

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2014 Statement of Interest

Thank you for submitting your FY 2014 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

Each SOI has two Certification pages that must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer*. Please make sure that **both** certifications contained in the SOI have been signed and dated by each of the specified parties and that the hardcopy SOI is submitted to the MSBA with **original signatures**.

SIGNATURES: Each SOI has two (2) Certification pages that must be signed by the District.

In some Districts, two of the required signatures may be that of the same person. If this is the case, please have that person sign in both locations. Please do not leave any of the signature lines blank or submit photocopied signatures, as your SOI will be incomplete.

**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 as the chief executive office under the provisions of a local charter.*

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.

- 1 **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - 1 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.
- 1 **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.
 - 1 Regional School Districts do not need to submit a vote of the municipal body.
 - 1 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.

CLOSED SCHOOLS: Districts must download the report from the "Closed School" tab, which can be found on the District Main page. Please print this report, which then must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer. A signed report, with original signatures must be included with the District's hard copy SOI submittal. **If a District submits multiple SOIs, only one copy of the Closed School information is required.**

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 MSBA requires the full accreditation report(s) and any supporting correspondence between the District and the accrediting entity.

ADDITIONAL INFORMATION: In addition to the information required with the SOI hard copy submittal, 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 Brian McLaughlin at 617-720-4466 or Brian.McLaughlin@massschoolbuildings.org.

Massachusetts School Building Authority

School District Middleborough

District Contact Kathleen C Piatelli TEL: (508) 946-2000

Name of School Middleborough High

Submission Date 4/7/2014

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 sign the required certifications and submit one signed original hard copy of the SOI to the MSBA, with all 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 hard copy 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 and certification signatures in a format acceptable to the MSBA.

Chief Executive Officer *

School Committee Chair

Superintendent of Schools

Steven J. McKinnon

Richard C. Gillis

Roseli S. Weiss

Chair, Board of Selectmen

(signature)

(signature)

(signature)

Date

Date

Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.

Massachusetts School Building Authority

School District Middleborough

District Contact Kathleen C Piatelli TEL: (508) 946-2000

Name of School Middleborough High

Submission Date 4/7/2014

Note

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

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

SOI Vote Requirement

^b 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: 2014 Middleborough High

Is this part of a larger facilities plan? NO

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

Please provide an overview of the plan including as much detail as necessary to describe the plan, 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: 30 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.

The FY 2014 Budget included the added position of Facilities Director who will be responsible for developing a Master Plan for Facilities for the District. Currently we are staffed with three maintenance workers that are able to maintain the systems. It is important to this administration to create the position of Facilities Director to be as proactive and innovative in all aspects of our facilities. The Strategic Plan 2011-2016, a copy of which is attached, outlines the District plan.

Is there overcrowding at the school facility? YES

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

Middleborough High School's capacity is severely limited. The footprint of the building has not changed since it was built in 1971. Public high school programming has changed dramatically since 1971, causing spaces to be converted to address changing student needs. For example, three classrooms have been converted to part-time computer labs that are shared with academic areas. Five classrooms have been reassigned for Special Education programs. Four classrooms are being used by the Alternative High School program. One classroom is no longer in compliance to the fire code due to the lack of egress. Once classroom cannot be fully scheduled due to its proximity to the music rooms, one blackbox theater converted from the metals shop. The original building was designed with 34 classrooms for instruction, eight science classrooms/labs, two art rooms, one foods room, one Foreign Language Lab and one music/choral room. Due to the changes identified above the instructional learning spaces have been reduced to 23 instructional classrooms. Most classrooms are 800 square feet with class sizes reaching 28-38 students. Classrooms are overcrowded with inadequate storage space. Overcrowding Examples: Some art classes are taught outside of the assigned art rooms, i.e., library conference room. The library conference room is also used as Special Education learning center. Speech and Language Therapists is delivering services in a converted storage room behind the library. The Audio Visual department is housed in the server room and the high school TV production classes are held at the Middle School because of lack of space and infrastructure. Students are transported from the High School to the Middle School each block during the day.

A faculty dining room doubles as a classroom and a Student Council Office at night. Our school store has been closed and the space is now being used for a faculty dining room.

Our severely disabled students' classroom is 775 square feet serving 30 students. Foreign language classes are often scheduled in the foreign language lab resulting in ongoing scheduling problems for lab usage.

Math classes are taught in various classrooms throughout the building leaving the department with no sense of department identity.

Guidance Department space has four offices that open to one larger space. The receptionist and School-to-Career Internship teacher share this space. There is no Guidance Conference room. The nurses' office was enlarged with temporary wall partition units; however there are significant confidentiality issues as she shares that space with two school adjustment counselors and a school psychologist.

The student dining room is small with students crowded at rectangular lunch tables over four 30 minute lunch periods. In addition, this dining area is cramped with an obstructed view which causes a serious safety concern.

A small inadequate space behind the gymnasium bleachers has been designated as the weight training area. There is inadequate field space with many of our sporting events taking place at offsite fields which require daily transportation for teams.

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

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

At which schools in the district?

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

etc.).

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

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

At which schools in the district?

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

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

Does Not Apply

Please provide a detailed description of your most recent budget approval process including a description of any budget reductions and the impact of those reductions on the district's school facilities, class sizes, and educational program.

Over the past three years the Town of Middleborough has seen a steady move towards a stabilized fiscal outlook. The school department has received a 2% increase in funding each year that has allowed us to build back the staff reductions that took place from 2007-2010. The increase to the FY14 budget along with a number of retirements allowed for the creation of the following positions: School Resource Office, Director of Facilities, Network Specialist and Grade 5 teacher. As we slowly build back our staffing positions with the small but steady budget increases over the past three years, the Capital Planning Committee for the Town of Middleborough has reconvened to address many years of facility and equipment neglect due to funding difficulties. Prioritizing the numerous facility needs across the district has been challenging. A cooperative relationship with the Superintendent, Town Manager, Board of Selectmen, Finance Committee and Capital Planning Committee has helped to keep all stakeholders informed about any challenges that we anticipate.

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).

Middleborough High School is a three story concrete frame structure which was constructed in 1971. The building is rectangular in plan without any wings or appendages. The building is organized around a central interior spine that contains the core common spaces including the auditorium, library and administrative areas on the main level (2nd floor) and the auditorium, gymnasium and cafeteria on the lower level (1st floor). On each side of this central spine are two parallel corridors which generally run east/west. Most of the classrooms are located off these two spines along the perimeter, though there are also a number of interior classrooms as well on the 1st and 3rd floors most notably the science laboratories on the 3rd floor.

There have been no additions or any notable renovations to the building since it was first constructed except a complete roof replacement in 2004 as well as replacement of seventy-five percent (75%) of the windows which was executed in 2003. Otherwise, all systems, mechanical, electrical, etc are original to the building.

Middleborough High School serves 764 students in grades 9-12 and lacks a sufficient number of appropriate classrooms for the enrolled population. The District has had to create additional classrooms out of spaces not originally intended for classroom use and many classrooms do not meet current MSBA program standards. This includes the science laboratories which lacks properly working gas and water service. Proper ventilation in these interior rooms are also a concern. Additionally, use of the Gymnasium is compromised by the lack of alternative physical education spaces. Presently, the weight training program shares a portion of the gymnasium and periodically the equipment must be temporarily relocated for public events and then later returned.

Accessibility throughout the building and grounds is limited.

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

132955

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).

Middleborough High School is a 132,955 square foot, 3-story concrete framed 1970s vintage building situated on 40 acre parcel off Route 28. To the north and east there are residential neighborhoods and a retail development to the west. To the south, just beyond an adjacent property is Interstate 495. The site features a surface parking lot to the east with approximately 230 parking spaces. To the west is another surface parking lot with an additional 150 space used primarily for student parking. Another dozen parking spaces, including two (2) handicap spaces are located in close proximity to the main building entry. The site also includes a circumferential road which provides access to almost the entire building for emergency services. There is only a single access drive into the site off of Route 28 which has been identified as a concern of the local police and fire department.

South of the building are play fields which includes one full sized football/ soccer field bounded by a running track.

Adjacent are four overlapping baseball/ softball field and six tennis courts whose surfaces are in poor condition.

Bituminous concrete in parking areas are in fair condition although there are some areas which have severe pavement cracking such as at the edge of the exit drive and walkway. There is also severe cracking at entrance plaza concrete.

Additionally, there is water infiltration into building in the area of the main entrance plaza. The entrance bridge wall veneer

has collapsed. Handicap ramp at the west end of the building does not have handrails and is not to code. Parking areas and drives are not adequately lighted which causes a safety concern. Stormwater collects along building access which is a hazard to pedestrians particularly through the winter months with freezing and thawing. There is poor drainage along south ring drive. Concrete curb at the east parking area is deteriorating.

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)

Middleborough High School
71 East Grove Street
Middleborough, MA 02346

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).

Walls are 42 years old and are masonry and pre-stressed concrete. Many have become porous and moisture penetrates them through to interior. Grout and brick have deteriorated beyond simple repointing. Lichens and moss are growing in some areas where brick and grout do not dry out sufficiently. Infiltration through the walls has caused significant flooding in the kitchen area to the point that a downspout has been jury -rigged over the serving line to funnel the water into a corner sink so that no water is spilling on students or staff. The moisture has also penetrated the walls of the gymnasium allowing rain water to get under the flooring causing buckling and bubbling which creates a safety concern. Due to the porous conditions of the walls, classrooms on the third floor will often experience flooding. There is concern with the constant wetting and dampness of interior walls there may be mold within the wall assemblies.

Of the 25% of the windows that have not been replaced many are severely rusted to the point where you can see through the rusted frame. Air (energy use) and wind driven rain penetrate the building. The original windows are single pane steel frame that is not thermally broken and contribute significantly to energy losses and operating costs. Many of the newer insulated glazing units have been damaged, the seals are broken and windows permanently fogged. The concrete bridge type structure entrance way has exposed re-bars with crumbling concrete on the top side and bottom side, this entrance way is also a source of water leaking into the building. We have contracted with an engineering firm to assess the integrity of the structure and estimated cost of repair. A copy of the report is enclosed for your reference.

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

Year of Last Major Repair or Replacement: 1971

Description of Last Major Repair or Replacement:

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

Year of Last Major Repair or Replacement: 2004

Type Of ROOF: Rubber

Description of Last Major Repair or Replacement:

Major replacement over three years 2006, 2007 and 2008

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

Year of Last Major Repair or Replacement: 2003

Type Of WINDOWS: 75% of the windows have been replaced with double pane windows, the remaining 25% of the original single pane windows are rusted through allowing rain and wind inside the building.

Description of Last Major Repair or Replacement:

Of the 25% of the windows that have not been replaced many are severely rusted to the point where you can see through the rusted frame. Air (energy use) and wind driven rain penetrate the building. The original windows are single pane steel frame that is not thermally broken and contribute significantly to energy losses and operating costs. Many of the newer insulated glazing units have been damaged, the seals are broken and windows permanently fogged.

MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical

and electrical systems and any known problems or existing conditions (maximum of 5000 characters).

The Building was built in 1971 and most of the HVAC equipment is original (42+ years old). The building's heat source consists of two Cleaver Brooks, gas fired, fire-tube hot water boilers built in 1970. The system includes five (5) individual HW zone pumps; one redundant pump piped to zones 1-3 and one redundant pump piped to zones 4 & 5. All seven pumps run even though the redundant pumps are isolated by manual valves.

The system suffers from various problems due to their age and use. In some cases on-going maintenance and repair is no longer possible due to a lack of replacement parts. In the Boiler Room the combustion air/ ventilation high opening damper is frozen in an approximately 20% open position and appears to be beyond repair. Likewise, the low combustion air damper is wide open and is also frozen in this position. The Low opening is ducted to approximately 24-inches above the floor which is a code violation as it is supposed to be within 12-inches of the floor.

The mechanical system controls are pneumatic and are only in fair condition. Tubing was blown down a few years ago and while the local thermostats do work in many rooms, there are several others which do not.

In the core areas of the building the library and some special purpose areas have old McQuay, rooftop H&V units. The Speech & theater workshop and Alternative Learning classroom are the old metals and wood shops and have 1971 vintage ceiling mounted H&V units much too large for the current applications. Most of these units are again old and in questionable condition. The Auditorium has a Rooftop air handling unit that provides heating cooling and ventilation. The unit is approximately 10 years old. Heating is via a hot water coil and cooling via a self contained DX coil/condenser. The return air is drawn under the stage which is in violation of modern fire codes. Further, at some point the wooden louver face to the stage has had an acoustical backing applied which would restrict air flow.

The electrical systems are original to the respective construction of the facility. The main electrical service bolted pressure switch is rated for 1600 Amp at 277/480V 3ph 4W. It is integral to the main switchgear with a 277/480V distribution section and an integral 300 kVA substation transformer providing power to the 120/208V 3ph 4W distribution section. The higher voltage serves boilers, pumps, lights and roof top units; the lower voltage serves everything else. The electrical service is provided by Middleborough Gas & Electric via an exterior pad mounted oil filled transformer located adjacent to the loading dock (no label on the transformer but likely between 300 and 500 kVA in capacity).

The original Square D switchboard is original to the building and therefore over 40 years old. The power distribution is provided from several distribution and branch panels wired back to one of these main switchboard distribution sections. The panels are located throughout the facility located in mechanical rooms, teacher lab preparation room or shop rooms; the panels in the shop rooms are unlocked and accessible to the students. Nearly all of the panels observed are original to the building. The typical useful life expectancy of electrical systems is 20 years; therefore all the electrical systems are at least 20 years beyond their expected useful life of 20 years. The concerns with exceeding useful life of systems is primarily safe and proper operation as originally designed, alignment to current more advanced electrical and life safety codes, the availability of replacement parts, and associated repair costs for increased maintenance cycle.

The Emergency Generator system is set up as a 115 kW stand-by power system; other high schools of similar size have generators with a capacity between 250 and 300 kW). It is not configured as a life safety power system. The life safety and stand-by loads are not separated. The life safety power distribution system does not reside in dedicated (2) rated electrical rooms. The emergency generator is located in the boiler room adjacent to the heating system boilers; a catastrophic failure of the adjacent boiler could incapacitate the emergency life safety power distribution source and therefore the egress lighting would not be available. The capacity of this system is well below what would be needed to support the stand-by and life safety loads for the building. The current system is unable to support the facility safely, effectively or efficiently. The system capacity and configuration is inadequate for supporting the necessary school stand-by loads, life safety loads and mechanical system loads.

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

Year of Last Major Repair or Replacement: 0

Description of Last Major Repair or Replacement:

New tubes in boiler were replaces in 2004

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

Year of Last Major Repair or Replacement: 2006

Description of Last Major Repair or Replacement:

Replaced all rooftop units and installed a heat/ac unit for auditorium

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

Year of Last Major Repair or Replacement: 0

Description of Last Major Repair or Replacement:

Does not apply

HEATING FUEL: Which of the heating fuel types below does your building primarily rely on for heating?

Natural Gas

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).

All floors are concrete covered with VCT or carpet, the front entrance has a vinyl poured floor, stairwells and other door entrances have ceramic tiles. The playing surface of the gym floor is a vinyl product glued over the concrete floor. The perimeter of the gym floor has the same vinyl product glued over the existing gym floor. This has caused a buckling effect and has created a safety hazard. Blisters are over 1-inch high and present a significant tripping hazard. In 2012, two stairwells and landings were covered with a Nora Rubber product, the stairs are encapsulated and the landings were abated. Concrete flooring in the locker rooms is spalling, and deteriorating and the resulting porosity is a health hazard. The ceiling tiles are original and were the first form of suspended ceiling on the market. As a result the tiles are obsolete. We have begun to change out the frames and tiles with a more current suspension ceiling system. Many of the remaining tiles are broken and pieces are falling on occupied areas. Some ceilings are painted concrete with acoustic diffusion product installed between bays.

Interior classrooms have no windows and poor air circulation (fresh air) thus a detriment to learning and health. Most classroom doors do not have adequate pull side clearance and are therefore non compliant with MAAB requirements. Most toilet rooms and plumbing fixtures are not compliant with MAAB regulations for fixture heights and other dimensional clearance requirements.

The elevator is not large enough to accommodate a stretcher and therefore unusable in emergency response situations. Handrails and guards at all stair and protective railing locations do not meet code requirements and present a fall hazard. Ramp to auditorium lower level seating does not meet accessibility requirements.

Water damage is evident in many ceiling areas of the building. Due to leaks which have stained the ceiling, the area above should be investigated to determine if there is mold contamination or growth.

Casework in administrative areas is in fair condition. Science lab stations are in fair condition. However, casework does not provide any accessible sinks or work stations in compliance with MAAB/ADA guidelines.

The auditorium has hard reflective acoustic finishes which have been well maintained, but are dated. The seating is original, but has been reupholstered. The stage is shallow in depth limiting the type of performances possible. Further, accessible seating is limited to informal seating at the front of the seating area.

Various locations within Middleborough High School continue to be served by incandescent lighting and many with T-12 lamps. Emergency lighting systems are not properly isolated from other electrical services. The exterior areas of the egress doors have not been properly addressed with egress lighting coverage which could lead to situation of concern during an emergency mass egress event. There are dark and unsafe areas along the outside perimeter of the building

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

Under the current infrastructure of the high school there are many aspects of the programming and operational components to the school that are unable to be offered due to facility constraints. They are as follows:

- Due to lack of classroom space, there is a challenge to expand our academic offerings to the students of Middleborough High School. In all academic areas, there is a drive to create more courses, especially Advanced Placement and we do

not have the space to provide for these increases throughout the academic core of the school.

- With the lack of infrastructure for a much needed upgrade in technology, we are very limited in being able to offer a 21st century approach to curriculum, instruction and assessment.
- The lack of available space and resources to enhance our health and wellness program, along with our athletic program has prohibited the growth of our programs. Gym space is limited and lack of available space to create separate gym classes along with a completely inadequate weight training area, which is currently located behind the bleachers and needs to be totally dismantled each time the bleachers need to be used has significantly impacted this program.
- The lack of technology in our school has prohibited the growth of new technology courses to allow more opportunities in the STEM subjects.

CORE EDUCATIONAL SPACES: Please provide a detailed description of the Core 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, and a description of the media center/library (maximum of 5000 characters).

The classrooms at Middleborough High School are basic scope. The current lay-out of the high school is based on a departmentalized model, with the exception of the Mathematics and Fine Arts Departments, the classrooms are connected within each of the major content areas. The math department is scattered throughout the building due to the lack of classroom space on the third floor to allow the math department to truly have a sense of identity. There are 47 classrooms, which include 34 classrooms, eight science labs, two art rooms, one foods room, one Foreign Language Lab and one music/choral classroom. Most classrooms in the high school are deficient in terms of technology. In most classrooms, there is only one computer and no means of projection for more student involved lessons, unless the teacher borrows the one or two projection carts from the Library. The classrooms do not have sufficient electrical capacity to improve the technology. Some classroom areas have been painted within the last ten years and 75% of the classroom windows have been replaced.

There are eight science labs at the high school. All of the labs were equipped with a SmartBoard, however, classrooms were not designed for computer lab stations and technology is not able to support the software to enhance student learning.

CAPACITY and UTILIZATION: Please provide 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).

Due to lack of space, the school has been forced to make classroom space out of non-traditional space, which was not the intended use when the school building was built in 1971. The Library Conference room is a classroom for students with moderate special needs. This Learning Center is used for a variety of uses for the special education students in our school. The faculty dining room was made into a classroom that has been used for art classes; however, due to lack of preparation of space, it can no longer be used. History/Social Studies, Foreign Language, Special Education have also used this space. A small space that is between two classrooms has been used for classroom space. It is currently used by our special education department for specialized services.

The alternative high school at Middleborough High School has taken over three classrooms that are not appropriate use of space. The former student council/activities office was converted into a small classroom for the alternative program. The former wood shop has been redesigned with movable walls to create a classroom dynamic. A small office off of the wood shop has become a small math classroom. Our school store has been closed to allow for meeting space for faculty since the loss of the faculty lounge. However, this space is used consistently for small breakout testing space for special education and the alternative high school. Physical education classes will use the cafeteria or auditorium due to lack of space for health and wellness instruction. An English classroom and English Resource Center were converted into two of the three computer labs that are currently being used at the high school.

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).

- MAINTENANCE:
- HVAC maintenance and inspection
- Elevator maintenance and inspection
- Pest Management (IPM)
- SchoolDude Maintenance Direct (on-line request system)
- Univent and rooftop unit filters are changed four times each year by custodial and maintenance staff
- Rooftop units are serviced once a year under contract and a second time by district staff
- Univents are serviced yearly by district staff

We are in the third year of a Town wide Capital Planning Program. The School Department has submitted projects for approval for all schools; a copy of the Capital Planning requests is attached. The projects that address Middleborough High School that have been approved to date are: Nora Rubber for covering two stairwells (FY12). Projects that have been submitted for approval for FY14 for Middleborough High School are: front entranceway, upgrade security cameras, replace/upgrade Fire Alarm System, stage lights, bathroom renovations, floor tiles, interior lighting from T12 to T8's, ceiling tiles, replace tennis court and resurface running track.

CAPITAL REPAIRS:

- Rubber roof was replaced over a three year period from 2006-2008
 - Rooftop units were replaced in 2004
 - 75% of the original windows were replaced from 2001-2003 with double pane glass
 - Minimal upgrades to Science labs
 - The cylinder in the elevator was replaced Summer 2010
 - Two stairwells and landings were covered with a Nora Rubber product summer 2012. The stairs are encapsulated and the landings were abated
 - FY2013 the building was equipped with wireless internet
-

Priority 1

Question 1: Please provide a detailed description of the perceived health and safety problem(s) below. Attach copies of orders or citations from state and/or local building and/or health officials.

Middleborough High School is a 42 year old building with many of the original systems in place. Our custodial and maintenance staff has taken great effort to maintain the building, working to implement repairs quickly and adhering to regularly scheduled upkeep tasks, the building and its systems are well beyond their useful life. Despite best efforts, our ability to address the deficiencies in this building due to its age and condition far exceed any reasonable and typical operational budget.

Front Entranceway (Safety)

One safety item of particular concern focuses on the Entrance Bridge. The bridge is constructed of concrete beams and slab, with cast-in bricks installed on the side and bearing on top of the concrete beam. Moisture has infiltrated on the underside of the bridge; there is rebar and stirrup corrosion. We have hired Steere Engineering who developed an assessment report dated April 1, 2013. Within that report the firm identified that the corrosion of the rebar in the concrete was caused by the high contamination of chloride remained after the application of ice melting salts. Severe disjoining and crumbling of bricks exist at both sides of the entrance way. Water seeps into the walls of the kitchen which is located on the lower level of the building right under the bridge. It is likely that mold/ mildew exists in concealed spaces in the area of the kitchen given the evidence of water infiltration.

The following is from the report generated by Steere Engineering, Inc., "There are many structural deficiencies of the concrete bridge, including wide spread cracking and spalling of the underside of the 6 inch deep concrete deck and some cracking at the top of the slab. Reinforcing bars are exposed and rusted in many locations, primarily at the underside of the deck slab and the two longitudinal beams. The noted deficiencies are serious structural concerns and will impact the safety of the bridge." A copy of the report is enclosed for your reference.

Exterior Walls (Health)

The exterior walls are 42 years old and are masonry and pre-stressed concrete. Many have become porous and moisture has penetrated them through to the interior. Grout and brick have deteriorated beyond simple repointing. Lichens and moss are growing in some areas where brick and grout do not dry out sufficiently. Infiltration through the walls has cause significant flooding in the kitchen area to the point that a downspout has been jury-rigged over the serving line to funnel the water into a corner sink so that no water is spilling on students or staff. The moisture has also penetrated the walls of the gymnasium allowing rain water to get under the flooring causing buckling and bubbling which creates a safety concern. Due to the porous conditions of the walls, classrooms on the third floor will often experience flooding. There is concern with the constant wetting and dampness of interior walls there may be mold within the wall assemblies.

Gym Floor (Safety)

The moisture has penetrated the walls of the gymnasium allowing rain water to get under the flooring causing buckling and bubbling which creates a safety concern. The blisters/bubbles in the gymnasium are over 1 inch high and cause a tripping safety hazard. Additionally, use of the gymnasium is compromised by the lack of alternative physical education spaces. Presently, the weight training program shares a portion of the gymnasium and periodically the equipment must be temporarily relocated for public events and then later returned.

Poor classroom ventilation (Health)

HVAC Systems have exceed their useful life or have failed altogether. Ventilation systems are beyond their useful life. In the classrooms the primary room heating & ventilating is via original Herman Nelson Unit Ventilators (UVs). Some rooms are overly hot, while others always remain cold and the outside air dampers are no longer functioning. Some of the teacher control room temperature by adding/removing books used to cover (block) the Unit Ventilator discharge grille. Additionally, several of the overhead UV's heating elements have failed and been removed or valved off. Fan motors tend to be loud and distracting for the students and staff.

The core areas of the building the library and some special purpose areas have old McQuay, rooftop H&V units. The Speech & theater workshop and Alternative Learning classroom are the old metals and wood shops and have 1971 vintage ceiling mounted H&V units much too large for the current applications. Most of these units are again old and in questionable condition.

We have created additional classrooms out of spaces not originally intended for classroom use and many classrooms do not meet current MSBA program standards. This includes the science laboratories which lacks properly working gas and water service. Proper ventilation in these interior rooms is also a concern. Interior classrooms have no windows and poor air circulation (fresh air) thus a detriment to learning and health.

Electrical Systems (Safety)

The Electrical Systems are original to the building and have exceed their useful life by at least 20 years including a non-code compliant Fire Alarm system. The electrical distribution lacks code required surge protections. The existing electrical service is inadequate for the current educational programming required to prepare students with 21st Century skills. We consistently use extension cords and plug strips to bring power to the technology equipment in the classrooms. The main electrical panel on the auditorium stage is being serviced with an extension cord from another location. Electrical outlets at the islands within the Science labs lack code required GFCI receptacles.

The Emergency Generator is not configured as a life safety power system. The current system is inadequate and a full system replacement is required. The current emergency generator does not meet code. The generator is interior and not located in a rated enclosure, additionally; the stand-by and life safety services are not isolated from each other.

Lighting (Health)

Various locations within Middleborough High School continue to be served by incandescent lighting and many with T-12 lamps. Emergency lighting systems are not properly isolated from other electrical services. The exterior areas of the egress doors have not been properly addressed with egress lighting coverage which could lead to situation of concern during an emergency mass egress event. There are dark and unsafe areas along the outside perimeter of the building

Asbestos (Health)

Due to the age of the building, many of the floor tiles and/or mastic are Asbestos. Asbestos is also suspected at above ceiling piping.

MAAB/ADA Accessibility Compliance

The main entrance to the school is accessible, however, other entries are not on an accessible route and meet minimal accessibility standards. Doors along the Means of Egress for the building open onto stepped pads which lack the necessary ramps.

Most classroom doors do not have adequate pull side clearance and are therefore non-compliant with MAAB requirements.

Except for the recent renovation of two toilet rooms, all toilet facilities are original, and do not meet current accessibility standards.

The elevator is not large enough to accommodate a stretcher and therefore unusable in emergency response situations.

Handrails and guards at all stair and protective railing locations do not meet code requirements and present a fall hazard.

Ramp to auditorium lower level seating does not meet accessibility requirements.

The heights of the manual pull station do not appear to meet ADA height requirements nor does the layout of these devices appear satisfy code required coverage.

Interior, corridor-wide ramps exist throughout the school which has no proper guards.

Auditorium is not accessible by a code compliant ramp.

No accessible work stations or Fume Hoods in Science labs.

Most door hardware and casework in the building do not meet current accessibility standards.

Priority 1

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

Our custodial and maintenance staff has taken great effort to maintain the building, working to implement repairs quickly and adhering to regularly scheduled upkeep tasks, the building and its systems are well beyond their useful life. Despite best efforts, our ability to address the deficiencies in this building due to its age and condition far exceed any reasonable and typical operational budget. Over the past ten to fifteen years the Town has allocated funds for the following Capital projects: new roof, replacement of 75% of the windows, some HVAC work, Nora Rubber floor covering over two of the four stairwells, and wireless internet.

Priority 1

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.

Substandard air quality leads to students who are tired and less alert throughout the day. This has an impact on student health, absenteeism, and ultimately, student learning. In addition, inadequate temperature control throughout the building makes classroom environments too hot in some parts of the building and too cold in other. Some of the teachers control room temperature by adding/removing books to cover (block) the Unit Ventilator discharge grille

As stated in the NEASC Report of the Visiting Committee, dated April 7-10, 2013, "During classroom observations held within windowless rooms the visiting committee observed that the air was stale and stagnant; there were floor fans throughout the rooms and when HVAC systems were in use they produced a large noise that often drowned out the teacher and students... The gymnasium floor is peeling and bubbling up, there is no equipment storage, and the locker rooms are in disrepair. The auditorium's stage lighting systems is antiquated and the stage lights are in fixed positions high above the stage making it impractical to change burned out lights or to adjust the gels. The overall condition of the school building diminishes the capacity for teachers to teach at their best and for the students to engage optimally in learning, both of which inhibit the attainment of 21st Century expectations. The library/media center is small and not equipped with up-to-date resources. It cannot accommodate more than one class at a time. Interior classrooms, especially, are found to lack ventilation that would provide fresh air and instead have univents that are very noisy and disruptive to the learning process... The health center is shared with adjustment counselors and a school psychologist; the collaborative nature of this area leads to lack of space for private meetings with students and the nurse and, therefore, confidentiality issues arise." A copy of the complete report is enclosed for your reference.

Please also provide the following:

In the space below, please tell us about the report from an independent source that is not under the direct control of the school district or the city/town, stating that the facility is structurally unsound or jeopardizes the health and safety of the students. The entirety of this report should be submitted in hard copy along with the hard copy of the district's SOI.

Please note that the MSBA will accept an official report from a city or town department/employee, if the person preparing the report is a licensed building inspector, architect, or engineer. For example, a report from the district, city, or town maintenance or janitorial department would not meet this requirement.

Name of Firm that performed the Study/Report (maximum of 50 characters):

Steere Engineering, Inc.

Date of Study/Report: 4/1/2013**Synopsis of Study/Report (maximum of 1500 characters):**

The following is from the report generated by Steere Engineering, Inc., "There are many structural deficiencies of the concrete bridge, including wide spread cracking and spalling of the underside of the 6 inch deep concrete deck and some cracking at the top of the slab. Reinforcing bars are exposed and rusted in many locations, primarily at the underside of the deck slab and the two longitudinal beams. The noted deficiencies are serious structural concerns and will impact the safety of the bridge."

Is the perceived Health and Safety problem related to asbestos?: NO

If "YES", please describe the location in the facility, if it is currently viable, and the mitigation efforts that the district has undertaken to date (maximum of 2000 characters):

Is the perceived Health and Safety problem related to an electrical condition?: YES

If "YES", please describe the electrical condition, any imminent threat, and the mitigation efforts that the district has undertaken to date (maximum of 2000 characters):

The electrical systems are original to the respective construction of the facility. The main electrical service bolted

pressure switch is rated for 1600 Amp at 277/480V 3ph 4W. It is integral to the main switchgear with a 277/480V distribution section and an integral 300 kVA substation transformer providing power to the 120/208V 3ph 4W distribution section. The higher voltage serves boilers, pumps, lights and roof top units; the lower voltage serves everything else. The electrical service is provided by Middleborough Gas & Electric via an exterior pad mounted oil filled transformer located adjacent to the loading dock (no label on the transformer but likely between 300 and 500 kVA in capacity).

Items of concern include the Emergency Lighting system. The existing emergency life safety lighting power distribution system is not separated from stand-by power or normal power distribution. The life safety panels reside in the same room as the main switchgear and in other electrical rooms with normal power. The life safety egress loads are sourced from the same panels as is the stand-by power loads. The egress lighting is accomplished with selected, normal off, distributed light fixtures; since they are normally off they may fail when powered or it may be unknown if any are burnt out and require replacement. All the existing exit signs have at least been replaced with LED units that have internal integral battery backup. The exterior areas of the egress doors have not been properly addressed with egress lighting coverage which could lead to a situation of concern during an emergency mass egress event. The stand-by power system is not configured or designed as a life safety system. The current system is inadequate and requires a full replacement.

Is the perceived Health and Safety problem related to a structural condition?: YES

If "YES", please describe the structural condition, any imminent threat, and the mitigation efforts that the district has undertaken to date (maximum of 2000 characters):

One safety item of particular concern focuses on the Entrance Bridge. The bridge is constructed of concrete beams and slab, with cast-in bricks installed on the side and bearing on top of the concrete beam. Moisture has infiltrated on the underside of the bridge; there is rebar and stirrup corrosion. We have hired Steere Engineering who developed an assessment report dated April 1, 2013. Within that report the firm identified that the corrosion of the rebar in the concrete was caused by the high contamination of chloride remained after the application of ice melting salts. Severe disjoining and crumbling of bricks exist at both sides of the entrance way. Water seeps into the walls of the kitchen which is located on the lower level of the building right under the bridge. It is likely that mold/ mildew exists in concealed spaces in the area of the kitchen given the evidence of water infiltration.

The following is from the report generated by Steere Engineering, Inc., "There are many structural deficiencies of the concrete bridge, including wide spread cracking and spalling of the underside of the 6 inch deep concrete deck and some cracking at the top of the slab. Reinforcing bars are exposed and rusted in many locations, primarily at the underside of the deck slab and the two longitudinal beams. The noted deficiencies are serious structural concerns and will impact the safety of the bridge." A copy of the report is enclosed for your reference.

Is the perceived Health and Safety problem related to the building envelope?: YES

If "YES", please describe the building envelope condition, any imminent threat, and the mitigation efforts that the district has undertaken to date (maximum of 2000 characters):

Walls are 42 years old and are masonry and pre-stressed concrete. Many have become porous and moisture penetrates them through to interior. Grout and brick have deteriorated beyond simple repointing. Lichens and moss are growing in some areas where brick and grout do not dry out sufficiently. Infiltration through the walls has caused significant flooding in the kitchen area to the point that a downspout has been jury-rigged over the serving line to funnel the water into a corner sink so that no water is spilling on students or staff. The moisture has also penetrated the walls of the gymnasium allowing rain water to get under the flooring causing buckling and bubbling which creates a safety concern. Due to the porous conditions of the walls, classrooms on the third floor will often experience flooding. There is concern with the constant wetting and dampness of interior walls there may be mold within the wall assemblies.

Of the 25% of the windows that have not been replaced many are severely rusted to the point where you can see through the rusted frame. Air (energy use) and wind driven rain penetrate the building. The original windows are single pane steel frame that is not thermally broken and contribute significantly to energy losses and operating costs. Many of the newer insulated glazing units have been damaged, the seals are broken and windows permanently fogged. The concrete bridge type structure entrance way has exposed re-bars with crumbling concrete on the top side and bottom side, this entrance way is also a source of water leaking into the building. We have contracted with an engineering firm to assess the integrity of the structure and estimated cost of repair. A copy of the report is enclosed for your reference.

Is the perceived Health and Safety problem related to the roof?: NO

If "YES", please describe the roof condition, any imminent threat, and the mitigation efforts that the district has undertaken to date (maximum of 2000 characters):

Does not apply

Is the perceived Health and Safety problem related to accessibility?: YES

If "YES", please describe the areas that lack accessibility and the mitigation efforts that the district has undertaken to date. In addition, please submit to the MSBA copies of any federally-required ADA Self-Evaluation Plan and Transition Plan (maximum of 2000 characters):

- The main entrance to the school is accessible, however, other entries are not on an accessible route and meet minimal accessibility standards. Doors along the Means of Egress for the building open onto stepped pads which lack the necessary ramps.
- Most classroom doors do not have adequate pull side clearance and are therefore non-compliant with MAAB requirements.
- ? Except for the recent renovation of two toilet rooms, all toilet facilities are original, and do not meet current accessibility standards.
- ? The elevator is not large enough to accommodate a stretcher and therefore unusable in emergency response situations.
- Handrails and guards at all stair and protective railing locations do not meet code requirements and present a fall hazard.
- Ramp to auditorium lower level seating does not meet accessibility requirements.
- The heights of the manual pull station do not appear to meet ADA height requirements nor does the layout of these devices appear satisfy code required coverage.
- Interior, corridor-wide ramps exist throughout the school which has no proper guards.
- Auditorium is not accessible by a code compliant ramp.
- No accessible work stations or Fume Hoods in Science labs.
- Most door hardware and casework in the building do not meet current accessibility standards.

Priority 2

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

Mission: To prepare all students to excel as educated, responsible, global citizens. It includes clear academic, civic and social expectations. Graduates should read, write, speak and listen effectively, analyze and solve problems using appropriate strategies, and utilize technology to communicate, to conduct research and to solve problems.

- 1) Mathematics classrooms: Instructors are presenting 21st century curriculum using 19th and 20th century tools; i.e., white boards and chalkboards. Lack the technology to utilize electronic teaching tools.
- 2) According to the standards put forth by the Massachusetts School Library Association in 2003, we should have a library of 5,268 square feet with a seating capacity in various configurations (tables, carrels, recreational reading areas) for 92 students based on population. Our library is 4,216 square feet with a seating capacity for 40 students. Included in this space are 29 computer stations, which should not be included in the standards allowance for library square footage. (The library should be able to hold 15% of enrollment with 40 square feet for each student. Seating capacity should be 12% of the student population.) Although it is part of our mission to have all students become independent researchers who are able to discern fact from misinformation, we can't facilitate the needs of classes because of space and technology. We also have no library space available to encourage reading for pleasure.
- 3) Science labs are too small and antiquated. NEASC placed our school on special warning status. Classrooms aren't designed for computers at lab stations and technology is not able to support the software obtained at trainings or linked to textbooks. Lack of space and equipment forces teachers to rotate students through stations and experiments.
- 4) For students with severe special needs, specialized instruction and life skills must be delivered in separate spaces which have enough physical space to accommodate assistive technology, speech and language support and physical and occupational therapy. Currently the space used is inadequate.

Priority 2

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

In order to address overcrowding and obtain the needed space the district has done the following:

- 1) Converted non-traditional space into classrooms.
- 2) Relocated district-wide Special Education Department to another building.
- 3) Continued to support an extensive Senior Internship program that moves 75% of the senior class out of the building two blocks during their senior year.
- 4) Added two mobile computer labs to the high school.
- 5) Classes meet in the auditorium and cafeteria.
- 6) Town provided \$250,000 to support minimal upgrades to the science labs.
- 7) With district funds a technology upgrade of \$140,000 was done during the summer of 2010
- 8) During the 2012/2013 school year, wireless access was installed and laptops were issued to all teaching staff.
- 9) The Capital Planning Committee for the Town of Middleborough has reconvened and is recommending projects and equipment. The challenge with Middleborough High School is prioritizing the vast needs.

Priority 2

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

Due to the size of our severe special education classroom (775 square feet), all of our students cannot be together at one time. Scheduling of the educational instructional assistants, special education instructors and vocational instructor must be driven by space availability rather than by when programs need to take place. Although some of our students are in inclusion settings throughout the day, the opportunities for programming are limited. Students lose focus when all lessons are provided in one small partitioned space. A partition is located in the room so that a vocational education teacher can call vocational sites while students are learning on the other side. The room houses the work area for two teachers and nine instructional assistants. This cramped environment has delayed the instruction and practice for students preparing for off-site vocational settings.

Our classroom (formerly Library Conference Room) for our moderately disabled students is too small. When assistive technology such as Write Out Loud or Intellitalk is being used, the remaining students in the room must move to the library. This interrupts instruction and does not maximize learning time for each student in the class.

Four of our eight science classrooms are too small (800-900 square feet). This limits the use of two of the rooms to physics and technology instruction. The other two small rooms are used for freshman science and biology classes, and class size for these rooms is kept small. This limits our ability to schedule classes and this creates academic imbalance in student schedules over the course of a school year. With the science-technology MCAS requirements for graduation, these constraints hinder our ability to continue to offer a wide range of electives that prepare our students for higher education and the 21st century workforce.

Our alternative high school allows us to provide a program that encourages our high-risk students to remain in school and obtain a high school diploma. Our current program educates approximately 30 students. Due to space constraints we have a waiting list of 7-10 students each year. The students on the waiting list remain in regular education, despite district curriculum accommodation plans, they are likely to leave school or transfer to the Community Evening School.

Our Library can accommodate only 40 students, only one class can come to the library at a time. Teachers must wait as long as two weeks for research time in the library. This diminishes our efforts to have our students become independent researchers and discern fact from misinformation.

Our auditorium and cafeteria have been used over the years for health instruction. These spaces are not designed for classroom instruction and they hamper our ability to provide our students with an adequate learning environment. It is questionable whether students absorb good decision making skills while being instructed in cramped and crowded quarters.

- 1) A library conference room is a classroom for moderate special needs students. Students are taught English, mathematics and Life Skills in this room. This room is too small for assistive technology so that students must move to the library to do research.
- 2) A faculty dining room was converted into a classroom with rectangular tables so that drawing could be taught. Although there is a need for a third art room at Middleborough High School, this room can only be used as a drawing room. Because there are no sinks, no other art classes can be taught in it. Social Studies, music and foreign language classes are also taught in this room. Although there is strong interest at Middleborough High School to expand our art offerings to include ceramics, our current overcrowding does not permit us to offer this program. Our serious art students leave Middleborough High School without any experience in this medium.

- 3) A former office located between two classrooms has been converted into a small classroom for MCAS remediation and Wilson Reading Instruction. This former office is 495 square feet.
- 4) A former Student Council Office has been converted to a small classroom for behaviorally and emotionally at-risk students. This room is 528 square feet.
- 5) A former woodshop has been transformed into an alternative high school classroom. This room although large has poor acoustics and is not conducive as an instructional space.
- 6) An interior office space once used as a department office is now used as a mathematics classroom in the alternative high school.
- 7) Two science preparation rooms have been converted into one 12-station computer lab.
- 8) The foreign language department office, formerly transformed into a special education district office, has recently been converted to a small mathematics classroom.
- 9) Health classes are taught in the cafeteria when lunches are not served.
- 10) An English classroom and an English Resource Center were converted into two of the three existing computer labs.
- 11) A mathematics classroom has been converted into a small physics lab (806 square feet).
- 12) A 600 Square foot choir practice room has been converted to a music classroom with 11 musical technology workstations. This has been used for classroom space for mathematics and rock/jazz music classes.

Please also provide the following:

Cafeteria Seating Capacity:	384
Number of lunch seatings per day:	4
Are modular units currently present on-site and being used for classroom space?:	NO
If "YES", indicate the number of years that the modular units have been in use:	
Number of Modular Units:	
Classroom count in Modular Units:	
Seating Capacity of Modular classrooms:	
What was the original anticipated useful life in years of the modular units when they were installed?:	
Have non-traditional classroom spaces been converted to be used for classroom space?:	YES

If "YES", indicate the number of non-traditional classroom spaces in use: 11

Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters):.

- 1) A library conference room is a classroom.
- 2) A faculty dining room was converted into a classroom.
- 3) A former office located between two classrooms has been converted into a small classroom.

- 4) A former Student Council Office has been converted to a small classroom.
- 5) A former woodshop has been transformed into an alternative high school classroom.
- 6) An interior office space is now used as a mathematics classroom.
- 7) Two science preparation rooms have been converted into one 12-station computer lab.
- 8) The foreign language department office has been converted to a small mathematics classroom.
- 9) Health classes are taught in the cafeteria.
- 10) An English classroom and an English Resource Center were converted into two of the three existing computer labs.
- 11) A mathematics classroom has been converted into a small physics lab (806 square feet).
- 12) A choir practice room has been converted to a music classroom with 11 musical technology workstations.

Please explain any recent changes to the district's educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters):

No recent changes to any programs have recently taken place due to overcrowding. The issues have already existed and program delivery has continued as in the past.

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

There is no formal policy regarding class size, we are working to create guidelines.

Priority 3

Question 1: Please provide a detailed description of the "facility-related" issues that are threatening accreditation. Please include in this description details related to the program or facility resources (i.e. Media Center/Library, Science Rooms/Labs, general classroom space, etc.) whose condition or state directly threatens the facility's accreditation status.

A commission-directed visit April 7-10, 2013 prompted the New England Association of Secondary Schools and Colleges to place Middleborough High School on warning status for the following facility based issues:

Curriculum

- the library/media center is small and not equipped with up-to-date resources. It cannot accommodate more than one class at a time. The library lacks a wide range of materials and technologies, depending instead on Internet sites and the state licensed databases. The average age of volumes in the Dewey 500s (science) is over 30 years old.
- the physical plant is over 40 years old, it is becoming increasingly more difficult to replace items like ceiling tiles, light bulbs, and older electrical outlets, specifically in the science labs, with GFI outlets.
- the curriculum which is not yet purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations
- the impact of limited funding on instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center to fully implement the curriculum
- the reductions in budgetary allocation for co-curricular programs and activities resulting in the implementation of user fees
- the negative impact of the facility on the delivery of the curriculum

Community Resources for Learning

- the limited and inadequate level of funding by the community and the district's governing body to support a wide range of school programs and services; the delivery of the curriculum, including co-curricular activities; an adequate number of textbooks, instructional materials and supplies; professional and support staffing levels; the implementation of technology and equipment and its maintenance
- the unreliability of Internet connections
- the presence of ceiling tiles in need of replacement, worn stair treads, damaged interior and exterior doors; the poor condition of blinds and curtains; leaks in ceilings, walls, and windows
- the outdated electrical system
- the lack of proper ventilation resulting in classrooms with stale, stagnant air
- the bubbling and peeling gymnasium floor
- the lack of equipment storage for physical education classes
- the poor condition of the locker rooms that are in disrepair

-the antiquated lighting on the theater stage

-the current practice of the sharing of the center between the nurse, the adjustment counselors and the school psychologist resulting in a serious lack of a private health care space and confidentiality

-the lack of space for teacher collaboration

-the outdated electrical systems in the science laboratories

Priority 3

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

- 1) Converted non-traditional space into classrooms.
- 2) Relocated district-wide Special Education Department to another building.
- 3) Continued to support an extensive Senior Internship program that moves 75% of the senior class out of the building two blocks during their senior year.
- 4) Added two mobile computer labs to the high school.
- 5) Classes meet in the auditorium or cafeteria.
- 6) Town provided \$250,000 to support minimal upgrades to the science labs.
- 7) With district funds a technology upgrade of \$140,000 was done during the summer of 2010
- 8) During the 2012/2013 school year, wireless access was installed and laptops were issued to all teaching staff.
- 9) The Capital Planning Committee for the Town of Middleborough has reconvened and is recommending projects and equipment. The challenge with Middleborough High School is prioritizing the vast needs.

Priority 3

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(s) identified.

According to the standards put forth by the Massachusetts School Library Association in 2003, we should have a library of 5,268 square feet with a seating capacity in various configurations (tables, carrels, recreational reading areas) for 92 students based on our population. Our library is 4,216 square feet with a seating capacity for 40 students. Included in this space are 29 computer stations, which should not be included in the standard allowance for library square footage. (The library should be able to hold 15% of enrollment with 40 square feet for each student. Seating capacity should be 12% of the student population.) Although it is part of our mission to have all students become independent researchers who are able to discern fact from misinformation, we can't facilitate the needs of classes because of space and technology. We also have no library space available to encourage reading for pleasure.

Our science labs are too small. Renovation of our science labs would enable us to meet the goals set forth in our mission statement by providing students with laboratory opportunities to prepare them for higher education and employment in the 21st century. Our teachers attend trainings and professional development programs where they learn how to simulate science models and demonstrate experiments that are too dangerous to be performed in a classroom setting. They then return to classrooms that are not designed for computers at lab stations and technology that is not able to support the software they have obtained at their trainings, or even the software that is linked to their textbooks. Although our teachers are eager to present hands-on applications in the laboratory, a lack of space and equipment forces them to rotate students through stations and experiments. Ventilation problems in interior science rooms impact staff and student performance.

Classrooms have been created out of non-traditional classroom space. These spaces are crowded and lack storage space and hinder the use of technology. The following spaces have been converted over the last three years:

- 1) Library conference room is a classroom for moderate special needs students. Students are taught English, mathematics and Life Skills in this room. This room is too small for assistive technology.
- 2) Faculty dining room was converted into a temporary drawing room which does not meet the needs for a third art room. There are no sinks available so other art classes cannot be taught in this space. Social studies, music and foreign language classes are also taught in this converted space.
- 3) A former office located between two classrooms has been converted into a small classroom for MCAS remediation and Wilson Reading Instruction. This former office is 495 square feet.
- 4) A former Student Council Office has been converted to a small classroom for behaviorally and emotionally at-risk students. This room is 528 square feet.
- 5) A former woodshop has been transformed into an alternative high school classroom. This room although large has poor acoustics.
- 6) An interior office space once used as a department office is now used as a mathematics classroom in the alternative high school.
- 7) Two science preparation rooms have been converted into one 12-station computer lab.
- 8) The foreign language department office, transformed into a special education district office, has recently been transformed into a small mathematics classroom. This room is 625 square feet.
- 9) Health classes are taught in the cafeteria when lunches are not served.
- 10) An English classroom and an English resource center were converted into two of the three computer labs.
- 11) A mathematics classroom has been converted into a small physics lab (806 square feet)
- 12) A 600 square foot choir practice room has been converted into a music classroom with 11 musical technology workstations. This has been used for classroom space for mathematics and rock/jazz music class.

As cited in our commission-directed visit of April 7-10, 2014, there is an inadequate health suite that is small and does not afford appropriate privacy for students and a general lack of space for private meetings and conferences.

With inadequate conferencing space teachers, counselors and educational support personnel find it more difficult to meet to coordinate instruction, review curriculum standards, assess student achievement, and interpret student assessment results. With inadequate conferencing space our ability to meet the emotional, social, and academic needs of our students is compromised.

It is difficult to have private conversations with students regarding health issues while the space available is also needed to treat students. Confidentiality is difficult as the nurse's desk and the cots are separated by thin walled partitions that led to office spaces for the school psychologist and two adjustment counselors. The cots are located 8.5 feet away from the clinic restroom, which also contribute to a lack of privacy and possible embarrassment.

The weight training area continues to be a safety hazard that requires the entire gym to be shut down if no weight training supervisor is present.

The cafeteria design and size continues to be a problem. In the morning, all underclassmen are present in the cafeteria for 20 minutes waiting the arrival of our staff. This crowded condition is unsafe and difficult to supervise.

The custodial and maintenance staff continually work hard maintaining the building for the best possible education experience possible for our students. The challenges they face are the general "tired" and worn interior of the building, the poor lighting in the corridors and stairwells, the cracked treads on some stairs; dents in many univents, peeling veneer, splintered edges on numerous cabinets in our science labs, frayed and taped carpets in the library and auditorium, lockers in need of painting and blinds inoperative in most classrooms, all contribute to an atmosphere that does not promote excellence in education, pride in one's school and community and support our mission to provide opportunities for all students to excel in life.

Please also provide the following:

Name of accrediting entity (maximum of 100 characters)::

New England Association of Schools and Colleges
Committee on Public Secondary Schools

Current Accreditation Status: Please provide appropriate number as 1=Passed, 2=Probation, 3=Warning, 4=Lost:

3

If "WARNING", indicate the date accreditation may be switched to Probation or lost:: 3/3/2016

If "PROBATION", indicate the date accreditation may be lost:: 3/3/2016

Please provide the date of the first accreditation visit that resulted in your current accreditation status.:

4/7/2013

Please provide the date of the follow-up accreditation visit:: 3/3/2016

Are facility-related issues related to Media Center/Library? If yes, please describe in detail in Question 1 below.:

YES

Are facility-related issues related to Science Rooms/Labs? If yes, please describe in detail in Question 1 below.:

YES

Are facility-related issues related to general classroom spaces? If yes, please describe in detail in Question 1 below.: YES

Are facility-related issues related to SPED? If yes, please describe in detail in Question 1 below: YES

Are facility-related issues related to support spaces? If yes, please describe in detail in Question 1 below.:

YES

Are facility-related issues related to "Other"? If yes, please identify the other area below and describe in detail in Question 1 below.: YES

Please describe (maximum of 100 characters).:

All of the major systems are original to the building and are 20 years beyond their useful life.

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.

Mechanical Systems

The Building was built in 1971 and most of the HVAC equipment is original (42+ years old). The building's heat source consists of two Cleaver Brooks, gas fired, fire-tube hot water boilers built in 1970. The system includes five (5) individual HW zone pumps; one redundant pump piped to zones 1-3 and one redundant pump piped to zones 4 & 5. All seven pumps run even though the redundant pumps are isolated by manual valves.

The system suffers from various problems due to their age and use. In some cases on-going maintenance and repair is no longer possible due to a lack of replacement parts. In the Boiler Room the combustion air/ventilation high opening damper is frozen in an approximately 20% open position and appears to be beyond repair. Likewise, the low combustion air damper is wide open and is also frozen in this position. The Low opening is ducted to approximately 24-inches above the floor which is a code violation as it is supposed to be within 12-inches of the floor.

The mechanical system controls are pneumatic and are only in fair condition. Tubing was blown down a few years ago and while the local thermostats do work in many rooms, there are several others which do not.

In the classrooms the primary room heating & ventilating is via original Herman Nelson Unit Ventilators (UVs) supplemented by base board finned radiation. These Unit ventilators are built into matching millwork. Fin radiation is behind millwork and air enters through slotted kick plates and exits through a slotted grille. Externally the UVs are in fair condition considering their age (42 years), however, the pneumatic controls are suspect. Some rooms are overly hot, while others always remain cold and the outside air dampers are no longer functioning. Some of the teacher control room temperature by adding/removing books used to cover (block) the Unit Ventilator discharge grille. Typically, there are two or more coil freeze-ups per winter. Additionally, several of the overhead UV's heating elements have failed and been removed or valved off. Fan motors tend to be loud, with bearings worn out and requiring replacement.

In the core areas of the building the library and some special purpose areas have old McQuay, rooftop H&V units. The Speech & theater workshop and Alternative Learning classroom are the old metals and wood shops and have 1971 vintage ceiling mounted H&V units much too large for the current applications. Most of these units are again old and in questionable condition. The Auditorium has a Rooftop air handling unit that provides heating cooling and ventilation. The unit is approximately 10 years old. Heating is via a hot water coil and cooling via a self contained DX coil/condenser. The return air is drawn under the stage which is in violation of modern fire codes. Further, at some point the wooden louver face to the stage has had an acoustical backing applied which would restrict air flow.

Electrical Systems

The electrical systems are original to the respective construction of the facility. The main electrical service bolted pressure switch is rated for 1600 Amp at 277/480V 3ph 4W. It is integral to the main switchgear with a 277/480V distribution section and an integral 300 kVA substation transformer providing power to the 120/208V 3ph 4W distribution section. The higher voltage serves boilers, pumps, lights and roof top units; the lower voltage serves everything else. The electrical service is provided by Middleborough Gas & Electric via an exterior pad mounted oil filled transformer located adjacent to the loading dock (no label on the transformer but likely between 300 and 500 kVA in capacity).

Items of concern include the Emergency Lighting system. The existing emergency life safety lighting power distribution system is not separated from stand-by power or normal power distribution. The life safety panels reside in the same room as the main switchgear and in other electrical rooms with normal power. The life safety egress loads are sourced from the same panels as is the stand-by power loads. The egress lighting is accomplished with selected, normal off, distributed light fixtures; since they are normally off they may fail when powered or it may be unknown if any are burnt out and require replacement. All the existing exit signs have at least been replaced with LED units that have internal integral battery backup. The exterior areas of the egress doors have not been properly addressed with egress lighting coverage which could lead to a situation of concern during an emergency mass egress event. The stand-by power system is not configured or designed as a life safety system. The current system is inadequate and requires a full replacement.

The building is not protected by fire protection sprinkler system so the fire alarm system is critical to the safe operation of the building. However, the fire alarm detection system is a zoned system and does not meet current fire detection/protection codes. The system was partially replaced in the 1990's (20 years old) and manufactured by FSI. The system has a master box at the front door, however, appears to communicate alarm conditions to the fire department through telephone lines (communicator box

is located in the main switchgear room).

The control panel is located in the main electrical room directly across from the main switchgear; a fault in the switchgear room could incapacitate the entire fire alarm system. The fire alarm system does not have remote control at the point of entry for the fire department; the lobby mounted annunciator provides inadequate information about the alarm condition and location; information taped to wall explains where each zone serves in the building. The system lacks the technical capabilities needed for properly protecting and integrating with today's building systems (e.g. elevator recall, door hold back).

The majority of the fire detection is covered by heat and smoke detectors. The elevator does not have a fire alarm recall system in place. The fire doors do not have door hold back/release devices. The auditorium stage does not have a fire curtain. The notification devices do not all appear to be speaker/strobe units; the FACP has a MIC with an amplifier system however it is unclear as to where the sound is produced in the building (perhaps paging speaker system). The stage area of the auditorium is not protected by heat or smoke detectors. The manual pull neither station heights do not meet ADA height requirements nor does the layout of these devices appear satisfy code required coverage. A full system replacement is required. The current system is inadequate.

The main switchgear is being used for storage and for housing the gym maintenance lift; as a result NEC required clearances are currently not being met.

The original Square D switchboard is original to the building and therefore over 40 years old. The power distribution is provided from several distribution and branch panels wired back to one of these main switchboard distribution sections. The panels are located throughout the facility located in mechanical rooms, teacher lab preparation room or shop rooms; the panels in the shop rooms are unlocked and accessible to the students. Nearly all of the panels observed are original to the building. The typical useful life expectancy of electrical systems is 20 years; therefore all the electrical systems are at least 20 years beyond their expected useful life of 20 years. The concerns with exceeding useful life of systems is primarily safe and proper operation as originally designed, alignment to current more advanced electrical and life safety codes, the availability of replacement parts, and associated repair costs for increased maintenance cycle.

All of the island lab benches (with sinks) in the science labs and some of the art room clean up areas have power receptacles lacking the required GFCI protection. The physics lab has overhead retractable power cord drops lacking twist-lock receptacles/plugs for their respective lab bench connection. The current system is unable to support the facility effectively or efficiently. The system capacity and configuration is inadequate for supporting the school academic programs, technology needs and mechanical systems; most schools of this size (with full cooling system) have electrical services with approx. 1800 kVA (2000 Amp at 277/480V, 3ph., 4W) of total capacity and approx. 900 kVA of it applied to classroom and misc. loads at 120/208V, 3ph., 4W.

The Emergency Generator system is set up as a 115 kW stand-by power system; other high schools of similar size have generators with a capacity between 250 and 300 kW). It is not configured as a life safety power system. The life safety and stand-by loads are not separated. The life safety power distribution system does not reside in dedicated (2) rated electrical rooms. The emergency generator is located in the boiler room adjacent to the heating system boilers; a catastrophic failure of the adjacent boiler could incapacitate the emergency life safety power distribution source and therefore the egress lighting would not be available. The capacity of this system is well below what would be needed to support the stand-by and life safety loads for the building. The current system is unable to support the facility safely, effectively or efficiently. The system capacity and configuration is inadequate for supporting the necessary school stand-by loads, life safety loads and mechanical system loads.

With respects to the Lighting systems, the facility primarily uses linear fluorescent fixtures or various configurations (recessed, pendent, surface); the gym utilizes linear HO fluorescent lamps as light sources. In general lighting levels throughout the facility are inconsistent (light areas then dark areas), inefficient application (incandescent lamps in coves outside auditorium), poor color rendering quality and have inadequate foot-candle levels. There remain fluorescent T-12 lamps in several locations in the facility. There are a variety of light fixture types utilized in the building; some fixtures replacements have been misapplied leading to inefficient use of light output or lack of proper light distribution within area addressed (e.g. HID wall pack installed in stairwells). The building's normal and emergency lighting system require a full upgrade; very limited partial upgrades have occurred as part of the maintenance process. However, the existing ceiling structures and current power distribution system makes upgrading the existing lighting system upgrade extremely challenging.

Of the 25% of the windows that have not been replaced many are severely rusted to the point where you can see through the rusted frame. Air (energy use) and wind driven rain penetrate the building. The original windows are single pane steel frame that is not thermally broken and contribute significantly to energy losses and operating costs. Many of the newer insulated glazing units have been damaged, the seals are broken and windows permanently fogged. The concrete bridge type structure entrance way has exposed re-bars with crumbling concrete on the top side and bottom side, this entrance way is also a source of water leaking into the building. We have contracted with an engineering firm to assess the integrity of the structure and estimated cost of repair. A copy of the report is enclosed for your reference.

Priority 5

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

- Windows - The District has begun to finish the project by replacing the original single pane glass with double pane glass one classroom at a time. This process will be determined by the funds available.
- Boiler - The annual inspections and maintenance will continue.
- Univents- The univents are repaired as needed by the District's maintenance staff.
- Electrical service and distribution system - As repairs are needed, new circuits are replaced. The installation of wireless internet service has freed up some electrical capacity.
- Fire Alarm System- We are in the process of getting quotes to do a complete or partial upgrade.

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.

Middleborough High School's capacity is severely limited. For example, three classrooms have been converted to part-time computer labs that are shared with academic areas. Five classrooms have been reassigned for Special Education programs. Four classrooms are being used by the Alternative High School program. One classroom is no longer in compliance to the fire code due to the lack of egress. One classroom cannot be fully scheduled due to its proximity to the music rooms, one blackbox theater converted from the metals shop. The original building was designed with 34 classrooms for instruction, eight science classrooms/Jabs, two art rooms, one foods room, one Foreign Language Lab and one music/choral room. Due to the changes identified above the instructional learning spaces have been reduced to 23 instructional classrooms. Most classrooms are 800 square feet with class sizes reaching 28-38 students. Classrooms are overcrowded with inadequate storage space.

Some art classes are taught in the library conference room which is also used as Special Education learning center. S/L services are delivered in a converted storage room behind the library. The Audiovisual department is housed in the server room and the high school TV production classes are held at the Middle School because of lack of space and infrastructure. Students are transported from the High School to the Middle School each block during the day.

Our severely disabled students' classroom is 775 sq. ft. serving 30 students. Foreign language classes are scheduled in the lab resulting in ongoing scheduling problems for usage.

Math classes are taught in various classrooms throughout the building leaving the department with no sense of department identity.

Guidance Department space has four offices that open to one larger space. The receptionist and School-to-Career Internship teacher share this space. The nurse's office has temporary wall partition units; however there are significant confidentiality issues as she shares that space with two school adjustment counselors and a school psychologist.

The student dining room is small with four 30 minute lunch periods. In addition, this dining area is cramped with an obstructed view which causes a serious safety concern.

- In all academic areas, there is a drive to create more courses, especially Advanced Placement and we do not have the space to provide for these increases throughout the academic core of the school.

-With the lack of infrastructure for a much needed upgrade in technology, we are very limited in being able to offer a 21st century approach to curriculum, instruction and assessment.

- The lack of available space and resources to enhance our health wellness program, along with our athletic program has prohibited the growth of our programs. Gym space is limited and lack of available space to create separate gym classes along with a completely inadequate weight training area, which is currently located behind bleachers and needs totally dismantled each time the bleachers need to be used has significantly impacted this program.

-The lack of technology in our school has prohibited the growth of new technology courses to allow more opportunities in the STEM subjects.

There are eight science labs at the high school. All of the labs equipped with a SmartBoard, However, classrooms were not designed for computer lab stations and technology is not able to support the software to enhance student learning.

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.

We believe that all major systems within this building have exceed their expected life-span.

Over the next three to five years, all major systems, Windows, HVAC, Univents, Boilers, Electrical and Fire Alarm will require upgrading or replacement. Although the time cycle to replace all major systems within this short period of time is unrealistic as well as cost prohibitive within our operating budget, this will not address the lack of classroom space and the structural challenges.

The building as it currently exists, does not provide for the students of Middleborough to receive the education they are entitled to and is not equipped to provide for a 21st Century education.

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.

The programs provided by our Science, Foreign Language, Special Education, Fine Arts, Physical Education and Wellness Departments and our Media Center are negatively impacted by our lack of space and our obsolete facilities. Middleborough High School is a comprehensive high school, educating students in grades 9-12, along with servicing post-graduate special education students for vocational education. We require students to take and pass 126 credits over four years, with requirements in the following areas:

Four English core courses, three mathematics core courses, three laboratory science courses, three history courses, two years of one foreign language, two Fine Arts courses, two technology courses, and four years of physical education and health and wellness.

Our science labs are too small. The New England Association for Schools and Colleges has placed Middleborough High School on special warning status and awaits an action plan to address this facility need. Complete renovation of our science labs would enable us to meet the goals set forth in our mission statement by providing students with laboratory opportunities to prepare them for higher education and employment in the 21st century. Our teachers attend trainings and professional development programs where they learn how to simulate science models and demonstrate experiments that are too dangerous to be performed in a classroom setting. They then return to classrooms that are not designed for computers at lab stations and technology that is not able to support the software they have obtained at their trainings, or even the software that is linked to their textbooks. Although our teachers are eager to present hands-on applications in the laboratory, a lack of space and equipment forces them to rotate students through stations and experiments.

The mission and expectations for Middleborough High School apply to all students. In order for students with special needs to access the curriculum, specialized instruction and life skills must be delivered in separate spaces which have enough physical space to accommodate assistive technology, speech and language support and physical and occupational therapy. Currently the space used to educate 30 students is 775 square feet. Although these students may never all present at the same time, this space is inadequate. Our alternative high school allows us to provide a program that encourages our high-risk special education and regular education students to remain in school and obtain a high school diploma. Our current program educates approximately 30 students. Due to space constraints we have a waiting list of 7-10 students each year. The students on the waiting list remain in regular education, and despite district curriculum accommodation plans, they are likely to leave school or transfer to the Community Evening School.

Due to a need for an additional art room, calligraphy has been taught in the cafeteria and in the special education learning center when that room has not been in use. Drawing has been taught in a shared space that serves as a conference area during the day and a Student Council Office at night. Although over 100 students have expressed interest in taking ceramics, we currently lack space to house pottery wheels and a kiln. Orchestra and Choir, as well as theater classes, are taught in the auditorium.

Our auditorium and cafeteria have been used over the years for health instruction. These spaces are not designed for classroom instruction and they hamper our ability to provide our students with an adequate learning environment. Our students continue to make poor choices regarding their health and this can be attributed in part to the overcrowded health classes being taught in non-traditional space.

Our library has the capacity for 40 students. Although it is part of our mission to have all students become independent researchers who are able to discern fact from misinformation, we can't facilitate the needs of classes because of space and technology. We also have no library space available to encourage reading for pleasure.

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.

- 1) Converted non-traditional space into classrooms.
- 2) Relocated district-wide Special Education Department to another building.
- 3) Continued to support an extensive Senior Internship program that moves 75% of the senior class out of the building two blocks during their senior year.
- 4) Added two mobile computer labs to the high school.
- 5) Classes meet in the auditorium or cafeteria.
- 6) Town provided \$250,000 to support minimal upgrades to the science labs.
- 7) With district funds a technology upgrade of \$140,000 was done during the summer of 2010
- 8) During the 2012/2013 school year, wireless access was installed and laptops were issued to all teaching staff.
- 9) The Capital Planning Committee for the Town of Middleborough has reconvened and is recommending projects and equipment. The challenge with Middleborough High School is prioritizing the vast needs.

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.

Four of the eight science classrooms are too small (800-900 square feet). This limits the use of two of the rooms to physics and technology instruction. The other two small rooms are used for freshman science and biology classes, and class size for these rooms is kept small. This limits our ability to schedule classes and thus creates academic imbalance in student schedules over the course of a school year. Because of a combination of the following factors: the science-technology MCAS requirements for graduation, room size constraints, and certification requirements in each content area for science instructors, the ability to offer a wide range of electives that prepare our students for higher education and the 21st century workforce is hindered .

Because of the size of our severe special education classroom, all of our students cannot be together at one time. Scheduling of the educational instructional assistants, special education instructors and vocational instructors must be driven by space availability rather than by proper programming sequencing. Although some of our students are in inclusion settings throughout the day, the opportunities for programming are limited. Students lose focus when lessons are simultaneously given in one room on mathematics, English, reading and life skills. The room houses the work area for two teachers and nine instructional assistants. Limited space also delays the introduction of daily living skill instruction and practice. Our classroom (formerly Library Conference Room) for our moderately disabled students is too small. When assistive technology such as Write Out Loud or Intellitalk is being used, the remaining students in the room must move to the library.

Our faculty dining room was converted into a classroom with rectangular tables so that drawing could be taught. Although there is a need for a third art room at Middleborough High School, this room can only be used as a drawing room. Because there are no sinks, other art classes cannot be taught in it. Although there is a strong interest at Middleborough High School to expand our art offerings to include ceramics, our current overcrowding does not permit us to offer this program. Our serious art students leave Middleborough High School without any experience in this medium. This also limits the art options students have to fulfill their fine art requirement. Because of a shortage of space, orchestra, theater and choir classes are taught in the auditorium. When the auditorium is needed for large group presentations regularly scheduled classes must move. This disrupts instruction and sends a negative message to our students regarding the value of their performing arts course.

Since health became part of the Massachusetts Curriculum Frameworks, it has been taught in the auditorium or cafeteria. The course is part of a Physical Education Wellness course taken one term each year by all students, grades 9-12. Without classroom space dedicated to health education we are only minimally meeting this standard.

Because our library can accommodate only 40 students, only one class can come to the library at a time. Teachers must wait as long as two weeks for research time in the library. According to the standards put forth by the Massachusetts School Library Association in 2003, we should have a library of 5,268 square feet with a seating capacity in various configurations (tables, carrels, recreational reading areas) for 92 students based on a population. Our library is 4,216 square feet with a seating capacity for 40 students. Included in this space are 29 computer stations, which should not be included in the standards allowance for library square footage. (The library should be able to hold 15% of enrollment with 40 square feet for each student

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

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

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

FORM OF VOTE

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

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

_____ *[City Council/Board of Aldermen,*

Board of Selectmen/Equivalent Governing Body/School Committee] of _____ *[City/Town], in*

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

_____ *[Name of School]* located at

_____ *[Address]* which

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

_____ ; *[Insert a description of the priority(s) checked off*

on the Statement of Interest Form and a brief description of the deficiency described therein for each priority]; and hereby further

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

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
Steven J. McKinnon Chair, Board of Selectmen	Richard C. Gillis	Roseli S. Weiss
(signature)	(signature)	(signature)
Date	Date	Date

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.