

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 Dudley-Charlton Reg

District Contact Sandra G Sullivan TEL: (508) 943-6888

Name of School Shepherd Hill Regional High

Submission Date 5/5/2020

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

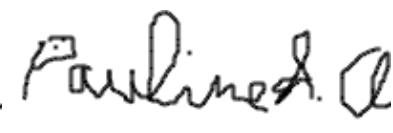
Superintendent of Schools

Steven M. Lamarche

Pauline J. Aucoin

Steven M. Lamarche

Superintendent



(signature)

(signature)

(signature)

Date

Date

Date

5/5/2020 2:14:54 PM

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* 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 Dudley-Charlton Reg

District Contact Sandra G Sullivan TEL: (508) 943-6888

Name of School Shepherd Hill Regional High

Submission Date 5/5/2020

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.

Potential Project Scope: Renovation/ Addition

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2020 Shepherd Hill Regional High

Is this part of a larger facilities plan? NO

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

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:

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 19 students per teacher

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

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

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

If "NO", please note that:

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

Is there overcrowding at the school facility? NO

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

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

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

At which schools in the district?

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

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

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

At which schools in the district?

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

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

Does not apply.

Please provide a 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 budget process at SHRHS begins with an assessment of student learning needs. Department coordinators consider projected enrollments, prioritize departmentalized requests for instructional/programmatic materials and submit a preliminary budget request to the principal. The principal meets with the superintendent, director of finance and operations, director of pupil personnel services, and the assistant superintendent for teaching and learning to discuss the operational budget, staffing needs, capital improvements, cost savings initiatives and potential budget concessions. A proposed budget is then presented to the school council and subsequently to the school committee. Meetings with the Dudley and Charlton finance authorities, the superintendent, finance director and school committee are scheduled and the fiscal budget is presented to both towns through public hearings. The school committee reviews the budget several times, dependent upon each town's financial resources, before voting on a final district budget at a public hearing. Each town's allocation is voted upon by the respective community at annual town meetings. Fiscal year requests to the communities are consistent, and slightly above the minimum local contributions required by the Education Reform Act of 1993. This amount was approved at the annual town meetings

in both towns. It should be noted that the district commits, on average, 90% of annual Excess and Deficiency funds to offset budget shortfalls. The communities make every effort, despite their own economic challenges, to provide dependable funding for school programs and services.

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).

Shepherd Hill Regional High School, located on Dudley-Oxford Road in Dudley, has been serving the adjacent communities of Dudley and Charlton since 1973. The high school put an end to double sessions at the old Charlton High School and brought together the Dudley students who, because the town had no high school of its own, were paying tuition to schools in the neighboring towns, one of which was in Connecticut. From 1973-2000, the school was a grade 7-12 facility. Two new middle schools, one in Dudley and one in Charlton, opened their doors in September, 2000 and alleviated severe overcrowding at the school. Shepherd Hill became a 9-12 facility at that time and remains such to this date. Major renovations include a total roof replacement in 1994, paving, addition of an outdoor adventure course, boys and girls locker room upgrades, replacement of the auditorium electrical panel and gym bleachers, replacement of science lab tables and replacement of all 296 original single pane windows and some exterior doors under the MSBA Green Repair Program in 2011. A \$2.2 million athletic field renovation project was approved by voters in both communities in March 2014. Our primary athletic field was replaced with a turf field to improve safety and accessibility concerns. In the summer of 2019 it is anticipated that Shepherd Hill will go through an technology infrastructure wiring upgrade.

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

192247

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).

Shepherd Hill Regional High School is located on Dudley-Oxford Road in Dudley, Massachusetts. The school sits on 90 fairly level acres. An addition to the current facility could be accomplished with a design considered with the original layout of the building. This could consist of either a fourth floor addition to the academic building or a connecting addition on the north side of the academic building. There are no adverse existing conditions that would impact a potential project on the site.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

68 Dudley-Oxford Road
Dudley, Massachusetts

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 building is of block design with a brick facade and slab foundation. The academic wing is a three-story structure with ground floor cafeteria, gymnasium, auditorium and support areas.

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

Year of Last Major Repair or Replacement:(YYYY) 2003

Description of Last Major Repair or Replacement:

A section of the auditorium concrete block west wall was waterproofed, pointed and caulked.

Roof Section A**Is the District seeking replacement of the Roof Section?** YES**Area of Section (square feet)** 125635**Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))**
MEMBRANE**Age of Section (number of years since the Roof was installed or replaced)** 22**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)** 296**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) 7**Description of repairs, if applicable, in the last three years. Include year of repair:**

All 296, single pane windows from the original construction were replaced in the Fall of 2011 with the assistance of a MSBA Green Repair Grant.

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 current building was constructed ca 1972, and has been used as an educational and community facility for the past 48 years. Despite an aggressive maintenance plan, age and tiring systems can only be repaired and maintained for so long without complete replacement and renovation provided. Parts and services continue to become obsolete and difficult to find. We believe the only cost-effective, long-term solution to this aging facility and its systems is a complete renovation. The existing three-phase electrical distribution system needs replacement due to age and condition; it cannot support the requirements of the technology age. There is evidence of aluminum feeders that have failed. GFI plug sockets are not in place next to sink areas as they should be. Federal Pacific circuit breakers and electrical panels are obsolete and difficult to replace. New electrical panels were replaced in the gymnasium (1998) and auditorium (2006).

The heating system is original to the building and relies on two inefficient furnaces which must be manually monitored. New boiler tubes were installed in 2002. The boiler/furnace stack shows considerable deterioration and there are concerns that boiler exhaust does not safely disperse from the building. The ventilation and air conditioning is inadequate, outdated, contribute to uneven temperatures throughout the school and does not meet current health standards. Adjusting the thermostats to compensate for under-heated areas results in other areas being overheated. This results in significant energy inefficiency and a less than comfortable learning and teaching environment. Pneumatic thermostats are used throughout the building; many of these lines have failed. The pneumatic system along with univent components is inefficient and replacement parts are very difficult to obtain. Copper piping is original with lead joints and a growing number of leaks occurring behind the cinder block walls; wedge shutoffs are impractical and inadequate. The technology infrastructure and outdated wiring are inadequate to meet the needs of a 21st century education. Fiber optic cabling and a wireless network are lacking.

Boiler Section 1**Is the District seeking replacement of the Boiler?** YES**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)**

Heating Oil

Age of Boiler (number of years since the Boiler was installed or replaced) 44**Description of repairs, if applicable, in the last three years. Include year of repair:**

None in the last 3 years. The heating system is original to the building and relies on two inefficient furnaces which must be manually monitored. New boiler tubes were installed in 2001. The Boiler furnace stack was repaired in 2016 to

correct safety concerns.

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

Year of Last Major Repair or Replacement:(YYYY) 1973

Description of Last Major Repair or Replacement:

Original to building

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

Year of Last Major Repair or Replacement:(YYYY) 1973

Description of Last Major Repair or Replacement:

Electrical services and distribution system are original to the building and are inadequate to support today's technology.

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).

Non-structural block interior with tile floor on concrete slab; all classrooms, library and cafeteria have 2X4 drop ceilings; connecting corridors and locker rooms are concrete slabs mesh cement with crawl space; lighting is 32 watt, 2 bulb fluorescent.

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).

Shepherd Hill Regional High School was constructed ca 1972 to meet the educational goals and requirements of that time. The building was designed for teachers working in individual classrooms and teaching subject matter in an isolated fashion primarily by lecture and reading. Today's high schools should be characterized by student collaboration, project-based learning, interdisciplinary projects, differentiated instruction, and teachers working in teams to deliver an interconnected curriculum in a coordinator manner using modern technology. In addition, in 1973, special education instruction was in the infant stages of MA Chapter 766 and facility designs for services were far different than today in view of IDEA and DESE equity space requirements. We must provide programming to identified students with disabilities, English Language Learners and for students who are at-risk of dropping out of school.

SHRHS offers a comprehensive array of curriculum for students in grades 9-12. The curriculum is organized into nine departments with 13 content areas consisting of English, mathematics, science, social studies, world languages (French and Spanish), business /technology education, visual and performing arts, physical education/health/family and consumer science, and special education. Graduation requirements include 22 total credits with four credits in English, four credits in math, three credits in science, three credits in social studies and three complete semesters of physical education.

In the academic wing, all classrooms are used constantly throughout the day and space is not available for additional/new educational programs including:

- those recommended by Mass Core graduation requirements
- vocational Instruction and opportunities
- Expanded programs to meet the needs of our students with disabilities
- SEI programming
- Capital skills and real-world relevant skills
- Functioning lab environments for increased student access to hands-on experiments and lab instruction
- Foreign language instructional laboratories to promote proficiency and facilitate Advanced Placement testing as well as the continued growth of the DESE Seal of Biliteracy
- Instructional space to meet the student demand for performing and visual arts facilities
- Modern health, wellness and physical education instructional areas, and
- Increased space for engineering and robotics programs while maintaining current hands-on program such as

woodworking.

Adequate space is needed to develop programs for students in all of the above areas as well as to continue to facilitate a process to engage those students who are at a high risk for dropout. The inability to provide adequate space for continued programs for students with specific learning disabilities continue to result in additional out of district placements that will not only be more costly for the district but will also not provide these students with the opportunity to receive an education in the least restrictive environment, in their local community, which is expected under both state and federal regulation. All of these factors above negatively impact our ability to prepare our students for the future within a modern day educational building.

In 2016 and 2017 our High School included in its program of studies a STEM certificate program to expand our offerings and courses for the students with a further in-depth exposure in these areas and allow our students the opportunity to graduate with distinction in the Sciences. Since this program came about we have received a BioMed grant to expand our biology class curriculum and most recently was awarded a Project Lead the Way two-year grant to expand our Biomedical Science course offerings.

In 2019 Shepherd Hill was one of 11 high schools designated by DESE as an Innovation Pathways school within the Biomedical and Engineering pathways. This designation has led to more opportunities for our students to grow and be exposed to real world relevant industry-based exposure in these pathways. Shepherd Hill is obligated to embrace these types of expansion opportunities within its curriculum for hands-on, investigative learning. Our potential trajectory continues to be high with these designations and recognitions from the Commonwealth. Unfortunately, our building continues to be a hindrance in these opportunities. Shepherd Hill also received the Massachusetts Skills Capital Grant Program to continue the expansion and access to innovative instruction.

Learning areas need to be redesigned to provide for engineering and robotics instruction allowing for expansion of the curriculum to provide relevant industry-based skills. Teachers have been trained in these strategies and methodologies, but are compromised by the facilities. Storage in the science area is inadequate, water and electrical systems lack modern safety measures and ventilation is poor.

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).

You'll see that this area of educational space within Shepherd Hill Regional High School is to the point where equity/accessibility for all of our students is significantly impacted by a 1970s design. More troubling are the equity/accessibility concerns for students with disabilities such as limited accessibility to our health suite and school nurses, and accessibility concerns within with mobility restrictions within our building with weekly mechanical issues arising around our almost 50-year-old elevator.

The 77-room core educational space has been reduced over the years to accommodate inadequate computer space and special education needs. Currently 68 rooms are available as classrooms. The number and size of current classrooms is inadequate. The average core classroom contains between 590 and 775 sq. ft. (today's standard calls for 850 to 950 sq. ft.). There are no extra spaces for additional/new educational programs without compromising or eliminating other educational programs.

Science (experimental) laboratory environments are another area of significant concern. In today's modern-day education, science labs must be up to today's standards in order to provide access to the needed educational experience for all of our students. Our current experimental laboratories do not meet current educational requirements, in size, accessibility, location or layout. Student access to the Massachusetts curriculum frameworks is compromised due to limitations on the

number and type of experimental laboratories that can be run. The curriculum has been altered in most science labs, restricting the full science experience for all our students. The science labs are not fully or properly equipped for biology, chemistry or physics. Teachers are unable to meet the curriculum requirements in the labs as evidenced by the following facility limitations: 1.) lack of working or functioning gas in all labs - 4 out of the 12 lab areas have Bunsen Burners, 2.) insufficient sinks and tables for instruction, 3.) limited storage space for equipment and chemicals, 4) insufficient technologies, lighting, and electricity, 5) inadequate safety/chemical wash and ventilation, 6.) no autoclave exists within any of our labs or science space which limits biology students from being able to do advanced biology and biotechnology labs, and finally 7.) very limited prep rooms and no dishwashing equipment within any of the lab areas. Science laboratories contain between 900-1,055 sq. ft. (today's standard calls for 1,440 sq. ft.) Three of the nine science labs were repaired/updated in 1998 to address natural gas emergency shut off concerns. Two chemistry labs were updated with new lab tables in August, 2010 and one additional chemistry lab was updated with new lab tables in the fall of 2011.

Modern physical education facilities including the gymnasium, locker rooms, and fitness areas are long overdue for updating. Attention is needed with our indoor facilities and practice areas. They are outdated and many of the structures are over 40 years old. These updates continue to be needed for the expansion of athletic offerings to students and increase accessibility for our school community. Modernized athletic facilities would mirror those at other more recently constructed/renovated facilities at nearby schools. Kitchen facilities need to be modernized to provide for the nutritional needs of students. Much of the kitchen equipment is original to the building, is not energy efficient, and has exceeded its expected life span. The cafeteria is not configured to meet current wellness models for school food programs. The traditional serving line layout needs to be redesigned to provide a "food court" system that provides healthy meal choices for students and will continue to serve as a key component to the school wellness program. Our Library Media Center provides a variety of print and non-print materials that support the curriculum and enrich recreational reading activities. Technology and computer access have increased over the years with the addition of a computer lab space and Chromebook carts within this learning space. Furniture which was the original furniture from 1973 has recently been replaced in the last several years. Upgraded lighting and electronic cataloging has also taken place as well in the last 4-5 years. This space will need to continue to grow as the needs within the academic supports of our students grow. Space continues to be a factor in this growth.

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).

Enrollment has leveled due to the current economic downturn. Currently four teachers share classrooms with other teachers. During the 47-year history of the school, several spaces have been converted from their intended use into classroom space. The following have been converted into classrooms: a reading lab, a math lab, a foreign language lab, 2 teacher preparation rooms, three family and consumer science rooms, and 2 larger lecture halls. Several storage areas have been converted into special education service areas for related services such as speech therapy, OT, PT and conference rooms. In addition, several industrial arts areas have been converted into office spaces for the district central office. All of which continue to be lost spaces and areas for needed programming. This continued mindset of utilizing our existing space and making choices of eliminating or compromising needed programs to make way for other evolving programs has hit the ceiling as there are no other spaces to utilize and grow as a school community.

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 Dudley-Charlton Regional School District prides itself on maintaining school buildings and insuring that students have a safe learning environment. Day to day building maintenance is provided by a full-time staff coordinated by the director of maintenance. There are three shifts with a staggered schedule that allows the building to be monitored twenty-four hours a

day during the regular school week. Mechanical, electrical, plumbing, and carpentry are done in house if feasible. Major repairs are secured by bid when needed. Capital improvement occurs on a regular basis dependent upon financial availability, with a priority given to safety concerns. Recent capital repair investments include: repaving the driveway and parking lot, renovation of industrial arts classrooms and storage areas into a district central office, renovation of three chemistry labs with new lab tables, repainting lockers. All 296 original single pane windows and some exterior doors were replaced with the assistance of the MSBA Green Repair Program in 2011. Funding came from school choice monies and did not necessitate an override or debt exclusion. All first floor and second floor academic classrooms were painted during the summers of 2011, 2012, 2013, 2014 and 2015 with the assistance of the Sheriff's Department Community Service Program. In 2008 the gym was renovated to address a number of safety and ADA issues that included flooring, bleachers, backboards and rims. Intercom/paging repairs and upgrades took place in 2008. Auditorium lighting and panel board were replaced in 2007. In addition, all lighting in the cafeteria, school library, media center and gym were also replaced in 2007; a 15,000 gallon underground fuel storage tank was replaced in 2006; the walk-in freezer and refrigerator were replaced in 2006; the air exchange enhancement monitor in the gymnasium was replaced in 2004 with partial energy grant funding; two exhaust fans were installed in the kitchen in 2003; retubing of both boilers took place in 2002; a 1,200 gallon PVI hot water tank with four stainless steel indirect hot water tanks was replaced in 2002; the outdoor tennis and basketball courts were renovated and fencing on the courts and fields were replaced in 2005; three science labs were upgraded in 1998 and a total roof replacement amounting to \$900,000 debt exclusion was undertaken in 1994. A \$2.2 million athletic field renovation project was approved by both communities in March, 2014 to address safety and accessibility concerns. A \$1.2 million donation was received to lessen the financial burden on the communities and a debt exclusion was approved for funding the remaining amount.

Safety concerns with an almost 50-year-old building remain paramount in our ongoing year to year planning. At the top of the safety concern list is the lack of a secure vestibule at the main office entrance of the building. These types of modern-day vestibule configuration are the standard for any school. In addition, our campus only has one means of egress. This road facilitates the only means of egress for all staff, visitors, buses and student drivers from Shepherd Hill Regional High School and all staff, visitors and buses of Dudley Middle School. This creates a good amount of congestion during parts of the day with bus and other traffic for both schools. This also presents significant concern during potential emergency situations where first responders must get to our campus. These two factors continue to be a growing concern in any of our current and future safety programming.

The lack of efficiency and age of the various building systems impede the delivery of a modern-day education and have an increasing impact on financial resources. In addition, safety concerns in science labs, fire suppression system, lifting tiles in the practice gym and main corridors and locker room facilities, lack of handicapped seating in the auditorium, inefficient and aging student lockers, all contribute to a less than conducive environment for teaching and learning.

Increased occupant comfort combined with an improved physical environment would promote a better atmosphere for teaching and learning and provide students with the skills necessary for success in the 21st century. The boiler/furnace stack was repaired in 2016 to address safety concerns and building technology was upgraded to include wireless internet access. A facility assessment to prioritize building needs took place in March, 2016.

Priority 5

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

The current building opened its doors in 1973 and has been used as an educational and community facility for the past 47 years. Despite an aggressive maintenance plan, age and tiring systems can only be repaired and maintained for so long without complete replacement and renovation provided. The only cost-effective long-term solution to this aging facility and its systems is a renovation.

The heating system is original to the building and relies on two inefficient furnaces which must be manually monitored. The ventilation and limited air conditioning is inadequate and contributes to uneven temperatures throughout the school.

Adjusting the thermostats to compensate for under-heated areas causes other areas to be overheated. This results in significant energy inefficiency and a less than comfortable learning and teaching environment.

§ Pneumatic thermostats are used throughout the building; many of these lines have failed. The pneumatic system along with univent components is inefficient and replacement parts are not available.

The district enacted a univent preventative maintenance program in 2019-2020 by a third party to go through the entire school.

Copper piping is original with lead joints and a growing number of leaks occurring behind the cinder block walls; wedge shutoffs are impractical and inadequate. A burst pipe on the second floor created a serious flood on the first floor damaging 4 classrooms, a special education office and a storage closet.

§ The building is constructed with an uninsulated block design and partially insulated flat roof. There is known asbestos in the building which is encapsulated and monitored under an appropriately posted asbestos management plan.

§ A vestibule at the main entrance would prevent drafts, increase comfort and safety in the nearby classrooms and decrease energy expenditure.

§ The existing electrical distribution system needs replacement due to age and condition; it cannot support the requirements of the technology age. There is evidence of aluminum feeders that have failed. GFI plug sockets are lacking next to sink areas. Federal Pacific electrical panels are obsolete.

§ The existing emergency power/egress lighting system requires substantial upgrades to meet present life safety requirements for egress lighting.

§ The roof is 22 years old and leaks are becoming more common. Additionally, it is not optimum for alternate energy sources such as solar panels. Available renewable energy grants require roofs to be less than 10 years old.

§ Much of the kitchen equipment is original to the building and has exceeded its expected life span. An update will result in more energy efficient equipment and a lower operating cost while better meeting the nutritional needs of students.

§ The technology infrastructure and outdated wiring are inadequate to meet the needs of a 21st century education. Fiber optic cabling is lacking.

§ The single elevator which services the academic building is nearing its expected life span. It has no emergency phone and no audible floor signals.

§ Recent water incursion has appeared at the northeast section of the school on the first-floor slab area, impacting two ground level classrooms. We replaced flooring and tested the area for air quality, mold spores. Results have come back acceptable but further work may be needed as we continue to monitor the area.

Priority 5***Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.***

As part of the Massachusetts Department of Energy Resources' (DOER) Energy Audit Program (EAP), Energy Engineering & Design, Inc. (EE&D) performed an energy audit at Shepherd Hill Regional High School in April of 2009. Recent measures taken to reduce energy consumption include the following:

1. T-5 lights installed in both gyms with sensors for energy savings.
2. T-8 bulbs installed with new ballasts in every light throughout the building.
3. Energy efficient LED exit lights were recently installed.
4. Floor to ceiling curtain installed between main gym and practice gym.
5. Exterior doors installed at the main entrance.
6. New boiler tubes installed in both boilers.
7. Light sensors installed in every room.
8. New compressor has been installed for the air conditioner.
9. New air handler in the superintendent's area.
10. Replaced 1000 ft. of return hot water pipe.
11. New electric panel for both gyms.
12. New electric panel and energy efficient lighting installed in the auditorium.
13. The boiler/furnace stack has been repaired to address safety concerns.

In addition, a kitchen walk-in freezer and refrigerator were replaced in 2006; 15,000-gallon underground fuel storage tank was replaced in 2006; air exchange monitor in the gymnasium was replaced in 2004 (partially funded by an energy grant); 1,200-gallon PVI hot water tank with four stainless steel indirect hot water tanks were replaced in 2002 and a total roof replacement and insulation took place in 1994. All 296 drafty windows and some exterior doors were replaced in the summer of 2011 with partial funding under MSBA Green Repair Program.

Discussions are taking place with National Grid to explore the possibility of accessing lower cost natural gas for use as fuel for the boilers. The two oil fired boilers would be replaced with new energy efficient natural gas ones at a cost of \$300K+. This would result in substantial energy conservation and cost savings.

Technology has been updated somewhat with the addition of a wireless internet network in 2015 and a re-wiring project that took place last summer (2019).

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

The lack of efficiency of the various building systems, in particular uncomfortable conditions relative to inadequate heating and ventilation, affect teacher and student comfort; and as a result, negatively impact overall student performance. As maintenance and operational costs of the building systems continue to climb, there is an adverse effect on the school budget. Funds that could be available for implementation of enhanced educational programs must be used to maintain the aging and inadequate building systems. A lack of energy efficiency also decreases funding available for educational programs and curricular needs.

The outdated electrical wiring impedes the efforts to integrate technology effectively as a tool for teaching and learning in all subject areas. This seriously impacts the curriculum and limits the acquisition of skills necessary for success in modern day education. The simultaneous use of network bandwidth cannot be supported with our current infrastructure.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

A modern HVAC system would correct the issue of inconsistent heat delivery and provide for increased occupant comfort creating a better teaching and learning environment and leading to increased student achievement.

A decrease in spending for maintenance and operation of the building systems would allow for additional funding for the implementation of enhanced educational programming.

An updated electrical system would support increased technology in the classroom to support 21st century learning and decrease safety issues with the use of power strips and multiple plugs in the limited electrical outlets.

Safety concerns due to inefficient and aging building systems would be addressed and provide for an improved teaching and learning environment.

An updated technology infrastructure would provide students with the skills necessary for success in the 21st century.

Please also provide the following:

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

YES

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

Massachusetts Department of Energy Resources Energy Audit Program

The date of the inspection: 4/1/2009

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

As part of the Massachusetts Department of Energy Resources' (DOER) Energy Audit Program (EAP), Energy Engineering & Design, Inc. (EE&D), performed an energy audit at Shepherd Hill Regional High School in April of 2009. The audit included a comprehensive walk-through of the building, a review of the associated systems and equipment, including both process systems and building systems, with the goal of generating a list of energy conservation projects, their costs and estimated energy savings. These included the following: (1) Lighting upgrade (T-8 bulbs were installed with new ballasts in every light throughout the building.), (2) Install variable speed drives on the three 20-hp hot water pumps. (3) Replace pneumatic control system with electronic DDC. Electronic controls would allow for more fine-tuned controls, and could be accurately programmed, reducing the need for manual tweaking by maintenance staff. Additionally, separate zones and time schedules and more sophisticated logic could be programmed into the electronic controls such as zone temperature reset, building warm-up, demand-controlled ventilation and others. (4) Add outdoor air reset to boiler hot water temperature. Allowing the boiler to heat to a lower temperature when outdoor air is warmer would save fuel without impacting the boiler's ability to heat the building to optimal comfort levels. (5) Install dedicated domestic hot water heater. Using a dedicated heater for domestic hot water (DHW) would allow the boiler to be used for heating purposes only; as such, it may then be shut down for the summer months and/or maintenance. Reduced usage of the boilers during the summer months will result in fuel savings. Moreover, replacing the current DHW tank with a smaller unit will save energy by requiring a smaller amount of hot water to be kept at temperature, also saving fuel. (6) Replace single-pane windows with double-pane windows. (All 296 windows and some exterior doors were replaced in the summer of 2011 with partial funding under MSBA Green Repair Program.) (7) Replace fan motors in walk-in refrigerator and freezer with electronically commutated motors,

set to turn off when door is opened. (8) Install anti-sweat heater control for the kitchen cooler and freezer. A humidity sensor would turn off the defrost heat when not needed, reducing energy use by allowing the unit to not "fight itself" in order to maintain appropriate food storage temperatures. (9) Upgrade toilets, urinals, and faucets to low flow fixtures.

Priority 7

Question 1: Please provide a detailed description of the program 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.

Shepherd Hill Regional High School was designed for 1970 era teachers working in individual classrooms and teaching subject matter in an isolated fashion primarily by lecture and reading. High schools of the 21st century are characterized by student collaboration, project-based learning, interdisciplinary projects, differentiated instruction, and teachers working in teams to deliver an interconnected curriculum in a coordinated manner using modern technology. In addition, special education instruction and services are far different today than they were in 1973. Space is also needed to address the needs of P.L.L. and at-risk students.

- The number and size of career classrooms is inadequate. The building was constructed with 77 regular education classrooms. As a result of reorganization for special education needs, computer labs, etc., regular education classrooms have been reduced to 68. The average core classroom contains between 350-775 sq. ft. Today's standards call for 950 sq. ft.
- Science laboratories contain between 900-1200 sq. ft., which today's standards call for 1,400 sq. ft. NCAAC's Accreditation report stated its concern for the outdated, small labs, and the inability to meet the needs of today's and future learners.
- In 2016 and 2017 our High School's STEM certificate program expanded to include high courses for the students, allowing them to graduate with distinction in the Sciences. We have since received a Biomed grant to expand our biology class curriculum and were recently awarded a Project Lead the Way two-year grant to expand our Biomedical Science course offerings.
- In 2019 Shepherd Hill was one of 11 high schools designated by DESE as Innovation Pathways (Health/medical and Engineering pathways). This designation has led to more opportunities for our students to grow and be exposed to real world career industry based exposure in those pathways. Shepherd Hill is obligated to combine these types of exposure opportunities within its curriculum for hands-on, investigative learning. Our practical inquiry continues to be high with these designations from the Commonwealth. Unfortunately, our building continues to be a hindrance in these opportunities.
- Learning areas for engineering and robotics instruction will allow for expansion of the curriculum to provide relevant industry-based skills. Teachers trained in these strategies and methodologies, are compromised by the facilities. Storage is inadequate, water and electrical systems lack modern safety measures and ventilation is poor.
- Additional technologies are needed to meet the needs of current and future teaching and learning. Classroom structures and space well suited for modern technologies and current electrical/cabling does not support such advancements without serious concerns.
- World Language instruction is compromised by the lack of a modern language lab for individualized instruction to enhance the opportunities for developing proficiency for all students including those who progress to the advanced placement level standing in the DESE Seal of Biliteracy Level.
- Additional classroom space is needed to expand offerings to implement the two-year foreign language graduation requirement recommended by the Mass Core curriculum.
- The current physical education program does not align with the state curriculum framework. Space constraints preclude various program activities and class instruction. The physical education program consists of sports related activities rather than study without framework. There are no areas for dance and wrestling.
- Lack of accessibility and adequate space for our health care instruction school facility and compromise the confidentiality of all students.
- Lack of a conference room, especially in the administrative and guidance areas, are not available and impede the ability to meet with parents and students in a confidential manner.
- Additional office space is needed to accommodate a school resource officer and a school adjustment counselor.
- Adequate space is not available for special education services such as speech, physical and occupational therapy. Storage areas and certain partitioned areas are being used for these services.
- Additional space is needed to develop special education programs including those with pre-vocational and life skills content that allow for students to remain in the district and decrease need of district placement for services. Post-graduate programs could be implemented.
- Updated facilities for the performing arts classes including practice facilities for instrumental and vocal ensembles, changing rooms near the stage, and space for set construction and storage. No traditional classrooms to teach non-instrumental classes, such as music theory, composition and music appreciation are available. Inadequate space exists for string or percussion instruction. The band room is too small, acoustics are poor and the location disrupts other classrooms and district offices.

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.***

Many of the issues that constrain the educational program are due to the limitations of the physical structure, inadequate technology infrastructure, and an aging facility. The administration, faculty and staff have been creative in overcoming these challenges wherever possible and an aggressive maintenance plan has been in place throughout the 40 years of the building. Two new middle schools, one in Dudley and one in Charlton, opened their doors in September, 2000 and alleviated severe overcrowding at the school. Shepherd Hill became a 9-12 facility at that time and remains such to this date.

§ Over the years, several spaces have been converted from their intended use into classroom space. The following have been converted into classrooms: a reading lab, a math lab, a foreign language lab, 2 teacher preparation rooms, three family and consumer science rooms, 2 lecture halls. Several storage areas have been converted into special education service areas for speech therapy, OT, PT and conference rooms. In addition, several industrial arts and storage areas have been converted into office spaces for the district central office. Other renovations have included:

- § Total roof replacement and insulation (1994)
- § Three first floor science labs upgraded to address natural gas emergency shutoff concerns and equipment deficiencies (1998)
- § Lecture halls renovated for a computer lab and a science classroom.
- § Modifications made to a cardiovascular/weight room.
 - § Substantial expenditure to repair the outdoor tennis and basketball courts as well as fencing on the east and south ends of the courts/fields (2000)
- § Both boilers retubed (2002)
- § 1,200-gallon PVI hot water tank with four stainless steel indirect hot water tanks replaced (2002)
- § Two exhaust fans installed in kitchen (2003)
- § ADA upgrades resulting in partial compliance (2004, 2012)
- § Replacement of air exchange enhancement monitor in the gymnasium partially funded by energy grant (2004)
- § Storage areas in the library/media center renovated into a conference area as a result of class gifts (2005/2014)
- § Replacement of walk-in freezer and refrigerator in the kitchen (2006)
- § Replacement of a 15,000-gallon underground fuel storage tanks (2006)
- § Auditorium lighting and panel boards replaced (2007)
- § All lighting in the cafeteria, school library, media center and gym replaced (2007)
- § Gym renovation to address a number of safety and ADA issues and included flooring, bleachers, backboards and rims (2008)
- § Intercom/paging repairs and upgrades (2008)
- § Additional storage facility constructed
- § Security cameras installed on all three floors and on the exterior of the building to provide for increased safety.
- § Track resurfaced and recalibrated with metric measure (2009)
 - § Renovation of industrial arts classrooms and storage areas as a visual/performing arts MAC lab and district central office space (2009/10)
 - § An on-site annunciator was installed at a cost of \$27,000 to provide updated fire safety protection after grave concerns raised by the fire chief and the building inspector.
- § Three portable computer labs (one for each floor of the academic wing) each with 16 computers purchased (2010)
- § Three third floor science labs received updated lab furniture (2010)
- § Repaving of the driveway and a portion of the parking lot (2010)
- § Repainting/electroplating third floor student lockers (2010)
- § All 296 original single pane windows and some exterior doors replaced with partial funding through the MSBA Green Repair Program (2011)
- § All first-floor classrooms in the academic wing were painted with assistance from the Sheriff's Department Community Service Program (2011)

Community



ervice

Program (2011)

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.

With the formation of the Dudley-Charlton Regional School District in 1970, Shepherd Hill Regional High School opened in 1973 to meet the educational goals and requirements of that time. Equity/accessibility concerns in the space for special educational programming continue, as to equity/accessibility concerns in our health suite, as well as for our most vulnerable students as they travel within our building with weekly mechanical issues arising around our almost 50-year-old elevator.

The 77-room core educational space has been reduced over the years to accommodate inadequate computer space and special education needs. Currently 68 rooms are available as classrooms. The number and size of current classrooms is inadequate. The average core classroom contains between 590 and 775 sq. ft. (today's standard calls for 850 to 950 sq. ft.). There are no extra spaces for additional/new educational programs without eliminating other educational programs. Science labs are another area of significant concern. Our current labs do not meet current educational requirements, in size, accessibility, location and lab layout. The science curriculum is compromised and teachers are unable to meet the curriculum requirements in the labs as evidenced by the following: 1.) lack of working or functioning gas in all labs - 4 out of the 12 lab areas have Bunsen Burners, 2.) insufficient sinks and tables for instruction, 3.) limited storage space for equipment and chemicals, 4) insufficient technologies, lighting, and electricity, 5) inadequate safety/chemical wash and ventilation, 6.) no autoclave exists within any of our labs or science space which limits biology students from being able to do advanced biology and biotechnology labs, and finally 7.) very limited prep rooms and no dishwashing equipment within any of the lab areas. Science laboratories contain between 900-1,055 sq. ft. (today's standard calls for 1,440 sq. ft.) In 2016 and 2017 our High School included in its program of studies a STEM certificate program to expand our offerings and courses for the students with a further in-depth exposure in these areas and allow our students the opportunity to graduate with distinction in the Sciences. Since this program came about we have received a BioMed grant to expand our biology class curriculum and most recently was awarded a Project Lead the Way two-year grant to expand our Biomedical Science course offerings. In 2019 Shepherd Hill was one of 11 high schools designated by DESE as an Innovation Pathways school within the Biomedical and Engineering pathways. This designation has led to more opportunities for our students to grow and be exposed to real world relevant industry-based exposure in these pathways. Shepherd Hill is obligated to embrace these types of expansion opportunities within its curriculum for hands-on, investigative learning. Our potential trajectory continues to be high with these designations and recognitions from the Commonwealth. Unfortunately, our building continues to be a hindrance in these opportunities. Learning areas need to be redesigned to provide for engineering and robotics instruction allowing for expansion of the curriculum to provide relevant industry-based skills. Teachers have been trained in these strategies and methodologies, but are compromised by the facilities. Storage in the science area is inadequate, water and electrical systems lack modern safety measures and ventilation is poor.

Modern physical education facilities including the gymnasium, locker rooms, and fitness areas are long overdue for updating. We were very pleased that both communities approved a \$2.2 million renovation project for our primary athletic field in 2014. However, additional attention is needed within the practice fields and our indoor facility areas. These updates are needed to expand athletic offerings to students and increase accessibility for our community. *Kitchen facilities* need to be modernized to provide for the nutritional needs of students. Much of the kitchen equipment is original to the building, is not energy efficient, and has exceeded its expected life span. The cafeteria is not configured to meet current wellness models for school food programs. The traditional serving line layout needs to be redesigned as a "food court" system with healthy meal choices consistent with the school's wellness program. *Our Library Media Center* provides a variety of print and non-print materials that support the curriculum and enrich recreational reading activities. Technology and computer access have increased over the years with the addition of a computer lab space and Chromebook carts within this learning space. Space continues to be a factor in this growth.

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
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Steven M. Lamarche	Pauline J. Aucoin	Steven M. Lamarche
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Superintendent

		
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* 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.