

## Massachusetts School Building Authority

### Next Steps to Finalize Submission of your 2025 Statement of Interest (“SOI”)

Thank you for submitting a 2025 SOI to the Massachusetts School Building Authority (the “MSBA”) electronically. Please note, the District’s submission is not yet complete if the District selected Statutory Priority 1 or Statutory Priority 3. If either of these Statutory Priorities were selected, the district must upload the required documentation, described below, in order for the SOI to be considered complete. Hard copies will no longer be accepted.

**ADDITIONAL DOCUMENTATION REQUIRED TO BE UPLOADED FOR SOI STATUTORY PRIORITIES 1 AND 3 IN ORDER TO BE CONSIDERED COMPLETE. HARD COPIES WILL NO LONGER BE ACCEPTED:**

**If the 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 an electronic version 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 must also submit photographs of the problematic building area or system to the MSBA electronically. The SOI will not be considered complete unless this information is uploaded as part of the SOI submission. **If the District selects Statutory Priority 3:** Prevention of a loss of accreditation, the SOI will not be considered complete unless an electronic summary of the accreditation report(s) focusing on the deficiencies as stated in the SOI must be uploaded in the SOI system in order to submit an SOI.

**ADDITIONAL INFORMATION:** In addition to the information required above, the district may also elect to provide reports, pictures, or other information that may give the MSBA a better understanding of the issues identified at the SOI facility. Any supplemental material a district elects to submit with the SOI must be uploaded in the SOI system. Hard copies will no longer be accepted.

If you have any questions about the SOI process please contact the MSBA at [SOI@massschoolbuildings.org](mailto:SOI@massschoolbuildings.org).

Massachusetts School Building Authority 1 Statement of Interest  
Name of School Sheffield Elementary

## **Massachusetts School Building Authority**

School District Gill-Montague

District Contact Joanne Blier Title: Director of Business Operation TEL: (413) 863-3251

Name of School Sheffield Elementary

School Address 43 Crocker Avenue, Turners Falls, MA - 01376

Submission Date 4/11/2025

### **Statement of Interest (“SOI”) CERTIFICATION**

To be eligible to submit an 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 public school in the district that is currently used or will be used to educate public school students in grades Pre-K through 12 as reported to the Department of Elementary and Secondary Education (the “DESE”) and that the school for which the SOI is being submitted does not solely serve the district’s 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. Please note that meeting minutes are NOT required to be uploaded to the “Vote” tab. 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. Please note that meeting minutes are NOT required to be uploaded to the “Vote” tab. 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 Statutory 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. Please note that meeting minutes are NOT required to be uploaded to the “Vote” tab. The district hereby acknowledges that this SOI submission will not be considered complete unless all required supporting documentation for Statutory Priority 1 and/or Statutory Priority 3, if either is selected is uploaded as part of the SOI submission. If Statutory Priority 1 is selected, the district’s SOI will not be considered complete unless the district provides the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system is uploaded as part of the SOI submission. If Statutory Priority 3 is selected, the district’s SOI will not be considered complete unless the district provides a summary of the accreditation

Massachusetts School Building Authority 2 Statement of Interest  
Name of School Sheffield Elementary

report focused on the deficiencies as stated in this SOI as part of the SOI submission. The documentation noted above must be uploaded as part of the SOI submission.

**ADDITIONAL INFORMATION:** In addition to the information required above, the district may also elect to provide reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility. Any supplemental material a district elects to submit with the SOI must be uploaded in the SOI system. Hard copies will no longer be accepted.

**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** Brian  
Beck Jane Oakes Brian Beck

Superintendent of Schools

(signature) (signature) (signature)

Date Date Date 4/11/2025 1:21:36 PM 4/11/2025 4:35:18 PM 4/11/2025 1:39:40 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 3 Statement of Interest  
Name of School Sheffield Elementary

## Massachusetts School Building Authority

School District Gill-Montague

District Contact Joanne Blier Title: Director of Business Operation TEL: (413) 863-3251

Name of School Sheffield Elementary

School Address 43 Crocker Avenue, Turners Falls, MA - 01376

Submission Date 4/11/2025

**Not  
e**

We have additional documentation that was not able to be uploaded due to the capacity of the system.

**SOI Program: Core Potential Project Scope:**

Renovation\ Addition **Is this a Potential**

**Consolidation? Yes**

**If "yes", please describe the potential consolidation and/or grade reconfiguration that is anticipated as a result**

**of this SOI submission; please be specific by including the other school name(s) and grade levels that may be impacted.**

The current grade configuration includes two elementary schools in Montague, one for students PreK-1 (Hillcrest) and one for grades 2-5 (Sheffield). The Pre-K school was built in 1950's and has some major capital needs in the near future. The other school was re-built in 1988 after a fire destroyed the building. There is also an attached gymnasium and auditorium Built in the 1930's that was not destroyed by the fire. The proposed grade configuration would be PreK-5, bringing the two schools together into one larger building. This would allow us to better allocate resources, allowing them to work in a larger team format to better serve students. We can build upon the school and family connection from Pre-K - Grade 5. Currently, students spend one to three years at Hillcrest (PreK-1) depending on when they begin traditional schooling and then they move on to Sheffield. If students were to remain in the same school PreK-5, the relationship between school and home would strengthen significantly. Parents and guardians would also be more likely to serve on School Councils and volunteer groups like the Friends of Hillcrest/Sheffield since their child's time in elementary school would be focused in one building.

**The following summary of the Statutory Priorities as set forth in M.G.L. c. 70B, § 8 have been included in the Statement of Interest (for the Core Program, select as many as are applicable):**

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 enrollment.
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.

Massachusetts School Building Authority 4 Statement of Interest  
Name of School Sheffield Elementary

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 governing bodies, in a 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 in a form that is acceptable to the MSBA. All SOI vote documentation must be uploaded on the Vote Tab.

**Each district must prioritize one Core Program Statement of Interest from all of the Statements of Interest that the district has submitted or prepopulated, including any SOIs that may be in the MSBA's capital pipeline. At no time shall a district have more than one prioritized SOI on file with the MSBA.**

**Is this SOI the District Priority SOI? Yes School name of the District Priority SOI: 2025 Sheffield Elementary**  
**Is this part of a larger Master Facilities Plan and/or Educational Plan within the past five years that includes facility goals for this building and all school buildings in the District? Yes**

**If "YES", please provide the following:**

**Facilities Plan Date: 11/5/2020 Planning Firm: PCA360 Please provide a brief summary of the plan(s) including its goals and how the school facility that is the subject of this SOI fits into that plan:**

A property condition assessment was completed for each of our schools and provided us with a 15 year capital plan that has been used in the budget process. In reviewing the completed property condition assessments, and walk arounds with the Town of Montague's Capital Improvement Committee, we began having conversations about the potential for a new school building to expand or replace the existing two buildings rather than try to keep up with the 15 year capital plan in the long term. Part of the conversation was about the significant needs within the two buildings and resulted in this conversation.

**Has an energy and/or decarbonization study been completed within the past five years that includes facility goals for this building or all buildings in the District? No**

**If "YES", please provide the following:**

**Energy / Decarbonization Study Date: Study Firm: Please provide a brief summary of the study(ies) including its goals and how the school facility that is the subject of this SOI fits into that plan:**

**Does the District have a dedicated sustainability officer or energy manager, employed either by the school department and/or the City/Town? Yes**

**If "YES", please describe** The two schools are owned by the town of Montague and fall under their energy committee.

**Does the District monitor energy usage at each of its facilities and/or work with local utilities to understand potential areas for improvement? Yes**

**If "YES", please describe.** The Town's energy committee reviews the utility usage. The District Director of Business and Facilities Director work with the energy committee and vendors to understand utility pricing and potential improvements.

**Does the District's transportation services currently include electric buses or does the District plan to switch to electric buses? No**

**If "YES", please describe.**

**Provide, if applicable, the most recent budget approval process that resulted in an operating budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities). 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. If no recent teacher layoffs and/or staff reductions have occurred, please enter "Does Not Apply".**

The recent FY26 budget built with an increased rural aid fund and minimal State aid, called for a reduction of the SRO, Curriculum Director and one paraprofessionals. The elimination of these positions will lead to just one layoff, the SRO was returned to the Police Department and the Paraprofessional will retire at year end.

**Please provide a description of the local actions and approvals needed to secure both funding for a feasibility study and project funding for a potential building project with the MSBA. Please include schedule information for both funding actions(i.e. Town Meeting, City Council/Town Council meetings, Regional School Committee Meetings).**

The two Montague Elementary Schools (Sheffield & Hillcrest) are owned by the Town of Montague. The Regional District has two member towns, Gill & Montague. Gill currently makes up approximately 10% of the population while Montague is 90%. The town of Montague has an elected town meeting that typically meet on the first Saturday of May. The Town of Gill has an open town meeting that typically meets on the first Monday of May. The school committee typically meets on the 2nd and 4th Tuesdays of each month. Each year in December, the Town of Montague notifies the district of the "affordable assessment" for the year, this is based on a percentage of anticipated revenues and was established as a way for the two entities to work together approximately 15 years ago. The town bases their affordable assessment on 48.5% of their available funds. The district has worked hard to meet that number each year which has lead to budgets being overwhelmingly passed at Town Meetings. The FY26 budget was approved by the District on March 11 and is expected to be approved by the two towns in early May.

Massachusetts School Building Authority 6 Statement of Interest  
Name of School Sheffield Elementary

## 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 including modular units (maximum of 5000 characters).

Hillcrest elementary: Was originally constructed in 1958 as a K - 6 building, the Hillcrest Elementary School located at 30 Griswold Street is a single (1) story building with a partial below grade boiler room, containing a total area of +/- 34,438 sq. ft. The Property is situated on a single parcel of land which is 10.37 acres adjacent to the Sheffield Elementary School Complex.

Sheffield Elementary: Is made up of a three (3) connected-building complex and is the facility that we wish to renovate. The complex includes the elementary school (Building 1: 43 Crocker Avenue) which was reconstructed in 1988 after a catastrophic fire, the original gymnasium/ auditorium building which was constructed in 1935 (Building 2: 39 Crocker Ave) which has several areas that are not handicap accessible including bleachers and balcony seating for the gym, and the Administration building (Building 3: 35 Crocker Ave) which was constructed in 1925 and is the former high school building which is three stories, one of which is partially underground and has no handicap access to any portion of the building.

**TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions (field one below) and/or modular units (field two below).**

**Original Building Plus Additions Square Footage** 117163

**Modular Units Square Footage** 0

**SITE DESCRIPTION: Please provide a detailed description of the current site, including confirming the address of the school, who has ownership, control, and use of the site, and any known existing conditions that would impact a potential project at the site (e.g. wetlands, easements etc.). Please note whether there are any other buildings, public or private, that share this current site with the school and/or if there are multiple schools housed within the same building. What is the use(s) of this building(s)? (maximum of 5000 characters).**

The grounds of Hillcrest and Sheffield are connected on a 10.37 acre site. The Hillcrest School is an “L” shaped building on a single story. There is one small paved staff parking lot, one dirt parking lot (staff) and one small paved student drop off parking lot- all of which are on separate sides of the building. The main entrance is separated and not visible from the street, and since it is one of three entrances to the property, it is difficult to determine which entry is appropriate for certain needs. The sidewalks and driveways are in need of repairs. The student drop off and pick up area for both buildings have been an area of concern for many years and in need of redesign.

The three buildings of the Sheffield Elementary School are made up of four (4) connected by individual lots; three of which front Crocker Ave to the North-West extending from Montague Street to just short of Davis Street. The fourth fronts on Davis Street separated from Crocker Ave by two small house lots along Crocker Ave to the corner of Davis Street. The property is bordered on the South-East by a paper street called Keith Street which has, for all practical purposes been absorbed into the school site and allows for the virtual blending of the site into the Hillcrest School 10 acre site. The three inter-connected buildings on Crocker Ave that make up the school stand proudly and comfortably in a residential neighborhood.

**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).**

Hillcrest: Concrete Slab foundation with subterranean steam tunnel access. Brick facade which currently has some cracks and cosmetic issues (Due for repair in 2023). Roof deck is wood, steel and concrete. The roof was

replaced

Massachusetts School Building Authority 7 Statement of Interest  
Name of School Sheffield Elementary

over 20 years ago, and is a PVC membrane sheeting which is currently suffering from decay and failure in multiple locations. Recent patching and sealing repairs of the roof have been going on since 2020 but continues to have new leaks discovered and is in need of complete replacement. Windows were replaced approximately 20 years ago, but window frames were not and are in a decaying status needing replacement.

Sheffield: Building 1: Concrete and brick foundation. No subterranean access. Brick facade. Windows are the original (1988) aluminum clad wood frame thermal pane windows that are beginning to show their 26 year age. Building 2: Roof is rubber membrane and was replaced in sections between 2006 and 2010. There are several of the 4"x12" Gym roof beams that have stress cracks or have been reinforced with 2"x12" planks on either side. Building 3: 1922 Grammar School consists of a concrete foundation and slab with load bearing masonry walls and a wooden roof deck. The exterior is brick with a concrete foundation and slab on grade with masonry walls with steel column supports and steel roof and floor framing. Windows are a wood frame single glazed windows. The roof and doors were replaced in 2007. All but two exterior doors were replaced in 2007.

**Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO Year of Last Major Repair or Replacement:(YYYY) 1988 Description of Last Major Repair or Replacement:** The only major repair/replacement was in 1988 after a fire, One section of the Sheffield Elementary School was replaced.

**Total Roof Square Footage** 118363

**Age of Oldest Roof Section** 37

**Roof Section A Is the District seeking replacement of the Roof Section? YES Area of Section (square feet) 19350 Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe) Rubber membrane Age of Section (number of years since the Roof was installed or replaced) 14 Description of repairs, if applicable, in the last three years. Include year of repair:** Portions of the roof were replaced between 2006 and 2010 and some are beginning to leak intermittently and have been addressed as needed. Other sections of the roof are much older, some dating back to the building replacement after the fire in the late 80's.

**Roof Section B Is the District seeking replacement of the Roof Section? YES Area of Section (square feet) 12925 Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe) PVC Age of Section (number of years since the Roof was installed or replaced) 20 Description of repairs, if applicable, in the last three years. Include year of repair:** This is the roof above the gym and auditorium. There are two active leaks over the gym and another two over the auditorium that we are addressing.

**Roof Section C Is the District seeking replacement of the Roof Section? YES Area of Section (square feet) 7636 Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe) PVC Age of Section (number of years since the Roof was installed or replaced) 15 Description of repairs, if applicable, in the last three years. Include year of repair:** There are no active leaks or repairs on this roof over the administration building

**Total Window Count 336**

Massachusetts School Building Authority 8 Statement of Interest  
Name of School Sheffield Elementary

**Age of Oldest Window Section 30**

**Window Section A Is the District seeking replacement of the Windows Section? YES Windows in Section (count) 196 Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe)) double pane windows in the sheffield elementary school Age of Section (number of years since the Windows were installed or replaced) 35 Description of repairs, if applicable, in the last three years. Include year of repair:** All windows in the Sheffield Elementary building were part of the rebuild after the (1988) fire.

**Window Section B Is the District seeking replacement of the Windows Section? NO Windows in Section (count) 76 Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe)) Double Pane Age of Section (number of years since the Windows were installed or replaced) 7 Description of repairs, if applicable, in the last three years. Include year of repair:** The district had a accelerated repair project to replace windows in the gym and auditorium in 2016.

**Window Section C Is the District seeking replacement of the Windows Section? YES Windows in Section (count) 64 Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe)) Single pane windows with wood framing and glazing. Original to the building from the 1920's. Many of the windows have storms and weather stripping/plastic is added during winter months. Age of Section (number of years since the Windows were installed or replaced) 100 Description of repairs, if applicable, in the last three years. Include year of repair:** No repairs, regular weather stripping or barriers are put in place due to the cold temperatures.

**ELECTRICAL SYSTEMS: Please provide a detailed description of the current electrical systems, including system age(s), and any known problems or existing conditions (maximum of 5000 characters).**

The 1922 section of the building is heated with steam provided by an HB Smith series 28A-9 nine section cast iron

steam boiler with an Powerflame C2-OB oil fired burner. The 1922 section school boiler was replaced in 2009-10. The 1935 and 1988 sections of the building are heated by two Weil McLain Model 88, 10 section, low pressure steam boilers with Power Flame WCRBZ-GO-20B oil or gas burners. The 1935 section of the building is heated with low pressure steam and the 1988 section is heated with hot water from a steam to water heat exchanger in the boiler room.

**MECHANICAL HEATING SYSTEMS:** Please provide a detailed description of the current mechanical heating systems, including system age(s), and any known problems or existing conditions. Please describe the current heat system source (i.e. natural gas, propane, fuel oil, electric resistance, air source heat pump, ground source heat pump, other) and describe the current heat distribution (i.e. air handling units, fan coil units/cabinet heaters, unit ventilators, fuel furnaces, variable refrigerant flow (VRF), air source split systems or mini-splits, packaged rooftop units, water source heat pumps, fin tube/baseboard, radiant panels/beams, air displacement, other) (maximum of 5000 characters).

Sheffield heating systems are from the 1980's during the building renovation. The system components are mostly new including feed pipes, condensation lines, condensation tank and circulation pumps. The pumps have a Building Management System installed and optimized in 2019 along with a VFD system and rotation scheduled built into the BMS. One boiler is fed from an underground oil tank (10,000 gallons). The other is a gas boiler fed by a pipeline. The building has 3 rooftop units that provide air source heat pumps. Heat distribution is 80% forced

Massachusetts School Building Authority 9 Statement of Interest  
Name of School Sheffield Elementary

hot water, 20% steam radiators. Heat is distributed by universal ventilator in most locations, several areas have radiators.

**MECHANICAL COOLING SYSTEMS:** Please provide a detailed description of the current mechanical cooling systems, including system age(s), and any known problems or existing conditions. Describe the current cooling system source (i.e. air-cooled chiller, water-cooled chiller, mini-splits/DX, ground source heat pump, other, none) and describe the current cooling distribution (i.e. air handling units or rooftop units, fan coil units, unit ventilators, chilled beams, variable refrigerant flow (VRF), packaged rooftop units, water source heat pumps, air displacement, other, none) (maximum of 5000 characters).

The building has no cooling systems in the building other than window AC units. One rooftop unit provides both Heat and AC (Main office suite, nurse office)

**Total Building Boilers** 3

**Boiler Section Boiler 1 Is the District seeking replacement of the Boiler?** YES **Is there more than one boiler room in the Building?** YES **What percentage of the Building is heated by the Boiler?** 66 **Type of**

**heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)** Heating oil in the Sheffield and gym/auditorium sections - this is one of the two boilers in the boiler room that heats these sections of the building **Age of Boiler (number of years since the Boiler was installed or replaced)** 13 **Description of repairs, if applicable, in the last three years. Include year of repair:** There are two boilers in this section of the building newest boiler (oil) was replaced around 2015. In 2020 this boiler was connected to SNE BMS

**Boiler Section Boiler 2 Is the District seeking replacement of the Boiler?** YES **Is there more than one boiler room in the Building?** YES **What percentage of the Building is heated by the Boiler?** 66 **Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)** Natural Gas boiler (one of two boilers in this boiler room) heating the school section of the building **Age of Boiler (number of years since the Boiler was installed or replaced)** 13 **Description of repairs, if applicable, in the last three years. Include year of repair:** Natural Gas boiler replaced around 2012 In 2020 this boiler was connected to SNE BMS

**Boiler Section Boiler 3 Is the District seeking replacement of the Boiler?** YES **Is there more than one boiler room in the Building?** YES **What percentage of the Building is heated by the Boiler?** 33 **Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)** Heating oil for the boiler that heats the administration side of the building **Age of Boiler (number of years since the Boiler was installed or replaced)** 20 **Description of repairs, if applicable, in the last three years. Include year of repair:** Wireless control module added to allow for building management system

**What percentage of the building is mechanically ventilated?** 80%

**What percentage of the building has mechanical cooling (not temporary or transportable i.e. window units)?** 10%

**Has there been a Major Replacement of the HVAC SYSTEM?** YES

Massachusetts School Building Authority 10 Statement of Interest  
Name of School Sheffield Elementary

**Year of Last Major Replacement:(YYYY)** 2020 **Description of Last Major Replacement:** Energy Recovery Ventilation Units installed in the complex during COVID

**Amperage of the main breaker** 801-1200

**Voltage of the main breaker** Other

**Phase of the main breaker** Three Phase

**Has there been a Major Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO** Year of Last Major Replacement:(YYYY) 1988 Description of Last Major

**Replacement:** Relamping of the Administration building with LED lights and motion sensors in 2019, Gymnasium relamped with LED in 2021

**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).**

Hillcrest: Cinderblock interior construction with some carpentry and sheetrock walls as well as brick interior walls (all intact). Ceiling construction is either fiber composite tiles or suspended tile ceilings (many are water damaged due to poor roof quality). Building was remediated of asbestos tiles in 2022 in the main traffic areas. Seamless epoxy floors reinstalled where asbestos tile had been.

Sheffield: 35 Crocker Ave- Plaster walls with concrete decking. Painted concrete floors, vinyl tile and asbestos tile throughout facility 39 Crocker Ave- Plaster, sheetrock and cinder block walls. Composite tile ceilings, Wooden Gym floors, painted concrete floors, area carpeting. 43 Crocker Ave- Sheetrock Walls, suspended tile ceilings. Vinyl tile flooring

**SPACES AND PROGRAMS: Please provide a description of the number and sizes (in square feet) of all spaces. Please also provide the current grade structure and programs offered. If a vocational or comprehensive high school offering Chapter 74 Programs and/or Career Technical Education, please include the number of programs currently offered (maximum of 5000 characters).**

Grade structure for our Montague elementary schools are set up based on the size of the buildings. 6th grade was moved to the Middle school for this reason. We are unable to expand our pre-school programming due to space constraints. Currently we have a Pre-K - Grade 1, which would be more ideal as a Pre-K - grade 2, early education focused building. Our second graders have difficulty transitioning in our current structure. There is no library space at the Hillcrest building, the library currently shares space with Art. There is no separate PE space or music space. Special Education specialists like speech, OT, PT all share space in both buildings. Art, music, PE, library and science teachers travel between buildings four days each week. The Sheffield school has no science labs. There are 17 classrooms averaging 925 sq ft each. There is a first floor gym of 7,074 sq ft (with bleachers 8204). There is a stage and auditorium of 5,151 sq ft. Cafeteria is 2,270 sq ft. Admin office suit is 675 sq ft. Library is 1,725 sq ft.

The Hillcrest Elementary school has no science labs, the stage was converted to small break out spaces. There is a separate cafeteria but the all purpose room serves as a gymnasium and auditorium. Small spaces that used to serve as closets are now used as small office space or break out rooms. Special education spaces are shared.

**TOTAL SCHOOL STUDENT ENROLLMENT:** Please provide the current student enrollment at the school as of the SOI filing. 196

**CURRENT GRADES SERVED AT SOI FACILITY:** 2,3,4,5

Massachusetts School Building Authority 11 Statement of Interest  
Name of School Sheffield Elementary

**SCHOOL TYPE:** Regional

**CAPACITY and UTILIZATION:** Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. 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 stage is used for the music classroom at Sheffield. There is insufficient space for specialists such as OT, special education, and adjustment counselor offices who must share space. There is also a shortage of conference room space. The space for special ed. therapeutic classroom is not adequately designed. Average classroom size is 925 square feet

**Is there overcrowding at the school facility? YES If "YES", please describe in detail, including specific examples of the overcrowding and describe steps taken by the administration to address capacity issues.**

The stage is used for the music classroom at Sheffield. There is insufficient space for specialists such as OT, special education, and adjustment counselor offices who must share space. There is also a shortage of conference room space. The space for special ed. therapeutic classroom is not adequately designed. Average classroom size is 925 square feet

**Please provide the current student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 18**

**Please indicate if the ratio is a goal, practice or a class size policy adopted by the School Committee**

Both Sheffield and Hillcrest Elementary currently have 3 classrooms per grade. Some of the lower level class sizes have a ratio of 13:1. However, in the current budget year, we determined that we would reduce one classroom teacher at the 4th grade level, bringing the class size for that grade level up to 20 students per classroom.

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

**MAINTENANCE and CAPITAL REPAIR:** Please provide a detailed description of the district's current maintenance practices within the past five years, 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).**

Maintenance needs are submitted via a detailed work order management and records keeping system. Work orders are categorized and prioritized as needed. Preventative maintenance work orders are automatically programmed into the system and generate work orders assigned to specific staff at a frequency that is predetermined by the Facilities Director.

The capital repair program is determined by the necessity of projects that are discovered during the course of regular business, combined with the recommendations brought forth in the Building Assessment Reports (Recent Capital Project)

HILLCREST: Stage Minisplits (2017) Electrical System Upgrade (2019) Roof Repair (2020-Pres) Door Monitor System (2023) Brick Facade Repair (2024) anticipated Asbestos Flooring Abatement and Reinstallation (2022) Security Door and Main Office Passthrough Window (2019)

Massachusetts School Building Authority 12 Statement of Interest  
Name of School Sheffield Elementary

Door and Lock Replacement (2022) Fire Alarm upgrade (2023) Intercom Systems (2024) parking lot paving/expansion (2025) anticipated Playground upgrade (2024)

SHEFFIELD: Rooftop unit added (2017) Front Column Replacement (2019) Boiler infrastructure repairs (2019) Library Wall Installation (2020) Building Management System (2021) Door Monitor System (2021) Fire Alarm Upgrade (2023) Intercom Systems (2024) Brick Facade Repair (2024) - anticipated HVAC Pneumatic to Electric Conversion(2024) anticipated

**Please indicate if the District's annual budget includes training for its maintenance staff. YES If "YES", please describe.** We have \$6,000 budgeted for facilities PD including: Sanitation Training Chemical Awareness/SDS/Right to Know Cleaning equipment pest management Fire Safety Lockdown/active shooter awareness Asbestos Awareness Ladder Safety Lifting Safety PPE Use

Blood Born Pathogens Universal/Waste protocols Radio/FCC Compliance Mass Facility  
Administrator Association annual training

OSHA 10 for select staff Ceertified  
Pool Operator for select staff

Massachusetts School Building Authority 13 Statement of Interest  
Name of School Sheffield Elementary

**Priority**

**2**

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

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

Due to the age of the buildings, that were not built for todays education, we have overcrowding in both the Hillcrest and Sheffield Elementary School Buildings.

Hillcrest

Hillcrest stage- Reconstructed the stage to create a counseling office, an EL classroom and a special education classroom. The Counseling Office and EL classroom are quite small and can only accommodate one adult and 4 students at a time. However, our English Learners population has been growing of late. The stage area remaining is too small and can no longer accommodate a stage production.

Hillcrest Elementary School does not have a designated meeting space and so the principal must vacate her office on a regular basis for:

Staff members who need a private location to express breastmilk. For the past few years, this has occurred 4-5 days each week for 20 minutes per session. School psychologist in need of a confidential location for educational testing. This occurs at least 3x month. The Speech Language Pathologist and assistants often use the principal's office to conduct evaluations when other therapists are providing services in their shared classroom. Outside clinicians in need of a quiet space to provide therapy to students – generally 1x week for 30 to 45 minutes. All IEP meetings take place in the principal's office. These meetings take place at least 4 times per week and up to 7 times per week. Each meeting is between 60 - 75 minutes.

Our Related Service Providers – two SLPs and one OT – share a classroom space. Each of these providers reports that students have difficulty focusing on their therapies due to multiple sessions taking place simultaneously. This shared configuration also limits confidentiality when related service providers are conducting evaluations.

There is no designated space for music. It is currently housed in the Cafeteria which is loud and has no storage for musical instruments and materials.

The art room & library are one shared space which does not work when classes are scheduled at the same time.

The Math Interventionist delivers services in a repurposed closet.

Hillcrest currently has three classrooms per grade level. In preschool, we consistently have a waiting list due to space constraints. This results in community members not having access to any education setting prior to kindergarten. This is especially important issue of equity of access to early education in our community. A Fourth classroom is needed to meet the needs of our pre-k population's needs.

Additionally, our preschool students with intensive special needs are often in need of quieter, less stimulating spaces due to their sensory needs. Our preschool is in need of separate, smaller spaces to provide appropriate accommodations for high needs students in need of a sensory break.

the Tile floors in the classrooms are breaking down. Students sit on the carpets covering the tiles.

Sheffield

Massachusetts School Building Authority 14 Statement of Interest  
Name of School Sheffield Elementary

Walls were constructed in a classroom to provide counselors space within the building as they had formerly had office space in the central office building that is connected to the Sheffield School in an area that is not handicap accessible.

Music teacher holds classes on the stage as there is no classroom space available.

Walls were constructed in the library to create 2 new rooms for special services like reading & counseling

When there are no rooms available, former closet space is used for small group and individual pull out instruction.

We had a significant enrollment increase of English Learner students during the current fiscal year which required an additional EL teacher hire (districtwide). This teacher is in a makeshift classroom at Sheffield Elementary School in the lobby of the auditorium. In addition, EL support services are also provided in the Cafeteria.

Converted classrooms:

- One classroom (2) is partitioned with temporary dividers and shared by the Special Educators and support staff to provide pull out services for math, reading and writing and speech and language pathologist.
- Another classroom (14) is also partitioned with temporary dividers and shared by two Reading Specialists who provide pull out services in the room.
- A third classroom (15) is also partitioned with temporary dividers and shared by English Language Learner support teacher and a Special Educator to provide services to students.

A fourth classroom (11) is partitioned with temporary dividers and shared by the STEM teacher and Math Interventionist to provide support services to students. A fifth classroom (9) is shared by OT, Speech & PT

Massachusetts School Building Authority 15 Statement of Interest  
Name of School Sheffield Elementary

**Priority**

**2**

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

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

Walls have been constructed in several spaces to create separate room for student instruction in both elementary schools. For instance, as stated in question 1, the Hillcrest elementary stage was divided into three breakout rooms for

psychologists, English Language Learners instruction and school counselor. A wall has been constructed in the library at Sheffield Elementary school to provide small breakout rooms for Psychologists, English language learners instruction and Special Education and counseling. There are no science or computer labs in either elementary school. Many rooms are divided with temporary partitions to create somewhat private space for individual and small group pull out services for Special Ed, Reading, Math, EL, OT, PT, Speech, behavior interventions, and meeting space. We have also turned former closets into teaching and office space. Common areas and administrative offices are also used for service provision.

Hillcrest:

Elementary Physical Therapist does not have a designated therapy space or storage space. PT materials are stored in a corner of the cafeteria and on open shelving in the first grade hallway. The PT leads therapy sessions in the All Purpose Room (a large open space in the middle of the building) or in the kindergarten hallway. The PT also conducts student evaluations in these spaces. She has a desk in the corner of Room 11 – she uses this to complete any computer based work. The Art teacher and Library teacher share an instructional space. One afternoon per week, the Library teacher moves several bookshelves into the Reading Teachers' classroom in order to teach 3 Library classes. The Music teacher does not have a designated classroom and must teach in one section of the cafeteria. Students must sit on the floor for instruction and classes are impacted by the sounds of the dishwasher, freezer and other kitchen equipment. The custodial staff must adjust their regular schedule for cafeteria cleaning in order to accommodate music class. There is a 30-minute window between the last lunch session and the first music class. The Science teacher does not have a dedicated instructional space. She teaches some Science classes in the All Purpose Room and in the general education classrooms. She must alternate the Science class schedule around the PE class schedule as PE also uses the All Purpose Room for instruction. The Science teacher has a small cabinet in the Library and a shelf in the first grade hallway for storing instructional materials. The PE teacher has one small closet to store instructional equipment. PE takes place in the All Purpose Room for at least half of the school year when the students are unable to be outside for class. When PE takes place here, the Physical Therapist cannot lead therapy sessions. The noise level in the All Purpose Room during PE classes also impacts meetings in the principal's office, the main office and the health office. Request for modular classrooms was made in order to provide adequate space for related service providers, the school psychologist and related arts classes such as Art, Music, and Science. A dedicated meeting space is also needed. Math interventionist provides services in a repurposed closet.

Hillcrest principal must vacate her office on a regular basis for:

Staff members who need a private location to express breastmilk. For the past few years, this has occurred 4-5 days each week for 30 minutes per session. Three staff members must use this space for meetings. School psychologist in need of a confidential location for educational testing. This occurs at least 3x month. The Speech Language Pathologist and assistants often use the principal's office to conduct evaluations when other therapists are providing services in their shared classroom. Outside clinicians in need of a quiet space to provide therapy to students – generally 1x week for 30 to 45 minutes.

All IEP meetings take place in the principal's office. These meetings take place at least 4 times per week and up to 7 times per week. Each meeting is between 60 - 75 minutes. Team meetings also take place in the principal's office 1 - 3 times each week for 45 - 60 minutes.

Our Related Service Providers – two SLPs and one OT – share a classroom space. Each of these providers reports that students have difficulty focusing on their therapies due to multiple sessions taking place simultaneously. This shared configuration also limits confidentiality when related service providers are conducting evaluations.

The Math Interventionist delivers services in a repurposed closet.

Hillcrest currently has three classrooms per grade level. In preschool, we consistently have a waiting list due to space constraints. This results in community members not having access to any education setting prior to kindergarten. This is an especially important issue of equity of access to early education in our community. A fourth classroom is needed to meet the needs of our pre-k population.

Additionally, our preschool students with intensive special needs are often in need of quieter, less stimulating spaces due to their sensory needs. Our preschool is in need of separate, smaller spaces to provide appropriate accommodations for high needs students in need of a sensory break.

## Sheffield

Music teacher holds classes on the stage, as there is no classroom space available.

Walls were constructed in the library and a classroom to create several new rooms for special services like reading & counseling

When there are no rooms available, former closet space is used for small group and individual pull out instruction.

STEM classes do not have an assigned classroom and the teacher operates on a cart, often teaching in the cafeteria, as classrooms are not always available.

Converted classrooms:

- One classroom (8) is partitioned with temporary dividers and shared by the Special Educators and support staff to provide pull out services for math, reading and writing.

- Another classroom (14) is also partitioned with temporary dividers and shared by two Reading Specialists who provide pull out services in the room.
- A third classroom (15) is also partitioned with temporary dividers and shared by English Language Learner support teacher and a Math Interventionist to provide services to students.

Massachusetts School Building Authority 17 Statement of Interest  
Name of School Sheffield Elementary

## 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.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

Due to the space limitations for related service providers, often students who are receiving speech, occupational therapy, and physical therapy occur outside of a dedicated space or within a shared space. Educators work extremely hard to ensure privacy for students receiving these services, but cannot always ensure a quiet workspace. Shared spaces or taking over classrooms next to or across from the All-Purpose Room or cafeteria, cause for distractions for students during their related services time. A dedicated space for each of these related service providers is essential.

Reconstructed the stage to create a counseling office, an ESL classroom and a special education classroom. The Counseling Office and ESL classroom are quite small – can only accommodate one adult and 4 students at a time. It

can no longer accommodate a stage production.

Elementary Physical Therapist does not have a designated therapy space or storage space. PT materials are stored in a corner of the cafeteria and on open shelving in the first grade hallway. The PT leads therapy sessions in the All Purpose Room (a large open space in the middle of the building) or in the kindergarten hallway. The PT also conducts student evaluations in these spaces. She has to sit on a bench in the APR to complete any computer based work. The Art teacher and Library teacher share an instructional space. One afternoon per week, the Library teacher moves several bookshelves into the Reading Teachers' classroom in order to teach 3 Library classes, preventing the reading teachers from using that space. The Music teacher does not have a designated classroom and must teach in one section of the cafeteria. Students must sit on the floor for instruction and classes are impacted by the sounds of the dishwasher, freezer and other kitchen equipment. The custodial staff must adjust their regular schedule for cafeteria cleaning in order to accommodate music class. There is a 30-minute window between the last lunch session and the first music class. The Science teacher does not have a dedicated instructional space. She teaches some Science classes in the All Purpose Room and in the general education classrooms. She must alternate the Science class schedule around the PE class schedule as PE also uses the All Purpose Room for instruction. The Science teacher has a small cabinet in the Library and a shelf in the first grade hallway for storing instructional materials. The PE teacher has one small closet to store instructional equipment. PE takes place in the All Purpose Room for at least half of the school year. When PE takes place here, the Physical Therapist cannot lead therapy sessions. The noise level in the All Purpose Room during PE classes also impacts meetings in the principal's office, the main office and the health office. Request for modular classrooms was made in order to provide adequate space for related service providers, the school psychologist and related arts classes such as Art, Music, and Science. A dedicated meeting space is also needed. Math interventionist provides services in a repurposed closet with no natural light, no proper HVAC, and making it very cold for the students and staff.

## Sheffield

Music teacher holds classes on the stage, as there is no classroom space available.

Walls were constructed in the library to create 2 new rooms for special services like reading & counseling.

When there are no rooms available, former closet space is used for small group and individual pull out instruction.

Massachusetts School Building Authority 18 Statement of Interest

Name of School Sheffield Elementary

The converted classrooms and shared spaces created for service providers in math, reading, english learner and special education support is impacted by the lack of adequate privacy and the mixing of noise and dialogue across the temporary partitions.

**Please also provide the following:**

**Cafeteria Seating Capacity: 150 Number of lunch seatings per day: 4 Are modular units currently present on-site and being used for classroom space?: NO**

**If "YES", indicate the number of years that the modular units have been in use: Number of Modular Units: Classroom count in Modular Units: Seating Capacity of Modular classrooms: What was the original anticipated useful life in years of the modular units when they were installed?: Have non-traditional classroom spaces been converted to be used for classroom space?: YES**

**If "YES", indicate the number of non-traditional classroom spaces in use: 21 Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters).:**

Sheffield:

Stage is used for music class.

Walls installed in Library to make small break out spaces.

Walls installed in classrooms to make calm down rooms and instructional space.

Closets used for break out space and offices.

The auditorium lobby, cafeteria and shared classrooms are also non-traditional instructional spaces.

Hillcrest:

Corner of cafeteria is used for PT equipment storage. This area was intended for use as a cafeteria.

Music classes held in Cafeteria

Stage was originally intended for student productions and community events. Walls built to allow for use for instruction.

All purpose room used for PE

Closets converted to small instructional space.

Massachusetts School Building Authority 19 Statement of Interest  
Name of School Sheffield Elementary

Principals office is only meeting space in building. **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):**

The district has not had a grade re-configuration since the Montague Elementary School closed back in 2009, the 6th grade moved to the Middle school and 2nd grade moved from Hillcrest to Sheffield.

Hillcrest currently has three classrooms per grade level. In preschool, we consistently have a waiting list due to space constraints. This results in community members not having access to any education setting prior to kindergarten.

Additionally, our preschool students with intensive special needs are often in need of quieter, less stimulating spaces due to their sensory needs. Our preschool is in need of separate, smaller spaces to provide appropriate accommodations for high needs students in need of a sensory break.

Our Related Service Providers – two SLPs and one OT – share a classroom space. Each of these providers reports that students have difficulty focusing on their therapies due to multiple sessions taking place simultaneously. This shared configuration also limits confidentiality when related service providers are conducting evaluations.

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

District Policies, Targets, and Guidelines by Grade

Over the past five years, the district's enrollment data has remained steady, with a slight dip in enrollment during the height of the pandemic. However, the subgroup populations are increasing, resulting in a demand on space for related service providers (Speech, OT, PT, ESL, Title I, etc.). Additional space is needed for individual and small group instruction.

Average class size is 17  
students

Massachusetts School Building Authority 20 Statement of Interest  
Name of School Sheffield Elementary

**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.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

HILLCREST:

ROOF

Roof is over 25 years old and has many leaks throughout the building. Several professional repairs have taken place in the past three years, but leaks still persist throughout the building – Room 3, Room 6, Main Office and first grade

hallway causing tiles to become water logged, stained and sometimes fall creating a disruption to the learning environment as well as being a safety hazard. Chimney also leaks into the roof membrane and results in wet ceiling tiles.

## FLOORS

:

The asbestos tile floors in the main traffic areas were recently abated in 2022 but most classrooms are still asbestos tile that occasionally become loose and break creating a hazard.

## BUILDING ENVELOPE:

Windows have been replaced in the last 15 years, but the frames were not replaced and are rotting in place.

The brick facade crumbling in many sections, with some mortar and brick falling from the building onto walkways.

## ROADWAYS/WALKWAY

S

May of the driveways are cracked, have numerous pot holes, are undersized for the amount of traffic flow on the property, or are unpaved and unsafe for staff.

Walkways are not even surfaces and are not adequate for young children and have ADA compliance issues. The sidewalks from the streets do not lead into the sidewalks leading into the school.

Paving repairs is on 2024 town meeting warrant for potential upgrades.

## BOILER SYSTEM

The boiler system is highly inefficient. All areas of the building are run by a pneumatic thermostatic control which are prone to breakdown and are very obsolete and expensive to replace or service.

The building does not have any central AC, and each room has an individual AC unit that has to be installed. This creates security issues since the building is a one story building, and is highly inefficient for energy usage.

## ELECTRICAL

:

The electrical system was renovated in 2019. New panels were added to all areas of the building, but the amount of outlets was not increased due to supply restrictions. The building has an insufficient amount of outlets per what is needed for education and facilities management. Air conditioners often blow fuses when there are multiple in

use at one time.

Massachusetts School Building Authority 21 Statement of Interest  
Name of School Sheffield Elementary

SHEFFIELD:

**BUILDING A- (CLASSROOM  
BUILDING)**

**ROOF**

The roof of the school building currently has several areas that are leaking intermittently. The roof drain system is engineering issues and has low points that do not allow the system to drain properly and drain to the street.

**FLOORS**

:

The flooring system is vinyl tile and is cracked and work in numerous places throughout the building

**BUILDING  
ENVELOPE:**

The windows are original to the 1986 rebuilding and are inefficient for energy use.

**ROADWAYS/WALKWAY  
S**

Many of the roadways on campus have potholes and are cracked/crumbling. Children pick up chunks of the roadway and thrown them into the adjacent fields

## BOILER SYSTEM

The boiler system uses pneumatic thermostatic control and is very expensive to replace and service (obsolete)

## ELECTRICAL

:

Electrical systems are  
sufficient

## **BUILDING B- GYM AND AUDITORIUM**

### ROOF

The roof on the structure has numerous issues and is due for a capital improvement in the summer of 2023 to temporarily repair several places to prevent leaks. Some areas of the auditorium ceiling are falling due to water penetration. Several roof drain pipes in the gym have catch bins to collect rain water since they leak with every storm.

Massachusetts School Building Authority 22 Statement of Interest  
Name of School Sheffield Elementary

## FLOORS

:

The flooring in the auditorium is painted concrete and old carpeting. Hallways are painted concrete that is cracked and chipping. The gym floor is original to the structure and is intact but in need of repair and repainting.

## BUILDING ENVELOPE:

Several areas of the brick and concrete façade need pointing and repair. There are exterior doors which are energy inefficient and difficult to secure. Windows and doors in the auditorium and gymnasium were replaced in 2015 through an MSBA accelerated repair project.

## ROADWAYS/WALKWAYS

:

Many of the roadways on campus have potholes and are cracked/crumbling. Children pick up chunks of the roadway and throw them into the adjacent fields

## BOILER SYSTEM:

Boiler system is connected to the school building and is a highly inefficient steam loop coming from the main school building. The gym and auditorium often has cold spots. The Pneumatic controls and aging parts make repairs difficult and costly.

## ELECTRICAL

:

The electrical systems have not been updated in this section of the building and are highly inefficient. Some lighting conversions have taken place in the past 3 years, converting gym lights over to LED.

## **BUILDING C- ADMINISTRATION BUILDING**

### ROOF

The roof on this section has no current issues

### FLOORS

:

Floors are painted concrete in the hallways that is cracked and peeling. Large cracks in the concrete have started to form in the main entry. Offices are a high-concentration of asbestos tile, some of which has started to curl and crack.

BUILDING  
ENVELOPE:

The concrete and brick has started to crack and become deteriorated. A current capital improvement project has begun to repair these areas of the building.

Massachusetts School Building Authority 23 Statement of Interest  
Name of School Sheffield Elementary

All of the windows in the 1925 sections of the building are wood frame single pane and very energy inefficient. The windows are 100 years old. Wood framing is rotting, dried and cracking. Frames are loose and windows drafty.

ROADWAYS/WALKWAYS  
:

Many of the roadways on campus have potholes and are cracked/crumbling.

BOILER  
SYSTEM:

The boiler system in this section is of the most inefficient in the district. It is a oil/ steam system with numerous maintenance issues, all of which are difficult to work on as parts are becoming obsolete. Many pipes throughout the building still being wrapped in asbestos insulation. The Pneumatic controls and aging parts make repairs difficult and costly.

Massachusetts School Building Authority 24 Statement of Interest  
Name of School Sheffield Elementary

**Priority**

**5**

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

*Question 1 above.*

*If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.*

Many labor hours routinely spend re-glazing and repainting the windows to extend their life. Wood frame plastic interior storm windows have been built and are installed each winter and removed each spring to improve energy efficiency.

Boiler systems optimized as best they can. Automated controls systems with schedulers added to all buildings for energy efficiency and monitoring.

Roof repairs completed or in-process for all areas- all of which are temporary as the roofs on all buildings in this report need complete replacement.

Roadways are sealed and repaired frequently but are in need of complete repaving. This is a capital project proposal on 2024 Town Meeting Warrant for the Hillcrest Elementary School.

Floors that could be abated have been completed. Some flooring is due to be abated in 2023 with carpeting to be installed over the asbestos as a temporary fix. Maintenance of existing floors is done on a regular basis to maintain integrity of the surfaces.

Electrical repairs have been made (as mentioned in Q1) along with addition of LED conversions and motion sensors for energy efficiency

Massachusetts School Building Authority 25 Statement of Interest  
Name of School Sheffield Elementary

**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.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

The extra funds spent on heating could go towards meeting pressing educational needs. Some rooms and spaces are uncomfortably drafty and thus a detriment to student and staff focus. All buildings

use a pneumatic system for pressurizing valves rather than using electricity. The system is very antiquated and parts are at limited capacity, often costing many times over what the modern replacement equivalent would be. Roof leaks disrupt the learning environment; ceiling tiles have literally fallen onto meal tables during lunchtime.

Heating and AC issues cause temperature swings with no consistent control causing issues with the learning environment resulting in teachers having to identify another classroom space to bring their students to.

Hillcrest classroom electrical systems only allow for low energy air conditioning which do not adequately cool many rooms on hot days.

There are very limited electrical outlets in each classroom making it difficult for teachers to use the full range of technology available to them.

Floor deficiencies create health and safety matters within all of the mentioned areas.

Frequent boiler problems that emerge in the evening or early morning have resulted in the frequent need to consider closing the Hillcrest Elementary School for the day until the problem can be resolved.

**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 and how it will improve your district's educational program.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

The improvements proposed will give the district the ability to turn their attention toward the general upkeep and maintenance of the buildings rather than the major repair and emergency response to deteriorating infrastructure. This will allow for a better use of administrative time and funding to be utilized toward education rather than constant catch-up of repairs and response.

This proposal to combine the elementary facilities, into our newest elementary building, will significantly improve the systems at Sheffield Elementary School, thus substantially extend the useful life of the building. In addition, the improved efficiency of updated systems and instructional spaces, will also result in more effective use of maintenance hours by completing routine maintenance rather than the frequent repair or outright replacement. Having state of the art instructional spaces, common spaces and designated space for collaboration, will significantly improve the educational experience of our youngest children and enhance the quality of related service provision.

**If not located elsewhere in this SOI, please also provide the following information:**

**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):**

Greg

Walsh

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**The date of the inspection: 11/5/2022 A summary of the findings (maximum of 5000 characters):**

In general, based on visual observations, interviews and research, the buildings seemed to be in fair to good condition. With the Hillcrest elementary building and the Sheffield Admin building being in Fair and the Sheffield school and gym/auditorium complex in good condition. However, for first 5 years of these plans totaled a need of nearly \$7M which is what lead to the discussion for a new building project. The issues

Massachusetts School Building Authority 27 Statement of Interest  
Name of School Sheffield Elementary

included accessibility, exterior walls, roofs, heating, ventilation, site work and interior finishes in the first 5 years alone.



**Priority**

**7**

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

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

With our space limitations, we work very hard to ensure that programs continue to run.

At Hillcrest Elementary without a gymnasium, the Physical Education class is limited in its curriculum. Currently the PE teacher uses the all-purpose room which is open and does not have the same resources as at Sheffield Elementary.

Hillcrest Elementary does not have a dedicated library. There is a shared classroom that holds library books, but the classroom is used by art and both classes cannot run at the same time. Therefore, there is limited space to provide a diverse option of texts and access to the books in the library are available in a limited capacity.

There are very limited number of electrical outlets in each classroom make it difficult for teachers to use the full range of technology available to them. There is no ability to have a computer lab or media space due to the limitations.

A portion of the Sheffield building is not handicap accessible and is primarily used for central office services, however, there are some counselors that have office space in a non-accessible portion of that building. Storage of supplies for both elementary schools are kept in the non-handicap accessible central office portion of Sheffield.

Many of the bathrooms in the Hillcrest building are not handicap accessible. Pre-K and Kindergarten classrooms at Hillcrest have outdated bathrooms with a single toilet and no sink. The classroom sink becomes a multiuse sink for bathroom handwashing, pre-meal handwashing and arts & crafts clean up, etc. This impacts time on learning and transition time.

The Sheffield Gym does not have handicap accessible seating for all school family events.

The bathrooms in the central portion of the Sheffield building where the gymnasium and auditorium are located are not handicap accessible. Students and staff needing restrooms that are handicap accessible must go to the main classroom section of the building.

Our Related Service Providers – two SLPs and one OT – share a classroom space. Each of these providers reports that students have difficulty focusing on their therapies due to multiple sessions taking place simultaneously. This shared configuration also limits confidentiality when related service providers are conducting evaluations.

Massachusetts School Building Authority 29 Statement of Interest  
Name of School Sheffield Elementary

## 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.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

Without the additional of gymnasium to Hillcrest Elementary, the PE teacher will continue to use the outdoor fields as much as possible in the good weather. We are not able to build a gymnasium at Hillcrest. We are working to add more books into the classrooms for students to experience, but the books are not as easily removed from the building as library books would be.

If a student needing counseling is unable to access the counseling office, the counselor will relocate to a handicap accessible space. This often becomes the principals office as there are not other private office space for this purpose, thus the reason they are located in the non-accessible area.

Teachers are building in extra transition time to allow all students to share the single sink in the classroom.

If young students at Hillcrest need assistance in the restroom, they use the restroom in the nurses offices where there is enough space and privacy for an adult to assist.

We continue to work with our Administration, Teachers and Facilities staff to find creative ways to find space for the increasing need of support services. Many of these spaces are shared or substandard.

Massachusetts School Building Authority 30 Statement of Interest  
Name of School Sheffield Elementary

**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.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

The lack of sinks and handicap accessible bathrooms impacts time on learning and the quality of a handicap students experience in the Hillcrest Elementary school.

Physical education at Hillcrest is limited as there are no basketball hoops inside due to the space being an all purpose room and part of the main hallway and entrance way to the building.

Due to the pavement being in such disrepair, there is no outdoor functional space for physical education other than a grass field. For example, no basketball hoops, 4 square, etc. If the field doesn't drain properly after a storm it is not available for Physical Education classes or recess.

The very limited number of electrical outlets in each classroom limit the use of technology education and doesn't allow for flexible learning environment. It limits instructional activity and delivery options. this impacts our current environment as a 1-1 district. It also limits our ability to use supplemental audio technology for non-readers and emerging readers.

Massachusetts School Building Authority 31 Statement of Interest  
Name of School Sheffield Elementary

## **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 submitted 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** Brian  
Beck Jane Oakes Brian Beck  
Superintendent of Schools

(signature) (signature) (signature)

Date Date Date 4/11/2025 1:21:36 PM 4/11/2025 4:35:18 PM 4/11/2025 1:39:40 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.