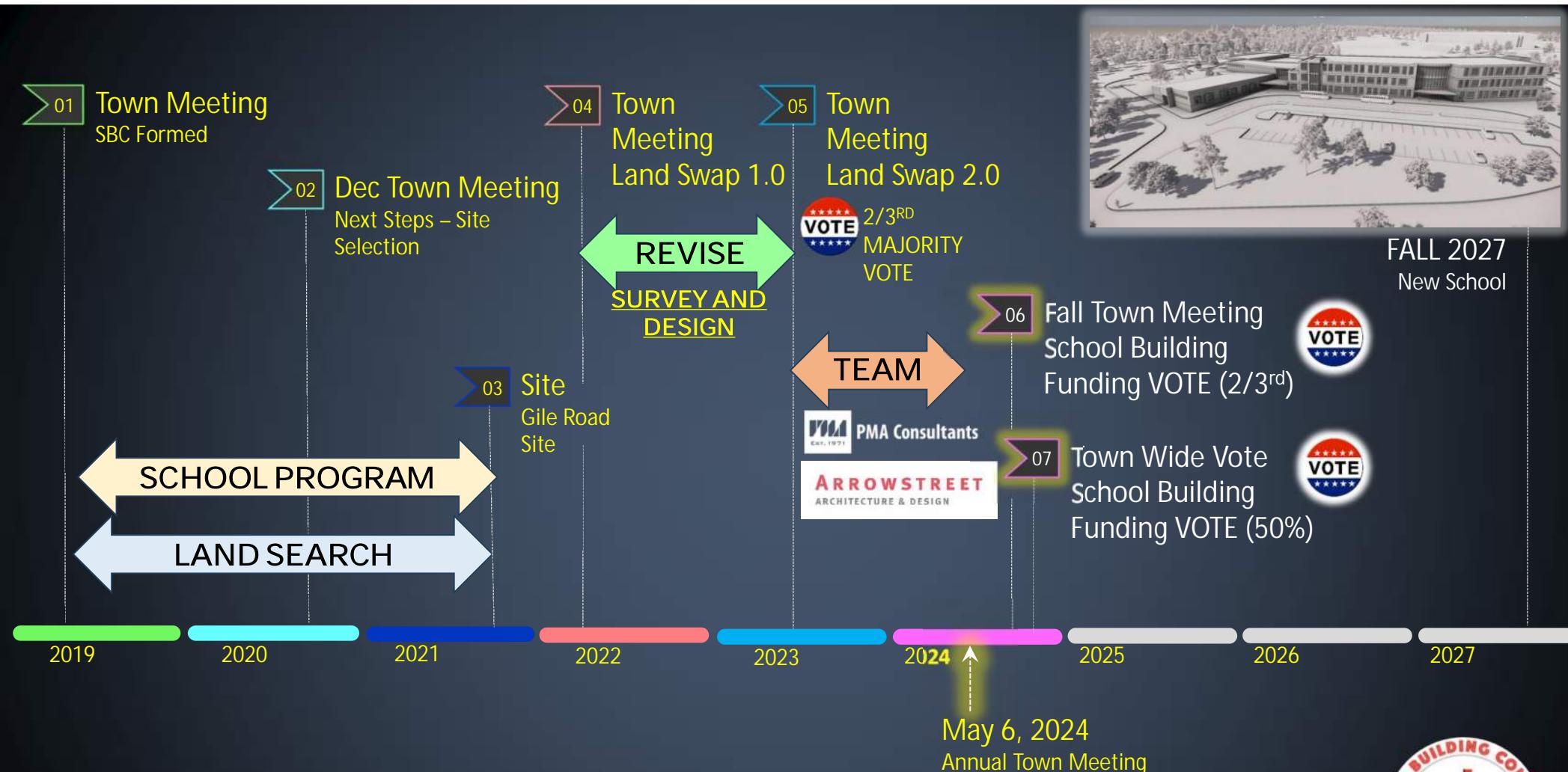


TOWN MEETING SCHOOL BUILDING COMMITTEE

MAY 6, 2024



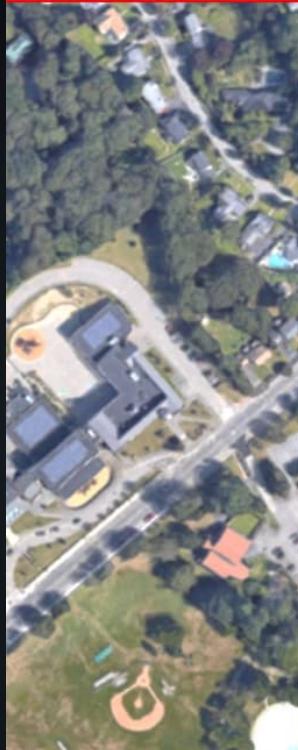


SCHOOL BUILDING TIMELINE



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	

DRA

26
CLASSROOMS
SHORT
(5 YEARS AGO)

2019 SPACE NEEDS STUDY



CLASSROOM CONVERSION





GYMNASIUM

CLASSES IN GYMNASIUM



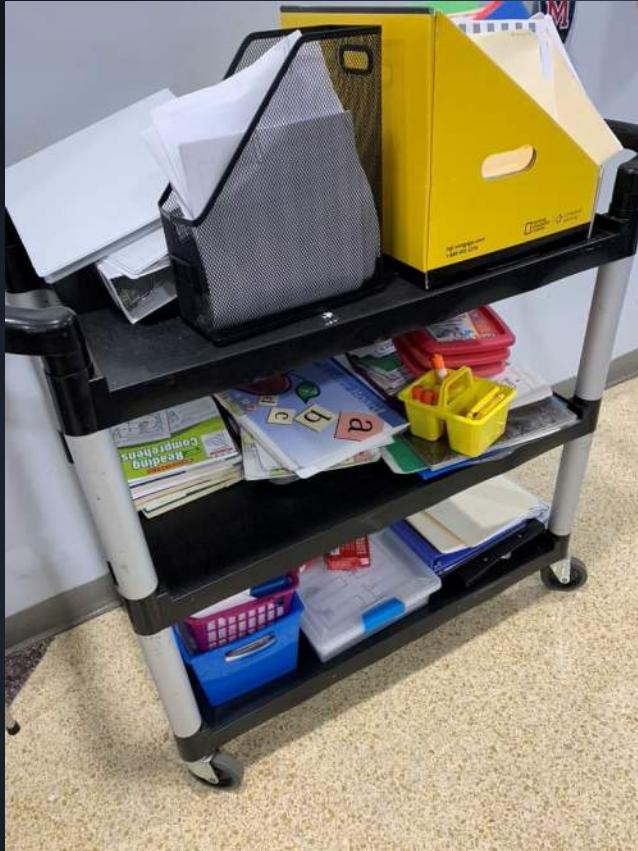
CLASSROOM IN A
GYMNASIUM





MUSIC ON STAGE





CART CLASSROOMS





HALLWAYS



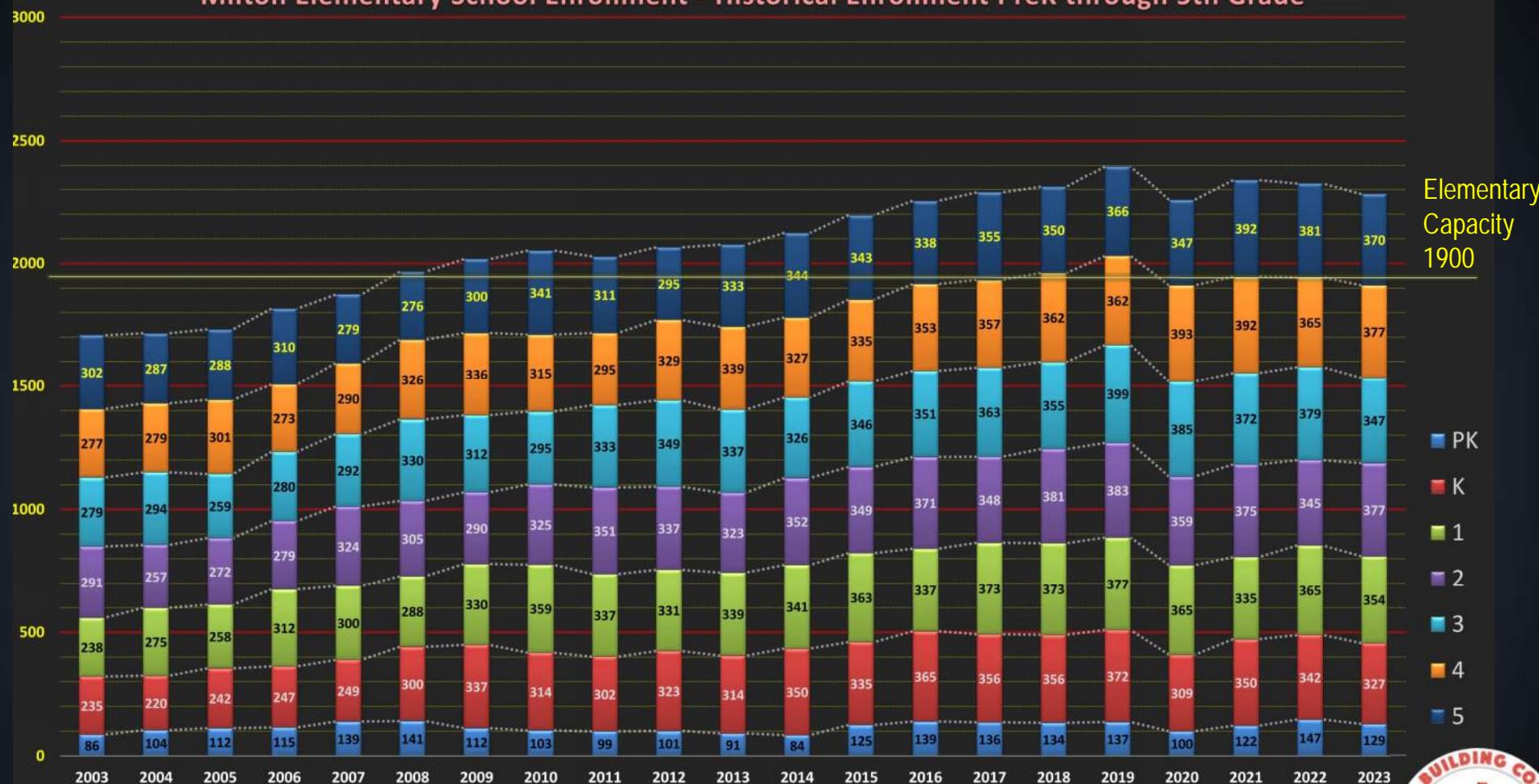


COLLICOT-CUNNINGHAM LIBRARY



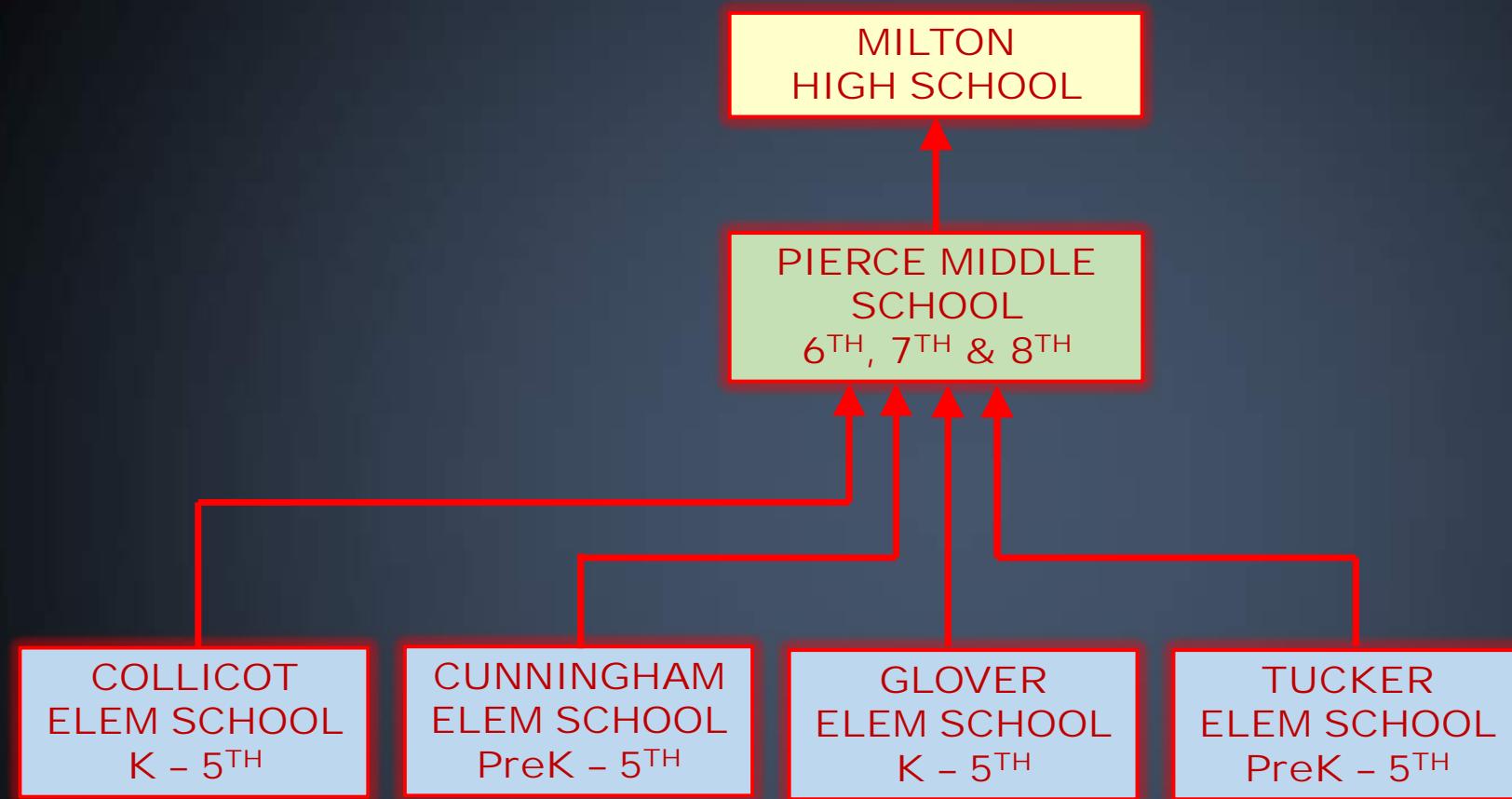
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	10010	10011	10012	10013	10014	10015	10016	10017	10018	10019	10020	10021	10022	10023	10024	10025	10026	10027	10028	10029	10030	10031	10032	10033	10034	10035	10036	10037	10038	10039	10040	10041	10042	10043	10044	10045	10046	10047	10048	10049	10050	10051	10052	10053	10054	10055	10056	10057	10058	10059	10060	10061	10062	10063	10064	10065	10066	10067	10068	10069	10070	10071	10072	10073	10074	10075	10076	10077	10078	10079	10080	10081	10082	10083	10084	10085	10086	10087	10088	10089	10090	10091	10092	10093	10094	10095	10096	10097	10098	10099	100100	100101	100102	100103	100104	100105	100106	100107	100108	100109	100110	100111	100112	100113	100114	100115	100116	100117	100118	100119	100120	100121	100122	100123	100124	100125	100126	100127	100128	100129	100130	100131	100132	100133	100134	100135	100136	100137	100138	100139	100140	100141	100142	100143	100144	100145	100146	100147	100148	100149	100150	100151	100152	100153	100154	100155	100156	100157	100158	100159	100160	100161	100162	100163	100164	100165	100166	100167	100168	100169	100170	100171	100172	1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Milton Elementary School Enrollment - Historical Enrollment PreK through 5th Grade



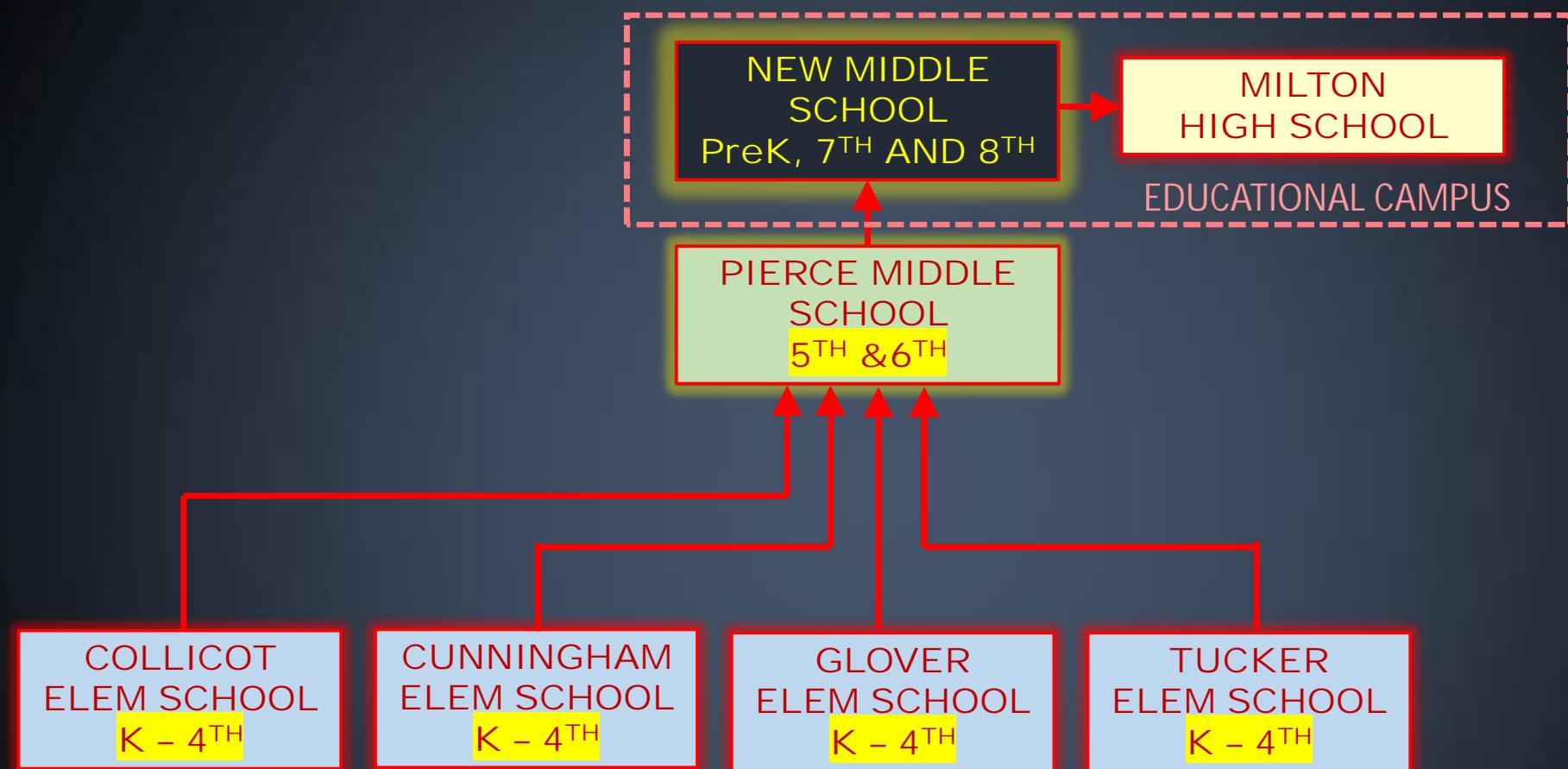
EXISTING ENROLLMENT





DISTRICT ARCHITECTURE

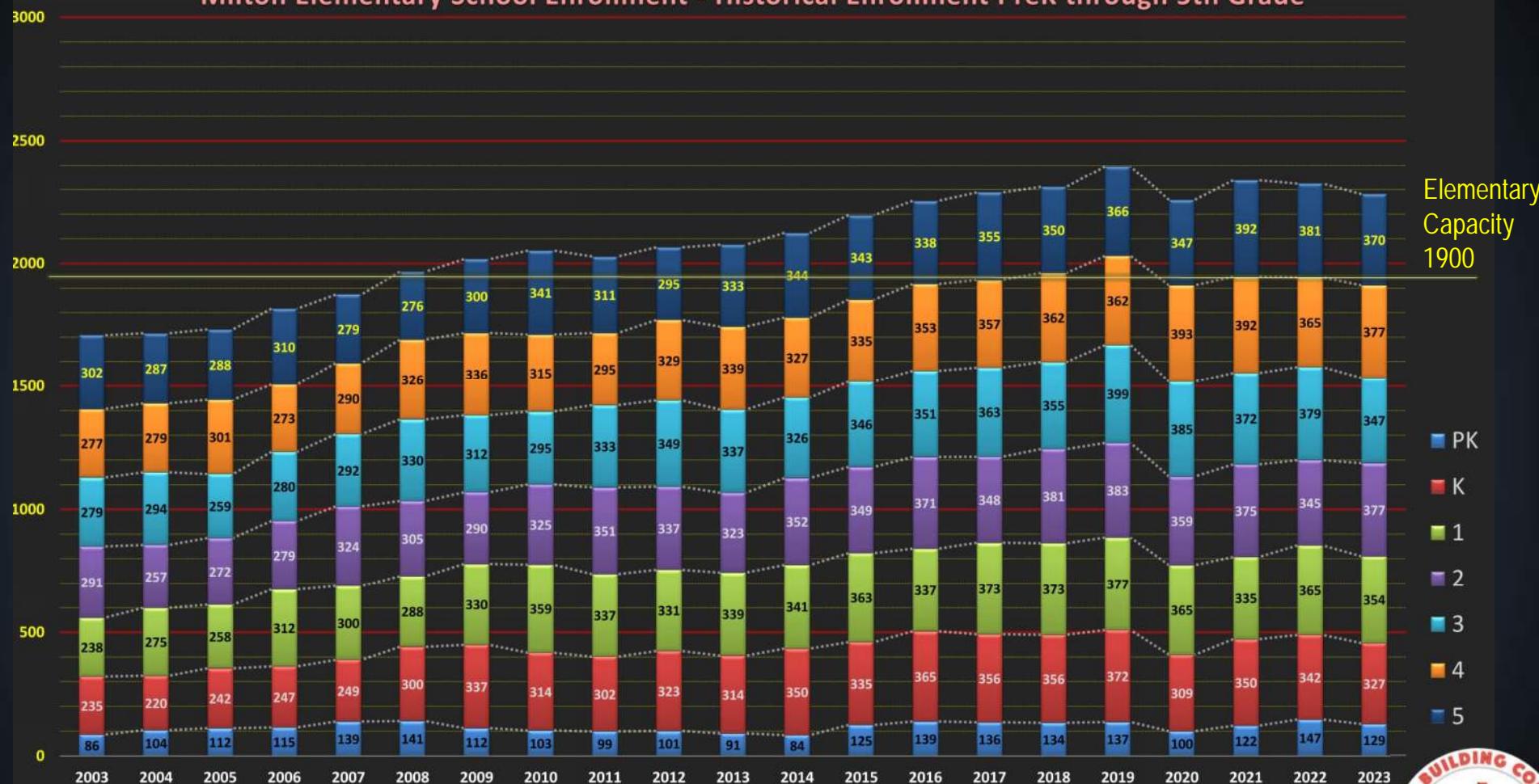




STUDY – MIDDLE WITH PreK



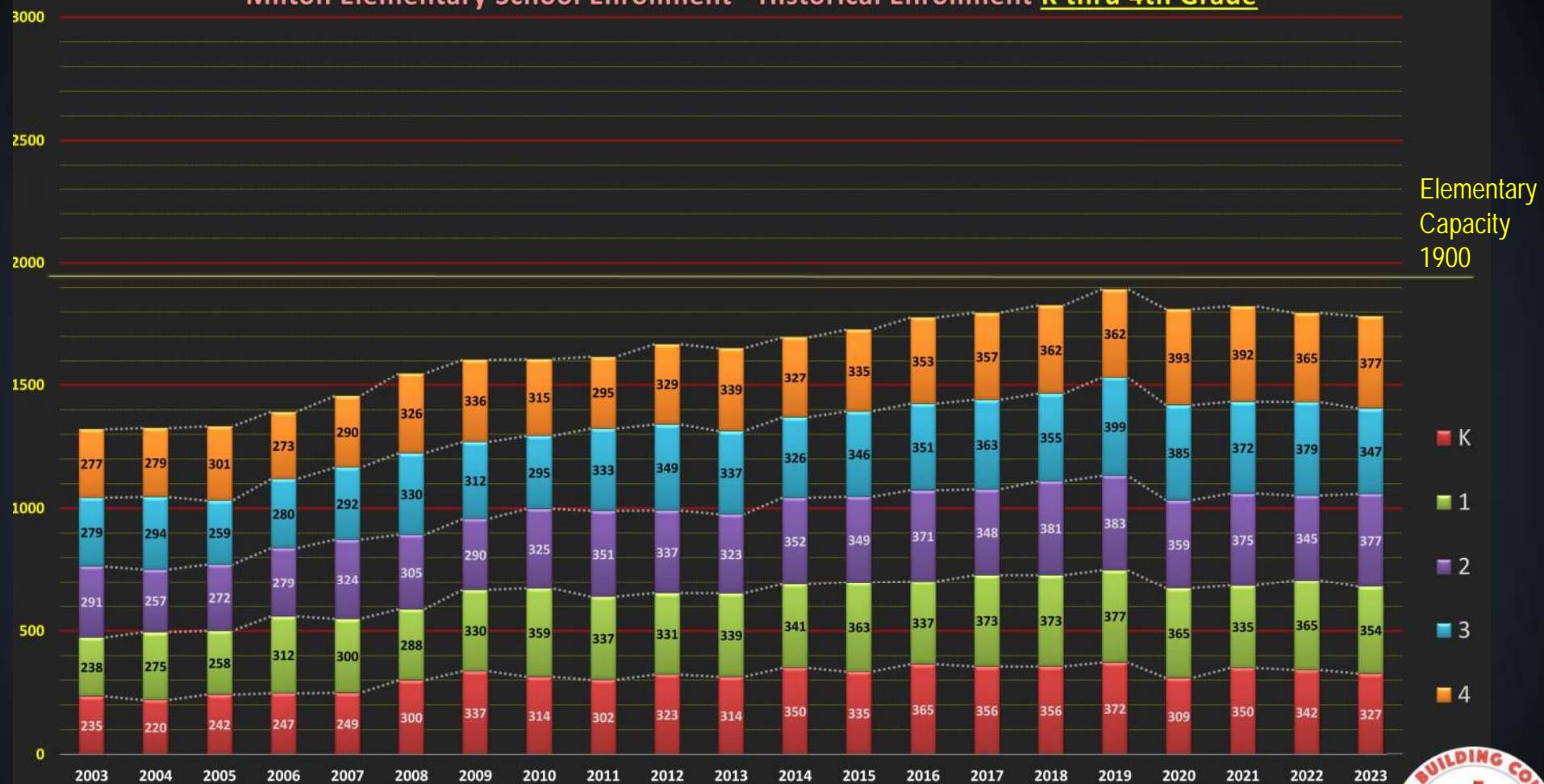
Milton Elementary School Enrollment - Historical Enrollment PreK through 5th Grade



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:
 - A favorable report, which recommends that the bill be passed by the Senate;
 - An unfavorable report, which recommends that the bill be defeated by the Senate;
 - No recommendation, which means that the committee is not taking a position on the bill;
 - A report recommending that the bill be amended; or
 - 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 it to become law without her signature.

LAND SWAP HOME RULE PETITION





GILE ROAD SITE

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





GILE ROAD SITE



BEST NET ZERO
ARCHITECTURE FIRM
2023

BUILD MAGAZINE

ARCHITECTURAL TEAM

Meet the Team

Building wonderful places to learn



Larry Spang
Principal-in-Charge



Katy Lillich
Project Manager



Tina Soo Hoo
Project Architect

ARROWSTREET
ARCHITECTURE & DESIGN



Kate Bubriski
Sustainability &
Building Performance



Shonali Rajani
Architect



Daniel Sider
Architect



Jade Cummings
Landscape Architect
Terrain



Mike Pirollo
Educational Planner
MLP Integrated Design



Robert J. Michaud
Traffic Consultant
MDM

OWNER'S PROJECT MANAGER



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, 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 #A1900459

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

UPDATED JULY 2016

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

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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

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 Schppard, PLS
Project Surveyor
MA #48436

MBE

**MDM Transportation
Consultants, Inc.**
Traffic

Todd Tsiang
FF&E
Structural Engineer
MA #38101

MBE

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

PROJECT TEAM SUBCONSULTANTS



Option 1: Consolidated Strategy



Option 1: Consolidated Strategy



ARROWSTREET CONCEPT

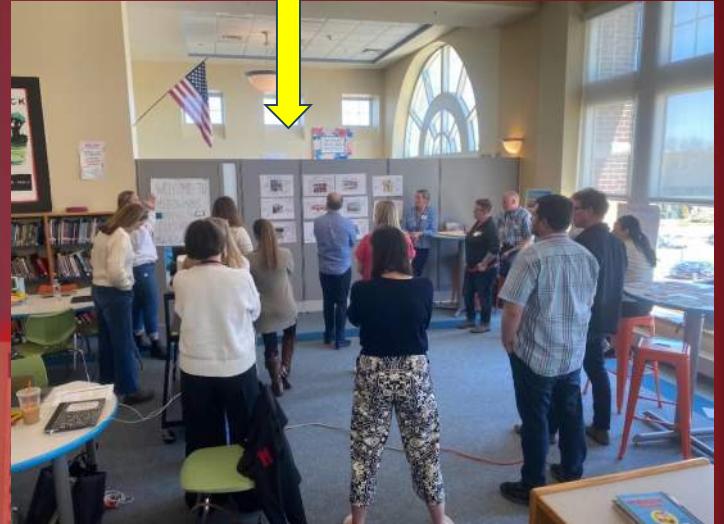




Mike Pirolo
Educational Planner
MLP Integrated Design



(CLASSROOM BEHIND PARTITION)



EDUCATIONAL VISIONING SESSIONS



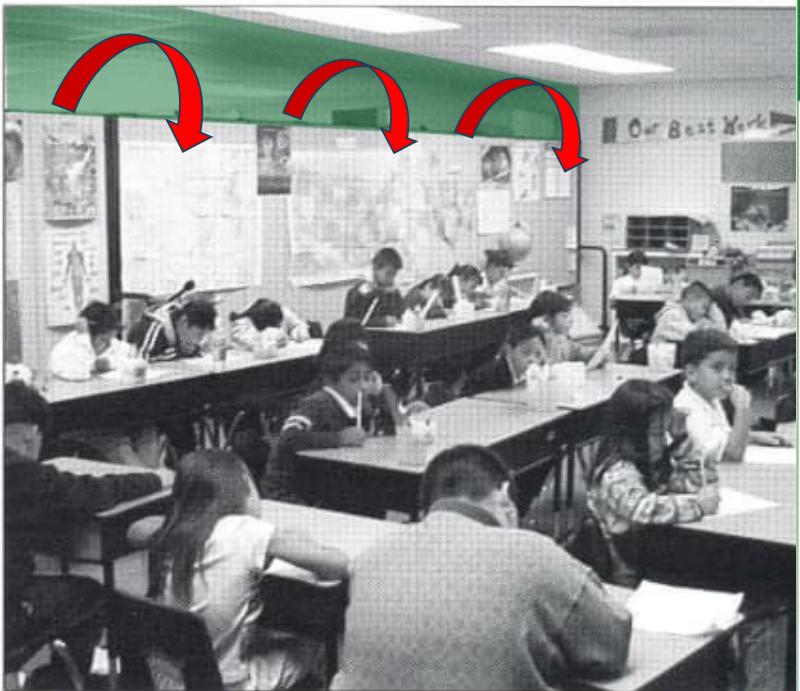
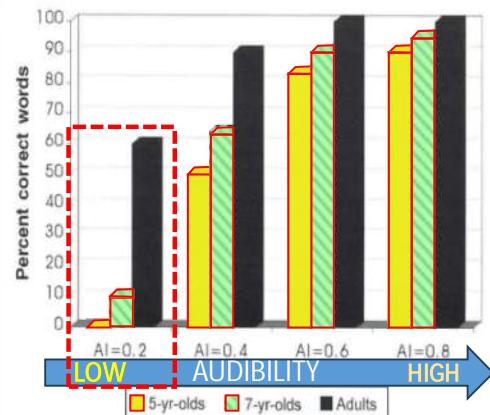
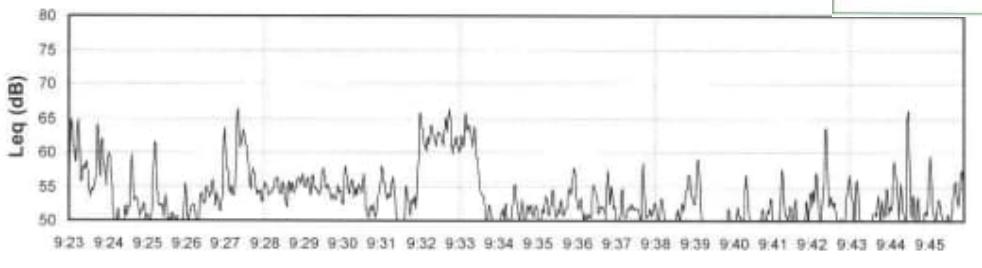


Figure 2
Effects of audibility on children's understanding of words



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)



NOISE IN CLASS

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.



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53

BROOKE HIGH SCHOOL

93,000 SF

● PROJECT AWARD

FS

SD

DD

CD'S

2 YEARS START TO FINISH

● EARLY BID

CONSTRUCTION (14 MONTHS)

NON-MSBA PROJECT

HILDRETH ES (MSBA)

84,000 SF

● PROJECT AWARD

FEASIBILITY STUDY

SCHEMATIC DESIGN

DD

CONST. DOC'S

● EARLY BID

5 YEARS START TO FINISH

CONSTRUCTION (24 MONTHS)

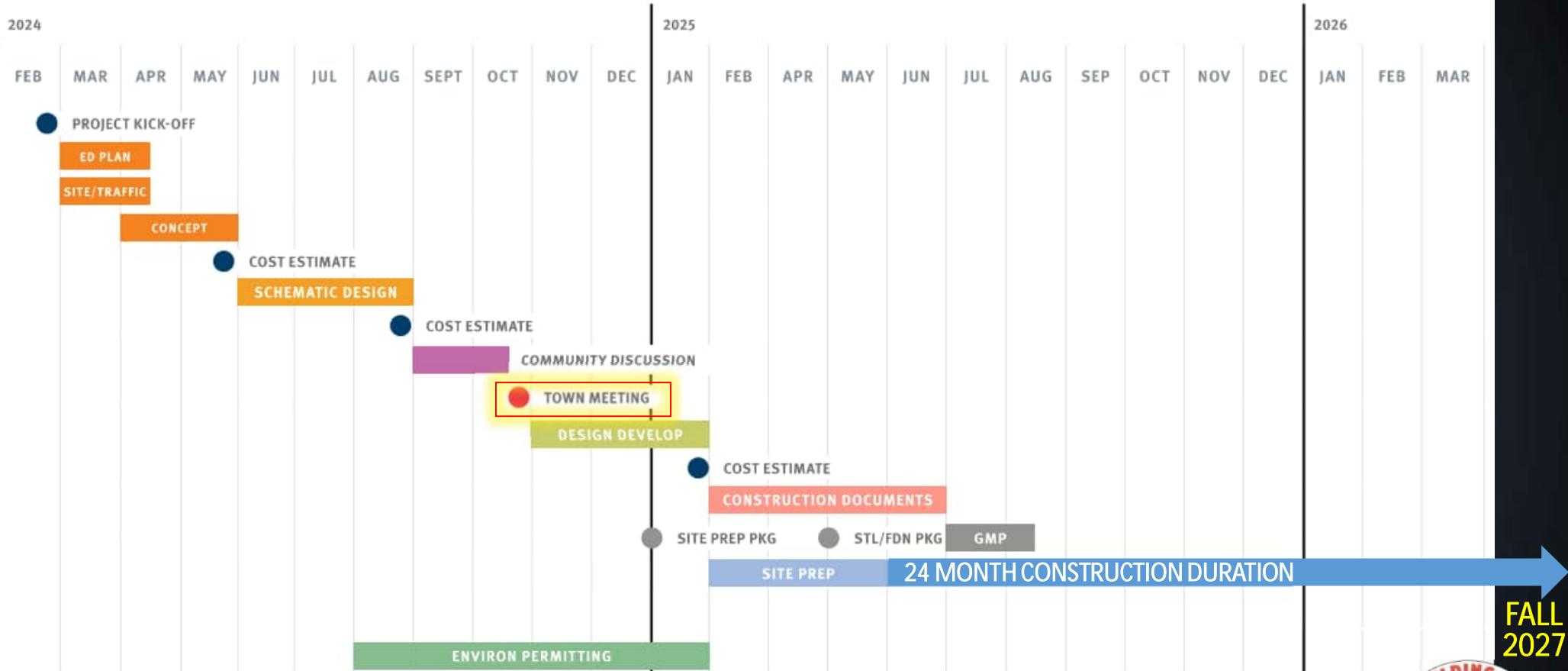
MSBA PROJECT

COST ESCALATION

MSBA -VS- NON MSBA PROJECT



Project Schedule:



PRELIMINARY PROJECT SCHEDULE





FALL 2027

