

## Massachusetts School Building Authority

---

### Next Steps to Finalize Submission of your FY 2016 Statement of Interest

Thank you for submitting your FY 2016 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

Each SOI has two Certification pages that must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer\*. Please make sure that **both** certifications contained in the SOI have been signed and dated by each of the specified parties and that the hardcopy SOI is submitted to the MSBA with **original signatures**.

#### **SIGNATURES: Each SOI has two (2) Certification pages that must be signed by the District.**

In some Districts, two of the required signatures may be that of the same person. If this is the case, please have that person sign in both locations. Please do not leave any of the signature lines blank or submit photocopied signatures, as your SOI will be incomplete.

*\*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 as the chief executive office under the provisions of a local charter.*

**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.

- 1 **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
  - 1 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.
- 1 **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.
  - 1 Regional School Districts do not need to submit a vote of the municipal body.
  - 1 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.

**CLOSED SCHOOLS: Districts must** download the report from the "Closed School" tab, which can be found on the District Main page. Please print this report, which then must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer. A signed report, with original signatures must be included with the District's hard copy SOI submittal. **If a District submits multiple SOIs, only one copy of the Closed School information is required.**

**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 MSBA requires the full accreditation report(s) and any supporting correspondence between the District and the accrediting entity.

**ADDITIONAL INFORMATION:** In addition to the information required with the SOI hard copy submittal, 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 Diane Sullivan at 617-720-4466 or [Diane.Sullivan@massschoolbuildings.org](mailto:Diane.Sullivan@massschoolbuildings.org).

## Massachusetts School Building Authority

---

School District Newton

District Contact

Name of School Lincoln-Eliot

Submission Date 3/10/2016

---

### 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 sign the required certifications and submit one signed original hard copy of the SOI to the MSBA, with all 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 hard copy 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 and certification signatures in a format acceptable to the MSBA. If Priority 1 is selected, your Statement of Interest 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.

**Chief Executive Officer \***

**School Committee Chair**

**Superintendent of Schools**

\_\_\_\_\_

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\* 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. Please do not leave any signature lines blank.

# Massachusetts School Building Authority

School District Newton

District Contact

Name of School Lincoln-Eliot

Submission Date 3/10/2016

## 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.

**Potential Project Scope:** Renovation/ Addition

**Is this SOI the District Priority SOI?** NO

**School name of the District Priority SOI:** Cabot

**Is this part of a larger facilities plan?** YES

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

**Facilities Plan Date:** 6/1/2007

**Planning Firm:** HMFH ARCHITECTS INC (2007, 2011); Self-prepared 2012-present

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

Lincoln-Eliot, constructed in 1939, is Newton's first major priority after Cabot. Newton has been actively planning to address facilities condition and capacity needs since 2007. Starting in 2004, Newton has had rapid enrollment growth and a 17% increase in elementary students. Many schools, already aging with outmoded designs, had become severely overcrowded. Adding the needed classrooms to accommodate the growth resulted in extensive use of re-purposed and substandard spaces within buildings to deliver the full inclusive educational program, and drove significant reliance upon modular classrooms. Newton's use of temporary additions by 2013 included 30 modular units, comprising 11% of its total stock of elementary full-sized classrooms. In FY12, Newton launched the current long-range plan to correct deficiencies in aging and crowded elementary schools. Joint meetings with school and city leadership were convened to explain the 30-year plan for large and mid-size capital projects that would result in critically needed modernization of school buildings and capacity expansion. Detailed enrollment projections and cost data underlay the FY12 long-range plan; the plan depicted how many classrooms were added each year to ameliorate classroom shortages for both regular education as well as the needs of special populations. Consensus grew around the plan that was believed to be achievable within the city's bonding capacity as long as participation could also be leveraged from the MSBA. The plan sequenced projects at Newton's 15 elementary schools, which at that time included two of the oldest schools in the state in the worst condition. The FY12 plan built upon capital facilities analysis including the 2007 HMFH study of comprehensive facility conditions and an update done in 2011. The HMFH facilities master plan provided facility conditions assessment, space needs, and long-range utilization plans for elementary and middle schools. The study used both engineering/facility and educational standards for its evaluation and documented system wide options. Newton's approach in using data and analytic methods to inform planning has produced strong results by focusing resources strategically, on a shared vision. Since 2011, Newton has updated and revised facilities plans annually, based on detailed enrollment projections and cost data. Newton's Capital Improvement Plan (CIP) is fully coordinated with the schools' facilities plan and provides multi-year financial support. A successful vote occurred in 2013 for both an operational override and a debt exclusion that funded three school buildings, ten modular classrooms to address severe crowding in the short-term, and also funded other critical city capital projects. Today, a new Angier Elementary School, constructed in partnership with the MSBA and finished on time and within budget, opened in January 2016 to serve students on Newton's south side. A new 24-classroom Zervas, funded by the City of Newton, has just begun construction and will increase capacity by more than 100 students in the center of Newton. A successful redistricting effort for Angier and Zervas was approved in September 2016 that eases crowding at six other schools. The Cabot School building project, in partnership with the MSBA, located in Newtonville on the north side, will correct deficiencies and overcrowding at Newton's second oldest and most needy school. A student assignment review for Cabot is planned to begin in 2016-17 with the goal of easing crowding in that neighborhood and on Newton's north side where density is highest and growth has been concentrated. Since 2004, Lincoln-Eliot has had growth of 47%, the largest increase citywide. A comprehensive review of the long-range plan was done during the summer of 2015 following the city's acquisition of a large school building in good condition on a 7-acre site (former Aquinas College); a unique and strategic opportunity for the city. Newton was able to negotiate a purchase agreement that would allow for a cost effective renovation/addition to the building for elementary use with space remaining for Newton's integrated preschool that has been in need of remediation for severe space deficits. The preschool is located at both Lincoln-Eliot and at the Ed Center and serves 150 children in 12 classrooms, with another 100 students receiving services for needs related to autism spectrum disorder, speech/language delay, developmental delay, and other needs. There has been significant growth in the special education needs of this population, especially for children with ASD. Preschool parents, teachers and district administrators have been concerned about the preschool program space constraints, but until the purchase of Aquinas, it had not yet been possible to begin to address those needs in a comprehensive manner.

---

**Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 20 students per teacher**

---

**Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 20 students per teacher**

---

**Does the District have a Master Educational Plan that includes facility goals for this building and all school**

**buildings in District? YES****If "YES", please provide the author and date of the District's Master Educational Plan.**

The Angier (2012) and Cabot Educational Plans (2015), written by NPS with DiNisco Design Partnership, document Newton's educational master plan for modern school buildings that support standards for teaching and learning in the 21st century. Standards promote the education, health and well being of all students; highly effective teaching environments, efficient operations, and anticipate future programmatic change while maintaining standards of performance and reliability.

**Is there overcrowding at the school facility? YES****If "YES", please describe in detail, including specific examples of the overcrowding.**

Lincoln-Eliot is overcrowded based on its current enrollment of 340 students in a building without adequate program space and undersized ancillary spaces. The building is 51,074 gross square feet and has the most inefficient building layout in the school system with a net-to-gross area ratio of 1.95. This is the result of three eras of construction being joined together with the original small 1939 school building, an addition in 1965 and another in 1975. Today, the main office and 9 classrooms remain in the original building. The school has 83 net square feet per pupil, also indicative of the lack of space. The HMFH study rated the school fair (in need of renovation or replacement) both for total facility condition and its suitability to deliver the educational program due to the lack of other educational spaces.

Using the standard of 40SF per pupil classroom size (the metric used in the HMFH study), Lincoln-Eliot should have a maximum of 290 students, excluding classrooms devoted to the preschool program. Lincoln-Eliot exceeds the state average for students defined as high needs due to their special education needs, low income status or limited English proficiency, and has the greatest concentration of these populations in Newton. The needs of these students are not fully provided for within the regular classroom. Enrollment growth during the past 3 years has pushed out one class each year of the four original preschool rooms to the basement of the Ed Center. The final preschool class will need to be relocated next year. The district has maximized space at the Ed Center for preschool where all the classroom and support spaces are undersized. A measure involving many office moves was needed to relocate a third preschool class this year from Lincoln-Eliot to the Ed Center's 3rd floor increasing problems of access, toileting and teacher collaboration.

Of Lincoln-Eliot's 18 full-sized classroom spaces, 8 classrooms (45%) are deficient in size, function or basic suitability for education: six are less than 800nsf; two basement rooms are isolated from main classroom corridors. These classrooms are accessed from stair landings and lack even hallway areas for small group instruction. The spaces are below grade without natural light or ventilation due to inadequate and difficult access to windows located at ceiling height; one of the two classrooms has only a single window. These spaces do not have typical layouts and were not intended for use as core classrooms.

Overcrowding has a direct impact on learning and instructional best practices. The ancillary spaces are undersized, poorly lit and located in the basement. There is an undersized cafeteria with circulation challenges in that an addition rendered it a thoroughfare and it is difficult to access for students with mobility/visual needs (requires both elevator and stair lift). Supplemental chairs are required at lunch periods for larger grade cohorts. The cafeteria is also used for 1:1 or small group instruction – a white board is available in a corner. Both the art and music rooms are subdivided to share with after school, which is in high demand with a waitlist. The gym is the largest space in the building and is undersized; all-school assemblies are limited because the gym can accommodate only three grades at a time. The library has an L-shape and the front portion is used for instruction while library classes are in session in the back. The library front area is also used for meetings and as a workspace for teachers who share rooms. The instructional technology specialist works out of this area. The under-sized health room includes one resting cot and an inadequate toilet room. The Psychologist's office is unheated and windowless. Each classroom corridor is lined with small tables used for small group instruction. Teachers must carry materials to these areas and lose instructional time. There is storage in hallways due to storage rooms being converted to instructional use. The main office is not near a building entrance and recently has been further subdivided to add a small instructional space.

Education of high needs students is not fully provided for within the regular classroom and students receive targeted instruction in small groups. Small group instruction in literacy, math, reading, and sheltered English occur in substandard former storage, office or alcove spaces lacking windows and ventilation. Aides use a former storage room divided with three partitions for 1:1 pull outs for students with medical/nutrition needs or ASD students requiring stimulation breaks. Title I support and supplemental small group instruction for needy children is provided in a blind corridor by a mechanical room with no heat source. Literacy materials are stored in the same blind corridor. Title I math instruction occurs in a hallway. Language support for English learners is housed in a small room, divided by a partition, and shared by two teachers.

**Has the district had any recent teacher layoffs or reductions?** NO

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

**At which schools in the district?**

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

**Has the district had any recent staff layoffs or reductions?** NO

**If "YES", how many staff positions were affected?** 0

**At which schools in the district?**

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

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

DOES NOT APPLY

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

Newton's FY16 School Committee Approved Budget is \$204,095,912 million, or \$8.3 million (4%) greater than FY15, and includes a supplemental budget of \$385,000 for the retroactive portion of the Newton Teachers Association (NTA) settlement; the new three-year contract will be in effect through FY18. The budget process began in November 2014 with the approval by the School Committee of the FY16 Budget Guidelines. As suggested by the budget guidelines, the budget process involves a comprehensive review by district and school administrators of existing and proposed school functions, planning for adjusted costs and future changes or new educational initiatives. The budget process culminates in a public presentation by the Superintendent, public meetings for review specific areas of the budget, public hearings, a school committee straw vote and a final vote of approval. Following the Newton Public Schools' process, the budget is presented to the City Council, reviewed and voted by that body in conjunction with the approval of Newton's operating and capital annual budgets. The FY16 budget contained no reductions to teacher positions or other staff at any grade level. Key challenges as stated in the Newton School Committee's FY16 Approved Budget Guidelines (November 24, 2014) included meeting the diverse educational, social and emotional needs of all students while narrowing the achievement gap, promoting critical thinking skills, providing mental health supports, and sustaining teacher professional development and collaboration. FY16 budget priorities included mid and long-range facilities planning, the acquisition, implementation and training for a new student data system, the on-going maintenance of buildings, and expanding in-district special education services.

## 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).**

Lincoln-Eliot is 51,074 gross square feet with 3 floors. The school, built in 1939, is located on 4 acres. The first of two additions took place in 1965 (9600 g.s.f) and included 4 classrooms, a large kindergarten, and an all-purpose indoor play area. A second addition of 15,674 g.s.f. was added in 1975 when a larger gym was built with 5 classrooms above, replacing the former indoor play area with a cafeteria. The HVAC system is steam and hot water by natural gas, with one original oil boiler and one new boiler. The original oil boiler is 51 years old and no longer functions. The building houses the integrated preschool program in addition to the elementary school students, but that program has been reduced to one classroom at Lincoln-Eliot, due to enrollment growth. Lincoln-Eliot is overcrowded and, as a result of the disparate construction methodologies, has the most inefficient building layout in the school system with a net-to-gross area ratio of 1.95. The mechanical system components original to the building have exceeded their useful life and are failing at a rate that consistently require repairs. Plumbing fixtures are original and are not water conserving.

A school building security project was implemented in 2009, funded through a Homeland Security Grant. Electronic access card readers and integrated intercom access control exterior doors. All appropriate staff persons have electronic access via photo badge identification. Access to the building is secure and records of access on a dedicated network server.

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

51074

**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 school, built in 1939, is located on 4 acres and bounded on three sides by Pearl Street, Jackson Road and, at a higher elevation, Waban Street. Boyd Park on Jackson Road serves as the northern boundary of the site. Additions/renovations took place in 1965 and 1975. The parking area is bituminous concrete, with granite and concrete curbs in fair condition. There is moderate deterioration of the surface in this area. Concrete sidewalks are on perimeter and there is a concrete walk and granite stairs at the main entrance. This entrance is not ADA compliant. Stair concrete is in fair condition. The path from the school to the playground is in fair condition, but is not ADA compliant. Fields are turf with a skinned base area servicing both baseball and soccer. There are mature trees at the front of the school and on the slope by the play area and turf. The steel play structure is in good condition; steel swings are in fair condition. The structure is ADA compliant, but the swings are not. There is a bituminous concrete paved area by the play area and basketball court. Recycled composite benches are located by the play area, but are not accessible in some locations. A chain link fence is at the perimeter, and there is a basketball court, and parking area. There are floodlights on utility poles in the parking area, newer floodlights on the building, but exterior door lights are in poor condition. The original 1939 building with two separate additions creates a large footprint on the site and there are no options for further expansion or space upgrades to the building.

**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)**

Lincoln-Eliot Elementary School is located at 191 Pearl Street, Newton MA , 02458 The site is located in the village of Newton Corner, located in the northeast corner of Newton, sharing boundaries with Watertown and Brighton.

**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).**

There are three types of roofing on Lincoln-Eliot. A slate pitched roof with a wooden cupola is in good condition. The two flat roofs associated with the above stated additions are tar and gravel, and ballasted EPDM. Gutters and leaders are 1975 vintage. The flat roofs have no considerable active leaks, and the flashing and curbs are in good condition. Exterior walls are load-bearing masonry with concrete sills and stone detailing. There are some minor cracks and staining at the masonry, and rusting at the original lintels. The brick veneer has concrete at floor elevations; slate sills were added in 1965; and the painted CMU wall was added in 1975. Windows replaced in 1989 in the original structure are aluminum with thermal break and thermal glazing, both fixed and single-hung operable. Many balances have failed and are hard to operate. Windows at the 1965 building are steel-frame, single-pane casement windows with metal louvers. They are in poor condition with aging Lexan replacement glazing that has become opaque. Doors are aluminum with pebble fiberglass panels and are in good condition, but the hardware is not ADA compliant. Exterior steps are granite and concrete with a concrete ramp that is deteriorating. Railings are painted, steel pipe with rusted rail supports and are not code compliant. There are no structural concerns.

**Has there been a Major Repair or Replacement of the EXTERIOR WALLS?** YES

**Year of Last Major Repair or Replacement:(YYYY)** 2006

**Description of Last Major Repair or Replacement:**

Repairs have been made, as required, particularly masonry and repointing work was done to 1975 addition.

**Roof Section** A

**Is the District seeking replacement of the Roof Section?** YES

**Area of Section (square feet)** 9536

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

Section A is the original 1939 building. Roof type is slate. The roof is a four-sided hip style slate roof. There is a wood cupola at the center of the hip that is similarly roofed with slate. Flashing and drip edge are copper.

**Age of Section (number of years since the Roof was installed or replaced)** 79

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

No repairs have been made in the last three years.

**Roof Section** B

**Is the District seeking replacement of the Roof Section?** YES

**Area of Section (square feet)** 5700

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

Section B is the 1965 addition. Type of roof is ballasted EPDM. This is a flat roof with exhaust fan penetrations by curb, interior building drain system, and sloped at the roof edge.

**Age of Section (number of years since the Roof was installed or replaced)** 51

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

No repairs have been made in the last three years.

**Roof Section** C

**Is the District seeking replacement of the Roof Section?** YES

**Area of Section (square feet)** 8625

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

Section C is the 1975 addition. Type of roof is: hot mopped asphalt, ballasted. This is a flat roof with exhaust fan curb penetrations, lead flashing at building intersections, interior building drain system, and sloped at the roof edge.

**Age of Section (number of years since the Roof was installed or replaced)** 43

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

No repairs have been made in the last three years.

**Roof Section D**

**Is the District seeking replacement of the Roof Section?**

**Area of Section (square feet)**

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

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

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

---

**Roof Section E**

**Is the District seeking replacement of the Roof Section?**

**Area of Section (square feet)**

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

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

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

---

**Roof Section F**

**Is the District seeking replacement of the Roof Section?**

**Area of Section (square feet)**

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

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

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

---

**Roof Section G**

**Is the District seeking replacement of the Roof Section?**

**Area of Section (square feet)**

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

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

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

---

**Roof Section H**

**Is the District seeking replacement of the Roof Section?**

**Area of Section (square feet)**

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

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

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

---

**Roof Section I**

**Is the District seeking replacement of the Roof Section?**

**Area of Section (square feet)**

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

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

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

---

**Roof Section J**

**Is the District seeking replacement of the Roof Section?**

**Area of Section (square feet)**

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

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

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

---

**Window Section A**

**Is the District seeking replacement of the Windows Section? YES**

**Windows in Section (count) 82**

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

Section A is the original main building and the type is: double hung, thermopane

**Age of Section (number of years since the Windows were installed or replaced) 30**

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

A few windows were replaced in 2012, but none in the last three years beyond glazing repairs for broken glass.

**Window Section B**

**Is the District seeking replacement of the Windows Section? YES**

**Windows in Section (count) 66**

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

Section B is the 1965 addition. Type is : single glass, steel casement windows w/cranks, 1/8" single pane glass. Over earlier years, glass has been replaced in many windows with Lexan.

**Age of Section (number of years since the Windows were installed or replaced) 51**

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

Since 2012, a moderate amount of glass has been replaced in these windows.

**Window Section C**

**Is the District seeking replacement of the Windows Section? YES**

**Windows in Section (count) 192**

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

Section C is the 1975 addition. Type is: (100) are fixed 1/4", (71) are fixed 1/8" glass single pane glass windows, (21) are 1/8" glass Hopper Style single pane glass windows.

**Age of Section (number of years since the Windows were installed or replaced) 43**

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

Many windows have been replaced since 2012. Over earlier years glass has been replaced in many window frames with Lexan.

**Window Section D**

**Is the District seeking replacement of the Windows Section?**

**Windows in Section (count)**

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

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

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

**Window Section E**

**Is the District seeking replacement of the Windows Section?**

**Windows in Section (count)**

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

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

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

**Window Section F**

**Is the District seeking replacement of the Windows Section?**

**Windows in Section (count)**

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

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

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

**Window Section G**

**Is the District seeking replacement of the Windows Section?**

**Windows in Section (count)**

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

**Age of Section (number of years since the Windows were installed or replaced)**  
**Description of repairs, if applicable, in the last three years. Include year of repair:**

**Window Section H**

**Is the District seeking replacement of the Windows Section?**

**Windows in Section (count)**

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

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

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

**Window Section I**

**Is the District seeking replacement of the Windows Section?**

**Windows in Section (count)**

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

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

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

**Window Section J**

**Is the District seeking replacement of the Windows Section?**

**Windows in Section (count)**

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

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

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

**MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).**

The heating system is a combination of steam and hot water fueled by natural gas. One new steam boiler was installed in 2013. A remaining steam boiler is non-functional. The waterside distribution system components and piping (c. 1975) are compromised, requiring constant monitoring and repair. New electronically controlled unit ventilators were installed in most classrooms in 2014. No upgrades to pneumatic controls, piping supply/return, or steam to water conversion were performed. As constituted, the heating system is a hybrid of systems that requires substantial resources to maintain. Plumbing is original and in generally poor condition. The majority of fixtures are not ADA compliant. Supply and drain piping is deteriorating and reaching its useful life expectancy. There is no fire suppression system. Electrical service is 800A, 3 phase, 4 wire, 120/280V and is nearing forty years old, as are the circuit breaker panel boards and conduit with wire feeders. There is an indoor gas generator in the boiler room that serves corridor and stair lighting. There are insufficient working clearances, and it is located in a room that is not 2 hour fire rated. Minor repairs have been made to exhaust units and boiler room plumbing.

**Boiler Section 1**

**Is the District seeking replacement of the Boiler? YES**

**Is there more than one boiler room in the School? YES**

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

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

natural gas

**Age of Boiler (number of years since the Boiler was installed or replaced) 3**

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

This boiler is only three years old, so no repairs have been needed during that time. This boiler was installed in 2013 as part of the City's Capital Improvement Plan. This is currently the only operating boiler. It was installed in accordance with accepted engineering principals and the regulations set forth by the Commonwealth of Massachusetts Department of Public Safety.

**Boiler Section 2**

**Is the District seeking replacement of the Boiler?** NO

**Is there more than one boiler room in the School?** YES

**What percentage of the School is heated by the Boiler?** 0

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

**Age of Boiler (number of years since the Boiler was installed or replaced)** 3

**Description of repairs, if applicable, in the last three years. Include year of repair:**  
This boiler was installed in 1965 and is no longer operational and requires replacement.

---

**Boiler Section 3**

**Is the District seeking replacement of the Boiler?**

**Is there more than one boiler room in the School?**

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

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

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

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

---

**Boiler Section 4**

**Is the District seeking replacement of the Boiler?**

**Is there more than one boiler room in the School?**

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

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

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

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

---

**Boiler Section 5**

**Is the District seeking replacement of the Boiler?**

**Is there more than one boiler room in the School?**

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

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

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

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

---

**Boiler Section 6**

**Is the District seeking replacement of the Boiler?**

**Is there more than one boiler room in the School?**

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

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

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

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

---

**Boiler Section 7**

**Is the District seeking replacement of the Boiler?**

**Is there more than one boiler room in the School?**

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

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

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

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

---

**Boiler Section 8**

**Is the District seeking replacement of the Boiler?**

**Is there more than one boiler room in the School?**

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

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

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

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

**Boiler Section 9**

**Is the District seeking replacement of the Boiler?**

**Is there more than one boiler room in the School?**

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

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

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

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

**Boiler Section 10**

**Is the District seeking replacement of the Boiler?**

**Is there more than one boiler room in the School?**

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

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

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

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

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

**Year of Last Major Repair or Replacement:(YYYY) 2014**

**Description of Last Major Repair or Replacement:**

Twenty-six new stand-alone DDC unit ventilators were installed in classrooms. These are both steam and hot water units with electronic controls, valves, and dampers.

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

**Year of Last Major Repair or Replacement:(YYYY) 1978**

**Description of Last Major Repair or Replacement:**

Replacement and upgrades were made when the 1975 addition was built. And some additional equipment was replaced between 1976 and 1978.

**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).**

Partitions are glazed CMU with painted plaster above at the corridors. Other walls are painted plaster in the 1939 building. At least 1/3 of the door surrounds are not accessible. In the 1965/1975 building there is painted CMU, painted gypsum wallboard with vinyl base, and operable classroom walls in the 1975 building. Floors are VAT, carpet, and VCT in fair condition. Ceilings are 2x4 ACT, 2x2 ACT and 1x1 ACT. The 1x1 is in poor condition. Doors are solid wood core with wire glass in painted metal frames, in good condition in the newer buildings, but in poor condition in the 1939 building. At the 1965 stair, the door swings open into the path of travel. Hardware throughout is not accessible. Interior built-in furnishings, in fair to poor condition, are wood, metal, and plastic laminate. No hardware, sinks, or fixtures are accessible. There are coat hooks and open wood cubbies in corridors; wooden cubbies present a flammability risk. Student storage closets are in classrooms in the 1939 building, some doors are inoperable or removed. Window treatments are rolling shades with curtains at the clerestory windows in the 1975 building. Adult bathrooms are glazed CMU, painted CMU and ceramic tile with metal partitions. They are in fair condition and are not accessible. Student bathrooms are glazed CMU, painted CMU, and ceramic tile, with metal partitions. They are also in fair condition and are not accessible. The elevator in the 1939 building is sized too small, is worn, and does not meet code. Other elevators are in good condition. There are 1/2 flight lifts in good condition. Signage is paper, or none and does not meet AAB standards. The gymnasium has a wood

athletic floor and wood backstops. Walls are painted CMU with a 2x2 ceiling. There is minimal natural light in the gym. The fire alarm system is multi-zone, and not ADA compliant. There are smoke detectors and door holders in classrooms, library, and corridors. There is a master box. Mounting height and location of some pull stations are not code compliant. There are multiple outside telephone lines and the system is currently being updated. Lighting is generally 2x2 and 2x4 recessed fluorescent and surface wrap around. The utility company has provided new energy efficient lamps and ballasts. Receptacles, in fair to good condition, are generally duplex type and are 45 years old or newer. There are keypads at specific doors. Motion detectors are in corridors and stairs. Monitor switches are on most exterior doors and there is an interior alarm, the system notifies UL Central Station. There is a push button at the front entrance with a buzzer in the main office; there is no visual of the front entry. The sound and intercom system is being upgraded. Classroom and office clocks are battery operated. Corridor and classroom speakers have bell tones. Data is present in classrooms and offices with minimal wireless coverage. Cable television outlets are located in the main office, library, and most classrooms. New bathroom flooring was installed in 2010.

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

Programs offered include:

Regular classrooms for grades K-5

Two co-taught classes taught jointly by regular and special education teachers.

Special Education programs including, ABA, occupational/physical therapy, speech,

English Language Learners programs/sheltered English instruction

Title I grant academic assistance programs for schools serving low income students

Integrated preschool program

Before school program

After school program

The district has been required to take measures so that every available space within each building can be utilized to support teaching and learning and to meet the needs of students. The Lincoln-Eliot building does not accommodate small group instruction associated with an inclusive education program required by Newton and federal and state authorities. The intensive instructional demands in serving this high need student population bring even more pressure to provide the small group instruction spaces lacking at Lincoln-Eliot for special education, ELL, Title I. Because teachers work with students in substandard and overcrowded locations, the teaching and learning process can be less effective and may not fully meet the needs of students. Despite severe facility deficiencies, the full educational program, including small group instruction, is offered because of the dedication of the highly qualified Lincoln-Eliot teachers who continue to serve some of Newton's most needy students well, in a challenging physical environment.

The following aspects of Newton's educational program are fully precluded from being offered:

- 1) Current educational best practices involve professional collaboration across disciplines and especially within grade levels. Grade level groupings of classrooms and teachers have been achieved only for one grade because of building layout and the two isolated classrooms.
- 2) Students with mobility or vision issues have been diverted to different schools because of the building's difficult access issues cause by its layout and reliance upon several elevators and staircase lift systems.
- 3) The aftercare program is limited and cannot accept all students in need.
- 4) The preschool program is limited and has been forced to relocate. The program is a district-wide program that typically has included a large percentage of children from the high need Lincoln-Eliot district.
- 5) The building is less accessible to community education programming available in Newton's elementary schools.
- 6) Due to the undersized gym and cafeteria, all school assemblies and school events for students with parents are not available.

**CORE EDUCATIONAL SPACES: Please provide a detailed description of the Core 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).**

Lincoln Eliot has 18 regular classroom spaces including one system-wide integrated preschool program, with an average size of 884 nsf:

1@ 727 nsf

4@ 768 nsf

1@ 802 nsf

6@ 932 nsf

5@ 944 nsf

1@ 993 nsf

Lincoln-Eliot is using two non-traditional classroom spaces, one for a kindergarten and the other for a 2nd grade class. Utilization of these spaces as classrooms was a product of one of the building's two additions. The classrooms are accessed from the middle of a stair landing to the lower level and at the bottom of a stair landing. These spaces are below grade without natural light or ventilation due to inadequate transom style windows located at ceiling height that are difficult to access. One classroom has a single window two-stories overhead, due to the site grade. These spaces do not have typical layouts and were not intended for use as core classrooms. Incorporating space from an adjacent storage room enlarged one of the classrooms. This created an alcove that has limited functionality. Both rooms lack adjacent or nearby space for small group instruction (even a hallway).

Basement level ancillary spaces (below grade lacking ventilation and natural light) include:

Library: 1,410 nsf library shared with special education and Title I instruction.

Music room: 1,000 nsf former auditorium space shared with after school

Art room: 628 nsf

Gymnasium: 3,535 nsf

Cafeteria: 2,436 nsf located in middle of the basement; also serves as a main thoroughfare.

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

The facility constraints at Lincoln-Eliot to deliver the full educational program have been addressed to the extent possible by adapting spaces within the building to maximize space available for the program. Spaces have been used in non-traditional ways and programs have been put into substandard spaces including hallways, storage and basement areas. Spaces have been sub-divided enabling teachers and programs to share them. The district has further mitigated facility issues and lack of space for the program by relocating three integrated preschool classrooms from Lincoln-Eliot to the Education Center where conditions are also substandard and overcrowded with only 11,414 nsf available for preschool programming for 250 children. The original 1939 building with two separate additions creates a large footprint on the site and there are no options for further expansion or space upgrades to the building.

Lincoln-Eliot is seriously overcrowded based on the specific educational needs of its special education (17%), low income (28%) and ELL students (18%) who require educational support and specialized instruction. All of these supports are provided outside of regular education classrooms and in substandard spaces that are severely limited at Lincoln-Eliot. Small group instruction for high need students in literacy, math, reading, and sheltered English occur in substandard former storage, office or alcove spaces lacking windows and ventilation. The population of low income and ELL students at Lincoln-Eliot is above the state average, and the population of special education students is above the average for Newton.

Lincoln-Eliot is overcrowded based on its current enrollment of 340 students in a building without adequate program space and undersized ancillary spaces. Today, the main office plus 9 of the 18 classrooms remain in the original building. The school has 83 net square feet per pupil, also indicative of the lack of space. The HMFH study rated the school fair (in need of renovation or replacement) for both its building condition and its suitability to deliver the educational program due to the lack of other educational spaces.

Using the standard of 40SF per pupil classroom size (the metric used in the HMFH study), Lincoln-Eliot should have a maximum of 290 students, excluding classrooms devoted to the preschool program. Enrollment growth during the past 3 years has pushed out one class each year of the four original preschool rooms to the basement of the Ed Center. The final preschool class will need to be relocated next year.

Of Lincoln-Eliot's 18 full-sized classroom spaces, 8 classrooms (45%) are seriously deficient in size, function or basic suitability for education. The ancillary spaces are undersized, poorly lit and located in the basement level. There is an undersized cafeteria with circulation challenges in that it also serves as a main thoroughfare and is difficult to access for students with mobility or visual needs (requires both elevator and staircase lift). The addition of supplemental chairs to seat all children is necessary for larger grade cohorts. The cafeteria is also used for 1:1 or small group instruction – a white board is available in a corner. Both the art and music rooms are subdivided to share with after school, which is in high demand with a waitlist. The gym is the largest space in the building and is undersized; all-school assemblies are limited because the gym can accommodate only three grades at a time. The library has insufficient light and ventilation, and is substantially below grade. The small health room includes one resting cot and an inadequate toilet room. The medical needs of the current student population are far in excess of those considered between 1939 and 1975. The Psychologist's office is unheated and windowless. There is storage in hallways due to storage rooms being converted to instructional use.

The main office is located in the original building on the opposite end from the Pearl Street entrance. The building has three other major entrances making security and access control difficult. Newton's standards for safety, evacuation and supervision of students are difficult to maintain due to the building's layout and the resulting zones that are difficult to oversee. Newton's well-developed protocols are not sufficient at Lincoln-Eliot; the administration has had to devise complicated management systems to ensure safety and security throughout the building.

Lincoln-Eliot is not fully accessible or ADA compliant, although elevators and staircase lifts have been added over time. The building has disjointed circulation caused by two different additions to the building making access issues even more difficult. Some students with wheelchairs or mobility or vision issues are placed at other schools.

---

**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).**

Regular maintenance and preventative maintenance programs are funded annually by the district in accordance with the City of Newton's Charter Maintenance Ordinance with a funding requirement of up to 2% of the prior fiscal year budget. The schools have followed and exceeded this requirement in order to maintain its aging building stock. In addition, capital repairs are undertaken in conjunction with funding from the City of Newton's Capital Improvement Program (CIP) with financing from bonding and/or the use of free cash for one-time expenses. No capital repair projects at the Lincoln-Eliot Elementary School have required override or debt exclusion votes.

Preventative maintenance (PM) and regular repair and maintenance work orders are processed in a web-based electronic system enabling efficiency and data gathering. Custodians receive annual training on PM procedures.

The district's PM program includes:  
 Asbestos inspection every 3 years  
 Boiler cleaning annually  
 Elevator inspections

- Emergency generator inspections monthly
- Fire suppression testing annually
- Replacing carpet with vinyl tile
- HVAC maintenance including duct cleaning
- Infrared roof inspection
- Steam trap replacement
- Unit vent filter changes 3x/year

The district's Summer Projects program tailors repairs and improvements to each building, including items as painting, flooring, bathroom upgrades and space re-organization to meet enrollment/programmatic demands.

The City's Capital Improvement Program funds larger construction or repair projects from a plan formulated jointly with the Public Buildings Department and include includes the following types of projects district-wide.

- Construction/additions/renovations
- Accessibility improvements
- Communication system upgrades
- Large-scale masonry repairs/waterproofing
- Generators
- HVAC system, including replacement of boilers, roof top units, univents
- Energy efficient lighting installation
- Roof/gutter replacements
- Building-wide window/door replacements

The following capital projects were implemented at Lincoln-Eliot and funded by the City's capital improvement program: a new boiler, HVAC distribution upgrades and short-term payback energy efficiency measures, including steam trap replacements, attic insulation, and energy efficient lighting.

---

**Priority 2*****Question 1: Please describe the existing conditions that constitute severe overcrowding.***

Newton's enrollment growth trend from 2004 to 2015 has brought growth of 17% at the elementary level. An earlier period of robust elementary growth of 25% occurred between 1986 and 1992. The combined effects of these major growth periods have resulted in overcrowded conditions in Newton's elementary school buildings. Overcrowding has placed serious constraints upon the educational programs of the district. Need for additional core classrooms pushed other educational functions to second tier, less optimal spaces, many of which are substandard or created by modifying space in buildings never intended for children or teachers. In addition, the district developed significant reliance upon modular classrooms with 11% of its stock of full-sized classrooms located in modularity by 2013.

Newton has had extraordinary growth in the Lincoln-Eliot school district. Lincoln-Eliot enrolled 229 students in 2004 and has had total growth of 47%, the largest enrollment growth in the city. Over the past five years, Lincoln-Eliot has sustained 16% growth as enrollments rose from 293 to 340 students. Three nearby school districts on Newton's north side also have had very high growth since 2004 and are overcrowded: Horace Mann (34%), Burr (35%) and Franklin (7%). Just south of Lincoln-Eliot, Underwood has had 24% growth.

Lincoln-Eliot is overcrowded based on its current enrollment of 340 students in a building with 18 classrooms (almost half under-sized) without adequate program space and with undersized ancillary spaces. Lincoln-Eliot School is 51,074 gross square feet and has the most inefficient building layout in the school system with a net-to-gross area ratio of 1.95. This is the result of three eras of construction being joined together with the original school constructed in 1939, an addition in 1965 and another in 1975. The elementary school has 83 net square feet per pupil. The HMFH study rated the school fair (needing renovation or replacement) both for its building condition and for its suitability to deliver the educational program due to the lack of other educational spaces.

Lincoln-Eliot is seriously overcrowded based on the specific educational needs of its special education (17%), low income (28%) and ELL students (18%) who require educational support and specialized instruction, and are disproportionately impacted by overcrowding. All of these supports are provided outside of regular education classrooms and in substandard spaces that are severely limited at Lincoln-Eliot. The population of low income and ELL students at Lincoln-Eliot is above the state average, and the population of special education students is above the average for Newton.

When using the standard of 40SF per pupil classroom size (the metric used in the HMFH study), Lincoln-Eliot should have a maximum of 290 elementary students, excluding classrooms devoted to the pre-school program. Enrollment growth during the past three years has pushed out one class each year of the four original integrated preschool classrooms to the basement of the Education Center. The final preschool classroom at Lincoln-Eliot will need to be relocated next year. The district has maximized space at the Ed Center for the integrated preschool program where all the classroom and support spaces are undersized. An extreme measure was needed to relocate a third preschool class from Lincoln-Eliot this year that presents serious operational difficulties including access, toileting and teacher collaboration: a classroom had to be placed on the Ed Center's third floor next to administrative offices. The group size regulations for integrated preschool classes, together with the number of preschool students with special education needs in Newton, result in the current need for 12 preschool classrooms. The Lincoln-Eliot preschool population's needs are higher than average in Newton. The forced relocation of the preschool program caused by the growth of the elementary population has disproportionately impacted Lincoln-Eliot students who would otherwise benefit from a direct continuum of services in elementary school.

Of Lincoln-Eliot's 18 full-sized classroom spaces, 8 classrooms (45%) are seriously deficient in size, function or basic suitability for education: six classrooms are less than 800nsf; two basement classrooms are isolated from each other and from main classroom corridors. These classrooms are accessed from stair landings and lack even hallway areas for small group instruction. These spaces are below grade without natural light or ventilation due to inadequate and difficult access to windows located at ceiling height; one of the two classrooms has only a single window. These spaces do not have typical layouts and were not intended for use as a core classroom.

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

Newton, a city of 18.1 square miles, the 8th largest district, and the 11<sup>th</sup> most populous city in the state, has taken numerous significant actions to mitigate problems in its substandard elementary buildings and to relieve overcrowding in the district. By engaging in a city-wide long-range planning process including a full capital risk assessment of all city buildings including schools, the schools and city embarked in 2011 upon a strategic and effective plan spanning thirty years. Financial partnership with the MSBA is of critical importance for Newton to continue to make progress on the long-range plan that has been locally funded to the greatest extent possible within the limits of the city's bonding capacity. MSBA partnership has been and will continue to be essential in finding solutions for the city's worst three school buildings - Angier, Cabot and Lincoln-Eliot – and to ease overcrowding in the district.

After the completion of a Lincoln-Eliot school building project, Newton will have achieved the significant result of adding two renovated or new modern school buildings on Newton's north and south sides: Angier and Zervas to the south and Cabot and Lincoln-Eliot to the north. This planned approach will significantly mitigate district-wide enrollment problems and potentially will allow the focus of future projects to become modernization, replacement of temporary modular additions and system upgrades.

Newton's long-range plan identifies several needy schools to follow Lincoln-Eliot in the next 6 to 10 years including schools that are notable for their age, condition, reliance on modular additions, and outmoded or unsuitable design including Countryside, Ward and Franklin.

The district has had limited ability to mitigate the growth of 16% sustained by Lincoln-Eliot as enrollments rose from 293 to 340 students in the past five years. Crowding in Newton's most dense area (north of the Mass Pike) is universal, with few options for shifting enrollment among north-side schools even though buffer zones exist. The other nearby school districts on Newton's north side also have had very high growth since 2004 and are overcrowded: Horace Mann (34% growth), Burr (35% growth) and Franklin (7% growth). Just south of Lincoln-Eliot, Underwood has had 24% growth. The completion of the Cabot school building project will help will ease some crowding in this area.

Capacity issues have also been addressed through the major renovation of the Carr School building in 2013-14 that resulted in a modernized school building equipped with cafeteria, art, music, gymnasium, media center and special educational spaces close to MSBA standards. The building has effectively housed Angier students and now Zervas students during construction of those schools, to be followed by students from Cabot.

Capacity issues have been addressed at Lincoln-Eliot to the extent possible by adapting spaces within the building to maximize space available for the full educational program. Spaces have been used in non-traditional ways and programs have been put into substandard spaces including hallways, storage and basement areas. Spaces have been sub-divided so that the rooms can be shared among teachers and programs.

The district has further mitigated overcrowding issues by relocating three integrated preschool classrooms from Lincoln-Eliot to the Education Center. Space at the Ed Center has been reconfigured to house 11 preschool classrooms, primarily by adding toilets and three classrooms. The final preschool class will be moved out of Lincoln-Eliot by September 2016. Approximately 150 preschoolers attend integrated classes and one sub-separate class; an additional 100 students receive related services only.

Conditions at the Ed Center are substandard and crowded and include 3 rooms under 500SF, 6 rooms under 800SF, 2 rooms under 900SF, and 1 room at 1000SF. The number of toilets meets the bare minimum for children; adult toilets are only available one level up. Related ABA, speech/hearing, OT/PT, and other services for an additional 100 preschool children (beyond those enrolled the preschool classrooms) are scheduled in classrooms after morning classes end, and in very limited spaces suitable for individual or small group treatment or instruction including: 3 small group instruction spaces for ABA, SLP and OT of under 600SF total, and a PT motor room of 355SF. There is a 460SF main office/conference area plus a teacher workspace of 900SF. One classroom is located on the third floor of the Ed Center next to administrative offices; access, toileting and providing teaching supports are difficult. Total building net floor area for the integrated preschool program at the Ed Center is currently 11,414nsf.

The district is currently preparing the main academic wing of the recently acquired Aquinas building as a temporary location for the preschool in 2016-17 while Newton continues to work on advancing plans, as described in the main goals section, to renovate the

Aquinas building for an elementary school and permanent preschool.

Newton has also taken the critical step of elementary redistricting to address capacity issues. School boundary lines around Angier and Zervas, in anticipation of new school openings in January 2016 and September 2017, were modified following a year long student assignment review process conducted last year. A working group studied options and sought public input during the 2014-15 school year and proposed new boundary lines that would begin to ease crowding in six schools in Newton's west, south and central areas. The new student assignment policies were approved and adopted by School Committee in September 2015, effective immediately for all new students.

Capacity issues have been addressed district-wide through the use of modular classrooms. Since 2004 and the arrival of the recent growth trend, sixteen modular classrooms have been added at elementary schools to alleviate crowding, where allowed by site constraints. Four modulars were added in 2007 (Peirce and Zervas). Three modular units were added in 2011-12 (Burr, Horace Mann, Zervas). Another nine modular units were added in 2013-14 (Burr, Bowen, Horace Mann and Mason-Rice). This expansion helped ameliorate large class sizes that were well over Newton's School Committee guidelines. In total, Newton's use of temporary additions by 2013 included 30 modular units, comprising 11% of its total stock of elementary full-sized classrooms.

**Priority 2**

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

Lincoln-Eliot continues to deliver its educational program to the extent possible within its inadequate building; this has a direct impact teaching and learning time. Teachers must relocate students to alternate locations that are usually substandard, crowded, and noisy and lacking in privacy; teachers must transport instructional materials. Instructional time and effectiveness can be reduced; outcomes for students can be impacted. Lincoln-Eliot has a high percentage of low-income students and is a Title I grant school. There is a small concentration of homeless students at Lincoln-Eliot. The needs of these students are not fully provided for within the regular education classroom, so these students and their teachers are affected disproportionately by facilities constraints. Lincoln-Eliot has not been able to continue to provide preschool programming due to enrollment growth and facility limitations. The preschool program at Lincoln-Eliot that formerly served 60 children has been relocated to undersized and substandard space in the lower level of the Education Center.

Lincoln-Eliot is seriously overcrowded based on the specific educational needs of its special education (17%), low income (28%) and ELL students (18%) who require educational support and specialized instruction. All of these supports are provided outside of regular education classrooms and in substandard spaces that are severely limited at Lincoln-Eliot. Lincoln-Eliot has the highest special populations in Newton and exceeds the state average for high needs students.

Overcrowding has a direct impact on student learning and instructional best practices. The ancillary spaces are undersized, poorly lit and located in the basement level. There is an undersized cafeteria with circulation challenges in that it also serves as a main thoroughfare and is difficult to access for students with mobility or visual needs (requires both elevator and staircase lift). The cafeteria is also used for 1:1 or small group instruction – a white board is available in a corner. Both the art and music rooms are subdivided to share with after school, which is in high demand with a wait list. There is insufficient space for instrumental music instruction. The gym is the largest space in the building and is undersized; all-school assemblies are limited because the gym can accommodate only three grades at a time. The library has an L-shape and the front portion is used for instruction while library classes are in session in the back. The library front is also used for meetings and as a workspace for teachers who share rooms. The instructional technology specialist works out of this area/has no other workspace. The small health room includes one resting cot and an inadequate toilet room. The Psychologist's office is unheated and windowless. Each classroom corridor is lined with small tables used for small group instruction. There is storage in hallways due to storage rooms being converted to instructional use. The main office has been subdivided to add a small instructional space.

Small group instruction for high need students in literacy, math, reading, and sheltered English occur in substandard former storage, office or alcove spaces lacking windows and ventilation. Aides supporting high needs students use a former storage room divided with three partitions for 1:1 pull outs for students (e.g. student with medical/ nutrition needs, ASD students requiring stimulation breaks). Title I literacy aides share a blind corridor end by a mechanical room with no heat source. Literacy materials are stored in the same blind corridor. Title I math instruction occurs in a hallway. Language support for English learners is housed in a small room, divided by a partition, and shared by two teachers. The learning center teacher supports students in a small room shared with the inclusion facilitator.

**Please also provide the following:**

<b>Cafeteria Seating Capacity:</b>	132
------------------------------------	-----

**Number of lunch seatings per day:** 3**Are modular units currently present on-site and being used for classroom space?:** NO**If "YES", indicate the number of years that the modular units have been in use:****Number of Modular Units:****Classroom count in Modular Units:****Seating Capacity of Modular classrooms:****What was the original anticipated useful life in years of the modular units when they were installed?:****Have non-traditional classroom spaces been converted to be used for classroom space?:** YES**If "YES", indicate the number of non-traditional classroom spaces in use:** 2**Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters):.**

Lincoln-Eliot is using two non-traditional classroom spaces, one for a kindergarten and the other for a 2nd grade class. These classrooms were the product of one of the building's two additions that took advantage of the grade of the site. They are accessed from the middle of a stair landing to the lower level and at the bottom of a stair landing. These spaces are below grade without natural light or ventilation due to inadequate transom style windows located at ceiling height that are difficult to access. One classroom has a single window more two stories overhead due to site elevation. These spaces do not have typical layouts and were not intended for use as core classrooms. Incorporating space from an adjacent storage room enlarged one of the classrooms. This created an alcove that has limited functionality. Both rooms lack adjacent or nearby space for small group instruction (even a hallway).

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

The Newton Public Schools instituted a full neighborhood inclusion program in the 1990s and all school facilities have been adapted to meet the needs of all students. It was during this time that Newton began adding the requisite special education classrooms, treatment spaces and offices for staff specialists in speech/language, OT, PT, ABA, social work, psychologists, and inclusion facilitators. To meet the needs of changing educational standards for full inclusion and providing education to all students in the least restrictive environment, buildings were adapted by creating additional learning spaces in former closets, storage rooms, and rooms without proper lighting or privacy.

In addition to the neighborhood inclusion needs, several of Newton's elementary schools also house citywide special education programs that require the use of classroom space. These district-wide programs, including preschool at Lincoln-Eliot, have been subject to significant relocation during the current period of enrollment growth. The elementary stabilization program has become a mobile program, without a permanent space. Newton's citywide language development program was re-located out of Franklin because of serious space constraints in this school, also located on Newton's crowded north side. The elementary district-wide program for students with ASD has expanded and is causing space pressure at Countryside.

ELL programming has expanded to meet the needs of a growing population of students whose home language is not English. The enrollment growth of students who are English learners has outpaced overall growth. Lincoln-Eliot's ELL population is currently the second highest of all 15 elementary schools.

Newton instituted a policy of district-determined placements from elementary buffer zones in 2011. Prior to 2011, these zones were parental choice zones. This change gave the district the ability to balance class sizes between neighboring schools. The district has used the buffer zones to shift an entire kindergarten class, in one case, when overcrowding was extreme. Elementary buffer zones have been expanded since 2011 and are a critical tool for balancing capacity and reducing crowding. Buffer zones have been added in each year since 2011 and 650 elementary students reside in buffer zones in 2015-16. Shifting enrollment is helpful from an equity standpoint but does not address overall capacity, especially when almost all schools are overcrowded. Lincoln-Eliot has buffer zones with other overcrowded schools, for example, including Horace Mann which serves a similarly high needs student population and is enrolled over its capacity and has a greater number of large class sizes than many other schools.

The recently approved comprehensive school boundary changes for Angier and Zervas will begin to shift enrollment from crowded schools to Angier in 2016-17 and to Zervas in 2017-18, which will add capacity to the district.

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

District class size goals are to keep the overall average elementary class size between 20 and 22 students, with gr. K-2 at 20 or below and gr. 2-5 at 24 students or below. In 2015-16, the average of all class sizes is 20.5 students, with individual class sizes ranging from 17 to 26 students. The district is committed to keeping class sizes balanced but there are a number of large class sizes over 25 students. The above are class size goals, not policies.

**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.***

---

Constructed in 1939 with additions in 1965 and 1975, much of the heating distribution system is original. Piping in crawl spaces and walls are failing. Numerous highly invasive repairs to pipes have been required in last three years. The steam to hot water conversion system has failed. Pumps are single speed non-VFD requiring constant monitoring and using excessive power to operate. Plumbing fixtures are original and are not water conserving. There are no digital controls for the systems and no occupancy sensors for the lighting. The original slate roof does not meet current energy code requirements. Exterior windows have inefficient single-pane glazing. There is no vestibule at main entry. Recognizing that all of the district's older buildings are energy inefficient, the City of Newton hired a Sustainability Project Manager to oversee sustainability and energy projects throughout city and school buildings. The total number of energy conservation measures that would be needed at the Lincoln-Eliot School exceeds a reasonable investment level for a building of this age. Those that are feasible and have a quick payback are being pursued. These include: attic insulation, and energy efficient lighting.

**Priority 5**

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

---

The heating system is a combination of steam and hot water fueled by natural gas. A new steam boiler was installed in 2013 to replace a boiler that had reached the end of its useful life and repair was no longer feasible. A remaining oil boiler is non-functional. The waterside distribution system components and piping (c. 1975) are compromised, requiring constant monitoring and repair. New electronically controlled unit ventilators were installed in most classrooms in 2014. No upgrades to pneumatic controls, piping supply/return, or steam to water conversion were performed. As constituted, the heating system is a hybrid of systems that generated high numbers of maintenance requests and requires substantial resources to maintain.

Based on current best practices and Newton's educational mission, educational and building standards that address the reduction of energy consumption have been established as part of the facilities operations plan. In recent years, energy efficient lighting has been installed throughout the district by partnering with the NStar Lighting Rebate Program. Newton Public Schools has hired an HVAC specialist who has initiated a preventative maintenance program for the district's heating equipment. This oversight has had a direct impact on reduced energy consumption and energy expenditures while improving equipment operation and occupant comfort. In addition, the district has clear policies and procedures for reducing energy use throughout the day and evening. Heat is not turned on within school buildings until October 15 of each year. During the school day thermostats are kept at the lowest required temperatures. Staff are encouraged to arrange classroom furnishing to maximize distribution of heat. Policies are in place to shut off lights and use natural lighting whenever possible. The Superintendent periodically sends out reminders regarding these energy conservation policies.

In 2012, the City of Newton entered into a contract with Thielsch Engineering. This company has conducted an energy audit of the Lincoln-Eliot School and has reviewed the historic consumption of all utilities and calculated the available energy costs savings that will result from recommended energy conservation projects that will deliver those savings. The total number of projects that would be needed is too numerous for a building of this age. Those that are feasible and have a quick payback are being pursued. These include: steam trap replacements, attic insulation, and energy efficient lighting.

**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.***

---

Temperatures and air quality affect student and staff comfort levels. Despite repairs and energy conservation improvements, heat continues to be uneven; some rooms are too hot; others are too cold. Ventilation is below standard and lacking in some spaces. Windows are old and do not provide sufficient natural daylight. Many windows throughout the building have become discolored and opaque, obscuring natural light, due to their Lexan or thermopane material, many of which have broken seals and the glass is fogged. Many instructional spaces have all of their windows in this condition rendering the classroom spaces essentially windowless in terms of light and visibility. Further, many windows can not be opened to provide ventilation in mild weather. The school has too few toilet rooms for both students and staff. The building is not fully accessible or ADA compliant in many ways. Classrooms do not have the ability to adequately support the technology that is part of 21st century education. There are minimal wireless systems and no cable service. There are too few receptacles in classrooms. The phone systems are new and there are phone lines in classrooms. With the exception of telephones, all of the systems in the buildings are past their useful life affecting comfort and security as well as teaching and learning.

**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.***

Modernization of the heating plant and distribution system to current ASHRAE standards would be a major component in extending the useful life of the building. Appropriate energy efficient controls methodologies coupled with more efficient boilers and pumps allows for better heat distribution, enhances occupant comfort, and reduces energy loads. Similarly, required air exchange through exhaust fans, heat wheel return of conditioned air, and greater monitoring capabilities aid in extending the useful life. There is an opportunity cost in this scenario whereby other facility systems must compete for dollars. Heating system emergencies take a high priority over other maintenance concerns. Heating system upgrades will reduce the operating cost and allow those dollars to be spent on preventative maintenance and other types of facility improvements. In 2006 Lincoln-Eliot School converted its heating from oil to natural gas, which allows for cleaner emissions and fewer maintenance needs.

Modernization of the electrical system would need to be performed to effect the desired HVAC improvements. In addition, an increase in the load for convenience outlets, new Integrated Technology spaces and equipment, and food service would be required to extend the useful life of the building. The upgrade to life safety systems incorporated in a homogenous electrical upgrade would also impact useful life.

**Please also provide the following:**

**Have the systems identified above been examined by an engineer or other trained building professional?:**  
YES

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

HMFH Architects Inc. Long-Range Facilities Master Plan 2007, updated 2011.

**The date of the inspection:** 11/1/2011

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

Lincoln-Eliot building condition ratings:

Overall Building Condition composite rating - Fair condition with renovation or replacement required

Individual systems ratings:

Mechanical - Poor condition with replacement required

Electrical - Fair condition with repairs or replacement required

Plumbing/Fire - Poor condition with replacement required

Site condition - Good condition with minor repairs required

**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 is a critical need to redress severe Lincoln-Eliot facility issues caused by age, condition, limited educational program capacity and overcrowding. The building is rated by HMFH in 2007 and 2011 in fair to poor condition needing renovation or replacement due both to the building condition and the ability of the building to support the educational program. With an overall facility condition rating of fair, HMFH rated individual building mechanical and plumbing systems as poor (requiring replacement) and electrical systems are fair (requiring repairs or replacement) and site conditions as good (with minor repairs required). The rating of Lincoln-Eliot's educational space needs as fair (requiring renovation or replacement) were based on current educational standards, enrollment capacity and actual and projected enrollment. Since 2011, enrollment growth has further constrained Newton's ability to deliver the full educational program in the building.

The district has been required to take measures so that every available space within each building can be utilized to support teaching and learning and to meet the needs of students. The Lincoln-Eliot building does not accommodate small group instruction associated with an inclusive education program required by Newton and federal and state authorities. The intensive instructional demands in serving this high need student population bring even more pressure to provide the small group instruction spaces lacking at Lincoln-Eliot for ELL, Title One and Special Education. Because teachers work with students in substandard and overcrowded locations, the teaching and learning process can be less effective and may not fully meet the needs of students. Despite severe facility deficiencies, the full educational program, including small group instruction, is offered because of the dedication of the highly qualified Lincoln-Eliot teachers who continue to serve some of Newton's most needy students well in a difficult environment.

The following aspects of Newton's educational program are fully precluded from being offered:

- 1) Current educational best practices involve professional collaboration across disciplines and especially within grade levels. Grade level groupings of classrooms and teachers have been achieved only for one grade because of building layout and the two isolated classrooms.
- 2) Students with mobility or vision issues have been diverted to different schools because of the building's difficult access issues cause by its layout and reliance upon several elevators and staircase lift systems.
- 3) The aftercare program is limited and cannot accept all students in need.
- 4) The preschool program is limited and has been forced to relocate. The program is a district-wide program that typically has included a large percentage of children from the high need Lincoln-Eliot district.
- 5) The building is less accessible to community education programming available in Newton's elementary schools.
- 6) Due to the undersized gym and cafeteria, all school assemblies and school events for students with parents are not available.

**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 facility constraints at Lincoln-Eliot to deliver the full educational program have been addressed to the extent possible by adapting spaces within the building to maximize space available for the program. Spaces have been used in non-traditional ways and programs have been put into substandard spaces including hallways, storage and basement areas. Spaces have been subdivided enabling teachers and programs to share them.

The district has further mitigated facility issues and lack of space for the program by relocating three integrated preschool classrooms from Lincoln-Eliot to the Education Center where conditions are also substandard and overcrowded with only 11,414 nsf available for preschool programming for 250 children. The original 1939 building with two separate additions creates a large footprint on the site and there are no options for further expansion or space upgrades to the building.

Lincoln-Eliot is an obsolete building that requires addition/renovation or replacement in order to deliver the state and local required elementary program. Newton has secured the Aquinas site located 0.2 miles from the current Lincoln-Eliot building; this is a preferred site for an elementary school where a cost effective renovation/addition to the main academic wing and cafeteria/arts wing of the building would be feasible and cost effective. Not counting a third wing which was a former convent, Aquinas is a 75,161gsf building that has more than 51,000nsf available for an elementary educational program according to MSBA standards. Moreover, the former convent wing of building adds 26,500 gsf and will allow for a permanent preschool space to remedy severe space deficits at Newton's integrated preschool program. Preschool parents, teachers and administrators have been concerned about the preschool program space constraints, but until the purchase of Aquinas, the district had not been able to begin to adequately address those needs.

Newton is currently investing in the Aquinas building. Windows and caulking are being replaced in the main academic wing to remediate environmental conditions. This step was necessary to allow the educational use of the building once again as a temporary location for the preschool beginning in 2016-17. The Education Center has no additional space available in what is a highly programmed building that houses district administration, professional development functions, information technology and two alternative high school programs.

**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.***

Lincoln-Eliot was built in an historical era for a different educational program than the fully inclusive program offered today in Newton. Today, as a result of the Individual with Disabilities Education Act (IDEA), all children are entitled to free and public education in the least restrictive environment possible. Over the years classrooms and other spaces were converted to accommodate current educational needs and requirements. When built, Newton schools did not have special education programs in neighborhood schools. Also, educational needs in the 21<sup>st</sup> century are significantly different from early in the 20<sup>th</sup> century when children went home for lunch, kindergarten was a half-day, no after school programs existed, nor was there dedicated space for art and music instruction and handicapped access standards were yet to come. Newton has taken significant measures to mitigate what is an obsolete building including two major additions and innumerable small-scale internal renovations since 1975.

Of Lincoln-Eliot's 18 full-sized classroom spaces, 8 classrooms (45%) are seriously deficient in size, function or basic suitability for education: six classrooms are less than 800nsf; two classrooms are isolated from main classroom corridors and each other, and are below grade. The ancillary spaces are undersized, poorly lit and located in the basement level. There is an undersized cafeteria with circulation challenges in that it also serves as a main thoroughfare and is difficult to access for students with mobility or visual needs (requires both elevator and staircase lift). Lunch requires the addition of supplemental chairs to seat all children in larger grade cohorts. The cafeteria is also used for 1:1 or small group instruction – a white board is available in a corner. Both the art and music rooms are subdivided to share with after school, which is in high demand with a waitlist. The gym is the largest space in the building and is undersized; all-school assemblies are limited because the gym can accommodate only three grades at a time. The library has insufficient light and ventilation, and is substantially below grade. The small health room includes one resting cot and an inadequate toilet room. The medical needs of the current student population are far in excess of those considered between 1939 and 1975. The Psychologist's office is unheated and windowless. There is storage in hallways due to storage rooms being converted to instructional use.

The main office is located in the original building on the opposite end from the Pearl Street entrance. The building has two other major entrance points that are difficult to effectively and securely manage. Circulation to the main office from the main entrance and the two other building entrances is challenging both from an ADA/access and security perspective. Newton's standards for safety, evacuation and supervision of students are difficult to maintain due to the building's layout and the resulting zones that are difficult to oversee. Newton's well-developed protocols are not sufficient at Lincoln-Eliot; the administration has had to devise complicated management systems to ensure safety and security throughout the building.

Lincoln-Eliot has the highest special populations in Newton and exceeds the state average for students defined as high needs due to their special education needs (17%), low income status (28%) or limited English proficiency (18%). The needs of these students are not fully provided for within the regular education classroom and students receive targeted instruction in small groups. Small group instruction for high need students in literacy, math, reading, and sheltered English occur in substandard former storage, office or alcove spaces lacking windows and ventilation.

To provide small group instruction, teachers and staff work in substandard space and have insufficient workspace for planning and preparation. Aides use a former storage room divided with three partitions for 1:1 pullouts for students who has significant special needs. Lincoln-Eliot provides Title I teaching support and supplemental small group instruction for needy children. Title I literacy aides share a blind corridor end by a mechanical room with no heat source. Literacy materials are stored in the same blind corridor. Title I math instruction occurs in a hallway. Language support for English learners happens in a small room, divided by a partition, shared by two teachers. The learning center teacher supports students in a small room shared with the inclusion facilitator.

Lincoln-Eliot is not fully accessible or ADA compliant, although elevators and staircase lifts have been added over time. The building has disjointed circulation caused by two different additions to the building making access issues even more difficult. Some students with wheelchairs or mobility or vision issues are placed at other schools.

Implementation of instructional technology is constrained in the building because of inadequate electric receptacles in classrooms.

Wireless upgrades have helped the district make progress in the inadequately hard-wired building, but wireless is weak in many areas due to building configuration and layout.



**CERTIFICATIONS**

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

**Chief Executive Officer \***

**School Committee Chair**

**Superintendent of Schools**

\_\_\_\_\_

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\* 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. Please do not leave any signature lines blank.