

Massachusetts School Building Authority

School District Shrewsbury

District Contact Joseph Sawyer TEL: (508) 841-8400

Name of School Beal School

Submission Date 4/8/2015

SOI CERTIFICATION

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

- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- After the district completes and submits this SOI electronically, the district must sign the required certifications and submit one signed original hard copy of the SOI to the MSBA, with all of the required documentation described under the "Vote" tab, on or before the deadline.
- The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- Prior to the submission of the hard copy of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation and certification signatures in a format acceptable to the MSBA. If Priority 1 is selected, your Statement of Interest will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system.

Chief Executive Officer *

School Committee Chair

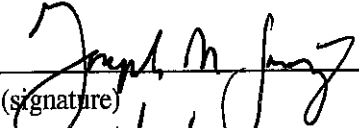
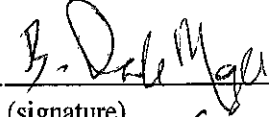
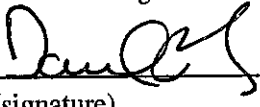
Superintendent of Schools

Daniel J. Morgado

Dr. B. Dale Magee

Joseph M. Sawyer

Town Manager



(signature)

(signature)

(signature)

Date 4/9/2015

Date 4/8/15

Date 4/8/15

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

Massachusetts School Building Authority

School District ShrewsburyDistrict Contact Joseph Sawyer TEL: (508) 841-8400Name of School Beal SchoolSubmission Date 4/8/2015

Note

Dear MSBA Board of Directors & Administration:

With the unanimous support of the School Committee and Board of Selectmen of the Town of Shrewsbury, I am pleased to submit this 2015 Statement of Interest for the Beal School. We were glad that the MSBA Board saw fit to invite this project into the eligibility period in March 2014, and you may recall that the Shrewsbury School Committee and Board of Selectmen respectfully declined that invitation because of the uncertainty of local support due to an operational override question that was then under discussion. I am confident that should the MSBA Board see fit to again invite this project into the eligibility period there will be support for Shrewsbury to move forward with the next step of the process.

Thank you for your time and effort in reviewing this updated submission. Please don't hesitate to contact me with questions.

Respectfully,

Joseph M. Sawyer, Ed.D.
Superintendent of Schools
Shrewsbury Public Schools

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

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

SOI Vote Requirement

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

Potential Project Scope: Potential New School

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2015 Beal School

Is this part of a larger facilities plan? NO

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

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

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

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 19 students per teacher

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

Does the District have related report(s)/document(s) that detail its facilities, student configurations at each facility, and District operational budget information, both current and proposed? YES

If "YES", please provide title, author, and date of report in area below.

FY2015 Building Profile, Cecelia Wirzbicki, March 2015

Please include a hard copy of these report(s)/document(s) with your hard copy Statement of Interest submittal.

Is there overcrowding at the school facility? YES

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

The priority for "severe overcrowding" is not selected for this SOI as the existing number of students enrolled at Beal School allows basic functionality. However, there are issues related to overcrowding that inform the priority of "offering a full range of programs" both at Beal School and across the district's early childhood and elementary program. At the Beal School, the cafeteria is undersized for the enrollment, requiring the use of a small room off of the cafeteria to seat all of the students, and requiring more lunch seatings as even with this additional space used only three classes at a time can be seated. There is also not sufficient space to provide enough classrooms to offer all students full day kindergarten, and some specialized instruction must take place in basement rooms and/or in very small spaces (e.g., media center, small group special education and English language learner instruction, etc.). We are concerned that we will have difficulty complying with special education and English language education mandates for appropriate instructional space if these populations continue to increase, especially now that a classroom has been converted to a specialized room for the education of students with severe special needs (typically on the autism spectrum), which is a new development since the last SOI was submitted. It should be noted that some small group instruction must take place in office spaces, which then displaces staff and significantly limits opportunities for conducting normal business (parent meetings, teacher meetings, paperwork, etc.). It is also very important to note that Beal is currently housing four sections of overflow first grade students from the Floral Street School, as the district does not have sufficient space at the elementary level to house all of the students in grades one through four while maintaining reasonable class sizes and necessary instructional spaces. Further, the preschool program for the district currently requires the rental of a two-room school building that was

formerly a private preschool, and additional space would allow the district to use its own facilities to house the preschool program.

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

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

At which schools in the district?

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

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

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

At which schools in the district?

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

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

"Does Not Apply"

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

The budget approval process includes line item approval by the School Committee with a bottom line approval through a Town Meeting vote in May. The budget is based on student enrollment and state curriculum standards as well as operational needs. In June 2014 Shrewsbury citizens voted by a 2:1 margin to approve an operational override which benefitted the School Department by \$3,728,039, avoiding additional staff reductions and resulting in the hiring of new teachers to assist in reducing class sizes, while providing for implementation of mandated curriculum changes throughout the district. This current fiscal year, Beal School added an additional special education teacher to address mandates and more dedicated instructional coaching/curriculum coordination from an FTE increase. A new math program to align with the state curriculum frameworks was also funded. The impact of adding even limited numbers of personnel is to stress the existing lack of space even further. Ironically, the improved level of funding through the override actually reduced the number of seats available for full day kindergarten, as rooms at Beal that were being used for full day kindergarten needed to be converted to first grade overflow rooms for Floral Street School students, in order to resolve extremely high class sizes at Floral Street School. Therefore, approximately 80 students who would have received full day kindergarten this year are in half day kindergarten this year instead.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).

The building was constructed in 1922 as a Junior/Senior High School. There have not been any major renovations to the building.

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

32100

SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

The site consist of 3.5 acres bound on three sides by public ways. The site is generally flat and is in the center of Town. The sites parking and layout is not conducive to bus and parent pick-up and drop-off traffic.

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)

1 Maple Avenue, Shrewsbury, MA 01545

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 three story building has exterior brick and interior brick load bearing walls. Floors and roof structure are wooden. The windows are wood framed, original and single paned. Exterior doors have been replaced but are not energy efficient and should be replaced.

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

Year of Last Major Repair or Replacement:(YYYY) 1922

Description of Last Major Repair or Replacement:

No major repair or replacement of the exterior walls have been done since the original construction of the building in 1922.

Roof Section A

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 12672

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

EPDM Roof was installed with two inches of insulation in 1988.

Age of Section (number of years since the Roof was installed or replaced) 27

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

Entire roof was re-seamed in 2007. A 10'x50' section of EPDM roofing and insulation was replaced November of 2012 due to damage during snow removal.

Window Section A

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 129

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

Single Pane original windows

Age of Section (number of years since the Windows were installed or replaced) 93**Description of repairs, if applicable, in the last three years. Include year of repair:**

Repaired glazing putty and painted all sash and frames 2014.

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).

The electrical system had several updates but at this time it is under sized and outdated. The building is heated by two cast iron gas fired steam boilers installed in 1981, supplying steam to original equipment cast iron radiators throughout the building. There is no working mechanical ventilation in the building. The plumbing system has been repaired and altered many times, the latest in 1987 replacing most of the fixtures and piping. The number and location of plumbing fixtures does not serve the current building use. Cast iron plumbing below basement concrete flooring is original. The building does not have a fire sprinkler system but has smoke and heat fire detection throughout, monitored by a central station.

Boiler Section 1**Is the District seeking replacement of the Boiler?** NO**Is there more than one boiler room in the School?** YES**What percentage of the School is heated by the Boiler?** 100**Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)**

Two cast iron, natural gas fired steam boilers installed in 1981.

Age of Boiler (number of years since the Boiler was installed or replaced) 34**Description of repairs, if applicable, in the last three years. Include year of repair:**

Replacement of boiler operational controls.

Has there been a Major Repair or Replacement of the HVAC SYSTEM? NO**Year of Last Major Repair or Replacement:(YYYY)** 1922**Description of Last Major Repair or Replacement:**

None

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES**Year of Last Major Repair or Replacement:(YYYY)** 2001**Description of Last Major Repair or Replacement:**

The building electrical system was upgraded to accommodate an elevator by the addition of a three phase sub-panel.

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).

Majority of the interior walls have original plaster which is coming loose from the wood lathe sub straight. Several classroom asbestos tile floors have been covered by carpeting that need abatement. Interior doors, hardware and woodwork need replacement. All wood frame windows are original and should be replaced.

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

Beal School offers Kindergarten and First Grade classrooms and programs to approximately 315 students. Special education students are included in the regular education classrooms, while one classroom is dedicated to a self-contained program for students with severe special needs (this is a new program at Beal since the last SOI was submitted). The preschool severe special education population continues to grow and Shrewsbury Public Schools needs to accommodate this group; we are very concerned that Beal School will not be able to meet this growing need in this outdated and undersized

building.

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

The outdated floor plan and the necessity to retrofit spaces not designed for instructional needs in 2015 make Beal School far from ideal for the education of young children. The basement is being used as classroom space, media center, cafeteria, two therapy rooms, two offices for staff coordinators and tutoring space. The basement is not an appropriate space for these uses and the space was not intended for this use. The other two floors house the principal's office, nurse and classroom space. The number and location of plumbing fixtures does not serve the current building use. The twelve core classroom spaces range from 645 to 780 square feet. These twelve classrooms are undersized compared to current standards which impacts program and delivery. There is no science/lab space. The cafeteria is 940 square feet. The building's three story layout is challenging for students with significant mobility issues, and the school is experiencing an increase in students with significant special needs that include such mobility issues. Recent updates include the installation of interactive white boards in all core classrooms; this was a challenging installation due to the outdated structure and electrical system.

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

Capacity issues have been addressed by retrofitting office spaces for small group instructional spaces and using hallways as possible to provide small group instruction; using an additional small room to address cafeteria overcrowding; combining art and music instructional space and scheduling these classes so they do not conflict; and restricting space use for other purposes such as meetings and staff collaboration. The basement has been converted into educational space and was never intended for this use. Below is a list of classes and class sizes:

Full Day Kindergarten - 6 classrooms - Average Class Size - 20.2

AM Kindergarten - 3 classrooms - Average Class Size - 20.3

PM Kindergarten - 3 classrooms - Average Class Size - 14.3

Grade One - 4 classrooms - Average Class Size - 21.0

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 Beal Early Childhood Center, as with all buildings in Shrewsbury receives daily custodial care and maintenance by the Town's Public Building Department. There is a day custodial staff of 1 FTE that provides day service, lawn and grounds care. Daily custodial cleaning is provided by contractual services. Building Maintenance is provided by a town wide maintenance staff of 9 FTE (1 Director, 2 office clerks, 1 working maintenance supervisor, 1 working custodial supervisor, 1 plumber, 1 electrician, 1 carpenter, 1 general maintenance worker). The building department has in place service contracts for fire alarms, elevators, electrical, DDC controls, HVAC repairs and maintenance, grounds care in order to supplement the town staff in delivering preventative maintenance and repair. Capital Repair projects have included an EPDM roof replacement in 1988, two new boilers in 1981, installation of a three story elevator in 2001, and installation of a handicap ramp in the front of the building in 2000. There has been no override or debt exclusion work undertaken.

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.

- The building is heated by two cast iron gas fired steam boilers installed in 1981, supplying steam to original equipment cast iron radiators throughout the building. The system is old, not energy efficient and is beyond its useful life. Any replacement to upgrade the system would be a significant capital expense.
- The electrical system had several updates but at this time is undersized and outdated.
- All exterior wood frame windows are single paned and original and are not functional or energy efficient and should be replaced.
- Since the building does not have a mechanical ventilation system there is no air flow to get fresh air to students and staff without having to open windows. Updating the heating and ventilation system will improve air quality, decrease energy consumption and decrease energy related costs.
- Majority of the interior walls have original plaster which is coming loose from the wood lathe sub straight.
- Carpeting is covering asbestos tile that needs abatement.
- Plumbing and toilet facilities are inadequate and undersized. Toilet facilities are not ADA compliant.
- The building's basement is being used as classroom space, media center, cafeteria, two therapy rooms, two office spaces for staff coordinators and a tutoring space. The basement is not an appropriate space for these uses and was not intended for this use.
- Congested traffic flow due to inadequate road access/egress and parking. Each afternoon many "parent pick-up cars" enter the building parking lot along with buses. Given the site's parking characteristics and its central location to downtown, traffic and parking is hindered and difficult to maneuver.

Priority 5

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

*The district has conducted indoor air quality tests to determine health and air quality and escalated cleaning practices to help eliminate any mold or dust. Teachers have been instructed to ventilate areas by opening exterior windows as needed and to store materials and food in ways that limit microbial growth and rodent activity.

* Asbestos has been removed or maintained per AHERA regulation.

*Plans have been created and implemented to improve drop-off and pick-up times for students.

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.

As mentioned previously, the use of retrofitted spaces originally designed for a high school in 1922 for early childhood education does not meet current standards. Because of the age of the structure and its lack of or outdated spaces and mechanical systems, the educational program is affected in various ways:

- Staff must open windows during winter months to ensure adequate fresh air flow due to the lack of a mechanical system; uneven heating can create classroom conditions that can compromise the learning environment.
- Out of date bathroom facilities are challenging for students with mobility needs, and current expectations are for more facilities to better serve student needs
- The building currently can barely meet demand and adequacy for specialized instructional space to meet the needs of students with severe special needs or English language learning needs, and these populations are growing. The spaces that are currently used are not up to current expectations for a newer facility, and compromise other program needs such as space for parent and staff meetings and office work.

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.

Addressing the mechanical ventilation system, the plumbing facilities and the overall condition of the building will extend the useful life of the building (or be addressed through a new building), thereby allowing students and staff to work in well ventilated and uniform temperatures. This will increase and improve overall comfort and well being of students and staff while allowing for a more productive educational environment, while conserving energy with newer systems.

The building's systems and design are not properly serving the needs of the program because of the variety of issues mentioned previously, because of both the building's age and its unintended age group use. This is particularly concerning regarding the provision of specialized instructional spaces for students with special needs, English language learners, and for staff collaboration and office work.

Given that this is a 1922 facility with minimal upgrades over time, the needs in this priority area are very significant. The MSBA took this priority into account when issuing its invitation to eligibility for a potential Beal School project in 2014.

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):

Lamoureux Pagano Associates, Architects, Worcester, MA

The date of the inspection: 10/15/1997

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

A facilities study was conducted. The findings for Beal School were:

- Design capacity as an early childhood center should be 186 students
- Classrooms were undersized
- It lacked appropriate specialized spaces for special education art, music, media/library
- Specialized instructional spaces were lacking
- All building systems would require replacement
- The kitchen/cafeteria requires expansion
- Handicap accessibility should be addressed
- Parking should be expanded

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.

Shrewsbury Public Schools special needs population requires specialized program, space and equipment to meet its needs. The building's limitations do not allow us to deliver the full range of programs that we are mandated to deliver.

The preschool severe special education population continues to grow and the school district must accommodate this group. Preschool enrollment over the past twelve years has grown from 131 to a projection of 264 students by the end of this year, with a large percentage of these students having special needs. Additionally, the types of student disabilities have become increasingly complex, hence the reality that now each one of our early childhood and elementary schools has a dedicated, self-contained program for students with severe special needs (typically on the autism spectrum).

Currently, the Beal School does not have sufficient dedicated instructional spaces for mandated small group instruction for students with special education or English language learner needs, and some that do exist are in a basement setting. The school must utilize office or common hallway spaces for this type of instruction, compromising other needs such space for teacher collaboration, parent meetings, and other operational functions.

Beal School does not have separate spaces for music and art class, rather these programs currently share an undersized classroom. The media center is undersized and located in the basement.

As mentioned earlier, the presence at Beal of overflow first grade classrooms from an elementary school district restricts the ability for the district to offer full day kindergarten to all students, resulting in a significant waiting list for this benefit.

As educational technology becomes more ubiquitous and necessary, the 1922 infrastructure, smaller classrooms, and outdated building systems make providing digital learning experiences a significant challenge.

Currently, Beal School is also not able to meet expectations related to holding school community events for families. Because of the limited amount of parking and the very small cafeteria and gymnasium, the school must either schedule multiple sessions of the same family event or hold the event at another campus.

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.

Mitigation of these issues has involved the following:

- Intervening as aggressively as possible during the preschool years in an attempt to help students require less intensive special education services when they enter kindergarten; this is not always possible.
- Sharing instructional spaces as possible, including utilizing basement space, staff office space, and hallway space for instruction that would happen in spaces designed for that purpose in a more recent school. The limited space available for specialized instructional spaces for special education, English language education, art, and music creates significant scheduling limitations for service delivery personnel and times.
- Utilizing some spaces in other elementary schools to house full day kindergarten sections in order to be able to provide the greatest number of full day seats as possible.

The reality is that many of these issues cannot be mitigated without additional space or spaces that are designed for how education is delivered in 2015. We believe the MSBA took this into account when issuing an invitation to eligibility for the Beal School in 2014.

Priority 7

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

The impact of having an outdated, undersized building that was not designed for its current purpose is significant:

- If the population of students with significant special needs continues to grow, some number of students may not be able to be educated within their community school, but rather in specialized programs outside of the district, at greater cost to the district and the state.
- If more current typical classrooms are claimed for special education purposes, even fewer students will have access to full day kindergarten experiences, despite the very high demand and demonstrated educational efficacy of full day programming.
- The lack of appropriate instructional spaces results in small group mandated instruction taking place in converted basement rooms, office spaces, or hallways for students with special education needs and English language learning needs.
- The lack of dedicated space for music and art restricts the scheduling of classes and may result in experiences that are different than peers educated in other schools with such spaces.
- Teacher collaboration and parent meetings are baseline expectations for all schools in 2015. Space for such activities is lacking, as office and conference spaces are severely limited or are used instead for instructional purposes.
- Given infrastructure limitations, the access of Beal School students to technology could become increasingly limited compared to peers in other district schools.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

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

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

FORM OF VOTE

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

Resolved: Having convened in an open meeting on _____, prior to the closing date, the _____
[City Council/Board of Aldermen,

Board of Selectmen/Equivalent Governing Body/School Committee] of _____ *[City/Town], in*

accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the

_____ *[Name of School]* located at

_____ *[Address]* which

describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

_____ ; *[Insert a description of the priority(s) checked off on the Statement of Interest Form and a brief description of the deficiency described therein for each priority]; and hereby further*

specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

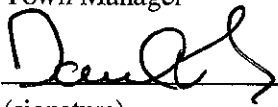
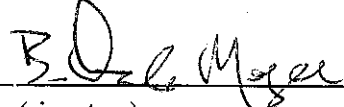
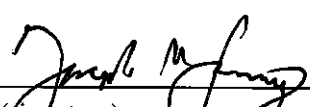
CERTIFICATIONS

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

Chief Executive Officer *	School Committee Chair	Superintendent of Schools
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Daniel J. Morgado	Dr. B. Dale Magee	Joseph M. Sawyer
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Town Manager

		
(signature)	(signature)	(signature)
Date 4/9/15	Date 4/8/15	Date 4/8/15

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

