



NORWOOD PUBLIC SCHOOLS

ADMINISTRATIVE OFFICES • JAMES R. SAVAGE EDUCATIONAL CENTER

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DAVID L. THOMSON, Ed.D.
Superintendent of Schools

PAUL RICCARDI
Director of Buildings & Grounds

March 23, 2018

Ms Diane Sullivan
Massachusetts School Building Authority
40 Broad Street, Suite 500
Boston, MA 02109

RE: -- Norwood Public School District – Coakley Middle School
Statement of Interest (SOI)

Dear MS. Sullivan;

In accordance with MSBA regulations and requirements, enclosed find the Statement of Interest (SOI) submittal from the Norwood Public School District for the Coakley Middle School. The electronic versions of these documents were submitted on-line on March 23, 2018. The transmittal for the Coakley Middle School included the following:

- Completed MSBA Statement of Interest Form with all required signatures
- Copy of full text of the vote recorded in the Minutes of the Norwood School Committee reflecting the vote to authorize the Superintendent to submit this SOI signed by the Chair
- Copy of full text of vote with certification that the vote was duly recorded by the Norwood Board of Selectman
- Executive Summary of School Facility Study

Please do not hesitate to call Paul Riccardi, Director of Buildings & Grounds at (781) 440-5829 if you have any questions regarding this submittal. The Norwood Public School District looks forward to working with the MSBA on the very important project.

Sincerely,

Dr. David Thomson
Superintendent of Schools

Home

Region 04

Norwood

Balch

Charles J Prescott

Cornelius M Callahan

201402200010

Dr. Philip O. Coakley

Middle School

200802200305

200902200305

201002200305

201102200305

201202200305

201302200305

201402200305

201502200305

201602200305

F A Cleveland

George F. Willett

201102200075G

John P Oldham

Norwood High

200802200505

SOI was successfully transmitted.

Next Steps to Finalize Submission of your FY 2018 Statement of Interest

Thank you for submitting your FY 2018 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to mail all required supporting documentation, which is described below.

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.

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 SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this

3/23/2018

Norwood Public Schools Mail - SOI was submitted: Dr. Philip O. Coakley Middle School



Paul Riccardi <priccardi@norwood.k12.ma.us>

SOI was submitted: Dr. Philip O. Coakley Middle School

1 message

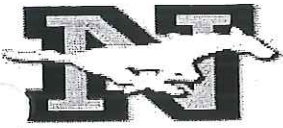
Fri, Mar 23, 2018 at 10:33 AM

MSBA_Notification <MSBA_notification@massschoolbuildings.org>
To: "priccardi@norwood.k12.ma.us" <priccardi@norwood.k12.ma.us>

This e-mail is to acknowledge that Norwood has submitted a Statement of Interest ("SOI") for the Dr. Philip O. Coakley Middle School to the Massachusetts School Building Authority (the "MSBA") through the MSBA's SOI system. Please note that districts must obtain the required vote documentation. The school district must mail all of the required vote documentation to the MSBA promptly. The SOI submission will not be considered complete until the MSBA receives all of this information in a format acceptable to the MSBA. The Statement of Interest is NOT an application for funding. Submission of a Statement of Interest 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 or requirement upon the MSBA. For more information, please refer to the MSBA Statement of Interest User Guide available at <https://systems.massschoolbuildings.org/> or contact the MSBA at 617-720-4466 or SOI@MassSchoolBuildings.org.

3/23/2018

Norwood Public Schools Mail - Closed Schools Information was submitted for district Norwood



Paul Riccardi <priccardi@norwood.k12.ma.us>

Closed Schools Information was submitted for district Norwood

1 message

MSBA_Notification <MSBA_notification@massschoolbuildings.org>
To: "priccardi@norwood.k12.ma.us" <priccardi@norwood.k12.ma.us>

Fri, Mar 23, 2018 at 10:32 AM

This e-mail is to acknowledge that Norwood has submitted information for Closed Schools in the district to the Massachusetts School Building Authority (the "MSBA") through the MSBA's SOI system.

Please note that districts must mail all of the required vote documentation to the MSBA promptly. The SOI and Closed Schools Information submission will not be considered complete until the MSBA receives all of this information in a format acceptable to the MSBA.

For more information, please refer to the MSBA Statement of Interest User Guide available at <https://systems.massschoolbuildings.org/> or contact the MSBA at 617-720-4466 or SOI@MassSchoolBuildings.org.

Name of School Dr. Philip O. Coakley Middle School

Massachusetts School Building Authority

School District Norwood

District Contact David L Thomson TEL: (781) 440-5819

Name of School Dr. Philip O. Coakley Middle School

Submission Date 3/23/2018


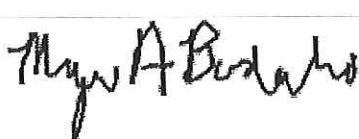
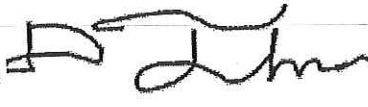
SOI CERTIFICATION

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 mail hard copies 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 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 in a format acceptable to the MSBA. If Priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI.

Name of School Dr. Philip O. Coakley Middle School

**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
Tony Mazzucco Town Manager	Myev Bodenhofer	Dr David Thomson
		
(signature)	(signature)	(signature)
Date	Date	Date
3/22/2018 9:49:05 AM	3/22/2018 2:54:03 PM	3/22/2018 11:19:19 AM

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Name of School Dr. Philip O. Coakley Middle School

Massachusetts School Building Authority

School District Norwood

District Contact David L Thomson TEL: (781) 440-5819

Name of School Dr. Philip O. Coakley Middle School

Submission Date 3/23/2018

Note

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

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

SOI Vote Requirement

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

Potential Project Scope: Potential New School

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2018 Dr. Philip O. Coakley Middle School

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 9/1/2017

Planning Firm: 1) Ai3 Architects 2) MT. Vernon Group

Please provide a brief summary of the plan including its goals and how the school facility that is the subject of this SOI fits into that plan:

In the fall of 2016 the Town of Norwood requested the services of AI3 Architects and consultants to assess the existing conditions of its public schools. The study aimed to establish feasibility options and a masterplan. Demographic and population trends, site conditions, structural integrity and state of building systems, and overall program distribution research factors. After reviewing the enrollment projections, existing building conditions, current educational philosophies, the concerns of the Building Committee and community at large produced the following conclusion. First priority: "The most significant educational facility challenge facing the Norwood Public School system is the lack of an appropriate 21st Century middle school environment. The lack of appropriately-sized classrooms and educational support spaces, combined with aged building systems and components, creates a very challenging environment that is grossly insufficient when compared to surrounding Districts. Approx 50% of middle school students are either in modular classrooms or interior classrooms with no windows or natural light." Subsequent to reviewing all of the options contained within this report, the Norwood School Long-range Planning Committee was unanimous in their desire to recommend that the Town act immediately to address the middle school. On October 11th the Norwood School Committee voted to submit a SOI for the Coakley Middle School to the Massachusetts School Building Authority.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 13 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 13 students per teacher

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

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

The "Norwood Public Schools Feasibility Study & Long Range Plan" referenced herein includes facility goals for this building and all buildings in the District.

Is there overcrowding at the school facility? YES

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

The current Coakley Middle School serves 765 pupils and its approximately 20% smaller than MSBA guidelines for a middle school of 765 pupils. It includes six thirteen-year-old modular classrooms that are segregated from the remainder of the building are attached via a modular construction corridor, its core facilities are grossly undersized, as they were not expanded when the additional modular classrooms were added to the campus. Several of the science labs are approximately 750sf and are severely overcrowded when accomodatiing 22-28 students. The Library Media Center is 35% smaller than the MSBA guidelines. The academic classrooms are approx 750sf and are significantly overcrowded with 22-28 students. Existing storage and mechanical rooms with exposed structure and mechanical piping are being utilized as academic spaces, including special education space. Every space within the building is overflowing with students, and there were no specialized space available for team collaboration, project labs, technology education, or other key academic programs.

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.).

Name of School Dr. Philip O. Coakley Middle School

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.

n/a

Please provide a description of the local budget approval process for a potential capital project with the MSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

The current school department budget (FY18) was approved in April 2017 at the Annual Town Meeting. The process used to approve the budget started in the summer and extends through the fall with School Committee approval in December. The district administration created a budget that met Town Finance Committee guidelines and provided for sufficient program support. Currently the School Department is on budget to fully spend the funds by the end of the fiscal year.

General Description

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

The original Coakley Middle School was constructed in 1972 and is a 122,000 square feet, two-story split-level facility. A total of 6,100 square feet of modular classrooms were added; four of the classrooms were added in 2005, and two of the classrooms were added in 2006. The school relies heavily on these six modular classrooms that have been in place for 13 years. It is the only middle school in the District, serving 765 students in grades 6 through 8, well beyond its acceptable capacity based on modern middle school educational guidelines. The current building materials and systems have been well maintained, although they are now well over 40 years old. Much of the buildings HVAC equipment is outdated and is nearing the end of its life expectancy. The building continues to operate on its original all-electric systems. The roofing system was completely replaced in 2005, which included a rubber membrane system. In 2008, the exterior windows of the building were completely replaced with a combination of fixed and hopper aluminum windows. Other recent capital improvements have included: replacing the auditorium's heating and ventilation system in 2002; replacing lighting in the gymnasium in 2009; replacing all outdoor and corridor lights with LED lights in 2016; replacing the auditorium lighting control panel in 2010; rebuilding the sidewalk in 2010; repaving the front of the school in 2015; and adding surveillance cameras and card access systems in 2008 and 2013 respectively.

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

122000

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

The Coakley Middle School is located at 1315 Washington Street, an arterial street spanning across Norwood on a north-south axis, shares its site with fields used by Norwood youth sports. Coakley Middle School faces Washington Street with Balch Elementary to its northwest and residential neighborhoods all along the west. The entire site on the Assessors Map is 69.46+- acres; however, most of this acreage consists of non-buildable conservation land. The site specifically dedicated to Coakley Middle School is 14 acres. For the most part, the middle school's fourteen acres are surrounded by play fields and vegetation. There are parking lots on the north and south ends of the site, so a visitor's approach is primarily from the point of view of the service spaces. In addition to the school, the site is furnished with paved parking areas and driveways, paved running track, four tennis courts, an outdoor pool, a playground, four baseball fields, and three soccer fields, one of which is in the outfield of a baseball field. The feasibility study and long-range plan included numerous options for constructing a potential new building on the existing site.

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)

1315 Washington Street

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

The 42-year-old original construction documents indicate that the exterior envelope of the building consists of face-brick, one inch of insulation, and masonry back-up support. No cavity between the brick and masonry back-up exists, which can lead to a rapid decline in the exterior wall condition. Beyond through-wall flashing at floor levels, there is no weeping

system for drainage of water absorbed by the brick. One inch of insulation is very insufficient in protecting the heat loss and gain at exterior walls. Under the current building code, the quantity of insulation in many components of the exterior wall system would need to be addressed. The windows along the main administration suite are single-hung with a precast lintel and bordered by bricks. The upper portion of the auditorium is clad in a more contemporary metal panel. Exterior walls of the classroom wing, Unit B, include windows within a pre-cast concrete panel infill system. Clerestory windows at the gym, Unit C, are a translucent fiber-reinforced polymer panel typically referred to by the trade name 'Kalwall. As is common with this product, the polymer has yellowed and faded with age. The polymer panels continue down the wall in approximately 4" strips giving the appearance of full height glass from within. Above these panels the face brick shows some evidence of staining, likely a result of moisture run-off.

Roof: the roofing system was last replaced in 2002 and included a rubber membrane system (EPDM). It does not appear that any insulation has ever been added to the roof system. The life expectancy of a rubber membrane roof is approximately 20 year, which means the existing roof will need to be addressed again within five to 10 years.

Windows" In 2008, the exterior windows were replaced with a combination of fixed and hopper aluminum windows. Although the system represented the best of industry standards in 2008,, the recent focus on energy conservation by the Commonwealth has since resulted in the Commonwealth's adoption of significantly higher energy code standards.

Exterior Doors: All the exterior doors are hollow metal doors with metal frames and original hardware. Overall the building would benefit from a full replacement of doors.

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

Year of Last Major Repair or Replacement:(YYYY) 1972

Description of Last Major Repair or Replacement:

n/a

Roof Section A
Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 65000

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

Age of Section (number of years since the Roof was installed or replaced) 16

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

The entire roof was covered with a re-roof membrane effort in 2002. This was not a removal of the entire roofing substrate, but instead a re-roofing effort over the existing roof and intended to provide the roof with another 15-20 years of service. We are nearing the end of that service life, and leaks have been more prevalent over the past couple of years.

Window Section A
Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 212

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

As noted above, fixed and hopper windows with aluminum frames. These windows were installed in 2008. As a result of the size and configuration of existing openings, we were limited in the number of operable windows that could be incorporated.

Age of Section (number of years since the Windows were installed or replaced) 10

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

Various glass repair and replacement due to breakage. If a comprehensive renovation was to be completed on the existing building, openings would have to be modified to allow for the incorporation of more operable windows, This was not possible within the available budget in 2008.

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).

Fire Protection: There is currently fire protection in this building, but it does not meet NFPA .

Plumbing: The existing system is cast iron hub piping; the piping has deteriorated in some places and has been replaced with new hub-less piping. The sanitary piping outside of Room B121 keeps clogging up and causing back-ups; the pipe has been cleaned, and a camera has been run to investigate the issue. It appears the pipe has settled and created a low point in the pipe underground.

Water Heaters: in the Coakley Middle School there is (1) Electric Water Heater that feeds the school, and it is in working condition.

Plumbing Fixtures: Currently all the fixtures are aged, and most do not meet ADA requirements and will need to be replaced but are in working condition. The water fountains do not meet ADA requirements. The kitchen contains (2) floor mounted grease traps. Grease traps are functional but may require future replacement.

HVAC: The Coakley Middle School is an electrically heated facility and as such, has no central boiler plant.

Air Conditioning: This school is air conditioned by means of packaged rooftop units, which supply conditioned air through a system of ductwork and delivered to the spaces by ceiling diffusers. Three rooftop units are operational, but many of the units exhibit extensive rusting of the casing. Furthermore, installed units are considered very inefficient by current standards.

Unit Ventilators: The classrooms are furnished with classroom unit ventilators outfitted with electric resistance heating coils. The unit ventilators provide these spaces with heat and ventilation. The unit ventilators were manufactured by Nesbitt. The unit ventilators are original vintage and although they are still operational, they have outlived their useful service life.

Electric Service: The primary electric service which originates from an electric utility company pole feeds the transformer in the transformer vault via underground conduit/cabling. The electric service appears to be original to the building and in poor condition.

Normal Power System: The switchboard is fed by the transformer located in the transformer vault. The switchboard, rated at 4000 amp, 277/480 volt, three phase, with four wire distribution, feeds panelboards located in the Main Electric Room, as well as panelboards throughout the building. Drytype transformers are located throughout the building and are used to step down feed 120/208 volt, three phase, four wire panelboards and loads. Most of the normal power distribution is manufactured by General Electric. The normal power system appears to be original to the building and is in poor condition.

Emergency Power System: The building has a 120/208 volt, three phase, four wire, 60 kw natural gas generator as manufactured by Kohler. The generator provides power to the emergency lighting via automatic transfer switch, transformer, and emergency panelboard are located in the Main Electric Room.

Boiler Section 1

Is the District seeking replacement of the Boiler? NO

Is there more than one boiler room in the School? NO

What percentage of the School is heated by the Boiler? 0

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

Electric

Age of Boiler (number of years since the Boiler was installed or replaced) 0

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

n/a

Has there been a Major Repair or Replacement of the HVAC SYSTEM? NO

Year of Last Major Repair or Replacement:(YYYY) 1972

Description of Last Major Repair or Replacement:

n/a

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO

Year of Last Major Repair or Replacement:(YYYY) 1972

Description of Last Major Repair or Replacement:

N/A

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 the building's floor finishes are Vinyl Asbestos Tile (VAT), including the corridors, classrooms, cafeteria, and offices. Through efforts by the maintenance staff have kept these floors in good condition, asbestos is considered a hazardous material and, for a school, abatement is recommended in order to avoid the possibility of the product becoming friable. The library and modular classrooms are carpeted. At some entries, the floor surface is tile in the same color as the exposed brick interior walls. This is the material for staircases as well and, overall, this product creates a dark atmosphere that is not consistent with the bright, dynamic, well-lighted interiors of a modern middle school. The floors in the toilet rooms and kitchen are ceramic tile. The gymnasium wood athletic flooring is in good condition for its age and shows only limited signs of wear. However, it has likely been sanded many times and its long-term viability should be evaluated as part of any comprehensive renovation.

Walls: Interior walls along the building's perimeter are concrete masonry units (CMU) that have been finished with plaster. This is apparent as modern retrofitted amenities are all exposed including wiring for power, light switches, and interactive whiteboards, Interior partition walls are plaster on metal studs. Because much of the interior walls are covered with marker and tack boards, they have been well-preserved. There are handful of classrooms with operable walls covered in a felt acoustic finish, but these are generally kept closed. The corridors are a combination of tile, exposed brick, and plaster on metal stud which has been patched and painted. The Corridor walls within the classroom sector are lined with full-height lockers, a very "Industrial Revolution" practice which is not longer prevalent in middle school design. technology and media devices have greatly reduced the required storage area for student books and personal items, and corridors in a modern middle school are more highly utilized for small group learning, tutoring, and independent study. the walls in the kitchen and cafeteria areas are concrete masonry units (CMU) or ceramic tile. There is no acoustical treatment on the walls for absorbing or reflecting sound in the space. The walls in the gymnasium are painted CMU with wood bleachers on each side and a band of wood paneling from the floor to about eight feet high on the wall. The wood bleachers show signs of wear and tear. The walls of the space do not have any acoustical treatment for absorbing or reflecting sound in the space. piping and wiring is exposed.

Doors: The interior painted wood doors with hollow metal frames throughout the school are original. Many of them show signs of wear and chipped paint. These older doors provide very little acoustical separation between the corridor and classroom when compared to modern doors and construction standards. Although the glass found in the corridors represents typical standards (wired glass) at the time it was installed, modern codes, regulations, and standards would require that this glass be fire rated and provide a greater degree of fire separation between the classroom and the exit corridor. the doors from the corridor to the egress stairs also lack compliance with modern codes, regulations, and standards and do not provide the necessary fire ratings for protection of the egress stairways. Most of the original door hardware appears to have been replaced over time. However, as regulations have continued to evolve over the recent past, much of the door hardware remains non-compliant and is further discussed in the handicap accessibility portion of this report.

Ceilings: Plaster, lay-in 2x2 and 2x4 ceiling tile (ACT) with grid, and 1x1 ACT are the most common ceiling systems throughout Coakley Middle School. The condition of the 2x2 AACT, above the main entry lobby and cafeteria, is the best of these three material choices. The classroom and corridor 1x1 tile is mismatched where replacement has occurred and broken in some places. Plaster Ceilings, like the one in the auditorium, are dirty and would benefit from re-surfacing. Acoustical ceiling or wall treatments, would better enhance the sound quality of these learning environments, as the multiple layers of paint on the ceiling tile have likely compromised much of their acoustical qualities. Any upgrades to the building's mechanical, electrical, plumbing, or installation of a fire suppression system will require that the 2x2 lay-in ceilings be removed and replaced and will also likely require new lay-in ceiling with grid in all areas that do not currently have such.

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

The Coakley Middle School serves 765 pupils in graded 6 through 8. The size, configuration, organization, environmental quality, and instructional amenities within the classroom are critical to successful teaching and learning. All classrooms have internet access and smart boards but are undersized based on multiple educational guidelines and standards, including

MSBA's standards. There are no non-traditional classrooms available for flexible instruction. Classrooms typically must be organized and function in a 1970's model, as there is no space available to accommodate interdisciplinary collaboration and instruction. There are numerous interior classrooms without natural light or ventilation, which would not exist under modern educational guidelines and standards. The Coakley instructional model is organized by teams, but the building is not organized to support academic teams or neighborhoods, as its functional arrangement is counter to this modern approach and it also lacks many of the necessary support spaces. Academic classroom areas include no hands-on, project-based learning and instruction areas, commonly referred to as "Maker/Builder" spaces in the modern middle school environment. Modular classrooms intended as temporary structures have become permanent fixtures for the school. Special Education; The Massachusetts Department of Secondary and Elementary Education (MA DESE) has evolved significantly since the time when the Coakley Middle School was designed and planned. Additionally, all educational delivery and support surrounding special education has become significantly more targeted and strategic. This results in numerous additional spaces and programs, most of which need to be strategically incorporated into the general academic areas. Available space within the Coakley Middle School for special education typically includes the conversion of spaces that were initially intended for some other purpose. This results in spaces that are undersized, insufficient, and poorly located, lacking the amenities that would be incorporated into a modern program. Significant efforts have been made by teachers and administrators to create the best possible conditions considering the physical limitations of the existing building. However, the utilized spaces do not meet current state recommendations and guidelines for size, location, or number.

Science Classrooms: There are five science classrooms with shared prep and storage rooms on the first floor. The classrooms are significantly undersized based on current educational guidelines and MSBA guidelines and recommendations. The labs also lack any integration to other disciplines or a project-based engineering lab that would allow for hands-on learning. Students in modern middle schools science programs integrate engineering, math, technology, art, and science in the development of projects that demonstrate the integration of building, engineering, presentation, and creativity. These projects require available space and appropriate organization and integration of the academic classrooms. Unfortunately, the Coakley Middle School is designed to isolate science instruction in a remote environment without the necessary space for application projects. The small size of the science classrooms, combined with their location and organization, presents a significant challenge to modern middle school science instruction.

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

General Academic Classroom: 25 classrooms (including modular) with most classrooms sized at approximately 750 sf.
Science classrooms/laboratories: 8 science classrooms sized at 750-999sf. Science prep rooms are not available to each science classroom and most rooms lack any usable lab amenities.

Teacher planning rooms are non-existent.

Small group seminar rooms are non-existent.

The library/media center is grossly undersized and is further reduced by the need to extract critical space from the media center for other purposes. The media center becomes overcrowded when even a single classroom visits for media instruction and can be noisy during many parts of the day. Student research computers within the media area have been reduced to 5 stations, and there is very limited area for individual research and study.

The student dining space (cafeteria) is smaller than MSBA guidelines and cannot provide sufficient seating for our student body in a three-lunch-period schedule. We must either expand the lunch time period to accommodate four seats (which significantly compromises program offerings) or overcrowd the cafeteria during three lunch periods.

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

Currently, most academic classrooms are at least 30% over capacity based on their size (750sf) as well as generally

accepted guidelines (including MSBA guidelines) and standards for available space per student. Classrooms that are sized to accommodate 18-20 students are crowded with 22-28 students. Science classrooms and labs are even more overcrowded, as spaces which can safely accommodate 12-15 students in a lab environment (750-999sf) are crowded with 22-28 students.

Six modular classrooms were added approximately 13 years ago to relieve overcrowding, but they provide no relief to the current large student body.

Specialized program offerings have been eliminated in order to maximize the average number of students per classroom and to achieve over 95% utilization of existing classrooms.

the administration has taken numerous steps to address space and capacity challenges:

- * Former technology education rooms have been converted to classrooms
- * PE storage rooms have been converted to special education rooms for physical and occupational therapy.
- * Mechanical and storage rooms have been converted to special education classrooms.

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

The district has two shifts of custodians and a maintenance staff. A work order system is used to track and address facility repair requests. There is a preventative maintenance plan for boilers, hot water heaters, HVAC and plumbing equipment. General maintenance is performed as needed. Life safety systems such as fire extinguishers, fire alarms, and emergency showers/eye wash stations are checked regularly. District staff performs routine maintenance while more complex work is performed by outside vendors. District custodians clean the buildings daily, and during the summer months a more thorough cleaning is completed. The summer work involves detailed cleaning of classroom space from ceiling to floor including floor refinishing, painting, and washing down all student and teacher furniture. The summer months are also a time for completing heavier maintenance on building systems, on an as-needed basis.

Some examples of recent capital improvements to the middle school are listed below:

- * 2002-Heating in auditorium
 - * 2005-Roof replacement
 - *2008 -Window replacement and surveillance cameras
 - *2009 - Partial interior lighting replacement
 - *2013 -Card Access system
 - *2016 - Exterior lighting
-

Priority 2

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

Much of the the below summary can be found in the above response to the SOI question regarding overcrowding at the Coakley Middle School, as well as in the description of the conditions that constitute overcrowding. The above response is repeated and expanded below.

In 2005, the Norwood School district added four modular classrooms to the Coakley Middle School. In 2006, an additional two modular classrooms were added. All of these classrooms were critical to providing much-needed general classroom. Unfortunately, although this space provided some minimal relief to classroom overcrowding, no additional space was added to accommodate expanding special education programmatic needs, media center needs, technology educational needs, project labs, collaboration space, teacher planning areas or offices, and a host of other needs. The result is a severely overcrowded environment that is extremely challenging for students and educators. Despite maintaining consistent administrative leadership and educational leaders throughout the remainder of the district, the Coakley Middle School has suffered significant turnover on a regular basis. The challenges presented by the physical building and the anxiety created by overcrowding and the lack of available space is often identified as a cause for the turnover at the Coakley.

The Coakley Middle School was originally designed to accommodate 625 pupils, Today it includes 765 pupils, and this is only achieved through the use of the modular classrooms. However, the overcrowding results in crowded corridors, hallways, and a lack of specialized and support spaces.

Many of the academic classrooms are at least 30% over capacity based on their size (750sf), as well as generally accepted educational guidelines and standards for available space per student. Classrooms that are sized to accommodate 18-20 students are crowded with 22-28 students. These classrooms should be a minimum of 850sf and preferably be 900sf in order to allow teachers to implement hands-on learning opportunities and project-based instruction. Classroom projects require students to collaborate in groups and to have opportunities to present their work to other students on a daily basis. Instead, classrooms space limitations require students to sit in tightly packed rows in as industrial Revolution model identical to classroom instruction of the 19th Century. Teachers who need to reorganize their classrooms to support interdisciplinary projects and presentation on a daily basis are instead forced to eliminate such practices except when they are able to schedule a larger space (like the cafeteria) to relocate students. Teachers fully understand the importance of developing a facilitative and flexible learning environment , but are restricted by the limited amount of classroom space. The crowded classrooms also increase the potential for student conflict, as teachers and staff confirm a much higher level of anxiety and conflict throughout the classrooms and hallways.

Special Education resource and support rooms that should provide 75-100sf per student are located within repurposed spaces that only provide 30-50sf per student. Many of these students have social and emotional needs and can be easily distracted. Placing them in more restrictive spatial environments provides an additional challenge to their instruction. Additionally, the small general classroom sizes prohibit the necessary and required integration of special education students into the regular academic environment. Special education students that should be nicely integrated into an appropriately-sized general education classroom sometimes struggle to find adequate space to seamlessly integrate into the undersized classrooms.

Science classrooms are clustered in one area of the school, and several of the rooms that are occupied as a science classroom were originally designed to support lab instruction. These spaces are more than 30% over capacity, as spaces which can safely accommodate 12-15 students in a lab environment are crowded with 22-28 students. In order to accommodate the current enrollment, these same spaces exceed 95% utilization, resulting in a less flexible course scheduling which limits student access to specialized offerings.

Priority 2

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

- * The district has added six (6) modular classrooms at the Coakley Middle School
- * The original building design and floor plan included four flexible classrooms with sufficient space for project-based learning and multiple classroom configurations. All of these spaces have now been subdivided into two spaces, essentially converting four larger classrooms into eight smaller classrooms.
- * The district has converted storage and auxiliary spaces into literacy rooms, SPED support rooms, spec resource rooms, and SPED adaptive PE rooms.
- * The district eliminated a former computer lab to create two SPED academic support areas. Unfortunately, these spaces are internal, and have no windows.
- * The district converted a former maintenance room to a STEM room and utilizes the former wood shop as the technology education space.
- * The district utilized the auditorium for numerous academic and instructional purposes that would typically be offered in the classroom; although not ideal, it does provide an additional learning space.

Priority 2

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

The original Coakley Middle School was designed for significantly less students than the current enrollment. The original design included numerous interior spaces/rooms with no windows, with an expectation that these rooms would not be occupied by students 100% of the day. As a result of the overcrowding, all available spaces have been converted to general classrooms, science classrooms, or special education space. The result is twelve (12) academic classrooms with no natural light or natural ventilation, numerous special education classrooms and support spaces with no natural light or natural ventilation, a media center with no natural light or natural ventilation, the narrow internal hallways and corridors with no windows or views to the outdoors. The overcrowded conditions require over 94% utilization of available classrooms, which can be done through standardized course offering and schedules for all students. This limits the number of specialized course offerings.

The Coakley Middle School suffers from a very high staff and administrator turnover rate (compared to other schools in the district) and the facility is often blamed for creating a stressful teaching and learning environment with heightened anxiety among occupants.

An increasing number of special education students with high needs, combined with a general lack of quality, flexible classroom space, and severe shortage of smaller spaces for specialized 1:1 and small group instruction, makes the continued delivery of this program very challenging. There is no space available for OT services, and the overscheduled gymnasium provides no relief. Three small office spaces were converted to resource classrooms, and other former storage and office spaces have been converted for testing and counseling. Many of these spaces are poorly located and lack the necessary privacy and confidentiality. Some are located in undesirable high traffic areas, and some spaces require that student traffic move through an occupied counseling or tutorial space in order to get an adjacent space, resulting in constant disruption to students who are already easily distracted.

Science classroom schedules have been constantly modified over the past several years in order to allow students to have at least minimal exposure to the limited number of appropriately-sized science labs. Curricula in the smaller science labs are adjusted to accommodate for the lack of lab space. The unfortunate result is students have less time than desired in lab instruction. None of the science classrooms are appropriately sized to support both classroom and lab instruction, and the requirement of these spaces to operate in either one mode or other greatly limits the desired classroom and lab time for learning.

The current layout of small classrooms stacked along narrow corridors inhibits the best practices of collaboration and planning for project-based interdisciplinary learning opportunities. Undersized classrooms do not allow contemporary pedagogical objectives of student-centered classrooms with a variety of seating configurations. In order to prepare students for successful adulthood in the 21st century, educational classroom environments must work to engage all learning types in a blended learning environment where students have opportunities to learn in multiple styles but are also guided by teachers in completing self-directed inquiry and investigation through research and hands-on activities. There is no available student collaboration space, project-based lab space, or maker space available to the various academic teams.

The limited size of academic classrooms also prohibits the necessary and required integration of special education students into the regular academic environment. Special education students who should be productively integrated into appropriately-sized general education classrooms are instead awkwardly placed in an already overcrowded classroom, compromising the intended integration experience. The number of students who can be integrated is restricted by available classroom space. Deficiencies in appropriate and available teaching, evaluation, and counseling spaces create numerous challenges toward delivering the necessary services to students.

As a result of the significant need for additional classroom and special education space, teacher collaboration spaces have been converted to other uses and are no longer available. Technology has greatly assisted collaboration amongst teachers and staff, however, the power of face-to-face interaction has yet to be replicated by technology. Human interaction is everything, especially in a creative, innovative, and knowledge-intensive sector such as education. The strength of any creative organization is shaped by the day-to-day chance contact of its members as it is by formal gatherings such as scheduled appointments. Critical information leading to educational innovation often comes from informal encounters between teachers from varying

d...lines and backgrounds. The Coakley Middle School should include spaces which promise this interaction while also supporting a variety of professional activities.

Many library/media center programs have been eliminated because the former space has to be used to support numerous (non-media) programs and functions. The media center was originally sized to accommodate a much smaller student enrollment and was not expanded to accommodate the increased enrollment and the addition of modular classrooms and multiple non-traditional classrooms. Coakley Middle School enrollment projections confirm that the current enrollment numbers will remain strong (steady) and that the current overcrowded conditions will continue. The expansion of 21st century learning opportunities and programs, as well as the increasing demands of high needs students, will continue to require additional space. These needs are constrained by the lack of classroom space and shortage of smaller spaces for specialized 1:1 and small group instruction, as well as a lack of adequate therapeutic, collaboration and conferencing spaces,

- * Modular classrooms have been in place for 13 years and are aged, undersized, and deteriorating.
- * A lack of science classrooms has required smaller general classrooms to be converted to ad-hoc science classrooms. These labs do not provide adequate space for lab instruction.
- * Numerous open stairs within the hallways and corridors to accommodate partial level changes between floors creates significant accessibility challenges.
- * STEM activities occur in a converted workshop.
- * Small narrow corridors are crowded during classroom transitions and foster students conflict.
- * A grossly undersized media center limits the availability of media resources and opportunities for students.
- * Internal classrooms with no natural light create an undesirable learning environment for both teachers and students,
- * Undersized classrooms crowded with 28 students limit teaching strategies.
- * Many of the special education resource and support rooms are converted interior spaces that are undersized and have no windows or natural light.

The all-electric building that relies on mechanically-forced ventilation (non-operable windows) creates an undesirable learning environment where temperatures and climate within the building can vary significantly, with little control on the individual classrooms.

Please also provide the following:

Cafeteria Seating Capacity:	250
Number of lunch seatings per day:	3
Are modular units currently present on-site and being used for classroom space?:	YES
If "YES", indicate the number of years that the modular units have been in use:	13
Number of Modular Units:	6
Classroom count in Modular Units:	6
Seating Capacity of Modular classrooms:	23
What was the original anticipated useful life in years of the modular units when they were installed?:	10
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:	7
Please provide a description of each non-traditional classroom space, its originally-intended use and how it is	

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

The Coakley Middle School is a 40-plus-year-old facility that was designed during the 1970's when architects/engineers were experimenting with the concept of a 100% electric building that relied 100% on mechanically-forced ventilation. This concept was based on the assumption that a machine (the mechanical equipment and controls) could do a better job determining the amount, temperature, and freshness of the air supplied to all spaces, and therefore, operable windows were determined to be unnecessary, and even problematic. Additionally, interior spaces with no natural daylight were assumed to be adequate for all-day student and teacher occupancy. Unfortunately, most of these assumptions were wrong and the occupants of the Coakley Middle School have always been challenged by the environment created by these poor assumptions. Classroom unit ventilators are all-electric, including electric heating coils.

The designed systems are integral to the building's structure and configuration, and their wholesale replacement has never been an option without significant selective demolition to major portions of the existing building.

Structural decisions regarding the steel framing of the building's roof also turned out to be inadequate, and the District was required to complete structural modifications on classrooms in order to address significant deflection that was occurring in the roof structure during snow loads.

Failing windows were replaced approximately 10 years ago, but the ability to convert these windows to operable windows was compromised by the configuration of the original window openings.

Classroom unit ventilators are now failing as a result of being at the end of their life expectancy, but must be replaced by the same type of inefficient all-electric units because there is no hot water distribution piping in the building.

A roof replacement was completed in 2002; additional slope of insulation could not be added due to the limited capacity of the roof structure. Therefore, the roof continues to develop ponds of water and drain poorly. The original roof was too flat (even for a so-called flat roof) and lacked sufficient drains.

Multiple floor levels make accessibility very difficult, and changes in floor levels are so numerous that they cannot be resolved with an elevator.

The single elevator provides inadequate accessibility to a building with multiple elevation changes between floors.

The above-identified issues affect all spaces within the building. Interior spaces with no exterior wall surface and, therefore, no exterior windows or natural ventilation are particularly impacted and include general classrooms, science rooms, media center, and special education classroom and support areas.

Priority 5

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

Modifications were made to the structural framing in roof areas to accommodate the significant deflection occurring during snow loading.

Where items like motors, fans, and lighting have been replaced, more efficient units have been installed, but the building continues to consume more energy than any other Norwood school buildings.

2002 - Heating in auditorium

2005 - Roof replacement, but no ability to increase insulation value or existing slope and drainage due to limited capacity of roof framing

2008 - Window replacement and surveillance cameras. Where possible, operable windows were installed, but many opening sizes and configurations prohibited operable windows without major structural reconfiguration.

2009 - Partial interior lighting replacement

2013 - Card Access System

2016 - Exterior lighting

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.

Ongoing maintenance and modifications have been completed on the existing systems to provide the best possible environment for students and teachers. However, spaces such as interior classrooms (no exterior wall), offices, and support areas were designed to receive 100% of their ventilation from rooftop fans. These spaces typically draw very warm air during the shoulder seasons in the Spring and Fall, making these spaces very uncomfortable to occupy.

Existing systems are reaching the end of their anticipated life expectancy and fail routinely. This disrupts the school's ability to utilize some spaces, where available space is already at a premium. A comprehensive replacement of all building systems is in order, but the District has paused such efforts pending the fate of the building and knowing that if all building systems are to be replaced, a selective demolition of the building's all-electric systems should be considered. This would constitute a major renovation project.

Interior lighting projects have been completed within the building to alleviate some of the challenges associated with the lack of natural light and dimly-lit spaces. However, without a comprehensive replacement of all lighting systems, many spaces remain at below-acceptable levels, particularly interior spaces with no windows.

Aging plumbing systems are replaced as needed but fail constantly. Many components are found out-of-order until repairs and/or replacement can be completed. A comprehensive system replacement is in order, but the District has paused such efforts until a project which addresses overall building accessibility (including plumbing fixtures) can be considered. This would include the multiple level changes within the building.

Accessibility: Many students with physical challenges are not able to enter the building through its original and primary (main) entrance. Additionally, even if a student could arrive through the main lobby, they are immediately met with another set of inaccessible stairs. The building is designed to have multiple floor level changes within its footprint, making it very difficult to navigate for many students, visitors, and staff members.

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.

Providing a comprehensive removal and replacement of the exiting building systems and/or providing a new replacement middle school will be required in order to address the array of deficiencies described above. Such project could restore natural ventilation, improve indoor air quality, eliminate interior spaces and classrooms, resolve accessibility challenges, and provide a much brighter (natural and artificial light) building interior. If this facility is to be utilized for the next 40-50 years, a comprehensive renovation or complete building replacement will be necessary.

Please also provide the following:

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

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

Norwood Public Schools Feasibility Study & Long-Range Plan dated September 2017
Prepared by:
AI3 Architects, LLC
526 Boston Post Road
Wayland, MA 01778
508-358-0790

The date of the inspection: 6/1/2017

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

See attached 2017 Feasibility Study and Long-range Plan.

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

The Norwood Public Schools mission is to seek academic excellence by including key components and beliefs:

- 1) Provide a safe, nurturing, and supportive environment
- 2) Teachers must engage every student in learning
- 3) Reasonable class sizes and time on-learning
- 4) Academics is the primary focus of education and should provide a wide range of curricular opportunities
- 5) Tiered instruction for all learners
- 6) Systems of support. Many of these essential components of our educational vision are compromised by our current middle school facility because the facility cannot support the fundamental tenets of our vision and goals due to its inherent construction, size, age, and layout of spaces.

There are several important special educational programs which have been uniquely tailored to our students population at the elementary level and as these students move through the schools, there are no appropriate places/spaces to receive these students in the middle school. At this point in time, many Special Education spaces at the middle school are designed to non-traditional spaces that have been created through the conversion of former office, storage, closet, and mechanical spaces that lack natural light (like many areas within the building) and are inadequately sized for flexibility or use or need for students that fall into the categories of: Specific Learning, Health, Communication, Intellectual, Neurological, Emotional, Autism, Developmentally Disabled, Multiple Disabilities, Physical, Sensory, Vision or Hearing. Programs like physical therapy/occupational are conducted in a former gym equipment room which is both undersized and poorly located.

Conferencing space within the building is non-existent for administration, guidance, and special education. We have a significant number of students on IEP's and thus have many team meetings that need to be held to manage the special education students educational programs in accordance with all special education rules and regulations. It is very difficult to find confidential and adequate space for these meetings in the building. This also impacts counseling sessions.

There are many areas of the building which do not meet Americans with Disabilities (ADA) federal regulations and/or Massachusetts Access Board requirements. This multi-level building (floors which are staggered 1/2 floor level) includes several level changes. Additionally, door openings and access areas within the building have never been reconfigured to comply with current standards, as the building's physical structure prohibits these alterations. Door hardware and access to plumbing fixtures is non-compliant.

Ideally, the middle school teams would be organized to include English, language, math, humanities, and science in a collaborative neighborhood that incorporates team collaboration space, small and large group support space, special education integration, and a project lab for team use. The staff and administration at the middle school works very hard to deliver 21st Century educational program that includes team building, independent development, varied and flexible learning, accommodation of varying student learning styles, and support programs for students who stumble with a particular task or discipline. All of these strategies and goals require the necessary space to deliver program in an appropriate manner. Many of them also rely heavily on the organization of the building. Currently, the staff and administration attempt to group academic teams such that their classrooms are as close together as possible. However, key disciplines like science are not contained within these teams because the original labs are clustered together in one area of the building. Additionally, there are too few labs, so some teams have science in a non-traditional converted classroom that is undersized and lacks any science lab accommodations.

Teams plan collaborative projects that involve interdisciplinary instruction, but the small classrooms and absence of team collaboration areas or project labs prohibit teachers from offering more robust hands-on learning opportunities. Students that could benefit greatly from receiving specialized support in a small group pull-out setting must be moved to more remote special education areas because the necessary space is not embedded into the academic team area. Teachers who would like to collaborate on specific student needs and plan for interdisciplinary instruction can be found desperately trying to find a meeting space within the building, as even

classrooms are occupied at over 95% efficiency and are not available for such purpose. Student instruction and facilitation strategies inside the classroom and within the academic teams is being driven by the lack of available space and not by the

desired educational program. Additionally, special education spaces are not integral to the team's classroom, and the undersized general classrooms limit classroom flexibility and the application of special education inclusion within the general classroom.

Science labs are undersized and lack accessible lab stations; they are inadequately equipped to adequately service any of our students. Science is a discipline whereby students learn best through laboratory experimentation and hands-on activities. Due to the small size of our science labs and the large numbers of students that we move through our science classes, there is less opportunity for each individual student to personally engage in those activities, since it is necessary in almost all cases to limit the amount of time students have access to lab activity. Contributing to the spatial challenge is the fact that spaces never intended to be science classrooms have now been designated for science in order to accommodate increased student enrollment.

The library has been reduced significantly from its original (small) size in order to accommodate computer application, conference needs, and other support services. It is not configured nor structured to provide an accessible and appropriate digital environment for a 21st Century Library/ Media Center.

The Fine Arts classes are forced to share auditorium and stage space with general academic classrooms and other specialized needs.

All of the existing classrooms are undersized, inflexible, and too small to handle the increased enrollment. The modular classrooms are an appendage to the original building and these teams are separated from other teams within the building.

Priority 7

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

The district has moved classrooms as necessary to accommodate specific student needs. This is challenging, and the result often involves many compromises.

We have converted regular classrooms to science classrooms, but they lack the necessary lab amenities.

Modular classrooms have been added to the original building.

Student projects and hands-on learning opportunities have been adjusted to allow only those activities which require minimal space.

We have completed numerous capital improvement projects to alter and improve spaces, as detailed in Priority 5 above.

We have modified class schedules to increase utilization of all spaces to over 95%, with some spaces utilized 100% of the time.

Many spaces serve multiple purposes all-day long.

Numerous spaces inside the building have converted from storage or closet space to serve as educational space, as detailed herein.

Programs and courses throughout the middle school have been eliminated, modified, or restricted, as detailed herein.

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 Coakley Middle School is an excellent example of the challenges that occur when a building that should contain less than 600 middle school students swells to over 750 students through the addition of modular classrooms, with no expansion to the core facilities. The result is a crowded environment where teachers struggle to find a space for conferences, testing, collaboration, and small instruction. Even something as simple as finding a restroom becomes more challenging when core facilities are undersized and lacking.

It is difficult to define the full impact of the undersized and inadequate facilities at the Coakley; however, the fact that the Coakley has had 6 administrators (Principals) in the last 7 years speaks volumes regarding the numerous facility challenges that the teachers and administrators experience on a daily basis.

Much of the strength of educational delivery is driven by the teachers's collective ability to meet, plan, and discuss student and curriculum needs. When there is no space available for such activities, there is increased frustration regarding the professional limitations caused by the facilities.

As indicated in Question 2, the staff and administration are well-versed in delivering the team-based educational strategies required by 21st Century learning. Unfortunately, the facility does not facilitate such strategies.

As spaces become subdivided to accommodate the need for more programs and classrooms, these spaces become insufficient for supporting their function. Classrooms, resource rooms, offices, etc have all been made smaller as a result of the search for additional classrooms, counseling spaces, testing spaces, and special education support rooms. This places an additional burden on the staff and administration at the Coakley as they work to deliver more services in less space.

Small Group Reading instruction takes place in retrofitted office/conference space, which is inadequate and under-equipped. Some of the instructional spaces are in a traffic pattern to reach other small group instructional areas.

Science is a discipline where students definitely learn best through laboratory experimentation and hands-on activities. Due to the small size of our science labs and the large numbers of students that we move through our science classes (most classes are in the mid-20's in number of students), there is less opportunity for each individual student to personally engage in those activities, since it is necessary in most cases to share lab stations with another student.

Our counseling spaces are inadequate and perhaps some of the most tired and dreary of any spaces in the building. Many of the counseling spaces have no natural light. These arrangements provide some of the least comfortable spaces in the building, and students with some of the greatest needs use them.

The absence of teacher collaboration and planning space provides many challenges to cross-discipline instruction and limits the amount of time for discussion of specific student needs.

Inadequate bandwidth in the building and difficulty retrofitting the building due to its masonry walls make the integration of technology very challenging. Many teachers have removed technology applications from their instruction as a result of poor reliability on technology systems. Users cannot be on multiple wireless devices in the same area at the same time without causing a slowdown to the speed of the device, or sometimes, being bumped off of the network altogether.

We have a high percentage of our students on IEP's and thus have many team meetings that need to be held to manage the special educational programs in accordance with all special education rules and regulations. It is very difficult to find confidential and adequate space for these meetings in the building.

Testing space is also limited. Testing for individual students to determine their needs and disabilities takes place in the aforementioned inadequate counseling spaces,

Enriching electives provide an opportunity to spark an interest or to more fully engage students in the learning environment.

Accessing such engagement through students interests and /or strengths improves the experience and dedication of students to take responsibility for their overall learning. We currently cannot offer many desired electives due to lack of appropriate space for the instruction.

Name of School ----- SAMPLE SCHOOL [DRAFT] ----- Philip D. Coakley Middle School

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

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

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

FORM OF VOTE

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

Resolved: Having convened in an open meeting on 2/6/18, prior to the closing date, the Board of Selectmen [City Council/Board of Aldermen,

Board of Selectmen/Equivalent Governing Body/School Committee] of Norwood [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 3-23-18 for the

Coakley Middle School [Name of School] located at

1315 Washington St. Norwood [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

Elimination of existing severe overcrowding
Replacement, renovation or modernization of
school facility systems to reduce costs
Replacement of or addition to obsolete buildings
in order to provide for a full range of programs
consistent with state + approved local requirements

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.

[Signature] Clerk, Board of Selectmen

Name of School

--- SAMPLE SCHOOL [DRAFT] ---

Philip D. Coakley Middle School

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

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

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

FORM OF VOTE

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

Resolved: Having convened in an open meeting on 10/11/17
1/24/18, prior to the closing date, the
NORWOOD School Committee [City Council/Board of Aldermen,

Board of Selectmen/Equivalent Governing Body/School Committee] of NORWOOD [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 3-23-18 for the

COAKLEY MIDDLE SCHOOL [Name of School] located at

1315 WASHINGTON STREET NORWOOD MA [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

ELIMINATION OF EXISTING SEVERE OVERTCROWDING
REPLACEMENT, RENOVATION OR MODERNIZATION OF
SCHOOL FACILITY SYSTEMS TO REDUCE COSTS
REPLACEMENT OF OR ADDITION TO OBSOLETE BUILDINGS
IN ORDER TO PROVIDE FOR A FULL RANGE OF PROGRAMS
CONSISTENT WITH STATE + APPROVED LOCAL REQUIREMENTS

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.

TOWN OF NORWOOD
School Committee Meeting
James R. Savage Educational Center
Wednesday, January 24, 2018

A meeting of the Norwood School Committee was held on Wednesday, January 24, 2018. The meeting was called to order at 7:00 p.m.

Committee Members Present: Ms. Myev Bodenhofer, Chair, Mr. Patrick McDonough, Mrs. Michele Eysie Mullen, Ms. Teresa Stewart and Ms. Maura Smith.

Administrators Present: Dr. Dave Thomson, Superintendent of Schools; Dr. Alec Wyeth, Assistant Superintendent for Instruction, Curriculum and Assessment; and Ms. Ann Marie Ellis, Director of Finance and Operations.

Minutes: Ms. Smith made a motion to approve the minutes of January 10, 2018, (with the additions requested to the addenda by Ms. Stewart) and January 12, 2018 (Training), which was seconded by Ms. Stewart. The Committee voted in favor 5-0.

Correspondence: Chairwoman Bodenhofer acknowledged receipt of the following correspondence:

-Letter to Selectmen – MSBA vote

Chairwoman Bodenhofer said that now that the application process is open, Mr. Riccardi suggested we take a vote to reaffirm the Committee's decision to go ahead with the Statement of Interest for the Replacement of the Coakley Middle School.

Ms. Stewart made a motion to reaffirm the previous vote to move ahead with the Statement of Interest for replacement of the Coakley Middle School, which was seconded by Ms. Smith. The Committee voted unanimously in favor 5-0.

Warrants: Chairwoman Bodenhofer informed that there were warrants to be signed. She proceeded to read the totals.

Payroll Warrants:	\$ 74,817.29
Accounts Payable Warrants:	\$ 77,737.37
	30,745.90
	27,776.79
	427,525.53
	47,238.67
	53,324.03
	151,342.96
Total Expenditure of:	\$ 890,508.54

Ms. Delaney then said that as far as her needs/wishes go, she would love to put a playground in the back of the building. She said there was a small one there a while ago that had to be torn down, as there was potential for too many injuries.

Mrs. Mullen asked that Extended Day look into adding Preschool to their program since the new preschool program will be up and running at the Savage very shortly. She suggested possibly giving parents a short survey to find out what the needs are.

Reports: None.

Policy: Mr. McDonough said the next Policy Sub Committee Meeting is scheduled for tomorrow.

Superintendent's Report and/or Late Agenda: Memorandum of Understanding between Norwood Public Schools and Norwood Police: Dr. Thomson updated that Chief Brooks of the Norwood Police Department suggested updating the Memorandum of Agreement between the Norwood Public Schools and the Norwood Police Department and the District Attorney's Office. Chief Brooks suggested a few updates/changes to the Memorandum. If the Committee approves it this evening, Dr. Thomson will sign it.

Mr. McDonough made a motion to approve the Memorandum of Understanding, which was seconded by Ms. Stewart. The Committee voted unanimously in favor 5-0.

Budget: FY18 Budget Transfers:

<u>Transfer From:</u>		<u>Transfer To:</u>	
6080 1334 Sch Cont Fees Dues	\$671.00	6110 1257 Sch Equip Rep Willett	\$671.00
Total to be Transferred From:	\$671.00	Total to be Transferred To:	\$671.00

<u>Transfer From:</u>	<u>Transfer To:</u>
6981 1187 Collective Barg. \$1,088,114.00	6000 (As listed on transfer sheet of 1/25/18)
	6020 "
	6040 "
	6060 "
	6160 "
	6450 "

Total to be Transferred From: \$1,088,114.00 Total to be Transferred To: \$1,088,114.00

Chairwoman Bodenhofer then updated that the increase in substitute pay has not been a problem to date.

TOWN OF NORWOOD
School Committee Meeting
Cleveland Elementary School
Wednesday, October 11, 2017

A meeting of the Norwood School Committee was held on Wednesday, October 11, 2017. The meeting was called to order at 7:00 p.m.

Committee Members Present: Ms. Myev Bodenhofer, Chair, Mr. Patrick McDonough, Mrs. Michele Eysie Mullen, Ms. Teresa Stewart and Ms. Maura Smith.

Administrators Present: Dr. Dave Thomson, Superintendent of Schools; Dr. Alec Wyeth, Assistant Superintendent for Instruction, Curriculum and Assessment; and Ms. Ann Marie Ellis, Director of Finance and Operations.

Chairwoman Bodenhofer welcomed everyone to the first Traveling School Committee Meeting of this new school year. The Chair asked the Committee to introduce themselves for the public.

Minutes: Mr. McDonough made a motion to approve the minutes of September 27, 2017, which was seconded by Mrs. Mullen.

Mrs. Mullen asked to make a correction for a motion on page 4 in the second paragraph (*Dr. Thomson said that the Committee voted unanimously in favor.....*). Mrs. Mullen's motion was to change "unanimous" to "a majority with one exemption", which was seconded by Mr. McDonough. The Committee voted in favor 4-0-1 (Ms. Stewart abstained).

Correspondence: None.

Warrants: Chairwoman Bodenhofer informed that there were warrants to be signed and she proceeded to read the totals.

Payroll Warrant:	\$1,367,500.59;
Payroll Warrant:	\$ 89,743.82;
B/G Warrant:	\$ 49,966.04;
B/G Warrant:	\$ 13,005.94;
A/P Warrant:	\$ 30,808.94;
A/P Warrant:	\$ 31,863.02;
A/P Warrant:	\$ 133,110.23;

Total Amount of Warrants: \$1,715,998.58

Review of Protocols: Read by Chairperson: Chairwoman Bodenhofer read the protocols for those in attendance at the Cleveland and for the public.

Ms. Robbins reviewed her thoughts on the move.

Chairwoman Bodenhofer said she will call on each Member one more time, but would like to move the motion on the table.

With regard to the motion on the table, the Committee voted in favor 3-2

School Start Time Sub-Committee: Ms. Stewart updated on the two upcoming public forums for the public, which will be on October 23rd at 2:45-4:15 and November 27th 3:30-5:00. There will also be meetings with the Athletic Director and the Director of Fine Arts to see how a change in start times will affect their departments.

Budget Sub-Committee Update: The Committee met on September 29th with Ms. Ellis and Ms. Ann Haley. Ms. Ellis helped understand how the per pupil number is figured out. The next meeting is Friday, October 20th. Mr. McDonough asked what the per pupil number is here in Norwood. Ms. Smith said it was around \$15,000.

Agenda Plan: Chairwoman Bodenhofer said the next School Committee Meeting will be October 25th and it will be another Traveling School Committee Meeting and will be held at the Willett Early Childhood Center. She then reviewed upcoming agendas for future meetings.

Building Study Update: Chairwoman Bodenhofer updated that the Building Study Committee had a meeting last week, adding that Ai3 did a great job of evaluating the schools and gave a lot of good information on what would be involved in maintaining the schools over the next 20 plus years or so.

New Business: Discussion of Statement of Interest to MSBA: Chairwoman Bodenhofer said March is usually the deadline for applications for MSBA. If that deadline is missed, then you need to wait for another year until the application process is opened again. The Chair wanted to see if it is the will of the Committee to ask the Superintendent to put together a Statement of Interest for a new Middle School with the help of Mr. Riccardi and Ai3.

Mr. McDonough said he wholeheartedly believes we should begin the process by asking Dr. Thomson to begin putting together a Statement of Interest for a new Middle School, which was seconded by Ms. Smith. The Committee voted unanimously in favor 5-0.

Memorandum of Agreement between Norwood School Committee and Union #50 (September 1, 2016 – August 31, 2019). Chairwoman Bodenhofer updated that Union #50 has ratified this contract.

Mr. McDonough made a motion to ratify this contract, which was seconded by Mrs. Mullen. The Committee voted unanimously in favor 5-0.


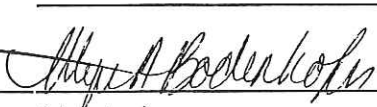

CERTIFICATIONS

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

		
(signature)	(signature)	(signature)
Date 3-23-18	Date 3-23-18	Date 3-23-18

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currently used (maximum of 1000 characters):

Five of the building's original classrooms were sized to be appropriately-sized classrooms with a moveable wall, helping to subdivide the classrooms if desired for instructional purposes. All of these classrooms have now been permanently subdivided into two smaller classrooms. The result is classrooms that are too small, and four of the created classrooms have no access to windows or natural light.

The Literacy classroom (Special Education Support) has been created in a former storage room and has no access to windows or natural light. It is also undersized.

The ELL (English Language Learners) classroom has been created in a former storage room and has no access to windows or natural light. It is also undersized.

Numerous former storage areas, closets, and offices have been converted to special education support areas,

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):

No changes have been made to the district's program or policy that result in increased enrollment; however, many changes have been made to accommodate the increased enrollment and the space limitations and overcrowding at the Coakley Middle School. Non-traditional classroom spaces have been converted to be used as classroom/counseling/small group instruction spaces. Class schedules and offerings have been modified to increase classroom utilization. Science programs and offerings have been modified to fit within the spatial limitations.

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

While we do not have an official class size policy in Norwood, we try to keep the middle school classes at an average 24 students.

Priority 2

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

- * The district has added six (6) modular classrooms at the Coakley Middle School
- * The original building design and floor plan included four flexible classrooms with sufficient space for project-based learning and multiple classroom configurations. All of these spaces have now been subdivided into two spaces, essentially converting four larger classrooms into eight smaller classrooms.
- * The district has converted storage and auxiliary spaces into literacy rooms, SPED support rooms, spec resource rooms, and SPED adaptive PE rooms.
- * The district eliminated a former computer lab to create two SPED academic support areas. Unfortunately, these spaces are internal, and have no windows.
- * The district converted a former maintenance room to a STEM room and utilizes the former wood shop as the technology education space.
- * The district utilized the auditorium for numerous academic and instructional purposes that would typically be offered in the classroom; although not ideal, it does provide an additional learning space.

Ms. Smith made a motion to sign on to this program, which was seconded by Mr. McDonough. The Committee voted unanimously in favor 5-0.

Dr. Thomson said that having Ms. Stewart, as a point person is a great idea and he recommended adding a second person that is in the administration to be a co-point person.

New Business: Open Meeting Law Changes: Chairwoman Bodenhofer shared with the Committee the newest Open Meeting Law updates and changes. Her biggest concern is with a new section, which describes the public bodies' obligations to approve both open and executive session meeting minutes. The Chair said that, although Mrs. Doliner keeps the executive minutes, we need to approve them all going back to April when this current committee began working together. Mrs. Doliner will put packets together for all the Members with the Executive Session Minutes and the Committee can vote on them at the next School Committee Meeting.

School Committee Goals: The Chair updated that the School Committee Members met with Ms. Dorothy Presser of MASC for more training. As a result of that meeting the Committee has decided to work on Committee Goals going forward.

Old Business: Long Term Agenda Document: Chairwoman Bodenhofer updated that the next School Committee Meeting will be on February 7th at the Callahan School.

She then reviewed the Long-Term Agenda Document and the Members had an opportunity to ask for items to be added to a future agenda. Ms. Smith asked to have two items added to future agendas:

- Food Service Update; and
- Adjustment Councilors update to discuss caseloads.

Mrs. Mullen also wanted Extended Day for Pre-K added to a future agenda.

The Chair said that Ms. Robbins reached out to say she would like to add an extended program for the preschool, which would be a different tuition rate. Ms. Robbins will be coming in to discuss this proposal.

Superintendent Evaluation: Mrs. Mullen thanked the Chair for all her work putting this evaluation together and for all the time she spent organizing the results. She then stated that there were glitches with the process. She shared her frustration with the evaluation process. Mrs. Mullen checked with Dorothy Presser at MASC who told her it was fine to edit the document before the public meeting it would be discussed at. The Members had an opportunity to share their thoughts and concerns on this process.

Ms. Stewart shared that on half-days, the Recreation Department will be having programs at the Coakley Middle School for middle school students. She then she with her Committee Members that the Second Annual Summit on Poverty will be on March 9th in Worcester sponsored by MASC. Also, Ms. Stewart shared that there will be a free parent workshop, hosted by the CFCE Program, which will focus on *Emotions Coaching* in Room 219 at the Savage on February 7th at 6:30 p.m.

Mrs. Mullen had none.

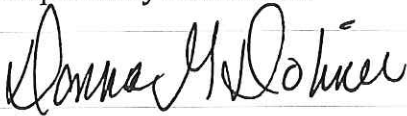
Mr. McDonough echoed the sentiments of Ms. Smith on net neutrality as he agrees that project based learning is the direction that learning is headed and it could affect our students. Mr. McDonough was at the High School the other day and was happy with the updates in the cafeteria. Mr. McDonough felt the Committee had an honest conversation this evening and was glad the evaluation was postponed.

Chair Bodenhofer invited everyone to the Festival of the Bands at the High School tomorrow evening, adding that it is free and open to the public.

Executive Session: None.

Adjournment: Ms. Smith made a motion for adjournment at 10:20 p.m., which was seconded by Ms. Stewart. The Committee voted unanimously in favor 5-0.

Respectfully Submitted:



Donna G. Doliner, Clerk
Norwood School Committee

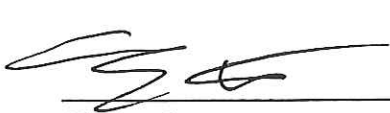
CERTIFICATIONS

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 *

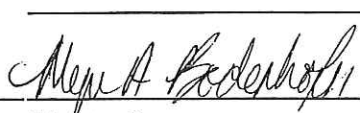
School Committee Chair

Superintendent of Schools



(signature)

Date 3-23-18



(signature)

Date 3-23-18



(signature)

Date 3-23-18

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Name of School ----- SAMPLE SCHOOL [DRAFT] -----

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



(signature)

Date 3-23-18



(signature)

Date 3-23-18



(signature)

Date 3-23-18

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Name of School ----- SAMPLE SCHOOL [DRAFT] -----

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

Chief Executive Officer *

School Committee Chair

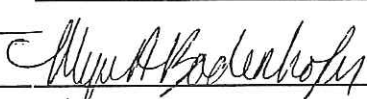
Superintendent of Schools



(signature)

Date

3-23-18



(signature)

Date

3-23-18



(signature)

Date

3-23-18

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The TOWN OF NORWOOD

Commonwealth of Massachusetts

THE SELECTMEN

William J. Plasko, *Chairman*
Helen Abdallah Donohue
Paul A. Bishop
Allan D. Howard
Thomas F. Maloney
Frances L. Jessoe, *Clerk*

February 7, 2018

TO WHOM IT MAY CONCERN:

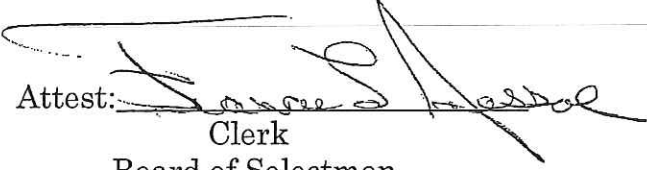
This is to certify that the Board of Selectmen in meeting of Tuesday, February 6, 2018, voted with 4 members present, on motion of Selectman Bishop, seconded by Selectman Maloney, voted as follows:

VOTED: To authorize the Norwood School Department to submit a Statement of Interest for Replacement of the Coakley Middle School to the Massachusetts School Building Authority.

Signed under penalties of perjury this 7th day of February 2018.

A True Copy

Attest:


Clerk

Board of Selectmen

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
Tony Mazzucco	Myev Bodenhofer	Dr David Thomson

Town Manager

(signature)	(signature)	(signature)
Date	Date	Date
3/22/2018 9:49:05 AM	3/22/2018 2:54:03 PM	3/22/2018 11:19:19 AM

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V.

Executive Summary

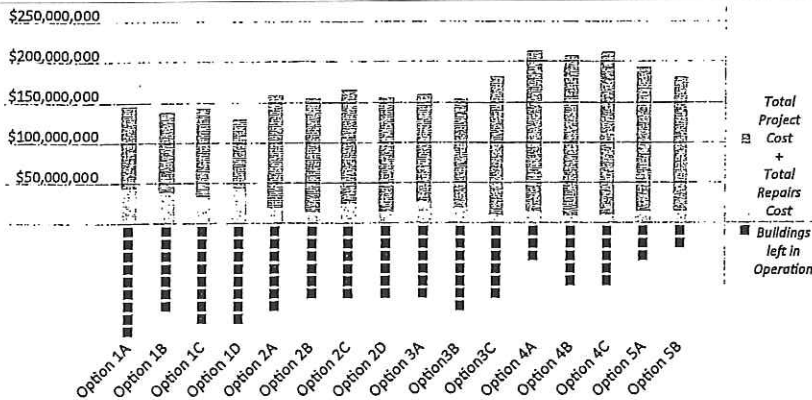
Recommendations

After reviewing the enrollment projections, existing school environments, existing building conditions, current educational philosophies, and the concerns of the Building Committee and community at large, the following conclusions were established regarding the highest priorities facing the Norwood Public Schools:

Priority 1: The most significant educational facility challenge facing the Norwood Public School system is the lack of an appropriate 21st Century middle school environment. The lack of appropriately sized classrooms and educational support spaces, combined with aged building systems and components, creates a very challenging environment that is grossly insufficient when compared to surrounding Districts. Many proposed options for addressing the long-term needs of all Norwood school facilities are contained within this long-range study and report, and each of them is intended to initiate a thoughtful dialogue regarding the future of Norwood's school facilities. However, every option included herein identifies the middle school as the highest priority for the Town and the first project which should be addressed.

The middle school educational environment has changed dramatically over the past four decades (since Coakley was designed and constructed), as educators and parents began to realize that young adolescents are not simply older elementary school students nor younger high school students, but that there are dramatic changes that occur during this time of life requiring a radically different and unique approach to education. Middle school educators found that the biological event of puberty fundamentally disrupts the relatively smooth development of the elementary school years and has a profound impact upon the cognitive, social, and emotional lives of young teens. In line with this important insight, they saw the need for the provision of special instructional, curricular, and administrative changes in the way that education takes place for kids in early adolescence. Among those changes were the establishment of a mentor relationship between teacher and student, the creation of small communities of learners, and the implementation of a flexible interdisciplinary curriculum that encourages active and personalized learning. Newly created middle schools designed to support these changes quickly proved beneficial to the support of teaching, learning, socialization, and student confidence. These supportive middle school environments include small and large group study and instruction spaces, larger flexible classrooms, smaller academic neighborhoods, project-based learning laboratories, student socialization areas, and many other critical components and spaces. These new middle schools, often referred to as 21st century Middle Schools, differ dramatically from those of several decades ago. People often imagine middle school students sitting in straight rows, listening intently to the teacher and reading from the same book, this is no longer the case. Students work in small groups, perform different learning tasks and learn from different books. They integrate real-world problems and projects into their daily academic learning, and are often collaborating

Feasibility Study & Long Range Plan - Norwood Public Schools



Bar chart comparing all options to one another based on total project cost, total repairs cost, and the number of buildings left in operation

As stated previously, all options propose proceeding to address the middle school as the highest priority. The variations in the options can be categorized into three major areas.

1. The amount of school consolidation

Category 1 options involve leaving all of the existing elementary school facilities in their current locations and proposes to address all school needs without closing any existing elementary schools. Category 5 options are on the opposite end of the spectrum, proposing an enormous amount of consolidation and the closing of several elementary schools. The Long-Range Planning Committee ultimately determined that subsequent to addressing the middle school as a priority, the Town should consider some level of consolidation in order to improve educational opportunities at the smaller elementary schools and improve operational efficiency for the Town. The Committee voted to reject extreme consolidation such as that identified in Options 5A and 5B but supported consideration for some consolidation such as that proposed in Options 2 through 4. Discussions regarding the appropriate balance of consolidation can occur over the next few years as the middle school is being addressed.

2. The specific schools that might be considered for consolidation in the future

The various options include different consolidation scenarios and therefore the specific schools which are proposed for closing vary within each option.

3. Middle school grade configuration (4th-8th), (5th-8th), or (6th-8th)

Although all options propose proceeding with addressing the middle school as the highest priority, some options propose a 4th-8th grade or a 5th-8th grade middle school over the current 6th-8th grade middle school configuration. After consideration and discussion of all options, the Committee voted unanimously to recommend that the School Department and the Town at least consider the possibility of a 5th-8th grade middle school. They subsequently voted to favor those options which utilize a 5th-8th grade middle school and simultaneously considered some amount of consolidation. A 5th-8th grade middle school project (either renovation, expansion, or all-new construction) would allow the Town to address the middle school needs while simultaneously providing overcrowding relief at the elementary schools. It would also have the net effect of placing two-thirds of the Norwood students (grades 5 through 12) into new facilities and

Norwood Middle School Grades 6-8

Middle School

ROOM TYPE
CORE ACADEMIC SPACES <i>(List classrooms of different sizes separately)</i>
Classroom - General
Small Group Seminar (20-30 seats) / Resource
Science Classroom / Lab
Prep Room
Academic Team Room
Teacher Collaboration Room
SPECIAL EDUCATION <i>(List classrooms of different sizes separately)</i>
Self-Contained SPED
Self-Contained SPED Toilet
Small Group Room / Reading
ART & MUSIC
Art Classroom
Art Workroom w/ Storage & Kiln
Band / Chorus - 100 seats
Band Storage
Music Practice / Ensemble
VOCATIONS & TECHNOLOGY
Tech Ctrm. - (E.G. Drafting, Business)
Tech Shop - (E.G. Consumer, Wood)
HEALTH & PHYSICAL EDUCATION
Gymnasium
Gym Storeroom
Health Instructor's Office w/ Shower & Toilet
Locker Rooms - Boys / Girls w/ Toilets
MEDIA CENTER Media Center / Reading Room

Existing to Remain/Renovated	PROPOSED				Total				
	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals
				950	27	25,650			
				500	2	1,000			
				1,200	7	8,400			
				80	7	560			
				1,200	4	4,800			
				1,000	4	4,000			
				950	6	5,700			
				80	6	360			
				500	2	1,000			
				1,200	2	2,400			
				150	2	300			
				1,500	1	1,500			
				200	2	400			
				200	2	400			
				1200	2	2,400			
				2000	2	4,000			
				6,000	1	6,000			
				150	2	300			
				250	2	500			
				1,000	2	2,000			
				4,859	1	4,859			

1,200	4	4,800
1,000	4	4,000

→ indicates proposed program space not present in existing school

Proposed Space Summary

Norwood Middle School (6-8)
Option 1C

Category	Item	Quantity	Area (sq ft)	Volume (cu ft)	Cost (\$)	Notes
DINING & FOOD SERVICE	Cafeteria / Dining	1	5,843		10,277	
	Stage	1	1,600		1,600	
	Chair / Table / Equipment Storage	1	460		460	
	Kitchen	1	2,079		2,079	
	Staff Lunch Room	1	295		295	
MEDICAL	Medical Suite Toilet	1	60		60	
	Nurses' Office / Waiting Room	1	250		250	
	Examination Room	2	100		200	
	Resting	2	160		320	
ADMINISTRATION & GUIDANCE	General Office / Waiting Room / Toilet	1	490		490	
	Teachers' Mail and Time Room	1	100		100	
	Duplicating Room	1	200		200	
	Records Room	1	200		200	
	Principal's Office w/ Conference Area	1	375		375	
	Principal's Secretary / Waiting	1	125		125	
	Assistant Principal's Office - AP1	1	150		150	
	Assistant Principal's Office - AP2	1	150		150	
	Supervisory / Spare Office	1	150		150	
	Conference Room	1	350		350	
	Guidance Office	4	150		600	
	Guidance Waiting Room	1	100		100	
	Guidance Storeroom	1	50		50	
	Teachers' Work Room	1	540		540	
	CUSTODIAL & MAINTENANCE	Custodian's Office	1	150		150
Custodian's Workshop		1	250		250	
Custodian's Storage		1	375		375	
Recycling Room / Trash		1	400		400	
Receiving and General Supply		1	360		360	
Storeroom		1	519		519	
Network / Telecom Room		1	200		200	
Other (specify)						
Auditorium			6,000		6,000	
Set Design & Construction Lab			1,250		1,250	
TOTAL					2,254	

Total Building Net Floor Area (NFA)	0	100,720	0
Proposed Student Capacity / Enrollment		779	
Total Building Gross Floor Area (GFA) ²		151,080	
Grossing factor (GFA/NFA)		1.50	

Norwood Middle School Grades 5-8

Middle School
ROOM TYPE
CORE ACADEMIC SPACES <i>(List classrooms of different sizes separately)</i>
Classroom - General
Small Group Seminar (20-30 seats) / Resource
Science Classroom / Lab
Prep Room
Academic Team Room
Teacher Collaboration Room
SPECIAL EDUCATION <i>(List classrooms of different sizes separately)</i>
Self-Contained SPED
Self-Contained SPED Toilet
Resource Room
Small Group Room / Reading
ART & MUSIC
Art Classroom
Art Workroom w/ Storage & Kiln
Band / Chorus - 100 seats
Band Storage
Music Practice / Ensemble
VOCATIONS & TECHNOLOGY
Tech Cirm. - (E.G. Drafting, Business)
Tech Shop - (E.G. Consumer, Wood)
HEALTH & PHYSICAL EDUCATION
Gymnasium
Gym Storeroom
Health Instructor's Office w/ Shower & Toilet
Locker Rooms - Boys / Girls w/ Toilets
MEDIA CENTER

	Existing to Remain/Renovated		New		Total	
	ROOM NFA ¹	# OF RMS area totals	ROOM NFA ¹	# OF RMS area totals	ROOM NFA ¹	# OF RMS area totals
CORE ACADEMIC SPACES						
Classroom - General			950	39	950	39
Small Group Seminar (20-30 seats) / Resource			500	3	500	3
Science Classroom / Lab			1,200	9	1,200	9
Prep Room			80	9	80	9
Academic Team Room			1,150	4	1,150	4
Teacher Collaboration Room			900	4	900	4
SPECIAL EDUCATION						
Self-Contained SPED			950	7	950	7
Self-Contained SPED Toilet			60	7	60	7
Resource Room			500	5	500	5
Small Group Room / Reading			500	3	500	3
ART & MUSIC						
Art Classroom			1,200	2	1,200	2
Art Workroom w/ Storage & Kiln			150	2	150	2
Band / Chorus - 100 seats			1,500	1	1,500	1
Band Storage			200	4	200	4
Music Practice / Ensemble						
VOCATIONS & TECHNOLOGY						
Tech Cirm. - (E.G. Drafting, Business)			1,200	2	1,200	2
Tech Shop - (E.G. Consumer, Wood)			2,000	2	2,000	2
HEALTH & PHYSICAL EDUCATION						
Gymnasium			6,000	1	6,000	1
Gym Storeroom			150	2	150	2
Health Instructor's Office w/ Shower & Toilet			250	2	250	2
Locker Rooms - Boys / Girls w/ Toilets			1,000	2	1,000	2
MEDIA CENTER						
					6,383	

↑ indicates proposed program space not present in existing school

4,800	4
1,200	4
4,000	

Proposed Space Summary

Norwood Middle School (5-8) Option 1D

Media Center / Reading Room				6,383	1	6,383
DINING & FOOD SERVICE						
Cafeteria / Dining				7,830	1	7,830
Stage				1,600	1	1,600
Chair / Table / Equipment Storage				548	1	548
Kitchen				2,344	1	2,344
Staff Lunch Room				361	1	361
MEDICAL						
Medical Suite Toilet				60	1	60
Nurses' Office / Waiting Room				250	1	250
Examination Room				100	3	300
Resting				150	2	300
ADMINISTRATION & GUIDANCE						
General Office / Waiting Room / Toilet				622	1	622
Teachers' Mail and Time Room				100	1	100
Duplicating Room				200	1	200
Records Room				200	1	200
Principal's Office w/ Conference Area				375	1	375
Principal's Secretary / Waiting				125	1	125
Assistant Principal's Office - AP1				150	1	150
Assistant Principal's Office - AP2				150	2	300
Supervisory / Spare Office				150	1	150
Conference Room				350	1	350
Guidance Office				150	6	900
Guidance Waiting Room				100	1	100
Guidance Storeroom				50	1	50
Teachers' Work Room				672	1	672
CUSTODIAL & MAINTENANCE						
Custodian's Office				150	1	150
Custodian's Workshop				250	1	250
Custodian's Storage				375	1	375
Recycling Room / Trash				400	1	400
Receiving and General Supply				448	1	448
Storeroom				696	1	696
Network / Telecom Room				200	1	200
OTHER (specify)						
Other (specify)						
Auditorium				6,000	1	6,000
Set Design & Construction Lab				1,000	1	1,000
TOTAL						7,031

Total Building Net Floor Area (NFA)						0
Proposed Student Capacity / Enrollment						1,044
Total Building Gross Floor Area (GFA) ²						185,040
Grossing factor (GFA/NFA)						1.50

Proposed Space Summary

Norwood Middle School (5-8)
Option 4B

Media Center / Reading Room				6,383	1	6,383	
DINING & FOOD SERVICE							
Cafeteria / Dining				7,830	1	7,830	
Stage				1,600	1	1,600	
Chair / Table / Equipment Storage				548	1	548	
Kitchen				2,344	1	2,344	
Staff Lunch Room				361	1	361	
MEDICAL							
Medical Suite Toilet				60	1	60	
Nurses' Office / Waiting Room				250	1	250	
Examination Room				100	3	300	
Resling				150	2	300	
ADMINISTRATION & GUIDANCE							
General Office / Waiting Room / Toilet				622	1	622	
Teachers' Mail and Time Room				100	1	100	
Duplicating Room				200	1	200	
Records Room				200	1	200	
Principal's Office w/ Conference Area				375	1	375	
Principal's Secretary / Waiting				125	1	125	
Assistant Principal's Office - AP1				150	1	150	
Assistant Principal's Office - AP2				150	2	300	
Supervisory / Spare Office				150	1	150	
Conference Room				350	1	350	
Guidance Office				150	6	900	
Guidance Waiting Room				100	1	100	
Guidance Storeroom				50	1	50	
Teachers' Work Room				672	1	672	
CUSTODIAL & MAINTENANCE							
Custodian's Office				150	1	150	
Custodian's Workshop				250	1	250	
Custodian's Storage				375	1	375	
Recycling Room / Trash				400	1	400	
Receiving and General Supply				448	1	448	
Storeroom				696	1	696	
Network / Telecom Room				200	1	200	
OTHER							
Other (Specify)							
Auditorium				6,000	1	6,000	
Set Design & Construction Lab				1,031	1	1,031	

Total Building Net Floor Area (NFA)	0			123,360			0
Proposed Student Capacity / Enrollment				1,044			
Total Building Gross Floor Area (GFA) ²				185,040			
Grossing factor (GFA/NFA)				1.50			

PK - Grade 4 Elementary School

787 Students

PROPOSED									
Existing to Remain/Renovated			New				Total		
ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	
		0			6,950			6,950	0
			1,200	5	6,000				
			1,200	6	7,200				
			950	25	23,750				
		0			6,050			6,050	0
			950	5	4,750				
			60	5	300				
			500	4	2,000				
			500	2	1,000				
		0			5,075			5,075	0
			1,000	2	2,000				
			150	2	300				
			1,200	2	2,400				
			75	5	375				
		0			6,300			6,300	0
			6,000	1	6,000				
			150	1	150				
			150	1	150				
		0			3,847			3,847	0
			3,847	1	3,847				
		0			9,084			9,084	0
			5,366	1	5,366				
			1,000	1	1,000				
			435	1	435				
			2,006	1	2,006				
			277	1	277				
		0			6,100			6,100	0
			60	1	60				
			250	1	250				
			100	3	300				
		0			2,691			2,691	0

ROOM TYPE
Elementary/Early Ed.
CORE ACADEMIC SPACES <i>(List classrooms of different sizes separately)</i>
Pre-Kindergarten w/ toilet
Kindergarten w/ toilet
General Classrooms - Grade 1-6
SPECIAL EDUCATION <i>(List rooms of different sizes separately)</i>
Self-Contained SPED
Self-Contained SPED - toilet
Resource Room
Small Group Room / Reading
ART & MUSIC
Art Classroom - 25 seats
Art Workroom w/ Storage & kiln
Music Classroom / Large Group - 25-50 seats
Music Practice / Ensemble
HEALTH & PHYSICAL EDUCATION
Gymnasium
Gym Storeroom
Health Instructor's Office w/ Shower & Toilet
MEDIA CENTER / Reading Room
Media Center / Reading Room
DINING & FOOD SERVICE
Cafeteria / Dining
Stage
Chair / Table / Equipment Storage
Kitchen
Staff Lunch Room
MEDICAL
Medical Suite Toilet
Nurses' Office / Waiting Room
Examination Room / Resting
ADMINISTRATION & GUIDANCE

