

BELMONT HIGH SCHOOL BUILDING COMMITTEE
FINAL MEETING MINUTES
Monday, April 4, 2016
Chenery Community Room
7:00 PM

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BELMONT, MA

2017 JAN 31 AM 9:01

Meeting #1

Committee Members Attending: Sami Baghdady, David Kale, John Phelan, Tom Caputo, Gerry Boyle, Pat Brusch, Dan Richards, Phyllis Marshall, Assistant, Bob McLaughlin, Joe DeStefano, Joel Mooney, Diane Miller (arrived at 7:26 p.m.), Chris Messer, Phil Ruggiero, Jamie Shea, Bill Lovallo,

Members Absent: [none]

Call to Order

The meeting was called to order at 7:02 p.m., by Permanent Building Committee (PBC) Chair Brusch. She explained that, as Chair of the PBC, she would chair tonight's meeting.

Introduction of Members

Ms. Brusch suggested that the BHS Building Committee members introduce themselves – which the group did. Mr. Boyle distributed a contact sheet for members to fill in.

Members introduced themselves and mentioned their affiliations:

Sami Baghdady, BoS Chair
David Kale, Town Administrator
John Phelan, Superintendent of Schools
Tom Caputo, School Committee
Gerry Boyle, Director of Facilities
Pat Brusch, Chair, Permanent Building Committee (PBC)
Dan Richards, BHS Principal
Phyllis Marshall, Assistant Town Administrator
Bob McLaughlin, Warrant Committee
Joe DeStefano, Planning Board, Developer
Joel Mooney, Permanent Building Committee, Engineer and Licensed Site Professional
Diane Miller, Architect (arrived at 7:26 p.m.)
Chris Messer, Operations Manager
Phil Ruggiero, Construction Executive
Jamie Shea, President of the FBE, President of CMS PTA, BHS History Teacher
Bill Lovallo, Permanent Building Committee, Engineer
Lisa Gibalerio, Minutes Recorder

MSBA Process Overview

Ms. Brusch explained the MSBA process, as well as how the MSBA came in to existence in 2004. She explained that the MSBA calls this beginning phase the *eligibility* phase. The *feasibility study* follows next. Under the feasibility stage, there are four possible options, and all four need to be explored.

The four options are:

1. do nothing
2. renovate the building within the walls
3. renovate along with new additions
4. replace the building with a new building

Following the feasibility phase is the *schematic design* phase. At the end of the schematic phase, a budget is developed. After this, there will need to be a debt exclusion vote.

The *debt exclusion* will be in about two years, or possibly longer. The Building Committee is not in charge of the debt exclusion. BHS Building Committee members will remain neutral, but may work for the debt exclusion as private citizens, just not in role of the building committee. However, private citizens will advocate (via the formation of a PAC) for the debt exclusion. During the debt exclusion phase, the Building Committee will not meet too often. Once the debt exclusion is passed, the *design development* phase will begin. Construction documents will be drawn up in this phase, which usually takes about a year. Construction begins, and depending on the option chosen, will take 2 to 5 years. This will be followed by at least a year of closing out the paperwork and the punch list.

She noted that, all told, being on the Building Committee is about a ten-year commitment.

MSBA Timeline for Eligibility Phase

Superintendent Phelan distributed a binder. He reviewed the contents of the binder, e.g., Statement of Interest (SOI), the acceptance letter, the building process, the eligibility period, etc. He explained some of the documents that have been submitted to the MSBA.

Discussion of Special Town Meeting in May 2016

Mr. Kale explained that there needs to be a fiscal allocation to cover four areas: feasibility study, OPM, evaluation/testing, and design. BOS Chair Baghdady stated that the Board supports funding this endeavor and that funds from the sale of Woodfall Road (\$1.75M) will be directed to support this. He explained that there will need to be a Special Town Meeting (STM) within the first half of the Annual Town Meeting (ATM) in May. He read the relevant motion (Article 2), which will be voted at the STM.

He stated that the Warrant Committee, BOS, and Capital Budget Committee will each take a position on this issue. Mr. McLaughlin requested that the BOS designate the members of the building committee as “Special Employees” of the Town in order to allow members who work for firms who do business with the town to continue as members. Ms. Brusch pointed out that this designation is usually given to all members of a building committee.

Overview of Building Committee Responsibilities

Ms. Brusch provided an overview of the Building Committee Responsibilities.

She began by noting that many people requested to be placed on this Building Committee. The winnowing process was challenging. The MSBA does require certain designations, e.g., Town Administrator, BHS Principal, Warrant Committee member, PBC member, a neighbor, a lawyer, and future and present BHS parents, etc.

The Building Committee must:

- stay within the budget (this project will involve a lot of money and credibility is at stake)
- follow the law
- hire an architect
- hire a Project Manager
- possibly hire a Clerk of the Works
- hire consultants (e.g., geotechnical, noise, equipment)
- may or may not hire a secretary – it will depend on the OPM

She confirmed that every one at the table has been sworn in. She noted that, with a 16-member committee, a quorum is 9 people. She requested that members review the Open Meeting Law (OML) guidelines. The draft minutes are public. Any Subcommittees formed must also comply with the (OML) guidelines – e.g., take minutes, post meetings, elect a Chair. Meetings will hopefully be held on the third floor of the Homer Building – in the Gallery.

She explained the evening’s tasks: elect officers (Chair, Vice Chair, Secretary), set a future meeting date, discuss meeting day/times, and eventually elect a Treasurer.

Regarding schedule, she noted that BHS Building Committee meetings cannot be scheduled when the three main bodies meet (BOS – Monday, SC – Tuesday, WC – Wednesday). This is because a member of each of those main bodies is to play a role on the building committee; so to schedule on those nights would then present a scheduling conflict.

Discussion of Potential Timeline/Steps to be Taken

Ms. Brusch noted several future tasks for the Committee, including monitoring requests from the MSBA, helping the BOS defend the budget request at Town Meeting, and establishing a website. In the Fall, the Committee will need to hire an architect, hire an OPM, and invite the public to meetings to let people know what is happening.

Mr. Mooney informed the group that, under the OML guidelines, emails cannot be used to make decisions or to deliberate issues.

Election of Officers

Ms. Brusch then explained the role of the Officer positions: Chair, Vice Chair, Secretary.

Chair

Mr. McLaughlin moved: To nominate Mr. Bill Lovallo as Chair of the BHS Building Committee.

He explained why Mr. Lovallo is well equipped to be Chair. The motion was seconded.

The motion passed unanimously.

Vice Chair

Mr. McLaughlin suggested that perhaps a few meetings could pass before electing the Vice Chair. The group agreed and this matter was deferred.

Secretary

Chair Lovallo noted that this position is mostly a formality.

Ms. Bruschi moved: To nominate Mr. Gerry Boyle as Secretary of the BHS Building Committee.
The motion passed unanimously.

Discussion of Meeting Time Preferences

Chair Lovallo broached the topic of meeting times. Monday, Tuesday and Wednesday evenings were ruled out because of the BOS, SC and WC, respectively. Mr. Kale noted that day meetings might be useful, but that night meetings will be essential as well. Mr. Lovallo agreed that morning meetings are efficient.

Superintendent Phelan suggested that the group meet again prior to May 10, when the Educational Profile Questionnaire and enrollment projection documents are submitted to the MSBA.

Mr. Lovallo suggested **Wednesday, April 27 at 7:30 a.m.**, likely to be held at the Homer Building, on the third floor. Mr. Boyle wondered if the group would like to meet before the STM, which is in early May.

Mr. Lovallo suggested the following agenda items for the next meeting:

- Education Plan documents
- The Special Town Meeting allocation (\$1.75M)
- Building Committee website

Mr. Lovallo noted that one voice (e.g. the Chair, Vice Chair) might be best in disseminating Building Committee information.

Mr. Boyle thanked Mr. Mooney for his work on the soil evaluation work and the updated data that he pulled together. Chair Lovallo noted that a BHS “walk through” will occur, as well as a meeting with the Wellington Building Committee.

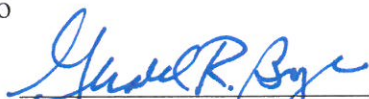
Adjournment

Mr. McLaughlin moved to adjourn the meeting at 8:11 p.m.

Respectfully submitted by:

Lisa Gibalerio

Approved:


Gerald R. Boyle, Secretary

4/27/16
Date

**BELMONT HIGH SCHOOL BUILDING COMMITTEE
MEETING #1 DOCUMENTS**

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.

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

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

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

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

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

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

Massachusetts School Building Authority

School District Belmont

District Contact Anthony DiCologero TEL: (617) 993-5430

Name of School Belmont High

Submission Date 3/31/2015

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.

Name of School Belmont High

Chief Executive Officer *

Andrés T. Rojas

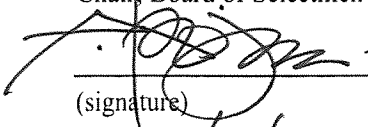
School Committee Chair

Laurie Q. Slap

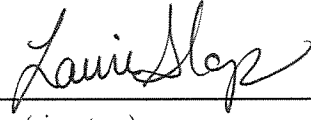
Superintendent of Schools

John P. Phelan

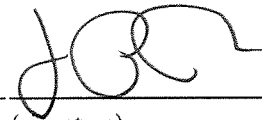
Chair, Board of Selectmen



(signature)



(signature)



(signature)

Date 04/01/15

Date 4/1/15

Date 4/1/15

* 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 Belmont

District Contact Anthony DiCologero TEL: (617) 993-5430

Name of School Belmont High

Submission Date 3/31/2015

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: Renovation/ Addition

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2015 Belmont High

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 10/15/2004

Planning Firm: Design Partnership of Cambridge, Inc.

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:

Since 2004, the district has adjusted the plan as follows: The overall increase in the Belmont Public School (BPS) enrollment is a major concern for the district. BPS has seen an increase of 317 and is projected to see at least a total of 725 new students over a ten year period. This projection does not take into effect two building projects within the Town that when completed would bring over 400 units of living space (via apartments and condominiums) to Belmont. The district has completed several research studies to analyze this K-12 dilemma, and one option is to relieve pressure on our overcrowded middle school (serving over 1300 students in grades 5-8) by proposing a high school plan (SOI) to the MSBA that would involve an 8-12 high school facility. Thus, solving two problems (overcrowded middle school, overcrowded and decrepit high school) with one building program. 1. Goal One – solve issue of over enrollment at the middle school and high school. 2. Goal Two – increase learning space for high school. 3. Goal Three – utilization of space at high school in a collaborative 21st Century learning model. 4. Goal Four – provide adequate science / STEM space for students and programs. 5. Goal Five – increase the quality of every aspect of the high school facility.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 23 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 16 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.

ARCADD, Inc. dated April 23, 1999.

Is there overcrowding at the school facility? YES

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

Over a 5 years period, Belmont Public Schools, K-12, has seen an increase in enrollment. Specifically, Belmont High School has seen an increase the past three years and anticipates the growth to continue. Below are the aggregate increases over a 5 year period:

Belmont Public Schools K-12 Enrollment

Date - Enrollment - Difference year-to-year

Oct. 1 1009 3905

Oct. 1, 2010 3877 - 28

Oct. 1, 2011 3900 - 23

Oct. 1, 2012 3994 - 94

Oct. 1, 2013 4136 - 42

Oct. 1, 2014 4222 - 86

*Difference, 2009-2014 - 317

Belmont Public Schools k-12 Projected Enrollment Based on NESDEC Plus 30 Index

Date Enrollment - Difference 2014-2019

Oct. 1 2019 4630 - 408

Belmont High School Enrollment

Date - Enrollment - Difference year-to-year

Oct. 1, 2009 1119

Oct. 1, 2010 1104 - 15

Oct. 1, 2011 1083 - 21

Oct. 1, 2012 1120 - 37

Oct. 1, 2013 1183 - 63

Oct. 1, 2014 1236 - 53

Because of the increasing enrollment at Belmont High School, the delivery of instruction, and the ability to assess students has been negatively impacted as well as simply accommodating the appropriate educational setting for students. For example, when students are not scheduled for a class, they are allowed to meet with teachers, go to the library or cafeteria. Since the increase in enrollment and the limited facility space available to students, the library will often reach full capacity and be forced to close the doors to additional students. Students will often wait outside the library and wait for other students to exit the space before being allowed to enter.

To help provide additional study space for students during the school day, the Little Theater has been made available. This space traditionally has been reserved for performances, class presentations and lectures only. When the room is not occupied, students are allowed to use the space to socialize and complete their school work. Unfortunately, the space is not supervised, and the administration frequently needs to limit the access to students.

To assist in alleviating the school's overcrowding problem, 30 benches have been purchased and placed in the hallway for students to access. The benches are utilized every period of the day and has only shifted the student overflow concerns to the hallways.

For the past several years, Belmont High School has offered open campus to seniors who meet the academic, attendance and discipline criteria. Students who meet the criteria are allowed to leave school during their free time. To help address the student overcrowding concerns, open campus was extended to the junior class. Offering open campus to the both seniors and juniors has assisted in managing the overcrowding concerns during the school day. Many teachers are teaching in different classrooms instead of delivering instruction in one classroom.

Because of the limited classroom space, the number of teachers sharing rooms has increased. Below are the statistics for the past two years:

Year - # of Teachers - # of Rooms
2013-2014 - 9 Taught in 2 classrooms
2013-2014 - 2 Taught in 3 classrooms

2014-2015 - 13 Taught in 2 classrooms
2014-2015 - 3 Taught in 3 classrooms

As a direct result of the enrollment increase and limited facility space, teaching and learning has been impacted. Teachers are restricted in delivering their instruction, the number of assessments, and covering the required amount of curriculum. To accommodate the increase in enrollment, students are being taught in modified classroom spaces. Below are some examples:

Original classrooms converted to smaller classroom to add additional space
1970's stadium style classrooms designed originally for science lecture rooms now accommodate wellness classes
An originally designed garage attached to the building has been converted to a large orchestra and music classroom

The current confinements do not support faculty and staff in meeting the school-wide expectations for students in providing a 21st century education to prepare students for college and career ready.

Each faculty and staff department is segregated from each other. As a result, faculty and staff are not afforded the opportunity to communicate and collaborate. Teachers often make a strong attempt to work with each other but are faced with facility challenges, i.e., limited classroom space, no school-wide faculty and staff room, limited computer space rooms, no collaborative teacher work rooms.

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

If "YES", how many teaching positions were affected? 10

At which schools in the district? All schools in the district

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

No recent layoffs have occurred. However, there is an override question on the ballot for 4/7/15. If passed, no layoffs will occur. If not passed, 10.5 teaching FTEs will be eliminated in music, PE, english, math, science, social stud., and reading.

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

If "YES", how many staff positions were affected? 14

At which schools in the district? All schools in the district

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

No recent layoffs have occurred. However, there is an override question on the ballot for 4/7/15. If passed, no layoffs will occur. If not passed, 14 non-teaching FTEs will be eliminated in admin., clerical, guidance, aides, library, and custodial.

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.

High School Impact is as follows: FTE Reduction 4.8. Reductions in ELA and math will result in average class size of 27 students. Reductions in science and social studies will not allow any student to take an additional course in these areas, only seniors looking for a 5th course. Reductions will result in the loss of all 5th year courses – cutting AP courses in Chinese, Spanish, Latin, and French AP and Honors. Reductions will result in the loss of all third year art. Open campus extended to juniors starting in September. Increased amount of “frees” housed in the cafeteria, library and halls. Twelfth graders will only be allowed to take 5 classes, 11th - 5 ½, and 10th - 6. Many teachers are teaching in different classrooms instead of delivering instruction in one classroom. In 2013-14, 9 teachers taught in 2 classrooms and 2 teachers taught in 3 classrooms. In 2014-15, 13 teachers taught in 2 classrooms and 3 teachers taught in 3 classrooms.

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.

There is an override question on the ballot on 4/7/15, which will directly affect the FY16 Budget. If the override is not passed the district will need to manage a \$1.7 Million shortfall for FY16. There will be 24.6 FTEs eliminated including 10.5 teaching FTEs in the areas of music, physical education, English, math, science, social studies, foreign language, art, reading, and preschool. Also, 14.1 non-teaching FTEs will be eliminated if the override is not passed in clerical support, instructional aides, assistant principal, guidance counselors, science coordinator, science curriculum director, library aides, custodian, and physical therapist positions. In this scenario, non-salary reductions will be in instructional supplies and materials, professional development, facilities maintenance and repairs. These reductions will negatively impact the district's ability to maintain school facilities; will increase class size -- and more dramatically increase student to instructional staff ratio regardless of class size by reducing aides at the elementary level -- and eliminate some course offerings at the secondary level. If the override is passed on 4/7/15, no budget-driven reductions would be anticipated. Ten additional FTEs would be hired throughout the district to address growing enrollment. Facilities spending would increase modestly to address maintenance and repairs in school buildings.

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).

Belmont High School was constructed as a new building on a vacant site and opened in 1970. There have been no additions or major renovations since it opened. The existing infrastructure is original equipment with the exception of replacement of all HVAC units on the roof of the building.

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

257120

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).

Belmont High School was constructed on the present 33 acre site and opened in 1970. A field house (which provides locker room space) and an ice rink are also on the high school property as separate, stand-alone buildings. There is a retention pond located on the site, which periodically overflows, resulting in flooding in the parking lot and in portions of the school building.

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)

221 Concord Avenue, Belmont, MA 02478

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).

In October, 2004 a Master Plan and Feasibility Study for Renovations to Belmont High School was issued by Design Partnership of Cambridge. That report made the following observations about the building enclosure. Belmont High School was designed by the architectural firm of KLQ of Foxboro, Massachusetts. The building is a steel and concrete frame supporting brick exterior walls with precast concrete trim, and brick and other masonry is used extensively on the interior also. The construction is, overall, substantial. DPC's evaluation shows that all elements of the exterior envelope, with the exception of the roof, are due for either replacement (e. g. all classroom windows) or repair.

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

Year of Last Major Repair or Replacement:(YYYY) 2012

Description of Last Major Repair or Replacement:

A building envelope study conducted by the engineering firm of Russo, Barr Associates in 2006 recommended the repointing of all masonry walls, replacing deteriorating steel lintels and replacing metal panel systems at the High School, at an estimated cost of \$370,000. At the annual Town Meeting in April 2008, the Town approved \$81,000 to begin the first phase of that project, which has been completed. The overall project has been completed.

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 150000

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

Sarnafil membrane roof

Age of Section (number of years since the Roof was installed or replaced) 19

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

Minor isolated repairs only

Window Section A

Is the District seeking replacement of the Windows Section? YES

Windows in Section (count) 150

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

Existing windows are original to the building. They are fixed glass with hopper-style vents

Age of Section (number of years since the Windows were installed or replaced) 45

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

Reglazing of exterior extrusions. Translucent panels in the athletic wing of the building were replaced over a multi-year phase-in, completed in FY11.

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).

From the October 2004 Master Plan, Design Partnership of Cambridge made the following observations about the mechanical and electrical systems. Virtually all components of the building's mechanical and electrical systems need attention. They are all, with minor exceptions, original equipment and have exceeded their design life expectancy. The boilers are oil-fired steam, feeding roof mounted air handling units directly and supplying hot water via converters to unit ventilators on the periphery of the building. Steam systems are very difficult to control. The building's electrical system is also original equipment, with the exception of some upgrades to the tel/data network made necessary by changing technologies. DPC's consultant electrical engineers and RDK Engineers, noted that the then 30-year old power distribution system is beyond its expected useful life. In addition to an increased frequency of component failures, replacement parts are becoming more scarce with time.

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)

Dual fuel capacity (natural gas and oil). Natural gas is used as the primary heating source

Age of Boiler (number of years since the Boiler was installed or replaced) 45

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

The three boilers in the boiler room are original to the building. In FY14 all three boilers were retrofitted with dual fuel burners.

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:

The basic HVAC system consists of unit ventilators providing heat and outdoor air to most spaces that border an exterior wall, and sixteen rooftop air handling units providing heat, outdoor air and cooling in some interior spaces. In 2006, as part of a townwide Energy Service Company (ESCO) project, six of the rooftop units were replaced. At the annual Town Meeting in April 2007, \$1,000,000 was authorized for borrowing to fund the replacement of the ten remaining rooftop units. That project was completed in 2008. Repair and upgrading of unit ventilators in classrooms is being performed and is currently ongoing.

In 2014 an air exhaust evacuation system was installed in the indoor pool area located in the athletics wing of the building.

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:

The majority of the electrical system is original to the building. Only minor replacement of some subpanels has occurred.

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).

From the October 2004 Master Plan and Feasibility Study for Renovations to Belmont High School, Design Partnership made the following observations about the building interior. The quality of interior finish is high with many high-use areas featuring quarry tile flooring and other low maintenance materials. Besides employing exclusively non-combustible materials, the design made liberal use of spray-on fireproofing, whose asbestos-content will add to the difficulty and cost of repair and renovation work. The interior finishes are tired. Floor tiles throughout the building contain asbestos. Although this material poses no threat until it is disturbed, it must be removed and replaced as part of any meaningful renovation program. Above the suspended ceilings, structural beams are treated with asbestos containing spray-on fire retardant. The vast majority of the suspended ceiling tiles are original to the building and have started to deteriorate. While the ceiling tiles themselves do not contain asbestos, a number have fallen out of the ceiling and have been replaced. This is an ongoing operational task that has a financial impact to the district. Most other finished areas will be disturbed by necessary work to address barrier-free access or by re-planning spaces for more effective and efficient use by evolving educational and support programs.

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).

Belmont High School offers a core academic program focused on college preparatory. Each year approximately 90% of the graduates go on to 4 year schools, 4% go on to two year schools, 1% go on to prep schools or gap year, 1% go into the military or employment, and 4% are categorized as "other". Students must meet the following graduation requirements:

- * 4 years of English
- * 4 years of math
- * 4 years of science
- * 3 years of social studies
- * 2 years of a foreign language
- * 1 year of fine and performing arts
- * 4 years of physical education
- * senior thesis
- * 40 hours of community service

With an emphasis on preparing students for college, there are limited offerings for students to pursue an area of interest, i.e., industrial arts, business, graphic design, etc. The physical constraints of the facility allow limited flexibility for students to partake in exploratory electives. Over the years, space has been modified to allow programs to be introduced. For example, the garage space has been converted over to an orchestra and chorus room, home economics rooms have been converted into art rooms, classrooms have been divided up to create small learning community centers for special education, office space has been converted over to a English Language Learner (ELL) classroom, science stadium seating lecture halls have been converted over to wellness classrooms, and storage and office space has been converted over to the METCO student workroom/directors office.

The New England Association of Schools and Colleges (NEASC) report of 2002 and 2013 both identified the limited space at Belmont High School as negatively impacting the delivery of instruction and curriculum. As a result, Belmont High School was placed on warning for facilities in 2002 and 2013. Since the building poses an obstacle to properly deliver a 21st century education, Belmont High School was also placed on warning in the area of curriculum. Even though

modifications have been made to classroom space, Belmont High School remains on warning in the area of facilities and curriculum.

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).

A detailed description of every instructional space can be found within the 2004 Master Plan, a hardcopy of which has been filed with the MSBA with the original SOI for Belmont High School. These "ed specs" note there are 36 general classrooms, most of which are approximately 750 square feet. There are also 27 specialized teaching classrooms: 4 Physics, 5 Biology, 3 Chemistry, 4 Art, 3 Music 2 Wellness, 6 Special Education.

The science labs range from 1,161 square feet to 1,445 square feet. Two earth science labs are 930 square feet each. The Library & Media Center has a combined space of 5,964 square feet. All of these spaces are original to the 1970 construction with very little modification.

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

The current building is over-subscribed at an enrollment of 1,235 students, limiting our capacity to deliver a 21st Century education. Over the next 10 years, district projections anticipate a student enrollment of 1,420.

Many teachers are teaching in different classrooms instead of delivering instruction in one classroom. In the 2013-2014 School Year, nine teachers taught in two different classrooms; two teachers taught in three different classrooms. Currently at Belmont High School, 13 teachers teach in two different classrooms; three teachers teach in three classrooms.

Please see the list of spaces repurposed below:

Wellness & social studies classes are held in a stadium/lecture setting which does not support differentiated instruction and 21st century learning expectations for BHS

Science labs are being conducted in general classrooms that were not designed as science labs

Full classes (30+ students) are held in smaller modified classrooms

Orchestra chorus classes are held in a garage area of the building

Science teachers lab preparation rooms are used for storage of science equipment and supplies, which prevents teachers from using those rooms for lab preparation

Ceramic classes are being held in previous home economics rooms

The Campus Alternative Program now occupies previous home economics rooms and a converted storage room

Two library/Media rooms are used for storage

METCO student work room was previously a storage room

ELL classrooms were previously an office and teacher work space

Music technology class is taught in a previous piano practice room

Weight room is housed in a former classroom

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 utilizes a contracted cleaning company to perform a clearly-defined and detailed list of tasks on a daily basis. The maintenance of the building systems is part of a districtwide program of preventative maintenance. The district maintenance and custodial staff have a scheduled checklist of items for servicing all motors and other elements of the systems. The District uses outside vendors for regular preventative maintenance and unscheduled repairs to HVAC, elevator and fire protection systems. Breakdowns are reported to the Town/School consolidated Facilities Department through the use of a computerized work order system. The Town budgets major capital repairs through a Capital Budget Committee separate from the operating budgets. As mentioned above, over the past few years, funds have been appropriated, or borrowing approved, at the annual Town Meeting for the rooftop HVAC replacements, the building envelope study, translucent panel replacements in the gymnasium and field house, and tennis court resurfacing on the grounds of the High School. None of these Capital Budget items required an override or debt exclusion.

Priority 2

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

The overall increase in the Belmont Public School (BPS) enrollment is a major concern for the district. BPS has seen an increase of 317 and is projected to see at least a total of 800 new students over a ten year period (2009-2019). This projection does not take into effect two building projects within the Town that when completed would bring over 400 units of living space (via apartments and condominiums) to Belmont. The district has organized several research groups to analyze this K-12 dilemma, and one option is to relieve pressure on our overcrowded middle school (serving over 1300 students in grades 5-8) by proposing a high school plan (SOI) to the MSBA that would involve an 8-12 high school facility. Thus, solving two problems (overcrowded middle school, overcrowded and decrepit high school) with one building program.

Additionally the district is experiencing an increase in international students which presents two pressures on the district. The first pressure is that the increase of international students is far more complicated to project. This projection is out of the scope of our traditional New England School Development Council (NESDEC) birth rate model – therefore the district has great concern for repeated surges in enrollment. Secondly, a corresponding impact to the district is that the ELL population has spiked (from 91 in 2008 to 220 in 2014) thus creating the need for small group instructional spaces (per DESE mandated policy) for these students.

The concerning condition to the community and the district is that enrollment at all three levels of the district is growing rapidly. The makeup of the district is four elementary schools (K-4), one middle school (5-8) and one high school (9-12). The SOI for the high school will hopefully address the 9-12 concerns and potentially the middle school overcrowding by housing grade 8 at BHS. The additional concern for the district is that the schools will need to provide modular classrooms and most likely permanent additions to two of its elementary schools.

There are many potential reasons for this increase in enrollment, from proximity to Boston/Cambridge, Level One school district status, and the overall attractiveness of the Belmont community.

Priority 2

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

Throughout the district each of the six schools has re-purposed space within their buildings. Library space, computer labs, office space, and conference rooms are taken and converted to full and small groups spaces to accommodate the increase in overall enrollment and the subsequent increase in special education and ELL students. This puts the district in the conflict of needing full classroom space and small pullout space to comply with the ELL state mandated 2.5 hours of pullout instruction for this population of students.

At Belmont High specifically, the re-purposing of classrooms is significant. From redesigning the library to hold four classroom and/or multipurpose spaces, to putting benches in the hallways to give places for students to go during free periods.

Because of the increasing enrollment and facility concerns at Belmont High School, the delivery of instruction, the ability to assess students and to simply accommodate the appropriate educational setting for students to be college and career ready, has negatively impacted the delivery of a 21st century education at Belmont High School.

For example, when students are not scheduled for a class, they are allowed to meet with teachers, go to the library or cafeteria. Since the increase in enrollment and the limited facility space available to students, the library will often reach full capacity and be forced to close the doors to additional students. Students will often wait outside the library and wait for other students to exit the space before being allowed to enter.

To help provide additional study space for students during the school day, the Little Theater has been made available. This space traditionally has been reserved for performances, class presentations and lectures only. When the room is not occupied, students are allowed to use the space to socialize and complete their school work. Unfortunately, the space is not supervised and the administration frequently needs to limit the access to students.

To assist in alleviating the school's overcrowding problem, 30 benches have been purchased and placed in the hallway for students to access. The benches are utilized every period of the day and have only shifted the student overflow concerns to the hallways.

For the past several years, Belmont High School has offered open campus to seniors who meet the academic, attendance and discipline criteria. Students who meet the criteria are allowed to leave school during their free time. To help address the student overcrowding concerns, open campus was extended to the junior class. Offering open campus to the both seniors and juniors has assisted in managing the overcrowding concerns during the school day.

Belmont High School is oversubscribed at the present time. Many teachers are teaching in different classrooms instead of delivering instruction in one classroom. Thirteen teachers share two classrooms and 3 teachers share 3 classrooms. Similar issues arise at our middle school as well. Belmont High School will explore modular classrooms for the 2015/16 school year and will need more modular classrooms for the next five years until a more permanent solution is adopted. Two of our four elementary schools as well as our middle school will have modular classrooms by the 2016/17 school year. For the 2015/16 school year all three levels will share space, provide instruction in non-classroom space like hallways and continue to parcel out space for small group instruction by taking space from the libraries and offices.

Currently the high school has an overcrowded library (student center), benches in the hallway, and a full cafeteria utilized by students during the day.

Because of the limited classroom space, the number of teachers sharing rooms has increased. Below are the statistics for the past two years:

Year # of Teachers # of Rooms

2013-2014 9 Taught in 2 classrooms

2013-2014 2 Taught in 3 classrooms

2014-2015 13 Taught in 2 classrooms

2014-2015 3 Taught in 3 classrooms

As a direct result of the enrollment increase and limited facility space, teaching and learning has been impacted. Teachers are restricted in delivering their instruction, number of assessments, and covering the required amount of curriculum. To accommodate the increase in enrollment, students are being taught in modified classroom space. Below are some examples:

1. Original classrooms converted to smaller classroom to add additional space
2. 1970's stadium style classrooms designed originally for science lecture rooms now accommodate wellness classes
3. An originally designed garage attached to the building has been converted to a large orchestra and music classroom
4. Former home economics class rooms have been converted over to art and alternative learning rooms

In 1970, the model for new schools was to create a design which departmentalized the different content areas. Each area has a department office and the subject classes in that wing of the school. As a result of the segregated areas, faculty and staff are not afforded the opportunity to communicate and collaborate with other teachers from different departments. Teachers often make a strong attempt to work with each other but are faced facility challenges i.e. limited classroom space, no school-wide faculty and staff room, limited computer space rooms, no collaborative teacher work rooms.

Below are specific limitations impacting the delivery of a 21st century education

*Limits to differentiated instruction

*Limits to the development of 21 Century Learning Skills

* Limits the ability to meet the Belmont High School student expectations (Communicate, Collaborate, Creativity, Critical Thinking)

*Limits to the implementation of a student-centered learning environment

*Limits to the capacity for students and teachers to engage in collaborative work teams, thereby impacting the social-emotional development of students

*Limits the cross curricular collaboration in developing the curricular (inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, development of heterogeneity classes)

*Limits teachers ability to personalize instruction

*Limits opportunities to engage students in cross-disciplinary learning, become active and self-directed learners

*Limits teachers from organizing group learning activities

*Limits teachers from engaging in cross-curricular discourse on instructional practices

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.

Students are not engaged in the presence of an educator during every instructional period of the school day.

Throughout the district each of the six schools has re-purposed space within their buildings. Library space, computer labs, office space, and conference rooms are taken and converted to full and small groups spaces to accommodate the increase in overall enrollment and the subsequent increase in special education and ELL students. This puts the district in the conflict of needing full classroom space and small pullout space to comply with the ELL state mandated 2.5 hours of pullout instruction for this population of students.

At Belmont High specifically, the re-purposing of classrooms is significant. From redesigning the library to hold four classroom and/or multipurpose spaces, to putting benches in the hallways to give places for students to go during free periods.

Because of the increasing enrollment and facility concerns at Belmont High School, the delivery of instruction, the ability to assess students and to simply accommodate the appropriate educational setting for students to be college and career ready, has negatively impacted the delivery of a 21st century education at Belmont High School.

For example, when students are not scheduled for a class, they are allowed to meet with teachers, go to the library or cafeteria. Since the increase in enrollment and the limited facility space available to students, the library will often reach full capacity and be forced to close the doors to additional students. Students will often wait outside the library and wait for other students to exit the space before being allowed to enter.

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To assist in alleviating the school's overcrowding problem, 30 benches have been purchased and placed in the hallway for students to access. The benches are utilized every period of the day and have only shifted the student overflow concerns to the hallways.

For the past several years, Belmont High School has offered open campus to seniors who meet the academic, attendance and discipline criteria. Students who meet the criteria are allowed to leave school during their free time. To help address the student overcrowding concerns, open campus was extended to the junior class. Offering open campus to the both seniors and juniors has assisted in managing the overcrowding concerns during the school day.

Belmont High School is oversubscribed at the present time. Many teachers are teaching in different classrooms instead of delivering instruction in one classroom. Thirteen teachers share two classrooms and 3 teachers share 3 classrooms. Similar issues arise at our middle school as well. Belmont High School will explore modular classrooms for the 2015/16 school year and will need more modular classrooms for the next five years until a more permanent solution is adopted. Two of our four elementary schools as well as our middle school will have modular classrooms by the 2016/17 school year. For the 2015/16 school year all three levels will share space, provide instruction in non-classroom space like hallways and continue to parcel out space for small group instruction by taking space from the libraries and offices.

Currently the high school has an overcrowded library (student center), benches in the hallway, and a full cafeteria utilized by students during the day.

Because of the limited classroom space, the number of teachers sharing rooms has increased. Below are the statistics for the past two years:

Year # of Teachers # of Rooms

2013-2014 9 Taught in 2 classrooms
 2013-2014 2 Taught in 3 classrooms

2014-2015 13 Taught in 2 classrooms
 2014-2015 3 Taught in 3 classrooms

As a direct result of the enrollment increase and limited facility space, teaching and learning has been impacted. Teachers are restricted in delivering their instruction, number of assessments, and covering the required amount of curriculum. To accommodate the increase in enrollment, students are being taught in modified classroom space. Below are some examples:

1. Original classrooms converted to smaller classroom to add additional space
2. 1970's stadium style classrooms designed originally for science lecture rooms now accommodate wellness classes
3. An originally designed garage attached to the building has been converted to a large orchestra and music classroom
4. Former home economics class rooms have been converted over to art and alternative learning rooms

In 1970, the model for new schools was to create a design which departmentalized the different content areas. Each area has a department office and the subject classes in that wing of the school. As a result of the segregated areas, faculty and staff are not afforded the opportunity to communicate and collaborate with other teachers from different departments. Teachers often make a strong attempt to work with each other but are faced facility challenges i.e. limited classroom space, no school-wide faculty and staff room, limited computer space rooms, no collaborative teacher work rooms.

Below are specific limitations impacting the delivery of a 21st century education

- *Limits to differentiated instruction
- *Limits to the development of 21 Century Learning Skills
- * Limits the ability to meet the Belmont High School student expectations (Communicate, Collaborate, Creativity, Critical Thinking)
- *Limits to the implementation of a student-centered learning environment
- *Limits to the capacity for students and teachers to engage in collaborative work teams, thereby impacting the social-emotional development of students
- *Limits the cross curricular collaboration in developing the curricular (inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, development of heterogeneity classes)
- *Limits teachers ability to personalize instruction
- *Limits opportunities to engage students in cross-disciplinary learning, become atice and self-directed learners
- *Limits teachers from organizing group learning activities
- *Limits teachers from engaging in cross-curricular discourse on instructional practices

Please also provide the following:

Cafeteria Seating Capacity:	650
Number of lunch seatings per day:	4
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:	10
Number of Modular Units:	1
Classroom count in Modular Units:	3

Seating Capacity of Modular classrooms: 75

What was the original anticipated useful life in years of the modular units when they were installed?: 25

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: 14

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

There is a modular building on site that is currently being used for office space and other non-instructional space. It is anticipated that for the 2015-2016 School Year that three of the six rooms in the modular building will be used as classrooms, due to current increases in enrollment. Only three of the six rooms are large enough to be used as classrooms. To date, the following spaces have already been repurposed to address the instructional needs of the building:

Wellness & social studies classes are held in stadium/lecture setting does not support differentiated instruction and BHS's 21st century learning expectations.

Science labs are being conducted in general classrooms that were not designed as science labs

Full classes (30+ students) are held in smaller modified classrooms

Orchestra chorus classes are held in a garage area of the building

See complete list in Priority 4 Question 3

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):

Enrollment increases at all grades within the district have necessitated the reassignment of students at the elementary level to be reassigned in some cases to an elementary building other than their local, neighborhood school. This is done to balance class size within each elementary grade among the four elementary schools in the district.

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

The district's has established class size guidelines for grades K-8. They are as follows:

Grade Guidelines

K 18-22

1 19-23

2 19-23

3 20-24

4 20-24

5 20-24

6 22-26

7 22-26

8 22-26

Priority 3

Question 1: Please provide a detailed description of the "facility-related" issues that are threatening accreditation. Please include in this description details related to the program or facility resources (i.e. Media Center/Library, Science Rooms/Labs, general classroom space, etc.) whose condition or state directly threatens the facility's accreditation status.

In the New England Association of School and Colleges (NEASC) Evaluation Report of the Visiting Committees in both 2002 and 2012, the Committees identified numerous recommendations concerning the facility needs of Belmont High School. As a result of the visits, NEASC placed Belmont High School on Warning status in 2002 and in 2012 in the area of facilities. In addition, Belmont High School was placed on Warning status for curriculum because of the inability for faculty and staff to deliver a 21st century education to students. Since the accreditation visits in 2002 and 2012, several improvements to the facility have been made and updated reports have been submitted to NEASC. Despite these efforts, Belmont High School continues to be on Warning status for the facility and the delivery of a 21st century curriculum. Below is a list of the major concerns as identified in the 2012 NEASC Report:

School Space

The school site and plant do not support the delivery of high quality school programs and services. Some issues are associated with the lack of adequate space while others are associated with the utilization and deterioration of the facility. The library is currently utilized as a study hall which limits teachers' abilities to use it effectively for guided research and inquiry. The issues in the life and chemistry science lab classrooms are centered on the increased classroom space that was reclaimed in a section of the room previously devoted solely to lab tables. This reclamation limits the lab area and compromises lab safety. The teachers are now limited by space concerns in their ability to deliver quality science curriculum in traditional classroom instruction. However, the physics classrooms are not in the science wing and are not configured as lab spaces. When the science graduation requirements were expanded, the physics classrooms were relocated, as they did not require gas or plumbing. Physics labs requiring probes or computers are performed in a separate computer lab area on a sign-up-as-available basis.

Public Announcement System

The public announcement system functions erratically throughout the building; it is unreliable. It never works in the music room and other locations throughout the building. In case of an emergency, there is no guarantee all classrooms would hear a request for lockdown procedures to commence. Because the public announcement system cannot be relied on as the main form of communication, the school administration is unable to notify all the faculty and staff during a crisis situation.

Fire Alarm System

Belmont High School's fire alarm system was installed in 1987. The alarm panel is located in the school's boiler room. There used to be two panels; one panel has been "cannibalized" for parts to fix the other one, since the system is outdated and parts are almost impossible to find. The intended use of the alarm panel is to indicate where a fire is occurring in the building. The panel does not function properly. If a fire alarm goes off, the indicator board bulbs do not glow to indicate the affected area. So, the source of the alarm has to be researched. It is known that a fire is occurring, but, because of the dysfunction of the panel, it is not known where the fire is. Because the fire alarm system is outdated and cannot be relied on as a main source of information when locating a fire, the fire department is not able to respond to an emergency in appropriate time.

Entry Control System

When a guest arrives at Belmont High School they are asked to check in at the greeter's desk at one end of the building and then proceed to the main office. The office is positioned in a way that guests are not visible to the office staff when

seeking entrance to the school through the main entrance or egress doors. The school does not have entry control devices such as doors with electronically controlled latches, an entrance intercom system or security cameras. All exterior doors do not secure when entering and exiting the building. Without these security measures Belmont High School cannot ensure a secure building where all occupants are safe.

Little Theatre

The Little Theater, located at the lowest part of the building, takes on water when heavy rain occurs. A wood floor has been built over the concrete to raise the stage. When the Little Theater takes on water, it also gives off a strange odor.

Windows

When it rains or snows, or ice melts, water comes over the building's window overhangs. Those overhangs have no drainage planes/drip edges, so water enters the building through windows/areas that aren't properly sealed. Serious damage has occurred in the back of the building, the foyer/lobby, and in the 1st floor classrooms. Unfortunately, some of the electrical panels are located near the documented water leaks.

Storage

There is a lack of storage at Belmont High School. In the music rooms, supplies are stacked up in the orchestra room. The music practice room is filled with supplies and equipment. The theater program supply area is limited and overcrowded. The academic departments rely on overstocked storage rooms which also serve as teacher/student tutoring and study spaces.

HVAC System

The heating and ventilation system in the building is in need of updating. Due to consistent failure of steam traps, it is difficult to adequately regulate the flow of heat into the classrooms. As a result, many classrooms are either very hot and noisy or very cold. Many of pneumatic air lines that drive the HVAC system are old, dried out, and cracked, causing dampers and thermostats to not open and close when needed. Inefficient boilers and excessive production of hot water due to a broken mixing/exchange valve, results in excessively high energy costs. Sixteen rooftop units were installed in 2006-2008. They are digital units that are accompanied by software. The software to adjust the unit programming cannot be run from a computer in the office. It is necessary to climb to the roof to change it, making it difficult during good and inclement weather.

Americans with Disabilities Act (ADA)

Belmont High School maintains documentation that the physical plant and facilities meet most applicable federal and state laws and are in compliance with local health and safety regulations. Issues needing to be addressed exist with ADA compliance. The Belmont High School facility is not in full compliance with the Americans with Disabilities Act (ADA). Program access for individuals in wheelchairs is compromised by:

"The size of the elevator not accommodating motorized wheelchairs"

"No access to classroom lecture halls 138 and 221 A & B"

"No access to the Little Theater"

"No access to the bleachers"

"No access to the nurse's office"

Limited access to restrooms and the sinks"

Limited width of doorways"

"NEASC Facility Recommendations

1. "Develop and implement a plan that addresses the effective use of existing space"
2. "Ensure the public announcement system functions in every classroom and area in the building and physical plant"

3. "Address water inflow issues in all identified areas"
4. "Provide heat to areas of the building where it is currently not provided"
5. "Bring the building up to ADA compliance"
6. "Provide sufficient storage for the music and drama programs"
7. "Replace the school's fire alarm system to ensure occupant safety"
8. "Replace the outdated boiler system"
9. "Update the building's heating/ventilation system"
10. "Facilitate access to heating unit programming"
11. "Replace the water tank in the field house"
12. "Reconcile the proximity of electric panels and documented water leaks"
13. "Fix and update all doors in the building that are in poor condition"

NEASC Curriculum Recommendations

1. "Overcrowding-ensure class size does not impede the implementation of curriculum"
2. "Overcrowding-establish educationally conducive environments students can access during free periods"
3. "Overcrowding-ensure the library functions as an area to support the implementation of BHS curriculum and achievement of the 21st century learning expectations"
4. "Overcrowding-ensure class size does not impede teachers meeting students' needs"
5. "Overcrowding-develop and implement a plan to ensure the library/media center is appropriately utilized as a resource for students and teacher to be actively engaged in the implementation of the school's curriculum"
6. "Overcrowding-develop and implement a plan that addresses the effective use of existing space"
7. "Update, fund and implement a long-range plan that addresses all building and physical plant needs that ensures the delivery of programs"

Similarly, the 1999 facility audit by ARCADD recommended extensive renovations including replacing boilers and burner, exhaust fans, wiring, kitchen equipment, etc. Because of inadequate funding, repairs to critical systems are made as problems arise. All of these concerns prevent the faculty and staff from implementing the school-wide expectations (Collaboration, Critical Thinking, Creativity, and Communication) and as a result, not fully preparing students to be college and career ready.

Priority 3***Question 2: Please describe the measures the district has taken to mitigate the problem(s) described above.***

The NEASC report was received in February 2013. Many of the same facility-related findings from the previous NEASC report from 2002 were reiterated in 2013.

Through the Town of Belmont Capital Budget Committee, the following projects have been funded by Town Meeting to try to alleviate some of the facility problems at Belmont High School:

1. A building envelope study for all school buildings was approved for FY07, and was conducted by the engineering firm of Russo, Barr Associates.
2. Based upon the recommendation of the building envelope study, which recommended repairs to the High School building exterior walls estimated to cost \$370,000, the Town Meeting approved \$81,000 for FY09 to begin these repairs.
3. Town Meeting approved \$125,000 for FY08 plus \$100,000 for FY09 as part of a phased replacement of sections of the translucent panels in the gymnasium and field house. An additional \$112,629 was expended in FY10 and an additional \$125,000 was approved for FY11 for the final phases of translucent panel replacement. The project is completed.
4. The Energy Service Company (ESCO) project in 2006 replaced six of the sixteen rooftop HVAC units and replaced all interior lighting with energy saving fixtures.
5. Town Meeting for FY08 authorized the borrowing of \$1,000,000 to replace the remaining ten rooftop HVAC units, which has been completed.
6. In the summer of 2008, in-house maintenance workers removed the fixed lab tables in the science rooms to accommodate more room for student chairs. These rooms were originally designed as combination classrooms and laboratories, but the fixed lab tables had become obstructions.
7. In the summer of 2009, a new Foreign Language lab was installed with equipment and furnishings paid by an \$80,000 grant from the Foundation for Belmont Education with the labor provided by the district's in-house maintenance workers.
8. In FY10:
 - \$44,025 was appropriated to begin repairs on the univent heating units in each classroom.
 - \$100,943 was appropriated to repave the access road in front of the high school building.
9. In FY11:
 - \$93,168 was expended for building envelope work (brick repointing, replacing external sealants, etc).
 - \$72,770 was expended for the final phase of replacing translucent panels.
10. In FY12:
 - \$14,979 was expended to rebuild heating units in the gymnasium.
 - FY12 and FY14 at total of \$187,000 was appropriated to convert the building to be heated by natural gas. The project included purchasing three new dual fuel (natural gas and oil) burners to replace the existing three oil-fired burners. Also included in the scope of the project was laying new underground gas piping to the building.
11. In FY13:

- \$100,000 was appropriated to repave a portion of the main parking lot.
 - \$50,000 was appropriated to continue repairs on the univent heating units in each classroom.
12. In FY14
- \$200,000 was appropriated to repave a portion of the main parking lot (for a project total of \$300,000).
 - \$87,000 was appropriated for the town's share for National Grid to install high pressure natural gas piping underground and connect it to Belmont High School. An alternate pathway over which to run the pipeline was identified, which reduced the cost from the initial estimate of \$93,000.
 - In addition to these capital budget appropriations, in FY14 the School Department and the Town's Facilities Department expended over \$60,000 to address repairs and water and air quality issues with the indoor swimming pool at Belmont High School.
13. In FY15
- \$40,000 was appropriated to repair and paint the ceiling in the HS pool area.
 - \$40,000 was appropriated to install an ultraviolet filtration system for the HS pool.
 - Approximately \$35,000 was expended to build out small group learning rooms in the HS library.
 - \$50,000 was appropriated to continue with the repair and upgrade of classroom univents.

Priority 3

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(s) identified.

The following are examples of the impact of facilities/curriculum/enrollment related deficiencies cited in the NEASC Evaluation Report of the Visiting Committee in 2012:

1. "The negative impact of the facility to adequately and fully support the opportunities for all students to practice and achieve each of the 21st century learning expectations and delivery of the curriculum" - Facility/Curriculum
2. "The lack of adequate space in the library/media center causing reduced functionality of the center" - Facility/Enrollment/Curriculum
3. "Limited science lab areas compromising lab safety" - Facility/Curriculum
4. "Lack of adequate electricity, water, and technology in several science classrooms and labs" - Facility/Curriculum
5. "The poor condition of the heating and ventilation systems throughout the building"
6. "Ensure class size does not impede teachers meeting students' needs" - Enrollment/Curriculum
7. "Develop and implement a process to ensure counselors are able to meet the needs of all students and the school community" - Enrollment
8. "Ensure staffing levels in the library/media center to meet the needs of all students" - Enrollment/Curriculum
9. "Develop and implement a plan to ensure the library/media center is appropriately utilized as a resource for students and teachers to be actively engaged in the implementation of the school's curriculum" - Facility/Enrollment/Curriculum
10. "Update, fund, and implement a long-range plan that addresses all building and physical plant needs that ensures delivery of programs" - Facility/Curriculum
11. "Ensure class size does not impede the implementation of curriculum" - Enrollment/Curriculum
12. "Establish educationally conducive environments students can access during free periods" - Facility/Enrollment/Curriculum
13. Ensure the library functions as an area to support the implementation of BHS curriculum an achievement of the 21st century learning expectations" - Enrollment/Facility/Curriculum
14. "Develop and implement a plan that addresses the effective use of existing space" - Facility
15. "Ensure the public announcement system function in every classroom and area of the building and physical plant" - Facility
16. "Bring the building up to ADA compliance" - Facility
17. "Address water inflow issues in all identified areas" - Facility
18. "Ensure the stage area meets OSHA standards" - Facility
19. "Provide heat to the stage area" - Facility
20. "Provide sufficient storage for the music and drama programs" - Facility
21. "Replace the school's fire alarm system to ensure occupant safety" - Facility
22. "Provide an adequate exhaust system in the pool room" - Facility
23. "Replace the outdated boiler system" - Facility
24. "Update the building's heating/ventilation system" - Facility
25. "Replace the water tank in the field house" - Facility
26. "Reconcile the proximity of electric panels and documented water leaks" - Facility
27. "Fix and update all doors in the building that are in poor condition" - Facility

The Belmont High School facility is insufficient to fully implement the curriculum. Below are specific examples that prevent the district from delivering a 21st century education:

1. Science Labs/Classrooms - The science rooms and labs are original to the building and prevent teachers from delivery a 21st century education. Some of the concerns are listed below:
 - a. Science classrooms and labs are located in one room. Because of the limited space and enrollment increase, students must sit in both the lecture and lab tables while the teacher is delivering the instruction. Many students are unable to see the whiteboard clearly and must adjust their location.
 - b. When the students conduct labs, the instruction, curriculum and safety is compromised. The science lab space is limited and students must perform experiments in a limited space in large groups. Often labs are compromised because of the restricted area.
 - c. The majority of the lab stations have no power, limited plumbing, and there are concerns with the gas lines. Often students must share table space while conducting their experiments. Because of these facility obstacles, teachers are limited in delivering instruction and covering the required curriculum.
2. Physics Labs - many physics classes are held in science rooms that do not contain sufficient lab space tantamount to implementing the curriculum. Teachers have been creative in providing labs for students and the delivery of their instruction. The physics rooms prevent the teachers from delivering a 21st century education to students.
3. Open Campus/Enrollment - As stated earlier in the report, enrollment in the District and at Belmont High School has increased steadily and is projected to continue. Due to the limited educational space and to assist in managing students, the school has resorted to an open campus style schedule. When students do not have scheduled class time, they are allowed to roam the building, school grounds and take advantage of off campus privileges. At any given time during the school day, over 700 students may not be assigned to a class, and allowed to congregate in the library, cafeteria, courtyard, on benches in the hallways, and utilize the Little Theater.
4. Library/Media Space - Because of the increase in enrollment, the library/media space is frequently used as a gathering spot for large groups of students who seek out computers for personal and curricular work. While this is a popular location for students to gather, the library/media space functions as a study hall and the large quantity of students makes the media center inaccessible to students that are truly in need of its resources. The library/media center, instead of functioning as inquiry-based, becomes a holding place. The staff do their best to help students access the available resources. Unfortunately, a large majority of their time is spent on crowd control.
5. Technology Access - Equity of access to technology resources to fully implement the curriculum is a concern. Limited space and lack of updated electrical outlets limit the delivery of the curriculum. While technology is embedded in the Belmont High School curriculum and research is one the school's 21st century learning expectations, access to a computer is limited. Teachers are constantly "jockeying" for limited lab space, which is afforded to the fastest and savviest teacher. Without equal access to technology to support the curriculum, students will not be able to become the type of researcher Belmont High School's 21st century learning expectations delineates and the school's curriculum is not fully implemented.

Please also provide the following:

Name of accrediting entity (maximum of 100 characters):

New England Association of Schools and Colleges (NEASC).

Current Accreditation Status: Please provide appropriate number as 1=Passed, 2=Probation, 3=Warning, 4=Lost:

3

If "WARNING", indicate the date accreditation may be switched to Probation or lost:

12/1/2015

If "PROBATION", indicate the date accreditation may be lost:

Please provide the date of the first accreditation visit that resulted in your current accreditation status.:
3/11/2012

Please provide the date of the follow-up accreditation visit: 3/1/2022

Are facility-related issues related to Media Center/Library? If yes, please describe in detail in Question 1 below.:
YES

Are facility-related issues related to Science Rooms/Labs? If yes, please describe in detail in Question 1 below.:
YES

Are facility-related issues related to general classroom spaces? If yes, please describe in detail in Question 1 below.: YES

Are facility-related issues related to SPED? If yes, please describe in detail in Question 1 below.: YES

Are facility-related issues related to support spaces? If yes, please describe in detail in Question 1 below.:
YES

Are facility-related issues related to "Other"? If yes, please identify the other area below and describe in detail in Question 1 below.: YES

Please describe (maximum of 100 characters).:

Spaces have been repurposed to accommodate a sharp increase in the ELL population.

Priority 4

Question 1: Please describe the conditions within the community and School District that are expected to result in increased enrollment.

The overall increase in the Belmont Public School (BPS) enrollment is a major concern for the district. BPS has seen an increase of 317 and is projected to see at least a total of 800 new students over a ten year period (2009-2019). This projection does not take into effect two building projects within the Town that when completed would bring over 400 units of living space (via apartments and condominiums) to Belmont. The district has organized several research groups to analyze this K-12 dilemma, and one option is to relieve pressure on our overcrowded middle school (serving over 1300 students in grades 5-8) by proposing a high school plan (SOI) to the MSBA that would involve an 8-12 high school facility. Thus, solving two problems (overcrowded middle school, overcrowded and decrepit high school) with one building program.

Additionally the district is experiencing an increase in international students which presents two pressures on the district. The first pressure is that the increase of international students is far more complicated to project. This projection is out of the scope of our traditional New England School Development Council (NESDEC) birth rate model – therefore the district has great concern for repeated surges in enrollment. Secondly, a corresponding impact to the district is that the ELL population has spiked (from 91 in 2008 to 220 in 2014) thus creating the need for small group instructional spaces (per DESE mandated policy) for these students.

The concerning condition to the community and the district is that enrollment at all three levels of the district is growing rapidly. The makeup of the district is four elementary schools (K-4), one middle school (5-8) and one high school (9-12). The SOI for the high school will hopefully address the 9-12 concerns and potentially the middle school overcrowding by housing grade 8 at BHS. The additional concern for the district is that the schools will need to provide modular classrooms and most likely permanent additions to two of its elementary schools.

There are many potential reasons for this increase in enrollment, from proximity to Boston/Cambridge, Level One school district status, and the overall attractiveness of the Belmont community.

Priority 4

Question 2: Please describe the measures the School District has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

Belmont High School is oversubscribed at the present time. Thirteen teachers share two classrooms and 3 teachers share 3 classrooms. Similar issues arise at our middle school as well. Belmont High School will explore modular classrooms for the 2015/16 school year and will need more modular classrooms for the next five years until a more permanent solution is adopted. Two of our four elementary schools as well as our middle school will have modular classrooms by the 2016/17 school year. For the 2015/16 school year all three levels will share space, provide instruction in non-classroom space like hallways and continue to parcel out space for small group instruction taking space from the libraries and offices.

Currently the high school has an overcrowded library (student center), benches in the hallway, and a full cafeteria utilized by students during the day.

Priority 4

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.

Because of the increasing enrollment and facility concerns at Belmont High School, the delivery of instruction, the ability to assess students and to simply accommodate the appropriate educational setting for students to be college and career ready, has negatively impacted the delivery of a 21st century education at Belmont High School.

For example, when students are not scheduled for a class, they are allowed to meet with teachers, go to the library or cafeteria. Since the increase in enrollment and the limited facility space available to students, the library will often reach full capacity and be forced to close the doors to additional students. Students will often wait outside the library and wait for other students to exit the space before being allowed to enter.

To help provide additional study space for students during the school day, the Little Theater has been made available. This space traditionally has been reserved for performances, class presentations and lectures only. When the room is not occupied, students are allowed to use the space to socialize and complete their school work. Unfortunately, the space is not supervised and the administration frequently needs to limit the access to students.

To assist in alleviating the school's overcrowding problem, 30 benches have been purchased and placed in the hallway for students to access. The benches are utilized every period of the day and have only shifted the student overflow concerns to the hallways.

For the past several years, Belmont High School has offered open campus to seniors who meet the academic, attendance and discipline criteria. Students who meet the criteria are allowed to leave school during their free time. To help address the student overcrowding concerns, open campus was extended to the junior class. Offering open campus to the both seniors and juniors has assisted in managing the overcrowding concerns during the school day.

Many teachers are teaching in different classrooms instead of delivering instruction in one classroom. Because of the limited classroom space, the number of teachers sharing rooms has increased. Below are the statistics for the past two years:

Year # of Teachers # of Rooms

2013-2014 9 Taught in 2 classrooms
2013-2014 2 Taught in 3 classrooms

2014-2015 13 Taught in 2 classrooms
2014-2015 3 Taught in 3 classrooms

As a direct result of the enrollment increase and limited facility space, teaching and learning has been impacted. Teachers are restricted in delivering their instruction, number of assessments, and covering the required amount of curriculum. To accommodate the increase in enrollment, students are being taught in modified classroom space. Below are some examples:

1. Original classrooms converted to smaller classroom to add additional space
2. 1970's stadium style classrooms designed originally for science lecture rooms now accommodate wellness classes
3. An originally designed garage attached to the building has been converted to a large orchestra and music classroom
4. Former home economics class rooms have been converted over to art and alternative learning rooms

In 1970, the model for new schools was to create a design which departmentalized the different content areas. Each area has a department office and the subject classes in that wing of the school. As a result of the segregated areas, faculty and staff are not afforded the opportunity to communicate and collaborate with other teachers from different departments. Teachers often make a strong attempt to work with each other but are faced facility challenges i.e. limited classroom space, no school-wide faculty and staff room, limited computer space rooms, no collaborative teacher work rooms.

Below are specific limitations impacting the delivery of a 21st century education
*Limits to differentiated instruction

- *Limits to the development of 21 Century Learning Skills
- * Limits the ability to meet the Belmont High School student expectations (Communicate, Collaborate, Creativity, Critical Thinking)
- *Limits to the implementation of a student-centered learning environment
- *Limits to the capacity for students and teachers to engage in collaborative work teams, thereby impacting the social-emotional development of students
- *Limits the cross curricular collaboration in developing the curricular (inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, development of heterogeneity classes)
- *Limits teachers ability to personalize instruction
- *Limits opportunities to engage students in cross-disciplinary learning, become atice and self-directed learners
- *Limits teachers from organizing group learning activities
- *Limits teachers from engaging in cross-curricular discourse on instructional practices

Please also provide the following:

Cafeteria Seating Capacity:	650
Number of lunch seatings per day:	4
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: 14

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

Wellness & social studies classes are held in stadium/lecture setting-does not support differentiated instruction and BHS's 21st century learning expectations
 Science labs are being conducted in general classrooms that were not designed as science labs
 Full classes (30+ students) are held in smaller modified classrooms
 Orchestra chorus classes are held in a garage area of the building
 Science teachers lab preparation rooms are used for storage of science equipment and supplies, which prevents teachers from using those rooms for lab preparation
 Ceramic classes are being held in previous home economics rooms
 The Campus Alternative Program now occupies previous home economics rooms and converted storage room
 Two library/Media rooms are used for storage
 METCO student work room was previously a storage room
 ELL classroom was previously an office and teacher work space

Music technology class is taught in a previous piano practice room

Weight room is housed in a former classroom

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). :

- o At the elementary level the district has over 80% of its classrooms with enrollment over the School Committee voted class size recommendations. Given the complexities of this process the district implemented an assignment plan/ procedure for all elementary students who register new to the district in an attempt to balance class size during this surge of enrollment.
- o The district is exploring changes in grade configuration as it relates to the BHS SOI and the other school buildings. The district has hired an Architectural Firm (SMMA) to analyze enrollment trends, space utilization within our current footprint, repurposing of current space to fit program needs (like ELL and Sped small group instruction), modular use, and the new high school and potential new additions to two or more schools in the district. This analysis has provided options for several grade configurations A) K-4,5-7, 8-12; B) Pre-K-K, 1-5, 6-8, 9-12; C) Our current model with a new elementary school.
- o All six schools have repurposed offices, large class space and different class space to attempt to fit program and instructional needs. This ranges from our high school chorus having their classroom in the old auto shop and our health classes in an old lecture hall, to our middle school small group classrooms being carved out of office space and library space. Next year the elementary schools will carve into the library and computer rooms space for instructional purposes. Small group space is at a premium as we have an increasing enrollment overall and in two areas of mandated need-- special education and English Language Learner classes.
- o The School Committee has allowed the district to exceed the class size recommendations that are stated in their policies in an attempt to provide the district with flexibility during this enrollment surge. The class size limits have been exceeded at all three levels of the district.

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

The district’s has established class size guidelines for grades K-8. They are as follows:

Grade Guidelines

- K 18-22
- 1 19-23
- 2 19-23
- 3 20-24
- 4 20-24
- 5 20-24
- 6 22-26
- 7 22-26
- 8 22-26

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.

At a Special Town Meeting in November 2003, the Town voted to appropriate \$90,000 for design services for the development of a Master Plan for future renovations to Belmont High School. The intent of developing the Master Plan was to identify and prioritize necessary renovations while waiting for a comprehensive renovation some time beyond 2010. The architectural firm of Design Partnership of Cambridge, Inc.(DPC) was hired to work with the Superintendent's Advisory Council on the Future Needs of Belmont High School.

In October 2004, Design Partnership presented the *Master Plan and Feasibility Study for Renovations to Belmont High School* to the Advisory Council. The mechanical and electrical engineering analysis was performed by Richard D. Kimball Company, Inc. (RDK). The Executive Summary presented the following Existing Conditions Review and Recommendations:

Heating, Ventilation and Air Conditioning Systems

Virtually all components of the building's mechanical and electrical systems need attention. They are all, with minor exceptions, original equipment and have exceeded their design life expectancy. The boilers are oil-fired steam, feeding roof mounted air handling units directly and supplying hot water via converters to unit ventilators on the periphery of the building. Steam systems are difficult to control and to maintain in optimal working order. RDK's strong recommendation is to replace the present boilers with hot water units with dual-fuel capability. Steam piping and controls will also need to be replaced. As the boilers are changed out the steam fed rooftop units must be replaced also. These units are very, very near the end of their lives and may, in fact, need replacement prior to the main part of the project going forward. Another deficiency to be corrected by the mechanical system upgrade is the amount of fresh air available to building occupants. New rooftop units will have a higher intake and distribution capacity to meet present codes. Review of existing conditions indicates the need for new unit ventilators. New air distribution equipment for the Pool and Fieldhouse is also indicated. It will be appropriate to replace the Pool system with a specifically designed, high efficiency "Pool-pak" system combining heating, dehumidification and heat recovery.

Note that since this report, the burners have been changed to dual fuel (natural gas and oil).

Plumbing System

- Required plumbing system work within the existing building, per RDK's investigation and analysis, includes new water efficient fixtures, barrier-free compliance and replanning of toilet and shower room fixture layouts, and kitchen upgrades. The domestic hot water system will be replaced in its entirety. The present science labs do not have an acid neutralization system and one must be provided for any new labs.

Fire Protection System

- The original design of Belmont High school met the building codes then in place in all respects. Today, codes are more stringent. One of the most glaring differences is in the fire protection system. The facility has no passive or active system to assist fire fighters in controlling an event. While the building itself would, no doubt, be difficult, probably impossible, to burn, its contents and equipment would not. Today, any building approaching the size, use and construction characteristics of the High School would be required to be completely sprinklered and provided with other fire protection measures. A renovation project where the cost is more than 30% of the building's assessed valuation will automatically trigger this requirement. Even if this work were not mandated, it would be very shortsighted to avoid it. The district is currently soliciting cost estimates to replace the fire alarm system. Prior to having received final estimates, the district anticipates that the cost will be in excess of \$500,000.

Electrical System

-

The building's electrical and lighting systems are also original equipment, with the exception of some upgrades to the tel/data network made necessary by changing technologies. RDK has determined that to provide a level of amenity, usefulness and efficiency comparable to new construction and thus provide a second 35 to 50-year "useful life-span", all of these systems should be changed out. New lighting, standard and emergency power distribution, data, communications and alarm systems would have to be included in a future project. The fire alarm system is a candidate for accelerated replacement due to its present condition and the difficulty of finding parts that are no longer manufactured or stocked. A daily operational issue is the public address system which is inoperable and presents a building safety issue.

Priority 5

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

As indicated in Priority 3, question 2, through the Town of Belmont Capital Budget Committee, the following projects have been funded by Town Meeting to try to alleviate some of the facility problems at Belmont High School:

1. A building envelope study for all school buildings was approved for FY07, and was conducted by the engineering firm of Russo, Barr Associates.
2. Based upon the recommendation of the building envelope study, which recommended repairs to the High School building exterior walls estimated to cost \$370,000, the Town Meeting approved \$81,000 for FY09 to begin these repairs.
3. Town Meeting approved \$125,000 for FY08 plus \$100,000 for FY09 as part of a phased replacement of sections of the translucent panels in the gymnasium and field house. An additional \$112,629 was expended in FY10 and an additional \$125,000 was approved for FY11 for the final phases of translucent panel replacement. The project is completed.
4. The Energy Service Company (ESCO) project in 2006 replaced six of the sixteen rooftop HVAC units and replaced all interior lighting with energy saving fixtures.
5. Town Meeting for FY08 authorized the borrowing of \$1,000,000 to replace the remaining ten rooftop HVAC units, which has been completed.
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 - \$44,025 was appropriated to begin repairs on the univent heating units in each classroom.
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 - \$72,770 was expended for the final phase of replacing translucent panels.
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 - FY12 and FY14 at total of \$187,000 was appropriated to convert the building to be heated by natural gas. The project included purchasing three new dual fuel (natural gas and oil) burners to replace the existing three oil-fired burners. Also included in the scope of the project was laying new underground gas piping to the building.
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- \$50,000 was appropriated to continue repairs on the univent heating units in each classroom.

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- \$40,000 was appropriated to install an ultraviolet filtration system for the HS pool.
- Approximately \$35,000 was expended to build out small group learning rooms in the HS library.
- \$50,000 was appropriated to continue with the repair and upgrade of classroom univents.

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.

Limited budget funds spent unnecessarily on inefficient energy-consuming systems results in less funds being spent for the instructional program. This is becoming more critical in these tight budget times. In addition, unfavorable conditions in air quality and temperature may be distracting to staff and students, thereby potentially being disruptive to the educational process.

Heating, Ventilation and AirConditioning Systems

- Inconsistent heating and cooling requires classrooms to be moved often, throughout the different seasons in the school year.
- The frequent maintenance and repair of system components is disruptive to the school schedule and the educational process.
- The overall inconsistent temperature is not conducive to an appropriate learning environment.

Plumbing System

- Classrooms and teacher workspaces have needed to be moved due to plumbing system failures including backups, leaks, and environmental concerns.

Fire Protection System

- Malfunctions in the current fire alarm system cause false alarms on a regular basis, which require the evacuation of all staff and students, disrupting the school day.
- Resetting the system requires on-site presence of local Fire Department officials.

Electrical System

- The lack of a fully functioning public address (PA) system is a life-safety issue when it comes to communicating to the entire student and staff body any lock-down, evacuation, and fire drill procedures.
- The lack of an effective communication system also prevents the building administration from being able to address the staff and students regarding day-to-day announcements.

Aging windows and leaky roofs contribute to uncomfortable classroom 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.

All of the original systems in the building are now over 40 years old and are beyond their expected lifespan. This is resulting in more frequent breakdowns, greater maintenance costs, and disruption to the instructional process. While improvements have been made, such as the 2006 ESCo lighting fixture replacements and the 2008 Town-funded rooftop HVAC unit replacements, the core of the infrastructure systems can not be remedied without a major renovation project. It is expected that such a renovation project would substantially extend the useful life of the building.

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):

- Richard D. Kimball Engineering - 2004
- Russo Barr Associates - 2007

The date of the inspection: 10/15/2004

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

The findings are included in response to Question 1 of Priority 5.

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.

Because of the facility concerns and large increase in enrollment, the following courses are no longer offered at Belmont High School:

- * Introduction to Design and Engineering
- * Zoology of Aquatic and Terrestrial
- * Figure Sculpture
- * History of Popular Music
- * Gospel Choir
- * World Music
- * Dance
- * Advanced Grammar
- * Creative Writing
- * Public Speaking/Debate
- * Facing History & Ourselves
- * Introduction to Programming
- * Computer Spreadsheet Applications

Programs Belmont High School wishes to explore but is unable to due to the facility constraints:

- * Comprehensive STEM program
- * Development of a Business and Technology department
- * An appropriate space for the alternative education Campus program
- * Expansion of the theatre/arts course offerings
- * Global Leadership courses
- * Full sequence of all languages in the foreign language department
- * Expansion of higher level math courses
- * State required 4 years of wellness classes
- * Student internships
- * Mediation and conflict resolution course
- * Peer mediation program

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 NEASC report was received in February of 2013. In the report, many of the same facility-related finding from the previous 2002 NEASC report were reiterated.

Through the Town of Belmont Capital Budget Committee, the following projects have been funded by Town Meeting to try to alleviate some of the facility problems at Belmont High School. Below is a list of some to the efforts:

Action Taken to Mitigate the Problem

1. A building envelope study for all school building was approved for FY07, and was conducted by the engineering firm Russo, Barr Associates.
2. Based upon the recommendation of the building envelope study, which recommended repairs to the High School building exterior walls estimated to cost \$375,000, the Town Meeting approved \$81,000 for FY09 to begin these repairs.
3. Town Meeting approved \$125,000 for FY08 plus \$100,000 for FY09 as part of a phased replacement of sections of the translucent panels in the gymnasium and field house. An additional \$112,629 was expended in FY10 and an additional \$125,000 was approved for FY11 for the final phases of translucent panel replacement. The project is completed.
4. The Energy Service Company (ESCO) project in 2006 replaces six of the sixteen rooftop HVAC units.
5. Town Meeting for FY08 authorized the borrowing of \$1,000,000 to replace the remaining ten rooftop HVAC units, which has been completed.
6. In the summer of 2008, in-house maintenance workers removed the fixed lab tables in the science rooms to accommodate more room for student chairs. These rooms were originally designed as combination classrooms and laboratories, but the fixed lab tables had come obstructions.
7. In the summer of 2009, a new Foreign Language lab was installed with equipment and furnishings paid by an \$80,000 grant from the Foundation for Belmont Education with the labor provided by the district's in-house maintenance workers.
8. In FY10:
 - a. \$44,025 was appropriated to begin repairs on the univent heating units in each classroom.
 - b. \$100,943 was appropriated to repave the access road in front of the high school building.
9. In FY11:
 - a. \$93,168 was expended for building envelope work (brick repointing, replacing external sealant, etc.).
 - b. \$72,770 was expended for the final phase of replacing translucent panels.
10. In FY12:
 - a. \$14,979 was expended to rebuild heating units in the gymnasium.
 - b. \$100,000 was appropriated in FY12 to replace the oil-fired burners with natural gas. burners. Since that time National Grid has informed the Belmont Schools that it will cost \$93,000 for the town's share for National Grid to lay over 1,800 feet of high pressure natural gas piping underground and connect it to Belmont High School. This work is necessary for the building to be able to be heated by natural gas, as the current natural gas line that services the building is a smaller line that was designed to supply the science labs with natural gas. The School Department is pursuing options with National Grid as to whether the \$93,000 can be amortized over a series of months to be paid with monthly gas invoices.
11. In FY13:
 - a. \$100,000 was appropriated to repave a portion of the main parking lot.

b. \$50,000 was appropriated to continue repairs on the univent heating units in each classroom.

12. In FY14:

- a. \$200,000 was appropriated to repave a portion of the main lot (for a project total of \$300,000.
- b. \$87,000 was appropriated for the town's share of National Grid to install high pressure natural gas piping underground and connect it to Belmont High School. An alternate pathway over which to run the pipeline was identified, which reduced the cost from the initial estimate of \$93,000.
- c. \$600,000 was spent on repairs to the water and air quality issues with the indoor swimming pool.

Action Taking and Plan on Taking to Mitigate the Problem

13. In FY15:

- a. Through a donation from the Belmont High School PTO and the funds from the Town, student breakout rooms were constructed in the library and mezzanine space.
- b. Hallway and cafeteria door replacement.

14. In FY16

- a. Upgrading the music band room to be more acoustically sound.
- b. Hallway and cafeteria door replacement.

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.

Current Programs:

Belmont High School offers a core academic program focused on college preparatory. Each year approximately 90% of the graduates go on to 4 year schools, 4% go on to two year schools, 1% go on to prep schools or gap year, 1% go into the military or employment, and 4% are categorized as "other". Students must meet the following graduation requirements:

- * 4 years of English
- * 4 years of math
- * 4 years of science
- * 3 years of social studies
- * 2 years of a foreign language
- * 1 year of fine and performing arts
- * 4 years of physical education
- * senior thesis
- * 40 hours of community service

With an emphasis on preparing students for college, there are limited offerings for students to pursue an area of interest, i.e., industrial arts, business, graphic design, etc. The physical constraints of facility allow limited flexibility for students to partake in exploratory electives. Over the years, space has been modified to allow programs to be introduced. For example, the garage space has been converted over to an orchestra and chorus room, home economics rooms have been converted into art rooms, classrooms have been divided up to create small learning community centers for special education, office space has been converted over to a English Language Learner (ELL) classroom, science stadium seating lecture halls have been converted over to wellness classrooms, and storage and office space has been converted over to the METCO student workroom/directors office.

The New England Association of Schools and Colleges (NEASC) reports of 2002 and 2013 both identified the limited space at Belmont High School as negatively impacting the delivery of instruction and curriculum. As a result, Belmont High School was placed on warning for facilities in 2002 and 2013. Since the building poses an obstacle to properly deliver a 21st century education, Belmont High School was also placed on warning in the area of curriculum. Even though modifications have been made to classroom space, Belmont High School remains on warning in the area of facilities and curriculum.

Art Department

- * There are not enough sinks in 4 classrooms to serve all students enrolled
- * There is insufficient storage space for materials and student work in all the art rooms
- * The size of the ceramics room is not sufficient for the number of students enrolled in the program
- * Storage for art supplies and student work is limited and currently being stored in the student work space
- * There are not enough electrical outlets in the classroom, therefore, multiple power strips are being used on an antiquated electrical system

Music Department

- * There is insufficient storage space for musical instruments and equipment
- * Because of the limited space, certain instruments can not be introduced to the curriculum
- * There are not enough electrical outlets, therefore, multiple power strips are being used on an antiquated electrical system

- * Some converted classrooms do not have electrical outlets
- * Practice rooms are being used for storage spaces
- * HVAC is inconsistent in the band and orchestra rooms resulting in relocating classes
- * Spaces are not wired for instructional technology such as SmartBoards or LCD projectors
- * There are two structural support columns in the middle of the chorus/orchestra room which prevent students in certain seats from being able to see the conductor

Wellness Classes

- * Taught in a previous science classrooms lecture style design
- * Differentiated instruction is limited
- * New course electives are limited due to the structure of the room

Weight Room

- * Weight room was previously a classroom which limits the curriculum
- * Space is limited and students must utilize the room in shifts
- * Structure of the room prevents the teachers from delivering a proper 21st century physical education program

General Classrooms

- * Inconsistent HVAC resulting in relocating classrooms
- * Classroom sizes vary which limits the locations of content classes
- * A variety of classes are not ADA compliant
- * Windows leak
- * Ceilings leak
- * Electrical system is outdated which limits classes that require electricity to deliver the curriculum

Overall Building Concerns

- * As previously stated, heating and ventilation problems affect all locations in the building.
- * The inconsistency of the HVAC system forces teachers to relocate students in order to provide a more appropriate education setting.
- * As previously stated, the NEASC report has cited many issues with the configuration of classroom spaces not being suitable for a 21st century education program.
- * As previously stated, increased maintenance costs takes funding away from the instructional program in tight budget times.
- * During the 2007-2008 School Year, there was a loss of two school days resulting from an electrical malfunction which rendered as inoperable a major switch in the main electrical supply room. Replacement parts were difficult to find, and the likelihood of the loss of school time will continue to increase.
- * Unavailable quiet study spaces in the library impedes the ability of students to study and learn. Also there are not enough seats/tables for students to work resulting in the closing the library due to overcrowding.
- * Faculty and staff are unable to deliver a 21 century education and to meet the established BHS student expectations.
- * Ceilings and windows leak and as a result teachers must relocate their classes to a more appropriate education setting. Hallways are closed off where there are leaks.
- * Fire alarm system is outdated (frequently set off, difficult to reset).
- * The master scheduling of the school is restricted because of a large increase in enrollment, limited classroom configurations,

limited electrical outlets, and inconsistant HVAC and plumbing.

* Building restrictions on implementing the 1:1 iPad initiative - resulting in inequity for students, faculty and staff.

* The current state of the facility limits the implementation of a comprehensive STEM program.

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(ies) checked off on the Statement of Interest Form and a brief description of the data you 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 *

Andrés T. Rojas

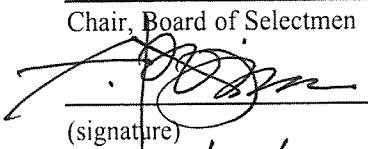
School Committee Chair

Laurie Q. Slap

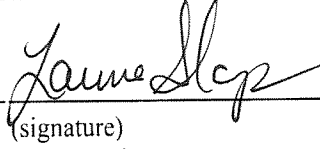
Superintendent of Schools

John P. Phelan

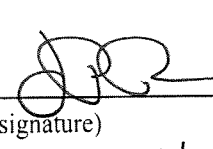
Chair, Board of Selectmen



(signature)



(signature)



(signature)

Date 04/01/15

Date 4/1/15

Date 4/1/15

* 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

Deborah B. Goldberg
Chairman, State Treasurer

Maureen G. Valente
Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

January 27, 2016

Mr. Sami S. Baghdady, Chair
Belmont Board of Selectmen
Office of the Board of Selectmen
455 Concord Avenue, 2nd Floor
Belmont, MA 02478

Re: Town of Belmont, Belmont High School

Dear Mr. Baghdady:

I am pleased to report that the Massachusetts School Building Authority (the "MSBA") Board of Directors voted to invite the Statement of Interest (the "SOI") for the Belmont High School in the Town of Belmont (the "Town") into the MSBA's Eligibility Period. The 270-day Eligibility Period formalizes and streamlines the beginning of the MSBA's grant approval process and benefits the Town by providing a definitive schedule for the completion of preliminary requirements, assisting with the determination of financial and community readiness, and identifying needs for planning and budgeting. Successful completion of all activities in the Eligibility Period will allow the Town to be eligible for an MSBA invitation into Feasibility Study.

Invitation into the Eligibility Period is *not* an invitation to Feasibility Study. Moving forward in the MSBA's process requires collaboration with the MSBA, and an invitation to Feasibility Study will require a further vote of the MSBA Board of Directors. Communities that "get ahead" of the MSBA without MSBA approval will not be eligible for grant funding. To qualify for any funding from the MSBA, local communities must follow the MSBA's statute and regulations, which require MSBA partnership and approval at each step of the process.

The Town's Eligibility Period will commence on February 10, 2016 and conclude on November 7, 2016. During this time, the Town must complete the preliminary requirements in accordance with the schedule located on page three of this letter. The first item that requires completion by the Town is the Initial Compliance Certification, which is attached to this letter.

The ability of the Town to complete the preliminary requirements within the 270 days does not guarantee an invitation into the MSBA Capital Pipeline. Further, if the Town cannot complete the preliminary requirements within the 270-day Eligibility Period, the MSBA will require the Town to withdraw its SOI, and the Town will have to re-file an

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Page 2

January 27, 2016

Belmont High School Eligibility Period Board Action Letter

SOI during the next open SOI filing period and/or when the Town has the required financial and community support.

If the Town has concerns about meeting any of the deadlines set forth on page three of this letter, please notify the MSBA in writing by February 10, 2016. If you have questions or would like additional information regarding the Eligibility Period, please refer to our website (<http://www.massschoolbuildings.org/building/prerequisites>) and/or contact Julie Ross at the MSBA (Julie.Ross@MassSchoolBuildings.org).

I look forward to continuing to work with you throughout the MSBA's grant program process. As always, feel free to contact me or my staff at (617) 720-4466 should you have any questions.

Sincerely,



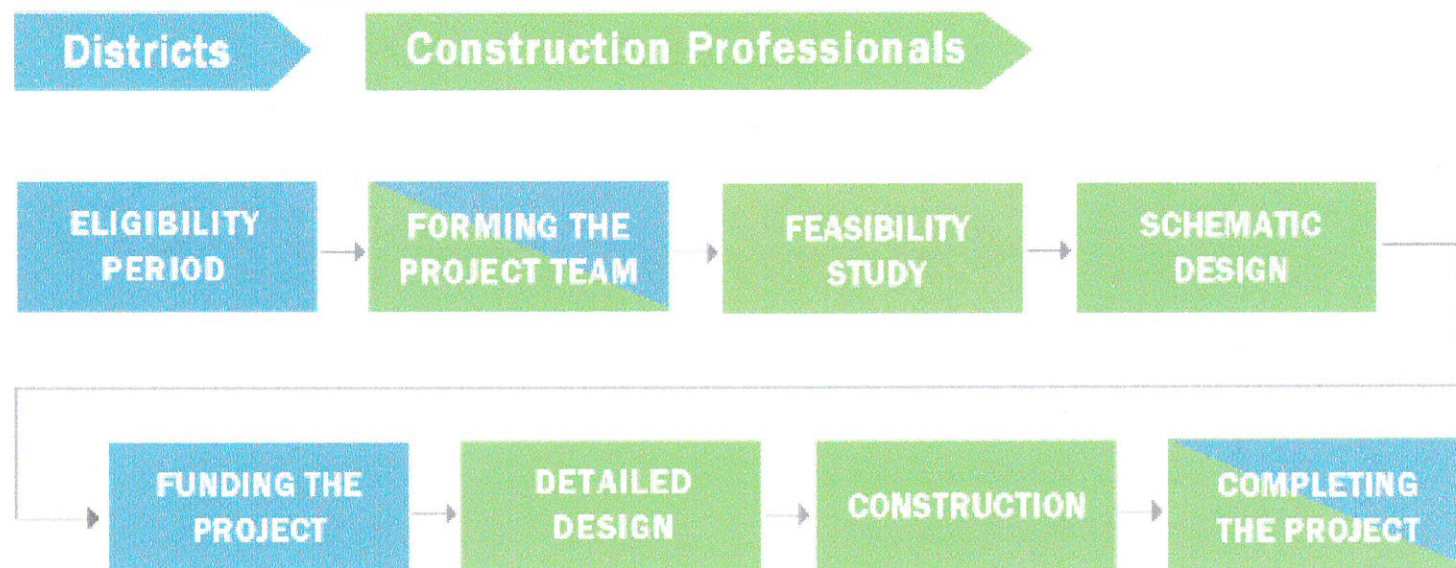
John K. McCarthy
Executive Director

Cc: Legislative Delegation
David J. Kale, Belmont Town Administrator
Laurie Q. Slap, Chair, Belmont School Committee
John P. Phelan, Superintendent, Belmont Public Schools
Floyd S. Carman, Belmont Treasurer & Collector
File: 10.2 Letters (Region 4)

MSBA Building Process

MSBA Building Process

Steps primarily for:



Eligibility Period
 Schedule of Deliverables

Town of Belmont
 Belmont High School

MSBA Board of Director Meeting – January 27, 2016

Eligibility Period Commences – February 10, 2016		
MODULE ONE - Eligibility Period		
Deliverable	Days	Due Date and Status
✓ Initial Compliance Certification	30	March 11, 2016 Required
School Building Committee	60	April 19, 2016 Required
Educational Profile Questionnaire	90	May 10, 2016 Required
Online Enrollment Projection	90	May 10, 2016 Required
Enrollment/Certification Executed	180	August 8, 2016 Required
Maintenance and Capital Planning Information	180	August 8, 2016 Required
Local Vote Authorization	270	November 7, 2016 Required
Feasibility Study Agreement	270	November 7, 2016 Required
Eligibility Period Concludes – November 7, 2016		

Note: If the District has concerns about meeting any of the following deadlines, please let the MSBA know by February 10, 2016. The MSBA will require Districts that are unable to complete the preliminary requirements within the timeframes noted for each to withdraw its SOI and reapply when the District has the financial and community support required.



Massachusetts School Building Authority

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Chairman, State Treasurer

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Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

INITIAL COMPLIANCE CERTIFICATION TOWN OF BELMONT BELMONT HIGH SCHOOL MSBA Project No. 201500260505

This Initial Compliance Certification (the "ICC") must be completed by all Eligible Applicants who have submitted a Statement of Interest to the Massachusetts School Building Authority (the "Authority") and have been invited into the Eligibility Period. The Authority will not consider a District to be eligible for a school building repair, renovation or construction grant until after the District has properly submitted an ICC in the form and manner prescribed by the Authority. Each District shall exercise due diligence in ascertaining and certifying the truth, completeness and accuracy of each of following statements, acknowledgements, certifications, agreements and representations. The Eligible Applicant shall also have a continuing duty throughout the Eligibility Period, a Feasibility Study, and all phases of a Proposed Project or Approved Project to inform the Authority in writing when it becomes aware of information that impairs the truth, completeness or accuracy of any of the following statements, acknowledgements, agreements or representations. The Authority's reference to certain of its regulations, policies, procedures, guidelines and standards in this ICC shall not be construed in any way as a waiver of any of its other regulations, policies, procedures, guidelines, or standards and the Authority's reference to a portion of a regulation, policy, procedure, guideline, or standard, or paraphrasing thereof, shall not be construed as a waiver of the remainder.

Unless otherwise specified, all capitalized terms shall have the meanings ascribed to such terms in M.G.L. c. 70B or 963 CMR 2.00 et seq.

1. The Town of Belmont (the "District") hereby certifies that it shall remain in compliance with, the provisions of M.G.L. c. 70B, Chapter 208 of the Acts of 2004, 963 CMR 2.00 *et seq.*, and all other applicable statutes, rules, policies, procedures, guidelines and standards of the Authority.
2. The District hereby certifies and represents that all meetings of all public bodies in the District that relate in any way to the Proposed Project including, but not limited to, the meetings of the District's school building committee, have been conducted, and shall be conducted, in compliance with the provisions of G.L. c. 30A, §§ 18 – 25, 940 CMR 29.00 *et seq.*, and all other applicable law.
3. The District hereby acknowledges and agrees that the school building renovation and construction grant program established by M.G.L. c. 70B is a discretionary program based on need, as determined by the Authority. The District hereby further acknowledges and agrees that it shall have no entitlement to receive approval or

Massachusetts School Building Authority

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Executive Director / Deputy CEO

funding for a Proposed Project or for any other purpose except at the sole discretion of the Authority.

4. The District hereby agrees to work in collaboration with the Authority in all phases of the process, including at least: (a) identifying perceived deficiencies with school buildings, (b) validating those deficiencies, (c) identifying educationally and financially sound solutions to validated deficiencies, (d) agreeing on a project scope and budget, (e) implementing a solution as agreed upon, and (f) the final project audit and close-out. The District hereby further acknowledges and agrees that, to remain eligible for project approval and potential funding from the Authority, the District must work collaboratively and in cooperation with the Authority through all phases of the Authority's process including, at a minimum, the phases described above, to the satisfaction of the Authority.
5. The District hereby acknowledges and agrees that in order to qualify for any funding from the Authority, the District must comply with M.G.L. c. 70B and 963 CMR 2.00 *et seq.* which require the Authority's collaboration and approval at each step of the school facility grant approval process and further acknowledges and agrees that any actions taken, costs incurred or agreements entered into for the repair, renovation or construction of school facilities without the explicit prior written approval of the Authority shall not be eligible for grant funding.
6. The District hereby certifies, and can demonstrate, that it has expended at least the minimum amount of the District's calculated foundation budget amounts for the purposes of foundation utility and ordinary maintenance expenses and extraordinary maintenance allotment as defined in M.G.L. c. 70, and as required by the provisions of M.G.L. c. 70B, § 8, 963 CMR 2.10(2)(c) & 2.17, and hereby further acknowledges and agrees that the Authority may not approve any project for any school district that fails to meet such minimum maintenance expenditure requirements.
7. The District hereby certifies that the perceived deficiencies, as set forth in the Statement of Interest submitted to the Authority for this Proposed Project, in whole or in part, are not a result of negligence by the District; are not under warranty with material suppliers or installers; are not the subject of, nor could be the subject of, ongoing litigation by the District or, if so, the District has notified the Authority in writing of such ongoing or potential litigation and has provided and will continue to provide the Authority with information about such ongoing or potential litigation to the satisfaction of the Authority in its sole discretion; are not a result of inadequate routine or capital maintenance by the District; are not covered by available insurance proceeds.

Massachusetts School Building Authority

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8. The District hereby certifies that, if invited to collaborate with the Authority to conduct a Feasibility Study, it will study and consider all available options for remedying the deficiencies asserted in the Statement of Interest, including, to the extent applicable, regionalization or tuition agreements with adjacent school districts, district assignment policies within the school district, rental or acquisition and any necessary rehabilitation or usage modification of any existing building which could be made available for school use.
9. The District hereby acknowledges and agrees that, before the Authority can grant final approval of a Project, the District must vote to authorize and appropriate the full amount of funding for the Proposed Project that is necessary to meet the total project budget as agreed to by the Authority and as described in 963 CMR 2.10 (10)(c) and shall use any standard formats and language established or developed by the Authority to draft warrant articles, motions, orders, votes, and ballot questions related to the funding for the Proposed or Approved Project. The District shall submit its draft language for warrant articles, motions, orders, votes, and ballot questions to Authority for its review prior to its publication or use.
10. The District hereby acknowledges and agrees that, in connection with a Proposed Project or an Approved Project, it shall use any standard forms; standard formats for local votes and approvals; standard contract documents; and any standard contract language and clauses that may be established or developed by the Authority, and as may be amended by the Authority from time to time.
11. The District hereby acknowledges and agrees that it shall submit to the Authority, and shall comply with the terms of, any certifications, statements, forms, affidavits, and agreements that the Authority may require for a Proposed or Approved Project and that any such certifications, statements, forms, affidavits, and agreements shall be completed, duly executed and submitted in a form and manner prescribed by or otherwise acceptable to the Authority.
12. The District hereby acknowledges and agrees that no Total Facilities Grant, or any portion thereof, shall be disbursed by the Authority for a Proposed Project or an Approved Project until after a Feasibility Study Agreement, where required by the Authority, and a Project Funding Agreement, have been executed by duly authorized representatives of both the District and the Authority.
13. The District hereby certifies that it has provided or will provide the Authority with all Audit Materials requested by the Authority in connection with any Assisted Facility including, but not limited to, Prior Grant Projects, Waiting List Projects, and any other school building projects for which the District has received or will receive funding from the Authority or the Commonwealth. The District hereby further acknowledges

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and agrees that it shall continue to cooperate with the Authority and provide any additional documentation or information that may be requested by the Authority in connection with any Assisted Facility.

14. The District hereby certifies that the school building for which it has submitted a Statement of Interest is not a school building that has been the site of an approved school project pursuant to G.L. c. 70B or chapter 645 of the Acts of 1948 within the ten (10) years prior to the Proposed Project's application date, or, in the alternative, that the Proposed Project would be unrelated to such previously approved project in the same school building. The District acknowledges and agrees that only the Authority, in its sole discretion, can make the determination as to whether a Proposed Project is to be deemed unrelated to a previously approved project in the same school building. Any such determination shall be made in writing by the Authority prior to the execution of this ICC.
15. The District hereby certifies that prior to submitting any part of its Application to the Authority, it has not sold, leased, or otherwise removed from service any schoolhouse operated by the District, or portion thereof, within the last ten (10) years, or that, if it has done so, the Authority has determined in writing, pursuant to M.G.L. c. 70B, § 15(c): (1) that the grant sought by the District is not for the purpose of replacing such schoolhouse, or (2) that the need for the Proposed Project could not have been reasonably anticipated at the time that such schoolhouse was sold, leased, or otherwise removed from service. Further, the District acknowledges and agrees that only the Authority, in its sole discretion, can make the determination as to whether a Proposed or Approved Project replaces a schoolhouse that was sold, leased or otherwise removed from service and whether the need for the Proposed Project could not have been reasonably anticipated at that time. Any such determination shall be made in writing by the Authority prior to the execution of this ICC.
16. The District hereby acknowledges and agrees that, if it sells, leases, or otherwise removes from service an Assisted Facility, or portion thereof, that the Authority may stop making grant payments associated with the Assisted Facility, may recapture the financial assistance that the Assisted Facility has received from the Authority or the Commonwealth, and may decline to approve any future grants for the District.
17. The District hereby acknowledges and agrees that, as part of a Feasibility Study where a new school option is among the options that may be studied, the District shall study potential sites for the Proposed Project and hereby acknowledges and agrees that it shall base its site selection for a Proposed or Approved Project on, among other things, cost and environmental factors, including an awareness of soil conditions and their probable effect on foundation and site development costs, transportation effects, dislocation of site occupants and relationship to other community facilities. The

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District further acknowledges and agrees that if the Authority were to approve a project for the District, (a) the Authority will not pay for any costs associated with acquiring the site or remediating the site, and (b) the District shall comply with the Authority's specifications and requirements for the site, including, but not limited to, any applicable site cost regulations, policies, guidelines and standards, and any cap on site costs that the Authority may establish from time to time.

18. The District hereby acknowledges and agrees that throughout the planning and construction of an Approved Project, if such final approval is received from the Authority, the District shall follow procedures and practices satisfactory to the Authority such as will assure maximum attention to the operating and capital cost effects of program and design decisions, materials and systems selections.
19. The District hereby certifies that it is current on any payments that it may owe to the Authority and does not have any outstanding amounts past due to the Authority.
20. The District hereby certifies that it is unaware of any lawsuit filed in a court of law against the Authority to which the District is a party and further certifies that it is unaware of any other lawsuit filed in a court of law against either the Authority or the District in relation to the District's Statement of Interest, Proposed Project, or Approved Project.
21. The District hereby certifies that it has specifically read the provisions of 963 CMR 2:03 (2)(a)-(q) and certifies that it has met or will meet each of the requirements described therein and further acknowledges and agrees that the District's failure to comply with each requirement, as determined by the Authority, may be grounds for, among other things, denial of a Total Facilities Grant, rescission of a Total Facilities Grant already issued, or the suspension, termination, or recoupment of reimbursement payments made by the Authority to the District.
22. The District hereby acknowledges and agrees that if the District and the Authority execute a Feasibility Study Agreement or Project Funding Agreement, the District shall promptly develop, implement and actively pursue a fraud, waste and abuse detection and prevention program in connection with any Proposed Project or Approved Project and develop written procedures to detect and prevent fraud, waste and abuse.
23. The District hereby certifies that the Eligible Applicant or its designee who will be in charge of the procurement for the Proposed or Approved Project is, or will be prior to the procurement of any services for the Proposed Project, duly certified as a Massachusetts Certified Public Purchasing Official ("MCPPO") for design and

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construction contracting in the MCPPO Program administered by the Inspector General of the Commonwealth of Massachusetts.

24. The District hereby acknowledges and agrees that any Approved Project for the construction of a new facility, or for the addition to or renovation of an existing school facility, for which the District is seeking partial funding from the Authority shall have an anticipated useful life of fifty (50) years as a public school in the District as required by 963 CMR 2.03 (2)(b).
25. The District hereby certifies that it has read and understands the provisions of 963 CMR 2.19 and acknowledges and agrees that if the Authority determines that any false or intentionally misleading information or documentation has been provided to the Authority by or on behalf of the District, either in relation to this Initial Compliance Certification or in support of any effort to influence any action by the Authority, or if the District or its agents do any other act affecting the integrity of the Authority's Program, the Authority may suspend or revoke any and all grant payments approved for the District; may recover any previous payments made to the District; and may prohibit the District from receiving a Total Facilities Grant for a period of time to be determined by the Authority.
26. The District hereby acknowledges and agrees that the Authority shall have free access to, and open communication with, any Owner's Project Manager hired by and/or assigned to the Project by the District and that the Authority shall have full and complete access to all information and documentation relating to the Project to the same extent that the District has such access. The District agrees that it shall require any such Owner's Project Manager to fully cooperate with the Authority in all matters related to the Project; to promptly communicate, transmit, and/or make available for inspection and copying any and all information and documentation requested by the Authority; to fully, accurately and promptly complete all forms and writings requested by the Authority; and to give complete, accurate, and prompt responses to any and all questions, inquiries and requests for information posed by the Authority. The District agrees that it shall not in any way, directly or indirectly, limit, obstruct, censor, hinder or otherwise interfere with the free flow of communication and information between the Owner's Project Manager and the Authority in all matters related to the Project and as provided herein; that it shall not suffer the same to occur by the act or omission of any other person or entity; and that it shall not retaliate against the Owner's Project Manager for communicating information to the Authority as provided herein. The District agrees to execute, deliver and/or communicate to the Owner's Project Manager any and all authorizations, approvals, waivers, agreements, directives, and actions that are necessary to fulfill its obligations under this paragraph. The District further agrees that the Authority shall bear no liability whatsoever arising out of the Authority's knowledge or receipt of information communicated to the Authority by

Massachusetts School Building Authority

Deborah B. Goldberg
Chairman, State Treasurer

Maureen G. Valente
Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

the Owner's Project Manager and that the District shall remain responsible for the management and completion of the Project.

27. The District hereby acknowledges and agrees that, if the District wishes to utilize an existing District employee as its Owner's Project Manager pursuant to M.G.L. c. 149, § 44A½, the employee shall meet the minimum requirements established by law and any additional requirements that may be established by the Authority. The District further acknowledges and agrees that it shall complete the application form and certification developed by the Authority before the Authority will consider or approve the use of an existing District employee as an Owner's Project Manager.
28. The District acknowledges and agrees that it shall be solely responsible for the timely and effective communication and distribution of all public information about the Proposed Project to the local community including, but not limited to, elected and appointed officials, boards, committees, commissions, agencies, departments, voters, community and neighborhood organizations, advocacy groups, the media, and the general public. The District shall be solely responsible for the timely identification of, and outreach to, all individuals and entities that may have an interest in the Project or that may be affected by the Project and shall be solely responsible for responding to inquiries about local procedures, financing, budgets, site selection, educational programs, historic preservation issues, voter information, and other project-related information to which the District has access in a timely and effective manner. The District further acknowledges and agrees that the Authority shall not bear any responsibility for developing or maintaining community support for the Proposed Project which shall be the sole responsibility of the District.
29. The District acknowledges and agrees that it shall duly appropriate and authorize the full amount of the funding for a Feasibility Study within the timeframe prescribed by the Authority following the vote of the Authority's Board to invite the District into the Eligibility Period.
30. The District acknowledges and agrees that it shall complete, to the Authority's satisfaction, all applicable Eligibility Period prerequisites established by the Authority before the Board of the Authority will invite the District to collaborate with the Authority on a Feasibility Study and the Authority will execute a Feasibility Study Agreement including, but not limited to, the submission of a School Building Committee membership form to the Authority for acceptance; a summary of the District's funding capacity; a summary of the District's existing maintenance practices; a duly executed Design Enrollment Certification for the Proposed Project; a certified copy of the vote authorizing District to enter into and be bound by terms of the Feasibility Study Agreement, where applicable; certified copies of all local funding votes to authorize and appropriate funding for the Feasibility Study for the



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Proposed Project; and a duly executed Feasibility Study Agreement and Legal Counsel Certification, all in the form and manner required by the Authority.

31. The District acknowledges and agrees that it shall complete, to the Authority's satisfaction, all prerequisites established by the Authority before the Board of the Authority will approve a Proposed Project and authorize the Authority to execute a Project Scope and Budget Agreement and/or Project Funding Agreement with the District, including, but not limited to, the submission of a detailed breakdown of total project budget; a detailed project scope description; a duly executed Reimbursement Rate Certification; a project schedule through completion; an estimated project cash flow through completion; project site information; a furnishings, fixtures, and equipment list; a certified copy of the vote authorizing District to enter into and be bound by terms of Project Scope and Budget Agreement and/or Project Funding Agreement, where applicable; certified copies of all local funding votes to authorize and appropriate funding for the Proposed Project; no-action letters from Regional School District member communities, where applicable; and a duly executed Project Scope and Budget Agreement Legal Counsel Certification, in the form and manner required by the Authority.
32. The District acknowledges and agrees that, if the Authority and the District execute a Feasibility Study Agreement, the District shall complete the Feasibility Study to the Authority's satisfaction within one year after the date that the Feasibility Study Agreement is executed.
33. The District acknowledges and agrees that it shall duly execute a Reimbursement Rate Certification which shall be attached to the Project Scope and Budget Agreement ("PSBA") and Project Funding Agreement ("PFA") before either of them, if any, is executed by the Authority. The District further acknowledges and agrees that the Reimbursement Rate Certification attached to the PSBA and PFA, if any, includes any incentive reimbursement points that may be approved by the Authority's Board for an Approved Project and that such incentive reimbursement points are awarded provisionally and must be earned by the District in accordance with the Authority's requirements. In the event that a District fails to meet the Authority's requirements for earning incentive points that have been provisionally awarded by the Authority's Board, the District acknowledges and agrees that the Authority shall adjust the reimbursement rate and Total Facilities Grant accordingly.
34. The District specifically agrees to the provisions of M.G.L. c. 70B, § 9(a)
35. The District acknowledges and agrees that it shall be subject to the Authority's regulations, policies, procedures, standards and guidelines throughout the Proposed or Approved Project, as they may be amended from time to time.

Massachusetts School Building Authority


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Chief Executive Officer


John K. McCarthy
Executive Director / Deputy CEO

36. The District certifies that it has exercised due diligence in ascertaining and certifying the truth, completeness, and accuracy of each of the statements, acknowledgements, certifications, agreements and representations contained in this Initial Compliance Certification
37. The District hereby acknowledges and agrees that the Authority reserves the right to modify and supplement the Initial Compliance Certification form at any time and may require the District to complete a revised Initial Compliance Certification.


By signing this Initial Compliance Certification, I hereby certify that I have read and understand the terms of this Initial Compliance Certification and further certify on behalf of the Eligible Applicant that each of the above statements is true, complete and accurate.


By: SAMI S. BACHHADY
Title: Chief Executive Officer
Date: February 22, 2016

By signing this Initial Compliance Certification, I hereby certify that I have read and understand the terms of this Initial Compliance Certification and further certify on behalf of the Eligible Applicant that each of the above statements is true, complete and accurate.


By: John P. Phelan
Title: Superintendent of Schools
Date: February 22, 2016

By signing this Initial Compliance Certification, I hereby certify that I have read and understand the terms of this Initial Compliance Certification and further certify on behalf of the Eligible Applicant that each of the above statements is true, complete and accurate.


By: Laurie Slap
Title: Chair of the School Committee
Date: February 22, 2016

Belmont High School Building Committee

Designation:	Name and Title:	Address:	Voting
SBC Member who is MCPPO Certified	Gerald Boyle, Facilities Director	Homer Municipal Building 19 Moore Street	Yes
Local Chief Executive Officer	Sami Baghdady, Selectman Chair	Town Hall Concord Ave	Yes
Administrator or Manager	David Kale, Town Administrator	Town Hall Concord Ave	Yes
School Committee Member:	Thomas Caputo	School Administration 644 Pleasant Street	Yes
Superintendent of Schools	John Phelan	School Administration 644 Pleasant Street	Yes
Local Official responsible for maintenance of buildings	Gerald Boyle, Facilities Director	Homer Municipal Building 19 Moore Street	Yes
Representative of Office authorized by law to construct school buildings	Patricia Brusch, Chair of the Permanent Building Committee	52 Radcliffe Road	Yes
School Principal	Daniel Richards, BHS Principal	Belmont High School 221 Concord Ave	Yes
Member knowledgeable in educational mission and function of facility	John Phelan; School Superintendent Daniel Richards; BHS Principal Thomas Caputo; School Committee	School Administration 644 Pleasant Street	Yes
Local budget official or member of local finance committee	Robert McLaughlin	81 Wellesley Road	Yes
Members of community with architecture, engineering, and / or construction experience	Joseph DeStefano, Developer William Lovallo; Engineer Joel Mooney; Engineer Phil Ruggiero; Zoning Board	25 Somerset Road 41 Homer Road 60 Oak Ave 141 Washington Street	Yes
Other: Please provide brief background info / expertise	Jamie H. Shea; Parent, Professional Educator Diane Miller; Parent, Professional Educator Christopher Messer; Parent, Financial Expertise	149 Washington Street 52 Statler Road 60 Selwyn Road	Yes

[SPACE RESERVED FOR DISTRICT LETTERHEAD]

**Massachusetts School Building Authority
School District Educational Profile Questionnaire**

Date _____

Name of School District _____

District Contact (Name, Title) _____

As part of the District's invitation into the Eligibility Period, the MSBA is seeking the following information to further inform our understanding of the School District's facilities, teaching methodology, grade configurations and program offerings. If the below information is available in documents previously provided to the MSBA, please indicate in which document and on which page this information may be found.

SECTION ONE: Facilities

A. Please confirm the following MSBA 2010 Needs Survey information for all public schools in the District using a "Y" for accurate and "N" for not accurate:

District	School Name	Type	Year Founded	Last Reno.	GSF	Y/N
Belmont	Belmont High School	HS	1970		257,120	
Belmont	Daniel Butler Elementary School	ES	1900	1979	37,568	
Belmont	Mary Lee Burbank Elementary School	ES	1931	1989	50,300	
Belmont	Roger Wellington Elementary School	ES	1938	2012	90,350	
Belmont	Winn Brook Elementary School	ES	1934	1989	63,463	
Belmont	Winthrop L. Chenery Middle School	MS	1997		182,000	

Using the space below, provide additional information for any inaccurate or incomplete Needs Survey data.

[Type text here...]

B. Using the chart below, list Charter Schools (Commonwealth, Innovative, or Horace Mann) and private schools located in the District.

Name of School	Type of School	Year Established	Grades Served	Current Enrollment

--

A. **For elementary and middle schools only** In the chart below, provide information about the current grade configuration for each public school facility adding or editing cells and rows as appropriate. Check the boxes provided to indicate program offerings at each facility. Next to the check, please indicate the number of hours and days the program is offered.

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes	Extended Day Care	Lunch Seatings
Daniel Butler ES, K-5							
Mary Lee Burbank ES, K-4							
Roger Wellington ES, K-4							
Winn Brook ES, PK-4							
Winthrop L. Chenery MS, 5-8							

For high schools only Attach to this questionnaire current program/scheduling information (core, non-core, enrichment and vocational).

B. Does the District belong to a Collaborative? Yes No

Does the District host a Collaborative? Yes No

If yes, please provide the name of the Collaborative _____

Does the District provide Pre-Kindergarten? Yes No

Is Kindergarten fee based? Yes No

If yes, please provide the fee structure _____

Does the District provide transportation? Yes No

If yes, please provide the name of the provider(s) (District or vendor) _____

C. Using the space below, provide information about the Priority Statement of Interest School’s teaching methodology (i.e. self-contained classroom, team teaching, departmental, or cluster). Include class-size policy and if applicable, scheduling particulars.

[Type text here...]

D. In the chart below, use “Y” or “N” to indicate if the listed technology offerings are available adding cells and rows as appropriate:

School	Desktop Computers	Laptop Computers	Tablets	Smart Board/ Smart Projectors	Printers	WiFi WAN/LAN
Belmont HS						
Daniel Butler ES						
Mary Lee Burbank ES						
Roger Wellington ES						
Winn Brook ES						
Winthrop L. Chenery MS						

Using the space below, provide additional information for any of the aforementioned offerings marked with a “Y”.

[Type text here...]

<p>SECTION THREE: Proposed Program, Grade Configuration, Teaching Methodology for the Priority Statement of Interest School</p>

A. Using the chart below indicate proposed changes to the information as provided in Section Two adding or editing cells and rows as appropriate.

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes	Extended Day Care	Lunch Seatings
Belmont High School, 9-12							

B. Is the District considering joining a Collaborative? Yes No
 If yes, please provide the name of the Collaborative _____

Is the District considering hosting a Collaborative? Yes No

Is the District considering offering Pre-Kindergarten? Yes No

Is the District considering a Kindergarten fee? Yes No

If yes, please provide the proposed fee structure _____

Is the District considering providing transportation? Yes No

If yes, please provide the name of the proposed provider _____

C. In the space below expand upon proposed changes to current grade configurations, districting, teaching methodology, programs, transportation, fees and technology. Indicate if any school facilities would be vacated, down-sized or re-organized. Indicate if changes to current staffing would result (increase/decrease).

[Type text here...]

D. Using the space below, indicate any proposed changes to current technology offerings (e.g. "One to One" technology, WiFi hotspots, laptop carts, etc.).

[Type text here...]

HIGH SCHOOL

A. Complete current information in the table provided below adding or editing cells and rows as appropriate:

<u>ROOM TYPE</u>	<u>No. of Rooms</u>	<u>Comments</u>
<i>CORE ACADEMIC SPACES</i>		
<i>Math</i>		
<i>Science</i>		
<i>Science Labs</i>		
<i>Social Studies</i>		
<i>English</i>		
<i>Foreign Language</i>		
<i>SPECIAL EDUCATION</i>		
<i>ART & MUSIC</i>		
<i>HEALTH & PHYSICAL EDUCATION</i>		
<i>Gymnasium</i>		
<i>MEDIA CENTER</i>		
<i>DINING & FOOD SERVICE</i>		
<i>MEDICAL SUITE</i>		
<i>Nurses' Office</i>		
<i>ADMINISTRATION & GUIDANCE</i>		

B. If not offered within the District's Priority Statement of Interest school, indicate in the space provided below where the District's collaborative, special education, art, music, health/physical education, media center, dining/food service and technology spaces are offered.

[Type text here...]

SECTION FIVE: Safety and Security Statement

Has the District formulated a school specific Multi-Hazard Evacuation Plan (Section 363 of the FY 02 State Budget) for each school under the superintendent's supervision?

Yes No

What was the date of the last review with local public safety and law enforcement officials?

Date: _____

SECTION SIX: Attachments

Please attach to this completed questionnaire any Executive Reports or Conclusions of reports or studies that relate to accreditation, an assessment of facility conditions and/or findings as issued by the Department of Elementary and Secondary Education (DESE). Below, please list the documents attached (as applicable).

Documents attached:

[List here...]

Should you have any questions about this questionnaire, please contact Project Coordinator Diane Sullivan at:

Massachusetts School Building Authority
617-720-4466
www.massschoolbuildings.org

**PRELIMINARY ENROLLMENT
QUESTIONNAIRE – BASELINE PROJECTION**

Massachusetts School Building Authority

DRAFT Preliminary Enrollment Questionnaire and Baseline Projection

This report was generated by the Massachusetts School Building Authority's Enrollment Projection application. It contains data reported by the District, as well as data provided by the Massachusetts Department of Elementary and Secondary Education and the Massachusetts Department of Public Health.

The Baseline Projection is created by taking your actual current enrollment and calculating the grade-to-grade survival ratios for each grade. The ratios are applied to each grade to create the projection. The incoming kindergarten classes are extrapolated from the actual birth data compiled by the Department of Public Health. The final component of the baseline projection is based on the housing permits issued in the district. For more information about the baseline projection or the enrollment process, please see www.massschoolbuildings.org.

This print-out is for reviewing or record-keeping purposes only. If the District has already submitted their Preliminary Enrollment form to the MSBA online, there are no next steps to take.

District:	Belmont
Date:	4/1/2016
By:	Cathy Grant
As part of Statement of Interest?	No

Table of Contents:

- Enrollment
- Births
- Building Permits
- Housing Sales
- Baseline Projections
- Submission

Enrollment

The table below was provided by the Department of Elementary and Secondary Education. It contains enrollment information reported to them by the District of each year.

Year	Kinder	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07	274	297	270	296	263	269	273	281	299	287	289	287	287	3672
2007-08	278	286	308	269	309	261	289	274	277	309	279	286	282	3707
2008-09	289	306	285	318	291	296	270	296	278	295	294	291	282	3791
2009-10	330	314	318	307	331	304	314	274	292	265	284	293	277	3903
2010-11	289	328	321	318	302	318	300	306	280	281	257	281	285	3866
2011-12	344	301	330	310	316	297	312	300	302	280	273	256	274	3895
2012-13	318	350	313	346	307	324	296	318	302	308	280	276	256	3994
2013-14														-9

These lines, if any, represent years that were not available from the DESE and were instead entered by the District in this form.

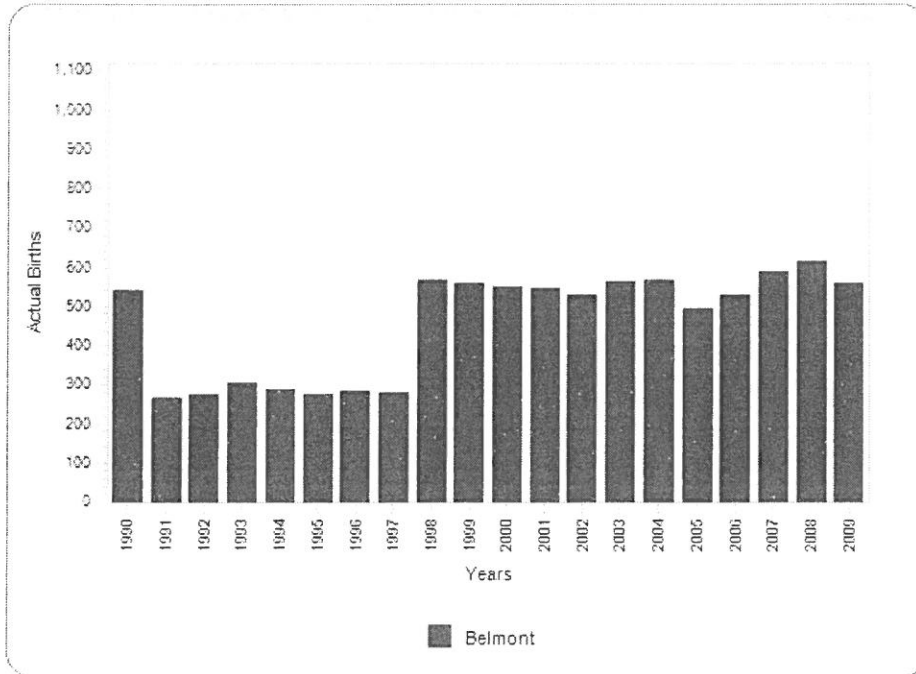
Year	Kinder	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15														-9
2015-16														-9

Comments:

Births

The graph and table below represent data gathered by the Massachusetts DPH.

Actual births, Actual Female Population, Trends in Female Population



Birth Year	Belmont
1990	543
1991	267
1992	277
1993	305
1994	290
1995	277
1996	284
1997	279
1998	569
1999	557
2000	552
2001	547
2002	531
2003	563
2004	566

2005	496
2006	529
2007	591
2008	614
2009	560

These lines, if any, represent years that were not available from the DPH and were instead entered by the District in this form.

Birth Year	Belmont
2010	
2011	
2012	
2013	
2014	
2015	
2016	

Comments:

Building Permits

The following information was entered into the MSBA's Enrollment Projection application by the District.

Actual Permits Issued

Municipality/Permit Type	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Belmont(Single)										
Belmont(Multi)										

Total Projected Permits

Municipality/Permit Type	2016	2017
Belmont(Single)		
Belmont(Multi)		

Projected Permits for Persons over 55

Municipality/Permit Type	2016	2017
Belmont(Single)		
Belmont(Multi)		

Comments:

Housing Project Description

The following description of active or planned residential developments were entered by the district.

Development Name	Description	Estimated Completion Year
The district has not provided details on any housing projects.		

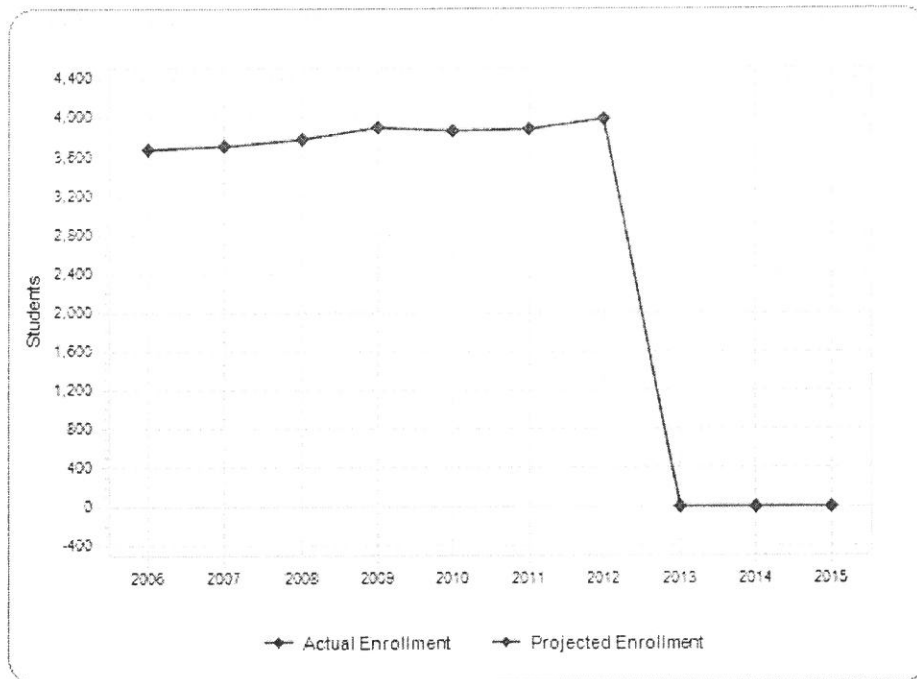
Housing Sales

The following information has been provided by the Warren Group for each municipality in the school district.

Municipality	Year	Single Family sales	Condo Sales	Total Sales
Belmont	2007	175	103	343
Belmont	2008	148	75	264
Belmont	2009	164	74	287
Belmont	2010	170	97	328
Belmont	2011	161	80	301
Belmont	2012	197	113	408

Comments :

Baseline Projection



Actual Enrollment

Year	Kinder	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07	274	297	270	296	263	269	273	281	299	287	289	287	287	3672
2007-08	278	286	308	269	309	261	289	274	277	309	279	286	282	3707
2008-09	289	306	285	318	291	296	270	296	278	295	294	291	282	3791
2009-10	330	314	318	307	331	304	314	274	292	265	284	293	277	3903
2010-11	289	328	321	318	302	318	300	306	280	281	257	281	285	3866
2011-12	344	301	330	310	316	297	312	300	302	280	273	256	274	3895
2012-13	318	350	313	346	307	324	296	318	302	308	280	276	256	3994
2013-14														-9
2014-15														-9
2015-16														-9

Projection

This baseline projection was created using the information provided by the district, both to the DESE and in this questionnaire. It only takes into account the most recent enrollment and birth data for your district. This is only intended to help your district see general trends in district enrollment. A more robust projection taking more factors into account is created any time a district is invited into the project pipeline.

Year	Kinder	1	2	3	4	5	6	7	8	9	10	11	12	Total
The district does not have any baseline projection data.														

This projection was created using a modified cohort survival methodology. Details can be found at www.massschoolbuildings.org

Comments :

Massachusetts School Building Authority

Signatures – Enrollment Questionnaire

This report was generated by the Massachusetts School Building Authority's Enrollment Projection application. Please sign it and return it to the Massachusetts School Building Authority (MSBA):

Enrollment Projection Team
Massachusetts School Building Authority
40 Broad Street, Suite 500
Boston, MA 02109

You only have to return this page to the MSBA.
You do not need to print out and mail a copy of the entire form.

District:	Belmont
Date:	THIS FORM HAS NOT YET BEEN SUBMITTED
As part of Statement of Interest?	Yes
Form ID	163

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in the form referenced above are true and accurate and that the Electronic Submitter was duly authorized to submit the information to the Massachusetts School Building Authority.

The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the MSBA, any additional information relating to this enrollment information that may be required by the MSBA.

This form may be signed by the Local Chief Executive Officer (E.g., Mayor, Town Manager) or by the School District Superintendent.

DRAFT COPY – DO NOT SIGN THIS PAGE. SIGN THE OFFICIAL COPY AFTER YOU HAVE SUBMITTED IT.

Print Name : _____

Title : _____

Signature: _____

Date: _____

Massachusetts School Building Authority

DRAFT Follow Up Questionnaire for Enrollment Projections

This report was generated by the Massachusetts School Building Authority's Enrollment Projection application. It contains information reported by the District regarding children who attend school out of district, special education programming, and kindergarten and pre-kindergarten programs.

For more information about the enrollment process, please see www.massschoolbuildings.org. If you have any questions, you can call the MSBA at 617-720-4466.

This print-out is for reviewing or record-keeping purposes only. If the District has already submitted their Followup Questionnaire to the MSBA online, there are no next steps to take.

District:	Belmont
Date:	4/1/2016
By:	CGRANT

Table of Contents:

- General Information
- Out of District
- Special Education Programming
- Pre-Kindergarten and Kindergarten Programs

General Information

1.	What is the District's anticipated design enrollment for the proposed project?	
2.	Is the District seeking to include any grade reconfigurations as part of the feasibility study?	
3.	Is the District considering any redistricting as a part of the feasibility study?	

Out of District

On this page the MSBA asked that the District review information on the numbers of school age residents of the District that attend schools outside of the public school district. This information was provided by the DESE. The District was asked to provide as part of its comments any information missing at the time of submission.

District	Fiscal Year	Grade	Local Academy	Academic Regional	Collaboratives	Out of District Public	In State Private	Out of State Private	Total	Total Public	Percent Public
Belmont	2012	Kindergarten	339	0	3	0	32	0	374	342	91.40%
Belmont	2012	Grade 1	293	0	0	0	26	0	320	293	91.60%
Belmont	2012	Grade 2	326	0	2	0	29	0	357	328	91.90%
Belmont	2012	Grade 3	299	0	1	1	27	0	329	301	91.50%
Belmont	2012	Grade 4	307	0	4	2	34	0	348	313	89.90%
Belmont	2012	Grade 5	286	0	2	1	38	0	328	289	88.10%
Belmont	2012	Grade 6	305	0	1	0	46	0	355	306	86.20%
Belmont	2012	Grade 7	285	0	1	0	32	0	318	286	89.90%
Belmont	2012	Grade 8	291	0	1	0	61	0	353	292	82.70%
Belmont	2012	Grade 9	265	0	5	0	55	0	338	282	83.40%
Belmont	2012	Grade 10	258	0	1	0	54	0	322	267	82.90%
Belmont	2012	Grade 11	238	0	2	0	65	0	312	247	79.20%
Belmont	2012	Grade 12	263	0	1	0	59	0	333	274	82.30%

Comments:

Special Education

On this page the MSBA asked that the District provide information on the delivery of special education programming in your district, including information on the collaborative membership, participating students from the district, existing space allocated to the collaborative, and the number of students participating in onsite facilities from outside the district.

1.	Provide an overview of the delivery of special education programming in your district, including information on any collaborative membership.	
2.	Are there currently any spaces dedicated to special education collaboratives at any of the facilities involved in this :	
3.	If the District is anticipating a change in the number of classrooms dedicated to special education collaboratives as a part of the proposed project, please describe the anticipated change.	
4.	If there is any other information regarding the delivery of special education in your district that you feel would be pertinent to the enrollment evaluation for this project, you may enter it here.	

Pre-Kindergarten and Kindergarten Programs

Please note that the Enrollment Projection System does not forecast pre-kindergarten enrollment. The data provided on this page is requested to inform the assessment of facility and utilization. The information you provide on this page will not directly impact the enrollment projection for grades K-12.

Pre-Kindergarten

1.	Are there presently spaces dedicated to pre-kindergarten programming at the facility which is the site of the proposed project?	
	How many classrooms are currently dedicated to Pre-Kindergarten at the site of the proposed project?	
	What is the current Pre-Kindergarten enrollment at the site of the proposed project?	
	Is the district seeking to change the amount of space allotted to Pre-Kindergarten as part of the proposed project?	
2.	If there is any other information on Pre-Kindergarten programs in your district that you feel is relevant to the proposed project, enter it here.	

Kindergarten

1.	Please indicate the types of Kindergarten programs the District presently offers:	
	Number of Full Day Sessions	
	Number of Half Day Sessions	
2.	How many classrooms are currently dedicated to Kindergarten at the site of the proposed project?	
3.	Does the district charge tuition for kindergarten?	
4.	If there is any other information regarding Kindergarten programs in your district that you feel would be pertinent to the proposed project, enter it here.	



[Home](#)

[Region 04](#)

[Belmont](#)

Date Created : 4/1/16

Maintenance and Capital Planning Record

Entering Data

This record is required before any district projects will receive any MSBA funding commitment. Please fill out the best of your ability. Many response will require attachments. Required questions are marked throughout with asterisk. The Maintenance and Capital Planning record calls for district-level information and not information on schools seeking MSBA funding.

Click here if you would like to pre-populate your form with information from your last electronic submission. This clear any information you have already entered. You cannot pre-populate information if you have not yet submitted electronic Maintenance and Capital Planning form.

[Pre-Populate](#)

Sections

General Information	Incomplete
Staffing	Incomplete
Maintenance Planning	Incomplete
Facilities Condition Index	Incomplete
Environment	Incomplete
Maintenance Budget	Incomplete
Capital Program	Incomplete
Capital Budget	Incomplete

Projects

- Please select the project or projects for which this maintenance and capital planning information is being submitted. This section cannot be pre-populated.

The information that you provide should reflect district-wide policies and practices. MSBA will use this information when it collaborates with the district regarding projects in any school within the district in accordance with applicable expiration policy(s).*

Other (see comments)

Belmont High - 201500262626