

REQUIRED FORM OF VOTE TO SUBMIT A STATEMENT OF INTEREST

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.

**Current votes for each SOI submission are required.*

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 ___ (date) ___, prior to the SOI submission closing date, the **Acton-Boxborough Regional School Committee** of the **Acton-Boxborough Regional School District**, 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 ___ (date) ___ for the **Luther Conant Elementary School** located at **80 Taylor Road, Acton MA**, 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 the following Priorities:

- **Priority 2 – Elimination of severe overcrowding – the building lacks the space to operate as a three-section school while also accommodating other necessary programs to meet the needs of all students.**
- **Priority 5 – Replacement, renovation or modernization of school facility systems such as roofs, windows ,boilers, heating and ventilation systems, to increase energy efficiency and conservation, and decrease energy related costs in a school facility. – Based on a facilities study, the building was identified to be in need of over \$22 million in capital needs and code upgrades, and additional funds to remediate hazardous materials contained within the building.**
- **Priority 7 – Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements. – The building is well over 50 years old, having been constructed in 1970, with the only updates being a roof in 1986 and boilers in 2007. “Temporary” modular classrooms were added in 1995 to address overcrowding; they are still in use 28 years later.**

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 **Acton-Boxborough Regional School District** to filing an application for funding with the Massachusetts School Building Authority.

DOCUMENTATION OF VOTE

Documentation of each vote must be submitted **in hard copy** to the MSBA as follows:

- 1) 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 must be submitted **with a certification** of the City/Town Clerk that the vote was duly recorded and the date of the vote must be provided.
- 2) For 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.

File: My Drive/MSBA/Conant SOI Vote Language and Guidance (March, 2023)

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2023 Statement of Interest

Thank you for submitting your FY 2023 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to mail all required supporting documentation, which is described below.

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

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

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 SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

ADDITIONAL INFORMATION: In addition to the information required above, 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 the MSBA at 617-720-4466 or SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Acton-Boxborough

District Contact Peter J Light TEL: (978) 264-4700

Name of School Luther Conant

Submission Date 4/14/2023

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 mail hard copies 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 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 in a format acceptable to the MSBA. If Priority 1 is selected, your SOI 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. If Priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR
(E.g., Mayor, Town Manager, Board of Selectmen)**

Chief Executive Officer *

School Committee Chair

Superintendent of Schools

(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.

Massachusetts School Building Authority

School District Acton-Boxborough

District Contact Peter J. Light TEL: (978) 264-4700

Name of School Luther Conant

Submission Date 4/14/2023

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.

SOI Program: Core

Potential Project Scope: Renovation\ Addition

Is this a Potential Consolidation? No

Is this SOI the District Priority SOI? Yes

School name of the District Priority SOI: Luther Conant

Is this part of a larger facilities plan? Yes

If "YES", please provide the following:

Facilities Plan Date: 9/15/2016

,04/1/2023

Planning Firm: Dore and Whittier, Bureau
Veritas

DRAFT

Please provide a brief summary of the plan including its goals and how the school facility that is the subject of this SOI fits into that plan:

The Conant Elementary School is one of 9 facilities that was evaluated by Dore and Whittier as part of a two-phase plan. Tasks and goals associated with this plan are described below.

PHASE I – Existing Conditions Analysis

Task 1 - Meet with the ABRSD to confirm project objectives and timelines.

Task 2 - Obtain and review current 10 year enrollment projections completed by the District.

Task 3 - Review capacity of each facility and their ability to support the projected enrollment as well as how each facility meets current MSBA space standards.

Task 4 - Review existing school buildings, grounds and systems relative to supporting the District's security protocols and summarize the findings in graphic and narrative format.

Task 5- Obtain and review existing drawings of each of the ABRSD as well as all capital projects conducted over the past 10 years.

Task 6- Perform existing conditions analysis of each of the ABRSD school buildings. The analysis shall include:

- Meet with school facilities staff to understand known current issues,
 - Tour each school to assess current physical condition of structure, interior and exterior materials and finishes,
 - Review building, accessibility and life safety code compliance,
 - Review plumbing, fire suppression, HVAC, electrical and technology systems condition,
 - Review hazardous material reports (if applicable).
- Task 7 - Perform analysis of each school site to include:**

- Site area of each school, including buildings, parking, roadways and playfields
- Available area for additions or new buildings,
- Available area for athletic fields and play areas,
- Available area for vehicular and pedestrian circulation,
- Potential impact on Neighbors.

Task 8 - Based on information gathered in the Tasks above, develop a spreadsheet of maintenance and capital project items by school, by discipline. Provide a recommendation of priority for each item including: urgent; short term, 5 - 10 years. In addition develop the task list so items or projects from various schools can be grouped discipline

Task 9 – Final Report - Based on approval of the Acton-Boxborough Regional School District, prepare and submit the final report including any comments received.

PHASE II – Develop Educational Program and Master Plan Options

The Acton-Boxborough Regional School District is interested in having its' school buildings support and enhance the goals of 21st Century teaching and learning. The exploration and development of the program and options may include: grade configurations; alternative educational delivery models; community learning and use and other ideas that may represent contemporary and future educational thinking.

Task 1 - Meet with the Acton-Boxborough Regional School District and School Principals to identify long-range educational goals for the schools. Develop Educational Specifications; perform programming meetings with each school administration and appropriate educational and operational staff. Develop program assessments based on projected populations for each school. Assist the District with up to two, conceptual design phase, community forums to solicit input from parents, students and other community members.

Task 2- Propose up to three conceptual capital needs Master Plan alternatives, which meet the program and existing conditions requirements for each school. These shall be analyzed with respect to:

- Educational appropriateness
- Availability of appropriate “expansion” area on reviewed sites;
- Impact on present school and site operations;
- Impact on neighbors;
- Construction schedule and phasing
- Impact on existing HVAC/plumbing and electrical systems;
- “Satisfaction” of education goals;

- Order of magnitude construction costs and total project costs.
- Provide context for how components may (or may not) meet the Massachusetts School Building Authority

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(MSBA) criteria for capital projects.

Task 4-Provide for the preferred option:

- Conceptual plans to illustrate the Master Plan;
- Phasing plan;
- Preliminary schedule for design through construction;
- Educational specifications;
- Projection of project costs

Task 5 - Generate Final Report

The Conant School is an integral piece of this plan as it is one of our 6 elementary schools in the District and is absolutely necessary to run our elementary school programs. This school building is undersized, does not have current code required fire protection systems, is not full ADA compliant, and is in need of being updated in order to keep a functional and appropriate K - 6 elementary school program in it. The Dore and Whittier 2016 report revealed capital needs at Conant that were estimated to cost approximately \$16,000,000 and another hazardous materials remediation costs estimated at approximately \$1,500,000. At ABSRD we believe these needs make the Conant school a prime candidate for a renovation / addition core MSBA project.

The district is currently conducting a revised needs assessment with Bureau Veritas that is expected to be completed April 2023.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 20-24 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 20-24 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? Yes

If "YES", please provide the author and date of the District's Master Educational Plan.

The District partnered with D&W to complete a District Master Plan. This led the District to be accepted into the MSBA core building program for the Douglas School. The feasibility study for the Douglas School completed by Arrowstreet evaluated the Conant, Gates, and Douglas Schools again. This led the District to proposing a twin school building combining the Gates and Douglas schools in our PSR submittal. Leaving Conant as the as the remaining facility in ABSRD that is in need of updating. Construction of the Douglas/Gates/Carol Huebner

Early Childhood Program, now known as the "Boardwalk Campus" was substantially completed in August 2022 and the building opened its doors to students in September 2022. There is ongoing construction of parking lots and ball fields that is anticipated to be complete in August 2023. The District has contracted with Bureau Veritas to complete an updated facilities assessment of all buildings and anticipates receiving this report in April 2023.

The District is planning to mitigate ACM in ceiling tiles at the Conant Elementary School in July 2023.

Is there overcrowding at the school facility? Yes

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

The current population of the Conant School is 408 students as of 10/1/2022. There are 19 sections total in the school, all grades have three sections except grades K & 2 which have 2 sections. These variations in the number of sections across grade levels creates difficult community building activities. The District has significantly expanded in-District specialized programs that serve students with IEPs in recent years and Conant houses one of the largest of these programs which serves approximately 40 students diagnosed with Autism. To accommodate any specialized programming, every available space is utilized. Some rooms have been partitioned while others are shared. Some services like ELL and OT/PT are offered in converted storage areas and temporary modular classrooms that are at or beyond their useful life. One shared space for two learning centers also lacks a window as it was covered by the hallway leading to an aging modular that houses art, a computer lab, speech and reading. Also, OT/PT must often take place on the stage, as the storage room that was converted to the therapy room is quite small. The Conant School has very limited meeting space and virtually no quiet breakout space for large group

work. To address overcrowding concerns, the school added a modular with approximately 2,300 SF of additional space. The modular houses art, computer lab, speech, writing room and a maker space. Ideally, these programs would be housed in a permanent part of the building in appropriately sized spaces. The modular is over 20 years old and creates unique challenges from an operations perspective. Specifically the modular lacks freeze protection which sometimes causes the art room sinks to have issues in very cold temperatures, the HVAC system is grossly inefficient, and over the years we have had instances of flashing failures resulting in leaks and at times concerns around mold and mildew. Due to the lack of space in the school we need to continue to utilize this space for core programmatic functions.

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

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

If "YES", how many staff positions were affected? 34.0 FTE

At which schools in the district? All schools

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.). Over the last two fiscal years, the district has reduced a total of 34.0 FTE including administration, teachers, general education classroom assistants, and operations staff.

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.

The district has increased class sizes, but has been able to maintain class sizes within school committee guidelines despite staffing reductions. Reductions to administration, including operations, and curriculum staff have required the district to consolidate roles and responsibilities of these staff members.

Please provide a description of the local budget approval process for a potential capital project with the MSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

ABRSD FY24 Recommended Budget totals \$105,897,586, an increase of 2.91% from FY23. With the additional use of E&D and other reserves, the overall increase in assessments to the member communities from FY23 is 2.84% increase to Acton and 5.18% increase to Boxborough. This budget will go to our respective Town Meetings for approval in Acton and Boxborough in May 2023. To date the ABRSD School Committee has approved this preliminary budget request and the Finance Committees in Acton and Boxborough, as well as both Selectboards, have expressed their respective support for the FY'24 budget request. The process for developing the FY24 budget began in early Fall 2022. This was a collaborative venture that included district administrators, staff, and the School Committee Budget Subcommittee. It has been a unique sequence of budgeting years given the unprecedented nature of the global covid pandemic. The district has been challenged by a unique set of circumstances over the last two years as pandemic funding expires, inflation remains high, and state-approved costs increases for private special education services significantly outpace revenue. ABRSD has maintained its commitment to capital spending despite reductions to other areas of the budget. Budget reductions are putting significant pressure on educational programming but the district has been able to maintain much of its strategic vision to date.

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).

Luther Conant Elementary School was constructed in 1970. The building was reroofed in 1986, with no other major renovations. Modularity was added in 1995 to address overcrowding issues.

Summary:

- Originally constructed in 1970
- Roofing: reroofed in 1986 with no other major renovations
- Modularity: two units connected together added in 1995 to address overcrowding

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

54300

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

The Conant School is situated on 24.5 acres. The property is bordered by Taylor Road to the west, Minot Ave to the north, and Town of Acton municipal property to the south and east. In total 6 residential properties on Taylor and Minot directly abut the property. The property is also bisected by a seasonal brook. There are two points of entry to the property, both from Taylor Road.

The main entry drive leads to a circulation loop that also serves as a vehicular loop for drop-off and pick-up for buses and parents, as well as parking. Circulation in this shared traffic loop is a big safety concern for walkers and vehicles navigating the site. It also creates congestion both on site and onto Taylor Road during pick-up and drop-off times. The secondary entry point services a small staff parking lot at the rear of the building. This small parking area is also used during recess for play and to access the basketball courts and play structures. This is another point of conflict for pedestrians and vehicles.

There are no other buildings on the site. The ABRSD does park almost 1/2 of their bus fleet on the Conant property. This equates to about 20 school buses. Additionally, there are two municipal baseball fields adjacent to the property with the only point of access being the Conant property itself.

During the strategic planning phase of the Douglas Elementary School building project we evaluated the Conant property as a potential building site. As a result we know that the property can sustain an addition / renovation. Due to the seasonal brook and other wetlands on the site the buildable areas are slightly limited. Which may make an addition / renovation of the existing building the best option for a potential building project. Additional site investigation needs to occur to fully understand the potential and limitations of the site.

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)

80 Taylor Road, Acton, MA 01720

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).

Typical exterior walls are constructed of brick veneer over a concrete masonry block back up wall with 2" - 4" layer of "Zonolite" insulation sandwiched between the inner and outer masonry. Truss type reinforcing is provided at 16" oc vertically, and the interior is finished with 5/8" Drywall on a 7/8" furring channel (Note that there is no vapor retarder / air infiltration barrier incorporated into the original design/construction). Exterior walls indicate some isolated areas showing significant deterioration at brick and mortar.

Window systems are constructed of both hollow metal (at door sidelights and transoms), and aluminum. The hollow metal installations are showing a considerable amount of rust and rot. Aluminum systems are not thermally broken, and in some cases, are damaged. Glazing associated with both types is non-insulated, single pane glass. In some locations wired glass was utilized, which is no longer recommended. Sealants associated with both types are showing their age and appear dried and cracked.

Exterior Doors are hollow metal in hollow metal frames. Frames are mostly original to the building, are not thermally broken and are showing signs of deterioration. Remaining original doors are in varying stages of deterioration and associated hardware (knob) is non-compliant with ADA/MAAB requirements. Thresholds are deteriorated, and in some cases not ADA/MAAB compliant. Wired glass installed at sidelights is non-insulated. The roof structure of both wings consists of metal deck spanning between bar joists which are supported by wide flange steel beams and columns. Primary roof systems consist of a stone ballasted EPDM Membrane. The general condition of the membrane at the ballasted areas is difficult to monitor without some removal of ballast. The condition where the membrane is exposed is in fair to poor condition. Drying and cracking of the membrane, especially at joints, is prevalent with failure of the membrane in the form of tears. The fascia system is showing signs of oxidation of the factory finish and is peeling from the metal panels in many locations.

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

Year of Last Major Repair or Replacement:(YYYY) 1970

Description of Last Major Repair or Replacement:

No major repair or replacement of exterior walls

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 54300

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

stone ballasted EPDM roof, EPDM roof (skylights)

Age of Section (number of years since the Roof was installed or replaced) 30

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

Roofing repairs are made as needed, over the last three years the District has incurred \$2,765 in roof repairs

Window Section A

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 85

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

Hollow metal and aluminum frames with non-insulated, single pane glazing

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

46 **Description of repairs, if applicable, in the last three years. Include year of**

repair: Basic break / fix repairs are all that have been completed since original

construction.

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).

HVAC: The mechanical equipment, with the exception of the boiler plant and the unit ventilators, are all original to the building (1969). The boiler plant was replaced in 2007 as well as the unit ventilators and exhaust fans. The piping system throughout the building is provided with a mix of new fiberglass insulation and original fiberglass insulation which still has asbestos insulation on the elbows. The school mostly consists of unit ventilators for all of the classroom spaces, library and the gym, indoor air handling units for the Cafeteria and one rooftop air handler for the Administration area which provides heating, ventilation and air conditioning for that area only. The IT

room off the lobby is served by a rooftop heat pump. The rooftop unit and indoor air handling units are associated with duct distribution systems for the supply and return air. The Administration area is a constant volume single zone system with temperature control for the entire administrative suite controlled from one location. Exhaust air is provided throughout the building through the use of roof mounted exhaust fans. The buildings overall temperature control system is handled by a limited amount of original pneumatic controls and standalone electronic controls. Overall the equipment is functional however, there is an issue with the exhaust fan central timeclock being inoperative. It appears that the building has received average maintenance over the years however, some components are beginning to fail or show signs of possible future issues. The building is not provided with a cooling plant. The Administration area and the Guidance Office are the only spaces that are provided with packaged roof top units which deliver air conditioning to those areas.

Electrical: Most of the systems are original to the buildings and although functioning, have outlived its intended useful life. The power distribution system is original and in poor condition. Interior lighting is generally in poor condition. The fire alarm system is original. Due to code changes, the emergency standby systems are no longer code compliant.

Plumbing: The Plumbing Systems serving the building are cold water, hot water, sanitary, waste and vent system, storm drain piping, and natural gas. Municipal water services the Building, while the building sanitary is directed to a site septic system. The majority of the plumbing systems appear to be original to the building. Portions of the system have been updated as part of building upgrade projects. The plumbing systems in general have served their useful life.

Attempts have been made to make some bathroom fixtures accessible, however, the majority of plumbing fixtures do not meet current accessibility codes. In general, the fixtures appear to have served their useful life.

Cast iron is used for sanitary and storm drainage. Rainwater from flat roof areas is collected by interior rain leaders which appear to discharge to a below grade drainage system.

Fire Protection: The building does not contain an automatic sprinkler system.

Boiler Section 1

Is the District seeking replacement of the Boiler? NO

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) 14

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

School Currently has High Efficiency Viessman Condensing Boilers installed in 2007 and we are not seeking replacement at this time. These could be potentially reused if the building is renovated or replaced. Routine annual maintenance/preventative maintenance and inspection have been the only necessary repairs since installation in 2007.

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

Year of Last Major Repair or Replacement:(YYYY) 2007

Description of Last Major Repair or Replacement:

Replaced boilers, pneumatics control air compressor, and unit ventilators at classrooms

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO

Year of Last Major Repair or Replacement:(YYYY) 1970

Description of Last Major Repair or Replacement:

N/A

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).

Flooring varies in type and condition throughout the building. Classrooms, cafeteria, corridors, vestibules, and lobby areas are primarily 12" x 12" vinyl composition tile (VCT), mostly original, and in primarily poor condition.

The gym wood sports floor is original. The wood stage floor is in fair condition.

Ceiling types consist of suspended acoustical panels (ACP), metal lath and plaster (at skylights, and gang toilet rooms), suspended Tectum panels (gymnasium and Cafetorium), and exposed metal deck (boiler room, service areas). The ceilings in general are worn.

Lighting is generally in poor condition. Lighting in corridors consists of wraparound fixtures. Classroom lighting and offices consist of surface mounted 2 ft. x 4 ft. acrylic troffers with two lamp cross sections of T8 fluorescent lamps. Typically lighting is controlled via local line voltage switches. Lighting in the cafeteria consists of 1 ft. x 4ft. acrylic troffers. Also, there are recessed downlights installed.

Interior doors are mostly original solid core wood doors with knob hardware and lack door closers. Many doors are scuffed or showing signs of veneer damage.

Built-in casework and counters vary from fair to poor condition depending on age and location.

Although attempts have been made to meet accessibility standards, many issues still remain that are non-

conforming with current ADA/MAAB requirements. Issues include maneuvering space, urinal screens, grab bars, toilet accessories, door hardware, drinking fountains and signage.

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

The Luther Conant School serves 408 students in grades K-6 and employs a total of 82 employees made up of Classroom Teachers, Special Educators, Support Staff, and Administrators. The Elementary Curriculum includes Educational Technology, English Language Arts, Health, Mathematics, Performing Arts, Physical Education, Science, Engineering & Technology, Social Studies, and Visual Arts. Due to space constraints within the original building, modular classrooms are located on site to provide a computer lab, art, speech, and resource rooms. The Luther Conant School is an elementary school that serves students in grades K – 6. It offers full special education programming through two learning centers, two classrooms for children on the Autism spectrum, OT and PT services and speech and language services. There is a high population of ELL students. Regular education services via a Reading specialist are also offered. Although many services are offered, the spaces in which they are offered are unsuitably small and limiting. OT and PT must often use the stage because their classroom, which is housed in a former storage area, is too small. The stage is attached to the cafetorium so students often cannot receive services there, as lunch noise is too distracting. Many services take place in former storage areas, which limits our ability to easily add students who need interventions to groups, instead reworking schedules to accommodate new children. Several spaces are shared which creates scheduling and quality of instruction issues. Staffing issues have been identified and in the next budget cycle we will be looking to add more ELL and special education support for students. There are no additional spaces available for these programs. Also, poor ventilation, an aging roof, single pane windows, inefficient uni-vents and rotting door frames make it very difficult to regulate a comfortable temperature throughout the year especially in overcrowded and repurposed spaces.

At this time program types are limited for some individuals due to the building being wheelchair inaccessible. It is believed that the quality of some of our programming is affected by our facility for all students.

EDUCATIONAL SPACES: Please provide a detailed description of the 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).

There are 3 kindergarten classrooms averaging 1,007 SF. There are 16 general classrooms for grades 1- 6. Sizes range between 852 SF and 1,058 SF. There are approximately 17-18 kindergarten students per class, and between 21-25 students per class in Grades 1-6.

The library and associated spaces total 1,609 SF and are located centrally but internally, therefore they do not receive any natural light. Only one class can utilize the library at a time which limits grade level activities in the space.

Cafetorium, platform and associated storage totals 4,030 SF which is undersized for the population. This is the only all school assembly space and it currently does not adequately contain the entire school population with

associated staff.

Gymnasium is 3,852 SF, which is undersized for the population.

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

The current population of the Conant School is 408 students as of 5/3/2021. There are currently 2 sections of Kindergarten, 3 sections of Grades 1, 2, 3 and 4, there are 2 sections of grades 5 and 6. These variations in number of sections across grade levels creates difficult community building activities. To accommodate any specialized programming, every available space is utilized. Some rooms have been partitioned while others are shared. Some services like ELL and OT/PT are offered in converted storage areas. One undersized space for upper ASD students is small office suite of two rooms with no outside window. One shared space for two learning centers also lacks a window as it was covered by the hallway leading to an aging modular that houses art, a computer lab, speech and reading. Also, OT/PT must often take place on the stage, as the storage room that was converted to the therapy room is quite small. We also have very limited meeting space and virtually no quiet breakout space for large group work. To address overcrowding concerns, the school added a modular with approximately 2,300 SF of additional space. The modular houses art, computer lab, speech, writing room and a maker space. Ideally, these programs would be housed in a permanent part of the building in appropriately sized spaces.

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

The District provides regular maintenance and cleaning as needed. At Conant the District employees a day shift lead custodian and a 2nd shift evening custodian. The District also has a licensed plumber, electrician and HVAC system technician to provide in house repairs, saving the District on maintenance and repairs that would otherwise need to be outsourced. All of the critical health and safety capital projects identified at Conant in the most recent facilities assessment have been addressed. There are no new capital projects planned for the facility at this time. Although Conant could desperately use updated window systems and other newly advanced building systems in general, capital projects are not the issue at Conant as compared to the general need for programmatic space requirements that the current footprint does not allow for. The District budgets and staffs adequately to provide the general annual maintenance and cleaning the building requires annually.

Capital planning at a District level has been a major initiative for ABRSD. The district engaged in a Master Planning Process several years ago that identified extensive capital needs across schools throughout the district. Subsequently, the district increased its Capital Appropriation each year in order to fund many of the projects identified through the planning process. During the same time period, the district began to develop a comprehensive Capital Improvement Plan that identifies critical projects as well as a funding strategy in order to accomplish the work.

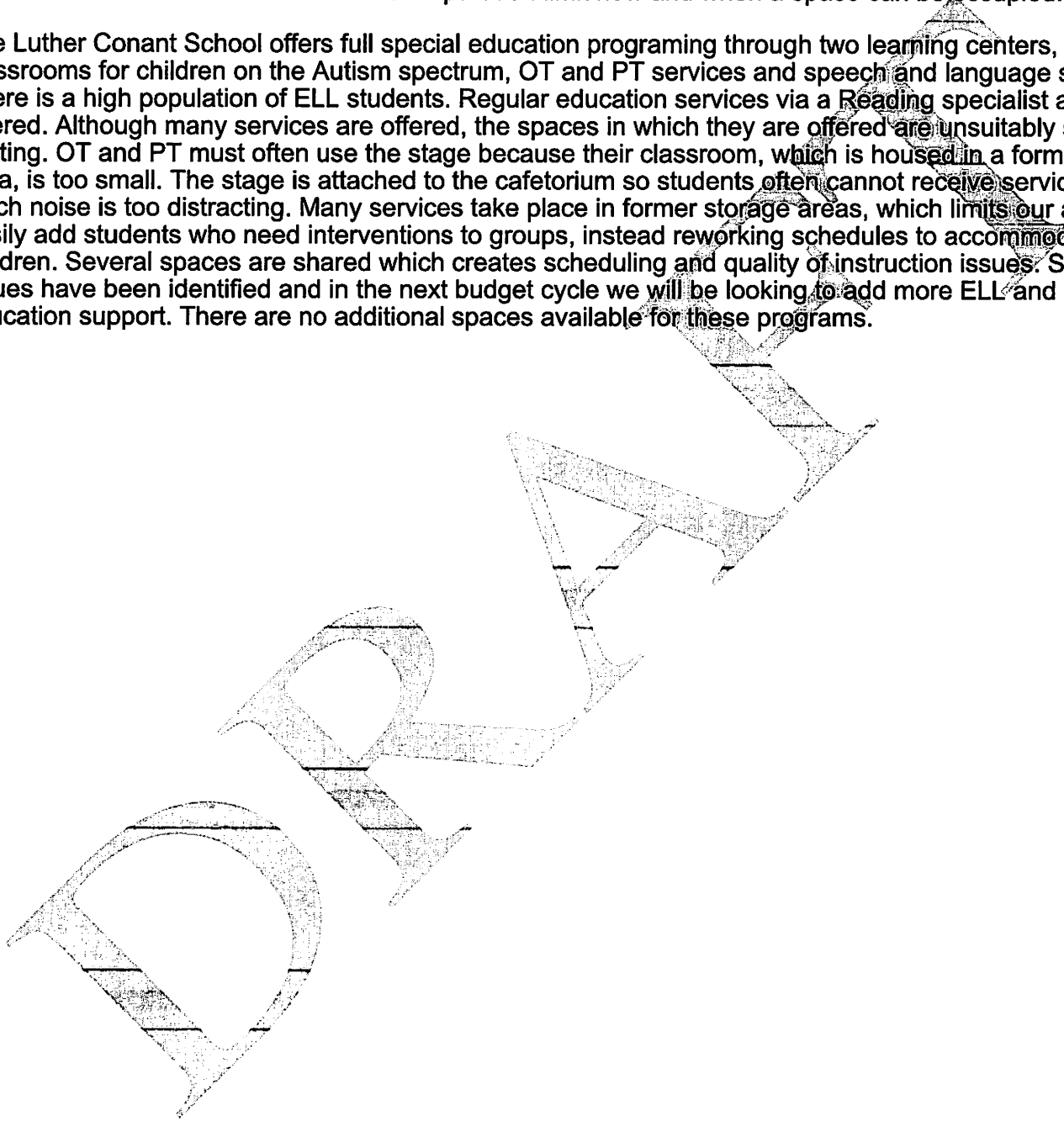
This proposed budget includes a comprehensive Capital Improvement Plan, an increase in the as well as a proposed funding strategy that will allow the district to complete approximately \$21 million in Capital Projects over the next thirteen years.

Priority 2

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

The Luther Conant School utilizes every available space for learning and break-out space, including hallways, converted storage rooms and modular classroom spaces. Often these spaces are inadequate, as space constrains and lack of acoustical separation limit how and when a space can be occupied.

The Luther Conant School offers full special education programming through two learning centers, two classrooms for children on the Autism spectrum, OT and PT services and speech and language services. There is a high population of ELL students. Regular education services via a Reading specialist are also offered. Although many services are offered, the spaces in which they are offered are unsuitably small and limiting. OT and PT must often use the stage because their classroom, which is housed in a former storage area, is too small. The stage is attached to the cafetorium so students often cannot receive services there, as lunch noise is too distracting. Many services take place in former storage areas, which limits our ability to easily add students who need interventions to groups, instead reworking schedules to accommodate new children. Several spaces are shared which creates scheduling and quality of instruction issues. Staffing issues have been identified and in the next budget cycle we will be looking to add more ELL and special education support. There are no additional spaces available for these programs.



Priority 2

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

To reduce space constraints, the District added approximately 2,300 SF with modulars to accommodate art, computer lab, speech and writing. This is not ideal however as many of these spaces are inadequate for an entire class to occupy and one is required to pass through and potentially interrupt the art space to access the other rooms.

Staffing issues have been identified and in the next budget cycle we will be looking to add more ELL and special education support however there are no additional spaces available for these programs so crowded spaces will become more crowded.

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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.

There are no additional spaces available for the ELL and special education programs causing crowded spaces to become even more crowded. The spaces are filled beyond capacity, distracting and noisy. Instructional modular spaces are compact often shared by multiple teachers and programs creating distractions for teachers and students. Hallway spaces use dividers and lack privacy and resources that would be found in a classroom such as whiteboards, smartboards, and proper storage. The cafeteria is also the only large assembly space and does not adequately hold the total population for an all school meeting. Spaces that have been reallocated often lack adequate acoustical separation and/or natural light.

Please also provide the following:

Cafeteria Seating Capacity:	170
Number of lunch seatings per day:	3
Are modular units currently present on-site and being used for classroom space?:	YES

If "YES", indicate the number of years that the modular units have been in use: 23

Number of Modular Units: 2

Classroom count in Modular Units: 4

Seating Capacity of Modular classrooms: 23

What was the original anticipated useful life in years of the modular units when they were installed?: 15

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: 5

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

Three spaces originally intended for storage have been converted to ELL, OT/PT, and reading support. The original staff collaboration, meeting, and break space has been converted into 2 learning centers for special education. Space originally intended for art or music has now been converted into a "Connections" District-wide special education program. We have ELL, OT/PT and some reading support in converted storage areas. Our connections programs are in small converted spaces when they should be in larger classrooms.

Regarding the modulars, The modular spaces serve non-traditional classroom uses. Art space can serve one grade level class, the computer lab can also serve one grade level class, and the speech and writing is for additional small instruction or pull out instruction.

Please explain any recent changes to the district's educational program, school assignment polices, 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):

The communities of Acton and Boxborough fully regionalized their educational system preK – 12 starting Fiscal Year 2015 (July 1, 2014). Previously the Acton-Boxborough Regional School District consisted of grades 9 – 12. Full preK – 12 regionalization has had minor impacts on the District's elementary school choice program.

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

The School Committee has a commitment to provide the highest quality education for our children. The Committee recognizes that desirable class sizes are a necessary part of the growth and development of the individual student. Therefore, the committee recommends that elementary classes are kept within the following ranges: Attainment of class sizes within these ranges shall, however, be dependent on budget and space considerations. Class size ranges: K 18-20 students G 1-3 20-22 G 4-6 22-24

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

Window systems are constructed of both hollow metal (at door sidelights and transoms) and aluminum. The hollow metal installations are showing a considerable amount of rust and rot. Aluminum systems are in much better shape, however they are not thermally broken, and in some cases, are damaged. Glazing associated with both types is non-insulated, single pane glass. In some locations wired glass was utilized, which is no longer recommended. Sealants associated with both types are showing their age and appear dried and cracked.

The roof structure of both wings consists of metal deck spanning between bar joists which are supported by wide flange steel beams and columns. Primary roof systems consist of a stone ballasted EPDM Membrane. The general condition of the membrane at the ballasted areas is difficult to monitor without some removal of ballast. Where exposed, the membrane exhibits drying and cracking, especially at joints, and is prevalent with failure of the membrane in the form of tears. The fascia system is showing signs of oxidation of the factory finish and is peeling from the metal panels in many locations.

The Conant School's mechanical equipment, with the exception of the boiler plant and the unit ventilators, are all original to the building. The boiler plant was replaced in 2007 as well as the unit ventilators and exhaust fans. The piping system throughout the building is provided with a mix of new fiberglass insulation and original fiberglass insulation which still has asbestos insulation on the elbows. The school mostly consists of unit ventilators for all the classroom spaces, library and the gym, indoor air handling units for the Cafeteria and one rooftop air handler for the Administration area which provides heating, ventilation and air conditioning for that area only. The IT room off the lobby is served by a rooftop heat pump. The rooftop unit and indoor air handling units are associated with duct distribution systems for the supply and return air. The Administration area is a constant volume single zone system with temperature control for the entire administrative suite controlled from one location. Exhaust air is provided throughout the building through the use of roof mounted exhaust fans. The buildings' overall temperature control system is handled by a limited amount of original pneumatic controls and standalone electronic controls. Overall the equipment is functional however, there is an issue with the exhaust fan central timeclock being inoperative. The building has received maintenance over the years however some components are beginning to fail or show signs of possible future issues.

Most of the electrical systems are original to the buildings and although functioning, have outlived its intended useful life. The power distribution system is original and in poor condition. Interior lighting is generally in poor condition. The fire alarm system is original. Due to code changes, the emergency standby systems are no longer code compliant.

The plumbing systems serving the building are cold water, hot water, sanitary, waste and vent system, storm drain piping, and natural gas. Municipal water services the building, while the building sanitary is directed to a site septic system. The majority of the plumbing systems appear to be original to the building and its additions. Portions of the system have been updated as part of building upgrade projects. The plumbing systems, while continuing to function, in general have served their useful life. Attempts have been made to make some bathroom fixtures accessible, however, the majority of fixtures do not meet current accessibility codes. In general, the plumbing fixtures appear to have served their useful life. Cast iron is used for sanitary and storm drainage. Rainwater from flat roof areas is collected by interior rain leaders which appear to discharge to a below grade drainage system.

Priority 5

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

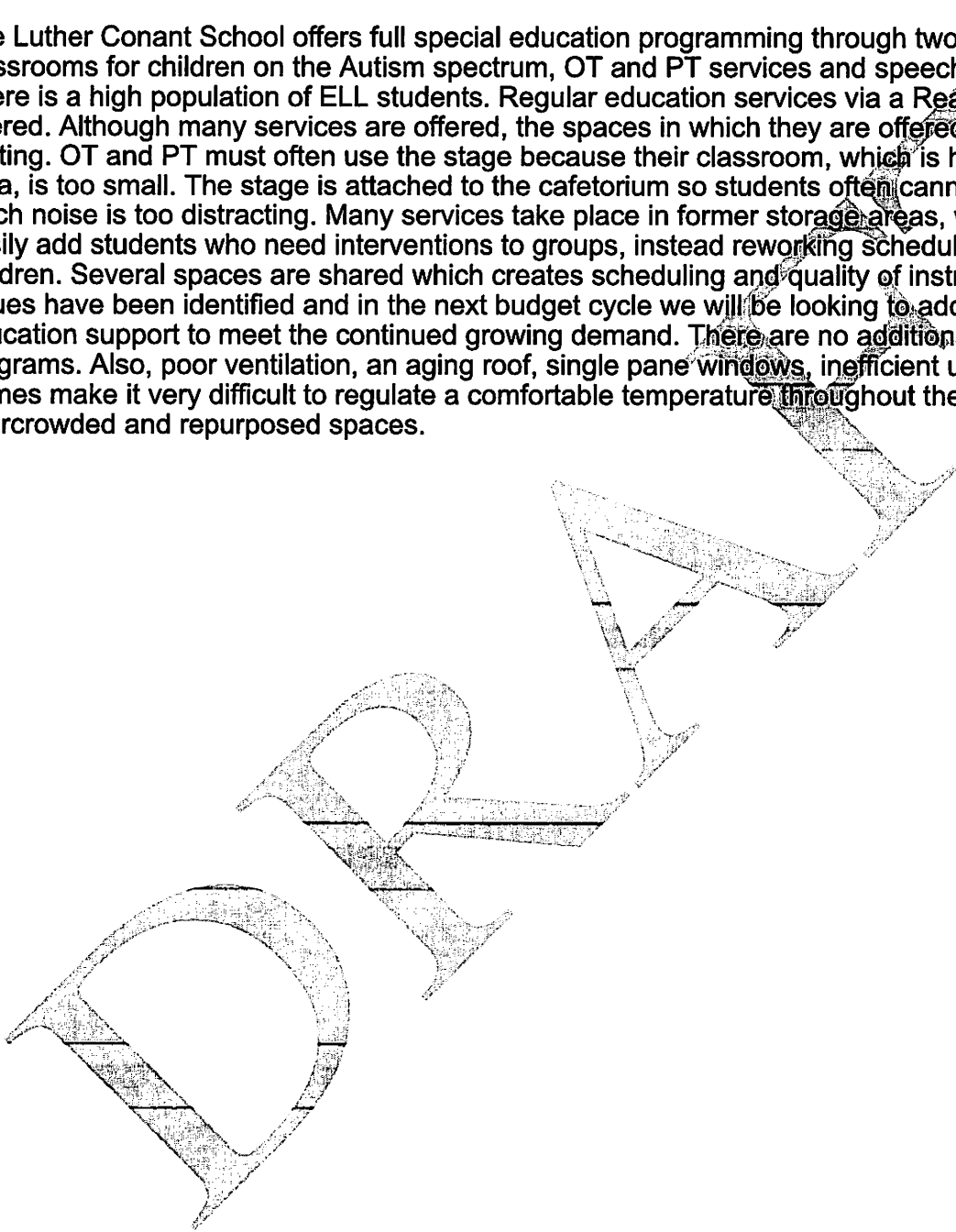
The school provides maintenance to the facility systems described with in house licensed staff. Many of the system issues noted are too great for the school to address in its annual budget. Therefore the District works very hard to reduce the burden on the annual operating budget by seeking grants to complete energy efficiency projects, which in turn reduce the operating costs associated with utility bills. In turn the District tries to roll savings in the areas of utilities back into the building capital, preventative maintenance, and repair programs.

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Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

The Luther Conant School offers full special education programming through two learning centers, two classrooms for children on the Autism spectrum, OT and PT services and speech and language services. There is a high population of ELL students. Regular education services via a Reading specialist are also offered. Although many services are offered, the spaces in which they are offered are unsuitably small and limiting. OT and PT must often use the stage because their classroom, which is housed in a former storage area, is too small. The stage is attached to the cafeteria so students often cannot receive services there, as lunch noise is too distracting. Many services take place in former storage areas, which limits our ability to easily add students who need interventions to groups, instead reworking schedules to accommodate new children. Several spaces are shared which creates scheduling and quality of instruction issues. Staffing issues have been identified and in the next budget cycle we will be looking to add more ELL and special education support to meet the continued growing demand. There are no additional spaces available for these programs. Also, poor ventilation, an aging roof, single pane windows, inefficient uni-vents and rotting door frames make it very difficult to regulate a comfortable temperature throughout the year especially in overcrowded and repurposed spaces.



Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

Every square foot of the building is utilized for educational space, including hallways, converted storage closets and modulares. If a system or component failure renders an area or space unusable, it would be detrimental to the operation of the building. Addressing failing systems would create a healthier, more comfortable and safer educational environment more conducive to learning. The District continues to be proactive when possible to address maintenance items in a timely manner.

Please also provide the following:

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

YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Dore & Whittier Architects, Inc.

Garcia, Galuska DeSousa (MEP)

The date of the inspection: 8/1/2015

A summary of the findings (maximum of 5000 characters):

Conant School building has had no significant renovation since constructed more than 45 years ago. Deficiencies in handicap accessibility, thermal envelope, code compliance, and infrastructure such as heating, ventilating and air conditioning (HVAC), electrical and plumbing systems topped the list of capital improvement needs. The use of modular classrooms addresses temporary space needs, but is not a viable long-term solution. A summary of findings is listed below.

Landscape / Civil

- Pavement and sidewalks: overall worn and in need of overlay/replacement
- Repair curbing, provide curbing where it doesn't exist
- Lack of accessible travel path to building entry
- Lack of accessible path to new playground
- Circulation – Bus and car traffic share loop drive, consider separation
- Screening at service area
- Consider separating bus and parent drop offs
- Analyze congestion problems, possibly provide second access drive to site
- Consider new full depth pavement at receiving area and access

- No continuous path around

building Structural

- Some cracking/spalling in foundation walls throughout the structure

- Cracking in brick and concrete slab at several egress doors from classroom pods

- Severe cracking in two locations due to heaving of foundation walls HVAC

- Combustion air damper undersized for boiler plant

- Piping insulation removed throughout building

- Problematic pneumatic control system

- Damaged time clock controlling rooftop exhaust fans

- No ventilation in administration area in winter

- Original AHU at café/kitchen are problematic and harder to fix

- Kitchen hood runs at full speed, wasting

energy Electrical

- Original power and distribution system - overall in fair condition

- Upgrade lighting with LED and provide occupancy and dimming sensors

- Emergency standby system is no longer code compliant; provide emergency lighting in toilet and public spaces

- Fire alarm system to be updated and comply with ADA and battery back-up requirements

- Provide lightning protection

system Plumbing

- Consider high efficiency low flow fixtures throughout that meet ADA

- Provide new domestic water distribution piping and insulation

- The kitchen drainage piping shall be directed to an exterior

grease trap Fire Protection

- Building does not have a sprinkler

system Architectural

- Doors and windows with single pane glass are in fair to poor condition – replacement warranted

- Replace ballasted EPDM roof, increase insulation; add lightning protection
- Finishes/built-ins range in condition
- HC accessibility - toilet rooms; water fountains; casework; side clearances at doors; signage Food Service
- Kitchen equipment is mostly original and somewhat antiquated Hazardous Materials
- Suspect materials are expected due to building age but maintained well. Prior to any repairs, check AHERA reports and perform testing if needed.

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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.

All required programming is offered. The spaces however for some programs are not appropriate thus limiting the opportunities for programming expansion and improvement. More apparatus are needed for OT/PT and for our Connections Program but we are not able to fit them in. For example, a sensory swing would be useful to both programs but there is nowhere to install one.

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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.

The District has worked with our local building inspector to try and make spaces appropriate to occupy when spaces are lacking ventilation, windows, and appropriate lighting. We have learned that in this pandemic year that there are still great limitations in many of the spaces where we are trying to do small group work and or one on one reading, writing, or ELL work. We have tried to move around programs to better integrate special education into the heart of the building, but that has proven impossible given the constraints. Currently we try and utilize tents for outdoor learning space, but that only is effective in good weather and warmer months.

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Priority 7

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

The Conant School is currently offering the programming required for our students. However, as it has been stated, the available spaces for some programs limit their ability to improve and grow. Also, we have identified a need for more ELL and SPED support in the next budget cycle. While having the staff to address these issues is a great addition to the building, we do not currently have spaces for them. This will require possible reallocation of storage space, or redistribution of service provider areas resulting in smaller, more crowded or shared spaces.

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Vote

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
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(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.