

# Massachusetts School Building Authority

## Statement of Interest Form

The purpose of this Statement of Interest Form (the "Form") is to ascertain from cities, towns, and regional school districts whether they believe they have any deficiencies in their respective school facilities (1) that meets one or more of the statutory priorities set forth in M.G.L. c. 70B, § 8 **and** (2) for which they anticipate filing an application for funding with the Massachusetts School Building Authority (the "Authority"). This Form is **NOT** intended to obtain information about any plans or designs of any construction or renovation project that a city, town or regional school district may be considering, and no such information should be included in or submitted with this Form.

The Authority anticipates a multi-phase approach to the planning and submission of applications for funding. A critical element of this initial phase is for the city, town or regional school district, through this Statement of Interest Form, to clearly and concisely identify what they believe are deficiencies in a school facility. After July 1, 2007, the new school building assistance program will require that the Authority and the city, town or regional school district agree first on the problem necessitating a solution and then on the solution to the problem. Receipt of funding from the Authority will require a collaborative effort throughout all stages of a project, beginning with the identification of deficiencies in school facilities.

Pursuant to M.G.L. c. 70B, § 8, the Authority shall consider applications for school construction and renovation projects in accordance with the priorities listed below:

- (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; as determined in the judgment of the Authority;
- (2.) Elimination of existing severe overcrowding; as determined in the judgment of the Authority;
- (3.) Prevention of loss of accreditation; as determined in the judgment of the Authority;
- (4.) Prevention of severe overcrowding expected to result from increased enrollments, which must be substantiated; as determined in the judgment of the Authority;
- (5.) Replacement, renovation or modernization of the heating system in any schoolhouse to increase energy conservation and decrease energy related costs in the schoolhouse; as determined in the judgment of the Authority;
- (6.) Short term enrollment growth; as determined in the judgment of the Authority;
- (7.) Replacement or addition to obsolete buildings in order to provide a full range of programs consistent with state and approved local requirements; as determined in the judgment of the Authority;
- (8.) Transition from court-ordered and board approved racial balance school districts to walk-to, so-called, or other school districts; as determined in the judgment of the Authority;

*This Form is **NOT** an application for funding. Submission of this Form in no way commits the Authority to accept an application, approve an application, provide a grant or any other type of funding, or place any other obligation or requirement upon the Authority.*

The application will be a separate document(s) that must be completed and submitted to the Authority for consideration for a grant pursuant to M.G.L. c. 70B and the Authority's regulations and policies.

The Authority will not consider any project for funding without a properly filed application. The Authority will not accept any applications for funding until after July 1, 2007, or such later date as may be determined by the Authority.

Submission of this Form does not commit a city, town or regional school district to filing an application for funding with the Authority.

**Instructions for submission of this Statement of Interest Form:**

This Form must be completed by a city, town or regional school district and submitted to the Authority **BEFORE** filing an application with the Authority pursuant to M.G.L. c. 70B and the Authority's regulations and policies. This Form will be a prerequisite for presenting an application to the Authority

The Authority expects that this Form can be completed at no cost to the city, town or regional school district. The Authority will **NOT** reimburse for any expenses that may be incurred in connection with the completion of this Form.

A separate Statement of Interest Form should be submitted for each school for which the city, town or regional school district may have an interest in applying to the Authority for funding. Please identify the priority category(s) for which you are expressing interest, provide a brief description of any deficiencies, and provide any readily available supporting documentation. More than one priority may be checked off for each school.

In the case of a city, **majority votes** of both (1) the City Council/Board of Alderman **AND** (2) the School Committee, authorizing the Superintendent to submit this Statement of Interest Form to the Massachusetts School Building Authority, taken in accordance with the local charter, by-laws, or ordinances, are required. In the case of a town, **majority votes** of both (1) the Board of Selectmen or the equivalent governing body **AND** (2) the School Committee, authorizing the Superintendent to submit this Statement of Interest Form to the Massachusetts School Building Authority, taken in accordance with the local charter, by-laws, and ordinances, are required. If the school district is a regional school district, a vote of the Regional School Committee authorizing the Superintendent to submit this Statement of Interest Form to the Massachusetts School Building Authority is required. A form of each vote required is set forth on page 12 of this Form. Proper documentation of each vote must be submitted with this Form, as described on page 12.

Additionally, this Form must be **signed and certified** by (1) the Local Chief Executive Officer\*, (2) the Chairperson of the School Committee, and (3) the Superintendent. Certification information can be found on page 13 of this Form.

\* Pursuant to M.G.L. c. 7, § 4 and c. 31A, § 2, Local Chief Executive Officer means: in a city or town with a manager form of government, the manager of that municipality; in other cities, the mayor, and towns, the board of selectmen, unless the town has designated some other office. Regional School Districts are exempt from the Local Chief Executive Officer signature and certification requirement.

**Please do NOT submit applications, design documents, plans, schematics, or drawings with this Form. This form is NOT an application for funding. The Authority will not accept any applications or design documents, plans, schematics, or drawings prior to July 1, 2007 or such later date as may be determined by the Authority.**

**Please note that in some cases, the Authority may need to clarify the contents of this Form with the city, town or regional school district. The Authority reserves the right to request and obtain additional, follow-up information from the city, town or regional school district.**

This Form, as signed and certified, along with the local vote described herein, must be returned to:

**Massachusetts School Building Authority  
3 Center Plaza  
Suite 430  
Boston, MA 02108**

School District: Wellesley Public Schools  
 Name of School: Wellesley High School

District Contact: Bella T. Wong  
 Date: 7/13/06

### Enrollment Projections

Please provide the following enrollment information for EACH school building within a district if this Statement of Interest Form is intended to describe conditions associated with Priority 2 (existing severe overcrowding), Priority 4 (future overcrowding) or Priority 6 (short term enrollment growth)

#### Existing Enrollment (FTE)

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2006	390	380	393	381	371	343	356	314	317	327	293	287	289

#### Projected Enrollments (FTE)

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2007	363	400	383	401	381	371	340	349	314	317	327	287	281
2008	363	370	400	387	401	381	367	333	349	314	317	320	281
2009	361	370	370	404	387	401	377	360	333	349	314	311	314
2010	295	368	370	374	404	387	397	369	360	333	349	308	305
2011	293	301	368	374	374	404	383	389	369	360	333	342	302
2012	313	299	301	372	374	374	400	375	389	369	360	326	335
2013	313	319	299	304	372	374	370	392	375	389	369	353	319
2014	313	319	319	302	304	372	370	363	392	375	389	362	346
2015	313	319	319	322	302	304	368	363	363	392	375	381	355
2016	313	319	319	322	322	302	301	361	363	363	392	368	373

Name of School: Wellesley High School

**Priority 1: APPLICABLE**

**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.**

Please provide a detailed description of the perceived health and safety problems below. Attach copies of orders or citations from state and/or local building and/or health officials.

1. The second and third floors of the 1956 addition/renovation and third floor of the 1938 original building are poorly ventilated such that interior temperatures can exceed the exterior building temperature by ten degrees on a warm day. Air Quality Tests performed in April 2005 also showed elevated Carbon Dioxide levels in some of these areas.
2. The age of the building infrastructure has made maintaining working restroom facilities a daily time consuming task. The Board of Health recently inspected the building and found several toilets not functioning properly. The toilets are easily jammed
3. The original building dates to 1938. Additions to the building were made in 1956 (Science Wing renovated in 1990), 1963 (Gymnasium), 1964 (Cafeteria, Music Wing, Classrooms), 1979 (Library) and 2002 (Fitness Center). Due to the numerous additions over the past four decades, the building elevations vary throughout. There is one elevator and one chair lift. For a person with limited mobility, the building as a whole is extremely challenging to navigate.
4. Due to the aforementioned numerous additions and variances in elevations within floors, the ventilation flow has been impossible to balance successfully. During heating season, areas of the building are overheated while others are cold.
5. The core academic classrooms are concentrated more or less on one side of the building. Some parts of the building are three floors, others are two. Because some stairs go up three flights and some don't, student flow between classes funnel into certain routes causing logjams in certain areas. The stairways are dangerously crowded during passing periods.
6. Large portions of the second and third floors of the building are covered with aging carpet attached to original asbestos tile. These sections need to be replaced and therefore abated. Much of the school has asbestos floor tile and insulation.
7. The Science Labs emergency showers are fed from the domestic unprotected and untempered cold water system.
8. There are two separate primary electrical service feeds into the building due to the numerous building additions. This is a safety concern of Wellesley Municipal Light and Power and the Fire Department during fire emergencies.

Please describe the measures the School District has taken to mitigate the problem(s) described above.

1. A project to increase the airflow to alleviate the Carbon Dioxide issues will be done this summer, but it will not likely have much affect on the temperature on warm days.
2. In order to ensure toilets are working throughout the school day, each bathroom must receive two daily weekday checks with a third one on Mondays. This is a time consuming effort.
3. The building had a renovation in 1990 that provided modest improvements to accessibility by adding the chair lift and appropriate door handles. But it did not solve the problem of the many elevations due to the several additions over time. To improve on the variance in elevations requires a significant restructuring.
4. We have a licensed HVAC staff member on our maintenance team. He spends a great deal of time working on balancing the system. 80 to 90 percent of building heat is supplied through these unit ventilators. But it is difficult because of the inherent structural leveling problems that work against being able to balance the system properly.
5. Administrators and faculty direct student flow between classes to encourage students to keep moving and to monitor safety.
6. Limited areas of floor replacement have been done.

Name of School: Wellesley High School

## Priority 2

**Elimination of existing severe overcrowding.**

Please describe the existing conditions that constitute severe overcrowding.

A 1991 Architectural Study provided Wellesley with a Master Plan that the high school had a maximum capacity of 1050 students. Current year enrollment for the high school is 1204 with a projected peak enrollment of 1,503 in 2015. While 2015 may realize the peak enrollment, it is further projected that enrollment will remain at over capacity for at least an additional five years. It is not possible for us to predict with any accuracy beyond 2020.

The crowding apparent at the high school currently, does not allow us to expand program to meet the increasingly varied needs of particular groups of students nor the volume of need of the general population. In particular, our special ed program has been divided up into three disparate spaces on different levels and diametrically located spaces in the building which undermines the supervision, monitoring and cohesion of special ed services. We have yet another cohort of students with an identified need for a separate transitional program which will be implemented in a space currently used for robotics. This program will also not be contiguous with the rest of the special education department.

The size of classrooms varies depending on whether they were built in 1938, 1956, 1964, or renovated in 1990. The older classrooms vary in size from 600 sf in the 1938 wing to 900 sf science rooms in the 1956 addition. These smaller size classrooms limit the use of technology, flexible grouping, and differentiated instruction. The smaller size of classroom exacerbates the reality of over crowding in the school.

It has become difficult for students to traverse the building from class to class because of logjams at the stairwells. Because of renovation/additions over time, some levels are three floors or two floors and not all stairwells connect all levels. This limits the number of viable travel routes for students which exacerbates the hallway congestion between classes.

Existing classrooms are being schedule for several different classes such that teachers who are not teaching in the classroom at that time are then displaced. The building does not have sufficient work areas for teachers who are not teaching at a given time. They are crowded in areas that are difficult to work in and lack privacy. The lack of privacy has impacted communication between supervisors and supervisees, between colleagues about teaching and about students and with parents about their children. A teacher pulling a phone cord and phone into the hallway to hold phone conversations in "privacy" while the hallways are clear of students between classes is not uncommon.

Please describe the measures the School District has taken to mitigate the problem(s) described above.

We have been budgeting \$10,000 to \$30,000 every year for re-structuring of space for the last five years. We take down walls and erect walls in different places to carve out small learning spaces or make small learning spaces into larger spaces to meet changing needs. We have converted former storage spaces into learning spaces. We feel we are out of creative internal options to address the overall pervasive shortage of space.

We are projecting the use of modular classrooms within the next two years to accommodate the space shortage. These would be stand alone structures, hopefully, temporary, as we try to move ahead with a better permanent solution, especially as these would most likely have to be sited in the parking area, of which we are also short room.

We are a one high school town. The Middle School is also highly enrolled so moving a grade to the high school is not an option. Wellesley has relatively small elementary schools. Relocating high school students to any of those schools, or Middle School students to those schools is not an option.

Name of School: Wellesley High School

**Priority 3 POSSIBLY APPLICABLE**

**Prevention of the loss of accreditation.**

Please provide a detailed description of the *facility-related* issues that are threatening accreditation.

The last accreditation review occurred in 1998. The review will occur in 2008. The facilities report was generally positive with respect to general maintenance and cleanliness. However the report did site at that time, “[although the heating plant is in good operating condition, the dual steam and hot water system is inconsistent in its delivery. The basement tends to be overheated while second and third floors areas tend to be colder [in the winter]. Classrooms located on the third floor tend to be stifling in warmer weather. . . .”

Please describe the measures the School District has taken to mitigate the problem(s) described above.

Other minor items listed in the report have been addressed. However, balancing of the heat and airflow has not successfully been achieved. It would require an overall overhaul of the existing distribution system to make it better integrated throughout the original building and the additions in order to balance output of heat. Currently, the different systems, which were inserted when additions were made, are not functionally well integrated.

Name of School: Wellesley High School

**Priority 4 APPLICABLE**

Prevention of severe overcrowding expected to result from increased enrollments.

We are already experiencing severe overcrowding and will continue to do so through the limit of our enrollment model. As described for Priority Two, the High School currently exceeds maximum capacity by 150 students. It is projected to exceed maximum capacity by 350 students in 2015. It is projected to exceed maximum capacity from today through 2020, the limit of our enrollment projection model.

Please describe the measures the School District has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

Refer to text for Priority Two.

Name of School: Wellesley High School

**Priority 5 APPLICABLE**

**Replacement, renovation or modernization of the heating system in a schoolhouse to increase energy conservation and decrease energy related costs.**

Please provide a detailed description of the energy conservation measures that are needed and include an estimation of resultant energy savings as compared to the historic consumption.

The distribution system for each of the components of the building dates to when the building was built or when that section was added to the building, from 1938 through 2002. The heating and ventilation system has proven impossible to balance efficiently and productively throughout the building. In fact, the airflow in the original building has reportedly never been good with excessive heat on the third floor a perpetual problem and the majority of the steam piping is original and is a constant source of leaks and maintenance. Airflow is 50% of current new construction standards.

Systems not renovated or updated in 1991 are deteriorated and inefficient, leading to increased costs for maintaining and upgrading components that are at or beyond useful life, in particular the energy management controls are pneumatic and not fully operational in many areas.

A majority of the existing exterior windows and window wall are single glazed steel sash that are not insulated, have no thermal break and have deficient air infiltration performance.

There are energy code issues, as well as hazardous material abatement issues, which should be addressed by a comprehensive renovation of the building.

Please describe the measures the School District has already taken to reduce energy consumption.

We have no estimation of what could be resultant energy savings. We have one ventilation project scheduled for this summer to put in place roof air vents to increase airflow to the third floor.

Name of School: Wellesley High School

**Priority 6 POSSIBLY APPLIES**

**Short term enrollment growth.**

Based on our 2005 enrollment analysis, we are seeing a projected long-term growth period which may peak in 2015. With each new enrollment report, the peak enrollment moves out an additional year. The high school is projected to exceed maximum capacity for the next fifteen years, which is the limit of our capacity to project further. This enrollment increase began within a surge in enrollment and birthrate beginning in the elementary population in the mid-1990s. The increase in the high school has been part of an expected increase. We are not projecting that the increase is short term only.

Please describe the measures the School District has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

A short-term solution to the enrollment problem will be temporary modular classrooms to be put in place. We are projecting possible placement beginning in the 2007-08 school year.

Name of School: Wellesley High School

**Priority 7 APPLICABLE**

**Replacement or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.**

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.

In some respects, we provide a rich program for the students of Wellesley High School in spite of the facilities.

Half of our academic program is provided in classrooms which are below the size of the recommended guidelines provided in the draft SBA regulations. The size of the classroom supports lecture style instruction and impedes the implementation of other instructional practices, such as flexible grouping or small group work. The tightness of space inhibits effecting smooth transitions from one activity to another in a classroom. Teachers must maneuver around students, their desks and their backpacks to be able to circulate and appropriately access a classroom of students at work.

Our special ed program has been divided up into three disparate spaces on different levels and diametrically located spaces in the building which undermines the supervision, monitoring and cohesion of special ed services. We have yet another cohort of students with an identified need for a separate transitional program which will be implemented in the next year.

Our athletic program has grown significantly, largely due to Title IX, since the gymnasium and locker facilities were built (1956 and 1963). The space is inadequate to support home and visitor teams. It is a deterrent to spectator community participation. The indoor track team runs its practices, including hurdles, in the corridors of the high school. There is no adequate space truly to support a dance team, but it does exist and practices in what is intended as a wrestling room.

Drama classes are held in what was formerly a 1950s style former lecture hall which would have held 70 students in the seats set into the floor on steep risers. The hall is no longer used to lecture to large classes. But the drama class meets in the small area in the front.

Please describe the measures the School District has taken to mitigate the problem(s) described above.

There are no small-scale solutions to these inadequacies to programmatic space. We believe we have been creative in using spaces intended for other prior now outdated educational purposes to meet our current needs. We have managed to carve out niches in the building to support special ed services. But we do feel we are essentially at the end of any storage space left to convert and we are still 300 students away from our projected peak enrollment.

Name of School: Wellesley High School

**Priority 8 NOT APPLICABLE**

**Transition from court-ordered and board of education approved racial balance school districts to walk-to, so-called, or other school districts.**

Please provide a copy of the court-ordered and board of education approved racial balance school districts plan.

Please provide a copy of the redistricting plan.

Name of School: Wellesley High School

### **AUTHORIZATION REQUIREMENTS**

In the case of a city, **majority votes** of both (1) the City Council/Board of Alderman **AND** (2) the School Committee, authorizing the Superintendent to submit this Statement of Interest Form to the Massachusetts School Building Authority, taken in accordance with the local charter, by-laws, or ordinances, are required. In the case of a town, **majority votes** of both (1) the Board of Selectmen or the equivalent governing body\* **AND** (2) the School Committee, authorizing the Superintendent to submit this Statement of Interest Form to the Massachusetts School Building Authority, taken in accordance with the local charter, by-laws, and ordinances, are required. If the school district is a regional school district, a vote of the Regional School Committee authorizing the Superintendent to submit this Statement of Interest Form to the Massachusetts School Building Authority is required.

\* A Town Meeting vote is not required to authorize the Superintendent to submit this Form.

Documentation of each vote must be submitted as follows: For the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body, a copy of the text of the vote with a certification of the City/Town Clerk that the vote was duly recorded and the date of the vote. For the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken, signed by the Committee Chairperson.

**Form of Vote** required from both City Council/Board of Aldermen, Board of Selectmen/equivalent governing body **AND** the School Committee. If a regional school district, a vote of the Regional School Committee is required.

Resolved: Having convened in an open meeting on July 19, 2006, the Wellesley School Committee and on July 17, the Wellesley Board of Selectmen, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated July 17, 2006 for the Wellesley High School located at 50 Rice Street 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 for concerns possible related to the above described priorities, labeled one, two, three, four, five, six, and seven; and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

## CERTIFICATIONS

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

**LOCAL CHIEF EXECUTIVE OFFICER**  
(E.g., Mayor, Town Manager, Board of Selectmen)

**DISTRICT SUPERINTENDENT**

**SCHOOL COMMITTEE CHAIR**

\_\_\_\_\_  
Print Name

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Print Name

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Print Name

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