

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2013 Statement of Interest

Thank you for submitting your FY 2013 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

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

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

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

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

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

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

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

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

- If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in

a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.

- If a District selects Priority #3, Prevention of a loss of accreditation, the MSBA requires the full accreditation report (s) and any supporting correspondence between the District and the accrediting entity.

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

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

Massachusetts School Building Authority

School District Beverly

District Contact Bill F Scanlon TEL: (978) 921-8398

Name of School Briscoe Middle

Submission Date 3/19/2013

SOI CERTIFICATION

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

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

Chief Executive Officer *

School Committee Chair

Superintendent of Schools

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

Massachusetts School Building Authority

School District Beverly

District Contact Bill F Scanlon TEL: (978) 921-8398

Name of School Briscoe Middle

Submission Date 3/19/2013

Note

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

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

SOI Vote Requirement

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

Potential Project Scope: Potential New School

Is this SOI the District Priority SOI? YES

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

Working closely with MSBA and its predecessor organization, Beverly has over the past sixteen years systematically upgraded all its public elementary schools and very recently its public high school. The one remaining piece of the puzzle needing improvement is our middle school. Our goal is to have a modern state-of-the-art middle school, which will facilitate Beverly youngsters receiving a high quality forward-looking education. The Briscoe School was opened in 1923, some ninety years ago. The electrical system has never been upgraded and does not meet the current code. The mechanical ventilation system is inoperable and has led the City to perform an extensive project to ensure that one large window in each classroom is operable thus providing adequate ventilation. However, many of the windows do not open at all. There is no hot water service in the

restrooms. There is asbestos in the building, which is currently contained, and not an issue until it is disturbed. The roof is in need of repair. Lintels above the windows in the building need replacing. A bit of history is in order here. Until 2005, the City of Beverly had two active middle schools, the Briscoe School and the Memorial School. Briscoe is significantly older, in worse physical condition and occupies a six-acre site. Memorial, which is located on a much larger seventeen acre land mass, was opened in 1957. The Memorial Building is well-constructed and structurally sound. In 2005, in the face of severe financial difficulties, the decision was made to close one school and combine all the students in the remaining school. Had the two schools been of equal size, most assuredly the Memorial School would have continued in operation, but Memorial contained only 54,000 square feet versus 96,000 in Briscoe. Thus, there was no choice but to squeeze the entire middle school population into the Briscoe building. In 2011, working closely with MSBA, Beverly successfully completed the renovation/addition of Beverly High School. Now it is time to focus on the remaining weak link in our system, the middle school. MSBA will no doubt need to do their own analysis of the Briscoe School and its future, but the following comments may be helpful. Any upgrading of Briscoe would necessarily require that the building be emptied of all persons and the students relocated. Briscoe is not currently big enough to support all necessary educational activities, and it is located on a relatively small six-acre site. Within our city, the consensus is clear that the newer, and in better condition, Memorial building, still owned by the city, with its much larger land mass should be the site of the school of the future after a renovation/addition or new building project is completed with students continuing to occupy Briscoe until that time. We envision beginning construction in 2015 with classes to start in 2017. Current conditions are such that should a serious failure occur in this aged facility, Beverly would quickly be driven to a priority 1 situation.

District's Proposed Schedule: What is the District's proposed schedule to achieve the goal(s) stated above?

Development of a schedule at this time requires speculation but the following may be useful. Early 2013: Submit SOI. 2013: Review of SOI by MSBA and interaction with City. Mid 2013: Agree on Feasibility Study. Sign ICC. Determine reimbursement basis. Take appropriate votes and commence Feasibility Study. Late 2013: Review outcome of Feasibility Study, develop cost estimates, make determination to proceed. 2014-2015: Select OPM, select designer, develop construction plans and specs. 2015-2016: Break ground and construct project. 2017: Occupy upgraded and enlarged facilities.

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 2/16/2011

Planning Firm: Initial report completed internally.

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 great deal of planning for the future of Beverly's public education facilities has gone on in recent years. Plans developed by an outside firm in the mid-1990s called for the middle school to be consolidated at the Memorial location, but when the high school faced imminent loss of accreditation because of structural failures and other problems, our focus necessarily shifted. Today, the high school project is complete; it was upgraded through an \$81 million renovation/addition project, which brought very high praise from Katherine Craven and the State Treasurer. All of our elementary schools have also been upgraded; those improvements were made between 1996 and 2003. Now that these projects are completed (all on time and slightly under budget), the City of Beverly has turned its attention to the remaining piece of the education facilities puzzle, the middle school. Beverly consolidated both of its middle schools in 2005 due to severe financial pressures. Given that only the Briscoe Middle School barely had the capacity to accommodate all of Beverly's students enrolled in grades six through eight, it was necessary to transfer all middle school students to the larger Briscoe building. The Memorial Middle School was then used to house various city and school offices, as well as a state-approved remedial Recovery High School for young people with substance abuse issues. Although Briscoe is the larger (96,000 square feet) building, it is also an older building, constructed in 1923, located on only six acres, and over crowded with the addition of the Memorial School students. These characteristics place severe constraints on the ability of the school district to introduce innovative programming, provide space for athletic activity or even provide adequate and safe parking. At the time students were transferred to the Briscoe Middle School as part of a consolidation, it was evident that, at some near point, Beverly would need to present middle school students with a facility that met their educational needs. The former site of the Memorial Middle School would provide the City with that opportunity. While the building is currently too small and in need of an upgrade or complete replacement, the 17 acre site offers a land mass sufficient to allow the development of fields,

parking, and an addition that could accommodate all of Beverly's middle school students and allow for the space required for programming necessary to provide a 21st century educational experience. The middle school course chosen will determine the direction of Beverly public education for the next 50 years. After extensive investigation, the Superintendent of Schools and the School Committee have determined that the plan for the new middle school should include a grade 5-8 configuration. According to the May 2011 report by the BPSs Strategic Planning Committee Facilities Usage Ad Hoc Subgroup, this configuration is markedly advantageous for students. In part, the findings of the study conclude that increasing the number of students in this setting and the number of grades will result in increased parental involvement and enhanced curriculum consistency, while affording students more opportunities to interact with students in different grades in a co-curriculum milieu, which is beneficial. The resulting space made available at the existing elementary schools would be used to provide full-day kindergarten opportunities and continue limited half-day kindergarten classes. It would also allow for the expansion of successful in-house special education programs facilitating the return to Beverly schools of currently out-placed special needs students with resulting cost savings. The aforementioned report also identifies the rather serious structural deficiencies currently plaguing Briscoe Middle School. They include: persistent leaks, large numbers of inoperable windows; mechanical ventilation systems that are not functional; insufficient and out-of-code electrical systems lacking the capacity to expand and support more technology in learning; necessary re-pointing of the exterior; non-existence of hot water in restrooms and insufficient water access in science classrooms as well as failing pipes; and the lack of a data network. The City of Beverly fully recognizes the critical need for providing a robust educational experience for its students. Over the last 16 years we have set about the process of identifying gaps and inadequacies in the system and have moved steadily to address them. The City of Beverly in concert with the school district has achieved a high degree of success. With the elementary schools and the high school renovations complete, the last remaining phase is the renovation of the middle school, which will provide the type of environment necessary for children to learn the skills needed to succeed in our increasingly global economy.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 14 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 12 students per teacher

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

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

Master Educational Plan – Strategic Planning Committee's Ad Hoc Facilities Planning Group, May 2011

Is there overcrowding at the school facility? YES

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

The Briscoe Middle School is currently used beyond capacity. Every available space in the building is used throughout the day. Many non-traditional spaces are utilized for instructional purposes for Special Education classes, resulting in gross inequity for these students. Required small group instruction in science and social studies for the Language Based Special Education program is severely hampered by the lack of space.

The building lacks any adequate meeting space; hence IEP team meetings, professional meetings, data meetings, and departmental meetings are all held in classrooms, hallways, or cafeteria space, severely hampering the efficacy and productivity of such, and potentially compromising confidentiality. All classes are crowded, housing a large number of students, teachers, and support personnel in limited square footage. Specific examples are outlined below. In addition to the overcrowding at the Briscoe Middle School, the district is experiencing overcrowding at its elementary schools due to increased growth in the overall population driven in part by a growing pre-school population of children on the Autism spectrum. This has resulted in the district renting space for 4 preschool classrooms in the current year; in the coming school year, an additional 4 classrooms will be relocated out of the elementary schools due to increased enrollment. Long range plans call for repurposing of the currently leased McKeown School as a district Early Childhood Center.

Classrooms – All classrooms and classroom-like spaces have been captured for instructional purposes and are used

throughout the school day. There is no available space for conducting small group, differentiated instruction; such instruction takes place in school hallways. Specific classroom overcrowding is experienced everyday in numerous classes, including all Grade 8 Algebra classes and most grade 7 core subject classes, which may have 30-35 students enrolled in classrooms of varying size. Expressive Arts classes for music, band, chorus, and physical education have between 25 and 60 students enrolled at any given time. Special education classes are offered in spaces converted to classrooms from areas used previously for storage and prep, and are of varying size and shape. Due to the limited square footage available, class size is limited, necessitating that some special education students be educated out of the district, at additional cost in both time and dollars spent.

Café – The cafeteria is used as a before school gathering area for students who arrive to school early, as well as for breakfast and lunch dining by the three grades. The cafeteria is a long narrow, spread-out, u-shaped room encompassing 5100 ft² and is the dedicated dining location for each of the three grades during separate 30-minute lunchtimes. Physical space limitations only allow for 3 serving lines at each lunch, causing a long wait and limited time for consumption of food for some of the students. Tables designed for 12 students often have to accommodate up to 16 students. Some students with heightened sensory issues cannot tolerate the volume of noise and density of the cafeteria and are forced to spend lunchtime in an open classroom.

Gym – Space for physical education classes is offered in a divided gym facility located in the basement of Briscoe. One half of this dark, poorly lit and poorly ventilated gym is devoted as a fitness area, with stationary exercise equipment, free weights, and exercise mats. The other half of the gym space is dedicated to team sports instruction and competition. Unfortunately, space constraints limit the opportunity for students to play, practice, or engage in physical activity during the block as a maximum of 6 players are on the court at any given time and class size ranges from 25-35 students on each half of the gym. The boys' locker room lacks modern amenities, (including changing stalls and benches), has a gang-style shower, and the toilet area has half walls and lacks a door. The girls' locker room is antiquated, and allows ready access to water valve controls. The showers lack temperature mix controls and have the potential to scald.

Lockers – Installation of additional lockers on the building's first floor for upper grade students to accommodate an influx of students has been done with random placement. Because lockers are not on same floor on which classes are located, it forces students to interrupt other grades' classes to access, spend additional time traveling between classes to get books and materials, and opens the door to potential disruptive behaviors. The necessary addition of these lockers has narrowed the hallways impeding student passage.

Has the district had any recent teacher layoffs or reductions? YES

If "YES", how many teaching positions were affected? 36

At which schools in the district? FY12 - 9 teachers eliminated at elementary schools. FY11- 27.4 teachers eliminated at all schools

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

FY12: Teachers-2 classroom;5 SpEd; 2 reading FY11: Teachers-6 classroom;1 art;1 music;1.4 Phys Ed;1 science;1 social studies;1 English;1 Foreign Language;2 technology;2 SpEd;1.6 reading;2 consultant–math & literacy;7 elementary paraprofessionals

Has the district had any recent staff layoffs or reductions? YES

If "YES", how many staff positions were affected? 12

At which schools in the district? Staff layoffs occurred at all schools and in central office administration in both FY11 and FY12.

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

FY12: Guidance counselor; personnel director. FY11: asst business mgr; 2 clerks; Foreign Language Coordinator; speech therapist; guidance counselor; school-to-career coordinator; plumber; Nurse Leader-full to half time; hours for all cafe workers.

Please provide a description of the program modifications as a consequence of these teacher and/or staff

reductions,including the impact on district class sizes and curriculum.

The current student:teacher ratio fluxes with the number of students and varies across the district and grade levels; the highest ratio is in Briscoe Middle School. The district has no flexibility in addressing this due to lack of space. We have added paraprofessionals and college interns/fellows to supplement teaching at the middle and elementary schools, rather than add a section of a class. Teacher/staff reductions have impacted the following programs: Special Education—out of district placements for some students; in-house classes conducted in converted closets, storage spaces; Expressive arts—over-enrolled classes, ranging from 25-60 students in any given section; Science-lab experiments are limited due to safety and have been modified for a regular classroom setting that lacks water and sufficient electrical capacity; Small & flexible group learning - limited opportunity, conducted in halls by paraprofessionals, or by single teacher in crowded classrooms.

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

FY13—In fall of 2011, school committee and administration began budget approval process by setting budget priorities, goals aligned with district strategic plan, School Committee goals, & district mission statement. Principals/directors developed their respective budgets & recommendations within these guidelines for review by cabinet. Superintendent then met to review proposals and present to School Committee. Draft budget prepared in Dec. by Supt. & Finance Director. Compromise of goals & revisions to budget made by School Committee based on money available from state & city. Minor changes made to budget in spring based on more solid funding projections from sources. Budget vote held; presentation to public. Public Hearing held in May; final budget presented to City Council for approval in June. FY 11 individual schools discretionary budgets (for consumables and curriculum support) were reduced by 5% on top of reductions of \$50,000-\$74,000 in FY10 while the population in middle & high schools each grew by 45 students. A salary freeze on union personnel was in place between FY11-13 and on non-union personnel between FY10-13. Cuts in teachers/staff have resulted in larger class size at all levels, long waits for information, and longer workdays for employees without increased compensation. The reductions in the discretionary budgets have adversely impacted teaching and learning, as resources available to support instruction in the classroom have been severely diminished. Supplemental teaching resources are no longer available; all school personnel rely more heavily on volunteer /fund-raising efforts of PTOs to provide additional resources and access to programs that enhance classroom instruction. Technology & textbooks are out-of-date. Teachers/administrators have aggressively sought local, state, & private grants to augment technology & classroom materials. Discretionary budget cuts have caused consumable teaching materials to be drastically reduced.

General Description

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

The Briscoe School was opened in 1923 as Beverly's public high school. Much later in 1965 when a new high school was constructed, it became one of Beverly's two junior high schools, which later both became middle schools. The school, has never had a significant physical upgrade. The electrical system is as it was on opening day in 1923 and does not comply with the current electrical code. Most classrooms have either one or two electrical outlets and no networking infrastructure exists. The restrooms have never had hot water service. There is asbestos in the building although it is currently contained. The building itself is un-insulated. The roof needs repair to eliminate frequent leaks, as do masonry sidewalls. Lintels above and sills below the windows need replacement or repairs. The mechanical ventilation systems are not functional. The city has done work to ensure that one large window in each classroom is operable to permit ventilation. The boilers are now fifty-seven years old and are both inefficient and unreliable resulting in widely varying classroom temperatures. In 2005, the Memorial Middle School was closed and students were transferred to Briscoe. The added student population created very crowded conditions, which continue to this day. It is not possible to deliver an appropriate 21st century education given these conditions.

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

96000

SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

The Briscoe building is located on a six-acre site in a densely populated part of the city. The building contains approximately 96,000 square feet of space and has one small playing field located behind it. Apart from the question of whether improvements to the building would be cost effective, it would be impossible to pursue any project of size with students and teachers occupying the school. There is no alternative site in Beverly where the student body could be relocated. Here in Beverly, we have long believed that the Memorial building should be upgraded and enlarged to be the middle school of the future. The building is newer, well-constructed, sits on a larger land mass and is in a better location within the city. Briscoe can hopefully remain the middle school until the Memorial project can be approved, financed and constructed.

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)

Briscoe Middle School, located at 7 Sohier Road, Beverly, in the busy Gloucester Crossing neighborhood, is located on six acres of land, most of which is in front of the school. The school is situated on a triangular piece of property, between two major roads and adjacent to train tracks.

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

The exterior of the building is brick. Currently, repointing is needed. Water penetrates through the masonry walls. Repointing was last done in 1995. Precast lintels above the windows and sills below need repair and in some cases replacement. They have never been replaced in the schools ninety year history. The brick ventilation towers are also in need of repair.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS ? YES

Year of Last Major Repair or Replacement: 1995

Description of Last Major Repair or Replacement:

Repointed brick exterior

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

Year of Last Major Repair or Replacement: 1993

Type Of ROOF: Rubber

Description of Last Major Repair or Replacement:

The roof was last replaced in 1993. It is a rubber roof. Two large areas were repaired in 2011. Roof is in poor condition and experiences frequent leaks.

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

Year of Last Major Repair or Replacement: 1995

Type Of WINDOWS: Double pane

Description of Last Major Repair or Replacement:

Double pane windows were installed in 1995. A project to correct failed spring balances was accomplished in 2009 to ensure that at least one large window in each classroom would be operable to permit ventilation although opening requires a minimum of two adults.

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 entire mechanical ventilation system is non-functional. Heating controls are in disrepair making it difficult to control classroom temperature. The electrical system dates back to 1923 and does not meet current electrical code. Most classrooms have one, or at most, two electrical outlets. There is no data transmission network in the building. The boilers are fifty-seven years old and are both inefficient and unreliable.

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

Year of Last Major Repair or Replacement: 2011

Description of Last Major Repair or Replacement:

The boilers were retubed in 2011 and all steam traps in the building were replaced. Insulation on mechanical systems is known to contain asbestos.

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

Year of Last Major Repair or Replacement: 0

Description of Last Major Repair or Replacement:

Not applicable.

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

Year of Last Major Repair or Replacement: 0

Description of Last Major Repair or Replacement:

Not applicable.

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 building's interior walls are plaster often rendered "punky" from moisture, which entered the building through the roof or the sidewalls. The ceilings are of acoustic tile. Overhead lighting consists of fluorescent lamps while flooring is a mixture of vinyl tile, carpet and wood. Some tiles likely contain asbestos. Walking through the building one continually senses being in a tired and aged facility. The assembly hall contains many missing and broken seats, lacks safety railings along the balcony and experiences frequent leaks in the ceiling caused by the roof. Last month a portion of the auditorium ceiling fell necessitating that access be restricted in that area. Access to the stage is not in compliance with the current building code. The cafeteria is functional but uninviting, crowded, and difficult to manage due to its odd shape. The elevator system is so antiquated that when repairs are needed parts must be hand-crafted. The roof regularly leaks during snow melt and major rainstorms in various locations necessitating placement of containers to catch the water. Several pipes located in the walls have deteriorated and failed leading to emergency repairs.

In the past year, the district has embarked on creative and inexpensive ways to improve the aesthetics of this tired old building. In cooperation with the Lawrence House of Corrections, soon-to-be-released inmates painted walls in the cafeteria, exterior doors, elevator doors, and the 2nd floor hallway during school vacations. In addition, the cafeteria floor asbestos tiles were removed, and new flooring was installed and uncovered hardwood flooring was refinished. In conjunction with National Grid, a major lighting retrofit service was initiated to both improve efficiency, luminescence, and decrease energy consumption.

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. (maximum of 5000 characters).

All students at Briscoe Middle School receive approximately 60 minutes of daily instruction in Math, Science, Social Studies, and English Language Arts. Instruction in Reading is offered for students needing additional support; for those who do not require Reading, instruction in a Foreign Language (German, French, or Spanish) is offered daily. In support of the middle school philosophy to expose students to an array of subjects, for the 6th block of the day, Briscoe students participate in a rotation of Expressive Arts classes that cycle every 30 days; those who elect to participate in Band or Chorus attend these classes on an every other day basis. Courses offered as part of the Expressive Arts rotation over the three years, include: Health, Music, Drama, Computer Technology, Studio Art, Engineering Technology, American Sign Language, and Physical Education.

The administration at Briscoe has worked creatively to offer programs to maximize students' exposure to an array of Expressive Arts. While the administration would like to expand the Expressive Arts offerings, they are limited in doing so by both the facility and the budget. The building is used to capacity throughout the day. The electrical system and network cannot support additional technology. Updating the electrical system to allow for full science laboratory instruction, enhanced use of computer technology in all classes, and expansion of the Industrial Arts/Engineering Technology class, would require complete redoing of the electrical infrastructure. In addition, based on results from a parent/student survey the administration would like to expand current Expressive Arts offerings in the area of Arts of the 21st Century, including graphic arts, photography, and basic home economics, including personal finance, sewing, and cooking. Again, limitations exist due to facility deficits and lack of space.

A variety of in-house Special Education programs are offered at Briscoe Middle School. These include programs for students who may be on the Autism spectrum, have behavioral, anxiety or social/emotional issues, be English Language learners, cognitively delayed, require OT, PT or SLP services, have language-based learning disabilities, or require classroom support. Because all spaces in the building are used for classroom instruction throughout the day, there is no room to expand these programs for additional students needing these services. Often times, students end up placed out of the district because of this.

Because all available spaces have been converted to small classrooms for Special Education programs, there is no storage space, no area to prep for major lab experiences, no space for conferences, small group, or full faculty meetings, and limited space to display student work and projects. This has hampered the faculty's ability to conduct project-based learning and offer hands-on instruction activities.

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

Briscoe Middle School, built in 1923 as the city's high school, is a three-story building with an additional lower level, basement space used for physical education, science laboratory, industrial arts/engineering technology, and computer technology instruction. The three main classroom floors are laid in a trapezoid shape around a central courtyard. Many of the current classrooms are being used for purposes beyond their original intent. Class sizes in many courses (7th grade core classes, Expressive Arts at all grades, foreign language classes and upper grades Algebra classes) are enrolled at 30+ students. Classroom size (in square feet) and shape varies greatly, as outlined below. Yet, the number of students educated in

each space remains fairly constant due to scheduling that is driven by student needs.

Social Studies classrooms (9 total) 4 @ 22x26 = 572 ft²/room; 2 @ 22x29 = 638 ft²/room; 1 @ 23x25 = 575 ft²/room; 1 @ 25x29 = 725 ft²/room; 1 @ 25x27 = 675 ft²/room

Science classrooms (9 total): 4 @ 22x29 = 638 ft²; 3 @ 25x29 = 725 ft²/room; 1 @ 22x26 = 572 ft²/room; 1 @ 25x28 = 700 ft²/room

Math classrooms (9 total): 3 @ 22x26 = 572 ft²/room; 1 @ 25x29 = 725 ft²/room; 1 @ 22x27 = 594 ft²/room; 1 @ 25x28 = 700 ft²/room; 1 @ 25x29 = 725 ft²/room; 1 @ 25x30 = 750 ft²/room; 1 @ 25x32 = 800 ft²/room

English Language Arts classrooms (9 total) 1 @ 22x26 = 572 ft²/room; 3 @ 22x27 = 594 ft²/room; 1 @ 22x29 = 638 ft²/room; 2 @ 25x27 = 675 ft²/room; 1 @ 25x31 = 775 ft²/room; 1 @ 25x34 = 850 ft²/room

Foreign Language classrooms (5 total) 1 @ 22x27 = 594 ft²/room; 1 @ 22x29 = 638 ft²/room; 1 @ 25x27 = 675 ft²/room; 1 @ 25x29 = 725 ft²/room; 1 @ 22x36 = 792 ft²/room

Reading classrooms (4 total) 1 @ 21x28 = 588 ft²/room; 1 @ 22x30 = 660 ft²/room; 1 @ 22x31 = 682 ft²/room; 1 @ 22x40 = 880 ft²/room

Art classroom: 1 @ 31x26 = 806 ft²

Music/Band classroom: 1 @ 22x40 = 880 ft²

Music/chorus classroom: 1 @ 22x40 = 880 ft²

Health classroom (1) 22x39 = 858 ft²

Computer Technology Lab: 1 @ 28x67 = 1876 ft² (equipped with 30 (5 year old) PCs); the room was renovated at the merger of the two middle schools in FY06

Engineering Technology Lab: 1 @ 25x62 = 1550 ft²

Science Lab: 1 @ 19x47 = 893 ft² (equipped with 15 lab tables, updated in FY03 with funds donated from a local businessman)

Library: 1 @ 25x80 = 2000 ft² (equipped with 18 PCs, all over 6 years old, 10,000 books, one-third over 20 years old; one-third between 10 and 20 years old, and one-third published within the past 10 years.)

Pascucci Media Center: 1 @ 25x27 = 675 ft² (equipped with 30 PCs, all over 6 years old; renovated and equipped in 2005 with funds donated by local businessman) adjacent to library

Gym/Fitness area: 1 @ 9405 ft²

Special Ed classrooms: (15 total)

1 @ 20x26 = 520 ft² Opportunity Program for students on the Autism spectrum

1 @ 22x24 = 528 SF Learning Center Support

1 @ 20x22 = 440 SF TLC/Social Emotional Support

1 @ 15x12 = 180 SF TLC/Social Emotional Support

1 @ 20x24 = 480 ft² Learning Center Support

1 @ 18x22 = 396 ft² Language Based Program

- 1 @ 17x22 = 374 ft² Language Based Program
- 1 @ 25x28 = 700 ft² Strategies Based Instruction for cognitively delayed students
- 1 @ 18x23 = 414 ft² (odd shape) Student Support Program for students with behavioral
- 1 @ 22x27 = 594 ft² ATTAIN program for cognitively delayed students
- 1 @ 26x31 = 806 ft² (odd shape) Strategies Based Instruction for cognitively delayed
- 1 @ 17x20 = 340 ft² (odd shape) Strategies Based Instruction for cognitively delayed
- 1 @ 12x27 = 324 ft² Learning Center Support
- 1 @ 11x22 = 242 ft² English Language Learners Program
- 1 @ 11x17 = 187 ft² OT/PT/SLP Support classroom

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).

All available space in Briscoe is used throughout the day for teaching and learning. Every possible space has been converted to small learning classrooms for our in-house special education programs, in an effort to provide education in the least restrictive, local environment where possible and in the best interests of the student. The following spaces were converted to accommodate our special education population: two former science storage closets, one teacher prep area, one computer technology/networking room, one science prep area, one art material storage/prep area and several offices. In addition, classrooms have been divided into two smaller learning spaces to accommodate separate special education programs.

A former classroom adjacent to the cafeteria is currently used to store music department instruments, uniforms, sheet music, costumes and props for performances and musicals. Because only a thin wall separates this room from the cafeteria, coupled with the heavy cafeteria use for lunches, for approximately 325 students at any time, from 10:45 to 1:15pm daily, the noise level prohibits this room from being used for instruction.

Before school instruction in stringed instruments occurs in the auditorium.

Small group and project based learning forces classes to use the hallways for meeting/planning space. Students sit on the floor, work on their laps, and are disrupted by passing students and teachers.

One science classroom was partitioned into two separate rooms; the temporary wall built between the two rooms lacks any type of sound blocking ability. This negatively impacts teaching and learning; for example, in one class the teacher may be showing a video or conducting group exercises to demonstrate a concept while the neighboring class is taking an assessment, or one class may be discussing a concept on which the adjacent class is being tested.

Most science classrooms lack sinks, severely hampering the ability of teachers to conduct life science or chemistry experiments and demonstrations. When trying to conduct labs requiring the use of heating instruments, if using more than two instruments, the breaker is tripped and the experiment is not able to be carried out.

The use of laptop carts to provide access to technology in the classroom requires the use of multiple extension cords (as each classroom has, at best, only 2 outlets), posing a hazard and exacerbating classroom crowding.

There is one art material storage/prep area and several offices.

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 Briscoe Middle School is nearly ninety years old and would not have been chosen to be the middle school had the now

closed Memorial School been large enough to accommodate the entire student body. While the current administration has been in office Beverly has worked itself out from under a huge deficit and a junk bond rating and successfully upgraded its elementary and high schools. We have also quite recently combined all maintenance, both city-side and school-side, into one department. We have definitely taken steps to make Briscoe as workable as possible, including retubing of the boiler, installation of appropriate lockers, repairs to the roof and elevator, window repairs to ensure appropriate ventilation. But we have done so fully believing that the facility is living on borrowed time. Workmen, including plumbers and electricians, are necessarily making minor repairs to aged systems almost daily. Constant attention is necessary to keep the building functional until a modern facility can be made available in 2017. Thus, our viewpoint has been to keep the building safe and secure, but take steps to create an appropriate middle school on an appropriately sized parcel of land as soon as practical.

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

Overcrowding in the Beverly Public Schools occurs in two significant ways: specifically at the Briscoe Middle School and overall at the elementary school level. The proposed reconfiguration for the new middle school, consisting of grades 5-8, is planned to address both of these issues.

Overcrowding at the Briscoe Middle School is evidenced by the use of every available space. All classrooms are used throughout the day; expressive arts teachers (Health and American Sign Language) do not have dedicated classrooms, so operate out of several classrooms, moving instructional materials on a cart. For visual learners, the lack of classroom enhancements and tangibles to support teaching and learning inhibits best instruction to meet their learning style and negatively impacts achievement. In addition, non-traditional classrooms are utilized for numerous in-house Special Education programs (such as Student Support Program, Strategies Based Instruction, Language Based Instruction, and Opportunities). These makeshift 'classrooms' consist of spaces formerly used as closets, photocopy workrooms, and supply storage areas. The layout of these rooms is irregular making classroom management, differentiated instruction, and small group learning near impossible. The limited and varying square footage of these classrooms does not allow for expansion of these successful and cost-effective programs. . In addition to difficulty in applying best practices in spaces used for instruction, of grave concern is the lack of equity for our special education students as they are shoehorned into these "classrooms". The ability to bring other special education students back to in-house programs is also severely hampered by the lack of space for program expansion.

The current 7th grade class is atypically large. This is true for the current 5th grade as well. Thus, in the next school year, both the 6th and 8th grades at the middle school will be large, resulting in a more severely overcrowded building and large class sizes with nowhere to go to alleviate this.

The creative use of non-traditional space for classrooms has resulted in severe lack of meeting space for department, IEP, team, professional, and data review meetings. By necessity, all these meetings must be held in non-optimal locations, including classrooms, the cafeteria, and auditorium when not otherwise in use.

Continued modest growth in total school enrollment, evidenced over recent years, has continued during the current school year. Registration of students after the start of this school year, through the ensuing 4 months, has resulted in a net change of +40 students. Over the course of the 10-month school year last year, net inflow of students after the start of school was +75 throughout the district.

In addition to overcrowding at the middle school, the district is experiencing overcrowding at the elementary school level. In the current school year, the district is leasing space (4 classrooms and accompanying common areas) from the Northshore Education Consortium. In the next school year, 4 additional classes will be moved out of the elementary schools to a municipal/school office building (the former Memorial Middle School) to accommodate increased enrollment. The district elementary gifted and talented program is also housed in the former Memorial Middle School location.

Limitations in space at the middle school have resulted in limitations in instruction and support, and this in turn, has negatively impacted all students learning, engagement, and success.

Priority 2

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

The Beverly Public School district has taken action on a number of fronts to address the overcrowding and lack of space for expansion of programs. Services for our special education students have been affected on two levels. Because of the lack of space for program expansion, some students remain in out-of-district (and costly) placement as our in-district classes are maxed out and physically have no room to grow. In addition, a wide variety of in-house special education programs are housed in reconfigured, non-traditional classroom spaces of odd shapes, including former closets, prep rooms, storage spaces, and photocopy/work rooms. Thus, photocopiers are in the hallways and supplies are in classrooms and/or the basement, resulting in even less room for students to learn, move, or have their work displayed, as well as at times, water damage has occurred to supplies stored in the basement. Former basement storage and shop spaces have been converted to a computer lab classroom, science lab, and technology/engineering classroom. Lastly, the district houses the gifted and talented program in the former Memorial Middle School, which shall also house 4 preschool classrooms in the coming year, in addition to the 4 preschool classrooms leased from the Northshore Education Consortium.

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.

The district is unable to provide equitable learning opportunities for all students, kindergarten through 8th grade, due to the lack of available space. Students and programs are then placed in out-of-district education programs and/or locations. The creation of a new middle school will alleviate over-crowding issues, kindergarten through grade 8, and allow for retaining more students in district.

In addition, the lack of equitable classroom space at the middle school inhibits best practice in teaching and learning to regularly occur. Currently, classroom space does not promote utilization of small group work due to size constraints, which makes differentiation extremely difficult to conduct on a regular basis. At times this type of differentiation occurs in the hallways. The lack of small group space creates inherent inequity due to the spaces being utilized. At this time, there are converted bathrooms, storage spaces, and former offices being utilized as non-traditional classrooms. Although staff and students are doing great things with this space, it presents gross inequity within the school and district, as well as limits best practice, inhibits implementation of technology to support classroom instruction, and hampers students from achieving their full potential.

Please also provide the following:

Cafeteria Seating Capacity: 350

Number of lunch seatings per day: 3

Are modular units currently present on-site and being used for classroom space?: NO

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

Number of Modular Units:

Classroom count in Modular Units:

Seating Capacity of Modular classrooms:

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

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: 15

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

Opportunity Program-Autism spectrum-520 SF, former supt.'s office. SSP/Choices Program-students w/ behavioral issues-414 SF, odd shape, former photography supply/dark rm. Language Based Prog.-396 SF, former classroom. Language Based Prog.-374 SF, former sewing room. Strategies Based Instruc.-cog. delayed students-700 SF, former study room. Strategies Based Instruc.-cog. delayed-806 SF (odd shape) part of former classroom. Strategies Based Instruc.-cog. delayed-340 SF (odd shape) former storage room. Learning Ctr. Support -324 SF, former storage & meeting space. Learning Ctr. Support -480 SF, former admin. office. TLC/Social-Emotional Support-440 SF, former office. TLC/Soc.-Emot. Support-180 SF, formerly part of boys' bathroom. ATTAIN program-cog. delayed students-594 SF, part of former classroom. English Language Learners Prog.-242 SF, former office. OT/PT/SLP Support-187 SF, former staff workroom. Learning Ctr.-529 SF,raised floor,former ctr. for hardware technology.

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):

The district has been working towards more student-centered instruction over the past 9 years. This means that teachers will at times conduct small group instruction in lieu of whole group instruction to re-teach and/or challenge students. This type of instruction requires that there be additional space to conduct small groups outside of the regular classroom. Due to the current enrollment and programming that is being conducted at Briscoe, there is no space to conduct small groups. In addition, the district has a working emphasis to enhance Science instruction through “hands-on” projects that align with the Common Core. The space that is currently being utilized for a science lab at Briscoe was designed as a “shop” area in an industrial arts model. The space is located in the basement of the building and not conducive to science experiments or lab work. The district has also initiated a one to one learning environment at Beverly High School. Briscoe Middle School does not have the infrastructure to enable a similar environment for its students. Nodes placed throughout the building limit the wireless Internet access for any number of students and teachers.

The district is currently experiencing an enrollment increase; overall district enrollment has increased by 2.7% in the last five years. Projections from the New England School Development Council demonstrate that the enrollment will continue to increase by another 200 students in the next 10 years. The average class size at Briscoe Middle School is 26.1 students with some classes as large as 30 students. The district is currently renting space at the local consortium for 4 preschool classes that were moved from the elementary level in September 2012 to make room for additional elementary classrooms. The district will move another 4 preschool classes for the 2013-2014 school year to the Memorial Building (currently shared by the Beverly Public Schools Administration and Beverly City offices) to enable further expansion of elementary classes. Currently, there is no elementary school with additional classroom space making it difficult to expand any special education programming in the district. The establishment of a 5-8 middle school model will enable expansion of special education programs for both elementary and middle school students. Thus, many students who have had to be out placed could return to the district for appropriate programming if additional space were available.

In 2005, the District closed the Memorial Middle School due to a large financial deficit. The two middle schools became combined in Briscoe Middle School, a larger but substantially older building. Briscoe Middle School was built in 1923 and has significant deficiencies when it comes to implementing a 21st century learning environment. Taking the obvious structural deficiencies aside, there is little room to house additional programming for special education and small group instruction. Spaces that were originally designed as work areas, storage closets, or offices are now used as classrooms. District administrative offices were located in Briscoe before the closure of Memorial. The Memorial Building now houses the district offices, city offices, our Elementary Enrichment Center, itinerant staff offices, and Recovery High School.

In 2008, the district closed McKeown Elementary School due to serious financial deficits. At that time, a soft redistricting was completed and students from McKeown were relocated at other elementary schools. This school closure along with increase in elementary enrollment has created a class size issue at the elementary level with every school at capacity and some classes reaching capacity of recommended guidelines. Movement of the 5th grade to a middle school configuration will help to alleviate the overcrowding of the elementary schools and also enable expansion of some special education programming at both the elementary and middle school levels.

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

Guidelines for class size: kindergarten: 20 students; grades 1-2: 25 students; grades 3-5: 30 students; grades 6-8: 30+ students; grades 9-12: 30+ students. For grades 6-12 a maximum class size of 30 is recommended. Guidelines exceeded at Briscoe Middle School: physical education, chorus, band, foreign language & advance math classes. At the high school several core subject classes and physical education (40+), chorus (200+), and band (100+) exceed guidelines.

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.

Briscoe Middle School and district administration have worked closely with the School Committee to creatively provide a comprehensive, exploratory middle school curriculum that will prepare students for higher education and the 21st century workforce, in a building that opened in 1923. Every day there are many limitations placed on teaching and learning from this strong, beautiful building that has served our community well, but is now beyond its useful life. The roof leaks, technology needs overload the system, the gym floor is warped, windows do not open or close, deteriorated pipes leak and break, ambient temperatures fluctuate from room to room, day by day, and every available space in the building is fully scheduled and occupied.

Special education – Currently several special education programs are offered in house, including programs that educate students on the autism spectrum, with very low or low cognitive delays, behavior issues, language based disorders, anxiety/social needs, English Language learners, or those in need of basic skills reinforcement. All of these programs are maxed out due to space limitations. The small spaces housing each of these programs are not typical classrooms regarding size, dimensions, availability of support materials, or amenities. Some were former science lab equipment storage rooms; others were closets, teacher workrooms, or lab prep areas. Their dimensions are irregularly shaped (including a 5 sided triangle) and creatively accommodate between 6 and 16 students and two teachers. In one classroom for cognitively delayed children, two different classes run simultaneously in a shared room, with different grades of students and different teachers and their corresponding lessons going on. Lack of appropriate classroom space provides inequitable education and forces some students to be educated out of district, in tuition-based programs.

Expressive arts programs – In keeping with the middle school philosophy to expose students to an array of electives, based on student, parent, and teacher requests, we would like to offer courses in the arts and consumer sciences of the 21st century, (including culinary arts, graphic and industrial arts, and photography) but are inhibited by the building. There are no available classroom spaces to offer these courses and classrooms have at most two double electrical outlets. The electrical capacity of the building is maxed out, unable to handle technology needs of 21st century.

Physical Education – A half-size gym is available for students to participate in athletic team play. During any class block between 25 and 60 students might be sharing playing time in this half size gym with a warped floor, poor acoustics, and exposed hard surfaces. Physical Education classes have limited offerings during the school day due to space constraints. Locker rooms lack modern amenities, including changing areas, stalls or benches.

Computer Technology – The school and district administration have planned for and taken steps to align Briscoe Middle School with the district initiative to be Mac (not PC) based. The district has provided the majority of staff with Mac laptops and students utilize Mac computers in their computer technology classes. Due to the lack of electrical outlets and an inadequate network this has been challenging. There is insufficient electrical capacity in the classrooms to expand and support more technology in learning, and inability to correct this without full gutting and rewiring of the building.

Engineering Technology – There exists the need to update and expand the technology lab/classroom space, curriculum offerings, and supplemental materials and equipment. The layout of the classroom hampers instruction. The long, narrow room has 5 fixed worktable stations with the teacher whiteboard in the middle of a long wall, preventing students in the front, outer corners from adequately seeing the demonstrations. Students receive instruction in the same location in which they conduct their work with table, jig, and band saws.

Student:teacher ratio – The current student:teacher ratio fluxes with the number of students. The administration has no flexibility in addressing this due to lack of any space available for expansion or growth of programs or teams. The overall current student:teacher ratio is 13.9:1; given adequate space, the administration would prefer a student: teacher ratio of 12.2:1 to enable regular education classes to have a better ratio.

Extra-curricular activities – Intramurals and interscholastic sports offerings are limited in nature due to lack of space, and inadequate facilities to host competitions or practices. Minimal after school intramurals (Flag Football, Field Hockey, Dodge ball, 3:3 Basketball) are offered due to having only a half-size gym and very small outdoor field. Programs are well attended, with high participation by students, and a survey of students and their parents demonstrates that there is demand for additional programs. Interscholastic competitions are offered only in Cross Country and Spring Track & Field due to lack of gym and field space.

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.

Every available space in the Briscoe building is currently being used throughout the school day for educational purposes; all available square footage has been put to use as a classroom, including former storage closets, lab prep areas, and faculty workspaces, resulting in lack of meeting space and teacher prep areas.

To compensate for the building's inability to handle additional technology, two laptop carts, with 20 Mac computers, service all world language and reading classes.

Three teachers travel throughout the day, teaching from carts. In an effort to provide students with exposure to a full expressive arts curriculum, American Sign Language, Health, and Small Group Reading courses are offered by teachers who move around the three main floors of the school, from block to block, with all materials piled on a wheeled cart. An antiquated elevator transports them and their materials between classes, wasting valuable time and adversely affecting teaching and learning.

Given the physical inability to add another teaching team, school and district administration have actively pursued collaboration with local colleges and universities for student interns/fellows for classroom support.

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.

Of prime concern in the delivery of the current educational program at Briscoe is providing engaging and equitable opportunities to enhance and sustain learning, and to prepare all students for higher education and the 21st century workforce. Education equity issues occur in all areas, but especially around the lack of appropriate space to educate special education children. The district offers several in-house special education programs – for cognitively delayed, social/emotionally needy children, language based disability students, behaviorally challenged students, and autistic spectrum disorder students, as well as for English language learners, and those in need of basic skills reinforcement. These programs are filled beyond capacity. The classroom spaces designated for these programs are inadequate, irregularly shaped, and very tight, inhibiting delivery of education to these challenged learners.

The building's limitations have created difficulty in conducting best educational practice. Providing differentiated instruction and flexible grouping in the classrooms is near impossible primarily due to room configurations and square footage. The administration is advocating the use of current educational best practice (e.g., differentiated and small group instruction, hands on activities, and interventions) and the building is getting in the way of staff attempts to achieve these outcomes. Severe lack of lab space (science and technology) has impacted teaching and learning in these subject areas. The insufficient electrical capacity to upgrade and expand computer technology is adversely affecting teaching and learning and inhibiting the use of technology in all classrooms. A single science lab in the basement level serves the entire school population. Equipment and renovation for such was achieved through a private donation. Much of the equipment is mobile to go to classrooms to save time in transitioning to the lab.

Physical safety/health concerns that affect teaching and learning include:

Noise levels: The chorus and band classrooms lack soundproofing. Both classes have between 50 and 60 students performing in them at any given time throughout the school day. The level of sound from these classrooms negatively impacts adjacent classrooms, disturbing teaching and learning and over time, causing physical impairments to the teachers directly adjacent.

Temperature/climate control – Radiators in parts of the building are extremely hot to the touch, posing a potential danger to students. Temperatures in classrooms fluctuate widely from day to day, room to room, and floor to floor, with no identifiable pattern. Numerous radiators leak from unknown causes, forcing heat to be turned off in those rooms.

Ventilation & Air Quality issues – Numerous windows are non-operational, lack screens, or do not close completely due to warping. There is no functioning air exchange system and the ventilation shaft needs stabilization.

Asbestos – Currently contained but extensive throughout the building. Abatement of asbestos has occurred during the past year in compromised areas.

Cafeteria – Over-packed before school and during lunch. Students with social anxiety issues who cannot tolerate the density and noise level are forced to eat lunch in a classroom due to lack of space in the café for small groups.

Confidentiality: Classes held in former storage spaces, immediately adjacent to assistant principals' offices, makes it difficult to hold confidential conversations.

Plumbing: No hot water is available in the bathrooms; no piping exists to bring it in. Limited water is available in science classrooms. Brass pipes are visibly failing and the cast iron pipes used for waste are failing and leaking into the walls.

Roof: A series of band-aids has been applied in recent years from persistent leaks causing structural damage and punky walls. Recently, a large portion of the auditorium ceiling fell after years of repeated exposure to water.

In sum, Briscoe Middle School is reaching the end of its useful life as an educational facility. It has served the city well, but the city is spending much time and money keeping it operational and safe for student use as we plan for an updated 21st facility to educate our pre-teens and young adolescents. Given our Yankee ingenuity, we do the best with what we have to get through our daily objectives. However, the issues outlined in this document show the persistent, systemic challenges of the Briscoe building that limit our ability to implement a modern learning experience and achieve academic excellence. A 21st century facility, devoid of inefficiencies and distractions, will enable us to achieve our mission to provide engaging and equitable opportunities to enhance and sustain learning for all our students.

Vote

Vote of Municipal Governing Body YES: 9 NO: 0 Date: 1/22/2013

Vote of School Committee YES: 7 NO: 0 Date: 1/9/2013

Vote of Regional School Committee YES: NO: Date:

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**

(print name) (print name) (print name)

(signature) (signature) (signature)

Date Date Date

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