

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2023 Statement of Interest

Thank you for submitting an FY 2023 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete if the District selected statutory priority 1 or priority 3.** If either of these priorities were selected, the District is required to mail the required supporting documentation to the MSBA, which is described below.

ADDITIONAL DOCUMENTATION FOR SOI STATUTORY PRIORITIES #1 AND #3: If a District selects Statutory priority #1 and/or priority #3, the District is required to submit additional documentation with its SOI.

- If a District selects statutory 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 statutory 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 Westford

District Contact Christopher Chew TEL: (978) 692-5560

Name of School Col John Robinson

Submission Date 4/14/2023

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.
- ☒ Prior to the submission of the SOI, 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.
- ☒ The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the priorities for which the SOI is being submitted.
- ☒ The district hereby acknowledges that it must upload all required vote documentation on the "Vote" tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead.
- ☒ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all required supporting documentation for statutory priority 1 and statutory priority 3. If statutory 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 statutory 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. The documentation noted above must be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

**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

Kristen Las

Chris Sanders

Christopher Chew

Town Manager



(signature)

(signature)

(signature)

Date

Date

Date

4/14/2023 9:13:05 AM

4/14/2023 10:33:31 AM

4/14/2023 9:04:19 AM

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

Massachusetts School Building Authority

School District Westford

District Contact Christopher Chew TEL: (978) 692-5560

Name of School Col John Robinson

Submission Date 4/14/2023

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. All SOI vote documentation must be uploaded on the Vote Tab.

SOI Program: Core

Potential Project Scope: Potential New School

Is this a Potential Consolidation? No

Is this SOI the District Priority SOI? Yes

School name of the District Priority SOI: Col John Robinson

Is this part of a larger facilities plan? Yes

If "YES", please provide the following:

Facilities Plan Date: 6/30/2023

Planning Firm: SMMA

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 Master Plan scope includes: performing a physical and programmatic assessment of the Westford Public School facilities and developing an updated Master Plan for grade level configurations, elementary and middle school districting, relocation of district administration, critical maintenance, renovations, and additions or building replacements for the next ten years.

As part of the building facilities assessments and the educational adequacy assessments of all the schools, the Robinson School stands out as the school building that has significant needs of building systems replacements. Many of the building systems and components are original to 1969 (54 years old)

The school is a product of a design and educational philosophy of the period of “open plan”. The open plan, though sound in its intentions of educational collaboration and team teaching, lacked the full understanding of the need for: all students needing access to natural light and views; acoustical and visual isolation from other educational spaces (classrooms) and class identity.

Open plan buildings and this specific building is thick, with many internal teaching spaces.

The district has multiple school buildings, though not new, represent more conventional learning environments that, not intentionally represent “next generation learning”, have the flexibility to accommodate it. The Robinson School does not.

The district is organized with the grade configuration of:

- (3) PreK – Grade 2 elementary schools (PreK transitioned to the elementary schools beginning in 2019)
- (3) Grades 3-5 elementary schools
- (2) 6-8 Middle schools
- (1) 9-12 high school

In addition to the Robinson School, two other district schools, the Abbot Elementary School and the Norman Day Elementary Schools have similar issues of obsolescent engineering and architectural systems. Abbot and Day are more conventional in plan (double loaded corridors).

Both schools were designed for other grade levels and were converted to elementary schools as other new schools came on line, with very few renovations for the new grade levels. Abbot was designed as a high school, the previous Westford Academy, while Day was designed as a junior high school.

All three schools have similar populations:

Robinson, 344 students

Abbot, 341 students

Day, 296 students

All three schools have been identified as in need of comprehensive renovations or more.

Over a number of years, the School Committee, school administration and expression of many parents has been to explore the possibilities and ramifications of an alternate, more conventional PreK or K - 5 grade configuration.

The Robinson School is the only school in the district to be “open plan” (and the ramifications of it)

Master Plan tasks to date include:

1. A detailed Facilities Conditions Assessment that identifies building materials, components, and systems that need to be repaired or replaced in the near future
2. A detailed review of the Educational Adequacy for the buildings’ ability to serve current educational

delivery and to serve the changing range of delivery looking further into the 21st Century.

3. The lack of facilities equity across a wide range of building ages, configurations, educational spaces and their sizes

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

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

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

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

Currently underway and expected to be completed in June 2023. In October of 2022, the Westford Public Schools entered into a contract with Symmes Maini & McKee Associates (SMMA) of Cambridge to perform a comprehensive Master Educational Plan focusing on the elementary schools of the district. Some of these six elementary schools within the district are being impacted by lack of proper educational space, and poor quality.

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? 14

At which schools in the district? Stony Brook, Crisafulli, Day, Nabnasset, Westford Academy

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

General Education Elementary Classroom Teachers, Middle School ELA/Soc St & Math/Sci, High School English, Math & Visual Art

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

If "YES", how many staff positions were affected? 4

At which schools in the district? The 4.0 FTEs were reduced across all six elementary schools

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

Reading Interventionists

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 teacher reductions were in response to a previous decline in student enrollment. It was a fiscally responsible decision to maintain our class sizes in the elementary schools between 20-22 students and at the middle school level below 25. Reading Interventionists were centralized to better support the evolving needs at each school throughout the school year in response to the short term interventions needed by students. The support was not reduced, the resources were more equitably distributed.

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).

As described on our town finance website page, Westford has a standing Capital Committee that provides an objective and consistent forum whereby all the town's capital requests can be planned, prioritized, and recommended. This Committee works closely with all town departments to ensure that their capital requirements for the immediate year and longer term are understood and documented, leading to a recommendation to the Town Manager, Select Board, Finance Committee, and ultimately town residents as to how to best spend the resources that the town has for capital

expenditures. Capital requests are included in a warrant article at Town Meeting where the residents have the opportunity to vote on the requests. This year's Town Meeting took place on March 25, 2023. The Capital Planning Committee uses the following guidelines to define capital: major non-recurring tangible assets or projects which cost more than \$10,000, have a useful life of longer than five years, and are purchased or undertaken at intervals of not less than five years are considered capital items (computers and related technology and police cruisers are excluded from this definition). The WPS FY24 Budget was approved at Town Meeting for \$65,889,564 reflecting an increase of 2.89%. In order to meet that allocation, and in response to the previously mentioned declining enrollment, six General Education staff positions were reduced throughout our elementary and middle schools as sections were removed. The FY23 budget was approved for \$64,038,182 which was also a 2.89% increase and also included reductions of General Education staff positions, two in elementary, two in middle school and four at the high school level in response to enrollment. The FY22 budget was \$62,236,868 which was an increase of 1.63%.

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 one story, Robinson Elementary School was designed / opened in 1969 as a K-5 elementary school (54 years old). It was designed and remains an “Open Plan” design concept with up to four classroom / learning environments in each open pod. There were two modular / portable Classrooms added in the 1990’s.

Over the nearly six decades of use, there has been no subdividing or closing in of the open pod educational spaces. The outdoor (covered) recreational area was “enclosed” with exterior walls in 1989 as a gymnasium. Though well intentioned, it is undersized and has numerous building technical issues.

Currently the school serves 344 students in grades PreK – 2.

The school is a product of a design and educational philosophy of the period of “open plan”. The open plan, though sound in its intentions of educational collaboration and team teaching, lacked the full understanding of the need for: all students needing access to natural light and views; acoustical and visual isolation from other educational spaces (classrooms) and class identity.

These buildings and this building is thick, with many internal teaching spaces.

The district has multiple school buildings, though not new, represent more conventional learning environments that, not intentionally represent “next generation learning”, have the flexibility to accommodate it. The Robinson School does not.

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

55836

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).

Colonel John Robinson School is located centrally in the western portion of Westford, north of Interstate 495. The 68.8-acre parcel is shared with Crisafulli School and is adjacent to the Westford Academy parcel; walking paths connect the three schools. The school has multiple play areas and multiple parking lots. Due to active construction on the grounds, arrival at the school was confusing and finding the front door was initially difficult. Though there is a covered walkway at the main entrance, there are additional porticos around the building that may confuse the arrival sequence. The site elements are overall in a fair condition.

The site is served by public (town) water and private sewer. Wastewater from the site is piped to a localized treatment plant located here. Gas also serves the site by a private utility. Power and communication are brought to the building via overhead lines/underground services.

The playground at the front of the school was undergoing complete replacement during the December site visit. This construction was disrupting the normal play areas of the school. However, it appeared to have insignificant effect on the day-to-day operations of student arrival and departure.

Site accessibility regarding walkway slopes and accessible parking spaces appeared compliant. Accessible parking spaces are in each parking area. Improvements including ramps and alternative routes have been made over time,

and the new playground will most likely add a level of accessibility that is not achieved in the current play area. Most exterior doors appear accessible or have an alternate route in the vicinity. The loading dock does not have a ramp for accessibility.

School walkways are bituminous concrete with plaza areas made of concrete pavement. The bituminous walkways are in fine/poor condition, especially in areas that meet concrete plazas. There is raveling, linear cracking, and edges into lawn are deteriorating. Most of the bituminous curbing on the site has failed and is raveling.

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)

60 Concord Road
Westford, MA. 01886

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).

ARCHITECTURAL/EXTERIOR

1. Walls

Brick has been installed over CMU and appears to be in fair to good condition. Walls are grouted solid and appear to be designed as the primary weather barrier with the roof, as opposed to the use of damp proofing or membrane system inside of a cavity. No weeps are present and thru wall flashing is present only at precast sills. No expansion or control joints are present in wall. The 1968 original contrary drawings indicate the solid 12" thick masonry exterior walls are completely uninsulated.

Precast Cornice shows signs of anchors that may have rusted from water intrusion at the roof, staining the face below the roof edge metal. Precast columns and panels at window openings are in fair to good condition. At some location, freezing moisture have begun to cause cracking or erode where the columns sit proud of the façade, near the cornice. Asphalt flashing below roof edge metal at precast corner band have melted due to heat exposure over time and left residue on face in some locations. Where precast cornice meets at corners, sections were mitered and joints have opened up or deteriorated over time. Exterior wall louvers are original and are bend and/or dented to varying degrees.

2. Doors and Windows

A window replacement project took place within the last 15 years and appear to be in fair condition. Sealant around openings have begun showing signs of degradation.

3. Roof

Area of roof over original 1970 building is composed of a EPDM rubber membrane, installed in 1988. Original decking system supporting the roof is composed of poured gypsum over foamboard. The roof decking system appears to be in poor condition in numerous locations. The original 1968 roof was uninsulated. It is unknown if the 1988 reroofing included insulation and if so, what type or how much.

Rubber stripping at edge metal is no longer adhered and appears to allow water infiltration. (poor condition) Seams between membrane rolls, have degraded and efforts have been made to apply a roll-on rubber coating. The coating does not prevent infiltration of water past failing seams. Flashings at roof penetrations are no longer fully adhered and may become points of moisture instruction. Vent pipes appear to be rusting. Membranes that extend up curbs have failing seams. Protective coatings on gutters and downspouts on the roof have failed and metal is oxidizing and pitting rapidly. Original copper drip pans provided to direct water to drains are no longer present at each

downspout. Copper, thru-wall flashing is degrading and at rubber terminations. Water infiltration possible. Precast sills at clerestory openings have deteriorating joints. Cast iron roof drains are clogged with pine needles and do puddling is allowed to gather. Membrane patches within the roof shows signs of bubbling, which may have contained or currently contained water pockets.

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

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

Description of Last Major Repair or Replacement:

Exterior walls were built to enclose a covered outdoor basketball court and create a new gymnasium as an addition to the original building. No work conducted on the original building exterior walls.

Roof Section A

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 58320

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

EPDM

Age of Section (number of years since the Roof was installed or replaced) 35

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) 43

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

Double Pane windows composed of aluminum framing, with insulated glass units, operable windows with insect screens. Organic Based Sealant at jambs has weathered and is in fair to poor condition.

Age of Section (number of years since the Windows were installed or replaced) 9

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).

Although generally well maintained, the HVAC systems, distribution and equipment are beyond their useful life.

There are two boilers which provide heating hot water for the building. Two pairs of inline hot water pumps distribute zoned hot water throughout the building. Zone 1 serves the Kitchen, Cafeteria, Stage & Music Room, Offices and Kindergarten (Part A). Zone 2 serves classrooms, conference rooms, the Library and Teacher Workrooms (Part B). Hot water piping in the Boiler Room is not insulated. There is no chemical water treatment in the hot water system. Clearances between the boilers and electrical equipment do not meet code.

The building is conditioned by unit ventilators and is primarily heated and ventilated only. It was noted that a number of the exterior unit ventilator louvers are damaged. A rooftop unit was added to serve the Cafeteria, presumably when the Gym was enclosed, but it has been reported that the unit has not run in over twenty years. As such, there appears to be no ventilation in the Cafeteria.

No ventilation was noted in the corridors. The automatic temperature controls are not connected to a district wide front end, or to any other school building. The controls are pneumatic and are beyond their useful life. It was reported that the pneumatics and the Automatic Temperature Control compressor are not functioning properly. It is reported that the school classrooms and other learning environments experience "too hot / too cold" at many times throughout the academic year.

There is no fire protection system in the existing facility.

The existing kitchen hood has no ansul fire suppression system.

Overall, the existing electrical systems including Interior and Exterior Lighting, Normal and Emergency Power distribution systems are in poor but operational condition, dated and beyond their useful life expectancy, except for a few recent upgrades as outlined below. There are also specific concerns and non-compliance with Code as outlined below.

The utility transformer's secondary feeder is terminated in 800 Amp 120/208v 3 phase 4 wire Main Distribution panel manufactured by Square D. It's in the Boiler room. The Distribution panel is equipped with 800 Amp Main Circuit Breaker, Utility CT metering compartment, and downstream circuit breakers feeding the Motor Control Center in the same room and other panelboards located throughout the building. The current installation of the Distribution panel and Motor Control Center does not comply with code – there is no adequate clearance in front of both now. All power distribution equipment and associated power feeders are beyond their useful life expectancy and should be replaced.

Receptacles throughout the school building appear dated and many are in poor condition. Non-GFCI receptacles were observed near sinks in many locations, including classrooms, office area, kitchen, which shall be replaced with GFCI type. Classrooms are equipped with just 2 receptacles, which is not sufficient for normal operation. Most receptacles and associated branch wiring from respective panels are beyond their useful life expectancy and shall be replaced.

Lighting fixtures throughout appear dated, and most of them are probably original. Majority of lights are surface-mounted type in various sizes and 4ft long wraparounds with T8 fluorescent lamps, non-dimmed and not of energy-efficient type. Some lamps were observed as nonoperational or burnt out. Gym lighting is of a newer type, equipped with T5 lamps, but overall illumination appears dimmed. Lighting illumination levels appear inadequate in a few spaces (bathrooms, modulars). Original and older lighting fixtures and associated branch wiring from respective panels are beyond their useful life expectancy and shall be replaced.

Emergency lighting is provided by means of “normally off” lights which are supposed to turn “on” when the utility power is lost. These lights are supported by the generator. There is also a number of exit signs with internal backup batteries that provide power to the attached remote light heads. Old emergency lights and associated wiring are beyond their useful life expectancy and shall be replaced. Several non-electrical exit signs (printed on paper with word “Exit” were observed, and those should be replaced with electrical LED type.

Recent upgrades include a limited amount of added occupancy sensors. There is no programmable TC-controlled lighting control system for interior lighting, and all lights are manually switched “on/off”. There are no photocells (daylight sensors) anywhere in the building, and all lighting fixtures are of non-dimmable type.

Placement of receptacles is poor in all standard classrooms. Only two receptacles/room are generally provided. Plug strips are being used, due to the lack of receptacles. This presents a potential fire hazard.

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)

Dual Fuel, Oil and Gas. There is a 10,000 gallon underground fuel oil storage tank, but it was reported that the boilers have not run on oil in a number of years.

Age of Boiler (number of years since the Boiler was installed or replaced) 13

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) 1969

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) 1969****Description of Last Major Repair or Replacement:**

None

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).

INTERIORS**1. Walls**

Brick Walls (BK) compose the main entry corridor into the school and formerly exterior walls near the multipurpose room.

Wood Paneling (WP) also define the lobby with the main entry corridor. The paneling is in fair condition. Wood paneling exceeds limits in area limits for combustible materials with an egress. Materials are not appropriately rated and pose a risk to occupants.

Decorative wood paneling and stairs within the cafeteria have been worn over the years with use. A foldable wood partition separated the stage/music room from cafeteria. These elements are in fair condition.

Concrete Masonry Units (CMU) compose the majority of interior partitions within corridors and classrooms.

Fabric Covered Panels are utilized in some spaces like the classrooms, cafeteria, gymnasium, and music rooms to absorb sound.

Hollow metal openings are located typically above each classroom in the original section of building, containing wired glass. Note: wired glass, though widely used at the time of the original construction, is not considered safety glass and in fact can be considered hazardous. These systems are not rated and classroom spaces are not appropriately compartmentalized.

Sheetrock Walls (GWP) Compose the majority of walls in the addition area and are in fair to good condition.

Ceramic Wall Tile (CWT) is located at wet walls within single occupant bathrooms, locker areas and kitchen spaces. Tile is in fair condition.

Demountable Partitions Systems are used within classroom spaces in combination with furniture to separate spaces into four areas for classes.

Artwork and poster boards exceed limits for flammable materials within a means of egress. Entry vestibules leading into classrooms often locate furniture outside of classrooms that encumber movement through corridors within the original sections of the building.

2. Ceilings

Plaster Ceilings (PC) are located throughout corridors, open classrooms, library and administration spaces. System is in fair condition. Mechanical systems, ductwork, piping, conduits and wiring are enclosed above the ceilings and limited quantity of access doors limits diagnostic opportunities for systems or modification and replacement of old equipment.

In the cafeteria, near the entrance to the kitchen the plaster soffit has deteriorated aggressively due to the adjacency mechanical louver.

Acoustical ceiling clouds have been retrofitted onto the underside of the plastic ceiling in classroom spaces to reduce sound reflection. These systems are in fair to poor condition and should not be considered as a long term acoustical solution.

Adhered Ceiling Cladding (ACC) is used in hallways preceding classrooms in some locations and is in fair to poor condition.

Acoustic Ceiling Tile Systems (ACP) are located throughout the gym.

Exposed to Structure (ETS) can be seen in the library, cafeteria, and mechanical room.

Operable Shades: Classroom spaces and offices along exterior walls feature manual roller shades to diffuse light.

Ceiling Mounted Operable Partitions separate small group and conference spaces.

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 Col John Robinson School provides educational services to students in pre-Kindergarten through Grade 2. The school provides developmentally appropriate programming in the areas of English, math, science, social studies that are delivered by the classroom teacher. The open concept model limits the ability to have exploratory learning opportunities that excite students to a level that creates “productive noise” in a classroom. Instead, the volume in each classroom must be relatively low in order to not disrupt the surrounding classrooms that have no noise or visual barriers between them. Students also routinely participate in integrated arts, which include, Music, Art, Physical Education, library and S.P.I.R.I.T. (SEL skill development). These are offered on a rotating basis to all students throughout the week. The music room is on a stage that is located in the lunchroom, with partitions separating music class from the lunchroom, however, there are no noise barriers which result in the lunch room noise interfering with student learning during music class. Special Education services, related services, and general education intervention supports are available, both in a pull-out and inclusion setting, however, pull-out service space that is free from distractions is limited due to the open concept model. The facility is not able to provide space for any sub-separate programs such as our district REACH program which supports students on the autism spectrum. Currently, students requiring that level of services need to enroll in a different school across town. Some STEM opportunities are available but are not as easily accessible or flexible as in our other two pre-K to 2 schools. ELL services are provided to our multilingual learners, however, pull-out service space that is free from distractions is limited due to the open concept model.

There are no team or adequate teacher work, planning, or even lunch areas that offers space for collaborative discussions about student data or best practices, as there is no room available to hold multiple staff members in an enclosed space.

Also, the adjustment counselors, who work with students who are struggling socially, emotionally or behaviorally are serviced in a location that does not have privacy. Dysregulated students in a crisis situation are able to be seen and heard by other students and staff.

The library is located at the central hub of the building. It is used as a transitional space when students and staff travel from one pod to another (e.g. traveling from their open classroom to integrated arts, lunch, recess, etc.). This causes major disruption for the students using the library or participating in library class.

The nurse’s office can only accommodate one student at a time to use the cot so if multiple students require rest/help there are limited opportunities for the nurse to attend to their needs.

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).

Currently the school serves 344 students in grades PreK – 2. A comprehensive facilities assessment was completed by SMMA during the 2022-2023 school year with the following findings for the Col John Robinson School:

Educational Effectiveness

- o. Each of the four open pods (approx 2,604 sf) serves multiple classes (3-4) in grades ranging from K-2, including circulation. This equates to less than 650 sf per classroom area. There are no walls between the classroom/learning environments. Furniture and low dividers separate the learning environments from each other and define circulating paths.
- o. Many of the effective classroom spaces are more than 20% smaller than the MSBA guidelines. This applies to many other spaces including: gymnasium (4,418 sf); Special education (687 sf) and art (700 sf).
- o. The gymnasium was created by enclosing previously outdoor space. There are temperature regulation issues associated with this space.
- o. The music room (1,446 sf) is on the cafeteria stage. This combined cafetorium space (3,677 sf) creates scheduling conflicts and lacks appropriate acoustical isolation.
- o. STEM education in elementary schools largely takes place in the homeroom classroom. Only one sink exists and is not handicapped accessible. The effectiveness can be improved with two sinks and appropriate storage for materials and student project. WPS might consider the addition of more sinks and storage in typical classrooms.
- o. The PreK classrooms are significantly undersized. (4 spaces ranging from 545 sf to 746 sf within one pod)
- o. There is a traditionally organized library (2,600 sf) in the center of the building which also serves as a passing space between the four open pod sections
- o. a portable section was added with two classrooms (826 sf each) which is utilized for speech and ot/pt services

Building Elements in general:

- o. Quality of environment – well maintained and pleasant
- o. Ventilation – large unit ventilators are slung within the pods. These do not adequately distribute the heated and ventilated air through the four open classrooms.
- o. Lighting – natural light appears adequate at the two perimeter learning environments. Inner classroom spaces (2 of 4) within the pods have no direct access to natural light and views. The artificial appears adequate.
- o. Furniture – a combination of hard plastic chairs, soft plastic chairs, individual desk and collaborative tables.
- o. Technology – though infrastructure wiring is out of date (Cat 5), appears adequate for current use.
- o. Acoustics – Four teaching spaces (classrooms and other) makeup each pod. There are no walls that acoustically separate the spaces from each other. There are acoustical baffles / structures have been draped from the ceiling in the pods, these should not be considered a long term solution. They gather dirt and dust and are difficult to clean. Four ceiling hung unit ventilators in each pod are noisier than desired and have limited air filtering capability.
- o. Building Condition Issues – requiring capital expenditures
- o. Lack of handicapped access to parts and components of the building
- o. Most engineering systems are beyond their useful life expectancy
- o. Obsolete mechanical H&V system
- o. Lack of air conditioning (frequent too hot / too cold for teaching and learning)
- o. Inadequate and obsolete electrical systems
- o. Inadequate and obsolete plumbing systems
- o. No automatic fire protection system
- o. Fire alarm system needs to be upgraded to account for a lack of a fire protection system
- o. Structural – building predates the requirements for seismic lateral bracing. This would be an issue if a major renovation were to be considered.

Minor Issues – may be accomplished with operational funding

- o. The one area of most need is for small group rooms within grade level areas for student collaboration and to serve Special Education students for “pull over” services close to their home rooms rather than pull out to further away rooms. Some of this might be possible by reconfiguring SPED classrooms.
- o. Replace hard plastic chairs with soft plastic, ergonomic, light weight chairs

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 capacity is technically listed as 475 students. However, in order to provide flexibility and collaborative spaces along with a variety of learning centers for the students, that number is not practical. Presently there is an enrollment of approximately 344 students which has allowed us to maintain class sizes of 20-22 per section. Each of the open concept pods serves between 3-4 sections of students. Other areas of the pod are needed for a variety of student support services.

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 Town's public school buildings are maintained and repaired through the school district's operating budget and additional capital appropriation approved at Town Meeting.

Routine building maintenance is performed by in-house maintenance staff under the supervision of our Director of Facilities. Personnel include licensed electrician, plumber, HVAC, carpentry, and groundskeeping specialists. The district is in the process of implementing a computerized work order and preventive maintenance system for tracking and managing projects and responsibilities. The Colonel John Robinson Elementary School also has three custodians, two full-time and one part-time, for cleaning and for minor maintenance and preventive maintenance tasks. Outside contractors are utilized when necessary for larger scale projects or for projects involving burner/boiler maintenance and inspections, elevator inspections and repairs, fire alarm and intrusion detection systems maintenance, servicing of emergency generators, etc. Major capital repair projects for all school department and other town department needs are considered and prioritized by the Town's Capital Planning Committee, and funded by town meeting action. Major school department projects that have been funded by capital appropriations include: nine boiler replacements at five different schools, two roof replacements, the replacement of two underground heating oil storage tanks, upgrades for unit ventilators at one school, installation of an emergency generator at an elementary school, and the installation of an elevator to provide handicap accessibility at the only school building in the Town that did not as yet have it. Those projects were all accomplished without the need for overrides or debt exclusions. We are currently in the Accelerated Repair Program with the MSBA to replace the roof at Blanchard Middle School. A debt exclusion vote to support the completion of that project was recently approved at Town Meeting on March 25, 2023.

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.

Roof - The original 1968 roof was uninsulated. It is unknown if the 1988 reroofing included insulation and if so, what type or how much.

Exterior walls - The 1968 original contract drawings indicate the solid 12” thick masonry exterior walls are completely uninsulated. It does not appear this condition has been modified over the past six decades. Significant heat loss and heat gain is experienced in the respective seasons.

Mechanical System - the HVAC systems, distribution and equipment are beyond their useful life. This includes classroom unit ventilator systems that do not filter and distribute air in the ways expected in current facilities. Lack of air conditioning overall and especially to internal classrooms / learning environments resulting in many days in September / October and May / June that are too hot for effective learning to take place.

Fire Protection System - none exists

Plumbing Systems - most plumbing systems, distribution and equipment are beyond their useful life. Numerous areas and components lack accessibility. All existing plumbing fixtures are original and do not meet current accessibility and water conservation requirements. The majority of lavatories and urinals throughout the building are not ADA compliant. According to 1968 construction documents, trap primer piping is not installed on all existing floor drains, which is a code requirement. Sanitary drainage piping and storm drainage piping is all original to the building and is not expected to last much longer without exhibiting widespread problems and possible failures.

Electrical Systems - most electrical systems, distribution and equipment are beyond their useful life. Most classroom lighting is T-8 fluorescent. Classrooms are equipped with just 2 plug receptacles, which is not sufficient for a classroom setting. The Fire Alarm system needs to be upgraded to account for a lack of a fire protection system

Handicapped Accessibility - numerous areas and components of the school lack accessibility. The portable classrooms do not meet egress accessibility requirements and the loading dock also does not have a ramp for accessibility.

Internal Partitions - Many areas (pods) lack partitions. Where partitions exist, many lack acoustical isolation by virtue of not going to the underside of deck and lack acoustical insulation.

Internal environments - though pleasant, lack accommodations for the many students on the autism spectrum including: artificial lighting, acoustical isolation, textures, patterns, colors and more.

Priority 5

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

Roof - The original 1968 roof was uninsulated. It is unknown if the 1988 reroofing included insulation and if so, what type or how much.

- *The roofing membrane is beyond its useful life at 35 years old and has required ongoing patch repairs to mitigate roof leaks. The rubber stripping at edge metal is no longer adhered and seams between membranes have degraded over time. Efforts have been made to apply roll-on rubber coating to help mitigate these issues as-needed. The existing roof skylights show signs of failure at glazing and curbing and efforts to patch them with adhered membranes have been made.*

Exterior walls - The 1968 original contract drawings indicate the solid 12" thick masonry exterior walls are completely uninsulated. It does not appear this condition has been modified over the past six decades. Significant heat loss and heat gain is experienced in the respective seasons.

- *Original windows were replaced during major renovation in 2018.*

Mechanical System - the HVAC systems, distribution and equipment are beyond their useful life. This includes classroom unit ventilator systems that do not filter and distribute air in the ways expected in current facilities. Lack of air conditioning overall and especially to internal classrooms / learning environments resulting in many days in September / October and May / June that are too hot for effective learning to take place.

- *New Boilers were installed in 2013.*

Fire Protection System - -

- *The Fire Alarm Control Panel was replaced about 8 years ago but most of the heat and smoke detectors are still original .*

Plumbing Systems - most plumbing systems, distribution and equipment are beyond their useful life. Numerous areas and components lack accessibility.

- *All piping, valves and risers are assumed to be original and have outlived their useful life. Some pipes at the water heater in the boiler room were replaced about 2 years ago.*

Electrical Systems - most electrical systems, distribution and equipment are beyond their useful life. Most classroom lighting is T-8 fluorescent. The Fire Alarm system needs to be upgraded to account for a lack of a fire protection system.

- *LED lighting retrofits were made to the gymnasium and the cafeteria this past December. LED Exterior wall mount lights were added about 10 years ago to the perimeter of the building. Other recent upgrades include the installation of a limited amount of occupancy sensors in some of the classrooms and offices.*

Handicapped Accessibility - numerous areas and components of the school lack accessibility.

- *Improvements including ramps and alternative routes have been made over time. Most exterior doors are accessible or have an alternate route in the vicinity.*

Internal Partitions - Many areas lack (pods) lack partitions. Where partitions exist, many lack acoustical isolation by virtue of not going to the underside of the deck and lack acoustical insulation.

- *Attempts have been made to isolate these classrooms into distinct segments but do not address the acoustical issues of sharing an instructional space.*

Internal environments - though pleasant, lack accommodations for the many students on the autism spectrum including: artificial lighting, acoustical isolation, textures, patterns, colors and more.

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 impact on students and staff is similar to those outlined in priority 7.

Unlike the programs in other PK-2 buildings, the open concept model at Robinson School limits the ability to have exploratory learning opportunities that excite students to a level that creates “productive noise” in a classroom. Instead, the volume in each classroom must be relatively low in order to not disrupt the surrounding classrooms that have no noise or visual barriers between them.

The music room is on a stage that is located in the lunchroom, with partitions separating music class from the lunchroom, however, there are no noise barriers which result in the lunchroom noise interfering with student learning during music class.

The space used for Art classes utilizes an accordion wall to separate the space from adjoining Special Education support spaces and is significantly undersized. It is also frequently used as a temporary conference room space for meetings.

Special Education services, related services, and general education intervention supports are available, both in a pull-out and inclusion setting, however, pull-out service space that is free from distractions is limited due to the open concept model. The facility is not able to provide space for any sub-separate programs such as our district REACH program which supports students on the autism spectrum. Currently, students requiring that level of services need to enroll in a different school across town. Some STEM opportunities are available but are not as easily accessible or flexible as in our other two pre-K to 2 schools. ELL services are provided to our multilingual learners, however, pull-out service space that is free from distractions is limited due to the open concept model.

Also, the adjustment counselors, who work with students who are struggling socially, emotionally or behaviorally are serviced in a location that does not have privacy. Dysregulated students in a crisis situation are able to be seen and heard by other students and staff.

Reading and Math Intervention takes place in partitioned sections of the open learning pods. This contributes to both excess noise from the General Education sections sharing the space and could compromise student privacy for the students working with the interventionists.

There are no team or adequate teacher work, planning, or even lunch areas that offers space for collaborative discussions about student data or best practices, as there is no room available to hold multiple staff members in an enclosed space. They currently use classrooms for planning, but then have to run to the copier/printer/paper cutter, etc. It should be all in one space. Furthermore, space for team meetings is relegated to available classrooms that are disconnected from resources rather than resourced, professional meeting spaces.

The library is located at the central hub of the building. It is used as a transitional space when students and staff travel from one pod to another (e.g. traveling from their open classroom to integrated arts, lunch, recess, etc.). This causes major disruption for the students using the library or participating in library class.

The nurse's office can only accommodate one student at a time to use the cot so if multiple students require rest/help there are limited opportunities for the nurse to attend to their needs.

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.

It is anticipated that a comprehensive (gut) renovation or building replacement is needed to improve the issues identified in Question 1

The building does not lend itself to phased renovation. There is no location in the district to temporarily relocate the current 344 students.

Adjusting the original design plan from an open concept to a more traditionally organized school with individual classrooms, all of our students will have access to more similar facilities. The current structure cannot accommodate walls without significantly impacting the percentage of classrooms with access to natural light.

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):

SMMA, as part of the Master Planning process conducted field reviews of the building

The date of the inspection: 12/2/2022

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

Currently the school serves 344 students in grades PreK – 2. A comprehensive facilities assessment was completed by SMMA during the 2022-2023 school year with the following findings for the Col John Robinson School:

Educational Effectiveness

o. Each of the four open pods (approx 2,604 sf) serves multiple classes (3-4) in grades ranging from K-2, including circulation. This equates to less than 650 sf per classroom area. There are no walls between the classroom/learning environments. Furniture and low dividers separate the learning environments from each other and define circulating paths.

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o. The gymnasium was created by enclosing previously outdoor space. There are temperature regulation issues associated with this space.

- o. The music room (1,446 sf) is on the cafeteria stage. This combined cafetorium space (3,677 sf) creates scheduling conflicts and lacks appropriate acoustical isolation.
- o. STEM education in elementary schools largely takes place in the homeroom classroom. Only one sink exists and is not handicapped accessible. The effectiveness can be improved with two sinks and appropriate storage for materials and student project. WPS might consider the addition of more sinks and storage in typical classrooms.
- o. The PreK classrooms are significantly undersized. (4 spaces ranging from 545 sf to 746 sf within one pod)
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- o. a portable section was added with two classrooms (826 sf each) which is utilized for speech and ot/pt services

Building Elements in general:

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- o. Ventilation – large unit ventilators are slung within the pods. These do not adequately distribute the heated and ventilated air through the four open classrooms.
- o. Lighting – natural light appears adequate at the two perimeter learning environments. Inner classroom spaces (2 of 4) within the pods have no direct access to natural light and views. The artificial appears adequate.
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- o. Structural – building predates the requirements for seismic lateral bracing. This would be an issue if a major renovation were to be considered.

Minor Issues – may be accomplished with operational funding

- o. The one area of most need is for small group rooms within grade level areas for student collaboration and to serve Special Education students for “pull over” services close to their home rooms rather than pull out to further away rooms. Some of this might be possible by reconfiguring SPED classrooms.
- o. Replace hard plastic chairs with soft plastic, ergonomic, lightweight chairs

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.

While we have worked creatively to offer the Robinson Students the same programming as those without the other schools, they do not come without limitations: This includes privacy concerns, visual and noise distractions, shared spaces, and overall lack of flexibility. The facility and its open concept is not conducive to an optimal learning environment, creating an inequitable experience for students and staff in comparison to the other schools in the district.

The classrooms are undersized for general education let alone accommodating the STEM curriculum, Including: lack of STEM storage for instructional material and student activities and projects; only one sink, neither deep for STEM activities or handicapped accessible.

They are also too small to support differentiated and personalized learning, as the size lacks flexibility to reconfigure space for alternative learning modalities including peer to peer learning.

An aspect of the developing district Master Plan includes the consideration of grade level reconfigurations that would eliminate the current transition between the early and upper elementary levels. The open concept design at the Robinson School prevents that facility's ability to support the wider age range of Pk-5 students which our other elementary schools could do with less extensive modifications.

Priority 7

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

We are in the process of developing a district wide Master Plan and have been working with SMMA on a feasibility study throughout the current school year. This study is expected to be completed in May 2023. Our Strategic District Improvement Plan for FY23-FY26 includes an entire objective and initiative dedicated to developing this Master Plan and utilizing the data to support student learning in all of our schools.

While we have worked creatively to offer the Robinson Students the same programming as those without the other schools, they do not come without limitations: This includes privacy concerns, visual and noise distractions, shared spaces, and overall lack of flexibility. The open learning pods at the Robinson School have been organized with bookshelves and other classroom furniture to establish separate learning spaces for each section of students. The facility and its open concept is not conducive to an optimal learning environment, creating an inequitable experience for students and staff in comparison to the other schools in the district.

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 impact on students and staff is similar to those outlined in priority 5.

Unlike the programs in other PK-2 buildings, the open concept model at Robinson School limits the ability to have exploratory learning opportunities that excite students to a level that creates “productive noise” in a classroom. Instead, the volume in each classroom must be relatively low in order to not disrupt the surrounding classrooms that have no noise or visual barriers between them.

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Special Education services, related services, and general education intervention supports are available, both in a pull-out and inclusion setting, however, pull-out service space that is free from distractions is limited due to the open concept model. The facility is not able to provide space for any sub-separate programs such as our district REACH program which supports students on the autism spectrum. Currently, students requiring that level of services need to enroll in a different school across town. Some STEM opportunities are available but are not as easily accessible or flexible as in our other two pre-K to 2 schools. ELL services are provided to our multilingual learners, however, pull-out service space that is free from distractions is limited due to the open concept model.

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The nurse's office can only accommodate one student at a time to use the cot so if multiple students require rest/help there are limited opportunities for the nurse to attend to their needs.

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**

Kristen Las

Chris Sanders

Christopher Chew

Town Manager

(signature)

(signature)

(signature)

Date

Date

Date

4/14/2023 9:13:05 AM

4/14/2023 10:33:31 AM

4/14/2023 9:04:19 AM

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