

## Massachusetts School Building Authority

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### Next Steps to Finalize Submission of your FY 2019 Statement of Interest

Thank you for submitting your FY 2019 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](mailto:SOI@massschoolbuildings.org).

## Massachusetts School Building Authority

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School District Nashoba

District Contact Brooke Clenchy TEL: (978) 779-0539

Name of School Nashoba Regional

Submission Date 3/29/2019

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### 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**

Brooke Clenchy

Lorraine Romasco

Brooke Clenchy

Superintendent of Schools



(signature)

(signature)

(signature)

Date

Date

Date

3/29/2019 8:20:01 AM

3/29/2019 10:13:06 AM

3/29/2019 8:18:34 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 Nashoba

District Contact Brooke Clenchy TEL: (978) 779-0539

Name of School Nashoba Regional

Submission Date 3/29/2019

## Note

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

1. <sup>e</sup> 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. <sup>e</sup> Elimination of existing severe overcrowding.
3. <sup>e</sup> Prevention of the loss of accreditation.
4. <sup>e</sup> Prevention of severe overcrowding expected to result from increased enrollments.
5. <sup>b</sup> 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. <sup>e</sup> Short term enrollment growth.
7. <sup>b</sup> 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. <sup>e</sup> Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

## SOI Vote Requirement

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

**Potential Project Scope:** Potential New School

**Is this SOI the District Priority SOI?** YES

**School name of the District Priority SOI:** 2019 Nashoba Regional

**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: 13 students per teacher**

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

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

This 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).**

All member towns within Nashoba Regional School District host spring Town Meetings on the same evening, in the same time frame in May. Fall Town meetings are slated as needed to accommodate each community. School Committee meetings are held twice a month, additional meetings are added when needed. The District's regular budget process is extensive. Central Office staff work closely with the Principals and Cost Center Leadership for budget purposes. Program, student, and school needs are discussed with a vision to new programs under consideration. The District Improvement Plan (DIP) is considered. Class sizes and course electives are discussed. Ongoing discussion involving our three member towns begins in December and a budget overview is presented to the NRSD School Committee. A separate Budget and Warrant Sub-Committee of the School Committee is active throughout the year. In January the School Committee and leadership team host a Budget Workshop. All asks are presented. Ongoing budget reviews and iterations are developed with leadership members as a budget number is arrived at that strikes a balance between the asks, contractual obligations and perceived community support for budget approval. A parallel process is run for capital items. Meetings are held to focus on capital

requests and priorities. Central Office leadership attend meetings to keep our communities well informed regarding facilities' needs. The School Committee takes its annual budget vote prior to March 15 per our regional charter. The district will provide relatively level services in FY'20. If invited into the MSBA process, NRSD would view this as a priority and work with our member towns to encourage meeting schedules to support our work with MSBA.

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## General Description

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

The original building opened in September 1961. There was an academic wing built in 1970 that added a gymnasium and library area. In 2002 gym space was reconfigured and an auditorium added as well as administrative offices and a new facade. Some of the building infrastructure was updated including some boilers, a hot water system, and some air handling equipment.

The existing structure was built in the 1960's, and was clearly designed for education delivered during that era. NRSD has worked to refine and repurpose space as years passed, however, the building in its current form is not conducive to 21st Century teaching and learning.

Beyond the educational component, the building and infrastructure are physically coming close to end of life expectancy and will require multiple large scale projects to be able to continue to function.

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

194500

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

The site is on a total of 47 acres. There are currently approximately 500 parking spots available, fewer than the existing need.

We are working with DEP regarding a relocation of our current leach field. This is necessary as a result of recently implemented state regulations. Our current situation was unable to be "grandfathered". The FY 19 budget had \$50,000 allocated for the engineering component of this project. We continue to work closely with the DEP regarding this work and timelines.

The hydro-geologic report has now been submitted to, and approved by, the Massachusetts Department of Environmental Protection for the future application of the ground water discharge permit.

The engineering firm continues to work on the new system's design and putting bid specifications together. We anticipate going out to bid in spring 2019 to be able to begin work on this project.

There is a waste water treatment plant onsite that serves NRHS.

A storage building exists which the district uses extensively. The area of the athletic fields has a small canteen area and garage areas that house district wide, and field specific, maintenance equipment.

There are no private buildings on site.

A new turf track and field was added in 2013.

A public well is located inside of the building, in close proximity to an inground heating fuel storage tank.

A high pressure Tennessee gas line runs underground across the entire athletic field.

**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)**

12 Green Road, Bolton, Massachusetts 01740

**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 steel and concrete block construction with a brick facade. Window systems are insulated glass in classrooms and plate glass single pane in hallways and common areas. The roof systems are both PVC (sonofil) and rubber roofing with stone ballast. Current overarching building issues include roof leaks in the ballast roof areas, lack of insulation in outside walls, heat loss in single pane windows, and settlement in the north west corner of the building.

The most pressing large scale project for NRHS is the relocation of the present leach field and resolution for the current oil tank situation.

There are currently a total of 70 areas used for classroom purposes. Not all of these areas were originally designed to be utilized for classroom space, however, space has been repurposed.

The concern for NRSD is the life expectancy, particularly of the infrastructure within NRHS, and the building's general issues and shortcomings. All of these issues are presented in the upcoming description fields.

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

**Year of Last Major Repair or Replacement:(YYYY) 2002**

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

In 2002 the gym space was reconfigured and an auditorium added along with administrative offices and a new facade. Otherwise, there have been no major repairs to exterior walls. The vast majority of exterior walls are original to the building.

We have no record onsite of details regarding the above mentioned project. As a result of major administrative turnover, this current administration has had difficulty in locating appropriate files.

**Roof Section A**

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

**Area of Section (square feet) 127000**

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

PVC and Asphalt Shingles are currently in place.

NRSD requests that the roof in its entirety be considered for replacement.

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

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

Repairs to the roof have been continuous in recent years. The 1970's building wing has a flat floating roof with aggregate. The 1960's wing is a pitch roof with asphalt shingles that were replaced in the early 2000's. The upper gym foyer roofing aggregate was removed, resurfaced and aggregate put back on in 2014-2015.

We frequently have roofing contractors address leaks due to poor drainage around roof vents or pipes that penetrate through the roof. Repairs are constantly required. The roof leaks onto the basketball court in the gymnasium, as an example, during heavy rain or when snow gets into the vents and melts. Repairs to this area are particularly frequent.

In 2014 nineteen areas were indicated to be wet via infrared and nuclear instrument testing which affected a combined area of 8,450 square feet (18% of the total roof). Wet insulation was discovered in eight individual locations within the ballasted roof sections and 2,200 square feet of wet insulation in eleven locations within the PVC roof section.

We have attempted to locate, unsuccessfully, any additional records or details onsite pertaining to the above mentioned project.

#### **Window Section A**

**Is the District seeking replacement of the Windows Section? YES**

**Windows in Section (count) 609**

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

Insulated glass exists in classrooms and plate glass single pane are in hallways and common areas. These windows are highly inefficient in terms of energy. The building experiences areas of extreme cold throughout the cooler months.

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

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

NRSD is requesting consideration of full replacement of all windows at NRHS.

There have been no major projects in this area in recent years.

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

In general the mechanical systems are working, however not efficiently and tend to be unreliable. Many components require daily attention to ensure regular functioning.

During this school year (2018-2019) we lost the use of the 12,000 gallon heating fuel tank. It supplies heating fuel to the boiler plant, which heats the entire building. This has been an incredible challenge to navigate. We currently have a 5,000 gallon temporary tank which we are temporarily using to supply the fuel to the building. This is not a sustainable practice. We are having regular oil drops every five days to keep our oil at a level necessary to heat the building without disruption. We have been working extensively with multiple vendors to arrive at the best solution for the building moving forward. The initial quote for the completion of this work was \$250,000.

We have issues with domestic hot water circulation and frozen pipes. The building automation system is almost 6 generations old and needs to be updated, which will involve replacement of the main controller and all sub-controllers in the building.

Two oil fired boilers were installed in 2000. Pumps that supply the heating fuel from the storage tanks are failing and costly to maintain or replace. This will be an imminent need for us.

There are circulator booster pumps on the north-west side of the building that help circulate hot water from the boiler. They are in need of major repairs. One has completely failed.

There are two 300 gallon PVI hot water heaters - one has been taken out of service and is being replaced, the other must be checked on daily to ensure that it is firing properly to maintain hot water to the school.

There are poor air handlers that have motors, shafts and bearings that fail regularly. Substantial leakage occurs as a result of poor duct work throughout the building. The system works harder to have healthier airflow in classrooms as a result of this. This creates greater risk for failure and repairs to the system.

Many of the compressors within the condensing units were originally piped inappropriately. Oil does not flow appropriately to the compressors, which in turn causes short life spans of the units, requiring continual replacing. Each of

these compressors has been replaced once and several have been replaced twice.

The building automation system is 20 years old, is inefficient and costly to maintain. As the control boards fail they become more difficult to replace as they are deemed antiquated.

The student locker rooms do not have proper air ventilation and need immediate attention.

#### **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

NRSD is seeking full replacement of systems in this area - there have been no major repairs in this area in recent years.

**Age of Boiler (number of years since the Boiler was installed or replaced)** 16

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

Two boilers were replaced with Weil McLean section boilers and Powerlame burners.

We searched for records or details onsite regarding this particular project, and have been unsuccessful in locating any.

**Has there been a Major Repair or Replacement of the HVAC SYSTEM?** YES

**Year of Last Major Repair or Replacement:(YYYY)** 2002

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

Most roof top and air handling units were replaced. The system is a mix of radiant hot water and hydro air with DX cooling.

We searched for records onsite regarding these projects, and have been unsuccessful in locating any.

NRSD is requesting full replacement of the components in this area - there have been no major repairs in this area within recent years.

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

**Year of Last Major Repair or Replacement:(YYYY)** 2002

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

The main switch gear was replaced including transformers and some distribution panels.

We searched for records onsite regarding this project, and have been unsuccessful in locating any.

#### **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).**

The building interior is mostly block wall and hung acoustical tile.

The lighting is primarily t8 fluorescent.

The floor is a mixture of VCT tiles, ceramic tiles, rubber tiles, carpet, and hardwood flooring. There are areas of the building with terrazzo floors and exposed concrete ceilings. Flooring is in varying condition throughout the building. There are areas that pose trip hazards. Transition joints between building sections constantly require repairs.

The doors are in various conditions - many present additional safety concerns. Multiple exterior doors are rotting at the

bottoms, with rotted thresholds and the center post is unable to be properly secured to the concrete. We continue to work at repairing interior doors with issues of locks and closers.

We do not have enough student lockers to allow each student a locker. This creates additional issues for students as well as overcrowding in hallways during transition time.

A more current building technology infrastructure plan needs to be articulated and implemented to support this current era's technology expectations and state mandates. We have continued to support staff and students well with devices, however, NRHS requires additional, consistent infrastructure support.

As a result of the block walls, we have issues consistently connecting on our direct police channel in certain parts of the school, which continues to pose a safety hazard.

Safety within the building as it relates to the structure must be reviewed. There needs to be a thorough, comprehensive plan to have all components of the interior and exterior surveillance system reviewed, for example. The process to date has been piecemeal at best, with no overarching view. This is a critical area of need.

Significant repairs are ongoing at NRHS. Mechanical and ventilation issues continue to be serious concerns for administration.

Our athletic areas/gymnasiums/locker rooms have additional needs. We need a male and female coach room in each locker room. We require locker rooms for officials as well as students. Currently, male officials use the coaches' room located in the boys' locker room and the female officials use the Physical Education teacher's office. This is not an ideal situation as the officials are in the locker rooms with students. An appropriate reconfiguration of this area designed to meet the needs of this era is necessary.

Our scoreboard is antiquated, requires constant repairs and needs to be replaced. Albeit a single request, it is symbolic of other needs in our gymnasium areas. The gymnasiums require storage space appropriate to needs, new bleachers, new backboards, etc.

The indoor batting cage is unsafe and needs to be replaced. Side basketball hoops have wooden backboards (originals) and the basketball hoop winch system is antiquated. We make yearly repairs to keep it working.

Bleachers in both gymnasiums are near their end of life span. We make annual repairs, however, they need to be completely replaced. Our district is well known for highly successful athletic programs which involve a large percentage of our student population. Our events draw substantial legions of fans and spectators. Their safety on the bleachers is critical.

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**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).**

In brief, Nashoba Regional High School is a comprehensive high school serving grades 9 - 12. Overall, the infrastructure of the school in terms of space and systems is not designed to meet the expectations of 21st Century education.

We cannot offer science labs for all of our science courses due to lack of space and conditions of pre-existing spaces.

Programs such as Journalism, Video Production, Robotics and Theater Arts do not have suitable settings in which students can work and learn. In this era, so much can be offered to students - we have the desire and staff to do more, but lack appropriate classrooms.

Space is currently limited to meet ELL (English Language Learner), guidance and counseling needs. We have carved out a

small area for ELL, however, our population continues to increase and the classroom location is far from ideal. We have worked to be creative in guidance and counselling areas, but lack a flow of appropriate, well-connected space.

The school's library attempts to meet many needs, however, is limited by its cramped, dark spaces and uneven room temperatures. As a result of its original size, we have repurposed some of its space to meet student and program needs. This has not been ideal for the functionality of the library.

The kitchen hosts original equipment that requires updating - particularly regarding plumbing. The plumbing component requires frequent attention and repairs for grease back-up. It creates ongoing issues for us.

The auditorium desperately needs repairs and updating in the areas of sound, lighting, and general technology. It is not properly equipped for video taping or televising events. The auditorium is extensively used by all member towns as well as the school community. There are school and program needs for this area that go unmet as a result of its limitations and additional space issues throughout the building. NRHS offers outstanding fine arts courses in which our students excel, yet there are basic needs not met due to space issues.

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**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).**

The majority of the classrooms are approximately 750 sq feet. There are 70 spaces designated for classroom space. The art room and science labs are approximately 1000 sq. ft. in size.

Five of the science labs were built in 1970. Remaining labs are original to the 1960 wing. A few science labs have exhaust fans, but not all. The labs are not interchangeable for various courses. The labs experience overcrowding as student need exceeds available space.

Fine and Performing Arts classes (music, theater, fine arts) operate in spaces limited by size, purpose and resources. We do not currently offer theater-arts courses, in large part due to lack of suitable space. The auditorium is a hub of activity, and often overused as it serves multiple purposes. It lacks basic technology expected for this era. Student demand for the fine arts program exceeds what can be offered as a result of space limitations.

The cafeteria presents multiple issues. Administration, when creating a master schedule, slots additional time to the lunch block to accommodate all students. The cramped, loud nature of this area is a source of anxiety to students who feel uncomfortable in such a setting. Normal socialization is impossible as a result of poor acoustics in this space, even with small groups of students in attendance.

The current gymnasiums have become areas that attempt to serve multiple student and program needs. Our district is well known for its academic rigor and athletic programs, coupled with a strong sense of civics and sportsmanship. The gymnasiums are active hubs - often overused, or inappropriately used, in efforts to find space for programs that support all of this. The weight "cage" is a perfect example. Another is the corner area of the gymnasium currently duct taped to indicate markings of a storage area as a result of not having appropriate storage area for commonly used gym equipment.

The library continues to be carved to create new classroom spaces. Last summer an additional classroom was created for the current L3C program as well as two student support offices that provide additional SPED support. Other office areas have been designated that provide student support, rather than than library support. These are all in high traffic areas that are not ideal considering their educational purposes.

NRHS spaces are largely fixed in terms of purpose. There are no flexible work spaces which allow for the collaborative learning called for in 21st century learning.

**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 science labs are overcrowded, many having student enrollment beyond the 24 available student seats assigned.

The cafeteria is over crowded and not appropriate for the number of students who take advantage of it daily. Administration has diligently worked to manage the circumstances, however, the solutions are not ideally suited for long term. An added fourth lunch period was created to try and avail a seat for every student.

Hallways, especially those on the first floor, are dark and narrow. Some are used for classroom and/or study hall purposes. Various Wellness classes, originally scheduled for the gymnasium, separate out and move to a hallway location.

Modular classrooms housing several math classes are showing their age. Ceiling tiles have fallen in one of the classrooms twice over the past year. These modular classrooms were added several years ago as a result of overcrowding at the time. They continue to be well utilized.

Instructional space is limited in Science, PE, Fine and Performing Arts. Each of these domains has high interest level from our students.

Instructional space is ill-equipped to serve programs such as video production, journalism and robotics. Areas have been created to run these programs, but are far from ideal locations to best support the instructional delivery.

Administration has diligently worked to reconfigure or redesign spaces to meet student and program needs. This presents a regular challenge and is difficult to navigate. Our library continues to be an area that regularly houses additional programs and events that are not in any way connected to library programming.

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

The district maintains NRHS using best maintenance practices. The school and district have a scheduled maintenance program and the district funds annual repairs. The district also has a capital plan for large scale projects, including those at NRHS.

Projects such as well repairs, roofing, and windows are bid out to vendors. Small repairs such as door maintenance, filter changes, floor care, painting, and work orders are done in-house.

Projects large in scope are brought before member towns for discussion at multiple levels prior to proceeding with the project. Funding for large projects have been varied in terms of funding source. Some have been funded over time via regular budget processes, some have been through borrowing processes at local and other venues, and others have been supported via the Town meeting process.

In FY18, due to changes in DEP regulations, it was determined that the existing NRHS leach field needs to be relocated. The solution to this problem was projected with costs of \$300,000. A total of \$50,000 was allocated in the FY'19 budget for engineering costs on this project. Funding sources for this project beyond the engineering component have yet to be determined.

The district focused on the implementation of regular maintenance plans in all schools across the district. Proactive and preventive maintenance processes are regularly considered.

Our three member communities are supportive of Nashoba Regional High School. The school is regarded as the flagship school within the district. The pride in our students and staff, and their accomplishments, runs deep. The communities continue to be actively involved in the school community. The condition and state of the building is important to our district and communities. We have diligently worked to implement best practice maintenance schedules, however, many of the building's components are reaching their end of life expectancy. We have had several school and community committees involved in the process leading up to the SOI process. They have all been supportive.

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**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.***

HVAC Systems/Roofing/Windows/Electrical

We believe that our HVAC systems, roofing, and windows all require substantial upgrading and replacement. We continue to have ongoing concerns about our electrical system and its attachments such as our PA system, etc. that are beyond their life expectancy.

Leach Field

The school's wastewater leaching field does not meet new state regulations. The leach field influence area has been deemed too close to three water supplies (one serving the school, the others serving surrounding homes and businesses). An engineer recently estimated the cost of a potential solution to the problem at \$300,000. The school district has continued to work closely with the DEP to find resolution. The current budget has allocated \$50,000 for ongoing necessary engineering work. The school district is planning for \$250,000 to be allocated in some format during the 2020 budget year, and has ongoing dialogue with DEP who has initially supported this project moving forward as outlined.

The hydro-geologic evaluation report has now been submitted to, and approved by, Massachusetts Department of Environmental Protection for the future application of the ground water discharge permit.

The engineering firm continues to work on the new system's design and putting bid specifications together. We anticipate going out to bid in early spring to begin work on this project.

Oil Tank

During this school year (2018-2019) we lost the use of the 12,000 gallon heating fuel tank. It supplies heating fuel to the boiler plant, which heats the entire building. This has been an incredible challenge to navigate. We currently have a 5,000 gallon temporary tank which we are temporarily using to supply the fuel to our building. This is not a sustainable practice. We are having regular oil drops every 5 days to keep our oil at a level necessary to heat our building with no disruption. We have been working extensively with multiple vendors to arrive at the best solution for the building moving forward. The initial quote for the work was \$250,000.

Heating, Ventilation, Air Conditioning

Home team boys' and girls' locker rooms located in the basement experience the most severe air quality problems in NRHS. The air distribution units pull in "fresh air" from inside the Upper Gym and distributes it to the locker rooms. Using air a second time leads to stale and unhealthy conditions and overwhelming odors within the locker rooms during busy athletic seasons.

Throughout the school, there is an air gap between the outer skin of the building and the exterior walls of the classrooms. This air gap is not a sealed space and therefore provides no insulation. Exterior walls of the classrooms quickly transfer the outside temperature to the inside of the classroom and wall heaters cannot keep up with the heating demands on very low temperature days. It is impossible for the building to retain a consistent, comfortable heat throughout the entire building.

In Science labs, fixed benches are set against exterior walls. Students feel this cold air during the cooler months, particularly winter, coming off the walls which affects their comfort in the room. Students are often asked to wear coats to class during cold months. Furthermore, there are many ductwork leaks in the science wing. Each year, part of the annual maintenance budget for NRHS addresses these ductwork deficiencies.

On sub-zero temperature evenings the boilers have to run in "building occupied" mode to keep the building warm enough to prevent pipe freezing. This increases utility costs and additional wear on the systems.

Art classrooms are not ventilated, preventing use of oil paints and other volatile substances. This limits program and instructional delivery as well as creativity. Furthermore, all three art rooms are served by the same HVAC unit. This continues to be problematic.

The air handler for the school kitchen pulls in outside air. It is tied into the heating system. It could not keep up with deep cold weather in the winter of 2014-2015. Exhaust fans currently pull out warmed kitchen air and must be on when the kitchen is active.

One HVAC unit serves the Drafting (computer) lab (room 403B), administration and guidance offices. The drafting lab should have its own HVAC unit as a result of heat produced from desktop computers.

Room 224 (computer lab) also overheats due to heat from desktop computers used in that room.

A single HVAC unit serves the Media Center and the classrooms below it. There are different heating and cooling needs on each level. Windows in the Media Center result in substantial solar heat gain, which is not the case in the classrooms below. Temperature on the Media Center windows sometimes reaches 140°F. Added heat from student use of computers in the Media Center coupled with the computer servers exacerbates this problem.

#### Waste Water

Some art classrooms lack enough sinks, or have no immediate access to sinks. Staff and students are limited in what they can accomplish in these classrooms.

There are occasional sewer backups into the athletic storage area in the basement. This is consistently problematic. The room with the sewer cleanout pipe is filled with athletic equipment as a result of lack of appropriate storage areas, making it difficult to deal with sewer blockages efficiently.

#### Security

Not all exterior doors have security cameras. Interior security cameras are in some common areas such as hallways and stairways, but are not in all common areas. There must be a comprehensive plan developed for school security at the building level, which would include but not be limited to, the surveillance component.

Fire alarm and emergency voice announcements most often cannot be understood in the cafeteria during busy times due to poor acoustics and sound levels. The noise level in this area is extensive. Normal conversation is impossible in the cafeteria when students are present.

#### Kitchen Appliances

Food preparation equipment is original to the building. The grease trap is undersized for the current school population. The existing cooler in the kitchen is 40 years old. This is the flagship cafeteria for the district, hosts the greatest number of school events, yet it has antiquated food prep equipment.

#### General Status of Fans, Compressor, and Pumps

The lifetimes of the NRHS mechanical devices are approaching “end of life”. This includes fans, compressors, and pumps of various sizes throughout the school. Normal lifetime expectancy is considered to be approximately 12 years. The last major upgrade of these devices was the 2000-2002 renovation. Replacement of these system components are currently included in the long-term maintenance and capital projects plans, scheduled over many years. Ongoing funding for replacement will continue to be a challenge. Energy efficiencies currently are minimal. There is a continual need to increase budget costs to maintain what is present.

#### Roof Leaks

Above the Guidance offices is a major leak currently being addressed. Due to the design of the addition it is difficult to track the actual leak between the two ceilings for successful resolution of the issue.

The roof above the cafeteria, kitchen and machine shop has degraded severely. Most HVAC equipment is on this roof. In order to replace this roof the HVAC units will need to be disconnected and the roof installed. This should be coordinated with the replacement of HVAC units. The present protocol is to patch this area when there is an active leak.

The roof above the science laboratories is more than 35 years old. This area must be attended to.

#### Water

Nashoba Regional High School is located in a town without a public water supply. The source of all water used by NRHS for drinking, showering, fire safety, laboratory work, cleaning, etc., is a single well located in the basement of the building.

Massachusetts State Department of Environmental Protection regulations prohibit any structural changes to the building within 262 feet of the wellhead. All principal school facility systems and most of the building structure are within that area. This adds great cost and time to any efforts to upgrade facility systems because structural changes are needed for any type of upgrade.

#### Parking

There are not enough parking spaces to accommodate students, staff and visitors. This is especially burdensome during the winter months when spots are lost due to snow piles. The lack of spaces leads to parking on the school's lawn, which is an additional burden as the lawn and surrounding area shows signs of unnecessary wear. The school is the community hub for the three member communities. It houses many community functions, voting, etc. and adequate parking continues to be a key issue.

#### Property Condition Assessment

The district engaged Hogan and Associates during the last school year to complete a general assessment of all buildings within the Nashoba Regional School District. These assessments have now been finished and disseminated to our central office staff who are reviewing, digesting, and analyzing the contents. These documents will help us to establish district facilities' goals and priorities as we move ahead into the next several years for the purpose of strategically and fiscally planning. The documents are now on-file in the business office.

**Priority 5**

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

Nashoba Regional High School Project	Description	Total Cost	CAPITAL PLAN				Notes	
			FY19 Annual Cost	FY20 Annual Cost	FY21 Annual Cost	FY22 Annual Cost		FY23 Annual Cost
Leach Field	DEP violation - relocation of leach field	\$ 300,000.00	\$ 50,000.00	\$ 250,000.00			Change contingent upon DEP agreeing that we can push the construction phase to FY20	
Parking Lot Repairs	Storm water catch basin repair & replace	\$ 10,000.00	\$ 10,000.00				Storm drain failing.	
Roofing Repairs		\$ 40,000.00		\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	Repairs to roof structures
Roof Railing Projects	Railings for court yards- per fire code	\$ 60,000.00		\$ 60,000.00				Fire department has requested that the courtyard roof area be updated with a railing on the roof.
Interior/Exterior Door replacement	Replacement of existing doors due to floor shifting and settling. Exterior doors are rusting.	\$ 25,000.00		\$ 5,000.00	\$ 10,000.00	\$ 5,000.00	\$ 5,000.00	Continued replacement of doors as needed.
Security Cameras	interior/exterior camera replacements	\$ 15,000.00		\$ 15,000.00				On going replacement of existing cameras with digital.
Locker repair/replacement	replacement, repair of lockers & locks	\$ 25,200.00	\$ 15,200.00	\$ 5,000.00	\$ 5,000.00			Replacement and/ or repair of lockers. 1000 lockers to have lock replacement
Auditorium Catwalk & Overhead Lighting; Sound board	In house replacement of overhead lighting.	\$ 20,000.00		\$ 20,000.00				Replacement of lighting in catwalk and overhead lighting including the rental of a lift.
Auditorium Sound board	Replacement of failing sound board	\$ 25,000.00		\$ 25,000.00				Estimated cost of replacing the existing failing sound board.
Dish Washer Replacement	Replacement of original equipment.	\$ 40,000.00		\$ 40,000.00				The dishwasher is in constant need of repair. It is difficult to operate due to it's age.
Heating fuel tank replacement.	Aging 12,000 gallon tank; approximately 20 years old	\$ 250,000.00		\$250,000.00				Possible replacement
Flooring repairs	Various areas through out school need replacement due to floor bubbling up, cracks, and wear.	\$ 75,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	Includes hallways, auditorium, lunch area, foyers, and exit areas.
Additional Parking	Additional parking needed for staff and events	\$ 100,000.00		\$ 50,000.00	\$ 50,000.00			Additional parking needed for events and staff parking.
Window Replacement	Replacement of non energy efficient windows	\$ 85,000.00		\$ 10,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	Plan of replacement of exterior windows for energy efficiency.
Hot Water Tank	Replace existing PVI oil fired water heater with a propane, high efficiency water heater (3 Tanks)	\$ 85,000.00	\$ 85,000.00					Requoted 8.21.17

**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.***

NRHS has no building systems in catastrophic failure. School wiring is failing throughout the building, ductwork leaks are extensive, wi-fi is spotty, and heat is unreliable. This patchwork of problems is expensive to remedy and interferes with students' and teachers' abilities to concentrate on instructional delivery and teaching tasks.

Air circulation in locker rooms, roof leaks in the main gym, and a lack of substantial storage areas are all significant concerns for the athletic department. Student performance in these departments is directly affected by these facility shortcomings. Poor air circulation and leaks in the gym lead to concerns about student well-being potentially being affected.

The spotty wi-fi system is a hindrance as 21st century learning has shifted to the digital realm. A comprehensive review of this educational component is essential. Our district supports integrated technology and digital learning within instructional delivery. We continue to move forward in this area district wide. We need a strong infrastructure, and appropriate hardware/software within the building system to continue to support that growth and vision.

The media center within NRHS is a limited space that has been maximized to serve several masters. Its original design limits the ability to serve contemporary learning needs. It has limited natural light, few independent/group work areas and has a fixed layout that creates a cramped, dark space as opposed to an open, inviting space. It has currently allocated computer space that is not able to be used during the warmer months as a result of the solar heat that finds its way into the room - it becomes non-useable space.

Both the Life Skills Program and the Transition Program that support our intensive special needs students are based at the high school. The space that we currently have designed for both of these programs is limited. We are working on a number of skills with these students that include academics, vocational, employment, adaptive and life skills. Given the space provided, it is certainly a challenge to provide these diverse experiences in the current spaces at the high school. In general, we feel inadequately prepared in terms of the facility to offer this program, although mandated. We have done our best, but are now looking outside of the building to other options that may be more appropriate.

Our students have strong interest, and excel, in academics, arts, and athletics. These are all areas that we struggle with regarding the building's shortcomings and consistently do work-arounds to navigate. We could do so much more in the area of digital literacy with the right tools and well equipped classrooms. Our art programs have high levels of interest and success, yet are limited in terms of what the offerings look like and the space available. Students should not have to remember to wear coats in their science labs during colder months. Our athletic programs are outstanding considering the limitations and issues before them as a result of space concerns, poor air ventilation, etc. Our staff and students do well with what they have, but we all recognize that it is time to take a serious look at the facility itself for the generations behind this current student grouping. The building is beyond its life expectancy in many ways.

The current situation involving our oil tank is our highest priority during this winter/spring season to fix. Without heat, we cannot open the school.

**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.***

Nashoba Regional School District is a high performing district - our three communities value and support education. The communities place a high value on standards that are rigorous. They expect course options and opportunities for students to capitalize on to have them attain a rich and well-rounded learning experience. We view our high school as the flagship school within our district. It is a high school widely respected for high educational standards and levels of student achievement. We feel hindered by the current facility. We believe we can do so much more with a facility that lends itself to 21st century teaching and learning. As the school exhibits more wear and tear over time, increasing amounts of money and administrative attention must be devoted to providing remedies. We believe our focus must be on academics, rigor and learning, not on facility shortcomings.

The leach field and oil tank situations must be addressed for obvious reasons. Without them, we cannot operate NRHS. This needs to be addressed for ongoing facility operation.

The heating/cooling and ventilation systems are genuinely past their end of life use. In some cases, what is currently in existence is beyond inappropriate and cannot continue. For optimal learning and teaching to occur, we must have a consistent level of temperature throughout the seasons, particularly during the winter months. The ventilation issues in the locker rooms must also be addressed. We continue to be concerned about possible health components attached to this.

Back-ups regarding either sewer issues in some of the storage areas, or grease issues in the kitchen area unacceptable. We have continued to try various fixes, however, the issues are much greater than the fixes we have added.

Roof leaks clearly lead to damage and potential mold issues. We continue to piecemeal this work, however, we feel strongly that a broad overview is what needs to occur in this area moving forward. It has the potential to affect health and learning, and is genuinely unhealthy for the facility, itself.

The location of the well within the school building makes structural changes to the school very expensive. This will continue to be problematic and needs to be reviewed for ongoing useful life of the facility.

The School District has a capital plan to address certain issues, however it extends out over many years. We feel that this is a more expensive approach to utilize when looking at so many projects over time rather than addressing all concerns at once. A comprehensive approach would reduce total cost and deliver improved learning quicker.

A properly sized cafeteria, with appropriate acoustics, where food is prepared and served as a result of new and fully functioning appliances would allow us to return to a more effective approach to course scheduling, adding additional learning time for our students. Best practice would have us create a master schedule that optimizes time on learning and learning experiences. Currently, scheduling lunch is a driver for the creation of our student schedule. Our academics should drive scheduling.

School safety is paramount and we believe that much more can be done in this area regarding the facility component. A comprehensive plan with a focus on this is integral.

It is our hope to find a balance, with the support of MSBA, to create a learning environment that is safe and comfortable in classrooms and will avail staff and students to continue to build upon a strong educational foundation currently in place, to take learning to the next level. There are times when we currently feel that our students' most basic facility needs are not being met. Staff and administration consistently aim to do work arounds as a result of building limitations. For example, holding Wellness classes or study halls in hallways, or working out in "the cage" in the gymnasium, or being exposed to sewer back-ups, or

inappropriate air handling in the locker rooms, are all symbolic of building limitations.

In summary, the piecemeal approach does not lead to an overall sense of cohesion with a facility the size of NRHS. Projects and adjustments appear to be layered over the years rather than being considered alongside one another. A fresh, strategic approach needs to be extensively developed and reviewed to support appropriate 21st Century Learning.

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**Please also provide the following:**

**Have the systems identified above been examined by an engineer or other trained building professional?:** NO

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

**The date of the inspection:**

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

**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.***

Currently, the school does its best to work around the facility issues presented. We have shoehorned programs into spaces that are not optimally designed to serve such programs. Examples of these programs mentioned are the video production program and the robotics program, which have no appropriate classroom space.

Furthermore:

Science Classrooms

Science classrooms are 40% smaller than current school building standards, with awkward lab work space that severely limits the curriculum/experiments that can be conducted in these rooms.

Equipment in the science labs varies from room to room, restricting the range of laboratory experiments and course offerings. Only one lab contains a chemical fume hood. Experimental offerings could be increased if all labs had a fume hood. Equipment consistency is integral to the program as a whole.

All labs, but one, have window exhaust fans, installed after building construction, that leak cold air in the winter. Central heating is uneven in the science labs.

The fixed layout of lab tables and location of cabinetry impede collaboration among students.

Science lab demands exceed availability for students.

Fine Arts

NRHS has three small art spaces. The art studio is a converted interior classroom which has no natural light or storage space. The ceramics room has minimal storage space and is not directly connected to the kiln and storage room. Printmaking and silk-screening is in a small space with minimal storage capacity. Minimal equipment exists in all as a result of lack of space to house it.

Art classrooms are not ventilated, preventing use of oil paints and other volatile substances and are too small to use easels.

Some art classrooms lack enough/any sinks and the three classrooms share one supply closet.

Performing Arts

During active concert/performing seasons, the use of the stage negatively impacts theater arts classes that need space. There is no direct route to auditorium from main entrance or academic classrooms, placing it in an awkward location.

The auditorium is not set up to provide direct feed of televised events and common storage space is used by multiple groups who utilize the auditorium. This creates scheduling issues for all.

There is insufficient instructional space designed for the breadth of Music offerings. The band room is limited to a fifty-student capacity by fire code regulations, which limits course enrollment. The room size limits the number of students. The student demand far exceeds availability.

Computer Science and Journalism

The limited appropriate computer lab space means that computer science and journalism classes in many cases have had to be scheduled in general-use labs, already used by other groupings.

Wellness (Physical Education/Athletics)

Students in their Junior/ Senior years are offered Wellness classes, but limited specialized physical education space (e.g., no fitness room or separate weight room) means that on rainy days or in the winter, there may be four Wellness classes scheduled in the same gym at one time. Some classes move into hallways to have sufficient room to conduct the class.

Health and Wellness classes switch between three different academic classrooms - there are not enough available rooms to have one consistent class space.

Indoor Athletic Space Concerns

All locker rooms are poorly ventilated.

Occasionally the sewer backups into the athletic storage area in the basement. The room housing the sewer cleanout pipe is filled with athletic equipment as a result of a serious lack of appropriate storage space.

Students move weights out of cage to create a more effective circuit. The wood flooring is unsuitable for weights. The makeshift weight-lifting cage in the gymnasium currently has no sound barrier/absorber to block sound of clashing metal.

There are insufficient numbers of student lockers to meet basic student needs.

School Psychologist

This office is located in a small office space in the Media Center that adjoins a computer lab. There is a gap in the walls between the two spaces that was filled with foam so that the Psychologist could conduct testing and have private conversations with parents in the office. The area is less than ideal for its current purpose.

Speech/Language Pathologist

This office is in a converted closet formerly used to house computer servers.

Other

Transitions (SPED) program, sited in the former faculty room because of space constraints, is far from an ideal space. The space is inadequate for the program needs.

Academic Support Center is at the back of our Media Center, limiting the number of students who can access it at ideal times. It is a very small space that has been reconfigured to serve its current purpose.

English Language Learners program – There is currently no appropriate space designated. The administration does a work around to use space located in the administrative offices for the purpose of ELL efforts.

Emergency Medical Technician (EMT) Program Storage of EMT equipment and training material is in a roof-access /mechanical space (room 403A, 403B).

Business course demand exceeds availability.

Students have been turned away from “Foods” and “Digital Photo” courses due to lack of space.

**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.***

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Administrative offices have been converted to classrooms throughout the building.

Large closets/storage areas have been converted to office spaces for academic support and other needs.

Small closets have been converted to computer server rooms. A small closet was also recently reconfigured to serve as a temporary office for the NRHS School Resource Officer

The auditorium is used for small Performing Arts Classes and additional other types of classes.

Hallways are currently used as study hall "rooms", athletic training, physical therapy, and, on occasion, Wellness classes.

The school library has been repeatedly sub-divided over the years to provide offices for academic, classroom, and office support.

In general, teachers share classroom spaces and department chairs travel from room to room when teaching. Teachers frequently travel between locations with classroom carts.

Two departments are currently sharing a single office space.

The Instructional Support department chair currently travels from space to space when completing office work.

A temporary solution is in place to take care of our oil tank situation, while a more permanent solution is sought.

**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 stated mission of the Nashoba Regional School District is to “Educate All Students to Their Full Potential”. As a district we consistently refer to this mission statement to guide us in our efforts within the district. We believe that our current NRHS facility demonstrably limits us in our mission and purpose.

When more students request 6-credit science courses than facilities allow, the achievements of those not accepted are curtailed. Students who request the 6-credit course and cannot get into it are offered the 5-credit course. This effect ripples down to the 4-credit, 3-credit, and 2-credit courses, compounding the problem throughout the science program. Students are not able to attend the challenging courses that they request. This contravenes the stated mission of the Nashoba Regional School District.

Similarly, courses in Business must turn students away due to lack of space and the ability to meet the logistical student demand.

“Digital Photo” prepares students to understand and contend with a world that increasingly communicates visually instead of using spoken or written language. “Food” courses prepare students for proper nutrition, food safety, and independence. Yet, these courses lack appropriate spaces and availability for NRHS students.

Fine Arts classes contend with similar limits on facilities as do the science classes. Classes must be carefully scheduled to assure that the room contains the right equipment, light, and ventilation for the activity.

Performing Arts compete for the same spaces, limiting opportunity for students. Such courses have been held in the auditorium in the past, but that is unsustainable as the auditorium serves so many functions.

Some Wellness classes take place in the hallways when poor weather prohibits outdoor activities.

There are not enough general lockers for all students to have their own. Grade 9 students must share lockers which are located on both sides of a narrow hallway. This causes over-crowding during transition times, which is especially problematic for students with mobility issues and/or teachers traveling with carts between classrooms.

Four lunch periods are required to serve approximately 988 students in the cafeteria. This limits aspects of the master schedule as we designate a larger period of time for lunch.

Programs such as video production, robotics and theater arts do not have proper spaces. The programs generally occupy traditional classrooms which were not designed to support such programs. In addition, there is a lack of flexible cooperative space in which students can collaborate with one another and meet the needs of 21st Century learning.

The Guidance program is cramped. Counselor offices cannot hold more than two or three people and there are no common spaces for larger meetings. In addition, there is limited space for students to work or access materials regarding post-secondary options in the guidance area. This also holds true for student testing issues.

Throughout the building there is an overall lack of meeting space for teachers to collaborate or hold team meetings. This lack of meeting space is exacerbated by the fact that many teachers travel from classroom to classroom. This results in few open classrooms in any given period of the day and meetings are often held in cramped settings. For example, the school's Student Teacher Assistance Team (STAT) meets weekly in the teachers' lounge. General teachers cannot access the space when the STAT team is discussing sensitive information.

Students have adapted well to the challenges of learning in a school designed for a time of inexpensive energy, when the use of

electronics in schools was non-existent. To continue making these adaptations will become increasingly expensive and more difficult. A complete strategic and comprehensive solution to the problem will deliver better results for students and allow the school to offer a greater array of course offerings.

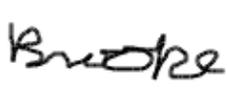
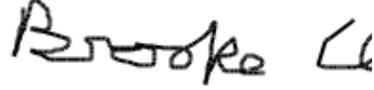


**CERTIFICATIONS**

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.

<b>Chief Executive Officer *</b>	<b>School Committee Chair</b>	<b>Superintendent of Schools</b>
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Brooke Clenchy	Lorraine Romasco	Brooke Clenchy
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Superintendent of Schools		

		
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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.