



Town of Reading Meeting Posting with Agenda

2018-07-16 LAG

Board - Committee - Commission - Council:

Killam School Building Committee

Date: 2022-08-22

Time: 6:00 PM

Building: Reading Town Hall

Location: Select Board Meeting Room

Address: 16 Lowell Street

Agenda:

Purpose: General Business

Meeting Called By: Chair Patrick Tompkins

Notices and agendas are to be posted 48 hours in advance of the meetings excluding Saturdays, Sundays and Legal Holidays. Please keep in mind the Town Clerk's hours of operation and make necessary arrangements to be sure your posting is made in an adequate amount of time. A listing of topics that the chair reasonably anticipates will be discussed at the meeting must be on the agenda.

All Meeting Postings must be submitted in typed format; handwritten notices will not be accepted.

Topics of Discussion:

This meeting will be held in-person at the Town Hall Select Board Meeting Room, remotely via Zoom, and will be streamed live on RCTV.

Join Zoom Meeting

<https://us06web.zoom.us/j/82583524059>

Meeting ID: 825 8352 4059

One tap mobile

+16465588656,,82583524059# US (New York)

+16465189805,,82583524059# US (New York)

Dial by your location

+1 646 558 8656 US (New York)

+1 646 518 9805 US (New York)

Meeting ID: 825 8352 4059

Find your local number: <https://us06web.zoom.us/u/kbZ7UmkoL>

AGENDA:

Call to order	6:00
Presentation by Architect on MSBA Process	6:05
Discuss Preparation for Town Meeting	6:30
Discuss Upcoming School Committee Meetings for Killam School	6:40
Discuss Next Meeting Dates	6:50
Approval of Minutes: July 18, 2022	7:00
New business	

This Agenda has been prepared in advance and represents a listing of topics that the chair reasonably anticipates will be discussed at the meeting. However the agenda does not necessarily include all matters which may be taken up at this meeting.

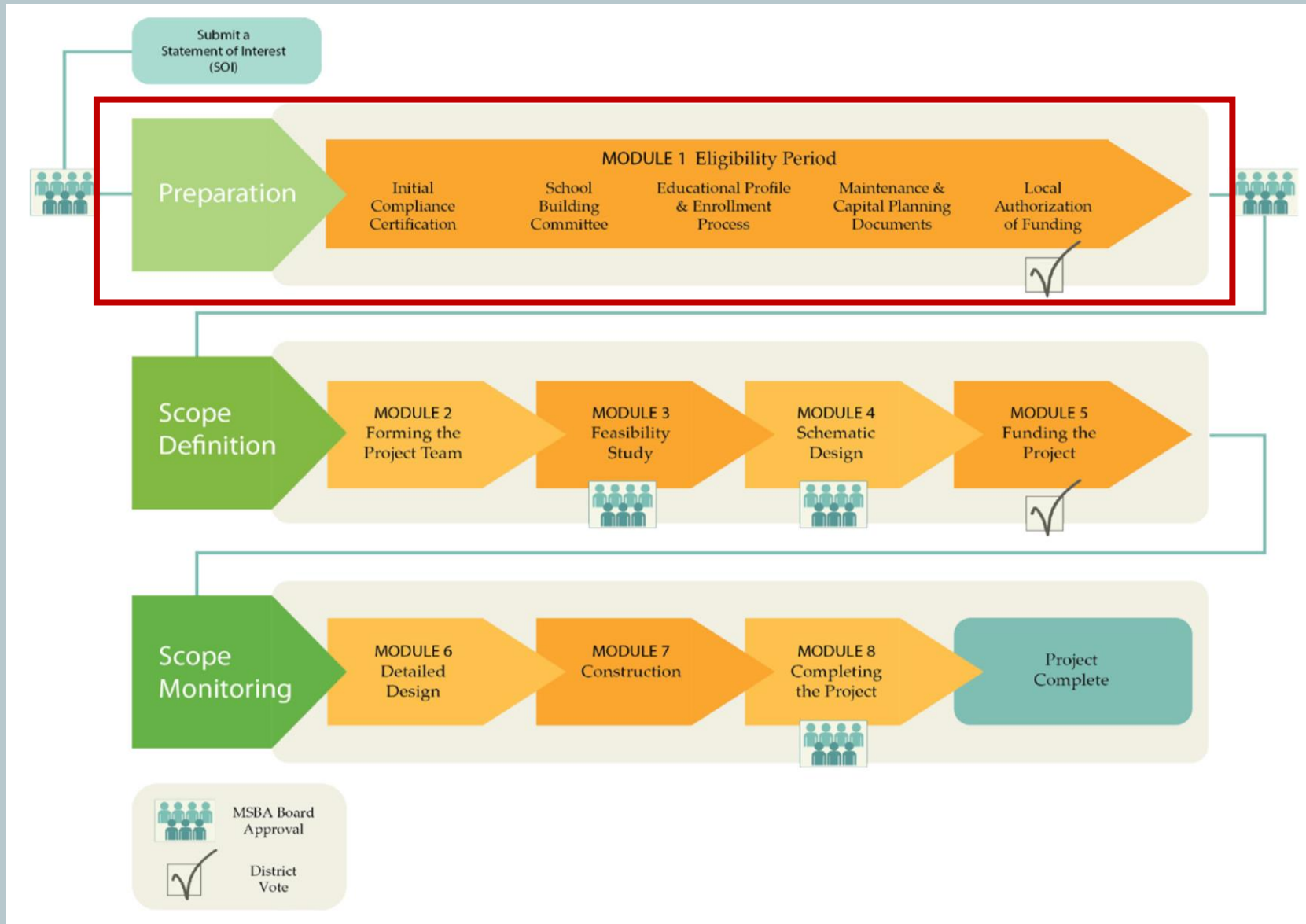
MSBA Process



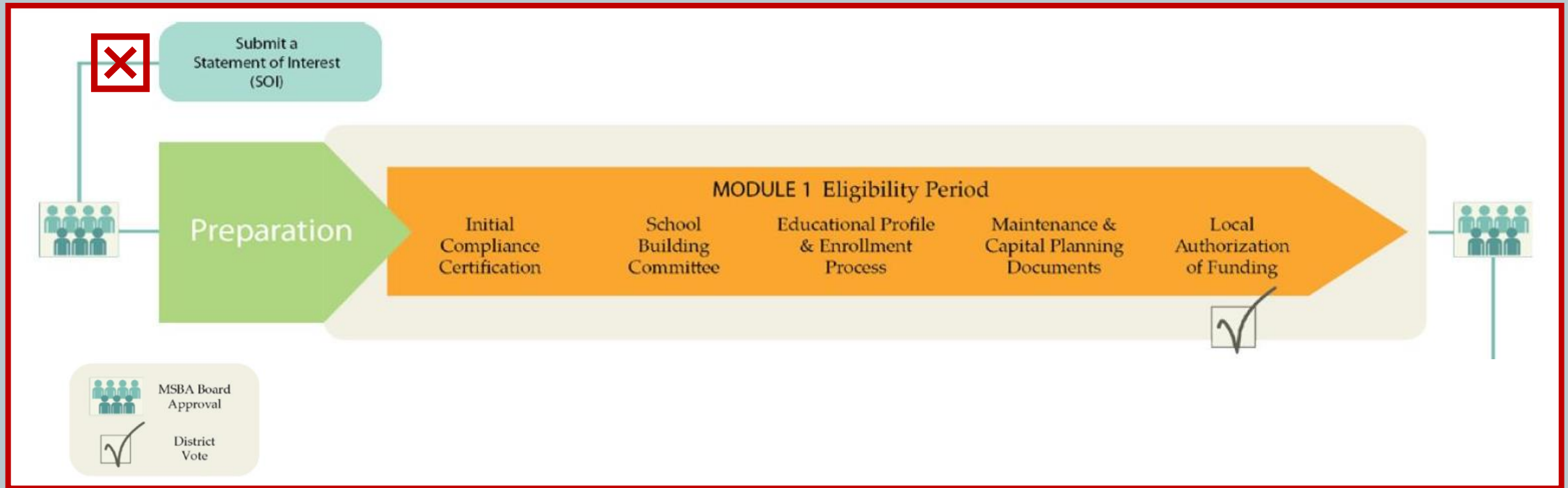
GIENAPP
ARCHITECTS
Begin Here. Finish Well.

August 22, 2022

MSBA Process—Current Module Tasks



Implementation Plan—Eligibility Period



Prospective Timeline

- Eligibility Period/Preparation.....270 days

Jun 1 – Feb 26, 2023

12 Weeks Elapsed

28 Weeks Remaining

- Project Team (OPM, Designer).....150 days
- Feasibility Study.....300 days
- Schematic Design.....75 days
- Project Scope & Funding.....90 days
- Final Design.....1 year
- Construction.....1.5 years

Total= 3.5 years

*The above are maximum allowed durations. Many steps will likely overlap, resulting in a shorter, 3.5-year timeframe.

To-Do List

<u>Task</u>	<u>Who is responsible?</u>
☐ Complete Initial Compliance Certification (Collaboration Contract).....	CEO; Superintendent; Chair of School Committee
☐ Appropriate Money.....	Town Manager; Town Meeting
☒ Appoint Building Committee.....	Town Manager, ???
☐ MSBA Approval of Building Committee.....	MSBA
☐ Fund OPM, Feasibility through Schematic.....	Town Meeting
☐ Fund Designer, Feasibility through Schematic.....	Town Meeting
☐ Compile Maintenance & Capital Planning Documents.....	Facilities Dept; RPS Office; Business Office; School Committee
☐ Summary of Maintenance Practices.....	Facilities Dept; RPS Office; Business Office; School Committee
☐ Complete Educational Profile Questionnaire.....	RPS; School Committee
☐ Refine Enrollment Process & Data.....	RPS; School Committee
☐ Town Meeting Warrant Articles (timely).....	Town Manager; Select Board
☐ Confirm Community Vote Authorization.....	???

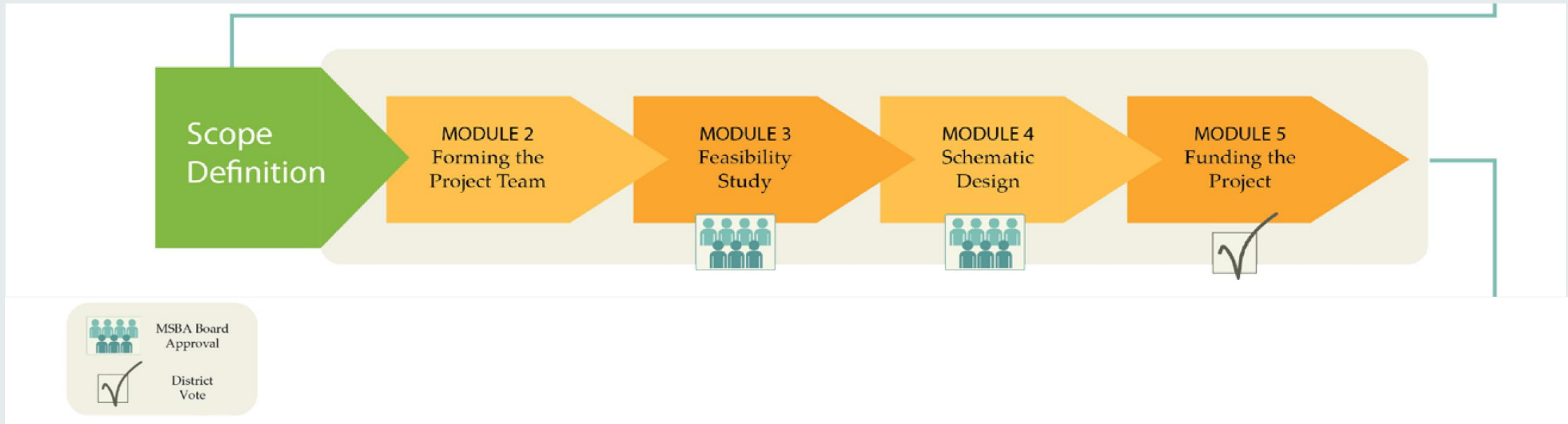
Potential Cost—Designer & OPM Fees

Appropriation in Module 1 for Module 2

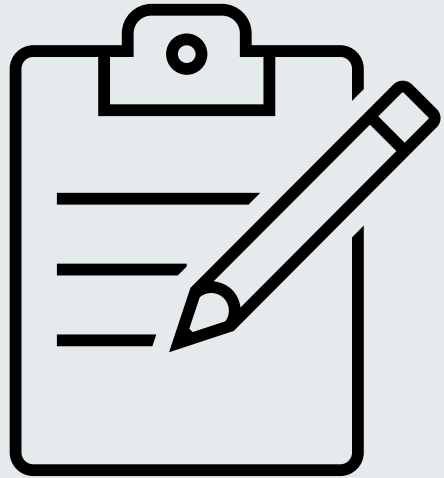
District	Enrollment	GSF (K)	Year	DESIGNER			OPM	Estimating Contingency (20%)	Market Conditions Contingency (10%)	Feasibility Study Total	15% Esc.
				Feasibility Study	Reim. Services	Testing & Other*	Feasibility Study				
						Total (All)					
Groton-Dunstable	645	109,856	2022	\$526,550	\$5,500	\$392,650	\$223,450	\$229,630	\$137,778	\$1.5 M	\$1.7M
Ashland	635	104,885	2021	\$740,000	\$20,000	\$515,000	\$260,000	\$307,000	\$184,200	\$2.0M	\$2.3M
Bridgewater-Raynham	740	132,045	2021	\$565,000		\$210,000	\$235,000	\$202,000	\$121,200	\$1.3M	\$1.5M
Ludlow	630	106,250	2019	\$681,295	\$40,000	\$125,000	\$200,813	\$209,422	\$125,653	\$1.4M	\$1.6M
Taunton	735	119,693	2019	\$1,099,890	\$10,000	\$225,000	\$240,182	\$315,014	\$189,009	\$2.1M	\$2.4M

*Testing & Other is Hazardous Materials, Geotech, Site Survey, Wetlands, and Traffic Study

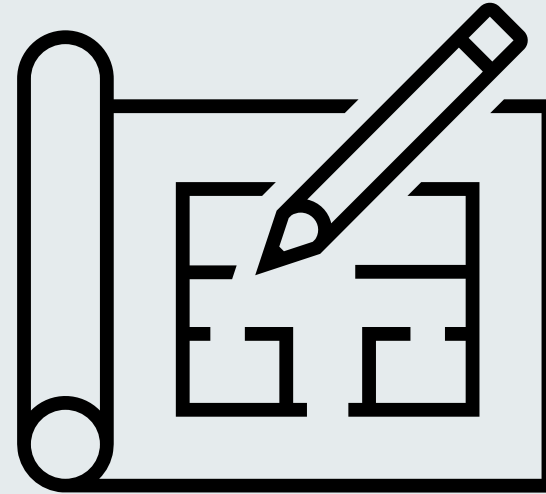
Implementation Plan—Next After Module 1 After February 2023



Module 2—Forming the Project Team



OPM

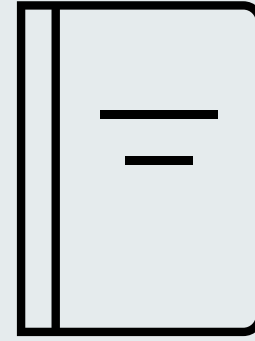


Architect

Module 3—Feasibility Study



**Preliminary Design
Program**



**Preferred Schematic
Report**

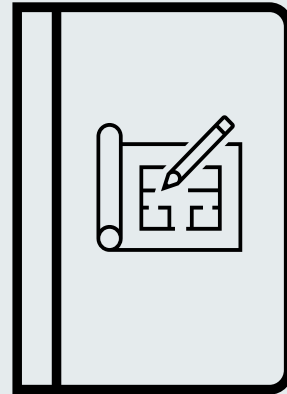
- Document educational program
- Generate an initial space summary
- Document existing conditions
- Establish design parameters
- Develop and evaluate alternatives
- Recommend the most cost effective and educationally appropriate preferred solution to the MSBA Board of Directors for their consideration.

Module 4—Schematic Design



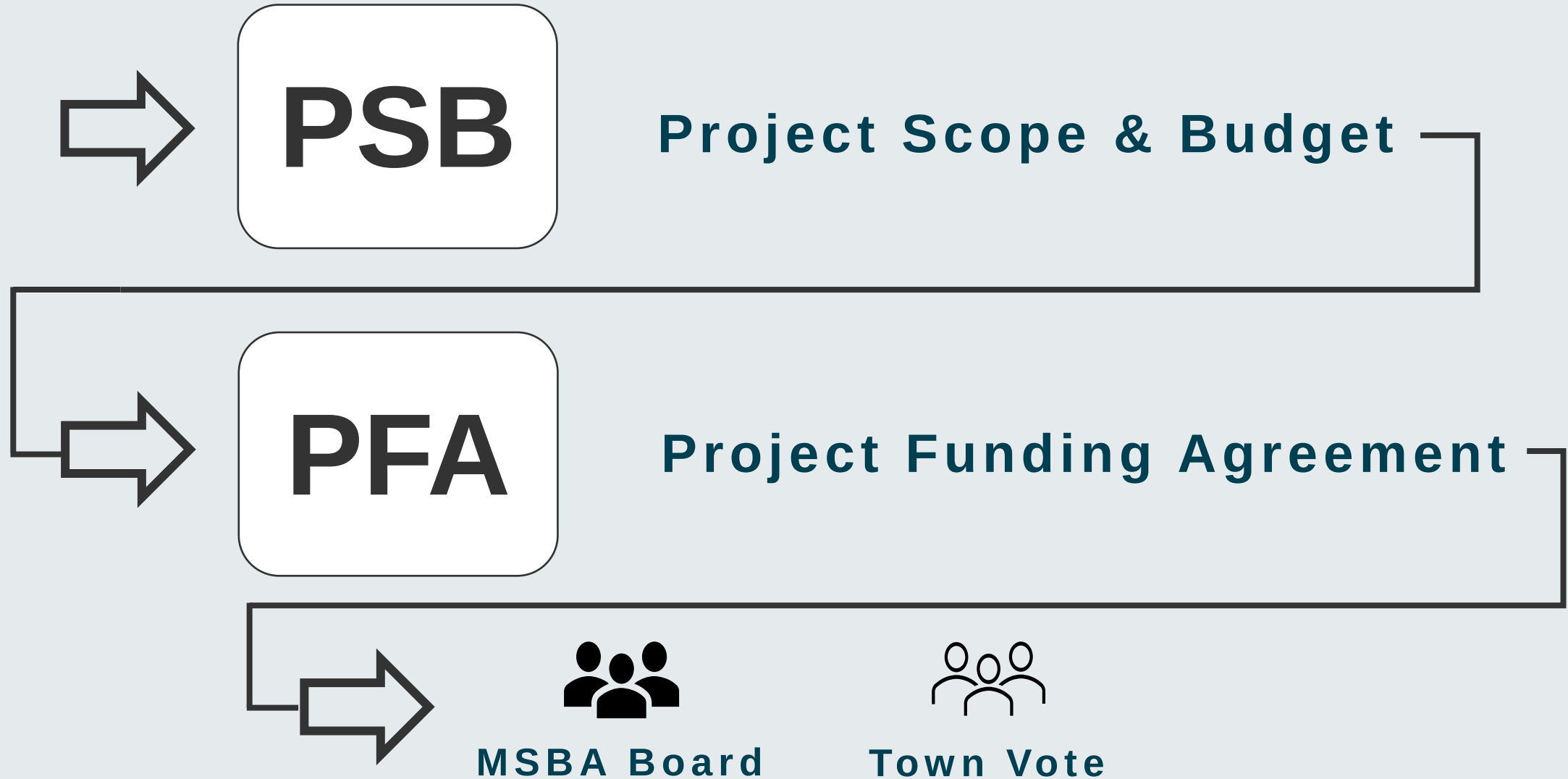
- The District and its team develop a final design program and robust schematic design of sufficient detail to establish:

- Scope
- Budget
- Schedule



**Schematic Design
Report**

Module 5—Project Scope & Budget & Project Funding Agreements



CONTACT US



Gienapp Architects
Dale Gienapp, AIA, MCPPO
20 Conant Street, Danvers, MA 01923

978-750-9062

dgienapp@GienappArchitects.com

GienappArchitects.com



MSBA Requirements for School Building Committee Membership



- A member who is MCPPO certified
- Chief Financial Officer
- Town Manager
- Minimum of one School Committee member
- Superintendent of Schools
- Director of Facilities
- Representative of Office authorized by law to construct school buildings
- School Principal
- Member knowledgeable in educational mission and function of facility
- Local budget official or member of local Finance Committee
- Members of community with architecture, engineering and/or construction experience (Permanent Building Committee members)
- Other

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2021 Statement of Interest

Thank you for submitting your FY 2021 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to mail all required supporting documentation, which is described below.

VOTES: Each SOI must be submitted with the proper vote documentation. This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
 - Regional School Districts do not need to submit a vote of the municipal body.
 - For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

ADDITIONAL DOCUMENTATION FOR SOI PRIORITIES #1 AND #3: If a District selects Priority #1 and/or Priority #3, the District is required to submit additional documentation with its SOI.

- If a District selects 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.
- If a District selects Priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

ADDITIONAL INFORMATION: In addition to the information required above, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

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 Reading

District Contact Robert LeLacheur TEL: (781) 942-9001

Name of School J Warren Killam

Submission Date 6/23/2021

SOI CERTIFICATION

To be eligible to submit a Statement of Interest (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 municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- ☒ After the district completes and submits this SOI electronically, the district must mail hard copies of the required documentation described under the "Vote" tab, on or before the deadline.
- ☒ 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.
- ☒ On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- ☒ The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- ☒ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation in a format acceptable to the MSBA. If Priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI.

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

Chief Executive Officer *

Robert Lelacheur

Town Manager



(signature)

Date

6/21/2021 9:47:32 AM

School Committee Chair

Charles Robinson



(signature)

Date

6/21/2021 8:49:16 AM

Superintendent of Schools

John Doherty



(signature)

Date

6/21/2021 6:04:37 AM

* 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 ReadingDistrict Contact Robert LeLacheur TEL: (781) 942-9001Name of School J Warren KillamSubmission Date 6/23/2021

Note

The following Priorities have been included in the Statement of Interest:

1. ☐ 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.
2. ☐ Elimination of existing severe overcrowding.
3. ☐ Prevention of the loss of accreditation.
4. ☐ Prevention of severe overcrowding expected to result from increased enrollments.
5. ☒ 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.
6. ☐ Short term enrollment growth.
7. ☒ Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. ☐ 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 parties/governing bodies, in a specific 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 to the satisfaction of the MSBA.

SOI Program: Core **Potential Project Scope:** Potential New School
Is this a Potential Consolidation? NO

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2021 J Warren Killam

Is this part of a larger facilities plan? NO

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

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

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 20 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 18 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? YES

If "YES", please provide the author and date of the District's Master Educational Plan.

The Elementary School Master Plan was developed by Gienapp Architects, LLC and submitted to the Reading School Committee on November 5, 2020.

Is there overcrowding at the school facility? NO

If "YES", please describe in detail, including specific examples of the overcrowding.

Has the district had any recent teacher layoffs or reductions? NO

If "YES", how many teaching positions were affected? 0

At which schools in the district?

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

Has the district had any recent staff layoffs or reductions? NO

If "YES", how many staff positions were affected? 0

At which schools in the district?

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

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.

Does not apply.

Please provide a description of the local budget approval process for a potential capital project with the MSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

The process that would be used by the Town of Reading for a potential Capital Project would include the following process: 1. The School Committee and Select Board would approve the Statement of Interest prior to the June 25th deadline. 2. Once the SOI was approved, the School Committee, Finance Committee, and Select Board would review the costs and approve funding for a feasibility study and schematic design between the time of approval from MSBA and April, 2022 Town Meeting or a Special Town Meeting later in the year. Town Meeting would then vote on the funding for a feasibility study and schematic design at either the April, 2022 Town Meeting or a Special Town Meeting later in the year. If that approval occurs, the next phase would begin. If the timeline goes according to plan, Town Meeting would approve funding for a full building project and the town would hold a debt exclusion override around the November, 2023 time frame. These dates and timelines could change based on the timing of the SOI approval process.

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 (maximum of 5000 characters).

The J. W. Killam Elementary School was built in 1969 and currently houses kindergarten through fifth grade. The school itself has not undergone any major additions or renovations, however, the building has been well maintained with some worthwhile improvements. In 2010 several improvements were made including a new Sarnafil roof, clearstory windows, a fire alarm panel and peripheral devices were replaced with a fully addressable panel that is fully compliant with modern code requirements, and a major replacement and upgrade of the HVAC system. In 2009, all existing T-12 lighting fixtures were replaced with high efficiency T-8 fixtures with electronic ballasts.

In addition, in 2016, two 1100 square foot modular classrooms were constructed for kindergarten classes to address the growing need for full day kindergarten across the district.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.

58000

SITE DESCRIPTION: Please provide a detailed description of the current 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 facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

Killam is located on 7.28 acres of land which is abutted by two well travelled streets. The site is accessed from both eastern and western sides of the site. Charles Street on the west provides access to the main entrance and drop-off area for students. There is an entrance at Haverhill Street which is only used for emergency access. The site is primarily level with little change in topography. It is bordered by single family residences. Wooded areas serve as buffers between the school and residential lots on the northern and southern sides of the site.

There are two modular classrooms which sit adjacent to the playground at the northern most part of the site.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

The J.W. Killam Elementary School is located at 333 Charles Street in Reading, Massachusetts.

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).

The Killam Elementary School is constructed of CMU block clad with a brick facade on the exterior. Interior walls are CMU block with glazed block in many of the common areas. The facility is a one level structure with metal roof trusses and a poured concrete foundation and floor. Some settling has occurred causing stress cracks along the facade. In some areas, water infiltration has caused the glazed block to pop at the floor base.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO

Year of Last Major Repair or Replacement:(YYYY) 1969

Description of Last Major Repair or Replacement:

N/A

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))**

Sarnafil (PVC) Roofing

Age of Section (number of years since the Roof was installed or replaced) 7**Description of repairs, if applicable, in the last three years. Include year of repair:**

N/A

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))**

Single Pane

Age of Section (number of years since the Windows were installed or replaced) 52**Description of repairs, if applicable, in the last three years. Include year of repair:**

There has been some partial replacement of windows in the hallways of the school.

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 Killam Elementary School is fed by a 1200 amp service. The power is adequate for the building and its occupants. However, the availability and location of outlets is always a challenge as technology demands have increased. The building is heated by two hot water boilers which feed and circulate to 27 classroom unit ventilators and ten heating and ventilation units serving the larger common areas. In 2001, the existing HB Smith boilers were replaced with 2 Weil McLain 10 section hot water boilers. All distribution piping was re-used and new circulator pumps were installed. In addition, the breaching was changed out to accommodate the new boilers. A newly installed compressor and air dryer were also put into service to optimize the pneumatic control operation.

During the summer of 2010, all classroom unit ventilators were removed and new Trane unit ventilators were placed into service. Before installation, the exterior intakes were cleaned and new screening was installed to prevent debris from entering the units. Ten heating and ventilation units were also replaced with new Trane units. When necessary, the splined ceilings below the H&V units were replaced with a 2x2 drop ceiling tile system. All units were commissioned and a new energy management control system was installed with web-based access. The only components of the HVAC system that were not replaced were the exhaust fans which are original to the building (1969).

Boiler Section 1**Is the District seeking replacement of the Boiler?** NO**Is there more than one boiler room in the School?** YES**What percentage of the School is heated by the Boiler?** 100**Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)**

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 20**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)** 2010**Description of Last Major Repair or Replacement:**

During the summer of 2010, all classroom unit ventilators were removed and new Trane unit ventilators were placed into service. Before installation, the exterior intakes were cleaned and new screening was installed to prevent debris from entering the units. Ten heating and ventilation units were also replaced with new Trane units. When necessary, the

splined ceilings below the H&V units were replaced with a 2x2 drop ceiling tile system. All units were commissioned and a new energy management control system was installed with web-based access. The only components of the HVAC system that were not replaced were the exhaust fans which are original to the building (1969).

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO

Year of Last Major Repair or Replacement:(YYYY) 1969

Description of Last Major Repair or Replacement:
N/A

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).

The interior spaces are largely divided up by CMU block walls in classrooms and common areas. The ceilings in the classrooms and offices are normal height of 9 feet with splined ceilings comprising the majority of the areas. The splined ceiling contains asbestos throughout the building. The library media center and high density areas are all carpeted with high ceilings that take advantage of day lighting. Classrooms and corridors are largely VCT with 9x9 asbestos tile. The classrooms are illuminated with T-8 lighting and motion sensors are installed in most spaces. The common areas including the gym and the cafeteria utilize T-5 lighting.

Killam is not handicap accessible. The bathrooms, stage, some doorways, and the library media center and Hi-D areas are not in code with current ADA requirements. In addition, there is not a fire suppression system in the school.

In 2017, water sample tests came back indicating that Killam had high levels of lead and copper in the system. In order to mitigate the high levels, students and staff at Killam use only bottled water for drinking. This is an area that will need to be addressed at some point.

PROGRAMS and OPERATIONS: Please provide a detailed description of the current grade structure and programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

The Killam Elementary School offers the same curricula programs and activities as our other four elementary schools. Our elementary schools use a project based, centers format for instruction that aligns with the Massachusetts Curriculum Frameworks for English Language Arts, Mathematics, Social Studies, and Science. Physical education, art, library media/technology and music are offered in dedicated classroom space to all students on a weekly basis. The school has a functioning library media center with an adjacent computer lab for research and technology integration. Grade level or school wide programs are held on a regular basis in the cafetorium. The entire school is networked for internet access, both wireless and hard wired with a SMART Board and computer in every classroom. This school is also the location for the districtwide elementary Student Support Program (REACH) which is a special education program. Two full size classrooms and three smaller learning spaces are dedicated to this program. In addition, Killam services students who are English Language Learners, Title 1, Learning Center, reading and other related services (OT, PT, Speech). The school also has a variety of before and after school programs, including a well attended Extended Day and after school program. Our PTO runs night time activities and the community uses the school for a variety of activities and events.

EDUCATIONAL SPACES: Please provide a detailed description of the Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

Including the 2 modular classrooms, there are 26 classrooms approximately 900 square feet each. Twenty-one of the classrooms are for general classroom use, 2 are for art and music, and 3 are for special education. There are 2 multi-use

High Density (Hi-D) areas approximately 1,600 square feet each. The library media center is approximately 5,800 square feet of carpeted space with high ceilings that take advantage of day lighting in the middle of the building. Neither the Hi-D nor the Library Media Center are handicap accessible. About 20% of the space in the library media center is used as a computer lab which was made into a classroom in 2017. In 2008, additional power outlets and network data drops were added to the library media center to accommodate the computer lab, but the electrical and network system is still below standard with the increasing use of technology and 1 to 1 devices in the schools.

Reading Public Schools enrolls 90% of its kindergarten students in a tuition based full day kindergarten program. If full day kindergarten was required in the district, we would need two additional classrooms at Killam. In addition, there are other programmatic limitations as well. The gymnasium is smaller than many of the other elementary gymnasiums in the district and is not able to have the same programs as the other schools. The cafeteria stage is not handicap accessible.

Special education space in the school is limited for the amount of services that are provided. Related service providers (OT, PT, Speech) share spaces and learning centers are shared between grades to maximize use. The REACH program which services students with social emotional disabilities continues to grow which puts a strain on other classroom spaces.

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. 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).

Without the two modular classrooms, the original design capacity of Killam is 368 students, with the modular classrooms, the capacity is 412 students. As with all of our elementary schools, the emergence of full day kindergarten over the last several years and the increased number of special education programs in the district have converted more general classroom space and other non-instructional space to classroom space. To address this issue, we have added 9 modular classrooms at four elementary schools over the last 5 years, including 2 at Killam. An internal classroom was built in the Killam library media center in 2017. Spaces that were dedicated for office, conference, or work room space have been converted into smaller special education, Title 1, ELL, and related service provider spaces.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, 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 Reading Public Schools follows a preventative maintenance program that covers all of the major building systems. We utilize a computerized work order system known as School Dude which generates work orders at pre-determined service intervals for each building system. The major systems covered include HVAC, boilers, energy management, pest control, exhaust fans, drain cleaning, fire alarm, fire suppression, elevators, and grease traps. Many of these systems are mandated by local and state law and all permitting, inspections, and certificates are kept on file at each location and with the facilities department. In addition, the district maintains and up-to-date ten year capital plan. All major systems are analyzed and watched closely as they become troublesome and approach the end of their useful life. By utilizing School Dude and analyzing repair costs, we can better determine if equipment is a candidate for replacement. Some recent capital expenditures at Killam include a roof replacement in 2014, corridor windows and clearstory window replacement in 2010, fire alarm system replacement in 2010, and updated security system and cameras in 2021.

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

As mentioned in the general section, the Killam Elementary School was built in 1969. There have not been major renovations to the school. However, there have been some capital improvements including a new roof, clerestory windows replacement, univentilator replacement, a new fire alarm panel, and an updated security system. Because it is an older building there have not been replacements, additions, or renovations since 1969 to the boilers, classroom windows, electrical system, fire suppression system, plumbing, and handicap accessibility. For the last three years, Killam has had to have bottled drinking water in lieu of tap water because of higher amounts of lead and copper in the tap water than is permitted by law.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

The building is well maintained and is part of a 10 year capital plan overseen by the Director of Facilities in collaboration with the School Department and Town Manager. As mentioned above capital improvements to the school includes the installation of a new roof in 2014, a modernized fire alarm panel in 2017, a new boiler in 2001, and univentilator replacements in every classroom in 2010. To mitigate the high levels of lead in the pipes, bottled water has been used for the last three years in lieu of tap water. To improve the safety and security of all of our schools and town buildings, there was an implementation of an updated security system for all of our school buildings during the 2020-21 school year.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above 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.

The biggest areas that need attention, if this project was a renovation instead of a new building include the handicap accessibility, higher levels of lead in the water, window replacement, electrical system upgrade, and fire suppression. The handicap accessibility limits our ability to provide educational access for all students. This is particularly evident in our library media center and high density (Hi-D) areas and our bathrooms. The window replacement will improve energy efficiency and classroom conditions for learning. The savings in energy costs could be reallocated for educational materials and supplies for classrooms. The electrical system upgrade would improve student access to wireless technology and other digital tools. The replacement of plumbing would improve student access to safe drinking water in the classrooms and save time and funding which can be reallocated to educational materials and supplies. Finally, the installation of a fire suppression system would protect not only lives, but all educational materials and supplies that could be damaged by a fire.

Overall, as we continue to shift to a more inclusive educational program for all students that relies on technology and project based learning, these system replacements will be critical.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

We are submitting an SOI that requests a complete replacement of the Killam Elementary School to address enrollment, programmatic, and systems needs. As mentioned earlier, Killam Elementary School is a well maintained school, however replacing the school facility systems mentioned in the above questions would require major renovation and replacement, which would impact the current school and its educational program. If to renovate, rather than a full replacement were the only option, it would extend the useful life of the facility. However, it would not address the other priority areas which would include a need for increased space due to enrollment and programmatic changes.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?:
YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Dale Gienapp from Gienapp Architects, LLC

The date of the inspection: 11/5/2020

A summary of the findings (maximum of 5000 characters):

Construct a new school of sufficient size to accommodate all space needs for the elementary school at the Killam site. This will seemingly require a multiple level school constructed in phases to replace the existing school. This option simultaneously solves the space needs and accomplishes modernization or replacement of the existing Killam Elementary School. The Killam school is the only one of five schools that was not renovated in the most recent round of school renovations/construction in the 1990's and early 2000's.

The Killam School site is one of only 2 Elementary School sites that has sufficient size and access for increased use. There are no other town-owned sites or underdeveloped sites that appear to be usable for a new school.

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

In the assessment of existing conditions and school capacity going forward, it will be helpful to lay out the existing issues with school capacities and the ways in which it is calculated. The basis of the issue is the fact that school capacities are not a simple matter of the number of classrooms per student. The number of necessary non-classroom spaces has expanded since the initial construction of most of these schools in the district, especially the Killam Elementary School, which has not had any addition or renovations.

Currently, Killam does not have adequate facilities to serve either the students or the professional who work with them in a variety of areas. These include having adequate learning centers in both K-2 and 3-5 to avoid any violations a child's civil rights or access to appropriate age level education. In addition, Killam lacks the amount of small instructional spaces for small group Title 1 and other tutoring, Related Service Providers such as School Psychologist, Speech and Language Pathologist, Occupational Therapist, Physical Therapist, Social Worker, and Behavior Specialist. These all require private spaces to assist students. Each specialist needs a space about 1/3 the size of a regular classroom that can hold 4-6 students. The equivalent of two to three general size classrooms would be needed in addition to the current space available.

Killam also has a district wide special education program for students with behavioral health needs and social emotional supports. This requires dedicated classroom space in addition to the above small group spaces. Two general size classrooms should be dedicated to this program.

Reading has a tuition based full day kindergarten program which is at 90% capacity. At some point, Reading will transition to a tuition free program for all students. This will require an additional two classrooms at Killam. In addition, our integrated preschool program is expanding due to the needs of students and additional classroom space is needed district wide to accommodate the needs.

Finally, Reading Elementary Schools require dedicated English Language Learners (ELL) spaces. Housed at each school, these require at least one dedicated classroom's worth of space. Over the next 10 years, this number may increase, as the increasingly diverse workforce in Boston and associated communities expand. Currently, Killam uses ancillary spaces for ELL programs, including some public/common spaces.

Priority 7

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

Over the last five years, the Reading Public Schools has added 9 modular classrooms throughout four of the five elementary schools to address the space and programmatic needs. Killam had two modular classrooms constructed in 2016. These modular classrooms house two of the four kindergarten classrooms. In 2017, a general classroom was constructed in the open area of the Killam Library Media Center to provide additional space for library and technology classes. To address some of the special education and related service provider needs, we have used some of the existing library and high density (Hi-D) areas for small group instruction and used creative scheduling to address other needs.

It should be noted that all nine of the modular classrooms at the elementary school sites are considered temporary and the planning considerations include bringing students back into the main fabric of the building.

To mitigate larger class sizes due to space limitations in any one elementary school, the Superintendent for the last 10 years has been able to do spot redistricting of any new student who is moving into the Reading Public Schools, including incoming Kindergarten students, as long as they live within two miles of the redistricted school. In addition, if this project were to be approved, there would be the need to come up with a redistricting plan to reassign geographical areas among the five elementary schools to balance the class sizes based on the capacity of the new school.

Priority 7

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.

The increased programmatic needs of our kindergarten, preschool, and high needs populations has created a strain on our space resources across the district, especially at Killam. We need to make sure that we are not violating a child's civil rights or respect to privacy, so we are constantly shuffling classroom spaces to make sure that we are fulfilling the 48 month age requirements in the delivery of services. For example, if a student in the REACH program (students with social and emotional disabilities) is dysregulated and needs a private space, those spaces are difficult to create in the moment. Kindergarten enrollment is carefully monitored between schools to make sure that a school does not go over 22 students per class. Sometimes this means that a student entering kindergarten in one geographic district will need to be reassigned to another school if they are within the two mile bussing limits. Because of ADA restrictions at Killam, physically handicapped students may not have access to some of the programmatic features in the library and high density (Hi D) areas. In addition, they may need to access the bathroom in the nurses office instead of the classroom because of the physical restrictions. Because of space constraints, the RISE preschool is constantly moving some classrooms between elementary schools. Some years, learning centers have to be consolidated to accommodate the need for additional classrooms. Professionals who work with small groups of students do not necessarily have their own work space which means that they are constantly moving from one space to another and reduces their effectiveness.

To assess the problems and the needs, the Reading Public Schools contracted with Gienapp Architects, LLC and NESDEC to complete a 10 year enrollment study and Preschool/Elementary School Master Planning Study in 2019. The study was completed in November, 2020. The purpose of the study was to determine planning options for the Town of Reading regarding their five current elementary schools and potential solutions. The potential solutions encompassed and addressed the increase in enrollment growth over the next 10 years, changes in educational programs (especially full day kindergarten, preschool, special education programs, and English Language Learner services), the necessary modernization of the Killam Elementary School, and potential site development. According to the NESDEC report, there will be a projected increase in enrollment growth over the next 10 years and the study addressed both this increase and the space needs resulting from the above new programs being offered in schools.

As a whole, the Reading Elementary schools appear to be under-sized for the District's needs. At the core of the issue is that even before any projected increase in enrollment, the District's elementary schools are under-sized. Currently, four of the five elementary school sites are using modular classrooms for a total of nine, with Killam housing two of the nine modular classrooms. This strategy is a temporary, short term solution, but the strategy is unsuitable for the town's long-term goals. The under-sized nature of the existing schools, coupled with the introduction of an approximate extra 115 elementary school students (according to the NESDEC enrollment study) into overall enrollment over the next 10 years makes the needs of the district more urgent than merely expanding to suit an increase in enrollment.

The current average square foot/student in Reading's elementary schools is 146 sf/student. Killam is 140 sf/student. However, this average includes the Wood End Elementary School, which is an outlier compared to the other elementary schools. Wood End is significantly different than all four others with 194 sf/student. If Wood End is removed, the average square footage of the other elementary schools is 133 sf/student. MSBA's baseline standard for new elementary schools is a minimum of 160 sf/student, where most new projects are much closer to 190 sf/student.

This shortage of space is not just related to classroom size, and indeed, increasing the amount of sf/student is not simply a matter of enlarging existing classrooms. As mentioned above, new spaces are required in part for both new classrooms and for providing for and accommodating the increased programming needs of the Reading Public Schools. While most of the general education classrooms are somewhat undersized, it is the numerous other educational spaces, that have been created since the

building's constructions or renovation, that are extremely undersized by today's standards.

In part, the need for greater square footage per student is due to the expanded nature of programs being offered at the elementary schools, including a greater amount of special education programs and extended space for students. Given that the Reading Public Schools is already using modular classrooms as a solution at four schools, it is clear the need for space is already a pressing issue, and will continue to grow as enrollment increases.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If the SOI is being submitted by a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If the SOI is being submitted by a regional school district, a vote in the following form is required from the Regional School Committee only. FORM OF VOTE Please use the text below to prepare your City's, Town's or District's required vote(s).

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on _____, prior to the closing date, the _____ *[City Council/Board of Aldermen, Board of Selectmen/Equivalent Governing Body/School Committee]* of _____ *[City/Town]*, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the _____ *[Name of School]* located at _____ *[Address]* which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

_____ ; *[Insert a description of the priority(s) checked off on the Statement of Interest Form and a brief description of the deficiency described therein for each priority];* and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

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 attached 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 *

Robert Lelacheur

Town Manager



(signature)

Date

6/21/2021 9:47:32 AM

School Committee Chair

Charles Robinson



(signature)

Date

6/21/2021 8:49:16 AM

Superintendent of Schools

John Doherty



(signature)

Date

6/21/2021 6:04:37 AM

* 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.

John F. Doherty, Ed. D.
Superintendent of Schools

82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149



Christine M. Kelley
Assistant Superintendent

Jennifer A. Stys, Ed.D.
Director of Student Services

Gail Dowd, CPA
Chief Financial Officer

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: September 10, 2019

TOPIC: School Facilities Assessment Report

At our meeting on Thursday night, Chair Pat Tompkins of the Permanent Building Committee will update the School Committee on the Facilities Assessment work that has been ongoing.

If you have any questions, please contact me.

School Facility Assessment Presentation

Reading School Committee

September 12, 2019



Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

Reading School Building Committee

Michael Bean, Associate Member

Brad Congden, Member

John Coote, Member

Kirk McCormick, Associate Member

Greg Stepler, Member

Patrick Tompkins, Chair

Nancy Twomey, Vice Chair

Reading School Facility Assessment

What we did – our process:

1. Created a template checklist for review of each school building.
2. Reviewed available documents for each school building including
 - a. Plans
 - b. Specifications
 - c. Equipment list from Facilities
 - d. Ahera Reports
 - e. Adhoc building committee report from 2010
 - f. Other available documents
3. Toured the buildings with facilities
4. Reviewed the buildings with relevant town officials
5. Filled out the checklist with ratings and comments for each item / system
6. Made recommendations to facilities for items to be addressed or investigated
7. Created a report, which is currently in draft form and under review
8. This was a good process that allowed us to put a 2nd set of eyes on the buildings with the facilities dept.

Reading School Facility Assessment

What we didn't do:

1. Inspect every room of every building
2. Inspect the roofs of the buildings
3. Perform any testing of systems

Reading School Facility Assessment

What we found:

1. Buildings are well maintained, generally in good operating condition
2. Buildings vary in age from 15 years old to 51 years old
3. Buildings are generally showing their age, but are functional and well maintained
4. Facilities department is doing a good job maintaining the buildings
5. There is a well thought plan of routine maintenance and inspections. The building committee made some suggestions to supplement that plan: caulking and switchgear testing.
6. There are 8 school buildings in the Town that should have a life span of 50-75 years. That means replacing or upgrading a school every 8-10 years on average. It has been about 10 years since the last school construction project.

Town of Reading Building Facility Assessment Summary Sheet												
Building	Building Constructed	Latest Date of Major Addition or Renovation	Square Footage	System Condition								Energy Usage Cost (\$/SF)
				Civil / Site / Utilities	Exterior Building Envelope	Interior Elements	Plumbing Systems	Mechanical Systems	Electrical Systems	Sprinkler Systems		
Barrows	1963	2005	54,000	3.81	3.83	4.10	4.18	4.14	4.31	4.00		\$ 1.13
Birch Meadow	1957	1996	59,000	3.44	3.88	3.68	3.88	3.96	3.69	4.00		\$ 0.92
Coolidge	1959	2000	96,000	3.24	3.50	3.78	2.93	3.48	3.47	3.75		\$ 1.83
High School	1957	2006	375,000	3.94	3.91	4.00	4.07	3.97	4.00	4.00		\$ 1.00
Joshua Eaton	1948	1994	56,000	3.44	3.80	3.76	3.81	3.67	4.00	4.00		\$ 1.18
Wood End	2004	none	52,000	3.88	4.00	3.90	4.00	4.00	4.00	4.00		\$ 1.68
Killam	1968	none	57,000	3.00	2.67	3.32	3.36	4.00	3.43	N/A		\$ 1.35
Parker	1925	1998	98,000	3.53	3.76	3.45	3.40	3.44	3.69	3.80		\$ 1.33
Cemetery Garage												
Dept. of Public Works												
Fire Station												
Fire Station #2												
Library												
Matera Cabin												
Police Station												
Town Hall												
Totals				3.14	3.26	3.33	3.29	3.41	3.40	3.44		

5	NEW	New or like-new condition; no issues to report; no expected failures; plan 8 to 10 years
4	GOOD	Good condition; no reported issues or concerns; consider reviewing within 6 to 8 years
3	FAIR	Average wear for building age; address noted items within 4 to 6 years
2	POOR	Worn from use - end of expected lifecycle; address within 2 to 4 years
1	CRITICAL	Extremely worn or damaged; system failing; address within next 2 years

John F. Doherty, Ed. D.
Superintendent of Schools

Christine M. Kelley
Assistant Superintendent for Learning and Teaching

82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149



Gail S. Dowd, CPA
Chief Financial Officer

Jennifer A. Stys, Ed.D.
Assistant Superintendent for Student Services

Kerry M. Meisinger, J.D.
Human Resources Director

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

To: Reading School Committee
From: John F. Doherty, Ed.D., Superintendent of Schools
Date: April 15, 2021
Re: Elementary Space Study Process

At the April 15, 2021 School Committee Meeting, I will be asking the Committee what direction they would like to go with the Elementary Space Study Process. Dale Gienapp from Gienapp Architects, Director of Facilities Joe Huggins, and Killam Principal Sarah Leveque will be at the meeting as part of the presentation.

I have attached two presentations. One is the presentation given by Dale Gienapp in December, 2019 on the different options. The second presentation is an updated timeline on the MSBA process. Recently, we received communication from MSBA that the Statement of Interest window is opening on April 20th, with a deadline of June 26th.

I am asking the Committee to provide a direction as to next steps. One option is to have the Reading Public Schools submit a statement of interest before June 26th. This step does not guarantee us to be accepted into the program, however, we believe that we have all of the information necessary to file a strong statement of interest. On average, once a district is accepted into the MSBA program, the timeline from the acceptance to final construction, assuming all funding is approved, is 6 years.

The other option is to not submit a statement of interest this year. If we choose this route, we will need to have a further discussion in the future on how to address both the space needs at the elementary level and the infrastructure changes that need to be made at Killam.

Please contact me if you have any questions.

Town of Reading Elementary Schools Master Planning Report



GIENAPP
ARCHITECTS

Begin Here. Finish Well.

11/5/2020

Reading School Committee

AGENDA

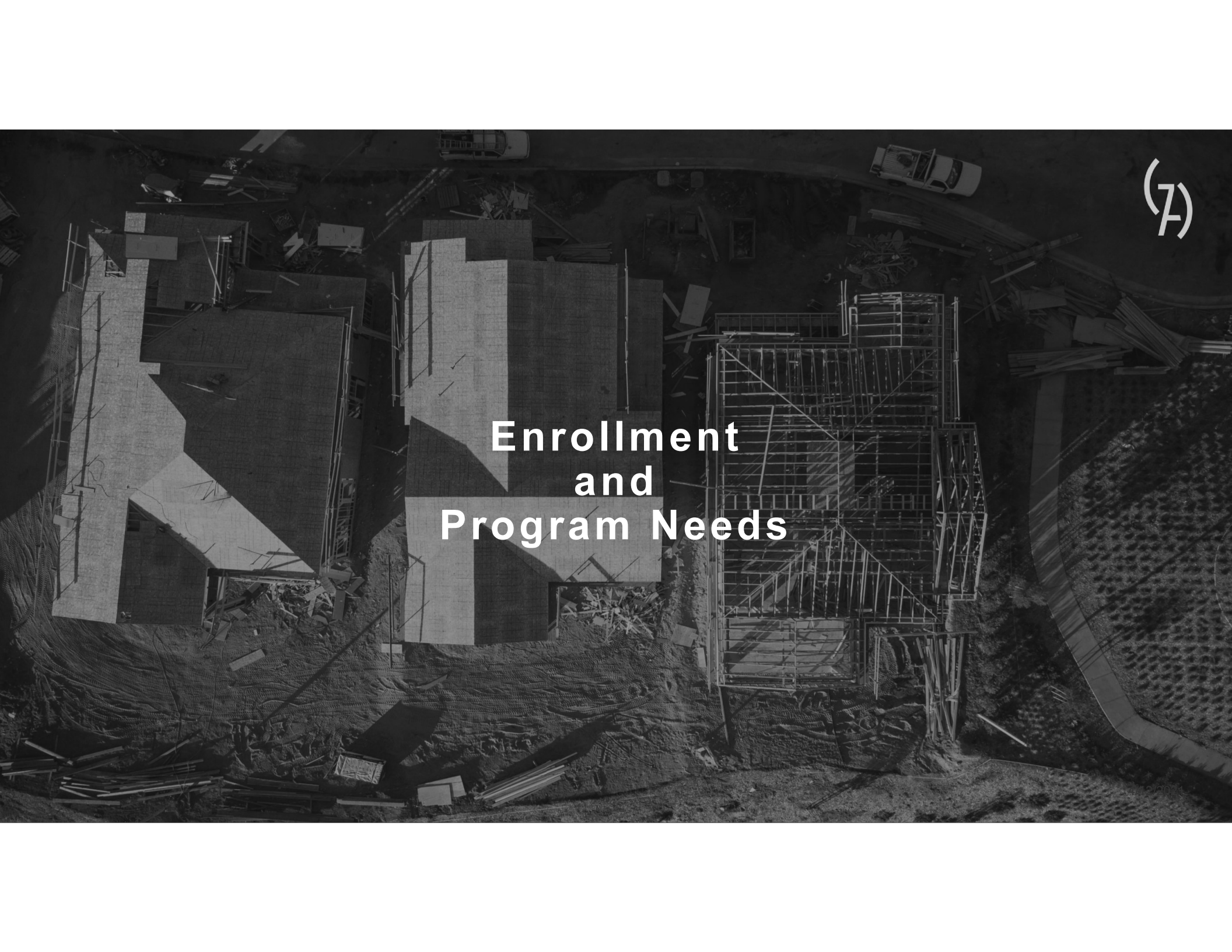


- ⑦ Project Purpose
- ⑦ Enrollment and Space Needs
- ⑦ Planning Options
 - Assumptions and Criteria
 - Advantageous Options
 - Not-Advantageous Options
- ⑦ Conclusion and Next Steps

Determine Long Term Planning Options



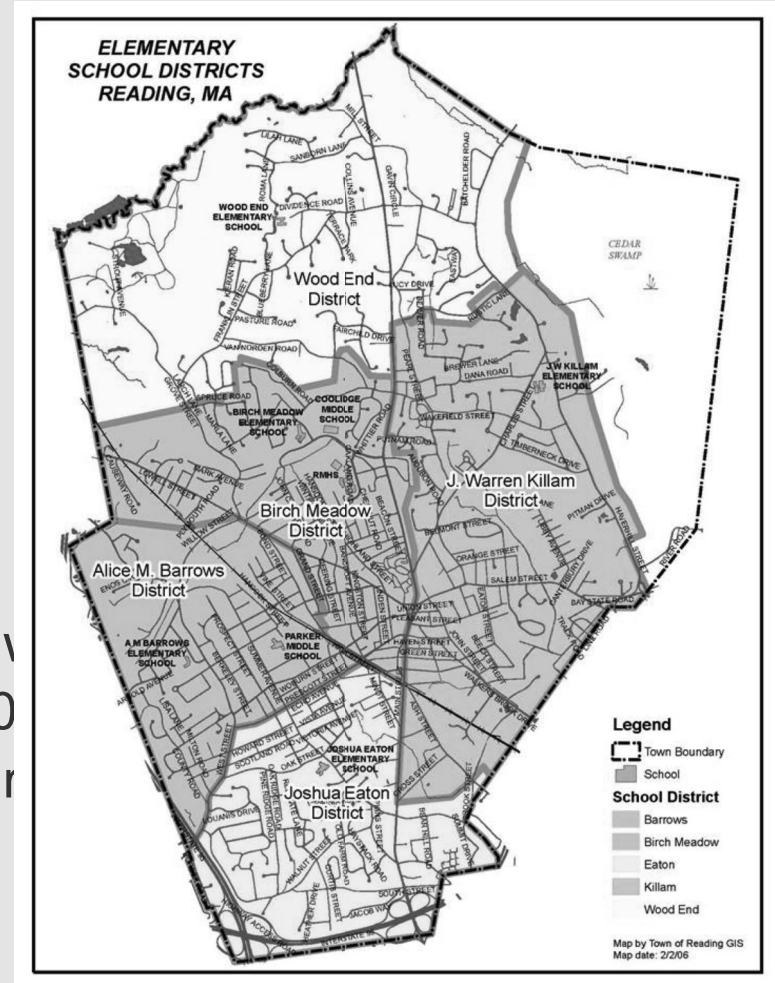
- Enrollment projections
- Existing Building Capacities
- Determine space needs:
 - For Enrollment
 - For Educational Program
- Develop viable options for Town Evaluation
- Plan for next 20 years
- Acknowledge Pre-K program

An aerial, black and white photograph of a construction site. Several large, rectangular building footprints are visible, some with flat roofs and others with more complex, gabled structures. Scaffolding and construction materials are scattered around the buildings. In the upper right, a road with a few vehicles is visible. The overall scene depicts a large-scale construction project in progress.

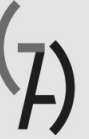
Enrollment and Program Needs

Enrollment

- Modest Increases
- Data from NESDEC
 - Current Enrollment: 1854
 - Projected Enrollment: 1969
 - COVID Impact
- Growth Distribution
 - Most growth at Killam, Birch Meadow
 - Mild growth at Barrows, Eaton (8-10)
 - Negligible growth at Wood End (3 or



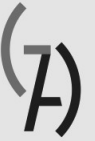
Enrollment



	Town of Reading School Enrollment					
<i>School</i>	Killam	Birch Meadow	Wood End	Alice Barrows	Joshua Eaton	<i>Totals</i>
<i>Current (2019) Enrollment</i>	412	377	305	374	386	1854
<i>Projected (2029) Enrollment</i>	472	410	308	383	396	1969
<i>Net Change</i>	+60	+33	+3	+9	+10	+115

All numbers are based on projections from NESDEC

Enrollment and COVID-19



COVID-19 Elementary Enrollment Shifts						
<i>Grade</i>	1	2	3	4	5	<i>Totals 1-5</i>
<i>19-20 School year</i>	316	327	297	281	328	1549
<i>20-21 School Year</i>	314	316	288	270	313	1501
<i>Net Change</i>	2	11	9	11	15	-48 -3%

+ Kindergarten	
<i>K</i>	<i>Totals</i>
324	1873
241	1742
-83 -25%	-131 -7%

School Space Standards

- MSBA Regulation= 160 sf./student
 - Reading* is 23 sf./student short (about 32,000 sf. total)
- Community Standard= 190 sf./student
 - Reading* is 53 sf./student short (about 98,000 sf. Total)
- Reading* Average =137 sf./student (excl. Wood End)

*These Reading numbers exclude the Wood End averages, which are an outlier. With Wood End, the Town's average is 146 sf./student

Current Programmatic Status

(7)

	Town of Reading Square Footage per Student					
<i>School</i>	Killam	Birch Meadow	Wood End	Alice Barrows	Joshua Eaton	<i>Average</i>
<i>Current Enrollment</i>	412*	377	305	374*	386*	370
<i>Gross Building Area (sf.)</i>	58,000	58,000	60,000	57,000	50,000	56,600
<i>Sf. Per student (excl. W.E.)</i>	140	127	196	152	129	146

Community Standard Elementary School Averages: 190

Official MSBA Elementary School Minimum: 160

** Includes modular classrooms*

Program Change	Classrooms Allocated in 2005	Classrooms allocated in 2013	Classrooms Allocated in 2019-20 School Year	Classrooms Needed in 2020-2021 School Year (EXCLUSIVE OF COVID IMPACT)
Full Day Kindergarten	5	10	14 +9 total	14
Special Education Programs (Not Including Learning Centers)	1	6	9 Full Size Classrooms 6 Inclusion Classrooms 3 Small Classrooms +17 total	10 Full Size Classrooms 6 Inclusion Classrooms 3 Small Classrooms
RISE Preschool	5	7	8 +3 total	8

Program Changes Since 2005 and Future Needs

(Based on Current Trends)

School Space Standards



- MSBA Regulation= 160 sf./student
 - Reading* is 23 sf./student short (about 32,000 sf. total)
- Community Standard= 190 sf./student
 - Reading* is 53 sf./student short (about 98,000 sf. Total)
- Reading* Average =137 sf./student (excl. Wood End)

*These Reading numbers exclude the Wood End averages, which are an outlier. With Wood End, the Town's average is 146 sf./student

Pre-Kindergarten

- Approximately 110 Pre-K students
 - Currently at High School (66%) and Wood End (33%)
 - Not Advantageous
- Expected to be ~175 over next 10 years
 - Growth of approx. 65 students
 - Projection not official, as Pre-K enrollment is at will
- Proportionately, Pre-K growth is most extreme

Summary



- Enrollment
 - Increase of 115
 - Approximately 7-8 classrooms' worth
 - Dramatic increase of Pre-K (110)
- Programming
 - Approximately 29 classrooms' worth of space has been added in the last 15 years
 - Added 17 Special Education classrooms
 - Added 9 kindergarten classrooms
 - Added 3 Pre-K classrooms
- Space Needs
 - The average Reading Elementary School should be 30-40% bigger

Planning Assumptions and Considerations

All Schools

Total Enrollment: 1854*

Total Classrooms: 91**



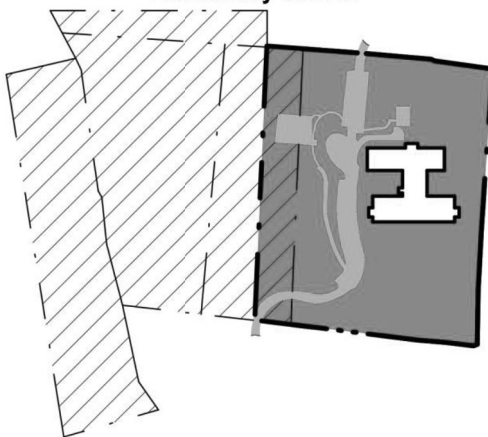
J.W. Killam
Elementary School



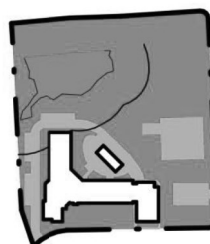
Birch Meadows
Elementary School



Wood End
Elementary School



Alice M. Barrows
Elementary School



Joshua Eaton
Elementary School

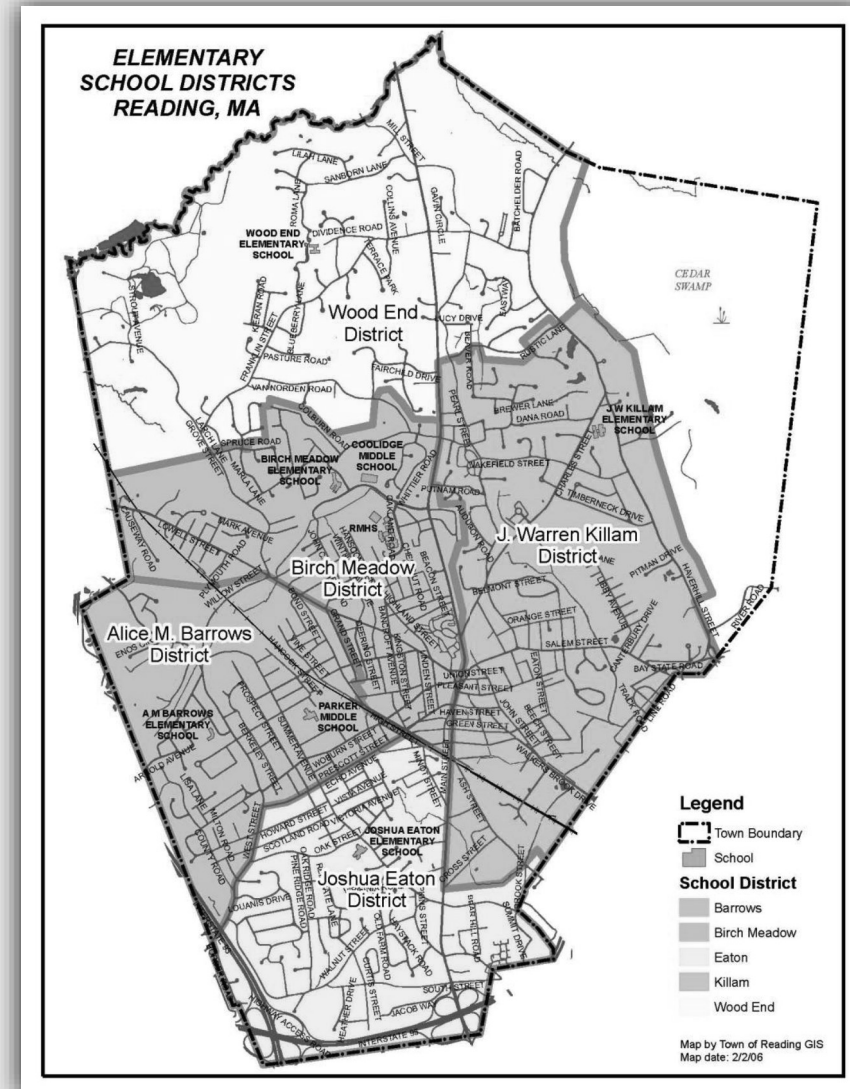


*excluding Pre-K students

** excluding modular classrooms

Constraints

- Limitations in current districts
- Cycle of building renovation/needs
- Awareness of Middle School districting



(7)

Constraints

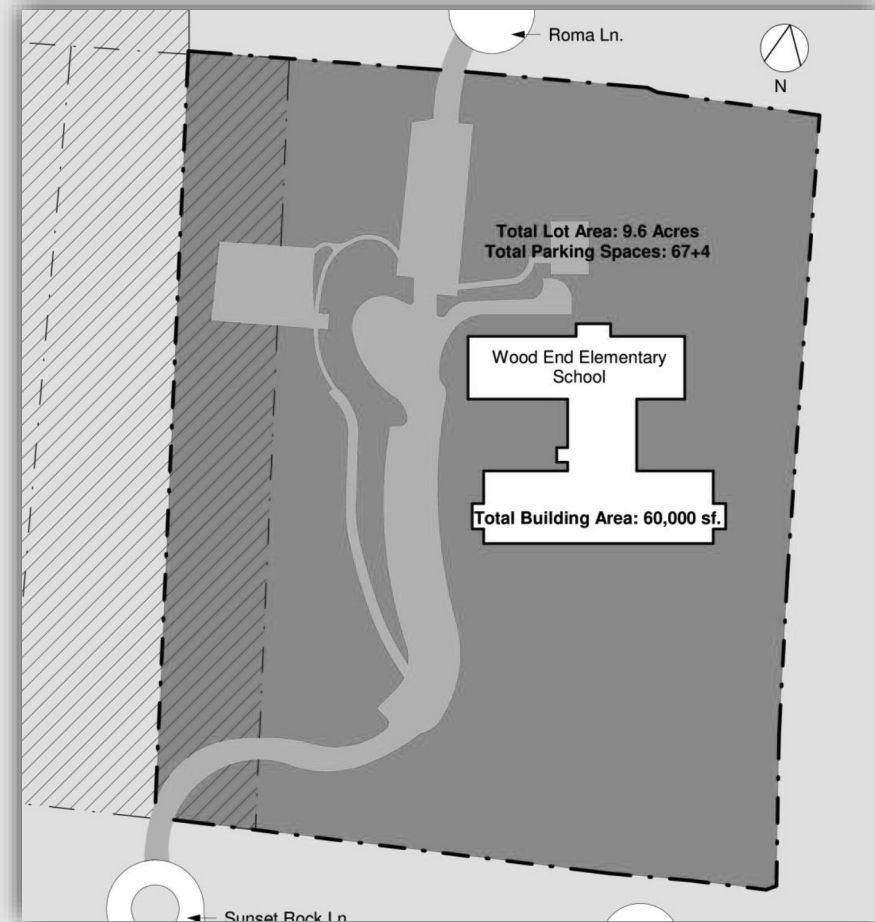
- Not practical to expand at:
 - Joshua Eaton
 - Alice Barrows
- Not strong candidates for more intensive use



(7)

Constraints

- Wood End difficult to expand
 - Constraints on access roads
- Wood End only School that meets MSBA and Community space standards
- The Town has, overall, insufficient space
 - Exclusively redistricting is not a viable solution



Assumptions and Constraints

- Pre-K students at High School is not advantageous
 - Assumes 175 Pre-K students over next 10 years
- Modular classrooms are not a long-term solution
 - Used as necessary during construction period
- Redistricting is acceptable
 - Consider continuity to Middle School districts
- Interest in “downsizing” to four sites
- All graphics are representative areas, not design options
 - Further Design steps
- All estimates are based on approximate cost/sf.
 - Estimates are in 2019 dollars, and have not been adjusted for inflation

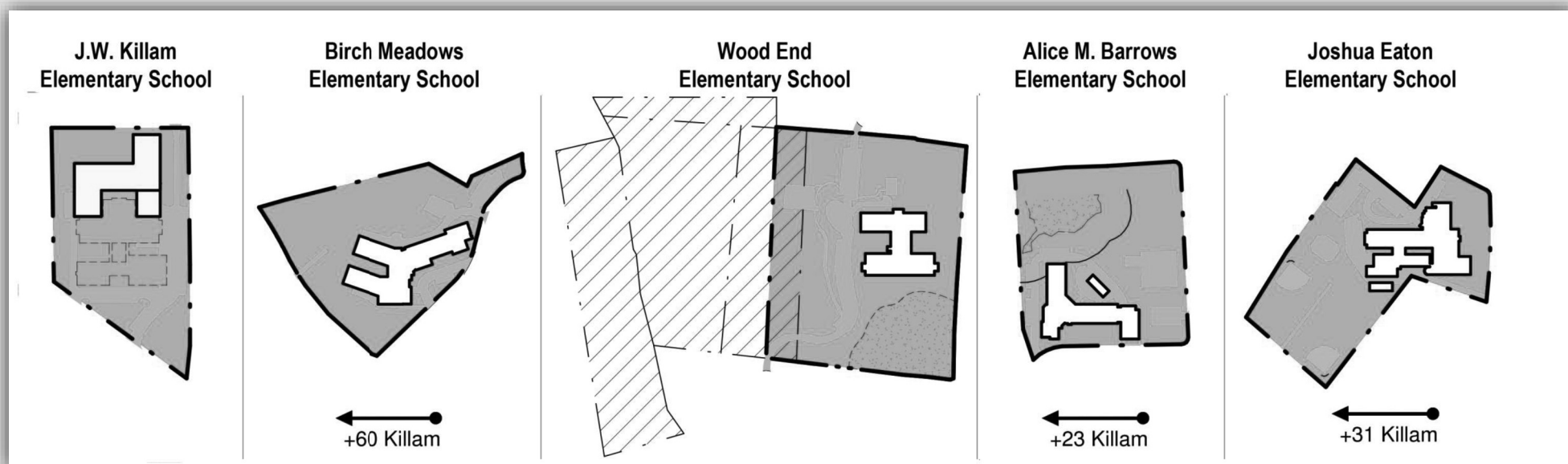


Advantageous Options

Scheme A

(7)

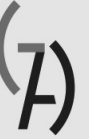
- 2-story?, 725 student school on the Killam site
- Redistricting to absorb growth from other schools and some overcrowding
- Scheme Cost
 - \$66 million ECC (Estimated Construction Cost)
 - \$78 million TPC (Total Project Cost)
- Capacity total: 2,020 students
 - *Does not address Pre-K*



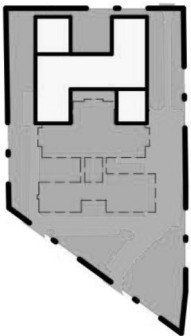
Scheme B

- 2-story 660 student school on Killam site
 - House Eaton growth, +150 Pre-K students
- Addition to Birch Meadow school
 - Absorbs Barrows growth

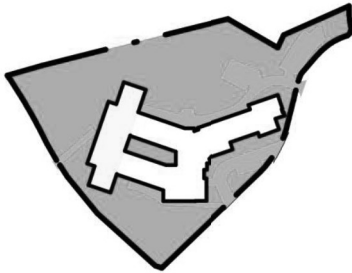
- Scheme Cost:
 - \$78 million ECC (Estimated Construction Cost)
 - \$102 million TPC (Total Project Cost)
- Capacity Total: 2,000
 - *Does address Pre-K*



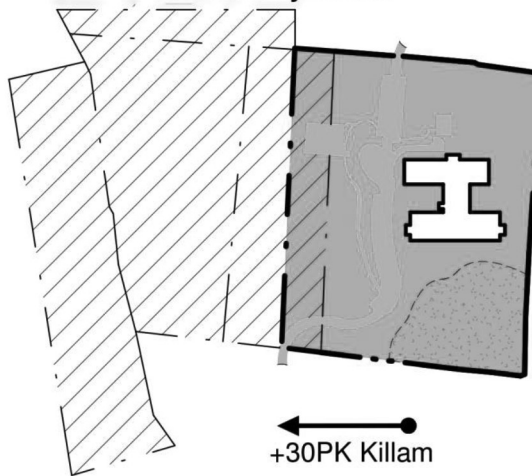
J.W. Killam
Elementary School



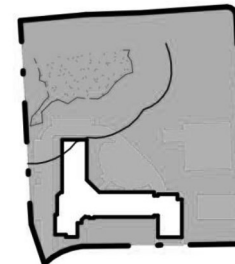
Birch Meadows
Elementary School



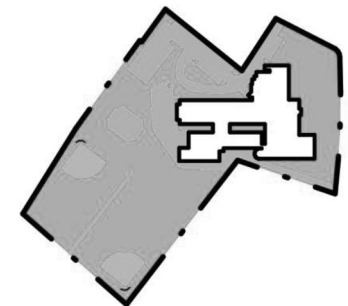
Wood End
Elementary School



Alice M. Barrows
Elementary School



Joshua Eaton
Elementary School

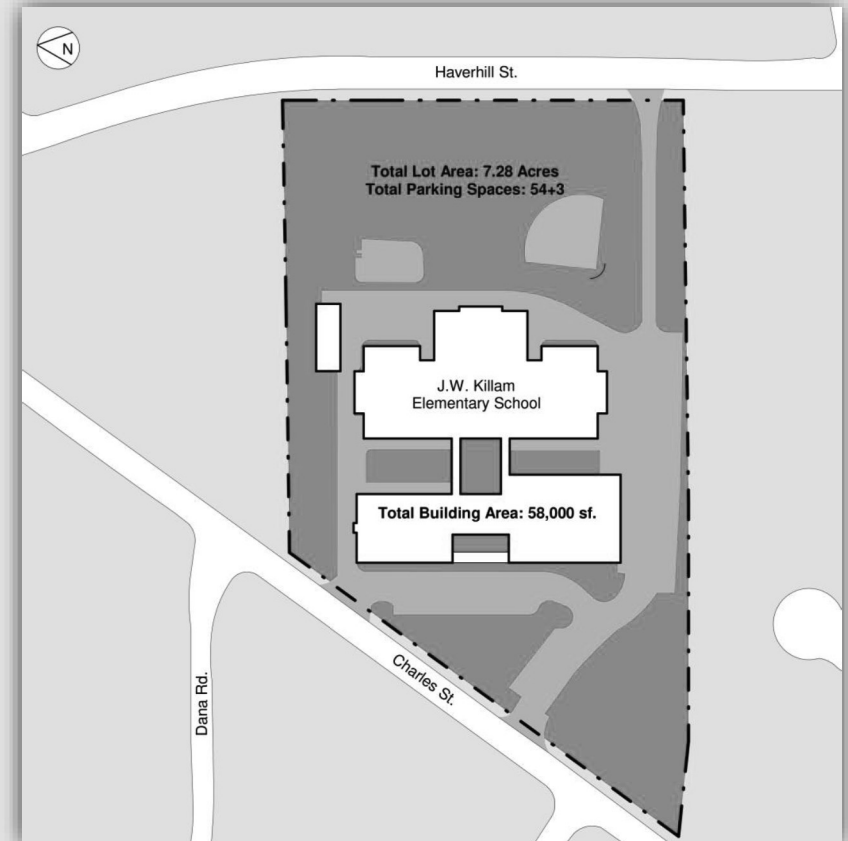


NON-ADVANTAGEOUS OPTIONS

- Options that were Not Advantageous include:
 - Renovate Killam, addition to Birch Meadow
 - Demolish Birch Meadow, new school at the Killam site, addition to Wood End
 - Renovate Killam, add a sixth school site for Pre-K and K
 - Demolish Birch Meadow, build a new Pre-K and K school on that site, new school at Killam site
 - Demolish Killam, add new 3PK-1st grade school on that site, addition to Birch Meadow
 - Addition to all 5 elementary school sites
 - Reduce to 4 elementary school sites
 - Renting, rather than constructing, facilities

Use of the Killam Site

- Appears to be the most logical site for development
- Features prominently in all schemes
 - Largest Enrollment Growth
 - Only school on East side of town
 - Centrally Located
 - Relevant for Middle School districting
 - Only school with no renovation.
 - Built in 1969
 - Existing systems issues



Conclusions and Next Steps

Conclusions

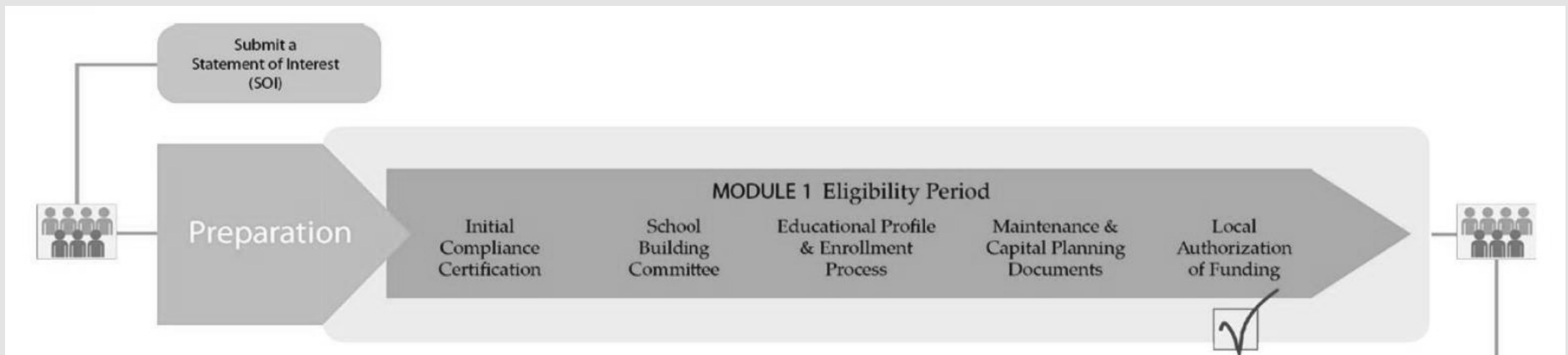


- The Town needs approximately 35% more Elementary School space than it has
- Only two sites are viable for expansion
- A single large school will tax the Killam Site
 - It is not possible to address Pre-K in a single-site solution
- A two-site solution will be more expensive
 - Approximately \$20 million in extra cost
 - This extra cost will be shouldered largely by the Town

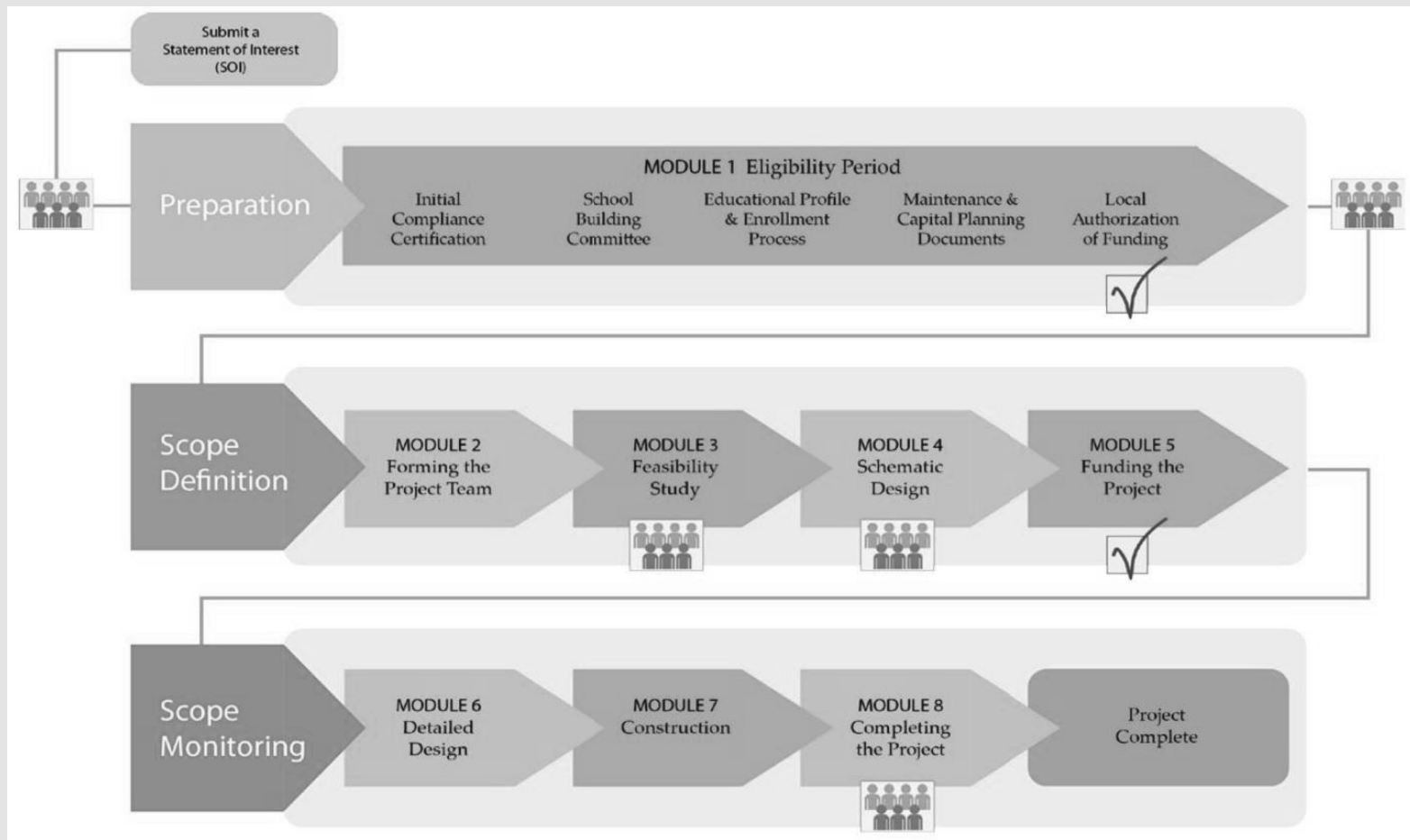
Next Steps



- Select the Town's preferred option
- File a Letter of Interest
 - Direction Town intends to go
 - Ranked priorities to consider



MSBA Process



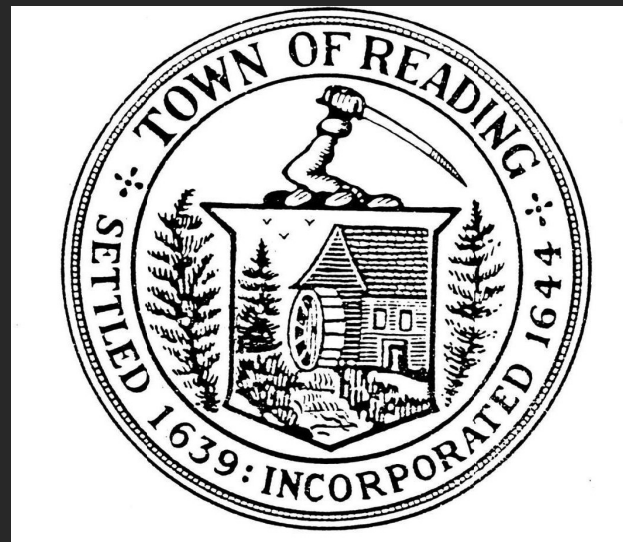
Prospective Timeline

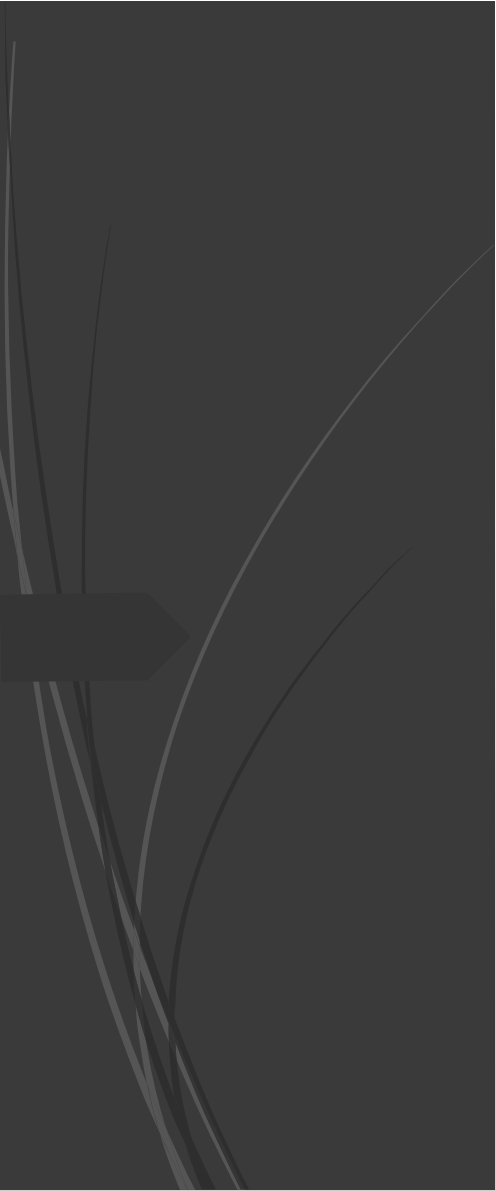
- Eligibility Period/Preparation 270 days
- Project Team (OPM, Designer) 150 days
- Feasibility Study 300 days
- Schematic Design 75 days
- Project Scope & Funding 90 days
- Final Design 1 year
- Construction 1.5 year

Maximum Total= 4.8 years

Projected Total*= 3.5 years

**Multiple steps will likely overlap*





MSBA Timeline Process

Reading School Committee Meeting

April 15, 2021



MSBA Current Timelines

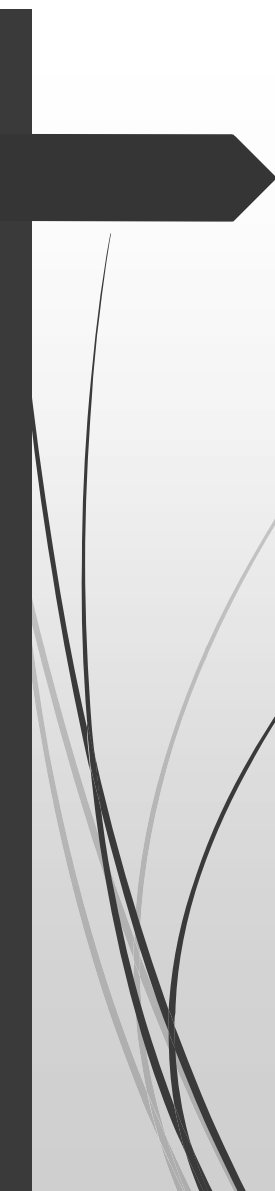
- On April 20th, MSBA will open up the Statement Of Interest (SOI) Process-for school districts. Reading could participate in this process.
- The SOI closing date for districts submitting for consideration under the **Accelerated Repair Program (“ARP”)**, which is primarily for the repair and/or replacement of roofs, windows/doors, and/or boilers in an otherwise structurally sound facility, **is Tuesday, June 1, 2021 at 11:59 PM.**
- The SOI closing date for districts submitting for consideration under the **Core Program**, which is primarily for projects beyond the scope of ARP, including extensive repairs, renovations, addition/renovations, and new school construction, **is Friday, June 25, 2021 at 11:59 PM.**



Implementation Plan

Next Steps

- On April 20th, MSBA will open up the Statement Of Interest (SOI) Process-Application due by June 25th
- Select the option for which to pursue MSBA funding. MSBA will only fund one project from a given municipality at a time.
 - Submitting a project to the MSBA does not preclude a municipality from pursuing a school project on their own
- To submit, we will need School Committee, Select Board, and Town Manager Approval
- Submit a Statement of Interest (Example)
 - **Submit to replace the Killam Elementary School to solve the programmatic and enrollment issues and additional infrastructure issues.**
- Following these steps, the Town will be in the MSBA “pipeline” to be considered for a project, before beginning the first MSBA module.



Implementation Plan Next Steps (continued)

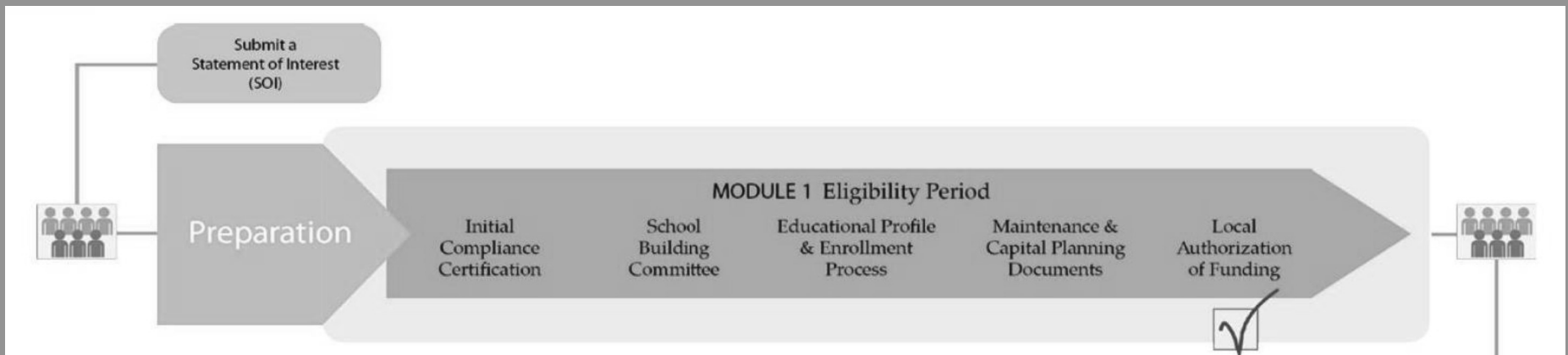
- The district will deliver a Statement of Interest to MSBA by June 25th (if applying).
- MSBA Board of Directors will vote some time in late Fall/Early Winter (Tentative)
- Once a positive vote occurs, the 270 day period officially begins

Next Steps

✓ Select the Town's preferred option

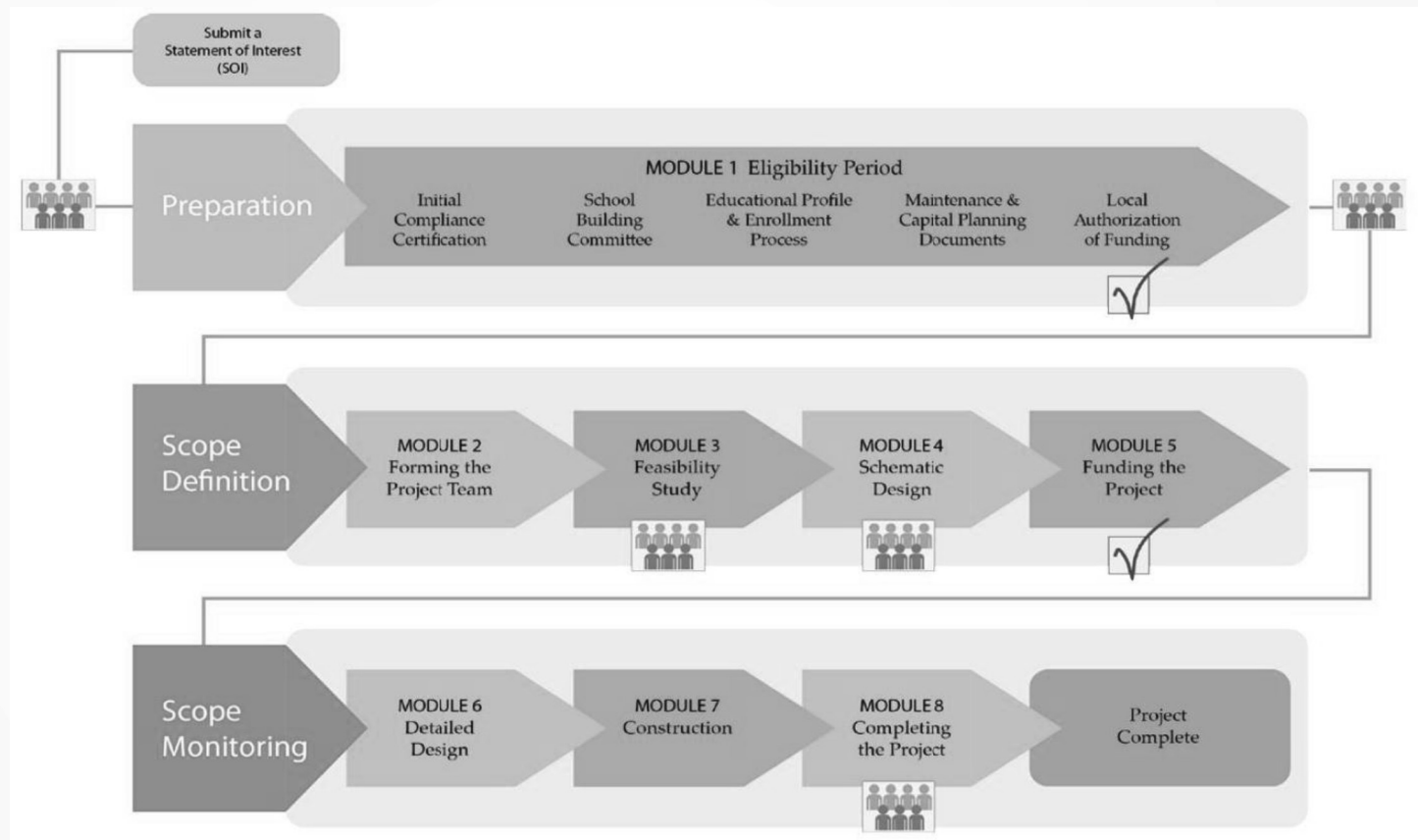
📄 File a Letter of Interest

Direction Town intends to go
Ranked priorities to consider



MSBA Process

11/05/2020

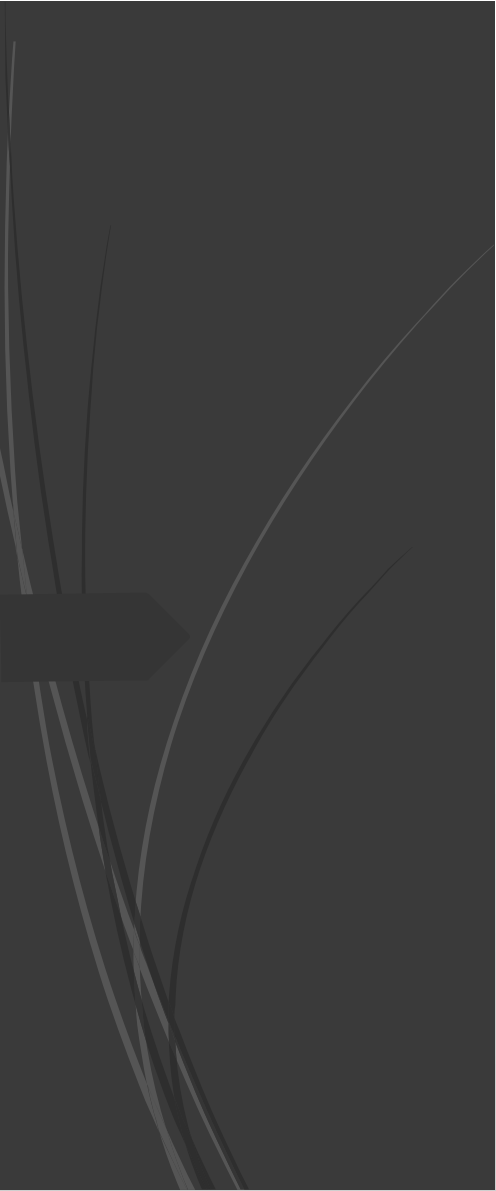


Prospective Timeline



► Eligibility Period/Preparation	270 days
► Project Team (OPM, Designer)	150 days
► Feasibility Study	300 days
► Schematic Design	75 days
► Project Scope & Funding	90 days
► Final Design	1 year
► Construction	1.5 year
Total= 3.5 years	

*The above are maximum allowed durations. Many steps will likely overlap, resulting in a shorter, 3.5 year timeframe.



If SOI is Submitted in 2021

School Committee Meeting

April 15, 2021

Preliminary and Phase 1

- April/May, 2021-SC votes on option for SOI.
- June 25, 2021-File Statement of Interest with MSBA on an option
 - The option being selected now is for the purpose of submitting the SOI. The Gienapp study that was conducted provides us with the information for the SOI.
 - Other options still have to be presented and refined in the Feasibility Study.
- Fall/Winter, 2021-MSBA invites Reading into process (tentative)
- If MSBA votes Reading into the process
 - Hold Community Forums to get feedback on options.

Preliminary and Phase 1

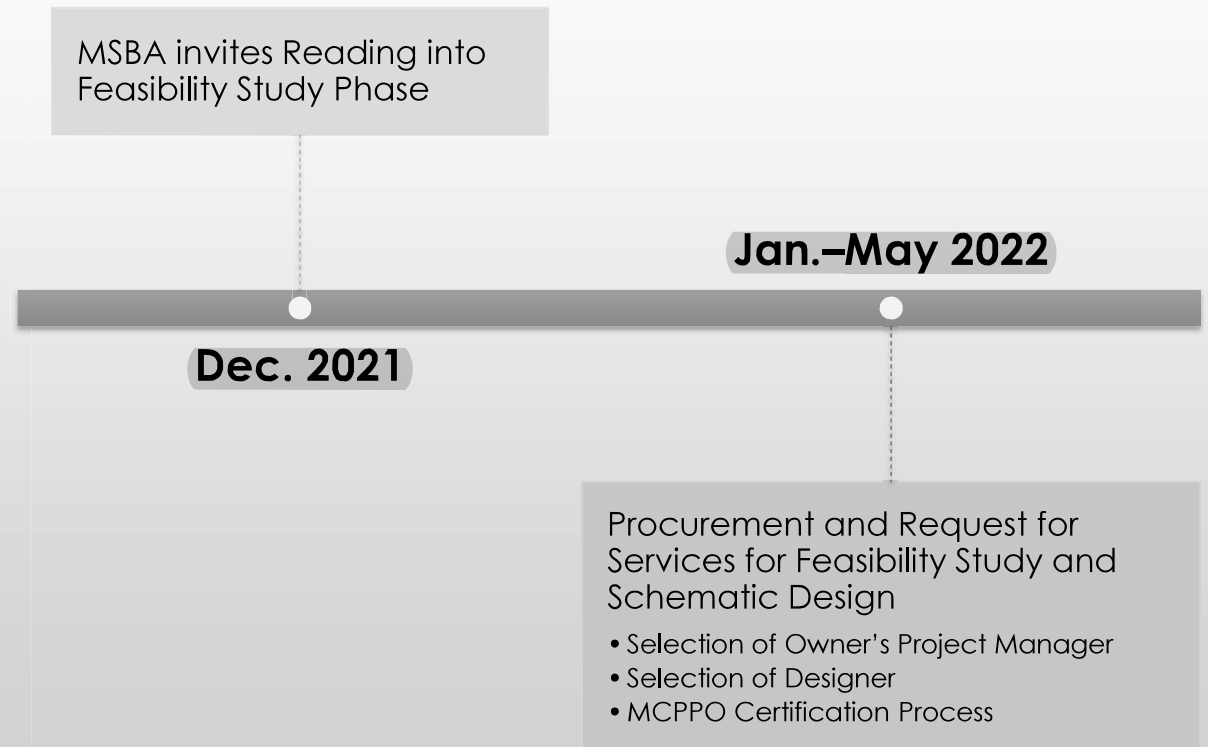
- If Reading is invited (270 days)
 - Initial Compliance Certification
 - School Building Committee Formation
 - Educational Profile Questionnaire submitted
 - Existing Maintenance Practices Plan Submitted
 - Design Enrollment Certification
 - Commitment of Community Funding for Feasibility Study (see below)
 - Execution of MSBA Feasibility Study Agreement
- February, 2022-April Town Meeting Warrant Closes for Funding for Feasibility Study
- Late April, 2022-Town Meeting Approves Funding for Feasibility Study and Schematic Design
- MSBA Board of Directors authorizes invitation to Feasibility Study and authorizes Executive Director to enter into a Feasibility Study Agreement

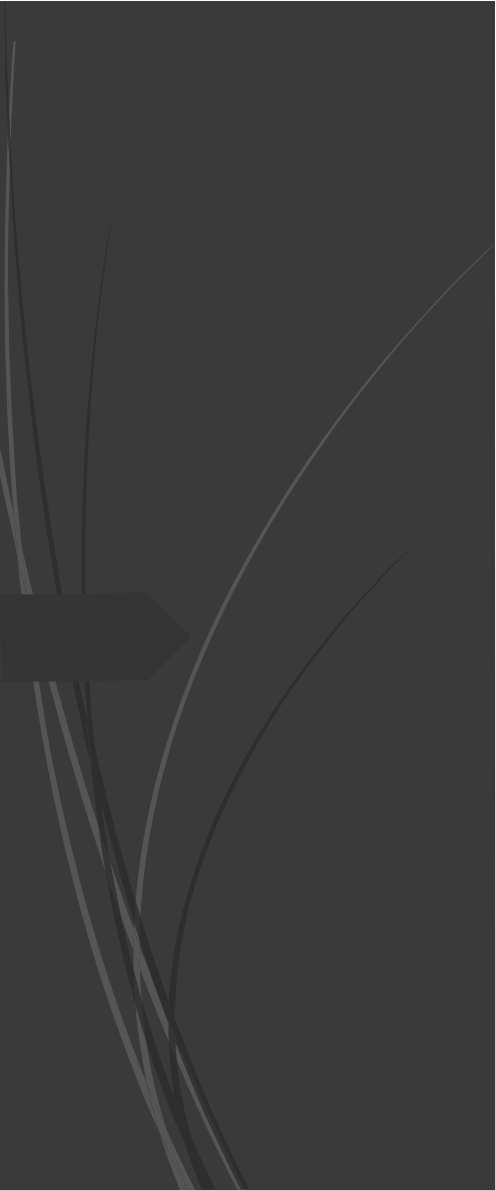


MSBA Requirements for School Building Committee Membership

- A member who is MCPPO certified
- Chief Financial Officer
- Town Manager
- Minimum of one School Committee Member
- Superintendent of Schools
- Director of Facilities
- Representative of Office authorized by law to construct school buildings
- School Principal
- Member knowledgeable in educational mission and function of facility
- Local budget official or member of local Finance Committee
- Members of community with architecture, engineering and/or construction experience (Permanent Building Committee members)
- Other

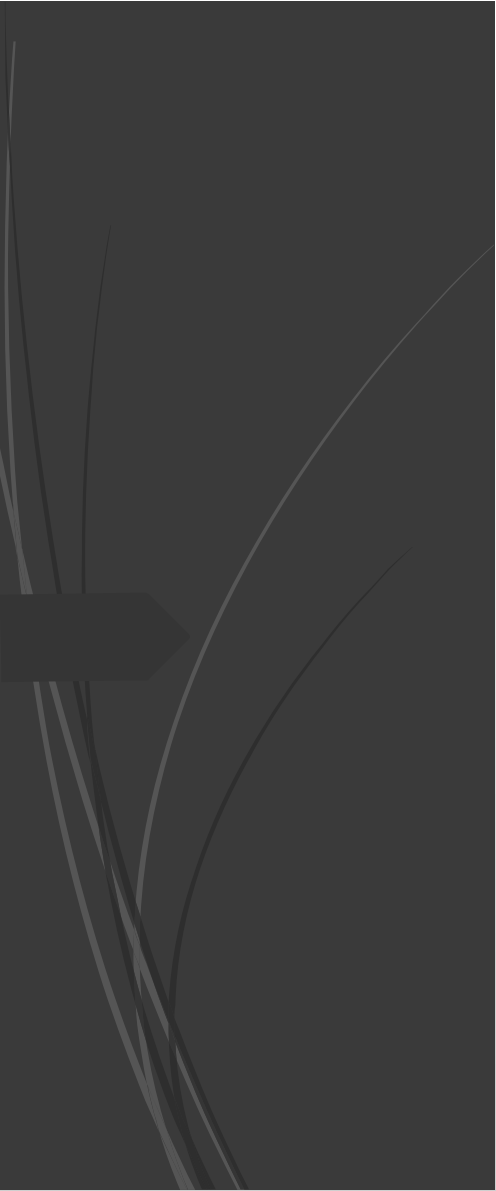
Phase 2- Invitation to Feasibility Study





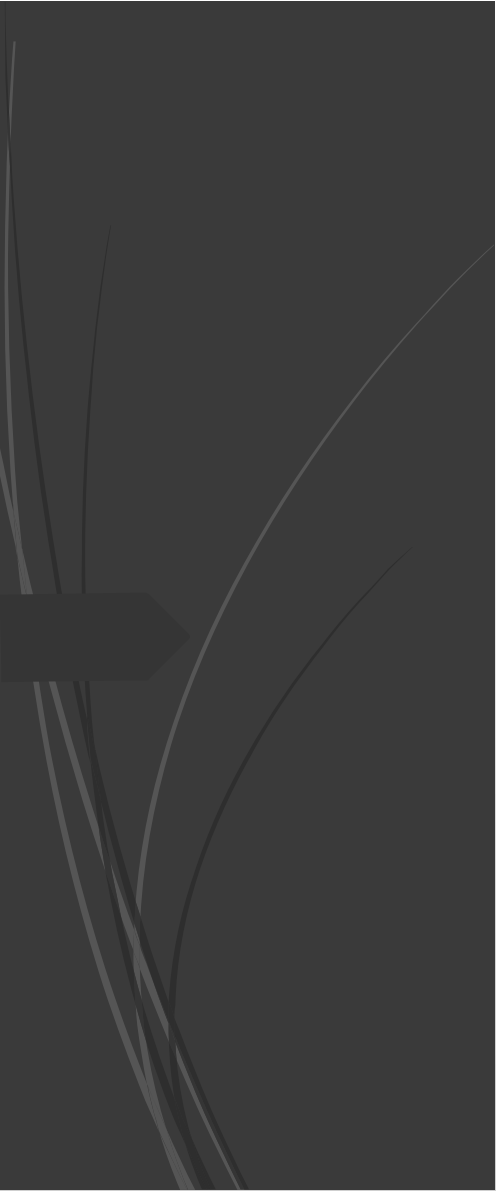
Phase 3-Feasibility Study

- ▶ May, 2022-February, 2023-Feasibility Study
 - ▶ Educational Program
 - ▶ Initial Space Summary
 - ▶ Document existing conditions
 - ▶ Establish Design Parameters
 - ▶ Develop and evaluate alternatives
 - ▶ Recommend most cost effective and educationally appropriate design to MSBA



Phase 4-Schematic Design

- ▶ May, 2023-August, 2023-Schematic Design
 - ▶ Develop a robust schematic design of sufficient detail to establish the scope, budget and schedule for the Proposed Project
 - ▶ The MSBA generates a Project Scope and Budget Agreement that documents the project scope, budget, schedule and MSBA financial participation to forward to the MSBA Board of Directors for their consideration. Approval by the MSBA Board of Directors is required for all projects in order for the MSBA to enter into a Project Scope and Budget Agreement and a Project Funding Agreement with the District.



Phase 5-Funding the Project

- ▶ November, 2023-Town Meeting Approval and Debt Exclusion Override Election
- ▶ If both are successful-Final Design Begin



Phase 6 and
7-Final Design
and
Construction

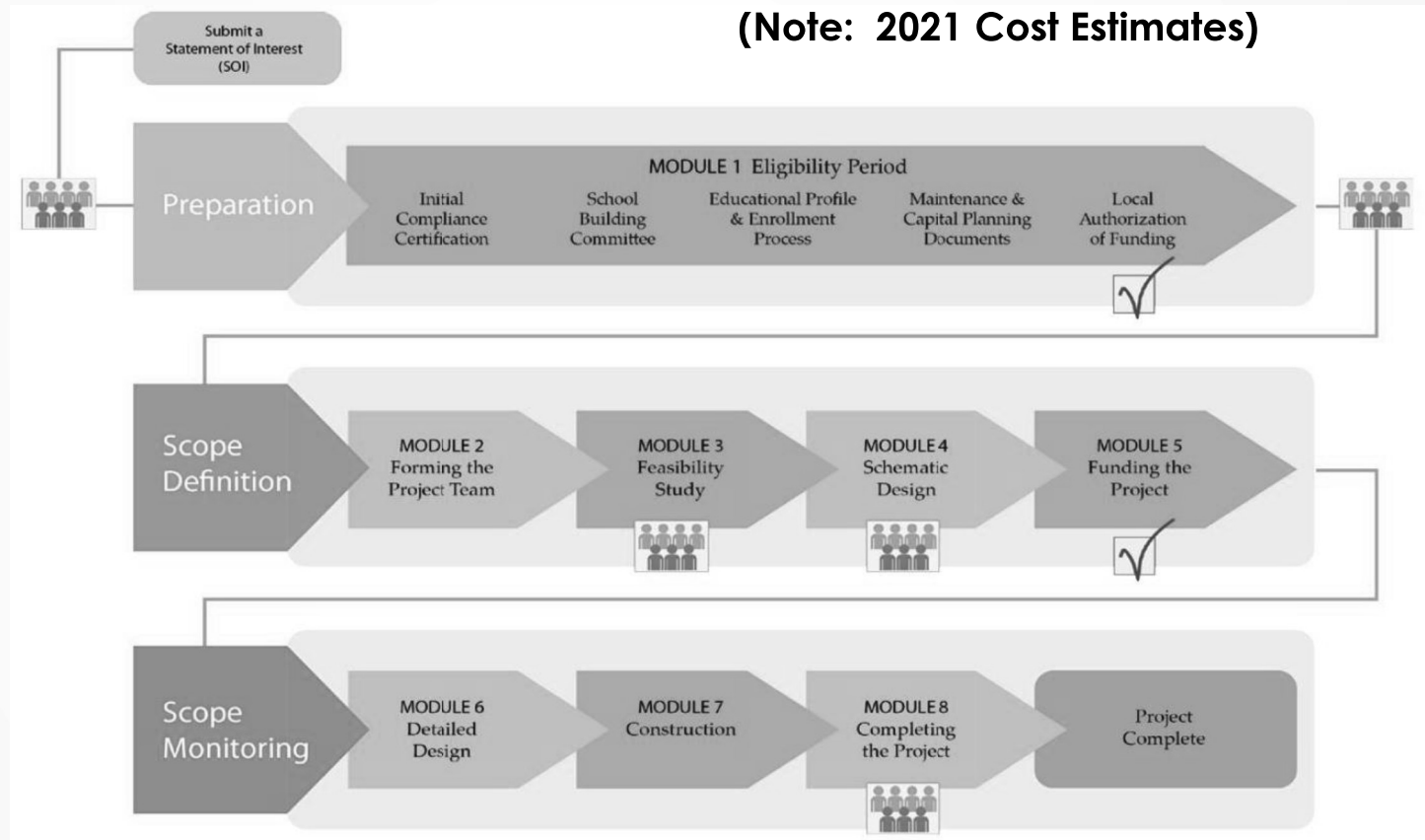
MSBA Process

Funding (Scheme A)

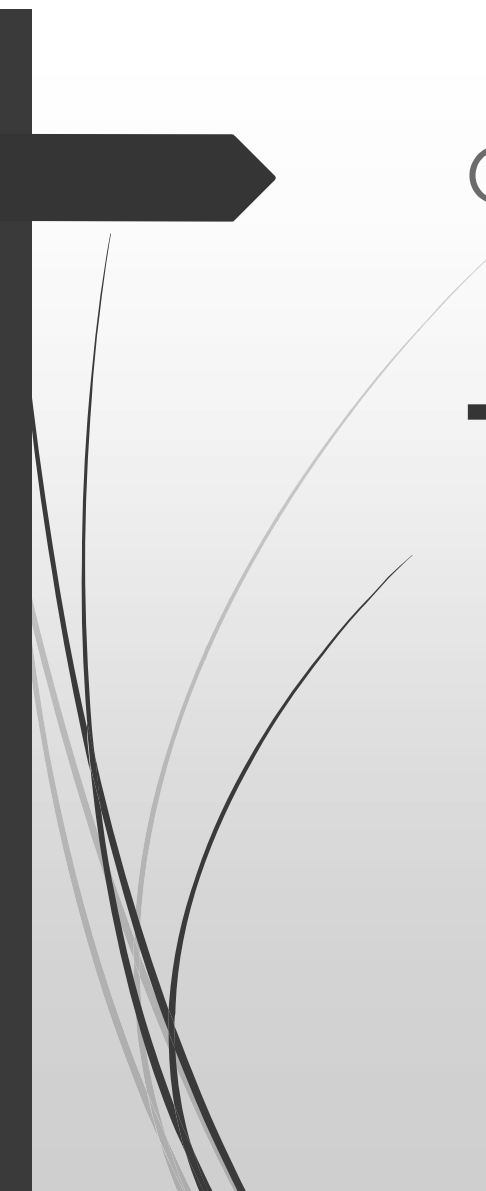
Module 1, 2, 3, 4 = \$1.7 million

Module 5, 6, 7, 8 = \$67.0 million

(Note: 2021 Cost Estimates)

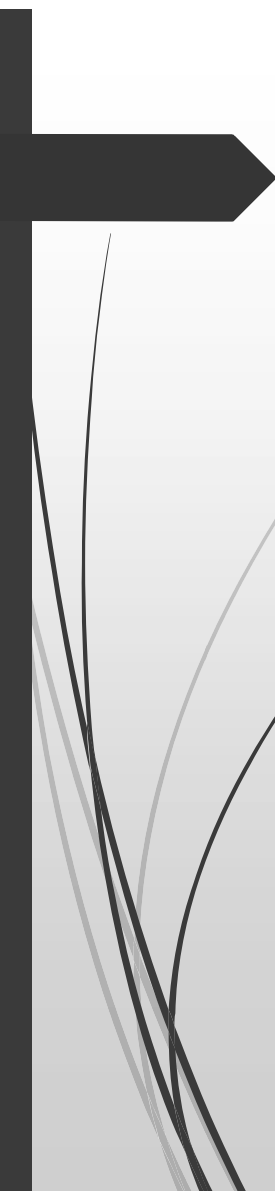


11/05/2020



Option B

- If the choice is to construct Killam and later do Birch Meadow (Option B), we could not submit Birch Meadow to MSBA as an SOI until Killam completed construction
 - Submit in January, 2027 leading to a completed construction of 2030 or 2031
 - Most likely construction would happen without reimbursement



What if we do not submit a SOI This Year

- Earliest completion date for Killam is September, 2027
- Decisions will need to be made on Killam for infrastructure changes
 - Handicap Accessibility and ADA Compliance
 - Fire Suppression System
 - Lead pipe replacement
 - Gymnasium
 - Windows and Doors Replacement
 - Main Office Renovation

John F. Doherty, Ed. D.
Superintendent of Schools

82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149



Christine M. Kelley
Assistant Superintendent

Jennifer A. Stys, Ed.D.
Director of Student Services

Gail S. Dowd, CPA
Chief Financial Officer

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

To: Reading School Committee
From: John F. Doherty, Ed.D., Superintendent of Schools
Date: November 7, 2019
CC: Gail S. Dowd, C.P.A., Chief Financial Officer
Joseph P. Huggins, Director of Facilities
Re: Elementary Enrollment and Space Study Update

At the November 7, 2019 School Committee meeting, Dale Gienapp, from Gienapp Associates will give an update on the Elementary Enrollment and Space Study. The study is now at a point where we would like to share with the Committee and the Community the different schemes that have been explored by Gienapp and reviewed by Mrs. Dowd, Mr. Huggins, and myself. In addition, we have shared these options and received feedback from Town Manager Bob LeLacheur and Permanent Building Committee Chair Patrick Tompkins.

Reasons to Proceed with a District Solution

Elementary Enrollment Growth at Killam and Birch Meadow-The New England Staff Development Council (NESDEC) was subcontracted by Gienapp to complete the enrollment study portion. What the study showed is that our preschool and elementary enrollment will be increasing over the next 10 years from the current enrollment (see chart below).

NESDEC Enrollment Projection (Last updated 4/22/2019)

Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2018-19	1989	1854	2145	2844	1284	990	899	1950	1251
2019-20	2013	1897	2185	2828	1252	931	843	1882	1239
2020-21	2015	1898	2212	2787	1223	889	575	1824	1249
2021-22	2038	1920	2247	2844	1197	924	597	1780	1183
2022-23	2058	1937	2204	2839	1196	902	635	1781	1146
2023-24	2094	1974	2262	2851	1218	877	589	1704	1115
2024-25	2073	1952	2286	2837	1217	885	551	1640	1089
2025-26	2067	1944	2269	2886	1263	942	617	1684	1067
2026-27	2070	1946	2260	2913	1323	967	653	1719	1066
2027-28	2032	1907	2255	2888	1269	981	633	1717	1084
2028-29	2067	1941	2223	2879	1270	938	656	1738	1082

Moreover, the school districts that will be showing the most growth are Birch Meadow and Killam (see charts below), while the other elementary schools are showing flat growth over the next 5-10 years.

SCHOOL: BIRCH MEADOW ELEMENTARY

DATE: 4/30/2019

NESDEC HISTORICAL AND PROJECTED ENROLLMENTS

BIRTH YEAR	BIRTHS		SCHOOL YEAR	K	1	2	3	4	5	K-5 TOTAL
2009	268		2014-15	62	64	57	71	65	68	387
2010	236		2015-16	58	65	66	57	73	68	387
2011	231		2016-17	64	61	65	64	57	72	383
2012	272		2017-18	60	65	62	64	65	54	370
2013	269		2018-19	62	60	64	62	63	66	377
2014	248		2019-20	68	65	61	64	62	62	382
2015	267		2020-21	66	70	66	60	64	61	388
2016	295		2021-22	73	68	71	66	60	63	402
2017	239	(prov.)	2022-23	59	75	69	71	66	60	400
2018	275	(prov.)	2023-24	68	61	76	69	71	65	410

SCHOOL: J. WARREN KILLAM ELEMENTARY

DATE: 4/30/2019

NESDEC HISTORICAL AND PROJECTED ENROLLMENTS

BIRTH YEAR	BIRTHS		SCHOOL YEAR	K	1	2	3	4	5	K-5 TOTAL
2009	268		2014-15	67	69	81	74	87	62	440
2010	236		2015-16	77	66	75	79	75	88	460
2011	231		2016-17	66	74	64	70	76	73	423
2012	272		2017-18	66	67	81	61	68	77	420
2013	269		2018-19	79	63	67	80	57	66	412
2014	248		2019-20	77	83	64	67	80	56	426
2015	267		2020-21	74	79	85	61	67	79	445
2016	295		2021-22	82	77	80	85	61	66	451
2017	239	(prov.)	2022-23	67	85	77	80	85	60	454
2018	275	(prov.)	2023-24	77	69	86	77	80	84	472

Programmatic Changes at Preschool and Elementary-The chart below shows the changes in preschool, full day kindergarten, and special education program classroom needs since 2005. This is due to the number of students who require special education services at the preschool, the increase in students with disabilities in our special education programs, and the increase in enrollment for full day kindergarten. For example, at the October 18th School Committee Meeting, we discussed how the Compass program at Birch Meadow (for students who are on the autism spectrum) has grown from 1 full size classroom in 2015-16 to a projected need of 3 full size classrooms for the 2020-2021 school year. These programmatic needs have reduced the number of general classrooms available.

Program Change	Classrooms Allocated in 2005	Classrooms allocated in 2013	Classrooms Allocated in 2019-20 School Year	Classrooms Needed in 2020-2021 School Year
Full Day Kindergarten	5	10	14	14
Special Education Programs (Not Including Learning Centers)	1	6	9 Full Size Classrooms 6 Inclusion Classrooms 3 Small Classrooms	10 Full Size Classrooms 6 Inclusion Classrooms 3 Small Classrooms
RISE Preschool	5	7	8	8

Program Changes Since 2005 and Future Needs (Based on Current Trends)

Review of Schemes

At the November 7th Meeting, Dale Gienapp, Joe Huggins, Gail Dowd, and I will present and discuss the different options or schemes currently being reviewed. Below is a summary of each of the schemes. In developing the schemes, Gienapp Associates used the following assumptions:

- No option was off the table, including reducing or adding to the number of elementary schools, going to a different grade configuration other than K-5, and redistricting
- The study used the projections in the NESDEC report
- Full Day Kindergarten will be for all students at some point in the future (currently at 90% enrollment)
- Modularity would not be included as part of the classroom space needed
- Preschool enrollment is assumed to have a capacity of 175 students
- Structurally, a second floor could not be built on any of the existing schools

Note: The project cost listed in parentheses is the total project cost which is the estimated construction cost plus the cost of design and oversight during the project. All costs are 2019 estimates and are not projected to a future construction date.

Scheme A (\$68.7 million)- Killam is demolished for a new two story 625 student school. The other four schools will have some redistricting to Killam to alleviate existing pressure on their schools.

- The capacity of the elementary district would be 2024 students.
- Preschool would remain at the High School and Wood End. Some preschool classes would also go to Killam.
- Additional staffing would be needed at Killam (Assistant Principal, Custodian, Specialists)
- Additional bussing would be needed due to some redistricting
- Redistricting impact is medium
- Killam Field would be impacted to build new school

- Increased traffic at Killam due to larger school
- Increased utility costs

Scheme B (\$85.8 million)- Killam is demolished for a new two story 660 student school which includes all preschool. Birch Meadow receives a 20,000 square foot addition for its growth and additional Reading growth.

- The capacity of the elementary district would be 2008 students, with high school preschool it would be 2108.
- All preschool classes will be moved to Killam, freeing up space at RMHS and Wood End to be used for classrooms.
- Additional staffing would be needed at Killam (Assistant Principal, Custodian, Specialists).
- Additional staffing would be needed at Birch Meadow (.5 Assistant Principal, .5 Custodian, .5 Secretary, Specialists)
- Additional bussing would be needed due to some redistricting
- Redistricting impact is medium
- Killam Field would be impacted to build new school
- Increased traffic at Killam and Birch Meadow due to larger schools
- Increased utility costs

Scheme C (\$59.8 million)- Killam is gutted and renovated into a 500 student school. A portion of the school is demolished to provide two stories to eliminate the modular classrooms and gain more classroom space. Birch Meadow receives a 20,000 square feet addition for its growth and additional Reading growth.

- The capacity of the elementary district would be 2006 students
- Preschool would remain at the High School and Wood End. Some preschool classes could go to Killam
- Additional staffing would be needed at Killam (Assistant Principal, Custodian, Specialists)
- Additional staffing would be needed at Birch Meadow (.5 Assistant Principal, .5 Custodian, .5 Secretary, Specialists)
- Additional bussing would be needed due to some redistricting
- Redistricting impact is low
- Killam Field may be impacted to build new school if renovation is not an option
- Students may need to be relocated during construction
- Increased traffic at Killam and Birch Meadow due to larger schools
- Increased utility costs

Scheme D (\$31.2 million + cost for a 6th site)- Killam is gut-renovated. Pre-K and Kindergarten is moved to a 6th site in town. All current elementary schools would become Grade 1-5 schools.

- The capacity of the elementary district would be 1733 students, not including kindergarten
- All preschool classes will be moved to the sixth site, freeing up space at RMHS and Wood End to be used for classrooms
- Preschool Director position would be upgraded to an early childhood principal position.

- Additional staffing would be needed at 6th site including custodians, library media specialist, nurse, technician, school psychologist, specialists
- Additional bussing would be needed for all K students that live greater than 2 miles from sixth site.
- Redistricting impact is low. Only kindergarten would be impacted.
- Killam Field may be impacted to build new school if renovation is not an option
- Students may need to be relocated during construction
- Increased utility costs

Scheme E (\$89 million)- Killam is demolished for a 660 student 3PK-1st grade school for the entire district (the other 3PK will be housed at Wood End). Birch Meadow receives a 20,000 square foot addition for growth.

- The capacity of the elementary district would be 2159 students
- Preschool classes would be at Killam and WE only, freeing up space at RMHS
- Additional staffing would be needed at Killam (Assistant Principal, Custodian) and Birch Meadow (Custodian)
- Additional bussing would be needed
- Redistricting impact is high. Grade 2-5 would be relocated from Killam.
- Killam Field will be impacted to build new school.
- Increased utility costs
- Increased traffic at Killam and Birch Meadow

Scheme F (\$102.7 million)- Birch Meadow is demolished or vacated. Reading becomes a 4 elementary school town. As a result, Killam is demolished and becomes a 650 student school. Wood End receives an addition to become a 630 student school.

- The capacity of the elementary district would be 1971 students
- Preschool classes would remain at RMHS and WE.
- Eliminating a school will result in the savings of the following positions.
 - Difference between a Principal salary and an Assistant Principal salary (approximately \$20,000).
 - 1.0 Library Media Specialist (approximately \$70,000)
 - All other staff would be deployed to Killam and WE
- Killam and WE will each need a full time Assistant Principal and a full time custodian
- Additional bussing would be needed
- Redistricting impact is medium.
- Killam Field will be impacted to build new school.
- Increased utility costs
- Increased traffic at Killam
- Increased traffic and parking issues at Wood End

Scheme G (\$120 million)- Birch Meadow is demolished or vacated. Reading becomes a 4 elementary school town. As a result, Killam is demolished and becomes a 750 student school. Wood End receives an addition to become a 660 student school.

- The capacity of the elementary district would be 2101 students
- Preschool classes would be relocated from RMHS to Wood End and Killam, freeing up space for classrooms.
- Eliminating a school and moving PreK will result in the following positional savings.
 - Difference between a 1.0 FTE Principal salary and a 1.0 FTE Assistant Principal salary (approximately \$20,000)
 - 1.0 FTE Library Media Specialist (approximately \$70,000)
 - All other staff would be deployed to Killam and WE from Birch Meadow and PreK at High School
- Additional bussing would be needed
- Redistricting impact is high. Birch Meadow students would be redistricted to Killam and Wood End. Other redistricting may occur from the other schools.
- Killam Field will be impacted to build new school.
- Increased utility costs because additional square footage is added at two schools.
- Increased traffic at Killam
- Increased traffic and parking issues at Wood End

Scheme H (\$128.7 million)- Birch Meadow is demolished for a new 430 Pre-K and K school. Killam is demolished for a new 650 student school. All elementary schools would be Grades 1-5.

- The capacity of the elementary district would be 2081 students
- Preschool classes would be relocated from RMHS, freeing up space for classrooms.
- Additional staffing costs would be close to neutral.
- Additional bussing would be needed for kindergarten and students originally at Birch Meadow who live greater than two miles to Killam or Wood End.
- Redistricting impact is high.
- Killam Field will be impacted to build new school.
- Increased utility costs
- Increased traffic at Killam and Birch Meadow
- Relocation of BM students during construction

Other Options-This study did not review only redistricting with no additional construction, renting classroom space or moving an additional grade to the middle school to create 5-8 schools. Some thoughts on those options are below.

- **Redistricting-**With the increased need for programmatic space over the last several years, combined with future projected enrollment increases, redistricting is not an option because all of our schools are at or over capacity. There are currently no additional classrooms available to accommodate future programmatic or enrollment needs. At the October 17th School Committee meeting, we requested funding for 2 to 3 classrooms for next year to address special education program needs and enrollment needs because we do not have any available space in the district.
- **Renting Classroom Space-**Renting classroom space, if available, would be an annual recurring cost to the operating budget, both for the rental costs, and any additional transportation required if a student lives more than two miles from the rented space. In

addition, the space would need to be equipped with adequate technology, classroom furniture, and other educational needs. Core space for art, music, physical education, recess, and lunch would need to be a part of any rented space. Due to special education laws and regulations, special education programs could not be moved offsite by themselves to rented space.

- **Moving an additional grade to the middle schools**-Moving Grade 5 to Parker and Coolidge would require each school to add additional classroom space and core facilities (Gym, Art, Music, Technology, Special Education). At Parker, 10 classrooms would need to be added (plus core facilities) and at Coolidge, an additional 8 classrooms would need to be added (plus core facilities) to accommodate an additional 300 + students.

Why Killam is part of any scheme listed-As stated above, each of the schemes show either a newly constructed or renovated Killam as part of the solution. There are several reasons why Killam is considered to be part of any solution moving forward.

- The increase in elementary enrollment over the next 10 years is in the Killam district and the Birch Meadow district (see enrollment charts above).
- Killam is the only school geographically on the east side of town. A renovated and larger Killam will address enrollment increases and programmatic needs in a larger section of the town without adding significant transportation costs.
- Killam is the largest elementary school in the district.
- Killam is the only school in the district that has not had any renovation or has been constructed in the last 15 years. Killam was built in 1969.
- Killam has some systems issues that will need to be eventually addressed including ADA accessibility, window replacement, fire suppression, and lead in the water.

Next Steps

After the November 7th presentation, it is recommended that the School Committee hold public sessions for the community to review the different options. A report will be given at November Town Meeting outlining the progress of the study and an overview of the options. Once the public has given feedback to the options and the process, the School Committee should recommend an option for future consideration. The funding for a feasibility study would need to be requested at Town Meeting.

Please contact me if you have any questions.

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Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

TO: Reading School Committee

FROM: Gail Dowd

CC: John Doherty, Superintendent of Schools
Robert W. LeLacheur, Jr., Town Manager
Joseph Huggins, Director of Facilities

DATE: June 25, 2019

RE: Update on Capital Projects

As discussed during previous School Committee meetings we plan to provide the School Committee updates on a quarterly basis throughout the year as to the status of the various capital projects. We have prepared the following high-level summary of the progress on the three capital projects since the last update provided to the committee on March 28, 2019. We are also providing this high-level summary memo to the Town Manager. The Director of Facilities and the Town Manager will be present at the School Committee Meeting on June 27th to answer questions as they relate to these specific capital initiatives.

Elementary School Space Needs

November 2018 Town Meeting approved the request to redirect \$207,500 set aside from the override for this purpose away from the Permanent Building Committee (at their request) and made available to the schools through the Facilities department. Town Meeting further approved an additional \$20,000, redirected from other school capital projects, at the request of the School Committee. The School Department will continue to provide updates as they become available for this project. Below is an update since the March 28th memo.

- Gienapp Design Architecture was selected as the "House Doctor" in mid-January 2019 and continues to be the main firm executing all phases of the Elementary Master Plan project.
- NESDEC, through the Gienapp contract, was engaged to prepare the enrollment study. The School Department directed NESDEC and Gienapp to prepare a more comprehensive demographic study rather than a simple set of 10-year enrollment projections. The School Department has provided all requested historical enrollment information and has been reviewing the results with NESDEC and Gienapp. It is the expectation of the School Department to have NESDEC come to a School Committee in the fall to present the results of the study as well as to present a formal report.
- NESDEC has been in contact with the Assistant Town Manager to discuss the various economic development and building activities occurring within the Town. In addition, the NESDEC consultants, with the assistance of the Assistant Town Manager, have reached out to real estate agents in the Town to discuss recent trends in

housing sales. The results of these meetings and discussions will be incorporated into the overall enrollment study/report.

- In March, Gienapp Design along with Facilities, conducted tours of all five elementary schools to gather information that will be utilized in the enrollment study and in the overall master plan study. On May 28th, Gienapp Design, along with Facilities met with each building principal and the Interim Student Services Director to obtain their input on space utilization and constraints. These meetings encompassed enrollment as well as programmatic discussions.
- An update was provided to the Community during the April 2019 Town Meeting and it is currently anticipated that an additional update will be provided during the November 2019 Town Meeting.
- We are projected to come in at the approved level of funding for this project

At Thursday evening's School Committee meeting, Dale Gienapp from Gienapp Architects will be presenting a high-level summary of the results to date. We have invited other elected and appointed boards to attend this update.

Future updates will be scheduled in the fall and we will continue to invite other elected and appointed boards to attend meetings once dates and updates are available.

Turf II

November 2018 Town Meeting approved FINCOM's request to fund \$200,000 to fund design services for Turf 2. As previously discussed we continue to articulate to those impacted that Turf 2 will need to be scheduled as 'down time' for the fall 2019, due to the need for advance field planning coupled with the uncertainty of completion of construction projects. The Athletics Director continues to work with the Recreation Department to ensure all scheduling activities and considerations are being addressed. The School Department will continue provide updates as they become available.

- As a reminder, thoughts to expand the length of Turf II were deemed unnecessary through consultation with Athletics, Recreation and a review with outside legal counsel. Based upon these discussions the School Committee directed School Department not to proceed with obtaining pricing to expand Turf II.
- Town Meeting, during the April 2019 Annual Town Meeting, approved the debt funding of \$2.25 million to fund the replacement project for Turf II.
- The working group (comprised of the Town Engineer, Director of DPW, Director of Facilities and School CFO), with Activitas narrowed the focus of the project to the following scope - Turf II replacement in-kind with new lights. The working team developed a list of add alternates that were prioritized and brought forth to the larger decision-making group (which included the Superintendent, Town Manager, Athletics and Recreation).
- Meetings were held throughout the planning and design process with Athletics and Recreation to ensure all questions and concerns were addressed timely. A final planning meeting was held on May 23rd with the Town Manager and Superintendent of Schools to present and review the design documents and to make final designs on the various design aspects of the project.
- The project was bid out through the Town's Procurement Office with the assistance of Activitas in early June. A site visit was held on Tuesday June 11th for all interested parties to visit Turf II and to ask any clarifying questions.
- Bid proposals are due back on June 26th and will be reviewed by DPW/Engineering, Facilities, Activitas and School CFO once compiled.
- Once the project is awarded, we anticipate being in construction late summer into early fall.

At Thursday evening's School Committee meeting, Mark Novak from Activitas will be presenting a high-level summary of the Turf II design and will be available to address questions from the Committee.

Building Security Study

This building security capital project remains the highest priority of both the Superintendent and the Town Manager. November 2018 Town Meeting approved a change in the purpose of \$500,000 already approved in FY19 to be shifted to School & Town Building Security design services, instead of starting with a renovation of the Dispatch Center. Subsequently, at the April 2019 Town Meeting, an additional \$4 million in debt was authorized to proceed with executing on the suggestions from the Security Study.

- An Executive Session was held on April 11th which the Select Board, School Committee, Board of Library Trustees and the Finance Committee were all invited to attend. Additional smaller informal meetings were also held in preparation for April 2019 Town Meeting. As in previous Executive Sessions, details will not be shared for security reasons, but a lot of progress on process has been accomplished by town and school staff that will be reviewed.
- The Town Manager, Superintendent of Schools, Deputy Police Chief, Director of Facilities and CFO of Schools presented an overview to Town Meeting members over two nights during the April 2019 Town Meeting. Of concern as an Instructional Motion that would have replaced all involved Town and School staff on this project by unspecified volunteers – the motion did not pass.
- The Town continues to work with STV of Newton, Massachusetts who is serving as the OPM (as a reminder, projects estimated to over \$1.5 million require public agencies to hire an OPM).
- Since Town Meeting approval of the funding, several meetings have been held with the working group (comprised of the Director of Facilities, School Department CFO, OPM, Security Consultant and Designer) to develop a scope of work that will fit within the overall budget of \$4 million.
- The working group has completed walkthroughs of all Town and School buildings to ensure the suggested security measures are fully vetted and challenged through each person's lens.
- Preliminary recommendations along with questions and suggestions were presented to the Town Manager and Superintendent of Schools in June. The purpose of the meeting was to ensure that the working group was on task.
- The next steps in the process are to have a conceptual design completed with a cost estimate. The target is to have this information available for November 2019 Town Meeting, or later.



Town of Reading Meeting Minutes

2016-09-22 LAG

Board - Committee - Commission - Council:

Killam School Building Committee

Date: 2022-07-18

Time: 6:00 PM

Building: Reading Town Hall

Location: Select Board Meeting Room

Address: 16 Lowell Street

Session: Open Session

Purpose: General Business

Version: Draft

Attendees: **Members - Present:**

Greg Stepler, John Coote, Pat Tompkins, Nancy Twomey, Sarah McLaughlin, Carla Nazzaro, Endri Kume, Karen Herrick

Members - Not Present:

Others Present:

Fidel Maltez, Joe Huggins, Kevin Cabuzzi, Sharon Angstrom, Joellen McGinnity, Thomas Milaschewski, Caitlin Nocella

Minutes Respectfully Submitted By:

Topics of Discussion:

This was the boards first meeting, and the first order of business is to organize.

Tompkins noted he feels the Chair should maybe be a School Committee member due to this being a school building project. Herrick disagreed and felt it didn't need to be a S.C. member.

Maltez explained the role of the chair.

Nazzaro nominated Tompkins for Chair. Herrick seconded the motion.

Tompkins noted he is happy to take on the role of the Chair at this time and perhaps they can re-organize in the future if needed.

The board took a roll call vote and unanimously voted for Tompkins as Chair.

McLaughlin nominated Nazzaro for Vice Chair and the board voted unanimously to approve that motion.

Maltez explained the next steps in the process. The next two steps are administrative which Huggins will do. An enrollment study needs to be done which will be taken care of by Dr. Milaschewski and his staff. A request to Town Meeting will be made for \$2.2 Million out of free cash for the feasibility study and design.

Herrick asked if we can create a page on the town website for this project to keep the residents updated.

The board discussed a future meeting schedule and decided on August 22nd for their next meeting and then they will meet every 3rd Monday of the month after that. Their meetings will be held at 6PM.

The board adjourned at 6:35 PM with a unanimous roll call vote.