

REPORT OF THE SCHOOL FACILITIES COMMITTEE

The School Facilities Committee (SFC) was assembled to carry forward the work of the School Facilities Master Planning (SFMP) Task Force of winter 2013 as reported in the *Annual Town Meeting 2013 Advisory Book Report*. The mission of the SFC was:

To develop and recommend to and gain consensus from key stakeholders including the School Committee, Board of Selectmen and the community for a prioritized program of school facilities rehabilitation projects over a 15 year timeframe which is responsive to the academic vision outlined in the WPS strategic plan, enrollment projection, facilities requirements, Town financial constraints and the community's desire to address the school building needs.

To further recommend to the next Town Meeting the highest priority near term project or projects within the 15 year program which has/have the support of key stakeholders.

To achieve this mission, the SFC analyzed student enrollment projects and building capacity, identified implications of the Wellesley Public Schools (WPS) strategic plan and evaluated the Symmes, Maini, McKee Associates (SMMA) Conditions Assessment and Feasibility Study.

The SFC was comprised of: Judy Belliveau, WPS Director of Finance; Diane Campbell, KC Kato and Wendy Paul, School Committee; Tom Goemaat, construction executive; Ann Marie Gross, Advisory; Hans Larsen, Executive Director; David Lussier, WPS Superintendent; Jack Morgan, Town Meeting Member and Barbara Searle, Board of Selectmen.

Elementary Building Capacity Background Information

The WPS has 135 typical education sized classrooms across seven elementary schools. Out of the 135 classrooms, 14 are dedicated art and music spaces (though only 12 of these spaces are currently used for art and music; the other two are needed as regular classrooms because of overcrowding), approximately 6 are dedicated Special Education (SpEd) or English Language Learner (ELL) spaces, and 115 are typical education (K-5) classrooms.

The 135 classrooms are a combination of permanent classrooms and modular construction classrooms. The buildings vary in age and configuration. With the exception of Bates and Sprague, all have modular classrooms to support enrollment. The modular classrooms range in age from approximately 20 years (Hardy, Hunnewell and Upham) to 7 years (Fiske and Schofield).

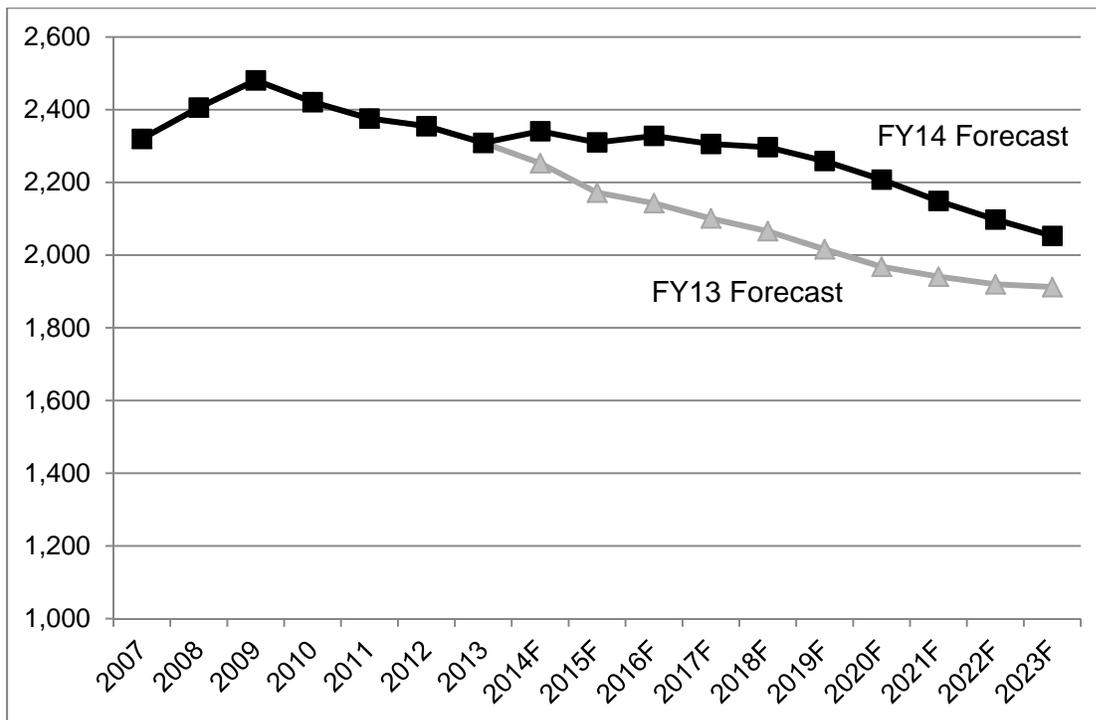
Enrollment Analysis

Peak elementary (K-5) enrollment was in FY09 with 2,481 students. Since then, enrollment has declined. Although FY13 enrollment, 2,309 students, represents a decline from the peak in FY09, all classrooms were in use in FY13 due in part to Wellesley's neighborhood school configuration. In addition, between FY09-FY13, mandated educational programs such as ELL and SpEd programs have been added to the elementary schools as space has become available.

In March 2013, Cropper GIS, a demographic consulting firm, was hired to develop forecasts based on Wellesley's demographics, historical trends, economic trends and real estate activity. The enrollment forecasts helped to determine how many classrooms, and therefore schools, would be needed.

Cropper forecasted a decline between FY13 and FY14 of 2.4% or 56 fewer students and between FY13-FY20 of 14.8% or 341 fewer students. Upon evaluating the number of classrooms needed to maintain WPS class size guidelines (K-1: 18-22 and 2-5: 22-24), at least 109 classrooms/sections would be needed through FY20. **Therefore, all seven elementary schools will be necessary for at least the next seven years through FY20.**

In FY14, instead of enrollment decreasing, it increased by 32 students or 1.4% higher than FY13 and 3.7% greater than the forecast. Due to this deviation from the forecast, Cropper GIS revised the model to incorporate FY14 actual enrollment and revised real estate new/teardown housing starts assumptions. The revised projections indicate the decline will occur, however at a much slower pace. This further reinforces the need to maintain all seven elementary schools for at least the next seven years through FY2020.



There are many factors which cause a shift in enrollment forecasts such as economic, change in the educational program, and/or a new high school. With only one year of increasing enrollment, it is difficult to determine if the shift is a trend or an anomaly. Therefore, the School Administration and SC will continue to monitor enrollment and revise its forecast as more data becomes available. The future analysis is critical as the Town of Wellesley considers potential replacement and/or major renovation projects.

WPS Strategic Plan and Educational Program Implications

During FY13, Superintendent David Lussier, with the support of administrators, educators and community members, developed a Strategic Plan for the WPS. The vision is:

The Wellesley Public Schools (WPS) aspires to be a world-class school system that prepares all of its students to be college-ready and successful in whatever path they choose.
From Pre-K through grade 12, WPS will develop the heads, hearts, and hands of its students to

be critical thinkers, problem-solvers, artists and innovators who will make contributions to their communities, our nation, and the world.

The key strategic objectives are:

1. Focus on every child, in every classroom, every day;
2. Invest in our educators;
3. Provide broad-based learning opportunities as part of a world class public school system;
4. Align resources with educational needs.

Major initiatives such as world languages for younger students, full day Kindergarten, expanded Science, Technology, Engineering and Math (STEM) curriculum and educator professional development will affect students, educators and learning. **However, they will not require dedicated facilities spaces nor specialized spaces.** Pre-K may be piloted as space is available.

Although the Strategic Plan initiatives do not require facilities renovations, the current educational program does require facilities adjustments in the non-recently renovated elementary schools. Over the past decade, mandated programs such as English Language Learners and Special Education have required dedicated spaces, some with differing specifications than a typical classroom. Teacher workspaces and typical classrooms have been converted to house Special Education support services. The food service facilities work will maintain food safety standards as set out by the Board of Health and improve operational efficiencies.

School	Educational Program Deficiencies
Bates	Meets needs.
Fiske	Lacks appropriate SpEd/ELL and teachers work spaces. Inadequate kitchen servery space. Lacks ADA compliance.
Hardy	Lack of dedicated art & music space. Lacks appropriate SpEd/ELL and teacher work spaces. Lacks cafeteria space. Inadequate kitchen servery space.
Hunnewell	Lacks appropriate SpEd and teacher work spaces. Lacks cafeteria space. Inadequate kitchen servery space. Gym significantly undersized.
Schofield	Lacks appropriate SpEd and teacher work spaces. Inadequate kitchen servery space. Lacks cafeteria space.
Sprague	Meets needs.
Upham	Lacks appropriate SpEd and teacher work spaces. Inadequate kitchen servery space. Lacks cafeteria space. Total school capacity undersized for operational and programmatic effectiveness.

Facilities Assessment

Over the past decade, several facilities assessments have indicated renovation needs across the elementary schools and the middle school. In 2005, SMMA evaluated the five not recently renovated schools (Fiske, Hardy, Hunnewell, Schofield and Upham). In 2006, the Massachusetts School Building Authority (MSBA) conducted a review of Massachusetts schools. The 2005 and 2006 evaluations were the basis for the 2007 debt exclusion which addressed school infrastructure issues such roofs, boilers, flooring, etc.

In 2012, the SMMA Conditions Assessment and Feasibility Study provided a comprehensive review of nine (excluding the new high school) WPS facilities infrastructures. The work focused on the condition of building systems – their integrity, status and maintenance requirements. In January 2013, the SFMP conducted a thorough review of the SMMA Conditions Assessment. The Phase 1 review consisted of categorizing and rating each school building on the condition of its infrastructure. The Phase 2 review assessed the degree of renovation/construction complexity (e.g., Can the work be done when students are not in session? How many construction phases are required to complete the work? What site issues are there? Bundling opportunities? Are there opportunities to engage with the MSBA therefore requiring an extensive process?)

SFC Recommendation

The SFC reviewed the results and recommendations of the SFMP and developed the categorization for the WPS facilities shown below:

	Schools	Rationale	Timing
Category 1: MSBA Candidate for major renovation, addition, replacement and/or consolidation	Hardy Hunnewell Upham	<ul style="list-style-type: none"> • High cost to renovate • High construction complexity • Difficulty in addressing programmatic and operational issues • Construction for 50 years 	Pending MSBA invite <ul style="list-style-type: none"> • SOI 2013/2014 <i>IF</i> invited fall 2014 (FY15) <ul style="list-style-type: none"> • Feasibility FY15 • Design FY17 • Debt Exclusion FY17/18 • Construction FY18-20
Category 2: Infrastructure Renovation+	Fiske Schofield	<ul style="list-style-type: none"> • Cost to renovate less than to replace • Potential ability to renovate during summers • Ability to address programmatic issues (excl. cafeteria) 	<ul style="list-style-type: none"> • Design FY14 • Debt Exclusion FY15 • Construction FY15-16
Category 3: Annual cash capital maintenance	Bates Sprague	<ul style="list-style-type: none"> • Facilities in very good condition due to age and date of renovation 	<ul style="list-style-type: none"> • Ongoing
Category 4: Annual cash capital maintenance and infrastructure renovation	WMS	<ul style="list-style-type: none"> • Facilities in good condition due to renovation but in need of key systems replacement in 10 years. 	<ul style="list-style-type: none"> • Ongoing cash capital • Potential Debt Exclusion FY15/16

See Article 7 Advisory Report on page **Error! Bookmark not defined.** for detailed information on the appropriation request to support the SFC recommendations.

Respectfully submitted,
The School Facilities Committee

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