

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2020 Statement of Interest

Thank you for submitting your FY 2020 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 Scituate

District Contact Ronald J Griffin TEL: (781) 545-8759

Name of School Hatherly Elementary

Submission Date 5/6/2020

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.

Massachusetts School Building Authority

School District Scituate

District Contact Ronald J Griffin TEL: (781) 545-8759

Name of School Hatherly Elementary

Submission Date 5/6/2020

Note

I will be moving on from SPS at the end of this year. Please direct future correspondence to Finance Director, Paul Donlan at: Pdonlan@scit.org It's been a pleasure working with the MSBA. All the best, Ron Griffin

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

1. ^f 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. ^f Elimination of existing severe overcrowding.
3. ^f
4. ^f Prevention of the loss of accreditation.
5. ^b Prevention of severe overcrowding expected to result from increased enrollments.
Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and
6. ^f ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
7. ^b Short term enrollment growth.
8. ^f Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

^b 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: 2020 Hatherly Elementary

Is this part of a larger facilities plan? YES

**If "YES", please provide the following:
Facilities Plan Date:** 1/4/2019

Planning Firm: Habeeb & Associates Architects**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:**

Scituate Public Schools engaged Habeeb & Associates Architects to conduct a comprehensive study of our elementary schools. It reflects analyses of enrollment, educational program facility needs, educational space adequacy, facilities conditions assessments, plan for facilities' needs (including projected costs and prioritization) and a range of solution options. This master plan helped inform our district's decision to submit two SOIs to consolidate Cushing and Hatherly Elementary and propose building a new elementary school to replace them.

Enrollment: Scituate Public Schools pre-k to grade 5 enrollment experienced steady growth in most years from 1993 to 2010, growing from 1,436 students in 1993-94 to a high of 1,701 students in 2009-10. Beginning in Fiscal Year 2011 elementary student enrollment has shown a decline, reaching a low of 1,335 students in 2015-16. Elementary enrollment has shown a modest increase from 2015-2018, increasing by 16 students. Using growth data from the Town's planning office, they project a 1.5% growth in the school-age population, including elementary school-aged children, over the next 5-10 years. They project a rate of 1.5% growth over the next 5 years, or 0.3% per year above the DOESE October 1, 2018 enrollment projections.

Educational Program: As part of the district's Strategic Plan, Scituate Public Schools is committed to personalized instruction, co-teaching and project based learning as well as optimal class sizes to ensure that all students receive the attention they need. The district worked with Habeeb and Associates to develop some basic instructional space assumptions based on the larger vision for the district's educational program and have partnered with Dr. Frank Locker to further expand the specific elementary instructional vision which can be used to drive any future feasibility, planning and design. The elements of the educational program are reflected in greater detail in Programs and Operations portion of this SOI.

Educational Space Adequacy Assessment to support Educational Program: Habeeb and Associates utilized the MSBA Space Standard Guidelines to establish standard sizes for all educational and support spaces. The quantities for all educational space types were determined by using projected enrollment numbers and program space needs identified by Scituate Public Schools. Through this analysis, all but two educational spaces in the Hatherly Elementary School of the building were rated either fair or poor. It was emphasized that the rigid layout and configuration of the facility limits and flexibility and innovation for teaching and learning. Spaces were regularly rated "poor" in this. The gymnasium was rated "poor" on literally every subcategory of the Educational Space Adequacy Assessment. The analyses of the facilities found that only two components of the facility as "good" or fully supporting the educational needs of the students – the exterior site itself and the kindergarten classrooms. This data is also reflected in the section of the SOI that further describes educational spaces individually.

Facilities Conditions Assessment: The facilities condition assessment reflected a comprehensive review and analysis of all major areas in the building; including full site analysis, all components of building envelope, building infrastructure as well as all mechanical and electrical components. Each category was further analyzed by subcategory and rated on a project/resource prioritization scale from "Necessary" to "No action required". A cost projection was then done for every item and category to give our district an understanding of the scope of the facilities conditions issues. There is nearly 13 million dollars in renovation needs alone, not including any resources needed to address the educational program needs in the facility. This includes 3.2 million in mechanical issues; the majority of which reflects a need for completely new HVAC and sprinkler/fire suppression systems. It also includes another 2.2 million to address the range of building envelope needs such as 1.5 million to replace a leaking EPDM roofing system and over .5 million to replace windows and abate related asbestos. Building Interiors reflects approximately 2.8 million in projects including nearly a million to replace asbestos floor tiles as well as ceiling tiles and approximately \$700,000 for bathrooms to meet basic plumbing and ADA accessibility requirements. Any specific details required or a full copy of the report can be provided upon request.

Solution options: The report recommends six possible options to address both the facilities conditions and educational needs outlined. Five of the six options reflect the consolidation of Cushing and Hatherly Elementary Schools and a variety of grade configurations. Four of the six options include building a new elementary school to meet the educational program needs of the district.

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

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 20 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 district's Strategic Plan (full plan available) sets the educational vision for the district to meet the 21st century learning needs of our students. It was approved on October 2, 2018 and authored by the Superintendent, Principals and Staff. The School Department has also partnered with Dr. Frank Locker to develop a unique vision for elementary education that connects to our district vision and outlines what our elementary school facilities should look like to support that vision

Is there overcrowding at the school facility? NO

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

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

If "YES", how many teaching positions were affected? 1

At which schools in the district? Scituate High School

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

1.4 Guitar Instructor was eliminated in the high school

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

If "YES", how many staff positions were affected? 1

At which schools in the district? Scituate High School

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

1.5 Library/Media Specialist was reduced in the high school.

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.

Guitar classes are no longer offered. While the high school library is utilized throughout the day, the specialist is only on hand for part of the day. Scituate is a "Bring your own device" (BYOD) district and many of our high school students utilize the library as a location to use their own devices for research through online periodicals and databases than through hard copy stacks.

Please provide a description of the local budget approval process for a potential capital project with the MSBA. 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).

At the Annual Town Meeting in April of 2018, it was voted to appropriate \$80,000 to do an Elementary Schools Facility Master Plan. That summer, Scituate Public Schools selected Habeeb and Associates. Their report was completed in December of 2018. Their report recommendations included the consolidation of Hatherly and Cushing Elementary School and construction of a new elementary school to replace both buildings, along with several possible configurations that the district could consider for its elementary schools (ie: Neighborhood, grade level spans, etc.). In January of 2019, the district partnered with Dr. Frank Locker to begin the visioning process which will yield a cohesive educational vision for all elementary schools connected to the larger vision for Scituate education in the district's current Strategic Plan. This work engaged stakeholders throughout the school community including teachers, educational leaders, parents and even students. Initial themes and findings are reflected in throughout the program portions of this SOI. Upon the completion of that report (May, 2019) and pending acceptance of this proposal into the MSBA process (December of 2019), the School Committee

and Town of Scituate will seek funding for a full Feasibility Study and Schematic Design at the Annual Town Meeting in April of 2020. Once that process is complete, the Town would seek a Capital Debt Exclusion Article at either the Special Town Meeting in November of 2020 or the Annual Town meeting in April of 2021.

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).

Hatherly School was built and occupied in 1962. This school was originally 39,210 square feet with two temporary classrooms with office space added in 1999 of approximately 2200 square feet for its total square footage of 41,426. This school was originally built as a K-5 school. There is one floor with stairs leading to an upper level where the gym is housed around classrooms. This school is built on an 18.75 acre site with public water sloping downward grade from right to left facing the front of the building. The original building had 20 classrooms and 22 with temporary modular. The original capacity was for 500 students. The schools design is for two A frame brick facade with wooden window walls between the bricks. To connect the two gradual sloping A frames is with a flat roof wooden structures with wooden window walls. The roof is of EDPM and totals about 41,500 square feet. The windows are still original to the building and are single glaze in wooden structures. The original boiler design was steam and oil with no basement but tunnels with HVAC ducting with offshoots to reach the Univentilators. The Univentilators are original to the building. There were no Science, Art or Music classrooms in the original design as those specials were held in the classrooms. Scituate built two schools Hatherly and Cushing within 2 years of each other with the same footprint and plans because of increasing student population.

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

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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).

Hatherly is built on an 18.75 acre site sloping downward grade to the street with Town water and sewer. There are no structures public or private that this site shares with Hatherly. This site has a long driveway from the street with sidewalk only halfway down. There are two small parking areas in the front of the building. The exit for both foot and bus traffic is thru the main door. There is an existing field to the left of the front of the building on old leaching fields built downgrade. There is existing green space to the rear of the building. To the right side there is less green space as you run up to existing plot lines. There are no known conditions to preclude from building another school on this site. Playgrounds are large enough to allow organized and free play. Hatherly bus, parent and service lanes are off street and do not conflict with each other.

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)

72 Ann Vinal Road, Scituate, MA 02066

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).

Hatherly's roof is EDPM with the oldest sections 30 years old. The District did seams in 2005 and have had to do patch jobs to repair leaks and seepages. The District did another major repair on this roof in 2016 which was to cut out existing saturated insulation along with the EDPM and replaced with new insulation and EDPM. As stated above there are two gradually sloping A roofs connected by a flat roof.

Exterior masonry is brick with wooden window walls. Windows are single glaze and most are original to the building. These are roll out windows that for the most part don't work anymore. We have replaced ten of the worst ones with

double hung windows in 2018 as some of these had fallen out. This was caused by water has gotten behind the walls and has caused either the windows to be rusted shut or in some case fall out. We plan on replacing 10 more in the summer of 2019. Hatherly has new exterior insulated doors that were changed out in 2016.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? YES

Year of Last Major Repair or Replacement:(YYYY) 2010

Description of Last Major Repair or Replacement:

All window wall sections below the windows have been reinforced with insulation and gone over with CDX plywood and painted. This was done because the panels were lacking in insulation, the sills were deteriorating and we needed to shore up the windows and keep some cold out. exterior sills were replaced where we could now that we had a better base on which to build.

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 9000

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)

The roof consists of 3" gypsum roof deck supported by steel bulb tees. The bulb tees span between structural steel roof beams that generally span from outer wall to corridor wall. The beams bear on steel girders which frame steel columns

Age of Section (number of years since the Roof was installed or replaced) 30

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

We have been repairing leaks as they spring up, we decided in consultation with our roofing company to re-roll the really bad section around 6000 square feet. We know this will be temporary until we replace the whole roof.

Roof Section B

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 9000

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)

The roof consists of 3" gypsum roof deck supported by steel bulb tees. The bulb tees span between structural steel roof beams that generally span from outer wall to corridor wall. The beams bear on steel girders which frame steel columns

Age of Section (number of years since the Roof was installed or replaced) 30

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

The district has been chasing leaks on this section so we decided in consultation with our roofing contractor to re-roll the EDPM over 6000 square feet. The District realizes this is temporary until the whole roof can be replaced.

Roof Section C

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 6000

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)

The roof consists of 3" gypsum roof deck supported by steel bulb tees. The bulb tees span between structural steel roof beams that generally span from outer wall to corridor wall. The beams bear on steel girders which frame steel columns

Age of Section (number of years since the Roof was installed or replaced) 30

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

This is the flat section of the building connecting two sections of the building. The District has been dealing with leaks in this section for quite some time. We used an infrared camera to isolate the bad spots and cut out the EDPM, plywood and insulation and replaced with EDPM, plywood and insulation approximately 1500 square feet were replaced

Roof Section D

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 9000

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

The roof consists of 3" gypsum roof deck supported by steel bulb tees. The bulb tees span between structural steel roof beams that generally span from outer wall to corridor wall. The beams bear on steel girders which frame steel columns

Age of Section (number of years since the Roof was installed or replaced) 30

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

This section had minor leakage and saturated sections so the district replaced by cutting out the EDPM, plywood and insulation of about 500 square feet.

Roof Section E

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 9000

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

The roof consists of 3" gypsum roof deck supported by steel bulb tees. The bulb tees span between structural steel roof beams that generally span from outer wall to corridor wall. The beams bear on steel girders which frame steel columns

Age of Section (number of years since the Roof was installed or replaced) 30

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

Very little work done on this section although we have had to make some minor repairs to leaks over the years.

Window Section A

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 3

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Wood windows single pane.

Age of Section (number of years since the Windows were installed or replaced) 58

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

The three wooden window walls in this section have single pane glass with two roll out windows that at best work marginally. The District has reinforced this window with plywood and insulation so as to shore up the window sills.

Window Section B

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 3

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Single Pane

Age of Section (number of years since the Windows were installed or replaced) 58

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

The three wooden window walls in this section have single pane glass with two roll out windows that at best work marginally. The District has reinforced this window with plywood and insulation so as to shore up the window sills.

Window Section C

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 6

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Single Pane

Age of Section (number of years since the Windows were installed or replaced) 58

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

The six wooden window walls in this section have single pane glass with two roll out windows that at best work marginally. The District has reinforced this window with plywood and insulation so as to shore up the window sills. This is the flat section of the building. The District has replaced three roll out windows with double hung windows.

Window Section D

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 3

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Single Pane

Age of Section (number of years since the Windows were installed or replaced) 58

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

This is the office area of the building. The district has reinforced this section with plywood and insulation and replaced two of the rollout windows with double hung windows.

Window Section E

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 5

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Single pane

Age of Section (number of years since the Windows were installed or replaced) 58

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

This section of the building houses the Kitchen area with three sections of smaller windows. Only have done minor repairs to this section as most is protected by overhang. This section of the building houses two window walls for classrooms that the District has reinforced with plywood and insulation to protect the sills and window bases.

Window Section F

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 2

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Single Pane

Age of Section (number of years since the Windows were installed or replaced) 58

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

The district has replaced the plywood and added insulation along with changing out the roll out window with double hung windows.

Window Section G

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 3

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

single pane

Age of Section (number of years since the Windows were installed or replaced) 58

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

The window walls in this section have been reinforced with plywood and insulation to shore up the base for new sills.

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

The mechanical systems for this building are consisting of individual classroom air ventilations units, radiating baseboards in the corner rooms with two exposed walls. These are substantially past life expectancy and frequently are in need of costly repairs and do not provide adequate supply of fresh air. The traps are ineffective and the dampers are not functioning properly for most units. The District does change filters at least twice a year. The distribution from the boiler room is through a tunnel system to the different wings of the building. The boilers were replaced in 2005 and were oil fired units. There is an 8000 gallon underground tank on the property. The District in 2012 upgraded to a dual system of natural gas and oil and we primarily use natural gas now. There is a chair lift to get to the gym area and classrooms on that level. For a student with mobility issues this lift on a daily basis would take considerable time out of his/her day and time on learning to access education specials such as music, art, gym, library or even lunch as all of these are on different levels depending on which grade this student is in.

The electrical distribution system is poorly arranged and inadequate for classroom use. There are not enough outlets in the classroom and don't meet the need for current instruction. GFI exist but are limited throughout the building. The lighting system was upgraded with new ballasts for lower wattage but better coverage and lower energy costs. We did not upgrade the electrical system when we did this as it would be too costly. The District put in a new generator in the interior of the building to replace an old system. New switches we needed to go with this new generator. Communication system infrastructure is original and works but is need of a significant upgrade. Data conduit does not exist in the building. Internet cabling is inadequate and we do have data points throughout the building. Hatherly does not have an integrated FM system for disabled or hard of hearing students. An integrated FM systems removes the need and stigmatization of wearing hearing equipment of an individual FM system.

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 burner but main source of fuel now is Natural gas.

Age of Boiler (number of years since the Boiler was installed or replaced) 15

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

Two new boilers have been replaced in 2005. Regular maintenance and clean outs are done year after year.

Has there been a Major Repair or Replacement of the HVAC SYSTEM? NO

Year of Last Major Repair or Replacement:(YYYY) 1962

Description of Last Major Repair or Replacement:

None

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO

Year of Last Major Repair or Replacement:(YYYY) 2010

Description of Last Major Repair or Replacement:

The District replaced the Emergency Generator for this building. New switching system for the generator also replaced. Since we have upgraded to include bathrooms and more lighting in the cafeteria/assembly 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 floors are all a rubber based in this school is mainly 9x9 tiles containing asbestos through out the building classrooms, hallways and offices. The floor is concrete slab on grade with perimeter frost walls and spread footings below columns. As you walk in the main door it is brick coarse. All corridors are glazed tile on walls halfway up with cement plaster to a suspended acoustical tiles on metal furling. All classrooms have wood doors with wire glass insert windows. Locking door knobs that are original and need to be replaced with reliable locking knobs. Most classrooms have steel trusses with height at the front sloping to the window wall. Bathrooms are mainly porcelain fixtures for the toilets and urinals with ceramic tile floors. The perimeter utility tunnel system is cinder block with sheathing. All duct work is aluminum with sealed joints. The front door has been changed to two sets of doors, insulated with windows above and on the side. The vestibule is wooden doors with windows on the side and top. All exterior doors have been replaced.

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).

Hatherly Elementary school is one of four neighborhood, K-5 schools. The district is committed to personalized instruction which encompasses three fundamental components of our educational program: centers-based instruction, co-teaching and project based learning. The physical configuration and layout of Hatherly Elementary reflects a rigid 'egg-crate' design

which is not conducive to these twenty-first century instructional models.

Centers-based instruction: Instruction is delivered through the use of learning centers to meet students wherever they are in the curriculum, rather than traditional lectures. Some centers are led by adults while others are independent. Students rotate through learning centers throughout the day and data from each center drives planning for the following lessons. The physical configuration of Hatherly makes this challenging. For example, those classrooms that are adjacent to the library are able to utilize that flexible space where centers can spread out and students can work in small groups. However, those classrooms that are directly adjacent to the gym no opportunity for small groups of students to spill out of the classroom into other spaces for their centers in addition to the serious distraction and noise from the PE classes going on right outside of their doors.

Co-teaching: Co-teaching is a means of delivering inclusive instruction where a classroom and special education teacher work together in the same room. This allows disabled students to be educated in the same class with their peers. Special education services are delivered while skills are being taught. Disabled students benefit from maintaining peer relationships and don't miss out on core class learning experiences. Non-disabled students benefit from the exposure of diversity of children in their classroom and the relationships they build with them. Implementing a co-teaching model requires space for at least two instructors in every classroom. While the staff makes due, common planning spaces are needed to better support this component of our educational program.

Project based Learning (PbL): PbL experiences are units of learning in which students tackle real-world challenges through hands on exploration. Instead of the traditional teacher centered instruction, teachers serve as facilitators to guide students to discover learning through research, design, collaboration and creating a product. PbL requires space for students to design, build and collaborate. Typically, schools utilize maker spaces or STEAM (Science, Technology, Engineering, Art and Math) labs to provide students and teachers with the space to design and create. Our staff have developed some creative work arounds but are limited in their space. The Hatherly facility lacks the lab/maker spaces to build, common spaces to teachers to plan and storage space for student projects.

Special Education: In addition to the core academic program, Hatherly is home to the Primary and Intermediate Learning Centers. Both are highly specialized special education programs which serve disabled elementary students in our community as well as from other school districts throughout the region. They are designed to educate children with severe intellectual, cognitive and physical disabilities such as Downs Syndrome, Autism and Cerebral Palsy. In addition to a modified academic curriculum, these program incorporate a wide range of Occupational, Physical Therapy (OT & PT) Speech & Language services as well as Adaptive Physical Education. These programs are more than just special education services, they are part of the fabric of the Hatherly community with families throughout the neighborhood working together with the school to support children with some of the most complex disabilities through a combination of these programs as well as family support groups. While there are tremendous staff dedicated to educating and supporting the students in these programs, the facility constraints make an already difficult job even more challenging. The rooms for these programs are old classrooms converted to specialized service program spaces using donated cubical dividers. Students in these programs often need smaller, break out spaces in which to do discrete trials and receive one to one services. Because there are no dedicated break out spaces available in the building and the hallway is not conducive to learning, cubicles have been installed to provide some level of privacy. The staff structures the day around this to accommodate student learning and behavioral needs. Space constraints also impact OT/PT services. Due to a lack of appropriate break out or specialized service spaces in the building, the OT/PT services room has to be squeezed into an old storage closet adjacent to the cafeteria. The space is loud due to the exposed ductwork and far too small for the services that need to be provided.

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).

Gym: Undersized at 2280 sf and surrounded by classrooms. The configuration of classrooms surrounding the gym is one of the greatest challenges to our core academic program and our PE program alike. It severely impacts teachers' ability to instruct classes, regardless of the methodology – PbL, centers based, co-teaching, etc. To limit the noise, the PE program is often modified as well, limiting the range of experiences that students can be provided. Its small size limits the experiences that can be offered at Hatherly which are otherwise offered in other schools throughout the district. With limited space, program equipment must be stored in the surrounding hallways. Adaptive Physical Education is a component of our special education program that occurs in this space as well. However, the gym is too small for some of the adaptive PE activities to occur as part of our inclusion program. In addition, the gym itself is on a second level of the facility, requiring a chair lift for our disabled students to access it and other adaptive programs.

Library/Media Center: This space is 2257 sf and similar to the gym layout, is surrounded by classrooms on all sides. Unlike the gym, this space supports the educational program as it can be used by all of the classes around it for centers and small group projects.

Kindergarten capable classrooms: 2 classrooms at 1140 sf each. These spaces allow us to implement center-based instruction, co-teaching and project based learning effectively. These were identified as adequate in our elementary master plan analysis.

General classrooms for grades 1-5: 19 classrooms with an average of 850 sf each. To deliver the full educational program, there are not a sufficient number of general educational spaces in Hatherly and they are not configured to support the personalized approach to learning SPS expects. Due to the age of the roof, several of these classrooms leak during rain storms. Students and staff belongings are often damaged and education interrupted as groups must be relocated. Due to roof leaks, portions of several classrooms become unusable during rain/snow storms and because water has gotten behind the walls, windows have either fallen out or rusted shut due to rot. Roof repairs and window replacements are ongoing but these issues are regular occurrences that constrain teaching and learning.

Art classrooms: 1 classroom of 850 SF. Our art teachers (and many classroom teachers) also teach outdoors when appropriate. Hatherly is able to provide a comprehensive arts program that explores clay/pottery, 2 and 3D art, painting. The kiln is not able to be near the art room but otherwise, this space meets the needs of the program.

Music: Music is taught in 1 modular classroom that is over twenty years old. The space is 950 sf. Hatherly participates in the orchestral and band programs and provide instrumental lessons for students during the school day. However, the practice spaces are small rooms also located in the modular unit and lack sound insulation which limits the time students can practice. Instrumental music begins in 3rd grade but there is insufficient storage for student instruments. As part of our district's commitment to project based learning (PbL), student assessment has shifted from purely traditional testing to authentic, performance based assessments that encourage students to demonstrate and communicate their skills and understanding. However, the lack of demonstration and performance space throughout the building inhibits our ability to showcase student work.

Computer lab: Scituate is a BYOD (Bring your own device) district. There is no computer lab. Rather, devices are authentically integrated into the learning experience as appropriate. In addition, devices are available for any student who does not have one.

Science/STEAM Lab: There are none. Our STEAM program is delivered in the classrooms but limited in the scope of what can be offered.

Cafeteria: At 2995 sf, the size serves our needs but the age of the space has become a serious concern. The stage is antiquated and insufficient for performances and the kitchen is in need of serious attention. Most recently, sewage backed up into our kitchen and cafeteria due to a pipe that had rusted out.

Auditorium: There is no auditorium.

Intervention Space: Two rooms in a small modular building, approximately 950 sf., which was designed for temporary use but is now twenty years old and deteriorating. Students receive intensive reading and mathematics supports in this space. Both spaces are used regularly but sometimes must be taken offline for repairs to the roof, emergency access door/stairs, etc. Because they were not designed for long term use, the maintenance of this structure presents challenges as the building materials have not stood up well against snow and rain.

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 original design was for 500 students with office space, cafeteria and gym area with surrounding classrooms. Current enrollment is approximately 300. This school used to hold music class on the stage and in the cafeteria. Presently music is held a modular classroom that was put in temporarily in 2000 to accommodate the high number of students. Music moved off the stage and cafeteria when the 6th grade moved out in September of 2017. An art room was created using a converted storage area, there are no breakout spaces for modern education and special education needs. Gym is limited as to what can be done as this space is surrounded by classrooms.

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).

As a district continued maintenance on our schools is essential to keep our aging buildings in good working order. To that end our planned maintenance is fire alarm testing and monitoring, checking and replacing our fire extinguishers yearly. Generator maintenance is done at least yearly along with testing once a week for all. Elevators inspections along with maintenance are done twice a year along with chair lifts for schools that have them. Regular monitoring and maintenance are done on all our refrigeration in our kitchens. Replace all filters in our univents and roof top units twice a year. The District does roof maintenance at all six schools. Asbestos inspections are done every three years and are done every six months by our custodial staff to make sure this is contained. The District does inspect and clean all boilers once a year before heating season usually in the summer. The District does inspect, clean and repair all univents once a year. The Town's Capital Repair program is a rolling 5 year plan and is for any project over \$ 25,000 with a life span of 5 years or more. We have a five year capital plan for the schools that includes security enhancements for all schools for FY20. Roof repairs/replacement and window replacement for Hatherly Schools is in FY21. Driveway replacement along with parking lots and sinks and some piping repairs is scheduled and in the plan for FY22. In FY23 we have in the plan to replace all unit ventilators in all classrooms at Hatherly . There have been no major repairs or debt exclusion overrides for major renovations for this school. The Town did and Energy Savings with an outside firm AMERESCO of which the schools were a major beneficiary and borrowed \$ 5m plus for this project. Hatherly School received new lighting along with new exterior doors for approximately \$ 250,000. This building is the subject of an OCR complaint due to accessibility for students with disability. As we know this school was not built with ADA in mind but as a minimum we should be able to provide access for students with disabilities and this school was not built that way. It is one floor but in order to access the upper wing a stair lift has been provided but that operation takes time away from learning for this student. The school itself is built on a slope and just getting there with deteriorating sidewalks and parking lot is even more difficult.

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.

This school has two sloped roofs connected by a flat roof and all roofing is EDPM. Both of the sloped roofs and the resulting water/snow runoffs make for a drainage system on the flat roof that gets overloaded causing puddling and saturation as the roof ages. The flat roof is a wood structure and makes it extremely difficult to keep up. All the windows are wooden supported by concrete masonry on the sloping portions and wooden walls in the flat section. We have replaced sills, frames and glass to keep from falling in of the windows. A perimeter utility tunnel is located below the slab on grade. This makes it very difficult to fix any plumbing or HVAC issues as we have to access through a tunnel. We have had numerous pipe leaks or breaks in these tunnels as the plumbing ages. Plumbing is behind the concrete walls which makes it extremely difficult to repair as we have to take the concrete walls apart in order to get at the elbows and piping. We have had to shut down a number of sinks due to failing lead tests. The unit ventilators are original to the building and regularly fail. This often occurs in the winter which can be difficult to keep the classrooms warm and to bring fresh air in when needed. The main electrical system is original to the building and has reached its useful life. Each of the classrooms has an insufficient number of convenience outlets. Light control is inadequate throughout the building. The District has added a new emergency generator which is not utilized to capacity as the electrical system is inadequate. We are only able to utilize the generator for the bare essentials needed for each emergency. The telephone system is inadequate to fit the needs of a present day school. Sprinkler system does not exist throughout the building. Accessibility getting to the building is inadequate. Once inside the building accessibility for all students is very difficult and takes away from time on learning. In this building there is a chair lift between the Cafeteria and Gym spaces which all students have to travel at least once a day. Mobility issues are severely hampered with this lift.

Priority 5

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

The roof is maintained and fixed every time a leak is detected. The district had an outside contractor come in and infrared the whole roof area to see where the leaks are coming from and where the insulation has been saturated. We did a cut and replace of the insulation and EDPM along with new seams in 2015.

Most of the windows are original to the building. They are single pane and wood structures. We have done major work on shoring up the window walls with insulation on the bottom and shoring up the sills and structure around the windows so they won't fall out. The district has replaced ten windows with double hung windows.

The district when work needs to be done on the HVAC system on some of the pipes it is very confining to detect as you have to crawl into the tunnel system to repair or replace. We have had to do that as the piping system is original to the building.

With the unit ventilators being original it is becoming more and more difficult to get parts to fix. The district maintains as best we can by changing filters, cleaning out the units and keeping the outside air vents in working order.

The electrical is maintained but it is old and becoming more and more difficult to fix. New generators added but we don't use to capacity due to inadequate electrical throughout the building.

Priority 5

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

Roof leaks: Due to roof leaks, portions of multiple classrooms become unusable during rain/snow storms and because water has gotten behind the walls, windows have either fallen out or rusted shut due to rot. Roof repairs and window replacements are ongoing but these issues are regular occurrences that constrain teaching and learning.

Modular classrooms & utility tunnel: Although they were designed to be temporary, the portables remain in place which is currently needed. The modular and utility tunnels have unintentionally created space for animals to build nests within the exterior of the portable. For example, for more than a year, skunks have been invading spaces creating classrooms that have a constant and very overpowering skunk odor. Exterminators and specialists have been brought in numerous times. However, due to the current conditions beneath and around the modular building, the solutions don't last and infestations continue to reoccur. The same is unfortunately true of flies. The window seals and general deterioration of the building allows for fly infestation to occur in the classrooms each spring and persist to the first frost. Both the flies and strong skunk smell regularly distract from teaching and learning throughout the year.

Windows: Because the windows are in need of replacement, it makes maintaining the appropriate temperature in the classrooms difficult. Portal heating units, fans, etc. are found in classrooms in an effort balance the temperature effectively. In addition, some windows have simply fallen out of the sill. That particular window has been replaced and there is an effort to replace as many as possible—be it cracked, unable to open or close, or lose in the sill. However, this solution is a patchwork approach and a more comprehensive solution is much needed.

HVAC & Unit Ventilators: The window issue is compounded by the age and condition of the classroom unit ventilators. Despite regular maintenance, these systems regularly fail. This often occurs in the winter when they are working especially hard to keep the classrooms warm. When a unit fails, children and teachers must be relocated or combined in another room while it is repaired. These emergency repairs are quite disruptive to teaching and learning.

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.

By addressing the envelope with concrete repairs, window replacement, and roof replacement the protective layer on the building will be restored and have a substantial impact on the indoor climate as well as extend the useful life of the building. By replacing the aged MEP systems, the efficiencies and operating costs will be positively impacted immediately and going forward. The indoor environment will positively impact the quality of teaching and learning. By providing accessibility throughout the building will remove all barriers to challenged students, staff and families. This will allow for more flexibility for program offerings. Fire safety will be improved with a sprinkler system. Removal of asbestos throughout the building and replacing with new tiles, pipe covering and duct work would bring the systems up to date and more efficient. The estimated costs of renovating and replacing our Building Envelope is estimated to be \$2.2M The estimated costs of replacing or renovating our existing asbestos flooring, bathrooms and doors is estimated to be \$ 2.8M The estimated costs of renovating or replacing our mechanical systems is \$ 3.2M The estimated costs of renovating or replacing our electrical systems is \$ 1.6M The estimated costs of improving our accessibility to the site is \$.6M The estimated cost for all major systems renovations would be approximately 11M and that would not address the layout issues with the interior of the school (gym, instructional spaces, etc.)

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):

Habeeb and Associates

The date of the inspection: 1/4/2019

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

The age of the facility is apparent. Lighting levels, natural light, spatial configurations and acoustics do not meet current expectations and standards. Room configurations and locations do not support flexible learning models in and between classrooms desired by the District. There is not adequate space for teacher collaboration across grade levels and with specialists. There is no direct visual access from the main office to the entrances and parking lots. The main office does not have a reception area and is undersized. There are no conference rooms and access to the health office is thru the main office. Classroom spaces are undersized at 840 square feet. Small group specialized instruction space is inadequate as is spaces for OT and PT. The music classroom is located in a temporary (modular) classroom which has exceeded its useful life. The Art room is adequate but is limited for showing student artwork and has limited shelving due to size of space. The Physical Education area serves as a corridor to classrooms resulting in disruption to program. Gym is undersized at 2,280 square feet and limits programs. Student dining space is adequate but is not flexible for band instruction as the stage is not ADA compliant. The space with the furniture does not lend itself to be organized in a different way. The Teacher areas is undersized for the number of teachers in a modern school. This space does not support the activities of the teachers utilizing the area.

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

The district is committed to personalized instruction which encompasses three fundamental components of our educational program: centers-based instruction, co-teaching and project based learning. This is a district wide approach to education is central to the district's five year strategic plan and approved by the Scituate School Committee but which is limited by the physical configuration and rigid 'egg-crate' layout of Hatherly Elementary.

Centers-based instruction: Instruction is delivered through the use of learning centers to meet students wherever they are in the curriculum, rather than traditional lectures. Some centers are led by adults while others are independent. Students rotate through learning centers throughout the day and data from each center drives planning for the following lessons. The physical configuration of Hatherly makes this challenging. For example, those classrooms that are adjacent to the library are able to utilize that flexible space where centers can spread out and students can work in small groups. However, those classrooms that are directly adjacent to the gym no opportunity for small groups of students to spill out of the classroom into other spaces for their centers in addition to the serious distraction and noise from the PE classes going on right outside of their doors. Due to roof leaks, portions of several classrooms become unusable during rain/snow storms and because water has gotten behind the walls, windows have either fallen out or rusted shut due to rot. Roof repairs and window replacements are ongoing but these issues are regular occurrences that constrain teaching and learning.

Co-teaching: Co-teaching is a means of delivering inclusive instruction where a classroom and special education teacher work together in the same room. This allows disabled students to be educated in the same class with their peers. Special education services are delivered while skills are being taught. Disabled students benefit from maintaining peer relationships and don't miss out on core class learning experiences. Non-disabled students benefit from the exposure of diversity of children in their classroom and the relationships they build with them. Implementing a co-teaching model requires space for at least two instructors in every classroom. While the staff makes due, common planning spaces are needed to better support this component of our educational program. An integral part of co-teaching is providing space for teachers to collaborate. As a result of limited space, teachers often spend valuable time looking for an open space which could otherwise be spent on collaboration and curriculum.

Project based Learning (PbL): PbL experiences are units of learning in which students tackle real-world challenges through hands on exploration. Instead of the traditional teacher centered instruction, teachers serve as facilitators to guide students to discover learning through research, design, collaboration and creating a product. PbL requires space for students to design, build and collaborate. Typically, schools utilize maker spaces or STEAM (Science, Technology, Engineering, Art and Math) labs to provide students and teachers with the space to design and create. Our staff have developed some creative work arounds but are limited in their space. The Hatherly facility lacks the lab/maker spaces to build, common spaces to teachers to plan and storage space for student projects.

Special Education: In addition to the core academic program, Hatherly is home to the Primary and Intermediate Learning Centers. Both are highly specialized special education programs which serve disabled elementary students in our community as well as from other school districts throughout the region. They are designed to educate children with severe intellectual, cognitive and physical disabilities such as Downs Syndrome, Autism and Cerebral Palsy. In addition to a modified academic curriculum, these program incorporate a wide range of Occupational, Physical Therapy (OT & PT) Speech & Language services as well as Adaptive Physical Education. These programs are more than just special education services, they are part of the fabric of the Hatherly community with families throughout the neighborhood working together with the school to support children with some of the most complex disabilities through a combination of these programs as well as family support groups. While there are tremendous staff dedicated to educating and supporting the students in these programs, the facility constraints

make an already difficult job even more challenging. The rooms for these programs are old classrooms converted to specialized service program spaces using donated cubical dividers. Students in these programs often need smaller, break out spaces in which to do discrete trials and receive one to one services. Because there are no dedicated break out spaces available in the building and the hallway is not conducive to learning, cubicles have been installed to provide some level of privacy. The staff structures the day around this to accommodate student learning and behavioral needs. Space constraints also impact OT/PT services. Due to a lack of appropriate break out or specialized service spaces in the building, the school's OT/PT services room has to be squeezed into an old storage closet adjacent to the cafeteria. The space is loud due to the exposed ductwork and far too small for the services that need to be provided.

Priority 7***Question 2: Please describe the measures the district has taken or is planning to take in the immediate future to mitigate the problem(s) described above.***

The district has taken several steps to ameliorate these challenges. Infrastructure issues that have impacted the educational programs such as leaking roof and window failures, have been systematically repaired wherever possible. Each time the roof leaks, experts are called in to identify the source of the leak and make a repair. However, they have indicated that they are now putting patches on top of patches and a new roof is in order for both the Hatherly and Cushing schools. As windows have failed, they have been replaced and repaired along with portions of rotted exterior walls wherever possible.

In 2017-2018, the Scituate Public Schools engaged Habeeb & Associates Architects to conduct a comprehensive study of our elementary schools so that we could make efforts to proactively address these mounting issues rather than simply react to them. The report reflected analyses of enrollment, educational program facility needs, educational space adequacy, facilities conditions assessments, planning options for facilities' needs (including projected costs and prioritization) and a range of solution options. While their report almost universally recommends the construction of a new school to consolidate both Hatherly and Cushing, the district has incorporated the data from the facilities assessment into its five year facilities and capital plan.

The district's master facilities and capital plan has been approved by the Scituate School Committee and shared with the town for capital planning purposes. The plan predominantly addresses major structural needs outlined in this SOI but the plan is unable to address the issues with the physical layout and configuration of the building and classrooms. Because the impacts to the educational program are inextricably tied to the physical structure (i.e.: classrooms adjacent to the gymnasium or not enough room for specialized service spaces), improvement measures are limited without a major project.

One creative and relatively low-cost measure has been reimagining the way our library is utilized in both schools. The current library is a relatively open space surrounded by several classrooms. However, it had been configured and utilized as a traditional library (i.e.: stacks of books with reception space, etc.) With our focus on centers-based instruction and project based learning, we are changing layout of the existing libraries to incorporate small group learning spaces, integrate technology more effectively and set aside places where small to medium sized groups can collaborate on a project. This has allowed the classrooms adjacent to the library to utilize the space to support the educational program more effectively. The classroom teacher is able to work with groups of students in the classroom while other groups spill out of the class into the library and can still be monitored by the teacher.

While significant efforts have and continue to be put forth to address the facility needs and the impact they have had on the educational program, the scale and scope of these issues has proven very challenging. This is due, in large part, to the fact that both the Hatherly and Cushing Elementary Schools were built nearly one year apart using the same plans and materials, resulting in the same layout challenges and infrastructure deterioration occurring in both buildings at the same time.

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.

Because many of the challenges are related to the physical layout of the building itself, these problems impact every aspect of teaching and learning. We have organized the information below geographically as different wings of the building are impacted differently but the theme is the same.

Multiple classrooms enter/exit directly into the gym: Physical Education instruction impacts teaching and learning for students in two full grades throughout the day as they have their classroom doors directly adjacent to the gym. Despite padding and insulation, physical education disrupts classroom education every day, all day. All students need physical education and during most of the year, PE can only be held indoors in the gym. In addition, the P.E. teacher's classes are constantly disrupted because the staff and students from these classrooms have to walk directly through the gymnasium to and from their classrooms. There are no other ways these students can access the rest of the building. Because the gym is integrated in the center of the school, there is inadequate storage space for physical education equipment resulting in mats, nets, and other equipment being stored in back hallways in the modular areas, and storage sheds located outside of the school.

Kindergarten: Of the 3 kindergarten classrooms, one does not have student restrooms, requiring the children to go across the hall to the other kindergarten classes. This movement is disruptive to instruction and learning in all the kindergarten classes.

Music: General music is held in one of the modular classrooms because there is no space in the main building. There is insufficient room for instrumental instruction. Thus, lessons occur in the cafeteria on the stage. When lunches begin, instrumental instruction and student focus is lost due to the cafeteria noise.

Classrooms in general: There is not enough space within classrooms. The space is inadequate for small group and collaborative learning opportunities. Often, children spill out into a common area (hallway, library, gym) in order to collaborate and complete group work and assignments.

Cafeteria: There are also two classrooms adjacent to the cafeteria. When lunches are in session, the cafeteria noise level impacts teaching and learning in these classrooms every day. Children have difficulty hearing their teachers, and they lose focus due to the distraction.

Special Education program rooms and lack of meeting space: The success of the Learning Center programs are a result of executing a well-rounded program. A part of the program incorporating parent support and parent education. Currently, parents of the program are invited to school a bi-weekly basis for a support in navigating daily issues as well as parent education. Staff have done an outstanding job of working with providing this service in limited space. The program is held around folding tables in a closet converted into a PT/OT office. This is not the only special education program impacted by the lack of space. The grade 1 and grade 2 special education pull out services are delivered in a closet converted into an office. Because it was a closet, the duct work is exposed and loud. All special education services are a product of a team consisting of parents, teachers, and specialists gathering to share assessment results and designing the best possible program so a student can achieve success. Unfortunately, there is no conference room at the Hatherly School. This requires these important meetings to be held in any space that happens to be empty.

Modular classrooms: In order to provide additional space to the school, temporary modular rooms were added on to the building. These additional spaces are and have been utilized as permanent classrooms due to the lack of space in the main building. Although they were designed to be temporary, the portables remain in place which is currently needed. This has

resulted in easy access for animals to build nests within the exterior of the portable. For example, for more than a year, skunks have been invading spaces creating classrooms that have a constant and very overpowering skunk odor. Exterminators and specialists have been brought in numerous times. However, due to the current conditions beneath and around the modular building, the solutions don't last and infestations continue to reoccur. The same is unfortunately true of flies. The window seals and general deterioration of the building allows for fly infestation to occur in the classrooms each spring and persist to the first frost. Both the flies and strong skunk smell regularly distract from teaching and learning throughout the year.

Roof leaks: Due to roof leaks, portions of multiple classrooms become unusable during rain/snow storms and because water has gotten behind the walls, windows have either fallen out or rusted shut due to rot. Roof repairs and window replacements are ongoing but these issues are regular occurrences that constrain teaching and learning.

