

Statement of Interest Form

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

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

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

- (1.) Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists, as determined in the judgment of the Authority;
- (2.) Elimination of existing severe overcrowding, as determined in the judgment of the Authority;
- (3.) Prevention of loss of accreditation, as determined in the judgment of the Authority;
- (4.) Prevention of severe overcrowding expected to result from increased enrollments, which must be substantiated, as determined in the judgment of the Authority;
- (5.) Replacement, renovation or modernization of the heating system in any schoolhouse to increase energy conservation and decrease energy related costs in the schoolhouse, as determined in the judgment of the Authority;
- (6.) Short term enrollment growth, as determined in the judgment of the Authority;
- (7.) Replacement or addition to obsolete buildings in order to provide a full range of programs consistent with state and approved local requirements, as determined in the judgment of the Authority; and
- (8.) Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts, as determined in the judgment of the Authority.

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

The application will be a separate document(s) that must be completed and submitted to the Authority for consideration for a grant pursuant to M.G.L. c. 70B and the Authority's regulations and policies. The Authority will not consider any project for funding without a properly filed application. The Authority will not accept any applications for funding until after July 1, 2007, or such later date as may be determined by the Authority.

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

Instructions for submission of this Statement of Interest Form:

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

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

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

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

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

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

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

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

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

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

Enrollment Projections

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

Existing Enrollment (FTE)

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2006-07				93	88	91							

Projected Enrollments (FTE)

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2007-08				111	104	93							
2008				108	113	106							
2009				96	110	115							
2010				89	98	112							
2011				89	91	100							
2012				119	91	93							
2013				93	121	93							
2014				98	95	123							
2015				100	100	97							
2016				102	102	102							

Demography and K-8 Enrollment Projections, December 2006, Donald Kennedy, NE School Development Council (NESDEC)
 Presumed no accelerated growth.

Enrollment figures show that over the past 5 years, Stow's enrollment in K through grade 5 has increased an average of 16 students per year¹. Enrollment studies² indicate that Stow will experience sustained enrollment increases for at least the next 10 years. These numbers are conservative when viewed in light of current development in Stow:

- Villages at Stow (40b development) will have estimated 96 units at build out
- Derby Woods have 31 units in plans and/or under construction
- A total of 146 units approved/and or under construction as of April 2007

Other studies have been done by NESDEC in recent years showing different numbers:

NESDEC April 2005: projected Prek-5 enrollment at 587 in 2016 without impact of accelerated growth³

NESDEC April 2005: projected Prek-5 enrollment at 720 in 2016 with impact of accelerated growth

NESDEC December 2006: projected Prek-5 enrollment at 615 in 2016 without impact of accelerated growth⁴

See Appendices for enrollment projections for all Nashoba Regional School District schools.

¹ New England School Development Council (NESDEC): 2005 data revised 11/8/06

² Ibid

³ Stow (MA) Demography and K-8 Enrollment Projections, NESDEC April 2005

⁴ Stow (MA) Demography and Prek-8 Enrollment Projections, NESDEC revised December 2006

Priority 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.***

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

The **Center School** was built in 1954 with additions in 1957 and 1964. An apple barn that was part of the original farm, has been incorporated into the educational programs of the building as well. Center School currently houses grades 3-5. There are a number of components to the building that need replacement or renovation and could seriously jeopardize the health and safety of school children. The Town and District have no alternative space to address these concerns. The Center School was given a “3” rating on the Needs Assessment Survey by MSBA dated April 2006

Fire Code Hazards

- There are no sprinklers in the building, counter to existing fire code⁵
- Due to the age of the building and the fact that electrical needs have increased substantially since the time of construction, excessive numbers of extension cords are used to supplement the inadequate electrical and technological system.
- Stage/Platform/Cafeteria fire curtain and rigging are in poor condition⁶
- There is no fire road around the building making it difficult to plow around the emergency exits during winter months. Some of these exits, located along a wooded grade, cannot be plowed and must be excavated manually, causing a delay in evacuation readiness after snowstorms.
- Full fire alarm coverage of the building is inadequate.⁷

Security

- No internal locks on classroom doors. The faculty cannot “lockdown” the building and protect students in classrooms in the event of an emergency, a federal requirement. The lockdown procedure requires the staff member to use keys externally to lock the door from the hallway.
- Inadequate internal communication system – faculty are unable to communicate directly with the main office or outside building to report suspicious activity or persons in the building or a medical emergency.
- The “apple barn” building requires external access for 4 different program functions including music, band, science, and technology, increasing security risks.
- There is no internal communication between the “apple barn” and the main office.

⁵ Center School Building Evaluation by Symmes Maini McKee Architects (SMMA) December 2006; Stow Fire & Rescue Building Inspection Report 8/30/06

⁶ SMMA Evaluation December 2006

⁷ Stow Fire & Rescue Report 8/30/06

Ceiling over the gymnasium and kitchen/cafeteria:

- A portion of the ceiling over the cafeteria collapsed in 2005, onto the seating area and the tables below.
- Wood gable ends at gymnasium/cafeteria are deteriorated and need to be replaced⁸.

Asbestos related hazards:

- Many of the floors have asbestos-containing floor tile (VAT)
- The asbestos mastic used under the tiles, carpet, in the ceilings, and around pipes was professionally encapsulated in the late eighties, and is covered by ceiling tiles or cabinetry.⁹
- The 1954 boiler is expected to be insulated with asbestos¹⁰
- Potential for asbestos contamination is elevated whenever remodeling is needed on a small scale or when accidents occur (such as the recent ceiling collapse in the cafeteria).
- Due to the age of the building and construction practices during the time it was built, asbestos and PCB are sure to be present.¹¹

Insufficient Ventilation System

- The classroom unit ventilators are left off during class time as they cause a tremendous noise distraction, resulting in little or no air ventilation and jeopardizing the health and wellness of students in the classrooms and increasing the risk of contagion.
- There is currently no ventilation air in the principal's office and the secretary's office
- The teachers' workroom and adjacent lunchroom (converted from a locker room) have insufficient ventilation, not up to current code¹²
- Combustion air duct in the boiler room is undersized and does not meet code¹³
- Toilet exhaust insufficient to remove odors¹⁴

Health Office

- The health office has room for only one student patient at a time.
- Students are treated in the main hallway near the entrance to the building until the nurse becomes available, providing no defense against contagion and no privacy.
- The bathroom for the health office (a converted janitor's closet), which also serves as a staff bathroom, is outside of the health office in the main corridor offering no protection from contagion and no privacy.
- The health-office bathroom is not handicapped accessible.

⁸ Stow Elementary Schools Feasibility Study, DesignPartnership of Cambridge Inc: November 27, 2002; also Symmes Maini McKee (SMMA) Center School Evaluation Report December 2006

⁹ Design Partnership November 2002

¹⁰ Ibid

¹¹ Ibid; AHERA Inspection Report by Tighe & Bond Engineers, January 2005

¹² Ibid

¹³ Design Partnership November 2002 and SMMA Evaluation December 2006

¹⁴ SMMA Evaluation December 2006

General¹⁵

- The well is located under the existing structure in the boiler room and does not meet current standards.
- The septic systems are in Zone 1 of the well
- There are two boilers at The Center School. Both are operational, with one having been installed in 1985, and the other original to the building. This boiler contains a large crack and is now used as a back-up system.
- Insufficient site lighting, all of which is most likely original to the building. There is only one pole-mounted light near the entry drive and one near the play structure. All other site lighting is building-mounted.
- Dangerous bus/car traffic patterns - Student drop-off area provides space for only 5 buses, necessitating 2 drop-off sessions. Visitors to the school must directly cross drop-off area in order to access the school parking lot.
- None of the bathrooms are ADA compliant.
- Handicap accessibility is minimal and the building is not ADA compliant.

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

- The district and Town of Stow undertook a capital initiative to replace the gymnasium roof in 2006 – 2007 school year. The project has not been completed because of unforeseen increases in construction costs since the project was approved. The portion over the kitchen was completed in 2005. The rest of the roof has been deemed structurally sound by the Stow Building Inspector, although still in need of repair.
- Although there was significant maintenance to the heating system in 2004, the age of the system makes it difficult to service and forces frequent adjustments.
- The fire alarm system control panel and annunciator were replaced approximately 13 years ago (1994). The system is the zoned, hard-wired type, and is insufficient for the building. The existing wiring and initiating devices were reused for this system and they are original to the building. The Building does have heat detectors, but only battery operated smoke detectors in the bathrooms, independent of the electrical system.
- In the winter of 2006 the school system added buzzers and electronic door openers at the front door entrance for additional security.
- A small, independent student drop-off area was recently built on the lawn directly in front of the gymnasium, separating the parent pick-up and drop-off area from the bus area. The student entrance is not visible from this drop-off area

¹⁵ Information in this section from SMMA Evaluation December 2006

Priority 2

<input checked="" type="checkbox"/> <i>Elimination of existing severe overcrowding.</i>

Please describe the existing conditions that constitute severe overcrowding.

Enrollment

The District is comprised of Stow and two other towns, Lancaster and Bolton, both of whom have recently addressed the demands of current district programs and class size requirements. Both towns are in the initial stages of developing plans to meet increasing enrollment. It should be noted that according to our regional agreement, each town retains capital investment obligations for all school buildings serving the K –8 student population.

The Center School had 272 students in 2006, currently serves 285 students as of April 2007, and the projected enrollment for 2008 is 308. A shortage of space throughout the school, especially for tutorial, SPED and remedial uses, results in daily scheduling and program challenges. Stow is facing 146 units of new construction over the next two years, not included in current enrollment projections, highlighting the ongoing growth of this community.

There are eighteen classrooms in the Center School, five of which are used for support services (library, art, music, technology, and special education). The support spaces are smaller than the minimum standard suggested by the Massachusetts DOE and the MSBA prototype school of this size. The Center School is approximately 36,360 square feet of space. The MSBA prototype for an elementary school of 321 students should be approximately 54,473 square¹⁶. According to the MSBA prototype, the Center School is approximately 18,113 square feet too small. The school is significantly undersized in nearly all classroom areas.

- The core academic space does not support the student population.
- The music space does not support the chorus or band of 40+ students.
- The nursing station, which includes a bathroom converted from a janitor's closet, cannot properly serve the current enrollment.
- The health office has room for only one student/patient at a time. Other students have to wait in the main hallway near the entrance to the building until the nurse is available.
- Mandated medical screenings must take place outside of the nurse's office in the hallway near the main entrance, due to lack of space.
- The media center is roughly half the size of the Massachusetts Department of Education area standards. The library is a 900 square feet area that houses the book collection and is directly

¹⁶ SMMA analysis of MSBA prototype requirements vs existing Center School space 1.17.07; all references in this section from this same analysis unless otherwise noted.

adjacent to the 900 sq. ft. computer lab (some of the library books are stored on shelves under the computers). There is no wall separating these 2 spaces, making it difficult to use either space without disturbing the other, although simultaneous classroom instruction has become a necessity due to lack of space elsewhere and is routinely done in this area.

- There are 2 small rooms, converted from storage closets, used for small group instruction, student assessment, time out space, and teacher planning space.
- SPED and remedial spaces are undersized. There is one classroom room which has been partitioned and serves multiple functions such as SPED, OT, and Guidance when needed.
- Dedicated OT space is minimal and does not have the overhead structural supports to allow for the occupational therapy swings. The occupational therapist works in the hallway or in the special education classroom when the activities won't disturb other students.
- Administration, teacher workroom, nurse, and storage areas are all significantly inadequate:
 - The secretary's office is less than 100 square feet.
 - The Principal and Assistant Principal share an office of less than 200 square feet, which also serves as the only conference room in the building for parent meetings.
 - An old locker room was converted to the teacher's work area, and the old shower stall now serves as the janitor's office.
 - There is no storage for audio/visual equipment, which is placed in the hallways during active class time and stored in classrooms at night.
- The school stage serves as the cafeteria space and is significantly undersized at 1400 sq/ft. The kitchen cannot prepare enough meals to accommodate the current student population. Meals are prepared at another school within the district, transported to Center and warmed in the kitchen. Three lunch periods are served daily and the cafeteria capacity is at the maximum during each lunch session.
- Starting with school year 2007-08, there may be a need to seat students in the gymnasium as well as the cafeteria during lunch in order to accommodate the increase in students. This involves students walking down stairs with their lunch trays.
- The gymnasium has no seating and limited standing room for viewing. Because it abuts the cafeteria / stage, the room cannot be used for approximately ninety minutes each day, while lunch is being served.
- There is only one dedicated storage closet for the entire school.
- Most areas of the school are not compliant with ADA barrier-free requirements.
- There are only two single-user toilet rooms for use by the staff of 46.

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

The District completes enrollment updates using NESDEC (New England School Development and Education Council) and reassigns space annually to accommodate incoming growth. However, many of the areas being utilized are inappropriate for their new uses.

- In 2002, Stow began to experience enrollment increases that had not been seen in prior years. There was an additional classroom required in Center in 2006-07, necessitating the conversion of a special education classroom to an additional third grade classroom.
- The "apple barn" -- a detached, former apple-storage barn which was part of the original farm site during the 1940's -- will house the music, science and technology programs as of September 2007. The building is 1000 square feet.

- A bathroom was added adjacent to the health office several years ago, converted from a janitor's closet. It is not handicapped accessible.
- An old locker room was converted to the teacher's work area and an old shower stall serves as the janitor's office.
- The one special education space was formerly a full sized classroom. A wall was added to this space to create an office for the guidance counselor.
- A former storage closet was converted to small group instruction space. The space is 81 sq/ft in size, and is at times used for IEP meetings when no other space is available.
- Converted storage space into program areas such as OT, PT and guidance.
- Converted a former locker room and shower stall into a teacher workroom.
- Currently use the boiler room for storage space.
- Eliminated the lawn in front of Center School and converted that space to a separate parking area/drop off point.
- Converted the "apple barn" building to accommodate the science curriculum and the music program.
- The OT, PT, and special education programs must share one space.
- The district increased class sizes in Stow, maximizing available space.
- Purchased outdoor buildings for storage.
- Supplies are ordered on demand instead of being on hand, due to lack of storage space.
- The Nashoba Regional School District has examined regionalizing some components of the elementary schools, but the investigation is in its preliminary stages and thus far the district has not received support for such a measure among the three towns.
- In 2005, the District investigated an existing building located in Bolton as a possible site for an elementary school for the town of Stow. However there were environmental concerns with the site, and housing Stow elementary school students in another town violates the current regional agreement.
- As part of the Stow elementary school "master plan" discussion, there have been conversations about using some space at the Hale Middle School in Stow to house the fifth grade. Such a plan, however, would be only a temporary solution since growth will cause a crowding situation at Hale Middle School by 2010 – 2011.

Priority 3

☐ *Prevention of the loss of accreditation.*

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

There are no plans to seek elementary school accreditation for grades serviced at Center School.

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

Priority 4

☐

Prevention of severe overcrowding expected to result from increased enrollments.

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

N/A

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.

Priority 5

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

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

There are two boilers at The Center School. One is operational, installed in 1985, and the other serves as a back-up system, and although still functional, contains a large crack. It is original to the building. This boiler, along with the remainder of the mechanical systems (including unit ventilators) are 50 years old, past their useful life expectancy and have been recommended for replacement¹⁷

In terms of energy use, Center School is the least efficient building in the district.

- In each classroom, inefficient, single-paned glass windows form the longest interior wall.
- The walls are cinderblock, with no insulation, allowing for a great deal of heat loss.
- When district officials met with Energy Management Associates in January 2006, they were told in their written report that Center was not a great candidate for retro-commissioning because of its age and lack of controlled systems
- The building has no central air conditioning system. Instead, individual 5000 BTU cooling units were installed in several classrooms over exterior doors during the 1990's. Due mostly to the single pane windows in all classrooms, these units are extremely inefficient and do not provide sufficient cooling. Condensation collects at the bottom of the doors, contributing to the loss of the exterior varnish, causing these doors to deteriorate.

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

Despite efforts to control heat set points and lighting demand, the Center School had a 10.75% increase in usage between 2005 and 2006. The two Stow elementary schools were the only District schools that used more energy this past year than two years ago. The age and conditions of the systems at Center do not allow for the web-based HVAC monitoring system established for other district schools¹⁸.

¹⁷ SMMA Evaluation of Center School, December 2006

¹⁸ This system would allow for remote adjustments to occur during "down" times when heat and electricity may not be needed, such as occurs at night or during weekends. After instituting this system, the district noticed savings of about 11% over the previous years usage in buildings where this monitoring system could be installed.

Priority 6

☐ *Short term enrollment growth*

Please describe the conditions within the community and School District that are expected to result in increased enrollment and describe why these conditions are only expected to exist in the short term.

We do not see the space problems in Stow to be the result of short term enrollment growth.

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.

Priority 7

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

Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs and the facility limitations precluding the programs from being offered.

Stow's elementary school students are not currently provided with the appropriate and adequate spaces to learn. Analysis from the Symmes Maini McKee Associates building evaluation (December 2006) indicates that the Center School is approximately 18,000 square feet smaller than the MSBA prototype elementary school.

- The Center School has inadequate space and facilities for the fifth-grade Science and Technology program due to lack of space.
- Beginning in 2007, the music classroom will be taken over for a grade four class. Music classes will now be housed in the "apple barn", and shared with the science lab.
- Mandated medical screenings have to take place outside of nurse's office, (in the hallway), due to lack of space. There are no handicap accessible bathrooms either in the Nurse' office, or in the rest of the school.
- Dedicated OT space is minimal and does not have the overhead structural supports to allow for the occupational therapy swings. The occupational therapist works in the hallway or in the special education classroom when the activities won't disturb other students.
- There is also a lack of support space for SPED, remedial instruction, reading and music.
- There is a lack of dedicated space for gifted and talented offerings.
- There is no space for Health instruction.
- The music space cannot support a moderate-sized band or chorus
- The art program is limited in storage/presentation space, contains one sink, and little area for students to work with multiple mediums.
- There are few opportunities for physical education program to be expanded due to a lack of equipment storage, the compressed schedule allowing for lunch sessions, and the wall of single pane windows along its exterior wall.
- Theater or drama play a very limited role in the curriculum since the stage serves as the cafeteria and is at one end of the gymnasium.
- The multi use gymnasium severely limits the ability to gather for assembly, guest speakers, programs, presentations to families, or school-wide instruction.
- The library is undersized and lacks enough space to be properly supplied or to conduct classes.
- Due to the proximity of the computer lab and the library, it is difficult to conduct two classes in this shared open area, although this is routinely done due to the lack of classroom space.

- Many library books are jammed in shelves under computer workstations in the shared media center/computer lab.
- Given the age of the building, there were no contingencies made for the addition of electrical or data boxes to the extent they are now required in order to support the curriculum (i.e. computers, printers, scanners, etc).
- No video or CATV system is available to further enhance the current curriculum.

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

- The District took steps to staff a technology and engineering position for the coming year and will allocate use of a building (the “apple barn”) to address hands on technology and engineering standards. This space will be shared with the music program.
- The 2004 Improvements project added some power and data outlets, but there continues to be a deficiency in the number and placement of these outlets to support today’s technological needs. The electrical system is now “maxed out” making it impossible to add more outlets.
- The need for one more grade four classroom will be met by vacating the Music Room during the 2007- 08 school year. However, that forces music to share the “apple barn” with science and technology classes as well. This building is a former barn that was converted more than 30 years ago to an office for the Superintendent of Schools. It then served as a pre school program and now it is used regularly as a classroom. It is 1000 square feet.
- A storage closet has been re-modeled to also serve as a meeting space and resource room. Parent/teacher conferences are often conducted in this room during the school day. The room continues to be used for storage as well.
- A “regular” classroom was converted to house the special education, OT, and PT student services. The OT and PT services are routinely offered in the hallway when students require additional services.
- The district converted a locker room into the teacher’s workroom, and changed a shower room into additional support space.
- The boiler room is used for storage space.
- Eliminated the lawn in front of Center School and converted that space to a separate parking area/drop off point.
- We have kept class sizes larger in Stow than the rest of the District because of a lack of space.
- Outdoor storage sheds were purchased.
- Supplies are ordered on demand instead of being on hand, due to lack of storage space.
- The 2004 electrical upgrade added 4 outlets per classroom but has left exposed conduit piping in most classrooms.
- A back up generator was installed to support key school functions.

Priority 8

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

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

Not currently applicable to Stow schools.

Please provide a copy of the redistricting plan.

AUTHORIZATION REQUIREMENTS

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

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

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

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

Resolved: Having convened in an open meeting on [Nashoba Regional School Committee: April 5, 2007; Stow Board of Selectmen April 10, 2007] the Stow Board of Selectmen and Nashoba Regional School Committee, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated April 10, 2007 for the **Center School** located at 403 Great Road, Stow, which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

Priority 1 (Health & Safety): Lack of adequate emergency/fire and other safety systems; Asbestos hazards; poor air quality.

Priority 2 (Severe Overcrowding): Non-classroom space has been converted to cover population needs, leaving SPED and other services to be accommodated in sub-standard spaces;

Priority 5 (Energy Efficiency): Outdated, outmoded and inefficient systems and building;

Priority 7 (Inability to meet program needs): Majority of classrooms and support spaces are significantly below DOE standards for all current programs;

and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

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

LOCAL CHIEF EXECUTIVE OFFICER	DISTRICT SUPERINTENDENT	SCHOOL COMMITTEE CHAIR
<u>William J. Wrigley-</u>	<u>Michael L. Wood</u>	<u>Donald Adams</u>
By _____ (signature)	By _____ (signature)	By _____ (signature)
Date _____	Date _____	Date _____