

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.

- i **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - i 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.
- i **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.
 - i Regional School Districts do not need to submit a vote of the municipal body.
 - i 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.

- i 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.
- i 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 South Shore Regional Voc Tech

District Contact TEL:

Name of School So Shore Voc Tech High

Submission Date 6/2/2021

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

Thomas Hickey

Robert Heywood

Thomas Hickey

Superintendent of Schools



(signature)

(signature)

(signature)

Date

Date

Date

5/28/2021 11:06:44 AM

6/2/2021 8:47:02 AM

5/28/2021 11:06:02 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 South Shore Regional Voc Tech

District Contact TEL:

Name of School So Shore Voc Tech High

Submission Date 6/2/2021

Note

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

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

SOI Vote Requirement

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

SOI Program: Core **Potential Project Scope:** Renovation/ Addition
Is this a Potential Consolidation? NO

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2021 So Shore Voc Tech High

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 2/14/2018

Planning Firm: Drummey Rosane Anderson, Inc.

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:

Please note: This plan was submitted hard copy in 2018. Please see our 2018 file for hard copy of the plan. In the Fall of 2017, the South Shore Regional School District hired DRA to help develop a 10-year comprehensive plan for the South Shore Regional Vocational Technical High School, located in Hanover, MA. The regional school district is comprised of the following towns: Abington, Cohasset, Hanover, Hanson, Norwell, Rockland, Scituate, and Whitman. The existing South Shore Vocational Technical High School is a single level building which opened in 1962. There were additions constructed to the original building in 1978 and 1992 and the campus consists of smaller out buildings (concessions building, maintenance building, and storage barn) and several shed type storage buildings for the various shops. The goal of the plan was to help guide the district's capital investments to maintain and modernize its existing building and grounds and help make well-informed decisions for future building renovations and additions to address lack of space and growing school enrollment. In late 2017, DRA and its consultant team performed site visits to the existing facility to perform an existing conditions assessment as well as reviewing the information provided by the Owner. The bulk of this documentation is provided in the Existing Conditions Report (ECR) and various Appendices for the individual consultant reports. An existing space study analysis was also provided and is also included in the ECR. This space study analysis looked at the size of the existing vocational shops and compared them to the Chapter 70 recommendations for square foot per students and current enrollments. This helped to determine which of the existing vocational shops were undersized. A similar analysis was done for academic classroom and other program spaces and compared them to the MSBA High School space study standards. This existing condition analysis also looked at other various infrastructure and finishes and helped develop a list of recommendations for work to be included in future renovations/building additions. This list of recommendations was then reviewed with the capital project committee and were categorized by priority (high, medium, and low). DRA also looked at potential options for additions to the existing facility to help minimize the space constraints. The various options are shown in the Potential Options section. Preliminary cost data was also developed for both the potential options and list of recommendations.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 10 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 10 students per teacher

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

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

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

Long-Range Facilities Plan Author: Thomas Hickey Revised: January 2020

Please include a hard copy of these report(s)/document(s).

Is there overcrowding at the school facility? YES

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

Several vocational programs do not meet Chapter 74 space standards for their current enrollments, including but not limited to: Automotive, Health Assisting, Carpentry, Computer Information Technology, HVAC, and Electrical. Also the cafeteria, kitchen and science labs are undersized.

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).

The school committee held its FY22 public budget hearing on January 27, 2021. It will certify its FY22 budget proposal on February 17, 2021. There are no budget reductions that adversely impact school facilities, class sizes and educational programs. Its last budget approval process for FY21 did not have any adverse effects on school facilities, class sizes and educational programs.

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).

South Shore Regional Vocational Technical High School (SST) opened its doors in 1962 to students in grades 11-12. By 1964 there was an enrollment of 142 students from 5 vocational programs: Automotive Repair, Electronics, Auto Body Repair, Machine Shop and Precision Metals. In 1978 a 5 room addition was added which now houses the science department. Another addition was constructed in 1992 which houses 8 vocational programs including a working restaurant, a working beauty salon and a 125 tiered seat lecture hall. In 1996, a detached 2,914 square foot garage/storage area was built by the carpentry program. In 2000, a three room modular unit was added outside the building envelope. In 2016-17, a 3,000 square foot maintenance building was constructed by our students and staff. This helped reduce the space issue for storage as cited in a 2013 NEASC report. In 2019 an existing out building was renovated to house the Horticulture and Landscape Construction program.

SST now has an enrollment of 637 students and a waiting list as of the start of the 2020-2021 school year.

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

130000

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).

SST is a single story building, 121,000 square feet, on 35 acres. As outlined below, there are other smaller buildings on campus totaling 9,000 square feet (two storage/maintenance barns, concession stand and a student-built maintenance building constructed during the 2016-17 school year). The school also has three modular classrooms installed in 2000 that total 1,600 square feet.

There are wetlands on the borders of the property. There are no known structural conditions that would impact this project. There is also a septic disposal field in the school's front yard.

Building Square Footage

Original Building (1962): 76,150

1978 Addition: 6,250

1992 Addition: 38,600

Modular Building: 1,650

Maintenance Building: 2,950

Concessions Building: 650

Barn: 3,100

Weight Room: 650

Total Building SF: 130,000

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)

476 Webster Street, Hanover, MA 02339

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

The building envelope is 8'x16" cinder block walls with brick face. There are no problems or conditions with the building envelope. The windows were replaced in two phases in 2007 and 2011, and the roof over the 1962 original building was replaced in 2011.

The original building is primarily brick face with CMU back-up. There is a minimal cavity and there does not appear to be any insulation in the existing exterior walls. The windows and roof of the original building were replaced 5 years ago. The windows are double pane thermally efficient windows and the roof is a white PVC roof. The 1978 addition appears to be similar to the original building.

The 1992 addition is primarily brick face with metal stud back-up with acoustical insulation. The windows and roof are original to the 1992 addition. The windows are aluminum frame with some operable sections. The roof is a black EPDM that has been maintained through the years, but is reaching the end of its useful life expectancy.

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

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

Description of Last Major Repair or Replacement:

As part of a MSBA roof and window project, there was minor masonry work done around the exterior walls of the building. This was not a major project but the application required that a response be given in this section.

Roof Section A

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 71000

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

Sarnafil

Age of Section (number of years since the Roof was installed or replaced) 7

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

Roof replaced over 1962 original building in 2011.

Roof Section B

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 38181

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

EPDM

Age of Section (number of years since the Roof was installed or replaced) 26

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

In 2012, 2013 and 2014 seam and flashing repairs were completed as part of a stop-gap measure. The scope of the work included cleaning the existing membrane with EPDM splice wash, and applying splice primer and 5" wide cover strip materials. Cross lap intersections were detailed with lap sealant. Curb flashings and pipe penetrations were inspected and detailed as needed. The scope of this work was to extend the life of the roof by 5 or more years. The work was completed by Silktown Roofing. In any major renovation to the school, this section of roof should be replaced. PLEASE NOTE: As of the 2018-19 school year, we now have leaks in at least five areas resulting in damaged ceiling tiles.

Window Section A

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 45

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

The windows installed in the 1992 addition were aluminum frame type, double pane insulated windows as recommended by HKT Architects who designed the building addition. The district intends to fund a window replacement project in FY22.

Age of Section (number of years since the Windows were installed or replaced) 26

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

Several operable windows have failed and parts are difficult or impossible to obtain.

Window Section B

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 28

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

In 2007 we replaced the first phase of windows to the building with Peerless aluminum frame double pane windows. These windows were constructed with high performance low E insulated glass, aluminum frames and double pane type.

Age of Section (number of years since the Windows were installed or replaced) 11

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

N/A

Window Section C

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 75

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

These windows were also aluminum framed double pane windows. They adhered to the same specification as the 2007 replacement: high performance low E insulated glass, double pane aluminum frame window units.

The 7 gym windows are Kalwall.

Age of Section (number of years since the Windows were installed or replaced) 7

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

N/A

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

The building has two separate HVAC systems with separate controls. There is no overall building management system.

The 1962 building has a pneumatic controlled HVAC system. The 1992 addition has a separate electrically controlled system. Both systems operate off time clocks with functioning night set back. All rooftop units are gas fired and controlled by Honeywell TH8000 series programmable thermostats. The science wing had a new roof top unit installed during the 2011 roof and window renovation. The school is equipped with a 1990 Weil McLain dual fire burner/boiler and three 2016 Camco 3000MBH gas-fired high efficiency condensing boilers.

In 2015 we replaced all the pneumatic thermostats with Cypress Wireless Pneumatic Thermostats with BACnet Integrated Automation System which incorporates DDC functionality.

The building has 2 transformers: The 1962 building has a 208-volt 1200 amp service and the 1993 has a 480 volt 1200 amp service. Interior and exterior lighting systems have been upgraded periodically.

We still utilize the original motor control panel, which is still functional, but starters/heaters are burning out and replacements need to be retrofitted. In addition, breaker switches are wearing out and need to be replaced. This unit has served the district well but it is nearly 60 years old and at the end of its functional life.

The 1992 addition's motor control unit has had no mechanical issues or repairs and appears to be in functioning condition.

Boiler Section 1**Is the District seeking replacement of the Boiler?** NO**Is there more than one boiler room in the School?** YES**What percentage of the School is heated by the Boiler?** 85**Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)**

Natural gas

Age of Boiler (number of years since the Boiler was installed or replaced) 2**Description of repairs, if applicable, in the last three years. Include year of repair:**

The 1962 H.B. Smith boiler was replaced through the ARP in early 2016.

Boiler Section 2**Is the District seeking replacement of the Boiler?** NO**Is there more than one boiler room in the School?** YES**What percentage of the School is heated by the Boiler?** 85**Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)**

Natural Gas; Fuel oil is the back up source.

Age of Boiler (number of years since the Boiler was installed or replaced) 28**Description of repairs, if applicable, in the last three years. Include year of repair:**

Regular maintenance on this boiler has prevented the need for major repairs in the last three years.

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES**Year of Last Major Repair or Replacement:(YYYY)** 2011**Description of Last Major Repair or Replacement:**

In 2005, we replaced the 3 way valve, installed a new computerized hot water sequencer and outdoor transmitter with night set back, replaced unit ventilator controls, and added programmable thermostats to roof top units.

In 2011, we replaced a roof top unit during the roof replacement project.

The district replaced 4 rooftop units over its 1992 addition in June 2017.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES**Year of Last Major Repair or Replacement:(YYYY)** 2013**Description of Last Major Repair or Replacement:**

We rewired the 1978 addition and also installed new exterior lighting in a portion of the parking lots where the lighting was inadequate.

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

The 1962 building has terrazzo hallway floors with polished brick walls and plastered ceilings with "popcorn" finish. The classrooms and offices in this area are split with carpet, VCT and asbestos floor tiles. These tiles are in good condition and checked every six months during the AHERA inspections. In 2019-2020 the tiles were covered with new VCT tiles. The hallway and classroom floors in the 1978 addition are VCT and walls are painted cinder block. This addition has become a science wing and has been renovated by our staff. The 1992 addition flooring is split between VCT and concrete floors. The hallway walls are tiled and the shops and related room walls are sheet rock. Interior lighting fixtures use T-8 lamps. We have re-lamped with 25 watt Alto 2 energy efficient tubes and have added motion sensors in various areas. In the summers of 2015 and 2016 the restrooms were renovated in the 1962 building to partially address accessibility issues. In 2016 we also retrofitted all lighting in the gym, cafeteria and outdoors to LED. In 2018 we replaced the flooring in library, main office and student services office with LVT. From 2017-19 we replaced the hallway lights and shop lights with LEDs and new fixtures.

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).

SST offers the following Chapter 74 programs: Automotive, Collision Repair, Culinary Arts, Carpentry, Cosmetology, Electrical, Electronics, Graphic Communications/Design & Visual Communications, Computer Information Technology, HVAC-R, Allied Health, Precision Machine Technology, Metal Fabrication/Welding and Horticulture & Landscape Construction. We also offer a full complement of academic courses in English, mathematics, science, social studies and physical education.

While all programs are operational, several are undersized. We cannot expand our Allied Health program to meet current student demand due to space constraints. We also have an Automotive program which is too small and has been recommended for expansion by recent NEASC accreditation visits. Our HVAC, Electrical and Carpentry programs are in shop spaces that are too small to meet student demand. Our physical education program does not have dedicated classroom space and cannot provide a full class (e.g. 20 students) access to a weight room or physical fitness equipment. Our science labs exist in retrofitted classrooms that are under 800 square feet; this requires the district to place limits on teacher/student ratios in the science labs. Our science chemical storage space is inadequate and has been cited on recent NEASC reports. We have three classrooms in a 20-year-old modular unit that presents a security and space challenge as it is not part of the building envelope.

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).

SST is a 130,000 square foot facility. There are 23 academic classrooms totaling 15,000 square feet. In 1978 a wing was added that was originally going to be for additional gym space, but it was instead converted into science classrooms, totaling 4,321 square feet. The district converted four classrooms into science labs and a fifth classroom into a CAD lab. None of our science labs meet current space standards.

In 2000, the district installed a three-room, 1,600 square foot modular classroom unit.

A major building addition was completed in 1992 which houses eight of the 14 vocational programs (including shop and classroom space). The classrooms in the 1992 addition cover nearly 4,000 square feet. Also included in this space are an 1,800 square foot lecture hall and an 875 square foot operating restaurant.

To provide additional educational space, significant amounts of supplies and equipment have been relocated to our outbuildings for storage of school supplies and equipment which is 2,914 square feet. One of these storage buildings was renovated in 2019 for the Horticulture & Landscape Construction program and an additional locker room. In early 2020 we finished construction on a greenhouse on campus for additional instructional space for the Horticulture & Landscape Construction program.

The school's cafeteria is overcrowded and uncomfortably tight for four lunch shifts. The gymnasium has minimal spectator seating and lacks space for simultaneous practices. There is no auxiliary gym station other than a minimal weight room.

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 has occupancy permits for approximately 830. We have 638 students and 134 full-time and part-time staff. At this time, 11 of our vocational programs are at (or very close to) capacity. We continue to have more applications from our sending communities than openings. Over 90% of the classroom space is utilized consistently throughout the school

day, with most teachers sharing classrooms. We converted our special education office into a classroom in 2012. The administration has focused its efforts on reducing the amount of non-instructional space taken up in shops by relocating and reorganizing storage areas into out-buildings. Recently we renovated the Cosmetology program's instructional space to enhance our ability to meet student demand. We removed a mezzanine in our Precision Machine Technology program and downsized an office in our Automotive program to maximize instructional space in a program that is small given its equipment needs. We appear to be out of options short of a building addition.

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 school district maintains a Long Range Facilities Plan and a Capital Plan, both of which are reviewed at least annually. In 2017 the district commissioned a Master Facilities Plan by an outside professional firm (Drummeys Rosane Anderson) that included a list of capital repairs.

SST has a full time Building and Grounds Director who oversees all facility maintenance, and a 7.25 person maintenance staff who address general repairs as well as the routine cleaning procedures of the school.

The district is under contract with American Service Company to maintain the fire safety system, National Telecom to maintain the phone system, Automatic Temperature Control for major HVAC repairs, Superior Generator for the maintenance of our 2 emergency generators and Awesome Exterminating for pest maintenance.

We service and maintain most of the equipment in the building as well as the HVAC system. Our maintenance planning is aggressive as we have a 58 year old main building. Recently, we have invested in the installation of new outdoor lighting, renovations of classrooms, replacement of classroom doors, refinishing of 2 shop floors and student lockers, and the installation of hands free faucets, flushometers, lighting upgrades and motion sensors.

The most recent significant capital repair project was a \$1.1 million 2011 Roof and Window Project funded through MSBA. Notably, in 2019, the district paid off the debt principal one year early. The eight member towns voted, respectively, at town meetings to approve initiation of this project.

In 2016 the district utilized its Excess & Deficiency fund to pay for its share of the ARP costs for a boiler replacement.

In FY17 the district repaved a student parking lot and in FY18 replaced 4 rooftop units on the 1992 addition.

In FY20 we fixed long deferred fields drainage issues.

In FY21 we made security and access improvements replacing exterior doors and adding swipe card access.

Priority 2***Question 1: Please describe the existing conditions that constitute severe overcrowding.***

The educational program at South Shore Regional Vocational Technical High School is limited by the building space and infrastructure. It limits the depth and breadth of curriculum offerings, and further limits our ability to admit students into specific high-demand programs. The district seeks assistance to expand and renovate programs that have clear connections to local and regional labor market trends.

1. Automotive Program

Structurally, the Automotive shop has remained the same since it was built in 1962. The shop has 3,458 sq. ft. of instructional space for up to 30 students on any given instructional day. With the current number of high end car dealerships in the district, bringing with them multiple career opportunities, the department needs to change with the times and provide a work area that more closely mirrors these new state of the art dealerships. There is sustained local labor demand as evidenced by the following recently built dealerships near the school: Prime Infinity, Prime Mercedes, Prime Buick, Coastal VW, Coastal Nissan, Herb Chambers Lexus, BMW Gallery, Mini Gallery, Audi of Norwell, Porsche of Norwell.

Our Automotive Program has been cited in two recent NEASC accreditation visits (2003, 2013) as being too small to meet the demands of the program. An expansion is warranted and the district believes it can accomplish this in the most cost effective manner by sharing space with an adjoining vocational program. Despite maintaining its NATEF accreditation in all 8 areas available for certification, it cannot give more in depth access to the curriculum in areas cited below:

Program Limitations:

- a. Students are in groups of 4 working on a car, which limits their ability to practice the skills being taught in the shop.
- b. Having to constantly pack away diagnostics equipment because the program lacks a dedicated diagnostics bay.
- c. The lack of a dedicated tire mounting/balancing and brake machining repair area.
- d. The lack of lab space for Automotive Theory lessons to incorporate STEM activities.
- e. The lack of a dedicated engine and transmission repair area to be used for senior projects and tear downs.
- f. Severely lacking in storage space; important equipment and practice lab mock ups are taking up valuable shop square footage. Increased storage would allow us to store more mock ups to increase our use of labs. This would also help with the current overcrowding of equipment in our related classroom.

In 2019, as a partial attempt to alleviate this problem, the Collision Repair program was merged with Automotive. Additional lifts were installed in the Collision Repair shop. This is not an ideal solution because these are two non-contiguous footprints.

2. Allied Health Program Space Limitations

The health care industry is one of the strongest sectors in the Commonwealth. In our region of northern Plymouth County, there are ample places for employment for our graduates, from South Shore Hospital and Jordan Hospital to various long-term care facilities.

The demand for our Allied Health program exceeds our ability to place students in the program. In 2019 we moved this shop

into our library which was slightly larger. The current Allied Health shop space is 1680 sq ft which is used for up to 24 students and two teachers. In 2008 NEASC recommendations included reorganizing the shop area, which was done promptly. Despite these adjustments, there is a lack of space preventing an increase of students while still maintaining the course curriculum as currently designed.

The district is investigating whether it could offer an after-hours LPN program for adults; such an expansion of this program would increase the chances that SST could expand its outreach into a non-high school population of learners seeking advanced skills for the workforce.

3. HVAC-R Program Space Limitations

Our HVAC-R program is another example of a program with student demand that exceeds the space. The program requires considerable equipment inside the shop, as well as considerable storage that has been relegated to space outside the shop in an adjacent courtyard. Program advisors have been consistently advocating for more space for the program. We added a third teacher to this program to expand the program's outreach into plumbing. This will further drive the need for more space.

We are relegated to storing materials in outside storage containers and rack storage adjacent to the shop. Students often work outside the shop in an adjacent courtyard when weather permits. A relocated Allied Health program in #2 above would allow us to expand this program.

In 2019, in an effort to create more space inside the building, we removed a refrigerated cooler from the shop and put it outside the shop in an adjacent courtyard. This is not an ideal solution to this problem.

4. Math and English Language Arts Classes in Modular Units

SST installed a three-classroom modular unit in 2000. It sits outside the building envelope requiring students to leave the main building to access the modulares. This presents an increasing safety and security challenge. The classrooms are small but must accommodate both student enrollment and teacher resources (e.g. instructional storage, copiers). Currently two classrooms house 20 students each. One of the classrooms was originally our special education office, which now houses 10 students. If this structure were to fail, we would not be able to place 3 teachers and 50 students per class period inside the building envelope without a major disruption to other programs. Students must leave the school building to access these classrooms. In 2019 we built stockade fencing around this space to improve security, but this area is a security risk in terms of giving students access to the building.

5. Science Department

Science lab and storage space issues:

SST currently uses 4 lab classrooms (sizes range between 774-992 sq ft) and one chemical storage area (187.5 sq ft) to teach 450 students in 4 instructional blocks per day. There is also a CAD/computer lab that is used by students in Engineering classes. With the increase in state requirements for science, the district has invested considerable funds to improve natural light and ventilation, along with running gas and water to two labs where they did not previously exist. Most of these labs were not built as science space originally.

There are several instructional limitations in this arrangement.

- 1 There is inadequate storage space for chemicals and space for laboratory preparations. Science teachers are constantly having to interrupt other science classes because of set up and clean up of labs, usually the last 5 to 10 minutes of class. This is due in part to the small prep/storage area for the science department.
- 1 There is not enough space for demonstration tables in three lab classrooms (Rooms 202, 204 and 206A). In most classrooms

there is the teacher desk and student paired desks, but no independent demonstration table.

- 1 There is limited student bench space in the classrooms, which is exacerbated when students are required to move around the labs areas.
- 1 There is limited space to enact Robotics lessons as part of our Engineering curriculum.

In early 2020 we expanded cabinets in one classroom to alleviate some overcrowding in the science storage room.

6. Inadequate Physical Education/Health/Wellness Education Instructional Space

There is no dedicated classroom space for our health education program. All health classes are run in the gymnasium which presents scheduling challenges.

Our current exercise and fitness room at SST is inadequate due to the small size and lack of equipment. At 600 square feet, approximately six to eight students can safely work out in there, but the equipment is very limited because several pieces were removed to make room for the athletic trainer to administer to athletes. As it stands right now, the room cannot accommodate a wellness class, rendering it underutilized during the day.

This severely limits the program options for over 600 students. We are unable to include these health and wellness program components:

- a. Use of a variety of cardio and general strength training equipment. Students are limited to engaging in strength training exercises using body weight, resistance bands and small hand held dumbbells in the gymnasium.
- b. Students currently participate in cardio exercise by walking, running or jumping rope in the gym. With an expanded weight room/training facility, they could use a variety of modalities that can be adjusted to meet individual fitness needs.
- c. Ideally we would seek to accommodate 20-30 students with a cardio area, weight lifting area, workout area and the athletic trainer office/treatment area. For a school our size, the cardio area should include 3 treadmills, 3 elliptical machines and 3 stationary bikes. The strength training area should include 4 squat racks with the appropriate benches, free weights and bars. It should also include one of each of the following pieces of equipment: leg press, leg extension, hamstring curl, chest press, seated row, military press, latissimus pull and a chin up/dip bar.

A workout area would be designated for fitness exercises or group instruction involving stability balls, medicine balls, kettlebells, free weights, abdominal work, yoga and stretching. This area needs a large storage area where all of this equipment could be secured.

In 2019, in order to provide more space in the weight room, we needed to move the athletic trainer into a storage room adjacent to the basketball court. In addition, athletics storage is largely far from the gymnasium, making it cumbersome to retrieve and return after PE lessons.

7. Limitations of Vocational Technical Space

Many of our vocational technical programs are below the recommended square footage per pupil. It is not realistic to enhance all of our programs, but we feel that there is a need to expand programs that are in high demand and have a local labor market need.

Below is a chart that compares the Chapter 74 recommended vocational technical "shop" space (as per the Department of Elementary and Secondary Education) and the actual space.

Program	Recommended Minimum Shop Area	Actual Shop Area	All existing spaces are smaller unless noted below
Automotive	7150	4725 + 3825	Shop is split in 2 separate locations.
Carpentry	6750	5090	Smaller than recommended minimum
Culinary Arts	3625	4250	Includes restaurant
Electricity	7425	3885	Smaller than recommended minimum
Graphic Communications	3600	3425	Recently converted classroom to increase shop space
Health Assisting	3000	1565	Smaller than recommended minimum
HVAC-R	4800	3090	Smaller than recommended minimum
Computer Information Tech	3080	1695	Smaller than recommended minimum
Metal Fabrication/Welding	5200	7440	Additional space provided when adjacent program closed

8. Relocation of Library Media Center (LMC) to Lecture Hall

In 2021 we are moving the LMC to our lecture hall, the last remaining "open" space in the building. Several dozen seats will be lost in the move. This move was necessary to accommodate our Allied Health program needing more space (see #2 in this section). The LMC will be used for multiple purposes including small group testing, in-school supervision, occasional classes.

Priority 2

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

Allocation of internal instructional space: To the greatest extent possible, the district has adapted to meet the needs of our students. In 1993, every shop had a dedicated classroom and virtually every teacher had his/her own classroom. Since 1993, with a significant increase in enrollment and expanded MCAS demands, we added 12 academic teachers (from 16 in 1993 to 28 today). Today, nearly every teacher shares a classroom, several teachers "roam" between multiple classrooms to teach, and there are only a handful of classrooms that are occasionally empty during the day.

In addition, we have built embedded classrooms inside Graphic Communications and Metal Fabrication Welding programs. We have also started using our school restaurant for Culinary Arts instruction. This was necessary to accommodate increased enrollment and additional classrooms needed for courses. Needless to say, by adding classrooms in shop areas, it has diminished available shop space.

Here are some other internal adjustments that have been made to address increased enrollment:

1. Converted two classrooms into Science labs; installed gas and water lines.
2. Removal of administrative office to enlarge a classroom.
3. Merged two small classrooms to allow for scheduling larger classes.
4. Removed storage closet to expand smaller classroom.
5. Relocated Auto Body related to make room for Computer Information Technology program.
6. Mezzanine removed in Precision Machine Technology to allow for addition of lab area.
7. Lecture hall seats added (but insufficient space for an entire class).
8. Cosmetology related room renovated to allow for classroom sharing with larger classes.
9. Reorganized Guidance and Special Ed Departments into one location; relocated Vocational Director's office and Technology Department.
10. Constructed silkscreen rooms inside the Graphic Communications shop.
11. Closure of Drafting Shop in 2018 and merging of resources with Electronics and Precision Machine program; freeing up partial space for new Horticulture Program.
12. Constructed external greenhouse; renovated existing barn for Horticulture Landscape program.
13. Moved Allied Health shop to library; moved library to lecture hall (with significantly reduced seats).

Physical Education/Health & Wellness

In 2018 we constructed a maintenance building with our students. However, it does not address the core issues raised earlier about the lack of dedicated classroom space or the inadequate weight room. In 2019 we renovated a satellite locker room closer to the athletic fields which will alleviate overcrowding during two sports seasons.

Non-Instructional Storage Space

With increased student enrollment comes the need for increased resources. In an effort to maximize instructional space (before requesting new space), we have taken steps to minimize the non-instructional space:

1. Athletic storage area near boys' locker room reduced to allow for increased student file storage and paper storage.
2. Book storage area converted into server room.
3. Automotive storage lean-to built in courtyard.
4. HVAC-R shop mezzanine taken down.
5. Two storage containers purchased for Heating, Ventilation and Air Conditioning and Collision Repair.
6. Two storage sheds added for Electrical and Allied Health.

7. Graphic Communications relocated paper storage; converted old dark room into office space.
8. Renovation of Guidance suite to combine with Special Ed Department and Speech/Language office.
9. Removal of mezzanine in Precision Machine Technology program to increase instructional space.
10. Expansion of Automotive into Collision Repair shop space.
11. Conversion of a storage area between two manufacturing programs into a clean room/inspection room.

The district has also made alterations to several of its boys' and girls' rooms to improve accessibility.

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.

1. Automotive Program Limitations that affect students and teachers:

- a. The most noticeable limitation is that students are often in groups of 4 working on a car, which limits their ability to practice the skills being taught in the shop.
- b. Having to constantly pack away diagnostics equipment because the program lacks a dedicated diagnostics bay.
- c. The lack of a dedicated tire mounting/balancing and brake machining repair area.
- d. The lack of lab space for Automotive Theory lessons to incorporate STEM activities.
- e. Currently we have only four above-ground lifts and one drive-on alignment rack to be shared by up to thirty students during a shop cycle. This leads to overcrowding and possible safety issues.
- f. The lack of a dedicated engine and transmission repair area to be used for senior projects and tear downs.
- g. Severely lacking in storage space. Important equipment and practice lab mock ups take up valuable shop square footage. Increased storage would allow us to store more mock ups to increase our use of labs. This would also help with the current overcrowding of equipment in our related classroom.

2. HVAC-R, Electrical and Allied Health Program Limitations:

We cannot meet the student demand for enrollment in these programs. HVAC-R and Electrical represent industries and career paths that show strong regional employer demand. In the HVAC-R program in particular there is considerable instructional space devoted to equipment, which limits the space for students and teachers. Students in both programs have very limited table space for projects.

Each program requires considerable equipment inside the shop, as well as considerable storage that has been relegated to space outside the shop in an adjacent courtyard. Program advisors have been consistently advocating for more space for the program.

We added a third teacher to the HVAC-R program to expand the program's outreach into plumbing, and we are adding an aide to the Electrical program.

We are relegated to storing materials in outside storage containers and rack storage adjacent to the shop. Students often work outside the shop in an adjacent courtyard when weather permits.

Our Allied Health program does not have enough space to accommodate two grades of students concurrently to both work on theory and hands-on activities. We are limited by the space to take more students into the program. Were we to add more practice stations (beds, mannequins, wheelchairs), it would further limit the space for students.

3. Math and English Classes in Modular Unit:

The modular unit classrooms are cramped. Group projects are difficult because furniture cannot be moved easily. One room in

particular has limited options with installing instructional technology (e.g. interactive whiteboards). In addition, this is not an ideal safety and security arrangement given the fact that the modular unit is outside the building envelope. We have no way of accommodating these classes in the building should the modular unit fail in some capacity.

4. Science Department Space:

There are several instructional limitations in this arrangement.

- 1 There is inadequate storage space for chemicals and space for laboratory preparations. Science teachers are constantly having to interrupt other science classes because of set up and clean up of labs, usually the last 5 to 10 minutes of class. This is due in part to the small prep/storage area for the science department.
- 1 There is not enough space for demonstration tables in three lab classrooms (Rooms 202, 204 and 206A). In most classrooms there is the teacher desk and student paired desks, but no independent demonstration table.
- 1 There is limited student bench space in the classrooms, which is exacerbated when students are required to move around the lab areas.
- 1 There is limited space to enact Robotics lessons as part of our Engineering curriculum.

5. Inadequate Physical Education/Health/Wellness Education Instructional Space:

There is no dedicated classroom space for health and wellness courses. Dedicated classroom space would allow a PE teacher to have the full range of instructional technology resources offered to other disciplines.

Any lesson planning involving weight training is inaccessible given the small size of the weight room. Physical education activities are limited to what can be done in the gymnasium with larger class sizes.

6. Lack of ideal LMC space and limited Lecture Hall Use:

The impact is self-evident - we are forced to restrict school events to our gym or cafeteria. The LMC space in a lecture hall is not the most ideal educational environment.

Please also provide the following:

Cafeteria Seating Capacity:	175
Number of lunch seatings per day:	4
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:	18
Number of Modular Units:	1
Classroom count in Modular Units:	3
Seating Capacity of Modular classrooms:	15
What was the original anticipated useful life in years of the modular units when they were installed?:	10
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: 5

Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters):

1. We have been forced to build classrooms inside our vocational program 'shop' space in Metal Fabrication/Welding. This is taking away shop floor space forcing tighter location of equipment in some cases.
2. Conversely, we have converted a classroom into shop space for our Cosmetology program in order to accommodate a better environment for student instruction.
3. We converted a special education office, originally located in a modular unit, into a small classroom.
4. Health /wellness classes are taught in the gym with students sitting in the gym bleachers.
5. We renovated a barn/out building to accommodate our Horticulture & Landscape Construction program and to allow for more locker room space.

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

1. The Vocational Office was located in an area formerly used for Drafting classes. With more space, we could return this administrative space for instructional purposes and centralize administrative office space more efficiently.

2. We built a small office for HR Coordinator in the high school main office. In addition, the district office for the superintendent and business office is in the same cramped space as the high school office.

In terms of changes to the district's educational program, we are hampered in various ways:

1. Several vocational programs have to refuse students who wish to major in the program, due to lack of space (e.g. Electrical, HVAC-R, Carpentry & Metal Fabrication/Welding).

2. Automotive Technology cannot devote instructional time to diagnostic work because it lacks the ability to have a dedicated bay. Students are not able to work on as many projects due to higher student to car ratios (e.g. 3-4 students working on one vehicle).

3. Allied Health, which has one of the strongest post-secondary markets in our region, is unable to expand into Medical Assisting given the lack of space. In 2020 we moved Allied Health to our Library Media Center to gain a bit more space.

4. The Carpentry program had a canopy built just outside the shop as a creative way to expand shop space, albeit outdoors, because there is insufficient internal space to accommodate student demand for the program.

5. Allied Health, HVAC-R and Electrical programs rely on off campus work and externships as a way of mitigating the small instructional spaces. It would be difficult were both programs required to house two grades of students concurrently in their shop areas for full days of instruction on a regular basis.

6. Precision Machine Technology removed its mezzanine, used for light storage, in order to spread out equipment to address more engineering concepts in the program. This decision tries to address one issue (instructional space) but leaves another issue (storage) largely unresolved.

7. We are unable to completely house the Horticulture & Landscape Construction program inside the school and, consequently, we renovated a barn/out building for equipment and storage, and built a greenhouse.

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

There is a guideline in the collective bargaining agreement for a 25:1 ratio.

Priority 4

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

One unique feature of our region is that there are 5 communities in close proximity to our regional district with no vocational-technical affiliation and limited access to enrollment; there is growing non resident student interest in SST.

The district has seen increased student applications. We currently have 334 applications for a 2021-2022 9th grade class estimated at 160 students. The results of these demands are that we remain unable to accommodate all of the student interest and are left with modest waiting lists at the end of the admissions process. Further restrictions are evident for admitted students who cannot access programs due to space limitations combined with over subscription. In other words, there are instances of students who are admitted to SST but who cannot enroll in the program of their choice due to its popularity and the lack of instructional space for the program.

Priority 4

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

The district has taken or is planning to take several measures:

1. The district has taken on considerable expense to renovate instructional and non-instructional spaces as expressed in Priorities 2 & 7. In 2019 we built (with our own students and staff) a locker room on campus in order to address the fact that, due to increased enrollment and athletics participation, we have insufficient locker room space for students in two sports seasons.
2. We have hired additional personnel and paraprofessionals to support our student body and to provide greater instructional opportunities. Most recent actions include: (1) Hiring an additional Metal Fabrication teacher to address student demand for that program. We have been turning away students seeking that program; (2) To handle increased applications and admissions demands, we reorganized our guidance office and designated one counselor as the recruitment and admissions counselor; (3) We hired a Plumbing teacher to join the HVAC-R program; (4) We are adding technical aides to our Horticulture and Electrical programs to address student demand.
3. In 2019, we renovated an out building for our new Horticulture & Landscape Construction Program.
4. In 2020, we are resubmitting this Statement of Interest (for the 6th time) in hopes of reaching a long-term, educationally appropriate and economically feasible solution in partnership with the MSBA.

Priority 4

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

The district's inability to give students access to the school results in the students having no vocational technical training in high school. This depletes the pipeline of students into the workforce and further limits students' access to vocational technical education.

Despite these limitations, we are exploring ways of offering programs outside the normal school day. In the past, we have run an after-school program with students from North River Collaborative, and are currently running evening training programs with area Workforce Development Boards. We also collaborated with UMass Lowell to teach a Manufacturing course to area high school students after hours.

We are also increasing our efforts to recruit upperclassmen who could join a program that might have space. We believe students can still learn many important transferable skills in a Chapter 74 program even if they are unable to join the school in grade 9.

Please also provide the following:

Cafeteria Seating Capacity: 175

Number of lunch seatings per day: 4

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: 18

Number of Modular Units: 1

Classroom count in Modular Units: 3

Seating Capacity of Modular classrooms: 15

What was the original anticipated useful life in years of the modular units when they were installed?: 10

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: 5

Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters):

1. We have been forced to build classrooms inside our vocational program 'shop' space in Metal Fabrication/Welding. This is taking away shop floor space forcing tighter location of equipment in some cases.
2. Conversely, we have converted a classroom into shop space for our Cosmetology program in order to accommodate a better environment for student instruction.
3. We converted a special education office, originally located in a modular unit, into a small classroom.
4. Health /wellness classes are taught in the gym with students sitting in the gym bleachers.
5. We renovated a barn/out building to accommodate our Horticulture & Landscape Construction program and to allow for more locker room space.

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). :

1. The Vocational Office was located in an area formerly used for Drafting classes. With more space, we could return this administrative space for instructional purposes and centralize administrative office space more efficiently.

2. We built a small office for HR Coordinator in the high school main office. In addition, the district office for the superintendent and business office is in the same cramped space as the high school office.

In terms of changes to the district's educational program, we are hampered in various ways:

1. Several vocational programs have to refuse students who wish to major in the program, due to lack of space (e.g. Electrical, HVAC-R, Carpentry & Metal Fabrication/Welding).
2. Automotive Technology cannot devote instructional time to diagnostic work because it lacks the ability to have a dedicated bay. Students are not able to work on as many projects due to higher student to car ratios (e.g. 3-4 students working on one vehicle).
3. Allied Health, which has one of the strongest post-secondary markets in our region, is unable to expand into Medical Assisting given the lack of space. We moved Allied Health to our Library Media Center to gain a bit more space.
4. The Carpentry program had a canopy built just outside the shop as a creative way to expand shop space, albeit outdoors, because there is insufficient internal space to accommodate student demand for the program.
5. Allied Health, HVAC-R and Electrical programs rely on off campus work and externships as a way of mitigating the small instructional spaces. It would be difficult were both programs required to house two grades of students concurrently in their shop areas for full days of instruction on a regular basis.
6. Precision Machine Technology removed its mezzanine, used for light storage, in order to spread out equipment to address more engineering concepts in the program. This decision tries to address one issue (instructional space) but leaves another issue (storage) largely unresolved.
7. We are unable to completely house the Horticulture & Landscape Construction program inside the school and, consequently, we renovated a barn/out building for equipment and storage, and built a greenhouse.

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

There is a guideline in the collective bargaining agreement for a 25:1 ratio.

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.

1. The HVAC system in the 1962 and 1992 sections and the 1962 motor control panel

All motor driven HVAC equipment relating to the 1962 and 1992 building and the 1962 motor control panel should be replaced, including all unit ventilators, air handling units and exhaust fans. The pneumatic system should be replaced with a new DDC control Energy Management System, all isolation valves and related shut off valves that are no longer operational should also be replaced.

The school's current HVAC system is the original pneumatic Johnson Controls system that was installed in 1962. The major concerns stem from the age of the system in the form of repairs. Pneumatic electric switches continue to fail as well as heating valves, unit motors and damper controls. Pneumatic valve diaphragms on the control panel are starting to fail and the clock-day-night switches are failing. Over the past 12 years we have continued to make upgrades and repairs to make the system as efficient as we can. In 2016, the district invested over \$30,000 to install wireless pneumatic controls in the 1962 building to better coordinate energy efficiency. We have installed time clocks for the heating units and exhaust fans and repaired the system to restore the day/night set back into working order. We continue to make repairs to the 1962 AAF Nelson Aire Mark II unit ventilators. We have repaired and replaced thermostats that are failing, repaired and continue to repair pneumatic leaks, and room temperature comfort is difficult to maintain. We are still able to get replacement parts for all the units but many have to be retrofitted which leads to higher costs to the district to complete the retrofit procedure and many of the parts are not readily available which takes time and in some cases leaves a classroom at an uncomfortable temperature level for learning.

The exhaust fans are failing; they are also the 1962 original fan units. Motors and bearings are continually burning and wearing out. We repair the shrouds yearly as the hardware that holds them together is old and rusted or broken. When servicing the units, it takes double the time due to the work to remove and repair the covers. The motors and replacement motors are not energy efficient as a new unit would be.

2. 1992 Roof, Windows & Metal Panels

The 1992 roof has been maintained with regular investments of proactive maintenance. In 2018-19 rain water damaged ceiling tiles and created safety hazards on hallway floors - a sign of the roof coming to the end of its useful life. There is ceiling damage in our center hallways and school restaurant. It will not be long before this "band-aid" approach fails and total roof replacement becomes a necessary expense for the district to incur. The windows and metal panels under the windows were also recommended for replacement as they approach 30 years of use. The district is seeking FY21 budget funds for an OPM and Architect so that the roof issue can be addressed in FY22.

3. Septic system

The Septic was upgraded in 1992 when the addition was constructed (585 students). However, there are two rear tanks that are original to the building with original lines plumbed to them which are showing signs of fatigue; the rear septic tank is in need of replacement as it is over 52 years old and there is disintegration at the bottom of the tank. The ejector pump chamber is also beginning to break down, concrete has begun to deteriorate and in some cases pieces of the concrete have become caught in the pumps damaging the pump impellers. The lines and new tank installed with the addition appear to be in good condition with no known problems. The district is seeking \$280,000 in FY21 budget funds to repair these deficiencies.

4. Life Safety Systems

Our recent Master Facilities Plan revealed that the school's fire alarm is in fair condition but does not meet current standards. There are no CO detection sensors. There is no fire protection sprinkler system. Additional security cameras and access control devices were also recommended.

5. Roof on 2000 Modular Unit

The school relies on a detached three-classroom modular unit for academic classes. At 20 years old, the unit remains a security concern as it is not attached to the building envelope. The roof needed an emergency replacement in 2019.

6. System Failure of Girls' Bathroom

Due to corroding pipes, we needed to shutter a girls' bathroom in 2021 and redirect students to other bathrooms. We will work on an emergency repair in summer 2021, but this is indicative of the need for replacing original infrastructure.

Priority 5

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

As one of the oldest regional vocational technical high schools in Massachusetts, SST places the highest priority on facilities maintenance. The district sets aside funds annually in its maintenance cost center for repairs. Preventative maintenance and inspections occur frequently to extend the life span of these systems/units. More specific information on mitigation is below:

1. The HVAC system in the 1962 and 1992 sections and the 1962 motor control panel

Over the past 12 years we have continued to make upgrades and repairs to make our HVAC system as efficient as possible. We have installed on off time clocks for the heating units and exhaust fans and restored the night set back operations to working order. We continue to make repairs as well as preventive maintenance repairs to all unit ventilators, air handlers which include repairing of air leaks, replacement of motors, valves, limit thermostats. The exhaust fans have had motors and bearings replaced, in many cases the fan shroud hardware is rusted so badly it takes double the time to service the units due to the cover repairs. We replaced all the pneumatic thermostats with Cypress wireless pneumatic thermostats (a \$30,000 upgrade). As we make repairs to all the units parts are harder to purchase and most require an extensive retrofit to keep them operational.

The motor control panel has had starter/heaters and breakers fail. Aside from routine "exercise" of the units, we can only replace the units as they fail. The parts are becoming harder to obtain and most have to be retrofitted to work.

In 2019 students installed mini splits in the 1962 classrooms to help with climate control in warmer weather months.

2. 1992 Roof

The 1992 roof has been maintained with regular investments of proactive maintenance. In 2018-19 rain water damaged ceiling tiles and created safety hazards on hallway floors - a sign of the roof coming to the end of its useful life. It will not be long before this "band-aid" approach fails and total roof replacement becomes a necessary expense for the district to incur. The district is seeking FY21 budget funds for an OPM and Architect so that the roof issue can be addressed in FY22.

3. Septic system

Over the years as it has become apparent there are issues with the septic and pump chamber tanks. We have gone to semi annual pumping and inspecting of the tanks, and we have "jet rodded" the lines to the two tanks which we will do on an annual basis. We have also had our plumbing contractor rake and remove the debris at the bottom of the pump chamber. The district is seeking \$280,000 in FY21 budget funds to repair these deficiencies.

4. Life Safety

The school has added some security cameras recently and is targeting additional budget requests in this category for the upcoming fiscal year.

5. 2000 Modular Unit Roof

The school relies on a detached three-classroom modular unit for academic classes. At 20 years old, the unit remains a security concerns as it is not attached to the building envelope. The roof needed an emergency replacement in 2019.

6. System Failure of Girls' Bathroom

Due to corroding pipes, we needed to shutter a girls' bathroom in 2021 and redirect students to other bathrooms. We will work on an emergency repair in summer 2021, but this is indicative of the need for replacing original infrastructure.

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.

Regarding the HVAC system in both sections (1962 and 1992) of the high school, we are still able to get replacement parts for all the units but many have to be retrofitted which leads to higher costs to the district to complete the retrofit procedure, and many of the parts are not readily available which takes time and in some cases leaves a classroom at an uncomfortable temperature level for learning.

The 1992 roof has been maintained with regular investments of proactive maintenance. In 2018-19 rain water rain water has damaged ceiling tiles and created safety hazards on hallway floors - a sign of the roof coming to the end of its useful life. It requires additional custodial maintenance attention and roof repairs from outside contractors.

The septic is functioning but there are issues with the system: The tanks are beginning to deteriorate and the piping coming out of the building is beginning to deteriorate. We jet rod the lines on a semi annual basis to keep them clear. One challenge of expansion is limited space for a new septic system and leeching field. Expanded leeching fields would reduce our ability to expand the building and/or increase parking for staff and students.

The overall life safety systems are less than ideal, but do not currently limit the delivery of our educational program.

The modular unit roof repairs are a symptom of the larger issue of a lack of space and proper security. We need this space for three classrooms to deliver the instructional program but would prefer it be housed inside the building envelope.

The failing bathroom presents an inequitable situation near our gymnasium with no female bathrooms readily available.

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.

There are clear benefits to replacing the **1962 and 1992 HVAC systems and the motor control panel**:

- | Eliminate the high yearly repair costs to the district.
- | A DDC System can save up to 15% in energy costs per year.
- | Lower maintenance, more accurate temperature control, system diagnosis and monitoring functions.
- | Improved air quality and reduced control calibration (most digital controllers do not require calibration).
- | DDC would replace pneumatic equipment allowing energy management, control and system diagnosis from a central computer.
- | Installing wireless thermostat/time clock units to replace the mechanical time clocks will allow us to schedule on/off times on a daily basis, as well as scheduling for holidays, vacations, and early release days.

Not only is the motor control panel beginning to fail and replacement parts more difficult to find, to upgrade our school to a fully functional DDC HVAC system, the panel will have to be replaced. It is not suitable to control an advanced system like today's HVAC units with a 52 year old control panel.

It will be beneficial for the district to replace the **1992 roof** before the condition is such that the leaks are so bad the ceilings and walls begin to be damaged, as well as classroom items such as computers, books, electrical fixtures and furniture. It could create a possible future mold situation. A total roof replacement with a 25-year warranty will minimize future issues and expenses.

The **septic** and pump chamber tanks are difficult to maintain as there is really not too much that can be done to keep it operational other than pumping, which is why we now do semi-annual pumping.

Upgrading the **life safety systems** will be required as part of any renovation/addition project.

Expanding the building and eliminating the **2000 modular unit** will improve security and better control for maintenance costs.

Upgrading 1962 plumbing will ensure no future system failures as with the aforementioned girls' bathroom.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?:

YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

The systems described above have been examined by Robert Lee, President of Commercial Boiler Systems of Pembroke, MA and James Goodwin and Gerald Hickey of Automatic Temperature Control of Weymouth, MA.

The date of the inspection: 2/2/2019

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

These systems are examined on an annual basis during the summer months by both of the mentioned companies. The

findings have been consistent to what has been described in this document. The systems have long out served their life expectancy and are in need of repeated repairs. Difficulty in maintaining service parts has caused discomfort in rooms while awaiting parts to repair the units, and the systems are no longer efficient to operate. Both companies are in agreement that replacement of the systems would be beneficial to the district. Replacement would eliminate emergency repair calls and the constant need to locate parts.

Each of these areas have been reviewed by our professional design team during the recent Facilities Master Plan project. The team included:

Architects: DRA, Inc.

MEP Engineers: CES, Inc.

Structural Engineers: EDG, Inc.

Civil Engineers: Samiotes

Security Consultants: Accentech

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.

1. Automotive Program Limitations

Due to space limitations cited in Priority 2, the Automotive program cannot provide a dedicated Diagnostics bay for cars. It also lacks sufficient theory space which allows for instructors to demonstrate processes with car components. This forces curriculum delivery to be done with more online resources and minimizes hands-on practice for students. Teachers have considerable challenges giving students access to sufficiently practice all parts of the program curriculum given higher than desired ratios of students working on projects.

2. HVAC-R Program Limitations

Due to space limitations cited in Priority 2, the HVAC-R program cannot provide adequate space for boiler project installation and repair, adequate layout space for duct work, and adequate space for underclassmen to practice on individual simulations as they learn the basics of the program. The recently added plumbing component has forced us to remove a walk in cooler in the program in order to provide space to teach plumbing competencies. While this does advance the program curriculum in one area, it creates obstacles in another area. The program should not have to make such instructional choices.

3. Electrical Program Limitations

The Electrical program is one of our most popular programs, for which we must turn away 10-15 students per year. For those who are admitted to the program, the lack of space limits program curriculum potential. There is no adequate space for training on solar technology, security alarms and programmable controls, which are growing parts of the industry. Students have limited space for project layout, often resulting in students having the bend and thread pipe outside the building in an adjacent courtyard.

4. Allied Health Program Limitations

The health care industry is one of the strongest sectors in the Commonwealth. In our region of northern Plymouth County, there are ample places for employment for our graduates, from South Shore Hospital and Jordan Hospital to various long-term care facilities.

The demand for our Allied Health program exceeds our ability to place students in the program. Our lack of space was cited in NEASC evaluations as far back as 2008. The current Allied Health shop space is 1922 sq ft which is used for up to 24 students and two teachers. In 2019 we removed an interior classroom to open up 242 square feet of space (but it created more demand on finding classroom space elsewhere in the building). In 2020 we moved Allied Health to our LMC and now we have our LMC going to the lecture hall.

The district is investigating whether it could offer curriculum expansion into Medical Assisting as well as an after-hours LPN program for adults; such an expansion of this program would increase the chances that SST could expand its outreach into a non-high school population of learners seeking advanced skills for the workforce.

5. Carpentry Program Limitations

Similar to our other construction programs, we rely on outside projects to help mitigate the lack of internal space for the number of students seeking carpentry training. We are unable to expand our curriculum into Cabinetmaking due to the lack of space. Individual student projects in the early grades are limited based on layout table space and access to equipment.

6. Science Program Limitations

1 There is limited space to enact Robotics lessons as part of our Engineering curriculum.

- | There is not enough space for demonstration tables in three lab classrooms (Rooms 202, 204 and 206A). In most classrooms there is the teacher desk and student paired desks, but no independent demonstration table.
- | In early 2020 we expanded cabinets in one classroom to alleviate some overcrowding in the science storage room.

7. Establishment of a transitional program for at risk students

We are unable to run a proper 'BRYT' program that supports students who are dealing with extended absences and/or social emotional issues. We tend to these students through a hodge-podge of locations that is far from optimal.

8. Physical education/Wellness program limitations

We meet the state requirement for physical education by offering it each school year but the fact that we only have one gymnasium and one PE teacher means that the amount of contact time is limited (12 hours per year). An auxiliary gym/weight room, as discussed in Priority 2, would open up essential wellness program we are unable to attend to with our current space constraints.

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.

1. Automotive Program Limitations

We are closing our Collision Repair program so that we could take space for the Automotive program. This is not an ideal solution because the current program is in now in two non-adjacent footprints. Further renovation and relocation of existing space would give us an optimal environment for students and staff.

2. HVAC Program limitations

We have removed non-instructional material and placed it in an adjacent courtyard. This creates a burden on teachers to have access to this material and it at times can be a supervisory challenge. This is not an ideal solution.

3. Electrical Program limitations

Students are expected to undertake projects outside in an adjacent courtyard, which creates limitations due to weather and supervision. We are looking at removing non-instructional space to mitigate this issue, but it will result in storage needed elsewhere on campus.

4. Allied Health Program limitations

We removed an internal classroom to allow for more shop space but we are unable to address the Medical Assisting component under current conditions. In 2020 we moved Allied Health to our LMC and now we have our LMC going to the lecture hall.

5. Carpentry Program Limitations

Similar to our other construction programs, we rely on outside projects to help mitigate the lack of internal space for the number of students seeking carpentry training. In 2013 a canopy was build next to the program to allow for some weather protected work to be done outside.

6. Science Program limitations

We renovated our library to make it more of a maker space for science classrooms to reserve as needed. However, the location is at the other end of the building and cannot accommodate more than one class at a time. This is not an ideal solution.

7. Establishment of program for at risk students

We are unable to run a proper 'BRYT' program that supports students who are dealing with extended absences and/or social emotional issues. We tend to these students through a hodge-podge of locations that is far from optimal.

8. Physical Education program

We have been unable to mitigate this issue.

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.

1. Automotive Program Limitations that affect students and teachers:

- a. The most noticeable limitation is that students are often in groups of 4 working on a car, which limits their ability to practice the skills being taught in the shop.
- b. Having to constantly pack away diagnostics equipment because the program lacks a dedicated diagnostics bay.
- c. The lack of a dedicated tire mounting/balancing and brake machining repair area.
- d. The lack of lab space for Automotive Theory lessons to incorporate STEM activities.
- e. The lack of a dedicated engine and transmission repair area to be used for senior projects and tear downs.
- f. Severely lacking in storage space. Important equipment and practice lab mock ups take up valuable shop square footage. Increased storage would allow us to store more mock ups to increase our use of labs. This would also help with the current overcrowding of equipment in our related classroom.

2. HVAC-R, Carpentry, Electrical and Allied Health Program Limitations:

We cannot meet the student demand for enrollment in these programs. Carpentry, HVAC-R and Electrical represent industries and career paths that show strong regional employer demand. In these programs in particular there is considerable instructional space devoted to equipment, which limits the space for students and teachers. Students in these programs have very limited table space for projects.

Each program requires considerable equipment inside the shop, as well as considerable storage that has been relegated to space outside the shop in an adjacent courtyard. Program advisors have been consistently advocating for more space for the program.

We added a third teacher to the HVAC-R program to expand the program's outreach into plumbing, and we are adding an aide to the Electrical program.

We are relegated to storing materials in outside storage containers and rack storage adjacent to the shop. Students often work outside the shop in an adjacent courtyard when weather permits.

Our Allied Health program does not have enough space to accommodate two grades of students concurrently to both work on theory and hands-on activities. We are limited by the space to take more students into the program. Were we to add more practice stations (beds, mannequins, wheelchairs), it would further limit the space for students. We cannot offer Medical Assisting as a course offering because of the lack of space in the program.

3. Science Department Space:

There are several instructional limitations in this arrangement.

- 1 There is inadequate storage space for chemicals and space for laboratory preparations. Science teachers are constantly having to interrupt other science classes because of set up and clean up of labs, usually the last 5 to 10 minutes of class. This

is due in part to the small prep/storage area for the science department.

- | There is not enough space for demonstration tables in three lab classrooms (Rooms 202, 204 and 206A). In most classrooms there is the teacher desk and student paired desks, but no independent demonstration table.
- | There is limited student bench space in the classrooms, which is exacerbated when students are required to move around the lab areas.
- | There is limited space to enact Robotics lessons as part of our Engineering curriculum.

4. Inadequate Physical Education/Health/Wellness Education Instructional Space:

There is no dedicated classroom space for health and wellness courses. Dedicated classroom space would allow a PE teacher to have the full range of instructional technology resources offered to other disciplines.

Any lesson planning involving weight training is inaccessible given the small size of the weight room. Physical education activities are limited to what can be done in the gymnasium with larger class sizes. As mentioned earlier in the application, we have one gym teacher and one gym with no auxiliary space. Student PE contact time is 12 hours per year (40 minutes biweekly). This is not sufficient for PE or wellness curriculum implementation.

5. Lack of Library/Lecture Hall Space:

- | We have no reliable common seating space to gather for school events.
- | The Library Media Center becomes a place to anchor SEL activities and support at risk students; this unreliable space now jeopardizes our ability to serve these needy students.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If the SOI is being submitted by a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If the SOI is being submitted by a regional school district, a vote in the following form is required from the Regional School Committee only. FORM OF VOTE Please use the text below to prepare your City's, Town's or District's required vote(s).

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on _____, prior to the closing date, the _____ [City Council/Board of Aldermen, Board of Selectmen/Equivalent Governing Body/School Committee] of _____ [City/Town], in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the _____ [Name of School] located at _____ [Address] which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

_____ ; [Insert a description of the priority(s) checked off on the Statement of Interest Form and a brief description of the deficiency described therein for each priority]; and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer *

School Committee Chair

Superintendent of Schools

Thomas Hickey

Robert Heywood

Thomas Hickey

Superintendent of Schools



(signature)

(signature)

(signature)

Date

Date

Date

5/28/2021 11:06:44 AM

6/2/2021 8:47:02 AM

5/28/2021 11:06:02 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.