

## Massachusetts School Building Authority

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### Next Steps to Finalize Submission of your FY 2016 Statement of Interest

Thank you for submitting your FY 2016 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

Each SOI has two Certification pages that must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer\*. Please make sure that **both** certifications contained in the SOI have been signed and dated by each of the specified parties and that the hardcopy SOI is submitted to the MSBA with **original signatures**.

#### **SIGNATURES: Each SOI has two (2) Certification pages that must be signed by the District.**

In some Districts, two of the required signatures may be that of the same person. If this is the case, please have that person sign in both locations. Please do not leave any of the signature lines blank or submit photocopied signatures, as your SOI will be incomplete.

*\*Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated as the chief executive office under the provisions of a local charter.*

**VOTES: Each SOI must be submitted with the proper vote documentation.** This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- Ⓢ **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
  - Ⓢ For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- Ⓢ **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
  - Ⓢ Regional School Districts do not need to submit a vote of the municipal body.
  - Ⓢ For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

**CLOSED SCHOOLS: Districts must** download the report from the "Closed School" tab, which can be found on the District Main page. Please print this report, which then must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer. A signed report, with original signatures must be included with the District's hard copy SOI submittal. **If a District submits multiple SOIs, only one copy of the Closed School information is required.**

**ADDITIONAL DOCUMENTATION FOR SOI PRIORITIES #1 AND #3:** If a District selects Priority #1 and/or Priority #3, the District is required to submit additional documentation with its SOI.

- Ⓢ If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- Ⓢ If a District selects Priority #3, Prevention of a loss of accreditation, the MSBA requires the full accreditation report(s) and any supporting correspondence between the District and the accrediting entity.

**ADDITIONAL INFORMATION:** In addition to the information required with the SOI hard copy submittal, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact Diane Sullivan at 617-720-4466 or [Diane.Sullivan@massschoolbuildings.org](mailto:Diane.Sullivan@massschoolbuildings.org).

## Massachusetts School Building Authority

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School District [Westwood Public Schools](#)

District Contact [Heath Petracca TEL: \(781\) 326-7500](#)

Name of School [Hanlon Elementary School](#)

Submission Date [03/21/2017](#)

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### SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- After the district completes and submits this SOI electronically, the district must sign the required certifications and submit one signed original hard copy of the SOI to the MSBA, with all of the required documentation described under the "Vote" tab, on or before the deadline.
- The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- Prior to the submission of the hard copy of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation and certification signatures in a format acceptable to the MSBA. If Priority 1 is selected, your Statement of Interest will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system.

**Chief Executive Officer \***

**Nancy Hyde**

**School Committee Chair**

**Josepha Jowdy**

**Superintendent of Schools**

**Dr. John Antonucci**

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Chair, Board of Selectmen

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(signature)

(signature)

(signature)

Date

Date

Date

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\* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.

# Massachusetts School Building Authority

School District [Westwood Public Schools](#)

District Contact [Heath Petracca TEL: \(781\) 326-7500](#)

Name of School [Hanlon Elementary School](#)

Submission Date [03/21/2017](#)

## 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: [Replacement of Building](#)

Is this SOI the District Priority SOI? **YES**

School name of the District Priority SOI: [Hanlon Elementary School](#)

Is this part of a larger facilities plan? **YES**

If "YES", please provide the following:

Facilities Plan Date: [6/17/2015](#)

Planning Firm: [Symmes, Maini & McKee Associates](#)

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

The Westwood Public Schools has been very fortunate over the course of the past 20 years to receive funding from the state for major renovations to three of the seven schools currently in Westwood and we are very grateful to the state for that support.

In 2015, we as the school district commissioned Symmes, Maini & McKee Associates (SMMA) to perform a Master Plan Capital Needs Study. Due to the age and size of our buildings the focus of this study was the development of strategies for addressing the code and system upgrades required at the elementary schools and the middle school as well as exploring consolidation options that would address the educational inefficiencies associated with having small schools. With this focus in mind SMMA completed a facility assessment of each building, performed a demographic study, and ultimately produced a Master Plan for the district. As part of this process SMMA met with administration, faculty, staff as well as town representatives to formulate potential strategies to address our aging buildings, their inefficiencies and ultimately the impact that they are having on our students. A copy of the master plan will be submitted with this SOI.

In May of last year there was a Capital Needs Study Public Forum held in order to gauge community support for a potential project. The forum was well received and everyone was left with the understanding that something needed to be done with our buildings so that we might better serve our students. It was also stressed that we would need to work closely with the MSBA in order to come up with a final project that would meet all of the requirements of both the state as well as those of Westwood.

All-in-all there were 10 different options presented and were broken out into 4 categories. The first category was “The Status Quo” which essentially brings all existing buildings up to code but does not address any educational needs.

The second category of options involve keeping all five elementary schools and building additions to better address the educational needs of the system. In these options the buildings would first be brought up to code as with “Status Quo” and then would be added to.

The third and fourth categories of options involve consolidation of buildings that would result in one or two buildings being closed. The School Committee looked favorably at these options as they address building deficiencies, educational needs and result in a more streamlined, efficient and sustainable educational model for the school system. In addition to being the most cost effective, these options also move our preschool program from its current location at the high school to the Hanlon Elementary where it would be more programmatically appropriate.

The Hanlon Elementary is the most needy of all of our buildings and is represented in all of the categories laid out in the Master Plan. Sitting on 8.59 acres and abutting an additional 30 plus acres of town/school owned buildable land, the Hanlon site provides for an ideal potential building project. The infrastructure of the building is beyond its useful life. Built in 1951 many of the major components of the building are original including electrical switching, piping, HVAC and windows. Several years ago after completing a roof survey, it was determined that we will need to replace the roof, as it is all ready 29 years old. It was with this realization that we were lead to the discussion of what to do with our aging buildings. It didn’t seem to make sense to put nearly one million dollars into a roof of a building that doesn’t serve us educationally.

Our goal, with the help of the MSBA, is to come up with the most efficient model as possible for the delivery of education in Westwood as possible. With the declining elementary population, as seen in our demographic study, along with our small aging schools, we would be looking to develop a plan with the MSBA that addresses our failing infrastructure and creates a sustainable model for our district well into the future.

## Massachusetts School Building Authority

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

15.7 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

Does the District have related report(s)/document(s) that detail its facilities, student configurations at each facility, and District operational budget information, both current and proposed? YES

If "YES", please provide title, author, and date of report in area below.

Symmes, Maini & McKee Associates Master Plan/Capital Needs Study  
06/17/2015

Please include a hard copy of these report(s)/document(s) with your hard copy Statement of Interest submittal.

Is there overcrowding at the school facility? YES

If "YES", please describe in detail, including specific examples of the overcrowding. We do not have sufficient space in the building for an art and music room, as a result these classes share a stage space that is located in the gym.

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? Downey Elementary School

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

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

If "YES", how many staff positions were affected? N/A

At which schools in the district?

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

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

**The reduction in general education teachers at the elementary level was due to a drop in kindergarten enrollment over the past few years.**

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

**The Westwood School Committee approved the FY17 Operating Budget of \$41,830,053 on March 23, 2016. At the same time, the Town's proposed FY17 Capital Budget included \$885,050 in funding for school-related building construction projects. Both the FY17 Operating and Capital Budgets were approved at Town Meeting, on May 2, 2016. The FY18 proposed budget is an increase of 3.34% over FY17 and totals \$43,226,362. The Town is also proposing a Capital Budget of \$867,000 for school-related building construction projects. The FY18 Budget will not be voted on by the School Committee until February or March, but all indications are that it will pass.**

## General Description

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**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 34,280 gross square foot Hanlon Elementary School was constructed in 1951, with a three classroom modular addition in 2004.

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

Original Building 31,088 sq. ft. Modularity 3,192 sq. ft.

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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).

The site consists of approximately 8.59 acres that the current building and field sit on and an additional 30+ acres of uncleared buildable land behind the current building. The building houses regular education classes, special education programs as well as an extended day program. The overall site functions as intended, though some safety, accessibility, and circulation deficiencies exist. Currently there is not enough parking on the site for staff. As such, parking has been made available on the main street (Gay Street) in front of the building. This poses safety issues with student drop off as cars are pulling in and backing out into the street all while students are being dropped off in between the cars.

There are only two entrances that are accessible including the main entrance and one of the rear entrances, all others are not accessible due to either steps or stoops.

The wood fiber play areas are not MAAB compliant due to lack of paved paths to areas, and lack of accessible paths to various structures.

There is no loading dock or dedicated loading facility provided, and trash/recycling dumpsters are not easily accessible from the school.

Fire Protection – One hydrant is 125 ft away from the east side of the school. Overall coverage for the building does not appear to be adequate, as several portions of the building are greater than 300 ft away from the hydrant.

**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)

790 Gay Street  
Westwood, MA 02090

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

The exterior enclosure is minimally insulated and the windows are mostly original single-paned. The majority of the exterior is wood paneled with wood molding. Portions of the building/additions are framed with structural steel, wood roof trusses, and cast-in-place concrete foundations. The roof is 29 years old and after a moisture survey it was determined that it should be replaced. There are areas of the brick facade on gym that need to be repointed.

**Has there been a Major Repair or Replacement of the EXTERIOR WALLS?** NO  
**Year of Last Major Repair or Replacement:(YYYY)** N/A  
**Description of Last Major Repair or Replacement:** N/A

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**Roof Section** A  
**Is the District seeking replacement of the Roof Section?** NO

Area of Section (square feet) 25,470  
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))  
Flat ballasted roof with single ply EPDM  
Age of Section (number of years since the Roof was installed or replaced) 29  
Description of repairs, if applicable, in the last three years. Include year of repair:  
Ongoing patching of seams, last done summer 2016

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Roof Section B  
Is the District seeking replacement of the Roof Section? NO  
Area of Section (square feet) 6,360  
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))  
Flat ballasted roof with single ply EPDM  
Age of Section (number of years since the Roof was installed or replaced) 29  
Description of repairs, if applicable, in the last three years. Include year of repair:  
Ongoing patching of seams, last done summer 2016

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Window Section A  
Is the District seeking replacement of the Windows Section? NO  
Windows in Section (count) 81  
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))  
Original, single pane metal framed windows.  
Age of Section (number of years since the Windows were installed or replaced) 65  
Description of repairs, if applicable, in the last three years. Include year of repair:  
Normal replacement of broken glass and hardware repair of original 1951 windows.

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Window Section B  
Is the District seeking replacement of the Windows Section? NO  
Windows in Section (count) 12  
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))  
Vinyl slider double pane windows  
Age of Section (number of years since the Windows were installed or replaced) 12  
Description of repairs, if applicable, in the last three years. Include year of repair:  
Normal replacement of broken glass and hardware repair.

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**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).**

Boiler Plant – there are two Weil McLain gas fired steam boilers providing heat for the Hanlon. One boiler has been replaced in the past four years and at least one section of the other boiler was also replaced at that time. The condensate receiver and pumps are in fair condition. However the piping particularly the condensate is in critically poor condition with multiple leaks being repaired each year in areas that are accessible. Other leaks are occurring in more difficult locations to access and catastrophic failure is a distinct possibility.

Unit ventilators are original to the building and are in poor condition as is the pneumatic system that controls them. Teachers attempt to regulate the heat by turning the UV fan on or off as the temperature falls or rises above the comfort level.

The gym and cafeteria are heated via finned radiation running several feet above the finish floor. Heating and ventilation units located in a closet were to provide the necessary ventilation. These are in poor condition.

The 3 classroom modular addition is heated and cooled by natural gas roof top units that are in good condition.

The majority of the existing plumbing fixtures in place within the building are original. Some have been replaced with newer battery sensor-type flush valves and lavatory faucets.

The utility transformer secondary feeder terminates in a 400 Amp Main disconnect Switch located in existing boiler room at basement level. The service switch is manufactured by Frank Adams. It is the original switch and is operational but in poor condition. The service from the main disconnect switch extends to the main power distribution panel located in the same area. The panel is rated 400 Amp at 120/208v 3 phase 4 wire system. It's manufactured by Siemens and appears to be in good and operational condition.

The majority of power distribution panels are old beyond their life expectancy and some panels became obsolete. Power feeders associated with these panels are beyond their life expectancy as well.

Existing exit signs concept and layout does not comply with current code. Emergency lighting in some areas is inadequate (gym, cafeteria, music room).

Quantities of receptacles in classrooms and similar educational spaces are inadequate. Majority of receptacles and associated wiring appear to be beyond their life expectancy.

The current lighting control system does not comply with the current energy code.

The security system, or the "Intrusion Detection System" is comprised of door contacts at all exterior doors and Sonitrol sound detection devices distributed in the corridors only. The detection system is armed and disarmed by use of a keypad. There is no card access system in the building. There is also a two-way intercom and one-way video transmission to the attendant's desk in the main office. The attendant remotely unlocks the door and the visitor makes their way to the office, there is no visual contact from the main office to the front door.

**Boiler Section 1**

**Is the District seeking replacement of the Boiler?** NO

**Is there more than one boiler room in the School?** YES

**What percentage of the School is heated by the Boiler?** 99%

**Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)**

Natural Gas

**Age of Boiler (number of years since the Boiler was installed or replaced)** 3

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

Cracked cast-iron sections were replaced in 2012.

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**Boiler Section 2**

**Is the District seeking replacement of the Boiler?** NO

**Is there more than one boiler room in the School?** YES

**What percentage of the School is heated by the Boiler?** 99%

**Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)**

**Natural Gas**

**Age of Boiler (number of years since the Boiler was installed or replaced) 20**

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

Replaced several sections in 2012.

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

**Year of Last Major Repair or Replacement:(YYYY) N/A**

**Description of Last Major Repair or Replacement:**

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

**Year of Last Major Repair or Replacement:(YYYY) N/A**

**Description of Last Major Repair or Replacement:**

Original electric service.

**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).

According to the latest AHERA report, the asbestos in the classrooms has been removed except for portions of the flooring that remain which are mostly under the rugs. Several sections of hallway have been replaced with VCT.

Suspended ceiling grids in the classrooms and hallways are original.

Many of the doors have been replaced in the past 10 years all though there are some original doors still left such as the set of double doors into the gym vestibule and the majority of the outside classroom doors.

The interior of the classrooms are sheetrock with oak trim and cabinetry all in fair condition.

Lighting in the majority of the building has been upgraded in the past 5 years.

Ventilation (exhaust) is original to the building and is not sufficient in comparison to today’s standards. The unit ventilators in the building are all original and enclosed in casework in each classroom. These units are well past their useful life expectancy, do not function properly and are nearly impossible to get parts for.

The gym floor is original to the building and all though well kept is nearing the end of its useful life.

Many of the bathroom fixtures are original. Faucets have been replaced over the years as well as some of the bathroom partitions. The floors in the bathrooms are in good condition as are the walls and ceilings.

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

The Hanlon School is a K-5 elementary school currently serving 219 students. There are 11 general education classrooms in total. The number and size of spaces available for special education is not sufficient to support the range of disabilities we service which include the following:

**Speech:**

Students need auditorily controlled environment because the Speech and Language Pathologist supports students who have the most difficulty processing language. The Speech Room serves as a hallway to the school psychologist and is adjacent to the nurse's office and main hallway. The sound pollution and ambient noise associated with the location and positioning of the room has been problematic.

**Psychology:**

This is a discipline that requires the utmost confidentiality to provide service, yet students have to walk through speech office or nurse's office to get there. There is frequent sound contamination between psychology and speech. For example, the staff can hear each other's telephone conversations. Additionally, students experience emotional and behavioral dysregulation can be loud and may not be in control of their bodies. Bringing students who are upset to the school psychologist by way of the Speech room breaks confidentiality, compromises their dignity and privacy and disrupts students receiving speech services.

**Learning Center/Resource Room:**

The current space serves as both Learning Center and Resource Room space, and accommodates a wide range of students with increasing range and acuity of disabilities requiring specialized services. Multiple small groups led by teachers and instructional assistants share the Learning Center and Resource Room spaces. This includes students with academic needs, visual impairment and orientation mobility needs, emotional and behavioral needs, and full replacement curriculum. The space needs to be large enough and sub-dividable to accommodate a variety of services, groupings, equipment, and materials. The size of the classrooms does not accommodate separate meeting spaces, nor confidentiality of groups. The physical layout, size, and lighting, are not conducive to supporting students with specific needs. For example, students with emotional/behavioral needs may need a space separate from those with learning disabilities so that work on self-regulation doesn't interfere with work on academics like reading.

**Occupational Therapy:**

There is currently no permanent dedicated space for OT services. The classroom has to be moved from year to year depending on availability. The current space lacks confidentiality, as it is shared with the ELL and Math Specialists. Additionally, it lacks the structural layout to accommodate necessary occupational therapy equipment such as a ceiling mounted swing, trampoline, mats, etc.

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

The Hanlon has 11 general education classrooms that average 900 sf., 2 Special education spaces, 1 Art/Music Space (stage area), 1 Library (also 900 sf.), 1 Cafeteria, 1 Gym, and no Auditorium.

All rooms and spaces are original except for the modular classrooms, one of which is used for general education, the other two house our Extended Day Program.

The library is undersized at 900 sf. and therefore restricts usage and programing. The cafeteria is also undersized and a portion of it is utilized as a copy area for teachers. The special education spaces were at one point offices and are not really laid out to accommodate the special needs program. For instance one needs to walk through the speech and language area in order to get to the psychologist's area, which is very distracting to students in both spaces.

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

The school is being fully utilized. All though the school is not over crowded in each of the 11 general education classrooms, there still isn't sufficient space for special education programs or Art and Music, which currently share a back stage area. The library is undersized. The school was not originally built with a library and so one of the classrooms has been turned into the library. Three modular classrooms were added which allowed for the Hanlon to house one of our extended day programs. Two of the modular classrooms are shared with the extended day program. In the basement under the stage we also house the Early Childhood Coordinator's Office that works for both the town and the schools.

**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 Westwood Public Schools maintains its facilities through its Operations Department consisting of the Director, Assistant Director, two maintenance personnel, two groundsmen and twenty-six custodians. The Operations Department reports directly to the Director of Business and Finance.

Two out of the twenty-six custodians are assigned to the Hanlon for regular cleaning and maintenance of the building. When there are maintenance needs that are identified by the custodians, teachers or other staff, all have the ability to utilize an online maintenance program to submit their requests. This system allows for tracking, follow up and even budgeting of maintenance requests. We have had this system in place now for approximately ten years.

In addition to maintenance requests we have a preventative maintenance program that is also online. With this program preventative maintenance projects automatically are submitted on our equipment, which makes properly maintaining our equipment much easier.

Twice per year the Operations Director and Assistant do walk-throughs of all the facilities, meet with the principals and determine what projects need to be completed. Smaller or emergency items are taken care of immediately, larger repair or replacements are quoted and put on a list where they are prioritized.

Westwood Public Schools along with the Town of Westwood have a five-year capital plan that we both update every year. This capital plan includes Technology, Furniture, Fixtures and Equipment, HVAC, Roofing, Repair and Maintenance, Copiers and Vehicles. The priorities and available funding in a particular year will determine which projects will get funded for the year.

The community has historically given the School Department overwhelming support for our building projects. These projects included the addition/renovations of our Martha Jones Elementary School, Downey Elementary School as well as the largest project that we have had, the Westwood High School project. The community in Westwood has been very supportive of the School Department financially, from the debt exclusions necessary for the building projects to an operating override in 2006, to funding the Thurston Middle School Modular addition in 2012, they have time and time again shown their commitment to the educational system in Westwood and I would fully expect that they would continue their support with a new building project in whatever form that takes.



**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.*

In addition to the general education programming that is being impacted by the building and its aging infrastructure, there is a major impact on the types of special education programs that we are able to provide at the Hanlon. In fact we often have to move students out of their home district to another one of our schools in order to meet their specific needs. For example we needed to move three students just this year to our FOCUS program that is located at another one of our elementary schools. We have to continually work around the building and its deficiencies in order to best try to meet the needs of our students. The impact on these students is tremendous as now they have to get transported to another location and not be at their home school, which impacts their social progression as well.

We are not able to offer these much needed special education programs at the Hanlon due to space restrictions. The spaces that we currently use for special education programs/needs are not meeting the needs of our 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.*

In order to help mitigate the fact that we need to replace the entire roof of the Hanlon Elementary School we had some seams stripped in and a coating applied over the entire roof this past summer. This will prevent water leaks inside the building for probably about 6 years or so. There are actually two roofing systems on the roof, the original and then an overlay of insulation, rubber and then stone. Both of these systems need to be replaced.

In order to help mitigate the fact that all of the piping has been deteriorating at a greater and greater rate each year we have a stock of steam pipe available when we need to replace a section that has failed. The original unit ventilators throughout the building are kept operational by rebuilding parts as well as our preventative maintenance. The controls of the heating system will continue to be an issue as the system is beyond its useful life. Teachers will have to continue to turn unit ventilators on an off manually as the room gets too hot or too cold.

There's really no way to mitigate the space issues that we have without adding new space. The entire building is fully occupied, even closets have been turned into offices.

**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.*

The general education programming as well as special education programming is impacted by several factors directly related to the facility. The first and greatest impact is the result of poor heating/ventilation and temperature control. With unit ventilators that are beyond their useful life it is extremely difficult to manage the temperature of the classrooms and building as a whole. In addition to temperature control, there are major classroom disruptions when pipes break and have to be fixed. This creates a classroom condition that results in the degradation of teaching and learning throughout the building.

The second major issue is lack of space. Art and music do not have a dedicated space and as such it becomes very disruptive to the educational process. There are times when music has to be held in the gym because the art class is being held back stage. There are multiple offices that were once closets in the building. With no ventilation and in some cases no heat, these are not proper working conditions. This also makes for a lack of storage throughout the building.

As stated previously, the number and size of spaces available for special education is not sufficient to support the range of disabilities we service which include the following:

**Speech:**

Students need auditorily controlled environment because the Speech and Language Pathologist supports students who have the most difficulty processing language. The Speech Room serves as a hallway to the school psychologist and is adjacent to the nurse's office and main hallway. The sound pollution and ambient noise associated with the location and positioning of the room has been problematic.

**Psychology:**

This is a discipline that requires the utmost confidentiality to provide service, yet students have to walk through the speech office or nurse's office to get there. There is frequent sound contamination between psychology and speech. For example, the staff can hear each other's telephone conversations. Additionally, students experience emotional and behavioral dysregulation can be loud and may not be in control of their bodies. Bringing students who are upset to the school psychologist by way of the Speech room breaks confidentiality and compromises their dignity and privacy.

**Learning Center/Resource Room:**

The current space serves as both Learning Center and Resource Room space, and accommodates a wide range of students with increasing range and acuity of disabilities requiring specialized services. Multiple small groups led by teachers and instructional assistants share the Learning Center and Resource Room spaces. This includes students with academic needs, visual impairment and orientation mobility needs, emotional and behavioral needs, and full replacement curriculum. The space needs to be large enough and sub-dividable to accommodate a variety of services, groupings, equipment, and materials. The size of the classrooms does not accommodate separate meeting spaces, nor confidentiality of groups. The physical layout, size, and lighting, are not conducive to supporting students with specific needs. For example, students with emotional/behavioral needs may need a space separate from those with learning disabilities so that work on self-regulation doesn't interfere with work on academics like reading.

**Occupational Therapy:**

**There is currently no permanent dedicated space for OT services. The classroom has to be moved from year to year depending on availability. The current space lacks confidentiality, as it is shared with the ELL and Math Specialists. Additionally, it lacks the structural layout to accommodate necessary occupational therapy equipment such as a ceiling mounted swing, trampoline, mats, etc.**

## 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**

**Nancy Hyde**

**Josepha Jowdy**

**Dr. John Antonucci**

Chair, Board of Selectmen

(signature)

(signature)

(signature)

Date

Date

Date

\* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.