

## ANDOVER PUBLIC SCHOOLS

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**FILE COPY**

### SCHOOL COMMITTEE:

Debra Rahmin Silberstein, Esq., Chair  
Dennis F. Forgue Secretary  
David A. Birnbach  
Richard J. Collins  
Ann W. Gilbert

Claudia L. Bach, Ed.D.  
Superintendent of Schools  
cbach@aps1.net

November 13, 2009

Richard Gill  
Application Coordinator  
Massachusetts School Building Authority  
40 Broad Street, Suite 500  
Boston, MA 02109

RE: Submission of Refreshed SOIs for Andover High and Shawsheen Elementary School

Dear Dick,

Please find enclosed a copy of the following:

- A SOI Copy for Andover High School w/Certification Form and Signatures;
- A SOI Copy for Shawsheen Elementary School w/Certification Form and Signatures; and
- All required documentation including the SC and Board of Selectmen votes.

Also, please note that the enrollment numbers for October 1, 2009 as reported to the Department of Elementary and Secondary Education for both these schools are listed below. The enrollment numbers have increased again this year.

### SHAWSHEEN ELEMENTARY

PRE-K – 75  
K – 72  
Grade 1 – 73  
Grade 2 – 63  
Total = 283

### ANDOVER HIGH SCHOOL

Grade 9 – 489  
Grade 10 – 441  
Grade 11 – 441  
Grade 12 – 425  
Total: 1,796

Please let us know if there is anything that you need further from this office.

Sincerely,

Claudia L. Bach, Ed.D.  
Superintendent of Schools

**Massachusetts School Building Authority**

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School District Andover

District Contact Claudia Bach TEL:

Name of School Andover High

Submission Date 11/13/2009

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**Note**

Please note the current enrollment numbers for AHS as of Oct. 1, 2009  
ANDOVER HIGH SCHOOL as of 10/1/2009

- Grade 9 – 489
- Grade 10 – 441
- Grade 11 – 441
- Grade 12 – 425

Total: 1,796

**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.

**Potential Project Scope:** Renovation/ Addition

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

**The MSBA ID for the District Priority SOI:** 2010 Andover High

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

The current and long term educational goal in all Andover schools is to provide rigorous educational programs and high quality services to prepare all student s with the skills and knowledge they will need to meet the demands and challenges of the 21st Century. In addition, there are goals unique to the high school. One goal, in response to the demands and challenges of the 21st

century, has been to examine and evaluate our academic programs at the high school level. We are looking at a number of possible initiatives. Here are some examples: We have a committee of teachers, administrators and students looking at the International Baccalaureate Program. The group has visited schools in the state with an IB program to study the feasibility of bringing the program to Andover. We also are developing an exchange of teachers and students between the high school and a partner school in China (the Dong Fang de Cai School in Beijing). In addition to other languages offered, the school has provided Mandarin Chinese language classes for the last three years. A second goal has been to place an emphasis in providing meaningful opportunities for student leadership. In addition to a class in leadership (a highly interactive class taught by the principal in which the students engage in leadership opportunities outside the school), students are represented at the School Committee meetings, are the key developers and presenters of the School Improvement Plan, and engage in a large number of service projects to help others in the school, in other schools, and in various organizations in this community and beyond. Students are leaders on the sports fields, on the stage, and in countless initiatives. Students also have investigated various entrepreneurial projects, such as management of the Collins Center for the performing arts, the high school auditorium facility. Other important goals at the high school include helping students make the transition from middle to high school; providing activities that help make the transition more smoothly and successfully from high school to higher education or to the work place; providing support to at risk students to increase the likelihood that they will graduate; and providing support for the students with special needs. The final goal is to increase space. Andover High School is highly competitive, academically-oriented school of 1796 students in grades 9-12. Built in 1966 and with a major renovation and addition in 1995, the school was designed for 1600 students. The over-crowding presents a number of problems. Currently we have a room utilization rate of approximately 95% which means there are virtually no rooms unused at any of the four scheduled class blocks during the day. The school has difficulty finding space for study halls, special education classes and the housing of special education staff. The cafeteria space at lunch is inadequate; we have seating for about 450 students, but with three lunch periods, about 575 students are assigned to each period. Many students now eat in other spaces throughout the school. In previous years extra tables were set up in a hallway that led to the auditorium. The use of the designated science labs is also an area of concern, because there are lab stations for 25 students per lab, but many of the classes have more than 25 students, so students must share lab space that was designed for just one student. The school also has need for more art space. The NESDEC report in May 2006 concluded that the high school - to serve the current enrollment -- required an addition to the cafeteria and an additional 6 to 8 classrooms. NESDEC also reported there was need for space for additional parking. The Task Force, appointed by the Town Manager in the fall 2007, concluded that the current SPED spaces were insufficient, in particular for the SPED staff: "Over the past seven years the SPED population at the High School has increased by 20%, in comparison to an 11% increase in overall enrollment....In order to meet its current SPED needs, the High School is in need of one tutorial room of approximately 800 sq.ft., one office space of 700-800 sq. ft. and one conference room. The High School's expected future SPED needs will include the additional of one SPED classroom..."

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

Under Goal 1 we evaluate high school academic programs. We hired a new principal this year who is examining all aspects of the academic program. We had to reduce our teaching staff at the high school. Enrollment rose; so the principal increased class size and encouraged some teachers to teach an additional class and looking at dual enrollment programs and early college. We are exploring ways to increase foreign language offerings. Under Goal 2, students meet with the SC to look at energy savings and revenue opportunities. Under other goals, the administration is focused on providing activities that help make the transitions better from high school to higher education or work place; look into community college opportunities for at-risk students; and increase support for special needs children. The final Goal of creating additional space has not been reached. The situation with this year's student population with our October 1 report shows an increase of 75 students over 2008.

**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: 13 students per teacher.**

**Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 11 students per teacher.**

**Is there overcrowding at the school facility? YES**

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

Both the NESDEC and our in-house enrollment studies indicate that there will be little enrollment fluctuation at the high school in the foreseeable future, but the population now is over the capacity for which the school was designed, and as noted below, we do expect an up-tick next year. The up-tick we anticipated in 2008 has happened, with an additional 75 students. Furthermore, a growing number of families move to Andover after their children are born, so the typical enrollment projection models that base their calculations on live birth rates have continually under-estimate the enrollment here. Over a 7-year period from 1997 to 2005, the high school grew by 380 students, but overall district student population rose by just over 400 students, so the growth was almost entirely at the high school. Further, the NESDEC study notes that in similar communities 15% to 20% of the eight grade students go to private schools, but here in Andover only 7% to 10% of 8th graders do not continue onto the high school. The high school student enrollment is over the school's capacity by nearly 200 students.

A central problem is inadequate classroom space and the impact the high enrollment has on the core facilities -- the cafeteria, gymnasium, media center, hallways and stairwells. The major renovation of 1995 was in anticipation of a capacity of 1,600 students. The enrollment as of October 2009 is 1,796 students. Due to a small graduating class in 2008, we anticipated at least 50 additional students in 2009, but actually we had an increase of 75 students. With space limited and the student population growing and the lay-off of 6 teachers, most class sizes are at 29. The condition is made worse by the fact that the rooms are undersized (typically about 675 sq. ft). Two separate studies have recommended an additional 6 to 8 classrooms.

The Department of Education and Secondary Education (DESE, formerly the DOE) in 2004 determined that the high school was not meeting time on learning requirements. Part of the problem, the report concluded, was that we were putting students into non-classroom space, such as the library and cafeteria where because of noise and people traffic, students were not able to study and learn as well.

Overcrowding exists in a number of areas. Because the rooms are small (675 square feet on average), the rooms are crowded. Every general classroom is used by more than one teacher, so no teacher has her/his own room. Some rooms are used by multiple departments.

In the special education area, finding space for selected programs such as assisted study programs is difficult. These study programs are scheduled for smaller groups of students, all of whom have Individual Education Plans that require this accommodation. Currently, some of these student groups are housed in a room located adjacent to the library, not easily accessed behind a bank of computers. Space for the special education staff of twenty-two teachers is at a premium. Many of the staff are jammed into one space, desk abutting desk. The administrative functions necessary to this department do not always receive the level of privacy that should be accorded our students with special needs. Were this school to be asked to accommodate very specialized programs for distinct groups of very needy students, we would find it impossible to do so, and as a result, it is possible we are putting more students into out of district placements than we would have to were there more space available for our SPED program.

Science labs are used almost every period, and this often places the teacher in the position of modifying curriculum in order to be ready to use the lab at the scheduled time. The labs are designed for twenty-four students, and often the number of students assigned to an instructor exceeds that number. The demand for some courses such as photography and ceramics far exceeds our ability to provide. Photography classes are capped at sixteen students given the current darkroom capabilities, and we have no space to install an additional kiln for ceramics.

The cafeteria hosts three lunch periods. One-third of the student population is assigned to each lunch, about 575 students per lunch. Currently we have seating for about 450 students. The overflow sites on the heating ventilators, or goes outside during good weather. Many students have decided to eat elsewhere in the building with permission of the teachers.

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

**If "YES", how many teaching positions were affected? 19**

**At which schools in the district? All Schools**

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

Teacher reductions: health, music, librarians (media specialists), social studies, English, math, science, contingency teachers

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

**If "YES", how many staff positions were affected? 7**

**At which schools in the district? All Schools**

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

Custodians, Secretaries, Food Service, Guidance, Media

**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.**

With the elimination of the health teachers, we have created a wellness program in which the PE teachers and classroom teachers will together cover the health curriculum. The music reduction has resulted in the elimination of an instrumental music program at the elementary level and in order to meet the contractual planning time for teachers, the administrators are teaching some enrichment courses. The elimination of the guidance secretaries at the middle school level has resulted in heavier work loads for the remaining school secretaries and added work for out IT people in central office. Elimination of core subject teachers at the high school has resulted in higher class sizes (now 29 in as many classes as possible) and fewer electives, and in some students now getting the full schedule they need.

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

The recent budget approval process was the most lengthy in my 12 years here, requiring three Town Meeting to resolve (May, August and October). The first Town meeting resulted in a \$3.2 million reduction in school staffing, programs and services. At the second town meeting citizens approved the hotel/motel excise tax, which garnered an additional \$320,588, but the Town still faced a \$2 million shortfall. At the third Town meeting the School budget was reduced by a further \$791,000, with reductions in the school technology and special education contingency budgets. These reductions have increased class size at the high school, and eliminated some programs in the elementary: health and instrumental music. We eliminated the librarians and guidance secretaries n the middle schools.

## 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):

Built in 1966 with the Collins Center constructed in 1983, Andover High School ("the High School") has undergone extensive renovations, with the addition of the Richard J. Collins Field House, science wing, and main entrance in 1995. The total square feet of building space is 343,520.

Overall, the current high school is in very good physical condition, but has insufficient classrooms to teach the number of students currently enrolled. The renovation in 1995 was completed with an anticipated capacity of 1,600 students, but as of October 1, 2009 there were 1,796 students enrolled. As a result there are a number of classes taught in undersized classrooms. The High School requires an additional eight classrooms. There is a large amount of inefficient space, particularly the large entryway and a courtyard. Core facilities (hallways, stairways, cafeteria) overcrowding has the potential to create an unsafe environment.

Over the past seven years, the SPED population at the High School has increased by 20% in comparison to an 11% increase in overall enrollment. Currently, the High School's SPED program has five small offices, one SPED workroom, one lunch room, seven tutorial rooms, one conference room and one large classroom. In order to meet its current SPED needs, the High School is in need of one tutorial room of approximately 800 sq. ft., one office space of 700-800 sq.ft., and one conference room.

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

343520

**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):

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Over the past seven years, the SPED population at the High School has increased by 20% in comparison to an 11% increase in overall enrollment. Currently, the High School's SPED program has five small offices, one SPED workroom, one lunch room, seven tutorial rooms, one conference room and one large classroom. In order to meet its current SPED needs, the High School is in need of one tutorial room of approximately 800 sq. ft., one office space of 700-800 sq.ft., and one conference room.

**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 building is multi level and constructed of reinforced concrete and brick veneer. Windows are aluminum frames with

insulated glass. Doors are hollow metal insulated steel. Roof is flat PVC membrane with some sections ballasted rubber membrane.

**Age of EXTERIOR WALLS (In Years):** 42

**Year of Last Repair or Replacement:** 1995

**Description of Last Repair or Replacement:**

Main section of the building is 42 years old with two additions in 1981 and 1995.

**Age of ROOF(In Years):** 15

**Year of Last Repair or Replacement:** 2008

**Type Of ROOF** Flat PVC membrane with some sections ballasted rubber membrane.

**Description of Last Repair or Replacement:**

Roof of main section was replaced with PVC membrane on summer of 2007. Other areas were replaced with PVC membrane in the summer of 2008. Remaining sections of the building are scheduled to be replaced summer of 2010 (these are 15 years old).

**Age of WINDOWS(In Years):** 27

**Year of Last Repair or Replacement:** 1995

**Type Of WINDOWS** Windows are aluminum frames with insulated glass.

**Description of Last Repair or Replacement:**

Windows of main section of building were replaced in 1991. The remaining windows were installed with the additions in 1981 and 1995.

**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 following questions about the boilers, HVAC systems and electrical services/distribution system are a true indicator of what is in the Andover High School building

**Age of BOILERS(In Years):** 12

**Year of Last Repair or Replacement:** 1996

**Description of Last Repair or Replacement:**

Boilers were replaced in 1996 and are in good overall condition.

**Age of HVAC SYSTEM (In Years):** 12

**Year of Last Repair or Replacement:** 1996

**Description of Last Repair or Replacement:**

The High School's heating medium is hot water provided by three (3) oil and natural gas fired hot water boilers. Classrooms are heated and ventilated by individual classroom unit ventilators. An air handler with DX and hot water coils provides the Media Center HVAC. The Main Office areas HVAC is provided by a VAV rooftop unit with terminal reheat boxes and hot water baseboard. The Gym and Field House are heated and ventilated by a number of air handlers with hot water coils. The Collins Center auditorium's HVAC is provided by six (6), four year old rooftop units with electric cooling and gas heating.

**Age of ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM(In Years):** 12

**Year of Last Repair or Replacement:** 1996

**Description of Last Repair or Replacement:**

12 years. The main switchgear, generator and panels were replaced in 1996 and have not received major repairs since.

**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):**

Interior walls are comprised of poured concrete, concrete block and GWB over metal studs. Ceilings are suspended acoustical tiles and exposed concrete panning. Floors are carpet and VCT floor tiles with the majority installed over VACT. New energy efficient T05 Lighting is presently being installed throughout. Stairways are poured concrete uncovered.

**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.:**

Programs and operations are constrained. The cafeteria is undersized for the current student population. As noted above, seating capacity is well below the need, and existing seating is crowded at best. This year a number of students are eating lunch elsewhere in the building; in previous years we set up additional tables in a large hallway outside the cafeteria which leads to the auditorium. Art courses are limited by lack of facility space especially in photography and ceramics, as noted above. Space for large art projects is virtually non-existent. Science labs are fully-utilized and their availability is scheduled. As a result, the lab use is driving curriculum as opposed to having the curriculum drive the lab use. Special education classes use small inadequate spaces. For example, one is an undersized space adjacent to the library, and in another space, staff is jammed into one space, desk abutting desk. A dance program, which was a physical education component, is no longer offered due to lack of space. Storage space for custodial and maintenance functions is inadequate. The area once used by the social studies program as a computer lab has been relocated to the library in order to provide an additional general classroom. The library houses study halls. The cafeteria houses study halls. Relatively narrow hallways are not adequate given current enrollment, and so maneuvering through the hallways between classes is difficult. Sometimes students are late for a class because they could not move quickly enough from one part of the building to the other.

**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):**

There are 74 classrooms. Throughout the building there are some 148 spaces, including offices, library, conference rooms, gym, field house and auditorium. As a result of the last renovation completed in 1995, many of these other spaces have limited use. For example, the entry way is voluminous, reaching up two stories. Many offices, in contrast, are very small. Even so, with space at a premium, study halls are scheduled in a number of non-conventional spaces, which has been cited by the Department of Education. The claim is that students cannot meet time on learning requirements if the space is noisy and subject to people traffic. The classrooms are undersized, averaging 675 sq. ft. (We do not have the sizes for every classroom, but will get that information if it is required). The building is 42 years old, but the science rooms and lab spaces were removed in 1995 and are adequate. The media center is adequate as well. Recent studies indicated that, due to increasing enrollment, the high school needs an additional 6 to 8 classrooms. SPED space for staff is inadequate and requires that all the staff be in one small space with desk abutting desk. If the SPED student population increases at its current rate, we see a need for additional classroom space within the next year or two.

**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 general classrooms are undersized (on average at 675 square feet), which is especially problematic given that of our classes have 29 or more students -- students that are fully-grown adults in size. With 95% of the classes occupied at all times throughout the day, scheduling becomes very time-consuming. Each department negotiates classroom space with other departments. Study halls have been relocated to areas such as the cafeteria and library that are less than desirable. Special education staff work in an area that is inadequate, although they have come to accept the fact that there is no alternative. Additional sections in art have been eliminated. The dance program has been eliminated. Students are allowed to eat elsewhere in the building to relieve crowding in the cafeteria. Students have been encouraged to volunteer at a variety of community service sites in order to relieve crowded study halls.

**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):**

The Town has a comprehensive program to perform daily PM and repairs all buildings. A computerized maintenance



management system has been in place for more than 12 years. The Town spent \$1,196,719.01 in Fiscal Year 2008 on maintenance and preventive maintenance direct labor and material costs in the school buildings. The indirect costs (supervision, administration, vehicle expenses, tools etc) are in addition to these. Andover has in-house staff representing all trades who perform these services. Additionally the Town has an annual capital budget for school repair projects for \$830,000 and a number of bonded articles in the five-year capital plan to address school building repairs. Examples of all the above include: Servicing all HVAC equipment quarterly, roof inspections and repairs quarterly, elevators are serviced monthly. Last summer the Town completed 100 projects (mostly school) that included replacing 173,000 square feet of roofing, one new boiler, upgraded the entire electrical system at a middle school, new field lighting at the high school, major structural repairs to Bancroft School, window replacements at a middle school, extensive work on energy conservation (new lighting, controls etc), replaced eight smoke hatches at the high school and etc. The 2008 Town Meeting approved a \$1,810,000 bonded article for major school repairs. The Town also passed an article at the 2008 Town meeting to establish a School Facilities Maintenance Trust Fund.

The Town spent \$1,310,144 in Fiscal Year 2009 on maintenance and preventive maintenance direct labor and material costs in school buildings. During 2009, the following School capital projects were completed totaling : new roofing was installed in two school buildings totaling 125,436 SF, major restoration to the Doherty Auditorium stairs and façade, new underground drainage piping at Andover High School, new energy efficient lighting installed at two schools, two new boilers were installed at West Middle School and a variety of smaller capital projects were also completed including refinishing all school gym floors , renovating a middle school area for a SPED program, exterior masonry repairs, interior painting and other energy conservation related projects. The 2009 Town Meeting approved \$1,500,000 bonded articles for major school repairs.

**Priority 2**

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

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Built in 1966, with the Collins Center constructed in 1983, Andover High School ("the High School") has undergone extensive renovations, with the addition of the Richard J. Collins Field House, science wing, and main entrance in 1995.

Overall, the current high school is in very good physical condition, but has insufficient classrooms to teach the number of students currently enrolled. The renovation in 1995 was completed with an anticipated capacity of 1,600 students; but as of October 1, 2009, there were 1,796 students enrolled. As a result there are a number of classes taught in undersized classrooms. The High School requires an additional eight classrooms. There is a large amount of inefficient space, particularly the large entryway and a courtyard. Core facilities (hallways, stairways, cafeteria) overcrowding has the potential to create an unsafe environment.

Over the past seven years, the SPED population at the High School has increased by 20%, in comparison to an 11% increase in overall enrollment. Currently, the High School's SPED program has five small offices, one SPED workroom, one lunch room, seven tutorial rooms, one conference room and one large classroom. In order to meet its current SPED needs, the High School is in need of one tutorial room of approximately 800 sq. ft., one office space of 700-800 sq. ft., and one conference room.

**Priority 2**

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

Renovations during the past nine years, in addition to the addition of the J. Everett Collins Center, the Richard J. Collins Field House, the science wing and main entrance, have included new bathrooms, updated security systems, lighting updates, HVAC replacements, new track surface, field irrigation systems, fuel tank, boilers, generator, chimney repairs, new fire alarm system, electrical upgrades, elevator upgrades, new windows, partial roof replacement, new flooring, new bleachers, and the renovation of the old gym.

The high school has worked diligently to schedule students in a manner that is mindful of the limitations brought on by increased enrollment and a fixed number of teaching spaces. That means that administrators have paid close attention to the timing of classes in the day, the availability of space, and the needs of any particular course. Room utilization is above ninety-five percent; the desired utilization is eighty-five percent. Class sizes have been maximized whenever there was need based on student demand. Alternate means of attaining credits have been implemented. Alternate seating arrangements during lunch hours have been put in place. Limits have been placed on students regarding use of the library. SPED issues have been somewhat more difficult to resolve; scheduling of those students into team-taught classes and maintaining a reasonable number of SPED students in such classes has been a challenge. Tutorial space is at a premium, and often results in the SPED department utilizing conference rooms or other awkward spaces. More recently all new roofing, new energy efficient lighting and updated energy related controls.

**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.*

To date, the school has accommodated most core programs, because of on-going, adjustments by collegial, cooperative staff. There are, however, aspects of the core program that have not grown to meet increased demand, were eliminated due to lack of space, or exist now in less-than-desirable spaces. These include: lab classrooms, visual art courses, dance and SPED. Study halls are conducted in spaces the DESE has declared not adequate for learning. Common spaces are particularly crowded, including the cafeteria, hallways and stairwells.

**Please also provide the following:**

**Cafeteria Seating Capacity:** 450

**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: 6

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

For regular education the school uses five non-traditional spaces for study halls: Collins Center, Lobby of Collins Center, Chorus Room, Media and Cafeteria. This is a practice the DESE believes deducts from the time on learning minutes due to noise and traffic distractions.

**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):**

There are no changes to the district's educational program, school assignment policies, grade configuration, class size policies, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity.

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

Elementary Class Size Ranges (School Committee Policy)

Kindergarten 16-24

Grades 1 and 2 19-27

Grades 3, 4 and 5 21-29

Middle School:

Grades 6, 7 and 8 21-29

High School

Grades 9, 10, 11 and 12 21-29

**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 4**

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

Unlike similar communities, where the out-migration experienced from eighth grade to high school is usually 15% to 20%, Andover's out-migration rate is only 7% to 10%. In addition, Andover appears to have experienced an unusually high in-migration in the High School, reflecting the relocation of families to Andover to take advantage of the high school education.

Over the past seven years, the SPED population at the High School has increased by 20%, in comparison to an 11% increase in overall enrollment. Currently, the High School's SPED program has five small offices, one SPED workroom, one lunch room, seven tutorial rooms, one conference room and one large classroom. In order to meet its current SPED needs, the High School is in need of one tutorial room of approximately 800 sq. ft., one office space of 700-800 sq. ft., and one conference room.

The High School's expected future SPED needs will include the addition of one SPED classroom in 2009 to accommodate a "bubble" of SPED students currently in the Wood Hill Middle School, and one additional classroom for every 25 additional SPED students, plus office space for additional SPED professionals, as the SPED teachers do not have desks in the regular classroom.

**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.*

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Enrollment will continue to exceed workable capacity for at least the next seven (7) years. The High School needs eight additional general classrooms and the SPED department has the needs stated above. Since any building program will not provide immediate relief, the high school will continue to spend inordinate hours reviewing schedules, class sizes, and student demand in an attempt to accommodate the high enrollment. Certain accommodations, such as the modified access to the library, alternative seating arrangements during lunch have been made but there are no alternatives which would solve the problems of over-crowded hallways. In order to meet the needs of SPED students in 2010, alternative space for general education classes will have to be found. This may require the use, as classrooms, of the library or other large spaces such as the lobby or the Collins Center.

**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.*

As noted above the general classrooms are undersized at 675 square feet, which is especially problematic given that most of our classes have 29 students-- students that are fully-grown adults in size. This greatly limits the teachers' ability to group students for differentiated learning purposes, or even to rearrange seating for different types of learning experiences. With 95% of the classes occupied at all times throughout the day, there are some students who cannot be scheduled into classes they want or need. Each department must negotiate room use. Study halls have been relocated to areas such as the cafeteria and library where those environments are less conducive to learning. Special education staff work in an area that is inadequate. Sections in art that students would like to take have been eliminated. The dance program has been eliminated altogether. Some students have been encouraged to volunteer at a variety of community service sites in order to relieve crowded study halls.

**Please also provide the following:**

**Cafeteria Seating Capacity:** 450

**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:** 6

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

For regular education the school uses five non-traditional spaces for study halls: Collins Center, Lobby of Collins Center, Chorus Room, Media and Cafeteria. This is a practice the DESE believes deducts from the time on learning minutes due to noise and traffic distractions.

For Special Education the school uses one non-traditional space - a room off the media center that is visible to students in the library.

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

There are no changes to the district's educational program, school assignment policies, grade configuration, class size policies, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity.

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

Elementary Class Size Range (School Committee Policy)

Kindergarten 16-24

Grades 1 and 2 19-27

Grades 3, 4 and 5 21-29

Middle School

Grades 6, 7 and 8 21-29

High School

Grades 9, 10, 11 and 12 21-29

**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.:**



## Vote

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Vote of Municipal Governing Body    YES: 4    NO: 0    Date: 6/25/2007

Vote of School Committee    YES: 4    NO: 0    Date: 6/20/2007

Vote of Regional School Committee    YES:    NO:    Date:

Resolved: Having convened in an open meeting on June 20, 2007 the Board of Selectmen and the School Committee of Andover, Massachusetts 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 Form dated June 20, 2007 for the **Andover High School** located at 80 Shawsheen Road, Andover, MA which describes and explains the following deficiencies for which an application may be submitted to the Massachusetts School Building Authority in the future: the High School requires an additional 8 classrooms and an expansion of the cafeteria to meet the needs of the current students as well as for the SPED students, which meet the following priority category(s): elimination of existing severe overcrowding, as determined in the judgment of the Authority; and prevention of severe overcrowding expected to result from increased enrollments, which must be substantiated, as determined in the judgment of the Authority and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

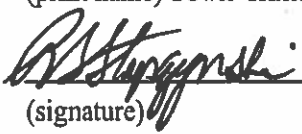
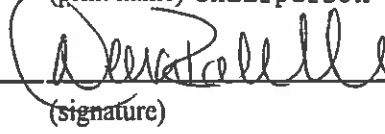
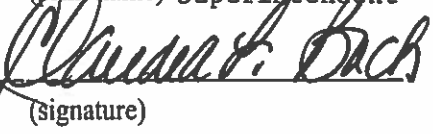
**CERTIFICATIONS**

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

**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**

~~Reginald S. Stapczynski     Debra R. Silberstein, Esq.     Claudia L. Bach, Ed.D~~  
(print name) Town Manager     (print name) Chairperson     (print name) Superintendent

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(signature)                                  (signature)                                  (signature)

~~Date 11/13/2009                  Date 11/13/2009                  Date 11/13/2009~~