School Building Committee
Meeting Packet
March 29, 2023

SCHOOL COMMITTEE

Town of Medfield, Massachusetts 02052

September 13, 2022

Dear Medfield Board of Selectmen;

In accordance with the newly amended Code of the Town of Medfield, Chapter 10, Article IV, Subsection L, the Medfield School Committee submits this application for the construction of a new elementary school, or the renovation/addition of the Dale Street School or other current elementary buildings, as identified by the School Building Committee (SBC). We strongly believe that it is in the best interest of the community and its students for the School Committee and the School Building Committee to examine the grade structure of our elementary schools.

The previous SBC spent several years collaborating with the Massachusetts School Building Authority (MSBA) on a comprehensive feasibility study, as well as a schematic design for a new elementary school. While the project as proposed failed at the November 7, 2021 Special Town Meeting by a 4% margin, there are aspects of the vision that continue to be valid and important in consideration of our community's future needs.

- The new project must provide the District with future flexibility for grade-level configurations. This flexibility has become increasingly critical both in our present circumstances and as mandates for early childhood education become a reality in future years. Medfield Public Schools must have the space and resources to accommodate the cyclical one or two grade surges it experiences regularly, an example of which may be seen in our current Pre-K and early elementary programs. The District has had to historically make sacrifices in both community desired and revenue generating program offerings, as well as in class size. Any new project must take into account how these factors at the earliest stages of education will impact the elementary system as a whole. With this application the School Committee takes into consideration potential enrollment fluctuations.

- In a reevaluation of the initial plan, as well as factors raised since that plan was proposed, the Committee and Administration identify a unified setting of at least two elementary schools as a high priority of a new elementary school or renovation/addition project. A unified setting minimizes transitions for our students and increases opportunities for staff and service collaboration. It is possible that during the predicted lifespan of the building there may be such a significant contraction of school age population that the district may choose to consolidate its resources into a two elementary school program.

- A significant inadequacy of the current elementary program, across all schools, is the need for non-grade specific learning spaces and infrastructure for Special Education instruction and support, individualized instruction, hands-on learning, library-media resources, language learning labs, and designated music and performing arts rehearsal and performance areas. These spaces are necessary and standard within contemporary educational building projects.

- Our schools serve as a community resource for many town-wide organizations. A new elementary school or a renovation/addition reconfiguration must continue to serve the community outside of the typical school day and calendar. Upgraded facilities will continue to provide more opportunities to Medfield residents as well as needed revenue streams for the School District.

- The next school project should be a model for the Town of Medfield's long-term energy and sustainability goals. A sustainable building will increase our ability to manage long-term climate change and the financial challenges that will accompany this reality, while also teaching our students each day about the importance of renewable energy and sustainable resource practices.

In April of 2022, the Medfield Public Schools, with the Board of Selectmen's support, submitted a Statement of Interest (SOI) to the MSBA for acceptance into its building program. The MSBA process would allow the Town of Medfield to receive substantial reimbursement for the project, although the previous project's reimbursement of $19,000,000 is no longer guaranteed. As of this writing, the MSBA has not contacted the District to inform us of our acceptance into the program in December 2022.

The Medfield School Committee submits this application to the Board of Selectmen to expedite the formation of a SBC and with it begin in earnest the work to provide our students, staff, and community with a modern learning facility that meets the specific needs of our town's citizens, as well as their expectation of the highest quality of education.

The School Committee looks forward to working in partnership with the School Building Committee and the Community to bring a project to the town for a successful vote and completion of this much needed modernization of our elementary system.

Please see the attached Education Plan, as well as the most recent SOI submission, for more in depth detail in support of the District's application.

Thank you for your consideration,

The Medfield School Committee:
Anna Mae O'Shea Brooke, Chair
Timothy Knight, Vice Chair
Jessica Reilly, Recording Secretary
Michelle Kirkby, Financial Secretary
Leo Brehm, Member at Large

Massachusetts School Building Authority

Deborah B. Goldberg
Chairman, State Treasurer

James A. MacDonald
Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

October 16, 2018

Mr. Michael Marcucci, Chair
Medfield Board of Selectmen
459 Main Street
Medfield, MA 02052

Re: Town of Medfield, Dale Street Elementary School

Dear Mr. Marcucci:

I would like to thank representatives of the Town of Medfield (the "District") for meeting with Massachusetts School Building Authority (the "MSBA") staff on September 5, 2018 to review enrollment projections and methodologies for the Dale Street Elementary School project (the "Proposed Project"), and for the additional enrollment data provided via email on September 5, 2018. As discussed, the next critical step is for the MSBA and the District to agree on a study enrollment for the Dale Street Elementary School.

In addition to studying the current district-wide grade 4-5 configuration at the Dale Street Elementary School, the MSBA understands that the District would like its feasibility study to examine the reconfiguration of the Memorial Elementary School, which presently serves the District's PK-1 enrollment, the Wheelock Elementary School, which presently serves the District's grade 2-3 enrollment, and the Dale Street Elementary School which, as noted, presently serves the District's grade 4-5 enrollment, in an effort to address current and future enrollment pressures. According to discussions with the District, such an option would result in a district-wide grade PK-K enrollment at the Memorial Elementary School, a district-wide grade 1-2 enrollment at the Wheelock Elementary School, and a district-wide grade 3-5 at the Dale Street Elementary School. Accordingly, this analysis will be particularly focused on the enrollment projections for a grade 3-5 configuration. The MSBA understands that any issues associated with renovation and/or reconfiguration of the Memorial Elementary School and Wheelock Elementary School will be addressed outside of the Proposed Project.

The table below illustrates the District's K-12 enrollment during the most recent ten-year period, including enrollment for the current school year (2018-2019) as reported by the District. The enrollments are presented according to the District's current grade configurations.

Year	K-1	2-3	4-5	6-8	9-12	Total
2009	394	432	484	739	921	2,970
2010	366	408	454	722	937	2,887
2011	352	400	439	721	898	2,810
2012	329	391	421	695	903	2,739
2013	315	366	403	660	882	2,626
2014	318	349	405	631	876	2,579
2015	330	341	389	620	866	2,546
2016	359	348	369	626	841	2,543
2017	367	378	365	622	828	2,560
2018	370	403	376	603	803	2,555

The total grade 3-5 enrollment in the Town of Medfield as reported by the District for the current school year is 577 students which reflects a decrease of 131 students (-18.5%) from the grade 3-5 enrollment reported in 2009-2010 which was the maximum grade 3-5 enrollment reported in the preceding ten years. Additionally, the 2018-2019 grade 3-5 enrollment reflects a decrease of approximately 28 students (-4.6%) from the average grade 3-5 enrollment reported during the preceding ten-year period.

The MSBA understands that the District is proposing a design enrollment to accommodate approximately 600 students in grades 3-5 at the Dale Street Elementary School. As previously noted, the grade 3-5 enrollment reported by the District for the 2018-2019 school year in Medfield was 577 students.

With respect to future enrollments, the MSBA's base enrollment forecast indicates that the District's grade 3-5 enrollment will continue to experience its recent increasing trend beyond the 2028-2029 school year. The results of the base enrollment forecast are as follows:

- The average grade 4-5 enrollment forecast for the projected period through the 2028-2029 school year is 495 students.
- The average grade 3-5 enrollment forecast for the projected period through the 2027-2028 school year is 750 students.

As a result of a sensitivity analysis performed by the MSBA on this base enrollment projection and further discussion with the District, the following adjustment has been made to the base enrollment projection:

- Sustained Enrollment Growth
    - The MSBA default methodology is based on the average future enrollment projected over a ten-year period. Enrollment projections for the District predict sustained enrollment growth in each grade group significantly beyond the ten-year projection period.

- Based on the discussions between the District and the MSBA and the additional data provided by the District, the MSBA base model has been adjusted to use the average future enrollment projected over a 20-year period.
- This adjustment added the following totals to the projected averages for the District's proposed study enrollment configurations as compared to the base enrollment projection:

    - For grades 4-5, the adjustment added approximately 80 students.
    - For grades 3-5, the adjustment added approximately 110 students.

As a result of the analysis on the base enrollment forecast, the historical enrollment trends of the District, and the adjustment described above, the MSBA recommends, for planning and study purposes only, study enrollments for the Proposed Project as follows:

- District-wide grades 4-5: 575 students
- District-wide grades 3-5: 860 students

Please note that these recommendations for multiple study enrollments do not represent an affirmation by the MSBA for approval and/or funding of any of these options and are intended only to provide a framework to inform the feasibility study to be conducted as a means of determining the most cost effective and educationally appropriate solution to be agreed upon by the District and the MSBA. If the district-wide grade 3-5 configuration is determined to be the Preferred Solution, the District will be required to establish in the Preferred Schematic Report the proposed future use or disposition of any existing spaces vacated or otherwise reprogrammed by this potential project and that the Preferred Solution has been approved by the School Committee and necessary District officials. Further, the MSBA will require a written plan from the District describing the process for determining local support for potential grade reconfiguration and/or consolidation. Upon approval of the District's Preferred Solution, the MSBA will forward a design enrollment certification that is specific to the grade configuration associated with the approved Preferred Solution.

The MSBA would consider the cost of the preliminary analysis associated with estimating potential work required to prepare the Wheelock Elementary School facility for elementary school students as part of the District's Preliminary Design Program and Preferred Schematic Report for the Dale Street Elementary School eligible within the MSBA's reimbursement limits of 3.5% of construction costs for Owner's Project Management Services and 10% of construction costs for designer services. Please note that all other potential work (planning, design, fit-out, construction, etc.) needed to prepare the Wheelock Elementary School facility beyond the Preferred Schematic design phase of the MSBA grant program would be at the sole cost of the District, and considered separate from the Proposed Project, and therefore would require a separate procurement, separate contracts, and separate funding and authorization.

The MSBA believes that this study enrollment recommendation will position the District to efficiently meet space capacity needs throughout future enrollment variations. Please sign and return the attached certification within 21 calendar days to confirm agreement on this study enrollment. If the District feels that this study enrollment does not meet the needs of the District,

please respond to this letter via e-mail to Brian Lynch and propose three meeting/conference call times for which the District can be available to discuss enrollment.

If you have any questions regarding this matter, please do not hesitate to contact me or Brian Lynch (Brian.Lynch@massschoolbuildings.org) at 617-720-4466.

Sincerely,

Mary Pichetti
Director of Capital Planning

Cc: Legislative Delegation
Michael J. Sullivan, Medfield Town Administrator
Anna Mae O'Shea Brooke, Chair, Medfield School Committee
Dr. Jeffery J. Marsden, Superintendent, Medfield Public Schools
File: 10.2 Letters (Region 4)

MASSACHUSETTS SCHOOL BUILDING AUTHORITY
TOWN OF MEDFIELD
DALE STREET ELEMENTARY SCHOOL
STUDY ENROLLMENT CERTIFICATION

As a result of a collaborative analysis with the Massachusetts School Building Authority (the "MSBA") of enrollment projections and space capacity needs for the Dale Street Elementary School (the "Proposed Project"), the Town of Medfield hereby acknowledges and agrees that the design of alternatives, which may be evaluated as a part of the feasibility study for the Dale Street Elementary School, shall be based in accordance with the following:

Enrollment for Grades 4-5, in Dale Street Elementary school facilities	Enrollment for Grades 3-5, in Dale Street Elementary school facilities
575 students	860 students

The Town of Medfield further acknowledges and agrees that, pursuant to 963 CMR 2.00 *et seq.*, the MSBA shall determine the square feet per student space allowance and total square footage according to the enrollments noted above. The Town of Medfield acknowledges and agrees that it has no right or entitlement to any particular design enrollment, square feet per student space allowance, or total square footage and that it has no right or entitlement to a design enrollment any greater than any of the enrollments noted above, and further acknowledges and agrees that it shall not bring any claim or action, legal or equitable, against the MSBA, or any of its officers or employees, for the purpose of obtaining an increase in the design enrollment for the Proposed Project that it has acknowledged and agreed to herein. The Town of Medfield further acknowledges and agrees that, among other things, the design enrollment, square feet per student space allowance, and total square footage of the Proposed Project shall be subject to the approval of the MSBA's Board and that the final approval of a Proposed Project shall be within the sole discretion of the MSBA's Board.

The undersigned, for themselves and the Town of Medfield, hereby certify that they have read and understand the contents of this study enrollment certification and that each of the above statements is true, complete and accurate. The undersigned hereby certify that they have been duly authorized by the appropriate governmental body to execute this Certification on behalf of the Town of Medfield and to bind the Town of Medfield to its terms.

Chief Executive Officer

10/31/2018
Date

Duly Authorized Representative of School Committee

10/31/18
Date

Superintendent of Schools

10/31/2018
Date

MSBA Enrollment Projection – Medfield (Updated)

Historic Enrollment Data (DESE)

YEAR	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12
1993-94	46	193	229	195	176	185	166	168	135	128	135	136	111	107	2,064
1994-95	40	240	204	234	194	169	182	168	164	141	121	136	134	115	2,320
1995-96	43	213	248	207	239	198	173	183	163	163	123	117	134	135	2,296
1996-97	43	221	233	255	207	249	203	182	175	165	143	120	116	133	2,402
1997-98	42	203	235	243	263	211	256	206	172	175	149	153	119	113	2,498
1998-99	37	242	220	245	244	267	213	261	203	167	175	144	147	120	2,648
1999-00	39	211	253	226	245	255	264	209	255	195	157	176	143	150	2,739
2000-01	43	236	232	257	228	248	258	265	205	249	190	156	178	142	2,844
2001-02	63	245	246	238	251	232	249	259	262	201	223	186	152	173	2,917
2002-03	39	206	262	247	244	251	231	246	249	256	187	219	187	154	2,939
2003-04	44	239	213	257	251	244	250	236	241	244	241	186	221	180	3,003
2004-05	52	233	247	222	257	257	245	249	232	238	225	241	181	220	3,047
2005-06	54	202	242	240	221	259	260	244	247	228	226	217	244	179	3,009
2006-07	49	203	220	238	248	220	263	254	237	247	213	223	213	243	3,022
2007-08	49	201	209	221	245	254	224	261	244	239	240	213	230	208	2,989
2008-09	50	173	202	216	222	248	259	226	260	248	229	235	215	221	2,954
2009-10	50	204	190	208	224	234	250	262	221	256	243	231	235	212	2,970
2010-11	52	163	203	194	214	222	232	248	256	218	240	235	226	236	2,887
2011-12	50	173	179	201	199	214	225	233	239	249	201	233	237	227	2,810
2012-13	49	146	183	186	205	199	222	225	233	237	237	195	231	240	2,739
2013-14	48	157	158	177	189	206	197	216	216	228	222	231	197	232	2,626
2014-15	59	148	170	163	186	197	208	202	216	213	226	220	231	199	2,579
2015-16	57	168	162	171	170	187	202	208	200	212	198	219	218	231	2,546
2016-17	60	176	183	174	174	178	191	215	207	204	207	196	220	218	2,543
2017-18	69	174	193	195	183	183	182	195	218	209	199	209	191	229	2,560
2018-19	50	183	187	202	201	188	188	189	196	218	206	200	208	189	2,555

K-1	2-3	4-5	6-8	9-12
422	371	351	431	489
444	428	351	473	506
461	446	371	509	509
454	462	452	522	512
438	506	467	553	534
462	489	480	631	586
464	471	519	659	626
468	485	506	719	666
491	489	481	722	734
468	491	482	751	747
452	508	494	721	828
480	479	502	719	867
444	461	519	719	866
423	486	483	738	892
410	466	478	744	891
375	438	507	734	900
394	432	484	739	921
366	408	454	722	937
352	400	439	721	898
329	391	421	695	903
315	366	403	660	882
318	349	405	631	876
330	341	389	620	866
359	348	369	626	841
367	378	365	622	828
370	403	376	603	803

MSBA Enrollment Projection – Medfield (Updated)

Historic Birth Data (MA Department of Public Health)

Maternal Age	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
10-14 Yrs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15-19 Yrs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20-24 Yrs	7	0	6	0	0	0	0	0	0	0	0	0	0	5	0	0	0	7	0	6	0	0	0	0	0	0	0	0
25-29 Yrs	44	43	34	30	31	32	28	21	24	16	13	19	14	11	13	13	10	9	8	13	6	5	12	7	7	9	8	0
30-34 Yrs	75	67	73	70	76	75	79	86	91	67	67	57	71	62	65	51	55	50	40	31	32	43	36	39	50	44	57	56
35-39 Yrs	28	39	37	48	49	42	49	67	54	61	64	63	55	50	36	47	45	38	41	35	29	44	20	36	33	38	43	44
40-44 Yrs	0	0	6	0	8	12	10	13	12	6	16	9	14	6	12	12	9	10	10	9	0	10	11	0	0	0	7	0
Total Births	159	157	156	156	169	165	169	189	182	154	162	151	155	136	129	124	120	116	100	96	72	104	80	88	98	100	115	120

Female Population Data

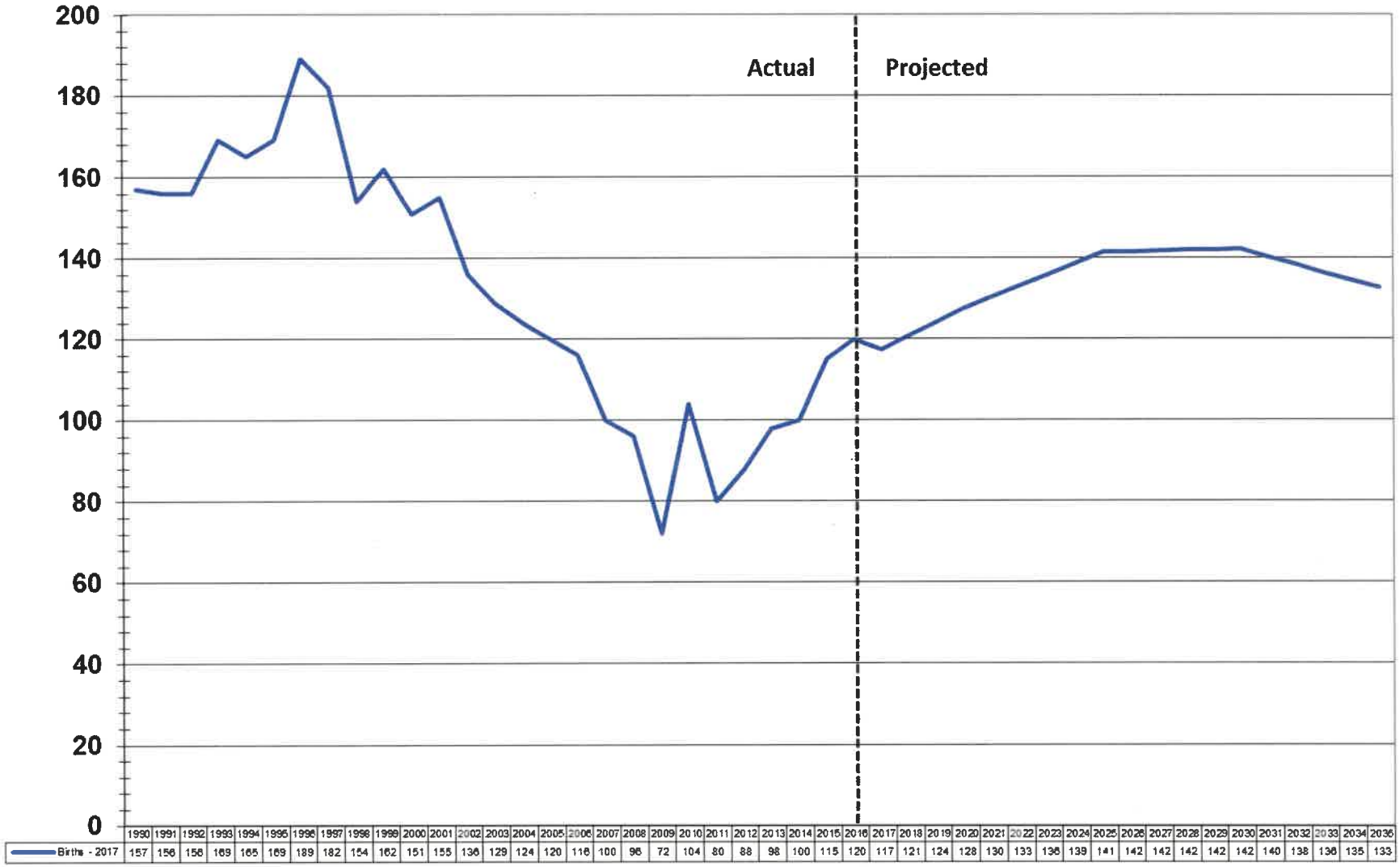
	US Census Data			U Mass Donohue Institute				
Maternal Age	1990	2000	2010	2015	2020	2025	2030	2035
10-14 Yrs	331	576	660	607	427	297	356	384
15-19 Yrs	313	376	531	518	461	325	231	273
20-24 Yrs	307	123	183	214	197	177	124	92
25-29 Yrs	326	144	129	173	166	162	146	104
30-34 Yrs	465	343	180	222	265	274	267	242
35-39 Yrs	516	622	327	277	318	387	404	393
40-44 Yrs	525	712	504	383	311	358	436	458
Total Females	5,257	6,242	6,196	6,092	5,773	5,578	5,516	5,489

2014-2016 Avg Fertility Rate
0.00%
0.00%
0.00%
3.55%
25.82%
16.20%
0.61%
1.84%

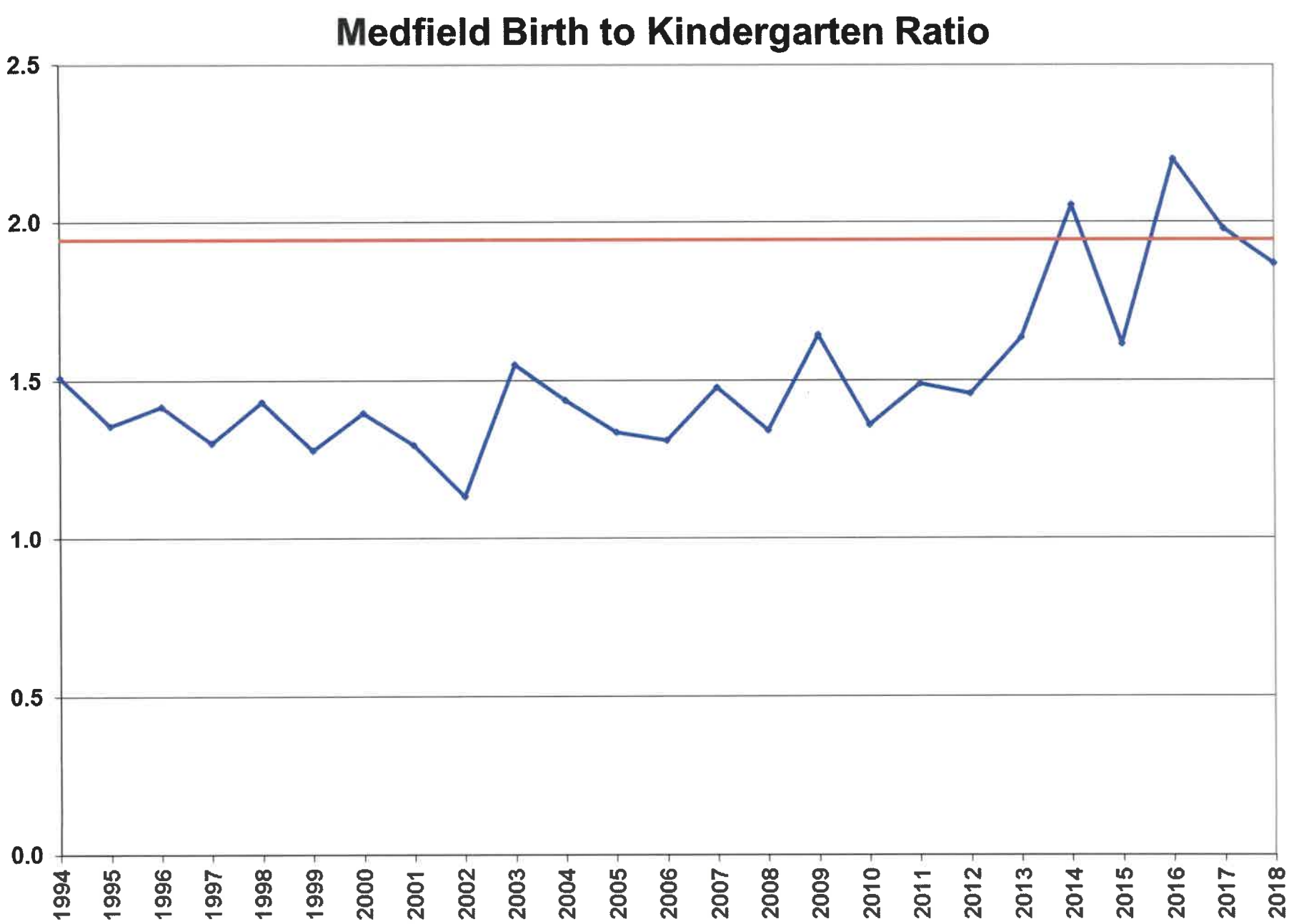
Birth Projections

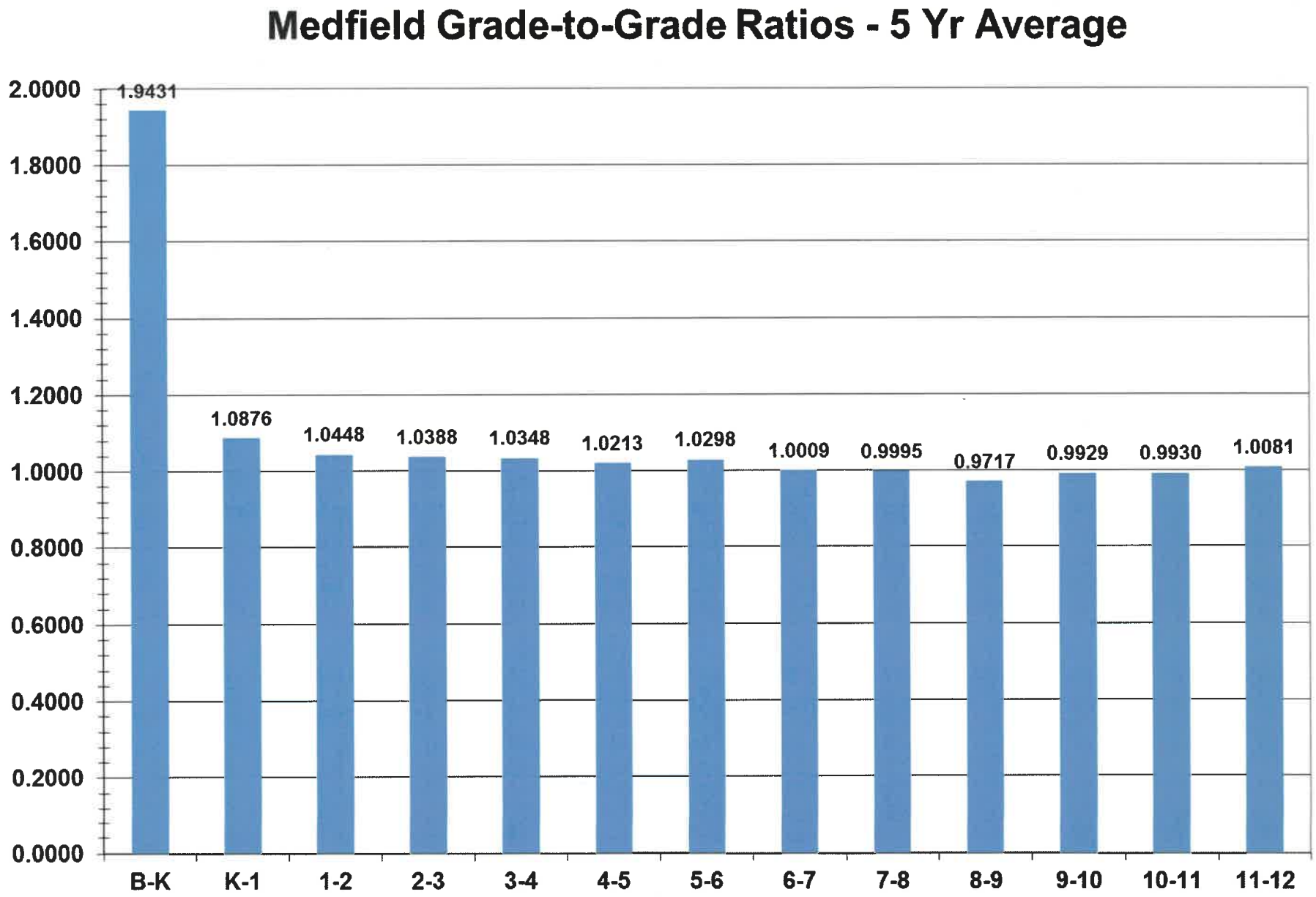
Maternal Age	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
10-14 Yrs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15-19 Yrs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20-24 Yrs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25-29 Yrs	6	6	6	6	6	6	6	6	6	6	6	5	5	5	5	5	4	4	4
30-34 Yrs	62	64	66	68	69	69	70	70	71	70	70	70	69	69	68	66	65	64	62
35-39 Yrs	48	49	50	52	54	56	58	60	63	63	64	64	65	65	65	65	64	64	64
40-44 Yrs	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3
Totals	117	121	124	128	130	133	136	139	141	142	142	142	142	142	140	138	136	135	133

Medfield Births



	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Births - 2017	157	156	156	169	165	169	189	182	154	162	151	155	136	129	124	120	116	100	96	72	104	80	88	98	100	115	120	117	121	124	128	130	133	136	139	141	142	142	142	142	142	140	138	136	135	133

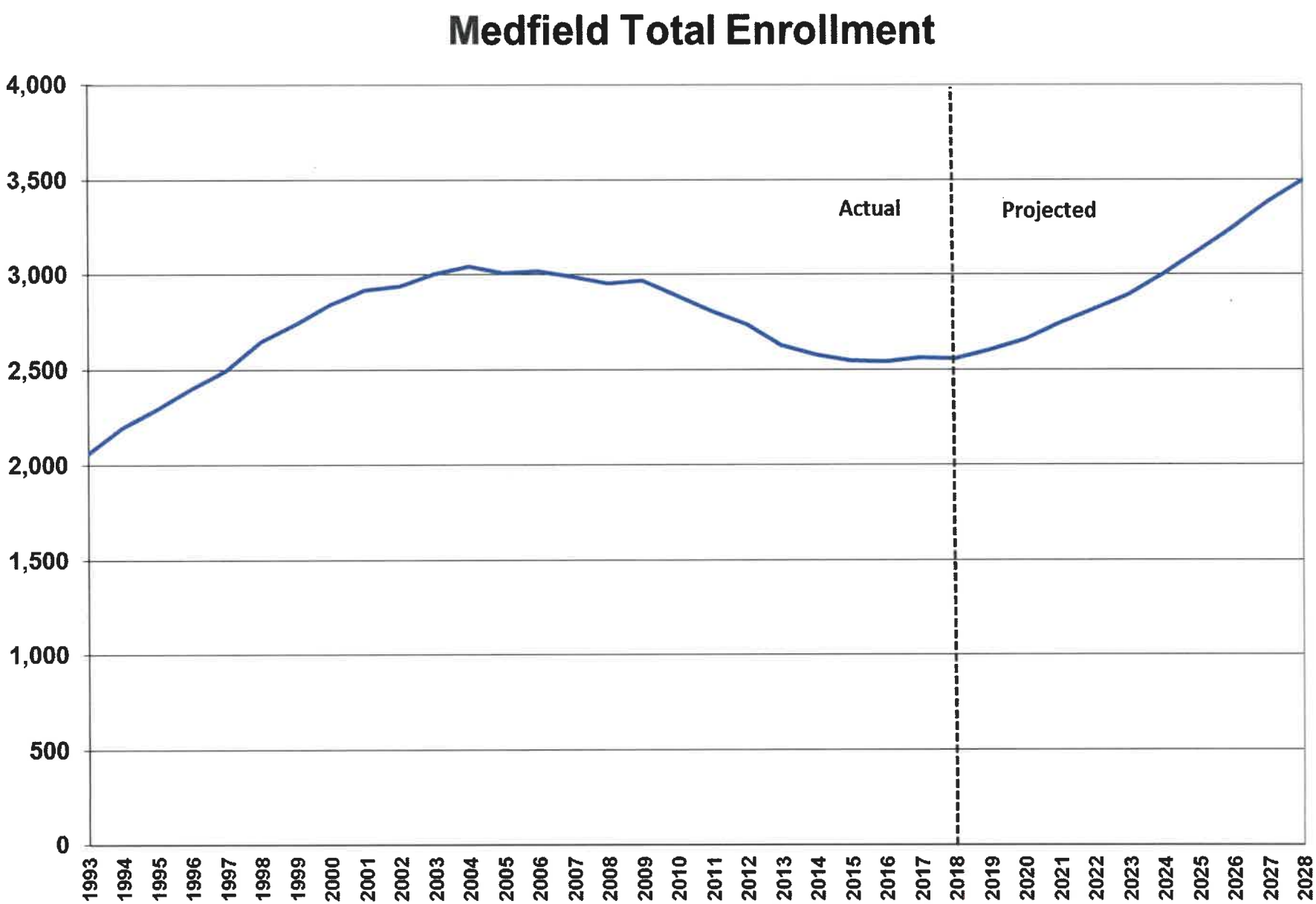

Medfield Birth to Kindergarten Ratio
2.5
2.0
1.5
1.0
0.5
0.0
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018

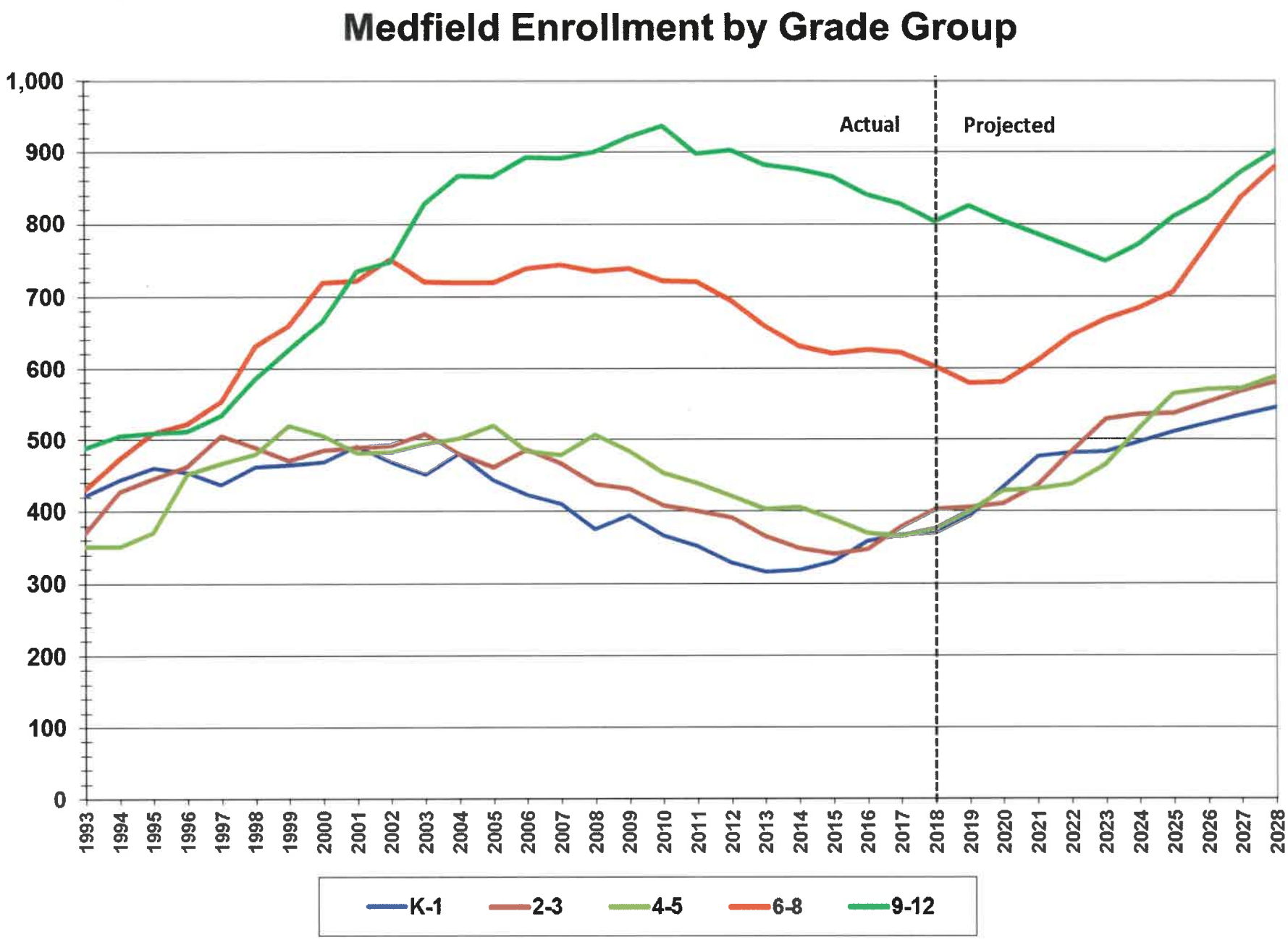

Medfield Grade-to-Grade Ratios - 5 Yr Average
2.0000
1.8000
1.6000
1.4000
1.2000
1.0000
0.8000
0.6000
0.4000
0.2000
0.0000
1.9431
1.0876
1.0448
1.0388
1.0348
1.0213
1.0298
1.0009
0.9995
0.9717
0.9929
0.9930
1.0081
B-K
K-1
1-2
2-3
3-4
4-5
5-6
6-7
7-8
8-9
9-10
10-11
11-12

MSBA Enrollment Projection – Medfield (Updated)

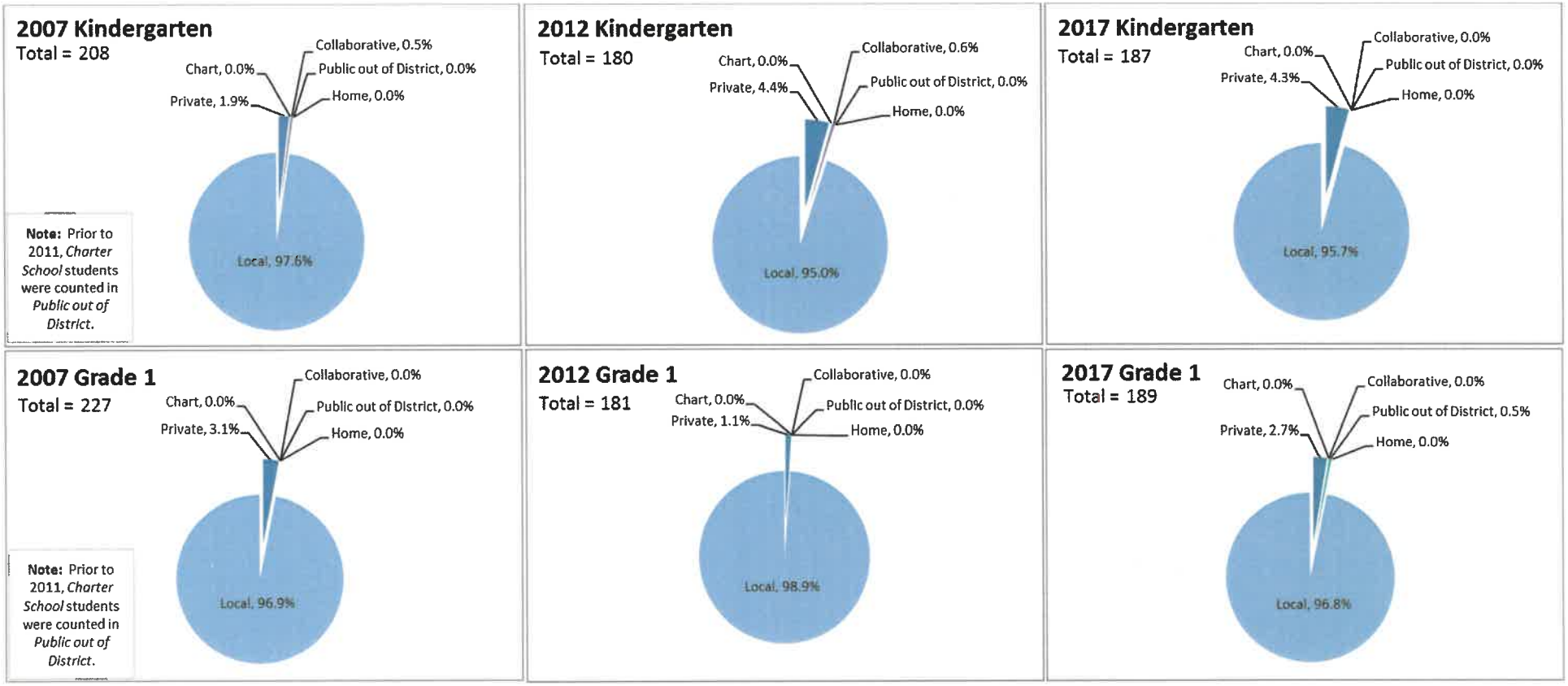
Base Enrollment Projections

YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	K-1	2-3	4-5	6-8	9-12
1993	193	229	195	176	185	166	168	135	128	135	136	111	107	2,064	422	371	351	431	489
1994	240	204	234	194	169	182	168	164	141	121	136	134	115	2,202	444	428	351	473	506
1995	213	248	207	239	198	173	183	163	163	123	117	134	135	2,296	461	446	371	509	509
1996	221	233	255	207	249	203	182	175	165	143	120	116	133	2,402	454	462	452	522	512
1997	203	235	243	263	211	256	206	172	175	149	153	119	113	2,498	438	506	467	553	534
1998	242	220	245	244	267	213	261	203	167	175	144	147	120	2,648	462	489	480	631	586
1999	211	253	226	245	255	264	209	255	195	157	176	143	150	2,739	464	471	519	659	626
2000	236	232	257	228	248	258	265	205	249	190	156	178	142	2,844	468	485	506	719	666
2001	245	246	238	251	232	249	259	262	201	223	186	152	173	2,917	491	489	481	722	734
2002	206	262	247	244	251	231	246	249	256	187	219	187	154	2,939	468	491	482	751	747
2003	239	213	257	251	244	250	236	241	244	241	186	221	180	3,003	452	508	494	721	828
2004	233	247	222	257	257	245	249	232	238	225	241	181	220	3,047	480	479	502	719	867
2005	202	242	240	221	259	260	244	247	228	226	217	244	179	3,009	444	461	519	719	866
2006	203	220	238	248	220	263	254	237	247	213	223	213	243	3,022	423	486	483	738	892
2007	201	209	221	245	254	224	261	244	239	240	213	230	208	2,989	410	466	478	744	891
2008	173	202	216	222	248	259	226	260	248	229	235	215	221	2,954	375	438	507	734	900
2009	204	190	208	224	234	250	262	221	256	243	231	235	212	2,970	394	432	484	739	921
2010	163	203	194	214	222	232	248	256	218	240	235	226	236	2,887	366	408	454	722	937
2011	173	179	201	199	214	225	233	239	249	201	233	237	227	2,810	352	400	439	721	898
2012	146	183	186	205	199	222	225	233	237	237	195	231	240	2,739	329	391	421	695	903
2013	157	158	177	189	206	197	216	216	228	222	231	197	232	2,626	315	366	403	660	882
2014	148	170	163	186	197	208	202	216	213	226	220	231	199	2,579	318	349	405	631	876
2015	168	162	171	170	187	202	208	200	212	198	219	218	231	2,546	330	341	389	620	866
2016	176	183	174	174	178	191	215	207	204	207	196	220	218	2,543	359	348	369	626	841
2017	174	193	195	183	183	182	195	218	209	199	209	191	229	2,560	367	378	365	622	828
2018	183	187	202	201	188	188	189	196	218	206	200	208	189	2,555	370	403	376	603	803
2019	194	199	195	210	208	192	194	189	196	212	205	199	210	2,602	393	405	400	579	825
2020	223	211	208	203	217	212	198	194	189	190	210	203	200	2,660	435	411	430	581	804
2021	233	243	221	216	210	222	219	198	194	184	189	209	205	2,741	476	437	432	610	786
2022	228	254	254	229	224	214	228	219	198	188	182	188	211	2,817	482	483	438	645	769
2023	235	248	265	264	237	228	221	229	219	192	187	181	189	2,895	483	529	466	668	749
2024	242	255	259	275	273	242	235	221	228	213	191	186	183	3,003	497	535	515	685	772
2025	248	263	267	269	285	279	250	235	221	222	211	189	187	3,126	511	536	564	706	810
2026	253	270	274	277	279	291	287	250	235	215	220	210	191	3,252	523	552	570	772	836
2027	259	276	282	285	287	285	300	287	250	228	213	219	211	3,381	534	567	572	836	872
2028	264	281	288	293	295	293	293	300	287	243	227	212	221	3,496	545	581	588	880	902
10 yr avg	169	181	187	195	201	210	219	220	224	218	217	219	221	2,682	350	382	411	664	876
5 yr avg	168	176	180	184	190	195	204	209	214	210	213	211	216	2,568	343	364	385	627	849
2 yr avg	179	190	199	192	186	185	192	207	214	203	205	200	209	2,558	369	391	371	613	816
5 yr proj	223	231	229	224	219	214	212	206	199	193	195	196	203	2,743	454	453	433	617	787
10 yr proj	238	250	251	252	251	246	242	232	222	209	204	199	201	2,997	488	504	497	696	812


Medfield Total Enrollment
4,000
3,500
3,000
2,500
2,000
1,500
1,000
500
0
Actual
Projected
1993
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
2025
2026
2027
2028


Medfield Enrollment by Grade Group
1,000
900
800
700
600
500
400
300
200
100
0
Actual
Projected
1993
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
2025
2026
2027
2028
K-1
2-3
4-5
6-8
9-12

The following charts show the School Attending Children Profiles (indicating where all school-aged children that reside in the district attend school) at the typical transition grades for elementary school, middle school, and high school.



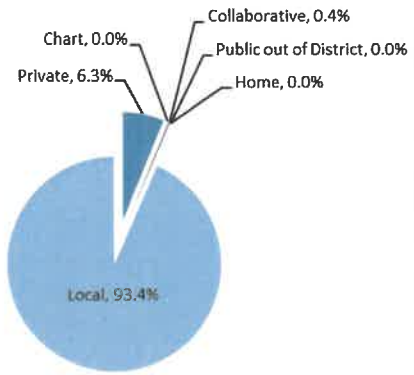
School Attending Children Profiles

Grades K and 1

These profiles show the enrollment of all full-time students whose parents or legal guardians are residents of the city or town.

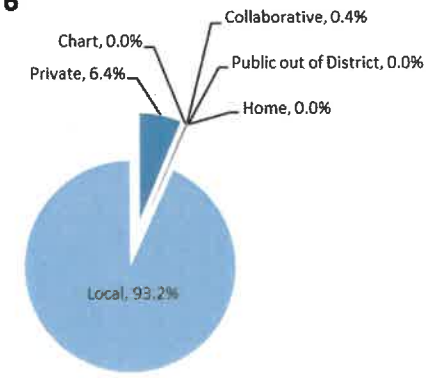
MSBA Enrollment Projection – Medfield (Updated)

2007 Grade 6
Total = 272

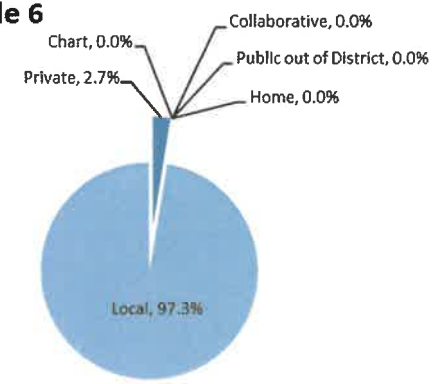


Note: Prior to 2011, *Charter School* students were counted in *Public out of District*.

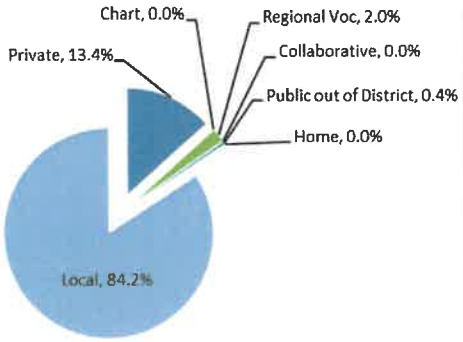
2012 Grade 6
Total = 251



2017 Grade 6
Total = 224

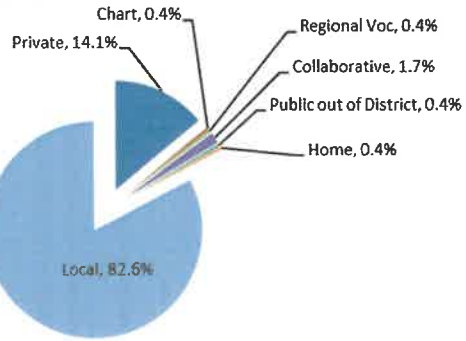


2007 Grade 9
Total = 253

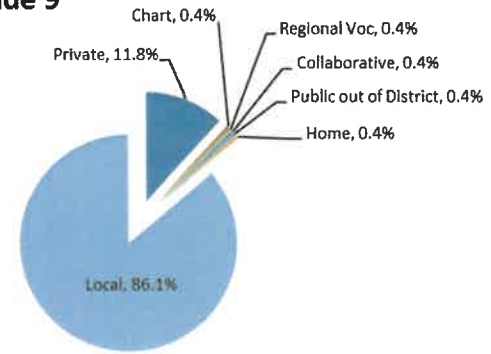


Note: Prior to 2011, *Charter School* students were counted in *Public out of District*.

2012 Grade 9
Total = 242



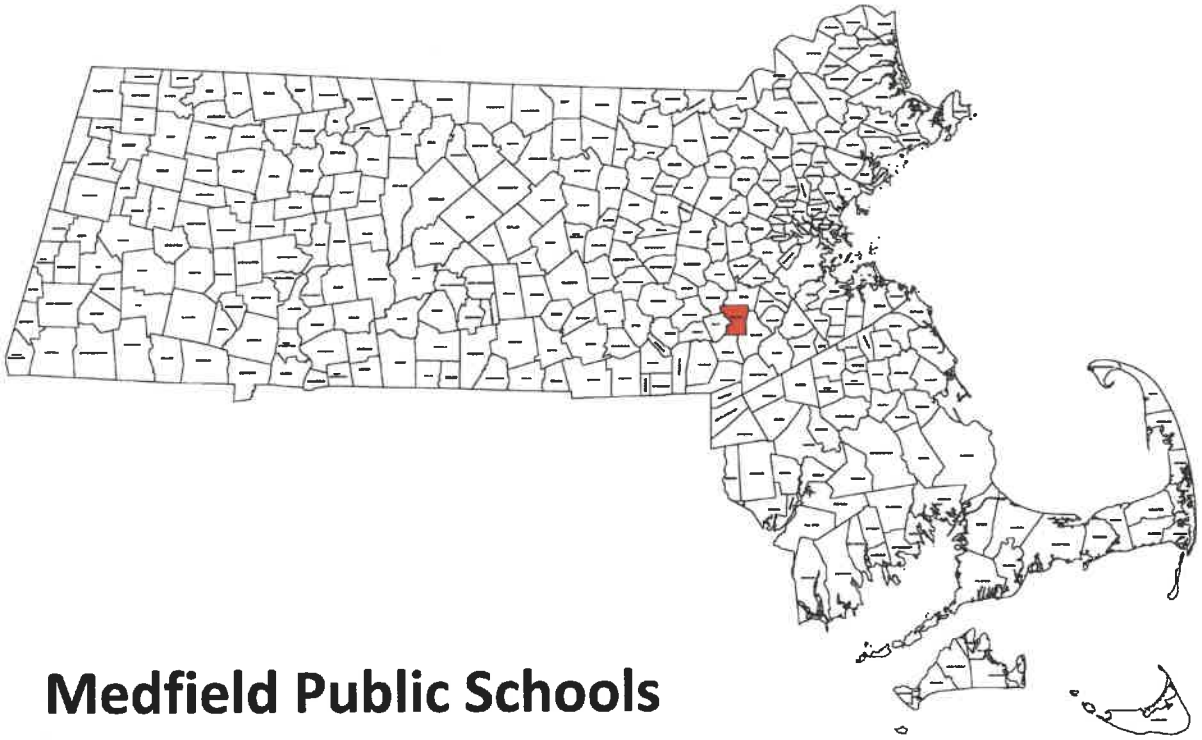
2017 Grade 9
Total = 245



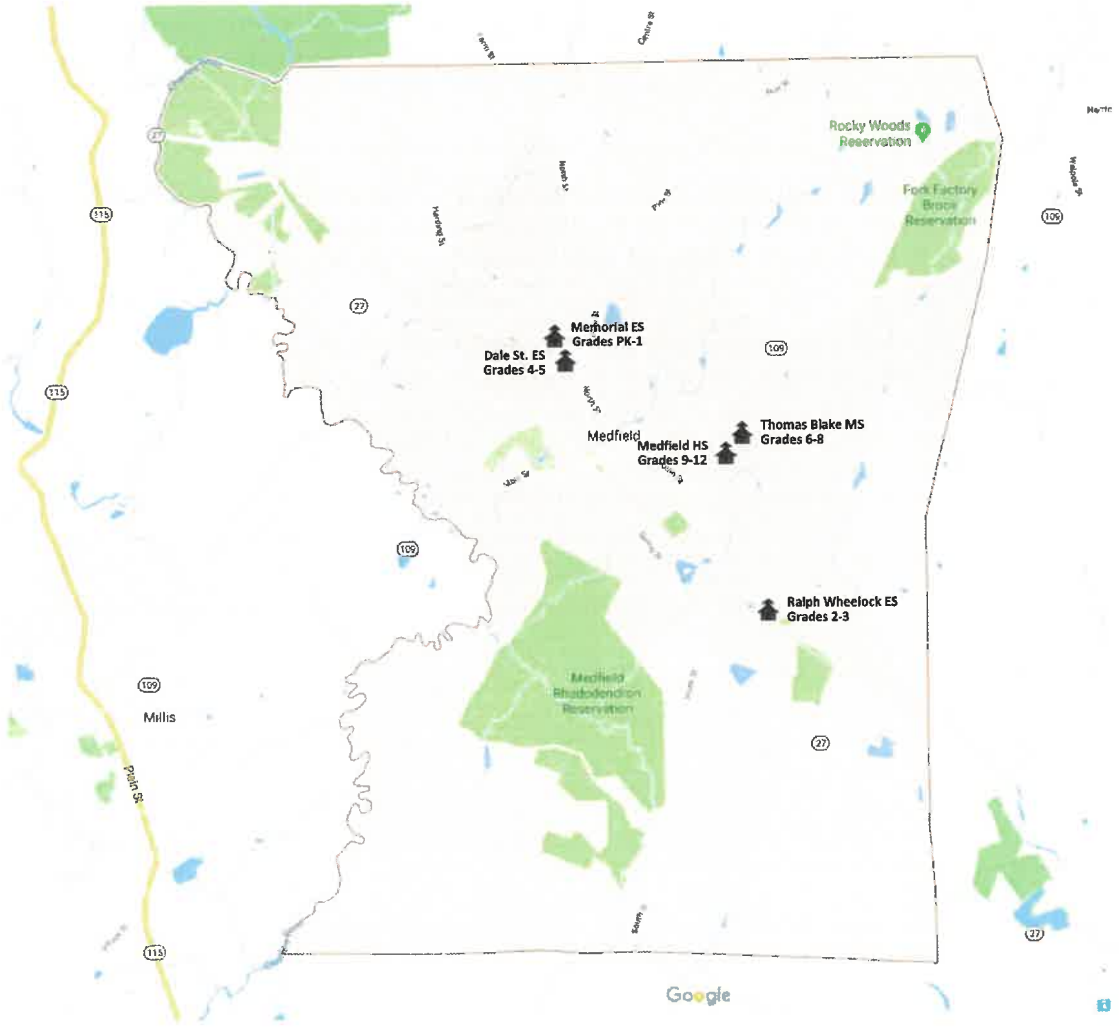
School Attending Children Profiles

Grades 6 and 9

These profiles show the enrollment of all full-time students whose parents or legal guardians are residents of the city or town.



Medfield Public Schools



Timeline

Statement of Interest submitted	April 4, 2017
Annual Town Meeting	April 30, 2018
Invitation to Feasibility by MSBA	December 12, 2018
Form Project Team (School Building Committee)	Spring 2019
Feasibility Phase	November 2019 to February 2021
Schematic Design phase	February 2021 to August 2021
Funding the Project (town-wide debt exclusion vote)	Fall 2021
Detailed Design	Fall 2021 to Fall 2022
Construction Begins	Fall 2022
Anticipated Construction Completion	Fall 2024

REPORT OF THE REORGANIZATION STEERING COMMITTEE

Laurence W. Aronstein, Chairperson, Citizen Volunteer
Frederick Baker, Central Administration
Katherine Belmont, Wheelock Elementary Faculty Representative
Robert P. Bois, Vice-Chairperson, Citizen Volunteer
Philip Burr, School Committee Representative
Thomas Caragliano, Redistricting Study Committee Representative
Eileen DuRoss, Memorial Elementary Parent Representative
William Hajjar, Warrant Committee
Judith Healey, Citizen Volunteer
Frank Hoffman, Elementary Administration
Jane Jackson, League of Women Voters
Marilyn Juda, Memorial Elementary Faculty Representative
Louise Kelleher, Secondary Parent Representative
Linet King, Dale Street Elementary Parent Representative
Weston Kolsti, Redistricting Study Committee Representative
Mac Lewis, League of Women Voters
Bernice Reynolds, Citizen Volunteer
Anna Rossi, Dale Street Elementary Faculty Representative
Mary Ann Russell, Wheelock Elementary Parent Representative
Barbara Jane Tupper, School Committee Representative
Judy Wildman, Citizen Volunteer; Elementary Parent at Large

Robert Cresto, Superintendent of Schools (ex officio)

December 17, 1979

Introduction

The Reorganization Steering Committee -- Members of the committee were appointed by the School Committee and represented: two members of the School Committee, a member of the Central Administration, the Elementary Administration, three members of the Elementary Faculty, three Elementary Parents, one Secondary Parent, two members of the Redistricting Study Committee, two representatives of the League of Women Voters, a representative of the Warrant Committee, five Citizen Volunteers, and the Superintendent of Schools.

The Charge -- In charging the committee Mrs. Tupper asked the group to consider (1) the "feasibility" of reorganizing the elementary schools with regard to projected enrollments and available space, and (2) the "educational and economic advisability" in terms of the "effects on community and school." She indicated that "education was more than fitting people into slots." She asked that the committee report on a "yes" or "no" decision by December 12th.

Guidelines -- The steering committee was presented with guidelines which had been unanimously approved by the School Committee. The guidelines included statements on maximum class sizes, special class and school facilities, preferred grade placements, maximum riding time on buses, maintenance of the present quality of educational programs, longevity of the plan, and cost benefits. See Appendix A.

The School Committee representatives indicated that the guidelines should be viewed with flexibility.

Procedures

Data and Information -- The committee was presented with data on present enrollment, projected enrollments, energy use and efficiency of the three elementary schools, building specifications and floor plans, excerpts from the Citizen Redistricting Study Committee Report of December 5, 1977, and Article XIX - Class Size of the School Committee - Teachers' Association Agreement of '78-'81.

Tour of Buildings --- The committee members had an opportunity to tour all three elementary schools and ask questions relative to physical plant utilization and potential.

Committee Organization -- The committee elected its own Chairperson, Vice-Chairperson, and Secretary. After considerable deliberation the committee organized itself to do a two-step study. First, it would study the feasibility of reorganizing. The feasibility would include a consideration of the plant, population and staff. Should reorganization appear feasible, the committee would only then consider the advisability. The advisability would include the educational advisability and the economic advisability.

In order to consider the feasibility the committee organized itself into two sub-committees: (1) Education and Staffing, and (2) Plant and Population.

Highlights of Findings and Plans

As a consequence of both sub-committees generating a series of key questions and then seeking answers to their questions, the sub-committees came to the following findings:

Education and Staffing Sub-committee

1. Consolidation -- Consolidation of the elementary schools would provide the following educational advantages:

   a) greater curricular continuity from grade level to grade level
   b) more standardization at each grade level
   c) improved staff communications
   d) greater ease of departmentalization and teaming at the intermediate grade levels
   e) greater sharing and more diversity of materials

   The majority of the sub-committee favored consolidation; however, it was noted that the status quo did offer some advantages as well:

   a) maintaining neighborhood school concept
   b) fewer discipline problems at intermediate grade levels
   c) social importance of younger students going to school with older brothers and sisters
   d) the present use of schools is appropriate to the age levels of the students

2. Number of Grade Levels Per School -- The sub-committee favored at least three grade levels per school. They indicated that a K-2 and a 3-6, or a K-3 and a 4-6 were preferable. They indicated that the isolation of the kindergarten in one building was unacceptable. The rationale was that the child experiences a period of adjustment to a new school as he/she enters the school and as he/she prepares to leave the school. Learning is diminished during that adjustment to transition. The longevity of the child in the school provides school personnel with a greater perspective of the child and a better relationship with the parents.

3. Reorganization in Stages -- The sub-committee was unanimous that any reorganization should be effected in one stage and should be viable for at least five years. It was strongly stated that any plan which called for a series of shorter stages would be disruptive to the learning of the child.

Plant and Population Sub-committee

1. Projected Enrollment for 1980-81 -- The following figures represent a modification of NESDEC January, 1979, data:

Grade	Projected Enrollment
K	133
1	133
2	142
3	144
4	186
5	204
6	204
Total (K-6)	1,146

2. Classroom Space -- The sub-committee's consensus on classroom availability was as follows:

Memorial - 19 General Classrooms

Less { 1 Art
1 Music
1 Learning Disabilities

16 or 17 if Music and Art combine

Wheelock - 29 General Classrooms

Less { 1 Art
1 Music
1 Learning Disabilities

26 or 27 with renovation

Dale - 22 General Classrooms

Less { 1 Art
1 Music
Learning Disabilities to be housed in available smaller rooms

20 if Administration moves out

Less 3 if Administration remains

17 or 18 with renovation

* Any building designated to house grades 4-6 should have a classroom for the Tri-Valley Sped Class

3. Projected Class Sizes for '80-'81 -- The plans which follow are based on the class sizes below unless exceptions are noted:

Grade	# of Students	# of Classrooms	Class Size	School Committee Recommended Maximum Class Size
K	133	4 (7 sections)	19.0	18.0-20.0
1	133	6	22.2	22.0
2	142	7	20.2	22.0
3	144	7	20.6	22.0
4	186	8	23.3	25.0
5	204	8	25.5	25.0
6	204	8	25.5	25.0

4. Plans --

Plans		Exceptions
I	Dale Street - 1 to 3 Wheelock - K, 4 to 6	Seven sections of grade four creating an average class size of 26.6 or six sections of kindergarten with an average class size of 22.2, no Administration.
II	Dale Street - K to 3 Wheelock - 4 to 6*	Six kindergarten at 22.2 average, six grade two at 23.7 average, six grade three at 24.0 average, Administration at Wheelock.
III	Dale Street - K to 3 Wheelock - 4 to 6*	Six kindergarten at 22.2, six grade two at 23.7, six grade three at 24.0, Administration in stage and locker area of Dale Street School or at Wheelock.
IV	Dale Street - K to 1/2 of 3 Wheelock - 1/2 of 3 to 6	Splits grade three between both schools, no Administration.
V	Wheelock - K to 1/2 of 4 Dale Street - 1/2 of 4 to 6	Splits grade four and has six sections of grade two at 23.7 and six grade three at 24.0, no Administration.
VI	Memorial - K Wheelock - 1 - 4 Dale Street - 5 and 6*	Isolates kindergarten, Administration in Dale. This implies six sections of either grade two at 23.7 or grade three at 24.0.
VII	Memorial - K* Dale Street - 1 to 3 Wheelock - 4 - 6	Isolates kindergarten, Administration in Memorial.
VIII	Wheelock - K to 3 Dale Street - 5 and 6* Memorial - 4	Isolates grade four with the Administration in any of the three schools.

* Will accomodate Administration at the starred school

* None of the above plans were considered with the Tri-Valley Sped Class in mind

Consideration of Plans

The committee as a whole considered each of the eight plans. All were rejected. What follows represents the highlights of the rationale.

Plan I, Plan II, Plan III, Plan IV

All four plans were rejected 16 to 0. It was strongly felt that the Dale Street School was unacceptable as a primary school setting. The issue of where to place the Administrative offices if they were converted to classroom space was raised.

Plan I, Plan II, Plan III, Plan IV, continued

It was reasoned that special needs problems were more prevalent at the primary grades. Assuming 20% (as compared to a system-wide figure of 15%) of primary students needed to meet in special needs classroom, it would follow that between 82 (Plan IV) and 98 (Plan II and Plan III) would be serviced. If special needs teachers typically meet three students per group, three times per week, and the room is available 35 periods per week, it would be possible to meet each child only once per week.

Given one gymnasium which is available thirty-five periods per week, each class going individually twice per week -- it would be impossible to schedule the physical education program for Plans I, II and III under the present curricular arrangement.

All four plans would require renovation at one or both schools. None of the four plans allows space for the Tri-Valley Sped Class.

Plan V

Plan V was rejected by a vote of 15 to 1 for a number of reasons. The band program would lack rehearsal space, given the present level of participation. The availability of the gymnasium would be insufficient, given two periods of physical education per class per week.

It would be undesirable to split a grade level due to splitting up of friendships made over four years. This plan would require renovation at Dale Street School. It does not provide for the Tri-Valley Sped Class.

Plan VI

Plan VI received the most serious consideration of all the plans. However, it was rejected 9 to 5 with 2 abstentions. The primary reason for rejection was the isolation of the kindergarten at the Memorial School. Some members felt that in isolating the kindergarten, it would represent an extention of a nursery school experience -- the children would not see older role models in the same school.

Another key point is that a section of the Memorial School would be kept open, thus not closing a school, and not realizing maximum cost benefits. Another point was that the kindergarten would have to be bused with fifth and sixth graders or be bused separately thus affecting expenditures for transportation.

It was also noted that the fifth and sixth grades would be a two-year experience at the Dale Street School and might represent a "revolving door" experience -- that is, students making adjustments entering and then leaving in two successive years.

On the positive side, it was stated that the plan would eventually allow for a K-3 organization at Wheelock and a 4-6 at the Dale, or K-2 at Memorial and 3-6 at Wheelock, in future years. In addition, new Administrative Offices would not have to be sought.

A final note rebutting the facilitating feature of this plan was that a Middle School (6-8) might be a more desirable long-range solution. This would provide for the Tri-Valley Sped Class with renovation of both schools.

Plan VII

This plan was rejected 16 to 0 for many of the reasons stated above. Briefly, it would not close a school. It would isolate the kindergarten, and cost more to transport the kindergarten separately. The Dale Street School was a poor site for a primary school. There would be inadequate space for special needs programs. Another consideration in rejecting the plan was that it placed the growing population in the smaller school.

No renovation would be required and the Tri-Valley Sped Class could be accomodated.

Plan VIII

This plan was rejected primarily because it would isolate the fourth grade. Fourth graders would not interact with children of other grade levels for a year, and would be forced to make adjustments to three schools in three years. In addition, provisions for separate library facilities, a separate art room, a separate music room, the use of a gym, and the availability of school lunches would be necessary at the Memorial School for the one grade level. The cost benefits would be limited.

No renovation is required and the Tri-Valley Sped Class would be accomodated.

Additional Plan

This additional plan called for the use of the Memorial School and one wing of Dale for K-3, and Wheelock housing 4-6. This plan was rejected because it would not close a school. Dale would be less than acceptable as a primary school. Separate music rooms and art rooms would be kept open at both the Memorial and the Dale Street Schools along with both cafeterias.

No renovation is required and the Tri-Valley Sped Class would be accomodated.

Resolutions

Statement 1 -- "Consolidation is favored when a school could be closed and a significant net monetary savings could be effected. This should be done in one stage, and should improve or maintain the present quality of education." — unanimously approved.

Statement 2 -- "Based on current figures and projections, this committee anticipates a drop in school population and a more favorable distribution of students for possible consolidation in 1982-83 or 1983-84. We recommend that this be studied in 1981." This statement was accepted by the committee (14 for, 0 against, with 2 people abstaining).

Summary

The pervasive attitude of the Reorganization Steering Committee is that we do not want to trade off the present high quality of education for insignificant cost benefits. It seems obvious that significant savings could only be effected by the closing of a school. Any plan which isolates a grade level, or which must be accomplished in various stages over a few years would be disruptive to our children's learning.

Summary, continued

The committee recognizes many long-range benefits of consolidation and would be most interested in working towards that end whenever the school enrollment reaches the point whereby a school can be closed.

MEDFIELD PUBLIC SCHOOLS
Medfield, Massachusetts

APPENDIX A

TO: Reorganization Study Steering Committee
OM: Medfield School Committee
TE: October 22, 1979

e Medfield School Committee unanimously approved the following guidelines for use by e Steering Committee in deliberating the feasibility of elementary school reorganization:

ass Size – Kindergarten.....18-20
Grades 1 – 3.....22
Grades 4 – 6.....25
(when projecting total number of students for placement in a school, a possible increase in population should be considered and planned for in relation to maximum capacities.)

ıool Facilities – The scale of each facility should be carefully considered in relation to the size/age of child placement. Each school facility shall also provide the following:

1 Main library/small resource-work area
1 General Music classroom and Instrumental Music space (Grades 4-6)
1 Art classroom
1 Special Services Learning Center
1 Speech/Language Clinician space
1 Counselor-Psychologist space
1 Tri-Valley SPED classroom: intermediate grades (4-6) – (one school only)
1 Nurse-Health station
1 Gymnasium/Auditorium
1 Faculty Planning room
1 Cafeteria or acceptable satellite program provision
Playground area suitable to age level

ctional Classrooms Available

Memorial School	19
Dale Street School	19 (plus 3 if Central Administrative Offices were relocated)
Wheelock School	29 (includes 1 conference room-2nd floor)

de Placement – Any reorganization plan should provide for placement of a total grade population in one facility. Preferred grade separation: K – 3 and 4 – 6.
(Note: Recommendations should be made for the use of all or part of school building if any plan calls for closing of a facility)

Transportation – Suggested maximum riding time for a student should be approximately thirty (30) minutes.

:ational Program – Any reorganization plan should insure the maintenance of the present quality of educational programs and assure provision that future program improvements would be accommodated.

e Frame – Any reorganization plan will allow for sufficient planning time by the administration and staff as it affects teacher transfers, equipment/material transfers and parental understanding and notification of student/placements.

gevity – Any reorganization plan should provide for longevity of the grade placement changes. A minimum of a five (5) year permanency in grade placement would be acceptable.

ıunity Benefits – Any recommendation for change should include the cost benefits to the community and the rationale for change.

NESDEC

Projected Enrollment

School District: Medfield, MA

11/30/2022

Enrollment Projections By Grade*

Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2017	92		2022-23	48	169	205	179	201	198	191	198	202	182	177	177	186	200	3	2468	2516
2018	118		2023-24	49	216	176	210	181	205	201	192	195	198	177	175	176	186	3	2491	2540
2019	110		2024-25	50	201	225	180	213	184	208	202	189	192	192	175	174	176	3	2514	2564
2020	102		2025-26	51	187	210	230	183	217	187	209	199	186	186	190	174	174	3	2535	2586
2021	138	(prov.)	2026-27	52	253	195	215	233	186	220	188	206	196	180	184	189	174	3	2622	2674
2022	112	(est.)	2027-28	53	205	264	199	218	237	189	221	185	202	190	178	183	189	3	2663	2716
2023	116	(est.)	2028-29	54	212	214	270	202	222	241	190	218	182	196	188	177	183	3	2698	2752
2024	116	(est.)	2029-30	55	212	221	219	274	206	225	242	187	214	177	194	187	177	3	2738	2793
2025	117	(est.)	2030-31	56	214	221	226	222	279	209	226	239	184	208	175	193	187	3	2786	2842
2026	120	(est.)	2031-32	57	219	223	226	229	226	283	210	223	235	178	205	174	193	3	2827	2884
2027	116	(est.)	2032-33	58	212	228	228	229	233	230	284	207	219	228	176	204	174	3	2855	2913

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births | Based on children already born | Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

Projected Enrollment in Grade Combinations*

Year	PK-5	K-5	PK-1	K-1	2-3	4-5	6-8	6-12	9-12
2022-23	1191	1143	422	374	380	389	582	1322	740
2023-24	1238	1189	441	392	391	406	585	1299	714
2024-25	1261	1211	476	426	393	392	583	1300	717
2025-26	1265	1214	448	397	413	404	594	1318	724
2026-27	1354	1302	500	448	448	406	590	1317	727
2027-28	1365	1312	522	469	417	426	608	1348	740
2028-29	1415	1361	480	426	472	463	590	1334	744
2029-30	1412	1357	488	433	493	431	643	1378	735
2030-31	1427	1371	491	435	448	488	649	1412	763
2031-32	1463	1406	499	442	455	509	668	1418	750
2032-33	1418	1360	498	440	457	463	710	1492	782

Projected Percentage Changes

Year	K-12	Diff.	%
2022-23	2468	0	0.0%
2023-24	2491	23	0.9%
2024-25	2514	23	0.9%
2025-26	2535	21	0.8%
2026-27	2622	87	3.4%
2027-28	2663	41	1.6%
2028-29	2698	35	1.3%
2029-30	2738	40	1.5%
2030-31	2786	48	1.8%
2031-32	2827	41	1.5%
2032-33	2855	28	1.0%
Change		387	15.7%

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

Capital Requests FY21 - FY25

School Buildings	2023	2024	2025	2026	2027	2028
Medfield High School						
Roof Repair/Replacement						
Preventive Maintenance - AHU's	10,000.00	15,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Carpet Replacement	60,000.00					
Preventive Maintenance - RTU's	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00
Misc. Site Work			5,000.00			
Gym/Misc Lighting (Green Communities Grant)	6,500.00					
Lighiting Controls (Green Communities)	15,000.00					
Duct Cleaning			15,000.00	15,000.00		
Brick Façade Repair			50,000.00			
Schilling Baseball Field Repair (debt service)			1,200,000.00			
Turf Field Lights (debt service)			350,000.00			
Sealant Replacement (engineering / project)			300,000.00			
Window Sealants			50,000.00			
Window Weather stripping					20,000.00	20,000.00
Fluid Pumps			5,000.00	5,000.00		
FA Replacement		300,000.00		10,000.00		
Tennis Court Repairs		150,000.00				
Boiler Replacement (Green Communities)				200,000.00		
Blake Middle School						
Roof Repair / Replacement						
Preventive Maintenance - RTU's	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00
Auditorium Seating		150,000.00				
PM - AHU's			20,000.00	20,000.00		
Windows @ Curtin Wall in Cafe						
Carpet Replacement	50,000.00			60,000.00		
VCT/Flooring Replacement	10,000.00	15,000.00	10,000.00	20,000.00		
Library Renovation						
Brick Façade Engineering						
Brick Façade Repair (partial)			300,000.00			
Acoustic Ceilings			25,000.00			
Boiler Replacement ??	150,000.00					
Fluid Pumps			5,000.00	5,000.00		

Capital Requests FY21 - FY25

School Buildings	2023	2024	2025	2026	2027	2028
Dale Street School						
Roof Repair/Replacement						
Duct Cleannig	10,000.00					
Ceiing Tile Replacement	25,000.00	50,000.00				
Asbestos Flooring Abatement/Replacement	100,000.00	50,000.00	50,000.00			
Gym/Autorium Curtain		30,000.00				
Electrical Branch Circuit Testing						
Interior Doors and Locks Replacement	25,000.00					
Brick Façade Engineering	-					
Front Portico Repair	90,000.00					
Sealant Replacement						
Window Curtain Wall Café Wing						
Carpet Replacement			20,000.00			
FA Replacement (Engineering)		15,000.00				
Wheelock						
Roof Repair / Replacement						
Preventive Maintenance - Fan Coil Units	10,000.00	10,000.00	10,000.00			
Replace Valves Throughout		10,000.00	10,000.00			
Preventive Maintenance - Exhaust Fans	10,000.00	10,000.00	5,000.00			
Flooring / VCT Abatement	10,000.00	15,000.00		25,000.00		
Preventive Maintenance - Gym Units			25,000.00			
Electrical Upgrade						
Replace Pneumatic Temp Controls (Green Com?)			100,000.00			
Re-grout Tile @ plumbing fixtures				8,000.00		
Memorial						
Roof Repair / Replacement						
Replace fire alarm panel						
Split Systems (3) Replacement	7,500.00					
VCT Flooring Replacement	15,000.00	15,000.00				
Playground						
Modular Classrooms						

Capital Requests FY21 - FY25

School Buildings	2023	2024	2025	2026	2027	2028
Preventive Maintenance - RTU's	5,000.00	15,000.00	5,000.00	5,000.00		
Carpet/VCT/Painting			40,000.00			
Sprinkler Head Replacement				10,000.00		
District Wide						
Equipment Replacement	12,000.00	7,500.00	12,000.00	12,000.00	12,000.00	12,000.00
TOTALS - Schools	671,000.00	907,500.00	2,672,000.00	455,000.00	92,000.00	92,000.00

Town Buildings	2023	2024	2025	2026	2026	2026
Town Hall						
Misc. Exterior Façade Repairs	20,000.00	20,000.00	20,000.00			
Duct Cleaning	15,000.00	25,000.00				
Preventive Maintenance - Fan Coil Units		3,000.00	3,000.00			
Preventive Maintenance - AHU						
Carpet Replacement	40,000.00	40,000.00	40,000.00	40,000.00		
New Elevator Engineering						
New Elevator Install					200,000.00	
Exterior Painting		60,000.00				
Chiller Plant Recommissioning/Electrification		50,000.00				
Preventive Maintenance - Vent exhaust fans		5,000.00	5,000.00	5,000.00		
Brick Façade Repair			100,000.00			
Sealant Replacement			40,000.00			
Boiler Work				30,000.00		
Chiller Plant				200,000.00		
Public Safety						
Roof Engineering / Repairs	20,000.00					
Security Camera Upgrades	60,000.00					
Card Reader Repairs		5,000.00				
Heating /Cooling Issues	10,000.00					
Parks and Rec Building						

Capital Requests FY21 - FY25

	2023	2024	2025	2026	2027	2028
COA						
Misc. Window/Door Repair	5,000.00					
Wood Floor screened and refinished	8,000.00					
Building Envelope Repair/Windows		15,000.00				
Roof Structure over Patio		15,000.00				
Exterior Painting			50,000.00			
Carpet Replacement				20,000.00		
Library						
EPDM Engineering	10,000.00		10,000.00			
Brick Facade Repair						
Fire Alarm System Replacment		30,000.00				
Sealant Replacement	20,000.00					
RTU Replacemnt (GreenCommunitioes)		25,000.00				
EPDM Roof				50,000.00		
ATC Computer Controls		10,000.00		25,000.00		
Fluid Pumps			5,000.00			
RTU Repair				20,000.00		
TOTAL Town Buildings	208,000.00	303,000.00	273,000.00	390,000.00	200,000.00	-
All Town Facilities						
ADA Improvements	20,000.00					
TOTAL All Town Facilities	20,000.00					
Town and Schools						
Update Facilities Capital Plan	35,000.00					
Project Management Services	50,000.00					
Emergency Repair Funding	175,000.00	175,000.00				
TOTAL Town and Schools	260,000.00					

Capital Requests FY21 - FY25

	2023	2024	2025	2026	2027	2028
	2023	2024	2025	2026	2027	2027
TOTALS for School and Town Buildings	1,159,000.00	1,210,500.00	2,945,000.00	845,000.00	292,000.00	92,000.00

DALE STREET 2.0 EDUCATIONAL PROGRAM

A Description Prepared for the Preliminary Design Program Submission to the Massachusetts School Building Authority

Grade 4-5 Configuration

TABLE OF CONTENTS

I. INTRODUCTION

The Medfield Public Schools has a long, proud history of academic excellence. Our schools are the heart of our community and most new families move to the town to be a part of Medfield's school system. We are thrilled to be collaborating with MSBA on the Dale Street School project and take seriously this opportunity to create a forward-thing school that not only supports our drive for academic excellence but also promotes and continuously challenges it.

Our Mission Statement reads "*The Medfield Public Schools will create a dynamic and collegial learning environment. Curriculum and instruction will guide students to achieve high standards and to meet the challenge of change. Through school, family, and community partnerships, students will be prepared to become responsible, sensitive, contributing citizens and lifelong learners.*

The Medfield Public Schools provides educational programs for students in Preschool through Grade 12. We also provide transitional services to some Special Education students up to age 22. The Medfield Public Schools currently educate its Preschool, Kindergarten, and Grade 1 students, at the Memorial School with an enrollment of 436. Our Grade 2 and Grade 3 students attend the Ralph Wheelock School with an enrollment of 388. Our Grade 4 and 5 students attend the Dale Street School with an enrollment of 398. Our Grade 6-8 students attend the Thomas Blake Middle School with an enrollment of 575. Our Grade 9-12 students attend Medfield High School. Our total enrollment is 2,601. It is important to our community that all grade levels stay together throughout their 13 year education. This was highlighted during a survey of parents and community members during the development of Medfield 2021, our Strategic Plan. Over 80% responded that they would prefer all students attending school together versus a neighborhood school model.

Enrollment projections from the MSBA show a significant increase in our elementary student population over the next ten years. This is due to not only live births currently in the community, but also a historically high birth to kindergarten ratio.

Past Total Enrollment by Year

YEAR	Total Enrollment
2010-2011	2887
2011-2012	2810
2012-2013	2739
2013-2014	2626
2014-2015	2579
2015-2016	2546
2016-2017	2453
2017-2018	2560
2018-2019	2555
2019-2020	2602

A.

Current Total Enrollment by Grade

GRADE	Total Enrollment
PRE-KINDERGARTEN	50
KINDERGARTEN	195
1	191
2	187
3	201
4	204
5	194
Total Pre K – Grade 5	**1222**
6	193
7	186
8	196
Total Grades 6 - 8	**575**
9	199
10	198
11	201
12	206
Total Grades 9 - 12	**804**
In-District Total Enrollment	2601

YEAR	Total Enrollment
2020-2021	2660
2021-2022	2741
2022-2023	2817
2023-2024	2895
2024-2025	3003
2025-2026	3126
2026-2027	3252
2027-2028	3381
2028-2029	3496

The Dale Street School is comprised of structures built in 1942 and 1962, with a minor conversion of office space into classroom space in 1997, and finally the installation of two modular classrooms in 2000. The original facility was designed as the Medfield Junior-Senior High School with the drawings dated November 12, 1940. The building has served many grade levels over the years including Grades 6-12, Grades 4-6 and the Central Office, and finally the Grades 4-5 it serves today.

A significant issue with the Dale Street School is the lack of properly designed learning spaces for the 21st Century learner and teacher. The rooms are small, overcrowded, and there is a lack of breakout spaces for specialized instruction and teacher collaboration. The current school limits our educational programs and the use of technology. Our vision is to have a school that provides an environment for project-based learning, the flexibility of classroom space, maximizes natural light and fresh air throughout the building for student wellness, educates students about the sustainability of the structure, and utilizes outdoor learning spaces.

Over the past 4 years, our Strategic Plan, *Medfield 2021*, has focused our work around the following areas:

Goal #1-Collaborative Learning

- Professional Development
- Human resources
- Curriculum
- Instruction and Assessment
- Technology

Goal #2- Well-Being

- Social-Emotional Supports
- Collaboration
- Safe and Healthy Protocols

Goal #3- The Whole Child

- Special Education Vision and Mission
- Special Education Staffing
- Recognize All Students
- Social-Emotional Supports
- Instructional Strategies for EL Students
- Opportunities

Goal #4- Community

- Communication
- Educational Opportunities

Goal #5- Facilities and Equipment

- 20-Year Capital Maintenance Plan
- Shared School/Town Maintenance
- Technology Infrastructure
- Dale Street School Project

Although we recognized this was an ambitious plan, a key strategy for the success of our Strategic Plan has been the Dale Street School Project. We submitted the Statement of Interest (SOI) in 2017 and were asked into the Massachusetts School Building Authority (MSBA) pipeline in 2017.

Dale Street School operates with four core values: Respect, Compassion, Collaboration, and Continuous growth. This has led to visioning that identifies the type of learning and behavior the students are expected to have throughout the school and guides the thinking toward the type of spaces the project will need to support these values.

	Classroom	Cafeteria	Bathroom	Hallway	Bus	Playground
Respect	*Trying your best each day *Treating others' belongings appropriately * Using classroom materials appropriately	*Using good manners (please/thank you) *Following cafeteria rules *Cleaning up after you eat	*Making sure trash goes into the barrel *Keeping water and soap in the sink *Flushing the toilet	*Moving quietly in the hallways *Walking in the hallways *Moving purposefully in the hallways toward your destination	*Entering and exiting bus in an orderly fashion *Keeping hands, feet and belongings to yourself *Remaining seated in your seat	*Sharing and taking turns *Using kind words *Keeping hands and feet to yourself
Compassion	*Being kind to classmates *Listening when others are speaking *Considering your words	*Making room for someone who may need a space to eat *Considering	*Giving one another privacy and space	*Holding doors for others	*Making room for someone who may need a space to sit *Considering your words *Thanking your bus	*Including others in games/activities *Considering your words

		your words			driver	
Collaboration	*Taking turns *Being an active part of an activity *Using appropriate language and volume	*Working together to clean table area *Using appropriate language and volume *Working together to solve seating issues	*Using appropriate language and volume	*Using appropriate language and volume	*Using appropriate language and volume	*Being able to compromise *Using appropriate language and volume *Speaking kindly to one another
Continuous Growth	*Being open to learning new information *Setting learning or behavioral goals *Willingness to reflect on suggestions/comments made by the teacher	*Willing to make new friends by sitting with someone new at lunch	*Reflecting on the rules of the bathroom and offering suggestions to make things better	*Reflecting on the rules of the hallway and offering suggestions to make things better	*Willing to make new friends by sitting with someone new *Willingness to reflect on suggestions/comments made by the bus driver	*Creating new games to play at recess *Willing to play with new people or try a new game

Additionally, the Town of Medfield is a community with a 2010 census population of 12,024 residents. It is 17 miles southwest of Boston and a 40-minute drive to Boston's financial district. Medfield is undergoing a Town-wide Master Plan visioning process to invite the Medfield community to create a shared vision for Medfield's future. Highlights from the key elements of the October 2019 visioning session include:

- Preserve small town feeling
- Protect and enhance open spaces and natural features
- Support the excellence in education at the schools and library
- Continue to engage citizens in decision-making and recruit additional volunteers
- Address traffic congestion and road safety
- Connect pedestrian and bikeways to create a network of safe and pleasant sidewalks, crosswalks, rail trail, bike lanes, etc.
- Guide additional development and ensure that it is balanced with thought given to its impact on town facilities and services (e.g. traffic, schools, water, sewage, etc.)
- Attract residents with diverse socio-economic, ethnic and racial backgrounds

- Provide opportunities for community gathering for all, create outdoor gathering places and event spaces, and promote establishing "Third Places."
- Support cultural and art community and non-sports activities
- Support the health and wellness of residents by supporting safe and pleasant walking and biking
- Reduce the carbon footprint of Medfield and increase the use of renewable energy sources, be mindful of water usage and continue to recycle and generally take measures to continue to protect the environment for future generations.

B. GRADE AND SCHOOL CONFIGURATION

Current Dale Street School

The existing Dale Street School serves Grades 4 and 5 and the current educational structure has been implemented within a building that was originally built as a Junior-Senior High School. Therefore, it is not adequately configured to provide the framework for a Grades 4 and 5 educational philosophy. The classroom arrangement and support academic spaces are not arranged to facilitate efficient functionality of the school. The school is lacking in 21st century technological capabilities and in the necessary space to provide the appropriate educational program. There is a variety of instructional groupings including regular education, special education inclusion, and self-contained special education classrooms accommodated within the school but they all lack the appropriate adjacencies and integration. Every effort is made to organize the classrooms by grade level. There is minimal space for elective classes for art, music and physical education. Due to space restrictions, the capabilities of these programs are limited.

Students are taught by their homeroom teachers for all core content subjects (ELA, Math, Science, and Social Studies) throughout the day. Some teachers are using the 'switch' class model, where one teacher teaches a subject (e.g. Science) to their class as well as the switch class and the other teacher will teach another subject (e.g. Social Studies) to their class and the switch class. The classes are not combined for these lessons but are taught separately during the classroom's scheduled academic block for that subject. These classrooms are not located adjacent to each other which would be ideal.

There is a student-centered approach to learning. Teachers facilitate rather than lecture in the classroom. Students are expected to work collaboratively to solve problems and learn from each other. As the teacher facilitates, he/ she is expected to provide support and instruction for student mastery of learning objectives. Formative assessment is used frequently to check for student understanding.

Teachers are expected to develop lessons that promote higher order thinking skills, use various forms of assessment and use data for instructional decisions. Inclusion classrooms use a team

teaching approach. Common Planning Time is provided to teachers to allow for lesson planning, conferencing on the needs of students, analysis of performance data and curriculum development.

Students are and will be heterogeneously grouped to maintain high expectations for student performance as well as to allow for role modeling and scaffolding between students. Classes include Special Education students and English Learners who are mainstreamed with support. These classes are sometimes co-taught by two teachers.

There are currently 11 teachers who "float". These teachers do not have their own classrooms and use others' classrooms during every period of the day. Although they are provided with rolling carts, the ability of those teachers to set up and prepare their classrooms for student-centered work is greatly diminished.

Dale Street has one full time co-taught 4th grade classroom with a general education teacher as well as a Special Education teacher leading the classroom to address the varying needs of students. Students identified with special needs are currently supported both by classroom teachers and by specialists. It is important to note that every effort is made to meet the needs of children in an inclusive way. For this reason, most academic intervention and support takes place within the regular education classroom. Special education students that require a distraction-free environment and/or specialized instruction often receive instruction in one of the Special Education support classrooms, including a Special education learning center. For 1:1 Special Education services, additional support is provided in a smaller classroom setting located in the ACCESS (substantially separate) learning center. Students with special learning needs and who experience challenges within a general education environment require facilities that provide spaces for unique learning and collaborative work. The existing school is not fully accessible which can hinder the ability of teachers to provide students with accessibility issues similar learning opportunities within the Dale Street School educational program.

Proposed

The ideal school design would ensure that core content subjects continue to be taught within the core classrooms; however, with the addition of STEAM Labs, Science would have the opportunity to use these spaces on a regular basis for longer-term investigation projects co-led by the classroom teacher and Innovation teacher. Additional classes (World Language, Band, Orchestra, Chorus, Health) would be centrally located. Space for administrative offices and guidance services would be centrally located to facilitate collaboration efforts and services provided for the students. Common planning and collaboration time will continue for classroom teachers, once a week for professional collaboration, consults, analysis of performance and curriculum data. Common planning time for specialized teachers will continue at least once a month which is sometimes attended by the guidance staff. This practice has allowed for open communication among all teachers and is the core of the Dale Street School's practice. To this

end, planning rooms have been proposed for each grade level area and are designed for this specific purpose. Proper use of collaborative time has been proven an effective way in which to improve instruction and increase student achievement. For these reasons, time for teacher collaboration and planning is a goal of both federal and state education agencies. These teacher planning spaces will be used by teachers who share classroom space and will provide them with a work area during their planning period.

Ultimately, Medfield Public School's philosophy of education with the concepts and framework of the Universal Design for Learning and will be striving to create a school that supports this framework.

Universal Design for Learning (UDL) an extension of the architectural concept of Universal Design where curriculum is adapted: "UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs." http://www.udlcenter.org/aboutudl/whatisudl. Consistent with this concept is the plan that all students with special needs have classes that are in no way segregated or isolated.

Our philosophy of education greatly influenced our educational visioning and programming where dedicated spaces and essential provisioning provide students with dedicated, adequate spaces for art, instrumental music, vocal music, STEAM project areas, world language and technology. All subjects will be available to all students regardless of disability or language proficiency which influence the design and construction of the new school. Our philosophy of education will also influence the actual room placements for classes to support students with special needs and students for whom English is not their first language. Classes for those students will be placed in the main part of the building where all general education classrooms are located.

C. CLASS SIZE POLICIES

The Medfield Public Schools prides itself on delivering small class sizes, and our community has an expectation of small class sizes at the elementary level. The Medfield School Committee sets a target for class sizes with the expectation that class sizes are below the policy guidelines. The Medfield School Committee has approved a policy on class size which reflects numerous factors affecting teaching and learning conditions.

The School Committee expects the Leadership Team to make all reasonable efforts to maintain class size at educationally effective levels, taking into consideration federal and state requirements, availability of qualified staff, existing facilities and budgetary limitations. In determining class size, the Leadership Team should also consider any extenuating circumstances that, in the opinion of the principal and teacher, warrant special attention.

Uniformity in class size is not the goal of the policy since the average class size will vary in different subjects and grade levels. Lower teacher/student ratios enhance the educational process with younger students requiring more individualized attention than older students. Therefore, the recommended class size in the elementary and secondary schools shall be determined by grade level with exceptions made for classes in certain subject areas, the need for specialized instruction, and the availability of classroom space and equipment for the particular course of study.

Each year as a component of the district-wide budget process, school principals meet with department leadership and grade-level leaders to review class sizes and gain feedback for the budget development. When the budget is developed and presented, the Superintendent makes every effort to ensure class sizes are below the target established by the Medfield School Committee. In addition to budget constraints, lack of classroom space can also become a restriction to maintaining the target class size numbers.

Grade	Policy Recommended Class Size	Current Average Class Size	Target Class Size
Kindergarten	20	21	18-20
Grades 1-2	20-23	21.2	19-21
Grades 3-5	23-24	22	20-23

D. SCHOOL SCHEDULING METHOD

Academic programming at Dale Street School is centered around the philosophy of a tiered system of supports, which promotes a data-informed instructional response to three instructional tiers - whole-group instruction for all students, skill-specific small group instruction for students not meeting grade-level benchmarks, and intensive instructional support for students identified as academically at-risk.

The academic schedule is designed to provide students with opportunities to extend, enrich, review or remediate skills in academic content areas (English Language Arts, Mathematics, Science and Social Studies) as well as special academic areas (Music, Art, Physical Education, World Language, and Health). Physical Education, Art, Health, World Language and Music are taught by educators that specialize in these content areas.

The school schedule is revisited annually, and adjustments are made based upon enrollment,

student and programming needs, staffing levels, and contractual agreements around educator preparation and professional development. The student day is from 8:25 a.m. to 2:55 p.m. each day. All classes are heterogeneously grouped by grade level and students begin their day with a 10-minute homeroom time where morning announcements are given and attendance and lunch count are completed. The current schedule for each student will consist of a 45 minute period for each class with a 45-minute lunch and recess block. A student schedule consists of taking the four core classes: English Language Arts, Mathematics, Science and Social Studies along with a WIN (What I Need) block and a special subject class. All students take Physical Education and World Language twice a week, and Health and Art one time a week. All of these special subject classes are 45 minutes long. Students in Grades 4 and 5 have the opportunity to participate in a Makerspace lesson every other week and on their off week participate in an SEL (social-emotional learning) lesson. The Makerspace lesson is co-taught by our Innovation teacher and classroom teacher in the Makerspace located just off the library. The SEL lesson is co-taught by our school guidance counselor and the classroom teacher in the students' classroom. Response To Intervention (RTI) times for students are offered in a variety of ways during the WIN block. These courses include support in Reading, Math and Academic Support and are assigned based upon district-wide assessments. The assessments are designed to screen students in their skills in Mathematics, Reading, and Writing and occur three times per school year per student. Identified students are scheduled into RTI Math or RTI Reading intervention groups. The structure of the RTI program is to provide students with appropriate intervention and as progress is made, they transition out of the program.

With the current schedule, the administration can create a schedule that offers teachers a 45-minute preparatory period each day as well as a common planning time once a week for one hour. Teachers use this time to plan lessons within their grade level, review student work, and data as well as discuss best educational practices with their colleagues. Well-planned instruction and assessment is a priority of the Dale Street staff and all stakeholders benefit from the time to meet and develop the differentiated learning criteria needed to present the highest quality of education to all of our students.

At the Elementary level, each instructional block is 45-minutes in length, except for weekly music ensembles which are 60-minutes long. Program guidelines encourage teachers to attend to specific curriculum guides by content area as outlined in the below:

ELA	450 minutes week / 90 minutes per day
Math	400 minutes week / 80 minutes per day
Social Studies	90 minutes per week/30 minutes/3 days a week
Science	135 minutes per week / 45 minutes / 3 days a week

Art	45 minutes/ 1 day a week
Health	45 minutes / 1 day a week
PE	45 minutes / 2 times a week
World Language	45 minutes / 2 times a week
Music*	105 minutes / 2 times per week
Innovation Lab/ Makerspace	45 minutes / every other week
Social Emotional Learning	45 minutes / every other week

*Students that are in a music ensemble (band, orchestra, chorus) have music lessons 45 minutes/week, 1 time/week and music ensemble 60 minutes/week, 1 time/week. Students that are not part of a music ensemble participate in a general music class 45 minutes/week, 1 time/week and a Plus class rotation (Art, Book or Health) for 60 minutes/week, 1 time/week.

Sample Student Schedule:

Below is a sample of a student schedule. Each grade is split into two teams. Each team has a daily WIN (What I Need) block. During the class WIN block, students are scheduled for music lessons, pullout lessons and/or SPED support. The number of students leaving class for lessons varies each day. Students who do not have other lessons scheduled on a given day, remain in class with the classroom teacher. There is no new instruction taught during the WIN block and it is used as a time for teachers to work in small groups with students, for students to work in centers or catch-up on previously assigned work. Looking at growing enrollment, there would be an opportunity to split grade levels into three and possibly four teams to create triads/quads with similar special times that could produce similar planning times for teachers outside the grade level common planning time that they will participate in weekly.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-8:40 (15 mins)	**Morning Work**	**Morning Work**	**Morning Work**	**Morning Work**	**Morning Work**
8:40-9:35	**Math**	**Math**	**Math**	**CPT/Ensemble (8:40-9:40)**	**Math**

9:40-10:15	**Word Study/Writer's Workshop**	**Word Study/Writer's Workshop**	**World Language**	**Reader's Workshop**	**Reader's Workshop (inclusion)**
10:20-11:05	**WIN (Music Lesson)**	**WIN (Speech Pull out)**	**WIN**	**WIN (OT pullout)**	**WIN**
11:10-11:55	**PE**	**Health**	**Word Study/Writer's Workshop**	**PE**	**Art**
11:55-12:10	**Math or Read Aloud**	**Math or Read Aloud**	**Math or Read Aloud**	**Reader's Workshop**	**Math or Read Aloud**
12:10-12:55	**Recess/Lunch**	**Recess/Lunch**	**Recess/Lunch**	**Recess/Lunch**	**Recess/Lunch**
1:00-1:55	**Reader's Workshop**	**Reader's Workshop**	**Reader's Workshop**	**Math (Inclusion)**	**Word Study/Writer's Workshop**
2:00-2:45	**Science/Social Studies**	**Harmony /Makerspace**	**Science/Social Studies**	**Science/Social Studies**	**World Language**

E. TEACHING METHODOLOGY AND STRUCTURE

Curriculum Delivery Methods and Practices

- **Curriculum Practices:**

Dale Street's core subjects include Mathematics, Science, English Language Arts, and Social Studies. Additional subjects include World Language, Band, Chorus, Art, Health, Physical Education, Makerspace, SEL, RTI Reading Support, and RTI Math Support. Currently, Dale Street School is organized by grade level and team. Classroom teachers are organized into two teams per grade level. As mentioned above, with a growing population in the school, there would be an opportunity to split grade levels into three and possibly four teams to create triads/quads with similar special times that could produce similar planning times for teachers outside the grade level common planning time that they will participate in weekly.

Scheduling of student pullout services and music lessons are organized by the grade level teams during their daily WIN (What I Need) block.

Educators at Dale Street are encouraged to plan with the needs of the students they serve

foremost in mind. They continue to utilize differentiated teaching methodologies to personalize learning in response to student interests, skill gaps, and learning styles. To identify learning needs, assessment practices help inform instructional decisions. Benchmark assessments provide teachers with student learning data are conducted three times each year - at the beginning of the school year (September), at mid-year (January), and at end-of-year (May/June); the data generated and analyzed during these benchmark assessment periods allow staff to identify the skills, for all students at all grade levels, that need enrichment, review, and remediation. The schedule provides the central instructional focus for skill development and intervention efforts.

Because every child is unique, instructional approaches are widely varied. Teachers frequently transition from whole group instruction to small group instruction to peer-assisted interaction. Student learning occurs in a collaborative context. Students sit at tables or their individual desks, then move to create smaller ad hoc "circles" on the rug to participate in discussions or move to "center" groups for planned activities.

Proposed

English Language Arts/Literacy

Literacy standards for writing, grammar, and vocabulary are directly aligned to the 2017 Massachusetts Curriculum Frameworks for English Language Arts and Literacy including reading ability for ideas, structure, knowledge, and complexity, and fluency; writing ability for range, research, production, type, and purpose; speaking and listening ability for comprehension, collaboration, and presentation; and language ability for conventions of standard English. Dale Street teachers plan instruction around common themes, providing students with a strong connection between what they are reading and writing about in class with selections from literature anthologies, guided reading books, trade book collections, individual books for independent reading, read-alouds, and other periodical print magazines. Dale Street teachers use a common resource aligned to the state standards to develop lessons and assessments that support the theme or unit. The writing and language standards from the state common core drive the planning of instruction, assignments, and assessments. Students are assessed through individual teacher meetings during Reader's Workshop, Baseline Assessment System (BAS-three times a year), and trimester benchmark writing pieces.

Mathematics

Dale Street's math curriculum is aligned to the 2017 Massachusetts Curriculum Framework. Teachers follow a common pacing and alignment guide to plan their year-long learning goals for students. Each classroom is equipped with materials and resources from a common math program: EnVisions Math is used in Grades 4 and 5. Teachers and students have access to

textbooks, as well as online digital resources and assessments. Every classroom is equipped with a computer, iPads, and an LCD projector for whole class lessons. Students are assessed through individual teacher meetings during weekly Math workshops, trimester math benchmarks, and the STAR assessments are given to students three times a year as a progress monitoring tool and screener.

Proposed

While the overall vision and goals for ELA and mathematics instruction remain the same, physical and technical improvements together with additional STEAM Labs/Project Room opportunities will facilitate and expand upon ways in which all students have access to real life experiences to support their learning.

Teachers have long been working together to provide students with simulations that use the concepts being taught in their classrooms. But hypothetical simulations do not provide students with hands-on opportunities to actually understand the use of concepts and skills. In addition, the new Dale Street School will provide opportunities for interdisciplinary collaboration among math, ELA and specialty teachers.

The expansion of curriculum opportunities at the new Dale Street School will magnify students' understanding and use of concepts defined in the Massachusetts Curriculum Frameworks. They will open their minds to a whole new set of opportunities.

Social Studies

The curriculum is based on the 2018 Massachusetts Curriculum Framework for History and Social Science: North American Geography, History, and Peoples (Grade 4) and United States History to the Civil War and the Modern Civil Rights Movement (Grade 5).. Dale Street focuses on the literacy skills and ability to make connections looking back and looking ahead through the lens of History and Social Science. Trade books, primary sources, periodicals, virtual tours (using our grant-funded viewfinders), field trips, web-based research, and teacher-created lessons all contribute to the design and implementation of the social studies curriculum. In both system and site-based professional development, teachers share best practices and supplemental resources. The teacher is often asked to participate in the design of interdisciplinary units that connect history to current events and provide students the opportunity to write persuasive essays or support a social commentary on the community, state, or global issues.

Science

Dale Street's science curriculum is based on the 2016 Massachusetts Science and Technology/Engineering framework. Grade 4 focuses on matter and energy including process, solutions, testing, and prototyping. Grade 5 focuses on connections and relationships in systems

including supporting arguments; obtaining and displaying data; and the impact of relationships. All incorporate the realms of earth and space sciences; life science, physical science, and technology/engineering. Currently staff is using FOSS kits to combine hands-on learning with writing. The FOSS kits help teachers teach and manage inquiry-based science referenced in the 2016 Massachusetts Science and Technology/Engineering framework.

The addition of STE rooms for each grade level would provide students an opportunity to have a space to integrate subject matter authentically and truly focus on the application.

World Languages:

In the Medfield Public Schools, we believe that all students must have the opportunity to establish the foundations of second language acquisition at an early age. In order to help our students, accomplish this goal, we have established an elementary world language program that begins in the second grade at the Wheelock School. Students begin their studies in grades 2-5 by attending classes in either Mandarin or Spanish twice a week for forty minutes. Our ultimate goal is for our students to graduate from Medfield High School with a Seal of Biliteracy.

Our young students begin to acquire language through comprehensible input and engaging activities that are focused on improving their listening comprehension skills in their newly chosen language. These goals are aligned with the ACTFL (American Council of Teaching of Foreign Languages) can-do statements. They will help students attain a foundation for improving their proficiency in a second language as they progress through the World Language program in Medfield. We strongly believe in providing this input for our young learners and we hope to ignite a life-long interest in learning other languages and about the many cultures of the world.

Our program is currently based on a 2x per week model when students receive "specialized" instruction in the target language using activities and themes that are interesting, age-appropriate, and proficiency driven. Our teachers seek to engage students in these activities in order to increase their familiarity with and ability to use a wide variety of phrases, expressions, and words so that they can function at a basic level in a community of their chosen language. Ideally, students would receive input more frequently (guidelines for FLES state at least 3x per week), even if this means shorter meeting periods. Integrating language learning with other units of study in the classroom is also one of the main recommendations from our World Language Study group from 2017.

Proposed

In regard to staffing, the number of teachers needed varies with the choices of students and would be different than the current Dale St. structure, if we were to add a grade of students. Ideally, language learning classes are on the smaller side, but certainly no larger than 24. In

regard to teaching spaces, larger flexible spaces are ideal for language learning. Desk free spaces equipped with clipboards for occasional writing and space to create would be ideal. If there could be some space for tables when needed this might also be beneficial. Movement, music, and storytelling are key elements to an input-based, proficiency driven classroom. Ideally, there would be adequate spaces so that languages and teachers could have their own spaces. With separate space in place, teachers could employ labels, authentic products, and references to practices that are pertinent to the target language and cultures. These could be displayed as added input for the students. These classrooms should be equipped with internet accessibility and a large screen for virtual visits and guests. Also, because music and listening are frequent components of a World Language class, good sound quality is important.

Because speaking is such an important element of World Language learning, we should consider including some kind of language lab facility in the building. In order for teachers to give feedback to a large group of students, it is important for the individuals in the group to be able to record simultaneously without distractions from their surroundings. This capacity could be achieved through portable language lab technology and could be employed in the spaced described above as long as they are not being shared during the same time frame.

Language Labs

Foreign language teachers are expected to use best practices for language learning. However, new standards have been developed at the national level, called World Readiness Standards for Language Learners, and our language teachers are working on ways to incorporate standards in the goal areas of the five "C's" (communication, cultures, connections, comparisons and communities). The incorporation of language labs has become a priority in terms of modernization, but additionally, language labs greatly assist with the teaching of communication standards. Computer labs can be used as language labs.

Technology

The use of technology is inherently woven into the instructional program at Dale Street School. Teachers embrace technology daily as they use interactive whiteboards, iPads, Chromebooks and the Internet to connect learners and to present information in the content areas. Teachers have been trained in the use of various software tools, and students and staff alike use Google Docs as a means of collaborative communication. Students use a variety of technology tools to chronicle their learning, to collect information, to conduct research, and to create and introduce presentations that demonstrate their understanding of what they are learning. Use of iPads, Chromebooks, the Walking Classroom and Google Expedition assist students in making learning flexible, as learning can now happen anywhere students gather.

Proposed

A 21st-century elementary school classroom will provide the space and access to technology that students and teachers crave. Devices, access to Wi-Fi, space to collaborate and create are all-necessary.

In addition to the technology in the classroom, a separate space for STEAM instruction is needed. These spaces should encourage and support students to engage in hands-on activities, projects, and problems; empower them to solve real-world challenges, and inspire them to reimagine how they see themselves. The STEAM classrooms should provide space for instruction to be delivered to whole classes and small groups and have enough space for groups of students to plan, create, build and test their creations.

All classrooms and educational spaces should have access to:

- A robust wireless network that is easily maintained and can be built-upon and rebuilt over time.
- A modern wired network that ties each classroom neighborhood and floor together with fiber.
- A modern voice network.
- A modern security network that allows for quick access and retrieval of images and video on or off-site.
- An FM system that enables those hard of hearing to interact with all classroom activities.
- Wireless, interactive projection equipment.
- A robust sound system.
- Ample space and capacity to store and charge student devices.

A dedicated space, with adjacencies to each other to serve the needs of the building and the District would include:

- An air-conditioned head-end room to serve as the hub of the MPS network and store additional tools and equipment.
- A workshop to maintain student and teacher devices, as well as the networking equipment.
- Office space for the technology staff.

- Storage space for technology equipment

Health Education

How Curriculum is Delivered:
Our comprehensive health education program is a critical component of our students' well-rounded education. Our goal is to promote health literacy, which is the degree to which students are able to understand the basic information needed to healthy decisions and the skills to make them.

Social emotional learning is gaining momentum in our district as an essential category of skills students need to learn and practice as part of their foundational educational experience. Our elementary health education curricula is currently being redesigned to meet the National Health Education Standards, which represent health *skills* students should be able to *demonstrate,* rather than simply *content knowledge* students should be able to *describe.* The National Health Education Standards mirror CASEL's SEL Core Competencies, and we expect that in the future health education and social emotional learning will be inseparable. Health education is much broader than SEL, but SEL will be embedded as a key component of comprehensive health education in Medfield. This requires a higher priority being placed on the facilities and staffing provided for health education in the future. Health education should meet at least once each week for all grades, but more often as social emotional learning moves to the forefront of our priorities in order to help students be better able to learn and demonstrate their learning throughout the school.

Proposed

The vision is for all students to have a wellness period every day, which would provide them the learning and practice opportunities to be best prepared for managing their lives both in school and with their families. The length of these periods could be flexible depending on the grade and wellness lesson being taught. Maintaining scheduling flexibility will be important, as a 45-minute period does not always make the most sense for all lessons or for all students.

Social-Emotional

Students are taught CASEL's five core competencies (self-awareness, self-management, responsible decision-making, relationship skills, social awareness) in a variety of ways throughout many settings within the school day. The Sanford Harmony program is utilized throughout Dale Street to support social skill growth and development. Dale Street's guidance counselor visits each classroom every other week to share lessons highlighting the five core competencies mentioned above. The guidance counselor works collaboratively with the

classroom teachers so that information discussed can be integrated into all parts of the school day. In conjunction with the Sanford Harmony program, Dale Street centers our behavioral expectations around our four core values (respect, compassion, collaboration, and continuous growth). Having these two important pieces in place at Dale Street allows a whole school system of behavioral expectations and provides opportunities to teach and recognize pro-social behaviors. Whole school spirit days, our positive referral program and core value assemblies throughout the year help emphasize the importance of good character and helps to foster a sense of community. Movement breaks using GoNoodle are included in teachers' plans to help improve attention and engagement.

Understanding the social-emotional needs of our students at this developmental level is an important factor in providing high-quality instruction. Ensuring that the building is designed to take this into account will help us continue to foster pro-social behaviors. Attention to natural light, the use of color, movement break space, whole school gathering space, reinforcing graphic displays, and placement of student work displays will all help create a student-centered and inclusive atmosphere.

Proposed

In each academic area, there is a desire to expand project-based learning opportunities. Additional storage in more flexible spaces will be needed to support these efforts. We are currently piloting two project-based classrooms (one in grade 4 and one in grade 5). In addition to this, our school has partnered with the FUSE initiative for the past three years as a way to provide professional development to teachers in the areas of personalized learning and project-based learning. In a new building, multiple STE classrooms could help support and expand opportunities for students.

Planning and Collaboration

Collaboration is one of Dale Street's four Core Values and an extremely important aspect of the work Dale Street teachers do daily. The school utilizes a common planning time where members of each grade level and specialists meet 1 time per week for 60 minutes. This time is designed to plan lessons, discuss and review student work and data and to talk about teaching strategies used by fellow colleagues. In addition to a common planning period, each teacher also receives a 45-minute prep period each day. Staff uses their classroom to plan unless a specialist needs the classroom to offer their special. If this is the case teachers will try to find any open space available (corner of the library/teachers' lunchroom). Staff also have the opportunity to participate in grade-level/department meetings after school for 30 minutes each day as part of their contracted schedule. This occurs in their classroom, however, occasionally

there is an afterschool intramural that may need the same space. In this case, similar to above, teachers look to find any space available. Consultations for IEP, 504, and Intervention students (with our guidance counselor, school administration and other service providers) also occur during this time.

Proposed

Medfield Public Schools believes in enhancing a collaborative learning culture of continuous improvement for students and staff. This includes supporting and developing the health and social/emotional well-being of students and staff; developing the whole child, recognizing the unique contributions and needs of all students; and reinforcing our contribution to the broader Medfield community by fostering a collaborative, communicative, and consistent educational experience for all students. Critical to this strategic vision is the continual investment in our facilities and equipment to optimize student learning.

Key elements of a collaborative learning culture include the time and intention to support teachers in professional development and collaboration through scheduling common planning time. This also includes a blended learning environment to engage all learning styles through multiple learning opportunities through small-group work, individualized self-directed learning, guided instruction, hands-on activities, and research. A classroom needs to support this menu of differentiated growth experiences by providing zones--areas that are clearly defined, viewable and monitorable--and flexibility--with the ability to be reconfigured based on educational units. Core classrooms spaces need to have areas where dedicated 1-on-1 instruction or assessment can be conducted without interruption to the larger class. These spaces will fit the needs of the students and staff by promoting social interactions, academic investigation, and students' individual needs. This is also in line with Medfield 2021 to develop targeted support and instructional support responses to close achievement gaps, as well as implement appropriate differentiated interventions/enrichment. Each classroom should have furniture that is flexible, ergonomically varied, and movable to allow students to redefine the space based on the task at hand. Dale Street students actively use whiteboard space on the wall and on tables.

The Library Media Center (LMC) should be at the heart of the school easily accessible to classrooms. Students have the ability to access the LMC during their WIN block, before and after school and it serves as a gathering space socially through hosting school clubs and academically through its collections. The STEAM labs should be distributed throughout to school to have easy access and connection to the core classrooms as they will extend and enhance learning opportunities.

Integral to the desire to connect with the larger Medfield community, the school will need to have gathering spaces to support guest speakers from the community to provide perspective on units of study to positively impact students. Ideally, these are spaces where an entire grade can assemble or a group of up to five classrooms.

Academic Support Programming Spaces

The Dale Street School ELL Specialist delivers ESL instruction using a push-in and pull-out model. The amount and method of instruction is based on the English Language Proficiency levels of the students. This targeted instruction follows DESE ELL Guidance recommendations.

Proposed

It is proposed that we maintain the current program delivery and create rooms where small group ESL instruction can occur and where District/Title III supplemental materials can be stored and utilized and where ACCESS testing materials and a setting for ACCESS small group testing.

Student Guidance and Support Services

- **Current Services and Programs:**

- The Dale Street School has:

The Dale Street School has:
1 Nurse with an extremely small inadequate nursing office
1 Guidance Counselors, servicing the entire school
1 School Psychologist servicing the entire school
1 504 Coordinator, School Guidance Counselor
Office space and conference space is extremely limited or non-existent.

Proposed Changes:

We hope to increase the number of Guidance Counselors for a ratio of approximately 275 students to one counselor, add a full-time School Adjustment Counselor, add conference rooms for meetings with IEP Teams and families, and add office space for all personnel who need time and space to counsel students. Social/emotional work is a top priority for our District. The design for any new school will include space and resources to service our students.

F. TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES

- Existing Teacher Planning Spaces, Planning Time and Room Assignments

Currently, core classroom locations are not clustered by grade-level or content area. Each classroom teacher including specialists such as Art, Music, Physical Education, and some World Language (Spanish) have their own classroom, but due to space constraints, some specialists such as Health and World Language (Mandarin) have a mobile classroom or only have limited use of a semi-permanent classroom location. When their classroom is being used as a mobile classroom, classroom teachers often take their prep time in the Teachers' room or in another

space they can find.

Dale Street School only has one dedicated music room. Therefore, many music classes are held in hallways, the foyer, the cafeteria or in multi-purpose classrooms. Orchestra ensembles are held in the cafeteria and band ensembles are held in the gym, preventing any PE classes from being scheduled during this time. Due to scheduling and room limitations, seven of the PE blocks are 'double PE's,' with over 45 students occupying the only gym area.

Support services are spread throughout the building with the Guidance and Psychologist rooms located on opposite sides of the building. The Nurse's office is adjacent to the office which is convenient for sick student pickups, medicine drop off, and the ability for office staff to help cover the nurse's office when needed.

Reading/Math Support, the SPED Learning Center, the ACCESS Learning Center and other SPED support rooms (Speech, OT, PT, Behavior) are not centrally located requiring students to travel to different parts of the building depending on which services they are receiving.

When gathering assessment data, there is no dedicated space available for teachers to test students. Testing is often done in a corner of the LMC, in a hallway or in a small closet-like room off the cafeteria. When reviewing assessment data with peers to identify students in need of support, meetings must be held in classrooms or multi-purpose rooms.

By contract, teachers work a total of 7 hours and 15 minutes every day and are given a duty-free lunch block as well as a 45-minute daily prep period and one 60-minute weekly Common Planning Time (CPT) with other grade-level teachers. Grade-level meetings take place in classrooms as Dale Street School does not have any conference rooms.

The Teachers' Room serves as the teacher lunchroom, a location for staff without a classroom (e.g. aides) to store their personal belongings, as well as the main teacher work area (copier, laminator, office supplies, etc.). There are additional copiers located in the office and the LMC. Printer stations are in various locations throughout the building (LMC, office, 2nd floor, 1st floor).

Proposed Changes

The new school will need to have space to accommodate professional development, grade level meetings, presentations by district personnel, whole school faculty meetings, IEP Team meetings and meetings with parents, families and support staff. We expect no additional changes to staff but will allow for more opportunity and time for teacher common planning. The new physical layout of the school will have professional development spaces shared by each grade level to allow for collaboration and planning.

Professional development for both individually pursued activities and school-based, job-embedded approaches are planned using student achievement data (MCAS/PARCC, ACCESS, DIBELS, End-of Unit and Benchmark assessments), School/District Improvement Plans, Educator Evaluation data, Learning Walks/Site Visits, and staff surveys.

Professional Development offerings are centered on five basic areas:

1. Curriculum & Instruction
2. Assessment
3. Student Support
4. Family and Community Engagement
5. Mentor/Induction/Licensure

G. LUNCH PROGRAMS

Current

Dale Street's 18 classrooms are divided into three lunch periods. Each lunch period is 20-minutes long with the first lunch beginning at 11:45 a.m. and the last lunch ending at 12:55 p.m. There are between 130-140 students in each lunch. Students have a 25-minute recess block prior to lunch. After recess, staff dismiss the students from the playground to the cafeteria. Students who are purchasing lunch or students, who wish to buy a drink or a snack, line up in one of two lunch lines. Approximately 180 lunches are served daily. It would be ideal to have a larger space and some outdoor seating space for outdoor dining.

Food Services also provide breakfast options for students beginning at 8:20 a.m. and snack foods are available for purchase between 9:30-10:30 a.m. In addition to lunches, the cafeteria is also used for school assemblies, orchestra ensembles, music lessons, space for students to work on class projects and a space for pullout services. Most staff eat lunch in the Teachers' Room during their classroom lunchtime. At any given time, there are approximately 15-20 staff members in the Teachers' Room during lunchtimes.

Proposed

Dale Street proposes a cafetorium. The proposed student dining area should be located and designed in a manner that provides easy access. The cafetorium should include student work presentation spaces, indoor/outdoor connections, and a full-size stage for musical and theatrical presentations during non-lunch hours. This space should be in close enough proximity to remaining building program areas to promote their use throughout the day. Outdoor connections to an elementary playground are necessary. Consideration should be given to creating these

areas as flexible space with multi-use potential; locating them close enough to the classroom clusters to promote their high utilization while taking precautions to ensure that their functions do not compromise the use of surrounding areas.

We envision a single room that includes movable wall partitions so students who attend lunch bunch or those with sensory challenges would have a place to eat comfortably. In an effort to support our wonderful music program, the moveable wall partitions would create break out spaces where teachers could teach instrumental lessons at times when the cafetorium is not in use. During the dining hours, this room will be divided with acoustically treated walls. Currently, students with sensory difficulties and students who participate in a lunch bunch with the School Psychologist or Guidance Counselor have to leave the lunchroom once they purchase their lunch and travel down the hallway to where they will participate in lunch bunch. The layout should promote ease of meal distribution from the kitchen ensuring that they are able to purchase their meals and be seated within a reasonable and efficient timeframe. We require outdoor seating for approximately 25% of each of the dining rooms at a time. Providing students the opportunity to dine outside will create connections to the community as well as highlight the outdoor learning spaces. We would expect that the sightlines between the staff supervision of the cafetorium and the outside to allow supervision of both locations simultaneously. In addition to the items listed above, we would like technology access and performance capabilities in the cafetorium because we will continue to host assemblies and guest speakers in this space. We would also like to continue to grow and improve our wildly popular "Friday Lunchtime Student DJ" program allowing students to build community, self-expression, and initiative.

H. TECHNOLOGY INSTRUCTION POLICIES & REQUIREMENTS

Description of Existing Educational Technology:

Dale Street School uses technology to help students develop critical thinking, problem solving, facilitate collaboration and personalized learning experiences as part of the ongoing goal of teaching student skills for the 21st Century. Each classroom has five (5) Chromebooks. Additionally, there are five (5)5 Chromebook carts, containing 25 Chromebooks each, which teachers can sign out for class use. Each teacher can sign out a class set of Chromebooks for a minimum of two periods a week to plan lessons accordingly that include use of these devices in their instruction. Wi-Fi access points are located throughout the building, although there are still connectivity issues in many areas in the building due to the original construction in the early 1940's.

Each teacher has 4 iPads available for classroom use. Additionally, they have access to several iPad carts, which each contain a class set of iPads that are signed out for classroom projects. A class set of the Walking Classroom Walk Kits are available for staff to share, as well as a class

set of Google Expedition. Each of these is used to further enhance educational learning through the use of technology.

Proposed

Dale Street School is moving towards a 1:1 Chromebook program in Grades 4-5 with supporting iPads assigned to each room. Medfield students are currently 1:1 in Grades 6-12. Our vision is to design an elementary model for meaningful, sustained technology integration. Students will use devices in their classrooms and gain the use of additional technology in the LMC.

The new Instructional Technology space in the LMC will be wired and configured to provide a dynamic, flexible, multi-functioning space for both instruction and project design. The school will house computers that are used for both direct instruction in the use of application programs as well as for web-based assessments.

Classroom teachers will utilize this space as a place to conduct some elements of project-based learning connected to the content. Students can explore, research, collaborate as they learn from one another through technology. The hope is to have a "green wall" to help with video production of presentations that are an integral part of the skills necessary to produce quality work at the upper elementary level. All classrooms are equipped with overhead-mounted LCD projectors and Epson Boards.

STEAM Programming (Science Technology, Engineering, Arts and Mathematics)

STEAM learning is a large part of our curriculum. When teachers try lessons, they do so individually in their own classrooms or in hallways nearby. Currently, classroom teachers develop instructional units using the standards in the Massachusetts Curriculum Framework documents as a guide. We would like a dedicated STEAM room to integrate technology into the classroom through the use of mobile devices while at the same time increasing the focus of the curriculum towards STEAM education via the use of a STEAM room.

We encourage students to identify a "passion project" that is deeply researched, analyzed, and communicated out to a larger audience, with the presenter serving as a topic "expert". For this purpose, technology is used for conducting personal research, gathering and quantifying information, organizing findings using a variety of apps, creating a final presentation, and communicating information learned.

STEAM room/STEAM labs (previously the Makerspace) will provide students with a designated area to explore problem solving and the design process in greater collaborative

depth. Student materials can be left intact while under construction, or quickly moved to one of the storage spaces for easy access. Equipment necessary to promote innovation would include multiple storage cabinets along the walls (for materials and storage of student projects in progress) and 3 or 4 sinks (for water access), Safe tool and machine storage will be available as well as green screen walls.

I. MEDIA CENTER/LIBRARY

Current Programming:
Despite many physical and staffing challenges, the current Dale Street Library Media Center thrives and serves as the heart of our school community. The library and the innovative Makerspace center symbiotically work to embrace innovation, a diverse and empathetic lens to the world, multiple literacies, global awareness, and as an overall future ready hub for students and the entire Dale Street community to demonstrate that they can break through the physical walls of the school.

Our Future Ready Library supports student-centered learning, as well as inspires and supports the reading lives of both students and teachers. It is a priority of our library to create inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. The current program supports Curriculum, instruction, and assessment by curating digital resources, building instructional partnerships, and empowering students to be creators.

Our library also utilizes space and time effectively by providing flexible spaces that promote inquiry, creativity, collaboration, and community. Cultivating community partnerships are important within school, local, and global communities to promote a community of readers and real world problem solvers.
Current Staffing: Our Library Media Center has one full time librarian and a part time library assistant.

Current Hours: Our Library Media Center is open daily from 8:25 a.m. – 2:55 p.m. (these are the school hours for our students). The Library Media Center is used before school for teacher meetings (curriculum/Dale Street Technology team) and is used frequently after school (curriculum meetings, home base for our Daily Dale student-led morning newscast, afterschool intramurals)

Proposed
Student agency should drive our overall future vision. Specifically, the design of our new library space should take these key items into consideration:

- Cultural proficiency and sensitivity

- Inquiry-based research
- Student- responsibility of check in/ out of books/ materials
- Book choice and ability to access books
- Student devices located throughout the library for card catalog/ database use
- Library OPAC stands
- Ample technology

The facility will be a welcoming environment for all students and staff with the circulation desk having open access on at least 2 sides and is central to the space, but not a barrier to students. Flexible furniture and workspaces for both students and faculty. Book drop access both inside the library and outside (thinking of future library access during summer/ vacations) Comfortable furniture that has flexibility, but also easy to keep clean. A Library Media Center that supports current and future mobile technology with flexibility to adapt to the unknown innovations of the next 50 years. Flexible lighting options and multiple display choices (Epson projector/ TV, etc.)

Narrative Description of Educational Activities:

In a typical day, students will use the computers to do research or class assignments, reading and checking out magazines and books to take home, and using the computers for creative writing. Before and after school, the center will be a meeting place for students to work cooperatively on school assignments or a quiet place to do homework or read.

J. VISUAL ARTS PROGRAM

Visual art classes are offered to all students and are designed to develop the skills of critical thinking and creative problem solving. Students practice technical skills in a cooperative learning environment that enables them to communicate effectively using design skills and expression. Currently, students meet once per week all year long in the Art room. The Medfield Public Schools' Art Department is in a community that values the importance of the visual arts as part of a high quality, comprehensive education. The intent of the Elementary Visual Arts curriculum is to develop observational awareness, nurture memory and imagination, understand art concepts and their application, and to master specific skills and materials. The Visual Arts curriculum is accessible to all students to promote creative problem solving and critical thinking in response to one's own work and the work of others.

As educators, we cannot overlook the need for students to work in a hands-on environment where students work within and through materials to design and problem solve. The studio environment is a place where the experiential learning is reinforced through deliberate processes and expression.

Proposed

The vision of our elementary art program is to provide a collaborative, flexible workspace that will elevate the profile of the visual arts within the school. The arts are in themselves an essential part of the community and are also used to support and reinforce the learning in traditional classrooms.
The location of the art studio, the student work display area, and the location of art class in a student's schedule is a direct communication to students of how a community values the importance of an art education. The Art studio/classroom should be viewed as a conduit for collaborative learning for students and staff and should therefore be accessed by and central to everyone in the building. The need for complex and varied stimulation, multiple answers to our questions, and the ability to communicate that which cannot be translated by words and numbers is essential to our students' academic, social, and emotional well-being and will always be relevant.

Lighting that is appropriate for general classrooms is sometimes not ideal for the Art studio. Shading, shadows, and highlights are not visible under the harsh, general lighting that might be beneficial in the traditional classroom. For the Art studio, natural lighting is ideal. Large windows can provide direct lighting options for observational work.

Darkening: When using the projector to show examples from Art History, it is best to view artwork on the white board with a projector in a room that has no ambient light from a hallway or windows. Shades with complete opacity are recommended to darken the room in order to view work with any detail and for students to see highlight, texture, and shadow.

Electrical: Power is needed for projector, speakers, computers, and charging units for digital equipment. Outlets are necessary for appliances like pencil sharpeners, pottery wheels, hot glue guns, and fans. It is therefore recommended that there be 4 outlets placed every 6-8 feet along the perimeter of the room, with more hanging above tables that can 'telescope' in when not in use.

Kiln room: Clay is an excellent, engaging, and inexpensive medium for students to understand the visual language of form. A separate kiln room with a door is needed for safe kiln firing and ventilation. To meet safety codes, ventilation for the kiln room must go directly outside, not mixed in with the existing ventilation system. A new kiln is needed for the new building, as the one that currently exists is not cost effective to move and to continue to upkeep and repair. It is

recommended that a Skutt kiln model KM1027 is ordered or its equivalent. An outlet for the kiln room with 240V is necessary for the proper function of the kiln and its ventilation.

Sinks: Studio clean up and preparation of materials should be efficient and collaborative. There should be three sinks in the Art studio to service 25 students at a time. In each Art studio, two sinks should be designated for student use and one for teacher use. Students would use the sinks during studio time but also for clean -up at the end of class. For this reason, it is ideal that the sinks be located on an island or a peninsula counter so that many can access them at the same time. They should have separate drainage systems in case of clogs. They should also be appropriate in size/height to accommodate various needs of the art room. One sink would be reserved for the teacher to use to prepare materials, clean-up, and for clay. All sinks should have minimum measurements of 15"depth x 22"wide with a 10" height basin. The countertops that surround sink areas should be made from epoxy resin, which will withstand heavy-duty use and can withstand consistent water and moisture exposure.

Display space: Students are motivated by recognition of their hard work and successes. There should be multiple display areas both inside and outside of the art studio for public viewing. These should include white or neutral tack boards and also cases for 3D work. Location should be in a central location to get maximum exposure.

Storage: An Art program that serves upwards of 600 students in a week produces a significant amount of work, which needs to be preserved and out of the way. With so many students in a shared space, it is necessary to provide adequate storage for works in progress as well as finished works. Creating artwork requires a number of tools and materials, which need to be taken care of and stored correctly. It is recommended that an adjacent storage space with glass walls is designed so a teacher can quickly retrieve materials without losing sight of the classroom. Storage within the art studio should include both cabinets with doors as well as open shelving that is 12" deep. Flat file storage that is at 5least 24"x36" for the storage of paper and teacher resources is needed. Slotted vertical file storage space for 36 classrooms of student portfolios is also necessary. Drying racks for wet media for four classes with at least 25 shelves each should be in the art room, so that artwork can be dried before putting it away.

Classroom layout and design: It is predicted that there will be at least 30 classes of students using the art room on a weekly basis. Therefore, it is recommended that there be two separate classrooms for Art. Ideally, they would share a storage space and a kiln room located between them. One of the spaces could be a flexible space, used for 3D, clay, and other sculptural needs. Placement in the building should be centrally located within the building, so that all students can access equally. Other specialized classes, such as LMC and Music should be nearby to encourage collaboration, planning, and shared space.

Furnishings: Seating in the art studio should provide ample space to create various types and sizes of artwork. There should be six large tables of a minimum size of 5'x3' with four chairs (with backs) at each to accommodate both collaborative and individual work... There should also be a demonstration table so the teacher can show the proper use of materials and techniques. Table and countertops should be constructed of a durable material that is easy to maintain and clean, such as epoxy resin, which is the material used in science labs. The teacher work area/desk should be provided for planning and assessment of curriculum. Flooring throughout the entire Art studio there should be a sealed surface to ease with cleaning and prevent damage.

Technology: A 'Smartboard' is used to present each lesson and display exemplars for discussion. A document camera is used regularly to demonstrate technique and show student work. These should be placed in an area that can be seen by all students at once in the room. A teacher computer with speakers for the classroom is needed to show video and play music. Wireless access for all students is required.

K. MUSIC AND PERFORMING ARTS PROGRAMS

Current

The Medfield Public Schools is proud of its history of musical excellence. The lessons that take place at the Dale Street School create the strong foundation that is critical to the success of the Medfield High School Band and Orchestra.

Students in Grades 4 and 5 participate in a variety of musical endeavors. During the 2019-2020 school year we have 94 students participating weekly in a general music curriculum. There are 5 sections of this class and they meet once a week. We have 58 students participating twice a week with our vocal/chorus program. Our band program has 171 participants that have one pull out lesson and one ensemble practice each week. Our orchestra program has 103 students that also have one pull out lesson and one ensemble practice per week. Due to the building constraints there is only one undersized room dedicated to the music program. Often this room is used for general music classes and vocal practice. Our instrument lessons take place in the hallways, a small room behind the stage and in the vestibule of the originally constructed entrance. Our ensemble practices take place in the gymnasium or in the cafeteria; the only spaces large enough to hold our students. Storage of instruments is a real challenge for our students and teachers.

Proposed

It is critical for our new building to have space to support our music program. The music area should contain a performance space, such as a modern cafetorium that capable of holding up to 150 band students at full enrollment and also has acoustics to support a concert and could be

used for orchestra ensemble practice on a weekly basis. In addition, dedicated general music rooms – one of which is large enough to hold the band for weekly ensemble practice- and several small ensemble spaces suitable for a 30 student chorus and various group lessons. These rooms would allow our students and teachers to have appropriate space for instruction and learning, without disturbing neighboring classes. Another important feature would be appropriate storage for general music equipment along with band and orchestra instruments. At full enrollment there will be up to 255 instruments that will need a place to be stored.

L. PHYSICAL EDUCATION PROGRAMS

Current

The Medfield Public Schools Wellness Department provides comprehensive health and physical education programs to all students. Our curricula is based on the Massachusetts Comprehensive Health Curriculum Frameworks and the National Physical Education Standards. Elementary physical education provides the fundamental motor skills which form the building blocks for game play, physical fitness, and a lifetime of physical activity. Health Education is also focused on skill development. Learning facts about one's health provides a foundation of knowledge, but knowledge alone does not lead to healthy behaviors. Skills-based health education in Medfield includes a planned, sequential, comprehensive and relevant curriculum that relies on participatory methods of student engagement in order for them to practice the skills that will lead to healthy behaviors outside our classroom.

Proposed

The goal of our physical education program is for all students to develop physical literacy. Many factors influence student learning, some of which include skill competency, student engagement, and the instructional environment. Skilled children tend to be active children, who tend to become physically active adults. The fundamental motor skills and movement patterns learned in elementary school are considered by experts to be the highest priority of all of the K-12 grade level outcomes. We are very proud of the high standards so many of our students are able to demonstrate as a result of their instruction and practice opportunities through physical education.

The new school would have a much larger gym, one that could accommodate multiple classes at a time and allow for students to take gym twice a week for the entire year. We do not plan to add a fitness room to the new school but would rather increase the overall gym size.

As we build the new Dale Street School, we are strongly advocating for physical education as intended by MassCore and as adapted by Medfield. The new Dale Street School will have a gymnasium that will accommodate two teachers and four teaching stations.

Staff wellness is an important consideration. Space and equipment should be provided for staff to develop and maintain their best health before or after school. This area should include access to drinking water and bathrooms, including at least one private shower for use of all school employees.

Outdoor spaces should be easily accessible from the other wellness teaching stations and should include both paved and grassy areas for teaching and learning. These should be separate from areas being used simultaneously for recess and should provide for outdoor access to drinking water and a bathroom.

A bike trail around the perimeter of the outdoor space aligns with Town planning initiatives such as pedestrian/bike infrastructure to provide a safe space for our younger students to develop their biking skills safely. This has been cited in the public forums for the forthcoming Vision for Medfield's Future Townwide Master Plan.

Considerations should be made for the many groups who will want to use the wellness areas in addition to the health and physical education classes. Before and after school programs, youth sports groups, adult recreation groups and others will all need access and their own storage areas. Restroom and drinking water access will also be needed for these groups without allowing access to the rest of the wellness areas or other parts of the school.

Gymnasium flooring should be forgiving and good for multipurpose activities. The largest gymnasium should be designed to accommodate competitive youth basketball, and so flooring and baskets should be planned accordingly.

Natural light in the gymnasiums is great, but can interfere with projection for wellness classes, school wide programs, parent or community events. Motorized room darkening shades should allow for the effective use of projectors. A north light is not direct lighting and would be a good place for natural light.

Office space should be provided for up to four staff members, also in close proximity to the teaching spaces.

A significant amount of storage will be required to provide for all three grades, and the main storage area for physical education equipment should be accessible from both indoors and out, so

that outdoor equipment does not need to come into the gymnasium but can do directly out to the outdoor teaching spaces.

All considerations should be made for universal design to provide for equity and risk management to provide for safety. OT, PT, and adapted PE should have dedicated space for both in-school and before/after school use for the same purposes.

M. SPECIAL EDUCATION PROGRAMS

Special Education Response to Rubric and Regulations:

Question	Yes/No or
1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?	No, but they will in any new school.
2. 2. Do all eligible students have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP?	No, but they will in any new school.
3. Are resource rooms and separate classrooms for students with disabilities given the same priority as general education programs for access to and use of instructional and other space	No, but they will in any new school.
4. Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for students who are visually impaired, deaf, or hard of hearing?	Yes.
5. Are the facilities and classrooms serving only students with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?	No, but they will in any new school.
6. Specifically, does the plan place a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students? Vice versa? (if yes, it's a violation)	No.
7. Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)	No.

8. During a school construction project, is the plan to move classrooms of students with disabilities to locations apart from the general education program? (if yes, it's a violation)	No.
9. Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)	No.

Current Special Education Programs Serving & Number of Special Education Each Program:

Learning Center/Inclusion Programming: 34
ACCESS Program: 9
Co-taught General Education Classroom: 8

The Medfield Public Schools offers many programs, support and learning opportunities for our Special Education population. Our Special Education population is 12.7% of our students. The Dale Street School currently has three levels of programming for special education: a co-taught general education classroom, inclusion support with learning center access and the ACCESS program. The co-taught classroom is staffed by a general education teacher and a special education teacher, who share responsibility for the delivery of the instructional program to all students in the class. The general educator and special educator are equally responsible for the planning, teaching and assessing of all students, and both teachers work together to maximize student learning through differentiated instruction. Students receive the majority of their specially designed instruction within the classroom. Inclusion support services provide a variety of targeted individualized and small group instruction. Students are supported academically and socially through classroom accommodations and modifications to the grade level curriculum provided either in-class or in a pull-out setting by special education service providers. The ACCESS classroom provides a more comprehensive approach for students with more significant levels of need. The focus of the curriculum in the Intensive Program is both academic and functional, including a variety of communication skills, social skills, self-regulation skills, and fine and gross motor skills. These skills are approached in a variety of settings, including the general education classrooms, to promote generalization of skills. These classes provide a highly structured classroom environment utilizing behavior management systems, augmentative communication and assistive technology.

Deficiencies in the Existing Program (identified locally or through state review):
The current space at Dale Street School allows for one shared learning center, an ACCESS classroom, a co-taught classroom, a speech language room, a psychologist's room, a shared OT/EL programming space, and no dedicated space for the Physical Therapist. There is further no dedicated space for special education meetings and the location of meetings can change each year. The general education classrooms are relatively small and can make provision of services

difficult within the classroom as a result. Also, if there is a pull out group, there is no space near most of the classrooms and thus students need to travel down to the learning centers themselves.

Current Specialized Programs and Collaborative Spaces/Programs:

Proposed Programs/Services Needs:

2 Co-taught General Education classrooms
2 Learning Centers
1 Access Program
1 OT/PT treatment space and office space
1 Speech treatment space and office space
1 Psychologist space
1 Dedicated conference room

In regard to staff structure and physical plant layout in the new building, it would be ideal to have a co-taught general education classroom at each grade level, two learning centers, an ACCESS classroom, a speech room with attached office, an OT/PT room with an attached office, a psychologist's room with an attached office and a special education conference room. This conference room would have enough room for 10-15 people, a short-throw projector, a photocopier and a wipe board/smart board. This space would allow for all necessary IEP and progress meetings as well as departmental meetings. The new building would also allow for two sensory rooms per grade: one that will allow students to expend energy and one that affords them the opportunity to regulate in less physically stimulating ways. The learning centers are classrooms for pull out special education groups. These differ from the Math and Reading support rooms in that those spaces offer tiered interventions that are available to all students while the learning centers are only available to those students that are on an Individualized Education Program (IEP). Students that receive EL services are also supported at the Dale Street School in a shared space with the team chair and occupational therapist.

The goal of the department is to increase meaningful inclusion within services as well. To support this, a few key components could be added into the building. Each classroom would need to be equipped with flexible seating and furniture that allows for easy manipulation to increase or decrease, depending on group size. It would be ideal to have small break out areas off of the classroom that allow educators to pull a few students without going all the way to the learning centers. Often times, students need to work in small closed off areas within the classroom. It would be a goal to have dividers in the walls that could be pulled out for this purpose when needed and slid away when not necessary. The rooms and space would also need to have consideration for students with visual impairments. For these students, stairs need to

have clear contrast on each step. Doorways also need to have different colors so there is visual evidence of the hallway ending. It would be ideal to have these naturally built into the building design.

Within the physical space of each classroom, staff need comprehensive storage to allow for a less cluttered (physically and visually) environment as well as to increase student independence and organization. The furniture also needs to have a consideration for noise buffering. The noise of chairs on the floor can truly impact a student's ability to focus for many students with a disability. If the room took this into consideration with the furniture, flooring, etc. More students would succeed with less need for individualized adaptation.

There will be dedicated spaces for the occupational therapist, physical therapist, speech pathologist and psychologist as well as a dedicated conference room that will allow for ample opportunities to offer meetings for families and staff.

Previous Coordinated Program Reviews:

Onsite Visit Dates: Week of May 14, 2018
Identified Issues and Problems: SE 54 (Professional Development), CR 8 (Accessibility of Extracurricular Activities), CR 10A (Student Handbooks and Codes of Conduct), CR 10B (Bullying Intervention and Prevention), CR 10C (Student Discipline) , CR 16, (Notice to Students 16 or Over Leaving School Without a High School Diploma, Certificate of Attainment, or Certificate of Completion), CR 21 (Staff Training Regarding Civil Rights Responsibilities), CR 24 (Curriculum Review), CR 25 (Institutional Self-Evaluation), ELE 14 (Licensure Requirements), ELE 17 (Program Evaluation)

Specialized Programs and Collaborative Spaces/Programs (that will Continue, be Eliminated or Added as Part of the Proposed Project):
Special Education Day School Programs (that District currently provides or participates in, and whether the programs will be included in the proposed project):

N. TRANSPORTATION POLICIES

Current Services and Practices:

The Medfield Public Schools provides bus transportation with a fleet of 21 buses for most of our students in Grades K-12.These students are transported at the Town's expense and we have no bus fees for any students. Each bus has a designated neighborhood and goes to each district elementary school. Currently, the buses pick up all students assigned in their designated area,

drop off at Wheelock School, drop off at Dale Street Schools, and finally drop off at the Memorial School. Similarly, in the afternoon, the buses go pick-up at the Wheelock Schools, then Dale Street, and then Memorial School before dropping off students in their designated neighborhoods. Due to this configuration, there are more buses transporting students than needed to serve just the Dale Street population going through the site. Students at Dale Street are dropped off at two locations: in the front of the building on Dale Street and on the Adams Street side of the building.

Students that live close to Dale Street School without having to cross a major street walk to school. There are crossing guards on duty each morning and afternoon on North Street and Dale Street. We currently have a small percentage of students that are walkers. There are also several students that are parent drop off or parent pick up. This is done in the school's only parking lot adjacent to the gymnasium. Visitor parking is extremely limited on the school site with off street parking during any event held at the school.

Proposed

We anticipate that we will continue to bus a large percentage of our students and with increased enrollment, there is a possibility of adding buses. We would prefer in the new school to have one distinct bus drop-off area and another for car drop-off. This model would greatly improve efficiency and allow for a safer drop off with less staff members to manage the process as well as safety for the students. In addition, if the site is behind the Wheelock School, the benefit of having a single parent drop off for both schools would be advantageous.

O. FUNCTIONAL AND SPATIAL RELATIONSHIPS

Functional and spatial relationships and adjacencies are key to the successful design of a new facility. These relationships often define the programmatic, functional, spatial, and environmental requirements of the new facility. Medfield is fortunate to have access to nature so the incorporation of outdoor classrooms will be important. In addition, we need to have flexible learning spaces that will support our expansion of technology, project based learning, and student engagement.

The ability for the community to use the gymnasium and cafetorium off hours is a priority. A large gymnasium or multiple gymnasiums need to be an important feature in the building. A large cafetorium that can be used by our students and community for performances and meetings is also a key feature. A dedicated space to house Medfield Afterschool Program (MAP) is needed to support the growing need for school-aged daycare both before and afterschool. We established a daycare program for the children of our teachers and staff and we believe space needs to be dedicated to this important program. The utilization of this program has been an outstanding benefit to our teachers and has promoted retention of teachers/staff.

Lastly, the new building will need to have a warm and welcoming main office and community space that can accommodate students and families at arrival and dismissal. This space would serve as another learning space for classrooms to gather from projects or to study the sustainability of their school.

P. SECURITY/VISUAL ACCESS REQUIREMENTS

Medfield Public Schools is committed to ensuring a safe environment for all students and staff; to improve public safety for community members who visit or use school property; and diminish the potential for personal and district loss or destruction of property. The school's current policies and procedures to support building security:

- Clear administrative procedures and policies in place to oversee district safety and security programs.
- Regular and continued vulnerability assessments conducted by the Medfield Police and school staff to observe security in place, identify security deficiencies, determine level of security needed, and make recommendations for improvement.
- Effective management of security using multiple forms of communication; policies and procedures; physical security; training; and response plans involving administration, staff, parents, and students.
- CORI checks for all faculty, staff, volunteers, contractors, and vendors who are on school property. Staff are required to visibly display identification badges when school is in session.
- Regular fire alarm drills and lockdown drills to ensure faculty and staff can quickly determine if all students are accounted for. Members of the Medfield Fire Department, Medfield Police Department, and other surrounding towns will participate in our lockdown drills.
- Ongoing training for staff provided to implement the Emergency Response Plan if needed. All staff trained by Synergy 911 and members of the METRO-LEC SWAT team.
- Educate students, faculty, and staff so they are empowered to report suspicious or concerning behavior.

Proposed

The future security design of the school should focus on ensuring and providing a welcoming environment for students, families and community members while simultaneously providing a full complement of modern security features which should include, but may not be limited to:

- Safe and secure main entrance and lobby including single entry door per school or program with a door-release button; intercom and video surveillance, and a visitor management system in place. Additional exterior doors should be locked at the start of the school day (others are egress only and monitored).

- Safe access for kitchen, facility, and shipping/receiving separate from school traffic to main entrance.
- Installation of signage to direct visitors, contractors, and vendors to the administration area to be processed for access. Doors and windows should have identification. All occupied rooms have route-of-travel maps on walls.
- The perimeter of the campus is clearly identified from public property. Landscaping supports clear sightlines of the school building exterior.
- Safe and secure vehicular access to the building including the use of bollards, no-parking areas and designated drop-off areas. Separation of vehicular and bus traffic patterns. Safe pathways provided for pedestrians and bicyclists. Emergency and public safety vehicle access is clear.
- Best practices for access control systems in place for building, classroom, and support space access.
- Adequate exterior lighting provided around walkways, doorways, and in parking areas with awareness of minimizing light trespass on neigh-boring properties and energy efficiency
- Video surveillance coverage, protocol, and maintenance coordinated with local law enforcement.

III. CONCLUSION

The Medfield Public Schools is incredibly grateful to be collaborating with MSBA on this project. Our vision for this school, our core values, input from stakeholders and Medfield 2021 will drive the design and construction process. This project will culminate with the construction of a building that will serve the needs of our students and community for decades to come.

Supporting Documents to Link

- Visioning Sessions Results
- ThoughtExchange Surveys
- Medfield 2021
- Enrollment Projections from MSBA and NESDEC
- 20-Year Capital Plan

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2023 Statement of Interest

Thank you for submitting an FY 2023 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete if the District selected statutory priority 1 or priority 3**. If either of these priorities were selected, the District is required to mail the required supporting documentation to the MSBA, which is described below.

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

- If a District selects statutory 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 statutory 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 Medfield

District Contact Jeffrey J Marsden TEL: (508) 359-2302

Name of School Dale Street

Submission Date 3/22/2023

SOI CERTIFICATION

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

- [x] 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.
- [x] 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.
- [x] 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.
- [x] 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.
- [x] Prior to the submission of the SOI, 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.
- [x] 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.
- [x] The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the priorities for which the SOI is being submitted.
- [x] The district hereby acknowledges that it must upload all required vote documentation on the “Vote” tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead.
- [x] The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all required supporting documentation for statutory priority 1 and statutory priority 3. If statutory 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 statutory 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. The documentation noted above must be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

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 Medfield

District Contact Jeffrey J Marsden TEL: (508) 359-2302

Name of School Dale Street

Submission Date 3/22/2023

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. All SOI vote documentation must be uploaded on the Vote Tab.

SOI Program: Core
Potential Project Scope: Potential New School
Is this a Potential Consolidation? No

Is this SOI the District Priority SOI? Yes
School name of the District Priority SOI: Dale Street

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: 23 students per teacher

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

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.

As a component of our MSBA feasibility study, we developed a detailed Education Plan for the Dale St. School. Our vision is to have a school that provides an environment for project-based learning and flexible learning spaces that maximizes natural light and fresh air throughout the building to support student wellness. Students will learn in outdoor learning spaces and understand the importance of sustainability. Jeffrey J. Marsden

Is there overcrowding at the school facility? No

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

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).

Does Not Apply

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).

Dale Street School is comprised of structures built in 1942, 1962, a minor renovation for office conversion toeducational space in 1997, and the installation of two modular classrooms in 2000. The original facility wasdesigned as a Junior - Senior High School. The main classroom structure is two stories high, built with cast in place footings and foundations with load bearing masonry walls. The roof framing is steel with wood planking and a slate roof. The construction drawings indicate the main structure has a flat roof of approximately 13' x 75" that runs north/south and flattens the top portion of the hip and it is shown as composite roofing. The remaining two portions of the original building are single story of similar construction with slate roofs. The locker room portion attached to the north raised elevation of the gym has a parapet walled flat roof.

The first addition, was constructed in 1962. It is typical school construction for this period, and began the conversion of the Junior-Senior High School to an upper elementary school for Grades 4-6. Despite this conversion, the main building was not upgraded at that time. The focus was on regular classroom space, an office area, and a cafeteria. Growing special education services and EL services, reading and math remedial services, and areas for the arts posed significant challenges in the available space. The space requirements were limited and could only be addressed through converting storage areas to learning spaces or using non-instructional areas (hallways,cafeteria, library, etc) as alternatives.

The 1962 structure is comprised of cast in place reinforced concrete footing and foundations with a steel frame and bulb"T" and Tectum roof deck. This addition included: 10 classrooms, kitchen, cafeteria/assembly, activity room (now functioning as a LMC), storage, 2 gang toilets, teachers' room, 2 individual staff toilets, and administrative area (principal's office, reception/clerical, nursing station). This portion of the facility is in fair condition with the exception of the roof, exterior window system, and the doors and frames.

Before 1997, the Central Office for the district was located at Dale Street School. In 1997, the central office was relocated to the newly renovated Town House, and the vacated space was renovated and converted to instructional space and an expansion to the library. There was no increase in square footage in the building as a result of this renovation.

The final addition to the facility was in 2000, at which time "temporary" modular classrooms were installed. There are two classrooms and two toilets. These units sit on cast in place foundation and have a flat roof structure. There are signs of cracking in the foundation. They are serviced by unit ventilators with gas fired HVAC roof top units. The building has 2" x 4" acoustic ceiling with 2" x 4" lay-in light fixtures. In the Fall of 2022, the two HVAC roof top units were replaced.

In 2018 the MSBA accepted the Dale Street School SOI into the MSBA's Eligibility Period where we were moved forward into the feasibility Study. Unfortunately the project failed at the Town Meeting by a narrow percentage (62% to 38%) and the Town of Medfield had to withdraw from the MSBA program.

The total gross floor area of the Dale Street School is 53,029 square feet with an additional 10,700 square feet of inaccessible basement according to the space summary study conducted in April of 2019 by Arrowstreet Architects.

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

53029

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).

Located just north of the center of town, the existing Dale Street School is located on approximately 17 acres and shares the site with the Memorial Elementary School. A baseball/field hockey field that is used by the high school is situated in between these two schools. It is bound by Adams Street on the west, North Street to the east, and a residential neighborhood to the west, north, and east. To the south is Dale Street, the Parks & Recreation Building, and the newly constructed Public Safety Building.

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)

43 Adams Street
Medfield MA 02052

Located just north of the center of town, the existing Dale Street School is located on approximately 17 acres and shares the site with the Memorial Elementary School.

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 1942 structure is masonry brick faced concrete. The 1962 building is brick faced CMU. The modular structure is brick over stud wall construction. Studies indicate that the brick is generally in fair condition. Limited areas need repointing. Very few areas evidence efflorescence typically associated with water penetration. Approximately one half of the existing original single pane windows have been replaced since 2005. The remaining original windows are single pane low efficiency wood framing. The roof structure is a combination of pitched and flat structures. Pitched roofs are original slate tiles. The flat roofs are either synthetic membrane or built up asphalt. The roofs have had regular maintenance and repair but are nearing end of life. The combined 1942, 1962 and 2000 modular building addition is constructed with footings which are cast in place reinforced concrete spread footings. All foundation walls are cast in place reinforced concrete. Grade beams are present only in the original building and are cast in place reinforced concrete. The foundation insulation is not actually observed in the structures, we suspect that only the modular classroom structure has foundation insulation as it was constructed after the adoption of the energy code. Slab on grade is cast in place reinforced concrete of varying thickness; Waterproofing is indicated in the plans for both the original and 1962 structures. The 2000 modular classrooms have a ventilated crawlspace. The 1942 building was built as a bomb shelter and Civil Defense signage is still present to the right of the front door. There are nine sets of exterior stairs constructed of concrete or limestone servicing the 1942 building. The exterior stairways are in varying stages of deterioration. The wide steps to the entrance of the 1962 building are cast in place concrete and show extensive cracking. The railing has been removed. A handicapped ramp has been installed with railings, and the front portico has been repaired.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? YES
Year of Last Major Repair or Replacement:(YYYY) 2005
Description of Last Major Repair or Replacement:
Single pane windows

Roof Section A
Is the District seeking replacement of the Roof Section? YES
Area of Section (square feet) 700
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Synthetic membrane & slate
Age of Section (number of years since the Roof was installed or replaced) 8
Description of repairs, if applicable, in the last three years. Include year of repair:

2015 - Replaced wet insulation and resurfaced roof. Approximately 700 square feet. Roof was in need of replacement. We are estimating by the condition of the roof that it is 30 plus years old.

Roof Section B
Is the District seeking replacement of the Roof Section? YES
Area of Section (square feet) 1400
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Synthetic membrane .060 GenFlex
Age of Section (number of years since the Roof was installed or replaced) 1
Description of repairs, if applicable, in the last three years. Include year of repair:
2022- needed to replace a section of the 1942 original building roof. Remove and replaced all wet and damaged insulation, repaired all voids, cuts, and blisters in the existing system, removed and installed all new flashings.

Window Section A
Is the District seeking replacement of the Windows Section? YES
Windows in Section (count) 140
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Single Pane
Age of Section (number of years since the Windows were installed or replaced) 25
Description of repairs, if applicable, in the last three years. Include year of repair:
Replacement

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 1942 and 1962 buildings rely on two gas-fired sectional steam boilers located in the boiler room of the original (1942) building. The original steam boilers have been abandoned in place. Although reliability is questionable, one of the original units is designated as an emergency backup if needed. Other equipment related to the original steam generation and heating have also been abandoned in place. One of the original three boilers has been removed to allow space for the present configuration. There is a simple pneumatic control system in place. Thermostats in each room control diaphragm valves on room units. A new hot water heater was installed and ventilation repairs were done in 2015.

HVAC unit ventilators in the 1942 building are original 220 Volt steam operated equipment. All systems are pneumatically controlled. The pneumatic control power plant (air compressor) is undersized and aged. The main panel of pneumatic controls, which has been through several iterations of repairs, remains functional. Ventilation requirements are within the dated compliance of their installation vintage. In 2019 we added air purification stand alone units to every learning space in the school to help with airflow.

While some pneumatic controls are functional, many areas of the building are prone to overheating while other areas cannot get sufficient heat. Steam pressure vessels were replaced in the last decade. The heating pipe distribution system consists of steel and is original except for numerous repaired areas. It is nearing the end of life cycle due to age and corrosion. Trap maintenance is ongoing, complicated by corrosion.

Plumbing systems are showing their age, including shutoffs at end devices. Fixtures and utilities are generally functional, but service work is complicated by their vintage and condition of valves and piping.

There is no fire suppression system in the building with the exception of the kitchen area. The electrical systems span several vintages of technology. In short, the distribution does not meet requirements for a modern educational facility. Worn outlet components require vigilance and regular maintenance effort. The power and light for the 1962 building are distributed from the main switch gear in the 1942 building. The switch gear has been replaced but it has no additional space capacity. The power and lighting distribution system is obsolete. A new transformer has been installed to service the 1942 and the 1962 buildings. Emergency service panels and distribution have been

regularly upgraded to meet requirements. The modular building has independent gas fired roof-top heating and ventilation systems which are in good working order. The modular building has electrical power and water supplied from the main building.

Boiler Section 1
Is the District seeking replacement of the Boiler? YES
Is there more than one boiler room in the School? YES
What percentage of the School is heated by the Boiler? 90
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) 60
Description of repairs, if applicable, in the last three years. Include year of repair:
Condensate return tank

Has there been a Major Repair or Replacement of the HVAC SYSTEM? NO
Year of Last Major Repair or Replacement:(YYYY) 1963
Description of Last Major Repair or Replacement:
No repair or replacement. To our knowledge the HVAC system is the original to the building.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES
Year of Last Major Repair or Replacement:(YYYY) 2011
Description of Last Major Repair or Replacement:
Emergency light system upgrade

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 original 1942 building is constructed with a cast in place reinforced concrete coffered pan system. This was a high quality system for the time and is rarely used today because it is so labor intensive to build. It is exposed to view in the two story section. Ceiling systems vary throughout the facilities from exposed "T" and Tectum to lay-in acoustical panels and tiles. They range from fair to poor condition. The gymnasium has a vaulted ceiling with acoustical tiles. Lighting in the building has been replaced with more energy efficient and improved quality for the classroom environment. Interior walls in the 1942 building are a combination of brick or plaster with wood trim. The 1962 structure has extensive wood paneling and the 2000 modular building addition has vinyl covered wallboard. The 1962 building is slab on grade. Floor coverings are a combination of VCT (Vinyl Composition Tile) and VAT (VinylAsbestos Tile). It is in fair condition in the 1962 building. Floor covering in the 1942 building is typically VAT and in varying condition. It should be noted however, that when the tiles appear to be in a friable condition they are abated and replaced with proper flooring. The wood gymnasium flooring was replaced in 2013 and again in 2019.

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).

There are a total of 21 general instructional classrooms available which support delivery of the elementary curriculum. Most of these rooms are significantly undersized for the delivery of a modern elementary instructional program. The curriculum and instructional program requires that teachers have the ability to structure lessons to include the use of technology and individualized and grouped learning stations for math, reading, writing and science instruction. Due to the physical limitations these types of activities are seriously limited.

Generally, special education and EL spaces are undersized and smaller than regular education classrooms at the Dale Street School, a configuration that does comply with state and federal guidelines. In some instances the spaces are not dedicated instructional areas, but instead have been converted from other uses. Because the spaces are a planned temporary accommodation, not permanent, they tend not to be adequately equipped as would be

expected for students who occupy the room. The current special education program requires that students with serious physical and medical limitations are accommodated in the facility. The building does not have an elevator to the second floor and the accessible travel path is limited to stairways with lifts. Bathroom facilities are not all handicapped accessible further restricting equal access and limiting efforts to integrate all of our students in a high-quality learning environment. Instrumental music is a developmentally appropriate program that is introduced at the upper elementary level and that is significantly constrained by the facility. There are no appropriately designed practice rooms; students practice in non instructional areas, mostly in corridor hallways, cafeteria, etc. There is no ensemble room. A converted shower room off of the gymnasium/auditorium is used as instrument lessons. Another undersized space is utilized for general music and choral instruction. This situation compromises regular instruction in the classrooms that surround this area due to noise and the resulting distractions.

The guidance area is 238 square feet, .48 square feet per pupil of planned enrollment; current s pace provides an environment for only two people at one time. This prevents small group counseling delivery and compromises student confidentiality in this area. The library is very undersized, including the technology center, further restricting future growth as related to technology. The library space is limited to only one class at a time. Conceptually serving as an instructional hub for the school this is a serious program delivery limitation.

Furthermore small group research opportunities cannot be accommodated in the current space. There is one small group instructional area for small group remedial/intervention instruction. This area is subdivided into areas by temporary panels to allow for math and ELA small groups instruction. The gymnasium is undersized for two teaching stations and has conflicted program requirements. The current space does not accommodate the required number of sections of students. Additionally the music program currently is required to use this space for a portion of the day for the delivery of band instruction. There is no separate area for adaptive physical education. This situation necessitates the use of the stage area in the gymnasium as an instructional space. Often physical education classes are "doubled up" creating safety concerns in that space.

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).

There are 19 core educational spaces for regular classrooms. Nine classrooms are 900-1000 square fee (within the 5% variation). In addition there are two modular classrooms. There are 10 classrooms that are substantially undersized to support the student centers that are an integral part of our instructional environment. There are 4 special education classrooms, each of which has a net area less than the minimum requirement, and none of which meets the state requirement that special education spaces be the same size as general education classrooms. The gymnasium consists of one open area of 2448 square feet. The gymnasium also serves as the school's auditorium. Limited elevated seating (197 seats) in the area does not provide adequate capacity for school events. The area also houses a stage area for performances and assemblies. The nursing station is 260 square feet. This undersized space does not provide adequate space for service delivery and compromises student confidentiality. The bathroom facilities in the space are not handicapped accessible and cannot be renovated to meet those requirements. Given the clinical program requirements of special education students this space is inadequate. The cafeteria is 3315 square feet and has a capacity of 200 students per seating which is adequate for seating student lunches. Unfortunately the cafeteria is surrounded by 5 of the schools general classrooms, each of which has its primary access through the cafeteria creating noise and distraction issues for those classrooms. The library consists of two areas, which together total 2460 square feet. One is the technology area outfitted with computers. The other is a combined space that ineffectively houses the stacks of the collection, instructional area seating the librarian's station with circulation desk. The area is further bisected by a temporary corridor that was created to provide access to the two modular classrooms. The Art Education classroom is only 814 square feet, which is significantly below the space that the program requires.

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).

A significant issue at the Dale Street School is the lack of properly designed dedicated space for programs required in an elementary school program. The original building was designed for a time when special education, ELL and programs were not served in the public schools. Pervasive overcrowding issues surround the programs and support services that deal with small groups and individual students. The facility does not have the natural instructional environment to provide these services. In addition, these programs have students that require accessible facilities. School space for these programs has been created by modification to classroom space, offices, and storage areas. Attempts to further modify the building to accommodate these programs properly would inevitably result in the loss of regular education space that is necessary to support the school's enrollment. Similarly, attempts to modify the facility to provide accommodation for accessibility would require the loss of needed classroom spaces. In an attempt to reduce some of this pressure during a period of enrollment growth the school committee successfully sought funding to add two modular classrooms to the building in 2000. All twenty-one (including the two modular) regular classrooms need to be modernized to meet technology and instructional requirements. Exclusive of the modular classrooms, nine of the 19 regular classrooms meet the expected 900-1000 square feet of instructional space; the remaining 10 classrooms do not.

At the Special Town Meeting on June 21, 2022, Town Meeting voted to authorize the Board of Selectmen to enter into a Land Disposition Agreement with Trinity Financial for a portion of the Medfield State Hospital to redevelop the structures into 334 rental units, 25% of which would be affordable. This project along with some recent 40B developments have the potential to increase our enrollment significantly.

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).

Primary focus of the maintenance plan for Dale Street School is to sustain equitable accessibility of programs and services for all enrolled students. The District utilizes a web based computerized maintenance software system. The system encompasses both preventative and reactive maintenance issues. The building is adequately staffed for daily cleaning and upkeep. A regular schedule is employed to inspect and service mechanical equipment in the building. The head custodian in conjunction with the Director of Facilities, conducts regular assessments of building repair issues and take corrective action as needed. The following categories have been identified by the District in an effort to guide the capital planning process that is updated on an annual basis. Through operation and capital outlay appropriations, annual repair and maintenance projects have consistently focused on one or more of these categories. The categories listed here outline the direction which the District's maintenance and capital repair has taken. This enables flexibility to address needs without being pressured and strained by funding constraints.

Learning Space:
a. Classroom Instruction
b. Special Areas-Class Groups
c. Special Areas-Individual/Small Group
Accessibility of Learning Spaces
a. Handicap
b. In Class Learning Stations
Environment of Learning Spaces
a. Ventilation of Air
b. Heating Circulation and Control
c. Sound Quality
d. Energy (Heat) Loss
Health and Safety Requirements:
a. Fire Alarm System
b. Emergency Lighting
Other Structural/Space Concerns

a. Parking Availability for staff
b. Parking availability for school events.
c. Busing and student drop-off and pick-u p areas
d. External Play Fields

The following are the most recent capital and maintenance improvement steps (from 2015) taken to sustain Dale Street as a viable school within the District:

ACCESSIBILITY:
• Created wheelchair-accessible bathroom/changing facility
• Added one (1) van-accessible parking space
• Installed power door operator
• Purchased portable wheelchair lift to provide accessibility to stage
SAFETY/SECURITY:
• Installed monitor/intercom/remote release at Adams Street entrance
• Installed fire suppression system in kitchen
• Installed intrusion alarm
• Upgrade emergency lighting
• Replaced stage curtain with fire-rated curtain
• Replaced handrail at gymnasium stairway
• Replaced stairways at both interior and exterior locations
OTHER:
• Replaced fixtures in second floor bathrooms
• Replaced gutter/fascia – Adams Street side of building
• Replaced music room roof
• Repaired slate roof, including replacement of slates
• Repaired chimney cap
• Installed electronic energy efficient climate control mechanisms in walk in cooler and freezer
• Installed motion sensor activated light switches
• Replaced hot water heater
• Installed two (2) point-of-use hot water heaters in gymnasium bathrooms
• Replaced windows with energy efficient double-paned windows
• Replaced ceiling tiles
• Replaced/Abated asbestos floor
• Replaced interior doors and locks
• Replaced front portico

Numerous roof repairs Although the climate controls do not consistently work through the facility, many of the above repairs have contributed to energy efficiency.

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.

Originally constructed in 1942, with an addition in 1962, a renovation in 1997, and the addition of two modular units in 2000, Dale Street School has served as a viable school facility for nearly 80 years. However, despite ongoing maintenance, the mechanical distribution systems for heating, ventilation, electrical and plumbing have passed their normal useful life. The original plumbing system was installed utilizing high lead content solder. In addition, the components of the water distribution system have significantly deteriorated creating ongoing repair issues. The HVAC temperature control system is no longer serviceable. The pneumatic controls are antiquated. The heating system steam piping and condensate return system suffers from serious corrosion due to the age of the system which requires constant repair. The original boilers have been abandoned in place and should be abated for asbestos and removed. The original air handling exhaust system does not permit balancing of fresh air for each room. These failures cannot be addressed as annual repairs. Steps havebeen taken in the interim to reduce energy costs and provide, as much as possible, for a consistent and reliable environment. Replacement of the pneumatic controls with a digital localized controller is necessary. The electrical power, lighting, and fire alarm systems are operating at capacityand must be replaced.

The roof of the 1942 construction reflected the durability of slate as compared to the fascia, soffits, flashing and trim of the 1962 building. Those non-roof components have been replaced and/or upgraded as required. Despite the durability of the slate roofing it has also begun to demonstrate deterioration of the attachment system and appears to be reaching end of life cycle. Many of the windows need to be upgraded to higher efficiency grade throughout the building. Although safe and not in a friable condition as detailed in the most recent AHERA plan, the floors include asbestos tile. When floor tiles are damaged they are properly abated. The conveying systems and vertical movement of handicapped individuals is limited and inadequate for equity to all programs and services. There is no access to the second floor classrooms by way of an elevator. A temporary accommodation has been installed via stair lifts to meet the immediate needs of the enrolled students only at the first floor levels.Annual repairs can no longer address the systematic problems that exist with the aging mechanical systems in the structure.

Priority 5

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

The Town of Medfield and the school committee has over the years taken aggressive action steps to preserve sustain the facility as a viable educational environment. A planning process was put in place to preserve and maintain the original appearance of the 1942 facade.

The exterior entrance to Dale Street gymnasium was repaired to address extensive deterioration. This is true of the fascia and soffits as well as the columns in this area. Additionally, other areas of fascia, soffit and gutters and downspouts have been repaired or replaced. The chimney and exhaust stacks were repaired to minimize further damage and to prevent any safety hazard.

The original single pane wood frame exterior windows in the original 1942 building are deteriorated and a program has been in place since 2006 to replace these windows. The library gable end window wall system in the 1962 addition was replaced in 2005.

Annual testing revealed that the potable water system exceeded the EPA standards for acceptable levels of lead. As a result, the school has implemented a DEP approved mitigation program that utilizes a water filtration system.

The electrical systems are at full capacity and have limited ability for expansion of service. Lighting fixtures have been replaced for efficiency and effectiveness. The emergency lighting has been upgraded.

The 2016 school maintenance plan includes efforts to regularly repair and maintain the obsolete pneumatic heating and ventilation controls, and abatement of VAT flooring tiles. As a result of the plan we continue the abatement of VAT floor tiling as required to meet the health and safety standards.

Numerous slate tiles have been replaced on the original building. Major replacement of the flat roof system over the music area/ gym was completed in 2011 and again in 2022. The original wood gutters on the 1942 building have been replaced in 2015 and repaired in 2023.

There are two chair lifts in the facility. The first allows travel from the Adams Street entrance to the first floor of the classroom in the 1942 building. There is no handicapped accessibility to the second floor classrooms If a student is physically unable to navigate the stairways, student's classes have to be rescheduled in order for programs to be available to the students. The second lift is in the auditorium/gym. There are a number of repairs which have taken place to assure the present and continued use of this facility. It is increasingly apparent that the annual maintenance planning and effort is not adequate to manage the risk of failure of major building systems. Care has been taken to maintain life safety, clean environment and the integrity of the structure to allow the building to remain in operation until such time as it can be removed.

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 pneumatic control system in place is not operating at its proper efficiency, thus preventing the balance of heat and air flow throughout the classrooms. The uneven heat distribution throughout the facility affects the learning environment for instruction and learning as well as health. A student could move from a classroom which is comfortable to a higher temperature room to a lower temperature area within the period of a day. A student's ability to have access to all parts of the facility is hampered by the varying floor levels which are traveled when moving from the 1962 addition to the original building. The lack of an elevator in the 1942 building prevents individuals with disabilities from gaining access to significant areas of the structure. Students with disabilities are unable to move about the facility without being considerably delayed. The lift systems in the building cause student congestion in corridors when the lift system is in use. Students who have temporary medical conditions due to injury and are scheduled into second floor classrooms would require complete restructuring of the classroom locations. The conveying system and vertical movement is also affected by the lack of small group learning areas within close proximity to the regular classrooms. At present, students can be delayed in arriving at another learning area because of the travel time necessary to get there. In 2014, we were able to install a filtration system to mitigate any lead exposure. Bottled water is used on the second floor.

Due to limitations of the existing electrical service and distribution system the electrical requirements of classrooms is unable to be met. We have been unable to properly install educational technologies in these spaces in a seamless manner. Deployment of interactive whiteboards has been difficult to achieve as a result of wiring limitations. Further efforts to deploy computers and other mobile learning devices in the building will be limited due to electrical capacity and distribution constraints. Wireless computing has been problematic due to the structure of the school. Traffic flow of buses is limited and congested. The turns are confined and restricted. Drop-off and pick-up areas for children have similar characteristics. This remedial approach has been minimally effective in maintaining the facility as a school.

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.

Dale Street School was originally built in 1942 to replace a seriously under-sized high school. In 1962, Medfield built a new high school and converted Dale Street to an elementary school, building a modest addition without upgrading the original facility. Dale Street School has an outdated HVAC, plumbing and electrical systems which, despite annual maintenance, has reached near end of life after 80 years of service. There is also a shortage of appropriate specialized classroom spaces to accommodate a modern educational program. The development of special education programs, English Language , math and ELA remediation programs and several other mandated educational programs has placed significant pressure on available space. This situation seriously limits our ability to meet our educational goals.

Creating appropriate learning environments for our students is a major priority for the district, but cannot be accomplished in the current space without sacrificing significant town values, including Medfield's commitment to manageable class sizes. Two temporary modular classrooms installed 23 years ago as a stopgap measure eased use through the situation, but even that solution no longer ensures that we can provide appropriate learning spaces to all our students.

If it were not for a focus on sustaining a maintenance plan to keep Dale Street in a reasonably functional condition over a number of years, student performance and academic growth would not have been positively influenced. As presented in this priority, the physical structure has reached its limit; a maintenance plan is not the solution for an expanded life of this facility; but major renovation of the facility or a new facility will play a significant role on student performance for several decades into the future.

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):
CODE RED Consultants (Arrowstreet Architecture & Design)

The date of the inspection: 10/1/2020

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

The potential scopes of work was to address the needs of the school may include one or more of the

following options:

• Base building repair

• Major interior renovation/alteration

• Addition interconnected with existing building

• Addition separated from existing building by a fire wall

• Demolition of existing building, and construction of a new building

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

The Dale Street School facility has served the community as an educational setting since 1942. During that period of over eighty years significant changes have occurred in education. The facility now has numerous constraints which inhibit the ability to provide for a modern elementary instructional program. The internal design of regular education spaces is too small both by regulation and the reality of program requirements. This inadequacy of properly designed space causes interference with the delivery of student centered instructional practices. Core learning areas in the building are not properly designed and are undersized for the required program. The effort to accommodate for varied space requirements has resulted in numerous examples of conflicted space use issues. Finally, the lack of properly designed instructional areas and inadequate space for special educational programs has created equity issues for program delivery.

Without any consideration to the Medfield State Hospital (MSH) project or development of 40B Projects, the total public school enrollment, K-12 is projected to remain steady as we move into the latter part of this decade. The factors resulting from the real estate development of the MSH or 40 B projects will create educational variables which affect classrooms. Although, the physical space of 21 classrooms (including the two modular classrooms) may be able to accommodate the current enrollment, the design of each classroom does not have the mechanical and educational infrastructure to accommodate the variables which effect instruction and learning within the classrooms. Specifically, the continued development of appropriate specialized educational programs for students with disabilities will continue to limit the availability of proper educational space requirements.

The classrooms at the Dale Street School were built and designed to support a 1942 era high school instructional program. The size of the rooms would accommodate a structured lecture based learning and century elementary instructional program. However, the spaces are obsolete and not suited for a 21st century elementary instructional program. Each classroom must have the resources to utilize technology in instruction. With the advent of electronic white boards and one to one learning, instruction was improved to the extent that the physical space could enable the teacher to incorporate the technology into instruction. Distractions to the instructional environment are another area of concern. In the 1962 addition, the location of the classrooms runs the perimeter of the two core areas, cafeteria and the media/library center. The effect on instruction and learning within each adjacent classroom while the cafeteria has lunch is substantially compromised by noise. The movement of students to and within the library and computer center while students are engaged in adjacent classrooms further compromises instruction due to distraction and noise. The issue is exacerbated by the lack of a dedicated music room for orchestra which utilizes this space for the program requirements creating similar noise and distraction issues. Additionally, orchestra instruction is compromised by student movement from these classrooms and to and from the library media center.

Library/Media: To improve on the restricted, undersize area of the library/media center, an adjacent classroom was converted to a computer lab with individual work stations. This enabled the main area of the center to acquire space for student activities, access to media resources and reading/research. The new design was improved, but still limited the level of access to resources expected of student in an upper elementary environment. When the modular classrooms were installed, a corridor to the two classrooms was created between the library/media center and the location of the two modular classrooms. Unintentionally, the corridor became a further cause of limited activities as well as interference to the environment because of the movement of students. The library/media center has been an inadequate and undersized area since its construction in 1962. The limited available space for student activities is a significant problem. At most one class at a time can be scheduled into the space. The design of open space for student reading, technology access, research activities and other flexible learning options are not available. Instruction in the use of the library is more often shifted to the regular classrooms.

Music Programs: There is 972 square feet of space in the existing facility for music education and performing arts. Of the total net area (which excludes storage), 572 square feet is for general music, 1.35 square feet per student and 400 square feet allocated to performing arts. The regulations state that practice rooms shall fall within the range of 75-130 square feet and ensemble rooms up to 300 square feet, exclusive of storage. Music education classrooms should be 1000-1200 square feet. While is not be unusual to use the stage in the gymnasium as a classroom for music performance and instruction; it is however, clearly a scheduling problem with physical education for the demands of events which could be occurring at the same time. The program is currently scheduled in non-traditional space for normal music instruction, excluding large group choral and band which would use the gymnasium and cafeteria. The latter two areas, along with corridors are used for small group instruction for a number of non-music students for services. A previous high school shower room was reconfigured into a music education/practice room to acquire space for the program.

Art Programs: There is 814 square feet, which is 1.92 square feet per student for the art program, exclusive of storage. The regulations state that art education classrooms shall fall within the range of 1000-1200 feet, exclusive of storage. The art space was converted from the original location of the cafeteria/kitchen in the 1942 building. This area was converted to an art classroom because of the availability of water. The area supports art instruction minimally to the extent that the electrical and ventilation systems do not prevent specific activities.

Reading Program: The reading program is designed to be integrated into the regular classroom. The population is expected to be more that 7% of the enrolled students, but less than 42%. There is no designed reading space provided for conference and one on-one other than nontraditional usage of space. The Commonwealth (603 CMR 38.02) states that small group/seminar environment shall fall up to 500 square feet each, exclusive of storage.

Food Service/cafeteria: Actual size is 3315 square feet; which could accommodate 200 pupils as defined by the regulation. At present time, the facility provides three seatings per day to serve lunch to students.

Gymnasium Adapted Physical Education: The number of students needing this service is approximated to be no less than .5% and probably not more the 1.4% of the enrolled students. Currently there is no dedicated space in which a student receives services. Non-traditional space or a class within the gymnasium (along with another regularly scheduled class) would be used. The gymnasium's restricted size and open design does not allow the adaptive physical education program to be provided in the space. The program is scheduled into a converted space in an adjacent locker/shower area or on the stage. This severely constrains the options for program delivery and resources connected with the curriculum.

EL Students: The number of children who fall within the definition of English as Second Language for 2023 is projected to be between 30-35 children. This is an increase from past years in the district. These students could have needs which require a separate area from their regular classroom for support services. A classroom environment with proper resources, including technology was to extend the space and electrical infrastructure would allow.

Special Education Students: The average number of children who will require services for up to 30% of a school day is projected to be approximately 13% of the enrolled students. With the existing facility, the support services would be provided within a total net area of 905 square feet (15.3 square feet per student compared to 39 square feet per student in a regular classroom). Under the IDEA, the facility for special education services are to be equal to comparable space for regular education students and designed as needed to service students in dealing with their educational program. There was no designed dedicated space for students who require this intensive support service. Recently a health classroom space was converted to provide for this program.

Guidance Support Services: The existing facility provides 238 square feet to service student with their social, growth and academic needs. This is .56 square feet per student. The existing space lacks the appropriate environment for private discussion one-on-one or small group. The same space is shared by special educators for psychological services as defined in the student IEP. This latter group of students represents approximately 13% of the enrolled students. Students with services who fall within the guidelines of Section 504 place an additional demand on the same space. With this characteristic, established by student needs the guidance space is in high demand and experiences a high degree of schedule conflict (space in demand for more than one student event). To accomplish the small group seminars (as designed for this age level), a counselor uses other spaces, such as the cafeteria, gymnasium, and classrooms.

Nursing Station: The nursing station is severely undersized (260 sq. ft.) to meet the clinical needs of the student population. In addition the space has a bathroom facility that is not handicapped accessible.

Priority 7

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

At present, the major issues with the facility at Dale Street are with the limited or lacking of small group learning spaces, integrated within the location of regular classroom instruction; individual counseling and psychological areas to deal with confidential issues with children; a viable music facilities and lunch where the sound does not become an interruption with classroom instruction. Generally, the lack of small group learning/conference areas within the facility has made the core area in the 1962 addition and attraction alternative. It would not be uncommon for a special education teacher working with a small group of students in the cafeteria or a small group counseling session be conducted by a guidance counselor in the library or cafeteria; while there is a natural movement of a student or students from the adjacent classrooms. In an unintentional manner, the small groups lack the instructional privacy.

Equity and adequacy issues are in conflict instructional areas which support/provide student learning. Many times the space becomes conflicted space for its use is required by more than one group of students. Small learning areas for individual or small group instruction are designed to deal with at-risk students (at a variety of levels of risk) with privacy. Small learning spaces have been created where space could be converted to accommodate the need for these services. These specifically include programs for music, EL, special educational services and programs. These converted spaces have become permanent to address the educational needs of students. This has created issues of student movement. For example, a student in instrumental music may have to walk from the 1962 additions of the facility to the opposite side of the facility. The available accessibility systems to the different physical levels through the building take time away from instruction. In addition, there is a lack of systematic access to accessible bathrooms and learning areas.The installation of the two modular classrooms was to be temporary, but have become permanent. Without the two modular classrooms, there would be a shortage of classrooms to sustain the class size guideline established by the Medfield School Committee.Through an effort of accommodation, small spaces or areas have been established to enable small group instruction. These areas are not properly designed but instead are attempts to accommodate programmatic requirements. This latter issue poses serious concerns in the ability of the administration to maintain equity and adequacy of programs and services within a facility which has little or no flexibility of space usage. We have subdivided a general classroom with temporary panels to provide learning space for remedial instruction. The school has scheduled music ensembles and practice groups into hallway areas. EL services are scheduled into available space on a rotating schedule.

Accessibility mitigation is being accomplished in several manners. The lack of an elevator for access to the second floor causes the school to schedule most special education programs on first floor areas. The District looked into the installation of an elevator within the structure of the facility but due to space restrictions this was not feasible. To avoid an addition to the building, four classrooms would have been eliminated in order to have an elevator installed within the context of the current structure of the facility. To address remaining concerns of accessibility at the first floor levels interim steps of installing stair lifts was implemented.

Sound proofing of some doors in both the 1942 and 1962 classrooms were installed to minimize the level of noise from movement of students through the facility and to accommodate students with auditory disability. A major renovation to a storage area and an existing bathroom facility for staff was conducted to create a handicapped accessible bathroom and changing area facility. In 2022 all classroom door hardware/locks was replaced to improve security of the building.

Library renovations were completed to reorganize the space. The space does include a technology instruction area, and limited space for stacks to house the text collection and a small instructional space.

Priority 7

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

At present, the major issues with the facility at Dale Street are with the limited or lack of small group learning spaces, integrated within the location of regular classroom instruction; individual counseling and psychological areas to deal with confidential issues with children; viable music facilities where the sound does not become an interruption with classroom instruction and appropriate space for the arts and technology.

The installation of the two modular classrooms was to be temporary, but have become permanent. Without the two modular classrooms, there would be a shortage of classrooms to sustain the class size guideline established by the Medfield School Committee. Through planned accommodation, small spaces or areas have been established to allow for small group instruction. But there is not a permanent nature for any accommodation, nor is there flexibility, should enrollment needs cause an increase in usage or a change in purpose. This latter issue poses serious concerns in the ability of the administration to maintain equity and adequacy of programs and services within a facility which has little or no flexibility of space usage.

Core instructional areas need to be flexible and provide for the instructional needs of the program. The undersized nature of the gymnasium and library/media remain incompatablie to programmatic needs. The actual floor area of the Gymnasium is 3348 square feet. The CMR states that the gymnasium shall be 3000 square feet per station minimum when 12+ classrooms exist in the school, with a 5% variation permitted. The net area in this facility is 5.76 per square feet, 1.3 square feet less than recommended. This shortfall equates to a need of approximately 1100 square feet to provide two required teaching stations to accommodate the physical education program.

Even with the mitigating steps taken to renovate the space, the size of the library/media center, remains undersized for the expected programs and activities which are necessary to complement an upper elementary curriculum. The size is 2460.5 square feet (including the computer area). The current net area of the center for active student activities is 848 square feet, where is should be 1710 square feet. The current area per pupil is 1.63 square feet per pupil compared to the required 3.42 square feet per pupil. This restricts the teachers from creating small groups of students who can access the library for research based activities.

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.