

Report of the High School Feasibility Study Committee

18 November 2002

**Wayland Public Schools
41 Cochituate Road
Wayland, MA 01778**

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Executive Summary

As formally constituted by the Wayland School Committee in June 2002, the thirteen members of the Wayland High School Feasibility Study Committee (HSFSC) have met regularly for the purpose of discussing the physical condition and long-term viability of the grounds and buildings that comprise the high school complex on Old Connecticut Path (Route 126) in Wayland. In collaboration with the HSFSC, the architectural firm of Dore and Whittier, Inc. has conducted and completed a feasibility study relative to new construction, renovation, and expansion of Wayland High School. The following are the results of this collaboration.

Wayland High School (WHS) needs to be enlarged because of increasing enrollment. Given a demonstrated need to house 1,000 students and other potential enrollment increases due to resale of homes (families with children moving into homes currently without children) and new housing construction, the design capacity for the facility should be 1,200 students. Despite significant constraints (wetlands, Town well, easements), the current WHS site can accommodate the enlarged facility. No other site in Wayland has been found adequate for such a facility. The educational plan developed by the architect and the administration of the Wayland Public Schools calls for the design of ~220,000 square feet of space, an increase in the number of academic classrooms, additional science laboratories, an enlarged cafeteria, and the addition of a ~750-seat auditorium.

The HSFSC spent a significant amount of time trying to determine whether renovation or new construction is preferred. In spite of the fact that the physical plant is fundamentally adequate and the buildings have structural integrity to last another 30 to 40 years, major renovations are required if the buildings are enlarged. Significant items include new code compliance (especially sprinklers and septic), internal structural modifications (e.g. moving walls to enlarge small classrooms), and the modernization and handicap accessibility of certain building systems untouched in the 1990-1992 renovations. The architect presented and costed four categories of designs to satisfy the needs. All categories range in price between \$40M and \$50M and require development of architectural specifications and construction documents.

As a result of these considerations, the HSFSC recommends unanimously that \$2.5M (5% of \$50M) be allocated at the 2003 Annual Town Meeting to engage an architectural firm to produce drawings and bid specifications for the renovation and enlargement of Wayland High School.

Essential components of the HSFSC's recommendation are the following: 1) that disruption due to construction be minimized; 2) that the Field House be retained via renovation but that care be taken to keep it removed from view on entering the school property; 3) that the look and feel of the campus style of the current WHS be maintained, even if a new single building/complex is constructed; 4) that the new high school complex include the installation of state-of-the-art technology infrastructure; and 5) that all reasonable efforts be made to comply with the "green school" principles associated with energy conservation and environmentally friendly design, construction, and operational practices.

Further, the HSFSC recommends that the School Committee seek approval by warrant article at the 2003 Annual Town Meeting to appoint a High School Building

Committee (HSBC) to effect the renovation and expansion, equipping, and furnishing of WHS.

Presuming both April 2003 warrant articles pass, the WHS project will commence with the appointment of the HSBC that will choose an architectural firm by July 2003. Over the following eight to ten months, these architects and their consultants will complete the design drawings and construction bid documents in consultation with the HSBC, school officials, and other interested Town residents. Prior to the 2004 Annual Town Meeting, the School Committee will determine, after consultation with the Finance Committee, whether to place a debt-exclusion question on the April 2004 Town election ballot to fund the entire project (presently estimated to cost between \$40 – 50 million) by borrowing. Assuming voters approve both the design fees (\$2.5 million) in April 2003 and construction in April 2004, the WHS project will be bid in accordance with state laws, with construction expected to begin in the summer of 2004. Construction will commence in July 2004, disrupting the continued operation of the High School as little as possible, with completion by September 2007. Under Massachusetts laws and regulations governing school building assistance to local communities, this project will be submitted for all qualifying funds.

This report is respectfully submitted to the Wayland School Committee.

Frederick K. Knight, Chair
Wayland School Committee, Chair

Gary A. Burton, *ex-officio*
Superintendent of Schools

Robert Gordon
Wayland School Committee

Joy Buhler, *ex-officio*
School Business Administrator

Cindy Lombardo, Parent
Middle School Building Committee, Chair

Charles Ruopp, *ex-officio*
Wayland High School Principal

David Lustig, Parent

Joseph Madden, *ex-officio*
Parent Facilities Manager

Robert Meindl, Parent

Jeff Andrews
JFA Associates

Mark Santangelo, Parent

Lawrence Scult, Parent

Donald Walter and Lee Dore
Dore and Whittier, Inc.

Michael Tichnor, Parent

Norman Wang, Parent

Table of Contents

1. Introduction	1
2. Methodology and Approach	1
3. History of Wayland High School	3
4. Facility Needs	3
5. Design Categories	4
6. Core Considerations and Recommendations	6
7. References	8
Appendix A Enrollment: October 1950 to Present	9
Appendix B Enrollment Projections, Grades 9 - 12.....	11
Appendix C High School Feasibility Study Committee Members.....	13
Appendix D Request for Proposals (RFP)	14
Appendix E Architects responding to RFP	15
Appendix F Educational Plan	16
Appendix G Design Categories.....	17
Appendix H Preliminary Cost Estimates	19
Appendix I Frequently Asked Questions	20

1. Introduction

At the 2002 Annual Town Meeting, voters approved a \$50,000 warrant article for a high school feasibility study. To complete this study, the School Committee appointed the High School Feasibility Study Committee (HSFSC), which in turn selected and engaged an architectural firm, Dore and Whittier, Inc.. The architects were commissioned to thoroughly consider options to renovate the existing high school facilities, to build a new school complex, or to construct some combination of the two.

This report records the work of both the HSFSC and architects over the past five months and contains two specific recommendations to the Wayland School Committee. This report also provides an overview of the study, and the accompanying report of Dore and Whittier documents the feasibility study carried out by that architectural firm and its retained consultants. The services of Jeff Andrews of JFA Associates, a construction project manager, were engaged both to assure that professional advice was available to the HSFSC and to oversee the work of the architects.

2. Methodology and Approach

The basic methodology used to develop the recommendation of the HSFSC involved the following:

1. In 1998, the School Committee and school officials made public a growing concern for the physical integrity of the High School buildings. Both the Superintendent of Schools and the Chairman of the School Committee wrote in the School Department's annual town report that the age and condition of the High School buildings were becoming detrimental to the quality of educational programs and learning opportunities available to students passing through the complex.
2. Enrollment projections developed by a variety of sources (NESDEC, internal, and others) foretold of an increasing secondary student population that over a ten-year period (2002-2012) would exceed the current capacity of the buildings.
3. At the 2002 Annual Town Meeting, the School Committee sought approval and funding (\$50,000) to conduct a high school feasibility study. The warrant article below, with the comments of the Finance Committee, passed unanimously at Town Meeting on April 29, 2002.

ARTICLE 22: ARCHITECTURAL DESIGN SERVICES FOR WAYLAND HIGH SCHOOL

Proposed by: School Committee Estimated Cost: \$50,000

To determine whether the Town will vote to appropriate a sum of money to be expended by the School Committee for professional services to conduct and complete a feasibility study and independent review certification thereof relative to new construction, renovation and/or

expansion of Wayland High School; and to determine whether such appropriation shall be provided by taxation, by transfer from unappropriated funds, by funds already appropriated for another purpose, by funds received as grants from the Commonwealth or the Federal Government, by borrowing, or otherwise.

Finance Committee Comments: *Wayland High School was built in 1960 with additions in 1965 (Math-English building) and 1972 (Media Center), and renovations in 1972 (Commons and Arts Building) and 1990-1991 (new roofs, new heating and ventilation system, improved classroom designs, asbestos removal, substantial interior renovations). Thus, the school buildings range in age from 30 to 42 years, roughly in mid life, and have had significant renovations 12 years ago. Based on academic programming and scheduling, the high school's capacity is estimated at 900-1,000 students, but enrollment is projected to be 1,000-1,100 students in 3-5 years. The School Committee is seeking \$50,000 to fund a feasibility study to examine options to address the anticipated overcrowding. In addition, the study will review the buildings' structural integrity and requirements for modernization and improved energy efficiency. The School Committee will use the study to determine what course of action should be taken to address the capacity needs, whether through renovations, additions, or new construction.*

4. On June 17, 2002, the School Committee commissioned a High School Feasibility Study Committee, comprised of nine voting members and four ex-officio members. Jeff Andrews, a professional construction project manager, was hired by the School Committee to assist in the selection of the architectural firm that would conduct the feasibility study during the summer and fall of 2002 and to provide knowledgeable oversight during the study.
5. On July 15, 2002, after reviewing nineteen separate proposals and interviewing four architectural firms (see Appendices), the HSFSC recommended to the School Committee that the firm of Dore and Whittier, Inc. of Vermont and Massachusetts undertake this study and work directly with the HSFSC and Jeff Andrews.
6. By October 30, 2002, Dore and Whittier's architects and consultants produced a comprehensive feasibility study that accompanies this report. The Dore and Whittier report reflects not only their work as an architectural firm, but also a substantial component of the HSFSC deliberations. The Dore and Whittier feasibility study should be examined carefully for a detailed account of the methodology applied to this project, and should be considered an integral part of the HSFSC's report to the School Committee.

3. History of Wayland High School

Wayland High School's campus style facility was built in 1960. Several major improvements were made over the years, namely addition of the Math-English building in 1965, addition of the Media Center in 1972, renovations of the Commons and Arts Building in 1972, and safety, structural, and code renovations (e.g., new roofs, new heating and ventilation system, improved classroom designs, asbestos removal) in 1990-1992. Thus, the school complex includes a mix of buildings ranging in age from 30 to 42 years and is roughly in mid life, having had significant renovations twelve years ago. For a detailed history of the secondary school, please see the introduction and background sections of the accompanying feasibility study prepared by Dore and Whittier, Inc.

As mentioned above, a major renovation costing \$6.2M was conducted in 1990-1992. This renovation addressed replacement, safety, and code compliance issues in major systems such as roofs, HVAC, plumbing, electrical, classroom restructuring, and technology. It is important to note that the code compliance and technology upgrades reflect the state of the art in 1992 and that there have been significant changes to both building codes and technology since that time. Over the ensuing twelve years, with the prospect of another four more years until the proposed project is complete, the 1990-1992 renovation has served its purpose: to rejuvenate the facility and to keep it in operating condition until enlargement became necessary. In 1992, student enrollment in Grades 9 – 12 was 596. In 2002, the enrollment is 829 and is conservatively projected to be approximately 1,000 students in Grades 9-12 by the start of the 2007-2008 school year. This forecast enrollment exceeds the High School's current capacity.

4. Facility Needs

In addition to having insufficient space for future enrollment, the current facility has significant shortcomings, as detailed by the architects in their feasibility study and reviewed here. As a result of building code changes, these shortcomings necessitate either major renovations or new construction to most of the existing buildings.

The construction of four of the classroom buildings (Science/B, Social Studies/C, Language/D, and Commons/E) so severely limits renovations that both the architects and the consultant recommend their demolition. Specifically, Dore and Whittier note that "the cost difference between renovation and new construction for these buildings, weighed with the advantages vs. disadvantages of 'making {do}' with the existing conditions for the next 50 years, leads one to the conclusion that it makes more sense to demolish these buildings and construct new educational facilities to meet the demands of the next century."

Following the survey and analysis of the facility, Dore and Whittier developed a list of upgrades that "takes into consideration that there [are] a number of items that are currently in need of replacement, or within the next ten (10) years will require an upgrade, refurbishment or replacement. These items do not take into account the educational program, function, or space limitations, but serve to upgrade the building to meet current Life Safety and Building Codes, Indoor Air Quality as well as necessary maintenance items needed to prevent further deterioration of the building." The list includes a wastewater treatment plant, a new roof, other

exterior replacements and interior needs---all totaling ~\$12M. Without accompanying expansion of the facility, these upgrades do not qualify for state reimbursement. These items are a result of expected obsolescence and code changes, not a lack of normal, periodic maintenance.

The educational plan details new facility needs developed by the administration and the architect's educational consultant and has been refined over the last few months. Increasing enrollments as well as evolving educational needs drive the important new elements in the plan. These new elements include 1) new classroom space to accommodate increased enrollment as well as current and future instructional programs, including additional science labs, lecture halls, seminar rooms, and enlarged classrooms; 2) an enlarged cafeteria to accommodate increased enrollment with the expansion of the existing Commons severely limited by current construction; 3) an auditorium to accommodate a vibrant performing arts program and larger public gatherings than the Little Theater; and 4) enlarged athletic facilities to accommodate current and future sports programs.

Other aspects of an improved facility that were discussed by the HSFSC include 5) assessment and renovation of the Town Pool; 6) potential reuse of existing buildings by the School Department's Central Office and/or other Town departments and agencies; and 7) combining school and town library functions. No action on these possibilities was taken, but further consideration of them is deemed important during the next phase of the project.

As a summary of the facility needs, Dore and Whittier's report concludes:

The Wayland High School facility has served the community well over the years but age, overcrowding and outdated systems have taken their toll and as a result, a number of concerns are apparent that may have an impact on learning. In addition, the educational program needed to bring the facilities into the 21st century does not match the existing school configuration.

Over the next 5 to 10 years, the community will need to expend significant funds just to maintain the physical components of the existing buildings. Additionally, the educational space within the buildings is sub-standard and inefficient. Considering the continual[ly] increasing enrollment, portable classrooms would need to be purchased as well. To be a viable long-term investment, any expenditure of resources should address both the physical and educational needs of the school. (Executive Summary, p. 1)

5. Design Categories

Following an initial conclusion that the site would allow for the necessary enlargement of the High School, Dore and Whittier developed nineteen different schematic options for consideration. All options included space for the anticipated enrollment and a required sewage treatment plant on site. In parallel, refinements of the High School's educational plan were developed in consultation with WHS administrators. All options satisfied this plan and included an appropriate number of academic classrooms, science laboratories, a ~750-seat auditorium, a cafeteria that accommodates at least half of the student body at one seating, and athletic facilities and fields appropriate for a 1,200-student secondary school.

The nineteen options were divided into four categories, and corresponding cost estimates were developed. Seven options fell into the category of building a new High School while retaining the renovated Field House and were estimated to cost between \$40M and \$45M. Three options were classified as constructing an entirely new High School and were estimated to cost between \$47M and \$50M. Four options were classified as a combination of additions and renovations and were estimated to cost between \$42M and \$46M. One final option involved general renovation with a small addition and was estimated to cost between \$40M and \$44M. These estimates are detailed in an appendix. Using an alternative estimation method, JFA Associates developed estimates of \$41M, \$53M, and \$42M for the first, second, and fourth categories. In summary, all four categories considered were projected to cost between \$40M and \$53M, with essential agreement between the architect and consultant's respective estimates.

Because cost difference among the options was not significant, further considerations were ranked to choose among these categories. The considerations deemed most important by the HSFSC are the following.

1. Satisfy the educational plan for an enrollment of 1,200 students. Enrollment projections conducted by the School Committee and by Dore and Whittier predict approximately 1,000 students within grades 9-12 in 3 to 5 years. However, the HSFSC felt it important to build for a capacity of 1,200 for two reasons. First, the current thinking among leading educators is that capacity should be 110% to 115% of expected enrollment. Although the High School once housed between 1,000 and 1,200 students, conditions were crowded. Over the past 25 years, as enrollment in Grades 9-12 fell, program needs changed, and space was reallocated to accommodate an expanded guidance program, special education instructional areas, a cable studio and computer labs. This has resulted in a decrease in overall capacity at the school. Second, there is a need to accommodate potentially larger enrollments because of housing resale and possible future new construction in Wayland. (Further details of the estimation techniques are described in the appendices.) Together, these considerations suggest a need to build for ~20% more than projected enrollment. Hence, the design goal for the expanded WHS is 1,200 students.
2. Give preference to plans that can be completed in a shorter time and thereby minimize disruptions to school operations. Building a new school adjacent to the current campus on the same site is attractive because it will take the shortest time (24+ months) and be the least disruptive. (No other suitable sites were found in Wayland, unless the Raytheon facility were to become available.) Minimum construction times for the four categories are 24 months, 24 months, 30-36 months, and 36-42 months, respectively.
3. Retain the Field House but avoid making it a focal point of site design. It is important to note that a new Field House would not qualify for state reimbursement.
4. Retain the current campus style. The architects felt that such a style could be preserved in any one of the categories considered and should be addressed in the next stage of planning (architectural specifications).

Other matters given consideration, but not ranked, were improving the Town Pool, relocating the District's administrative offices to the current High School, and permitting the use

of some portion of the existing site by other educational agencies and/or the Town's cable company. The merits of these options should be weighed during the next phase of the project.

6. Core Considerations and Recommendations

Based on the thorough investigation of options to add more space to the Wayland High School, the HSFSC makes the following comments and recommendations to the Wayland School Committee.

1. The need to enlarge WHS is driven by increasing enrollment. Given a demonstrated need for 1,000 students (based on those in the system now) and other potential enrollment increases due to resale of homes (families with children moving into homes currently without children) and new housing construction, the design capacity for the facility should be 1,200 students.
2. Despite significant constraints (wetlands, Town well, easements), the current WHS site can accommodate the enlarged facility. No other site in Wayland was found adequate.
3. The educational plan developed by the architect and the administration of the Wayland Public Schools calls for the design of ~220,000 square feet of space, reflecting an increase in the number of academic classrooms, additional science laboratories, an enlarged cafeteria, increased space for athletic facilities, and the addition of a ~750-seat auditorium.
4. The HSFSC considered the possible addition of a single building to house additional students as a minimum investment to accommodate the additional student population, knowing that this solution could still involve degradation in the overall educational program. The addition of this single building, however, would require, by law, that all other buildings in the complex be brought up to current building code. The approximate cost for this solution is \$20M, including \$12M for renovations and \$8M for construction of new classroom space. There would be no state reimbursement for the code compliance portion of this expenditure. In addition, this option does not address or improve an inadequate arts facility, Commons facility, low ceilings, weak infrastructure, insufficient capacity for new technology, or renovation of the Field House. When these improvements are included, the cost of this option could rise to approximately \$36M.
5. The HSFSC spent a significant amount of time trying to determine whether renovation or new construction is preferred. In spite of the fact that the physical plant is fundamentally adequate and the buildings have structural integrity to last another 30 to 40 years, major renovations are required if the buildings are enlarged. Significant items include new code compliance (especially sprinklers and septic), internal structural modifications (e.g. moving walls to enlarge small classrooms), and the modernization and handicap accessibility of certain building systems untouched in the 1990-1992 renovations.
6. Four categories of alterations to provide new or renovated space were considered. The architects and the project consultant developed approximate costs (within 10%) for each category. Cost estimates largely align and range between \$40M and \$53M.

7. **Recommendation 1: Given that renovation and new construction have similar costs, the HSFSC recommends that the next design phase be commenced, namely that \$2.5M (5% of \$50M in estimated construction costs) be sought at the next Town Meeting to produce bid specifications for enlargement and renovation of the WHS.**
8. **Recommendation 2: The Wayland School Committee should seek approval by warrant article at the 2003 Annual Town Meeting to appoint a High School Building Committee (HSBC) to effect the renovation and expansion, equipping, and furnishing of WHS.**
9. During the forthcoming phase to develop bid documents for the project, the HSFSC recommends that the following criteria be applied to the design. First, a tradeoff between cost saving and disruption shall be applied so as not to unduly disadvantage students attending the school between September 2004 and September 2007. Second, the Field House should be retained, but care should be taken to keep it relatively removed from view upon entering the WHS site. Third, the look and feel of the campus style of the current WHS should be maintained, even if a new single building is constructed. Fourth, the cost-saving measures of energy conservation, green technology, and innovative use of design materials should be incorporated wherever possible if they lead to reasonable paybacks over a 5–10 year period. Fifth, the expanded community use of the facility and the potential reuse of abandoned buildings should be considered carefully. Sixth, the aesthetics of the new High School and the site should be weighed against the need to satisfy other important cost-related and functional criteria.
10. Finally, publicity for this project is important. The HSFSC report, inclusive of the Dore and Whittier Feasibility Study, should be distributed. The Wayland School Committee will need to educate itself, the Finance Committee, and the general public to the soundness of this proposal and why it should be implemented.

The next steps in this project include the Wayland School Committee addressing the HSFSC recommendations, preparation of articles for the Town Meeting warrant prior to December 16, 2002 to raise the necessary money for the architectural specifications and construction documents, appointing a building committee to serve under the auspices of the WSC, and the development of a plan for project publicity.

7. References

Dore and Whittier, Inc., *Feasibility Study, Wayland High School*, 30 October 2002, D&W Project # 02-437.

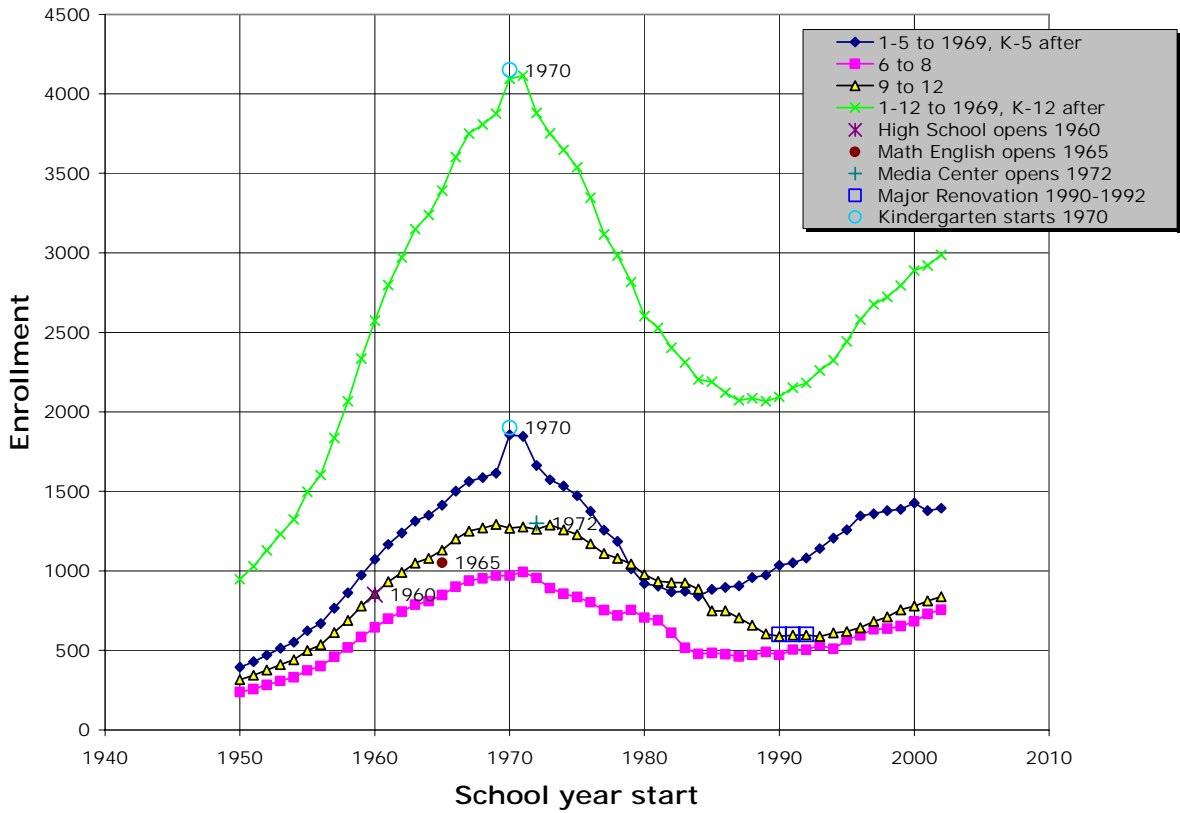
NESDEC Enrollment projections, November 2001

Wayland Public Schools internal enrollment projections, October 2002

Appendix A Enrollment: October 1950 to Present

Year	K-5	6-8	9-12	Total	Change	% Change
1950-1951	394	237	316	947		
1951-1952	428	257	343	1,028	81	8.55%
1952-1953	471	282	376	1,129	101	9.82%
1953-1954	513	308	410	1,231	102	9.03%
1954-1955	551	331	441	1,323	92	7.47%
1955-1956	624	374	499	1,497	174	13.15%
1956-1957	668	401	535	1,604	107	7.15%
1957-1958	765	459	612	1,836	232	14.46%
1958-1959	861	517	689	2,067	231	12.58%
1959-1960	973	584	779	2,336	269	13.01%
1960-1961	1,072	644	858	2,574	238	10.19%
1961-1962	1,165	700	933	2,798	224	8.70%
1962-1963	1,238	743	990	2,971	173	6.18%
1963-1964	1,312	787	1,050	3,149	178	5.99%
1964-1965	1,349	810	1,080	3,239	90	2.86%
1965-1966	1,413	848	1,130	3,391	152	4.69%
1966-1967	1,501	901	1,201	3,603	212	6.25%
1967-1968	1,562	938	1,250	3,750	147	4.08%
1968-1969	1,587	952	1,269	3,808	58	1.55%
1969-1970	1,615	969	1,292	3,876	68	1.79%
1970-1971	1,856	969	1,269	4,094	218	5.62%
1971-1972	1,845	993	1,276	4,114	20	0.49%
1972-1973	1,662	956	1,261	3,879	-235	-5.71%
1973-1974	1,573	890	1,289	3,752	-127	-3.27%
1974-1975	1,533	856	1,259	3,648	-104	-2.77%
1975-1976	1,473	835	1,229	3,537	-111	-3.04%
1976-1977	1,374	803	1,170	3,347	-190	-5.37%
1977-1978	1,256	752	1,108	3,116	-231	-6.90%
1978-1979	1,186	718	1,079	2,983	-133	-7.41%
1979-1980	1,013	754	1,043	2,810	-173	-5.80%
1980-1981	920	706	977	2,603	-207	-7.37%
1981-1982	904	690	935	2,529	-74	-2.74%
1982-1983	867	610	926	2,403	-126	-4.98%
1983-1984	871	515	925	2,311	-92	-3.83%
1984-1985	841	477	885	2,203	-108	-4.67%
1985-1986	884	484	821	2,189	-14	-0.64%
1986-1987	896	476	749	2,121	-68	-3.11%
1987-1988	906	461	705	2,072	-49	-2.31%
1988-1989	958	470	658	2,086	14	0.68%
1989-1990	980	489	604	2,073	-13	-0.62%
1990-1991	1,038	470	589	2,097	24	1.16%
1991-1992	1,051	505	596	2,152	55	2.62%
1992-1993	1,081	503	597	2,181	29	1.35%
1993-1994	1,140	533	587	2,260	79	3.62%
1994-1995	1,207	509	609	2,325	65	2.88%
1995-1996	1,258	566	619	2,443	118	5.08%
1996-1997	1,344	594	642	2,580	137	5.61%
1997-1998	1,364	633	682	2,679	99	3.84%

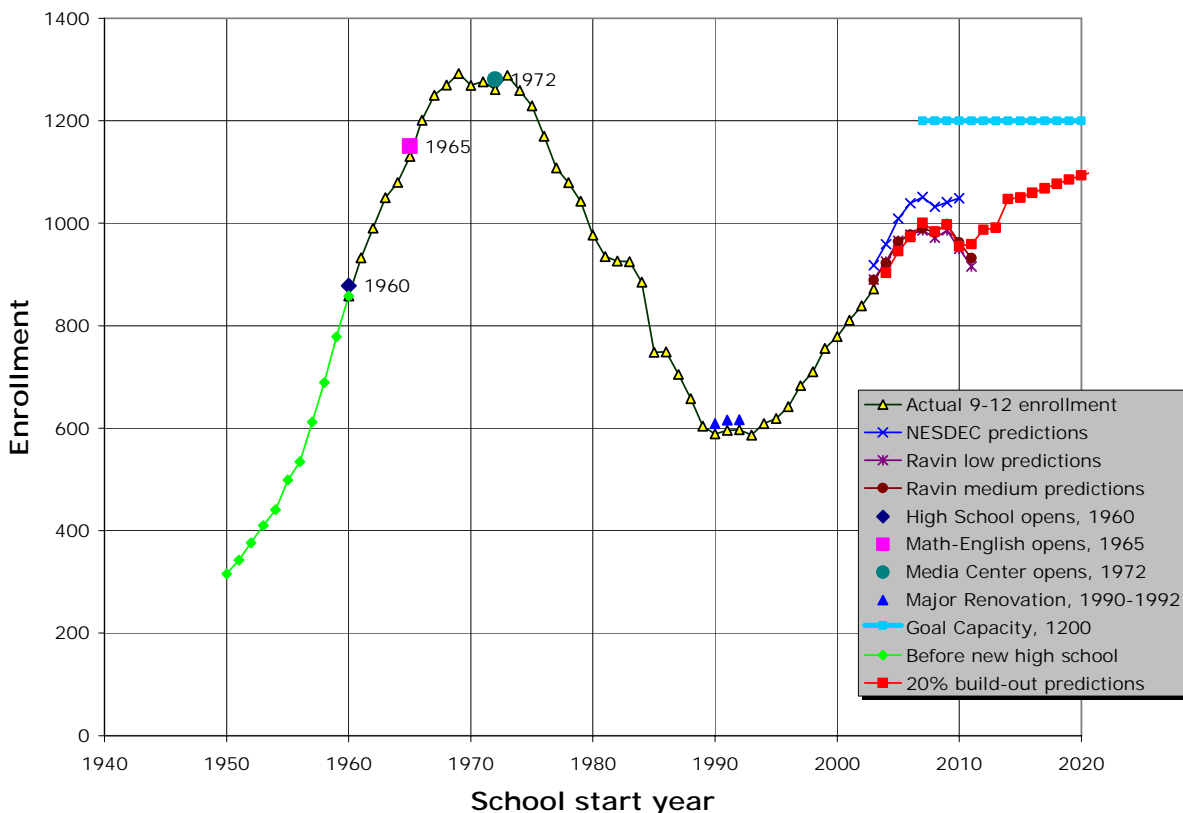
1998-1999	1,378	635	710	2,723	44	1.64%
1999-2000	1,387	652	756	2,795	72	2.64%
2000-2001	1,427	682	778	2,887	92	3.29%
2001-2002	1,381	730	811	2,922	35	1.21%
2002-2003	1,350	748	829	2,927	5	0.17%



Appendix B Enrollment Projections, Grades 9 - 12

The predictions of future high school enrollment are based on current enrollments and the movement of the student cohort through the grades. The projections are calculated based on extrapolating existing enrollments from the lower grades and assuming that historical trends will continue. In Wayland, these trends are generally invariant annual increases of a few percent in the elementary grades through middle school and slight loss in the upper grades. For predictions out to 10 years, the uncertainty in predictions comes mainly from fluctuations in cohort survival rates because existing enrollments give accurate starting points. Contained in this appendix are predictions from NESDEC, two cases from Dore & Whittier’s consultant Lani Ravin, and our internal worst case. The accompanying plot compares these with the historical record dating back to the time the high school was built in 1960.

Beyond 10 years other uncertainties contribute so that there is a need to build in a buffer of extra capacity. In Wayland, three factors lead us to adopt a goal capacity of 1,200 students. First, current thinking among leading educators is that capacity should be 110% to 115% of expected enrollment. Second, Wayland has a reservoir of empty-nesters, and sales of Wayland homes currently without children to young families with children are increasing. Third, the Planning Board estimates that an increase of up to 20% in the number of Wayland homes is possible. The prediction entitled “20% build out” assumes an increasing number of births and kindergarten entrants as well as 20% more homes and is our worst-case scenario. In summary, the design goal for the high school is being set at a capacity of 1,200 students based on the worst-case scenario.



Year	NESDEC [#]	Ravin (Low) ⁺	Ravin (Med) ⁺	20% build out*
2002-2003(actual)	829	829	829	829
2003-2004	918	890	889	872
2004-2005	959	925	922	903
2005-2006	1009	966	964	945
2006-2007	1039	978	978	973
2007-2008	1051	986	990	1001
2008-2009	1032	972	982	984
2008-2010	1041	986	998	997
2010-2011	1049	950	963	955
2011-2012		916	932	959
2012-2013				987
2013-2014				991
2014-2015				1047
2015-2016				1050
2016-2017				1059
2017-2018				1068
2018-2019				1077
2019-2020				1085
2020-2021				1093

[#]Based on enrollment projections by NESDEC, 2001

⁺Based on enrollment projections by Core & Whittier's consultant, Lani Ravin, contained in the Dore & Whittier, *Feasibility Study, Wayland High School*.

*Based on a model of enrollment projections used by the Wayland School Committee with the assumptions of 1) 20% more homes over a 20-year period and accompanying increases in births and 2) resale of existing homes to young families with school-age children.

Appendix C High School Feasibility Study Committee Members

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Joy Buhler	<i>Ex officio</i> , Business Administrator	508-358-3750	joy_buhler@wayland.k12.ma.us
Gary Burton	<i>Ex officio</i> , Superintendent	508-358-3774	gary_burton@wayland.k12.ma.us
Joe Madden	<i>Ex officio</i> , Facilities Manager	508-358-0109	joe_madden@wayland.k12.ma.us
Charles Ruopp	<i>Ex officio</i> , Principal Wayland High School	508-358-3705	charlie_ruopp@wayland.k12.ma.us
Jeff Andrews	JFA Associates, MS Clerk of the Works	508-898-9918	cotwjfa1@aol.com
Lee Dore	Dore and Whittier, Architects	802-863-1428	lpdore@doreandwhittier.com
Donald Walter	Dore and Whittier, Architects	617-471-2897	dwalter@doreandwhittier.com

Appendix D Request for Proposals (RFP)

TOWN OF WAYLAND WAYLAND PUBLIC SCHOOLS REQUEST FOR PROPOSALS WAYLAND HIGH SCHOOL FEASIBILITY STUDY

The Town of Wayland through the Wayland School Committee, is soliciting proposals from Massachusetts registered and qualified firms, pursuant to M.G.L. Chapter 7, Section 38K and M.G.L. Chapter 38A ½ through 38N to provide services for a feasibility study of Wayland High School. The study is to be completed by October 18, 2002.

A program statement and scope of services is available from the Office of the School Business Administrator, Wayland Public Schools, 41 Cochituate Road, Wayland, MA on or after Wednesday, May 22, 2002, between the hours of 9:00 a.m. and 4:00 p.m. A briefing session will be held on Tuesday, May 28, 2002 at 2:30 p.m. in the Commons at Wayland High School.

Non-price proposals are to be submitted by 12:00 noon (Boston time) Friday, June 7, 2002, to the Office of the School Business Administrator, Wayland Public Schools, 41 Cochituate Road, Wayland, MA 01778. Fee for services will be negotiated, and contract services will begin immediately. The Town of Wayland reserves the right to enter into negotiation with and to retain the design professional who provides Phase I services for follow-on services, subject to an independent review and in accordance with the procedures set forth in M.G.L. Chapter 7.

The School Committee reserves the right to reject any and all applications it deems to be in the best interest of the Town of Wayland.

Legal advertisement for publication in the *Central Register* and *MetroWest Daily News* on Wednesday, May 22, 2002.

Appendix E Architects responding to RFP

1. HMFH Architects, Inc. (finalist)
130 Bishop Allen Drive
Cambridge, MA 02139
2. Office of Michael Rosenfeld
543 Massachusetts Avenue
West Acton, MA 01720
3. HKT Architects
35 Medford Street
Somerville, MA 02143
4. URS Corporation
179 South Street, 2nd Floor
Boston, MA 02111
5. Arcadd
1185 Washington Street
Newton, MA 02465
6. H.L. Turner Group
27 Locke Road
Concord, NH 03301
7. Knight, Bagge, & Anderson
205 Portland Street
Boston, MA 02114
8. Flansburgh Associates, Inc. (finalist)
77 North Washington Street
Boston, MA 02114-1910
9. SMMA Architects & Engineers
1000 Massachusetts Avenue
Cambridge, MA 02138
10. Kaestle Boos Associates
416 Slater Road
New Britain, CT 06050
11. Dore & Whittier, Inc. (finalist)
1400 Hancock Street
Quincy, MA 02169
12. Habeeb & Associates
45 Pond Street
Norwell, MA 02061
13. DRA
141 Herrick Road
Newton Center, MA 02459
14. Cole & Goyette
955 Massachusetts Ave.
Cambridge, MA 02139
15. Alderman & MacNeish
594 Riverdale Road
W. Springfield, MA 01089
16. Mount Vernon Group
20 Cabot Road
Woburn, MA 01801
17. Architecture Involutions (finalist)
286 Boston Post Road
Wayland, MA 01778
18. Design Partnership
500 Rutherford Avenue
Charlestown, MA 02129
19. Strelakovsky & Hoit
51 North Street
Hingham, MA 02043

Appendix F Educational Plan

Description	New		Renovated		Total Space	
	# of Spaces*	Square Footage	# of Spaces*	Square Footage	# of Spaces*	Square Footage
General Education	78	54,450			78	54,450
Business Education	1	750			1	750
Health Education	1	750			1	750
Tech Ed/Computer	7	4,600			7	4,600
Art/Music	15	7,840			15	7,840
Library/Media	6	8,450			6	8,450
Physical Education	1	7,000	2	23,650	3	30,650
SPED/Collaborative	11	6,540			11	6,540
Basic Educational Space		90,380		23,650		114,030
Cafeteria	1	6,000			1	6,000
Administration	13	2,530			13	2,530
Health	6	450			6	450
Guidance	9	1,940			9	1,940
Kitchen	1	4,800			1	4,800
Teacher	13	6,800			13	6,800
Auditorium	6	11,650			6	11,650
Athletics			12	9,350	12	9,350
Misc. Educational Space		34,170		9,350		43,520
Receiving, HVAC, lavs		50,900		13,200		63,900
TOTAL GROSS SQUARE FOOTAGE						221,450

*includes classrooms, labs, seminar rooms, storage rooms, conference rooms, offices, work rooms, waiting rooms

Appendix G Design Categories

Category 0 Deferred Maintenance and Code Upgrade

Estimated Project Cost: \$11,688,888

This option considers a renovation project to upgrade existing buildings to meet current building codes and life safety codes and to address obsolete building systems or deteriorated building components. It does not, however, address the long-range educational needs for program or enrollment increases. It does not qualify for reimbursement under the School Building Assistance program.

Category 1 New School on Existing Site with Renovated Field House

Estimated Project Cost: \$42,871,000

This design category considers construction of a new school on the site and demolition of all existing buildings with the exception of the field house that would be renovated and incorporated into the design of the new school. Although the costs associated with construction of a new school and renovated Field House on the site (Category 1) are estimated to exceed the costs associated with renovating and upgrading existing buildings to bring them up to code, to make them energy efficient, and to be reconfigured to meet educational program and enrollment needs (Category 3), this design category allows new construction to occur while students occupy the existing buildings, thereby limiting the amount of phasing required during construction and minimizing disruption to the school's academic program.

Category 2 Additions and Renovations with Demolition of Several Buildings

Estimated Project Cost: \$44,636,000

This design category considers a major addition, renovations to some existing buildings on the campus and demolition of others. The configuration of buildings and site restrictions limit the range of options for a school that will meet both enrollment and program needs while minimizing phasing and disruption to the school's academic program. Construction of several existing buildings (e.g. low ceiling height and roof construction) limits the range of options for cost-effective renovation. This option requires the use of temporary classrooms and/or phasing that increase project costs with no permanent value added.

Category 3 Full Renovation of Existing Buildings and a Small Addition

Estimated Project Cost: \$42,032,000

This design category considers full renovation of existing buildings with a small addition to accommodate enrollment growth and program needs. As with the previous design category (Category 2), renovation is costly and options are limited due to construction of several of the existing buildings on the campus. Phasing and construction/renovation while students are in session are greater issues than with any other option.

Category 4 All New School

Estimated Project Cost: \$48,909,000

This design category considers construction of an entirely new building on the existing site. Space on the site for such construction, however, is limited due to restrictions imposed by floodplain, wetlands and well protection zones. A new field house equal in size to the existing one most likely would not be eligible for full reimbursement under the state's School Building Assistance program.

Appendix H Preliminary Cost Estimates

Category	0	1	2	3	4
	Deferred Maintenance and Code Upgrade Only	181,620 SF New High School with Renovated Field house	109,120 SF New Construction, 112,500 SF Renovation	60,120 SF New Construction 161,500 SF Renovation	221,620 SF New High School
Construction*	9,017,500	27,585,000	28,650,000	29,098,000	32,125,000
Site Development		4,585,000	4,250,000	8,500,000	5,370,000
Construction Contingency	<u>1,082,000</u>	<u>2,574,000</u>	<u>3,290,000</u>	<u>3,100,000</u>	<u>2,810,000</u>
Total Construction	10,099,500	34,744,000	36,190,000	33,948,000	40,305,000
Architectural and Engineering Services	921,000	2,834,000	2,979,000	2,876,000	2,912,000
Additional Services**	271,000	965,000	987,000	925,000	1,125,000
Incidental Services***	<u>405,500</u>	<u>1,448,000</u>	<u>1,480,000</u>	<u>1,388,000</u>	<u>1,687,000</u>
Total Soft Costs	1,588,500	5,247,000	5,446,000	5,189,000	5,724,000
Furnishings/Equipment		1,536,000	1,600,000	1,544,000	1,536,000
Technology		<u>1,344,000</u>	<u>1,400,000</u>	<u>1,351,000</u>	<u>1,344,000</u>
Total FF&E		2,880,000	3,000,000	2,895,000	2,880,000
SUMMARY OF ESTIMATED COSTS					
Construction Costs	10,099,500,	34,744,000	36,190,000	33,948,000	40,305,000
Soft Costs	1,588,500	5,247,000	5,446,000	5,189,000	5,724,000
FF&E Costs		<u>2,880,000</u>	<u>3,000,000</u>	<u>2,895,000</u>	<u>2,880,000</u>
TOTAL	\$11,688,000	\$42,871,000	\$44,636,000	\$42,032,000	\$48,909,000

*Includes asbestos abatement, special preparation and phasing costs

**Includes civil, septic, geotechnical, environmental, permitting, etc.

***Includes project management, construction testing, printing, structural review

Appendix I Frequently Asked Questions

1. *Why does the Wayland High School (WHS) need expansion and alterations?*

The two main reasons are increasing student enrollment and the age and condition of the buildings. Presently, there are 829 students in grades nine through twelve. Our most conservative enrollment projections, based on students already in Wayland in Grades 5-8, tell us that there will be 998 students in the high school by 2007. School officials who track enrollments closely believe between 1,000 and 1,100 students will be attending Wayland High School annually over the next five to ten years. We do not have adequate space for them now, and must use the time between now and 2007 to plan for these additional students. Equally important, but particularly in light of the advancing age and generally deteriorating condition of the buildings, we undeniably need more science labs, a better performing arts facility, an enlarged cafeteria, and more all-purpose classrooms.

2. *How long has the WHS expansion been under consideration?*

The School Committee and school officials have been publicly talking about the condition of the high school and the increasing number of secondary students since 1998. At last year's Town Meeting, voters approved \$50,000 for a feasibility study to determine the options available to the town.

3. *Who has evaluated the project?*

The names of the Wayland residents who volunteered to work on the High School Feasibility Study Committee are as follows:

Frederick Knight, Chair, and Wayland School Committee, Chair
Robert Gordon, Wayland School Committee
Cindy Lombardo, Parent and Middle School Building Committee Chair
David Lustig, Parent
Robert Meindl, Parent
Mark Santangelo, Parent
Larry Scult, Parent
Michael Tichnor, Parent
Norman Wang, Parent

Also serving on the committee were the following individuals:

Gary Burton, *ex officio*, Superintendent
Joy Buhler, *ex officio*, School Business Administrator
Joe Madden, *ex officio*, Facilities Manager
Charlie Ruopp, *ex officio*, Wayland High School Principal
Jeff Andrews, JFA Associates, consultant,
Donald Walter and Lee Dore, Dore & Whittier

4. *Is increased enrollment a certainty? Is there a true urgency for this project?*

Wayland's overall record with enrollment projections is quite good. This is attributable to the fact that most families move to Wayland so that their children can attend the public schools. Most children who are enrolled in kindergarten are here thirteen years later as high school seniors. This stability in student population is not uncommon in communities such as ours. Over the five-year period of 1998 through 2002, district officials were off by less than 1% in their student enrollment projections. Currently, there are 829 students in the High School. By simple extrapolation using existing enrollments in elementary and middle school grades, we can conservatively predict that by 2007 there will be close to 1,000 students in Wayland High School. This forecast increase will take Wayland High School beyond its current capacity. The impetus for this project is to provide appropriate instructional space for the children who will be attending WHS without compromising the quality of their education.

5. *If the High School held over 1,200 students in 1974, why does it need to be enlarged?*

Classroom instruction and educational programs have changed since 1974. At that time, children were primarily taught in large groups, using methods that are not commonly practiced today. Now there is a greater emphasis on small group work, seminar discussions, and active learning, especially at the secondary level. Twenty-five years ago, schools were not required to provide programs, staff or space for students needing special instruction, guidance, or therapy. Today, WHS requires physical space and learning environments for educational programs that did not exist in 1974. Computers were not used for academic research, Internet access was not a standard, and "stand and deliver" was the preferred method of instruction to students who were seated in rows. While the education that students received in 1974 was appropriate for that time, no one should assume that recreating the conditions of a quarter century ago is in the best interest of our children today. Progress, even (perhaps especially) in education, is measured by moving forward, not by adopting the practices or conditions of the past.

6. *What space options have been considered?*

The feasibility study completed by the architectural firm of Dore and Whittier, Inc. includes a careful examination of nineteen separate schematic options, an unusually large number of options for a study of this type. The nineteen options fall into three basic types: all new construction, renovation of existing facilities, and a hybrid of new construction and some renovation. Surprisingly, when the study was completed and scrutinized by the HSFSC, it was determined that the estimated construction cost associated with any of these three categories would fall in a relatively tight range between \$40 and \$50 million. Members of the HSFSC had hoped for a less expensive option to emerge, but, after considering the range of options and associated costs, from minimal new construction and renovation to all new construction, all HSFSC members agreed that moving forward with a project in the \$40 – \$50M range that maximized the potential for state reimbursement under the School Building Assistance program was in the best interest of not only our children but also Wayland's taxpayers.

7. *What are the educational needs for the High School?*

While nothing is definite about what public education will look like in ten years, it is fairly certain that Wayland's schools can be expected to remain among the best in Massachusetts. Most people acknowledge that the schools are this community's greatest resource. Home values are tied directly to the reputation of the local schools. Presently, the high school requires a variety of modern instructional spaces, including new science laboratories and an enlarged performing arts facility to house the school's many bands, orchestras, and choirs. With increased enrollments, there is a shortage of instructional classroom facilities and a lack of proper storage space. Conference rooms are in very short supply, as is office space for the administration and each of the school's nine departments. Educational research has shown that a school's physical facilities impact positively or negatively on the amount of learning that takes place therein. The High School is an older structure that is showing its age, and is no longer able to provide state of the art instructional space for staff or students, even though students are provided a start of the art education, as evidenced by SAT, Achievement and MCAS test scores and college acceptances. It should be noted that when the High School was opened in 1960, it was featured nationally for the forward thinking of its planners. Judging by the many successful graduates of WHS, time alone has proven that the facility was a wise investment of public dollars. The time has come to re-invest.

8. *What are the scope and schedule of the WHS project?*

Presently, the project is on schedule for a September 2007 completion. This project began more than two years ago, when the School Committee informed the public that it would begin to investigate the need for a new or renovated High School. This was prompted by growing student enrollments and the condition of the buildings. The feasibility study, which is now complete, confirmed the town's need to invest in a newer school facility. If this project moves along as scheduled, the School Committee will ask for \$2.5 million at the April 2003 Annual Town Meeting to fund the commissioning of architectural drawings and bid documents, so that a debt exclusion warrant article for the project itself can be presented at the 2004 Annual Town Meeting. If approved, this will allow for construction to begin in July 2004 and run through September 2007. Phasing of construction so as not to interrupt classes during this three-year period is a high priority for the project.

9. *If the current buildings are sound and the physical plant was renovated in 1990, why is such a major project needed?*

The renovations of 1990-1992 created no new teaching space and did not bring the buildings into compliance with current codes regarding life safety or accessibility for the disabled. The work completed was driven primarily by maintenance issues to keep the buildings in use and to fix mechanical systems (heating, etc.) that were failing. The district spent approximately \$6 million on this work and has gotten another 12-14 years out of facilities that were already showing signs of age. The work in the early 90's was quality work, but it was done on an accelerated basis and was only temporary by design. The existing buildings, while not fully up to code, have life remaining in them. Unfortunately, due to their construction and constraints, the cost of renovating each building is comparable to constructing a new one.

10. *What are the long-term prospects for Wayland High School?*

Student overcrowding will shortly become obvious to many and adversely affect the quality of our educational programs. This prediction cannot be overstated. Wayland High School is one of the premier public secondary schools in the United States. It enjoys this reputation because students, staff, and facilities work in harmony. The facilities, however, are beginning to fail physically, and this will inevitably start to show up in the quality of staff work and student results. Equally important to this question is the adverse impact on the school's general operating budget. New energy-efficient construction methods and materials will protect against resources being diverted and/or wasted in unnecessary operational costs.

11. *How can the cost of building new be identical to renovating?*

This question was asked repeatedly of our architects and our construction consultant. The truth is that new construction is often less expensive than renovating old facilities. With older buildings, workers must first demolish and then build. With new construction, value can be realized immediately with newer materials and energy efficiencies. Renovation also typically entails time-consuming phasing that simultaneously increases costs. Such costs are reduced in new construction.

12. *What is the school district's track record on building projects?*

The School Committee can point with pride to a number of construction projects that were completed on time and within budget. The Middle School is a good example. The district, while enjoying an excellent reputation for academic results, is not known for having invested large amounts of public money in "bricks and mortar." The district has invested in people who have proven unusually dedicated to Wayland and, in particular, the young people of this community. The School Committee is well aware of this practice, and it is not being suggested by the HSFSC that the new High School work be over-designed or over-built. The district has a long tradition of getting full value for the dollars invested in its building projects.

13. *How will the project be financed?*

The project, both the \$2.5 million needed immediately for design work and the actual construction cost (currently estimated at \$40 to \$50 million) will be financed through state-approved debt exclusion bonds. The entire cost, including the design, should qualify for state reimbursement. Due to recent changes in the state's reimbursement formula, it is impossible to say with certainty what percentage of the cost will qualify. It is assumed that reimbursement will be between 35% and 50% of actual costs plus interest. The HSFSC wants it understood that the state's schedule for reimbursement is uncertain; and, while this project should qualify for School Building Assistance (SBA) reimbursement, the actual receipt of state funds could be delayed for quite some time. Voters at the local level must approve the money needed for the project, and the SBA program at the state level must approve the project for reimbursement. The Town will most likely pay for this project over a twenty-year period. This is typical, and allows families (taxpayers who have not yet moved to Wayland) to share in the cost of a facility whose improvements will benefit them.

14. *What will be the lag in receiving reimbursement from the state?*

The answer to this question is unknown, though it is likely to be longer than for previous projects due to the state's financial condition. Should the present economic slow-down reverse, it is reasonable to anticipate that the state's repayment schedule will be accelerated.

15. *Does the schedule mesh with other financial demands on the Town?*

This question will need to be researched further.

16. *What will the environmental impact of this project be?*

The High School site has numerous restrictions due to its location near the Sudbury River, Town wells, and the aqueduct. Our architects were aware of these restrictions and have presented options that will not adversely affect the positioning of new buildings. The site itself is quite beautiful, and it is the intent of all involved to preserve the beauty of this land for all Wayland residents. It is not believed that neighbors will be adversely impacted by this project, and attention will be paid to alleviating the traffic congestion that is present with the school's present site design. All appropriate Town boards will be consulted as this project moves forward.

17. *What is the Green School Project?*

The Massachusetts Technology Collaborative recently awarded Wayland Public Schools a \$20,000 grant as part of the Green Schools Program to design and build high performance facilities and energy-efficient schools. Green schools not only conserve and use renewable and sustainable energy sources, but also provide a healthy learning environment. Integrated into the design of the buildings will be systems that optimize occupants' health and productivity, minimize environmental impacts and resource consumption, and reduce operating costs. Green schools have superior indoor air quality, with special attention given in the design to thermal comfort, controlling sources of air contamination (radon, hazardous waste, fumes, dirt) and preventing unwanted moisture accumulation. Green schools incorporate environmentally responsive site planning to conserve existing natural areas, restore damaged ones, and minimize the effects of storm water runoff to control erosion. They have an energy-efficient building shell (roofs, walls, floors, and windows) and are constructed from environmentally preferred materials. Overall, high performance green schools that provide a healthy and productive learning space for students and teachers cost less to operate and maintain, and help protect the environment. The Green Schools grant has enabled the district to consider these and other characteristics as part of the feasibility study. The \$20,000 grant has been used to offset the additional costs of including "greening opportunities" within the Wayland High School Feasibility Study.

18. *What will the impact, both educationally and physically, be on students during the duration of this project?*

The HSFSC spent considerable time discussing the impact that construction will have on the normal schedule of classes over the projected life of this project. It is important to this committee, as it should be to all WHS students and their parents, that our secondary

educational programs are not compromised during the 24 to 36 months of construction. The district's track record with earlier building projects, including the recently completed Middle School expansion, should serve as proof that ongoing building and student learning are not incompatible. Still, the phasing of the High School construction should be planned to minimize disruption to classes and other school related events. There will, of course, be some inconveniences involved in a project of this size, and students, staff, and parents will have to accept this as part of the price of a new school complex; however, a key consideration for any construction project should be to minimize disruptions to the educational program throughout the entire project. Early discussions with our architects identified renovations to existing buildings as potentially more disruptive than new construction. The HSFSC discussed the trade-off in costs and student learning and have recommended that the School Committee, school officials, and the building committee charged with overseeing this project make optimal student learning a priority throughout the construction phase of this multi-year project. Maintaining reasonable costs associated with phasing the project is important, but certainly no more so than ensuring that every Wayland High School student is afforded a first-rate educational experience.

19. *How will a building committee get appointed and what governing board will be responsible for the project?*

The School Committee will appoint the High School Building Committee and will control and supervise this project from start to finish. The School Committee will, of course, defer to all other town boards (Health, Planning, etc.) that have jurisdiction over specific aspects of this project. The district's past experiences with these boards have been respectful and productive. The School Committee has also been able to take full advantage of the many skills and talents of community residents who have volunteered and/or agreed to serve on committees or study groups appointed by the School Committee. The School Committee believes that the balanced composition and breadth of the HSBC will be vitally important to the project's success, and the School Committee will, therefore, be deliberate in its selection of HSBC members.

There will be ample opportunities throughout the projects for residents to offer suggestions or comments on the work in progress. Finally, all HSBC meetings are open to the public, and meeting dates and times will be made known through public postings.

For further information, please contact:

Wayland Public Schools
P.O. Box 408 – 41 Cochituate Road
Wayland, MA 01778
(508-358-7728)

or contact our website at:
www.wayland.k12.ma.us