This model RFS is intended for use in the procurement of an Owner's Project Manager by cities, towns, and regional school districts that have been invited by the Massachusetts School Building Authority (the "MSBA") to conduct a feasibility study or that have been approved for a project by the MSBA. Unless otherwise approved by the MSBA in writing, a city, town, or regional school district shall use this model RFS in the procurement of an Owner's Project Manager in order to qualify for MSBA funding. Each city, town, and regional school district shall be responsible for inserting project and district specific information where indicated in the RFS. Although this model RFS is intended to be comprehensive in meeting MSBA requirements for the procurement of an Owner's Project Manager, each city, town and regional school district shall be solely responsible for ensuring that its particular RFS complies with all applicable provisions of federal, state, and local law, including, but not limited to, all procurement laws. The MSBA recommends that each city, town, and regional school district have its legal counsel review its RFS to ensure that it is in compliance with all provisions of federal, state and local law prior to its publication. No addition, deletion or revision to the model RFS of any kind shall be valid unless approved in writing by the MSBA. The written approval given by the MSBA in this instance is solely for the purpose of determining whether the proposed RFS appears consistent with the MSBA's guidelines and requirements for OPM procurement and is not for the purpose of determining whether the proposed RFS meets any other legal requirements imposed by federal, state or local law, including, but not limited to, public procurement laws. The MSBA shall not be responsible for any legal fees or costs of any kind that may be incurred by a city, town or regional school district in relation to its preparation or review of its RFS.

REQUEST FOR OWNER'S PROJECT MANAGEMENT SERVICES (RFS)
April 19, 2017

1. Introduction

The ***Town of Arlington***, ("Owner") is seeking the services of a qualified "Owner's Project Manager" as defined in Massachusetts General Laws Chapter 149, Section 44A½ and as further defined by the provisions of this RFS, to provide Project Management Services for the design, construction, addition to and /or renovation of the ***Arlington High School*** ("School") in **Arlington** Massachusetts ("Project").

The Owner is requesting the services of an Owner's Project Manager to represent the Owner during the feasibility study and schematic design phases of the project initially. Subject to the approval of the Project by the Massachusetts School Building Authority (the "MSBA") and further subject to continued funding authorized by the Town of Arlington, the contract between the Owner and the Owner's Project Manager may be amended to include continued Project Management Services through design development, construction documents, bid and award, construction and final closeout of the potential Project. A potential approved Project may include a renovation of the existing School, a renovation and addition of the existing School and/or new construction. The estimated total project costs of an approved potential Project may range from $150,000,000 to $200,000,000 depending upon the solution that is agreed upon by the Owner and the MSBA and that is ultimately approved by a vote of the MSBA Board of Directors.

2. Background

Arlington High School, located at 869 Massachusetts Avenue, is a large complex (nearly 400,000 square feet) centrally located in the community on a four acre site. Its main façade fronts onto Massachusetts Avenue, set back from the road by a green space with mature trees. At the rear of the complex are several athletic fields (baseball, softball, football, and track and field).

Although there are no other structures, there are other programs that occupy the high school beyond those that serve the high school directly. There are town offices, including facilities and custodial offices, Arlington's inclusion preschool program, the school district's administrative offices, and the LABBB Collaborative Program. All told the approximate square footage usage is as follows:

Uses other than high school uses include:

Town Use 6,800 SF

School/Town Facilities 4,600 SF

Pre-School Program 16,600 SF

School District Use (includes METCO Program) 9-12th grades 16,700 SF

LABBB Collaborative Program 9,900 SF
Community/ School Storage 10,300 SF

3. Project Description, Objectives and Scope of Services

On or about April 2015, the Owner submitted a Statement of Interest (Attachment A) to the MSBA for the Arlington High School. The MSBA is an independent public authority that administers and funds a program for grants to eligible cities, towns, and regional school districts for school construction and renovation projects. The MSBA's grant program is discretionary, and no city, town, or regional school district has any entitlement to any funds from the MSBA. At the February 15, 2017 Board of Directors meeting, the MSBA voted to issue an invitation to the Owner to conduct a feasibility study for this Statement of Interest to identify and study possible solutions and, through a collaborative process with the MSBA, reach a mutually-agreed upon solution. The MSBA has not approved a Project and the results of this feasibility study may or may not result in an approved Project.

It is anticipated that the feasibility study will review the problems identified in the Statement of Interest at the Arlington High School.

Arlington High School is a sprawling complex that has been built up over the past century. The original 6-story building, now Fusco House, was built in 1914, and now houses classrooms as well as "The Pit," Old Hall and some offices. The steepled Main Office section was added in 1938, as was Collomb House. These now house the science labs, classrooms, the media center and part of the preschool. Lowe Auditorium, the Blue Gym, the offices and cafeteria, and Downs House (also containing classrooms) were all built in the 1960's. The Red Gym and the Links Building (with some special education classrooms) were part of the only significant renovation of the buildings. This renovation started in the late 1970's and was completed in 1981. It also included some window upgrades and space reconfiguration.
Given the age of the buildings, Arlington has focused on keeping the buildings safe and secure for students and faculty. However, addressing areas of concern is an ongoing and ultimately losing process, particularly with exterior masonry. Many systems have reached the end of their useful life, and are due for major repairs or replacement.

Issues for the existing school include:
Mechanical system failure
Outdated electrical system, including outdated and energy wasteful lighting fixtures
Outdated and inefficient plumbing system and fixtures
Water infiltration issues
Security issues
Need for technology and audio/visual system upgrades including PA system, simulcast ability, telephones throughout the school, sound systems at Auditorium and Gymnasium, and Auditorium/Stage lighting.
Hazardous material abatement
Roof replacement
Exterior door replacement and tie-in to the security alarm system
Exterior window replacement
Finishes upgrade and replacement including: flooring (abate and remove remaining vinyl asbestos tile, ceiling treatment, wall surfaces, fixed casework, teaching surfaces and athletic room and corridor lockers
Accessibility upgrades throughout
Three new elevators

There are also several site-related environmental issues that would impact any potential project:
1. Underground culverted stream (Mill Brook) running west to east at rear of AHS complex.
2. Peirce Athletic Field built over heavy metal waste site. Site was contained and is beneath a barrier.

3. Evidence of perchloroethylene (PCE) contamination* of groundwater near and/or under AHS complex. Two rooms in the basement (Rm 105 & old Auto Shop) are closed pending PCE mitigation because of elevated air sample levels.
*http://www.arlingtonma.gov/Public_Documents/ArlingtonMA_Health/MassDEP_AHS_PCE_Report_8_22_11.pdf

The Links Building is elevated, with no insulation beneath. In other parts of the facility, there are gaps around the windows, which are unable to be caulked effectively and allow air infiltration. The older windows, damaged exterior doors and uninsulated brick masonry throughout the complex combine to create a very inefficient thermal envelope. This leads to problems with climate control inside the school, as well as high heating bills. Exterior walls are not seismically reinforced to conform to current codes.

During heavy wind and rain events there is moisture penetration throughout the building envelope. This is addressed first by buckets in halls during the event, and when the event is over, facilities staff search for the source of water and attempt to address it, although it is not always possible to find exact source. Issues associated with water penetration will likely worsen over time.

The layout of the building and the configuration cause large challenges for the educational goals of the school. Over 27% of core classes (ELA, Math, History, Foreign Language) have 25 or more students. Because of scheduling and staffing constraints, larger classes cannot always be located in larger classrooms, so they are held in classrooms too small for the number of students.

The odd shapes, physical obstructions and small square footage of classrooms require desks to be placed close together, so students can see the board, which makes it difficult for students to be seated.
Over the years, spaces have been repurposed, re-invented, re-configured, expanded, and divided. Of all the general classrooms in the high school, only 23% meet the minimum of this guideline. Further, the majority of the specialty classrooms do not meet the guidelines. Science rooms are greatly undersized; the average room is 1,000 square feet; per the guidelines the rooms should be 1,440 square feet and this is with an assumed maximum enrollment of 23 students per class; 40% of science classes exceed 23 students, with many classes in the range of 28-30. In the case of the Science program, the undersized rooms are more than crowded, they are unsafe. Science lab experiments require space and free circulation to ensure safe procedures; the high school labs do not have enough space to provide this. The only way to alleviate the overcrowding within the current science classrooms is to provide additional classrooms.

In addition to the undersized spaces causing overcrowding difficulties, there are many classrooms with physical obstructions that hinder the ability of the teachers to teach and the students to learn. There are large columns in six classrooms, another four classrooms have been divided (out of necessity) into irregular shapes, meaning that students cannot see the front marker board and the teacher cannot see some students. A classroom was divided into two, but it is not acoustically separated, making teaching and learning difficult in the two areas. These conditions inhibit different modes of teaching and learning.

Project Objectives under consideration by the Owner include:

- Update survey and existing condition information of buildings on the Arlington High School site including any hazardous materials.
- Provide design alternatives for renovation, addition/renovation and new construction options for high school to meet educational specification of the School Department and the MSBA.
- Provide schedule, construction cost estimate, operating cost estimate and life cycle/sustainability analysis for each option.
- Constraints of the District –assumed that school will be in session on site for duration of project so phased construction and possible use of swing space will be required. Purchase or leasing of off-site land/buildings and/or modular buildings may also be considered.

- Providing and maintaining a secure and positive educational environment during construction.
- Life cycle costs of operating the School as it relates to future operational budgets Northeast Collaborative for High Performance Schools (NE-CHPS) criteria or US Green Building Council's LEED for Schools (LEED-S) Rating System and analysis of potential to be a Zero Net Energy building.
- CM-at-Risk Delivery Method.
- Experience with constrained and/or occupied building sites in an urban environment.
- Experience with phased construction projects.

The required scope of services is set forth in Article 8 of the standard contract for Owner's Project Management Services for a Design/Bid/Build project that is attached hereto as Attachment B and incorporated by reference herein. If the Owner determines to use a CM-at-Risk delivery method, this contract shall need to be amended and/or substituted. The work is divided into the Project Phases as listed in Attachment A of this contract. The durations of the Phases shown below are estimates only, based on the Owner's experience. Actual durations may vary depending upon the Project agreed upon by the Owner and the MSBA. The total duration of the Contract is estimated as follows:

1. Feasibility Study/Schematic Design Phase; 20 months
2. Design Development/Construction Documents/Bidding Phase; and 12 months
3. Construction Phase. 30 months

4. Minimum Requirements and Evaluation Criteria:

In order to be eligible for selection, each Respondent must certify in its cover letter that it meets the following minimum requirements. Any Response that fails to include such certification in its response, demonstrating that these criteria have been met, will be rejected without further consideration.

Each Respondent must designate an individual who will serve as the Project Director. The Project Director shall be certified in the Massachusetts Certified Public Purchasing Officer Program as administered by the Inspector General of the Commonwealth of Massachusetts and must also meet the following minimum requirements:

- The Project Director shall be a person who is registered by the Commonwealth of Massachusetts as an architect or professional engineer and who has at least 5 years experience in the construction and supervision of construction and design of public high school buildings:

or,

- if not registered as an architect or professional engineer, the Project Director must be a person who has at least 10 years experience in the construction and supervision of construction and design of public high school buildings.

Evaluation Criteria

In addition to the minimum requirements set forth above, all Respondents must demonstrate that they have significant experience, knowledge and abilities with respect to public construction projects, particularly involving the construction and renovation of K-12 schools in Massachusetts. The Owner will evaluate Responses based on criteria that shall include, but not be limited to, the following:

1) Past performance of the Respondent, if any, with regard to public, private, DOE funded and MSBA-funded school projects across the Commonwealth, as evidenced by:
    a) Documented performance on previous projects as set forth in Attachment C, including the number of projects managed, project dollar value, number and percentage completed on time, number and dollar value of change orders including how many changes to the project in each change order, average number of projects per project manager per year, number of accidents and safety violations, dollar value of any safety fines, and number and outcome of any legal actions; 5 points
    b) Satisfactory working relationship with designers, contractors, Owner, the MSBA and local officials. Please provide references for the most recent five chronological projects that are similar in scope including name of project, contact information including email and phone number. Please provide references for the individuals who will be working on the Arlington project as it relates to the most recent five projects. Identify roles of project team members on these projects. Responders may also provide additional references beyond the most recent five projects. 5 points
    c) Provide specific projects that illustrate experience with projects that compare new construction options against renovation/addition. Provide list of recent renovation/addition projects, and specifically including occupied buildings. Provide specific projects with constrained and/or regulated building sites experience. 5 points

2) Thorough knowledge of the Massachusetts State Building Code, regulations related to the Americans with Disabilities Act, and all other pertinent codes and regulations related to successful completion of the project. 5 points
3) Thorough knowledge of Commonwealth construction procurement laws, regulations, policies and procedures, as amended by the 2004 Construction Reform laws. 5 points
4) Knowledge and experience with CM-At-Risk procurement methodology authorized by MSBA for school construction projects. 10 points
5) Management approach: Describe the Respondent's approach to providing the level and nature of services required as evidenced by proposed project staffing for a potential (hypothetical) proposed project for new construction and/or renovation of 400,000 square feet; proposed project management systems; effective information management; and examples of problem solving approaches to resolving issues that impact time and cost, budget management tools, example of value engineering tools/tracking and constructability and delivery of final project including warranties and Owner operation manuals. 15 points
6) Key personnel: Provide an organizational chart that shows the interrelationship of key personnel to be provided by the Respondent for this project and that identifies the individuals and associated firms (if any) who will fill the roles of Project Director, Project Representative and any other key roles identified by the Respondent, including but not limited to roles in design review, estimating, cost and schedule control. Specifically, describe the time commitment, experience and references for these key personnel including relevant experience in the supervision of construction of several projects that have been either successfully completed or in process that are similar in type, size, dollar value and complexity to the project being considered. Have proposed team members worked together on similar projects? Provide list/dates. 15 points
7) Capacity and skills: Identify existing employees by number and area of expertise (e.g. field supervision, cost estimating, schedule analysis, value engineering, constructability review, quality control and safety and sustainable design and construction). Identify any services to be provided by Sub consultants. 10 points
8) Identify the Respondent's current and projected workload for projects estimated to cost in excess of $1.5 million. 5 points

9) Familiarity with Northeast Collaborative for High Performance Schools (NE-CHPS) criteria or US Green Building Council's LEED for Schools (LEED-S) Rating System. Demonstrated experience working on high performance green buildings (if any), green building rating system used (e.g., NE-CHPS or LEED-S), life cycle cost analysis and recommendations to Owners about building materials, finishes etc., ability to assist in grant applications for funding and track Owner documentation for NE-CHPS or LEED-S prerequisites and experience with net zero design and construction and rebate programs with Eversource and National Grid. 5 points
10) Thorough knowledge and demonstrated experience with life cycle cost analysis, understanding of sustainable materials, cost estimating and value engineering with actual examples of recommendations and associated benefits to Owners. 5 points
11) Knowledge of the purpose and practices of the services of Building Commissioning Consultants. 5 points
12) Financial Stability: Provide current balance sheet and income statement as evidence of the Respondent's financial stability and capacity to support the proposed contract. 10 points

In order to establish a short list of Respondents to be interviewed, the Owner will base its initial ranking of Respondents on the above Evaluation Criteria. The Owner will establish its final ranking of the short-listed Respondents after conducting interviews and at least 3 reference checks. The Owner reserves the right to consider any other relevant criteria that it may deem appropriate, within its sole discretion, and such other relevant criteria as the MSBA may request. The Owner may or may not, within its sole discretion, seek additional information from Respondents.

This Request for Services, any addenda issued by the Owner, and the selected Respondent's response, will become part of the executed contract. The key personnel that the Respondent identifies in its response must be contractually committed for the Project. No substitution or replacement of key personnel or change in the Subconsultants identified in the response shall take place without the prior written approval of the Owner and the MSBA.

The selected Respondent(s) will be required to execute a Contract for Project Management Services with the Owner in the form that is attached hereto as Attachment B and incorporated by reference herein. Prior to execution of the Contract for Project Management Services with the Owner, the selected Respondent will be required to submit to the Owner a certificate of insurance that meets the requirements set forth in the Contract for Project Management Services.

Prior to execution of the Contract for Project Management Services, the fee for services shall be negotiated between the Owner and the selected Respondent to the satisfaction of the Owner, within its sole discretion. The initial fee structure will be negotiated through the Feasibility Study/Schematic Design Phase. The selected Respondent, however, will be required to provide pricing information for all Phases specified in the Contract at the time of fee negotiation.

5. Selection Process and Selection Schedule

Process

1) Arlington High School Building Committee OPM Review Sub -Committee members are:
   John Cole, Chair
   Frank Callahan
   Kate Loosian
   Matthew Janger
   Ruthy Bennett
   Domenic Lanzillotti, Purchasing Officer

2) All committee members will receive copies of the responses. Identified reviewers must rank the responses based on the weighted evaluation criteria identified in the RFS and must short-list a minimum of three Responses.
3) The committee will interview a minimum of 3 and up to 4 of the top ranked respondents with the same list of questions for each respondent. Each committee member will take notes during the interviews and record their scores for each respondent on a scoring sheet. The rankings will be summarized and the committee will contact the references of the top 3 scoring respondents in order to determine the direct professional experience of the individual/firm being evaluated and discuss previous work relationships with designers, contractors, and building committees during the design phase and during the construction phase of school building projects. The committee will then choose the highest ranked respondent from the 3 respondents that had reference checks. This will be the first ranked selection

4) The Town Manager and the Chair of the AHS OPM Review Committee will negotiate the fee with the first ranked selection after the review of responses, interview and selection process. The Town Manager will negotiate a fee based upon an evaluation of the level of effort required, job complexity, specialized knowledge required, estimated construction cost, comparison with past project fees and other considerations. Respondents will be asked to provide documentation of their fee and salary structure, multipliers, a description of the methodology used for determining the fee. Upon conclusion of the schematic design phase, the district may be eligible for approval of a Project Scope and Budget Agreement. As noted in the RFS advertised by the District, the contract between the Owner and the Owner's Project Manager may be amended to include continued Owner's Project Management services through design development, construction documents, bid and award, construction and final closeout of the Proposed Project, subject to the approval of the Project by the MSBA's board of directors and further subject to continued funding authorized by the District. Once the District has duly appropriated funds for the total amount of a Project approved by the MSBA board of directors, the District will need to execute an amendment to its Base OPM Contract to include services for the design development, construction documents, bidding, construction, and closeout phases of the project.
5) The Owner will commence fee negotiations with the first-ranked selection.
6) If the Owner is unable to negotiate a contract with the first-ranked selection, the Owner will then commence negotiations with its second-ranked selection and so on, until a contract is successfully negotiated and approved by the Owner.
7) First-ranked selection will be submitted to the MSBA for its approval.
8) The first-ranked selection may be asked to participate in a presentation to the MSBA and/or submit additional documentation, as required by MSBA, as part of the MSBA approval process.
9) The Owner reserves the right tore-advertise if less than three responses are received or to re-advertise if fee negotiations fail.

The following is a tentative schedule of the selection process, subject to change at the Owner's and MSBA's discretion.

4/19/17 Advertise RFS in Central Register of the Commonwealth of Massachusetts and The Arlington Advocate.

4/24/17 Informational meeting and site visit
Monday, April 24, 2017 at 3:00 PM, Arlington High School Main Entrance, 869 Massachusetts Ave., Arlington, MA

5/1/17 Last day for questions from Respondents

5/8/17 Responses due

5/22/17 Respondents short-listed

5/31/17 Interview short-listed Respondents

6/1-6/5/17 Negotiate with selected Respondent

6/7/17 Final selection submitted to the MSBA for review and approval

7/10/17 OPM Review Panel Meeting at the MSBA

7/11/17 Execute contract

Requests for Services may be obtained from:

Domenic R. Lanzillotti, Purchasing Officer
730 Massachusetts Avenue
781-316-3003
and at www.arlington.ma.gov/purchasing

On or after **Wednesday, *April 19, 2017at 4PM.***

Any questions concerning this Request for Services must be submitted via email to:

Domenic R. Lanzillotti, Purchasing Officer
730 Massachusetts Avenue
781-316-3003
dlanzillotti@town.arlington.ma.us

by Monday, May 1, 2017 at 4PM

Sealed Responses to the Requests for Services for Owner's Project Manager Services must be clearly labeled "Owner's Project Management Services for Arlington High School and delivered to

Domenic R. Lanzillotti, Purchasing Officer
730 Massachusetts Avenue
781-316-3003

no later than 4pm on Monday, May 8, 2017.

The Owner assumes no responsibility or liability for late delivery or receipt of Responses. All responses received after the stated submittal date and time will be judged to be unacceptable and will be returned unopened to the sender.

6. Requirements for content of response:

Submit ***3*** hard copies of the response to this Request for Services and one electronic version in PDF format on CD or thumb drive. All responses shall be:

- In ink or typewritten;
- Presented in an organized and clear manner;
- Must include the required forms in Attachment C;
- Must include all required certifications;
- Must include the following information:

1. Cover letter shall be a maximum of two pages in length and include:
    a. An acknowledgement of any addendum issued to the RFS.
    b. An acknowledgement that the Respondent has read the Request for Services. Respondent shall note any exceptions to the RFS in its cover letter.
    c. An acknowledgement that the Respondent has read the Standard Contract. Respondent shall note any exceptions to the Standard Contract in its cover letter.
    d. A specific statement regarding compliance with the minimum requirements identified in Item 4 of this Request for Services to include identification of registration, number of years of experience and where obtained (as supported by the resume section of Attachment C), as well as the date of the MCPPO certification. (A copy of the MCPPO certification must be attached to the cover letter).
    e. A description of the Respondent's organization and its history.
    f. The signature of an individual authorized to negotiate and execute the Contract for Project Management Services, in the form that is attached to the RFS, on behalf of the Respondent.
    g. The name, title, address, e-mail and telephone number of the contact person who can respond to requests for additional information.
2. Selection Criteria: The response shall address the Respondent's ability to meet the "Selection Criteria" Section including submittal of additional information as needed. The total length of the Response (including Attachment C only but excluding Attachments A, B and D) may not exceed twenty (20) single-sided numbered pages with a minimum acceptable font size of "12 pt" for all text.

    Respondents may supplement this proposal with graphic materials and photographs that best demonstrate its project management capabilities of the team proposed for this project. **Limit this additional information to a maximum of 3 - 8½"x 11" pages, double-sided.**

Certifications: Respondents should submit all professional certifications for principles involved with the project.

7. Payment Schedule and Fee Explanation:

The Owner will negotiate the fee for services dependent upon an evaluation of the level of effort required, job complexity, specialized knowledge required, estimated construction cost, comparison with past project fees, and other considerations. As construction cost is but one of several factors, a final construction figure in excess of the initial construction estimate will not, in and of itself, constitute a justification for an increased Owner's Project Manager fee.

8. Other Provisions

A. Public Record

All responses and information submitted in response to this RFS are subject to the Massachusetts Public Records Law, M.G.L. c. 66, § 10 and c. 4, § 7(26). Any statements in submitted responses that are inconsistent with the provisions of these statutes shall be disregarded.

B. Waiver/Cure of Minor Informalities, Errors and Omissions

The Owner reserves the right to waive or permit cure of minor informalities, errors or omissions prior to the selection of a Respondent, and to conduct discussions with any qualified Respondents and to take any other measures with respect to this RFS in any manner necessary to serve the best interest of the Owner and its beneficiaries.

C. Communications with the Owner

The Owner's Procurement Officer for this Request for Services is:

Domenic R. Lanzillotti, Purchasing Officer
730 Massachusetts Avenue
781-316-3003

Respondents that intend to submit a response are prohibited from contacting any of the Owner's staff other than the Procurement Officer. An exception to this rule applies to Respondents that currently do business with the Owner, but any contact made with persons other than the Procurement Officer must be limited to that business, and must not relate to this RFS. In addition, such respondents shall not discuss this RFS with any of the Owner's consultants, legal counsel or other advisors. ***FAILURE TO OBSERVE THIS RULE MAY BE GROUNDS FOR DISQUALIFICATION.***

D. Costs

Neither the Owner nor the MSBA will be liable for any costs incurred by any Respondent in preparing a response to this RFS or for any other costs incurred prior to entering into a Contract with an Owner's Project Manager approved by the MSBA.

E. Withdrawn/Irrevocability of Responses

A Respondent may withdraw and resubmit their response prior to the deadline. No withdrawals or re-submissions will be allowed after the deadline.

F. Rejection of Responses, Modification of RFS

The Owner reserves the right to reject any and all responses if the Owner determines, within its own discretion, that it is in the Owner's best interests to do so. This RFS does not commit the Owner to select any Respondent, award any contract, pay any costs in preparing a response, or procure a contract for any

services. The Owner also reserves the right to cancel or modify this RFS in part or in its entirety, or to change the RFS guidelines. A Respondent may not alter the RFS or its components.

G. Subcontracting and Joint Ventures

Respondent's intention to subcontract or partner or joint venture with other firm(s), individual or entity must be clearly described in the response.

H. Validity of Response

Submitted responses must be valid in all respects for a minimum period of ninety (90) days after the submission deadline.

FURTHER INFORMATION

The Owner should include any additional information that is required or that may assist Respondents in responding to the RFS.

ATTACHMENTS:

Attachment A: Statement of Interest
Attachment B: Contract for Owner's Project Management Services
Attachment C: OPM Application Form - May 2008
Attachment D: Required Certifications: MCPPO Certificate: School Project Designers & Owner's Project Managers
Attachment E: Existing condition information
Attachment F: Educational Profile Questionnaire

ATTACHMENT A
STATEMENT OF INTEREST

(DISTRICT TO ATTACH)

Owner's Project Manager Application Form - May 2008

1.Project Name/Location for Which Firm is Filing:

1a. MSBA Project Number:

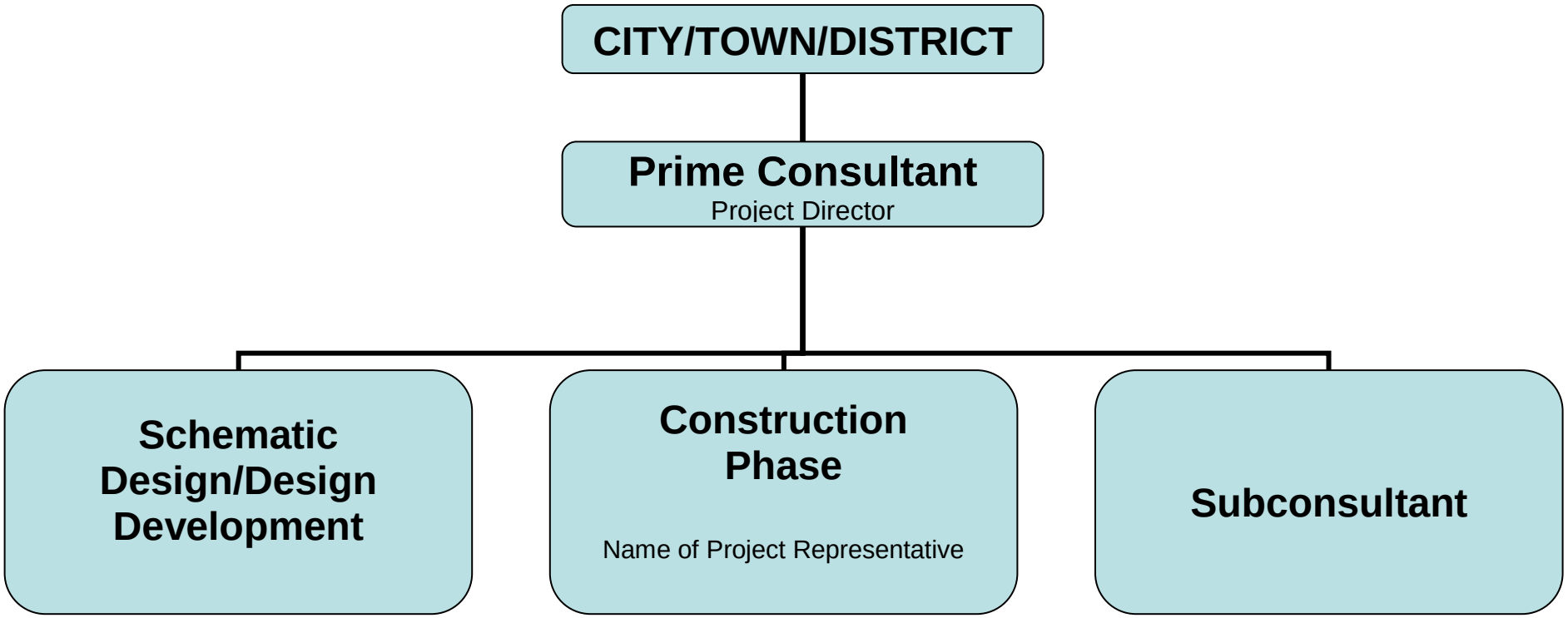
2a. Respondent, Firm (Or Joint-Venture) - Name And Address Of Primary Office To Perform The Work:	2b. Name And Address Of Other Participating Offices Of The Prime Applicant, If Different From Item 3a Above:
2c. Date Present And Predecessor Firms Were Established:	2d. Name And Address Of Parent Company, If Any:
2e. Federal ID #:	2f. Name of Proposed Project Director:

3. Personnel From Prime Firm Included In Question #2 Above By Discipline (List Each Person Only Once, By Primary Function -- Average Number Employed Throughout The Preceding 6 Month Period. Indicate Both The Total Number In Each Discipline):

Admin. Personnel	____	Cost Estimators	____	Other _____	____
Architects	____	Electrical Engrs.	____	_____	____
Acoustical Engrs.	____	Environmental Engrs.	____	_____	____
Civil Engrs.	____	Licensed Site Profs.	____	_____	____
Code Specialists	____	Mechanical Engrs.		_____	____
Construction Inspectors	____			_____	____
				Total	

4. Has this Joint-Venture previously worked together? ❑ Yes ❑ No

5. List ONLY Those Prime and Sub-Consultant Personnel identified as Key personnel in the Response to Request for Services. This Information Should Be Presented Below In The Form Of An Organizational Chart modified to fit the firm's proposed management approach. Include Name of Firm And Name Of The Person:



6.	Brief Resume for Key Personnel ONLY as indicated in the Request for Services. Resumes Should Be Consistent With The Persons Listed On The Organizational Chart In Question # 5. Additional Sheets Should Be Provided Only As Required For The Number Of Key Personnel And They Must Be In The Format Provided. By Including A Firm As A Subconsultant, The Prime Applicant Certifies That The Listed Firm Has Agreed To Work On This Project, Should The Team Be Selected.	
a.	Name And Title Within Firm:	a. Name And Title Within Firm:
b.	Project Assignment:	b. Project Assignment:
c.	Name And Address Of Office In Which Individual Identified In 6a Resides:	c. Name And Address Of Office In Which Individual Identified In 6a Resides:
d.	Years Experience: With This Firm: _____ With Other Firms: _____	d. Years Experience: With This Firm: _____ With Other Firms: _____
e.	Education: Degree(s) /Year/Specialization	e. Education: Degree(s) /Year/Specialization
f.	Date of MCCPO Certification:	f. Date of MCCPO Certification:
g.	Applicable Registrations and Certifications :	g. Applicable Registrations and Certifications:
h.	Current Work Assignments And Availability For This Project:	h. Current Work Assignments And Availability For This Project
i.	Other Experience And Qualification Relevant To The Proposed Project: (Identify Firm By Which Employed, If Not Current Firm):	i. Other Experience And Qualification Relevant To The Proposed Project: (Identify Firm By Which Employed , If Not Current Firm):

7a	Past Performance: List all Completed Projects, in excess of $1.5 million, for which the Prime Applicant has performed, or has entered into a contract to perform Owner's Project Management Services for all Public Agencies within the Commonwealth within the past 10 years.									
a.	Project Name And Location Project Director	b. Brief Description Of Project And Services (Include Reference To Areas Of Similar Experience)	c. Project Dollar Value	d. Completion Date (Actual Or Estimate)	e. On Time (Yes Or No)	f. Original Construction Contract Value	g. Change Orders	h. Number of Accidents and Safety Violations	i. Dollar Value of any Safety fines	j. Number And Outcome Of Legal Actions
(1)										
(2)										
(3)										
(4)										
(5)										

7b. (cont)	Past Performance: Provide the following information for those completed Projects listed above in 7a for which the Prime Applicant has performed, or has entered into a contract to perform Owner's Project Management Services for all Public Agencies within the Commonwealth within the past 10 years.						
a.	Project Name And Location Project Director	b. Original Project Budget	c. Final Project Budget	d. If different, provide reason(s) for variance	e. Original Project Completion	e. Actual Project Completion On Time (Yes or No)	f. If different, provide reason(s) for variance.
(1)							
(2)							
(3)							
(4)							
(5)							

8.	**Capacity:** Identify all current/ongoing Work by Prime Applicant, Joint-Venture Members or Subconsultants. Identify project participants and highlight any work involving the project participants identified in the response.

Project Name And Location Project Director	b. Brief Description Of Project And Services (Include Reference To Areas Of Similar Experience)	c. Original Project Budget	d. Current Project Budget	d. Project Completion Date	e. Current forecast completion date On Time (Yes Or No)	f. Original Construction Contract Value	g. Number and dollar value of Change Orders	h. Number and dollar value of claims
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								

9.	References: Provide the following information for completed and current Projects listed above in 7 and 8 for which the Prime Applicant has performed, or has entered into a contract to perform Owner's Project Management Services for all Public Agencies within the Commonwealth within the past 10 years.					
a.	Project Name And Location Project Director	Client's Name, Address and Phone Number. Include Name of Contact Person	Project Name And Location Project Director	Client's Name, Address and Phone Number. Include Name of Contact Person	Project Name And Location Project Director	Client's Name, Address and Phone Number. Include Name of Contact Person
1)			5)		9)	
2)			6)		10)	
3)			7)		11)	
4)			8)		12)	

9.	Use This Space To Provide Any Additional Information Or Description Of Resources Supporting The Qualifications Of Your Firm And That Of Your Subconsultants. If Needed, Up To Three, Double-Sided 8 ½" X 11" Supplementary Sheets Will Be Accepted. APPLICANTS ARE REQUIRED TO RESPOND SPECIFICALLY IN THIS SECTION TO THE AREAS OF EXPERIENCE REQUESTED.
10.	I hereby certify that the undersigned is an Authorized Signatory of Firm and is a Principal or Officer of Firm. The information contained in this application is true, accurate and sworn to by the undersigned under the pains and penalties of perjury. Submitted By (Signature) _____ Printed Name And Title _____ Date _____

Attachment D
Required Certifications (***To be developed by the Owner)***

ARLINGTON PUBLIC SCHOOLS

Office of the Superintendent
Arlington High School
P. O. Box 167
869 Massachusetts Avenue
Arlington, MA 02476-0002

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Massachusetts School Building Authority
School District Educational Profile Questionnaire

Date **September 9, 2016**

Name of School District **Arlington Public Schools**

District Contact (Name, Title) **Kathleen Bodie Ed.D. Superintendent of Schools**

As part of the District's invitation into the Eligibility Period, the MSBA is seeking the following information to further inform our understanding of the School District's facilities, teaching methodology, grade configurations and program offerings. If the below information is available in documents previously provided to the MSBA, please indicate in which document and on which page this information may be found.

SECTION ONE: Facilities

A. Please confirm the following MSBA 2010 Needs Survey information for all public schools in the District using a "Y" for accurate and "N" for not accurate:

District	School Name	Type	Year Founded	Last Reno.	GSF	Y/N
Arlington	Arlington HS	HS	1913		378,620	N
Arlington	John Q. A. Brackett Elementary	ES	1999		57,620	N
Arlington	Dallin Elementary	ES	2006		59,340	N
Arlington	Hardy Elementary	ES	2001		57,600	N
Arlington	John A. Bishop Elementary	ES	1950		54,000	N
Arlington	M Norcross Stratton	ES	1960		68,200	N
Arlington	Ottoson MS	MS	1921		173,500	N
Arlington	Peirce Elementary	ES	1924		48,500	N
Arlington	Thompson Elementary	ES	1955		68,200	N

Using the space below, provide additional information for any inaccurate or incomplete Needs Survey data.

Arlington	Arlington HS	HS	1913	1982	378,620	
Arlington	John Q. A. Brackett Elementary	ES	1931	1999	57,620	
Arlington	Dallin Elementary	ES	1956	2006	59,340	
Arlington	Hardy Elementary	ES	1925	2001	58,800	
Arlington	John A. Bishop Elementary	ES	1950	2000	54,000	
Arlington	M Norcross Stratton	ES	1960	Currently undergoing renovations	68,200	
Arlington	Ottoson MS	MS	1921	1998	227,000	
Arlington	Peirce Elementary	ES	1924	2003	48,500	
Arlington	Thompson Elementary	ES	1956	2013	57,000	

B. Using the chart below, list Charter Schools (Commonwealth, Innovative, or Horace Mann) and private schools located in the District.

Name of School	Type of School	Year Established	Grades Served	Current Enrollment
Dearborn Academy	Special Education	1940	1-12	148
Lesley Ellis	Independent	2001	NS-8	182
New Covenant	Christian	1985	NS-6	132
St. Agnes	Roman Catholic	1888	PreK-8	323
Arlington Catholic High School	Roman Catholic	1960	9-12	650
Youth Villages-Germaine Lawrence Campus	All Girls-Neglected/ Delinquent	1928	6-12	73

A. **<u>For elementary and middle schools only</u>** In the chart below, provide information about the current grade configuration for each public school facility adding or editing cells and rows as appropriate. Check the boxes provided to indicate program offerings at each facility. Next to the check, please indicate the number of hours and days the program is offered.

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes	Extended Day Care **APS or Vendor Fee based**	Lunch Seatings
John Q. A. Brackett Elementary, K – 5th	✓ 2h/wk	✓ 45 min/1x wk	✓ 40 min/1x wk	✓ 40min/1x wk	✓ 40min/ 1xwk	3.5 h/5x wk	3
Dallin Elementary, K – 5th	✓ 2h/wk	✓ 45 min/1x wk	✓ 40 min/1x wk	✓ 40min/1x wk	✓ 40min/ 1xwk	3.5 h/5x wk	4
Hardy Elementary, K – 5th	✓ 2h/wk	✓ 45 min/1x wk	✓ 40min/ 1x wk	✓ 40min/1x wk	✓ 40min/ 1xwk	3.5 h/5x wk	6
John A. Bishop Elementary, K – 5th	✓ 2h/wk	✓ 45 min/1x wk	✓ 40min/ 1x wk	✓ 40min/1x wk	✓ 40min/ 1xwk	3.5 h/5x wk	3
M Norcross Stratton, K – 5th	✓ 2h/wk	✓ 45 min/1x wk	✓ 40min/ 1x wk	✓ 40min/1x wk	✓ 40min/ 1xwk	3.5 h/5x wk	3
Ottoson MS, 6th – 8th	✓ 45min/ 5x wk	✓ By quarter/ 45 min/5x wk	✓ By quarter/ 45 min/5x wk	✓ 45 min/2x wk	NA	3.5 h/5x wk	3
Peirce Elementary, K – 5th	✓ 2h/wk	✓ 45 min/1x wk	✓ 40min 1x wk	✓ 40min/ 1x wk	✓ 40min/ 1xwk	3.5 h/5x wk	3
Thompson Elementary, K – 5th	✓ 2h/wk	✓ 45 min/1x wk	✓ 40min/ 1x wk	✓ 40min /1x wk	✓ 40min/ 1xwk	3.5 h/5x wk	6

For high schools only Attach to this questionnaire current program/scheduling information (core, non-core, enrichment and vocational).

Program of Studies
https://sites.google.com/a/arlington.k12.ma.us/ahs-course-selection-procedures/program-of-studies

Master Schedule
https://drive.google.com/a/arlington.k12.ma.us/file/d/0B2S-SXjZ229NM01acFNDWngwU0E/view

Bell Schedule
https://docs.google.com/document/d/1a5W-SsY0QcccCzqE2CE95Rf3VyareFowXPBVxgBBzF8/edit?usp=sharing

B. Does the District belong to a Collaborative? Yes ☒ No ☐

Does the District host a Collaborative? Yes ☒ No ☐
If yes, please provide the name of the Collaborative
_____LABBB_____

Does the District provide Pre-Kindergarten? Yes ☒ No ☐

Is Kindergarten fee based? Yes ☐ No ☒
If yes, please provide the fee structure _____

Does the District provide transportation? Yes ☒ No ☐
If yes, please provide the name of the provider(s) (District or vendor) _See below
Special Education
District and Vendors through LABBB/EDCO Collaborative Transportation Program.

Bishop Elementary School Bus
Fee based, District provided bus.

Sixth Grade Bus
Free to those students who qualify; District provided bus.

C. Using the space below, provide information about the Priority Statement of Interest School's teaching methodology (i.e. self-contained classroom, team teaching, departmental, or cluster). Include class-size policy and if applicable, scheduling particulars.

Due to Arlington's growing enrollment, a new six classroom addition is planned for the Thompson Elementary School to open in September 2017. The Gibbs School, which had been used for community programs and a private school for twenty-six years, will be renovated for opening in September 2018. The Gibbs School will house the sixth grade. The middle school was designed for 1,050 students (current enrollment is 1,215). Enrollment for the middle school is expected to grow to approximately 1,500 by 2024. When Gibbs School is open, the current middle school will house only the seventh and eighth grades. Staffing in all Arlington Public Schools will need to increase as enrollment grows.

The District instituted buffer zones in 2012 as a redistricting tool to address uneven enrollment growth among the elementary schools in order to minimize the number of very large class sizes. Students residing in a buffer zone upon entrance to school may be assigned to one of two schools based on class sizes. The School Committee is considering the possibility of expanding the buffer zones.

Changes to teaching methodology and programs are addressed in sections 3A and 4.

D. In the chart below, use "Y" or "N" to indicate if the listed technology offerings are available adding cells and rows as appropriate:

School	Desktop Computers	Laptop Computers	Tablets	Smart Board/ Smart Projectors	Printers	Wi-Fi WAN/LAN

Arlington HS	Y	Y	Y	Y	Y	Y
John Q. A. Brackett Elementary	Y	Y	Y	Y	Y	Y
Dallin Elementary	Y	Y	Y	Y	Y	Y
Hardy Elementary	Y	Y	Y	Y	Y	Y
John A. Bishop Elementary	Y	Y	Y	Y	Y	Y
M Norcross Stratton	Y	Y	Y	Y	Y	Y
Ottoson MS	Y	Y	Y	Y	Y	Y
Peirce Elementary	Y	Y	Y	Y	Y	Y
Thompson Elementary	Y	Y	Y	Y	Y	Y

Using the space below, provide additional information for any of the aforementioned offerings marked with a "Y".

The District has made a major investment in technology infrastructure installing ubiquitous wireless with significant bandwidth throughout the district over the last three years. Teachers, staff and administrators use laptops, iPads, Apple-TV, projectors, and document cameras to deliver 21st century instruction to students. Over 50 teachers have taken a graduate level course offered in Utilizing Technology to Transform Education.

The students of the Thompson Elementary school use technology every day as part of the one-to-one program at that school. In the other six elementary schools K – 3 teachers share one iPad cart for every two classrooms and grade 4 and 5 teachers share one iPad cart and one Chromebook cart for every two teachers.

At the middle school level the 6th grade students utilize one to one iPads. At the seventh and eighth grade level each four teacher cluster shares two Chromebook carts and each grade also has a shared iPad cart. During the 2016 – 2017 students had the option to Bring Your Own Device (BYOD) to school everyday and access the school network.

At the high school level iPads, Chromebooks, and laptops are used across the school, along with students accessing the school network utilizing a BYOD (Bring Your Own Device) option. A full complement of computer science classes are offered at the high school, along with an Intro to Programming class at the middle school level.

SECTION THREE: Proposed Program, Grade Configuration, Teaching Methodology for the Priority Statement of Interest School

D. Using the chart below indicate proposed changes to the information as provided in Section Two adding or editing cells and rows as appropriate.

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes	Extended Day Care	Lunch Seatings
Arlington HS, 9th – 12th	See	See below	See	See below	See	N/A	3

	below		Below		below		

Science

An effective science program which prepares students with 21st century skills for a rapidly changing, globally connected, competitive world is dependent on exposing students to science as scientists experience it. New standards demand proficiency in not only the disciplinary core ideas of science, but also in the practices which underlie the applications of those ideas.

Our efforts to develop a program which prepares students for college and career readiness and exposure to the habits of inquiry that allow them to apply their theoretical knowledge of scientific and engineering principles to authentic situations focuses on hands-on, experiential and collaborative problem solving.

We have made progress, but our progress has been limited by facilities that do not measure up to the task. We look forward to continued progress based on the tenets that were mentioned above. Our program should include the following considerations:

- Developing core knowledge in the foundational disciplines of physics, chemistry, and biology- with a broad selection of capstone courses which integrate knowledge and apply principles to relevant applications in numerous fields (art, music, media etc.).
- Hands –on learning which is frequent and integrated with textual knowledge that builds intuition about how the process of science works.
- Project work that exposes students to deeper and longer term applications of their initial exposure to the concepts and practices of science and relates that exploration to authentic local problems.
- Build confident students who have knowledge and articulation skills that they can use to present opinions and arguments about scientifically based solutions to problems effectively.
- Adequate and safe space and practices that protect students from potential hazards of equipment and supplies. (Numerous studies refer to 60 sq. ft./student and a cap of 24 students /lab class as the upper limit of safe lab environments).
- Facilities which are flexible and allow various student groupings so as to allow lectures by faculty, visiting speakers and students as well as allow regular laboratory experiences and project work.
    - perimeter appliances (sinks, electrical, hanging areas for charts/skeletons, specimens, microscopes
    - natural window light/bay windows/growing areas for plant growth and monitoring, environmental studies, etc.
- Flexible seating that allows various arrangements of collaborative groups in order to promote a students centered classroom where students are developing thinking along with their peers.
- Probe-ware which allows fast collection analysis and presentation of scientific data
- Adjacent project rooms for working on and storing longer term projects and encourages interfacing with maker-spaces and related activities (robotics, science symposium, etc.).
- Adjacent and shared teacher prep rooms which allow teachers view of classrooms, areas to share best practices and safely and efficiently store, retrieve and share equipment.
- Secure and safe chemical storage rooms adjacent to the teacher prep rooms.
- Classroom safety equipment devices such as showers, eye washes, extinguishers, etc.

Current science room availability:
13 teaching classrooms which vary from approximately 800 sq. ft. to 1200 sq. ft., some of which are not science classrooms (no sinks, no storage, few safety devices, etc.)

- 8 storage/prep rooms
- 1 resource rooms
- 1 chemical storage room

Current curricular offerings:

- 3 Core disciplinary courses (various levels) Physical Science, Biology, Chemistry
- 5 AP courses (chemistry, physics1 & 2, biology, environmental)
- 6 Elective capstone courses (anatomy/physiology, archaeology, astronomy, engineering design, environmental studies, oceanography)

Student population growth has far exceeded our ability to adjust room availability and as such many classes have grown to be above the suggested safe upper limit of 24. We have a number of sections up to 30 students and the growth projections continue to show continual increases.

Projected space needs
The proposal below is based on anticipated student enrollment growth in the high school in general and also on anticipated student enrollment growth in existing and new visual art courses including ceramics and digital media. The facilities listed below would be as adjacent to each other as possible.

- Five general art rooms including one dedicated to ceramics and other sculpture media and that has a separate kiln space
- One digital media studio for instruction in digital photography, graphic design, video, and animation
- One gallery space dedicated to the display of 2D and 3D student and teachers' artwork as well as local artists' work. Teachers in all departments will use this space for the sharing of student outcomes across all departments.
- An additional large storage space for the storage of student works in progress, still life objects and equipment.
- All of the existing storage space, office space, and display cases listed above
- A nearby office space for the K-12 Director of Visual Art

The art teachers at AHS would also plan to work collaboratively with other departments in a new "maker space" that would be located somewhere else in the building.

Performing Arts and Music
The Performing Arts department is working to create an integrated program, including music, drama, and technology. To do this, foremost the Performing Arts program needs to be consolidated so that the facilities are adjacent to and support each other.

- Band room large enough to accommodate 165 student symphony orchestra
- Small ensemble room
- Secure instrument storage
- Chorus room

- 8 sound-proof practice rooms
- Digital music lab
- Instrumental music office
- Choral music office
- Drama office
- Department office
- Auditorium wings
- Backstage staging and dressing areas
- Auditorium flyspace
- Accessible set and costume storage
- Sound and lighting upgrades and flexibility
- Easy auditorium access to Makerspace (including a scene shop)
- Little theater with lighting, sound, storage and access to main auditorium

Physical Education Department

Arlington High School's goal and vision for Physical Education will directly impact the space we need in the future. Students will demonstrate integrity, persistence, ability to work independently and cooperatively. We expect to do this through:

- Developing the tools and strategies needed to resolve disagreements and conflicts.
- Make informed responsible judgments regarding their personal, emotional and physical well-being.
- Learning by application.

In an effort to do this, students will need at least two gymnasiums, one that is larger and can be separated in two by a removable wall or curtain, one that will support PE classes as well as climbing elements, a fitness room and two health classrooms (including one that can be used for classroom activities, yoga, dance, etc.).

We plan to expand our yoga and dance opportunities and will need adequate space. Our other classroom will be structured to enhance learning and student collaboration. This classroom will need adequate technology, furniture, space and storage to achieve this goal.

Our gymnasiums will need appropriate space to accommodate the increasing numbers of students, as well as the equipment and storage space needed. Our fitness room is important to our wellness classes, the after school program and our Athletic teams. Proper equipment, training and storage are key to this program.

AHS Media Center

The AHS Media Center is a full - service learning, research, and project space. We embrace the "learning commons" model of flexibility, collaboration, accessibility, inclusivity, and participatory learning. The Media Center is a technology-rich center for inquiry, literacy, digital citizenship, and project-based learning, where students create, perform, and share.
Centrally located near the main entrance, the Media Center is both a figurative and literal hub of learning and literacy at AHS. To meet diverse and evolving needs the new facility should offer:

- Large meeting/presentation space with projection and sound (current space seats 80 to 100)

- Two to three classroom/breakout areas and two to three smaller study/meeting rooms, balancing needs for class and independent study and reducing noise in instructional spaces
- Low mobile shelving for good sight lines and flexible reconfiguration of space
- Varied seating including comfortable/café style seating and quiet study areas for the many students who rely on the Media Center as a "third place"
- Student/teacher workroom with digital fabrication tools (i.e., makerspace)
- Teacher production area and lounge/break room offering instructional resources and promoting collegiality and a sense of community across the building
- Secure storage for digital technology, library workroom for repair/processing of books and other materials, and librarian's office

The Media Center should be adjacent/contiguous to a comprehensive suite of student support services such as study hall, learning center, transitional program, special education, and technology staff, and the facility should be updated to improve overall security and climate control.

E. Is the District considering joining a Collaborative? Yes ☐ No ☒
If yes, please provide the name of the Collaborative _____

Is the District considering hosting a Collaborative? Yes ☒ No ☐

Hosting LABBB

Is the District considering offering Pre-Kindergarten? Yes ☒ No ☐
In existence
Is the District considering a Kindergarten fee? Yes ☐ No ☒
If yes, please provide the proposed fee structure _____

Is the District considering providing transportation? Yes ☐ No ☒
If yes, please provide the name of the proposed provider _____

C. In the space below expand upon proposed changes to current grade configurations, districting, teaching methodology, programs, transportation, fees and technology. Indicate if any school facilities would be vacated, down-sized or re-organized. Indicate if changes to current staffing would result (increase/decrease).

Arlington High School is organized into traditional departments. Students progress through a rigorous, standards-based curriculum. Core classes use common assessments to ensure rigor and mastery. Students choose their own level of challenge in courses at the college preparatory (curriculum A), honors, and college (e.g., AP, dual enrollment, and Coursera) level. Students approved for modified standards may enroll in targeted classes. Core content areas employ a number of different instructional organizations, depending on student need and the curriculum. Core departments currently employ extended time classes, co-teaching with special education, and small cohort classes to teach both curriculum A and B standards. While we have no class size policy, we limit classes to under 30. Honors and AP classes tend to be larger than 25, while curriculum A classes are smaller than 25. Due to staffing constraints, we limit curriculum A, H, and AP classes to over 15. In 2015-16, the school adopted a five-day,

seven period schedule. The schedule is designed to accommodate internships and other community partnerships. The schedule also includes two "X-blocks" and a daily homeroom. These times provide daily and weekly meeting times for a schoolwide advisory program, as well as time for students, teachers, and clubs to meet. Teacher classrooms are used as home bases for these advisory groups as well as for academic classes.

D. Using the space below, indicate any proposed changes to current technology offerings (e.g. "One to One" technology, Wi-Fi hotspots, laptop carts, etc.).

It is the district goal to increase the number of devices at the high school level at the completion of the renovation to a level that there will be a minimum of one device for every two students. This increase, along with rise in BYOD (Bring Your Own Device) participant devices, will bring the level of devices in the high school close to, if not at, the one to one level. In addition, the computer science program will be expanded to include additional course offerings in order to more fully develop the pre-engineering and pre-computer science program to the level that would increase the ability of high school students to access internships at the many high tech corporations in the Arlington and Cambridge areas. In order to support the additional demand for wireless, the network topography will be modified in order to bring it to an "enterprise" level. The CADD, maker-space, graphic arts, video design, production, and editing, and the digital music programs will be integrated to expand the number of students that find entry points into the high school technology programs.

SECTION FOUR: Space - District's Priority Statement of Interest

HIGH SCHOOL

A. Complete current information in the table provided below adding or editing cells and rows as appropriate:

ROOM TYPE	No. of Rooms	Comments
CORE ACADEMIC SPACES		
Math	17	13 Classrooms 1 Digital Media/CADD Lab 1 STEM Computer Science Lab 1 Office 1 Workroom
Science	15	12 Lab/classrooms 1 Small classroom 1 Office 1 Workroom The labs have been put on

ROOM TYPE	**No. of Rooms**	**Comments**
		warning by NEASC. All but one are below recommended square footage and are ill equipped. A storage closet has been repurposed as a small classroom.
Science Labs	12	12 lab/classrooms See above
Social Studies	13	12 classrooms 1 Office
English	14	12 classrooms 1 Office 1 Workrooms
Foreign Language	14	10 Classrooms 1 Language lab 1 Office 1 Bookroom/closet 1 Copier room (small)
SPECIAL EDUCATION	22	7 classrooms (including 3 for sub-separate programs) 6 offices 1 small support room Off-site evaluation program with 4 classrooms and 4 offices Program uses regular classrooms for many classes
GENERAL EDUCATION SUPPORT	8	Harbor Program for chronic medical and mental health support – 1 small class Shortstop Program transition for student returning from absences – 1 large office Workplace Alternative Program – 2 classrooms, 2 offices Learning Center academic support – 1 classroom

ROOM TYPE	No. of Rooms	Comments
		Old Hall – Study Hall for teacher absences – 1 large space with stage
ART & MUSIC	30	Visual Arts: 4 - Art rooms 1- Digital Media/CADD Lab (see above) 1- Office 4 - Storage spaces 1 –Gallery 1 – Kiln room Performing Arts: 1- Little Theater 1- Chorus Room 4- practice rooms 1- Chorus office 1- Band Room 4 - Storage Rooms 1- Band Office 1- Music Tech Lab 1- Recording Studio 1- Department Office 1 - Auditorium
HEALTH & PHYSICAL EDUCATION	14	1 – Wrestling room 2 – locker rooms 1 – Fitness room 1 – Health Classroom 4 – Storage 4 – Offices 1 – Gender neutral locker room 1 – Outdoor high ropes course
Gymnasium	2	
ATHLETICS	12	2 – Locker rooms 3 – Offices (AD, Secretary, coaches) 1 – Trainer 1 – Laundry 5 – Storage 1 – Fitness room (see above)
FAMILY AND CONSUMER SCIENCE		2 – Kitchen classrooms 1 – Classroom – interior

ROOM TYPE	No. of Rooms	Comments
		& fashion design Laundry 6 - Storage Students intern in the daycare and preschool
MAKER SPACE	7	1- Woodshop 1 – Engineering room (e.g., CNC laser cutter) 1 – Scene/Assembly shop 1 – Paint room 1 - Storage 1 – Environmental engineering garden courtyard 1 – Enviro store room In addition to woodworking classes Makerspace is available for interdisciplinary projects throughout the day.
MEDIA CENTER	10	1 – Teacher workroom 1 – Teacher lounge 1 – Quiet study 2 – Computer classrooms 3 – Storage 1 – Library workroom 1 - Office
DINING & FOOD SERVICE	11	1 - Cafeteria 1 - Cafeteria Courtyard 1 - Open Serving Area 1 - Kitchen 1 - Food prep 3 – Offices 1 – Freezer 1 – Dry Storage 1 – Locker room
MEDICAL SUITE		
Nurses' Office	4	2 – Offices 2 – Exam rooms
ADMINISTRATION & GUIDANCE	33	3 – House Offices (3 rooms each = 9)

ROOM TYPE	No. of Rooms	Comments
		1- Dean's Office 1- Secretary 1- Workroom Main Office (8 rooms) 1 - Principal's Office 1 - Secretary 1 - Reception/Mail 2 – Storage 1 – Secure storage 1 - Workroom 1 – Principal's Conference Guidance Department (11) 1 – Secretary reception 5 – Guidance Offices 1 – Intern Office 1 – Advisory Office 1 – Guidance Conference 1 – Records Storage 1 – Resource Center 1 – SRO Office 1 – Court Liaison Office 1 – METCO Office 1 – In-school suspension 2 – Social Work

NOTE: Because AHS has been renovated and repurposed over the years, the size, design, and locations of rooms are often substandard. We find ourselves with a shortage of usable space and large amounts of wasted space. Only one of our science labs meets the size requirements recommended by MSBA. This creates scheduling, instructional, and safety problems. Only 23% of our classroom meet the size requirements recommended by MSBA. Many storage closets have been repurposed as offices. Walls across alcoves have created small windowless spaces. Large offices or storage rooms have been repurposed as small classrooms. Walls have been moved to divide larger classrooms, resulting in 23 classrooms with obstructed views. Heating and cooling

issues make rooms unbearable for large parts of the year. The aging wiring leads to issues around electronics, making it cost prohibitive to mount projectors. Furnishings are a mixed bag of old one-armed desks and tables, mostly mismatched and gathered from discards. Many blinds and some windows are broken, fixed in either or open or closed position.

Many other functions are housed within the high school. These include:
Central Registrar
Transportation Coordinator
Community Education/District K-12 Enrichment Programs
Information Technology
LABBB Collaborative
Daycare
Preschool
Town Facilities
Comptroller/Town offices
Superintendent's Offices
Custodial offices
School Resource Officer

Math

The enrollment of students in math is increasing; all students must take three years, but overall enrollment reflects that many students take more than one math course in a given year. Mathematics classrooms need to be configured for maximum flexibility to allow and encourage discussion, collaboration, and interaction among students. Access to technology, and other disciplines that are part of the STEM initiative, is vital to our vision of math as a subject that provides the language needed for problem solving and creativity

The current rooms, while adequate in size, lack many of the features that we need to move forward with our goals. The construction has made it cost prohibitive to install ceiling or wall mounted projectors. This leads to poor arrangement of classes and potential hazards with so many wires running across the classrooms. To compound the issue, poorly placed built-in furniture creates a lack of board space options, a lack of space for collaborative groups, and a general shrinking of space that could be more effectively used. In short, the rooms are framed to move into a collaborative and technologically supported environment.

Science

Science classes are based on hands-on, project based, experiential activities. Students need to be able to communicate in a variety of ways--interpersonally, on line, with reference materials and in small groups. For that reason, science classrooms need to support instruction through access to media, technology, white boards, as well as other technology-based disciplines to facilitate the demands of the new standards

Current classrooms are generally below the recommended 60 square feet per student. Our 13 teaching classrooms vary from approximately 800 sq. ft. to 1200 sq. ft. Some of the rooms are not actually science classrooms, lacking sinks, storage and having few safety devices. We currently have only eight storage/prep rooms, one resource room and one chemical storage room. In addition, student population growth has far exceeded our ability to adjust room availability and many classes have grown to be above the suggested safe upper limit of 24. We have a

number of sections up to 30 students and the growth projections continue to show continual increases.

Class size overload is also affected by the fact that numerous students enroll in a fifth science course during their four years at AHS. While three courses are required, most students take four, and 28% of seniors have chosen to take a 5th course by graduation. Robust growth is also demonstrated by the Advanced Placement program growth. In 2015/16, AP science enrollment was 136, and one year later is 207. Effective classrooms should support students in their quest to challenge themselves to their full potential.

Social Studies

Currently the history and social studies department at Arlington High School has defined its mission and key values as:

1. Valuing authentic, real world experiences where students can 'do history
2. Emphasizing historical thinking skills and mindsets
3. Promoting civil discourse and collaboration among students
4. Allowing students to demonstrate, synthesize, and apply their knowledge of history in line with 21st century media skills

Our current space does not allow us to meet the above goals. Meeting the needs of a diverse group of students today, requires flexible spaces where small groups of students can work with teachers or special education aides, but still be part of the classroom. Currently, we are sending students into the hallway or use unoccupied faculty rooms or conference rooms. This space does not promote planned and unplanned collaboration between teachers and students. We currently do not have any space conducive to bringing in historical scholars or eyewitnesses from history, or being able to video-conference with historians or classes around the world. Additionally, there is no space for multiple classes to collaborate on larger projects or presentations, or to have a place for students to create projects like green-screen videos and documentaries, which help them demonstrate their knowledge in a form that best suits them.

ELA

All students must take four years of English; a growing list of electives offers opportunities for students to take more than one English class during the junior and senior years, resulting in growth of class size. Discourse is the main teaching methodology; this takes a number of forms: discussion, small group work, online work, Google classroom, shared reference work, teacher lecture and feedback. Students generally spend some of their time in class reading or writing; flexibility in the seating configuration and space is vital to the varied approaches that define the discourse that is occurring

World Language

Students are immersed in the language when they enter language classrooms, so establishing spaces that are dedicated to the study of one language is essential, places that allow for the display of cultural materials and for keeping relevant realia and other resources specific to that language at hand. Teachers need flexible classroom spaces that support many modes of communication. Students work in groups and individually; they use media and technology; they use language orally and need areas where they can role play and demonstrate their knowledge of language for others to see.

Special Education and General Education Support

Because of the condition of the school, Special Education classrooms and offices have been carved from the various small office and classroom spaces created as the building was subdivided. These are scattered throughout the building, making it difficult for special education teachers to coordinate. It creates large travel distances for students who struggle with anxiety, executive function, organization, or self-regulation. In addition, these spaces send a message that special education services are peripheral or less important than regular classes.

Special education lacks a good meeting space for required team meetings. The sub-separate programs are poorly located. One is in the back of the library, creating a distracting environment for students. The other is located in two classrooms in our "links" where they become extremely cold during the winter. The Student Support Center has been cut out of a large office space which can become quite crowded when a large number of students seek support.

General education support suffers from the same problems of location and quality of spaces. We have moved the Short Stop, Harbor, and Student Support Center near the Student Learning Center just off of the library. The goal is to have them share resources and support students as a team. However, the spaces for Short Stop and Harbor are small. Short Stop is located in a large repurposed office/storage space with poor ventilation. In-school suspension has often been moved into small peripheral spaces. Currently it is in the old school store, just off the cafeteria. Old Hall, the large study hall used when teachers are absent, has been recently upgraded so that it does not echo and more comfortable tables and chairs have been added. Nonetheless, this space is substandard and students need computers, heavy duty furniture, and a quieter environment for an effective study hall.

Our special education program expects to change in response to an expanding population and the opportunities created by new space. Ideally, we would like Special Education and General Education Support Services to be centrally located in close proximity to each other and the Learning Commons (Library/Media Center). This reflects a desire to encourage a team approach to student support and to put specialized instruction at the heart of the school.

We are forecasting the following needs:

- Five large classrooms with two offices on each - Summit (x2 programs), Reach, Cognitively Impaired and medically fragile.
- Adaptive PE gym - Handicap accessible.
- Post-secondary/Transition Program -two large rooms with an office to expand special education transition programming for students. This supports 18-22-year-old programming.
- Separate, in building, space for alternative educational programing. Three classrooms, bathrooms, teacher offices.
- AHS Special Education Department Office/Conference room

Art

In the art department, room sizes are inadequate for enrollment. However, the current rooms lack sufficient natural light. There are no spaces for digital art, video, or photography, while student interest in these areas is strong. Storage space is lacking for all media. In addition, classrooms are constantly utilized so there is no ability for teachers to set up for their next class.

Existing visual art facilities as of September 2016

- Four art rooms
- One kiln room
- One small office space
- Three small supply closets
- One medium supply closet
- Four built-in glass display cases

Music

There are an inadequate number of practice rooms, and currently these rooms lack both ventilation and sound-proofing. There are no spaces for small ensembles to meet. In addition, there is no sound proofing in the current band/orchestra/choral rooms. The department is further hampered by limited instrument storage space as well.

Performing Arts

The current theatre space has no fly space, no stage wings, and no access to set shop. The theatre space also lacks handicap access to stage. The entire space suffers from inadequate lighting equipment, no ventilation, and is lacking a sound system.

Physical Education

The physical education program has many space requirements. It includes technology equipped classrooms where students can learn about health; gymnasia where students can interact in large and small spaces physically; a fitness room designed to help students develop their bodies; and a locker room. These physical spaces frame the methodology of the department; we use a variety of approaches to help students understand and develop their awareness of the physical aspects of their lives in order to build a healthy foundation for their futures as well as an understanding of how to work with others in healthy ways.

Athletics

In addition to our Physical Education and Health program, our gym facilities host and include our athletics program. As with other areas of the school, these facilities are in poor repair and poorly located relative to each other. Our athletics locker rooms are difficult to secure and have poor sightlines, creating safety issues. In addition to being in extremely poor repair, they are uncomfortable for showering and dressing. All of the facilities are difficult to secure and supervise. Once one has access to the gym or locker rooms, the entire building is open, creating problems during events. The main gym is short and cannot seat the student body. During games it is difficult to pass across the gym. The locker room shares a bathroom with daycare, creating access problems for the daycare and theft problems in the locker rooms.

In the future, we would like to create a more consolidated athletics and PE area, in order to create a sense of spirit and ownership as well as better supervision. We envision:

- Athletics entrance with secure access to the building, streamline main entryways, secure from the rest of the building
- Two locker rooms total for both PE and Athletics with separate "breakout" areas and coach/staff office in it (reduce the number of kids going in and out of both and make for easier supervision)

- Nets for storage in the gyms (holding up mats etc. in the ceilings)
- Drop down vinyl cloth dividers in the gym to create division of teaching spaces (5-6 spaces can be created)
- Seasonal storage closets in the gyms for athletics (a few small ones to keep each teams stuff separate and better protected/secured)
- Tech security/set up in the gym
- Officials room/guest changing room/transgender locker room (could all serve the same purpose) that is not adjacent to locker room
- Wiring for electronic drop down of basketball hoops away from main entrance
- Indoor track above, field house set up
- Space for portable bleachers for bigger events, tournament games
- Drop down screen in the gym for all school presentations (pep rally, athletics night etc.)
- Multipurpose room with mirrors (dance/wrestling/cheer/yoga etc.)
- Teaching space for coaches (room with tables/projector, or lecture hall style)
- Coaches space/storage under bleachers
- Storage area/rooms accessible from outside of building
- Access to exterior bathrooms for outdoor events
- Locate trainer room closer to the gyms/fields
- Fitness room

FACS

The Family and Consumer Science program provides hands on opportunities for students to focus on three vocational related subjects: early childhood, interior and fashion design, and culinary arts. Each strand requires specific spaces in order to help students develop expertise. Teachers use a combination of traditional teaching techniques, technology-based immersion, and hands-on experience in order to prepare students to enter the workplace with the necessary skills.

The current FACS program suffers from many of the problems of poor upkeep, layout, and location present in many of our departments. The two food labs are divided by the entire length of the LABBB program. Culinary classes are heavily enrolled and the food labs kitchen have work stations that are too few, too small, and outdated. The old laminate counter tops are hard to clean. The appliances are not professional quality and are outdated. There are obstructed views in both labs. The general purpose classroom used for Interior and Fashion Design is small and is shared with the Early Childhood classes, so equipment cannot be left set up. These classes are far from the Daycare and Preschool programs.

Makerspace

AHS has been actively developing a maker program, drawing on the makerspace (woodshop, engineering room, scene/assembly room) as well as the CADD lab, digital media lab, STEM computing lab, music tech lab, and environmental garden, to create a wide range of hands-on innovative projects. A STEAM/Innovation Certificate is planned for launch in 2017. In order to create a rich maker program, we would like to consolidate the various maker spaces “on the corner of arts and engineering,” easily reached from math and science. The goal is to create a full service Fabrication Lab. Recognizing that all departments benefit from hands - on projects, we would like to include digital fabrication tools in the media center as well, creating a space for 3D printing, laser cutters, and vinyl cutter that teachers may use in less industrial projects.

Library Media Center

The AHS Media Center is a full-service learning, research, and project space. We embrace the "learning commons" model of flexibility, collaboration, accessibility, inclusivity, and participatory learning. The Media Center is a center for inquiry, literacy, digital citizenship, and project-based learning, where students create, perform, and share. Our mission is to ensure that students and staff are effective users of ideas and information and that students are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. Centrally located near the main entrance, the Media Center is both a figurative and literal hub of learning and literacy at AHS.

Food Service

Our food service program should create a safe, healthy, nurturing setting for students to eat and socialize. In addition, the cafeteria and food service spaces provide potential educational options, allowing students to learn about culinary arts and nutrition. We imagine a program with a larger, secure, cafeteria area, able to accommodate as many as 650 students at one seating. Removal of obstructed sightlines and creation of varied seating areas will help to supervise the students while giving them a variety of areas to congregate. We would like to maintain the outdoor courtyard seating option to bring in light and fresh air. The access points to the cafeteria need to be more easily controlled so that students can be supervised entering and leaving. We would like opportunities for a school store as well as food service options for our culinary students (such as a student cafe). The serving area should also be opened to the cafeteria to increase student participation and encourage healthy choices. There should be access from food service to the loading dock

Guidance and Social-Emotional Support

The guidance counselors would like students to be happy, healthy, and well-adjusted individuals with balanced course schedules. Guidance counselors focus on teaching, connecting, and caring while providing a supportive environment in which all students can learn and grow. By meeting with all students (approximately 250-270 students per counselor) the guidance staff members help students to acquire the academic skills, self-knowledge, values, and intellectual curiosity that lead to lifelong learning as each child progresses through the 21st century. Counselors form an active partnership with students and parents in individual and group teaching sessions. These sessions require a large amount of space and technology in order to research learning styles, multiple intelligences, interests and careers, colleges, and the college application process through the use of Naviance. Technology in the form of computer labs, chromebooks and pc's is provided. The rooms that are used provide for flexible seating and a movement from computer tasks to discussion. Some very interesting dialogue often develops among all parties producing an overall enlightening learning experience in the guidance venue.

Personal counseling in the form of social emotional support is involved each time counselors meet with students, based on the counselor's assessment of student needs. When in need of additional support, our Student Support Team and school social workers assist, not only by sharing advice and providing therapy sessions, but in yearly Health and Safety Day Presentations on such topics as suicide prevention, substance use, bullying, and other prevalent concerns which are presented to both parents and students. The department holds tight to the goal that no child will be left behind.

B. If not offered within the District's Priority Statement of Interest school, indicate in the space provided below where the District's collaborative, special education, art, music, health/physical education, media center, dining/food service and technology spaces are offered.

- Math
- Science
- Science Labs
- Social Studies
- English
- Foreign Language
- Special Education
- General Education Support
- Art & Music
- Health Physical Education
- Athletics
- Family & Consumer Science
- Maker Space
- Media Center
- Dining & Food Service
- Medical Suite
- Administration & Guidance

(As noted above)

The Mill Brook Assessment and Transition Program is an initiative designed to provide services for students entering the district from a group home placement and/or any Arlington High School student who require increased clarity on the obstacles in accessing curriculum successfully. This is a referral based program which includes a comprehensive intake which identifies the referral questions and questions to be answered.

The Mill Brook Assessment and Transition Program provides assessment, data collecting, observations, recommends accommodations / modifications, provides extended evaluations and/or assists with a student reentering in the larger AHS community.

This program is team based and supported by administration, general education teachers, special education teachers, social worker, and a program manager.

For example students may be:

- Placed at group homes as a temporary residential placement
- Presently residing at a group home and are ready to transition to Arlington High School
- Not successful in a general educational environment at Arlington High School
- Returning to Arlington High School from other outside placements
- Transitioning to outside therapeutic placement (FAPE to the LRE)

Currently there is no adequate or appropriate space for this program within the high school and it has been housed off-site. The housing of this program off-site does not allow for smooth re-integration for students into the regular classroom setting in increasing time increments. Off-site housing also does not allow Millbrook students easy access to meet with the full range of specialists that are available at the high school.

SECTION FIVE: Safety and Security Statement

Has the District formulated a school specific Multi-Hazard Evacuation Plan (Section 363 of the FY 02 State Budget) for each school under the superintendent's supervision?

Yes ☒ No ☐

What was the date of the last review with local public safety and law enforcement officials?
Date: __June 2016_____

SECTION SIX: Attachments

Please attach to this completed questionnaire any Executive Reports or Conclusions of reports or studies that relate to accreditation, an assessment of facility conditions and/or findings as issued by the Department of Elementary and Secondary Education (DESE). Below, please list the documents attached (as applicable).

Documents attached:

HMFH Arlington High School
Analysis of Programmatic Needs
http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/ahsanalysisprogrammaticneeds.pdf

Green Capital Needs Assessment
and Replacement Reserve Analysis
http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/13473_Arlington_High_School_GCNA_PRELIM.pdf

AHS Community Role
http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/ahspamphlet.pdf

NEASC Report
http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/Arlington_High_School_NEASC_Report.pdf

NEASC Letter
http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/Arlington_High_School_NEASC_Letter.pdf

McKibben Enrollment Forecasts
http://www.arlingtonma.gov/home/showdocument?id=26965

McKibben Modifications
http://www.arlingtonma.gov/home/showdocument?id=28355
http://www.arlington.k12.ma.us/administration/facilitiesenrollment/pdfs/apspopenrollforecastsdecember2015.pdf

HMFH Architects Enrollment Map
http://www.arlingtonma.gov/home/showdocument?id=28357

http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/enrollmentprojectionsforSOI02-28-14.pdf

Program of Studies
https://drive.google.com/a/arlington.k12.ma.us/file/d/0B2S-SXjZ229NM01acFNDWngwU0E/view

McKibben Update 2016

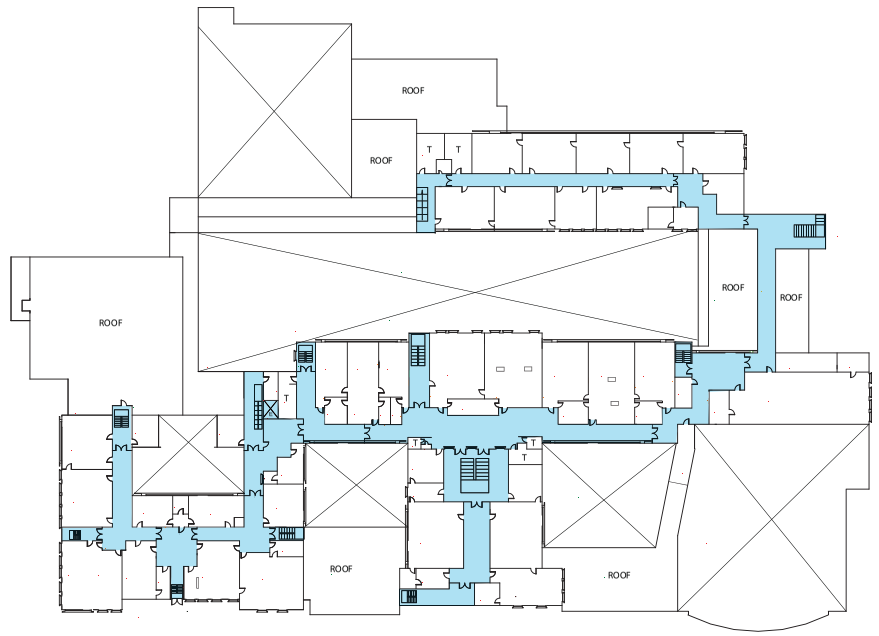
APS Projected Enrollment

APS Special Education Programs and Services

Continuum of Alternative Service and Placement

Should you have any questions about this questionnaire, please contact Project Coordinator Mercy Muyia at:

Massachusetts School Building Authority
617-720-4466
www.massschoolbuildings.org



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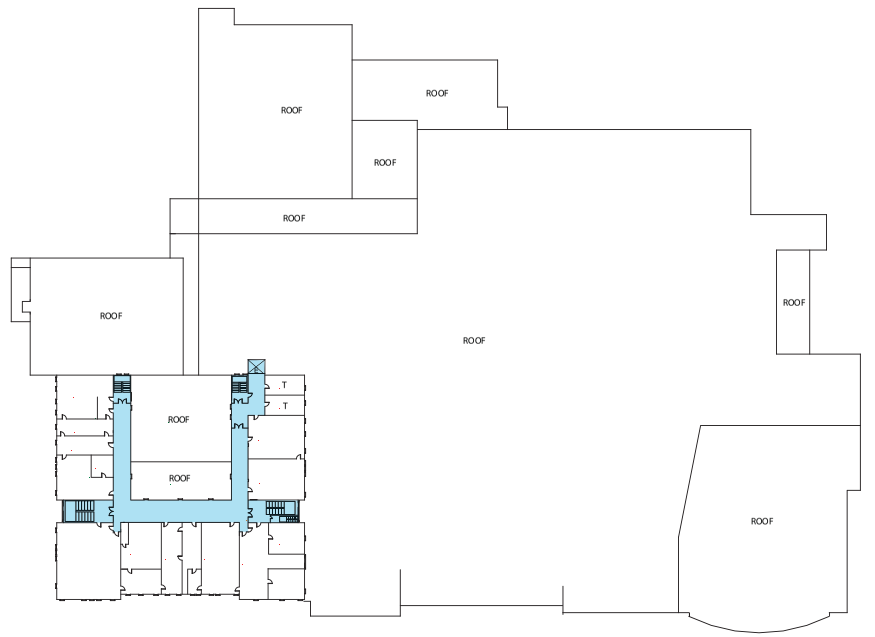

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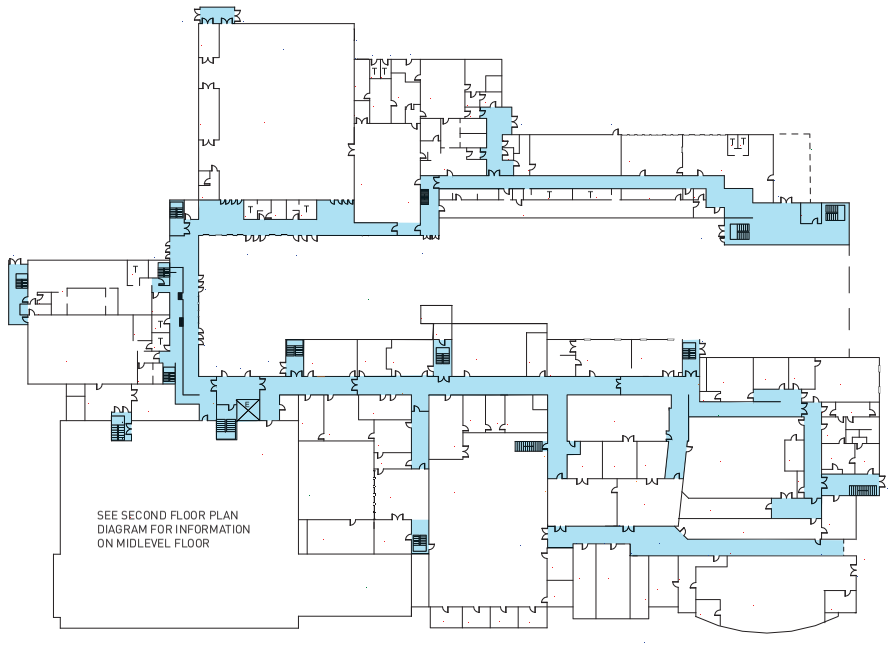

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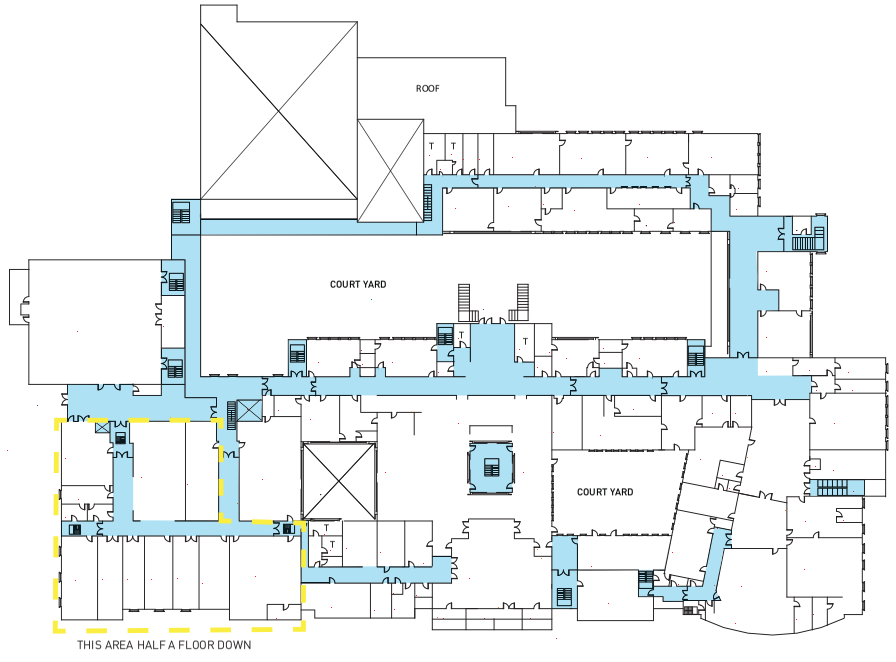

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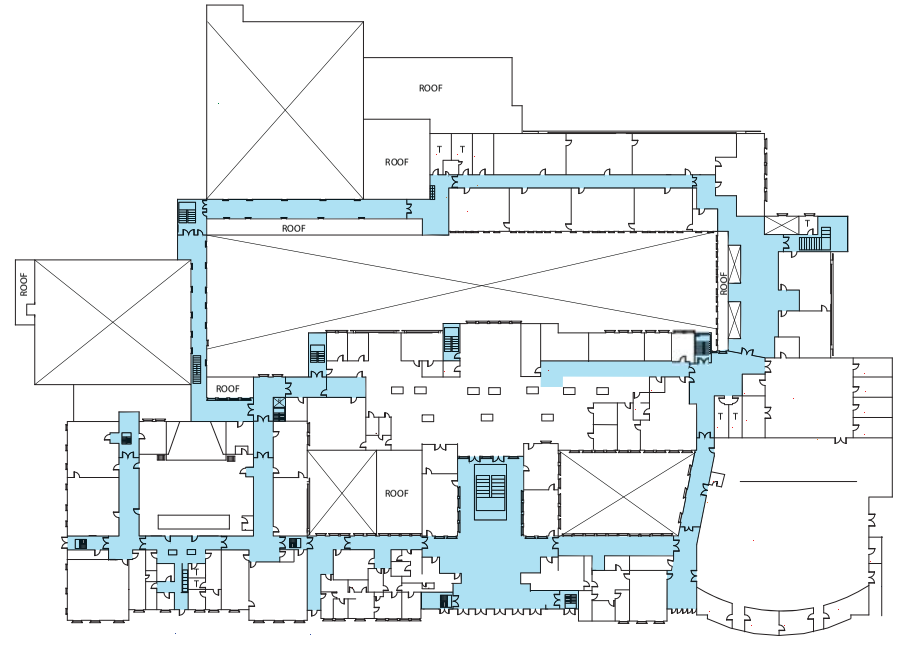

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Appendix A - Circulation

Arlington High School

Arlington, MA

CIRCULATION

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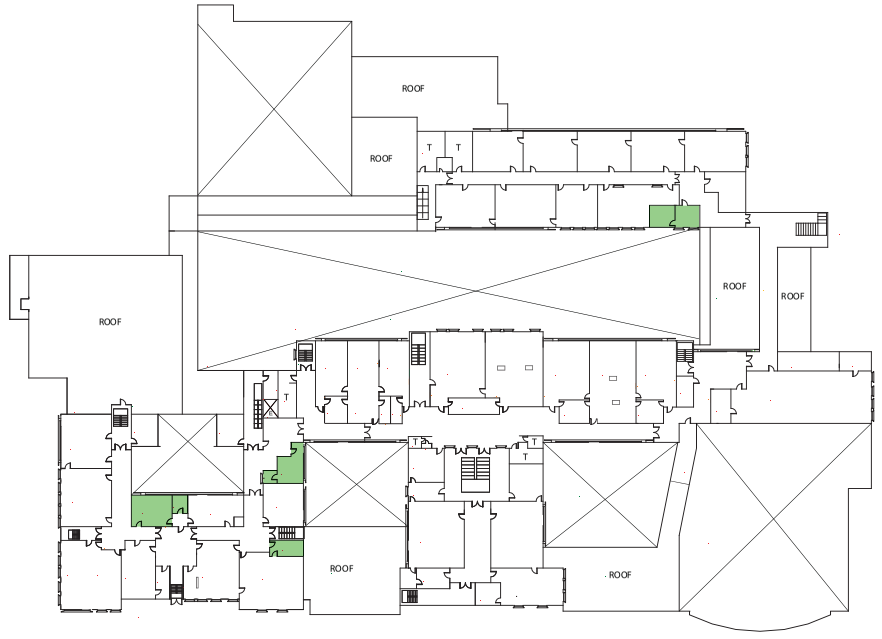

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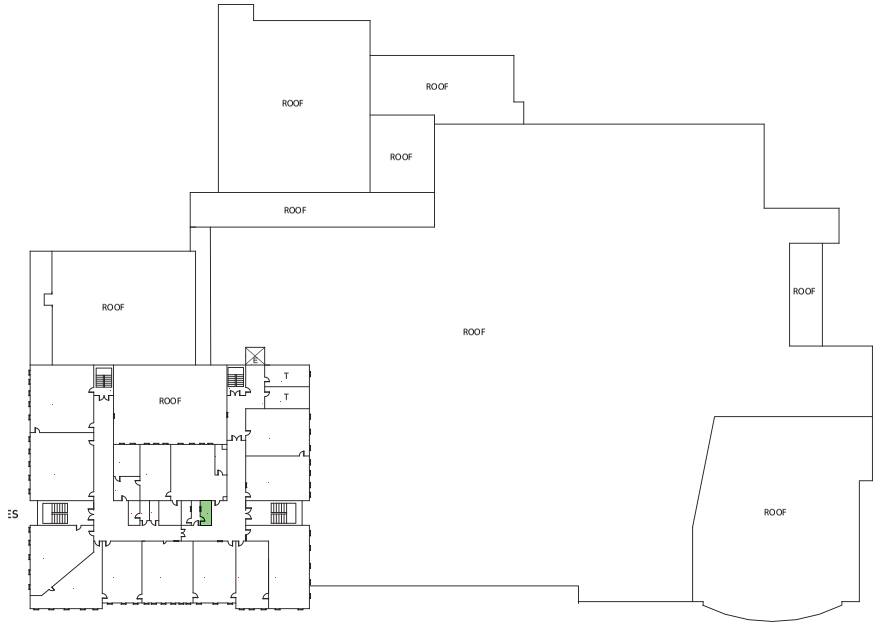

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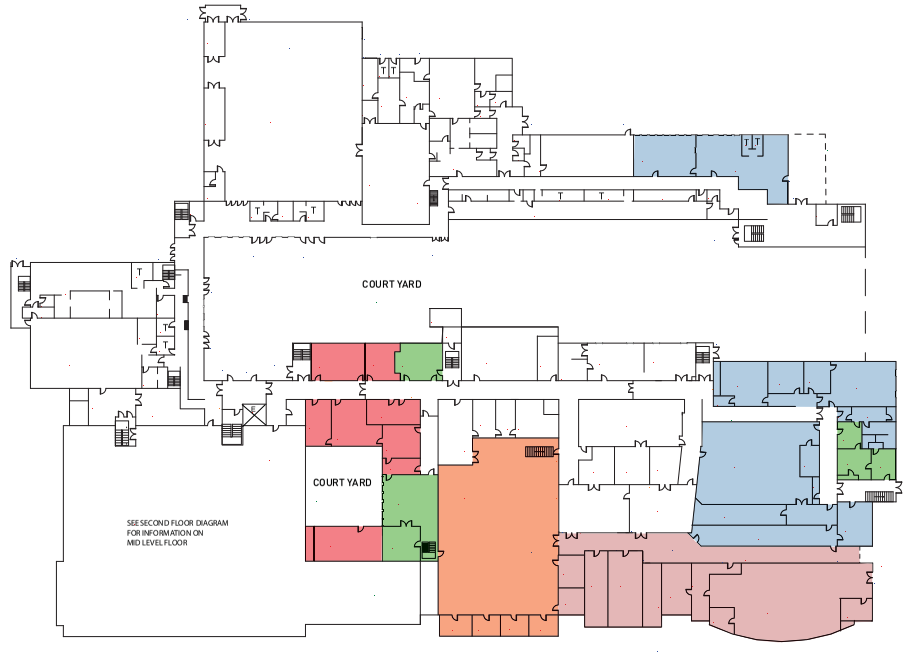

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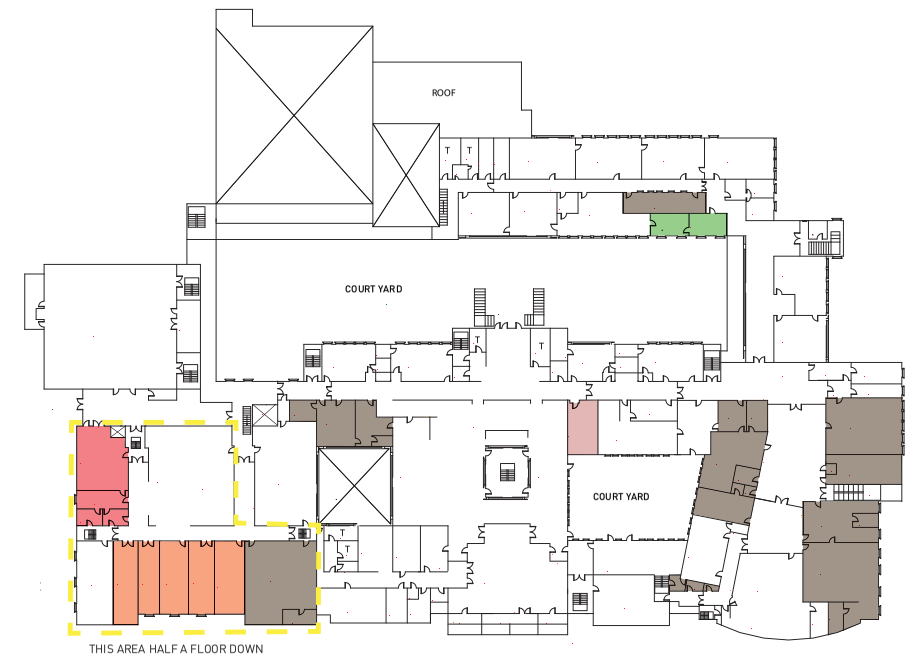

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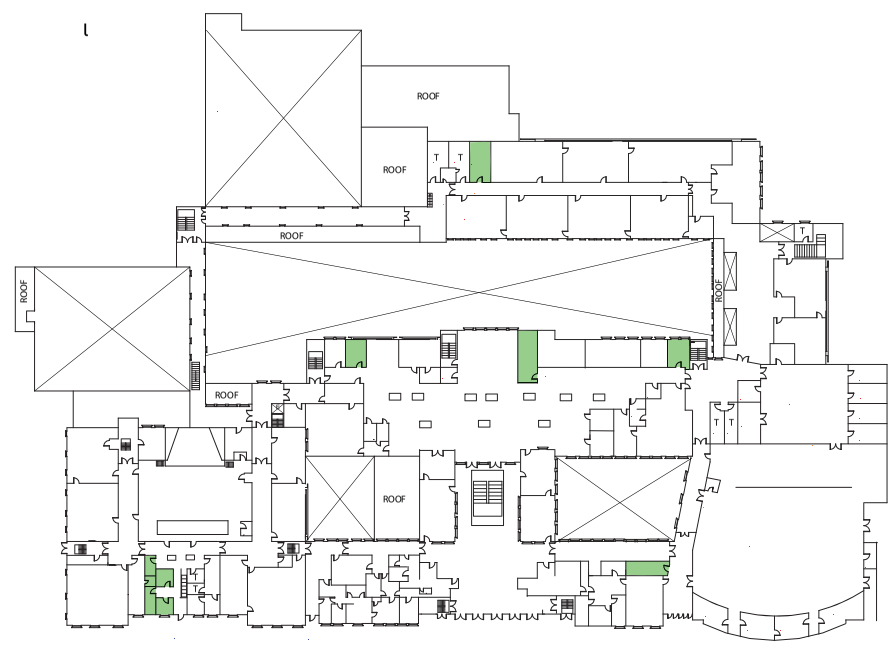

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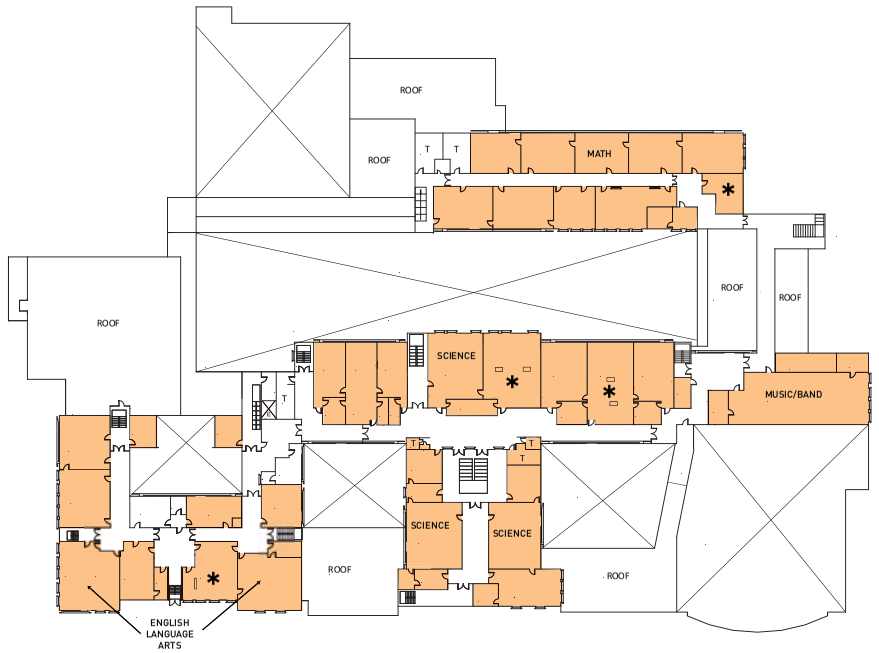
- TOWN USE
- SCHOOL / TOWN FACILITIES
- SCHOOL DISTRICT USE
- PRE-SCHOOL USE
- COMMUNITY / SCHOOL STORAGE
- LABBB COLLABRATIVE

Appendix B - Non HS Space Use

Arlington High School

Arlington, MA



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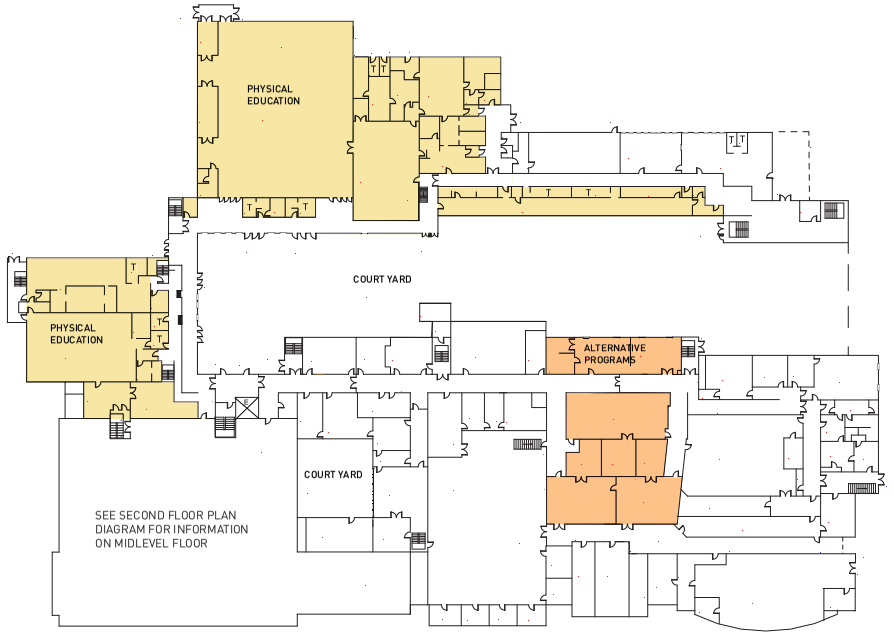

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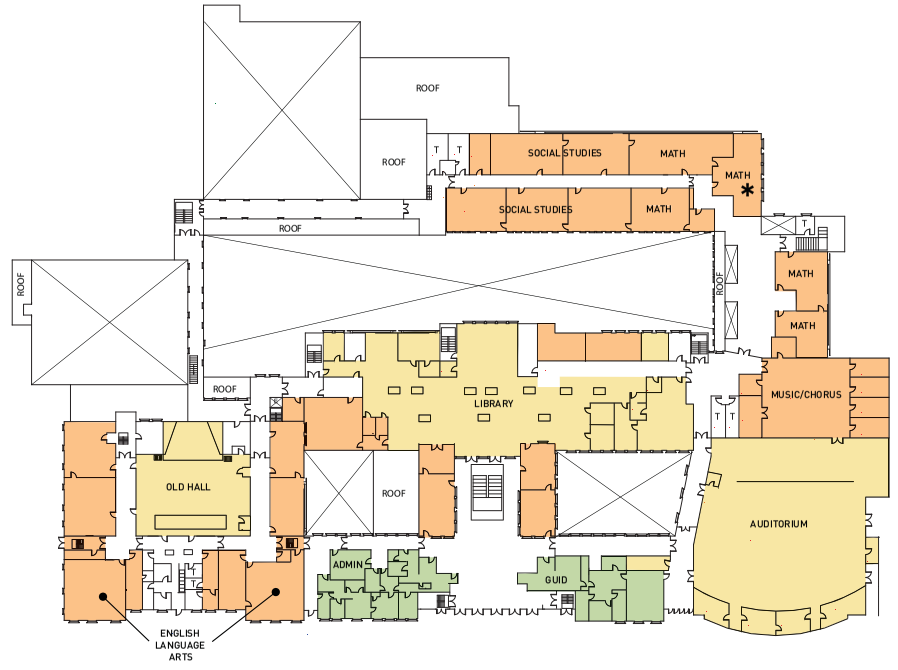

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Appendix C - HS Program Spaces

Arlington High School

Arlington, MA

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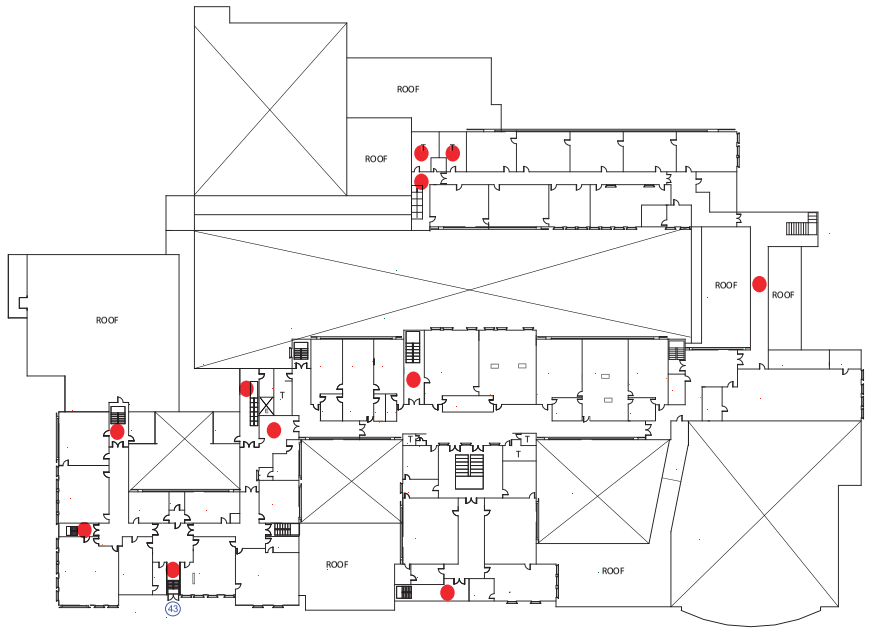
- ACADEMIC SPACES
- SHARED SPACES
- SUPPORT SPACES
- ✱ OBSTRUCTED VIEWS / IRREGULAR SPACE



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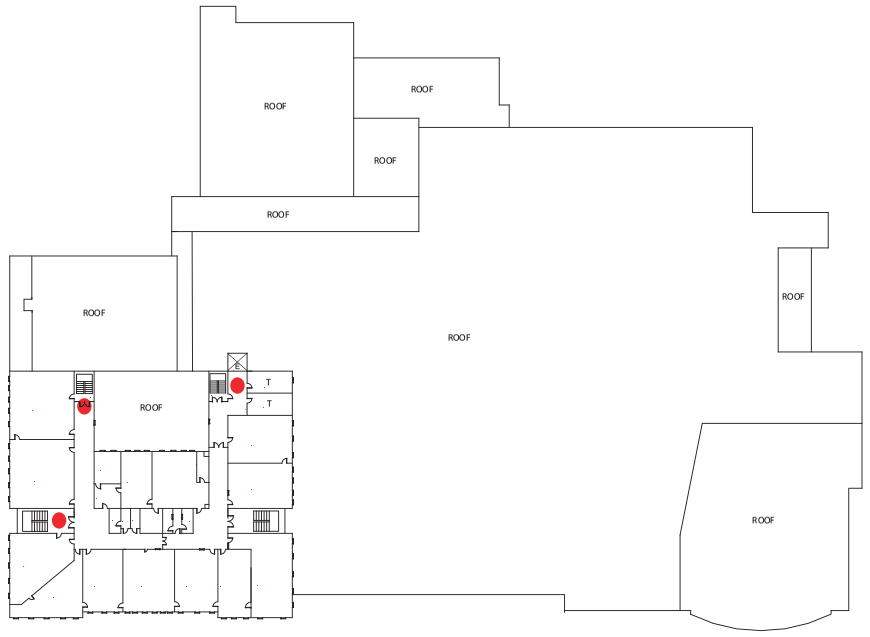

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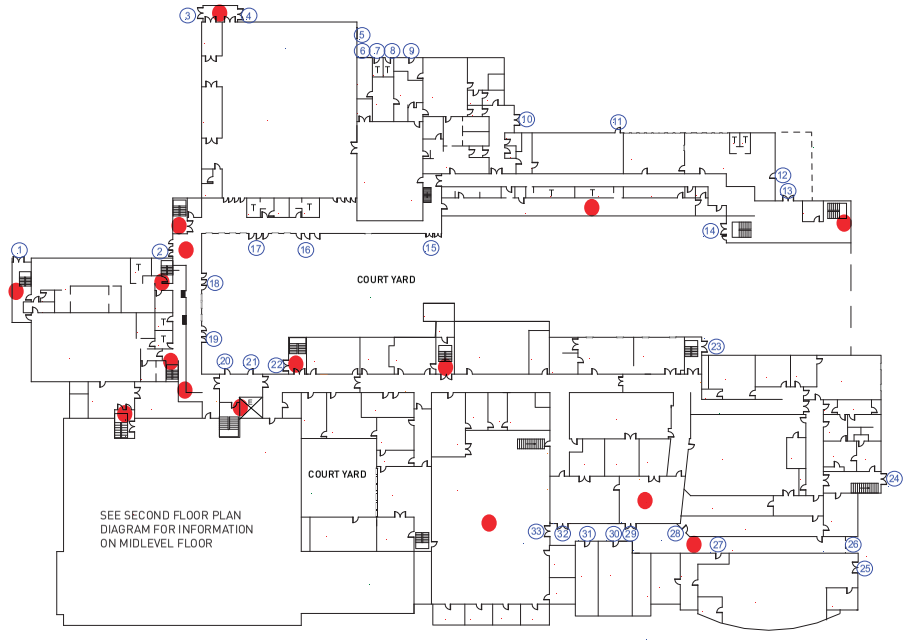

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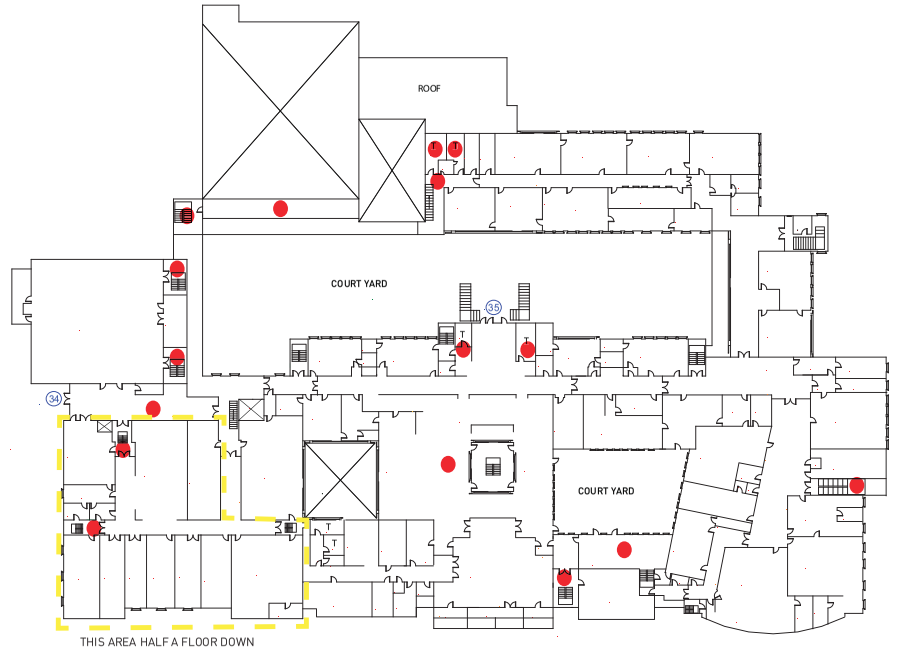

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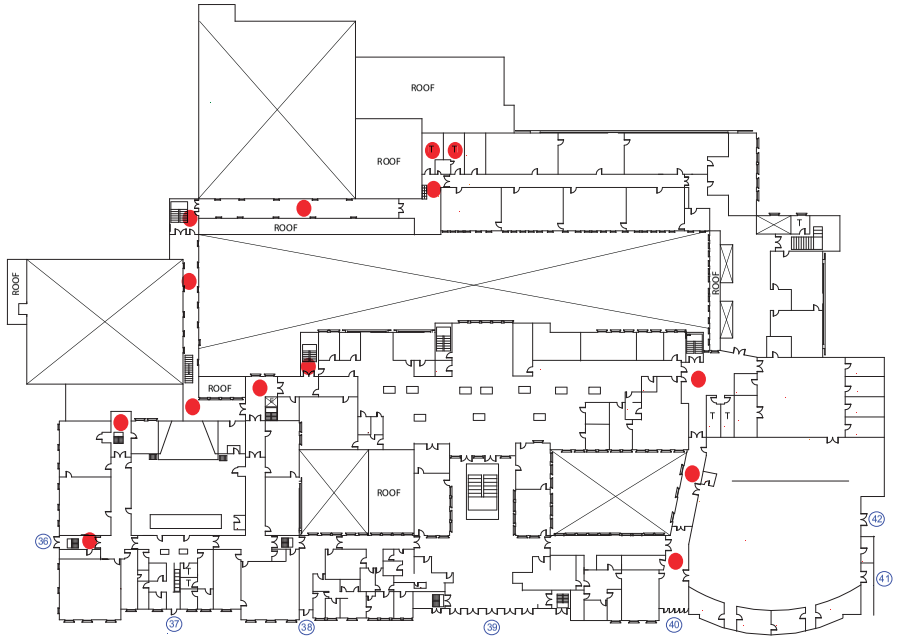

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Appendix D - Safety and Security Issues

Arlington High School

Arlington, MA

N

1 EXTERIOR ACCESS POINTS

UNSUPERVISABLE AREAS

Arlington High School

Analysis of Programmatic Needs

Presenters:

Kathleen Bodie,
Ed.D., Superintendent of Schools

Lori Cowles,
AIA, Study Architect

Diane Johnson,
CFO, Arlington Public Schools

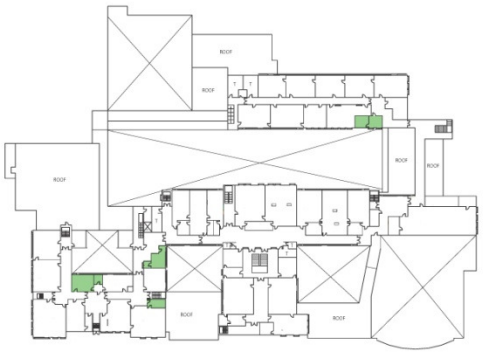
HMFH Architects, Inc.

Analysis Presentation

- Overview of School
- Programmatic Space
- Safety and Security
- Facility Condition
- Enrollment Projections

Aerial View of AHS

Non-HS Space Use



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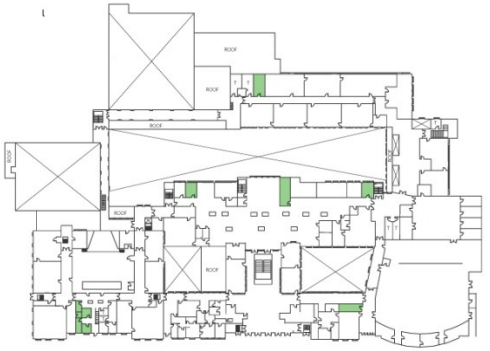


THIRD FLOOR

- TOWN USE
- SCHOOL / TOWN FACILITIES
- SCHOOL DISTRICT USE
- PRE-SCHOOL USE
- COMMUNITY / SCHOOL STORAGE
- LABBB COLLABRATIVE

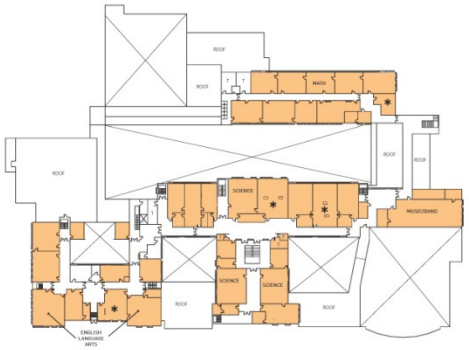
Appendix B - Non HS Space Use

Arlington High School
Arlington, MA

Programmatic Space

- Size and Configuration
- Quantity and Quality
- Technology and Other Necessary Features
- Adjacencies and Size
- Space Needs

HS Space Use



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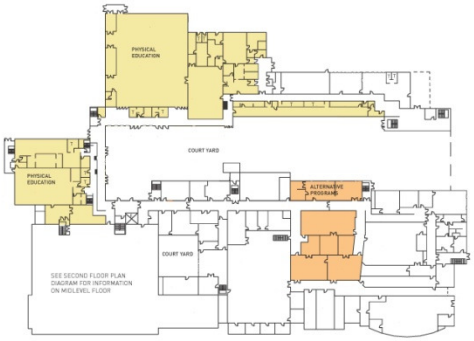

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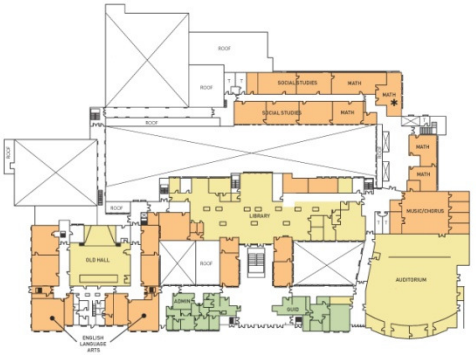


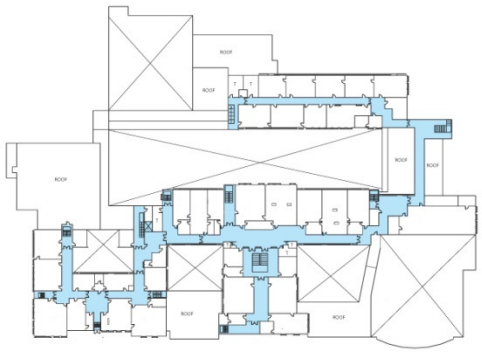
THIRD FLOOR

ACADEMIC SPACES
SHARED SPACES
SUPPORT SPACES
✱ OBSTRUCTED VIEWS / IRREGULAR SPACE

Appendix C - HS Program Spaces

Arlington High School
Arlington, MA

Size and Configuration



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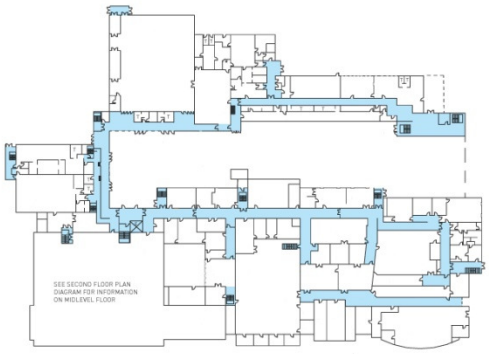
FIFTH FLOOR

SIXTH FLOOR



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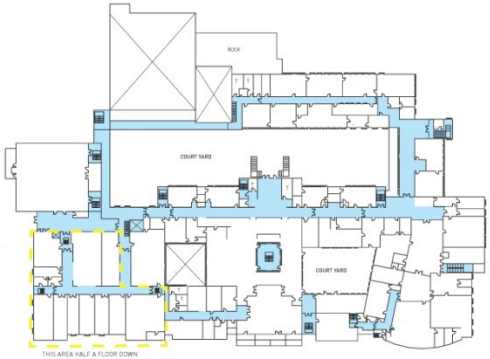

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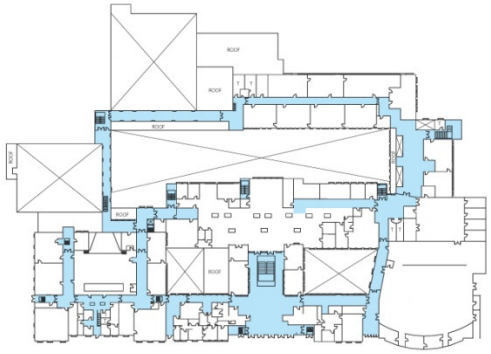


THIRD FLOOR

Appendix A - Circulation

Arlington High School
Arlington, MA

CIRCULATION

Quantity and Quality

Quantity and Quality

Quantity and Quality

Quantity and Quality

Technology and Other Necessary Features

Technology and Other Necessary Features

Technology and Other Necessary Features

Technology and Other Necessary Features

Adjacency and Size

Adjacency and Size

Adjacency and Size

Adjacency and Size

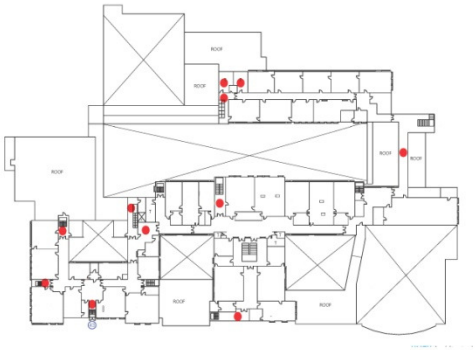
Space Needs

Space Needs

Space Needs

Space Needs

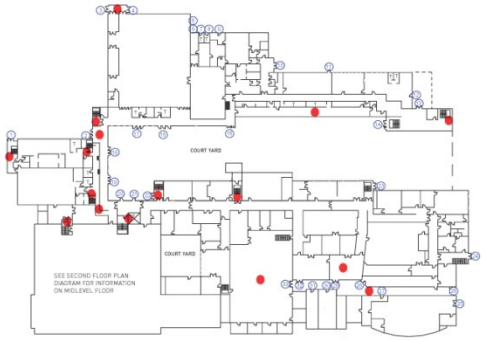
Safety and Security



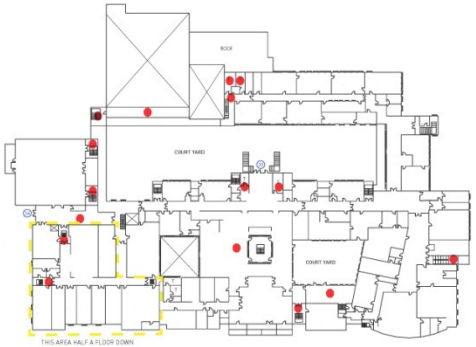
FOURTH FLOOR

FIFTH FLOOR

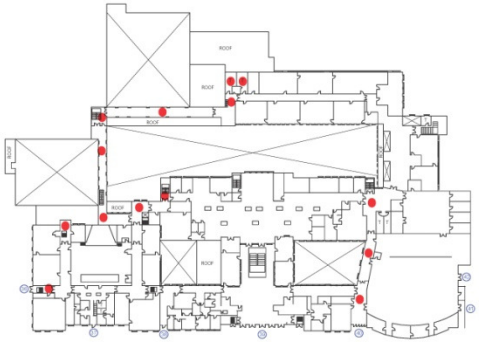
SIXTH FLOOR



FIRST FLOOR



SECOND FLOOR



THIRD FLOOR

Appendix D - Safety and Security Issues

Arlington High School
Arlington, MA

1 EXTERIOR ACCESS POINTS

UNSUPERVISABLE AREAS

Safety and Security

Safety and Security

Safety and Security

Safety and Security

Facility Condition

- Mechanical, electrical, plumbing upgrades
- Security upgrades
- Technology upgrades
- Roof, door, window replacement
- Finishes replacement
- Accessibility upgrades

Enrollment Projections

2013-2014	1254
2014-2015	1246
2015-2016	1280
2016-2017	1270
2017-2018	1319
2018-2019	1375
2019-2020	1403
2020-2021	1503
2021-2022	1597
2022-2023	1620
2023-2024	1660

Arlington High School

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 Arlington

District Contact Diane Johnson TEL: (781) 316-3511

Name of School Arlington High

Submission Date 4/10/2015

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**
Adam Chapdelaine	Paul Schlictman	Kathleen Bodie
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 Arlington

District Contact Diane Johnson TEL: (781) 316-3511

Name of School Arlington High

Submission Date 4/10/2015

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: Renovation/ Addition

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2015 Arlington High

Is this part of a larger facilities plan? NO

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

Please provide an overview of the plan including as much detail as necessary to describe the plan, its goals and how the school facility that is the subject of this SOI fits into that plan:

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 15 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 15 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? NO

Does the District have related report(s)/document(s) that detail its facilities, student configurations at each facility, and District operational budget information, both current and proposed? NO

If "NO", please note that:
If, based on the SOI review process, a facility rises to the level of need and urgency and is invited into the Eligibility Period, the District will need to provide to the MSBA a detailed Educational Plan for not only that facility, but all facilities in the District in order to move forward in the MSBA's school building construction process.

Is there overcrowding at the school facility? YES

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

Over 27% of core classes (ELA, Math, History, Foreign Language) have 25 or more students. Because of scheduling and staffing constraints, larger classes cannot always be located in larger classrooms, so they are held in classrooms too small for the number of students.

The odd shapes, physical obstructions and small square footage of classrooms require desks to be placed close together so students can see the board, which makes it difficult for students to be seated.

From the HMFH report:
Over the years, spaces have been repurposed, re-invented, re-configured, expanded, and divided. Every school year walls are added and taken down; what may have been a right-size classroom one year then becomes two undersized classrooms the next school year. The MSBA guidelines provide for general classrooms sized between 825-950 square feet. Of all the general classrooms in the high school, only 23% meet the minimum of this guideline. Further, the majority of the specialty classrooms do not meet the guidelines. Science rooms are greatly undersized; the average room is 1,000 square feet; per the guidelines the rooms should be 1,440 square feet and this is with an assumed maximum enrollment of 23 students per class; 40% of science classes exceed 23 students, with many classes in the range of 28-30. In the case of the Science program, the undersized rooms are more than crowded, they are unsafe. Science lab experiments require space and free circulation to ensure safe procedures; the high school labs do not have enough space to provide this. The only way to alleviate the overcrowding within the current science classrooms is to provide additional classrooms.

In addition to the undersized spaces causing overcrowding difficulties, there are many classrooms with physical obstructions that hinder the ability of the teachers to teach and the students to learn. There are large columns in six classrooms, another four classrooms have been divided (out of necessity) into irregular shapes, meaning that students cannot see the front marker board and the teacher cannot see some students. A classroom was divided into two, but it is not acoustically separated, making teaching and learning difficult in the two areas. These conditions inhibit different modes of teaching and learning.

As described by one teacher:
The columns create a “challenge.” It is because of them that a ceiling-mounted projector cannot be installed and used in her classroom. Therefore she needs to write much more on the white board, having to do and undo information throughout the period. This results in loss of teaching and learning time; she estimates it costs them two to three minutes every class period, this in turn results in 8 - 12 hours per school year.

The obstructed and irregular shaped rooms make up 20% of the teaching spaces. For a diagram showing these spaces,

see Appendix C.

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.

Budget bottom line is voted by School Committee in early January, Superintendent's proposed budget is submitted to School Committee in early February, budget hearing is held end of February, budget voted by School Committee early March, Town Finance Committee holds hearing in late March, Town Meeting approves budget during spring Town Meeting, beginning at end of April and continuing until concluded. There have been no overall budget reductions since FY11.

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).

Arlington High School is a sprawling complex that has been built up over the past century. The original 6-story building, now Fusco House, was built in 1914, and now houses classrooms as well as “The Pit,” Old Hall and some offices. The steepled Main Office section was added in 1938, as was Collomb House. These now house the science labs, classrooms, the media center and part of the preschool. Lowe Auditorium, the Blue Gym, the offices and cafeteria, and Downs House (also containing classrooms) were all built in the 1960’s. The Red Gym and the Links Building (with some special education classrooms) were part of the only significant renovation of the buildings. This renovation started in the late 1970's and was completed in 1981. It also included some window upgrades and space reconfiguration.

Given the age of the buildings, Arlington has focused on keeping the buildings safe and secure for students and faculty. However, addressing areas of concern is an ongoing and ultimately losing process, particularly with exterior masonry. As the On-Site Insight report points out, many systems have reached the end their useful life, and are due for major repairs or replacement.

From the HMFH Report:
A thorough renovation-only of the facility would include (and in part has been identified in the On-Site Insight report as attached):
• Mechanical systems replacement
• *Electrical system upgrades including an increase to the quantity of power outlets (need to eliminate the extensive use of extension cords)
• Light fixture replacement
• *Plumbing upgrades and/or replacement, including fully modernized and accessible toilet facilities, and an increase in quantity of locations and fixtures
• *Solve the water infiltration issue
• *Security upgrades
• *Technology upgrades and integration, including wireless service
• *Audio/visual systems upgrades, including new PA system, simulcast ability, telephones throughout the school, sound systems at Auditorium and Gymnasium, and Auditorium/Stage lighting
• Hazardous material abatement
• Roof replacement
• Exterior door replacement and *tie-in to the security alarm system
• Exterior window replacement
• Finishes replacement including: -flooring (abate and remove remaining vinyl asbestos tile (VAT), replace all with new)
-*ceiling treatment (provide with high acoustic and reflectance quality)
-*wall surfaces (provide durable protection, paint all)
-fixed casework (*include upgrades to plumbing as appropriate)
-*teaching surfaces (white-boards and tack-boards)
-*auditorium seating (replace and provide accessibility)
-corridor lockers and athletic lockers
-*athletic locker room upgrades
• *Accessibility upgrades throughout
• Three new elevators

*Note: these are not included in the scope (or they are minimally included) outlined in the On-Site Insight report.

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

400000

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).

Arlington High School is a large complex (nearly 400,000 square feet) centrally located in the community on a four acre site. Its main façade fronts onto Massachusetts Avenue, set back from the road by a green space with mature trees. At the rear of the complex are several athletic fields (baseball, softball, football, and track and field).

Although there are no other structures, there are other programs that occupy the high school beyond those that serve the high school directly. There are town offices, including facilities and custodial offices, Arlington's inclusion preschool program, the school district's administrative offices, and the LABBB Collaborative Program. All told the approximate square footage usage is as follows:
Town Use 6,800 SF
School/Town Facilities 4,600 SF
Pre-School Program 16,600 SF
School District Use (includes METCO Program) 16,700 SF
LABBB Collaborative Program 9,900 SF
Community/ School Storage 10,300 SF

There are also several site-related environmental issues that would impact any renovation plans:
1. Underground culverted stream (Mill Brook) running west to east at rear of AHS complex.
2. Peirce Athletic Field built over heavy metal waste site. Site was contained and is beneath a barrier.
3. Evidence of perchloroethylene (PCE) contamination* of groundwater near and/or under AHS complex. Two rooms in the basement (Rm 105 & old Auto Shop) are closed pending PCE mitigation because of elevated air sample levels.
*http://www.arlingtonma.gov/Public_Documents/ArlingtonMA_Health/MassDEP_AHS_PCE_Report_8_22_11.pdf

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)

869 Massachusetts Avenue, Arlington, MA 02476

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).

Excerpts from On-Site Insight report:
Arlington High School, located at 869 Massachusetts Avenue in Arlington, MA, is a sprawling facility that was built in several stages. The original buildings date to the early 19th century and are referred to as the Old Buildings (buildings "A" & "B"). These buildings retain historic details common in that era; specifically a tall clock steeple, columned classical entry façade, and slate roof. The so called Freshman Building [Downs] was added in the early 1960s. During the 1980s all of the buildings were connected to form a large interior courtyard.

The buildings are predominantly clad in brick masonry; the Connector section (built in the early 1980s) is clad in colored and textured concrete masonry units. A section of the roof at the Old Building (Bldg B) is pitched and covered with slate shingles. This section also features a wood framed and clad clock steeple and a classically detailed entry portico. The Connector section has roof areas covered with standing seam metal roofing. The remaining areas have generally flat roofs covered with recently installed white T.P.O. (thermoplastic polyolefin) membrane roofing system. Windows are believed to date from the 1960 and 1980 expansions. Water is infiltrating through the floor of the Old Buildings mechanical room

concrete floor slab. Several sections of masonry and wood stair sets were observed at the high school. The concrete and granite stair sets vary in age and condition. A pressure treated wood stair set is located at the cafeteria courtyard. It is in fair condition. There is a mix of wood and glass, aluminum and glass, sliding glass, and flush panel metal doors throughout the facility. Exterior doors are believed to date from the 1960 and 1980 expansions, and show signs of heavy use. Evidence of repairs (frame reinforcement, added hinges) was observed on many.

Recent repointing and water proofing work was performed on a portion of the facility. Some deterioration noted, peeling paint observed on trip, soffits and fascia on older parts of the building. A painted wood faux balcony accents the main entry of the high school in poor overall condition, with sections of deterioration noted. There are approximately 17 wall mounted LED and HID security flood lights located around the facility of various ages and conditions. Windows are a mix of wood, steel, and aluminum framed models believed to date to the 1960 and 1980 expansions, all exceeding their expected useful service life.

Additional Comments:
The Links Building is elevated, with no insulation beneath. In other parts of the facility there are gaps around the windows, which are unable to be caulked effectively and allow air infiltration. The older windows, damaged exterior doors and uninsulated brick masonry throughout the complex combine to create a very inefficient thermal envelope. This leads to problems with climate control inside the school, as well as high heating bills.

Exterior walls are not seismically reinforced to conform to current codes.

During heavy wind and rain events there is moisture penetration throughout the building envelope. This is addressed first by buckets in halls during the event, and when the event is over, facilities staff search for the source of water and attempt to address it, although it is not always possible to find exact source. Issues associated with water penetration will likely worsen over time.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? YES
Year of Last Major Repair or Replacement:(YYYY) 1978
Description of Last Major Repair or Replacement:
Part of most recent renovation and upgrade, re-pointing and re-mortaring as needed.

Roof Section A
Is the District seeking replacement of the Roof Section? YES
Area of Section (square feet) 7452
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
slate
Age of Section (number of years since the Roof was installed or replaced) 80
Description of repairs, if applicable, in the last three years. Include year of repair:
n/a

Roof Section B
Is the District seeking replacement of the Roof Section? YES
Area of Section (square feet) 10722
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
metal standing seam
Age of Section (number of years since the Roof was installed or replaced) 37
Description of repairs, if applicable, in the last three years. Include year of repair:
minor repairs to attached gutters

Roof Section C
Is the District seeking replacement of the Roof Section? YES
Area of Section (square feet) 79278

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
TPO membrane roofing
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:
n/a

Roof Section D
Is the District seeking replacement of the Roof Section? YES
Area of Section (square feet) 25092
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
TPO membrane roofing
Age of Section (number of years since the Roof was installed or replaced) 9
Description of repairs, if applicable, in the last three years. Include year of repair:
n/a

Window Section A
Is the District seeking replacement of the Windows Section? YES
Windows in Section (count) 371
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
steel/wood framed double hung and casement style windows, no double glazing
Age of Section (number of years since the Windows were installed or replaced) 53
Description of repairs, if applicable, in the last three years. Include year of repair:
minimal repairs

Window Section B
Is the District seeking replacement of the Windows Section? YES
Windows in Section (count) 565
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
aluminum frame fixed panel and awning style windows
Age of Section (number of years since the Windows were installed or replaced) 36
Description of repairs, if applicable, in the last three years. Include year of repair:
minimal as needed

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).

Please see the On-Site Insight Capital Needs Assessment, completed in August 2013, for detailed information about issues and needs in mechanical and electrical systems. Portions are excerpted below.

From On-Site Insight Report, systems at or beyond their expected service life or in need of extensive repair include:

- Main heating system (most boilers, temperature control, steam plumbing, heat ventilators, etc.)
- Hot water (storage tank, distribution)
- Ventilation/cooling systems (building exhaust fans, rooftop air units)
- Power wiring throughout complex (many classrooms have only one outlet, some have none, wiring inadequate for load)
- All exterior doors, all windows, steeple and balcony
- All interior fire doors, interior steel doors, vinyl tile throughout complex
- Auditorium heating, ventilation and air conditioning system
- Elevator (undersized, and only one for entire complex)

The two central mechanical rooms contain the heating systems. The domestic hot water (DHW) systems are located in separate areas of the facility. The heating system consists of four, gas-fired steam boilers. The condensed (spent) steam is

returned to the boilers via a main condensation receiver and several small receiver stations. The DHW system features two gas-fired boilers and one large storage and two smaller storage tanks. The heating systems are controlled by an antiquated pneumatic control systems and compressed air operated steam valves. Compressed air for this system is supplied by two air compressors, one of which was recently replaced. Several sections of the facility are heated using hydronic heat that is created by passing boiler steam through an array of heat exchangers. Hydronic heat circulation is achieved by several base-mounted pump assemblies.

The major building systems include security, fire suppression, heat/ventilation systems, air conditioning, stale air exhaust equipment, emergency egress lighting, fire/smoke detection and notification system, and elevator. The high school features and extensive closed circuit television system (CCTV) for security monitoring. The high school features a limited, street pressure, fire sprinkler system for fire suppression. Classrooms are heated and ventilated by exterior wall mounted ventilators which have exceeded their expected service life. Selected areas of the school building are air conditioned using split-system air conditioners with a SEER rating of 10. The gymnasiums and locker rooms are ventilated and heated by interior mounted, steam heated, air handler units, which have exceeded their expected service life. Several section of the Old Building (A & B) feature “J. C.” roof mounted, hydronically heated, makeup air units which have exceeded their expected service life. An array of roof mounted exhaust fans remove stale air from the building, about half of which have been recently replaced. The electrical distribution system of the high school varies widely in age, manufacture, and condition. The emergency egress lighting is a mix of wet and dry cell battery powered fixtures, varying in age and condition. There are three smoke/fire detection systems at the facility, all recently replaced. There is one hydraulic elevator which serves all floors of the facility. The elevator is located in the oldest (A) building.

Please see the On-Site Insight report for greater detail.

From HMFH Report:
The complex has just one, antiquated elevator and for a school building of this size, it does not provide adequate and equal accessibility, in that it is not convenient for the intended users and it does not provide access to all of the building’s floor levels.
Additional comments:
There is a lack of outlets in the Downs Building, leading to the use of extension cords. There are shortcomings with electrical distribution throughout the Downs Building, where distribution panels are old and parts are unavailable. When issues occur, electrical demand is reduced until the panel can be replaced during the summer break.
Univents in the Downs Building need to be replaced as they are beyond their useful life. This impacts air quality in Downs Building. In addition, there is no provision for air exchange in some corridors throughout the building, which is non-compliant with current standards. The cafeteria has an inadequate mechanical exhaust system; staff addresses air quality by opening doors to the interior courtyard.
Half of the building complex is heated with steam pipes. The steam condensate collection and return system needs to be replaced per On-Site Insight. The steam system, especially return pipes, needs constant repairs and maintenance due to the aging piping system. Adding virgin water to system due to leaks degrades pipes over time. Fortunately, there have been no injuries due to steam.
Only the high school and central administration areas, and the computer rooms, have air conditioning.

Boiler Section 1
Is the District seeking replacement of the Boiler? YES
Is there more than one boiler room in the School? YES
What percentage of the School is heated by the Boiler? 25
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
natural gas
Age of Boiler (number of years since the Boiler was installed or replaced) 50
Description of repairs, if applicable, in the last three years. Include year of repair:
ongoing maintenance typical of their age

Boiler Section 2

Is the District seeking replacement of the Boiler? YES
Is there more than one boiler room in the School? YES
What percentage of the School is heated by the Boiler? 25
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
natural gas
Age of Boiler (number of years since the Boiler was installed or replaced) 50
Description of repairs, if applicable, in the last three years. Include year of repair:
ongoing maintenance typical of its age

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES
Year of Last Major Repair or Replacement:(YYYY) 2013
Description of Last Major Repair or Replacement:
Administrative 6th floor had replacement of 15 window unit air conditioners replaced with centralized, energy efficient system.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES
Year of Last Major Repair or Replacement:(YYYY) 1978
Description of Last Major Repair or Replacement:
No major upgrades since last renovation.

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).

From On-Site Insight report:

Interior walls include painted CMU, glazed facing tile, and painted gypsum wall board (some with metal sheathing to limit damage).

Interior spaces include hallways, classrooms, support learning areas; cafeteria and commercial kitchen; two gyms, weight room and locker/shower facilities; auditorium and stage area; school offices, school department offices, and restrooms. Most these areas have vinyl composite tile (VCT) flooring. With the exception of approximately 2%, which has been recently replaced by the maintenance staff, the VCT has exceeded its expected useful service life. Many worn areas were observed. Most of the interior fire doors are failing in that hinges have been replaced a number of times and the doors are now dragging and will not provide protection they were originally intended to provide. The interior lighting was upgraded, in phases, to all fluorescent fixtures in the past. The fluorescent lighting is a mix of different ages and bulb types. Metal recessed lockers throughout the hallways of the school’s buildings, varying widely in age and condition. Stairs are covered with rubber flooring and treads in various conditions. Doors are double metal fire rated types in various conditions. Classrooms vary in size and use. Floors are VCT and the walls and ceilings are painted surfaces. Each classroom has a set of wood cabinets and shelving. Science and technology classrooms also feature furnishing specific to their individual needs. The Auditorium features acoustic wood paneled walls and some small areas of painted drywall; the ceiling is a painted surface. Flooring is a mix of replaceable wood stage paneling (considered an operating expense), carpeted aisles, and sealed concrete (under the seats). Restrooms feature painted walls and ceilings, ceramic tile floors, and standard institutional grade fixtures. Portions are aged metal types in poor condition. Some partitions have been replaced with heavy duty PVC paneling. Fixtures and accessories have been replaced on an as needed basis.

Additional Comments:
There are an insufficient number of restroom facilities for the population size. The auditorium lacks handicap-accessible seating and nearby handicap-accessible toilets can only be accessed by passing through multiple fire doors. Plaster on the auditorium ceiling has fallen down on two occasions.

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).

Arlington High School offers a rigorous academic program with options for all students. Graduation requirements include four years of English, three years of Math, Science, History / Social Studies, and PE/Health, one year of Fine Arts, two years of a Foreign Language, and 40 hours of Community Service.

Class work is student-centered and staff work hard to ensure students leave with strong teamwork skills, well-developed oral presentation skills, and high mastery of individual content areas. Students are expected to utilize current technology (PowerPoint, Excel, etc) in their school work. All Science courses have labs incorporated into the curriculum. AHS partners with Syracuse University's Project Advance Program in a dual enrollment Economics course.

The school complex has significantly changed since the first building was constructed in 1914. Nearly 100 years of expansion, additions, and re-configurations have resulted in layers and layers of re-purposed and retrofitted classrooms that are forced to fit into a space that is incompatible with today’s teaching methods.

Following are some of the programmatic constraints of the facility:
• The Media Center/Library has been divided in half to accommodate academic support rooms, a music classroom and a substantially separate Special Education classroom.
• Many classrooms contain pillars that not only obstruct student and teacher views, but also severely limit accessibility and usable space in the classroom.
• Undersized classrooms prevent small group collaboration, forcing students to meet in small groups in hallways and stairwells.
• The facility impedes technology implementation; particularly for WIFI and ceiling mounted projectors.
• Inadequate wiring and insufficient electrical outlets in classrooms result in frequently tripped circuit breakers from simultaneous use of projection and computer equipment.
• Inadequately sized science labs do not provide enough lab workstations for all students to perform experiments safely at the same time.
• Two rooms in basement (old Auto Shop and one classroom) are closed due to environmental concerns (PCE). These rooms provide the only access to the courtyard garden, and thus limit environmental studies offerings.
• The Visual Arts Department lacks a studio, and classrooms are too small to provide storage for projects such as clay and sculpture, constraining art offerings.
• Inadequate classroom space impedes the ability to provide sufficient support services.
• Inadequate small group meeting spaces hinder the ability of student groups and teachers to collaborate.

Arlington’s state mandated inclusion preschool resides in the high school. Its space has limitations:
• Poor classroom configuration obstructs collaboration and service delivery.
• Tiny therapy rooms lack windows.
• Building structure is not designed for preschool uses (sizes of bathroom fixtures, shared entrance).
• Preschool classrooms are not adjacent to each other.

From HMFH report:
The school programs are currently arranged departmentally and, due to the overall size of the facility, some of the programs are at a great distance from one another, creating silos and inhibiting communication and collaboration between the educators. (For a diagram of the program layout, see Appendix C.) Teaching and learning have changed significantly in the past two decades, let alone the last ten decades, collaboration is essential today. Teachers need to be able to meet to discuss interdisciplinary teaching plans and the students in their charge.

Following are the presently known missing and/or inadequate educational spaces:
• Science: additional classrooms and specifically Biology classrooms
• A flexible modern library “learning commons” to serve as central meeting, collaboration, study, support, and presentation

space
• Culinary Arts: additional instruction space and lab space, and increased size to the current Family and Consumer Science (FACS) rooms
• Special Education: Occupational Therapy, Physical Therapy, and Speech & Language dedicated spaces and more secure counseling spaces
• Music: a dedicated Instrumental Music classroom adjacent to the rest of the music program, Auditorium/Stage need wing space, fly space, and orchestra pit, and scene shop adjacency
• Visual Arts: a dedicated studio arts space
• Physical Education: Health classroom and Dance studio
• School-wide: meeting rooms, collaboration spaces, and small group rooms, there are no meeting spaces that can comfortably accommodate the faculty or large groups of students for collaborative work; an outdoor classroom

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).

Only 23% of general classrooms meet the minimum MSBA size requirement of 825-950 SF. 20% of all classrooms are irregular shaped and/or have obstructions, conditions which negatively affect teaching and pose safety and accessibility concerns. Science labs are undersized, averaging 1,000SF.

The Media Center/Library is centrally located within the complex and is comprised of multiple sections: a 1000 SF hallway, two “open concept” class/lab spaces, a teacher resource room, and other work space. Due to its location, and as a result of the facility's convoluted hallways and stairwells, it is used as a pathway to get from one place to another. This traffic causes severe disruption, but there is no better way to configure the area. The Media Center is divided into multiple spaces without clear lines of sight. There are no areas with sound containment for classes or small group meetings.

From HMFH report:
Over the years, spaces have been repurposed, re-invented, re-configured, expanded, and divided. Every school year walls are added and taken down; what may have been a right-size classroom one year then becomes two undersized classrooms the next school year. The MSBA guidelines provide for general classrooms sized between 825-950 square feet. Of all the general classrooms in the high school, only 23% meet the minimum of this guideline. Further, the majority of the specialty classrooms do not meet the guidelines. Science rooms are greatly undersized; the average room is 1,000 square feet; per the guidelines the rooms should be 1,440 square feet and this is with an assumed maximum enrollment of 23 students per class; 40% of science classes exceed 23 students, with many classes in the range of 28-30. In the case of the Science program, the undersized rooms are more than crowded, they are unsafe. Science lab experiments require space and free circulation to ensure safe procedures; the high school labs do not have enough space to provide this. The only way to alleviate the overcrowding within the current science classrooms is to provide additional classrooms.

In addition to the undersized spaces causing overcrowding difficulties, there are many classrooms with physical obstructions that hinder the ability of the teachers to teach and the students to learn. There are large columns in six classrooms, another four classrooms have been divided (out of necessity) into irregular shapes, meaning that students cannot see the front marker board and the teacher cannot see some students. A classroom was divided into two, but it is not acoustically separated, making teaching and learning difficult in the two areas. These conditions inhibit different modes of teaching and learning.

The obstructed and irregular shaped rooms make up 20% of the teaching spaces. For a diagram showing these spaces, see Appendix C in the Analysis of Programmatic Needs.

There are many features that are necessary to support high school education, many of which did not exist when the school (and its additions) was constructed. Accessing today’s technology is essential for teachers and students. The following are a number of the key education-related and learning-environment related features today’s high school requires:

• Ceiling-mounted projectors: the columns in some classrooms do more than disrupt sightlines; they hinder the ability to utilize this essential teaching tool. In addition some ceilings are designed in such a manner that it is not feasible to mount a projector or wire the classroom appropriately for such devices.
• Wireless access: the physical construction of the buildings hinders wireless access and requires a more costly solution to achieve (“block walls, block signals”).
• Telephones: for security, telephones are required in every teaching space.
• PA system: the current system is outdated, does not access all of the building, creating a safety risk, and is extremely jarring to the occupants.
• Sinks and eyewash/ shower stations: a sufficient quantity of sinks, appropriately located, is required for sanitary, safety, and project-based learning; operating eyewash/ shower stations are required at all Science classrooms.
• Flexible, movable furnishings: Science classroom furniture is bolted to the floors creating a rigid and often inappropriate classroom layout.
• Audio/Video space: access to learning and using today’s current technologies is essential for the high school student.
• Electrical outlets: an increased access to electrical power is necessary; currently many extension cords and power strips are being used creating unsafe conditions leading
• Spaces for small, pull out services for Special Education

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).

Currently the high school has an enrollment of 1294, which is expected to reach 1684 by 2025, an increase of 30%. This enrollment growth projection is based on both existing students currently in our schools and very young children presently living in town. We have seen the entire district grow at or above 2% in four of the last six years. Should growth continue at that pace, it will exceed these projections and place even more enrollment pressure on the high school.

Based on existing students, there are already scheduling difficulties and an inability to match size of class and classroom. In 2014-15, the high school hired an additional four teachers, further increasing utilization rates and scheduling pressures. The school plans to hire at least one additional teacher, and possibly more, in 2015-2016.

Classrooms in each department are utilized all class periods in order to provide additional sections to help reduce class sizes. Some classrooms have been divided in half to create more classroom spaces. For example, in the World Languages Department, one divided classroom of approximately 400 square feet currently hosts classes of 25 students. Many non-traditional classroom spaces have been converted for student use, including: the choir room (occupying backstage area of theater), band room (formerly a classroom), Media Center/Library (divided in half for use as classrooms such as Learning Center, Music Technology, Transition Program, Special Education), and a storage room that was converted to a classroom.

There is no space in the high school large enough to meet with the entire student population; the auditorium seats approximately 900 and the gyms are not large enough to seat all students. Similarly, the only meeting space large enough for the entire faculty to meet and work together is the cafeteria, which is not conducive for that purpose. The facility houses Arlington’s state-mandated inclusion preschool. This program is also a lab for the high school’s academic program that offers courses in early childhood development.

Additionally, the high school continues to examine and implement innovative programs, some of which can help mitigate burgeoning student enrollment. On-line courses, internships, capstone projects and an alternative high school program to be offered off-site but nearby, are a few examples of these approaches.

The space occupied by various Town offices (Retirement, Information Technology, Building Maintenance) is not felt to be appropriate for classroom use due to its limited size, lack of accessibility and lack of natural light.

From the HMFH report:
Adjacency requirements between program spaces and services are often not met, due in part to the generous size and spread-out nature of the facility and also due to not having adequate room in a designated area of the building to accommodate the full program. The Music program is on three different levels, making collaboration and circulation difficult; students travel up and down stairs with their instruments, and stage sets are made in a distant space, un-assembled and then are hauled to the Stage in pieces to be reassembled. The Family and Consumer Sciences program is also spread out on several levels and, ideally, the program would be adjacent to both the childcare space and the Pre-School program, but with the school's current configuration this is not possible.

In thinking about adjacency needs, we need to also address the needs of differentiated instruction (team teaching, project-based learning, one-on-one instruction, and individual learners). Differentiated instruction requires spaces of varied size as well as adjacencies to the corresponding program. Small-group rooms and break-out spaces allow for differentiated instruction; currently Arlington does not have purposeful smaller teaching spaces to promote flexibility in teaching and learning. As well as the limited large and small group spaces for classrooms, there is also a deficit of spaces for support services such as guidance and special education.

The high school is already experiencing overcrowding in the classrooms and it does not have sufficient classrooms for the number of teachers in the building. As the number of teachers is expanded to respond to very large class sizes, it will increasingly be difficult to schedule classes into existing classrooms, some of which are already booked for every period. Support services, such as toilet facilities, shared storage rooms and faculty workrooms are few and far between, which has a significant impact in a building of this size.

Additionally, student services such as guidance, social work, METCO program, and administrative oversight, would benefit from an analysis identifying their best locations. In some instances they need to be readily accessible throughout the building while in others, for privacy and comfort, need to be a bit more tucked away.

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 Maintenance Department consists of a Supervisor, three carpenters, two electricians, one plumber, and two construction/handymen. Job requests are submitted and managed via an electronic help desk. This Maintenance Department is responsible for both the Town and the School District.

Capital requests come from facilities studies, Department Directors and the Superintendent of Building Maintenance. Projects include roofs, boilers, flooring, doors, construction infrastructure projects, security upgrades, heating and ventilating equipment replacement, etc.

The School Maintenance Department has preventative maintenance programs in place for boilers, ventilation systems, fire alarms, fire sprinklers, elevators and roofs.

The Town Manager is responsible for submitting a five-year capital plan to the Selectmen each year, with input from the schools and other departments. The goal of the Capital Planning Committee is to provide a means of planning for the maintenance and/or improvement of the capital assets and infrastructure of the Town.

The following is a summary of some of the projects done to keep the building in working order:

Fire Protection and Security: Alarm panels have been upgraded and an addressable system has been installed in part of the building. Carbon monoxide detectors are being added this summer.

Building Security: The district has installed 28 surveillance cameras and four door entrance proximity readers. Doors have been secured by removing exterior handles where exiting is the only requirement. This reduces attempts at break-ins.

ADA Compliance: In the past year, an additional curb cut was installed, along with two handicap parking places, in addition to an adjacent electronic door opener.

Hazardous Materials: The district contracts with licensed vendors for asbestos abatement as needed.

Building Structure and Envelope: Ceiling cracks are repaired as needed. Floor tiles and stair nosings are replaced as needed. After heavy rain and moisture penetrations, the maintenance department performs spot re-pointing on masonry and applies spray-on waterproofing.

Electrical: Improvements to the electrical system are completed when necessary and if it is possible to retrofit into existing electrical systems.

HVAC: In addition to replacing two of the four boilers in the building, a $100,000 upgrade to the existing Energy Management System is currently being installed. This installation will improve the current situation, but not fix all HVAC problems.

Priority 3

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

The NEASC letter of September 2013 cited the following facilities issues when it put AHS on warning status:

Curriculum-related:
-the negative impact of the facility on the delivery of the school's written curriculum
-the insufficient number and size of general classrooms and art classrooms
-the layout and design of classrooms with columns and posts that limit students' vision and obstruct their movements
-the insufficient size and design of science labs
-the need for the increased availability of a full range of technology

Community-resource related:
-the school site and plant that minimally support the delivery of the school's high quality educational programs and services
-the poor condition and lack of cleanliness of the building
-the lack of handicap access and egress to the facility
-the lack of ADA compliance in the auditorium and in "the pit"
-the closure of a classroom due to environmental concerns
-the worn, broken, and poor condition of desks and tables, and lab supplies that are not up to current standards

From the NEASC Report:
Arlington High School is a complex of three buildings. The space for programs and services is crowded and show signs of age, wear, and inadequate maintenance. There is insufficient classroom and lab space to support the curriculum. Quality instruction is being delivered by teachers in spite of the impediments of a crowded and deteriorating building. Although students and teachers have pride in the programs at AHS, the advanced age of the building shows significant signs of wear and tear. Science labs are not sufficient in size or design for some classes that have larger enrollments. Columns and posts in rooms obstruct student vision and movement. Media center renovations have created a space for student collaboration and the use of technology and the facility is used extensively before, during and after school. The school has significant gym and workout space with a variety of programs available. Classrooms are insufficient in number and size especially in science and art classrooms, where class size exceeds the number of available stations in some classrooms. Students are able to achieve educational goals and objectives in spite of a facility with significant needs.

Deficiencies in science laboratory safety, handicap entrance and egress, and fire drill procedures exist as a part of the physical plant. Science laboratories either have no or limited access to eyewash stations/ showers or eyewash stations/ showers that have no documentation of inspection. Gas shutoffs are not located within each room and safety equipment such as fire blankets is missing. Handicap entrance and egress is inadequate for the building, and facilities such as the auditorium and "the pit" are not up to current ADA requirements.

From the HMFH report:
We have identified existing space deficits, including size, quantity, configuration, obstructions, technology and other necessary features, and location within the school building. What has not been identified are the additional educational spaces required to continue to allow Arlington High School to achieve excellent academic results:
•Science requires: additional classrooms and specifically Biology classrooms
•A flexible modern library "learning commons" to serve as central meeting, collaboration, study, support, and presentation space.
•Culinary Arts requires: additional instruction space and lab space, and increased size to the current Family and Consumer Science (FACS) rooms
•Special Education requires: Occupational Therapy, Physical Therapy, and Speech & Language dedicated spaces and more

secure counseling spaces
•Music requires: a dedicated Instrumental Music classroom adjacent to the rest of the music program, Auditorium/Stage need wing space, fly space, and orchestra pit, and scene shop adjacency
•Visual Arts: a dedicated studio arts space
•Physical Education requires: Health classroom and Dance studio
•School-wide: meeting rooms, collaboration spaces, and small group rooms, there are no meeting spaces that can comfortably accommodate the faculty or large groups of students for collaborative work; an outdoor classroom
•An adequate Cafeteria that is easily able to be supervised and will accommodate the increased enrollment

Priority 3

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

Since the time of this report, we have been able to fill the Day Custodial Supervisor position (which at the time of the NEASC visit had been vacant for five months) and we have added a Night Custodial Supervisor position as well. The strengthening of oversight in the custodial area has made tremendous improvements to the cleanliness of the high school, and in fact raised the bar on the cleanliness of the district as a whole.

Additionally, school administration and School Committee have been working with Town officials and volunteers through the Capital Planning Committee, the Long Range Planning Committee, the Finance Committee and other groups to raise awareness of the need for radical improvement to the high school facility. A capital needs assessment was commissioned and completed by On-Site Insight to evaluate the purely physical needs of the high school complex. HMFH was also engaged to work with the high school faculty to develop a concise statement of programmatic needs. It was widely felt that both of these reports would aid the School Department in gaining community awareness and support for a much needed project, in advance of a formal application to the MSBA.

Priority 3

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

From NEASC Report:

The size and number of classrooms is insufficient. The condition of the facilities limits the staff's ability to implement the curriculum. Columns and posts in rooms obstruct student vision and movement. Science labs are not sufficient in size or design for some classes that have larger enrollments. Deficiencies in science laboratory safety and handicap entrance and egress exist in the facility. Science laboratories either have no or limited access to eyewash stations/showers or eyewash stations/showers that have no documentation of current inspection. Gas shutoffs are not located within each room and safety equipment such as fire blankets is missing. Handicap entrance and egress is inadequate for the building, and facilities such as the auditorium and "the pit" are not up to current ADA requirements.

From HMFH Report:

The school programs are currently arranged departmentally and, due to the overall size of the facility, some of the programs are at a great distance from one another, creating silos and inhibiting communication and collaboration between the educators. (For a diagram of the program layout, see Appendix C.) Teaching and learning have changed significantly in the past two decades, let alone the last ten decades, collaboration is essential today. Teachers need to be able to meet to discuss interdisciplinary teaching plans and the students in their charge.

Over the years, spaces have been repurposed, re-invented, re-configured, expanded, and divided. Every school year walls are added and taken down; what may have been a right-size classroom one year then becomes two undersized classrooms the next school year. The MSBA guidelines provide for general classrooms sized between 825-950 square feet. Of all the general classrooms in the high school, only 23% meet the minimum of this guideline. Further, the majority of the specialty classrooms do not meet the guidelines. Science rooms are greatly undersized; the average room is 1,000 square feet; per the guidelines the rooms should be 1,440 square feet and this is with an assumed maximum enrollment of 23 students per class; 40% of science classes exceed 23 students, with many classes in the range of 28-30. In the case of the Science program, the undersized rooms are more than crowded, they are unsafe. Science lab experiments require space and free circulation to ensure safe procedures; the high school labs do not have enough space to provide this. The only way to alleviate the overcrowding within the current science classrooms is to provide additional classrooms.

In addition to the undersized spaces causing overcrowding difficulties, there are many classrooms with physical obstructions that hinder the ability of the teachers to teach and the students to learn. There are large columns in six classrooms, another four classrooms have been divided (out of necessity) into irregular shapes, meaning that students cannot see the front marker board and the teacher cannot see some students. A classroom was divided into two, but it is not acoustically separated, making teaching and learning difficult in the two areas. These conditions inhibit different modes of teaching and learning.

There are many features that are necessary to support high school education, many of which did not exist when the school (and its additions) was constructed. Accessing today’s technology is essential for teachers and students. The following are a number of the key education-related and learning-environment related features today’s high school requires:

- Ceiling-mounted projectors: the columns in some classrooms do more than disrupt sightlines; they hinder the ability to utilize this essential teaching tool. In addition some ceilings are designed in such a manner that it is not feasible to mount a projector or wire the classroom appropriately for such devices.
- Wireless access: the physical construction of the buildings hinders wireless access and requires a more costly solution to achieve (“block walls, block signals”).

- Simulcast ability: the ability to broadcast to multiple areas of the building creates wide-reaching opportunities for learning.
- Audio/Video space: access to learning and using today's current technologies is essential for the high school student.
- Electrical outlets: an increased access to electrical power is necessary; currently many extension cords and power strips are being used creating unsafe conditions leading to shortages in the system.

Please consult the full attached reports for greater detail which support the NEASC Recommendations, which include:

- Develop and implement a long-range plan, with a timeline for completion and a source of funding, to completely address school facility needs.
- Address overcrowding in classroom settings in which the use of lab and studio equipment presents potential safety hazards.
- Address all health and safety issues including science labs, egress plans for evacuation, and handicap accessibility.

Please also provide the following:

Name of accrediting entity (maximum of 100 characters):
NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC. COMMISSION ON PUBLIC SCHOOLS (NEASC)

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

If "WARNING", indicate the date accreditation may be switched to Probation or lost: 10/1/2014

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

Please provide the date of the first accreditation visit that resulted in your current accreditation status.:
4/7/2013

Please provide the date of the follow-up accreditation visit: 10/1/2014

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

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

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

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

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

Are facility-related issues related to "Other"? If yes, please identify the other area below and describe in detail in Question 1 below.: NO

Please describe (maximum of 100 characters).:

Priority 4

Question 1: Please describe the conditions within the community and School District that are expected to result in increased enrollment.

Based on a five year weighted average to measure continuity rates from grade to grade, the Arlington Public Schools are anticipating significant space pressure at both the middle and the high school buildings. Since 2000 the district has grown 28%, from 4165 to 5326 students. Much of this growth has been concentrated at the elementary level. Projecting forward in time while using current continuity rates, high school enrollment of 1294 is projected to rise to 1430 in five years and 1684 in ten years. At the same time, enrollment at the Ottoson Middle School is projected to rise from the current level of 1125 (above the design capacity of 1050), to 1303 in five years and 1490 in ten years. These enrollment growth projections are based on existing students currently in the schools and very young children presently living in town. The entire district has actually grown at or above 2% in four of the last six years. Should growth continue at that pace, it will exceed these projections and place even more enrollment pressure on the district.

Please see the attached Enrollment Projection spreadsheets.

Priority 4

Question 2: 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.

Arlington has experienced steadily increasing enrollment at all grade levels since 2000. To alleviate space needs at the high school, and to improve conditions for Arlington's state-mandated inclusion preschool, efforts were made to design a suitable early childhood space during the reconstruction of the Thompson School. Unfortunately, size constraints of the site and available funding from the Town made this impossible. The preschool is currently housed in the high school, in a space not well designed to accommodate a preschool's needs, nor able to provide the needed additional space as the program continues to expand.

At the elementary level, although our newest school was built with a larger capacity to help absorb the influx of new elementary students, the Thompson school is presently enrolled above its design capacity. Arlington has redistricted its elementary schools and instituted buffer zones between the neighborhood school districts. This redistricting helped to shift the student population away from densely populated schools and redistribute it more evenly. The creation of buffer zones allows district administration to have some ongoing flexibility in the allocation of students in the future.

As this much larger elementary population ages up, the district expects overcrowding at both the middle and the high school. The middle school is already over its design capacity of 1050 students, and is expected to reach 1430 in five years. However, of the two buildings, the high school is in much greater need of a thorough renovation and reconstruction. It is also situated on a larger parcel of land. One possible solution to enrollment pressure in both places would be to create an eighth grade academy within a reconstructed high school. Moving the eighth grade class out of the middle school would reduce the enrollment to slightly below the middle school's design capacity for the foreseeable future without the need for further expansion on a very space-limited site. Another option for reducing enrollment pressure at the middle school or high school might include temporary classrooms until additional classrooms can be built later, if necessary.

Additionally, the high school continues to examine and implement innovative programs, some of which can help mitigate burgeoning student enrollment. On-line courses, internships, capstone projects and an alternative high school program to be offered off-site but nearby, are a few examples of these approaches.

Please see the attached projection sheets for further details on anticipated enrollment.

Priority 4

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.

From the HMFH report:
Arlington High School was constructed for a different time in education than what is expected today, let alone what will be required into the foreseeable future. 21st century schools are all about technology, inter-connectedness, collaboration, interaction, hands-on learning and making, experiences, teamwork, and interpersonal skills. The excellent teaching staff at the high school knows this and accomplishes much within the constraints of the antiquated facility. It is time to look to the future and to make every effort to create an environment that supports the dynamic teaching at Arlington High School.

School buildings need clear way-finding and be navigable by all, student and visitor alike. Schools need to have spaces in a variety of sizes that are adjacent to one another to provide appropriate space for differentiated learning styles. The spaces need to be flexible in terms of variety of sizes, and a level of consistency among the amenities. The teaching spaces need to be supported by today's teaching tools, such as ceiling projectors, wireless, and the like. Schools must achieve these goals in an environment that is at the same time, inviting, open, secure, and supervised. When thinking of any building today, but perhaps most especially buildings used for educating students, we need to be planning sustainably, using our existing resources wisely, and thinking even further into the future about what else may need to be accommodated on the high school site. Designing sustainably means with the outdoor, as well as the indoor, environment in mind, while creating a long-lasting, low-maintenance, well-planned facility to accommodate flexibility and growth.

Schools need to be safe and secure havens for all that enter. Simple things like signage, color, exposure to natural light, connection through views to nature and the surroundings, combine to create a secure, understandable environment in which today's and tomorrow's student learn and grow. These are possible to achieve within a thorough, thoughtful renovation, but they need to be planned for and supported by the community's resources in order for the high school to best support the youth of Arlington into the coming decades.

Please also provide the following:

Cafeteria Seating Capacity:	450
Number of lunch seatings per day:	3
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: 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).:

Band room was originally large classroom.
Three work areas and lounges built in 1914 now used as classrooms.
Academic support classrooms, music classroom, Special Education classroom all carved out of Library/Media Center space.
Two therapy offices and METCO Director office made from 1914 auditorium balcony.
"The Pit" a subterranean athletic practice area with poor acoustics, often used as classroom when classes need a large space.
Two storage closets converted to therapy rooms for preschool students.

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). :

At the elementary level, the newest school was built with a larger capacity to help absorb the influx of new elementary students. Arlington has redistricted its elementary schools and instituted buffer zones between the neighborhood school districts. This redistricting helped to shift the student population away from densely populated schools to redistribute students more evenly. The creation of buffer zones allows the district administration to have some ongoing flexibility in the allocation of students in the future.

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

There is no specific policy regarding class size, although efforts are made to have elementary classes of 24 or less and secondary classes of 26 or less.

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.

Please see the attached On-Site Insight report, section 2 (page 8-29) and section 3 (page 40-56) for a report of the existing deficiencies in the high school facility systems. Of particular note is the Executive Summary Dashboard on page 5, which shows that the vast majority of needed improvements are so urgent that they should be scheduled in the first year of the plan.

Building Security

The school manages 35 exterior entrances that contain 50 separate doors. These doors have been repaired and upgraded to make them more secure. However, monitoring access to the school's doorways is complicated both during and outside of school hours. None of these doors are alarmed and retrofitting alarms to all the exterior doors with alarms and motion sensors would cost over $200,000.

The school has many entrances, long hallways and connecting passages, with blind endings and hidden corners. Page 8 of the HMFH report outlines in detail the security risks posed by this situation, including that long stretches of hallway are without occupied spaced and therefore without supervision. An additional risk of the configuration of the school noted by HMFH is that it is easy to become lost and disoriented, and that it can be a challenge to find the best egress path. In addition, telephones are not available in all classrooms and the public address system is outdated, posing a safety risk in the event of an emergency. There would "no room-to-room communication" without 2-way radios that have been distributed throughout the building. Only these radios allow staff to communicate across a wide-ranging facility with instant connection in case of emergencies.

The High School has 28 security surveillance cameras, divided between interior and exterior. Some of the 16 exterior cameras cover more than one door. Picture quality is not good when dealing with distances and darkness. Newer cameras with more mega-pixel capability would perform better. More modern features are available that allow better identification of individuals and motor vehicles, stronger zoom functions, and a greater ease of use. All of these functions would greatly improve the security functionality of these cameras. These improvements, as well as relocating and adding some cameras, would also necessitate an investment in a new server and software that would bring the High School to an enterprise class infrastructure.

ADA Compliance

While there are four accessible entrances/exits in the building, there remain challenges for disabled students and staff. There is only one elevator in the 400,000 square feet of the complex. It can take more time than is available between classes to travel if one needs an elevator, potentially impacting class time. The elevator is also aging and not entirely reliable. Certain areas of the school are inaccessible. The Pit, the stage in the little theater, and the stage in Old Hall cannot be reached by wheelchair. Also, no accessible student bathrooms are near the auditorium, causing hardship.

Fire Suppression

Fire suppression systems are not all at the same level throughout the school. Some parts of the school have sprinklers, but the Downs Building does not, and there are no plans to install them given the state of that wing. Fire alarm protection exists in all buildings, which detect smoke and heat. Upgrades to the system to include carbon monoxide detection have begun. However, only 20% of the fire alarm system is a modern, addressable system. Therefore, most of the building relies on a more antiquated system that potentially increases the time required to address a fire

emergency in the building. Page 9 of the HMFH report outlines concerns about the fire alarm system, concluding that whole areas of the building would not be aware of an emergency in another area of a building if staff relied solely on the fire alarm system. In addition, Smoke doors in corridors and fire doors at stairs are not working per manufacturer's specifications. All interior fire doors, interior steel doors, vinyl tile throughout complex

Building Envelope

Exterior masonry is in need of major repairs given its age. The On-Site Insight report (page 60) states that the cost of building architectural repairs would be $12 million.

During heavy wind and rain events there is moisture penetration throughout the building envelope. This is addressed first by buckets in halls during the event, and when the event is over, facilities staff search for the source of water and attempt to address it, although it is not always possible to find the exact source. Issues associated with water penetration will likely worsen over time.

Many windows are original to the buildings, most are single paned, and are not energy efficient. This leads to uneven temperatures in the building. Additionally, there are significant deficiencies in insulation and air sealing due to the types and ages of building construction.

Stress cracks appear in interior masonry block cell ceilings. Again, these issues are addressed as they occur, but it is an ongoing and increasing concern.

These factors create a very inefficient thermal envelope that works against good climate control. It is impossible to maintain an optimal temperature in most of the building.

There are tripping hazards where there are cracked floor tiles, and missing or broken stair nosings. Addressing this is a constant process.

Hazardous Materials

Asbestos is in tiles and pipe coverings throughout the building. If there is a risk of asbestos becoming friable, abatement is done in accordance with AHERA compliance standards.

The plumbing has lead soldered joints that could become a problem as standards change.

Electrical

Even though electrical service into the building was done over in 1980, power wiring throughout the complex present multiple concerns. There is a lack of outlets in the Downs Building where many classrooms have only one outlet leading to the use of extension cords. There are even some classrooms without an outlet. There are shortcomings with electrical distribution throughout the Downs Building, where distribution panels are old and parts are unavailable. When issues occur, electrical demand is reduced until the panel can be replaced during the summer break.

Gas

In some science labs, the gas shut off valve is in another room, causing a safety concern. This is part of the HMFH report, on page 9.

HVAC System

Univents in the Downs Building need to be replaced because they are beyond their useful life. This impacts air quality in Downs Building. In addition, there is no provision for air exchange in some corridors throughout the building, which is non-compliant with current standards. The cafeteria has an inadequate mechanical exhaust system; staff addresses air quality by opening doors to the interior courtyard.

There are two boiler rooms for the school, each containing two boilers. When all boilers were due for replacement, one boiler in each room was replaced. The newer boilers are used alone when weather is milder, while the older

boilers are also brought on line during colder weather. Therefore, with persistent cold weather the school is relying on two boilers that have exceeded their expected life. See page 13 in the attached On-Site Insight report which suggests replacing both boilers.

Half of the building complex is heated with steam pipes. The steam condensate collection and return system needs to be replaced per On-Site Insight. The steam system, especially return pipes, needs constant repairs and maintenance due to the aging piping system. Adding virgin water to system due to leaks degrades pipes over time. As of yet, there have been no injuries due to ruptures in the steam delivery system.

The building has no air conditioning, except for the high school and central administration areas, and the computer rooms. This lack of air conditioning leads to extremely uncomfortable learning situations during late spring and June, and at the start of school.

Other systems at or beyond their expected service life or in need of extensive repair include:

- Main heating system (boilers, temperature control, steam plumbing, heat ventilators, etc.)
- Hot water (storage tank, distribution)
- Ventilation/cooling systems (building exhaust fans, rooftop air units)
- All exterior doors, all windows, steeple and balcony, elevator
- Auditorium heating, ventilation and air conditioning system
- Auditorium carpeting and seating
- Science labs (including showers, eyewash stations, ventilation and fume hoods)
- Classroom cabinetry, shelving
- Restrooms and locker rooms
- Exterior walls are not seismically reinforced to conform to current codes.

Priority 5

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

Ongoing emergency repairs are made to protect health and safety. Beyond that, systems have been replaced or upgraded as they fail. In 2013, the district also commissioned a Capital Needs Assessment by On-Site Insight to better inform our planning for future capital allocations necessary for repair and replacement of equipment.

Building Security

The district has installed 28 surveillance cameras and four door entrance proximity readers. Doors have been secured by removing exterior handles where exit is the only requirement. This reduces attempts at break-ins.

Fire Protection and Security

Alarm panels have been upgraded and an addressable system has been installed in part of the building. Carbon monoxide detectors are being added this summer. The district complies with all state and local requirements on fire protection equipment and systems.

ADA Compliance

In the past year, an additional curb cut was installed, along with two handicap parking places, in addition to an adjacent electronic door opener.

HVAC

As noted in the previous section, two boilers of four have been replaced in the past five years, as their predecessors were failing. In 2013, a significant renovation of the HVAC system was made to the administrative offices on the sixth floor to reduce energy consumption, stabilize heating and cooling, and improve the circulation of fresh air. This was funded in part by a Green Communities grant from the state. In order to better control the aging HVAC system, a $100,000 upgrade to the existing Energy Management System is currently being installed. This installation will improve the current situation, but not fix all HVAC problems.

To bring the HVAC system to today's standards, the high school would need an upgraded HVAC system that would cost many millions of dollars.

Hazardous Materials

The district contracts with licensed vendors for asbestos abatement as needed.

Building Structure and Envelope

Ceiling cracks are repaired as needed. Floor tiles and stair nosings are replaced as needed. After heavy rain and moisture penetrations, the maintenance department performs spot re-pointing on masonry and applies spray-on waterproofing.

Electrical

Improvements to the electrical system are completed when necessary and if it is possible to retrofit into existing electrical systems.

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.

Deficiencies in the high school heating, electrical and other systems combine to create an increasingly disruptive learning environment. Although staff and students excel at work-arounds and make-dos, the attention and energy these problems cause take away from attention paid to teaching and learning. As reported by the Principal: "There is not a day when administration does not have to spend time on building related issues." In addition, everyday students with mobility challenges experience delays in getting to class. On stormy, windy days, classes are interrupted by teachers and custodians placing buckets in hallways and mopping floors as water gets into the building.

Examples of heating and cooling problems: During the protracted cold spell this winter, teachers and students in several classrooms had to be relocated because of lack of heat in their rooms due to boiler failure or broken controls.

- In some classrooms it can take 24 hours for the heat to reach the level set by the thermostat, if it achieves that level at all. Other classrooms are overheated, requiring teachers to open windows even on very cold days.
- The Media Center/ Library is not air conditioned, despite housing technology equipment and being used year-round.

Examples of electrical issues:

- Wiring capacity and outlet availability frequently constrain technology usage.
- Classroom teachers using a projector, computer, Elmo document projector and speakers simultaneously trip the electrical circuit.
- Students regularly trip over extension cords used to power technology equipment on carts, requiring replacement of damaged equipment.

From the HMFH report:

It is clear that due to its age, the complex requires significant upgrades to (or replacement of) all of the building systems and finishes. This is because either they are obsolete, not in working order, and a drain on energy and maintenance resources, or because they simply do not comply with current code standards for accessibility, plumbing fixture quantities, structural implications, or hazardous material abatement.

Beyond the sizes and configurations of the educational spaces there are environmental issues that make the spaces both uncomfortable and distracting to teach and learn in, such as indoor air quality, temperature extremes and lack of control, and problematic incidences with mice and wasps.

- Acoustic needs: many spaces are acoustically challenged, causing disruptions and making learning difficult; the Music program spaces do not have appropriate acoustic treatment; the rooms adjacent to the Cafeteria are interrupted by noise; the Language Lab needs appropriate acoustics. Old Hall is a loud, echo-filled, challenging space to occupy, coupled with the noises clearly heard from the space below used for band practice and wrestling practice.

- Auditorium sound and lighting systems: the systems are aged and require replacement.
- Equipment: throughout the various program spaces much of the equipment used by the teaching staff is outdated or does not exist (fume hoods, appliances, etc.)

- Air conditioning: the school is used year-round and air conditioning is essential and, at minimum, the Library, Auditorium, and Administrative areas should have air conditioning.
- Borrowed lights and glazing: part of the confusion of the complex is due to the lack of visual connection between spaces.

In addition to there being too few toilet rooms with too few fixtures for the population, the majority of them are located at the very end of hallways, sometimes beyond the paired hall doors and within the stair well. These are not regularly supervised and pose numerous threats and at the very least, maximize insecurities. We understand that due to the physical, deteriorating conditions as well as the isolated locations of the toilet facilities, that there are students who will not use the facilities throughout the entire school day. This is not a healthy situation.

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 improvements suggested in the On-Site Insight report would replace those elements of the physical plant that are beyond their useful life, and would allow the building to function more appropriately. These improvements will not greatly help the many academic issues in the building, such as outdated science labs, too small and/or poorly configured classrooms, lack of breakout space, etc, as outlined in the Analysis of Programmatic Needs, nor would they address future enrollment pressures.

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):

Mr. Robert Labadini is a Building Performance Institute (BPI)-certified energy auditor, and LEED Green Associate accredited.

The date of the inspection: 4/16/2013

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

Please see the attached On-Site Insight Green Capital Needs Assessment and Reserve Replacement Analysis report attached.

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.

With the advent of the Common Core State Standards and PARCC assessments, access to the benefits of a modern facility become more urgently needed. The limitations of the facility limit the range of experiments in Science classes, access students have to develop their skills in Art, Instrumental Music and Consumer Science and collaboration by students and teachers. Small group work is virtually impossible in an undersized or misshaped classroom. Vitally important is access to modern technology, both for testing and for college and career readiness. The current high school's physical limitations make the roll-out of better technology challenging.

As mentioned in the 'Programs and Operations' section, nearly 100 years of expansion, additions, and re-configurations have resulted in re-purposed and retrofitted classrooms that are forced to fit into a space that is incompatible with today's teaching methods.

Following are some of the programmatic constraints of the facility:

- The Media Center/Library has been divided to accommodate academic support rooms, a music classroom and special education classrooms.
- Many classrooms contain pillars that not only obstruct student and teacher views, but also severely limit accessibility and usable space in the classroom.
- Under-sized classrooms prevent small group collaboration, forcing students to meet in small groups in hallways and stairwells.
- The facility impedes technology implementation, particularly WIFI and ceiling mounted projectors.
- Inadequate wiring and insufficient electrical outlets in classrooms result in frequently tripped circuit breakers.
- Inadequately sized science labs do not provide enough lab workstations for all students to perform experiments safely at the same time.
- Two basement rooms (old Auto Shop and a classroom) are closed due to environmental concerns (PCE). One of these rooms provides the only access to the courtyard garden, thus limiting environmental studies offerings.
- Arlington's state mandated inclusion preschool resides at the high school. The space that it occupies also has limitations, including poor classroom configuration that impedes service delivery and inadequate therapy rooms.

Additionally, from HMFH Analysis of Programmatic Needs report:

Following are the presently known missing and/or inadequate educational spaces:

- Science: additional classrooms and specifically Biology classrooms
- A flexible modern library "learning commons" to serve as central meeting, collaboration, study, support, and presentation space
- Culinary Arts: additional instruction space and lab space, and increased size to the current Family and Consumer Science (FACS) rooms
- Special Education: Occupational Therapy, Physical Therapy, and Speech & Language dedicated spaces and more secure counseling spaces
- Music: a dedicated Instrumental Music classroom adjacent to the rest of the music program, Auditorium/Stage need wing space, fly space, and orchestra pit, and scene shop adjacency
- Visual Arts: a dedicated studio arts space
- Physical Education: Health classroom and Dance studio
- School-wide: meeting rooms, collaboration spaces, and small group rooms, there are no meeting spaces that can

comfortably accommodate the faculty or large groups of students for collaborative work; an outdoor classroom

- An adequate Cafeteria that is easily able to be supervised and will accommodate the increased enrollment

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 District has focused on gathering detailed information from outside evaluators and building users so that it can deeply understand the current state of the building, the particular improvements required and the time frame in which they are needed, as well as the programmatic impacts and limitations of the current high school building. The relevant reports are attached to this SOI and are referred to at length in this document. Key information was gathered during the most recent NEASC accreditation process, which highlighted in particular the detrimental nature of aspects of the facility. Accordingly, HMFH was retained to do a programmatic study. In addition, the District retained On-Site Insight for a Green Capital Needs Assessment and Replacement Reserve Analysis. The District has made all of these reports publicly available on the district website.

The District has created a building committee made up of professional staff, local government representatives, parents and community members. Arlington has strong volunteer participation in local government, allowing a depth of outreach not always easily achieved in other communities. To date, the District has sought input from the Town's Capital Planning Committee, Finance Committee, Permanent Town Building Committee, and Long-Range Planning Committee.

To build awareness about the declining condition of the high school facilities, the District offered in-depth tours of the facility to all members of the School Committee, Board of Selectmen, Capital Planning Committee and Town Finance Committee in December 2013. In March 2014, the District expanded the tours to all residents.

The High School Principal has formed a Faculty Building Committee to help identify and understand the programmatic needs and limitations of the facility, and to start thinking about what improvements the high school can make to take academic performance to the next level.

To address immediate facility cleanliness and minor maintenance issues identified in the NEASC report, the Principal plans to start a Booster Club to raise money for minor improvements (paint) and to solicit help with improving the appearance of portions of the facility (locker rooms, hallways, etc.).

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.

Aging facility and mechanical systems, combined with a sprawling complex that has been reconfigured and repurposed numerous times, result in many negative impacts on the educational program and the daily lives of students and teachers. As reported by the Principal, "There is not a day when administration does not have to spend time on building related issues."

Instruction and Curriculum

- Age and construction of facility impedes technology implementation.
- Classroom obstructions limit the ability of teachers to circulate, and of small groups to collaborate.
- Wide variances in temperature due to leaky windows and aging boilers are distractions.
- The complex is large and poses program adjacency and teacher collaboration challenges.
- Inadequately sized science rooms limit ability to deliver curriculum.
- The media center/library, auditorium and administrative offices lack air conditioning despite year-round use.
- Undersized media center/library lacks separate workspaces for small group collaboration.

Building Security and Safety

- Monitoring access to the school's 50 doorways poses a difficult security challenge.
- Telephones are not available in all classrooms and the public address system is outdated, posing a safety risk in the event of an emergency.
- Inadequate electrical supply results in frequent overloading of circuits.

Accessibility

- The complex has only one (undersized) elevator which is not centrally located.
- The auditorium (used for public events) does not provide accessible seating.
- Under-sized classrooms pose accessibility and safety concerns.

From the HMFH Report:

Adjacency requirements between program spaces and services are often not met, due in part to the generous size and spread-out nature of the facility and also due to not having adequate room in a designated area of the building to accommodate the full program. In most cases the locations of the various departments are quite removed from one another and therefore it "does not encourage collaboration and support." Additionally, there are minimal spaces that allow for teachers (of similar and dissimilar subjects) to meet and collaborate. The Music program is on three different levels, making collaboration and circulation difficult; students travel up and down stairs with their instruments, and stage sets are made in a distant space, un-assembled and then are hauled to the Stage in pieces to be reassembled. The Family and Consumer Sciences program is also spread out on several levels and, ideally, the program would be adjacent to both the childcare space and the Pre-School program, but with the school's current configuration this is not possible.

In thinking about adjacency needs, we need to also address the needs of differentiated instruction (team teaching, project-based learning, one-on-one instruction, and individual learners). Differentiated instruction requires spaces of varied size as well as adjacencies to the corresponding program. Currently Arlington does not have purposeful smaller teaching spaces to promote flexibility in teaching and learning. As well as the limited large and small group spaces for classrooms, there is also a deficit of

spaces for support services such as guidance and special education.

The school building as configured today, after a century of additions, renovations, and on-the-fly repurposing of spaces, poses a safety and security challenge.

There are greater than 50 exterior doors. This fact alone is a security challenge, but is compounded because none of the doors are tied to a security alarm system, and it is virtually impossible to secure the school building either during or off school hours.

Without classroom telephones, there is “no room-to-room communication.” Due to the lack of a fully integrated public address system, the ability to communicate an emergency situation to the entire school is poor. Similarly, and as it was designed, there are three separate fire alarm systems for the three “separate” buildings, but this means whole areas of the building would not be aware of an emergency in another area of the building. The administration has had to develop procedures for communicating and activating multiple alarms in an emergency.

Many classrooms teachers have resorted to the use of power extension cords that, by their nature, are strung across the floors. The result is that teachers do not use technology as readily and tripping is a hazard to students and equipment. The Science classrooms use equipment and chemicals in crowded conditions, many in rooms without proper safety stations. Ultimately, students are denied the learning experience if the conditions are deemed too unsafe. Gas shut-offs for some science labs are located in the adjoining rooms, making this safety measure less effective.

Beyond the sizes, configurations, and quantities of the educational spaces there are environmental issues that make the spaces both uncomfortable and distracting to teach and learn in, such as indoor air quality, temperature extremes and lack of control, and problematic incidences with mice and wasps.

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**
Adam Chapdelaine	Paul Schlictman	Kathleen Bodie
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.