

ATTACHMENT A
STATEMENT OF INTEREST

Attachment A
Canton Public Schools
William H. Galvin
MSBA Statement of Interest
Submitted: June 10, 2021

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2021 Statement of Interest

Thank you for submitting your FY 2021 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to mail all required supporting documentation, which is described below.

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

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

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

- | If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- | If a District selects Priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

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

If you have any questions about the SOI process please contact the MSBA at 617-720-4466 or SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Canton

District Contact Barry S Nectow TEL: (781) 821-5060

Name of School Wm H Galvin Middle

Submission Date 6/25/2021

SOI CERTIFICATION

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

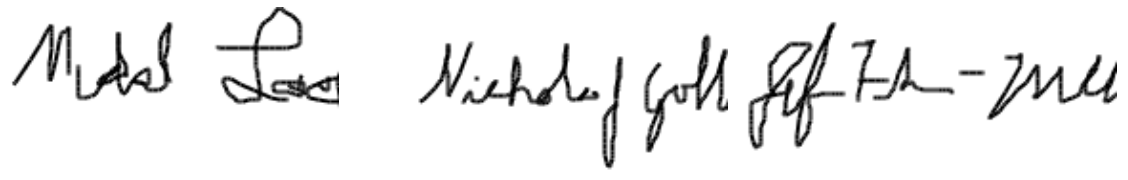
- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- After the district completes and submits this SOI electronically, the district must mail hard copies of the required documentation described under the "Vote" tab, on or before the deadline.
- The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation in a format acceptable to the MSBA. If Priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI.

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

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

Michael Loughran Nichola Gallagher Jennifer Fischer-Mueller

Chair, Select Board



(signature) (signature) (signature)

Date Date Date

6/24/2021 12:12:08 PM 6/24/2021 1:30:46 PM 6/25/2021 10:46:42 AM

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

Massachusetts School Building Authority

School District Canton

District Contact Barry S Nectow TEL: (781) 821-5060

Name of School Wm H Galvin Middle

Submission Date 6/25/2021

Note

Submitted 06/25/2021 @10:49 AM

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.

SOI Program: Core **Potential Project Scope:** Potential New School

Is this a Potential Consolidation? YES

If 'YES', Please describe Potential Consolidation that is anticipated at the school.

If the project is invited as a core program by the MSBA, we would explore consolidating grade 5 with the current school grades 6-8 and end up with elementary school, with grade configurations of K-4 and the middle school with grades 5-8. This would help solve overcrowding at the 3 elementary schools.

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2021 Wm H Galvin Middle

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 10/13/2017

Planning Firm: Dore & Whittier Architects

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

With extensive input from the community, Canton Public Schools developed a Master Plan to modernize its school facilities and align its existing building inventory with current and future enrollment trends and 21st-century programmatic offerings. The plan projects out 30 years, with a more detailed focus over the first 10 years. The Master Plan, as originally drafted and approved by the School Committee in October 2017 resulted in a District-wide grade reconfiguration so that each elementary school houses grades PK-4, the Galvin Middle School houses grades 5-7, and the Rodman building is re-purposed to be a new 8th-grade Academy. Canton High School will remain the same with grades 9-12. The District-wide grade configuration has since been modified, following a Feasibility Study completed in the fall of 2018. (See below and elsewhere in this SOI.) The scope of the original Master Plan was organized into three basic components: Facilities assessment, education needs analysis and visioning, and options development. Facility assessments included comprehensive architectural and engineering walk-thrus to document the existing conditions of each building and the estimated life expectancies of building systems. Educational needs analyses and visioning identified spatial deficiencies based on existing and future educational programs and MSBA guidelines. Dore & Whittier developed a wide range of District-wide Master Plan options to address the identified facility and educational needs. The key finding of the study identified Galvin Middle School to be in need of renovation and or replacement, and, therefore the most likely candidate for an MSBA project. The District generated a list of Master Plan objectives during community visioning workshops and public forums and a number of options were developed to resolve multiple issues on a District-wide basis. The preferred Master Plan option was selected because it most effectively met the District's objectives to move the Pre-K program from the Rodman building to the District's neighborhood elementary schools; it will update and improve the Galvin Middle School (through a renovation, renovation/addition or new construction solution which is the intent of this SOI); and it will re-purpose the Rodman building into a new 8th-grade Academy. By implementing the grade configuration change as described, the District is able to alleviate its overcrowding at the elementary schools by eventually moving the 5th grade to the middle school once the middle school project is completed. The original configuration in the master plan was superseded by a plan in the Feasibility Study completed in December 2018. The feasibility study had three objectives: 1 - Evaluate the feasibility of renovating the Rodman Building to potentially serve as an 8th-Grade Academy; 2 - Evaluate the feasibility of relocating Pre-K students in several scenarios and 3 - Evaluate the feasibility of renovating the Rodman building to, a) improve the quality of spaces for District offices and, b) support both District offices and an expanded Pre-K program. In the spring of 2019, the school committee voted to change the direction of the Master Plan and approved objective #3 in the feasibility study: renovating the Rodman Building for the Pre-K and District Offices and renovating/expanding or building a new grade 5-8 middle school. The District plans to continue to initiate the Master Plan in the spring of 2021 by submitting a Statement of Interest to the MSBA for the Galvin Middle School.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 21 students per teacher

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

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

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

Dore & Whittier Architects, 10/13/2017

Is there overcrowding at the school facility? YES

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

The current building does not adequately support the program objectives at the school both in terms of the number of spaced required and the appropriateness of those spaces. For example, special education is not delivered in appropriate spaces that accommodate the special needs of these students (type of space, acoustics, privacy, etc). Science is delivered in spaces that are well below the MSBA space guidelines, are completely interior to the building and therefore windowless, and do not provide a modern science curriculum opportunity. In addition, as part of the CPS Master Plan objective, due to overcrowding at the three elementary schools, a grade configuration would be implemented that would restructure the three schools to be K-4 instead of K-5 which is currently the case. The Luce Elementary is 93 students over capacity; the JFK Elementary is 153 students over capacity; and the Hansen is 84 students over capacity per MSBA guidelines for total gross square footage. Galvin would be changed to house grades 5-8 to alleviate their overcrowding concerns. The current Galvin Middle School structure of 6-8 faces overcrowding concerns, it will not be able to accommodate a 5-8 structure as it stands now.

The middle school staff has grown since our original SOI submission in 2018. During the 2020 – 2021 school year, we added 2.0 FTE to accommodate growing enrollment. We will be adding 2.0 FTE educators during the 2021-2022 school year to staff a new therapeutic program. Due to a shortage of classrooms, we will be forced to share classrooms, which means the classrooms they teach in will be used to 85% capacity or higher. The impact of this also compromises the physical layout of our team structure as our building currently has space for 8 teams. Since September 2020, have 9. This forces us to compromise the ideal layout to allow for teams to be as collocated as possible. Instead, some teachers will have to be distanced from other teachers on their team. In a true middle school, this is less than ideal.

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

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

At which schools in the district?

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

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

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

At which schools in the district?

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

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

Does Not Apply

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

Canton's capital budget cycle begins during the fall prior to the next fiscal year. The process includes departments submitting a capital plan to the Canton Capital Committee and Finance Committee. Discussions with the committees continue through the winter and conclude in late March, when the warrant for the annual town meeting is finished and sent to the voters. Annual town meeting takes place in May and assuming the capital plan is approved by the voters, funds are available beginning in July. If Canton is accepted into the core program by December 2021, funds needed for the feasibility study and schematic design phase of the project would be presented to town meeting in May 2022.

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).

Galvin Middle School's gross floor area is 133,543 GSF and was largely built all at once, in 1971, and has a small modular-construction addition from 2002 on its north side. Apart from this addition and some ongoing maintenance, the school has not had any major reconstruction or additions. The building has been well maintained however, it is starting to show its age in terms of wear and tear and is not nearly as efficient as a new building. Upgrades include: windows and doors were replaced in 2013, the majority of the roof was replaced in 1997 and is scheduled for replacement. Boilers were replaced approximately 18 years ago.

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

133543

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).

Galvin Middle School is located at 55 Pecunit Street, in the west-central area of Canton. The site is bounded by Pecunit Street to the southwest, Raven Road to the northwest, the Lt Peter M Hansen School (Canton Public Schools) to the southeast and wetlands/woods to the northeast. There are two paved asphalt entrances to the site along Pecunit Street. The site is characteristic of the locale, being of moderate slope, downward from south (street) to north (rear of lot), with wooded sections, some exposed ledge, and open grass and athletic fields around the site. An all-season ice/roller skating rink is located adjacent to the parking lot, between Galvin and the Hansen Elementary School, which shares the site. Soils on site consist of Urban Land 0 to 15 percent slopes (building, roller rink, baseball field) and Udorthents, sandy soils on the athletic field (soccer field). The Galvin portion of the site is approximately 22.54 acres (MA GIS measurement) with the imaginary dividing line roughly 40 feet south-west of the middle school entrance, aligned with the Surrey Lane street stub.

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)

Galvin Middle School
55 Pecunit Street
Canton, MA 02021

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).

Typical wall construction consists of a running bond brick veneer, 1" air space, and a 1/2" parging on CMU backup. Bands of precast concrete panels run horizontally at each level. The brick in areas on the back (north) elevation has moisture problems, where the brick, precast concrete panel, and expansion joint sealants have failed in multiple areas and are protruding from their joints. Moisture damage and some type of fungal growth on the face of the brick veneer can be seen at north elevations. Some sections at rear (north-west) elevations have been repointed. Brick joints at rowlock sills at north elevations have failed at multiple locations. Moisture has infiltrated below sill. Steel loose lintels in some locations have rusted and expanded and the sealant below the lintel appears to have failed. The pipe penetration at the rear (north) elevation is leaking. Precast concrete panel at rear elevation (north-west) corner has cracked at miter joint. Kitchen

loading dock at rear (north-west) elevation has brick damage above the steel lintel at the left-hand side. Precast concrete panels are stained at library entrance. It appears water has gotten under the roof fascia and run down the face of the CIP concrete panels.

Foundations are cast-in-place (CIP) concrete, typically not visible above grade, except at the south-west elevation where site slopes and are exposed 12" to 15' above grade. Deterioration is occurring at the top of foundation walls in some areas. The foundation and masonry have encountered impact damage at the front, south-east corner. The loading dock landing on the rear (north-east) elevation has some cracking, and deterioration at corner. Concrete spalling can be seen at some foundation locations.

Nearly the entire complement of windows in the existing building were replaced with heavy commercial thermally broken aluminum windows and storefront with 1" insulated glazing, and 1" insulated spandrel glass in 2013. Windows installed in punched openings in the '71 construction appear to be performing well; however water staining due to sill runoff, are noted around many openings. Window and standup A/C units are installed in multiple locations. Air leakage is an issue with both installation conditions, and affect interior thermal environment. An integrated A/C system has been installed in the administrative suite, and 3rd floor interior classrooms.

In 2013, nearly the entire complement of exterior doors in the existing building were replaced with new Fiberglass Reinforced Polyester (FRP) doors and aluminum doors with glazing at storefront systems. The door at the loading dock on rear (north-west) elevation has the original frame with minimal rust.

The building envelope lacks insulation and is not thermally efficient by today's standards. Insulating the walls could be implemented from the inside but would required extensive renovation and would reduce the size of interior spaces due to the installation of insulation and furring. Louvers on this building are typically smaller grille-type louvers, for the unit ventilators at classrooms. Intake/exhaust louvers made up of blades within a frame can be found near kitchen and mechanical room areas. Generally louvers and grilles' condition varies widely, from good to fair. New sealant has been installed at several grill-type louvers, but existing failing sealant still remains in some areas. Paint finish is failing on grill-type louvers in most locations, many of which also have failed sealant. Blade type louvers also have failed sealant joints.

See previous discussion regarding windows, doors and roofing.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO

Year of Last Major Repair or Replacement:(YYYY) 2014

Description of Last Major Repair or Replacement:

Doors and windows were replaced in 2014 however, the envelope remains substandard as compared to current energy code requirements. See previous section.

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 37217

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

The entire roof, except the gymnasium, was replaced in full with a Sarnafil white PVC, fully adhered membrane roof, installed 1997. The gymnasium roof was replaced with a Sarnafil white PVC fully adhered membrane roof in 2008.

Age of Section (number of years since the Roof was installed or replaced) 21

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

N/A

Window Section A

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 175

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

Thermally broken double pane in aluminum frames. To the extent the building can be successfully renovated these windows may be a candidate for saving.

Age of Section (number of years since the Windows were installed or replaced) 5

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

The District currently envisions a new building solution as being preferred. However, we recognize that if accepted into the MSBA Capital Pipeline all potential options will need to be explored including renovation, renovation/addition and potentially new construction. If a renovation or renovation/addition option is selected then some or all of these windows would be candidates for including as part of a renovation.

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

The Galvin Middle School is heated by a hot water boiler plant consisting of two (2) gas fired hot water boilers, hot water system pumps, boiler circulator pumps, combustion air intake and combustion by-product exhaust flues, and pneumatic controls. One boiler is manufactured by Viessmann, model Vertomat VSB 89 and has an approximate heating capacity of 3,000 MBH output, and maximum input of 3,361 MBH. The second boiler is manufactured by HB Smith, model 28A series – 13 and has an approximate heating capacity of 3,297 MBH output, and a maximum input of 3,844 MBH. The boilers are approximately 18 years old. The Viessmann boiler is a high efficiency condensing boiler and the HB Smith boiler is an atmospheric type boiler.

The flue gases are vented separately through the use of individual breeching that terminates through the mechanical room and up to the roof. Combustion air for the boilers is provided through the use of an inline fan with ductwork.

Hot water is distributed from the boiler to the building heating equipment by three base mounted end suction hot water pumps. Each pump has a 15hp motor. Heating hot water is circulated throughout the building to classroom unit ventilators, unit heaters, convectors, etc. The hot water piping and insulation located within the main boiler room appears to be in good condition. The pumps and piping distribution system was installed with the heating hot water plant.

The majority of the building is not air-conditioned. The Computer Lab is served by a ductless split system AC unit. There are other split systems or window air conditioning units where needed.

There are three rooftop units that feed interior spaces. The units are cooling-only rooftop units. The units were identified in the Master plan to be nearing the end of their expected useful service life. The unit serving the third floor interior classrooms was replaced in the fall of 2018. The unit that serves the first floor office/nursing area was replaced in 2017. The unit serving the second floor classrooms was scheduled to be replaced in April 2020 but may be delayed due to COVID-19.

To aid in air circulation and quality dur the 2020-2021 school year, the District added air purifiers to every occupied room in the district, including the galvin Middle School.

The cafeteria, library, and classrooms are served by indoor wall mounted unit ventilators located at the exterior wall. The gymnasium is served by horizontal unit ventilators located at the gym ceiling. Each unit has a hot water coil, supply fan and filter. Ventilation air is introduced to each of these units through a wall-mounted louver. Tempered air is distributed to the space through a unit mounted supply grille. The majority of spaces are exhausted through roof mounted exhaust fans. The units are original to the building, in poor condition and past their useful service life. The kitchen has one unit ventilator to feed the space which does not provide adequate make up air for the amount of air that is exhausted in a kitchen.

Electrical Systems

The switchboard consists of a 1200 amp main breaker/c/t section plus a distribution section. The switchboard was manufactured by Zinsco and is original to the building. Most panelboards are located flush in corridors, boiler room,

kitchen, cafeteria, etc. and are also original to the building. Most panels are full. The facility is secondary metered with the meter located in the electric room.

The secondary service runs underground between the pad mounted transformer and a 1200 Amp., 277/480V, 3Ø, 4 W switchboard located in the main electric room.

The switchgear was manufactured by GE, original to the building, and in poor condition.

Boiler Section 1

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? 100

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

The boilers use natural gas and are equipped with dual fuel burners. Dual fuel burners allowed the school to operate on either natural gas or #2 fuel oil, whichever is less expensive. The fuel oil piping has been disconnected and is no longer used.

Age of Boiler (number of years since the Boiler was installed or replaced) 18

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

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES

Year of Last Major Repair or Replacement:(YYYY) 2000

Description of Last Major Repair or Replacement:

The boilers were replaced in 2000 with one (1) high-efficiency condensing Viessman boiler and one (1) atmospheric type HB Smith boiler. We anticipate that as part of a new school building project these boilers and the distribution system(s) would be replaced with newer and more efficient systems.

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

Year of Last Major Repair or Replacement:(YYYY) 1971

Description of Last Major Repair or Replacement:

The switchboard and distribution system are original to the building.

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).

Flooring material in the school consists of original 9" x 9" vinyl asbestos tile (VAT). VAT has been replaced in some heavy traffic areas and classrooms with 12" x 12" VCT. Broadloom carpet is in a small number of classrooms and the library, painted concrete in maintenance areas, quarry tile in kitchen and associated spaces, and ceramic tile in restrooms. Condition of most VCT is good, original VAT is generally in fair condition although dingy, ceramic tile is good to fair, but carpeting and painted concrete condition are poor. Carpet in the classrooms and library is in poor condition, worn at high-traffic spots such as doorways, and has stains and runs. Carpet in library is buckling in some locations. Painted concrete floor finish in the fitness and technology rooms are heavily worn and in poor condition. South-east stair VCT at landing has cracked and been displaced. Ceramic tile flooring has failed at showers in the boy's locker room, and floors have been patched where existing partitions have been removed. Floor drain at boy's first floor restroom appears to be settling and is causing cracking in the ceramic tile floor. Metal stair nosing and risers are beginning to rust in some areas.

Interior wall and partition material consists primarily of painted concrete masonry units with occasional gypsum wall board, metal stud partition. Both are finished with paint typically. Lobby interior partitions and stair enclosures are brick veneer walls on CMU.

Ceilings throughout the building are typically one of three main types: acoustic ceiling panels (ACP) in a suspended metal

grid, suspended metal pan ceiling, or “Tectum” acoustical panels. Generally light fixtures are original surface mounted with the exception of the administrative suite and updated restrooms, which have updated ACP, grid and recessed mounted light fixtures. Condition of ACP ceilings varies: most are fair but there are some panels that are water-stained and/ or broken. The Tectum panels are in good condition despite their age. Suspended metal pan ceilings are in poor condition.

Interior doors throughout the building are typically of two main types. “Public” doors are predominately flush wood doors, with a natural finished. These include the vast majority of doors in the building. “Private,” or service doors are hollow metal, painted. Frames for all doors are typically hollow metal, painted. Most classroom main doors , and hollow metal corridor doors, have wire glass vision panels. Condition of doors ranges widely in the building.

Fixtures throughout the building consist mainly of classroom sink casework, other storage casework, book-cases at window walls integrated with unit ventilators, window shades, short throw projectors, smartboards and display surfaces such as tack boards, chalk boards and marker boards. Toilet room fixtures and equipment consist of toilet compartment screens, dispensers, trash containers, towel dispensers, and clothing hooks. Other miscellaneous equipment include items like fire extinguishers and cabinets, drinking fountains, corridor lockers for student personal storage, locker-room lockers, and stage equipment.

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

GMS is committed to becoming a deeper learning school that prioritizes equity, social emotional learning and a purposeful culture of belonging so that each student can live up to their personal and academic potential. To do this, we are actively shifting what teaching and learning looks like by providing engaging and relevant instruction and transformational experience for all students.

GMS is a grade 6-8 middle school that currently serves 766 students. Teaming of teachers and students is a foundational structure to our work in changing what middle school can be, however, our teams can't be fully co-located due to the limitations of our facility. Ideally, teams would be located in close proximity to each other to facilitate a stronger community culture and climate, interdisciplinary teams and a project-based and STEAM approach to teaching and learning, all of which are priorities for us. Currently, we co-locate English, math, social studies, and language classes, but our science classes are, unfortunately, tied to “science specific” classrooms located mostly on the third floor, and that have no exposure to natural light or fresh air. In addition, with science classrooms as an outlier, teachers cannot be fully integrated with their team. We also cannot co-locate our specials (art, computers, technology engineering and physical education) as they reside in specially designed rooms located away from the general population.

This year, we added a ninth team and expect to have nine teams for the future. This results in a team having to compromise co-location and, instead, share classrooms across the school because we don't have enough rooms to accommodate the number of teachers and teams we have. In addition, we are adding a health teacher and a second Technology & Engineering teacher for the 2021 - 22 school year. The health teacher will have to share a room and the Tech & Eng teacher will have to teach in a classroom not designed to support the specialized STEAM/PBL curriculum. This year we are also adding a therapeutic program to our school to bring students back into our district based on our equity and inclusivity goals. Creating this new space will bring added stress to a building and will displace another teacher.

The curriculum at GMS is driven by the MA State Curriculum Frameworks. All students meet daily for core courses in math, ELA, science, social studies and either reading or a world language. Students take exploratory courses and “specials” in art, health, physical education, music, technology & engineering, and library. Students may also access special education resources as their learning needs require. Though the MA Frameworks guide what we teach, we are committed to shifting how we teach. To do this we have partnered with i2 Learning and PBL Works to create and implement a project-based interdisciplinary curriculum that will be over the next three years. We have also been awarded a grant to implement Project Lead the Way in our Tech & Eng courses.

To further support these shifts, we will implement a schedule change to facilitate learning that capitalizes on student agency, voice and ownership of learning. The new schedule will provide additional time for teacher teams to collaborate and longer blocks to support student-centered learning. As teachers facilitate more student collaboration, classroom square footage will limit the number of students in a room and the type of learning that can occur. In addition, we have very few common spaces to be used for this purpose or for presentations. Our hallways are lined with lockers, have limited wall space and there are no alcoves for quiet work. The only places we have for these purposes are the library and the cafeteria, both of which are used a majority of the day for classes.

With regard to our priority of equity, special education is a focus. To be inclusive, we have a life-skills program. The GMS facility does not adequately provide what is needed for these students. Ideally, this classroom will include a kitchen, a handicap accessible bathroom with age-appropriate changing spaces, laundry facilities, and movement break stations.

Another priority is developing our capacity to meet students' social, emotional and wellness needs. We have 7.0 FTE in our counseling department to handle the increased need of students. Due to space limitations, two counselors share an office and one does not have an office. Given the sensitivity of their conversations, we need a more appropriate space for counseling staff.

We are shifting teaching and learning in big ways. Making systemic and institutional changes is our work; unfortunately, our facility poses many challenges and places many limitations on what we hope to accomplish. We are getting creative, sharing spaces and putting band-aids in places, however our programming and educational vision is suffering as a result.

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

There are 41 general education classrooms which include 6 dedicated science classrooms. General education classrooms range in size from 780 – 1000 SF. The average classroom is 835 SF and the average science classroom is 850 SF. Nine classrooms are interior to the building and have no access to natural daylight or views which includes 3 windowless science classrooms. Science classrooms have sinks with water running along 1 or 2 classroom walls. Classrooms are furnished with loose, epoxy-topped lab tables (no caster, very heavy). Casework is in fair to poor condition and many drawers have been removed because of damage. Our current science spaces are out-of-date and lack current technology and tools needed for a 21st century STEAM curriculum. As our school grows and we add 3.0 FTE, a ninth team, and start a therapeutic program, we will need four additional, dedicated classrooms that we currently do not have. Teachers will have to share spaces this coming year and the lack of classrooms will force at least one team to not be colocated, which undermines the culture and student experience we are trying to create.

There are 8 special education classrooms and two office-sized spaces that also function as pull-out spaces. Special education classrooms range in size from 800 – 1300 SF. Two self-contained special education programs occupy dedicated classrooms, however, most special education classrooms house more than one program concurrently. The classrooms that are dedicated spaces lack the resources they need as detailed in the section above. In addition, we will have to create an additional, dedicated special education space to house our new therapeutic program. The office/pull-out spaces noted are interior to the building with no access to natural daylight.

GMS has 2 art classrooms (1010 – 1060 SF) for 3.0 FTE art, 1 tech & engineering lab (1447 SF) for 2.0 FTE, 1 fitness center (1205 SF), 3 music classrooms (727 – 1064 SF) with 3 associated practice rooms (70 – 140 SF), and 2 computer lab spaces that have been repurposed (1069 SF). The technology engineering lab is significantly outdated. It is a former wood shop and still has the equipment and furniture from that time. As we transition to a STEAM curriculum and consider other courses such as robotics, we will need to re-envision this space in terms of infrastructure, furniture and equipment. The addition of a second Tech & Eng teacher will have us repurposing a former computer lab for this program. The music classes are on the second floor. The inadequate size of the three classrooms for a music program precludes us

from having multi-grade band, chorus and orchestra courses and rehearsals. Even housing a single grade, 40 student orchestra, is difficult in the space currently assigned.

Core spaces include a cafetorium (4903 SF) with a platform (1230 SF), gymnasium (9410 SF) and 2 locker rooms (1050 – 2290 SF), and a media center (5454 SF). Locker rooms associated with the gymnasium are over-sized and underutilized as they still house the shower staff from prior decades. The cafeteria is undersized for the population which inhibits opportunities for large assemblies. Our gymnasium is large enough to hold the whole school population, however if we were to do this, we would exceed the fire code and two of three grades we house must sit on the floor. The sound in this room is also sub-standard for assemblies. Our future vision includes performance spaces that are variable – from small group to whole school. Our current cafetorium and gymnasium do not allow for this.

The GMS Library/Media center is also outdated, except for the new furniture we purchased. Our book stacks are original to the building. In recent years, the library furniture has been reorganized to create distinct learning spaces, however, the lack of sound barriers make it difficult for more than one class to utilize the space effectively. Our vision includes turning part of this space into a maker space, requiring a renovation that includes infrastructure, furniture and equipment. In addition, our library is a library, it is not a true 21st century media center, which it should be to meet the needs of our 21st century students. The library/media center should be the hub of a school. Currently our library is only accessible to students from the second floor and only when teachers do not have the library booked.

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

The building was originally designed for an approximate 850-student population. There are currently 766 students. Currently, curriculum is delivered in each classroom, in most cases, 5 out of 7 periods per day for an average of 71% utilization rate which yields a capacity of approximately 800 students. This coming school year and for the foreseeable future, however, we will be utilizing several classrooms 7 out of 7 periods per day as we add staff, teams and programs. Class sizes for core classes average 23-26 students. While this model and capacity usage may work for a junior high school, it does not facilitate the middle school model or the vision we are trying to achieve as a school. The facility is overcrowded with regard to staffing and programming and leads to a declining student experience.

In addition, the overarching facilities plan includes bringing grade 5 to the middle school. To add a grade, we will be overcrowded in population as well. We will not have space for 2-3 teams of 5 teachers each nor the additional staff necessary for another grade to take specials and electives. For us to add grade 5 to our grade configuration, we require a new facility.

When the school was originally built there was no accommodation for special education which now utilizes spaces that were originally intended as full classrooms. While we have been able to use classrooms for special education spaces, our special education teachers share classrooms, often using makeshift partitions to create space. Given our space limitations, we have no small group learning or break out spaces for the special education department to utilize for small group support, work and testing needs.

In addition, we have used all spaces for student use, limiting administrative spaces and teacher planning rooms. We currently have two spaces for teachers to use to eat lunch in and make copies in. We do not have any other common planning spaces for staff. Further limiting spaces teachers can use for collaboration is the increase in room usage in some classrooms from 5 to 7 out of 7 periods per day. In addition, while we have three administrative offices (2 in the main office and 1 on the 3rd floor), we only have one very small conference room in the building in which we hold all meetings. This conference room can host up to 10 people, is an interior room and has no windows. Given our culture goals to

deprivatize practice and increase collaboration, we need additional teacher collaboration and meeting rooms.

Finally, our school cafeteria is designed to hold 260 students. Our current seventh grade class has 285 students this year and had 300 students last year. While we added tables, the cafe was significantly overcrowded. In addition, because our cafeteria does not accommodate larger numbers of students, we are limited when it comes to scheduling as we cannot mix grade levels or exceed one grade level worth of students.

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 maintenance program and practices include the following full-time personnel: District-wide Facilities Director, licensed master plumber/pipefitter, certified HVAC technician/master electrician, licensed plumber with controls experience, lead maintenance worker with general skills including carpentry, painting, hardware, general maintenance worker fully trained on roof maintenance, and a general maintenance worker trained in grounds and pest control. The system uses a computerized preventative maintenance and work order system for tracking and managing projects. The Galvin Middle School has four full time custodians for cleaning, minor maintenance, and preventative maintenance tasks. The in-house staff is supported by outside contracted services’ contracts including: burner/boiler maintenance, fire alarms, and intrusion detection systems, fire sprinkler systems, fire extinguishers, elevators, pest control, AHERA, and emergency generators. The maintenance program is also supported by school equipment including lawn and snow removal, maintenance vehicles for plowing, and landscape equipment including bobcat and tractors. Also, the school district has a fully equipped maintenance building and storage facility housing mechanical equipment, parts and inventory, and maintenance and custodial supplies.

The School Committee annually votes their Capital Improvement Plan (CIP) and it is forwarded to the town’s Capital Planning Committee and Finance Committee for approval. Final approval is voted at Annual Town Meeting. The plan is updated annually to reflect the new five-year period priorities and funded by allocating approximately 5-6% of general revenues. For the FY15 to FY22, the school department’s debt budget allocation for new projects totals \$7,680,000 inside the levy. For projects costing under \$50,000, the cash capital portion of the capital plan is used. These are pay-as-you-go projects that are not bonded. For FY15 to FY22, the school departments cash capital budget allocation for new projects totals \$5,500,000.

The total estimated CIP at Galvin Middle School is \$14,500,000 with high-priority items totaling \$2,250,000. However, when prioritizing items, the district found that many items were matters of high priority but were more appropriately included in the “full-renovation” category, and therefore \$11,500,000 of deferred maintenance was recategorized as future costs to the district. While the interior and exterior of the building are in fair condition, the building has had limited upgrades since 1971. As such, there are accessibility challenges, major deficiencies with MEP systems, lack of adequate mechanical ventilation in many spaces, and no sprinkler system in the building. As stated earlier, many teaching spaces lack natural daylight and views to the exterior. Interventions to relieve these issues would prove too costly and therefore are not included in the CIP.

Priority 2

Question 1: Please describe the existing conditions that constitute severe overcrowding.

In December 2016, Canton Public Schools hired Dore & Whittier Architects to perform a comprehensive facilities assessment. The assessment provided an in depth understanding of the District's capacity and space needs and found severe overcrowding to exist at the elementary level. Over the course of 2017, the District and community worked with Dore & Whittier to develop a long-term Facilities Master Plan that optimizes existing building inventory and alleviates overcrowding across the District. The Galvin Middle School is a key component in this long-term plan needed to solve the District's severe overcrowding.

There are three elementary schools in Canton and one pre-kindergarten center, all of which are over capacity based on overall gross square footage and classroom count. The Luce Elementary school is 69,410 SF with an enrollment of 463 students. By MSBA standards, a building of this size should support only 400 students. Based on the number of general education classrooms in the school, the building should be able to support only 488 students. The district has compensated for the overage by increasing class sizes and converting spaces that were being used for student services and Special Education pull-out back into grade level classrooms. These functions have been relocated into converted storage closets and hallways.

The JFK Elementary School is 59,666 SF with an enrollment of 467 students. By MSBA standards, a building of this size should support only 350 students. Based on the number of general education classrooms in the school, the building should be able to support only 492 students. In the 2016-2017 school year, JFK experienced such overcrowding that one section of kindergarten students who live within the JFK catchment area needed to be relocated to the Hansen school. This added an extra transition for our youngest students. For the 2017-2018 school year, the school converted a dedicated technology lab to a kindergarten classroom in order to bring kindergarten students back to their home-school. The JFK school has lost other programs to overcrowding and currently houses student support and special education services in converted closets, stair landings, and hallways. Both math and reading RTI pull-out occurs in hallways, physical therapy happens in stair landings, and occupational therapy is offered in a converted storage closet. Due to space limitations, the teacher work room has been relocated to an electrical closet which could be a safety hazard. Multiple special education programs that serve students concurrently share a single resource room which is not ideal for our most vulnerable learners.

The Hansen Elementary school is 69,204 SF with an enrollment of 503 students. By MSBA standards, a building of this size should only support 417 students. Based on the number of general education classrooms, the building should be able to support 506 students. The Hansen School has taken measures to make room for more students by converting spaces for Title 1, reading RTI, and math RTI into general classrooms. These services are now offered in hallways.

As part of the comprehensive facilities assessment, the District hosted three visioning workshops with a group of 50 administrators, teachers, students, parents, community members, local officials, and business leaders. The visioning group identified priorities to be addressed by the school department which included moving the pre-kindergarten program into the elementary schools. The community expressed a strong desire to move Pre-K students into their home schools and eliminate the transition from Pre-K to kindergarten. Because all of the elementary schools are overcrowded, there is no space available to meet this District goal.

The pre-kindergarten program is currently housed on the ground level of the Rodman Building, located on the high school campus. State regulations require pre-kindergarten spaces exit directly at grade to the exterior which limits expansion of the program to the first and ground floors. The 2nd and 3rd floors of this building are currently underutilized, housing district administration and third party programs. Pre-kindergarten class size is capped at 15 students per classroom, therefore limiting enrollment based on space constraints to well under the District's demand for this program. Additionally, the Rodman building was originally designed to be a high school and classrooms are severely undersized to serve pre-kindergarten education. The visioning committee, representing the community at large, recognized the inadequate prekindergarten space at the Rodman building and emphasized the community's preference to move pre-kindergarten to the elementary schools.

The visioning committee also recognized that should the pre-kindergarten vacate Rodman, the District has an opportunity to repurpose the Rodman building to be an 8th-grade academy located on the high school campus. The single grade academy will ease the transition from middle school to high school and provide more individualized attention to this maturing age group. The 8th-grade academy would provide a nurturing place for students while they become better equipped for the challenges they will face in high school. Because the Rodman building is on the high school campus, 8th grade students still benefit from mixing with other age groups and may have the opportunity to take advantage of exploratory classes at the high school. Repurposing the Rodman building to house 8th graders would also free up space in the Galvin Middle School and allow 5th grade students to move from the elementary schools into the Galvin, thus alleviating overcrowding conditions at the elementary schools.

The Galvin Middle School is in poor condition, in need of systems repair, and unable to meet the educational goals of the District. As we move forward with our District Master Plan, it is imperative that the needs of this facility be addressed.

The Master Plan originally had the District taking measures to move prekindergarten to the three elementary schools which are already experiencing overcrowding by adding temporary modular classrooms to each site. The recently completed feasibility study approved by school committee includes a new grade configuration including renovating the Rodman Building for the Pre-K and District Offices and renovating/expanding or building a new grade 5-8 Galvin Middle School. Overcrowding at the elementary schools will be alleviated when the 5th grade relocates to the renovated/expanded or new Galvin Middle School.

This innovative approach to resolve multiple District facility issues through a grade configuration change will allow the District to resolve overcrowding at its elementary schools, allow the Rodman Preschool to expand, and provide an improved Galvin Middle School facility through a partnership with the MSBA.

Priority 2***Question 2: Please describe the measures the School District has taken to mitigate the problem(s) described above.***

The District has built additions to all three elementary schools. In 2000, the District added a major addition of 12 classrooms and support spaces to Luce. JFK received a four classroom addition in 2011 and a 4 modular classroom addition in 2019. In 2016, Hansen opened 8 new classrooms.

The District has shifted programs as needed with changing enrollments. Many student services and some Special Education spaces have been displaced to accommodate general classrooms at the elementary schools and middle school. During the 2016-2017 school year, one section of kindergarten from JFK Elementary School attended Hansen Elementary School because of space constraints at JFK. The District repurposed a technology lab at JFK for the 2017-2018 school year to bring the section of kindergarten back to their home-school.

In the last 10 years, Both the Luce and JFK Elementary Schools have needed to offer art and music programming on a cart because there has not been space available for dedicated classrooms. Neither of these programs can function effectively without proper space. The District has gone to great lengths to continue to offer art and music, however we understand that our students are unable to maximize their art education experience under these circumstance. Both programs require storage for either materials or instruments and sheet music and ample space for project work and movement activities which a general classroom cannot provide.

As a result of the feasibility study, the District is now now pursuing a renovation of the Rodman Building for the Pre-K and District Offices and renovating/expanding or building a new grade 5-8 middle school. The District is pursuing the modular units and the Rodman renovation independent of MSBA capital pipeline.

Priority 2

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.

Overcrowding is impacting each school's ability to deliver the educational program across the District. Major concessions are being made from the pre-kindergarten up to the middle school.

The Rodman Pre-Kindergarten Center (located in the ground floor of the Rodman Building) serves the District-wide pre-kindergarten program. This program enrolls all students who qualify for IEPs and an equal number of peer students. Because the program is limited to space on the ground floor, there are limited Special Education spaces for a population in need of specialized services. Students receive services in the classroom but are limited by space. Similarly, there is no additional space for professional resources. Administrators, educators, and paraprofessionals have no professional space to collaborate, plan lessons, or meet with parents and student advocates.

All three elementary schools are making programmatic sacrifices due to space constraints. Student services and Special Education services are delivered in inappropriate space including corridors, converted closets, stair landings, and the cafeteria platform. In years past, art and music has needed to be delivered from a cart. All of our elementary schools wish to incorporate more hands-on learning and project work however, we are limited by classroom size. There is no space for making where students can safely build projects that may span an entire unit. The District has also had to eliminate a technology lab at the JFK Elementary school. These factors limit our ability to incorporate STEM objectives that emphasize technology and engineering.

At the middle school, students are limited by an aging and outdated facility, rigid traditional design, and lack of space. The middle school is taking steps to engage in more active and project based learning and provide all students access to the highest quality education however, a lack of variety of spaces and limited classrooms forces student services and Special Education programs to share classroom space. Educational delivery is also limited by the building which encourages more static stand and deliver, teacher-centric methodologies. Galvin Middle School is working to incorporate more project-based, inquiry-based, and interdisciplinary learning, but is held back by the built environment.

Please also provide the following:

Cafeteria Seating Capacity:	260
Number of lunch seatings per day:	3
Are modular units currently present on-site and being used for classroom space?:	YES
If "YES", indicate the number of years that the modular units have been in use:	16
Number of Modular Units:	4
Classroom count in Modular Units:	4
Seating Capacity of Modular classrooms:	23
What was the original anticipated useful life in years of the modular units when they were installed?:	20
Have non-traditional classroom spaces been converted to be used for classroom space?:	YES
If "YES", indicate the number of non-traditional classroom spaces in use:	4
Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters):	
See response to Question 3 above.	

Please explain any recent changes to the district's educational program, school assignment polices, 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):

NA

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

Pre-kindergarten: 15 Students

Kindergarten: 16-20 Students

1-2nd Grade: 18-20 Students

3-5th Grade: 20-24 Students

6-12th Grade: 15-25 Students

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

Roof

The roof, minus the gymnasium, was replaced in full with a Sarnafil white PVC, fully adhered membrane roof, in 1997. According to the roofing survey by Russo-Barr Associates (2013), the roof is 16 years old, out of warranty, and projected for replacement in 2022. The gymnasium roof was replaced with a Sarnafil white PVC, fully adhered membrane roof, in 2008. The roof is warranted until 2028 (20 years). The modular classrooms have a black EPDM roof, 15 years old, with no warranty in place, projected for replacement in 2018.

A ballasted photovoltaic (PV) solar panel system was installed +/- 5 years ago, on the majority of the roofs, with the exceptions of the low roof adjacent to the gym. Condition of roof at areas where PV panels have been installed is fair to poor. Significant ponding is occurring at areas around PV panels. Roof with same construction type, with no PV panels, is in fair condition although leaking is still a problem.

HVAC

The school's boilers were replaced in 2000 along with a new DDC system. However, there is an antiquated pneumatic control system and the majority of the existing hot water piping and terminal heating equipment is originally installed. The school is heated by a hot water boiler plant consisting of two (2) gas fired hot water boilers, hot water system pumps, boiler circulator pumps, combustion air intake and combustion by-product exhaust flues, and pneumatic controls. One boiler is manufactured by Viessmann, model Vertomat VSB 89 and has an approximate heating capacity of 3,000 MBH output, and maximum input of 3,361 MBH. The second boiler is manufactured by HB Smith, model 28A series – 13 and has an approximate heating capacity of 3,297 MBH output, and a maximum input of 3,844 MBH. The boiler plant is approximately 18 years old. The Viessmann boiler is a high efficiency condensing boiler and the HB Smith boiler is an atmospheric type boiler.

The flue gases are vented separately through the use of individual breeching that terminates through the mechanical room and up to the roof. Combustion air for the boilers is provided through the use of an inline fan with ductwork.

Hot water is distributed from the boiler to the building heating equipment by three base mounted end suction hot water pumps. Each pump has a 15hp motor. Heating hot water is circulated throughout the building to classroom unit ventilators, unit heaters, convectors, etc. The pumps & piping distribution system were installed with the heating hot water plant in 2000.

There are three rooftop units that feed interior spaces. The units are cooling-only rooftop units. Two units are Carrier Model 50TJ-028 (25 ton cooling) and one is Carrier model 50TJ-016 (15 ton cooling). One unit serves third floor interior classrooms, one unit serves second floor classrooms and one unit serves first floor office/nursing area. The units were replacement units and are nearing the end of their expected useful service life.

The Cafeteria, kitchen, library, and classrooms are served by indoor wall mounted unit ventilators that are original to the building. Each unit has a hot water coil, supply fan and filter. Ventilation air is introduced to each of these units through a wall-mounted louver. Tempered air is distributed to the space through a unit mounted supply grille. Exhaust systems remove any outdoor air that is introduced through the unit ventilators to maintain a neutral pressure within spaces. The majority of classrooms with exterior walls also have perimeter hot water fin tube radiation. The unit ventilators and fin tube radiate are originally installed equipment, in poor condition, and past their expected useful service life.

The majority of classroom spaces are exhausted through roof mounted exhaust fans. There are also dedicated exhaust fans

which are roof mounted for areas such as the gang toilets, Kitchen hood, storage rooms and the large group spaces such as the Gym and Cafeteria. These areas use a galvanized sheet metal duct distribution system from the space to the roof mounted exhaust fans. The majority of the exhaust fans and ductwork are original and past their useful life.

Electrical

The switchboard consists of a 1200 amp main breaker/c/t section plus a distribution section. The switchboard was manufactured by Zinsco and is original to the building. Most panelboards are located flush in corridors, boiler room, kitchen, cafetorium, etc. and are also original to the building. Most panels are full. The facility is secondary metered with the meter located in the electric room. The secondary service runs underground between the pad mounted transformer and a 1200 Ampere, 277/480V, 3Ø, 4 W switchboard located in the main electric room. The switchgear was manufactured by GE, original to the building, and in poor condition.

The facility has an interior natural gas emergency generator manufactured by Katolight located in the Boiler Room. The generator is in fair condition. A 400 ampere Asco series 300 automatic transfer switch is located in the electric room. An emergency-only panel is located adjacent to the ATS. The emergency system is not in compliance with current codes and should be replaced with a code compliant system. Current codes require a separate transfer switch and dedicated panels within 2 hour rated closets with fire rated feeders.

An emergency-only lighting system, which is normally off, exists throughout the facility. The emergency-only lights consist of recessed incandescent fixtures. Existing signs generally have battery back-up. Exterior doors do not have emergency lights.

The majority of the school uses energy-inefficient utility-grade incandescent light fixtures with local switches. Fixtures in the cafetorium have been retrofitted with LED lamps. The wiring and switches throughout the school are original.

Typical classrooms and offices have minimal receptacles. Wire mold raceways have been added at projector marker board walls with receptacles in multiple locations throughout the school. Receptacles in the kitchen are generally not GFI protected and are sparsely located.

Plumbing

Presently, the Plumbing Systems serving the building are cold water, hot water, sanitary, waste and vent system and natural gas. Municipal water services the Building, while the building sanitary is directed to a Municipal site sanitary system.

The plumbing systems are original to the building. The plumbing systems, while continuing to function, have served their useful life. The school plumbing systems could continue to be used with maintenance and replacement of failed components; however other non-dependent decisions will likely force the plumbing upgrade.

The plumbing fixtures are in fair to poor condition. Attempts have been made to make some bathroom fixtures accessible; however, most fixtures do not meet current accessibility codes. In general, the fixtures have served their useful life. Current Access Code requires accessible fixtures wherever plumbing is provided.

Cast iron is used for sanitary, waste, vent and storm piping systems. The building has flat roofs, thus rainwater is collected by interior rain leaders that collect under floor slabs, which are then directed to a site storm system. Where visible, the cast iron pipe appears to be in fair to poor condition.

Fire Protection

The fire alarm system has fair coverage however, it does not comply with current codes. The system should be replaced under a renovation program. The fire alarm system consists of a non-addressable control panel located and

remote LCD annunciator. The form of alarm transmission is via a radio box with exterior antenna. The exterior master box with pull lever is still in place with a red beacon above. The audible/visual signal devices consist of horns and strobes. Pull stations exist at exterior exit doors. The building does not have a sprinkler system.

Priority 5

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

The District replaced the roof with Sarnafil white PVC, fully adhered in 1997. The gymnasium roof was replaced in 2008 with Sarnafil white PVC fully adhered roof. The majority of the roof system is out of warranty and nearing the end of its useful life.

The District replaced the boilers and hot water piping and insulation in the boiler room in 2000 with a high-efficiency condensing boiler and an atmospheric boiler. While some portions of the system have been replaced problems still remain and overall the system should be considered for replacement.

The District replaced two rooftop HVAC units in 2018 and 2019, used primarily for interior spaces and the main office. The 2 new units were part of the school department capital plan.

The District will be replacing 3 unit ventilators in 2022, 2 in the gym and 1 in the cafeteria, all of which are funded through the FY22 capital plan.

Priority 5

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

The building's systems are tired and negatively impact the District's educational program. Roofs leaks, rendering some learning spaces unusable or littered with trash cans collecting water. Moisture infiltration can lead to mold and impact the indoor air quality. Poor indoor air quality can aggravate respiratory issues, increase teacher and student absences, and reduce overall health.

Unit ventilators are at the end of their useful life. At times, learning spaces are well below a comfortable temperature and at other times spaces are overheated. We know that appropriate temperature is vital for learning and maintaining concentration. Unit ventilators are loud and inefficient as compared to a more modern system.

Most classrooms and offices have limited electrical receptacles, forcing many teachers and staff to use extension cords which can be a safety hazard. Some classrooms have retro-fitted raceways installed with additional receptacles, however, most electrical panels are full and the system is at capacity. A 21st century education relies heavily on technology powered by electricity which the building is unable to accommodate.

The District has taken bold strategic steps to offer a world-class education to students and preferred career opportunity for talented educators. The 4 long-term strategic objectives of our strategic framework guides all of our decision-making, from our curriculum to our building projects. The long term strategic objectives are: 1) Achieving Educational Excellence & Ensuring Equity; 2) Cultivating School Climate & Culture; 3) Transforming Teaching & Learning; 4) Achieving District Excellence. As the District launches contemporary curriculum, reimagines educational delivery, and invests in active learning, improved facility systems would support improved educational outcomes and continue to move the district forward.

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.

Addressing the major building systems will extend the useful life of the facility and improve the District's educational program. Based on reports from Garcia Galuska & DeSousa from October 2017, some system components can be reused, most systems, including HVAC, plumbing, and electrical, need comprehensive replacement. Full system replacement would bring the facility up to current codes and the building would perform similar to a newly constructed building. It is unclear at this time whether or not that would be the most cost-effective approach as compared to a new building.

Improvements to the school facility would:

- | Improve the quality of teaching and learning
- | Increase accessibility to all programs for all students, including those with disabilities
- | Support educators in responding to students' academic, social, and emotional needs
- | Improve the student experience
- | Focus intended operational funds on the implementation of the District's curriculum without diverting funds to address emergency repairs
- | Maximize effectiveness of tax-payer investment in school facilities
- | Create an environment that empowers students to thrive academically, emotionally, and socially
- | Improve efficiency and provide a more cost-effective operating solution
- | Improve indoor air quality and thermal comfort
- | Provide natural daylighting opportunities
- | Improve issues of proximity
- | Maximize the visibility of teaching and learning
- | Create opportunities for passive supervision with improved visibility
- | Address issues of safety and security

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):

Garcia Galuska DeSousa, Inc.

The date of the inspection: 10/1/2017

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

The school's boilers were replaced in 2000 along with a new DDC system. However, the majority of the existing hot water piping and terminal heating equipment is originally installed equipment and at the end of its useful life. There is an antiquated Pneumatic Control System installed in the building. The systems are inefficient and inadequate compared to new modern building systems

The switchboard is original to the building and in poor condition. Most panelboards are located flush in corridors, boiler room, kitchen, cafetorium, etc. and are also original to the building. Most panels are full. The facility is secondary metered with the meter located in the electric room.

The plumbing systems are original to the building. The plumbing systems, while continuing to function, have served their useful life. The school plumbing systems could continue to be used with maintenance and replacement of failed components; however other non-dependent decisions will likely force the plumbing upgrade. The plumbing fixtures are in fair to poor condition. Attempts have been made to make some bathroom fixtures accessible, however, most fixtures do not meet current accessibility codes. In general, the fixtures have served their useful life. Current Access Code requires accessible fixtures wherever plumbing is provided. Cast iron is used for sanitary, waste, vent and storm piping systems. The building has flat roofs, thus rainwater is collected by interior rain leaders that collect under floor slabs, which are then directed to a site storm system. Where visible, the cast iron pipe appears to be in fair condition.

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.

Canton Public Schools is committed to offering state-of-the-art 21st-century public education and preparing our students for success in a changing world. We developed our strategic framework to help guide or decision-making and high quality facilities are an important part of moving our framework forward.

At a minimum, students should have access to an educational facility that is warm, safe, and dry. With a roof, building envelope, and building systems beyond their useful life this is not the case at the Galvin Middle School.

The current Galvin Middle School facility negatively impacts the student's educational experience, the teacher's ability to deliver the highest quality education, and the impact of the community's ongoing investment in their school system. Escalating costs exceed capital repair plans and are focused on emergency repairs which divert funding away from regular maintenance and away from funding educational programming. Additionally, benefits seen from investing in an obsolete building only go so far. The facility continues to serve a 1970's educational model which is inconsistent with Canton's vision for preparing its student for the future.

Providing a warm, safe, and dry building for students to learn is a minimum objective of all school districts. Over the past 5 years, the Town of Canton has invested approximately \$1,250,000 to simply keep the Galvin building in operation and will need to continue to invest significant tax-payer money in this obsolete facility. The building is outdated, does not align with the educational goals of the District, and has nine classrooms that have no access to natural daylight or views to the outside. Research supports a lack of daylight has a negative effect on academic performance and human health. Because of the depth of the floorplate, the interior classrooms cannot be daylit without a full renovation.

A Visioning Committee, formed during the development of the Facilities Master Plan, comprised of approximately 50 administrators, educators, students, parents, local officials, and business leaders met multiple times during the spring and fall of 2017 to discuss the future of education in Canton. The result was a well-considered vision for the District's school facilities and the education delivered within.

The original option was based on community values, district assets, and enrollment projections. This information was used by the committee to outline a pathway toward a preferred grade configuration that would house grades 5-7 in the Galvin Middle School. While the Galvin has the capacity for three grades, it cannot deliver the appropriate educational program envisioned by the District. The visioning committee clearly documented a strategic shift toward student-centered learning that emphasizes understanding and application, creativity, critical thinking, collaboration, and communication through team-based interdisciplinary curriculum delivery. The vision of the Galvin is to become a deeper learning school that prioritizes equity, social emotional learning and a purposeful culture of belonging so that each student can achieve their personal and academic potential. The existing facility acts as an obstacle to delivering a 21st-century education. The original option developed and recommended in the Facilities Master Plan also included converting the Rodman Building to an 8th grade academy, allowing the 5th grade to move from the 3 elementary schools to the Galvin. The next step following release of the Facilities Master Plan was to commission a feasibility study to:

1. Evaluate the feasibility of renovating the Rodman Building to potentially serve as an 8th-Grade Academy
2. Evaluate the feasibility of relocating Pre-Kindergarten students in several scenarios:
 - a. At each elementary school, in modular classrooms Name of School Wm H Galvin

Middle Massachusetts School Building Authority 27 Statement of Interest

- b. At each elementary school, integrated into the building
- c. At the Rodman building

3. Evaluate the feasibility of renovating the Rodman building to,

- a) improve the quality of spaces for District offices and,
- b) support both District offices and an expanded Pre-K program.

The study would help the school committee confirm assumptions made during the master planning process.

The feasibility study began in the spring of 2018 and completed in December. It includes three potential pathways to move the facilities master plan forward:

1. Continue the current practice of District offices and Pre-Kindergarten at the Rodman Building and renovate the space for long-term use
2. Continue the current practice of District offices at the Rodman Building and decentralize Pre-K students into neighborhood schools using modular additions
3. Continue the current practice of District offices at the Rodman Building and decentralize Pre-K students into neighborhood schools, integrating them into the existing building and relocating another grade level into modular additions.

The Facilities Master Plan included multiple options for utilizing the 6 school buildings. The school committee ultimately choose the option, which included a grade 5-7 middle school, a stand-alone 8th grade academy and the Pre-kindergarten dispersed to the 3 elementary schools (Option 5.B.1). Several other options were considered. One of the options considered was option 5.A. In Option 5.A, the District would reconfigure all the elementary schools to serve grades PK-4. A new middle school would be built on the Galvin site for grades 5-8. Because this is a large population, the District may want to consider organizing the middle school into one school for 5th and 6th grade, and another school for 7th and 8th grade. The high school will remain as grades 9-12 and District offices will stay at the Rodman Building.

The current option under consideration closely resembles option 5.A but with the Rodman Early Childhood Center staying at the Rodman Building. The feasibility study working group found this option, option 5.A.1, to be cost effective as well as over the long term, the highest and best use for all of the school buildings.

Galvin Middle School organizes students into interdisciplinary teams (3 per grade for 2020 - 2021) to promote 21st century - skills and create small communities for learning. The existing facility's layout does not support teaming. Science classrooms have fixed infrastructure and are clustered on the third floor, preventing interdisciplinary organization. The building's construction is typical for the era when it was built, with masonry walls and homogeneous classrooms running along a double-loaded corridor. Three grade levels share 2 floors making clear separation and/or grouping impossible. The District has attempted to geographically locate team classrooms in close proximity to one another however, all teams are split between levels and have no defining shared space where collaboration, project work, or authentic exhibition can happen. This coming school year, at least one team will not be able to be located geographically due to a lack of classrooms and a need to share learning spaces.

Many teachers wish to combine curriculum delivery with other teachers on the team for interdisciplinary learning, however, the layout of the building makes this difficult. Walls are mostly made of CMU, limiting flexibility to combine classrooms. Additionally, casework, furniture, and fixtures are either fixed or too heavy to realistically rearrange which limits flexibility within the classroom. During visioning sessions, teachers and administrators expressed a desire to organize the overall building into team

suites where one team would be able to take most of their classes in a centralized area of the building. Clusters of classrooms would be interdisciplinary and include classroom space for science, math, English language arts, social studies, Special Education, and movement. Classrooms could encircle a shared learning commons for breakout activities that spill beyond the classroom, a place for collaboration, project work, presentations, and more. Team classrooms may be different sizes to support a wide variety of learning activities.

Middle school teachers and administration strive to incorporate active learning strategies including hands-on learning, inquiry-based, and interdisciplinary curriculum delivery. Currently, leaders in the middle school are exploring schedule variations including dynamic scheduling to augment student-led learning experiences. Despite efforts from administration and staff, the school's layout and inflexible furnishings create obstacles to 21st century learning. Approximately 75% of the classrooms are below MSBA guidelines for classroom size which limits collaboration, project work, hands-on learning, and movement activities within the classroom. There are no spaces outside of the classroom that could accommodate these learning activities.

Additionally, the existing building does not have any teacher planning spaces or any space for teachers to collaborate while developing team-based projects and lesson plans. An increasing number of teachers share classrooms and therefore do not have a productive place to work during their planning periods. Because there is limited space for teachers and students to come together outside of traditional classrooms, teachers are limited by what and how they can teach.

Because the building was designed for a different educational program, many Special Education programs are delivered in inappropriate learning environments. Many Special Education programs and student services share classroom space although they meet concurrently. Some Special Educators use furniture to separate classroom space, however, acoustic separation remains problematic. Dedicated space that is appropriately sized for the function would greatly benefit our special education programs.

Priority 7

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

The District has replaced the roof (1997), boilers (2000), and windows (2013) in order to keep the building operational. The District will need to invest an additional \$14.5M in the short-term. None of these maintenance-related investments will impact the building's ability to support a 21st-century education.

The District has taken many steps to work within the nearly 50-yr old building's constraints. Classrooms have been repurposed to serve dedicated special education programs, a fabrication lab, and technology lab. Available space has been carved out of the library for student services programs using temporary office partitions.

The District is exploring ways to incorporate more student-centric, active learning techniques including project base learning and inquiry based learning. A scheduling committee/ task force implemented a pilot program during the 2016-2017 school year to understand how using a sliding schedule might improve the school's ability to deliver interdisciplinary curriculum through project-based 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 Galvin Middle School is a 50 +/- year old building constructed with an inflexible design. The layout of the building is not conducive to modern teaching methods, which require a variety of teaching and learning spaces. There is inadequate collaboration and small group spaces, interior classrooms without windows or natural light and antiquated systems in need of major replacement or overhaul. As an example, due to lack of break-out spaces, small group teaching and learning is often done in hallways, the building lobby or on the stage in the cafeteria. Additionally, the building does not have a dedicated space for performing arts performances and presentations and there is very little area to display student work.

The dining area at the Galvin is constructed as a large multi-purpose room. It includes the only stage in the building and traditional school cafeteria tables and chairs. Modern school design provides for a variety of seating options, which helps promote social and emotional well-being of the students and staff.

The library is poorly located and isn't used as a central hub of learning. The space is dark and has poor ventilation. The design and layout is inflexible and isn't representative of a 21st century media space.

The District has safety and security concerns with the entire building. The main entrance to the building can not be seen from the administrative office. Additionally, the main office has poor visibility into the school. Security cameras have been upgraded but major upgrades are needed to ensure safety.

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

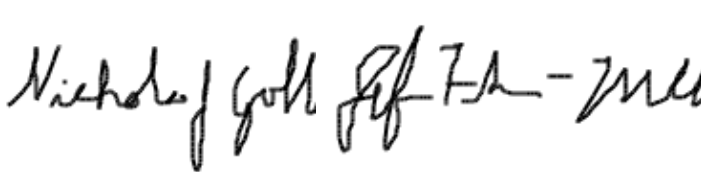
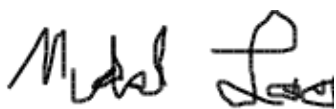
Superintendent of Schools

Michael Loughran

Nichola Gallagher

Jennifer Fischer-Mueller

Chair, Select Board



(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.