

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2015 Statement of Interest

Thank you for submitting your FY 2015 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

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

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

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

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

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

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

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

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

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

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

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

Massachusetts School Building Authority

School District Watertown

District Contact Jean M Fitzgerald TEL: (617) 926-7700

Name of School Watertown High

Submission Date 3/13/2015

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. If Priority 1 is selected, your Statement of Interest will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system.

Chief Executive Officer *

Michael J. Driscoll

City Manager

School Committee Chair

Eileen Hsu-Balzer

Superintendent of Schools

Jean M. Fitzgerald

(signature)

(signature)

(signature)

Date

Date

Date

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

Massachusetts School Building Authority

School District Watertown

District Contact Jean M Fitzgerald TEL: (617) 926-7700

Name of School Watertown High

Submission Date 3/13/2015

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: Potential New School

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2015 Watertown High

Is this part of a larger facilities plan? NO

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

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:

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 13 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 13 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? NO

If "NO", please note that:

If, based on the SOI review process, a facility rises to the level of need and urgency and is invited into the Eligibility Period, the District will need to provide to the MSBA a detailed Educational Plan for not only that facility, but all facilities in the District in order to move forward in the MSBA's school building construction process.

Is there overcrowding at the school facility? YES

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

Student: Teacher ratio = 12.1:1 from District Profile; Year 2013-2014

WHS houses many special needs programs to keep students in the least restrictive environment, and in their community school. Offering these opportunities to our students, and meeting their needs in their home school rather than outplacing them, is in the best overall interest of the students with challenging and complex needs. These classes are necessarily quite small, skewing our student:teacher ratios.

Has the district had any recent teacher layoffs or reductions? YES

If "YES", how many teaching positions were affected? 4

At which schools in the district? 3.9 FTEs were cut throughout the district in FY14. .5 Attendance Officer cut in FY15. **Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).**

FY14 3.9 FTE WMS: .5 Library/Media, WHS: .4 World Language, .4 English, 1 Special Education, .6 Music, .6 Behavior Specialist, .5 PreSchool Intake Coordinator. FY15, .5 Attendance Officer for the district was eliminated.

Has the district had any recent staff layoffs or reductions? YES

If "YES", how many staff positions were affected? 18

At which schools in the district? District Wide

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

The District has gone through multiple years of staff reductions as well. In FY14 1 FTE Secretary, 17 Instructional Assistant positions eliminated. In FY15, 2 FTE Secretarial positions were merged and the result was a loss of 1 FTE.

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.

Library/Media programming is markedly reduced at our Middle School as students no longer have regularly scheduled instruction in this area. Donated funds have helped to maintain some music programming. The High School teacher reductions have resulted in fewer course offerings and increased caseloads. The loss of an attendance officer has decreased our effectiveness in responding to school enrollment and attendance issues.

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.

Preparation of the FY15 budget supported the district strategic goals, and guided by the FY15 budget priorities: • A safe environment for students and staff---which includes secure facilities and a connected community--as well as strong student support and mental health services • Adequate staffing to achieve reasonable class size, proper scheduling, and time on learning • A wide range of curricular and extracurricular opportunities to educate the whole child • Effective tiered instruction and assessment to meet all children at all levels • Infrastructure, materials, and systems to efficiently support teaching and learning Beginning in FY15, the district began to reinstate quality programming previously cut during difficult financial times. As we undertake this challenge, the changing expectations in education must also be addressed. Difficult decisions still must be made regarding the use of available monies. The FY 15 budget development process involved district leadership team meetings beginning in November 2013, numerous Budget and Finance Sub Committee meetings January through April 2014, Vote of the School Committee (4/7/2014), Presentation to Town Council (6/2014) and Final Vote on Town Appropriation (6/2014).

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).

Date Constructed 1929, Number of floors- 3 approx sq footage 165000.

Additions, Renovations, and Major Maintenance

1950s: Two-story program space addition to the northeast building corner plus one-story addition at southeast corner.

1979: Program space addition at the south elevation (enclose the courtyard) plus auto shop at the northeast corner.

2004: Cafeteria addition and entire building low-sloped roof replacement.

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

165000

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).

Bound by Columbia Street, Broadway Street, Common Street and the Common Street Cemetery, the High School property offers very limited parking and outdoor pedestrian/green space. The School's primary open space, Victory Field, is located approximately one third of a mile away off of Orchard Street. The school property's tight boundaries prohibit building expansion of any kind, which suggests that space deficiencies as described herein are difficult if not impossible to overcome. Moreover, the remote location of Victory Field further compromises the overall functionality of the High School. The lack of open green space adjacent to the school building limits the types of physical and social outdoor activities and experiences that can often be among the most enriching and memorable for students of their school days. The remote location of Victory Field was raised by many to be the single greatest deficiency at the High School.

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)

50 Columbia Street, Watertown, MA 02742

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).

Wall System:

All Building Areas: Clay brick mass masonry through with decorative precast concrete, cast stone, and coated terra-cotta accent at original 1929 structure only

Window System:

All Building Areas: Punched windows are aluminum framed, hung windows with single-pane glass. 1979 Addition features aluminum curtain wall frames with insulating glass units (IGUs).

Door System:

All Building Areas: Main door at the 1979 Addition is set into the curtain wall system. Other doors are hollow or insulated metal.

No air lock at main entrance.

Roof System:

All Building Areas: Sarnafil PVC membrane typical at low-sloped areas and standing seam metal at steep sloped areas. Reports of Building Enclosure Leakage/Distress: Localized areas of interior peeling paint, generally associated with failing mortar joints on the exterior and most severe along the parking lot (east) elevation; Watertown Public Schools (WPS) reportedly repaints failing joints on an ongoing basis to address leakage. Water leakage reportedly occurs at louvers and is dependent on wind direction during the storm.

Overall Building Envelope Condition / Major Concerns:

Exterior walls are in fair condition with notable areas of distress (Efflorescence, cracking, mortar spalls at lintel ends) that should be repaired in the near to mid-term to avoid more significant deterioration. Windows are significantly worn with failing seals and replacement or significant short-term repairs (e.g. wet-sealing) should be anticipated in the next several years. Roofing membrane and steep sloped metal roofing generally appear to be in good condition with only typical maintenance necessary.

Walls:

1929 Building: Brick masonry and joints are typically in fair condition and appear sound but weathered. Efflorescence exists along the outside of the parapet and appears to emanate from below the coping at an entrance canopy, and below many of the windows. Lintels appear painted, with isolated locations of corrosion visible. Vertical cracks in the concrete foundation wall that have been previously sealed are failing again, exist throughout the building, typically below windows. Concrete stair/landing at an east auxiliary entrance has settled and fallen away from the building. Water table elements below the parapet have significant staining and open mortar joints. A coating has been applied over terra cotta at part of the main entrance; the coating appears to be failing, and several terra cotta pieces with the coated area have spalled.

1950s Addition:

Brick masonry and mortar joints are typically sound with minimal weathering. Lintels are painted with localized corrosion visible and spalled mortar at the bearing ends; no evidence of rust jacking is visible. Localized efflorescence exists at one pilaster and one location of the parapet of the one-story addition, as well as below most of the north elevation windows. A step crack also exists emanating from the window of the one-story addition towards the 1929 Building, and an area at the northeast corner of the two-story addition appears to have been previously repaired.

1979 Addition:

Brick masonry units are cracked throughout the building, which appears to be material or manufacturing related – not structural. Step cracking exists at the end of auto shop garage door. Lintels are galvanized steel and appear to be sound with no observed corrosion or evidence of rust jacking. Urethane sealant at brick expansion joints is crazed.

All Building Areas:

Perimeter seals are starting to fail at isolated locations. Window glazing is failing. Finish on the frames is faded, worn, and beginning to corrode at some locations. Exterior gaskets in the curtain wall framing system of the 1979 Addition are embrittled, cracked, and short at corners. Several IGUs along the east elevation have failed and have condensation on the interior. Inadequate insulation throughout leading to frozen controls and bursting pipes.

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

Year of Last Major Repair or Replacement:(YYYY) 2014

Description of Last Major Repair or Replacement:

Exterior of building repointed and sealed on 75% of building.

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 85000

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

PVC Sarnafil Material

Age of Section (number of years since the Roof was installed or replaced) 12

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

Roof completely replaced in 2003. In 2014 minor repairs made to seams where leaking occurred. Roof inspected annually and roof drains cleared two times per year and as needed.

Window Section A

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 385

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

Punched windows are aluminum framed, hung windows with single-pane glass and aluminum curtain wall frames with insulating glass units (IGUs).

Age of Section (number of years since the Windows were installed or replaced) 36

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

Various class repair and replacement due to breakage. Replacement of curtain wall windows in athletics offices and 2nd floor corridor.

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 existing building is fed underground from a utility company pad mount transformer. This underground service feeds a 208/120 volt, 3000 amp switchboard which was installed in 1979. This newer switchboard then re-feeds the original building switchboard and associated distribution equipment. It was observed that the majority of existing panelboards are original to the building and in need of replacement.

The majority of lighting fixtures consist of 2'x2' and 2'x4' recess acrylic lensed fixtures. These fixtures have all been upgraded recently with new lamps and ballasts and are in good condition.

The existing fire alarm system is the product of the Edwards Corporation and is an addressable system with no voice communication. The building contains a sprinkler system and is supplemented with smoke detector coverage. The system is approximately 10 years old and appears to be regularly maintained and in good condition.

A diesel fueled emergency generator is located in the building penthouse and provides for emergency lighting, heating and power for the kitchen refrigeration walk-in units. The size and age of the generator could not be determined but appears to be at least 30 years old

Boiler Section 1

Is the District seeking replacement of the Boiler? YES

Is there more than one boiler room in the School? NO

What percentage of the School is heated by the Boiler? 100

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

natural gas

Age of Boiler (number of years since the Boiler was installed or replaced) 15

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

Burners are maintained and tuned annually, Flush down completed weekly. New control system installed in 2014. Summer maintenance performed annually on all safety controls.

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

Year of Last Major Repair or Replacement:(YYYY) 2014

Description of Last Major Repair or Replacement:

Motor upgrade in all air handling units. Unit ventilators replaced. Variable drive controls installed on all motors, DDC control system installed in building.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES**Year of Last Major Repair or Replacement:(YYYY) 2014****Description of Last Major Repair or Replacement:**

The existing building is fed underground from a utility company pad mount transformer. This underground service feeds a 208/120 volt, 3000 amp switchboard which was installed in 1979 and modified to code in 2014 as part of Watertown's ESCO contract with Johnson Controls, Inc. This newer equipment re-feeds the original building switchboard and associated distribution equipment.

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

.The walls are constructed of cinder block brick covered by latex paint. Flooring consists of VCT tiles and carpeting. The ceilings are 2 x2 and 2 x 4 drop in the majority of the building, with plaster ceilings in the auditorium and two art rooms.

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

Watertown High School faces the serious challenge of reconciling a growing enrollment and increasing demands for special high needs students with the a general lack of quality, flexible classroom space and severe shortage of smaller spaces for specialized one-on-one and small group instruction.

- Classrooms and laboratories are in serious need of upgrading. The dimensions and proportions (length to width) of these spaces, as well as lack of provision for wiring for technology upgrades, are effectively encoded into the physical structures of the building.

. Classroom sizes, while frequently adequate purely in terms of square feet, are insufficient for contemporary pedagogical needs and

objectives (a variety of teacher-student seating configurations supporting teaching that is not based on lecture format).

. Laboratory space is similarly either under-provided or is provided in spaces too constrained dimensionally.

. Classrooms typically lack formal and informal capability for subdivision into smaller teaching spaces.

. Smaller teaching, evaluation and counseling spaces in proximity to, but separate from, classrooms are lacking.

. Teacher support spaces are lacking.

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, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

.ROOM TYPE SQ FT # RMS

Classrooms 58464 63

Sciences Rooms 2622 9

Labs 5182 6

Library 7367 1

Media Center 5012 1 Cable Studio

Lecture Hall 13037 1

Total square footage for 81 spaces in requested information: 91684

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).

Most existing spaces are shopworn, or of poor construction quality, inflexible and in many cases too small to handle increased enrollment (e.g., English and History classrooms that typically accommodate 20-21 students now handle between 28 and 29 students; a classroom with tiered seating is inaccessible to handicapped students). A single elevator serves the entire High School building. There is only one conference space. There are very few small spaces for one-on-one / small group instruction, a critical shortcoming given the high percentage of high needs learners (i.e., 48% of the student body are ELL, Special Education and/or low income learners).

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).

Watertown Public School employees perform maintenance and cleaning. WPS uses a web based work order program that is the responsibility of the building senior custodian to ensure that work orders are requested. Each summer the building undergoes a complete and thorough cleaning. This cleaning included but is not limited to stripping and waxing of floors, washing walls, extracting carpets, washing furniture and white board, etc. The facility is part of the ESCO contract that the City of Watertown has entered into with Johnson Controls. This contract is a major expenditure for the purpose of higher efficiency and less energy consumption. The building is also included in the Watertown Capital Improvement Plan. This is an ongoing building improvement plan with a five-year outlay. Some examples of recent capital improvements to the high school are, ESCO energy upgrades, and ongoing furniture replacement.

Priority 2***Question 1: Please describe the existing conditions that constitute severe overcrowding.***

- A. We Cannot seat all students for lunch with only 3 lunches. Note that this is insufficient, for our current population of ~708 students ($3 \times 204 = 612$). Students stand near counters, and sit under the stairwell. In good weather, students are able to eat in the courtyard. Some seniors are able to leave the building due to senior privilege. We bring in extra chairs to squeeze around tables. Need additional seating capacity. The kitchen is at capacity in terms of equipment for cooking. There is no room to establish a salad bar, and in lieu of that, only pre-made salads are currently provided. Serving lines are limited by current set up. The deli bar is very popular, but queuing lines are difficult due to the small serving area. Homemade soups are among the options for staff, but there is insufficient kitchen/serving capacity to offer the soups to students. Expansion of the kitchen/serving areas to allow for students to go to different stations with better queuing space would make choosing to buy a healthy school lunch more desirable to students, serving those lunches more efficient, as well as increasing the capacity for serving additional students.
- B. Lecture Hall undersized. Cannot hold all of the current staff for a meeting. As a classroom space, it is too small to bring in two classes at a time. (The auditorium is oversized for either of these purposes.)
- C. Our plan to add a new CVTE program (Engineering Technology) will require eliminating another one (Computer Repair) due to lack of space
- D. TV/Video/Radio production class does not fit in current building. Must hold class in (adjacent) Watertown Community Access Center
- E. Gymnasium undersized for the number of PE classes (4 years are required for all students). We sometimes have 3 separate gym classes in the gymnasium simultaneously. This can be relieved somewhat in good weather by using Victory Field as another venue. However, VF is $\frac{1}{4}$ mile walk in each direction, leading to lost instructional time. No field space adjacent to the building.
- F. All but one meeting space in the building has been converted to classroom space. High needs population is 48%, leading to the need for a high number of meetings about students.
- G. Drama program is limited by lack of set storage space and set construction space. Lighting storage is only accessible by climbing through the onstage counterweight rigging system.
- H. No classroom for drama class and no small performance area - and thus no drama class, although there is a viable feeder program/class at the middle school.
- I. Choral Program (Room 237) is limited by its lack of physical space to approximately 25 students. It is not adjacent to performance space. It is adjacent to non-music classrooms.
- J. Non-performance music classes (Guitar and Electronic Music) are retrofitted into the performance rehearsal spaces. Practice rooms are converted into single computer rooms, limiting individual rehearsal space.
- K. Band Program (Room 236) is limited by lack of physical space to approximately 50 students
- L. No auditorium storage space for performance risers.

Priority 2

Question 2: Please describe the measures the School District has taken to mitigate the problem(s) described above.

- A. Students stand at counters; sit under the staircase, we squeeze in extra chairs; use the courtyard in good weather; some seniors with senior privilege leave the building. Many of these measures provide crowding, which makes exits for emergency reasons, more difficult. We make pre-made boxed salads due to lack of room for a salad bar. Students are unable to choose a soup option.
- B. At faculty meetings (teachers only) we squeeze two rows of extra chairs in the Lecture Hall. For 'all staff' meetings, we use auditorium for lack of a better alternative. This space is oversized for this purpose and limits the intimacy of interaction (a microphone must be used). We hold "all staff" meetings following critical incidents, when open and intimate conversation is essential to reentry, recovery and processing.
- C. We will have to eliminate a course in order to add Engineering.
- D. We share the space and equipment in the WCAC cable studio.
- E. Effort is made to minimize the times that 3 classes must meet in the gym simultaneously, but this cannot be totally avoided. We use a divider curtain to create two major classrooms. We use the run off end of the gym for Project Adventure activities. We also use the Fitness center as a teaching space. In good weather, we can use Victory Field. However this is a ¼ mile walk each way and reduces class time.
- F. We will have to close down the Career Center when 2 meetings need to take place simultaneously, or hold meetings in the Phillips Building when no other alternative exists.
- G. We limit the amount of sets and staging to bare minimum. We have not identified any solution to the need to store lighting behind the counterweight rigging.
- H. We are unable to offer a drama class during the school day. Thus drama is only an after-school activity, limited to 2 productions per year.
- I. Chorus rehearses in the hallways and lobby at times. Class size is still limited by the physical space of the Chorus Room, since the hallway and lobby are not always available for rehearsal, and are not appropriate for instruction.
- J. We make the band room and practice rooms do double duty, since there is no alternative space. This is inadequate and limits the growth of the programs.
- K. We have no alternative solutions for band classes, due to the volume of sound that they produce.
- L. Performance risers are stored in the band room. There is no alternative for this.

Priority 2

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.

In all of our schools space is at a premium. Each school is currently at capacity using retrofitted spaces where possible. The problem at the high school is the most serious as it faces the serious challenge of reconciling an increasing demand for special high needs students with the a general lack of quality, flexible classroom space and severe shortage of smaller spaces for specialized one-on-one and small group instruction. The current space issues directly contribute to us not being able to deliver the best educational program for our students. Examples:

The Fine and Performing Arts Program

Drama program is limited by lack of set storage space and set construction space. Lighting storage is only accessible by climbing through the onstage counterweight rigging system. No classroom for drama class and no small performance area - and thus no drama class, although there is a viable feeder program/class at the middle school.

Choral Program is limited by its lack of physical space to approximately 25 students. It is not adjacent to performance space. It is adjacent to non-music classrooms.

Band Program is limited by lack of physical space approximately 50 students

Non-performance music classes (Guitar and Electronic Music) are retrofitted into the performance rehearsal spaces. Practice rooms are converted into single computer rooms, limiting individual rehearsal space.

The Physical Education and Health Program

Gymnasium undersized for the number of PE classes (4 years are required for all students). We sometimes have 3 separate gym classes in the gymnasium simultaneously. This can be relieved somewhat in good weather by using Victory Field as another venue. However, VF is ¼ mile walk in each direction, leading to lost instructional time. There is no field space adjacent to the building.

Career Technology Vocational Education (CTVE)

Our plan to add a new CVTE program (Engineering Technology) will require eliminating another one (Computer Repair) due to lack of space

TV/Video/Radio production class does not fit in current building. We must hold class in (adjacent) Watertown Community Access Center

Content Classes -English, mathematics, science, social studies, world languages

Classrooms and laboratories are in serious need of upgrading due to the fact that the dimensions and proportions

(length to width) of these spaces, as well as lack of provision for wiring for technology upgrades, are effectively encoded into the physical structures of the building.

Classroom sizes, while frequently adequate purely in terms of square feet, are insufficient for contemporary pedagogical needs and objectives (a variety of teacher-student seating configurations supporting teaching that is not based on lecture format).

Laboratory space is similarly either under-provided or is provided in spaces too constrained dimensionally.

Classrooms typically lack formal and informal capability for subdivision into smaller teaching spaces.

Smaller teaching, evaluation and counseling spaces in proximity to, but separate from, classrooms are lacking.

Teacher support spaces are lacking.

General

We cannot seat all students for lunch with only 3 lunches. There is no room to establish a salad bar, and in lieu of that, only pre-made salads are currently provided. Serving lines are limited by current set up. The deli bar is very popular, but queuing lines are difficult due to the small serving area. Homemade soups are among the options for staff, but there is insufficient kitchen/serving capacity to offer the soups to students.

Cannot seat all of the current staff for a meeting. The lecture hall is too small to bring in two classes at a time. (The auditorium is oversized for either of these purposes.)

Please also provide the following:

Cafeteria Seating Capacity: 204

Number of lunch seatings per day: 3

Are modular units currently present on-site and being used for classroom space?: NO

If "YES", indicate the number of years that the modular units have been in use:

Number of Modular Units:

Classroom count in Modular Units:

Seating Capacity of Modular classrooms:

What was the original anticipated useful life in years of the modular units when they were installed?:

Have non-traditional classroom spaces been converted to be used for classroom space?: YES

If "YES", indicate the number of non-traditional classroom spaces in use: 9

Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters):

- Social Studies Computer Lab (257) converted to regular classroom
- Faculty room (324) converted to IDS Student Commons
- Conference space (322 - Rotary Room) has been converted to Academic Support classroom
- Room originally designed as a tiered science lecture space (216) converted to a math classroom
- Guidance Conference Room (225) converted to a Career Counseling Center
- 1st floor classroom (153A) converted to a Wrestling room
- 1st floor classroom (153) converted to Robotics Lab
- Office space in boys locker room converted to storage
- Library Office area 1st floor converted to Community Ed Office area
- Classroom on the first floor (#152) temporarily (past 2 years) being used as a science lab (no water in room for wet labs)
- 3rd floor Faculty Room converted to Math Lab

1st floor Electrical Classroom converted to Tech Services (Electrical program eliminated)

1st floor Automotive classroom converted to general and large equipment storage (Automotive program eliminated)

Please explain any recent changes to the district’s educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district’s enrollment capacity (maximum of 5000 characters):

At the high school, nine non-traditional classroom spaces have been converted to be used as classroom spaces. In addition five other spaces have been retrofitted for alternative usage in order to meet educational priorities. We have not reconfigured grade configurations at this point. At the high school space is shared with the town's cable television studio. In order to offer engineering we had to drop another course. Guidance conference room space historically used for parent/student meetings has been eliminated so that we could provide a Career Center for our students. Meetings will need to be held off-site at the Central Office as a remedy for reconfiguring this space. All other school buildings are at capacity and using spaces in non-traditional ways in order to meet our educational priorities.

What are the district’s current class size policies (maximum of 500 characters)?:

While we do not have an official class size policy in Watertown, we try to keep high school College Prep in the low 20s, with Honors and AP classes being larger. We attempt to keep middle school classes in the mid 20s. At the elementary level, in grades 3-5 classes are in the 20s and below 20 in grades pre-K- 2, although we are not always able to achieve those levels. Using “average class size” is misleading as our special education classes are usually very small, thereby skewing the average.

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.

WPS supports an educational vision which has Five Essential Components: 1) A Safe and Caring School Environment, 2) Reasonable Class Sizes and Time-On Learning 3) A Wide Range of curricular Opportunities 4) Tiered Instruction for all learners and 5) Systems of Support. All of these essential components of our educational vision are compromised by our current high school facility because the facility cannot support the fundamental tenets of our vision and goals due to its construction, size, age, and layout of spaces per the needs of our unique student body of which 48% are categorized as high needs.

Watertown High School's aging and outmoded facilities severely compromise its teaching mission. Most existing spaces are shopworn, or of poor construction quality, inflexible and in many cases too small to handle increased enrollment (e.g., English and History classrooms that typically accommodate 20-21 students now handle between 28 and 29 students; and in some cases the classrooms have tiered seating making them inaccessible to handicapped students). A single elevator serves the entire High School building. There is only one conference space. Watertown High School faces the serious challenge of reconciling a growing enrollment and increasing demands for special high needs students with the a general lack of quality, flexible classroom space and severe shortage of smaller spaces for specialized one-on-one and small group instruction: a critical shortcoming given the high percentage of high needs learners (i.e., 48% of the student body are ELL, Special Education and/or low income learners).

In terms of current best or good practices for education facilities design, Watertown High School looks and feels dated, tired and shopworn internally.

The science laboratories are small and they are inadequately equipped. The department and the district have done their best to address this insufficiency by applying for various equipment and technology grants. Science is a discipline whereby students learn best through laboratory experimentation and hands on activities. Due to the small size of our science labs and the large numbers of students that we move through our science classes there is less opportunity for each individual student to personally engage in those activities, since it is necessary in almost all cases, to share lab stations with another student. Contributing to this is spaces never intended for lab use have been retrofitted to become science and math labs. A mathematics classroom, for instance, has a tiered floor, making flexible grouping all but impossible. A physics classroom is in a corner that essentially divides the room into two attached spaces with poor sight lines between the two pieces of the room.

Watertown High School takes pride in offering many specialized instructional programs for students with learning challenges and needs. We believe that keeping students in their hometown high school is not only less expensive than utilizing special education outplacements, but is also in many of our students' best interest in terms of their sense of community, opportunity to be included in activities and clubs and also an easy transition to less intensive programming as the students gain skills and strategies for inclusion into the mainstream classrooms for even part of their day. We lack the ability to adequately site those programs throughout the building. In one case a larger classroom is "divided in half" by use of a divider wall of filing cabinets.

We offer a Life Skills program for significantly challenged young adults 18-22 (LEAP). We are unable to provide a fully effective range of life skills training for these students due to lack of space to house a kitchen, washer/dryer, etc.

Watertown High School has a vibrant, but small choral music program of only about 25 students. The choral room could not reasonably hold more than this number of students, even though a music program can gain a critical mass and make most effective use of their curriculum opportunities with larger numbers of students. The chorus can sometimes be found practicing in hallways or the lobby due to the inadequate space of the chorus room.

There are several important special educational programs which have been uniquely tailored to our student population at the elementary level and as these students move through the schools, there are no appropriate places/spaces to receive these students in the high school. At this point in time, many Special Education classrooms at the high school are designated to the basement/ground level which renders little pride of place and are inadequately sized for flexibility of use or need for students that fall into the categories of: Specific Learning, Health, Communication, Intellectual, Neurological, Emotional, Autism, Developmentally Disabled, Multiple Disabilities, Physical, Sensory: Vision, Hearing, and Deaf-Blind.

A good number of our students receive counseling as part of their educational program. Our counseling spaces are inadequate and perhaps some of the most tired and dreary of any spaces in the building. The counseling space in the nurse's area has the appearance of a retrofitted closet. The main counseling area has inadequate counseling office spaces adjoined by a common room. These arrangements provide some of the least comfortable spaces in the building, and they are used by students with some of the greatest needs.

We have no room in the building for additional computer lab space for use with whole class instruction or testing. Without a major upgrade, we will be inadequately prepared for the day that standardized testing (such as PARCC) requires electronic testing. In addition to this concern, there is inadequate bandwidth in the building and difficulty retrofitting the building, due to its 100 year old architectural structure, walls, etc.

Conferencing space is quite limited. We have a high percentage of our students on IEP's (23%) and thus have many team meetings that need to be held to manage the special education students' educational programs in accordance with all special education rules and regulations. It is very difficult to find confidential and adequate space for these meetings in the building.

Testing space is also limited. Advanced Placement testing has to take place in another building altogether (currently at the Central Office). Testing for individual students to determine their needs and disabilities takes place in the aforementioned inadequate counseling spaces.

Although the Library is a reasonably sized space, it is not equipped, configured nor structured to provide the appropriate digital environment for a 21st century Library/Media center.

The nurse's suite is inadequate in size and office area. It has two treatment rooms with poor sight lines for monitoring students. There is one counseling room within the suite, which as mentioned previously, appears as if it is a retrofitted closet.

Watertown High School has a vibrant Robotics club, which could easily be supported by an engineering design/robotics class during the school day. However, the Robotics lab has very limited area for instruction, as the area is almost entirely dedicated to construction and parts storage. We need an additional classroom space in order to expand the robotics/engineering program to become part of the credit-bearing, daytime instructional opportunity for students.

We do not have any specialized space for enriching electives such as Drama. We would not be able to schedule such a class in the auditorium since the auditorium is frequently used for other purposes.

Watertown High School generally lacks suitable key spaces to meet our contemporary education mission, inclusive of access to daylight and high-quality outdoor space. The delivery of Physical Education instruction, for example, is hampered by the fact that building is landlocked with virtually no green space. The town has field space which may be used for physical education instruction, but it is remote to the building. The several block walk reduces the amount of class time. Remaining in the gymnasium for Physical Education instruction significantly restricts the variety and types of engaging activities for students and limits the ability to offer a variety of lifelong fitness activities. Athletics and intramural programs are limited by the lack of both outdoor and indoor athletic spaces. Many intramural programs may not run at all since the school has to share town fields with the middle school and the recreation department for practices and games. The lack of open green space adjacent to the school building limits the types of physical and social outdoor activities and experiences that can often be among the most enriching and memorable for students of their school days. The remote location of Victory Field was raised by many to be the single greatest deficiency at the High School.

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.

Watertown High School's aging and outmoded facilities severely compromise its teaching mission. Most existing spaces are shopworn, or of poor construction quality, inflexible and in many cases too small to handle increased enrollment (e.g., English and History classrooms that typically accommodate 20-21 students now handle between 28 and 29 students; and in some cases the classrooms have tiered seating making them inaccessible to handicapped students). A single elevator serves the entire High School building. There is only one conference space. Watertown High School faces the serious challenge of reconciling a growing enrollment and increasing demands for special high needs students with the a general lack of quality, flexible classroom space and severe shortage of smaller spaces for specialized one-on-one and small group instruction: a critical shortcoming given the high percentage of high needs learners (i.e., 48% of the student body are ELL, Special Education and/or low income learners).

We are currently accessing insurance funding to restore two science classrooms/labs that were destroyed by a burst pipe in the 2012/2013 school year. Unfortunately the expense of this restoration was exacerbated by uncovering all outdated and/or out of code systems beneath the floors and in the walls and ceilings. We are also accessing grant funding that we successfully received, to update the technology in these rooms. This only addresses some of the needs of these two rooms and does not address the inadequate size of, or limited number of lab stations in the remaining science classrooms.

Specialized program space is currently shoe-horned in wherever such space can possibly accommodate chairs and tables. These spaces serve as a classroom, but are not configured for the specialized programming that is delivered in them. The problem is structural in nature, so we are unable to address this situation in a meaningful way. Small Group Reading instruction takes place in retrofitted office/conference space, which is inadequate and under-equipped. Some of the instructional spaces are in a traffic pattern to reach other small group instructional areas. The Life Skills program for significantly challenged young adults 18-22 currently shares use of kitchen equipment with the culinary classes as it is may be available and not already in use.

We do not have a dedicated Writing center, due to lack of space and technology. We try to provide additional writing support through Academic Support classes or Resource Classes, which contain a mix of students with various support needs.

The choral program is limited by the size of the room, which is unchangeable. Students practice in the hallway area and the lobby in order to find more space for practice, but this does not increase the number of students that can fit into the class.

We currently would be unable to accommodate mandated online testing unless given a very large window of time to accomplish it. We utilize space in other buildings for some testing. We make do in the inadequate counseling areas for specialized needs testing

There is little remedy to the landlocked situation. In good weather, students will walk the several blocks to the town field space. However, this cuts into class time, which is already somewhat reduced by the need to change clothing in order to participate in Physical Education. Many intramural opportunities do not exist since, the school has to share town fields with the middle school and the recreation department for practices and games.

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.

Watertown High School takes pride in offering many specialized instructional programs for students with learning challenges and needs. We believe that keeping students in their hometown high school is not only less expensive than utilizing special education outplacements, but is also in many of our students' best interest in terms of their sense of community, opportunity to be included in activities and clubs and also an easy transition to less intensive programming as the students gain skills and strategies for inclusion into the mainstream classrooms for even part of their day. We lack the ability to adequately site those programs throughout the building. In one case a larger classroom is "divided in half" by use of a divider wall of filing cabinets.

We offer a Life Skills program for significantly challenged young adults 18-22 (LEAP). We are unable to provide a fully effective range of life skills training for these students due to lack of space to house a kitchen, washer/dryer, etc.

Small Group Reading instruction takes place in retrofitted office/conference space, which is inadequate and under-equipped. Some of the instructional spaces are in a traffic pattern to reach other small group instructional areas.

We do not have a dedicated Writing center, due to lack of space and technology. We try to provide additional writing support through Academic Support classes or Resource Classes, which contain a mix of students with various support needs. This is somewhat effective but not as robust or dedicated to Writing improvement, as we would like to provide.

Students practice chorus in the hallway area and the lobby in order to find more space for practice, but this does not increase the number of students that can fit into the class.

Science is a discipline whereby students definitely learn best through laboratory experimentation and hands on activities. Due to the small size of our science labs and the large numbers of students that we move through our science classes (most classes are in the mid-twenties in number of students), there is less opportunity for each individual student to personally engage in those activities, since it is necessary in most cases, to share lab stations with another student.

The retrofit of this building to accommodate the instructional needs that we have has caused us to have teachers and classes in unusual spaces. A mathematics classroom, for instance, has a tiered floor, making flexible grouping all but impossible. A physics classroom is in a corner that essentially divides the room into two attached spaces with poor sight lines between the two pieces of the room.

Our counseling spaces are inadequate and perhaps some of the most tired and dreary of any spaces in the building. The counseling space in the nurse's area has the appearance of a retrofitted closet. The main counseling area has inadequate counseling office spaces adjoined by a common room. These arrangements provide some of the least comfortable spaces in the building, and students with some of the greatest needs use them. The nature of this deficiency structural, and the ultimate solution requires additional space. We currently use makeshift areas such as a corner of the cafeteria for some of our counseling.

Without a major upgrade, we will be inadequately prepared for the day that standardized testing (such as PARCC) requires electronic testing. In addition to this concern, there is inadequate bandwidth in the building and difficulty retrofitting the building, due to its 100-year-old architectural structure, walls, etc. Users cannot be on multiple wireless devices in the same area at the same time without causing a slowdown to the speed of the device, or sometimes, being bumped off of the network altogether.

We have a high percentage of our students on IEP's (23%) and thus have many team meetings that need to be held to manage the special education students' educational programs in accordance with all special education rules and regulations. It is very difficult to find confidential and adequate space for these meetings in the building.

Testing space is also limited. Advanced Placement testing has to take place in another building altogether (currently at the Central Office). Testing for individual students to determine their needs and disabilities takes place in the aforementioned inadequate counseling spaces.

Although the Library is a reasonably sized space, it is not equipped, configured nor structured to provide the appropriate digital environment for a 21st century Library/Media center.

The nurse's suite has two treatment rooms with poor sight lines for monitoring students. There is one counseling room within the suite, which I previously mentioned appears as if it is a retrofitted closet. Although counseling can take place in this space it is undersized, tired and an unwelcoming environment for treating the emotional needs of our students.

At this time, the daytime instructional programs share some tools and equipment with the robotics club, but we cannot offer a full engineering or robotics STEM program during the school day due to insufficient space.

Enriching electives provide an opportunity to spark an interest or to more fully engage students in the learning environment. Accessing such engagement through students' interests and/or strengths, improves the experience and dedication of students to take responsibility for their overall learning. We currently cannot offer electives such as Drama, due to lack of appropriate space for the instruction.

The several block walk to Victory Field reduces the amount of class time. Remaining in the gymnasium for Physical Education instruction significantly restricts the variety and types of engaging activities for students and limits the ability to offer a variety of lifelong fitness activities.

Athletics and intramural programs are limited by the lack of both outdoor and indoor athletic spaces. Many intramural programs may not run at all since, the school has to share town fields with the middle school and the recreation department for practices and games. Wrestling practices in a classroom.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

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

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

FORM OF VOTE

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

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

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

CERTIFICATIONS

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

Chief Executive Officer *	School Committee Chair	Superintendent of Schools
Michael J. Driscoll City Manager	Eileen Hsu-Balzer	Jean M. Fitzgerald
(signature)	(signature)	(signature)
Date	Date	Date

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