



Select Board

Meeting Packet

April 2, 2024

Massachusetts School Building Authority

Next Steps to Finalize Submission of your 2024 Statement of Interest(“SOI”)

Thank you for submitting a 2024 SOI to the Massachusetts School Building Authority (the “MSBA”) electronically. **Please note, the District’s submission is not yet complete if the District selected Statutory Priority 1 or Statutory Priority 3.** If either of these priorities were selected, the District must post-mark and submit to the MSBA by the Core Program SOI filing period closure date the required supporting documentation to the MSBA, which is described below.

ADDITIONAL DOCUMENTATION REQUIRED FOR SOI STATUTORY PRIORITIES 1 AND 3 IN ORDER TO BE CONSIDERED COMPLETE:

- If the District selects Statutory Priority 1: Replacement or renovation of a building, which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering (or other) report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The district also must submit photographs of the problematic building area or system to the MSBA. The SOI will not be considered complete unless this information is provided.
- If the District selects Statutory Priority 3: Prevention of a loss of accreditation, the SOI will not be considered complete unless a summary of the accreditation report focused on the deficiencies as stated in this SOI are provided.

ADDITIONAL INFORMATION: In addition to the information required above, the District may also provide reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility. The additional documentation must also be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

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

Massachusetts School Building Authority

School District Milton

District Contact Peter Burrows Title: Superintendent TEL: (617) 696-4808

Name of School Cunningham School

School Address 44 Edge Hill Road, Milton, MA - 02186

Submission Date 3/17/2024

Statement of Interest (“SOI”) CERTIFICATION

To be eligible to submit an SOI, a district must certify the following:

- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing public school in the district that is currently used or will be used to educate public school students in grades Pre-K through 12 as reported to the Department of Elementary and Secondary Education (the “DESE”) and that the school for which the SOI is being submitted does not solely serve the district’s Pre-K student population.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the Statutory Priorities for which the SOI is being submitted.
- The district hereby acknowledges that it must upload all required vote documentation on the “Vote” tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead.
- The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all required supporting documentation for Statutory Priority 1 and/or Statutory Priority 3, if either is selected. If Statutory Priority 1 is selected, the district’s SOI will not be considered complete unless and until the district provides the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Statutory Priority 3 is selected, the district’s SOI will not be considered complete unless and until the district provides a summary of the accreditation report focused on the deficiencies as stated in this SOI. The documentation noted above must be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

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

Chief Executive Officer * **School Committee Chair** **Superintendent of Schools**

(signature)

(signature)

(signature)

Date

Date

Date

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Milton

District Contact Peter Burrows Title: Superintendent TEL: (617) 696-4808

Name of School Cunningham School

School Address 44 Edge Hill Road, Milton, MA - 02186

Submission Date 3/17/2024

Note

SOI Program: Core

Potential Project Scope: Potential New School

Is this a Potential Consolidation? No

The following summary of the Statutory Priorities as set forth in M.G.L. c. 70B, § 8 have been included in the Statement of Interest (for the Core Program, select as many as are applicable):

- 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.
- Elimination of existing severe overcrowding.
- Prevention of the loss of accreditation.
- Prevention of severe overcrowding expected to result from increased enrollment.
- Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
- Short term enrollment growth.
- Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
- Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI, which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific governing bodies, in a format **using the language provided by the MSBA**. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted in a form that is acceptable to the MSBA. All SOI vote documentation must be uploaded on the Vote Tab.

Each district must prioritize one Core Program Statement of Interest from all of the Statements of Interest that the district has submitted or prepopulated, including any SOIs that may be in the MSBA's capital pipeline. At no time shall a district have more than one prioritized SOI on file with the MSBA.

Is this SOI the District Priority SOI? Yes

School name of the District Priority SOI: Cunningham School

Is this part of a larger Master Facilities Plan and/or Educational Plan within the past five years that includes facility goals for this building and all school buildings in the District? Yes

If "YES", please provide the following:

Facilities Plan Date: 6/30/2018

Planning Firm: None. Strategic Planning Advisory Committee

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

The Milton Public Schools Strategic Plan 2018-23 (Attachment K) was approved by the School Committee in June, 2018. The Strategic Plan addresses six strategic goals for the district. One of the six goals addresses our facilities.

While the Strategic Plan does not explicitly refer to the enrollment crisis that we are experiencing in our elementary schools, our Elementary Space Needs Study, conducted by Drummey Roseane Anderson (DRA) (Attachment J), helped us to examine those needs and the possibilities for how to address them.

Vision Statement:

We, the Milton Public Schools, envision a district with excellent instruction in every classroom, where learning experiences are aligned with students' individual strengths and needs, and where attention to academic and social emotional growth are balanced so that every child achieves at high levels and develops a strong sense of self. We see a district of intellectual discourse and professional learning at all levels- students, faculty, and administration- in which there are structures and processes for continual reflection, innovation, and data driven decision-making. We know that such a district is achievable if: we facilitate instruction that instills a passion for learning, curiosity, and critical thinking skills; we are committed to cultural competency; we foster a positive approach to the behavioral health of children; and we build strong partnerships with families and the community.

Facilities Goal:

To ensure that the Milton Public Schools has sufficient classroom and other space for its expanding enrollment and that its facilities provide adequate elements necessary for a strong 21st century education.

OBJECTIVE 6.1

Provide sufficient dedicated classroom and other related space for our expanding enrollment

Activity 6.1.1

Using current enrollment and NESDEC study of enrollment trends, generate and prioritize a list of options for ways to deal with space needs

Activity 6.1.2

Contract for a study for architectural services to explore the options generated in 6.1.1 and to analyze cost implications of each option

Activity 6.1.3

Conduct public awareness campaign to inform the public of the need for space to accommodate increased enrollment and to share options that have been considered (including presentation on this issue at Town Meeting 2019)

Activity 6.1.4

If needed/appropriate, request that Town Meeting authorize a School Building Committee at Town Meeting 2019 to:

a. Develop a plan, including cost estimates, for needed facilities expansion and enhancements to meet enrollment needs;

- b. Seek approval from Town Meeting and voters for the recommended facilities adaptation or expansion;
- c. Develop, approve and oversee the construction or adaptation of needed facilities

OBJECTIVE 6.2

Ensure that our facilities offer the adequate elements necessary for a strong 21st century education

Activity 6.2.1

Establish a 21st century schools task force to explore and prioritize the elements required for a strong 21st century education – including:

- technologically appropriate space for STEM
- foreign languages
- special needs services
- fine arts
- social emotional learning
- space and furnishings to enable small group work
- student related programs and activities to address sustainability goals

Activity 6.2.2

Develop a plan for recommended improvements to school facilities to meet curriculum goals.

Activity 6.2.3

Forward recommendations for necessary improvements to School Building Committee to include in its school building plans.

OBJECTIVE 6.3

Effectively utilize our 20-year facilities maintenance plan to ensure that our buildings are well maintained.

Activity 6.3.1

Using the Facilities Maintenance Plan, and with the guidance of the Director of the Consolidated Facilities Department, generate an annual recommendation for required maintenance to be submitted, in collaboration with the Capital Improvement Committee, to the Warrant Committee as part of an annual recommended capital expenditure.

Activity 6.3.2

Raise public awareness about the adequate funding level required to properly maintain MPS school buildings.

Activity 6.3.3

Establish a Sustainability Task Force to develop a plan to integrate Sustainability into the operations and planning for the district's facilities

Provide, if applicable, the most recent budget approval process that resulted in an operating budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities). Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum. If no recent teacher layoffs and/or staff reductions have occurred, please enter "Does Not Apply".

Does Not Apply

Please provide a description of the local actions and approvals needed to secure both funding for a feasibility study and project funding for a potential building project with the MSBA. Please include schedule information for both funding actions(i.e. Town Meeting, City Council/Town Council meetings, Regional School Committee Meetings).

For a feasibility study funding could be obtained through the town's annual budget as part of a capital expenditure, likely funded with either free cash or under our annual capital improvement debt obligations. Such a request would be made by the School Building Committee to the Select Board. The Select Board would then have the ability to put such a request on the warrant for the next town meeting which occur in either the fall or the spring. In regards to a request

for project funding, similarly a request would be made by the School Building Committee to the town Select Board indicating that the process is at the point where full funding is needed for the project. Such an expense would require a debt exclusion override. The Select Board would then need to vote to put an override request in front of town meeting at the next available time or to call a special town meeting for the specific purpose of voting on project funding. If the members of town meeting vote to approve the debt exclusion override by a 2/3 margin, the request would then go to a full town vote at either the next regularly scheduled vote or a special vote would be held. The town would then need to approve the override by a greater than 50% margin.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations including modular units (maximum of 5000 characters).

The Cunningham School was built in 1938 and renovated in 2005 when the neighboring Collicot School was demolished and rebuilt into a single facility with the Cunningham School. The two schools share common infrastructure (heating, power, cafeteria, library) but operate as two separate schools. Total building square footage of combined Cunningham/Collicot Schools noted below. The Glover School was built in 1950 and completely renovated in 2003. The Tucker School was built in 1923 and enlarged and renovated in 2004. All spaces in all four elementary schools were totally renovated or rebuilt.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions (field one below) and/or modular units (field two below).

Original Building Plus Additions Square Footage 148000

Modular Units Square Footage 0

SITE DESCRIPTION: Please provide a detailed description of the current site, including confirming the address of the school, who has ownership, control, and use of the site, and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school and/or if there are multiple schools housed within the same building. What is the use(s) of this building(s)? (maximum of 5000 characters).

Cunningham/Collicot: 11.57 acres. Approximately 4 acres on the north side of the site is wooded with wetland areas. Paved drop off lane in front of building. Paved drop off road and parking behind.

Glover: 10.79 acres. Building is bounded at front by Pine Tree Brook and behind by Turner's Pond, both of which involve conservation/wetland restrictions. A parking lot is in front of the building and an access driveway leads to the rear of the building.

Tucker: 1.78 acres in a residential/urban area. A small paved parking lot in front and limited play area behind.

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

Cunningham/Collicot: Mostly brick, with 2007 new construction ground face CMU (Concrete Masonry Units). Flat roofs are membrane roofing; sloped are asphalt shingles. The sections of roof not replaced in the construction were replaced in 2016. There are some EIFS (exterior insulated finishing system) panels on the higher areas of the building. All windows were replaced in 2007. The heating and HVAC systems were also replaced in 2007.

Glover: Brick building, painted white, with the 2003 new construction being ground face CMU. Flat roofs are membrane roofing; sloped roofs are asphalt shingles. The section of the roof not replaced in 2003 is being replaced in 2020. All windows were replaced in 2003. The heating and HVAC systems were also replaced in 2003.

Tucker: Brick building with flat membrane roof. Section of roof not replaced during construction was replaced in 2019. All windows were replaced in 2004. The heating and HVAC systems were also replaced in 2004.

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

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

Description of Last Major Repair or Replacement:

In 2007 the building underwent a complete renovation. Exterior windows were replaced and any necessary repairs to walls or installation of required insulation were done at that point.

Total Roof Square Footage 75000

Roof Section A

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 0

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

N/A

Age of Section (number of years since the Roof was installed or replaced) 13

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

N/A

Total Window Count 345

Window Section A

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 0

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

N/A

Age of Section (number of years since the Windows were installed or replaced) 13

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

N/A

MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).

The Collicot and Cunningham Schools share a common mechanical and electrical plant that is similar to the other elementary schools. The mechanical system consists of two Burnham gas-fired boilers with boiler capacity of 4,551 MBH gross output. Each boiler has a 3hp Powerflame modulated burner. The electrical system consists of a switchboard with a 2,500A, 600V rated, 65 kAIC fully bussed pull section for incoming service and adjacent fully bussed 600V bully bariered fire pump CB section. These are maintained with no known existing problems or conditions.

Total Building Boilers 2

Boiler Section Boiler 1

Is the District seeking replacement of the Boiler? NO

Is there more than one boiler room in the Building? NO

What percentage of the Building is heated by the Boiler? 100

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

N/A

Age of Boiler (number of years since the Boiler was installed or replaced) 15

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

N/A

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

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

Description of Last Major Repair or Replacement:

Replacement

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES

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

Description of Last Major Repair or Replacement:

Replacement

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

All schools: Interior walls are mainly gypsum wallboard on metal studs except that the gymnasiums, toilets and stair interior walls are CMU. Most of the floor finishing is VCT (Vinyl Composition Tile). Specialty floors include synthetic sports flooring in the gymnasiums, epoxy flooring in the kitchen, terrazzo flooring in the lobby areas, ceramic tile in toilet rooms, rubber tile in stairs, and carpet in offices. Electrical rooms, custodial closets, etc are sealed concrete. Most ceilings are acoustic ceiling tiles with some gypsum wallboard soffits. Lighting has been primarily replaced with LED through Green Communities grants.

SPACES AND PROGRAMS: Please provide a description of the number and sizes (in square feet) of all spaces. Please also provide the current grade structure and programs offered. If a vocational or comprehensive high school offering Chapter 74 Programs and/or Career Technical Education, please include the number of programs currently offered (maximum of 5000 characters).

Our four elementary schools currently serve 2,281 Preschool – Grade 5 students in four elementary school buildings in the town of Milton. Our elementary schools were built for 14 strands (# of classes per grade), however, we are currently above that in every grade with 1 extra strand in kindergarten, 3 extra strands in fourth grade, and 2 extra strands in all other grades, for a total of 12 additional strands in our elementary buildings.

In overcrowded schools and classrooms, teachers are less able to provide differentiated instruction which is critical to student achievement. Classrooms are more crowded with desks, chairs and students. Elementary art, music and Spanish language programming suffers from a lack of dedicated space. Students have difficulty finding an available seat in crowded cafeterias.

In addition, overcrowding has shown a strain on our educational programming in the following ways:

Strain on educational programming

- No locations for teacher common planning time
- Crowded offices have a negative impact on provision of Special Education services. They limit the district's ability to provide SPED services and testing, when required by IEPs, to meet students' needs and maintain confidentiality.
- Lack of space, limits district's ability to create specialized Special Education Programs that would permit students with Special Education needs to be taught in their home district's schools, and not have to attend costly Collaboratives or Private Special Education schools, and travel up to two hours a day on Special Education vans.
- Quality of art and music programming is compromised by teachers on a cart or in inadequate size rooms; inability to access kiln and store art/music materials because those rooms have been converted into classrooms; Traveling teachers is also not good use of instructional time.
- Library services compromised by reduction of space – staff working in libraries, library offices consumed for non-library staff, and Maker Spaces (see Libraries are carved up and compromised in Priority 2 Question 2)
- Elementary Computer labs have had to be eliminated so that the space can be used for classrooms; all third, fourth and fifth graders take MCAS and have lost dedicated computer labs as testing locations; Elimination of computer labs has a negative impact on instructional technology
- Negative impact on FLES (Foreign Language in the Elementary School) program for Grades 1-5. FLES teacher on cart, eliminating opportunity for creative programming in dedicated FLES classroom; Traveling teachers is also not good use of instructional time.
- (CO/CU) Shared Nurse's office serving 1300 students in smaller office than originally built for 500 students; wall built to create space for adjustment counselor reduced size of shared Nurse's office
- Expanded class sizes make learning more difficult for students and teacher's less able to adequately personalize instruction
- Lack of additional elementary space limits the number of Preschool classrooms that can be made available, while the district maintains extensive waiting lists. Furthermore, the number of days per week that Preschool programs

are available needs to be decreased in order to accommodate the growing need for Preschool Special Education

- MPS offers two unique programs to students beginning in Grade 1: The English Innovation Pathway (with STEM and Spanish) and French Immersion Program. We are still able to offer these two fine programs, but the School Committee recently approved an updated policy (JGA) to address Program Assignment. See Priority 2, Question 4 for more details.

- Milton Community Schools (MCS) offers before and after school Extended Day Programs in all four elementary schools. In the last four years, the number of participants in our programs has increased by 42%. The increasing number of events during off school hours limits the number of spaces that MCS can access. Increased incidents and accidents in gyms and playgrounds. Limited ability to provide small group opportunities, and to accommodate individual needs. For the first time, MCS has had to limit on the number of students that can enroll, due to overcrowding, creating waiting lists.

- Our transportation needs and safety issues around transportation have been greatly impacted. Additional crossing guards hired, reconfiguring drop off and pick up routes and increasing the number of staff outside the school during these times. An increase in the volume of cars in neighborhoods has contributed to safety concerns. In the 2023-2024 school year, we were unable to meet the transportation needs for all families in middle and high school, resulting in a waiting list.

- Staff morale remains positive despite the overcrowding, but as working conditions continue to deteriorate, it will make it more difficult for the district to recruit and retain high quality staff

TOTAL SCHOOL STUDENT ENROLLMENT: Please provide the current student enrollment at the school as of the SOI filing. 4342

CURRENT GRADES SERVED AT SOI FACILITY: PreK,K,1,2,3,4,5

SCHOOL TYPE: N/A

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

Original design capacity and current utilization of MPS Elementary Schools are as follow:

Cunningham - Original design capacity = 500 students Current utilization = 620

Collicot - Original design capacity = 500 students Current utilization = 584

Glover - Original design capacity = 500 students Current utilization = 622

Tucker - Original design capacity = 400 students Current utilization = 455

The following list provides the locations and names of non-traditional spaces that have been converted to classrooms in our four elementary schools to accommodate our expanded enrollment.

ELEMENTARY CLASSROOM CONVERSIONS

Glover School - Built for 4 Strands

CURRENT Kindergarten Classroom WAS FORMERLY Offices

CURRENT 1st grade Classroom WAS FORMERLY Art Room

CURRENT Art Room WAS FORMERLY Special Education Room

CURRENT 5th grade Classroom WAS FORMERLY Computer Lab

CURRENT Maker space, Technology space with Ipads and chromebooks on carts WAS FORMERLY Library computer center

CURRENT FLES teacher, Instructional Technology Teacher, Librarian, Future Problem Solving Teacher and Library paraprofessionals share one office space in back of circulation desk WAS FORMERLY Library Office

CURRENT SPED Team Chair Office, storage of all files WAS FORMERLY Conference Room

CURRENT FLES on a cart WAS FORMERLY FLES Room

CURRENT Speech/Language Pathologist office WAS FORMERLY Teacher planning and copy room

CURRENT Copy room WAS FORMERLY Closet and Hallway

CURRENT School Psychologist office WAS FORMERLY Music Storage room
CURRENT Bookshelves in Teacher's Room WAS FORMERLY Book and Curriculum Resource Room
CURRENT Music Room WAS FORMERLY Cafeteria Stage
CURRENT Gym is divided in half with storage on the other half
PROJECTED* Library WILL BECOME Special Education Classroom

Cunningham School - Built for 3 Strands
CURRENT Kindergarten Classroom WAS FORMERLY Special Education office space for 4 staff
CURRENT Art Room Grades 3-5 CO/CU Shared WAS FORMERLY Art Room Grades 2-5 CO/CU Shared
CURRENT PreK Substantially Separate Classroom WAS FORMERLY Teacher's Room
CURRENT PreK Substantially Separate Classroom WAS FORMERLY ASE Office/Coordinator's Office
CURRENT PreK Classroom WAS FORMERLY Special Education Office for 4 staff
CURRENT 1st grade classroom WAS FORMERLY LEAP (Sub-separate K-2 class)
CURRENT 2nd grade classroom WAS FORMERLY LEAP (Sub-separate K-3 class)
CURRENT 5th grade classroom WAS FORMERLY FLES Room
CURRENT Teacher's Room WAS FORMERLY Computer Lab
CURRENT Classroom WAS FORMERLY Section of Library
PROJECTED* 4th floor Storage will become Teacher's Room (CU and CO)

Collicot School - Built for 4 Strands
CURRENT Music Room WAS FORMERLY Computer Lab
CURRENT 3rd grade classroom WAS FORMERLY Flex
CURRENT 5th grade classroom WAS FORMERLY Flex room
CURRENT Milton Community Schools Office WAS FORMERLY Librarian's Office
CURRENT Classroom WAS FORMERLY Section of Library

Tucker School - Built for 3 Strands
CURRENT Kindergarten Classroom WAS FORMERLY Art/Music Room
CURRENT PreK classroom WAS FORMERLY Flex Room
CURRENT PreK classroom WAS FORMERLY SPED Team Chair Office
CURRENT Music room WAS FORMERLY Computer Lab
CURRENT Art room WAS FORMERLY Special Ed offices
CURRENT Office space WAS FORMERLY Library
CURRENT Office shared by Milton Community Schools, Family Outreach Liaison, Inclusion Specialists and small group lessons WAS FORMERLY Conference Room
CURRENT Small group RTI lessons, assessment, after school activities WAS FORMERLY Stage
CURRENT Shared Office - 2 reading specialists, math coach, 3 instructional support teachers WAS FORMERLY Title 1 Office
CURRENT FLES teacher's office WAS FORMERLY Storage room
CURRENT GYM is currently divided in half to have music classes in the other half
PROJECTED* Offices will become Teacher's Room
PROJECTED* Teacher's Room will become Classroom

* Projected to be converted over the next five years

Is there overcrowding at the school facility? YES

If "YES", please describe in detail, including specific examples of the overcrowding and describe steps taken by the administration to address capacity issues.

This SOI is submitted based on the Cunningham School, which is indicative of the conditions at all four of the Milton Elementary Schools. Our buildings are severely overcrowded - the enrollment currently exceeds building capacity at our four schools by 20%.

The elementary enrollment in Milton Public Schools (MPS) has grown by 24% (451 students) over the past fifteen years, since the last school building project was completed - from 1873 students (in 2008) to 2324

students (in 2023).

NESDEC enrollment projections (Attachment B1) show that we MAY be nearing a peak of the elementary enrollment growth in the next four years and it will hold fairly steady until 2032. However, enrollment projections do NOT include the “student yield” of numerous residential construction projects - including eight 40B site approval applications that have been recently filed for projects, along with five additional residential construction projects with a potential total of 640 new housing units, that are expected to increase enrollment (See Attachment F). In addition, a new Housing Production Plan (See Attachment I) was produced in January, 2020, by the Town of Milton that plans for additional new affordable housing in town. Finally, the MBTA Communities zoning requirement was recently enacted by the state as part of the economic development bill in January 2021. Milton is a MBTA community with the high-speed trolley which connects Mattapan to Ashmont stations through our community, creating significant requires for multifamily zoning which would significantly impact the town's student population.

The MPS elementary schools were designed and built to accommodate 14 strands at each grade level (K-5). We are currently 12 strands beyond that. NESDEC enrollment projections show us to be short by 26 classrooms by 2032. MPS has taken the following steps to address this dramatic enrollment increase:

1. Commissioned an Elementary Space Needs Study, conducted by Drummey Roseane Anderson (DRA) to study the overcrowding and recommend short and long term options
2. Kept its commitment to maintaining small class sizes across the district
3. Converted non-traditional spaces into classrooms

1. Elementary Space Needs Study: An Elementary Space Needs Study was conducted by the architectural firm Drummey-Roseane-Anderson (DRA) in 2019. DRA concluded that, based on NESDEC enrollment history and projections, MPS elementary schools will be short by 26 classrooms in 10 years. DRA suggested a range of long term options to be considered to address the overcrowding. After careful analysis of the options, the School

Committee voted unanimously to pursue the construction of a new elementary school on May 1, 2019. A School Building Committee (SBC) was established by Town Meeting in February 2019. Over the three years that SBC has

worked, the enrollment has grown into the middle and high schools. It became apparent that a new building must address overcrowding at all grade levels and not just elementary. On March 17, 2022, the School Committee voted

a new recommendation to build a new middle school with a PreK wing to address growth at all levels.

2. Maintaining class sizes: In order to meet this growing enrollment, MPS has worked to keep its commitment to maintain small class sizes across the district, whenever possible. Target Maximum class sizes and the actual maximums are currently: K Target Maximum:23 (Actual: 24), Grade 1 – Target Maximum:22 (Actual: 27); Grade 2

– Target Maximum:23 (Actual:26); Grades 3, 4 and 5 – Target maximum:25(Actual: 26).

To achieve a balanced distribution of class sizes, the district has encouraged new enrollees to attend another school in town, if their neighborhood school's class sizes are maxed out, with district provided transportation. This has

enabled the school district to maintain even class sizes across town, despite the dramatic enrollment growth.

3. Converting non-traditional classroom spaces into classrooms: Twenty non-traditional classroom spaces have been converted over the past 10 years. A few more classroom conversions are projected for the next year or so. These conversions have all been at the expense of office space, computer labs, libraries, art rooms, music rooms, teachers' rooms, conference rooms, and adult restrooms. The options have run out and additional space is now

needed to resolve the ongoing enrollment increases and restore our educational programming. (For details, see General Description: Capacity and Utilization; and Attachments D and E.)

Other examples of the impact of overcrowding include: art and music teachers provide their services on a cart, in students' classrooms; computers are made available on shared carts, since computer rooms have been

converted;

student lockers are in remote locations relative to classrooms; staff and service provider offices are overcrowded.

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

Please indicate if the ratio is a goal, practice or a class size policy adopted by the School Committee
This ratio is a goal

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 20

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

The Milton Public Schools has a 20 year Comprehensive Asset Management Plan that guides maintenance and repair work that is done on all six of our schools each year, within budgetary constraints. No debt exclusion overrides have taken place since the completion of the last school building project. Capital repairs to roofs listed above. Most other capital repairs were exterior: repaving, security systems, etc.

LOCATION/YEAR PROJECT AMOUNT

FY 11

PIERCE REMOVAL / REPLACEMENT OF FAILING DUCT WORK \$120,000.00

FY12

HS EXTERIOR DUCT WORK \$680,000.00

FY 13

ALL SCHOOLS SECURITY MEASURES \$100,000.00

BROOKS FIELD TOP LAYERS \$100,000.00

BROOKS FIELD TRACK \$15,000.00

TUCKER REPLACE NETWORK HARDWARE \$46,339.00

MHS REPLACE NETWORK HARDWARE \$178,566.00

COMPUTER REPLACEMENTS \$220,000.00

FY 15

ALL SCHOOLS SECURITY CAMERAS \$68,000.00

ALL SCHOOLS VIRTUALIZE SERVERS \$32,500.00

FY16

GLOVER SECURITY SYSTEM \$37,000.00

ALL SCHOOLS SECURITY CAMERAS \$230,000.00

BROOKS FIELD TRACK REPAIRS \$110,000.00

HS PARKING LOT & DRAINAGE \$90,000.00

FY17

ALL SCHOOLS SECURITY CAMERAS \$50,000.00

PIERCE SECURITY CAMERA UPGRADES \$75,000.00

HS HVAC UPGRADES \$45,000.00

ALL SCHOOLS PAVING / CURBING \$100,000.00
PIERCE SCIENCE WING \$170,000.00

FY 18

HS LOCKER ROOM UPGRADES \$30,000.00
TUCKER GYM FLOOR \$45,000.00
CUNNINGHAM EAVES/GUTTERS/TRIM/CUPOLA \$45,000.00
GLOVER RETAINING WALL/WALKWAY UPGRADES \$30,000.00
ALL SCHOOLS WINDOW PULLY SYSTEM (PHASED) \$30,000.00

FY19

SCHOOLS DISTRICT PAVING \$150,000.00
SCHOOLS DISTRICT ROOF TOP UNIT UPGRADES \$50,000.00
SCHOOLS DISTRICT FACILITIES IMPROVEMENTS/ UPGRADES \$188,000.00

FY20

SCHOOL DISTRICT WIDE ROOF REPLACEMENT AND IMPROVEMENTS \$250,000.00
SCHOOLS DISTRICT WIDE SECURITY SYSTEM UPGRADES \$150,000.00
SCHOOLS DISTRICT WIDE PAVING IMPROVEMENTS \$200,000.00
SCHOOLS DISTRICT WIDE DIGITAL NETWORK RADIO SYSTEM \$150,000.00
PIERCE MIDDLE SCHOOL NEW AUDITORIUM LIGHTING CONTROL SYSTEM \$100,000.00
SCHOOLS NEW MAINTENANCE DUMP TRUCK \$65,000.00
SCHOOLS DISTRICT WIDE FACILITIES IMPROVEMENTS (TILE/CARPET) \$30,000.00

FY21

SCHOOL DISTRICT WIDE WINDOW PULLY SYSTEM UPGRADES \$40,000.00
SCHOOLS DISTRICT WIDE PAVING/CONCRETE IMPROVEMENTS \$200,000.00
SCHOOLS DISTRICT WIDE HVAC IMPROVEMENTS \$50,000.00
MILTON HIGH SCHOOL AUDITORIUM LIGHTING CONTROL UPGRADES \$150,000.00
COLLICOT SCHOOL NEW GYM FLOOR REPLACEMENT \$40,000.00

FY22

SCHOOLS DISTRICT WIDE RENOVATIONS, IMPROVEMENTS, AND EQUIPMENT PURCHASES FOR DISTRICT SCHOOL SPACES IN ORDER TO ACCOMMODATE FOR OVERCROWDING \$160,000
SCHOOLS DISTRICT WIDE WINDOW REPAIR AND REPLACEMENT PROGRAM \$40,000
SCHOOLS DISTRICT WIDE HVAC IMPROVEMENTS AND UPGRADES \$60,000
HIGH SCHOOL AUDITORIUM LIGHTING CONTROL REPLACEMENT AND UPGRADES \$245,000
NEW POURED GYM FLOORING \$40,000
SCHOOLS DISTRICT WIDE MAJOR PAVING AND GRANITE CURBING REPAIRS \$200,000

FY23

Bi-Directional antenna upgrades \$50,000.00
General facilities upgrades for space needs \$350,000

FY24 (Pending Town Meeting Vote)

Renovation of Cunningham Elementary 4th Floor \$2,000,000.00

Priority 2

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

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

In the late 1990's, Milton schools were obsolete and falling apart. In one large school construction project, with taxpayer and state funding support, we built or rebuilt all six of our public school buildings. The last new school buildings were opened in the 2007-08 school year – the Cunningham and Collicot Schools – two elementary schools that share a “connector” that contains a shared cafeteria, library and classrooms.

Milton continues to be a great place to live: excellent schools, an engaged community, proximity to Boston, and the beautiful Blue Hills. Student enrollment has grown dramatically since 2007-08 when Milton completed its last school building project. In 2011, Money Magazine ranked Milton #2 in “Best Places to Live” bringing further visibility to the community for young families. Families are eager to move here because they want their children to get a great education, and the rate of growth has far exceeded what was anticipated. We are currently serving the equivalent of 5 elementary schools in 4 school buildings.

This SOI is submitted based on the Cunningham School, which is indicative of the conditions at all four of the Milton Elementary Schools. Our buildings are severely overcrowded - the enrollment currently exceeds building capacity at our four schools by 24%.

The elementary enrollment in Milton Public Schools (MPS) has grown by 24% (451 students) over the past fifteen years, since the last school building project was completed - from 1,873 students (in 2008) to 2,324 students (in 2023).

NESDEC reports our dramatic enrollment growth over the last ten years in Attachment B and we provide some graphics that illustrate the growth in Attachment B2 and C.

NESDEC enrollment projections show that we MAY be nearing a peak of the elementary enrollment growth in the next four years and it will hold fairly steady until 2033. However, enrollment projections do NOT include the “student yield” of numerous residential construction projects - including eight 40B site approval applications that have been recently filed or approved for projects, plus an additional five residential projects with a potential total of 640 new housing units, that are likely to increase enrollment 2024-25 onward. (See Attachment F). In addition, a new Housing Production Plan (See Attachment I) was produced in January, 2020, by the Town of Milton that plans for additional new affordable housing in town. Finally, with the passing of the MBTA Communities law and Milton's current designation as a rapid transit community, Milton may be required to zone more than 2,300 more units of additional multi-family housing within the town, further increasing the town population and likely a comparable increase to the student population.

Furthermore, the NESDEC projections are CONSERVATIVE for the following reasons:

- After the first five years, the projections assume a level birth rate. Milton's birth to Kindergarten relationship has diverged for years due to families with young children moving in for the schools
- Our experience, leads us to expect a continued increased in-migration of new families
- NESDEC projections from 2008, when our last school building project was completed, projected 2,121 PreK-5 students in 2019, which was **275 less** than the actual enrollment of 2,396 in 2019.
- There are 640 units of proposed residential construction in the process of review for approval and/or under construction. This new construction will undoubtedly result in increased student enrollment.

Current Overcrowding Conditions 2021:

- Schools built for capacity and current enrollment:
 - Cunningham: Capacity: 500 Current Enrollment: 620

- Collicot: Capacity 500 Current Enrollment: 584
- Glover: Capacity 500 Current Enrollment: 622
- Tucker: Capacity 400 Current Enrollment: 455
- Schools built for 14 strands* K-5 – (*strands are # of classes per grade):
 - Kindergarten: 15 strands (326 students)
 - 1st grade: 16 strands (354 students)
 - 2nd grade: 16 strands (376 students)
 - 3rd grade: 16 strands (348 students)
 - 4th grade: 17 strands (376 students)
 - 5th grade: 16 strands (369 students)
 - Preschool: 5.5 strands (132 students)
 - Schools were built for 3 strands of Preschool– one Integrated, one Substantially Separate, and one Child Study Preschool
 - The Integrated and Substantially Separate Preschool programs are required to meet Special Education IEPs, so discontinuing is not an option

Maintaining class sizes:

In order to meet this growing enrollment, MPS has worked to keep its commitment to maintain small class sizes across the district, whenever possible. Target Maximum Class Sizes are determined by the administration based upon their best academic judgment, reflective of our current enrollment. Target Maximum class sizes is higher than desired class size. Target Maximum class sizes and the actual maximums are currently:

- Kindergarten – Target Maximum:23 (Actual: 23) Desired: 18-20
- Grade 1 –
 - English - Target Maximum: 22 (Actual:23) Desired: 20-22
 - French - Target Maximum: 26 (Actual: 26) Desired: 20-22
- Grade 2 – Target Maximum:23 (Actual:26) Desired: 20-22
- Grades 3, 4 and 5 – Target Maximum:25 (Actual: 26) Desired: 23-25.

To achieve a balanced distribution of class sizes, the district has encouraged new enrollees to attend another school in town, with district provided transportation, if their neighborhood school's class sizes are maxed out. This has enabled the school district to maintain evenly growing class sizes across town, despite the geographically uneven and dramatic enrollment growth.

Class sizes at the middle and high school levels have grown in recent years, as the enrollment has moved its way up to the secondary level. In 2022-23 Pierce Middle School hosted 36 classes of 28 students or higher. Milton High School hosted 59 core classes and 23 PE classes of 28 students or higher.

Converting non-traditional classroom spaces into classrooms:

Twenty non-traditional classroom spaces have already been converted over the past 10 years. MPS has exhausted our reasonable options for classroom conversions and will need to consider other options described below. (Details are provided in General Description: Capacity and Utilization; in Priority 2, Question 2; and Attachments D and E.)

The existing school infrastructure inclusive of kitchens, cafeterias, restrooms, drop-off areas, parking, playground space, libraries, nurse offices and administrative and teacher offices and planning spaces is exhausted and cannot support additional enrollment.

Priority 2

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

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

An **Elementary Space Needs Study** was conducted by the architectural firm Drummeay-Roseane-Anderson (DRA) in 2018-19. In January, 2019, DRA presented its final report to the School Committee (Attachment J) that concluded, based on NESDEC enrollment history and projections, MPS elementary schools will be short by 26 classrooms in 10 years. In their report, they recommended short and long term options to be considered by the Town of Milton.

Short term options to ameliorate the overcrowding were recommended by DRA. These short term options and evaluations by the School Committee of the options are found below:

- Do nothing – allow average class size to increase
 - Evaluation: The negative educational implications of increased class sizes were undesirable. Despite our best efforts, class sizes have grown. We hope to not let them grow any further before we find a long term solution to our overcrowding problem.
- Rent modular classrooms
 - Evaluation: Too expensive and, since modular classrooms need to be placed outdoors on site, they would have too negative an impact on much needed and already congested outdoor playgrounds for overcrowded schools. However, we are beginning to study what would be required to acquire, engineer and install multiple modular classrooms.
- Rent and renovate space, if available
 - Evaluation: Repeated unsuccessful attempts have been made to rent and renovate space to accommodate our overcrowding, with such community entities as religious institutions, Fontbonne Academy, Aquinas College, Laboure College, Milton Academy, and Curry College.
- Convert remaining art, music and computer rooms
 - Evaluation: We have already converted 20 of these spaces, but we are running out of spaces to convert to accommodate our overcrowding. Seen as the least undesirable and most economical option
- Create classrooms within library/media centers
 - Evaluation: We have already converted all of our media/computer rooms. Our libraries are carved up and compromised. See below. This has a negative impact on library services however, it is a last ditch option, when all possible room conversions are exhausted.
- Some combination of the above

Long term options

DRA also recommended a variety of long-term options to address our overcrowded schools. These options included:

- Do nothing – allow average class size to increase
- Convert remaining art, music, computer rooms, and libraries
- Construct new space
 - Addition to an existing elementary school
 - 5th grade addition to Pierce Middle School

- Early Ed addition to Milton High School
- New free-standing Early Ed (PreK & K) building
- New free-standing K-5 school

After a series of public forums, and a great deal of review and evaluation of the above long-term options, the School Committee unanimously voted to recommend construction of a **New Free-Standing K-5 school** on May 1, 2019.

School Building Committee Established by Town Meeting

Milton Town Meeting approved an article to establish a School Building Committee (SBC) at its February 25, 2019 meeting. The Town Moderator appointed the nine members of the School Building Committee in June, 2019. The SBC began meeting in July, 2019 and has been meeting every 3-4 weeks since then.

As part of its due diligence, the SBC reviewed the enrollment projections and long-term options to deal with the school overcrowding. On November 25, 2019, the School Building Committee also voted to pursue the construction of a **New Free-Standing K-5 School**.

After three years of study by the School Building Committee and enrollment growth up into the middle and high schools, a proposal was **voted unanimously by the School Committee** to, instead, construct a **New Free-Standing Middle School for Grades 7 and 8, with a PreK wing, adjacent to the Milton High School Campus**. Under this plan, the elementary schools will house Grades K-4, Pierce Middle School will house Grades 5 and 6, the new Middle School will house Grades 7 and 8 and PreK, and Milton High School will continue to house Grades 9-12. District-wide offices, that are now housed in MHS, will be moved to the Pierce Middle School to relieve MHS of the overcrowding there. This alternative grade configuration will permit our elementary schools to house Grades K-4 with enough room to do so, the middle school and high school will also be able to accommodate the increased enrollment.

The School Building Committee has explored potential sites for a new School over the last four years. A potential site is proposed on property adjacent to the MHS campus. This parcel currently belongs to the Conservation Commission. A proposed Article 97 land swap of 15 acres in exchange for the 7.2 acres of the identified site has been approved by the School Committee, Conservation Commission and the Select Board and will be considered and voted upon at the May 2023 Town Meeting.

Meanwhile, the following measures have taken place:

Conversion of non-traditional rooms to classrooms

More than twenty non-traditional classroom spaces have been converted over the past 10 years. A few more classroom conversions are projected for the next year or so. These conversions have all been at the expense of office space, computer labs, libraries, art rooms, music rooms, teachers' rooms, conference rooms, storage rooms, and adult restrooms. The options have run out and additional space is now needed to resolve the ongoing enrollment increases and restore our educational programming. Please see Overcrowding Video at <https://youtu.be/TM7ckQm2OTw>

- Over 20 non-traditional rooms have been converted to classrooms and offices (see details in General Description: Capacity and Utilization; and Attachments D and E)
- MPS has developed a plan for classroom conversions over a 5 year period. We are rapidly running out of reasonable options at this point.
- An architectural and engineering study will be completed to examine the acquisition, engineering and installation of modular classrooms. This will result in a dramatic reduction of playground space outdoors, at a time when our school enrollment is so high.
- Walls removed to create new classrooms – non-optimal shapes and sizes
- Size of converted spaces inadequate – no rest rooms in converted classrooms for preschool and K students, requiring staff to leave classroom to take children to rest room and for adult rest rooms to be dedicated to use by students.
- The Milton Elementary schools have lost or converted the following spaces to classrooms due to overcrowding: Music rooms, Art rooms, Computers Labs, Library space, Office space, Conference Rooms, Teacher Lounges, Planning Rooms, Storage rooms and Adult Restrooms. (See Attachment D and E)
- Student lockers and/or cubbies are shared and/or are in remote locations relative to classrooms

Adverse Effects of overcrowding on Staff

- Overcrowded offices - staff and service provider offices are overcrowded, accommodating up to 6 desks in small offices meant for 1-2 staff, often in converted storage rooms with no windows
- Copy rooms eliminated and moved into hallways and closets
- Storage rooms being used for office space
- All common planning time occurs in the general education classrooms as there is no common/shared space dedicated to teacher planning. This has a serious negative impact on staff ability to communicate and plan together
- Special Education services must be scheduled at limited times in these shared offices, so that privacy and confidentiality can be maintained
- Adult rest rooms assigned to students in need of assistance (See Strain on Facilities below)
- Offices eliminated and moved into conference rooms, which are then, also unavailable for meetings

Shared office spaces

Elementary School staff members across the district have been forced to share cramped office space together. In multiple cases, staff members float to find work space wherever they can. This minimizes the amount of time staff are able to utilize their rooms for testing and/or service delivery with students. It also complicates scheduling of individual instruction or therapies, and makes maintenance of confidentiality more challenging. See details below.

Cunningham School (CU):

- Speech therapist shares space with Reading Specialist; PreK Speech Therapist shares space with English Language Learner (ELL) Teacher
- Assistant Principal shares space with traveling staff
- Team Chair and School Psychologist have offices in the Team Chair suite; offices shared with academic service providers for testing and/or service delivery
- Occupational Therapist (OT) shares space with BCBA and academic service providers for pullout services and testing
- Three special education teachers share an office that is used for testing and service delivery
- Nurse's Office is shared between Cunningham and Collicot Schools serving 1,300 students; a wall was built to provide space for Adjustment Counselor, taking away room for resting couches and making privacy a challenge
- Milton Community Schools staff office is in the Library office.

Collicot School (CO):

- Speech therapist shares office with School Psychologist – very hard to protect testing and service delivery space
- Assistant Principal shares office with Science Coordinator, Collaborative Class Teachers for Parent clinics. Office also used for testing due to lack of space
- Inserted window to supply closet for an OT office that is shared with ELL, Special Education and Speech and Language Pathologist, when needed for testing
- ELL works at a desk in a classroom; Shares space with Team Chair and OT for testing
- Four Special Educators share half of a classroom for an office; Very hard to protect testing and service delivery space
- Team Chair Suite converted to OT office with cubbies for report writing; Shares space with Principal when family clinics for New England Center for Children (NECC) and ELL testing occurs; Shares with School Psychologist and Special Education Teachers for testing, as needed
- Foreign Language in the Elementary Schools (FLES) office is in library

Tucker School (TU):

- Assistant Principal shares space with the Elementary Science Coordinator. Their current office space was originally a storage room

- After School Enrichment (ASE) staff currently has their office on the stage in the cafeteria
- ELL teacher and Speech and Language teacher share one office space
- Team Chairs (Preschool/Gr. K-5) and BCBA share one office space
- Adjustment Counselor shares one space with two social work interns. The interns and counselor often work in the conference room, library or other spaces to provide privacy when students are in counseling or small group sessions in this office space
- The School Psychologist and Occupational Therapist share one office space
- Two Special Education Teachers share one office space alternating between push in and pull out services to support students
- Two Physical Education (PE) Teachers share one office space adjacent to the gym
- Three custodians share one office space.

Glover School (GL):

- The ELL teacher shares a space with the English Reading Specialist and the French Reading Specialist. ELL testing, two weeks a year, has to be done in available offices and those related service providers or administrators are displaced
- Office space shared by Math Coach, Elementary Inclusion Specialist, and Elementary Science Coordinator
- FLES teacher, Instructional Technology Teacher, Librarian, Future Problem Solving (FPS) Teacher, and Library paraprofessionals share one office space in back of circulation desk in library
- District-wide Family Outreach Liaison has no dedicated office space and shares the office with the Inclusion Specialist, Math Coach, and Elementary Science Coordinator
- Custodial office moved into a small space with no windows attached to the boiler room. Three custodians share this small space
- Storage closet in gymnasium is used to store all PE equipment, recess equipment, folding chairs and risers for performances, and the PE Teachers' (2) office.
- The STEP (Social Emotional/Therapeutic Educational Program) is based in three separate small spaces. One is an academic small classroom space with a special educator, one is a designated work space inhabited by a BCBA, and one is a sensory-reduced space for regulation. These spaces are not all connected.

Strain on facilities

Overcrowded playgrounds and safety concerns

- (CU/CO) Between 210-225 students at a time during recess are out in a 22,600 square foot playground that is 90% paved. A new CCGreenspace was funded and built in 2020 by volunteers to provide additional play areas for students and has aided in providing an additional outdoor play area.
- 7 recess related injuries reported to the Nurse's Office per day

Rest rooms are limited and overtaxed

- (CU) One adult bathroom on each of the 1st and 2nd floors; 2 adult bathrooms on the 3rd floor; 1 bathroom on the 1st floor is assigned to students in preschool due to class not having a bathroom (125 staff members)
- (CO) 2 adult bathrooms on 1st floor; 1 adult bathroom on each of the 2nd and 3rd floors, 1 bathroom on each of the 2nd and 3rd floors have assigned to students (96 staff members)

Cafeterias are strained

- (All schools) Crowded tables (especially for older students), increased noise level, longer lunch lines leading to reduced amount of time to eat (25 minutes overall)
- (CU/CO) 8 overlapping lunches scheduled between 10:45-1:20 with extra cashiers added to address overcrowding
- (CU/CO) The overlapping of students can be a problem if classes are running late. More folding tables were brought in to handle the overcrowding. Two additional staff members (Assistant Cook and a cashier) brought in

to handle the increased enrollment

- (All schools) Cafeteria stages are used for classroom instruction and meetings during lunch preparation in kitchens
- (GL) Family Volunteer Resources (Meet the Artist, Reading about Diversity, Outdoor Classroom materials and resources) located in cabinets in very cramped corner of the stage in cafeteria
- (TU) Food Services Manager uses tablet to help cashier for a few grades to get them through the serving line faster, so students have a little more time to eat

Libraries are carved up and compromised

- (CU/CO) A second grade classroom and a teacher's shared office are now located in the library, carved out of existing library space with portable room partitions. After a frozen pipe burst this winter, one more classroom has been moved to the library, while the classroom is being repaired. The former beautiful library is now comprised of three classrooms and multiple offices.
- (CU/CO) Milton Community Schools now occupies the library office and has walled off an adjacent section of the library for its photocopier, files, and work space
- (CU/CO) Library storage and work space have been pushed into part of the library computer lab
- (CU/CO) Half of the library lesson space and a nearby aisle are occupied by Spanish teachers' desks and materials, making a tight squeeze for class
- (CU/CO) There can be two, three, or potentially four classes in the library at one time (library classes, instructional technology classes in the computer lab, classes in the makerspace), creating a stressful learning and teaching environment
- (GL) FLES teacher, Instructional Technology Teacher, Librarian, Future Problem Solving Teacher (FPS), and Library paraprofessionals share one office space in back of circulation desk in library
- (GL) Library classes often overlap with instructional technology or makerspace classes, creating a more difficult learning environment.
- (GL) FPS teacher leads fifth grade group in the library around library class schedule (no classroom space)
- (TU) As the computer lab was eliminated, instructional technology and FPS teachers' spaces had to transition. The library is now office for four adults (Librarian, Library aide, Instructional Technology teacher and FPS teacher. All of these individuals share an open workspace behind the check-out counter
- (TU) The library is used for library classes, FPS classes, instructional technology/makerspace classes and generally for all teachers needing a space for activities throughout the week
- (CO) Math League materials are stored in the library for grades 2 - 5

Milton values its schools – Our Town Our Schools Our Future

Milton residents recognized that the quality of our public schools determines the quality of our town. During the campaign to rebuild all six schools in the early 2000's, the theme was "Our Town, Our Schools Our Future". While it was difficult to dig deep to fund our last school building project and the numerous subsequent operational overrides, Milton residents have done so, when needed. With the dramatic influx of new young families in the past fifteen years, our community continues to place a high value in supporting our schools.

Priority 2

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

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

In our overcrowded schools and classrooms, teachers are less able to provide differentiated instruction which is critical to student achievement. Classrooms are more crowded with desks, chairs and students. Elementary art, music and Spanish language programming suffers from a lack of dedicated space. Students have difficulty finding an available seat in crowded cafeterias. In addition, overcrowding has shown a strain on our educational programming in the following ways:

Strain on educational programming

- No locations for **teacher common planning time**. Teachers are participating in remote meetings from their cars in school parking lots.
- Crowded offices have a negative impact on provision of **Special Education services**. They limit the district's ability to provide SPED services and testing, when required by IEPs, to meet students' needs and maintain confidentiality.
- Lack of space limits district's ability to create specialized Special Education Programs that would **permit students with Special Education needs to be taught in their home district's schools**, and not have to attend COSTLY Collaboratives or Private Special Education schools, and travel up to two hours a day on Special Education vans.
- Quality of **art and music** programming compromised by teachers on a cart or in inadequate size rooms; inability to access kiln and store art/music materials because those rooms have been converted into classrooms; Traveling teachers is also not good use of instructional time.
- **Library** services compromised by reduction of space – staff working in libraries, library offices consumed for non-library staff, and Maker Spaces (see Libraries are carved up and compromised in Priority 2 Question 2)
- **Elementary Computer** labs had to be eliminated so that the space can be used for classrooms; all third, fourth and fifth graders take MCAS and have lost dedicated computer labs as testing locations; Elimination of computer labs has a negative impact on instructional technology
- Negative impact on **FLES** (Foreign Language in the Elementary School) program for Grades 1-5. FLES teacher on cart, eliminating opportunity for creative programming in dedicated FLES classroom; Traveling teachers is also not good use of instructional time.
- (CO/CU) Shared **Nurse's office** serving 1300 students in smaller office than originally built for 500 students; wall built to create space for adjustment counselor reduced size of shared Nurse's office
- **Expanded class sizes** make learning more difficult for students and teacher's less able to adequately differentiate instruction
- Lack of additional elementary space **limits the number of Preschool classrooms** that can be made available, while the district maintains extensive waiting lists. Furthermore, the number of days per week that Preschool programs are available needs to be decreased in order to accommodate the growing need for Preschool Special Education
- **Milton Community Schools (MCS)** has offered before and after school Extended Day Programs in all four elementary schools for 40 years. In the last five years, the number of participants in our programs has increased by 42%. The increasing number of events during off school hours, limits the number of spaces that MCS can access. Increased number of incidents and accidents in gyms and playgrounds. The ability to tailor activities to smaller groups has been compromised, making personal connections more difficult, and limiting the ability to accommodate students with disabilities. For the first time, MCS has had to limit on the number of students that can enroll, due to overcrowding, creating waiting lists.

- Our **transportation** needs and safety issues around transportation have been greatly impacted. Additional crossing guards have been hired, drop off and pick up routes have been reconfigured, and increasing the numbers of staff outside the school during these critical times. An increase in the volume of cars in neighborhoods has contributed to traffic and safety concerns. As this elementary population of students moves up into the middle and high schools we have seen an increase in need for bus transportation. In the 2019-2020 school year, we were unable to meet the transportation needs for families in middle and high school, resulting in a waiting list that began at 150 and is now at 50 students.
- **Staff morale** remains positive despite the overcrowding and the impact of the COVID19 pandemic, but as working conditions continue to deteriorate, it will make it more difficult for the district to recruit and retain high quality staff

Please also provide the following:

Cafeteria Seating Capacity: 456

Number of lunch seatings per day: 5

Are modular units currently present on-site and being used for classroom space?: NO

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

Number of Modular Units:

Classroom count in Modular Units:

Seating Capacity of Modular classrooms:

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

Have non-traditional classroom spaces been converted to be used for classroom space?: YES

If "YES", indicate the number of non-traditional classroom spaces in use: 20

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

Over 20 non-traditional spaces have been converted to become classroom space. An additional few spaces are projected to be converted over the next couple of years. (Please see response to General Description: Capacity and Utilization and Attachments D and E for more detail on Classroom Conversions.)

Please explain any recent changes to the district's educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters):

NEW PROGRAM ASSIGNMENT POLICY

The Milton Public Schools offers two unique programs to students beginning in Grade 1. Early in each calendar year prior to entry into 1st Grade, parents learn about and then select the program that they believe best suits their child's needs. The two program options are:

- o The English Innovation Pathway (with STEM and Spanish) engages students in solving real world problems using a variety of engineering and computing curricula. Students who choose the English Innovation Pathway take Spanish at the elementary level and then choose Latin or Spanish at the middle school.
- o The French Immersion Program is an instructional model where the general school curriculum is taught through the medium of the French language. The program begins with full French immersion in Grade 1. All subjects except specials are taught in French 100% of the time in Grades 1 and 2, 50% of the curriculum is taught in French in Grades 3 and 4, and 30% of the curriculum is taught in French in Grade 5. French language instruction continues through middle school and into high school, as do other world languages.

In December 2019, the Milton School Committee approved a new School Program Assignment Policy (JGA) that specifies the procedures by which 1st Grade Assignment will take place. (See Attachment G)

- Each elementary school will have a minimum of two English Innovation Pathway classes
- French Immersion classes will be determined equitably across the elementary schools, given the constraints of the number of classrooms available, enrollment numbers, and funding
- If enrollment numbers require an additional 1st Grade section is needed, the Superintendent will determine whether that section will be English or French, and in which school the section will be located, based on the needs and resources of the district.
- English Innovation Pathway classes are typically smaller in the primary grades. This is because new elementary students in Grades 2-5 are not permitted to enter French Immersion classes unless they are already proficient in the French language.
- In the event that a demand for a program exceeds the number of available seats, the Superintendent will assign students based on lottery results.
- If Grade One Program lotteries are required, they will take place in the middle of March each school year.
- See Attachment G for more information about Grade One Program lotteries.

ELEMENTARY STREET LISTING AND CLASS SIZE

Students' home address determines their "home school", based on the MPS Elementary Street Listing. (See Attachment H) The Elementary Street Listing is periodically updated with new streets, but home school districts have not changed since 2011.

For 1st Grade enrollment, the Elementary Street Listing determines students' "home school", but then the Program Assignment Policy determines the school that they will attend. Student assignment for new students, after 1st Grade is determined by the Elementary Street Listing and class size.

To achieve a balanced distribution of class sizes, MPS encourages new enrollees to attend another school in town, with district provided transportation, if their home school's class sizes are maxed out. This has enabled the school district to maintain evenly growing class sizes across town, despite the geographically uneven and dramatic enrollment growth.

Our rapidly increasing elementary enrollment has caused approximately 100 students to attend schools other than their home schools. However, Milton parents quickly see the benefit of sending their children to a school where the class size is low. Once families enroll their children in any one of Milton's outstanding elementary schools, they fall in love with the school and rarely ask to return to their home school. This change in practice in student assignment has assisted MPS in maintaining its outstanding educational programs.

If Milton succeeds in building a new Upper Middle School for Grades 7 and 8 with a PreK wing, all Milton students will have the opportunity to attend the new school, during their time as MPS students. An additional transition will need to be orchestrated to minimize the potential negative impact of an additional transition. This is a challenge that can be met and is much better than continued overcrowding.

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

MPS does not have an official Class Size Policy, but the following guidelines guide class size determinations district-wide:

- Kindergarten – Target Maximum:23 (Actual: 23) Desired: 18-20
- Grade 1 –
 - o English - Target Maximum: 22 (Actual:23) Desired: 20-22
 - o French - Target Maximum: 26 (Actual: 26) Desired: 20-22
- Grade 2 – Target Maximum:23 (Actual:26) Desired: 20-22
- Grades 3, 4 and 5 – Target Maximum:25 (Actual: 26) Desired: 23-25.

Priority 4

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

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

Milton is a great place to live: excellent schools, an engaged community, proximity to Boston, and the beautiful Blue Hills. Student enrollment has grown dramatically since 2007-08 when Milton completed its last school building project. In 2011, Money Magazine ranked Milton #2 “Best Places to Live” bringing further visibility to the community for young families. Families are eager to move here because they want their children to get a great education, and the rate of growth has far exceeded what was anticipated. We are currently serving the equivalent of 5 elementary schools in 4 school buildings.

As described in Priority 2, Milton’s elementary schools are overcrowded and the situation is expected to continue to worsen. NESDEC projects an expected increase of in-migration of new families, now strengthened by the effects of the 2008 real estate slowdown.

NESDEC enrollment projections (Attachment B) show that we MAY be nearing a peak of the elementary enrollment growth in the next four years and it will hold fairly steady until 2032. However, enrollment projections do NOT include the “student yield” of numerous residential construction projects - **including EIGHT 40B site approval applications that have been recently filed for projects with a potential total of 510 new housing units, plus an additional five residential projects with a potential total of 640 new housing units**, that are likely to increase enrollment 2023-24 onward. (See Attachment F). In addition, a new Housing Production Plan (See Attachment I) was produced in January, 2020, by the Town of Milton that plans for additional new affordable housing in town.

Furthermore, the NESDEC projections are CONSERVATIVE for the following reasons:

- After the first five years, the projections assume a level birth rate. Milton's birth to Kindergarten relationship has diverged for years due to families with young children moving in for the schools.
- Our experience leads us to expect a continued increased in-migration of new families
- NESDEC projections from 2008, when our last school building project was completed, projected 2,121 PreK-5 students in 2019, which was **275 less** than the actual enrollment of 2,396 in 2019.
- “The research literature reports the closest that enrollment forecasters are likely to come to actual enrollments is about 1% variance per year-from-the-known-data. Thus, we can expect a 10% variance “ten-years-out”.” (NESDEC 2019) In Milton’s case, for our elementary enrollment, we can expect a variance of approximately 220 PK-5 students in 2033. The 2022 NESDEC projected enrollment for 2033 PK-5 is 2,209. With a 10% variance, that number could rise to 2,429.

There are numerous residential development projects that are in the planning process and are expected to be built during the next ten years in Milton. Together with the recently issued Town of Milton Housing Production Plan (Attachments F and I) these developments have the potential of yielding over 640 new residences in Milton. Young families are likely to purchase or rent these new homes. Empty nesters, who are looking to downsize and stay in Milton, are also likely to move into smaller homes and then put their larger homes on the market, bringing more young families with children to Milton. Together, these scenarios lead us to anticipate a sizable influx of new MPS students in the next ten years.

The recent NESDEC Enrollment Report dated November 9, 2022 notes the enrollment projections in the report do NOT include the "student yield" of projects not yet approved that will affect 2023-24 onward. (See list of Proposed Residential Construction in Attachment F).

Even without this anticipated growth, our elementary schools are already over capacity by approximately 424 students, and we have no indication of our severe overcrowding abating.

Priority 4

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

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

The measures that Milton Public Schools have taken to deal with overcrowding are described in Priority 2 responses. As noted, we have already converted more than 20 non-traditional spaces to become classrooms. MPS has exhausted our reasonable options for classroom conversions and will need to consider other options described below, with increasingly intensified negative consequences for students and staff.

Soon, we will need to revisit our other short term options: including installation of modular classrooms and even larger class sizes – neither of which are desirable options for our schools.

We have begun the SOI process with the MSBA as one of our planning measures. We understand the process could take a minimum of three years. Three years from now we will have critical educational problems that we intend to avoid through beginning this process now.

Our long-term planning has included contracting with Drummeay, Rosane Anderson Architects (DRA) in late 2018 to generate a space study on Milton Public Schools. The report was finalized in January 2019. In a Special Town Meeting in February 2019, the town approved the formation of a School Building Committee (SBC). Since its formation, the SBC has completed the following due diligence to validate the need for a new school and to prepare for the MBSA process:

- Met with NESDEC to learn how their projections are calculated to better understand how Milton's enrollment has consistently diverged on the high side from NESDEC's projections.
- The SBC has independently studied the real estate transactions and trends and their relationship with enrollment.
- The SBC has generated a detailed schedule to follow the MSBA process for a new school building from submitting an SOI to Project Completion.
- The SBC has personally visited all Milton elementary schools and the Pierce Middle School to witness the severe overcrowding personally.
- Identified potential new building sites.
- Started interviewing Owner's Project Managers.

The Facilities Advisory Committee, School Committee and School Building Committee have all independently and unanimously voted that a new school building is the only viable option to solve Milton's severe overcrowding.

We look forward to working hand-in-hand with the MSBA to make a new school building in Milton a success.

Priority 4

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

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

The impacts of overcrowding are the same as described in Priority 2, Question 3.

The impact of overcrowding on educational programming includes the following:

- No locations for teacher common planning time
- Limited ability to provide SPED services and testing
- Limited ability to create programs that would permit students with SPED needs to be taught in their home schools, instead of costly out-of-district placements
- Art and music quality compromised by teachers on a cart or in other sub-optimal spaces
- Libraries compromised by crowding and reduction of space
- Instructional technology compromised by elimination of computer labs
- Foreign Language in the Elementary School (FLES) compromised by teachers on a cart
- Nurse's office serving double the capacity of students they were designed to serve
- Expanded class sizes make learning more difficult for students and teachers less able to personalize instruction
- Limited ability to expand Preschool programming when we have long waiting lists
- Limited ability to provide small group opportunities, and to accommodate individual needs, in after school programs
- Safety issues a growing concern during crowded drop off and pick up times and in crowded playgrounds
- Staff morale at risk of going down, as working conditions deteriorate

Please also provide the following:

Cafeteria Seating Capacity: 456

Maximum number of lunch seatings that can be accommodated per day: 5

Would modular units be necessary on-site to be used for classroom space as a result of future overcrowding?:
NO

Would non-traditional classroom spaces need to be converted to be used for classroom space?: YES

If "YES", indicate the number of non-traditional classroom spaces impacted: 20

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

Please see details in General Description: Capacity and Utilization; and Attachments D and E for more detail on Classroom Conversions.

Over 20 non-traditional spaces have been converted to become classroom space. An additional few spaces are projected to be converted over the next couple of years.

Please explain any recent changes to the district's educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that are leading to a situation of anticipated overcrowding (maximum of 5000 characters).:

See Priority 2.

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

MPS does not have an official Class Size Policy, but the following guidelines guide class size determinations district-wide:

- Kindergarten – Target Maximum:23 (Actual: 23) Desired: 18-20
- Grade 1 –
 - o English - Target Maximum: 22 (Actual:22) Desired: 20-22
 - o French - Target Maximum: 26 (Actual: 26) Desired: 20-22
- Grade 2 – Target Maximum:23 (Actual:26) Desired: 20-22
- Grades 3, 4 and 5 – Target Maximum:25 (Actual: 26) Desired: 23-25

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 submitted hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer * **School Committee Chair** **Superintendent of Schools**

(signature)	(signature)	(signature)
Date	Date	Date

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.



*The Commonwealth of Massachusetts
Alcoholic Beverages Control Commission
95 Fourth Street, Suite 3, Chelsea, MA 02150-2358
www.mass.gov/abcc*

**RETAIL ALCOHOLIC BEVERAGES LICENSE APPLICATION
MONETARY TRANSMITTAL FORM**

APPLICATION FOR AMENDMENT-Change of Officers, Stock or Ownership Interest

**APPLICATION SHOULD BE COMPLETED ON-LINE, PRINTED, SIGNED, AND SUBMITTED TO THE LOCAL
LICENSING AUTHORITY.**

ECRT CODE: RETA

Please make \$200.00 payment here: [ABCC PAYMENT WEBSITE](#)

**PAYMENT MUST DENOTE THE NAME OF THE LICENSEE CORPORATION, LLC, PARTNERSHIP, OR INDIVIDUAL AND INCLUDE THE
PAYMENT RECEIPT**

ABCC LICENSE NUMBER (IF AN EXISTING LICENSEE, CAN BE OBTAINED FROM THE CITY)

00003-CL-0720

ENTITY/ LICENSEE NAME Wollaston Golf Club

ADDRESS 999 Randolph Avenue

CITY/TOWN Milton

STATE MA

ZIP CODE 02186

For the following transactions (Check all that apply):

<input type="checkbox"/> New License	<input type="checkbox"/> Change of Location	<input type="checkbox"/> Change of Class (i.e. Annual / Seasonal)	<input type="checkbox"/> Change Corporate Structure (i.e. Corp / LLC)
<input type="checkbox"/> Transfer of License	<input type="checkbox"/> Alteration of Licensed Premises	<input type="checkbox"/> Change of License Type (i.e. club / restaurant)	<input type="checkbox"/> Pledge of Collateral (i.e. License/Stock)
<input type="checkbox"/> Change of Manager	<input type="checkbox"/> Change Corporate Name	<input type="checkbox"/> Change of Category (i.e. All Alcohol/Wine, Malt)	<input type="checkbox"/> Management/Operating Agreement
<input checked="" type="checkbox"/> Change of Officers/ Directors/LLC Managers	<input type="checkbox"/> Change of Ownership Interest (LLC Members / LLP Partners, Trustees)	<input type="checkbox"/> Issuance/Transfer of Stock/New Stockholder	<input type="checkbox"/> Change of Hours
		<input type="checkbox"/> Other <input type="text"/>	<input type="checkbox"/> Change of DBA

**THE LOCAL LICENSING AUTHORITY MUST SUBMIT THIS
APPLICATION ONCE APPROVED VIA THE ePLACE PORTAL**

**Alcoholic Beverages Control Commission
95 Fourth Street, Suite 3
Chelsea, MA 02150-2358**



Commonwealth of Massachusetts
Department of Revenue
Geoffrey E. Snyder, Commissioner
mass.gov/dor

Letter ID: L1700018336
Notice Date: February 19, 2024
Case ID: 0-002-320-834



CERTIFICATE OF GOOD STANDING AND/OR TAX COMPLIANCE



WOLLASTON GOLF CLUB
999 RANDOLPH AVE
MILTON MA 02186-5841



Why did I receive this notice?

The Commissioner of Revenue certifies that, as of the date of this certificate, WOLLASTON GOLF CLUB is in compliance with its tax obligations under Chapter 62C of the Massachusetts General Laws.

This certificate doesn't certify that the taxpayer is compliant in taxes such as unemployment insurance administered by agencies other than the Department of Revenue, or taxes under any other provisions of law.

This is not a waiver of lien issued under Chapter 62C, section 52 of the Massachusetts General Laws.

What if I have questions?

If you have questions, call us at (617) 887-6400 or toll-free in Massachusetts at (800) 392-6089, Monday through Friday, 9:00 a.m. to 4:00 p.m..

Visit us online!

Visit mass.gov/dor to learn more about Massachusetts tax laws and DOR policies and procedures, including your Taxpayer Bill of Rights, and MassTaxConnect for easy access to your account:

- Review or update your account
- Contact us using e-message
- Sign up for e-billing to save paper
- Make payments or set up autopay

Edward W. Coyle, Jr., Chief
Collections Bureau

Department of Unemployment Assistance

Commonwealth of Massachusetts

Executive Office of Labor & Workforce Development

**Certificate of Compliance**

Date: February 20, 2024

Letter ID: L0001762694

Employer ID (FEIN): XX-XXX3120

WOLLASTON GOLF CLUB INC
999 RANDOLPH AVE
MILTON MA 02186-5841

Certificate ID: L0001762694

The Department of Unemployment Assistance certifies that as of 19-Feb-2024, WOLLASTON GOLF CLUB INC is current in all its obligations relating to contributions, payments in lieu of contributions, and the employer medical assistance contribution established in G.L.c.149,§189.

This certificate expires on 20-Mar-2024 .

Sincerely,

Katie Dishnica, Director
Department of Unemployment Assistance

Questions?

Revenue Enforcement Unit
Department of Unemployment Assistance
Email us: Revenue.Enforcement@detma.org
Call us: (617) 626-5750

APPLICANT'S STATEMENT

I, Patrick O'Brien the: sole proprietor; partner; corporate principal; LLC/LLP manager
Authorized Signatory

of Wollaston Golf Club

Name of the Entity/Corporation

hereby submit this application (hereinafter the "Application"), to the local licensing authority (the "LLA") and the Alcoholic Beverages Control Commission (the "ABCC" and together with the LLA collectively the "Licensing Authorities") for approval.

I do hereby declare under the pains and penalties of perjury that I have personal knowledge of the information submitted in the Application, and as such affirm that all statements and representations therein are true to the best of my knowledge and belief. I further submit the following to be true and accurate:

- (1) I understand that each representation in this Application is material to the Licensing Authorities' decision on the Application and that the Licensing Authorities will rely on each and every answer in the Application and accompanying documents in reaching its decision;
- (2) I state that the location and description of the proposed licensed premises are in compliance with state and local laws and regulations;
- (3) I understand that while the Application is pending, I must notify the Licensing Authorities of any change in the information submitted therein. I understand that failure to give such notice to the Licensing Authorities may result in disapproval of the Application;
- (4) I understand that upon approval of the Application, I must notify the Licensing Authorities of any change in the ownership as approved by the Licensing Authorities. I understand that failure to give such notice to the Licensing Authorities may result in sanctions including revocation of any license for which this Application is submitted;
- (5) I understand that the licensee will be bound by the statements and representations made in the Application, including, but not limited to the identity of persons with an ownership or financial interest in the license;
- (6) I understand that all statements and representations made become conditions of the license;
- (7) I understand that any physical alterations to or changes to the size of the area used for the sale, delivery, storage, or consumption of alcoholic beverages, must be reported to the Licensing Authorities and may require the prior approval of the Licensing Authorities;
- (8) I understand that the licensee's failure to operate the licensed premises in accordance with the statements and representations made in the Application may result in sanctions, including the revocation of any license for which the Application was submitted; and
- (9) I understand that any false statement or misrepresentation will constitute cause for disapproval of the Application or sanctions including revocation of any license for which this Application is submitted.
- (10) I confirm that the applicant corporation and each individual listed in the ownership section of the application is in good standing with the Massachusetts Department of Revenue and has complied with all laws of the Commonwealth relating to taxes, reporting of employees and contractors, and withholding and remitting of child support.

Signature: 

Date: 02/21/2024

Title:

Club President



The Commonwealth of Massachusetts
Alcoholic Beverages Control Commission
95 Fourth Street, Suite 3, Chelsea, MA 02150-2358
www.mass.gov/abcc

APPLICATION FOR AMENDMENT
-Change of Officers, Stock or Ownership Interest

Change of Officers/ Directors/LLC Managers **Change of Stock Interest**

- Payment Receipt
- Monetary Transmittal Form
- DOR Certificate of Good Standing
- DUA Certificate of Compliance
- Change of Officer/Directors Application
- Vote of the Entity
- CORI Authorization
- Business Structure Documents
 - If Sole Proprietor, **Business Certificate**
 - If partnership, **Partnership Agreement**
 - If corporation or LLC, **Articles of Organization** from the Secretary of the Commonwealth

(e.g. New Stockholders or Transfer or Issuance of Stock)

- Payment Receipt
- Monetary Transmittal Form
- DOR Certificate of Good Standing
- DUA Certificate of Compliance
- Change of Stock Application
- Financial Statement
- Vote of the Entity
- CORI Authorization
- Purchase & Sale Agreement
- Supporting Financial Records
- Advertisement
- Business Structure Documents
 - If Sole Proprietor, **Business Certificate**
 - If partnership, **Partnership Agreement**
 - If corporation or LLC, **Articles of Organization** from the Secretary of the Commonwealth

Change of Ownership Interest

(e.g. LLC Members, LLP Partners, Trustees etc.)

- Payment Receipt
- Monetary Transmittal
- DOR Certificate of Good Standing
- DUA Certificate of Compliance
- Change of Stock Application
- Financial Statement
- Vote of the Entity
- CORI Authorization
- Business Structure Documents
- Purchase & Sale Agreement
- Supporting Financial Records
- Advertisement
 - If Sole Proprietor, **Business Certificate**
 - If partnership, **Partnership Agreement**
 - If corporation or LLC, **Articles of Organization** from the Secretary of the Commonwealth

Non-Profit Club Change of Officers/ Directors

- Payment Receipt
- Monetary Transmittal Form
- DOR Certificate of Good Standing
- DUA Certificate of Compliance
- Change of Officer/Directors Application
- Vote of the club signed by an approved officer
- Business Structure Documents -**Articles of Organization** from the Secretary of the Commonwealth

Management Agreement

- Payment Receipt
- Monetary Transmittal Form
- DOR Certificate of Good Standing
- DUA Certificate of Compliance
- Vote of Entity
- Management Agreement

**If abutter notification and advertisement are required for transaction, please see the local licensing authority.*

1. BUSINESS ENTITY INFORMATION

Entity Name

Municipality

ABCC License Number

Wollaston Golf Club

Milton

0003-CL-0720

Please provide a narrative overview of the transaction(s) being applied for. Attach additional pages, if necessary.

Change of Officers and Directors. Treasurer changed from Michael Flanagan to Laurence Curran. Directors James Bettini and William Maheras are no longer serving. New Directors Patrick Mathews and John Cronin are replacing them.

APPLICATION CONTACT

The application contact is the person who should be contacted with any questions regarding this application.

Name

Title

Email

Phone

Nicole Gulla

Clubhouse Manager

617.698.0800 x103

APPLICATION FOR AMENDMENT-Change of Officers, Stock or Ownership Interest

2. PROPOSED OFFICERS, STOCK OR OWNERSHIP INTEREST

List all individuals or entities that will have a direct or indirect, beneficial or financial interest in this license (E.g. Stockholders, Officers, Directors, LLC Managers, LLP Partners, Trustees etc.). Attach additional page(s) provided, if necessary, utilizing Addendum A.

- The individuals and titles listed in this section must be identical to those filed with the Massachusetts Secretary of State.
- The individuals identified in this section, as well as the proposed Manager of Record, must complete a CORI Release Form.
- Please note the following statutory requirements for Directors and LLC Managers:
On Premises (E.g. Restaurant/ Club/Hotel) Directors or LLC Managers - At least 50% must be US citizens;
Off Premises(Liquor Store) Directors or LLC Managers - All must be US citizens and a majority must be Massachusetts residents.
- If you are a Multi-Tiered Organization, please attach a flow chart identifying each corporate interest and the individual owners of each entity as well as the Articles of Organization for each corporate entity. Every individual must be identified in Addendum A.

Name of Principal

Residential Address

SSN

DOB

Patrick O'Brien

Title and or Position

Percentage of Ownership

Director/ LLC Manager US Citizen

MA Resident

President

0%

Yes

No

Yes

No

Yes

No

Name of Principal

Residential Address

SSN

DOB

Stephen Bold

Title and or Position

Percentage of Ownership

Director/ LLC Manager US Citizen

MA Resident

Vice President

0%

Yes

No

Yes

No

Yes

No

Name of Principal

Residential Address

SSN

DOB

Lawrence Curran

Title and or Position

Percentage of Ownership

Director/ LLC Manager US Citizen

MA Resident

Treasurer

0%

Yes

No

Yes

No

Yes

No

Name of Principal

Residential Address

SSN

DOB

Edward Regan

Title and or Position

Percentage of Ownership

Director/ LLC Manager US Citizen

MA Resident

Clerk

0%

Yes

No

Yes

No

Yes

No

Name of Principal

Residential Address

SSN

DOB

Ryan Magner

Title and or Position

Percentage of Ownership

Director/ LLC Manager US Citizen

MA Resident

Director

0%

Yes

No

Yes

No

Yes

No

Name of Principal

Residential Address

SSN

DOB

R. Bradford Porter

Title and or Position

Percentage of Ownership

Director/ LLC Manager US Citizen

MA Resident

Director

0%

Yes

No

Yes

No

Yes

No

Additional pages attached?

Yes No

CRIMINAL HISTORY

Has any individual listed in question 2, and applicable attachments, ever been convicted of a State, Federal or Military Crime? If yes, attach an affidavit providing the details of any and all convictions.

Yes No

MANAGEMENT AGREEMENT

Are you requesting approval to utilize a management company through a management agreement? Please provide a copy of the management agreement.

Yes No

2. PROPOSED OFFICERS, STOCK OR OWNERSHIP INTEREST(Continued...)

List all proposed individuals or entities that will have a direct or indirect, beneficial or financial interest in this license (E.g. Stockholders, Officers, Directors, LLC Managers, LLP Partners, Trustees etc.).

Entity Name

Percentage of Ownership in Entity being Licensed
(Write "NA" if this is the entity being licensed)

NA

Name of Principal

Residential Address

SSN

DOB

Mark Toglia

Title and or Position

Director

Percentage of Ownership

0%

Director

Yes No

US Citizen

Yes No

MA Resident

Yes No

Name of Principal

Residential Address

SSN

DOB

John B. Hynes, III

Title and or Position

Director

Percentage of Ownership

0%

Director

Yes No

US Citizen

Yes No

MA Resident

Yes No

Name of Principal

Residential Address

SSN

DOB

Patrick Mathews

Title and or Position

Director

Percentage of Ownership

0%

Director

Yes No

US Citizen

Yes No

MA Resident

Yes No

Name of Principal

Residential Address

SSN

DOB

John Cronin

Title and or Position

Director

Percentage of Ownership

0%

Director

Yes No

US Citizen

Yes No

MA Resident

Yes No

Name of Principal

Residential Address

SSN

DOB

Title and or Position

Percentage of Ownership

Director

Yes No

US Citizen

Yes No

MA Resident

Yes No

Name of Principal

Residential Address

SSN

DOB

Title and or Position

Percentage of Ownership

Director

Yes No

US Citizen

Yes No

MA Resident

Yes No

Name of Principal

Residential Address

SSN

DOB

Title and or Position

Percentage of Ownership

Director

Yes No

US Citizen

Yes No

MA Resident

Yes No

CRIMINAL HISTORY

Has any individual identified above ever been convicted of a State, Federal or Military Crime?
If yes, attach an affidavit providing the details of any and all convictions.

Yes No

APPLICATION FOR AMENDMENT-Change of Officers, Stock or Ownership Interest

3. CURRENT OFFICERS, STOCK OR OWNERSHIP INTEREST

List the individuals and entities of the current ownership. Attach additional pages if necessary utilizing the format below.

Name of Principal	Title/Position	Percentage of Ownership
Patrick O'Brien	President	0%
Name of Principal	Title/Position	Percentage of Ownership
Stephen Bold	Vice President	0%
Name of Principal	Title/Position	Percentage of Ownership
Michael Flanagan	Treasurer	0%
Name of Principal	Title/Position	Percentage of Ownership
Edward Regan	Clerk	0%
Name of Principal	Title/Position	Percentage of Ownership
Ryan Magner	Director	0%
Name of Principal	Title/Position	Percentage of Ownership
R. Bradford Porter	Director	0%

4. INTEREST IN AN ALCOHOLIC BEVERAGES LICENSE

Does any individual or entity identified in question 2, and applicable attachments, have any direct or indirect, beneficial or financial interest in any other license to sell alcoholic beverages? Yes No If yes, list in table below. Attach additional pages, if necessary, utilizing the table format below.

Name	License Type	License Name	Municipality

5. PREVIOUSLY HELD INTEREST IN AN ALCOHOLIC BEVERAGES LICENSE

Has any individual or entity identified in question 2, and applicable attachments, ever held a direct or indirect, beneficial or financial interest in a license to sell alcoholic beverages, which is not presently held? Yes No If yes, list in table below. Attach additional pages, if necessary, utilizing the table format below.

Name	License Type	License Name	Municipality

6. DISCLOSURE OF LICENSE DISCIPLINARY ACTION

Have any of the disclosed licenses listed in question 4 or 5 ever been suspended, revoked or cancelled?

Yes No If yes, list in table below. Attach additional pages, if necessary, utilizing the table format below.

Date of Action	Name of License	City	Reason for suspension, revocation or cancellation



Town of Milton

TEL 617-898-4846

TOWN OFFICE BUILDING
525 CANTON AVENUE
MILTON, MASSACHUSETTS

SPECIAL ONE DAY LIQUOR LICENSE APPLICATION

Applicant's Name: John Morton

Applicant's Address: 101 Wolcott Road, Milton, MA 02186

Applicant's Contact Information: 857-342-9500, ext. 14 / development@bluehillscollaborative.org
Telephone # _____ E-Mail Address _____

Organization Name: Catholic Parishes of the Blue Hills- St. Pius X

Name of Event: Trivia Night

Description of Event: 2 hour trivia night with a cash bar and raffles

The Applicant is: Non-profit Organization or For Profit Organization

Date of Event: Saturday, April 27 2024

Hours of Event: 6:30 PM to 9:30 PM

Location of Event: St. Pius X Church

Number of Participants: 130

License For: All Alcoholic Beverages - Issued only to a non-profit organization
 Wine and Malt Beverages Only

Recommended Number of Police Officer(s) to be assigned: 1

SIGNATURE: _____
Chief of Police

SIGNATURE: _____
Town Administrator on behalf of Select Board

APPLICANT'S SIGNATURE: John Morton **Date:** 3/25/24

Applicants must attest to the information provided in order for the license to be approved. Completed applications should be submitted to the Select Board Office along with payment in the form of a check in the amount of \$50.00 made payable to the Town of Milton. The Select Board, as the Town of Milton's Licensing Authority, requires approval at a scheduled public meeting. Please submit the application 30 days in advance of the event for which the license is being applied.

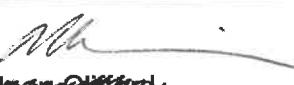


Town of Milton

TEL 617-898-4843

TOWN OFFICE BUILDING
525 CANTON AVENUE
MILTON, MASSACHUSETTS

SPECIAL ONE DAY LIQUOR LICENSE APPLICATION

Applicant's Name:	Debbie Merriam		
Applicant's Address:	1465 Brush Hill Road [REDACTED]		
Applicant's Contact Information:	Telephone #	E-Mail Address	
Organization Name:	M.M.B. Wakefield Arboretum		
Name of Event:	Dogwood Days Picnic		
Description of Event:	Fundraising Picnic to celebrate the dogwoods		
The Applicant is:	<input checked="" type="checkbox"/> Non-profit Organization	or	<input type="checkbox"/> For Profit Organization
Date of Event:	6/1/2024		
Hours of Event:	4-9pm		
Location of Event:	1465 Brush Hill		
Number of Participants:	140		
License For:	<input type="checkbox"/> All Alcoholic Beverages - Issued only to a non-profit organization <input checked="" type="checkbox"/> Wine and Malt Beverages Only		
Recommended Number of Police Officer(s) to be assigned:			
SIGNATURE: _____	SIGNATURE: _____		
Chief of Police		Town Administrator on behalf of Select Board	
 Debbie Merriam		Date: <u>06/01/24</u> 3/25/2024	
APPLICANT'S SIGNATURE: _____			

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Town of Milton

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525 CANTON AVENUE
MILTON, MASSACHUSETTS

TEL 617-898-4843

SPECIAL ONE DAY LIQUOR LICENSE APPLICATION

Applicant's Name:	Debbie Merriam		
Applicant's Address:	1465 Brush Hill Road [REDACTED]		
Applicant's Contact Information:	Telephone #	E-Mail Address	
Organization Name:	M.M.B. Wakefield Arboretum		
Name of Event:	Dogwood Days Trivia Tour		
Description of Event:	A tour through the garden with beverages and snacks to celebrate [REDACTED]		
The Applicant is:	<input checked="" type="checkbox"/> Non-profit Organization	or	<input type="checkbox"/> For Profit Organization
Date of Event:	6/6/2024		
Hours of Event:	6-8pm		
Location of Event:	1465 Brush Hill		
Number of Participants:	30		
License For:	<input type="checkbox"/> All Alcoholic Beverages - Issued only to a non-profit organization <input checked="" type="checkbox"/> Wine and Malt Beverages Only		
Recommended Number of Police Officer(s) to be assigned: _____			

SIGNATURE: _____
Chief of Police

SIGNATURE: _____
Town Administrator on behalf of Select Board

APPLICANT'S SIGNATURE: _____

Date: 06/06/2024 3/25/2024

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TOWN OF MILTON BOARD OF HEALTH

525 CANTON AVENUE
MILTON, MASSACHUSETTS 02186

(617) 898-4886 (617) 696-5172 FAX
www.townofmilton.org

TO: Select Board members

FROM: Caroline A. Kinsella B.S.N., R.N., R.S.
Health Director/Public Health Nurse

DATE: 3/27/2024

RE: Acceptance of \$12,500.00 from Mike's 5K to Crush Substance Abuse

The Milton Coalition, formerly known as the Milton Substance Abuse Prevention Coalition, and the Milton Board of Health would like to thank the Mulcahy Family for their generous annual donation from Mike's 5k to Crush Substance Abuse. Mike's 5K was founded in 2017 in memory of Mike Mulcahy who passed away in 2016 after battling substance misuse for ten years. The mission of Mike's 5K is to promote a positive message concerning the drug epidemic by erasing the stigma and raising awareness.

This donation will enable the Milton Coalition to continue its mission:

“The Milton Coalition focuses on preventing and reducing youth substance abuse. Through a committed collaboration of diverse community members and sectors dedicated to a comprehensive and long-term approach, our efforts will foster a healthy, supportive and compassionate town environment.”

Respectfully,

Caroline A. Kinsella

Caroline A. Kinsella
Health Director/Public Health Nurse