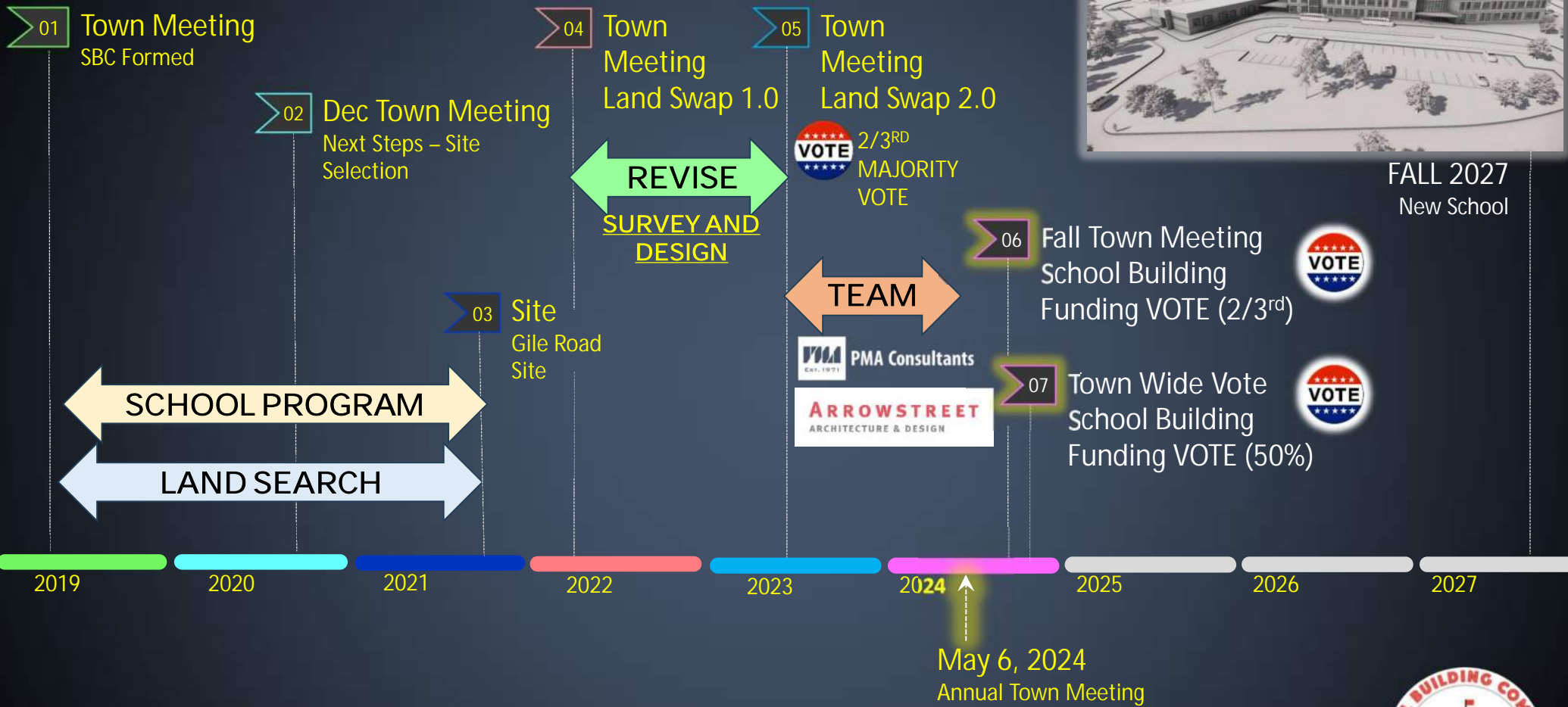


TOWN MEETING **SCHOOL BUILDING** **COMMITTEE**

MAY 6, 2024

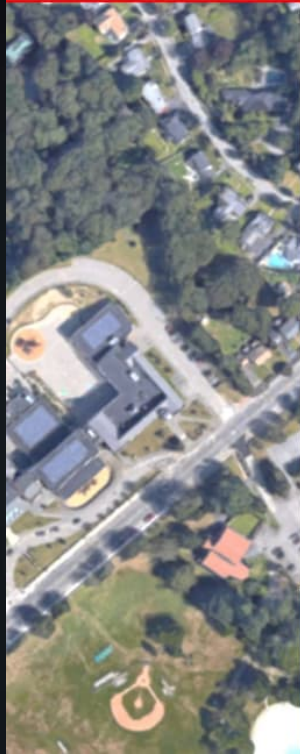




SCHOOL BUILDING TIMELINE

Elementary Schools Totals

Long-term (10 years)



	Current usage	Assumed Program	Shortfall
Pre-K Classrooms	5.5	6	.5 ✓
K Classrooms	16	20	4 ✓
Classrooms (Gr. 1 – 5)	79	95	16 ✓
Art, Music	6	8	2 ✓
Computer	1	0	(1)
Special Ed	0 (21 x .5)	4	4 ✓
Full-size Classrooms:	107.5	133	25.5 (24%)
Average Class Sizes:	current	if no change	
Kindergarten:	22	21-28 avg: 24	
Gr. 1 – 5:	23	22-29 avg: 25	



26
CLASSROOMS
SHORT
(5 YEARS AGO)

2019 SPACE NEEDS STUDY



CLASSROOM CONVERSION



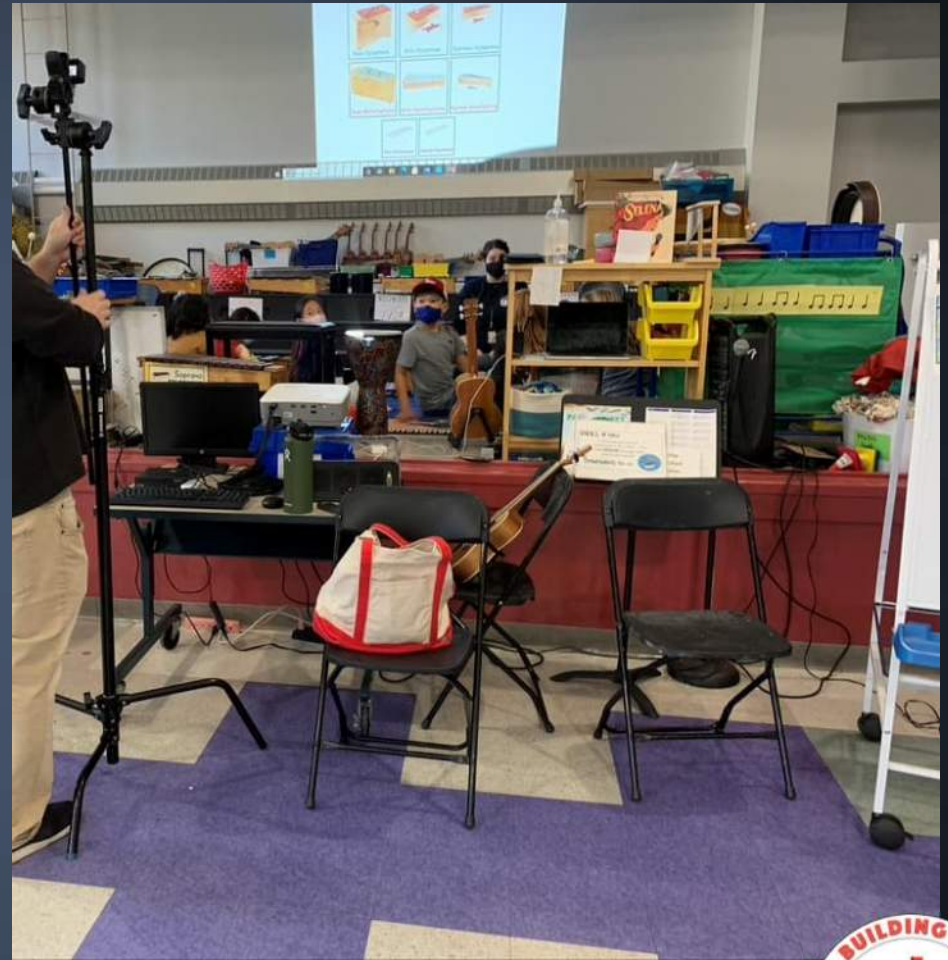


GYMNASIUM

CLASSROOM IN A
GYMNASIUM

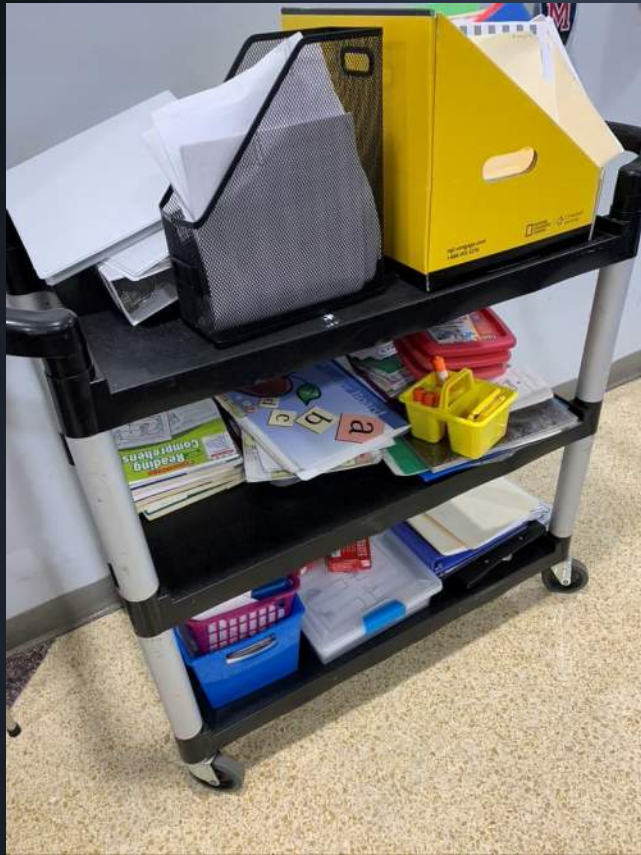
CLASSES IN GYMNASIUM





MUSIC ON STAGE





CART CLASSROOMS





HALLWAYS





COLLICOT-CUNNINGHAM LIBRARY



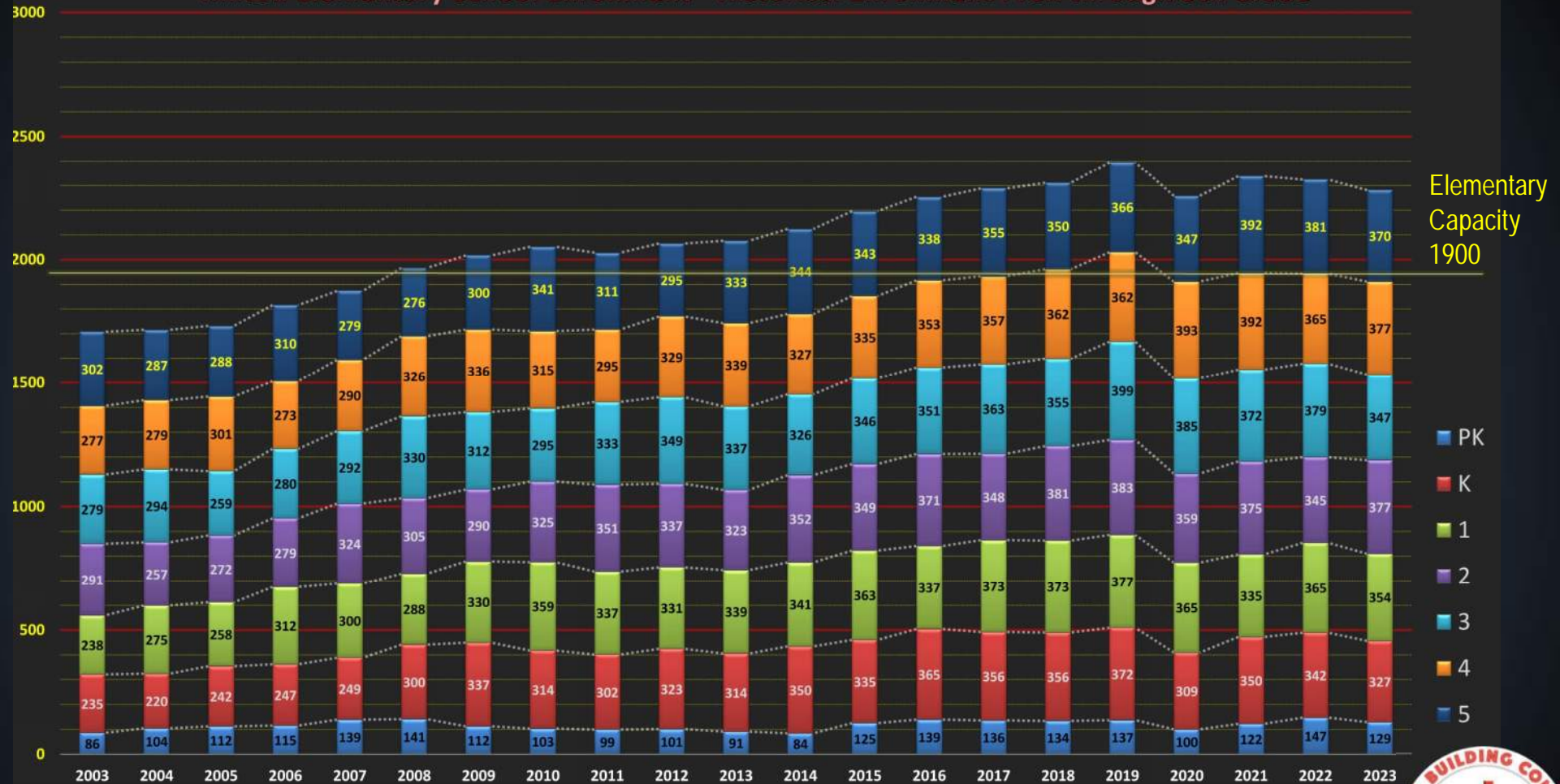
Birth Year	Births		School Year	PK	
2010	258		2015-16	125	
2011	248		2016-17	126	
2012	293		2017-18	127	
2013	289		2018-19	128	
2014	270	(est.)	2019-20	129	
2015	271	(est.)	2020-21	130	
2016	274	(est.)	2021-22	131	
2017	260	(est.)	2022-23	132	
2018	277	(est.)	2023-24	133	
2019	275	(est.)	2024-25	134	347
2020	275	(est.)	2025-26	135	347



ENROLLMENT
DATA / GRADE
CONFIGURATIONS

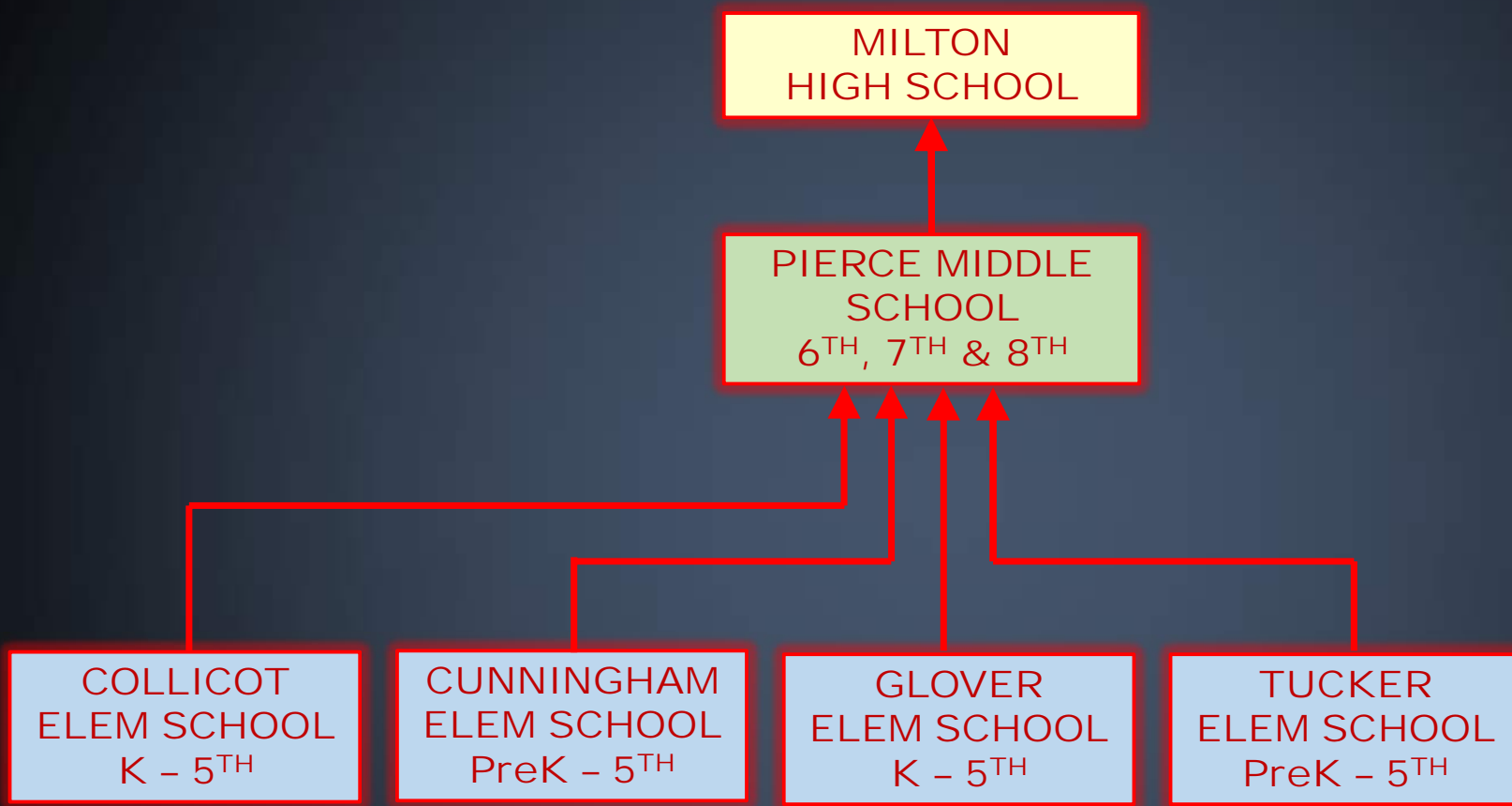
*Projections should be updated on an annual basis.

Milton Elementary School Enrollment - Historical Enrollment PreK through 5th Grade



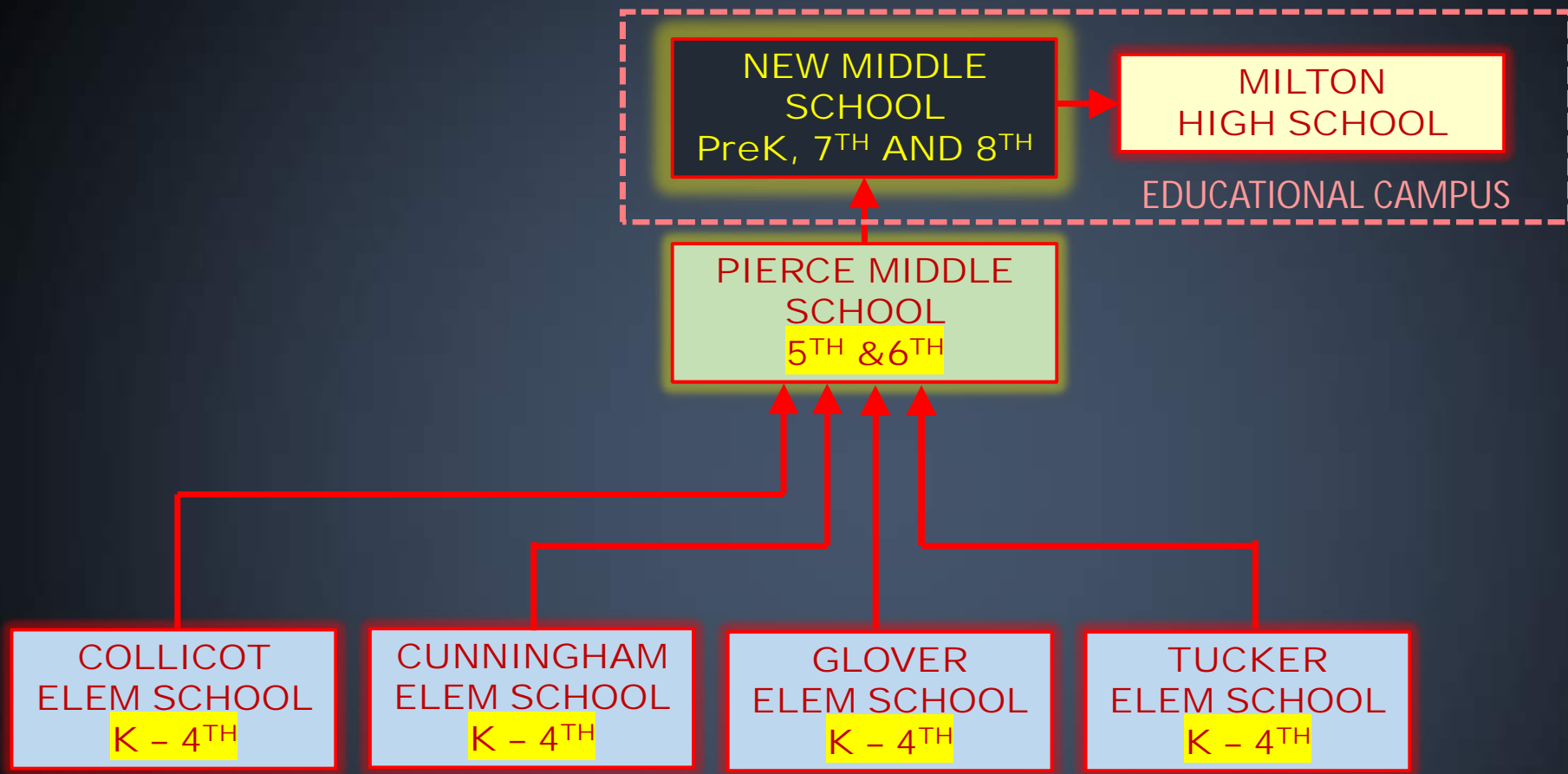
EXISTING ENROLLMENT





DISTRICT ARCHITECTURE

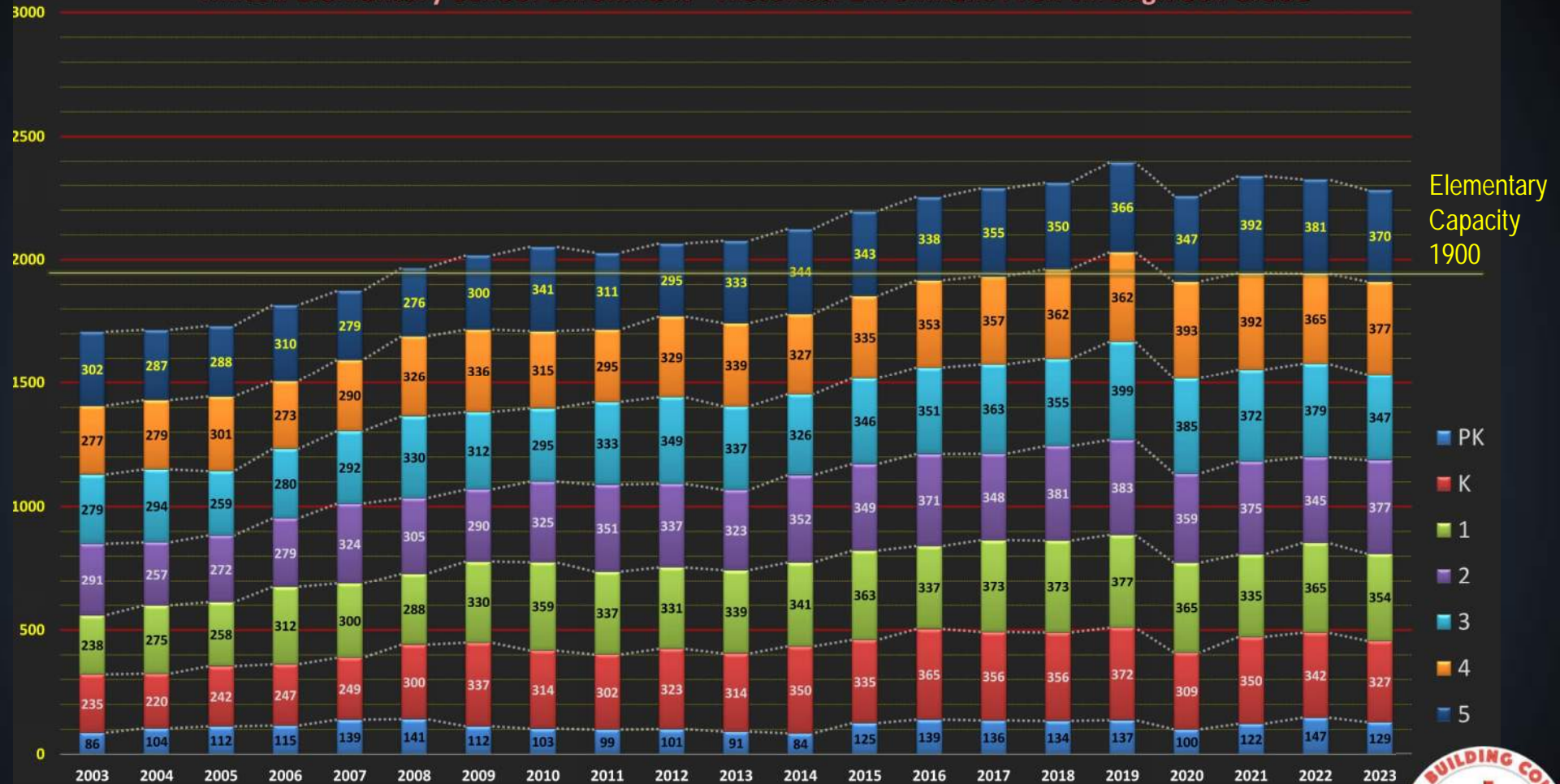




STUDY – MIDDLE WITH PreK



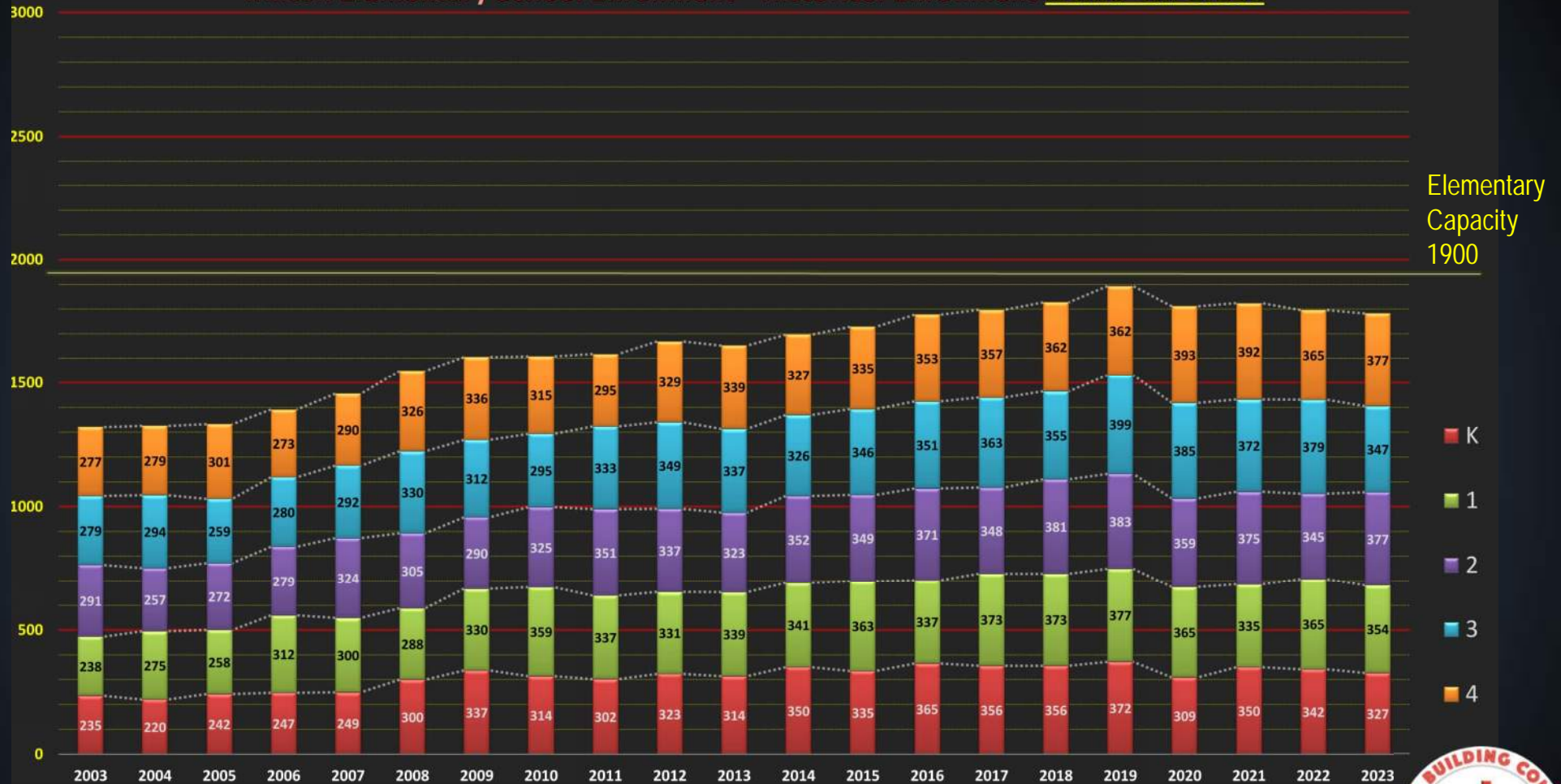
Milton Elementary School Enrollment - Historical Enrollment PreK through 5th Grade



EXISTING ENROLLMENT



Milton Elementary School Enrollment - Historical Enrollment K thru 4th Grade



PROPOSED ENROLLMENT AFTER PROJECT





SITE SELECTION

AN ACT AUTHORIZING THE TOWN OF MILTON TO USE CERTAIN PROPERTY FOR SCHOOL PURPOSES

By Mr. Timilty, a petition (accompanied by bill, Senate, No. 2549) of Walter F. Timilty (by vote of the town) for legislation to authorize the town of Milton to use certain property for school purposes. Municipalities and Regional Government. [Local Approval Received.]

[View Text](#)[Print Preview](#)[Download PDF](#)

Presenter: Walter F. Timilty

Status: Referred to Senate Committee on Bills in the Third Reading

City/Town: Milton (Local Approval Required)

[Bill History](#)[Petitioners](#)

Displaying 9 actions for Bill S.2549

Date	Branch	Action
1/11/2024	Senate	Rules suspended
1/11/2024	Senate	Referred to the committee on Municipalities and Regional Government
1/16/2024	House	House concurred
2/7/2024	Joint	Hearing scheduled for 02/07/2024 from 04:00 PM-12:00 PM in Written Testimony Only
2/15/2024	House	Reporting date extended to Thursday February 29, 2024, pending concurrence
2/29/2024	Senate	Reporting date extended to Thursday, March 7, 2024, pending concurrence
3/4/2024	House	House concurred
3/7/2024	Senate	<u>Bill reported favorably by committee</u> and placed in the Orders of the Day for the next session
3/21/2024	Senate	Read second and ordered to a third reading

- ☒ The Town must send the Senator a certified copy of the final legislative proposal.
- ☒ Senate Counsel will perform a legislative analysis.
- ☒ We will then file a docket with the Senate Clerk and submit a written request advocating that the Senate admit the docket as a bill and that it be referred to committee.
- ☒ Once placed on the Senate Calendar, the item will be eligible to be ordered forward. Once so ordered,
- ☒ The House of Representatives will then be able to place the item before the body where it will be eligible to be ordered forward to a committee of subject matter jurisdiction.
- ☒ The Clerk will then assign the docket an official bill number and direct the bill to the committee.
- ☒ The committee will need to schedule a hearing on the bill and provide public notice of the hearing in advance.
- ☒ At the hearing, the committee will listen to testimony from all interested parties.
- ☒ After the hearing, but not typically on the same day, the committee will compile the testimony and make one of five determinations:
 - o A favorable report, which recommends that the bill be passed by the Senate;
 - o An unfavorable report, which recommends that the bill be defeated by the Senate;
 - o No recommendation, which means that the committee is not taking a position on the bill;
 - o A report recommending that the bill be amended; or
 - o A report recommending that the bill be referred to another committee.
- ☒ If the committee makes a favorable report, the bill will then be eligible, upon request, to be scheduled for the reading phases on the Senate floor.
- Once read a third time, the Senate can engross the bill, it will then be sent to the House of Representatives.
- The House of Representatives will then need to go through the same process as the Senate, with readings and a vote of engrossment on the floor.
- Provided that the two engrossed bills are identical, the Senate, and the House of Representatives separately, would then need to schedule votes to enact the bill. Note that these votes must be taken in formal sessions, by roll call, and at a two-thirds standard.
- Once enactment votes are achieved by both branches the bill will then be sent to the Governor for her approbation.
- The Governor has 10 days to sign the bill (not including weekends or holidays), veto it, or let it become law without her signature.

LAND SWAP HOME RULE PETITION





Imagery Date: 6/30/2022 42°15'02.53" N 71°05'10.58" W

GILE ROAD SITE





GILE ROAD SITE



BEST NET ZERO
ARCHITECTURE FIRM
2023

BUILD MAGAZINE

ARCHITECTURAL TEAM

Meet the Team

Building wonderful places to learn

ARROW STREET
ARCHITECTURE & DESIGN



Larry Spang
Principal-in-Charge



Katy Lillich
Project Manager



Tina Soo Hoo
Project Architect



Kate Bubriski
Sustainability &
Building Performance



Shonali Rajani
Architect



Daniel Sider
Architect



Jade Cummings
Landscape Architect
Terraink



Mike Pirollo
Educational Planner
MLP Integrated Design



Robert J. Michaud
Traffic Consultant
MDM



PMA Consultants



Project Manager
Sean Burke
Milton Resident



Assistant PM
Sheamus O'Connor
Milton Resident

New P9 TMM

PROJECT TEAM – ARCHITECT AND OPM



ARROWSTREET

ARCHITECTURE & DESIGN

Town of Milton

Milton Public Schools

Arrowstreet

Architecture, Sustainability/Green Design/Renewable Energy, Building Performance, Library/Media

Laurence Spang, AIA, LEED AP, MCPPO
Principal-in-Charge, MA #7984

Katy Lillich, AIA, LEED AP, MCPPO
Project Manager, MA #32278

Tina Soo Hoo, AIA
Project Architect, MA #30884

Kate Bubriski, AIA, LEED AP BD+C, Fitwel Ambassador
Director of Sustainability & Building Performance, MA #50129

Daniel Snider, AIA
Architect, MA #951386

Shonali Rajani, AIA
Architect, MA #20107

PEER Consultants, P.C.

Environmental
Permitting,
Geoenvironmental
Engineering, &
Hazardous Materials
David Gorden, BCES,
CWS, CPSS
Project Manager
MA #AI900459

MBE/WBE

Pamela Perini Consulting

Security
Pamela Perini, PSP
Security
Steve Trask
Security & Emergency
Management

WBE

HLB Lighting Design

Lighting
Carrie Hawley
Principal-in-Charge

WBE

PM&C

Cost Estimating

Peter Bradley, LEED AP
Cost Estimating and
Control

Maria McKenna
Cost Estimating and
Control

Terraink, Inc

Landscape Architecture

Jade Cummings, LEED AP
Principal Landscape
Architect of Design
MA #1406

Kellie Anne Connelly
Principal Landscape
Architect of Construction
MA #1214

WBE

Crabtree McGrath Associates, Inc

Kitchen/Food Service
John Sousa
Food Service Equipment

Garcia, Galuska, DeSousa

Fire Protection,
Plumbing, HVAC,
Electrical & Data/
Communications

Christopher M. Garcia,
PE

Fire Protection &
Plumbing Engineer
MA #45034

Dominick Puniello
PE, CEM, LEED AP
Mechanical (HVAC)
Engineer
MA #48326

David M. Pereira, PE
Electrical & Data/
Communication
MA #49310

Engineers Design Group

Structural Engineering
Mehul Dhruv, PE
Structural Engineer
MA #37453

MBE

Lahlaf Geotechnical Consulting, Inc.

Geotechnical
Engineering

Abdelmadjid M. Lahlaf,
PE
Geotechnical Engineer
MA #39814

Nicholas Proulx
Geotechnical
Engineering
Representative

MBE

Kalin Associates, Inc.

Specifications
Mark Kalin, FAIA, FCSI,
LEED AP
Specification Writer
MA #4657

Todd Tsiang

FF&E
Todd Tsiang
FF&E

MBE

MLP Integrated Design

Educational
Programming

Mike Pirolo, ALEP

Educational Planner

Green International Affiliates, Inc.

Site Surveying
& Civil Engineering

Danielle H. Spicer PE,
LEED AP
Civil/Site Project
Manager
MA #46067

Patrick Schollard, PLS
Project Surveyor
MA #48436

MBE

MDM Transportation Consultants, Inc

Traffic

Robert J. Michaud, PE
Traffic
MA #38101

Thornton Tomasetti

Sustainable/Green
Design/Renewable
Energy/ Net Zero Energy

Vamshi Gooje
LEED AP BD+C, BEMP,
CEM
Sustainability Principal-
in-Charge

Cavanaugh Tocci Associates, Inc

Technology/Audio Visual
& Acoustical

Kent F. McKelvie
Acoustics

Edward P. O'Neill
Acoustics

Alexander Bagnall
Audiovisual

Code Red

Code & Accessibility
Paul Moan, PE
Code Consultant
MA #52235

UPDATED JULY 2016

PROJECT TEAM SUBCONSULTANTS



Option 1: Consolidated Strategy



Option 1: Consolidated Strategy



ARROWSTREET CONCEPT



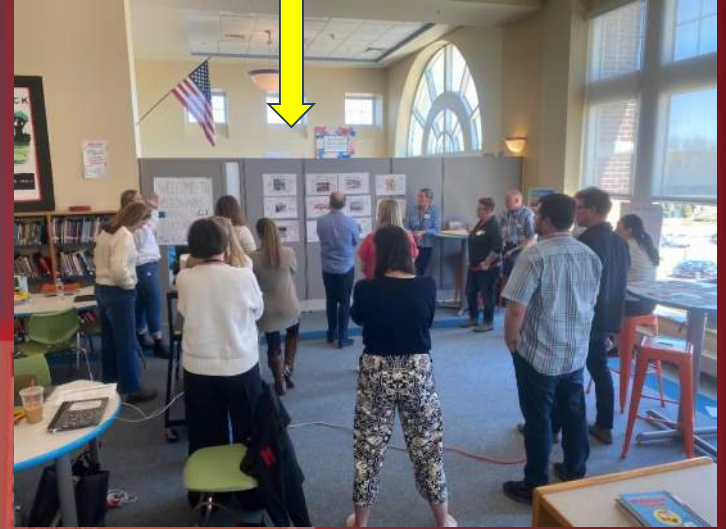
ARROWSTREET
ARCHITECTURE & DESIGN



Mike Pirollo
Educational Planner
MLP Integrated Design



(CLASSROOM BEHIND PARTITION)



EDUCATIONAL VISIONING SESSIONS



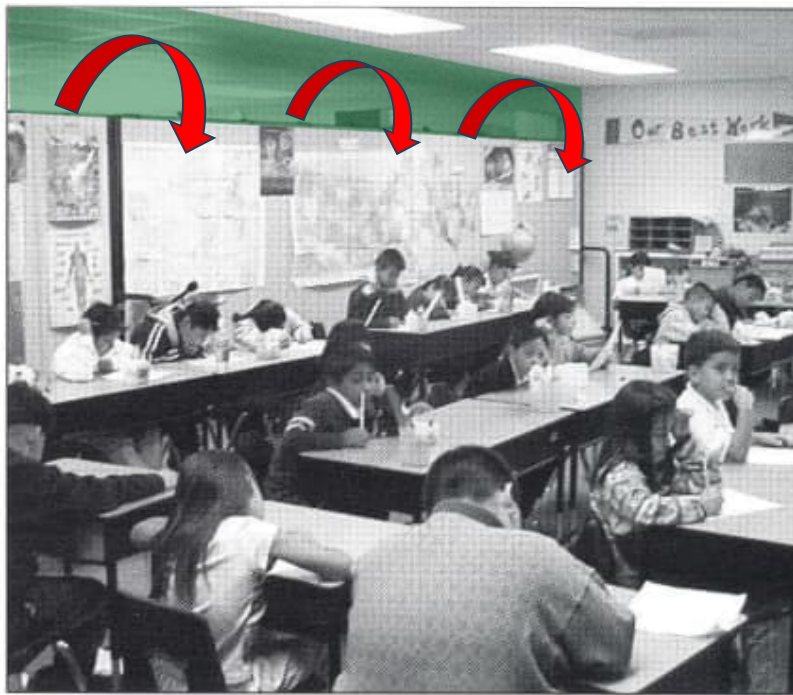
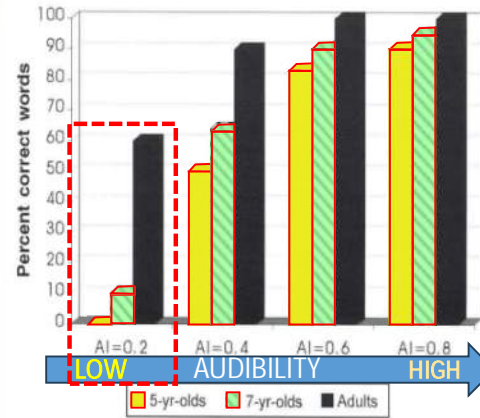
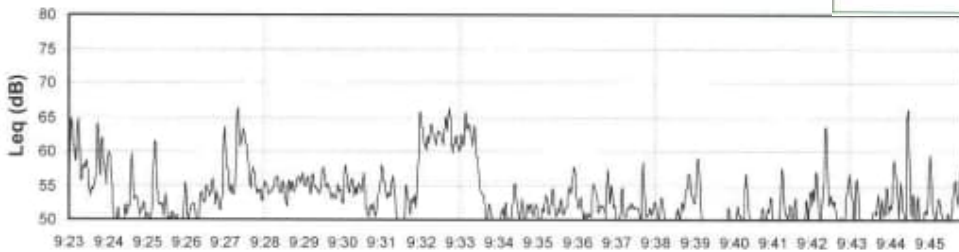


Figure 2
Effects of audibility on children's understanding of words



The percent of words correctly repeated is shown for 5-year-olds (grey bars), 7-year-olds (striped bars), and adults (black bars). Test conditions ranged from low audibility, $AI=0.2$, to high audibility, $AI=0.8$. (adapted from Stelmachowicz et al., 2000)

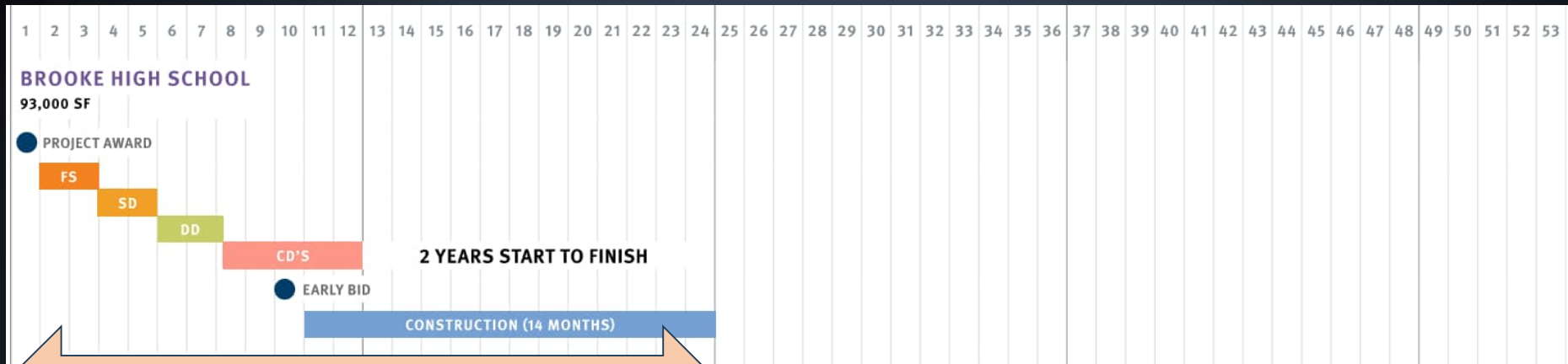


Educational effects of reduced access to the acoustic signal

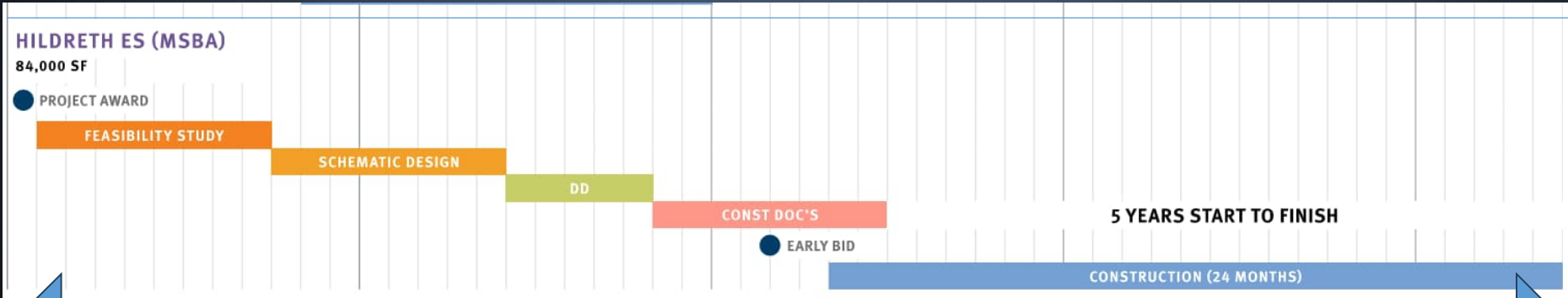
Students who do not have full auditory access to spoken information in classrooms (from the teacher or from peers) do not learn at a normal rate. The literature demonstrates that even slight hearing loss is often accompanied by delayed acquisition of vocabulary, reduced incidental learning, frequent significant academic delay, and limited reading abilities (e.g., Ross, 1990). However, none of these deficits is a necessary consequence of hearing loss. They are consequences, rather, of reduced communication opportunities between the child with hearing loss and that child's teachers and peers. If the acoustic barriers to communication can be overcome, then we can facilitate learning for all children.



NOISE IN CLASS



NON-MSBA PROJECT



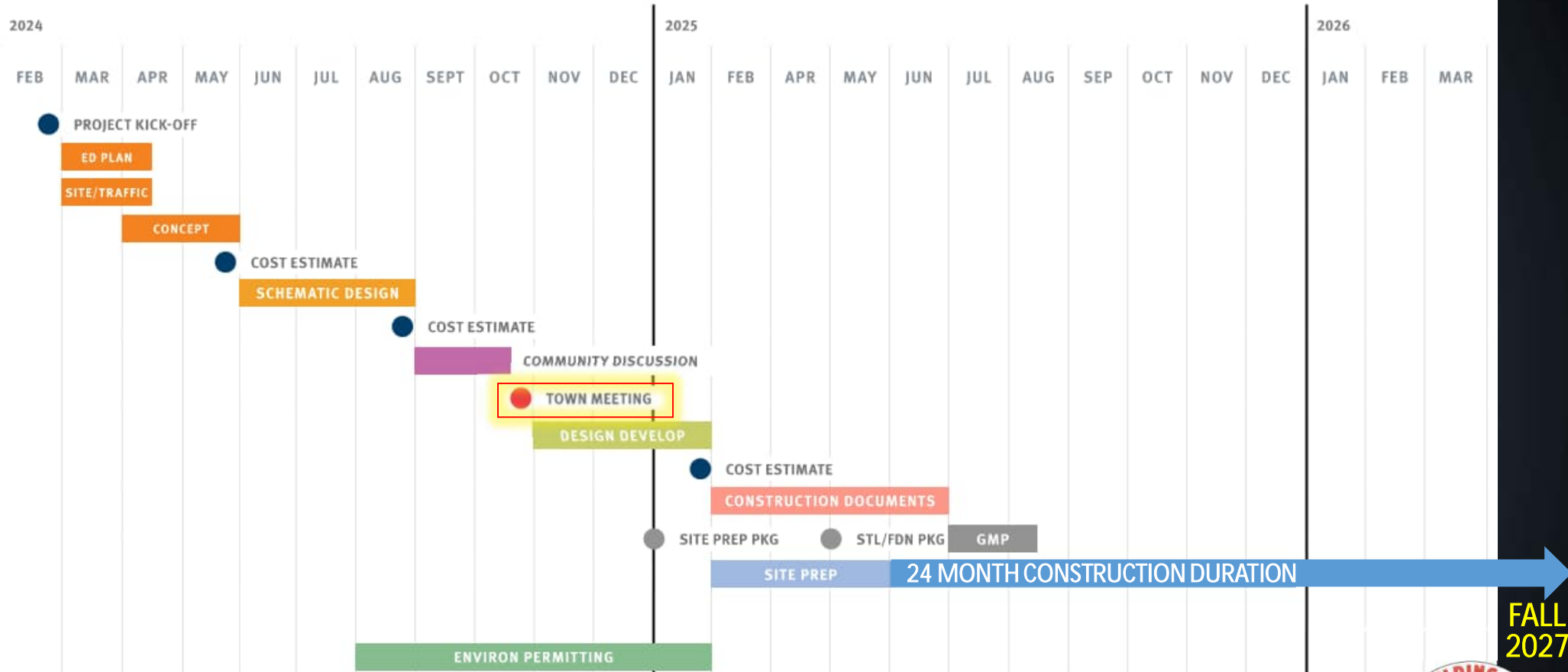
MSBA PROJECT

COST ESCALATION

MSBA -VS- NON MSBA PROJECT



Project Schedule:



PRELIMINARY PROJECT SCHEDULE





FALL 2027

