Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2014 Statement of Interest

Thank you for submitting your FY 2014 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete**. The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

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

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

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

**Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated as the chief executive office under the provisions of a local charter.*

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

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

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

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

- If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- If a District selects Priority #3, Prevention of a loss of accreditation, the MSBA requires the full accreditation report(s) and any supporting correspondence between the District and the accrediting entity.

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

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

Massachusetts School Building Authority

School District Wellesley

District Contact David F Lussier TEL: (781) 446-6210

Name of School Hunnewell

Submission Date 3/20/2014

SOI CERTIFICATION

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

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

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
Terri Tsagaris	Cathryn J. Kato	David F. Lussier
Chair, Board of Selectmen		
(signature)	(signature)	(signature)
Date	Date	Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.

Massachusetts School Building Authority

School District Wellesley

District Contact David F Lussier TEL: (781) 446-6210

Name of School Hunnewell

Submission Date 3/20/2014

Note

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

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

SOI Vote Requirement

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

Potential Project Scope: Renovation/ Addition

Is this SOI the District Priority SOI? NO

School name of the District Priority SOI: John D Hardy

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 6/12/2012

Planning Firm: Symmes, Maini & McKee Associates

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

There are four critical elements that are supporting the development of a facilities master plan in Wellesley. First, in order to assess the physical needs of all of its school buildings, the Wellesley Public Schools commissioned a Conditions Assessment and Feasibility Study that was performed by Symmes, Maini & McKee Associates (SMMA). This review included a focus on safety, health hazards, maintenance and infrastructure. In the fall of 2012, SMMA presented their findings through an online database. This database provides a robust tool for strategic planning, capital planning and maintenance prioritization, and has been thoroughly reviewed by the newly formed Facilities Maintenance Department (FMD), which has been managing SMMA's work since they were contracted. Second, the district—in collaboration with Town officials—established a School Facilities Master Plan (SFMP) Task Force to review the findings from the Conditions Assessment and Feasibility Study and to develop an appropriate response through short-term and long-term recommendations. The Hardy, Hunnewell, and Upham schools, while requiring more work, are examples of longer-term recommendations. Third, the district completed a professional demographic study, conducted by Cropper GIS, to better anticipate student enrollment needs for the next ten years. Based on the report that was received in March 2013 and updated in October 2013, the Wellesley Public Schools is expected to experience an approximately 14 percent decline in elementary enrollment in the next decade. We believe these data will prove to be invaluable to an MSBA study of needed renovations at the Hunnewell Elementary School. Fourth, the Wellesley Public Schools has developed a 5-year strategic plan that provides a vision for the district's goals, as well as the needed resources and facilities to best achieve these goals.

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

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

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

Does the District have related report(s)/document(s) that detail its facilities, student configurations at each facility, and District operational budget information, both current and proposed? YES

If "YES", please provide title, author, and date of report in area below.

Symmes, Maini & McKee Associates Building Condition Review 06/12/2012

Please include a hard copy of these report(s)/document(s) with your hard copy Statement of Interest submittal.

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.

N/A

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

The Wellesley School Committee approved an FY15 Operating Budget of $63,894,619 on March 7, 2014. This budget will require a $2.8million override to be fully funded. An override vote is tentatively scheduled for May 2014. At the same time, the Town's proposed FY15 Capital Budget includes significant funding ($929,400) for school-related building construction projects. Both the FY15 Operating and Capital Budgets must be approved at Town Meeting, which begins on March 31, 2014.

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).

The 36,400 gross square foot Hunnewell Elementary school was constructed in 1938, with additions in 1956 and 1995. Modular's were added in 1996 and a partial interior renovation occurred in 2009.

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

36400

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

The site consists of approximately 5.8 acres and overall site functions as intended, though some safety, accessibility, and circulation deficiencies exist. Additional fire hydrant coverage should be considered for portions of the school greater than 200' from the closest hydrant. No loading dock or dedicated loading facility provided, and trash/recycling dumpsters are not easily accessible from school. Some walkways exceed code requirements for slope, and some building egress points are not accessible due to stepped landings. Circulation within the site is minimal. All bus and parent loading and unloading takes place along Cameron Street, which is less than ideal due to safety reasons. Cameron Street is restricted to one-way traffic during these times. On-site parking is not adequate for the school's daily needs and is a major problem in this area. Hardscape surfaces and site features in overall good condition, with some isolated areas in fair to poor condition. Isolated repairs or repaving in these isolated areas should be considered in the next few years. No other building shares this current site with the school facility.

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)

28 Cameron Street
Wellesley, MA 02482

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 exterior enclosure is minimally insulated and the windows are mostly single-paned. Some windows in the 1938 portion have minimally efficient thermal glazing and translucent fiberglass glazing panels that replaced original windows. Portions of the building/additions are framed with structural steel, wood roof trusses, and cast- in- place concrete foundations. There are cracks in some of the CMU walls.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS ? NO
Year of Last Major Repair or Replacement: 2009
Description of Last Major Repair or Replacement:
2009 - Interior upgrades. 1995 - Addition

Has there been a Major Repair or Replacement of the ROOF? YES
Year of Last Major Repair or Replacement: 2009
Type Of ROOF: 2009 – EPDM, 2006 Shingles EPDM and Shingles Replacement
Description of Last Major Repair or Replacement:

2009 EPDM

Has there been a Major Repair or Replacement of the WINDOWS? NO
Year of Last Major Repair or Replacement: 2004
Type Of WINDOWS: Single glazed metal
Description of Last Major Repair or Replacement:
Some replacement glazing in oldest portions of the building

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 building is heated with a steam system and the classrooms are served with steam unit ventilators with rooftop exhaust and supplemental radiation for heating, much of which appears to be original to the building and in poor condition. Other spaces are served by a combination of steam radiation, cabinet unit heaters and heating and ventilating units, and there is a small number of electric radiation installations. The boiler plant was upgraded in 2004 and there are two HB Smith gas-fired steam boilers installed to support the school that are in good condition. The control system is largely pneumatic, original to the building and is in poor condition.
Toilet room fixtures are antiquated, high-flow type. Building domestic hot water is supplied directly from a single 75-gallon water heater to an undersized piping system. There is no master mixing valve or hot water recirculation creating a significant delay in supply to the furthest fixture. Storage temperature has been set to 105 F or less at the request of the School nurse. Some modular classrooms are served by small storage point-of-use Ariston electric water heaters. Piping and hangers under building show signs of significant deterioration as does the building gas piping. Boiler blowdown, storm water and condensate (i.e., clearwater waste) appear to be intermingled at the sump pit.
Existing electrical systems including power distribution, lighting and fire alarm systems show some recent upgrades, but not throughout the entire building. In general, electrical systems are in fair and operational condition, but the older electrical systems' components shall be upgraded – panels, feeders, lighting fixtures. Original main distribution panel and a few panels were recently upgraded. Panels, feeders and branch wiring circuits that are older than thirty years shall be replaced. Lighting system is in fair condition, but outdated. Lighting controls and exit signs shall be upgraded to meet Code. Fire alarm system needs some upgrading. Exterior lighting is limited to building-mounted lights only. There is no lighting at the parking lot. There is no emergency generator at site.
There is no CCTV, door access control or intrusion detection system except for key pad. Consideration should be given to adding card access control, CCTV system and upgrading the intrusion detection system to include motion detection. Network connectivity is adequate. Fiber optic cables connect equipment rooms. The building requires additional cabling to support full wireless access connectivity. Network equipment rooms require power upgrades to support future equipment upgrades.

Has there been a Major Repair or Replacement of the BOILERS? YES
Year of Last Major Repair or Replacement: 2004
Description of Last Major Repair or Replacement:
Replaced boilers

Has there been a Major Repair or Replacement of the HVAC SYSTEM ? NO
Year of Last Major Repair or Replacement: 2004
Description of Last Major Repair or Replacement:
Unknown

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES
Year of Last Major Repair or Replacement: 2003
Description of Last Major Repair or Replacement:
Boiler room panel was installed in 2003. Main distribution panel MDP and few other panels were replaced in 1995-2002.

HEATING FUEL: Which of the heating fuel types below does your building primarily rely on for heating?

Natural Gas

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).

According to the latest AHERA report, the asbestos in the classrooms has been removed, but there is still material to be removed in the attic. The toilets and drinking fixtures in the building are minimally accessible. Although well-maintained, the classrooms have outdated light fixtures and ventilation units. The school has reported persistent roof leaks in the cafeteria/gymnasium related to the dormers, and also problems with the gutters.

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

The Hunnewell School is a K-5 elementary school serving 301 students across 16 classrooms. This school also offers an elementary academic and therapeutic program for students with average to above-average cognitive profiles who present with challenges in the emotional/social/behavioral domains. These challenges may affect one or more of the following:

- Development of age-appropriate social relationships with adults and/or peers
- Self-regulation of behavioral responses to typical school demands
- Ability to appropriately make transitions from one activity to another
- Ability to manage frustration in an age-appropriate manner
- Ability to fully access curriculum and instruction due to emotional/social/behavioral challenges and/or possible academic skill deficits

Students are placed in the Therapeutic Learning Center (TLC) when the Team determines that this highly specialized, therapeutic level of service provision is appropriate to ensure progress in academic and social/behavioral domains. The program provides a highly structured setting with very consistent expectations and routines within the therapeutic milieu. This program is serving 14 students in SY 2013-2014.

Because every space is currently being used, it is challenging to support student MCAS testing in the spring, when students sometimes need more supervised time outside of the classroom. It is very common for the principal to give up her office for this purpose. Finally, the school social worker has no dedicated space to provide services to students.

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

The Hunnewell School has 15 classrooms, including 2 modular classrooms, which would be considered as Core Academic Space. One of these rooms is a kindergarten class. The size of these rooms varies by addition: rooms in the original 1938 wing are approximately 900 sf, rooms in the 1956 addition are about 850 sf, and rooms in the 1995 addition are about 930 sf. Additionally, there is a 2,000 sf Library, part of which has been partitioned off to accommodate SPED classes displaced due to over-enrollment issues in the school, and a 2,100 sf Multi-purpose room for physical education and health classes that also serves as the cafeteria. The diversity in the size and construction of each space is reflective of the different ages of construction for the various component buildings to the school: 1938 (original), 1956, 1995, 1996 (MODS). Aside from partial roof replacements in 2009, there have been no recent updates to the remainder of the building.

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

The school is being fully utilized, and has experienced space challenges in recent years. For examples, in SY2012-13, the art room was converted into a regular classroom for one year to accommodate student enrollment. Additionally, part of the library has been converted into a special education space to offer services to students.

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

The Wellesley Facilities Maintenance Department (FMD) operates and maintains all school buildings in the District, including the Hunnewell School. The FMD is responsible for custodial service, maintenance and capital projects in all 10 school buildings, which total over 880,000 square feet, with a staff of 63 and an FY14 budget of $7.5M.

The Facilities Director leads a group of professional managers who oversee four core areas: custodial, maintenance, energy and capital projects. Preventive maintenance practices are a focus of the department, as are custodial procedures which incorporate "green cleaning" techniques. Capital projects are identified during planning through a collaborative approach with principals. Design/construction is managed within the FMD, through outside design professionals, and also through the Town's Permanent Building Committee (PBC). The FMD's Energy Manager is charged with managing and reducing energy consumption.

The District has a Maintenance Procedure Manual that explains how work is to be accomplished. The FMD relies on powerful, web-based computerized maintenance management systems (CMMS) by SchoolDude to manage maintenance and energy use: Maintenance Direct, Preventive Maintenance Direct, Utility Direct and Portfolio Manager. Our Maintenance Manager oversees 7 tradesmen, which allows quick and cost-effective response for service calls and required preventive maintenance. Having a large staff also allows the District to perform many capital construction projects in-house, thereby saving time and money. In 2012, the school maintenance budget was increased by over 50% in recognition of the need to provide an even greater level of maintenance service.

Custodial operations are governed by our Custodial Procedures Manual, and our staff of 39 professional custodians (2 at the Hunnewell) is overseen by our Custodial Manager. The District has a green cleaning program, uses state-of-the-art custodial equipment, trains staff at quarterly professional development sessions and uses "team cleaning" techniques at the HS and MS.

Our Project Manager oversees and manages school capital construction projects and fills the role of building operations liaison for larger school projects managed by the Town's PBC. The District has accomplished a significant amount of capital construction work recently and plans to continue this work at an aggressive pace over the coming years. Using available cash-capital funds, 42 school building construction projects were completed in 2012-2013 at a total cost of about $611,000. In 2013-2014 the town completed about $811,000 worth of cash-capital work on 46 different school projects. $929,000 in cash capital budget is expected for Schools in FY2014-15. The Town expects to increase the amount spent on school construction projects using cash-capital funds by about 25% per year for the next 3 years. Examples of the types of projects completed as part of the cash-capital budgets include: building envelope repair, concrete repair, HVAC improvements, door replacement, security upgrades and flooring work.

The Town is planning to fund larger debt-financed school construction projects over the next few years, as it has done in the recent past. Between 2007 and 2011, the District used $8 million in debt-exclusion funds to perform significant upgrades to all elementary schools. This work focused on roofs, boilers, flooring, lighting HVAC and windows. In 2005-2006, the District also made over $20 million worth of debt-funded improvements to the Middle School - addressing boilers, some windows, lighting, plumbing and flooring. In 2011 three new science laboratories were created within the existing footprint of the Middle School. The Town made these major investments in school buildings without the benefit of any MSBA grant funds; however, most recently the Town completed construction of the beautiful new 280,000 sf High School, which was opened in February 2012. This was funded in part with an MSBA grant. Major renovations are currently in design phase for the Schofield and Fiske Elementary Schools.

The District engaged Symmes Maini and McKee Associates (SMMA) in 2012 to perform a detailed conditions assessment and feasibility study of all ten school buildings, and to utilize an on-line database tool to store the information. This database has been used for capital planning and maintenance purposes, and the room categorization has been established based upon the MSBA Summary of Spaces designations. Recommendations made in this report suggest that a major school building renovation program is needed for most of the school buildings. The Hardy, Hunnewell and Upham Schools were identified as schools with the highest needs.

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.

The Hunnewell School was built 76 years ago and has had numerous additions since, including two 16 year old portable classrooms intended for a much shorter use period, and as a result the school has building systems that are well past their service life, unreliable and inefficient users of energy. Most of the windows are single-pane, past service life and have failed in many locations. The heating system is mainly comprised of steam-heated, unit ventilators, exhaust louvers in poor locations and outdated pneumatic controls, 2 to 3 times past their service life. The system is unreliable, difficult to control, hugely inefficient and unable to provide proper ventilation – resulting in high carbon dioxide levels in the rooms. The two cast-iron steam boilers are approaching the end of their service life (currently replacing cracked sections in one); however the piping between the boilers and univents is also original in many cases and there is concern as to its remaining life. Replacement of the univents, piping, exhaust and windows would greatly improve energy efficiency and the learning environment.

There are also major life safety concerns with the Hunnewell, as there is no sprinkler system for this structure which has large areas of wood framing, and the fire alarm system hasn't been updated in almost 2 decades.

Most of the plumbing systems are original, as is the electrical system, and although some lighting upgrades have been made there are still opportunities to reduce energy costs associated with lighting by installing energy efficient lighting and controls. General power distribution and technology infrastructures are severely lacking for the needs of today's school.

The two portable classrooms are well beyond their intended life and require maintenance to repair siding, doors, stairs and HVAC. There is also a significant amount of asbestos containing material in the attic of the Hunnewell.

Priority 5

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

As described in other areas of this SOI, the District has a very well staffed and well funded professional Facilities Maintenance Department, which provides both reactive/repair maintenance services and preventive maintenance services. The Town also funds many capital construction projects to address larger maintenance issues each year. Examples of the types of building issues that have been addressed at the Hunnewell in just the past year include: security upgrades, door replacement, ceiling fan installation, exhaust fan replacements, wood stair replacement, HVAC service, steam trap replacement, plumbing piping replacement, kiln room upgrade and window repairs. The District and the Town are committed to maintaining the existing systems such that they are operating as best as is possible based on age and condition with a goal to a long term solution.

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 heating/ventilating and windows most impact the ability of the District to deliver its educational program. The obsolete windows affect student's ability to concentrate and learn due to solar-gain excessively heating the room, air infiltration causing cold breezes, glare affecting vision and transmission of outside noise from passing vehicles, other students and grass cutting. The pneumatically controlled, steam-heat system causes even more substantial problems with the learning environment. Students in one class at the Hunnewell may be wearing sweaters, while students in an adjacent classroom may be in tee-shirts due to the inability to control temperatures. Moreover, the age and condition of this system does not provide nearly the 800 ppm maximum CO_2 ventilation rates that the Massachusetts Department of Public Health has established for schools, so Hunnewell students are often tired or not as focused as they otherwsie would be due to the poor ventilation. These issues also affect staff in the same way.

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.

Implementing corrective actions to address the cited building deficiencies will reduce energy consumption and improve both indoor air quality and the learning environment at the Hunnewell. As a result the educational goals would be improved significantly. Replacing key building systems which typically have service life of 15 to 20 years, yet have dramatically exceeded these lifespans, will also extend the overall service life of the school. Nevertheless, the awkward and inefficient floor plan of Hunnewell, the result of numerous additions, should be considered as part of any major construction work contemplated at the school.

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)::
Symmes Maini and McKee Associates (SMMA)

The date of the inspection:: 7/1/2012

A summary of the findings (maximum of 5000 characters)::
The results of the assessment were consistent with the descriptions provided above, which was prepared using the SMMA work. As part of a Town-funded $200,000 FY12 capital project, the District engaged SMMA to utilize a team of professional engineers (Structural, Civil, Mechanical, Electrical) and architects to fully evaluate all schools and to document the results in an on-line database that is readily available to the MSBA. This database has been used for capital planning and maintenance purposes, and the room categorization has been established based upon the MSBA Summary of Spaces designations.

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.

Beyond the main education programming for grades K-5, Hunnewell houses the district's Therapeutic Learning Center (TLC) for students with average to above-average cognitive profiles who present with challenges in the emotional/social/behavioral domains. This program is housed in portable classrooms at the school, where space can be challenging to offer appropriate services to students. At the moment, there are no additional programs considered for the school that cannot be offered due to facilities constraints.

The main impact of the facility on education programming is in heating/ventilation and temperature control. With unit-ventilators and windows at end-of-life, there are wide variations in temperatures between rooms in the building and not enough air circulation. The result is that the learning environments are less than ideal for teaching and learning. Part of the library has also been converted, with temporary partitions, into a space to deliver special education services.

The buildings "horseshoe" floor plan layout, the result of many additions, is not ideal from a circulation or space efficiency standpoint, which somewhat limits the programming of spaces in the school. The lack of a dedicated cafeteria requires dual use of the gymnasium to also serve lunches, which limits potential use of the gym for physical education and wellness, including the new climbing wall installed in 2013. The school is in a congested site with very limited parking, which creates safety issues at the beginning and end of the school day during drop-off and pickup.

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.

As an interim measure to help improve the air circulation, the district will continue to invest in the maintenance of room unit ventilators to clean and replace parts and improve the overall performance of these units. In 2012, ceiling fans were installed in east-facing classrooms to minimize the impact from heating due to solar gain, rooftop exhaust fans were replaced and many windows were repaired which helped with ventilation. These are clearly stop-gap measures until a more comprehensive renovation can occur.

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.

The heating/ventilating and windows most impact the ability of the District to deliver its educational program. The obsolete windows affect student's ability to concentrate and learn due to solar-gain excessively heating the room, air infiltration causing cold breezes, glare affecting vision and transmission of outside noise from passing vehicles, other students and grass cutting. The pneumatically controlled, steam-heat system causes even more substantial problems with the learning environment. Students in one class at the Hunnewell may be wearing sweaters, while students in an adjacent classroom may be in tee-shirts due to the inability to control temperatures. Moreover, the age and condition of this system does not provide nearly the 800 ppm maximum CO_2 ventilation rates that the Massachusetts Department of Public Health has established for schools, so Hunnewell students are often tired or not as focused as they otherwsie would be due to the poor ventilation. These issues also affect staff in the same way.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

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

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

FORM OF VOTE

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

Resolved: Having convened in an open meeting on _____, prior to the closing date, the _____ *[City Council/Board of Aldermen, Board of Selectmen/Equivalent Governing Body/School Committee]* of _____*[City/Town]*, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the _____*[Name of School]* located at _____*[Address]* which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

_____

_____

_____

_____

_____

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

CERTIFICATIONS

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

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
Terri Tsagaris	Cathryn J. Kato	David F. Lussier
Chair, Board of Selectmen		
(signature)	(signature)	(signature)
Date	Date	Date

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.