

WELLESLEY PUBLIC SCHOOLS
40 Kingsbury Street • Wellesley • Massachusetts 02481
781-446-6210

Dr. DAVID F. LUSSIER
Superintendent of Schools

SALVATORE H. PETRALIA, Assistant Superintendent
JUDITH MALONE NEVILLE PhD, Director of Curriculum/Instruction



LINDA B. WATERS, Director of Student Services
JUDITH M. BELLIVEAU, Director of Finance and Business Operations

April 2 2013

Mr. Brian McLaughlin
Massachusetts School Building Authority
40 Broad Street, Suite 500
Boston, MA

RE: Transmittal of Statements of Interest

Dear Mr. McLaughlin:

Attached are the three Statements of Interest I am submitting on behalf of the Wellesley Public Schools and the supporting documents as follows:

- Hardy School Statement of Interest
- Hunnewell School Statement of Interest
- Schofield School Statement of Interest
- Town Clerk Certification of March 26, 2013 Board of Selectmen Minutes
- Minutes of March 26, 2013 School Committee Meeting, approved and signed
- Signed Closed Schools Information Form

Please let me know if you need additional information.

Sincerely,

David F. Lussier, Ed.D.



TOWN OF WELLESLEY

MASSACHUSETTS

TOWN CLERK

KATHLEEN F. NAGLE
525 WASHINGTON STREET
WELLESLEY, MA 02482

TELEPHONE: (781) 431-1019x250
FACSIMILE: (781) 237-5037
E-MAIL: knagle@wellesleyma.gov

April 2, 2013

The Board of Selectmen for the Town Wellesley met in open session at 7:00 PM March 26, 2013, and voted 4-0 to authorize the Superintendent of Schools to submit the Statement of Interest for the various School Capital Projects..

I hereby certify that this vote did occur on March 26, 2013 and has been duly recorded and a copy of said minutes are attached hereto.


Kathleen F. Nagle
Town Clerk
Town of Wellesley

Date

Board of Selectmen – March 26, 2013

Present: Tsagaris, Gibbs, Searle, McCauley (Babson was absent)

Also present: Larsen, Connolly (Town Counsel Al Robinson did not attend)

Attested Copy
ATTEST:


Meeting called to order at 7:00 pm.

Warrants approved: None.

Ms. Tsagaris announced the details for the last League of Women Voters precinct meeting as well as the details of Town Meeting, which will start on April 1st.

1. Citizen Speak

Laura Fragasso, 166 Oakland Street approached the Board. Ms. Fragasso advocated for the authentic restoration of the Hills Branch Chimney. She explained why she feels the Town should do a full restoration as opposed to a partial restoration.

2. Executive Director's Update

The Board voted (4-0) to approve the February 25, March 4 and March 11, 2013 minutes of the Board of Selectmen meetings

Mr. Larsen circulated a proclamation regarding Daniel Farrohi's advancement to the level of Eagle Scout for the Board's signature

Marc Waldman, Treasurer, joined the Board. Mr. Larsen reviewed the audited financial statements for the West Suburban Health Group. He noted the clean audit opinion and the significant level of surplus evident on the statement of net assets. Mr. Waldman explained the ongoing enrollment audit being conducted of family health insurance plan participants.

3. Debt Refinancing


Mr. Waldman summarized the opportunity to refinance two pieces of the Town's long-term debt. The Town intends to refinance the remaining balance of this debt at a lower rate. Mr. Waldman asked the Board to authorize the Town to proceed with the further planning for this refinancing. The transaction will require further action by the Selectmen at a later date. The process should be completed mid to late-May and will result in a savings of \$270,000 - \$280,000.

The Board voted (4-0) that in order to save interest costs the Treasurer is authorized to provide for the sale and issuance of bonds under G.L. c. 44, Section 21A, to refund all or any portion of the remaining principal of and redemption premium and interest on the Town's General Obligation Bonds dated June 15, 2001 and June 2005 and that for this purpose the Treasurer is authorized to provide for the preparation and distribution of a Preliminary Official Statement; provided, however, that no bonds shall be issued under this vote unless and until the final interest rates and other terms of the refunding bonds are approved by the Board.

Mr. Waldman also reviewed the need for the Board to authorize the use of a longer useful life for purposes of amortizing the debt for the recently acquired fire ladder truck. When borrowing for equipment there are restrictions in regards to the term of the debt if the useful life is less than five years.

The Board voted (4-0) that the maximum useful life of the departmental equipment listed below to be financed with the proceeds of the \$855,000 borrowing authorized by the vote of

the Town passed at the 2012 Annual Town Meeting under Article 17, is hereby determined pursuant to G.L. c.44, §7(9) to be as follows:

A True Copy
ATTEST:


<u>Purpose</u>	<u>Authorized Borrowing Amount</u>	<u>Maximum Useful Life</u>
Fire Ladder Truck	\$855,000	11 Years

4. Massachusetts School Building Authority (MSBA) – Statements of Interest (SOI) for School Building Projects

David Lussier, School Superintendent and Members of the School Committee joined the Board. At 7:30pm Diane Campbell School Committee Chair convened the School Committee Meeting of March 26, 2013. Mr. Lussier provided context for the SOI's, and discussed plans to seek MSBA support for school renovation projects to be undertaken in the next several years. They are proposing to apply for a grant under the Accelerated Repair Program for the Schofield School, to address the air quality issues at that school. They are also proposing to apply for traditional MSBA grants for the Hardy and Hunnewell Schools. Mr. Lussier also reviewed the possible process and next steps if funding is approved.

Schofield School

The Board voted (4-0) that having convened in an open meeting on March 26, 2013, the Board of Selectmen of the Town of Wellesley, in accordance with its bylaws and ordinances, has voted to authorize the Executive Director to submit to the Massachusetts School Building Authority the Statement of Interest Form dated submitted by April 10, 2013 for the Schofield School located at 27 Cedar Street, Wellesley, Massachusetts, 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:

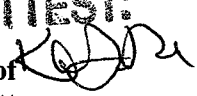
Priority #5: Replacement, renovation or modernization of school facilities systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility; and hereby further specifically acknowledges that by submitting 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 Wellesley Public School District to filing an application for funding with the Massachusetts School Building Authority.

Hardy School

The Board voted (4-0) that having convened in an open meeting on March 26, 2013, the Board of Selectmen of the Town of Wellesley, in accordance with its bylaws and ordinances has voted to authorize the Executive Director to submit to the Massachusetts School Building Authority the Statement of Interest Form dated submitted by April 10, 2013 for the Hardy School located at 293 Weston Road, Wellesley, Massachusetts, which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted the Massachusetts School Building Authority in the future:

Priority #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;

Priority #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;

A True Copy
ATTEST:


and hereby 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 Wellesley Public School District to filing an application for funding with the Massachusetts School Building Authority

Hunnewell School

The Board voted (4-0) that having convened in an open meeting on March 26, 2013, the Board of Selectmen of the Town of Wellesley, in accordance with its bylaws and ordinances, has voted to authorize the Executive Director to submit to the Massachusetts School Building Authority the Statement of Interest Form dated submitted by April 10, 2013 for the Hunnewell School located at 28 Cameron Street, Wellesley, Massachusetts, 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:

Priority #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.

Priority #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;

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 Wellesley Public School District to filing an application for funding with the Massachusetts School Building Authority

5. 2013 Annual Town Meeting

Omnibus Budget - Article 8

Mr. Larsen explained the need to finalize the budget for purposes of the omnibus budget motion under Article 8, Motion 2. Mr. Larsen discussed the need to strengthen the language in Motion 2 which deals with the transfer of a specific amount of Free Cash to balance the budget. He also reviewed the last round of adjustments to the Selectmen's portion of the FY14 operating budget request.

Mr. Larsen discussed the costs associated with the Superior Officers Memorandum of Agreement and gave a recap of the terms of that contract settlement. The cost in FY14 related to this settlement is \$21,293. Mr. Larsen noted they have not reached an agreement with the Patrolmen, so the proposed budget does not include provisions for any wage increases for the Patrolmen

The Board voted (4-0) to approve the Memorandum of Agreement with the Wellesley Police Superior Officers Association.

The Board voted (4-0) to approve the adjustments to the Board of Selectmen FY14 Operating Budget Request as summarized by the Executive Director having a net cost of 13,366.

Hills Branch Chimney (Article 20)

Ms. Gibbs noted that PBC has provided a near final cost estimate in the amount of \$248,561 for the full restoration of the chimney and north facing wall. PBC's budget includes \$184,000 for

construction and \$64,000 for contingency, architectural services and PBC costs. The numbers will be finalized at the next PBC meeting. CPC is expected to vote on a revised contribution level of up to \$130,000. Ms. Gibbs updated the Board on the steps they are taking to finalize preparations for this Article.

A True Copy
ATTEST
Kathy

The Board voted (4-0) to support appropriating up to \$130,000 from Free Cash for repairs to the chimney at the Wellesley Hills Branch Library

Facilities (Article 17)

Ms. Searle noted that they will not have feasibility numbers for the relevant projects (Fire Station #2 floor repair, Fire Station #2 HVAC renovation, and Sprague School - Oak Street entrance repair) until later in the week.

Zoning Articles 29 & 30

Mr. Larsen noted the Board has not yet voted on the proposed Zoning Bylaw amendments under Articles 29 & 30. Mr. Larsen summarized these amendments and noted the Planning Board previously voted unanimously in favor of Article 29 and 4-1 in favor of Article 30. With regard to the potential reduction in the minimum lot area for residential units in the Wellesley Square Commercial District, Mr. McCauley noted the further protections afforded by virtue of the special permit requirement.

The Board voted (4-0) to express the Board's support for the proposed Zoning Bylaw amendments under Articles 29 & 30.

The Board discussed the sign setback requirement under Article 31.

The Board voted (4-0) to express the Boards's support for the proposed Zoning Bylaw amendment under Article 31.

Ms. Tsagaris noted that any final comments regarding the draft motion language should be forwarded to Mr. Larsen & Mr. Connolly.

Projects and Other Updates

- Regional Matters/Transportation – Ms. Gibbs noted that last week their grant application did not make it past the first round of evaluation. After some analysis of the scoring criteria and lobbying by Lynn Algren (MWRTA representative) and Frank DeMasi that decision was rescinded and the proposal is now going through to the next round.
- Sustainability – Ms. Searle encouraged everyone to take advantage of the free energy audits available under the Power to Save campaign. She also provided details on how to schedule an audit.

At 8:50 the meeting was adjourned.

**Wellesley Public Schools
School Committee Meeting
March 26, 2013**

The Open Session of the School Committee meeting convened at 7:30 p.m. Those present included Chair Diane Campbell, Vice Chair KC Kato, members Wendy Paul and Patti Quigley, Superintendent David Lussier, Assistant Superintendent Salvatore Petralia, Director of Student Services Linda Waters, Director of Finance and Business Operations Judy Belliveau, and Interim Director of Curriculum & Instruction Judy Malone Neville. Ms. Campbell announced the meeting is being recorded by local news media.

MSBA STATEMENTS OF INTEREST: HARDY, HUNNEWELL AND SCHOFIELD SCHOOLS

The School Committee joined the Board of Selectmen to discuss the three Statements of Interest forms for proposed work to the Schofield, Hardy and Hunnewell Schools.

After a discussion, the Committee reconvened its meeting, and upon a motion made by Ms. Kato and seconded by Ms. Paul, the School Committee took the following unanimous action:

VOTED: To authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form submitted by April 10, 2013 for the **Hardy School** located at 293 Weston Road, Wellesley, Massachusetts, 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:

Priority #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;

Priority #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;

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 Wellesley Public School District to filing an application for funding with the Massachusetts School Building Authority.

The motion carried 4 in favor, 0 opposed.

Upon a motion made by Ms. Kato and seconded by Ms. Paul, the School Committee took the following unanimous action:

VOTED: To authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form submitted by April 10, 2013 for the **Hunnewell School** located at 28 Cameron Street, Wellesley, Massachusetts, 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:

Priority #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;

Priority #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;

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 Wellesley Public School District to filing an application for funding with the Massachusetts School Building Authority.

The motion carried 4 in favor, 0 opposed.

Upon a motion made by Ms. Paul and seconded by Ms. Kato, the School Committee took the following unanimous action:

VOTED: To authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form submitted by April 10, 2013 for the **Schofield School** located at 27 Cedar Street, Wellesley, Massachusetts, 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:

Priority #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;

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 Wellesley Public School District to filing an application for funding with the Massachusetts School Building Authority.

The motion carried 4 in favor, 0 opposed.

PERSONNEL ANNOUNCEMENTS

Dr. Lussier announced the appointment of **Ellen Quirk** as the new principal of the Hunnewell School, effective July 1, 2013.

Retirements (effective June 30, 2013 unless otherwise noted))

Nancy Kuziemski – WMS Department Head of Guidance

Poppy (Priscilla) Milner – WMS Guidance Counselor

Leave of Absence (effective SY2013-14 unless otherwise noted)

Melissa Zweig – 1.0FTE Elementary Teacher – 1.0FTE Leave (effective 5/4-6/30/13)

Revised Leave of Absence

Julie Spilka – 1.0FTE WHS TV Video Teacher – 1.0FTE Leave (5/20-6/30/13)

Elizabeth Floyd – 1.0FTE Elementary Teacher – 1.0FTE leave (effective 3/28-6/30/13)

Appendix A - High School Spring 2013 Coaching Appointments/Reappointments

Faculty Manager

Manager Rob Kane

Group IVA, Step 5

Equipment Manager

Manager Kirk Fredericks

Group VI, Step 5

Baseball

Varsity Coach Rob Kane

Group IIA, Step 5

JV Coach Ryan McCarthy

Group IIB, Step 4

Freshmen Drew Kelton

Group IIB, Step 5

P/T Assistant Coach Jim Everhart

\$40/diem to \$1,000 maximum

Softball

Varsity Coach	Emily Hunt	Group IIA, Step 5
JV Coach	Laura Diliberto	Group IIB, Step 5
Freshmen Coach	George Campbell	Group IIB, Step 5
P/T Assistant Coach	Jessica Dankner	\$40/diem to \$1,000 maximum

Outdoor Track

Varsity Coach, Girls	John Griffith	Group IIA, Step 5
Varsity Coach, Boys	Larry Corda	Group IIA, Step 5
Assistant Coach	Lou Pearlman	Group IIB, Step 5
.....	Dave Cividino	Group IIB, Step 5
.....	Walter Johnson	Group IIB, Step 5
Part Time Assistant Coach	Michelle Geddes	\$40/diem to \$1,000 maximum

Tennis

Varsity Coach, Boys	Mike Sabin	Group IIIA, Step 5
Varsity Coach, Girls	Alan Brazier	Group IIIA, Step 5
Assistant Coach(Boys&Girls)	Stephen Ewing	Group IIIB, Step 5

Sailing

Head Coach	Larry Lovett	Group IIIA, Step 5
Part Time Assistant Coach	Marco Liem	\$40/diem to \$1,000 maximum

Girls Lacrosse

Varsity Coach	Sarah Dacey	Group IIA, Step 5
JV Coach	Kate Noftsker	Group IIB, Step 5
Co-Coach Freshmen Girls	Carolyn Swan	1/2 Group IIB, Step 5
Co-Coach Freshmen Girls	Mary Abraham	1/2 Group IIB, Step 5
Part Time Assistant Coach	Kate Boshko	\$40/diem to \$1,000 maximum

Boys Lacrosse

Head Coach	Rocky Batty	Group IIA, Step 5
JV Coach	Chris Forde	Group IIB, Step 5
Freshmen Coach	Brian Cahill	Group IIB, Step 5
Part Time Assistant Coach	Mike McConomy	\$40/diem to \$1,000 maximum

Boys Volleyball

Head Coach	Alice Liao	Group IIIA, Step 5
JV Coach	Sarah Coscia	Group IIIB, Step 5

Girls Golf

Head Coach	Ken Bateman	Group IVA, Step 5
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Appendix A Middle School Spring 2013 Coaching Appointments/Reappointments**Grade 8 Baseball**

Coach	Dan Sorrell	Group IIC, Step 5
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Grade 8 Softball

Coach	Nora Curran	Group IIC, Step 5
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Track

Coach	Anne White	Group IIC, Step 5
Coach	Charles ("Mickey") Walsh	Group IIC, Step 5
Coach	Chatham Flynn	Group IIC, Step 5

Tennis

Coach	Andrew Crowe	Group IIIC, Step 5
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CONSENT AGENDA**Gifts**

Fiske PTO - \$3,500 – Library Books

Hunnewell PTO - \$285 – TEC Registration for A Kustka

Schofield PTO - \$147.55 – Trifolds for Grade 4 Regions Fair

Friends of Wellesley METCO-\$11,850–METCO Gift Program (Breakfast,Transportation,Supplies)

School Committee expressed its appreciation to the Friends of Wellesley METCO for its generous donation. Upon a motion made by Ms. Kato and seconded by Ms. Paul, the Committee **unanimously VOTED** to approve the Consent Agenda as presented.

RECOGNITIONS

Dr. Lussier recognized the following individuals and groups:

- **Jen Stabnick**, Sprague Art teacher, all of the **Sprague students**, and numerous parents for their efforts in the recent completion of the Sprague mosaic located in the school dining room.
- **National Scholastic Art Competition Winners: Sam Baltrus**, WMS 8th Grader: Silver Medal for his photograph, The Scream; and **Anya Pineau**, WHS Sophomore: Gold Medal for her photograph, Dressing. These students' photographs were judged as being one of the best 100 photographs in the country for 7-12 grade students.
- **Toni Duval and Kathleen Brophy** of the Fitness and Health faculty who recently presented workshops at the annual Massachusetts Association for Health, Physical Education, Recreation and Dance Convention. Toni's presentation was on apps for the iPad for P.E. and Health and was titled, "What's Appening in P.E. and Health". Kathy presented on her "Power Up!/Personal Safety" program and its growth through the years. Both were very well-received and well-attended workshops.
- **Toni Duval** for applying for and receiving a WEF Grant for the installation of a Rock Wall in the Hunnewell Gymnasium. It was installed over February vacation and has opened to rave reviews from students, faculty and parents alike.
- Thanks to **Christina Gerst** at the Fiske School for coordinating and running the "Jump Rope for Heart" initiative at Fiske. This important fundraiser contributes to research for the American Heart Association. The students will be jumping in April.
- **Joanne Grant**, Director of Fitness and Health, ran a fundraising program for both the Middle and High Schools through the "Wear Red for Women" campaign in February and raised over \$200 for the A.H.A.
- **WHS Rice Street Singers and Keynotes** who performed with the Boston Gay Men's Chorus at Jordan Hall in Boston. This was an outstanding event which showcased the amazing talent of our high school students under the direction of Choral Director Kevin McDonald and Performing Arts Director Beth Perry.

SCHOOL COMMITTEE REPORTS

Ms. Paul attended one of the **Strategic Planning Listening Forums** and commended those involved for presenting a terrific program. She and Patti Quigley attended the **School Wellness Advisory Committee** meeting earlier in the day. Discussion included this year's Food Service Program, nursing protocols relating to field trips, and the establishment of a noncompetitive food service subcommittee to explore District-wide practices relating to the sale and distribution of food not related to the Food Service Program. Ms. Campbell reported she attended the EDCO Directors' Meeting which included a helpful presentation of **RETELL** (Rethinking Equity and Teaching English Language Learners). This is a State initiative to improve support to ELL students. Ms. Campbell also congratulated the honorees at this year's **WEF 'Chair' Ceremony** which is held to recognize employees who have completed 25 years of service with Wellesley Public Schools. This year's ceremony combined several years of honorees: **Mary Fitzgerald** (2011); **Donna McFarlane** and **Adrene Gorman** (2012); **Lenny Becker**, **May Hunnefeld**, **Jean Mahony**, **Rosanne Sannicandro** and **Terry Weksel** (2013).

SUPERINTENDENT'S REPORT

Dr. Lussier reported he attended the Wellesley Club **Town Affairs Night** where he and Ms. Campbell summarized the budget process and previewed next week's presentation to Town Meeting. Dr. Lussier reminded parents that the **kindergarten registration** deadline has past, and encouraged parents to submit their forms as soon as possible in order to allow ample time to properly prepare for next year's enrollment requirements. Dr. Lussier also indicated that as of this last storm, the **last day of school** is currently scheduled for Wednesday, June 26th. Part of the strategic planning work will include a review of the start and end dates of school. Staff is working with educators and administrators to address RETELL licensure requirements. At this time, the focus will be primarily with ELL educators/administrators at the Fiske, Hardy, Middle and High Schools. It is important that educators are aware of the requirements and meet necessary deadlines.

CITIZEN SPEAK – No one present wished to speak.

ACTION/DISCUSSION ITEMS**POWER TO SAVE SANDWICH BOARD PLACEMENT**

The Committee considered a request from the Sustainable Energy Committee to place sandwich boards on Weston Road in front of Hardy School and on Kingsbury Street at the WMS for the first two weeks of April. After a brief discussion, upon a motion made by Ms. Kato and seconded by Ms. Paul, the School Committee **unanimously VOTED** to approve the placement of sandwich boards at the Hardy and Middle Schools.

STRATEGIC PLAN UPDATE

Dr. Lussier reviewed the timetable for the Strategic Plan and work completed to date including the community listening forums and external research involving private industry executives and representatives of higher education. The Committee will unbundle the information gathered and report its findings. Next step is releasing a community-wide electronic survey within the next month. He hopes to have a draft of the plan by the end of the school year and a finalized plan by the fall. Dr. Lussier again acknowledged the Wellesley Education Foundation for its generosity in funding this important work.

Ms. Campbell acknowledged Ms. Kato's work in reaching out to WHS alumni, and representatives in private industry and higher education. Ms. Quigley asked if additional resources may be needed for this work, to which Dr. Lussier responded it is too early to determine whether additional funds are necessary.

WHITSONS FOOD SERVICE UPDATE

Ms. Belliveau provided an update of the District's experience with Whitsons Food Service and Food Service Director Matt Delaney. She indicated that she has received positive feedback on Whitsons work in improving food variety and overall food delivery. The high school cafeteria is doing very well with the breakfast and lunch program; the Middle School has been successful with sixth graders, but participation is not as high as expected; and the elementary lunch program participation has not increased except at the first grade level. Ms. Belliveau also reported that comments made at the SWAC meeting earlier in the day were positive, with parents noting that last year's concerns have been addressed, and the Nursing Department Head commending the accessibility of nutritional information for parents. In addition, the Health Department Director reported that all inspections have had positive outcomes. Faculty members have communicated they are impressed with the Food Service Director's efforts in working with them on curriculum-based events such as Chinese New Year. With reference to debt collection, Ms. Belliveau

reported SchoolMessenger has been very effective in collections, with the balance of outstanding debt being kept under the \$2000 mark, which is appropriate for a district of this size. Ms. Belliveau is quite satisfied that the Food Service Director is monitoring the program as expected. Overall, she is very pleased with the way the year has gone.

Ms. Paul also relayed positive comments from the SWAC meeting on the responsiveness of Whitsons to adding/trying new programs such as the WMS breakfast program, adding more options at the elementary level, and working well with curriculum based events.

FIELD TRIP POLICY UPDATE

Ms. Belliveau reviewed the proposed changes to the Field Trip Policy. One major change is the prohibition of use of private vehicles to transport students unless there are unusual or unexpected circumstances. In addition, the field trip form that is completed by the trip organizer will include a section on nursing protocols for field trips. There was discussion concerning ensuring that field trips are curriculum connected, with some long standing, traditional, non-academic events being reviewed for relevance.

Dr. Lussier indicated the draft policy will be posted on the District's website for community feedback and he anticipates approval at a subsequent meeting.

BUSINESS OFFICE/CPR AUDITS

Ms. Belliveau presented the results of two separate audits of the Business Office, one conducted by the Town's auditors, Powers & Sullivan, and the second was completed as part of DESE's recent Comprehensive Program Review. She reported that although there is still much work to be done, the key items in the auditor's prior Management Letter have been identified as addressed or in the process of being addressed. Ms. Belliveau explained that the DESE financial review is not quite as comprehensive as Powers & Sullivan's annual audit, but it is performed to ensure that reasonable fiscal management and controls are in place in the District. Ms. Belliveau is in agreement with the assessment of the Business Office presented by DESE.

Dr. Lussier commended Ms. Belliveau and the staff of the Business Office for their efforts in improving functions and going above and beyond to restore confidence in the Business Office and its operations.

CITIZENS SPEAK - No one present wished to speak

EXECUTIVE SESSION

At approximately 9:35 pm, upon a motion made by Ms. Kato and seconded by Ms. Paul, the School Committee ***unanimously VOTED*** to enter into Executive Session to discuss issues concerning collective bargaining.

ADJOURNMENT

The meeting adjourned at approximately 10:35 pm.

Respectfully submitted,

Diane Campbell

Diane Campbell
Chair

Massachusetts School Building Authority

School District Wellesley

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

Name of School Schofield

Submission Date 4/1/2013

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

Hans Larsen
(print name)

Diane Campbell
(print name)

David F. Lussier
(print name)

Hans Larsen
(signature)

Diane Campbell
(signature)

David F. Lussier
(signature)

Date 4/1/13

Date 4.1.13

Date 4/1/2013

* 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.

Massachusetts School Building Authority

School District Wellesley

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

Name of School Schofield

Submission Date 4/1/2013

Note

Please note that the principal of Schofield Elementary School is Gerardo Martinez

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? YES

District Goal for School: Please explain the educational goals of any potential project at this school

The goal of the Wellesley Public Schools in applying for an MSBA Accelerated Repair grant is to improve the Schofield Elementary School's capacity to support the high quality of instruction expected by the community. More specifically, the documented indoor air quality issues at Schofield need to be addressed immediately to ensure that the learning environments at this school are no longer compromised, leading to an adverse impact on teaching and learning. The Wellesley Public Schools commissioned a Building Conditions Assessment and Feasibility Study that was performed by Symmes, Maini & McKee

Associates (SMMA), and completed in 2012. This review included all 10 schools, with a focus on safety, health hazards, maintenance and infrastructure. While Schofield Elementary School was not identified as the school with the most extensive repair needs across all of these categories, the reason that this school has been selected as the district priority is because of the long history of documented indoor air quality (IAQ) issues that remain an urgent concern within the Town of Wellesley. This urgency is also the reason we are seeking support through the Accelerated Repair program. The air quality issues at Schofield have been well documented by both the Massachusetts Department of Public Health's (MDPH) Indoor Air Quality unit and supplemented by ongoing independent air quality tests conducted by the district. The MDPH conducted detailed IAQ investigations at the Schofield in both 2004 and 2012, and prepared comprehensive reports on their findings. The MDPH recommends that carbon dioxide levels in publicly occupied buildings be at or less than 800 parts per million of air (ppm). As part of the DPH's most recent investigation, they found in October 2011, that carbon dioxide levels above 800 ppm were found in 10 of 36 areas surveyed. DPH returned during the heating season in December 2011, and found that carbon dioxide levels were above 800 ppm in 12 of 33 areas surveyed. With these findings in hand, the district moved quickly to implement the short-term measures recommended by the MDPH, including over \$23,000 worth of tuning up work on unit ventilators, exhaust and pneumatic controls throughout the school. Recent IAQ tests have shown that several rooms still have CO2 readings above 1,000 ppm despite this work. Based on the fact that most of the equipment was 2 to 3 times past its service life, DPH recommended replacement of the entire heating and ventilating system at Schofield. Related to the documented air quality issues at Schofield, are significant challenges with temperature controls from outdated equipment and uninsulated windows. These have the combined effect of rooms that are either often too hot or too cold with little ability to control for these wide variances. Most of the school has uninsulated, single pane windows that allow air infiltration, outside noise transmission, tremendous solar gain in east-facing rooms making certain rooms almost unbearable at times and glare issues. The result is less than optimal learning environments for students and staff.

District's Proposed Schedule: What is the District's proposed schedule to achieve the goal(s) stated above?

The entire facilities master plan that is being developed by the Town of Wellesley is anticipated to represent 7-10 years worth of work. Because of the added urgency to address building needs at Schofield Elementary School, the district would like to begin addressing this work no later than the summer of 2014. The MSBA Accelerated Repair program, and the accelerated schedule it affords, represents the district's best chance at addressing the work at Schofield in 2014.

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 (SMMA)

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 Building Condition Review and to develop an appropriate response through short-term and long-term recommendations. The District's SOI priority, Schofield Elementary School, is an example of a short-term priority. Third, the district recently commissioned a professional demographic study, conducted by Cropper GIS, to better anticipate student enrollment needs for the next ten years. This student enrollment forecast is less applicable to the proposed work at Schofield because we don't envision a scenario in which this school would not be needed in the future and the core systems that need to be upgraded will be necessary regardless of education programming changes in the district. Fourth, the Wellesley Public Schools is actively engaged in developing 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. The strategic plan will be finalized by the end of 2013, which will also inform a final facilities master plan. Again, we don't envision a scenario where the proposed work would not be needed in light of

recommendations from the forthcoming strategic plan. The facility as a whole needs some repair and maintenance work but is in significantly better condition than Hardy or Hunnewell.

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.

SMMA Assessment 6/12/2012

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.

Does Not Apply

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

The Wellesley School Committee approved an FY14 Operating Budget of \$60,583,158 on January 29, 2013. This budget was scaled back by \$450,000 in March, reflective of the Town's current financial outlook. Nevertheless, this budget reflected a 3.47 percent increase over FY13. At the same time, the Town's proposed FY14 Capital Budget includes additional funding (\$811,200) for school-related building construction projects. Both the FY14 Operating and Capital Budgets must be approved at Town Meeting, which begins on April 1, 2013.

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 43,500 gross square foot Schofield Elementary school was constructed in 1964, with additions in 1987 and 1993. Modular's were added in 2006 and site drainage projects occurred in 2009 and 2011.

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

43500

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 14.1 acres and overall site functions as intended, though some safety, accessibility, and circulation deficiencies were observed. Only one (1) fire hydrant is within close proximity of the school, and supplementing with additional hydrant(s) should be considered. No guardrail or barrier exists on the north side of the main access drive from Cedar Street to protect pedestrians or vehicles from the adjacent steep downslope. Some accessible routes/spaces do not fully comply with code requirements, and routes from handicap parking spaces should be improved. Access to trash and recycling dumpsters is limited by parked cars. No dedicated loading facility exists. Bus loop is not wide enough to enable buses to pass by one another, and dedicated parent queuing area is not sufficient as queuing sometimes extends onto Cedar Street. Parking area south of the building is very congested, and additional space for parking would benefit the school. Additional signage could also improve circulation. Overall condition of hardscape areas (except the bituminous play area) is fair/poor due to some areas of dense fatigue cracking, developing potholes, uneven patchwork and broken curb sections. Repaving of bus loop and portions of the access drive and parking areas are recommended. Major drainage improvements were made behind the 1993 wing in 2011. 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)

27 Cedar Street, Wellesley, MA

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).

Largely uninsulated with inefficient glazing, the exterior doors from classrooms are sheltered and tight. The building is in good structural condition. It is primarily framed with wood and steel beams on the cast-in-place concrete foundation. Exposed steel columns on the outside window walls in combination with inefficient glazing and uninsulated metal panels create significant thermal bridging and resulting thermal discomfort in both cold and hot weather. There is some paint chipping and rusting of the steel columns that are at the exterior of the building. This occurs at some locations between the windows and the exposed columns behind the gymnasium.

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

Year of Last Major Repair or Replacement: 1993

Description of Last Major Repair or Replacement:

Addition

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

Year of Last Major Repair or Replacement: 2008

Type Of ROOF: EPDM**Description of Last Major Repair or Replacement:**

Replacement

Has there been a Major Repair or Replacement of the WINDOWS? NO**Year of Last Major Repair or Replacement: 0****Type Of WINDOWS: N/A****Description of Last Major Repair or Replacement:**

Single glazed metal windows 1963 original, minimally thermal glazed windows in 1994 addition and modulars.

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 school is heated by a hot water heating plant upgraded in 2009 with a system comprised of one conventional cast iron boiler and one high-efficiency, condensing-type boiler with a primary-secondary pumping system to provide variable volume flow to the building loads. The classrooms are heated and ventilated through unit ventilators, fin tube radiation and a common exhaust system. The heating distribution and unit ventilators are past their useful service life and should be replaced to improve operational efficiency, effectiveness and reliability. Current standards may require two units to replace the old ventilators to assure adequate fresh air and lower fan speeds to comply with acoustic requirements. Common spaces are served by heating and ventilating units, fin tube radiation, cabinet unit heaters and heating and ventilating units. The control system is, except for the boilers and hot water pumps, pneumatic and in poor condition. The modular classrooms are served by independent rooftop units, one per classroom and economizers were recently added.

The building water service taps off a 6" Fire line inside the building. The building bypass is unmetered and pressure to the building not reduced. The water entrance gates valves appear antiquated. The building is served by a recirculated domestic hot water system fed directly from a single 75-gallon water heater installed in 2005. Water heater storage temperature and temperature to the building is unknown. A main mixing valve was not observed. Local point-of-use small undercounter electric water heaters serve the modular classrooms. Duplex sewage ejectors serving the entire building appear to pump both sanitary and clearwater waste.

Automatic sprinkler system installed in 2006 for new modulars and in the 1993 addition. The older portion of the building is not protected.

Existing electrical systems including power distribution, lighting and fire alarm systems show some recent upgrades, however, not throughout the entire building. Electrical systems in newer building additions are mostly in good and operational condition, while electrical systems in original school building areas are outdated and inadequate - lighting system here is not of the energy-efficient concept, quantity of power outlets in many spaces is insufficient. Lighting controls and exit signs should be upgraded to meet Code. Panels, feeders and branch wiring circuits that are older than thirty years shall be replaced. Fire alarm system needs some upgrading. Exterior lighting is limited to building-mounted lights and mostly is in poor condition. There is no lighting at the parking lot. There is no emergency generator at site.

Security system: There is a CCTV camera and video intercom at the main entrance. A video intercom phone was recently added to the main entrance connected to the secretary's desk in the front office. No other door access control or intrusion detection systems are provided 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 connects equipment rooms. The building requires additional cabling to support full wireless access connectivity. Poor sound system quality in Gym. Cafeteria has a projection screen but no local sound. Network equipment rooms require power upgrades to support future equipment upgrades. The Main Distribution Frame is located in the basement where dust and poor ventilation are on-going problems. There is no power in the demarcation room.

Has there been a Major Repair or Replacement of the BOILERS? YES**Year of Last Major Repair or Replacement: 2009****Description of Last Major Repair or Replacement:**

Boilers replaced

Has there been a Major Repair or Replacement of the HVAC SYSTEM ? NO**Year of Last Major Repair or Replacement: 0**

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: 2011****Description of Last Major Repair or Replacement:**

Main switchboard and a few other panels were replaced in 2003. Utility transformer was replaced in 2011. Lighting was partially upgraded in 1993 and 2006

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).

Architecturally interesting school with very good daylighting, most of the classrooms are in fairly good condition. Some IAQ issues have been recently addressed for the newer wing built in 1993 that is partially set into the hillside behind the school. Mostly accessible despite a sunken library, the stage is only accessible by a non-compliant stair climber.

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).

Schofield services 344 students in grades k-5. The school also houses the district's Language Based Disability Program and offers support to students who opt out of support from district ELL (English Language Learners) teachers. Currently, there is no dedicated space for ELL support and teachers resort to using the staff lounge, library, or principal's office.

Additionally, the school has a full-time literacy specialist and will soon hire a half-time math specialist. Both of these will require office spaces that will need to accommodate small group instruction.

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 Schofield School has 20 classrooms, including 4 permanent modular classrooms, which would be considered as Core Academic Space. Three of these rooms are kindergarten classes. The size of these rooms varies by addition: rooms in the original 1963 wing and the 1987 addition are approximately 850sf, rooms in the 1993 wing are about 900sf and rooms in the 2006 modulares are about 900sf. Additionally, there is an 1,800 sf Library, and a 3,600 sf Multi-purpose room for physical education and health classes that also serves as the cafeteria. The diversity in the sizes and construction of each space are reflective of the different ages of construction for the various component buildings to the school: 1963 (original), 1987, 1993, 2006 (MODS). The roof and boiler were replaced in 2009. In 2011, a significant exterior drainage system was constructed behind the 1993 wing to address ponding water and mold concerns in these classrooms. Wall-to-wall carpeting was removed from the 1993 wing hallway in 2011 to improve indoor air quality. In 2011-2012, over \$23,000 was spent to improve the function of the entire heating and ventilation system by performing extraordinary maintenance, tuneup and recalibration of the system in an effort to improve indoor air quality issues cited by the Massachusetts Department of Public Safety's Indoor Air Quality Group, in their 2012 investigation and report.

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).

With 344 students, K-5, Schofield has 17 sections which leaves one extra classroom, which has been used for an after school program. Next year the school will reclaim this space to serve 18 sections of students. Thus, every available classroom will be used. However, we have converted spaces over the years to make room for additional needs. See below:

Converted Spaces

Hallway space has been converted into a staff workroom, which houses a copier, laminating machine, books, paper, etc.

Hallway space has been converted to create an office for a school psychologist.

Library office space has been taken to provide space for a learning center for grades K-3. This leaves the librarian and librarian assistant without an office.

Room 122 was originally used as a reading intervention space and later had to accommodate math intervention and an occupational therapist. Currently, there are four teachers working individually with students in this tiny space.

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, including the Schofield 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 FY13 budget of \$7.1M.

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 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 Procedures Manual that explains how work is to be accomplished. The FMD relies on web-based computerized maintenance management systems (CMMS) by SchoolDude to manage maintenance and energy use: Maintenance Direct, Preventive Maintenance Direct, Utility Direct and Conserve Direct. Our Maintenance Manager oversees 7 tradesmen, which allows quick and cost-effective response for service calls and required preventive maintenance. This 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 Schofield) 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 High School and Middle School.

Recognizing the importance of sustainability, reducing greenhouse gases and reducing energy consumption, the FMD also has a full-time Energy Manager on staff. This person is the District's leader in these areas, with a focus on trying to meet the Town's goal of a 20% energy reduction in greenhouse gas emissions over the last 6 years. Utilities make up almost a third of the total maintenance budget.

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 expects to complete about \$811,000 worth of capital work on 46 different school projects. The Town expects to increase the amount spent on school construction projects using recurring 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 \$25million 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 new 280,000 sf High School, which was opened in February 2012. This was funded in part with an MSBA grant.

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 Schofield 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 Schofield School was built 50 years ago and has had numerous additions since, 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 past service life and have failed in many locations. The heating system is mainly comprised of hot water-heated unit ventilators, exhaust louvers in poor locations and pneumatic controls, 2 to 3 times past its 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 boilers were replaced within the last 5 years; however the piping between the boilers and univents is original in many cases and there is concern as to its remaining life. The Schofield has a long history of indoor air quality (IAQ) problems, so much so that the MA Department of Public Health (MADPH) was required to perform separate IAQ investigations in 2004 and 2012. The MADPH recommended replacement of the entire building's heating and ventilating (H&V) system, and despite over \$23,000 in extraordinary maintenance and tune-ups to the H&V system made in 2011-2012, high CO₂ problems continue to be a problem in the school. 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 Schofield, as most of the building has no sprinkler system, 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 there are significant opportunities to reduce energy costs associated with lighting by installing energy efficient lighting and controls. The general electrical distribution and technology infrastructure should be increased to meet today's educational needs.

The Schofield also has significant asbestos containing material in pipe chases below main corridors.

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 Schofield in just the past two years include: security upgrades, exterior drainage improvements, door repairs, flooring replacement, window repairs, wall insulation/waterproofing and HVAC service. 22 of the 23 recommendations made by the MADPH in their IAQ report have been completed or implemented by the District, with the replacement of the H&H system being the last incomplete item. 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.

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. Exposed steel exterior wall columns get so hot (over 100 °F) from the easterly sun exposure in certain classrooms that it can easily burn students if touched. The pneumatically controlled, HW heating system causes even more substantial problems with the learning environment. Students in one class at the Schofield 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 often provides CO₂ ventilation rates over 1,000 ppm compared to the 800 ppm maximum that the Massachusetts Department of Public Health has established for schools, so Schofield students are often tired or not as focused as they otherwise 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 Schofield. As a result the educational goals would be improved significantly. Replacing key building systems which typically have a service life of 15 to 20 years, yet have dramatically exceeded these lifespans, will also extend the overall service life of the school. The facility as a whole is an important part of the District inventory, its configuration and classroom sizes generally meet the needs and it can be an important facility for the Town for many years to come.

Please also provide the following:

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

Name of School Schofield

Vote

Vote of Municipal Governing Body YES: 4 NO: 0 Date: 3/26/2013

Vote of School Committee YES: 4 NO: 0 Date: 3/26/2013

Vote of Regional School Committee YES: NO: Date:

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**

Hans Larsen
(print name)

Diane Campbell
(print name)

David F. Lussier
(print name)

Hans Larsen
(signature)

Diane Campbell
(signature)

David F. Lussier
(signature)

Date 4/1/13

Date 4.1.13

Date 4/1/2013

* 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.

Massachusetts School Building Authority

School District Wellesley

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

Name of School Hunnewell

Submission Date 4/1/2013

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

Hans Larsen
(print name)

Diane Campbell
(print name)

David F. Lussier
(print name)

Hans Larsen
(signature)

Diane Campbell
(signature)

David F. Lussier
(signature)

Date 4/1/13

Date 4.1.13

Date 4/1/2013

* 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.

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Name of School Hunnewell

Submission Date 4/1/2013

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: 2013 New School

District Goal for School: Please explain the educational goals of any potential project at this school

The goal of the Wellesley Public Schools in renovating the Hunnewell Elementary School is to improve this facility's capacity to support the high quality of instruction expected by the community. There is a long tradition of education excellence in the Town of Wellesley, and there is a clear mandate from the community to make improvements at the elementary schools that are in high need of renovation. The Wellesley Public Schools commissioned a Building Conditions Assessment and Feasibility Study that was performed by Symmes, Maini & McKee Associates (SMMA), and completed in 2012. This review included all 10

schools with a focus on safety, health hazards, maintenance and infrastructure. The two schools that emerged from the SMMA Building Condition Review with the most comprehensive needs were Hardy Elementary School and Hunnewell Elementary School; however the Schofield School was deemed the highest priority due to a demonstrated history of indoor air quality issues. These are two of the oldest school buildings in the district (Hardy, 1924 / Hunnewell, 1938) that were identified as having significant repair and/or replacement facilities needs. At the Hunnewell Elementary School, these needed renovations are not cosmetic changes or "nice-to-have" design features. Rather, these renovations are aimed at core elements of the building's critical infrastructure and site that impact the learning environment such as: replacing obsolete portable classrooms, replacing heating and ventilation systems, asbestos abatement, expanding wireless connectivity, window replacement, flooring replacement, addressing plumbing deficiencies, adding sprinklers, and improving lighting and fire alarm systems. Given the daunting amount of work and estimated high renovation costs that would be required at Hunnewell, the Conditions Assessment study raised the question of whether building a new school would be a more prudent choice as opposed to extensive renovation. A key question the town hopes to explore as part of an MSBA study is whether renovating or replacing this school is the better choice when considering the Town of Wellesley's current and future needs. Due to similar concerns at the nearby Hardy School, for which an SOI is also being submitted, there is question if one new school would be a better alternative to two significantly renovated schools.

District's Proposed Schedule: What is the District's proposed schedule to achieve the goal(s) stated above?

The entire facilities master plan that is being developed by the Town of Wellesley is anticipated to represent 7-10 years worth of work. Because of the urgency to address building needs at the Hardy School, the district would like to begin addressing this work within the next year or two, knowing that it may take more time to complete the full school renovation program. Beyond State procurement laws that will require a multi-year approach, the Town must also consider the timing of revenue requests that will likely come in the form of debt exclusion requests at Town Meeting. The Town will consider construction approaches such as CM at Risk, which was used in our new High School, and "bundling" of projects to expedite the construction process needed to complete the Hunnewell work and all other projects that may be included in the town's ambitious school renovation program.

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 District's SOI priority, Schofield Elementary School, is an example of a short term priority. The Hardy and Hunnewell schools, while requiring more work, are examples of longer-term recommendations. Third, the district recently commissioned 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, the Wellesley Public Schools is expected to experience an approximately 17 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 Hardy Elementary School. Fourth, the Wellesley Public Schools is actively engaged in developing 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. The strategic plan will be finalized by the end of 2013, which will also inform a final facilities master plan.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 19 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 19 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? YES

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

This past year, because of the addition of a new section of students, the art room had to be converted to a regular classroom and art was delivered "on a cart" for SY 2012-2013. Also a Special Education room was converted to a regular classroom, and Special Education students were moved into a part of the library that had to be partitioned off to accommodate them, to allow the school to offer services to these students that could not be delivered elsewhere in the building.

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 FY14 Operating Budget of \$60,583,158 on January 29, 2013. This budget was scaled back by \$450,000 in March, reflective of the Town's current financial outlook. Nevertheless, this budget reflected a 3.47 percent increase over FY13. At the same time, the Town's proposed FY14 Capital Budget includes significant funding (\$811,200) for school-related building construction projects. Both the FY14 Operating and Capital Budgets must be approved at Town Meeting, which begins on April 1, 2013.

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.

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 19 students in SY 2012-2013.

The main constraint this year at Hunnewell has been the loss of the art room because of the addition of a regular classroom section. 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. The art room was converted into a regular classroom for SY 2012-2013. Additionally, part of the library was 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 FY13 budget of \$7.1M.

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 Conserve Direct. 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.

Recognizing the importance of sustainability, reducing greenhouse gases and reducing energy consumption, the FMD also has a full-time Energy Manager on staff. This person is the District's leader in these areas, with a focus on trying to meet the Town's goal of a 20% energy reduction over the last 6 years. Utilities make up almost a third of the total maintenance budget.

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 expects to complete about \$811,000 worth of cash-capital work on 46 different school projects. 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.

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 Schofield 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 75 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 CO₂ 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 otherwise 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. Additionally, because of enrollment increases, the art room has been repurposed into a regular classroom with art being delivered, "on a cart" throughout the building. 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 in 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 CO₂ 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 otherwise would be due to the poor ventilation. These issues also affect staff in the same way.

Vote

Vote of Municipal Governing Body YES: 4 NO: 0 Date: 3/26/2013

Vote of School Committee YES: 4 NO: 0 Date: 3/26/2013

Vote of Regional School Committee YES: NO: Date:

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**Hans Larsen

(print name)

Diane Campbell

(print name)

David F. Lussier

(print name)

Hans Larsen

(signature)

Diane Campbell

(signature)

David F. Lussier

(signature)

Date

4/1/13

Date

4.1.13

Date

4/1/2013

* 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.

Massachusetts School Building Authority

School District Wellesley

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

Name of School John D Hardy

Submission Date 4/1/2013

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

Hans Larsen
(print name)

Diane Campbell
(print name)

David F. Lysier
(print name)

Hans Larsen
(signature)

Diane Campbell
(signature)

David F. Lysier
(signature)

Date 4/1/13

Date 4.1.13

Date 4/1/2013

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Massachusetts School Building Authority

School District Wellesley

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

Name of School John D Hardy

Submission Date 4/1/2013

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: 2013 New School

District Goal for School: Please explain the educational goals of any potential project at this school

The goal of the Wellesley Public Schools in renovating the Hardy Elementary School is to improve this facility's capacity to support the high quality of instruction expected by the community. There is a long tradition of education excellence in the Town of Wellesley, and there is a clear mandate from the community to make improvements at the elementary schools that are in high need of renovation. The Wellesley Public Schools commissioned a Building Conditions Assessment and Feasibility Study that was performed by Symmes, Maini & McKee Associates (SMMA), and completed in 2012. This review included all 10

schools, with a focus on safety, health hazards, maintenance and infrastructure. The two schools that emerged from the SMMA Building Condition Review with the most comprehensive needs were Hardy Elementary School and Hunnewell Elementary School; however the Schofield School was deemed the highest priority due to a demonstrated history of indoor air quality issues. These are two of the oldest school buildings in the district (Hardy, 1924 / Hunnewell, 1938) that were identified as having significant repair and/or replacement facilities needs. At the Hardy Elementary School, these needed renovations are not cosmetic changes or "nice-to-have" design features. Rather, these renovations are aimed at core elements of the building's critical infrastructure and site that impact the learning environment such as: replacing obsolete portable classrooms, replacing heating and ventilation systems, asbestos abatement, expanding wireless connectivity, window replacement, flooring replacement, addressing plumbing deficiencies, adding sprinklers, and improving lighting and fire alarm system. The floor plan/layout of the school, the result of numerous additions, results in poor circulation and inefficient use of space. Given the daunting amount of work and estimate high renovation costs that would be required at Hardy, the Conditions Assessment study raised the question of whether building a new school would be a more prudent choice as opposed to extensive renovation. A key question the town hopes to explore as part of an MSBA study is whether renovating or replacing this school is the better choice when considering the Town of Wellesley's current and future needs. Due to similar concerns at the nearby Hunnewell School, for which an SOI is also being submitted, there is question if one new school would be a better alternative to two significantly renovated schools.

District's Proposed Schedule: What is the District's proposed schedule to achieve the goal(s) stated above?

The entire facilities master plan that is being developed by the Town of Wellesley is anticipated to represent 7-10 years worth of work. Because of the urgency to address building needs at the Hardy School, the district would like to begin addressing this work within the next year or two, knowing that it may take more time to complete the full school renovation program. Beyond state procurement laws that will require a multi-year approach, the Town must also consider the timing of revenue requests that will likely come in the form of debt exclusion requests at Town Meeting. The Town will consider construction approaches such as CM at Risk, which was used in our new High School, and "bundling" of projects to expedite the construction process needed to complete the Hardy work and all other projects that may be included in the town's ambitious school renovation program.

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 (SMMA)

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 District's SOI priority, Schofield Elementary School, is an example of a short term priority. The Hardy and Hunnewell schools, while requiring more work, are examples of longer-term recommendations. Third, the district recently commissioned 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, the Wellesley Public Schools is expected to experience an approximately 17 percent decline in elementary enrollment in the next decade. We believe this data will prove to be invaluable to an MSBA study of needed renovations at the Hardy Elementary School. Fourth, the Wellesley Public Schools is actively engaged in developing 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. The strategic plan will be finalized by the end of 2013, which will also inform a final facilities master plan.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 21 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 21 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.

SMMA Assessment, FY14 Budget

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? YES

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

At the Hardy Elementary School, we currently have five sections with classes over our established class size guidelines—the most of any school in the district. This has resulted in the dramatic action of closing grades K, 1, 2, and 3 to any new enrollment for the remaining months of the 2012-2013 school year. As we contemplate SY 2013-2014, it is very likely that we will have to use both the Art and Music rooms for regular classroom instruction and deliver those programs within regular classrooms.

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

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

At which schools in the district?

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

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

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

At which schools in the district?

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

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

Does Not Apply

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

The Wellesley School Committee approved an FY14 Operating Budget of \$60,583,158 on January 29, 2013. This budget was scaled back by \$450,000 in March, reflective of the Town's current financial outlook. Nevertheless, this budget reflected a 3.47 percent increase over FY13. At the same time, the Town's proposed FY14 Capital Budget includes significant cash-capital funding (\$811,200) for school-related building construction projects. Both the FY14 Operating and Capital Budgets must be approved at Town Meeting, which begins on April 1, 2013.

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 45,900 gross square foot Hardy Elementary school was constructed in 1924 and is the second oldest school in the Town, with additions in 1925 and 1956. Modular's were added in 1993

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

45900

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 7.5 acres and overall site functions as intended, though some safety, accessibility, and circulation deficiencies exist. No sight lighting is provided beyond the building mounted lights and adjacent street lights. Rails surrounding lower level boiler room egress are not adequate for child safety. Additional fire hydrant coverage should be considered for some northern portions of the school. Quantity of handicap parking spaces is inadequate. Multiple building egress points are not accessible from the site, including all of the modulars, and some walkways do not fully comply with slope requirements. No dedicated loading facility exists, and dumpster locations are not at grade with adjacent egress. Parent queuing during pick-up times sometimes extends beyond Hardy Road and onto Weston Road. Due to traffic volume on Weston Road, congestion was observed at Hardy Road / Weston Road intersection during drop-off and pick-up times. Walkway network around the school could be improved. Cracked and spalling concrete ramp and exterior stairs are significantly deteriorated. The parking lot and portions of the walkway network are in fair/poor condition due to moderate to severe fatigue cracking, and repaving in those 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)

293 Weston Road, Wellesley, MA

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

The building is largely uninsulated and employs inefficient and noisy unit ventilators. Although clad in brick, the modular classrooms have the usual issues with crawlspace integrity and generally weak quality of enclosure. Portions of the building are framed with cast in place concrete beams and slab, and other areas are framed with wood joist and wood roof trusses. There are some cracks in some CMU walls. The original wood floors have a noticeable deflection, but not too dramatic. There may be wood rot in the attic near roof leaks (some wood rafters showed signs of water stains. Most of the building has single glazed windows including some of the original double-hung wood windows in the 1925 section and most of the windows in the larger 1956 addition. There are a few sections of the original building and at a more recent elevator lobby addition that have thermally glazed replacement windows, but these appear to be 15 years old and thermally inefficient. Modular Classrooms are well past their useful service life. T-111 siding is worn and enclosure of the crawlspace has been a regular problem.

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

Year of Last Major Repair or Replacement: 1993

Description of Last Major Repair or Replacement:

Modulars Added

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

Year of Last Major Repair or Replacement: 2008

Type Of ROOF: EPDM and shingles

Description of Last Major Repair or Replacement:

Replacement

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

Year of Last Major Repair or Replacement: 0

Type Of WINDOWS:

Description of Last Major Repair or Replacement:

Some minimally efficient replacement windows in library

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. Other spaces are served by a combination of steam radiation, cabinet unit heaters and heating and ventilating units. The boiler plant was renovated recently and there are two Weil-McLain gas-fired steam boilers installed to support the school that are in very good condition. The building steam and condensate distribution piping is in poor condition with substantial portions uninsulated. The control system is a mix of old pneumatic controls that serve the occupied zones and are in poor condition and newer DDC controls, which were installed with the boiler upgrade.

Toilet room existing fixtures are antiquated, high-flow type. Domestic hot water is created by a single 75-gallon water heater installed in 2005. The storage temperature at the water heater and supply temperature to the building are inadequate and do not meet code. There is no master mixing valve or hot water recirculation creating a significant delay in supply to the furthest fixture. The school experienced a major, age-related break in the cast-iron waste piping in 2012.

There is no fire protection system installed for the wood framed school but it is strongly recommended.

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, especially at the lower level. Original main distribution panel was replaced by a newer switchboard in 1997. Panels, feeders and branch wiring circuits that are older than thirty years shall be replaced.

Lighting system was updated in 2004 and retrofitted with T8 lamps, however lighting at the lower level still needs updating. Lighting controls are not consistent in similar educational spaces and are not appropriate for some school spaces. Exit signs shall be upgraded to meet Code. Fire alarm system needs some upgrading. Exterior lighting consisting of building-mounted lights is not time-controlled, only via a photocell. There is no lighting at the parking lot. There is no emergency generator at site.

There is one data closet requiring cable lengths that exceed the 100 meter industry standard. The Wide Area Network is not reliable dropping Food Service and INet access. Network connectivity is adequate. The building requires additional cabling to support full wireless access connectivity. Network equipment rooms require power upgrades to support future equipment upgrades. There is one CCTV camera at the main entrance and an Aiphone video intercom unit. There is no door access control or intrusion detection system except for key pad. Clock system is newer, wireless Primex system. There is one CCTV camera at the main entrance and an Aiphone video intercom unit. There is no 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.

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

Year of Last Major Repair or Replacement: 2009

Description of Last Major Repair or Replacement:

Boiler replacement

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

Year of Last Major Repair or Replacement: 0

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: 2004

Description of Last Major Repair or Replacement:

Main switchboard replaced in 1997. Lighting upgrades in 2004.

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).

Although all of the classrooms are in good general condition, the basic building infrastructure is poor in several areas. The building has an elevator serving both levels, but the accessible entrances are neither energy efficient nor located to enhance building security. The building has asbestos in pipe insulation (in non-public crawl spaces) and mastic adhering floor and ceiling tiles.

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).

Hardy Elementary School houses fifteen Regular Education classrooms and one Special Education classroom. We also have appropriate spaces for our Art, Music, Physical Education, and Library programs. We do not, however, have a lunchroom or appropriate spaces for our itinerant and support staff. The gym functions as our lunchroom from 11:30 to 1:20 each day except Wednesdays due to our half-day schedule each week. Itinerant staff, such as our Occupational Therapist and Early Intervention Support Staff, share spaces throughout the building when providing their services.

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 Hardy School has 13 classrooms, including 4 modular classrooms, which would be considered as Core Academic Space. Two of these rooms are kindergarten classes. The sizes of these rooms varies – most are approximately 850 sf and the two kindergarten classes are closer to 1,100 sf. Additionally, there is a 1,700 sf Media Center/Library created from two original classrooms, and a 3,800 sf Multi-Purpose Room for physical education and health classes that also serves as the cafeteria. The diversity in the sizes and construction of each space are reflective of the different ages of construction for the various component buildings to the school: 1924 (original), 1925, 1956, 1993 (MODS), and 1997 (MODS). The 13 core educational spaces are roughly evenly split between two levels that are serviced by an elevator built during a 1993 renovation. Aside from 2008 boiler and roof replacements, there have been no recent updates to the remainder of the building. The many additions have created an awkward floor plan that results in poor circulation and inefficient use of space.

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 means of egress for Hardy School are sufficient for 750 persons Hall and Stage. We have 331 students attending class each day. At this time we do have class sizes (number of students in each class) that are beyond what is recommended by the state. Grades affected include 1, 2, and 3. One first grade has a teacher/student ratio of 1/23 versus the 1/22 recommendation. Our two, second grade classroom ratios are 1/25 and 1/26 rather than 1/24. Lastly, our two third grade classrooms have ratios of 1/25 versus 1/24.

Administration and the School Committee have worked with the Principal and parents to bring about change in these classrooms. Teacher Assistants have been added to each classroom to support students in Reading and Math. In addition, Hardy's enrollment has been closed to any additional students in grades K-3 for the remainder of this school year 2012-13.

New student registrations for these grade levels are now placed at nearby Wellesley Elementary Neighborhood schools. In addition to the above, we have been encouraging parents to take advantage of our Open Enrollment Policy.

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 Hardy 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 FY13 budget of \$7.1M.

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 Conserve Direct. 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 Hardy) 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.

Recognizing the importance of sustainability, reducing greenhouse gases and reducing energy consumption, the FMD also has a full-time Energy Manager on staff. This person is the District's leader in these areas, with a focus on trying to meet the Town's goal of a 20% energy reduction over the last 6 years. Utilities make up almost a third of the total maintenance budget.

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 expects to complete about \$811,000 worth of cash-capital work on 46 different school projects. 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.

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 Schofield 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 Hardy School was built 88 years ago and has had numerous additions since, including three portable classrooms intended for far less use, and as a result the school has building systems that are well past their service life, unreliable and inefficient users of energy. The windows are 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 pneumatic controls, 2 to 3 times past its 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 were replaced within the last 10 years; however the piping between the boilers and univents is 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 Hardy, 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 are the electrical system, and although some lighting upgrades have been made to try and improve the energy efficiency, the service as a whole is mostly original and there are significant power and technology needs within instructional space.

The three portable classrooms are well beyond their intended life and require maintenance to repair siding, doors, stairs and HVAC. The Hardy also has significant asbestos containing material in crawl spaces and the attic above the gymnasium.

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 Hardy in just the past year include: security upgrades, door replacement, kiln room installation, concrete stair repair, wood stair replacement, wall replacement, HVAC service, steam trap replacement, plumbing pipe replacement and toilet partition replacement. 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 but it is simply keeping the old systems running while an overall rehabilitation still needs to occur.

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 Hardy 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 CO₂ ventilation rates that the Massachusetts Department of Public Health has established for schools, so Hardy students are often tired or not as focused as they otherwise 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 Hardy. As a result, the educational goals would be improved significantly. Replacing key building systems which typically have a service life of 15 to 20 years, yet have dramatically exceeded these lifespans, will also extend the overall service life of the school. It should be noted that the systems upgrades alone will not resolve the awkward, serpentine-shaped and inefficient floor plan of Hardy School which is the result of numerous addition. An overall educational programming effort also needs to be reviewed as part of any major construction work contemplated at the Hardy.

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, Hardy houses one of two district magnet programs for English Language Learners (ELLs). 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.

From a safety perspective, the site at Hardy remains problematic as the school is situated on a busy road (Weston Road) adjacent to on and off ramps from Route 9. At drop-off and pick-up times, cars will often queue on Weston Road creating a dangerous situation as cars attempt to pass standing vehicles to access Route 9. This congestion is especially dangerous to student walkers who must use cross-walks amid this traffic congestion. The building's "serpentine" 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.

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 in interim measure to help improve the air circulation, the district will continue to invest in the maintenance of room unit ventilators and exhaust to clean and replace parts and improve the overall performance of these units. These are clearly stop-gap measures until a more comprehensive renovation can occur.

Finally, the district, in collaboration with the Wellesley Police Department, has taken several steps to address the traffic safety issue. Some visitor parking spaces were eliminated in the AM and PM to speed traffic flow of cars in and out of the school. The principal and her staff have also instituted tighter drop-off and pick-up procedures that have cut these times in half from the beginning of the year. Nevertheless, the traffic safety situation at Hardy remains a standing concern that we hope to address more fully in a renovation.

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 Hardy 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 CO₂ ventilation rates that the Massachusetts Department of Public Health has established for schools, so Hardy students are often tired or not as focused as they otherwise would be due to the poor ventilation. These issues also affect staff in the same way.

The traffic safety issue continues to lend itself to an atmosphere of anxiety at the school. A cyclist was killed on Weston Road not far from the school at the beginning of the school year, which raised concern levels even further. That pushed some parents to stop letting their children walk to school, putting more cars on the road and making this challenge more complex.

Vote

Vote of Municipal Governing Body YES: 4 NO: 0 Date: 3/26/2013

Vote of School Committee YES: 4 NO: 0 Date: 3/26/2013

Vote of Regional School Committee YES: NO: Date:

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**

Hans Larson
(print name)

Diane Campbell
(print name)

David F. Lussier
(print name)

Hans Larson
(signature)

Diane Campbell
(signature)

David F. Lussier
(signature)

Date 4/1/13

Date 4.1.13

Date 4/1/2013

* 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.

Name of District Wellesley

Massachusetts School Building Authority

School District Wellesley

District Contact David F Lussier

TEL (781) 446-6210

Submission Date 4/1/2013

Closed Schools Information

Name of District Wellesley

Closed Schools

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

No

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

No

CERTIFICATIONS

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

Chief Executive Officer *

School Committee Chair

Superintendent of Schools

Hans Larsen

Diane Campbell

David F. Lussier

(print name)

(print name)

(print name)

Hans Larsen

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