Massachusetts School Building Authority

School District Pittsfield

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

Name of School Taconic High

Submission Date 11/10/2009

Note

All materials, including votes and the 2007 visioning study, was included in the 2009 submission.

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

1. e 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. e Elimination of existing severe overcrowding.
3. b Prevention of the loss of accreditation.
4. e Prevention of severe overcrowding expected to result from increased enrollments.
5. b 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. e Short term enrollment growth.
7. b 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. e 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? YES

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 Counci) 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? NO

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

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, art teachers. Full-time library/media specialist and peer mediator 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, and 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 a newly developed 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 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).:

Taconic High School was built in 1969. No significant renovations or additions have been completed during its history. Some work including roofing, upgrades to laboratories and vocational shops, upgrades to the theater, wiring for security and technology, and repairs to HVAC have been completed.

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

189686

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).:

This site is located at 96 Valentine Road. It consists of 53 acres, including the building, parking lots and playing fields. The site has two entrances – one at the front of the school (street to the main entrance), and the other in the vocational wing (in the back of the school). There is also a walking path located behind the school heading towards Conte Community School, an elementary school. Parking lots are black topped, and there is a sidewalk leading to the main entrance lobby. Entrance driveways and parking areas have lights and are fed with wiring buried underground.

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).:

Taconic's building is primarily one story. One end of the building houses the gymnasium and has two levels, including the locker room and mechanical room. The other end of the building also has two levels where some classrooms are located. The roof is a metal deck with insulation and a rubber membrane. Exterior walls of the building are brick. Floors are concrete with either vinyl tile or carpet. The gymnasium has a wooden floor with sleepers over a concrete floor. Exterior doors are steel framed with hollow metal doors. Windows are steel framed with single pane glass. Interior classroom doors are steel framed with wood doors. Smoke and fire doors are steel framed with metal doors. The chimney is brick, there are five boilers running on natural gas.

Age of EXTERIOR WALLS (In Years): 39
Year of Last Repair or Replacement: 1969
Description of Last Repair or Replacement:
None

Age of ROOF(In Years): 39
Year of Last Repair or Replacement: 2005
Type Of ROOF PVC
Description of Last Repair or Replacement:
Starting in 1989, B-Wing roof was replaced. In 1991, Cafe A & B roof sections were replaced. In 1994, the Gymnasium roof was replaced. Since then, parts of the vocational wing roof have been replaced. The new roof is a PVC roof over insulation.

Age of WINDOWS(In Years): 39
Year of Last Repair or Replacement: 1969
Type Of WINDOWS Mostly single pane awning throughout.
Description of Last Repair or Replacement:
None

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 five H.B. Smith boilers, installed in 1969. Originally the boilers ran on oil; they now run on natural gas. Oil fuel tanks are still present in case the building ever has to be switched back to oil. The heating system is forced hot water, with univents for classrooms and heating coils for larger spaces. Boiler and H.V. pumps are Dunham Bush, which are now obsolete with little or no parts available. Boilers are maintained by the City's boiler repairman with maintenance and preventative maintenance done constantly. Systems are maintained by the City's two HVAC personnel. Maintenance includes motor replacement, damper adjustments, coil cleaning, belt replacement, oiling of bearings, and calculation of thermostats. The electrical system is original to the building with a few upgrades, which include rewiring of the stage and the 400 amp emergency power contacts in the welding and machine shops. The electrical power feeding this building is at its capacity, no additional circuits can be added. The main switch gear near the boiler room has 600 amp panels.

Age of BOILERS(In Years): 39
Year of Last Repair or Replacement: 2007
Description of Last Repair or Replacement:

Boilers were installed in 1969. The last year of repair was 2007 on boiler #5 for a return yoke replacement. In 2005, boiler #3 had the fire box and insulation replaced. And in 2005, the chimney from the roof line to the top was rebuilt and water-proofed.

Age of HVAC SYSTEM (In Years): 39
Year of Last Repair or Replacement: 2006
Description of Last Repair or Replacement:

The HVAC system is original to the building, from 1969, which makes it 39 years old. In 2007, a big coil was replaced on the roof, because the unit developed pin-hole leaks and was plugged. Various smaller univent coils are also developing leaks like those on the roof unit, and are continuously being repaired in-house. In 2006, 32 coils in A and B Wing were repaired due to pump failure. This pump has since been replaced.

Age of ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM(In Years): 39
Year of Last Repair or Replacement: 1969
Description of Last Repair or Replacement:

None

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

The building interior consists of 189,686 square feet. Flooring for the main halls and classrooms is concrete, covered over with 9x9, and/or 12x12 vinyl tiles, most containing asbestos. Larger areas are covered in carpet. The gym floor is constructed of wood sleepers on top of concrete, with tongue and groove wood flooring. Shop floors are concrete. Interior main walls are sheetrock or painted cinder block. Interior windows are metal framed with wire safety glass. All doorways are steel framed with wooden classroom doors. Fire doors and smoke doors are hollow-core metal. There are 6 overhead metal doors leading to the outside of the building. Five of these are vocational shop doors, and one services the boiler room. This school has dropped ceilings, consisting of 2x4 and 2x2 fire-rated tiles, with various wiring and piping suspended above.The lighting throughout most of the building consists of 2x4 or 2x2 florescent fixtures suspended from the ceiling, mostly T-8 bulbs, with the gym upgraded to T-10. When the lighting for the stage was replaced in 2006, fire and security systems were replaced. Three science labs were renovated in 2006. Kitchens, culinary rooms and science labs have natural gas in them.The carpenter shop, finishing room, and auto body paint booth have the only sprinklers in the building. The stage rigging was inspected/replaced in 2004. In the gym, there are two floor-to-ceiling doors that divide the gym into three sections.They are in need of replacement.

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 way 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 the 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 and 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 1969, were not built or designed to support secure schools and have many unsupervised entrances. Furthermore, alternative learning experiences including Service Learning and online or distance learning is limited.

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 clustered within an area of the facility separate from the academic region, a small library media center, a gymnasium, computer laboratories, and science labs. Approximately 50 classrooms measure an average of 400 square feet with vocational shops significantly larger as dictated by the scope and nature of the program. Currently, the school houses room for metal fabrication, machine technology, autobody, auto mechanics, culinary, health technology, design drafting, and carpentry. The school has some arts programs with small art/music spaces. The library/media center is a small space that cannot accommodate adequate print materials or technology for a school of over 1000 students. The science classrooms, small by today's standards, serve as both laboratory and lecture space, with students sitting at a mixture of lab benches and traditional desks. Previous lecture spaces were converted and eliminated. Some labs were upgraded in recent years, others are in need of repair. Several are inadequately equipped. The school, divided into academies, cannot support clustering of programs and interdisciplinary delivery of curriculum.

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 approximately 1000 students, at one time housing almost 1200 students, program space is severely limited in vocational shops, the special education programs, 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. 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.

The 2005 NEASC report states that, "The school site, plant and equipment do not support aspects of the educational program and support services for student learning." Two surveys were administered at Taconic High School to determine whether the school's facility was of adequate size and included components and equipments necessary for full implementation of the educational programs and support systems. Responses indicated that the school plant is thought to be of adequate size to support educational programs by most departments and support services with the exceptions of the art, guidance, math, and music departments and some parts of the vocational programs."

The report went on to state, "According to Massachusetts Chapter 74 state regulations, the carpentry shop must have 200 square feet of open space per student. This shop does not meet this requirement and needs a larger work area."

The report continues, "Originally built in 1969, Taconic High School has undergone no major renovations and therefore does not have to comply with current building codes. As a result, the electrical infrastructure has never been updated. In the chorus room, there is only one electrical outlet, restricting the amount of equipment that can be used by the teacher. There are five computer labs at Taconic High School, but only one lab....is outfitted with surge protectors. These are only a few of the deficiencies of the plant and equipment in supporting all aspects of the educational program. "

Looking at space and systems, the report states, "The rigging in the auditorium has been determined to be unsafe and as a result, the stage has been condemned. In addition to needing new rigging, the auditorium has an electrical system that is not working properly and a sound system that does not work at all. Two of the five science labs have been updated, but the remaining labs pose safety problems. Gas lines are not secure and workstations are unsteady and in danger of collapsing. The original heating system delivers heat inconsistently throughout the building with a range of temperatures being recorded. Throughout the school the doors on stalls in both the boys and girls bathrooms are...missing."

Priority 3

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

In a statement dated February 28, 2005 principal Douglas McNally responded to facilities concerns raised in the NEASC report.

"The mayor and superintendent arranged for the Director of Maintenance for public buildings to meet with the principal and the head custodian and review maintenance needs. The assistant superintendent was directed to monitor building repairs."

"The building maintenance director is arranging for Western Massachusetts Electric Company to do an audit of Taconic to determine its current service needs. Specific questions will include: Is there sufficient power to support new technology in the academic wing where computers are becoming prevalent? Is there sufficient power in the vocational wing to support new equipment? What are the specific needs for additional service and outlets in classrooms, labs and shops?"

"Bids were solicited to repair the stage and rigging and the work was awarded (and subsequently completed)." This bid included lighting and sound and was funded through monies appropriated by the mayor and city council.

All violations (building) were noted in a tour of the building by the building inspector, the fire inspector, the head custodian and the building principal. An action plan was developed to address the needs. All violations were addressed, and a follow-up tour was completed in September 2004. As a result, the building inspector certified that all violations had been addressed, and a current certificate was issued.

"The city council arranged a tour of Taconic to familiarize themselves, the mayor, and the school committee of the capital needs of the school. The principal and superintendent met with school committee representatives and the city council subcommittee on public buildings to discuss Taconic and the other four district schools that had not been recently renovated." A prioritized list was submitted to the city council and a capital plan was developed based on this list.

Work completed since that time includes an internet backbone, front mall cement work, some science lab upgrades, floor tile work throughout the building, installation of a security system, installation of new doors, painting throughout the schools, conversion of classroom space into and on-campus alternative school program, and significant upgrades to the theater including new rigging, sound system, and lighting. In addition, 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 are summarized and addressed within 30 days.

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 Act requires that schools integrate academic and technical knowledge and skills. The current facilities and layout of Taconic High School hinder such collaboration. All vocational/technical education courses are offered in a separate and isolated wing of the facility. As a result, students cannot work together on integrated lessons due to the physical separation, and teachers do not have common planning spaces in which to plan curriculum, coordinate facilities use, and apply authentic assessment in a manner to that encourages interdisciplinary integration.

Both the Perkins Act and Massachusetts laws/regulations require that vocational students develop knowledge and skills related to customer service. Currently, the program location (isolated from common entrances) limits adequate, safe areas for students to interact with customers. For example, the culinary program would benefit from having the public eat at a restaurant that students operate. Having to escort customers through the building is an undue burden and a possible school security risk

In addition, 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, the amount of instructional time that students can spend on computer skills is significantly limited.

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 Taconic High 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, Taconic High School does not support that vision.

It should be emphasize 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/addition, 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.

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:: 3/1/2004
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.: 3/1/2004

Please provide the date of the follow-up accreditation visit:: 3/1/2005

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 replaced with a more efficient system that will control individual classroom spaces better. Currently, there are pneumatic controlled thermostats.

2. Windows should be replaced with a Low E insulated glass window to reduce fuel usage and heat loss.

3. The school's generator is only 10kw and should be replaced with a 100kw unit, in order to supply heat, cooking ability, and lighting during a power outage.

4. Boilers are 39 years old and have been converted to gas. Today's boilers are much smaller and use less energy to run or monitor.

Priority 5

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

1. Sections of the roof have been replaced, with added insulation.
2. Lighting upgrades as discussed in previous pages, have been completed.
3. Maintenance on HVAC using timers for occupational hours and tighter damper control has been completed.

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. A lack of modern HVAC systems creates inconsistent heat delivery throughout the school in the coldest months and a complete lack of air conditioning (not present) in the fall and summer months. This varying heat impacts the comfort level 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. This issue creates conditions of high temperature rooms, in direct sunlight, or dark rooms lit only by original fluorescent fixtures. Windows also pose a problem in that they are drafty and do not filter out any excess of sunlight or UV rays. In addition, many do not operate, creating problems not just on warm days in 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 throughout. The lack of air conditioning also impacts critical areas such as the technology spaces, the library, and substantially special education classrooms.

Please also provide the following:

Age of Exterior Walls (Years): 39
Were any major repairs or renovations of the exterior walls undertaken in the past?: NO
If "YES", please provide the year of the last major repair/renovation of the exterior walls: 1969
Age of Roof (Years): 39
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: 2005
Age of Windows (Years): 39
Were any major repairs or renovations of the windows undertaken in the past?: NO
If "YES", please provide the year of the last major repair/renovation of the windows: 1969
Age of Boilers (Years): 39
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: 2007
Age of HVAC (Years): 39
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: 2006
Age of Electrical System (Years): 39
Were any major repairs or renovations the electrical system undertaken in the past?: NO
If "YES", please provide the year of the last major repair/renovation of the electrical system: 1969
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 a 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 program, restructured guidance services, and modified attendance policies and practices.

Despite these proactive steps, the graduation rate of our high school age 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 the 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 preparation for the MSBA SOI 2009 submission), the Pittsfield Public Schools hired Frank Locker and 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 in the 21st century. The summary points of that study are:

1. Overwhelmingly, the Futures Team preferred a consolidated school option (full plan included in 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 small 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 existing 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.

As suggested, Taconic High School continues to apply guidelines provided by the HSTW (High Schools that Work) network. Both Pittsfield and Taconic High Schools 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 Taconic, 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/philosphy 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: allied health, architecture and design engineering, auto body technology, carpentry and construction, culinary arts, graphic arts, manufacturing technology, and metal fabrication. Academy programs include the Academy of Business Management, Academy of Tourism and Hospitality, Academy of Human Services, Academy of Information Technology, Science and Engineering Academy. Finally, two pathways, Liberal Arts and Fine and Performing Arts, are offered to students. 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.

In grade nine, all students are enrolled in a core academic program that aligns with the Massachusetts Frameworks (Common Core) that includes: biology, algebra-based mathematics, English, United States history, physical education and human development. Students who wish to explore the options in our Chapter 74 programs enroll in a one hundred minute-a-day block of career exploration in which they experience each vocational offering. 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 media through a Foundations in Art course. Students interested in academy programs take a course titled Strategies for Success, which includes both an overview of the Microsoft Office Suite 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.

Once a choice is made, students are placed in a homeroom for grades 10-12 with the other students in the grade who have chosen the same pathway and a teacher who teaches the electives in that pathway. The teacher will remain with the group throughout their high school years. Guidance counselors are assigned to pathways so that they can plan activities and programs with the group.

Currently, 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 each student meets 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 fields 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 of more times a year to help them plan for the future and prepare for internships.

Sometime during the summer before senior year, or during their senior year, all students (in an academy or a vocational shop) are provided an opportunity to complete internships that gives them 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.

Students deemed "at risk" by middle school indicators, 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, 5-year plan, receiving additional academic remediation in the core subjects, reading, language development, and mathematics. 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.

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 the 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 Taconic 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. Because of this lack of cooperative work experiences is hindered by inappropriate learning spaces for varied learning experiences, students do not gain the full benefits of the model. Physical plan limitations restrict the school's ability to fully implement the requirements of the Perkins act that fosters integration of academic and technical knowledge and skills. An English teacher or a math teacher would find it difficult to make connecting links when their class has students from six different programs in attendance.

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 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 emphasize 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/addition, 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