

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.

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

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 Arlington

District Contact Diane Johnson TEL: (781) 316-3511

Name of School Arlington High

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
Adam Chapdelaine	Paul Schlichtman	Kathleen Bodie
Town Manager		
_____	_____	_____
(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.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 15 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 15 students per teacher

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

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

If "NO", please note that:

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

Is there overcrowding at the school facility? YES

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

Over 27% of core classes (ELA, Math, History, Foreign Language) have 25 or more students. Because of scheduling and staffing constraints, larger classes cannot always be located in larger classrooms, so they are held in classrooms too small for the number of students.

The odd shapes, physical obstructions and small square footage of classrooms require desks to be placed close together so students can see the board, which makes it difficult for students to be seated.

From the HMFH report:

Over the years, spaces have been repurposed, re-invented, re-configured, expanded, and divided. Every school year walls are added and taken down; what may have been a right-size classroom one year then becomes two undersized classrooms the next school year. The MSBA guidelines provide for general classrooms sized between 825-950 square feet. Of all the general classrooms in the high school, only 23% meet the minimum of this guideline. Further, the majority of the specialty classrooms do not meet the guidelines. Science rooms are greatly undersized; the average room is 1,000 square feet; per the guidelines the rooms should be 1,440 square feet and this is with an assumed maximum enrollment of 23 students per class; 40% of science classes exceed 23 students, with many classes in the range of 28-30. In the case of the Science program, the undersized rooms are more than crowded, they are unsafe. Science lab experiments require space and free circulation to ensure safe procedures; the high school labs do not have enough space to provide this. The only way to alleviate the overcrowding within the current science classrooms is to provide additional classrooms.

In addition to the undersized spaces causing overcrowding difficulties, there are many classrooms with physical obstructions that hinder the ability of the teachers to teach and the students to learn. There are large columns in six classrooms, another four classrooms have been divided (out of necessity) into irregular shapes, meaning that students cannot see the front marker board and the teacher cannot see some students. A classroom was divided into two, but it is not acoustically separated, making teaching and learning difficult in the two areas. These conditions inhibit different modes of teaching and learning.

As described by one teacher:

The columns create a "challenge." It is because of them that a ceiling-mounted projector cannot be installed and used in her classroom. Therefore she needs to write much more on the white board, having to do and undo information throughout the period. This results in loss of teaching and learning time; she estimates it costs them two to three minutes every class period, this in turn results in 8 - 12 hours per school year.

The obstructed and irregular shaped rooms make up 20% of the teaching spaces. For a diagram showing these spaces,

see Appendix C.

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.

Budget bottom line is voted by School Committee in early January, Superintendent's proposed budget is submitted to School Committee in early February, budget hearing is held end of February, budget voted by School Committee early March, Town Finance Committee holds hearing in late March, Town Meeting approves budget during spring Town Meeting, beginning at end of April and continuing until concluded. There have been no overall budget reductions since FY11.

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).

Arlington High School is a sprawling complex that has been built up over the past century. The original 6-story building, now Fusco House, was built in 1914, and now houses classrooms as well as “The Pit,” Old Hall and some offices. The steepled Main Office section was added in 1938, as was Collomb House. These now house the science labs, classrooms, the media center and part of the preschool. Lowe Auditorium, the Blue Gym, the offices and cafeteria, and Downs House (also containing classrooms) were all built in the 1960’s. The Red Gym and the Links Building (with some special education classrooms) were part of the only significant renovation of the buildings. This renovation started in the late 1970’s and was completed in 1981. It also included some window upgrades and space reconfiguration.

Given the age of the buildings, Arlington has focused on keeping the buildings safe and secure for students and faculty. However, addressing areas of concern is an ongoing and ultimately losing process, particularly with exterior masonry. As the On-Site Insight report points out, many systems have reached the end their useful life, and are due for major repairs or replacement.

From the HMFH Report:

A thorough renovation-only of the facility would include (and in part has been identified in the On-Site Insight report as attached):

- Mechanical systems replacement
- *Electrical system upgrades including an increase to the quantity of power outlets (need to eliminate the extensive use of extension cords)
- Light fixture replacement
- *Plumbing upgrades and/or replacement, including fully modernized and accessible toilet facilities, and an increase in quantity of locations and fixtures
- *Solve the water infiltration issue
- *Security upgrades
- *Technology upgrades and integration, including wireless service
- *Audio/visual systems upgrades, including new PA system, simulcast ability, telephones throughout the school, sound systems at Auditorium and Gymnasium, and Auditorium/Stage lighting
- Hazardous material abatement
- Roof replacement
- Exterior door replacement and *tie-in to the security alarm system
- Exterior window replacement
- Finishes replacement including: -flooring (abate and remove remaining vinyl asbestos tile (VAT), replace all with new)
- *ceiling treatment (provide with high acoustic and reflectance quality)
- *wall surfaces (provide durable protection, paint all)
- fixed casework (*include upgrades to plumbing as appropriate)
- *teaching surfaces (white-boards and tack-boards)
- *auditorium seating (replace and provide accessibility)
- corridor lockers and athletic lockers
- *athletic locker room upgrades
- *Accessibility upgrades throughout
- Three new elevators

*Note: these are not included in the scope (or they are minimally included) outlined in the On-Site Insight report.

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

400000

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).

Arlington High School is a large complex (nearly 400,000 square feet) centrally located in the community on a four acre site. Its main façade fronts onto Massachusetts Avenue, set back from the road by a green space with mature trees. At the rear of the complex are several athletic fields (baseball, softball, football, and track and field).

Although there are no other structures, there are other programs that occupy the high school beyond those that serve the high school directly. There are town offices, including facilities and custodial offices, Arlington's inclusion preschool program, the school district's administrative offices, and the LABBB Collaborative Program. All told the approximate square footage usage is as follows:

Town Use 6,800 SF

School/Town Facilities 4,600 SF

Pre-School Program 16,600 SF

School District Use (includes METCO Program) 16,700 SF

LABBB Collaborative Program 9,900 SF

Community/ School Storage 10,300 SF

There are also several site-related environmental issues that would impact any renovation plans:

1. Underground culverted stream (Mill Brook) running west to east at rear of AHS complex.
2. Peirce Athletic Field built over heavy metal waste site. Site was contained and is beneath a barrier.
3. Evidence of perchloroethylene (PCE) contamination* of groundwater near and/or under AHS complex. Two rooms in the basement (Rm 105 & old Auto Shop) are closed pending PCE mitigation because of elevated air sample levels.

*http://www.arlingtonma.gov/Public_Documents/ArlingtonMA_Health/MassDEP_AHS_PCE_Report_8_22_11.pdf

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)

869 Massachusetts Avenue, Arlington, MA 02476

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).

Excerpts from On-Site Insight report:

Arlington High School, located at 869 Massachusetts Avenue in Arlington, MA, is a sprawling facility that was built in several stages. The original buildings date to the early 19th century and are referred to as the Old Buildings (buildings "A" & "B"). These buildings retain historic details common in that era; specifically a tall clock steeple, columned classical entry façade, and slate roof. The so called Freshman Building [Downs] was added in the early 1960s. During the 1980s all of the buildings were connected to form a large interior courtyard.

The buildings are predominantly clad in brick masonry; the Connector section (built in the early 1980s) is clad in colored and textured concrete masonry units. A section of the roof at the Old Building (Bldg B) is pitched and covered with slate shingles. This section also features a wood framed and clad clock steeple and a classically detailed entry portico. The Connector section has roof areas covered with standing seam metal roofing. The remaining areas have generally flat roofs covered with recently installed white T.P.O. (thermoplastic polyolefin) membrane roofing system. Windows are believed to date from the 1960 and 1980 expansions. Water is infiltrating through the floor of the Old Buildings mechanical room

concrete floor slab. Several sections of masonry and wood stair sets were observed at the high school. The concrete and granite stair sets vary in age and condition. A pressure treated wood stair set is located at the cafeteria courtyard. It is in fair condition. There is a mix of wood and glass, aluminum and glass, sliding glass, and flush panel metal doors throughout the facility. Exterior doors are believed to date from the 1960 and 1980 expansions, and show signs of heavy use. Evidence of repairs (frame reinforcement, added hinges) was observed on many.

Recent repointing and water proofing work was performed on a portion of the facility. Some deterioration noted, peeling paint observed on trip, soffits and fascia on older parts of the building. A painted wood faux balcony accents the main entry of the high school in poor overall condition, with sections of deterioration noted. There are approximately 17 wall mounted LED and HID security flood lights located around the facility of various ages and conditions. Windows are a mix of wood, steel, and aluminum framed models believed to date to the 1960 and 1980 expansions, all exceeding their expected useful service life.

Additional Comments:

The Links Building is elevated, with no insulation beneath. In other parts of the facility there are gaps around the windows, which are unable to be caulked effectively and allow air infiltration. The older windows, damaged exterior doors and uninsulated brick masonry throughout the complex combine to create a very inefficient thermal envelope. This leads to problems with climate control inside the school, as well as high heating bills.

Exterior walls are not seismically reinforced to conform to current codes.

During heavy wind and rain events there is moisture penetration throughout the building envelope. This is addressed first by buckets in halls during the event, and when the event is over, facilities staff search for the source of water and attempt to address it, although it is not always possible to find exact source. Issues associated with water penetration will likely worsen over time.

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

Year of Last Major Repair or Replacement:(YYYY) 1978

Description of Last Major Repair or Replacement:

Part of most recent renovation and upgrade, re-pointing and re-mortaring as needed.

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 7452

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

Age of Section (number of years since the Roof was installed or replaced) 80

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

n/a

Roof Section B

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 10722

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

Age of Section (number of years since the Roof was installed or replaced) 37

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

minor repairs to attached gutters

Roof Section C

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 79278

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

TPO membrane roofing

Age of Section (number of years since the Roof was installed or replaced) 15**Description of repairs, if applicable, in the last three years. Include year of repair:**

n/a

Roof Section D**Is the District seeking replacement of the Roof Section?** YES**Area of Section (square feet)** 25092**Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))**

TPO membrane roofing

Age of Section (number of years since the Roof was installed or replaced) 9**Description of repairs, if applicable, in the last three years. Include year of repair:**

n/a

Window Section A**Is the District seeking replacement of the Windows Section?** YES**Windows in Section (count)** 371**Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))**

steel/wood framed double hung and casement style windows, no double glazing

Age of Section (number of years since the Windows were installed or replaced) 53**Description of repairs, if applicable, in the last three years. Include year of repair:**

minimal repairs

Window Section B**Is the District seeking replacement of the Windows Section?** YES**Windows in Section (count)** 565**Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))**

aluminum frame fixed panel and awning style windows

Age of Section (number of years since the Windows were installed or replaced) 36**Description of repairs, if applicable, in the last three years. Include year of repair:**

minimal as needed

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).

Please see the On-Site Insight Capital Needs Assessment, completed in August 2013, for detailed information about issues and needs in mechanical and electrical systems. Portions are excerpted below.

From On-Site Insight Report, systems at or beyond their expected service life or in need of extensive repair include:

- Main heating system (most boilers, temperature control, steam plumbing, heat ventilators, etc.)
- Hot water (storage tank, distribution)
- Ventilation/cooling systems (building exhaust fans, rooftop air units)
- Power wiring throughout complex (many classrooms have only one outlet, some have none, wiring inadequate for load)
- All exterior doors, all windows, steeple and balcony
- All interior fire doors, interior steel doors, vinyl tile throughout complex
- Auditorium heating, ventilation and air conditioning system
- Elevator (undersized, and only one for entire complex)

The two central mechanical rooms contain the heating systems. The domestic hot water (DHW) systems are located in separate areas of the facility. The heating system consists of four, gas-fired steam boilers. The condensed (spent) steam is

returned to the boilers via a main condensation receiver and several small receiver stations. The DHW system features two gas-fired boilers and one large storage and two smaller storage tanks. The heating systems are controlled by an antiquated pneumatic control systems and compressed air operated steam valves. Compressed air for this system is supplied by two air compressors, one of which was recently replaced. Several sections of the facility are heated using hydronic heat that is created by passing boiler steam through an array of heat exchangers. Hydronic heat circulation is achieved by several base-mounted pump assemblies.

The major building systems include security, fire suppression, heat/ventilation systems, air conditioning, stale air exhaust equipment, emergency egress lighting, fire/smoke detection and notification system, and elevator. The high school features and extensive closed circuit television system (CCTV) for security monitoring. The high school features a limited, street pressure, fire sprinkler system for fire suppression. Classrooms are heated and ventilated by exterior wall mounted ventilators which have exceeded their expected service life. Selected areas of the school building are air conditioned using split-system air conditioners with a SEER rating of 10. The gymnasiums and locker rooms are ventilated and heated by interior mounted, steam heated, air handler units, which have exceeded their expected service life. Several section of the Old Building (A & B) feature "J. C." roof mounted, hydronically heated, makeup air units which have exceeded their expected service life. An array of roof mounted exhaust fans remove stale air from the building, about half of which have been recently replaced. The electrical distribution system of the high school varies widely in age, manufacture, and condition. The emergency egress lighting is a mix of wet and dry cell battery powered fixtures, varying in age and condition. There are three smoke/fire detection systems at the facility, all recently replaced. There is one hydraulic elevator which serves all floors of the facility. The elevator is located in the oldest (A) building.

Please see the On-Site Insight report for greater detail.

From HMFH Report:

The complex has just one, antiquated elevator and for a school building of this size, it does not provide adequate and equal accessibility, in that it is not convenient for the intended users and it does not provide access to all of the building's floor levels.

Additional comments:

There is a lack of outlets in the Downs Building, leading to the use of extension cords. There are shortcomings with electrical distribution throughout the Downs Building, where distribution panels are old and parts are unavailable. When issues occur, electrical demand is reduced until the panel can be replaced during the summer break.

Univents in the Downs Building need to be replaced as they are beyond their useful life. This impacts air quality in Downs Building. In addition, there is no provision for air exchange in some corridors throughout the building, which is non-compliant with current standards. The cafeteria has an inadequate mechanical exhaust system; staff addresses air quality by opening doors to the interior courtyard.

Half of the building complex is heated with steam pipes. The steam condensate collection and return system needs to be replaced per On-Site Insight. The steam system, especially return pipes, needs constant repairs and maintenance due to the aging piping system. Adding virgin water to system due to leaks degrades pipes over time. Fortunately, there have been no injuries due to steam.

Only the high school and central administration areas, and the computer rooms, have air conditioning.

Boiler Section 1

Is the District seeking replacement of the Boiler? YES

Is there more than one boiler room in the School? YES

What percentage of the School is heated by the Boiler? 25

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

natural gas

Age of Boiler (number of years since the Boiler was installed or replaced) 50

Description of repairs, if applicable, in the last three years. Include year of repair:
ongoing maintenance typical of their age

Boiler Section 2

Is the District seeking replacement of the Boiler? YES

Is there more than one boiler room in the School? YES

What percentage of the School is heated by the Boiler? 25

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

natural gas

Age of Boiler (number of years since the Boiler was installed or replaced) 50

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

ongoing maintenance typical of its age

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

Year of Last Major Repair or Replacement:(YYYY) 2013

Description of Last Major Repair or Replacement:

Administrative 6th floor had replacement of 15 window unit air conditioners replaced with centralized, energy efficient system.

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

Year of Last Major Repair or Replacement:(YYYY) 1978

Description of Last Major Repair or Replacement:

No major upgrades since last renovation.

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).

From On-Site Insight report:

Interior walls include painted CMU, glazed facing tile, and painted gypsum wall board (some with metal sheathing to limit damage).

Interior spaces include hallways, classrooms, support learning areas; cafeteria and commercial kitchen; two gyms, weight room and locker/shower facilities; auditorium and stage area; school offices, school department offices, and restrooms. Most these areas have vinyl composite tile (VCT) flooring. With the exception of approximately 2%, which has been recently replaced by the maintenance staff, the VCT has exceeded its expected useful service life. Many worn areas were observed. Most of the interior fire doors are failing in that hinges have been replaced a number of times and the doors are now dragging and will not provide protection they were originally intended to provide. The interior lighting was upgraded, in phases, to all fluorescent fixtures in the past. The fluorescent lighting is a mix of different ages and bulb types. Metal recessed lockers throughout the hallways of the school's buildings, varying widely in age and condition. Stairs are covered with rubber flooring and treads in various conditions. Doors are double metal fire rated types in various conditions. Classrooms vary in size and use. Floors are VCT and the walls and ceilings are painted surfaces. Each classroom has a set of wood cabinets and shelving. Science and technology classrooms also feature furnishing specific to their individual needs. The Auditorium features acoustic wood paneled walls and some small areas of painted drywall; the ceiling is a painted surface. Flooring is a mix of replaceable wood stage paneling (considered an operating expense), carpeted aisles, and sealed concrete (under the seats). Restrooms feature painted walls and ceilings, ceramic tile floors, and standard institutional grade fixtures. Portions are aged metal types in poor condition. Some partitions have been replaced with heavy duty PVC paneling. Fixtures and accessories have been replaced on an as needed basis.

Additional Comments:

There are an insufficient number of restroom facilities for the population size. The auditorium lacks handicap-accessible seating and nearby handicap-accessible toilets can only be accessed by passing through multiple fire doors. Plaster on the auditorium ceiling has fallen down on two occasions.

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).

Arlington High School offers a rigorous academic program with options for all students. Graduation requirements include four years of English, three years of Math, Science, History / Social Studies, and PE/Health, one year of Fine Arts, two years of a Foreign Language, and 40 hours of Community Service.

Class work is student-centered and staff work hard to ensure students leave with strong teamwork skills, well-developed oral presentation skills, and high mastery of individual content areas. Students are expected to utilize current technology (PowerPoint, Excel, etc) in their school work. All Science courses have labs incorporated into the curriculum. AHS partners with Syracuse University's Project Advance Program in a dual enrollment Economics course.

The school complex has significantly changed since the first building was constructed in 1914. Nearly 100 years of expansion, additions, and re-configurations have resulted in layers and layers of re-purposed and retrofitted classrooms that are forced to fit into a space that is incompatible with today's teaching methods.

Following are some of the programmatic constraints of the facility:

- The Media Center/Library has been divided in half to accommodate academic support rooms, a music classroom and a substantially separate Special Education classroom.
- Many classrooms contain pillars that not only obstruct student and teacher views, but also severely limit accessibility and usable space in the classroom.
- Undersized classrooms prevent small group collaboration, forcing students to meet in small groups in hallways and stairwells.
- The facility impedes technology implementation; particularly for WIFI and ceiling mounted projectors.
- Inadequate wiring and insufficient electrical outlets in classrooms result in frequently tripped circuit breakers from simultaneous use of projection and computer equipment.
- Inadequately sized science labs do not provide enough lab workstations for all students to perform experiments safely at the same time.
- Two rooms in basement (old Auto Shop and one classroom) are closed due to environmental concerns (PCE). These rooms provide the only access to the courtyard garden, and thus limit environmental studies offerings.
- The Visual Arts Department lacks a studio, and classrooms are too small to provide storage for projects such as clay and sculpture, constraining art offerings.
- Inadequate classroom space impedes the ability to provide sufficient support services.
- Inadequate small group meeting spaces hinder the ability of student groups and teachers to collaborate.

Arlington's state mandated inclusion preschool resides in the high school. Its space has limitations:

- Poor classroom configuration obstructs collaboration and service delivery.
- Tiny therapy rooms lack windows.
- Building structure is not designed for preschool uses (sizes of bathroom fixtures, shared entrance).
- Preschool classrooms are not adjacent to each other.

From HMFH report:

The school programs are currently arranged departmentally and, due to the overall size of the facility, some of the programs are at a great distance from one another, creating silos and inhibiting communication and collaboration between the educators. (For a diagram of the program layout, see Appendix C.) Teaching and learning have changed significantly in the past two decades, let alone the last ten decades, collaboration is essential today. Teachers need to be able to meet to discuss interdisciplinary teaching plans and the students in their charge.

Following are the presently known missing and/or inadequate educational spaces:

- Science: additional classrooms and specifically Biology classrooms
- A flexible modern library "learning commons" to serve as central meeting, collaboration, study, support, and presentation

space

- Culinary Arts: additional instruction space and lab space, and increased size to the current Family and Consumer Science (FACS) rooms
- Special Education: Occupational Therapy, Physical Therapy, and Speech & Language dedicated spaces and more secure counseling spaces
- Music: a dedicated Instrumental Music classroom adjacent to the rest of the music program, Auditorium/Stage need wing space, fly space, and orchestra pit, and scene shop adjacency
- Visual Arts: a dedicated studio arts space
- Physical Education: Health classroom and Dance studio
- School-wide: meeting rooms, collaboration spaces, and small group rooms, there are no meeting spaces that can comfortably accommodate the faculty or large groups of students for collaborative work; an outdoor classroom

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).

Only 23% of general classrooms meet the minimum MSBA size requirement of 825-950 SF. 20% of all classrooms are irregular shaped and/or have obstructions, conditions which negatively affect teaching and pose safety and accessibility concerns. Science labs are undersized, averaging 1,000SF.

The Media Center/Library is centrally located within the complex and is comprised of multiple sections: a 1000 SF hallway, two “open concept” class/lab spaces, a teacher resource room, and other work space. Due to its location, and as a result of the facility’s convoluted hallways and stairwells, it is used as a pathway to get from one place to another. This traffic causes severe disruption, but there is no better way to configure the area. The Media Center is divided into multiple spaces without clear lines of sight. There are no areas with sound containment for classes or small group meetings.

From HMFH report:

Over the years, spaces have been repurposed, re-invented, re-configured, expanded, and divided. Every school year walls are added and taken down; what may have been a right-size classroom one year then becomes two undersized classrooms the next school year. The MSBA guidelines provide for general classrooms sized between 825-950 square feet. Of all the general classrooms in the high school, only 23% meet the minimum of this guideline. Further, the majority of the specialty classrooms do not meet the guidelines. Science rooms are greatly undersized; the average room is 1,000 square feet; per the guidelines the rooms should be 1,440 square feet and this is with an assumed maximum enrollment of 23 students per class; 40% of science classes exceed 23 students, with many classes in the range of 28-30. In the case of the Science program, the undersized rooms are more than crowded, they are unsafe. Science lab experiments require space and free circulation to ensure safe procedures; the high school labs do not have enough space to provide this. The only way to alleviate the overcrowding within the current science classrooms is to provide additional classrooms.

In addition to the undersized spaces causing overcrowding difficulties, there are many classrooms with physical obstructions that hinder the ability of the teachers to teach and the students to learn. There are large columns in six classrooms, another four classrooms have been divided (out of necessity) into irregular shapes, meaning that students cannot see the front marker board and the teacher cannot see some students. A classroom was divided into two, but it is not acoustically separated, making teaching and learning difficult in the two areas. These conditions inhibit different modes of teaching and learning.

The obstructed and irregular shaped rooms make up 20% of the teaching spaces. For a diagram showing these spaces, see Appendix C in the Analysis of Programmatic Needs.

There are many features that are necessary to support high school education, many of which did not exist when the school (and its additions) was constructed. Accessing today’s technology is essential for teachers and students. The following are a number of the key education-related and learning-environment related features today’s high school requires:

- Ceiling-mounted projectors: the columns in some classrooms do more than disrupt sightlines; they hinder the ability to utilize this essential teaching tool. In addition some ceilings are designed in such a manner that it is not feasible to mount a projector or wire the classroom appropriately for such devices.
- Wireless access: the physical construction of the buildings hinders wireless access and requires a more costly solution to achieve (“block walls, block signals”).
- Telephones: for security, telephones are required in every teaching space.
- PA system: the current system is outdated, does not access all of the building, creating a safety risk, and is extremely jarring to the occupants.
- Sinks and eyewash/ shower stations: a sufficient quantity of sinks, appropriately located, is required for sanitary, safety, and project-based learning; operating eyewash/ shower stations are required at all Science classrooms.
- Flexible, movable furnishings: Science classroom furniture is bolted to the floors creating a rigid and often inappropriate classroom layout.
- Audio/Video space: access to learning and using today’s current technologies is essential for the high school student.
- Electrical outlets: an increased access to electrical power is necessary; currently many extension cords and power strips are being used creating unsafe conditions leading
- Spaces for small, pull out services for Special Education

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).

Currently the high school has an enrollment of 1294, which is expected to reach 1684 by 2025, an increase of 30%. This enrollment growth projection is based on both existing students currently in our schools and very young children presently living in town. We have seen the entire district grow at or above 2% in four of the last six years. Should growth continue at that pace, it will exceed these projections and place even more enrollment pressure on the high school.

Based on existing students, there are already scheduling difficulties and an inability to match size of class and classroom. In 2014-15, the high school hired an additional four teachers, further increasing utilization rates and scheduling pressures. The school plans to hire at least one additional teacher, and possibly more, in 2015-2016.

Classrooms in each department are utilized all class periods in order to provide additional sections to help reduce class sizes. Some classrooms have been divided in half to create more classroom spaces. For example, in the World Languages Department, one divided classroom of approximately 400 square feet currently hosts classes of 25 students. Many non-traditional classroom spaces have been converted for student use, including: the choir room (occupying backstage area of theater), band room (formerly a classroom), Media Center/Library (divided in half for use as classrooms such as Learning Center, Music Technology, Transition Program, Special Education), and a storage room that was converted to a classroom.

There is no space in the high school large enough to meet with the entire student population; the auditorium seats approximately 900 and the gyms are not large enough to seat all students. Similarly, the only meeting space large enough for the entire faculty to meet and work together is the cafeteria, which is not conducive for that purpose. The facility houses Arlington’s state-mandated inclusion preschool. This program is also a lab for the high school’s academic program that offers courses in early childhood development.

Additionally, the high school continues to examine and implement innovative programs, some of which can help mitigate burgeoning student enrollment. On-line courses, internships, capstone projects and an alternative high school program to be offered off-site but nearby, are a few examples of these approaches.

The space occupied by various Town offices (Retirement, Information Technology, Building Maintenance) is not felt to be appropriate for classroom use due to its limited size, lack of accessibility and lack of natural light.

From the HMFH report:

Adjacency requirements between program spaces and services are often not met, due in part to the generous size and spread-out nature of the facility and also due to not having adequate room in a designated area of the building to accommodate the full program. The Music program is on three different levels, making collaboration and circulation difficult; students travel up and down stairs with their instruments, and stage sets are made in a distant space, un-assembled and then are hauled to the Stage in pieces to be reassembled. The Family and Consumer Sciences program is also spread out on several levels and, ideally, the program would be adjacent to both the childcare space and the Pre-School program, but with the school's current configuration this is not possible.

In thinking about adjacency needs, we need to also address the needs of differentiated instruction (team teaching, project-based learning, one-on-one instruction, and individual learners). Differentiated instruction requires spaces of varied size as well as adjacencies to the corresponding program. Small-group rooms and break-out spaces allow for differentiated instruction; currently Arlington does not have purposeful smaller teaching spaces to promote flexibility in teaching and learning. As well as the limited large and small group spaces for classrooms, there is also a deficit of spaces for support services such as guidance and special education.

The high school is already experiencing overcrowding in the classrooms and it does not have sufficient classrooms for the number of teachers in the building. As the number of teachers is expanded to respond to very large class sizes, it will increasingly be difficult to schedule classes into existing classrooms, some of which are already booked for every period. Support services, such as toilet facilities, shared storage rooms and faculty workrooms are few and far between, which has a significant impact in a building of this size.

Additionally, student services such as guidance, social work, METCO program, and administrative oversight, would benefit from an analysis identifying their best locations. In some instances they need to be readily accessible throughout the building while in others, for privacy and comfort, need to be a bit more tucked away.

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 Maintenance Department consists of a Supervisor, three carpenters, two electricians, one plumber, and two construction/handyman. Job requests are submitted and managed via an electronic help desk. This Maintenance Department is responsible for both the Town and the School District.

Capital requests come from facilities studies, Department Directors and the Superintendent of Building Maintenance. Projects include roofs, boilers, flooring, doors, construction infrastructure projects, security upgrades, heating and ventilating equipment replacement, etc.

The School Maintenance Department has preventative maintenance programs in place for boilers, ventilation systems, fire alarms, fire sprinklers, elevators and roofs.

The Town Manager is responsible for submitting a five-year capital plan to the Selectmen each year, with input from the schools and other departments. The goal of the Capital Planning Committee is to provide a means of planning for the maintenance and/or improvement of the capital assets and infrastructure of the Town.

The following is a summary of some of the projects done to keep the building in working order:

Fire Protection and Security: Alarm panels have been upgraded and an addressable system has been installed in part of the building. Carbon monoxide detectors are being added this summer.

Building Security: The district has installed 28 surveillance cameras and four door entrance proximity readers. Doors have been secured by removing exterior handles where exiting is the only requirement. This reduces attempts at break-ins.

ADA Compliance: In the past year, an additional curb cut was installed, along with two handicap parking places, in addition to an adjacent electronic door opener.

Hazardous Materials: The district contracts with licensed vendors for asbestos abatement as needed.

Building Structure and Envelope: Ceiling cracks are repaired as needed. Floor tiles and stair nosings are replaced as needed. After heavy rain and moisture penetrations, the maintenance department performs spot re-pointing on masonry and applies spray-on waterproofing.

Electrical: Improvements to the electrical system are completed when necessary and if it is possible to retrofit into existing electrical systems.

HVAC: In addition to replacing two of the four boilers in the building, a \$100,000 upgrade to the existing Energy Management System is currently being installed. This installation will improve the current situation, but not fix all HVAC problems.

Priority 3

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

The NEASC letter of September 2013 cited the following facilities issues when it put AHS on warning status:

Curriculum-related:

- the negative impact of the facility on the delivery of the school's written curriculum
- the insufficient number and size of general classrooms and art classrooms
- the layout and design of classrooms with columns and posts that limit students' vision and obstruct their movements
- the insufficient size and design of science labs
- the need for the increased availability of a full range of technology

Community-resource related:

- the school site and plant that minimally support the delivery of the school's high quality educational programs and services
- the poor condition and lack of cleanliness of the building
- the lack of handicap access and egress to the facility
- the lack of ADA compliance in the auditorium and in "the pit"
- the closure of a classroom due to environmental concerns
- the worn, broken, and poor condition of desks and tables, and lab supplies that are not up to current standards

From the NEASC Report:

Arlington High School is a complex of three buildings. The space for programs and services is crowded and show signs of age, wear, and inadequate maintenance. There is insufficient classroom and lab space to support the curriculum. Quality instruction is being delivered by teachers in spite of the impediments of a crowded and deteriorating building. Although students and teachers have pride in the programs at AHS, the advanced age of the building shows significant signs of wear and tear. Science labs are not sufficient in size or design for some classes that have larger enrollments. Columns and posts in rooms obstruct student vision and movement. Media center renovations have created a space for student collaboration and the use of technology and the facility is used extensively before, during and after school. The school has significant gym and workout space with a variety of programs available. Classrooms are insufficient in number and size especially in science and art classrooms, where class size exceeds the number of available stations in some classrooms. Students are able to achieve educational goals and objectives in spite of a facility with significant needs.

Deficiencies in science laboratory safety, handicap entrance and egress, and fire drill procedures exist as a part of the physical plant. Science laboratories either have no or limited access to eyewash stations/ showers or eyewash stations/ showers that have no documentation of inspection. Gas shutoffs are not located within each room and safety equipment such as fire blankets is missing. Handicap entrance and egress is inadequate for the building, and facilities such as the auditorium and "the pit" are not up to current ADA requirements.

From the HMFH report:

We have identified existing space deficits, including size, quantity, configuration, obstructions, technology and other necessary features, and location within the school building. What has not been identified are the additional educational spaces required to continue to allow Arlington High School to achieve excellent academic results:

- Science requires: additional classrooms and specifically Biology classrooms
- A flexible modern library "learning commons" to serve as central meeting, collaboration, study, support, and presentation space.
- Culinary Arts requires: additional instruction space and lab space, and increased size to the current Family and Consumer Science (FACS) rooms
- Special Education requires: Occupational Therapy, Physical Therapy, and Speech & Language dedicated spaces and more

secure counseling spaces

- Music requires: a dedicated Instrumental Music classroom adjacent to the rest of the music program, Auditorium/Stage need wing space, fly space, and orchestra pit, and scene shop adjacency
- Visual Arts: a dedicated studio arts space
- Physical Education requires: Health classroom and Dance studio
- School-wide: meeting rooms, collaboration spaces, and small group rooms, there are no meeting spaces that can comfortably accommodate the faculty or large groups of students for collaborative work; an outdoor classroom
- An adequate Cafeteria that is easily able to be supervised and will accommodate the increased enrollment

Priority 3

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

Since the time of this report, we have been able to fill the Day Custodial Supervisor position (which at the time of the NEASC visit had been vacant for five months) and we have added a Night Custodial Supervisor position as well. The strengthening of oversight in the custodial area has made tremendous improvements to the cleanliness of the high school, and in fact raised the bar on the cleanliness of the district as a whole.

Additionally, school administration and School Committee have been working with Town officials and volunteers through the Capital Planning Committee, the Long Range Planning Committee, the Finance Committee and other groups to raise awareness of the need for radical improvement to the high school facility. A capital needs assessment was commissioned and completed by On-Site Insight to evaluate the purely physical needs of the high school complex. HMFH was also engaged to work with the high school faculty to develop a concise statement of programmatic needs. It was widely felt that both of these reports would aid the School Department in gaining community awareness and support for a much needed project, in advance of a formal application to the MSBA.

Priority 3

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

From NEASC Report:

The size and number of classrooms is insufficient. The condition of the facilities limits the staff's ability to implement the curriculum. Columns and posts in rooms obstruct student vision and movement. Science labs are not sufficient in size or design for some classes that have larger enrollments. Deficiencies in science laboratory safety and handicap entrance and egress exist in the facility. Science laboratories either have no or limited access to eyewash stations/showers or eyewash stations/showers that have no documentation of current inspection. Gas shutoffs are not located within each room and safety equipment such as fire blankets is missing. Handicap entrance and egress is inadequate for the building, and facilities such as the auditorium and "the pit" are not up to current ADA requirements.

From HMFH Report:

The school programs are currently arranged departmentally and, due to the overall size of the facility, some of the programs are at a great distance from one another, creating silos and inhibiting communication and collaboration between the educators. (For a diagram of the program layout, see Appendix C.) Teaching and learning have changed significantly in the past two decades, let alone the last ten decades, collaboration is essential today. Teachers need to be able to meet to discuss interdisciplinary teaching plans and the students in their charge.

Over the years, spaces have been repurposed, re-invented, re-configured, expanded, and divided. Every school year walls are added and taken down; what may have been a right-size classroom one year then becomes two undersized classrooms the next school year. The MSBA guidelines provide for general classrooms sized between 825-950 square feet. Of all the general classrooms in the high school, only 23% meet the minimum of this guideline. Further, the majority of the specialty classrooms do not meet the guidelines. Science rooms are greatly undersized; the average room is 1,000 square feet; per the guidelines the rooms should be 1,440 square feet and this is with an assumed maximum enrollment of 23 students per class; 40% of science classes exceed 23 students, with many classes in the range of 28-30. In the case of the Science program, the undersized rooms are more than crowded, they are unsafe. Science lab experiments require space and free circulation to ensure safe procedures; the high school labs do not have enough space to provide this. The only way to alleviate the overcrowding within the current science classrooms is to provide additional classrooms.

In addition to the undersized spaces causing overcrowding difficulties, there are many classrooms with physical obstructions that hinder the ability of the teachers to teach and the students to learn. There are large columns in six classrooms, another four classrooms have been divided (out of necessity) into irregular shapes, meaning that students cannot see the front marker board and the teacher cannot see some students. A classroom was divided into two, but it is not acoustically separated, making teaching and learning difficult in the two areas. These conditions inhibit different modes of teaching and learning.

There are many features that are necessary to support high school education, many of which did not exist when the school (and its additions) was constructed. Accessing today's technology is essential for teachers and students. The following are a number of the key education-related and learning-environment related features today's high school requires:

- 1 Ceiling-mounted projectors: the columns in some classrooms do more than disrupt sightlines; they hinder the ability to utilize this essential teaching tool. In addition some ceilings are designed in such a manner that it is not feasible to mount a projector or wire the classroom appropriately for such devices.
- 1 Wireless access: the physical construction of the buildings hinders wireless access and requires a more costly solution to achieve ("block walls, block signals").

- 1 Simulcast ability: the ability to broadcast to multiple areas of the building creates wide-reaching opportunities for learning.
- 1 Audio/Video space: access to learning and using today's current technologies is essential for the high school student.
- 1 Electrical outlets: an increased access to electrical power is necessary; currently many extension cords and power strips are being used creating unsafe conditions leading to shortages in the system.

Please consult the full attached reports for greater detail which support the NEASC Recommendations, which include:

- 1 Develop and implement a long-range plan, with a timeline for completion and a source of funding, to completely address school facility needs.
- 1 Address overcrowding in classroom settings in which the use of lab and studio equipment presents potential safety hazards.
- 1 Address all health and safety issues including science labs, egress plans for evacuation, and handicap accessibility.

Please also provide the following:

Name of accrediting entity (maximum of 100 characters):

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC. COMMISSION ON PUBLIC SCHOOLS (NEASC)

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

3

If "WARNING", indicate the date accreditation may be switched to Probation or lost: 10/1/2014

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

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

4/7/2013

Please provide the date of the follow-up accreditation visit: 10/1/2014

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

YES

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

YES

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

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

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

YES

Are facility-related issues related to "Other"? If yes, please identify the other area below and describe in detail in Question 1 below.: NO

Please describe (maximum of 100 characters).:

Priority 4

Question 1: Please describe the conditions within the community and School District that are expected to result in increased enrollment.

Based on a five year weighted average to measure continuity rates from grade to grade, the Arlington Public Schools are anticipating significant space pressure at both the middle and the high school buildings. Since 2000 the district has grown 28%, from 4165 to 5326 students. Much of this growth has been concentrated at the elementary level. Projecting forward in time while using current continuity rates, high school enrollment of 1294 is projected to rise to 1430 in five years and 1684 in ten years. At the same time, enrollment at the Ottoson Middle School is projected to rise from the current level of 1125 (above the design capacity of 1050), to 1303 in five years and 1490 in ten years. These enrollment growth projections are based on existing students currently in the schools and very young children presently living in town. The entire district has actually grown at or above 2% in four of the last six years. Should growth continue at that pace, it will exceed these projections and place even more enrollment pressure on the district.

Please see the attached Enrollment Projection spreadsheets.

Priority 4

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

Arlington has experienced steadily increasing enrollment at all grade levels since 2000. To alleviate space needs at the high school, and to improve conditions for Arlington's state-mandated inclusion preschool, efforts were made to design a suitable early childhood space during the reconstruction of the Thompson School. Unfortunately, size constraints of the site and available funding from the Town made this impossible. The preschool is currently housed in the high school, in a space not well designed to accommodate a preschool's needs, nor able to provide the needed additional space as the program continues to expand.

At the elementary level, although our newest school was built with a larger capacity to help absorb the influx of new elementary students, the Thompson school is presently enrolled above its design capacity. Arlington has redistricted its elementary schools and instituted buffer zones between the neighborhood school districts. This redistricting helped to shift the student population away from densely populated schools and redistribute it more evenly. The creation of buffer zones allows district administration to have some ongoing flexibility in the allocation of students in the future.

As this much larger elementary population ages up, the district expects overcrowding at both the middle and the high school. The middle school is already over its design capacity of 1050 students, and is expected to reach 1430 in five years. However, of the two buildings, the high school is in much greater need of a thorough renovation and reconstruction. It is also situated on a larger parcel of land. One possible solution to enrollment pressure in both places would be to create an eighth grade academy within a reconstructed high school. Moving the eighth grade class out of the middle school would reduce the enrollment to slightly below the middle school's design capacity for the foreseeable future without the need for further expansion on a very space-limited site. Another option for reducing enrollment pressure at the middle school or high school might include temporary classrooms until additional classrooms can be built later, if necessary.

Additionally, the high school continues to examine and implement innovative programs, some of which can help mitigate burgeoning student enrollment. On-line courses, internships, capstone projects and an alternative high school program to be offered off-site but nearby, are a few examples of these approaches.

Please see the attached projection sheets for further details on anticipated enrollment.

Priority 4

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.

From the HMFH report:

Arlington High School was constructed for a different time in education than what is expected today, let alone what will be required into the foreseeable future. 21st century schools are all about technology, inter-connectedness, collaboration, interaction, hands-on learning and making, experiences, teamwork, and interpersonal skills. The excellent teaching staff at the high school knows this and accomplishes much within the constraints of the antiquated facility. It is time to look to the future and to make every effort to create an environment that supports the dynamic teaching at Arlington High School.

School buildings need clear way-finding and be navigable by all, student and visitor alike. Schools need to have spaces in a variety of sizes that are adjacent to one another to provide appropriate space for differentiated learning styles. The spaces need to be flexible in terms of variety of sizes, and a level of consistency among the amenities. The teaching spaces need to be supported by today's teaching tools, such as ceiling projectors, wireless, and the like. Schools must achieve these goals in an environment that is at the same time, inviting, open, secure, and supervised. When thinking of any building today, but perhaps most especially buildings used for educating students, we need to be planning sustainably, using our existing resources wisely, and thinking even further into the future about what else may need to be accommodated on the high school site. Designing sustainably means with the outdoor, as well as the indoor, environment in mind, while creating a long-lasting, low-maintenance, well-planned facility to accommodate flexibility and growth.

Schools need to be safe and secure havens for all that enter. Simple things like signage, color, exposure to natural light, connection through views to nature and the surroundings, combine to create a secure, understandable environment in which today's and tomorrow's student learn and grow. These are possible to achieve within a thorough, thoughtful renovation, but they need to be planned for and supported by the community's resources in order for the high school to best support the youth of Arlington into the coming decades.

Please also provide the following:

Cafeteria Seating Capacity:	450
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Number of lunch seatings per day:	3
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Are modular units currently present on-site and being used for classroom space?:	NO
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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
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If "YES", indicate the number of non-traditional classroom spaces in use: 13

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

Band room was originally large classroom.

Three work areas and lounges built in 1914 now used as classrooms.

Academic support classrooms, music classroom, Special Education classroom all carved out of Library/Media Center space.

Two therapy offices and METCO Director office made from 1914 auditorium balcony.

“The Pit” a subterranean athletic practice area with poor acoustics, often used as classroom when classes need a large space.

Two storage closets converted to therapy rooms for preschool students.

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). :

At the elementary level, the newest school was built with a larger capacity to help absorb the influx of new elementary students. Arlington has redistricted its elementary schools and instituted buffer zones between the neighborhood school districts. This redistricting helped to shift the student population away from densely populated schools to redistribute students more evenly. The creation of buffer zones allows the district administration to have some ongoing flexibility in the allocation of students in the future.

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

There is no specific policy regarding class size, although efforts are made to have elementary classes of 24 or less and secondary classes of 26 or less.

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.

Please see the attached On-Site Insight report, section 2 (page 8-29) and section 3 (page 40-56) for a report of the existing deficiencies in the high school facility systems. Of particular note is the Executive Summary Dashboard on page 5, which shows that the vast majority of needed improvements are so urgent that they should be scheduled in the first year of the plan.

Building Security

The school manages 35 exterior entrances that contain 50 separate doors. These doors have been repaired and upgraded to make them more secure. However, monitoring access to the school's doorways is complicated both during and outside of school hours. None of these doors are alarmed and retrofitting alarms to all the exterior doors with alarms and motion sensors would cost over \$200,000.

The school has many entrances, long hallways and connecting passages, with blind endings and hidden corners. Page 8 of the HMFH report outlines in detail the security risks posed by this situation, including that long stretches of hallway are without occupied spaced and therefore without supervision. An additional risk of the configuration of the school noted by HMFH is that it is easy to become lost and disoriented, and that it can be a challenge to find the best egress path. In addition, telephones are not available in all classrooms and the public address system is outdated, posing a safety risk in the event of an emergency. There would "no room-to-room communication" without 2-way radios that have been distributed throughout the building. Only these radios allow staff to communicate across a wide-ranging facility with instant connection in case of emergencies.

The High School has 28 security surveillance cameras, divided between interior and exterior. Some of the 16 exterior cameras cover more than one door. Picture quality is not good when dealing with distances and darkness. Newer cameras with more mega-pixel capability would perform better. More modern features are available that allow better identification of individuals and motor vehicles, stronger zoom functions, and a greater ease of use. All of these functions would greatly improve the security functionality of these cameras. These improvements, as well as relocating and adding some cameras, would also necessitate an investment in a new server and software that would bring the High School to an enterprise class infrastructure.

ADA Compliance

While there are four accessible entrances/exits in the building, there remain challenges for disabled students and staff. There is only one elevator in the 400,000 square feet of the complex. It can take more time than is available between classes to travel if one needs an elevator, potentially impacting class time. The elevator is also aging and not entirely reliable. Certain areas of the school are inaccessible. The Pit, the stage in the little theater, and the stage in Old Hall cannot be reached by wheelchair. Also, no accessible student bathrooms are near the auditorium, causing hardship.

Fire Suppression

Fire suppression systems are not all at the same level throughout the school. Some parts of the school have sprinklers, but the Downs Building does not, and there are no plans to install them given the state of that wing. Fire alarm protection exists in all buildings, which detect smoke and heat. Upgrades to the system to include carbon monoxide detection have begun. However, only 20% of the fire alarm system is a modern, addressable system. Therefore, most of the building relies on a more antiquated system that potentially increases the time required to address a fire

emergency in the building. Page 9 of the HMFH report outlines concerns about the fire alarm system, concluding that whole areas of the building would not be aware of an emergency in another area of a building if staff relied solely on the fire alarm system. In addition, Smoke doors in corridors and fire doors at stairs are not working per manufacturer's specifications. All interior fire doors, interior steel doors, vinyl tile throughout complex

Building Envelope

Exterior masonry is in need of major repairs given its age. The On-Site Insight report (page 60) states that the cost of building architectural repairs would be \$12 million.

During heavy wind and rain events there is moisture penetration throughout the building envelope. This is addressed first by buckets in halls during the event, and when the event is over, facilities staff search for the source of water and attempt to address it, although it is not always possible to find the exact source. Issues associated with water penetration will likely worsen over time.

Many windows are original to the buildings, most are single paned, and are not energy efficient. This leads to uneven temperatures in the building. Additionally, there are significant deficiencies in insulation and air sealing due to the types and ages of building construction.

Stress cracks appear in interior masonry block cell ceilings. Again, these issues are addressed as they occur, but it is an ongoing and increasing concern.

These factors create a very inefficient thermal envelope that works against good climate control. It is impossible to maintain an optimal temperature in most of the building.

There are tripping hazards where there are cracked floor tiles, and missing or broken stair nosings. Addressing this is a constant process.

Hazardous Materials

Asbestos is in tiles and pipe coverings throughout the building. If there is a risk of asbestos becoming friable, abatement is done in accordance with AHERA compliance standards.

The plumbing has lead soldered joints that could become a problem as standards change.

Electrical

Even though electrical service into the building was done over in 1980, power wiring throughout the complex present multiple concerns. There is a lack of outlets in the Downs Building where many classrooms have only one outlet leading to the use of extension cords. There are even some classrooms without an outlet. There are shortcomings with electrical distribution throughout the Downs Building, where distribution panels are old and parts are unavailable. When issues occur, electrical demand is reduced until the panel can be replaced during the summer break.

Gas

In some science labs, the gas shut off valve is in another room, causing a safety concern. This is part of the HMFH report, on page 9.

HVAC System

Univents in the Downs Building need to be replaced because they are beyond their useful life. This impacts air quality in Downs Building. In addition, there is no provision for air exchange in some corridors throughout the building, which is non-compliant with current standards. The cafeteria has an inadequate mechanical exhaust system; staff addresses air quality by opening doors to the interior courtyard.

There are two boiler rooms for the school, each containing two boilers. When all boilers were due for replacement, one boiler in each room was replaced. The newer boilers are used alone when weather is milder, while the older

boilers are also brought on line during colder weather. Therefore, with persistent cold weather the school is relying on two boilers that have exceeded their expected life. See page 13 in the attached On-Site Insight report which suggests replacing both boilers.

Half of the building complex is heated with steam pipes. The steam condensate collection and return system needs to be replaced per On-Site Insight. The steam system, especially return pipes, needs constant repairs and maintenance due to the aging piping system. Adding virgin water to system due to leaks degrades pipes over time. As of yet, there have been no injuries due to ruptures in the steam delivery system.

The building has no air conditioning, except for the high school and central administration areas, and the computer rooms. This lack of air conditioning leads to extremely uncomfortable learning situations during late spring and June, and at the start of school.

Other systems at or beyond their expected service life or in need of extensive repair include:

- Main heating system (boilers, temperature control, steam plumbing, heat ventilators, etc.)
- Hot water (storage tank, distribution)
- Ventilation/cooling systems (building exhaust fans, rooftop air units)
- All exterior doors, all windows, steeple and balcony, elevator
- Auditorium heating, ventilation and air conditioning system
- Auditorium carpeting and seating
- Science labs (including showers, eyewash stations, ventilation and fume hoods)
- Classroom cabinetry, shelving
- Restrooms and locker rooms
- Exterior walls are not seismically reinforced to conform to current codes.

Priority 5

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

Ongoing emergency repairs are made to protect health and safety. Beyond that, systems have been replaced or upgraded as they fail. In 2013, the district also commissioned a Capital Needs Assessment by On-Site Insight to better inform our planning for future capital allocations necessary for repair and replacement of equipment.

Building Security

The district has installed 28 surveillance cameras and four door entrance proximity readers. Doors have been secured by removing exterior handles where exit is the only requirement. This reduces attempts at break-ins.

Fire Protection and Security

Alarm panels have been upgraded and an addressable system has been installed in part of the building. Carbon monoxide detectors are being added this summer. The district complies with all state and local requirements on fire protection equipment and systems.

ADA Compliance

In the past year, an additional curb cut was installed, along with two handicap parking places, in addition to an adjacent electronic door opener.

HVAC

As noted in the previous section, two boilers of four have been replaced in the past five years, as their predecessors were failing. In 2013, a significant renovation of the HVAC system was made to the administrative offices on the sixth floor to reduce energy consumption, stabilize heating and cooling, and improve the circulation of fresh air. This was funded in part by a Green Communities grant from the state. In order to better control the aging HVAC system, a \$100,000 upgrade to the existing Energy Management System is currently being installed. This installation will improve the current situation, but not fix all HVAC problems.

To bring the HVAC system to today's standards, the high school would need an upgraded HVAC system that would cost many millions of dollars.

Hazardous Materials

The district contracts with licensed vendors for asbestos abatement as needed.

Building Structure and Envelope

Ceiling cracks are repaired as needed. Floor tiles and stair nosings are replaced as needed. After heavy rain and moisture penetrations, the maintenance department performs spot re-pointing on masonry and applies spray-on waterproofing.

Electrical

Improvements to the electrical system are completed when necessary and if it is possible to retrofit into existing electrical systems.

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.

Deficiencies in the high school heating, electrical and other systems combine to create an increasingly disruptive learning environment. Although staff and students excel at work-arounds and make-dos, the attention and energy these problems cause take away from attention paid to teaching and learning. As reported by the Principal: "There is not a day when administration does not have to spend time on building related issues." In addition, everyday students with mobility challenges experience delays in getting to class. On stormy, windy days, classes are interrupted by teachers and custodians placing buckets in hallways and mopping floors as water gets into the building.

Examples of heating and cooling problems: During the protracted cold spell this winter, teachers and students in several classrooms had to be relocated because of lack of heat in their rooms due to boiler failure or broken controls.

- 1 In some classrooms it can take 24 hours for the heat to reach the level set by the thermostat, if it achieves that level at all. Other classrooms are overheated, requiring teachers to open windows even on very cold days.
- 1 The Media Center/ Library is not air conditioned, despite housing technology equipment and being used year-round.

Examples of electrical issues:

- 1 Wiring capacity and outlet availability frequently constrain technology usage.
- 1 Classroom teachers using a projector, computer, Elmo document projector and speakers simultaneously trip the electrical circuit.
- 1 Students regularly trip over extension cords used to power technology equipment on carts, requiring replacement of damaged equipment.

From the HMFH report:

It is clear that due to its age, the complex requires significant upgrades to (or replacement of) all of the building systems and finishes. This is because either they are obsolete, not in working order, and a drain on energy and maintenance resources, or because they simply do not comply with current code standards for accessibility, plumbing fixture quantities, structural implications, or hazardous material abatement.

Beyond the sizes and configurations of the educational spaces there are environmental issues that make the spaces both uncomfortable and distracting to teach and learn in, such as indoor air quality, temperature extremes and lack of control, and problematic incidences with mice and wasps.

- 1 Acoustic needs: many spaces are acoustically challenged, causing disruptions and making learning difficult; the Music program spaces do not have appropriate acoustic treatment; the rooms adjacent to the Cafeteria are interrupted by noise; the Language Lab needs appropriate acoustics. Old Hall is a loud, echo-filled, challenging space to occupy, coupled with the noises clearly heard from the space below used for band practice and wrestling practice.
- 1 Auditorium sound and lighting systems: the systems are aged and require replacement.
- 1 Equipment: throughout the various program spaces much of the equipment used by the teaching staff is outdated or does not exist (fume hoods, appliances, etc.)

- | Air conditioning: the school is used year-round and air conditioning is essential and, at minimum, the Library, Auditorium, and Administrative areas should have air conditioning.
- | Borrowed lights and glazing: part of the confusion of the complex is due to the lack of visual connection between spaces.

In addition to there being too few toilet rooms with too few fixtures for the population, the majority of them are located at the very end of hallways, sometimes beyond the paired hall doors and within the stair well. These are not regularly supervised and pose numerous threats and at the very least, maximize insecurities. We understand that due to the physical, deteriorating conditions as well as the isolated locations of the toilet facilities, that there are students who will not use the facilities throughout the entire school day. This is not a healthy situation.

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.

The improvements suggested in the On-Site Insight report would replace those elements of the physical plant that are beyond their useful life, and would allow the building to function more appropriately. These improvements will not greatly help the many academic issues in the building, such as outdated science labs, too small and/or poorly configured classrooms, lack of breakout space, etc, as outlined in the Analysis of Programmatic Needs, nor would they address future enrollment pressures.

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):

Mr. Robert Labadini is a Building Performance Institute (BPI)-certified energy auditor, and LEED Green Associate accredited.

The date of the inspection: 4/16/2013

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

Please see the attached On-Site Insight Green Capital Needs Assessment and Reserve Replacement Analysis report attached.

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.

With the advent of the Common Core State Standards and PARCC assessments, access to the benefits of a modern facility become more urgently needed. The limitations of the facility limit the range of experiments in Science classes, access students have to develop their skills in Art, Instrumental Music and Consumer Science and collaboration by students and teachers. Small group work is virtually impossible in an undersized or misshaped classroom. Vitally important is access to modern technology, both for testing and for college and career readiness. The current high school's physical limitations make the roll-out of better technology challenging.

As mentioned in the 'Programs and Operations' section, nearly 100 years of expansion, additions, and re-configurations have resulted in re-purposed and retrofitted classrooms that are forced to fit into a space that is incompatible with today's teaching methods.

Following are some of the programmatic constraints of the facility:

- 1 The Media Center/Library has been divided to accommodate academic support rooms, a music classroom and special education classrooms.
- 1 Many classrooms contain pillars that not only obstruct student and teacher views, but also severely limit accessibility and usable space in the classroom.
- 1 Under-sized classrooms prevent small group collaboration, forcing students to meet in small groups in hallways and stairwells.
- 1 The facility impedes technology implementation, particularly WIFI and ceiling mounted projectors.
- 1 Inadequate wiring and insufficient electrical outlets in classrooms result in frequently tripped circuit breakers.
- 1 Inadequately sized science labs do not provide enough lab workstations for all students to perform experiments safely at the same time.
- 1 Two basement rooms (old Auto Shop and a classroom) are closed due to environmental concerns (PCE). One of these rooms provides the only access to the courtyard garden, thus limiting environmental studies offerings.
- 1 Arlington's state mandated inclusion preschool resides at the high school. The space that it occupies also has limitations, including poor classroom configuration that impedes service delivery and inadequate therapy rooms.

Additionally, from HMFH Analysis of Programmatic Needs report:

Following are the presently known missing and/or inadequate educational spaces:

- 1 Science: additional classrooms and specifically Biology classrooms
- 1 A flexible modern library "learning commons" to serve as central meeting, collaboration, study, support, and presentation space
- 1 Culinary Arts: additional instruction space and lab space, and increased size to the current Family and Consumer Science (FACS) rooms
- 1 Special Education: Occupational Therapy, Physical Therapy, and Speech & Language dedicated spaces and more secure counseling spaces
- 1 Music: a dedicated Instrumental Music classroom adjacent to the rest of the music program, Auditorium/Stage need wing space, fly space, and orchestra pit, and scene shop adjacency
- 1 Visual Arts: a dedicated studio arts space
- 1 Physical Education: Health classroom and Dance studio
- 1 School-wide: meeting rooms, collaboration spaces, and small group rooms, there are no meeting spaces that can

- comfortably accommodate the faculty or large groups of students for collaborative work; an outdoor classroom
- 1 An adequate Cafeteria that is easily able to be supervised and will accommodate the increased enrollment

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 focused on gathering detailed information from outside evaluators and building users so that it can deeply understand the current state of the building, the particular improvements required and the time frame in which they are needed, as well as the programmatic impacts and limitations of the current high school building. The relevant reports are attached to this SOI and are referred to at length in this document. Key information was gathered during the most recent NEASC accreditation process, which highlighted in particular the detrimental nature of aspects of the facility. Accordingly, HMFH was retained to do a programmatic study. In addition, the District retained On-Site Insight for a Green Capital Needs Assessment and Replacement Reserve Analysis. The District has made all of these reports publicly available on the district website.

The District has created a building committee made up of professional staff, local government representatives, parents and community members. Arlington has strong volunteer participation in local government, allowing a depth of outreach not always easily achieved in other communities. To date, the District has sought input from the Town's Capital Planning Committee, Finance Committee, Permanent Town Building Committee, and Long-Range Planning Committee.

To build awareness about the declining condition of the high school facilities, the District offered in-depth tours of the facility to all members of the School Committee, Board of Selectmen, Capital Planning Committee and Town Finance Committee in December 2013. In March 2014, the District expanded the tours to all residents.

The High School Principal has formed a Faculty Building Committee to help identify and understand the programmatic needs and limitations of the facility, and to start thinking about what improvements the high school can make to take academic performance to the next level.

To address immediate facility cleanliness and minor maintenance issues identified in the NEASC report, the Principal plans to start a Booster Club to raise money for minor improvements (paint) and to solicit help with improving the appearance of portions of the facility (locker rooms, hallways, etc.).

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.

Aging facility and mechanical systems, combined with a sprawling complex that has been reconfigured and repurposed numerous times, result in many negative impacts on the educational program and the daily lives of students and teachers. As reported by the Principal, "There is not a day when administration does not have to spend time on building related issues."

Instruction and Curriculum

- | Age and construction of facility impedes technology implementation.
- | Classroom obstructions limit the ability of teachers to circulate, and of small groups to collaborate.
- | Wide variances in temperature due to leaky windows and aging boilers are distractions.
- | The complex is large and poses program adjacency and teacher collaboration challenges.
- | Inadequately sized science rooms limit ability to deliver curriculum.
- | The media center/library, auditorium and administrative offices lack air conditioning despite year-round use.
- | Undersized media center/library lacks separate workspaces for small group collaboration.

Building Security and Safety

- | Monitoring access to the school's 50 doorways poses a difficult security challenge.
- | Telephones are not available in all classrooms and the public address system is outdated, posing a safety risk in the event of an emergency.
- | Inadequate electrical supply results in frequent overloading of circuits.

Accessibility

- | The complex has only one (undersized) elevator which is not centrally located.
- | The auditorium (used for public events) does not provide accessible seating.
- | Under-sized classrooms pose accessibility and safety concerns.

From the HMFH Report:

Adjacency requirements between program spaces and services are often not met, due in part to the generous size and spread-out nature of the facility and also due to not having adequate room in a designated area of the building to accommodate the full program. In most cases the locations of the various departments are quite removed from one another and therefore it "does not encourage collaboration and support." Additionally, there are minimal spaces that allow for teachers (of similar and dissimilar subjects) to meet and collaborate. The Music program is on three different levels, making collaboration and circulation difficult; students travel up and down stairs with their instruments, and stage sets are made in a distant space, un-assembled and then are hauled to the Stage in pieces to be reassembled. The Family and Consumer Sciences program is also spread out on several levels and, ideally, the program would be adjacent to both the childcare space and the Pre-School program, but with the school's current configuration this is not possible.

In thinking about adjacency needs, we need to also address the needs of differentiated instruction (team teaching, project-based learning, one-on-one instruction, and individual learners). Differentiated instruction requires spaces of varied size as well as adjacencies to the corresponding program. Currently Arlington does not have purposeful smaller teaching spaces to promote flexibility in teaching and learning. As well as the limited large and small group spaces for classrooms, there is also a deficit of

spaces for support services such as guidance and special education.

The school building as configured today, after a century of additions, renovations, and on-the-fly repurposing of spaces, poses a safety and security challenge.

There are greater than 50 exterior doors. This fact alone is a security challenge, but is compounded because none of the doors are tied to a security alarm system, and it is virtually impossible to secure the school building either during or off school hours.

Without classroom telephones, there is “no room-to-room communication.” Due to the lack of a fully integrated public address system, the ability to communicate an emergency situation to the entire school is poor. Similarly, and as it was designed, there are three separate fire alarm systems for the three “separate” buildings, but this means whole areas of the building would not be aware of an emergency in another area of the building. The administration has had to develop procedures for communicating and activating multiple alarms in an emergency.

Many classrooms teachers have resorted to the use of power extension cords that, by their nature, are strung across the floors. The result is that teachers do not use technology as readily and tripping is a hazard to students and equipment. The Science classrooms use equipment and chemicals in crowded conditions, many in rooms without proper safety stations. Ultimately, students are denied the learning experience if the conditions are deemed too unsafe. Gas shut-offs for some science labs are located in the adjoining rooms, making this safety measure less effective.

Beyond the sizes, configurations, and quantities of the educational spaces there are environmental issues that make the spaces both uncomfortable and distracting to teach and learn in, such as indoor air quality, temperature extremes and lack of control, and problematic incidences with mice and wasps.

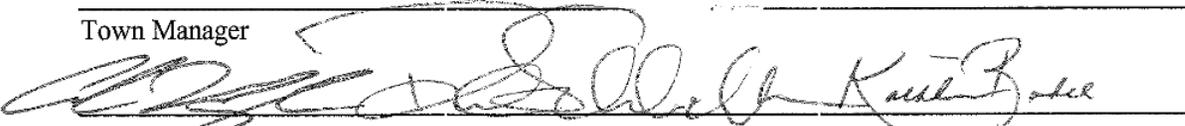
CERTIFICATIONS

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**

Adam Chapdelaine Paul Schlichtman Kathleen Bodie

Town Manager



(signature)

(signature)

(signature)

Date 4/10/15

Date 4/10/2015

Date 4/9/15

* 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.