

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2016 Statement of Interest

Thank you for submitting your FY 2016 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

Each SOI has two Certification pages that must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer*. Please make sure that **both** certifications contained in the SOI have been signed and dated by each of the specified parties and that the hardcopy SOI is submitted to the MSBA with **original signatures**.

SIGNATURES: Each SOI has two (2) Certification pages that must be signed by the District.

In some Districts, two of the required signatures may be that of the same person. If this is the case, please have that person sign in both locations. Please do not leave any of the signature lines blank or submit photocopied signatures, as your SOI will be incomplete.

**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 as the chief executive office under the provisions of a local charter.*

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

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

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

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

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

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

CLOSED SCHOOLS: Districts must download the report from the "Closed School" tab, which can be found on the District Main page. Please print this report, which then must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer. A signed report, with original signatures must be included with the District's hard copy SOI submittal. **If a District submits multiple SOIs, only one copy of the Closed School information is required.**

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

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

If a District selects Priority #3, Prevention of a loss of accreditation, the MSBA requires the full accreditation report(s) and any supporting correspondence between the District and the accrediting entity.

ADDITIONAL INFORMATION: In addition to the information required with the SOI hard copy submittal, 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 Diane Sullivan at 617-720-4466 or Diane.Sullivan@massschoolbuildings.org.

Massachusetts School Building Authority

School District Sharon

District Contact Rory Marty TEL: (781) 784-1548

Name of School Sharon High

Submission Date 4/7/2016

SOI CERTIFICATION

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

- ☒ The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- ☒ The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- ☒ The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- ☒ The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- ☒ After the district completes and submits this SOI electronically, the district must sign the required certifications and submit one signed original hard copy of the SOI to the MSBA, with all of the required documentation described under the "Vote" tab, on or before the deadline.
- ☒ The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- ☒ Prior to the submission of the hard copy of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- ☒ On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- ☒ The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- ☒ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation and certification signatures in a format acceptable to the MSBA. If Priority 1 is selected, your Statement of Interest 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.

Chief Executive Officer *

Fred Turkington

Town Manager

School Committee Chair

Veronica Wiseman

Superintendent of Schools

Timothy Farmer

(signature)

Date

(signature)

Date

(signature)

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. Please do not leave any signature lines blank.

Massachusetts School Building Authority

School District Sharon

District Contact Rory Marty TEL: (781) 784-1548

Name of School Sharon High

Submission Date 4/7/2016

Note

This is the district's Priority SOI. The SOI for Heights Elementary for the Accelerated Repair Program was inadvertently listed as the Priority SOI and now I can't make that change to this one.

The hard copy, along with the certifications and an architectural study is included as a reference is being mailed.

Sincerely,
Rory D. Marty
Director of Maintenance and Operations

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

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

SOI Vote Requirement

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

Potential Project Scope: Potential New School

Is this SOI the District Priority SOI? NO

School name of the District Priority SOI: 2016 Heights Elementary

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 10/1/2001

Planning Firm: Strekalovsky and Hoit Inc., Architects

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

The facilities plan for the Sharon Public schools includes staged additions and renovations to several schools in the district and the addition of an Early Childhood facility. The Town of Sharon has performed additions/renovations to two Elementary Schools during 2001-2003 as detailed in the facilities plan. The Sharon Middle School has just undergone major addition/renovation project that includes a new Early Childhood Center as mentioned in the 2001 facilities plan.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 13 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 12 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.

Facilitated and Prepared by Future Management Systems William H. Garr, Senior Consultant Richard Warren Ph.D., Senior Consultant

Is there overcrowding at the school facility? YES

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

There are currently 1,142 students enrolled at SHS in a building designed for 950 students. Overcrowding is evident in numerous ways. Public spaces such as hallways, the cafeteria, the gymnasium, and the auditorium do not safely or adequately accommodate the existing or anticipated enrollment. Hallway traffic between classes is uncomfortable for all, especially at intersections where there is not enough room to move without infringing on others' personal space and delays in waiting for traffic jams to clear. During lunches, students often sit on the floor or on radiators in the hallways that abut the cafeteria. Lunch lines also reduce the amount of time students have to eat and socialize. The gym and auditorium are also not capable of hosting meetings or events for the entire school without exceeding occupational limits. Classroom space and availability is also a problem. Few if any teachers are able to use the same classroom all day. This forces the vast majority of teachers to travel between classes with carts of materials, which only further crowds the hallways, adds to the number of teachers who have to share a single room, and creates issues around the security of personal and school belongings. The auditorium, cafeteria, and library are also forced into use as classroom spaces. None of them are ideal spaces to facilitate instruction, but other options are often unavailable. In the classrooms themselves, the lack of adequate space has negatively impacted the ability to differentiate instructional and assessment practices, the ideal placement of technology, the kind of furniture that is used/purchased, and opportunities for students to collaborate with each other. In certain disciplines, such as science, art, and music the negative impact is even greater. Most of the current rooms used for science are traditional classrooms that have been converted. Space to conduct labs is significantly insufficient and unsafe. In art, space limitations have also resulted in contractual limitations on class size, which has negatively impacted student opportunities for exposure and pursuit of the visual arts. In music, the lack of storage and space often results in musical equipment being stored in hallways, as well as rehearsals being conducted in spaces that aren't big enough or acoustically proper. The lack of conference rooms and other forms of meeting space has also been problematic for parent meetings, committee gatherings, professional development/collaboration, special educational testing, faculty meetings, and student record storage. Spaces that are currently used for these purposes often compromise privacy, confidentiality, timing/scheduling, learning conditions, and opportunities for students to take

advantage of available resources. Outside and around the school, the lack of parking space is an annual concern for students and staff, as are the number of fields that are available for practices and sporting events. The former creates almost daily issues, reducing time that can be spent on educational matters. The latter results in practice times and schedules that negatively impact personal well-being, social/family time, and homework. These issues and more are the direct result of overcrowding at the current complex.

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

The budget approval process includes: development of the districts goals and mission statement and the need for highly qualified staff teaching within the established student/teacher ratio guidelines as established by school committee policy and in comparison to current levels, our efforts to retain students "In-District" and provide appropriate programs and services whenever possible, the ongoing refinement and improvement of curriculum, instruction and assessment practices. This includes professional development, curriculum review, development of new programs and the purchase and replacement of instructional materials and supplies. Other priorities in the need to maintain and improve our technology, educational and infrastructure needs. Schedule for the Development of the FY17 Budget: The following represent key data associated with the various aspects of the budget process to date: September 16 FY17 Budget Guidelines and calendar distributed to School Committee October 1. FY17 Budget Packets distributed to Program (Cost Centers) October 1 – 15. Principals, Directors Develop Budget Requests October 28. Budget Subcommittee Meeting – areas of the budget concerns discussed. October 28 School Committee Budget-Related Requests Finalized. November 4 – 18 Superintendent's Budget Requests Developed. November 18 Initial FY17 Budget/Proposal/Discussion with SC. January 6 Preliminary FY17 Budget Presentation to School Committee. January 27 Budget Forum. February 24 School Committee votes FY17 Preliminary Budget. March 7 Preliminary Budget presented to the Finance Committee. First week in May Town Meeting Considers Budget and Votes. June School Committee Votes Final Budget. There have not been any budget reductions which have impacted class size, educational programs or school facilities.

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).

The Sharon High School was first constructed in 1956. An addition was made to the building in 1963 that added 33,500 square foot of building space. Most of this space consisted of classrooms, support offices, and additional restrooms. In 1997 the High School underwent an addition/renovation project. The renovation portion of this project included an upgrade to the heating and electrical systems for the building. The addition portion was a new two-story structure that consists of classrooms, media center, and an elevator that measures approximately 25,000 sq.ft. The site work included a new waste treatment facility, new athletic fields, revised traffic patterns, and additional parking spaces.

Project Architect: Symmes Maini and McKee Associates

General Contractor: A. Bonfatti and Co.

In 2001 (2) 1,000 sq.ft. modular classrooms with a connecting corridor were added to the front of the building.

In 2009 (2) classroom modular additions also included significant classroom reconfiguration; existing art rooms converted to (2) science labs, (2) existing classrooms converted to new art rooms.

In 2010 a 1,200 sq. ft. weight room addition was added

In 2011 All roofs were replaced through MSBA

During the summer of 2010 a 1,200 sq.ft. weight room addition project started at the rear of the High School with an anticipated project completion for November of 2010.

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

168619

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

The Sharon High School is located at 181 Pond Street in Sharon, MA. The site measures roughly 13.7 acres of space. The buildings located on the site consist of the main school, a waste treatment facility, some storage sheds, and a press box for the football/multipurpose field. The athletic fields consist of (1) one baseball field of which the outfield is utilized for field hockey off season, (1) one softball field of which the outfield is utilized for the practice football field, (1) set of four tennis courts, (1) one rubberized surfaced track with high jump and long jump areas, and (1) one natural grass football/multipurpose field.

The site abuts Lake Massapoag and has several setback requirements relative to wetlands, Title V septic requirements, and zoning setbacks. The site offers little if any possible locations for future classroom expansion.

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)

181 Pond St.
Sharon, MA 02067

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 High School enclosure is standard architectural elements commonly found in public schools in Massachusetts. Primarily brick exterior finishes with some alternative finishes in selective areas. Windows systems are aluminum framed with insulated metal wall panels. Flat roof areas are PVC roof systems.

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

Year of Last Major Repair or Replacement:(YYYY) 1997

Description of Last Major Repair or Replacement:

The exterior walls range in age from 1956 to 1997. All are red brick exterior with insulated aluminum panels around storefront and window areas. The only additional exterior finish is the upper wall section of the Auditorium area that is made of a corrugated metal panel system.

Roof Section A

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section A

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 999

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Double pane aluminum framed

Age of Section (number of years since the Windows were installed or replaced) 22

Description of repairs, if applicable, in the last three years. Include year of repair:

Minor repairs of broken windows and repairs throughout to caulking due to water infiltration

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 building's entire electrical and mechanical systems were upgraded as part of the 1997 addition/renovation project. All wiring, piping, emergency power, data, communication, power plant, and control systems were included as part of that project.

Several upgrades have taken place since the 1997 renovation work. Those upgrades are listed below.

- 2007 domestic hot water boiler and storage tank replacement as part of an energy conservation project with Bay State Gas
- 2009 complete replacement of all lighting fixtures with installation of occupancy sensors as part of an energy conservation project with NSTAR
- 2009 science department electrical upgrade to provide adequate power to classrooms for student experiments
- 2015 HVAC DDC control system upgrade of software and control hardware to provide improved system performance and interface with maintenance staff

Building is now at capacity with electrical service and beyond capacity with generator. The school is listed as a shelter.

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? 80

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) 22
Description of repairs, if applicable, in the last three years. Include year of repair:
 minor in house repairs

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES
Year of Last Major Repair or Replacement:(YYYY) 1997
Description of Last Major Repair or Replacement:
 Boilers and controls

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES
Year of Last Major Repair or Replacement:(YYYY) 1997
Description of Last Major Repair or Replacement:
 Lighting systems throughout the school including generator

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

Interior finishes:

Flooring – primarily VCT tile that was installed during the 1997 project. Main foyer and bathrooms are ceramic tile.
 Carpeted areas are limited to offices, auditorium aisles, library/media center installed in 1997.

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

Sharon High School is a traditional college-preparatory school that serves 1,142 students in grades 9-12. The Program of Studies outlines available curricular and course offerings in English, Math, Science, Social Studies, Foreign Language, Wellness, Visual Arts, Performing Arts, and TV Media Production. Currently, 83 FTE's provide the related instruction for the aforementioned subjects. Support services for students come in the form of a health office staffed by one nurse and an assistant, a college counseling program staffed by six counselors and a director, a special education program that includes substantive numbers of individuals that provide academic and clinical support, a library media center overseen by a library teacher and an assistant, and a technology integration department comprised of two full-time individuals and one part-time individual. Extra-curricular opportunities for students are available in fall, winter, and spring sports, as well as in a wide array of year-round after-school clubs and organizations overseen by faculty/staff. In spite of what is currently an adequate number of faculty/staff to supervise students and to provide meaningful educational and extra-curricular experiences, the existing facility is not suited to meet the school's desired educational goals nor to properly maintain student and faculty/staff safety. In order to meet 21st century college and career readiness needs, Sharon High School must expand its curricular offerings. Though the faculty/staff are creative and work diligently to create course offerings that meet the interests of students and that can also help place them in a great position to transition to the next chapter of their lives, the existing facility significantly inhibits the school's capacity to evolve and keep up with educational demands. The vast majority of the building was built at a time when infrastructure needs and standards for public and classroom space were different. Our infrastructure cannot accommodate growing technology needs, and in an era where access to computers is essential, this is a major concern. Similarly, the lack of space to house non-traditional educational programming is problematic. Our TV Studio is aging rapidly, and space to expand budding forensic science, computer science, engineering design, art, drama, and wellness programs is non-existent, as space to initiate culinary, life-skills, or mechanical-oriented programs that can meet the needs of non-college bound students. The size of our science rooms, many of which are traditional classrooms that have been re-purposed, does not provide for good learning conditions, and they are arguably unsafe. Overcrowding is a significant issue (see SOI Main). The gym, cafeteria, and auditorium are also not built to accommodate our enrollment (see SOI Main). Making matters worse, environmental issues are a regular concern. In extreme weather, the mechanical systems in place do not consistently or efficiently regulate temperature, thereby compromising learning conditions. When it rains, water also enters the building in different locations. This happens in spite of the recent replacement of the roof, and it

is not limited to the ceiling. Leaks periodically come through the foundation and through windows. Structural issues with the brick/mortar and the windows also occasionally result in bees entering the building, which creates panic and forces classes of students to move for multiple days at a time while the matter is resolved. Additionally, termite swarms have been documented in the building. Poor weather and the lack of modern facilities have also impacted the athletic program. Wrestling practice during the winter sports season takes place in the cafeteria and has raised sanitary concerns. The track team also uses the cafeteria occasionally. Further, when the track team is forced to stay inside, runs and drills that happen in the hallways raise legitimate safety concerns for the student-athletes and for staff still on-site working.

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

Most general education classrooms at Sharon High School are typical in that they often host twenty to twenty-five students, have an entry/exit door, have a rear exit door, have exterior windows, and serve as home base for two to three teachers as evidenced by teacher desks and by courses scheduled into the room. Board and wall space is shared between teachers. A desktop computer, projector, and interactive whiteboard have also been added as standard equipment. Undersized in many respects, overcrowding concerns (see SOI Main), as well as sound permeating between rooms, are the source of much frustration.

The science rooms in the building vary in size. Several of the rooms currently used for science have been re-purposed from traditional classrooms. Several science rooms have designated lab areas, but cannot comfortably host twenty-five students or provide for the kind of instruction and laboratory experiences that the teachers desire. Only two of the thirteen rooms currently utilized for science instruction meet or come close to acceptable standards. Most science rooms lack sinks, emergency showers, and teacher demonstration stations. During the last decade, electrical upgrades were made in a few of the science rooms. The two largest science rooms were created by tearing down a wall between two rooms and by reassigning them for the current purposes.

The cafeteria has two major entry points, is undersized, and cannot accommodate the number of students that attend each of the four daily lunches. Students often resort to sitting on radiators or floors in adjacent hallways. The space itself is not ventilated well, and windows near the ceiling can only be opened manually. The furniture is outdated and falling apart, electrical outlets cannot often handle the needs of microwaves or televisions that have been incorporated, and a sound-system is non-existent and a major safety concern. Additionally, the lunch lines are typically long, resulting in an abbreviated period of time for students to eat and socialize.

The gymnasium is another space in need of a significant update. The bleachers are not handicapped accessible and one section is showing increased wear. The manual frames that hold the basketball backboards are slowly failing and in need of regular repair. Locker rooms adjacent to the gym are not suitable and cannot accommodate all of our teams, let alone visiting teams. Storage needs for equipment have compromised space in each locker room. There isn't enough space to secure personal belongings, and areas for privacy are non-existent. Only a single stall restroom is available in each locker room.

The auditorium is another space in need of desperate improvement. Seats are missing and in embarrassing condition. Aisle pitch is not ADA-compliant and aisle lighting does not exist. There is only one handicapped entrance located out of the way and via a discreet side doorway. The carpet in the aisles and orchestra pit is outdated and needs immediate replacement. An existing control room for sound and lights is not handicapped accessible and also has major supervision issues because it is enclosed, unlike arrangements in more modern facilities. Storage for theatre and musical equipment is significantly lacking and often ends up in nearby hallways or compromising fire exits.

The library media center is on the only section of the high school that is considered a second floor. Built in 1997, it contains a dedicated computer lab, offices for clinical staff, a conference room, two restrooms, and a private space for the library teacher. Cosmetic changes were made to the common space during the 2014-2015 and 2015-2016 school years. These included the removal of numerous bookshelves, the addition of new computer work stations, and the repurposing of specific walls. Lighting in some areas, as well as the ability to meet additional electrical needs, is problematic too.

Classroom breakdown:

(48) standard classrooms 750-900 sq.ft.

(1) music room 1126 sq.ft.

- (2) art rooms w/storage area 800-950 sq.ft
- (9) science classrooms 852-1150 sq.ft.
- (1) World Language Lab 1029 sq.ft.
- (3) computer labs 775-825 sq.ft
- (1) library/media center 5769 sq.ft. *
- (1) auditorium 6423 sq.ft. seating area
- (1) auditorium stage 3197 sq.ft.

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

During any given period of the school day, just about every classroom and office space is utilized. The auditorium, gym, cafeteria, and library are also typically in use. As a result, it is difficult to facilitate special events, collaboration between classes, or necessary meetings because a suitable location usually isn't available. For example, when the auditorium is needed for a student assembly of some sort, classes using the auditorium are displaced or cancelled altogether. Similarly, if there is a parent gathering during the school day, it is usually held in the library, which interferes with classes that need the space or with other special programming that might need to occur. Our gymnasium is also the site of town elections, and this gets in the way of physical education classes because the gym cannot accommodate both activities at the same time. In the science department, because some rooms are needed to house non-science courses, space to prepare laboratories and related materials is not available to teachers, negatively impacting lessons and the time needed to complete them. When it is necessary to conduct educational testing with students for whom English is not the primary language, or with students who have or might need special education services, finding a private and quiet space is extremely difficult. This often results in unfortunate delays in the testing. Re-entry meetings for students who have had concussions also usually displace someone from a workspace because conference space is lacking. As already mentioned, overcrowding is also a serious concern (see SOI Main) and steps to mitigate the impact are limited. Four modular classrooms have been added over the course of the past fifteen years. Scheduling options have all been exhausted and already impact course availability for many students. Nothing can be done to large public spaces such as the gym, library, and auditorium. The only option in the cafeteria is to send students to an internal courtyard with picnic tables that were purchased by the PTSO. This is only possible on warm, non-rainy days, which are limited during the colder months. In the hallways, the only possible way to partially reduce the overcrowding is to open a set of exterior connectors between three hallways that would expose students to the elements and also require them to pass through multiple sets of fire doors. Students have not embraced this option when tried in the past. Around the facility, the availability of parking spots is limited and contributes to tardiness. The school has collaborated with the town to make parking possible at a nearby town beach, but the lot is not plowed in the winter and often unavailable to students. Fields and facilities used for athletics are also over-utilized. Teams share fields and regularly have to practice or compete at other schools in the district because it's the only space that is available or that meets competitive standards that exist at other high schools. As is evident through these examples, Sharon High School operates at maximum capacity and space utilization. Students and staff would benefit greatly from improvements that can't currently be made.

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

The school department employs a staff of licensed and non-licensed skilled trades people. The maintenance staff provide services for all 5 school department buildings in the Town of Sharon. Staffing breakdown: (1) Director of M & O, (0.5) Administrative Assistant, (1) Licensed Electrician, (1) Licensed Plumber, (1) Licensed HVAC Technician, (2) General Maintenance Mechanics Sharon High School Custodial staffing: (1) Head Custodian, (1) Back-up Custodian, and (1.5) Evening Custodians. Several positions are outsourced.

The current maintenance program is coordinated by the Director through the utilization of maintenance industry standards and best practices for K-12 educational facilities. The School Department utilizes SchoolDude (web-based work order management system) for tracking and assigning general and preventative maintenance work orders. Work orders are assigned and prioritized with Life Safety and Health of building occupants being the primary objective. After health and safety the next focus falls on protection of building components and scheduled maintenance. All other work order requests are handled on a first come first served basis.

The maintenance department is very proud for implementing several “Green” initiatives. The school’s cleaning has been converted to a green cleaning methodology for the past 8 years. All equipment upgrades and projects implemented are performed only with utilization of high performing and energy efficient components.

For long range planning purposes the Sharon Schools utilizes a 5-year capital outlay plan. All major building components and projects are tracked on this plan to help with the Town’s budgeting and allocation of funds for large projects. The Sharon High School building that this SOI is being submitted has past its useful life. Building heating components including rooftop air handlers are all over 20 years old and are failing and need replacing. This project has been on the town’s radar screen for the past 8 years. The challenge is with so many spaces not meeting MSBA Guidelines and so many space not handicap accessible, it has been difficult to decide whether a major renovation and addition is needed or a new and larger, compliant school is the answer.

Priority 2***Question 1: Please describe the existing conditions that constitute severe overcrowding.***

The existing Sharon High School has 48 standard classrooms with 165,500 sq. ft. According to the 2006 recommendations, this is sufficient for 895 students. Yet the current population is 1145. The lack of space is particularly troublesome for some key curricular areas. There is too little space for science and computer classrooms. Computer classrooms that were provided as part of the 1997 renovation have had to be converted to general educational spaces. The amount of physical education spaces is inadequate to schedule physical education classes for all students 9-12. The Cafeteria is too small to seat students in fewer than 4 lunches and during lunch, students are allowed to eat outside and in the corridor on the floor in order to alleviate the overcrowding. Work has been done in years past to provide additional electrical service to general education classrooms to convert them into science rooms with the electrical capacity to serve the programs. Additional space is needed with working gas lines to provide proper curriculum. Science classrooms are undersized to be able to fit class sizes of 25 and, as a result, exacerbate the difficulty with scheduling of classes. Teachers do not have their own classrooms and have to vacate the room they're teaching in to accommodate the next class. Common planning time is unavailable to science teachers affected by these limited number of science classrooms. This also inhibits in-lab lesson planning.

Priority 2

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

Two modular classrooms were added in 2004 to provide some additional space and two more were added in 2008. Computer labs have been converted to regular education classrooms and the Early Childhood program had to be relocated to provide additional space for special education. Areas of the remodeled Library had to be converted to accommodate the additional space needs for special education. Two old lecture halls were converted over time to provide additional space for Guidance and Special Services in order to try to maximize space for children. The Auditorium is used for classroom space for drama and music. The Boosters and Athletic Department joined forces to raise money to construct an exercise weight room attached to the gym to encourage more physical fitness focus for students who cannot be scheduled into 4 years of physical education classes. This section is undersized and only focuses on weight lifting and not other physical fitness offerings

Priority 2

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

Adequate space continues to be a concern at Sharon High School. Too many students are placed in classrooms that were not originally designed to hold class sizes of 26+. As was addressed in a previous response, to another question, science labs are inadequate and instruction is hampered by over crowded and over scheduled classrooms. Instruction in such diverse disciplines as drama, art, and special needs are offered in rooms never intended to house those programs. As a result, computer labs have been dismantled to house more traditional classes and core academic classes are held in non-traditional settings such as the auditorium.

Students are affected more directly by the inadequate space concerns at the high school. Significant travel times between classes become an issue as classrooms are being used for different purposes than originally designed. Additionally, students are crowded into spaces that limit their ability to collaborate with their peers between classes and for class curriculum. Teachers frequently travel from room to room with carts to carry their instructional materials.

Please also provide the following:

Cafeteria Seating Capacity:	341
Number of lunch seatings per day:	4
Are modular units currently present on-site and being used for classroom space?:	YES
If "YES", indicate the number of years that the modular units have been in use:	15
Number of Modular Units:	4
Classroom count in Modular Units:	4
Seating Capacity of Modular classrooms:	25
What was the original anticipated useful life in years of the modular units when they were installed?:	15
Have non-traditional classroom spaces been converted to be used for classroom space?:	YES
If "YES", indicate the number of non-traditional classroom spaces in use:	5
Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters):	
The auditorium at Sharon High School is currently being used during the school day as a classroom space. Its intended use is to provide the student body with a location for grade level or schoolwide assemblies, performances, music rehearsals, etc. Because the auditorium is currently used as a classroom space, the school is limited in its ability to provide a large group meeting/performance space. Space that was once designated office space and departmental planning space is now being used as special needs classroom space. In addition, two art rooms were stretched into three by making use of the kiln room as an instructional classroom space.	
Please explain any recent changes to the district's educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters):	
Class size policy continues to rise due, in part, to limited instructional space. Rooms that were once administrative spaces for department meetings, as well as other designated office space, have been converted into classrooms.	
What are the district's current class size policies (maximum of 500 characters)?:	
The District and contractual class size policies at the high school level are as follows: English 15 - 25; Foreign languages 15 - 25; Science 15 - 25; Mathematics 15 - 25; Computers 15 - 20; Social Studies 15 - 25; Music 10 - 50; Art 12 - 22; Physical Education 15 - 25	

Priority 3

Question 1: Please provide a detailed description of the "facility-related" issues that are threatening accreditation. Please include in this description details related to the program or facility resources (i.e. Media Center/Library, Science Rooms/Labs, general classroom space, etc.) whose condition or state directly threatens the facility's accreditation status.

Outdated undersized science rooms, inadequate technology, inadequate foreign language labs
Overcrowding, narrow corridors, poor lighting, inadequate sized classrooms, paint, inconsistent heating and cooling, old and worn carpeting, outdated and non-compliant bathrooms, insufficient usable lockers, undersized cafeteria and teacher dining needing repairs, neglected grounds, fences in disrepair, inadequate prep room areas for teachers, inadequate storage for administration and guidance, non-ADA compliant areas throughout building.

Priority 3

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

Most areas are in need of a major renovation or new school to alleviate defects so we are submitting this SOI as the amount of renovations are too extreme to be done on our own.

Priority 3

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(s) identified.

The educational program at Sharon High School is impacted greatly by the facility and associated educational spaces. Based on a 2013 Existing Conditions Study conducted by Symmes Maini & McKee Associates, over 90% of the building is not up to current space requirements as identified by MSBA. In addition, as has been explained throughout this report, the science labs at Sharon High School are woefully inadequate. They are undersized, and they do not allow for constructivist, experiential learning. Consequently, the district is limited in the science offerings we can provide our students. Based on the current configuration of rooms and available space, we are limited to the traditional physical science, biology, chemistry, and a few, select electives. Instead, we would love to offer forensic science, oceanography, and other sciences that would interest our students. Additional issues that prevent the district from offering our students the education they deserve include: no devoted technology spaces, no devoted spaces for authentic STEM or STEAM offerings, insufficient foreign language lab space, undersized, or nonexistent classrooms, in art, music,, physical education/health.

The current setup at Sharon High School requires teachers to share classrooms, due to scheduling and double scheduling does not provide teachers within some departments with common planning time, and due to overcrowding, classes often start late as students struggle to get to one classroom to the next through throngs of students/adults.

Please also provide the following:

Name of accrediting entity (maximum of 100 characters):

NEASC

Current Accreditation Status: Please provide appropriate number as 1=Passed, 2=Probation, 3=Warning, 4=Lost:

3

If "WARNING", indicate the date accreditation may be switched to Probation or lost: 6/1/2018

If "PROBATION", indicate the date accreditation may be lost: 6/1/2018

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

6/1/2018

Please provide the date of the follow-up accreditation visit: 3/1/2018

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

YES

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

YES

Are facility-related issues related to general classroom spaces? If yes, please describe in detail in Question 1 below.: YES

Are facility-related issues related to SPED? If yes, please describe in detail in Question 1 below.: YES

Are facility-related issues related to support spaces? If yes, please describe in detail in Question 1 below.:

YES

Are facility-related issues related to "Other"? If yes, please identify the other area below and describe in detail in Question 1 below.: NO

Please describe (maximum of 100 characters).:

Priority 4***Question 1: Please describe the conditions within the community and School District that are expected to result in increased enrollment.***

It seems that since Money Magazine named Sharon as the best small town in which to live in the USA (2013), our enrollment continues to rise, especially at the elementary level. Eventually these elementary children will progress through the school system to middle school and then to high school. During a 2014-2015 NESDEC enrollment study, Sharon High School is expected to grow to a student population of 1225 students by the 2018-2019 school year (and we have 1142 now). By 2022-2023, the high school enrollment is expected to grow to 1333 students and by 2024-2025 it is expected to grow to 1406 students. As stated currently in this SOI, Sharon High School was built to accommodate 950 students.

Sharon also has community land that is currently in the planning stages for new building. At Exit 8 off Interstate 95, for example, a new development is planned with over 100 lofts and one and two bedroom apartments. There is also talk about more than 150 three/four bedroom homes being built on and near Rattlesnake Hill here in Sharon. Clearly, both developments would have a significant impact on the school system. Finally, during the past two years Sharon has realized several turnovers in the housing market. For example, many empty nesters who have graduated their children from the Sharon Public Schools are moving out of town, or downsizing in town, and they are selling their homes to families with small children. At just one of our elementary schools, for example, the student enrollment has increased from 450 to 550 in just the past three years. Again, these children will move through the school system and will eventually end up at Sharon High School.

Priority 4

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

During the past decade four modular classrooms have been added to Sharon High School. Walls have been torn down between art rooms to turn two classrooms into three (and used kiln space to add size to a classroom). What was once conference and office space have become instructional space. Classrooms are used all day long by up to three different teachers. Computer labs have been repurposed to be instructional spaces. Traditional classrooms have been repurposed to become still less than adequate science spaces.

Priority 4

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

As referenced elsewhere in this document, rooms that were never meant to be classrooms are being used as instructional spaces. Special needs spaces are inadequate and have been cited by the Department of Education as unacceptable. Science offerings are severely limited by the available spaces, and foreign language lab experiences are inhibited greatly by the current space. Teachers must share rooms and the adult and student traffic between classes results in delayed class start times and an unsafe traffic environment. The school loses the proposed use of the auditorium as it is used all day long as a classroom.

Please also provide the following:

Cafeteria Seating Capacity:	341
Number of lunch seatings per day:	4
Are modular units currently present on-site and being used for classroom space?:	YES
If "YES", indicate the number of years that the modular units have been in use:	15
Number of Modular Units:	4
Classroom count in Modular Units:	4
Seating Capacity of Modular classrooms:	25
What was the original anticipated useful life in years of the modular units when they were installed?:	15
Have non-traditional classroom spaces been converted to be used for classroom space?:	YES
If "YES", indicate the number of non-traditional classroom spaces in use:	5
Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters):	
auditorium is used as a traditional classroom for part of the day. The library also houses a standard class. Two computer labs were converted into standard classroom spaces. Lecture hall is used as a standard classroom space. Two art rooms were stretched into three art rooms.	
Please explain any recent changes to the district's educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters). :	
Computer classes were dropped to accommodate enrollment/class size. Class size practices continue to rise due, in part, to limited instructional space. Rooms that were once administrative spaces for department meetings, as well as other designated office space, have been converted into classrooms.	
What are the district's current class size policies (maximum of 500 characters)?:	
Listed previously	

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.

Boilers have been converted over to gas fired boilers. Lighting systems have been upgraded through the Utility rebate program to reduce electric consumption. HVAC controls have been upgraded to provide more control, comfort and energy savings.

If the building were to undergo a renovation to increase the life of the structure, most mechanical systems would need replacement. This would include all rooftop air handling units as well as individual classroom unit ventilators, cabinet unit heaters and make up air units. These have not been upgraded since 1997. Roofing systems have been upgraded and provide reduction of energy costs as well.

Priority 5

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

Small rebate projects have been undertaken to reduce energy such as installing more efficient motors and variable speed drives. Roof systems have been replaced and are currently still under warranty.

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.

Little of the building is handicap accessible and requires a considerable amount of shuffling around of classroom to provide access for all. Classrooms have to be frequently moved due to heating equipment failure.

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.

Most building systems were replaced in the 1997 renovation but are now at the end of their serviceable lives. With the amount of renovation for proper class size, ADA compliance, MSBA classroom size guidelines energy efficiency and upgrading of the HVAC system it would be difficult to say that a renovation to increase the serviceable life would be more beneficial than the replacement of the building in its entirety.

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):

2008 Ken Wertz CFA, Director of Maintenance and Operations, Samuel Cohen, Certified Industrial Hygienist, Envirotech Lab ENE Systems Inc 2012 to present, Rory D. Marty Director of Maintenance and Operations and Level 2 Building Operator Certified

The date of the inspection: 6/1/2008

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

A Facility Conditions Study was completed on all aspects of the high school by SMMA. Symmes Maini & McKee Associates and accompanies this report in a written form.

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.

Areas that are most out of compliance are core academic classrooms consisting of general ed and science. 14% below MSBA Guidelines

Special Education - 45% below MSBA Guidelines

Music and Art - 48% below MSBA Guidelines

Vocational and Technology - 88% below MSBA Guidelines

Health and Physical Education - 13% below MSBA Guidelines

Dining and Food Service - 25% below MSBA Guidelines

Medical - 50% below MSBA Guidelines

ADA Non-Compliance

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.

The district feels as if it has done all it can do to improve the learning environment at Sharon High School. Consequently, we are hopeful to be accepted into the MSBA Renovation/Addition Project so we can either renovate Sharon High School or building a new high school on the same site.

The Existing Conditions Study conducted in 2013 provides five different options from simply taking care of brick, mortar, windows, etc. to building a new high school. We completely understand MSBA will make its own determination of the need at Sharon High School, but we are hopeful that change begins sooner rather than later as enrollment is expected to be a significant concern within the next four or five years.

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.

As conditions currently stand, the high School's ability to provide a high quality education is severely hampered by the condition and lack of proper, code compliant space. Many efforts have been put forth to provide an adequate education given the limitations of the building.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

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

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

FORM OF VOTE

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

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

_____]; [Insert a description of the priority(s) checked off on the Statement of Interest Form and a brief description of the deficiency described therein for each priority]; **and hereby further** specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

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

Chief Executive Officer *

Fred Turkington

Town Manager

School Committee Chair

Veronica Wiseman

Superintendent of Schools

Timothy Farmer

(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. Please do not leave any signature lines blank.