler, an H. B. Smith 28A. This boiler was



added in the 1980s to provide hot water to two 1,050 gallon indirect water heaters. The sections of the boilers warped and this boiler is no longer used. Additionally we only use one of the two hot water heaters because the unused one has a leak. There are two zones (north and south halves of the building) served by three circulating pumps. One pump is designated as a stand-by for the two zones. The pumps are 10hp each and are furnished with high efficiency motors. A majority of the boilers and pumps electrical wiring that was located in conduit in the concrete slab has been replaced because of shorting wires. Both propane and natural gas regulators are repaired and rebuilt regularly in order to keep the flow of propane and gas in the range needed for the proper firing and heating of the boilers.

The building is heated by 9 multi-zone air handling units. The air handling units have been fitted with high efficiency motors, but are considered to be past their useful life. There are single- and multi-zone units. The multi-zone units have no control valves and the single zone units have 3-way control valves. Two of the single-zone units have had the bypass leg for the hot water piping disconnected. The pumping systems are essentially constant volume.

The controls system is pneumatic and has an energy management system that provides only for occupied and unoccupied settings.

Age of BOILERS(In Years): 53

Year of Last Repair or Replacement: 1968

Description of Last Repair or Replacement:

Repairs are made to gaskets, nipples, etc., as needed.

Age of HVAC SYSTEM (In Years): 53

Year of Last Repair or Replacement: 1968

Description of Last Repair or Replacement:

Although called an "HVAC" system, the system at the high school is not what would be considered a true heating ventilation and air conditioning system by today's standards. Air handling and fresh air exchange is limited seasonally with this system. Age of ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM(In Years): 53

Year of Last Repair or Replacement: 1968

Description of Last Repair or Replacement:

Annual maintenance as needed.

### **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)**

Propane fired pilots, Natural gas heating

**Age of Boiler (number of years since the Boiler was installed or replaced)** 53

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

General maintenance, nipple gasket replacements, etc. Extensive re-wiring because of shorting original wires. Propane and gas regulators regularly repairs, replaced and adjusted.

During the summer of 2017 we abated the asbestos brick firebox in boiler #1 and replaced with a new firebox. During the summer of 2018, we abated the asbestos brick firebox in boiler #2 and replaced with a new firebox. During the late spring of 2021 we removed approximately 50% of the asbestos insulation, jacket, of boiler #2 so we could repair two significant leaks in the mud drum that is on top of the boiler. Those repairs will be completed in June 2021 and we will then re-insulate the boiler.

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

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

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

N/A

**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).**

The entire building sits on a concrete slab. The flooring within the building includes a wide variety of VCT tile, carpet tiles, broad loom carpet, ceramic tile (locker rooms), hardwood flooring (gym and stage) and painted concrete (auto shop, carpentry shop, former metals shop).

The interior walls are painted sheet rock. The ceiling is an old 4-tab 9-inch interlocking ceiling tile system, which is being replaced with 2' x 2' drop in ceilings as needed. Approximately 25 percent of this work has been completed. Most of the light fixtures are designed for fluorescent bulbs however, Most of the lamps have been exchanged for LED lamps. There are still some incandescent lights. Of the remaining fluorescent light a high majority are T-8's. There are T-12 high output lights in most of the shop rooms. Several of the shops have been switched out to LED light fixtures.

The lighting system is an "old-fashioned" one switch per room, with lights getting turned on in the morning and turned off in the evening, regardless of occupancy.

The horticulture program is housed in a farm-type wooden structure, with glass greenhouses in need of significant repair and weatherproofing.

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

Monument Mountain Regional High School offers a broad range of academic and vocational programming. The academic program includes four "levels" of programming: standard; honors; college placement; and, advanced placement. The core subject areas - English Language Arts, Social Studies, Science and math, as well as Foreign Language - offer these different levels. Electives range from Life & Death to Politics in Social Studies to Probability & Statistics in Math and Anatomy in Science. Band, music theory, photography, ceramics, drama, and sculpture are a few examples of classes offered in the Fine and Performing Arts programs. A+ programming and law are examples in the Business Education program. Within the Vocational program, MMRHS has certified automotives and horticulture programs. Rounding out the vocational educational opportunities are Family & Consumer Sciences, early childhood education, nursing, woodworking, to name a few. Various science, physical education, horticultural, and automotive programs cannot be offered due to existing facility constraints.

MMRHS is in the middle of a significant redesign of its academic and CVTE programs. We received several competitive grants (Project Lead the Way, Innovative Pathways, MassIdeas Planning Grant through the Barr and Nellie Mae Foundations, ) to rethink our approach and course of studies. We have a longer block schedule for 2020-2021. We have articulated three CVTE strands: 1) health care and social assistance, 2) advanced manufacturing, and 3) an emerging strand tied to environmental and agricultural work incorporating our existing Chapter 74 horticulture program. We have garnered significant industry and community support for our efforts creating a robust advisory council, garnering additional support and significant press coverage.

Several of our programs are in dire jeopardy of not meeting standards or potentially losing accreditation due to our inadequate facilities. These particularly include our approved Chapter 74 programs in automotive and horticulture -- the garage space is too low to put a truck on an elevated lift and the facility is to disconnected from modern mechanics that graduates are at a real disadvantage entering the work force or post secondary education. The greenhouse is an old fox

stable and is not ADA compliant, down a steep hill, and lacking opportunities to be integrated into our regular day -- effectively segregating participant students. Our early childhood program while NAEYC accredited risks losing that support because the space doesn't meet standards. This is a popular and impactful program where students earn credits through Berkshire Community College while meeting a pressing community need for early childhood care. Our culinary program similarly is constrained and the local fire marshall has prohibited most cooking due to our inadequate facilities and lack of fire suppression.

Finally, in this time of Covid-19, we have struggled to achieve healthy air circulation with an outdated HVAC system, inadequate air exchanges, air quality and inefficiency. While we managed through the year, using finer filters and leaving windows open is not a long-term solution. We spent tens of thousands of dollars to simply get by.

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

"A" wing - VocEd: one classroom, 750sf; auto -2,261sf; drafting (currently used as art classroom) -1,003sf; PE - 2,875sf; woodshop - 2,040sf; photography -1,224sf. "B" wing - ELA & Foreign Languages: 8 classrooms at 816sf ea., 2 @ 792sf, 1 @ 756sf; "F" wing - math & science - 3 classrooms at 1,224sf, 2 @ 1,632sf, 1 @ 816sf, 3 @ 768sf, one @ 731sf. Labs not handicap accessible. Tow labs have new cabinetry and shelving and student desks/lab benches. Other than that no updates to labs in 53 years. "H" wing - Business Technology & Social Studies: 2 classrooms at 1,224sf, 1 @ 888sf, 5 @ 816sf and 2 @ 719sf. Art: 1 classroom @ 1,470sf, 1 @ 1,200sf, 1 @ 1,050sf. Music - band room at 1,600sf, one classroom - 556sf, 2 practice rooms @ 112sf. Gym - 9,200sf; boys locker room - 1,064sf; girls locker room - 1,064sf; JV locker room - 793sf; varsity locker room - 793sf; storage - 400sf, "workout room" - 402sf. Auditorium - 10,800sf. Library/media center - 2,888sf. The "B", "F" and "H" wing rooms are painted sheet rock walls with VCT tile floors. Ceilings are 4-tab 9-inch interlocking tile systems, with fluorescent lighting. Classrooms along the outside walls have windows for the exterior wall. The library/media center is in an interior space with no natural light. The original library was divided to make room for other necessary educational spaces. The lighting is fluorescent and the flooring is carpet tiles. Most of the wall space is solid wood paneling; some walls are painted sheet rock. Separate non-ADA compliant classroom and greenhouse for horticulture program 200 yards from main building. 8 of the interior classrooms received a "makeover" in 2011, 2012 including new whiteboards, painting, new ceiling tiles, light fixtures and LCD projectors.

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

Based on pure square footage, the building in total is large enough to accommodate the number of students currently enrolled in the high school. The major true capacity issue presently is in the cafeteria. Beginning in the fall of 2008, the daily schedule was altered to provide for three lunch periods, so that all of the students could eat in the cafeteria at lunch time. Even with this change, the space is filled to capacity with little additional room. The aisles between the chairs at each table are barely large enough for students to get through. The density within the space would create an extremely hazardous situation during an emergency. Due to the various levels of programming, all classrooms are used consistently throughout the day. Ex-tech classes need to be taught in the library, due to the lack of available "free" classroom space. Shop space has been used for additional art studio space, due to the classroom limitations within that department.

**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).**

BHRSD has a Capital Asset Plan that includes spreadsheets and reports of annual routine maintenance done by both in-house staff and contractors. Additionally we have a replacement table for the major expenditures such as plow trucks, tractors, heat pumps, waste water treatment facility filters etc. that is followed to make major purchases.

Over the past ten years the high school boiler room has been substantially rewired as the original aluminum in slab wiring was starting to short out making consistent boiler operations impossible.

Our cleaning schedule is guided by the Tools for Schools document and is recorded when tasks are completed. Repairs in the high school are typically corrected as they arise. A current project underway is a small abatement on the top of boiler #2 in order to weld two leaks in the mud drum that sits atop the boiler.

The largest repair to the building was when we replaced the roof in 1998. That repair required a bond to fund the expense.

Over the 53 year life of the building annual maintenance and repairs have been funded through the operating budget. We have annual maintenance contracts for the major systems and smaller repairs are primarily done with in-house staff.

Capital repairs consist of replacement of broad loam carpet with carpet tiles done in 2006, major upgrades to the main telephone system in 2008 and 2017, boiler gaskets and sections replaced in 2008. Six sets of exterior doors were replaced in September 2008 and a total of ten more in the summers 2016 and 2017.

Additionally we replaced the fire box asbestos brick walls in both boilers in the summers 2017 and 2018. We upgraded the ceiling systems, lighting systems in the science labs as well as replacing the storage cabinets in those labs during the summer of 2018. We also made substantial purchases of science equipment and painted all of the labs in an effort to improve the lab spaces. Similarly during the 2018 summer we replaced ceiling tiles, heating diffusers and light fixtures in the main and guidance offices. The science labs and main/guidance office work was funded through both the capital budget (\$80,000) and the operating budget. In the winter of 2020/2021 we created a fully handicap accessible bathroom within room H-05. This project was completed in support of one of our Sped programs. Additionally in the winter/spring 2021 we did extensive replacement (safety) wiring of the controls in the boiler room. Lastly as a result of the Covid Pandemic we invested approximately \$50,000 troubleshooting and repairing and measuring our air handling systems and outdoor air ductwork.

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## 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.***

There are many deficiencies in the building's infrastructure that we feel prevent us from offering the program of studies we feel is our duty. One of our largest concerns is the condition of the science labs. Subsequent to the original construction, the labs were retro-fitted with eye wash stations and emergency pull showers. These stations exist in the labs but fall short in quantity and location based on current code requirements. It is a non-stop labor to keep all of the gas cocks functional and given the age of the gas distribution system getting parts for repair is increasingly difficult. Eventually this will result in the district allocating a large sum of money to replace the gas distribution system in the labs in their entirety. Addressing both the emergency wash stations and the gas distribution system does not rectify the need for completely upgraded science labs, which cannot support classroom instruction as well as experimentation. Moving back and forth between classrooms, particularly for science experiments creates a hazardous situation. We feel the scope of the work that needs to be done in the labs is so extensive that doing them a little at a time would be very inefficient. Students and teachers should be able to work in one adequate space.

With the recent Covid Pandemic air quality and ventilation within the high school became a larger focal point than it already was for years. The pandemic and results from a DPH Air Quality Test conducted of 2008 lead the district to invest tens of thousands of dollars in troubleshooting and correcting and measuring certain air quality parameters. Some of the work done was re-establishing and fixing and adjusting outside air dampers, adjusting pully tension on the motors to push more air, calibrating all pneumatic thermostats and increasing the set points throughout the building. Additionally we brought in many air purifiers to supplement air flow. fixed windows so they could be opened and closed easily and we wired all of the interior hallway doors (smoke compartmentalizing doors) to remain open with magnets and close when the fire alarm trips.

The following information quoted from an January, 2008 Air Quality study conducted by Massachusetts Department of Public Health (MDPH). Ventilation – Carbon dioxide levels were elevated above 800 parts per million (ppm) in 35 of 68 areas surveyed, indicating poor air exchange in approximately half of the areas evaluated. It is important to note that several of the classrooms had open windows and/or were empty or sparsely occupied [at the time]. Typically, open windows and low occupancy can greatly reduce carbon dioxide levels. Carbon dioxide levels would be expected to be higher with full occupancy and with windows closed. (p. 3) Carbon dioxide is not a problem in and of itself. It is used as an indicator of the adequacy of the fresh air ventilation. As carbon dioxide rises, it indicates that the ventilating system is malfunctioning or the design occupancy of the room is being exceeded. When this happens, a buildup of common indoor air pollutants can occur, leading to discomfort or health complaints. The Occupational Safety and Health Administration (OSHA) standard for carbon dioxide is 5,000 parts per million (ppm) parts of air. Workers may be exposed to this level for 40 hours/week, based on a time-weighted average (OSHA, 1997). The MDPH uses a guideline of 800 ppm for publicly occupied buildings. A guideline of 600ppm or less is preferred in schools due to the fact that the majority of occupants are young and considered to be a more sensitive population in the evaluation of health status. (p. 4) Additional Issues - Cutting and grinding machines in the metal shop did not have dedicated local exhaust ventilation to remove fumes produced during operation. (p. 8)

Another area of concern involves the entire electrical system within the high school. As with most schools built in the 1960's, electrical needs were limited to, possibly, an overhead projector in a classroom and very little else. Therefore, most classrooms have one or two double outlets. The 21st-century classroom has much greater electrical needs for everything from computers and printers to LCD projectors, through Smart Boards. In many classrooms, to meet these needs, there are power strips plugged into power strips, an extremely hazardous situation.

Additionally the high school security systems is far from "modern". The current system is a basic motion-activated security system. Unfortunately times have changed from 1968 and a more comprehensive security system is necessary, both technologically and operationally. Basic issues such as a locked-door system, whereby either a daily locked procedure is followed or a system wide lock-down is initiated at the touch of a button need to be addressed at the school. The school is unable to provide differentiated access to areas of the building for public organizations to use classrooms or the gymnasium. The current configuration limits the ability of school administration to know when someone enters the building and where they go in the building. There are no security cameras anywhere on the high school grounds. MMRHS doubles as the town's emergency shelter. In addition to the security issues mentioned above, an additional area of concern is a 53 year old emergency generator that has been determined to be past its useful life.

Finally, the building was constructed without a fire suppression system. Even though the building is "grand-fathered" due to the age of construction, it is a serious safety issue and one that causes concern for the District, town building inspector and fire chief. It is self-evident why this is a concern.

**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 taken several of the first steps in order to address the concerns surrounding the age, safety, inefficiencies and limitations in the current high school. First, a feasibility study was done to analyze current standings with respect to building and fire/safety code, architectural condition, HVAC, Plumbing, and Electrical systems and an energy study. Subsequent to that study's presentation, a Capital Asset Plan was developed that includes a 5-10 year maintenance plan to try to address all of the study's findings. We use both the study and the plan to inform our budgeting but like always there is never enough money to accomplish all of the desired annual corrections.

For safety and security, an antiquated phone/intercom system was replaced with a new phone system over the summer of 2008 and then again in the summer of 2017. This new system provides for fully functioning phones in all classrooms. There are more than 46 exterior doors in the high school and some were in such poor condition they needed continuous maintenance in order to fully close and lock; six sets were replaced in the summer of 2008 and ten additional ones in the summer of 2016 and 2017.

Over the summer of 2017, 2018, 2019 and 2020, the following list of work was accomplished in an effort to address some of the over-arching concerns that are a focus of this SOI.

- Additional security cameras were installed and the security CPU was upgraded. All analog security cameras were replaced with digital cameras. An additional five cameras were added during the school year 2019-2020.
- Security upgrades and enhancements (two are secured entry points and one we added credential required entry) were made at all three most used entrances so that the building is more secure during the school day.
- All lab spaces were improved by; replacing 9 inch interlocking ceiling tile system with 2'x2' drop ceilings, old fluorescent light fixtures were replaced with LED lights, old storage cabinets were replaced with new lab designed cabinets, all walls were painted and extensive purchases of lab equipment was made. In the summer of 2019 all fume hoods were inspected and tested. All hoods now have sufficient air exhaust.
- The second of two boiler fire boxes were rebuilt which included asbestos remediation of the old fire box. Summer of 2019 we did further asbestos remediation in the boiler room as well as in an ancillary building on campus.
  - A Handicapped Accessible bathroom was added.
  - The Boiler Room was substantially rewired.
  - All hallway doors are now held open by magnets to promote better airflow and quality.

Major safety renovations/installations needed include an expansion of the current security system, fire suppression system, magnetic door hold-opens tied into a new up-to-date fire alarm system. As previously stated, there is a concern about the air quality at the high school. To that end, the old ventilation system, which was shut down during the energy crisis in the 1970's was re-activated in the 2007-2008 school year. While this now allows fresh air to be brought in, it does not resolve the ventilation issue and creates another heating challenge in the winter. We went through another IAQ inspection by the MA Department of Public Health in March 2019 and were once again found to have elevated carbon dioxide levels (above 800 ppm) in most of the areas tested. The following statement was taken from that report; "According to the American Society of Heating, Refrigeration and Air Conditioning Engineering (ASHRAE), the service life for various components of the HVAC system is between 20 and 30 years, assuming routine maintenance of the equipment (ASHRAE 1991)." Though we are very proud of the efforts to maintain these systems over the past 53 years we are clearly working against many other prevailing factors as all of these systems are more than twice their "service life". After the top safety and security priorities are addressed, we will turn our attention to more significant problem areas, including: replacement windows; replacement boilers; an energy controls system; replacement lighting; upgraded fresh air systems; and a new emergency generator. (The high school is also the town's emergency shelter site.) The list is a long one and the costs are very significant. A fiscally responsible approach is to tie as many projects together so that when walls and ceilings are open, more work can be done at one time, thereby limiting costs.

**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.***

In addition to everything else cited in this statement, one of the larger areas of concern for the school building facility is that many areas are educationally obsolete. There is a lack of adequate space necessary for today's educational requirements. Each department has an area of the building that is used continuously throughout the day for that respective department's purpose. This fact prevents two different departments from sharing the same space. Within several of the departments, there is a lack of space to properly offer the curriculum designed to meet State requirements.

Science labs are outdated, inadequate and unsafe. Science lab classes are being taught in rooms that are not labs. The current standard is to have classrooms that are set up for both lecture and labs. Right now schedules are juggled in order to take advantage of the labs; however, there just are not enough lab spaces. Also, the science department lacks a dedicated chemical storage room with proper ventilation. Currently, the chemicals are stored in a prep room which also contains one of the eye wash stations, so it cannot be locked while the class is in session. The biology program is built around a "hands-on" program, which requires some "greenhouse" windows/areas in order to fully execute the curriculum. None of the science labs are handicapped accessible. We had one major chemical spill connected to inadequate storage. Local emergency crews responded and we hired Clean Harbors to remediate the spill.

As Physical Education is transitioning into a wellness-based program, we need smaller spaces and workout rooms, in addition to the larger gymnasium. Unfortunately, we currently have no space for either of these. Rather, there is only the gym itself to teach all of our PE classes in, which results in a curtailed program.

As detailed previously our existing CVTE spaces are inadequate. They are even more inadequate in the context of our CVTE expansion. The three CVTE strands: 1) health care and social assistance, 2) advanced manufacturing, and 3) an emerging strand tied to environmental and agricultural work incorporating our existing Chapter 74 horticulture program. Each would be well served by flexible spaces up to industry standards. As our local business and employment boards have proven, there is a high demand for qualified candidates in these areas.

As mentioned early in the SOI, our CVTE spaces are inadequate and unsafe. Those spaces do not approach industry standards. In particular, the auto garage, the greenhouse, the early childhood classroom, the culinary space, and every ancillary space is simply missing the mark for modern instruction and opportunities for growth. In the Family & Consumer Science room, the stoves and ranges are out-of-date and out of compliance with current safety requirements. There are no Ansel systems, nor exhaust systems for this room. This room is always an area of concern for the administration, the town building inspector and fire chief. The fire chief has directed us to not cook anything besides boiling and steaming. This limits our curriculum and deprives students of meaningful culinary experiences and opportunities.

An additional curriculum area that is restricted due to space limitations is the music program. The band room is used most of the day for large ensembles and band rehearsal. There are no other spaces for individual or smaller groups to practice or rehearse. The high school has most of the equipment necessary for a recording studio yet, no place to set it up. There are also no "traditional" classrooms to teach theory, music reading or any non-instrumental classes. There is no instrument storage facility in the building. Because the library was carved up to make room for other needed space, there is limited space for study hall students to use the library during school hours. The problem is further exacerbated by the fact that, since there isn't a computer lab, computers were lined up against one wall to provide student access to computers for projects, as well as to house the computer instruction program. This configuration short-changed both the library and media center functions.

With the increase in Special Education students in public schools, more space is needed for quiet tutorial sessions, as well as an area for autistic students to "cool down."

Throughout the building, improvements are necessary for interior lighting, air quality and access to electricity. These three areas are consistently cited as areas that desperately needed improvement throughout the building and within each department.

**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.**

Our understanding of the MSBA process and feasibility study are that we will explore the possibility of a renovation/addition vs new construction or potentially a hybrid. In either case, we hope to develop a plan to ensure another 50 years at Monument. We obviously need to upgrade our physical plant and instructional facilities. Our communities are eager and ready to move forward.

**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):**

- Roy S. Brown from Roy S. Brown Architects
- Rober Hall from Robert W. Hall Consulting, Engineering
- John Barry, Barry Engineers and Constructors
- Entire study done by the MSBA through funding approval (was not approved by 1 of 3 towns) 2010-2013

**The date of the inspection:** 9/27/2007

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

The study was very focused and developed recommendations for: greenhouse; windows; overhead doors; ceilings; white boards; library; science labs; dust collector; handicap toilets; other structural improvements; and, HVAC system. In other sections of this SOI there are additional areas that the School Committee needs and/or would like to address, such as the Physical Education department, cafeteria and kitchen, main office, security systems, technology infrastructure and fire suppression as well as a fire alarm system.

**Synopsis:**

- Greenhouse-new classroom and flower arrangement building; new greenhouses and heating system.
- Windows - replace with insulated windows.
- Overhead doors - replace with newer, more energy efficient models.
- Ceilings - complete conversions.
- White Boards - replace chalk boards with new white boards.
- Library - redesign current space. (Did not address space needs)
- Science labs - the study merely recommended making the labs more accessible. It did not address current educational needs.
- Handicap Access - bring building up to ADA compliance, including bathrooms.
- Structural - includes modifications of roof drift areas.
- HVAC system - replace out-dated system with new computer controlled system.
- See report sent under separate cover.

The District recognizes that additional substantial upgrades and renovations are necessary to other systems and structural components of the high school, as mentioned in the first paragraph of the section.

In addition to the external studies done about MMRHS, the MSBA has visited and documented the needs of MMRHS in the context of our proposed project. We look forward to additional site visits to update those findings.



**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.***

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As previously discussed, the science labs do not meet current educational requirements, in size, accessibility, location and lab layout. The science curriculum is compromised due to limitations on the number and type of labs that can be run.

The library doubles as the media center. The space does not meet current space standards as either a library or a media center. The current configuration does not allow for a computer lab, where students can learn the latest in technology, which is a key component of technology proficiency.

The current physical education program does not align with the state curriculum frameworks. There are space constraints that prohibit wellness programs/activities and class instruction.

Coming into compliance with the state mandate for technology proficiency is problematic due to the extremely limited infrastructure in the building. Drafting programs and classes are limited by both the physical limitations and the technology infrastructure. Due to space and electric limitations, CAD and other similar types of programs cannot be offered at Monument Mountain, limiting access to this training.

Perhaps most importantly, our CVTE spaces are inadequate for our emerging vision. The three strands of : 1) health care and social assistance, 2) advanced manufacturing, and 3) an emerging strand tied to environmental and agricultural work incorporating our existing Chapter 74 horticulture program are shining examples of the integration of academic and vocational work, of interdisciplinary connections, and of partnerships with the community. Those programs demand and our students deserve sound, safe and appropriate educational spaces. The very success of our community depends on preparing students for life be that additional schooling or work.

**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.***

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The science department is "creative" in their use of available space through scheduling. However, since the issue is space limitations and no other space is available, there is a limited amount they can do to address this problem.

The PE program has had a curtailed program due to the space limitations. However, they must increase offerings to become compliant with the state frameworks. The greatest constraint is the physical structure, which will be addressed in the over-all facility plan. Since many of the constraining factors on programs are due to the physical structure, the District is putting together a long-term plan to address a renovation and upgrade. In the meantime, security issues, like the upgraded phone system, relocation of gas shutoffs, and new doors have been addressed. The District recognizes that a prudent course of action balances the financial realities of a construction project with the recognition of efficiencies realized by doing major repair, renovation and upgrade work within one construction cycle.

As the above paragraphs state the main issue with the labs is space and obviously the accompanying safety concerns that come with working in science labs that have limited space. Even though we acknowledge that is the core issue we invested in our labs over summer of 2018. We replaced the 53 year old interlocking 9" ceiling tile systems with new 2'x2' drop ceilings, we replaced the 53 year old fluorescent tubes with LED panels, we painted all the walls and invested tens of thousands of dollars in lab equipment and storage cabinets, and lab tables with stools.

**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.***

In each area students and teachers make the best of inadequate facilities. The impact on health, safety, instruction is large.

As previously stated, Monument Mountain Regional High School was designed and built for a 1960's education. This space severely hampers the efforts to offer a 21st-century education.

The biology/botany program is limited in its offerings due to space configurations that do not allow for living specimens to be propagated. Within the Science department, program offerings are limited by the current lab configuration and construction. Current requirements advise that instruction and experimentation should occur in one room. Unfortunately, this is not possible at MMRHS. Work stations do not have the necessary equipment, water source or proximity to emergency eyewash stations and showers.

The library doubles as the media center. The space does not meet current space standards for either a library or a media center. There is no natural light. The Librarian teaches an exploratory technology class one period a day, each day. Because all classrooms are used in other areas of the building, she must hold class in the library. During that time, the library is closed to other users. At other times, if a teacher wants to bring in a class for research, other students are often turned away due to space constraints. The space is too small for more than one activity. Students with study halls often cannot use the library because a full class is doing research at that time.

In all academic wings, all classrooms are used constantly throughout the day, as above indicated. There is no "extra" space for additional/new classes.

The Physical Education program primarily consists of sports related activities. In the 1960's when this building was designed and constructed, physical education was built around sports programs, such as soccer, volleyball, etc. Today's frameworks are built around wellness, not just sports. The current physical configuration of this area of curriculum consists of a gym. There is a small storage room that houses some workout equipment, but the space is basically a closet and should not be used by students, since the egress is questionable. Wellness classes, such as yoga and Pilates, health programs and classes, true weight training, and other similar programs cannot be offered at this time. The District is in year two of a three-year process to bring the PE/health curriculum into compliance with state requirements. While the personnel can be hired, and the gym can be portioned off to hold mini-classes, only with a renovation of this part of the building will true compliance be able to be obtained.

Technology instruction is severely hampered in this building. The District has made a sizable investment in fiber optics throughout the campus, and the investment at the high school is at considerable risk due to the infrastructure. Because the building was built before computers and other forms of technology - other than early electronic typewriters - there are no communication ports or drops built into the classrooms. It is not uncommon to either find the fiber optic cabling wrapped snug along the walls at the floor or hanging from the ceiling, providing a drop to plug into. In addition to risking the investment, this situation creates a fire hazard. Data streaming is nearly impossible due to the configuration, or really, lack thereof, of the network

To bring the vocational program up to standards, a considerable investment will be needed in the automotive shop for new lifts and electronic machinery. As will be shown in other sections of this SOI, reconfiguration of electrical services will be critical to this upgrade. Work on "modern technology" in current vehicle models is hampered by the current operations in the automotive program.

As stated previously, the horticulture program is not currently handicapped accessible with the greenhouses, potting rooms and classrooms all on different levels which require students and staff to go up and down stairs to enter and exit accordingly. All of the structures that house the program are in need of upgrade, including fire suppression, watering, climate control, and classroom accommodations. More, and better organized, space is necessary to expand the program into a broader educational program.

The area for fine and performing arts is limited; again, it has not expanded to reflect today's educational needs. For example, there are no "traditional" classrooms available to teach non-instrumental classes, such as music theory, composition, and music appreciation. These types of classes provide experience for the musician and non-musician alike. If different instrument sections are to hold class or practice at the same time, the strings are sent out onto the stage in the auditorium. Not only are they away from the music program itself, they then become a hindrance to the performing arts classes, which then cannot use the auditorium. Although not educational, the lack of safe storage space for instruments causes a problem for students.

The Food Service operations suffer from age as well. Modern in 1968, the cafeteria and kitchen are not configured to meet current wellness models for school food programs. The kitchen is about 60% of the size of the new kitchens in the elementary and middle schools, which serve about 34% fewer students. Since time on learning has increased the amount of time students must be in class, time for lunch has decreased. Getting a healthy meal into some of the students can be a challenge with the current time constraints and space configuration. Updated space would alleviate some of this problem. With more fresh food being served on the menus, more storage space is required as well. A well outfitted kitchen that provides healthy meal choices is a key component to school Wellness programs. The current space constraints limits the opportunities to incorporate a greater food choice.

One of the greatest operational challenges arises from the lack of a security system in the building. As was mentioned, the District includes community

involvement in its mission statement. Unfortunately, the community does not have access to the building except to attend school-related functions. At both the elementary and middle schools, the state-of-the-art security system enables section by section security so the gym, community rooms and classrooms can be made available to the public, while ensuring the remainder of the building is secure. This type of system is necessary at the high school. With more than 47 exterior doors, basic security is compromised. Part of the facilities plan for this building is to replace old doors as well as replace unnecessary doors with knee walls and windows.

In summary, while the building has served us well, in every area it is outdated. There are issues with our spaces related to health, safety, and instruction. Our students, staff, and community deserve adequate spaces to grow and flourish.

## 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

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\_\_\_\_\_ ; *[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**

Dr. Peter Dillon

Steve Bannon

Dr. Peter Dillon

Superintendent of Schools



(signature)

(signature)

(signature)

Date

Date

Date

6/10/2021 9:51:13 AM

6/10/2021 9:51:53 AM

6/10/2021 9:48:54 AM

\* 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.