Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2015 Statement of Interest

Thank you for submitting your FY 2015 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.

- **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
  - For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
  - Regional School Districts do not need to submit a vote of the municipal body.
  - For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

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 Diane Sullivan at 617-720-4466 or Diane.Sullivan@massschoolbuildings.org.

Massachusetts School Building Authority

School District Lexington

District Contact Patrick Goddard TEL: (781) 861-2577

Name of School Maria Hastings

Submission Date 3/20/2015

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. If Priority 1 is selected, your Statement of Interest 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.

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
Carl Valente	Jessie Steigerwald	Paul Ash
Town Manager		
(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 Lexington

District Contact Patrick Goddard TEL: (781) 861-2577

Name of School Maria Hastings

Submission Date 3/20/2015

Note

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

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

SOI Vote Requirement

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

Potential Project Scope: Potential New School

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2015 Maria Hastings

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 1/28/2015

Planning Firm: Symmes Maini McKee Associates

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:

The Lexington Public School District has a long history of creating school facility master plans to guide the planning and implementation of school facilities projects, including new schools, school expansions and renovations, and major repair projects. A master plan effort in 1997 led to renovation and expansion of the High School and two Middle Schools over a course of years, as well as construction of Harrington (2005) and Fiske (2007) elementary schools to replace two of the six elementary schools. In 2006, Lexington worked with Design Partnership of Cambridge (DPC) to develop an elementary master plan. This work was incorporated into a more comprehensive preK-12 Facilities Master Plan completed by DPC in 2009. The focus of the 2009 DPC master plan was at the elementary and high school level, as the middle schools at that time appeared to have had their needs substantially addressed. A citizen committee was formed in 2009 to review the 2009 DPC Master Plan Report and make a recommendation to the Lexington School Committee. The citizen committee recommended a plan to bring all school buildings up to the level of the school district's teaching and learning standards. The Facility Master Plan identified Lexington High School, Bridge Elementary, Bowman Elementary, Hastings Elementary, and Estabrook Elementary as schools requiring significant capital investment. The Master Plan prioritized renovation of Bridge and Bowman to extend the useful lives of these schools for the next 20 years. This work has been completed. In addition, the plan scheduled Estabrook School construction to begin in 2014; however, due to discovery of PCB contaminated materials, the Estabrook School was addressed immediately in 2010. In January of 2012, the Lexington voters approved two debt-exclusion questions: one to renovate the Bridge and Bowman Elementary Schools, and a second question to replace the Estabrook Elementary School. In January of 2013, recognizing that the Bridge, Bowman, and Estabrook school projects were to be completed on schedule, the School Committee updated their 10-Year Facility Master Plan to include submitting a Statement of Interest (SOI) for the Hastings Elementary to the MSBA at the onset of the 2014 SOI period and to submit an SOI for Lexington High School in 2019. During the 2014-2015 academic year, it became clear to the School Committee and district leaders that eight of the nine schools are now at capacity or over capacity and enrollment is likely to continue to increase by 2% per year for the next five years. These conclusions were reached by Symmes Maini and McKee Associates (SMMA) who conducted a school facility master plan that was completed in January 2015. Phase One of the plan determined the capacity for all nine schools: the adequacy of spaces based on class sizes and educational programs. The Phase Two report focused on short-term space needs and the scope and schedule for addressing those needs. The Phase Three report analyzed long-term facility needs, scope of work for meeting enrollment increases, and possible scheduling of building projects to meet increased student population across all grade levels (pre-kindergarten through high school). The SMMA Plan reviewed all Lexington school buildings and recommended building of a new Hastings School on the current site. This 2015 SOI resubmission includes updated information from the declined SOI of 2014. The ultimate goal of the plan is to provide sufficient, permanent, quality space for the current and projected elementary enrollment increases throughout the District.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 20 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 99 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.

On an annual basis, The Superintendent of Schools submits District Goals to the Lexington School Committee. The goals are in four (4) categories: 1) Improve Academic Performance for All Students, 2) Improve Social and Emotional Program Supports for All Students, 3) Improve Safety for All Students and Staff, and 4) Improve the District's Capacity to Respond to Enrollment Increases. The FY2015 District Goals were approved by School Committee on April 16, 2014.

Is there overcrowding at the school facility? YES

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

The impact of overcrowding on student learning is significant. The school's eight modular classrooms are well beyond

their life expectancy and without these classrooms the school would be extremely overcrowded. There is no opportunity to alleviate the overcrowding at the Hastings School as all the other schools are at or over capacity. In addition, the overcrowding issues at the Hastings School have a direct impact on student learning. Due to overcrowding issues and space constraints, teachers and specialists have been strained to find spaces in which to teach. For the students with learning issues and on IEPs, optimal learning is not taking place due to overcrowding and the lack of proper space. There is no private, quiet space for students to focus on learning. The spaces utilized for individual testing and counseling are so small that professionals cannot adequately fulfill their responsibilities. Many staff members compete to use the few small spaces in the school. They must pass through one space to reach another, violating student confidentiality.

The Hastings School hosts the district-wide Intensive Learning Program (ILP) for students in grades K-5 with profiles on the autism spectrum. In addition to the lack of educational spaces identified below for the entire school population, the ILP program impacts the learning spaces across the school. Started in 2000 with four kindergarten children, the ILP currently educates over 30 students across all grades K-5 and in multiple classrooms at each level. The program continues to grow, as does the severity of needs of these students. The ILP students are integrated into general education classrooms for portions of the academic day and the two special education classrooms devoted to separate instruction for the ILP students are located in the portable classrooms. One of the rooms has a calming space included in it, decreasing the square footage available for instructional purposes. Seven teachers share the two spaces, instructing over 30 students daily and the need continues to grow. Recently, the District had a study performed by New England Center for Children to ensure the needs of the students are met so they may remain in district. If there continues to be a lack of space for the ILP program, the program will be inconsistent with federal and state laws. The District will then be required to place these students out of district, which is contradictory to the IEPs for these students.

During MCAS testing, there is lack of space for the students who require specific learning modifications for testing. The speech and language rooms, English Language Learner (ELL) classroom, psychologists' office, learning center, Assistant Principal’s office, ILP classrooms, and literacy room are closed during testing to provide quiet testing areas for individuals and small groups.

The ELL population continues to grow, necessitating an additional teacher and space for portions of the day. There is no dedicated space for this mandated instruction.

There are student lockers and custodial storage units in hallways due to small classroom sizes and insufficient storage space for students’ belongings, cleaning and maintenance supplies.
In general, the shortcomings at the Hastings School include:
• Eight portable classrooms that have exceeded their useful lives
• Inadequate spaces for ILP program
• Inadequate spaces for art and music
• Inadequate space for the library/media center
• Inadequate spaces for the growth of learning in small groups such as:
- English Language Learners
- Speech and Language
- Special Education
- Literacy
- Guidance
- School Psychologist
• The gymnasium has only ~ 3,600 SF
• The health room is inadequate for more than one ill child.
• There is inadequate space for administration and guidance
• There is no space for the technology integration specialist to meet with small groups of students and teachers
• There is inadequate space for staff lunch and work room (combined space 160 SF)
• There are only three toilets for 80 students and no staff toilets in the portable classrooms
• There is inadequate space for the school custodian, storage, receiving, etc.

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.

In September of each year the School Committee votes on guidelines that are used by the Superintendent of Schools in preparing the budget for the upcoming fiscal year. Based upon the School Committee guidelines, the Superintendent submits the budget to the School Committee in December. The School Committee reviews the budget, holds public hearings, and votes to submit its budget to the annual Town Meeting in March for the subsequent fiscal year.

General Description

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

The Hastings School is the last of six elementary school buildings to be renovated or replaced. The original building was opened in October of 1955 with a one-story, four-classroom addition built in 1959. Since that time eight portable classrooms have been added to mitigate overcrowding. In 1995 four new portable classrooms were added and in 2000 four (used) portable classrooms were added.

Hastings was closed in 1986 and when the school was reopened in 1995, elevator and other accessible improvements were made to entrances. Other significant improvements at that time included new windows and updated fire alarm systems.

In 2009 the flat roofing systems were replaced with a new PVC roof including reconstruction of limited masonry. In 2011 a failed laminated wood beam in the gymnasium was repaired with steel plates. In 2015, two additional beams failed and were repaired, with the gym being closed for approximately three weeks. In 2012 the original boilers (2) were converted to natural gas with new burners.

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

50800

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

The Hastings School is sited on the easterly edge of a 14.3 acre site and abuts the Route 128/Marrett Road interchange to the west and Massachusetts Avenue to the north. It is surrounded on three sides by a densely settled residential neighborhood. The site slopes from east to west and creates three plateaus. The first plateau provides upper level access to the school by way of a driveway (Crosby Road), which connects Massachusetts Avenue and Roosevelt Street. The middle plateau provides vehicular access for parking, service and pedestrian access to two playfields and a playground. The lowest plateau, immediately adjacent to Route 128, is a buffer zone and possible wetlands. Paved areas and playfields are in good condition. There is inadequate on-site parking for staff, some of who park across the street at the Methodist Church. Building floodlights and street/parking lights are in fair condition.

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)

Maria Hastings Elementary School
7 Crosby Road
Lexington, MA 02421

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).

Exterior walls are original load bearing masonry (concrete block/brick) with no cavity and in fair to good condition. Window openings are created by concrete or steel lintel headers. Original wood windows were replaced with aluminum insulated windows. Some windows do not open as the mechanisms no longer function. Replacement exterior door systems are aluminum with insulated glass lites or reinforced fiberglass in aluminum frames and accessible hardware. First floor framing and flat roof framing is waffle slab concrete. Second floor low sloped roof framing (3½:12 slope) consists of wood

rafters and ceilings sloped to a height of 16 feet.
The classroom wing has an original continuous ridge skylight, which provides daylighting (and sunlight) through corridor clerestory glass into classrooms. Skylights are original and are in poor condition. Many clerestory windows have heavy draperies to reduce direct sunlight into classrooms.
The lower level to upper level has an 11-foot floor-to-floor height, which is detrimental to renovation with code required ventilation/ductwork, sprinklers and new lighting systems.
The gymnasium has laminated wood beams, wood purlins, and wood decking. One laminated wood beam failed and had emergency repairs with the addition of steel plates in 2011. Two additional beams failed in 2015 and were also repaired under emergency procedures. The gym was closed for approximately three weeks.
The two-story school is built into a hill with the lower level substantially below grade, which has created water infiltration problems and persistent maintenance issues related to air quality.
The building experienced numerous leaks from the February 2015 snowstorms. If not for the February school vacation break, the school would have been closed due to leaks occurring in 16 of 21 classrooms. The primary cause of the leaks was the low sloped pitch roofs not being vented to today's standards, ice dams were formed, and melting snow and rain entered the building in most classrooms.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? YES
Year of Last Major Repair or Replacement:(YYYY) 2009
Description of Last Major Repair or Replacement:
Masonry repairs associated with a re-roofing of flat roof areas only.

Roof Section A
Is the District seeking replacement of the Roof Section? NO
Area of Section (square feet) 32000
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Shingle
Age of Section (number of years since the Roof was installed or replaced) 20
Description of repairs, if applicable, in the last three years. Include year of repair:
None

Roof Section B
Is the District seeking replacement of the Roof Section? NO
Area of Section (square feet) 17500
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
EPDM
Age of Section (number of years since the Roof was installed or replaced) 15
Description of repairs, if applicable, in the last three years. Include year of repair:
Minor repairs

Roof Section C
Is the District seeking replacement of the Roof Section? NO
Area of Section (square feet) 600
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Modified Bitumen
Age of Section (number of years since the Roof was installed or replaced) 15
Description of repairs, if applicable, in the last three years. Include year of repair:
Minor Repairs

Window Section A
Is the District seeking replacement of the Windows Section? NO
Windows in Section (count) 92

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Double Pane windows were installed when the building re-opened in 1995.
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:
None

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

The HVAC system is inadequate and inefficient with 20 year old boilers, which were converted from oil to natural gas in 2012. The distribution system is steam.
Unit ventilators provide required fresh air and heating in typical classrooms with steam fin tube radiation at large expanses of windows. Window or through-wall air conditioners have been added to a few offices. Mechanical ventilation is below standard or entirely missing in some areas that have been reconfigured. Unit ventilators are original and have been modified with ducted hoods to reduce fan noise. Otherwise the unit ventilators are in poor physical and operating condition and are controlled by inefficient pneumatic controls.
Plumbing is in fair condition and 60 years old. Student fixtures are not accessible and inadequate. Faculty fixtures are minimal. Most of the fixtures are not accessible or water conserving. There is no fire protection system.
Electrical service is 800A, 3 phase, 4 wire, 120/208V, and in poor condition (60 years old). There are insufficient working clearances for some equipment. One small generator that serves emergency lighting frequently fails. The fire alarm system has been updated (1995) and is multi-zoned with corridor smoke detectors, master box and annunciator panel. Mounting height and locations of some pull-stations are not code compliant.
Although the building was recently converted to natural gas, all of the mechanical, electrical and plumbing systems are substantially original and do not comply with current code. Ventilation is below standard and totally absent in some places.

Boiler Section 1
Is the District seeking replacement of the Boiler? NO
Is there more than one boiler room in the School? NO
What percentage of the School is heated by the Boiler? 100
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Natural Gas, retrofitted from oil in 2012.
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:
Burner control failed in December of 2014 and new component installed.

Has there been a Major Repair or Replacement of the HVAC SYSTEM? NO
Year of Last Major Repair or Replacement:(YYYY) 1995
Description of Last Major Repair or Replacement:
New boilers

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO
Year of Last Major Repair or Replacement:(YYYY) 1995
Description of Last Major Repair or Replacement:
Repairs for re-opening school.

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).

There is support from the Town to maintain the building throughout however on a cosmetic level due to the required operation of the school.
Interior corridor partitions are glazed tiles with surface mounted lockers at classroom locations. Other wall surfaces are

plaster or painted concrete block. Walls are in fair condition with exposed conduit and other retrofitted equipment that detracts from functionality and aesthetics.
Typical corridor floors are vinyl composition tile (VCT) in fair condition. Most classrooms in the permanent wings of the building are one-third VCT and two-thirds carpet and are in fair condition. The carpet in the classrooms is 20 years old. Carpet in offices, and other smaller spaces is in good condition. The gym and stage flooring is a wood sports floor in fair condition. The kitchen has epoxy resin flooring in good condition.
Solid core wood doors are set in hollow metal frames and glazed side-lights. Original hardware is not code-compliant. Door/hardware systems are in fair condition.
Ceilings are a mixture of plaster, acoustical tile (ACT) of various sizes. Piecemeal replacements of ACT ceilings in corridors, classrooms and other spaces have occurred over time. The gym ceiling is ACT that has been damaged from physical education activities.
Built-in furnishing or storage in typical classrooms or other educational spaces is original and in poor condition. Countertops were replaced recently. The majority of window shades were added in 1995 and are in fair condition.
Toilet rooms have terrazzo floors and glazed tile walls in fair condition. Stairs are steel frame with pan-filled concrete treads, metal handrails and guardrails. Signage is minimal and in poor condition.
The telephone system was replaced in 1996 with limited handset telephones in fair condition. Intercom system and public announcements are limited. There is no master clock system.
There is no sprinkler system in the building.

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

The Hastings School provides a full public school elementary program to 430 students in Kindergarten through fifth grade. While the staff is able to provide all required programs, they are doing so in many inadequate spaces.

Hastings houses a district-wide special education program for students with profiles on the autism spectrum. There are currently over 30 students across all grades. The Intensive Learning Program (ILP) students are all integrated into general education classrooms for portions of the academic day. Assistants who support students require space in the general classroom for small group instruction. The two special education classrooms devoted to separate instruction for the ILP students are located in portable classrooms. One of the rooms has a calming space included in it, decreasing the square footage. Seven teachers share the two spaces, instructing over 30 students daily.

Hastings has 17 instructional classrooms in the permanent building serving children in grades kindergarten through grade five, excluding grade three and one class at grade two. Based on current enrollment, the school requires 21 general classrooms. One grade two classroom and three grade three classrooms are housed in outdated portable classrooms with three student toilets and no staff toilets for 80 students and over 15 staff. While the general classrooms are approximately 865 SF, the program requires larger sized classrooms for a district-wide ILP program.

The following programs are housed in inadequate spaces for the students at the school and the educational program adopted by the district.

The ELL classroom (approximately 120 SF) was created using make-shift walls in the lobby outside the cafeteria. Additionally, a shared conference room is being used for ELL instruction. The ELL program serves over 30 students.

Three special education teachers for children with mild to moderate special needs share one 865 SF space.

Three literacy teachers share a classroom in the portable wing.

The Book Room of 260 SF houses over 800 titles for Guided Reading, shared across all grade levels. The room is also used for psychological testing, literacy groups, and instrumental music.

Speech and language services, Guidance, School Psychologist, Social Worker, OT, and Math Specialist all provide services in windowless spaces with poor ventilation, heating and air quality. Many of these spaces have been created by placing partitions in larger spaces, with inadequate sound absorption for learning and/or privacy. The Psychologist/Social Worker space can only be reached by walking through the Speech and Language space, violating confidentiality.

The Art room is in the portable classrooms and is retrofitted with a sink without hot water. A corner of the Art Room has been allocated for a kiln and its ventilation system, further decreasing the instructional space.

The music room is approximately 860 SF and houses two types of percussion instruments, a full keyboard, and a partial set of risers for student seating. There is no space for instrumental music, which is part of the performing arts curriculum in grades four and five. Over 80 students participate in strings or wind lessons during the school day. There is no space for the grade five chorus of up to 90 students.

The library/media center is approximately 1,500 SF and houses a total of 23,013 books, and six computers for student and staff use. There is no storage for technology equipment, no work area for preparing titles and no circulation area.

The gym is approximately 3,520 SF and includes a stage (approximately 1,020 SF) that serves as PE storage. This is inadequate space to provide PE for the entire student population.

The nurse’s office is approximately 170 SF and is unhealthy when more that one sick child needs attention.

There is one small conference room in the school. It is inadequate for parent meetings with special education teachers, psychologist testing, instrumental music, ELL instruction, and lunch for small groups of ILP students and peers.

There is no dedicated space for the METCO social worker who counsels individuals and small groups of students.

There is no conference room for IEP meetings. Meetings take place in the office of the Evaluation Team Supervisors and must be scheduled to avoid overlapping between the two educators.

During MCAS, all small spaces are used for accommodations in testing required under student IEPs and 504 plans.

There is no dedicated space for the technology integration specialist.

The Teachers’ work-room and dining area share one space (160 SF), for over 90 staff members.

The main office is approximately 157 SF.

Storage units are in the hallways due to lack of space in classrooms. Cleaning supplies and machines are stored in the hallways.

The school provides extended day programming for over 100 children daily. The staff must set up and break their program on a daily basis.

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, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

• 17 general classrooms in the permanent building with an average size of 865 SF. While the general classrooms are @ 865 SF each, the general classrooms require larger classrooms due to the district-wide ILP program that is inclusionary. The ILP students have staff that work with them within the general classroom and therefore require additional space.

• 4 general classrooms in portable classrooms with average size of 825 SF.

• 2 portable classrooms @ 825 SF each are for the district-wide special education program for students with profiles on the autism spectrum. Started in 2000 with four kindergarten children, there are currently over 30 students across all grades and in multiple general education classrooms at each level. The Intensive Learning Program (ILP) students are all integrated into general education classrooms for large portions of the academic day. Assistants support the students and require space in the general classroom setting for small group instruction. The two special education classrooms devoted to separate instruction for the ILP students are in the portables. One of the rooms has a calming space included in it, decreasing the square footage available for instructional purposes. Seven teachers share the two spaces, instructing over 30 students daily.

• 1 ELL classroom @ 125 SF was created by building make-shift walls in the lobby outside the cafeteria. Two ELL teachers are needed to provide the mandated instruction. The second teacher works in a shared conference room with no storage. The ELL program serves and over 30 students.

• 1 Resource Room @ 865 SF. Three Resource Room special education teachers who teach children with mild to moderate special needs share this one space.

• 1 Literacy Room @ 825 SF. Three literacy teachers share a single classroom in the portable wing.

• 1 Book Room of 260 SF houses over 800 titles for Guided Reading, shared across all grade levels. The room is also used for psychological testing, literacy groups, instrumental music, and small group instruction.

• 2 Speech Rooms @ 143 SF

• 1 ETS Office/IEP Conference Room @ 256 SF - There is no conference room for IEP meetings so these meetings take place in the office of the Evaluation Team Supervisors and must be scheduled to avoid overlapping between the two educators.

• 1 Psychologist / METCO Social Worker Office @ 158 SF. Two staff and trainees share the same, small office.

• 1 OT Space @ 700 SF is shared with a calming room. There is no dedicated PT space in the school.

• 1 Math Coach + Small Group Instruction @ 450 SF.

• 1 Art Room in portable classroom @ 825 SF. The Art room is retrofitted with a sink without hot water. A corner of the Art Room has been allocated for a kiln and its ventilation system, making the instructional space even more crowded.

• 1 Music Room @ 864 SF. The music room houses two types of percussion instruments, a full keyboard, and a partial set of risers for student seating. There is no space for instrumental music, part of the performing arts curriculum in grades four and five. Over 80 students participate in strings or wind lessons during the school day. There is no space for the grade five chorus of up to 90 students.

• 1 Gymnasium @ 3,520 SF and includes a stage (approximately 1,020 SF) that serves as PE storage. This is inadequate space to provide PE for the entire student population.

• 1 Library @ 1,525 SF. The Library houses 19,278 titles and a total of 23,013 books, six computers for student research and staff use. There is no storage for technology equipment, no work area for preparing titles for circulation and no circulation area.

• 1 Cafeteria @ 2,880 SF.

• 1 Stage @ 1,025 SF in gym

• 1 Combined teachers' lounge and work-room @ 160 SF.

• 1 Health Room @ 169 SF. A single space with a lavatory. It is unhealthy when more that one sick child needs attention.

Speech and language services, Guidance, School Psychologist, Social Worker, OT, and Math Specialist all provide services in windowless spaces with poor ventilation, heating and air quality. In addition, many of these spaces have been created by provide partitions in larger spaces which do not provide adequate sound absorption for learning and/or privacy. One must walk through the Speech room to access the Psychologist/Social Worker Office, breaching confidentiality.

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).

Hastings School is 50,800 gross square feet (excluding portable classrooms) and even though every conceivable space is used for educational purposes it has a very low 77 net square feet per pupil average, which is significantly lower than the MSBA space guidelines of 106 NSF per pupil. This is due in part to creation of many spaces from closets, hallways, etc. which were not intended for program uses. Hastings School is over 100% utilized when taking into consideration the addition of the eight (8) portable classrooms and the conversion of spaces designed for storage, circulation and other non program uses to be actually utilized for program and student services needs.

The Hastings School is currently operating over capacity and is overcrowded in many classrooms. The School Committee works to maintain teacher/ students ratios of 1:18 at Kindergarten, 1:20 in Grade One, 1:22 in Grade 2 and 1:24 in Grades 3-5. Kindergarten enrollment is between 19 and 20 per classroom. All Grade 1 classes are at or over capacity.

The Hastings School hosts a district-wide special education program for students with profiles on the autism spectrum (Intensive Learning Program). Started in 2000 with four kindergarten children, there are currently over 30 ILP students across all grades and in multiple general education classrooms. The two special education classrooms devoted to separate instruction for the ILP students are in the portable classrooms. One of the rooms has partitions for a calming space, decreasing the square footage for instructional purposes. Seven teachers share the two spaces, instructing over 30 students daily. All Intensive Learning Program students are integrated into general education classrooms for portions of the academic day. Assistants support the students and require space in the general classroom setting for small group instruction.

Other special education and small group learning for ELL students in literacy, math, guidance, speech and language, instrumental music, school psychologist, METCO social worker, take place in substandard spaces of 118-450SF. In many cases, up to three teachers share an 864 SF classroom, creating distracting and inadequate learning environments.

The Health Room is 169 SF, so small that it is unhealthy to have two ill children in it simultaneously.

The Main Office is 157 SF, precluding any sense of welcome and ease of communication between the Administrative Assistant and the Hastings community.

The Teachers' Room is utilized for copying, storing teacher supplies, workspace for office staff and eating lunch.

The Art Room does not have space to store projects during completion. Students sit at tables so close together that it is difficult to move around the room to gather and clean up materials. There is no hot water.

The Music Room similarly does not have adequate space for the percussion instruments, keyboard and materials that are part of the LPS curriculum.

The cafeteria seating is accomplished by scheduling overlapping times so that two grade levels are in the room for part of each lunch. The cafeteria is at capacity, with 150 children in a room with poor acoustics no space to wait to be served in the kitchen area or to exit the room at the end of the seating.

In order to provide space for IEP meetings and an office for the Assistant Principal, the teachers' workroom was converted into two offices.

Eight office staff members share a space with the mailboxes, student record files, special education files and clerical machines: copier, laminator, fax machine.

There are no dedicated spaces for many parts of the elementary program. Instrumental music classes are held in the cafeteria, book closet, conference room, library, and stage. There is no dedicated technology space, or instructional space in the Library/Media Center for technology lessons.

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

The Department of Public Facilities (DPF) was formed in 2007 to insure consistent maintenance of the Town's assets. The DPF has standardized custodial tasks and developed a Preventative Maintenance Master Plan. The DPF utilizes web-based Maintenance Direct for managing work orders. DPF utilizes the work order system to manage a combination of preventative maintenance, planned maintenance, and customer requests. Work orders are initiated by building users and prioritized for completion. When the work orders are completed, the completed work ticket is routed to the facility coordinator, who completes and closes the work order in the system. The coordinator sends out a monthly report updating building administrators on the status of the work orders.

The DPF implemented a district wide mechanical preventative maintenance program beginning in 2009. This plan includes over 1,400 pieces of equipment in schools, with identified preventative maintenance tasks for each. The work is accomplished by in-house maintenance staff supplemented by contracted maintenance staff.

The Director of Public Facilities submits an annual operating budget to maintain buildings in their current condition and to operate the buildings efficiently. After review and modification, the budget is included in the Superintendent of Schools budget recommendation to School Committee. Final budget is approved at Town Meeting.

On an annual basis, DPF staff submit project recommendations for inclusion in the capital planning process. Staff continues to be involved in the process, and when projects are approved, they continue to be involved in the planning, design, and implementation of the projects. DPF maintains a 20 year Roofing Master Plan and has developed a 20 year building renewal plan for replacing facility mechanical equipment based on life cycle costing. This 20 year information is informative in developing the projects to be submitted into the annual capital planning process. Through this process, a five year capital plan is maintained, and projects are appropriate on an annual basis. Through this process several projects have been implemented at the Hastings Elementary School over the last five years to upgrade the building envelope of the portable classrooms, replacement classroom cabinetry, replace a section of PVC roof, install new playground equipment, convert the heating boilers from oil to natural gas, install staff bathrooms on the lower level, and to replace food preparation equipment in the cafeteria.

Priority 2

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

Hastings School has 430 students enrolled for FY14/15 in 50,800 gross square feet (excluding portables). While the school is well maintained, the aging facility cannot accommodate the programs currently offered at the Hastings School. This problem will continue to get much worse as the portable classrooms are well beyond their useful life expectancy and the elementary school population continues to increase at a rapid pace on an annual basis. The other five elementary schools in the District have been recently updated or replaced, but are at capacity and cannot accommodate the growing elementary student population. At the present time there is discussion of adding modular classrooms to other elementary schools in FY '16 in order to accommodate increased enrollment.

Lexington provides for its children with specific types of special needs by consolidating services at each of the six elementary schools. The district wide program housed at the Hastings School is the largest in the school system. One major advantage of the district wide special education programs in Lexington is that students receive their education in the least restrictive environment and in their home community. A very important component of the Hastings School educational program is to provide adequate and appropriate space for the district-wide Intensive Learning Program for students in grades K-5 with profiles on the autism spectrum. The students in the Hastings ILP program often work in the general education classrooms with support from additional teaching staff. The classrooms do not provide adequate space for the inclusive instruction that maximizes learning for this population. One unintended consequence from the instruction by multiple adults in the classrooms is added noise that districts other learners in the setting. In addition to the lack of general educational spaces for the entire school population, the ILP program started in 2000 with four kindergarten children and there are currently over 30 students across all grades K-5 at each grade level. The program continues to grow, as does the severity of needs of the students it serves. The ILP students are integrated into general education classrooms for portions of the academic day however the two special education classrooms devoted to separate instruction for the ILP students are in the portable classrooms. One of the rooms has a calming space included in it, decreasing the square footage available for instructional purposes. Seven teachers share the two spaces, instructing over 30 students daily and the need continues to grow. The District had a study performed by New England Center for Children to ensure the needs of the students are met so they may remain in district. If there continues to be a lack of space for the ILP program, the program will be inconsistent with federal and state laws. The District will then be required to place these students out of district, which is contradictory to the IEPs for these students. Every conceivable space is used for educational purposes.

The school has a 77 net square feet per pupil average, which is significantly lower than the MSBA space guidelines of 106 NSF per pupil. In addition, many educational spaces were not designed to be occupied and have been created from closets, hallways, etc. Hastings School is well over 100% utilized when taking into consideration the addition of the eight (8) portable classrooms, in addition to the conversion of spaces designed for storage, circulation and other non-program uses to be actually utilized for program and student services needs. The original school plus the 1959 addition does not have sufficient space to house the entire student population. The entire third grade and one second grade classroom are housed in the portable classrooms. The District-wide ILP is housed in the portable classrooms. The Art Room is housed in a portable classroom. The portable classrooms by definition are to serve a temporary need and their useful life is between 10 – 20 years. The portable classrooms installed in 1995 have exceeded their useful life. In addition, the other used portable classrooms installed in 2000 are beyond their useful life. The District is faced with making a decision to spend money to maintain them, replace them or to create additional permanent space at the Hastings School. Between 2009 and 2015 elementary enrollment in Lexington has grown by 347 students (Five-year Enrollment Forecasts for the Lexington Public Schools, December 2014, p.2). The size and speed of enrollment growth was unanticipated. The Superintendent of Schools enlisted the expertise of Lexington citizens uniquely qualified to analyze the town's population and formed the Enrollment Working Group (EWG). The EWG reviewed Lexington's past enrollment forecasts and concluded that the cohort survival method of data collection that had been used previously did not accurately forecast future enrollment growth, since it did not account for the large increase in apartments since 2008. The EWG analyzed the number of housing units in the Town, the percentage of housing units occupied by families with children in the

Lexington Public Schools and the average number of students in housing units with at least one student. From a review of the Town's data, the EWG concluded that by 2020 enrollment could rise by 56% in apartments and 38% in single-family homes in Lexington. The EWG also found that elementary enrollment projections beyond five years were unreliable. Their data indicated a wide spread of elementary growth with between 260 and 527 students over the next five years. After evaluating the enrollment projections for the next five years, it is clear that enrollment will continue to increase across the district and that this is not a temporary situation. Therefore the most prudent and economically viable solution is to create additional permanent space at the Hastings School.

Priority 2

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

The existing and future overcrowding problem is at Hastings as well as in the other schools District-wide. The Lexington School Committee and the Town have responded to overcrowding in the elementary schools by renovating or rebuilding five of the six K-5 school buildings in the last ten years. Harrington (2005), Fiske (2007) and Estabrook (2014) are all new buildings. Bowman and Bridge completed renovations in 2013 that provided additional and updated spaces and systems in order to align with the district's educational programming and population growth. Given recent enrollment increases and eight obsolete modular classrooms at Hastings, the prior projects do not satisfy the existing or the future overcrowding issues. Hastings School has been identified as part of the District-wide solution to address the existing overcrowding needs. The Hastings School is currently operating over capacity and is overcrowded in many classrooms. The School Committee works to maintain teacher/ students ratios of 1:18 at Kindergarten, 1:20 in Grade One, 1:22 in Grade 2 and 1:24 in Grades 3-5. Kindergarten enrollment is per classrooms is between 19 and 20. Grade One classes are currently at or over enrollment guidelines.

Overcrowding at the Hastings School often impacts the oversight of the educational program there. The Principal and Assistant Principal frequently vacate their offices for instrumental music, special education meetings, confidential conferences with parents, or testing sessions. The Hastings School hosts the district wide special education program Intensive Learning Program (ILP). The program's population continues to increase in size and service needs on an annual basis. There are two substantially separate special education classrooms devoted to separate instruction for the ILP students that are located in the portable classrooms. One of the rooms has partitions for a calming space, and Behavior Specialist office, decreasing the square footage for instructional purposes. Seven teachers share the two spaces, instructing over 30 students daily. Other special education and small group learning spaces such as literacy, math, guidance, speech and language, ELL, school psychologist and a METCO social worker take place in substandard spaces between 118 SF and 450 SF. In certain cases, up to four teachers share an 864 SF classroom. The Teachers' Dining space has been combined with a Work Room, which is utilized for copying, storing teacher supplies, and a workspace used by office staff while other staff members are eating lunch. The student cafeteria seating is accomplished by scheduling overlapping times so that two grade levels are in the room for part of each lunch. The cafeteria is at capacity, serving 150 children in a room with poor acoustics no space to wait to be served in the kitchen area or to exit the room at the end of the seating. In order to provide space for IEP meetings and an office for the Assistant Principal, the single space was converted into two offices. Eight office staff members share a space with the mailboxes, student record files, special education files, and clerical machines such as a copier, laminator, and fax machine. Because there are no dedicated spaces for many parts of the elementary program, instrumental music classes are held in the cafeteria, book closet, conference room, library, Principal's Office, and stage. In addition to the above stated measures, the district provided the Hastings School eight (8) portable classrooms. However, the portable classrooms: four (4) were installed in 1995 and the other four (4) were installed in 2000 have outlived their useful lives. All of these measures no longer satisfy the current overcrowding issues. The District is now faced with temporary facility solutions that have exceeded their useful life, Individual Educational Plans that continue to require additional individual needs, and general instruction spaces that require updating. The Town of Lexington is working to develop short- and long-term solutions to the continued enrollment growth at the elementary schools, recognizing the long-range impact on the middle and high schools as well.

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.

The Town of Lexington's school population continues to grow. There is a range of housing stock from rental units to single family homes. New home building continues in the town, adding properties and increasing school enrollment numbers. In addition, the EWG found that "virtually all the increase in enrollment from 2003 and 2013 could be attributed to the growth in the number of students living in apartments". (Five-year Enrollment Forecasts for the Lexington Public Schools, December 2014, p. 3) Current enrollment projections indicate that the Lexington Public Schools need additional classrooms beginning in 2014-2015. Even with the new buildings, renovated buildings, and portable classrooms, our student population is out-pacing our available space at the elementary level. The District added 477 students since 2010. When the eight portable classrooms at Hastings come off-line, there will be a significant impact to the delivery of the educational program. The entire third grade, one second grade and ILP program are housed in the portable classrooms in addition to the Literacy room and the Art classroom. Even with the use of the portable classrooms, the educational program suffers as current effective teaching practices and special education instruction in the least restrictive environments demand classrooms in which students can work in small groups under the guidance of an adult.

The classrooms at Hastings are undersized and overcrowded, creating distracting and nonfunctional learning environments. Children and adults have difficulty concentrating, and student learning is compromised. The small pull-out instructional spaces do not have adequate ventilation, daylight and sound absorption making them far less beneficial to the students that require these services the most. In some cases, students and adults must walk through one room to access another, violating student confidentiality. Materials are poorly stored in the rooms or are inaccessible when needed. Technology is cramped and underutilized or on a cart that must be moved from room to room to access. Administrative, guidance, technology, and other staff members do not have the adequate space and privacy needed to implement the expected educational program in the district. Often staff must leave their space so others may discuss confidential information. Mechanical, electrical and plumbing systems are original and not up to current code. Ventilation is below standard and due to reconfigured spaces to meet program needs some spaces are lacking proper ventilation. When the weather is hot, students in the seven upstairs classrooms leave their learning environment and work in other spaces that have air conditioning. They often sit on the floor in the hallways in the temporary modular wing, in the overcrowded library, or in the Principal and Assistant Principal's Office. Instruction is compromised because the spaces cannot accommodate the educational material needed to most effectively implement the lessons. The inefficient boilers affect the comfort level of teachers and children. Heat is uneven. Some rooms are too hot, while other rooms are too cold. There is no sprinkler system. All of the systems in the building are past their useful life affecting comfort and security as well as teaching and learning.

Please also provide the following:

Cafeteria Seating Capacity:	156
Number of lunch seatings per day:	6
Are modular units currently present on-site and being used for classroom space?:	YES
If "YES", indicate the number of years that the modular units have been in use:	20
Number of Modular Units:	8
Classroom count in Modular Units:	8
Seating Capacity of Modular classrooms:	25

What was the original anticipated useful life in years of the modular units when they were installed?: 10

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: 13

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

Special Education and small group instructional spaces have been created from circulation space. Other special education and small group instruction spaces have been created by partitions from one general classroom. These spaces specifically include:

- (1) ELL @ 118 SF of space created from a corridor and a second space in a shared conference room.
- (2) Speech classrooms @ 143 SF and 158 SF of space created from a corridor.
- (3) Resource Room partitioned from (1) 865 SF with 5-6 students in each quadrant simultaneously
- (1) Quite Room notched out of the OT room
- (2) Special education Psychologist and METCO social worker share 158 SF of space created from a corridor.
- (1) Guidance @ 181 SF
- (2) ETS coordinators share IEP space @ 256 SF
- (1) conference room made from cafeteria storage shared by over ten staff members

These are sub-standard spaces for the most needy students requiring the least distractions for special instruction.

Please explain any recent changes to the district's educational program, school assignment polices, 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).:

None

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

If any classroom exceeds the class size guidelines listed below on or after October 1st, 10 hours a week of assistant time is provided for the class. Kindergarten: 18-20, Grade One: 20-24, Grade 2: 22-24 Grades 3-5: 24-26 students Should a class exceed the maxima by 20% or more, the class is split into two rooms.

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.

Constructed in 1955 the mechanical system with steam distribution is original to the building and past its normal useful life. The 1995 boiler is energy inefficient to today's standards and there are minimal automatic temperature controls. Plumbing fixtures are original and are not water conserving. The electrical service is marginally adequate, the distribution system especially for classrooms, cannot provide the power for daily use including technology requirements. The entire electrical power, lighting and communication systems fall short of users needs. The original unit ventilators in the classrooms do not support creating an environment suitable for education. The unit ventilators generate significant noise from a high air volume discharging directly in the vicinity of students. In addition, the operation of the steam system can add additional noise from poorly operating traps and valves. The steam system with pneumatic controls operates inefficiently during the winter months and is incapable of controlling the indoor environment during warm school days.

Priority 5

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

The 2009 Master Plan Report identified work that was necessary at the Hastings School to address system obsolescence and address building code issues. This work was valued by the engineers at $5.4 Million. The 2009 Master Plan Report also identified work that needed to be done at three other elementary schools, and the 10 Year Facility Master Plan scheduled the Hastings project to begin after the other three elementary schools. Since 2009 the district has employed a preventative maintenance program that is designed to extend the useful life of mechanical equipment. Each piece of equipment is inspected, cleaned, and tested for proper operation on a schedule. The School District also committed to continue to fund projects at the Hastings School until a major project could be considered. In 2010 over $100,000 was provided to upgrade the building envelope of the portable classrooms and prevent moisture migration. An additional $40,000 was appropriated to replace classroom sink base cabinets and counter tops that had warped and separated from water damage and age. In 2011 additional funding was provided to upgrade the playground ($90,000) and add window screens ($25,000) to improve classroom ventilation. During 2012 the steam boilers were converted to natural gas for improved reliability and energy savings ($45,000), lower level staff bathrooms were added ($87,000) and in 2013 the cafeteria kitchen experienced a $75,000 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.

The School District is committed to an inclusive special education program, and as a result many classrooms include students with hearing impairment and/or may require other accommodations. The operation of the unit ventilator heating and ventilation system has presented challenges for following the district's educational program. The district facility staff design and installed a "silencer" on top of a unit ventilator to reduce the noise level in a classroom. In another classroom, facilities installed a window air conditioner to better control the classroom environment for a student. These "solutions" do not meet the overall classroom environmental conditions expected for elementary education. All other five elementary schools in Lexington have energy efficient energy recovery ventilation and are able to control the classroom indoor environment. With the steam heated unit ventilators in the classrooms, we will continue to experience high noise levels from fan noise, steam operation, and the closeness of the units to students. In addition, the control system and unit ventilators' obsolete technology do not adequately control ventilation and indoor room temperature for all students.

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.

The existing facility systems due not adequately maintain an educational environment that can support the district's inclusive educational program. Through building three (3) new elementary schools in the previous decade, and renovating two (2) other elementary schools, Lexington has five elementary schools that can control the educational environment for temperature, ventilation, light, and acoustics within norms for learning. The remaining elementary school, Hastings, cannot sustain the same environment through out the school year. The classrooms can be noisy due to the unit ventilators placed within the educational space, temperatures fluctuate due to the unreliable pneumatic controls and inability to cool and dehumidify spaces, and the noisy unit ventilators are the only source of ventilation. Replacing these obsolete systems will enable the district to provide the same quality of educational environment for all of the districts elementary students.

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):
Garcia, Galuska, and DeSousa (GG&D) Engineers

The date of the inspection: 3/12/2009

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

The Garcia, Galuska, and DeSousa Engineers submitted an evaluation of the Maria Hastings Elementary School Mechanical, Electrical and Plumbing systems. The report was an appendix to the Design Partnership of Cambridge 2009 preK-12 Master Plan dated March 12, 2009 The report listed extensive replacement needs at the school:

- The existing fire alarm control panel, Edwards EST LSS1, is early 1990's vintage, has reached the end of its life.
- In light of the building not being sprinklered it is recommended that additional smoke and heat detectors be provided for full coverage of the facility.
- Strobes should be synchronized to meet ADA.
- The normal/emergency lighting system should be tested by simulating a power failure and confirming that adequate emergency lighting exists in egress ways and other large spaces where required.
- Additional emergency lighting should be added where required including on the exterior at exit discharge doors.
- Provide occupancy sensors to turn lights off in classrooms, toilets, offices, gym, etc. to save energy when spaces are unoccupied.
- Provide full coverage of exit signs where required for safe egress out of the facility.
- Repair seals and venting of the sewage ejector to eliminate the sewer smell in the building.
- A new gas fired water heater along with a thermostatic mixing valve that will supply 120 degree F. hot water to the building.
- In approximately five years (2014) the heating plant will be at the end of its serviceable life therefore, within that time frame we recommend the installation of (2) new gas fired boilers with modulating gas for energy savings.
- A new domestic 140 degree F. hot water and hot water re-circulating piping system will be included to supply the kitchen needs.
- All plumbing fixtures will be replaced with new water conserving type fixtures capable of saving approximately 30% of overall water usage of the building.
- All unit ventilators will be replaced with hot water unit ventilators reusing CO2 demand ventilation controls.
- All steam piping will be removed and a new schedule 40 black steel hot water system will be installed.
- Provide a direct digital control system with internet access and colored graphics.

- Replace all air handling units serving the Kitchen, Cafeteria, Art/Teachers Work Room, Media Center and Administration Area.
- Replace all exhaust fans and internally clean exhaust ductwork.

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 Lexington parent community expects that the full programmatic needs of their children will be provided in each elementary school. As a result, the Hastings School offers everything that the other five elementary schools provide but in compromised spaces. Our school community has utilized every possible teaching space in the building, dividing rooms in order to create spaces for small group learning, using the same space for multiple purposes across the school day, and requiring flexibility and creativity on the part of our students, staff members and families. In short, all programs are available; however all programmatic spaces are undersized. In addition, many program spaces have inadequate daylight, ventilation and proper acoustics required to deliver the programs in the spaces. The crowded classrooms are noisy and put pressure on both the students and teachers. The detailed descriptions of all the shortcomings at the facility are addressed throughout the SOI. In summary, the original Hastings School was built 58 years ago in a different era with a different educational model. The existing Hastings School does not support the current educational program with the required small group instruction, inclusionary programs, special education staff and support needs for the students that attend the school, let alone respond to the educational needs of the future. This, coupled with the eight (8) portable classrooms that are beyond their useful life, presents unprecedented challenges at the Hastings School.

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.

The school district has included the Hastings School in its Master Plan and is moving forward with the SOI in order to mitigate the overcrowding, health and safety, and educationally inequitable issues at the school. By moving learning spaces, using the same room for multiple purposes, dividing spaces so that multiple teachers can use one room, adjusting schedules, the Hastings School provides a similar educational program to that offered in the other five elementary schools. The building does not effectively and efficiently serve the educational needs of the neighborhood or the town as a whole.

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.

Classrooms spaces are all below MSBA guidelines. Additionally, the Hastings School serves a district-wide cohort of over 30 students with profiles on the autism spectrum (Intensive Learning Program: ILP). The students are able to access the general education curriculum in the larger classroom setting, with support from additional adults. As a result, 11/21 classrooms have a classroom teacher as well as special education teachers and/or one or two assistants working with small groups throughout the day. The classroom sizes do not support the needs of this highly effective program offered in the least restrictive environment as mandated by IDEA. Most classrooms do not have space for a classroom meeting, which then requires teachers to move furniture daily in order to create seating for the whole class. Rooms have little storage for the multitude of materials used to implement the core educational program. Valuable learning space in the classrooms is utilized for storing learning materials that are used every day. The Health Room cannot provide a safe germ-free space for more than one ill child at a time. The English Language Learner teacher works in a space created in the lower lobby that is visually separated, but very noisy with every child traveling to recess and lunch outside its makeshift walls. The second ELL teacher shares a conference room with ten other teachers. Three special education classrooms (one Resource Room and two for the ILP students) are shared spaces where four special educators, speech, BCBA, and many assistants meet in the same room with students who need decreased distractions in order to learn. The Literacy teachers also share a space with three teachers and multiple small groups of students meeting in the same room. The Two Speech and Language spaces are in rooms that have inadequate ventilation and size for small group instruction. The School Psychologist and Social Worker share a space that is only accessible when walking through the Speech room, eliminating all confidentiality. The Guidance Counselor works in a space that is inadequate in size and ventilation. All four spaces described above grow mold and mildew in warm humid weather, requiring remediation and frequent replacement of damaged materials and supplies. There is no multi-purpose room and no space for the teachers to meet for Faculty Meetings. Bathrooms: There are two student bathrooms downstairs in main building with a total of four stalls and six urinals for boys, and five stalls for girls. In the portable wing serving 80 students, there is one bathroom for boys with one stall and one urinal, and two stalls in the bathroom for girls. Upstairs there are two bathrooms that serve the seven classrooms: one for boys with two stalls and five urinals, and one for girls with three stalls. There are six adult bathrooms in the building for the staff of 90. Two were recently built by reconfiguring the entrance to the cafeteria. The new bathrooms serve over 50 adults who work on the bottom floor of the school. The remaining bathrooms are located at the end of the upstairs corridor away from all classroom spaces.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If the SOI is being submitted by 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 the SOI is being submitted by 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**
Carl Valente	Jessie Steigerwald	Paul Ash
Town Manager		
(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.