

Massachusetts School Building Authority

School District Georgetown

District Contact Carol Jacobs TEL: (978) 352-5777

Name of School Penn Brook

Submission Date 11/14/2008

Note

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

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

Potential Project Scope: Major Project

Is this SOI the District Priority SOI? YES

The MSBA ID for the District Priority SOI: 2009 Penn Brook

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

The goal for the Penn Brook School project is to provide the staff, students and the community of Georgetown with a well designed, safe, and contemporary school facility in which students will receive a world class education. We believe that our students come first and deserve to learn in a school that fosters high expectations for academic achievement, social responsibility and critical and creative thinking. In order to accomplish this, a new Penn Brook School will offer students the chance to learn in bright, airy, spacious classrooms with access to current technology, state of the art resources and a full range of programs and services to help them reach their fullest potential.

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 7/1/2008

Planning Firm: Administration

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:

The District adopted a comprehensive, three-year strategic plan in June of 2008 that included eight focus areas.

Focus area 7 deals with all facilities issues in the District. Subsection 7B addresses the Capital Plan, with §7.B.3 specifically addressing the building project. 7A Develop a long-range plan for maintenance of buildings and grounds 7.A.1: Identify a person to coordinate maintenance of buildings and grounds 7.A.2: Investigate centralizing maintenance with the town 7.A.3: Analyze current staffing levels against industry standards and develop a plan to reach benchmark in three years 7B Develop a multi-year capital plan that address building, grounds, and equipment needs 7.B.1: Identify capital projects and advocate at the CIP Committee 7.B.2: Maintain district funds in the budget each year for capital expenditures 7.B.3: Support the Facilities Committee in developing and implementing a building project for a new school. 7C Continue to implement a plan to improve the condition of the athletic fields and school grounds 7.C.1: Continue to partner with local athletic groups and town departments 7.C.2: Review and revise the field maintenance plan annually 7D Develop a process to evaluate and monitor the cleanliness of the buildings and grounds 7.D.1: Identify and convey expectations to staff 7.D.2: Provide training as necessary 7.D.3: Design a process to provide regular feedback and suggestions to staff

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 22 students per teacher.

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

Is there overcrowding at the school facility? YES

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

- Enrollment estimates indicate that the Penn Brook Elementary School will sustain an increase in student population in the next 10 years of over 7% resulting in the need for additional classroom space.
- Title I services to students are provided in a storage space.
- Special education teachers share a small room at the back of the stage for office hours and preparation.
- Office and storage space previously used by the school nurse was converted to a special education mobility area to provide sensory integration services for students.
- There is no office space available for special education team meetings. The Principal's office is used but it is not of sufficient size to accommodate more than 5 people.
- The lab portion of the science curriculum has been eliminated because the science classroom had to be converted to regular classroom space.
- The art program has been reduced by 50% due to increased enrollment and lack of space.
- The teachers lounge has been converted to a small classroom.
- The life skills class is split between two spaces since a full-time classroom is not available.
- Spaces originally intended for offices have been combined and converted to a small classroom.
- A regular classroom has been converted to the one (1) computer lab.
- Music classes are held on the stage in the cafeteria.
- Storage space is used for the head end room, which is not large enough for this purpose and is overcrowded and barely functional.
- There is very limited storage space due to the use of intended storage space for educational and office space.

General Description

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 (maximum of 5000 characters):

The Penn Brook Elementary School is located off Elm Street. Access to the school is by a 500 foot road. The site is bounded by residential areas to the north and west, Penn Brook & State reservation land to the east, and wooded rocky terrain to the south. Site materials consist mainly of areas of shallow ledge overlaid by sand-loam material. Ledge outcrops are noted in several areas. The east/southeast limits of the site are comprised of steep terrain and border Penn Brook. The existing school building is located in the southeast portion of the developed site with parking to the southwest, a drop-off loop on the west side and play and athletic fields at the northern portion of the developed site.

Some improvements were performed at the site in the summer of 2001. These improvements were implemented to help address parking and traffic circulation problems at the site. The main parking lot was expanded and the parent drop off zone was developed along the north edge of the parking lot (closest to the school building). Reserved parking spaces and ADA/AAB parking spaces located in the bus loop at the main entrance were reconfigured to meet the current ADA/AAB regulations at the time. The exit from the bus loop was also reconfigured and widened as part of the improvements. The parking is adequate for the current day to day operations, however the site is overburdened for “event” parking and afternoon student pick-up.

The site is served by municipal water, but has an on-site septic system consisting of a leach field located in the wooded area to the southwest of the school building. The leach field area is significantly overgrown with large trees.

The site is located within an area designated as a “Priority Habitat of Rare Species.” The site is also located within an area designated as having “Estimated Habitat of Rare Wildlife and Certified Vernal Pools.” Rare Species Information was received from the Natural Heritage & Endangered Species Program and it has been determined that the site is a known nesting area of the Blandings Turtle.

The most prevalent impediment to expansion of the current facilities is the materials and terrain of the site. Beyond the existing development, the site is heavily wooded and consists of steep rocky terrain. Along with the physical condition of these areas, the environmental considerations of the Penn Brook, other suspected wetland areas and the habitat of rare wildlife dictate that development beyond the existing building, parking and fields is prohibitive. These facts suggest that improvements or expansion on this site should not include any major increase in building footprint as this would create further strain on parking and field areas necessary to create a fully functional facility which will serve the community well into the future.

BUILDING ENCLOSURE: Please provide a detailed description of the building enclosure, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters):

Foundation: Continuous cast in place concrete strip footings and foundation walls. Based on review of existing drawings the exterior foundation walls are approximately 13” thick.

Exterior walls:

Split-face concrete masonry units (cmu) exterior veneer with cmu block back up. Based on review of existing drawings, there is 2” of airspace between the veneer and the backup wall with no insulation, air or water barriers present. There are very few control joints in the masonry and a number of cracks have formed over time. There are very few, if any, weep holes in the existing veneer. It appears that some grout joints have deteriorated to the point of becoming a weep and, at the foundation level, the walls are consistently damp, discolored and spalling in isolated areas of the masonry. There is substantial discoloration and deterioration of the masonry veneer due to factors including roof runoff onto the masonry, dampness at the base of the building, and much of the building being in shade due to its close proximity to the wooded area of the site to the south of the building.

Roof:

Sloped (slope varies: from 5:12 to 3:12) fully adhered EPDM roofing membrane over 2-1/2" cement and wood based fibrous Tectum panels which form the ceilings on the interior. The membrane roof appears to be in fair condition except for a few issues.

There are several areas where the roof membrane is wrinkled or bubbled, in particular, near the roof edges. Such conditions would indicate areas where the membrane is failed. Despite these conditions there are no reports of leaking to the interior.

Snow melts quickly on black rubber roof and slides off in a large mass immediately above doors and at the main entry canopy which is protected by snow guards and/or gutters. As the water or snow falls from the roof, large puddles or snow piles form around the perimeter of the building. Water collects near the exterior walls due to the site not sloping away from the building which may contribute to excessive moisture presence within the building (see exterior walls above). Water runoff from the rubber roof runs down the face of the exterior walls due to a lack of overhang or gutter causing discoloration and deterioration of the exterior split face cmu block.

Windows:

The windows throughout the building are single pane non-thermal steel frame windows with wood framed screens applied to the exterior. The painted steel sills lap over the masonry walls. Metal panels and louvers occur below many windows for the building's unit ventilators. Many windows are showing severe deterioration at the frames and joints; many screens are either broken or showing signs of deterioration.

Doors:

The exterior doors are painted insulated hollow metal doors and frames. Hollow metal doors are in fair to poor condition with rusting noted in several locations.

Age of EXTERIOR WALLS (In Years): 38

Year of Last Repair or Replacement: 2001

Description of Last Repair or Replacement:

There is evidence of minor repairs to stop cracking of a joint on the southeast side of the building. There is routine cleaning of walls near the main entry.

Age of ROOF(In Years): 11

Year of Last Repair or Replacement: 1997

Description of Last Repair or Replacement:

The original asphalt roof was replaced with a fully adhered membrane roof.

Age of WINDOWS(In Years): 38

Year of Last Repair or Replacement: 2001

Description of Last Repair or Replacement:

The windows and frames are original to the building. There is ongoing maintenance of the wood frame screens which become broken or rotted due to exposure to water and snow from the roof.

MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems, and any known problems or existing conditions (maximum of 5000 characters):

The boiler room has two cast iron sectional boilers that are original to the building. Each boiler has been retrofitted for fuel oil and natural gas. Both are provided with single low water cut offs, operating and safety controls and an induced draft which discharges combustion gas into a breeching system. The breeching should be tested for asbestos in the insulation material.

Combustion air for the boiler room is provided through a single duct which originates at a louver high on the boiler room wall and a small grille located in the upper part of this duct. This condition is not code compliant. Hot water is generated at approximately 200°, and distributed to the building in a black steel insulated piping. Both pumps are extremely antiquated and have exceeded their maximum serviceable life. There is no chemical shot feeder to treat boiler water and therefore, the piping should be tested for corrosion. Fuel oil pumps are extremely contaminated, are original to the building, and have exceeded

their maximum serviceable life. There is no back up compressor or air storage tank for automatic temperature control system.

The steel chimney should be provided with lightning protection due to height. Staining on each boiler indicates leaks in the cast iron. The fuel oil storage tank and piping is approximately 38 years old ,single wall, and has exceeded its maximum serviceable life

The media center, cafeteria, and gymnasium are served by air handling units. The units are exposed within the room and provided with fresh air through the roof. Return air is drawn in centrally at the bottom of the air handling unit. The units are loud when in operation and cause disruption to the activities in these spaces. The proximity of the supply and return air cause a short circuiting effect resulting in ineffective ventilation for much of the space. The ventilation is undersized for the spaces being served.

Classrooms are provided with wall mounted unit ventilators located along the exterior wall. Each unit ventilator is provided with outside air through a wall louver. All unit ventilators tie into heating hot water distribution systems running exposed at the ceiling. Adjacent to each unit ventilator are varying lengths of fin tube radiation connected to the recirculating heating hot water system. Each room is controlled with a wall mounted pneumatic thermostat which controls the unit ventilator and the fin tube radiation. The exhaust grilles are undersized and the pneumatic controls are extremely outdated.

The administration area and various offices are provided with wall mounted fan coil units at exterior walls. Each fan coil unit is provided with outside air through a wall mounted louver. Each unit is controlled through a wall mounted pneumatic thermostat. The exhaust grilles are undersized and the pneumatic controls are extremely outdated.

The administration area and the computer lab have window mounted air conditioner units. These units are not adequate for the needs of these spaces especially the computer lab. The media center and the cafeteria have no air conditioning at all and consistent temperature is hard to maintain.

The existing electrical service consists of a 1200 AMP, 120/208 volt switchboard. Power is distributed to sub panels throughout the building. This service is barely adequate for the existing needs and distribution panels should be relocated to dedicated closets. Classrooms and media center have inadequate outlets.

Classroom, office and kitchen lighting consists of 1x4 pendant mounted prismatic fixtures. Corridor lighting consists of open box strip fixtures. Toilet rooms have wall mounted fixtures. Media center lighting consists of incandescent pendant fixtures. Cafeteria/stage Lighting consists of pendant mounted PL fluorescent fixtures. Gym lighting consists of HID fixtures. Existing lighting throughout the building, except the gym, is in need of replacement.

The building is equipped with both remote and self contained emergency light fixtures. All existing PL fluorescent lamps should be replaced with new more efficient LED type.

The fire alarm system is automatic but non-addressable. Notification to the fire department is by a master box. Existing strobes meet code but the system does not provide adequate coverage.

The telephone service is located in the main electric room. The administrative area has telephone handsets. Classrooms have wall mounted switches for paging and integral clock/speaker panels. Paging speakers are located in corridors. There is a limited LAN with four network connections typically per classroom. The main distribution frame is located in the main electric room. There is a security system with magnetic door contacts and one (1) key pad control. The fuse for the intercom system in the administration area fails on a regular basis and needs to be replaced.

Age of BOILERS(In Years): 38

Year of Last Repair or Replacement: 2000

Description of Last Repair or Replacement:

Each boiler has been retrofitted with new dual fuel #2 fuel oil and natural gas burners. Natural gas is the primary fuel

being utilized at this time.

Age of HVAC SYSTEM (In Years): 38

Year of Last Repair or Replacement: 1970

Description of Last Repair or Replacement:

The HVAC system is original to the building.

Age of ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM(In Years): 38

Year of Last Repair or Replacement: 1970

Description of Last Repair or Replacement:

The electrical system is original to the building.

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).:

Floors:

The majority of floors are vinyl composition tile (vct), including the stage. Many areas have broken tiles and/or excessively wide joints. The vinyl base throughout is in poor condition. The gym floor is a +/- 1/8" Mondo rubber floor with a textured surface. The flooring is delaminated from the slab, has tears at some of the seams, and it is difficult to clean as the flooring lifts and moves under the weight and pressure of the cleaning machine. The flooring offers very little shock absorption. After 38 years of use, this floor has served its useful life and should be replaced.

Walls:

Corridor and core area walls are painted cmu block (up to approx. 8'), with painted gypsum board and stud framing above.

Doors:

Interior doors are generally wood with knob style hardware and are in fair condition. Doors are reused to the point that painted labels are not necessarily accurate to the use of the space which can cause confusion for students.

Ceilings:

The roof deck is also the interior ceiling. It is composed of cement and wood based fibrous Tectum roof panels between exposed glue-laminated wood beams.

Furnishings and Equipment

Most equipment and furnishings are in fair condition but are in need of an upgrade. Furnishings and built-in cabinets are in fair to poor condition. Most are original to the building or are makeshift replacements. Classrooms are mostly in groups of four divided by folding partitions. These partitions are never used and are in poor condition; many are broken or are difficult to operate.

Kitchen equipment is original to the building. It is in serviceable condition but is in need of upgrade.

Lighting:

Existing classroom, office and kitchen lighting consists of 1' x 4' pendant mounted prismatic fixtures. Lighting in the corridors consists of an open box with 2 – 4' strip fixtures with reflectors. Toilet rooms have 4' wall mounted fixtures. Lighting in the media center consists of incandescent pendant mounted fixtures. Lighting in the cafeteria/stage consists of pendant mounted PL fluorescent fixtures. Lighting in the gym consists of HID low bay fixtures. Existing lighting throughout the building, with the exception of the gym, is in need of replacement. The new lighting would be more efficient and provide better light levels.

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.:

Penn Brook Elementary School is a school that currently offers a standards-based program that serves general education and special education students. Students receive instruction in art, music, physical education and technology in addition to core instruction in heterogeneous classrooms delivered by a general education teacher. In the case of our autistic and language-

based learning disabled students, programs are delivered in self-contained and/or inclusion classrooms with more than one teacher. The school also operates a Title 1 program for students that qualify based upon assessments of student performance. Throughout this document, the district has stated repeatedly that the lack of classroom space and the need to use office and storage space for instructional classrooms has made the delivery of programs more difficult if not impossible and creates overcrowding. The students and teachers are affected by the issues with the various operating systems which are outdated and not working at their full capacity. The teachers have restrictions on their curriculum when they are forced to teach in substandard spaces that are not intended for their current use such as teaching music on the stage, teaching remedial reading in a closet, and teaching 5th grade in the science lab. The classrooms are small by today's standards and, as a result, teachers have not been able to fully implement current practices such as technology in the classrooms, learning centers and multiple work stations for small group and individual instruction. The lab component of the science curriculum has been eliminated because the lab is used as a classroom.

CORE EDUCATIONAL SPACES: Please provide a detailed description of the Core Educational Spaces within the facility, a description 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):

The core educational spaces at Penn Brook School consist almost entirely of square classrooms set in two (2) or four (4) gang pods separated by folding partitions. These partitions are never used and most are very difficult to move or are broken. There are 24 such classrooms between 826sf and 841sf. One of these classrooms houses a computer lab. Other teaching spaces include: the one (1) original science lab (1000sf) has been converted to a traditional classroom, the teachers lounge (656sf) serves as a classroom, two (2) special ed. reading rooms have been combined (570sf total) for use as a classroom, music classes are held on the stage (1692sf) in the cafeteria, and the library storage, office, media, and mezzanine which serve as special education spaces. The library media center (3073sf) is a double height space with low book shelves and several reading tables. The equipment is adequate but is quite worn and is in need of upgrade.

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):

As the population at the Penn Brook School has increased, the School Committee and administration have utilized every available space for instruction. In some instances, non-instructional spaces have been converted to classrooms. In other instances, programs have been reduced or eliminated due to a lack of space in which to operate. Examples of program reductions include music, art, and lab science. Storage space is at a minimum due to the fact that spaces originally intended for storage are now being used for either offices or small group instructional spaces. Compounding this problem of converting spaces is that often times they are not conducive to the adapted use.

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 if any override or debt exclusion votes were necessary (maximum of 5000 characters):

The Georgetown Public Schools has 1.5 maintenance staff which is supplemented by part-time help in the summer months. Contracted services are used to perform maintenance on critical systems such as boilers, generators, and other HVAC or mechanical portions of the buildings.

Georgetown has funded a number of larger projects over the years for the Penn Brook School, including:

- * \$313,000 to replace the roof (June 1997)
- * \$100,000 for repairing the heating system (June 2000)
- * \$17,000 for Penn Brook site design (June 2000)
- * \$31,000 for replacing Penn Brook doors (October 2000)

- * \$275,000 for improvements to the Penn Brook site (October 2000)
- * \$150,000 for preliminary consulting and conceptual design options (October 2005)

The community has discussed the replacement or renovation of the Penn Brook School for a number of years. Due to the large extent of issues with this facility, the community is investing its effort and resources into a building project.

Priority 1

Please provide a detailed description of the perceived health and safety problems below. Attach copies of orders or citations from state and/or local building and/or health officials.

The site is served by an on site septic system consisting of a leach field located in the wooded area to the south west of the school building. The leach field area is significantly overgrown with large trees.

Structure

(This report is based on a cursory walk-through of the school performed by Engineering Design Group on July 10, 2002, and a review of the original structural plans, Drawing Nos. S-1 through S-8, dated August 20, 1970, prepared by Theodore Weaver Associates, Inc.)“During the walk-through of the school and review of the original drawings a structural concern became apparent. The steel posts, that support some of the ridge beams do not extend to the foundation, but instead bear on top of seven-foot high masonry walls.” (Engineers Design Group, 2002)

Roof:

The roof is a sloped (slope varies: from 5:12 to 3:12) fully adhered EPDM roofing membrane. Snow melts quickly on black rubber roof, slides off in a large mass excepting for areas immediately above doors and at the main entry canopy which is protected by snow guards and/or gutters. As the water or snow falls from the roof, large puddles or snow piles form around perimeter of building.

Floors:

The gym floor is a +/- 1/8” Mondo rubber floor with a textured surface. The flooring is coming up from the slab and has some torn seams.

Doors:

There is a lack of fire-rated doors. These doors are typically required throughout the building. Corridor doors are held open with manual door stops rather than electro-magnetic door holds.

Electrical:**Electrical Supply:**

The existing electrical service consists of a 1200 AMP, 120/208 volt, 3 phase, 4 wire switchboard manufactured by Square D, and is the original service to the building. Each space originally designed as a classroom and the media center have outlets throughout the room including a section of surface wiremold with four (4) outlets and four (4) data jacks.

Fire Alarm System:

The building is equipped with an automatic non-addressable fire alarm system throughout the building. Existing strobes meet ADA for intensity. The fire alarm control panel is manufactured by Notifier model AFP-200.

Communications:

The telephone service is located in the main electric room. The administration area has telephone handsets. Classrooms have wall mounted call/privacy switches. The existing classroom 2-way speaker is used for paging. Paging speakers are located throughout corridors. There are classroom panels with integral clock/speaker in the classrooms. A Dukane console type intercom system is located in the administration area.

Priority 1

Please describe the measures the School District has taken to mitigate the problem(s) described above.

In 2002, the District hired Dore and Whittier Inc. to conduct an analysis of its three schools. This analysis identified extensive needs at the Penn Brook Elementary School. Since 1997, the District has spent over \$916,000 on the facility. To the extent possible with a small staff and limited funds, the District has maintained existing physical, mechanical, and electrical systems, extending their useful life beyond industry standards. The District has an ongoing Facilities Committee comprised of members from the school, town, and community. Their charge is to assess school building infrastructure, identify needs and recommend action plans.

Priority 1

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 Penn Brook School is a 38-year old building that has outlived its capacity to support the educational needs of today's students. There are a number of health and safety risks that are brought on by outdated infrastructure, design flaws and the aging of the building.

Indoor air quality is a major health concern. The exhaust and ventilation design are from 1970 and are ineffective and undersized to meet today's standards and the current enrollment of the building. The unit ventilators draw in air directly from the wet or snow covered air intakes which further exacerbates the problem. The excessive water that pools around the building and enters the air intakes also creates an environment conducive to the growth of mold. According to the Environmental Protection Agency, mold can cause irritation of the eyes, skin, nose, throat, and lungs of both non-allergic and allergic students. At Penn Brook, the conditions exist for our students with allergies and asthma to suffer severe reactions. Such reactions cause time away from school, reducing the direct instruction that these students receive. Humidity and temperature levels are also highly variable, reducing student's ability to focus on learning.

The overgrown vegetation covering the existing leach field creates a health concern due to the potential failure of the schools septic system. All large woody vegetation should be removed from this area to prevent failure of the system due to root growth. Failure of this system would close the school for a period of days or perhaps weeks preventing instruction to all of the students attending Penn Brook until the system was repaired or replaced.

The safety issues regarding the Penn Brook School's building envelope begin with the snow and ice slides from the roof. Not only does this snow and ice cover air intakes but it also dumps violently onto the walkways leading into the school. These walkways are barricaded in the winter to prevent students and staff from being injured by the snow and ice slides. This forces them to step into the bus lane to walk around the cordoned off area. There is also the possibility that the way in which the steel beams that support some of the ridge beams are not properly designed and installed. They may become unstable over time due to the natural stress placed on the building.

Two fire safety concerns relate to the doors in the building and the fire alarm. As there is a lack of fire doors to close off sections of the building, protection for students and staff from the spread of smoke or fire is not adequate. Additionally, the current corridor doors use manual rather than magnetic door stops and would not automatically close in the event of a fire. The alarm system itself does not cover all of the building. The corridors do not have smoke detectors and the ADA requires strobe units in all toilet rooms. A new addressable fire alarm system must be installed to provide full coverage and meet ADA requirements.

The electrical and communications infrastructure is insufficient and unsafe to support today's technology. The 1970 1200 amp service, circuit and wiring layout does not meet the classroom demands for electricity. For example, each classroom has one duplex outlet per wall while today's standard calls for two. In effect this means that each classroom has access to only 50% of the power that it needs. This requires teachers to use extension cords and power strips, not only unsafe on their own, but conceivably overtaxing circuits and creating a potential fire hazard. Due in part to these power constraints, student's access to technology is limited to a single lab of older machines and no peripheries. The existing telephone and intercom system is outdated and the intercom fails on a regular basis. During a crisis situation, if the communication system were to fail, the lives and safety of students would be put at risk.

Please also provide the following:**Name of Firm that performed the Study/Report:**

Dore and Whittier Architects, Inc.

Date of Study/Report: 11/22/2002**Synopsis of Study/Report:**

Overview

In 2002 Dore & Whittier Architects was retained by the Georgetown Public School Facilities Committee to provide an independent study of the enrollment projections, a review of the current and future educational program and to determine the long-term disposition of the existing school facilities. In 2005-2006, Dore & Whittier was retained to develop specific options for a facility at the existing Penn Brook site. A number of options were explored including building a new elementary school, building a new combined elementary/middle school, or renovation and addition to the existing school building.

The Need

The Georgetown Public Schools are experiencing overcrowding with enrollment projections showing a continual increase over the next 10 years. By 2018, Georgetown is projected to have an increase of at least 7 % in the Penn Brook Elementary School alone. This school also has a number of building deficiencies, as well as building and handicap accessibility code upgrades that must be addressed.

The Solution

A new Penn Brook School would be built on the current site and house grades one through six. Locating the proposed school at Penn Brook will relieve space pressure at both Perley Elementary School and the current Middle/High School. By relocating grade one from Perley and grade six from the Middle/High School, both Perley and the Middle/High School will have additional space to better accommodate their respective educational needs for the future.

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

If "YES", please describe the location in the facility, if it is currently friable, and the mitigation efforts that the district has undertaken to date.:

The Asbestos Emergency Response Act (AHERA) Three-Year Re-inspection Survey indicated the following materials contain asbestos and require in-place management:

- Pipe Fitting Insulation
- 12" x 12" Floor Tile and Mastic
- Duct Insulation

The following materials may contain asbestos and will require testing of samples for confirmation:

- Carpet Mastic
- Window Glazing Compound (interior/exterior)
- Window Caulking (interior/exterior)
- Door Caulking (interior/exterior)
- Sheetrock
- Joint Compound
- Sink Coating
- Cove base and Mastic
- Vent Caulking
- Ceramic Tile Grout

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.:

Electrical Supply

The service must be increased to handle the additional demands of a 21st century school and the technology that accompanies it. A building surge suppression system should be installed to protect critical technological and electrical systems.

Fire Alarm System

The existing fire alarm system does not provide complete or adequate coverage throughout the school. A new addressable fire alarm system must be installed to provide full coverage and ADA requirements. The corridors do not have smoke detectors. The ADA requires strobe units in all toilet rooms.

Intercom

The intercom system in the administration area continues to fail on a regular basis and needs to be replaced.

Electrical Outlets

Additional and more strategically located electrical outlets and network connections must be added in each teaching and administrative area to eliminate the need to use power strips and extension cords.

Is the perceived Health and Safety problem related to a structural condition?: YES

If "YES", please describe the structural condition, any imminent threat, and the mitigation efforts that the district has undertaken to date.:

(This report is based on a cursory walk-through of the school performed by Engineering Design Group on July 10, 2002, and a review of the original structural plans, Drawing Nos. S-1 through S-8, dated August 20, 1970, prepared by Theodore Weaver Associates, Inc.) "During the walk-through of the school and review of the original drawings a structural concern became apparent. The steel posts, that support some of the ridge beams do not extend to the foundation, but instead bear on top of seven-foot high masonry walls." (Engineers Design Group, 2002) It was recommended that this condition be investigated further because this kind of discontinuous structure can become unstable over time as natural stresses are put on the building.

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

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

The roof consists of an EPDM membrane over 2-1/2" cement and wood based fibrous panels which, on the interior, form the ceilings. Because there is no insulation in the system, there is very little thermal value which contributes to: snowslides in the winter, poor interior air quality, and a large amount of heat loss/heat gain resulting in the inefficiency and inflated operating costs.

The exterior walls consist of split-face concrete masonry units (cmu) exterior veneer with cmu block back up. Based on review of existing drawings, there is 2" of airspace between the veneer and the backup wall with no insulation, air or water barriers present. This type of construction is likely to introduce moisture to the interior of the building and trap moisture within the wall. In combination, these factors are likely precipitate organic growth creating a situation in which the exterior walls of the building are contributing to the poor indoor air quality of the building.

The windows throughout the building are single pane non-thermal steel frame windows with wood framed screens applied to the exterior. The painted steel sills lap over the masonry walls. Many windows are showing severe deterioration at the frames and joints and many screens are either broken or showing signs of deterioration. The windows further contribute to a large amount of heat loss/heat gain resulting in the inefficiency and inflated operating costs.

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

If "YES", please describe the roof condition, any imminent threat, and the mitigation efforts that the district has undertaken to date.:

The roof is a sloped (slope varies: from 5:12 to 3:12) fully adhered EPDM roofing membrane. Snow melts quickly on black rubber roof, slides off in a large mass excepting for areas immediately above doors and at the main entry canopy which is protected by snow guards and/or gutters. As the water or snow falls from the roof, large puddles or snow piles form around perimeter of building. Parts of the walkway entering the school must be barricaded so that no one walks under the areas where snow slides from the roof. There is a concern that the unit ventilators draw in air directly from the wet or snow covered air intake and that this condition could be contributing to poor indoor air quality. Water collects near the exterior walls due to the site not sloping away from the building and may contribute to excessive moisture presence within the building (see exterior walls above).

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.:

- Many doors/doorways throughout the building do not meet current codes for hardware, size, and/or clearances
- Toilet room fixtures and clearances do not meet current codes.
- Classroom sinks do not meet current codes for fixture type or clearances.
- The stage has a lift but it does not work.

- Play and athletic fields have very limited access; there are no ramps or walks in place to facilitate travel over the varied and multilevel terrain.
- None of the interior courtyards are handicapped accessible.

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

Georgetown has experienced increasing student enrollment for several years which is projected to continue over the next 10 years. In 2018, we are projected to have 37 more students at the Penn Brook School than are enrolled today. The need for additional classroom space has forced the school to convert the music, lab science, special education and faculty rooms into regular education classrooms. To make matters worse, the classroom sizes are not sufficient according to MSBA standards. In addition, Penn Brook has reconstituted almost every non-traditional space, including offices and closets, to accommodate student instruction. While on average Penn Brook may not be exceeding the class size threshold, classroom space is at a premium and the only space left to put a regular education classroom, if needed, is in the last remaining art room. By 2018, when 37 additional students are enrolled in the school, 2-3 additional classrooms and small group work spaces will be needed and are not available. The district will be forced to invest in portable classrooms to house students.

As the demand for classrooms has increased, the following programs and services were modified, displaced or moved to substandard spaces.

- Title I services to students are provided in a storage space.
- Special education teachers share a small room at the back of the stage for office hours and preparation.
- Office and storage space previously used by the school nurse was converted to a special education mobility area to provide sensory integration services for students.
- There is no office space available for special education team meetings. The Principal's office is used but it is not of sufficient size to accommodate more than 5 people.
- The lab portion of the science curriculum has been eliminated as the science classroom had to be converted to regular classroom space.
- The art program has been reduced by 50% due to increased enrollment and lack of space.
- The teachers lounge has been converted to a small classroom.
- The life skills class is split between two spaces since a full-time classroom is not available.
- Spaces originally intended for offices have been combined and converted to a small classroom.
- A regular classroom has been converted to the one (1) computer lab.
- Music classes are held on the stage in the cafeteria.
- Storage space is used for the head end room which is not large enough for this purpose and is overcrowded and barely functional.
- There is very limited storage space due to the use of intended storage space for educational and office space.

Priority 2

Please describe the measures the School District has taken to mitigate the problem(s) described above.

In 2002, the District engaged and continues to work with Dore and Whittier Inc. to conduct an analysis of its three schools which evolved into a focus on the issues that exist with the Penn Brook Elementary School. The District has converted many non-traditional spaces into educational areas. The District has also created an ongoing Facilities Committee that involves members from the school, town, and community to continually review and assess needs and options.

Priority 2

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 Penn Brook School is significantly undersized for its student population and educational program. Every available space is used for instruction and the ongoing need for classroom space has forced the modification or elimination of academic programs. Since the science laboratory is now a classroom, instruction in laboratory science is not offered which will put our students at a disadvantage when they take the MCAS science test. There is one art room for a student population that could easily support two teachers. Music is instructed on the stage while other students are eating lunch which makes it difficult for students to concentrate on their lessons.

Special education and Title 1 students are dispersed throughout the school and are unable to receive many of their services in a quality work space that is well lit, ventilated and climate controlled. These students require very specialized programs and services but, due to overcrowding at the school, they do not have full access to assistive technology and resources that will help them make effective progress.

There are no classrooms at Penn Brook that meet the current standards for classroom size and some are as much as forty percent smaller than the guidelines. These crowded conditions are not conducive to project-based and interactive classroom instruction. Teachers are expected to support the curriculum by providing a classroom library, learning centers, and adequate space for individual, small and large group work which is extremely difficult, if not impossible, in the current facility.

Currently, the fifth grade averages 26 students per class. To create an additional classroom to reduce class size would mean taking over the art room and placing "art on a cart". This would dramatically alter the quality and quantity of art curriculum delivered at the school.

Critical administration office space and the teacher's lounge have been eliminated to create classrooms. There is not adequate and sufficient work spaces for staff to collaborate or hold confidential discussions with parents. Storage areas have been converted into makeshift classrooms and offices so materials and supplies cannot be properly stored and safeguarded.

Please also provide the following:

Cafeteria Seating Capacity: 204

Number of lunch seatings per day: 4

Are modular units currently present on-site and being used for classroom space?: NO

If "YES", indicate the number of years that the modular units have been in use:

Number of Modular Units:

Classroom count in Modular Units:

Seating Capacity of Modular classrooms:

What was the original anticipated useful life in years of the modular units when they were installed?:

Have non-traditional classroom spaces been converted to be used for classroom space?: YES

If "YES", indicate the number of non-traditional classroom spaces in use: 6

Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used:

- Title I services are instructed in a storage space.
- Office and storage space for the school nurse was converted to a special education mobility area to provide sensory integration services for students.
- The lab portion of the science curriculum has been eliminated, as the science classroom had to be converted to regular classroom space.
- The teacher's lounge has been converted to a small classroom.
- Spaces originally intended for offices have been combined and converted to a small classroom.

- Music classes are held on the stage in the cafeteria.

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

There have been no recent changes that have impacted the District's enrollment capacity.

What are the district's current class size policies?:

The School Committee does not have a written policy regarding class size, however the following guidelines are used:

Grades K-2- 15-18 students

Grades 3-5- 18-22 students

Grades 6-8- 22-25 students

Grades 9-12- 25 students

Has the district closed, taken off-line, or converted to another, non-school use, any school facilities within the last 10 years?: NO

If "YES", please provide the name and address of any such school facility and provide a description of the reasons for removing the school from service.:

Priority 5

Please provide a detailed description of the energy conservation measures that are needed and include an estimation of resultant energy savings as compared to the historic consumption.

In 2002, Dore & Whittier Architects was retained by the Georgetown Public School Facilities Committee to provide an independent study of the long-term disposition of the existing school facilities. In conjunction with the engineering firm of Garcia, Galuska, DeSousa, they conducted a full survey of the facilities conditions and systems at the Penn Brook School. The general finding at that time was that many of the systems had reached the end of their serviceable life and should be replaced. More specific findings related to energy conservation include:

Mechanical

The boiler room has two HB Smith 450 mils cast iron sectional boilers. Each boiler appears to be original to the building and approximately 38 years old. Both boilers have been retrofitted with dual fuel #2 fuel oil and natural gas burners.

Staining on each boiler could indicate leaks in the cast iron sections.

The fuel oil storage tank is approximately 38 years old, of the single wall design, and has exceeded its maximum serviceable life. Currently the school has switched to using natural gas exclusively due to the more competitive price per therm. This may also contribute to the need to remove the existing oil tanks.

Both heating hot water pumps are extremely antiquated and have exceeded their maximum serviceable life. Fuel oil pumps are extremely contaminated, are original to the building, and are at their maximum serviceable life.

Classrooms are all provided with wall mounted unit ventilators located along the exterior wall of each classroom. Adjacent to each unit ventilator are varying lengths of fin tube radiation which works with the recirculating heating hot water system. All systems are controlled through individual wall mounted pneumatic thermostats which control the unit ventilators and the fin tube radiation. The exhaust grilles provided to the classrooms appear undersized and the controls are extremely outdated and should be replaced.

The administration area and various offices are provided with wall mounted vertical discharge fan coil units located along exterior walls. Each unit is controlled through an individual wall mounted pneumatic thermostat. The exhaust grilles provided appear undersized and the controls are extremely outdated and should be replaced.

It should be noted that there is no central air conditioning in the building. Select rooms have window mounted air conditioner units such as the administration area and the computer lab. These units are only moderately adequate for the needs of the spaces, especially the computer lab. Spaces such as the media center and the cafeteria have no air conditioning at all and become uncomfortably during from late spring to early fall due to lack of air flow.

Electrical

Existing lighting throughout the building, with the exception of the gym, is in need of replacement. The new lighting would be more energy efficient and provide better light levels. New pole mounted site lighting fixtures should replace the existing fixtures on utility poles. Exterior incandescent fixtures at entrances must be replaced with new more energy efficient fixtures.

Plumbing

The fixtures in the building are non-accessible and non-water conserving. They must be replaced to meet current codes and regulations. Many fixtures, in addition to not having water conserving attributes, leak causing further water use as well as requiring additional maintenance.

Exterior Envelope

The roof consists of an EPDM membrane over 2-1/2" cement and wood based fibrous panels which, on the interior form the ceilings.

The exterior walls consist of split-face concrete masonry units (cmu) exterior veneer with cmu block back up. Based on review of existing drawings, there is 2" of airspace between the veneer and the backup wall. No insulation or water barriers are present. This type of construction is likely to introduce moisture to the interior of the building and trap moisture within the wall.

The windows throughout the building are single pane non-thermal steel frame windows with wood framed screens applied to the exterior. The painted steel sills lap over the masonry walls. Many windows are showing severe deterioration and have air leakage at the frames and joints. Many screens are either broken or showing signs of deterioration. As there is no insulation or air/vapor barrier(s) in these systems, there is very little thermal value which contributes to: snowslides in the winter, poor interior air quality, and a large amount of heat loss/heat gain resulting in the inefficiency and inflated operating costs.

Priority 5

Please describe the measures the School District has already taken to reduce energy consumption.

The District converted the Penn Brook boilers to dual fuel use in 2000 to assure maximum flexibility in the energy market. The District is implementing guidelines for day and night temperature settings. Room lights are shut off if the room will be vacant, and computer stations, printers, and other electric devices are be powered off when not in use.

Priority 5

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 inefficiencies of the HVAC system cause wide variations in heating and ventilation in all areas of the building. When students and teachers complain about being too hot or too cold, it affects the instructional climate. When rooms are too moist or too dry, it can contribute to increasing health issues which increases absenteeism. The single pane windows not only leak heat through un-insulated glass, they have leakage around the frames as well sending energy dollars out into the cold. All of these issues are also symptoms of an HVAC system that is wasting energy, increasing the District's oil or natural gas expenditures, and reducing funds that could be used to pay for teachers or textbooks.

The lights at the Penn Brook Elementary School are either incandescent or fluorescent fixtures installed when the building was first constructed. All of these fixtures should be replaced with modern energy efficient fixtures and bulbs. Replacement would not only save energy dollars, but would improve the lighting for students.

Please also provide the following:

Age of Roof (Years): 11

Were any major repairs or renovations of the roof undertaken in the past?: YES

If "YES", please provide the year of the last major repair/renovation of the roof: 1997

Age of Windows (Years): 38

Were any major repairs or renovations of the windows undertaken in the past?: NO

If "YES", please provide the year of the last major repair/renovation of the windows:

Age of Doors (Years): 38

Were any major repairs or renovations of the doors undertaken in the past?: YES

If "YES", please provide the year of the last major repair/renovation of the doors: 2000

Age of HVAC (Years): 38

Were any major repairs or renovations of the HVAC undertaken in the past?: NO

If "YES", please provide the year of the last major repair/renovation of the HVAC:

Age of Boilers (Years): 38

Were any major repairs or renovations of the boilers undertaken in the past?: YES

If "YES", please provide the year of the last major repair/renovation of the boilers: 2000

Age of Electrical System (Years): 38

Were any major repairs or renovations the electrical system undertaken in the past?: NO

If "YES", please provide the year of the last major repair/renovation of the electrical system:

Age of Lighting System (Years): 38

Were any major repairs or renovations of the lighting system undertaken in the past?: NO

If "YES", please provide the year of the last major repair/renovation of the lighting system:

Have the systems identified above been examined by an engineer or other trained building professionals?: YES

If "YES", please provide the name of the individual and his/her professional affiliation:

Dore and Whittier Architects, Inc.

Please also provide the date of the inspection:: 11/22/2000

Please describe how addressing the system will extend the useful life of the facility that is the subject of this SOI (maximum of 5000 characters):

The issues at Penn Brook are extensive and cannot be addressed in isolation nor will they extend the useful life of the building. Many of the safety and health concerns mentioned previously would still exist. Students would still be instructed in storage areas, offices and the former teacher's lounge. The issues at the Penn Brook Elementary School are too extensive and the classroom space insufficient to provide an education that meets today's standards for students.

Priority 7

Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs and the facility limitations precluding the programs from being offered.

The Penn Brook School is significantly undersized for its student population and educational program. By the year 2018, that population is projected to increase over 7%. Expansion of the current building to meet these demands would be difficult given that it is constructed of masonry bearing walls.

In 1993 Massachusetts enacted the Massachusetts Education Reform Act that set uniform standards for space requirements in schools across the State. This piece of legislation was developed in order to provide:

- Uniform educational space standards while allowing for flexibility.
- Certain space requirements for core areas such as the library/media, kitchen/cafeteria, gymnasium, etc.
- Improved standards for student/teacher ratios
- An aggressive approach toward building schools for the future with space for computer stations, hands-on projects, and community space.
- Space in schools for federal and state funded programs such as special education, speech, Title I, etc.

The current Penn Brook facility does not comply with these requirements.

Based on current MSBA design standards, Penn Brook is deficient in the following areas:

- The building is 23% smaller than MSBA standards, mainly due to shortages of storage, office, and mechanical and support spaces. It should be noted that many of these spaces have been converted to instructional space.
- Classrooms average 13% smaller than MSBA standards
- The art classroom is 50% smaller than MSBA standards
- The lab science program has been eliminated due to the need for regular classrooms
- Special education spaces have been converted to regular classroom space; special education services and teacher work spaces have been relocated to converted storage space
- The library/media center is 8% smaller than MSBA standards
- The gymnasium is 4% smaller than the MSBA minimum standard

Priority 7

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.

In 2002, the District engaged and continues to work with Dore and Whittier Inc. to conduct and analysis of its three schools which evolved into a focus on the issues that exist with the Penn Brook Elementary School. This architectural firm continues to assist us in developing and evaluating options. The District has converted many non-traditional spaces into educational areas. These areas, along with many others originally designed into the school, do not meet current educational standards. The District has an ongoing Facilities Committee that involves members from the school, town, and community to continually review and assess the space requirements for this school. The District is using every available space in this building. This leaves the District with the options of building a new school or renovating the current building or the purchasing of portable classrooms to accommodate current and future enrollment.

Priority 7

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 size constraints at the Penn Brook are impacting the educational program. Teachers are not able to set up their classrooms with learning spaces that meet the needs of students. The music, gym and art teachers instruct in inadequate spaces and are forced to limit their curriculum. Classrooms are not of sufficient size to incorporate technology and web-based instruction. There is no laboratory science program as the lab was converted into a 5th grade classroom. Special education spaces have been converted to regular classroom space and special education services and teacher work spaces have been relocated to converted storage spaces.

Students are working in substandard areas without adequate light, heat and fresh air. The size of the room limits their range of activities. The art room is the only room that is not currently being used as a grade level classroom and the enrollment in the school dictates that there should be two art rooms, not one. The average size of the fifth grade classes is 26 students and, if an additional class was to be created to reduce class size, the art teacher would travel from classroom to classroom. In 2007-2008, the school was forced to displace another program to add a second grade class due to high enrollment. There is virtually no room left to house the additional 7% increase in students that is expected to enroll in this school over the next ten years.

Office spaces are crowded and limited only to the administrative area. The Principal's office actually doubles as the location for IEP teams to meet, even though it is too small for this purpose. All other offices are combined with instructional space which restricts staff access to storage, privacy, phones, and the intercom system. Space for storage is not sufficient or safe in some cases. If a new school is not built, Georgetown may be faced with bringing in trailers for office space and storage and portable classrooms to house students.

Vote

Vote of Municipal Governing Body YES: 3 NO: 0 Date: 10/9/2008

Vote of School Committee YES: 5 NO: 0 Date: 10/9/2008

Vote of Regional School Committee YES: NO: Date:

Form of Vote

The following form of vote should be used by both the City Council/Board of Aldermen, Board of Selectmen/equivalent governing body AND the School Committee in voting to approve this Statement of Interest.

If a regional school district, the regional school district should use the following form of vote.

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/School District],

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

_____ [Name of City/Town/District] may be invited to apply to the Massachusetts School Building Authority in the future

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

acknowledges that by submitting this Statement of Interest, 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

_____ [Name of City/Town/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.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR
(E.g., Mayor, Town Manager, Board of Selectmen)**

Chief Executive Officer

School Committee Chair

Superintendent of Schools

(print name)

(print name)

(print name)

(signature)

(signature)

(signature)

Date

Date

Date