

## Massachusetts School Building Authority

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### Next Steps to Finalize Submission of your FY 2015 Statement of Interest

Thank you for submitting your FY 2015 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

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

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

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

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

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

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

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

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

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

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

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

## Massachusetts School Building Authority

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School District Tisbury

District Contact John Custer TEL: (508) 696-6500

Name of School Tisbury Elementary

Submission Date 4/6/2015

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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.

<b>Chief Executive Officer *</b>	<b>School Committee Chair</b>	<b>Superintendent of Schools</b>
Jonathan V. Snyder	Colleen McAndrews	James H. Weiss
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.

## Massachusetts School Building Authority

School District Tisbury

District Contact John Custer TEL: (508) 696-6500

Name of School Tisbury Elementary

Submission Date 4/6/2015

### Note

On behalf of the Tisbury School community, thank you for your consideration of our application.

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

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

### SOI Vote Requirement

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

Potential Project Scope: Potential New School

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2015 Tisbury Elementary

Is this part of a larger facilities plan? NO

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

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

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

**Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 17 students per teacher**

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

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

**If "NO", please note that:**

**If, based on the SOI review process, a facility rises to the level of need and urgency and is invited into the Eligibility Period, the District will need to provide to the MSBA a detailed Educational Plan for not only that facility, but all facilities in the District in order to move forward in the MSBA's school building construction process.**

**Is there overcrowding at the school facility? YES**

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

Particularly in early elementary grades, class sizes have increased in recent years. In the 2013-14 school year, an additional classroom was created in order to accommodate a large 1st grade. The space used was not a general classroom, but rather a tutorial room. It could therefore only accommodate up to 12 students. Elementary classrooms average just less than 700 square feet in area and 19 students. Outfitting this space as a 1st grade classroom meant displacing physical and occupational therapy, as there was no available space.

We have scheduled unified arts courses with "half classes" of students in order to address space limitations and ensure safety, as these rooms (art, engineering technology, computer technology, family and consumer sciences) are small and cannot reasonably accommodate full classes of junior high students. The school's only designated computer lab is 636 square feet in area. The engineering technology room is 794. Art is 794.

The school continues to lease a 1000 square foot modular building, detached from the main building that was obtained in 2002 as a short-term plan to address space deficiencies. That space now includes three separate rooms and houses 4 different programs – K-4 reading remediation, K-4 math remediation, 5-8 reading remediation, and K-8 English Language Learners. Each of these programs has experienced significant growth, most notably ELL, which has seen the number of students more than double in size from three years ago to a current total of 48. There is no available space in the main school building to house these programs. Unfortunately, even while the modular building provides needed space, outfitting it with compatible technology, communication, and security features has proven difficult or impossible. The Department of Elementary and Secondary Education has cited the school for housing certain programs in the space in the past. Formerly, special education, physical therapy, and occupational therapy services were provided in the modular building, but this is no longer possible. The 8th grade algebra class, held daily, is taught in a room in the modular building, sharing the space with a 1st grade reading remediation class that is held simultaneously.

The school has two special education resource rooms. Each is shared between two teachers and two programs; one room houses K-2 as well as grades 3-4, and another room houses grades 5-6 as well as 7-8. Regularly, students in different grade levels share these spaces, working with different teachers on different lessons. The school has 44 special education students, and they are all scheduled in the resource rooms daily. Accordingly, these rooms are often crowded and busy.

The school's gymnasium, at 3716 square feet in area, was built in 1938. The adjacent stage is 616 square feet. Both of these spaces, because of their small size, affect the school's ability to schedule assemblies, events, and performances. When the retractable bleachers are used, they extend well into the court, so they cannot be fully used during athletic contests. Many events must be scheduled to run at different times in order to accommodate guests and spectators. During concerts and theatrical performances, seating is often limited. Additionally, the gymnasium serves as the official emergency shelter for the Town of Tisbury, and the Emergency Services Director and American Red Cross coordinators

have noted concerns about the space.

The school's library/media center, built during the 1995 renovation, has been outfitted as a "half lab" to provide for the increased need for computers. As a result, elementary classes are divided in half, and while one group has library class, the other has computers – in the same room. The 1775 square foot library is a busy place, as students K-8 use it daily, particularly since it houses the building's most modern and reliable technology. The school does not have WIFI, so the library/media center is the desired location to utilize technology. At the same time, the program continues to offer print resources, which requires a great deal of space. The result is an often-crowded library where teachers and students are engaged in meaningful work. However, accessing the space is a growing challenge.

The school's cafeteria is 1246 square feet. Lunches must be scheduled so that no more than 80 students are in the space at a given time. This affects our ability to be more flexible with scheduling programs and classes.

The nurse's office, at 226 square feet, does not include a separate space for examination/treatment. Rather, all administration and clinical services are performed in a single space, offering little privacy. If more than one student is with the nurse, the space is overcrowded.

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

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

At which schools in the district?

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

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

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

At which schools in the district?

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

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

Does Not Apply

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

The FY15 school budget includes a reduction from FY14 of \$20,000 that was planned for the lease of a larger modular building, to replace one the school has leased since 2002. The programs housed in that building are at or beyond capacity, and there is no available additional space inside the main building. The School Committee and administration sought to replace the current modular building with a larger one. It was decided this was not feasible, as the direct and related costs approached \$750,000. The school will instead continue to lease the current modular building, housing the programs it does now, with expected increased participation. The number of students in these programs (ELL, math and reading remediation) is growing, as evidenced by eligible Title I and ELL enrollment projections. The FY15 budget included an increase for ELL staffing. The DESE program review in 2012 revealed non-compliance with offering required student services. Increasing ELL staffing helps the school to address that deficiency, as the number of required hours of ELL instruction can increase. Additionally, while not part of the school's FY15 general budget, at a Special Town Meeting in December 2013, the School Committee submitted a warrant article for funding to repair and replace the school's roof. A survey in August 2013 showed that emergency repairs were necessary, and recommended full roof replacement as soon as possible. Temporary emergency repairs were completed in September of 2013, and full roof replacement was completed in August of 2014. Lack of adequate space for required and desired educational programs, and the deteriorating condition of the building are the two most significant challenges facing the School Committee when considering the budget. Increasingly, School Choice funds have been used in recent years to pay building maintenance-related costs, as opposed to funding programs and resources that directly benefit students.

## General Description

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

The Tisbury School was built in 1929. The gymnasium was added in 1938. A major addition was completed in 1995, adding 2 classrooms for Kindergarten, a new library, and two science classrooms. A modular building was obtained in 2002, and is still leased. It houses required programs that the main building cannot accommodate.

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

51000

**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 school site is 5.15 acres of developed land at 40 West William Street. The site includes the existing school building, a modular building, approximately 65 parking spaces, play structures, open field, and a ball field. In 2013, the Department of Public Works constructed a "wick" system (vertical septic treatment) on the east playground of the school. The school serves as the town's emergency shelter.

**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)

40 West William Street, Tisbury, Massachusetts

**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).

Exterior Envelope:

- The original 1929 and 1938 building's walls are constructed of three wythes of brick masonry (2 interior wythes) and an exterior brick face. The brick is bonded together without a cavity. This assembly should be tested to ensure it is in good condition.
- The 1995 building walls are constructed with concrete masonry unit backup wall, insulation, airspace, and exterior brick. The flashings and caulking need replacement.
- The steel lintels at many window heads are heavily corroded and should be replaced with new galvanized steel lintels and copper flashing.
- The existing precast elements are spalling and cracking. They should be tested to ensure they are secured and bonded properly. The existing precast should be repointed, repaired and sealcoated.
- The modular building's exterior walls are vinyl sided with aluminum gutters and trim. Moisture from past roof leaks may have entered the exterior walls.
- Many windows throughout the building were replaced during the 1995 renovation. The new windows are aluminum with insulated glazing. Many insulated window panes have some condensation showing that the seal in the glazing has been compromised.
- The curtain wall glazing also has condensation resulting from failed glazing seals.

**Has there been a Major Repair or Replacement of the EXTERIOR WALLS?** NO  
**Year of Last Major Repair or Replacement:(YYYY)** 1929

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

N/A

**Roof Section A****Is the District seeking replacement of the Roof Section?** NO**Area of Section (square feet)** 12620**Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))**

EDPM

**Age of Section (number of years since the Roof was installed or replaced)** 1**Description of repairs, if applicable, in the last three years. Include year of repair:**

In August of 2014, the man section of the school roof was replaced.

**Roof Section B****Is the District seeking replacement of the Roof Section?** NO**Area of Section (square feet)** 5080**Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))**

EDPM

**Age of Section (number of years since the Roof was installed or replaced)** 10**Description of repairs, if applicable, in the last three years. Include year of repair:**

This roof section includes the school gymnasium. It was repaired about 10 years ago.

**Window Section A****Is the District seeking replacement of the Windows Section?** YES**Windows in Section (count)** 150**Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))**

Aluminum frame with double-pane glass.

**Age of Section (number of years since the Windows were installed or replaced)** 20**Description of repairs, if applicable, in the last three years. Include year of repair:**

N/A

**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).**

Plumbing, heating, and electrical systems all require regular maintenance and repair. Improvements have not been made, but rather repairs to these systems. The contractor who services the school's plumbing and heating systems has expressed concerns about the reliability and performance of these systems. In particular, regulating heat in classrooms has proven to be difficult.

In general, the boilers are in fair condition. The steam boilers are nearing the end of their expected service life. The hot water boiler has approximately 15 years of additional service life remaining.

The primary electrical service runs underground from a street riser pole to a pad-mounted transformer. The secondary service originates from an NStar pad-mounted transformer to a main switchboard in a basement electrical room. The service is rated at 1600 A, 120/2-8 volts. The distribution section has minimal space for additional breakers. Additional panels exist throughout the school, generally flush in corridors. Most switchgear was manufactured by Westinghouse and appears to be in good condition, but without spare breakers or space for future expansion. There is a 1200 amp service for the fire pump connected ahead of the main switch. The service is located in a storage room adjacent to the main electrical room. There is abandoned wiring in an original switchgear vault.

**Boiler Section 1****Is the District seeking replacement of the Boiler?** NO**Is there more than one boiler room in the School?** NO**What percentage of the School is heated by the Boiler?** 35**Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)**

heating oil

**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:**

Hot water boiler installed new in 2011.

**Boiler Section** 2

**Is the District seeking replacement of the Boiler?** YES

**Is there more than one boiler room in the School?** NO

**What percentage of the School is heated by the Boiler?** 65

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

heating oil

**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:**

Extensive annual repair and ongoing maintenance to steam boilers (2).

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

**Year of Last Major Repair or Replacement:(YYYY)** 2011

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

Replacement of hot water boiler.

**Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM?** YES

**Year of Last Major Repair or Replacement:(YYYY)** 1995

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

The switchgear is in good condition and appears to have been upgraded during the 1995 renovation/addition.

**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).**

Finishes within the building are well-suited for school and have been maintained. However, they are worn and in need of replacement. Light quality in most areas of the school is very good due to the large window sizes. The corridors are generally well-lit through the use of borrowed light and artificial lighting. The acoustic quality of the school is fair. Acoustic treatment is limited to acoustic ceilings. It appears that some classrooms have considerable background noise from unit ventilators.

The corridor finishes are a mixture of structural glazed tile, wallboard and paint, and are in fair condition. Wallboard has limited damage that can be repaired and repainted. Classrooms and offices are wallboard and paint. The gymnasium walls are CMU with wainscoting and acoustical treatment.

Floor finishes include VCT, wood, carpet, ceramic tile and rubber. All need repair. The gymnasium floor is wood that has been maintained, but is buckling and uneven.

Acoustical ceilings in the corridors are standard mineral fiber tiles in a suspended steel grid. The ceilings in the remainder of the building are surface applied perforated tile.

Exterior doors are in fair condition, but are uninsulated and in need of new hardware. The interior doors are wood. The majority of hardware should be replaced to meet accessibility codes, improve security and improve keying options.

Interior lighting has been retrofitted with T8 lamps. Energy saving ballasts have been installed. Original classrooms typically have 3 rows of continuous recessed fixtures with baffles with 2 T8 lamps. The gymnasium has 2x4 surface fluorescent high bays with T5HO lamps. Fixtures are open bottom with wire guards. Mechanical rooms have upgraded lighting but original lighting is still present. Theatrical platform lighting consists of border lights with wrap-around fixtures for the working lighting.

**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 Tisbury School offers a comprehensive education program to students in grades K-8. This includes full-day Kindergarten and unified arts classes that include vocal and instrumental music, visual arts, computer technology, Spanish, and physical education. Important and required student services include special education, guidance counseling, and Response to Intervention (remediation in math and reading). Reflecting the values of the community, the school continues to expand its offerings to students. Increasing and improving valuable educational opportunities for students is an overarching goal of the school. Accordingly, much has been added over recent years, and nothing lost. Financial challenges have not been imposing, as the community is very supportive of education. Rather, space has posed the greatest obstacle in providing opportunities for students. The budget has supported adding staff, and flexibility and creativity has addressed scheduling needs. But the building continues to be the most difficult challenge. Spaces that were not intended to be used for students are now used with regularity. Many areas of the building do not support desired improvements in wiring for new technology. Small classroom spaces cannot be renovated to expand, even while enrollment has increased. The educational program is rich, and the school has continued to add in this area, despite lack of adequate spaces. The library and computer lab often have students waiting to access machines. Special education spaces (resource rooms) are shared among teachers, and regularly have students in different grade levels working on different lessons. These rooms are over-crowded. Spaces that were planned as administrative offices and tutorial rooms now house guidance counselors, speech and language, occupational therapy, and academic remediation services. In addition to lacking appropriate privacy, these spaces regularly house 4 or more students, when one is recommended. The detached modular building, leased since 2002, provides needed space, but it lacks appropriate capacity for technology, communications, and security. Still, the programs it houses are essential, and it relieves pressure on a main building that is already crowded. The school will continue to offer important and meaningful programming to students, to meet expectations from the community. The space limitations of the current building will likely prove to be increasingly challenging in conducting these programs most effectively. A pre-Kindergarten program is of great interest, but cannot seriously be considered given the current space limitations of the building.

**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 Tisbury School's core educational space includes the following:

space area in sq. feet number total area in sq. feet

Kindergarten classroom 1163 2 2326

General classroom (gr 1-4) 695 8 5560

General classroom (gr 5-8) 767 7 5369

Science classroom (w/ lab) 973 2 1946

SPED room (gr K-4) 630 1 630

SPED room (gr 5-8) 764 1 764

Library 1775 1 1775

The Kindergarten classrooms, library, and science classrooms were new in 1995, part of an addition and renovation project. All other spaces are part of the original building, constructed in 1929. Only the Kindergarten classrooms include toilets and sinks. The library also houses a "half lab" of 10 computers, in addition to the stacks of books and print reference materials.

**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 Tisbury School, at 51,000 square feet in area, is stretched in terms of capacity. Class sizes average 18, and enrollment is projected to increase slightly. Because programs have grown, the number of spaces needed has also

increased. In particular, the ELL program, as well as math and reading remediation programs, have experienced significant growth. Finding appropriate spaces in which to house these programs has been challenging. A detached modular building, leased since 2002, provides needed space, but it is not a long-term solution. The administration has relocated and moved several programs to different spaces, in an effort to make better use of space and provide appropriate settings for students to work. While this shifting has addressed short-term needs, there remain a finite number of puzzle pieces to move around and try to fit together. Meanwhile, the overall size of the school remains the same. As student enrollment has increased, and programs have been added, space needs have been highlighted. Last school year, an additional classroom was needed to accommodate a large 1st grade. The only available space was a former tutorial room that could house no more than 12 students. A room that formerly housed a computer lab was converted to a Special Education resource room, after citation by the DESE for use of an inappropriate space for special education students. Occupational and physical therapy services were displaced as part of the moves. Additionally, special education programs that are shared within the Martha's Vineyard Public School System cannot be housed in the Tisbury School. All other schools in the system can accommodate this, but there is no available space in Tisbury. Also, the district has a sincere interest in adding a pre-Kindergarten program. Currently, there is no space to house this.

**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).**

Roof replacement was completed the summer of 2014, following a survey in August of 2013. Voters approved this warrant article for \$305,000 at a Special Town Meeting in December of 2013. Recommended emergency repairs totaling \$7500 were completed in September of 2013, immediately following the survey.

Annually, as part of a maintenance program, flooring in the building is repaired or replaced. Areas of need are identified and prioritized. Carpeting, tile, and wood floors are all considered as part of this. As an example, new tile was replaced on two of the school's three floors in summer of 2013, and new carpet installed on two floors in the summer of 2014. Budget lines for building maintenance have not increased, despite increased spending in this area. Most notably, emergency repairs to the school's heating and plumbing systems have been necessary in recent years. Much of this cost has been assumed by School Choice funds, as general budget lines cannot cover these jobs. As directed by the Board of Selectmen, the School Committee and administration have continued to be responsible stewards of the building, making necessary repairs to take care of the facility. Improvements, however, have not been possible, due to anticipated high costs and disruption to educational routines. The heating system remains the most significant area that will require major upgrade in the coming years.

In addition to fully spending annual general budget lines on building maintenance, the School Committee has also used a significant amount of School Choice funds (over \$80,000 over the last two fiscal years) to maintain the school.

**Priority 4**

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

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Enrollment projections for the Tisbury School, provided by the New England School Development Council, show a moderate increase over the next decade. Currently, enrollment is 329 students, with the largest grade levels in the early elementary classrooms. Consistent with a recent trend, the school will graduate an 8<sup>th</sup> grade class in June of 2015 of 31, while the incoming Kindergarten class, starting in September of 2015 is anticipated to be 38. The largest grade level in the “middle school” (departmentalized, grades 5-8) is the 6<sup>th</sup> grade, with 38 students. Conversely, no grade level K-4<sup>th</sup> is smaller than 34. (Kindergarten is 37, first grade 41, second grade 42, third grade 34, and fourth grade 36.)

A condition in the community that has affected enrollment at the Tisbury School is the growing presence of Brazilian families. The number of ELL students has doubled in less than three years, now standing at 61. The vast majority of these students are in early elementary grades K-2. While many Brazilian families formerly were transient, this increased enrollment reveals that children born in the community are remaining here and enrolling in Kindergarten. In each of the past two years, the number of Brazilian students registering for Kindergarten represented nearly 40% of all students.

Within the overall Tisbury School enrollment, the number of ELL and Title I-eligible students has continued to increase. This has resulted in an expansion of programs and services, necessary to meet the growing required needs of these students.

**Priority 4**

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

In the 2013-14 school year, the Tisbury School created an additional classroom to accommodate a particularly large 1<sup>st</sup> grade. The space selected was not intended to be used as a general classroom, but rather a tutorial room. At 402 square feet in area, it could only reasonably house 12 students. As there are no "empty" classrooms in the school, the need to outfit a space as a classroom displaces other programs and services. As part of the creation of the additional 1<sup>st</sup> grade classroom, spaces for reading remediation, ELL, occupational therapy, physical therapy, and speech and language services were relocated. While it was disruptive, more importantly it resulted in losing space for some of these services.

A detached modular building, leased since 2002 (as part of a short-term plan to add space for required programs), provides relief, as the main school building simply does not offer enough space. Further, many of the spaces used are very small, and not truly appropriate for service-delivery as well as the number of students participating. In 2013, the School Committee and administration considered replacing the current modular building with a larger model, but this proved to be financially prohibitive. Accordingly, we will continue to use the modular building to house programs and services.

Annually, programs are moved to accommodate growing needs in other areas. The space for K-4 special education was relocated prior to the start of the 2012-13 school year, to address the deficiencies of that important space. The DESE had cited the school on two occasions for the lack of appropriate space for this program. A result of this move was losing space for a mini computer lab, which was then placed in the library/media center. This led to frequent overcrowding in the library, as well as the need to schedule classes differently. For the current school year, the Spanish room was relocated, so that a more appropriate space could be used for math remediation and enrichment. Finding the necessary space for servicing the growing ELL population is challenging. It will require placing more students than desired in the same spaces at the same times. While this is not best practice, it sometimes is the only possible solution, given space constraints.

**Priority 4**

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

The School Committee and administration have responded to a DESE finding that the school is out of compliance with the service delivery of the required number of instruction hours for ELL students by increasing ELL staffing. Still, even with increased staffing, finding space for these services remains the greater challenge. As the school has experienced with math and reading remediation, as well as special education, addressing the need to offer increased services to ELL students will result in teachers sharing spaces. This is not ideal, as it results in overcrowded rooms where there are different lessons being delivered simultaneously. Unfortunately, for students, this can be distracting and negatively impacts learning. For teachers, as well as being distracting, it requires additional time for planning and scheduling, which takes from time spent with students.

The addition of a third 1<sup>st</sup> grade classroom resulted in the need to schedule 1<sup>st</sup> grade unified arts classes differently. It was not possible to simply add an additional class of physical education, music, art, Spanish, and computer/library to respond to the creation of another 1<sup>st</sup> grade class. Instead, one classroom was "split", with half of the students joining one 1<sup>st</sup> grade class, and the other half joining the other 1<sup>st</sup> grade class, when attending unified arts classes. This compromised the opportunity for students in the classroom that was split to develop social learning with classmates, as that is an important aspect of unified arts classes. As well, collaborative planning time for the three 1<sup>st</sup> grade teachers was adversely affected, due to the unique scheduling needs required for having an additional classroom.

In addition to being disruptive to general practices, the necessary movement of programs to different spaces has exposed other unanticipated results. Some spaces, including the modular building, do not support desired technology, communication, and security. This information is considered when planning such moves. While space is limited, not all spaces offer the same opportunities for teachers and students. This further limits the administration's ability to move programs and services.

Within the building, general classrooms, as well as other rooms, are small. Certainly, there are not enough spaces, but the size of these spaces is also a factor that plays a major role in scheduling, planning instruction, teaching, and – most importantly – student learning.

**Please also provide the following:**

<b>Cafeteria Seating Capacity:</b>	80
<b>Number of lunch seatings per day:</b>	5
<b>Are modular units currently present on-site and being used for classroom space?:</b>	YES
If "YES", indicate the number of years that the modular units have been in use:	13
Number of Modular Units:	1
Classroom count in Modular Units:	3
Seating Capacity of Modular classrooms:	9
What was the original anticipated useful life in years of the modular units when they were installed?:	5
<b>Have non-traditional classroom spaces been converted to be used for classroom space?:</b>	YES
If "YES", indicate the number of non-traditional classroom spaces in use:	3
<b>Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters).:</b>	
A space that was intended to be used for small-group remediation (RTI services) for early elementary students now	

houses a Spanish classroom. It is 402 square feet in area.

A space that was intended to be used as a small computer lab is now used as the special education room for students in grades K-4. Two teachers share this 636 square foot space.

Additionally, the 1000 square foot detached modular building includes space for three classrooms and four programs – ELL, 5-8 reading remediation, K-4 math remediation, and K-4 reading remediation.

**Please explain any recent changes to the district's educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters). :**

While the school's educational program has fortunately not experienced extreme negative changes, increased enrollment has required scheduling adjustments and added use for many spaces. This has resulted in programs sharing spaces for services, and frequent overcrowding. This is seen particularly in the ELL, remediation (RTI), and special education programs. Also, the library/media center has absorbed a small computer lab, which was displaced as part of a larger move to relocate a special education room, per DESE recommendation. Administration regularly considers how to make best use of the school's limited space, and has moved programs as needed. The creation of an additional 1st grade classroom during the 2013-14 school year is an example. Doing so meant the relocation of reading remediation services, the ELL program, and the loss of space formerly used for occupational and physical therapy services.

While not directly impacting instruction and student learning, other spaces have also been relocated in the past three years, in order to make more efficient use of limited space with a desired goal of improving operations. Offices for the principal, associate principal, guidance counselor, and school business secretary have all been moved for this reason. The average size of classrooms for grades 1-4 is 695 square feet. This makes for tight conditions for classes of more than 16 students. Currently, those classes average 19. (Two Kindergarten classrooms, built in a 1995 renovation project, are 1163 square feet each. Current Kindergarten enrollment is 37 students.) Overall school enrollment is skewed towards K-4, which includes 60% of the school's students. The smallest grade level K-4 (34) is greater than the average for grades 5-8. Incoming Kindergarten classes have grown in size, while graduating 8th grade classes have been smaller. It is expected that this recent trend will continue, making the need to address space inadequacies in early elementary grades a priority. The School Committee adopted a Class Size policy that states: "Primary classes (grades K-4) should not exceed 18 students and intermediate classes (grades 5-8) should not exceed 22 students. In the event that a class does exceed these targets, the building principal, staff affected, School Committee and Superintendent will review possible options with the budgetary and space constraints."

Another result of increased enrollment has been the inability to accept as many students who have applied for admission through School Choice. The vast majority of School Choice applicants are in grades K-3, and these are the grade levels that have recently seen the highest enrollment, and thus offer less opportunity to add students. As School Choice acceptance is based on class size and dynamic, adjusting to the new conditions (increased elementary enrollment) has required a thorough review of School Choice policy and added communication to clarify for staff and parents.

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

"Primary classes (grades K-4) should not exceed 18 students and intermediate classes (grades 5-8) should not exceed 22 students. In the event that a class does exceed these targets, the building principal, staff affected, School Committee and Superintendent will review possible options with the budgetary and space constraints"

**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.***

The gymnasium roof was replaced with a new membrane and minimal insulation 4 years ago and is in good condition. The remaining roof has failed, and full replacement is planned for the summer of 2014. A new roof system will improve the R-value, save energy, and provide a warranty.

The window systems throughout the building were replaced with double pane glazing during the 1995 renovations. Seals, frames, glazing, and hardware are failing and the windows require replacement. Steel lintels above the windows are deteriorating and need to be replaced. An increasing number of windows are developing leaks.

The drainage system is minimal at best. A new storm water system is required to meet current standards. Existing water lines for domestic use may need replacement if an addition is required. A separate new water line for fire protection may be required to service the building. In January of 2014, the water main supplying the school's fire pump burst and required emergency repairs.

The school has received good maintenance on the heating system and equipment over the years. The heating system presently installed has both steam and hot water boilers. A digital control system was integrated with the existing pneumatic controls, but does not function properly. The combination of steam, hot water, and steam converter is inefficient and unreliable. Unit ventilators are failing with increased regularity. It has been recommended that the entire heating system is upgraded.

The existing electrical systems of the school were updated in the last 15 years, with some upgrades continuing. The electrical system does not reflect the needs of a modern facility. Changes over the years have resulted in existing system that do not meet today's electrical codes and use all the spare breakers in the existing panels.

The plumbing systems have served their useful life. Many fixtures do not meet accessibility codes. Where visible, cast iron pipe appears to be in fair condition. Smaller pipe sizes appear to be copper.

**Priority 5**

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

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The School Committee and administration, in addition to fully spending budgeted monies for repairs and maintenance, also has spent over \$80,000 in the last two years on building maintenance. The majority of this money has been used for repairs to the plumbing, heating, and electrical systems.

Following the recommendation of a roof survey, complete roof replacement is planned for the summer of 2014. The School Committee submitted a warrant article seeking funding for this project at a Special Town Meeting in December of 2013. Also, emergency roof repairs were made in September of 2013, immediately following the survey.

A new hot water boiler was installed in the fall of 2011, replacing a failed boiler. Ongoing, regular service to the boilers has continued, but not prevented several necessary large-scale repairs to the overall system.

Annually, in coordination with the fire chief, building inspector, and Board of Health agent, required and recommended repairs and upgrades are completed. Much of this work is electrical, but also plumbing upgrades have been necessary.

As the building ages, maintaining the systems required to keep the school open and operating safely has received necessary attention. However, desired improvements to these systems have not been possible, as simply repairing and maintaining has proven costly.

**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.***

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The growing occurrence of leaks has affected the school's ability to outfit certain spaces with desired technology such as Smartboards. Electricians and technicians have expressed concern about running wires in some locations and siting computers in areas vulnerable to potential water damage from leaking ceilings and windows.

Increased necessary work on classroom heating systems (unit ventilators, radiators) has proven inconvenient and disruptive. Frequently, contractors are present in classrooms while lessons are being delivered. The administration attempts to schedule such work when students are not present, however much of it has required immediate attention.

As the heating system has continued to be inefficient, some classrooms are too cold, while others are too hot. Teachers and students adjust to these conditions, but it certainly has a negative effect on comfort, attention, and focus.

**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.**

Making improvements to the school's systems will undoubtedly extend the life of the facility. Unfortunately, even with upgrades to the systems, the educational needs require additional space. The School Committee and administration look forward to using School Choice funds towards program and resources that directly benefit students, as opposed to spending this money on building repairs and maintenance. More efficient and effective systems would also improve the comfort and health of staff and students. Fewer disruptions to classes and routines would result if regular maintenance were not required to the building's systems.

**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):**

- Flansburgh Associates (architectural)
- Garcia, Galuska, and DeSousa (mechanical, plumbing, heating)
- Boston Building Consultants (structural engineers)
- Fuss and O'Neil (hazardous materials consultant)
- Edvance (technology consultants)

**The date of the inspection:** 8/30/2012

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

Overall, the building systems are in fair to good condition, but are nearing the end of their useful life. The requirements to meet current codes and create a new educational plan will impact all spaces and effectively require full renovation of the school to achieve compliance.

**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.***

While the School Committee and administration have maintained a commitment to offering required and desired educational programs for students, these programs are affected by facility constraints. Additional spaces are needed to ensure that programs provide better opportunities for students to be successful. Also, regarding the existing spaces, most suffer from overcrowding, as they are small.

Specifically, additional classrooms for early elementary grades would help address concerns about large class sizes. Computer labs that can accommodate a greater number of students, as well as support necessary technology, are desired. Special education rooms that allow students quiet space to work and learn would be welcomed. Larger spaces for guidance and the nurse would benefit students and parents by providing privacy. More appropriate (larger, housed within the main building) spaces for ELL and math and reading remediation would add legitimacy to these programs and allow a greater number of students to receive important services.

**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.***

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Continued leasing of a detached modular building is planned, in order to provide necessary additional space for important programs. Last year, the School Committee and administration considered replacement of this building with a larger model, however it was not feasible.

Electricians and technology consultants will continue to be hired in an effort to make improvements and expand technology capacity throughout the building.

Programs will share spaces, as much as is reasonably possible. Schedules will be designed to make the most effective use of available spaces. Priority will continue to be given to those programs of most importance to student learning.

**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 DESE has cited the school in recent years for non-compliance regarding spaces used for both ELL and special education. The lack of appropriate spaces to house these programs affects the school's ability to deliver best-practice services for students. Teachers share space for instruction, and students are exposed to overcrowded rooms where multiple lessons are being taught simultaneously. Frequently, students from varying grade levels share the same space. Their academic and social needs also vary significantly, requiring added efforts from staff. More specifically, ELL students requiring different levels of service are often scheduled at the same time in the same room. Even adding staff (which is planned for the following school year) will not solve the space issue for this program.

Desired improvements in technology opportunities for students have been met with challenges. In addition to small spaces for computer labs, the wiring capacity of the building limits possibilities to an extent. As educational programs incorporate 21<sup>st</sup> century skills, computer technology is critical for students. Both students and teachers would benefit greatly from increased opportunities to access technology and make it a regular part of instruction and learning.

**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.

