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 Chelmsford

District Contact Roger J Lang IV TEL: (978) 251-5100

Name of School Col Moses Parker

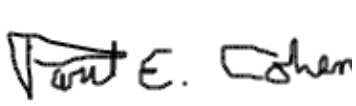
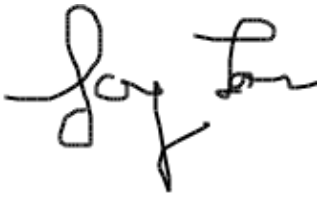
Submission Date 4/6/2023

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.
- ☑ 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.
- ☑ 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.
- ☑ 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.
- ☑ 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.
- ☑ 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**
Paul E. Cohen	Donna M. Newcomb	Jay Lang, Ed.D.
Town Manager		
		
(signature)	(signature)	(signature)
Date	Date	Date
4/6/2023 8:32:29 AM	4/5/2023 8:18:16 PM	4/5/2023 4:47:55 PM

* 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 Chelmsford

District Contact Roger J Lang IV TEL: (978) 251-5100

Name of School Col Moses Parker

Submission Date 4/6/2023

Note

Thank you for consideration of Chelmsford's SOI. We very much look forward to working with the MSBA on this project.

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: 2023 Col Moses Parker

Is this part of a larger facilities plan? Yes
If "YES", please provide the following:

Facilities Plan Date: 1/28/2022
Planning Firm: Dore & Whittier, Inc.
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:

The plan included a district wide assessment of each school's facility to determine capital needs, an overview of the district's educational programs, and an in-depth study of enrollment projections and facility capacity. The goal was to determine how best to resolve several key issues across the district: 1) overcrowding at the elementary and middle school levels; 2) inequities between schools due to lack of program space; 3) multiple aging facilities; and 4) continued enrollment growth.
Parker Middle School, the focus of this Statement of Interest, was determined to the be the key first step in resolving the identified issues. The district desires to explore several options with the MSBA including, but not limited to, grade level reconfiguration resulting in a new Parker Middle School large enough to accommodate all grade 4 through 6 students in the district, thereby relieving the overcrowding across the district at the elementary level, or by exploring the possibility of a middle school large enough to accommodate all grade 5 through 8 students. In this scenario, the District may be able to convert the existing McCarthy Middle School facility into a fifth elementary school with an early childhood center, thereby relieving the overcrowding across the district at the elementary level or to use it as swing space to replace each elementary school in turn with larger and more educationally appropriate facilities which better align with the anticipated enrollment growth.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 26 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.

Chelmsford Public Schools Strategic Plan 2022 - 2027. The Strategic Plan is authored by Superintendent Jay Lang, Ed.D., the strategic planning committee, and the Chelmsford School Committee. The district engaged the services of District Management Group (DMGroup) to work with district stakeholders to assess current educational needs, post-pandemic, to develop a new strategic plan that includes facilities goals for this building and all school buildings in the district.

Is there overcrowding at the school facility? Yes

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

The Parker Middle School currently has ten (10) modular classrooms. These classrooms are nearing the end of their useable life. Eight (8) of the modular classrooms serve as grade level general classrooms, one (1) is used for OT/PT and the remaining modular is used for band. Music instruction occurs on the stage adjoining the cafeteria. The modular classrooms, which were installed in 2005, allow the district to maintain class sizes within the District's guidelines and to allow for a full range of educational programs to be offered. Smaller class sizes are required as 53% of the classrooms at Parker Middle School are more than 10% under the minimum MSBA classroom size guidelines. This includes science classrooms where students require additional space to perform classroom work safely. The limited space has prohibited the expansion of educational programs, including special education programs that would allow students in need of specialized programming to remain within the district and receive their required services. The space limitations also reduce the number of students that can participate is specific "specials" such as art, music (band, chorus, and orchestra) or dance.

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

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

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

If "YES", how many staff positions were affected? 0
At which schools in the district?
Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

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

Does Not Apply

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

The local budget approval process for a potential capital project with the MSBA would include a majority vote of Town Meeting to support a potential project, followed by a majority townwide vote for a debt exclusion. The FY2023 budget is the most recent operating budget approved for the Chelmsford Public Schools. The FY2023 budget was presented to Town Meeting on April 25, 2022. The FY2023 budget appropriated $ 67.5 million of funding to support PreK-12 education within the Town of Chelmsford and incorporates all contractual obligations and program enhancements at the elementary, middle, and high school levels of the district. The FY2023 budget was an increase from the FY2022 budget of $ 65 million to support the Chelmsford Public Schools. The districts budget has not been reduced in recent fiscal years, therefore there has been no adverse impact to staff, programs or 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 original Parker Elementary school is a three-story cast in place concrete structure clad in masonry veneer. The Parker School was constructed in 1965 and opened in 1967. Renovations and an addition were completed in 2006 which included the addition of a library and ten (10) modular classrooms, updates to classroom technology, replacement of plumbing and lighting fixtures, upgrades to the fire alarm system, a new roof, and window replacement. In 2021, a kitchen renovation included the replacement of the exiting kitchen equipment. Over the years the building has had minor accessibility upgrades such as grab bars, door hardware, the installation of ramps, and an external lift. However, the facility lacks full access to the lower level which contains eight (8) classrooms including general education classrooms, foreign language, science, music, and art rooms. The electrical, HVAC, and plumbing distribution systems are original to the building. In several areas of the building there is sever cracking of the exterior brick wall and spalling of the exterior concrete facia.

The building is approximately 109,300 gross square feet not including the modular classrooms. The building design is unique in that the main level, which includes the administration area, gym, and cafeteria is at grade at the front of the building and levels two and three are below the main level stepping down a hill. An elevator connects the main level with level two but only four (4) of the sixteen (16) classrooms on that level have direct access to the elevator. All other classrooms on the second level are accessed either by one of the four staircases or by traveling through other classrooms. The lowest level, which contains eight (8) general classrooms, is only accessible by two staircases, there is no elevator to this level. Any additions or major renovations to the facility will likely trigger the need for a full upgrade to the accessibility of the facility. Due to the design, building corridors would need to be added on the second and third levels to provide accessibility between classrooms. Two three-stop elevators would need to be added to the facility, as the lowest levels are not connected to each other. Other interior level changes within the building could be resolved with ramps, however this would require reconfiguring access to some of the interior spaces.

The building is designed around a courtyard which can be used for outdoor learning and is directly accessible from the lowest level only, or via an exterior handicap lift from the second floor. An open stream passes through the courtyard and under the two wings of the building. The topography, open stream, and building construction type make additions and renovations to the existing building difficult.

The facility’s mechanical, electrical, and plumbing distribution systems are original to the building and in poor condition. Several areas within the facility do not have proper ventilation, this includes corridors, some interior conference rooms and teaching spaces, and the gymnasium. Most of the electrical system will need a full replacement as the panels, generator, lighting, and fire alarm panel do not meet current electrical codes. Additionally, the facility is not fully sprinklered. A fully automated fire suppression system would need to be added if any additions or renovations were considered for this facility.

The exterior of the building is in fair to poor condition with many areas of the exterior concrete soffits spalling and exposing rebar. Several areas have acute cracking of the masonry wall. Some interior CMU walls also have cracking, these are non-structural cracks and do not show signs of continued movement.

Based on the general classroom count (not including the modular classrooms) the facility has a capacity of 684 students. The current enrollment is 728 students. The modular classrooms are used as general classrooms as well as for “specials” and special education programming. In 2001, partition walls were added in the library to provide additional “pull out” space for special education programming and to provide a general conference/meeting room.

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

109305

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 existing building is located on a 27.8 acre parcel. An open stream runs from the northwest side of the site toward the southwest side passing under the existing building and through the courtyard. The stream has buffer zone requirements which may limit additions or new construction on the existing building footprint. This area of the site also experiences steep grade change in the area of the existing building. The east side of the site is generally flat and contains parking and two ballfields. The current site has limited stormwater management and future construction on the site would require permitting through Chelmsford Conservation Commission. The site is within a Zone II Wellhead protection area. There are no other buildings on the site.

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)

The address of the school is: Parker Middle School, 75 Graniteville Road, Chelmsford, MA, 01824. This site is bounded by Crooked Spring Road to the north, Richardson Road and Graniteville Road to the east, Graniteville Road to the south and residential and wooded areas to the west.

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 1965 building is concrete framed with load-bearing interior and exterior walls. Exterior walls are mostly brick veneer with CMU backup. Soffits are precast concrete. Both the brick and concrete are in fair condition. There are several areas of cracking in the brick and considerable spalling in the concrete where rebar has been exposed. The roof was replaced with an adhered membrane system and is in good condition. A window replacement project was completed in 2006 and most windows are in good condition. The exterior doors are aluminum storefront and hollow metal doors with hollow metal frames. Several doors and exterior hardware have been replaced but many frames are rusting and in poor condition.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO
Year of Last Major Repair or Replacement:(YYYY) 1965
Description of Last Major Repair or Replacement:
The exterior walls of the school are original to the building constructed in 1965. No major repair or replacement of the exterior walls has occurred.

Roof Section A
Is the District seeking replacement of the Roof Section? NO
Area of Section (square feet) 99037
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
A Sarnafil adhered PVC roofing system was installed on the complete roof area of the school in 2007.
Age of Section (number of years since the Roof was installed or replaced) 16
Description of repairs, if applicable, in the last three years. Include year of repair:
Does Not Apply - No roof repairs were completed in the last three years.

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

Window Section A
Is the District seeking replacement of the Windows Section? NO
Windows in Section (count) 124
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Lockheed LWC 6000 series windows were installed throughout the school in 2006. The primary exterior window type is aluminum-framed hopper/fixed with insulated glazing and operable sections.
Age of Section (number of years since the Windows were installed or replaced) 17
Description of repairs, if applicable, in the last three years. Include year of repair:
Does Not Apply - No window repairs were completed in the last three years.

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

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 Parker Middle School was built in 1965. The mechanical systems were repaired in 2006, as the building was converted from pneumatic to DDC control. The building also underwent a library/computer lab addition/renovation at that time. The building received new condensing hot water boilers while the unit ventilators and air handlers were repaired, receiving new controls, new motors, new switches, and new actuators. The boiler room was converted from steam to hot water with new condensing boilers and pumps being installed. The original hot water distribution piping remains in use in the crawlspaces. The school mostly consists of unit ventilators for all the classroom spaces. These are original to the building and require ongoing maintenance and repairs. Most of the unit ventilators are near the end of their serviceable life, as the repair only extended their life. Bearings, dampers, and other moving parts are wearing out. Classrooms do not have air conditioning; however, some classrooms have portable air conditioners that are placed or vented through the windows.

The library is served by a rooftop unit with gas heat and full air conditioning. The gym is served by horizontal unit heaters and heating and ventilating units. The cafeteria is served by heating and ventilating units. Exhaust air is provided throughout the building primarily with roof mounted exhaust fans. The building is not provided with a central cooling plant. The only air conditioning is in the administration area, library, elevator machine room, portable classrooms and some scattered classrooms and administrative areas. The Administration area is served by dedicated, through the wall air conditioners at some perimeter offices, and by ductless wall mounted air conditioners in the main office and in the offices at the front of the building as part of a VRF heat pump system. The library is cooled by a 17.5 ton Trane rooftop unit with DX cooling. The two computer labs are cooled by 5 ton ducted horizontal unit ventilators with add-on DX coils. The teacher’s lounge has the main distribution frame server racks, so is cooled by an oversized 7-1/2 ton Liebert DX computer room style air conditioner. The portable classrooms are cooled by rooftop units with DX cooling.

The existing electrical systems of this facility range from original vintage, to upgrades and/or add-ons recently installed including fire alarm, branch circuit panelboards, lighting, and photovoltaics. Although new devices, equipment, and fixtures were provided, generally the existing wiring, raceways, and boxes were reused. While the facility is well maintained and clean, the systems do not reflect, nor do they meet the needs of a modern-day facility. Code changes over the years have resulted in existing systems that do not meet today’s electrical codes. Replacement of MOST of the electrical systems for this facility is recommended under any addition or renovation program including generator, fire alarm system, original panelboards and lighting. Branch circuit panelboards vary from original Westinghouse panelboards that are in poor condition to recently installed Cutler Hammer panelboards that are in good condition. There has been some additional branch circuitry added throughout the school.

An interior natural gas generator, 65 kW, 120/208 volt, is installed in the boiler room. The generator feeds an ASCO transfer switch and serves emergency lighting, as well as, other loads. The emergency system does not comply with current electrical code as the emergency equipment is not separated from normal equipment. Exit signs are provided throughout the building.

The fire alarm system consists of an addressable Gamewell control panel. The control panel is located in the lobby. The detector does not meet NFPA72 spacing in rooms with beams. Also, a detector device should be in each space "Full Coverage" which is not the case. Additionally, E-Use groups require speaker/strobes, which means this school does not comply with current code.

Boiler Section 1
Is the District seeking replacement of the Boiler? NO
Is there more than one boiler room in the School? YES
What percentage of the School is heated by the Boiler? 100
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Natural Gas - Aerco gas-fired condensing boilers were installed (to replace outdated boilers) in the school in 2006.
Age of Boiler (number of years since the Boiler was installed or replaced) 17
Description of repairs, if applicable, in the last three years. Include year of repair:
Does Not Apply - No repairs were completed in the last three years. The boilers received regular annual service.

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

Has there been a Major Repair or Replacement of the HVAC SYSTEM? NO
Year of Last Major Repair or Replacement:(YYYY) 2006
Description of Last Major Repair or Replacement:
The mechanical systems were repaired in 2006, as the facility was converted from pneumatic to DDC controls. The boiler room was converted from steam to hot water. The building also received new condensing hot water boilers, new pumps, motors, switches, and actuators. The original hot water distribution piping remains in use in the crawlspaces. The school mostly consists of unit ventilators for all the classroom spaces. The library is served by a rooftop unit with gas heat and full air conditioning. Horizontal unit heaters and heating and ventilation units serve the gym. Heating and ventilation units serve the cafeteria. Exhaust air is provided throughout the building primarily through the use of roof mounted exhaust fans. The only air conditioning is in the administrative area, library, evaluator machine room, modular classrooms, and some scattered classroom and administrative areas. Most of the unit ventilators are near the end of their useful life, and the 2006 repairs only extended their life. Bearings, dampers, and other moving parts are wearing out.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO
Year of Last Major Repair or Replacement:(YYYY) 1965
Description of Last Major Repair or Replacement:
Does Not Apply - The electrical services and distribution system of the school is original to the building constructed in 1965. No major repair or replacement of the electrical services or distribution system has occurred.

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 flooring is predominately VCT in the classrooms and corridors. The VCT is original to the building and has several areas of patched and replaced VCT of different colors. In general, the VCT is in fair condition with signs of cracking and popping of seams. The carpet in the library was recently replaced and is in good condition. The kitchen floor was also recently repaired and is in good condition.

The walls are a mix of painted or polished CMU bearing walls. In several locations throughout the building the walls have severe step cracking, although these are not considered structural in nature. There are a few make-shift demising partitions that are in fair condition. Most, if not all, of the folding partition walls have been removed and replaced with wood stud gypsum walls. The acoustical quality of these walls is unknown.

The primary ceiling throughout the facility is painted concrete with 1x1 adhered acoustical tiles. The tiles are in fair to poor condition with many falling off the ceiling. Where gypsum soffits and ceilings are located, they are in generally good condition.

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).

Parker Middle School serves approximately 727 students in grades 5 – 8 in eight strands, essentially four teams per grade level. The school offers Mathematics, English Language Arts, Science, and Social Studies as part of its core curriculum. Parker Middle School also offers students Art, Music (band, orchestra and chorus), Physical Education, Health, World Languages, and Technology as “specials.” In addition to the general education curriculum, Parker Middle School provides a range of programs and services for students with special needs, provides a social/emotional learning curriculum to all students, and provides academic support programs for general education students. Space constraints are currently preventing the school from providing a needed Language-Based Special Education classroom to support students with communication deficiencies. There is also a desire to expand the technology curriculum to include maker space activities. Space constraints have made it necessary to explore creating such a space out of the existing library which impacts the collection, teaching areas, and collaboration areas within the library.

Special education spaces have been created by infilling areas behind stairs, beneath stairs, and out of space originally designed as corridors. Spaces designed as science classrooms have been converted to technology/engineering spaces and special education classrooms.

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).

General classrooms in the original building range in size from approximately 700 net square feet to 775 net square feet, with an average of approximately 750 net square feet. Science classrooms, which only exist as specialty spaces for grades 7 and 8, are approximately 850 net square feet. These spaces are largely original to the building, have not been updated, and fail to meet MSBA guidelines for science classrooms related to layout, storage, and prep space. Science for grades 5 and 6 are taught in general education classrooms.

The size of special education spaces vary by function and by program. Self-contained classroom spaces are 725 net square feet and 840 net square feet respectively. Special education classrooms not associated with specific disabilities range in size from 200 net square feet to 783 net square feet. None of these spaces is purpose-designed but have been created out of general education classroom and other spaces originally designed for other purposes.

The main portion of the cafeteria is approximately 3,940 net square feet and largely original to the building. This space also serves as a performance venue with a stage at one end. Based on MSBA guidelines, this space is

approximately 1,500 net square feet undersized.

The gymnasium is approximately 6,200 net square feet and aligns well with MSBA guidelines, however is largely original to the building.

The approximately 4,660 net square foot Library is housed in an addition that was placed on the building in 2006. It is currently serving the school well, but the District is looking to use some of the library to create a maker space environment.

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

The Parker Middle School was designed with 35 teaching stations (classrooms, art rooms, music rooms, a gymnasium, etc.) to serve grades five through eight. At an 85% utilization factor, the capacity of Parker Middle School is 684 students in permanent facilities and 840 students when considering modular classrooms. The current enrollment is 727 students making Parker Middle School over capacity by 43 students (when not including the modular classrooms). With the enrollment forecast of 792 – 898 students over the next ten years, the Parker Middle School will continue to exceed capacity and be over-crowded by as many as 171 students.

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 Town of Chelmsford Public Facilities Department (DPW) is responsible for the maintenance and repairs at Parker Middle School. As part of the maintenance practices, the Facilities employees (or an outside vendor) monitor, repair and inspect the following building components:

? Air compressors, drain water, belts, motors, grease – monthly
? Indoor air quality inspections – bi-monthly
? Alarm monitoring for elevator emergency phones – monthly
? Backflow prevention device testing and repairs - April & October
? Boiler water chemical treatment - monthly during heating season
? Boiler maintenance – July; Boiler inspections – September
? Café fume hoods, science showers and eye wash – June
? Catch basin cleaning - August • Ceiling tile replacement - June, July, August
? Doors and hardware - grease and tighten - July & August
? Doors and hardware repair and replacement - as needed
? Drains in art and science classrooms – August
? Electrical systems visual inspection - June, July, August
? Elevator inspections and permits -bi-monthly
? Emergency generator maintenance – monthly
? Fields – maintenance and markings – seasonal
? Fire alarm inspections - 10% February, 90% July
? Fire extinguisher inspections, weight, retag – July
? Fire pump inspections - January & July
? Generator - run for 1/2 hour every Tuesday – monthly
? HVAC - change filters, belts, grease units - February & August
? Integrated pest management program - submit online – August
? Intrusion alarm monitoring – daily; Intrusion alarm testing – July
? Irrigation controllers - start up and shut down
? Irrigation repairs - as needed - summer monthly

? Lighting 20 mile per hour signs, repairs as needed
? Locker repairs - as needed
? Restroom fixtures - check for leaks and make repairs - March, June, September, December
? Roofs - clear debris, visual inspection of roof decking - March, June, September, December
? Rooftrac program – August
? Safety services - asbestos, pesticide, chemical - April & December
? Water flow test – August
? Windows and blinds - as needed
? High School, PAC & science prep room sprinkler inspection – July
? MIIA Inspections
? Self-inspection - January, May & August
? Freeze-up prevention - February & December Roof inspection - March & November

The Town of Chelmsford has a 10-year Capital Plan in place that provided funding for the following recent projects at Parker Middle School:

FY20 School security system (camera) upgrade
School parking lot and sidewalk replacement
School classroom clock replacement

FY21 School kitchen renovation and code compliance upgrade
School classroom technology upgrade (interactive televisions)

FY22 External school lift replacement

FY23 Replacement of modular classroom RTUs
Installation of code compliant stair treads

Priority 2

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

The Parker Middle School must rely on modular classrooms that have exceeded their useful life to deliver its programs and services and maintain a reasonable class size. The school's current enrollment is 727 students (fall of 2022). Based on the number of existing general education classrooms, the school capacity is 684 students, excluding the modular classrooms. In 2005, ten (10) modular classrooms were added to the building to serve as general education classrooms, special education (OT/PT) spaces, and music (band, chorus and orchestra) instruction spaces to alleviate some of the overcrowding. These additional classrooms have allowed the district to maintain class size within the district's enrollment guidelines and continue to provide a full range of educational programs. The NESDEC 2021-22 Enrollment Projection indicates continued school-age growth in Chelmsford over the next ten years. The District's grade 5 through 8 student enrollment is projected to rise from 1,556 students in 2021, to 1,740 students in 2031, an increase of 184 students in ten years. Approximately half of those students are expected to attend Parker Middle School, exacerbating the existing overcrowding condition to as many as 171 students over capacity. Maintaining class size within district enrollment guidelines is especially important at Parker Middle School as 53% of the general education classrooms are more than 10% under the MSBA minimum guidelines for classroom size.

Priority 2

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

In addition to adding ten (10) modular classrooms at Parker Middle School in 2005, the school department has worked to balance the number of students assigned to Parker Middle School by shifting some students to McCarthy Middle School. As a result of this action, a portion of students who attend the Byam and Harrington Elementary Schools (approximately 15% of outgoing grade 4 students moving to middle school) will attend the McCarthy Middle School instead of Parker Middle School, while the remaining students from the Byam and Harrington Elementary Schools (approximately 85% of outgoing grade 4 students moving to middle school) will attend the Parker Middle School. These are the only elementary schools in the district that do not fully transition a complete/full grade level of students (i.e. outgoing grade 4 students moving to middle school) from the same elementary school to the same middle school. Additionally, several special education programs are housed only at McCarthy Middle School and physically handicapped students are assigned only to McCarthy Middle School due to accessibility limitations at Parker Middle School. The result is some students who have established peer relationships throughout elementary school from Kindergarten through grade 4, must transition to middle school without their established peer group due to overcrowding and space constraints at Parker Middle School.

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.

The lack of space has had a negative impact on program offerings and student/staff schedules. Inequities exist between the two middle schools in town, as the larger school (McCarthy Middle School) can offer more programs to middle school students than Parker Middle School. Additionally, because students must move through classrooms on the lower level of Parker Middle School (there is no central corridor), students must operate on individual grade level schedules. There are similarities between grades 5 & 6 and grades 7 & 8, however, each grade level is unique so there is space to accommodate specialist classes. When schedule alignment is not possible based on the location of specialist classrooms, and during some transition times, students are required to cut through classrooms that are in session creating a disruption to learning.

The lack of space affects the delivery of the MA curriculum frameworks in all content areas. All content areas have become limited due to less access to equipment in the classroom environment, as there is often not enough room to accommodate curriculum materials provided for purchased programs such as science labs. The science laboratory area does not meet OSHA recommended square footage guidelines per student due to the student class enrollment (class size) and layout of the classrooms. An appropriate middle school science laboratory should be modeled on the 2011 MSBA high school science lab guidelines. There is a lack of storage space for curriculum equipment and materials including science kits and book rooms. Small group instruction is affected due to a lack of instructional space(s) to create designated areas of learning, such as reading tables or workstations, that allow for teachers to provide regular one-on-one or small group instruction. This limits the teachers ability to provide remedial instruction and for a student to ask for and access specific help when learning. Another limitation due to lack of space includes no designated instructional spaces for interventions to occur with hired tutors and interventionists providing Tier II academic support to students. Classroom space is not available for students to receive in-class intervention and students are required to work in hallways and/or small closet sized rooms where available to provide such academic intervention services. Lastly, art and music programs do not have adequate designated classroom space that limits which curriculum standards may be taught.

The lack of space also impacts special education and related service delivery. Currently, there is no additional available space for small group pull-out special education instruction and services such as speech and language, occupational therapy, and/or specialized reading (OG or Wilson) services. The needs of our special education students have increased resulting in increased speech and language services at Parker Middle School. One of the speech language therapists is working in a storage space (turned into speech learning space) that is between two classrooms on the lower level of the school. Students and staff are required to walk through this space to get to one of the general education classrooms on the floor. Currently, some of our special education teachers are required to share a learning space which results in two different classes of students being taught in the same room during periods of the day. The district added a language based program at the middle school level in the 2022/23 school year. There is not a space for the addition of the language based special education teacher to provide English language arts/reading instruction for small group instruction. In order to accommodate this new program, the language based special education teacher will be required to share a room with another special education teacher. The configuration of the school does not allow for the increase in specialized programs that are needed today. Currently, two sub-separate Autism classrooms are required to share one classroom space. The intensive needs of the students in this program require 1:1 adult support, resulting in overcrowding of the classroom space with students and adults. Many of the resource rooms and smaller learning classrooms at Parker Middle School used for special education classes are not located in close proximity to

general education classrooms to provide for optimal learning. Two of the rooms are located on the lowest level of the school, furthest away from most of the general education learning spaces.

Please also provide the following:

Cafeteria Seating Capacity: 263

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: 17

Number of Modular Units: 12

Classroom count in Modular Units: 10

Seating Capacity of Modular classrooms: 176

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: 12

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

There are no designated instructional spaces for interventions to occur with hired tutors and interventionists providing Tier II academic support to students. Classroom space is not available for students to receive in-class intervention and students are required to work in hallways and/or small closet sized rooms where available to provide such academic intervention services. The lack of space impacts special education and related service delivery. There is no available space for small group pull-out special education instruction and services such as speech and language, occupational therapy, and/or specialized reading (OG or Wilson) services. The configuration of the school does not allow for the increase in specialized programs that are needed today.

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

The district has not made recent changes to educational programs, school assignment policies, grade configurations, class size policy, school closures, or other changes that impact the district's enrollment capacity. The district continually reviews enrollment projections and makes incremental adjustments to balance overall student enrollment in the district schools, however existing facilities will not support the projected student increase over the next ten years.

A committee was formed in the 2021/22 school year to examine the impact of overcrowding and how combining full grade levels together at each of the two middle schools (i.e. one school becomes a grade 5 and 6 school for the entire district, while the other school becomes a grade 7 and 8 school for the entire district) may help more evenly distribute the current students (i.e. create more equitable class size in grade levels), however this action will not alleviate the projected student enrollment increase over the next ten years. The result is a more equitable apportionment of current grade 5 through 8 middle school students and resulting class size between the two middle schools, however more equitable high class sizes are not desirable, the school lacks the capacity to enroll additional students over the next ten years, whether they be grade 5 and 6 students or grades 5 through 8 students. The committee is also reviewing a consolidation of programs, such as technical education, by combining grade levels to lessen the duplication of programming between the two middle schools, allowing for repurposing a few previously used technical education teaching spaces for classrooms.

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

School Committee Policy IIB – Class Size

The Chelmsford School Committee believes average class size for students in Grades Kindergarten through Grade Twelve should adhere to the following guidelines:

· 22 students in Kindergarten and Grade One

· 25 students in Grades 2 - 4

· 25 students in Grades 5 - 8 and 9 - 12

Priority 4

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

The conditions identified in Priority 2, Elimination of Existing Overcrowding, are only exacerbated by the projected addition of 171 students to Parker Middle School over the next ten years as identified in the NESDEC 2021-22 Enrollment Projection. The Chelmsford Public Schools structures its middle school enrollment on four neighborhood feeder elementary schools. Four elementary schools serve as feeder schools to two middle schools (McCarthy and Parker) to create continuity in programming, special education services, collaborative teacher and administrative support teams, and student/family neighborhood connections. Due to existing and projected overcrowding, certain neighborhood areas are redirected from Parker Middle School to McCarthy Middle School to better and more equitably balance student enrollment. However, this affects continuity of programming and student/family connections with their neighborhood schools. As previously referenced, a portion of students who attend the Byam and Harrington Elementary Schools (approximately 15% of outgoing grade 4 students moving to middle school) will attend the McCarthy Middle School instead of Parker Middle School, while the remaining students from the Byam and Harrington Elementary Schools (approximately 85% of outgoing grade 4 students moving to middle school) will attend the Parker Middle School. These are the only elementary schools in the district that do not fully transition a complete/full grade level of students (i.e. outgoing grade 4 students moving to middle school) from the same elementary school to the same middle school. Further, the required designation of specific special education programs and services to specific middle schools due to overcrowding and lack of instructional space creates imbalance in regular and special education student populations and class size between the two middle schools.

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.

In addition to adding ten (10) modular classrooms at Parker Middle School in 2005, the school department has worked to balance the number of students assigned to Parker Middle School by shifting some students to McCarthy Middle School. The district continually reviews enrollment projections and makes incremental adjustments to balance overall student enrollment in the district schools, however existing facilities will not support the projected student increase over the next ten years. A committee was been formed to examine the impact of overcrowding and how combining full grade levels together at each of the two middle schools (i.e. one school becomes a grade 5 and 6 school for the entire district, while the other school becomes a grade 7 and 8 school for the entire district) may help more evenly distribute the current students (i.e. create more equitable class size in grade levels), however this action will not alleviate the projected student enrollment increase over the next ten years. The result is a more equitable apportionment of current grade 5 through 8 middle school students and resulting class size between the two middle schools, however more equitable high class sizes are not desirable, the school lacks the capacity to enroll additional students over the next ten years. The committee is also reviewing a consolidation of programs, such as technical education, by combining grade levels to lessen the duplication of programming between the two middle schools, allowing for repurposing a few previously used technical education teaching spaces for classrooms.

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.

The conditions identified in Priority 2, Elimination of Existing Overcrowding, are only exacerbated by the projected addition of 171 students to Parker Middle School over the next ten years as identified in the NESDEC 2021-22 Enrollment Projection. Even with the mitigation strategies mentioned above, Parker Middle School is over capacity with its current student enrollment, the situation significantly deteriorates over the next ten years. The academic programming and curriculum materials are currently in alignment with DESE regulations and curriculum frameworks and are not due to change in the near future. Even with grade level change reconfigurations, there still remains the fact that the current Parker Middle School classroom configuration does not support or allow for the current pedagogy needed to implement the standards and curriculum materials that support each subject. Multi-level classroom configurations lacking ADA accessibility and common hallways do not support student and staff needs to move throughout the school without having to pass through instructional spaces being utilized by other students and teachers.

Small group instruction is affected due to a lack of instructional space(s) to create designated areas of learning that allow for teachers to provide regular one-on-one or small group instruction. This limits the teachers ability to provide remedial instruction and for a student to ask for and access specific help when learning. Classroom space is not available for students to receive in-class intervention and students are required to work in hallways and/or small closet sized rooms where available to provide such academic intervention services. The lack of space and overcrowding impacts special education and related service delivery. Currently, there is no additional available space for small group pull-out special education instruction and services such as speech and language, occupational therapy, and/or specialized reading (OG or Wilson) services. The configuration of the school does not allow for the increase in specialized programs that are needed today or in the future. Currently, two sub-separate Autism classrooms are required to share one classroom space. The intensive needs of the students in this program require 1:1 adult support, resulting in overcrowding of the classroom space with students and adults. Many of the resource rooms and smaller learning classrooms at Parker Middle School used for special education classes are not located in close proximity to general education classrooms to provide for optimal learning. Two of the rooms are located on the lowest level of the school, furthest away from most of the general education learning spaces. As mentioned previously, the situation over the next ten years is only exacerbated by the projected addition of 171 students to Parker Middle School.

Please also provide the following:

Cafeteria Seating Capacity: 263

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:** 17
- **Number of Modular Units:** 12
- **Classroom count in Modular Units:** 10
- **Seating Capacity of Modular classrooms:** 176
- **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:** 12

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

There are no designated instructional spaces for interventions to occur with hired tutors and interventionists providing Tier II academic support to students. Classroom space is not available for students to receive in-class intervention and students are required to work in hallways and/or small closet sized rooms where available to provide such academic intervention services. The lack of space impacts special education and related service delivery. There is no available space for small group pull-out special education instruction and services such as speech and language, occupational therapy, and/or specialized reading (OG or Wilson) services. The configuration of the school does not allow for the increase in specialized programs that are needed today.

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

The district has not made recent changes to educational programs, school assignment policies, grade configurations, class size policy, school closures, or other changes that impact the district's enrollment capacity. The district continually reviews enrollment projections and makes incremental adjustments to balance overall student enrollment in the district schools, however existing facilities will not support the projected student increase over the next ten years.

A committee was formed in the 2021/22 school year to examine the impact of overcrowding and how combining full grade levels together at each of the two middle schools (i.e. one school becomes a grade 5 and 6 school for the entire district, while the other school becomes a grade 7 and 8 school for the entire district) may help more evenly distribute the current students (i.e. create more equitable class size in grade levels), however this action will not alleviate the projected student enrollment increase over the next ten years. The result is a more equitable apportionment of current grade 5 through 8 middle school students and resulting class size between the two middle schools, however more equitable high class sizes are not desirable, the school lacks the capacity to enroll additional students over the next ten years, whether they be grade 5 and 6 students or grades 5 through 8 students. The committee is also reviewing a consolidation of programs, such as technical education, by combining grade levels to lessen the duplication of programming between the two middle schools, allowing for repurposing a few previously used technical education teaching spaces for classrooms.

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

School Committee Policy IIB – Class Size

The Chelmsford School Committee believes average class size for students in Grades Kindergarten through Grade Twelve should adhere to the following guidelines:

· 22 students in Kindergarten and Grade One

· 25 students in Grades 2 - 4

· 25 students in Grades 5 - 8 and 9 - 12

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.

Classrooms, with the exception of the modular classrooms, use unit ventilators for heating and venting the space. These ventilators are original to the building (1965) and require considerable maintenance and cost to repair and operate. Due to the age of the equipment, replacement parts are difficult to locate. Air conditioning is provided in the administration, library, elevator machine room, modular classrooms, and a few general classrooms via portable AC units. Many spaces such as the gym, cafeteria, corridors and restrooms lack proper ventilation. There is no ventilation in the boiler room. Utility spaces such as toilet rooms are controlled by local controls with no night setback capability. The main office is ventilated by a propeller fan located in a transom window between the lobby and the main office.

The existing electrical system includes original equipment as well as updated equipment. In general, the existing wiring, raceways, and boxes have been reused and much of the existing system does not meet current code or the needs of a current-day middle school facility. The fire alarm, original panelboards, generator, and much of the interior lighting should all be replaced. The emergency system does not comply with current codes.

Plumbing fixtures have been updated, however the distribution system remains original to the building. Only portions of the facility are protected by fire sprinklers which are required for a school facility of this size.

There is a secondary lift attached outside of the building and is not functional for all handicapped students to access classrooms on the bottom floor. When the lift is not functional, students and staff with mobility issues needing to access the lowest level of the school are unable to do so. This is due to the steep grade outside the building, coupled with any inclimate weather makes traveling outside of the building impossible.

There is no auditorium at the building, hence the only gathering space for all students is the cafeteria or gymnasium, which is not accessible since lunches and/or classes are occurring for the majority of the day.

Priority 5

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

When the lift is not functional, if students and staff with mobility issues need to access the two (2) lower levels of the school, classrooms from the lower level are required to swap with main-level classrooms sporadically to provide access for those with mobility issues.

In order to meet with large groups of students, grade level assemblies in the cafeteria must be scheduled prior to 10:15 a.m. or after 1:45 p.m. due to the lunch schedule. This causes the school to schedule specialized programs over several school days as there is no auditorium and the cafeteria must be used for such events. If scheduling events over several days is not possible, the students and staff may be required to travel to the high school or other middle school if their spaces are available, or miss out on an enrichment opportunity.

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.

One of the primary issues impacting the instructional program is the way in which the air exchange system functions. Students seated near the blowers have cold air pulled from the outside directed at them for the majority of the day. Teachers are unable to rearrange their room to take students away from the exchange system due to small classroom size and a lack of configuration options. Students seated near the vents often wear jackets and other winter gear indoors to stay warm in certain classrooms. Teachers assigned to particular classrooms also deal with the colder temperatures daily depending on where their desk or teaching space is located.

The vents in the gymnasium are loud making it extremely difficult for students to hear their teachers. There are often 2-3 classes sharing the gymnasium during the same period. The volume of the older ventilation system is problematic as it is, and the challenge is exacerbated when there are 50 - 75 students in the educational space.

Priority 5

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

Addressing the school's systems may extend the useful life of the building as the building itself has been deemed structurally sound. Mechanical systems have a normal life span, and Parker Middle School's end is in sight. It is reasonable to expect replacement. However, the core of the building itself is sturdy and may be worth salvaging. Continued maintenance may allow the building to continue to serve the community's educational needs for the near future.

Maintaining the existing heating and ventilation systems may extend the life of the current units until their final end of usage life. The existing plumbing and electrical systems will continue to not meet the needs of a current middle school facility. Fixing the outside lift would allow for some usage when functional for students to access lower level classrooms. Since there are no other locations for classrooms to be shifted from the gymnasium and cafeteria areas, there would be no change in noise levels.

We still need to address many aspects of the school's facilities to allow for a safe, comfortable learning environment for all students and staff. Educational opportunities will be enhanced when teachers have flexibility when making decisions about their classroom configuration. A potential new school building will improve our district educational programming by providing proper facility systems and allowing for appropriate learning spaces to include, but not be limited to, classrooms for large and small group instructional spaces free from distraction and climate issues. A rigorous and robust program of studies can be implemented with new, modern science labs that meet the MSBA guidelines, comprehensive fine and performing arts class spaces, and a technology engineering area that is accessible for students with and without disabilities that have extensive use of technology, and innovative STEM-focused makers spaces/breakout spaces to meet the needs of the 21 Century learner.

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):
Garcia, Galuska, DeSousa Inc.

The date of the inspection: 12/20/2016

A summary of the findings (maximum of 5000 characters):
Findings were incorporated in a December 20, 2016 Comprehensive Facilities Assessment Report, updated in January 28, 2022, by Dore & Whittier, Inc. Generally, the Parker Middle School building systems are a mix of very old and new or upgraded equipment. Despite the replacement or upgrades to some equipment, distribution systems remain original and are in need of replacement. The HVAC equipment in classrooms has exceeded its useful life and is no longer energy efficient.

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 Parker Middle School is not handicapped-accessible which impacts the programs and services the district may provide to its students. For example, the district had to move a chorus room to the main floor of the building two years ago because a student in a wheelchair was not able to access the lower level of the school housing the previous chorus room. Special education classrooms and learning spaces are clustered together in order for students with physical disabilities to access classes, not aligned with Massachusetts Department of Elementary and Secondary Education guidelines for inclusivity. Music classes are held in inappropriate spaces with regard to acoustics - instrumental music instruction in a general education classroom results in disruption of surrounding instructional classrooms and inappropriate sound volume in the music classroom. The lack of an auditorium at Parker Middle School is a major issue for the performing art program, limiting rehearsal and performance space. Specialist classrooms, such art, are often overcrowded and for safety reasons are not able to include all students in class activities. For example, the kiln is not accessible and because of its location, if there are too many students in the classroom it is not safe to run, limiting the number of students who can participate in an activity or when an activity may be conducted. As enrollment continues to increase, there will be a need to occupy all “specialist” instructional spaces, resulting in art and music classrooms being converted to instructional classrooms and specialist teachers moving from room-to-room to deliver instruction.

Parker Middle School houses an in-house special education program for students with autism. This is a partner classroom with the New England Center for Children that allows the district to provide students with an in-district programming option, opposed to having to send a child to an out-of-district placement to receive their required services. Currently, two autism classes of students are required to share one classroom space because there is not another classroom space available in the school due to existing overcrowding. Without additional classroom space to continue this programming, students may be at risk of continuing to remain in-district to receive their services with Chelmsford peers and be required to go out-of-district to receive required services.

There are instances where two special education teachers are required to share one classroom space. This creates significant challenges when two grade levels of students overlap or are forced to find an alternate space due to student testing or other interruptions. In addition, many of the special education classroom spaces are small and limit the number of students who can access support with their peers, further complicating an already complex school schedule.

The conditions identified in Priority 2, Elimination of Existing Overcrowding, are only exacerbated by the projected addition of 171 students to Parker Middle School over the next ten years as identified in the NESDEC 2021-22 Enrollment Projection. Small group instruction is affected due to a lack of instructional space(s) to create designated areas of learning that allow for teachers to provide regular one-on-one or small group instruction. This limits the teachers ability to provide remedial instruction and for a student to ask for and access specific help when learning. Classroom space is not available for students to receive in-class intervention and students are required to work in hallways and/or small closet sized rooms where available to provide such academic intervention services. The lack of space and overcrowding impacts special education and related service delivery. Currently, there is no additional available space for small group pull-out special education instruction and services such as speech and language,

occupational therapy, and/or specialized reading (OG or Wilson) services. The configuration of the school does not allow for the increase in specialized programs that are needed today or in the future.

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.

Parker Middle School has adjusted to capture every available nook and cranny of space for the purpose of providing student instruction, programs, and services, including converting teacher workspaces and areas that were formerly used as offices and storage closets into intervention areas. Beyond that, Parker Middle School is not so much mitigating the problem as it is adapting and coping with it as best it can. To provide all students with programming, classrooms will continue to be adjusted to an accessible level in the school allowing physically handicapped students the same programming even without the appropriate curricula materials. Students from Parker Middle School will have certain music and enrichment programs moved to the high school and other middle school as scheduling allows and use its current larger gathering cafeteria and gymnasium areas during the few times they are available for school assemblies. Students will continue to travel to our other middle school and high school to access large instructional spaces and performing arts areas as they are available. Specialist courses will be shifted to use space behind the stage and moved to carts for teachers to travel into classrooms rather than have a designated classroom to open up additional instructional space for instructional classrooms and special education service areas.

A committee was formed to examine the impact of overcrowding and how combining full grade levels together at each of the two middle schools (i.e. one school becomes a grade 5 and 6 school for the entire district, while the other school becomes a grade 7 and 8 school for the entire district) may help more evenly distribute the current students (i.e. create more equitable class size in grade levels), however this action will not alleviate the projected student enrollment increase over the next ten years. The result is a more equitable apportionment of current grade 5 through 8 middle school students and resulting class size between the two middle schools, however more equitable high class sizes are not desirable, the school lacks the capacity to enroll additional students over the next ten years.

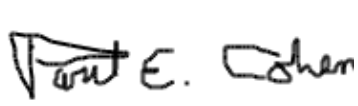
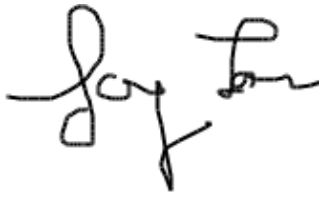
Priority 7

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.

The Parker Middle School's facilities are not equitable for special education and regular education students in that specialized instruction and therapies must frequently be delivered in non-classroom settings, such as former storage areas and offices and the school's corridors, nor are the facilities and services comparable to those provided to the district's population at our other middle school. In addition, placement of classrooms by the cafeteria and gymnasium creates significant auditory distractions for all students and especially for students who have auditory sensitives as identified in their IEPs and 504s. The use of an antiqued lift system that is not functional at times, creates a barrier for students that have a physical disability to access classrooms on the lower levels of the school and displaces classrooms to other levels of the school without all the equipment available to properly conduct a lesson, as in the case of art and/or music, and engineering classes. Without a large group gathering area, Parker Middle School students do not have the same performing arts programming and enrichment activities as their peers at our other middle school. As a result of facility limitations, there is a truncation of curriculum standards taught and extracurricular experiences. The current building does not allow the district to realize its vision for a modern learning environment that fully supports students' opportunities to practice and achieve necessary skills and the school's learning expectations. This includes the extensive use of technology, innovative STEM-focused makers spaces/breakout spaces, modern science labs, and small group instruction stations.

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**
Paul E. Cohen	Donna M. Newcomb	Jay Lang, Ed.D.
Town Manager		
		
(signature)	(signature)	(signature)
Date	Date	Date
4/6/2023 8:32:29 AM	4/5/2023 8:18:16 PM	4/5/2023 4:47:55 PM

* 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.