

ANDOVER PUBLIC SCHOOLS



36 Bartlet Street
Andover, MA 01810
(978) 623-8501
FAX (978) 623-8505

SCHOOL COMMITTEE:

Paula Colby-Clements, Esq., Chair
Dennis F. Forgue, Vice Chair
David A. Birnbach
Ann W. Gilbert
Barbara A. L'Italien

Marinel D. McGrath, Ed.D
Superintendent of Schools
mmcgrath@aps1.net

April 8, 2013

Brian McLaughlin
Attn: Statement of Interest
Massachusetts School Building Authority
40 Broad Street, Suite 500
Boston, MA 02109

RE: Submission of refreshed SOI for Andover High School

Dear Mr. McLaughlin,

Please find enclosed a copy of the following:

- Closed School Information and Certification Form and Signatures as required per instructions;
- SOI Copy for Andover High School w/Certification Form and Signatures as required per instructions;
and
- All required documentation including the School Committee and Board of Selectmen votes

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

Sincerely,

Marinel D. McGrath, Ed.D.
Superintendent of Schools

Massachusetts School Building Authority

School District Andover

District Contact Marinel McGrath TEL: (978) 623-8501

Name of School Andover High

Submission Date 4/5/2013

SOI CERTIFICATION

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

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

Chief Executive Officer *

School Committee Chair

Superintendent of Schools

Reginald S. Stapczynski
(print name)

Paula Gray Jenkins
(print name)

Marinel D. McGrath, Ed.D.
(print name)

Reginald S. Stapczynski
(signature)

Paula Gray Jenkins
(signature)

Marinel D. McGrath
(signature)

Date 4/2/13

Date 4/4/13

Date 4/4/13

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

Massachusetts School Building Authority

School District Andover

District Contact Marinel McGrath TEL: (978) 623-8501

Name of School Andover High

Submission Date 4/5/2013

Note

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

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

SOI Vote Requirement

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

Potential Project Scope: Renovation/ Addition

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2013 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 students 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 1802 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. The principal is looking at all aspects of the academic program. The teaching staff at the high school was reduced due to a negotiated contractual change to reduce overcrowding the principal has increased dual enrollment programs and online education. 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 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, 2012 report shows an enrollment of 1810.

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

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

Does the District have related report(s)/document(s) that detail its facilities, student configurations at each facility, and District operational budget information, both current and proposed? NO

If "NO", please note that:

If, based on the SOI review process, a facility rises to the level of need and urgency and is invited into the Eligibility Period, the District will need to provide to the MSBA a detailed Educational Plan for not only that facility, but all facilities in the District in order to move forward in the MSBA's school building construction process.

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 upward turn next year. This happened in 2008 with an additional 75 students. Furthermore, a growing number of families move to Andover after their children are born, so the typical enrollment project models that base their calculation on live birth rates have continually underestimate the enrollment here. Over a 7-year period from 1997-2005, 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 7-10% of 8th graders to not continue onto the high school. The high school 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 1600 students. The enrollment as of Oct. 1, 2012 is 1810 students. The condition is made worse by the fact that the rooms are undersized (typically about 675 sq. feet). Two separate studies have recommended an additional 6 to 8 classrooms.

The Dept of Elementary and Secondary Education (DESE) in 2004 determined that the high school was not meeting time on learning requirements. Part of this 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 sq. 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. As a result, it's possible that more students are being put in out of district placements than we would have to were there more space available for SPED programs.

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 24 students and often the number of students assigned to an instructor exceed that number. The demand for some courses such as photography and ceramics far exceeds our ability to provide. Photography classes are capped at 16 students given the current darkroom capabilities and we have

no space to install an additional kiln for ceramics.

The cafeteria hosts 4 lunch periods. One quarter of the student population is assigned to each lunch, about 440 students per lunch. 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 from their teacher.

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

If "YES", how many teaching positions were affected? 6

At which schools in the district? Andover High School

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

Social Studies, English, Math, Science and World Languages - this was done due to contractual change in the high school schedule.

Has the district had any recent staff layoffs or reductions? NO

If "YES", how many staff positions were affected? 0

At which schools in the district?

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

Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum.

Elimination of core subject teachers at the high school has resulted in higher class sizes and fewer electives and some students not getting the full schedule they need. As of Oct. 1, 2012, 93 sections out of 642 sections had 29 students per class.

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

In 2009, the budget process required 3 Town Meetings to resolve budget problems. The first Town meeting resulted in a \$3.2 million reduction in school staffing, programs and services. At the 2nd 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 3rd Town meeting the School budget was reduced by a further \$791,000. The FY13 budget process resulted in a reduction of 6 high school teachers due to a contractual change in the high school schedule. Impact: Not having sufficient classrooms to accommodate 1810 students impacts our ability to offer additional sections of classes and to reduce class size at the higher end of the APS class size policy.

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 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 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 1600 student but the Oct. 1, 2010 states we have 1802 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 the potential to create an unsafe environment. The past 7 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, 7 tutorial rooms, 1 conference room and 1 large classroom. In order to meet its current SPED needs, the High School is in need of one tutorial room of approximately 800 sq. feet , one office space of 700-800 sq. feet, and 1 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. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

Built in 1966 with the Collins Center constructed in 1983, Andover 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 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 1600 student but the Oct. 1, 2010 states we have 1802 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 the potential to create an unsafe environment. The past 7 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, 7 tutorial rooms, 1 conference room and 1 large classroom. In order to meet its current SPED needs, the High School is in need of one tutorial room of approximately 800 sq. feet , one office space of 700-800 sq. feet, and 1 conference room.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

Andover High School 80 Shawsheen Road, Andover MA 01810

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

The building is multi-level and constructed of reinforced concrete and brick veneer. Windoes are aluminum frames insulated glass. Doors are hollow metal insulated steel. Roof is flat PVC membrane with some sections ballasted rubber membrane.

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

Year of Last Major Repair or Replacement: 1995

Description of Last Major Repair or Replacement:

Main section of the building is 42 years old with 2 additions in 1981 and 1995

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

Year of Last Major Repair or Replacement: 2008

Type Of ROOF: Flat PVC membrane with some sections ballasted rummber membrane

Description of Last Major Repair or Replacement:

Roof of main was replaced with PVC membrane during summer of 2007. Other areas were replaced with PVC membrane in the summer of 2008. Remaining sections of the building were scheduled for 2010 summer.

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

Year of Last Major Repair or Replacement: 1995

Type Of WINDOWS: Windows are aluminum frames with insulated glass

Description of Last Major Repair or Replacement:

Windows of main section of building were replaced in 1991. The remaining windows were installed with 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 high school building.

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

Year of Last Major Repair or Replacement: 1996

Description of Last Major Repair or Replacement:

Replaced in 1996 - overall good condition

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

Year of Last Major Repair or Replacement: 1996

Description of Last Major Repair or Replacement:

The High School's heating medium is hot water provided by 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 6, four year old rooftop units with electric cooling and gas heating.

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

Year of Last Major Repair or Replacement: 1996

Description of Last Major Repair or Replacement:

13 years...the main switchgear, generator and panels were replaced in 1996 and have not received major repairs since then.

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 ties 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. (maximum of 5000 characters).

Programs and operations are constrained. Cafeteria is undersized for current student population, seating capacity is well below the need and existing seating is crowded at best. Students are eating lunch elsewhere in the building, sometime we've set up additional tables in large hallway outside the cafeteria which leads to auditorium. Art courses are limited by lack of facility space esp. in photography and ceramics. 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. 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 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. Narrow hallways are not adequate given current enrollment, so maneuvering thru the hallways between classes is difficult.

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

There are 74 classrooms. Throughout the building there are some 148 spaces, including offices, library, conf. rooms, gym, fieldhouse and auditorium. As a result of the last renovation completed in 1995 many spaces have limited use. The entry way is voluminous, reaching 2 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 DESE. The claim is that students can't meet time on learning requirements if the space is noisy and subject to people traffic. The classrooms are undersized, averaging 675 sq. ft. We don't have the sizes for every classroom. The building is 45 years old, but the science rooms and lab spaces were renovated 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 - 8 classrooms. SPED space for staff is inadequate and requires all 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).

General classrooms are undersized on average at 675 sq. 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 dept. negotiates classroom space with each other. Study halls have been relocated to areas such as the cafeteria and library that are less than desirable. SPED 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, dance program has been eliminated. Students are allowed to eat elsewhere in building.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

Town has a comprehensive program to perform daily PM and repairs all buildings. A computerized maintenance system has been in place for more than 12 years. Town spent \$1,196,719.01 in FY 2008 on maintenance and preventive 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 project for \$830,000 and a number of bonded articles in the 5-year capital plan to address school bldg. repairs such as servicing all HVAC equipment quarterly, roof inspections and repairs quarterly, elevators are serviced monthly. One summer recently, the Town completed 100 projects (mostly school) that included replacing 173,000 sq. ft. 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, replaced eight smoke hatches at the high school, etc. The Town also in recent years passed an article to establish a School Facilities Maintenance Trust Fund.

The Town spent \$1,310,144 in FY2009 on maintenance and preventitive maintenance direct labor and material costs in school buildings. During 2009, the following School capital projects were completed totatling: new roofing was installed in 2 school buildings totaling \$125,436 SF, major restoration to the Doherty Auditorium stairs and facade, new underground drainage piping at the high school, new energy efficient lighting installed at 2 schools, 2 new boilers installed at West Middle 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, exerior masonry repairs, interior painting and other energy conservation related projects. The 2009 Town Meeting approved \$1,500,000 bonded articlies for major school repairs.

Priority 2

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

Built in 1966 with the Collins Center constructed in 1983, Andover 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 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 1600 student but the Oct. 1, 2010 states we have 1802 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 the potential to create an unsafe environment.

The past 7 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, 7 tutorial rooms, 1 conference room and 1 large classroom. In order to meet its current SPED needs, the High School is in need of one tutorial room of approximately 800 sq. feet , one office space of 700-800 sq. feet, and 1 conference room.

Priority 2

Question 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 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 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 needs of any particular course. Room utilization is above 95%; the desired utilization is 85%. 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 dept. utilizing conference rooms or other awkward spaces. More recently all new roofing, new energy efficient lighting and updated energy related controls.

Priority 2

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

To date, the school has accommodated most core programs. There are aspects of the core program that haven't grown to meet increased demand, were eliminated due to lack of space or exist now in less than desirable spaces. Included are 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 incl. cafeteria, hallways and stairwells.

Please also provide the following:

Cafeteria Seating Capacity: 450

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: 6

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

For reg. ed the school uses 5 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 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 aren't any 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 (maximum of 500 characters)?:

SC Policy - Elementary Class Size Ranges:

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

Priority 4

Question 1: 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 8th grade to high is usually 15-20%, Andover is only 7-10%. In addition, Andover appears to have experienced an unusually high in-migration at the High School, reflecting the relocation of families to Andover to take advantage of the high school education.

Over the past 7 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 5 small offices, 1 SPED workroom, 1 lunch room, 7 tutorial rooms, 1 conference room and 1 large classroom. In order to meet is current SPED needs, the High School is in need of one tutorial room of approximately 800 sq. ft., 1 office space of 700-800 sq. ft., and 1 conference room. The high school's expected future SPED needs includes the addition of 1 SPED classroom in 2009 to accommodate a bubble of SPED students currently in the Wood Hill Middle School and 1 additional classroom for every 25 additional SPED students, plus office space for additional SPED professionals as the SPED teachers don't have desks in the regular classrooms.

Priority 4

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

Enrollment will continue to exceed workable capacity for at least the next 7 yrs. The high school needs 8 additional general classrooms and the SPED dept. has the needs stated above. Since any bldg program won't 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 aren't alternatives which would solve the problems of overcrowded hallways. In order to meet the needs of SPED students in 2012, alternative space for general educ. classes have to be found in the use, as classrooms, of the library or other large spaces such as the lobby or the Collins Center. The proposed FY14 Capital Improvement Plan Warrant Article to be voted on at the annual Town Meeting to be held on May 6, 2013

Dept. Request: \$225,000 submitted by Marinel D. McGrath Ed.D, and Maria Maggio for the school dept.

Project Description:

Student enrollment across the district has increased over the past 10 years, and overcrowding at Andover High School is a major concern for school administrators and the school committee. AHS is designed and built for 1,600 students and currently accommodates 1,816 students. Anticipating future space requirements is the responsibility of the school system and to do so will require the services of architects and engineers. The project requested is three-fold: (1) a space study and conceptual design for the high school that would delineate short and long term space options to realize additional classroom space, (2) a study to address the need for space for an Early Childhood Center (ECC) for pre-kindergarten (PK) students when the new Bancroft School is opened since the K-2 students from the Shawsheen will be redistricted to other schools and (3) to study possibilities for elementary expansion due to enrollment increases across the district. Using FY 13 data, the elementary population following the opening of the new Bancroft School will be at 100% capacity. The current Shawsheen School is in need of immediate repair and some of these repairs are extensive. From a strategic facility planning point of view the Shawsheen needs to be evaluated to determine if the building can meet both accessibility and educational space needs for the PK students on the existing campus or to relocate the entire population.

Project Justification and Purpose:

The scope of the school space study will include an evaluation of short and long term space needs at Andover High School with the outcome of providing recommendations and conceptual designs for (a) additional classrooms to existing areas such as the main foyer, café courtyard, field house or behind the Collins Center, (b) the redesign of the current library footprint into a more flexible space utilization to support current and future learning approaches and (c) additional seating capacity in the cafeteria and a third meal line to meet enrollment. As noted above, the second part of the study will address the need for space for an Early Childhood Center (ECC) for pre-kindergarten students when the new Bancroft School is opened and to study possible expansion of elementary capacity. The ECC part of the study will review the useful life and functionality of Shawsheen as an Early Childhood Education Center and will include an assessment of the expandability of Sanborn School for this purpose with recommended options and cost estimates for a building committee to evaluate.

Priority 4

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

As noted above the general classrooms are undersized at 675 sq. ft., 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 student 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 can't be scheduled into classes they want or need. Each dept. must negotiate room use. Study halls have been reallocated to areas such as the cafeteria and library where those environments are less conducive to learning. SPED 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: 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: 6

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

For reg. ed the school uses 5 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 SPED 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 aren't any 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 (maximum of 500 characters)?:

SC Policy - Elementary Class Size Ranges:

Kindergarten 16-24

Grades 1 and 2 19-27

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Grades 6, 7 and 8 21-29

High School

Grades 9, 10, 11 and 12 21-29

Vote

Vote of Municipal Governing Body YES: 5 NO: 0 Date: 4/1/2013

Vote of School Committee YES: 3 NO: 0 Date: 4/5/2013

Vote of Regional School Committee YES: NO: Date:

Town of Andover

Board of Selectmen

Monday, April 1, 2013

Motion to approve the Statement of Interest

to the

Massachusetts School Building Authority

for the

Andover High School

Resolved: Having convened in an open meeting on April 1, 2013, the Board of Selectmen 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, dated April 10, 2013 for the Andover High School located at 80 Shawsheen Road, Andover, MA which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future: Priority #2- Elimination of existing severe overcrowding and Priority #4- Prevention of severe overcrowding expected to result from increased enrollments; 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 Andover Public School District to filing an application for funding with the Massachusetts School Building Authority.

ANDOVER PUBLIC SCHOOLS



36 Bartlet Street
Andover, MA 01810
(978) 623-8501
FAX (978) 623-8505

SCHOOL COMMITTEE:
Paula Colby-Clements, Esq., Chair
Dennis F. Forgue, Vice Chair
David A. Birnbach
Richard J. Collins
Ann W. Gilbert

Marinel D. McGrath, Ed.D
Superintendent of Schools
mmcgrath@aps1.net

Town of Andover

School Committee

Friday, April 5, 2013

Motion to approve the Statement of Interest

to the
Massachusetts School Building Authority

for the

Andover High School

Statement of Interest – Andover High School

Resolved: Having convened in an open meeting on April 5, 2013, 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, dated April 10, 2013 for the Andover High School located at 80 Shawsheen Road, Andover, MA which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future: Priority #2- Elimination of existing severe overcrowding and Priority #4- Prevention of severe overcrowding expected to result from increased enrollments; 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 Andover Public School District to filing an application for funding with the Massachusetts School Building Authority.

April 5, 2013

CERTIFICATIONS

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

Chief Executive Officer *

School Committee Chair

Superintendent of Schools

Reginald S. Stapczynski

Paula Colby Clements

Maximel D. McGrath, Ed.D

(print name)

(print name)

(print name)

Reginald S. Stapczynski

Paula Colby Clements

Maximel D. McGrath

(signature)

(signature)

(signature)

Date *4/2/13*

Date *4/4/13*

Date *4/4/13*

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



Town of Andover
Town Clerk's Office

36 Bartlet Street
Andover, MA 01810
978-623-8255
townclerk@andoverma.gov

Lawrence J. Murphy,
Town Clerk

April 2, 2013

To Whom It May Concern:

The Town of Andover Board of Selectmen, at their Regular Meeting on April 1, 2013, took the following action:

A motion was made by Selectman Major, seconded by Selectman Vispoli, to authorize the Town Manager to sign the Statement of Interest for Andover High School.

The VOTE: 5 - 0 in favor of the motion

ATTEST



Lawrence Murphy, Town Clerk

Dated: April 2, 2013

U:13-1:AHSCert

Andover School Committee

April 5, 2013

School Administration Building - School Committee Room

Members in Attendance: Vice Chair Dennis Forgue, Barbara L'Italien, and David Birnbach

Others in Attendance: Dr. Marinel McGrath, Superintendent, Nancy A. Duclos, Assistant Superintendent Curriculum & Instruction, and Paul Szymanski, Assistant Superintendent, Finance & Administration

Call to Order:

The meeting of the School Committee was opened at 9:00 A.M. by Vice Chair Dennis Forgue for the purpose of discussing and voting on refreshing of the Statement of Interests to MSBA for Andover High School.

I. New Business:

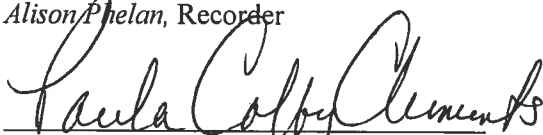
A. Statement of Interest (SOI) to MSBA for Andover High School

Superintendent McGrath explained to the School Committee members that in conjunctions with Interim Director, Maria Maggio from the Department of Plant and Facilities they had completed the Statement of Interest for submission to MSBA for the heating system at Andover High School. If approved, this submission would keep the high school's application on file with the MSBA. The Statement of Interest requires a vote by the School Committee to authorize submission of the Statement of Interest to the Massachusetts School Building Authority which is due on April 10, 2013.

Motion: David Birnbach motioned that the Andover School Committee, in accordance with its charter, by-laws, and ordinances, vote to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated April 10, 2013 for the Andover High School, located at 80 Shawsheen Road, Andover, MA which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future: Priority #2- Elimination of existing severe overcrowding and Priority #4- Prevention of severe overcrowding expected to result from increased enrollments; 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 Andover Public School District to filing an application for funding with the Massachusetts School Building Authority. The motion was seconded by Dennis Forgue and voted 3-0 to approve.

The meeting adjourned at 11:45am.

Respectfully submitted,
Alison Phelan, Recorder



Paula Colby Clements, Chairperson
Andover Public School Committee
Dated: April 5, 2013

Name of District Andover

Massachusetts School Building Authority

School District Andover

District Contact Marinel McGrath

TEL (978) 623-8501

Submission Date 4/5/2013

Closed Schools Information

Closed Schools

Question 1: Has the district sold, closed, or otherwise removed from service a school in the last 10 years?

No

Question 2: Does the district have any plans to sell, close, or otherwise remove from service a school in the next 10 years?

No

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this Closed Schools Information are true and accurate and that this Closed Schools Information has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Closed Schools Information 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 Closed Schools Information that may be required by the Authority.

Chief Executive Officer *

School Committee Chair

Superintendent of Schools

Reginald S. Stapczynski
(print name)

Paula Colby Clements
(print name)

Marinel D. McGrath ED-D
(print name)

Reginald S. Stapczynski
(signature)

Paula Colby Clements
(signature)

Marinel D. McGrath
(signature)

Date 4/5/2013

Date 4/5/2013

Date 4/5/2013

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