Haverhill Public Schools

Statement Of Interest
2018 Consentino School

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2018 Statement of Interest

Thank you for submitting your FY 2018 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete**. The District is required to mail all required supporting documentation, which is described below.

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

School Committee Vote: Submittal of all SOIs must be approved by a vote of the School Committee.

For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.

Municipal Body Vote: SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.

Regional School Districts do not need to submit a vote of the municipal body.

For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

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

If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.

If a District selects Priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

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

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

Massachusetts School Building Authority

School District Haverhill

District Contact Jared Fulgoni TEL: (978) 374-3400

Name of School Consentino

Submission Date 3/13/2018

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 mail hard copies 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 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 in a format acceptable to the MSBA. If Priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI.

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**
(signature)	(signature)	(signature)
Date	Date	Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Haverhill

District Contact Jared Fulgoni TEL: (978) 374-3400

Name of School Consentino

Submission Date 3/13/2018

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: Consentino

Is this part of a larger facilities plan? NO

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

Please provide a brief summary of the plan including 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: 17 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 15 students per teacher

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

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

Darshan Thakkar- Director of Strategy and Accountability updated September 2016

Is there overcrowding at the school facility? YES

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

The Consentino School was originally designed and built as a middle school. Due to overcrowding across the city, the Consentino School has been reconfigured to house K-8 students. This has forced the elimination of computer labs; the elimination of teacher work rooms; and classrooms have been divided in-half with makeshift walls. Closets and storage rooms have been modified to be used as offices and treatment rooms for Speech and related special education services. Further storage space above the gymnasium that originally housed PE equipment has been converted into 2 fourth grade classrooms. The overcrowding and limitations of space have had a dramatic impact on the quality of programs at the school. Science labs have been reallocated to serve as general classrooms. The Band room has been reallocated to the cafeteria, and due to lack of space the band program has all but been dissolved. The band room has been converted into 3rd grade classroom. The overcrowding at Consentino has caused us to move special education programs into other schools across the city. This means that children now have to be bused from their neighborhood to other parts of the city, and cannot attend their neighborhood school with their peers.

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

If "YES", how many teaching positions were affected? 0
At which schools in the district?
Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

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.

Does Not Apply

Please provide a description of the local budget approval process for a potential capital project with theMSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

The School District Budget is created with input from the public and voted upon in an open session of the School Committee. The budget review process takes place over a number of months in open meetings. The budget has seen modest increases over the past few years. No reductions to teaching staff have taken place as a result of the budget.

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).

Consentino School was originally constructed as a middle school in 1969. In 2012, through the MSBA Green Repair Program, the boilers and domestic hot water systems were replaced. In 2012, through the MSBA Green Repair Program, the windows and exterior doors were replaced. In February of 2016 a water pipe froze and burst damaging classrooms, the library, and elevator. As a result the library was re-done using the insurance funds.

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

108300

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

The Consentino School property is set on 28.160 acres according to the City of Haverhill property card. Sited next to the property is the Silver Hill Horace Mann Charter School. The land the Consentino School sits on is a relatively flat site. Behind the school building, a large area of playfields are used by the school and City for athletics. There is sufficient room for additional building as well as needed parking on the current property.

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)

685 Washington Street. Haverhill, MA. City Parcel ID# 556-1-1

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 original roof was a “tar and gravel” built up roof. In 1987, a Sarnafil PVC membrane was installed as a roof cover. This roof is at it’s end of life and leaks in many areas of the building. The exterior walls are a brick veneer with concrete copings. The windows, replaced in 2012, are vinyl double hung windows. The exterior doors are FRP on all doors except the main entrance, which is an aluminum system.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO
Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO
Year of Last Major Repair or Replacement:(YYYY) 2015
Year of Last Major Repair or Replacement:(YYYY) 2015
Description of Last Major Repair or Replacement:
does not apply
Description of Last Major Repair or Replacement:
does not apply

Roof Section A
Roof Section A
Is the District seeking replacement of the Roof Section? YES
Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 90000
Area of Section (square feet) 90000
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Sarnafil PVC installed in 1987 over original tar and gravel built up roof
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Sarnafil PVC installed in 1987 over original tar and gravel built up roof
Age of Section (number of years since the Roof was installed or replaced) 31
Age of Section (number of years since the Roof was installed or replaced) 31
Description of repairs, if applicable, in the last three years. Include year of repair:
Patches are applied on a monthly basis to stop water infiltration to building.
Description of repairs, if applicable, in the last three years. Include year of repair:
Patches are applied on a monthly basis to stop water infiltration to building.

Roof Section B
Is the District seeking replacement of the Roof Section?
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section C
Is the District seeking replacement of the Roof Section?
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section D
Is the District seeking replacement of the Roof Section?
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section E
Is the District seeking replacement of the Roof Section?
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section F
Is the District seeking replacement of the Roof Section?
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section G
Is the District seeking replacement of the Roof Section?
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)

Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section H
Is the District seeking replacement of the Roof Section?
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section I
Is the District seeking replacement of the Roof Section?
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section J
Is the District seeking replacement of the Roof Section?
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section A
Window Section A
Is the District seeking replacement of the Windows Section? NO
Is the District seeking replacement of the Windows Section? NO
Windows in Section (count) 148
Windows in Section (count) 148
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Double hung replacement windows
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Double hung replacement windows
Age of Section (number of years since the Windows were installed or replaced) 4
Age of Section (number of years since the Windows were installed or replaced) 4
Description of repairs, if applicable, in the last three years. Include year of repair:
Does not apply
Description of repairs, if applicable, in the last three years. Include year of repair:
Does not apply

Window Section B
Is the District seeking replacement of the Windows Section?
Windows in Section (count)
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Age of Section (number of years since the Windows were installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section C
Is the District seeking replacement of the Windows Section?
Windows in Section (count)
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section D
Is the District seeking replacement of the Windows Section?
Windows in Section (count)
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Age of Section (number of years since the Windows were installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section E
Is the District seeking replacement of the Windows Section?
Windows in Section (count)
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Age of Section (number of years since the Windows were installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section F
Is the District seeking replacement of the Windows Section?
Windows in Section (count)
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Age of Section (number of years since the Windows were installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section G
Is the District seeking replacement of the Windows Section?
Windows in Section (count)
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Age of Section (number of years since the Windows were installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section H
Is the District seeking replacement of the Windows Section?
Windows in Section (count)
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Age of Section (number of years since the Windows were installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section I
Is the District seeking replacement of the Windows Section?
Windows in Section (count)
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Age of Section (number of years since the Windows were installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section J
Is the District seeking replacement of the Windows Section?
Windows in Section (count)
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Age of Section (number of years since the Windows were installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

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).

All mechanical and electrical systems are original to the Consentino School's construction in 1969. Electrical system is 1600 amp, 3 phase, 208 volts. Sub-panels have been installed throughout the years when space was needed for more technology. The Consentino School is a mixture of unit ventilators that run off of pneumatic controls to provide heat and air exchange to the classrooms. The American Society of Heating Refrigeration and Air-Conditioning Engineers estimates the life expectancy of the majority of the equipment to be twenty to twenty-five years. The Consentino School's ventilation equipment is nearly fifty years old. Calibration of the pneumatic controls are performed as needed. Motors, dampers, actuators, and associated parts have been replaced throughout the system as needed.

Boiler Section 1
Boiler Section 1
Is the District seeking replacement of the Boiler? NO
Is the District seeking replacement of the Boiler? NO
Is there more than one boiler room in the School? NO
Is there more than one boiler room in the School? NO
What percentage of the School is heated by the Boiler? 100
What percentage of the School is heated by the Boiler? 100
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Natural Gas
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Natural Gas
Age of Boiler (number of years since the Boiler was installed or replaced) 4
Age of Boiler (number of years since the Boiler was installed or replaced) 4
Description of repairs, if applicable, in the last three years. Include year of repair:
Does not apply
Description of repairs, if applicable, in the last three years. Include year of repair:
Does not apply

Boiler Section 2
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 3
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 4
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 5
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 6
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 7
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 8
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 9
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 10
Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Has there been a Major Repair or Replacement of the HVAC SYSTEM? NO
Has there been a Major Repair or Replacement of the HVAC SYSTEM? NO
Year of Last Major Repair or Replacement:(YYYY) 2015

Year of Last Major Repair or Replacement:(YYYY) 2015
Description of Last Major Repair or Replacement:
Does not apply
Description of Last Major Repair or Replacement:
Does not apply

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO
Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO
Year of Last Major Repair or Replacement:(YYYY) 2015
Year of Last Major Repair or Replacement:(YYYY) 2015
Description of Last Major Repair or Replacement:
Does not apply
Description of Last Major Repair or Replacement:
Does not apply

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

The Consentino School was fortunate enough to have terrazo floors installed in the cafeteria and the corridors throughout the school. The classrooms are a 12x12 tile and have been tested as positive for asbestos containing material. The classrooms partition walls are constructed of metal-lathe plaster. The corridor walls are tiled between the lockers. The lockers throughout the building are in poor condition, and many are not in service, as parts are not available. The ceilings throughout the buildings are a 12”x12” concealed track suspended acoustical ceiling. The lighting was updated in the building as part of an energy savings project in the late 1990’s/early 2000’s. Besides the lighting, all of the building finishes are original to the building’s 1969 construction. The technology infrastructure of the building is woefully inadequate. Security systems are not up to current standards.

PROGRAMS and OPERATIONS: Please provide a detailed description of the current grade structure and programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

The Consentino School houses grades 1-8 and offers a traditional educational program (Math, Science, English, Social Studies, Art, Music PE) to approximately 1000 students. Due to space and infrastructure deficiencies the school cannot accommodate some of its special education and ELL populations. Students do not have equitable access to technology and the elimination of the science labs has had a negative impact on the science program. Further the school has had to eliminate its dedicated Band room. Special education programs for students with Autism and significant developmental delays are housed at other schools due to lack of space. Further elementary ELL (English Language Learners) students must attend other schools due to lack of an appropriate space. Due to lack of additional classroom space class sizes continue to exceed 30 students per classroom.

EDUCATIONAL SPACES: Please provide a detailed description of the 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, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

39 (870 sq. ft) classrooms (inclusive of the 3 science labs converted to general ed usage)
0 science labs- original labs retasked as general classroom space
Cafeteria (multi-purpose with stage) 6360 sq ft
Gymnasium-regulation middle school size with wooden floors
Library- 3200 sq ft. -recently rehabbed after a water pipe caused severe damage flooding the library and nearby areas.

CAPACITY and UTILIZATION: Please provide the original design capacity and 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 Consentino School was originally designed and built as a middle school. Due to overcrowding across the city, the Consentino School was reconfigured to house K-8 students in 2011. The District has moved special education programs to other schools across the city. Programs for ELL have also been moved due to lack of appropriate spaces. Storage rooms have been converted into instructional spaces. Classrooms have been divided in-half to accommodate the needs of the remaining ELL and Special Education students. The teachers room has been eliminated and converted into a classroom. The equipment storage room above the gymnasium was converted into 4th grade classrooms. Schools across the city have been reconfigured (grade-wise) in an attempt to better utilize spaces. Kindergarten classrooms were removed from Consentino and moved to the Bartlett school to make room for grades 1-8. Additional busing is taking place in order to send students to programs in other schools. Office spaces have been taken to use a small group or individual instruction spaces.

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

The Haverhill Public Schools uses a mix of in house trades people and contracted services. The HPS Facilities Department is under the direction of the Local Education Authority. Using a Computer Managed Maintenance System, all repairs are tracked and preventive maintenance is performed on a scheduled basis. Our repair request form is publicly available through the district web page and is available to staff, students, and the general public. The Haverhill Public Schools submits to the City of Haverhill requests for capital projects. In 2012, the City of Haverhill, with the assistance of the MSBA, replaced windows in two schools, boilers in two schools, and roof replacements in 2 schools. Most recently, in June of 2014, the City of Haverhill passed a debt exclusion to replace the structurally unsound CD Hunking School in the Bradford section of the City.

Priority 2

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

The Consentino School was originally designed and built as a middle school. Due to overcrowding across the city, the Consentino School has been reconfigured to house K-8 students. This has forced the elimination of computer labs; the elimination of teachers work rooms; and classrooms have been divided in half with makeshift walls. Closets and storage rooms have been modified to be used as offices and treatment rooms for speech and related special education services. Further storage space above the gymnasium that originally housed PE equipment has been converted into 2 fourth grade classrooms. The overcrowding and limitations of space have had a dramatic impact on the quality of programs at the school. Science labs have been reallocated to serve as general classrooms. The Band room has been reallocated and due to lack of space the band program has diminished. The overcrowding at Consentino has caused us to move special education programs into other schools across the city. This means that children now have to be bused from their neighborhood to other parts of the city, and cannot attend their neighborhood school with their peers. Class sizes continue to be above the prescribed limit due to lack of any space to add additional teachers.
Parking space is limited and inadequate for the size of the school population.

Priority 2

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

The District has moved special education programs to other schools across the city. Programs for ELL have also been moved due to lack of appropriate spaces. Storage rooms have been converted into instructional spaces. Classrooms have been divided in half to accommodate the needs of ELL and Special Education. The teachers room has been eliminated and converted into a classroom. The equipment storage room above the gymnasium was converted into 4th grade classrooms. Schools across the city have been reconfigured (gradewise) in an attempt to better utilize spaces. Kindergarten classrooms were removed from Consentino and moved to the Bartlett school to make room for grades 1-8. Additional busing is taking place in order to send students to programs in other schools.

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.

Due to the lack of space at Consentino the educational program has been significantly impacted. The school has had to make significant changes to accommodate the growing student population. The school has eliminated its technology lab, greatly limiting student access to appropriate technology. Special education programs, including programs for severely autistic students were moved causing students to have to leave their own neighborhood school. Science labs have been reallocated for use as elementary classrooms significantly impacting the science program. The elimination of the Band room has had a significant impact on the arts program. Due to the lack of appropriate spaces related services for special education, students are often being serviced in the cafeteria or hallway. The lack of appropriate space has kept the school from being able to meet IEP mandates as well as provide mandated ELL instruction.
The limited size of classrooms and the large class sizes as a result limit the instructional practices of teachers on a daily basis. Classrooms cannot easily be configured for small group instruction or individualized learning. Students who need either additional support or enrichment are often forced to work in the hallway or in makeshift spaces in offices.

Please also provide the following:

Cafeteria Seating Capacity:	250
Number of lunch seatings per day:	5
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: 5
Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters).:

Computer lab A- converted to 7th grade classroom
Computer Lab B- converted to 8th grade classroom
Teachers Room- Converted to 6th grade classroom
Gymnasium Storage A- converted to 2 classrooms
Gym Storage B- Converted to health classroom

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

The District's enrollment capacity issue is not driven by changes in program or policy, but an increase in the demands of the needs of the students. ie special education programs, ELL, etc.

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

The District Policy IIB sets recommendations for class sizes with suggested limits.
Grades 1-5<25 students per classroom
Grades 6-12 <30 students per classroom

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

The roof at the Consentino School is far past its life expectancy. The Sarnafil PVC membrane leaks throughout the school year. Throughout the freeze-thaw cycles, the roof cracks in spots. The roof drains back up at times causing water infiltration in the building. Each time the roof leaks, we use our on-call roofing contractor to patch the areas of influence. Roof leaks effect the instruction in the classroom as student seats need to moved to collect rainwater, classrooms moved to other locations, ceiling tiles falling throughout the school.
The HVAC devices are original to the building, making them nearly 50 years old. Parts are often difficult to find due to the age of the equipment. Preventive maintenance has prolonged the life of these devices. Oiling, greasing, and retrofitting some of the parts have also prolonged the useful life.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

The School Maintenance Department has made multiple repairs to the roof and HVAC system. In the winter of 2016 the pipes froze in the ceiling above the library. The damage to the library and surrounding area was extensive. The maintenance department worked with abatement contractors and a construction team to repair the damage. However without total replacement of the system the band-aid approach will only prolong the inevitable. The HVAC devices are original to the building, making them nearly 50 years old. Parts are often difficult to find due to the age of the equipment. Preventive maintenance has prolonged the life of these devices. Oiling, greasing, and retrofitting some of the parts has also prolonged the useful life. Parts are salvaged from other schools whenever possible. Unfortunately the aging systems of the other schools further exacerbates the issues at Consentino.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

The antiquated HVAC system continues to impact the school's educational program. The failure of the system in early 2016 and the corresponding flooding of the classrooms and library had a significant impact on the school's ability to provide a high quality education. Students as a result, had no library and access to books, media, computers/technology. overcrowded classrooms had to be further crowded by relocating classrooms and instructional spaces. Due to the ongoing asbestos abatement as a result of the flooding caused by the failure of the HVAC system, portions of the school needed to be closed off and inaccessible to students and staff- further compromising an already over taxed space.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

By repairing both the roof and the HVAC system, the Consentino School should be able to remain functional for 30+ years to come. The educational program benefits greatly when adequate ventilation, heating, and cooling is present in the school. The lack of these basic creature comforts makes learning difficult for students. The poor air quality effects the overall health and well being of the building for both students and staff alike. Appropriate renovations would allow displaced children to return to their neighborhood school and hence have a positive impact on the overcrowding of schools in other parts of the city.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?:
YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Brendan Wall- Territory Manager
The Garland Company Inc.

The date of the inspection: 10/24/2014

A summary of the findings (maximum of 5000 characters):

We use The Garland's Company Roof Asset Management Program (RAMP). The representative from Garland does periodic inspections and we keep an online database of findings.

Here are notes from the inspection of Consentino School:

*Punctures throughout single ply membrane
*Damaged insulation throughout roof due to water infiltration
*Splitting has occurred at roof edge throughout
*Gutters compromised throughout the building
*Previous repairs made with EPDM - this material not compatible with PVC
*EPDM patches deteriorate more rapidly under ponding conditions

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If the SOI is being submitted by a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If the SOI is being submitted by a regional school district, a vote in the following form is required from the Regional School Committee only. FORM OF VOTE Please use the text below to prepare your City's, Town's or District's required vote(s).

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on _____, prior to the closing date, the _____*[City Council/Board of Aldermen, Board of Selectmen/Equivalent Governing Body/School Committee]* of _____*[City/Town]*, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the _____*[Name of School]* located at _____*[Address]* which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

_____

_____

_____

_____

_____

_____; *[Insert a description of the priority(s) checked off on the Statement of Interest Form and a brief description of the deficiency described therein for each priority];* 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.

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
_____	_____	_____
(signature)	(signature)	(signature)
Date	Date	Date

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.