

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2015 Statement of Interest

Thank you for submitting your FY 2015 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

Each SOI has two Certification pages that must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer*. Please make sure that **both** certifications contained in the SOI have been signed and dated by each of the specified parties and that the hardcopy SOI is submitted to the MSBA with **original signatures**.

SIGNATURES: Each SOI has two (2) Certification pages that must be signed by the District.

In some Districts, two of the required signatures may be that of the same person. If this is the case, please have that person sign in both locations. Please do not leave any of the signature lines blank or submit photocopied signatures, as your SOI will be incomplete.

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

VOTES: Each SOI must be submitted with the proper vote documentation. This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- 1 **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - 1 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.
- 1 **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.
 - 1 Regional School Districts do not need to submit a vote of the municipal body.
 - 1 For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

CLOSED SCHOOLS: Districts must download the report from the "Closed School" tab, which can be found on the District Main page. Please print this report, which then must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer. A signed report, with original signatures must be included with the District's hard copy SOI submittal. **If a District submits multiple SOIs, only one copy of the Closed School information is required.**

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

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

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

If you have any questions about the SOI process please contact Diane Sullivan at 617-720-4466 or Diane.Sullivan@massschoolbuildings.org.

Massachusetts School Building Authority

School District Manchester Essex Regional

District Contact Pamela Beaudoin TEL: (978) 526-4919

Name of School Manchester Memorial Elementary

Submission Date 4/10/2015

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**

Pamela Beaudoin

Linda Crosby

Pamela Beaudoin

Superintendent

(signature)

(signature)

(signature)

Date

Date

Date

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

District Contact Pamela Beaudoin TEL: (978) 526-4919

Name of School Manchester Memorial Elementary

Submission Date 4/10/2015

Note

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

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

SOI Vote Requirement

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

Potential Project Scope: Potential New School

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2015 Manchester Memorial Elementary

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 12/1/2013

Planning Firm: Habeeb and Associates

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:

MERSD is prepared for the next steps in the MSBA process should we be accepted into the pipeline. Undertaking a building project is an important policy decision that has an impact on students, parents, and the community at large. In order to determine our future course of action, the School Committee commissioned a facilities study and launched a task force/study committee (Fall 2013) to review the academic program as it relates to the facilities and to gather public input on possible future actions. Input was gathered through surveys, focus groups and town hall style meetings. The outcome was the determination that MERSD should maintain neighborhood schools (a school in each town) and that the condition of the Memorial School required it to be the priority project. Findings were shared with the Boards of Selectman in both Essex and Manchester, discussed at town meeting and published in the annual town reports as well as the MERSD Budget Book. The Essex and Manchester Boards of Selectman are in support of the SOI and aware and prepared for the timeline should we be accepted into the program. Facilities Study: The Manchester-Essex Regional School District (MERSD), having completed the construction of a new Middle/High School in 2009, is now working to address the needs of their two Pre-Kindergarten through Grade 5 Elementary Schools. The Memorial Elementary School, located in Manchester in close proximity to the new Middle/High School, serves the elementary aged children of Manchester. The Essex Elementary School, located in Essex approximately 5 miles from the Memorial School, serves the elementary aged children of Essex. Following the completion of a preliminary internal assessment of the existing conditions of the two elementary schools, the MERSD recognized that the two school buildings would require significant improvements and moved to commission a professional School Facilities Needs Assessment. Following the review of several qualified architectural firms, Habeeb & Associates Architects was selected to conduct the School Facilities Needs Assessment for the two elementary schools. This study includes a Physical Conditions Assessment of the schools to determine the overall condition of the buildings and sites, along with a Space Needs Analysis that takes into account the projected future enrollments through the year 2025 as provided by the MERSD. The firm's study included an update to previous studies which evaluated potential building sites. The Habeeb & Associates team began by conducting a Physical Conditions Assessment to determine the overall existing conditions of the facilities, as well as the costs that would be associated to bring the facilities up to date. H&A's on-site team conducted an inspection that examined five (5) major assessment categories - site, envelope, interiors, mechanical and electrical. Over a period of several days, the assessment occurred by way of field observations and photographs, existing data collection, and discussions with administration. The assessment criteria used in the review included the remaining useful life; an examination of energy efficiency; life cycle costs; technology advances; maintenance planning; handicap accessibility; aesthetics; environmental and health concerns; as well as local and state code regulation requirements. Following an in-depth, in-house review of all data collected, Memorial School was determined to be in greater physical need than Essex School. However, both schools were deemed to have significant major issues that must be addressed beginning in the next 1-5 years. Using a priority system, along with industry standards as baselines for space and programmatic needs, we developed a square foot based budgetary cost estimate to bring the schools into compliance with current codes and repair standards.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 24 students per teacher

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

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? YES

If "YES", please provide the author and date of the District's Master Educational Plan.

MERSD Strategic Plan and 2012-2015 District Improvement was drafted by the MERSD Leadership Team & School Committee with input from all community stakeholders. The plan can be reviewed by visiting the MERSD website at www.mersd.org Quick Link: Strategic Plan

Is there overcrowding at the school facility? YES

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

Memorial School is currently over capacity and cannot appropriately accommodate its full population (421) of students. Memorial school has had to add grade level sections to meet School Committee class size guidelines.

Kindergarten: 17-19

Grades 1-2: 18-20

Grades 3-5: 19-22

Limited by the current Memorial School facility, which has 26 traditional classrooms, the current need requires 30 classrooms. At this time all available space is in use, with no acceptable space left to convert to teaching spaces. With all available classroom space being utilized, small group and specialized instruction has been relegated to repurposed locker room facilities, bathrooms, and storage areas. With all options being exhausted, the school is forced to hold some small group instruction in hallways. In addition to overcrowding in instructional space, the auditorium, gymnasium and cafeteria cannot accommodate the current school population. This limits the opportunity for performance and assemblies and requires a six lunch block rotation instead of a traditional three lunch rotation..

All classroom spaces are being currently used which does not allow us to add teachers to address larger class sizes.

MMES auditorium can only seat 61% of students and staff. There are 300 seats for a student population of 421 and 57 staff members. Whole school curriculum programs cannot take place: performances, speakers, demonstrations. Multiple sessions of evening activities.

Currently running a six lunch rotation to avoid over-crowding.

MMES gymnasium cannot seat all students in bleachers for an all school assembly. To accommodate the entire student body and staff students must sit on the floor.

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

If "YES", how many teaching positions were affected? 2

At which schools in the district? Memorial School, Essex Elementary,

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

Reduction of full time equivalent by attrition through retirement.

Has the district had any recent staff layoffs or reductions? YES

If "YES", how many staff positions were affected? 4

At which schools in the district? Memorial and Essex Elementary

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

Custodial: Outsourcing of the evening custodial workers.

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.

No program modifications were made. It has impacted class size at the Middle School. Positions were scheduled to move with larger classes from elementary to middle but needed to be eliminated due to budget constraints.

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.

MERSD utilizes a collaborative approach to budget planning and work cooperatively with Boards of Selectman and Finance Committees in both Essex and Manchester. Through monthly meetings, we provide one another with on-going progress reports on our planning process and outlook. In October, principals, with input from faculty, formulate and submit school- based budgets that reflect staffing, program and facilities needs. Budgets are then synthesized into the MERSD budget proposal which is presented for public input. Under the Manchester Essex Regional Agreement, the district presents

a tentative budget and holds a public hearing for feedback in December; it is considered the first draft budget. A second public hearing is held in January prior to the submission of the budget the first week of February. Final budget approval takes place at the Manchester and Essex town meetings held in April and May respectively. The FY16 budget represents what the district believes is needed to maintain quality and position the schools for continual improvement of the educational program and student achievement. In recent years, the state has responded to MERSD's multi-year trend of rapid enrollment growth with significant increases in state aid. As enrollment growth now begins to slow, increases in state aid have declined. While this has caused budgeted town operating assessments to increase more noticeably in 2014, the average annual operating increase to taxpayers over the past three years has been just 2.35%. The net result has been a decrease in per pupil assessment resulting in a funding gap for the schools. With the endorsement of both the Essex and Manchester Boards of Selectman we are seeking a proposition 2.5 override to address our revenue gap. The boards are fully supportive of our SOI submissions, and they are prepared to support our funding requests for a feasibility study should we be accepted into the pipeline. For more information: www.mersd.org Quick Link: Budget

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 Manchester Memorial Elementary school was built in 1951 to serve all elementary students in the town of Manchester by the Sea (MBTS). The District has since constructed two additions to expand the school's capacity. The first addition was in 1954, and the second in 1965.

The original square footage of 47,442 square feet was expanded by 9,260 in 1954 and then again by an additional 9,871 square feet in 1965, bringing the combined current floor area to 66,573 square feet.

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

66573

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).

All bituminous parking areas, access drives, play areas between classroom wings and walkway pavements are approximately 20-30 years old, beyond a normal useful lifespan. Re-grading is needed to facilitate storm water surface run off and to meet accessibility requirements in several areas. Repaving and drainage structures are also needed, including a storm water drainage system with catch basins and piping on the building's north side. Concrete pavement under the main entrance covered area is also in need of replacement.

A small portion of the school's north side parking lot is within Zone One for Saw Mill Brook, a water supply for MBTS. The Memorial School is also connected to the Manchester Essex Regional Middle High School by a footbridge and there are two recently constructed secondary school athletics facilities (outdoor tennis courts and a turf field) surrounding the elementary school (on the East and West sides respectively) that are expected to remain as is during any potential future construction for the school building. In addition to being the sole elementary school for MBTS, the Memorial School is also used frequently through a rental arrangement by the Town of Manchester for its Parks and Recreation department, which lacks other facilities to house its after school and weekend programs.

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)

Manchester Memorial School
43 Lincoln Street
Manchester, MA 01944

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).

Roofing is approximately 25 years old and is constructed out of EPDM single-ply fully adhered membrane with rigid insulation. Although the District engages in ongoing preventative roof maintenance, the roof often holds water, fasteners have backed out and leaking occurs throughout the building. Immediate replacement is required as the membrane is past

its useful life. Additionally, flashing, which is also past its useful life, is too low in several locations and needs to be replaced, particularly in vertical-to-roof transitions.

Painted wood-framed Window Walls on the majority of building are single glazed and in fair to poor condition with peeling paint and some rot. Windows are 50-64 years old depending on location (original construction in nearly all cases). Some are inoperable, many are still single glazing, which is highly inefficient for retaining building heat. Exterior paint contains lead and requires abatement prior to painting.

Exterior walls are brick and block masonry (original building) and brick veneer on block (additions) and are in good condition.

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

Year of Last Major Repair or Replacement:(YYYY) 1964

Description of Last Major Repair or Replacement:

Exterior is original to the school and has not undergone any major repair.

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 70180

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) 25

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

The District has a preventative maintenance contract in place for the Memorial School roof. Recent repairs include replacing small sections of membrane, repairing open flashing, and repairing holes. While small repairs can be achieved within a typical operating budget, significant large scale capital investment will remain due to age and condition of roof.

Window Section A

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 656

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

The majority of windows are original construction single pane. In some cases, such as the office, lobby and some classrooms, repairs/replacements have been made using thermal glazing.

Age of Section (number of years since the Windows were installed or replaced) 64

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

Routine repairs made to broken windows. There has been no systemic upgrade and replacement of windows to address age and energy inefficiency.

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 school has two gas-fired, hot water boilers that are approximately 25 years old. The units were converted from an original oil and steam system. Controls are also approximately 25 years old and primarily consist of pneumatic with some DDC. The controls have experienced some operational problems.

Unit ventilators in classrooms, cafeteria, and lobby are approximately 20 years old and also have had operational problems that have left some classrooms without heat, particularly on very cold and windy days. More commonly, room temperature cannot be maintained, forcing teachers to turn their unit ventilators on and off intermittently to keep room temperature within a reasonable range.

The electrical system consists of 600 Amp 120/208 volt 3 phase Main Panel and Disconnect Switch. This equipment is original to the building. An additional 250 Amp distribution panel was added to accommodate the hot water circulating pump and Auditorium/Gymnasium HVAC system replacements with sub-panels added at equipment areas. The building's

main transformer is approximately 20 years old. Wiring is approximately 64 years old but outlet and switch devices have been replaced. Building electric usage is at its maximum for the present system and some overloading has occurred resulting in some sub-panel shut downs. As a result, the electrical service and distribution system is in need of an upgrade.

Boiler Section 1

Is the District seeking replacement of the Boiler? YES

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)

Building originally used heating oil but subsequently converted to natural gas

Age of Boiler (number of years since the Boiler was installed or replaced) 25

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

Recent repairs have been only to individual unit ventilators, but the true cost of fixing all unit ventilator issues is greater than the annual operating budget can absorb.

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

Year of Last Major Repair or Replacement:(YYYY) 1988

Description of Last Major Repair or Replacement:

Gas-fired, hot water boilers were converted from an original oil and steam system. Controls are also approximately 25 years old and primarily consist of pneumatic with some DDC. The controls have experienced some operational problems recently. Unit ventilators in classrooms, cafeteria, and lobby are approximately 20 years old and also have had operational problems that have left some classrooms without heat, particularly on very cold and windy days. More commonly, room temperature cannot be maintained, forcing teachers to turn their unit ventilators on and off intermittently to keep room temperature within a reasonable range.

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

Year of Last Major Repair or Replacement:(YYYY) 1993

Description of Last Major Repair or Replacement:

Main Service and Disconnect Panel and Distribution Wireways are original 62 year old equipment although main transformer at building's exterior is approximately 22 years old. More recently a few individual electrical panels have been replaced to prevent risk of fire.

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).

Floor structure: concrete slab-on grade and reinforced framed slab above crawl spaces.

Floor finishes: mostly vinyl composition tile in corridors, classrooms and cafeteria. Wood flooring in gym. Ceramic tiles in bathrooms, quarry tile in lobby, terrazzo in Side C corridors and bathrooms. Carpet in various staff areas, Auditorium, pre-K and some classrooms.

Wall finishes: mostly painted concrete block. Glazed block in bathrooms and dados in some corridors. Ceramic in some bathrooms.

Ceiling finishes: exposed Tectum panel deck in gym, and curvilinear wood ceiling in Auditorium. Corridors, lobby and cafeteria have 2x2 acoustic tile ceilings. Most staff areas, side C classrooms and sloped roof decks of side A and B have 1x1 acoustic tile ceilings. Tiles in main entrance and lobby and splined acoustical ceiling in girl's bathroom on side A are in poor condition.

The Side A classroom wing is not HP accessible from main entrance lobby due to 3 steps. The Pre-K classroom wing is not accessible from the main building Side A due to a platform step and step at door. Bathrooms for staff, nurse and pre-K classrooms do not meet HP accessibility codes.

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).

Memorial School is largest of two elementary schools in the Manchester Essex Regional School District. Per the regional agreement all students in grades K-5 in the towns of Manchester and Essex are entitled to attend elementary school in the town in which they reside unless they are identified as a special education student in need of specialized programing. Manchester Memorial serves a diverse range of students in grades K through 5 and houses our district-wide Integrated Pre-K, Social and Academic Integrated Learning (SAIL) and Intensive Reading and Written Language (IRWL) programs. The impact of overcrowding is multi-faceted, having educational as well as negative financial implications. The size, facility results in frequent disruption of the educational program, challenges our ability to meet state regulations, and limits the scope of the academic program in both in regular and in special education. Primarily impacted are instructional opportunities for students and teachers, both in regular and in special education. Financially, the impact of overcrowding affects our District budget, as the lack of space inhibits the growth of district special education programs, forcing students into out-of-district placements in areas that could otherwise be accommodated in-district.

Overcrowding Impact on Special Education Compliance:

Currently, three to four staff members share each resource room space, which contributes to a noisy and distracting environment for delivery of individual and small group tutorials. Appropriate educational space is not available due to lack of inadequate classroom size (square footage) and lack of classroom spaces (building is at full capacity).

Although expansion to grades 2 and 3 is recommended, the Intensive Reading and Written Language program is limited to grades 4 and 5 available due to lack of inadequate classroom size (square footage) and lack of classroom spaces (building is at full capacity).

The size of the current 4/5 Intensive Reading and Written Language program is not optimal and limits the number of students served. The program cannot be expanded due to available due to lack of inadequate classroom size (square footage) and lack of classroom spaces (building is at full capacity).

The Social and Academic Learning Program has only one dedicated classroom for services to students in grades K-5. This limits opportunities for small group and tutorial instruction in a quiet environment. In addition, there is no available space for students to deescalate when they are in emotional or behavioral crisis, which is a challenge from a safety perspective and undermines the therapeutic process for these students.

MMES has no appropriate dedicated, private rooms for state mandated student evaluations by the special education department.

MMES has no space for in-school suspensions or time outs for general education students, who are often housed in the special education chairperson's office during these times. This is an increasing priority under the new state discipline law.

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

There are 25 general classrooms in the building, with a Net Floor Area (NFA) of 840 square feet each. To the best of our knowledge classroom sizes and configurations are original to the building. Although unique configurations and dimensions are needed for Art/Music, resource rooms, small group reading rooms, and self-contained special education rooms, the school has had to use existing rooms and configurations to service these needs, including conversion of locker rooms and storage areas. The Pre-Kindergarten space which has a bathroom in it has an NFA of 1,500 square feet. There are no

science rooms/labs in the current facility. There is one library/media center of 1,000 NFA and 1 computer room of 1,240 NFA. The cafeteria has 2,280 NFA, the stage area is 1,000 NFA and the auditorium has an NFA of approximately 2,500. There are no science rooms/labs in the current facility.

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).

Memorial School is currently over capacity and cannot appropriately accommodate its full population (421) of students. Memorial school has had to add grade level sections to meet School Committee class size guidelines.

- Kindergarten: 17-19
- Grades 1-2: 18-20
- Grades 3-5: 19-22

Limited by the current Memorial School facility, which has 26 traditional classrooms, the current need requires 30 classrooms. At this time all available space is in use, with no acceptable space left to convert to teaching spaces. With all available classroom space being utilized, small group and specialized instruction has been relegated to repurposed locker room facilities, bathrooms, and storage areas. With all options being exhausted, the school is forced to hold some small group instruction in hallways. In addition to overcrowding in instructional space, the auditorium, gymnasium and cafeteria cannot accommodate the current school population. This limits the opportunity for performance and assemblies and requires a six lunch block rotation.

Spaces converted from intended use to be used for instructional space include: two locker rooms; two shower rooms; closet; network closet; two storage rooms; and, copy room; teachers' room; Boys' Locker Room/Showers and bathroom – Reconfigured and currently being used as a music instructional room and staff workroom/copy room

Girls' Locker Room/ Showers and bathroom – Reconfigured and currently being used as an Occupational Therapy Room

Storage/Network Closets – Reconfigured currently being used as a Reading Room and small group space

Teachers Room – Reconfigure to house library

Library – Reconfigured to house Pre-K

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

The District's Facilities Manager works with the school's Head Custodian to ensure proper maintenance of the school facility. The team meets on a bi-weekly basis with the principal and business administrator to discuss routine and recurring maintenance needs, open work orders, and larger projects that may be required. The District uses the SchoolDude Maintenance Direct software system to enable staff members to enter work orders for repairs as needed. The system also allows for monitoring of progress of work order completion by management. Larger maintenance projects that are identified are typically addressed during school vacations or summer breaks, contingent upon available funding. Each year's budget request for the school includes a list of larger facility needs beyond \$5-\$25K that require approval by central administration. Recent capital repairs have included:

- Conversion of locker and storage rooms to two classroom spaces
- Installation of new building wide fire alarm system

- Introduction of security cameras and swipe card access points, replacement of interior doors including introduction of locksets to replace knobs, replacement of phone service and school speaker systems, as part of a districtwide security upgrade
 - Re-grading and paving of driveway,
 - Installing new electrical panels to prevent fire hazards
 - Installation of new drainage system around wing of building that had been prone to leakage and floor tile damage
- Each of these repairs was funded within the District's operating budget. There has been no debt issued to cover maintenance of the elementary facilities.
-

Priority 2***Question 1: Please describe the existing conditions that constitute severe overcrowding.***

Over the past seven years, the Manchester Essex resident student population has grown 24% or 281 students. This is greater than the current student population of the Essex Elementary School. At the same time that we have been growing, our student body has also become more diversified in its needs. According to the Department of Elementary and Secondary Education, 22.8% or 336 students are identified as “high need.” A student is designated high need if he or she is identified as low income, ELL (English Language Learner), former ELL, or a student with disabilities. Due to the space constraints and age of the facility there is no dedicated space to provide mandatory services for high need students.

Memorial School is currently over capacity and cannot appropriately accommodate its full population (421) of students. Memorial school has had to add grade level sections to meet School Committee class size guidelines (see below).

- | Kindergarten: 17-19
- | Grades 1-2: 18-20
- | Grades 3-5: 19-22

Limited by the current Memorial School facility, which has 26 traditional classrooms, the current need requires 30 classrooms we can not add additional sections and have class sizes at 24 and above at several grade levels.

At this time all available space is in use, with no acceptable space left to convert to teaching spaces. With all available classroom space being utilized, small group and specialized instruction has been relegated to repurposed locker room facilities, bathrooms, and storage areas. With all options being exhausted, the school is forced to hold some small group instruction in hallways. In addition to overcrowding in instructional space, the auditorium, gymnasium and cafeteria cannot accommodate the current school population. This limits the opportunity for performance and assemblies and requires a six lunch block rotation.

- | All classroom spaces are being currently used which does not allow us to add teachers to address larger class sizes. There are currently 26 traditional classrooms, and the current need requires 30 classrooms
- | MMES auditorium can only seat 61% of students and staff. There are 300 seats for a student population of 421 and 57 staff members. Whole school curriculum programs cannot take place: performances, speakers, demonstrations. Multiple sessions of evening activities.
- | MMES cafeteria is too small to accommodate traditional three lunch rotation. Currently running a six lunch rotation to avoid overcrowding.
- | MMES gymnasium cannot seat all students in bleachers for an all school assembly. To accommodate the entire student body and staff students must sit on the floor.
- | Whole school assemblies require a fire/police watch to be hired to manage building capacity safety concerns

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

MERSD has dramatically decreased School Choice enrollment to accommodate increased resident enrollment. At Memorial School alone, School Choice enrollment has declined to six students from forty-eight students in 2006.

Rooms have been repurposed, reconfigured, and renovated to suit the space needs. This, however, has led to student/staff workspaces housed in rooms that were not designed for instructional space. Bathroom, storage and office space has been repurposed to address these requirements but it is substandard and poorly configured.

- | The District has experimented with larger class sizes by adding teaching assistants, but this proved to be less effective than expected.
- | The boys' locker room, bathrooms, and shower room have been re-purposed as a music instructional space and a teachers' workroom/copy room.
- | The girls' locker room, bathrooms, and shower room have been re-purposed as an occupational therapy room and custodial supply closet.
- | The library was moved out of the space that was designed to be a library to a much smaller classroom space. This was done because of the growth of our pre-school program, which needed a larger space to service children. Because of a lack of space for teacher workspaces, closet and shower rooms and converted urinals are used as the photocopy rooms.
- | Because of a lack of office space, many support staff share the same room. This leads to cramped rooms with many distractions and confidentiality issues. For example, two reading specialists share one small room (8'x10'). Another room houses 3+ staff members who all provide direct instruction to students in the room.
- | MMES uses redesigned closet, office space, and storage areas for small group instruction/testing.
- | Small group instruction takes place in hallways outside of classrooms.
- | When heat/leaks require students to be relocated to alternate learning spaces classes are held on the stage where there is no natural light.
- | MMES has identified bathrooms as the next space available for conversion.

Priority 2

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

Memorial School is one of two elementary schools in the Manchester Essex Regional School District. It serves students in grades Pre-K through 5 and houses our district-wide Social and Academic Integrated Learning (SAIL) and Intensive Reading and Written Language (IRWL) programs.

The impact of overcrowding is multi-faceted, having educational as well as financial negative implications. Primarily impacted are instructional opportunities for students and teachers, both in regular and in special education. Financially, the impact of overcrowding affects our district budget, as the lack of space inhibits the growth of district special education programs, forcing students into out-of-district placements in areas that could otherwise be accommodated in-district.

- 1 Currently, three to four staff members share each resource room space, which contributes to a noisy and distracting environment for delivery of individual and small group tutorials
- 1 Although expansion to grades 2 and 3 is recommended, the Intensive Reading and Written Language program is limited to grades 4 and 5 due to lack of adequate classroom spaces. As a result, studnets in younger grades that may have to go out of district rather than being education in their home community.
- 1 The size of the current 4/5 Intensive Reading and Written Language program is not optimal as space constraints limitthe number of students served.
- 1 The Social and Academic Learning Program has only one dedicated classroom for services to students in grades K-5. This limits opportunities for small group and tutorial instruction in a quiet environment. In addition, there is no available space for students to deescalate when they are in emotional or behavioral crisis, which is a challenge from a safety perspective and undermines the therapeutic process for these students.
- 1 MMES has no space for in-school suspensions or time outs for general education students, who are often housed in the special education chairperson's office during these times.
- 1 MMES has no appropriate dedicated, private rooms for student evaluations by the special education department.
- 1 MMES has only one shared conference room for all special education, teacher planning, parent conferences, and administrative meetings.
- 1 MMES does not have appropriate science laboratory space for the older grades to conduct experiments. Experiments are done in the classrooms, which are carpeted leading to cleanliness and safety issues.

!--[if !supportLists]-->

Please also provide the following:

Cafeteria Seating Capacity:	120
Number of lunch seatings per day:	6
Are modular units currently present on-site and being used for classroom space?:	NO
If "YES", indicate the number of years that the modular units have been in use:	
Number of Modular Units:	
Classroom count in Modular Units:	
Seating Capacity of Modular classrooms:	
What was the original anticipated useful life in years of the modular units when they were installed?:	
Have non-traditional classroom spaces been converted to be used for classroom space?:	YES
If "YES", indicate the number of non-traditional classroom spaces in use:	8

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

Spaces converted from intended use to be used for instructional space include: two locker rooms; two shower rooms; closet; network closet; two storage rooms; and, copy room; and, teachers' room;

Boys' Locker Room/Showers and bathroom – Reconfigured and currently being used as a music instructional room and staff workroom/copy room

Girls' Locker Room/ Showers and bathroom – Reconfigured and currently being used as an Occupational Therapy Room

Storage/Network Closets – Reconfigured currently being used as a Reading Room and small group space

Teachers Room – Reconfigure to house library

Library – Reconfigured to house pre-k

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

There have been no notable program or policy changes that have impacted enrollment capacity.

Over the past seven years, the Manchester Essex resident student population has grown 24% or 281 students. This is greater than the current student population of the Essex Elementary School. At the same time that we have been growing, our student body has also become more diversified in its needs. According to the Department of Elementary and Secondary Education, 22.8% or 336 students are identified as "high need." A student is designated high need if he or she is identified as low income, ELL (English Language Learner), former ELL, or a student with disabilities. Due to the age of facility an does there is no dedicated space to provide mandatory services for high need students. Storage and office space has been repurposed to address these requirements but it is substandard and poorly configured.

MERSD has dramatically decreased School Choice enrollment to accommodate increased resident enrollment. At Memorial School alone, School Choice enrollment has declined to six students from forty-eight students in 2006.

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

Manchester Essex Regional School Committee class size guidelines

Kindergarten: 17-19

Grades 1-2: 18-20

Grades 3-5: 19-22

Grades 6-12: 19-22

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.

Roofing is approximately 25 years old and although the District engages in ongoing preventative roof maintenance, the roof often holds water, fasteners have backed out and leaking occurs throughout the building. Immediate replacement is required as the membrane is past its useful life. Additionally, flashing, which is also past its useful life, is too low in several locations and needs to be replaced, particularly in vertical-to-roof transitions.

Painted wood-framed Window Walls on the majority of building are single glazed and in fair to poor condition with peeling paint and some rot. Windows are 50-64 years old depending on location (original construction in nearly all cases). Some are inoperable, many are still single glazing, which is highly inefficient for retaining building heat. Exterior paint contains lead content and requires abatement prior to painting.

The majority electrical system is original to the building. Although the building's main transformer is approximately 20 yearsold, wiring is approximately 64 years old but outlet and switch devices have been replaced. Building electric usage is at its maximum for the present system and some overloading has occurred resulting in some sub-panel shut downs. Despite recent replacement of some panels to prevent fire hazards, the electrical service and distribution system is in need of an upgrade.

Gas-fired, hot water boilers and controls are approximately 25 years old. The controls have experienced some operational problems recently. Unit ventilators in classrooms, cafeteria, and lobby are approximately 20 years old and also have had operational problems that have left some classrooms without heat, particularly on very cold and windy days. More commonly, room temperature cannot be maintained, forcing teachers to turn their unit ventilators on and off intermittently to keep room temperature within a reasonable range.

In 2008 the District completed an energy audit in partnership with National Grid and B2Q associates. The analysis found that the Memorial School would need to reduce its energy by 45% to reach an EPA rank of 75 and qualify for ENERGY STAR Certification. Town of Manchester has cited Memorial School as the largest consumer of energy in the town. With outdated mechanical equipment and single pane windows throughout the building, it is clear that the facility is inefficient and excessively costly to taxpayers.

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 hired a roofing contractor to provide a detailed analysis of the condition of the Memorial roof. This report identified interim repair measures while the District awaits funding for a full roof replacement. Annual re-inspections provide updated information about further deterioration. Each year, a portion of the District's maintenance budget is dedicated to repairing and/or replacing sections of the roof in accordance with the recommendations, but the full cost to perform even the sectional recommended replacements is well beyond the scope of an annual operating budget.

Although an entire electrical infrastructure upgrade is needed, the District has focused on the more affordable project of upgrading electrical panels. This has mitigated safety risk associated with potential fires, has not improved the electrical capacity. As such, the District remains severely limited in its ability to roll out new educational technologies for students.

The cost to replace windows, boilers, and the unit ventilator distribution systems are similarly beyond the financial means of the District's annual operating budget. As such, the District can afford to engage in repair projects only as components become non-functional. Remaining projects are each well beyond the \$100,000 threshold and given the building's age it is not clear that those investments would be prudent if a larger scale renovation is needed.

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.

- 1 Insufficient electrical capacity has hampered educational technology implementation as circuits are frequently tripped by even minimal usage of electricity in classrooms. Certain special education spaces and network technology closets require cooling, but lack of electrical capacity has made temperature control unpredictable.
- 1 Outdated unit ventilators and pneumatic control systems do not properly regulate heat in classrooms. This leads to excessive temperature swings that interrupt instruction as teachers frequently have to stop lessons to turn blowers on and off. Students at times need to wear coats in classrooms as temperatures cannot be controlled with a thermostat. Temperature problems also present safety and health concerns.
- 1 Rain water leaks into the building require the District to put out buckets in hallways, and create potential for hazardous slips, and water damage inside the building. Custodians have had to create and hang funneling systems made from plastic garbage bags from ceilings to divert water to centrally located garbage bins in the library and other areas. Leaks also present a hazard to educational technology.

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.

Given the age of the building, the scope of repairs, and the issue of overcrowding, building replacement would be preferable to renovation and repair. Repair of major systems would prolong the life of the building and make day to day safety and climate issues more manageable, but it would do nothing to address the lack of space that is negatively impacting the educational program.

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):

Habeeb & Associates

The date of the inspection: 12/1/2013

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

See Habeeb Report

Hard Copy submitted with required documents.

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.

The impact of the facility is multi-faceted, having safety, educational as well as financial negative implications. In the area of safety lack of handicapped accessibility for students and adults is of particular concern. The nurse's offices is also not directly HP accessible via the main hallway due to three steps inside the building nor directly via the Pre-K building due to steps on the way to the Side A wing. Only one boys and girls bathroom has been upgraded to provide HP accessible facilities and they are located in different wings. All other bathrooms are not HP accessible. There are no provisions currently for HP accessible student lockers.

The age, size, and condition of the facility as described above disrupt and limit the educational process in both in regular and in special education.

Facility Impact on Special Education Compliance:

- 1 Currently, three to four staff members share each resource room space, which contributes to a noisy and distracting environment for delivery of individual and small group tutorials. Appropriate educational space is not available due to lack of inadequate classroom size (square footage) and lack of classroom spaces (building is at full capacity).
- 1 Although expansion to grades 2 and 3 is recommended, the Intensive Reading and Written Language program is limited to grades 4 and 5 available due to lack of inadequate classroom size (square footage) and lack of classroom spaces (building is at full capacity).
- 1 The size of the current 4/5 Intensive Reading and Written Language program is not optimal and limits the number of students served. The program cannot be expanded due to available due to lack of inadequate classroom size (square footage) and lack of classroom spaces (building is at full capacity).
- 1 The Social and Academic Learning Program has only one dedicated classroom for services to students in grades K-5. This limits opportunities for small group and tutorial instruction in a quiet environment. In addition, there is no available space for students to deescalate when they are in emotional or behavioral crisis, which is a challenge from a safety perspective and undermines the therapeutic process for these students.
- 1 MMES has no appropriate dedicated, private rooms for state mandated student evaluations by the special education department.
- 1 MMES has no space for in-school suspensions or time outs for general education students, who are often housed in the special education chairperson's office during these times. This is an increasing priority under the new state discipline law.

Disruption and Limits on Education Program

- 1 Classrooms are frequently disrupted due to facilities disruptions (lack of heat, extreme heat, leaks, hallway flooding). When such events occur students are relocated to alternate learning spaces classes are held in substandard locations such as cafeteria or on the stage where there is no natural light.
- 1 MMES does not have appropriate science laboratory space for the older grades to conduct experiments which significantly limits the school's ability to implement a STEM curriculum. Experiments are conducted in the classrooms, which are carpeted leading to cleanliness and safety issues.
- 1 MMES does not have electrical capability to support expansion of the district-wide technology integration initiatives. This limitation will limit the implementation of online testing soon to be required by the state.
- 1 MMES classroom configurations are original to the building and are not conducive to twenty-first century learning and differentiated instruction.

Financially, the impact of overcrowding affects our district budget, as the lack of space inhibits the growth of district special education programs, forcing students into out-of-district placements in areas that could otherwise be accommodated in-district. The school currently provides some small group instruction, testing, reading, OT/PT and psychological services in hallway spaces and/or inadequate modified spaces (e.g., locker room, bathroom, storage space conversions) due to lack of adequate alternative spaces. These sub-optimal alternatives impair the school's ability to provide the most effective differentiated instruction and academic supports possible.

Priority 7

Question 2: Please describe the measures the district has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

The District has carefully evaluated and exhausted all options including the investment in modular classrooms which was deemed cost prohibitive. Creating another classroom would require the District to convert a bathroom as no other spaces are available. Given student enrollment levels, this approach would solve one problem and create a new one, namely fewer accessible bathroom facilities. Remedying electrical infrastructure, creating science lab space, and creating HP-access across the building would all cost hundreds of thousands of dollars. This level of investment has questionable merit in the short-term as the District believe a larger scale building project is needed to address overcrowding and facility deficiencies with the next one to five years.

Priority 7

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

The District has been awarded several Community Innovation Challenge Grants by the Commonwealth of Massachusetts to pilot special education programs that keep students in-district who would otherwise be directed to an out-of-district placement. Inclusion of students with special needs is a top priority, but unfortunately, a lack of additional educational space hampers the Memorial School's ability to achieve this goal.

As part of its three year district improvement plan, MERSD identified a need to improve science instruction and student learning outcomes. Although the Memorial School has made progress by investing in a new science curriculum, the lack of science labs limits the ability to provide applied learning opportunities for students, particularly in the area of hypothesis testing via experiments.

The District's technology plan contemplates a near-term implementation of a one-to-one student-to-device model in order to drive integration of technology into the curriculum. This will be difficult to achieve at the Memorial School due to the buildings inadequate electrical infrastructure, which is already failing with just one computer lab and one mobile lap top cart for the entire school. This limitation will also limit the implementation of online testing soon to be required by the state.

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
Pamela Beaudoin	Linda Crosby	Pamela Beaudoin
Superintendent		
(signature)	(signature)	(signature)
Date	Date	Date

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