

## Massachusetts School Building Authority

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### Next Steps to Finalize Submission of your FY 2020 Statement of Interest

Thank you for submitting your FY 2020 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.

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

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

- | If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- | If a District selects Priority #3, Prevention of a loss of accreditation, the 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   Stoughton

District Contact   TEL:

Name of School   South Elementary

Submission Date   5/6/2020

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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**

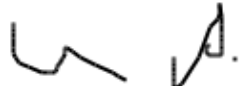
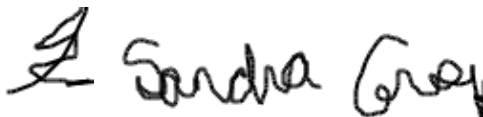
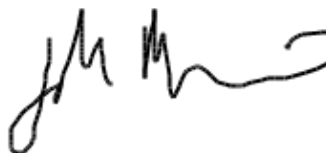
**Superintendent of Schools**

Robin Grimm, Ph.D.

Sandra Groppi

John M. Marcus, Ph.D.

Town Manager

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(signature)

(signature)

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Date

Date

Date

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\* 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 Stoughton

District Contact TEL:

Name of School South Elementary

Submission Date 5/6/2020

## Note

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

1. <sup>e</sup> 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. <sup>e</sup> Elimination of existing severe overcrowding.
3. <sup>e</sup> Prevention of the loss of accreditation.
4. <sup>e</sup> Prevention of severe overcrowding expected to result from increased enrollments.
5. <sup>e</sup> 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. <sup>e</sup> Short term enrollment growth.
7. <sup>b</sup> 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. <sup>e</sup> Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

## SOI Vote Requirement

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

**Potential Project Scope:** Potential New School

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

**School name of the District Priority SOI:** 2020 South Elementary

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

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

**Facilities Plan Date:** 5/2/2016

**Planning Firm:** Drummey Rosane Anderson, Inc. (DRA)

**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:**

The funding for a Town-wide Facilities Master Plan was approved at the May 2009 Annual Town Meeting and the final report was delivered on May 17, 2010. The Request For Proposal was developed by the Facilities Master Planning Committee to provide a report which would outline the required repairs and upgrades to the town facilities in order to bring them back to their "original" condition. The report determined that the cost to repair, upgrade and modernize South Elementary School exceeded the cost of replacement, and recommended only necessary repairs until the building is replaced. Both the high school and South Elementary were determined to be a major priority for the MSBA Core program, with the high school taking priority due to NEASC audit mandates. South is now not only the most deficient school building but one of the worst among all public buildings. This year, a Schools Facilities Master Plan Committee was established to pick up on the work of the Master Plan. South immediately rose to the surface as a major priority. It is the school most deficient in being able to deliver a reasonable elementary education program for our children.

**Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 18 students per teacher**

**Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 16 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.**

1. Facility Master Plan: 2010 and updated in 2016 - Drummey Rosane Anderson, Inc. (DRA) 2. Student Data: DESE, School and District Profiles 3. Stoughton Public Schools Annual Operating Budget FY2021: John M. Marcus, Ph.D., Superintendent of Schools, as voted by the School Committee 12/17/2019 4. Annual Stoughton School Facilities Utilization Plan: In Progress - Facilities Master Plan Committee (FMPC) 5. Master Educational Plan: Triennial Improvemen

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

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

In order to address the influx of students from new developments and apartment complexes, we have had to move Special Education programs and other services from the South Elementary and consolidate them at other locations. This segregates children from their friends and siblings and places a strain on the school budget in recurring transportation costs.

We have had to district neighborhoods that are supposed to be in the South School to another elementary school as there is not enough room and the facility is in such rough shape that we cannot afford to have all South families at the school.

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

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

**At which schools in the district? Wilkins Elementary**

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

Elementary Special Education teacher

**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.**

By reducing a special educator, staff caseloads were increased and tightened the ability to service students.

**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).**

Capital projects are brought before the Annual Town Meeting beginning the first Monday in May after a process of vetting by various boards and committees. The complete School District budget, including capital articles, must be submitted for inclusion in the Town Meeting warrant by December 31st. In February, the school district budget and capital articles are reviewed by the Educational Sub-committee of the Finance Committee. In March, the budget/articles are reviewed by the full Finance Committee, after which the Finance Committee votes to recommend approval or disapproval of the budget and articles. The budget and capital articles then go to Annual Town Meeting in May for approval. Special Fall Town Meetings are held on an as-needed basis, and have occurred each of the last three years. Fall and Spring Town Meetings allow the Stoughton Schools to meet all MSBA timelines. The FY20 school department budget was initially proposed to the School Committee in December of 2018. By January of 2019, to balance the overall town budget, the Town Manager recommended cuts to the proposed school budget of approximately \$1.2 Million (a .66% increase over FY19). Through negotiation, the school budget was settled with a 2.81% increase over the prior year. However, recognizing that the South School project was of profound importance, the school department did not add any capital requests for FY20 in anticipation of a larger request to follow at some point, hopefully, soon.

## 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).**

The original South Elementary School building was completed in 1958 as first-class construction. It included 14 classrooms, administrative offices, and a cafetorium. An addition was completed in 1967, which added six regular classrooms, two special purpose classrooms, a library, and a gymnasium. The original building was designed by The Architects Collaborative and the addition was designed by Perely Gilbert Associates, Inc.

Major renovations have included a partial roof replacement, 1999; removal and replacement of all asphalt surfaces, 1998; partial window replacement, 2001 and 2014; phone switch and voice mail replacement, 2009; and systemwide VOIP phone system upgrade (2019).

The original building and addition were constructed prior to the adoption of the Americans With Disabilities Act although efforts were made to accommodate mobility by including ramps at three of the four grade changes. There is a grade change of 11'-9" from the highest floor elevation to the lowest. One grade change is served by a lift that narrows an exit and moves people from the vestibule directly into a classroom as there is insufficient width in the hallway/stairwell to accommodate a lift, and insufficient space to add a ramp. The other three grade changes have ramps that were part of the original design, but predate ADA standards. These ramps have slopes that vary from 23% to 26%, well above the maximum 8.3% allowed. All ramps are too narrow and have non-compliant railings for both size and height. Their distance from the front door to the first classroom level isn't long enough for a ramp that meets slope requirements.

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

38000

**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).**

South Elementary sits on approximately seven acres of a wooded site, that includes playgrounds, parking lots, and an athletic field. There are no other facilities on the site. The building is set on layered ledge with a 12-foot rise from one side of the building to the other, yielding five different levels in a one-story building. Construction on the existing site is limited by the ledge, the elevations, and poor drainage.

The school building, playground, and parking are currently located on a seven-acre parcel. The adjacent 15-acre parcel has a ball field. The 15-acre lot is bisected by an electrical easement, but the lot is otherwise mostly dry, wooded, with a 5% slope. The entire site abuts a mix of residential and industrial parcels.

**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)**

171 Ash Street, Stoughton, MA 02072

**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 facility is a single story, multi-level K-5 elementary school. Construction is steel framed structure with brick masonry exterior and concrete masonry back-up walls.

The window assemblies are non-thermally broken single glazed with casement and hopper style units, with the exception of six classrooms where the window assemblies were replaced (2001). Glazing includes 1/8" glass and replacement polycarbonate thermoplastic. Store fronts are single paned non-thermally broken glass in anodized aluminum frames. Doors are replacement FRP (fiberglass reinforced panel) doors in original aluminum frames. The Facilities Master Plan (May 2010) determined that the cost to repair, upgrade and modernize the facility exceeded the cost of replacement, and recommended only necessary repairs until the building was replaced. That recommendation was reiterated in the May 2017 update of the Master Plan.

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

**Year of Last Major Repair or Replacement:(YYYY)** 1967

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

Addition

**Roof Section** A

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

**Area of Section (square feet)** 48000

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

EPDM

**Age of Section (number of years since the Roof was installed or replaced)** 21

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

None

**Window Section** A

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

**Windows in Section (count)** 62

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

Single pane

**Age of Section (number of years since the Windows were installed or replaced)** 61

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

Replaced glazing in Cafe window wall

**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).**

Heating is provided by two (2) 3.1 MBH Hydronic H.B. Smith boilers (1958, original to the building) feeding individual univents in classrooms and office spaces or fan coils in larger spaces such as the gym and cafetorium. Controls are pneumatic. Air conditioning is limited to less than 5% of the total square footage and accomplished by through-the-wall or window units.

Domestic hot water is provided by a standalone gas fired heater.

Electrical service is provided from a utility owned pole transformer. The service size is 400 Amp, 3 phase and is original to the building. All satellite panelboards and branch circuit wiring are original to the building.

Water service is provided by a 1" copper main and the water distribution system is soldered copper

**Boiler Section** 1

**Is the District seeking replacement of the Boiler?** NO

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

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

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

Natural Gas

**Age of Boiler (number of years since the Boiler was installed or replaced)** 61

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

None



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

**Year of Last Major Repair or Replacement:(YYYY)** 1958

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

1967 Building Addition

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

**Year of Last Major Repair or Replacement:(YYYY)** 1958

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

1967 Building Addition

**BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).**

Flooring is a mix of Vinyl Composite Tile (VCT) and Vinyl Asbestos Tile (VAT). Administrative offices and media center are carpeted.

Walls are a combination of painted Concrete Masonry Units (CMU) and plaster.

Corridor ceilings are 1' X 1' Acoustical Ceiling Tiles (ACT) secured directly to the roof deck. Classrooms, gym and cafeteria have a combination of 2' X 4' ACT or steel panned ceilings.

Interior classroom doors are solid core wood doors with 5" X 24" lites. Storeroom and restricted area doors are either fire rated metal or asbestos filled solid core doors with wood veneer. Restroom partitions are solid phenolic.

Corridors have open built-in coat hooks and benches instead of private lockers.

Lighting is LED retrofits with drivers. Corridors have 2' X 4' 3 lamp wraparound fixtures with motion sensors. Classrooms have a combination of the 2' X 4' 3 lamp and 2' X 4' 2 lamp wraparound surface mounted fixtures controlled by dual technology sensors. Restricted areas and storerooms are surface mounted wraparound with conventional switching.

**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).**

The South School is a Kindergarten through Grade 5 elementary school that, due to age, size, physical deficiencies, and mismatched multi-level configuration, prevent a number of basic, current accepted practices from taking place.

As Stoughton continues to grow and change, South has not been able to keep up with our neediest populations. Our English Language Learner population has more than doubled in recent years and yet, due to space limitations, EL students receiving services have to travel across town to another school. The EL students are slated to return to South in the next two years, but there is no space for an EL teacher or their materials. This problem must be addressed immediately.

Similarly, we have increasing social emotional and behavioral needs among our elementary students but South's space limitations and physical layout make it impossible to support ALL students at South. Special education and related service spaces are tight and limit innovation and use of contemporary materials. The school psychologist and Occupational Therapist share a room, making testing and confidentiality difficult.

The 800 square foot library media space is smaller than a standard library, cannot hold all of the books required, has no space for any technology, and is inadequate for the delivery of contemporary library curriculum. The lighting, shelving, and seating are aged and present what could be a "learning commons" as an old-fashioned, cramped, and uninviting place.

The original library space was converted to a server room with an exposed rack and network cables, which then run along the ceiling and walls throughout the building. This “server room” is the only space large enough to accommodate special education meetings for staff and parents. Student privacy and appropriate voice levels are affected by the noise and heat generated by the switches and servers.

The cafetorium space is small and cannot accommodate whole school assemblies, impacting our ability to build community, or hold any full-school events.

There is no space large enough to accommodate grade level or staff meetings where the important work of supporting struggling learners happens as there are no conference rooms anywhere in the building.

The nursing clinic is woefully out of compliance with current standards. It is housed in a former storage space with only one bed and no privacy for screening students or for private phone conversations with parents. The bathroom in the clinic consists of only a toilet and is also used as private space for administering injections.

The administration office is incredibly small leading to frequent privacy issues. It is on a midway level, making access difficult for many of our citizens with physical limitations. The office is also a distance from the front door, making security difficult to manage.

Poor site drainage and building placement creates water intrusion into several areas including rooms where dehumidifiers or air conditioners must run nonstop. The noise created by the dehumidifiers makes instruction difficult. The hallway along the library and several rooms in that area have a predominant mold smell.

Roof leaks have necessitated vacating rooms until repairs can be made on several occasions. Buckets in the corridor catching roof leaks are a common site at South. Most windows and some doors leak water and cold air in inclement weather.

Closets have been converted to office spaces for the speech/language therapist and the school counselor. The art room may be used for testing when space is needed. The physical education teacher uses an equipment closet as an office and storage space.

All classrooms are smaller than contemporary standards, lack storage space, and have limited counter space, limiting teachers’ ability to provide the best learning opportunities for our students, and leaving rooms often cluttered and tight.

The layout of the three wings in the building promotes isolation and separation of faculty and students at the different grade levels. Both staff and student collaboration, a core component of a healthy learning environment, are extremely hampered by the layout.

Asbestos floor tiles lift throughout the year and must be replaced in the summer when students are not around.

Most importantly, in order to accommodate students or visitors needing wheelchair access to the three multi-level building wings, the wheelchair is pushed by two adults in order to make it up the steep slope of one wing's ramp, a mechanical lift that opens into a classroom is used in another wing, and accessibility to the third wing is down a non-compliant ramp. This is an urgent need for the school and community.

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**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).**

The South School's core educational space is comprised of 20 classrooms (17,000 SF +/-). Classrooms are

approximately 800 SF and are housed in three separate corridors on different levels, connected by sets of stairs and steep-pitched ramps or a lift that leads directly into a classroom. Classrooms are slightly undersized and have very limited storage for both curricular materials and student academic items. Classroom furnishings are old and tend to be inflexible. Retrofitted whiteboards and projectors are wired along the surface of the ceiling and walls. Room size makes it difficult for students or staff in wheelchairs.

One room is used for music and another for art instruction. Both rooms are undersized for contemporary art programs where movement and instrument playing are key. The art room is cramped and does not have the sink or counter space that an art room should have.

One room is used as the library media center. As mentioned above, the size, equipment, location, and accessibility of the library room prevent it from being the hub of the building as expected in our educational program. Furnishings are large and heavy, and book shelving is sparse. Next to it, another room serves as the technology center but lacks the electrical power, data ports, sinks, and storage to act as a true Maker Space or science center.

The gymnasium (2,773 SF) is a single rectangle about 2/3 the size of a standard basketball court. One class at a time can use the gym, although it is on a mid-level requiring everyone who wants to use it to go up/down a set of stairs or steep ramp.

The cafetorium (2,864 SF +/-) is about the same size as the gym and has a stage only accessible by stairs. The café is surrounded by three single-pane glass walls making it drafty for much of the year. By town charter, voting must take place in each precinct, and the cafetorium is where the South district votes. For ADA compliance, exterior doors are used, causing citizens to park in the way of buses, vans, and staff. On voting days, students cannot eat in the café, so cold lunches are brought in and they eat in their classrooms.

The clinic (294 SF) is very small and does not allow for real privacy for the nurse, students, or parents/guardians.

One room, which served as a library at one time, is now a book room, server/network closet, meeting space, and storage area. With servers and switches humming 24/7, doors must be kept open, limiting confidentiality and making critical emergency systems accessible to anyone in the building.

There are eight other smaller spaces around the building used for speech/language, occupational and physical therapy, mental health counseling, teacher preparation, and storage. None of those spaces are adequate for a contemporary educational program, and do not offer spaces for small group instruction for special education, English Language Learner, or tiered intervention groups.

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**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).**

The original building was added onto in the 1960s and had the capacity for approximately 300 students with no additional services (EL, special education, physical and speech therapy, social/emotional support, technology) that are required today. Today, the same footprint remains with about 250 students and a projected rise back toward 300 as new developments are completed in the South district. Because there is not enough classroom and small group instructional space at South, neighborhoods are being re-routed to another elementary school.

The facility has limited small classroom spaces for Special Education services, English Language Learning instruction, small group, and one to one instruction. Standard classrooms and the original library have been doubled up to make room for small group instruction.

The gymnasium is very small and can only accommodate one class at a time. Contemporary physical education programs

and community involvement are impossible due to the gym size. Exterior spaces are used when possible, and larger group games are not permitted.

The original library was converted to Special Education spaces, moving the existing library media center to an undersized room that cannot accommodate more than one class at a time or sufficient books and technology. Students are not allowed to use the library without their class being scheduled, and parents or other volunteers cannot get to the library without CORI checks and fingerprinting, which limits public access.

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**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 Stoughton Public Schools strive to maintain its physical plant, grounds and facilities at a level that will ensure the health and safety of its students, staff and visitors, and that will maximize the useful life and efficiencies of its fixed assets in a cost-effective manner.

Presently, the District uses a manual system to provide preventive/predictive (PM) maintenance services and uses a combination of in-house staff (maintenance and custodial) and contractors to complete the tasks. Contractors are utilized for tasks requiring specialized licenses such as elevator, fire alarm, boiler and fire extinguisher maintenance. There is an electronic work request system in place which provides tracking of repair and upgrade requests, as well as PM tasks. Capital projects/requests (requests over \$25,000) are developed from various sources including studies, plans, administrative requests, PM expenditures and emergency repairs. Prioritized requests are then submitted as articles to Town Meeting for funding.

Recent capital improvement projects undertaken at, or including, the South facility include partial window replacement (2001); corridor lighting replacement (2004); phone and voicemail switch replacement (2009); physical security upgrades (2000); asphalt surfaces replaced (1999); and systemwide VOIP phone system (2019). None of these projects required an override or debt exclusion.

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**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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The building lacks classroom space to accommodate Special Education classes, requiring us to send many students to other schools in the district, separating children from siblings and neighbors. South holds the Language-Based academic support program but can only accommodate less than 10 children, and the room can only serve a few at a time. There is also insufficient space for providing Special Education testing, counseling, consultation with parents, or team meetings. The South School does not have the space to provide desperately needed social emotional, behavioral programming.

The Library Media Centers at our other elementary schools have been converted to Learning Commons. The already undersized library at the South was modified to provide some of the Learning Commons functionality but lacks the area for any type of Makerspace, STEM, or small group collaboration spaces. It's 800 square feet is not sufficient for a full class to receive instruction or to utilize the projections system for full class presentations.

The gymnasium was designed as a multipurpose room and is two thirds the size of our standard elementary gym, limiting the programming and its use to the community. The cafetorium is also about two thirds the size of our other elementary dining and gathering spaces. The kitchen and food servery are undersized. Limited space leads to a lack of fresh produce storage and the necessity for more frequent deliveries, causing additional pollution and traffic delays around the school. Because these two spaces are so small, there is no opportunity for the entire South community to gather for events, celebrations, or learning opportunities.

The clinic is undersized and does not allow for any privacy. The nurse's clinic is 294 square feet and is a single room with a 15 square foot toilet room. The nurse must use this 3' x 5' toilet room to administer injections as there is no privacy in the clinic. The nurse must routinely step out into another office to make calls to parents due to the lack of privacy. Children are lined up in the hallway to see her as there is not enough waiting space.

The administrative offices are undersized and situated away from the front entrance making it difficult to control security once a person is buzzed into the building. Access from the front entrance to the office requires walking a short flight of stairs or a ramp with a 26% slope to sign a child in or out of school.

Due to the building layout being on five different levels, grade level students and teachers are isolated from each other. This prevents a contemporary multi age experience for the South community.

The facility was built before the implementation of the American's With Disabilities Act (ADA) and various attempts to bring it up to code have failed due to the prohibitive cost. The South is a single-story building built on five separate levels due to the original design attempting to integrate the building into a sloped site with ledge outcroppings. There is an 11'-9" difference between the finished floor grades. A solution proposed by an architect to remedy this would have required yet another addition to replace the main office, nurse's office, library and classroom space required for ramps to connect the failed layout.

The ramp leading to the front door to the main office has a width of 2'-11" and only a single handrail. It also has a slope of 26% (3.125:12) versus the maximum allowable slope of 8.3% (1:12). All three ramps in the building have slopes ranging from 23% to 26% and widths that vary from 2'-9" to 2'-11". All handrails are non-compliant in height and shape. The transition that is served by a lift instead of a ramp transfers the person from a public stairway into a classroom. There is insufficient horizontal distance to build compliant ramps without impacting existing hallways or classroom openings.

**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 Facilities Department continues to take all necessary steps to maintain the building envelope and interior spaces so they are safe and adequate as a learning environment for the South community. However, older systems, windows, doors, flooring, HVAC, technology infrastructure make that goal a daily challenge.

To mitigate space issues, programs such as ELL support and social/emotional, behavioral support are done at other buildings. District collaborations that cannot be held at South happen at other buildings, leaving South teachers always needing to travel and missing opportunities to design curriculum in their own school. All available storage spaces have been taken for testing, converted to specialized classrooms, or backfilled with books and technology that should be in classrooms or the library. Every available room has been utilized or subdivided to make room for multiple programs at once.

To mitigate ADA compliance issues, ramps were installed but they are not up to code. A lift was installed in one wing but leads into a classroom, not the hallway, due to space constraints.

To mitigate envelope issues, humidifiers, buckets, extra sealant, and additional gas are used to keep boilers running and the building warm.

**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.***

Stoughton's elementary school educational program should provide all students:

- The ability to work in reasonably sized, well-appropriated classrooms that are well-protected from the elements. South's classrooms are smaller, have little or no storage, and suffer from water and cold infiltration throughout the year. Classrooms are on three different levels and are highly removed from one another, creating a divide among children of all ages, and preventing critical collaboration among instructional staff. Our educational program also takes advantage of 21<sup>st</sup> Century curriculum and pedagogy design where students should be able to work in flexible groupings. South's tight classrooms make teaching and learning in current, effective ways difficult.
- The fundamental ability to get into, move about, and be safe and comfortable in the school. Roof leaks, drafty doors and windows, older flooring, lighting, and ceiling systems, the multi-levels of the existing wings, and poor layout of the entrance and offices all lead to limitations on executing our educational program for South students, staff and families. In order to accommodate students or visitors needing wheelchair access to the three multi-level building wings, the wheelchair is pushed by two adults in order to make it up the steep slope of one wing's ramp, a mechanical lift that opens into a classroom is used in another wing, and accessibility to the third wing is down a non-compliant ramp.
- Equitable opportunities for ALL children to learn. South School's space limitations have a dramatic effect on Special Education and English Language Learner programs. Both of those program spaces should be in the same type and size space as all other educational spaces, but at South, various special education services have to double up, share spaces with other specialists, and fit into small rooms not suitable to flexible grouping. Importantly, as has been made clear from DESE, we must focus on our EL students and ensure there are no achievement gaps, but South's space limitations have kept EL students from receiving services there.
- Access to educational fundamentals such as Art, Music, Technology, Library/Media, and Physical Education. As mentioned, the library media space at 800 SF is significantly smaller than the standard classroom and inadequate for use in the delivery of current best practices for a library/learning commons. There aren't enough books, virtually no technology, and no way to add critical creation spaces to the library.
- The ability for the neighborhood school community (and the rest of the district) to convene in ways that both celebrate learning and provide opportunities for civic engagement. The cafeteria and gym are undersized and prohibit most large gatherings. South misses critical opportunities for assemblies where students, staff, and families can learn and grow together.
- The ability to receive medical, emotional, and administrative support and consult in a safe, comfortable, and private setting. South's nursing station, offices, and counseling spaces are very small and incompatible with our educational program where students, staff, and families can meet, receive care, and have dialogue with one another. The makeshift conference room, surrounded by network and server equipment is awkward and uncomfortable for our community.

## 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.



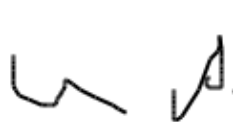


**CERTIFICATIONS**

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.

|                                  |                               |                                  |
|----------------------------------|-------------------------------|----------------------------------|
| <b>Chief Executive Officer *</b> | <b>School Committee Chair</b> | <b>Superintendent of Schools</b> |
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|--------------------|---------------|-----------------------|
| Robin Grimm, Ph.D. | Sandra Groppi | John M. Marcus, Ph.D. |
|--------------------|---------------|-----------------------|

Town Manager

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(signature)

(signature)

(signature)

Date

Date

Date

5/5/2020 11:13:15 AM

5/4/2020 8:58:33 PM

5/4/2020 4:39:35 PM

\* 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.