REQUEST FOR DESIGNER SERVICES (RFS)

East Longmeadow- High School
180 Maple Street
Town of East Longmeadow, MA 01028

East Longmeadow High School

January 26th, 2022

Invitation: **The Town of East Longmeadow, *Massachusetts*** ("Owner") is seeking the services of a qualified "Designer" within the meaning of M.G.L. Chapter 7C, Section 44 to provide professional design and construction administration services for the East Longmeadow High School in East Longmeadow, Massachusetts. Selection of a Designer will be made by the Designer Selection Panel of the Massachusetts School Building Authority ("MSBA") in accordance with the MSBA's Designer Selection Procedures.

The Owner is seeking design services to conduct a Feasibility Study which will include the development and evaluation of potential alternative solutions and continue through the Schematic Design Phase of the preferred alternative initially. Subject to the approval of a Project by the MSBA and further subject to adequate funding authorized by the Owner, the contract between the Owner and the Designer may be amended to include continued designer services through design development, construction contract documents, bidding, award of construction contract(s), construction administration, final closeout and warranty period of the potential Project. A potential Project may include a renovation of the existing school, a renovation of and addition to the existing school and/or new construction. Upon the completion of a Feasibility Study (Module 3), and if the District's preferred option is determined to be new construction, the District may consider participation in the MSBA Model School Program.

The estimated construction budget for a potential Project may range from ***$80,000,000 to $100,000,000*** 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's Board of Directors. The Fee for Basic Services for Module 3 Feasibility Study and the completion of Module 4 Schematic Design will be negotiated with the highest ranked design firm but the owner reserves the right to negotiate with the next highest ranked firm(s) if a mutually acceptable agreement cannot be reached.

The Commonwealth's Affirmative Marketing Program (AMP) established under M.G.L. Chapter 7C, §6, and Governors' Executive Orders helps ensure that minority owned business enterprises (MBE) and women owned

businesses (WBE) certified by the Massachusetts Supplier Diversity Office (SDO) have opportunities to participate on DCAMM and other public construction and design projects across the Commonwealth. DCAMM and the SDO announced a series of AMP program changes that will be in effect for state funded municipal projects advertised on or after July 1, 2020.

Applicants should subcontract with MBE and WBE, as certified by the SDO. The AMP project specific goals should be set separately, with distinct participation goals set for MBE firm participation and WBE firm participation. Districts should set the project specific MBE and WBE goals prior to advertising for design services and the individual MBE and WBE goals should clearly be set forth in this RFS. This enables participation goals for an individual project to be specifically tailored to the particular project prior to procurement and ensures the goals more accurately reflect the availability of contractors or design professionals.

The MBE and WBE must be selected from those categories of work identified in Item F of this RFS or be assigned to tasks required under Basic Services as specifically set forth in the Contract for Designer Services as amended. Applicants are strongly encouraged to utilize multiple disciplines and firms to meet their separate MBE and WBE participation goals. Consultants to the prime Designer can team within their disciplines in order to meet the separate MBE and WBE participation goals but must state this relationship on the organizational chart (Section 6 of the application form). Applications from MBE and WBE firms as prime designers are encouraged. Where the prime Designer is an SDO certified MBE or WBE, the Designer must bring a reasonable amount of participation by a firm or firms that hold the certification which is not held by the prime Designer on the project.

MBE and WBE Participation Goals for the Designer Services Contract:

1. **MBE Participation Goals: 6.6%**

2. **WBE Participation Goals: 15%**

For additional information on Designer qualifications see Sections E. and F. in this RFS.

A. Background:

The Town of East Longmeadow has five schools, three elementary schools, one middle school and one high school. A five-member School Committee oversees the school system. The town government has a Town Manager as the chief executive officer for the Town, and a seven-member Town Council which is the legislative body for the town. There is also a School Building Committee (SBC) who will actively participate in and manage this project. The SBC has selected Skanska Building USA to serve as the Owners Project Manager on the High School project.

The Town places a high value on standards for the schools to attain a rich and well-rounded learning experience. However, as the high school exhibits more wear and tear over time, increasing amounts of money and administrative attention must be devoted to providing remedies.

East Longmeadow High School was built in 1960 of approximately 125,000 SF. Through its 61-year-old history, there were two building additions; one addition was completed in 1965. Providing additional classrooms and approximately 39,000 SF; and a second addition of approximately 40,000 SF was completed in 1975, adding a second smaller Gymnasium along with an industrial arts area. The current total square footage of the existing building is 204,000 Gross Square feet. However, the approximate net square footage is only

129,200. As the numbers indicate there is a significant number of corridors and inefficient space that skews the gross to net square footage.

The library which is located on the second floor of the existing building is antiquated and prohibiting it from becoming a 21st century instructional support center. It is not well located and is not a focal point for the school and cannot be upgraded.

The Town of East Longmeadow has acknowledged and agrees that the design of the proposed project shall be based on an enrollment of no more than 800 students grades 9-12.

B. Project Goals and General Scope:

On or about April 2019, the Owner submitted a Statement of Interest (Attachment A) to the MSBA for East Longmeadow High School. The MSBA is an independent public authority that administers and funds grants to eligible cities, towns and regional school districts for school construction and renovation projects. At the June 23, 2021, Board of Directors meeting, the MSBA voted to invite East Longmeadow into the feasibility study phase based on the submitted SOI. 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 all the challenges identified in the Statements of Interest for the East Longmeadow High School project. These include but are not limited to the following:

1. The majority of academics spaces are below MSBA guidelines with all but three classrooms under current MSBA guidelines by 12% to 38%.
2. All science classrooms / labs are under the current MSBA guidelines by 24 % to 41%.
3. Special Education areas are under current MSBA guidelines by 50+%
4. Technology education areas are under current MSBA guidelines by 50+%
5. The electrical system is at maximum capacity limiting basic operational needs on a daily basis.
6. The mechanical systems are antiquated and, in many cases, can no longer be repaired due to lack of available parts.

The Feasibility Study shall include a study of all alternatives and contain all information required by 963 CMR 2.10(8) and any other applicable rules, regulations, policies, guidelines and directives of the Authority, including, but not limited to, a final design program, space summary, budget statement for educational objectives, and a proposed total project budget. The Schematic Design shall include, but not be limited to, the information required by the Authority's Feasibility Study Guidelines, including, but not limited to, a site development plan, environmental assessment, geotechnical assessment, geotechnical analysis, code analysis, utility analysis, schematic building floor plans, schematic exterior building elevations, narrative building systems descriptions, Northeast Collaborative for High Performance Schools (NE–CHPS) or US Green Building Council's LEED for Schools Rating System (LEED-S) scorecard, outline specifications, cost estimates, project schedule and proposed total project budget.

Project objectives under consideration by the Owner include:

- Identification of Community concerns that may impact the study options.
- Identification of specific milestone requirements and/or constraints of the district – e,g. Town votes, swing space, occupancy issues.
- Identification of Alternative sites
- Life Cycle costs of operating the school as it relates to future operational budgets.

- Northeast Collaborative for High performance Schools (NE-CHIPS) criteria or US Green Building Council 's LEED of Schools (LEED-S) rating system.
- Evaluation of project deliver Method – CM at Risk (Chapter 149A) versus Design-Bid- Build (Chapter 149)
- Update survey and existing conditions information of building including any hazardous materials.
- Community utilization of the high school as a resource for cultural and civic activities in East Longmeadow

C. Scope of Services:

The required scope of services is set forth in the MSBA's standard Contract for Designer Services (Contract), a copy of which is attached hereto and incorporated herein by reference. If the Owner decides to proceed with the Project beyond the Schematic Design Phase and when the project delivery method is decided (Design/Bid/Build or Construction Manager at Risk), the Contract will be amended accordingly. Copies of Designer Services Contract Amendments for Design/Bid/Build and Construction Manager at Risk are also attached hereto and incorporated herein by reference. Unless specifically excluded, the Designer's Basic Services consist of the tasks described in the Contract for Designer Services as amended and this RFS including all investigative work (to the extent provided for in the Contract), feasibility study, schematic design, and, at the Owner's option, design work, preparation of construction documents, bidding period administration, construction administration, and other related work reasonably inferred in the opinion of the Owner and the Authority as being necessary to meet the project's stated scope and goals.

This RFS will be appended to and become part of the Contract for Designer Services. Any Designer selected as a result of this RFS will be required to execute the Contract for Designer Services and applicable amendment that are attached hereto.

Basic Services include, but are not limited to, verification of existing record information including building dimensions, details and general existing conditions, cost estimating, architecture, civil, sanitary, mechanical, electrical, plumbing, fire protection, structural, site planning and landscape architecture, basic environmental permitting, graphics, lighting design, acoustics, data and communication, educational consultants, any specialty consultants for sustainable design (LEED-S/NE-CHPS), laboratory, library/media center and kitchen space, code consultants, accessibility, energy evaluations, detailed cost estimates; preparation of construction documents; bidding and administering the Construction Contract Documents and other design and consulting services incidental and required to fulfill the project goals. Please refer to the Contract and amendments for a complete summary of Basic Services.

Extra and reimbursable expenses are defined in Articles 8 and 9 of the Contract in Attachment B.

D. Project Schedule:

Work under this RFS is divided into the Project Phases as listed in Article 7 of the Contract as amended and as may be augmented in this RFS. Each Project Phase will consist of one or more required submissions, and may include site visits, meetings with the Owner, Owner's Project Manager, the Authority and others, and other tasks as described.

The milestone dates listed below are estimates only. Actual dates may vary depending upon the agreed upon solution, the extent of required document revisions, the time required for regulatory approvals, and the construction contractor's performance. Such variances will not, in and of themselves, constitute a justification for an increased Fee for Basic Services.

Milestone	Projected Date	
Designer Contract Executed	**05/05/22**	
MSBA Board of Directors Meeting – Preferred Schematic Report Approval	**2/09/2023**	
MSBA Board of Directors Meeting - Project Scope and Budget Approval	**06/1/2023**	
Feasibility Study Agreement expiration	**12/23/2023**	***From Section 2.2 of the FSA***
Local Project Funding Authorization	**06/23/2023**	***Within 120 days of PS&B Board meeting***
Construction Start	**07/30/2024**	
Substantial Completion of Construction	**06/30/2026**	
Move-In	**08/15/2026**	

E. Minimum qualifications:

Selection will be made by the MSBA Designer Selection Panel in accordance with the Authority's Designer Selection Procedures, attached hereto as Attachment E. The Respondent must certify in its cover letter that it meets the following minimum requirements. Any Respondent that fails to include such certification in its response, demonstrating that these criteria have been met, will be rejected without further consideration. To be eligible for selection, the Designer must meet **all** of the following qualifications.

1. Be a qualified Designer within the meaning of M.G.L. Chapter 7C, Section 44, employing a Massachusetts registered ***architect*** responsible for and being in control of the services to be provided pursuant to the Contract.
2. The Massachusetts registered ***architect*** responsible for and in control of the services to be provided has successfully completed the Massachusetts Certified Public Purchasing Official Program ("MCPPO") seminar "Certification for School Project Designers and Owner's Project Managers" as administered by the Office of the Inspector General of the Commonwealth of Massachusetts, and must maintain certification by completing the "Recertification for School Project Designers and Owner's Project Managers" seminar every three years thereafter. Proof of recertification or registration in the next recertification seminar for which space is available must be provided.

3. Applicants shall subcontract with MBEs and WBEs, as certified by the SDO. Applicants must include a reasonable representation of both MBE and WBE firms that meet or exceed the MBE and WBE participation goals established by the District for this Project.

F. Selection Criteria:

In evaluating proposals, the Owner and Designer Selection Panel will consider the members of the proposed design team. Identify those member(s) of the proposed design team who will be responsible for the following categories of work: (Firm's name, individual's name and professional registration or license number, as applicable, must be listed in the application for each category of work, as well as whether the firm is SDO certified as an MBE and/or WBE).

1. ***Architecture***
2. ***Educational Programming***
3. ***Civil Engineering***
4. ***Landscape Architecture***
5. ***Structural Engineering***
6. ***Fire Protection Engineering***
7. ***Plumbing Engineering***
8. ***HVAC Engineering***
9. ***Electrical/Lighting***
10. ***Data/Communications***
11. ***Environmental Permitting***
12. ***Geotechnical Engineering***
13. ***Geoenvironmental Engineering***
14. ***Hazardous Materials***
15. ***Cost Estimating***
16. ***Kitchen/Food Service Consultant***
17. ***Laboratory Consultant***
18. ***Acoustical Consultant***
19. ***Specifications Consultant***
20. ***Library/Media***
21. ***Technology Consultant/Audio Visual Consultant***
22. ***Theatrical Consultant***
23. ***Sustainable/Green Design/Renewable Energy Consultant***
24. ***Code Consultant***
25. ***Accessibility Consultant***
26. ***Traffic Consultant***
27. ***Furniture, Fixtures and Equipment Consultant***
28. ***Site Surveying***
29. ***Security Consultant***
30. ***Engineering for Water Well***

** **N.B. –**

Applicants must address each category of work listed above in their application whether it is to be performed by in-house staff or by sub-consultant(s).

The members of the team for each of the categories of work listed above must be identified including the firm's name, individual's name and professional registration or license number, as applicable, as well as whether the firm is SDO certified as an MBE and/or WBE.

Failure to address <u>each</u> category may result in the elimination of the applicant from consideration on this project.

Applicants should not list any consultants other than those for the categories of work listed above.

The minority and women-owned business enterprises must be selected to perform services addressing the categories of work listed above or be assigned to tasks required under Basic Services as specifically set forth in the Contract for Designer Services as amended. Consultants other than those proposed for the categories of work listed above or required to perform Basic Services may not be used for purposes of meeting M/WBE requirements. Applicants are strongly encouraged to utilize multiple disciplines and firms to meet their MBE/WBE goals. Consultants to the prime Designer can team within their disciplines in order to meet the MBE/WBE goals but must state this relationship on the organizational chart (Section 6 of the application form).

The Owner and Designer Selection Panel will consider the following additional criteria in evaluating proposals:

1. Prior similar experience best illustrating current qualifications for the specific project.
2. Past performance of the firm, if any with regard to public, private, DOE-funded, and MSBA funded projects across the Commonwealth, with respect to:
    a. Quality of project design.
    b. Quality, clarity, completeness and accuracy of plans and contract documents.
    c. Ability to meet established program requirements within allotted budget.
    d. Ability to meet schedules including submission of design and contract documents, processing of shop drawings, contractor requisitions and change orders.
    e. Coordination and management of consultants.
    f. Working relationship with contractors, subcontractors, local awarding authority and MSBA staff and local officials.
3. Current workload and ability to undertake the contract based on the number and scope of projects for which the firm is currently under contract.
4. The identity and qualifications of the consultants who will work on the project.
5. The financial stability of the firm.
6. The qualifications of the personnel to be assigned to the project.
7. Geographical proximity of the firm to the project site or willingness of the firm to make site visits and attend local meetings as required by the client.
8. Additional criteria that the MSBA Designer Selection Panel considers relevant to the project.

G. Proposal requirements

Persons or firms interested in applying must meet the following requirements:

1. **Applicants must have an up-to-date Master File Brochure on file at the Massachusetts School Building Authority.**

2. Applications shall be on "Standard Designer Application Form for Municipalities and Public Agencies not within DSB Jurisdiction (Updated July 2016)" as developed by the Designer Selection Board of the Commonwealth of Massachusetts. Applications (one original, twenty (20) hard copies, **and two (2) digital copies in PDF format on separate** USB **flash drives) must be received on or before 10:00 AM, Wednesday, February 23, 2022.** Each electronic application file submitted in response to the RFS is to be no greater than 25MB. Applications must be completed using no smaller than the same font size as in the application (10 font Arial Narrow). Applications should be printed double-sided, and spiral bound on the left short edge, landscape orientation, in order that the pages lie and remain flat when opened. Applications should not be provided with acetate covers.

   Applications must not exceed 100 pages, 50 sheets double-sided, from cover to cover. The page limitation is inclusive of the cover letter and the response to section 10 of the application.

3. Applications must be accompanied by a concise cover letter that is a maximum of two pages in length. A copy of the cover letter should be attached to each copy of the application. The cover letter must include the certifications as noted in Section E of this RFS. (A copy of the MCPPO certification should be attached to the cover letter as well as any SDO letters.)

4. Applicants may supplement this proposal with graphic materials and photographs that best demonstrate design capabilities of the team proposed for this project **subject to the page limitations as set forth in section 10 of the Standard Designer Application Form. Electronic links to supplemental information are prohibited.**

5. Proposals shall be addressed to:

   Ms. Pamela Blair, Assistant Superintendent for Business
   East Longmeadow Public Schools (ELPS) Central Office
   180 Maple Street
   East Longmeadow, **MA 01028**

   Telephone: 413 525 5450
   Email: pamela.blair@eastlongmeadowma.gov

6. Proposals must be clearly identified by marking the package or envelope with the following:

   East Longmeadow High School

   "Name of Applicant"

7. All questions regarding this RFS should be addressed exclusively in writing, via email no later than 5:00PM, February 15, 2022, to:

   John Benzinger
   Skanska USA Building, Inc.

   Telephone: 413 281 8934
   Email: john.benzinger@skanska.com

H. Pre-Proposal Meeting

All interested parties should attend a briefing session at East Longmeadow High School 180 Maple Street, East Longmeadow, MA 01028 scheduled for Tuesday, February 8, 2022, at 3:00 PM.

I. Withdrawal

Applicants may withdraw an application as long as the written request to withdraw is received by the Owner prior to the time and date of the proposal opening.

J. 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.

K. 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.

L. 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.

ATTACHMENTS:

Attachment A: Statement of Interest

Attachment B: Contract for Designer Services - Base Contract for Design Bid Build or CM-at-Risk Project

Designer Services Contract Amendment for Design/Bid/Build
https://www.massschoolbuildings.org/sites/default/files/edit-contentfile/Guidelines_Forms/Contracts_Forms/DBB%20v_02_25.pdf

Designer Services Contract Amendment for CM-at-Risk
https://www.massschoolbuildings.org/sites/default/files/edit-contentfile/Guidelines_Forms/Contracts_Forms/CM-R%20v_02_25.pdf

Attachment C: Standard Designer Application Form for Municipalities and Public Agencies not within DSB Jurisdiction (Updated July 2016)
https://www.massschoolbuildings.org/sites/default/files/edit-contentfiles/Building_With_Us/Project_Team/Designer/Designer%20Applications%20Non%20DSB%20Juris%202016.docx

Attachment D: Certifications MCPPO Certificate: School Project Designers

Attachment E: MSBA's Designer Selection Panel's Procedures

End of Request for Designer Services

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 East Longmeadow

District Contact Gordon C Smith TEL: (413) 525-5450

Name of School East Longmeadow High

Submission Date 4/9/2019

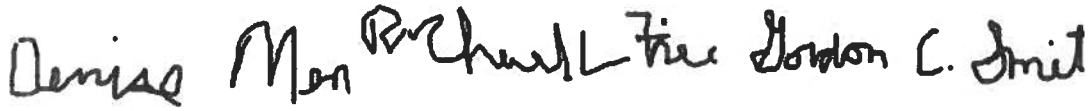
SOI CERTIFICATION

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.

Name of School	East Longmeadow High

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**
Denise Menard	Richard L. Freccero	Gordon C. Smith
Town Manager		
		
(signature)	(signature)	(signature)
Date	Date	Date
4/8/2019 5:21:13 PM	4/8/2019 8:20:24 PM	4/8/2019 5:18:28 PM

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

Massachusetts School Building Authority

School District East Longmeadow

District Contact Gordon C Smith TEL: (413) 525-5450

Name of School East Longmeadow High

Submission Date 4/9/2019

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: 2019 East Longmeadow High

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 1/17/2014

Planning Firm: Symmes, Maini, McKee and Associates

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:

The plan is entitled, 2013 School Facilities Master Plan. The goals of this plan were the following: 1) To explore options for the efficient use of the existing school buildings in East Longmeadow Public Schools, East Longmeadow, MA that are consistent with the educational goals of the district, specifically to maintain and improve the educational opportunities for students; 2) To conduct a detailed evaluation of the physical plants of each school (Conditions Assessment); and 3) To provide recommendations and cost estimates for capital planning initiatives. This report documents both the process and the resulting recommendations arrived at by the Steering and Leadership committees. Numerous meetings of the committees were held to discuss the issues and options. In most cases throughout the process, unanimous or near unanimous agreement was reached on issues and direction. The recommendation of the report is to begin a comprehensive project at East Longmeadow High School in order to overcome significant obstacles which limit the opportunities for 21st Century teaching and learning. Among them are the following: -The electrical system is at maximum capacity prohibiting, on a daily basis, some basic operational needs - The expansion of technology for students, and providing all students true 21st Century learning environments - The majority of academic spaces arc below MSBA guidelines. All but three classrooms are under current MSBA guidelines by 12% to 38%. - All science classrooms/labs arc under current MSBA guidelines by 24% to 41%, causing student lab experiences to become quite diminished in a lab space that is cramped and overcrowded - Special education areas are under current MSBA guidelines by 50+%. This fact makes it very challenging to meet many special education students' needs. - Technology education areas are under current MSBA guidelines by 50+ %. East Longmeadow High School is the building used most frequently by the school system and the community at large. The overall district plan has two distinct phases. Phase I involves a comprehensive project at ELHS while accomplishing smaller capital projects at other school buildings in order to keep them viable. Phase 1 should encompass five to seven years. Given that the District is now a few years removed from the completion of the 2013 School Facilities Master Plan, more specific action steps have been taken with capital planning on elements of Phase 2. The School Department and Town have been able to plan for and begin capital projects in all five school buildings. A comprehensive renovation or new building project at the High School remains the priority for the District.

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

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 25 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.

The ELPS School Committee and Leadership Team partnered with Symmes, Maini, McKee, & Associates along with the Margo Jones Architects to develop the Master Plan for the District. Dr. Frank Locker, Educational Consultant, facilitated a visioning workshop during the master planning process. The visioning workshop outlined some key areas for future ELPS curriculum development and professional development. The Master Plan was completed on January 17, 2014.

Is there overcrowding at the school facility? NO

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

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

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

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

If "YES", how many staff positions were affected? 0

At which schools in the district?
Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

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

Does Not Apply

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

Process: The East Longmeadow governmental process is typical of many Massachusetts communities. Capital project funding for the public schools begins at the district administration level in collaboration with the School Committee. Capital Improvement Programs result from a collaboration of the following: Town Manager; a five-person elected School Committee, and the seven-person elected Town Council. The Capital Improvement Plan is approved by June 1 of any given year. Special projects can be initiated at any time. Recent History: The Town has long been supportive of ELPS. In FY'19, ELPS received a 2.1% increase to its operational budget, maintaining level services and allowing for the growth of special education programming within the District. The average increase to the operational budget over the last five years has been about 2%. The Town Council also recognizes the poor physical condition of ELHS with the Facilities Study identifying approximately $30,000,000 of needed projects. They are very aware of the need for a new building to support the well-being of students and staff and to enhance 21st Century teaching and learning. With this understanding, the Town has been willing to support "repairs" needed for the operation but has been reluctant to appropriate what is expected to be significant capital improvement funds in anticipation of a new school. At ELHS, the Town approved capital projects to replace the PA and clock system and replace or modify interior and exterior doors to improve security and energy efficiency. Additionally, smaller projects were accomplished in the ELHS cafeteria and some classrooms to improve the viability of the spaces. Overall, the Town approved seven capital projects for the five public schools totaling $13,481,803.

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 high school was built in 1960. Through its 59-year history, there were two building additions: one addition was completed in 1965, providing additional classrooms and approximately 39,000 square feet; and a second addition was completed in 1975, adding a second, smaller gymnasium along with an industrial arts area. The second addition provided slightly more than 40,000 square feet. The total square footage of the building is 204,000 gross square feel. The net square footage is approximately 129,200. Due to the number of corridors, there is a large amount of inefficient space for instruction.

The library is located on the second floor of the building and is antiquated, prohibiting it from becoming a 21st Century instructional support center. Even with some recent renovations opening up the space and providing newer furniture to make collaboration easier, it is not truly able to be transformed into a 21st Century learning center. It is not well located to be able to be a focal point and support center for the school and the community. The library cannot be brought into the 21st Century as a modernized media center due to the electrical system being at maximum capacity. Additional computer equipment and air conditioning (other than the two current window units) cannot be added due to the limitations of the electrical system. As an outdated space, it is underutilized by staff, students, and the community.

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

204000

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).

East Longmeadow High School is located on a 65-acre parcel of land off of Maple Street in East Longmeadow, MA. The site can be accessed via a 24 ft. wide bituminous concrete drive. This drive is the primary access for the bus loading/unloading area on the north side of the high school. The parking lot, also off of Maple Street, currently will hold up to 400 cars, and is located adjacent to the bus loop in front of the school. On the south side of the building, there is a drive leading to a smaller parking lot serving the District Central Office.

East Longmeadow High School, a school containing grades 9-12, is the only building on the site. The District Central Office and the East Longmeadow Community Access Television Studio also are housed within the structure of the building.

An artificial turf athletic field and an eight-lane, rubberized track is located on the High School campus. The ELHS athletic teams along with many of the East Longmeadow Recreation Department athletic teams utilize the artificial turf field. East Longmeadow residents use the track for exercise throughout the year. There also are six tennis courts located near the 1975 swimming pool addition. Additionally, the site currently has two baseball fields, three soccer fields, and two practice football fields. The rear corner of the site holds a detention basin to which all roof leaders and storm water catch basins drain. There is ample space for new construction on the site.

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)

East Longmeadow High School
180 Maple Street
East Longmeadow, MA 01028

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).

Known problems: Most classrooms and all science labs are well below MSBA guidelines. Most required science lab classes for ELHS students, including some honors or AP science classes are overcrowded due to the science labs' small sizes and casework configurations. This results in student safety issues in lab situations. The academic spaces are not structured for the flexibility needs required of 21st Century learning environments. The roof is 26-years old, and the membrane is deteriorating creating many leaks, especially around the numerous skylights throughout the building.

The original high school complex was designed as four conjoined buildings: the gymnasium, the cafeteria, the auditorium, and the classroom wing. East Longmeadow High School was constructed in 1960, and the primary structural components are braced structural steel frames and cinder block walls with red brick veneer. The foundations for the high school are made of steel reinforced concrete. The framing of the building with the exception of the gymnasium is typically wide-flange or channel-steel columns supporting wide-flange steel beams and steel bar joists. Roof decks are typically 1½-inch metal decking. The first-floor slabs are 4-inch concrete slabs cast on compacted gravel. Second floor slabs are cast in place concrete on "steel–tex" wire mesh.

The structural framing of the gymnasium is rigid steel frames at 15 feet on center, supporting wide-flange steel purlins and 3-inch metal roof deck. Since 1960, ELHS has undergone two major additions in 1965 and 1975. The structural framing of the additions utilized material similar to the original construction of the High School, structural steel columns and beams, supporting steel joists, and metal roof decks. The roof is 26-years old, out of warranty, and the membrane is deteriorating quickly despite patching.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? YES
Year of Last Major Repair or Replacement:(YYYY) 1975
Description of Last Major Repair or Replacement:
Two additions were added to the High School, one in 1965 and one in 1975. Similar material was used in the additions to the original construction.

Roof Section A
Is the District seeking replacement of the Roof Section? YES
Area of Section (square feet) 160000
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
The High School has had two different roofing systems installed over the building. There are areas of adhered and ballasted EPDM roofing. The majority of the school was roofed with Sarnafil PVC Roof Membrane in 1993.
Age of Section (number of years since the Roof was installed or replaced) 26
Description of repairs, if applicable, in the last three years. Include year of repair:
The majority of the high school was roofed with Sanafil PVC Roof Membrane in 1993, which is now out of warranty since 2008. The roof continues to deteriorate especially around the skylights and all other roof penetrations. Garland Associates did an analysis of the roof in 2015 and an infrared scan in 2018. They found many urgent issues with the roof. Throughout the roof there is significant "ponding" after a rain storm due to the insulation underneath getting wet from leaks in the membrane and becoming crushed and compacted. Once the insulation is in this condition, it no longer works effectively. Around the edge of the building, the roof membrane is pulling away from the metal edging causing roof leaks and significant maintenance challenges.

The roof membrane over the freshman wing has multiple leaks is has deteriorating faster than other areas. Throughout

the 26-year life of the roof, patching has been implemented. Additional patching does not provide a long-term effective solution at this point. The increasing leaks each year become disruptive to the educational programming causing classrooms to be moved.

Garland Associates in their analysis took core samples and determined that there are two layers of roofing under the existing membrane. This means that repairs will need to strip the roof back down to the metal decking. No additional layers can be added, which makes the renovation costs very high at approximately $6,813,003.

Window Section A
Is the District seeking replacement of the Windows Section? YES
Windows in Section (count) 700
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
The windows at the High School are one inch double pane windows. These windows replaced the original single pane windows in 1985.
Age of Section (number of years since the Windows were installed or replaced) 34
Description of repairs, if applicable, in the last three years. Include year of repair:
The last major window replacement replaced all exterior single-pane windows with new 1-inch double-pane windows and reduced opening sizes by 2/3. At this time, 3-inch insulation and STUCCO were applied to the entire façade of building. This new application reduced natural light throughout the building by approximately 66%, and it created a darker and dismal learning environment for students and staff members.

In 2012, approximately 260 square feet of windows on both sides of the original gymnasium were replaced. The original windows installed back in 1960 were single pane wire-infused windows that were very inefficient. The new windows, which were installed on both gable ends of gym, are constructed of 2¼-inch heavy commercial aluminum dark bronze frames and 1-inch argon filled insulated glass and a minimum U-Value of 0.59.

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).

Mechanical:
The heating, ventilation, and limited air conditioning systems are the original systems installed and/or expanded upon during the three major phases of construction and renovation in 1960, 1965, and 1975 respectively. The systems are well past their life expectancy and often break down causing disruptions to learning.

The heating system is comprised of two main boiler rooms. One serves the areas built in 1960 and 1965, and the second boiler room serves the 1975 addition. Both heating plants (boiler rooms) are comprised of hydronic (hot water) systems serving the following zones: classrooms, library, locker rooms, and cafeteria unit ventilators; auditorium, gymnasiums, and pool air handling units and space radiation. Each boiler-room zone circulation pump set has redundant systems that start up once one has failed.

The cabinet heaters and unit heaters found in the corridors are fed by this system. The unit ventilators are noisy, and do not have an exiting air temperature sensor for energy efficiency monitoring. This causes wide temperature swings in the classrooms. This is due to the outdated pneumatic control system (Energy Management System). Many of the lines that are buried within the walls and concrete slabs of the building have decayed and are not able to be repaired. This has caused the heat to be unregulated throughout the building. When the old, limited pneumatic system fails, the control valves fail in the open position causing excessive heat in spaces around the building that cannot be regulated. The system continues to deteriorate each year and becomes increasingly inefficient.

Exhaust fans on the rooftop are aging. They were replaced in 2005. Some of these units are tied into the old pneumatic control system (Energy Management System) that is original with the building. Some major control functions have been incorporated into a new, but limited EMS. These functions include the following: night temperature setback, pump operations, and outdoor temperature water reset. The first boiler room has the newest control system in place. It was

installed when these boilers were replaced in 2008. Andover Continuum was installed on all boiler equipment, and it can be monitored offsite. The EMS, however, is limited to just these functions. A modern system would increase energy efficiency and reliability. Electrical wiring in all unit ventilators has become brittle due to the prolonged exposure to heat within each unit. HVAC system wiring is in its critical repair stages and must be addressed soon. Melted wires have become more common place throughout building due to age and especially wires that are in conduits. Existing conduits that are encased in the concrete have been exposed to moisture and have begun to degrade and decompose. Many circuits are subjected to rewiring when possible, but many have been disconnected from distribution panels limiting the use of power throughout building.

Electrical:
The power distribution service consists of a 1600 amp frame 277/480V General Electric switchboard fed from a pad-mounted transformer. A 120/208V system is fed throughout the building with a step-down transformer. The electrical system utilizes General Electric, Westinghouse, and Zinsco panel boards. The majority of the distribution panels, electrical equipment, feeders, and branch wiring along with other electrical system components date back to the original construction in 1960, making them 59-years old. They are in poor condition.

The existing transformer for the High School continues to operate daily at a higher than the recommended temperature due to the load the school demands. We continue to monitor the transformer for imminent failure. The Town's Electrical Inspector is concerned about this situation and has warned the School Department about the potential for a complete shutdown. If critical failure were to occur, the school would be shut down for possibly two to four weeks or more until parts could be found for repair, and the repairs could be made. Additionally, wiring that is encased in the conduits within the original concrete slab are failing. This causes power outages in the building until rewiring can be accomplished. This condition has caused major disruptions to classes. Music concerts held in the auditorium have dealt with many challenges. Distribution panels also continue to fail due to the age. They are replaced when possible. The failing panels can become a fire risk. The electrician from the Department of Public Works consistently monitors the electrical system, but these types of failures occur every year.

Most equipment replacement parts for this system are no longer available due to its age. Each classroom is equipped with minimal electrical outlets. This does not meet current code or classroom needs. The electrical system is keeping the school from creating the instructional environment needed for our student.

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)
Dual fuel - Natural gas and oil
Age of Boiler (number of years since the Boiler was installed or replaced) 11
Description of repairs, if applicable, in the last three years. Include year of repair:
The original boiler room contained two Smith #60 24 Section boilers installed in 1960. In the summer of 2008, three new boilers were installed. The new boilers were three Buderus Logano GE615 high efficiency dual fuel boilers with all related branch piping. Three new power flame burners also were installed on each one of these new boilers. This hydronic system contains five heating zones and one domestic water-heating zone. All zones except one have two pumps (one operating, one standby). Fuel oil is stored in one 20,000 gallon, double wall tank installed on 6/20/2008.

In 2008, two Smith 4500 11 section oil fired boilers, which were installed in 1975 in the second boiler room, were replaced with Buderus Logano GE615 high efficiency cast iron commercial boilers, replacing an inefficient 30+year-old system. Power flame dual fuel burners were also installed in the boiler room along with a new natural gas main supplying these units. Oil tank storage capacity for this area is a 10,000 gallon double wall tank, which was installed on 6/20/2008. This hydronic system contains three heating zones each with two pumps (one operating, one standby).

Along with the installation of the new boilers, a new direct digital control automation system was installed to control and

increase efficiency of boiler system. This system monitors loop set point, outdoor air temperatures, pump status, and lead lag on boilers only.

Has there been a Major Repair or Replacement of the HVAC SYSTEM? NO
Year of Last Major Repair or Replacement:(YYYY) 1960
Description of Last Major Repair or Replacement:
The heating and ventilation systems are basically the original systems from when the High School was built in 1960, making them 59-years old. A second boiler room was added during the construction of an addition in 1975.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO
Year of Last Major Repair or Replacement:(YYYY) 1960
Description of Last Major Repair or Replacement:
The electrical service has not been updated since the building was constructed in 1960, 59 years ago. It is at the maximum capacity and does not meet the needs of a 21st Century learning environment. Technology cannot be expanded at the High School due to the electrical system being unable to support any additional load. The transformer already operates at a higher than desired temperature causing concern of imminent failure. Additionally, the electrical system does not meet the needs of incoming students who may need climate-controlled rooms. No additional equipment can be added to the current system since it is at its maximum capacity. This creates a legal compliance challenge each school year for the High School to meet individual student health plans and IEP accommodations.

The current electrical system further prohibits the ELHS food service program from adding equipment to meet some of the new federal guidelines requiring new, energy efficient equipment. The dishwasher consistently trips the electrical breaker because the dishwasher must heat to extremely high temperatures in order to meet the sanitation guidelines. The ELHS food service workers consistently must enlist the assistance of building custodians and the Town electrician in order to keep their equipment working correctly. When this breaker trips, it shuts down electricity for the physical education area, and shuts down multiple classes taking place in this area.

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 two main lobbies and cafeteria of the school have terrazzo floors. All main corridors in the original building and the first addition consist of vinyl floor tiles. The floor tiles were originally 9"x 9" vinyl asbestos tiles. Some hallways in the building have received replacement 12"x 12" vinyl composition tiles. There, however, continues to be numerous areas in the High School that contain the 9" x 9" asbestos tiles, presenting a possible health hazard as these tiles continue to decay over the 59 years that the building has been in operation. One consistent problem is that main hallways throughout the school become wet and slippery during heavy rain storms due to roof leaks and drainage problems causing a slipping hazard. The tiles in the corridors when consistently wet start to loosen and come up causing a further safety hazard.

The corridors contain the original lockers, which are 9" wide by 60" tall. The corridors have glazed tile walls. Corridor exit doors are typically hollow metal with closers and clear wire glass. Stairwells in the two-story classroom wings consist of 9"x 9" asbestos tiles on the landings, exposed concrete stair treads, and structural glazed tile walls. The main corridor by the art rooms, the stairs to the second floor, and the entrance to the 1975 addition becomes a bottleneck during student passing time because three areas of the building exit into corridor here. This crowding is challenging and is a daily safety hazard, which will only become worse if an evacuation were needed.

The ceilings throughout the school are both drop ceilings with acoustical tiles in a metal grid and adhered acoustical tiles with an asbestos mastic. The ceiling tiles vary in size with 2' x 4' tiles in the corridor ceilings, and 12" x 12" tiles in the cafeteria and classrooms. Ceiling tiles throughout the building have become water stained due to numerous roof leaks and consistently need to be replaced by the building's custodial staff.

The classrooms in the northern two-story wing are in the original condition with 9" x 9" asbestos floor tiles, presenting a

potential health issue. The ceiling tiles are 12" x 12" acoustical ceiling tiles, and the hallways have block corridor walls. Plaster partitions separate the classrooms. The classrooms of the two-story southern wing and the single-story west wings have the original 9" x 9" asbestos floor tiles, 2' x 2' and 2' x 4' acoustical ceiling tiles, and similar walls separating classrooms. Doors are typically solid core wood, with ¼-inch clear wire glass, without closers. Toilet rooms for staff and students consist of ceramic tile floors, plaster ceilings, structural glazed tile walls, and metal toilet partitions.

The auditorium consists of a sloping concrete floor with three sections of upholstered seats. At the front of the auditorium is a raised wood stage with dead-hung battens for stage lighting and curtains and two flying scenery backdrops. The seats in the auditorium were reupholstered in 2004.

In the summer of 2010, the existing lighting and fire alarm systems received a limited upgrade. However, both systems require more upgrades to meet current codes and needs. A lighting retrofit took place in the summer of 2010 with a green energy project. The project consisted of changing out lamps and ballasts from outdated fluorescent, incandescent, and metal halide technologies throughout the school. The new lighting consists of T8 fluorescent, CFL, and T5HO HIF technology with integral occupancy sensors. The new system does provide some energy savings.

Lighting controls in the classrooms need to be upgraded to provide more control options for teachers. Additional controls would allow for the option of different learning activities. Additional exit signs and emergency battery units also are required to meet current code. The majority of the panels, electrical equipment, feeders, branch wiring, and other electrical system components are old and in poor condition. Panels, feeders, and branch wiring circuits that are older than thirty years throughout the whole building all need to be replaced. Furthermore, the main 120/208V electrical switchboard installation does not meet current electrical code. Electrical outlet quantities in classrooms, with only two in each classroom, are not sufficient to meet current educational programmatic needs. The High School also has no emergency generator on site.

The exterior lighting system consists of building-mounted wall packs. In the school parking area and the main entrance, there are pole-mounted lights that are in poor condition. The underground neutral wire feeding from the building to the light poles has broken underground, causing half of the lights to fail. A repair of any kind to the exterior lighting would be extremely costly.

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).

East Longmeadow High School is an accredited (currently on warning status), comprehensive high school offering students in grades 9 -12 college preparatory courses as well as a wide selection of CTE and technology electives. Due to the aging facility and an electrical system that is at its maximum capacity, instructional technology cannot be expanded in the building. The electrical system cannot sustain any additional load, so equipment must be removed in order to add something new. This severely inhibits the potential learning experience for every student at East Longmeadow High School.

The lab experiences for science courses are diminished by the antiquated room configurations that include fixed linear lab benches running near the length of the room along with other limiting casework configurations and extremely small room sizes. These issues both limit lab experimentation but are also hazardous for students. Additionally, due to the limitations of the electrical system being at capacity, newer technology cannot be added in the science labs. ELHS science classrooms range in square footage from 850 sq. ft. to 1,100 sq. ft. while current guidelines call for 1,440 sq. ft. Students enrolled in the required science classes and some advanced science classes often experience overcrowded classrooms due to the undersized science labs.

The electrical system also prohibits the business and technology courses from expanding into true 21st Century learning environments. The department has been unable to expand CAD programming, robotics, and other engineering type courses. Additionally, the family and consumer science department has been limited in expanding its course offerings as

well. A fashion design class that would include computer design work stations and student-sewing workstations cannot be added due to the current electrical infrastructure.

For special education students, the antiquated electrical system further presents a challenge for ELHS to meet students' IEP requirements for assistive technology or climate control. The equipment in the Life Skills program cannot be expanded despite an increasing student enrollment and need. East Longmeadow High School is limited severely in its ability to create 21st Century instructional settings for its students in all of its existing classrooms.

The current electrical system further prohibits the ELHS food services from adding equipment to meet some of the new federal guidelines requiring new, energy efficient equipment. The dishwasher consistently trips the electrical breaker because the dishwasher must heat to extremely high temperatures in order to meet the sanitation guidelines. The ELHS food service workers consistently have must enlist the assistance of building custodians and the Town electrician in order to keep their equipment working correctly. Often when the electrical breakers trips, the physical education classes taking place nearby lose electricity causing an incredible disruption.

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 majority of the classrooms are equipped with built-in casework along with a chalkboard or whiteboard. A ceiling mounted projector is the main instructional technology used. Classrooms are traditionally set up with individual student desks and one teacher desk. There are 33 general classrooms in East Longmeadow High School ranging in square footage from 525sq. ft. to 975sq. ft. while the current MSBA guideline is 850 sq. ft. The classrooms are not structured for easy manipulation of furniture and space to create different presentation modes or more collaborative settings as needed in a 21st Century instructional setting. Classrooms do not have the needed number of electrical outlets to support additional instructional technology that would help move the classroom setting into a 21st Century instructional environment. Classrooms are heated and ventilated by original, vertical unit ventilators that arc inefficient, noisy, and can be disruptive to instruction.

The science classrooms, although partially renovated in 2004, are all below the current MSBA space guidelines. The lab experiences for science courses are diminished by the size of the labs and the antiquated room configurations that include fixed linear lab benches running near the length of the room, other limiting casework configurations, and extremely small room sizes. These issues both limit lab experimentation and are also hazardous for students. Additionally, due to the limitations of the electrical system being at capacity, newer technology cannot be added in the science labs. ELHS science classrooms range in square footage from 850 sq. ft. to 1,100 sq. ft. while current guidelines call for 1,440 sq. ft. Students enrolled in the required science classes and some advanced science classes often experience overcrowded classrooms due to the undersized science labs.

The electrical system also prohibits the business and technology courses from expanding into true 21st Century learning environments. The department has been unable to expand CAD programming, robotics, and other engineering type courses. Additionally, the family and consumer science department has been limited in expanding its course offerings as well. A fashion design class that would include computer design work stations and student-sewing workstations cannot be added due to the current electrical infrastructure.

The library/media center is located on the second floor of the High School and not in the center of the building on the first floor. The library has not become the true instructional support center that it should be. The library remains full of traditional shelving stocked with print copies of books along with some desk top computers for students. There is limited ability to add technology due to the antiquated electrical system. The space is cooled with two window air conditioning units that are inefficient and cause the temperature to fluctuate throughout the space. Students do not utilize the library as a support center for their learning due to these limitations.

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 currently overcrowded as a whole. Overcrowding does occur in specific classes required for graduation given the smaller classroom size. English, math, science, and social studies classes that are required at ELHS have class sizes approaching 30 or more students. This year there are 17 academic classes with 30 or more students in them, and there are 75 classes with 26 students or more in them. With 33 general classrooms in East Longmeadow High School being undersized ranging in square footage from 525sq. ft. to 975sq. ft. while the current MSBA guideline is 850 sq. ft., these classes are overcrowded. The classroom size inhibits how teachers structure the lesson, and therefore impacts students learning. This situation only worsens in the science labs where the science labs range in square footage from 850 sq. ft. to 1,100 sq. ft. while current guidelines call for 1,440 sq. ft. The size of the science labs and the configuration of the lab severely limit the lab experience of ELHS students. The situation becomes a safety hazard given the overcrowding of the labs. The diminished lab experience can disadvantage ELHS students during the admissions process for the most competitive college and universities. It certainly keeps the accreditation at a "Warning" status. Where possible, ELHS has worked with the Department of Public Works to reconfigure some areas of the science labs, but expanding the actual overall space requires a comprehensive project to be undertaken.

Additionally, the main corridor by the art rooms, the stairs to the second floor, and the entrance to the 1975 addition becomes a bottleneck during student passing time because three areas of the building exit into corridor here. This crowding is challenging and is a daily safety hazard during every passing time. Should an evacuation or crisis situation ever occur during passing time, this overcrowding could become life threatening.

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 East Longmeadow Public Schools, the ELPS custodians, and the Department of Public Works currently have an effective maintenance program in place for this facility. An automated work order system allows the building principal to place work orders that can be tracked directly by the Town Facilities Manager. Work orders completed on an annual basis by the Town DPW are approximately 400. All capital planning and maintenance plans are developed with the Superintendent of the DPW and the Facilities Manager.

The following capital projects have been accomplished at East Longmeadow High School:

-Replaced PA and clock system
-Two classrooms have been transformed into collaborative learning spaces with new furniture that can be easily shifted to provide multiple classroom set-ups; mobile computer carts with 30 computers each, mobile printers, projectors, and multiple white boards
-Science lab reconfigured for new engineering curriculum
-The cafeteria was renovated with new, modern eating and social areas with charging stations
-Renovated six tennis courts located near the gymnasium and pool entrance
-Boilers replaced
-Replaced oil storage tanks
-Existing fire alarm upgraded
-Egress lighting renovated
-New theatrical stage lighting added
-In-ground sprinklers added to all fields
-Mounted ceiling projectors in classrooms

-Synthetic turf field and rubberized eight-lane track installed
-Upgraded lighting in all classrooms through Green Energy Project with Town's utility provider
-Large gymnasium windows replaced
-Boys' locker room partially renovated
-Roof trenching and patching to reduce pressure on the membrane on the part of the roof covering the freshmen and sophomore hallways
-Renovated a classroom to provide more specific supports for special education students along with a kitchen area to provide a life skills program
-Carpets in the ELHS main office have been replaced
-16 Bathrooms renovated made ADA compliant

The comprehensive maintenance program involves scheduled preventative maintenance that takes place throughout the year with a comprehensive program outlined for the summer when the building is without students. The steps involved are listed below.

1. Three times per year filters are changed in all equipment along with the lubrication of bearings and motors. Belts are also checked for wear and replaced as needed along with bearings.

2. Four times per year, exhaust fans and circulation pumps are inspected and serviced. Under pump maintenance is accomplished, including lubricating motor bearings, inspecting for proper coupling alignment, inspecting for coupler wear, inspecting shaft, checking the packing and seals for leaks, inspecting gaskets, lubricating drive shaft bearings, inspecting mounting brackets, and inspecting impeller for proper operation. Exhaust fan preventative maintenance consists of inspection of shaft rotation, adjusting belts and/or replacing, checking motor operating conditions, and lubricating fan and motor bearings according to manufacturer's specifications.

3. Summer Maintenance

Unit Ventilators
1. Use compressed air to clean out Unit-Ventilators.
2. Vacuum out units.
3. Change filters
4. Clean coils as needed.
5. Clean exterior grills.
6. Check control valves.
7. Lubricate bearings.
8. Check belts.
9. Check damper function.
10. Set low limits
11.Calibrate T-Stats
12. Check E.P. function.
13. Lubricate motors.

Packaged HVAC Units
1. Lubricate fan and motor bearings per manufacturer's recommendations.
2. Check belts and sheaves.
3. Replace belts annually.
4. Lubricate and adjust dampers and linkages.
5. Check and clean drain pan and drains.
6. Replace air filters quarterly.
7. Check motor operating conditions.

8. Check electrical connections, contactors, relays, and operating safety controls.
9. Check crankcase heater operation.
10. Start compressor, check operating conditions.
11. Check for refrigerant leaks.
12. Check cooling coils.
13. Check fan operation.
14. Clean outside air intakes screens.

Summer Building Cleaning

1. All hallway floors and walls are cleaned. Floors are stripped of old wax and new wax is applied.

2. Classrooms emptied of furniture and equipment; all classroom floors and walls are cleaned and new wax is applied. Furniture and equipment are cleaned before being put back in the classroom.

3. All classrooms are assessed for any additional maintenance. Floor and ceiling tiles are replaced as needed.

3. Windows throughout the building are cleaned.

4. Light bulbs and fixtures are replaced as needed.

5. Painting as needed

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.

In the NEASC Report of the Visiting Committee from October 2014, the NEASC Visiting Committee included numerous recommendations for building facility and site issues that needed to be addressed. (page 66) Among the many recommendations were to upgrade or replace the electrical system, which is antiquated and cannot support the needed equipment for a true 21st Century learning environment. This recommendation also was presented in 2003 NEASC Report, and it is a more urgent need today.

In a letter dated May 20, 2015 to Principal Flanagan of East Longmeadow High School, the Director of the New England Association of Schools and Colleges, Janet Allison, alerted Principal Flanagan that East Longmeadow High School would be placed on "warning" status for the NEASC Standard on Community Resources. The NEASC Report from the October 2014 Visiting Team reported the following 12 points about the East Longmeadow High School facility: (commentary below numbered points)

1. The lack of dependable funding for needed building upgrades, adequate technology resources, and a 21st Century learning environment
   -The School Department and the Information Technology department have worked together to address the funding issues and have been able to successfully purchase more technology and develop a plan to move to a 1:1 program for students
   -A comprehensive renovation project or a new building will be needed to address the electrical system in order to fully move in to a 21st Century learning environment

2. The school site and plant that do not support the delivery of high-quality school programs and services
   - Classrooms and science labs are undersized and lack flexibility
   - This is an inherent building infrastructure problem that needs to be addressed through comprehensive renovations or building replacement

3. The lack of compliance with ADA regulations including insufficient access to the pool, science labs, elevator, classrooms, and doorways
   - This is an inherent building infrastructure problem that needs to be addressed through comprehensive renovations or building replacement

4. The insufficient facilities in the locker rooms, which have broken lockers and showers
   - Partially addressed - Boys' locker room partially renovated (capital project)

5. The improper seal on exhaust outlet in the artroom

6. The damaged seats and outdated lighting and sound systems in the auditorium
   - Partially addressed - New theatrical stage lighting added

7. The broken asphalt pieces and large cracks in the parking areas and bus circle
   -Partially addressed by DPW each year with patching in summer and early fall

8. The lack of reliable technology and outdated software and hardware throughout the building
   - Partially addressed - Mounted ceiling projectors in all classrooms installed with related wiring complete

(capital project)
-Partially addressed through purchasing of mobile laptop carts and moving away from attic computer room format with desktop computers; also increased wireless access points throughout the high school

9. The insufficient electrical power supply throughout the building
- This is an inherent building infrastructure problem that needs to be addressed through comprehensive renovations or building replacement

10. The outdated science labs that lack appropriate equipment for 21st Century learning
- Fixed / antiquated science lab casework limits the types of experimentation
- Small size of labs present potential safety issues
- This is an inherent building infrastructure problem: room size; casework; building systems that needs to be addressed through comprehensive renovations or building replacement

11. The outdated library facilities that do not support 21st Century learning
- The library cannot become a true media center due to the electrical system and remains a traditional library
- This is an inherent building infrastructure problem that needs to be addressed through comprehensive renovations or building replacement

12. The insufficient food preparation and storage areas in the school kitchen
- This is an inherent building infrastructure problem that needs to be addressed through comprehensive renovations or building replacement
-Partially addressed with smaller renovation project in the cafeteria

ELHS offers a wide range of programs and services to support student learning and achievement, but the building does not support a true 21st Century learning environment due to the limitations of the electrical system that is now at its maximum capacity. Even with some of the recent purchases and projects, only a comprehensive renovation project or a building replacement will allow ELHS to fully provide a 21st Century learning environment for all students.

Priority 3

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

The District works closely with the DPW Town Facilities Manager and the maintenance crew in order to keep East Longmeadow High School viable for educational programming. Since the NEASC Visiting Team evaluated the high school building in October of 2014, consistent maintenance projects and strategic purchasing have been accomplished improving the instructional areas. These have included the following:

- Replacing public address system and clock system in all of the classrooms
- Two classrooms have been transformed into collaborative learning spaces with new furniture that can be easily reorganized to provide multiple classroom set-ups
- Multiple mobile computer carts with printers and 30 computers each have been purchased and have replaced the old, static computer rooms
- ELHS applied for and was awarded the competitive grant, Project Lead the Way, which provides funding to train teachers and purchase materials to implement new engineering and technology courses; in order to prepare for the new courses, a science lab was reconfigured for the new engineering curriculum
- Mounted ceiling projectors in all classrooms
- Renovated a special education classroom to provide more specific supports for special education students and add a kitchen area to provide a life skills program
- The cafeteria was renovated with new, modern eating and social areas now utilizing existing electrical outlets for phone and laptop charging stations; the outlets were originally located below cubbies and old shelving
- 16 bathrooms were made ADA compliant
- Renovated six tennis courts located near the gymnasium and pool entrance
- Upgraded the existing fire alarm
- Egress lighting renovated
- New theatrical stage lighting added
- In-ground sprinklers added to all fields
- Roof trenching and patching to reduce pressure on the membrane on the part of the roof covering the freshmen and sophomore hallways

The wireless network throughout the building has been upgraded with an increased number of wireless access points. There are no longer areas in the building that have challenges connecting to the network. Switches and servers have also been upgraded. The District is in the process of implementing a plan to move grades 3 - 12 to a 1:1 program using Chromebooks. The maintenance projects have helped move the academic programs at ELHS forward, but they have not been able to address the more comprehensive issues that come with systems

that are original to the 59-year old building and well beyond their life expectancy. Only a comprehensive renovation project or a new building will allow the High School to fully realize a 21st Century learning environment.

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.

The impact of a 59-year old building with systems that are original to the building prevents the High School from moving fully into a 21st Century learning environment where students are supported by the most current technology and are able to develop the skills to use a variety of technology in their problem solving and collaboration. The High School cannot fully implement the revised Massachusetts State Standards with the integrated technology standards due to the electrical system, which is operating at its maximum capacity. No additional instructional equipment can be introduced without subtracting other equipment. Furthermore, the original wiring running through conduits that are encased in the concrete slab is breaking down. This is causing disruptions to programming. Wiring that brings electricity to the auditorium control booth presents challenges for the music program and drama presentations. The wiring has failed during music concerts. One such incident involved the "Music in Our Schools Month" Concert that includes grades 6-12 and draws a large audience of families. The DPW electrician was able to bring limited power using industrial extension cords, but the lighting system and sound system were impacted for the concert during an evening when vocal and instrumental students in grades six through twelve put on a combined concert. These limitations and interruptions to programming impact ELHS students' learning consistently during each school year.

The science lab experience for students at ELHS is not one preparing them with the requisite skills to go onto higher learning in science. The undersized labs and the inability to add more equipment inhibits the ability for the High School to offer fully authentic STEM or STEAM offerings. Students in the required science courses and some of the advanced science classes often have overcrowding challenges due to the undersized labs. ELHS is challenged to meet the recommendations of Massachusetts High School Program of Studies due to the limitations of the science labs. Student safety is a serious concern in the small laboratory rooms.

The ventilation system is basically the original system with some renovated parts. The system is inefficient and causes wide fluctuations of temperature throughout the building. Parts for repairs become increasingly more challenging to find with each passing year. The system is noisy and can be disruptive in individual classrooms. With the fluctuation in temperature and the noise from the system, the classrooms at East Longmeadow High School are far from ideal learning environments. Students find it difficult to focus on the information presented in a given lesson, and teachers find it challenging to organize learning activities that will not be impacted by the noise of the ventilation system or the fluctuation of temperature from classroom to classroom.

These issues can only be fully solved through a comprehensive project or new building for ELHS. This type of project would allow the High School to move fully into a 21st Century learning environment. Current purchases of technology and furniture would all be able to be transferred to a new building.

Please also provide the following:

Name of accrediting entity (maximum of 100 characters):
New England Association of Schools and Colleges

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: 10/20/2024

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.:

10/19/2014
Please provide the date of the follow-up accreditation visit: 10/20/2024
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.: YES

Please describe (maximum of 100 characters).:

Electrical system, lighting, ventilation system, roof, and undersized instructional spaces

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.

Currently, East Longmeadow High School is in need of a new roof, an electrical system upgrade, replacement of the ventilation system, and renovations to if not a complete replacement of the plumbing system. All four systems are original to the building, which means that they have been in use for over 59 years. The systems have received repairs over the building's operation. The repairs simply have kept the systems running.

The roof, which was replaced in 1993, is now out of warranty since 2008, and it is breaking down in certain areas, especially near skylights and other roof penetrations. Garland Associates did an analysis of the roof in 2015 and an infrared scan in 2018. They found many urgent issues with the roof. Throughout the roof there is significant "ponding" after a rain storm due to the insulation underneath getting wet from leaks in the membrane and becoming crushed and compacted. Once the insulation is in this condition, it no longer works effectively. Around the edge of the building, the roof membrane is pulling away from the metal edging causing roof leaks and significant maintenance challenges. The roof membrane over the freshman and sophomore wing has multiple leaks, making it challenging and possibly dangerous at passing time for the students who need to move through multiple buckets capturing water leaking from the roof. During heavy rain storms, the hallway with the chemistry labs and business classrooms has water that comes up through the floor in the hall and in at least two classrooms due to the original drainage system from the roof through the interior courtyard becoming overwhelmed. This becomes a safety hazard for students as they move through the hall and for students using the two classrooms. Throughout the 26-year life of the roof, patching has been implemented. Additional patching does not provide a long-term effective solution at this point.

Garland Associates in their analysis took core samples and determined that there are two layers of roofing under the existing membrane. This means that repairs will need to strip the roof back down to the metal decking. No additional layers can be added, which makes the renovation costs very high at approximately $6,813,008.

The recently completed Master Plan described the electrical, ventilation, and plumbing systems with the following descriptions:

Electrical -

The majority of the distribution panels, electrical equipment, feeders and branch wiring, along with other electrical system components date back to the original construction. They are in poor condition. The existing transformer for the High School continues to operate daily at a higher than recommended temperature due to the load the school demands. The transformer consistently is monitored for imminent failure. The Town's Electrical Inspector is concerned about this situation and has warned the School Department about the potential for a complete shutdown. If critical failure were to occur, the school would be shut down for possibly two to four weeks until parts could be found for repair. Most replacement parts for this system are no longer available due to its age. Additionally, the original wiring running through conduits that are encased in the concrete slab is breaking down. This is causing disruptions to programming. Wiring that brings electricity to the auditorium control booth has failed on different occasions with a significant failure occurring on the day of the "Music in Our Schools Month" Concert. The DPW electrician was able to bring limited power using industrial extension cords, but the lighting system and sound system were impacted for the concert that evening when vocal and instrumental students in grades six through twelve put on a combined concert in front of a capacity audience of family members and staff. Multiple distribution panels have failed due to the age and have had to be replaced in the large gym. The High School was very lucky that this did not cause a fire. The electrician from the Department of

Public Works consistently monitors the electrical system, but these types of failures are more prevalent now disrupting students' learning and posing a safety risk to all.

The power distribution service consists of a 1600 amp frame 277/480V General Electric switchboard fed from a pad-mounted transformer. A 120/208V system is fed throughout the building with a step-down transformer. The electrical system utilizes General Electric, Westinghouse, and Zinsco panel boards. Each classroom is equipped with minimal electrical outlets. This does not meet current code or classroom needs, meaning that the students are severely limited in the amount technology that can be used to support their learning. The rest of the building has electrical outlets scattered throughout. The electrical system at the high school is at maximum capacity, and no additional equipment can be added.

The current electrical system further prohibits the ELHS food service program from adding equipment to meet some of the new federal guidelines requiring new, energy-efficient equipment. The dishwasher consistently trips the electrical breaker because the dishwasher must heat to extremely high temperatures in order to meet the sanitation guidelines. When the electrical breaker trips, it often shuts down the electricity to the physical education classes taking place near the cafeteria disrupting the learning of all students in these classes. The ELHS food service workers consistently have to enlist the assistance of building custodians and the Town electrician in order to keep their equipment working correctly.

The existing lighting and fire alarm systems have been upgraded with minimal changes. East Longmeadow High School lacks an automatic fire protection system (sprinklers). In general, the lighting and existing fire alarm system are in good and operational condition; however, both systems require further upgrades to meet current codes. More lighting controls are needed in classrooms to provide more control options for teachers and allow for more energy efficiency. The additional control options would allow teachers to become more innovative with learning activities they plan. Additional exit signs and emergency battery units are required to meet current code, which is a safety concern.

The exterior lighting system consists of wall-pack mounted lights and site pole-mounted lights in the front of the building. The exterior lighting is not adequate for the use the building receives after school hours. In the school parking area and main entrance, there are pole-mounted lights that are in poor condition. The underground neutral wire feeding from the building to the light poles has broken underground, causing half of the existing lights to fail. A repair of any kind to the exterior lighting system would be extremely costly.

HVAC -

The HVAC systems in the High School are in poor condition. The High School consists of primarily heated and ventilated spaces only. There are two boiler plants within the school. Each boiler plant has been installed in the past eleven years. Boilers are high efficiency, gas fired hot water types. Each zone of the building has a hot water pump, with a dedicated back up. Boiler plant controls are direct digital control, and the balance of the school controls is pneumatic. Existing air compressors are aging and in constant need of attention. Pumps were not replaced at the time of new boiler installation. The new boilers were connected to existing distribution systems. In general, the boiler plants are in good condition; however, the pumping and distribution systems are in poor to fair condition. A pump replacement plan is in place, but funding often limits full implementation.

Classrooms are heated and ventilated by a vertical unit ventilator. The unit ventilators are noisy, and they do not have a leaving air temperature sensor. There are wide temperature swings for students sitting adjacent to the unit ventilators. The science classrooms and associated preparation rooms in the 1965 building were partially renovated in the last fifteen years. However, the science labs remain well under the current MSBA guidelines for science labs. Exhaust systems for the science preparation rooms are not connected and are not meeting current codes. Exhaust fans on the roof of classroom wings are in fair condition, replaced within the past ten years. Exhaust fans for classrooms were connected to existing exhaust ductwork.

A split system air conditioning unit located in a closet in the administrative area supplies ventilation to the administrative offices. There is no outdoor air ventilation being introduced to the space through the split system.

However, the perimeter area does have operable windows, which may have sufficient area for ventilation. Finned tube radiation is provided at the perimeter. Common areas, such as corridors, are heated only, through radiation and cabinet unit heaters/convectors. In general the administrative area HVAC equipment and systems are in poor to fair condition.

The gym, pool, and locker areas are all heated and ventilated only. There is no air conditioning in these areas and the HVAC system is inefficient. There is no dehumidification system for the pool. All HVAC equipment associated with the athletic areas are in poor condition.

The kitchen has a commercial hood in it. The hood exhaust fan is not NFPA / UL Compliant. The hood does not have an Ansul fire extinguishing system. There is no associated make up air unit for this hood either. Cafeteria space is heated and ventilated by vertical unit ventilators with hot water coils.

A portion of the 1975 addition has undergone minor renovations in the last thirteen years, upgrading the HVAC systems. New rooftop units heat and cool the previous garage area that is now the East Longmeadow Community Access Television studio. The office area and Superintendent's office is cooled by split Dx systems, with supplemental electric heat at the perimeter.

The auditorium is heated and ventilated only. The units are located in the attic above the space. The units appear to be capable of economizer operations; however, the ventilation requirement for occupants appears to exceed the outdoor air capacity of the air handler unit during normal operations.

There is an abandoned incinerator in the school, with questionable hazardous materials associated with it. The chimney is no longer used.

Plumbing -

The existing plumbing systems are antiquated and at the end of their life expectancy. The building's domestic water services have no back flow preventers, and pipe insulation is routinely missing or in poor condition. Some plumbing insulation is suspected to be asbestos. Water heaters fired by boilers during the heating months and gas fired water heaters during the summer months are in fair condition and serve the entire school. In general, plumbing fixtures are antiquated, not ADA compliant, not water efficient, and are in poor to fair condition. The janitor's sink detergent dispensing systems pose a potential health hazard due to lack of back flow preventers protecting water supply. There are numerous code violations in the facility. Plumbing systems, fixtures, equipment and piping should be replaced in their entirety.

Priority 5

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

The school district has made repairs to the electrical, ventilation, and plumbing system throughout the 59 years that the High School has been in use. The Town's DPW maintenance crew has been able to add and separate electrical panels allowing the system to be utilized to its maximum capability, which now has been reached. No new instructional technology or equipment can be added to the system without removing something from the system. The Town Electrical Inspector has informed the School Department that no additional electrical outlets can be installed without disconnecting other power sources in the building. Green energy projects also have been undertaken in conjunction with the Town's utility provider allowing the lighting in the classrooms to be replaced in 2010.

The HVAC system at the school is original with the exception of the Central Office and East Longmeadow Cable Access Television studio. Repairs have been made when needed throughout its 59-year existence. The Central Office was renovated in 2006, and the ELCAT Studio was renovated in the 2012 and 2013. The ventilation system throughout most of the school is inefficient and loud. Wide variations in temperature occur throughout the building, creating learning environments for students that are far from ideal. Parts for repairs to the system are difficult to find. The challenges become increasingly more complex with each passing year.

The plumbing system in the building is the original system, and it is beyond its life expectancy. It has been repaired as needed throughout the years of use. The plumbing system is not compliant with current codes or efficiency standards.

Finally, the High School's roof was replaced in 1993. Since that replacement, the warranty has expired. Areas of the roof are breaking down. The areas with skylights and other roof penetrations show the greatest decline. Patching of the roof and resealing around the numerous skylights continue to be undertaken each year. In January of 2015, an outside contractor identified numerous areas of the High School's roof that are currently failing. This analysis was added to with an infrared scan of the roof conducted by the same contractor in the summer of 2018. The report showed visual proof of where the roof has the most leaking and documented areas of the roof where ponding occurs caused by wet and crushed insulation. The contractor's report also noted that the rubber membrane on the perimeter edge of the roof is starting to pull away from the roof's surface, and it is filled with dirt and mud. The rubber membrane is attached to a metal edge that is also failing. The metal facia around the entire building is failing. The report makes a recommendation for immediate action on replacing the EPDM roof sections. The only element keeping the building dry at this time is the second layer of roof underneath the current membrane.

Priority 5

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

The aging systems have prohibited the High School from creating a true 21st Century learning environment. East Longmeadow is unable to fully implement the new Massachusetts Learning Standards with the technology standards integrated throughout due to the electrical system being at maximum capacity and unable to support additional technology. Specific departments have been unable to enhance their curriculum and expand courses. The electrical system prohibits the business and technology courses from fully expanding to 21st Century technology and collaborative platforms. The business and technology department further has been unable to expand CAD programming, robotics, and other engineering type courses. Additionally, elective courses such as the courses in the family and consumer science department have been limited in expanding their course offerings as well. A fashion design class that would include computer design work stations and student-sewing workstations cannot be added due to the current electrical infrastructure. The high school science courses offer a reduced lab experience because newer instructional technology cannot be added, and the science labs are well under MSBA square footage guidelines. East Longmeadow High School is limited in its ability to create 21st Century instructional settings for its students in its existing classrooms due to the antiquated systems in the building. Finally, as the original wiring in conduits encased in the concrete continue to fail, students will experience more frequent disruptions and limitations to their learning.

The antiquated electrical system HVAC system further present a challenge for ELHS to meet students' IEP requirements for assistive technology or climate control. The equipment in the life-skills program cannot be expanded despite an increasing student enrollment and need. East Longmeadow High School is limited severely in its ability to create 21st Century instructional settings and support its students.

Lack of appropriate temperature control has a direct negative impact on teaching and learning throughout the academic spaces. During the heating season, room temperatures vary significantly. Some rooms are too hot, and others too cold. Solar-exposure coupled with out of date controls create these difficult learning environments. The lack of air-conditioning or tempering often result in extreme conditions. Our school calendar, starting in late August and continuing to the third week of June typically, include many days where interior room temperature exceeding 90 degrees. These are, in many circumstances "lost teaching and learning days" very similar to a snow day.

The small gymnasium is undersized with out-of-date structures that do not meet current requirements for physical education as outlined by current state standards. This causes an overload in the scheduling of the large gym and often overcrowding as two or more PE classes utilize the large gym at the same time. Both locker rooms are antiquated and do not meet the needs of the students in PE class nor the student athletes after school. Lockers are original to the building, and the settling of the floor over the 59 years has now caused safety issues in the locker rooms for our students.

Priority 5

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

The systems and challenges outlined in the previous questions need to be addressed simply to keep East Longmeadow High School a safe, viable school. Addressing the situations above with a new building will provide East Longmeadow High School the opportunity to offer its students a true 21st Century learning environment. This type of building will also benefit the entire community, considering the many municipal meetings and activities that take place at the high school. The curriculum will be expanded to take advantage of new instructional technology that would be supported by an upgraded electrical system. The classroom structure and furniture would allow for more flexibility for changing modes of presentation and student collaboration. In a new building, courses could be expanded to include more STEM and STEAM type classes where engineering, robotics, and true collaborative problem-solving could take place along with better science lab experiences for all students. A new building would allow East Longmeadow students to be better prepared for college and career as they graduate from the high school.

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):

The architects and engineers from Symmes, Maini, McKee Associates and Margo Jones Architects examined all areas and systems in the High School while developing the Master Plan for the East Longmeadow Public School facilities.

The date of the inspection: 1/17/2014

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

For East Longmeadow High School, there were many options that were considered. These include capital projects for either a comprehensive renovation or a new replacement building, essential renovations, and upgrades for 21st Century teaching and learning components in the interim. The major components that need to be addressed are the following:

-Lacks handicapped accessibility in many locations
- Most academic and lab spaces within the building are under current guidelines from MSBA and produce an overcrowded lab situation
- Electrical system is at its capacity; no new equipment can be added
-Full roof replacement needed

-Upgrades for 21st Century teaching and learning recommended
- Security upgrades recommended
- Technology upgrades recommended
-HVAC system 59 years old
- Lack of air conditioning
- Lack of an automatic fire protection
- Many engineering systems beyond their useful life
- Hazardous materials present
-Plumbing 59 years old and original to the building
- Town should consider a comprehensive renovation or a replacement building

The essential upgrades for the High School are extensive and would be considered only if no large capital project was approved. Included are the following priority items:

- Electrical service upgrade
- Install fire sprinkler/suppression system
- Upgrade hood and ansul system in kitchen
- Install oil separator systems in boiler room floor drains (MIIA recommendation)
- Misc. HVAC equipment and controls upgrades throughout
- ADA compliance upgrades including elevator
- 21st Century support center for the library and Business & Technology classrooms
- New classroom furniture to support 21st Century instruction and learning
- Roof membrane replacement along with skylights; membrane 26 yrs. old
- High school parking lot and catch basins
- Build concession and bathroom facility in athletic stadium
- Small gym floor replacement
- A/C in auditorium
- New heating system for pool
- Drop ceiling replacement throughout building
-Replace hallway lockers throughout the building
- Paint interior of classrooms along with new storage cabinet along outside wall of classrooms
-Phone system for classrooms
- Bleachers on visitor's side in athletic stadium

Based on the extensive essential/priority items that would be required to update the High School physical building and provide for a 21st Century teaching and learning environment, it has been determined that the best direction is to build a new building for East Longmeadow High School. The recently completed Master Plan identified $24 million of capital projects at the ELHS. All of these projects have increased in cost at approximately 4% each year. Following the traditional capital planning process will take many years for the projects to be completed. Students' interests are not served by the traditional capital planning process when considering the substantial time that it would take to address all of the areas.

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.

East Longmeadow High School offers a wide selection of academic curriculum offerings for a diverse student body. The curricula provide for a foundation toward careers, post-secondary educational opportunities, and the knowledge necessary for transitions into adulthood. The comprehensive offerings range from typical college-bound offerings, world languages, the arts, sciences, and a wide range of CTE and vocational skills and training.

The educational vision for the renovated or new East Longmeadow High School focuses on the development of 21st Century skills through the implementation of interdisciplinary project/problem-based learning. This shift from the current stand-alone subjects is important because it allows for more seamless integration of academic content, opportunities for efficiencies by sharing of resources, and movement towards an academic structure that better prepares students for the demands of community, college, and career.

Through the professional development offered by the District, ELHS teachers are moving toward more student-centered and personalized learning practices, but they are significantly limited by current conditions that constrain opportunities for instructional innovations. ELHS has strong pockets of interdisciplinary, project-based learning (PBL) practices demonstrated throughout the school, but more work is needed to ensure these practices are consistently implemented within a building that is built to support such learning. While ELHS teachers work to implement more contemporary educational methodologies in the best way possible, they are limited by inflexible classrooms designed for more traditional delivery methods and by limitations on implementing technology due to building configuration.

Across these academic programs, ELHS sets Learning Expectations including:

- Independent and collaborative work habits and practices
- Critical thinking and creativity skills
- Literacy and communication skills
- An understanding of social and civic responsibilities

The current ELHS building, now 59 years old, contributes to limitations the teachers and students face teaching and learning in a very traditional, rigid environment. Aspects of the obsolete building include the following:

- There are programs and offerings that we cannot provide to our students because our building and classrooms limit the ability to support additional technology and flexibility in the room structure. Specifically, lab experiences in all science classes are impacted, business and technology courses are unable to be expanded, and engineering course work is limited.
- Undersized classrooms for general education limit the flexibility for differentiated, personalized, and social / emotional learning. Project and problem-based learning is hampered in these small rooms.
- Our science labs are undersized, outdated, and do not support an inquiry-based science approach or lead to interdisciplinary connections.
- Our technology infrastructure continually needs updating.
- Traditional classroom to classroom adjacencies limit communication for interdisciplinary and collaborative lessons, activities and projects.
- Undersized classrooms for Special Education limit individual and small group activities, especially with

the need for paraprofessionals and students' personal assistants.

The fact that the electrical system at the High School has reached its maximum capacity prohibits all academic areas from moving forward with instructional technology. New equipment cannot be added to the electrical system without other equipment being removed. This keeps the High School from fully integrating technology into all learning experiences, which is necessary for the High School to fully implement the new Massachusetts State Standards. The library/media center is not a technology-rich, support center for the students and the school's curriculum because of the challenges with the electrical system. The lab experiences for science courses are limited due to the electrical system as well. Additionally, the science labs all are undersized based on current MSBA standards. Students enrolled in the required science classes and some of the advanced science classes experience overcrowding due to the small physical space. ELHS students ultimately do not get the full experience in science courses that they would in a new facility.

The High School cannot expand its courses to offer more STEAM type classes combining the disciplines of science, technology, engineering, art, and math. The business and technology department is unable to expand its course offerings. Due to the antiquated electrical system, the department cannot expand CAD programming, robotics, and other engineering type courses. Adding these courses would allow for more cross-curricular connections between math, science, and the business and technology department. Elective courses found in the family and consumer science department also have been limited in expanding their course offerings as well. A fashion design class that would include student computer-aided design and sewing workstations cannot be added due to the current electrical infrastructure. East Longmeadow High School is limited in its ability to create 21st Century instructional settings for its students in its existing classrooms. Expanding the courses in this manner would provide students more opportunity to participate in collaborative problem-solving and apply their skills in comprehensive projects.

Additionally, East Longmeadow High School is unable to expand programming and equipment in the life skills special education classroom due to the electrical system being at capacity. The 59-year old building has also made it challenging for the High School to expand offerings for students experiencing social and emotional challenges due to lack of appropriate spaces for this type of classroom. This severely restricts how the High School supports its special education students.

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 East Longmeadow Public Schools will continue to maintain the building through its partnership with the Town's Department of Public Works. The District maintains an active five-year capital plan that has been revised based on the recently completed Master Plan. The District, however, is limited in its ability to improve the identified shortcomings of the building. Approximately $24 million worth of capital projects were identified at the High School when the Master Plan was completed. These projects would cost an estimated 20 percent more based on current pricing. The DPW each year completes a variety of maintenance projects at ELHS. The District, however, needs a comprehensive project or a new building to resolve the comprehensive issues the building is facing.

Since the Master Plan was completed, the High School utilizes the plan and continues to focus on providing the best learning environment possible for the students in the 59-year-old building. Multiple mobile computer carts with 30 computers and a printer have been purchased to replace the static computer rooms with aging desk-top computers. Teachers can now move the technology needed to all parts of the building. The High School also has been able to convert two classrooms into collaborative learning spaces with new furniture that can be quickly and easily be reorganized to support small group work. The rooms have multiple white boards, a ceiling-mounted projector, and a computer cart. Teachers reserve the rooms as needed. The District also has been working on a plan to implement a 1:1 computer program for students in grades 3 - 12, and we are about one year away from achieving this goal. All of this planning and purchasing has been part of the larger plan of moving ELHS into a new building where all of these recent purchases could easily be moved.

A capital project to provide the upgrades needed for the electrical system in all areas of the campus was estimated in the current capital plan at $3.5 million. This project would include electrical upgrades to all academic areas and the athletic areas as well. The School Department plans with the Department of Public Works each year to schedule smaller maintenance projects that keep the building open and functioning for students. The DPW has replaced electrical distribution panels during the summer months over the last few years, and they will continue this work in the summer of 2019. Additionally, the School Department and DPW will work with the utility company to develop plans for the continued maintenance of the electrical system.

A capital project to improve the ventilation system was estimated at $3.02 million. The DPW keeps this system functioning with smaller repairs. Wiring, however, encased in the concrete slab are beginning to fail due to age more frequently. Eventually, these smaller repairs will become ineffective.

A full roof replacement is now estimated at $6.8 million. The DPW plans on continuing to seal around skylights and patch the roof wherever possible during the summer months. These repairs, however, are also becoming less effective each year. In order to address all of these systems and address the structure of classrooms or the size of science labs, a more comprehensive project will be needed. Only this type of project will allow all academic programming into a true 21st Century learning situation. A new building is needed to achieve all that is needed at the High School and to fully come up to current code for all of its systems and provide the necessary handicapped accessibility.

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.

As ELHS moves into more cross-disciplinary instruction, the 59-year-old building impedes the ability of the science department, business and technology department, math department, and the art department to fully develop STEAM units (Science, Technology, Engineering, Art and Math). Each department is limited within their respective discipline, let alone when there is a desire for them to collaborate in a true STEAM environment.

Science – Small and rigidly configured labs limit the ability to conduct contemporary and safe experiments

Technology - Limited upgrades can be made to the technology rooms due to the electrical system; this fact has slowed the addition of 3-D design and printing units and the further expansion of robotics

Engineering - The Department of Elementary and Secondary Education is moving all school districts toward the implementation of more engineering and computer programming courses; the current science rooms and classrooms at ELHS have slowed down our ability to add this programming

Art – The classrooms are unable to add computer work stations to support some of the advanced art courses due to the electrical system; the department is also very limited in its programming with pottery and ceramics due to the need to properly ventilate 3D-clay environments and utilize fire kilns safely

Math – the math classrooms at ELHS are unable to fully integrate some of the advanced technology that supports higher math course work given the electrical system's challenges

Creating a robust cross-disciplinary academic program for students at ELHS remains very challenging due to the building. Full implementation of the new Massachusetts State Standards with the integrated technology standards also is inhibited with an electrical system that is at its capacity. These challenges can diminish the learning experience for ELHS students.

Additionally, East Longmeadow High School is unable to expand programming and equipment in the life skills special education classroom due to the challenges of the electrical system. A few years ago, a basic kitchen was installed, including an oven, stove, sink, and dishwasher. Since creating this class, no additional appliances such as a washer, dryer, or even smaller, mobile appliances can be added due to the electrical system being at capacity. This places a limit on the skills that can be taught to students and whether real independence can be achieved.

The small size of general education classrooms at ELHS is very limiting. The majority of these rooms, (95%), are between 525 sf to 750 sf. For this reason, class sizes are, to the extent possible, kept small. There are some classes that cannot be kept small because adding another section in the master schedule cannot be justified. There are 72 of the 389 academic sections (18.5%) (excluding PE and music) that have class sizes ranging from 25 to 30+ students. This constitutes "severe overcrowding" in these classrooms. The desire for project/problem-based learning (PBL) is significantly hampered in all rooms let alone the classrooms with larger class sizes.

The HVAC system throughout the school is mostly original to the school, and it is noisy and inefficient. Lack of appropriate temperature control in the building has a direct negative impact on teaching and learning throughout the academic spaces. During the heating season, room temperatures vary significantly. Some classrooms are too hot, and others are too cold. Solar-exposure coupled with out of date controls create these difficult learning

environments. Conversely, the lack of air-conditioning or any tempering of classroom climate often result in extreme conditions during the warmer months. Our school calendar, starting in late August and continuing to the third week of June typically include many days where interior room temperature exceeding 90 degrees. These are, in many circumstances, "lost teaching and learning days" nearly similar to a snow day. All of this will continue to increase the challenges for East Longmeadow High School to provide the learning environment that it should for all of its students.

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**
Denise Menard	Richard L. Freccero	Gordon C. Smith
Town Manager		
Denise Men	Richard L Frec	Gordon C. Smit
(signature)	(signature)	(signature)
Date	Date	Date
4/8/2019 5:21:13 PM	4/8/2019 8:20:24 PM	4/8/2019 5:18:28 PM

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