

## Massachusetts School Building Authority

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School District ConcordDistrict Contact Diana Rigby TEL: (978) 318-1500Name of School WillardSubmission Date 11/14/2008

### 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 the heating system in a schoolhouse to increase energy conservation and decrease energy related costs in the schoolhouse.
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.

**Potential Project Scope:** Major Project

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

**The MSBA ID for the District Priority SOI:** 2009 Willard

#### District Goal for School: Please explain the educational goals of any potential project at this school

The district goal to replace the Willard School will ensure the availability of appropriate educational classroom spaces for all children with proper accessibility, safety and environmental conditions for all building occupants. Willard student's are currently receiving instructional services in hallways, storage areas, and other makeshift locations. Such makeshift locations often lack proper ventilation and safety egresses. The lack of privacy for tutorial spaces has been cited in the Massachusetts Department of Secondary and Elementary Coordinated Program Review of 2001 and specifically noted, " ... concern on the comparability of designated special education spaces for general education, the integration of special education students into the life of the school and the district's ability, given its' use of space, to preserve student confidentiality and follow through on IEP services and accommodations. At the elementary level, hallways are being used for special education testing and tutoring. In addition, several service providers are using large open spaces simultaneously to provide IEP services, tutoring and testing. Some rooms and other spaces that are used to deliver special education services are not handicapped-accessible, and doors within elementary school buildings do not always allow a physically handicapped student to enter and exit independently." The goal is to remediate all noted concerns by replacement of the building.

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

**If "YES", please provide the following:**

**Facilities Plan Date:** 4/29/1999**Planning Firm:** Drummeey Rosane Anderson (DRA)**Please provide an overview of the plan including as much detail as necessary to describe the plan, its goals and how the school facility that is the subject of this SOI fits into that plan:**

A Master Plan was completed by DRA in April of 1999. The 1999 study concluded that the Willard Elementary school despite earlier additions, did not have the capacity to meet current (1999) or future additional requirements, and that the various building systems, and finish materials had reached the end of their useful lives. The 1999 DRA study also cited that the newly added spaces, such as the library actually diminished the capacity of the original spaces to serve as classroom spaces, and noted that instructional support spaces are also very limited. The introduction of computer labs into the Willard have also compounded the space issue. The plan also noted that over 60% of Willard's instructional support rooms are either undersized or half the size of the SBA guidelines in effect at the time of the study. Willard's needs were planned to be addressed in phase 2 of the Master Plan. Town Meeting of 2000 amended the plan and approved replacement of the Willard School building. The Master Plan previously recommended a two-phase, four building K-8 project identifying appropriate swing spaces; the later decision to replace Willard required a feasibility study to insure that the Willard site could support construction of a new building while the existing building housed Willard students. In a 2005 feasibility study, the Office of Michael Rosenfeld Architects (OMR) determined the site could support new construction, and in 2006 Town Meeting approved design funds for a new Willard Elementary School, and the 2007 Town Meeting approved construction funds. Construction is underway and approximately 40% complete.

**Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 19 students per teacher.****Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 19 students per teacher.****Is there overcrowding at the school facility?** YES**If "YES", please describe in detail, including specific examples of the overcrowding.**

There is significant overcrowding at the Willard School. The configuration and types of spaces contained in the Willard School do not adequately support instruction in today's educational environment. There is a significant lack of tutorial and specialist spaces in the facility. The most dramatic examples of this are noted below:

- 5 Special Education staff members are grouped in one classroom. This means that multiple groups receive instruction in one classroom. While instruction occurs, this space must also serve as a testing space and as a teacher workspace (IEP development and lesson planning/preparation).
- 4 Special Ed staff members must share another classroom: Speech Pathologist, Occupational Specialist, Physical Therapist, & Teacher of the Hearing Impaired. Room dividers serve to provide limited visual separation for these diverse activities. There is virtually no acoustic separation. As a result, the delivery of specialized services is compromised.
- Instrumental music instruction must be delivered in a shared space and other instrumental instruction must be delivered in a hallway preventing access to the adult bathrooms.
- 1:1 instruction occurs in converted storage closets.
- ELL instruction occurs in a converted storage space that houses three functions: Conference Room, Teacher Work Room, & ELL instruction.
- The building suffers from a tremendous lack of storage space for instructional materials, office supplies, & custodial supplies.

General Description

**PROGRAMS & OPERATIONS:** Willard School is a K – 5 Elementary School. The facility's limitations include the following impact on students:

- Lack of Tutorial Spaces forces SPED staff and ELL staff to provide services in hallways, storage areas and conference room.
- Lack of an auditorium limits the opportunity for students to participate in plays and other performances.

## General Description

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**SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site (maximum of 5000 characters):**

Site conditions are excellent and include a topography that is flat with excellent drainage conditions.

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

Brick with concrete block and steel single pane non-safety glass. The existing glass windows upon breakage pose a significant threat to occupants.

**Age of EXTERIOR WALLS (In Years):** 51

**Year of Last Repair or Replacement:** 1957

**Description of Last Repair or Replacement:**

All walls are original.

**Age of ROOF(In Years):** 22

**Year of Last Repair or Replacement:** 1986

**Description of Last Repair or Replacement:**

Roofing and structural renovations took place in 1979. Extensive roofing repairs are being done on a consistent basis. Latest repair was done in September of 2008.

**Age of WINDOWS(In Years):** 51

**Year of Last Repair or Replacement:** 2004

**Description of Last Repair or Replacement:**

All windows are original to the building, or to the additions made to the building with the exception of a small section of hallway windows that were replaced in 2004.

**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):**

Willard has a single zone gas fired hot water boiler. The boiler's were replaced in 1995 and 1997. The boiler system was evaluated as insufficient to meet capacity in the 1999 DRA Master Plan study. Electrical systems is original and is located in the boiler room which is a violation of today's Massachusetts Electrical Codes. The system cannot support any additional needs such as expanded technology requirements or HVAC needs.

**Age of BOILERS(In Years):** 13

**Year of Last Repair or Replacement:** 1997

**Description of Last Repair or Replacement:**

There are two boilers at the Willard, the oldest was installed in 1995 and the newest in 1997.

**Age of HVAC SYSTEM (In Years):** 51

**Year of Last Repair or Replacement:** 2007

**Description of Last Repair or Replacement:**

All HVAC systems are original to the building, or to the additions made to the building. The DRA study in 1999 recommended replacement of the original, "archaic ventilation distribution system and unit ventilator systems."

**Age of ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM(In Years):** 51

**Year of Last Repair or Replacement:** 2007

**Description of Last Repair or Replacement:**

All electrical systems are original to the building, or to the additions made to the building.

**BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description**

**of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters):**

Flooring - Asbestos tile, asbestos tile covered by carpet, VAT tile, maple hardwood in gymnasium, ceramic in kitchen.

Walls - concrete block, studs and gypsum.

Ceilings - Dropped ceilings in administrative areas and in 1994 addition. Exposed steel joists with structural tectum decking. Some incandescent and T12 fluorescent lighting.

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

The configuration and types of spaces contained in the Willard School do not adequately support instruction in today's educational environment. There is a significant lack of tutorial and specialist spaces in the facility. Reading support has been delivered in the hallway, Music lessons are held in the hallway that leads to the adult bathrooms, and 1:1 instruction takes place in converted storage closets. A modular classroom was added in the early 1990s, but site limitations and egress issues constrict further expansion by addition of modulars. Tutorial sessions are conducted in hallways and storage areas that lack proper ventilation and emergency egress. Other tutorial spaces often lack privacy and do not provide a good instructional setting. A 2001 Department of Education Coordinated Program Review cited, "... concern on the comparability of designated special education spaces to spaces for general education, the integration of special education students into the life of the school and the district's ability, given its' use of space, to preserve student confidentiality and follow through on IEP services and accommodations. At the elementary level, hallways are being used for special education testing and tutoring. In addition, several service providers are using large open spaces simultaneously to provide IEP services, tutoring and testing. Some rooms and other spaces that are used to deliver special education services are not handicapped-accessible, and doors within elementary school buildings do not always allow a physically handicapped student to enter and exit independently." Day-to-day operation of Computer Lab/Learning Center is educationally disruptive to library classes. Speech, reading, and guidance services are provided in makeshift offices behind the main office. No direct egress to exterior hallways exists. Tutorial spaces have been created out of storage areas but these areas are frequently unventilated, inaccessible to handicapped individuals, and often cramped. The conversion of storage space to instructional space exacerbates the lack of proper storage areas.

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

See page 7 of Willard SOI submitted in 2006 .

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

Every single space in the Willard is used extensively to deliver instruction. Many of the spaces serve double duty, and a modular classroom was added in 1992. Storage spaces and closets are used for instructional programs.

**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 if any override or debt exclusion votes were necessary (maximum of 5000 characters):**

Currently the only repairs being made to the Willard facility are safety or environmentally required due to the fact that a new building is being constructed.

**Priority 2**

*Please describe the existing conditions that constitute severe overcrowding.*

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The configuration and types of spaces contained in the Willard School do not adequately support instruction in today's educational environment. There is a significant lack of tutorial and specialist spaces in the facility. Reading support has been delivered in the hallway, instrumental music lessons are held in the hallway that leads to the adult bathrooms; the delivery of music lessons also disrupts occupational therapy and speech and language services, and 1:1 instruction takes place in converted storage closets. Storage areas are inadequate, overcrowded and often serve double-duty as instructional spaces.

**Priority 2**

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

We are building a new school that addresses all special education, tutorial, specialists and other programmatic space needs. The new building is MA-CHPS compliant.

**Priority 2**

*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 special education spaces are severely compromised and are not comparable to general education spaces, do not provide student confidentiality and follow through on IEP services and accommodations. Spaces that are used to deliver special education services are not handicapped accessible. Inadequate handicapped accessibility exists in most lavatories and specialist's offices (counselors, reading teacher, speech therapist, etc) posing compliance problems. Speech, reading and guidance services are provided in converted storage space behind the main office. Operation of the computer lab and special education learning center is disruptive to library classes as access to those spaces require going through the library and a crowded storage area. The storage areas that are used for tutorial and special education services are not properly ventilated and not accessible to handicapped students and are very cramped.

**Please also provide the following:**

**Cafeteria Seating Capacity:** 176

**Number of lunch seatings per day:** 5

**Are modular units currently present on-site and being used for classroom space?:** YES

**If "YES", indicate the number of years that the modular units have been in use:** 16

**Number of Modular Units:** 1

**Classroom count in Modular Units:** 23

**Seating Capacity of Modular classrooms:** 23

**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:** 9

**Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used:**

Language Arts Specialists, Reading Specialists, Music, Psychologist, Social Worker, Speech & Language, Occupational Therapists, English Language Learner Specialists, Computer Learning Center are all housed in a combination of hallways, closets and storage 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):**

No changes.

**What are the district's current class size policies?:**

19:1 in Elementary.

**Has the district closed, taken off-line, or converted to another, non-school use, any school facilities within the last 10 years?:** NO

**If "YES", please provide the name and address of any such school facility and provide a description of the reasons for removing the school from service.:**

**Priority 3**

*Please provide a detailed description of the "facility-related" issues that are threatening accreditation.*

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Tutorial sessions are conducted in hallways and storage areas that lack proper ventilation and emergency egress. Other tutorial spaces often lack privacy and do not provide a good instructional setting. A 2001 Department of Education Coordinated Program Review cited, “ ...concern on the comparability of designated special education spaces to spaces for general education, the integration of special education students into the life of the school and the district’s ability, given its’ use of space, to preserve student confidentiality and follow through on IEP services and accommodations. At the elementary level, hallways are being used for special education testing and tutoring. In addition, several service providers are using large open spaces simultaneously to provide IEP services, tutoring and testing. Some rooms and other spaces that are used to deliver special education services are not handicapped-accessible, and doors within elementary school buildings do not always allow a physically handicapped student to enter and exit independently.” These findings were supported in a more recent DESE Coordinated Program Review in June 2008.

**Priority 3**

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

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Tutorial spaces have been created out of closets, storage areas but these areas are frequently unventilated, inaccessible to handicapped individuals, and often cramped. The conversion of storage space to instructional space exacerbates the lack of proper storage areas. To accommodate classroom music lessons teachers have held classes in the hallway.

We are building a new school that addresses all programmatic space needs. The new building is MA - CHPS compliant.

**Priority 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 problems cited above do not allow adequate delivery of special education and tutorial services. This impact can limit our ability to assure parents that their children's learning needs can be met within the school setting. The Department of Elementary and Secondary Education findings , June 2008, " Interviews and observations indicate that some of the special education instructional spaces at the Willard School are not at least equal in all physical aspects to the average standards of general education facilities, and do not minimize the separation or stigmatization of special education students. One classroom is shared by a speech therapists, occupational therapist, physical therapist, and teacher of the hearing impaired, and at times there are four different types of instructional groups being led at the same time in the space. The space is reportedly noisy, distracting, and lacks confidentiality, as at times staff must speak with parents in the spaces at well. Another classroom at Willard, "the learning center" houses three learning centers and a special education tutor, and reportedly, there could be as many as six instructional groups being led simultaneously in this space. Additionally, the learning center can only be accessed through the library, and the only other exit is into an enclosed courtyard. This space is also reportedly noisy and distracting when multiple groups are run in it. These spaces are therefore not appropriate for the types of instructional programs, sizes and numbers of instructional groups that occur in them. Additional spaces at the Willard school are not given the same priority as is given to general education spaces. The social worker's office can only be reached by going through the nurse's office or by going through the main office and down a corridor of other offices in the back of the building. This compromises confidentiality of the medical services received by students in the nurse's office, as well as that of the students who must go to the social worker's office. Other related services spaces are located in small offices and storage spaces located off the corridor behind the main office. Students can access this corridor only by passing through the nurse's and social worker's offices, or through the main office. These spaces are not comparable to spaces provided for general education."

**Please also provide the following:**

**Current Accreditation Status; Please provide appropriate number as 1=Passed, 2=Probation, 3=Warning: 2**

**If "WARNING", indicate the date accreditation may be switched to Probation or lost::**

**If "PROBATION", indicate the date accreditation may be lost:: 6/1/2009**

**Please provide the date of the first accreditation visit that resulted in your current accreditation status.:**

10/10/2007

**Please provide the date of the follow-up accreditation visit:: 6/1/2009**

**Are Facility related issues related to Media Center/Library? If yes, please describe in detail in Question 1 above.:**

NO

**Are Facility related issues related to Science Rooms/Labs? If yes, please describe in detail in Question 1 above.:**

NO

**Are Facility related issues related to general Classroom spaces? If yes, please describe in detail in Question 1 above.:**

NO

**Are Facility related issues related to support spaces? If yes, please describe in detail in Question 1 above.: YES**

**Priority 7**

*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.*

We are requesting that the building be replaced due to the following compelling Health & Safety issues:

- Egress Restrictions

- Computer Lab and Learning Center are accessible only through Library.
- Computer Lab and Learning Center occupants egress is to an enclosed courtyard if library egress is compromised.
- Egress from each location poses a life safety issue, since students are evacuated into an enclosed, internal courtyard.

Each of the spaces is only accessible by going through the library

first. In an emergency situation there would be a bottleneck to use the library egress. The alternative egress is to an enclosed courtyard. These conditions expose students, staff and emergency responders to an inordinate risk level in critical situations.

- Fire Safety

- The building does not have full sprinkler systems or modern fire detection devices.
- The intercom system fails to reach all occupied building areas: several makeshift spaces have been created due to lack of proper tutorial spaces and these spaces are not reached by the intercom system.

- Health & Safety

- A failing roof causes significant leaks and poses a health risk due to mold potential.
- Inadequate heating & ventilation led to several classrooms experiencing freeze-ups, burst pipes, and heating failures during the winters of 2003, 2004, and 2005.
- The building has an inefficient single zone heating system that is old and extremely difficult to maintain.
- Original asbestos filled exterior and interior fire doors are warped and delaminating.

- Accessibility

- Inadequate handicapped accessibility exists in most lavatories and specialists' offices (counselors, reading teacher, speech

therapist, etc.) posing compliance issues.

- Energy Usage

- Large expanses of single pane window systems cover former external space and result in significant heat loss.
- Energy controls are obsolete and ineffective.
- The building has a single zone heating system.

**Priority 7**

*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.*

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Despite improvements and additions of a modular classroom in the early 1990s, the building does not provide adequate space for special education and music instruction. The improvements from work performed on the heating system are limited due to the single zone configuration. Fewer than 50% of classrooms meet current space requirements. The attached Comparison of Elementary School Educational Specifications compares the School Committee Educational Specifications approved in October of 2000 with existing conditions of the Willard School. The tables indicate that a 43% increase in square footage is required to meet the 2000 approved educational specifications.

After careful consideration and full deliberation within the community a vote at a special town meeting in November of 2007 approved construction funding for a new Willard School. Construction is underway, and at the 40% completion mark, the project is on schedule and within budget.

**Priority 7**

***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.***

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The configuration and types of spaces contained in the Willard School do not adequately support instruction in today's educational environment. There is a significant lack of tutorial and specialist spaces in the facility. Reading support has been delivered in the hallway, Music lessons are held in the hallway that leads to the adult bathrooms, and that 1:1 instruction takes place in converted storage closets.

## Vote

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Vote of Municipal Governing Body YES: 5 NO: 0 Date: 11/10/2008

Vote of School Committee YES: 5 NO: 0 Date: 11/13/2008

Vote of Regional School Committee YES: NO: Date:

### Form of Vote

The following form of vote should be used by both the City Council/Board of Aldermen, Board of Selectmen/equivalent governing body AND the School Committee in voting to approve this Statement of Interest.

If a regional school district, the regional school district should use the following form of vote.

Resolved: Having convened in an open meeting on \_\_\_\_\_, the \_\_\_\_\_ [City Council/Board of Aldermen, Board of Selectmen/Equivalent Governing Body, School Committee] of \_\_\_\_\_ [City/Town/School District],

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

\_\_\_\_\_ [Name of City/Town/District] may be invited to apply to the Massachusetts School Building Authority in the future

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\_\_\_\_\_ [Insert a description of the priority(s) checked off on the Statement of Interest and a brief description of the deficiency described therein for each priority]; and hereby further specifically

acknowledges that by submitting this Statement of Interest, 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

\_\_\_\_\_ [Name of City/Town/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.

**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**

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