

Massachusetts School Building Authority

School District Pittsfield

District Contact Howard J Eberwein TEL: (413) 499-9512

Name of School Pittsfield High

Submission Date 11/10/2009

Note

Supporting documentation was provided with the 2009 SOI submission.

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.

Potential Project Scope: Renovation/ Addition

Is this SOI the District Priority SOI? NO

The MSBA ID for the District Priority SOI: 2010 Taconic High

District Goal for School: Please explain the educational goals of any potential project at this school

To construct or renovate a single site facility that provides an integrated (career technical and academic preparation) learning experience for students in grades 9-12, which prepares them for college and future work in the 21st century. In addition, it is expected that Career Vocational/Technical Education programming will be expanded to support regional delivery drawing from students in south/central Berkshire County.

District's Proposed Schedule: What is the District's proposed schedule to achieve the goal(s) stated above?

The district conducted a feasibility, visioning study (2007) in concert with consultants from the architectural firm, Dore & Whittier. The results of this study were presented to the community in the spring of 2008 and were provided to the MSBA with the November 2009 SOI submission for both Pittsfield and Taconic High Schools. Votes (by the Pittsfield School Committee and Pittsfield City Council) to approve both the Pittsfield and Taconic High School SOIs were completed in October 2008, with supporting documentation provided with the November 2009 SOI submissions. Taconic High School was identified as the priority project.

Is this part of a larger facilities plan? NO

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

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

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 11 students per teacher.

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 11 students per teacher.

Is there overcrowding at the school facility? YES

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

The current cafeteria does not allow for full seating capacity (it holds approximately 300 students) of all students in a two lunch period schedule. An off-campus lunch is allowed for all students due to this limitation.

Has the district had any recent teacher layoffs or reductions YES

If "YES", how many teaching positions were affected? 7

At which schools in the district? All district schools: 2 high, 2 middle, 8 elementary.

Please describe the types of teacher positions that were eliminated(i.e art, math, science, physical education, etc.):

Part-time social studies, English, business, PE, music, and art teachers. Full-time library/media specialist and peer mediation coordinator.

Has the district had any recent staff layoffs or reductions YES

If "YES", how many staff positions were affected? 10

At which schools in the district? All district schools and central office.

Please describe the types of staff positions that were eliminated(i.e guidance, administrative, maintenance, etc.):

Two administrators, three counselors, two curriculum coordinators, one custodian, one secretary, half-time coordinator of volunteers, float nurse.

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.

Hibbard alternative resource program, previously housed on an off-site campus, has been restructured. All students have been integrated into the EOS (Educational Options for Success) program housed at the four secondary schools. Curriculum oversight has been reduced in English, social studies, foreign language and art/music, resulting in added responsibilities for the Deputy Superintendent. Flexibility in itinerant specialists has been limited, although all elementary students continue to receive the same level of "specials" classes. At the high school, some constraints to electives have been an outcome of teacher reductions (1.0 FTE at each school). District-wide, SAC and psychological services have been realigned based on school/student body need. Finally, the nurse leader will serve as substitute nurse in emergency situations in absence of float nurse.

Please provide a detailed description of your recent budget approval process including a description of any budget reductionsand the impact of those reductions on te District's school facilities, class sizes and educational program.

The FY '10 budget process began in the fall of 2008 with setting priorities at the school/administrative level. Using projected budget reductions (5%, 7%, 10%) three tiers of potential reductions were compiled and reviewed with school committee members for input. Reduction priorities were established based on the premise of protecting and preserving direct classroom services to students. Concurrently, the district realigned services to students educated in the district's alternative setting, the Hibbard alternative program. This program was dissolved, and accompanying resources were reallocated to the four secondary schools or were eliminated completely (custodian, director, secretary). Other staff reductions reflected demographic/enrollment shifts and programmatic placements in the district. These reductions to personnel had limited impact on class size, program

delivery, and counseling/health services, and no impact on facilities maintenance. Of note, one new position was added to support students in a college campus acceleration program (Positive Options) for grade 12 students. Reduction in the curriculum department did leave gaps in curriculum oversight and targeted professional development. Budget scenarios were presented in a public forum to the Pittsfield School Committee throughout the spring of 2009 with revisions following. As state Chapter 70 figures and ARRA stabilization funds were finalized, an edited version of the FY '10 budget was presented to and approved by the Pittsfield School Committee on June 17, 2009 and the Pittsfield City Council on June 30, 2009. It should be noted that the city's maintenance budget, outside of the school operating budget, was reduced somewhat impacting maintenance services to the school district.

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):

Pittsfield High School was constructed in 1931, containing 163,635 square feet. The original building included classroom space, laboratory space, some vocational and life skills spaces, a gymnasium, a large theater, two outside courtyards, a small library, and a cafeteria. In 1975, the school was renovated, with 39,416 square feet added, bringing the total to 203,051 square feet. The renovation created a back corridor link that enclosed two formerly open courtyards. In addition, a false floor was added to the theater with the upper portion becoming the library/media center, and the lower portion being converted to classroom spaces. In addition, a new gymnasium and smaller theater were added. Throughout the school's history, vocational spaces have been added and upgraded, laboratory spaces have had some upgrades, flooring and windows have been replaced, and some classrooms have been upgraded. Technology and security systems have been added over the last decade. Most recently, spaces for an on-site alternative school program were upgraded.

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

203051

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 (maximum of 5000 characters):

The site is located at 300 East Street. It consists of 10 acres, including tennis courts, softball and playing fields, parking areas, and the building itself. The site has a one-way drive that enters at the southeastern end of the facility and exits to the northwestern point. There is parking on the eastern side of the facility along with parking on the western side and a rear upper lot. The facility has many points of entrance and egress. The main entrances, the field house entrance, and two rear entrances, are reached from street level by stairs. The two rear entrances are also equipped with ramps. The driveway, and entrances are lighted.

BUILDING ENCLOSURE: Please provide a detailed description of the building enclosure, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters):

Pittsfield High is a three story building. The main entrance includes two large courtyards hidden from the street by concrete walls. Exterior stairs are stone slabs, of which many have heaved. Most of the walls are original to 1930. Some walls were built of steel frame and brick facade in 1975 as part of a renovation, with glass walls connecting the two rear wings. A greenhouse and auditorium, vocational area, field house and art rooms were all part of a 1975 renovation. The east side of the building has one small inset balcony. At the entrance, concrete steps rise from the street level to double doors and a glass facade rising from the floor. Both stairs and handicap ramp are in serious need of repair and reconstruction because of cracking, broken, and missing bricks and concrete. An abundance of rain water and melting snow, caused by improper slope, has caused a deterioration of the structural steel and supports below this area, which is of great concern in light of a recent structural study. More recent upgrades include a handicap accessible door with door controls, two sets of exterior doors, and windows. Further west is the music wing and rear locker room entrance, including a ramp area. The ramp is in need of some masonry work. A single loading dock is adjacent to the kitchen area. The Pittsfield High School dome is constructed of wood framing which is in great distress and in need of immediate repairs and painting. Other than serving as a focal point for the school, it also houses large air ducts.

Age of EXTERIOR WALLS (In Years): 78

Year of Last Repair or Replacement: 1930

Description of Last Repair or Replacement:

Other than the areas denoted as new in the renovations of 1975 the walls are original to the construction of 1930.

Age of ROOF(In Years): 1**Year of Last Repair or Replacement:** 2008**Type Of ROOF** Tar and gravel.**Description of Last Repair or Replacement:**

A full roof replacement, costing approximately \$1.3 million was completed in 2008. This represents a significant investment by the City of Pittsfield in this facility.

Age of WINDOWS(In Years): 18**Year of Last Repair or Replacement:** 1990**Type Of WINDOWS** Double hung, double pane.**Description of Last Repair or Replacement:**

The windows were replaced throughout the facility in 1990, with a two-pane type of window. Ballast systems are regularly replaced and repaired as these large windows become difficult to raise and lower.

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):.

There are three steam-generating boilers capable of utilizing oil or natural gas. At this time they are using natural gas. The boilers are original to the facility, having been installed in 1930. There are oil tanks located beneath a courtyard in the interior of the facility. The heating system is steam utilizing individual univents, HVAC systems, and finned tradition. The electrical system has a 2500 amp main 120/208 volt 120/208 volt 3Ph. The main switch gear and distribution system is Square D. The main switch gear is centrally located in the basement level of the building and is protected by a 100 KVA diesel-fired emergency generator located outdoors on the western side of the facility. There are points of distribution at each end of the main hallway along with other strategically located panels throughout.

Age of BOILERS(In Years): 78**Year of Last Repair or Replacement:** 2003**Description of Last Repair or Replacement:**

The boilers were installed in 1930 and are 78 years old. In 2003, all three boilers had Electronic Eyes installed and all the control wiring was replaced. In 1999 number two boiler was completely retubed. We are presently in the process of replacing a condensate receiver tank.

Age of HVAC SYSTEM (In Years): 33**Year of Last Repair or Replacement:** 1975**Description of Last Repair or Replacement:**

The HVAC system was upgraded during the renovations of 1975. This improvement included the installation of individual wall and ceiling-mounted univents, along with larger HVAC equipment. There is ongoing repair and maintenance to the system. Problems with motors, belts, pulleys and an occasional frozen coil are issues. The pneumatics that control the system are in constant need of attention.

Age of ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM(In Years): 33**Year of Last Repair or Replacement:** 1975**Description of Last Repair or Replacement:**

The main electrical service is 33 years old, having been installed during the renovation of 1975. The 2500 amp main breaker was replaced in 1999 following a failure during a scheduled inspection of the facility by the local building department. The transformers feeding the building were removed from an interior vault, and new transformers were placed on a pad within a courtyard located in the front of the facility. The 120/208 3 Phase system is protected by a 100 KVA generator installed in 2003. The generator supplies general lighting, egress lighting, some points of attachment for utilization, and the heating system.

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):.

Flooring is +/- 90% VCT containing asbestos. Carpeting throughout was installed in 1975. Recent carpet has been added in limited areas. Walls are mainly plaster and sheetrock; the halls have brick walls. The library contains decorative plaster ceiling

areas and walls, and the shop areas are cinder block walls. The library has 12 X 12 inch acoustical tiles, while classrooms and hallways are mostly 2 X 4 foot drop ceilings. The lighting system is 95% four foot T8's, in the gym 400Watt mercury to HO T5's, in the library 400 W Metal Arc lamps (30). The basement houses the kitchen, cafeteria, gym areas, vocational and some special needs rooms. The first floor houses the auditorium, math, music and art wings, classrooms, the health suite, and administrative offices. The second floor contains the library, computer labs, class rooms, and staff rooms. The third floor has labs, computer labs and staff rooms. An elevator had a new piston installed in 2005. The building has a total of 203,051 square feet, 39,416 square feet added during the 1975 renovations. The building is sprinkled with a wet system throughout, a dry system in the dome area. Three steam boilers can use either oil or natural gas. Gas conversion occurred after a 1994 oil spill. HVAC systems were updated in 1975. The steam heat is distributed utilizing HVAC systems, univents, and finned radiation.

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

Current programs include four graduation pathways: Arts and Sciences, Business Management, Career Vocational Technical, and Work Based Learning. Programs are clustered in a traditional manner by department with little opportunity to integrate disciplines in a collaborative manner. Lack of large flexible spaces, laboratories and technical spaces, seminar spaces, and project spaces limits the delivery and development of interdisciplinary skills necessary for 21st century success. Specifically, the connection between career vocational and traditional disciplines is nonexistent or, at the least, severely constrained. These restrictions limit the daily schedule, the capacity for teaming, integrated units, and career academies (a model the current high schools are working to implement). The current facilities, as constructed in 1930, were not built or designed to support a secure school, having over 35 entrances in a downtown urban setting. Furthermore, alternative learning experiences including service learning and online or distance learning are limited. Finally, the cafeteria does not support the entire school population requiring that the school allow an open campus during the lunch period.

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

Core education facilities are composed of academic wings, vocational technical programs scattered throughout the facility, a library media center, a gymnasium, computer laboratories, and science labs. Approximately 50 classrooms average 400 square feet with vocational shops significantly larger as dictated by the scope and nature of the program. Currently, the school houses shops for cosmetology, small engines, electronics (currently housed in small regular third floor classrooms), culinary, health technology, horticulture, and building trades. The school also has a strong arts programs with classrooms throughout the facility but limited to the first floor theater and to arts rooms. The library/media center is the top of a converted theater created during the 1975 renovation. A recent conversion of a television studio space to a computer lab was supported by local business. The science classrooms are small by modern standards and serve as both laboratory and lecture space, with students sitting at a mixture of lab benches and traditional desks. Labs were upgraded in 1975 with some cosmetic improvements made as a result of water damage and a school-wide mercury spill (the chemical storage room was also upgraded). The school does not contain a language lab and utilizes traditional space which has been converted to support substantially-separate special education students.

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

While the school is not overcrowded with 1000 students, at one time housing over 1500 students, program space is severely limited in vocational shops, the special education programs, the language classrooms, and science classrooms that serve the dual purpose of laboratory and lecture space. Many vocational and special education classrooms are converted and lack appropriate equipment, space, and conditions for learning. For example, a special education space, once a classroom, serves

as classroom, OT/PT space, life skills space, and community space. Science labs are outdated and small. Project space and flexible space which would encourage interdisciplinary work is nonexistent.

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 if any override or debt exclusion votes were necessary (maximum of 5000 characters):

Being one of only two municipalities in the Commonwealth in which the city owns the school buildings, Pittsfield is rather unique. The maintenance program includes both prevention and work orders. Prevention includes inspection (such as roofing/HVAC) and replacement of routine working parts (such as filters and pulleys). This work is completed by building, grounds department, and the facilities custodial staff. Work orders (W/O) are produced from the facility and submitted to the Building and Grounds Maintenance Department. The W/O is rated as (1) General or normal maintenance [light out, dripping faucet], (2) Preventive [pneumatic valve leaking, clogged pipes], and (3) Emergency, Life and Safety Issues, Top priority, [broken windows, Fire and intrusion system trouble]. Life and Safety issues are responded to immediately with Preventive and General issues responded to within two days. Tracking numbers are assigned/processed/delivered to the person to perform the repairs. Upon completion of repairs the employee completes the W/O information, upon which it is removed from the open work order files and filed. Capital projects are filed on an annual basis by the director of maintenance and presented to the mayor and city council. School principals and the central office compile and coordinate priorities. Projects have included a new high school roof, security systems, culinary program upgrades, cement work, lighting, ventilation, theater renovations, floor tiles, electrical work, and painting. It should be noted that since the 2009 SOI submission, a web-based work order system has been implemented. This will support a more efficient method of recording work orders, tracking work completed, and facilitating communication between the school and city maintenance staff.

Priority 3

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

From the 2005 NEASC decennial report:

While the nostalgic appearance of the building is eye appealing, the current facility (PHS) is not meeting all the current educational demands necessary to carry out the mission. The design does not support some programs, and the infrastructure is aging. The auditorium is not large enough to house the entire student population... The urban environment does not afford space for playing fields and for outside athletic training. Parking is very limited and creates problems for special events... the computer system and network facilities in the building concern the faculty, leadership, and staff. Outdated equipment and limited technical support staff contribute to the problem. Because of budget constraints, portions of the network are inoperable for long periods of time as a result of equipment failure. Students and faculty members have limited access to computer and technology equipment. There is no school-wide budget or long-range plan to address this concern. As a result, some aspects of the program and support services are limited by site, plant, and equipment.

Continuing:

A school's continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Commission as it monitors the school's progress and changes which occur at the school through the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal of Pittsfield High School submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted.

Priority 3

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

The district, with the support of the maintenance director and the mayor, reviewed the maintenance and capital needs of the buildings and created a plan to complete all facilities repairs by the summer of 2006. In addition, money was released to upgrade several capital deficiencies including an intercom system, handicap access, a security system, and exterior doors. Additional upgrades since the 2005 NEASC report have included a renovated chemical storage area, the network backbone, a new roof and gym floor, an upgraded phone system, a remodeled health technologies space, upgrades to the greenhouse, and new flooring tiles throughout the building. A building inspection cycle was also implemented to ensure annual building code and compliance checks by the local building and fire inspectors. All issues raised during these checks were summarized and addressed within 30 days.

Finally, the district commissioned and completed a feasibility study for renovating the existing high schools, relocating the high schools, and constructing a new facility. The visioning study included a team of local educators, community members, parents and students examining the 21st century needs for high school students in Pittsfield. Conducted over three sessions, the visioning team compiled data regarding best practices and local need. In turn, several draft plans for both programming and physical plant were produced and subsequently shared with the general public in an open forum, later repeated on local cable television. This report was submitted to the MSBA with the November 2009 submission.

Priority 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 Carl. D Perkins Vocational and Technical Education Act requires that schools integrate academic and technical knowledge and skills. The current facilities and layout of Pittsfield High School hinder such collaboration. With the exception of one program, all vocational/technical education courses are located in the basement with academic courses housed on the ground and upper floors. Students cannot work together on integrated lessons due to these distances, and teachers do not have common planning space in which to plan curriculum, coordinate facilities use, and apply authentic assessment in a manner that encourages a high level of interdisciplinary integration.

Both the Perkins Act and Massachusetts laws/regulations require that vocational students develop knowledge and skills relating to customer service. With the aforementioned programs being located in the basement, some shops have limited adequate and safe areas for students to interact with a variety of customers. For example, students in Cosmetology would benefit from having clients come in for services, but there is no direct entrance for customers. Having to escort customers through the building is an undue burden and a possible school security risk.

One final note, regarding Career/Vocational Technical Education programs, both the Perkins Act and Massachusetts regulations/guidelines require that vocational students develop technological knowledge and skills, including basic computer skills. Due to a lack of computer lab space, and given that current labs are not located in the basement near the majority of our vocational/technical education programs, the amount of instructional time that students can spend on computer skills is significantly limited.

Pittsfield High School does not have a foreign language lab. This precludes students from accessing this vital aspect of education.

Based on the Berkshire Regional Employment Board (BCREB) employment needs survey, the Pittsfield Public Schools career and technical programs do not meet the needs of Pittsfield in the local, high-growth trades such as building, manufacturing, finance, electrical, plumbing, carpentry, construction craft labor, masonry, and barbering. Finally, the high school is limited (by space) in adding new programs to meet the needs of emerging technologies and workforce demands in Pittsfield, such as electric and alternative energy programs (wind turbine, solar, etc.), and biotechnology.

Clearly, the vision for a high school that fosters 21st century skills will include access to high technological (STEM) fields that are directly connected to career/vocational pathways. The physical layout of Pittsfield High School limits the ability to align curriculum, deliver instruction, and provide access to 21st century skill development in an integrated manner. The results of the visioning study, conducted by facilitators Dore & Whittier Associates, provide an educational blueprint for what our community feels will best support the needs of our children and our community looking forward. In its current state, Pittsfield High School does not support that vision.

Please also provide the following:

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

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

If "PROBATION", indicate the date accreditation may be lost::

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

11/1/2004

Please provide the date of the follow-up accreditation visit.: 11/1/2005

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

YES

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

YES

Are Facility related issues related to general Classroom spaces? If yes, please describe in detail in Question 1 below.:

YES

Are Facility related issues related to SPED? If yes, please describe in detail in Question 1 below: NO

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

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

Please describe(maximum of 100 characters):

Priority 5

Please provide a detailed description of the energy conservation measures that are needed and include an estimation of resultant energy savings as compared to the historic consumption.

1. Heating system should be upgraded to ensure a more even distribution of heat. This will occur by installing new controls and removing the pneumatic controls.

2. Ventilation systems are in great need of repair and replacement in order to contain the heat in the winter while circulating air movement during the warmer months.

3. The 30 MetalArc Luninaires in the Library should be replaced with energy-saving HO/T5 lighting.

Priority 5

Please describe the measures the School District has already taken to reduce energy consumption.

1. The entire roof has been replaced with a tar and gravel system, new insulation, and a "green" area with vegetation has been installed. At a cost of over \$1.3 million, this was a significant investment by the City of Pittsfield in this facility.
2. Lighting upgrades, as previously detailed, have been made in the gymnasium and throughout the facility.
3. Ongoing upgrades have been made to the HVAC system, including energy-efficient motors to control the systems operations.
4. Insulated (two pane) windows were installed in the 1990's.

Priority 5

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 current facilities impact the learning environment for all students. Inadequate HVAC systems lead to inconsistent heat delivery throughout the school in the coldest months and a complete lack of air conditioning (not present) in the fall, spring, and summer. This varying temperature and climate impacts the health/safety of students and staff and, in many cases, distracts them from the charge of teaching and learning. In addition, much of the building has either too much or a complete lack of natural light, creating conditions of high-temperature rooms, in direct sunlight, and dark rooms lit only by original fluorescent fixtures. Windows also pose a problems in that they are drafty and do not filter out any excess sunlight or UV rays. In addition, many do not operate (due to faulty ballasts) creating problems not just on warm days in the fall, spring, and summer, but also in the winter in areas of the building that are excessively heated due to the inconsistent delivery of heat. The lack of air conditioning also impacts critical areas such as the technology spaces, the library, and substantially separate special education classrooms. This problem is felt strongly by a growing number of summer programs, housed at Pittsfield High, that provide students with opportunities for remediation, credit recovery, transition to high school, and enrichment.

Please also provide the following:

Age of Exterior Walls (Years): 78

Were any major repairs or renovations of the exterior walls undertaken in the past?: YES

If "YES", please provide the year of the last major repair/renovation of the exterior walls: 1930

Age of Roof (Years): 1

Were any major repairs or renovations of the roof undertaken in the past?: YES

If "YES", please provide the year of the last major repair/renovation of the roof: 2008

Age of Windows (Years): 18

Were any major repairs or renovations of the windows undertaken in the past?: YES

If "YES", please provide the year of the last major repair/renovation of the windows: 1990

Age of Boilers (Years): 78

Were any major repairs or renovations of the boilers undertaken in the past?: YES

If "YES", please provide the year of the last major repair/renovation of the boilers: 2003

Age of HVAC (Years): 33

Were any major repairs or renovations of the HVAC undertaken in the past?: YES

If "YES", please provide the year of the last major repair/renovation of the HVAC: 1975

Age of Electrical System (Years): 33

Were any major repairs or renovations the electrical system undertaken in the past?: YES

If "YES", please provide the year of the last major repair/renovation of the electrical system: 1975

Have the systems identified above been examined by an engineer or other trained building professionals?: NO

If "YES", please provide the name of the individual and his/her professional affiliation:

Please also provide the date of the inspection::

Please describe how addressing the system will extend the useful life of the facility that is the subject of this SOI (maximum of 5000 characters)::

By addressing the systems above, the life of the facility as a traditional, departmentalized high school will be extended. Currently, heating issues, broken windows, lack of insulation, old flooring (with asbestos), minimal bathroom facilities, electrical deficiencies, and a lack of natural lighting in some classroom spaces all impact the creation of a healthy learning environment. However, bringing this space up to modern standards will not enable the building to provide an integrated

learning experience in a school constructed and organized to support past, rather than future, needs.

Priority 7

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 goal of both of Pittsfield's high schools is to prepare all students to succeed in post-secondary education and, ultimately, in the workplace. To achieve that goal, our two high schools were previously affiliated with the national High Schools That Work (HSTW) network and adopted this reform model that includes rigorous core academic requirement for all students, and a concentration of electives and connecting activities that allow students to explore the world of work in a chosen area. This effort has led to a rich set of offerings at both high schools including Chapter 74 approved programs, career-based academies, and a well developed program of community-based activities that insure that all students are aware of the expectations of the workplace and of the preparation necessary to succeed in their chosen areas. We have also implemented a teacher advisory programs, are working to restructure guidance services, and have modified attendance practices and policies.

Despite these proactive steps, the graduation rate of our high school aged students is still only 70%. National research has shown that students are more likely to complete high school if they feel connected to their schools. Students who form lasting relationships with adults in buildings and who see the relevance of their studies to the future they envision are more likely to do well in school and graduate. We are finding that the physical layout of our buildings, the outdated nature of many of the vocational shop areas, and the lack of learning spaces that lend themselves to 21st century teaching and learning models are hindering our efforts to meet the needs of our students. In response (and in preparation for the MSBA SOI 2009 submission), the Pittsfield Public Schools hired Frank Locker of Dore and Whittier Architects to run a visioning program with community members and school department personnel. The intent of these workshops was to develop a vision of high school education for our community well into the 21st century. The summary points of that study are:

1. Overwhelmingly, the Futures Team preferred a consolidated school plan (full plan included with the 2009 SOI submission) where all students are educated on a singular site.
2. If the existing high schools are to be consolidated, a complete reorganization of educational delivery is needed and the development of smaller learning communities is essential to its success.
3. High school education needs to retain its connection to the community in order to be successful.
4. Integration of career-technical/vocational learning and core academic learning is a cornerstone of this new vision.

These above goals and aspirations cannot be met in the current buildings. The vocational areas are outdated and isolated from the academic classrooms. Academic classrooms, including science facilities, are clustered by academic subject. Classrooms are sized and shaped to accommodate the five by six, thirty-desk setup of the classroom of the mid-twentieth century, but do not lend themselves to project based learning, on-line coursework, or other collaborative learning models that incorporate 21st century skill development. It is impossible, within the exiting facilities, to create the career pathway-based, interdisciplinary, smaller learning communities that we envision as best meeting our students' needs over the next half century.

Priority 7

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.

Pittsfield High School continues to apply guidelines provided by the HSTW (High Schools that Work) network. Both Pittsfield and Taconic High School were previous members of this network that encourages best practices among schools offering career/vocational technical programs. These guidelines include high level academic programming for all students, personalization of the learning environment, strong relationships between staff/students, and teachers as facilitators and coaches. While many of these features have been applied at Pittsfield High, some, such as the overlap of academic and career/vocational programming, as well as models of interdisciplinary, project-based study, have been limited within the current physical plant.

Beyond HSTW, the school district (with the support of the Pittsfield School Committee) authorized a visioning/feasibility study. This study included a diverse group of educators and community members who met with the purpose of defining what we believed our high school(s) should look like in the coming decades of the 21st century. This visioning/feasibility futures team met in the fall/winter of 2007 and generated a solid educational foundation/philosophy upon which to restructure/remodel/rebuild our high schools.

The report (included in the 2009 SOI submission) states:

The Educational Vision calls for a holistic approach to student learning based on a variety of educational strategies.

Consequently, the proposed school organization supports:

- 1) Integration of career-technical/vocational learning and core academic learning;
- 2) Close cooperation of the arts, both visual and performing, with academic learning through joint coursework and programs;
- 3) Correlation of physical education and life-long wellness with core academic learning.

The existing buildings were designed with extreme separation of these “hands-on” learning spaces from core academic learning spaces, and thus present a severe challenge to meeting the overall goals.

This theme is repeated in a current effort to examine graduation pathways and reorganize them in a manner that supports smaller learning communities (i.e. smaller student groupings within a theme, shop, or academy). Current vocational programs include: culinary, cosmetology, building trades, electronics, horticulture, allied health, and small engines. Academy programs include the Academy of Finance, Academy of Tourism and Hospitality, the Fine and Performing Arts Academy, the Accelerated Academy (for students who wish to enter into Advanced Placement courses in a concentrated manner) and the Achievement Academy (an intensive 9th grade team that provides students, who have not historically been successful, with intensive support during this transitional year). The limitation within these programs and academies, however, has been the lack of coordination and overlap between individuals and departments due to physical space and location constraints.

While academies and vocational programs support student success in grades 9 through 12, the school has implemented strategies to target grade 9 students in this pivotal first year of high school. All grade nine students are enrolled in a core academic program aligned with the Massachusetts Frameworks that includes: biology, algebra-based mathematics, English, United States History, physical education and human development. Students who wish to explore the options in Chapter 74 programs enroll in a one hundred minute/day block of career exploration, during which they experience each vocational shop and a strategies for success class. All other students take a period of world language. Performing arts students can participate in band, chorus or an introduction to theater, while visual arts students explore the medium through a Foundations in Art course. Many students are encouraged to take strategies for success, which includes both an overview of the Microsoft Office Suite, career inventories, and workplace readiness skills. During the spring of their freshman year, the students and their families are given multiple opportunities to gather information about the different pathways, including an open house, informational meetings, and opportunities to talk with

lead teachers in each program. At-risk ninth graders participate in a summer bridge to high school, a five-week program that builds interpersonal skills and helps each student to connect with a significant adult in the school. Some students participate in a 9th grade academy, traveling in small groups with a core of teachers who can plan together, meet with parents, and target interventions. Finally, a small group of students who fail multiple classes in grade 9, participate in a summer credit recovery program at the Juvenile Resource Center. This five week program provides targeted credit recovery for each student so that he/she can advance to grade 10.

Currently, discussion is underway to create homeroom structures for grades 10-12 by theme/program. Students who have chosen the same pathway will be matched with a teacher who teaches courses within that pathway. The teacher will remain with the group throughout their high school years. Guidance counselors would, in turn, be assigned to pathways, so they can work with the group, planning activities and programs. In addition, individualized graduation plans, including those requirements necessary for pathway completion AND successful articulation to college, will be created. This will extend the current, limited four pathway model, and will better respond to the DESE proficiency metrics (the Common Core) as well as support college readiness.

There are many activities outside school that connect students with the world of work during their four years of high school. In grade nine, in addition to exploratory activities, a job fair is held at Berkshire Community College during which all students meet in small groups with professionals in three careers of the student's choice. As sophomores, every student participates in Groundhog Job Shadow day as part of the English curriculum, where she/he researches a career and spends a day shadowing an adult in that profession. Lead teachers in each pathway arrange "yellow bus tours" in grade 11 that take the students on tours of multiple sites to interact with working professionals in their field of interest. Also, during their junior year, students in academies are assigned adult mentors from their fields of study. The mentors meet with the students four or more times a year to help the students plan for the future and prepare for internships.

Sometime during the summer before their senior year, or during their senior year, each student (in an academy or a vocational shop) is provided an opportunity to complete an internship that gives him/her more experience in the field. Some are six to eight week paid summer internships, others, such as vocational/technical co-operative work experiences, happen throughout the school year and are an integrated part of the student's senior year.

While these pathways support the concept of smaller learning communities that integrate content and connect learning with field-work or work experience, the physical layout and organization of the school's facilities significantly constrain the ability to fully implement these models.

Priority 7

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

As emphasized under this priority, the current physical layout of Pittsfield High School limits the opportunity for the creation of smaller learning communities, interdisciplinary collaboration and learning, application of knowledge through career/vocational technical programs that are integrated with the academic courses, and more generally, the development of 21st century skills. These skills include higher order thinking and civic engagement that is fostered in project-based, interdisciplinary learning opportunities. In addition, communication skills and the use/application of technology are key to creating the conditions for student cooperative work through flexible learning spaces and ready access to high technology.

As mentioned, students in some career and vocational technical education (CVTE) programs are unable to interact with customers on site, thus preventing fulfillment of the Perkins and Chapter 74 mandates. In addition, based on the results of the employment needs survey, career and technical programs must be expanded and upgraded to include those jobs and job sectors of greatest need including building trades, manufacturing, health technology, and finance.

Pittsfield is also faced with slightly declining enrollment figures. These enrollments limit the pathways models due to small cohort populations. Similarly, many electives and singletons (offered on both campuses) are run with small numbers or are not offered. These classes include some high level/emerging language classes, Advanced Placement Classes (AP), music classes, and many single period electives. Pittsfield has taken great pride in its ability to offer a broad range of arts/music, AP and electives, thus any future high school model must take into consideration economy of scale in organizing programs and delivering courses. In addition, STEM opportunities, currently emerging as programs of emphasis in both high schools, must be reinforced and further developed as part of the high school remodel.

As was stated by the visioning/feasibility committee, as well as the 2005 NEASC visiting team, the current school facilities are the biggest obstacle to achieving the greater educational vision. It is our hope that a new/remodeled facility will incorporate smaller learning communities, where technology is integrated, flexible grouping and delivery is promoted, project-based learning and application of skills is encouraged, and career/vocational skills are taught in concert with core academic skills. All these will be taught within the context of 21st century skills including such competencies as the ability to think creatively, to encourage innovation, to promote collaboration, and to engage students in problems that require the use and application of academic content.

It should be noted that Pittsfield continues to receive CVTE tuition students from the southern/central regions of Berkshire County. It is expected that any remodel/addition to either of Pittsfield's high schools will include raising the enrollment capacity to offer regional CVTE programming for neighboring districts that have very little (or no) capacity to offer CVTE pathways. This remodel, thus, will serve to establish the Pittsfield Schools as a Berkshire County CVTE center. We believe this vision is very consistent with current efforts to regionalize and encourage collaboration and consolidation of educational services state-wide.

Vote

Vote of Municipal Governing Body YES: 9 NO: 2 Date: 10/28/2008

Vote of School Committee YES: 7 NO: 0 Date: 10/8/2008

Vote of Regional School Committee YES: NO: Date:

Form of Vote

The following form of vote should be used by both the City Council/Board of Aldermen, Board of Selectmen/equivalent governing body AND the School Committee in voting to approve this Statement of Interest.

If a regional school district, the regional school district should use the following form of vote.

Resolved: Having convened in an open meeting on _____, the _____ *[City Council/Board of Aldermen, Board of Selectmen/Equivalent Governing Body, School Committee]* of _____ *[City/Town/School District]*,

in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the _____ *[Name of School]* located at

_____ *[Address]* which

describes and explains the following deficiencies and the priority category(s) for which

_____ *[Name of City/Town/District]* may be invited to apply to the Massachusetts School Building Authority in the future

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

acknowledges that by submitting this Statement of Interest, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the

_____ *[Name of City/Town/District]* to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

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

**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

(print name)

(print name)

(print name)

(signature)

(signature)

(signature)

Date

Date

Date