Massachusetts School Building Authority

School District Northborough

District Contact Charles Gobron TEL: (508) 351-7000

Name of School Lincoln Street

Submission Date 1/25/2011

Note

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

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

Potential Project Scope: Renovation/ Addition

Is this SOI the District Priority SOI? YES

The MSBA ID for the District Priority SOI: 2011 Lincoln Street

District Goal for School: Please explain the educational goals of any potential project at this school

Originally constructed in 1965, the Lincoln Street School is a 43,400 gross square foot facility on a single level located on a 7.5 acre site. During the post World War II baby boom, the Town of Northborough responded to its population growth by building several schools in rapid succession. An unfortunate result of this is that these schools are of the same approximate age and have approached the need for renovation at the same time. The Lincoln Street School has been identified as the district's priority. While maintained over the years, the majority of the facility's building systems and components are nearing end of life expectancy. The goal of the district is to modernize and expand Lincoln Street School to a condition that rectifies current deficiencies and satisfies projected future requirements for educational programs and student enrollment. The Lincoln Street School provides a comprehensive educational program designed to support state standards. Components of this program are extremely challenged and in some cases inadequate due to space limitations. Special education instruction, literacy programs, mathematics, ELL intervention, the media center, the computer laboratory and the fine arts program are struggling in compromised, undedicated spaces. Additional space is required to advance the development of these programs to meet our goals in the spirit they were intended. We will recognize that the district vision for our school is attained when the following indicators are present in the school facility: • Students have space to engage in small group critical thinking, creativity and problem solving and opportunities to share thinking with peers & adults in all academic spaces; • Efficient and effective space is

available to differentiate instruction so the needs of struggling, average and advanced learners can be met simultaneously in an inclusive setting; • Instructional space has the electrical and networking capacity necessary to effectively integrate technology into curriculum and engage students in a digitally literate learning environment; • Students have available to them a state-of-the-art library/media center that they can have space to investigate essential questions and a space that reflects the value of information and literacy in the 21st century; • Students have a multipurpose instructional learning lab that has the electrical, networking and scientific capacity necessary for students to participate in multi-content inquiry designed to address and evaluate skills and strategies critical for success in the 21st century (creativity & innovation, flexibility & adaptability, social & cross-cultural skills, leadership & responsibility, appreciation for diversity, global awareness, civic literacy, health literacy, productivity & accountability); • Professional space is available for teachers to participate in collaborative learning exercises that research has demonstrated significantly increase student achievement; • Space is available for parent learning, participation, and volunteering.

District's Proposed Schedule: What is the District's proposed schedule to achieve the goal(s) stated above?

With the submission of the refreshed Statement of Interest to the MSBA in January 2011, the district is committed to Lincoln Street School as their top priority. Following an invitation to collaborate with MSBA, a funding request for the feasibility study will be brought forth to town meeting for approval. April 2011 is the next regularly scheduled town meeting date for the Town of Northborough.

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 10/29/1998

Planning Firm: Alderman & MacNeish

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:

In 1998, the Northborough Public Schools contracted with Alderman & MacNeish Architects and Engineers from West Springfield, MA to provide a School Facilities Study for two of the district's elementary schools (Lincoln Street School and Peaslee School) and one middle school (Melican Middle School). The district has two additional elementary schools (the Proctor School originally built in 1956 and the Zeh School originally built in 1951) that have been modernized through addition/renovation projects during the mid 1990's. The purpose of the facilities study was to provide a comprehensive analysis of the remaining three original facilities and identify recommended options for meeting the educational space requirements through the next decade. The areas assessed included architectural, HVAC, plumbing, electrical, and fire protection. The existing conditions, both physical and educational deficiencies, and recommendations were noted. In an effort to address both the short-term and long-term space and facility issues identified, a Feasibility Study Committee was established by the Northborough School Committee in 1998. A Final Report of this Committee to the School Committee was presented in February 2000. This report identified facility deficiencies in the three schools as well as program space inadequacies and recommended a phase-in of the renovations in order to minimize tax impact to the community. At the same point in time, changes were taking place at the local town level and the state level. A renovation/addition project for the regional high school was approved by voters and a debt policy was formalized by Northborough town officials. Additionally, the state began its process of re-vamping the school building assistance program and a moratorium was put in place on accepting applications for new projects. Due to these local and state changes and the overall weakening condition of the economy, action on the facilities study was put on hold. Over the past ten years, however, the community has been able to address some of the deficiencies noted in the report through capital projects. With the onset of the new school building authority and the need to move forward with addressing the identified infrastructure and programmatic needs of the three buildings, the district has prioritized the needs at the Lincoln Street School.

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: 19 students per teacher.

Is there overcrowding at the school facility? YES

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

Lincoln Street School is a 43,400 square foot facility built in 1965. It was not designed to house the expanded education programs that exist today. These programs include special education inclusion, speech, occupational and physical therapy, technology and library/media. Other programs originally part of the 1965 design such as physical education, art and music have been relocated or modified in order to make room for the full range of educational programming that exists today. Specific examples include:
- Special education classes are in converted storage and teacher conference areas
- Literary support and testing of students for reading fluency and other reading assessments are periodically conducted in the hallway
- English language learner services are delivered in a converted storage room
- The music program no longer has dedicated classroom space. The choral and instrumental programs are conducted on the stage in the cafetorium.
- The art program only has dedicated classroom space when enrollments allow. When necessary, art instruction is conducted in a retrofitted teacher workroom that is 560 square feet.
- The facility was not designed and built to house a K-5 technology program. The technology lab is a converted locker room that does not have the appropriate electrical and air handling.
- The library/media center is located in a converted locker room that does not have the appropriate electrical and air handling or space requirements. There is no room for book expansions, additional purchases or for student work tables.

Has the district had any recent teacher layoffs or reductions YES

If "YES", how many teaching positions were affected? 5
At which schools in the district? Lincoln Street School, Peaslee School, Zeh School, Proctor School
Please describe the types of teacher positions that were eliminated(i.e art, math, science, physical education, etc.):

Classroom teaching positions

Has the district had any recent staff layoffs or reductions YES

If "YES", how many staff positions were affected? 6
At which schools in the district? Lincoln Street School, Peaslee School, Proctor School, Zeh School, Melican Middle School
Please describe the types of staff positions that were eliminated(i.e guidance, administrative, maintenance, etc.):

4 special education aides 2 custodian positions

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

The loss of 5 classroom teaching positions resulted in an increase of class sizes in our elementary schools. A number of classes are greater than the desirable class size of 16 to 22 sudents. The loss of 4 special education aides resulted in less individualized assistance provided to students in our inclusion classrooms. The loss of 2 custodians resulted in the elementary school buildings closing at 6:00 p.m. each day.

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

The FY2011 budget process began in October 2009. The steps in the budget process included preparation, submission, adoption, implementation and evaluation. Budget development was as follows: - Principals prepared their budget requests with the advice of team leaders and other staff - Staff submited program change proposals and/or other ideas - Principals reviewed and compiled requests to address program needs - Principals compiled staffing requests based on enrollment projections and changes - A justification sheet accompanied every request for new programs, additional staffing, and/or capital projects - Principals met with the Superintendent prior to including new programs or additional staffing in their budget - Principals brought any new items that affected the building and grounds to the Facilities Supervisor and Business Director for input - Technology requests were made in accordance with the districtwide Technology Plan and reviewed by the Technology Director - The Superintendent and Business Director received and internally reviewed budget requests from the schools - In order to bring forward a budget that met the current fiscal environment, a number of personnel reductions were necessary. These reductions are outlined in the recent teacher/staff layoff information above. - The budget request recommended by the Superintendent as a

result of the review process was then distributed to the School Committee in December - The School Committee reviewed and recommended the budget as submitted to the Town Administrator and Appropriations Committee - The School Committee held a formal budget hearing where the budget was reviewed line by line - Meetings were held with the Appropriations Committee - The School Committee adopted a final budget figure for presentation at the annual town meeting - Town Meeting voted and approved the FY2011 budget in April 2010.

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 Lincoln Street School was constructed in 1965 and encompasses an approximate area of 43,400 gross square feet on a single level and is located on a 7.5 acre site. The building structure is steel frame with masonry in-fill walls and exterior face brick veneer. Interior finishes include vinyl roll, vinyl asbestos tile, ceramic tile, wood gym flooring, and quarry tile as well as exposed concrete flooring, structural glazed tile and concrete block walls, and plaster, acoustic tile and lay-in acoustic tile (LAT) ceilings. Interior doors are glazed and flush solid core wood in hollow metal frames. Exterior doors were replaced in 2004. Windows are the original operable sash, in aluminum frames. Asbestos containing building materials are present in the form of pipe fittings and vinyl asbestos tile flooring throughout the majority of the facility.

The Lincoln Street School heating system consists of a two zone hydronic (hot water) system, with main three way mixing (tempering) valve, serving classroom and cafetorium unit ventilators, gymnasium air handling unit, baseboard radiation, convectors and unit heaters. The heating plant consists of one of the original H.B. Smith 450 mills cast iron boilers and a Smith Boiler Series 28A cast iron boiler installed in 1997. Both boilers were outfitted with a gas fired Webster Cyclomatic Burner installed in 1997. The original underground oil storage tank has been removed. Ventilation systems consist of the following: each classroom has a unit ventilator with operable outdoor air intake, and a unit exhauster and central ducted exhaust from the storage closed designed to balance ventilation air; the cafetorium has four unit ventilators with operable outdoor air intakes balanced by cafetorium wall exhaust fan and ditch dishwasher and cooking hood wall exhaust fans; the gymnasium has its own air handling system comprised of air handling unit, with outdoor air intake and roof mounted space exhaust fan. The exhausters were overhauled in 1999 and the pneumatics were upgraded in 2005. The original boys locker/shower room has been converted to a computer classroom and the girls locker/shower room has been converted to a library. These two rooms are each served by a unit ventilator with outdoor air intake and a space roof mounted exhaust fan. The toilet rooms have ducted exhaust systems to roof mounted fans. The temperature control system is the original pneumatic system with central control panel located in the boiler room, containing main building programming and timing functions.

The plumbing system is original and is comprised of wall hung china plumbing fixtures, insulated copper domestic water distribution piping, combination of cast iron, copper and galvanized storm soil, waste and vent piping. The building is served by a 4” domestic water entrance with a 2” meter and a 3” interior building main. The building hydronic boilers and domestic hot water heater are fired by natural gas. The 500 gallon storage tank with a water to water heat exchanger can generate hot water utilizing the boiler or by the gas-fired heater. The building hot water system is equipped with mixing valves and recirculation pumps. The building sanitary system is handled by a sub-surface disposal system consisting of a 14,500 gallon septic tank and leaching field. The existing system has been inspected and approved by Title V. Since 2006 town sewerage has been available to the school in the event of failure of the current septic system. The school kitchen is equipped with all electric appliances, dishwasher with booster heater and grease traps.

The existing power service is rated for 800A 120/208 Volt 3 Phase 4Wire. Power is derived from utility power company via transformers in a vault. Secondary distribution is with panelboards. Circuitry for the complete power distribution system is maximized. There is no generator. The emergency lighting is powered through a battery bank and charger lighting system. The majority of the lights in the building are surface mounted fixtures retrofitted in 2004 with mainly T-8 lamps and associated ballast. Gymnasium lighting has been retrofitted to T-5 lamps. Cafetorium has also been retrofitted with T-8 lamps. The power outlet provision is inadequate for an elementary school application. The telephone, bell and clock systems were replaced with an integrated system in 2006. The existing fire alarm system has been updated with new horn/strobes and pull stations to meet minimal compliance. Data network is run throughout the school with a minimum of two drops per room. The building is not equipped with a fire protection system.

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

43400

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 (maximum of 5000 characters).:

Lincoln Street School is a 43.400 square foot elementary school and is located on a 7.5 acre site. The driveway and parking area has very restrictive access/parking for bus and parent drop off and pick up. There are no existing site conditions to hinder an addition/renovation project.

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

The building structure is a steel frame with masonry in-fill walls and exterior face brick veneer. The windows are the original operable sash in aluminum frames. The windows are single pane and represent an area of significant heat loss. The entire roof was replaced in 2008. The roof is steel/slanted and flat roof built up.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS ?: NO
Year of Last Major Repair or Replacement: 1965
Description of Last Major Repair or Replacement:
n/a

Has there been a Major Repair or Replacement of the ROOF?: YES
Year of Last Major Repair or Replacement: 2008
Type Of ROOF Type – EPDM metal slanted roof and flat roof built up
Description of Last Major Repair or Replacement:
Due to the unanticipated rapid rate of deterioration of the Lincoln Street School roof, the entire roof was replaced in 2008.

Has there been a Major Repair or Replacement of the WINDOWS?: NO
Year of Last Major Repair or Replacement: 1965
Type Of WINDOWS single pane
Description of Last Major Repair or Replacement:
Windows are all original with broken glass repaired as necessary.

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 Lincoln Street School heating system consists of a two zone hydronic (hot water) system, with main three way mixing (tempering) valve, serving classroom and cafetorium unit ventilators, gymnasium air handling unit, baseboard radiation, convectors and unit heaters. The heating plant consists of one of the original H.B. Smith 450 mills cast iron boilers and a Smith Boiler Series 28A cast iron boiler installed in 1997. Both boilers were outfitted with a gas fired Webster Cyclomatic Burner installed in 1997. The original underground oil storage tank has been removed.

The hydronic heating piping system has experienced numerous problems due to deterioration and water treatment. The longevity of the system is questionable and future operation will require considerable maintenance. The original cast iron boiler has exceeded its typical life expectancy of 30 to 35 years.

Ventilation systems consist of the following: each classroom has a unit ventilator with operable outdoor air intake, and a unit exhauster and central ducted exhaust from the storage closed designed to balance ventilation air; the cafetorium has four unit ventilators with operable outdoor air intakes balanced by cafetorium wall exhaust fan and ditch dishwasher and cooking hood wall exhaust fans; the gymnasium has its own air handling system comprised of air handling unit, with outdoor air intake and roof mounted space exhaust fan. The exhausters were overhauled in 1999 and the pneumatics were upgraded in 2005. The original boys locker/shower room has been converted to a computer classroom and the girls locker/shower room has been converted to a library. These two rooms are each served by a unit ventilator with outdoor air intake and a space roof mounted exhaust fan. The toilet rooms have ducted exhaust systems to roof mounted fans. The temperature control system is

the original pneumatic system with central control panel located in the boiler room, containing main building programming and timing functions.

The classroom unit ventilators and unit exhausters have exceeded their life expectancy of 20-25 years and show signs of wear and tear. The toilet exhaust systems do not meet current code ventilation requirements. The main office area does not meet current code ventilation requirements. The computer lab heating and ventilation system does not provide for humidity control or air conditioning. The gymnasium air handling system is operating with extremely low air flow due to the hot water coil fans being flattened. As a result, the heating is inadequate. The area off the cafetorium, which has been converted to individual offices from the original single open space, does not meet code ventilation requirements and its single zone temperature control is inadequate. The kitchen exhaust system, hood, ducting and fan, does not comply with code. While the pneumatic control system has been upgraded, it does not meet today's standards for energy management and individual room programming control.

The existing power service is rated for 800A 120/208 Volt 3 Phase 4Wire. Power is derived from utility power company via transformers in a vault. Secondary distribution is with panelboards. Circuitry for the complete power distribution system is maximized. There is no generator. The emergency lighting is powered through a battery bank and charger lighting system. The majority of the lights in the building are surface mounted fixtures retrofitted in 2004 with T-8 lamps and associated ballast. Gymnasium lighting has been retrofitted to mainly T-5 lamps. Cafetorium has also been retrofitted with T-8 lamps. The power outlet provision is inadequate for an elementary school application. The telephone, bell and clock systems were replaced with an integrated system in 2006. The existing fire alarm system has been updated with new horn/strobes and pull stations to meet minimal compliance. Data network is run throughout the school with a minimum of two drops per room. The building is not equipped with a fire protection system.

The existing electric installation arrangement and location of all main distribution equipment does not comply with current code requirements. The complete power system is inadequate for any addition/renovation. Much of the existing equipment is outdated. The emergency lighting system is inadequate to meet present code requirements. The existing data network is functional, however in many areas the cabling should be rerouted to allow for proper protection and installation.

Has there been a Major Repair or Replacement of the BOILERS?: YES
Year of Last Major Repair or Replacement: 1997
Description of Last Major Repair or Replacement:
One of the two original boilers was replaced in 1997. The remaining original boiler (1965) provides a back up to the heating system. The 1997 replacement boiler is not equiped with digital controls or monitoring.

Has there been a Major Repair or Replacement of the HVAC SYSTEM ?: YES
Year of Last Major Repair or Replacement: 2006
Description of Last Major Repair or Replacement:
The pneumatic controls were upgraded in 2006 and the exhausters were overhauled in 1997. The upgraded controls are manually operated.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM?: YES
Year of Last Major Repair or Replacement: 1997
Description of Last Major Repair or Replacement:
The underground feeder was replaced in 1995. Distribution to classrooms of two circuits each were added for technology purposes in 1997. The current status of the building's electrical panels is full with no available space for additional equipment.

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 interior finishes of the Lincoln Street School include vinyl roll, vinyl asbestos tile, ceramic tile, wood gym flooring, and quarry tile as well as exposed concrete flooring, structural glazed tile and concrete block walls, and plaster, acoustic tile and lay-in acoustic tile (LAT) ceilings. The gymnasium wood floor is in good condition. Most classrooms are 9x9 asbestos floor

tile. The hallways and some classrooms have been abated and 12x12 VCT tiles were installed. The bathrooms are ceramic tile. The cafetorium is vinyl/asbestos sheet vinyl. The ceilings are mixed 2x4 drop in tiles and 12x12 tiles. The lighting is original fixtures that have been re-lamped and re-ballasted. Interior doors are glazed and flush solid core wood in hollow metal frames. Asbestos containing building materials are present in the form of pipe fittings and vinyl asbestos tile flooring throughout the majority of the facility.

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

Pre-school: Students are serviced in another school within the district due to space limitations.
Regular education: Components of the academic curriculum are a challenge to carry out in the existing learning environment. Due to limited location of storage for curriculum materials, student lockers, sinks and electrical outlets (2/room), teachers are unable to arrange their room to maximize differentiation of instruction and student work groups. There is limited flexibility for furniture to allow for small, quiet workspaces necessary for differentiated instruction in an inclusive setting. Teachers do not have access to electrical outlets in various spaces in the room to allow for supplemental technology to provide meaningful accommodations for learners.
Special education (PT/OT, speech/language therapy, targeted academic instructional groups): As we implement a Response to Intervention model, space limitations significantly impact our ability to do so in an effective manner. OT/PT space is small and shared. To maximize student learning, there are times in the day where students on IEPs require quiet instructional space outside of the regular education setting. No alternative space is available to provide this level of intervention.
Literacy, math, ELL, Title 1: The reading specialist and Title 1 tutor share a small space with 1 instructional table resulting in services taking place in hallways. This distractible environment is not conducive to the learning needs of our most at risk students.
Professional space: There is no space for collaboration and meetings significantly impacting our ability to implement our professional learning communities initiative. When teachers have to rotate to various classrooms for meetings and collaboration, space (with small student desks) is not appropriate for adult work. When the faculty meets in classrooms, the limited capacity of classrooms to integrate technology significantly decreases opportunities for the use of technology (for presentations and modeling of cutting-edge instructional methods). Research shows opportunities for collaborative exchange are one of the leading factors in school improvements/student learning.
Library/media center: The library should be the center of information gathering and resources. Ours is housed in a converted shower room. This extremely small space prevents whole class instruction or read alouds with not enough space for tables to conduct research and small group investigations. Due to space, 1 computer is housed in the center. Inability to conduct research significantly impedes our ability to achieve literacy and media benchmarks outlined in the State Curriculum Frameworks. Limited space prevents expansion of resources and shelves are at full capacity. This puts our students at a significant disadvantage in the age of information.
Computer lab: Located in a converted locker room space with very limited outlets and poor ventilation. The lab overheats causing unbearable learning situations in warmer months.
Fine Arts: Music, band and choral classes share space on the stage (converted into a classroom) in the cafetorium. There is no air exhaust and inadequate soundproofing. Three teachers use this space and rotate schedules. Programming is cancelled when all-school enrichment events are scheduled in the cafetorium as no alternative space is available. The school routinely chooses between arts programs and PTO sponsored enrichment activities due to space constraints. This limits opportunities for student engagement and meaningful curriculum connections.
Physical education: The limited storage space (currently at max capacity) in the gym also functions as an office for the PE teacher (with a drop-down garage door for entry). This prevents investment in additional equipment that would be an asset to student health, physical education and learning. Larger equipment is stored in the gymnasium, limiting the capacity of the gym and presenting a potential safety hazard to students.
Parent centers: There is no space for parent volunteers to gather for meetings or plan for the multiple fundraisers that benefit the school. Not having a resourceful space or storage facilities for parents has made relationships challenging. Parents should feel a valuable, integrated part of the school.
Storage space: Because most storage facilities have been converted to instructional space, limited storage exists. The two areas available for teachers also function as teacher prep rooms that house office machines. The space available for additional

curriculum materials is at maximum capacity.

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

2 Kindergarten (full day) classrooms @ 942 sf each
14 K-5 classrooms @ 942 sf each
Art Room @ 942 sf
Music Room @ 720 sf
Computer Lab – converted locker room @ 600 sf
Physical Education - gymnasium @ 3,120 sf
Library/Media center – converted locker room @ 600 sf The library should be center of information gathering and resource possibilities. Our library is housed in a converted locker/shower room. There are no windows, thus preventing any natural light from entering. The extremely small space prevents our librarian from conducting whole class instruction and/or read alouds (students do not have enough room to sit on the rug in the space). There is only enough room for one small table at which students can sit to conduct research or other small group investigations. There is only one computer housed in the library/media center because of lack of space and blocked access to electrical outlets (blocked by bookshelves). Inability to conduct research significantly impedes our ability to achieve literacy and media benchmarks outlined in the State Curriculum Frameworks. The limited space prevents us from expanding our book resources. Bookshelves are currently at full capacity. The combination of these factors puts our students at a significant disadvantage in the age of information.
Science/21st century learning lab - No space available

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).:

The current enrollment at the Lincoln Street School is 296 students. There are a total of 16 classrooms utililized as follows:
- 2 full day kindergarten classrooms with student ratio of 21
- 3 grade one classrooms with student ratio of 15.67
- 3 grade two classrooms with student ratio of 19.09
- 3 grade three classrooms with student ratio of 15.33
- 3 grade four classrooms with student ratio of 19.33
- 2 grade five classrooms with student ratio of 23

Due to the design of the classrooms, there are components of the academic curriculum that are a challenge to carry out in the existing learning environment. Due to the location of [limited] storage for curriculum materials, student lockers, sinks and electrical outlets (2/room), teachers are unable to arrange their room in a way that maximizes differentiation of instruction and student work groups. There is limited flexibility for furniture arrangement to allow for small group, quiet workspaces that are necessary for differentiated instruction in an inclusive setting. Teachers do not have access to electrical outlets in various spaces in the room that would allow for supplemental technology that could provide meaningful accommodations for differentiated groups of learners.
Other educational programs are housed within the school as follows:
- Special education instructional space (physical therapy, occupational therapy, speech/language therapy, targeted academic instructional groups): As we attempt to implement a Response to Intervention (RTI) model, the space limitations of the building significantly impact our ability to carry this out in an effective manner. OT/PT space is small and shared between OT/PT professionals. To maximize student learning, there are times in the day also where the 13.9% of students (including our 6 Kindergarten/Grade 1 students on the autism spectrum who will be at LSS for the next 5-6 years) on IEPs may require quiet instructional space outside of the regular education setting. There is no permanent alternative space available to provide this level of intervention.
- Literacy, mathematics and ELL intervention (including Title 1 services): Currently the reading specialist and Title 1 tutor share a small office/instructional space. There is only room for 1 instructional table which often times results in intervention

taking place in less quiet spaces (hallway). This distractible environment is not conducive to the learning needs of our most at risk students. Children can often times not concentrate and because of this, are not able to make the gains they are capable of making.

- Fine Arts Program – Due to other educational needs, the music and art programs no longer have dedicated space. The music, band and choral classes share a space on the stage (converted into a classroom) in the cafetorium. Three teachers use this space and rotate schedules based on availability. There are times when programming is cancelled when all-school enrichment events are scheduled in the cafetorium. There is no alternative space available. There is no air exhaust and the sound proofing is not adequate, along with the distractions inherent in teaching in an area with more than one use.
- Technology – The facility was not designed and built to house a K-5 technology program. Lincoln Street School provides weekly technology classes for students in grades K-5. The technology lab is housed in a converted locker room of 600 sf that does not have the appropriate electrical and air conditioning for the computers and other electronic devices used in the lab. The district employs a Technology Support Specialist for each building.
- Library/Media – The library should be center of information gathering and resource possibilities. Our library is housed in a converted locker/shower room. There are no windows, thus preventing any natural light from entering. The extremely small space prevents our librarian from conducting whole class instruction and/or read alouds (students do not have enough room to sit on the rug in the space). There is only enough room for one small table at which students can sit to conduct research or other small group investigations. There is only one computer housed in the library/media center because of lack of space and blocked access to electrical outlets (blocked by bookshelves). The limited space prevents us from expanding our book resources. Bookshelves are currently at full capacity. The combination of these factors puts our students at a significant disadvantage in the age of information.
- Conference/meeting space – There is no meeting space designed to hold confidential parent and team meetings.
- Science/21st century learning lab: No space available

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 if any override or debt exclusion votes were necessary (maximum of 5000 characters).:

The district employees a facility maintenance supervisor that is responsible for the maintenance and repair of the district's five buildings and grounds. The maintenance supervisor, with the building principal, provides supervision to the head custodian in each building to ensure that daily cleaning and the maintenance requirements for the Northborough Public Schools are maintained. A maintenance schedule is maintained that covers daily, weekly and monthly maintenance in the areas of air compressor, water flushing, emergency lights, exterior lights, refrigerator and freezer units, roof, safety inspections, security checks, temperature alarms and strobe lights, univent and exhaust systems, playground/athletic equipment. The district has a six year Capital Plan. The following projects have taken place in recent years:

- 1997 Boiler replacement
- 1996 Door replacement
- 1999/2000 electrical upgrades
- 1999 re-tiling floors
- 2002 replace/repair air exhaust units
- 2005 exterior door replacement
- 2006 pneumatic system
- 2006 integrated telecommunications system
- 2008 roof

Priority 2

Please describe the existing conditions that constitute severe overcrowding.

Lincoln Street School is a 43,400 square foot facility built in 1965. It was not designed and built to house the expanded educational programs that exist today. These programs include special education inclusion, speech, occupational and physical therapy, technology and library/media. Other programs originally part of the 1965 design such as physical education, art and music have been relocated or modified in order to make room for the full range of educational programming that exists today.

Special Education and Inclusion Programs:

A) Presently 13.9%of students at Lincoln Street Elementary School receive special education services. Of these 68% receive speech and language support and 15% receive physical and occupational therapy services.

B) Special Education classes are conducted periodically in the hallway.

C) Other special education classes are in converted storage and teacher conference areas.

D) The availability of space for Occupational and Physical Therapy service changes year to year. There does not exist a designated space designed specifically for OT/PT intervention and needs. Some types of intervention require a separate space in order to provide quality, effective therapy as well as privacy for students and/or parents. Space is needed for specific equipment such as a swing structure, large mats, therapy balls, mini trampoline in order to carry out interventions using sensory integration and neurodevelopmental treatment techniques as well as to teach and practice gross motor skills.

Reading Instruction and English Language Learners:

A) Literacy support and testing of students for reading fluency and other reading assessments are periodically conducted in the hallway.

B) ELL services are delivered in a converted conference room.

Fine Arts Program:

Due to other educational program needs the Music and Art no longer have dedicated classroom space.

A) Music: The choral and instrumental music programs are conducted on the stage in the cafetorium. All children K-5 receive instruction in choral music. Many of the 5th grade students participate in the Band program. When lunch is served or there is a special student assembly music classes are canceled.

B) Art: When necessary due to space constraints, art is conducted in a retrofitted teacher workroom that is 560 Sq. Ft. All children K-5 receive instruction in art.

Technology:

The facility was not designed and built to house a K-5 technology program.

A) Lincoln Street School provides weekly technology classes for students in grades K-5.

B) The technology lab is a converted locker room that does not have the appropriate electrical and air handling systems.

C) The district employs a Technology Support Specialist for each building.

Library/Media:

The library/media area is located in converted locker room space. The original 1965 design did not include this type of space.

Priority 2

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

The school district has made many efforts to mitigate the impact of student enrollment with programmatic needs. However the steps taken do not provide an ideal setting for the delivery of instruction. Lincoln Street School continues to test children in hallways and provide services to children with special needs in retrofitted storage and work room spaces. The district reopened the Marion E. Zeh Elementary School to accommodate the student growth, yet we still have programs delivered at Lincoln Street School in sub-standard spaces.

Special Education and Inclusion Programs are delivered in retrofitted storage, teacher workroom, conference room, and locker room areas.

Reading and English Language Learner Programs are delivered periodically in hallway areas and in a retrofitted conference room.

Fine Arts Programs: The school district has moved music from its original classroom location to the stage to accommodate student enrollment and other programmatic needs. When necessary, art has been moved from its classroom location to a converted teacher work room.

Technology instruction takes place in retrofitted locker room space that is not properly ventilated and electrical service is not at 2011 standards.

Library/Media instruction takes place in retrofitted locker room space that is not properly ventilated or provide adequate space for a school of this size.

Priority 2

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.

While the district is currently able to provide educational programs that meet state standards, this Statement of Interest is being pursued to ensure that the district is able to continue to do so and that these programs be offered in spaces that meet health and space standards.

Please also provide the following:

Cafeteria Seating Capacity: 156
Number of lunch seatings per day: 2
Are modular units currently present on-site and being used for classroom space?: NO
If "YES", indicate the number of years that the modular units have been in use:
Number of Modular Units:
Classroom count in Modular Units:
Seating Capacity of Modular classrooms:
What was the original anticipated useful life in years of the modular units when they were installed?:
Have non-traditional classroom spaces been converted to be used for classroom space?: YES
If "YES", indicate the number of non-traditional classroom spaces in use: 6
Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used:

- OT/PT room originally teacher work space/faculty room - larger space is necessary to host the swing structure and support beams
- Speech/Language Room originally storage space and was converted into a divided small space split between 2 staff members
- Library originally a locker room that was converted into a small library
- Computer lab was originally a locker room and was converted into a lab lacking proper ventilation and electric outlets
- Music room hosted in a space that was the cafetorium stage. Lunch is served in this common space. School-wide enrichment activities and community meetings share this common space.
- Special Education Room originally a storage space and teacher work area. The storage space was divided by a wall. 1/3 of the room now hosts a sped classroom/office. The sped portion of this room also hosts a leveled text library (creates high traffic in SPED room). The other side of this converted room is a copy room and small storage area.

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).:

No program or policy changes that would impact enrollment at this time.

What are the district's current class size policies?:

Grades K,1,2 - Desirable class size of 16-20
Grades 3,4,5 - Desirable class size of 16-22
Grades 6,7,8 - Desirable class size of 16-22

Has the district closed, taken off-line, or converted to another, non-school use, any school facilities within the last 10 years?: NO

If "YES", please provide the name and address of any such school facility and provide a description of the reasons for removing the school from service.:

Priority 4

Please describe the conditions within the community and School District that are expected to result in increased enrollment.

A 382 apartment development has been completed in the Town of Northborough. This project addresses the town's low income housing obligation. Due to space constraints at Lincoln Street School, students from this development have been re-districted to another elementary school in the town. This redistricting has resulted in new challenges in providing adequate programmatic space in that school. An addition/renovation to the Lincoln Street School will serve to better meet the programmatic needs of all students within the district.

Priority 4

Please describe the measures the School District has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

The district formed a PreK-5 Housing Study Committe in the Fall of 2008. The goals of the Committee include:

- gaining a better understanding of the anticipated use of space in the elementary schools
- planning ahead to ensure adequate space is available for future anticipated student numbers
- equalizing the use of space and physical resources among the elementary schools

An addition/renovation project for the Lincoln Street School will be a major step forward toward meeting enrollment and programatic needs of the district.

Priority 4

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.

This Statement of Interest is being pursued to ensure that the district is able to continue to meet programmatic needs and that these programs be offered in spaces that meet health and space standards. In an effort to mitigate additional students enrolling at the Lincoln Street School as a result of the 382 apartment development newly constructed, this development has been re-districted to the Proctor Elementary School.

While the district is currently able to provide most educational programs that meet state standards, we will be required to implement the Common Core National Standards (DESE adoption) by 2014. Given our current building limitations, Lincoln Street School **will not be able to meet the following Common Core Standards in 2014 for the following reasons**:

Common Core Standard and/or Benchmark	Reason it will be unattainable
Reading Standards for Literature, K-5 (all)	• Due to the lack of expansion space for library books, student readers, various genres and leveled text, student learning goals will not be met in this area because of our inability to provide a high-quality variety of literature to students • Classroom space is at maximum capacity and square footage is below current standard. Teachers do not have flexibility or capacity to provide space for small group, collaborative work
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). – Grade 5	• Classroom space and electrical outlets do not allow for additional computer access (beyond the 1-2 already in classrooms). These learning outcomes would be impossible to reach without more suitable access to technology and the Internet.
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Grade 4 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Grade 5	• Limited access to classroom-based technology and the Internet in grades K-3 will make it impossible for K-3 teachers to scaffold instruction in previous grades to prepare students for this high level of media literacy application in grade 4 and 5.

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). – Grade 5	
Reading Standards for Informational Text (all)	Currently our library has a limited collection of informational text. Due to the lack of expansion space for ANY informational text, learning goals will not be met in this area because of our inability to provide high-quality informational text to students.
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	There is not enough space for tables that would allow for students to conduct research or other small group investigations. Thus, limited research opportunities are conducted in an overcrowded computer lab (with shared access). There is one computer housed in the library/media center because of lack of space and blocked access to electrical outlets (blocked by bookshelves). Students cannot conduct any amount of research in the library.
Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	Classroom space is at maximum capacity and square footage is below current standard. Teachers do not have flexibility or capacity to provide space for small group, collaborative work of this nature
Mathematics K-5: Counting and Cardinality Operations and Algebraic Thinking Number and Operations in Base Ten	All mathematics standards will be a challenge for students to master with such limited technological capacity. Complex mathematical thinking demands hands on thinking and visual/technological supports. As the district looks ahead at purchasing a new mathematics curriculum, the school will not be able to support the technology components that are essential elements to updated programs. We will also

Measurement and Data Geometry Number and Operations - Fractions	not have the storage capacity to hold multi-sensory supports such as manipulatives and math games.

Resource: Common Core Standards http://www.corestandards.org/the-standards

Please also provide the following:

Cafeteria Seating Capacity: 156
Number of lunch seatings per day: 2
Are modular units currently present on-site and being used for classroom space?: NO
If "YES", indicate the number of years that the modular units have been in use:
Number of Modular Units:
Classroom count in Modular Units:
Seating Capacity of Modular classrooms:
What was the original anticipated useful life in years of the modular units when they were installed?:
Have non-traditional classroom spaces been converted to be used for classroom space?: YES
If "YES", indicate the number of non-traditional classroom spaces in use: 6
Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used:

- OT/PT room originally teacher work space/faculty room - larger space is necessary to host the swing structure and support beams
- Speech/Language Room originally storage space and was converted into a divided small space split between 2 staff members
- Library originally a locker room that was converted into a small library
- Computer lab was originally a locker room and was converted into a lab lacking proper ventilation and electric outlets
- Music room hosted in a space that was the cafetorium stage. Lunch is served in this common space. School-wide enrichment activities and community meetings share this common space.
- Special Education Room originally a storage space and teacher work area. The storage space was divided by a wall. 1/3 of the room now hosts a sped classroom/office. The sped portion of this room also hosts a leveled text library (creates high traffic in SPED room). The other side of this converted room is a copy room and small storage area.

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).:

No recent changes of educational program or policies, etc. that impact enrollment capacity at this time.

What are the district's current class size policies?:

Grades K,1,2 - desirable class size of 16-20
Grades 3,4,5 - desirable class size of 16-22
Grades 6,7,8 - desirable class size of 16-22

Has the district closed, taken off-line, or converted to another, non-school use, any school facilities within the last 10 years?: NO
If "YES", please provide the name and address of any such school facility and provide a description of the reasons for removing the school from service.:

Priority 5

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.

Heating and Ventilation Conditions:

1. One of the boilers is original (1965). It leaks and is used only as back up.
2. Pumps and mixing valves constantly run, circulating hot water through the building. Variable speed motor drives are needed.
3. Hot water re-circulating system malfunctions. There is no expansion tank, causing heated water to cross-connect with cold. The pumps are either constantly on or constantly off. The mixing valves do not work. Therefore there is no way to regulate the hot water in the building.
4. Univents are controlled manually. There is insufficient air flow for 2009 standards. Electric motors are not energy efficient.
5. There is no way to automatically switch from day temperature settings to evening settings.
6. Room exhausters are manually controlled and not up to 2009 exhaust standards for CFM.

Building Envelope Conditions:

1. Windows provide a large area of energy inefficiency. They are all single pane.

Electrical Systems Conditions:

1. Occupancy sensors are needed for light fixtures.
2. The building's electrical wiring does not meet 2009 standards.
3. The electrical wiring is also inadequate for technology purposes.

Life and Safety Conditions:

1. The building does not have a fire alarm system.
2. The building is not protected by a sprinkler system.

Priority 5

Please describe the measures the School District has already taken to mitigate the problem/issues described in Question 1 above.

Heating and Ventilation Conditions:

1. One boiler was replaced in the summer of 1997 and is the primary source of heat.
2. The district has replaced all classroom exhaust motors.
3. We have installed four new pumps to the hydronic system.
4. We have installed all pneumatic upgrades to the entire building.
5. We have added new pumps and electronic motors to the compressor.
6. We have installed new LED lighting upgrades throughout the building
7. The district has lowered the boiler operating temperature
8. The district has utilized parts and motors from other schools in the district for the repair and maintenance of the existing system.

Priority 5

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 district is currently able to provide educational programs that meet state standards. This Statement of Interest is being pursued to assure that the district will continue to meet the state standards. The ability to provide a healthy and safe environment for our students and staff is crucial in order to provide effective instruction. The current system is nearing the end of its useful life; it is inefficient energy-wise; and repairs are costly. A modern heating system will not only provide a comfortable and healthy environment but will provide energy conservation measures resulting in a decrease in energy costs.

Please also provide the following:

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

If "YES", please provide the name of the individual and his/her professional affiliation:

Alderman and MacNeish Engineering

Please also provide the date of the inspection:: 10/29/1998

Priority 7

Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs and the facility limitations precluding the programs from being offered.

While the district is currently able to provide educational programs that meet state standards, this Statement of Interest is being pursued to assure that the district is able to continue to do so. Please note the following constraints that Lincoln Street School is currently experiencing:

Direct Instruction Areas:

1. Lincoln Elementary School currently offers two full day kindergarten programs Families who choose to participate in a half day program are bussed to another elementary school.
2. No integrated Pre-school program is offered due to space limitations. Children with special needs are serviced in another elementary school within the district.
3. There is no separate health instruction.
4. Kindergarten classrooms are below the 1200 sq. ft. minimum and do not have a dedicated bathroom area.
5. Some special needs classrooms converted storage areas.
6. Music classes are conducted on the stage in the cafeteria. This area is also used for storage. There is no air exhaust and the sound proofing is not adequate, along with the distractions inherent in teaching in an area with more than one use.
7. At times, the art room is 560 sq. ft. well below the 1150 minimum state recommendation.
8. The Technology Lab space is in a converted locker room space of 600 sq. ft. There is not adequate electrical and air conditioning for the computers and other electronic devices used in the media center.
9. Library/Media is in a converted locker room space of 600 sf. There is not adequate ventilation or space for this program.

Other School Services:

10. The office area should be a minimum of 1500 sq. ft. The present space is 450 sq. ft.
11. The nurse's station is 450 sq. ft., which is 60 sq. ft. below the minimum recommended.
12. All bathrooms do not meet ADA requirements.
13. There is not adequate storage.
14. Some special needs classrooms are converted storage areas.
15. Physical education office is in a garage with no door, light or heat.
16. There is no meeting room to hold confidential parent and team meetings

Priority 7

Please describe the measures the School District has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

The district is seeking assistance for the repair, modernization and programatic needs of the Lincoln Street School in order to continue uninterrupted educational services to students. The district continues to address immediate building related issues so the safety of students and staff is not at risk.

Priority 7

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.

In order to address programatic needs of the students at Lincoln Street School, the following has taken place:

1. The School District has placed pre-school and half day kindergarten children in other elementary schools within the district, not within their neighborhood school.
2. This increases the cost of transportation.
3. The district has retrofitted storage, work room, locker rooms, and conference rooms to meet programmatic needs.
4. Health instruction takes place in both the classroom and physical education.

Vote

Vote of Municipal Governing Body YES: 5 NO: 0 Date: 1/24/2011

Vote of School Committee YES: 4 NO: 0 Date: 1/22/2011

Vote of Regional School Committee YES: NO: Date:

Form of Vote

The following form of vote should be used by both the City Council/Board of Aldermen, Board of Selectmen/equivalent governing body AND the School Committee in voting to approve this Statement of Interest.

If a regional school district, the regional school district should use the following form of vote.

Resolved: Having convened in an open meeting on _____, the

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

_____*[Name of City/Town/District]* may be invited to apply to the Massachusetts School Building Authority in the future

_____

_____

_____

_____

_____

_____*[Insert a description of the priority(s) checked off on the Statement of Interest and a brief description of the deficiency described therein for each priority];* and hereby further specifically acknowledges that by submitting this Statement of Interest, 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 _____ *[Name of City/Town/District]* to filing an application for funding with the Massachusetts School Building Authority.

Closed Schools

Question 1: Has the District sold, closed, or otherwise removed from service a school in the last 10 years?

NO

Question 2: Does the District have any plans to sell, close, or otherwise remove from service a school in the next 10 years?

NO

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.

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**
(print name)	(print name)	(print name)
(signature)	(signature)	(signature)
Date	Date	Date