

TABLE OF CONTENTS

	<u>PAGE</u>
<u>ENROLLMENT PROJECTIONS</u>	
CURRENT ENROLLMENT PROJECTIONS	2
<u>PRIORITY ONE</u>	
1.01 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
1.02 DESCRIPTION OF THE MEASURES THE SCHOOL DISTRICT HAS TAKEN TO MITIGATE THE HEALTH AND SAFETY ISSUES	6
<u>PRIORITY TWO</u>	
2.01 ELIMINATION OF EXISTING SEVERE OVERCROWDING	7
2.02 DESCRIPTION OF THE MEASURES THE SCHOOL DISTRICT HAS TAKEN TO MITIGATE THE OVERCROWDING	7
<u>PRIORITY THREE</u>	
3.01 PREVENTION OF THE LOSS OF ACCREDITATION	10
7.02 DESCRIPTION OF THE MEASURES THE SCHOOL DISTRICT HAS TAKEN TO MITIGATE THE LOSS OF ACCREDITATION	17
<u>PRIORITY FIVE</u>	
5.01 REPLACEMENT, RENOVATION OR MODERNIZATION OF THE HEATING SYSTEM IN A SCHOOLHOUSE TO INCREASE ENERGY CONSERVATION AND DECREASE ENERGY COST IN THE SCHOOLHOUSE	17
5.02 DESCRIBE THE MEASURES THE SCHOOL DISTRICT HAS ALREADY TAKEN TO REDUCE ENERGY CONSUMPTION	17
<u>PRIORITY SEVEN</u>	
5.01 REPLACEMENT OR ADDITION TO OBSOLETE BUILDINGS IN ORDER TO PROVIDE FOR A FULL RANGE OF PROGRAMS CONSISTENT WITH STATE AND APPROVED LOCAL REQUIREMENTS	18
7.02 DESCRIBE THE MEASURES THE SCHOOL DISTRICT HAS TAKEN TO MITIGATE THE FACILITY SPACE CONSTRAINTS	20

STATEMENT OF INTEREST PRIORITY RESPONSES

ENROLLMENT PROJECTIONS

CURRENT ENROLLMENT PROJECTIONS

The numbers provided in the tables below were taken from the projected enrollments found in the NESDEC Demography and Enrollment Projections, page 53 (refer to attachment A-1) dated September, 2005. These figures do not include those students who attend private schools or those attending out of district public schools. In addition to these tables, a graphical timeline document entitled "Uxbridge Accreditation Timeline" and an "Impact of Accreditation on Enrollment" graphical document were created by the Uxbridge School Building Committee and can be viewed in section 4.01 - Prevention of the Loss of Accreditation.

Existing Enrollment (FTE)

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2006	155	151	169	158	154	170	166	160	183	122	137	138	130

Projected Enrollments (FTE)

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2007	180	144	149	167	159	154	169	164	159	139	120	135	141
2008	170	167	142	148	168	159	153	166	163	121	137	119	138
2009	151	158	164	141	149	168	158	151	165	124	119	135	121
2010	176	146	162	168	148	155	179	168	162	158	140	136	156
2011	176	170	150	166	175	153	166	188	179	150	133	144	145
2012	176	170	173	155	173	181	164	176	190	154	136	134	150
2013	176	170	173	177	162	179	192	174	178	159	152	134	137
2014	176	170	173	177	184	168	184	189	173	150	157	150	137
2015	176	170	173	177	184	184	167	181	188	146	148	155	153
2016	177	170	173	177	184	184	183	164	180	159	144	146	158

PRIORITY ONE

1.01 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

The following information is data collected by the Uxbridge School Building Committee in response to the directive for Priority One from the MSBA.

The current Uxbridge High School was built in 1937 with the addition of the Memorial Gym in 1952 and additions and renovations in 1967, 1989 and 1998. However, in an attempt to relieve the

pressure of overcrowding from population growth, inadequate sizes and shapes of many classrooms, the lack of adequate storage space and the spiraling cost of maintenance and repairs to an aging facility, the Town has exhausted its opportunities to expand and/or renovate the building at its present location. Numerous reports from the New England Association of Schools and Colleges (NEASC) have concluded that the townspeople should seriously consider the building of a new facility at a location more suitable for the current and future needs of its High School population. The Uxbridge Board of Selectmen, the Uxbridge School Committee, and the Uxbridge School Building Committee all agree with this conclusion and have compiled a brief listing of health and safety issues that seriously impact the education process at the present location. The following is a detailed description of the general health and safety problems:

1. Building and Grounds Health and Safety Issues

- a. Although mitigation efforts have occurred and/or continue, there are several ongoing problems with the building and grounds that jeopardize the overall student environment and the ability for staff to fulfill program objectives. Among them are:
 - i. Due to the age of the building, repairs to the roof are ongoing throughout the facility.
 - ii. Termite and bug infestations have caused structural damage in selected areas throughout the building.
 - iii. Handicap ramps on the first and second floors are not in compliance with current ADA requirements due to improper grades.
 - iv. Inadequate parking areas for staff, students, and visitors often requiring off-site parking on adjacent streets, causing traffic flow issues.
 - v. Due to building constraints, approximately twenty doors in the building do not open into a hallway as current building codes require and will not permit proper lockdown in an emergency situation. These doors are found on classrooms previously converted from storage areas as well as reconfiguration of classrooms due to overcrowding.
 - vi. Classroom doors cannot be locked from the inside to prevent unwanted entry.
 - vii. Electrical panels and heating and water valves are in open areas, making them accessible to students.
 - viii. The building backup electrical generator is currently located inside the building and only provides minimal emergency lighting for the entire facility.
 - ix. Sidewalks leading to the entrances of the building are collection points for runoff in rain or melting snow. These areas are not currently connected to a drainage system to remove the water runoff from the sidewalks.

2. Cafeteria

- a. The size and shape of the cafeteria, which is structurally too narrow, cannot effectively accommodate the number of students currently housed in the building.
 - i. Because of its size, lunch periods start at 10:30 a.m. in order to accommodate the present student body.
 - ii. There is only one entryway which serves both incoming and outgoing traffic.

- iii. The lunch serving area, which is located next to the entrance/exit, can only accommodate five to six students at a time, thereby causing lines to build up and further impacting entry and exit from the room.
- iv. There have been concerns expressed by the Uxbridge Fire Department regarding the lack of proper egress in an emergency situation.

3. Classroom/Lab Sizes

- a. The following list contains areas of the building with less than adequate sizes according to past and proposed regulations:

Room	Size	Sq. Footage
102 – Math	16' x 10'	160
114 – Physics/Tech.	24' x 15'	360
205 – ESL Tutor	22' x 18'	396
238 – Spanish	22' x 21'	462
234 – Teacher Workroom	23' x 22'	506
218 – English	24' x 23'	552
004 – Ind. Living	22' x 21'	567
207 – Geometry	26' x 22'	572
007 – Physics/Tech.	37' x 16'	592
219 – Spanish II	27' x 22'	594
220 – English	27' x 22'	594
224 – English	27' x 22'	594
226 – French	28' x 22'	616
237 – Language Lab	30' x 21'	630
126 – Government	29' x 22'	638
128 – Psychology	29' x 22'	638
130 – US/World History	29' x 22'	638
131 – World History	29' x 22'	638
225 – Spanish	29' x 22'	638
227 – Spanish	28' x 23'	644
235 – Algebra/Geometry	41' x 16'	656
003 – Health	27' x 25'	675
204 – Physics/Tech.	40' x 17'	680
202 – Algebra	32' x 22'	704
203 – Funct & Trig	32' x 22'	704
206 – Algebra/Geometry	32' x 22'	704
115 – CAD, Leadership	30' x 24'	720
125 – Pre Voc.	28' x 27'	756
116 – Computer	32' x 24'	768
127 – US History	32' x 24'	768
129 – US History	32' x 24'	768
222 – English	32' x 24'	768
223 – English	32' x 24'	768
213 – Funct & Trig & Algebra	29' x 27'	783

Note: Headings which are underlined, in bold font and in italics are Priority Directives taken directly from the MSBA Statement of Interest form and not the responsibility of the Uxbridge School Building Committee.

Room	Size	Sq. Footage
214 – Geometry	29' x 27'	783
006 – Home Economics	22' x 37'	814
209 – Biology	38' x 22'	836
210 – Chemistry	38' x 22'	836
211 – Biology	38' x 22'	836
221 – English	31' x 27'	837
002 – Science	42' x 27'	1,134
117 – Cable Room/Tech.	36' x 35'	1,260
Weight Room	55' x 23'	1,265
001 – Art Room	52' x 28'	1,456
Cafeteria	49' x 51'	2,499
Library	60' x 50'	3,000
Auditorium	76' x 60'	4,560
Gym	89' x 77'	6,853

Additional Supporting Data

1. The previous SBA size regulation for a classroom was at a minimum 800 square feet and for a lab the minimum size was 1,000 square feet.
2. The new SBA size regulation for a classroom is at a minimum 950 square feet and for a lab the minimum size is 1,200 square feet.
3. The Main Telecommunications Room is located on the first floor just outside the main entrance. It serves as the distribution point for the school telephone system, cable TV distribution, school paging system, and the computer local area network. The room is not equipped with or connected to a sprinkler system. A fire originating in this room would burn out of control until extinguished.
4. The electric power for the telephone system is backed up by a small battery backup unit (UPS) with no emergency generator backup. Upgrading the existing backup generator to provide emergency backup power to this system is cost prohibitive due to the limited capacity of the existing generator and the facility size constraints. Under these current conditions, a power failure at the facility exceeding fifteen-twenty minutes would result in a telephone system failure. Any person inside the building would not be able to make or receive telephone calls at that time.
5. The Main Telecommunications Room, like many others in the building, doubles as a storage room, causing an ongoing concern about the safety and security of the equipment housed there.
6. The Library Computer Lab has several computers located outside the lab area, separated by a window, necessitated by insufficient space within the lab. The computer lab doubles as a classroom for multiple subject areas, compromising monitoring ability.

7. Ability to visually monitor internet usage is also difficult given the shape of the lab and the separation of students.
8. Measures have been taken to correct the temperature in the computer lab which averages ten-fifteen degrees warmer than other spaces due to the size and shape of the room, the inability to provide proper HVAC to this room and the amount of equipment operating in this room.
9. The main hallway leading from the front entrance of the building proceeds to an intersection where several hallways meet, causing a bottleneck when students flow through this area on their way to other classrooms, thus causing safety concerns.
10. All of the classrooms within the Technology Education Department are experiencing problems with heating and lighting due to the size of the classroom spaces as previously shown in the chart on pages four and five.
11. The Music Department is experiencing problems due to the lack of permanent designated classroom space to effectively teach the various classes that are offered. Music classes are now being taught in the Auditorium and its attendant problems are summarized in Priority Seven. In its present area, heating and air conditioning, poor lighting, poor acoustics, and serious lack of storage space contribute to the safety and security issues plaguing the music program. In particular, all materials must be removed from the auditorium at the end of each period and clandestinely stored in other storage spaces. Much of the equipment winds up in overhead shelves and bins, causing a potential safety hazard upon its removal.
12. The athletic fields are overcrowded and are experiencing significant drainage problems, certain fields are wearing out due to overuse, poor surface conditions exist on the tennis courts, and the lack of an indoor or outdoor track requires that the hallways and cafeteria be used for running practice and high jumping. Severe overcrowding exists in the boys and girls locker rooms, making proper supervision extremely difficult. The Health Room is significantly inadequate in size, located at the opposite end of the school, and is only accessed through a physics classroom.

1.02 DESCRIPTION OF THE MEASURES THE SCHOOL DISTRICT HAS TAKEN TO MITIGATE THE HEALTH AND SAFETY ISSUES

The following information is data collected by the Uxbridge School Building Committee in response to the directive for Priority One from the MSBA.

A Master Maintenance Plan (refer to attachment A-2) is in place and through the school budget and special Town Meeting articles, ongoing attempts are made to correct or mitigate the more serious issues. The relocation of the preschool program and the Superintendent's Office to leased facilities has enabled some departments to restructure and provide more amenable working environments (refer to Priority Two). The solutions to many of the identified issues, however, are constricted by the physical layout of the facilities and grounds and the economic viability associated with their correction. Documented previous studies show that the need to replace a tired aging facility is the most practical solution to assure that our school system can successfully meet the educational, social, and extracurricular needs of its present and future students.

PRIORITY TWO**2.01 ELIMINATION OF EXISTING SEVERE OVERCROWDING**

The following information is data collected by the Uxbridge School Building Committee in response to the directive for Priority Two from the MSBA.

In August, 2005, in response to concerns raised by the New England Association of Schools and Colleges (NEASC), a report (refer to attachment A-3) outlining steps taken to correct deficiencies in three main areas was submitted to the NEASC. The three areas cited were:

1. Health and safety;
2. Infrastructure; and
3. Adequacy of space for each program and service delivery areas.

The deficiencies for health and safety are outlined in Priority One, Section 1.01 and 1.02 of this document. The deficiencies for infrastructure and adequacy of space are outlined below.

2.02 DESCRIPTION OF THE MEASURES THE SCHOOL DISTRICT HAS TAKEN TO MITIGATE THE OVERCROWDING

The following information is data collected by the Uxbridge School Building Committee in response to the directive for Priority Two from the MSBA.

Several measures have been undertaken by the Uxbridge School District to mitigate the problems of severe overcrowding. These deficiencies were all related to the severe overcrowding throughout the school district. An assessment of space adequacy at the High School and several of the problem areas were addressed as follows:

1. The Pre-K program was moved from the High School facility to a converted gymnasium in the Middle School and subsequently to the Good Shepherd Church School building (joining the existing kindergarten) under a yearly renewable lease agreement (lease facility cost of \$540,000 over the last five years).
2. The Central Office and staff were relocated out of the High School to another leased facility (rent + utilities = \$36,000) and are now housed on the second floor of the Town Hall.
3. Expanded space for the Library/Media Center. Several positive changes were made in this area although space remains a concern.
 - a. During the second trimester last year (2005), five computers were added to the Center and shelving was reconfigured.
 - b. During the summer of 2005, a 205 sq. ft. office previously used by a member of the Special Education staff became available and has been converted to a bright new computer area housing ten additional machines.

- c. With the move of the Technology Director and staff to a new Central Office leased space, a large room directly off the Library was outfitted with new shelving to serve as storage for library materials and other technology equipment.
 - d. The availability of this space enabled the Media Center Director to move many items previously stored in the Library to the new storage space, thereby freeing up space in the Media Center itself.
4. Expanded storage space. The relocation of the Central Office staff and the Preschool to leased space offsite has resulted in the acquisition of much needed storage space.
- a. The room used for occupational and physical therapy for the Preschool (192 sq. ft.) is now storage for athletic equipment.
 - b. A small office (130 sq. ft.) previously used by the Food Services Director has been converted to general storage.
 - c. A reconfiguration of the Guidance Office has enabled eight large file cabinets containing student records (previously kept in the corridor) to be moved into a secure area within the Guidance Office. Six other cabinets were relocated to provide space for a reception/waiting area.
 - d. A supply closet, previously used by the Superintendent, is now available for general storage.
 - e. Two small rooms (120 and 156 sq. ft.) previously used by the Preschool are now used for storage by the music and drama programs. In total, the Library/Media Center has picked up an additional 442 sq. ft. of storage.
5. Additional space for special education services. The relocation of the old Central Office to leased space offsite has provided two spaces to relieve the overcrowding in this department.
- a. The office used by the Special Education Director's secretary is now a 143 sq. ft. multi-purpose conference room, available for testing and counseling as needed.
 - b. A 105 sq. ft. office in the library area that had been used for testing and photocopying is now the office for the new full-time School Adjustment Counselor. The copy machine previously housed in that space has been relocated to the area formerly used by the Superintendent.
 - c. The area (220 sq. ft.) that was vacated when the Director of Curriculum moved to the new Central Office building offsite now houses the full-time Team Chair.
 - d. The restructuring of special education services has enabled the school district to expand the Uxbridge Mosaic Mill Studio program and to add new positions or increase the hours for other positions within the district. Specifically, a School

Adjustment Counselor, an Adaptive Physical Education Teacher, a Physical Therapist, and a Job Coach have been added and the School Psychologist and a second Guidance Secretary position have been made full-time.

6. Expanded Guidance area. Several changes have occurred in the Guidance Department including the addition of a full-time Guidance Counselor position. Using space vacated by the Central Office staff, the Behavior Management Room was moved to a redesigned area in the former office suite, more room was made available for file storage, and an office was created for the Guidance Counselor. The remainder of the room is being used as a Career Center, housing course catalogs, computers, and software for use by students in researching colleges and career opportunities and a waiting and reception area created for use by parents and students.
7. Expansion of copy area and work center for teachers. In addition to the main teacher's room, the staff now has four other work areas.
 - a. A small office in the science wing has been converted to a copy room and computer workstation.
 - b. The office space vacated with the reconfiguration of the Special Education Director's area (180 sq. ft.) is now used as a copy room/work center.
 - c. A multi-purpose room off of the Library is available when special education services are not being delivered.
 - d. A small room opposite the main teacher's room is also used as a copy room.
 - e. The Business Manager is in the process of acquiring all new copiers for the school so that each copy area will be outfitted with state of the art equipment.
8. Installation of an upgraded automated library system. The High School Library's automated system has been updated to the Window's version of Sagebrush's application, Spectrum 5.3. This new software enables students to access the card catalog from any computer that has internet access throughout the district or from home. It has increased reporting and search capabilities, giving the user the ability to not only search the card catalog but also other online magazine and newspaper databases and websites.
9. Added space for classroom instruction on all disciplines. With the relocation of the Central Office staff to leased space and the Preschool to other school facilities and leased facilities, the High School has gained three additional classrooms.
 - a. The reconfiguration of the Superintendent's suite and former preschool classroom space has provided for a 686 sq. ft. math classroom, a 480 sq. ft. Behavioral Management Room, a 675 sq. ft. physical education/health classroom, and a 1,134 sq. ft. Physics/Technology Center and a Copy Center. The addition of these classrooms has provided all math and science teachers with their own rooms, has

eliminated the need for health teachers to travel to different rooms and has allowed other teachers to use their own rooms during prep periods.

- b. The new Physics/Technology Center will provide an opportunity for interdisciplinary studies in a room set up with multiple workstations with Veneer software and LOGGPRO graphical analysis software and sensors. As these improvements are made to our current facility, the Town continues its work on the long-term goal of building a new state of the art High School facility. The Town, which currently owns sixteen acres of land on the Quaker Highway, has voted to purchase an additional adjacent thirty-five acres to be dedicated as the future home of a new High School facility.
- c. Despite the positive measures identified above, the opportunity for additional expansion and the ability to offer new and more comprehensive programs has been exhausted. The number of students choosing to attend other public schools in our area or enrolling at private facilities is reflective of the public's dissatisfaction with the physical conditions at the present High School and the inability to provide innovative and technologically challenging programs. Ironically, the number of students who have chosen not to attend Uxbridge High School has understated the depth of the need for additional space and has masked the true nature of our educational and facility limitations.

PRIORITY THREE

3.01 PREVENTION OF THE LOSS OF ACCREDITATION

The following information is data collected by the Uxbridge School Building Committee in response to the directive for Priority Three from the MSBA.

1. Uxbridge High School is currently on **Probation** status with the NEASC due to inadequate High School facilities adversely impacting learning. The Uxbridge School Building Committee (SBC) offers the following additional observations in regards to the NESDEC enrollment projections. We feel the projections, although based on a series of complex formulas, may not accurately account for some external events.

Specifically, we believe that the NESDEC projections do not adequately reflect the impact of NEASC downgrading Uxbridge High School's accreditation status – first to **Warning** status, then ultimately to **Probation** status. The graphic on page 12 entitled “Impact of Accreditation of Enrollment” illustrates the dramatic spikes in school choice out numbers that coincided with the status changes.

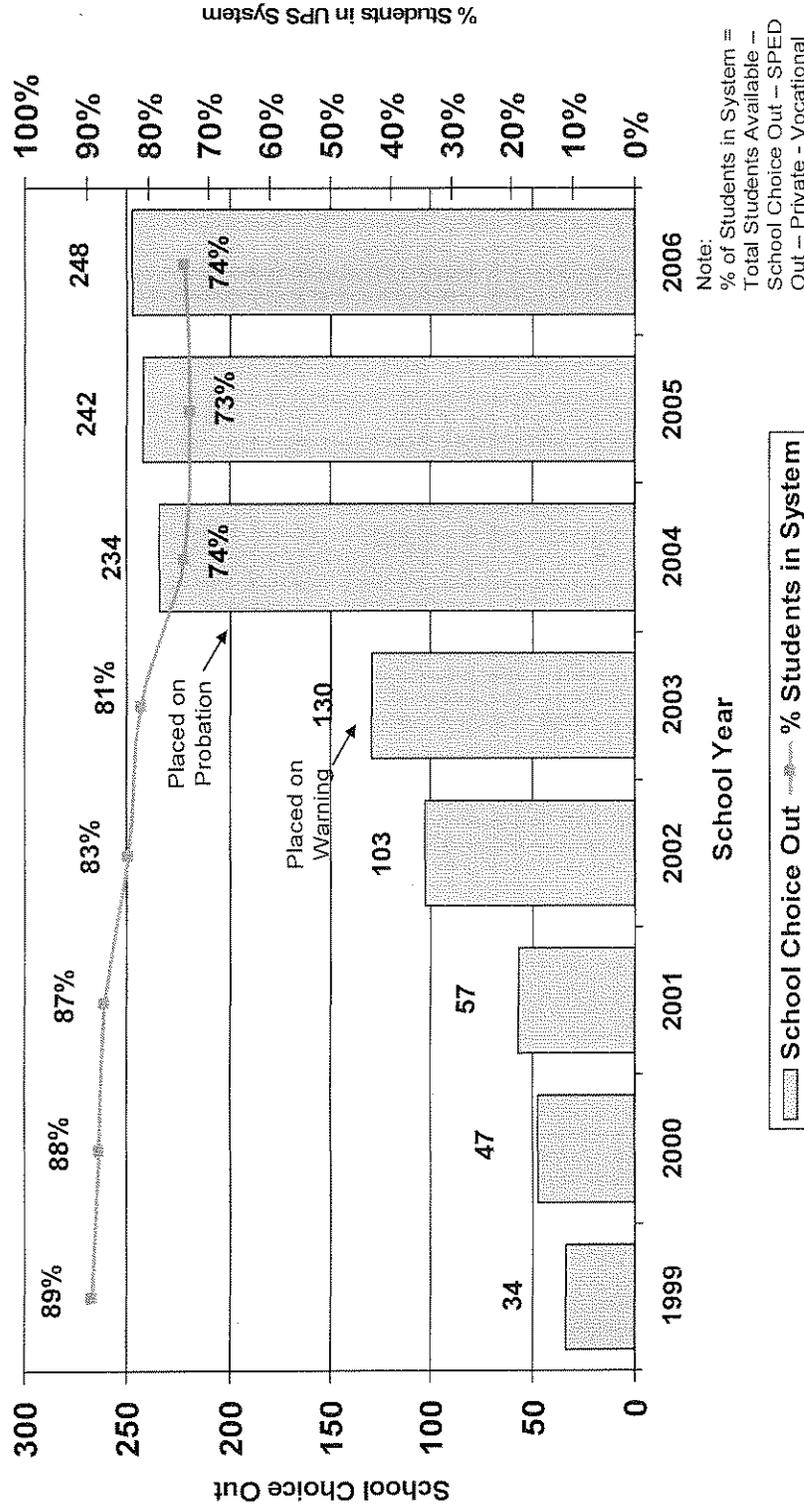
The second graphic on page 13 entitled “Uxbridge Accreditation Timeline” reveals that in 2002, before the accreditation status was downgraded, there were 103 students who opted to choice out of the Uxbridge School System. In 2003, our status was downgraded to **Warning** and school choice out climbed to 130. In 2004, our status was downgraded to **Probation** and school

choice out soared to 234 students. We currently have 248 students exercising the choice out option of the Uxbridge School System. Approximately one-third of the school choice out students are at each school level (elementary, middle school, high school) at the debilitating cost to the community of over \$1.3 million per year.

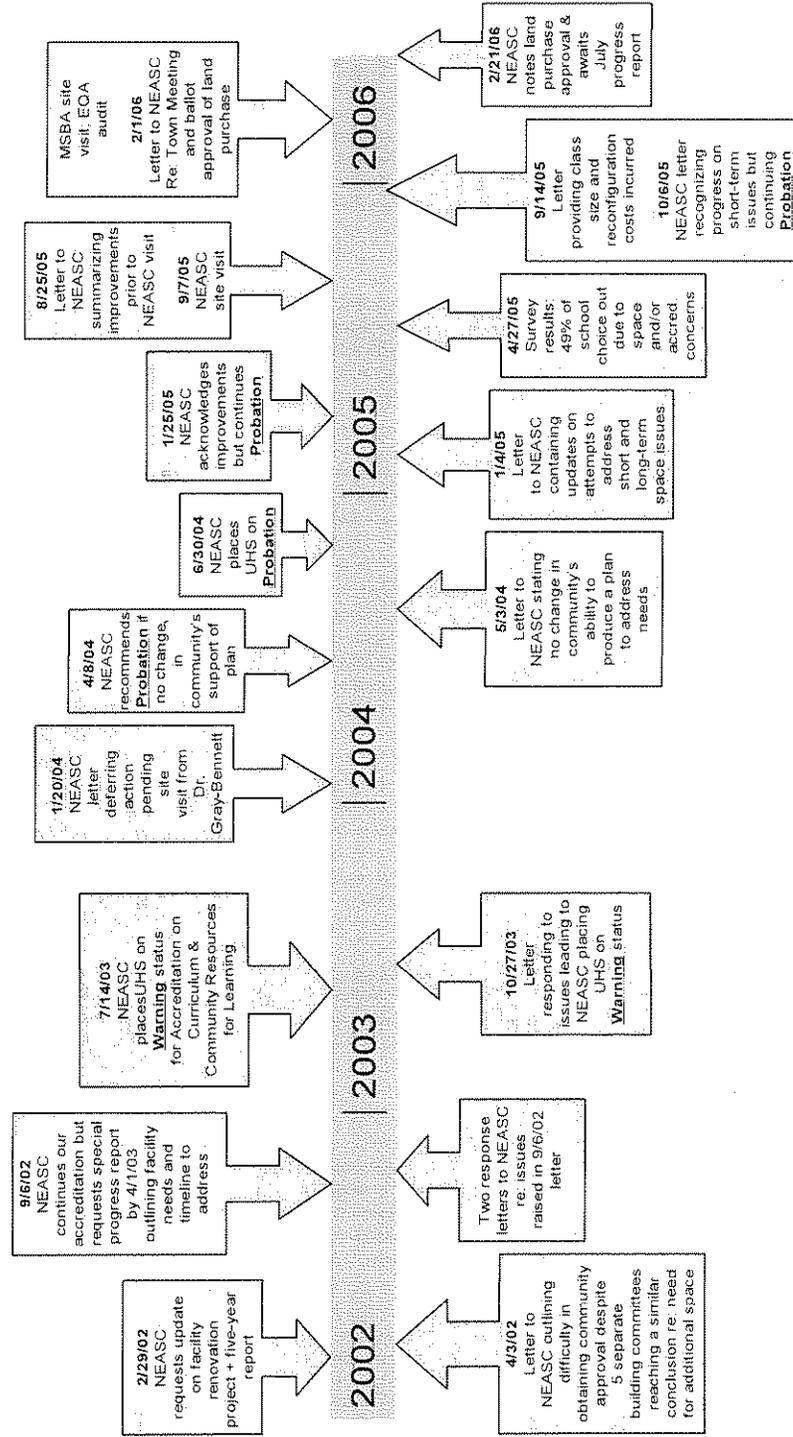
But even that does not reflect the entire impact of the accreditation change. Between 2002 and the current school year, the number of students attending private and/or vocational schools increased from 287 to 407. The cumulative effect of school choice out to private and vocational schools puts Uxbridge in a position where only 74% of available students remain in-system. Just seven years ago, more than 89% of available students remained in-system. The financial, social, and cultural impact of this is profound and underscores the need to provide more adequate educational facilities.

Impact of Accreditation on Enrollment

Uxbridge School Choice History



Uxbridge Accreditation Timeline



Note: Headings which are underlined, in bold font and in italics are Priority Directives taken directly from the MSBA Statement of Interest form and not the responsibility of the Uxbridge School Building Committee.

2. To describe the issues involved, we have attached several historical documents dating back to the last comprehensive review – the 1997 NEASC Report of the Visiting Committee, May 5-7, 1997 (refer to attachment A-4). In preparation for the full ten-year review next year, the High School is involved in the self-study phase. At the time of the 1997 report, a project had been approved to renovate and add four classrooms to the High School building.
 - a. In the 1997 document on page 35, the NEASC lists the following recommendations:
 - i. Implement the school building and renovation plan.
 - ii. Relocate the drama and music classes from the stage to specialized classrooms.
 - iii. Replace and/or upgrade the HVAC systems.
 - iv. Replace and/or upgrade the public address, telephone, clock, and fire alarm systems.
 - v. Create additional storage areas.
 - vi. Provide well-furnished and attractive teacher work areas.
 - vii. Redesign the administrative and guidance offices to eliminate traffic and noise and to increase privacy.
 - viii. Renovate the Family and Consumer Science Laboratory.
 - ix. Redesign the art area.
 - x. Designate a room to be used for health education.
 - xi. Rebuild the front exterior stairs.
 - xii. Replace old and damaged plumbing fixtures, doors, and door hardware.
 - xiii. Replace unusable chalkboards.
 - xiv. Repave and re-stripe the parking lot and create additional parking spaces.
 - xv. Improve communications between the plant operations manager, administration, faculty, and staff concerning the renovation and construction project.
 - b. As a result of these recommendations, the following issues were addressed by the Two-Year Progress Report dated October 1, 1999 (refer to attachment A-5). Please refer to pages 17-19 of this report for the details. To summarize:
 - i. Items 1-5, 12, 13 and 15 were part of the renovation project and in progress as of the report date.
 - ii. Items 7, 9, 10, 11 and 14 were completed.
 - iii. No action had been taken on items 6 and 8.
3. Following these reports, there were a series of letters between the NEASC and our High School Principals. Enclosed please find:
 - a. A letter from the NEASC dated February 29, 2000 (refer to attachment A-6), in part requesting an update of the status of the facility renovation project, including a detailed outline and timeline for completion in the Five-Year Report.
 - b. A letter to the NEASC dated April 30, 2002 (refer to attachment A-7), with the Five-Year Report explaining, “There have been numerous failed attempts to gain approval for the construction of a new High School. Since the strategic planning team of the

Uxbridge Public Schools identified the need for additional school space in the spring of 1998, there have been two space needs committees and three school building committees that have studied the need and all have concurred that significantly more classroom space is needed at the High School level.”

- c. A letter from the NEASC dated September 6, 2002 (refer to attachment A-8), continuing our accreditation but requesting a Special Progress Report on April 1, 2003, outlining the school’s plans and a timeline to address the facility needs for additional classroom space.
- d. A letter to the NEASC (refer to attachment A-9) responding to the letter of September 6, 2002.
- e. A letter to the NEASC (refer to attachment A-10) further describing the information requested on September 6, 2002.
- f. A letter from the NEASC dated July 14, 2003 (refer to attachment A-11), placing Uxbridge High School on **Warning** for the Standards for Accreditation on Curriculum and Community Resources for Learning.
- g. A letter to the NEASC dated October 27, 2003 (refer to attachment A-12), responding to issues that led to the decision to place Uxbridge on **Warning** status.
- h. A letter from the NEASC dated January 20, 2004 (refer to attachment A-13), deferring action pending a site visit from Dr. Pamela Gray-Bennett.
- i. A letter from the NEASC dated April 8, 2004 (refer to attachment A-14), recommending placing Uxbridge High School on **Probation** “because of significant deficiencies in its adherence to the Commission’s Standards for Accreditation on Curriculum and Community Resources for Learning.” This letter summarizes the process since the 1997 decennial report and is worthy of being read in its entirety.
- j. A letter to the NEASC dated May 3, 2004 (refer to attachment A-15), notifying them that there had been “no change in the community’s ability to produce a plan to address these needs.”
- k. A letter from the NEASC dated May 14, 2004 (refer to attachment A-16), notifying Uxbridge that the Board of Trustees accepted the Commission’s recommendation to place Uxbridge on **Probation**.
- l. A letter from the NEASC dated June 30, 2004 (refer to attachment A-17), continuing the **Probation** status “until such time Uxbridge can demonstrate that all cited concerns have been satisfactorily resolved.”
- m. A letter to the NEASC dated October 27, 2004 (refer to attachment A-18), responding to the letter of June 30, 2004. This letter summarizes actions taken in Uxbridge since the

- 1997 report, explains recent changes in the administrative team and notes the Proposition 2 ½ override that passed.
- n. A letter to the NEASC dated January 4, 2005 (refer to attachment A-19), containing updates on attempts to address both short and long-term space issues.
 - o. A letter from the NEASC dated January 25, 2005 (refer to attachment A-20), continuing **Probation** status. Although the Commission acknowledged many improvements, it continued to press for resolution to the facility needs of our High School.
 - p. A letter to the NEASC dated April 27, 2005 (refer to attachment A-21), providing an update to progress made since the last report. This letter also highlights survey results that show 49% of parents who opted to school choice out their students did so either due to facility issues or accreditation status. (Note: as of January 6, 2006, 87 High School students attend schools in other public school districts through the school choice program, 186 attend area vocational technical schools, and 75 students attend private schools in the area.)
 - q. A letter from the NEASC dated June 30, 2005 (refer to attachment A-22), recapping their expectations for the site visit in September, 2005.
 - r. A letter to the NEASC dated August 25, 2005 (refer to attachment A-3), summarizing improvements made pending their September 7, 2005, site visit. This letter documents, in detail, the steps taken to improve our facilities and make best use of the available space.
 - s. A letter to the NEASC dated September 15, 2005 (refer to attachment A-23), provides further information requested at the site visit on September 7, 2005, including class sizes and costs incurred by reconfiguring space at the High School.
 - t. A letter from the NEASC dated October 6, 2005 (refer to attachment A-24) continuing our accreditation on **Probation** status. In particular, the Commission noted our significant progress on short-term issues as listed on page 2 of their letter.
 - u. A letter to the NEASC dated February 1, 2006 (refer to attachment A-25), notifying them of the acquisition of additional land to create an 80.7 acre parcel for the future High School. During this time, the MSBA performed a site visit to collect data and an EQA audit was held in January.
 - v. A letter from the NEASC dated February 21, 2006 (refer to attachment A-26), acknowledging the pending land purchase and looking forward to the next progress report due July 1, 2006.
 - w. A letter to the NEASC dated June 22, 2006 (refer to attachment A-27), providing a Special Progress Report.

- x. A letter from the NEASC dated October 11, 2006 (refer to attachment A-28), continuing the school's accreditation.

3.02 DESCRIPTION OF THE MEASURES THE SCHOOL DISTRICT HAS TAKEN TO MITIGATE THE LOSS OF ACCREDITATION

The following information is data collected by the Uxbridge School Building Committee in response to the directive for Priority Three from the MSBA.

As stated in section 3.01 above, the Uxbridge School District has worked to address the NEASC recommendations. In summary, it has been a long journey to gain community acceptance that we have problems with all of the facilities in the district, most notably at the High School, and that the space crisis effects student learning and programs. It took the threatened loss of accreditation to reinforce what almost one hundred citizens, serving on a variety of committees in our community, have been trying to seek consensus on for almost ten years. The final attachment is a Summary of Space Needs Options and Recommendations 1995 – 2002 report, dated January, 2003 (refer to attachment A-29) which explains the effort of these volunteers. If we do not receive approval to build a new High School and/or the Town does not support the project without assistance from the State, we feel the NEASC will absolutely strip our High School's accreditation.

PRIORITY FIVE

5.01 REPLACEMENT, RENOVATION OR MODERNIZATION OF THE HEATING SYSTEM IN A SCHOOLHOUSE TO INCREASE ENERGY CONSERVATION AND DECREASE ENERGY COST IN THE SCHOOLHOUSE

The following information is data collected by the Uxbridge School Building Committee in response to the directive for Priority Five from the MSBA.

The boilers in the High School were replaced during the 1998 renovation project and are continually maintained and recalibrated throughout the year. However, the air conditioning system does not currently cover the entire High School facility. The calibration of the heating and air conditioning systems is not possible due to the antiquated control system and inefficient windows. Approximately 25% of the windows in the facility are not energy efficient and most of the thermal pane windows existing have failed seals.

5.02 Describe the Measures the School District has Already Taken to Reduce Energy Consumption

The following information is data collected by the Uxbridge School Building Committee in response to the directive for Priority Five from the MSBA.

Please refer to the Maintenance Master Plan in attachment A-2.

PRIORITY SEVEN**7.01 Replacement or Addition to Obsolete Buildings in Order to Provide for a Full-Range of Programs Consistent with State and Approved Local Requirements**

The following information is data collected by the Uxbridge School Building Committee in response to the directive for Priority Seven from the MSBA.

Compared to other secondary schools within the area, Uxbridge High School is providing comparable classes for the college, honors and advanced placement programs. The areas that suffer in comparison, due to the facility constraints and limitations, are Technology Education, Family and Consumer Science, Music, Art, and Athletics. A summary of the problems and needs of the affected departments follows:

1. Music Department

- a. Music classes are currently taught in the High School auditorium as there are no classrooms available for this program. The rooms originally planned for the music program are being used for science and physical education. As the auditorium is a public place used for assemblies, meetings, etc., there are no desks, chalkboards, student display areas, audiovisual equipment, workstations, recording stations, and other standard music classroom amenities. The area itself has poor lighting and acoustics, no air conditioning, heating issues, and does not allow teachers to effectively provide a comprehensive music education experience. The limitations imposed upon the program are of special concern due to the large number of grade 5-8 students who are currently involved in music classes. Three additional rooms are needed to accommodate an increasing number of students committed to the music program and to expand course offerings.
- b. The need for a Band Room with storage for musical instruments. As noted above, there are close to two hundred students in the Middle School band program who will be moving up to the High School.
- c. The need for a Chorus Room.
- d. A Music Education Room with storage. This room would be used for instruction in the history of music and the future of digital technology.

2. Technology Education

- a. All of the classrooms within the Technology Education Department lack sufficient project storage space, problems with heating and air conditioning, poor lighting for overhead projectors and movies, insufficient space for computers and printers, not enough electrical and network outlets, out of date equipment, and unrealistic classroom sizes. Many rooms tend to be narrow, odd shaped, and overcrowded, making it difficult to expand the scope of program offerings.

- b. The following additional space is needed to expand the scope of technology education:
 - i. An Engineering Room for AutoCAD and other related courses.
 - ii. A Video Production Room with studio and storage.
 - iii. Three large open rooms for mock up projects, workshop, and storage.
 - iv. A Computer Lab for technology education.
 - v. A Physics Room with storage.
 - vi. An Electrical Room with storage.

3. Family and Consumer Science

- a. All of the classrooms within the Family and Consumer Science Department lack sufficient project storage space, problems with heating and air conditioning, insufficient lighting, a minimum number of electrical outlets, out of date equipment, continual mold problems, and unrealistic classroom sizes. In most cases, wiring is insufficient to accommodate any increased use of appliances, thereby restricting the scope of program offerings.
- b. The following additional space is needed to expand the scope of Family and Consumer Science:
 - i. A Computer Lab;
 - ii. A Home Economics room with kitchen and storage; and
 - iii. A Computer Science Room with storage.

4. Art Department

- a. The classrooms in the Art Department are very small and can only accommodate ten students. There are several problems with wiring and electrical connections which restrict the number of blowers that can be used at any one time. There is limited workspace and most equipment is out of date.
- b. The following additional space is needed to expand course offerings in the Art Department:
 - i. A large Art Room with storage; and
 - ii. A Ceramics Room with storage.

5. Athletic Department

- a. The major issue for the Athletic Department is the lack of adequate facilities to accommodate the number of students involved in the wide-range of athletic programs.
 - i. One gymnasium, at times, must accommodate two classes simultaneously (forty-sixty students).
 - ii. The indoor track team must practice in hallways and cafeteria, creating a safety hazard for students, teachers, visitors, and athletes.

- iii. The Gymnasium is inadequate to support seven separate sections (girls & boys) of winter sports.
 - iv. The Weight room is small and the equipment is out of date.
 - v. The Health Room is located in lower level at opposite end of school, far removed from the other physical education facilities.
 - vi. The boys and girls locker rooms are overcrowded and do not allow for proper supervision.
 - vii. The athletic fields are overcrowded and are beset by poor surface conditions and drainage problems.
- b. The following are needed facility expansions to accommodate an athletic program comparable to other secondary schools in the area.
- i. Larger gymnasium.
 - ii. Outdoor tracks.
 - iii. Larger weight room with updated equipment.
 - iv. Larger locker rooms with adequate storage for all after school activities.

6. Other Departmental and General Concerns

- a. Many of the issues affecting the departments identified above also negatively impact other disciplines and programs. Heating and air conditioning problems, poor lighting, insufficient electrical and network connections, out of date equipment, lack of adequate storage space, and, most importantly, the small size of many classrooms and the inability for meaningful expansion are all deterrents to the district's goal of providing a state of the art curriculum for the students in the Uxbridge school system.
- b. Computer labs, central teacher's lounges, and more storage space have been identified as needed additions in the Science, Math, Foreign Language and English departments. The Special Education area has identified the need for three to four full-sized classrooms and the Library shares the need for a larger computer lab area.

In conclusion, as stated in the introductory to Priority One, "the building of a new facility at a location more suitable for the current and future needs of our High School population," is, we believe, the solution to the many problems enumerated in this report.

7.02 Describe the Measures the School District has Taken to Mitigate the Facility Space Constraints

The following information is data collected by the Uxbridge School Building Committee in response to the directive for Priority Seven from the MSBA.

There is insufficient space in the current High School facility to address inadequacies as described in 7.01 above.