

CITY OF WORCESTER

MASSACHUSETTS



Request for Owner's Project Management Services

Burncoat Senior High School
179 Burncoat Street
Worcester, MA 01606

REQUEST FOR OWNER'S PROJECT MANAGEMENT SERVICES ("OPM RFS")

1. Introduction

The *City of Worcester* ("Owner") is seeking the services of a qualified OPM "Owner's Project Manager" as defined in Massachusetts General Laws Chapter 149, Section 44A½ and as further defined by the provisions of this RFS, to provide project management services for the design, construction, addition to and /or renovation of the *Burncoat Senior High School* ("School") in Worcester, Massachusetts ("Project").

The Owner is requesting the services of an OPM to represent the Owner during the feasibility study and schematic design phases of the project initially. Subject to the approval of the Project by the Massachusetts School Building Authority (the "MSBA") and further subject to continued funding authorized by the City of Worcester, the contract between the Owner and the Owner's Project Manager may be amended to include continued Project Management Services through design development, construction documents, bid and award, construction, and final closeout of the potential Project. A potentially approved Project may include a renovation of the existing School, a renovation and addition of the existing School, and/or new construction. The estimated total project costs of an approved potential Project may range from \$500 to \$650 million dollars depending upon the solution that is agreed upon by the Owner and the MSBA and that is ultimately approved by a vote of the MSBA Board of Directors.

2. Background

The Worcester School Committee, chaired by the City of Worcester's Mayor, is the legislative and policy-making body charged with supervision of the Worcester Public School System (the "WPS"). The City of Worcester Public School District is comprised of four quadrants including: Doherty (Q1), Burncoat (Q2), North (Q4) and South (Q3), each with elementary and secondary schools serving grades K-12. WPS also has the Technical High School serving all four quadrants.

The Burncoat Senior High School, 179 Burncoat Street, is one of three high schools serving grades 9-12, within the Burncoat Quadrant, built in 1964. The current enrollment is 1,153 students. The building is a brick structure located on three floors and has a total square footage of 144,388. Typical interior wall finishes are exposed, glazed and painted block walls, painted wallboard, and exposed concrete. The roof is tar and gravel.

The Burncoat Middle School, 135 Burncoat Street, which is adjacent to the high school, serving grades 7-8 and was built in 1952. The current enrollment is 675 students. The building is a masonry structure, comprised of three floors and has a total square footage of 122,652. Typical interior wall finishes are like that of the high school. The roof was fully replaced in 1999 with EPDM – rubber membrane.

Both the high school and middle school are located on the same 38.9-acre parcel that includes the building, athletic facilities, and all parking lot facilities. There are no known site conditions that would impact the potential project.

Potential projects will serve grades 7-12 with an enrollment of 2,125 or grades 9-12 with an enrollment of 1,400.

Both Schools have been placed on warning status by the New England Association of Schools and Colleges (NEASC) for facilities deficiencies. The schools do not have space for new or expanded programs, as cited by NEASC.

3. Project Description, Objectives, and Scope of Services

On or about February 13, 2023, the Owner submitted a Statement of Interest (Attachment A) to the MSBA for Burncoat Senior High School. The MSBA is an independent public authority that administers and funds a program for grants to eligible cities, towns, and regional school districts for school construction and renovation projects. The MSBA's grant program is discretionary, and no city, town, or regional school district has any entitlement to any funds from the MSBA. At the April 30, 2025, Board of Directors meeting, the MSBA voted to issue an invitation to the Owner to conduct a feasibility study for this Statement of Interest to identify and study possible solutions and, through a collaborative process with the MSBA, reach a mutually agreed upon solution. The MSBA has not approved a Project, and the results of this feasibility study may or may not result in an approved Project.

It is anticipated that the feasibility study will review the problems identified in the Statement of Interest for the Burncoat Senior High School in addition to other concerns including, but not limited to:

- The conditions of the existing facilities include energy efficiency of the building envelope; existing spatial, acoustic, and thermal conditions; efficiency and age of mechanical, electrical, and plumbing equipment, and fixtures.
- Building accessibility.
- Presence of hazardous materials.
- Vehicular and pedestrian site access.
- Existing site conditions include differential elevations, limiting recreational space, athletic fields, and parking facilities.
- Existing site geological features include the presence of ground water and ledge.
- Evaluation of existing utilities: water, gas, and electrical service.

As a result of a collaborative analysis with the MSBA of enrollment projections and space capacity needs for the Burncoat Senior High School, the City of Worcester acknowledges and agrees that the design of alternatives, which may be evaluated as a part of the feasibility study for the Burncoat Senior High School, shall be based in accordance with the following:

Burncoat Senior High School Grade 9-12 Enrollment	Burncoat Senior High School consolidated with Burncoat Middle School Grade 7-12 Enrollment
1,400 students	2,125 students

Project Objectives under consideration by the Owner include:

- Identification of community concerns that may impact study options including, but not limited to, the proximity of the school to the residents it serves, after hour's use of the facility, and cost.
- Identification of specific milestone requirements including analysis of existing buildings, utilities, site conditions, vehicular and pedestrian site access, access swing space for current occupants, and analysis of potential on site energy production and conservation.
- Identification of alternate sites.
- Minimizing the life cycle cost of facility operations as it relates to future operational budgets including a reduction in daily operating costs through low maintenance, durable finishes, materials, and construction details; optimal energy efficiency of mechanical, electrical, and plumbing fixtures and equipment; on-site energy production; and building siting.

- Northeast Collaborative for High Performance Schools (NE-CHPS) or US Green Building Council's LEED for Schools Guidelines (LEED-S) Rating System.
- Construction Manager-at-Risk Delivery Method.

The required scope of services is set forth in Article 8 of the standard contract for Owner's Project Management Services for a Design/Bid/Build project that is attached hereto as Attachment B and incorporated by reference herein. If the Owner determines to use a CM-at-Risk delivery method, this contract shall need to be amended and/or substituted. The work is divided into the Project Phases as listed in Attachment A of this contract. The durations of the Phases shown below are estimates only, based on the Owner's experience. Actual durations may vary depending upon the Project agreed upon by the Owner and the MSBA. The total duration of the Contract is estimated as follows:

- | | |
|---|---------------|
| 1. Feasibility Study/Schematic Design Phase; | 20-24 months* |
| 2. Design Development/Construction Documents/Bidding Phase; and | 10-12 months* |
| 3. Construction Phase. | 24-36 months* |

(*These ranges for scheduling timeframes are provided as guidelines only and are based upon schedules established by other Owners.)

4. Minimum Requirements and Evaluation Criteria:

Minimum Requirements:

In order to be eligible for selection, each Respondent must certify that it meets the following minimum requirements. Any Response that fails to include such certification in its response, demonstrating that these criteria have been met, may be rejected without further consideration.

Each Respondent must designate an individual who will serve as the Project Director. The Project Director shall be certified in the Massachusetts Certified Public Purchasing Officer Program (the "MCPPO") as administered by the Inspector General of the Commonwealth of Massachusetts at the time of application and must also meet the following minimum requirements:

- The Project Director shall be a person who is registered by the Commonwealth of Massachusetts as an architect or professional engineer and who has at least five years' experience in the construction and supervision of construction and design of public buildings.

or,

- if not registered as an architect or professional engineer, the Project Director must be a person who has at least seven years' experience in the construction and supervision of construction and design of public buildings.

Evaluation Criteria

In addition to the minimum requirements set forth above, all Respondents must demonstrate that they have significant experience, knowledge and abilities with respect to public construction projects, particularly involving the construction and renovation of K-12 schools in Massachusetts. The Owner will evaluate Responses based on criteria that include, but not limited to, the following:

Responses will be evaluated on a point system established based on relative importance to the Owner, for a **total of 50 possible points**.

- 1) **5 Points** - Past performance of the Respondent, if any, regarding public, private, Department Of Education funded, and MSBA-funded school projects across the Commonwealth, as evidenced by:
 - a) 3 of the 5 total points - Documented performance on previous projects as set forth in Attachment C, including the number of projects managed, project dollar value, number and percentage completed on time, number and dollar value of change orders, average number of projects per project manager per year, number of accidents and safety violations, dollar value of any safety fines, and number and outcome of any legal actions.
 - b) 2 of the 5 total points - Satisfactory working relationship with designers, contractors, Owner, the MSBA and local officials.
- 2) **2 Points** - Thorough knowledge of the Massachusetts State Building Code, regulations related to the Americans with Disabilities Act, and all other pertinent codes and regulations related to successful completion of the project.
- 3) **2 Points** - Thorough knowledge of Commonwealth construction procurement laws, regulations, policies and procedures, as amended by the 2004 Construction Reform laws. Chapter 149A, Construction Manager at Risk delivery method is under consideration for this project; prior experience with this procurement method should be demonstrated.
- 4) **10 Points** - Management approach: Describe the Respondent's approach to providing the level and nature of services required as evidenced by proposed project staffing for a potential (hypothetical) proposed project for new construction of **500,000** square feet or renovation of **267,000** square feet with a **183,000** addition; proposed project management systems; effective information management; and examples of problem-solving approaches to resolving issues that impact time and cost.
- 5) **10 Points** - Key personnel: Provide an organizational chart that shows the interrelationship of key personnel to be provided by the Respondent for this project and that identifies the individuals and associated firms (if any) who will fill the roles of Project Director, Project Representative and any other key roles identified by the Respondent, including but not limited to roles in design review, estimating, cost and schedule control. Specifically, describe the time commitment, experience and references for these key personnel including relevant experience in the supervision of construction of several projects that have been either successfully completed or in process that are similar in type, size, dollar value and complexity to the project being considered.
- 6) **3 Points** - Capacity and skills: Identify existing employees by number and area of expertise (e.g. field supervision, cost estimating, schedule analysis, value engineering, constructability review, quality control and safety). Identify any services to be provided by sub-consultants.
- 7) **2 Points** - Identify the Respondent's current and projected workload for projects estimated to cost more than \$1.5 million.
- 8) **10 Points** - Familiarity with (NE-CHPS) Northeast Collaborative for High Performance Schools Guidelines and/criteria or US Green Building Council's LEED for Schools Rating System. Demonstrated experience working on high performance green buildings green building rating system used (e.g., NE-CHPS and/or LEED-S), life cycle assessment and cost analysis and recommendations to Owners about building integrated energy production, energy conservation, building materials,

finishes etc., ability to assist in grant applications for funding and track Owner documentation for NE-CHPS and/or LEED-S prerequisites.

- 9) **3 Points** - Thorough knowledge and demonstrated experience with life cycle assessment and cost analysis, cost estimating and value engineering with actual examples of recommendations and associated benefits to Owners.
- 10) **1 Point** - Knowledge of the purpose and practices of the services of Building Commissioning Consultants.
- 11) **2 Points** - Financial Stability: Provide current balance sheet and income statement as evidence of the Respondent's financial stability and capacity to support the proposed contract.

In order to establish a short-list of Respondents to be interviewed, the Owner will base its initial ranking of Respondents on the above Evaluation Criteria. The Owner will establish its final ranking of the short-listed Respondents after conducting interviews..

The grand total of a Respondent's points will equal the total of 50 possible points for the response plus the total of 20 possible points for the interview (15 points) and reference checks (5 points).

The Owner reserves the right to consider any other relevant criteria that it may deem appropriate, within its sole discretion, and such other relevant criteria as the MSBA may request. The Owner may or may not, within its sole discretion, seek additional information from Respondents.

This RFS, any addenda issued by the Owner, and the selected Respondent's response, will become part of the executed contract. The key personnel that the Respondent identifies in its response must be contractually committed for the Project. No substitution or replacement of key personnel or change in the sub-consultants identified in the response shall take place without the prior written approval of the Owner and the MSBA.

The selected Respondent(s) will be required to execute a Contract for Project Management Services with the Owner in the form that is attached hereto as Attachment B and incorporated by reference herein. Prior to execution of the Contract for Project Management Services with the Owner, the selected Respondent will be required to submit to the Owner a certificate of insurance that meets the requirements set forth in the Contract for Project Management Services.

Prior to execution of the Contract for Project Management Services, the fee for services shall be negotiated between the Owner and the selected Respondent to the satisfaction of the Owner, within its sole discretion. The initial fee structure will be negotiated through the Feasibility Study/Schematic Design Phase. The selected Respondent, however, will be required to provide pricing information for all Phases specified in the Contract at the time of fee negotiation.

5. Selection Process and Selection Schedule

Process:

- 1) A Selection Sub-Committee, as authorized by the Burncoat Senior High School Building Committee, will review each respondent's proposal based on a point system, as outlined above in section "4. Minimum Requirements and Evaluation Criteria".
- 2) Identified reviewers must rank the Responses based on the weighted evaluation criteria identified in the RFS and must short-list a minimum of three responses.

- 3) Interviews will be conducted with short-listed firms and will include a presentation by the Respondent followed by a question-and-answer period should the Selection Sub-Committee deem necessary. Interviews and associated reference checks will carry up to 20 additional points and be added to the 50 possible points based on the responses resulting in a grand total as specified in “4. Minimum Requirements and Evaluation Criteria”.
- 4) The applicant firm shall provide a proposal on its letterhead outlining its duties and key personnel for all phases, pricing information for all phases specified in the contract at the time of fee negotiation, and the initial fee structure for the Feasibility Study/Schematic Design Phase.
- 5) The Owner will negotiate the contract fee with the first-ranked firm.
- 6) If the Owner is unable to negotiate a contract with the first-ranked selection, the Owner will then commence negotiations with its second-ranked selection and so on, until a contract is successfully negotiated and approved by the Owner.
- 7) The selected firm will be submitted to the MSBA for its approval.
- 8) The selected firm may be asked to participate in a presentation to the MSBA and/or submit additional documentation, as required by MSBA, as part of the MSBA approval process.
- 9) The Owner reserves the right to re-advertise if fewer than three responses are received or to re-advertise if fee negotiations fail.

The following is a tentative schedule of the selection process, subject to change at the Owner’s and MSBA’s discretion.

<u>Wednesday, September 24, 2025,</u>	RFS appears in Central Register of the Commonwealth of Massachusetts, and Worcester Telegram and Gazette.
<u>Wednesday, October 1, 2025,</u>	Informational meeting and site walkthrough at 11:00 PM.
<u>Friday, October 3, 2025,</u>	Last day for questions from Respondents at 3:00 PM.
<u>Wednesday, October 8, 2025,</u>	Responses due at 11:00 PM.
<u>Wednesday, October 15, 2025,</u>	Respondents short-listed.
<u>Wednesday, October 22, 2025,</u>	Interview short-listed Respondents.
<u>Wednesday, October 29, 2025,</u>	Negotiate with selected Respondent.
<u>Wednesday, November 5, 2025,</u>	Final selection submitted to the MSBA for review and approval.
<u>Monday, December 1, 2025,</u>	Anticipated MSBA OPM Review Panel Meeting.
<u>Friday, December 12, 2025,</u>	Anticipated Execution of contract.

The RFS may be obtained on or after **Wednesday, September 24, 2025**, from:

City of Worcester
Purchasing Department
455 Main Street
Worcester, MA 01608
Phone Number: (508)799-1220, Fax Number: (508)799-1203
Attn: Jeremy Flansburg, Special Project Coordinator
flansburgj@worcesterma.gov
Website: <http://bids.worcesterma.gov/>

Any questions concerning this RFS must be submitted in writing by 3pm on **Friday, October 3, 2025**, to:

City of Worcester
Purchasing Department
455 Main Street
Worcester, MA 01608
Phone Number: (508)799-1220, Fax Number: (508)799-1203
Attn: Jeremy Flansburg, Special Project Coordinator
flansburgj@worcesterma.gov

Sealed Responses to the RFS for OPM services must be clearly labeled “Owner’s Project Management Services for Burncoat Senior High School” and delivered to:

City of Worcester
Purchasing Department
455 Main Street
Worcester, MA 01608
Phone Number: (508)799-1220, Fax Number: (508)799-1203
Attn: Jeremy Flansburg, Special Project Coordinator

no later than **Wednesday, October 8, 2025, at 11:00pm**. The Owner assumes no responsibility or liability for late delivery or receipt of Responses. All responses received after the stated submittal date and time will be judged to be unacceptable and will be returned unopened to the sender.

6. Requirements for content of response:

Submit **five (5)** hard copies of the response to this RFS and one (1) electronic version in PDF format on flash drive. All responses:

- Shall be prepared in ink or typewritten.
- Shall be presented in an organized and clear manner.
- Must include the required forms in Attachment C.
- Must include all required Attachments and certifications.
- Must include the following information:

1) Cover letter shall be a maximum of two pages in length and include:

- a) An acknowledgement of any addendum issued to the RFS.

- b) An acknowledgement that the Respondent has read the RFS. Respondent shall note any exceptions to the RFS in its cover letter.
 - c) An acknowledgement that the Respondent has read the Contract for Project Management Services. Respondent shall note any exceptions to the Contract for Project Management Services in its cover letter.
 - d) A specific statement regarding compliance with the minimum requirements identified in Item 4 of this RFS to include identification of registration, number of years of experience and where obtained (as supported by the resume section of Attachment C), as well as the date of the MCPPO certification. (A copy of the MCPPO certification must be attached to the cover letter).
 - e) A description of the Respondent's organization and its history.
 - f) The signature of an individual authorized to negotiate and execute the Contract for Project Management Services, in the form that is attached to the RFS, on behalf of the Respondent.
 - g) The name, title, address, e-mail and telephone number of the contact person who can respond to requests for additional information.
- 2) Selection Criteria: The response shall address the Respondent's ability to meet the "Selection Criteria" Section including submittal of additional information as needed. The total length of the Response (including Attachment C only, excluding Attachments A, B, D, and E) may not exceed twenty (20) single-sided numbered pages with a minimum acceptable font size of "12 pt" for all text.

Respondents may supplement this proposal with graphic materials and photographs that best demonstrate the project management capabilities of the team proposed for this project. Limit this additional information to a maximum of 3 -three 8½" x 11" pages, double-sided.

- 3) The Certification: Required Certification (see Attachment E) - Certificate of Authority.

7. Payment Schedule and Fee Explanation:

The Owner will negotiate the fee for services dependent upon an evaluation of the level of effort required, job complexity, specialized knowledge required, estimated construction cost, comparison with past project fees, and other considerations. As construction cost is but one of several factors, a final construction figure more than the initial construction estimate will not, in and of itself, constitute a justification for an increased OPM fee.

8. Other Provisions

A. Public Record

All responses and information submitted in response to this RFS are subject to the Massachusetts Public Records Law, M.G.L. c. 66, § 10 and c. 4, § 7(26). Any statements in submitted responses that are inconsistent with the provisions of these statutes shall be disregarded.

B. Waiver/Cure of Minor Informalities, Errors and Omissions

The Owner reserves the right to waive or permit cure of minor informalities, errors or omissions prior to the selection of a Respondent, and to conduct discussions with any qualified Respondents and to take any other measures with respect to this RFS in any manner necessary to serve the best interest of the Owner and its beneficiaries.

C. Communications with the Owner

The Owner's Procurement Officer for this RFS is:

City of Worcester
Purchasing Department
455 Main Street
Worcester, MA 01608
Phone Number: (508)799-1220, Fax Number: (508)799-1203
Attn: Jeremy Flansburg, Special Project Coordinator

Respondents that intend to submit a response are prohibited from contacting any of the Owner's staff other than the Procurement Officer. An exception to this rule applies to Respondents that currently do business with the Owner, but any contact made with persons other than the Procurement Officer must be limited to that business and must not relate to this RFS. In addition, such respondents shall not discuss this RFS with any of the Owner's consultants, legal counsel or other advisors. ***FAILURE TO OBSERVE THIS RULE MAY BE GROUNDS FOR DISQUALIFICATION.***

D. Costs

Neither the Owner nor the MSBA will be liable for any costs incurred by any Respondent in preparing a response to this RFS or for any other costs incurred prior to entering a Contract with an OPM approved by the MSBA.

E. Withdrawn/Irrevocability of Responses

A Respondent may withdraw and resubmit their response prior to the deadline. No withdrawals or re-submissions will be allowed after the deadline.

F. Rejection of Responses, Modification of RFS

The Owner reserves the right to reject all responses if the Owner determines, within its own discretion, that it is in the Owner's best interests to do so. This RFS does not commit the Owner to select any Respondent, award any contract, pay any costs in preparing a response, or procure a contract for any services. The Owner also reserves the right to cancel or modify this RFS in part or in its entirety, or to change the RFS guidelines. A Respondent may not alter the RFS or its components.

G. Subcontracting and Joint Ventures

Respondent's intention to subcontract or partner or joint venture with other firm(s), individual or entity

H. Validity of Response

Submitted responses must be valid in all respects for a minimum period of ninety (90) days after the submission deadline.

9. FURTHER INFORMATION

ATTACHMENTS:

Attachment A: Statement of Interest

Attachment B: Contract for Owner's Project Management Services

Attachment C: OPM Application Form – March 2017

Attachment D: Enrollment Letter and Enrollment Certification

Attachment E: Required Certifications

ATTACHMENT A
Statement of Interest



Worcester Public Schools

Worcester, Massachusetts



Facilities Management
Department

Dr. John E. Durkin Administration Building
20 Irving Street
Worcester, Massachusetts 01609-2493

Tel. (508) 799-3151
Fax (508) 799-3144
bedardj@worcesterschools.net

James Bedard
Facilities Director

June 21, 2021

Ms. Diane Sullivan
Mass. School Building Authority
40 Broad Street, Suite #500
Boston, MA 02109

Dear Ms. Sullivan:

Please note the attached package, which includes the following:

- **Closed Schools Information Document** (submitted & signed online)
- **Core Statement of Interest** (submitted & signed online):
 - **Burncoat High School**
- **Vote Documentation Letter** (from the Mayor of Worcester)
- **School Committee Meeting Minutes** (detailing the School Committee's vote)
- **City Clerk's Order Document** (detailing the City Council's vote)
- **Back-up Document** (NEASC Report)

Could you please send me an e-mail confirming receipt at BedardJ@worcesterschools.net? I appreciate all of your help. If you need anything further, please do not hesitate to contact me at 508-799-3151. Thank you.

Sincerely,

James Bedard
Worcester Public Schools
Facilities Director

Cc: File

Massachusetts School Building Authority

School District Worcester

District Contact

TEL

Submission Date 6/21/2021

Closed Schools Information

Closed Schools

Question 1: Has the district sold, closed, or otherwise removed from service a school in the last 10 years?

No

Question 2: Does the district have any plans to sell, close, or otherwise remove from service a school in the next 10 years?

No

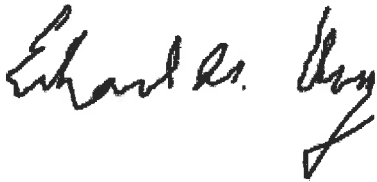
CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this Closed Schools formation are true and accurate and that this Closed Schools Information has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Closed Schools Information 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 Closed Schools Information that may be required by the Authority.

Chief Executive Officer *

Edward M. Augustus Jr.

City Manager



(signature)

Date

6/14/2021 7:54:00 AM

School Committee Chair

Joseph M. Petty



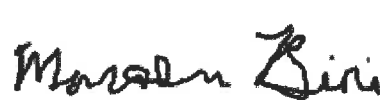
(signature)

Date

6/11/2021 3:31:50 PM

Superintendent of Schools

Maureen Binienda



(signature)

Date

6/14/2021 3:03:36 PM

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2021 Statement of Interest

Thank you for submitting your FY 2021 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to mail all required supporting documentation, which is described below.

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

- **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
 - Regional School Districts do not need to submit a vote of the municipal body.
 - For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

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

- If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- If a District selects Priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

ADDITIONAL INFORMATION: In addition to the information required above, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact the MSBA at 617-720-4466 or SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Worcester

District Contact TEL:

Name of School Burncoat Senior High

Submission Date 6/21/2021

SOI CERTIFICATION

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

- ☒ The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- ☒ The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- ☒ The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- ☒ The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- ☒ After the district completes and submits this SOI electronically, the district must mail hard copies of the required documentation described under the "Vote" tab, on or before the deadline.
- ☒ The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- ☒ Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- ☒ On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- ☒ The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- ☒ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation in a format acceptable to the MSBA. If Priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR
(E.g., Mayor, Town Manager, Board of Selectmen)**

Chief Executive Officer *

Edward M. Augustus Jr.

City Manager



(signature)

Date

6/14/2021 7:47:31 AM

School Committee Chair

Joseph M. Petty



(signature)

Date

6/11/2021 3:31:33 PM

Superintendent of Schools

Maureen Binienda



(signature)

Date

6/14/2021 3:06:01 PM

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Worcester

District Contact TEL:

Name of School Burncoat Senior High

Submission Date 6/21/2021

Note

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

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

SOI Vote Requirement

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

SOI Program: **CorePotential Project Scope:** Potential New School

Is this a Potential Consolidation? NO

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2021 Burncoat Senior High

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 11/15/2017

Planning Firm: SMMA, 1000 Mass Avenue, Cambridge, MA 02138

Please provide a brief summary of the plan including its goals and how the school facility that is the subject of this SOI fits into that plan:

This document is a comprehensive plan evaluating 28 of Worcester's oldest schools on a myriad of issues and concerns. A.M. Fogarty of Hingham, MA evaluated the replacement/upgrade costs of such items as: fire alarms, electrical panels, plumbing needs, and structural integrity. SMMA evaluated the schools' environment as it relates to best teaching practices and strategies for future school department needs.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 12 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 17 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? NO

Does the District have related report(s)/document(s) that detail its facilities, student configurations at each facility, and District operational budget information, both current and proposed? NO

If "NO", please note that:

If, based on the SOI review process, a facility rises to the level of need and urgency and is invited into the Eligibility Period, the District will need to provide to the MSBA a detailed Educational Plan for not only that facility, but all facilities in the District in order to move forward in the MSBA's school building construction process.

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? NO

If "YES", how many teaching positions were affected? 0

At which schools in the district?

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

Has the district had any recent staff layoffs or reductions? YES

If "YES", how many staff positions were affected? 99

At which schools in the district? Systemwide (Could only enter two-digit quantity above.)

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

Due to the COVID-19 pandemic and a full remote-learning model, the district laid off 108 crossing guards and 200 school nutrition employees. The district has returned to in-person instruction and has recalled all of these employees.

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.

N/A

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

The Worcester Public Schools FY22 budget represents total spending for the Worcester Public Schools from all sources of \$477,340,938, a \$48.8 million or 11.4% increase from the FY21 adopted budget level of \$427,7980,255, reflecting implementation of the Student Opportunity Act funds and federal COVID-relief related funding within the district. The

adopted budget reflects a collaborative effort with school and district leadership teams to develop resource allocations for schools using a data-driven, needs-based assessment resulting in additional personnel, instructional materials, and technology improvements to the schools. The budget process is based on a Seven Point Financial Plan for Advancing Student Achievement and Program Sustainability that relies on long-term resource allocation strategies and allows individual school councils and instructional leadership teams to create templates for future school-based accountability and resource planning. Concurrently, the District Administration has made numerous budget presentations and solicited valuable input from parent groups, students, local business leader roundtables, civic and community leaders, and concerned citizens.

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).

Burncoat High School was constructed in 1964. The school has a current enrollment of approximately 1,153 students in grades 9-12. The facility is approximately 144,000 square feet situated on the 39 acres of the Burncoat High-Middle Schools complex parcel. The aging infrastructure fails to support the educational program and the mission of Burncoat High School. The school has been placed on warning status by the New England Association of Schools and Colleges (NEASC) for facilities deficiencies. The school does not have space for new or expanded programs, as cited by NEASC.

The building is unable to expand existing programs, has outdated systems and classrooms, and there is a significant need for performing arts spaces and a single, larger cafeteria.

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

144388

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

The facility is located on a 38.9-acre parcel, shared with a similarly-aged middle school complex with parking lot and athletic facilities, and there are no known site conditions that would impact potential project.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

Burncoat High School, 179 Burncoat Street, Worcester, MA 01606

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

The building is a brick structure located on three floors. The exterior brick work of the school is aged and is showing signs of wear and tear. The sills and mortar are deteriorating. The window system in the school is original to the school. The single-pane window system is extremely inefficient and is causing significant heat loss and strain on the heating system. It is having difficulty trying to maintain a comfortable temperature throughout the heating season. Many of the windows do not operate properly and are, in many cases, fixed shut.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO

Year of Last Major Repair or Replacement:(YYYY) 1964

Description of Last Major Repair or Replacement:

Original to construction.

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 127853

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

Tar & Gravel

Age of Section (number of years since the Roof was installed or replaced) 36

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

Complete roof replacement in 1985.

Window Section A

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 763

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

Single-pane, aluminum clad, hopper-style windows.

Age of Section (number of years since the Windows were installed or replaced) 57

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

Windows are original to construction. Please note the following window counts: upper level has 529; lower level has 234; total is 763 windows.

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).

Mechanical: The original boiler room was designed with 6 Burnham V11 boilers in order to provide heat to the Burncoat Middle School, as well. The structure's mechanical systems underwent a major renovation in May 1998. This upgrade included installing Variable Air Volume retrofit kits (VAV), Variable Frequency Drives (VFD), Upgraded Pump Motors, Freeze Protection Pumps, Replacement Coils, Replacement Dampers, Smoke Detectors, Automatic Temp Controls, and the six boilers were replaced with three new Burnham V11 boilers that supplied heat to the High School only. Of these three, one is functioning, one is not functioning, and the third was replaced with a Raypac boiler (summer of 2016). During the last few years, the HVAC system has been outfitted with upgraded controls through the energy management initiative between the City, WPS, Honeywell, and ABS. The upgrades have performed well up to this point and should continue to perform at optimal efficiency once the control issues have all been sorted out for another decade or more. However, the failure to replace the main Air Handler Units (AHU) in 1998 have left an exposure for failure at any time.

The hot water distribution piping is original to the facility and requires constant maintenance. We experience frequent leaks. A failure in this distribution system would cause major heat loss throughout the facility. The numerous zone-based building pumps are in need of constant repair and maintenance.

Electrical: The main electrical system in the building is original and becoming aged. The subpanels are approaching capacity based on the increased need for technology in all areas of the building. There are not enough outlets in the classrooms and common areas to satisfy the needs of the school.

The electrical backup generator is outdated and significantly undersized to handle all of the needs of the building. There is not enough equipment wired to the generator to protect the facility in the event of a power outage.

The fire alarm panel is the original panel that is well beyond its life expectancy. Replacement parts are extremely hard to find and becoming more and more difficult to obtain. If any one of the components in the fire alarm system fails, it would cause a complete system failure.

The clock/bell/phone/intercom system is requiring a lot of maintenance to maintain. The system is outdated and in dire need of replacement.

Boiler Section 1

Is the District seeking replacement of the Boiler? YES

Is there more than one boiler room in the School? NO

What percentage of the School is heated by the Boiler? 100

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 23

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

Complete replacement in 1998; six boilers were replaced with three new Burnham V11 boilers that supplied heat to the High School only. Of these three, one is functioning, one is not functioning, and the third was replaced with a Raypac boiler (summer of 2016).

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

Year of Last Major Repair or Replacement:(YYYY) 1998

Description of Last Major Repair or Replacement:

Please see Mechanical and Electrical Systems section (above).

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES

Year of Last Major Repair or Replacement:(YYYY) 1998

Description of Last Major Repair or Replacement:

Please see Mechanical and Electrical Systems section (above).

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 school has narrow hallways throughout the building that makes it difficult for students to move between course periods without significant safety concerns. The school's cafeteria is too small for all students to eat in fewer lunch periods which have a significant impact on the school's flexibility for scheduling students for specialized enrichment classes. The majority of the flooring throughout the facility consists of VCT tile, as well as carpeting in various offices and library spaces. The vast majority of ceiling material consists of a drop-ceiling system containing 2X2 drop-in ceiling tiles. Various mechanical and storage spaces consist of hard plaster ceilings. Lighting system consists of switch-operated recessed and surface-mounted florescent mounting without automated controls. Typical interior finishes are exposed, glazed and painted block walls, painted wallboard, and exposed concrete.

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

Burncoat High School is a grade 9-12 school offering a traditional comprehensive high school program of studies that include 17 Advanced Placement courses, a small number of elective courses, and one technical area, Automotive Technology. Additionally, Burncoat High School is a Magnet School for the fine and performing arts for the city of Worcester and as of the 2019-2020 school year, houses the Hanover Insurance Advanced Academy for the Arts. As such, courses in music, (instrument and vocal performance, theory, composition) are offered, as are courses in dance, theater, visual arts digital media. However, the now 57-year old facility does not meet the educational needs of 21st-century learners, significantly limiting the components of each of our programs that can be offered to students and in turn limiting their post-secondary opportunities in these fields.

Beginning with students who entered the 9th grade in 2013, the current requirements necessary to graduate from Burncoat High School were replaced by the state high school graduation requirements called Mass Core. The adoption of these new requirements mean that significantly more students need to be enrolled in science, the arts, career and technical courses, and wellness-based courses. The current facility cannot handle this expansion. To be able to meet these new demands, we will need significantly dedicated course instructional spaces for each area.

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

Classrooms: The school has 57 classrooms for 99 teachers, meaning that many teachers are required to travel from classroom to classroom through the course of the day losing valuable instructional time to transition. Classrooms within the school are very similar, in both form and function, as they were when the building was constructed 57 years ago. Typical classrooms range in size from 400-600 sq. ft. However, there are larger classroom spaces, primarily in areas where Industrial Arts classes were previously taught, and much smaller spaces, not initially intended to serve as classrooms within the building. Most of our classrooms still have the original chalkboards in them, though over the past few years some have been retrofitted with white boards and a very few have permanent electronic white boards with ceiling-mounted projectors. As previously stated, the classroom infrastructure remains as it was upon construction leading to frequent and fairly significant issues around heating, cooling and communication. The heat in classrooms throughout the building, despite the efforts of the building-based custodial crew and system-based tradesmen, is inconsistent throughout the school. In some areas, rooms are so hot that the floor units must be covered to prevent the room temperature from becoming unbearable. In other places, rooms can become so cold as to be unusable. Communication to classrooms is accomplished through an antiquated intercom system, no classroom has access to an outside telephone line and no teacher has an individual voice mail box.

Science Labs: There are currently 7 classrooms dedicated to the 10-member science department. In the summer of 2010, the city of Worcester conducted a significant renovation of one of the chemistry lab/classrooms bringing it up to a standard appropriate for AP Chemistry. However, the other 6 lab classrooms have over the years become seriously outdated and do not function properly for the courses taught within them. More specifically, we have a chemistry lab where neither the gas nor water function at the lab benches, where there is not a functional fume hood or emergency eyewash or shower station. Similar conditions exist in each of the lab classrooms where biology and physics are taught. The result is that our students in each of these areas are not able to conduct the type of experiments taking place in the modern up-to-date labs in schools across the state and nation putting them at a significant disadvantage in terms of college and career readiness.

Beyond the sciences and traditional classroom spaces we have a significant need to upgrade the facilities and instructional spaces where our fine arts education takes place. Currently, because of a lack of space, we are forced to use areas for fine arts instruction that were never intended for such a purpose. For example, our AP studio art class takes place in a converted cafeteria, all of our choral classes are taught in a space that was previously a print shop, and our strings teacher has no option but to rehearse his ensemble in a cafeteria.

As the fine arts magnet school for the city of Worcester, the school attracts students from every part of the city who are interested in pursuing arts education throughout high school and beyond. This program has been in existence for 34 years and has produced artists who have performed on screen and stage and become renowned performers, artists, and designers throughout the world. But each year we go without having a facility that properly supports these endeavors, it becomes more difficult for the students we have to be prepared to compete with their peers emanating from appropriately-equipped high schools.

The school is in grave need of a facility in which the fine and performing arts can be instructed in the most modern, up-to-date studios, theaters, and rehearsal rooms so as to provide our students with the best opportunity to compete in both post-secondary education opportunities and career fields within their chosen discipline.

Finally, beyond the tremendous need in our instructional spaces, it is important to note that the design of the school is such that there are upwards of 50 doors that lead to the exterior of the building. It is my understanding that the intent of this design was to allow for the exterior spaces to be available to students and staff throughout the day and to provide for multiple entry and exit points in a free-flowing manner. However, in this post-Columbine era, the reality of this design is that it poses a potential threat to the safety and security of students and staff.

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

School is at capacity, but is not overcrowded.

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

The Worcester Public Schools performs maintenance work in all of its school buildings, primarily utilizing in-house personnel. The scope of work ranges from routine maintenance through emergency repairs, as well as findings through various code inspections. Worcester Public Schools uses an electronic maintenance work order program for all of its work order submission, tracking, and documentation. Capital projects, preventative maintenance, and various other facility infrastructure improvements are prioritized and performed based on need and available funding. The City of Worcester engages the services of a third party to continue its comprehensive energy conservation program. This program includes the replacement of capital equipment in various school facilities; examples include: lighting, chillers, controls, and various other energy conservation-related equipment.

Priority 3

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

Currently, and as a result of the decennial visit in May of 2009 and the most recent Collaborative Conference Visit in October of 2018 of the New England Association of Schools and Colleges Commission on Public Secondary Schools, Burncoat High School has an accreditation status of "Warning."

The implications of Burncoat High School having been so labeled are potentially significant for our students, staff and community. For our students, their school being labeled as a school with an accreditation status of Warning with the potential, unless significant remediation is to take place, of the status becoming lost is significant in that it could impact college admittance and qualification for scholarship. Hence, through no fault of their own, Burncoat High students could possibly be denied access to institutions of higher education of their choosing and the financial support that so many of our students need and deserve.

In terms of our staff, the fact that Burncoat High has an accreditation status of "Warning" with the potential of loss of accreditation significantly undermines their hard work and dedication they have to educating our students with the goal of preparing them to be career and/or college ready upon graduation.

Lastly, our school community deserves better than to have their local high school labeled with an accreditation status of Warning. They deserve to have a school within their community in which they can be confident is going to provide their children with the greatest opportunity to obtain a 21st-century education that prepares them for either college or career upon graduation.

Library Media Center: Library Media Center: In June of 2016, the library was updated by the **AbbVie Heart of America Library Re-design Grant**. Due to this grant, we were able to update the library media center tremendously to reflect the current needs of our students and staff. The grant was not able to increase the square footage of the library however, but it completely updated the interior, changed the flow of the space to allow for group interaction, provided brand new seating and tables, lounge chairs, increased the technology, amped up the electricity and wireless capability to accommodate the new technology, and most importantly infused our library with \$15,000 in new library books and on-line curricular databases. Unfortunately, the floor adhesive is failing and tiles have to be replaced. The library was also awarded another \$1,000 from the **N.E.A. Read Across America Grant** to purchase the most recent **Young Adult Library Association Best Books of the Year** to help promote reading among our students and provide them with current materials.

The interior of the library has been completely redesigned into a contemporary open-air concept which allows for communication and collaboration among students and teachers. With a brand new soothing color paint scheme, window treatments, and matching brand-new modern furnishings it has become a totally different and inviting space. The design of the room allows for multiple classes to work at the same time but with different goals. It has also become a prime location for staff meetings and teacher professional development seminars from all over the city. It is now the best room in the building.

There are four distinct sections to the library now; a computer area with 30 updated desktop computers with a mounted wireless projector and whiteboard for instruction, along with brand new student computer tables and chairs; a classroom area with 6 rolling tables with 6 seats at each, as well as a teacher desk to monitor students along with a whiteboard for instruction; the third area is the reading/lounge area with 4 club chairs on a beautiful rug, and 6 hassocks for additional seating; the fourth area is the brand new circulation desk area for check-out

and information with the library media specialist.

Technology-wise, the grant increased our amperage in the room to withstand the demand. We now have a mobile cart of 30 brand new laptops, an additional mobile cart of 30 iPad IIIs and 20 iPad minis. Also, we have a mobile smart television that can also be used as a projector. The library is equipped with 4 wireless routers to hold all internet traffic without an issue. Each classroom has been wired with its own wireless router as well. We hope to foster and develop a 1:1 technology plan for our students and staff in the future.

In preparing for this grant, the library media specialist weeded thousands of outdated books to make way for current nonfiction and fiction books. Our current average copyright has increased markedly. In conjunction with our annual library budget and additional grant money from the N.E.A., we can further increase our holdings to represent a more current repository of updated materials. Our library has new mobile shelving units which can be moved throughout the room. Our books are organized by genre and are clearly labeled throughout the library for student and staff perusal and use. Additionally, our library website provides students and staff with 24/7 access to curricular databases, card catalog, and most recently online check out of ebooks and audio. Students can download the mobile library app for free to access online materials or simply use materials from any laptop or desktop.

Our seating capacity has increased from 65 to 80 within the media center. However, the connecting computer lab, which is part of the library, increased that by another 43 seats bringing us up to a total of 123.

Science Labs: At Burncoat High School, there are currently 7 rooms for the 10-member science department. In the summer of 2010, the city of Worcester conducted a significant renovation of one of the chemistry lab/classrooms bringing it up to a standard appropriate for AP Chemistry. However, the other 6 lab classrooms have over the years become seriously outdated and do not function properly for the courses taught within them. More specifically, we have a chemistry lab where neither the gas nor water function at the lab benches, where there is not a functional fume hood or emergency eyewash or shower station. Similar conditions exist in each of the lab classrooms where biology and physics are taught. The result is that our students in each of these areas are not able to conduct the type of experiments taking place in the modern up-to-date labs in schools across the state and nations putting them at a significant disadvantage in terms of college and career readiness. Additionally, shifting standards within multiple science curriculums required far greater opportunities for students to participate in hands-on activities with relative frequency, activity our current facility just does not support.

Beyond the sciences and traditional classroom spaces, we have a significant need to upgrade the facilities and instructional spaces where our fine arts education takes place. Currently, because of a lack of space, we are forced to use areas for fine arts instruction that were never intended for such a purpose. For example, our AP studio art class takes place in a converted cafeteria, all of our choral classes are taught in a space that was previously a print shop, and our strings teacher has no option but to rehearse his ensemble in a cafeteria. As the fine arts magnet school for the city of Worcester, Burncoat High School attracts students from every part of the city who are interested in pursuing arts education throughout high school and beyond. The program at Burncoat has been in existence for 34 years and has produced artists who have performed on screen and stage and become renowned artists and designers throughout the world. But, each year that we go without having a facility to properly support these endeavors, it becomes more difficult for the students to be prepared to compete with their peers emanating from appropriately-equipped high schools. Burncoat High School is in grave need of a facility in which the fine and performing arts can be instructed in the most modern, up-to-date studios, theaters, and rehearsal rooms to provide our students with the best opportunity to compete in both post-secondary education opportunities and career fields within their chosen discipline.

Finally, beyond the tremendous need in our instructional spaces, it is important to note that the design of Burncoat High School is such that there are upwards of 50 doors that lead to the exterior of the building. It is my understanding that the intent of this design was to allow for the exterior spaces to be available to students and

staff throughout the day and to provide for multiple entry and exit points in a free-flowing manner. However, in this post-Columbine era, the reality of this design is that it poses a potential threat to the safety and security of students and staff.

Classrooms: Burncoat High school has 57 classrooms for 99 teachers, meaning that many teachers are required to travel from classroom to classroom through the course of the day losing valuable instructional time to transition. Classrooms within the school are very similar, in both form and function, as they were when the building was constructed 57 years ago. Typical classrooms range in size from 400 sq. ft. to 600 sq. ft. However there are larger classroom spaces, primarily in areas where Industrial Arts classes were previously taught, and much smaller spaces, not initially intended to serve as classrooms within the building. Most of our classrooms still have the original chalkboards in them, though over the past few years some have been retrofitted with white boards and a very few have permanent electronic white boards with ceiling-mounted projectors. As previously stated, the classroom infrastructure remains as it was upon construction leading to frequent and fairly significant issues around heating, cooling and communication. The heat in classrooms throughout the building, despite the efforts of the building-based custodial crew and system-based tradesmen, is inconsistent throughout the school. In some areas, rooms are so hot that the floor units must be covered to prevent the room temperature from becoming unbearable. In other places, rooms can become so cold as to be unusable. Communication to classrooms is accomplished through an antiquated intercom system, no classroom has access to an outside telephone line and no teacher has an individual voicemail box. Additionally, though nearly every classroom is equipped with at least one computer, very few classrooms have more than one or the capability of supporting more than one.

Priority 3

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

Library Media Center: The Burncoat High School received the Abbvie Heart of America Library redesign grant, which provided a full renovation of the library. Unfortunately, the floor adhesive is failing and tiles have to be replaced; Facilities staff have made some repairs with limited resources.

Science Labs: The District updated one of the existing science labs with local funding. However, the remaining six labs remain outdated for space and inadequate laboratory furnishings.

Classrooms: Due to the fact that Burncoat High school has 57 classrooms for 99 teachers, the teachers have had to travel from classroom to classroom through the course of the day losing valuable instructional time to transition.

Priority 3

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

Currently, and as a result of the decennial visit in May of 2009 of the New England Association of Schools and Colleges Commission on Public Secondary Schools, Burncoat High School has an accreditation status of "Warning."

The implications of Burncoat High School having been so labeled are potentially significant for our students, staff and community. For our students, their school being labeled as a school with an accreditation status of Warning with the potential, unless significant remediation is to take place, of the status becoming lost is significant in that it could impact college admittance and qualification for scholarship. Hence, through no fault of their own, Burncoat High students could possibly be denied access to institutions of higher education of their choosing and the financial support that so many of our students need and deserve.

In terms of our staff, the fact that Burncoat High has an accreditation status of "Warning" with the potential of loss of accreditation significantly undermines their hard work and dedication they have to educating our students with the goal of preparing them to be career and/or college ready upon graduation.

Lastly, our school community deserves better than to have their local high school labeled with an accreditation status of Warning. They deserve to have a school within their community in which they can be confident is going to provide their children with the greatest opportunity to obtain a 21st-century education that prepares them for either college or career upon graduation.

Please also provide the following:

Name of accrediting entity (maximum of 100 characters):

New England Association of Schools and Colleges (NEASC)

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

3

If "WARNING", indicate the date accreditation may be switched to Probation or lost: 9/1/2020

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.:

9/20/2009

Please provide the date of the follow-up accreditation visit: 3/12/2014

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

YES

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

YES

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

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

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

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

Please describe (maximum of 100 characters):

- Current Status: Warning as of 09/2009; confirmed as recently as 06/2016.
- Accreditation Visits: Initial visit 9-20-09; follow-up visit 3-12-14; next visit scheduled for December 2021.

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

Mechanical: The original boiler room was designed with 6 Burnham V11 boilers in order to provide heat to the Burncoat Middle School, as well. The structure's mechanical systems underwent a major renovation in May 1998. This upgrade included installing Variable Air Volume retrofit kits (VAV), Variable Frequency Drives (VFD), Upgraded Pump Motors, Freeze Protection Pumps, Replacement Coils, Replacement Dampers, Smoke Detectors, Automatic Temp Controls, and the six boilers were replaced with three new Burnham V11 boilers that supplied heat to the High School only. Of these three, one is functioning, one is not functioning, and the third was replaced with a Raypac boiler (summer of 2016). During the last few years, the HVAC system has been outfitted with upgraded controls through the energy management initiative between the City, WPS, Honeywell, and ABS. The upgrades have performed well up to this point and should continue to perform at optimal efficiency once the control issues have all been sorted out for another decade or more. However, the failure to replace the main Air Handler Units (AHU) in 1998 have left an exposure for failure at any time.

The hot water distribution piping is original to the facility and requires constant maintenance. We experience frequent leaks. A failure in this distribution system would cause major heat loss throughout the facility. The numerous zone-based building pumps are in need of constant repair and maintenance.

Electrical: The main electrical system in the building is original and becoming aged. The subpanels are approaching capacity based on the increased need for technology in all areas of the building. There are not enough outlets in the classrooms and common areas to satisfy the needs of the school.

The electrical backup generator is outdated and significantly undersized to handle all of the needs of the building. There is not enough equipment wired to the generator to protect the facility in the event of a power outage.

The fire alarm panel is the original panel that is well beyond its life expectancy. Replacement parts are extremely hard to find and becoming more and more difficult to obtain. If any one of the components in the fire alarm system fails, it would cause a complete system failure.

The clock/bell/phone/intercom system is requiring a lot of maintenance to maintain. The system is outdated and in dire need of replacement.

Plumbing: The distribution piping in the school is original. Minimal areas of piping have been completely replaced and many patch-type repairs have occurred instead. We have major isolation valves that are continuously failing to hold and operate properly requiring the entire facility to be shut down to make repairs. The aged feed and waste lines are becoming high maintenance due to leaks, blockages, and breakages.

Plumbing fixtures in many of the science labs do not work properly or are shut off completely.

Eye wash stations need to be installed in many areas of the school.

Window System: The window system in the school is original to the school. The single-pane window system is extremely inefficient and is causing significant heat loss and strain on the heating system. It is having difficulty trying to maintain a comfortable temperature throughout the heating season. Many of the windows do not operate properly and, in many cases, are fixed shut.

Exterior Walls: The exterior brick work of the school is original to construction and is aged & showing signs of wear and tear. The sills and mortar are deteriorating.

Priority 5

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

The District continues to provide maintenance and support of the facility in an effort to maintain a safe and welcoming environment that also provides for reasonable teaching and learning. The District continues to make temporary enhancements to the facility until more long-term remedies can be determined.

The District has upgraded electrical and data wiring over a period of time in order to accommodate new technology initiatives that have been implemented at the school. Although these enhancements have not been robust to integrate state-of-the-art technology throughout the entire school, efforts have been made to introduce new technology for student learning.

The District was also able to use local funds to replace one of the existing seven science labs, which allows for one classroom to have up-to-date furnishing and equipment. In other science labs, the District has made a number of temporary cosmetic improvements to the school, including the replacement of science lab counter tops and faucets.

To improve the energy-efficiency of the school, the district has installed more efficient lighting, providing for more consistent lighting within the classrooms. In addition, the District has recently weatherized and re-caulked windows providing short-term measures for the highly-inefficient window system.

Finally, the District has used local funds to improve common areas of the school, including student locker replacement and selective floor covering replacement & painting.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Each of the areas highlighted in Question 1 have a direct impact on the school's educational program that prevents Burncoat High School from delivering a high quality 21st-century teaching and learning opportunity. These issues are as follows:

Mechanical: The HVAC system is inconsistent at best. Frequently as a result of room temperatures that can be in the high forties to low fifties, we are forced to relocate classrooms for periods of time (sometimes because of lack of available space) to areas that are not meant nor are properly equipped for instruction. Additionally, because of the significant temperature variations that can exist from room to room, students will need to wear a heavy jacket or sweater (which is in violation of our dress code policy and school safety measures) for the sake of staying warm, only to have to shed layers upon entering other rooms where temperatures are warmer. However, the opposite is also true. Periodically, we have classrooms where heat that cannot be controlled drives temperatures into the mid to high 80's, leading staff to take such measures as blocking floor heating vents with boards & books or opening exterior doors where they exist for the sake of ventilation. Clearly, neither of these situations lend themselves to an appropriate educational environment. The covering of vents in an effort to quell the heat also blocks the flow of fresh air into the classrooms, leading to stagnant air within the rooms. Of greater concern is the fact that, despite policies to the contrary, teachers have felt it necessary at times to leave open an exterior door for the sake of cooling very hot rooms and potentially jeopardizing the safety of those within the classroom and the school. In this post-Columbine, Newtown educational era, this is clearly a significant issue that needs to be addressed.

Electrical: The lack of an updated electrical system within the building hampers the educational process by limiting the amount of technology that can be used within certain classroom spaces. An updated system would allow for a significant increase in our ability to infuse instructional technology into our classrooms, providing our students with the 21st-century educational experience they need and deserve.

Plumbing: The impact of identified plumbing issues on the school's ability to deliver instruction primarily manifests itself in the fact that, in a number of our science laboratories, the aged condition of the plumbing and fixtures have necessitated shutting them down. Thus making the conducting of experiments within these classrooms all but impossible leaving our students at a significant educational disadvantage when compared to their peers hailing from schools appropriately equipped to deliver 21st-century education.

Window System: Along with the many issues that exist with the HVAC system, the single-pane window system, which is original to the school, is highly-inefficient and contributes significantly to the temperature regulation issues we have within many of our instructional spaces. Additionally, because of concerns relating to the composition of the window caulking, broken windows are frequently left covered by plywood for months on end giving the school the look of an abandoned building. The single-pane window system is completely inadequate to keep the heat consistent in the facility. The heating system cannot keep classrooms warm and, in many cases, students have to be relocated on a regular basis.

Priority 5

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

The systems identified in this Statement of Interest are critical components to the facility. By upgrading and renovating these components, as well as the facility as a whole, the District and the school will be able to provide a valuable 21st-century learning environment for many years to come.

Please also provide the following:

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

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

The date of the inspection:

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

Priority 7

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

There are a number of programs that are either not currently available or the operation of which is significantly hampered because of the obsolete nature of the facility at Burncoat High School. Specifically, the condition of the facility impedes the delivery of instruction across all curricular areas and among all segments of the student population. Question 3 will provide in depth detail of the issue.

Priority 7

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

The District continues to provide maintenance and support of the facility in an effort to maintain a safe and welcoming environment that also provides for reasonable teaching and learning. The District continues to make temporary enhancements to the facility until a more long term remedies can be determined.

The District has upgraded electrical and data wiring over a period of time in order to accommodate new technology initiatives that have been implemented at the school. Although these enhancements have not been robust to integrate state-of-the-art technology throughout the entire school, efforts have been made to introduce new technology for student learning.

The District was also able to use local funds to replace one of the existing seven science labs which allows for one classroom to have up-to-date furnishing and equipment. In other science labs, the District has made a number of temporary cosmetic improvements to the school, including the replacement of science lab counter tops and faucets.

To improve the energy efficiency of the school, the District has installed more efficient lighting, providing for more consistent lighting within the classrooms. In addition, the district has recently weatherized and re-caulked windows providing short-term measures for the highly inefficient window system.

Finally, the District has used local funds to improve common areas of the school, including student locker replacement, and selective floor covering replacement and painting.

Priority 7

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

CLASSROOMS: The school has 57 classrooms for 99 teachers, meaning that many teachers are required to travel from classroom to classroom through the course of the day losing valuable instructional time to transition. Classrooms within the school are very similar, in both form and function, as they were when the building was constructed 57 years ago. Typical classrooms range in size from 400 sq. ft. to 600 sq. ft. Most of our classrooms still have the original chalkboards in them, though over the past few years, some have been retrofitted with whiteboards and a very few have permanent electronic white boards with a ceiling-mounted projector. As previously stated, the classroom infrastructure remains as it was upon construction leading to frequent and fairly significant issues around heating, cooling and communication. The heat in classrooms throughout the building, despite the efforts of the building-based custodial crew and system based tradesmen is inconsistent throughout the school. Communication to classrooms is accomplished through an antiquated intercom system, no classroom has access to an outside telephone line and no teacher has an individual voicemail box.

SCIENCE LABS: There are currently 7 rooms for the 10-member science department. In 2010, the District conducted a significant renovation of one of the chemistry lab/classrooms bringing it up to a standard appropriate for AP Chemistry. However, the other 6 lab classrooms have over the years become seriously outdated and do not function properly for the courses taught within them. More specifically, we have a chemistry lab where neither the gas nor water function at the lab benches, where there is not a functional fume hood or emergency eyewash or shower station. Similar conditions exist in each of the lab classrooms where biology and physics are taught. The result is that our students in each of these areas are not able to conduct the type of experiments taking place in the modern, up-to-date labs in schools across the state and nations, putting them at a significant disadvantage in terms of college and career readiness.

ARTS & PHYS ED: Beginning with students who entered the 9th grade in 2013, the current requirements necessary to graduate from Burncoat High School were replaced by the state high school graduation requirements. The adoption of these new requirements means that significantly more students will need to be enrolled in science, the arts, career and technical courses, and wellness-based courses. The current facility cannot handle this expansion. To be able to meet these new demands, we will need significantly-dedicated course instructional spaces for each area. The needs that exist in the arts and sciences have been previously addressed in this document, as have the significant needs of the library media center.

Additionally, our physical education space is in no way either sufficiently or appropriately equipped to instruct a meaningful comprehensive wellness program. The current facility was clearly developed to meet the needs and trends of the time which focused primarily on competitive team sports and not on individual fitness and wellness, as is fast becoming the focus of our program. Spaces within our wellness facility need to be developed to meet this need, along with appropriate, functioning changing & shower facilities for our male and female students. The school currently offers a comprehensive program of fine arts education.

ARTS MAGNET PROGRAM: As has been previously stated within this document Burncoat High School is the fine and performing arts magnet school for the city of Worcester and, as of the 2019-2020 school year, houses the Hanover Insurance Advanced Academy for the Arts. As such students from throughout Worcester come to Burncoat High School specifically to pursue their chosen discipline within the arts with the hope and expectation

of further pursuit at the post-secondary level and beyond. This being the case, our current facility does not support the work that needs to be done in support of these students artistic pursuits.

Arts magnet students have the opportunity to effectively major in their choice of the fine arts field, which includes, dance, music instrumental and/or vocal), theater, drawing, painting or ceramics and digital media arts. However, despite the fact that many of our students have gone on to higher education and career to pursue their chosen fields, the facilities in which these courses are taught are inadequate.

SPECIAL NEEDS: The school has a significant high needs special education population, in fact Burncoat High School currently houses the only high school level district-based program for students on the autism spectrum referred to as the COAST program. Each of these programs serves a distinct population of students, each of which requires distinct but disparate facility needs. However, none of the spaces within our current facility were ever designed with the unique needs of these students and programs in mind and as such, the program inhabits spaces that do not represent an optimal learning environment.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

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

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

FORM OF VOTE

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

Resolved: Having convened in an open meeting on _____, prior to the closing date, the

[City Council/Board of Aldermen,
Board of Selectmen/Equivalent Governing Body/School Committee] of _____ [City/Town], in
accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit
to the Massachusetts School Building Authority the Statement of Interest dated _____ for the

[Name of School] located at

[Address] which
describes and explains the following deficiencies and the priority category(s) for which an application
may be submitted to the Massachusetts School Building Authority in the future

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

CERTIFICATIONS

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

Chief Executive Officer *

Edward M. Augustus Jr.

City Manager



(signature)

Date

6/14/2021 7:47:31 AM

School Committee Chair

Joseph M. Petty



(signature)

Date

6/11/2021 3:31:33 PM

Superintendent of Schools

Maureen Binienda



(signature)

Date

6/14/2021 3:06:01 PM

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

CITY OF



Worcester
MASSACHUSETTS

JOSEPH M. PETTY
MAYOR

City Hall • Room 305
455 Main Street
Worcester, MA 01608-1892

Office: 508-799-1153
Fax: 508-799-1156
mayor@worcesterma.gov

June 10, 2021

Christine E. Nolan
Associate General Counsel
Massachusetts School Building Authority
40 Broad Street, 5th Floor
Boston, MA 02109

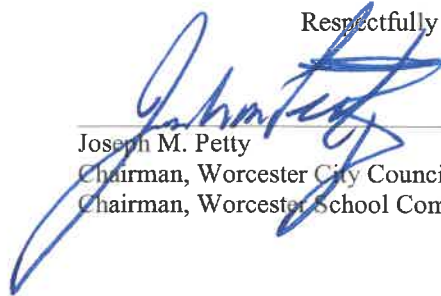
Dear Ms. Nolan:

It has come to my attention that your office requires a letter concerning the recently-submitted **CORE Program Potential New School and Repair/Project** Statement of Interest (SOI) for the school listed directly below and its respective selected priorities.

1. **Burncoat High School:** Priority 3- Prevention of the loss of accreditation; Priority 5- Energy conservation; and, Priority 7- Obsolescence.

As Chair of the Worcester's City Council and School Committee, I attest that when the respective votes were taken, those voting were aware that they were voting to submit the school for the listed priorities.

Respectfully Submitted,



Joseph M. Petty
Chairman, Worcester City Council
Chairman, Worcester School Committee

Cc: Ms. Binienda
Mr. Bedard

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty

7

Against the motion:

 $\frac{0}{7}$

The motion carried.

qb #1-128 - Administration
(April 14, 2021)

To accept the Teaching Gardens Network Grant in the amount of \$5,000.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty

7

Against the motion:

 $\frac{0}{7}$

The motion carried.

qb #1-129 - Administration
(April 15, 2021)

To authorize the Administration to resubmit a Statement of Interest to the Massachusetts School Building Authority for Burncoat High School (district priority project) for major renovation or replacement for 2021.

Helen A. Truel/
Assistant to the
Superintendent/
Clerk of the
School
Committee
6-3-21

On a roll call, the vote to approve the item and to forward it to the City Council to be placed on its agenda for approval was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty

7

Against the motion:

 $\frac{0}{7}$

The motion carried.

Committee Chairperson

Date

6/10/21

CITY OF WORCESTER

ORDERED: That

The City Council of the City of Worcester hereby accepts and approves the Statements of Interests for the following as approved by the Worcester School Committee at their May 6, 2021 meeting.

Burncoat High School (district priority project) for major renovation or replacement.

BE IT FURTHER ORDERED: That

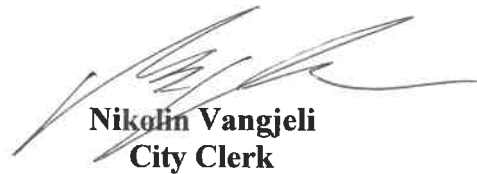
The City Manager be and is hereby requested to approve the same Statement of Interest and authorize the Superintendent of the Worcester Public Schools to resubmit for submission to the Massachusetts School Building Authority.

In City Council

June 8, 2021

Order adopted by a ye and nay vote of Ten Yeas and No Nays

A Copy. Attest:



Nikolin Vangjeli
City Clerk

**New England Association of
Schools and Colleges**



Commission on Public Secondary Schools

**Report of the Visiting Committee for
Burncoat High School**

**Worcester, Massachusetts
May 3-6, 2009**

**Dr. W. Scott Brown, Chair
Alyson Geary, Assistant Chair
William P. Foley, Principal**

New England Association of Schools and Colleges, Inc.
209 Burlington Road, Bedford, MA 01730-1433

TEL 781.271.0022
FAX 781.271.0950

www.neasc.org

STATEMENT ON LIMITATIONS

THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING COMMITTEE REPORT

The Commission on Public Secondary Schools of the New England Association of Schools and Colleges located in Bedford, Massachusetts considers this visiting committee report of Burncoat High School to be a privileged document submitted by the Commission on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty days (60) of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at Burncoat High School in terms of the Commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting team.

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INTRODUCTION

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of six Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Secondary Schools (CPSS), the Commission on Technical and Career Institutions (CTCI), the Commission on Public Elementary and Middle Schools (CPEMS), and the Commission on American and International Schools Abroad (CAISA).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting committees to assess the degree to which the evaluated schools meet the qualitative Standards for Accreditation of the Commission. Those Standards are:

Teaching and Learning Standards

- Mission and Expectations for Student Learning
- Curriculum
- Instruction
- Assessment of Student Learning

Support of Teaching and Learning Standards

- Leadership and Organization
- School Resources for Learning
- Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Commission's visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee and those identified by the Commission in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

Preparation for the Evaluation Visit - The School Self-study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Burncoat High School, a committee of 15 members, including the principal, supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. In addition to faculty members, the self-study committees included students, parents, and central office professionals. The self-study of Burncoat High School extended over a period of 12 school months from March 2008 to March 2009. Public schools evaluated by the Commission on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, learning expectations, and unique student population. In addition to using the Self-study Guides developed by a representative group of New England educators and approved by the

Commission, Burncoat High School also used questionnaires developed by The Global Institute at Endicott College to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it had been approved by the entire professional staff.

The Process Used by the Visiting Committee

A visiting committee of 15 evaluators was assigned by the Commission on Public Secondary Schools to evaluate Burncoat High School. The Committee members spent four days in Worcester, Massachusetts, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students, and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Commission's Standards for Accreditation. Since the evaluators, represented public schools, central office administrators, and retired educators diverse points of view were brought to bear on the evaluation of Burncoat High School.

The visiting team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- 36 hours shadowing 15 students for a half day
- a total of 10 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 36 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work, including a selection of work collected by the school

Each conclusion on the report was agreed to by team consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the team's judgment will be helpful to the school as it works to improve teaching and learning and to better meet Commission Standards.

This report of the findings of the visiting committee will be forwarded to the Commission on Public Secondary Schools which will make a decision on the accreditation of Burncoat High School.

Overview of Findings

Although the conclusions of the visiting committee on the school's adherence to the Commission's Standards for Accreditation appear in various sections of this report, the committee wishes to highlight some findings in the paragraphs that follow. These findings are not intended to be a summary of the report.

Teaching And Learning At Burncoat High School

The school climate at Burncoat High school is a welcoming, positive, and safe one for student learners, a place where diversity is truly treated as a strength and a source of school pride. A sense of pride, respect, and familial relationships predominates in the student culture. This is due in no small measure to the positive professional culture modeled by a faculty that is dedicated, upbeat, supportive, hard-working, and caring. The faculty and the administration work overtime to build personal relationships with students to combat the generally fragmented and impersonal experience associated with the structure and organization of high school.

Likewise, a sense of mission and positive administrative leadership have permeated BHS in the past two years, adding momentum to the teaching and learning effort. The learning expectations in the BHS Mission are playing a prominent role in instructional decision-making, and teacher morale and mutual support are strong; more students are actively engaged in the lesson; and teachers are using a growing array of assessment strategies compared to two years ago. Teachers appreciate the accessible, communicative, and consistent school principal and the entire administrative team which is strongly supportive of a safe and orderly school climate and the teaching and learning mission.

While teachers are attentive to the learning expectations in the mission and are collegial in disposition, most are still teaching in isolation and collaborating only informally and sporadically. Teachers have as yet made only token use of the school-wide rubrics to assess student progress on the BHS Learning Expectations, and no assessment system to gather and analyze data on student performance on the school-wide learning expectations has been developed. Although teachers use a good variety of assessment strategies, there is still a need to increase the use of formative assessments, peer assessment, and student self-assessment to improve student achievement and promote higher order thinking skills. The emphasis on higher order thinking skills more common in upper level courses is very teacher dependent in most other courses, and more can be done to differentiate instructional strategies across the curriculum. In helping classroom teachers address these needs, some department heads demonstrate more proactive leadership than others. Moreover, teachers at Burncoat currently lack sufficient collaborative time during the school day and training in the use of formal protocols with which to collaboratively improve instruction and assessment strategies based on student performance data.

While Burncoat High School continues to serve many struggling students in the demographically diverse and disadvantaged north side of Worcester, it benefits from some unique developments. The recently established ninth grade teams have improved personalization of teaching and learning for students transitioning into Burncoat and have

paved the way for expansion of teaming into the tenth grade. The Arts Magnet school-within-a-school energizes BHS on several levels and brings into the school family, student talent from around the city. Also, Burncoat High School has successfully engaged a variety of agencies from business, industry, universities, and other off-campus partners to improve learning for its students. Finally, the teachers at Burncoat often dip into their own pockets to purchase learning materials for their students in the face of on-going budgetary shortfalls.

Support For Teaching And Learning At Burncoat High School

When it comes to meeting the needs of its staff and student body and accomplishing the school mission, Burncoat High School suffers from chronic resource deprivation. This has been the case for years, both in terms of annual operating needs and in relation to infrastructure inadequacy.

While Burncoat has worked aggressively and successfully to enlist the resources and involvement of local educational institutions and area businesses in support of the school, this in no way can compensate for the fundamental failure of the city of Worcester to adequately fund the annual operating budget and infrastructure improvements needed by the school. The annual operating budgets continually fall short of providing enough textbooks and instructional supplies, to the degree that in many cases students do not have personal copies of books to take home and must work only with classroom sets. Many of the textbook titles are seriously out-of-date, lacking current information in the content area. Further, teachers sometimes feel constrained to spend their own money to provide instructional materials for their students. Lab courses in particular lack sufficient quantities of instructional supplies. Perhaps the most striking example of fiscal inadequacy in the operating budgets is the absence of any on-going plan to replace chalkboards with white boards. While the rest of the high school world has gone that route for some time, Burncoat High school is still "chalk city," a condition which also presents dust issues for classroom computers, peripherals, and students. Also, the availability of easels and easel paper for whole class and small group learning activities does not exist.

The work of teachers and students at Burncoat High School is plagued with chronic space problems as well. Because of a shortage of classroom space, many teachers lack their own teaching station and are compelled to travel from room to room. Consequently, more than a few classes are held in rooms that are not outfitted for the particular content area of the lesson. In any given period, it is nearly impossible to find an open classroom in which to hold a meeting, parent conference, or collaborative planning session. While recently expanded, the Library Media Center remains a narrow, overcrowded space, far too small to meet the needs of a school of over 1,100 students. While well-led and well organized, the LMC is "jammed" with computers, computer cords, and peripherals, making physical movement tricky at best and unsafe for equipment at worst. Further, the overall school space problems cause the LMC to be closed for testing whenever large scale testing takes place.

And yet, the most striking infrastructure failure at Burncoat High School is the woeful lack of technology to support the school mission and address 21st century learning needs.

The school lacks enough up-to-date computer stations for the size of its staff and for the size of its student body. Up-to-date instructional software and computer peripherals are in short supply. One searches far and wide to find an electronic whiteboard anywhere. The woeful state of technology is especially harmful in the Burncoat's math and science courses where 21st century learning is usually heavily dependent on them. BHS also needs more readily available technical support to keep all its limited computer-based resources operating effectively.

While the city has expanded and renovated parts of the 45-year-old building over the years, the facility remains inadequate and in many respects obsolete in meeting the needs of 21st century learners. Sciences labs are decades out of date. The library media center is simply a double-size classroom. Problems remain around HVAC, handicapped accessibility, building security and access, and safety issues. The building lacks its own auditorium and must use the adjacent middle school to meet the needs of its city-wide arts magnet school and to provide nursing services for its students.

The aging infrastructure's failure to support the educational program and the mission of Burncoat High School is detailed elsewhere in this report. Suffice it to say here that continued failure by the city of Worcester to provide the necessary infrastructure and adequate annual operating funds for Burncoat High School will jeopardize a 21st century education for its students and raise questions about the continued accreditation of Burncoat High School.

SCHOOL AND COMMUNITY PROFILE

The Community

Burncoat High School is in Worcester, Massachusetts. Worcester is often referred to as the "Heart of the Commonwealth" as it is located in central Massachusetts. The city sits on a series of hills overlooking the Blackstone River. Lake Quinsigamond marks its eastern boundary. Worcester is the state's second-largest city after Boston and an important manufacturing, insurance, transportation center, and future site of Bio-tech research. Worcester is an inland port of entry for foreign commerce and major interstate highways (the Massachusetts Turnpike/Interstate 90, offers direct connection to the city and Interstate 290/190 run through Worcester). Rail lines traverse the city, including MBTA commuter rail service between Boston and Worcester at the historic and renovated Union Station. In addition, a direct connection between Interstate 290 and Route 146 to Providence, Rhode Island and T.F. Green Airport is now available.

Worcester is noted for its fine educational and cultural facilities. Among the institutions of higher education are Assumption College, Becker College, Clark University, College of the Holy Cross, Massachusetts College of Pharmacy and Health Sciences, Quinsigamond Community College, University of Massachusetts Medical Center, Worcester Polytechnic Institute and Worcester State College.

As of 2007 the population in Worcester as estimated by the census bureau is 175,500. This is a decline of 1.6% from the last census. The median household income in Worcester is \$35,623. The per capita income is \$18,614. Twenty-four percent of the population lives below the poverty line. The city's population has remained relatively constant. At the same time the number of foreign-born residents has risen to 20% of the total population. Immigration added to the population at the same time the city lost native-born residents. Another indicator of the impact of the foreign-born population is seen in the data on residents who speak a language other than English at home (age 5 and older) which is 28%. More than two-fifths (45.5%) of those persons have admitted to speaking English less than very well. Manufacturing jobs have continued to decline. Eighty-eight percent of the labor force is now employed in the service-providing sector. In 2006, 39% of the jobs in Worcester were in the education and health service fields. Many of the new jobs created in the health care industry in the future will require an associate's degree or higher. According to the Massachusetts Department of Labor and Workforce Development, statewide jobs for more skilled workers will increase faster than jobs for less skilled workers. Low unemployment (MA 5.3%), high labor force participation, and job growth are key indicators of the health and stability of a local economy.

Worcester Public Schools' revenue in 2007 totaled \$276,799,371. The largest proportion, \$165,279,336 (59.9%) comes from Chapter 70 state aid. The city's tax revenue from property taxes was \$180.6 million; the amount allocated to schools was \$96.9 million (53%) of property tax dollars. The per-pupil expenditure for 2007 was \$11,965 compared to the state average of \$11,210.

There are 44 public schools in Worcester, which include 33 elementary schools, four middle schools, and seven high schools. Total enrollment in the district is 22,786. Total enrollment in public secondary schools and public vocational is 7,016. The Abby Kelly Foster Charter School has a population of 1,426. There are five private high schools in Worcester, three private middle schools, and five private elementary schools. Burncoat has seven elementary and two middle schools that are feeder schools for Burncoat High. Approximately 21% of high school age students attend non-public schools. This school year (07-08) is the first year that Worcester has participated in school choice. Burncoat has two school choice students enrolled and two students have opted to leave the district under the school choice plan. In the 2006-2007 school year Worcester sent 262 students out of district at a cost of \$1,415,060. In fact, Worcester has suffered one of the largest losses of revenue due to school choice, losing \$10,422,065 since the program's inception.

The School and the Students

Burncoat High is a comprehensive high school (grades 9 through 12) which attracts students from the Worcester district with its magnet programs. Burncoat High has become a minority/majority school. Burncoat's minority population is now at 57.3%. For the 2007-2008 school year the total enrollment was 1,211. The breakdown by gender is 606 male and 605 female. The enrollment by race/ethnicity is 17.0%, African-American; 4.0%, Asian; 35%, Hispanic; 0.6%, Native American; 42.7%, White; 0.7%, Multi-Race, Non-Hispanic. For 36.1% of the population their first language is not English, and 11.9% are Limited English Proficient (LEP).

The Burncoat population reflects the following: 54.6% are low-income, 23% are special education, 14% are in bilingual/ESL/ELL classes, and 48% take upper level courses. Burncoat offers three levels of classes: Advanced Placement, Honors and College.

The results of the spring 2007 MCAS test show the following percentage of students at each performance level compared to the state average:

English Language Arts

- Advanced/Above Proficient 12%, State 23%
- Proficient 48%, State 51%
- Needs Improvement 31%, State 21%
- Warning/Failing 9%, State 4%

Mathematics

- Advanced/Above Proficient 29%, State 43%
- Proficient 27%, State 29%
- Needs Improvement 26%, State 19%
- Warning/Failing 18%, State 9%

The Burncoat 2007 SAT scores show the following results compared to national averages: Writing 458, National 494, Math 456, National 515.

Every five weeks, parents are notified by mail of their child's overall performance via interim reports.

Burncoat has a seven period block schedule with one rotating block period per day.

Currently Burncoat has ninth grade teams and beginning the 2008-09 school year, teachers on these teams will have common planning time that can be utilized for teacher meetings or parent meetings.

A recent initiative has been established to improve classroom instruction. At Burncoat an instructional leadership team has been initiated.

The student attendance rate for 2006-07 was 90.7%. Student retention rate for 2006-07 was 9.76%. Student drop-out rate is 5.0%. Worcester has had a policy of long-term suspensions from the district school but offers an alternative placement at a Worcester Public School sanctioned site. Burncoat has eight students on long-term suspension. Burncoat had 583 in-house suspensions and 673 out of school suspensions for 2006-07.

The percentage of members of the senior class who graduated in 2005-06 was 78.25% and for 2006-07 it was 79.18%. The destination of Burncoat High School graduates breaks down to the following: 24% four-year private school, 20% four-year public college, 1% two-year private college, 30% two-year public college, 6% other post-secondary, 9% work, 2% military, and 8% unknown.

There are 93 teachers at Burncoat High with a teacher attendance rate of 94%. The percentage of teachers licensed in their teaching assignment is 94.1%. The total number of teachers in core academic areas is 69. The percentage of teachers identified as highly qualified is 86.4%. The student/teacher ratio is 16 to 1. Burncoat has many special academic programs including the following: AP courses, National Honor Society, Virtual High School, MCAS after school, Math Team, 9th Grade Transition Program, Literacy Classes, AVID, Violence Prevention/Anger Management, Visual and Performing Arts Magnet Programs and Evening High School.

Burncoat High School engages in several Community Partnerships: College of the Holy Cross, Quinsigamond Community College, YMCA Minority Achievement, Dynamy Program, Spartacus Program, Latino Education Institute, Junior Achievement partnered with Assumption College, North Worcester Business Association, Hanover Insurance Group, Assumption College, Worcester Art Museum, Worcester Center for Crafts, and Nypro Systems. The Worcester Art Museum conducts a program in conjunction with our Arts Magnet program that integrates hands-on work at the Art Museum with the curricula needs at Burncoat High. Holy Cross, in addition to the professional development relationship to train future educators, has provided a large base of student volunteers who assist with tutoring. There are two chamber music concerts held per year at the Brooks Music Theater on campus. Students are permitted to take college courses at Quinsigamond Community College, Assumption College, and Holy Cross College. All

of these schools participate in our summer College Connections Program for juniors and seniors who have not passed the MCAS. Students get three hours of class training and three hours of an internship at the college.

TEACHING AND LEARNING STANDARD

Mission and Expectations for Student Learning

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. The mission statement and expectations for student learning shall be developed by the school community and approved and supported by the professional staff, the school board, and any other school-wide governing organization.
2. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning:
3. The school shall define school-wide academic, civic, and social learning expectations that:
 - are measurable.
 - reflect the school's mission.
4. For each academic expectation in the mission, the school shall have a targeted level of successful achievement identified in a rubric.
5. The school shall have indicators by which it assesses the school's progress in achieving school-wide civic and social expectations.
6. The mission statement and the school's expectations for student learning shall guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school.
7. The school shall review regularly the mission statement and expectations for student learning using a variety of data to ensure that they reflect student needs, community expectations, the district mission, and state and national standards.

MISSION AND EXPECTATIONS FOR STUDENT LEARNING

Conclusions

The Burncoat High School Mission and Expectations for Student Learning document was developed and approved during the period from September 2007 – March 2008. Under the leadership of a twelve-member faculty mission and expectations committee the proposed document underwent several reviews and revisions, including faculty input and the incorporation of values and expectations expressed in the mission statement of the Worcester School District. After further review and approval by the BHS Site Council which included parents and students, the faculty formally adopted the document on March 8, 2008. In the end process the school faculty chose to adopt the Worcester Public Schools Mission and Expectations verbatim as the BHS Mission and Expectations for Student Learning. Although the action would be effectively redundant, there is no recorded date upon which the Worcester School Committee approved the document. In sum, the BHS Mission and Expectations for Student Learning were properly developed and approved by the professional staff and stakeholder representatives of the school. *(self-study, mission committee, mission documents)*

Burncoat High School's adoption verbatim of the district mission commits it to the school district's values and beliefs around a healthy and safe learning environment, all students learning at high levels, students being productive citizens and lifelong learners, and the importance of preparation for a hi-tech world. These values and beliefs were developed and vetted in a district-wide process prior to the BHS mission dialogue and endorsed by that process. As a result, the mission and expectations for student learning of Burncoat High School reflect the fundamental values and beliefs of the school community and the governing school district. *(self-study, mission documents, mission committee)*

Burncoat High School has also adopted the five expectations for student learning of the Worcester Public Schools as its own, to wit: BHS students are expected to become effective readers, communicators, problem-solvers, and users of technology, as well as active members of the school community. The four academic expectations and the one civic/social expectation all derive from, and support the values in, the school mission. Further these learning expectations, while avoiding the proliferation that undermines school focus, directly and indirectly support the development of higher order thinking skills and many of the skills requisite for success in the 21st century. While the Burncoat school-wide expectations are supported by rubrics which render them conducive to measurement, departmental ownership of the school-wide rubrics and expectations is at this stage informal, and consequently rubric use by teachers is sporadic. *(mission documents, rubric documents, self-study)*

Assessment of the four academic expectations in the Burncoat High School Mission Statement is supported by school-wide rubrics, one each for reading, writing, oral communication, problem-solving, and application of technology. The introductory information at the beginning of each rubric contains the skill subsets that further define each school-wide expectation for student learning. The four-level rubrics are framed analytically and describe the skill elements for individual student performance on a scale

of "Ineffective, Somewhat Effective, Effective, and Very Effective." The third level, "Effective," is equated with proficiency, the targeted level of successful achievement. To date, the school-wide rubrics are in limited use, largely determined by teacher discretion, although the administration promotes more frequent use. Currently, there is no school-wide vehicle or protocol overseeing the implementation of school-wide rubrics or the harvesting of data around student performance on the BHS Expectations for Student Learning. *(rubric documents, mission committee, self-study)*

Burncoat High School has identified being an active community member as its sole civic/social expectation for student learning and has created two rubrics to assess that learning expectation: one to assess good citizenship and one to assess contributing positively to school and community. While the two rubrics contain somewhat overlapping behavioral descriptors and data indicators related to those descriptors, neither provides a scale for assessing performance, whether individual student performance or school-wide performance. Also, no assessment protocol has yet been developed to collect and analyze data gleaned from implementation of the rubrics. In fact, the school acknowledges that these rubrics have not even been used yet. Consequently, Burncoat High School cannot yet determine whether it is meeting the school-wide civic/social expectation in its mission because it is not yet systematically measuring the school's progress on the data indicators. *(rubric documents, mission committee, administrators, self-study)*

Just completing its first year of operation, the Burncoat High School Mission Statement is now emerging as the driving force for school-wide program and policy decisions. The mission statement and school-wide expectations are widely publicized throughout the school and are featured in the program of studies, in teacher manuals, and on the classroom walls. However, the school is still waiting for the district-wide technology staff to replace the obsolete mission statement with the new one on the school's website. Mission Monday engages representatives of the faculty and various segments of the student body in a weekly reading of the mission statement. Course proposals, curricular changes, and MCAS data are now reviewed in the context of the school mission and expectations as decisions are made. The 2008-09 silent reading initiative in particular focuses upon one of the BHS Expectations for Student Learning. Moving forward, the school plans to review its handbooks, policies, and procedures more thoroughly in light of the new school mission. In particular, to promote access to the BHS Expectations for Student Learning, students and parents need a program of studies booklet which links each course offering to the specific school-wide expectations that are featured in each course. *(self-study, mission committee, school publications, administrators)*

The development of the latest school mission statement and expectations for student learning did include a careful review of community expectations and the district mission as well as some consideration of state and national standards. Subsequently, Burncoat High School has placed an increased emphasis on the use of MCAS data and technology data in evaluating school progress in meeting student needs. The next mission review is scheduled for the 09-10 school year and should feature student performance data assessed with the use of the BHS school-wide rubrics. That will be indispensable to any comprehensive and informative review of the BHS Mission and Expectations for Student Learning. *(mission committee, self-study, administrators)*

Commendations

1. **The adoption of highly focused, skill-oriented BHS Expectations for Student Learning**
2. **The adoption of analytical rubrics to support and assess student and school performance on the expectations for student learning**
3. **The strong community and faculty consensus around common values and beliefs in support of student learning**
4. **The strong commitment of the school and school district leadership to skill-oriented learning expectations and related data analysis**

Recommendations

1. **Confirm formal adoption of the BHS Mission and Expectations for Student Learning by the Worcester School Committee**
2. **Post the new mission and expectations for student learning prominently on the school website**
3. **Ensure that the mission review process includes data gleaned from student performance using the school-wide rubrics**

TEACHING AND LEARNING STANDARD

Curriculum

The curriculum, which includes coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the professional staff's commitment to and involvement in a comprehensive, ongoing review of the curriculum.

1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.
2. The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.
3. The written curriculum shall:
 - prescribe content;
 - integrate relevant school-wide learning expectations;
 - identify course-specific learning goals;
 - suggest instructional strategies;
 - suggest assessment techniques including the use of school-wide rubrics.
4. The curriculum shall engage all students in inquiry, problem-solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills.
5. The curriculum shall:
 - be appropriately integrated;
 - emphasize depth of understanding over breadth of coverage.
6. The school shall provide opportunities for all students to extend learning beyond the normal course offerings and the school campus.
7. There shall be effective curricular coordination and articulation between and among all academic areas within the school as well as with sending schools in the district.
8. Instructional materials, technology, equipment, supplies, facilities, staffing levels, and the resources of the library/media center shall be sufficient to allow for the implementation of the curriculum.
9. The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student

CURRICULUM

Conclusions

The Burncoat High School faculty adopted its mission statement on March 8, 2008. The statement incorporates expectations in effective reading, writing, communicating, problem-solving, and technology usage. Each department has informally identified academic expectations for which it assumes the primary responsibility for monitoring progress. These expectations are widely displayed throughout the school and in classrooms, and they have been incorporated into the students' quarterly report card, mandating that each student receive a written grade in the content area as well as a numerical assessment of his or her effectiveness in reading, writing, communicating, problem-solving, and technology use. However, the expectations are not yet the driving force for the curriculum. All teachers and faculty members know the mission's wording and its expectations, but most students do not understand the meaning, purpose, use, and impact of the mission wording and its expectations. Faculty members and administrators must continue to make explicit connections for the student body between skills/knowledge and the mission statement. In turn, this process will help students achieve the content expectations in each subject. *(self-study, students, department heads, student work, observations, teachers, administrators)*

Some curriculum guides are not yet aligned with the Burncoat Mission and Expectations. Content area mission, vision, and philosophy statements do not explicitly express the academic and civic goals of the school's mission in full. However, with the exception of the technology goal, curriculum objectives do provide students sufficient opportunity to achieve some of the school-wide expectations. Because the curriculum guides were written prior to the adoption of Burncoat's mission, however, reviewing and updating them must be done. As a result, there is no way to tell if BHS is adequately supporting each learning expectation for all students at all levels. *(self-study, curriculum guides, curriculum committee meeting)*

The written curriculum explicitly provides content, course-specific learning expectations, and course-specific goals while suggesting instruction strategies, assessment technique, and the use of course-specific rubrics. Despite variations in format, they are adequate in their purpose and organization. Most faculty members use the district content-area written curriculum as a standard resource and organizing principle. Overall, they are foundations for consistency of instruction, facility of assessment, and clarity of student expectations and are open for editing and refinement in the future. *(self-study, teachers, curriculum guides)*

Burncoat's curriculum guides are "living documents" that are clear, focused, and flexible. The curriculum aims to engage students in higher order thinking, problem-solving and authentic application. These goals are explicitly addressed in the vision and philosophy statements for each content area. There is a program of writing across the curriculum (including research papers, essays, journals, reflective pieces, analysis, narrative and summary styles) that demonstrates attention to academic and personal skills. However, student shadowing and class visits show that there is a significant number of classrooms with passive learners not fully engaged in the lesson. The high expectations and educational practices described in the curriculum documents are not consistently

reinforced in classroom practices. In addition, opportunities for critical inquiry, higher order thinking, and authentic application increase with higher level course selection giving lower level students less opportunity to learn. Overall, Burncoat has a solid philosophical base regarding student inquiry which needs wider implementation across all course levels. *(teachers, self-study, student work, students)*

Integration of curriculum at Burncoat is appropriate in relation to state frameworks and the school's mission statement. There is alignment with state testing requirements and outlined in curriculum guidelines. The curriculum guides' mission and vision statements stress "activity based learning" and application of "principles of critical and creative thinking." Furthermore, the 9th grade team format reinforces teacher collaboration and, in turn, integration of curriculum. Expressed plans for a loop to 10th grade is under consideration. Standards addressing the five school-wide expectations are clearly written and reinforced through posted mission statements in hallways and classrooms. Each department has informal and shared responsibility for measurement of these expectations. The majority of Burncoat teachers demonstrates success in integrating curriculum guidelines in their classes. However, limitations on technology resources hinder the full achievement of Burncoat's mission statement goals. Evidence of severe technological lag is clear in classrooms and on student assessment. Although curriculum standards requiring critical and analytical thought are expressed in curriculum guidelines, emphasis on depth of knowledge is inconsistently practiced among teachers. Both the social studies department and automotive program are especially adept at emphasizing depth of knowledge through their curricula. Teachers say that insufficient time to cover material and restricted access to the media center are two reasons for this deficiency in other curriculum areas. Consequently, curriculum guides' missions and visions are not being met consistently. *(Endicott Survey, students, student work, teachers)*

Burncoat High School has a developed core of opportunities for students to extend learning beyond the campus. There is academic, community, and extracurricular learning available through school-wide offerings like dual enrollment at Quinsigamond Community College, gifted and talented programs at Holy Cross, Virtual High School course offerings, and Jobs for Bay State programs. Assumption College, Becker College, and Bay State College also offer courses available to Burncoat students. Departmental or teacher-specific opportunities like internships with Early Childhood and Food Services, connections to the New England Institute of Technology, and annual visits to Boston's Museum of Fine Arts and UMASS Medical Center demonstrate a commitment to off-campus experiences. Notably, the Junior Reserve Officer Training Corps (JROTC) and the Arts Magnet Program provide frequent community, state, and national opportunities. Burncoat does, however, lack an attention to global experiences for students. Also, since the writing of the self-study, the Teen Apprentice Program (TAP) has been cancelled as a result of city budget cuts. Teachers lament this loss and express hope that it will restart in the near future as it benefited Burncoat students. In general, students have many opportunities to extend learning beyond the classroom and normal course offerings, and as a result of this commitment, Burncoat is positioned to further its status and capabilities in offering off-campus learning. *(teachers, self-study, students, Endicott Survey, principal)*

The curriculum guides show little application or focus on interdisciplinary instruction, and the faculty does not have the planning time or space to realize effective curricular

coordination. While Burncoat High School has made significant strides in the design and development of its school-wide curriculum, aligning discipline-specific curricula with the Worcester Public Schools Curriculum and the Massachusetts State Frameworks, the Burncoat High School curriculum has not expanded beyond the discrete, independent discipline model to a more cross-curricular and interdisciplinary one. On an *ad hoc* basis, however, teachers do informally share materials with other disciplines. The ninth-grade program as well as the Advancement Via Individual Determination program (AVID) do stand as examples of curriculum crossing disciplines. Teachers report a clear and smooth articulation between the middle school curriculum and the high school, which is a result of monthly meetings between district curriculum liaisons and high school and middle school department heads. Consistently, teachers report a philosophy of teaching for depth rather than for breadth. With the constraints of limited planning time, the on-going development of Burncoat curriculum is restricted, however. Overall curriculum coordination is hindered by lack of time for teachers to meet and address curricular issues. *(self-study, student work, teacher interview, teachers, department leaders)*

Recent and previous budgetary constraints have impeded the implementation of key expectations in the school's mission and curriculum. Fortunately, Burncoat teachers have demonstrated that they are resourceful and resilient instructors. However, as a result of the city of Worcester's persistent budget shortfalls and insufficient allocations to schools, teachers and students work with a paucity of computers, printers, electronic whiteboards, academic software, overhead projectors, and DVD players. In combination with the absence of technological devices, there is insufficient classroom space and infrastructure to support their wide use. Specifically, the media center is woefully small for Burncoat's faculty and student population and lacks sufficient staffing. Furthermore, almost every classroom is booked each period, and some parts of the building do not have Internet accessibility. Additionally, some courses have only a class set of texts, prohibiting students from using books at home to reinforce their learning. The Worcester Public Schools mandated city-wide curriculum and individual school learning expectations require funding for the technology and equipment necessary to support the required 21st century curriculum. In light of this imperative, Burncoat High School has plans to design and develop a technology plan to address the school's technological deficiencies which over 60% of the faculty also reports as insufficient. Functioning, current, and sufficient technology assets are essential to the realization of the mandated learning and performance goals. *(observations, self-study, facility tour, student work, teachers, department leaders, Endicott Survey)*

Teachers, administrators, and guidance counselors formally and informally review data from MCAS (Massachusetts Comprehensive Assessment System), MAP (Measure of Academic Progress), and other test scores to determine student academic level placement, placement in enrichment programs, or placement in out-of-school programs. In faculty meetings, department meetings, and meetings with school liaisons, the faculty analyzes student performance. Yearly, the curriculum review committee assesses test results and identifies ways to improve academic outcomes. Currently, to better achieve regular, formal, and universal curriculum review, the curriculum coordinator is instituting committees specific to each discipline, thus broadening the teacher participation in curriculum development and review of performance data. The review of curriculum seems to take place regularly on a formal and informal basis, but the current practice may

not be as inclusive as necessary. *(self-study, teacher interviews, department leaders, teachers)*

Professional development activities are related to and supportive of the curriculum. In the 2007-2008 academic years, teachers as well as administrators had the option of 44 hours of professional development courses offered through the district as workshops or as in-house training. Additionally, there has been support for some regional and local workshops and conferences related to curriculum. Many teachers also take advantage of professional education offered by local colleges, universities, museums, and academic societies. In sum, although professional development opportunity hours are adequate, experiences do not always address the needs of teachers and curriculum. *(self-study, teachers, department heads)*

Professional development opportunities at Burncoat High School are offered through in-house training and off-campus programs. The administration's commitment to professional development manifests in a variety of activities and programs. Staff training in the Advancement Via Individual Determination (AVID) program and practices to enhance instruction for MCAS performance are part of the school-wide curriculum support plan. Moreover, training for teachers in advanced placement courses, participation in the Teaching American History Grant (TAH), and staff enrollment at Clark University, Holy Cross and Worcester State College are indicative of a staff eager to advance professionally and implement knowledge into their content and curriculum development. Burncoat staff members are informed of professional development through the Worcester Public Schools Central Office, via school e-mail, and through their department heads. Staff members are also encouraged to explore opportunities for their own off-campus development. According to the Endicott Survey data, only 55% of teachers affirmed that professional development supports the curricular process. *(teachers, principal, self-study, Endicott Survey)*

Commendations

1. A clear and focused curriculum philosophy
2. Well-developed district-wide curriculum guides for each content area that align with state frameworks
3. BHS faculty members' adherence to curriculum guides for planning, instruction, and assessment
4. A curriculum that provides a range of learning opportunities beyond the school campus
5. The authentic assessment activities emphasized in the curriculum of the engineering/tech and art departments
6. District-wide curriculum review process for on-going evaluation and revision of curriculum

7. Opportunities for BHS administrators and department representatives to participate in district-wide curriculum committees

Recommendations

1. Ensure that all teachers and departments take formal ownership of the BHS Expectations for Student Learning and formal responsibility for strategic implementation of the school-wide rubrics supporting those expectations
2. Ensure that students in courses at all levels are engaged in inquiry, higher order thinking and authentic application
3. Ensure that each curriculum area has identified the school-wide academic expectations for which they have assumed responsibility
4. Develop purposeful options for in-house professional development allowing teachers to select from a menu of programs best suited to their curriculum needs
5. Increase classroom teacher dedicated time for collaborative curriculum development
6. Ensure that all curriculum guides are aligned with the Burncoat mission and expectations
7. Ensure that all curriculum areas emphasize depth of understanding over breadth of coverage
8. Increase opportunities for students to participate in the Virtual High School program

TEACHING AND LEARNING STANDARD

Instruction

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.
2. Instructional strategies shall:
 - personalize instruction;
 - make connections across disciplines;
 - engage students as active learners;
 - engage students as self-directed learners;
 - involve all students in higher order thinking to promote depth of understanding;
 - provide opportunities for students to apply knowledge or skills;
 - promote student self-assessment and self-reflection.
3. Teachers shall use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.
4. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.
5. Discussion of instructional strategies shall be a significant part of the professional culture of the school.
6. Technology shall be integrated into and supportive of teaching and learning.
7. The school's professional development program shall be guided by identified instructional needs and shall provide opportunities for teachers to develop and improve their instructional strategies.
8. Teacher supervision and evaluation processes shall be used to improve instruction for the purposes of enhancing student learning and meeting student needs.

INSTRUCTION

Conclusions

At Burncoat High School, most instructional strategies implicitly support the school's mission statement and expectations for student learning. The emphasis on writing encourages students to become more effective communicators, and this has created a vehicle for discussion among department members. For example, the social studies teachers' use of primary source documents promotes reading and strengthens communication. The BHS Magnet for Visual and Performing Arts' emphasis on performance contributes to the students' enthusiasm to be active community members. In all content areas, students are encouraged to become effective readers. However, teachers need to be more explicit in making students aware of direct connections between classroom lessons and specific learning expectations in the school mission. The school is impeded in assisting students in achieving the academic expectation to "be familiar with the use of technology" due to limited availability of technology resources. As a result, Burncoat High School is prevented from fully supporting the achievement of the school-wide academic expectation regarding technology. (*teachers, student work, observations, self-study*)

The faculty at Burncoat High School is caring, generous, and dedicated to its students. Teachers demonstrate strong positive relationships and commitment to students as individuals and learners. In some classes with some teachers, assignments/activities connect learning to the student's own experience and involve assessment that includes opportunities for self-directed learning and peer evaluation; however, this personalized instruction and assessment is not consistent in classrooms throughout the school. Class size also needs to be smaller in many cases in order to allow more personalized instruction and to facilitate differentiated instruction. Teachers have high expectations for their students, but there is inconsistent communication of academic standards. A lack of varied teaching strategies and an emphasis on a traditional approach to teaching is not conducive to the engagement of students as active and self-directed learners. One exception to this is the Virtual High School which provides the opportunity for up to 25 students to pursue areas of study that are not offered as part of the regular curriculum. Students who enroll in AP and honors courses frequently have the opportunity to engage in higher order thinking skills to promote depth of understanding; however, there are fewer demands for higher order thinking skills in college prep courses. One notable exception is the Advancement Via Individual Determination (AVID) program which is designed to provide college prep students with the skills necessary to transition to a more academically challenging level. Ninth grade students and their teachers, including one inclusion teacher, are divided into three interdisciplinary teams. The teachers are provided with common planning time to collaborate and coordinate instruction. For other grades, there is no formal planning time, limiting teachers' opportunity to collaborate interdepartmentally. Students involved in the BHS Magnet for Visual and Performing Arts program have many opportunities to apply knowledge and skills by means of performances and competitions. The business department has developed partnerships with local businesses and banks, providing an opportunity for internships and involvement in the community. In some classes students are encouraged to self-assess by rewriting or revising. As a result of the lack of varied instructional strategies, many

students have limited engagement in the learning process. *(classroom observations, shadowing of students, student work, teachers)*

Teachers receive feedback from a variety of sources. Administrators observe their assigned faculty members yearly, prepare formal evaluations, and frequently make informal classroom visits. Department heads conduct classroom visits, observe their colleagues, and provide feedback to the individual teacher as well as their administrative supervisors. Additionally, all teachers submit weekly lesson plans to their department heads, giving department heads another means to provide feedback. Beginning teachers and teachers new to the building are assigned a mentor who can give further support and feedback regarding instructional practices. One of the most common means of teacher feedback is in the form of informal conversations with colleagues. Teachers also elicit feedback both formally and informally from their students as a means of improving their instruction. However, according to the survey data, only 26% of parents feels that they have an opportunity to provide feedback regarding instruction. Furthermore, teachers have expressed a need to create a method to request meaningful feedback from parents regarding their child's instruction. The varied feedback that teachers receive assists them with making instructional improvements. *(self-study, teachers, parents, Endicott Survey)*

Ninety-four percent of teachers at Burncoat High School is licensed in their teaching assignment and 99% is identified as highly qualified. Teachers meet within their departments to share information, attend workshops, and collaborate informally. Although there are effective instructional approaches in some classrooms, there are not significant professional development offerings to support teachers' efforts in their content area. Some teachers take advantage of summer institutes and leadership seminars offered, but there is no formal process to provide opportunities for teachers to reflect on their own practices. *(self-study, teachers, school documents)*

Departments hold monthly meetings, but, discussion of instructional strategies among faculty members generally takes place on an informal level. The three 9th-grade teams have a common planning period, allowing them the opportunity to collaborate and provide more personalized instruction for individual students. The teachers of other grade levels do not have common planning time built into their schedules and must find opportunities to meet and discuss student work and instructional practices on their own time. For example, ESL teachers consult content area teachers so that their instruction supports and supplements what is taught in the content areas. The limited formal structure allocated for discussions and collaboration among teachers hinders such practices from becoming a significant part of the professional culture of Burncoat High School. *(self-study, teachers, teacher interviews)*

Despite the fact that the mission statement references preparing students for a technological world and one of the expectations for student learning emphasizes the use of technology, technology is not a priority at Burncoat High School. Many classrooms do not have computers, and those that do are non-functioning or outdated. There are computers and electronic white boards located in the library/media center, the Junior Reserve Officer Training Corps (JROTC) room, the Computer Assisted Design (CAD) room, and one dedicated computer lab for use by teachers and students. Two portable electronic white boards are available for classroom use, but there is no means to transport them safely to the lower level. Graphing calculators are used in math and physics classes

and geometry classes use Geometer's Sketchpad, but other technology systems are very inefficient and hardware and software support is extremely limited or non-existent. Teachers' use of technology is limited to word-processing and, in some cases, for grading. As a result of the absence of school computers, some teachers use their own computers in their classrooms, but these personal computers do not have access to the network. As a result, the use and application of technology cannot be integrated and supportive of teaching and learning. *(self-study, teachers, facility tour)*

Burncoat High School provides three days of professional development for staff members each year with a school-wide focus based on school and district instructional needs. Professional staff members have the opportunity to contribute input into what programs are offered as well as to present workshops or seminars. Measures of Academic Progress (MAP) training has instructed teachers on ways to access and interpret test results in order to make improvements in the area of instruction. All instructional staff members have received training in differentiated instruction designed to identify and encourage effective practices to meet the needs of students of all abilities. Another instructional strategy offering was Teaching English Language Learners (TELL) training which was designed for teachers of all content areas. This year, the in-house professional development activities have focused on answering open response questions. The Worcester Public Schools offers a variety of subject-specific professional development activities as well after school and during the summer. Most teachers are members of content specific professional organizations and are encouraged to attend local and state conferences in their field. While the focus of professional development is building-wide, the program does not always address the needs of specific subjects. *(self-study, school documents, school administrators)*

Teachers at Burncoat High School are evaluated using the district-wide evaluation plan. In the first four years, teachers are formally observed a minimum of twice each year and receive a formal written summative evaluation at the end of the year. Once teachers have attained professional status, every two years, they are observed a minimum of twice a year and receive a formal written summative evaluation. During the off-evaluation year, teachers participate in self-evaluations or peer evaluations. Resource teams provide support for teachers in need of professional assistance. The principal and the three assistant principals serve as administrative supervisors. The department heads observe classes and provide feedback to the administrative supervisors, but they are not evaluators. The evaluation process focuses primarily on fundamentals such as effective planning, classroom management, and instructional strategies but does not consider all aspects of what constitutes good teaching. Evaluators may not be knowledgeable about specific course content and may have a limited impact on improving instruction for the purposes of enhancing student learning and meeting student needs. In addition, the current sporadic follow-up to classroom observations does not ensure teacher improvement. As a result, the evaluation process is not always reliable to ensure improved instruction. *(self-study, teachers, principal)*

Commendations

1. A highly qualified and dedicated professional staff

2. **The collegiality of the professional staff**
3. **The faculty's efforts to improve and enhance instruction despite the lack of technology and space**
4. **The well-developed instructional team approach for coordinating instruction for 9th grade students**
5. **The excellent personalization and instruction in the AVID program that leads to improved student achievement**
6. **The Magnet for Visual and Performing Arts that provides many opportunities for students to obtain knowledge and skills in authentic, performance-based ways**

Recommendations

1. **Provide time within the school day for formal collaboration within and among departments concerning instructional strategies**
2. **Develop formal protocols so that discussion of student work and instructional strategies and practices becomes a significant part of the professional culture of the school**
3. **Ensure student engagement and recognized high expectations in all college prep courses**
4. **Provide the technology necessary to support and enhance teaching and learning**
5. **Employ a variety of instructional strategies and practices to meet the needs of all students**
6. **Expand personalization of instruction and assessment strategies**
7. **Provide more opportunities for students to self-assess and self-reflect in all curricular areas**
8. **Provide time and resources for a strong professional development program that supports department instructional needs**
9. **Revise the evaluation process to ensure that it is effective in improving instruction and enhancing student learning**

TEACHING AND LEARNING STANDARD

Assessment of Student Learning

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

1. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.
2. The school's professional staff shall use data to assess the success of the school in achieving its civic and social expectations.
3. For each learning activity, teachers shall clarify to students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
4. Teachers shall base classroom assessment of student learning on school-wide and course-specific rubrics.
5. Teachers shall use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
6. Teachers shall meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
7. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of assessment strategies.
8. The school's professional staff shall communicate:
 - individual student progress in achieving school-wide academic expectations to students and their families;
 - the school's progress achieving all school-wide expectations to the school community.

ASSESSMENT

Conclusions

Burncoat High School has a newly adopted mission statement and learning expectations that are displayed in the hallways and in classrooms. Most teachers have introduced the mission statement in their classes, but, there has been very limited explanation as to how it relates to course expectations. Burncoat developed school-wide rubrics to assess both school-wide and individual student progress towards achieving academic expectations that include reading, writing, communication, problem-solving, and technology. These rubrics were introduced at the beginning of the 2008-2009 school year. During this first year, each department was to adopt a specific rubric for monitoring student achievement. However, Burncoat currently has no systematic process to manage data on the assessment of school-wide and individual student progress in achieving the academic expectations stated in the mission statement and to govern the use of school-wide rubrics. This process must be determined and widely explained to both faculty members and students so the full value of this system of assessment can be recognized. *(teachers, parents, student work, principal)*

Burncoat has "so called" rubrics for civic and social expectations, but these consist of a list of descriptive indicators without a rating scale. The school has collected some data on student involvement in civic and social activities, but there are no agreed upon data indicators to measure and analyze individual and school-wide progress in achieving civic and social expectations. Faculty and staff members, students, and parents do not clearly understand what the civic and social expectations entail or measure or why they are important. *(teachers, self study)*

For some learning activities, teachers provide students with teacher-generated checklist/grading scales that outline the requirements to successfully complete the activity. These tools help clarify how the assignment will be assessed, and they are aligned with course learning objectives. However, many of these tools do not directly align with the school-wide academic expectations for student learning, and students and teachers both do not easily relate the mission statement and student expectations to the course activity. The school must develop a policy that involves the use of the mission and expectations as related to curriculum and assessment, and, if necessary, provide professional development in the use of rubrics and the data that results in order to ensure that all teachers understand them. *(student work, teacher interviews, students)*

Use of course-specific rubrics is increasing among teachers at Burncoat High School. These rubrics are teacher-dependent and reflect the Massachusetts Curriculum Framework Learning Standards and exit outcomes for their curricula. These rubrics also convey assessment practices used in their classes. However, at present, there is no common format for the rubrics within content areas. Moreover, within the departments, the same course-specific rubrics are not being employed by all teachers who teach the same course, and there is limited use of school-wide rubrics. Among those teachers using the rubrics, there is inconsistency in how they are used to assess student achievement in meeting the academic expectations, and there is no process to harvest the data for feedback for revision. Teachers have not been given adequate training in utilizing the school-wide rubrics to assess whether students are effective readers, writers,

communicators, or problem-solvers. While some courses such as CAD (computer assisted design) consistently utilize technology, the implementation and assessment of the technology rubric in most disciplines is seriously compromised because of the lack of technology available throughout the school. *(student work, teachers, students, self-study)*

Students have an array of opportunities to demonstrate their skills and progress. The teachers at Burncoat High School employ a variety of assessments to determine student competence in a given subject area. Examples of assessment tools include pen and pencil tests, portfolios, journals, labs, projects, oral and/or written presentations, research papers, and performances. Most of the assessment is summative, however, and there is limited usage of formative assessment, self-assessment, and peer assessment tools. The assessment tools are not consistently personalized, nor do they aim to measure depth of knowledge. The lack of different forms of formative assessment limits teachers' ability to track student growth over time and student recognition of assessment as a learning tool. *(student work, teacher, students)*

Teachers do not meet formally to share student work and the results of student assessment for the purpose of curriculum revision and improving instruction. With the exception of the ninth grade teams, teachers do not have common planning time built into the schedule limiting formal collaborative discussions of results of student assessment for improvement in instructional strategies. Occasionally, monthly departmental meetings are used to discuss student work and common areas of concern. Some teachers utilize time after school to collaborate. The three professional development days during the school year do not provide teachers sufficient opportunities to develop assessment strategies nor time to examine student work for the purpose of improving curriculum and instruction. The district is currently in the process of designing common final exams in some select courses. Burncoat does use standardized test results including MAP (Measure of Academic Progress), MCAS (Massachusetts Comprehensive Assessment System), MEPA (Massachusetts English Proficiency Assessment), PSAT (Preliminary Scholastic Aptitude Test), ACT (American College Testing), and SAT (Scholastic Aptitude Test) to analyze student performance, track learning trends, plan improvement strategies, and target necessary instructional changes. Data is available for teachers and counselors to analyze student performance, improve assessment strategies for instructional practices, and provide student support and class placement; however, formal opportunities are rarely provided for teachers to make use of this data. Burncoat teachers are collegially disposed to collaborate for instructional purposes but do not systematically collaborate on examining assessment data. *(teachers, principal, department heads)*

The district provides a menu of professional development offerings throughout the school year; summer professional development has included some training in assessment strategies such as developing and implementing rubrics, portfolio assessment, creative assessment techniques and using test data. However, on the school level, there have not been sufficient professional development offerings for teachers in developing a broad range of assessment tools for their specific content areas.

Burncoat uses a variety of resources to inform students, parents, and the local school community of the learning expectations and student progress. The parent teacher open house at the beginning of the school year provides parents with course syllabi and overview of learning expectations, but no other formal opportunity is provided for

parents and teachers to meet to discuss student performance. Communication with parents for student progress is provided through interim progress reports and quarterly report cards. This year, the quarterly report cards include an NEASC comment code that matches the academic school-wide rubric adopted for assessment in each discipline. However, the process of assessing and coding is not clear to faculty members, students, and parents. To make such assessments meaningful Burncoat High School must develop a vehicle by which it can report the student progress in achieving the school-wide expectations. *(teacher, parents, principal, students)*

Commendations

1. Use of school-wide rubrics by some teachers
2. Implementation of a variety of assessments to determine student performance in many classes
3. Establishment of common planning time for ninth grade teams that can be utilized for work on common assessments
4. Extensive use of analysis of standardized test results by administration, guidance personnel and teachers
5. Faculty willingness to shift to rubrics that are analytically framed to lead to detailed feedback of student performance
6. The nascent effort by Burncoat High School in creating common final examinations

Recommendations

1. Implement a system to gather data and measure school-wide and individual student progress in achieving the academic expectations stated in the mission statement using school-wide rubrics
2. Develop a protocol to assess and analyze individual and school-wide progress in achieving identified civic and social expectations
3. Standardize rubrics within specific course and content areas
4. Ensure that all teachers for each learning activity clarify to students the school-wide academic expectations and course-specific goals that will be assessed
5. Develop and implement a plan to ensure that all teachers base classroom assessment of student learning on school-wide and course-specific rubrics

6. **Provide more building-based professional development opportunities to train teachers in assessment strategies including formative assessment, self-assessment, and measurement of depth of knowledge**
7. **Build common planning time into the schedule for formal collaboration on student assessment results to improve instructional strategies in content areas**
8. **Correlate final examination content for all courses with multiple teachers**
9. **Develop and implement a system that clearly communicates to parents and students the individual student performance on each of the school-wide learning expectations using school-wide rubrics**
10. **Establish more formal opportunities for parent-teacher communication to discuss student performance**
11. **Provide tools for teachers to assess technology expectations across the curriculum**
12. **Develop a protocol or vehicle to report results of individual and school-wide progress in achieving identified civic and social expectations**

**COMMISSION ON
PUBLIC SECONDARY SCHOOLS**

SUPPORT STANDARDS

LEADERSHIP AND ORGANIZATION

SCHOOL RESOURCES FOR LEARNING

COMMUNITY RESOURCES FOR LEARNING

SUPPORT STANDARD

Leadership and Organization

The way in which a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices, which supports student learning and well-being.

1. The school board and superintendent shall ensure that the principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning.
2. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
3. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.
4. The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.
5. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission and expectations for student learning.
6. The schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction, and assessment.
7. Meaningful roles in the decision-making process shall be accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
8. Each teacher shall have a student load that enables the teacher to meet the learning needs of individual students.
9. There shall be a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalizes each student's educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning.
10. The professional staff shall collaborate within and across departments in support of learning for all students.
11. All school staff shall be involved in promoting the well-being and learning of

students.

12. Student success shall be regularly acknowledged, celebrated, and displayed.
13. The climate of the school shall be safe, positive, respectful, and supportive, resulting in a sense of pride and ownership.
14. The school board shall support the implementation of the school's mission and expectations for student learning.

LEADERSHIP AND ORGANIZATION

Conclusions

The school board and superintendent provide sufficient autonomy and authority to lead the school in achieving the mission and expectations for student learning. Within the city-wide curricular and budgetary parameters, the principal of Burncoat High School (BHS) enjoys autonomy and authority in running his building. Specifically, the school board and superintendent allow flexibility in establishing the BHS Program of Studies as well as the disciplinary policies and procedures governing student behavioral expectations. The principal provides leadership in the development of new proposals by participating in the monthly superintendent and principals' meetings and meeting weekly with the assistant principals and monthly with department heads regarding school improvements and implementation of programs that support the mission statement. However, budget constraints limit the principal's ability to maintain important student support services such as an appropriate number of guidance counselors. In less than two years, the BHS principal, with the help of his assistant principals, has established a

cohesive relationship with faculty and staff, dramatically improved the school climate, and increased faculty perception of safety. Faculty and staff members repeatedly praise his leadership. He employs many approaches to inform students and parents of school programs, policies, and activities including: a weekly memo to teachers, communication with the community through the Connect-Ed system, and maintaining an open door policy. In addition, faculty and staff members describe the principal and his assistant principals as "highly visible" and responsive. Many opportunities exist for faculty and staff members, parents, and students to voice their concerns to him. He meets monthly with the Instructional Leadership Team, department heads, Parents' SITE Council, and the Burncoat Booster Club. The two way flow of information between the faculty and the principal makes a positive contribution to the safety and academic goals of Burncoat High School. *(BHS administrators, teachers, central office personnel, self-study)*

The principal provides leadership in the school by creating and maintaining a shared vision, direction, and focus for student learning. In conjunction with the assistant principals, the principal is responsible for teacher evaluations and guiding the faculty in attaining the mission statement goals. However, the teacher evaluation process currently lacks a connection to school improvement and professional development plans. The principal collaborates with the instructional leadership team to increase focus on student learning by attending Leadership Institute workshops with his administration team and department heads, and he promotes expectations and rubrics that are used system wide. The principal meets twice a month with the AVID Site Council, a collaborative, interdisciplinary site team designed to provide students' access to a rigorous curriculum, so that all AVID students have the opportunity and are prepared to attend a four-year college. Survey data reports that 81% of the faculty feels the principal provides a clear vision for the school community and 86% of the faculty feels comfortable bringing concerns to the principal. This indicates a noteworthy element of the principal's success in creating and maintaining a shared vision, direction, and focus for student learning. *(self-study, teachers, Endicott Survey)*

Teachers play an active role in student leadership and school improvement. Teachers dedicate time by coaching athletics, participating in BHS SITE Council, and managing committees such as the NEASC Steering Committee and the superintendent's advisory counsel. Faculty members participated as facilitators and participants in the recent reading grant, and the instructional leadership team as well as the district-wide focus on open-ended questions and differentiated instruction. Most, but not all department heads are active instructional leaders, reviewing teaching strategies, curriculum development, and assessment strategies. Guidance counselors inform students of the importance of their high school transcript, the rigor of courses, and the importance of extracurricular activities in a successful college search. Guidance arranges visits from college representatives, college field trips, and a financial aid night. The librarian provides students and teachers with guidance and materials to support all aspects of student achievement. Administrators share leadership with department heads and faculty members to provide a positive learning environment for students. *(self-study, teachers, administrators)*

In some aspects, the organization and structure of the educational program promotes the school's mission. Employing a team system for ninth-grade students for core academic classes supports the school mission and student expectations. Because there are three interdisciplinary ninth grade teams, teachers are able to use common planning time to

review student progress, contact parents, and to address student concerns. The enrichment electives show a commitment to providing students with opportunities to explore a variety of subjects such as family and consumer science, business, Computer Assisted Design (CAD), and courses in the industrial arts. Furthermore, the selection of advanced placement courses show a commitment to academic rigor and an awareness of the increasingly competitive college application process. The inclusion of special education students in mainstream courses complies with state regulations and individualized education plans (IEP) and demonstrates a commitment to the individual needs of students. In special situations such as science labs, team teaching provides another type of opportunity for special education student to join their non-disabled peers. To accommodate large student loads, the arts magnet program operates a modified eighth period schedule, offering evidence of a flexible schedule which is needs-driven. Furthermore, survey data indicate that 68% of BHS students reports that the current schedule provides ample access to needed courses and 80% of the BHS faculty reports that the current school schedule supports their professional and educational efforts. Although students in the tenth grade and above do not benefit from the team setting found in the ninth grade, the overall organization of the school and its educational programs promote the school mission. *(school handbook, teachers, Endicott Survey)*

All student grouping patterns do not reflect the diversity of the student body. The establishment of ninth-grade interdisciplinary teams allows staff members to address student needs early in their high school career and simultaneously fosters heterogeneity within the classroom. This grouping provides common planning time for ninth grade teachers and allows teachers to align their curriculum according to BHS expectations for learning. There is no teaming for grades ten through twelve, however. Although the self-study states that Measures of Academic Progress (MAP) and MCAS data are used to guide student learning, the use of such data has been limited to this year's open-ended questioning initiative. Special education students are grouped and mainstreamed according to their respective individual education program (IEP). Although BHS believes that all ethnicities and socioeconomic levels are represented, classroom observations contradicted this assertion. As the course level of academic rigor increases, class heterogeneity declines. This particular grouping pattern does not comply with the school's own mission and expectations for student learning. Nevertheless, attempts to create heterogeneous classrooms appear successful in the ninth grade and at the college level course of study. *(classroom observations, self-study, teachers, support staff)*

The bell schedule allows teachers time to implement lesson plans according to both student needs and curriculum instruction. The bell schedule allows for each class to meet daily, providing continuity from lesson to lesson. This schedule was adopted by the faculty to overcome a break in class meetings in the previous schedule caused by the rotating double period used for in-depth learning. The majority of teachers agrees the new schedule is more effective in providing continuity of instruction and assessment. The guidance department has also been relieved of some of its scheduling burden. It is not clear if the loss of the true double period has restricted the opportunity for some departments to implement curriculum effectively for in-depth learning. *(teachers, department heads, school leaders)*

The shared leadership between faculty, parents and students promotes a genuine atmosphere of participation, responsibility and ownership. There is a positive sense of

community at Burncoat High School. The faculty and staff attempt to share the responsibilities of leadership with parents and students to foster an atmosphere of participation and ownership within the school community. Parents take active roles in supporting student activities and goals by participating in clubs and organizations such as the SITB Council, Burnside Boosters, Save Our Fine Arts (SOFA), and ninth grade orientation. Students also have a meaningful role in the Burncoat community. Participation in the Burncoat Student Council and the larger Central Massachusetts Student Council enables students to have a meaningful voice in school concerns. The superintendent's advisory committee provides a representative cross-section of the student body with direct access to the superintendent to express concerns and issues related to the school. *(parents, students, self-study)*

Less than 50 % of the faculty at Burncoat High School reports that their teaching load enables them to provide attention to individual students. A majority of students reports that teachers are available to spend one-on-one time with them if needed, however. While some classes exceed 30 students, most class sizes are under 25, with a typical load of around 100 students per teacher. Many honors and AP level classes approach or reach maximum capacity. The guidance department makes adjustments to class size by adding or removing course sections where needed. Despite the fact that the survey shows that most teachers' student load does not allow teachers to meet student demands, the load appears manageable at this time. *(students, Endicott Survey, self-study, teachers)*

Parents of BHS students indicate that a majority of teachers takes interest in their children's lives while fewer students express confidence that teachers care about their academic and personal lives. Reports of close and caring relationships between students and faculty members appear more prevalent than two years ago. No formal drop-out prevention or recovery mechanism appears to be in place. Although the self-study reveals that teachers act as informal mentors to students, there is currently no ongoing formal program in which an adult member of the school community assists the student in personalizing their learning experience and helping them reach school-wide expectations for learning. In the absence of such a mentoring program, there is no way to ensure that all students are receiving the academic, emotional, and psychological support needed to meet the learning and civic standards of the school. *(principal, parents, students)*

The professional staff has very limited formal time to collaborate within and across departments in support of student learning. Although department heads meet on a monthly basis to discuss curriculum implementation, there is no definite time reserved for teachers to fully review student learning and performance. With the exception of the curriculum issued by the school district to department heads, there is no current avenue for teachers to explore advances in student learning. The regular use of departmental and school-wide rubrics in conjunction with adjustments in the schedule to make time for teacher collaboration will allow the staff to more effectively address student learning. *(teachers, department leaders, student work)*

The school staff is involved in promoting the well-being and learning of students. Students report many teachers staying well past the end of the school day to ensure that students have needed help to learn required subject matter. Pupil services faculty members work closely together to assist students in need. Mediation is available for students with emotional and personal issues as well as those students in crisis. The

guidance department assists in academic problems. The department reports a major increase in responsibilities as a result of the loss of one guidance counselor. Although staffing in this area is clearly dedicated to student achievement and well-being, these departments are severely overloaded with clerical duties and hampered by the lack of basic technology. The loss of a guidance counselor and absence of a clerical position as well as the lack of basic technology such as additional phone lines and a fax machine hamper the guidance department's effectiveness. As a result, a comprehensive effort to assist student achievement and well-being exists but does not function effectively. *(student support staff, students, parents)*

The success of students is acknowledged at Burncoat High School. The principal regularly shares student accomplishments through the faculty bulletin and the use of school-wide announcements. Student artwork is displayed throughout the building, in some cases permanently. The JROTC program regularly recognizes student success by awarding trophies and plaques, some of which are displayed in common areas. Athletic achievements awards are well represented throughout the building. Home offices award student of the month and outstanding office aids. Student pictures are displayed inside the respective house offices. *(teachers, school leadership, self-study)*

The school climate appears safe, positive, and supportive of students and expresses a sense of pride and ownership. Although the facilities are old and quite worn in places, the common areas such as hallways and bathrooms appear relatively clean and free of student graffiti, an observation suggesting school pride and ownership among the student body. A large majority of students and teachers reports feeling safe in the Burncoat environment. Hallways are carefully monitored by teachers and administrators and the use of student backpacks and electronic devices is not allowed, all contributing to parents' report that they feel their children are safe during school hours. Faculty and staff members stand in the hallways during passing times, allowing for a safe and regular traffic flow, and few students are visible in the hallways during class periods. Student adjustment counselors, psychologist, nurses, guidance counselors, and the school safety officer carry out proactive and reactive measures which contribute greatly to student safety and academic achievement. While survey data collected one and one-half years ago revealed that only 22% of the students respects the faculty and 30% is proud of their school, significant progress has been made in the past two years under the new school administration. School climate is vastly improved and considerable mutual respect is evident along with increased pride in the cultural diversity of the student body. Although the multiple points of entry at BHS present a school security issue the student body feels safe, student-faculty relations are familial, and the school climate is very positive. *(teachers, parents, Endicott Survey)*

The school board's cooperative efforts to support, to create, and to implement the BHS Mission Statement and Expectations for Student Learning are representative of their commitment to the well-being of students at BHS. The board's mission statement focuses on students and the value of education by emphasizing the connection among students, parents, educators, and citizens. The school board has worked with the superintendent to develop a communications protocol committee which brings together law enforcement and juvenile justice agencies. While the school board works to understand and anticipate the many needs of BHS students, the school board and central office administration acknowledge a lack of adequate funds district-wide and recognize

the school's limitations in meeting the fundamental needs of a 21st century school. This lack of funds limits the realization of the high expectations for student achievement outlined in the school's own mission statement. (school committee, central office administrators, facility tours)

Commendations

1. The administrative team's ability to create a safe and orderly school climate in which the school can better meet expectations for student learning
2. The principal's innovative and effective leadership in light of inadequate resources
3. The principal and vice principal's consistent enforcement of student behavioral expectations
4. The successful creation of ninth grade teams to encourage personalization of learning
5. The effective work of adjustment counselors, guidance counselors, the nurse and the school psychologist to deal effectively with students in crisis and to respond proactively to at-risk students
6. The dedication of school personnel, parents, and community stakeholders to the growth and development of the students and a positive school climate

Recommendations

1. Expand efforts to increase heterogeneity in courses at all levels
2. Increase minority student participation in honors and AP courses
3. Implement a formal ongoing program through which each student has a personal adult advocate in addition to the school guidance counselor
4. Strengthen school board effectiveness in procuring funds for educational improvements

SUPPORT STANDARD

School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

All Student Support Services

- 1. The school's student support services shall be consistent with the school's mission and expectations for student learning.**
- 2. The school shall allocate resources, programs, and services so that all students have an equal opportunity to achieve stated civic and social expectations.**

3. Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.
4. All student support services shall be regularly evaluated and revised to support improved student learning.
5. There shall be a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.
6. Student records, including health and immunization records, shall be maintained in a confidential and secure manner consistent with federal and state law.
7. There shall be sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services.

Guidance Services

8. The school shall provide a full range of comprehensive guidance services, including:
 - individual and group meetings with counseling personnel;
 - personal, career, and college counseling;
 - student course selection assistance;
 - collaborative outreach to community and area mental health agencies and social services providers;
 - appropriate support in the delivery of special education services for students.

Health Services

9. The school's health services shall provide:
 - preventive health services and direct intervention services;
 - appropriate referrals;
 - mandated services;
 - emergency response mechanisms;
 - ongoing student health assessments.

Library Information Services

10. The library/information services program and materials shall be fully integrated into the school's curriculum and instructional program.
11. Library/information services personnel shall be knowledgeable about the curriculum and support its implementation.
12. A wide range of materials, technologies, and other library/information services that are responsive to the school's student population shall be available to students and faculty and utilized to improve teaching and learning.
13. Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
14. The library/information services program shall foster independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
15. Policies shall be in place for the selection and removal of information resources and the use of technologies and the Internet.

Special Education Services

16. The school shall provide special education services related to the identification, monitoring, and referral of students in accordance with the local, state, and federal laws.

SCHOOL RESOURCES FOR LEARNING

Conclusions

Burncoat High School Student Support Services have been developed and refined in response to students' needs and the goals expressed in the school's mission and expectations for student learning. Resources, programs, and services are allocated so that students have an opportunity to achieve the school's stated academic expectations for student learning and are allowed to participate in the educational program in a number of ways. The guidance department provides a wide range of services to all students although its effectiveness has been compromised by the recent cut of a counselor. The special education department services approximately 23% of the student body, and the recent addition of another special education teacher has facilitated that endeavor. The health center staff effectively serves student health needs. The media center personnel work diligently to provide those services required by a comprehensive high school. However, staffing levels are inadequate, as is the facility, the budget, and the availability of computers and other technology. Consequently, resource allocation does not

consistently support all students and all facets of the school mission. (*classroom observations, school support staff, self-study*)

Burncoat High School adequately personalizes the student educational experience by varying means, allocating programs and services tailored to enable all students to achieve the academic expectations for student learning. The school makes efforts to engage students in the educational program and services. Burncoat offers several programs for gifted students, such as an extensive advanced placement program, an honors program, access to Virtual High School, and several partnerships with local institutions, particularly College of the Holy Cross and Quinsigamond Community College. There are other programs to assist and challenge students exist as well. AVID support attempts to move students up a level or two to advanced level classes. The Air Force Junior Reserve Officer Training Corps is another organization that engages students. There is a number of offerings to provide academic support: COAST is a specialized approach to assist students on the autism spectrum; STEP is a class to assist students with severe emotional or behavioral problems. Guidance provides a number of services as well and is assisted by local college student volunteers who provide tutoring services. The health services provide childcare for student parents, allowing them to continue their schooling. There is, however, no advisor or mentoring program which could further the personalization of the students' education, support student achievement, and improve home/school contact to mitigate the drop-out rate. (*panel presentation, self-study, school resources committee*).

Guidance counselors, school nurses, special education teachers, and paraprofessionals work cooperatively with each other and with other faculty members to address the academic, social, emotional, and physical needs of students. Counselors share important information with the staff in order to help all students succeed. The librarian works collaboratively with all departments to assist in research projects and provide instruction as appropriate. The health center provides prevention health services and training in relevant issues such as blood borne pathogens. Social and emotional support is provided by the guidance department and the school's adjustment counselors in conjunction with regular education teachers. These school departments often work with or refer to community agencies. Counselors and nurses refer to outside agencies as required for issues such as eating disorders and family dysfunction. The school's library media specialist utilizes outside agencies and libraries regularly to procure material not in the Burncoat library. Students also have the opportunity to receive additional academic support. There is The Community College Connection and Upward Bound sponsored by Clark University. Holy Cross provides tutors during the academic day and maintains an after school program for those students seeking extra help. These are just a few of the programs available to students in the community that contribute to the effort to ensure student success. (*staff and faculty members, parents, panel presentation*)

There is no formal evaluation system for the various support services. There is anecdotal evidence from teachers and administrators that the health center services are effective, but there's no comprehensive evaluation process based on data. Guidance counselors are evaluated individually, and there is anecdotal evidence that the department is effective, but there is no data-supported program evaluation process. Special education teachers are observed by a department head and evaluated by administrators, but the evaluation of the overall effectiveness of the department is lacking. The state authorities audit special

education services and compliance, but they report their findings to the central office. That is shared with teachers at monthly meetings. There is anecdotal evidence that the media center director is effective, given the resources she has to work with, and she too is evaluated. However, there is no formal evaluation of the effectiveness of the media center program. Thus, a complete system of program analysis would benefit all areas of student support services, particularly in view of the always tight budget restraints. *(principal, self-study, teachers)*

The Burncoat High School support services utilize a number of effective and continuous communications systems with students, parents/guardians, and school personnel designed to keep them informed about the types of available student support services and about student needs. Information regarding various student support services is distributed at the annual open house for incoming freshmen. Career workshops, college applications, and financial aid workshops are held every year. Course selection information is provided to students, but there is no course selection handbook available for students to bring home. The special education department has regular contact with parents to discuss progress with their students' individualized education plans. Updates are sent home as required. There is a "Know-Your-School" night held in October. The health center distributes health and wellness information that they create as well as information from the city and state regarding issues such as vision, immunizations, and teen pregnancy. "Connect Ed" is a communication system that allows the principal to contact all families via telephone to inform them of important events or issues. These announcements are often made in Spanish as well as English. *(teachers, parents, self-study)*

Student records are maintained in a confidential and secure manner consistent with federal and state law. Current academic records are kept in locked files in the house offices. This information is also available on a secure data management site. Records of graduates are kept in locked files in the main office. Medical files are kept in the health suite, and IEPs are kept in locked files in the house offices as well as in secure databases online. However, file cabinets are often left unlocked resulting in a potential compromising of confidentiality. *(teachers, principal, self-study)*

In general, Burncoat High School has been able to provide sufficient certified/licensed personnel in the areas of school support staff. The health center has a full-time registered nurse and a full-time registered nurse practitioner. These professionals, in conjunction with a full-time secretary/receptionist allow the health services center to function smoothly, adequately meeting student needs. There are four certified guidance counselors, two certified adjustment counselors, one school psychologist assigned to Burncoat part-time, and a full-time talent search advisor, all of whom do an admirable job of providing a myriad of services which focus on assisting students. However, the recent loss of a guidance counselor to budget cuts has severely impacted their workload, counselor to student ratio, and effectiveness. It is particularly important to provide a bilingual guidance counselor to assist the large percentage of Spanish speaking students. The special education department has 15 certified special education teachers and 20 instructional aides who provide support in the classroom. Almost half of the special education teachers, however, are in self-contained classrooms. The staff members following students to regular education classrooms are stretched to the limit and have been unable to provide classroom support to all who need it. An additional special education teacher or multiple instructional assistants are essential to meet all students'

needs. The media center staff consists of one certified media director and one aide who may or may not remain assigned there. Despite the assistance provided by student assistants, this is inadequate. There are two computer labs that require supervision, frequent visits from teachers and their classes requiring assistance or instruction from the librarian, and the routine student visits that require attention. It is difficult for two people to provide these services or supervision adequately when one of the computer labs is in a separate room. In addition, the librarian is responsible for computers and audiovisual equipment in the school. Such staff shortages make it difficult to deliver adequate student services to a challenging urban environment of broad cultural diversity. *(parents, principal, teachers)*

Burncoat High School provides a full range of guidance services. In addition to providing academic counseling, including course selection and post-high school planning, counselors serve on individual education planning committees for their assigned students. Guidance counselors utilize the Missouri Model for a Comprehensive Guidance Program in an effort to create systematic developmental guidance programs. Counselors offer ninth grade seminars, tenth grade career exploration seminars, eleventh grade career and college workshops and twelfth grade seminars throughout the year. They serve on student support teams and attend 504 and IEP meetings. They help to proctor AP, PSAT, and MCAS exams. Additionally, they and the school adjustment counselors make and maintain relationships with and make referrals to outside agencies as the need arises in the areas of substance abuse, eating disorders, depression, and pregnancy among others. An educational talent advisor serves as a representative of the Colleges of Worcester Consortium, Inc. This person is responsible for identifying and assisting low income and/or first generation students to meet the standards for college admission. This person also assists students in the application process and in navigating the financial assistance process. The services provided are extensive. The loss of a guidance counselor causes additional stress to the hard working personnel who attempt to provide services to students of diverse cultures while dealing with an exorbitant counselor to student ratio. *(teachers, parents, students)*

The school's health services are well-served by the Burncoat High School Health Center located in the middle school. It works in conjunction with the Great Brook Valley Health Center. The facility consists of a reception area, two nurses' offices, two examination rooms, a lab, an office for the nurse practitioner, and two other rooms each containing two beds. Additionally, there are two adjustment counselors housed in the health services area. Health services personnel see students regularly for routine ailments, complaints, and illnesses. Additionally, they provide physical exams for new students and athletes. The nurse practitioner provides appropriate immunizations at no cost. Personnel also handle the following required annual screenings: scoliosis, visual, hearing, and posture. They also make referrals to the school adjustment counselor or appropriate agencies for issues such as depression, substance abuse, physical abuse, eating disorders, and others. The school's health services are an integral partner with teachers in trying to ensure student success. *(teachers, principal, self-study)*

Burncoat High School Library Media Services provides an active program using with-in and out-of-house materials that are fully integrated in the curriculum. The full-time librarian interviews and surveys the students and faculty for needs. Then, using extremely limited funds, she provides for the various studies in the school. She created

and instructs classes on writing and a research course in all subject areas. In conjunction with the other librarians in the Worcester City School District, she recently wrote a grant that provided a substantial amount to enable her to make a significant upgrade on research materials for the school in all curricula as well as a electronic white board and one laptop. However, because of the small size of the library and the lack of availability of space, since the library is closed for MCAS and on-line MAP testing for approximately ten weeks out of the school year, the materials are not as accessible for integration into all courses as they should be. The use of the library as a testing area limits the integration of the library into curriculum and instruction. *(teachers, support staff, self-study)*

The library media specialist (LMS) at Burncoat High School makes extraordinary efforts to be knowledgeable and supportive of the curriculum. When she has the financial opportunity to purchase materials, she will contact the department heads and faculty members soliciting recommendations on needed materials. Because of space constraints, she requires the faculty to reserve the library computers, the library at large, and the attached computer lab. She has a list of print and non-print materials of interest to the students, faculty members and administrators that support the various curricula. If the material is not in the library, she will retrieve the material personally from the local Worcester City Libraries or through interlibrary loan using Central Massachusetts Regional Library System (CMRLS). She instructs students on research strategies using the databases available to libraries employing certified school library media specialists. The library provides a curriculum on research and thesis writing and book censorship and assists student and faculty members' research retrieval. The library media personnel are very knowledgeable about and supportive of the curriculum. *(teachers, students, department leaders)*

Burncoat High School Library houses the majority of school-wide available laptop computers (25), library and computer-lab desktop computers (55), SMARTBoards (3), portable televisions with VCR/DVD, and overhead projectors. The librarian maintains an independent library website with links to the school website, the school automated library catalog, and the various databases available through the Massachusetts Board of Library Commissioners and CMRLS. As much as possible, the materials are kept up to date including pleasure reading, periodicals, reference, audio books, DVDs, and videos supporting the curriculum. Interlibrary loan is strongly depended upon. Students, faculty members and administrators are all encouraged to utilize and recommend materials. Much of this is done with uncertain funding and an uncertain guarantee of information assistance from paraprofessionals. Periodical offerings are limited and uncertain as well. Additional website accessibility; technological aid, repair, and availability; and funding for current materials are unsure. The library and computer lab are unavailable for the equivalent of one quarter of the school year. There are no other computer labs or in-class or mini-labs available in the school for 1,200 students. Thus, there is not an acceptable range of materials, technologies, and other library/information services available to students and faculty to improve teaching and learning. *(classroom observations, teachers, self-study)*

The library hours provide the students and faculty members with additional access time, opening an hour early before school (6:30 in the morning) and closing an hour after school often after 2:30 – 3:00 p.m. Through a grant in the past, three used to be

additional hours on Saturdays once a month from 8 a.m. to noon. Transportation is an issue, however. School bus transportation limits the length of after school stays to a much shorter time. The librarian is able to distribute Worcester City Bus passes allowing students from across the city to take advantage of the extended hours, but the number of tickets is finite. The librarian and 'loaned' assistant collaborate to facilitate full use of the library and labs as much as possible, but they have little recourse when MCAS and MAP testing is being done. When available, the library and adjacent computer lab willingly host several classes at once becoming dangerously crowded with students and furniture proving too small for sometimes up to 135 students. The library space and time inadequacy provides only limited support to the students, faculty, and support staff as part of their school day. *(teachers, survey information, students, teacher interviews)*

The Burncoat High School Library/Information Services program provides unlimited access to materials through membership to the Massachusetts Board of Libraries System, CMRLS, and the local school library website. Locally, the library distributes pamphlets that invite and instruct students and faculty members on use of the resources available. The librarian takes advantage of classroom projects to instruct classes on the wide variety available to them using a hands-on educational approach. Although time and space may be limited periodically, the LMS takes advantage of every opportunity to foster independent learning and create lifelong learner and information seekers. The library, though limited in size and time, adequately attempts to foster independent and lifelong learners. *(students, teachers, department leaders)*

The library has policies created for selection and removal of information but is still waiting for approval from the Worcester Public Schools. It has Use of Technology and Internet policies and a form that students, faculty, and staff must sign. *(teachers, self-study)*

Burncoat High School provides a full range of special education services related to the identification, monitoring, and referral of students in accordance with local state and federal laws. A student referral can be made by a parent, teacher, guidance counselor, or student. Referrals typically go through the student support services program to the special education department. Student referrals, evaluations, and development of the IEP follow applicable state and federal regulations, as does the implementation of student services. While there are several teachers and students assigned to resource rooms for content area instruction, there are some teachers and aides who work with students who are included in regular education classrooms. There is little common planning time to allow regular education and special education teachers to collaborate on lessons and instruction. However, regular education teachers consider the advice of the special education teachers in making modifications to instruction and assessments. Despite the lack of team-taught classes, teachers make considerable effort to provide for the education of all students in the least restrictive environment possible. *(classroom observation, teachers, school resources committee)*

Commendations

1. The substantial services offered by the library media specialist to support the faculty and support the curriculum despite inadequate facility and inadequate funds
2. The comprehensive health services available to Burncoat students
3. The opportunity for students to benefit from the varied community resources
4. The effective deployment of the guidance staff, consisting of guidance counselors, adjustment counselors, a talent search person, and a psychologist
5. The extraordinary efforts of the special education teachers in addressing the needs of students in a culturally diverse and economically challenged environment
6. The specialized programs and services utilized to address student needs
7. The extraordinary efforts to inform parents and engage them in school matters
8. The ability of the staff to responsibly utilize the limited resources

Recommendations

1. Ensure that staffing is optimal to provide essential services in the media center
2. Ensure that the staffing of special education is optimal to provide support for inclusion students
3. Ensure the staffing is optimal in the guidance department to serve all students and particularly the Spanish speaking students
4. Establish an advisory system with a curriculum and professional development for advisors or other equivalent to further personalize the educational experience for all students and reduce the drop-out rate
5. Cease using the library media center for standardized testing, which undercuts access to LMC resources for the entire student body
6. Ensure that all student support services are evaluated and revised on a regular basis to support student learning and the school mission

SUPPORT STANDARD

Community Resources for Learning

Active community and parent participation, facilities which support school programs and services, and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

- 1. The school shall engage students and families as partners in each student's education and shall encourage their participation in school programs and parent support groups.**
- 2. The school shall foster productive business/community/higher education partnerships that support student learning.**
- 3. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.**

4. The physical plant and facilities shall meet all applicable federal and state laws and shall be in compliance with local fire, health, and safety regulations.
5. Equipment shall be adequate, properly maintained, catalogued, and replaced when appropriate.
6. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair, and cleanliness of the school plant.
7. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
8. The community and the district's governing body shall ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.
9. Faculty and building administrators shall have active involvement in the budgetary process, including its development and implementation.

COMMUNITY RESOURCES FOR LEARNING

Conclusions

Burncoat High School (BHS) engages parents in the students' education while encouraging parent participation and support through various community events. The BHS Spring Open House for incoming freshmen, Know Your School Night, the AVID (Advance Via Individual Determination) program for underachieving students, and The Beacon school newspaper which highlights various student work, inform families of activities and testing schedules. BHS is proud of its award-winning magnet school for the visual and performing arts. The booster club is very supportive of athletics at BHS. Two BHS adjustment counselors provide family to school support through home visits and other community liaison activities. Parent involvement at the school appears to vary depending on the event. One recent event that produced a high degree of parent involvement and success through its endeavor was the *Beetle Battle* fundraising effort which produced a high community turnout while raising a net total of \$4,000. Also, Connect-Ed is an automated phone system used to inform and encourage families to

attend school events. This information is conveyed almost exclusively in English, however. The system has been used sparingly for the 1/3 of the school population whose native language is Spanish. Although the school attempts to engage parents by providing a lot of information and opportunities, there is still room for growth in parent involvement. *(self-study, principal, teachers)*

BHS fosters ongoing partnerships with businesses in the community and the area colleges in the greater Worcester community. It fully takes advantage of the Worcester Consortium Talent Search Program that provides a member to facilitate and assist families and students with the college application process. Hanover Insurance Company is the major sponsor of the AVID program where students and parents work collaboratively and sign a contract with Assumption College to support all of the AVID requirements. BHS has developed numerous partnerships with local businesses providing opportunities for its students to participate in internships or clubs during or after school and in the summer. Business partnerships include McDonalds, Target, Price Chopper, Wild Willy's, and Southgate Nursing Home. Other partnerships available are the Student Program for Urban Development (SPUD), a robotics club supported and supervised by Worcester PolyTech Institute (WPI). The robotics team is a member of the science initiative, For Information and Recognition of Science and Technology (FIRST). UMASS BioTech hosts a summer research program, and the Junior ROTC provides students with an alternative for involvement in school and community activities. Over the years, BHS has built a strong foundational relationship with the College of Holy Cross through the use of a dedicated teacher liaison who provides support to Burncoat students enrolled in the program. Both institutions are committed to the success of this program for the high school and college students involved. These college students are actively involved in the academic growth of BHS students. Currently, the partnerships provide many opportunities for BHS students to be productive members of the community. *(self-study, parents, panel presentation)*

The school site and plant does not adequately support or enhance all aspects of the educational programs or support services for student learning. Although the students and staff report that they feel safe at school, the inadequate space leads to overcrowded halls, cafeteria, and in some cases, classrooms. The lack of space forces the nurse to share the middle school health center. There is no space available for large group meetings, and the middle school auditorium is not available for daily use. A shortage of classrooms leads to an excessive amount of class sharing, so that teachers lack personal space for class preparation. The facilities are outdated (built in 1964), and the absence of a specific improvement plan creates a less conducive learning environment. Science labs are obsolete and ill-equipped for students. The lack of library space limits the number of classes able to use its services each period. A vision for a building addition to accommodate the overcrowded population and lack of general space would help to rectify the current limitations. While the three lunch waves help to decrease the overcrowding in the undersized cafeterias, teaching and learning are interrupted in classes where they're split by the second lunch wave. Also, the weight room is not accessible to female students as it is located in the boys' locker room. The gym divider has not worked for seven years and is in desperate need of repair. Additionally, the shower in the boys' locker room must be made operable since BHS serves as an emergency shelter for the city of Worcester. Despite the current facility's limitations, the faculty continues to offer a number of valuable educational opportunities to its students. With a new auditorium

and more classroom space, BHS, which is a magnet school for the arts, would have an opportunity to share with the community the pride it has in this program. Despite all attempts to do so, the present facility simply can no longer support the total mission of the school. *(self-study, faculty tour, custodians, teachers)*

The physical plant and facilities meet many but not all federal and state laws and are not fully in compliance with local fire, health, and safety regulations. BHS has a district-wide inspection plan that is conducted every July where all fire, health, and safety equipment is certified by the respective local departments. The emergency generator is tested, and the results are documented weekly by the head custodian in order to maintain proper working condition. However, some classes, science labs, and the school library seem to violate the fire and safety codes regarding overcrowding. The school is not handicapped compliant according to ADA regulations. All ramps violate the pitch ratio and lack handrails. The school has no elevator. Efforts have been made to accommodate particular students needing to access a particular area of the school, such as a recent renovation to make a bathroom handicapped accessible. The school complies with the immediate needs of the building to accommodate students. As a result, BHS is not readily conducive to the teaching and learning of handicapped students and is uncomfortably crowded for all others. *(self-study, facility tour, buildings and grounds administrators)*

The school is neither adequately equipped, nor properly maintained. However, equipment is adequately catalogued and is usually replaced when appropriate. All audio/visual (AV) equipment is catalogued by the school librarian. Each item is bar coded by the automation system. AV equipment is replaced according to need and budget. Maintenance is performed on equipment as needed, or it is discarded if it is found to be beyond repair. There is a system by which the librarian, department heads, and classroom teachers conduct an annual inventory to ensure accountability and proper maintenance of these items. This report is shared with the head custodian, the instructional technology (IT) coordinator, and the assistant principal in regards to all classroom or workspace needs as well as computer issues at the end of the school year. The absence of a district capital plan for technology for the purpose of purchasing new and replacing old computers does not support the district's mission and expectations for the use of technology in the classroom. Also, because of budget cuts, the technology liaison is shared by five different schools and is available one day each week to service and repair items. The principal reports that he is available as needed, however. The teacher's resource room is inadequately equipped with updated computer technology. Although current equipment is adequately catalogued and maintained, the lack of updated equipment in the teachers' resource room limits teaching and learning material research. *(self-study, teachers, observations)*

The custodial plan is inadequately funded for building and site management and does not ensure the appropriate maintenance, repair, and cleanliness of the school plant. The school does not have an adequate funding source for maintenance requests. Repairs are completed on an as-needed basis according to the priority of safety issues. The school has adopted a maintenance request system by which repair requests are not addressed in a timely manner due to budget constraints. It has been reported that a lack of cleanliness is a major concern among the members of the faculty and student body. However, there is a monthly evaluation of building cleanliness report submitted by the principal to the quadrant manager. Additionally, BHS is commended for a timely replacement of an

essential piece of equipment. For example, a broken auto lift in the automotive shop was recently replaced. The budget is neither adequate nor sufficient to support the upkeep of the aging facilities. The custodial schedule of two staff members during the day and three at night is inadequate for a building of this size. The combination of these issues has a negative impact on the morale of teachers and students. *(self-study, teachers, students, observation, facility tour)*

The district currently fails to address future programs, staffing, facility, and technology needs. The district has a formal plan to address future staffing needs, the overcrowding of BHS, and the facility upgrades that are necessary to provide technology for the 21st Century. However, it has yet to be implemented with the exception of wireless technology in the library/media center. Also, school's largest program, the magnet school for dance, voice, theater, and art must plan, organize, and fundraise a significant portion of its budget. Teaching and learning in the classroom is negatively impacted by the district's failure to plan effectively and to provide sufficiently. *(self-study, central office administrators)*

The community and its governing body do not provide an adequate, dependable source of revenue to provide and maintain appropriate programs, personnel services, facilities, equipment, technological support, materials, and supplies for learning for BHS. The current budget does not provide adequate staffing to maintain academic programs at BHS. The special education department and the ELL and TBE departments are experiencing a growing population of students and are in need of additional instructional staff. The science department lacks sufficient updated textbook resources. The principal is allotted a specific amount of funds for his school's programs and facilities then asks the department heads for a prioritized list of needs. His decision on how to spend the money is then based on the most important needs first. The faculty needs an additional guidance counselor, a library/media assistant, and at least one additional guidance counselor due to the high student to staff ratio for an urban setting. A guidance clerical secretary is needed to support the staff. The district should develop a comprehensive plan to address facility issues such as overcrowding at BHS by means of an addition where there is an auditorium, guidance office with conference rooms, a library, and improved physical education area. Additionally, phones are not available to teachers and guidance counselors, leading to loss of confidentiality. The current facilities may be utilized as additional classroom space. The faculty notes a need for an in-house technology committee to address the immediate needs of the staff at BHS as well as to act as a liaison with the district IT department. The school needs to update technology in the classrooms as quickly as possible. The superintendent's office allocates monies to the principal's budget based on a set formula for high schools. It is currently \$63 per student with additional funds being allocated specifically to the magnet school. An effort should be made by the school to generate community support for additional space at BHS. The district's inability to provide an adequate and dependable source of revenue to BHS prevents its continued growth in these areas. *(self-study, principal, teachers, classroom observations, facility tour, survey responses)*

Faculty and building administrators are not actively involved in the budgetary process. The building principal has a very limited role in the budgetary process as it is developed at the central office. District priorities dictate the allocation of these funds. The principal accepts requests from the department heads for items based on needs from their teachers,


but the librarian does not have a formal protocol to make budget requests. The principal then prioritizes these requests by needs. It appears that the use of data regarding student learning needs is not considered in the budget development by central office personnel. *(self-study, principal, department chair)*

Commendations

1. The utilization of the local colleges and their involvement within the school setting
2. The role of the adjustment family counselors' proactive outreach into the community
3. The strong sense of neighborhood community pride fostered by school community relations
4. The spacious, well-developed outdoor site for the athletic facilities for athletics and physical education

Recommendations

1. Develop and implement a comprehensive plan to remedy shortcomings that undermine the school site and plant's ability to support and enhance all aspects of the educational program including remedies for:
 - Insufficient classroom spaces to support curriculum and instruction
 - Overcrowded halls, cafeteria, and library media center
 - The lack of adequate spaced to support the delivery of nursing/health services
 - The lack of an auditorium or equivalent area for large group meetings and/or to support the school's art magnet programs
 - Obsolete science laboratories that impede the delivery of effective curriculum and instruction
 - The lack of sufficient library space for whole class use of the library
 - The inoperable gym divider that impedes the delivery of effective PE curriculum and instruction
 - Plumbing and electrical ~~services~~ in need of significant repair
2. Ensure that the school facilities meet all provisions for handicapped accessibility and gender equity and school safety by providing remedies for the following shortcomings:
 - Lack of handicapped accessibility to all areas of the facility
 - Lack of accessibility to the facilities of the weight room for both male and female students
 - Inoperable showers in the boys' locker room
3. Conduct a needs assessment and develop and fund a long-term technology plan that fully supports the school's curriculum and instruction as regards the purchase of equipment, provision of personnel, and maintenance of equipment

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4. Adequately fund the district plan for building maintenance to ensure sufficient personnel, supplies, and equipment appropriate for maintenance, repair and cleanliness of the school plant
 5. Fund and implement plans to ensure sufficient staffing, facility, and technology needs to ensure ongoing support through public funds of teaching and learning at Burncoat High School
 6. Provide an adequate and dependable source of revenue to enable the school to maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning, specifically addressing the following:
 - Adequate staffing to preserve reasonable class sizes and honor class size limits
 - Appropriate personnel to serve the needs of English Language Learners and bilingual education
 - Sufficient updated textbooks and supplies to support science curriculum and instruction
 - Sufficient clerical services in guidance to allow guidance personnel to focus on professional endeavors
 - Sufficient access to telephones in areas that provide confidentiality
 7. Develop a budgeting process that actively involves faculty and building administrators in budget development and implementation
 8. Provide sufficient technology in computer labs to fully support curriculum and instruction
 9. Provide sufficient classroom technology to support teaching and learning, such as electronic whiteboards, computers and peripherals, calculators and computer projection

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting committee. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in Burncoat High School. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Commission requires that the evaluation report be made public in accordance with the Commission's Policy on Distribution, Use, and Scope of the Visiting Committee Report.

A school's initial/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 throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal of Burncoat 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. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty days (60) of occurrence any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet CPSS Standards. The Commission's Substantive Change Policy is included in the Appendix of this report. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Commission's *Accreditation Handbook* which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

In closing, the visiting committee wishes to express its deep appreciation for the hospitality, warmth, and courtesy extended so graciously by the students, parents, teachers, and administrators associated with Burncoat High School. Moreover, the hard work and the quality of the self-study conducted by the faculty and staff at Burncoat High School was extremely helpful and contributed greatly to the completion of the visiting committee's work.

APPENDIX A

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Burncoat High School May 3-6, 2009

VISITING COMMITTEE

**Dr. W. Scott Brown
LEARN Reg. Ed. Service Center
44 Hatchetts Hill Road
Old Lyme, CT 06371**

**Catherine Doherty
Chelsea High School
299 Everett Avenue
Chelsea, MA 02150**

**Roberta Fulton
Westbrook High School**

**Alyson Geary
Hopkinton High School
90 Hayden Rowe Street
Hopkinton, MA 01748**

**Luis Macedo
Hudson Public Schools
69 Brigham Street
Hudson, MA 01749**

**Katy Kwong
Malden High School**

156 McVeagh Road
Westbrook, CT 06498

Wendy Adamczyk
Haddam-Killingworth High School
95 Little City Road
Higganum, CT 06441

Kathleen Share
Mt. Greylock Regional High School
1781 Cold Spring Road
Williamstown, MA 01267

Geri Lyn Ajemian
Littleton Public Schools
P O Box 1486, 32 Shattuck Street
Littleton, MA 01460

Darren Hayden
Masuk High School
1014 Monroe Turnpike
Monroe, CT 06468

Stephen Bickford
265 Flanders Road
Stonington, CT 06378

77 Salem Street
Malden, MA 02148

Craig Perrier
Billerica Memorial High School
35 River Street
Billerica, MA 01821

Charlene Clinton
Andover High School
80 Shawsheen Road
Andover, MA 01810

Alan Cron
Milton High School
25 Gile Road
Milton, MA 02186

Jonathan Harder
Cromwell High School
Donald Harris Drive
Cromwell, CT 06416

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Commission on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

Principals of member schools must report to the Commission within sixty (60) days of occurrence of any substantive change in the school which has a *negative impact* on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding
- cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency
- identification by the state as an underperforming school
- takeover by the state
- inordinate user fees

ATTACHMENT B
MSBA Standard Contract
(Design/Bid/Build or CM-at-Risk)

CONTRACT FOR PROJECT MANAGEMENT SERVICES

This Contract is made this _____ day of _____ in the year _____ between
the _____, _____
(Owner) (day) (month) (year) (street)
_____, **Massachusetts**, _____
(City) (State) (Zip Code)
hereinafter called "the Owner" and _____
(Owner's Project Manager)

_____, _____, _____, _____
(street) (city) (State) (Zip Code)
hereinafter called the "Owner's Project Manager" to provide the Project Management services required to complete
the Basic and Extra Services described herein at _____
(name/description of Project)

The Owner's Project Manager is authorized to perform the services required by this Contract through the Feasibility Study Phase and, pending receipt of a written Approval to proceed from the Owner, through the Schematic Design Phase. At the Owner's option, the Owner's Project Manager may be authorized to perform services for subsequent design phases and/or the Construction Phases and Completion Phase, at which time a mutually agreed upon amendment to this Contract will be executed between the Owner and the Owner's Project Manager. If the Owner elects to construct the project pursuant to G.L. c. 149, the amendment to this Contract shall include the Authority's Base OPM Contract Amendment for DBB for Basic Services required for the design-bid-build construction delivery method. If the Owner elects to construct the project pursuant to G.L. c. 149A, the amendment to this Contract shall include the insertion of the Authority's Base OPM Contract Amendment for CM at Risk, for Basic Services required for the CM at Risk construction delivery method.

For the performance of the services required under this Contract for the Feasibility Study Phase and the Schematic Design Phase, the Owner's Project Manager shall be compensated by the Owner for Basic Services in accordance with the Payment Schedule included as Attachment A.

IN WITNESS WHEREOF, the Owner and the Owner's Project Manager have caused this Contract to be executed by their respective authorized officers.

OWNER

(print name)

(print title)
By _____
(signature and seal)
Date _____

OWNER'S PROJECT MANAGER

(print name)

(print title)
By _____
(signature)
Date _____

(Attach Certificate of Vote of Authorization)

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ATTACHMENT A: PAYMENT SCHEDULE

ATTACHMENT B: KEY PERSONNEL

ARTICLE 1: DEFINITIONS

APPROVAL – a written communication from the Owner approving either the work of the current Phase, as identified on Attachment A, or authorizing the Owner’s Project Manager to proceed to the next Phase or approving the scope and compensation for either Extra Services or Reimbursable Expenses.

ARCHITECT/ENGINEER – herein also referred to as the **DESIGNER** -- the person or firm with whom the Owner has contracted to perform the professional designer services for this Project.

AUTHORITY – Massachusetts School Building Authority or its authorized representative, created by St. 2004, c. 208.

BASIC SERVICES – the minimum scope of services to be provided by the Owner’s Project Manager under this Contract, unless the Contract is otherwise terminated pursuant to Article 12.

CERTIFICATE OF FINAL COMPLETION – The form prescribed by the Authority which contains the certification of the Designer, OPM and the Owner that the Project has reached Final Completion.

COMMISSIONING CONSULTANT – a person or firm engaged by the Authority to provide building commissioning services, including advisory services during design and construction.

CONTRACT – this Contract, inclusive of all Attachments, between the Owner and the Owner’s Project Manager; all written amendments to this Contract; and all Approvals issued pursuant to this Contract.

CONTRACTOR or GENERAL CONTRACTOR – the person or firm with whom the Owner has contracted to perform the construction for this Project pursuant to the provisions of G.L. c. 149, §§ 44A-44J.

CONSTRUCTION MANAGEMENT AT RISK or “CONSTRUCTION MANAGEMENT AT RISK SERVICES or CONSTRUCTION MANAGEMENT AT RISK DELIVERY METHOD or CM at RISK DELIVERY METHOD - a construction method described in M.G.L. c. 149A wherein a Construction Management at Risk firm provides a range of preconstruction services and construction management services which may include cost estimation and consultation regarding the design of the building project, the preparation and coordination of bid packages, scheduling, cost control, and value engineering, acting as the general contractor during the construction, detailing the Trade Contractor scope of work, holding the trade contracts and other subcontracts, prequalifying and evaluating Trade Contractors and subcontractors, and providing management and construction services, all at a Guaranteed Maximum Price, which shall represent the maximum amount to be paid by the public agency for the building project, including the cost of the work, the general conditions and the fee payable to the Construction Management at Risk Firm.

CONSTRUCTION MANAGER AT RISK, CONSTRUCTION MANAGEMENT at RISK FIRM or CM at RISK – a sole proprietorship, partnership, corporation, or other legal entity with which the Owner has contracted pursuant to G.L. c. 149A, § 6(e), to provide Construction Management at Risk Services;

EXTRA SERVICES – services requested by the Owner to be performed by the Owner’s Project Manager but which are additional (or “extra”) to the services performed as Basic Services.

FEASIBILITY STUDY AGREEMENT – the agreement between the Owner and the Authority that sets forth the terms and conditions pursuant to which the Authority will collaborate with the Owner in conducting a feasibility study, which agreement shall include the budget, scope and schedule for the feasibility study.

FEE FOR BASIC SERVICES – the fee to be paid to the Owner’s Project Manager for satisfactorily performing, in the Owner’s sole discretion, the Basic Services required under this Contract, exclusive of the compensation to which the Owner’s Project Manager is entitled pursuant to Articles 9 and 10.

FINAL COMPLETION – The work has been completed in accordance with the Construction Contract Documents and the educational specifications, schematic plans and drawings and the Project Funding Agreement approved by the Authority.

GENERAL LAWS – the Massachusetts General Laws as amended, including any rules, regulations and administrative procedures implementing said laws.

GUARANTEED MAXIMUM PRICE or GMP- The agreed total dollar amount for the Construction Management at Risk services, including the cost of the work, the general conditions and the fees charged by the Construction Management at Risk firm.

GUIDELINES AND STANDARDS – Documents published by the Authority including regulations and procedures that supplement the tasks of Owner’s Project Managers contracting with Owners for projects receiving any funding from the Authority.

NON-TRADE CONTRACTOR – for purposes of a project utilizing the CM at Risk construction delivery method only, a subcontractor, as described in M.G.L. c. 149A, § 8(j), who is not a Trade Contractor, as defined herein, and who has a direct contractual relationship with a CM at Risk whether or not the work exceeds the threshold sum as identified in M.G.L. c. 149, § 44F(1).

NOTICE to PROCEED – the written communication issued by the Owner to the Contractor or the CM at Risk authorizing him to proceed with the services specified in the construction contract or the CM at Risk contract and establishing the date for commencement of the contract time.

OWNER – the entity identified as such on page one of this Contract, or its authorized representative, that is the owner of the property that is the site of the Project and is responsible for administering this Contract.

OWNER’S PROJECT MANAGER – the individual, corporation, partnership, sole proprietorship, joint stock company, joint venture or other legal entity identified as such on page one of this Contract performing the professional Project Management Services under this Contract.

PHASE – a distinct portion of the work of this Contract and its associated duration, as identified on Attachment A. Prior Approval to proceed for each Phase is required from the Owner.

PRINCIPALS – the owners and/or officers of the Owner’s Project Manager who are actively involved in the management of the Project.

PROJECT – all work that pertains to the study, planning, design, construction, reconstruction, installation, demolition, maintenance or repair, if any, as defined in the Project Scope and Budget Agreement or Project Funding Agreement .

PROJECT BUDGET – a complete and full enumeration of all costs of the Project, as defined in the Owner-Authority Project Scope and Budget Agreement or Project Funding Agreement.

PROJECT DIRECTOR – the employee of the Owner’s Project Manager who has been designated in writing by the Owner’s Project Manager as its authorized representative, as approved by the Owner, and subject to the approval of the Authority, pursuant to the requirements of M.G.L. c.149 §44A½ or G.L. c. 149A, § 2, as the case may be, for an “owner’s project manager” and 963 CMR 2.00 et seq., and shall be the person who shall oversee and be responsible for all Project Management Services provided under this Contract. The Project Director shall be certified in the Massachusetts Certified Public Purchasing Official Program as administered by the Inspector General of the Commonwealth of Massachusetts.

PROJECT FUNDING AGREEMENT – the Project Funding Agreement described in the 963 CMR 2.02 and executed by the Authority and the Owner.

PROJECT REPRESENTATIVE – the employee or a Subconsultant of the Owner’s Project Manager, who shall be dedicated exclusively to the Project, on-site full-time during the Construction Phase in accordance with the requirements of Article 8.6.2.

PROJECT SCHEDULE – a complete list of all activities, time and sequence required to complete the Project, as defined in the Owner-Authority Project Scope and Budget Agreement or Project Funding Agreement.

PROJECT SCOPE AND BUDGET AGREEMENT – the Agreement described in 963 CMR 2.10(10) and executed by the Authority and the Owner.

REIMBURSABLE SERVICES OR REIMBURSABLE EXPENSES – the cost of services requested by the Owner to be performed by the Owner’s Project Manager or the cost of expenses paid by the Owner’s Project Manager that are reimbursable pursuant to the provisions of Article 10.

SUBCONTRACTOR – for purposes of a project utilizing the design-bid-build construction delivery method pursuant to G.L. c. 149, a person or entity having a direct contractual relationship with the Contractor, who has the contract to perform the construction of the Project, except as otherwise specifically provided herein or as required by Law.

SUBCONSULTANT – any individual, company, firm, or business having a direct contractual relationship with the Owner’s Project Manager, who provides services on the Project.

TRADE CONTRACTOR – for purposes of a project utilizing the CM at Risk construction delivery method only, subcontractors having a direct contractual relationship with a CM at Risk pursuant to G.L. c. 149A, § 8 (a)-(i), to perform one or more so-called sub-bid classes of work listed in M.G.L. c.149 §44F and all other sub-bid classes of work selected by the public agency for the Project, provided the sub-bid work meets or exceeds the threshold sum identified in M.G.L. 149 §44F(1).

ARTICLE 2: RELATIONSHIP OF THE PARTIES

- 2.1 The Owner's Project Manager shall act as an independent contractor of the Owner in providing the services required under this Contract.
- 2.2 The Owner's Project Manager warrants and represents to the Owner that it has fully, completely and truthfully represented the qualifications and skills of the Owner's Project Manager, its Subconsultants, agents, servants and employees in the proposal submitted by the Owner's Project Manager, the Contract documents and in all communications with the Owner relative to this Contract and the services to be performed hereunder by the Owner's Project Manager, its Subconsultants, agents, servants and employees.
- 2.3 The Owner's Project Manager shall perform its services under this Contract with no less than that degree of skill and care ordinarily exercised by similarly situated members of the Owner's Project Manager's profession on projects of similar size, scope and complexity as is involved on the Project. The Owner's Project Manager's services shall be rendered in accordance with this Contract.
- 2.4 The Parties hereto agree that the Designer is solely responsible for the design requirements and design criteria for the Project (except to the extent specifically delegated to others) and for performing in accordance with the contract between the Owner and Designer.
- 2.5 The Parties hereto agree that the Contractor or CM at Risk, as the case may be, shall be solely responsible for construction means, methods, techniques, sequences and procedures, the Contractor's or CM at Risk's schedules, and for safety precautions and programs in connection with the Project and for performing in accordance with the Owner-Contractor Agreement or the Owner-CM at Risk Agreement. The Owner's Project Manager shall be responsible for the Owner's Project Manager's negligent acts or omissions but shall not have control over or charge over acts or omissions of the Contractors, CM at Risk, Subcontractors, Trade Contractors or Non-Trade Contractors or the agents or employees of the Contractor, CM at Risk, Subcontractors, Trade Contractors or Non-Trade Contractors the Designer, the Authority, the Owner or the Commissioning Consultant.
- 2.6 Nothing in this Contract shall be construed as an assumption by the Owner's Project Manager of the responsibilities or duties of the Contractor or the CM at Risk or the Designer. The Owner's Project Manager's services shall be rendered compatibly and in coordination with the services provided by the Designer. It is not intended that the services of the Owner's Project Manager and Designer be competitive or duplicative, but rather complementary. The Owner's Project Manager shall be entitled to rely upon the Designer and Contractor or CM at Risk for the proper performance of their obligations pursuant to their respective contracts with the Owner.

ARTICLE 3: RESPONSIBILITIES OF THE OWNER

- 3.1 The Owner shall be responsible to oversee and monitor the performance of the Owner's Project Manager to ensure that it performs its obligations in a satisfactory manner. The Owner shall provide the necessary general direction and broad management coordination required to execute the Project.
- 3.2. The Owner shall designate an individual or individuals who shall have the authority to act on behalf of the Owner under this Contract and who shall be responsible for day-to-day communication between the Owner and the Owner's Project Manager.

- 3.3 Upon satisfactory completion of services performed, the Owner shall make payments to the Owner's Project Manager as provided in Articles 7, 8, 9 and 10.
- 3.4 The Owner shall be responsible for requiring the Contractor or CM at Risk and/or the Designer to comply with their respective contract obligations and to cooperate with the Owner's Project Manager.
- 3.5 The Owner shall provide timely information with respect to its requirements relative to the Project Schedule and the Project Budget, and shall further give timely notice to the Owner's Project Manager of any changes or modifications to the same.
- 3.6 To the extent such data is available, the Owner shall furnish to the Owner's Project Manager existing surveys of the Project site, building plans, borings, test pits, structural, mechanical, chemical or other test data, tests for air and water pollution and for hazardous materials, photographs and utility information. The Owner's Project Manager shall be entitled to reasonably rely upon the sufficiency and accuracy of the information furnished under this Article 3.6, provided that the Owner's Project Manager shall notify the Owner in writing of any deficiencies in such data that the Owner's Project Manager becomes aware of.

ARTICLE 4: RESPONSIBILITIES OF THE OWNER'S PROJECT MANAGER

- 4.1 The Owner's Project Manager shall provide project management services to monitor procurement procedures, design, construction and other related activities and to facilitate, coordinate and manage the Project with respect to timely performance in accordance with the Project Schedule and monitor the quality of services and workmanship and shall recommend courses of action to the Owner when respective contractual requirements are not being fulfilled. Services shall continue through substantial use and occupancy by the Owner, and Project closeout. As part of Basic Services, the Owner's Project Manager shall provide information as requested during final auditing as conducted by the Authority.
- 4.2 The Owner's Project Manager shall perform the services required under this Contract in conformance with applicable federal, state, and local laws, ordinances and regulations.
- 4.3 The Owner's Project Manager shall report to the Owner any act or inaction in connection with the Project which the Owner's Project Manager believes creates a substantial health or safety risk. Notwithstanding the immediately preceding sentence, the Owner's Project Manager shall not assume responsibility for safety precautions and programs in connection with the Project, which shall remain the sole responsibility of the Contractor or CM at Risk, as the case may be.
- 4.4 The Owner's Project Manager shall comply with terms and conditions of all project agreements executed between the Owner and the Authority and any and all administrative directives issued by the Authority now in effect or hereafter promulgated during the term of this Contract, without any additional compensation. The Owner shall reasonably compensate the Owner's Project Manager for complying with any such term or condition or directive, that was not provided to or was not readily available to the Owner's Project Manager prior to such Services being performed and that materially impacts the Owner's Project Manager's scope, or other aspect of its Services, Fee, schedule, or any obligations and responsibilities under this Contract.

- 4.5 The Owner's Project Manager acknowledges the importance that the Owner attributes to the abilities and qualifications of the key members of the Owner's Project Manager's team, including Subconsultants, and the continuity of key members participation in the services to be provided under this Contract. This Contract has been entered into on the representation of the Owner's Project Manager that the individuals, consultants, assignments and responsibilities will be maintained throughout the duration of this engagement. No substitution or replacement of individuals or change in the Subconsultants, listed in Attachment B, shall take place without the prior written approval of the Owner and the Authority, except when necessitated by causes beyond the Owner's Project Manager's control. If the Owner's Project Manager proposes to replace one of the key members of the Owner's Project Manager's team, the Owner's Project Manager shall propose a person or consultant with qualifications at least equal to the person or firm the Owner's Project Manager proposes to replace. The Owner and the Authority shall have the right to approve any substitution or replacement or change in status for the persons or Subconsultants listed in Attachment B and such approval shall not be unreasonably withheld. At the request of the Owner, the Owner's Project Manager shall consult with the Owner to resolve any situation in which the Owner determines that a member of the Owner's Project Manager's team is failing to perform services in an acceptable manner to the Owner. The Owner shall have the right to direct the removal of any such person or consultant. No act or omission of the Owner or the Authority made or permitted under this Section shall relieve the Owner's Project Manager of its responsibility for the performance of the services specified in this Contract.
- 4.6 The Owner's Project Manager shall employ at all times professional and support personnel with requisite expertise and adequate numbers to assure the complete, timely and high quality performance of the obligations of the Owner's Project Manager.
- 4.7 The Owner's Project Manager shall be and shall remain liable to the Owner for all damages incurred by the Owner as a result of the failure of the Owner's Project Manager to perform in conformance with the terms and conditions of this Contract.

ARTICLE 5: SUBCONSULTANTS

- 5.1 The Owner's Project Manager may employ Subconsultants, subject to the prior written approval of the Owner and subject to Paragraph 10.3 in order to perform Basic, Extra and Reimbursable services under this Contract. The employment of Subconsultants shall not in any way relieve the Owner's Project Manager from its responsibilities under this Contract. Nor shall the Owner's approval of a Subconsultant in any way relieve the Owner's Project Manager from its responsibilities under this Contract.
- 5.2 Upon request, the Owner's Project Manager shall provide the Owner copies of its agreements with Subconsultants, including amendments thereto, and shall consult with the Owner with respect to the inclusion therein of appropriate terms and conditions to assure timely, efficient and competent performance of the Subconsultants.
- 5.3 No substitution of Subconsultants and no use of additional Subconsultants shall be made without prior written approval of the Owner, which approval shall not be unreasonably withheld.
- 5.4 The OPM shall be responsible for all compensation to be paid to a subconsultant. No Subconsultant shall have recourse against the Owner or the Authority for payment of monies

alleged to be owed to the Subconsultant by the Owner's Project Manager, and the Owner's Project Manager shall include in all contracts with its Subconsultants language so providing.

- 5.5 All contracts between the Owner's Project Manager and its Subconsultants shall include a provision in which the Owner's rights to initiate corrective action shall be stipulated

ARTICLE 6: TERM AND TIMELY PERFORMANCE

- 6.1 The Owner's Project Manager acknowledges that expeditious completion of the Owner's Project Manager's services and the Project is of the utmost importance to the Owner. The term of this Agreement shall commence on the date stipulated in an Approval to proceed from the Owner. The Owner's Project Manager shall complete the services required under this Contract in a prompt and continuous manner. The Owner's Project Manager shall perform its services in a timely manner and shall not delay the work of the Designer, Contractor or CM at Risk. The Owner's Project Manager shall monitor the performance of the Designer and the Contractor or CM at Risk in accordance with schedules of performance that are established under their contracts with the Owner. The Owner's Project Manager shall immediately advise the Owner, as well as the Designer or the Contractor or CM at Risk, in writing, any time the Owner's Project Manager determines that either the Designer or the Contractor's or CM at Risk's performance is jeopardizing the Project Schedule or the Project Budget.
- 6.2 Time is of the essence in the performance of the Owner's Project Manager's obligations under this Agreement and under any amendment. The Owner's Project Manager agrees that no other work in its organization will be permitted to interfere with its timely performance of the work required under this Agreement or any amendment.
- 6.3 The Owner's Project Manager's services are to be provided in accordance with the time schedule set forth in the Feasibility Study Agreement and the Project Scope and Budget Agreement. If the schedule changes causing the need for revisions to the Owner's Project Manager's services, the Owner's Project Manager shall notify the Owner of the revisions to its services. The Owner shall have the right to extend the term of this Contract by amendment. All the rights and obligations of the parties for such extended periods shall be as set forth in this Contract or in the amendment.

ARTICLE 7: COMPENSATION

- 7.1 For the satisfactory performance of all services required pursuant to this Contract, excluding those services specified under Articles 9 and 10, the Owner's Project Manager shall be compensated by the Owner in an amount up to the Not-to-Exceed Fee for Basic Services, identified on Attachment A. The Owner's Project Manager shall submit invoices on a monthly basis in accordance with the Payment Schedule included as Attachment A. The Owner shall make payments to the Owner's Project Manager within 30 days of the Owner's approval of the invoice, which approval shall not be unreasonably withheld or delayed.
- 7.2 The Fee for Basic Services shall include, but not necessarily be limited to, all labor, overhead, profit, insurance, legal services, transportation, communication expenses, reasonable printing and copying necessary for completion of the Project. The fee for Basic Services also shall include (a) the costs of rebidding and resolicitation of proposals, bids, or

qualifications if due to the fault of the Owner's Project Manager, and (b) assisting the Owner as provided by section 8.1.4.2 in litigation or resolution of claims or other administrative proceedings associated with a bid protest arising out of the Designer contract or the construction contract and for assistance beyond the requirements of 8.1.4.2 if such litigation or claims are due to the fault of the Owner's Project Manager.

- 7.3 When the Owner's Project Manager receives payment from the Owner, the Owner's Project Manager shall promptly make payment to each Subconsultant whose work was included in the work for which such payment was received. The Owner shall have the contractual right to investigate any breach of performance of a Subconsultant and to initiate corrective measures it determines are necessary and in the best interest of the Owner. All contracts between the Owner's Project Manager and its Subconsultants shall include a provision in which the Owner's rights to initiate corrective action shall be stipulated.
- 7.4 The Owner's Project Manager shall be paid the remainder of the Fee for Basic Services, less previous payments, upon acceptance by the Owner of the Certificate of Final Completion and submission of evaluations.

ARTICLE 8: BASIC SERVICES

The Owner's Project Manager shall perform the following Basic Services:

8.1 Project Management (For All Phases)

- 8.1.1 The Owner's Project Manager shall prepare a communication and document control procedure during the Feasibility Study/Schematic Design Phase and continue to update it as specified for the duration of the Project. This procedure shall detail the responsibilities and lines of communication among all Project participants (Owner, Authority, Owner's Project Manager, Designer, Contractor or CM at Risk, Subcontractors, Trade Contractors, Non-Trade Contractors and other consultants, vendors or suppliers) and establish the procedure for correspondence, document control, designer and contractor or CM at Risk submittal logs, change order reporting logs and other tracking logs, as needed. The Owner's Project Manager shall include the Designer in its distribution of the Project Budget, Schedule, Monthly Progress Report and other reports as appropriate and as outlined in the Communications Plan.
- 8.1.1.2 The Owner's Project Manager shall assist the Owner in the preparation of all information, material, documentation, and reports that may be required or requested by the Authority, including without limitation, documentation related to incentive reimbursement percentage points that may be awarded to the Owner by the Authority, requests for reimbursement, and audit materials.
- 8.1.1.3 The Owner's Project Manager shall prepare agendas for and attend school building committee meetings, attend meetings with other representatives of the Owner, municipal administration and the school department, and attend neighborhood meetings relating to the Project, and participate as a member of the Owner's Prequalification Committee. The Owner's Project Manager shall take minutes of all of the above-referenced meetings and promptly distribute minutes of these meetings to the Owner.

- 8.1.1.4 The Owner's Project Manager shall review all applications for payments, requisitions and invoices relating to the Project as submitted by the Designer, equipment vendors and all other contractors and suppliers and make recommendations to the Owner relative to amounts due.

8.1.2 Project Control

During the Feasibility Study/Schematic Design Phase of this Contract, the Owner's Project Manager shall monitor and report to the Owner and the Authority any changes to the Feasibility Study Budget, Scope and Schedule established in the Owner-Authority Feasibility Study Agreement.

8.1.2.1 Project Budget

The Owner's Project Manager shall prepare a detailed baseline Project Budget in a form acceptable to the Owner and the Authority, which will be reviewed and agreed upon by the Owner and the Authority as part of the Project Scope and Budget Agreement and further subject to approval by the MSBA. The Owner's Project Manager shall monitor and compare all Designer estimates, contractor bids, Guaranteed Maximum Price (if applicable), and other cost information to this Project Budget and identify and report all variances to the Owner and the Authority. The Owner's Project Manager shall maintain and update the baseline Project Budget throughout the term of this Contract. The Owner's Project Manager shall report any variances to the baseline Project Budget as part of the Monthly Progress Report.

The Owner's Project Manager shall prepare revisions to the baseline Project Budget, as needed, and submit them to the Owner for approval.

8.1.2.2 Cost Estimating

The Owner's Project Manager shall prepare detailed independent cost estimates at each Design phase (feasibility/schematic).when required by the Owner. If the Owner requires the Owner's Project Manager to prepare an independent cost estimate, the Owner's Project Manager shall compare its cost estimate to that prepared by the Designer to identify and notify the Owner of any variances.

In the event that the cost as estimated by the Designer exceeds the construction cost in the Project Budget at any of the Design phases, the Owner's Project Manager shall consult with the Designer and recommend to the Owner appropriate revisions to the scope of work.

The Owner's Project Manager shall provide cost estimating services, as may be required, to develop cash flows.

During the schematic design Phase, the Owner's Project Manager shall prepare a construction cost estimate in Uniformat II Level 2 format with aggregated unit rates and quantities supporting each item.

8.1.2.3 Project Schedule

The Owner's Project Manager shall prepare a Project Schedule in a form acceptable to the Owner and the Authority, which will be reviewed and agreed upon by the Authority as part of the Project Scope and Budget Agreement and further subject to approval by the Authority.

The Owner's Project Manager shall prepare revisions to the Project Schedule, as needed, and submit them to the Owner for approval.

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8.1.3 Monthly Progress Report

The Owner's Project Manager shall submit to the Owner and the Authority no later than the twelfth day of each calendar month a written Monthly Progress Report summarizing activity during the preceding calendar month. The Monthly Progress Report shall be submitted in a format acceptable to the Authority and shall describe work performed by all project participants (OPM, Designer, Contractor or CM at Risk) during the reporting period and work planned for the next reporting period. The report shall also address matters of schedule adherence (Project Schedule as well as individual completion percentages for design and construction), costs to date (updated Project Budget and actual expenses incurred), change orders and potential change orders, cash flow projections, Contractor's or CM at Risk's safety performance, Designer's QA/QC, Contractor's or CM at Risk's environmental compliance, community issues, Designer and Contractor or CM at Risk's MBE/WBE activities, the Designer and Contractor or CM at Risk's M.G.L. c. 149 Workforce Participation activities, any issues that could result in additional time and/or additional costs and any anticipated problems/concerns together with recommended solutions.

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8.1.5 MBE/WBE and Workforce Participation Compliance Monitoring (All Phases)

- (a) The Owner's Project Manager shall monitor and report on the Designer's and Contractor's or CM at Risk's compliance with MBE/WBE requirements as set forth in M.G.L. c. 7C, §6 and M.G.L. c. 7, §61.
- (b) The Owner's Project Manager shall monitor and report on the Designer's and Contractor's or CM at Risk's compliance with the Commonwealth's Workforce Participation requirements set forth in M.G.L. c. 149, § 44A(2)(g).

8.1.6 Site Investigations and Environmental Testing

Prior to Designer Selection, the Owner's Project Manager shall assist the Owner in determining the need for and the implementation of site evaluation and testing including, but not necessarily limited to, site surveys, wetlands evaluation, environmental evaluations, hazardous materials evaluation, subsurface testing (percolation tests, test pits, borings, etc.), destructive testing and other investigative work in the case of renovation projects. The determination that any additional

services or testing need to be performed shall rest with the Owner or Designer.

8.1.7 Project Records and Reports (All Phases)

The Owner's Project Manager shall maintain a complete Project file including, but not necessarily limited to, a copy of the executed agreements of the Owner-Owner's Project Manager, Owner-Architect/Engineer and the Owner-Contractor or Owner- CM at Risk, including copies of performance and payment bonds, a master list of permits, certificates of insurance, licenses and approvals for the Project, correspondence, daily reports, payment records, shop drawings, submittals, project schedules, requests for information, change orders/amendments, change directives and meeting minutes. The Owner's Project Manager shall assist the Owner in responding to any public records request received by the Owner.

8.2 Feasibility Study/Schematic Design Phase

8.2.1 Designer Selection

The Owner's Project Manager shall coordinate the designer selection process for the Owner in accordance with the Authority's Designer Selection Guidelines. Services shall include:

- 8.2.1.1 The Owner's Project Manager shall assist the Owner in preparing the schedule for designer selection, advertisement, request for services, selection criteria and other materials required for the application package in accordance with Authority guidelines and submit to the Authority for review and approval prior to advertising.
- 8.2.1.2 The Owner's Project Manager shall record the names and addresses of all designers who request an application package, shall notify all interested designers of any changes to the request for services or application package and shall respond to project specific questions. The Owner's Project Manager shall complete reference checks on all applicants and provide the Owner with a report on the references.
- 8.2.1.3 The Owner's Project Manager shall review each submitted application to be sure it is complete and shall submit the application packages as well as the completed references to the Authority at least two weeks before the targeted Designer Selection Panel meeting.
- 8.2.1.4 The Owner's Project Manager shall present the project particulars and the results of the reference checks to the Authority's Designer Selection Panel.
- 8.2.1.5 The Owner's Project Manager shall assist the Owner in the negotiation of the design contract with the first-ranked firm.

8.2.2 Feasibility Study/Schematic Design

The Owner's Project Manager shall monitor the activities and responsibilities of the Designer during this phase and assist the Owner in the review of the proposed scope, schedule and budget, developed by the Designer, including the review of the Designer's preliminary drawings. The Owner's Project Manager shall:

- a. Prepare independent construction cost estimates pursuant to Section

8.1.2.2 of this Contract for comparison with the Designer's cost estimates. (Two estimates during Task 8.2.2)

b. Work with the Owner and Designer to prepare the Project Schedule.

- 8.2.2.1 The Owner's Project Manager shall review the schematic design to recommend Value Engineering Changes (VEC) to the Owner. A Value Engineering Change shall include an analysis of the constructability, cost, quality and schedule impact. The Designer will be responsible for a thorough review and recommendation on the technical merit of any VEC.
- 8.2.2.2 The Owner's Project Manager shall lead design coordination meetings every two weeks, between the Designer and the Owner and, as required, the Authority, to provide for review and discussion of design/engineering related issues. The Owner's Project Manager shall provide technical assistance to the Owner. The Owner's Project Manager shall take and distribute minutes of these meetings to the Owner.
- 8.2.2.3 The Owner's Project Manager shall assist in the implementation of additional site evaluation and testing as required by the Designer, including, but not necessarily limited to, site surveys, wetlands evaluation, environmental evaluations, hazardous materials evaluation, subsurface testing (percolation tests, test pits, borings, etc.), destructive testing and other investigative work in the case of renovation projects.
- 8.2.2.4 The Owner's Project Manager shall monitor the status of the Designer contract including monitoring the schedule of the Designer, provide review and comment of Designer's work product and make recommendations to the Owner when, in the opinion of the Owner's Project Manager, requirements of the Designer's contract with the Owner are not being fulfilled.
- 8.2.2.5 The Owner's Project Manager shall meet with the Owner, Designer and other project participants as necessary.
- 8.2.2.6 The Owner's Project Manager shall assist the Owner with the completion of grant applications for funding for the study of green design strategies and assist by identifying green strategies, as appropriate, for study during this phase. The Owner's Project Manager shall assist the Owner and Designer, as needed, in the preparation of the certification required for Green Schools in accordance with the current edition of the MA-CHPS or LEED for Schools guidelines.
- 8.2.2.7 The Owner's Project Manager shall assist the Owner in determining the appropriate construction delivery methodology for the Proposed Project. In providing such assistance, the Owner's Project Manager, in conjunction with the Designer, shall advise the Owner on the relative advantages and disadvantages associated with each of the construction delivery methods provided in M.G.L. Chapters 149 and 149A. The services provided by the Owner's Project Manager in assisting and advising the Owner in its determination of the appropriate construction delivery methodology shall be included in Basic Services.

If the Owner elects to proceed with the CM at Risk construction delivery method when directed by the Owner, the Owner's Project Manager shall, in a

timely manner, assist and advise the Owner in properly preparing and submitting to the Office of the Inspector General, the application to proceed with the CM at Risk construction delivery method and in obtaining a notice to proceed, in accordance with the provisions of M.G.L. c. 149A, § 4, and the applicable regulations and procedures promulgated by the Inspector General. The Owner's Project Manager shall assist the Owner in correcting and resubmitting the application to proceed, as necessary, and in responding to any requests for additional information from the office of the Inspector General.. The services provided by the Owner's Project Manager in assisting and advising the Owner with the preparation and submission of the application to proceed with the CM at Risk construction delivery method shall be included in Basic Services.

If the Inspector General issues a notice to proceed with the CM at Risk delivery method, and if the Owner, at its option, authorizes the Owner's Project Manager to perform services for subsequent design phases and/or the Construction Phases and Completion Phase, the Parties will enter into a mutually agreed upon amendment to this Contract using the amended Contract language for CM at Risk delivery method prescribed by the Authority. In the event that the Inspector General does not issue a notice to proceed with the CM at Risk delivery method, the Owner, at its option, may elect to construct the project in accordance with the provisions of M.G.L. c. 149.

INTENTIONALLY LEFT BLANK FOR INSERTION OF ARTICLES 8.3 THROUGH 8.8 FOR EITHER DBB OR CM AT RISK CONSTRUCTION DELIVERY METHOD AT THE ELECTION OF THE OWNER AND BY AMENDMENT TO THE CONTRACT

ARTICLE 9: EXTRA SERVICES

9.1 General

9.1.1 Extra Services are those services requested by the Owner to be performed by the Owner's Project Manager but which are additional (or "extra") to the services performed as Basic Services. Such services are not included in the Fee for Basic Services and shall be invoiced and paid for separately. Extra services shall not be deemed authorized until a written Approval is received from the Owner.

9.1.2 The proposed cost, scope and schedule of all Extra Services shall be presented to and approved by the Owner in writing prior to the performance of any Extra Services.

9.1.3 Cost proposals for Extra Services shall be computed in accordance with the Hourly Rate Schedule established in Attachment A.

9.2 Unless specifically prohibited elsewhere and with the prior written Approval of the Owner, the Owner's Project Manager shall perform any of the following services as Extra Services:

- 9.2.1 Preparing special studies, reports, or applications at the written direction of the Owner, other than those specifically required herein as part of Basic Services;
 - 9.2.2 Assisting in the appeals process of permitting boards or commissions;
 - 9.2.3 Rebidding, resolicitation, or re-advertising for bids, proposals, or qualifications unless made necessary by the fault of the Owner's Project Manager, in which events such rebidding shall be deemed part of Basic Services;
 - 9.2.4 Furnishing services in connection with a bid protest filed in court or with the Office of the Attorney General, provided such activities did not arise due to the fault of the Owner's Project Manager;
 - 9.2.5 Furnishing services in excess of Basic Services made necessary by the termination of the General Contractor or CM at Risk;
 - 9.2.6 Providing consultation with respect to replacement of work damaged by fire or other casualty during construction;
 - 9.2.7 Assisting the Owner in litigation, claims resolution or non-binding mediation arising out of the Designer contract or the construction contract, provided such litigation or claims did not arise due to the fault of the Owner's Project Manager; and
 - 9.2.8 Providing other services requested by the Owner that are not included as Basic Services pursuant to this Contract.
- 9.3 Invoices for Extra Services shall be accompanied by a complete breakdown listing the name, payroll title, date, number of hours by day, hourly rate and extended amount, per specified task of Extra Services performed. Hourly rates shall be in accordance with the Hourly Rate Schedule in Attachment A.

ARTICLE 10: REIMBURSABLE EXPENSES

- 10.1 For coordination and responsibility for the work described in the following paragraphs 10.1.1 and 10.1.2, the Owner's Project Manager shall be reimbursed its actual costs and those of its Subconsultants, supported by invoices or receipts, plus 10%. The following are reimbursable expenses:
- 10.1.1 Certain out of pocket expenses paid by the Owner's Project Manager such as filing fees, and permit fees that are normally paid by the Owner; travel to fabrication or manufacturing locations to identify completed, identified, and stored materials or equipment specifically for the Project; field office furnishings.
 - 10.1.2 Any other specially authorized reimbursement deemed essential by the Owner, in the Owner's sole discretion, in writing.
- 10.2 Non-Reimbursable Items: The Owner shall not reimburse the Owner's Project Manager or its Subconsultants for travel expenses, sustenance, telephone, facsimiles, electronic mails, postage and delivery expenses, unless specifically required elsewhere in this Contract.

- 10.3 The Owner's Project Manager shall not be entitled to compensation under this Article for the services of Subconsultants hired to perform Basic Services under this Contract. If a Subconsultant hired to perform Basic Services performs Extra Services approved by the Owner, compensation for such Extra Services shall be made under Article 9.

ARTICLE 11: RELEASE AND DISCHARGE

- 11.1 The acceptance by the Owner's Project Manager of the last payment under the provisions of Article 7 or Article 12 in the event of termination of the Contract, shall in each instance, operate as and be a release to the Owner and the Authority and their employees and agents, from all claims of the Owner's Project Manager and its Subconsultants for payment for services performed and/or furnished, except for those written claims submitted by the Owner's Project Manager to the Owner and Authority with, or prior to, the last invoice.

ARTICLE 12: ASSIGNMENT, SUSPENSION, TERMINATION

12.1 Assignment:

- 12.1.1 The Owner's Project Manager shall not assign or transfer any part of its services or obligations under this Contract (other than as specified in Article 5), without the prior written approval of the Owner and the Authority. Likewise, any successor to the Owner's Project Manager must first be approved by the Owner and the Authority before performing any services under this Contract. Such written consent shall not in any way relieve the Owner's Project Manager or its assignee from its responsibilities under this Contract.

12.2 Suspension

- 12.2.1 The Owner may, at any time, upon seven (7) days written notice to the Owner's Project Manager, suspend this Contract. If the Owner provides such written notice, the Owner's Project Manager shall be compensated for work satisfactorily performed in accordance with the Contract terms prior to the effective date of such suspension for which invoices have been properly submitted.

12.3 Termination

- 12.3.1 By written notice to the Owner's Project Manager, the Owner may, with prior written approval of the Authority, terminate this Contract at any time with or without cause. If such termination shall occur through no fault of the Owner's Project Manager, all compensation and reimbursement due to the Owner's Project Manager in accordance with the Contract terms, for work satisfactorily performed up to the date of termination, including proportionate payment for portions of the work started but incomplete at the time of termination, shall be paid to the Owner's Project Manager, provided no payment shall be made for work not yet performed or for anticipated profit on unperformed work. If such termination is for cause then

no further payment shall be due to the Owner's Project Manager beyond the date of termination.

12.3.2 By written notice to the Owner and the Authority, the Owner's Project Manager may terminate this Contract:

- (a) if the Owner, within thirty (30) days following written notice from the Owner's Project Manager of any material default by the Owner under the Contract, shall have failed to cure such default; or
- (b) if, after the Owner's Project Manager has performed all services required during any phase prior to construction, at least six (6) months have elapsed without receipt by the Owner's Project Manager of Approval to proceed with the next Phase of the Project, provided the delay was not the fault of the Owner's Project Manager. This provision shall not apply to an Owner's Project Manager who has received a notice of suspension pursuant to Article 12.2.
- (c) Upon a proper termination by the Owner's Project Manager, the Owner's Project Manager shall be compensated as provided in 12.3.1 above regarding termination without cause.

ARTICLE 13: NOTICES

13.1 Any notice required to be given by the Owner or Authority to the Owner's Project Manager, or by the Owner's Project Manager to the Owner or Authority, shall be deemed to have been so given, whether or not received, if mailed by certified or registered mail to the Owner's Project Manager or the Owner at the addresses indicated on page one or to the Authority at 40 Broad Street, Boston, Massachusetts 02109. Notices to the Authority shall be sent to the attention of the Director of Capital Planning.

ARTICLE 14: INDEMNIFICATION OF OWNER AND AUTHORITY

14.1 With respect to professional services rendered by Owner's Project Manager, to the fullest extent permitted by law, Owner's Project Manager shall defend, indemnify and hold harmless the Owner, and its officers and employees from and against all claims, damages, liabilities, injuries, costs, fees, expenses, or losses, including, without limitation, reasonable attorney's fees and costs of investigation and litigation, whatsoever which may be incurred by the Owner to the extent caused by the negligence of or the breach of any of the provisions of this Contract by the Owner's Project Manager, a person employed by the Owner's Project Manager, or any of its Subconsultants.

14.2 With respect to non-professional services rendered by Owner's Project Manager, to the fullest extent permitted by law, Owner's Project Manager shall defend, indemnify and hold harmless the Owner and the Authority, and their officers and employees from and against all claims, damages, liabilities, injuries, costs, fees, expenses, or losses, including, without limitation, reasonable attorney's fees and costs of investigation and litigation, whatsoever which may be incurred by the

Owner and/or the Authority arising out of or resulting from the performance of its services provided that such claims, damages, liabilities, injuries, costs, fees, expenses, or losses are attributable to bodily injury or death or injury to or destruction of tangible property and to the extent caused by an act or omission of the Owner's Project Manager, a person employed by the Owner's Project Manager, or any of its Subconsultants.

- 14.3 The indemnification obligation in this Article shall be in addition to, and not a limitation of, any other rights and remedies available to the Owner under this Contract or at law.

ARTICLE 15: INSURANCE

- 15.1 The Owner's Project Manager shall obtain and maintain at its sole expense all insurance required by law and as may be required by the Authority and by the Owner under the terms of this Contract. The insurance required hereunder shall be provided at the sole expense of the Owner's Project Manager or its Subconsultant, as the case may be, and shall be in full force and effect for the full term of this Contract between the Owner and the Owner's Project Manager or for such longer period as otherwise required under this Contract.
- 15.2 All policies shall be issued by companies lawfully authorized to write that type of insurance under the laws of the Commonwealth of Massachusetts with a financial strength rating of "A" or better as assigned by A.M. Best Company, or an equivalent rating assigned by a similar rating agency acceptable to the Owner and the Authority.
- 15.3 The Owner's Project Manager and its Subconsultants, shall submit to the Owner original certificates of insurance evidencing the coverage required hereunder, together with evidence that all premiums for such insurance have been fully paid simultaneously with the execution of this Contract. Certificates shall show each type of insurance, insurance company, policy number, amount of insurance, deductibles/self-insured retentions, and policy effective and expiration dates. The Owner's Project Manager shall submit updated certificates to the Owner and the Authority prior to the expiration of any of the policies referenced in the certificates so that the Owner and the Authority shall at all times possess certificates indicating current coverage. Original certificates shall be provided to the Authority by the Owner's Project Manager upon request by the Authority. Failure by the Owner's Project Manager to obtain and maintain the insurance required by this Section, to obtain all policy renewals, or to provide the respective insurance certificates as required shall constitute a material breach of the Contract and shall be just cause for termination of the services of the Owner's Project Manager under this Contract.
- 15.4 Termination, cancellation, or material modification of any insurance required by this Contract, whether by the insurer or the insured, shall not be valid unless written notice thereof is given to the Owner and the Authority at least thirty days prior to the effective date thereof, which shall be expressed in said notice.
- 15.5 The Owner's Project Manager shall require by contractual obligation, and shall ensure by the exercise of due diligence, that any Subconsultant hired in connection with the services to be provided under this Contract shall obtain and maintain all insurance required by law and as may be required by the Owner under the terms of this Contract.

- 15.6 The Owner's Project Manager or its Subconsultant, as the case may be, is responsible for the payment of any and all deductibles under all of the insurance required by this Contract. Neither the Owner nor the Authority shall be responsible for the payment of deductibles, self-insured retentions or any portion thereof.

15.7 Workers' Compensation, Commercial General Liability, Automobile Liability, and Valuable Papers

The Owner's Project Manager shall purchase and maintain at its own expense during the life of this Contract, or such other time period as provided herein, the following types and amounts of insurance, at a minimum:

- 15.7.1 Workers' Compensation Insurance in accordance with General Laws Chapter 152. The policy shall be endorsed to waive the insurer's rights of subrogation against the Owner and the Authority.
- 15.7.2 Commercial General Liability Insurance (including Premises/Operations; Products/ Completed Operations; Contractual; Independent Contractors; Broad Form Property Damage; and Personal Injury) with a minimum limit of \$1,000,000 per occurrence, \$2,000,000 aggregate. The Owner's Project Manager shall maintain such insurance in full force and effect for a minimum period of one year after final payment and shall continue to provide evidence of such coverage to the Owner and the Authority. The Owner and the Authority shall be added as an additional insured on this policy. The policy shall be endorsed to waive the insurer's rights of subrogation against the Owner and the Authority.
- 15.7.3 Comprehensive Automobile Liability Insurance (including owned, non-owned and hired vehicles) at limits of not less than:
- a. \$1,000,000 Each Person for Bodily Injury;
 - b. \$1,000,000 Each Accident for Bodily Injury; and
 - c. \$1,000,000 Each Accident for Property Damage.
- 15.7.4 Valuable Papers insurance in an amount sufficient to assure the restoration of any plans, drawings, computations, field notes, or other similar data relating to the work covered by this Contract or by the Agreement between the Owner and the Designer in the event of loss or destruction while in the custody of the Owner's Project Manager until the final fee payment is made or all data is turned over to the Owner, and this coverage shall include coverage for relevant electronic media, including, but not limited to, documents stored in computer-aided design drafting (CADD) systems.

15.8 Professional Liability

The Owner's Project Manager shall maintain professional liability insurance covering errors and omissions and negligent acts of the Owner's Project Manager and of any person or entity for whose performance the Owner's Project Manager is legally liable at all times while services are being performed under this Contract. Certificates of professional liability insurance evidencing such coverage shall be provided to the Owner on or before the effective date of this Contract and for a period of at least six years after

the earlier of: (1) the date of official acceptance of the completed Project by the Owner; (2) the date of the opening of the Project to public use; (3) the date of the acceptance by the general contractor of a final pay estimate prepared by the Owner pursuant to M.G.L. chapter 30; or (4) the date of substantial completion of the Construction Contract and the taking of possession of the Project for occupancy by the Owner. The certificates shall indicate a retroactive date that is no later than the effective date of this Contract and a limit of not less than \$1,000,000.

In the event that the Owner terminates this Contract at or before the completion of the Feasibility Study/Schematic Design Phase “without cause” as provided in Article 12.3.1; or the Contract term ends pursuant to its own provisions at the completion of the Feasibility Study/Schematic Design Phase and the Contract is not amended to authorize the Owner’s Project Manager to perform services for subsequent design phases, Construction Phases and/or Completion Phase; or the Owner otherwise elects not to proceed with the Project beyond the Feasibility Study/Schematic Design Phase, either because the Owner lacks sufficient funding for the Project or because the Authority’s Board of Directors does not approve the Project to proceed beyond the Feasibility Study/Schematic Design Phase, the Owner may, subject to the written approval of the Authority, amend this Article 15.8.

15.9 Liability of the Owner’s Project Manager

Insufficient insurance shall not release the Owner’s Project Manager from any liability for breach of its obligations under this Contract. Without limitation, the Owner’s Project Manager shall bear the risk of any loss if its valuable papers insurance coverage is insufficient to cover the loss of any work product covered by this Contract.

15.10 Waiver of Subrogation

To the extent damages are covered by property insurance, the Owner and the Owner’s Project Manager waive all rights against each other and against the General Contractor or CM at Risk, Subcontractors, Trade Contractors, Non-Trade Contractors, consultants, agents, and employees of the other for damages caused by fire or other causes of loss, except such rights as they may have to the proceeds of such insurance as set forth in the Owner-Contractor Agreement or the Owner-CM at Risk Agreement. The Owner shall require of the General Contractor or CM at Risk, Subcontractors, Trade Contractors, Non-Trade Contractors Owner’s Project Manager, consultants, Subconsultants, and agents and employees, by appropriate agreements, written where legally required for validity, similar waivers each in favor of other parties enumerated herein. The policies shall provide such waivers of subrogation by endorsement or otherwise. A waiver of subrogation shall be effective as to a person or entity even though that person or entity would otherwise have a duty of indemnification, contractual or otherwise, did not pay the insurance premium directly or indirectly, and whether or not the person or entity had an insurable interest in the property damaged.

ARTICLE 16: OWNERSHIP OF DOCUMENTS

16.1 Unless provided otherwise by law, ownership and possession of all information, data, reports, studies, designs, drawings, specifications, materials, documents, models, and any other documentation, product or tangible materials authored or prepared, in whole or in

part, or purchased, obtained, created by the Owner's Project Manager pursuant to this Contract (collectively, the "Materials"), other than the Owner's Project Manager's administrative communications, records, and files relating to this Contract, shall be the sole property of, and shall vest in, the Owner as "works made for hire" or otherwise. The Owner will own the exclusive rights, worldwide and royalty-free, to and in all Materials prepared and produced by the Owner's Project Manager pursuant to this Contract, including, but not limited to, United States and International patents, copyrights, trade secrets, know-how and any other intellectual property rights, and the Owner shall have the exclusive, unlimited and unrestricted right, worldwide and royalty-free, to publish, reproduce, distribute, transmit and publicly display all Materials prepared by the Owner's Project Manager. At the completion or termination of the Owner's Project Manager's services, all original Materials shall be promptly turned over to the Owner.

ARTICLE 17: REGULATORY AND STATUTORY REQUIREMENTS

- 17.1 Truth-in-Negotiations Certificate: If the Owner's Project Manager's fee is negotiated, by signing this Contract, the Owner's Project Manager hereby certifies to the following:
- 17.1.1 Wage rates and other costs used to support the Owner's Project Manager's compensation are accurate, complete, and current at the time of contracting; and
 - 17.1.2 The Contract price and any additions to the Contract may be adjusted within one year of completion of the Contract to exclude any significant amounts if the Owner determines that the fee was increased by such amounts due to inaccurate, incomplete or non-current wage rates or other costs.
- 17.2 The person signing this Contract certifies, as a principal or director of the Owner's Project Manager, that the Owner's Project Manager has not given, offered or agreed to give any person, corporation, or other entity any gift, contribution or offer of employment as an inducement for, or in connection with, the award of this Contract; no consultant to or Subconsultant for the Owner's Project Manager has given, offered or agreed to give any gift, contribution or offer of employment to the Owner's Project Manager, or to any other person, corporation, or entity as an inducement for, or in connection with, the award to the Owner's Project Manager or Subconsultant of a contract by the Owner's Project Manager; and no person, corporation or other entity, other than a bona fide full-time employee of the Owner's Project Manager, has been retained or hired by the Owner's Project Manager to solicit for or in any way assist the Owner's Project Manager in obtaining this Contract upon an agreement or understanding that such person, corporation or other entity be paid a fee or other consideration contingent upon the award of this Contract .
- 17.3 Revenue Enforcement and Protection Program (REAP): Pursuant to Massachusetts General Laws, Chapter 62C, Section 49A, the undersigned certifies under the penalties of perjury that to the best of his/her knowledge and belief that the Owner's Project Manager and the principals thereof are in compliance with all laws of the commonwealth relating to taxes, reporting of employees and contractors, and withholding and remitting child support.
- 17.4 Interest of Owner's Project Manager: The Owner's Project Manager hereby certifies that it is in compliance with the provisions of General Laws Chapter 268A whenever

- applicable. The Owner's Project Manager covenants that 1) he/she presently has no financial interest and shall not acquire any such interest direct or indirect, which would conflict in any manner or degree with the services required to be performed under this Contract or which would violate M.G.L. Chapter 268A, as amended from time-to-time; 2) in the performance of this Contract, no person having any such interest shall be employed by the Owner's Project Manager; and 3) no partner or employee of the firm is related by blood or marriage to any officer, official, or employee of the Owner, unless approved by the State Ethics Commission.
- 17.5 Equal Opportunity: The Owner's Project Manager shall not discriminate in employment against any person on the basis of race, color, religion, national origin, sex, sexual orientation, age, ancestry, disability, marital status, veteran status, membership in the armed forces, presence of children, or political beliefs. The Owner's Project Manager shall comply with all provisions of Title VI of the Civil Rights Act of 1964 and M.G.L. c.151B.
- 17.6 Certification of Non-Collusion: The Owner's Project Manager certifies under penalties of perjury that its proposal has been made in and submitted in good faith and without collusion or fraud with any other person. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.
- 17.7 Governing Law: This Contract shall be governed by the laws of the Commonwealth of Massachusetts.
- 17.8 Dispute Resolution: If a dispute arises between the parties related to this Contract, the parties agree to use the following procedures to resolve the dispute: (a) Negotiation. A meeting shall be held between representatives of the parties with decision-making authority regarding the dispute to attempt in good faith to negotiate a resolution of the dispute; such meeting shall be held within fourteen calendar days of a party's written request for such a meeting; (b) Mediation. If the parties fail to negotiate a resolution of the dispute, they shall submit the dispute to mediation as a condition precedent to litigation and shall bear equally the costs of the mediation. The parties shall jointly appoint a mutually acceptable mediator; they shall seek assistance from an independent third party in such appointment if they have been unable to agree upon such appointment within 30 days of the meeting just noted in (a) above; (c) Litigation. If the parties fail to resolve the dispute through mediation, or are unable to convene mediation within 90 days of first attempting to do so, then either party may file suit in accordance with Article 17.9; and (d) This paragraph of dispute resolution provisions shall survive termination of this Contract.
- 17.9 Venue: Any suit by either party arising under this Contract shall be brought only in the a court of competent jurisdiction in the county where the Project is located. The parties hereto waive any argument that this venue is improper or that the forum is inconvenient.

ATTACHMENT A

PAYMENT SCHEDULE

In consideration of Owner's Project Manager's delivery of Basic Services, the Owner shall pay the Owner's Project Manager on an hourly basis, up to a total fee that shall not exceed **\$[insert total fee amount]**. The **\$[insert total fee amount]** fee is a cap for Basic Services related to this Contract, and the actual amount paid by the Owner for Basic Services required during the duration of this Contract may be an amount less than **\$[insert total fee amount]**. The Owner's Project Manager shall invoice the Owner based on hours worked pursuant to this Contract, according to the hourly rates below and the schedule set forth below. During the course of this Contract, the rates in effect shall not be increased above those delineated in the following table:

Hourly Rate Schedule

<u>Title</u>	<u>Rate/Hr.</u>
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The Owner's Project Manager shall perform the Services in accordance with the following Schedule:

<u>Project Phase/Item of Work</u>	<u>Not-to-Exceed Fee</u>	<u>Completion Date</u>
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Feasibility Study/Schematic Design Phase

Design Development/Construction
Document/Bidding Phase

Construction Phase/Final Completion

Extra Services
(Identify by Category)

Reimbursable Services (Identify by
Category)

Independent Cost Estimates

Task 8.2.2 – Up to two estimates	\$X/per estimate	N/A
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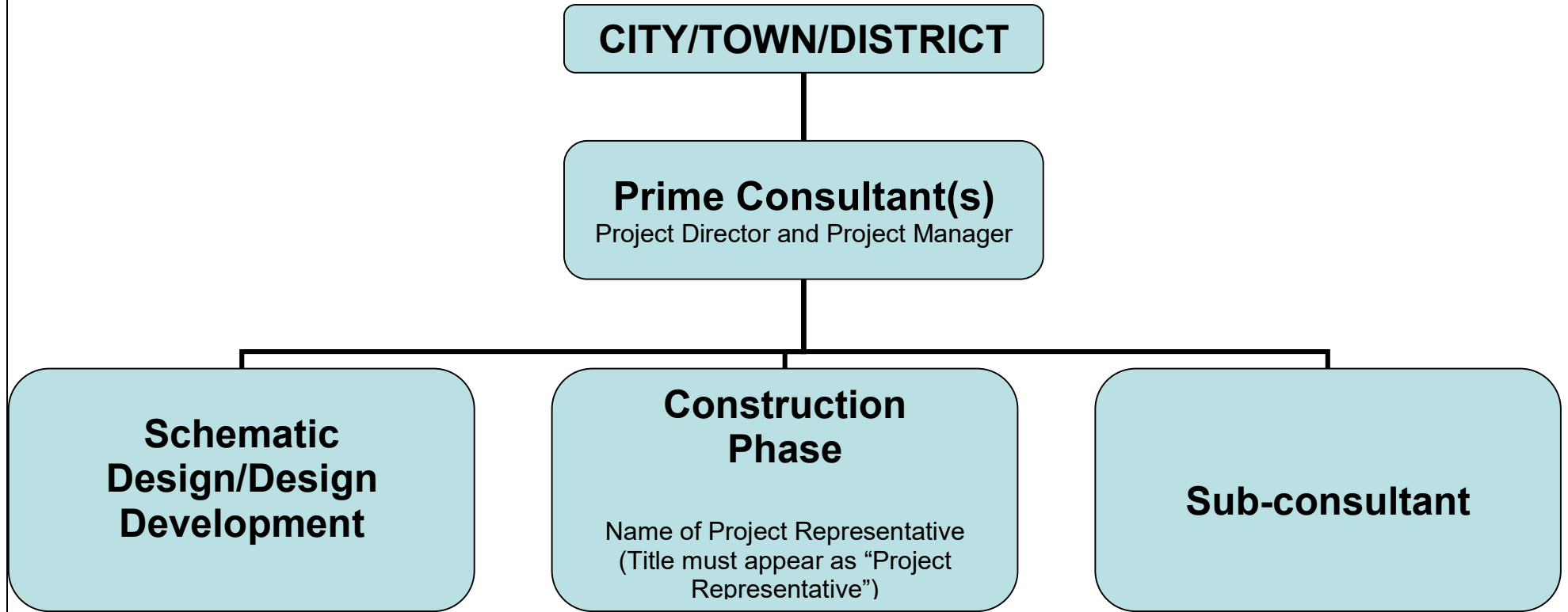
Task 8.4.2 – One Estimate	\$X/per estimate	N/A
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ATTACHMENT C
OPM Application Form – March 2017

Owner's Project Manager Application Form – March 2017																																							
<p>1. Project Name/Location for Which Firm is Filing:</p> <p>1a. MSBA Project Number:</p>																																							
<p>2a. Respondent, Firm (Or Joint-Venture) - Name And Address Of Primary Office To Perform The Work:</p>		<p>2b. Name And Address Of Other Participating Offices Of The Prime Applicant, If Different From Item 3a Above:</p>																																					
<p>2c. Date Present And Predecessor Firms Were Established:</p>		<p>2d. Name And Address Of Parent Company, If Any:</p>																																					
<p>2e. Federal ID #:</p>		<p>2f. Name of Proposed Project Director:</p>																																					
<p>3. Personnel From Prime Firm Included In Question #2 Above By Discipline (List Each Person Only Once, By Primary Function -- Average Number Employed Throughout The Preceding 6 Month Period. Indicate Both The Total Number In Each Discipline):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Admin. Personnel</td> <td style="width: 10%; text-align: center;">_____</td> <td style="width: 25%;">Cost Estimators</td> <td style="width: 10%; text-align: center;">_____</td> <td style="width: 20%;">Other</td> <td style="width: 10%; text-align: center;">_____</td> </tr> <tr> <td>Architects</td> <td style="text-align: center;">_____</td> <td>Electrical Engrs.</td> <td style="text-align: center;">_____</td> <td></td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Acoustical Engrs.</td> <td style="text-align: center;">_____</td> <td>Environmental Engrs.</td> <td style="text-align: center;">_____</td> <td></td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Civil Engrs.</td> <td style="text-align: center;">_____</td> <td>Licensed Site Profs.</td> <td style="text-align: center;">_____</td> <td></td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Code Specialists</td> <td style="text-align: center;">_____</td> <td>Mechanical Engrs.</td> <td style="text-align: center;">_____</td> <td></td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Construction Inspectors</td> <td style="text-align: center;">_____</td> <td></td> <td></td> <td>Total</td> <td style="text-align: center;">_____</td> </tr> </table>				Admin. Personnel	_____	Cost Estimators	_____	Other	_____	Architects	_____	Electrical Engrs.	_____		_____	Acoustical Engrs.	_____	Environmental Engrs.	_____		_____	Civil Engrs.	_____	Licensed Site Profs.	_____		_____	Code Specialists	_____	Mechanical Engrs.	_____		_____	Construction Inspectors	_____			Total	_____
Admin. Personnel	_____	Cost Estimators	_____	Other	_____																																		
Architects	_____	Electrical Engrs.	_____		_____																																		
Acoustical Engrs.	_____	Environmental Engrs.	_____		_____																																		
Civil Engrs.	_____	Licensed Site Profs.	_____		_____																																		
Code Specialists	_____	Mechanical Engrs.	_____		_____																																		
Construction Inspectors	_____			Total	_____																																		
<p>4. Has this Joint-Venture previously worked together? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>																																							

5.

List **ONLY** Those Prime and Sub-Consultant Personnel identified as Key personnel in the Response to Request for Services. This Information Should Be Presented Below In The Form Of An Organizational Chart modified to fit the firm's proposed management approach. Include Name of Firm And Name Of The Person:



6. Brief Resume for Key Personnel ONLY as indicated in the Request for Services. Resumes Should Be Consistent With The Persons Listed On The Organizational Chart In Question # 5. Additional Sheets Should Be Provided Only As Required For The Number Of Key Personnel And They Must Be In The Format Provided. By Including A Firm As A Subconsultant, The Prime Applicant Certifies That The Listed Firm Has Agreed To Work On This Project, Should The Team Be Selected.	
a. Name And Title Within Firm:	a. Name And Title Within Firm:
b. Project Assignment:	b. Project Assignment:
c. Name And Address Of Office In Which Individual Identified In 6a Resides:	c. Name And Address Of Office In Which Individual Identified In 6a Resides:
d. Years Experience: With This Firm: _____ With Other Firms: _____	d. Years Experience: With This Firm: _____ With Other Firms: _____
e. Education: Degree(s) /Year/Specialization	e. Education: Degree(s) /Year/Specialization
f. Date of MCPPO Certification:	f. Date of MCPPO Certification:
g. Applicable Registrations and Certifications :	g. Applicable Registrations and Certifications:
h. Current Work Assignments And Availability For This Project (<i>availability should be identified as a percentage: eg: "As of 5/30, 50% available"</i>):	h. Current Work Assignments And Availability For This Project (<i>availability should be identified as a percentage: eg: "As of 5/30, 50% available"</i>):
i. Other Experience And Qualifications Relevant To The Proposed Project: (Identify OPM Firm By Which Employed, If Not Current Firm. Please distinguish between OPM work and any design work performed by the firm.):	i. Other Experience And Qualifications Relevant To The Proposed Project: (Identify OPM Firm By Which Employed, If Not Current Firm. Please distinguish between OPM work and any design work performed by the firm.):

7a	Past Performance: List all Completed Projects, in excess of \$1.5 million, for which the Prime Applicant has performed, or has entered into a contract to perform Owner's Project Management Services for all Public Agencies within the Commonwealth within the past 10 years.								
a. Project Name And Location Project Director	b. Brief Description Of Project And Services (Include Reference To Areas Of Similar Experience)	c. Project Dollar Value	d. Completion Date (Actual Or Estimate)	e. On Time (Yes Or No)	f. Original Construction Contract Value	g. Change Orders	h. Number of Accidents and Safety Violations	i. Dollar Value of any Safety fines	j. Number And Outcome Of Legal Actions
(1)									
(2)									
(3)									
(4)									
(5)									

7b. Past Performance: Provide the following information for those completed Projects listed above in 7a for which the Prime Applicant has performed, or has entered into a contract to perform (cont) Owner's Project Management Services for all Public Agencies within the Commonwealth within the past 10 years.							
a.	Project Name And Location Project Director	b. Original Project Budget	c. Final Project Budget	d. If different, provide reason(s) for variance	e. Original Project Completion	e. Actual Project Completion On Time (Yes or No)	f. If different, provide reason(s) for variance.
(1)							
(2)							
(3)							
(4)							
(5)							

8. Capacity: Identify all current/ongoing Work by Prime Applicant, Joint-Venture Members or Sub-consultants. Identify project participants and highlight any work involving the project participants identified in the response.								
Project Name And Location Project Director	b. Brief Description Of Project And Services (Include Reference To Areas Of Similar Experience)	c. Original Project Budget	d. Current Project Budget	d. Project Completion Date	e. Current forecast completion date On Time (Yes Or No)	f. Original Construction Contract Value	g. Number and dollar value of Change Orders	h. Number and dollar value of claims
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								

9. References: Provide the following information for completed and current Projects listed above in 7 and 8 for which the Prime Applicant has performed, or has entered into a contract to perform Owner's Project Management Services for all Public Agencies within the Commonwealth within the past 10 years.						
a.	Project Name And Location Project Director	Client's Name, Address and Phone Number. Include Name of Contact Person	Project Name And Location Project Director	Client's Name, Address and Phone Number. Include Name of Contact Person	Project Name And Location Project Director	Client's Name, Address and Phone Number. Include Name of Contact Person
1)			5)		9)	
2)			6)		10)	
3)			7)		11)	
4)			8)		12)	

9. Use This Space To Provide Any Additional Information Or Description Of Resources Supporting The Qualifications Of Your Firm And That Of Your Sub-consultants. If Needed, Up To Three, Double-Sided 8 ½" X 11" Supplementary Sheets Will Be Accepted. **APPLICANTS ARE REQUIRED TO RESPOND SPECIFICALLY IN THIS SECTION TO THE AREAS OF EXPERIENCE REQUESTED.**

10. I hereby certify that the undersigned is an Authorized Signatory of Firm and is a Principal or Officer of Firm. The information contained in this application is true, accurate and sworn to by the undersigned under the pains and penalties of perjury.

Submitted By
(Signature)

Printed Name And Title

Date

ATTACHMENT D
Enrollment Letter and Enrollment Certification



Massachusetts School Building Authority

Deborah B. Goldberg
Chair, State Treasurer

James A. MacDonald
Chief Executive Officer

Mary L. Pichetti
Executive Director / Deputy CEO

March 7, 2025

Mr. Eric D. Batista, City Manager
City of Worcester
Worcester City Hall
455 Main Street
Worcester, MA 01608

Re: City of Worcester, Burncoat Senior High School

Dear Manager Batista:

I would like to thank representatives of the City of Worcester (the “District”) for meeting with Massachusetts School Building Authority (the “MSBA”) staff on December 20, 2024, to review enrollment projections and methodologies for the Burncoat Senior High School project (the “Proposed Project”) and for the follow-up materials provided on January 8, 2025. As discussed, the next critical step is for the MSBA and the District to agree on a study enrollment for the Proposed Project.

The MSBA works with local communities to create affordable, sustainable, and energy-efficient schools across Massachusetts. A critical early component in achieving these objectives begins with an appropriate design enrollment that positions the District to efficiently meet space capacity needs throughout potential future enrollment variations.

The MSBA uses a data-driven enrollment projection methodology based on the widely accepted modified grade-to-grade cohort survival methodology (the “enrollment methodology”). The MSBA’s enrollment methodology generates a baseline enrollment projection as discussed during the December 20, 2024, enrollment meeting, and as further described on the MSBA’s website found under the ‘Building With Us’, MSBA Enrollment Methodology’ section.

Based on discussions and information supplied by the District, data from sources such as the Department of Elementary and Secondary Education (“DESE”), and the Department of Public Health, the MSBA has been able to create enrollment options for the Proposed Project, as follows.

Burncoat Senior High School is one of seven schools serving grades 7-12 and 9-12 enrollments. Based on the information provided by the District, the MSBA understands that in addition to the Burncoat Senior High School’s current configuration of grade 9-12, the District would like its Feasibility Study to evaluate the potential of consolidating the Burncoat Senior High School with the Burncoat Middle School to create a grade 7-12 school. The MSBA also understands that the District would like its Feasibility Study also to evaluate the potential of adding up to 21 Chapter 74 Career and Technical Education Programs (“CTE” Programs) as part of the proposed project.

As discussed during the enrollment meeting, space to accommodate proposed CTE Programs will be determined during the feasibility study phase of the MSBA's process at the time of the review of the District's proposed educational space program for the Proposed Project. Accordingly, this analysis will focus on the enrollment projections for grades 7-12.

The table below illustrates the District's K-12 enrollment during the most recent ten-year period, including enrollment for the school year 2024-2025, as reported by the DESE.

School Year	K-6	7-8	9-12	Total
2015-2016	13,485	3,301	7,026	23,812
2016-2017	13,588	3,366	7,156	24,110
2017-2018	13,463	3,415	7,143	24,021
2018-2019	13,395	3,560	7,158	24,113
2019-2020	13,218	3,548	7,170	23,936
2020-2021	12,406	3,494	7,233	23,133
2021-2022	12,119	3,481	7,252	22,852
2022-2023	12,379	3,375	7,427	23,181
2023-2024	12,286	3,263	7,560	23,109
2024-2025	12,460	3,418	7,589	23,467

A version of the above table with more detail regarding the District's historic enrollment may also be found in the District's Enrollment Projection package.

The total grade 7-12 enrollment in the City of Worcester, as reported by the District for the 2024-2025 school year, was 11,007 students, which is the maximum enrollment reported during the preceding ten years. Additionally, the 2024-2025 grade 7-12 enrollment reflects an increase of 314 students (2.8%) from the average enrollment reported during the preceding ten-year period.

The MSBA understands that the District proposed enrollment to accommodate approximately 2,000 students in grades 7-12 in a consolidated Burncoat Senior High School and Burncoat Middle School. According to DESE, the combined enrollments for the Burncoat Senior High School and Burncoat Middle School for the 2024-2025 school year were 1,793 students. The MSBA's Enrollment Methodology uses a baseline enrollment that is calculated using the ten-year average of projected enrollments. As such, the average base enrollment projection through the 2034-2035 school year is as follows:

- District-wide grade 9-12 enrollment: 7,220
- District-wide grade 7-12 enrollment: 10,420

As a result of a sensitivity analysis performed by the MSBA on this base enrollment projection and further discussion with the District, the following adjustments have been made to the district-wide base enrollment projection:

Student Migration

- The MSBA's default methodology projects enrollment utilizing the most recent five-year average grade-to-grade cohort survival ratios.
- In order to account for the recently observed changes in the pattern of grade-to-grade cohort survival ratios, the MSBA's base model has been adjusted to utilize the most recent three-year average grade-to-grade survival ratios.
- This adjustment added approximately the following numbers of students to the base enrollment as compared to the projection without this adjustment:
 - District-wide grade 9-12 enrollment: 505
 - District-wide grade 7-12 enrollment: 730

Out-of-District Enrollment

- In order to adjust for fluctuations in the out-of-district enrollment patterns of the District's residents over time, the MSBA has made an additional adjustment to the base enrollment projection.
- In order to make this adjustment, the MSBA adjusted the grade-to-grade survival ratios for grade K-8 enrollment by a total of 3.3% throughout a four-year period in the projection.
- This adjustment added the following numbers of students to the base enrollment as compared to the projection without this adjustment:
 - District-wide grade 9-12 enrollment: 290
 - District-wide grade 7-12 enrollment: 335

As a result of the analysis of the base enrollment forecast, the historical enrollment trends of the District, and the adjustments described above, the ten-year average projected district-wide enrollments are:

- District-wide grade 9-12 enrollment: 8,015
- District-wide grade 7-12 enrollment: 11,485

In order to recommend an enrollment for an appropriately sized Proposed Project based on the proposed grade 9-12 enrollment at the Burncoat Senior High School, the MSBA performed a review using the proposed "school use" and capacity information for those schools serving grades 9-12 enrollments: classrooms available in the University PreK Campus School and the Claremont Academy as well as capacity at the Doherty Memorial High School, North High School, South High School, and Worcester Technical High School (the "non-project schools"). This review identified 338 educational classrooms (exclusive of Special Education, Music, and "other"), which when multiplied by 23 students per classroom results in space for 7,782 students in the non-project schools identified above. The MSBA understands that year-to-year fluctuations in enrollment occur, and therefore, a 15% buffer has been applied, resulting in a design capacity of 6,615 students (rounded to the nearest five students) in the non-project schools.

In order to recommend enrollment for an appropriately sized consolidated Burncoat Senior High School and Burncoat Middle School, the MSBA repeated the review described above. This review considered the proposed "school use" and capacity information for those schools serving grades 7-12 enrollments (the "non-project schools"):

- Portion of the classrooms available in the Sullivan Middle School, which serves grade 6-8 enrollments;
- Classrooms available in the Worcester East Middle School and the Forest Grove Middle School, which serve grades 7-8;
- Classrooms available in the University PreK Campus School and the Claremont Academy, which serve grade 7-12 enrollment
- Classrooms in the following schools serving grade 9-12 enrollment: Doherty Memorial High School, North High School, South High School, and Worcester Technical High School.

This grade 7-12 review identified a total of 479 educational classrooms (exclusive of Special Education, Music, and “other”), and when multiplied by 23 students per classroom, results in space for 11,009 students in the non-project schools identified above. Applying a 15% buffer results in a design capacity of 9,360 students (rounded to the nearest five students) in the non-project schools.

As a result of the analysis of the base enrollment projection, the historical enrollment trends of the District, the adjustments described above, and a review of available space in the District’s non-project schools, the MSBA recommends for planning and study purposes only, the following study enrollments for the Proposed Project:

- Burncoat Senior High School Current Configuration of grade 9-12 enrollment: 1,400 students (8,015 students minus 6,615 spaces in the non-project schools referenced above)
- Burncoat High School and Burncoat Middle School Proposed Consolidation of grade 7-12 enrollment: 2,125 students (11,485 students minus 9,360 spaces in the non-project schools referenced above)

Please note that these study enrollment recommendations do not represent an affirmation by the MSBA for approval and/or funding of any of these options and are intended only to provide a framework to inform the feasibility study, to be conducted as a means of determining the most cost-effective and educationally sound solution, to be agreed upon by the District and the MSBA. The MSBA’s study enrollment recommendations assume full utilization of all remaining school facilities.

If the consolidation of the Burncoat Senior High School with the Burncoat Middle School is determined to be the Preferred Solution, the District will be required to document in the Preferred Schematic Report the proposed future use or disposition of any existing spaces vacated or otherwise reprogrammed as a result of the Proposed Project and that the Preferred Solution has been approved by the School Committee and necessary local officials. Further, the MSBA will require a written plan from the District describing the process for determining local support for the preferred enrollment option. Upon approval of the District’s Preferred Solution, the MSBA will forward a design enrollment certification that is specific to the grade configuration associated with the approved Preferred Solution.

The MSBA believes that these study enrollment recommendations will position the District to efficiently meet space capacity needs throughout future enrollment variations. Please sign and return the attached certification at your earliest convenience to confirm agreement on these study

Page 5

March 7, 2025

Worcester, Burncoat Senior High School Enrollment Letter

enrollment recommendations. If the District feels that this study enrollment recommendation does not meet the needs of the District, please respond to this letter via e-mail to Nina Pappacostas and propose a meeting/conference call time for which the District can be available to discuss enrollment.

If you have any questions regarding this matter, please do not hesitate to contact me or Nina Pappacostas (Nina.Pappacostas@massschoolbuildings.org) at 617-720-4466.

Sincerely,



Michael McGurl
Director of Capital Planning

Cc: Legislative Delegation
The Honorable Joseph M. Petty, Mayor, City of Worcester
Khrystian E. King, Vice Chair, Worcester City Council
Jermaine Johnson, Vice Chair, Worcester School Committee
Dr. Rachel Monarrez, Superintendent, Worcester Public Schools
Brian E. Allen, Deputy Superintendent, Chief Operating Officer and Chief Financial Officer, Worcester Public Schools
File: 10.2 Letters (Region 2)

**MASSACHUSETTS SCHOOL BUILDING AUTHORITY
CITY OF WORCESTER
BURNCOAT SENIOR HIGH SCHOOL
STUDY ENROLLMENT CERTIFICATION**

As a result of a collaborative analysis with the Massachusetts School Building Authority (the "MSBA") of enrollment projections and space capacity needs for the Burncoat Senior High School (the "Proposed Project"), the City of Worcester acknowledges and agrees that the design of options, which may be evaluated as a part of the feasibility study for the Burncoat Senior High School, shall be based in accordance with the following:

Burncoat Senior High School Grade 9-12 Enrollment	Burncoat Senior High School consolidated with Burncoat Middle School Grade 7-12 Enrollment
1,400 students	2,125 students

The City of Worcester further acknowledges and agrees that pursuant to 963 CMR 2.00 *et seq.*, the MSBA shall determine the square feet per student space allowance and total square footage according to the enrollments noted above. The City of Worcester acknowledges and agrees that it has no right or entitlement to any particular design enrollment, square feet per student space allowance, or total square footage and that it has no right or entitlement to a design enrollment any greater than any of the enrollments noted above, and further acknowledges and agrees that it shall not bring any claim or action, legal or equitable, against the MSBA, or any of its officers or employees, for the purpose of obtaining an increase in the design enrollment for the Proposed Project that it has acknowledged and agreed to herein. The City of Worcester further acknowledges and agrees that, among other things, the design enrollment, square feet per student space allowance, and total square footage of the Proposed Project shall be subject to the approval of the MSBA's Board and that the final approval of a Proposed Project shall be within the sole discretion of the MSBA's Board.

The undersigned, for themselves and the City of Worcester, hereby certify that they have read and understand the contents of this study enrollment certification and that each of the above statements is true, complete and accurate. The undersigned hereby certify that they have been duly authorized by the appropriate governmental body to execute this Certification on behalf of the City of Worcester and to bind the City of Worcester to its terms.


Chief Executive Officer


Date


Duly Authorized Representative of School Committee


Date


Superintendent of Schools


Date

ATTACHMENT E
Required Certifications

CERTIFICATE OF AUTHORITY

At a duly authorized meeting of the Board of Directors of the _____ held on _____ Directors were present or waived notice,
(name of corporation) (date)
it was voted that _____ of this company be and hereby is
(officer and title)
authorized to execute contracts and bonds in the name and behalf of said company, and affix its Corporate Seal thereto, and such execution of any contract or bond of obligation in this company's name shall be valid and binding upon this company.

A TRUE COPY, ATTEST:

[Signed]

[Company Name and Address]

I hereby certify that I am the _____ of the _____
(Title) (Name of Corporation)
that _____ is the duly elected _____
(Name of Officer) (Title)

of said company, and the above vote has not been amended or rescinded and remains in full force and effect as of the date of this contract.

Signature: _____

Name/Title: _____

Date: _____
(Corporate Seal)

COMMONWEALTH OF MASSACHUSETTS

WORCESTER, SS.

On this ____ day of _____, 2018, before me the undersigned notary public, personally appeared _____, who proved to me through satisfactory evidence of identification, which was/were _____, to be the person whose name is signed on the preceding or attached document, and acknowledged to me he/she signed it voluntarily for its stated purpose.

Notary Public
My commission expires: