

Massachusetts School Building Authority

School District Norton

District Contact Patricia Ansay TEL: (508) 285-0100

Name of School Norton High

Submission Date 11/7/2008

Note

Should you need anything further, feel free to call 508-285-0100, Pat Ansay, Superintendent of Schools.

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 Norton High

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

We need to bring the highest quality education to all Norton students in an atmosphere conducive for learning in the 21 st century.

Is this part of a larger facilities plan? NO

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

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

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 25 students per teacher.

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 22 students per teacher.

Is there overcrowding at the school facility? YES

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

Wellness classes exceed 30 students and are well above the 25 seen in academic classes. The school has 32 regular classrooms. All but 16 of the 224 available periods are being used. Importantly, the school's auditorium is used daily for 3 of 7 possible periods for classes because they will not fit anywhere else. This same auditorium is also used for three other periods for drama and chorus. When there are assemblies, those classes are displaced. The school also uses a computer lab for a regular class because that class cannot be placed anywhere else. If it weren't for Dual Enrollment and School-to-Career programs, which have students out of the building, there would be absolutely no available classroom space. Should the school's population grow by a mere fifty students there would be no available classroom space at all.

General Description

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).:

The two-story brick building with aluminum sliding windows was constructed in 1971. The site contains interior spaces without natural light or ventilation; library, auditorium, cafeteria, gym. Electrical, plumbing, and window systems are original and have not had any major work. Lack of electrical capacity is deterring increased use of technology. The HVAC system is totally electric, fraught with problems. Original interior doors are in need of replacement, as parts are hard to procure, original ceiling tiles also need replacement, and cracking floor tiles contain asbestos. The original elevator cannot allow entry of a large wheelchair. There are no known existing conditions that would impact a potential project on this site. Athletic areas and bleachers are not handicap accessible. The septic system does not meet Title Five Standards.

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).:

The brick masonry facade is original to the rectangular shaped building. Re-pointing is overdue. The exterior finish is brick veneer with concrete block back-up bearing walls. All exterior openings are spanned with either steel lintel or concrete beams. The windows are aluminum sliders and are not energy efficient. The roof is sloped at the perimeter but flat with built-in drainage slopes in the middle. It also needs replacement. The two story building has steel floor and roof framing supported mostly on concrete masonry unit bearing walls with the remaining area on steel columns. Structurally, cracked concrete lintel beams over the windows need repair.

Age of EXTERIOR WALLS (In Years): 37

Year of Last Repair or Replacement: 1971

Description of Last Repair or Replacement:

Original walls.

Age of ROOF(In Years): 21

Year of Last Repair or Replacement: 1987

Description of Last Repair or Replacement:

Roof replacement.

Age of WINDOWS(In Years): 37

Year of Last Repair or Replacement: 1971

Description of Last Repair or Replacement:

Original windows.

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).:

Heating for the entire building is through electric heat. There's no power plant for boilers, hot water pumps, etc. The HVAC system utilizes electrical univents for heating & air exchange. These have been getting replaced at a costly rate of 2-4 per year. Others break down frequently. Parts are hard to come by at times and classes are displaced to non-instructional areas, such as the cafeteria for weeks at a time, not allowing staff access to teaching materials nor instructional technology. Pneumatic controls are antiquated and need upgrading, as oil leaks are present around the compressed air storage tank. The electrical system is also original to the building and does not support current technology needs and requires a new service with increased amps. A 2002 Feasibility Study recommended that a new service with higher ratings be installed. In the science rooms, the roof-mounted AC & ceiling diffusers have reached their maximum servicable life & need replacement.

Age of BOILERS(In Years): 37

Year of Last Repair or Replacement: 1971

Description of Last Repair or Replacement:

Everything is electric, there are no boilers.

Age of HVAC SYSTEM (In Years): 37

Year of Last Repair or Replacement: 2008

Description of Last Repair or Replacement:

Roof top units are original to the building & have had repairs. Classroom univents are being replaced as well as being repaired.

Age of ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM(In Years): 37

Year of Last Repair or Replacement: 1971

Description of Last Repair or Replacement:

Electrical system is original.

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).:

There's electric heat in all rooms. Several original univents have to be replaced each year. Large original windows have limited insulation and showing signs of deterioration. A majority of the floor tiles are asbestos. Many are cracked near joints. There's a small solarium off the building and accessible from two different classrooms. At present, it has been deemed unsafe and has to be kept locked from students and staff. Regular replacement of ceiling tiles is needed due to structural problems with the rubber membrane on the roof. The ceiling of the auditorium has also needed work on a regular basis due to water damage from rain. Lighting was switched to more energy efficient T8 fluorescent bulbs with motion sensors, 12 years ago, but low-glare type fixtures are still needed. Interior doors are in poor condition and do not meet ADA requirements. Cracks in walls at the lintel bearing joints are evident. The elevator hoist way will have to be increased and a new cab installed to meet ADA codes. Water fountains are not functional and/or available in some areas. The number & locations of restrooms for staff & students is inappropriate. The air filtration and dust collector system in the tech woodshop are not doing the job they need.

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.:

A full range of academic courses in each subject area is offered, despite a shortage of classrooms. We are limited in the Tech Education area to courses that can be carried out in a wood shop as that is the only shop area we still have. In science, mathematics, English, social studies, sped, and foreign language there are more teachers than classrooms. There are no classrooms dedicated specifically to Wellness, so the three Wellness teachers need to move around. Our STEP program for students with moderate disabilities is limited to twenty students in part due to a lack of space for this program to grow. Our Structured Resource Room for students with behavioral issues is limited to fifteen students due to space constraints. Our school has three computer labs and could use a fourth to offer Virtual High School & programming courses. The boys' locker room is small due to the need to store equipment in that area and soon will not meet the needs of our male students. The girls' locker room has dozens of shower stalls that go unused and which take up considerable space. In order to put in an appropriate number of lockers, NHS needs to take out many of these stalls and cap the piping in them. Due to building design there is a shortage of storage space for custodial supplies, athletic supplies, nursing supplies, teacher supplies and drama costumes and sets. This problem continues to get worse, and we already use several outdoor containers for storage.

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).:

The ave. sf of our 26 regular classrooms is 793 sf, far too small for today's teaching styles. Concrete band room risers make it difficult for the band program to grow due to the space concerns caused by them. The science labs have been cited by the NEASC as being inadequate and in a state of disrepair. We are doing everything we can in-house to update original labs, but plumbing and gas are involved in any update, and some labs cannot be addressed because of the limitations of the rooms and equipment. We have five classrooms which do not have windows. These present air quality concerns for us. The room we use for our server is undersized, frequently overheats. We have two classrooms on the first floor which were once part of the

same room and then partitioned. We would benefit from being able to tear down the walls between them to create an additional full classroom space. The tech shop is in need of a new air filtration system. Nearly all classrooms lack sufficient electrical outlets. The 4,322 sf library media center was also cited by NEASC as insufficient for conducting research without a lab area.

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

The High School was designed for a maximum of 750 students. As building usage has changed over the years, the number of students we can fully accommodate has shrunk to about 700 students. This is due to the fact that over the past thirty plus years we have added computer labs, departmental offices, additional sped services and the local cable access station has taken space within the building. We currently exceed 700 & will be beyond capacity as early as the 2009-2010 school year. The problem will worsen over the two years after that and then level off, still over the 750 real maximum. In order to accommodate increasing numbers, we have established Dual Enrollment programs with five area colleges and an off-site School-to-Career Internship program. This allows us to give students more options for establishing credit and for preparing themselves for college while also having forty-five students out of the building at a time during our final period each day. We also use the auditorium & cafeteria as classroom space daily. At present, most of the classrooms in the building are used six out of every seven periods. Five classrooms are used every period. This creates issues for teachers and prep time.

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 district utilizes preventative maintenance, vacation, and monthly maintenance schedules that it created. A Facilities & Grounds Coordinator oversees adherence to these schedules. All buildings are kept clean and in good condition despite challenges in funding and ages of buildings. Recent Capital Improvement items include: a complete new P.A./telephone system, all new exterior door replacement, new gymnasium bleacher installation, painting, replacement of entire local area network wiring, and univent replacements. Every winter, school officials meet with town officials to review and approve Capital Projects.

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

The 2006 NEASC report noted the following concerns regarding current overcrowding:

- Limitations are placed on programs, especially in elective areas, due to the lack of space
- Inadequate space for the band, due to built-in risers in the music room
- Physical educational classes which are shared and large due to inadequate gym space
- Space is insufficient for the custodial staff, as the space formally designated for the custodial staff has been appropriated for other uses. Storage is limited, causing safety issues in the crowded areas. Adequate storage for hazardous materials is of concern as well.
- Space is at a premium at Norton High. Classrooms are shared by teachers. This arrangement requires that some teachers travel between classrooms and sacrifice class time in order to set up and take down equipment. Additionally, teachers whose classrooms are being shared, do not have easy access to their own materials. Planning is difficult. There is no room or electrical outlets for computers in classrooms for student use.
- Athletic facilities are limited (no tennis court, aging, unsafe track, non-handicapped accessible bleachers).
- Space issues need to be addressed soon before the learning environments for the students seriously jeopardize the school's ability to met its mission.
- NEASC has placed Norton High on "Warning", due in part to their concerns regarding "Community Resources for Learning".
- A 2002 site analysis by the Mt. Vernon group noted the following deficiencies:

- The school does not conform with many ADA standards
- The amount and location of staff and student restrooms does not appear to be appropriate for the configuration and size of the school.
- Water fountains are not functional and/or available in some areas.

-An comparison of current space at Norton High, to the new MSBA standards, shows a current shortage of about 16,000 gross square feet based on the current enrollment of 723 students. In particular, classroom size overcrowding exists due to small 800 square foot classrooms. There is a shortage of Sped classroom space and a resource room, and general common space and storage/maintenance is lacking.

Priority 2

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

Existing space is well utilized and serves multiple purposes. The school is working towards maximizing the use of all space. Norton High School has done its best to adjust the daily schedule to allow for the sharing of spaces, producing "multi-purpose" rooms as opposed to dedicated rooms for labs, art, etc. Relative to gym and locker room space, a foreign language lab, up-to-date science labs, additional areas for a library research lab and tech prep lab remediation require a building project.

Dual Enrollment with Bristol Community College, Bridgewater State College, UMass Dartmouth, and Wheaton College and School-to-Career internship programs have students out of the building. Without these, there would be absolutely no available classroom space and enrollment would be significantly increased.

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 tv studio is used for regular classes. The tech ed space is used 5 of 7 periods and will be used for advisory and SSR. The cafeteria is very often used for classroom space in the event of any assembly or for MCAS administration so that MCAS is held in classrooms and the displaced classes are put in the cafeteria. The same is true for the library space. When we hold Advisory this year, we will use the teachers' room, the conference room, the cafeteria, the library, computer labs, the kitchenette, the guidance area, principal's office and possibly the locker rooms for Advisory space. A young man who is wheelchair bound, will have to use space in one of the sped resource rooms for his physical therapy. Due to science lab issues we have to make sure that there are no more than 7 chemistry classes all together because we have only one room capable of sustaining a chemistry class. Also, when the Business Technology Coordinator needs classroom space instead of computer lab space, she is forced to use the cafeteria. Rooms 240/241, 242/243, 244/245, 246/247 are all undersized because they are divided space classrooms with temporary dividers that are used permanently. Also, re-note that 240, 243, 244, 247 all are without windows as is the library's computer lab and the I-Mac lab. The weight room cannot be used for Wellness classes because the space is too small for the size of the typical Wellness class. When blood drives or elections are held, the Wellness classes are often forced to meet in the locker rooms. Wellness classes exceed 30 students and are well above the 25 seen in academic classes. The school has 32 regular classrooms. All but 16 of the 224 available periods are being used. Importantly, the school's auditorium is used daily for 3 of 7 possible periods for classes because they will not fit anywhere else. This same auditorium is also used for three other periods for drama and chorus. When there are assemblies, those classes are displaced. The school also uses a computer lab for a regular class because that class cannot be placed anywhere else.

Please also provide the following:

Cafeteria Seating Capacity: 340

Number of lunch seatings per day: 4

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: 10

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

The tv studio & tech ed spaces are used 5 of 7 periods and will be used for Advisory and SSR. The cafeteria and library are used for classroom space for assemblies or MCAS administration. A sped resource room is also used for a disabled student's physical therapy. When Business Technology needs classroom space instead of computer lab space, the cafeteria is used. The weight room cannot be used for Wellness classes because the space is too small for the size of the typical Wellness class. When blood drives or elections are held, the Wellness classes are often forced to meet in the locker rooms. The school's auditorium is used daily for 3 of 7 possible periods for classes because they will not fit anywhere else. This auditorium is also used for three other periods for drama and chorus. When there are assemblies, those classes are displaced. The school also uses a computer lab for a regular class because that class cannot be placed anywhere else.

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):

If it weren't for Dual Enrollment programs with Bridgewater State College, UMass Dartmouth, Wheaton College and Bristol Community College, and School-to-Career internship programs, which have students out of the building, there would be absolutely no available classroom space.

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

The current policy does not specify class size figures but informs class size as it relates to type of classroom, students, etc. Academic classes well exceed 25 students and non-academic sizes well exceed 30 students.

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.

The NEASC report for the September 18-21, 2005 visit, received in March 2006 expressed "Inadequate facilities adversely affect the educational process and are detrimental to fulfilling its (the school's) mission." The report also stated that Norton High School students are at a distinct disadvantage when competing with others with more adequate resources. The report cited space issues and lack of programming as contributors to the facility problem. We estimate the need for an additional ten classrooms in about two years to accommodate increased enrollments. Space needs exist at an estimated 38,500 square footage beyond our current facility size to accommodate current and future enrollment (see attached space requirements worksheet based on new MSBA space specifications).

The NEASC placed Norton High School on "warning" status with the following.

"Develop and submit a high school facility plan and timeline, including a funding plan, to address the need for suitable and adequate learning space that accommodates enrollment increases, staffing needs, facility and technology needs as well as needed capital improvements that will support the mission of the school."

A Special Progress Report was due April 4, 2007 and our 2-year Progress Report was submitted to the NEASC on October 1, 2007. Another Special Progress was issued for November 1, 2008. All Progress Reports have not altered NHS's "warning status." The 5-Year Progress Report is due in May 2010. Without a building renovation project for Norton High, I am afraid that we will not fare very well, as refurbishing the facility and addressing space needs will not likely occur without such a project..

Priority 3

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

The Norton School District has been attempting to alleviate some of the problems brought to light by the NEASC Report.

- Purchase of mobile laptop carts to add technology to science labs
- Replacement of all exterior doors
- Purchase of new public address/telephone system
- Installation of network wiring
- Removal of asbestos floor tiling
- Replacement of numerous univents
- Replacement of gymnasium bleachers

This Statement of Interest to the MSBA is a first step in long-term problem-solving to facility-related problems and their impact on teaching & learning.

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.

Comments from Practitioners Regarding HS Building NeedsCustodial Services

The custodial department as a whole needs more storage space. What was once had, has been taken over by many different things. One closet has become the school store; another is used for computer equipment. Space, in general, for the whole school is at a premium and getting tighter every year. Also, there was never a loading dock, which makes it difficult to remove some things from trucks. As for mechanical aspects, i.e. electric, most classrooms are in need of more electric outlets as computers and the equipment running with them require. Most plumbing is alright except in areas like Science labs. The building is 35 years old and floor tile will need replacing soon. The heating system throughout the school is electric heat. Interior doors have never been replaced. Classroom and corridor doors and the hardware are in poor shape, and not handicap compliant. The septic field, I'm guessing, is 30 plus years old, and how much longer before that fails completely is uncertain. We continue to band-aid the septic system on an annual basis. All windows are original to the building construction. First floor windows are a security issue.

Social Studies

From a technology viewpoint, we are far behind other schools in surrounding communities. Trying to set up any technology in a room for a class that has only two outlets (1 room has an outlet 'strip') is time consuming and physically risky. The pull-down screens often do not function properly. The "white boards" in several rooms have lost their coating and are nearly impossible to write legibly on. There is only 1 teacher computer in the classroom, none for students and a printer is shared by 3 or more classrooms. Academic departments are oftentimes broken up and scattered throughout the building. Department offices are modified closets with no independent heat source, 1 outlet, no phone, no intercom, no computers, printers, or copy machines. There is no lecture hall for multiple class activities and forums. Classrooms lack computers, built in monitors connected to the teacher computer and central video system, cabinets to store materials, desks that can be arranged in a multitude of ways to encourage group instruction, and numerous computer labs to engage students in the latest research and providing opportunities for students to interface with students from other schools, both in this country and abroad. Common space is non-existent for teachers to engage in common lesson planning and student assessment activities. Courses in ceramics, photography, carpentry, computer assisted design, architecture, etc. cannot be offered due to the physical structure of the 1971 building.

Mathematics

The infrastructure to support all the technology used at Norton High is inadequate. Math classrooms have power strips providing additional electrical outlets for the mimeos and overheads. This is a safety hazard, with all the wires around to trip on. In-focus machines should be wired through the ceiling and mounted on the classroom ceiling. White boards are warped and difficult to erase because they are old. Some of the classrooms (no window rooms) are too small for the size of existing classes. One math classroom is placed on the opposite side of the building. It would be better for all the teachers if they were close together. That would allow for more discussion and sharing of ideas. There is not enough space in classrooms to lock up all the technology equipment we use like the graphing calculators, the calculator view screens for overheads and the motion detectors or any sensitive material that should not be left out. Many teachers are displaced during their prep period because there aren't enough classrooms for every teacher. This is problematic when locked cabinets are nonexistent. The heating system continues to be a problem. It is either too hot in the classroom or much too cold.

Science

Labs are substandard. Space is limited in all classroom/labs. There is not enough lab space to properly, and in some cases, safely conduct labs which support the frameworks.

- Data ports to access the internet are insufficient in all rooms.
- The projection devices for use with the Mimio, should be permanently suspended from the ceiling in all rooms.
- While lecture and lab areas are separate in Rooms 256 & 257, there is not enough space in either area. Lab and lecture areas are not separate in any of the other rooms. Specifically, water/sinks and electrical outlets are insufficient.
- Rooms 266 and 283 were constructed as “general science” rooms and as such are not conducive to conducting chemistry and/or physics lab activities which require water and/or electricity.
- The fixed benches in Room 261 and 262 do not provide proper space to safely conduct lab activities in biology or environmental sciences.
- Storage space is lacking for most classrooms. In the classrooms where there is adequate storage space, the storage takes up too much of the floor space, reducing available space for lecture or labs.
- If students had to use the Emergency Showers/Eye Wash fountains, they would have to negotiate a maze of desks. In all but one of the rooms, they were retrofitted after the building was constructed. In the one room where the shower was designed into the classroom (Room 257), it is away from the lab area. In Room 256, the installation of the Emergency Shower/Eye Wash resulted in the loss of a lab bench station.
- There is no space available for long term projects. One of the reasons that the department has not become involved with a science fair is that space for students to conduct projects is lacking.

World Languages

One mimio set-up is available for our department and it is very awkward to use. There is really not enough space in classrooms where 30 + students are seated, and the mimio is moved to the middle of the room with cords running in every direction. In addition, permanent projection screens in all classrooms would definitely improve our ability to make use of this technology.

The white boards in all language classrooms are aging quickly and it is becoming more and more difficult to clean them, resulting in less than optimal viewing for students.

We have very little department storage space, particularly for long-term projects. Projects are rolled up and stored in the department office, but classroom teachers, especially those who share classrooms, do not have many options for keeping student work safe and intact.

One teacher uses a cart to transport materials between three classrooms. With a short passage time between classes and crowded hallways, this can be a very trying experience.

English Department**Room 230:**

- The heating/ventilation unit has been broken for over a year, and while it does provide heat, it is so loud that students sitting near it cannot hear people speaking.

- There is only one computer jack, and 1 of its 2 inputs is broken.

Room 231:

- There is poor ventilation. It gets very hot.
- There also seems to be no place to store things because this room has so much storage of other people's materials.

Room 240:

- Two of the bulletin boards in the room are falling apart and have sharp edges jutting out on the corners.
- Many of us are in great need of working overheads that project clearly, do not make noise, or have the head slide down as you are teaching.

Room 241:

- There are not enough classrooms for the number of English Teachers and 241 is a shared room. This cuts available space and storage in half.
- There are only 2 outlets in the room
- Teachers share a computer

Room 243:

- One of its walls is shared and is a folding/temporary partition that allows for distracting noise to travel from and into the adjacent classroom
- There are no electrical outlets on this "wall" and only one at the front of the room, in the corner. (There are outlets, however, at the back and one side of the room, but these are a considerable distance away from where they are needed.)
- Ventilation is very, very poor, as is circulation of the air.
- There is only one computer jack available
- There is very little storage space available
- The room is shared with other teachers during prep. periods

Room 245:

- One of its walls is shared and is a folding/temporary partition that allows for distracting noise to travel from and into the adjacent classroom
- There is only one computer jack available
- The heating vent is sporadic and noisy
- There are not enough classrooms for the number of English Teachers; 245 is used by history/health teachers during prep. periods.

Music

Note: These standards apply to all new construction and to all facilities being renovated or adapted.

1. Every school with both instrumental and choral music educators contains a rehearsal room for instrumental groups and a rehearsal room for choral groups. Curtains are available to adjust the acoustics.

Norton High School has one single, small rehearsal room available to performance groups. The floor is bare tile, and the acoustics are poor. There are no curtains.

2. Every instrumental rehearsal room contains at least 2,500 square feet of floor space, with a ceiling at least twenty feet high. Running water is available for instrument maintenance.

The rehearsal room at Norton HS is not 2500 square feet (to the best of my knowledge). There IS running water in the instrument storage room, but it is a "floor sink" which frequently has backed up, and is not sanitary.

3. Every choral rehearsal room contains at least 1,800 square feet of floor space, with a ceiling at least sixteen feet high.

There is only one room, and it serves as choral and instrumental rehearsal facility.

4. Adequate classroom space is provided for teaching of nonperformance classes in music, and specialized facilities are available for electronic music and class piano if taught.

There is only one room for all music classes, and there are few electric outlets and no space if we would like to have an electronic music or piano lab.

5. Every room in which music is taught has appropriate acoustical properties, a quiet environment, good ventilation, and adequate lighting. The ventilation is quiet enough to allow students to hear soft music, and every room is acoustically isolated from the rest of the school.

The music room is set behind the auditorium, but there are art classes on one side, and a Special Needs class on the other. There are classrooms directly above the rehearsal space.

Lighting and ventilation are not great, but adequate.

6. Rehearsal rooms, practice rooms, and instrument storage rooms maintain a year-round temperature range between sixty-eight and seventy degrees with humidity between 40 and 50 percent and an air exchange rate double that of regular classrooms. Lighting and ventilation systems are designed so that rehearsal rooms have a Noise Criterion (NC) level not to exceed NC25, ensemble rooms, teaching studios, and electronic or keyboard rooms not to exceed NC30, and practice rooms not to exceed NC35.

The entire facility is made of cement blocks, and sound bleeds from room to room. There are 2 practice rooms, however, both are being used for storage of the music library or equipment, so they are basically unavailable for student use. As far as I know, the ventilation systems in these rooms are the same as in classrooms.

7. Rehearsal rooms have double-entry doors, nonparallel or acoustically treated walls, and a Sound Transmission Classification (STC) of at least STC50 for the interior and exterior walls and at least STC45 for doors and windows.

There are only single door entries to the Rehearsal hall. Recently a large timpani was purchased, and we were unable to move it into the rehearsal space. We had to store this in another facility, and will have to transport it to the stage when we need it for performance. This means that the students will only get to rehearse with the drum briefly before our performances. I am not sure of the ratings for acoustics, but I am sure that they are not up to this suggested rate.

8. Sufficient secured storage space is available in every school to store instruments, equipment, and instructional materials. Cabinets and shelving are provided, as well as lockers for the storage of instruments in daily use. This space is located in or immediately adjacent to the rehearsal facilities. Space is available for the repair and maintenance of instruments.

The only storage available for student instruments is a small “closet” with metal shelving, which causes congestion prior to rehearsals. There have also been incidents with the sink “backing up” and flooding, which has created a moldy smell in the room. There are no lockers available. There is no space for maintenance and repair of instruments. Percussion storage is inadequate, it is now stacked in one of the “practice rooms”.

9. Every music classroom and rehearsal room contains sufficient chalkboard, some of which has permanent music staff lines, and sufficient cork board.

The music room still has a “chalkboard”, however it is difficult to use, as the conductor must walk up the stairs, away from the class, and write on the board.

The Whiteboard that is installed does not have permanent music staff lines. We have purchased a portable music white board to help with this situation.

10. Every school provides at least two rehearsal rooms of at least 350 square feet each for small ensembles.

Norton HS has no facility for small ensemble rehearsal.

11. Every school provides several practice rooms of at least fifty- five square feet each.

Norton HS has 2 practice rooms, however, they are used as a music library, and percussion storage, as there is no where else to put these things.

12. In order that every student may have convenient, private access to his or her teacher for consultation and help, office or studio space is provided for every music educator. This space is adjacent to the instructional area in which the educator teaches and is designed so that he or she can supervise the area. There is convenient access to a telephone.

There are two music offices at NHS, and the Supervisor’s office has access to a telephone.

13. The music facilities in every school are adjacent to one another and are so located so that they can be secured and used independently of the rest of the building. All facilities are accessible to persons with disabilities.

The band room does NOT have **complete** handicap accessibility due to the graduated “risers” that are built into the room. There is access into the room, but only to the perimeter of the rehearsal area. The doors are also very narrow, which could create issues with wheelchairs.

14. The music facilities are easily accessible to the auditorium stage. The stage is large and open and is adaptable to the various needs of the performing arts. The auditorium is designed as a music performance space, with good, adjustable acoustics for music and speech requirements, with stage lighting of at least seventy footcandles, and with quiet and adequate mechanical and lighting systems that do not exceed NC20.

The stage area is very small for large instrumental ensembles, and has very little room in the back for staging. Lighting specs could be a problem. There are no adjustable acoustics in the auditorium.

Wellness

A Wellness Curriculum was recently implemented. The facilities needed to follow this curriculum and run an outstanding program are not available to us. Classes that need to be in the weight training room cannot be there safely because of its size and

configuration. The lack of adequate ventilation and emergency access is also a concern to us.

Equipment that will be needed to run a program cannot be left in the gymnasium because of the high amount of usage by teams and the community. There simply is not a space in this building that can accommodate a first class educational program that many other schools in the Tri Valley League currently run.

Storage space within the department is sparse and are equipment is frequently moved to and from the trainer's room. The trainer's room is also not located for privacy for athletes and does not contain items such as running water that one might expect in a trainer's room.

Tech Ed

Concerns for the Woodshop/techlab would be in regards to the dust collection and air filtration systems. The dust collection system was installed when the school opened and should be updated. The air filtration system should be designed specifically for the room's square footage. Both systems do currently exist, however they are being held together by the instructor and the custodians.

The facility at Norton High School is quite simply inadequate to meet the needs of students of today.

Please also provide the following:

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

If "WARNING", indicate the date accreditation may be switched to Probation or lost:: 5/16/2010

If "PROBATION", indicate the date accreditation may be lost::

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

9/18/2005

Please provide the date of the follow-up accreditation visit:: 5/1/2010

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

YES

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

YES

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

YES

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

Priority 4

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

Norton High School has experienced an increase of 115 students since 2000. Current 9th graders were members of the largest class ever (289) at the middle school. These students are moving through the high school. The high school is expected to see over 800 students in September 2010, well above its real capacity of 700 students. This will result in a need of 10 additional classrooms. Today's average classroom size is 793 square feet, compared to the MSBA spec of 950 square feet for secondary schools. Also, common areas are well below MSBA new construction guidelines defined by the efficiency factor (amount of gross vs. net space), Norton High School is 37%, vs. 50% standard. The general common areas lacking in space are: Gym, PE storage, media center, dance/weight area, stage auditorium, guidance, teacher's room/lounge, custodial/maintenance, and general storage.

Based on new MSBA space standards, Norton High School would need an addition equal to 38,500 square feet to accommodate our short term and long term needs.

Priority 4

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

The existing space is extremely well utilized, as all classrooms are occupied and common areas are efficiently used.

Currently, we have 725 students at Norton High School. In two years we will be over 800 students. One option, pending MSBA direction, is to plan a facility expansion to accommodate 150-200 additional students with today's teaching, and provide any necessary renovations to the existing school.

To temporarily alleviate the space problem, the following are occurring. Dual Enrollment with Bristol Community College, Bridgewater State College, UMass Dartmouth, and Wheaton College and School-to-Career internship programs have students out of the building. Without these, there would be absolutely no available classroom space. Should the school's population grow by a mere fifty students there would be no available classroom space at all.

Priority 4

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 tv studio is used for regular classes. The tech ed space is used 5 of 7 periods and will be used for advisory and SSR. The cafeteria is very often used for classroom space in the event of any assembly or for MCAS administration so that MCAS is held in classrooms and the displaced classes are put in the cafeteria. The same is true for the library space. When we hold Advisory this year, we will use the teachers' room, the conference room, the cafeteria, the library, computer labs, the kitchenette, the guidance area, principal's office and possibly the locker rooms for Advisory space. A young man who is wheelchair bound, will have to use space in one of the sped resource rooms for his physical therapy. Due to science lab issues we have to make sure that there are no more than 7 chemistry classes all together because we have only one room capable of sustaining a chemistry class. Also, when the Business Technology Coordinator needs classroom space instead of computer lab space, she is forced to use the cafeteria. Rooms 240/241, 242/243, 244/245, 246/247 are all undersized because they are divided space classrooms with temporary dividers that are used permanently. Also, re-note that 240, 243, 244, 247 all are without windows as is the library's computer lab and the I-Mac lab. The weight room cannot be used for Wellness classes because the space is too small for the size of the typical Wellness class. When blood drives or elections are held, the Wellness classes are often forced to meet in the locker rooms. Wellness classes exceed 30 students and are well above the 25 seen in academic classes. The school has 32 regular classrooms. All but 16 of the 224 available periods are being used. Importantly, the school's auditorium is used daily for 3 of 7 possible periods for classes because they will not fit anywhere else. This same auditorium is also used for three other periods for drama and chorus. When there are assemblies, those classes are displaced. The school also uses a computer lab for a regular class because that class cannot be placed anywhere else.

Please also provide the following:

Cafeteria Seating Capacity: 430

Number of lunch seatings per day: 4

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: 10

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

The tv studio & tech ed spaces are used 5 of 7 periods and will be used for Advisory and SSR. The cafeteria and library are used for classroom space for assemblies or MCAS administration. A sped resource room is also used for a disabled student's physical therapy. When Business Technology needs classroom space instead of computer lab space, the cafeteria is used. The weight room cannot be used for Wellness classes because the space is too small for the size of the typical Wellness class. When blood drives or elections are held, the Wellness classes are often forced to meet in the locker rooms. The school's auditorium is used daily for 3 of 7 possible periods for classes because they will not fit anywhere else. This auditorium is also used for three other periods for drama and chorus. When there are assemblies, those classes are displaced. The school also uses a computer lab for a regular class because that class cannot be placed anywhere else.

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:

Dual Enrollment with Bristol Community College, Bridgewater State College, UMass Dartmouth, and Wheaton College and School-to-Career internship programs have students out of the building. Without these, there would be absolutely no available classroom space and enrollment would be significantly increased.

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

The district's current policy does specify specific class sizes but sometimes size considering student types, subject matter, etc. It strives for class sizes of 22-24 at the high school level but does not achieve this.

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 5

Please provide a detailed description of the energy conservation measures that are needed and include an estimation of resultant energy savings as compared to the historic consumption.

Norton High School has electric heat. Annually, money is expended for electrical heat to replace defaulting univent ventilator units. These units are being replaced at a significant cost of more than \$400,000 over the last four years. This trend will likely continue. The annual cost to heat this school with electric heat is about \$185,000 (4-year average) with varying degrees of comfort and efficiency throughout the building. The insufficient energy system was a product of the 1971 construction of the building. This old 37 year old electric heating system is not energy efficient nor does it provide a comfortable learning environment. The MSBA site visit reported the need for replacement of deteriorated non energy-efficient windows, replacements to the electrical distribution system, and plumbing refurbishing as well. A Feasibility Study completed in 2002 on the building, also pointed out antiquated pneumatic controls and electrical system. The 2006 NEASC noted in their report that the original ventilators that are in need of repair and replacement.

Priority 5

Please describe the measures the School District has already taken to reduce energy consumption.

The Norton Public School district is in its fourth year of implementation of the Energy Education Cost Avoidance Program. This involves reducing energy usage through change of habits (lights, heat timing). To date, the district has avoided \$183,733 in electric heat and for electricity for lighting, since December of 2005. The school department has been replacing ventilators annually, as costs allow, to improve performance. It also completed the process of replacing all exterior doors with state-of-the-art energy efficient insulated doors, which should also reduce energy consumption. The town appropriated limited funds in 2004 for the purpose of addressing some of these issues.

Priority 5

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 aged univents are noisy and teachers have complained about the distraction and challenges this causes them. At times, upon univent breakdown, classes are held in the cafeteria so student & staff are warm enough. A cafeteria set up is not conducive to learning, nor do staff memebtrs have acces to their technology and classrooms supplies while in the cafeteria. At times, replacement parts take a while to be procured. Uneven heat is a constant complaint. Insufficient electrical outlets is a deterrant from needed technology use in many classrooms.

The HVAC system has been inspected, the elctrical system has been inspected, an update would allow for greater use of technology and improve safety from extension cords crossing floors, the roof system has been inspected and needs replacing, lighting & windows are original to the 1971 construction and are not energy efficient or safe/healthy, and show sign of deterioration. Exterior doors were replaced but interior ones are falling apart, hardware is becoming hard to come by, (electric heat, no boilers).

Please also provide the following:

Age of Roof (Years): 37

Were any major repairs or renovations of the roof undertaken in the past?: YES

If "YES", please provide the year of the last major repair/renovation of the roof: 1987

Age of Windows (Years): 37

Were any major repairs or renovations of the windows undertaken in the past?: NO

If "YES", please provide the year of the last major repair/renovation of the windows:

Age of Doors (Years): 1

Were any major repairs or renovations of the doors undertaken in the past?: YES

If "YES", please provide the year of the last major repair/renovation of the doors: 2007

Age of HVAC (Years): 37

Were any major repairs or renovations of the HVAC undertaken in the past?: NO

If "YES", please provide the year of the last major repair/renovation of the HVAC:

Age of Boilers (Years): 37

Were any major repairs or renovations of the boilers undertaken in the past?: NO

If "YES", please provide the year of the last major repair/renovation of the boilers:

Age of Electrical System (Years): 37

Were any major repairs or renovations the electrical system undertaken in the past?: NO

If "YES", please provide the year of the last major repair/renovation of the electrical system:

Age of Lighting System (Years): 37

Were any major repairs or renovations of the lighting system undertaken in the past?: NO

If "YES", please provide the year of the last major repair/renovation of the lighting system:

Have the systems identified above been examined by an engineer or other trained building professionals?: NO

If "YES", please provide the name of the individual and his/her professional affiliation:

Please also provide the date of the inspection::

Please describe how addressing the system will extend the useful life of the facility that is the subject of this SOI (maximum of 5000 characters):.

The HVAC system has been inspected, the elctrical system has been inspected, an update would allow for greater use of technology and improve safety from extension cords crossing floors, the roof system has been inspected and will need

replacing. Lighting & windows are original to the 1970 construction are not energy efficient or safe/healthy and are showing signs of deterioration. Exterior doors were replaced but interior ones are falling apart, hardware is becoming hard to come by, (electric heat, no boilers)

Priority 6

Please describe the conditions within the community and School District that are expected to result in increased enrollment and describe why these conditions are only expected to exist in the short term.

Currently, we have 725 students at Norton High School. In the year 2000, there were 607 students at Norton High. Enrollment is expected to peak at over 800 students in the next two years and sustain that level. The school was built for a realistic 700 students with late 1960's instructional needs. Special Education and health services have changed and increased significantly as well since that time. Non-instructional storage spaces have been taken over as instructional spaces. Technology was not in use by either staff or students in the late 1960's. We've been trying to transform a late 1960 designed building into a school of today and for the 21st century, which is no easy task.

Priority 6

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.

Short term measures include, the Dual Enrollment Program with Bristol Community College, Bridgewater State College, UMass Dartmouth, and Wheaton College and School-to-Career Internship Programs have students out of the building. Without these, there would be absolutely no available classroom space and enrollment would be significantly increased. The long term solution would be to plan a facility expansion to accommodate 150-200 additional students, and provide any necessary renovations to update the existing school.

Priority 6

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 tv studio is used for regular classes. The tech ed space is used 5 of 7 periods and will be used for advisory and SSR. The cafeteria is very often used for classroom space in the event of any assembly or for MCAS administration so that MCAS is held in classrooms and the displaced classes are put in the cafeteria. The same is true for the library space. When we hold Advisory this year, we will use the teachers' room, the conference room, the cafeteria, the library, computer labs, the kitchenette, the guidance area, principal's office and possibly the locker rooms for Advisory space. A young man who is wheelchair bound, will have to use space in one of the sped resource rooms for his physical therapy. Due to science lab issues we have to make sure that there are no more than 7 chemistry classes all together because we have only one room capable of sustaining a chemistry class. Also, when the Business Technology Coordinator needs classroom space instead of computer lab space, she is forced to use the cafeteria. Rooms 240/241, 242/243, 244/245, 246/247 are all undersized because they are divided space classrooms with temporary dividers that are used permanently. Also, re-note that 240, 243, 244, 247 all are without windows as is the library's computer lab and the I-Mac lab. The weight room cannot be used for Wellness classes because the space is too small for the size of the typical Wellness class. When blood drives or elections are held, the Wellness classes are often forced to meet in the locker rooms. Wellness classes exceed 30 students and are well above the 25 seen in academic classes. The school has 32 regular classrooms. All but 16 of the 224 available periods are being used. Importantly, the school's auditorium is used daily for 3 of 7 possible periods for classes because they will not fit anywhere else. This same auditorium is also used for three other periods for drama and chorus. When there are assemblies, those classes are displaced. The school also uses a computer lab for a regular class because that class cannot be placed anywhere else.

Please also provide the following:

Cafeteria Seating Capacity: 430

Number of lunch seatings per day: 4

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: 10

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

The tv studio & tech ed spaces are used 5 of 7 periods and will be used for Advisory and SSR. The cafeteria and library are used for classroom space for assemblies or MCAS administration. A sped resource room is also used for a disabled student's physical therapy. When Business Technology needs classroom space instead of computer lab space, the cafeteria is used. The weight room cannot be used for Wellness classes because the space is too small for the size of the typical Wellness class. When blood drives or elections are held, the Wellness classes are often forced to meet in the locker rooms. The school's auditorium is used daily for 3 of 7 possible periods for classes because they will not fit anywhere else. This auditorium is also used for three other periods for drama and chorus. When there are assemblies, those classes are displaced. The school also uses a computer lab for a regular class because that class cannot be placed anywhere else.

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.:

Dual Enrollment with Bristol Community College, Bridgewater State College, UMass Dartmouth, and Wheaton College and School-to-Career internship programs have students out of the building. Without these, there would be absolutely no available classroom space and enrollment would be significantly increased.

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

The district's current policy does specify specific class sizes but sometimes size considering student types, subject matter, etc. It strives for class sizes of 22-24 at the high school level but does not achieve this.

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 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.

Currently, Norton High School has limited facility/space accommodations to conduct necessary special education and physical education programs. The library/media center is of insufficient size to learn how/conduct research, science labs are not large enough to support computers in the area of data gathering, experimentation, etc. A foreign language lab is non-existent and an additional art room is needed. Tech Prep is held in the woodshop. Science labs are shared and in bad condition. The band program cannot be expanded due to lack of space.

The NEASC noted the following concerns in their 2006 report regarding programming:

- Limitations are placed on programs, especially in elective areas, due to the lack of space
Inadequate space for the band, due to built-in risers in the music room
- Physical educational classes which are shared and large due to inadequate gym space
- Lack of reliable and up-to-date equipment to support teaching and learning (i.e. Science Labs)
- Laboratory equipment is quite old and two science rooms have no labs
- Old furniture and instructional equipment is not conducive to an adequate learning environment

Final comment by the NEASC:

"It is remarkable, given the condition of the building and the demands placed on the facility, that the high school is able to accommodate student and teacher needs to an even modest degree."

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.

Remarks by the NEASC:

Norton High School has done its best to adjust the daily schedule to allow for the sharing of spaces, producing “multi-purpose” room as opposed to dedicated rooms for labs, art, etc. It has purchased laptops on a cart for science lab use. Relative to gym and locker room space, a foreign language lab, up-to-date science labs, additional areas for a library research lab and tech prep lab remediation requires a building project.

Of note, Norton High utilizes all existing space efficiently as possible. Class scheduling is very creative. A School-to-Career Internship Program and Dual Enrollment Programs with Bristol Community College, Bridgewater State College, Whaeton College, and UMass Dartmouth allow approximately 45 students to be out of the building afternoons, thereby helping with space issues. We could not accommodate our student body without these programs reducing our numbers of students actually on our campus.

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.

Comments Regarding HS Building NeedsCustodial Services

The custodial department as a whole needs more storage space. What was once had, has been taken over by many different things. One closet has become the school store; another is used for computer equipment. Space, in general, for the whole school is at a premium and getting tighter every year. Also, there was never a loading dock, which makes it difficult to remove some things from trucks. As for mechanical aspects, i.e. electric, most classrooms are in need of more electric outlets as computers and the equipment running with them require. Most plumbing is alright except in areas like Science labs. The building is 35 years old and floor tile will need replacing soon. The heating system throughout the school is electric heat. Interior doors have never been replaced. Classroom and corridor doors and the hardware are in poor shape, and not handicap compliant. The septic field, I'm guessing, is 30 plus years old, and how much longer before that fails completely is uncertain. We continue to band-aid the septic system on an annual basis. All windows are original to the building construction. First floor windows are a security issue.

Social Studies

From a technology viewpoint, we are far behind other schools in surrounding communities. Trying to set up any technology in a room for a class that has only two outlets (1 room has an outlet 'strip') is time consuming and physically risky. The pull-down screens often do not function properly. The "white boards" in several rooms have lost their coating and are nearly impossible to write legibly on. There is only 1 teacher computer in the classroom, none for students and a printer is shared by 3 or more classrooms. Academic departments are oftentimes broken up and scattered throughout the building. Department offices are modified closets with no independent heat source, 1 outlet, no phone, no intercom, no computers, printers, or copy machines. There is no lecture hall for multiple class activities and forums. Classrooms lack computers, built in monitors connected to the teacher computer and central video system, cabinets to store materials, desks that can be arranged in a multitude of ways to encourage group instruction, and numerous computer labs to engage students in the latest research and providing opportunities for students to interface with students from other schools, both in this country and abroad. Common space is non-existent for teachers to engage in common lesson planning and student assessment activities. Courses in ceramics, photography, carpentry, computer assisted design, architecture, etc. cannot be offered due to the physical structure of the 1971 building.

Mathematics

The infrastructure to support all the technology used at Norton High is inadequate. Math classrooms have power strips providing additional electrical outlets for the mimeos and overheads. This is a safety hazard, with all the wires around to trip on. In-focus machines should be wired through the ceiling and mounted on the classroom ceiling. White boards are warped and difficult to erase because they are old. Some of the classrooms (no window rooms) are too small for the size of existing classes. One math classroom is placed on the opposite side of the building. It would be better for all the teachers if they were close together. That would allow for more discussion and sharing of ideas. There is not enough space in classrooms to lock up all the technology equipment we use like the graphing calculators, the calculator view screens for overheads and the motion detectors or any sensitive material that should not be left out. Many teachers are displaced during their prep period because there aren't enough classrooms for every teacher. This is problematic when locked cabinets are nonexistent. The heating system continues to be a problem. It is either too hot in the classroom or much too cold.

Science

Labs are substandard. Space is limited in all classroom/labs. There is not enough lab space to properly, and in some cases, safely conduct labs which support the frameworks.

- Data ports to access the internet are insufficient in all rooms.
- The projection devices for use with the Mimio, should be permanently suspended from the ceiling in all rooms. Electrical outlets for technology use are limited.
- While lecture and lab areas are separate in Rooms 256 & 257, there is not enough space in either area. Lab and lecture areas are not separate in any of the other rooms. Specifically, water/sinks and electrical outlets are insufficient.
- Rooms 266 and 283 were constructed as “general science” rooms and as such are not conducive to conducting chemistry and/or physics lab activities which require water and/or electricity.
- The fixed benches in Room 261 and 262 do not provide proper space to safely conduct lab activities in biology or environmental sciences.
- Storage space is lacking for most classrooms. In the classrooms where there is adequate storage space, the storage takes up too much of the floor space, reducing available space for lecture or labs.
- If students had to use the Emergency Showers/Eye Wash fountains, they would have to negotiate a maze of desks. In all but one of the rooms, they were retrofitted after the building was constructed. In the one room where the shower was designed into the classroom (Room 257), it is away from the lab area. In Room 256, the installation of the Emergency Shower/Eye Wash resulted in the loss of a lab bench station.
- There is no space available for long term projects. One of the reasons that the department has not become involved with a science fair is that space for students to conduct projects is lacking.

Original floor tiles are cracking and must be abated before replacement.

World Languages

One mimio set-up is available for our department and it is very awkward to use. There is really not enough space in classrooms where 30 + students are seated, and the mimio is moved to the middle of the room with cords running in every direction. In addition, permanent projection screens in all classrooms would definitely improve our ability to make use of this technology.

The white boards in all language classrooms are aging quickly and it is becoming more and more difficult to clean them, resulting in less than optimal viewing for students.

We have very little department storage space, particularly for long-term projects. I have projects rolled up and stored in my office, but classroom teachers, especially those who share classrooms, do not have many options for keeping student work safe and intact.

I have one teacher using a cart to transport materials between three classrooms. With a short passage time between classes and crowded hallways, this can be a very trying experience.

English Department

Room 230:

- The heating/ventilation unit has been broken for over a year, and while it does provide heat, it is so loud that students sitting near it cannot hear people speaking.

- There is only one computer jack, and 1 of its 2 inputs is broken.

Room 231:

- There is poor ventilation. It gets very hot.
- There also seems to be no place to store things because this room has so much storage of other people's materials.

Room 240:

- Two of the bulletin boards in the room are falling apart and have sharp edges jutting out on the corners.
- Many of us are in great need of working overheads that project clearly, do not make noise, or have the head slide down as you are teaching.

Room 241:

- There are not enough classrooms for the number of English Teachers and 241 is a shared room. This cuts available space and storage in half.
- There are only 2 outlets in the room
- Teachers share a computer

Room 243:

- One of its walls is shared and is a folding/temporary partition that allows for distracting noise to travel from and into the adjacent classroom
- There are no electrical outlets on this "wall" and only one at the front of the room, in the corner. (There are outlets, however, at the back and one side of the room, but these are a considerable distance away from where they are needed.)
- Ventilation is very, very poor, as is circulation of the air.
- There is only one computer jack available
- There is very little storage space available
- The room is shared with other teachers during prep. periods

Room 245:

- One of its walls is shared and is a folding/temporary partition that allows for distracting noise to travel from and into the adjacent classroom
- There is only one computer jack available
- The heating vent is sporadic and noisy
- There are not enough classrooms for the number of English Teachers; 245 is used by history/health teachers during prep. periods.

Music

Note: These standards apply to all new construction and to all facilities being renovated or adapted.

1. Every school with both instrumental and choral music educators contains a rehearsal room for instrumental groups and a rehearsal room for choral groups. Curtains are available to adjust the acoustics.

Norton High School has one single, small rehearsal room available to performance groups. The floor is bare tile, and the acoustics are poor. There are no curtains.

2. Every instrumental rehearsal room contains at least 2,500 square feet of floor space, with a ceiling at least twenty feet high. Running water is available for instrument maintenance.

The rehearsal room at Norton HS is not 2500 square feet (to the best of my knowledge). There IS running water in the instrument storage room, but it is a "floor sink" which frequently has backed up, and is not sanitary.

3. Every choral rehearsal room contains at least 1,800 square feet of floor space, with a ceiling at least sixteen feet high.

There is only one room, and it serves as choral and instrumental rehearsal facility.

4. Adequate classroom space is provided for teaching of nonperformance classes in music, and specialized facilities are available for electronic music and class piano if taught.

There is only one room for all music classes, and there are few electric outlets and no space if we would like to have an electronic music or piano lab.

5. Every room in which music is taught has appropriate acoustical properties, a quiet environment, good ventilation, and adequate lighting. The ventilation is quiet enough to allow students to hear soft music, and every room is acoustically isolated from the rest of the school.

The music room is set behind the auditorium, but there are art classes on one side, and a Special Needs class on the other. There are classrooms directly above the rehearsal space.

Lighting and ventilation are not great, but adequate.

6. Rehearsal rooms, practice rooms, and instrument storage rooms maintain a year-round temperature range between sixty-eight and seventy degrees with humidity between 40 and 50 percent and an air exchange rate double that of regular classrooms. Lighting and ventilation systems are designed so that rehearsal rooms have a Noise Criterion (NC) level not to exceed NC25, ensemble rooms, teaching studios, and electronic or keyboard rooms not to exceed NC30, and practice rooms not to exceed NC35.

The entire facility is made of cement blocks, and sound bleeds from room to room. There are 2 practice rooms, however, both are being used for storage of the music library or equipment, so they are basically unavailable for student use. As far as I know, the ventilation systems in these rooms are the same as in classrooms.

7. Rehearsal rooms have double-entry doors, nonparallel or acoustically treated walls, and a Sound Transmission Classification (STC) of at least STC50 for the interior and exterior walls and at least STC45 for doors and windows.

There are only single door entries to the Rehearsal hall. Recently a large timpani was purchased, and we were unable to move it into the rehearsal space. We had to store this in another facility, and will have to transport it to the stage when we need it for performance. This means that the students will only get to rehearse with the drum briefly before our performances. I am not sure of the ratings for acoustics, but I am sure that they are not up to this suggested rate.

8. Sufficient secured storage space is available in every school to store instruments, equipment, and instructional materials. Cabinets and shelving are provided, as well as lockers for the storage of instruments in daily use. This space is located in or immediately adjacent to the rehearsal facilities. Space is available for the repair and maintenance of instruments.

The only storage available for student instruments is a small “closet” with metal shelving, which causes congestion prior to rehearsals. There have also been incidents with the sink “backing up” and flooding, which has created a moldy smell in the room. There are no lockers available. There is no space for maintenance and repair of instruments. Percussion storage is inadequate, it is now stacked in one of the “practice rooms”.

9. Every music classroom and rehearsal room contains sufficient chalkboard, some of which has permanent music staff lines, and sufficient cork board.

The music room still has a “chalkboard”, however it is difficult to use, as the conductor must walk up the stairs, away from the class, and write on the board.

The Whiteboard that is installed does not have permanent music staff lines. We have purchased a portable music white board to help with this situation.

10. Every school provides at least two rehearsal rooms of at least 350 square feet each for small ensembles.

Norton HS has no facility for small ensemble rehearsal.

11. Every school provides several practice rooms of at least fifty- five square feet each.

Norton HS has 2 practice rooms, however, they are used as a music library, and percussion storage, as there is no where else to put these things.

12. In order that every student may have convenient, private access to his or her teacher for consultation and help, office or studio space is provided for every music educator. This space is adjacent to the instructional area in which the educator teaches and is designed so that he or she can supervise the area. There is convenient access to a telephone.

There are two music offices at NHS, and the Supervisor’s office has access to a telephone.

13. The music facilities in every school are adjacent to one another and are so located so that they can be secured and used independently of the rest of the building. All facilities are accessible to persons with disabilities.

The band room does NOT have **complete** handicap accessibility due to the graduated “risers” that are built into the room. There is access into the room, but only to the perimeter of the rehearsal area. The doors are also very narrow, which could create issues with wheelchairs.

14. The music facilities are easily accessible to the auditorium stage. The stage is large and open and is adaptable to the various needs of the performing arts. The auditorium is designed as a music performance space, with good, adjustable acoustics for music and speech requirements, with stage lighting of at least seventy footcandles, and with quiet and adequate mechanical and lighting systems that do not exceed NC20.

The stage area is very small for large instrumental ensembles, and has very little room in the back for staging. Lighting specs could be a problem. There are no adjustable acoustics in the auditorium.

Wellness

A Wellness Curriculum was recently implemented. The facilities needed to follow this curriculum and run an outstanding program

are not available to us. Classes that need to be in the weight training room cannot be there safely because of its size and configuration. The lack of adequate ventilation and emergency access is also a concern to us.

Equipment that will be needed to run a program cannot be left in the gymnasium because of the high amount of usage by teams and the community. There simply is not a space in this building that can accommodate a first class educational program that many other schools in the Tri Valley League currently run.

Storage space within the department is sparse and are equipment is frequently moved to and from the trainer's room. The trainer's room is also not located for privacy for athletes and does not contain items such as running water that one might expect in a trainer's room.

Tech Ed

Concerns for the Woodshop/techlab would be in regards to the dust collection and air filtration systems. The dust collection system was installed when the school opened and should be updated. The air filtration system should be designed specifically for the room's square footage. Both systems do currently exist, however they are being held together by the instructor and the custodians.

The facility at Norton High School is quite simply inadequate to meet the needs of students of today.

Vote

Vote of Municipal Governing Body YES: 5 NO: 0 Date: 10/30/2008

Vote of School Committee YES: 4 NO: 0 Date: 11/3/2008

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

_____ [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

(print name)

(print name)

(print name)

(signature)

(signature)

(signature)

Date

Date

Date