



Board of Selectmen
Meeting Packet
September 13, 2022

May 23, 2022

Medfield Board of Selectmen
Town of Medfield
459 Main Street
Medfield, MA 02052

Re: Recycling at town approved events

Dear Selectmen:

I am a member of the Transfer Station and Recycling Committee (TSARC) and at a recent meeting, concerns were raised about the lack of recycling offered or available at events in town. As recycling is mandatory in Medfield, we think it is important that events approved by the Board of Selectmen should specifically require recycling.

As an example, some of us have attended Zelus Beer Garden events in the summer and they have had one or two very small containers for recycling that got full very quickly. The Zelus Beer Garden this past Saturday had no recycling available and people used the trash cans for their recyclable items.

As another example, last year's Medfield Day also had little in the way of recycling stands, so most recyclable items were discarded as trash. When we mentioned this to a representative of MEMO, the reply was essentially that if we wanted recycling, we should come up with a solution and implement it ourselves.

We know you see many requests for events and we would like to ask you, as part of your permit approval process, to require that the sponsor of events must recycle, as is required in Medfield. This would mean event sponsors should supply adequate receptacles for both trash and recycling and have a plan to monitor and empty them throughout the event and when the event is over, make sure the recyclables are recycled.

Thank you for your attention to this matter.

Sincerely,

Chris Carlin
TSARC Committee Member



**TOWN OF MEDFIELD
APPLICATION TO SOLICIT**

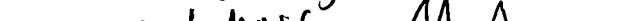
DATE: 07/25/2022

NAME: Glenn Catt

HOME ADDRESS: 146 Armour St, New Bedford, MA, 02740

TELEPHONE NO.  DATE OF BIRTH: 03/08/2001

SOCIAL SECURITY NO.  HEIGHT: 5'09 WEIGHT: 375
COLOR OF HAIR: Brown EYES: Hazel 

DRIVER'S LICENSE NO., STATE, EXPIRATION DATE: 

VEHICLE: YEAR 2009 MAKE Hyundai PLATE NO. 2LMD56 STATE MA

VEHICLE OWNER AND ADDRESS: Glenn Catt, 

NAME OF BUSINESS: Power Home Remodeling Group

BUSINESS ADDRESS: 201 Jones Rd, Waltham, MA, 02451

NATURE OF BUSINESS AND GOODS TO BE SOLD: Windows, Siding, Roof, estimates

IF APPLICABLE, STATE PERMIT NO: _____

M-F 12pm-7pm
S 9am-3pm
REQUESTED LENGTH OF TIME TO SOLICIT: August 1st to September 31st

LIST ANY OTHERS WHO WILL SOLICIT IN MEDFIELD AS PART OF THIS APPLICATION:

NAME	ADDRESS	DATE OF BIRTH	SOCIAL SECURITY NO.



SCHOOL COMMITTEE

Town of Medfield, Massachusetts 02052

September 13, 2022

Dear Medfield Board of Selectmen;

In accordance with the newly amended Code of the Town of Medfield, Chapter 10, Article IV, Subsection L, the Medfield School Committee submits this application for the construction of a new elementary school, or the renovation/addition of the Dale Street School or other current elementary buildings, as identified by the School Building Committee (SBC). We strongly believe that it is in the best interest of the community and its students for the School Committee and the School Building Committee to examine the grade structure of our elementary schools.

The previous SBC spent several years collaborating with the Massachusetts School Building Authority (MSBA) on a comprehensive feasibility study, as well as a schematic design for a new elementary school. While the project as proposed failed at the November 7, 2021 Special Town Meeting by a 4% margin, there are aspects of the vision that continue to be valid and important in consideration of our community's future needs.

- The new project must provide the District with future flexibility for grade-level configurations. This flexibility has become increasingly critical both in our present circumstances and as mandates for early childhood education become a reality in future years. Medfield Public Schools must have the space and resources to accommodate the cyclical one or two grade surges it experiences regularly, an example of which may be seen in our current Pre-K and early elementary programs. The District has had to historically make sacrifices in both community desired and revenue generating program offerings, as well as in class size. Any new project must take into account how these factors at the earliest stages of education will impact the elementary system as a whole. With this application the School Committee takes into consideration potential enrollment fluctuations.
- In a reevaluation of the initial plan, as well as factors raised since that plan was proposed, the Committee and Administration identify a unified setting of at least two elementary schools as a high priority of a new elementary school or renovation/addition project. A unified setting minimizes transitions for our students and increases opportunities for staff and service collaboration. It is possible that during the predicted lifespan of the building there may be such a significant contraction of school age population that the district may choose to consolidate its resources into a two elementary school program.
- A significant inadequacy of the current elementary program, across all schools, is the need for non-grade specific learning spaces and infrastructure for Special Education instruction and support, individualized instruction, hands-on learning, library-media resources, language learning labs, and designated music and performing arts rehearsal and performance areas. These spaces are necessary and standard within contemporary educational building projects.

- Our schools serve as a community resource for many town-wide organizations. A new elementary school or a renovation/addition reconfiguration must continue to serve the community outside of the typical school day and calendar. Upgraded facilities will continue to provide more opportunities to Medfield residents as well as needed revenue streams for the School District.
- The next school project should be a model for the Town of Medfield's long-term energy and sustainability goals. A sustainable building will increase our ability to manage long-term climate change and the financial challenges that will accompany this reality, while also teaching our students each day about the importance of renewable energy and sustainable resource practices.

In April of 2022, the Medfield Public Schools, with the Board of Selectmen's support, submitted a Statement of Interest (SOI) to the MSBA for acceptance into its building program. The MSBA process would allow the Town of Medfield to receive substantial reimbursement for the project, although the previous project's reimbursement of \$19,000,000 is no longer guaranteed. As of this writing, the MSBA has not contacted the District to inform us of our acceptance into the program in December 2022.

The Medfield School Committee submits this application to the Board of Selectmen to expedite the formation of a SBC and with it begin in earnest the work to provide our students, staff, and community with a modern learning facility that meets the specific needs of our town's citizens, as well as their expectation of the highest quality of education.

The School Committee looks forward to working in partnership with the School Building Committee and the Community to bring a project to the town for a successful vote and completion of this much needed modernization of our elementary system.

Please see the attached Education Plan, as well as the most recent SOI submission, for more in depth detail in support of the District's application.

Thank you for your consideration,

The Medfield School Committee:

Anna Mae O'Shea Brooke, Chair

Timothy Knight, Vice Chair

Jessica Reilly, Recording Secretary

Michelle Kirkby, Financial Secretary

Leo Brehm, Member at Large

	<p><i>Application Feedback:</i></p> <p>I'm open minded and support whatever the committee prefers :) thanks for serving</p> <p>I fully support this application!</p> <p>I wish the complete application was available to view, the "attached Education Plan, as well as the most recent SOI submission" mentioned in the application was not available. As a nit picker, I noticed that "in earnest" was misspelled as "in ernest". Is there a way to see the attachments? Thanks.</p> <p>My priority is to build a new school as quickly as possible, not an energy efficient school. While energy efficiency is important, it is also more expensive and takes longer to build and certify. Placing our children in a safe learning environment quickly should be the highest priority of the school committee. Dale currently doesn't meet many parents expectations for a safe learning environment.</p> <p>I would like to see continued plans that involve larger classrooms, outdoor space, and flexible spaces within the buildings.</p> <p>I would be open to exploring how additions/enhancements to memorial and wheelock could achieve the same goal.</p> <p>While I personally loved the campus feel the old plan provided- and voted yes- placing two schools together should not be prioritized over getting a passing vote.</p> <p>The mission of the school committee is to make student centered decisions that put our kids first. The committee failed to do that during the last design process, which caused a failed vote and our children not getting a new school. It is my hope the same mistakes will not be made during this process. Incorporating parent and community feedback should remain a top priority during this new design process. Please listen, pivot, and be open to change. We all need to work together.</p> <p>I believe that this application addresses the key needs from an educational perspective, as well as some common sense goals such as trying to design the building for uses beyond that (e.g., sports rental facilities).</p> <p>The School Committee's application is a good one. They have thoroughly and thoughtfully highlighted the valid and important aspects of the project. Our kids and our teachers deserve a new school NOW. We cannot afford another failed vote.</p> <p>This proposal is missing the most critical and fundamental requirement of a new school building: How many students is it expected to service? What grades is it intended to support? I believe that the student population is the single most important factor to determine cost and it is not mentioned at all.</p> <p>1) How many actual students are expected to be in the building when it opens? 2) How much student capacity is to be added for growth or flexibility (estimates should include supporting data).</p> <p>Proposal has conflicting language about student population expectations. You reference near term residential construction (growth), possible future contraction, and cyclical fluctuations. What is missing is the Committee's best estimate of a student population projection and the data that supports this estimate.</p> <p>The goal of 'reconfiguring' the grade structure of our elementary schools' seems to be a subtle hidden agenda of the prior and proposed school project. I have put 4 children through the entire school system. I believe the grade structure (and associated transitions) were positive characteristics of our school system and something to be preserved.</p> <p>If the cost of the project is being increased/ altered to accommodate 'revenue generating programs' and to serve as a 'community resource' then the proposal should identify those programs and the current/ projected revenue estimates so that the community can determine the return on that investment and the cost/benefit tradeoffs. Private facilities in town might be better suited to invest their resources in these business opportunities.</p> <p>References in this proposal about the school project being a model for the town's long-term energy strategy and the management of long-term climate change are inappropriate. The School Committee seems to have its hands full just trying to get a school design/location that can get enough votes to be built. I suggest that you focus on the primary objectives of the school and the student population it is to serve. The SBC is a body that will have representatives from across town government - if non-education related requirements are to be added to the project (like energy policy) then the SBC should make design suggestions and defend them vs. alternatives. Hopefully best design practices will yield an efficient sustainable building at the most attractive cost.</p> <p>A proposal to kick off spending \$40M - \$80M taxpayer dollars should not lack the most basic details and requirements. This is particularly true when so much time and money was already spent on the failed proposal.</p>
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	<p>I agree with the considerations highlighted by the Medfield School Committee in this application. I especially agree with the bullet points that specify a unified setting and flexible grade configuration. These are both areas of significant weakness in our current elementary school configuration and limit innovative programming. I believe in investing in our school buildings now to ensure a quality public school system into the future, especially since future housing development within the town is guaranteed by the state hospital plan. My elementary school children have both already experienced compromises in their Medfield elementary experience due to current conditions of overcrowded classrooms, aging building infrastructure, inadequate space for special programs like band, music and special education (especially at Dale Street) and stress due to the multiple campus transitions throughout their elementary years. I was wholly in support of the previous plan and would like to see it reconsidered since considerable research, time and expertise have already been spent on this town-wide need.</p>
	<p>As a mother of a 3.5 year old and a 3 month old I look forward to seeing proposals for combining different grade settings and a proposal to open up preK and Full day kindergarten to the entire town. I also look forward to a plan for more transparency so we do not run into the same fearmongering and false information being spread among the town.</p>
	<p>You need to understand why that last plan failed. You need to get buy in for location. Dale and Memorial are on the same campus. Do they meet your unified location need? If you just run through another Dale at Wheelock plan without buy in, you'll just waste another \$1,000,000 on plans that go nowhere.</p>
	<p>The application seems very similar to last year's school request. Let's get away from trying to build at Wheelock again with the well issues, etc. Please explore keeping the Dale Street campus through renovation. We already have a great location for the school in an area of town that welcomes the building. It is close to Memorial for the campus flexibility you describe. There is extra room in the field behind the school. Keep Dale as a 2-year school, we don't need a giant building. My son loved going to a different location for school every few years; the transitions made him feel like he was always moving ahead.</p>
	<p>If Dale St is chosen as the location for a new or renovated school, under no circumstances should children be housed in modulars during construction. This is especially true when there is a perfectly adequate piece of land at Wheelock that would negate the need for modulars. Any construction, regardless of location, should limit the impact on existing students at affected schools.</p>
	<p>I agree with the considerations outlined by the school committee in the application and the proposal to examine grade structures. I also want to express that I am very supportive of a new school. But am less likely to vote in favor of a school proposal if it is not fiscally reasonable. I thought the last proposal was but I am highly skeptical of any path forward that does not include MSBA funding, which some suggest we pursue. If you were to edit the application, and I don't think you need to, I recommend you strengthen the section on the MSBA funding.</p>
	<p>I am writing to express my support for the School Committee's application for the construction of a new elementary school, and for the five main factors outlined as priorities for new school. Given my recent experiences with elementary school-aged children, I am in particular support of the goal of identifying a new school setting in which at least 2 elementary school can be unified.</p>
	<p>In the second bullet, it is implied that transitions between schools is a bad thing and one that needs to be "minimized". I consider school transitions to be an opportunity for our children to develop skills and resiliency for handling with change and resiliency as life and circumstances will throw countless chances at them as they grow up. We change class composition, teachers, rooms, and curricula each year. Why is the maximum 2 miles distance between elementary schools such a formidable transition challenge?</p>
	<p>Perhaps more to the point, the second bullet hints at the idea that adjacent grades must be housed at adjacent schools. Instead of a new Wheelock-sited school, an option is to place the 2nd and 3rd graders at the Dale site and 4th and 5th graders at Wheelock. PreK-3 colocated and 4-5 nearer to Blake 6-8.</p>
	<p>Thank you for your consideration and for the opportunity to provide feedback.</p>
	<p>I was for the new school in the last go-round, and still am. The Town needs a cohesive structure for the elementary grades, and a single building housing all of them will make grade transition easier, staffing easier, and provide the opportunity to have a modern structure for our children to learn in.</p>
	<p>Thank you for requesting feedback; I'd like to provide a few comments:</p> <ol style="list-style-type: none"> 1) I find the sentence "While the project as proposed failed at the November 7, 2021 Special Town Meeting by a 4% margin..." misleading. The 11/7 meeting needed a 2/3 vote of the 1,901 attendees and only had 1,118 yes votes. That failed to pass by a greater percentage than 4%. The 4% margin must refer to the Special Town Election on November 15, 2021. 2) I'm afraid that bullet-point two will set this up for failure again; since a unified setting will force the school to only two sites (Dale and Wheelock). I'm weary that the space at Dale will meet the space requirements needed in bullet-points three and four. Thus, this will lead back to the Wheelock site, which I can not see passing. 3) I think you might want to reconsider bullet-points three and four. Those points are attempting to accomplish too much and will make a new school too big and expensive. Plus, some issues are being addressed by other new buildings (like the Bellforge Cultural Center). The new elementary school doesn't need to be a community resource or host things for other grades. I think the new school should focus on replacing the current school, not fixing all problems with others schools or the town infrastructure. 4) I strongly feel the best way to ensure a new school will pass is to focus on a school in the current location (maybe combining it with the Pfaff center).
	<p>I think that Dale at Dale should be strongly considered. The location allows independence for walking uptown on half days. Wheelock site is not a good match with the town. And I think no matter the cost people still will not approve it at town meeting if your location remains at Wheelock.</p>

I am in full support of the priorities that you have put forth. Space to allow for enrollment flexibility is integral. There is continual new construction in town and the renovation of Medfield State Hospital is right around the corner. Some grades are already bursting with high enrollment.

Consolidating resources and proximity of 2 schools will offer opportunities, ease of collaboration and transportation.

Providing equal access to education for students on IEP's and 504 Plans also requires space for staff to make appropriate groupings and room for instruction in quiet, clean and well lit rooms. Properly implementing accommodations and modifications requires space.

An energy efficient building will save money in the long term.

Medfield doesn't have space for our youth to gather, especially teenagers. Winters are long. Courts and indoor space are severely restricted. This has a direct negative impact on social and emotional growth, as well as limits opportunities for connection and belonging.

Space that can be accessible to the community, in addition to providing a revenue stream, should be well thought out and prompt, as there is no longer time to wait.

The space and environment where learning takes place does make a difference. Any teaching and learning environment needs to be able to meet the needs of all teaching styles and learning needs. Supporting various modern day teaching techniques, including project based learning, group work, research and upgraded technology all require appropriate infrastructure.

Thank you for working to increase opportunities for Medfield educators, students, and the greater community. Opportunities are severely limited right now due to aging buildings and lack of space. Investing in the future of our school system is a high priority.

I have two small children and voted for the Wheelock proposal. I know that it wasn't perfect, but it was a solid plan with a timeline that a lot of our kids could benefit from.

The main reasons that the Wheelock proposal failed, in my opinion, are cost and location. Many voters found the design to be overly extravagant on our dime. Another subset of voters felt that we did not take into account the importance of the school downtown, the drawbacks of Elm, and what to do with an empty Dale.

With that said, I unfortunately don't think a cheaper version of the Wheelock proposal will pass. I think we need to go back to the drawing board entirely and get creative with our options.

The number one factor for me is timeline. My kids could possibly benefit from a new school if we get our act together. I want us to be having conversations with each other, sharing our differing perspectives, being willing to listen, compromise and find some common ground. That's the only way we'll find a solution that the bulk can get behind.

If we're not a town that can get buy-in for the cost of a brand new school, then what does that mean for all of our aging buildings? Will we be stuck in this same situation 10 to 15 years from now with Memorial and Wheelock at the end of their useful lives? If we decide as a town that we can only tolerate add/renos, then maybe it is worth exploring moving to a two-school configuration now. We add brand-new wings to Memorial and Wheelock to accommodate a grade each. Parks and Recs can work with the Dale space. Down the road, we look into renovations for Memorial and Wheelock. While I've been told that this could be more costly than expected, I would at least like to explore it.

I understand that Memorial is currently configured to accommodate younger students, so if we were to add a wing to Memorial, initially we may need it to accommodate Pre-K thru 2 and Wheelock grades 3-5. However, perhaps the long-term plan with future renovations could allow us to move the older students downtown and younger students to Elm. I think it is important to consider all these options and have a long-term plan, especially considering how long it takes to get these projects done and the age of our buildings.

Time is of the essence, and I look forward to us coming up with a solution that the town can get behind. Thank you.

I was an ardent supporter of the previous project, and I appreciated that a new building on the Wheelock site was the least intrusive construction project for current students (of which I have 2). But it seems clear to me that to reach consensus, this new project MUST NOT be proposed at Wheelock. The neighborhood opposition, open space concerns and other issues (many I thought to be unfounded and some based on disinformation - which unfortunately is irrelevant) are enough to prevent a new project from getting approved.

That's why I worry about the application language suggesting a "unified setting of at least two elementary schools." We have that now in Dale and Memorial. Obviously a renovation of Dale would preserve that - even if it doesn't provide the preferred grade alignment at one site. And it does make it sound, however unintentional, as if the School Committee and/or administration is trying to push the old project and build a new building at the Wheelock site. I strongly suggest removing that from the application.

As an aside, after much thought - it might make the most sense to build a new 4/5 building on the site of the Pfaff Center and attempt to integrate the most-favored parts of Dale (the gym and columns) into the new building. This also preserves the open field between Dale and Memorial. I'd reconfigure Memorial into a 2/3 building for grade continuity (hopefully not requiring major work) and renovate Wheelock into a PK-1 early elementary center. This also preserves the ability of 4th and 5th graders to walk into town on half days.

	<p>With the failure of last year's proposed school, I am disappointed to see much of the same requirements in this proposal. The way this is written, it sounds like we are headed straight back to elm street and doomed to fail again.</p> <p>Was there a request for input on what was important to the town as far as requirements? I may have missed something but I don't remember seeing any touch point asking for what is most important when considering a school.</p> <p>I appreciate all of the work in this situation that feels like a little bit of a lose-lose scenario - but the feedback I've most heard is a lack of input from the folks that ultimately need to vote to pass any proposal (town residents), and I fear we are headed right back in that direction.</p>
	<p>It's hard to understand due to the continued lack of transparency and community engagement on this specific project how/why we would be leveraging supposed data gleaned from the failed process. Had there been a comprehensive effort to learn from our collective mistakes, I might be more open to understanding how the first 2 bullets in the proposal are being brought forward to the new process. Without the work to understand what worked and didn't in a transparent manner, this appears to be another attempt to push thru a pre-determined agenda that may or may not be in the over all best interest of both the kids and the town</p>
	<p>I am ecstatic that my kids will get to stay in the smaller elementary environment while this is being sorted for future generations. There are many studies that point to smaller being better for the educational and emotional well being of our kids at elementary ages. Where is the healthy (transparent) debate on the merits of 800 kid elementary campus vs 2 - 400 kid elementary schools? Where is the research/data to back up the requirement that the larger combined experience is what is best for our kids social, emotional and academic well being?</p>
	<p>I understand the benefits of pooled resources, but I feel strongly that developmentally K-1 fits better with the 2-3 site than 4-5. If we move the younger kids, then Dale can stay at Dale, and we can still build in progressions so current students are not displaced until their new facilities are complete. K-3 by Wheelock and 4-5 at Dale also allows for the "up town" freedom for the 4-5 kids which many seem to cherish AND might also allow for an improved P&R facility (or shared facilities) at this same (currently Dale/Memorial) site. I know it's a lot, but it honestly makes the most sense in terms of duel purpose, pooled resources, best use of resources overall or however you want to phrase it.</p>
	<p>I have read the letter and feel that this is another attempt to put Dale Street School at the Wheelock site. The town voted no! I feel that if this is your intent you are really going to cause so much conflict and unrest and anger in this town. People have spoken. I dont feel that you ignore that. It may be what you all want, but consider the residents.</p>
	<p>It's my hope the new elementary school would be environmentally centered. I hope for a renovation of the current building as the thought of taking green space for the new school is so, so wrong.</p>
	<p>Desire, need is for new build/additions to portion of existing structure at the Dale Street site. It was clear from the override not passing that the site location was paramount for both the community connection and benefit of its location, ample cost savings, less detrimental to the environment, town traffic and overall citizen tax impact. Must include community in sharing information and feedback throughout the process.</p>
	<p>The prior plan failed because it didn't reach two thirds majority - mainly attributed to the expense and the location. Two asks for the committee:</p> <ol style="list-style-type: none"> 1) Nothing has happened for 10 months. Please move with increased haste so more Medfield children don't have to attend the Dale Street school which most parents in town believe is an unsafe environment (asbestos, electrical issues, roof leaks, structural issues, etc). 2) The school will likely be more expensive now with interest and inflation - and the lack of MSBA funding if we want to move forward quickly at a smaller scale. This means people on a fixed income are unlikely to support it because they can't afford that cost plus increased energy costs, water bills, etc. The utility isn't there for them and that will make it incredibly difficult to get to the 2/3 majority. Please look at what Westwood did to pass their schools - joining a tax break for the elderly with their new school proposal to bring the two sides more into alignment and give us a shot at passing this school.
	<p>The majority of the town wants to keep the school at the current Dale St. location. It is frustrating, passive aggressive, and a waste of time for all that you don't look past your own personal preferences to just finally move forward with the town's wishes. And you are risking another disaster of a vote like last time. Stop looking for loopholes and start working on a plan for a Dale St. school.</p>
	<p>I would like to see the current configuration of 2 school locations kept to better meet the needs of the whole community. the consolidation of services leaves sections of town without a public school within their district. That is the reason that towns, including Medfield ;have their elementary school system configured that way.</p>
	<p>Na</p>
	<p>Unified setting of two schools to minimize transition for the children as well as allow teachers to work in both places with minimal disruption or wasted time seems like a wonderful idea. That being said it also seems to be the biggest hurdle to clear for the school to be built at its current location.</p>
	<p>The transition from school to school may be difficult for some students but for the overwhelming majority it is a learning experience that will prepare them for adversity later in life.</p>
	<p>Don't let perfection be the enemy of good. 4 out of the five "must haves" suggested by the school committee ain't bad.</p>
	<p>The town wants the school. Don't stand in the way.</p>

	<p>Can you focus on expenditures that will address the pandemic created educational gaps and delays in learning? STOP focusing on brick and mortar, when your own policies to mask, online learning and all the BS that delayed normalized learning when even the CDC stated they were clueless. Get your heads out of your asses and get our rankings better. A new building sure as hell won't do it.</p>
	<p>Keep Dale at Dale. Enrollment is declining. High taxes in this town and a looming recession will prohibit new families from adding to the school population in the future. There is plenty of land around the Dale Street School to expand if necessary. The quality of education should not be judged by the quality of the classroom or the building in which that education is taught.</p>
	<p>It appears this Proposal, chooses to ignore the will of the previous town votes. This isn't surprising given that the previous effort ignored every warning that they were proposing the wrong school in the wrong location. Can the committee also focus on maintaining a school district that isn't dropping in the state rankings, like a rock?</p>
	<p>For many of us who have been here a long time the fear is that this expense will mean even higher taxes in a town where taxes have already forced many people to leave. We have to figure out a way to support education and young families in this town while allowing those of us who have raised our families here and had hoped to stay not to be saddled with expenses that we simply can not afford and ultimately forcing us out of our homes. Can you do that? (And for those with means to tell the rest of us it's only going to raise your taxes about a \$1000 a year isn't comforting in the least.) How about a tax freeze/grandfather clause for anyone who's been here 20 years or more? How about we take care of the young people AND the older people in this town?</p>
	<p>Open to having multiple schools at same site, but the location should be at Dale St not Wheelock. Please explore this legitimately as there is clearly strong desire from the town to have this location.</p>
	<p>I feel very very strongly that Grades 4 and 5 remain close to the center of town. I support this statement 100%: Massachusetts School Building Authority statutes state, "To the extent feasible, the site selected shall be proximate to other facilities such as libraries, museums, parks, natural resources, nature study areas, and businesses, which would enhance the proposed educational program." When schools are located in close proximity to densely populated neighborhoods (such as those associated with town centers), students are more likely to walk and/or bike to school compared to students attending a school farther away.</p>
	<p>I have several concerns:</p> <ol style="list-style-type: none"> 1. Need to base the need and feasibility of the two school alternatives on accurate, up-to-date, school-age population forecasts. I understand that the prior studies were based on old, out-dated population forecasts. Need to clearly present the forecasts, sources, and methodology in readable, publicly available documents. This must be based on very current assumptions which are much different than out-dated historical assumptions. 2. Need to estimate and explain the full environment impacts of the two choices. This must include ground-water; impacts on aquifers; impacts on wet-lands; air, water, and ground pollution, and total carbon dioxide emissions and absorptions including long-term effects of reduction in forests and open spaces for CO2 capture and sequestration. 3. Must show and clearly present the full costs of both alternatives and the impacts on individual household property taxes. Should include the costs of re-use of Dale School facility if it is abandoned as an educational facility. Need to put this in the context of other major capital intense projects that the Town is considering in order to understand how this will affect households budgets over the next 15-20 years. 4. Very concerned that Town is critically ignoring several very critical issues: (a) exceeding overall impacts on our infrastructure including highways, water resources, wastewater, electric power, and natural gas capacity. (b) chronic mistake of repetitively overbuilding new facilities such as Public Safety Building and Public Works Building. <p>Thanks for considering my comments. Be glad to explain or present more details if it would be helpful.</p> <p>Gil Rodgers 617-792-0583</p>
	<p>What are the plans to provide the necessary resources (additional teachers/staff, materials, technologies to "populate" this new building? What will the costs be for this? I would like to see what programs and curriculum will be enhanced and/or developed to improve the quality of education. The application includes references to "revenue generating programs", "contraction of school age population", etc. I would like to see more detail on these.</p>
	<p>My kids are out of the school system now but I 100% support the building of a new school. My biggest concern is the impact a new school built on any open space will have on the town's resources, especially water. The Climate Emergency is real and will only get worse in years to come. Experts can say that "probably everything will be fine" but we can't be assured 100%. Nothing can be. We need to find a way to utilize existing structures or modify them to fit new grade configurations. I would rather pay higher taxes and utilize existing buildings that tear up any piece of land!</p>

<p>An opportunity not addressed in the school application is the long-overdue construction of a new facility for the town's Parks and Recreation Department. By using the footprint of the existing Pfaff Center as the core of the new building, which would be contiguous with and make use of the amenities of a new Dale Street School, the town can have a first-class, multi-purpose facility that does not require replicating expensive spaces (e.g., gymnasiums) at two sites.</p> <p>A further thought is that School Building Committee should not wed itself to re-entering the MSBA program. Throughout the 2020-2021 campaign, the SBC justified the high cost of the new elementary school in large part by the need to meet MSBA's strict, non-negotiable requirements as to provision for enrollment growth, physical classroom size, etc. (MSBA apparently would also not permit a contiguous P&R facility as described in the first paragraph). By 'going it alone', the SBC can seek to build a more economical facility that still meets all educational requirements.</p> <p>Finally, the SBC should keep foremost in its planning that the structure it is charged with building is one in a town of 12,000 people that has no meaningful commercial or industrial tax base to defray the cost being borne by residents. To compare Medfield with Westwood or Needham (as was done in the last campaign) is to ask residents to overlook those two town's diversified tax base.</p>
<p>Thank you to the committee for all of their time and effort on behalf of the community. Given the community wide vote, environmental issues related to water (natural resource at Wheelock), and traffic issues it seems most prudent to spend the time and tax payer dollars to develop a plan to renovate Dale to suit community school needs.</p>
<p>I want to support the current school application made by the SC and add one observation that I haven't heard mentioned. The Dale building has an extraordinary resource in its gym/auditorium. That space has outstanding acoustics and should be preserved for the music program.</p>
<p>Also, I know much weight has been given to "minimizing transitions" for elementary students, but as a child and adolescent psychologist, I think transitions are growth-producing in children, especially in manageable doses. And I question whether changing buildings across campus really minimizes the transition. The big change is the new building and the new classroom.</p>
<p>I applaud the school committee on this well-thought-out plan. I believe that in order to really prepare Medfield schools for the future, we need to have a learning space that is flexible - this would allow for fluctuations in class size over the years. One thing that kept coming up from the folks against the Elm Street location last time was that the new school was "too big" - I believe the opposite is true. Having extra space would allow for the years when we have larger-than-average class sizes. Extra space could allow more kids to be learning in person during the next global pandemic. Extra space would allow for flex space to be used for the next school renovation project down the line.</p>
<p>I would also like to see a campus-type environment. This would allow for more resource-sharing among schools - both in things like books, technology, etc and in staff. I still firmly believe that the Elm Street location was a great option for what we need going forward. I do not see the Dale Street location as offering enough space to really get all that we need without losing a lot of the field between Dale and Memorial and even then where would people park?</p>
<p>To our School Committee I attended the 8/30 BOS meeting in person. Thank you for the opportunity to share my thoughts. I am in agreement with some of the opinions expressed that evening:</p> <p>I would be in favor of undertaking this building project as a town to eliminate MSBA support/control and moving the needed building forward in a timely fashion. The "unified setting" requirement must not preclude consideration of the current Dale school site. In my experience as a Medfield elementary educator, the students transitioned smoothly between buildings.</p> <p>Keeping in mind cost and the projected school population through 2030 we should not be planning a larger building with the intent to "serve the community outside of the typical school day." Our priority needs to be building a space to continue to provide the quality of education for which we have been so well known.</p> <p>I am looking forward to a new beginning of cooperative effort among our town leaders.</p> <p>Most sincerely, Kathy Belmont</p>
<p>If the object is to re-configure grades at two different schools then why wouldn't the objective is to do it at Dale and Memorial? The project would have one job site, materials, machines, supervision, work crew; etc all on the same Campus. This would save money and time, and the efficiency of the project would be less disruptive to the environment. Also, I do not want to provide space to citizens of the town or rent out any of our school facilities. We have a huge DPW building that has empty rooms that town organizations could utilize, can we not try to keep the cost of the additions low and not add any extra space increases the cost? I am an educator and work with schools across the State, the research that I did state that: Massachusetts's average primary school enrollment is 398. Let us keep in mind that the smaller the school produces the most desired benefit.</p>
<p>I would like to see our schools renovated, I am against a new campus.</p>
<p>Voting for a new school has already been defeated twice. Why are we going through this again?</p>
<p>Seems very high level. It mentions an attached education plan, but there is no link. Where can I find that plan?</p>
<p>In order to provide a more accurately plan for taxpayers and provide for an additional layer of fiscal oversight by trusted community members, I would feel more comfortable if the town-wide plan that gets so much community involvement include school buildings. I think the size of a school should be able to support a full time Art and Music teacher but no bigger. I feel strongly that the site should remain in the Dale/Memorial location due to known problems associated with a Wheelock consolidation, and walking/biking proximity to downtown, neighborhoods and newly constructed housing. The town watershed needs to be protected, not burdened with unnecessary construction and use.</p>

	<p>My family wants to see the dale street school remain in it's downtown location. It was a major factor in the purchase of our home that our children could walk to and from school. We believe the connection / expansion of memorial street school and relocation of the parks and rec building provide ample opportunity for a downtown elementary campus. Having an elementary school campus located next to the public safety building keeps our children close to police, fire, and ems in the event of any form of emergency, provides walkability, and is in line with environmental sustainability goals. It additionally meets the goal of co-joining multiple elementary buildings for shared resources. We will not vote in favor of taking dale street school out of downtown Medfield under any circumstances.</p>
	<p>I hope the new plans will revolve around rebuilding the Dale Street school at its present location, even if it means using a portion of the field adjacent to it as building space.</p>
	<p>I was sure that the community had already answered the question about a "unified campus" for the two elementary schools and the answer was no. If it was a 4% margin (I don't recall that it was that close) it was still a no. We want to keep the Dale St school at Dale St. Let's follow the will of the voters and look closer at improving the property for continued use.</p>
	<p>We do NOT need to have all elementaryl grades in one building. I want the new construction to be at the Dale St. School.</p>
	<p>I commend the work you all are doing. I feel strongly that rebuilding Dale at the current location is preferred. We can have Dale and Memorial on the same campus. It keeps the school close to our low income housing and the downtown merchants. It won't risk harm to our shallow well by toxic spills, fertilizers, pesticides, etc. It won't hurt the Elm St neighborhood. We desperately need a replacement and I appreciate your efforts to expedite the process. Thank you.</p>
	<p>One of the greatest failings of the last project was the fact that the MSBA steamrolled us into a school which was much to large and overpriced for the tax base that we have in town.</p> <p>When you look. the same school was proposed and succeeded in Westwood for \$400 tax increase a year on an average home. Our increase was almost \$1000 mitigated down to ~\$850 for the average home because the length of the loan was increased. MSBA was a large contributing factor to that.</p> <p>We can't go back down the same road again. The MSBA has stringent "rules" and a philosophy in place which in my opinion is predatory towards residential based towns. Do this or "don't" get the funding. Somehow they have a model which "fits" all 300+ communities in the Commonwealth. I find that hard to believe when tax bases and populations differ wildly across the state.</p> <p>Location and price were the top two driving forces behind why this failed last time around. If they aren't addresses in a meaningful way we run the risk of pitting the town against each other again. Other issues after the process was completed about the level of transparency and honesty about thing like traffic mitigation and even the cost of other projects being affected by the school process came to light. That should not happen again.</p> <p>I believe that going into the MSBA process again BEFORE we have an idea about what we might want to build and what our options are without using the MSBA or even knowing if the MSBA offers new flexibility or a new outlook on school building is irresponsible.</p> <p>I think we should have the MSBA be represented at a Select board or SC or joint meeting to get the temperature of the organization before reapplying to a process which had a great negative influence on our town. Have them address our concerns before going back into a process we might want to withdraw from and have a second failure which would have a very bad look for the future.</p> <p>Will they even participate if we propose additions to two existing schools?</p>
	<p>I strongly support a renovation/addition to the Dale Street School ON Dale Street.</p> <p>The current neighborhood is an excellent location for renovation/addition.</p> <p>Surely some talented architects can use the setting to create a renovation/addition.</p> <p>Look what some creative minds built at the Natick Public Library.</p> <p>The interior of the Dale Street School's auditorium is a classic.</p> <p>Please save the Dale Street School on Dale Street.</p>
	<p>Please to not dismiss a renovation of Dale Street.</p> <p>Dale Street provided the "campus" the school committee discussed with two schools in close proximity: Dale and Memorial. Dale is established in a neighborhood that likes the school there. Moreover please do not dismiss the opinions of the majority of voters who prefer the Dale location. Thank you for the opportunity to provide feedback about the application.</p>
	Yes
	Yes

I appreciate the thoughtfulness of the application and recommendations for the Select Committee and am overall supportive. two pieces of feedback:
(1) I don't know if it's part of the role of this committee, but was hoping to see a recommendation about the composition of the new SBC (eg ensuring there was adequate representation across dimensions such as male/female, minority, etc as well as specific skills).

(2) Additionally, calling out explicitly a recommendation who the committee should make sure to take input from would go a long way to removing the past concerns that not everyone's voice was heard. For example, calling out that there should be adequate input from teachers, past students, those in various parts of town (in town, outer edges of town); those who are newer to town or with young children, etc. While I believe the committee in the past explicitly did take this feedback into account, the fact that some in town felt their voices weren't being heard means taking extra effort to call that out as a specific goal from the start is important.

Renovate Dale Street. There is no need to build a whole new school.

Dale at Dale sums it up.

Thanks for your hard work on this. I read the application and also watched the meeting with the BOS. I am in agreement mostly w/ Ms. Murphy and Mr. Murby that I'd really like to see the SC determine their preferred grade configuration PRIOR to the start of the project and prior to signing off on the application and starting the new process. I think the community has strong feelings about this and about the potential size of the new school(s) and it would be a mistake to not have this out in the open and not take the feedback from the community about what they want to see (which may not align with what the school committee thinks is the best plan).

I believe the document is too general/high level to be called a "proposal". It is rather an inventory of ideas and assertions. Last year's failed plan was fiscally irresponsible and poorly sited. We should not allow potential partial funding from the MSBA to drive us to a total budget that is unrealistic given the state of the economy. However, I don't see any recognition of these factors in the "proposal". Such recognition would be a positive sign that we are truly heading in a new and positive direction that folks can get behind. If the town can avoid the third rail of the old proposal we may indeed be able to move ahead with confidence. I suggest we need more detail. Thank you

Cost, speed to completion and flexibility in the future are my key concerns. Location does not matter and I am not wedded to Dale or the Dale location. I would be happy if the school were demolished and turned into a park as part of the project. If Dale is not the sight of the new school, a clear estimate of the cost to repurpose or demolish it must be presented as part of the proposal.

One of the other elephants in the room beside the deplorable condition of Dale, is the condition of Wheelock. Wheelock will need to be replaced or renovated in the near future. Neither Dale or Wheelock have potable water and lead pipe issues.

Whatever the location, the project needs to be a replacement or renovation of both Wheelock and Dale. It could be in either location or perhaps some other location. Also, the level of misinformation if not outright lies by Dale at Dale need to be addressed head on and the SBC and building committees must be providing ongoing information to ensure that the town has actual verifiable information. As part of the education process, we should be very clear that if we move to a consolidation plan that addresses both Dale and Wheelock that the overall cost of such a plan is likely to be more than the rejected Dale at Wheelock plan but overall benefit the town by being more cost effective in the long run.

To every member of the School Committee:

FAIL. This "application" is a sheer waste of time, much like the several years wasted in which you did not produce a viable school plan for our town while propping up a failed superintendent and trying to implement his tone-deaf plans that the town does not want. The town does not want a campus. The town does not want an overbuilt monstrosity at Wheelock. The town is not interested in pursuing Jeff Marsden's shiny new resume bullet. This document is positioning an attempted run at the same project that failed which clearly shows that you have not paid any attention to the town's referendum against expansion at the Wheelock site as shown AT EVERY POSSIBLE TURN DURING THE PAST FAILED EFFORT. You will shortly face a recall effort against this entire committee and to remove the failed Superintendent should you try to propose another attempt at Wheelock, any attempt at a campus, or ANYTHING BESIDES THE REPLACEMENT OF THE DALE STREET SCHOOL WHICH IS SOMETHING THAT YOU HAVE AVOIDED DOING SINCE YOU WERE CHARGED WITH THAT SPECIFIC EFFORT IN 2018. Please stop disgracing our town with your feeble attempt to pander to the uselessness of Marsden and his idiocy; you are embarrassing yourselves and going against the repeatedly expressed wishes of the town which you have repeatedly chosen to ignore. Despite the exhortations of two-thirds of the Select Board to do your job, you still refuse. Despite your commitment to find out what happened last time (which was YOUR commitment and entirely unnecessary to anyone who paid even a minimal amount of attention to your failure; it was clear to everyone in town what happened, you put forth a failed project because you refused to solicit input from the town's voters and refused to listen to that input when it was provided to you anyway) you are going to try to do the same thing again, attempt the same project, and meet the same failure you met last time. Stop wasting our time, don't force a recall effort, and please all resign at the September 12 meeting rather than waste even one more moment of our time. We need a school and won't get one with any of you people driving the bus. The arrogance and ignorance out of this group seems to be boundless and endless and it's time for that to end.

Yours in complete disgust and frustration,
George P. Gallagher

Please learn from the last efforts and focus on the school that has the best chance of getting a 2/3rds vote. The keys:

- 1) Done in a smart way, add/renovation is cheaper-- simply go to the MSBA site and look at the difference in cost for new construction versus add/reno--they are cheaper. Also, at a recent MSBA meeting,' MSBA encouraged towns to think of renovation if possible given the lower costs and reuse saving the environment. It is critical for the town to see a real proposal for the Dale campus using add/reno as the model, keeping the open field and using smaller/more realistic numbers for enrollment (see #2).
- 2) With enrollment dropping again according to the newest data, there is capacity in the district if the administration re-thinks grade configuration including middle school and high school. Commission an objective population and enrollment analysis projection. Birth rates are down and they continue a long-term trend projecting a smaller student population. Be honest, admit it and plan for real objective numbers so we build a reasonably sized building.
- 3) The voters didn't want the project done at Wheelock. It wasn't just the cost, it was all the concerns raised about open space, pressure on water resources, being too far away from down town, traffic (which was validated in last year's traffic analysis that was not released to the public before the vote) and the campus being too large/having 700 to 800 students in one place. The SBC and School Committee refused to listen to this feedback and, still to this day, the SC still doesn't recognize this being the reality.
- 4) Provide balanced information to the public using credible sources as soon as possible to ensure the 3 or 4 most critical issues are truly vetted and discussed before final decisions are made.

Medfield's 3 separate elementary schools is dated, ineffective and costly to our town. Consider adding on to Memorial and cutting the duplicate administrative costs. Perhaps the Dale building could be used as adult education, esl, shop, hands on. Would be a nice revenue source for our town/schools. Jessica brought up a great point when there some grades have higher needs for classroom space by the number of students. But also consider that our schools do not have enough space for special education classrooms. Medfield needs to accept neurodiversity, make programs and space for children who learn differently. Classrooms that run the gammit of sub separate partial inclusion is needed. Looking at the special Ed classrooms now and understanding children who have high behavior needs need not be lumped in a one class fits all. Medfield 2 highest disability categories are autism and learning disabilities. Lumping all sped kids behavioral or not to one classroom is ancient thinking. None of our "competitive" towns do this. If we are rethinking elementary school structure leaving room for influx in students we must also leave space for different disability needs. The space proposed for special education in the prior proposal was not consistent with the need of our town. Nor was a space for esl students in this vision. The laws around construction to accommodate these students are quite clear. As the prior plan showed plans for Children of special needs a with a mall sized classrooms outcasted from other students it will not fly. Before constructing a school and allocating spaces I encourage the committee to consult the laws with respect to disabilities with construction. The Smaller classrooms shoved aside away from the general education isn't leagle and is dated thinking.

Inclusion of diversity of race, gender identity, color, ethnicity, language and disability is forward and future thinking. Our schools like our competitor towns should allot space to accommodate greater diversity. Leave room for esl, different disabilities and differnt incision models as well as influx in class size. Construction of a school that is set up for inclusion of all students that has the space for all diversity of student needs is the best way forward.

We also need leadership and culture that does not quash special education students through allowing a culture of under servicing, attitude these children are not worth equal education. Medfield by far has the highest budget for leagal services and uses it. (\$ 100k annual Uses 30-60k annually) Westwood for example budgets 15,000 annual and uses 9-16k). Medfield families with students with disabilities are leaving the distict nearly 3 times the rate as families without disabilities. (DESE churn data). In our town the frequency of use of the state bsea (hearings, mediation, facilitated IEP meetings) than our competitor town combined. (Data from bsea). Why is the IDEA funds meant for students with disabilities not being used for programs for these students but being used for example school security, music, band and gym? (Medfield's submitted budget to dese)

How can Medfield be a high ranked town if this protected class is being undercut to a point families, our neighbors leave town. Our neighbors who have disabled children have to spend thousands of dollars to get evidenced based instruction. As Dr Marsden stated there is "boutique" education all around Medfield. Medfield school distict and responsibility to public education should not expect that all parents have the means, time and resources to outsource what is meant for public education. The education all of our tax dollars pays for. The idea that student with disabilities means low MCAS scores is ridiculous and is a baseless thought process. Quality programs focusing on education in a different way allow most of these children to achieve the same or greater MCAS scores.

The subtle message here is if your child has a disability in Medfield you are going to spend much more than your taxes to get your child the education they are lawfully entitled to.

Make room for the students, all students. Plan to have rooms for up tick and disability, esl needs.

The 3Million dollars spent annually from our town in out of distict placements could be cut down as could the leagal expenses. The funds spent here could be used to make high quality programs that our tax paying residents expect and apply the programs and services equitably based on the needs of the students and not based on hatred of a family or applying more services to favorites. Not all students with equitable disabilities test scores in our town receive the same or equitable services. Gender, family income, as well as if your family has influence of school resources grant or funds are major reasons for disproportionate resources.

We can not hang on to cultural oppression of disabilities and bias of esl class space when planning the future building, planning insufficient classroom space for students with disabilities is not appropriate or leagal.

This building our school distinct should be for every child in Medfield. Stop the farming out programs and Make room for all neuro diverse children without creating adversarial and high financial costs to families for what should be free education.

The culture of outcasting and bias of disabled children will not change with the current administration. Don't allow this bias to shape the future or our new school. The building belongs to our town, our citizens, our tax payers and your constituents. Embracing diversity of all kinds is the future the building needs to have room for all. This is your responsibility.

Thank you.
Judy Brasier

I am not sure how an MSBA application should be written or what it should focus on but since we, the Town of Medfield residents, did vote against the prior plan for the expansion at the Elm Street location for many reasons (location in water resource area, expansion into open space (not environmentally friendly), and cost of project), I would think that these reasons would come into consideration for this next application. I also felt that the Town voted to see greater consideration for the re-use/renovation of the Dale Street campus, as using an existing space/school building is much more climate friendly, and this location is also not near a water resource. Renovations of existing building should be less costly as well.

A new elementary school is long overdue. It feels like it's been 10 months with no real progress. Let's move forward! Maybe my 1 year old twins can attend the new school?

	<p>Does Christine Potts McCue really troll around meetings afterwards looking for notes left by committee members and the public? How much money has Christine Potts McCue cost Medfield with her frivolous complaints about anything and everything? Is it true the Superintendent Marsden wrote a letter detailing stalking and harassment by Christine Potts McCue and can this letter be made public per a Public Records Request? Is it true that Christine Potts McCue has been seen driving past Superintendents residence?</p>
	<p>Without having a plan for strategically analyzing PreK-12 school facility use, scheduling, and other factors over the long term, this application falls severely short.</p> <p>Parents move to Medfield for the private school feel in a public school setting -- and that just doesn't mean small class sizes, but it also means small schools where children get to know each other and their teachers, and they don't get lost in the shuffle. And, teacher morale doesn't suffer as it does in a mega school.</p> <p>If you truly care about easing transitions, you'd put more focus on how an overly large elementary school (500+ students) causes anxiety and transition issues EACH and EVERY DAY as the mass of kids shuffle off their buses and to classrooms, and does the reverse in the afternoon. Moving from classrooms to lunch and recess will be a daily stressor, and going to gym and other specials will also require navigating a sea of kids multiple times a week.</p> <p>Why in the world would Medfield even think about this option when we have the perfect-sized elementary schools right now? And, with a grade 4-5 in the downtown area, which is fantastic for that particular development age and will help with the middle school transition.</p> <p>Sure, if we drop down to 200 at Memorial, Wheelock and Dale, consolidation makes sense, but the projections don't show that to be the case. A claim of financial savings is a false narrative because we'll end up paying in other ways, and worse, the students will end up paying.</p> <p>There was not one parent during the last strategic planning focus groups that I attended (3 in total) or on superintendent advisory councils, site councils or on the elementary school day committee, who said they wanted their young child in a large elementary school, or that environment was good for kids. NOT ONE. This viewpoint has been consistent for decades.</p> <p>This desire for a campus model with oversized consolidated elementary schools is absolutely not educationally or social-emotionally sound, and there's an abundance of data to back it up. Medfield ratings aren't dropping because of school size or old facilities -- they're dropping because we have a school committee that has pushed its own agenda, and the agenda of the superintendent on the community without debate, dialogue, and most importantly, the data to back up decision-making. A shiny new building won't solve Medfield's district problems -- it'll only make them worse.</p> <p>Consolidation, of course, sure helps with control -- if I were a teacher, I'd be very, very concerned about that prospect.</p>
	<p>I won't vote for a school at wheelock.</p> <p>Hopeful that the committee will look with an open mind at why voters did not approve the new building of Dale st school on Elm St. 10 years ago we thought Dale street school was well past the need to be remodeled, despite the knowledge that this indeed will be expensive (any place you put the school) it is necessary. However, we do not support moving the school and changing the landscape of elm street. Not only are you changing land use, neighborhoods, and traffic you are changing the small town charm and feeling of community - which is why we chose Medfield 16+ years ago. When our children started here it was evident that the town spent time and effort on teachers and education and not so much on infrastructure - so many years later most all of the top performing teachers left or retired and a system of behaviorism was adopted, special needs spending per pupil was much lower than sister towns and so was teacher pay. Fast forward - here we are. It would also be helpful for us to see you engage with the town committees like the folks working on future planning. Lastly, we felt that when the proposal was given (over zoom) and showed the ideas for Dale at Dale st plan vs. a new elm st plan - it was loud and clear poor directions were given to the architects. Even if it was not spoken out loud, any architect given more space and a blank/open space will of course make that site more appealing. It would have been great to see a proposal that the architect didn't have a "choice" and creatively met the town's needs. (followed by the request for a plan at Elm) there would have been a big difference in the outcome. we are not opposed to the demolition of Dale st. if the new school remains on Dale st.</p>
	<p>Thank you for giving people the time to share feedback. I am concerned that the preference to consolidate the elementary schools is a bit premature and would create a too large elementary school beyond a size that is educationally sound. Enrollment has not dropped below 200 per school and think we should hold off on making that recommendation until that drop happens.</p> <p>Also, I think we should recommend a third-party consultant to look at how space is currently used across the district. I think we need to see how space is currently used on a day-to-day basis before we make recommendations.</p>
	<p>Please, in the interests of traffic and water supply, build on the existing Dale site.</p>
	<p>I was wondering if any investigation or other work was put into determining the reason(s) for the prior failed vote. The application doesn't appear to address that issue and what steps, if any, may be taken to avoid another failed vote.</p>
	<p>Looking forward to hearing the positive, and forward, momentum to address significant needs for the kids and teachers/admin at Dale. I appreciate the information shared and hope that the "Dale at Dale" side can be true to their promise of working hard to offer another solution to the one they voted down. Deciding to move to Medfield was largely based on the school system for our three kids and my husband and I were very surprised to learn of how run down the campus at Dale is. We were even more surprised to see the results of the vote after spending hours at the Special Town meeting waiting to be able to cast it. Very curious to hear specific feedback on the new plans with concrete timelines included. Thanks!</p>

	<p>The School Committee's recommendation of a unified setting of two elementary schools. ignores the fact that the previous plan, based upon such a configuration at Elm Street, was rejected by the Town's residents. Has the Committee made a thorough analysis of the reasons that the previous plan failed? If so, then what were the results and will they be shared with the Town? The current recommendation is another example of "old wine in a new bottle" and it doesn't seem to reflect any broad Town consensus or involvement.</p>
	<p>The cost of a new school was never a concern for me and had zero impact on my vote. I want the school to remain on Dale Street. I believe its current location benefits the town, the students, the neighborhood, and the community. I will not vote for any scenario that leaves the Dale Street building vacant or a to be determined future use. I like when towns keep the character of their past when looking to build. I would like to see Dale Street's facade receive a face-lift while keeping the architecture intact. The remainder of the building can be as modern as the people want. I think of how town centers like Concord & Lexington have done a nice job of maintaining the historic aesthetic while meeting current needs.</p>
	<p>The application for the construction of a new elementary school or the renovation of the Dale Street school will establish the vision and the overarching design goals for the new project. These design goals will undoubtedly inform the next steps of the process and should therefore be free of controversy, be broad, and be universally accepted, so that the community does not have to reverse course at a later point when it turns out that certain aspects of the vision do not hold up to close scrutiny.</p> <p>With this in mind, I have three concerns with the proposal in its current form that should be addressed before the Select Board signs the application.</p> <p>First, the 2nd bullet should be struck in its entirety. It seems to be intended to elevate a certain project outcome while eliminating others from consideration without due process.</p> <p>The argument of reduced transition times and enhanced staff collaboration is not new and was circulated in support of the Elm Street campus location before the 2021 vote. While this argument may have merit at the individual level in isolated cases, it is subjective, based on conjecture, and should not be allowed as one of our top 5 design goals that we codify through the application process.</p> <p>Second, while the 5th bullet establishes the vision of building a model sustainable school, the language in the application makes sustainability a goal of the building design only. I believe that a school built on the periphery of the community that most people can only reach by car cannot be a model of sustainability. Over time, a bad location will erase any energy savings achieved through the building design. I therefore urge the School Committee to expand the scope of sustainability to the project in its entirety and not limit it to the building. The language should be clear about this.</p> <p>Third, the new school will be built by the community, for the community. Community objectives must be part of the vision. I believe that preserving and enhancing Medfield's vibrant downtown area, keeping it an attractive location for businesses, supporting and improving Medfield's standing as a walkable and bikeable community, are all design aspects that are worthy of being among the top 5 priorities. Community goals should be added to the proposal to reflect the fact that a new school is not an internal project by the school administration but will be an important piece of the fabric that makes Medfield an attractive place to live for residents of all ages.</p>
	<p>I believe the location of the Dale Street school is ideal. It offers many students the opportunity to walk or ride a bike to and from school. The students can also access Medfield's downtown area, including the library. This location enables students to socialize outside of school, and gives them the opportunity to grow more independent. It is a healthy choice.</p>
	<p>Thank you for once again trying to get this much needed project back in action. I strongly believe it would benefit our kids, teachers and community to combine two of our elementary schools. Not only could we make better use of space, staff, resources, and new technologies, but having kids remain in one space for a longer period of time would be a huge benefit to their growth. Less changeover during these formative years, especially for those students requiring interventions and services, would be better for all (in most cases).</p>
	<p>Again, thank you for your efforts to give our town and kids a much-needed new school. I'm hopeful the majority sees the need and understands the urgency.</p>
	<p>It is clear the residents in the Elm St area do not want the school in that area. Enrollment is dropping and that should be considered. Redo the Dale St School. The children enjoy going uptown on half days. In today's economy, concern of cost important. For the school committee to regain respect they must be transparent and respect the wishes of the community that have stated no school at Elm.</p>
	<p>Thank you all for all the time you're investing in this project. It must be a full time job. My comments will be brief and based on my opinion, so take it for what it's worth. I think Dale needs to be kept downtown, for the simple fact that we need to enable Dale students to continue to learn critical independence, safety and planning skills by accessing our downtown area. If Dale moves up to Wheelock, the distance, while not insurmountable, will most certainly serve as a barrier for students to going downtown. That learning opportunity will be entirely gone. My only other thought is that I would love to see more of a concerted effort put into considering a reno of the current Dale property. I may have become aware of the project late in the game, but I never was able to dig up any actual plan or discussion of serious consideration of a reno project for the current site. I would much rather update what currently exists (if feasible) than build a brand new, oversized, sparkly new building. I am completely onboard with the plan to incorporate more community use of the building, as well as a focus on sustainability... and with all of the water-related discussion of the Wheelock site, I never got the sense that building up there was beneficial to the town's existing water issues, either. Thank you again for everything you are doing in this effort.</p>
	<p>I support</p>
	<p>The schools need a unified campus. Let's move ahead so that we can best serve our children. WE NEED A BRAND NEW, spacious school.</p>

My family and I agree that the importance of flexibility within the space for grades is of highest importance. One of our children went from 25 children in a classroom due to space constraints in Memorial School, to 22-23 children at Wheelock School, only to then have 25 again at Dale St. Each teacher who had classes with children over 22 children have voiced concern to me as a parent about not being able to reach those that slide under the radar. I have a child who is exactly the product of that - so it does happen more than anyone would like to think.

I would guess the best way to do this is create a campus environment, allowing for more flexibility of classroom need. Although I am open to other ideas as long as this challenge is addressed. I cannot imagine anyone who has a child in the system has not felt anxiety every 2 years as their child jumps across the town. Not to mention the average sibling is 1-3 yrs in between the next, so as a parent we are running across town in the middle of pickup - cursing why the school system was built this way.

The entire setup has always been mind boggling to me. I understand it happened. Medfield has piecemealed it all together as the town grew. I know there seems to be a very big feeling of rejecting change throughout this town. It is felt in many organizations. But this is the time for us to correct one the issues that plague this town. It is simple - how do we best share resources, keep costs down because of our low tax support, all while preparing for an unknown future of class sizes - build a campus. Or reconfigure the current schools and create a campus in the middle of town with large buildings that the poor neighborhood of Adams St gets to look at for life. Either way - a campus is the way to build our future.

Medfield residents and their young families deserve more than the old system "was just fine" for the prior students, they turned out okay. Education is different now, this town complains about lower school rankings in one breathe. The next breathe is voicing how they do not support any change in structure of the Medfield education system, even though EVERY expert says it is the best way to educate children of today.

I hope this town can unite and build for our future children, my kids will not benefit, but I know what they would have benefited from. I hope the young families in the 10 homes that sold this summer in our little neighborhood alone will receive that education.

I fully support this and anything we can do to get better learning spaces for as many kids as possible. Great idea to have flexibility in grade configurations and non-grade specific learning spaces!

I don't have any concerns with the application. I appreciate all of the hard work and dedication. My concern is that there still seems to be a group of people in the community who are unhappy with the process. Please (continue) to go above and beyond to ensure input is received, open meeting rules are followed (I'm not insinuating they haven't been, it just seems to be the perspective of some in the community), and the committee understands the concerns of the dale at dale group. I care more that there is a school than I do about the location. THANK YOU for your work on behalf of the kids in Medfield. We appreciate you.

I am very happy to see the school committee fight for the best interest of our students, community, and teachers. The aspect highlighted in the application are all valid and cannot be ignored. We have the opportunity to improve Medfield's already amazing school system. We had the opportunity to identify our weaknesses and improve upon them by building a fantastic school to benefit all students.

It would be very beneficial, if someone could prepare a long term capital expenditure plan for the schools. This would include information as to the age of the buildings and expected long term maintenance. It may assist in a scenario where we are able to consolidate the elementary schools into 2 buildings. It will also provide information to the general public about the cost to upkeep vs. building a new school sooner and not wasting money.

I think the transition to 3 schools is a lot for these young kids. Simply creating a "campus" like structure, does not eliminate the transition to a new school. If we were able to simply have 2 schools there is only 1 transition in the elementary years and we would reduce overhead.

It seems that this proposal is just digging in of heels and trying to once again build on Elm St.

The top 2 (40%) of the goals are about this.

The concept of a "Campus Setting" has just had its words changed to a "Unifying Setting."

Even before presenting the goals, the proposal has a section extolling the previous proposal about how much work was done with the SBC and MSBA, and with [only] a 4% margin of loss at TM. This seems to also indicate a desire to defend and rehash the old defeated proposal.

The proposal says that they reevaluated the plan and there are "new factors raised since" now showing a need for a "unified setting". But this is not new to this proposal. The previous proposal called for the same thing - it was just called by a different name, a "campus setting".

Additionally, there has never been any real open community discussion/input, fact finding, or community goal setting. What are the new factors and where did they come from? They are not stated nor referenced here so I have to ask, do they even exist?

The proposal indicates the SC believes there will be a change in the school population due to building projects in town. Compared to the previous proposal this indicates "fluctuations" in enrollment whereas the previous said 'increases'. Does the SC truly believe there will be small fluctuations, as there always are, or have they hedged the wording and do they still plan on an oversized building because they still believe there will be a substantial increase?

I previously did a 25 year study with spreadsheets. raw data available, and analysis showing there is no correlation between population increase and school enrollments. This was presented to the Warrant Committee in an email and to the town on Facebook. There was no need to present it to the SC at the time since they had already finalized their plan. The study, data, and spreadsheet is available on request.

Additionally, the Metropolitan Area Planning Council has reached and published the same conclusions. There is no correlation between housing production and enrollment.

https://www.mapc.org/wp-content/uploads/2017/10/MAPC_HousingEnrollment_Final.pdf

<https://www.mapc.org/wp-content/uploads/2018/02/01Jan-HousingProduction-1.pdf>

There were at the time of last fall's Special Town Meeting 3 additional years of enrollment data to show that the projected increase of the last proposal was wrong. That data was never presented by the SC to the town. Now - there is yet another year of data and none of the data was presented to the Select Board to support any of the enrollment predictions made in this proposal.

The proposal looks for flexibility in grade level configurations. During the previous work, the SC looked at keeping the current grade configurations of small schools versus changing to two larger schools with more grades. It was determined that the current configuration was best and to stay with it. Has the SC changed their minds? If so why? Where is the data and discussion?

It is well known that smaller schools, especially for younger grades is more desirable. Many studies have shown that. And, the town has a history of making this a priority.

The proposal still talks about the false flags of "minimizing transitions for our students" and "increasing ... corroboration."

Firstly, transitions are important for students and for most (it is acknowledged a few have greater difficulties with them) they are a needed learning experience. Children, even those who have greater difficulties, must learn to make transitions - it is a part of life that is inevitable - and there is no better time to learn this valuable life skill than in school and to start learning this early. In addition a "unified setting" will not truly ease any student transitions. The only thing that will ease is they might get off the bus in the same place. After that they will still go in a different direction, through a different door, different halls, to a different room, a different teacher and classmates, and navigate different bathrooms, music and art rooms, gym, and cafeteria from their old school.

Secondly, it will not increase corroboration. They only thing that will do that is more time in a teacher's day and more inter-school and district wide meeting times in the schedule. Teachers currently barely have time in the day to go to the bathroom, let alone walk across a 'unified campus' to a different school.

These are two false flags used for marketing to gain support that will not truly make a difference to students.

The proposal indicates the schools serve as a "community resource" and yet no effort seems to have been made to gather community input nor to publicly coordinate with Parks and Rec who is also in dire need of increased and modern space, not to mention a safer building than the Pfaff Center with its sagging floor. The Pfaff Center and Parks and Rec are next door to the Dale Street school and a coordination seems to me to be highly desirable to gain increased land for a Dale Street school as well as coordinate and provide for a community resource.

The proposal indicates that an application (SOI) was sent to the MSBA in April with the Select Board's approval. Why? This might be premature when we still don't know what we are doing. Is it to save time in the process? Then to save time we should have been gathering substantial community input over the past year. And besides, the MSBA process is nothing but slow, adding years to a project that we critically need. The proposal indicates we will get a substantial reimbursement. But why? The MSBA process may give a 20-25% reimbursement, but the MSBA process also adds 20-25% to the cost of a project with its requirements. The MSBA process also adds substantial requirements and places barriers on what the town may be allowed to do.

The proposal also talks about how the SB approved the SOI, trying to make points by making all think the SB is on board with all of this.

This proposal finally acknowledges that they want to build a new school with the words "construction of a new elementary school, or the renovation/addition of the Dale Street School ...". The previous proposal went to the town to obtain funds for a feasibility study for the Dale Street School and was given funds by TM for that - the DALE STREET school. The Town only found out late in the process that what they were really doing was building a new school AND in a different location. The Town was misled. I hope this does not happen again.

A substantial reason, among many, that the previous proposal failed was that the town was misled from the beginning, not well informed along the way, and not given an opportunity for meaningful input.

So far, with the lack of movement in public for a year, only beginning this summer, with there no community meetings, surveys, or forums for a year to give input, with this proposal not being shown to, withheld from, the public before SC meetings, with there little opportunity for any public input on it, with only a week for review of this proposal and feedback, with it not being well publicized or available on the town web site, with the first widespread publication (on Facebook) not originally having clickable links until people asked for them, it seems that the

	I support the application and support a new school!
	<p>I strongly urge the town to build or renovate the Dale Street School without the State's interference. The town urgently needs an updated facility especially for the physical, medical and mental health needs of today's students.</p> <p>The best place for grades 4 & 5 is a downtown location. The present Dale Street School location has the most number of families living in nearby apartments. Many of the children in the apartments are transient; having the ability to walk or ride bikes to school gives them a feeling of safety and security in their own neighborhood. I saw this first hand when I worked at Dale Street.</p> <p>I do not agree that a new school would need to have special facility for town usage other than what we currently have.</p>
	<p>Instead of renovating Dale, take Memorial and Dale and make one large campus of both schools - less maintenance of buildings. Make it even bigger and incorporate the grades from Wheelock. Make the Wheelock area all fields for sports.</p>
	<p>I understand from the BOS meeting on 8/30/22 that the School Committee intends for the application to be "flexible" and "collaborative", but this application is worded vaguely enough for a small group of people to read into it implied permission to try to pursue the same failed Wheelock plan again. This is an opportunity to emerge from a very polarizing voting process with a more unified conversation and plan. Creating and maintaining a space to educate children should not be this divisive of a topic. The focus of this application should be on the successful approval and construction of a new facility at the current Dale site. As a resident who supported the original Wheelock plan, I know I am not alone in acknowledging that the ultimate goal here should be to create an appropriate educational facility for the elementary age kids in Medfield. It's critical that our kids are not the victims of a toxic small-town political battle this time around. Thank you.</p>



SCHOOL COMMITTEE

Town of Medfield, Massachusetts 02052

August 22, 2022

Dear Medfield Board of Selectmen;

In accordance with the newly amended Code of the Town of Medfield, Chapter 10, Article IV, Subsection L, the Medfield School Committee submits this application for the construction of a new elementary school, or the renovation/addition of the Dale Street School or other current elementary buildings, as identified by the School Building Committee (SBC). We strongly believe that it is in the best interest of the community and its students for the School Committee and the School Building Committee to examine the grade structure of our elementary schools.

The previous SBC spent several years collaborating with the Massachusetts School Building Authority (MSBA) on a comprehensive feasibility study, as well as a schematic design for a new elementary school. While the project as proposed failed at the November 7, 2021 Special Town Meeting by a 4% margin, there are aspects of the vision that continue to be valid and important in consideration of our community's future needs.

- The new project must provide the District with future **flexibility for grade-level configurations**. This flexibility has become increasingly critical both in our present circumstances and as mandates for early childhood education become a reality in future years. Medfield Public Schools must have the space and resources to accommodate the cyclical one or two grade surges it experiences regularly, an example of which may be seen in our current Pre-K and early elementary programs. The District has had to historically make sacrifices in both community desired and revenue generating program offerings, as well as in class size. Any new project must take into account how these factors at the earliest stages of education will impact the elementary system as a whole. With this proposal the School Committee takes into consideration potential enrollment fluctuations due to near term residential building projects in the town.
- In a reevaluation of the initial plan, as well as factors raised since that plan was proposed, the Committee and Administration identify a **unified setting of at least two elementary schools** as an equally high priority of a new elementary school or renovation/addition project. A unified setting minimizes transitions for our students and increases opportunities for staff and service collaboration. The Committee also acknowledges that within the life of the building there may be a contraction of the school age population, allowing the District to further consolidate its elementary structure.
- A significant inadequacy of the current elementary program, across all schools, is the need for **non-grade specific learning spaces and infrastructure** for Special Education instruction and support, individualized instruction, hands-on learning, library-media resources, language learning labs, and designated music and performing arts rehearsal and performance areas. These spaces are necessary and standard within contemporary educational building projects.

- Our schools **serve as a community resource** for many town-wide organizations. A new elementary school or a renovation/addition reconfiguration must serve the community outside of the typical school day and calendar. Upgraded facilities will provide more opportunities to Medfield residents as well as needed revenue streams for the School District.
- The next school project should be a model for the Town of Medfield's **long-term energy and sustainability** goals. A sustainable building will increase our ability to manage long-term climate change and the financial challenges that will accompany this reality, while also teaching our students each day about the importance of renewable energy and sustainable resource practices.

In April of 2022, the Medfield Public Schools, with the Board of Selectmen's support, submitted a Statement of Interest (SOI) to the MSBA for acceptance into its building program. The MSBA process would allow the Town of Medfield to receive substantial reimbursement for the project, although the previous project's reimbursement of \$19,000,000 is no longer guaranteed. As of this writing, the MSBA has not contacted the District to inform us of our acceptance into the program in December 2022.

The Medfield School Committee submits this proposal to the Board of Selectmen to expedite the formation of a SBC and with it begin in earnest the work to provide our students, staff, and community with a modern learning facility that meets the specific needs of our town's citizens, as well as their expectation of the highest quality of education.

The School Committee looks forward to working in partnership with the School Building Committee and the Community to bring a project to the town for a successful vote and completion of this much needed modernization of our elementary system.

Please see the attached Education Plan, as well as the most recent SOI submission, for more in depth detail in support of the District's proposal.

Thank you for your consideration,

The Medfield School Committee:

Anna Mae O'Shea Brooke, Chair

Timothy Knight, Vice Chair

Jessica Reilly, Recording Secretary

Michelle Kirkby, Financial Secretary

Leo Brehm, Member at Large

DALE STREET 2.0 EDUCATIONAL PROGRAM



*A Description Prepared for the Preliminary Design
Program Submission to the Massachusetts School
Building Authority*

Grade 4-5 Configuration

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I. INTRODUCTION

The Medfield Public Schools has a long, proud history of academic excellence. Our schools are the heart of our community and most new families move to the town to be a part of Medfield's school system. We are thrilled to be collaborating with MSBA on the Dale Street School project and take seriously this opportunity to create a forward-thinking school that not only supports our drive for academic excellence but also promotes and continuously challenges it.

Our Mission Statement reads "*The Medfield Public Schools will create a dynamic and collegial learning environment. Curriculum and instruction will guide students to achieve high standards and to meet the challenge of change. Through school, family, and community partnerships, students will be prepared to become responsible, sensitive, contributing citizens and lifelong learners.*

The Medfield Public Schools provides educational programs for students in Preschool through Grade 12. We also provide transitional services to some Special Education students up to age 22. The Medfield Public Schools currently educate its Preschool, Kindergarten, and Grade 1 students, at the Memorial School with an enrollment of 436. Our Grade 2 and Grade 3 students attend the Ralph Wheelock School with an enrollment of 388. Our Grade 4 and 5 students attend the Dale Street School with an enrollment of 398. Our Grade 6-8 students attend the Thomas Blake Middle School with an enrollment of 575. Our Grade 9-12 students attend Medfield High School. Our total enrollment is 2,601. It is important to our community that all grade levels stay together throughout their 13 year education. This was highlighted during a survey of parents and community members during the development of Medfield 2021, our Strategic Plan. Over 80% responded that they would prefer all students attending school together versus a neighborhood school model.

Enrollment projections from the MSBA show a significant increase in our elementary student population over the next ten years. This is due to not only live births currently in the community, but also a historically high birth to kindergarten ratio.

Past Total Enrollment by Year

YEAR	Total Enrollment
2010-2011	2887
2011-2012	2810
2012-2013	2739
2013-2014	2626
2014-2015	2579
2015-2016	2546
2016-2017	2453
2017-2018	2560
2018-2019	2555
2019-2020	2602

Current Total Enrollment by Grade

GRADE	Total Enrollment
PRE-KINDERGARTEN	50
KINDERGARTEN	195
1	191
2	187
3	201
4	204
5	194
Total Pre K – Grade 5	1222
6	193
7	186
8	196
Total Grades 6 - 8	575
9	199
10	198
11	201
12	206
Total Grades 9 - 12	804
In-District Total Enrollment	2601

YEAR	Total Enrollment
2020-2021	2660
2021-2022	2741
2022-2023	2817
2023-2024	2895
2024-2025	3003
2025-2026	3126
2026-2027	3252
2027-2028	3381
2028-2029	3496

The Dale Street School is comprised of structures built in 1942 and 1962, with a minor conversion of office space into classroom space in 1997, and finally the installation of two modular classrooms in 2000. The original facility was designed as the Medfield Junior-Senior High School with the drawings dated November 12, 1940. The building has served many grade levels over the years including Grades 6-12, Grades 4-6 and the Central Office, and finally the Grades 4-5 it serves today.

A significant issue with the Dale Street School is the lack of properly designed learning spaces for the 21st Century learner and teacher. The rooms are small, overcrowded, and there is a lack of breakout spaces for specialized instruction and teacher collaboration. The current school limits our educational programs and the use of technology. Our vision is to have a school that provides an environment for project-based learning, the flexibility of classroom space, maximizes natural light and fresh air throughout the building for student wellness, educates students about the sustainability of the structure, and utilizes outdoor learning spaces.

Over the past 4 years, our Strategic Plan, *Medfield 2021*, has focused our work around the following areas:

Goal #1-Collaborative Learning

- Professional Development
- Human resources
- Curriculum
- Instruction and Assessment
- Technology

Goal #2- Well-Being

- Social-Emotional Supports
- Collaboration
- Safe and Healthy Protocols

Goal #3- The Whole Child

- Special Education Vision and Mission
- Special Education Staffing
- Recognize All Students
- Social-Emotional Supports
- Instructional Strategies for EL Students
- Opportunities

Goal #4- Community

- Communication
- Educational Opportunities

Goal #5- Facilities and Equipment

- 20-Year Capital Maintenance Plan
- Shared School/Town Maintenance
- Technology Infrastructure
- Dale Street School Project

Although we recognized this was an ambitious plan, a key strategy for the success of our Strategic Plan has been the Dale Street School Project. We submitted the Statement of Interest (SOI) in 2017 and were asked into the Massachusetts School Building Authority (MSBA) pipeline in 2017.

Dale Street School operates with four core values: Respect, Compassion, Collaboration, and Continuous growth. This has led to visioning that identifies the type of learning and behavior the students are expected to have throughout the school and guides the thinking toward the type of spaces the project will need to support these values.

	Classroom	Cafeteria	Bathroom	Hallway	Bus	Playground
Respect	<ul style="list-style-type: none">*Trying your best each day*Treating others' belongings appropriately* Using classroom materials appropriately	<ul style="list-style-type: none">*Using good manners (please/thank you)*Following cafeteria rules*Cleaning up after you eat	<ul style="list-style-type: none">*Making sure trash goes into the barrel*Keeping water and soap in the sink*Flushing the toilet	<ul style="list-style-type: none">*Moving quietly in the hallways*Walking in the hallways*Moving purposefully in the hallways toward your destination	<ul style="list-style-type: none">*Entering and exiting bus in an orderly fashion*Keeping hands, feet and belongings to yourself*Remaining seated in your seat	<ul style="list-style-type: none">*Sharing and taking turns*Using kind words*Keeping hands and feet to yourself
Compassion	<ul style="list-style-type: none">*Being kind to classmates*Listening when others are speaking*Considering your words	<ul style="list-style-type: none">*Making room for someone who may need a space to eat*Considering	<ul style="list-style-type: none">*Giving one another privacy and space	<ul style="list-style-type: none">*Holding doors for others	<ul style="list-style-type: none">*Making room for someone who may need a space to sit*Considering your words*Thanking your bus	<ul style="list-style-type: none">*Including others in games/activities*Considering your words

		your words			driver	
Collaboration	<ul style="list-style-type: none"> *Taking turns *Being an active part of an activity *Using appropriate language and volume 	<ul style="list-style-type: none"> *Working together to clean table area *Using appropriate language and volume *Working together to solve seating issues 	<ul style="list-style-type: none"> *Using appropriate language and volume 	<ul style="list-style-type: none"> *Using appropriate language and volume 	<ul style="list-style-type: none"> *Using appropriate language and volume 	<ul style="list-style-type: none"> *Being able to compromise *Using appropriate language and volume *Speaking kindly to one another
Continuous Growth	<ul style="list-style-type: none"> *Being open to learning new information *Setting learning or behavioral goals *Willingness to reflect on suggestions/comments made by the teacher 	<ul style="list-style-type: none"> *Willing to make new friends by sitting with someone new at lunch 	<ul style="list-style-type: none"> *Reflecting on the rules of the bathroom and offering suggestions to make things better 	<ul style="list-style-type: none"> *Reflecting on the rules of the hallway and offering suggestions to make things better 	<ul style="list-style-type: none"> *Willing to make new friends by sitting with someone new *Willingness to reflect on suggestions/comments made by the bus driver 	<ul style="list-style-type: none"> *Creating new games to play at recess *Willing to play with new people or try a new game

Additionally, the Town of Medfield is a community with a 2010 census population of 12,024 residents. It is 17 miles southwest of Boston and a 40-minute drive to Boston's financial district. Medfield is undergoing a Town-wide Master Plan visioning process to invite the Medfield community to create a shared vision for Medfield's future. Highlights from the key elements of the October 2019 visioning session include:

- Preserve small town feeling
- Protect and enhance open spaces and natural features
- Support the excellence in education at the schools and library
- Continue to engage citizens in decision-making and recruit additional volunteers
- Address traffic congestion and road safety
- Connect pedestrian and bikeways to create a network of safe and pleasant sidewalks, crosswalks, rail trail, bike lanes, etc.
- Guide additional development and ensure that it is balanced with thought given to its impact on town facilities and services (e.g. traffic, schools, water, sewage, etc.)
- Attract residents with diverse socio-economic, ethnic and racial backgrounds

- Provide opportunities for community gathering for all, create outdoor gathering places and event spaces, and promote establishing “Third Places.”
- Support cultural and art community and non-sports activities
- Support the health and wellness of residents by supporting safe and pleasant walking and biking
- Reduce the carbon footprint of Medfield and increase the use of renewable energy sources, be mindful of water usage and continue to recycle and generally take measures to continue to protect the environment for future generations.

B. GRADE AND SCHOOL CONFIGURATION

Current Dale Street School

The existing Dale Street School serves Grades 4 and 5 and the current educational structure has been implemented within a building that was originally built as a Junior-Senior High School. Therefore, it is not adequately configured to provide the framework for a Grades 4 and 5 educational philosophy. The classroom arrangement and support academic spaces are not arranged to facilitate efficient functionality of the school. The school is lacking in 21st century technological capabilities and in the necessary space to provide the appropriate educational program. There is a variety of instructional groupings including regular education, special education inclusion, and self-contained special education classrooms accommodated within the school but they all lack the appropriate adjacencies and integration. Every effort is made to organize the classrooms by grade level. There is minimal space for elective classes for art, music and physical education. Due to space restrictions, the capabilities of these programs are limited.

Students are taught by their homeroom teachers for all core content subjects (ELA, Math, Science, and Social Studies) throughout the day. Some teachers are using the ‘switch’ class model, where one teacher teaches a subject (e.g. Science) to their class as well as the switch class and the other teacher will teach another subject (e.g. Social Studies) to their class and the switch class. The classes are not combined for these lessons but are taught separately during the classroom’s scheduled academic block for that subject. These classrooms are not located adjacent to each other which would be ideal.

There is a student-centered approach to learning. Teachers facilitate rather than lecture in the classroom. Students are expected to work collaboratively to solve problems and learn from each other. As the teacher facilitates, he/ she is expected to provide support and instruction for student mastery of learning objectives. Formative assessment is used frequently to check for student understanding.

Teachers are expected to develop lessons that promote higher order thinking skills, use various forms of assessment and use data for instructional decisions. Inclusion classrooms use a team

teaching approach. Common Planning Time is provided to teachers to allow for lesson planning, conferencing on the needs of students, analysis of performance data and curriculum development.

Students are and will be heterogeneously grouped to maintain high expectations for student performance as well as to allow for role modeling and scaffolding between students. Classes include Special Education students and English Learners who are mainstreamed with support. These classes are sometimes co-taught by two teachers.

There are currently 11 teachers who “float”. These teachers do not have their own classrooms and use others’ classrooms during every period of the day. Although they are provided with rolling carts, the ability of those teachers to set up and prepare their classrooms for student-centered work is greatly diminished.

Dale Street has one full time co-taught 4th grade classroom with a general education teacher as well as a Special Education teacher leading the classroom to address the varying needs of students. Students identified with special needs are currently supported both by classroom teachers and by specialists. It is important to note that every effort is made to meet the needs of children in an inclusive way. For this reason, most academic intervention and support takes place within the regular education classroom. Special education students that require a distraction-free environment and/or specialized instruction often receive instruction in one of the Special Education support classrooms, including a Special education learning center. For 1:1 Special Education services, additional support is provided in a smaller classroom setting located in the ACCESS (substantially separate) learning center. Students with special learning needs and who experience challenges within a general education environment require facilities that provide spaces for unique learning and collaborative work. The existing school is not fully accessible which can hinder the ability of teachers to provide students with accessibility issues similar learning opportunities within the Dale Street School educational program.

Proposed

The ideal school design would ensure that core content subjects continue to be taught within the core classrooms; however, with the addition of STEAM Labs, Science would have the opportunity to use these spaces on a regular basis for longer-term investigation projects co-led by the classroom teacher and Innovation teacher. Additional classes (World Language, Band, Orchestra, Chorus, Health) would be centrally located. Space for administrative offices and guidance services would be centrally located to facilitate collaboration efforts and services provided for the students. Common planning and collaboration time will continue for classroom teachers, once a week for professional collaboration, consults, analysis of performance and curriculum data. Common planning time for specialized teachers will continue at least once a month which is sometimes attended by the guidance staff. This practice has allowed for open communication among all teachers and is the core of the Dale Street School’s practice. To this

end, planning rooms have been proposed for each grade level area and are designed for this specific purpose. Proper use of collaborative time has been proven an effective way in which to improve instruction and increase student achievement. For these reasons, time for teacher collaboration and planning is a goal of both federal and state education agencies. These teacher planning spaces will be used by teachers who share classroom space and will provide them with a work area during their planning period.

Ultimately, Medfield Public School's philosophy of education with the concepts and framework of the Universal Design for Learning and will be striving to create a school that supports this framework.

Universal Design for Learning (UDL) an extension of the architectural concept of Universal Design where curriculum is adapted: "UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs." <http://www.udlcenter.org/aboutudl/whatisudl>. Consistent with this concept is the plan that all students with special needs have classes that are in no way segregated or isolated.

Our philosophy of education greatly influenced our educational visioning and programming where dedicated spaces and essential provisioning provide students with dedicated, adequate spaces for art, instrumental music, vocal music, STEAM project areas, world language and technology. All subjects will be available to all students regardless of disability or language proficiency which influence the design and construction of the new school. Our philosophy of education will also influence the actual room placements for classes to support students with special needs and students for whom English is not their first language. Classes for those students will be placed in the main part of the building where all general education classrooms are located.

C. CLASS SIZE POLICIES

The Medfield Public Schools prides itself on delivering small class sizes, and our community has an expectation of small class sizes at the elementary level. The Medfield School Committee sets a target for class sizes with the expectation that class sizes are below the policy guidelines. The Medfield School Committee has approved a policy on class size which reflects numerous factors affecting teaching and learning conditions.

The School Committee expects the Leadership Team to make all reasonable efforts to maintain class size at educationally effective levels, taking into consideration federal and state requirements, availability of qualified staff, existing facilities and budgetary limitations. In determining class size, the Leadership Team should also consider any extenuating circumstances that, in the opinion of the principal and teacher, warrant special attention.

Uniformity in class size is not the goal of the policy since the average class size will vary in different subjects and grade levels. Lower teacher/student ratios enhance the educational process with younger students requiring more individualized attention than older students. Therefore, the recommended class size in the elementary and secondary schools shall be determined by grade level with exceptions made for classes in certain subject areas, the need for specialized instruction, and the availability of classroom space and equipment for the particular course of study.

Each year as a component of the district-wide budget process, school principals meet with department leadership and grade-level leaders to review class sizes and gain feedback for the budget development. When the budget is developed and presented, the Superintendent makes every effort to ensure class sizes are below the target established by the Medfield School Committee. In addition to budget constraints, lack of classroom space can also become a restriction to maintaining the target class size numbers.

Grade	Policy Recommended Class Size	Current Average Class Size	Target Class Size
Kindergarten	20	21	18-20
Grades 1-2	20-23	21.2	19-21
Grades 3-5	23-24	22	20-23

D. SCHOOL SCHEDULING METHOD

Academic programming at Dale Street School is centered around the philosophy of a tiered system of supports, which promotes a data-informed instructional response to three instructional tiers - whole-group instruction for all students, skill-specific small group instruction for students not meeting grade-level benchmarks, and intensive instructional support for students identified as academically at-risk.

The academic schedule is designed to provide students with opportunities to extend, enrich, review or remediate skills in academic content areas (English Language Arts, Mathematics, Science and Social Studies) as well as special academic areas (Music, Art, Physical Education, World Language, and Health). Physical Education, Art, Health, World Language and Music are taught by educators that specialize in these content areas.

The school schedule is revisited annually, and adjustments are made based upon enrollment,

student and programming needs, staffing levels, and contractual agreements around educator preparation and professional development. The student day is from 8:25 a.m. to 2:55 p.m. each day. All classes are heterogeneously grouped by grade level and students begin their day with a 10-minute homeroom time where morning announcements are given and attendance and lunch count are completed. The current schedule for each student will consist of a 45 minute period for each class with a 45-minute lunch and recess block. A student schedule consists of taking the four core classes: English Language Arts, Mathematics, Science and Social Studies along with a WIN (What I Need) block and a special subject class. All students take Physical Education and World Language twice a week, and Health and Art one time a week. All of these special subject classes are 45 minutes long. Students in Grades 4 and 5 have the opportunity to participate in a Makerspace lesson every other week and on their off week participate in an SEL (social-emotional learning) lesson. The Makerspace lesson is co-taught by our Innovation teacher and classroom teacher in the Makerspace located just off the library. The SEL lesson is co-taught by our school guidance counselor and the classroom teacher in the students' classroom. Response To Intervention (RTI) times for students are offered in a variety of ways during the WIN block. These courses include support in Reading, Math and Academic Support and are assigned based upon district-wide assessments. The assessments are designed to screen students in their skills in Mathematics, Reading, and Writing and occur three times per school year per student. Identified students are scheduled into RTI Math or RTI Reading intervention groups. The structure of the RTI program is to provide students with appropriate intervention and as progress is made, they transition out of the program.

With the current schedule, the administration can create a schedule that offers teachers a 45-minute preparatory period each day as well as a common planning time once a week for one hour. Teachers use this time to plan lessons within their grade level, review student work, and data as well as discuss best educational practices with their colleagues. Well-planned instruction and assessment is a priority of the Dale Street staff and all stakeholders benefit from the time to meet and develop the differentiated learning criteria needed to present the highest quality of education to all of our students.

At the Elementary level, each instructional block is 45-minutes in length, except for weekly music ensembles which are 60-minutes long. Program guidelines encourage teachers to attend to specific curriculum guides by content area as outlined in the below:

ELA	450 minutes week / 90 minutes per day
Math	400 minutes week / 80 minutes per day
Social Studies	90 minutes per week/30 minutes/3 days a week
Science	135 minutes per week / 45 minutes / 3 days a week

Art	45 minutes/ 1 day a week
Health	45 minutes / 1 day a week
PE	45 minutes / 2 times a week
World Language	45 minutes / 2 times a week
Music*	105 minutes / 2 times per week
Innovation Lab/ Makerspace	45 minutes / every other week
Social Emotional Learning	45 minutes / every other week

*Students that are in a music ensemble (band, orchestra, chorus) have music lessons 45 minutes/week, 1 time/week and music ensemble 60 minutes/week, 1 time/week. Students that are not part of a music ensemble participate in a general music class 45 minutes/week, 1 time/week and a Plus class rotation (Art, Book or Health) for 60 minutes/week, 1 time/week.

Sample Student Schedule:

Below is a sample of a student schedule. Each grade is split into two teams. Each team has a daily WIN (What I Need) block. During the class WIN block, students are scheduled for music lessons, pullout lessons and/or SPED support. The number of students leaving class for lessons varies each day. Students who do not have other lessons scheduled on a given day, remain in class with the classroom teacher. There is no new instruction taught during the WIN block and it is used as a time for teachers to work in small groups with students, for students to work in centers or catch-up on previously assigned work. Looking at growing enrollment, there would be an opportunity to split grade levels into three and possibly four teams to create triads/quads with similar special times that could produce similar planning times for teachers outside the grade level common planning time that they will participate in weekly.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-8:40 (15 mins)	Morning Work	Morning Work	Morning Work	Morning Work	Morning Work
8:40-9:35	Math	Math	Math	CPT/Ensemble (8:40-9:40)	Math

9:40-10:15	Word Study/Writer's Workshop	Word Study/Writer's Workshop	World Language	Reader's Workshop	Reader's Workshop (inclusion)
10:20-11:05	WIN (Music Lesson)	WIN (Speech Pull out)	WIN	WIN (OT pullout)	WIN
11:10-11:55	PE	Health	Word Study/Writer's Workshop	PE	Art
11:55-12:10	Math or Read Aloud	Math or Read Aloud	Math or Read Aloud	Reader's Workshop	Math or Read Aloud
12:10-12:55	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch
1:00-1:55	Reader's Workshop	Reader's Workshop	Reader's Workshop	Math (Inclusion)	Word Study/Writer's Workshop
2:00-2:45	Science/Social Studies	Harmony /Makerspace	Science/Social Studies	Science/Social Studies	World Language

E. TEACHING METHODOLOGY AND STRUCTURE

Curriculum Delivery Methods and Practices

- **Curriculum Practices:**

Dale Street's core subjects include Mathematics, Science, English Language Arts, and Social Studies. Additional subjects include World Language, Band, Chorus, Art, Health, Physical Education, Makerspace, SEL, RTI Reading Support, and RTI Math Support. Currently, Dale Street School is organized by grade level and team. Classroom teachers are organized into two teams per grade level. As mentioned above, with a growing population in the school, there would be an opportunity to split grade levels into three and possibly four teams to create triads/quads with similar special times that could produce similar planning times for teachers outside the grade level common planning time that they will participate in weekly.

Scheduling of student pullout services and music lessons are organized by the grade level teams during their daily WIN (What I Need) block.

Educators at Dale Street are encouraged to plan with the needs of the students they serve

foremost in mind. They continue to utilize differentiated teaching methodologies to personalize learning in response to student interests, skill gaps, and learning styles. To identify learning needs, assessment practices help inform instructional decisions. Benchmark assessments provide teachers with student learning data are conducted three times each year - at the beginning of the school year (September), at mid-year (January), and at end-of-year (May/June); the data generated and analyzed during these benchmark assessment periods allow staff to identify the skills, for all students at all grade levels, that need enrichment, review, and remediation. The schedule provides the central instructional focus for skill development and intervention efforts.

Because every child is unique, instructional approaches are widely varied. Teachers frequently transition from whole group instruction to small group instruction to peer-assisted interaction. Student learning occurs in a collaborative context. Students sit at tables or their individual desks, then move to create smaller ad hoc “circles” on the rug to participate in discussions or move to “center” groups for planned activities.

Proposed

English Language Arts/Literacy

Literacy standards for writing, grammar, and vocabulary are directly aligned to the 2017 Massachusetts Curriculum Frameworks for English Language Arts and Literacy including reading ability for ideas, structure, knowledge, and complexity, and fluency; writing ability for range, research, production, type, and purpose; speaking and listening ability for comprehension, collaboration, and presentation; and language ability for conventions of standard English. Dale Street teachers plan instruction around common themes, providing students with a strong connection between what they are reading and writing about in class with selections from literature anthologies, guided reading books, trade book collections, individual books for independent reading, read-alouds, and other periodical print magazines. Dale Street teachers use a common resource aligned to the state standards to develop lessons and assessments that support the theme or unit. The writing and language standards from the state common core drive the planning of instruction, assignments, and assessments. Students are assessed through individual teacher meetings during Reader’s Workshop, Baseline Assessment System (BAS- three times a year), and trimester benchmark writing pieces.

Mathematics

Dale Street’s math curriculum is aligned to the 2017 Massachusetts Curriculum Framework. Teachers follow a common pacing and alignment guide to plan their year-long learning goals for students. Each classroom is equipped with materials and resources from a common math program: EnVisions Math is used in Grades 4 and 5. Teachers and students have access to

textbooks, as well as online digital resources and assessments. Every classroom is equipped with a computer, iPads, and an LCD projector for whole class lessons. Students are assessed through individual teacher meetings during weekly Math workshops, trimester math benchmarks, and the STAR assessments are given to students three times a year as a progress monitoring tool and screener.

Proposed

While the overall vision and goals for ELA and mathematics instruction remain the same, physical and technical improvements together with additional STEAM Labs/Project Room opportunities will facilitate and expand upon ways in which all students have access to real life experiences to support their learning.

Teachers have long been working together to provide students with simulations that use the concepts being taught in their classrooms. But hypothetical simulations do not provide students with hands-on opportunities to actually understand the use of concepts and skills. In addition, the new Dale Street School will provide opportunities for interdisciplinary collaboration among math, ELA and specialty teachers.

The expansion of curriculum opportunities at the new Dale Street School will magnify students' understanding and use of concepts defined in the Massachusetts Curriculum Frameworks. They will open their minds to a whole new set of opportunities.

Social Studies

The curriculum is based on the 2018 Massachusetts Curriculum Framework for History and Social Science: North American Geography, History, and Peoples (Grade 4) and United States History to the Civil War and the Modern Civil Rights Movement (Grade 5).. Dale Street focuses on the literacy skills and ability to make connections looking back and looking ahead through the lens of History and Social Science. Trade books, primary sources, periodicals, virtual tours (using our grant-funded viewfinders), field trips, web-based research, and teacher-created lessons all contribute to the design and implementation of the social studies curriculum. In both system and site-based professional development, teachers share best practices and supplemental resources. The teacher is often asked to participate in the design of interdisciplinary units that connect history to current events and provide students the opportunity to write persuasive essays or support a social commentary on the community, state, or global issues.

Science

Dale Street's science curriculum is based on the 2016 Massachusetts Science and Technology/Engineering framework. Grade 4 focuses on matter and energy including process, solutions, testing, and prototyping. Grade 5 focuses on connections and relationships in systems

including supporting arguments; obtaining and displaying data; and the impact of relationships. All incorporate the realms of earth and space sciences; life science, physical science, and technology/engineering. Currently staff is using FOSS kits to combine hands-on learning with writing. The FOSS kits help teachers teach and manage inquiry-based science referenced in the 2016 Massachusetts Science and Technology/Engineering framework.

The addition of STE rooms for each grade level would provide students an opportunity to have a space to integrate subject matter authentically and truly focus on the application.

World Languages:

In the Medfield Public Schools, we believe that all students must have the opportunity to establish the foundations of second language acquisition at an early age. In order to help our students, accomplish this goal, we have established an elementary world language program that begins in the second grade at the Wheelock School. Students begin their studies in grades 2-5 by attending classes in either Mandarin or Spanish twice a week for forty minutes. Our ultimate goal is for our students to graduate from Medfield High School with a Seal of Biliteracy.

Our young students begin to acquire language through comprehensible input and engaging activities that are focused on improving their listening comprehension skills in their newly chosen language. These goals are aligned with the ACTFL (American Council of Teaching of Foreign Languages) can-do statements. They will help students attain a foundation for improving their proficiency in a second language as they progress through the World Language program in Medfield. We strongly believe in providing this input for our young learners and we hope to ignite a life-long interest in learning other languages and about the many cultures of the world.

Our program is currently based on a 2x per week model when students receive “specialized” instruction in the target language using activities and themes that are interesting, age-appropriate, and proficiency driven. Our teachers seek to engage students in these activities in order to increase their familiarity with and ability to use a wide variety of phrases, expressions, and words so that they can function at a basic level in a community of their chosen language. Ideally, students would receive input more frequently (guidelines for FLES state at least 3x per week), even if this means shorter meeting periods. Integrating language learning with other units of study in the classroom is also one of the main recommendations from our World Language Study group from 2017.

Proposed

In regard to staffing, the number of teachers needed varies with the choices of students and would be different than the current Dale St. structure, if we were to add a grade of students. Ideally, language learning classes are on the smaller side, but certainly no larger than 24. In

regard to teaching spaces, larger flexible spaces are ideal for language learning. Desk free spaces equipped with clipboards for occasional writing and space to create would be ideal. If there could be some space for tables when needed this might also be beneficial. Movement, music, and storytelling are key elements to an input-based, proficiency driven classroom. Ideally, there would be adequate spaces so that languages and teachers could have their own spaces. With separate space in place, teachers could employ labels, authentic products, and references to practices that are pertinent to the target language and cultures. These could be displayed as added input for the students. These classrooms should be equipped with internet accessibility and a large screen for virtual visits and guests. Also, because music and listening are frequent components of a World Language class, good sound quality is important.

Because speaking is such an important element of World Language learning, we should consider including some kind of language lab facility in the building. In order for teachers to give feedback to a large group of students, it is important for the individuals in the group to be able to record simultaneously without distractions from their surroundings. This capacity could be achieved through portable language lab technology and could be employed in the spaces described above as long as they are not being shared during the same time frame.

Language Labs

Foreign language teachers are expected to use best practices for language learning. However, new standards have been developed at the national level, called World Readiness Standards for Language Learners, and our language teachers are working on ways to incorporate standards in the goal areas of the five “C’s” (communication, cultures, connections, comparisons and communities). The incorporation of language labs has become a priority in terms of modernization, but additionally, language labs greatly assist with the teaching of communication standards. Computer labs can be used as language labs.

Technology

The use of technology is inherently woven into the instructional program at Dale Street School. Teachers embrace technology daily as they use interactive whiteboards, iPads, Chromebooks and the Internet to connect learners and to present information in the content areas. Teachers have been trained in the use of various software tools, and students and staff alike use Google Docs as a means of collaborative communication. Students use a variety of technology tools to chronicle their learning, to collect information, to conduct research, and to create and introduce presentations that demonstrate their understanding of what they are learning. Use of iPads, Chromebooks, the Walking Classroom and Google Expedition assist students in making learning flexible, as learning can now happen anywhere students gather.

Proposed

A 21st-century elementary school classroom will provide the space and access to technology that students and teachers crave. Devices, access to Wi-Fi, space to collaborate and create are all-necessary.

In addition to the technology in the classroom, a separate space for STEAM instruction is needed. These spaces should encourage and support students to engage in hands-on activities, projects, and problems; empower them to solve real-world challenges, and inspire them to reimagine how they see themselves. The STEAM classrooms should provide space for instruction to be delivered to whole classes and small groups and have enough space for groups of students to plan, create, build and test their creations.

All classrooms and educational spaces should have access to:

- A robust wireless network that is easily maintained and can be built-upon and rebuilt over time.
- A modern wired network that ties each classroom neighborhood and floor together with fiber.
- A modern voice network.
- A modern security network that allows for quick access and retrieval of images and video on or off-site.
- An FM system that enables those hard of hearing to interact with all classroom activities.
- Wireless, interactive projection equipment.
- A robust sound system.
- Ample space and capacity to store and charge student devices.

A dedicated space, with adjacencies to each other to serve the needs of the building and the District would include:

- An air-conditioned head-end room to serve as the hub of the MPS network and store additional tools and equipment.
- A workshop to maintain student and teacher devices, as well as the networking equipment.
- Office space for the technology staff.

- Storage space for technology equipment

Health Education

How Curriculum is Delivered:

Our comprehensive health education program is a critical component of our students' well-rounded education. Our goal is to promote health literacy, which is the degree to which students are able to understand the basic information needed to make healthy decisions and the skills to make them.

Social emotional learning is gaining momentum in our district as an essential category of skills students need to learn and practice as part of their foundational educational experience. Our elementary health education curricula is currently being redesigned to meet the National Health Education Standards, which represent health *skills* students should be able to *demonstrate*, rather than simply *content knowledge* students should be able to *describe*. The National Health Education Standards mirror CASEL's SEL Core Competencies, and we expect that in the future health education and social emotional learning will be inseparable. Health education is much broader than SEL, but SEL will be embedded as a key component of comprehensive health education in Medfield. This requires a higher priority being placed on the facilities and staffing provided for health education in the future. Health education should meet at least once each week for all grades, but more often as social emotional learning moves to the forefront of our priorities in order to help students be better able to learn and demonstrate their learning throughout the school.

Proposed

The vision is for all students to have a wellness period every day, which would provide them the learning and practice opportunities to be best prepared for managing their lives both in school and with their families. The length of these periods could be flexible depending on the grade and wellness lesson being taught. Maintaining scheduling flexibility will be important, as a 45-minute period does not always make the most sense for all lessons or for all students.

Social-Emotional

Students are taught CASEL's five core competencies (self-awareness, self-management, responsible decision-making, relationship skills, social awareness) in a variety of ways throughout many settings within the school day. The Sanford Harmony program is utilized throughout Dale Street to support social skill growth and development. Dale Street's guidance counselor visits each classroom every other week to share lessons highlighting the five core competencies mentioned above. The guidance counselor works collaboratively with the

classroom teachers so that information discussed can be integrated into all parts of the school day. In conjunction with the Sanford Harmony program, Dale Street centers our behavioral expectations around our four core values (respect, compassion, collaboration, and continuous growth). Having these two important pieces in place at Dale Street allows a whole school system of behavioral expectations and provides opportunities to teach and recognize pro-social behaviors. Whole school spirit days, our positive referral program and core value assemblies throughout the year help emphasize the importance of good character and helps to foster a sense of community. Movement breaks using GoNoodle are included in teachers' plans to help improve attention and engagement.

Understanding the social-emotional needs of our students at this developmental level is an important factor in providing high-quality instruction. Ensuring that the building is designed to take this into account will help us continue to foster pro-social behaviors. Attention to natural light, the use of color, movement break space, whole school gathering space, reinforcing graphic displays, and placement of student work displays will all help create a student-centered and inclusive atmosphere.

Proposed

In each academic area, there is a desire to expand project-based learning opportunities. Additional storage in more flexible spaces will be needed to support these efforts. We are currently piloting two project-based classrooms (one in grade 4 and one in grade 5). In addition to this, our school has partnered with the FUSE initiative for the past three years as a way to provide professional development to teachers in the areas of personalized learning and project-based learning. In a new building, multiple STE classrooms could help support and expand opportunities for students.

Planning and Collaboration

Collaboration is one of Dale Street's four Core Values and an extremely important aspect of the work Dale Street teachers do daily. The school utilizes a common planning time where members of each grade level and specialists meet 1 time per week for 60 minutes. This time is designed to plan lessons, discuss and review student work and data and to talk about teaching strategies used by fellow colleagues. In addition to a common planning period, each teacher also receives a 45-minute prep period each day. Staff uses their classroom to plan unless a specialist needs the classroom to offer their special. If this is the case teachers will try to find any open space available (corner of the library/teachers' lunchroom). Staff also have the opportunity to participate in grade-level/department meetings after school for 30 minutes each day as part of their contracted schedule. This occurs in their classroom, however, occasionally

there is an afterschool intramural that may need the same space. In this case, similar to above, teachers look to find any space available. Consultations for IEP, 504, and Intervention students (with our guidance counselor, school administration and other service providers) also occur during this time.

Proposed

Medfield Public Schools believes in enhancing a collaborative learning culture of continuous improvement for students and staff. This includes supporting and developing the health and social/emotional well-being of students and staff; developing the whole child, recognizing the unique contributions and needs of all students; and reinforcing our contribution to the broader Medfield community by fostering a collaborative, communicative, and consistent educational experience for all students. Critical to this strategic vision is the continual investment in our facilities and equipment to optimize student learning.

Key elements of a collaborative learning culture include the time and intention to support teachers in professional development and collaboration through scheduling common planning time. This also includes a blended learning environment to engage all learning styles through multiple learning opportunities through small-group work, individualized self-directed learning, guided instruction, hands-on activities, and research. A classroom needs to support this menu of differentiated growth experiences by providing zones--areas that are clearly defined, viewable and monitorable--and flexibility--with the ability to be reconfigured based on educational units. Core classrooms spaces need to have areas where dedicated 1-on-1 instruction or assessment can be conducted without interruption to the larger class. These spaces will fit the needs of the students and staff by promoting social interactions, academic investigation, and students' individual needs. This is also in line with Medfield 2021 to develop targeted support and instructional support responses to close achievement gaps, as well as implement appropriate differentiated interventions/enrichment. Each classroom should have furniture that is flexible, ergonomically varied, and movable to allow students to redefine the space based on the task at hand. Dale Street students actively use whiteboard space on the wall and on tables.

The Library Media Center (LMC) should be at the heart of the school easily accessible to classrooms. Students have the ability to access the LMC during their WIN block, before and after school and it serves as a gathering space socially through hosting school clubs and academically through its collections. The STEAM labs should be distributed throughout to school to have easy access and connection to the core classrooms as they will extend and enhance learning opportunities.

Integral to the desire to connect with the larger Medfield community, the school will need to have gathering spaces to support guest speakers from the community to provide perspective on units of study to positively impact students. Ideally, these are spaces where an entire grade can assemble or a group of up to five classrooms.

Academic Support Programming Spaces

The Dale Street School ELL Specialist delivers ESL instruction using a push-in and pull-out model. The amount and method of instruction is based on the English Language Proficiency levels of the students. This targeted instruction follows DESE ELL Guidance recommendations.

Proposed

It is proposed that we maintain the current program delivery and create rooms where small group ESL instruction can occur and where District/Title III supplemental materials can be stored and utilized and where ACCESS testing materials and a setting for ACCESS small group testing.

Student Guidance and Support Services

- **Current Services and Programs:**
- The Dale Street School has:

The Dale Street School has:

1 Nurse with an extremely small inadequate nursing office
1 Guidance Counselors, servicing the entire school
1 School Psychologist servicing the entire school
1 504 Coordinator, School Guidance Counselor
Office space and conference space is extremely limited or non-existent.

Proposed Changes:

We hope to increase the number of Guidance Counselors for a ratio of approximately 275 students to one counselor, add a full-time School Adjustment Counselor, add conference rooms for meetings with IEP Teams and families, and add office space for all personnel who need time and space to counsel students. Social/emotional work is a top priority for our District. The design for any new school will include space and resources to service our students.

F. TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES

- Existing Teacher Planning Spaces, Planning Time and Room Assignments

Currently, core classroom locations are not clustered by grade-level or content area. Each classroom teacher including specialists such as Art, Music, Physical Education, and some World Language (Spanish) have their own classroom, but due to space constraints, some specialists such as Health and World Language (Mandarin) have a mobile classroom or only have limited use of a semi-permanent classroom location. When their classroom is being used as a mobile classroom, classroom teachers often take their prep time in the Teachers' room or in another

space they can find.

Dale Street School only has one dedicated music room. Therefore, many music classes are held in hallways, the foyer, the cafeteria or in multi-purpose classrooms. Orchestra ensembles are held in the cafeteria and band ensembles are held in the gym, preventing any PE classes from being scheduled during this time. Due to scheduling and room limitations, seven of the PE blocks are ‘double PE’s,’ with over 45 students occupying the only gym area.

Support services are spread throughout the building with the Guidance and Psychologist rooms located on opposite sides of the building. The Nurse’s office is adjacent to the office which is convenient for sick student pickups, medicine drop off, and the ability for office staff to help cover the nurse’s office when needed.

Reading/Math Support, the SPED Learning Center, the ACCESS Learning Center and other SPED support rooms (Speech, OT, PT, Behavior) are not centrally located requiring students to travel to different parts of the building depending on which services they are receiving.

When gathering assessment data, there is no dedicated space available for teachers to test students. Testing is often done in a corner of the LMC, in a hallway or in a small closet-like room off the cafeteria. When reviewing assessment data with peers to identify students in need of support, meetings must be held in classrooms or multi-purpose rooms.

By contract, teachers work a total of 7 hours and 15 minutes every day and are given a duty-free lunch block as well as a 45-minute daily prep period and one 60-minute weekly Common Planning Time (CPT) with other grade-level teachers. Grade-level meetings take place in classrooms as Dale Street School does not have any conference rooms.

The Teachers’ Room serves as the teacher lunchroom, a location for staff without a classroom (e.g. aides) to store their personal belongings, as well as the main teacher work area (copier, laminator, office supplies, etc.). There are additional copiers located in the office and the LMC. Printer stations are in various locations throughout the building (LMC, office, 2nd floor, 1st floor).

Proposed Changes

The new school will need to have space to accommodate professional development, grade level meetings, presentations by district personnel, whole school faculty meetings, IEP Team meetings and meetings with parents, families and support staff. We expect no additional changes to staff but will allow for more opportunity and time for teacher common planning. The new physical layout of the school will have professional development spaces shared by each grade level to allow for collaboration and planning.

Professional development for both individually pursued activities and school-based, job-embedded approaches are planned using student achievement data (MCAS/PARCC, ACCESS, DIBELS, End-of Unit and Benchmark assessments), School/District Improvement Plans, Educator Evaluation data, Learning Walks/Site Visits, and staff surveys.

Professional Development offerings are centered on five basic areas:

1. Curriculum & Instruction
2. Assessment
3. Student Support
4. Family and Community Engagement
5. Mentor/Induction/Licensure

G. LUNCH PROGRAMS

Current

Dale Street's 18 classrooms are divided into three lunch periods. Each lunch period is 20-minutes long with the first lunch beginning at 11:45 a.m. and the last lunch ending at 12:55 p.m. There are between 130-140 students in each lunch. Students have a 25-minute recess block prior to lunch. After recess, staff dismiss the students from the playground to the cafeteria. Students who are purchasing lunch or students, who wish to buy a drink or a snack, line up in one of two lunch lines. Approximately 180 lunches are served daily. It would be ideal to have a larger space and some outdoor seating space for outdoor dining.

Food Services also provide breakfast options for students beginning at 8:20 a.m. and snack foods are available for purchase between 9:30-10:30 a.m. In addition to lunches, the cafeteria is also used for school assemblies, orchestra ensembles, music lessons, space for students to work on class projects and a space for pullout services. Most staff eat lunch in the Teachers' Room during their classroom lunchtime. At any given time, there are approximately 15-20 staff members in the Teachers' Room during lunchtimes.

Proposed

Dale Street proposes a cafetorium. The proposed student dining area should be located and designed in a manner that provides easy access. The cafetorium should include student work presentation spaces, indoor/outdoor connections, and a full-size stage for musical and theatrical presentations during non-lunch hours. This space should be in close enough proximity to remaining building program areas to promote their use throughout the day. Outdoor connections to an elementary playground are necessary. Consideration should be given to creating these

areas as flexible space with multi-use potential; locating them close enough to the classroom clusters to promote their high utilization while taking precautions to ensure that their functions do not compromise the use of surrounding areas.

We envision a single room that includes movable wall partitions so students who attend lunch bunch or those with sensory challenges would have a place to eat comfortably. In an effort to support our wonderful music program, the moveable wall partitions would create break out spaces where teachers could teach instrumental lessons at times when the cafetorium is not in use. During the dining hours, this room will be divided with acoustically treated walls. Currently, students with sensory difficulties and students who participate in a lunch bunch with the School Psychologist or Guidance Counselor have to leave the lunchroom once they purchase their lunch and travel down the hallway to where they will participate in lunch bunch. The layout should promote ease of meal distribution from the kitchen ensuring that they are able to purchase their meals and be seated within a reasonable and efficient timeframe. We require outdoor seating for approximately 25% of each of the dining rooms at a time. Providing students the opportunity to dine outside will create connections to the community as well as highlight the outdoor learning spaces. We would expect that the sightlines between the staff supervision of the cafetorium and the outside to allow supervision of both locations simultaneously. In addition to the items listed above, we would like technology access and performance capabilities in the cafetorium because we will continue to host assemblies and guest speakers in this space. We would also like to continue to grow and improve our wildly popular “Friday Lunchtime Student DJ” program allowing students to build community, self-expression, and initiative.

H. TECHNOLOGY INSTRUCTION POLICIES & REQUIREMENTS

Description of Existing Educational Technology:

Dale Street School uses technology to help students develop critical thinking, problem solving, facilitate collaboration and personalized learning experiences as part of the ongoing goal of teaching student skills for the 21st Century. Each classroom has five (5) Chromebooks. Additionally, there are five (5) Chromebook carts, containing 25 Chromebooks each, which teachers can sign out for class use. Each teacher can sign out a class set of Chromebooks for a minimum of two periods a week to plan lessons accordingly that include use of these devices in their instruction. Wi-Fi access points are located throughout the building, although there are still connectivity issues in many areas in the building due to the original construction in the early 1940's.

Each teacher has 4 iPads available for classroom use. Additionally, they have access to several iPad carts, which each contain a class set of iPads that are signed out for classroom projects. A class set of the Walking Classroom Walk Kits are available for staff to share, as well as a class

set of Google Expedition. Each of these is used to further enhance educational learning through the use of technology.

Proposed

Dale Street School is moving towards a 1:1 Chromebook program in Grades 4-5 with supporting iPads assigned to each room. Medfield students are currently 1:1 in Grades 6-12. Our vision is to design an elementary model for meaningful, sustained technology integration. Students will use devices in their classrooms and gain the use of additional technology in the LMC.

The new Instructional Technology space in the LMC will be wired and configured to provide a dynamic, flexible, multi-functioning space for both instruction and project design. The school will house computers that are used for both direct instruction in the use of application programs as well as for web-based assessments.

Classroom teachers will utilize this space as a place to conduct some elements of project-based learning connected to the content. Students can explore, research, collaborate as they learn from one another through technology. The hope is to have a “green wall” to help with video production of presentations that are an integral part of the skills necessary to produce quality work at the upper elementary level. All classrooms are equipped with overhead-mounted LCD projectors and Epson Boards.

STEAM Programming (Science Technology, Engineering, Arts and Mathematics)

STEAM learning is a large part of our curriculum. When teachers try lessons, they do so individually in their own classrooms or in hallways nearby. Currently, classroom teachers develop instructional units using the standards in the Massachusetts Curriculum Framework documents as a guide. We would like a dedicated STEAM room to integrate technology into the classroom through the use of mobile devices while at the same time increasing the focus of the curriculum towards STEAM education via the use of a STEAM room.

We encourage students to identify a “passion project” that is deeply researched, analyzed, and communicated out to a larger audience, with the presenter serving as a topic “expert”. For this purpose, technology is used for conducting personal research, gathering and quantifying information, organizing findings using a variety of apps, creating a final presentation, and communicating information learned.

STEAM room/STEAM labs (previously the Makerspace) will provide students with a designated area to explore problem solving and the design process in greater collaborative

depth. Student materials can be left intact while under construction, or quickly moved to one of the storage spaces for easy access. Equipment necessary to promote innovation would include multiple storage cabinets along the walls (for materials and storage of student projects in progress) and 3 or 4 sinks (for water access). Safe tool and machine storage will be available as well as green screen walls.

I. MEDIA CENTER/LIBRARY

Current Programming:

Despite many physical and staffing challenges, the current Dale Street Library Media Center thrives and serves as the heart of our school community. The library and the innovative Makerspace center symbiotically work to embrace innovation, a diverse and empathetic lens to the world, multiple literacies, global awareness, and as an overall future ready hub for students and the entire Dale Street community to demonstrate that they can break through the physical walls of the school.

Our Future Ready Library supports student-centered learning, as well as inspires and supports the reading lives of both students and teachers. It is a priority of our library to create inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. The current program supports Curriculum, instruction, and assessment by curating digital resources, building instructional partnerships, and empowering students to be creators.

Our library also utilizes space and time effectively by providing flexible spaces that promote inquiry, creativity, collaboration, and community. Cultivating community partnerships are important within school, local, and global communities to promote a community of readers and real world problem solvers.

Current Staffing: Our Library Media Center has one full time librarian and a part time library assistant.

Current Hours: Our Library Media Center is open daily from 8:25 a.m. – 2:55 p.m. (these are the school hours for our students). The Library Media Center is used before school for teacher meetings (curriculum/Dale Street Technology team) and is used frequently after school (curriculum meetings, home base for our Daily Dale student-led morning newscast, afterschool intramurals)

Proposed

Student agency should drive our overall future vision. Specifically, the design of our new library space should take these key items into consideration:

- Cultural proficiency and sensitivity

- Inquiry-based research
- Student- responsibility of check in/ out of books/ materials
- Book choice and ability to access books
- Student devices located throughout the library for card catalog/ database use
- Library OPAC stands
- Ample technology

The facility will be a welcoming environment for all students and staff with the circulation desk having open access on at least 2 sides and is central to the space, but not a barrier to students. Flexible furniture and workspaces for both students and faculty. Book drop access both inside the library and outside (thinking of future library access during summer/ vacations) Comfortable furniture that has flexibility, but also easy to keep clean. A Library Media Center that supports current and future mobile technology with flexibility to adapt to the unknown innovations of the next 50 years. Flexible lighting options and multiple display choices (Epson projector/ TV, etc.)

Narrative Description of Educational Activities:

In a typical day, students will use the computers to do research or class assignments, reading and checking out magazines and books to take home, and using the computers for creative writing. Before and after school, the center will be a meeting place for students to work cooperatively on school assignments or a quiet place to do homework or read.

J. VISUAL ARTS PROGRAM

Visual art classes are offered to all students and are designed to develop the skills of critical thinking and creative problem solving. Students practice technical skills in a cooperative learning environment that enables them to communicate effectively using design skills and expression. Currently, students meet once per week all year long in the Art room. The Medfield Public Schools' Art Department is in a community that values the importance of the visual arts as part of a high quality, comprehensive education. The intent of the Elementary Visual Arts curriculum is to develop observational awareness, nurture memory and imagination, understand art concepts and their application, and to master specific skills and materials. The Visual Arts curriculum is accessible to all students to promote creative problem solving and critical thinking in response to one's own work and the work of others.

As educators, we cannot overlook the need for students to work in a hands-on environment where students work within and through materials to design and problem solve. The studio environment is a place where the experiential learning is reinforced through deliberate processes and expression.

Proposed

The vision of our elementary art program is to provide a collaborative, flexible workspace that will elevate the profile of the visual arts within the school. The arts are in themselves an essential part of the community and are also used to support and reinforce the learning in traditional classrooms.

The location of the art studio, the student work display area, and the location of art class in a student's schedule is a direct communication to students of how a community values the importance of an art education. The Art studio/classroom should be viewed as a conduit for collaborative learning for students and staff and should therefore be accessed by and central to everyone in the building. The need for complex and varied stimulation, multiple answers to our questions, and the ability to communicate that which cannot be translated by words and numbers is essential to our students' academic, social, and emotional well-being and will always be relevant.

Lighting that is appropriate for general classrooms is sometimes not ideal for the Art studio. Shading, shadows, and highlights are not visible under the harsh, general lighting that might be beneficial in the traditional classroom. For the Art studio, natural lighting is ideal. Large windows can provide direct lighting options for observational work.

Darkening: When using the projector to show examples from Art History, it is best to view artwork on the white board with a projector in a room that has no ambient light from a hallway or windows. Shades with complete opacity are recommended to darken the room in order to view work with any detail and for students to see highlight, texture, and shadow.

Electrical: Power is needed for projector, speakers, computers, and charging units for digital equipment. Outlets are necessary for appliances like pencil sharpeners, pottery wheels, hot glue guns, and fans. It is therefore recommended that there be 4 outlets placed every 6-8 feet along the perimeter of the room, with more hanging above tables that can 'telescope' in when not in use.

Kiln room: Clay is an excellent, engaging, and inexpensive medium for students to understand the visual language of form. A separate kiln room with a door is needed for safe kiln firing and ventilation. To meet safety codes, ventilation for the kiln room must go directly outside, not mixed in with the existing ventilation system. A new kiln is needed for the new building, as the one that currently exists is not cost effective to move and to continue to upkeep and repair. It is

recommended that a Skutt kiln model KM1027 is ordered or its equivalent. An outlet for the kiln room with 240V is necessary for the proper function of the kiln and its ventilation.

Sinks: Studio clean up and preparation of materials should be efficient and collaborative. There should be three sinks in the Art studio to service 25 students at a time. In each Art studio, two sinks should be designated for student use and one for teacher use. Students would use the sinks during studio time but also for clean -up at the end of class. For this reason, it is ideal that the sinks be located on an island or a peninsula counter so that many can access them at the same time. They should have separate drainage systems in case of clogs. They should also be appropriate in size/height to accommodate various needs of the art room. One sink would be reserved for the teacher to use to prepare materials, clean-up, and for clay. All sinks should have minimum measurements of 15"depth x 22"wide with a 10" height basin. The countertops that surround sink areas should be made from epoxy resin, which will withstand heavy-duty use and can withstand consistent water and moisture exposure.

Display space: Students are motivated by recognition of their hard work and successes. There should be multiple display areas both inside and outside of the art studio for public viewing. These should include white or neutral tack boards and also cases for 3D work. Location should be in a central location to get maximum exposure.

Storage: An Art program that serves upwards of 600 students in a week produces a significant amount of work, which needs to be preserved and out of the way. With so many students in a shared space, it is necessary to provide adequate storage for works in progress as well as finished works. Creating artwork requires a number of tools and materials, which need to be taken care of and stored correctly. It is recommended that an adjacent storage space with glass walls is designed so a teacher can quickly retrieve materials without losing sight of the classroom. Storage within the art studio should include both cabinets with doors as well as open shelving that is 12" deep. Flat file storage that is at least 24"x36" for the storage of paper and teacher resources is needed. Slotted vertical file storage space for 36 classrooms of student portfolios is also necessary. Drying racks for wet media for four classes with at least 25 shelves each should be in the art room, so that artwork can be dried before putting it away.

Classroom layout and design: It is predicted that there will be at least 30 classes of students using the art room on a weekly basis. Therefore, it is recommended that there be two separate classrooms for Art. Ideally, they would share a storage space and a kiln room located between them. One of the spaces could be a flexible space, used for 3D, clay, and other sculptural needs. Placement in the building should be centrally located within the building, so that all students can access equally. Other specialized classes, such as LMC and Music should be nearby to encourage collaboration, planning, and shared space.

Furnishings: Seating in the art studio should provide ample space to create various types and sizes of artwork. There should be six large tables of a minimum size of 5'x3' with four chairs (with backs) at each to accommodate both collaborative and individual work... There should also be a demonstration table so the teacher can show the proper use of materials and techniques. Table and countertops should be constructed of a durable material that is easy to maintain and clean, such as epoxy resin, which is the material used in science labs. The teacher work area/desk should be provided for planning and assessment of curriculum. Flooring throughout the entire Art studio there should be a sealed surface to ease with cleaning and prevent damage.

Technology: A ‘Smartboard’ is used to present each lesson and display exemplars for discussion. A document camera is used regularly to demonstrate technique and show student work. These should be placed in an area that can be seen by all students at once in the room. A teacher computer with speakers for the classroom is needed to show video and play music. Wireless access for all students is required.

K. MUSIC AND PERFORMING ARTS PROGRAMS

Current

The Medfield Public Schools is proud of its history of musical excellence. The lessons that take place at the Dale Street School create the strong foundation that is critical to the success of the Medfield High School Band and Orchestra.

Students in Grades 4 and 5 participate in a variety of musical endeavors. During the 2019-2020 school year we have 94 students participating weekly in a general music curriculum. There are 5 sections of this class and they meet once a week. We have 58 students participating twice a week with our vocal/chorus program. Our band program has 171 participants that have one pull out lesson and one ensemble practice each week. Our orchestra program has 103 students that also have one pull out lesson and one ensemble practice per week. Due to the building constraints there is only one undersized room dedicated to the music program. Often this room is used for general music classes and vocal practice. Our instrument lessons take place in the hallways, a small room behind the stage and in the vestibule of the originally constructed entrance. Our ensemble practices take place in the gymnasium or in the cafeteria; the only spaces large enough to hold our students. Storage of instruments is a real challenge for our students and teachers.

Proposed

It is critical for our new building to have space to support our music program. The music area should contain a performance space, such as a modern cafetorium that capable of holding up to 150 band students at full enrollment and also has acoustics to support a concert and could be

used for orchestra ensemble practice on a weekly basis. In addition, dedicated general music rooms – one of which is large enough to hold the band for weekly ensemble practice- and several small ensemble spaces suitable for a 30 student chorus and various group lessons. These rooms would allow our students and teachers to have appropriate space for instruction and learning, without disturbing neighboring classes. Another important feature would be appropriate storage for general music equipment along with band and orchestra instruments. At full enrollment there will be up to 255 instruments that will need a place to be stored.

L. PHYSICAL EDUCATION PROGRAMS

Current

The Medfield Public Schools Wellness Department provides comprehensive health and physical education programs to all students. Our curricula is based on the Massachusetts Comprehensive Health Curriculum Frameworks and the National Physical Education Standards. Elementary physical education provides the fundamental motor skills which form the building blocks for game play, physical fitness, and a lifetime of physical activity. Health Education is also focused on skill development. Learning facts about one's health provides a foundation of knowledge, but knowledge alone does not lead to healthy behaviors. Skills-based health education in Medfield includes a planned, sequential, comprehensive and relevant curriculum that relies on participatory methods of student engagement in order for them to practice the skills that will lead to healthy behaviors outside our classroom.

Proposed

The goal of our physical education program is for all students to develop physical literacy. Many factors influence student learning, some of which include skill competency, student engagement, and the instructional environment. Skilled children tend to be active children, who tend to become physically active adults. The fundamental motor skills and movement patterns learned in elementary school are considered by experts to be the highest priority of all of the K-12 grade level outcomes. We are very proud of the high standards so many of our students are able to demonstrate as a result of their instruction and practice opportunities through physical education.

The new school would have a much larger gym, one that could accommodate multiple classes at a time and allow for students to take gym twice a week for the entire year. We do not plan to add a fitness room to the new school but would rather increase the overall gym size.

As we build the new Dale Street School, we are strongly advocating for physical education as intended by MassCore and as adapted by Medfield. The new Dale Street School will have a gymnasium that will accommodate two teachers and four teaching stations.

Staff wellness is an important consideration. Space and equipment should be provided for staff to develop and maintain their best health before or after school. This area should include access to drinking water and bathrooms, including at least one private shower for use of all school employees.

Outdoor spaces should be easily accessible from the other wellness teaching stations and should include both paved and grassy areas for teaching and learning. These should be separate from areas being used simultaneously for recess and should provide for outdoor access to drinking water and a bathroom.

A bike trail around the perimeter of the outdoor space aligns with Town planning initiatives such as pedestrian/bike infrastructure to provide a safe space for our younger students to develop their biking skills safely. This has been cited in the public forums for the forthcoming Vision for Medfield's Future Townwide Master Plan.

Considerations should be made for the many groups who will want to use the wellness areas in addition to the health and physical education classes. Before and after school programs, youth sports groups, adult recreation groups and others will all need access and their own storage areas. Restroom and drinking water access will also be needed for these groups without allowing access to the rest of the wellness areas or other parts of the school.

Gymnasium flooring should be forgiving and good for multipurpose activities. The largest gymnasium should be designed to accommodate competitive youth basketball, and so flooring and baskets should be planned accordingly.

Natural light in the gymnasiums is great, but can interfere with projection for wellness classes, school wide programs, parent or community events. Motorized room darkening shades should allow for the effective use of projectors. A north light is not direct lighting and would be a good place for natural light.

Office space should be provided for up to four staff members, also in close proximity to the teaching spaces.

A significant amount of storage will be required to provide for all three grades, and the main storage area for physical education equipment should be accessible from both indoors and out, so

that outdoor equipment does not need to come into the gymnasium but can do directly out to the outdoor teaching spaces.

All considerations should be made for universal design to provide for equity and risk management to provide for safety. OT, PT, and adapted PE should have dedicated space for both in-school and before/after school use for the same purposes.

M. SPECIAL EDUCATION PROGRAMS

Special Education Response to Rubric and Regulations:

Question	Yes/No or
1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?	No, but they will in any new school.
2. Do all eligible students have access to school facilities including, but not limited to, those areas necessary to <u>implement the student's IEP</u> ?	No, but they will in any new school.
3. Are resource rooms and separate classrooms for students with disabilities given the same priority as general education programs for access to and use of instructional and other space	No, but they will in any new school.
4. Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for students who are visually impaired, deaf, or hard of hearing?	Yes.
5. Are the facilities and classrooms serving only students with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?	No, but they will in any new school.
6. Specifically, does the plan place a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students? Vice versa? (if yes, it's a violation)	No.
7. Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)	No.

8. During a school construction project, is the plan to move classrooms of students with disabilities to locations apart from the general education program? (if yes, it's a violation)	No.
9. Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)	No.

Current Special Education Programs Serving & Number of Special Education Each Program:

Learning Center/Inclusion Programming: 34

ACCESS Program: 9

Co-taught General Education Classroom: 8

The Medfield Public Schools offers many programs, support and learning opportunities for our Special Education population. Our Special Education population is 12.7% of our students. The Dale Street School currently has three levels of programming for special education: a co-taught general education classroom, inclusion support with learning center access and the ACCESS program. The co-taught classroom is staffed by a general education teacher and a special education teacher, who share responsibility for the delivery of the instructional program to all students in the class. The general educator and special educator are equally responsible for the planning, teaching and assessing of all students, and both teachers work together to maximize student learning through differentiated instruction. Students receive the majority of their specially designed instruction within the classroom. Inclusion support services provide a variety of targeted individualized and small group instruction. Students are supported academically and socially through classroom accommodations and modifications to the grade level curriculum provided either in-class or in a pull-out setting by special education service providers. The ACCESS classroom provides a more comprehensive approach for students with more significant levels of need. The focus of the curriculum in the Intensive Program is both academic and functional, including a variety of communication skills, social skills, self-regulation skills, and fine and gross motor skills. These skills are approached in a variety of settings, including the general education classrooms, to promote generalization of skills. These classes provide a highly structured classroom environment utilizing behavior management systems, augmentative communication and assistive technology.

Deficiencies in the Existing Program (identified locally or through state review):

The current space at Dale Street School allows for one shared learning center, an ACCESS classroom, a co-taught classroom, a speech language room, a psychologist's room, a shared OT/EL programming space, and no dedicated space for the Physical Therapist. There is further no dedicated space for special education meetings and the location of meetings can change each year. The general education classrooms are relatively small and can make provision of services

difficult within the classroom as a result. Also, if there is a pull out group, there is no space near most of the classrooms and thus students need to travel down to the learning centers themselves.

Current Specialized Programs and Collaborative Spaces/Programs:

Proposed Programs/Services Needs:

- 2 Co-taught General Education classrooms
- 2 Learning Centers
- 1 Access Program
- 1 OT/PT treatment space and office space
- 1 Speech treatment space and office space
- 1 Psychologist space
- 1 Dedicated conference room

In regard to staff structure and physical plant layout in the new building, it would be ideal to have a co-taught general education classroom at each grade level, two learning centers, an ACCESS classroom, a speech room with attached office, an OT/PT room with an attached office, a psychologist's room with an attached office and a special education conference room. This conference room would have enough room for 10-15 people, a short-throw projector, a photocopier and a wipe board/smart board. This space would allow for all necessary IEP and progress meetings as well as departmental meetings. The new building would also allow for two sensory rooms per grade: one that will allow students to expend energy and one that affords them the opportunity to regulate in less physically stimulating ways. The learning centers are classrooms for pull out special education groups. These differ from the Math and Reading support rooms in that those spaces offer tiered interventions that are available to all students while the learning centers are only available to those students that are on an Individualized Education Program (IEP). Students that receive EL services are also supported at the Dale Street School in a shared space with the team chair and occupational therapist.

The goal of the department is to increase meaningful inclusion within services as well. To support this, a few key components could be added into the building. Each classroom would need to be equipped with flexible seating and furniture that allows for easy manipulation to increase or decrease, depending on group size. It would be ideal to have small break out areas off of the classroom that allow educators to pull a few students without going all the way to the learning centers. Often times, students need to work in small closed off areas within the classroom. It would be a goal to have dividers in the walls that could be pulled out for this purpose when needed and slid away when not necessary. The rooms and space would also need to have consideration for students with visual impairments. For these students, stairs need to

have clear contrast on each step. Doorways also need to have different colors so there is visual evidence of the hallway ending. It would be ideal to have these naturally built into the building design.

Within the physical space of each classroom, staff need comprehensive storage to allow for a less cluttered (physically and visually) environment as well as to increase student independence and organization. The furniture also needs to have a consideration for noise buffering. The noise of chairs on the floor can truly impact a student's ability to focus for many students with a disability. If the room took this into consideration with the furniture, flooring, etc. More students would succeed with less need for individualized adaptation.

There will be dedicated spaces for the occupational therapist, physical therapist, speech pathologist and psychologist as well as a dedicated conference room that will allow for ample opportunities to offer meetings for families and staff.

Previous Coordinated Program Reviews:

Onsite Visit Dates: Week of May 14, 2018

Identified Issues and Problems: SE 54 (Professional Development), CR 8 (Accessibility of Extracurricular Activities), CR 10A (Student Handbooks and Codes of Conduct), CR 10B (Bullying Intervention and Prevention), CR 10C (Student Discipline), CR 16, (Notice to Students 16 or Over Leaving School Without a High School Diploma, Certificate of Attainment, or Certificate of Completion), CR 21 (Staff Training Regarding Civil Rights Responsibilities), CR 24 (Curriculum Review), CR 25 (Institutional Self-Evaluation), ELE 14 (Licensure Requirements), ELE 17 (Program Evaluation)

Specialized Programs and Collaborative Spaces/Programs (that will Continue, be Eliminated or Added as Part of the Proposed Project):

Special Education Day School Programs (that District currently provides or participates in, and whether the programs will be included in the proposed project):

N. TRANSPORTATION POLICIES

Current Services and Practices:

The Medfield Public Schools provides bus transportation with a fleet of 21 buses for most of our students in Grades K-12. These students are transported at the Town's expense and we have no bus fees for any students. Each bus has a designated neighborhood and goes to each district elementary school. Currently, the buses pick up all students assigned in their designated area,

drop off at Wheelock School, drop off at Dale Street Schools, and finally drop off at the Memorial School. Similarly, in the afternoon, the buses go pick-up at the Wheelock Schools, then Dale Street, and then Memorial School before dropping off students in their designated neighborhoods. Due to this configuration, there are more buses transporting students than needed to serve just the Dale Street population going through the site. Students at Dale Street are dropped off at two locations: in the front of the building on Dale Street and on the Adams Street side of the building.

Students that live close to Dale Street School without having to cross a major street walk to school. There are crossing guards on duty each morning and afternoon on North Street and Dale Street. We currently have a small percentage of students that are walkers. There are also several students that are parent drop off or parent pick up. This is done in the school's only parking lot adjacent to the gymnasium. Visitor parking is extremely limited on the school site with off street parking during any event held at the school.

Proposed

We anticipate that we will continue to bus a large percentage of our students and with increased enrollment, there is a possibility of adding buses. We would prefer in the new school to have one distinct bus drop-off area and another for car drop-off. This model would greatly improve efficiency and allow for a safer drop off with less staff members to manage the process as well as safety for the students. In addition, if the site is behind the Wheelock School, the benefit of having a single parent drop off for both schools would be advantageous.

O. FUNCTIONAL AND SPATIAL RELATIONSHIPS

Functional and spatial relationships and adjacencies are key to the successful design of a new facility. These relationships often define the programmatic, functional, spatial, and environmental requirements of the new facility. Medfield is fortunate to have access to nature so the incorporation of outdoor classrooms will be important. In addition, we need to have flexible learning spaces that will support our expansion of technology, project based learning, and student engagement.

The ability for the community to use the gymnasium and cafeteria off hours is a priority. A large gymnasium or multiple gymnasiums need to be an important feature in the building. A large cafeteria that can be used by our students and community for performances and meetings is also a key feature. A dedicated space to house Medfield Afterschool Program (MAP) is needed to support the growing need for school-aged daycare both before and afterschool. We established a daycare program for the children of our teachers and staff and we believe space needs to be dedicated to this important program. The utilization of this program has been an outstanding benefit to our teachers and has promoted retention of teachers/staff.

Lastly, the new building will need to have a warm and welcoming main office and community space that can accommodate students and families at arrival and dismissal. This space would serve as another learning space for classrooms to gather from projects or to study the sustainability of their school.

P. SECURITY/VISUAL ACCESS REQUIREMENTS

Medfield Public Schools is committed to ensuring a safe environment for all students and staff; to improve public safety for community members who visit or use school property; and diminish the potential for personal and district loss or destruction of property. The school's current policies and procedures to support building security:

- Clear administrative procedures and policies in place to oversee district safety and security programs.
- Regular and continued vulnerability assessments conducted by the Medfield Police and school staff to observe security in place, identify security deficiencies, determine level of security needed, and make recommendations for improvement.
- Effective management of security using multiple forms of communication; policies and procedures; physical security; training; and response plans involving administration, staff, parents, and students.
- CORI checks for all faculty, staff, volunteers, contractors, and vendors who are on school property. Staff are required to visibly display identification badges when school is in session.
- Regular fire alarm drills and lockdown drills to ensure faculty and staff can quickly determine if all students are accounted for. Members of the Medfield Fire Department, Medfield Police Department, and other surrounding towns will participate in our lockdown drills.
- Ongoing training for staff provided to implement the Emergency Response Plan if needed. All staff trained by Synergy 911 and members of the METRO-LEC SWAT team.
- Educate students, faculty, and staff so they are empowered to report suspicious or concerning behavior.

Proposed

The future security design of the school should focus on ensuring and providing a welcoming environment for students, families and community members while simultaneously providing a full complement of modern security features which should include, but may not be limited to:

- Safe and secure main entrance and lobby including single entry door per school or program with a door-release button; intercom and video surveillance, and a visitor management system in place. Additional exterior doors should be locked at the start of the school day (others are egress only and monitored).

- Safe access for kitchen, facility, and shipping/receiving separate from school traffic to main entrance.
- Installation of signage to direct visitors, contractors, and vendors to the administration area to be processed for access. Doors and windows should have identification. All occupied rooms have route-of-travel maps on walls.
- The perimeter of the campus is clearly identified from public property. Landscaping supports clear sightlines of the school building exterior.
- Safe and secure vehicular access to the building including the use of bollards, no-parking areas and designated drop-off areas. Separation of vehicular and bus traffic patterns. Safe pathways provided for pedestrians and bicyclists. Emergency and public safety vehicle access is clear.
- Best practices for access control systems in place for building, classroom, and support space access.
- Adequate exterior lighting provided around walkways, doorways, and in parking areas with awareness of minimizing light trespass on neighboring properties and energy efficiency
- Video surveillance coverage, protocol, and maintenance coordinated with local law enforcement.

III. CONCLUSION

The Medfield Public Schools is incredibly grateful to be collaborating with MSBA on this project. Our vision for this school, our core values, input from stakeholders and Medfield 2021 will drive the design and construction process. This project will culminate with the construction of a building that will serve the needs of our students and community for decades to come.

Supporting Documents to Link

- Visioning Sessions Results
- ThoughtExchange Surveys
- Medfield 2021
- Enrollment Projections from MSBA and NESDEC
- 20-Year Capital Plan

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2022 Statement of Interest

Thank you for submitting an FY 2022 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete if the District selected statutory priority 1 or priority 3.** If either of these priorities were selected, the District is required to mail the required supporting documentation to the MSBA, which is described below.

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

- If a District selects statutory priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires 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 statutory priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

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

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

Massachusetts School Building Authority

School District Medfield

District Contact Michael A La Francesca TEL: (508) 359-4798

Name of School Dale Street

Submission Date 4/29/2022

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.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the priorities for which the SOI is being submitted.
- The district hereby acknowledges that it must upload all required vote documentation on the "Vote" tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead.
- The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all required supporting documentation for statutory priority 1 and statutory priority 3. If statutory priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If statutory priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI. The documentation noted above must be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

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

Chief Executive Officer *

Gus Murby

School Committee Chair

Jessica Reilly

Superintendent of Schools

Jeffrey Marsden

Chair, Board of Selectmen



Handwritten signatures of Gus Murby and Jessica Reilly are placed here, overlapping each other.

(signature)

(signature)

(signature)

Date

Date

Date

4/29/2022 11:34:05 AM

4/28/2022 2:07:21 PM

4/28/2022 1:52:58 PM

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

Massachusetts School Building Authority

School District Medfield

District Contact Michael A La Francesca TEL: (508) 359-4798

Name of School Dale Street

Submission Date 4/29/2022

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. All SOI vote documentation must be uploaded on the Vote Tab.

SOI Program: Core

Potential Project Scope: Potential New School

Is this a Potential Consolidation? No

Is this SOI the District Priority SOI? Yes

School name of the District Priority SOI: 2022 Dale Street

Is this part of a larger facilities plan? No

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

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

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 23 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 22 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.

As a component of our MSBA feasibility study, we developed a detailed Education Plan for the Dale St. School. Our vision is to have a school that provides an environment for project-based learning and flexible learning spaces that maximizes natural light and fresh air throughout the building to support student wellness. Students will learn in outdoor learning spaces and understand the importance of sustainability. Jeffrey J. Marsden 4/21

Is there overcrowding at the school facility? No

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

Has the district had any recent teacher layoffs or reductions? No

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

At which schools in the district?

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

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

Does Not Apply

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).

Dale Street School is comprised of structures built in 1942, 1962, a minor renovation for office conversion to educational space in 1997 and the installation of two modular classrooms in 2000. The original facility was designed as a Junior Senior High School. The available drawings are dated Nov. 12, 1940. The main classroom structure is two stories high, built with cast in place footings and foundations with load bearing masonry walls. The roof framing is steel with wood planking and a slate roof. The construction drawings indicate the main structure has a flat roof of approximately 13' x 75" that runs north/south and flattens the top portion of the hip and it is shown as composite roofing. The remaining two portions of the original building are single story of similar construction with slate roofs. The locker room portion attached to the north raised elevation of the gym has a parapet walled flat roof. The two story section is 8,246 square feet per floor with a total of 16,492 square feet. The connecting link, which is utilized for music and art, is 2,664 square feet. The multi-leveled auditorium/gymnasium is 9,703 square feet total. The seating area has 197 seats total. The original building totals approximately 28,886 square feet.

The first addition, totaling 20,000 square feet, was constructed in 1962. It is typical school construction for this period, and began the conversion of the Junior-Senior High School to an upper elementary school for Grades 4-6. Despite this conversion, the main building was not upgraded at that time. The focus was on regular classroom space, an office area, and a cafeteria, not the impact the original structure would ultimately have on the changing needs of students and space requirements necessary to deal with these needs. Growing special education services and ELL services, reading and math remedial services, areas to deal with the arts and activities for gifted services evolved and posed significant challenges in the available space. The space requirements were limited and could only be addressed through converting storage areas to learning spaces or using non-instructional areas (hallways, cafeteria, library, etc) as alternatives. The 1962 structure is comprised of cast in place reinforced concrete footing and foundations with a steel frame and bulb "T" and Tectum roof deck. This addition included: 10 classrooms, kitchen, cafeteria/assembly, activity room (now functioning as a media/computer center), storage, 2 gang toilets, teachers' room, 2 individual staff toilets, and administrative area (principal's office, reception/clerical, nursing station). This portion of the facility is in good condition with the exception of the roof, exterior window system, and the doors and frames.

Before 1997, the Central Office for the district was located at Dale Street School. In 1997, the central office was relocated to the newly renovated Town House (municipal building), and the vacated space was renovated and converted to instructional space and an expansion to the library. There was no increase in square footage in the building as a result of this renovation.

The final addition to the facility was in 2000, at which time temporary modular classrooms were installed. There are two classrooms and two toilets. These units sit on cast in place foundation and have a flat roof structure. There are signs of cracking in the foundation. They are serviced by unit ventilators with gas fired HVAC roof top units. The building has 2" x 4" acoustic ceiling with 2" x 4" lay-in light fixtures.

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

67249

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).

Located just north of the center of town, the existing Dale Street School is located on approximately 17 acres and shares the site with the Memorial Elementary School. A baseball/field hockey field that is used by the high school is situated in between these two schools. It is bound by Adams Street on the west, North Street to the east, and a

residential neighborhood to the west, north, and east. To the south is Dale Street, the Recreation and Parks Building, and the Public Safety 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)

43 Adams Street

Medfield MA 02052

Located just north of the center of town, the existing Dale Street School is located on approximately 17 acres and shares the site with the Memorial Elementary School.

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

The 1942 structure is masonry brick faced concrete. The 1962 building is brick faced CMU. The modular structure is brick over stud wall construction. Studies indicate that the brick is generally in good condition. Limited areas need repointing. Very few areas evidence efflorescence typically associated with water penetration. Approximately one half of the existing original single pane windows have been replaced since 2005. The remaining original windows are single pane low efficiency wood framing. The roof structure is a combination of pitched and flat structures. Pitched roofs are original slate tiles. The flat roofs are either synthetic membrane or built up asphalt. The roofs have had regular maintenance and repair but are nearing end of life.

The combined 1942, 1962 and 2000 modular building addition is constructed with footings which are cast in place reinforced concrete spread footings. All foundation walls are cast in place reinforced concrete. Grade beams are present only in the original building and are cast in place reinforced concrete. The foundation insulation is not actually observed in the structures, we suspect that only the modular classroom structure has foundation insulation as it was constructed after the adoption of the energy code. Slab on grade is cast in place reinforced concrete of varying thickness; Waterproofing is indicated in the plans for both the original and 1962 structures.

The 2000 modular classrooms have a ventilated crawlspace. The 1942 building was built as a bomb shelter and Civil Defense signage is still present to the right of the front door. There are nine sets of exterior stairs constructed of concrete or limestone servicing the 1942 building. The exterior stairways are in varying stages of deterioration. The wide steps to the entrance of the 1962 building are cast in place concrete and show extensive cracking. The railing has been removed. A handicapped ramp has been installed with railings.

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

Year of Last Major Repair or Replacement:(YYYY) 2005

Description of Last Major Repair or Replacement:

Single pane windows

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 700

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

Synthetic membrane & slate

Age of Section (number of years since the Roof was installed or replaced) 30

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

2015 - Replaced wet insulation and resurfaced roof. Approximately 700 square feet. Roof is in need of replacement. We are estimating by the condition of the roof that it is 30 plus years old.

Roof Section B

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 1400

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

Synthetic membrane .060 GenFlex

Age of Section (number of years since the Roof was installed or replaced) 30

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

2022- needed to replace a section of the 1942 original building roof. Remove and replaced all wet and damaged insulation, repaired all voids, cuts, and blisters in the existing system, removed and installed all new flashings.

Window Section A

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 140

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

Single Pane

Age of Section (number of years since the Windows were installed or replaced) 20

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

Replacement

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 1942 and 1962 buildings rely on two gas-fired sectional steam boilers located in the boiler room of the original (1942) building. The original steam boilers have been abandoned in place. Although reliability is questionable, one of the original units is designated as an emergency backup if needed. Other equipment related to the original steam generation and heating have also been abandoned in place. One of the original three boilers has been removed to allow space for the present configuration. There is a simple pneumatic control system in place. Thermostats in each room control diaphragm valves on room units. A new hot water heater was installed and ventilation repairs were done in 2015.

HVAC unit ventilators in the 1942 building are original 220 Volt steam operated equipment. All systems are pneumatically controlled. The pneumatic control power plant (air compressor) is undersized and aged. The main panel of pneumatic controls, which has been through several iterations of repairs, remains functional. Ventilation requirements are within the dated compliance of their installation vintage.

While some pneumatic controls are functional, many areas of the building are prone to overheating while other areas cannot get sufficient heat. Steam pressure vessels were replaced in the last decade. The heating pipe distribution system consists of steel and is original except for numerous repaired areas. It is nearing the end of life cycle due to age and corrosion. Trap maintenance is ongoing, complicated by corrosion.

Plumbing systems are showing their age, including shutoffs at end devices. Fixtures and utilities are generally functional, but service work is complicated by their vintage and condition of valves and piping.

There is no fire suppression system in the building with the exception of the kitchen area. The electrical systems span several vintages of technology. In short, the distribution does not meet requirements for a modern educational facility. Extension cords and worn outlet components require vigilance and regular maintenance effort. The power and light for the 1962 building are distributed from the main switch gear in the 1942 building. The switch gear has been replaced but it has no additional space capacity. The power and lighting distribution system is obsolete. A new transformer has been installed to service the 1942 and the 1962 buildings. Emergency service panels and distribution have been regularly upgraded to meet requirements. The modular building has independent gas fired roof-top heating and ventilation systems which are in good working order. The modular building has electrical power and water supplied from the main building.

Boiler Section 1

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? 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) 20

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

Condensate return tank

Has there been a Major Repair or Replacement of the HVAC SYSTEM? NO

Year of Last Major Repair or Replacement:(YYYY) 1963

Description of Last Major Repair or Replacement:

No repair or replacement. To our knowledge the HVAC system is the original to the building.

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

Year of Last Major Repair or Replacement:(YYYY) 2011

Description of Last Major Repair or Replacement:

Emergency light system has been upgraded

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

The original 1942 building is constructed with a cast in place reinforced concrete coffered pan system. This was a high quality system for the time and is rarely used today because it is so labor intensive to build. It is in excellent condition. It is exposed to view in the two story section. Ceiling systems vary throughout the facilities from exposed "T" and Tectum to lay-in acoustical panels and tiles. They range from fair to poor condition. The gymnasium has a vaulted ceiling with acoustical tiles. Lighting in the building has been replaced with more energy efficient and improved quality for the classroom environment. Interior walls in the 1942 building are a combination of brick or plaster with wood trim. The 1962 structure has extensive wood paneling and the 2000 modular building addition has vinyl covered wallboard. The 1962 building is slab on grade. Floor coverings are a combination of VCT (Vinyl Composition Tile) and VAT (VinylAsbestos Tile). It is in good condition in the 1962 building. Floor covering in the 1942 building is typically VAT and in varying condition. It should be noted however, that when the tiles appear to be in a friable condition they are abated and replaced with proper flooring. The gymnasium flooring was replaced in 2013 and again in 2019.

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

There are a total of 21 general instructional classrooms available which support delivery of the elementary curriculum. Half of these rooms are significantly undersized for the delivery of a modern elementary instructional program. The curriculum and instructional program requires that teachers have the ability to structure lessons to include the use of technology and individualized and grouped learning stations for math, reading, writing and science instruction. Due to the physical limitations these types of activities are seriously limited.

Generally, special education and ELL spaces are undersized and smaller than regular education classrooms at the Dale Street School, a configuration that does comply with state and federal guidelines. In some instances the spaces are not dedicated instructional areas, but instead have been converted from other uses. Because the spaces are a planned temporary accommodation, not permanent, they tend not to be adequately equipped as would be expected for students who occupy the room. The current special education program requires that students with serious physical and medical limitations are accommodated in the facility. The building does not have an elevator to the second floor and the accessible travel path is limited to stairways with lifts. Bathroom facilities are not all handicapped accessible further restricting equal access and limiting efforts to integrate all of our students in a high-quality learning environment. Instrumental music is a developmentally appropriate program that is introduced at the upper elementary level and that is significantly constrained by the facility. There are no appropriately designed practice rooms; students practice in non instructional areas, mostly in corridor hallways, cafeteria, etc. There is no ensemble room. A converted shower room off of the gymnasium/auditorium is used as instrument lessons. Another undersized space is utilized for general music and choral instruction. This situation compromises regular instruction in the classrooms that surround this area due to noise and the resulting distractions.

The guidance area is 238 square feet, .48 square feet per pupil of planned enrollment; current space provides an environment for only two people at one time. This prevents small group counseling delivery and compromises student confidentiality in this area. The library is very undersized, including the technology center, further restricting future growth as related to technology. The library space is limited to only one class at a time. Conceptually serving as an instructional hub for the school this is a serious program delivery limitation.

Furthermore small group research opportunities cannot be accommodated in the current space. There is one small group instructional area for small group remedial/intervention instruction. This area is subdivided into areas by temporary panels to allow for math and ELA small groups instruction. The gymnasium is undersized for two teaching stations and has conflicted program requirements. The current space does not accommodate the required number of sections of students. Additionally the music program currently is required to use this space for a portion of the day for the delivery of band instruction. There is no separate area for adaptive physical education. This situation necessitates the use of the stage area in the gymnasium as an instructional space. Often physical education classes are "doubled up" creating safety concerns in that space.

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

There are 19 core educational spaces for regular classrooms. Nine classrooms are 900-1000 square feet (within the 5% variation). In addition there are two modular classrooms. There are 10 classrooms that are substantially undersized to support the student centers that are an integral part of our instructional environment. There are 4 special education classrooms, each of which has a net area less than the minimum requirement, and none of which meets the state requirement that special education spaces be the same size as general education classrooms. The gymnasium consists of one open area of 2448 square feet. The gymnasium also serves as the schools auditorium. Limited elevated seating (197 seats) in the area does not provide adequate capacity for school events. The area also houses a stage area for performances and assemblies. The nursing station is 260 square feet. This undersized space does not provide adequate space for service delivery and compromises student confidentiality. The bathroom facilities in the space are not handicapped accessible and cannot be renovated to meet those requirements. Given the clinical program requirements of special education students this space is inadequate. The cafeteria is 3315 square feet and has a capacity of 200 students per seating which is adequate for seating student lunches. Unfortunately the cafeteria is surrounded by 5 of the schools general classrooms, each of which has its primary access through the cafeteria creating noise and distraction issues for those classrooms. The library consists of two areas, which together total 2460 square feet. One is the technology area outfitted with computers. The other is a combined space that ineffectively houses the stacks of the collection, instructional area seating the librarian's station with circulation desk. The area is further bisected by a temporary corridor that was created to provide access to the two modular classrooms. The Art Education classroom is only 814 square feet, which is significantly below the space that the program requires.

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

A significant issue at the Dale Street School is the lack of properly designed dedicated space for programs required in an elementary school program. The original building was designed for a time when special education, ELL and programs were not served in the public schools. Pervasive overcrowding issues surround the programs and support services that deal with small groups and individual students. The facility does not have the natural instructional environment to provide these services. In addition, these programs have students that require accessible facilities. School space for these programs has been created by modification to classroom space, offices, and storage areas. Attempts to further modify the building to accommodate these programs properly would inevitably result in the loss of regular education space that is necessary to support the school's enrollment. Similarly, attempts to modify the facility to provide accommodation for accessibility would require the loss of needed classroom spaces. In an attempt to reduce some of this pressure during a period of enrollment growth the school committee successfully sought funding to add two modular classrooms to the building in 2000. All twenty-one (including the two modular) regular classrooms need to be modernized to meet technology and instructional requirements. Exclusive of the modular classrooms, nine of the 19 regular classrooms meet the expected 900-1000 square feet of instructional space; the remaining 10 classrooms do not. Recently the town has purchased the land of the former Medfield State Hospital property. The New England School Development Council (NESDEC) developed a

demographic report and ten-year enrollment projection for Medfield students, PK-12. NESDEC was asked also to estimate the number of additional student enrollments that are to be expected from a potential 334 residential apartment complex on the Medfield State Hospital property. The impact of the latter event needs further analysis and is currently under review by the district. The state hospital property along with some recent 40B developments have the potential to increase our enrollment significantly.

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).

Primary focus of the maintenance plan for Dale Street School is to sustain equitable accessibility of programs and services for all enrolled students. The District utilizes a web based computerized maintenance software system. The system encompasses both preventative and reactive maintenance issues. The building is adequately staffed for daily cleaning and upkeep. A regular schedule is employed to inspect and service mechanical equipment in the building. The head custodian in conjunction with the Director of Facilities, conducts regular assessments of building repair issues and take corrective action as needed. The following categories have been identified by the District in an effort to guide the capital planning process that is updated on an annual basis. Through operation and capital outlay appropriations, annual repair and maintenance projects have consistently focused on one or more of these categories. The categories listed here outline the direction which the District's maintenance and capital repair has taken. This enables flexibility to address needs without being pressured and strained by funding constraints.

Learning Space

- a. Classroom Instruction
- b. Special Areas-Class Groups
- c. Special Areas-Individual/Small Group

Accessibility of Learning Spaces

- a. Handicap
- b. In Class Learning Stations
- Environment of Learning Spaces a. Ventilation of Air
- b. Heating Circulation and Control c. Sound Quality
- d. Energy (Heat) Loss

Health and Safety Requirements

- a. Fire Alarm System
- b. Emergency Lighting

Other Structural/Space Concerns

- a. Parking Availability for staff
- b. Parking availability for school events.
- c. Busing and student drop-off and pick-up areas
- d. External Play Fields

The following are the most recent capital and maintenance improvement steps (from 2015) taken to sustain Dale Street as

a viable school within the District:

ACCESSIBILITY:

- Created wheelchair-accessible bathroom/changing facility
- Added one (1) van-accessible parking space
- Installed power door operator
- Acoustical improvements to classrooms – sound seals and door replacements
- Purchased portable wheelchair lift to provide accessibility to stage

SAFETY/SECURITY:

- Installed monitor/intercom/remote release at Adams Street entrance
- Installed fire suppression system in kitchen
- Installed intrusion alarm
- Upgrade emergency lighting

- Replace stage curtain with fire-rated curtain

- Replace handrail at gymnasium stairway

Repaired stairways at both interior and exterior locations

OTHER:

- Replace fixtures in second floor bathrooms

- Replace gutter/fascia – Adams Street side of building

- Replace music room roof

- Repair slate roof, including replacement of slates

- Repair chimney cap

- Install electronic energy efficient climate control mechanisms in walk in cooler and freezer

- Install motion sensor activated light switches

- Replace hot water heater

- Install two (2) point-of-use hot water heaters in gymnasium bathrooms

- Replace windows with energy efficient double-paned windows

Numerous roof repairs

Although the climate controls do not consistently work through the facility, many of the above repairs have

contributed to

energy efficiency.

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.

Originally constructed in 1942, with an addition in 1962, a renovation in 1997 and the addition of two modular units in 2000, Dale Street School has served as a viable school facility for nearly 70 years. However, despite ongoing maintenance, the mechanical distribution systems for heating, ventilation, electrical and plumbing have passed their normal useful life. The original plumbing system was installed utilizing high lead content solder. In addition, the components of the water distribution system have significantly deteriorated creating ongoing repair issues. The HVAC temperature control system is no longer serviceable. The pneumatic controls are antiquated. The heating system steam piping and condensate return system suffers from serious corrosion due to the age of the system which requires constant repair. The original boilers have been abandoned in place and should be abated for asbestos and removed. The original air handling exhaust system does not permit balancing of fresh air for each room. These failures cannot be addressed as annual repairs. Steps have been taken in the interim to reduce energy costs and provide, as much as possible, for a consistent and reliable environment. Replacement of the pneumatic controls with a digital localized controller is necessary. The electrical power, lighting, and fire alarm systems are operating at capacity and must be replaced.

The roof of the 1942 construction reflected the durability of slate as compared to the fascia, soffits, flashing and trim of the 1962 building. Those non-roof components have been replaced and/or upgraded as required. Despite the durability of the slate roofing it has also begun to demonstrate deterioration of the attachment system and appears to be reaching end of life cycle. Many of the windows need to be upgraded to higher efficiency grade throughout the building.

Although safe and not in a friable condition as detailed in the most recent AHERA plan, the floors include asbestos tile. When floor tiles are damaged they are properly abated.

The conveying systems and vertical movement of handicapped individuals is limited and inadequate for equity to all programs and services. There is no access to the second floor classrooms by way of an elevator. A temporary accommodation has been installed via stair lifts to meet the immediate needs of the enrolled students only at the first floor levels.

Annual repairs can no longer address the systematic problems that exist with the aging mechanical systems in the structure .

Priority 5

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

The Town of Medfield and the school committee has over the years taken aggressive action steps to preserve sustain the facility as a viable educational environment. A planning process was put in place to preserve and maintain the original appearance of the 1942 facade.

The exterior entrance to Dale Street gymnasium was repaired to address extensive deterioration. This is true of the fascia and soffits as well as the columns in this area. Additionally, other areas of fascia, soffit and gutters and downspouts have been repaired or replaced. The chimney and exhaust stacks were repaired to minimize further damage and to prevent any safety hazard.

The original single pane wood frame exterior windows in the original 1942 building are deteriorated and a program has been in place since 2006 to replace these windows. The library gable end window wall system in the 1962 addition was replaced in 2005.

Annual testing revealed that the potable water system exceeded the EPA standards for acceptable levels of lead. As a result, the school has implemented a DEP approved mitigation program that utilizes only bottled water for consumption.

The electrical systems are at full capacity and have limited ability for expansion of service. Lighting fixtures have been replaced for efficiency and effectiveness. The emergency lighting has been upgraded.

The school maintenance plan includes efforts to regularly repair and maintain the obsolete pneumatic heating and ventilation controls, and abatement of VAT flooring tiles. As a result of the plan we continue the abatement of VAT floor tiling as required to meet the health and safety standards.

Numerous slates have been replaced on the original building. Major replacement of the flat roof system over the music area was completed in 2011 and more scheduled for 2015. The original wood gutters on the 1942 building have been replaced in 2015.

There are two chair lifts in the facility. The first allows travel from the Adams Street entrance to the first floor of the classroom in the 1942 building. There is no handicapped accessibility to the second floor classrooms. If a student is physically unable to navigate the stairways, student's classes have to be rescheduled in order for programs to be available to the students. The second lift is in the auditorium/gym. The installation of a third portable lift allows access to the stage in the gymnasium area.

There are a number of repairs which have taken place to assure the present and continued use of this facility. It is increasingly apparent that the annual maintenance planning and effort is not adequate to manage the risk of failure of major building systems. Care has been taken to maintain life safety, clean environment and the integrity of the structure to allow the building to remain in operation until such time as it can be renovated. Clearly the past and present school committees have taken the position that a deferred maintenance approach would not be appropriate to sustain this facility as a school.

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.

The pneumatic control system in place is not operating at its proper efficiency, thus preventing the balance of heat and air flow throughout the classrooms. The uneven heat distribution throughout the facility affects the learning environment for instruction and learning as well as health. A student could literally move from a classroom which is comfortable to a higher temperature room to a lower temperature area within the period of a day. A student's ability to have access to all parts of the facility is hampered by the varying floor levels which are traveled when moving from the 1962 addition to the original building. The lack of an elevator in the 1942 building prevents individuals with disability from gaining access to significant areas of the structure. A handicapped student is unable to move about the facility without being considerably delayed. Even able bodied students are significantly impacted by this issue in the building. The lift systems in the building cause student congestion in corridors when the lift system is in use. Students who have temporary medical disability due to injury and are scheduled into second floor classrooms would require complete restructuring of the classroom locations. The conveying system and vertical movement is also affected by the lack of small group learning areas within close proximity to the regular classrooms. At present, students can be delayed in arriving at another learning area because of the travel time necessary to get there. The use of bottled water due to the lead pipe condition requires ongoing vigilance and monitoring. The system in place requires an ongoing budgetary expenditure. In 2014, we were able to install a filtration system to mitigate any lead exposure. Bottled water is still used on the second floor.

Due to limitations of the existing electrical service and distribution system the electrical requirements of classrooms is unable to be met. We have been unable to properly install educational technologies in these spaces in a seamless manner. Deployment of interactive whiteboards has been difficult to achieve as a result of wiring limitations. Further efforts to deploy computers and other mobile learning devices in the building will be limited due to electrical capacity and distribution constraints. Wireless computing has been problematic due to the structure of the school. Traffic flow of buses is limited and congested. The turns are confined and restricted. Drop-off and pick-up areas for children have similar characteristics. This remedial approach has been minimally effective in maintaining the facility as a school. But the approach does not change the effect of original structure on providing programing for converted upper elementary environment from a 1942 era Junior-Senior high school.

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.

Dale Street School was originally built in 1942 to replace a seriously under-sized high school. In 1962, Medfield built a new high school and converted Dale Street to an elementary school, building a modest addition without upgrading the original facility.

Since that time, Medfield has experienced a period of population growth and has--through hard work and the dedication of its school staff, town officials and townspeople--achieved a nationwide reputation for educational excellence.

Dale Street School has an outdated HVAC, plumbing and electrical systems which, despite annual maintenance, has reached near end of life after 70 years of service. There is also a shortage of appropriate specialized classroom spaces to accommodate a modern educational program. The development of special education programs, English Language Learners, math and ELA remediation programs and several other mandated educational programs has placed significant pressure on available space. This situation seriously limits our ability to meet the educational goals set by the School Committee and the community. The electrical systems do not permit our teachers to use current technology in their day-to-day teaching, and students with disabilities and those enrolled in other entitlement programs (along with our long-standing music programs) are relegated to receiving services in re-purposed closets, hallways, and even an old shower. Creating appropriate learning environments for these students is a major priority of the district, but cannot be accomplished in the current space without sacrificing significant town values, including Medfield's commitment to manageable class sizes. Two temporary modular classrooms installed 12 years ago as a stopgap measure eased use through the situation, but even that solution no longer ensures that we can provide appropriate learning spaces to all our students.

Infrastructure and systems are basic to physical and organizational structures needed for the operation of Dale Street to sustain the programs and services and facilities necessary for education to function. It can be generally described as the set of interconnected structural elements that provide framework supporting an entire structure within which education will occur. The school environment is a vital component to the academic and social growth of children.

An upgraded infrastructure will provide the modern technical structures that support the physical components of interrelated systems providing the program and services essential to enable, sustain, or enhance educational environment to meet student needs. Viewed functionally, infrastructure facilitates the effective and efficient use of space, and also the affecting the use of a current technological instructional environment as well as basic social and health requirement of enrolled children.

If it were not for a focus on sustaining a maintenance plan to keep Dale Street in a reasonably functional condition over a number of years, student performance and academic growth would not have been positively influenced. As presented in this priority, the physical structure has reached its limit; a maintenance plan is not the solution for an expanded life of this facility; but major renovation of the facility will play a significant role on student performance for several decades into the future.

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):

Construction Technologies Management, Inc.

The date of the inspection: 7/18/2008

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

Remedial action steps in the interim will sustain the school as a viable education facility for the short term. The age of

the building and systems will compromise the long term viability of the facility. Flexibility to deal with future enrollment

needs will continue to be a pressure due to space constraints.

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.

The Dale Street School facility has served the community as an educational setting since 1942. During that period of over seventy years significant changes have occurred in education. The facility now has numerous constraints which inhibit the ability to provide for a modern elementary instructional program. The internal design of regular education spaces is too small both by regulation and the reality of program requirements. This inadequacy of properly designed space causes interference with the delivery of student centered instructional practices. Core learning areas in the building are not properly designed and are undersized for the required program. The effort to accommodate for varied space requirements has resulted in numerous examples of conflicted space use issues. Finally, the lack of properly designed instructional areas and inadequate space for special educational programs has created equity issues for program delivery.

Without any consideration to the Medfield State Hospital (MSH) project or development of 40 B Projects, the total public school enrollment, K-12 is projected to remain steady as we move into the latter part of this decade. The factors resulting from the real estate development of the MSH or 40 B projects will create educational variables which affect classrooms. Although, the physical space of 21 classrooms (including the two modular classrooms) may be able to accommodate the current enrollment, the design of each classroom does not have the mechanical and educational infrastructure to accommodate the variables which effect instruction and learning within the classrooms. Specifically, the continued development of appropriate specialized educational programs for students with disabilities will continue to limit the availability of proper educational space requirements.

The classrooms at the Dale Street School were built and designed to support a 1942 era high school instructional program. The size of the rooms would accommodate a structured lecture based learning and century elementary instructional program.

However, the spaces are obsolete and not suited for a 21st century elementary instructional program.

Each classroom must have the resources to utilize technology in instruction. With the advent of electronic white boards and one to one learning, instruction was improved to the extent that the physical space could enable the teacher to incorporate the technology into instruction.

Distractions to the instructional environment are another area of concern. In the 1962 addition, the location of the classrooms runs the perimeter of the two core areas, cafeteria and the media/library center. The effect on instruction and learning within each adjacent classroom while the cafeteria has lunch is substantially compromised by noise. The movement of students to and within the library and computer center while students are engaged in adjacent classrooms further compromises instruction due to distraction and noise. The issue is exacerbated by the lack of a dedicated music room for orchestra which utilizes this space for the program requirements creating similar noise and distraction issues. Additionally, orchestra instruction is compromised by student movement from these classrooms and to and from the library media center.

Library/Media: To improve on the restricted, undersize area of the library/media center, an adjacent classroom was converted to a computer lab with individual work stations. This enabled the main area of the center to acquire space for student activities, access to media resources and reading/research. The new design was improved, but still limited the level of access to resources expected of student in an upper elementary environment. When the modular classrooms were installed, a corridor to the two classrooms was created between the library/media center and the location of the two modular classrooms. Unintentionally, the corridor became a further cause of limited activities as well as interference to the environment because of the movement of students. The library/media center has been an inadequate and undersized area since its construction in 1962. The limited available space for student activities is a significant problem. At most one class at a time can be scheduled into the space. The design of open space for student reading, technology access, research activities and other flexible learning options are not available. Instruction in the use of the library is more often shifted to the regular classrooms.

Music Programs: There is 972 square feet of space in the existing facility for music education and performing arts. Of the total net area (which excludes storage), 572 square feet is for general music, 1.35 square feet per student and 400 square feet allocated to performing arts. The regulations states that practice rooms shall fall within the range of 75-130 square feet and ensemble rooms up to 300 square feet, exclusive of storage. Music education classrooms should be 1000-1200 square feet. While is not be unusual to use the stage in the gymnasium as a classroom for music performance and instruction; it is however, clearly a scheduling problem with physical education for the demands to events which could be occurring at the same time (conflicted time issue). The program is currently scheduled in non-traditional space for normal music instruction, excluding large group choral and band which would use the gymnasium and cafeteria. The latter two areas, along with corridors are used for small group instruction for a number of non-music students for services. A previous high school shower room was reconfigured into a music education/practice room to acquire space for the program.

Art Programs: There is 814 square feet, which is 1.92 square feet per student for the art program, exclusive of storage. The regulations states that art education classrooms shall fall within the range of 1000-1200 feet, exclusive of storage. The art space was converted from the original location of the cafeteria/kitchen in the 1942 building. This area was converted to an art classroom because of the availability of water. The area supports art instruction minimally to the extent that the electrical and

ventilation systems do not prevent specific activities.

Reading Program: The reading program is designed to be integrated into the regular classroom. The population is expected to be more than 7% of the enrolled students, but less than 42%. There is no designed reading space provided for conference and one on-one other than non-traditional usage of space. The Commonwealth (603 CMR 38.02) states that small group/seminar environment shall fall up to 500 square feet each, exclusive of storage.

Food Service/cafeteria: Actual size is 3315 square feet; which could accommodate 200 pupils as defined by the regulation. At present time, the facility provides four seatings per day to serve lunch to students.

Gymnasium Adapted Physical Education: The number of students needing this service is approximated to be no less than .5% and probably not more the 1.4% of the enrolled students. Currently there is no dedicated space in which a student receives services. Non-traditional space or a class within the gymnasium (along with another regularly scheduled class) would be used. The gymnasium's restricted size and open design does not allow the adaptive physical education program to be provided in the space. The program is scheduled into a converted space in an adjacent locker/shower area or on the stage. This severely constrains the options for program delivery and resources connected with the curriculum.

ELL Students: The number of children who fall within the definition of English as Second Language for 2022 is projected to be between 30-35 children. This is an increase from past years in the district. These students could have needs which require a separate area from their regular classroom for support services. A classroom environment with proper resources, including technology was to extend the space and electrical infrastructure would allow.

Special Education Students: The average number of children who will require services for up to 30% of a school day is projected to be approximately 13% of the enrolled students. With the existing facility, the support services would be provided within a total net area of 905 square feet (15.3 square feet per student compared to 39 square feet per student in a regular classroom). Under the IDEA, the facility for special education services are to be equal to comparable space for regular education students and designed as needed to service students in dealing with their educational program. There was no designed dedicated space for students who require this intensive support service. Recently a health classroom space was converted to provide for this program.

Guidance Support Services: The existing facility provides 238 square feet to service student with their social, growth and academic needs. This is .56 square feet per student. The existing space lacks the appropriate environment for private discussion one-on-one or small group. The same space is shared by special educators for psychological services as defined in the student IEP. This latter group of students represents approximately 13% of the enrolled students. Students with services who fall within the guidelines of Section 504 place an additional demand on the same space. With this characteristic, established by student needs the guidance space is in high demand and experiences a high degree of schedule conflict (space in demand for more than one student event). To accomplish the small group seminars (as designed for this age level), a counselor uses other spaces, such as the cafeteria, gymnasium, and classrooms. When this is occurring, it is possible that other students could unintentionally be moving through the area to other parts of the facility.

Nursing Station: The nursing station is severely undersized (260 sq. ft.) to meet the clinical needs of the student population. In addition the space has a bathroom facility that is not handicapped accessible.

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.

At present, the major issues with the facility at Dale Street are with the limited or lacking of small group learning spaces, integrated within the location of regular classroom instruction; individual counseling and psychological areas to deal with confidential issues with children; a viable music facilities and lunch where the sound does not become an interruption with classroom instruction. Generally, the lack of small group learning/conference areas within the facility has made the core area in the 1962 addition and attraction alternative. It would not be uncommon for a special education teacher working with a small group of students in the cafeteria or a small group counseling session be conducted by a guidance counselor in the library or cafeteria; while there is a natural movement of a student or students from the adjacent classrooms. In an unintentional manner, the small groups lack the instructional privacy.

Equity and adequacy issues are in conflict instructional areas which support/provide student learning. Many times the space becomes conflicted space for its use is required by more than one group of students. Small learning areas for individual or small group instruction are designed to deal with at-risk students (at a variety of levels of risk) with privacy. Conflicted space compromises the effects of the professional in achievement effective results.

Small learning spaces have been created where space could be converted to accommodate the need for these services. These specifically include programs for music, ELL, special educational services and programs. These converted spaces have become permanent to address the educational needs of students. This has created issues of student movement for example a student in instrumental music may have to walk from the 1962 additions of the facility to the opposite side of the facility. The available accessibility systems to the different physical levels through the building take time away from instruction. In addition, there is a lack of systematic access to accessible bathrooms and learning areas.

The installation of the two modular classrooms was to be temporary, but have become permanent. Without the two modular classrooms, there would be a shortage of classrooms to sustain the class size guideline established by the Medfield School Committee.

Through an effort of accommodation, small spaces or areas have been established to enable small group instruction. These areas are not properly designed but instead are attempts to accommodate programmatic requirements. This latter issue poses serious concerns in the ability of the administration to maintain equity and adequacy of programs and services within a facility which has little or no flexibility of space usage. We have subdivided a general classroom with temporary panels to provide learning space for remedial instruction. The school has scheduled music ensembles and practice groups into hallway areas. ELL services are scheduled into available space on a rotating schedule.

Accessibility mitigation is being accomplished in several manners. The lack of an elevator for access to the second floor causes the school to schedule most special education programs on first floor areas. The District looked into the installation of an elevator within the structure of the facility but due to space restrictions this was not feasible. To avoid an addition to the building, four classrooms would have been eliminated in order to have an elevator installed within the context of the current structure of the facility. To address remaining concerns of accessibility at the first floor levels interim steps of installing stair lifts was implemented.

Sound proofing of some doors in both the 1942 and 1962 classrooms were installed to minimize the level of noise from movement of students through the facility and to accommodate students with auditory disability.

A major renovation to a storage area and an existing bathroom facility for staff was conducted to create a handicapped accessible bathroom and changing area facility.

Library renovations were completed to reorganize the space. The space does include a technology instruction area, and limited space for stacks to house the text collection and a small instructional space.

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.

At present, the major issues with the facility at Dale Street are with the limited or lack of small group learning spaces, integrated within the location of regular classroom instruction; individual counseling and psychological areas to deal with confidential issues with children; viable music facilities where the sound does not become an interruption with classroom instruction and the constraints of the original regular classrooms in being converted to state of the art classroom with the technology resources which would be expected to be used in programs for Grades 4 and 5.

The installation of the two modular classrooms was to be temporary, but have become permanent. Without the two modular classrooms, there would be a shortage of classrooms to sustain the class size guideline established by the Medfield School Committee. Through planned accommodation, small spaces or areas have been established to allow for small group instruction. But there is not a permanent nature for any accommodation, nor is there flexibility, should enrollment needs cause an increase in usage or a change in purpose. This latter issue poses serious concerns in the ability of the administration to maintain equity and adequacy of programs and services within a facility which has little or no flexibility of space usage.

Core instructional areas need to be flexible and provide for the instructional needs of the program. The undersized nature of the gymnasium and the library/media remain incompatible to programmatic needs. The actual floor area of the Gymnasium is 3348 square feet. The CMR states that the gymnasium shall be 3000 square feet per station minimum when 12+ classrooms exist in the school, with a 5% variation permitted. The net area in this facility is 5.76 per square feet, 1.3 square feet less than recommended. This shortfall equates to a need of approximately 1100 square feet to provide two required teaching stations to accommodate the physical education program.

Even with the mitigating steps taken to renovate the space, the size of the library/media center, remains undersized for the expected programs and activities which are necessary to complement an upper elementary curriculum. The size is 2460.5 square feet (including the computer area). The current net area of the center for active student activities is 848 square feet, where it should be 1710 square feet. The current area per pupil is 1.63 square feet per pupil compared to the required 3.42 square feet per pupil. This restricts the teachers from creating small groups of students who can access the library for research based activities.

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 *

Gus Murby

School Committee Chair

Jessica Reilly

Superintendent of Schools

Jeffrey Marsden

Chair, Board of Selectmen

Handwritten signatures of Gus Murby and Jessica Reilly. The signature for Gus Murby is "Gus Murby" and the signature for Jessica Reilly is "Jessica".

(signature)

(signature)

(signature)

Date

Date

Date

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* 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.

Pedestrian and Traffic Safety Advisory Committee

Committee Charter:

The Pedestrian and Traffic Safety Committee will identify, review, and evaluate options for improving conditions for pedestrians, bicyclists, and drivers of motorized vehicles of all ages and abilities. The Pedestrian and Traffic Safety Committee is an advisory committee appointed by the Board of Selectmen.

Items for review will be forwarded from the BOS and/or Town Administrator. Committee will review and provide recommendations to the Board of Selectmen.

Membership (One Year Terms)

- 1. Police Chief**
- 2. DPW Director**
- 3. Town Administrator, or designee**
- 4. Member at Large**
- 5. Member at Large**

DOG CONTROL BYLAW REVIEW COMMITTEE CHARTER (Draft)

Introduction/ Background

As a town, Medfield is fortunate to have significant areas in town that are maintained as open space, to both help preserve a healthy, clean environment, and to provide town residents and others with outdoor recreational opportunities. In most cases, people have been free to pursue recreational activities without experiencing interference from others pursuing their own recreational opportunities. The one significant exception to this general state of affairs has been a series of unwanted encounters between **dog-walkers** **people out walking their dogs** and other people out enjoying the town's open space. In some cases, these encounters have been between the dogs and the people they encounter. In other cases, they are encounters between the dogs and other dogs also being walked.

While these encounters are by no means the norm, they have occurred often enough to cause several people to stop taking advantage of the town's open spaces. This is a result that runs counter to the town's desire to make its open spaces widely available to all town residents. While the town has not yet experienced a serious situation resulting in serious bodily harm to anyone, the potential for that occurrence is real. That introduces a serious legal liability that should not be ignored.

Over the past several years, the town has been hampered in its efforts to effectively deal with this situation for a couple of reasons. First, the town's ability to establish and enforce rules to regulate how dogs must be controlled on the property is limited by the town's existing bylaws. While the town can put up signs announcing rules, compliance with those rules is largely dependent upon the cooperation and sense of personal responsibility of dog owners who bring their dogs onto the property. Fortunately, that's enough to obtain compliance on the part of the vast majority of dog owners, but it's not enough to obtain the compliance of a small, but not insignificant, number of uncooperative dog owners who place their own interests in using the property above the interests of others who also want to use the property.

The town has looked at enacting more rigorous rules, backed up by more significant punishments for breaking those rules, but in pursuing this course of action, we face a further obstacle in not having the staff available to effectively enforce compliance with those rules to ensure that the rules are effective. In the absence of effective enforcement of the rules, all introducing more comprehensive rules and regulations does is to reinforce the notion held by uncooperative dog owners that there are no consequences for them if they just ignore the rules and do whatever they want.

This committee is being formed to try to find a way through this dilemma in order to ensure that the town's open spaces are a resource that everyone in town can feel comfortable using, without fear or trepidation. Specifically, the charter of the Dog Control Bylaw Review

Committee is to develop ideas and recommendations, captured in a proposed change to the town's dog control bylaws, that can be presented to the town at next spring's Annual Town Meeting for potential adoption. By design, the membership of the committee is structured to ensure that all significant perspectives of town residents who are interested in using the town's open spaces, or who are directly affected by those who do, are taken into consideration during the development of these recommendations. A major challenge of the committee will be to identify those various perspectives and to collaboratively reconcile them to arrive at a policy and practical approach for managing dog activity on the town's open spaces that will enable everyone to fully enjoy the property.

Scope/ Focus of Committee Activities

The focus of this committee's efforts should be on the town's approach to managing dog-walking on the town's open spaces, although it's possible, if not likely, that these recommendations will be incorporated into the town's existing dog control bylaws. At this time, dog control in residential areas and other developed properties does not appear to be an issue of concern (other than in residential areas that abut open spaces). While the recommendations are likely to be applicable to all open spaces in town, of particular interest are the following major open spaces –

- Town-owned/ controlled Medfield State Hospital property, to include the property south of Hospital Road
- Open space adjacent to the Wheelock School
- ~~Neon Hill Reservation, unless we add Rocky Woods. Both are managed by The Trustees~~
- The new Rail Trail

Committee Membership

- Medfield Animal Control Officer
- Representatives from MSH and Wheelock properties? (1 from each area)
- Abutters of MSH and Wheelock properties (1 from each area)
- 2 – 3 dog walking advocates (*professional dog walkers & dog owners that like to walk their dog in open space*)
- 2 – 3 users of town open spaces that don't have dogs
- Assistant Town Administrator or Town Planner

Deliverable

Develop a set of recommendations for acceptance by the Board of Selectmen to be included as a Warrant Report article for the 2023 Annual Town Meeting.

Open Space and Recreation Plan Committee

Committee Charter approved by the Board of Selectmen on June 28, 2022:

The Open Space and Recreation Plan Committee shall, with assistance from Town staff and consultant(s), prepare and obtain approval of an Open Space and Recreation Plan (“OSRP”) for the Town of Medfield, pursuant to the requirements of the Division of Conservation Services (DCS) within the Executive Office of Energy and Environmental Affairs. The Town’s current OSRP has been conditionally approved by DCS, but expires in November 2022. The Committee shall submit the OSRP to the DCS no later than June 30, 2023.

The committee shall ensure the plan includes the following components:

- Public outreach: Build upon the strong public outreach of the Town’s current OSRP, through engagement with the Medfield community through public forums, surveys, and other outreach methods
- Management: Help the Town update its inventory and establish a management plan for its open space, trails, and recreational resources including monitoring, maintenance and enforcement
 - Assist the Town in determining and clarifying the various roles and responsibilities of various Town boards, committees, departments and private entities such as homeowners associations to manage the Town’s open space resources
 - Present the plan to the Town boards that have care, custody, and control of open space and recreational land for discussion and feedback
 - Identify potential costs of properly maintaining the Town’s resources
- Connections: Identify opportunities for public connections to other open space, recreational, and environmental resources such as privately owned resources in Medfield, and in nearby communities
- Provide guidance on the process and criteria for the Town to use in considering future land acquisitions, conservation restrictions and/or easements for open space, trails and recreational activities
- Serve as the basis for seeking public and private grants and financial resources to support park, playground, and trails improvement projects and the acquisition of additional open space and recreational resources

Membership:

1. Planning Board member, or designee
2. Conservation Commission member, or designee
3. Parks and Recreation Commission member, or designee
4. Member at large
5. Member at large
6. Member at large
7. Member at large



SCOPE OF WORK

Town of Medfield

INTRODUCTION

The Town of Medfield has experienced increased demands on the municipal workforce to do more with less as well as the difficulty in recruiting qualified, talented people has necessitated a close review of the Town's classification and compensation structure. As such, the Town has inquired about a scope of work to conduct a comprehensive, objective review of approximately 63 positions through a Classification and Compensation Study, with the additional lens of the Massachusetts Pay Equity Act.

TASK 1: INITIAL PROJECT MEETING

The Center will meet with the Project Liaison to clarify the scope of the project and the approach, and particularly to plan the scheduling of the review. The Center will review the existing classification structure and related By-laws

TASK 2 CREATION OF COMPREHENSIVE DRAFT POSITION DESCRIPTIONS

The Center will create and/or update comprehensive draft position descriptions. The descriptions will reflect the skill level and the essential functions of each position without listing every conceivable duty and will comply with statutory requirements. The following is the procedure to be followed:

1. An orientation session will be held to explain the process and explain the questionnaire to be completed by all incumbents and reviewed by supervisors. (May be virtual)
2. Incumbents of study positions will be given a position questionnaire to complete. Current job descriptions, if they exist, will be reviewed and incorporated as appropriate. Employees will submit the questionnaires to department heads for comment prior to submittal to the Project Liaison.
3. Individual interviews will be conducted to review completed questionnaires to verify and clarify information contained within the questionnaires. Employees holding the same position in the same department may be interviewed together. If new information is obtained in the interview, supervisors may be asked for comment.(May be virtual).

4. For larger departments, such as Public Works or Library, the Center will work with appropriate department leadership to determine the best method to receive position description information. (This may include a group meeting or sampling by title.)
5. Draft/updated position descriptions will be submitted to the Project Liaison for distribution to incumbents and supervisors for review and comments.
6. Comments received will be received and where appropriate, incorporated into the position descriptions.
7. Position descriptions will be finalized and submitted to the Project Liaison for final.

TASK 3 CLASSIFICATION OF POSITIONS

The Center will classify each of the positions using a point factor analysis system applied to the job descriptions produced in Task 2. The factors include supervisory responsibilities, complexity, judgement, physical requirements and work environment. The Center will review the initial findings with the Project Liaison.

TASK 4 MARKET SURVEY

A market salary survey will be conducted of approximately 10 -12 municipalities. The Center will work with the Town to determine which municipalities will be used for comparison for the market survey. Responses to surveys are typically the most challenging aspect of a study. Assistance from the client is frequently needed in follow up.

TASK 5 CREATION OF SALARY SCHEDULE

The Center will review the existing classification of positions and will develop a salary schedule using grades and ranges, or a similar instrument, which will coincide with the classification of positions and the market salary survey. The Center will review the proposed salary schedule with the Project Liaison.

TASK 6 CREATION OF CLASSIFICATION AND COMPENSATION PLAN

Based on the results of the creation of position descriptions and rating, along with the results of the market survey, the Center will develop a recommended classification and compensation plan.

TASK 7 SUBMITTAL OF DRAFT REPORT

The Center will prepare a draft report to be submitted to the Project Liaison for review which will include the methodology used, the findings and recommendations on classification and compensation. Positions descriptions will be provided under separate cover in electronic form. Comments on the draft report will be received, and edits will be made where appropriate.

TASK 8 SUBMITTAL OF FINAL REPORT

The Center will submit a final report which will include an introduction, explanation of methodology, positions descriptions, rating manual, and recommendations. The Center will present the Final Report to the appropriate elected or appointed body, if requested.

COMMENCEMENT OF WORK

The Center will schedule the initial meeting within one week of the execution of the contract to plan the schedule for the tasks detailed above.

RESPONSIBILITIES OF THE CENTER

The Center will act at all times in an attentive, ethical, and responsible manner. The Project Managers will be Attorney Elizabeth Corbo, Senior Associate and Mary Flanders Aicardi, HR Practice Leader.

RESPONSIBILITY OF THE TOWN

The Town shall agree to provide necessary access to its employees and records, and to respond to requests for information and comment in a timely manner. In addition, the Project Liaison or designee will have responsibility for organizing meetings, for communicating the nature and value of the project, and scheduling interviews. The Town will provide necessary data including employee name, title, department, current classification, pay range and pay rates in an Excel document prior to commencement of the project.

FEES

The all-inclusive fee for the project is \$30,000 for approximately 63 titles. The Center will invoice the Town when the Final Report is submitted. If more than 63 position descriptions are created, an additional cost may be incurred.

REFERENCES

Please feel free to contact any previous client. The following are a few representative references.

Hampshire County Retirement Board
Classification, Compensation and Benefit Review
Patrick Brock, Chairman
patrick@hampshireretirementma.org
413-584-9100

Town of Edgartown
Classification and Compensation Study
Kim Lucas, Human Resources Director*
508-627-6150
personnel@edgartown-ma.us

*Kim implemented the plan in Edgartown, after replacing the HR Director; she was also the coordinator for a project with the Collins Center for the Town of Tisbury, her previous position

Town of Northborough
Classification and Compensation Review
Rebecca Meekins, Assistant Town Administrator
(508) 393-5040 x 1

Town of Millis
Classification Reviews of non-union employees; Personnel Policy Manual
Karen Bouret/Operations Support Manager
508-376-7040
KBouret@millisma.net

Town of Mendon
Compensation & Classification Study
Kimberly Newman, Town Administrator
508-478-8863
knewman@mendonma.gov

Town of Ashland
Compensation & Classification Study
Michael Herbert, Town Manager
508-881-0100
mherbert@ahslandmass.com

Town of Easton
Three different classification studies, including two surveys
Analysis of shared Human Resources with School Department
Mary Southworth, Human Resources Manager
508-230-0510
msouthworth@easton.ma.us

LIST OF COLLINS CENTER CLASSIFICATION AND COMPENSATION PROJECTS

MUNICIPALITY	PROJECT	YEAR*
East Bridgewater*	Classification and Compensation	2022
Groveland*	Classification and Compensation	2022
Southborough*	Classification and Compensation	2022
Somerville Public Schools*	Classification and Compensation	2022
Webster*	Classification and Compensation	2022
West Newbury*	Classification and Compensation	2022
Williamsburg*	Classification and Compensation	2022
Northborough	Classification and Compensation	2021
Dover	Compensation	2021
Grafton	Classification and Compensation	2021
Hampshire County Retirement Board	Compensation and Benefit Review	2021
Methuen	Compensation and CBA comparison	2021
Uxbridge	Classification and Compensation	2021
Deerfield	Classification and Compensation	2020
Hampden	Classification and Compensation	2020
Peabody Public Schools	Classification and Compensation	2020
Stow	Classification and Compensation	2020
Worthington	Compensation	2020
Abington	Classification and Compensation	2019
Acton	Classification and Compensation	2019
Andover Public Schools	Classification and Compensation	2019
Barnstable County Retirement Board	Classification and Compensation	2019
Chatham	Classification and Compensation	2019
Chelsea Public Schools	Classification	2019
Erving	Classification and Compensation	2019
Gosnold	Classification and Compensation	2019
Hancock	Classification	2019
Lexington Public Schools - Clerical	Classification and Compensation	2019
Lexington Public Schools - Professional	Classification	2019
Marion	Classification and Compensation	2019
Marshfield	Classification and Compensation	2019
Methuen	Compensation	2019
New Marlborough	Classification and Compensation	2019
Paxton	Classification and Compensation	2019
Sudbury	Pay Equity	2019

MUNICIPALITY	PROJECT	YEAR*
Tisbury	Compensation	2019
Townsend	Classification and Compensation	2019
Wakefield - Public Works	Classification and Compensation	2019
Wareham	Compensation	2019
West Boylston	Classification and Compensation	2019
Wilmington	Classification and Compensation	2019
Boston	Pay Equity	2018
Boylston	Classification and Compensation	2018
Brookfield	Classification and Compensation	2018
Chelmsford	Compensation	2018
Chelmsford	Pay Equity	2018
Chicopee	Classification and Compensation	2018
Dukes County Regional Housing Authority	Classification and Compensation	2018
Easthampton	Classification and Compensation	2018
Hanson	Classification	2018
Lexington - Recreation	Classification	2018
Northampton	Classification and Compensation	2018
Northampton Public Schools	Classification and Compensation	2018
Sunderland	Compensation	2018
Wareham	Classification and Compensation	2018
Whitman	Classification and Compensation	2018
Brockton	Classification	2017
Committee for Public Council Services	Classification	2017
Deerfield	Compensation	2017
East Longmeadow	Classification and Compensation	2017
Edgartown	Classification and Compensation	2017
Groton	Compensation	2017
Hudson Public Schools	Classification and Compensation	2017
Lexington- Community Development	Classification	2017
Mendon	Classification	2017
Princeton	Classification and Compensation	2017
Spencer	Classification and Compensation	2017
Westfield	Classification and Compensation	2017
Worthington	Classification and Compensation	2017
Wrentham	Compensation	2017

MUNICIPALITY	PROJECT	YEAR*
Aquinnah	Classification and Compensation	2016
Arlington	Classification	2016
Canton	Classification and Compensation	2016
Tisbury	Classification and Compensation	2016
Westfield	Classification and Compensation	2016
Westwood	Classification and Compensation	2016
Ashland	Classification and Compensation	2015
Chelsea Public Schools	Classification	2015
Duxbury	Compensation	2015
Easton	Classification and Compensation	2015
Easton	Compensation	2015
Hudson Public Schools	Classification and Compensation	2015
Mendon	Classification and Compensation	2015
Southwick	Classification and Compensation	2015
Wakefield - Town Hall	Classification	2015
Wenham	Classification and Compensation	2015
Wrentham	Classification and Compensation	2015
Ashland	Classification and Compensation	2014
Brockton Public Schools	Classification and Compensation	2014
Easton	Classification and Compensation	2014
Everett	Compensation	2014
Medway	Classification	2014
Wakefield - Clerical	Classification and Compensation	2014
Chelsea Public Schools	Classification and Compensation	2013
Hamilton	Classification	2013
Hardwick	Classification and Compensation	2013
Hudson Public Schools	Classification and Compensation	2013
Millis	Classification and Compensation	2013
Wrentham	Classification and Compensation	2013
Somerville	Classification and Compensation	2012
Hudson Public Schools	Classification and Compensation	2011
Millis	Classification and Compensation	2011
Ashby	Classification and Compensation	2010
Ayer	Classification	2010
Seekonk	Classification	2009

*Ongoing

QUALIFICATIONS OF ASSIGNED STAFF

ELIZABETH CORBO, SENIOR ASSOCIATE

Elizabeth “Libby” Corbo, Esq. practices in the areas of human resources, labor, and employment. Previously she practiced public sector labor, employment and school law at a prominent public sector law firm. In that role, Corbo advised municipalities on HR practice, conducted trainings, drafted policies and represented public employers in all aspects of employment issues, including employment litigation, negotiations and grievances. Corbo also represented school districts in employment issues and student services, including 504 and IEP plans, and student services. In addition to advising municipalities, Corbo also worked as an attorney with the Massachusetts Commission Against Discrimination. Corbo currently serves as a member of the local School Committee and is Chairman of the School Building Committee. Corbo holds a Juris Doctor from Boston University Law School and a dual Bachelor’s degree in Psychology and Criminal Justice from Elmira College

MARY FLANDERS AICARDI, HUMAN RESOURCES PRACTICE LEADER

Mary Aicardi leads the human resources practice. She brings thirty years of experience in public sector human resources administration and labor relations to the Collins Center. She served for more than eight years as the Personnel Director for the town of Watertown, Massachusetts, where she negotiated numerous collective bargaining agreements on behalf of Town management. Additionally, Aicardi has worked as the Interim Human Resources Director for the Town of Braintree, the Assistant Personnel Director for the Town of Barnstable and as a volunteer recruiter for a non-profit agency.

Aicardi has conducted human resources audits and has reviewed, and modernized classification and compensation plans for more than 60 municipalities. She has drafted numerous human resource policies and personnel plans. Aicardi has conducted training programs on a wide range of human resources topics, including leadership training, performance appraisal, progressive discipline, and sexual harassment prevention. Aicardi holds an Master of Public Administration and a Bachelor’s Degree in Political Science from the University of Massachusetts at Amherst. Mary received a Certification in Diversity and Inclusion form Cornell University. She is certified by the Massachusetts Commission Against Discrimination as a trainer of discrimination and sexual harassment prevention. Mary is a management member of the Joint Labor Management Committee served nine years as an elected Town Meeting Member in her hometown of Shrewsbury, MA.



TOWN OF MEDFIELD, MASSACHUSETTS

AGREEMENT FOR PROFESSIONAL ENGINEERING SERVICES, RE: MEDFIELD – MS4 GENERAL PERMIT COMPLIANCE

CONTRACT # DPW 2022-08

STATE CONTRACT # (if applicable) _____

This Contract is made this 13th day of September 2022 by and between the Town of Medfield, a Municipal Corporation, duly organized under the laws of the Commonwealth of Massachusetts and having a usual place of business at the Medfield Town House, 459 Main Street in said Medfield, MA 02052 (hereinafter referred to as the "Town") and Ginivan Group LLC of 17 Summer Path Way, Pembroke, MA 02359 (hereinafter referred to as the "Contractor").

WITNESSED:

Whereas, the Town solicited submission of proposal for Engineering Consulting Services for the Department of Public Works for MS4 General Permit Compliance hereinafter referred to as "Program"; and

Whereas, the Contractor submitted a Proposal to perform the work required for the Program, and the Town has decided to award the contract therefore to the Contractor,

NOW, THEREFORE, the Town and the Contractor agree as follows:

1. **Contract Documents:** The Contract Documents consist of this Agreement together with the proposal for Scope of Work and Compensation only, (Attachment A). The Contract Documents constitute the entire Agreement between the parties concerning the services and all are as fully a part of this Agreement as if attached hereto. In the event of conflicting provisions, the language of this Agreement shall govern provided that if the conflict relates to quantity or quality of goods or services, the greater quantity or higher quality specified shall be required.
2. **Scope of Services:** The Contractor shall furnish services related to the Program in accordance with the Scope of Services provided in the work plan (Attachment A), as well as, all services necessary or incidental there to.

3. Performance of Work: The Contractor shall furnish all equipment, staffing, and materials to accomplish the Program in strict conformity with all applicable Federal, State, and local laws, each of which is incorporated by reference and shall be responsible for obtaining all necessary approvals/permits as required for the performance of the Program.
4. Receivable: The Contractor shall deliver according to the proposal identified in Attachment A.
5. Contract Term: In accordance with the schedule provided by the Department of Public Works, September 6, 2022 to August 30, 2023. The project shall commence and be completed within the contract term dates.
6. Payment for Work: The Town shall pay \$39,700.00 for the Program in accordance with the pricing in Attachment A. The Contractor to Town shall submit monthly invoices for payment of the Program. The Town shall make payments within thirty (30) days after its receipt of the invoice. All additional service will require a contract amendment signed by the Board of Selectmen completed in advance of the authorization to proceed.
7. Indemnification of the Town: The Town's liability hereunder shall be limited to the amounts due the Contractor for services actually rendered. The Contractor shall defend, indemnify and hold harmless the Town, its officers, boards, agents and employees, to maximum extent permitted by law, from any liability loss, damage, cost, charge, or expense, but only to the extent, they result from any employees or third party contractor or supplier's claim for payment for wages, labor, materials, goods or services rendered to Contractor or from any claim for injury to person or property, which area result of any act, omission or default on the part of the Contractor, or any of its agents or employees. If any such claim is made, the Town may retain out of any payments, then or thereafter due to the Contractor a sufficient amount to protect the Town against such claims, costs and expenses.
8. Contractor's Standard of Care: The Consulting Environmental Engineering Firm shall perform its services and obligations hereunder in conformity with the standard of professional skill and care applicable to established Engineering Consulting Applicants. Consultant represents that it is familiar with and knowledgeable about all applicable federal and state statutes and regulations, as well as private industry standards, including but not limited to stormwater management..
9. Contractor's Personnel: The Consultant's employees and Consultant's consultants shall be those identified in Attachment A and no others without prior written approval of Town.
10. Liability Insurance Requirements: The Consultant shall at its own expense obtain

and maintain a Professional Liability Policy covering negligent error, omissions and acts of the Consultant. The Town will require a Certificate of Insurance, indicating evidence of Professional Liability, General Liability, Automobile Liability with minimum limits of \$2,000,000.00, and of any person or business entity for whose performance the Consultant is legally liable, arising out of the performance of this Agreement. The insurance shall be in force from the date of this Agreement until the expiration of the applicable period of limitations. The Consultant shall notify the Town should coverage become unavailable during that period. The Consultant shall obtain and provide a certificate of insurance for each consultant employed or engaged by Consultant, evidencing the existence of the same type of policy and coverage.

The Consultant shall also maintain liability insurance for all vehicles and equipment, which it owns or operates in connection with the project.

The Consultant shall also obtain and maintain in force worker compensation, as required by law.

Certificates evidencing that the required insurance coverage is in effect shall be submitted by the Consultant to Town prior to the signing of this Agreement. Any cancellation of insurance whether by the insurers or by the insured shall not be valid unless written notice thereof is given by the party proposing cancellation to the other party and to Town at least thirty (30) days prior to the intended effective date thereof, which date shall be stated in such notice.

12. Independent Contractor: The Contractor is an independent contractor and is not an agent or employee of the Town and is not authorized to act on behalf of the Town. The Town will not withhold Federal, State or payroll taxes of any kind, on behalf of the Contractor or the employees of the Contractor. The Contractor is not eligible for, and shall not participate in, any employee pension, health or other fringe benefit plan of the Town.
13. Successors and Assigns: This Agreement is binding upon the parties hereto, their successors, assigns and legal representatives. Neither the Town nor the Contractor shall assign or transfer any interest in the Agreement without the written consent of the other.
14. Inspection and Reports: The Town shall have the right at any time to inspect the records of the Contractor relative to the services provided to the Town pursuant to this Agreement. This shall include the right to enter upon any property owned or occupied by the Contractor, whether situated within or beyond the limits of the Town. Upon request the Contractor shall immediately furnish to the Town any and all written reports relative to such services arising out of its operations under this Contract during and/or after the termination of the contract.
15. Termination:

For Cause - The Town shall have the right to terminate this Agreement if (i) the Contractor's neglects or fails to perform or observe any of its obligations hereunder and a cure is not effected by the Contractor within seven (7) days next following its receipt of a termination notice issued by the Town, (ii) if an order is entered against the Contractor approving a petition for an arrangement, liquidation, dissolution or similar relief relating to bankruptcy or insolvency and such order remains unvacated for thirty (30) days; or (iii) immediately if the Contractor shall file a voluntary petition in bankruptcy or any petition or answer seeking any arrangement, liquidation or dissolution relating to bankruptcy, insolvency or other relief for debtors or shall seek or consent or acquiesce in appointment of any trustee, receiver or liquidation of any of the Contractor's property.

The Town shall pay all reasonable and supportable costs incurred prior to termination, which payment shall not exceed the value of services provided.

- a. For Convenience - The Town may terminate this Agreement at any time for any reason upon submitting to the Contractor thirty (30) days prior a written notice of its intention to terminate. Upon receipt of such notice, the Contractor shall immediately cease to incur expenses pursuant to this Agreement unless otherwise directed in the Town's termination notice. The Contractor shall promptly notify the Town of costs incurred to date of termination and the Town shall pay all such reasonable and supportable costs which payment shall not exceed the unpaid balance due on this Agreement.
- b. Return of Property - Upon termination, the Contractor shall immediately return to the Town, without limitation, all documents and items of any nature whatever, supplied to Contractor by the Town or developed by the Contractor in accordance with this Agreement.

16. Notice: Any notice required to be given to Consultant under the terms of this Agreement shall be in writing and sent by registered or certified mail, postage prepaid, return receipt requested, to: Ginivan Group LLC of 17 Summer Path Way, Pembroke, MA 02359 or such other address as Consultant from time to time may have designated by written notice to the Town and shall be deemed to have been given when mailed by the Town. Any notice required to be given to the Town by the Consultant under the terms of the Agreement shall be in writing and sent by registered or certified mail, postage prepaid, return-receipt requested to: Department of Public Works, 55 North Meadows Road, Medfield, Massachusetts 02052 or such other address as the Town from time to time may have designated by written notice to the Consultant and shall be deemed to have been given when mailed by the Town together with simultaneous copy to Mark G. Cerel, Town Counsel, at Medfield Professional Building, Post Office Box 9, Medfield, MA 02052.

17. Severability: If any term of this Contract or application thereof shall to any extent be held invalid, illegal or unenforceable by the court of competent jurisdiction, legality, and enforceability of the remaining terms and conditions of the Contract

shall not be deemed affected thereby unless one or both parties would be substantially or materially prejudiced.

18. Governing Law: The performance of this Contract shall be governed, construed and enforced in accordance with the laws of the Commonwealth of Massachusetts. Claims and Disputes and Resolution Procedure. Claims, disputes, or other matters in question with the Town and Contractor or any other party claiming rights under this agreement relating to or arising from the Project, the Work, or interpretation of any terms of the Contract or Contract Documents shall be resolved only by a civil action commenced in the Commonwealth of Massachusetts in either the Superior Court Department, Norfolk County, or the District Court Department, Dedham Division, of Massachusetts Trial Court; in the alternative, private arbitration or mediation may be employed if the parties mutually agree in writing to do so.
19. Entire Agreement: This Contract, including all documents incorporated herein by reference, constitutes the entire integrated agreement between the parties with respect to the matters described. This Contract supersedes all prior agreements; negotiations, either written or oral and it shall not be modified or amended except by a written document executed by the parties hereto.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on this day and year first above written.

(Contractor)

Board of Selectmen

By: _____

Title: _____

Approved as to Form: _____

Town of Medfield, MA

Mark G. Cerel, Town Attorney

Kristine Trierweiler, Town Administrator

CERTIFICATION OF GOOD FAITH

The undersigned certifies under pains and penalties of perjury that this contract has been obtained in good faith and without collusion or fraud with any other person. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

The Contractor by:

Print Name

Title/Authority

CERTIFICATE OF STATE TAX COMPLIANCE

Pursuant to Massachusetts General Laws, Chapter 62C, Section 49A

_____, authorized signatory for
name of signatory

_____, whose
name of contractor

principal place of business is at _____,

_____, does hereby certify under the pains and penalties of perjury that
_____, has paid all
name of contractor

Massachusetts taxes and has complied with all laws of the Commonwealth of Massachusetts relating to taxes, reporting of employees and contractors, and withholding and remitting child support.

Signature

Date

EXAMPLE CLERK'S CERTIFICATE

Action of Shareholders
Written Consent
(Date)

The undersigned, being the Shareholders of _____, a Massachusetts Corporation (the "Corporation") entitled to vote on the action, hereby consent to the adoption of the following votes:

VOTED: That the [President and/or the Vice President or named individual], each of them acting singly is, authorized to execute any and all contract documents and to enter into and negotiate the terms of all contracts and to accomplish same and to execute any and all documents, instruments, and agreements in order to effectuate the transaction and that said transaction shall be valid, binding, effective, and legally enforceable.

VOTED: That the officers are, and each of them acting singly is, authorized, from time to time, in the name and on behalf of the Corporation to take or cause to be taken all such action(s) as s/he or they, as the case may be, deem necessary, appropriate or advisable to effect the foregoing votes, as may be shown by the officer or officers execution or performance which shall be conclusive evidence that the same is authorized by the directors of this Corporation.

VOTED: That the officers are, and each of them acting singly is, authorized, from time to time, in the name and on behalf of this Corporation, under its corporate seal, if desired, attested by an appropriate officer, if desired, to execute, make oath to, acknowledge, deliver and file any and all of the agreements, instruments, certificates and documents referred to or related to the foregoing votes.

VOTED: That the officers are, and each of them acting singly is, authorized, from time to time and on behalf of this Corporation, under its corporate seal, if desired, to execute, acknowledge and deliver any and all agreements, instruments, certificates and documents referred to or related to the foregoing votes, with such changes as the officer or officers so acting may deem necessary or desirable, and the signature of such officer or officers to be conclusive evidence that the same is authorized by the directors of this Corporation.

Clerk of Corporation Certificate

I, _____ the Clerk of the foregoing corporation, do hereby certify that the above vote was taken at a duly called meeting of the shareholders of the Corporation on _____, 20____.

Clerk of Corporation
SEAL

ATTACHMENT

A

GINIVAN GROUP LLC

July 7, 2022

Maurice Goulet, Superintendent
Department of Public Works
Town Garage
55 North Meadows Road
Medfield, MA 02052

RE: National Pollutant Discharge Elimination System (NPDES)
FY2023 MS4 Compliance Assistance

Dear Mr. Goulet,

In response to your recent request, the Ginivan Group LLC (Ginivan) is pleased to provide the Town of Medfield Department of Public Works (DPW) with this proposal to provide civil engineering services for the National Pollutant Discharge Elimination System (NPDES) Municipal Separate Storm Sewer System (MS4) General Permit for Fiscal Year 2023. Our services are being provided to supplement other in-house MS4 activities that are being conducted by the Medfield DPW and other town departments.

This proposal letter includes a summary of our understanding, a detailed scope of work and our proposed budget.

I. PROJECT UNDERSTANDING

The 2016 Massachusetts Small MS4 General Permit was signed April 4, 2016, and became effective July 1, 2018, after a one-year postponement of the effective date. The final permit reflects modifications to the 2014 draft small MS4 general permit released for comment on September 30, 2014 and replaces the 2003 small MS4 general permit for MS4 operators within the Commonwealth of Massachusetts. Our proposed team has been assisting the DPW with complying with the first four years of the MS4 general permit (FY2019 through FY2022). The Year Five (Fiscal Year 2023) requirements are summarized in the attached Table 1.

In order to obtain authorization to discharge stormwater, the Town of Medfield submitted a Notice of Intent (NOI) containing the information in Appendix E of the final permit. The NOI was submitted in September 2018 (within 90 days from the effective permit date). Following receipt, public notice and review of the NOI, a written notice of authorization to discharge under the permit was issued by the EPA.

As you are aware, the Town of Medfield is a founding member and active participant in the Neponset Stormwater Partnership (NSP). In FY2023 it is anticipated that the NSP, along with the Metropolitan Area Planning Council and with the Neponset River Watershed Association serving as the lead organizers, will continue to assist the Town with preparing key permit documents, such as regional public outreach materials, stormwater regulation updates (based on anticipated changes to the Massachusetts Stormwater Handbook), and assisting with ways to finance stormwater management programs. In FY2023 and in accordance with Appendix H of the General Permit, the Town will continue on the design, and possible in-house construction, of Best Management Practices (BMPs) at ten sites selected by the NSP from the forty potential selected sites under the Clean Water Act (C.W.A.) Section 604B grant. The final design of the top three sites will include landscape architect and field investigation services provided for under the 604B Grant. A primary goal of the Town working with the NSP is to comply with the MS4 general permit requirements at the lowest cost through economies of scale with neighboring municipalities.

Since the Town of Medfield abuts the Charles River, the NOI was mindful of specific permit requirements (i.e., Total Maximum Daily Loads) associated with the Stop River confluence with the Charles River and the Charles River watershed. In FY2023, the Town will be required to finalize and begin implementation of a Phosphorous Control Plan. The plan must build upon the FY2022 public inventory and Phosphorous Source Identification and begin evaluation of phosphorous removal BMPs (in FY2023).

II. SCOPE OF WORK

In FY2022, GINIVAN will assist the Town of Medfield with the following activities:

- Preparing the annual Stormwater Report that will be submitted to the EPA and Massachusetts Department of Environmental Protection (DEP) by September 30, 2022;
- Attend quarterly NSP meetings;
- Assist the Town with implementing “Good Housekeeping” procedures in FY2023, including:
 - Updating the Stormwater Management Plan (SWMP) as needed and including consistency with the Massachusetts Year 2016 Integrated List of Impaired Waters issued in December 2019
 - Summarizing the Town’s Illicit Discharge Detection and Elimination (IDDE) procedures and results

- Summarizing the Town's construction site inspections to ensure proper sediment controls
- Summarizing the Town's maintenance of catch basins, roadway surfaces (street sweepings) and stormwater infrastructures
- Continue to work with the Town and your Infiltration/Inflow and IDDE investigations consultant in FY2023 to assess potential illicit discharges from the outfall testing completed in FY2022;
- Assist the Town with Sanitary Sewer Overflow (SSO) reporting, including annual listing;
- Work with the Town and NSP to update the inventory of property and rough nutrient and phosphorous loading completed in FY2021 and FY2022;
- Develop a Phosphorous Control Plan for the nutrient loads identified in FY2022, particularly for the Stow River confluence with the Charles River and the Charles River watershed;
- Work with the Town to develop final BMP designs for up to ten town-owned properties identified under the NSP 604B grant; and
- Work with the NSP to track local stormwater regulations, and for consistency with anticipated amendments to Massachusetts Stormwater Handbook.

Under Task 1 (Annual Stormwater Report), GINIVAN will build upon past reports and will assist the Town in preparing the FY2021 Annual Stormwater Report for submittal to EPA and DEP. The report will be provided to the Town in advance for review and comment and will be submitted under Town letterhead.

Under Task 2 (NSP Quarterly Meetings), GINIVAN will attend the quarterly meetings hosted by the NSP. The meetings will be used to inform the Town on how nearby communities are addressing the general permit requirements, make use of standard documents developed by the NSP and to assess potential general permit tasks that are best performed as economies of scale with the NSP.

Under Task 3 (Good Houskeeping Implementation), GINIVAN will work with the Town to amend the Stormwater Management Plan where needed, and to monitor the progress made on outfall pipe inspections, screening and testing; IDDE; sediment control and roadway maintenance that are required to comply with the final general permit requirements.

Under Task 4 (IDDE Coordination), GINIVAN will assist the Town and their Infiltration/Inflow and IDDE investigation consultant with assessing the limited outfall sampling (wet and dry) that has been conducted to date. Outfall prioritization will build off the work conducted under the original general permit and the 2003 SWMP, the watershed prioritization mapping completed by the NSP in 2017, and the Town's outfall inspections and testing conducted in FY2019 through FY2022. The results will be reviewed with the Town and coordinated with their IDDE consultant, Woodard Curran.

Under Task 5 (SSO Reporting), GINIVAN will continue to work with the Medfield DPW to amend your current list of SSOs with the FY2022 incidents.

Under Task 6 (Phosphorous Control Plan Implementation), GINIVAN will continue to work on the Phosphorous Control Plan with emphasis on the portion of the Town located within the Charles River, particularly in the area of the Stop River and its confluence with the Charles River. The plan will initially focus on the large and more impactful public properties that were inventoried.

Under Task 7 (Regulatory Review), GINIVAN will work with the Town and the NSP to track local stormwater regulations, and for consistency with anticipated amendments to Massachusetts Stormwater Handbook. Any proposed regulatory changes will build off the bylaw revisions that were made at the 2021 Annual Town Meeting.

Under Task 8 (Final BMP Design), GINIVAN will develop final BMP designs for up to ten town-owned properties identified as priority nutrient and phosphorous removal sites under the CWA Section 604B grant.

III. SCHEDULE

We are prepared to begin work immediately after receiving your Notice to Proceed. We anticipate that GINIVAN will commence working on the public property BMP prioritization in July 2021 and the FY2021 Annual Stormwater Report in mid-August. The annual report will be submitted to the Town for review and comment prior to September 30, 2021.

IV. ESTIMATED BUDGET

We propose to complete the tasks above on a time and materials basis not to exceed \$39,700. Work shall be performed for the estimated not-to-exceed prices:

• Task 1 - Annual Stormwater Report	\$ 2,200
• Task 2 - NSP Quarterly Meetings	\$ 2,000
• Task 3 - Good Housekeeping Implementation	\$ 2,000

• Task 4 – IDDE Coordination	\$ 2,000
• Task 5 - SSO Reporting	\$ 1,000
• Task 6 – Phosphorous Control Plan Implementation	\$ 7,000
• Task 7 – Regulatory Review	\$ 1,000
• Task 8 – Final BMP Design (10 Sites)	\$ 22,500

Work will be performed at the unit labor and expense rates provided in Attachment One.

V. TERMS AND CONDITIONS

All work will be conducted in accordance with the Town of Medfield Terms and Conditions and those described herein.

VI. OWNERSHIP OF DOCUMENTS

Drawings and estimates prepared by GINIVAN under this contract for presentation to the Client shall become and remain the property to the Client when the Client has paid GINIVAN in full for the phase of the work during which the documents were produced. This agreement represents the entire integrated agreement between to the Client and GINIVAN and supersedes all prior negotiations, representations or agreements, either written or oral. Only a written instrument signed by both the Client and GINIVAN may amend this agreement.

The Client and GINIVAN each bind himself, his partners, successors, assigns and legal representatives of such other party to this agreement and to the partners, successors, assigns.

VII. ADDITIONAL SERVICES

GINIVAN will be compensated for services requested in advance by the Client, which exceed the “Scope of Work” outlined herein. Charges for any additional services will be billed in accordance with the attached Standard Schedule of Fees and Conditions in effect at the time the services are provided. No additional work will be accomplished unless a written directive follows verbal instructions, purchase order or memorandum regarding the additional services requested.

If this proposal meets with your approval, please sign below and return this proposal to initiate work on this project. Payments for all invoices are due within 30 days upon receipt of the invoice. A final payment will be due upon completion of the Work.

We appreciate the opportunity to continue to provide stormwater management services for the Town of Medfield. Should you have any questions or concerns, please contact us at 781-588-4951 or by email at info@ginivangroup.com.

Very truly yours,

GINIVAN GROUP LLC



Paul G. Costello, P.E.
Project Manager

TOWN OF MEDFIELD

Date Accepted: _____

Attachments

Cc: Jason Federico, Ginivan Group LLC

Marketing/Medfield/To Maurice Goulet FY2023 MS4 Permit Assistance.docx

TABLE

TABLE 1
EPA MS4 GENERAL PERMIT - YEAR FOUR (FY2023) REQUIREMENTS

Completion Due Date	Requirement	Task	Permit section for reference
9/30/2022	Annual Report	Prepare the Annual Report for FY2022 (Period from 7/1/2021 through 6/30/2022)	4.4
Spring 2023	Regulation Updates	Update local regulations, as needed, to comply with Massachusetts Stormwater Handbook revisions.	All
6/30/2023	Stormwater Management Plan Updates (SWMP)	Update the written SWMP, as necessary.	1.10.a & 1.10.2
6/30/2023	Illicit Discharge Detection and Elimination (IDDE)	Comply with and update the written IDDE procedures and rank outfalls for IDDE, as necessary based on FY2022 testing. Document Sanitary Sewer Overflows during the past year.	2.3.4.6 & 2.3.4.7 2.3.4.4.b
6/30/2023	Construction Site Runoff Control	Implement written procedures for inspecting construction sites for proper sediment controls and conducting site plan reviews.	2.3.5
6/30/2023	As-built Drawings	Implement procedures that require submission of as-built drawings and ensuring long term O&M of completed construction sites	2.3.6.a.iii
6/30/2023	Public Facility Inventory	Update the Inventory of Public Buildings, as necessary	2.3.7
6/30/2023	Catch Basin Cleaning	Implement catch basin cleaning schedule with a goal of ensuring no catch basin is more than 50% full. Document catch basins inspected and cleaned, including total mass removed and proper disposal.	2.3.7.a.iii.b
6/30/2023	Street Sweeping	Implement Street Sweeping (rural and uncurbed exceptions apply) a minimum of once a year in the spring. Each annual report shall include mile length cleaned and volume or mass of material removed.	2.3.7.a.iii.c

TABLE 1
EPA MS4 GENERAL PERMIT - YEAR FOUR (FY2023) REQUIREMENTS (continued)

6/30/2023	Winter Road Maintenance	Implement winter road maintenance procedures including use and storage of salt and sand, minimize the use of salts, ensure that snow is not disposed into waters.	2.3.7.a.ii.e
6/30/2023	SWPPs	Implement the written SWPPP for municipally owned facilities such as maintenance garages, public works yards, transfer stations, and other waste handling facilities where pollutants are exposed to stormwater	2.3.7.b.i
6/30/2023	Stormwater infrastructure maintenance	Inspect all stormwater treatment structures (excluding catch basins) at least annually and conduct maintenance, as necessary.	2.3.7.1.d.vi.
6/30/2023	Phosphorous Control (Charles River TMDL)	Following the legal analysis with the CRWA (Year 4), develop a Phosphorous Control Plan that outlines the evaluation of phosphorous removal BMP measures for Phosphorous Source Identification Sites identified in FY2022	Appendix H



TOWN OF MEDFIELD, MASSACHUSETTS

AGREEMENT FOR FACILITATION CONSULTING SERVICES, RE: WATER SYSTEM HYDRAULIC MODEL AND WATER MASTER PLAN UPDATE

CONTRACT # DPW 2022-09

STATE CONTRACT # (if applicable) _____

This Contract is made this 13th day of September 2022 by and between the Town of Medfield, a Municipal Corporation, duly organized under the laws of the Commonwealth of Massachusetts and having a usual place of business at the Medfield Town House, 459 Main Street in said Medfield, MA 02052 (hereinafter referred to as the "Town") and Environmental Partners, Inc., of 1900 Crown Colony Drive, Suite 402, Quincy, MA 02169 (hereinafter referred to as the "Contractor").

WITNESSED:

Whereas, the Town requested a proposal for Consulting Engineering Services to develop a Water System Hydraulic Model and Update the Water Master Plan, for the Department of Public Works hereinafter referred to as "Program"; and

Whereas, the Contractor submitted a Proposal to perform the Consulting Engineering Services for the work required for the Program (see Attachment A), and the Town has decided to award the contract therefore to the Contractor,

NOW, THEREFORE, the Town and the Contractor agree as follows:

1. **Contract Documents:** The Contract Documents consist of this Agreement together with the proposal for Scope of Work and Compensation only, (Attachment A). The Contract Documents constitute the entire Agreement between the parties concerning the services and all are as fully a part of this Agreement as if attached hereto. In the event of conflicting provisions, the language of this Agreement shall govern provided that if the conflict relates to quantity or quality of goods or services, the greater quantity or higher quality specified shall be required. "Terms and Conditions" reference in Attachment A is expressly excluded.
2. **Scope of Services:** The Contractor shall furnish services related to the Program in accordance with the Scope of Services provided in the work plan (Attachment A), as well as, all services necessary or incidental there to.

3. Performance of Work: The Contractor shall furnish all equipment, staffing, and materials to accomplish the Program in strict conformity with all applicable Federal, State, and local laws, each of which is incorporated by reference and shall be responsible for obtaining all necessary approvals/permits as required for the performance of the Program.
4. Receivable: The Contractor shall deliver according to the proposal identified in Attachment A.
5. Contract Term: In accordance with the schedule provided by the Department of Public Works, September 6, 2022 to June 30, 2023. The project shall commence and be completed within the contract term dates.
6. Payment for Work: The Town shall pay **\$95,500.00** for the Program in accordance with the pricing in Attachment A. The Contractor to Town shall submit monthly invoices for payment of the Program. The Town shall make payments within thirty (30) days after its receipt of the invoice. All additional service will require a contract amendment signed by the Board of Selectmen completed in advance of the authorization to proceed.
7. Indemnification of the Town: The Town's liability hereunder shall be limited to the amounts due the Contractor for services actually rendered. The Contractor shall defend, indemnify and hold harmless the Town, its officers, boards, agents and employees, to maximum extent permitted by law, from any liability loss, damage, cost, charge, or expense, but only to the extent, they result from any employees or third party contractor or supplier's claim for payment for wages, labor, materials, goods or services rendered to Contractor or from any claim for injury to person or property, which area result of any negligent act or omission on the part of the Contractor, or any of its agents or employees. If any such claim is made, the Town may retain out of any payments, then or thereafter due to the Contractor a sufficient amount to protect the Town against such claims, costs and expenses. Neither party shall be responsible or liable to the other for special, indirect or consequential damages.
8. Contractor's Standard of Care: The Contractor shall provide Consulting Engineering Services and obligations hereunder in conformity with the standard of professional skill and care applicable to other professionals performing similar services in the same geographic area at the time services are rendered. Contractor represents that it is knowledgeable about Federal and State statutes and regulations applicable to public water supply systems, including water quality standards, the purpose of which is to purify water drawn from wells to meet said standards.
9. Contractor's Personnel: The Consultant's employees and Consultant's consultants shall be those identified in Attachment A and no others without prior written approval of Town.

10. Liability Insurance Requirements: The Consultant shall at its own expense obtain and maintain a Professional Liability Policy covering negligent error, omissions and acts of the Consultant. The Town will require a Certificate of Insurance, indicating evidence of Professional Liability, General Liability, Automobile Liability with minimum limits of \$2,000,000.00, and of any person or business entity for whose performance the Consultant is legally liable, arising out of the performance of this Agreement. The insurance shall be in force from the date of this Agreement until the expiration of the applicable period of limitations. The Consultant shall notify the Town should coverage become unavailable during that period. The Consultant shall obtain and provide a certificate of insurance for each consultant employed or engaged by Consultant, evidencing the existence of the same type of policy and coverage. The Consultant shall also maintain liability insurance for all vehicles and equipment, which it owns or operates in connection with the project. The Consultant shall also obtain and maintain in force worker compensation, as required by law.

Certificates evidencing that the required insurance coverage is in effect shall be submitted by the Consultant to Town prior to the signing of this Agreement. Any cancellation of insurance whether by the insurers or by the insured shall not be valid unless written notice thereof is given by the party proposing cancellation to the other party and to Town at least thirty (30) days prior to the intended effective date thereof, which date shall be stated in such notice.

11. Independent Contractor: The Contractor is an independent contractor and is not an agent or employee of the Town and is not authorized to act on behalf of the Town. The Town will not withhold Federal, State or payroll taxes of any kind, on behalf of the Contractor or the employees of the Contractor. The Contractor is not eligible for, and shall not participate in, any employee pension, health or other fringe benefit plan of the Town.

12. Successors and Assigns: This Agreement is binding upon the parties hereto, their successors, assigns and legal representatives. Neither the Town nor the Contractor shall assign or transfer any interest in the Agreement without the written consent of the other.

13. Inspection and Reports: The Town shall have the right at any time to inspect the records of the Contractor relative to the services provided to the Town pursuant to this Agreement. This shall include the right to enter upon any property owned or occupied by the Contractor, whether situated within or beyond the limits of the Town. Upon request the Contractor shall immediately furnish to the Town any and all written reports relative to such services arising out of its operations under this Contract during and/or after the termination of the contract.

14. Termination:

- a. For Cause - The Town shall have the right to terminate this Agreement if (i) the Contractor's neglects or fails to perform or observe any of its obligations hereunder and a cure is not effected by the Contractor within seven (7) days next following its receipt of a termination notice issued by the Town, (ii) if an order is entered against the Contractor approving a petition for an arrangement, liquidation, dissolution or similar relief relating to bankruptcy or insolvency and such order remains unvacated for thirty (30) days; or (iii) immediately if the Contractor shall file a voluntary petition in bankruptcy or any petition or answer seeking any arrangement, liquidation or dissolution relating to bankruptcy, insolvency or other relief for debtors or shall seek or consent or acquiesce in appointment of any trustee, receiver or liquidation of any of the Contractor's property.

The Town shall pay all reasonable and supportable costs incurred prior to termination, which payment shall not exceed the value of services provided.

- b. For Convenience - The Town may terminate this Agreement at any time for any reason upon submitting to the Contractor thirty (30) days prior a written notice of its intention to terminate. Upon receipt of such notice, the Contractor shall immediately cease to incur expenses pursuant to this Agreement unless otherwise directed in the Town's termination notice. The Contractor shall promptly notify the Town of costs incurred to date of termination and the Town shall pay all such reasonable and supportable costs which payment shall not exceed the unpaid balance due on this Agreement.
- c. Return of Property - Upon termination, the Contractor shall immediately return to the Town, without limitation, all documents and items of any nature whatever, supplied to Contractor by the Town or developed by the Contractor in accordance with this Agreement.

15. Notice: Any notice required to be given to Consultant under the terms of this Agreement shall be in writing and sent by registered or certified mail, postage prepaid, return receipt requested, to: Environmental Partners Group, LLC, of 1900 Crown Colony Drive, Suite 402, Quincy, MA 02169 or such other address as Consultant from time to time may have designated by written notice to the Town and shall be deemed to have been given when mailed by the Town. Any notice required to be given to the Town by the Consultant under the terms of the Agreement shall be in writing and sent by registered or certified mail, postage prepaid, return-receipt requested to: Department of Public Works, 55 North Meadow Road, Medfield, Massachusetts 02052 or such other address as the Town from time to time may have designated by written notice to the Consultant and shall be deemed to have been given when mailed by the Town together with simultaneous copy to Mark G. Cerel, Town Counsel, at Medfield Professional Building, Post Office Box 9, Medfield, MA 02052.

16. Severability: If any term of this Contract or application thereof shall to any extent be held invalid, illegal or unenforceable by the court of competent jurisdiction, legality, and enforceability of the remaining terms and conditions of the Contract shall not be deemed affected thereby unless one or both parties would be substantially or materially prejudiced.
17. Governing Law: The performance of this Contract shall be governed, construed and enforced in accordance with the laws of the Commonwealth of Massachusetts. Claims and Disputes and Resolution Procedure. Claims, disputes, or other matters in question with the Town and Contractor or any other party claiming rights under this agreement relating to or arising from the Project, the Work, or interpretation of any terms of the Contract or Contract Documents shall be resolved only by a civil action commenced in the Commonwealth of Massachusetts in either the Superior Court Department, Norfolk County, or the District Court Department, Dedham Division, of Massachusetts Trial Court; in the alternative, private arbitration or mediation may be employed if the parties mutually agree in writing to do so.
18. Entire Agreement: This Contract, including all documents incorporated herein by reference, constitutes the entire integrated agreement between the parties with respect to the matters described. This Contract supersedes all prior agreements; negotiations, either written or oral and it shall not be modified or amended except by a written document executed by the parties hereto.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on this day and year first above written.

(Contractor)

By:



Title: President

Board of Selectmen

Approved as to Form: _____

Town of Medfield, MA

Mark G. Cerel, Town Attorney

Kristine Trierweiler, Town Administrator

CERTIFICATION OF GOOD FAITH

The undersigned certifies under pains and penalties of perjury that this contract has been obtained in good faith and without collusion or fraud with any other person. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

The Contractor by:

Ryan J. Trahan

Print Name

President

Title/Authority

CERTIFICATE OF STATE TAX COMPLIANCE

Pursuant to Massachusetts General Laws, Chapter 62C, Section 49A

Ryan J. Trahan, authorized signatory for
name of signatory

Environmental Partners Group, LLC, whose
name of contractor

principal place of business is at 1900 Crown Colony Drive, Quincy, MA 02169,

Environmental Partners Group, LLC does hereby certify under the pains and penalties of perjury that
has paid all
name of contractor

Massachusetts taxes and has complied with all laws of the Commonwealth of Massachusetts relating to taxes, reporting of employees and contractors, and withholding and remitting child support.



9-1-2022

Date

EXAMPLE CLERK'S CERTIFICATE

Action of Shareholders
Written Consent
(Date)

The undersigned, being the Shareholders of Environmental Partners Group, LLC, a Massachusetts Corporation (the "Corporation") entitled to vote on the action, hereby consent to the adoption of the following votes:

VOTED: That the President, Ryan J. Trahan, acting singly is authorized to execute any and all contract documents and to enter into and negotiate the terms of all contracts and to accomplish same and to execute any and all documents, instruments, and agreements in order to effectuate the transaction and that said transaction shall be valid, binding, effective, and legally enforceable.

VOTED: That the officers are, and each of them acting singly is, authorized, from time to time, in the name and on behalf of the Corporation to take or cause to be taken all such action(s) as s/he or they, as the case may be, deem necessary, appropriate or advisable to effect the foregoing votes, as may be shown by the officer or officers execution or performance which shall be conclusive evidence that the same is authorized by the directors of this Corporation.

VOTED: That the officers are, and each of them acting singly is, authorized, from time to time, in the name and on behalf of this Corporation, under its corporate seal, if desired, attested by an appropriate officer, if desired, to execute, make oath to, acknowledge, deliver and file any and all of the agreements, instruments, certificates and documents referred to or related to the foregoing votes.

VOTED: That the officers are, and each of them acting singly is, authorized, from time to time and on behalf of this Corporation, under its corporate seal, if desired, to execute, acknowledge and deliver any and all agreements, instruments, certificates and documents referred to or related to the foregoing votes, with such changes as the officer or officers so acting may deem necessary or desirable, and the signature of such officer or officers to be conclusive evidence that the same is authorized by the directors of this Corporation.

Clerk of Corporation Certificate

I, Ryan J. Trahan the Clerk of the foregoing corporation, do hereby certify that the above vote was taken at a duly called meeting of the shareholders of the Corporation on 7-23, 2021.


Clerk of Corporation
SEAL



ATTACHMENT

A

May 13, 2022

Mr. Maurice Goulet
Director of Public Works
Town of Medfield
55 North Meadows Road
Medfield, MA 02052

**RE: Medfield Public Water System
Water System Hydraulic Model and Water Master Plan Update
Proposal for Professional Engineering Services**

Dear Mr. Goulet:

At your request, Environmental Partners Group, LLC (Environmental Partners) prepared this letter proposal to create a calibrated water system hydraulic model and update sections of the Water Master Plan (WMP), which will include an updated water system Capital Improvement Plan (CIP). The prepared scope and budget were based on Environmental Partners' discussions with you, initial review of the Town's existing WMP, and our familiarity with the Town's water distribution system.

Project Understanding

The Medfield Water Department supplies approximately 1.4 million gallons of drinking water per day on average to more than 13,000 residents. The distribution system includes approximately 90 miles of mains, two (2) water storage tanks, five (5) active well stations, and one (1) booster pump station that serves a high pressure zone.

A calibrated hydraulic model is a powerful tool for every public water system. It allows systems to assess performance, prioritize capital improvements, and estimate future impacts to the system. Environmental Partners understands that the Town does not currently have a calibrated hydraulic model of the water system. Our proposed scope includes building and calibrating a hydraulic model of the water distribution system and developing recommendations for distribution system capital improvements.

Environmental Partners understands that the current water system WMP and CIP were originally developed in 2012 and have not been updated since then, however the Town has completed or is in the process of implementing several of the recommended capital improvements (e.g. Wells 3 & 4 Water Treatment Plant and Fixed Network Water Meter System). Our proposed scope includes developing a water system CIP based on the hydraulic model and utilizing recent project information provided by the Town to update sections of the existing WMP.

Task 1 – Water System Hydraulic Model Development

Under this task, Environmental Partners will provide the following services:

Task 1.1 – Kick-off Meeting and Site Visit

- Coordinate and attend one (1) kick-off meeting between the Town and Environmental Partners to discuss the hydraulic model development process, the existing WMP and CIP, and the overall project scope of work. The meeting will include initial coordination for the proposed hydrant flow testing work. Environmental Partners will prepare a meeting agenda and summary.
- Conduct a site visit accompanied by Town staff to the Town's well stations (Wells 1, 2, 3, 4, & 6), storage tanks (Mt. Nebo Tank & Hospital Road Tank), and the booster pump station.

Task 1.2 – Data Collection and Records Review

- Collect existing available water system information from the Town including record drawings for recently completed projects, distribution system mapping, GIS databases, previous engineering reports, well pump curves, historical water main breaks, annual statistical reports (ASRs), SCADA system water system reports and data, and proposed future buildouts.
- Gather and evaluate historical flow test data. Sources of flow test data shall include the Fire Department, Insurance Services Office (ISO), previous reports, and Water Department records.

Task 1.3 – Flow Testing

- Environmental Partners will develop a hydrant flow testing plan for the Town's review. Flow test locations will be adjusted based on input from the Town prior to the start of field work.
- Perform up to five (5) days of hydrant fire flow tests at a minimum of twenty-five (25) hydrant locations and "C" factor flow tests at a minimum of five (5) locations. Environmental Partners will coordinate the flow testing schedule with the Town. Flow testing sites will be selected based on an assessment of the distribution system material, age, and size. During field testing, Medfield personnel will assist in operating hydrants, gate valves, and setting up flow testing equipment (pressure gauges, data loggers, flow measuring equipment, etc.).
- Collect pumping and operational data (for a period of no less than 1-week, and during the flow tests described above) from the SCADA system for the water supplies and water storage tanks. Certified submitted pump curves will be used to model the new Well 3 & 4 Water Treatment Plant currently under construction.

Task 1.4 – Model Calibration

- Develop a water distribution base model (WaterCAD by Bentley Systems, Haestad Solutions) using previously gathered information. Input system data and field test results into the model. Inputs include boundary node (supply) information, pump characteristics, pipe diameter, Hazen-Williams "C" values, elevations, and other pertinent information required to build and complete the hydraulic model.
- Utilize water consumption and billing data to calculate and systematically allocate demands into the model. Factors relating each demand scenario will be determined and input into the model to obtain the maximum day, peak hour, minimum hour, and other site-specific

demands. Unaccounted for water will also be uniformly allocated based on demand calculations.

- Calibrate the model using data obtained from investigations and field-testing. The model will be calibrated by adjusting pipe roughness "C" values.

Task 1.5 – Model Development Summary Meeting

- Coordinate and attend one (1) meeting with the Town to present the results of Task 1.

Task 1 Exclusions and Assumptions

- Furnishing model software, licenses and/or training Town personnel in utilizing the hydraulic model software is not included in this scope of work, but can be added at the Town's request.
- It is assumed that all flow tests will be performed during the day and during off peak demand periods based on input from the Town.

Task 2 – Distribution System Updated WMP and CIP

This Task is intended to provide the Town with an update to the existing WMP and new CIP based on information provided by the Town and the calibrated hydraulic model completed as part of Task 1.

Under this task, Environmental Partners will provide the following services:

Task 2.1 – Model Simulations

- Analyze the distribution system using the hydraulic model by simulating existing and future proposed supply and demand conditions (average day, peak day) as well as fire flow requirements to determine deficient areas within the distribution network. Deficiencies, such as low pressures, inadequate fire flows, and poor water age, will be identified using the model results for static and residual pressures, head loss, velocity, and flow.

Task 2.2 – Proposed System Improvements

- Evaluate the distribution system and determine the need and priority for looping, replacement and extension of the distribution system water mains to address identified deficiencies, and performance limiting factors such as pipe diameters, "C" values, and redundancy. Evaluation will include review of historical semi-annual leak test reports, water main break/repair history, and customer complaints (e.g. dirty water or low pressure).
- Develop recommended improvements to address deficiencies identified in the previous tasks.
- Identify additional distribution system capital improvements related to storage tank and pump station rehabilitation projects.
- Prepare planning level capital opinion of probable cost estimates for the recommended improvements.
- Categorize the recommended improvements in order of importance (hydraulic criticality, public health and safety, water age, or similar.).
- Prepare an implementation plan for the recommended improvements. The implementation plan will categorize the improvements into various groups (i.e. those recommended immediately, within the next 3-5 years, 6-10 years, and 11-20 years). The implementation plan will also be coordinated with the Town's roadway and sewer capital improvement

programs, with water main improvements on streets planned for rehabilitation given higher priority.

Task 2.3 – WMP Update

- Prepare a draft update to the existing WMP, which shall include an updated CIP. The following sections from the existing WMP will be included in the update:
 - Section 2 – Water System Overview
 - Section 5 – Distribution System Assessment
 - Section 6 – Recommended Improvements
 - Section 7 – Capital Improvement Plan

The WMP shall include updates from projects completed after the 2012 WMP. The CIP section of the WMP shall include the process and methods used to develop and calibrate the water distribution system hydraulic model, tables of any data used to support the conclusions and recommendations made in the report, and a printed map of the distribution system showing the recommended improvements highlighted in color. Submit five (5) copies of the draft update to the existing WMP to the Town for review.

- Coordinate and attend a total of two (2) meetings with the Town to review the draft reports. One (1) meeting will be held with the Town DPW staff and one (1) meeting with the Water and Sewer Board.
- Finalize the report based on input from the Town. Deliver to the Town five (5) copies of the final printed WMP update and CIP, including all printed maps generated as part of the report.

Exclusions and Assumptions

- This scope of work excludes any work associated with performing a rate study based on recommended capital improvements. A rate study can be added to the scope of work at the Town's request.
- This scope of work excludes any work associated with performing an analysis of the State Hospital Redevelopment impacts. Further analysis of the State Hospital Redevelopment can be added to the scope of work at the Town's request.
- This scope of work excludes any public presentations or communications to local or state agencies besides those specifically stated in the scope of work.

Fee

Environmental Partners proposes to perform the indicated Scope of Services for the lump sum fee of Ninety-Five Thousand Five Hundred Dollars (\$95,500). A breakdown of the fee by tasks is presented in the table below.

Task Description	Budget
Task 1: Water System Hydraulic Model Development	\$54,100
Task 2: Distribution System Updated WMP and CIP	\$41,400
Total	\$95,500

Schedule

Environmental Partners estimates that Task 1 will be completed within fourteen (14) weeks from receiving notice to proceed. Task 2 would be completed within eight (8) weeks of completing Task 1.

The proposed schedule assumes that the Town will provide access to records and assistance with field work activities in a timely and complete manner.

Acceptance

If this proposal is acceptable to you, we will coordinate with you for the execution of a formal contract agreement.

We appreciate the opportunity to continue to assist the Town with their water system planning. Please feel free to contact me with any questions or concerns.

Very Truly Yours,



Environmental Partners Group, LLC
Paul C. Millett, P.E.
Senior Principal
P: 617.657.0276
E: pcm@envpartners.com



Environmental Partners Group, LLC
Eric A. Kelley, P.E.
Principal and Project Manager
P: 617.657.0282
E: eak@envpartners.com

Cc: William Harvey, Medfield Water & Sewerage Board



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER The Graham Company The Graham Building 1 Penn Square West Philadelphia PA 19102-	CONTACT NAME: John Kilgarriff/Brett Nealis	FAX (A/C, No):
	PHONE (A/C, No, Ext): 215-701-5291	
	E-MAIL ADDRESS: KILGARRIFF_UNIT@grahamco.com	
	INSURER(S) AFFORDING COVERAGE	
	INSURER A : Starr Surplus Lines Insurance Company	
INSURED Environmental Partners Group, LLC 1900 Crown Colony Drive, Ste 402 Quincy, MA 02169	INSURER B : Liberty Insurance Corporation	42404
	INSURER C : Tokio Marine America Insurance Company	10945
	INSURER D :	
	INSURER E :	
	INSURER F :	
	APEXCOM-01	

COVERAGES

CERTIFICATE NUMBER: 897010391

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSURANCE AND CONDITIONS OF THIS POLICY. LIMITS OWNED MAY HAVE BEEN REDUCED BY THIS POLICY.			TYPE OF INSURANCE		ADDL INSD	SUBR WVD	POLICY NUMBER		POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS								
A	X	COMMERCIAL GENERAL LIABILITY			Y		1000065707221		7/31/2022	7/31/2023	EACH OCCURRENCE	\$ 1,000,000							
		CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR									DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 300,000							
											MED EXP (Any one person)	\$ 25,000							
											PERSONAL & ADV INJURY	\$ 1,000,000							
		GEN'L AGGREGATE LIMIT APPLIES PER:									GENERAL AGGREGATE	\$ 2,000,000							
		POLICY <input checked="" type="checkbox"/> PRO- JECT <input type="checkbox"/> LOC									PRODUCTS - COMP/OP AGG	\$ 2,000,000							
		OTHER:										\$							
												\$							
B	AUTOMOBILE LIABILITY						AS5-Z51-294467-022		7/31/2022	7/31/2023	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000							
	X	ANY AUTO									BODILY INJURY (Per person)	\$							
		OWNED AUTOS ONLY									BODILY INJURY (Per accident)	\$							
		HIRED AUTOS ONLY									PROPERTY DAMAGE (Per accident)	\$							
	X	\$2,500 Comp					\$2,500 Coll					\$							
A	UMBRELLA LIAB		X	OCCUR			1000336571221		7/31/2022	7/31/2023	EACH OCCURRENCE	\$ 25,000,000							
	X	EXCESS LIAB		<input type="checkbox"/> CLAIMS-MADE							AGGREGATE	\$ 25,000,000							
		DED <input type="checkbox"/>		RETENTION \$								\$							
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY			Y / N <input checked="" type="checkbox"/> <small>ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)</small> <small>If yes, describe under DESCRIPTION OF OPERATIONS below</small>	N / A		WC7-Z51-294467-012		7/31/2022	7/31/2023	X	PER STATUTE	OTH-ER						
											E.L. EACH ACCIDENT	\$ 1,000,000							
											E.L. DISEASE - EA EMPLOYEE	\$ 1,000,000							
											E.L. DISEASE - POLICY LIMIT	\$ 1,000,000							
A	Professional/Pollution Liability Contractors Equipment						1000065707221 CPP6411631		7/31/2022 7/31/2022	7/31/2023 7/31/2023	Per claim/Aggregate Leased/Rented Equip	1M/2M 325,000							

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Property Policy - Tokio Marine America Insurance Company Policy #CPP6411631; Policy Period 7/31/2022 - 7/31/2023

RE: PROJECT NAME: WATER SYSTEM HYDRAULIC MEDEL AND WATER MASTER PLAN UPDATE, CONTRACT# DPW 2022-09

Certificate Holder is additional insured on the above General Liability Liability Policy if required by written contract.

The above Excess Liability Policy provides coverage excess over the above General Liability, Auto Liability, and Employers Liability Policies.

CERTIFICATE HOLDER

CANCELLATION

Town of Medfield
459 Main Street
ATTN: Maurice Goulet
Medfield, MA 02052

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Kenneth L. Ewell

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What Could Your City or Town Do with Additional Medicaid Reimbursement?

The Commonwealth of Massachusetts Executive Office of Health and Human Services (EOHHS) has successfully concluded the sixth program year of its MassHealth Ambulance Certified Public Expenditure (CPE) Program, bringing in an additional \$100 million to date to benefit governmental ambulance providers throughout the Commonwealth.

A total of 107 cities and towns participated in the program for Fiscal Year 2021 and all participants received additional revenues for the provision of ambulatory and emergency medical services. This program is voluntary, but it could result in a **significant financial benefit** to your city or town!

Last year the program brought \$21 million to governmental ambulance providers across the Commonwealth!



Program Overview

The Ambulance CPE Program is an ongoing cost-based reimbursement program, designed to help public ambulance/EMS providers recover additional federal revenue up to the actual incurred cost of providing services to MassHealth beneficiaries. Participating providers will enter into a contract with EOHHS agreeing to submit an annual cost report attesting to the total incurred MassHealth costs and expenditures for the reporting period. If the allowable costs for MassHealth services determined through the cost report exceed the MassHealth interim payments received through traditional fee for service billing, then a positive settlement will be due to the provider. Providers will continue to bill for services and receive interim rates, which are provisional in nature, pending the submission of an annual cost report and the completion of cost reconciliation and cost settlement for each reporting period. Participation in the CPE Program is voluntary and EOHHS will continue to accept new applicants prior to the start of each reporting period. Cost reports for FY22 will be due by October 15th, 2022. Trainings and phone assistance will be available to providers to facilitate completion of the cost report.

This program is only available for public ambulance providers.

Trainings on cost report completion will be conducted in early fall. Cost Reports are due October 15th.

To Begin the Application Process or Obtain Additional Information

EOHHS has contracted with Public Consulting Group (PCG) to assist with the implementation of the Program. Inquiries regarding this opportunity can be directed to:

MAASCR@pcgus.com | (844) 225-3664

Additionally, PCG has created an Opportunity Assessment Tool for providers to determine an estimated financial benefit of program participation and is available upon request.

Contact PCG as soon as possible to ensure you are included in all program communication!

Massachusetts Certified Public Expenditure Program for Governmental Ambulance Providers

**Special Conditions to Provider Agreement Between the
The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Office of Medicaid
and

Governmental Ambulance Provider**

The Commonwealth of Massachusetts, Executive Office of Health and Human Services, Office of Medicaid (MassHealth) and _____ (name of Governmental Ambulance Provider), a governmental ambulance provider that is a unit of government pursuant to 42 CFR 433.50, hereby agree to the following special conditions, effective for dates of service on or after July 1, 2013, that are incorporated by reference into the Commonwealth of Massachusetts Executive Office of Health and Human Services Provider Contract for Entities entered into by the parties on _____ [date] (Provider Agreement):

1. Subject to (a) the Provider's voluntary compliance, as determined by MassHealth, with all submission and other requirements established by the Executive Office of Health and Human Services (EOHHS) and Centers for Medicare and Medicaid Services (CMS), (b) all other state approvals; (c) federal approval of all necessary payment and funding methods and payment limits, and (d) the availability of full federal financial participation (FFP), MassHealth will pay the Provider an amount equal to the final FFP amount received by the Commonwealth for the difference between MassHealth payments to the provider and allowable certified public expenditures of the Provider for that state fiscal year, less any contingency fees and other administrative costs. If the certification of public expenditure or other information indicates that the Provider's allowable certified public expenditures for any state fiscal year does not exceed MassHealth payments, EOHHS will recover the amount of the overpayment from the Provider.
2. The Provider shall submit to EOHHS no later than 120 days following the last day of the state fiscal year, a cost report and certification of public expenditures on a form designated by EOHHS and completed in accordance with the Commonwealth's instructions and signed by an officer who is an authorized signatory of the unit of government providing the non-federal share of allowable Medicaid expenditures. If the certification of public expenditure or other information indicates that the Provider's allowable certified public expenditures for any state fiscal year does not exceed MassHealth payments received by the Provider for services provided in that state fiscal year, EOHHS will recover the amount of the overpayment from the Provider.
3. If the Provider chooses to participate in the CPE Program for FY13, due to the timing of state plan approval and CPE Program start-up activities, the Provider must submit to EOHHS no later than November 1, 2014, its cost report and certification of public

Commented [AT1]: Before executing special conditions for each ambulance provider you will need to (1) confirm that they have executed a standard provider agreement, (2) that this is the right title of their standard provider agreement, and (3) insert the date the standard provider agreement was entered into (or possibly effective date, if different).

expenditures for FY13 dates of services, notwithstanding the submission deadline in paragraph 2.

4. The Provider must repay to EOHHS any amounts resulting from any overpayment, administrative fine, or otherwise, in accordance with this Contract, the MassHealth program's rules and regulations, and all other applicable law.
5. In the event that a review by either EOHHS or CMS at any time reveals that the Provider did not perform CPE Program requirements in accordance with the terms specified herein or applicable state or federal laws for any fiscal year, EOHHS retains the right to recover payments to the Provider for that fiscal year.
6. Any costs incurred by EOHHS to administer the Provider's participation in the CPE Program, including contingency fees payable to EOHHS contractors, will be offset against amounts of federal revenue payable to the Provider to the extent authorized by M.G.L. c.44, §72.
7. In the event that MassHealth receives written notification of a deferral or disallowance of FFP claimed for the Provider's services or certified public expenditures, receives written notification of an audit finding requiring the return of any such FFP, or otherwise reasonably determines that any such FFP will be deferred or disallowed if claimed, MassHealth shall so notify the Provider. At any time after MassHealth's receipt of such notice or other information, it may require the Provider to remit to the Commonwealth the amount of payment(s) under review, pending final disposition of such review. MassHealth shall specify such amount in a written remittance notice to the Provider and, within 30 days of the date of such remittance notice, the Provider shall remit to the Commonwealth an amount equal to the amount specified. In the absence of such a remittance notice, the Provider may, on its own initiative remit such amount to the Commonwealth. In the event the Provider for any reason retains payment amounts subject to deferral, disallowance, or audit findings as described herein, the Provider shall be liable for such amounts plus any interest assessed by the federal government on the Commonwealth. MassHealth shall provide to the Provider written notification of the amount of any federal interest assessed on payment amounts retained by the Provider. In the event that the final disposition of the deferral, disallowance, or audit described herein requires the Commonwealth to return an amount previously paid by the Provider to the Commonwealth under these provisions, no such payment due to the Provider shall constitute a late payment or otherwise obligate the Commonwealth to pay to the Provider any interest on such payment. Any remittance pursuant to the provisions of the paragraph shall be in accordance with state law.
8. The Provider must maintain records that are accurate and sufficiently detailed to substantiate the legal, financial, and statistical information reported on the certified public expenditure form. These records must demonstrate the necessity, reasonableness, and relationship of the costs (e.g., personnel, supplies, and services) to the provision of services and must be furnished upon request to MassHealth or its designees, or to any other federal and state officials and agencies authorized by law to inspect such information or their designees, including the United States Secretary of Health and

Human Services, the Comptroller General of the United States, the Governor of Massachusetts, the Massachusetts Secretary of Administration and Finance, the Massachusetts State Auditor, and the Massachusetts Medicaid Fraud Division. These records include, but are not limited to, all accounting ledgers, journals, invoices, purchase orders, vouchers, canceled checks, timecards, time studies, payrolls, organizational charts, functional job descriptions, work papers used in the preparation of the financial data, trial balances, and cost allocation spreadsheets. The Provider is required to maintain cost report work papers for a minimum period of seven years or until the completion of any audit, whichever is longer, following the end of each cost reporting period.

9. The Special Conditions may be terminated by any party upon written notice to the other at the address set forth below. Notice shall be sent to:

Executive Office of Health and
Human Services
Office of Medicaid
One Ashburton Place – 11th Floor
Boston, MA 02108
Attn: Medicaid Director

Governmental Ambulance Provider Name

Governmental Ambulance Provider Address

Governmental Ambulance Provider Address

Attn: _____
Governmental Ambulance Provider Contact

10. The Special Conditions may be amended at any time in writing, signed by the parties.
11. The Special Conditions shall be governed by and construed in accordance with the laws of the Commonwealth of Massachusetts.
12. No provision of the Special Conditions is or shall be construed as being for the benefit of, or enforceable by, any third party.
13. Rights and obligations which by their nature should survive or which these Special Conditions expressly states will survive will remain in full force and effect following termination or expiration of this Agreement. Notwithstanding the generality of the foregoing,

Commented [AT2]: This information should be typed in for each provider similarly to how it appears for EOHHS above (not as separate blank lines to fill out).

the rights and duties under paragraphs 1, 4, 5, 6, 7 and 8 survive the termination or expiration of this Agreement.

Signed by the respective duly authorized representatives of the parties hereto.

**COMMONWEALTH OF MASSACHUSETTS, EXECUTIVE
OFFICE OF HEALTH AND HUMAN SERVICES**

By: _____
EOHHS/MassHealth Authorized Signatory

Name: _____ (Print)

Date: _____

_____ (Name)

GOVERNMENTAL AMBULANCE PROVIDER

By: _____
Governmental Ambulance Provider Authorized Signatory

Date: _____

Name: _____ (Print)

Position: _____

Phone Number: _____

Email Address: _____

Instructions for the Governmental Ambulance Certified Public Expenditure Estimation Tool

The Governmental Ambulance Certified Public Expenditure (CPE) Program offers governmental ambulance providers the potential opportunity to receive additional Medicaid reimbursement up to the eligible cost for services delivered to MassHealth members. The CPE program allows approved governmental ambulance providers to submit an annual cost report and receive reimbursement up to reconciled eligible cost in accordance with state and federal rules for services provided on or after April 1, 2013.

The Governmental Ambulance Certified Public Expenditure (CPE) Estimation Tool has been developed to assist you with determining whether the CPE opportunity may be of financial benefit to your municipality. Please enter the required information in each of the “Provider Input” fields to calculate an estimated annual settlement amount.

Please enter costs associated with ambulatory services only. If your entity shares staff or equipment with non-ambulatory service entities, you may estimate the ambulatory service-only portion of cost for the purposes of this tool. For CPE Program participants, shared costs will be apportioned appropriately during the full cost reporting process.

Cost Calculation - Salaries and Benefits

Direct Service Staff Salaries (Row A); Governmental Ambulatory Service Administrative Salaries (Non Direct Service Staff) (Row B); Direct Service Support Staff Salaries (Row C): The amounts reported in these fields are the total gross earnings for the employees in each category as paid by the provider for the reporting period. This includes regular wages and extra pay, as well as any amounts paid for paid time off (e.g., sick or annual leave), overtime, bonuses, longevity, stipends, cash bonuses, and/or cash incentives. Salaries are those payments from which payroll taxes are (or should be) deducted. Do not include any reimbursements for expenses such as mileage or other travel reimbursements.

Benefits for Direct Service Staff, Administrative Staff, and Support Staff (Row D): Record the total benefits for all employees included under the Direct Service Staff Salaries, Governmental Ambulatory Service Administrative Salaries, and Direct Service Support Staff Salaries categories as listed above. Benefits include employer-paid health/medical, life, disability, or dental insurance premiums, as well as employer-paid child day care for children of employees paid as employee benefits, retirement contributions, and workers’ compensation costs.

Subtotal Salaries and Benefits (Row E) will add the staff salaries in Rows A, B, and C to the benefits listed in Row D. *No data entry is necessary.*

Cost Calculation – Direct Costs (Other)

In **Row F** enter total **Operating Expenses** related to ambulatory services, including fuel, maintenance, repairs, plant operations, utilities, etc.

Enter the amount for **Equipment Depreciation (>\$5,000, Straight Line)** in **Row G**. The amount reported in this field should include depreciation for all ambulatory service equipment items costing more than \$5,000 and should be calculated using the straight line depreciation method.

In **Row H**, record the allowable equipment costs for **Equipment (<\$5,000)**. Include items *costing \$5,000 or less* which are used for the provision of ambulatory services.

Subtotal Direct Costs (Other) (Row I) will add together the costs for Operating Expenses, Equipment Depreciation (>\$5,000, Straight Line), and Equipment (<\$5,000). *No data entry is necessary.*

Subtotal Direct Costs (Row J) will add Subtotal Salaries and Benefits and Subtotal Direct Costs (Other). *No data entry is necessary.*

Cost Calculation – Indirect Direct Costs

Enter the **Indirect Cost Rate (ICR)** for your city or town in **Row K**. If your city or town does not have an established rate, you may use the default rate of 10%. You must use your city or town's established rate even if it is lower than the 10% default rate.

Indirect Costs (Row L) multiplies the ICR by Subtotal Salaries and Benefits to reach **Subtotal Indirect Direct Costs (Row M)**. *No data entry is necessary.*

Total Allowable Costs (Row N) add together Subtotal Direct Costs and Subtotal Indirect Direct Costs. *No data entry is necessary.*

Opportunity Assessment – Cost to Charge Ratio Method

Total Allowable Costs (Row O) is calculated in the Cost Calculation portion of the Opportunity Assessment. *No data entry is required.*

Total Billed Charges/ Gross Patient Service Revenue (GPSR): Enter the **Total Billed Charges** for all payors in **Row P**.

Cost to Charge Ratio (CCR) (Row Q) is the result of dividing the Total Allowable Costs by the Total Billed Charges. *No data entry is required.*

In order for providers to obtain the maximum financial benefit, the ratio should be around 100%. If the ratio is significantly higher or significantly lower than 100%, it is recommended that the provider review and revise their Chargebook.

Total Gross Billed Charges Associated with Fee for Service Medicaid Claims: Enter the Total Billed Charges for Medicaid Paid Claims in **Row R**.

Total Computable Medicaid Allowable Costs are the total Medicaid Allowable Costs for the period of service. This amount is calculated as the Total Billed Charges associated with Fee for Service Medicaid Claims multiplied by the Cost to Charge Ratio, as long as the CCR is below 100%. If the CCR ratio is above 100%, the Total Computable Medicaid Allowable Costs would be equal to the Total Billed Charges for Medicaid Paid Claims, as the Total Computable Medicaid Allowable Costs cannot exceed Total Billed Charges for Medicaid Paid Claims. *No data entry is required.*

The **Medicaid Fee for Service Paid Claims Amount (Row T)** is the total amount of Medicaid claims paid (Interim Payments) to a provider for the period of service.

The **Gross Cost Settlement Amount (Row U)** is the Total Computable Medicaid Allowable Costs reduced by the amount of Medicaid claims paid (Interim Payments) to a provider for the period of service applicable to the cost report. *No data entry is required.*

The Gross Cost Settlement Amount is multiplied times the **Federal Medical Assistance Participation Rate (FMAP) and Administrative Costs (Row V)** to calculate the **Net Cost Settlement Amount**. The Net Cost Settlement Amount in **Row W** is the estimated amount due to the provider. *You may use this estimated settlement to determine whether it would be worthwhile to enter into a contract with EOHHS and commit to submitting a formal cost report for the fiscal year.*

With any inquiries regarding this opportunity, please contact EOHHS' contractor Public Consulting Group (PCG). Questions can be directed to PCG at maascr@pcgus.com or by phone at 844-225-3664.

Governmental Ambulance Provider Certified Public Expenditure Estimation Tool - Year Ending 06/30/2022

COST CALCULATION		
	Cost Centers	Total Allowable Costs
A	Direct Service Staff Salaries (e.g. Paramedics, EMTs)	\$ -
B	Ambulatory Services Administration Salaries (Non-Direct Service Staff)	\$ -
C	Direct Service Support Staff Salaries (e.g. 911 Call Techs, QA Techs, Billing/Account Reps)	\$ -
D	Benefits for Direct Service Staff, Administration Staff, and Support Staff	\$ -
E = A+B+C+D	SUBTOTAL-SALARIES AND BENEFITS	\$ -
F	Operating Expenses (Fuel, Maintenance, Repairs, Plant Operations, Utilities)	\$ -
G	Equipment Depreciation (> \$5,000, straight line)	\$ -
H	Equipment (< \$5,000)	\$ -
I = F + G + H	SUBTOTAL-DIRECT COSTS (OTHER)	\$ -
J = E+I	SUBTOTAL-DIRECT COSTS	\$ -
K	Indirect Cost Rate (<i>CMS allowable default rate is 10%</i>)	10%
L = E*K	Indirect Costs (<i>ICR Applied to Salary and Benefits Costs</i>)	\$ -
M = L	SUBTOTAL-INDIRECT COSTS	\$ -
N = M + J	TOTAL ALLOWABLE COSTS	\$ -

OPPORTUNITY ASSESSMENT - Cost to Charge Ratio Method		
O = N	Total Allowable Costs	\$ -
P	Total Billed Charges/ Gross Patient Service Revenue (GPSR)	\$ -
Q = O/P	Cost to Charge Ratio (If >100%, will default to 100% for calculating Medicaid-Allowable Costs)	0.00%
R	Total Gross Billed Charges associated with Fee for Service Medicaid claims	\$ -
S = Q*R (Up to 100% of R)	Total Computable (Medicaid-Allowable Costs for Ambulance Services)	\$ -
T	Total Medicaid Fee for Service Paid Claims Amount	\$ -
U = S-T	Gross Settlement Amount	\$ -
V	FMAP and Administrative Costs	40.00%
W = U*V	Net Estimated Settlement Amount	\$ -



**TOWN OF
MEDFIELD**
Office of the
**BOARD OF
SELECTMEN**

Board of Selectmen

Gustave H. Murby, Chair
Osler L. Peterson, Clerk
Eileen Murphy, Member

TOWN HOUSE, 459 MAIN
STREET
MEDFIELD,
MASSACHUSETTS 02052-0315
(508) 906-3011 (phone)
(508) 359-6182 (fax)

Kristine Trierweiler
Town Administrator

September 13, 2022

Massachusetts Port Authority
One Harborside Drive I Suite 200S
Logan International Airport
East Boston, MA 02128-2909
Attention: Ground Transportation

Dear Sir/Madam:

The Town of Medfield does not have private limousine/livery requirements and has no objection to Scott DePaola operating his vehicle as a livery within and through its boundaries.

Sincerely,

{Signature of duly authorized official}

AGREEMENT REGARDING GROUND LEASE

This Agreement Regarding Ground Lease (hereinafter the “Agreement”) is made as of this ____ day of September, 20172022 by Kingsbury Club Medfield, Inc., a corporation organized and existing under and by virtue of the laws of the Commonwealth of Massachusetts, having its principal place of business at 2 Icehouse Road, Medfield, MA 02052 (the “Tenant”), and The Town of Medfield, a body corporate and politic, acting by and through its Board of Selectmen (the “Landlord”), in favor of Eastern Bank, having an address having an address of 265 Franklin Street, Boston, MA 02110 (the “Lender”), and is consented to by certain mortgagees of the Tenant.

RECITALS

WHEREAS, the Landlord, as landlord, and the Tenant, as tenant, are parties to that certain Ground Lease dated September 1, 2007 between the Town, as lessor, and Kingsbury, as lessee (as amended, the “Ground Lease”), pursuant to which the Landlord leases to the Tenant that certain parcel of land located off West Mill Street, identified as Lot 045 on Map 56 on the Town’s Assessors Maps, and shown on a plan of land entitled “Subdivision Plan of Land off West Mill Street in Medfield, MA” dated March 9, 2005 with revisions dated April 20, 2005 and August 18, 2005 filed at Norfolk Registry of Deeds in Plan Book 558, Page 64, together with certain buildings thereon, as described more particularly therein (the “Leased Premises”);

WHEREAS, Lender is providing financing to Tenant in the amount of (a) \$3,80015,446,000.00 to refinance existing debt on the Leased Premises, (b) \$5,000,000.00 for the construction of certain improvements on the Leased Premises, and (e) \$b) \$4,650,000.00 for working capital and general corporate purposes (collectively, the “Loans”) to be secured by the Leased Premises;

WHEREAS, pursuant to the Ground Lease, the Landlord has agreed to enter into certain agreements with the Lender; and

WHEREAS, the Landlord, Tenant and Lender desire to enter into this Agreement to confirm certain agreements by the Town contained in the Ground Lease.

AGREEMENTS

NOW, THEREFORE, in consideration of the foregoing and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto hereby agree as follows:

1. Landlord represents and warrants that: (a) to the best of its knowledge and belief, as of the date of this Agreement, the Ground Lease is in full force and effect, has not been modified and no default or grounds for termination thereof exists; (b) a true and correct copy of the Ground Lease is attached hereto as Exhibit A; (c) Landlord is the sole and exclusive owner of the fee interest in the Leased Premises and there is no mortgage, lien or other encumbrance on Landlord’s Client Files/42440/0003/02505187.DOCX, 2

fee interest in the Leased Premises; and (d) to the best of Landlord's knowledge, Landlord's interest in the Leased Premises is free and clear of all unrecorded liens and encumbrances, unrecorded contractual rights or claims, unrecorded previous transfers or conveyances, and unrecorded agreements to transfer or convey, except the Ground Lease.

2. Tenant represents and warrants that: (a) to the best of its knowledge and belief, as of the date of this Agreement, the Ground Lease is in full force and effect, has not been modified and no default or grounds for termination thereof exists; (b) a true and correct copy of the Ground Lease is attached hereto as Exhibit A; (c) Tenant is the sole and exclusive owner of the leasehold interest in the Leased Premises, subject only to the leasehold mortgage liens of certain mortgagees that have acknowledged and consented to this Agreement; and (d) to the best of Tenant's knowledge, Tenant's interest in the Leased Premises is free and clear of all unrecorded liens and encumbrances, unrecorded contractual rights or claims, unrecorded previous transfers or conveyances, and unrecorded agreements to transfer or convey, except the Sublease.

3. Each of Landlord and Tenant hereby agree as follows:

- a. Pursuant to Paragraph 17 of the Ground Lease, the Landlord reaffirms the Tenant's rights to assign its rights under the Ground Lease to Lender under the terms and conditions stated in said Paragraph 17, and the Tenant does hereby assign its rights under the Ground Lease to Lender, together with the right of the Lender to sublease, pursuant to and under the terms stated in said Paragraph 17.
- b. Pursuant to Paragraph 27.b of the Ground Lease, the Landlord reaffirms the Tenant's right to encumber the Ground Lease by virtue of a Leasehold Mortgage and Security Agreement granted by the Tenant to the Lender.
- c. Pursuant to Paragraph 27.c of the Ground Lease, the Landlord and the Tenant reaffirm that the Ground lease shall not be cancelled or modified without the prior written consent of the Lender.
- d. Pursuant to Paragraph 27.d of the Ground Lease, the Landlord acknowledges that the Tenant is assigning its rights to hazard insurance proceeds resulting from damage to improvements located on the premises subject to the Ground Lease.
- e. Pursuant to Paragraph 27.e of the Ground Lease, the Landlord acknowledges that the Tenant is assigning its rights to any condemnation proceeds.
- f. Pursuant to Paragraph 27.f.i of the Ground Lease, the Landlord shall give Lender written notice of any default by the Tenant under the Ground Lease at the same time as giving of notice to the Tenant, at the following address:

Eastern Bank

Client Files/42440/0003/02505187.DOCX, 2

265 Franklin Street
Boston, MA 02110
Attn: Boris Nusinov

With a copy to:

Hackett Feinberg PC
155 Federal Street, 9th Floor
Boston, MA 02110
Attn: Brian Plunkett, Esq.

- g. Pursuant to Paragraph 27.f.ii of the Ground Lease, and as more fully described therein, the Landlord shall give Lender the right to cure any default under the Ground Lease within ninety (90) days after the Lender's actual receipt of said notice of default, together with such extended time to cure such default pursuant to the terms and conditions of said Paragraph 27.f.ii of the Ground Lease.
- h. Pursuant to Paragraph 27.f.iii of the Ground Lease, the Landlord shall not terminate the Ground Lease during the Lender's cure period referenced in Letter (g), above.
- i. Pursuant to Paragraph 27.g.i of the Ground Lease, the Landlord shall not terminate the Ground Lease as a result of any default under the Loan Documents or the Lender's exercise of its rights and remedies under the Loan Documents.
- j. Pursuant to Paragraph 27.g.ii of the Ground Lease, the Landlord shall consent to the Lender's exercise of any of its rights and remedies in and to the collateral referenced in the Loan Documents, including, without limitation, one or more foreclosure sales and secured party sales. In connection with the foregoing, the Landlord shall consent to the Lender's entry upon the leasehold estate to take possession of its collateral, prepare the same for sale, either upon the premises or elsewhere, and to dispose of and remove its collateral from the premises.
- k. Pursuant to Paragraph 27.g.iii of the Ground Lease, the Landlord and the Tenant affirm the Lender's right to acquire the Ground Lease at foreclosure sale or by assignment, subject to the Town's consent, as more fully described in said Paragraph 27.g.iii (along with the right to exercise any options by Lender).
- l. Upon an assignment or sale of the Ground Lease interest by the Lender to an unrelated third-party purchaser as provided, the Lender shall have no liability under the Ground Lease for obligations arising after said assignment and/or sale.

- m. If the Lender acquires the Ground Lease interest or the Lender sells, conveys, subleases or assigns the Ground Lease interest to an unrelated third-party purchaser, the Lender or such third party shall comply with all of the terms and provisions of the Ground Lease from and after the date of such acquisition or sale.
- n. Pursuant to Paragraph 27.g.iv of the Ground Lease, the Landlord shall subordinate to the Lender any lien or security interest now or hereafter held by the Landlord in and to the collateral under the Loan Documents, subject to the conditions set forth in said Paragraph 27.g.iv.

4. Landlord and Tenant agree not to amend or modify the Ground Lease in any way that impairs the Lender's rights under the Note, the Mortgage or its lien on the Leased Premises, without the prior written consent of the Lender. In all other respects, the Ground Lease may be modified and amended without the Lender's prior written consent and each of Landlord and Tenant agrees to provide the Lender with copies of any such modifications and amendments.

5. Neither bankruptcy, insolvency, nor the appointment of a receiver or trustee of the Tenant shall be a condition of default under, or otherwise affect, the Ground Lease so long as the obligations of the Tenant, as set forth in the Ground Lease, are being performed by the Tenant, or are being performed by the Lender, or the successors in interest of either of them including all of Tenant's financial obligations to the Town, as set forth in the Ground Lease, are being fully satisfied on a timely basis.

6. The terms hereof shall inure to the benefit of and be binding upon the parties, their successors and assigns.

7. To the extent that this document gives rights to the Lender, such rights shall accrue only to the benefit of the Lender and its successors and assigns and only for so long as the Note, the Mortgage and the other Loan Documents remain valid and in existence.

8. The terms of this Agreement are severable. If any of the terms and conditions hereof shall, for any reason, be deemed void, voidable, or unenforceable, the remaining terms and conditions hereof shall remain in full force and effect as though such void, voidable, or unenforceable provisions were not included.

9. This Agreement may only be modified by a written document signed by all of the parties hereto.

10. This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument.

11. Each mortgagee of the Tenant, by his/her/its execution of this Agreement, hereby acknowledges receipt of this Agreement and consents to the terms thereof.

[THE NEXT PAGES ARE THE SIGNATURE PAGES]

EXECUTED under seal as of the date first set forth above.

TOWN OF MEDFIELD
By Its Board of Selectmen

By: _____
Name:
Title:

By: _____
Name:
Title:

By: _____
Name:
Title:

KINGSBURY CLUB MEDFIELD, INC.

By: _____
Name:
Title:

EASTERN BANK

By: _____
Name:
Title:

ACKNOWLEDGED:

NEW ENGLAND CERTIFIED
DEVELOPMENT CORPORATION

By: _____
Name:
Title:

AGREEMENT REGARDING GROUND LEASE

This Agreement Regarding Ground Lease (hereinafter the “Agreement”) is made as of this _____ day of September, 2022 by Kingsbury Club Medfield, Inc., a corporation organized and existing under and by virtue of the laws of the Commonwealth of Massachusetts, having its principal place of business at 2 Icehouse Road, Medfield, MA 02052 (the “Tenant”), and The Town of Medfield, a body corporate and politic, acting by and through its Board of Selectmen (the “Landlord”), in favor of Eastern Bank, having an address having an address of 265 Franklin Street, Boston, MA 02110 (the “Lender”), and is consented to by certain mortgagees of the Tenant.

RECITALS

WHEREAS, the Landlord, as landlord, and the Tenant, as tenant, are parties to that certain Ground Lease dated September 1, 2007 between the Town, as lessor, and Kingsbury, as lessee (as amended, the “Ground Lease”), pursuant to which the Landlord leases to the Tenant that certain parcel of land located off West Mill Street, identified as Lot 045 on Map 56 on the Town’s Assessors Maps, and shown on a plan of land entitled “Subdivision Plan of Land off West Mill Street in Medfield, MA” dated March 9, 2005 with revisions dated April 20, 2005 and August 18, 2005 filed at Norfolk Registry of Deeds in Plan Book 558, Page 64, together with certain buildings thereon, as described more particularly therein (the “Leased Premises”);

WHEREAS, Lender is providing financing to Tenant in the amount of (a) \$15,446,000.00 to refinance existing debt on the Leased Premises, and (b) \$4,650,000.00 for working capital and general corporate purposes (collectively, the “Loans”) to be secured by the Leased Premises;

WHEREAS, pursuant to the Ground Lease, the Landlord has agreed to enter into certain agreements with the Lender; and

WHEREAS, the Landlord, Tenant and Lender desire to enter into this Agreement to confirm certain agreements by the Town contained in the Ground Lease.

AGREEMENTS

NOW, THEREFORE, in consideration of the foregoing and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto hereby agree as follows:

1. Landlord represents and warrants that: (a) to the best of its knowledge and belief, as of the date of this Agreement, the Ground Lease is in full force and effect, has not been modified and no default or grounds for termination thereof exists; (b) a true and correct copy of the Ground Lease is attached hereto as Exhibit A; (c) Landlord is the sole and exclusive owner of the fee interest in the Leased Premises and there is no mortgage, lien or other encumbrance on Landlord’s fee interest in the Leased Premises; and (d) to the best of Landlord’s knowledge, Landlord’s interest in the Leased Premises is free and clear of all unrecorded liens and encumbrances,

unrecorded contractual rights or claims, unrecorded previous transfers or conveyances, and unrecorded agreements to transfer or convey, except the Ground Lease.

2. Tenant represents and warrants that: (a) to the best of its knowledge and belief, as of the date of this Agreement, the Ground Lease is in full force and effect, has not been modified and no default or grounds for termination thereof exists; (b) a true and correct copy of the Ground Lease is attached hereto as Exhibit A; (c) Tenant is the sole and exclusive owner of the leasehold interest in the Leased Premises, subject only to the leasehold mortgage liens of certain mortgagees that have acknowledged and consented to this Agreement; and (d) to the best of Tenant's knowledge, Tenant's interest in the Leased Premises is free and clear of all unrecorded liens and encumbrances, unrecorded contractual rights or claims, unrecorded previous transfers or conveyances, and unrecorded agreements to transfer or convey, except the Sublease.

3. Each of Landlord and Tenant hereby agree as follows:

- a. Pursuant to Paragraph 17 of the Ground Lease, the Landlord reaffirms the Tenant's rights to assign its rights under the Ground Lease to Lender under the terms and conditions stated in said Paragraph 17, and the Tenant does hereby assign its rights under the Ground Lease to Lender, together with the right of the Lender to sublease, pursuant to and under the terms stated in said Paragraph 17.
- b. Pursuant to Paragraph 27.b of the Ground Lease, the Landlord reaffirms the Tenant's right to encumber the Ground Lease by virtue of a Leasehold Mortgage and Security Agreement granted by the Tenant to the Lender.
- c. Pursuant to Paragraph 27.c of the Ground Lease, the Landlord and the Tenant reaffirm that the Ground lease shall not be cancelled or modified without the prior written consent of the Lender.
- d. Pursuant to Paragraph 27.d of the Ground Lease, the Landlord acknowledges that the Tenant is assigning its rights to hazard insurance proceeds resulting from damage to improvements located on the premises subject to the Ground Lease.
- e. Pursuant to Paragraph 27.e of the Ground Lease, the Landlord acknowledges that the Tenant is assigning its rights to any condemnation proceeds.
- f. Pursuant to Paragraph 27.f.i of the Ground Lease, the Landlord shall give Lender written notice of any default by the Tenant under the Ground Lease at the same time as giving of notice to the Tenant, at the following address:

Eastern Bank
265 Franklin Street
Boston, MA 02110
Attn: Boris Nusinov

With a copy to:

Hackett Feinberg PC
155 Federal Street, 9th Floor
Boston, MA 02110
Attn: Brian Plunkett, Esq.

- g. Pursuant to Paragraph 27.f.ii of the Ground Lease, and as more fully described therein, the Landlord shall give Lender the right to cure any default under the Ground Lease within ninety (90) days after the Lender's actual receipt of said notice of default, together with such extended time to cure such default pursuant to the terms and conditions of said Paragraph 27.f.ii of the Ground Lease.
- h. Pursuant to Paragraph 27.f.iii of the Ground Lease, the Landlord shall not terminate the Ground Lease during the Lender's cure period referenced in Letter (g), above.
- i. Pursuant to Paragraph 27.g.i of the Ground Lease, the Landlord shall not terminate the Ground Lease as a result of any default under the Loan Documents or the Lender's exercise of its rights and remedies under the Loan Documents.
- j. Pursuant to Paragraph 27.g.ii of the Ground Lease, the Landlord shall consent to the Lender's exercise of any of its rights and remedies in and to the collateral referenced in the Loan Documents, including, without limitation, one or more foreclosure sales and secured party sales. In connection with the foregoing, the Landlord shall consent to the Lender's entry upon the leasehold estate to take possession of its collateral, prepare the same for sale, either upon the premises or elsewhere, and to dispose of and remove its collateral from the premises.
- k. Pursuant to Paragraph 27.g.iii of the Ground Lease, the Landlord and the Tenant affirm the Lender's right to acquire the Ground Lease at foreclosure sale or by assignment, subject to the Town's consent, as more fully described in said Paragraph 27.g.iii (along with the right to exercise any options by Lender).
- l. Upon an assignment or sale of the Ground Lease interest by the Lender to an unrelated third-party purchaser as provided, the Lender shall have no liability under the Ground Lease for obligations arising after said assignment and/or sale.
- m. If the Lender acquires the Ground Lease interest or the Lender sells, conveys, subleases or assigns the Ground Lease interest to an unrelated third-party purchaser, the Lender or such third party shall comply with all of the terms and provisions of the Ground Lease from and after the date of such acquisition or sale.

n. Pursuant to Paragraph 27.g.iv of the Ground Lease, the Landlord shall subordinate to the Lender any lien or security interest now or hereafter held by the Landlord in and to the collateral under the Loan Documents, subject to the conditions set forth in said Paragraph 27.g.iv.

4. Landlord and Tenant agree not to amend or modify the Ground Lease in any way that impairs the Lender's rights under the Note, the Mortgage or its lien on the Leased Premises, without the prior written consent of the Lender. In all other respects, the Ground Lease may be modified and amended without the Lender's prior written consent and each of Landlord and Tenant agrees to provide the Lender with copies of any such modifications and amendments.

5. Neither bankruptcy, insolvency, nor the appointment of a receiver or trustee of the Tenant shall be a condition of default under, or otherwise affect, the Ground Lease so long as the obligations of the Tenant, as set forth in the Ground Lease, are being performed by the Tenant, or are being performed by the Lender, or the successors in interest of either of them including all of Tenant's financial obligations to the Town, as set forth in the Ground Lease, are being fully satisfied on a timely basis.

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EXECUTED under seal as of the date first set forth above.

TOWN OF MEDFIELD
By Its Board of Selectmen

By: _____
Name:
Title:

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KINGSBURY CLUB MEDFIELD, INC.

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Name:
Title:

EASTERN BANK

By: _____
Name:
Title:

ACKNOWLEDGED:

NEW ENGLAND CERTIFIED
DEVELOPMENT CORPORATION

By: _____
Name:
Title:



Brittney Franklin <bfranklin@medfield.net>

Fwd: MHP Section 3A Early Action TA Recipient Notification

Brittney Franklin <bfranklin@medfield.net>
To: Brittney Franklin <bfranklin@medfield.net>

Mon, Sep 12, 2022 at 1:51 PM

----- Forwarded message -----

From: **Katy Lacy** <klacy@mhp.net>
Date: Tue, Sep 6, 2022 at 4:34 PM
Subject: MHP Section 3A Early Action TA Recipient Notification
To: Kara Brewton <kbrewton@brooklinema.gov>, wbeitler@easton.ma.us <WBeitler@easton.ma.us>, Dilorio, Chris <cdilorio@town.hull.ma.us>, Amanda Chiancola <achiancola@salem.com>, Sarah Raposa (sraposa@medfield.net) <sraposa@medfield.net>, Leeann Bradley <BradleyL@middleboroughma.gov>
Cc: Tom Hopper <thopper@mhp.net>, Eric Halvorsen <ehalvorsen@rgassociates.com>, Emily Innes <emily@innes-design.com>, Carlucci, Nathan (OCD) <nathan.carlucci@state.ma.us>

TO: Kara Brewton, Director of Planning and Community Development, Town of Brookline
Chris Dilorio, Community Development and Planning Director, Town of Hull
Sarah Raposa, Town Planner, Town of Medfield
Leeann Bradley, Town Planner, Town of Middleborough
Wayne Beitler, Community Planner, Town of Easton
Amanda Chiancola, Deputy Director, Department of Planning and Community Development, City of Salem

FROM: Katy Lacy, Senior Planner, MHP

RE: MHP 3A Early Action Technical Assistance: Start-Up Meeting and Project Overview

Introduction

Thanks so much for your interest in participating in MHP's MBTA Communities Early Action Technical Assistance Program. I am excited to announce that Brookline, Hull, Medfield, Easton, Middleborough, and Salem were all selected as participants in our initial cohort of technical assistance recipients. A formal award letter will be sent to your Chief Elected Officials shortly, but I wanted to get back our primary contacts soon as possible given the tight time frame in which we will be proceeding. **Please read through the whole email for important details about the project scope and timeline.**

First, we are aware that we are asking for a significant time commitment. If you would like to defer your request for technical assistance, please let me know as soon as possible so that we can include assist one of the other communities who applied. We will be holding a second round with a similarly targeted scope starting later this fall and would be happy to work with you at that time.

As described in the application, this round of early round of TA is intended to assist a small number of communities who may be close to complying with the state's new multi-family zoning requirement while simultaneously allowing MHP and our consultants (Eric Halvorsen of RKG and Emily Innes, Innes Associates) to further refine the capacity yield analysis model that will be used by DHCD as one element in a determination of final compliance. As you are aware, DHCD will not be accepting applications for compliance until November 2022, and the actual compliance application is not yet available. That said, we are hopeful that we can provide a preliminary assessment of whether a proposed district appears to meet the size, location, and unit yield requirements set forth in the Section 3A Guidelines.

Description of Technical Assistance Services

Initial Group Meeting : Wednesday September 14, 2:00 -4:00 PM via Teams ([Click here to join the meeting](#))

Members of the consultant team will provide a detailed walkthrough of the components of the compliance model. The group will learn how to utilize each tab of the compliance model, fill in the checklist tabs, and modify information as needed. This initial session will provide an opportunity for each community representative to ask questions of the consultants about their specific technical assistance needs as well as any questions on how to use the compliance model. Following the initial session, each community representative will be provided with a beta version of the compliance checklist to begin inputting zoning metrics into the checklist.

Individual Technical Assistance (September 14-October 15)

Following the initial group meeting, the consultant team will contact each community representative to discuss any specific requests they have for technical assistance beyond the utilization of the compliance model. Areas where the consultant team could provide additional assistance might include:

- Defining and mapping the district(s) and testing for district size and location compliance
- Exporting parcel data and importing data into the compliance model
- Reviewing existing zoning and assisting with completion of the model checklist
- Reviewing proposed zoning and assisting with completion of the model checklist
- Determining parcel overrides in the model if changes to constrained land are required
- Running the model to test for compliance with district size, unit capacity, density metrics, etc.
- Providing each community with a set of high-level zoning recommendations that may help them reach compliance with Section 3A of M.G.L. c.40A

Second Group Meeting Date TBD

Consultants and MHP will facilitate a meeting with the full group to review progress on their compliance modeling efforts, discuss any issues or challenges during the process, and to generally share their experiences with the TA process and using the various tools provided.

Project Documentation

Throughout the TA process, the consultant team will work with MHP and DHCD to craft documentation of the compliance modeling process with the end goal of producing print, web, and/or digital documentation that can serve as user guides for municipalities, regional planning agencies, and consultants. These materials will be integrated into the compliance model in the form of prompts, as well as standalone documents that provide step by step instructions for those who will be using the compliance model tools.

I will follow up with the invite for the Start-Up Meeting on September 14 from 2:00-4:00 PM. Please let me know who will be attending.

Please call with any questions and thanks again for your application.

Katharine Lacy, AICP (she/her/hers)

Senior Planner

Massachusetts Housing Partnership

160 Federal Street, Boston, MA. 02110

Work: 617-330-9955

Cell: 617-240-8478

Email: klacy@mhp.net Web: <http://www.mhp.net>



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--
Brittney Franklin
Assistant to the Town Administrator
Town of Medfield
459 Main Street
Medfield, MA 02052
o: 508-906-3012
c: 399-206-9225



ZULLO GALLERY

CENTER FOR THE ARTS

since 1988

456A Main Street
Medfield, Massachusetts 02052

William F. Pope
Executive Director

September 8, 2022

To The Medfield Select Board,

The Zullo Gallery is requesting a one day beer & wine permit for three dates: September 22, 29 and October 6 from 5:00-11:00PM for our **THURSDAYS ON THE DECK**, to coincide with the launch of our 35th year presenting art exhibitions and our fall show, **The 28th Annual Juried Exhibition**, that opens September 17. This years juried exhibition features the work of more than 50 artists from the greater Boston area, Maine, Rhode Island, New York and Virginia as well as six Medfield artists: Dave Biedrzycki, Kurt Jackson, Nadine Kaissi, Kristie Loncich, Susan Termyn and Phil Tuths. We've had great success with extending our hours to publicize our programs, celebrate the arts and bring more people to the downtown area to enjoy our rooftop deck.

Thank you for your consideration, and for your past support.

Sincerely,
William F. Pope
Executive Director
Zullo Gallery Center For The Arts

DATE/TIME REQUESTED

Thursdays: September 22, 29 and October 6 (from 5:00-11PM)