

REQUIRED FORM OF VOTE TO SUBMIT A STATEMENT OF INTEREST

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.

**Current votes for each SOI submission are required.*

FORM OF VOTE

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

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1. Resolved: Having convened in an open meeting on **March 18, 2020**, prior to the SOI submission closing date, the Hamilton-Wenham Regional School Committee of Hamilton and Wenham Massachusetts 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 Form dated **March 18, 2020 for the Buker Elementary School located at 1 School St. Wenham, MA** 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 **Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.** ; 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.
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DOCUMENTATION OF VOTE

Documentation of each vote must be submitted **in hard copy** to the MSBA as follows:

- 1) For the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body, a copy of the text of the vote must be submitted **with a certification** of the City/Town Clerk that the vote was duly recorded and the date of the vote must be provided.
- 2) For 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.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2020 Statement of Interest

Thank you for submitting your FY 2020 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 SOI is provided.

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

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

Massachusetts School Building Authority

School District Hamilton-Wenham

District Contact Thomas Geary TEL: (978) 767-0670

Name of School Bessie Buker Elementary

Submission Date 3/17/2020

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.

**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)

(signature)

(signature)

Date

Date

Date

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

Massachusetts School Building Authority

School District Hamilton-Wenham

District Contact Thomas Geary TEL: (978) 767-0670

Name of School Bessie Buker Elementary

Submission Date 3/17/2020

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.

SOI Program: Core

Potential Project Scope: Renovation\ Addition

Is this a Potential Consolidation? No

Is this SOI the District Priority SOI? No

School name of the District Priority SOI: Cutler School

Is this part of a larger facilities plan? Yes

If "YES", please provide the following:

Facilities Plan Date: 1/1/2001

Planning Firm: SMMA Architects

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:

The Hamilton-Wenham District Master Plan was completed in June of 2014. The Master Plan had the following goals:

1. Facilitate a visioning process, involving a broad range of community and District stakeholders to identify educational and community goals for the district with a focus on transformation of the HWRSD school system so as to promote the 21st Century learner.
2. Review a number of narrowly-defined facilities reports developed in the last 5 years regarding the state of the District's facilities as well as work conducted by the District for repairs and or replacement of certain building components.
3. Perform a Demographic Study to understand the population changes experienced already, as well as those anticipated over the next ten years.
4. Review the role and ramifications of School Choice on the population and needed facilities.
5. Develop a comprehensive Master Plan with options for incorporating Goals identified through the Visioning process with demographics, School Choice and existing buildings. The consolidation of the Cutler and Winthrop Elementary Schools was presented as one option for modernizing the school facilities of the HWRSD in the Facilities Master Plan. This consolidation would maximize the efficiencies a single school of approximately 600 students would have over two separate schools and would spare the communities from having to extensively renovate two separate buildings.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 11 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 1 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.

SMMA Architects, June 4, 2014 *Should be noted that the District has included the task of updating the Educational Plan in their FY21 budget request.

Is there overcrowding at the school facility? No

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

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

If "YES", how many teaching positions were affected? 5

At which schools in the district? HWRHS

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

5.0 FTE of teaching positions were eliminated at Hamilton-Wenham Regional High School for the 2017-2018 school year. These FTEs were primarily made up of part time positions at the school in all various areas (English, Social Studies, Language, PE).

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

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

At which schools in the district?

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

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

The reductions to teaching staff were the result of decreased student enrollment at HWRHS. The impact of these reductions was slightly larger class sizes.

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 Capital Budget is formulated by using a ten year outlook of capital needs for the District. This process is done in collaboration with the Superintendent of Schools, the Assistant Superintendent of Finance and Administration, District Leadership Team, and the School Committee's Capital Finance Sub-Committee. Through the Capital Finance Sub-Committee, the School Committee, the School Committee votes a final budget in mid- February. This budget is then sent to Annual Town Meeting for approval. Annual Town Meeting is usually held in early April in both Hamilton and Wenham. After warrants are finalized at Town Meeting it is then sent to the voters for ballot.

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 Buker Elementary School is a 44,700 sf masonry building constructed in 1953 with an addition in 1955 and 1989. The school is located on 7.13 acres, adjacent to the Center Building which houses the district offices. The school serves approximately 257 students in grades K-5.

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

44700

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).

Buker Elementary School is located in Wenham, MA on School St., in a relatively thickly settled residential neighborhood. The school site is approximately 7.13 acres. The main entrance is located off the field instead of near the parking area/visitors parking. A potential challenge to the site is the total available size and impact on required zoning setbacks.

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)

1 School St. Wenham, MA 01984

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 brick and mortar construction appears to be in good condition, with precast concrete sills and windows being in fair condition. Doors appear to be in need of replacement in the near future with insulated FRP or similar.

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

Year of Last Major Repair or Replacement:(YYYY) 1989

Description of Last Major Repair or Replacement:

Addition to building in 1989.

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 40000

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

Shingle roof is in fair to poor condition depending on area. Shingle roofs are in need of replacement in specific sections. Flat EPDM sections are in need of replacement. (A full report will be completed by a roofing consultant summer of 2020)

Age of Section (number of years since the Roof was installed or replaced) 30

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

Spot repairs based on reports of leaks. 2020.

Window Section A

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 60

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

Double paned, double hung

Age of Section (number of years since the Windows were installed or replaced) 30

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

Blances as needed, shades as needed. Most recent 2019

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).

In 2014, the building's two original boilers, as well as the boiler in the 1965 addition, were replaced by two high-efficiency condensing natural gas boilers. This project did not address the remainder of the building's HVAC system, which remain original to the building. 1. The heating system is comprised of a hydronic loop feeding perimeter unit ventilators, heating coils, radiation and unit heaters. 2. Classrooms are served by heating only unit ventilators. Miscellaneous spaces are served by unit heaters, radiators and convectors. The unit ventilators appear in good condition. Most hydronic valves in the classrooms do not show signs of leakage and corrosion. MPR has rooftop HVAC unit.

1. The buildings electrical service is rated 600 Ampere, 208Y/120 volt, three phase, four wire and is provided by pole mounted utility company transformers located in the parking area near the cafeteria. 2. Based upon a usable square footage of 34,800 sf the total watts per square foot available are 6.2. This total is below the industry standard for an Elementary school which if designed today would have no less than 10 watts per sq. foot available to accommodate lighting, power, mechanical and miscellaneous loads. 3. The electrical distribution equipment installed throughout the building varies by Manufacture and renovation date. Some would appear to date back to original building construction.

The existing fire alarm system within the building is manufactured by Notifier, 600 series. It is a sixteen (16) zone non-addressable system and appears to contain three spare zones. It should be noted that the system does not contain provisions for voice evacuation which is a requirement for new schools. The system is past its useful life expectancy and should be replaced.

The building does not contain an access control system. All locks in the building are key locks. There are no electric locks.

A 2" domestic water service enters the building below grade at the floor of the basement level. There is an existing 2" water meter that is in good condition. Natural Gas serves the building through a single outdoor meter located adjacent to the gymnasium. The existing drinking fountains are outdated, and do not meet current ADA codes.

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? 100

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

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 6

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) 2014

Description of Last Major Repair or Replacement:

Boiler replacement project

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

Year of Last Major Repair or Replacement:(YYYY) 1989

Description of Last Major Repair or Replacement:

Building addition. Some infrastructure remains original to building.

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

Interior walls are constructed of 4" cinder block with 4"x4" glazed tile wainscot at the corridor of the original building and 12" glazed tile wainscot at the additions. Painted cinder block walls at the classroom are in good to fair condition. Some wall areas around sinks in classrooms are in need of repair due to repeated wetting; all walls could use a coat of paint. There are wood framed openings for large wired glass openings and wood door transoms and sidelites. There are also borrowed lites high between the corridor and classroom. Some are original to the building and in very good condition. A code analysis should confirm whether these opening protectives are adequate or need to be updated to meet current code. The music room has acoustical panels glued to the walls. Toilet rooms have 4"x4" glazed tile wainscot with painted cinder block above.

Most classroom and corridor spaces have 12"x12" glued-on perforated acoustical ceiling tile in fair condition. It is apparent that tiles are loose/warped and stained were noted throughout the building (Image 15). The roof leaks should be permanently addressed and these ceiling systems should be replaced. Some rooms, including the cafeteria, have suspended acoustical ceiling tile and grid in good to fair condition.

Each classroom has plastic laminate counters with sink and cabinets in fair condition. Some older natural-finished cabinets are worn at the base, and finish should be renewed. Markerboards are in good condition. Open wood cubbies are located on corridor walls and are in good condition. Kitchen equipment appears to be well maintained however some is in worn condition and may warrant replacement.

Although an accessible route has been provided from designated HC parking spaces into the building, the main entrance and other entrances are not accessible, due to several stair risers at each doorway. Although some attempts have been made to make toilet rooms accessible, there are some toilets that are not. Accommodation should be provided throughout the building. Knob hardware should be replaced with level style hardware, especially at universal locations such as the nurse's office and administrative spaces.

The location of the main entrance to the school faces the park, rather than the parking lot. This presents a security concern as visitors arrive, they attempt to enter the closest doors facing the parking area. The school is equipped with a video and security access system for the front entry. It is recommended that any renovation project should consider the layout and location of the administration area in relation to the parking area.

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 Buker Elementary School has a current population of approximately 254 students, grades from Kindergarten to Grade 5. There is inadequate small group instruction space, limiting the delivery of specialized therapies and services.

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).

Typical classrooms are generally adequate in size ranging from 900-1000 sf. There appears to be adequate space for supporting subject areas: art, music,, while other support areas are short on space and cramped. These include: main office, teacher work room, toilet rooms etc. The library and technology lab, when combined, are undersized, as is the gymnasium.

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).

Gr 1- 2 rooms ; Gr 2 - 2 rooms ; Gr 3 - 2 rooms; Gr 4 - 2 rooms ; Gr 5 - 2 rooms. Special education services are provided in 5 spaces throughout the building. Music is held on the stage. Gymnasium is used for physical education. Art instruction has dedicated space.

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 SOL. 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 Hamilton-Wenham Regional School District currently provides adequate annual maintenance on all school facilities. The District employs a full-time Director of Maintenance Facilities and Operations, who works with the Superintendent of Schools and the Assistant Superintendent for Administration and Finance to develop and implement an annual preventative maintenance program. Additionally, the Director of Maintenance Facilities and Operations works in conjunction with building principals to address any unforeseen but necessary repairs. Both preventative and emergent maintenance work is coordinated through the use of the "School Dude" work order system. The District employs a team of three full-time maintenance workers to complete maintenance assignments as they are identified through the work-order system.

Over the past 9 years, the Hamilton-Wenham Regional School District has completed several large-scale repair projects to school facilities: Year Project School Cost 2011 HVAC System Cutler \$1,349,000 2014 Roof Winthrop \$587,000 2014 Roof Cutler \$546,000 2015 HVAC System Buker \$579,000 2015 HVAC System and Exterior Walls Winthrop \$1,959,000 Fire Suppression and Fire Alarm Upgrades Winthrop

All of these projects were financed through debt exclusions that were approved by the Towns of Hamilton and Wenham.

The Cutler HVAC (2011), Cutler Roof (2014), Buker HVAC (2015), and Winthrop HVAC and Exterior Walls (2015) were all part of the MSBA's Accelerated Repair Program.

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 Buker Elementary School was built nearly 70 years ago. In the intervening time, our model for education has undergone a dramatic change. The Buker School was designed to support an educational model where teacher-led instruction was the expected modality, and special education services were extremely limited. As a result, the school is almost entirely made up of general-purpose classrooms. In order to provide spaces that support our current educational model, such as cooperative learning, and project-based instruction, spaces have been repurposed and, in some cases, temporarily subdivided in order to provide spaces that can at best be labeled “adequate.” Additionally, the school’s library media space is severely undersized and does not support the full range of programming the district offers.. The ability to house a student or staff member with mobility issues is not feasible due to accessibility throughout the facility. The limitations of the Buker School building will only become more glaring as our model of education continues to evolve to a more student-centered model. The ability to house a student or staff member with mobility issues is not feasible due to accessibility throughout the facility.

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 Hamilton-Wenham Regional School District will continue to plan through the budgeting process for capital improvements necessary to keep the Buker Elementary School functioning and operating. We as a District will continue to shift programming to other facilities that have better accessibility for those that have mobility issues. As we examine our school district through extensive planning, we will look to consolidate programming for specialized services into one modern elementary facility. Examine the delivery of library media services and seek alternatives through classroom level libraries, digital media, etc.

Priority 7

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

The Mission of the Hamilton-Wenham Regional School District is to "Educate our students to become young adults who demonstrate mastery of the knowledge and skills needed to be successful members of our global economy and engaged citizens of the 21st Century." As we strive to prepare all students to be "future-ready," we are constantly hindered by a facility that was designed and built 60 years ago. The educational program of today and the future requires programs that develop students' abilities to work cooperatively, using a myriad of technologies, in a setting where students can be fully integrated with their peers. School facilities need to be flexible to allow for multiple forms of teaching and learning. While the Buker School has received several improvements to its physical systems in past years, the original 1950's design of the school does not meet the standards for education required in 2020. The facilities of the Buker School prevent the district from delivering optimal services to other students who exhibit learning challenges. While inclusion is our primary method for delivering Special Education Services, there is still a need to deliver pullout services. The lack of dedicated spaces for small group instruction means that pullout services for special education students are delivered in larger classrooms that have been subdivided with temporary partitions. The design of the Buker School also presents challenges to maintaining the safety and health of students and staff. The school's main entrance opens directly to the school's corridors, granting full access to the facility. Visitors to the building are screened by a camera and buzzer system that is monitored by the principal's secretary in the school's main office, but once they gain entry to the building, visitors can easily bypass the main office and directly access all areas of the schoolbuilding. The school nurse's office is also undersized and can only be accessed through a space that is currently used as a teacher workspace. Students who enter the nurse's office cannot be afforded an adequate level of privacy and must also contend with the noise from the teacher's copy machine. The nursing office lacks areas where contagious students can be contained.

Vote

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

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

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

FORM OF VOTE

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

Resolved: Having convened in an open meeting on _____, prior to the closing date, the

_____ of _____, in accordance

with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the

_____ located at

_____ 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

_____ ; and the undersigned hereby certifies that the

_____ and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

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

Chief Executive Officer * **School Committee Chair** **Superintendent of Schools**

_____	_____	_____
(signature)	(signature)	(signature)
Date	Date	Date

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

REQUIRED FORM OF VOTE TO SUBMIT A STATEMENT OF INTEREST

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.

**Current votes for each SOI submission are required.*

FORM OF VOTE

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

-
1. Resolved: Having convened in an open meeting on **March 18, 2020**, prior to the SOI submission closing date, the Hamilton-Wenham Regional School Committee of Hamilton and Wenham Massachusetts 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 Form dated **March 18, 2020 for the Winthrop Elementary School located at 325 Bay Rd. Hamilton, MA** 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 for **Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.** ; 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.
-

DOCUMENTATION OF VOTE

Documentation of each vote must be submitted **in hard copy** to the MSBA as follows:

- 1) For the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body, a copy of the text of the vote must be submitted **with a certification** of the City/Town Clerk that the vote was duly recorded and the date of the vote must be provided.
- 2) For 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.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2020 Statement of Interest

Thank you for submitting your FY 2020 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 SOI is provided.

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

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

Massachusetts School Building Authority

School District Hamilton-Wenham

District Contact Thomas Geary TEL: (978) 767-0670

Name of School Winthrop School

Submission Date 3/17/2020

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.

**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)

(signature)

(signature)

Date

Date

Date

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

Massachusetts School Building Authority

School District Hamilton-Wenham

District Contact Thomas Geary TEL: (978) 767-0670

Name of School Winthrop School

Submission Date 3/17/2020

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.

SOI Program: Core

Potential Project Scope: Renovation\ Addition

Is this a Potential Consolidation? Yes

If "YES", Please describe Potential Consolidation that is anticipated at the school.

Potential consolidation of the Cutler and Winthrop Schools has been noted in previous facilities studies. Most recent is SMMA 2014 report. While Cutler is listed as the priority, both the Winthrop and Cutler sites should be examined for feasibility.

Is this SOI the District Priority SOI? No

School name of the District Priority SOI: Cutler School

Is this part of a larger facilities plan? Yes

If "YES", please provide the following:

Facilities Plan Date: 6/4/2014

Planning Firm: SMMA Architects

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:

The Hamilton-Wenham District Master Plan was completed in June of 2014. The Master Plan had the following goals:

1. Facilitate a visioning process, involving a broad range of community and District stakeholders to identify educational and community goals for the district with a focus on transformation of the HWRSD school system so as to promote the 21st Century learner.
2. Review a number of narrowly-defined facilities reports developed in the last 5 years regarding the state of the District's facilities as well as work conducted by the District for repairs and or replacement of certain building components.
3. Perform a Demographic Study to understand the population changes experienced already, as well as those anticipated over the next ten years.
4. Review the role and ramifications of School Choice on the population and needed facilities.
5. Develop a comprehensive Master Plan with options for incorporating Goals identified through the Visioning process with demographics, School Choice and existing buildings.

The consolidation of the Cutler and Winthrop Elementary Schools was presented as one option for modernizing the school facilities of the HWRSD in the Facilities Master Plan. This consolidation would maximize the efficiencies a single school of approximately 600 students would have over two separate schools and would spare the communities from having to extensively renovate two separate buildings.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 12 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 12 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.

SMMA Architects, June 4, 2014

Is there overcrowding at the school facility? No

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

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

If "YES", how many teaching positions were affected? 5

At which schools in the district? Hamilton-Wenham Regional High School

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

5.0 FTE of teaching positions were eliminated at Hamilton-Wenham Regional High School for the 2017-2018 school year. These FTEs were primarily made up of part-time positions at the school in English, Social Studies, Language and PE.

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

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

At which schools in the district?

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

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

The reductions to teaching staff were the result of decreased student enrollment at HWRHS. The impact of these reductions was slightly larger class sizes.

Please provide a description of the local budget approval process for a potential capital project with theMSBA. 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 Capital Budget is formulated by using a ten year outlook of capital needs for the District. This process is done in collaboration with the Superintendent of Schools, the Assistant Superintendent of Finance and Administration, District Leadership Team, and the School Committee's Capital Finance Sub-Committee. Through the Capital Finance SubCommittee, the School Committee, the School Committee votes a final budget in mid- February. This budget is then sent to Annual Town Meeting for approval. Annual Town Meeting is usually held in early April in both Hamilton and Wenham. After warrants are finalized at Town Meeting it is then sent to the voters for ballot.

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 Winthrop Elementary is a one-story school which was originally constructed in 1958-1959 with a classroom wing addition that was built in 1965-66. It was designed by the notable architectural firm Hugh Stubbins & Associates and is a significant example of the mid-century modern architectural style. The 1965 classroom wing addition has the same exterior building materials and design of the original building, but for what appear to be budgetary reasons, took a different approach to several elements: the interior design of the corridor walls is different (although the same design of cubbies was used), the ventilation system is different, there are no skylights, and it was built with separate boiler room. There was a library/media center addition in the back of the school in 1989.

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

46000

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).

Winthrop Elementary School is located in Hamilton, MA on Bay Road (Route 1A), a minor arterial roadway with one lane in each direction. The school site is approximately 14.8 acres located within an R-1A Zone in downtown Hamilton and is surrounded by Patton Park on the north, residential neighborhoods on the east and commercial land uses on the west. It is located within Zone X (areas of minimal flooding) on the Flood Insurance Map.

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)

325 Bay Rd, Hamilton, MA 01982

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 single story structure is founded on traditional spread footings with a concrete slab-on-grade at the first level. There are minor localized cracks at some column bases at the original building, where it appears that repairs/patching have been done in the past. The roof framing is comprised of glulam bents and arches supporting wood purlins and wood decking. The bents are supported on steel HSS columns which are exposed at the cafetorium and wide flange columns along the corridor locations. Glulam girders continue over these columns, cantilevering beyond the exterior wall with a tapered exposed wood beam.

The majority of the exterior walls were replaced in 2015. Original single-pane windows set in steel frames were replaced with an insulated aluminum storefront window system with fixed and operable insulated glass units.

The building is enclosed at the ends of each building wing by brick veneer with concrete masonry unit (CMU) back-up. The interior face of masonry units is covered by furring and plaster. The existing drawings reveal that there is no insulation within these walls.

1989 Addition:

The addition follows the same architectural language as the existing building (curtainwall along most of exterior,

framed by brick at the ends of the building), except that a thermally broken, aluminum storefront window system (EFCO-type) was used with insulated fixed and operable glass units (hopper type with screen). These are in fair condition; several glass units have lost their seal and some windows move within the frame.

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

Year of Last Major Repair or Replacement:(YYYY) 2015

Description of Last Major Repair or Replacement:

Original single-glazed steel framed windows with metal spandrel panels were replaced with an insulated, storefront window system. The replacement covered the original 1958-1959 section of the building as well as the 1965 classroom wing addition.

Roof Section A

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 46000

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

Single Ply EPDM

Age of Section (number of years since the Roof was installed or replaced) 6

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

Replacement of roof with EPDM in 2013.

Window Section A

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 0

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

Double Pane

Age of Section (number of years since the Windows were installed or replaced) 3

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

Replacement of single pane windows with double pane e-glass storefront-type system in original building and 1965 addition in 2015.

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

The original heating system is comprised of a hydronic loop feeding duct coils, air handler coils and some unitary heaters. The first building addition in 1965 installed a primary heating system, consisting of a boiler, appurtenances and circulation pump. This addition utilized unit ventilators, radiators and unit heaters for terminal heating equipment. The two original oil burning boilers from 1959 were converted to gas. Their controls system has been non-functioning and on manual over-ride since at least 1998. The 1965 addition had a 3rd boiler as part of its scope.

The 1989 building addition tapped into the original boiler system as a heating source and utilized unit ventilators and radiators for terminal heating equipment. In the original building segment, all heating and ventilation services serving the classrooms are located within two below-corridor trenches running the length of the building. As such, this system has limited expandability potential and limited serviceability.

In 2014, the building's two original boilers, as well as the boiler in the 1965 addition, were replaced by two high-efficiency condensing natural gas boilers. This project did not address the remainder of the building's HVAC system, which remain original to the building.

The control system which regulates the School's space temperature is pneumatic. Perimeter classroom floor grilles distribute conditioned air up the face of the exterior wall. Return grilles, located in the classrooms' interior walls, transfer air down into the corridor return-air trench plenum. This return plenum connects to the concrete block built-up air handler. Several years ago about ½ the classrooms were upgraded with unit ventilators.

The building's electrical service is rated 600 Ampere, 208Y/120 volt, three phase, four wire and is provided by National Grid Electric. This power supply works out to be 4.9 total watts per square foot, which is below the industry standard for a new elementary school of 10 watts/sf.

The main service and metering equipment is located within a corridor off the main kitchen. The main distribution panel is a General Electric, Spectra series dating back to the late 1980's. The panel appears to be in fair condition despite its location in proximity to humidity and moisture.

Boiler Section 1

Is the District seeking replacement of the Boiler? NO

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

What percentage of the School is heated by the Boiler? 100

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

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 5

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

None

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

Year of Last Major Repair or Replacement:(YYYY) 1958

Description of Last Major Repair or Replacement:

None

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

Year of Last Major Repair or Replacement:(YYYY) 1980

Description of Last Major Repair or Replacement:

Updated main electrical panel

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).

1959 and 1965 Buildings

Floors are mostly Vinyl Composition Tile (VCT) approximately 30 years old, there are some areas where the original Vinyl Asbestos Tile (VAT) is still in place either exposed or under VCT. Classrooms vary with carpet or VCT, but both are in generally good shape.

The corridor walls and classroom dividing walls in the connector classroom wing have plaster finish with most likely CMU block behind it. The Multi-Purpose Room (MPR) appears to be maple wood panels and solid wood trim. The MPR and classroom wings have continuous wired glass, which allows natural light from skylights to enter the rooms. Offices adjacent to the MPR have sheetrock and stud partitions, and maple wood panels. The Gym has vertical wood siding at each end and CMU block up to the top of door height. Wood panels appear to be in good condition, except where subject to daily use, such as doors.

Throughout the majority of the building, the ceiling is tongue-and groove wood plank, with a clear finish. In some locations, a portion of the wood plank ceiling is covered by acoustical panels that have been surface mounted to the planks.

1989 Addition

VCT in classrooms appears to be in very good condition, however the VCT in corridors have joints separating and lifting. Carpeting in the library appears to be in good condition.

Walls are primarily constructed of metal studs and sheetrock, which are generally in good condition.

This portion of the building also has wood plank fastened to the underside of the roof structure, except that the

wood appears to be a soft wood with a darker stain. 1'x1' acoustical ceiling tiles are surface mounted to wood plank.

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 Winthrop Elementary School has a current population of approximately 254 students, made up of two classes (sections) of each grade from Kindergarten to Grade 5. Winthrop also houses three of the District's Special Education Programs; the Pre-K program, the Intensive Learning Program, and the Classroom for Academic, Social and Emotional Learning.

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).

Typical classrooms are generally adequate in size ranging from 830 sf to 870 sf. There appears to be adequate space for supporting subject areas: art, music, and SPED, while other support areas are short on space and cramped. These include: main office, teacher work room, toilet rooms etc. The library and technology lab, when combined, are undersized, as is the gymnasium.

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).

The Winthrop School is not currently overcrowded.

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 Hamilton-Wenham Regional School District currently provides adequate annual maintenance on all school facilities. The District employs a full-time Director of Facilities, who works with the Assistant Superintendent for Administration and Finance to develop and implement an annual preventative maintenance program. Additionally, the Director of Facilities works in conjunction with building principals to address any unforeseen but necessary repairs. Both preventative and emergent maintenance work is coordinated through the use of the "School Dude" work order system. The District employs a team of three full-time maintenance workers to complete maintenance assignments as they are identified through the work-order system.

Over the past 8 years, the Hamilton-Wenham Regional School District has completed several large-scale repair projects to school facilities:

Year Project School Cost

2011 HVAC System Cutler \$1,349,000

2014 Roof Winthrop \$587,000

2014 Roof Cutler \$546,000

2015 HVAC System Buker \$579,000

2015 HVAC System and Exterior Walls Winthrop \$1,959,000

All of these projects were financed through debt exclusions that were approved by the Towns of Hamilton and

Wenham. The Cutler HVAC (2011), Cutler Roof (2014), Buker HVAC (2015), and Winthrop HVAC and Exterior Walls (2015) were all part of the MSBA's Accelerated Repair Program.

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 Winthrop School was built over 60 years ago. In the intervening time, our model for education has undergone a dramatic change. The Winthrop School was designed to support an educational model where teacher-led instruction was the expected modality, and special education services were extremely limited. As a result, the school is almost entirely made up of general-purpose classrooms. In order to provide spaces that support our current educational model, such as cooperative learning, and project-based instruction, spaces have been repurposed and, in some cases, temporarily subdivided in order to provide spaces that can at best be labeled "adequate." Additionally, the school's gym and library spaces are undersized and do not support the full range of programming the district offers. In the case of the library space, it currently serves a dual purpose as the school's maker lab, yet the library lacks resources such as power outlets, sinks, and adequate storage for this program. The limitations of the Winthrop School building will only become more glaring as our model of education continues to evolve to a more student-centered model.

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 Hamilton-Wenham Regional School District has done everything possible to prolong the useful life of the Winthrop School. In 2013, the main roof section was replaced and any structural elements that were found to have rotted because of the faulty roof were remedied. In 2014, the building's two original boilers, as well as the boiler in the 1965 addition, were replaced by two high-efficiency condensing natural gas boilers. This project did not address the remainder of the building's HVAC system, which remains original to the building. In 2015, the original single-glazed, steel framed windows with metal spandrel panels were replaced with an insulated, storefront window system. The replacement covered the original 1958-1959 section of the building as well as the 1965 classroom wing addition. In 2019, at the order of the Hamilton Fire Chief, the HWRSD will install a fire protection system and upgrade the school's fire alarm. While these system upgrades allow the HWRSD to continue to maintain the Winthrop School as a functional elementary school, the shortcomings in the school's design as outlined in "Questions 1 and 3" cannot be remedied by small-scale renovations. The HWRSD Facilities Plan, completed by SMMA Architects in 2014, explored the potential of renovating the Winthrop School, however the proposed plans would trigger code requirements, such as ADA and Massachusetts Seismic Requirements, that make these plans cost prohibitive. Consolidating the Winthrop and Cutler Schools into one new facility is a more cost-effective solution that will provide students with facilities that support modern instructional approaches.

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 Mission of the Hamilton-Wenham Regional School District is to "Educate our students to become young adults who demonstrate mastery of the knowledge and skills needed to be successful members of our global economy and engaged citizens of the 21st Century." As we strive to prepare all students to be "future-ready," we are constantly hindered by a facility that was designed and built 60 years ago. The educational program of today and the future requires programs that develop students' abilities to work cooperatively, using a myriad of technologies, in a setting where students can be fully integrated with their peers. School facilities need to be flexible to allow for multiple forms of teaching and learning. While the Winthrop School has received several improvements to its physical systems in the past few years, including a new roof in 2013, new boilers in 2014 and new windows in 2015, the original 1958 design of the school does not meet the standards for education required in 2019.

The Winthrop School's 60-year-old design and layout does not support the current educational program of the Hamilton-Wenham Regional School District. One example of this is the school's Integrated Preschool and Intensive Learning Programs (ILP). Both of these programs serve students with the greatest level of need in the District in classrooms that were originally designed to be general purpose classrooms. The classroom spaces utilized by these programs lack basic amenities that should be available to fully support these programs. These basic amenities include dedicated toileting facilities for students who are not physically or developmentally able to use facilities for typically functioning students. The Winthrop School also lacks spaces for small group therapy sessions. As a result, general purpose classrooms for these programs are sub-divided with temporary partitions, which leave much to be desired in terms of providing privacy and freedom of distractions for students. The classrooms dedicated to these programs also lack adequate storage space for educational materials. Currently, materials are stored in shelving units in the classrooms, which is a potential danger for students whose disabilities make it impossible for them to comprehend that a shelf may tip over.

The facilities of the Winthrop School also prevent the district from delivering optimal services to other students who exhibit learning challenges. While inclusion is our primary method for delivering Special Education Services, there is still a need to deliver pullout services. The lack of dedicated spaces for small group instruction mean that pullout services for special education students are delivered in larger classrooms that have been subdivided with temporary partitions. In one case, students receive services in a supply closet that has been converted to a small-group instruction space. Supplemental Reading Instruction is currently delivered in a space that too small to contain the schools reading resources. In order to accommodate the need for small-group instruction spaces, full size classrooms have been subdivided with temporary partitions. These spaces are less than ideal as they do not provide the privacy necessary to deliver specialized instruction to students. They also do not provide the soundproofing necessary for the administration of special education assessments, which calls the results of these assessments into question.

In addition to lacking space for small group instruction, the Winthrop School also lacks dedicated space for faculty and parent meetings. Again, a general-purpose classroom currently has been set aside for this purpose but is definitely less than ideal. The lack of dedicated meeting space makes the scheduling of IEP Team Meetings extremely challenging. It also hinders the ability of the faculty to hold regular meetings to review the results of student assessment data and to plan interventions to assist students who demonstrate a lack of effective progress.

The design of the Winthrop School also presents challenges to maintaining the safety and health of students and staff. The school's main entrance opens directly to the school's multipurpose room, where all students eat their lunch. Visitors to the building are screened by a camera and buzzer system that is monitored by the principal's secretary in the school's main office, but once they gain entry to the building, visitors can easily bypass the main office and directly access all areas of the school building. The school nurse's office is also undersized and can only be accessed

through a space that is currently used as a teacher workspace. Students who enter the nurse's office cannot be afforded an adequate level of privacy and must also contend with the noise from the teacher's copy machine.

Vote

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

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

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

FORM OF VOTE

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

Resolved: Having convened in an open meeting on _____, prior to the closing date, the

_____ of _____, in accordance

with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the

_____ located at

_____ 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

_____ ; and hereby further specifically

acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

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

Chief Executive Officer * **School Committee Chair** **Superintendent of Schools**

_____	_____	_____
(signature)	(signature)	(signature)
Date	Date	Date

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

REQUIRED FORM OF VOTE TO SUBMIT A STATEMENT OF INTEREST

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.

**Current votes for each SOI submission are required.*

FORM OF VOTE

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

-
1. Resolved: Having convened in an open meeting on **March 18, 2020**, prior to the SOI submission closing date, the Hamilton-Wenham Regional School Committee of Hamilton and Wenham Massachusetts 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 Form dated **March 18, 2020 for the Cutler Elementary School located at 237 Asbury St. Hamilton, MA** 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 for **Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.** ; 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.
-

DOCUMENTATION OF VOTE

Documentation of each vote must be submitted **in hard copy** to the MSBA as follows:

- 1) For the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body, a copy of the text of the vote must be submitted **with a certification** of the City/Town Clerk that the vote was duly recorded and the date of the vote must be provided.
- 2) For 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.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2020 Statement of Interest

Thank you for submitting your FY 2020 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 SOI is provided.

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

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

Massachusetts School Building Authority

School District Hamilton-Wenham

District Contact Thomas Geary TEL: (978) 767-0670

Name of School Cutler School

Submission Date 3/17/2020

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.

**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)	(signature)	(signature)
Date	Date	Date

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

Massachusetts School Building Authority

School District Hamilton-WenhamDistrict Contact Thomas Geary TEL: (978) 767-0670Name of School Cutler SchoolSubmission Date 3/17/2020

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.

SOI Program: CorePotential Project Scope: Renovation\ AdditionIs this a Potential Consolidation? Yes

If "YES", Please describe Potential Consolidation that is anticipated at the school.

Potential consolidation of the Cutler and Winthrop Schools has been noted in previous facilities studies. Most recent is SMMA 2014 report. While Cutler is listed as the priority, both the Winthrop and Cutler sites should be examined for feasibility.

Is this SOI the District Priority SOI? YesSchool name of the District Priority SOI: Cutler School

Is this part of a larger facilities plan? Yes

If "YES", please provide the following:

Facilities Plan Date: 6/4/2014

Planning Firm: SMMA Architects

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:

The Hamilton-Wenham District Master Plan was completed in June of 2014. The Master Plan had the following goals:

1. Facilitate a visioning process, involving a broad range of community and District stakeholders to identify educational and community goals for the district with a focus on transformation of the HWRSD school system so as to promote the 21st Century learner.
2. Review a number of narrowly-defined facilities reports developed in the last 5 years regarding the state of the District's facilities as well as work conducted by the District for repairs and or replacement of certain building components.
3. Perform a Demographic Study to understand the population changes experienced already, as well as those anticipated over the next ten years.
4. Review the role and ramifications of School Choice on the population and needed facilities.
5. Develop a comprehensive Master Plan with options for incorporating Goals identified through the Visioning process with demographics, School Choice and existing buildings.

The consolidation of the Cutler and Winthrop Elementary Schools was presented as one option for modernizing the school facilities of the HWRSD in the Facilities Master Plan. This consolidation would maximize the efficiencies a single school of approximately 600 students would have over two separate schools and would spare the communities from having to extensively renovate two separate buildings.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 12 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 12 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.

SMMA Architects, June 4, 2014

Is there overcrowding at the school facility? No

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

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

If "YES", how many teaching positions were affected? 5

At which schools in the district? Hamilton-Wenham Regional High School

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

5.0 FTE of teaching positions were eliminated at Hamilton-Wenham Regional High School for the 2017-2018 school year. These FTEs were primarily made up of part time positions at the school in all various areas (English, Social Studies, Language, PE).

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

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

At which schools in the district?

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

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

The reductions to teaching staff were the result of decreased student enrollment at HWRHS. The impact of these reductions was slightly larger class sizes.

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 Capital Budget is formulated by using a ten year outlook of capital needs for the District. This process is done in collaboration with the Superintendent of Schools, the Assistant Superintendent of Finance and Administration, District Leadership Team, and the School Committee's Capital Finance Sub-Committee. Through the Capital Finance SubCommittee, the School Committee, the School Committee votes a final budget in mid- February. This budget is then sent to Annual Town Meeting for approval. Annual Town Meeting is usually held in early April in both Hamilton and Wenham. After warrants are finalized at Town Meeting it is then sent to the voters for ballot.

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 Cutler Elementary School is a 45,800 sf masonry building constructed in 1951 with modular classroom additions in 1952 and 1956. In 1989 the Whittier Wing was added which houses kindergarten classrooms and a gymnasium. The school serves approximately 300 students in grades K-5.

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

45800

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 Cutler Elementary School is located on 237 Asbury Street, a minor arterial road with one lane in each direction. The school site is located within 1 mile of downtown Hamilton and is surrounded by residential neighborhoods. The school site is approximately 11.5 acres located and is located within Zone X (areas of minimal flooding) within the Flood Insurance Map. Ledge is visible on site which could impact feasibility.

Most of the site appears to be located within Zone II, wellhead protection area. The site is located within an R-1A Zone.

There are no other buildings that share the site with the Cutler School.

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)

237 Asbury St., Hamilton, MA 01928

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).

Foundations

The foundations for the 1951 building and the 1989 addition are constructed of cast-in-place concrete. The 1952 and 1956 modular additions have a crawl space under the entire floor. The type and extent of foundation for the modular classrooms could not be determined. There is a boiler room below the kitchen with cast-in-place reinforced concrete walls and slab.

The gym/classroom addition, completed in 1989, has a basement storage area consisting of cast in-place reinforced concrete walls, beams and slab. The gymnasium above has steel portal bents supporting wide flange purlins and steel roof deck. The low roof, over the classroom area adjacent to the gym, likely has steel columns supporting either beams or joists and metal deck. There is clerestory glazing at the gym with exterior brick and interior 8 inch CMU's. The remaining exterior walls have back-up metal studs. There are no designed lateral load resisting elements in the building and wind loads are currently transferred through exterior walls and interior partitions.

Exterior--1951 Building

The exterior walls of the 1951 original building appears to be roughly 12" thick, in full wythe brick and no insulation. Brick has efflorescence and is spalling in a few areas around the building. This efflorescence was

primarily noted at a decorative brick piers where the brick is fully exposed to weathering and joints are susceptible to water ingress. Some of the brick is 2" h x 10" l (Roman Brick in a "slipped" Running Bond) while other brick is standard size; most appears to be in good condition with localized areas where cracks, efflorescence and spalling was noted. The cracks appear to be due to a lack of control joints at the corners of the building.

The Multi-purpose Room (MPR) has vinyl siding applied over existing wood siding. The condition of the wood siding underneath is not known. The original wood trim is covered by aluminum panels with exposed fasteners, which are rusting. The MPR has a sloped roof with queen post rafters consisting of structural wood beams and steel rods. These are supported on wood columns at 5'-0" on center at the exterior curtain walls and load bearing wall at the stage. The rafters support wood plank. The classroom areas have sloped wood beams at 5'-0" on center supporting wood plank. The beams typically cantilever out beyond the curtain wall which has wood columns at each roof beam. There is exterior brick up to the sill level with full height panels at various locations.

Exterior--1952 and 1956 Modular classrooms

The modular classrooms are constructed of non-thermal metal store-front window systems. The building adjacent to the classrooms has a concrete parged coating on one side and wood panels on another. The steel behind the parged coating is rusting, which is causing the parged coating to peel off the building. Significant cracking and deterioration of the parge coating was noted. The presence of insulation in the exterior wall is not known. Significant deterioration/rotting of the wood panels was evident.

Exterior--1989 Building

The exterior wall is constructed of brick veneer, with precast concrete window sills and panels above windows. The gym has concrete block back-up, with 1" of rigid insulation in the cavity between block and brick. The classroom areas have light gauge metal framing back-up with 6" fiberglass batt insulation in between the studs. Six inches of fiberglass batt insulation should have R-19 thermal value if it was installed continuously. However, because it is installed in between metal framing, the thermal value of the wall is significantly reduced; the metal framing acts as a conductor allows for thermal transfer of cold air in, and warm air out. In addition, after a review of the drawings, there is some concern over the potential lack of a continuous thermal envelope at the gym, particularly at the top of wall transition to the roof. The base of the brick at the northeast corner of the building has some fungal growth. Several sealant joints have failed around openings, giving a direct pathway for water to enter the wall system. Joints in precast sills are in need of repointing/sealing.

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

Year of Last Major Repair or Replacement:(YYYY) 1951

Description of Last Major Repair or Replacement:

none

Roof Section A

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 10000

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

Shingle

Age of Section (number of years since the Roof was installed or replaced) 19

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

None

Window Section A

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 50

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

single pane wood

Age of Section (number of years since the Windows were installed or replaced) 62

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

None

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).

MECHANICAL SYSTEM

The original 1952 building heating system consisted of steam boilers, below floor steam distribution pipe and steam terminal units. The terminal units were unit ventilators, unit heaters, radiators and steam coils within several air handlers. The original ventilation system consisted of unit ventilator fresh air intakes and roof mounted exhaust fans. The original control system was pneumatic; with air compressor, copper tubing, actuators, central control station and wall thermostats.

In 1990 a kindergarten section was added to the building along with replacement of the boilers, the kitchen exhaust system and gymnasium heating and ventilation unit. Only several office areas are air conditioned. These spaces primarily utilize through-the-window units. In the spring/summer of 2010 a major upgrade to the HVAC system occurred, in part with funding from the MSBA's Green Repair Program. The upgrades include new energy efficient condensing boilers, the conversion of the steam heating system to hot water, the conversion of the pneumatic control system to a Direct Digital Control (DDC) system, the addition of several rooftop air conditioners and the replacement of older unit ventilators and roof exhaust fans with radiators and energy recovery ventilators.

ELECTRICAL SYSTEM

The buildings electrical service is rated 400 Ampere, 208Y/120 volt, three phase, four wire and is provided by National Grid Electric. Based upon a usable square footage of totals 42,050 sf the total watts per square foot available are 3.4. This total is below the industry standard for an Elementary school which if designed today would have no less than 10 watts per sq. foot available to accommodate lighting, power, mechanical and miscellaneous loads. The electrical distribution equipment installed throughout the building varies by manufacturer and renovation date. Some would appear to date back to original building construction.

- Main electric/boiler room: Wadsworth and Federal Electric distribution gear appears to be the oldest distribution equipment still utilized. It is in poor condition.
- Common corridors: Trumbel Electric panelboards appear to date back many years. They are in poor condition
- 1991 Addition: a new main distribution panel by Siemens Electric was installed when the addition was built. It is in fair condition
- Kitchen: General Electric panels installed within the kitchen appear to be in fair condition.

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? 100

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

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 8

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? YES

Year of Last Major Repair or Replacement:(YYYY) 2010

Description of Last Major Repair or Replacement:

The steam heating system was converted to hot water, a Direct Digital Control (DDC) system control system replaced the pneumatic one, there was the addition of several rooftop air conditioners and the replacement of older unit ventilators and roof exhaust fans with radiators and energy recovery ventilators.

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

Year of Last Major Repair or Replacement:(YYYY) 1991

Description of Last Major Repair or Replacement:

A new main distribution panel (MDP), manufactured by Siemens Electric, was installed in 1991 when the new addition was built.

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

1951 Building and 1952 and 1956 Modular Classrooms

- Classrooms: 9"x9" Vinyl Asbestos Tile (VAT)
- MPR: Vinyl Composition Tile (VCT) has been patched in numerous areas, is cupping in some areas, with some signs of moisture issues. The platform has VCT but is in poor condition as well. The wood edge of the platform is also in poor condition.
- Corridors: VCT and carpeting over VAT, and VCT over VAT.
- Most areas around the school appear to have VCT installed directly over VAT. Some corridors have exposed concrete floor.
- Modular classroom wing has carpeting in the corridors with VCT in the classrooms.
- Kitchen: 2" x 2" ceramic mosaic tile
- Stairs: Raised Rubber Tile (RRT)

1991 Addition

- Gym: Wood flooring, still in good condition.
- Toilet Rooms: 2" x 2" CMT in good condition
- Classrooms: VCT in good condition
- Lobby: Porcelain tile in good condition
- Corridors: VCT is generally in good condition however there is a very large crack where the corridor meets the lobby.

WALLS

1951 Building and 1952 and 1956 Modular Classrooms

- Interior wall construction and finish vary throughout the school:
- Classrooms: wood siding, wood panels and wired glass clerestories (some have brick and plaster)
- MPR: Horizontal wood, flush; appears to be original to the school
- Kitchen: Structural Glazed Facing Tile SGFT in good condition
- Storage room off of MPR: Concrete block on the inside is the same as that on the outside. There is significant efflorescence on the inside, which is a sign that there is a large amount of moisture passing through the block
- Toilet rooms: SGFT and metal partitions appear to be in good condition.
- The main office and misc. office areas: plaster lathe walls on wood framing.
- The corridors: thin, long brick on one side and standard brick on the opposite side

CEILINGS

1951 Building

Classrooms and MPR rooms have what appears to be painted Medium Density Overlay (MDO) boards fastened to the underside of the roof deck. There are a number of the boards/panels that are warped, damaged/stained due to leaks and moisture over the last 60 years. Acoustical panels have been suspended in the MPR in an effort to reduce the noise and/or minimize reverberation. It is not known how effective these panels are but usually, a space of this size requires significantly more panels to have a noticeable impact. The kitchen has plaster that appears to be in good condition. The main office, administrative areas and corridors have plaster lathe; damage and staining is evident from roof leaks.

1952 and 1956 Modular Classrooms

These rooms have exposed tectum roof planks and steel structure. The planks appear to be generally in good condition.

1991 Addition

The majority of these areas have suspended acoustical ceiling tile in an aluminum grid, with the exception of the Gym which has exposed structure and metal deck. The ceiling in the addition is in good condition.

LIGHTING

Lighting within classrooms is primarily surface mounted, multi-lamp fluorescent and is controlled via a single switch zone. Fixtures appear to be in fair condition. Lighting within hallways, offices, the cafeteria and mechanical/electrical rooms is generally linear fluorescent. Fixtures appear to be in fair condition.

Gymnasium lighting consists of 2'x4' multi-lamp fluorescent fixtures. Fixtures appear to be in fair condition.

Lighting within the Boiler room consists of bare lamp fluorescent strips with single switch zone.

Interior lighting is currently not equipped with a means for automatic shut-off (ie: occupancy sensors)

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 Cutler School currently serves students in grades K-5. The as the building was primarily designed and built before the implementation of modern special education programming and the Americans with Disabilities Act, there are several issues that impact the education of students at the school.

1. Handrails are missing from stairs to the MPR and at other stairs in the building.
2. There has been significantly high humidity in the modular classrooms, as well as inadequate heating, ventilation and temperature control. The school is providing new heating and ventilation and has added dehumidifiers as a part of the renovation project, however the existing thermal envelope construction (exterior walls, floor and roof) is very poor. The improvements made may not address all the issues with these classrooms.
3. Many doors throughout the building do not have closers, are not fire-rated where they should be, have inadequate hardware and are held open with foot-stops. The boiler room door in the 1951 building is original and in poor condition; the door and hardware should be replaced.
4. The faculty/conference room is located in a space that has electrical distribution panels. An 8' high partition was constructed to provide separation but the wall does not extend to the ceiling and does not meet code.
5. There is a lack of ventilation in the main office and Nurse's room. There is a single window A/C unit in most office spaces.
6. The administrative offices along the corridor of the 1951 building have large plate glass borrowed lites. One has tempered glass, while the others are not. They also do not have a fire rating.
7. Exterior guardrail over 1989 boiler room/storage room should be 42" high.

Handicap Accessibility

Requirements for handicap accessibility were non-existent when this school was originally constructed. In 1990, the Americans with Disabilities Act (ADA) was enacted into law by the Federal Government to provide civil rights protections and nondiscrimination on the basis of disability. Since 1990, the original regulations have been updated and new requirements and clarifications have been added. In addition, the Commonwealth of Massachusetts has developed their own regulations (521 CMR Architectural Access Board) that are in many instances more stringent than the ADA. Regulations are updated and added almost every year. Based on the most current regulations, we have found the following items to be in non-compliance or can be considered as barriers for the disabled:

- Ramp in main corridor of 1951 building leading to classroom wing is very steep and has inadequate handrails; handrails do not extend and are the improper slope and height per code. As such, the entire classroom wing is not accessible to the disabled.
- The set of stairs in the main corridor between the entry door and the admin office has an inclined chair lift that appears to be 20+ years old. The lift is in poor condition, does not function well and is not used.
- Ramp at the MPR: railing stops $\frac{3}{4}$ of the way up the ramp; the handrail should be continuous.
- The nurse's office is not accessible by the disabled.

Because of the accessibility issues at the Cutler School, the HWRSD is precluded from housing the integrated

preschool program and substantially separate special education programming at the school.

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).

Typical classrooms are generally adequate in size ranging from 940 sf to 1000 sf.

There appears to be adequate space for supporting subject areas: art, music, SPED, gym but the other support areas is short on space and cramped. These include: main office, teacher work room, toilet rooms etc. The library / technology lab when combined are under size and the division of spaces is disruptive to its purpose.

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).

The school is not currently overcrowded.

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 Hamilton-Wenham Regional School District currently provides adequate annual maintenance on all school facilities. The District employs a full-time Director of Facilities, who works with the Assistant Superintendent for Administration and Finance to develop and implement an annual preventative maintenance program. Additionally, the Director of Facilities works in conjunction with building principals to address any unforeseen but necessary repairs. Both preventative and emergent maintenance work is coordinated through the use of the "School Dude" work order system. The District employs a team of three full-time maintenance workers to complete maintenance assignments as they are identified through the work-order system.

The HWRSD has also developed a Capital Project list to identify and prioritize more extensive capital repairs and enhancements.

Over the past 8 years, the Hamilton-Wenham Regional School District has completed several large-scale repair projects to school facilities:

Year Project School Cost
 2011 HVAC System Cutler \$1,349,000
 2014 Roof Winthrop \$587,000
 2014 Roof Cutler \$546,000
 2015 HVAC System Buker \$579,000
 2015 HVAC System and Exterior Walls Winthrop \$1,959,000

All of these projects were financed through debt exclusions that were approved by the Towns of Hamilton and Wenham. The Cutler HVAC (2011), Cutler Roof (2014), Buker HVAC (2015), and Winthrop HVAC and Exterior Walls (2015) were all part of the MSBA's Accelerated Repair Program.

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.

Because of the physical limitations of the Cutler School, the Hamilton-Wenham Regional School District avoids placing students with severe special needs at the school. Both the District's integrated preschool program and substantially separate special education programs are housed at another school in the District partly because of the physical limitations of the Cutler School Facility. Students with mobility issues can only access all spaces in the school with great difficulty. Younger students have difficulty reaching bathroom sinks and faucets. Ramps were built at too steep an angle. Handrails at ramps are not reachable.

Not having a second school facility that would be able to house these programs severely limits the District in terms of being able to expand programming in these areas. Additionally, only housing these programs in one of our elementary schools limits the ability of the District to integrate a larger number of our "typically" developing students with our special needs programs. Students at the Cutler School are ultimately deprived of the ability to learn the skills of compassion, respect for differences and tolerance that comes as a result of daily living and learning with their peers who have diverse learning needs.

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 taken several measures to address some of the identified issues at the Cutler School. The school's HVAC system was totally renovated in 2010. As part of this project, new high-efficiency condensing boilers were installed, the steam heating system was converted to hot water, a Direct Digital Control (DDC) system control system replaced the pneumatic one, several rooftop air conditioners were added and older unit ventilators and roof exhaust fans were replaced with radiators and energy recovery ventilators. Additionally, the roof over the original and modular sections of the building was replaced in 2013. Renovations have also been completed so that there is at least one handicap accessible restroom on each level of the school. While the District is committed to maintaining the school through regular maintenance and repair projects, many of the existing shortcomings of the building cannot be fully remedied without replacing the entire building.

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 Mission of the Hamilton-Wenham Regional School District is to "Educate our students to become young adults who demonstrate mastery of the knowledge and skills needed to be successful members of our global economy and engaged citizens of the 21st Century." As we strive to prepare all students to be "future-ready," we are constantly hindered by a facility that was designed and built 69 years ago. The educational program of today and the future requires programs that develop students' abilities to work cooperatively, using a myriad of technologies, in a setting where students can be fully integrated with their peers. School facilities need to be flexible to allow for multiple forms of teaching and learning. While the Cutler School has received several improvements to its physical systems in the past few years, most notably a new HVAC system in 2010 and a new roof in 2013, the original 1951 design of the school does not meet the standards for education required in 2020.

As mentioned in the review of the school's physical condition, the school is comprised of an original 1951 structure, two modular wings built in 1952 and 1956, and a 1989 addition. A 2011 review of the physical conditions of the School by the architectural firm of Dore and Whittier recommended both modular additions be demolished and rebuilt. "While considering all the issues observed at these classrooms as a whole, we believe it would be more cost effective to eliminate these modular classrooms entirely and build new. It is evident by their type of construction, that they were never intended to be permanent classroom structures, or at least not for the Northeastern United States." (Dore and Whittier, 2011) The architects expressed concerns regarding adequate drainage around these structures, inefficient insulation and window systems, and numerous other code violations that would not be acceptable in school construction today.

The "piecemeal" design of the Cutler School also creates problems. The school is sited on an uneven grade, which has created different levels within a single story structure. As the 1952 and 1956 additions were added to the building, stairs were used to connect the different wings. Later efforts to retrofit the school with ramps fall far short of meeting modern ADA Accessibility and building code requirements. The corridor leading to the classroom areas is at the top of a ramp that is too steep to meet modern code requirements. This means none of the classrooms in the school are handicap accessible. In another case, a ramp was constructed to cut through an existing classroom to allow access to one of the modular wings. The addition of the 1989 gymnasium and classroom addition also caused accessibility problems. This addition created a new main entry space for the school. The entry is located at the top of a slope that is also too steep to meet ADA requirements. Finally, the only corridor leading to the school cafeteria contains several stairs. A wheelchair accessible lift was installed on these stairs, but the advanced age of the unit has led to periods where it is out of service for repairs. Even if the unit is fully operational, it is not user friendly and impedes circulation in the corridors.

In addition to the difficulties for those with mobility issues posed by the Cutler School, there are many other accessibility issues in the school. Most classrooms and the school nurse's office in the building are equipped with individual restrooms, none of which are sized to meet ADA requirements, lack appropriate hardware, etc.. A retrofit of restrooms

located in public areas of the building has been done to provide the school with several accessible restrooms. One set of undersized restrooms located in the modular addition is not equipped with a sink, making proper hand washing impossible. As we promote handwashing awareness to our elementary students, this facility flaw is a health issue. Other fixtures in the building, including sinks are also not handicap accessible.

The design of the Cutler School also makes it difficult to ensure the safety of students from outside intruders. The entry space created in 1989 is not adjacent to the main offices of the school. Visitors to the school are identified and granted access to the building by the school secretary through means of a closed circuit camera and electronic door lock system. Once the visitor has been granted access to the building, however, they have direct access to the kindergarten classrooms that are located adjacent to the gymnasium and have relatively unrestricted access to the entire building without needing to enter the main office.

The design of the Cutler School also does not account for many of the educational spaces necessary for delivery of education in 2019. While inclusion is our primary method for delivering Special Education Services, there is still a need to deliver pullout services. In order to accommodate this need, full size classrooms have been subdivided with temporary partitions. These spaces are less than ideal as they do not provide the privacy necessary to deliver specialized instruction to students. They also do not provide the soundproofing necessary for the administration of special education assessments, which calls the results of these assessments into question. In an effort to create spaces for students to work in small groups, school administration has turned any and all available space into learning areas. To this end, small group meeting areas have been created in hallways and in the front entry foyer of the building.

In addition to the lack of small group instructional spaces, the school lacks sufficient space for meetings. The one conference room that exists in the school is a section of the school's media center that has been divided off by a temporary wall. In order to access this room, meeting participants must first cross through the school's library and into the adjoining computer lab. This meeting space violates the privacy of meeting attendees.

The school's library and media center are currently housed in separate, adjoining classrooms. The physical layout of these spaces makes it impossible for the school's library media specialist to adequately supervise students working in both spaces. This supervisory issue limits the delivery of the Library Media Curriculum in the school.

Vote

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

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

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

FORM OF VOTE

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

Resolved: Having convened in an open meeting on _____, prior to the closing date, the

_____, *City/Town/Regional School District*

Board of Selectmen/Board of Aldermen/Regional School Committee of _____, *City/Town*, in accordance

with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the

_____ *City/Town/Regional School District* located at

_____ *Address* which

describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

_____ *Signature of Representative* and _____ *Signature of Representative* and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

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

Chief Executive Officer * **School Committee Chair** **Superintendent of Schools**

_____	_____	_____
(signature)	(signature)	(signature)
Date	Date	Date

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

From: Taupier, Alan <aspen-sysadmin@myfollett.com>
Sent: Tuesday, March 17, 2020 12:09 PM
To: Taupier, Alan <A.Taupier@hwschools.net>
Subject: Superintendent Search: Meet the Finalist (Zoom Meeting)

Superintendent Search is Continuing

The Hamilton-Wenham Regional School Committee has decided to consider four finalists for the position of Superintendent of Schools.

Mary Beth Banios, Superintendent of Schools for the Windsor Central Supervisory Union in Woodstock, VT. Ms. Banios has served in this role since 2017. Prior, she was the Assistant Superintendent of the Shrewsbury Schools in Shrewsbury, MA. She also worked as an Assistant Superintendent in Maynard, MA. She has been a principal in the Harvard, MA and Shrewsbury, MA public schools, while starting her career as a teacher in Beverly, MA.

Phillip Conrad, Principal of Andover High School. Mr. Conrad has served in this role since 2015. Prior, he was the Principal of Rockport High School. Mr. Conrad also worked for the Hamilton-Wenham Regional School District from 1997-2010 as an Assistant Principal for both the Hamilton-Wenham Regional High School and the Miles River Middle School, and as a teacher and chair of the Fine Arts Department.

Julie Kukenberger, Interim Superintendent for the Hamilton-Wenham Regional School District. Dr. Kukenberger has served in this role since July 2019. Prior, she was the Superintendent for the schools in Scarborough, ME. She also worked as the Assistant Superintendent for the Haverhill School District, and as the Director of Curriculum and Instruction at the North Hanover Townsend School District in New Jersey. She started her career at the McGuire Air Force Base as a classroom teacher and then as a principal.

Daniel Richards, Principal of Georgetown High School. Mr. Richards has served in this role since 2018. Prior, he worked at Belmont High School as the Principal and Vice Principal. He also served as Principal at Melrose High School, and Assistant Principal at Peabody High School. He started his career as a business teacher in the Newton Public Schools.

The School Committee is finalizing a schedule for the community to interact with the candidates. Due to increased concerns about the COVID-19 virus and the recommendations for social distancing, these meetings will be held via the online ZOOM meetings application.

The meetings for the community will be held from 4:30-5:30 PM as follows:

- Wednesday, March 18 ~ Mary Beth Banios
- Thursday, March 19 ~ Julie Kukenberger
- Monday, March 23 ~ Phil Conrad
- Tuesday, March 24 ~ Dan Richards

If you plan to participate, download the Zoom.com application now. The option to download will also be available at the start of the meeting. When opening the Zoom App, select "Join Meeting" in the upper right corner and enter the **meeting id: 978-468-5310**. The community should ask questions via the "chat" function within the Zoom application.

The moderator will relay your questions to each candidate. During the Zoom meeting, participants will be given instructions on how to provide their feedback on each candidate to the school committee.

The Committee will also interview each candidate during this same time period. Exact dates and times are available on our posted agendas on the District Calendar at HWSchools.net. Unfortunately, we must limit the in-person conversations to just the Committee members. However, for the benefit of all, the interviews will be available on our local cable channel, HWCam, and HWCam.org, for review once the final interview has been completed.

Please know these are extraordinary times and we are committed to continuing this important function so the District has a Superintendent in place by July 1, 2020.



Francine H. Rosenberg M.Ed.
Executive Director

March 4, 2020

Dear School Committee Chairperson;

The NEC Board of Directors has voted to approve several changes to the NEC Articles of Agreement. These proposed changes have been reviewed by DESE. In order to change the agreement, we will need documentation that a majority of member School Committees have voted in favor of these changes.

Attached you will find a copy of the current agreement with the proposed changes documented in "track changes." To summarize, there are three proposed changes:

1. Admission of Pentucket Regional School District as a member.
2. Amending language to create a "superintendent only" board.

NEC has always had a superintendent only board although the statute allows for a school committee member to represent a member district. The unanimous consensus of current board members is that this has led to positive governance, oversight, and collegial relationships amongst north shore districts. The proposed language mandates a superintendent only board.

3. Amending language regarding responsibilities of board members.

At times, the Board has been hampered by difficulty obtaining the necessary quorum to do business. In some cases, superintendents have repeatedly missed meetings. In other cases, extraordinary circumstances have resulted in a superintendent being unavailable for an extended period of time or a district having a vacancy in the superintendent position or a part-time superintendent who is unable to regularly attend board meetings. The proposed language offers an option for a district to become a "non-voting member" if the superintendent is unable to attend meetings regularly, and it clarifies that there may be penalties involved with a district failing to meet its responsibilities over an extended period.

Kindly return the attached form with your signature after your Committee has discussed and voted on this item.

Thank you for your ongoing support of NEC!

Sincerely Yours,

Fran Rosenberg, Executive Director
Lisa Dana, Board Chair



Francine H. Rosenberg M.Ed.
Executive Director

The proposed amendment of the Northshore Education Consortium Articles of Agreement, dated July 1, 2020 has been reviewed and approved by a duly authorized vote at a public meeting held by the School Committee.

Member District: _____

Signature of School Committee Chairperson: _____

Name of School Committee Chairperson: _____

Date: _____

Executive Director Report

March 5, 2020

The stability of our core programs has enabled me and other leaders to put increased focus on community initiatives such as advocacy, training, and consultation. Some highlights are listed below.

Advocacy:

I have continued to work with superintendents, special education directors, and my fellow Collaborative Executive Directors (as part of the MOEC Board) to develop relationships with legislators and DESE leaders in order to advocate on issues related to special education funding, student mental health, and substance abuse.

SALEM - MS STORY
An NEC parent, Cindy Johnson, spoke at the State House as part of a Coalition for Special Education Funding event. She spoke about the critical role that Northshore Academy has played in her son's life. As a student on the autism spectrum, Trevor struggled in middle school. Now, having received the appropriate supports, he is on track to graduate and has been accepted to St. Michael's College. He swims competitively, is involved in community service, and has learned to manage his anxiety and navigate complex social situations. We are proud of Trevor and of Cindy for her willingness to share her family's story in order to help others!

Michelle Lipinski and I presented at an MPY conference on the PASS Program and the need for school leaders to think differently about student discipline.

Windi Bowditch has conducted two more well-attended youth mental health trainings, and has prepared individualized training and group consultation sessions for several member districts.

Program Development:

Principals in each of our schools are working on identifying areas for continuous quality improvement, and working to find meaningful ways to use data to inform practice. At the Kevin O'Grady School this has resulted in a renewed focus on using the SETT Framework to think about assistive technology. At Topsfield Vocational Academy, Northshore Academy, and Soar/Embark work has focused on thinking differently about transition planning and really exploring whether we are preparing students for success as adults in a wide variety of ways beyond academic performance, including social-emotional competency and skills for independent living and community engagement.

We continue to utilize grant funding to provide rich enrichment activities beyond the core curriculum: a music residency program at KOG, outdoor exploration programming at NSA, ongoing engagement with the Essex Shipbuilding Museum at TVA, and music recording at RHS are just a few examples.

Professional Development:

We are looking forward to a full PD Day on March 13th focused on the theme of Equity and Diversity. Working with our colleagues at MPY and EDCO, we have 8 excellent speakers coming to NEC and our employees will have the opportunity to choose from a range of topics including *Cultural Proficiency, Supporting Transgender Students, Unconscious Bias and Microaggressions, and Talking About Race.*

Our annual Behavioral Health is on April 16th. One hundred educators from member districts will have the opportunity to hear speakers on the topic of *Navigating our Multi-Stressed World: Best Practices to Support Students, Parents, and Staff.* There are still spaces available!

ⓧ bicarious trauma
\$175-

To end, I'd like to share a quote from a happy KOG parent.

When I first found out that my son had a new teacher, yet again, I was not happy. But as the school year went on, I actually started to like his teacher, and the compassion he has for these kids. He enjoys being there and it's not just for a paycheck. As a mother being able to send your child to school, especially a child that's non-verbal and disabled is a great feeling. I know it's hard to find a teacher that loves his job.....well you guys found a good one and it's a great feeling to send your kids to school with a great teacher!

HWRSD Student Opportunity Plan: SY 2021-2023

Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

The Hamilton-Wenham Regional School District's state accountability data shows significant and persistent achievement gaps between our regular education and special education students. This plan will support special education students in making effective progress toward mastering grade-level standards.

Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

- 1. Expanding access to full-day, high quality, literacy-rich pre-kindergarten for 4-year olds.** We have seen an increase in the number of students requiring pre-kindergarten services, so we have expanded our preschool from two to three classrooms. As a result, we have also increased the number of neurotypical peers enrolled in our preschool program. We support early literacy in our preschool program with Lively Letters™, “a research-based and clinically-proven, a multi-sensory reading program that turns plain, abstract letters and sounds into lively characters. Created by Nancy Telian, MS, CCC-SLP, forty-seven letters and letter combinations are embedded into colorful pictures that show students what to do with their mouths when making the letter sounds. For nearly 30 years, educators have relied on Lively Letters to accelerate reading achievement and close gaps for struggling readers.”

FY21 budget item	Amount	Foundation Category
1.0 preschool classroom teacher	\$72,000	Classroom Teacher, Employee Benefits/Fixed Charges
2.0 FTE preschool teaching assistants	\$40,000	Classroom Teacher, Employee Benefits/Fixed Charges
Evidence-based program identified by DESE:		Expanding access to full-day, high-quality pre-kindergarten for 4-year olds and research-based early literacy programs in pre-kindergarten
SOA program categories:		C (social services to support student's social-emotional and physical health), D

HWRSD Student Opportunity Plan: SY 2021-2023

	(hiring school personnel), G (expanded early education)
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- 2. Inclusion/co-teaching for students with disabilities and English Learners.** In our elementary language-based program, we have students who require a self-contained classroom setting and other students who can benefit from inclusion. To provide the flexibility for both options and to ensure that we can continue to provide inclusion, we added another language-based program teacher.

FY21 budget item	Amount	Foundation Category
1.0 FTE Language-based Classroom Teacher	\$83,942	Classroom Teacher, Employee Benefits/Fixed Charges
Evidence-based program identified by DESE:		Inclusion/co-teaching for students with disabilities and research-based early literacy programs in early elementary grades
SOA program categories:		D (hiring school personnel) and E (PD)

- 3. Support holistic student needs.** Currently (FY20) board-certified behavior analyst (BCBA) supports and services have been provided through contracted services at 19 hours per week. Hiring our own in-district BCBA will allow us to double service hours to better support students and to help staff navigate maladaptive or unexpected behaviors in order to increase students' ability to access academic standards and social opportunities and to increase their overall success. The in-district BCBA will provide many mental health care-related duties and responsibilities. Additionally, the BCBA will administer, conduct, evaluate, and supervise behavioral assessments. A board-certified behavior analyst will also work with other student support professionals to provide comprehensive services to our students.

FY21 budget item	Amount	Foundation Category
1.0 FTE BCBA	\$85,195	Classroom Teacher, Employee Benefits/Fixed Charges
Evidence-based program identified by DESE:		Increased personnel and services to support holistic student needs

HWRSD Student Opportunity Plan: SY 2021-2023

SOA program categories:	C (social services to support student's social-emotional and physical health), D (hiring school personnel) and E (PD)
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Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY 2020 data is released this fall.)

1) DESE outcome metrics:	2) Custom district metrics:
<ul style="list-style-type: none">✓ MCAS ELA and Math Achievement for Special Education students✓ ELA SGP for Special Education Students✓ Mathematics SGP for Special Education Students	<ul style="list-style-type: none">✓ Reduction in the number of students being placed out of district✓ Pre/Post Lively Letters Assessment✓ Student behavior target progress monitoring✓ Staff perceptions of holistic student supports (pre & post-survey)

HWRSD Student Opportunity Plan: SY 2021-2023

Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

The Hamilton-Wenham Regional School District is committed to engaging families in a variety of ways including our robust partnership with the Massachusetts Coordinated Family and Community Engagement (CFCE), our local Special Education Parent Advisory Council (SEPAC), and our elementary school councils.

The HWRSD SEPAC meets quarterly and provides parents access to district leaders, teachers, and other student support service providers in order to cultivate relationships and learn together through a variety of educational and support activities.

The HWRSD CFCE

School councils

Carleo, Janell

From: Gallant, Don
Sent: Wednesday, March 4, 2020 12:28 PM
To: Kukenberger, Julie
Cc: Carleo, Janell
Subject: Donation

\$750.00

From Friends of HWRHS MS INC to support Middle School Freedom Trail field trip.

Don Gallant



HAMILTON-WENHAM

CUTLER ELEMENTARY SCHOOL

Jennifer Clifford
Principal

237 Asbury Street
Hamilton, MA 01982

February 27, 2020

Please consider the attached gift proposals from the Friends of Cutler to Cutler School.

I recommend the acceptance of the minigrant, totaling \$220, which will allow second grade teacher Kelly Farrell to create a calming corner with sensory materials in her classroom. She is looking to add sensory fidgets, calming timers, and magnatiles. These materials will be available for all students, with the hope that they will access them on their own in order to become calm independently and be able to join the rest of the group for instruction.

I also recommend the donation of a microwave, valued at no more than \$200, to replace the aging appliance located in the teacher's room.

Thank you for your consideration,

A handwritten signature in black ink, appearing to be 'JC' followed by a long horizontal stroke.

Jennifer Clifford

February 27, 2020

The Friends of Cutler would like to present to Cutler School:

1. The funds needed to cover the cost of a new microwave for the Teachers' Lounge in the amount of approximately \$200.
2. A mini grant to Kelly Farrell for the amount of \$220. Kelly has taken the district's offering of Impact of Trauma coursework and is looking to create a calming corner in her classroom.

Respectfully Submitted,

Leslie Potter, leslie_donlon@yahoo.com

Lauren LoMonaco, laurenciareenza@hotmail.com

Friends of Cutler Co-Presidents 2019-20

HAMILTON - WENHAM REGIONAL SCHOOL DISTRICT

2020-2021 School Calendar (Approved by HWRSC on 12.19.18 - AMENDED Approved by HWRSC 12.18.2019)

August 2020 4 Days						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	TW	TW	SR	27	28	29
30	31					

September 2020 20 Days						
Su	M	Tu	W	Th	F	Sa
		1	2	3	NS	5
6	H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020 20 Days						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	TW	10
11	H	13	14	15	16	17
18	19	20	21	22	23	24
25	26	PTC	28	29	30	31

November 2020 17 Days						
Su	M	Tu	W	Th	F	Sa
1	2	PTC	4	5	6	7
8	9	10	H	12	13	14
15	16	17	18	19	20	21
22	23	24	ER	H	V	28
29	30					

December 2020 17 Days						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	ER	V	H	26
27	V	V	V	V		

January 2021 19 Days						
Su	M	Tu	W	Th	F	Sa
					H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 24th - Opening Day Teachers
August 24th & 25th - Teacher Workshops
August 25th - Orientation Grades 6 & 9
August 26th - Opening Day for All Students

HOLIDAYS & OTHER NO SCHOOL DAYS

September 4th - No School
September 7th - Labor Day - Holiday
October 9th - Teacher Workshop - No School for Students
October 12th - Indigenous Peoples' Day - Holiday
November 11th - Veterans' Day - Holiday
November 26th & 27th - Thanksgiving Holiday
December 24th - January 4th Winter Recess
January 18th - No School - Martin Luther King Day - Holiday
February 15th - 19th Presidents Day Holiday & Mid Winter Recess
March 15 - Teacher Workshop - No School for Students
April 2nd - Good Friday Holiday
April 19th - 23rd Patriot's Day Holiday and Spring Vacation
May 31st - Memorial Day - Holiday

RELIGIOUS OBSERVANCES - SCHOOL IN SESSION

All Jewish Holidays begin at sundown on the evening prior to the day of the holiday
September 19th - Rosh Hashanah
September 28th - Yom Kippur
December 11th - Hanukkah Begins
March 28th Passover Begins

DISMISSAL TIMES

Wednesday Teacher Workshops
Elementary Schools: 12:45
MS/HS: 1:30 PM
ER: Early Release Schedule (no lunch served)
MRMS/RHS Dismissal Early Release 10:30 AM
Elementary Dismissal Early Release 11:15 AM

EARLY RELEASE DATES

October 27th & November 3rd - Parent Teacher Conferences (Elementary Only)
November 25th
December 23rd
Last Day of School

KEY

PTC: Parent/Teacher Conferences (Elementary Only)
V: Vacation H: Holiday SR: All Students Return
TW: Teacher Workshop (No School for Students)
★ High School Graduation June 5, 2021
ER - Early Release All Levels
180/LD - Last Day of School With No Snow Days
185 - Last Day of School with 5 Snow Days

February 2021 15 Days						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	H	V	V	V	V	20
21	22	23	24	25	26	27
28						

March 2021 22 Days						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	TW	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021 16 Days						
Su	M	Tu	W	Th	F	Sa
				1	H	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	V	V	V	V	24
25	26	27	28	29	30	

May 2021 20 Days						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	H					

June 2021 10 Days						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	★
6	7	8	9	10	11	12
13	180/LD	15	16	17	18	19
20	185	22	23	24	25	26
27	28	29	30			

July 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

HAMILTON - WENHAM REGIONAL SCHOOL DISTRICT

2020-2021 School Calendar (Approved by HWRSC on 12.19.18 - AMENDED Approved by HWRSC 12.18.2019 - Last Day AMENDED 03.18.2020)

August 2020 4 Days						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	TW	TW	SR	27	28	29
30	31					

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August 24th & 25th - Teacher Workshops
August 25th - Orientation Grades 6 & 9
August 26th - Opening Day for All Students

HOLIDAYS & OTHER NO SCHOOL DAYS

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September 7th - Labor Day - Holiday

October 9th - Teacher Workshop - No School for Students

October 12th - Indigenous Peoples' Day - Holiday

November 11th - Veterans' Day - Holiday

November 26th & 27th - Thanksgiving Holiday

December 24th - January 4th Winter Recess

January 18th - No School - Martin Luther King Day - Holiday

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April 19th - 23rd Patriot's Day Holiday and Spring Vacation

May 31st - Memorial Day - Holiday

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December 23rd

Last Day of School

KEY

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★ High School Graduation June 5, 2021

ER - Early Release All Levels

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185 - Last Day of School with 5 Snow Days

February 2021 15 Days						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	H	V	V	V	V	20
21	22	23	24	25	26	27
28						

March 2021 22 Days						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	TW	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021 16 Days						
Su	M	Tu	W	Th	F	Sa
				1	H	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	V	V	V	V	24
25	26	27	28	29	30	

May 2021 20 Days						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	H					

June 2021 9 Days						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	★
6	7	8	9	10	180/LD	12
13	14	15	16	17	185	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2020 20 Days						
Su	M	Tu	W	Th	F	Sa
		1	2	3	NS	5
6	H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020 20 Days						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	TW	10
11	H	13	14	15	16	17
18	19	20	21	22	23	24
25	26	PTC	28	29	30	31

November 2020 18 Days						
Su	M	Tu	W	Th	F	Sa
1	2	PTC	4	5	6	7
8	9	10	H	12	13	14
15	16	17	18	19	20	21
22	23	24	ER	H	V	28
29	30					

December 2020 17 Days						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	ER	V	H	26
27	V	V	V	V		

January 2021 19 Days						
Su	M	Tu	W	Th	F	Sa
					H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	21	22	23
24	25	26	27	28	29	30
31						

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2879

Voucher Date: 02/26/2020

Prepared By:

Printed: 02/28/2020 09:33:43 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$905.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.


Donald Gallant

District Treasurer

Kevin Mahoney

Assistant District Treasurer

Designee

School Committee Member

Vincent Leone

Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund	Amount
202 REVOLVING FUNDS	\$905.00
	\$905.00

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2874

Voucher Date: 02/20/2020

Prepared By:

W. Capozzi

Printed: 02/20/2020 11:52:13 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$70.10 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant

Donald Gallant

District Treasurer

Kevin Mahoney

Kevin Mahoney

Assistant District Treasurer

Michelle Egan

Designee

School Committee Member

Vincent Leone

Vincent Leone

Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund	Amount
202 REVOLVING FUNDS	\$70.10
	\$70.10

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2875

Voucher Date: 02/25/2020

Prepared By:

W. Capozzi
Printed: 02/25/2020 12:40:20 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$3,090.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant

Donald Gallant

District Treasurer

Kevin Mahoney

Kevin Mahoney

Assistant District Treasurer

Michelle Hogan

Designee

School Committee Member

Vincent Leone

Vincent Leone

Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund	Amount
202 REVOLVING FUNDS	\$3,090.00
	\$3,090.00

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 22

Voucher Date: 03/13/2020

Prepared By:

Printed: 03/11/2020 02:34:38 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$38,730.83 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



Donald Gallant

District Treasurer



Kevin Mahoney

Assistant District Treasurer



Designee

School Committee Member

Vincent Leone

Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
001	GENERAL FUND	\$3,762.29
202	REVOLVING FUNDS	\$566.31
205	ATHLETIC/EXTRA CURR REVOLVING	\$32,734.49
301	TITLE I	\$1,133.02
302	94-142 IDEA 240	\$490.56
304	EARLY CHILDHOOD	\$0.00
402	STATE GRANTS FY EVEN YEARS	\$0.00
502	PRIVATE GRANTS & GIFTS	\$0.00
701	CAFETERIA FUNDS	\$44.16
		\$38,730.83

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1044

Voucher Date: 03/13/2020

Prepared By: *Donald H. Gallant*

Printed: 03/11/2020 02:24:27 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$834,764.61 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald E. Gallant
Donald Gallant District Treasurer

Kevin Mahoney
Kevin Mahoney Assistant District Treasurer

Michelle G. Goggin
Designee School Committee Member

Vincent Leone Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund	Amount
001 GENERAL FUND	\$834,764.61
	\$834,764.61

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1043

Voucher Date: 02/28/2020

Prepared By:

Donald Gallant
Printed: 02/28/2020 08:55:50 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$1,644.90 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant
Donald Gallant District Treasurer

Kevin Mahoney
Kevin Mahoney Assistant District Treasurer
Michelle Morgan
Designee School Committee Member

Vincent Leone
Vincent Leone Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund	Amount
001 GENERAL FUND	\$1,644.90
	\$1,644.90

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2881

Voucher Date: 03/13/2020

Prepared By:

Donald Gallant

Printed: 03/11/2020 12:04:54 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$54,982.79 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant
Donald Gallant

District Treasurer

Kevin Mahoney
Kevin Mahoney

Assistant District Treasurer

Michelle Spina
Designee

School Committee Member

Vincent Leone

Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
001	GENERAL FUND	\$39,825.97
205	ATHLETIC/EXTRA CURR REVOLVING	\$3,151.00
302	94-142 IDEA 240	\$889.00
303	TITLE IIA	\$6,239.32
402	STATE GRANTS FY EVEN YEARS	\$881.50
502	PRIVATE GRANTS & GIFTS	\$3,996.00
		\$54,982.79

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2880

Voucher Date: 03/13/2020

Prepared By:

Printed: 03/11/2020 11:53:06 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$207,143.21 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant

District Treasurer

Kevin Mahoney

Assistant District Treasurer

Designee

School Committee Member

Vincent Leone

Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
001	GENERAL FUND	\$195,476.73
202	REVOLVING FUNDS	\$3,534.00
205	ATHLETIC/EXTRA CURR REVOLVING	\$8,132.48
		\$207,143.21