Massachusetts School Building Authority

School District Medfield

District Contact Michael A La Francesca TEL: (508) 359-4798

Name of School Dale Street

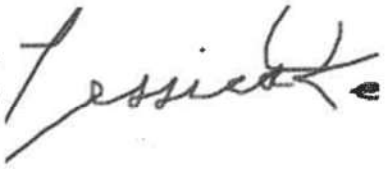
Submission Date 4/29/2022

SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- ☑ The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- ☑ The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- ☑ The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- ☑ The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- ☑ Prior to the submission of the SOI, the district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- ☑ Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- ☑ The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the priorities for which the SOI is being submitted.
- ☑ The district hereby acknowledges that it must upload all required vote documentation on the "Vote" tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead.
- ☑ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all required supporting documentation for statutory priority 1 and statutory priority 3. If statutory priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If statutory priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI. The documentation noted above must be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR (E.g., Mayor, Town Manager, Board of Selectmen)

Chief Executive Officer *	School Committee Chair	Superintendent of Schools
Gus Murby	Jessica Reilly	Jeffrey Marsden
Chair, Board of Selectmen		
		
(signature)	(signature)	(signature)
Date	Date	Date
4/29/2022 11:34:05 AM	4/28/2022 2:07:21 PM	4/28/2022 1:52:58 PM

* 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.

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Name of School Dale Street

Submission Date 4/29/2022

Note

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

1. ☐ Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. ☐ Elimination of existing severe overcrowding.
3. ☐ Prevention of the loss of accreditation.
4. ☐ Prevention of severe overcrowding expected to result from increased enrollments.
5. ☑ Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. ☐ Short term enrollment growth.
7. ☑ Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. ☐ Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

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

SOI Program: Core
Potential Project Scope: Potential New School
Is this a Potential Consolidation? No

Is this SOI the District Priority SOI? Yes
School name of the District Priority SOI: 2022 Dale Street

Is this part of a larger facilities plan? No
If "YES", please provide the following:
Facilities Plan Date:
Planning Firm:

Please provide a brief summary of the plan including its goals and how the school facility that is the subject of this SOI fits into that plan:

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 23 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.

As a component of our MSBA feasibility study, we developed a detailed Education Plan for the Dale St. School. Our vision is to have a school that provides an environment for project-based learning and flexible learning spaces that maximizes natural light and fresh air throughout the building to support student wellness. Students will learn in outdoor learning spaces and understand the importance of sustainability. Jeffrey J. Marsden 4/21

Is there overcrowding at the school facility? No

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

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

If "YES", how many teaching positions were affected? 0
At which schools in the district?
Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

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

If "YES", how many staff positions were affected? 0
At which schools in the district?
Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

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

Does Not Apply

Please provide a description of the local budget approval process for a potential capital project with theMSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

Does Not Apply

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).

Dale Street School is comprised of structures built in 1942, 1962, a minor renovation for office conversion to educational space in 1997 and the installation of two modular classrooms in 2000. The original facility was designed as a Junior Senior High School. The available drawings are dated Nov. 12, 1940. The main classroom structure is two stories high, built with cast in place footings and foundations with load bearing masonry walls. The roof framing is steel with wood planking and a slate roof. The construction drawings indicate the main structure has a flat roof of approximately 13' x 75" that runs north/south and flattens the top portion of the hip and it is shown as composite roofing. The remaining two portions of the original building are single story of similar construction with slate roofs. The locker room portion attached to the north raised elevation of the gym has a parapet walled flat roof. The two story section is 8,246 square feet per floor with a total of 16,492 square feet. The connecting link, which is utilized for music and art, is 2,664 square feet. The multi-leveled auditorium/gymnasium is 9,703 square feet total. The seating area has 197 seats total. The original building totals approximately 28,886 square feet.

The first addition, totaling 20,000 square feet, was constructed in 1962. It is typical school construction for this period, and began the conversion of the Junior-Senior High School to an upper elementary school for Grades 4-6. Despite this conversion, the main building was not upgraded at that time. The focus was on regular classroom space, an office area, and a cafeteria, not the impact the original structure would ultimately have on the changing needs of students and space requirements necessary to deal with these needs. Growing special education services and ELL services, reading and math remedial services, areas to deal with the arts and activities for gifted services evolved and posed significant challenges in the available space. The space requirements were limited and could only be addressed through converting storage areas to learning spaces or using non-instructional areas (hallways, cafeteria, library, etc) as alternatives.The 1962 structure is comprised of cast in place reinforced concrete footing and foundations with a steel frame and bulb"T" and Tectum roof deck. This addition included: 10 classrooms, kitchen, cafeteria/assembly, activity room (now functioning as a media/computer center), storage, 2 gang toilets, teachers' room, 2 individual staff toilets, and administrative area (principal's office, reception/clerical, nursing station). This portion of the facility is in good condition with the exception of the roof, exterior window system, and the doors and frames.

Before 1997, the Central Office for the district was located at Dale Street School. In 1997, the central office was relocated to the newly renovated Town House (municipal building), and the vacated space was renovated and converted to instructional space and an expansion to the library. There was no increase in square footage in the building as a result of this renovation.

The final addition to the facility was in 2000, at which time temporary modular classrooms were installed. There are two classrooms and two toilets. These units sit on cast in place foundation and have a flat roof structure. There are signs of cracking in the foundation. They are serviced by unit ventilators with gas fired HVAC roof top units. The building has 2" x 4" acoustic ceiling with 2" x 4" lay-in light fixtures.

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

67249

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).

Located just north of the center of town, the existing Dale Street School is located on approximately 17 acres and shares the site with the Memorial Elementary School. A baseball/field hockey field that is used by the high school is situated in between these two schools. It is bound by Adams Street on the west, North Street to the east, and a

residential neighborhood to the west, north, and east. To the south is Dale Street, the Recreation and Parks Building, and the Public Safety Building.

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)

43 Adams Street
Medfield MA 02052
Located just north of the center of town, the existing Dale Street School is located on approximately 17 acres and shares the site with the Memorial Elementary School.

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

The 1942 structure is masonry brick faced concrete. The 1962 building is brick faced CMU. The modular structure is brick over stud wall construction. Studies indicate that the brick is generally in good condition. Limited areas need repointing.Very few areas evidence efflorescence typically associated with water penetration. Approximately one half of the existing original single pane windows have been replaced since 2005. The remaining original windows are single pane low efficiency wood framing. The roof structure is a combination of pitched and flat structures. Pitched roofs are original slate tiles. The flat roofs are either synthetic membrane or built up asphalt. The roofs have had regular maintenance and repair but are nearing end of life.
The combined 1942, 1962 and 2000 modular building addition is constructed with footings which are cast in place reinforced concrete spread footings. All foundation walls are cast in place reinforced concrete. Grade beams are present only in the original building and are cast in place reinforced concrete. The foundation insulation is not actually observed in the structures, we suspect that only the modular classroom structure has foundation insulation as it was constructed after the adoption of the energy code. Slab on grade is cast in place reinforced concrete of varying thickness; Waterproofing is indicated in the plans for both the original and 1962 structures.
The 2000 modular classrooms have a ventilated crawlspace. The 1942 building was built as a bomb shelter and Civil Defense signage is still present to the right of the front door. There are nine sets of exterior stairs constructed of concrete or limestone servicing the 1942 building. The exterior stairways are in varying stages of deterioration. The wide steps to the entrance of the 1962 building are cast in place concrete and show extensive cracking. The railing has been removed. A handicapped ramp has been installed with railings.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? YES
Year of Last Major Repair or Replacement:(YYYY) 2005
Description of Last Major Repair or Replacement:
Single pane windows

Roof Section A
Is the District seeking replacement of the Roof Section? YES
Area of Section (square feet) 700
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Synthtic membrane & slate
Age of Section (number of years since the Roof was installed or replaced) 30
Description of repairs, if applicable, in the last three years. Include year of repair:
2015 - Replaced wet insulation and resurfaced roof. Approximately 700 square feet. Roof is in need of replacement.We are estimating by the condition of the roof that it is 30 plus years old.

Roof Section B
Is the District seeking replacement of the Roof Section? YES
Area of Section (square feet) 1400
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Synthetic membrane .060 GenFlex
Age of Section (number of years since the Roof was installed or replaced) 30
Description of repairs, if applicable, in the last three years. Include year of repair:

2022- needed to replace a section of the 1942 original building roof. Remove and replaced all wet and damaged insulation, repaired all voids, cuts, and blisters in the existing system, removed and installed all new flashings.

Window Section A
Is the District seeking replacement of the Windows Section? YES
Windows in Section (count) 140
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Single Pane
Age of Section (number of years since the Windows were installed or replaced) 20
Description of repairs, if applicable, in the last three years. Include year of repair:
Replacement

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 1942 and 1962 buildings rely on two gas-fired sectional steam boilers located in the boiler room of the original (1942) building. The original steam boilers have been abandoned in place. Although reliability is questionable, one of the original units is designated as an emergency backup if needed. Other equipment related to the original steam generation and heating have also been abandoned in place. One of the original three boilers has been removed to allow space for the present configuration. There is a simple pneumatic control system in place. Thermostats in each room control diaphragm valves on room units. A new hot water heater was installed and ventilation repairs were done in 2015.
HVAC unit ventilators in the 1942 building are original 220 Volt steam operated equipment. All systems are pneumatically controlled. The pneumatic control power plant (air compressor) is undersized and aged. The main panel of pneumatic controls, which has been through several iterations of repairs, remains functional. Ventilation requirements are within the dated compliance of their installation vintage.
While some pneumatic controls are functional, many areas of the building are prone to overheating while other areas cannot get sufficient heat.Steam pressure vessels were replaced in the last decade. The heating pipe distribution system consists of steel and is original except for numerous repaired areas. It is nearing the end of life cycle due to age and corrosion. Trap maintenance is ongoing, complicated by corrosion.
Plumbing systems are showing their age, including shutoffs at end devices. Fixtures and utilities are generally functional, but service work is complicated by their vintage and condition of valves and piping.
There is no fire suppression system in the building with the exception of the kitchen area. The electrical systems span several vintages of technology. In short, the distribution does not meet requirements for a modern educational facility. Extension cords and worn outlet components require vigilance and regular maintenance effort. The power and light for the 1962 building are distributed from the main switch gear in the 1942 building. The switch gear has been replaced but it has no additional space capacity. The power and lighting distribution system is obsolete. A new transformer has been installed to service the 1942 and the 1962 buildings. Emergency service panels and distribution have been regularly upgraded to meet requirements.The modular building has independent gas fired roof-top heating and ventilation systems which are in good working order. The modular building has electrical power and water supplied from the main building.

Boiler Section 1
Is the District seeking replacement of the Boiler? NO
Is there more than one boiler room in the School? YES
What percentage of the School is heated by the Boiler? 100
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Natural Gas
Age of Boiler (number of years since the Boiler was installed or replaced) 20
Description of repairs, if applicable, in the last three years. Include year of repair:
Condensate return tank

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

Year of Last Major Repair or Replacement:(YYYY) 1963
Description of Last Major Repair or Replacement:
No repair or replacement. To our knowledge the HVAC system is the original to the building.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES
Year of Last Major Repair or Replacement:(YYYY) 2011
Description of Last Major Repair or Replacement:
Emergency light system has been upgraded

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

The original 1942 building is constructed with a cast in place reinforced concrete coffered pan system. This was a high quality system for the time and is rarely used today because it is so labor intensive to build. It is in excellent condition. It is exposed to view in the two story section. Ceiling systems vary throughout the facilities from exposed "T" and Tectum to lay-in acoustical panels and tiles. They range from fair to poor condition. The gymnasium has a vaulted ceiling with acoustical tiles. Lighting in the building has been replaced with more energy efficient and improved quality for the classroom environment. Interior walls in the 1942 building are a combination of brick or plaster with wood trim. The 1962 structure has extensive wood paneling and the 2000 modular building addition has vinyl covered wallboard. The 1962 building is slab on grade. Floor coverings are a combination of VCT (Vinyl Composition Tile) and VAT (VinylAsbestos Tile). It is in good condition in the 1962 building. Floor covering in the 1942 building is typically VAT and in varying condition. It should be noted however, that when the tiles appear to be in a friable condition they are abated and replaced with proper flooring. The gymnasium flooring was replaced in 2013 and again in 2019.

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

There are a total of 21 general instructional classrooms available which support delivery of the elementary curriculum. Half of these rooms are significantly undersized for the delivery of a modern elementary instructional program. The curriculum and instructional program requires that teachers have the ability to structure lessons to include the use of technology and individualized and grouped learning stations for math, reading, writing and science instruction. Due to the physical limitations these types of activities are seriously limited.
Generally, special education and ELL spaces are undersized and smaller than regular education classrooms at the Dale Street School, a configuration that does comply with state and federal guidelines. In some instances the spaces are not dedicated instructional areas, but instead have been converted from other uses. Because the spaces are a planned temporary accommodation, not permanent, they tend not to be adequately equipped as would be expected for students who occupy the room. The current special education program requires that students with serious physical and medical limitations are accommodated in the facility. The building does not have an elevator to the second floor and the accessible travel path is limited to stairways with lifts. Bathroom facilities are not all handicapped accessible further restricting equal access and limiting efforts to integrate all of our students in a high-quality learning environment. Instrumental music is a developmentally appropriate program that is introduced at the upper elementary level and that is significantly constrained by the facility. There are no appropriately designed practice rooms; students practice in non instructional areas, mostly in corridor hallways, cafeteria, etc. There is no ensemble room. A converted shower room off of the gymnasium/auditorium is used as instrument lessons. Another undersized space is utilized for general music and choral instruction. This situation compromises regular instruction in the classrooms that surround this area due to noise and the resulting distractions.
The guidance area is 238 square feet, .48 square feet per pupil of planned enrollment; current space provides an environment for only two people at one time. This prevents small group counseling delivery and compromises student confidentiality in this area. The library is very undersized, including the technology center, further restricting future growth as related to technology.The library space is limited to only one class at a time. Conceptually serving as an instructional hub for the school this is a serious program delivery limitation.

Furthermore small group research opportunities cannot be accommodated in the current space. There is one small group instructional area for small group remedial/intervention instruction. This area is subdivided into areas by temporary panels to allow for math and ELA small groups instruction. The gymnasium is undersized for two teaching stations and has conflicted program requirements. The current space does not accommodate the required number of sections of students. Additionally the music program currently is required to use this space for a portion of the day for the delivery of band instruction. There is no separate area for adaptive physical education. This situation necessitates the use of the stage area in the gymnasium as an instructional space. Often physical education classes are "doubled up" creating safety concerns in that space.

EDUCATIONAL SPACES: Please provide a detailed description of the Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

There are 19 core educational spaces for regular classrooms. Nine classrooms are 900-1000 square fee (within the 5% variation). In addition there are two modular classrooms. There are 10 classrooms that are substantially undersized to support the student centers that are an integral part of our instructional environment. There are 4 special education classrooms, each of which has a net area less than the minimum requirement, and none of which meets the state requirement that special education spaces be the same size as general education classrooms. The gymnasium consists of one open area of 2448 square feet. The gymnasium also serves as the schools auditorium. Limited elevated seating (197 seats) in the area does not provide adequate capacity for school events. The area also houses a stage area for performances and assemblies. The nursing station is 260 square feet. This undersized space does not provide adequate space for service delivery and compromises student confidentiality. The bathroom facilities in the space are not handicapped accessible and cannot be renovated to meet those requirements. Given the clinical program requirements of special education students this space is inadequate. The cafeteria is 3315 square feet and has a capacity of 200 students per seating which is adequate for seating student lunches. Unfortunately the cafeteria is surrounded by 5 of the schools general classrooms, each of which has its primary access through the cafeteria creating noise and distraction issues for those classrooms. The library consists of two areas, which together total 2460 square feet. One is the technology area outfitted with computers. The other is a combined space that ineffectively houses the stacks of the collection, instructional area seating the librarian's station with circulation desk. The area is further bisected by a temporary corridor that was created to provide access to the two modular classrooms. The Art Education classroom is only 814 square feet, which is significantly below the space that the program requires.

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

A significant issue at the Dale Street School is the lack of properly designed dedicated space for programs required in an elementary school program. The original building was designed for a time when special education, ELL and programs were not served in the public schools. Pervasive overcrowding issues surround the programs and support services that deal with small groups and individual students. The facility does not have the natural instructional environment to provide these services. In addition, these programs have students that require accessible facilities. School space for these programs has been created by modification to classroom space, offices, and storage areas. Attempts to further modify the building to accommodate these programs properly would inevitably result in the loss of regular education space that is necessary to support the school's enrollment. Similarly, attempts to modify the facility to provide accommodation for accessibility would require the loss of needed classroom spaces. In an attempt to reduce some of this pressure during a period of enrollment growth the school committee successfully sought funding to add two modular classrooms to the building in 2000. All twenty-one (including the two modular) regular classrooms need to be modernized to meet technology and instructional requirements. Exclusive of the modular classrooms, nine of the 19 regular classrooms meet the expected 900-1000 square feet of instructional space; the remaining 10 classrooms do not. Recently the town has purchased the land of the former Medfield State Hospital property. The New England School Development Council (NESDEC) developed a

demographic report and ten-year enrollment projection for Medfield students, PK-12. NESDEC was asked also to estimate the number of additional student enrollments that are to be expected from a potential 334 residential apartment complex on the Medfield State Hospital property. The impact of the latter event needs further analysis and is currently under review by the district. The state hospital property along with some recent 40B developments have the potential to increase our enrollment significantly.

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).

Primary focus of the maintenance plan for Dale Street School is to sustain equitable accessibility of programs and services for all enrolled students. The District utilizes a web based computerized maintenance software system. The system encompasses both preventative and reactive maintenance issues. The building is adequately staffed for daily cleaning and upkeep. A regular schedule is employed to inspect and service mechanical equipment in the building. The head custodian in conjunction with the Director of Facilities, conducts regular assessments of building repair issues and take corrective action as needed. The following categories have been identified by the District in an effort to guide the capital planning process that is updated on an annual basis. Through operation and capital outlay appropriations, annual repair and maintenance projects have consistently focused on one or more of these categories. The categories listed here outline the direction which the District's maintenance and capital repair has taken. This enables flexibility to address needs without being pressured
and strained by funding constraints.
Learning Space
a. Classroom Instruction
b. Special Areas-Class Groups
c. Special Areas-Individual/Small Group
Accessibility of Learning Spaces
a. Handicap
b. In Class Learning Stations
Environment of Learning Spaces a. Ventilation of Air
b. Heating Circulation and Control c. Sound Quality
d. Energy (Heat) Loss
Health and Safety Requirements
a. Fire Alarm System
b. Emergency Lighting
Other Structural/Space Concerns
a. Parking Availability for staff
b. Parking availability for school events.
c. Busing and student drop-off and pick-up areas
d. External Play Fields
The following are the most recent capital and maintenance improvement steps (from 2015) taken to sustain Dale Street as
a viable school within the District:
ACCESSIBILITY:
• Created wheelchair-accessible bathroom/changing facility
• Added one (1) van-accessible parking space
• Installed power door operator
• Acoustical improvements to classrooms – sound seals and door replacements
• Purchased portable wheelchair lift to provide accessibility to stage
SAFETY/SECURITY:
• Installed monitor/intercom/remote release at Adams Street entrance
• Installed fire suppression system in kitchen
• Installed intrusion alarm
• Upgrade emergency lighting

- Replace stage curtain with fire-rated curtain
- Replace handrail at gymnasium stairway

Repaired stairways at both interior and exterior locations
OTHER:

- Replace fixtures in second floor bathrooms
- Replace gutter/fascia – Adams Street side of building
- Replace music room roof
- Repair slate roof, including replacement of slates
- Repair chimney cap
- Install electronic energy efficient climate control mechanisms in walk in cooler and freezer
- Install motion sensor activated light switches
- Replace hot water heater
- Install two (2) point-of-use hot water heaters in gymnasium bathrooms
- Replace windows with energy efficient double-paned windows

Numerous roof repairs
Although the climate controls do not consistently work through the facility, many of the above repairs have contributed to
energy efficiency.

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.

Originally constructed in 1942, with an addition in 1962, a renovation in 1997 and the addition of two modular units in 2000, Dale Street School has served as a viable school facility for nearly 70 years. However, despite ongoing maintenance, the mechanical distribution systems for heating, ventilation, electrical and plumbing have passed their normal useful life. The original plumbing system was installed utilizing high lead content solder. In addition, the components of the water distribution system have significantly deteriorated creating ongoing repair issues. The HVAC temperature control system is no longer serviceable. The pneumatic controls are antiquated. The heating system steam piping and condensate return system suffers from serious corrosion due to the age of the system which requires constant repair. The original boilers have been abandoned in place and should be abated for asbestos and removed. The original air handling exhaust system does not permit balancing of fresh air for each room. These failures cannot be addressed as annual repairs. Steps have been taken in the interim to reduce energy costs and provide, as much as possible, for a consistent and reliable environment. Replacement of the pneumatic controls with a digital localized controller is necessary. The electrical power, lighting, and fire alarm systems are operating at capacity and must be replaced.

The roof of the 1942 construction reflected the durability of slate as compared to the fascia, soffits, flashing and trim of the 1962 building. Those non-roof components have been replaced and/or upgraded as required. Despite the durability of the slate roofing it has also begun to demonstrate deterioration of the attachment system and appears to be reaching end of life cycle. Many of the windows need to be upgraded to higher efficiency grade throughout the building.

Although safe and not in a friable condition as detailed in the most recent AHERA plan, the floors include asbestos tile. When floor tiles are damaged they are properly abated.

The conveying systems and vertical movement of handicapped individuals is limited and inadequate for equity to all programs and services. There is no access to the second floor classrooms by way of an elevator. A temporary accommodation has been installed via stair lifts to meet the immediate needs of the enrolled students only at the first floor levels.

Annual repairs can no longer address the systematic problems that exist with the aging mechanical systems in the structure .

Priority 5

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

The Town of Medfield and the school committee has over the years taken aggressive action steps to preserve sustain the facility as a viable educational environment. A planning process was put in place to preserve and maintain the original appearance of the 1942 facade.

The exterior entrance to Dale Street gymnasium was repaired to address extensive deterioration. This is true of the fascia and soffits as well as the columns in this area. Additionally, other areas of fascia, soffit and gutters and downspouts have been repaired or replaced. The chimney and exhaust stacks were repaired to minimize further damage and to prevent any safety hazard.

The original single pane wood frame exterior windows in the original 1942 building are deteriorated and a program has been in place since 2006 to replace these windows. The library gable end window wall system in the 1962 addition was replaced in 2005.

Annual testing revealed that the potable water system exceeded the EPA standards for acceptable levels of lead. As a result, the school has implemented a DEP approved mitigation program that utilizes only bottled water for consumption.

The electrical systems are at full capacity and have limited ability for expansion of service. Lighting fixtures have been replaced for efficiency and effectiveness. The emergency lighting has been upgraded.

The school maintenance plan includes efforts to regularly repair and maintain the obsolete pneumatic heating and ventilation controls, and abatement of VAT flooring tiles. As a result of the plan we continue the abatement of VAT floor tiling as required to meet the health and safety standards.

Numerous slates have been replaced on the original building. Major replacement of the flat roof system over the music area was completed in 2011 and more scheduled for 2015. The original wood gutters on the 1942 building have been replaced in 2015.

There are two chair lifts in the facility. The first allows travel from the Adams Street entrance to the first floor of the classroom in the 1942 building. There is no handicapped accessibility to the second floor classrooms If a student is physically unable to navigate the stairways, student's classes have to be rescheduled in order for programs to be available to the students. The second lift is in the auditorium/gym. The installation of a third portable lift allows access to the stage in the gymnasium area.
There are a number of repairs which have taken place to assure the present and continued use of this facility. It is increasingly apparent that the annual maintenance planning and effort is not adequate to manage the risk of failure of major building systems. Care has been taken to maintain life safety, clean environment and the integrity of the structure to allow the building to remain in operation until such time as it can be renovated. Clearly the past and present school committees have taken the position that a deferred maintenance approach would not be appropriate to sustain this facility as a school.

Priority 5

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

The pneumatic control system in place is not operating at its proper efficiency, thus preventing the balance of heat and air flow throughout the classrooms. The uneven heat distribution throughout the facility affects the learning environment for instruction and learning as well as health. A student could literally move from a classroom which is comfortable to a higher temperature room to a lower temperature area within the period of a day. A student's ability to have access to all parts of the facility is hampered by the varying floor levels which are traveled when moving from the 1962 addition to the original building. The lack of an elevator in the 1942 building prevents individuals with disability from gaining access to significant areas of the structure. A handicapped student is unable to move about the facility without being considerably delayed. Even able bodied students are significantly impacted by this issue in the building. The lift systems in the building cause student congestion in corridors when the lift system is in use. Students who have temporary medical disability due to injury and are scheduled into second floor classrooms would require complete restructuring of the classroom locations. The conveying system and vertical movement is also affected by the lack of small group learning areas within close proximity to the regular classrooms. At present, students can be delayed in arriving at another learning area because of the travel time necessary to get there. The use of bottled water due to the lead pipe condition requires ongoing vigilance and monitoring. The system in place requires an ongoing budgetary expenditure. In 2014, we were able to install a filtration system to mitigate any lead exposure. Bottled water is still used on the second floor.
Due to limitations of the existing electrical service and distribution system the electrical requirements of classrooms is unable to be met. We have been unable to properly install educational technologies in these spaces in a seamless manner. Deployment of interactive whiteboards has been difficult to achieve as a result of wiring limitations. Further efforts to deploy computers and other mobile learning devices in the building will be limited due to electrical capacity and distribution constraints. Wireless computing has been problematic due to the structure of the school. Traffic flow of buses is limited and congested. The turns are confined and restricted. Drop-off and pick-up areas for children have similar characteristics. This remedial approach has been minimally effective in maintaining the facility as a school. But the approach does not change the effect of original structure on providing programing for converted upper elementary environment from a 1942 era Junior-Senior high school.

Priority 5

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

Dale Street School was originally built in 1942 to replace a seriously under-sized high school. In 1962, Medfield built a new high school and converted Dale Street to an elementary school, building a modest addition without upgrading the original facility.
Since that time, Medfield has experienced a period of population growth and has--through hard work and the dedication of its school staff, town officials and townspeople--achieved a nationwide reputation for educational excellence.
Dale Street School has an outdated HVAC, plumbing and electrical systems which, despite annual maintenance, has reached near end of life after 70 years of service. There is also a shortage of appropriate specialized classroom spaces to accommodate a modern educational program. The development of special education programs, English Language Learners, math and ELA remediation programs and several other mandated educational programs has placed significant pressure on available space. This situation seriously limits our ability to meet the educational goals set by the School Committee and the community. The electrical systems do not permit our teachers to use current technology in their day-to-day teaching, and students with disabilities and those enrolled in other entitlement programs (along with our long-standing music programs) are relegated to receiving services in re-purposed closets, hallways, and even an old shower. Creating appropriate learning environments for these students is a major priority of the district, but cannot be accomplished in the current space without sacrificing significant town values, including Medfield's commitment to manageable class sizes. Two temporary modular classrooms installed 12 years ago as a stopgap measure eased use through the situation, but even that solution no longer ensures that we can provide appropriate learning spaces to all our students.

Infrastructure and systems are basic to physical and organizational structures needed for the operation of Dale Street to sustain the programs and services and facilities necessary for education to function. It can be generally is described as the set of interconnected structural elements that provide framework supporting an entire structure within which education will occur. The school environment is a vital component to the academic and social growth of children.
An upgraded infrastructure will provide the modern technical structures that support the physical components of interrelated systems providing the program and services essential to enable, sustain, or enhance educational environment to meet student needs. Viewed functionally, infrastructure facilitates the effective and efficient use of space, and also the affecting the use of a current technological instructional environment as well as basic social and health requirement of enrolled children.

If it were not for a focus on sustaining a maintenance plan to keep Dale Street in a reasonably functional condition over a number of years, student performance and academic growth would not have been positively influenced. As presented in this priority, the physical structure has reached its limit; a maintenance plan is not the solution for an expanded life of this facility; but major renovation of the facility will play a significant role on student performance for several decades into the future.

Please also provide the following:

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

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

The date of the inspection: 7/18/2008

A summary of the findings (maximum of 5000 characters):
Remedial action steps in the interim will sustain the school as a viable education facility for the short term. The age of

the building and systems will compromise the long term viability of the facility. Flexibility to deal with future enrollment

needs will continue to be a pressure due to space constraints.

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 Dale Street School facility has served the community as an educational setting since 1942. During that period of over seventy years significant changes have occurred in education. The facility now has numerous constraints which inhibit the ability to provide for a modern elementary instructional program. The internal design of regular education spaces is too small both by regulation and the reality of program requirements. This inadequacy of properly designed space causes interference with the delivery of student centered instructional practices. Core learning areas in the building are not properly designed and are undersized for the required program. The effort to accommodate for varied space requirements has resulted in numerous examples of conflicted space use issues. Finally, the lack of properly designed instructional areas and inadequate space for special educational programs has created equity issues for program delivery.

Without any consideration to the Medfield State Hospital (MSH) project or development of 40 B Projects, the total public school enrollment, K-12 is projected to remain steady as we move into the latter part of this decade. The factors resulting from the real estate development of the MSH or 40 B projects will create educational variables which affect classrooms. Although, the physical space of 21 classrooms (including the two modular classrooms) may be able to accommodate the current enrollment, the design of each classroom does not have the mechanical and educational infrastructure to accommodate the variables which effect instruction and learning within the classrooms. Specifically, the continued development of appropriate specialized educational programs for students with disabilities will continue to limit the availability of proper educational space requirements.

The classrooms at the Dale Street School were built and designed to support a 1942 era high school instructional program. The size of the rooms would accommodate a structured lecture based learning and century elementary instructional program. However, the spaces are obsolete and not suited for a 21st century elementary instructional program.

Each classroom must have the resources to utilize technology in instruction. With the advent of electronic white boards and one to one learning, instruction was improved to the extent that the physical space could enable the teacher to incorporate the technology into instruction.

Distractions to the instructional environment are another area of concern. In the 1962 addition, the location of the classrooms runs the perimeter of the two core areas, cafeteria and the media/library center. The effect on instruction and learning within each adjacent classroom while the cafeteria has lunch is substantially compromised by noise. The movement of students to and within the library and computer center while students are engaged in adjacent classrooms further compromises instruction due to distraction and noise. The issue is exacerbated by the lack of a dedicated music room for orchestra which utilizes this space for the program requirements creating similar noise and distraction issues. Additionally, orchestra instruction is compromised by student movement from these classrooms and to and from the library media center.

Library/Media: To improve on the restricted, undersize area of the library/media center, an adjacent classroom was converted to a computer lab with individual work stations. This enabled the main area of the center to acquire space for student activities, access to media resources and reading/research. The new design was improved, but still limited the level of access to resources expected of student in an upper elementary environment. When the modular classrooms were installed, a corridor to the two classrooms was created between the library/media center and the location of the two modular classrooms. Unintentionally, the corridor became a further cause of limited activities as well as interference to the environment because of the movement of students. The library/media center has been an inadequate and undersized area since its construction in 1962. The limited available space for student activities is a significant problem. At most one class at a time can be scheduled into the space. The design of open space for student reading, technology access, research activities and other flexible learning options are not available. Instruction in the use of the library is more often shifted to the regular classrooms.

Music Programs: There is 972 square feet of space in the existing facility for music education and performing arts. Of the total net area (which excludes storage), 572 square feet is for general music, 1.35 square feet per student and 400 square feet allocated to performing arts. The regulations states that practice rooms shall fall within the range of 75-130 square feet and ensemble rooms up to 300 square feet, exclusive of storage. Music education classrooms should be 1000-1200 square feet. While is not be unusual to use the stage in the gymnasium as a classroom for music performance and instruction; it is however, clearly a scheduling problem with physical education for the demands to events which could be occurring at the same time (conflicted time issue). The program is currently scheduled in non-traditional space for normal music instruction, excluding large group choral and band which would use the gymnasium and cafeteria. The latter two areas, along with corridors are used for small group instruction for a number of non-music students for services. A previous high school shower room was reconfigured into a music education/practice room to acquire space for the program.

Art Programs: There is 814 square feet, which is 1.92 square feet per student for the art program, exclusive of storage. The regulations states that art education classrooms shall fall within the range of 1000-1200 feet, exclusive of storage. The art space was converted from the original location of the cafeteria/kitchen in the 1942 building. This area was converted to an art classroom because of the availability of water. The area supports art instruction minimally to the extent that the electrical and

ventilation systems do not prevent specific activities.
Reading Program: The reading program is designed to be integrated into the regular classroom. The population is expected to be more that 7% of the enrolled students, but less than 42%. There is no designed reading space provided for conference and one on-one other than non-traditional usage of space. The Commonwealth (603 CMR 38.02) states that small group/seminar environment shall fall up to 500 square feet each, exclusive of storage.
Food Service/cafeteria: Actual size is 3315 square feet; which could accommodate 200 pupils as defined by the regulation. At present time, the facility provides four seatings per day to serve lunch to students.
Gymnasium Adapted Physical Education: The number of students needing this service is approximated to be no less than .5% and probably not more the 1.4% of the enrolled students. Currently there is no dedicated space in which a student receives services. Non-traditional space or a class within the gymnasium (along with another regularly scheduled class) would be used. The gymnasium's restricted size and open design does not allow the adaptive physical education program to be provided in the space. The program is scheduled into a converted space in an adjacent locker/shower area or on the stage. This severely constrains the options for program delivery and resources connected with the curriculum.
ELL Students: The number of children who fall within the definition of English as Second Language for 2022 is projected to be between 30-35 children. This is an increase from past years in the district. These students could have needs which require a separate area from their regular classroom for support services. A classroom environment with proper resources, including technology was to extend the space and electrical infrastructure would allow.
Special Education Students: The average number of children who will require services for up to 30% of a school day is projected to be approximately 13% of the enrolled students. With the existing facility, the support services would be provided within a total net area of 905 square feet (15.3 square feet per student compared to 39 square feet per student in a regular classroom). Under the IDEA, the facility for special education services are to be equal to comparable space for regular education students and designed as needed to service students in dealing with their educational program. There was no designed dedicated space for students who require this intensive support service. Recently a health classroom space was converted to provide for this program.
Guidance Support Services: The existing facility provides 238 square feet to service student with their social, growth and academic needs. This is .56 square feet per student. The existing space lacks the appropriate environment for private discussion one-on-one or small group. The same space is shared by special educators for psychological services as defined in the student IEP. This latter group of students represents approximately 13% of the enrolled students. Students with services who fall within the guidelines of Section 504 place an additional demand on the same space. With this characteristic, established by student needs the guidance space is in high demand and experiences a high degree of schedule conflict (space in demand for more than one student event). To accomplish the small group seminars (as designed for this age level), a counselor uses other spaces, such as the cafeteria, gymnasium, and classrooms. When this is occurring, it is possible that other students could unintentionally be moving through the area to other parts of the facility.
Nursing Station: The nursing station is severely undersized (260 sq. ft.) to meet the clinical needs of the student population. In addition the space has a bathroom facility that is not handicapped accessible.

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.

At present, the major issues with the facility at Dale Street are with the limited or lacking of small group learning spaces, integrated within the location of regular classroom instruction; individual counseling and psychological areas to deal with confidential issues with children; a viable music facilities and lunch where the sound does not become an interruption with classroom instruction. Generally, the lack of small group learning/conference areas within the facility has made the core area in the 1962 addition and attraction alternative. It would not be uncommon for a special education teacher working with a small group of students in the cafeteria or a small group counseling session be conducted by a guidance counselor in the library or cafeteria; while there is a natural movement of a student or students from the adjacent classrooms. In an unintentional manner, the small groups lack the instructional privacy.

Equity and adequacy issues are in conflict instructional areas which support/provide student learning. Many times the space becomes conflicted space for its use is required by more than one group of students. Small learning areas for individual or small group instruction are designed to deal with at-risk students (at a variety of levels of risk) with privacy. Conflicted space compromises the effects of the professional in achievement effective results.

Small learning spaces have been created where space could be converted to accommodate the need for these services. These specifically include programs for music, ELL, special educational services and programs. These converted spaces have become permanent to address the educational needs of students. This has created issues of student movement for example a student in instrumental music may have to walk from the 1962 additions of the facility to the opposite side of the facility. The available accessibility systems to the different physical levels through the building take time away from instruction. In addition, there is a lack of systematic access to accessible bathrooms and learning areas.

The installation of the two modular classrooms was to be temporary, but have become permanent. Without the two modular classrooms, there would be a shortage of classrooms to sustain the class size guideline established by the Medfield School Committee.

Through an effort of accommodation, small spaces or areas have been established to enable small group instruction. These areas are not properly designed but instead are attempts to accommodate programmatic requirements. This latter issue poses serious concerns in the ability of the administration to maintain equity and adequacy of programs and services within a facility which has little or no flexibility of space usage. We have subdivided a general classroom with temporary panels to provide learning space for remedial instruction. The school has scheduled music ensembles and practice groups into hallway areas. ELL services are scheduled into available space on a rotating schedule.

Accessibility mitigation is being accomplished in several manners. The lack of an elevator for access to the second floor causes the school to schedule most special education programs on first floor areas. The District looked into the installation of an elevator within the structure of the facility but due to space restrictions this was not feasible. To avoid an addition to the building, four classrooms would have been eliminated in order to have an elevator installed within the context of the current structure of the facility. To address remaining concerns of accessibility at the first floor levels interim steps of installing stair lifts was implemented.

Sound proofing of some doors in both the 1942 and 1962 classrooms were installed to minimize the level of noise from movement of students through the facility and to accommodate students with auditory disability.

A major renovation to a storage area and an existing bathroom facility for staff was conducted to create a handicapped accessible bathroom and changing area facility.

Library renovations were completed to reorganize the space. The space does include a technology instruction area, and limited space for stacks to house the text collection and a small instructional space.

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.

At present, the major issues with the facility at Dale Street are with the limited or lack of small group learning spaces, integrated within the location of regular classroom instruction; individual counseling and psychological areas to deal with confidential issues with children; viable music facilities where the sound does not become an interruption with classroom instruction and the constraints of the original regular classrooms in being converted to state of the art classroom with the technology resources which would be expected to be used in programs for Grades 4 and 5.

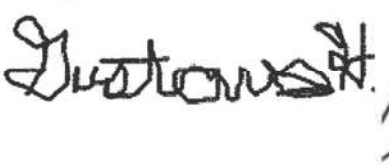
The installation of the two modular classrooms was to be temporary, but have become permanent. Without the two modular classrooms, there would be a shortage of classrooms to sustain the class size guideline established by the Medfield School Committee. Through planned accommodation, small spaces or areas have been established to allow for small group instruction. But there is not a permanent nature for any accommodation, nor is there flexibility, should enrollment needs cause an increase in usage or a change in purpose. This latter issue poses serious concerns in the ability of the administration to maintain equity and adequacy of programs and services within a facility which has little or no flexibility of space usage.

Core instructional areas need to be flexible and provide for the instructional needs of the program. The undersized nature of the gymnasium and the library/media remain incompatible to programmatic needs. The actual floor area of the Gymnasium is 3348 square feet. The CMR states that the gymnasium shall be 3000 square feet per station minimum when 12+ classrooms exist in the school, with a 5% variation permitted. The net area in this facility is 5.76 per square feet, 1.3 square feet less than recommended. This shortfall equates to a need of approximately 1100 square feet to provide two required teaching stations to accommodate the physical education program.

Even with the mitigating steps taken to renovate the space, the size of the library/media center, remains undersized for the expected programs and activities which are necessary to complement an upper elementary curriculum. The size is 2460.5 square feet (including the computer area). The current net area of the center for active student activities is 848 square feet, where is should be 1710 square feet. The current area per pupil is 1.63 square feet per pupil compared to the required 3.42 square feet per pupil. This restricts the teachers from creating small groups of students who can access the library for research based activities.

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