Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2019 Statement of Interest

Thank you for submitting your FY 2019 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete**. The District is required to mail all required supporting documentation, which is described below.

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.

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 SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

ADDITIONAL INFORMATION: In addition to the information required above, 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 the MSBA at 617-720-4466 or SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Whitman-Hanson

District Contact Ernest E Sandland TEL: (781) 389-1371

Name of School Whitman Middle

Submission Date 4/8/2019

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 mail hard copies 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 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 in a format acceptable to the MSBA. If Priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI.

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

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
(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.

Massachusetts School Building Authority

School District Whitman-Hanson

District Contact Ernest E Sandland TEL: (781) 389-1371

Name of School Whitman Middle

Submission Date 4/8/2019

Note

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

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

SOI Vote Requirement

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

Potential Project Scope: Potential New School

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: Whitman Middle

Is this part of a larger facilities plan? NO

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

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

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 16 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 18 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? YES

If "YES", please provide the author and date of the District's Master Educational Plan.

Whitman-Hanson Regional Public Schools Strategic Plan 2016-2019. Central Office (author). Please see attached plan.

Is there overcrowding at the school facility? NO

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

Has the district had any recent teacher layoffs or reductions? YES

If "YES", how many teaching positions were affected? 11
At which schools in the district? 2015-2016 District Wide 11 positions
Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

District Wide 5 Librarian; 1 Math, 1 Science, 1 Foreign Language; 1 Grade One, 2 Special Education

Has the district had any recent staff layoffs or reductions? YES

If "YES", how many staff positions were affected? 6
At which schools in the district? District Wide
Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

2018-2019 District Wide 1 Assistant Superintendent; 1 Principal, 1 Assistant Principal; 1 School Adjustment Counselor; 1 Administrative Assistant; .4 FTE Nurse;

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.

Reductions and layoffs had resulted in increased class sizes at all levels. Elementary Band was eliminated during the school day. The District reduced the number of librarians from seven to one. The Foreign Language program at the Middle School continues to not be equitable, with only 30% of seventh and eighth grade students able to participate due to inadequate staffing. Staff positions that were lost during 2018-2019 school year were due to the closing of the Maquan Elementary School in Hanson.

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

The annual budget process begins with leadership team meetings in October and typically concludes in Mid-March with a vote of the school committee assessments for our member towns. The leadership team, working in collaboration with the Regional School Committee, meet regularly to align projected expenses with projected revenues in order to achieve a balanced budget. During the process the entire team is focused on tying our operational expenses to our District Strategic Plan. During the past few budget cycles, ensuring this balance is maintained continues to become an overwhelming challenge. The District is in the process of setting the budget for 2019-20. The fiscal 2020 budget talks are ongoing in both communities and things are not promising. On March 26, 2019 members of the school committee and District administration met with the Whitman Financial Committee to discuss the 2020 operating budget and capital expenses. The school committee set the local assessment at 15.1% to keep level services in the regional school district. Anything below 15.1%

means cuts to positions. A 10% assessment would mean a cut of 20 positions. A 6.5% assessment is a cut of 25-28 positions and a 4% assessment is a cut of 38 people and a total of 43 positions. If cuts are to be made, then all schools and departments will see reductions in staffing.

General Description

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

The Whitman Middle School opened in 1972, and has had one major renovation project which was completed in 2000. A specific upgrade was completed in 1997, as the building was originally equipped with all electric heat, the Regional School District engaged in an energy performance contract with NORESCO (1996) to convert the heating system to duel gas/oil boilers and forced hot water. Boilers were replaced in 2007 as part of the District capital planning process.

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

107980

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

The Whitman Middle School is located on a residential street with a total land area of 26.42 acres. We have twelve acres of multi-purpose fields that have poor drainage and during the fall and spring are unplayable. Paving has generally aged, cracked and in need of both rehabilitation and storm water management systems. Other than school operations, we are not aware of any significant site constraints that would impact implementation of the proposed new school.

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)

The Whitman Middle School is located at 100 Corthell Avenue, Whitman, MA 02382.

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

The building structure of the Whitman Middle School is enclosed with the following construction materials: brick veneer masonry backed by CMU (concrete masonry units), wooden soffits, and rubber membrane roof components. The materials used in the 2000 addition were steel beams and bar joists with metal decking. The existing building exterior is comprised primarily of brick construction with the per-cast concrete spandrels at window heads and sills. A 3'-0" continuous pre-cast concrete band wraps each of the varied in height buildings to cap the building. The first two courses of brick are set back approximately 1" from the brick above and edge of foundation below. The pre-cast concrete pieces also include a concrete soffit with a scored in a drip edge. This combines with the continuous thru wall flashing four courses down from the top of the windows on second floor and one -story wing. Only minor work to the existing brick work occurred during the 2000 renovation. The problems with existing conditions we continued to experience moisture wicking through exterior walls (CMU) into the school. In the science rooms we continue to experience moisture conditions penetrating through exterior walls (CMU). During northeast rainstorms the walls in classrooms on the first floor continue to leak. The high wall on the cafeteria leaks onto the lower ceiling outside of the music classrooms.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO
Year of Last Major Repair or Replacement:(YYYY) 1972
Description of Last Major Repair or Replacement:
There has been no major repair or replacement since 1972.

Roof Section A
Is the District seeking replacement of the Roof Section? YES
Area of Section (square feet) 1
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
The roof materials are tar and gravel (1972) EPDM (1997) and PVC Roofing (2000). In 2016, the gymnasium roof seams were heat welded and two new roof drains were installed in the gymnasium and library.
Age of Section (number of years since the Roof was installed or replaced) 19
Description of repairs, if applicable, in the last three years. Include year of repair:
In 1997, the feasibility study performed by Mount Vernon Group, Inc. noted in the existing conditions that Carlisle roofing systems had significant standing water. At this point we have identified that water is captured between two other layers of roofing materials causing mold (Tested positive 2018). The findings and observations of the indoor air quality test showed elevated levels of mold and myxomeycetes/perconia/smut. It was caused by decaying building materials, which were due to three layers of roofing systems. The first layer is wood fiberboard, installed in 1972. On top of that would be a tar and gravel roof with gravel surface roofing systems; the next layer was fiberboard insulation. Simpson Gumpertz & Heger Engineering Report March 2014 documented current roofing conditions, which state that the roof contains biological contamination and may contain asbestos due to the original year of construction. Air quality reports were performed by FLI Environmental report August 2013. (See attached Engineer and Environmental Reports).

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

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

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

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

Roof Section F
Is the District seeking replacement of the Roof Section?
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

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

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

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

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

Window Section A
Is the District seeking replacement of the Windows Section? YES
Windows in Section (count) 252
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
1/2" thermo pane awning type windows
Age of Section (number of years since the Windows were installed or replaced) 19
Description of repairs, if applicable, in the last three years. Include year of repair:
General repairs, broken windows, balances and repairing seals

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

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

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

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

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

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

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

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

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

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).

HVAC:
The boilers (15 HP, 3353 MBH) replaced as of 2007 are dual fuel gas fired forced hot water circulating via the classroom unit ventilators dated 1972. Additionally there are three packaged heat/AC roof top units servicing the office area, library and computer labs. The building currently has pneumatic heating controls, and the District has identified to the towns as capital request to change the system to DDC controls for better energy efficiencies. We are seeing a systemic failure in the pneumatic lines located behind brick walls. Currently this request has not been funded by the town.

ELECTRICAL:
The core electrical system (Main Breaker A 5000 AMPS, Voltage: 480/277 three phase; Main Breaker B 2500 AMPS, Voltage 120/208 three phase) was not updated as part of the 2000 renovation. Additional panels were added in 2000, and due to the removal of electric heat from the original design electrical capacity was good. In 2013, as part of an energy conservation project, most internal building transformers were replaced, in addition to the retrofit of interior and exterior lighting with a grant from National Grid. The existing emergency generator (30KW) is not sized for the building of this size, and we have listed a generator as capital request to the towns. The outlets are poorly placed and there are not enough outlets throughout the building.

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? 100
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Natural Gas
Age of Boiler (number of years since the Boiler was installed or replaced) 12
Description of repairs, if applicable, in the last three years. Include year of repair:
In 2017 the District replaced sections and pumps on the boilers. In 2019 the exhaust stack was replaced due to deterioration.

Boiler Section 2
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 3
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 4
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 5

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

Boiler Section 6
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 7
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 8
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 9
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 10
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES
Year of Last Major Repair or Replacement:(YYYY) 2019
Description of Last Major Repair or Replacement:
The District replaced three roof top units due to failure (Guidance (2018), Nurse (2018) and Library 2019).

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES
Year of Last Major Repair or Replacement:(YYYY) 2013
Description of Last Major Repair or Replacement:
Failure of interior electrical transformers were replaced. Exterior lighting was replaced as part of a National Grid energy conservation grant.

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

The 2000 addition has the original wall to wall carpet in the Principals office, Library and Computer Labs. Flooring of interior classroom throughout the school have VCT, Vinyl Composition Tile. The main entrance is Terrazzo type flooring, gym flooring is 2 1/2" maple flooring adhered directly to the slab without vapor barrier. In most of the original classrooms the interior walls are painted CMU (Cement Masonry Unit). The 2000 renovation of the administrators office area, library, computer labs, and nurse's area has 1/2" sheet rock taped and painted. The main entrance and cafeteria has standard sized kiln fired brick laid in alternating course. Ceilings throughout the school have 2x4 & 2x2 acoustical type grid ceilings. The gym ceiling is painted bar joist and metal deck. The cafeteria ceiling contains 4x4 friable asbestos concave ceiling tiles. Lighting system has occupancy sensors in all classrooms and common areas. It is a mixture of 2x4 and 2x2 retrofitted TB fluorescent electronic ballast fixtures. The gym and cafeteria have new 4x4 fluorescent high efficient bay light fixtures. There are a number of areas of the building, primarily the corridors that are not provided with mechanical ventilation as required by code. New exhaust systems will be required in these areas to comply with code.

Please see attached Wentworth University Building Assessment 2015 and Asbestos AHERA Report for Whitman Middle School.

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

The Whitman Middle School operates as a full day middle school, with 584 students grade 6-8, from (730am-230pm) Monday through Friday. A 5-day rotating schedule is used and core and elective classes are all part of the educational program.

The Whitman Middle School is heavily used for the District after school programs including sports and academic activities. An interscholastic program is offered for chorus, band, basketball, cross country, spring track and volleyball and is an integral space to the Town of Whitman's recreational youth programs. During the summer the building is utilized for an extensive summer school program running for a period of 6 weeks.

The roof issues have placed constraints on many activities and programs. Leaks in the gym, library and office areas, leaks along the roofing seams between the main corridor and cafeteria, and the mold and spore concerns in the gym have forced the District to ensure frequent air quality tests are completed and communicated to the students, parents and faculty of the building. The extensive past leaking of roof in the gym has lead to poor air quality and if not properly resolved can result in the potential loss of the ability to use the gym for its intended purposes.

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

The Whitman Middle School contains 44 educational spaces. There are 33 typical classrooms ranging from 750 sq. ft. to just over 900 sq. ft. per room. The average standard classroom size is 825 sq. ft. Specialty classroom for Science (3), Music Instruction (2), Art (1), Instructional Technology (2), Group Technology Instruction (1), Large Gymnasium (1) and

Small Adjoining Gymnasium (1) are also part of the core educational spaces.

Science: Whitman Middle School contains three science lab rooms, but there are six science classes (2 per grade) occurring at any given time. The other three science classes meet in various spaces throughout the building. Two of the science classes meet in a room that has a sink, one is the former Home Economics room and the other is a general education classroom that had been converted in 2004 to a science lab with the addition of a sink. The third science class meets in a general education classroom that was expanded with the elimination of a wall in 2012. The last renovation done to the science labs was the addition of the emergency showers and eye wash stations in 2000. The Home Economics classroom space was converted to a science lab space with the removal of the sewing machines and ovens, but no other major renovations have been done to this space since 1972.
The three science lab spaces are outdated and insufficient for the requirements put on each grade level with the newly updated and adopted 2016 Massachusetts Science and Technology/Engineering Curriculum Framework. None of the science labs are equipped with functioning gas sources. The emergency showers and eye wash stations have not been tested or updated in recent years and if they were to function properly, there is no drain on the floor to get rid of the water expelled. The electrical outlets are poorly placed and there are too few of them for the numbers of students in our science classes. In order to use things like microscopes and heat lamps for laboratory experiments, several students need to share equipment or extension cords need to be used in order to reach student working areas. In the science lab classrooms, there is no separation between lab area and classroom area. Lab activities that require observation over time are left in spaces that students need to use for their belongings as well as teacher-led instruction. The sinks in the science lab spaces are in the middle of the classroom, lacking counter space for storing and drying near the sinks. These sinks also often do not drain properly and do not have a good hot water source. The new framework puts a major emphasis on engagement, relevance, rigor, and coherence. The MA STE Curriculum Framework states that "curriculum and instruction should instill wonder in students about the world around them through engaging and exciting learning experience" (2016). In order to successfully accomplish this the Framework continues by stating "these goals can only be achieved through a rich and varied STE curriculum that includes thoughtful hands-on and minds-on activities, laboratories, investigations, and design challenges" (2016). With the science lab space described, achieving the vision of this framework is extremely challenging.
Cafeteria: The dining area in the cafeteria has a square footage of 4,680. The maximum seating of the cafeteria is 450. Currently the cafeteria serves on a three lunch per day rotation (First Lunch: 10:54-11:18, Second Lunch: 11:24-11:48, Third Lunch: 11:53-12:17). The cafeteria also serves as the auditorium, as this is the only space with a stage. The chorus and drama club utilize this space for practices and performances. The cafeteria is also the space used when assemblies are presented, however due to the 450 occupancy limit, the entire school (584) is unable to see any assembly at one time. This often leads to only one grade being able to experience the assembly.
Gym: The gymnasium's square footage is 8200. This space had a set of full bleachers, which pulled out from the walls and could hold approximately 640 people. However during SY15-16, these bleachers broke beyond simple repair and were removed the following school year. The district had purchased movable bleachers, but these bleachers can only hold a maximum of 240 people, again only enough seating for one grade at a time to use this space.
Library/Media Center: The Library/Media Center has a square footage of 5,600. This space contains a small office area, shelved books, counter space for Chromebooks, a section that can serve as an instructional space for a class with an Interactive Board (without sound), and a section that can serve as an instructional/multimedia space for a class. This space is also used as a broadcasting station for Whitman Middle School's Morning News Crew, which creates a production every morning for the school and broadcasts live to the classrooms through YouTube.

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

The school is not overcrowded and there is space available if enrollment increases.

Current Operating Capacity (COC) as documented from 2000 renovation project was 650 pupils and remained a Grade 6-8 school.

Whitman-Hanson Regional School District's intention is to move the 5th grade classes from Conley and Duval Elementary to the Whitman Middle School in order to free up space for full day kindergarten. This move would create equity between the district's two middle schools. Hanson Middle School contains grades 5-8 and Whitman Middle School contains grades 6-8. The addition of the fifth grade to Hanson Middle School allows for a comprehensive middle school experience that takes into account both the social emotional needs of the child as well as the physical changes that they go through during these formative years. Whitman Middle School students do not have the opportunity to have a similar-like experience compared to that of Hanson Middle School students with the lack of space for the fifth grade in the current WMS building, which is working at near Current Operating Capacity. The town of Whitman is also expanding and as of now there are four major residential areas being built. This will undoubtedly cause the student population to increase for all schools in Whitman.

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 Whitman-Hanson Regional School District utilizes a comprehensive maintenance management software package and follows industry recommended guidelines and programs. Our School Dude Work Order system allows for the requesting, tracking and scheduling of both preventative and reactive maintenance tasks. Facilities and infrastructure equipment are created in the system as assets, and where appropriate can be connected to pre-defined maintenance management tasks. These tasks can be scheduled in advance of a due date, or tied to specific run/operating time. It can also calculate maintenance costs.

All school buildings are inspected annually by the town fire, health and building inspector prior to opening. Boilers, rooftop units and unit ventilation equipment are maintained under recommended manufacturers' guidelines and are also inspected or serviced by licensed contractors.

Current cleaning practices require contracted staff clean all bathrooms, vacuum or mop floors in all areas of the building and stock all paper products and soap. Annually, contracted staff removes all classroom furniture to strip and wax the floors and make any repairs which cannot be made while children are in the classrooms. Repairs and routine maintenance include the replacement of all unit ventilator filters and if necessary, replace ceiling tiles, lighting fixtures, faucets, floor tiles or carpet. Facilities staff is also responsible for landscaping and the restriping of parking areas on school property.

General maintenance on all assets is done based on original manufacturer recommendations (PM schedules, filter changes, cleanings and inspections, etc.) The District facilities management staff remains abreast and trained in equipment, and where necessary, engages outside contractors for support.

Long Range capital plans are developed and reviewed with our member towns annually, but approvals for such projects are at the discretion of the towns in leased buildings. When necessary, emergency repairs, are handled by the District, and submitted for reimbursement by the member towns in leased buildings. Most recent repair was an emergency roof stack exhaust replacement at Whitman Middle School.

(The last major project completed was also a MSBA grant project for the Duval Elementary School roof repairs.)

Please see Capital Matrix attached.

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.

Roof: The roof materials are tar and gravel (1972), EPDM (1997) and PVC Roofing (2000). The school has significant roof leaks throughout the building on the first and second floors of the building. The leaks are from failing heat welded seams.

HVAC: The system was installed in 1972 with a NORESCO conversion from electric heat to hot water in 1987. The old electric univents were adapted to accommodate the forced hot water. The air conditioning in the building is partial, rooftop units installed during the 2000 renovation service the computer labs, guidance suite, main office and nurses' station are undersized and problematic. Some classrooms reach above 80 degrees in the winter months from constant hot air being expelled from top of the heat vent. At other times and in other classrooms heat does not expel any air, leaving classrooms very cold. There is no ventilation system exchanging fresh air into the hallways.

Electrical: The main breaker A has 5000 amps, the voltage is 480/277 three phase. The main breaker B is 2500 amps, the voltage is 120/208 three phase. All electrical outlets are poorly placed and there are too few of them in all classrooms.

Plumbing: The original plumbing infrastructure from 1972 continues to be an issue with leaks, backups and poor venting. All bathrooms need to be renovated to accommodate handicap facilities, which would include replacement of partitions, toilets, sinks, soap dispensers and tilt mirrors. The locker rooms should incorporate handicap shower facilities which would require a seat, grab bars, removable shower head. Toilets and urinals overflow in the student bathrooms. The toilets in the staff bathrooms leak. The floor drains in bathrooms release the smell of sewer gases due to poor venting. Science classroom drains are attached to tight tank, PH system that is undersized for the use of sinks in the science rooms.

Floors: The original flooring from 1972 had Asbestos adhesive and Asbestos containing floor tiles. Not all 1972 adhesive and floor tiles were removed during the 2000 renovation. The new VCT flooring system installed was poorly done. A citrus chemical remover that was used to remove the Asbestos adhesive was used it retarded the curing of the new flooring adhesive. Therefore the VCT flooring throughout the building during the fall and spring season has signs of liquid adhesive migrating through the flooring cracks which has resulted in stains and loose tiles.

Stairwells: The stairwells were identified from the 1997 Feasibility Study of the two-story portion of the building require re-construction of handrails and guardrails so that they comply with the present code requirements. The stairs are only a two person stairwell. There is no handicap accessibility to the stage and it is limited to persons with disability. A vertical lift was installed in 2000 addition.

Lighting: Poorly lit gymnasium, cafeteria, hallways and stairwells. The majority lighting in the school is 4' T8 lighting fixtures and not LED.

Interior Finishes: The original 1972 lockers still exist and are inadequate student lockers. Out of the 500 original lockers, 250 were slated to be changed out during the 2000 renovation but were not changed out due to project financial restraints.

Brick Walls: Leaks occur throughout the exterior brick into the classrooms on both the first and second floors. Due to the old style univents, exterior louvers from 1972 there is visual water infiltration, and interior leakage creating a perfect environment for mold and mildew to occur.

Windows: The windows installed in 2000 are awning. Awning windows open at the bottom and usually open outward. The windows installed at Whitman Middle School we believe were installed upside down. This allows water to drip down from the window onto the floor and winged insects (wasps) into the classrooms. The existing windows are in poor condition. The majority of the windows do not always open or close properly. The majority of the window seals are dry-rotted.

Design Space: The school is lacking common areas and spaces for educational collaboration. The school does not have an assembly area where the entire school population can gather at the same time.

Original Site Design: There is traffic congestion due to only one way in and one way out of the school property with the exception of the emergency access.

Priority 5

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

The District has developed a Capital Plan with requests for replacement of all of the MEP's (Mechanical, Electrical and Plumbing) with limited or no success.

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.

Roof: Stained and waterlogged ceiling tiles can be seen throughout the building, in hallways and classrooms on both the first and second floors, as well as the library. Depending on the amount of rain or heavy wet snow, ceiling tiles have collapsed into classrooms, creating wet and slippery conditions on the floors below for both staff and students. In the library and technology rooms, the carpets get wet, creating an odor in those areas, causing staff and students to breathe in the odor while trying to concentrate and have concerns about possible health issues.

The roof above the gymnasium is periodically leaking, making puddles on the gymnasium floor. This creates hazardous conditions for the many groups that use this facility. Faculty and staff have concerns about air quality in the gym due to leaks and constant moisture from the roof. Repairs done to the gymnasium roof have left large nails poking out into the gym's ceiling. This has caused the gym equipment to pop if/when it reaches ceilings.

During the warmer months (August-October and April-June) there is a heavy presence of wasps/hornets/bees in multiple areas throughout the building on a daily basis. The presence of these pests is not only dangerous to students and staff with allergies, but is extremely distracting to the teaching and learning process. Students and staff become fixated on making sure these pests do not land on or near anyone and therefore lose valuable class time.

HVAC System: The building's aging heating system is extremely inconsistent throughout the building. Some classrooms reach above 80° in the cold winter months due to constant hot air being expelled from vents. This causes an uncomfortable learning environment, as students complain of sweating during class and needing to leave class to get water. Due to the extreme temperature, teachers will often open the windows to bring cooler air into the classroom, in turn wasting energy and losing heat quickly. At other times and in other classrooms, the vents do not expel any heat, leaving classrooms very cold during the winter months. Students will arrive to these cold classrooms after sitting in a very warm classroom, where heat is constantly being expelled and now have to adapt to the very cold environment. Students are unable to focus or work because they are so cold. The faculty members that are assigned to these classrooms are forced to remain in these rooms throughout an entire day, causing very uncomfortable working conditions.

The noise level of the vents in the classroom is also a distraction. Some of the vents expel air all year long. Teachers and students have to compete with the noise from these vents. Students with auditory difficulties and students who are easily distracted are further challenged because of the level of noise coming from the vents, therefore creating a negative impact on student learning.

Due to the lack of a cooling system, as soon as the temperature starts to increase outside, classrooms begin to get uncomfortably warm. Many of the classrooms sit in the sun throughout much of the day. The classrooms adjacent to the renovated library (2000) have to deal with the glaring sun off of the library roof. This additional sunlight further heats the classrooms. Due to the poor hallway ventilation and lack of air circulating (especially on the second floor), teachers and students must deal with the hot, humid, and stagnant air. Oftentimes students will complain of feeling sick and show an increased inability to focus on schoolwork. Tape and putty used to hang information and student work throughout the classroom does not properly work in these conditions and this material will not stay on the walls. There have been times that computers and interactive board projectors have overheated and do not function properly because of the conditions in the classroom during the warmer months. The floors throughout the building retain the added moisture and humidity and they become extremely slippery in these conditions. Many students and staff have slipped and fallen in the hallways and classrooms.

Electrical Service: Poorly placed and low numbers of outlets in the science labs prevent teachers from completing certain experiments with the students, as plugging in numerous extension cords and power strips is not safe practice.

Plumbing: Both staff and student facilities are cause for concern due to unsanitary conditions. The toilets in the staff restrooms often leak onto the floor, creating wet and slippery conditions. In the student restrooms both urinals and toilets overflow,

creating unsanitary and unsafe conditions here. Water temperature from the sinks in the restrooms throughout the building is often very cold and does not tend to warm up throughout the day.

Locker room shower drains often emit sewer gases, which create unpleasant odors and feelings of sickness for anyone exposed to them.

Floors: Due to the adhesive remover used to remove the original asbestos in the flooring, stains along the edges of each tile can be seen. This remover also prevented the tile cement that was to secure the tiles to the subflooring, to properly dry and therefore the tiles pop up from the floor, creating tripping hazards for staff and students.

The floor in the gymnasium continues to have dry rot underneath it. This outdated flooring system creates an unsafe playing surface. The gymnasium is not only used for Physical Education classes, but is also the community athletic center for the town of Whitman. Whitman youth basketball, baseball, softball, soccer, Whitman Middle School activities and clubs and a wide range of summer and school vacation activities are hosted here.

Stairwells: Due to the narrow stairwells, the Whitman Middle School implemented a one direction rule between classes to access either floor. During passing time, students can only go up the middle staircase and down the side staircase due to inadequate stairway width.

Lighting: The lights in the gym are not properly protected, which allows gym equipment to break the lights if/when it reaches the ceiling. This causes a safety hazard for staff, students, and community members that regularly use the gym.

Windows: Due to the awning windows opening from the top rather than the bottom, rainwater tends to collect in areas on counter space and/or floors during rainstorms. This causes slippery floors and dangerous conditions to both staff and students.

Interior Finishes: The presence of mold growing on the walls in the classrooms throughout the building at various times of the year is worrisome for all exposed to the mold, with concerns of health related issues. The process of the removal of mold as it is detected by staff throughout the year is also disruptive to the learning process. Teachers and their classes have been displaced during this process, forcing multiple classes to be held in alternate settings, such as the library for weeks or months at a time. Classroom doors do not always close properly due to defective mechanisms and an increase of humidity in the building throughout the warmer months. Without being able to properly close and secure the classroom doors, this creates a safety issue for staff and students.

There is a large percentage of lockers throughout the building that are in disrepair. Many of them no longer lock or unlock, frustrating students as they are told to store their belongings in their lockers, but students cannot easily access their lockers or ensure that their belongings are securely stored. Students are also constantly struggling to open their lockers, causing students to arrive significantly later than other students and creating a disruption to the education process. Those students who do not want to struggle with their locker on a daily basis attempt to carry all of their belongings with them all day long, which can eventually cause physical ailments. Some lockers are coming off the walls and falling apart, making proper utilization impossible.

The presence of mice is becoming a greater issue with every passing school year. Mouse droppings are a common site on the tops of both teacher and student desks, especially in the morning just as school is to begin. It is also not uncommon to see mice scampering through a classroom or the hallways. This is cause for worry due to the many health issues that can be caused by the presence of mice and their droppings. Seeing a mouse running through the classroom is also a distraction to students as they are trying to concentrate on lessons being taught.

The setup of the gymnasium is outdated. Storage in the locker rooms as well as overall storage for Physical Education equipment is no longer adequate. Proper and additional storage is necessary to meet the needs of today's Physical Educational plans. The Physical Educational offices have poor views of both the locker rooms and the gymnasium. This makes it difficult for the one female and one male Physical Education teachers to both monitor their locker rooms and gymnasium at the same time. The divider breaking the gymnasium into two separate learning areas was removed 12 years ago because of repairs needed and it was never replaced, making it impossible to create smaller classes for separate instruction with Physical Education classes ranging from 70 to 90 students per class.

Design Space: The current design space at the Whitman Middle School does not allow for the district's intended move of the 5th grade to the building. As Whitman-Hanson is a regional school district, equity between the two towns is crucial. Hanson Middle School now currently contains the fifth grade, but Whitman Middle School remains grades 6-8. This lack of parity creates a disadvantage to the students in Whitman as they do not have the opportunity for the comprehensive middle school experience, where the identity of the child can blossom in a school configuration that is supportive and nurturing during the adolescent process.

At the elementary schools, space freed up by the movement of grade 5 to the middle school will be used for full-day kindergarten classrooms. Currently Whitman-Hanson Regional School District is one of the few remaining districts that do not offer free full-day kindergarten and due to this lack, students in WHRSD are at a disadvantage compared to a majority of the state when it comes to a similar-like experience at the Early Elementary School level. It is the hope and desire of the school committee and the new administration to bring this program into the district beginning in the 2020-2021 school year. The thought is that the numbers currently in the free half-day program will increase greatly when a full-time kindergarten program is implemented. This increase is due to the fact that a large population of students from both towns currently attend either charter or private facilities instead because they are able to offer full-day kindergarten and WHRSD does not.

As previously mentioned, Whitman Middle does not have a proper auditorium or a space that is capable of holding the entire school population for assemblies. This lack of space prevents formal productions or school-wide presentations to be done for the entire school at one time. On the other hand, Hanson Middle School has an auditorium that is often utilized for productions and school-wide assemblies.

Whitman Middle School was designed in the 1970's, when the typical school building layout and educational philosophy was highly structured around the teacher-led instructional classroom. As curriculum standards have vastly changed since the 1970's with an increased focus on 21st century learning and an increased use of technology throughout every aspect of a student's schooling, the layout of Whitman Middle School is now antiquated. Even by the comparison to Hanson Middle School's structural design (which was newly constructed in 1998), the students of Whitman Middle School do not have similar-like experiences during their middle school career. Students in Hanson Middle have conveniently located learning spaces outside of each classroom in a pod area totaling an every 864 square feet of collaboration space. These areas allow teachers to easily monitor both inside and outside of the classrooms, but give students the freedom of moving between formal classroom setting and a collaborative setting. Students at Whitman Middle School do not have the same opportunity to build upon their cooperative learning skills in spaces outside the classroom. If students were to congregate in the hallways in the current Whitman Middle School building to work collaboratively, other classrooms would be immediately affected from noise and distraction outside of their classroom door. This reality forces Whitman students to enter high school at WHRHS with Hanson students at a certain disadvantage due to this lack of equity of building design.

As technology is quickly improving and new teaching styles and learning methods that incorporate various methods of technology are constantly being discovered, the technology at Whitman Middle School is becoming outdated. Whitman Middle School began installing its Interactive Whiteboards in 2004. Fifteen years later, teachers still rely on their Interactive Whiteboards, but their functions and abilities are not as up to date as Hanson Middle School's technology. There is a difference of six to eight years between the ages of the Interactive Whiteboards at Whitman Middle as opposed to Hanson Middle. This disparity creates a lack of equity between students in Whitman and Hanson Middle Schools when it comes to exposure to effective technology as they enter Whitman-Hanson Regional High School together as freshmen.

Original Site Design: Traffic during school hours and events continue to be an ongoing issue due to single entrance/exit from the school. There are concerns with vehicle and school bus congestion during student drop off and before and after school functions. This congestion can cause disruption with attendance and morning schedules.

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.

It is not cost effective to make the repairs stated throughout this document due to the failing infrastructure which includes: failing electrical system, extensive roof replacement, complete mitigation of mold in ceilings and walls, complete removal of Asbestos throughout the building (ceiling tiles and remaining Asbestos flooring tiles), traffic congestion and lack of space with the intended move of fifth grade to the Whitman Middle School and collaborative design space.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?:	NO

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

The date of the inspection:

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

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 April 10, 2019, prior to the closing date, the Whitman-Hanson Regional School Committee*[City Council/Board of Aldermen, Board of Selectmen/Equivalent Governing Body/School Committee]* of the Whitman-Hanson Regional School District *[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 April 12, 2019 for the Whitman Middle School *[Name of School]* located at 100 Corthell Avenue, Whitman, MA 02382 *[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

Renovation, 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,

; *[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**
Jeffrey Szymaniak	Robert W. Hayes	Jeffrey Szymaniak
(signature)	(signature)	(signature)
Date April 12, 2019	Date April 12, 2019	Date April 12, 2019

* 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.