Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2013 Statement of Interest

Thank you for submitting your FY 2013 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 that have reported closed school information 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 Brian McLaughin at 617-720-4466 or Brian.McLaughlin@massschoolbuildings.org.

Massachusetts School Building Authority

School District Clarksburg

District Contact Jonathan Lev TEL: (413) 664-8735

Name of School Clarksburg Elementary

Submission Date 4/5/2013

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.

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
(print name)	(print name)	(print name)
(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.

Massachusetts School Building Authority

School District Clarksburg

District Contact Jonathan Lev TEL: (413) 664-8735

Name of School Clarksburg Elementary

Submission Date 4/5/2013

Note

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

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

SOI Vote Requirement

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

Potential Project Scope: Potential New School

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2013 Clarksburg Elementary

District Goal for School: Please explain the educational goals of any potential project at this school

Clarksburg Elementary School is the district's only school building. Our goal is to update the facility to be able to provide state-of-the-art comprehensive education pre-K to 8 in a safe and accessible school building. We want a building design that will facilitate the flexible grouping of students based on their readiness for each new step in learning, specialized spaces to support high quality science education, infrastructure to facilitate the integration of technology into instruction in every classroom, and adequate space to support school-wide events that welcome involvement of parents and the community at large.

District's Proposed Schedule: What is the District's proposed schedule to achieve the goal(s) stated above?

Upon MSBA selection of this project, we would hope to complete the OPM selection, Designer Selection and Feasibility Study by the end of 2014. We would hope to complete the Schematic Design and Budgeting phases during the first half of 2015, and secure both Town and MSBA final approval by December 2015. Ideally construction would begin in spring 2016 with the end goal of opening a substantially renovated or new school in fall 2017.

Is this part of a larger facilities plan? NO

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

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

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 17 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 22 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.

The educational spaces in this building were designed in the 1950's, 1960's, and 1970's to house the educational programs of those times. Based on the MSBA recommendations (185 sq ft per student) we should have a facility of 31,635 sq ft to meet the current educational needs of our K-8 student body. We currently only have 24,453 sq ft.

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

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

At which schools in the district?

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

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

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

At which schools in the district?

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

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

Does Not Apply

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

program.

The Superintendent annually negotiates total budget amount with Town Finance Committee of the Board of Selectmen. In FY13 the total amount negotiated was a 2.5% increase over the FY12 budget. This allowed us to keep pace with increasing personnel and operational expenses, without the need for reduction in staffing or energy/maintenance expenditures. The Superintendent then develops a budget to match the total expenditure. School committee votes to endorse the budget. Board of selectmen makes a recommendation regarding the budget, then it is voted on at town meeting.

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).

Clarksburg Elementary School consists of an original building constructed in 1951-1952 (as a grade 2-8 elementary school), a two–story addition in 1966, a one-story addition in 1978, and an attached one story town library built in 1998. It became a K-8 school at the time of the 1978 addition.

The original building currently houses the school office, the nurse's office, and four classrooms. The two story addition houses the four grade 6-8 classrooms on the upper level, and the gymnasium/cafeteria and kitchen on the lower level. The one-story 1978 addition houses the five classrooms, and part of the town library, which is also used as a meeting space by the Clarksburg Elementary School.

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

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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).

Clarksburg Elementary School is located on a level 3 acre parcel owned by the Town of Clarksburg, on a rural main road. The site is shared with the town library (attached to the school building).There are three single family houses in close proximity, but most of the surrounding land is forest. Site parking is adequate for school staff and library patrons, but not for events that invite parents or community members to attend. The school/library utilizes about 1/3 of the total parcel, with the remaining acreage used for town playing fields.

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)

777 West Cross Road, Clarksburg, MA 01247

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).

Original Building: The original building is wooden framing with exterior brick masonry. Metal trusses support a flat, membrane roof. When the membrane roof was installed about 15 years ago, the drainage system was not engineered properly. This has led to the draining of roof water down the exterior face of the brick masonry. The constant exposure to dripping water has led to the deterioration of the brick exterior in some places around the roof line. The windows are aluminum double paned, and the seals have deteriorated on 50% of the windows. The lowest quarter of the windows open in and do not provide adequate ventilation in warm weather. Moreover the construction of the windows does not allow for the installation of window screens. Birds and bats enter the building when the windows are left open in warm weather.

The entrance to the original building has an attached portico. Two metal poles support an asphalt and pea stone flat roof. Because of the pitch of the roof, water drains off the front corner closed to the parking lot. This has led to deterioration of the concrete slab underneath the portico. The slab in that corner has cracked and sunk which has exacerbated the drainage problem. The slab has been repeatedly chipped out and resurfaced to restore a smooth walking surface (every 4-5 years) , but the draining issue still leads to significant ice build-up in winter.

The exterior doors in the original section are aluminum and glass with crash bars. However the locks are very worn and require frequent disassembly and adjustments when they become fixed in a locked or unlocked position. Because of their age, replacement parts are difficulty to find.

1966 Addition (middle school wing): This section has the same envelope as the original section, and shares its roof drainage issues. The windows in this section slide, rather than opening in. Several have been fixed to only open a couple inches to prevent students from falling out when they sit on the sills (as they are want to do).

1978 Addition (primary grade wing): This addition is wooden framing with a brick exterior. The roof is wooden trusses with a metal roof. The sills in this section have rotted and the floor had dropped about an inch, separating from the interior walls. Part of the addition is on a slab, which has in some winters wicked moisture up into the classroom. The windows are aluminum double paned. In the primary wing there are exterior doors in each of the five classrooms and at the end of the hallway. Only one of the exterior doors is in good condition and is opened with a crash bar. The other exterior doors are operated by turn knobs with push button locks suitable for home use .

Has there been a Major Repair or Replacement of the EXTERIOR WALLS ? NO
Year of Last Major Repair or Replacement: 0
Description of Last Major Repair or Replacement:

Has there been a Major Repair or Replacement of the ROOF? YES
Year of Last Major Repair or Replacement: 2004
Type Of ROOF: Membrane, metal, tar and gravel
Description of Last Major Repair or Replacement:
The original asphalt shingles of the 1978 addition was replaced with the current metal roof in 2004. The membrane roof on the original building and 1966 addition was installed in 12-15 years ago.

Has there been a Major Repair or Replacement of the WINDOWS? YES
Year of Last Major Repair or Replacement: 1985
Type Of WINDOWS: Double paned
Description of Last Major Repair or Replacement:
The windows on the original section 1952 section and the 1966 section have clearly been replaced, but it was more than 18 years ago. The exact date in not known.

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).

There are two boilers providing hot water heat to the building. One is original to the building (Nine Section 350 mills HB Smith boiler), and one (HB Smith Series 28 boiler) was installed in the late 1990s to replace the second original boiler. Bell and Gossett base-mounted pumps circulate heating system water throughout the building. According to a feasibility study by Margo Jones, Architects in 2006, “the oldest boiler should be replaced … pumps and motors should be replaced with energy efficient ones, the cabinet heaters in the halls are in disrepair.” In the 1978 addition, the hot water system is supplemented by electric heat and according to the feasibility study it is “poor and inadequate.” Thermostats in the primary wing are mechanical and require manual adjustment at the beginning and end of each school day to conserve energy overnight.

The Margo Jones feasibility study also found that “the oil tank storage system is not up to code.” There are four 350 gallon tanks located in a small room in the garage, that were installed along with the 1978 addition to replace an in-ground tank.

The original building/1966 addition are served by four AFF unit ventilators in good condition. However, there is only one portable AC unit in one classroom in these sections, and because of the issues with the windows, excessive heat in the classrooms is a significant issue in warm weather. In the primary wing 1978 addition, each classroom has two Packaged Terminal Air Conditioning units which are expensive to run and do not provide adequate ventilation. The ventilation system in the gymnasium and kitchen area “needs total replacement” (Jones, 2006 Study). In the spring of 2012, the Town Health Inspector determined that the kitchen ventilation violates code. The School received an estimate of $40,000 to $45,000 for upgrades to the ventilation system. Conversations are currently underway with the State Fire Marshall to determine if a less expensive option (replacement of the ovens) will allow the school to continue serving hot lunches.

Despite the updates to the main electrical panel at the time of the 1998 library addition, the distribution of electrical service

throughout the school is outdated and has been jerry-rigged to meet increasing demand. Some of the electrical panels in the original buildings have evident water damage, and some of the electrical panels are exposed (for example in one of the boys' bathroom) and are vulnerable to tampering. The Margo Jones feasibility study notes that "while there is not imminent danger, the existing outdated [electrical] service needs to be replaced and related feeders replaced and relocated." Branch circuits, and the fire alarm system are not compliant with current code. The electrical service is inadequate to support the modern technology needed to meet state learning standards. There are many extension cords and power strips throughout the classroom to provide adequate electrical supply.

There is no data conduit in the building. Internet cabling has been attached to piping and threaded through ceiling tiles and holes drilled through the cinder block walls. Internet hubs are exposed and vulnerable to tampering.
The Jones study concludes that "almost all aspects of the electrical, data, security and clock systems need refurbishment."

No sections of the building are equipped with sprinklers.

Has there been a Major Repair or Replacement of the BOILERS? YES
Year of Last Major Repair or Replacement: 1997
Description of Last Major Repair or Replacement:
An HB Smith Series 28 boiler was installed in the late 1990s to replace the one of the original boilers. Carlin 801 CRD Burner was installed on the original boiler about 10 years ago.

Has there been a Major Repair or Replacement of the HVAC SYSTEM ? YES
Year of Last Major Repair or Replacement: 2002
Description of Last Major Repair or Replacement:
AFF unit ventilators were installed in the school office area and in four classrooms in the original building in about 10 years ago.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES
Year of Last Major Repair or Replacement: 1998
Description of Last Major Repair or Replacement:
There was major upgrade to the main service panel and supply lines at the time of the 1998 library addition. The electrical supply and distribution system in the various sections of the school have only been added to, but not replaced since the original construction. GFI outlets were installed sometime in the 1980s.

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).

Original Building and 1966 Addition (middle school wing): The flooring in the original building and 1996 additions are generally the original asbestos VAT tiles (though some smaller spaces have been carpeted over and bathrooms are ceramic tile). Chipped VAT tiles have been filled in with epoxy. At one end of the middle school wing, there is significant warping of the tiles. Interior walls are cinderblock with a concrete facing. Ceilings are 12 x 12 tongue and groove acoustic tiles glued to the wooden superstructure. The bathrooms in the original section contain the original fixtures, which although in good repair are highly inefficient in water usage.
On the lower level of the 1966 addition, the floors in the kitchen are quarry tile, and asbestos VAT tile in the gymnasium/cafeteria.
1978 Addition (primary wing): The flooring is carpet over plywood subfloor. Interior walls are sheetrock panels wrapped with a washable protective coating. Ceiling is suspended acoustic tiles on metal track. About 10% of the tiles have visible water damage that date from before the roof replacement 10 years ago. Bathroom fixtures are in good condition, however the bathroom doors are not to code as they open in rather than out. All interior doors (including those that are positioned as "fire doors") are wooden.
The 2006 feasibility study describes the interior lighting system as "very outdated" and recommends that all lighting "should be replaced with energy saving T5 or T8 type lighting." Ballasts in the fluorescent cent lights were replaced with T8s in 2009 and the original metal Hailey lights in the gymnasium were replaced with 4 foot 4-lamp T8 lights in 2009 as well. However, hallways in the original building remain very dim.

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

Clarksburg Elementary currently offers a full day program for students in kindergarten through grade 8. In K to 5 there is one self-contained classroom per grade, with cross grade level grouping in primary reading instruction. Grades 6 to 8 are organized as a traditional middle school with four subject area specialist in English, math, science, and social studies. Middle school students also take Spanish once per week. Students spend one period per day with each teacher. Art, music and Spanish classes are offered once per week to each student in grade K-5, and physical education is offered twice per week K-5. In grades 6 to 8 students take art, music or PE daily by trimester, and participate in PE once per week all year long. Band, meeting once per week, is an option for students in grade 4 and up. Special education services are delivered as either push-in or pull-out depending on the individual student's needs. The Title I teacher provides push in services in K and pull our services in grade 1 to 6. The School Adjustment Counselor works two days per week, providing individual counseling as well as delivering some classroom instruction in social skills.

Several programs are limited because of the school facility. There is strong educational need and community support for offering a pre-school program, but space is not available in the current building. Because of the small size of the classroom, there is inadequate space for break out group work. Spaces for individual or small group work outside of the classrooms are severely limited. There are three student workspaces in the special education room which can accommodate up to 12 students among them, one in the Title I room that accommodates 6 students, and one small table in a converted closet that can seat four people, but has no space for instructional aides (such as whiteboard, easel, etc.). While there is a 14 station technology lab, wiring and internet infrastructure are inadequate to support student computers in the classrooms, making technology integration into regular instruction difficult. Our student :computer ratio is 3.5:1, compared to the 2011 state rate for 3:1. There no science lab for the middle school program, nor room for family consumer science, industrial arts or other exploratory arts programs . Art and music share a small common space, limiting materials for those subjects.

The gymnasium and cafeteria are a single shared space, and the gym is too small, particularly for the middle school students. In basketball or volleyball the ball frequently hits the ceiling. The playing space goes wall to wall so that during games, spectators must stand in the kitchen to watch through the doorways. There can be no PE class during the 1.5 hour lunch block. The gymnasium/cafeteria also serve as our auditorium. Due to its small size, however, there can been no school-wide events that welcome all parents. School-wide events, therefore, are purposefully held during the day, when fewer parents are able to come.

The nurse's office is a converted closet and lacks access to water.

There is no conference room to have private meetings with parents or among staff. The principal's office can only accommodate four adults at a small conference table.

Because of a lack of space for specialized services we are also forced to tuition some of our students with disabilities into other districts. We also cannot accept all the students who would like to attend Clarksburg Elementary School under school choice. If we had adequate space, we could enroll an additional 40-50 choice students each year if we had the space.

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, and a description of the media center/library (maximum of 5000 characters).

In the original building there are 4 888 square foot classroom spaces. Three serve as the grade 3 -5 classrooms, and one is shared by the art, music, and Spanish instructors. In summer 2012, we converted a storage closet and part of the school office into an 288 square foot Title 1 room, using school choice funds. There is also a 100 sq. ft. student work room (also a former closet.)

The 1966 two story addition houses four grade 6 to 8 classrooms on the upper level, ranging in size from 770 to 792 square feet. A 50 sq. ft. storage closet filled with heating pipes is used for student independent work . While one classroom is dedicated to science instruction, it is not outfitted as a science lab. There is no access to water or gas.

The 1978 addition houses the three K-2 classrooms and one additional room share by special education and speech/language services. They range from 621 to 713 square feet. A 368 sq.ft. room is shared by OT/PT staff and the student adjustment counselor. The kindergarten room does not have bathrooms.

The technology lab was installed about 8 years ago. It contains 14 Macintosh desktop computers, and a portable projector. Students at Clarksburg Elementary use the attached town library as their "school library".

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).

The current enrollment of Clarksburg Elementary School is 171 students. Every available space in the building is utilized, including several closets that have been converted into the Title I room, nurses' office, and two small rooms for individual or very small group work. The recent conversion of spaces to house a computer lab and Title I room are examples of our effort to meet modern educational needs within our current facility.

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).

Clarksburg school has a full time year round custodian/facility manager who cleans the buildings, performs minor repairs, and arranges for local contractors when needed to carry out more significant repairs and maintenance activities.
In response to the 2006 Margo Jones, Architects feasibility study, the town set aside a $100,000 fund in preparation for work on the building, however use of these funds requires a 2/3 majority vote of the Town, and because the school committee and Town have decided to pursue funding for a new school building, there has been no proposal to invest these funds in major repairs to the existing structure and instead try to save these funds to use towards a major renovation/new building.
The replacement of the older incandescent lights with fluorescent lights in 2009 was funded through the regular budget as it was part of a program promoted by the power company that allowed us to pay for the upgrade by spreading out the cost over five years of our regular electrical bill.

Priority 1

Question 1: Please provide a detailed description of the perceived health and safety problem(s) below. Attach copies of orders or citations from state and/or local building and/or health officials.

After the addition of the Public Library to the Clarksburg Elementary School in 1998, we began to notice significant deterioration in the state of the building, due both to a settling of the building and its aging mechanical systems. We commissioned a mechanical inspection in 2005 by Kohler & Lewis, Mechanical Engineers. This inspection resulted in recommendation for major upgrades to the heating, ventilation and water systems in the building. In 2006, the district commissioned a feasibility study by Margo Jones, Architects. In addition to numerous areas where space within the building is inadequate to meet current state guidelines, the study found "many infrastructure problems…that will need costly attention in the *immediate future*" (emphasis in original). At that time, the MSBA rated the school a "3" indicating "fair to poor condition". The Margo Jones study recommended a "moderate to major renovation."

Specific health and safety concerns include the following:

As noted above, no sections of the buildings are equipped with sprinklers. Four of the six interior "fire doors" are wooden and do not have a complete seal, allowing for smoke to move along the hallways. The primary wing is equipped with exterior doors in each classroom, however, they have turn knobs rather than crash bars, or even handicapped compliant handles. In the original building and 1966 addition, egress from the building in case of fire would entail movement through hallways that cannot be sealed off from smoke or fire.

Moreover, some of the sliding windows in the 1966 section have had bolts install to prevent opening them more than 2-3 inches. This would interfere both with ventilation in the case of fire, and emergency egress if smoke and fire were present in the hallway.

The inability to fully open windows in the original building and 1966 addition, as well as inadequate ventilation in the kitchen lead to oppressive heat the in the classrooms and kitchen (in excess of 90 degrees) in the warm weather.

Locks on the exterior doors are unreliable, presenting security hazards. On average one lock requires work every month. One was recently replaced all together at a cost of $600.

An Asbestos inspection by ATC Associates in 2010 found intact asbestos in floor tiles, ceiling tile glue, and carpet mastic in both the 1952 and 1966 sections of the building. In the 1978 primary wing, intact asbestos was found in the carpet mastic. Fissured asbestos was found on DCT throughout the building. It received a rating of AHERA assessment category 5 (ACBM with potential for damage.)

Roof draining off the portico creates icy conditions at the school entry in the winter months. In the past 3 years there have been accidents (falls) because of the winter ice, despite our efforts to keep the area ice free.

According to the Kohler & Lewis Mechanical Inspection Report of 2005, the compressors for the water storage tanks could introduce small amount of oil into the water supply. They recommend that "the entire water supply system should be replaced with a modern system as soon as feasible."

According the the Kohler & Lewis assessment of the mechanical systems, the fuel oil storage tanks are not connected to the boilers in accordance with NFPA 31 requirements.

Only the 1952 and 1978 sections of the building are handicapped accessible. The middle school wing, gymnasium/cafeteria are not. As noted above, restrooms in the 1952 and 1966 sections are not handicapped accessible. Most of our door hardware is not ADA compliant which presents safety hazard for building egress.

Priority 1

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

As noted above, door locks are disassembled and repaired to try to keep them in working order. However, replacement parts are difficult to find given the age of the doors.

Chipped and cracked asbestos floor tiles are repaired with epoxy as needed. Asbestos floor tiles in the faculty bathroom were completely replaced when they became too damaged to be repaired.

To accommodate a student with cerebral palsy, a small elevator was installed more than 20 years ago to provide access from the original building to the middle school classrooms which sits atop a flight of 7 stairs. Access to the cafeteria and gym is only available by going outside the building.

Priority 1

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.

Inadequate ventilation and excessive heat disrupt education in the warm weather as both faculty and students are very uncomfortable.

Accessibility issues force the district to send students with mobility issues to neighboring districts.

Please also provide the following:

In the space below, please tell us about the report from an independent source that is not under the direct control of the school district or the city/town, stating that the facility is structurally unsound or jeopardizes the health and safety of the students. The entirety of this report should be submitted in hard copy along with the hard copy of the district's SOI.

Please note that the MSBA will accept an official report from a city or town department/employee, if the person preparing the report is a licensed building inspector, architect, or engineer. For example, a report from the district, city, or town maintenance or janitorial department would not meet this requirement.

Name of Firm that performed the Study/Report (maximum of 50 characters).:
MArgo Jones Architects

Date of Study/Report: 5/20/2006

Synopsis of Study/Report (maximum of 1500 characters).:
The study found that the 1952 and 1966 sections of the building were in "good condition", but that the 1978 addition was of poor quality and " further investment in this inexpensive construction is not warranted." The mechanical systems however, required "many improvement and upgrades", including upgrades to oil tank storage system, pumps and motors, cabinet heaters, plumbing fixtures, and temperature controls. The report noted that the existing water supply is a "serious, imminent problem". They concluded that "There are many infrastructure problems in the Clarksburg Elementary school that will need costly attention in the immediate future."

Is the perceived Health and Safety problem related to asbestos?: NO

If "YES", please describe the location in the facility, if it is currently fiable, and the mitigation efforts that the district has undertaken to date (maximum of 2000 characters).:
Asbestos is located throughout the building in floor tiles, ceiling tile glue, carpet mastic and DCT. The DCT is friable. Chipped and cracked asbestos floor tiles are repaired with epoxy as needed. Asbestos floor tiles in the faculty bathroom were completely replaced when they became too damaged to be repaired.

Is the perceived Health and Safety problem related to an electrical condition?: YES

If "YES", please describe the electrical condition, any imminent threat, and the mitigation efforts that the district has undertaken to date (maximum of 2000 characters).:
Some electrical panels are located in public areas and are not secured. Others have sustained water damage. There have been no mitigation effort, other than roof replacement to stop additional water damage.

Is the perceived Health and Safety problem related to a structural condition?: NO

If "YES", please describe the structural condition, any imminent threat, and the mitigation efforts that the district has undertaken to date (maximum of 2000 characters).:

Is the perceived Health and Safety problem related to the building envelope?: NO

If "YES", please describe the building envelope condition, any imminent threat, and the mitigation efforts that the district has undertaken to date (maximum of 2000 characters).:

Is the perceived Health and Safety problem related to the roof?: NO

If "YES", please describe the roof condition, any imminent threat, and the mitigation efforts that the district has undertaken to date (maximum of 2000 characters).:

Is the perceived Health and Safety problem related to accessibility?: YES

If "YES", please describe the areas that lack accessibility and the mitigation efforts that the district has undertaken to date. In addition, please submit to the MSBA copies of any federally-required ADA Self-Evaluation Plan and Transition Plan (maximum of 2000 characters).:

The gym/cafeteria is not accessible from the classroom levels of the building. Door knobs are not all ADA compliant. Some ADA complaint door knobs have been installed on some bathrooms.

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.

All of the major systems are in need of major repairs or replacement to meet modern efficiency standards.

One furnace is original (1952), and the other dates from 1980. Both require frequent work to keep them working properly and pass annual safety inspections . The 2006 feasibility study recommended that “pumps and motors should be replaced with energy efficient ones”. Thermostats in the primary wing are manual and require morning and evening adjustment to save energy. Thermostats in the original and 1966 sections always keep the building between 68 and 72 degrees and are not able to be adjusted. The only temperature modulation that is currently operable is an exterior thermometer on the boilers that shuts the boiler down when the outside temperature reaches 65 degrees.

The 2006 study recommended, “All plumbing fixtures and faucets should be upgraded to new, water conserving equipment”.

Windows , although double paned, are of 1980s vintage, and do not provide the same energy conservation capacity as would newer windows.

Inadequate ceiling insulation in primary wing causes ice build up in the winter.

Priority 5

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

Original windows were replaced at some point prior to 1994.

Thermostats adjusted manually each morning and evening to conserve energy.

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.

Excessive heat and inadequate ventilation create significant discomfort for students, staff and teachers in warm weather, and limit our ability to provide summer programming.

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.

Since the 2006 study, we have had problems with the furnace passing inspection, electrical failures that have been band aided, and numerous other fixes take place. The window situation causes extreme heat in the classrooms in warm weather and inconsistent levels of comfort in the cold weather.This creates an uncomfortable learning environment for children and adults. The town does not want to spend large amounts of money to properly fix problems, they would rather support a plan that will be an investment in the future of their one school in town. We just had a big scare in a ventilation system that could have cost us $40,000 plus dollars to fix that came about because of a failed health inspection in the cafeteria. We hopefully will be able to get by for a short time with once again a band aid fix for the time being.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?: NO

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters)::

The date of the inspection::

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

Does not apply

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.

We are currently unable to offer a pre-school program because of the lack of space. Community members are presenting a petition to the Town Select Board this month to ask the town to provide preschool education. We currently tuition our pre-school students with disabilities to a neighboring town at a cost of $6000 per year per student, plus additional costs for OT/PT/speech and language services if required.

Space also limits our ability to offer exploratory arts for middle school students. We believe these are an important part of middle level education, helping students explore a wider range of potential interests and better prepare them for high school. We are beginning to lose grade 8 students, because they are choosing to attend a high school in another district that offers them a wide range of exploratory opportunities.

The absence of a properly equipped science lab with access to gas or water limit the laboratory component of our middle school science program.

We are also tuitioning out a student at a cost of $100,000 per year that we could have served in district if we had the space to develop a specialized support program.

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.

We completed a renovation to storage space and part of the school office in 2006 and 2012 to create both our small media lab and a room for Title I and Speech and Language services to be delivered.

We utilize all but one of the storage closets in the building as education/services spaces (e.g. The nurses office and our two small break out rooms are located in converted closets.)

We also jockey the schedules for our part time specialist to try to maximize opportunities of students to engage in a wide variety of programs.

We hold many IEP meetings at the superintendent's office to provide adequate privacy.

Priority 7

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

The small size of the classrooms (177 sq. ft. below the recommended MSBA sizes on average) limit the ability of teachers to utilize break out groups to support the development of 21st century skills such as cooperative problem solving, and the planning, time management, and cooperation skills required in group work.

Many of our students would also benefit from small group instruction to enhance their achievement. The small classroom size, as well as the limited number of other break out spaces that require educators to share small spaces, make focused small group learning challenging for students who have attention and focus issues.

The lack of electrical infrastructure limits our ability to provide true technology integration in our core curricula. This limits our ability to meet the State's Technology Literacy Standards and Expectations, and to make use of technology as a way to infuse Universal Design principles into all areas of the curriculum.

The band program is limited because of lack of space for practicing. They are forced to seek out empty classrooms. Performing arts such as drama or chorus do not exist because of the lack of space for rehearsal and performance.

The art and music programs share a 688 sq ft classroom. This limits the materials we can use in our art and music curricula, and the size, number and scope of art projects students can complete.

In the winter months, the curriculum of our physical education classes is limited because of the small size and low ceilings of the gymnasium. The program is also limited by the lack of space for storage of PE equipment, and since the gym is in use for school lunch for 1.5 hours per day. 6300 sq ft is the standard for gymnasiums in the state, Clarksburg's gym/ cafeteria space is 2600 sq ft.

The student adjustment counselor shares space with the OT/PT/SPL staff and finds it difficult to find private space for individual students counseling. The room is also unsuitably small for the needs of the OT/PT services.

Vote

Vote of Municipal Governing Body YES: 3 NO: 0 Date: 3/27/2013

Vote of School Committee YES: 3 NO: 0 Date: 3/20/2013

Vote of Regional School Committee YES: NO: Date:

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

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

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

FORM OF VOTE

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

Resolved: Having convened in an open meeting on _____, the _____ *[City Council/Board of Aldermen, Board of Selectmen/Equivalent Governing Body/School Committee]* of _____*[City/Town]*, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the _____*[Name of School]* located at _____*[Address]* which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

_____

_____

_____

_____

_____

_____; *[Insert a description of the priority(s) checked off on the Statement of Interest Form and a brief description of the deficiency described therein for each priority];* and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

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

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
(print name)	(print name)	(print name)
(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.