



Town of Reading Meeting Posting with Agenda

Board - Committee - Commission - Council:

Permanent Building Committee

Killam School Building Committee

Date: 2024-07-08

Time: 7:00 PM

Building: Reading Town Hall

Location: Select Board Meeting Room

Address: 16 Lowell Street

Agenda:

Purpose: General Business

Meeting Called By: Jacquelyn LaVerde on behalf of Chair Carla Nazzaro

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 in the Select Board Meeting Room of Town Hall and remotely via Zoom:

Join Zoom Meeting

<https://us06web.zoom.us/j/86388083976>

Meeting ID: 863 8808 3976

One tap mobile

+16465189805,,86388083976# US (New York)

+16465588656,,86388083976# US (New York)

Dial by your location

• +1 646 518 9805 US (New York)

• +1 646 558 8656 US (New York)

Find your local number: <https://us06web.zoom.us/u/kcYQ0K2fDJ>

AGENDA:

1. Call to order
2. Public Comment
3. KSBC Liaison Reports
4. KartoonEDU Video Content Discussion
5. Full Pre-K : Under One Roof
6. Designer Report
 - a. Pre-K Cost Analysis
 - b. Options Reduction Strategy
7. Approval of Prior Meeting Minutes
8. Future Agenda Items and Next Meeting Dates



Killam School Building Project: RISE Preschool Program

July 8, 2024



RISE Preschool Program - Overview

RISE Program Overview:

- RISE provides an inclusive preschool program for students who do and do not receive services on an IEP
- RISE offers varied instruction formats—whole group, small group, or individualized—to develop social, emotional, behavioral, communication, and pre-academic skills. The curriculum is standards-based, emphasizing play-based learning and multi-sensory activities to foster relationships
- Additionally, RISE offers flexible inclusion opportunities with specially designed instruction in social, behavioral, play, self-help, motor skills, and academics, featuring smaller student-teacher ratios for more personalized support



RISE Preschool Program - Current Model

- Nine classrooms (including 10 class sections) in three sites (Killam, Wood End, RMHS)
- Total current capacity is 150 including 72 students in tuition based spots, 69 students with special needs, and 10 students who do not attend RISE as a program, but participate in appointment based services
- Current waitlist is 64 students for 2024-2025 school year
- With a post-COVID increase in special education referrals and requests for screenings, we anticipate needing to increase our R.I.S.E. enrollment in the years to come.



RISE Preschool Program - Proposed Model

With a new Killam School Building, we are proposing consolidating all classrooms which are currently dispersed across three separate locations throughout the district into a single new building. As a result, this consolidation would also open up classroom space at Wood End and RMHS.



RISE Preschool Program - Benefits of Proposed Model

Who benefits from the proposed model?

1. RISE
2. District
3. High School



Benefits for RISE

Efficient Resource Allocation: Centralizing Pre-K programs allows for better allocation of resources such as teaching staff, materials, and equipment. Instead of spreading resources thinly across multiple sites, we could concentrate them in one location, ensuring that each classroom has access to what it needs.

Streamlined Administration: Managing multiple Pre-K sites can be complex and time-consuming. Having all programs in one building simplifies administrative tasks such as scheduling, communication with parents, and staff coordination. This would lead to more efficient operations and better support for teachers and students.

Consistent Curriculum Implementation: With all Pre-K programs in one building, it's easier to ensure consistency in curriculum implementation and teaching standards. Teachers can collaborate more closely, share best practices, and align their instruction to common goals, resulting in a more coherent educational experience for students.

Improved Collaboration and Professional Development: Centralizing Pre-K programs fosters greater collaboration among teachers and staff. They can share resources, participate in joint planning sessions, and engage in professional development activities together. This collaborative environment promotes continuous improvement and enhances the quality of teaching and learning.



Benefits for RISE

Enhanced Family Engagement: Having a single location for Pre-K programs can make it easier for families to engage with the school. Parents with multiple children in the program can conveniently drop off and pick up their children in one place. Additionally, hosting family events and parent workshops becomes more accessible when everyone is in the same building.

Better Access to Support Services: Centralized Pre-K programs will have easier access to support services such as special education, speech therapy, and counseling. Coordinating these services becomes more efficient when they are located in one facility, ensuring that students receive the support they need in a timely manner.

Sense of Community: Bringing all Pre-K programs together fosters a stronger sense of community among students, teachers, and families. Students have the opportunity to interact with peers from different backgrounds, fostering socialization and empathy. Teachers can collaborate more closely and develop a shared sense of purpose, leading to a more cohesive school culture.



Benefits for District

Expected Enrollment: Based on demographic studies, the district anticipates a K-5 enrollment increase starting in the 2026-2027 school year. Creating space in other buildings would enable us to proactively prepare for this enrollment increase and limit the potential of having to create/purchase additional space in the future.

	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28	2028- 29	2029- 30	2030- 31	2031- 32
K	290	300	301	303	304	311	314	317	321	323	319
1	247	308	310	312	314	316	319	322	325	329	331
2	317	252	307	309	311	316	317	320	323	327	331
3	310	317	251	306	308	309	314	315	318	321	325
4	289	306	307	244	297	302	304	308	309	313	316
5	262	285	300	301	240	293	298	301	305	306	310
Total: K-5	1715	1768	1776	1775	1774	1847	1866	1883	1901	1919	1932

[*Jerome McKibben. \(2022\). Population and Enrollment Forecasts, 2022-23 Through 2031-32*](#)



Benefits for District

Growing Student Need: With an increase in our multilingual learner population, an increase in the complexity of some of the needs of our students with disabilities, and the increase in the amount of students needing additional academic support, more small group/support/intervention space is needed in all buildings, and this move opens up space for these services.



Benefits for High School

Expand Innovation Pathway Opportunities: RMHS recently adopted 5 Innovation Pathways - Computer Science, Engineering, Digital Media, Clean Energy and Healthcare and Social Assistance. Opening up the basement at RMHS would allow the high school to create additional labs and spaces for these programs, including the potential expansion of the robotics and computer science lab and the development of an Engineering lab to merge computer-aided design (CAD) with traditional hands-on construction. This would also allow the high school to pursue more vocational and hands-on learning opportunities.

Pursuit of Grant Funding: Over the past two years, RMHS has received over \$495,000 in grant funding for innovative and hands-on learning opportunities for students. There is a significant amount of grant funding available through both DESE and the state that RMHS could pursue with additional space availability to expand programming.



Appendix



\$495K in State Grants for Innovative High School Design

Innovation Pathways

- Computer Science, Engineering, and Digital Media
- **NEW!** Clean Energy and Healthcare and Social Assistance
- 182 students enrolled for 2024-2025

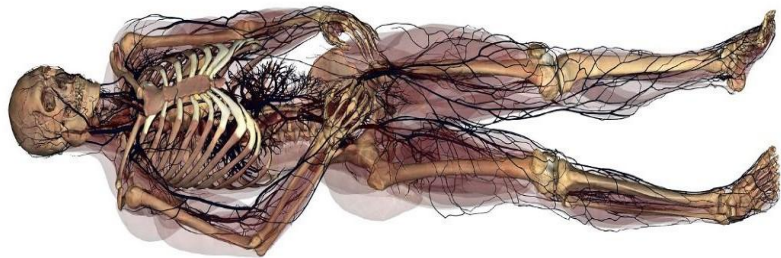
Dual Enrollment

- RMHS partners with Endicott College, Middlesex Community College, and UMass Lowell to offer dual-enrollment courses that are part of the existing Innovation Career Pathway (ICP). Dual-enrollment provides students with the opportunity to earn college credits while at RMHS



Innovation Career Pathways in Action: Examples

Using state grant and state earmark funds, RMHS purchased the Anatomage Table 10 Autopsy Table for 100k. “Our bodies have stories to tell. And Anatomage Table 10 brings those stories to life. Furthering the Anatomage Table’s legacy of digitizing real anatomy, Table 10 opens a new dimension into exploring anatomy in a way that was previously impossible. From simulating the stages of childbirth to tracing the effects of disease on an aging body, Table 10 provides a window into life—a scientific journey into what anatomy can teach us. The Anatomage Table 10, is more than a learning platform; it deepens clinical care through anatomical insights.”



As one of only two schools in MA offering an Information Pathway specializing in Digital Music, including graphic design and digital music production, RMHS was awarded a \$25k grant to purchase Nord Stage Digital Keyboards. These Nords play a vital role in our music program's MIDI keyboard lab, supporting in-class activities, recording sessions, and live performances due to their outstanding quality and portability. They connect to Mac Minis via USB hubs for MIDI recording using Logic Pro X for professional-grade recording. Each workstation is equipped with a Focusrite Scarlett18i8 for converting analog signals from instruments and microphones to digital, enabling high-fidelity recordings of vocals, guitars, and other instruments.



\$495K in State Grants for Innovative High School Design (cont.)

- Senior Internship Program
 - Placing students in meaningful internships during their final term to explore diverse career opportunities and foster the development of essential employable skills.
 - Grew from 90 students (spring 2023) to 180 students (spring 2024)



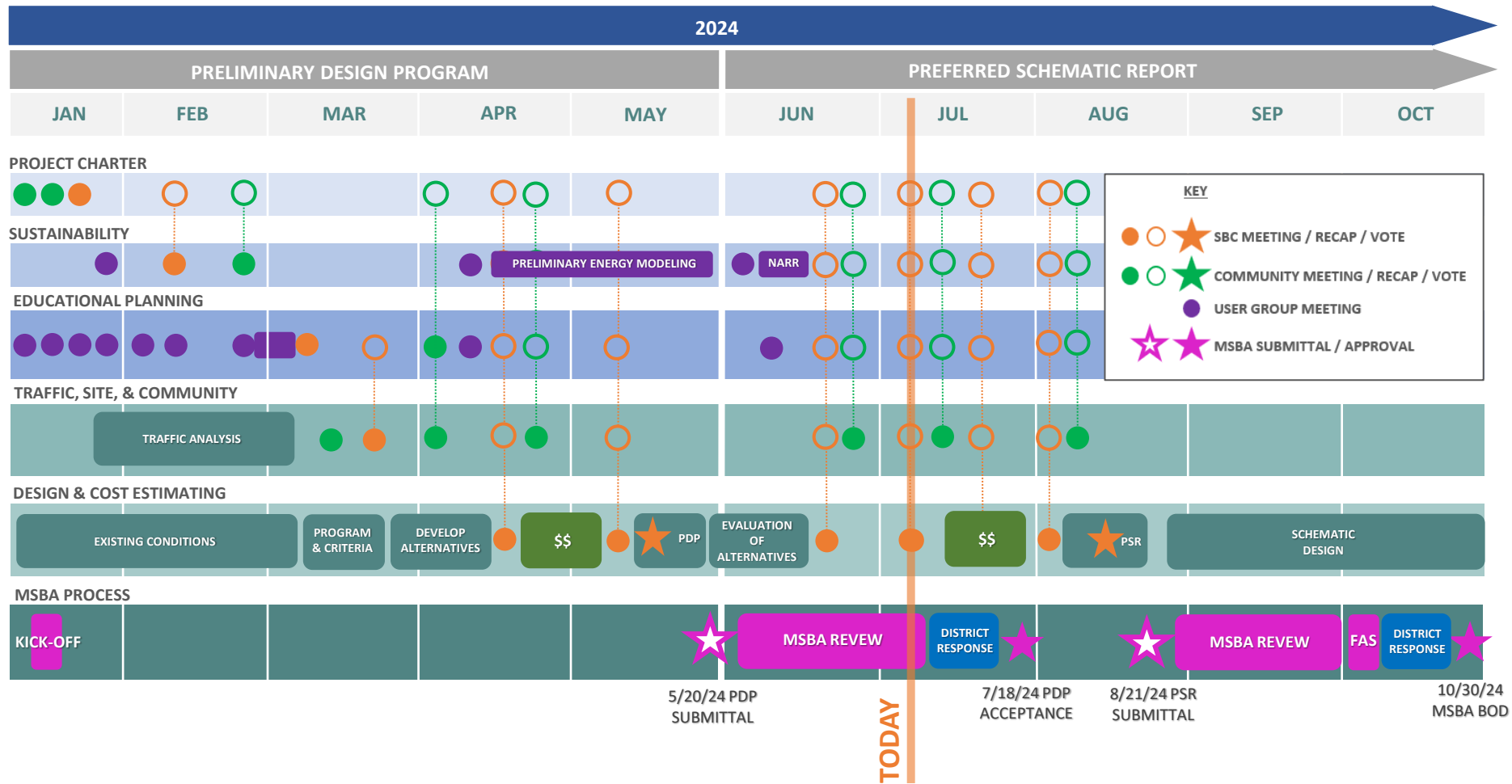
"A PLACE WHERE EVERYONE BELONGS"



TASKS COMPLETED

- HVAC system selection process – In Progress; to be shared August 5
- Revision of Site Plans based on RFD Access requirements – In Progress
- Reduce Options – In Progress

PRELIMINARY FEASIBILITY STUDY WORK PLAN



PRE-K ENROLLMENT & COST

PRE-K ENROLLMENT/COST



Reading Killam Elementary School

LAVALLEE | BRENSINGER ARCHITECTS



A	B	C	D	E	F	G	H	I	J	K	L	M	N
Options	Description	Swing Space	Duration	VE (%)	Construction Cost	Soft Cost	Contingency	Total Project Cost	Reimb (% of Eligible)	Reimb (% of Actual)	Town Share	TPC Delta (Building vs VE Building)	Town Share Delta
Larger Building includes Enrollment of 455 k-5 and 120 Pre-k Total Area 122,650 sf													
A1.	Addition/Renovation	Mods only	42 months		\$111,765,951				53.81%				
B1.	New Construction (3 stories)	Mods only	34 months		\$106,797,995				51.45%				
C1.	New Construction (2 stories Wide)	Mods only	34 months		\$105,594,661				51.45%				
D1.	New Construction (2 stories Narrow)	Mods & 1 Pod	34 months		\$107,878,693				51.45%				
E1.	New Construction (2 stories Narrow moved)	Full Building	24 months		\$105,264,629				51.45%				
B1.	New Construction (3 stories)	Mods only	34 months		\$106,797,995	\$22,715,000	\$6,315,550	\$135,828,545	51.45%	26.49%	\$99,841,904	\$18,934,169	\$19,525,154
B1-15%	New Construction (3 stories) (w/15% VE)	Mods only	34 months	15.00%	\$90,778,296	\$21,465,000	\$4,651,080	\$116,894,376	51.45%	31.29%	\$80,316,750		
E1	New Construction (2 stories Narrow moved)	Full Building	24 months		\$105,232,372	\$24,603,000	\$6,253,387	\$136,088,759	51.45%	28.51%	\$97,284,854		
Smaller Building includes Enrollment of 455 k-5 and 40 Pre-k Total Area 103,000 sf													
A2.	Addition/Renovation	Mods only	42 months		\$98,786,982				54.27%				
B2.	New Construction (3 stories)	Mods only	30 months		\$93,398,101				51.45%				
C2.	New Construction (2 stories Wide)	Mods only	30 months		\$94,111,565				51.45%				
D2.	New Construction (2 stories Narrow)	Mods & 1 Pod	34 months		\$95,521,622				51.45%				
B2.	New Construction (3 stories)	Mods only	30 months		\$93,398,101	\$20,988,000	\$5,639,210	\$120,025,311	51.45%	28.68%	\$85,602,760	\$16,299,437	\$16,331,812
B2-15%	New Construction (3 stories) (w/15% VE)	Mods only	30 months	15.00%	\$79,388,386	\$19,463,000	\$4,874,489	\$103,725,875	51.45%	33.22%	\$69,270,948		

* GC 149

* CMR (149a) would add +5%-10% to all numbers above

*Assumes 5% Contingency

* Swing Space costs are assumed, but need to be confirmed.

*15% VE assumes approximately

10% for Changing Ground Source Heat Pumps to Air Source Heat Pumps

5% for other items the design team will have to address

* Assumes \$2200/student (enrollment only) for FFE and Technology

* This is related to actual construction costs and the agreement with the MSBA.

* These calculations do not account for rebates, incentives, etc..

PRE-K ENROLLMENT/COST

	Total Project Cost	Town Share
B1 - full Pre-K	\$117-\$136	\$78-\$97.6
B2 - partial Pre-K	\$104-\$120	\$69.3-\$85.6
Pre-K cost	\$13.2-\$16.8	\$8.8-\$12

REVISION CRITERIA

OPTION REVISION CRITERIA

- **Height/scale**
- **Footprint/Site fit**
- **Internal organization/Education**
- **Phasing/swing space**
- **Pre-K Enrollment Options**

FULL PRE-K OPTIONS



A1 – 1 2/3 stories



B1 - 3 stories



C1 - 2 stories



D1 – 2 stories



E1 – 2 stories

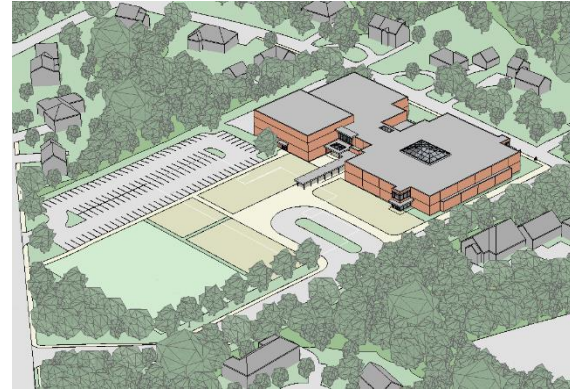


E2 – 3 stories

PARTIAL PRE-K OPTIONS



A2 – 1-2 stories



B2 – 2 stories



C2 – 2 stories

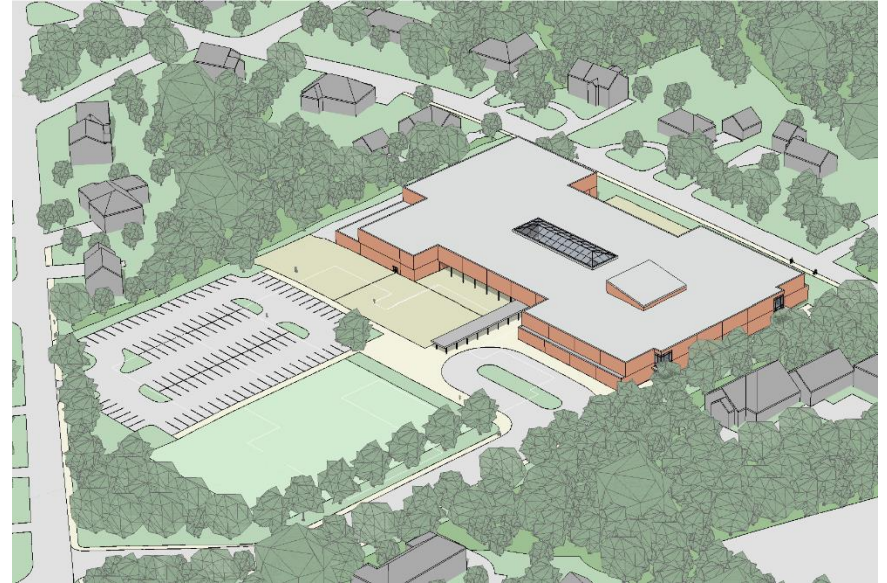


D2 – 2 stories

HEIGHT/SCALE



B1 – 3 stories



C1 – 2 stories

FOOTPRINT/SITE FIT

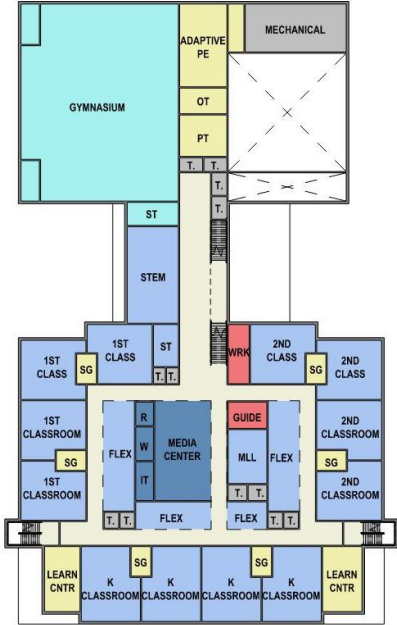


- B1**
- Geothermal viable
 - Adequate Service Area
 - Generous bus drop-off
 - Maximize play space
 - Adequate construction lay-down space
 - Further from existing building
 - Options for resolving drop-off during Phase 2

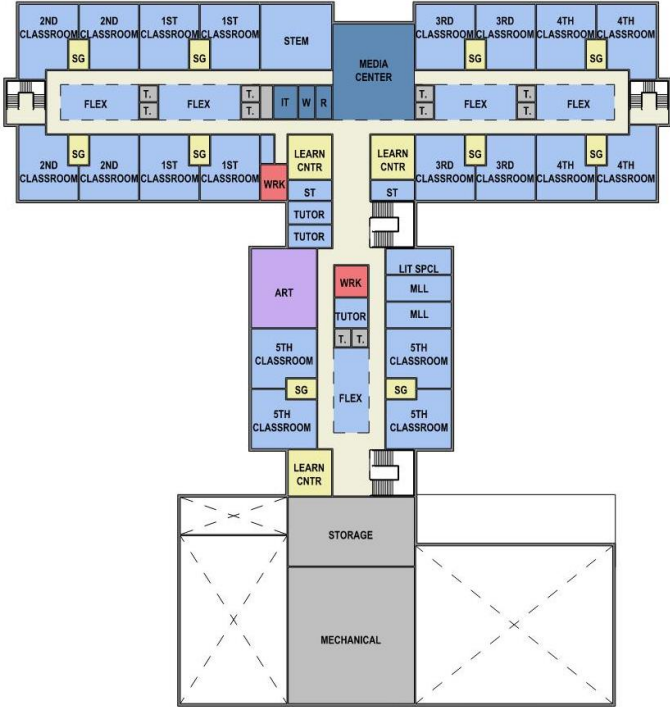


- C1**
- Onsite Geothermal unlikely to be viable
 - Tight Service Area
 - Tight bus drop-off
 - Adequate play space
 - Insufficient construction lay-down space -> higher cost
 - Close to existing building
 - Limited options for resolving drop-off during Phase 2

INTERNAL ORGANIZATION



B1



D1 LEVEL 2

PHASING/SWING SPACE



A1 – 1 1/3 stories (no swing space)



B1 – 3 stories (no swing space)



C1 – 2 stories (no swing space)



D1 – 2 stories (6 classrooms swing)



E1 – 2 stories (whole school swing)



E2 – 3 stories (whole school swing)

SCHEMES

OPTION A1

RENOVATION/ADDITION

Full Pre-K

ITEMS TO CONFIRM/FINALIZE

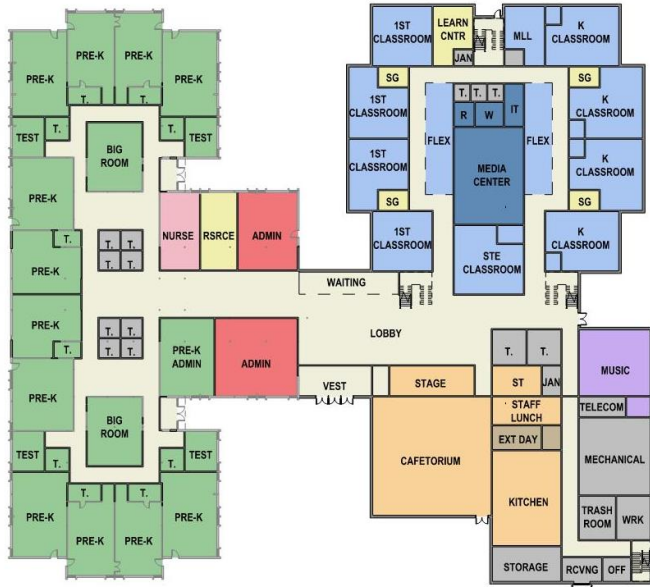
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- PARKING SETBACKS



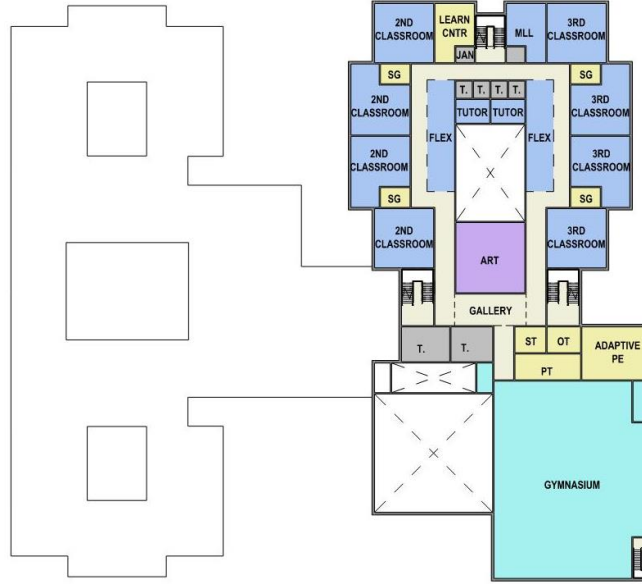
OPTION A1

RENOVATION/ADDITION

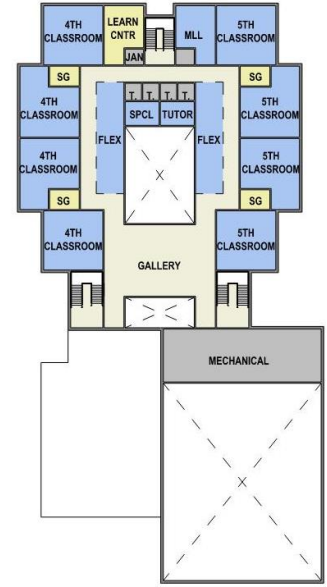
Full Pre-K



LEVEL 1



LEVEL 2

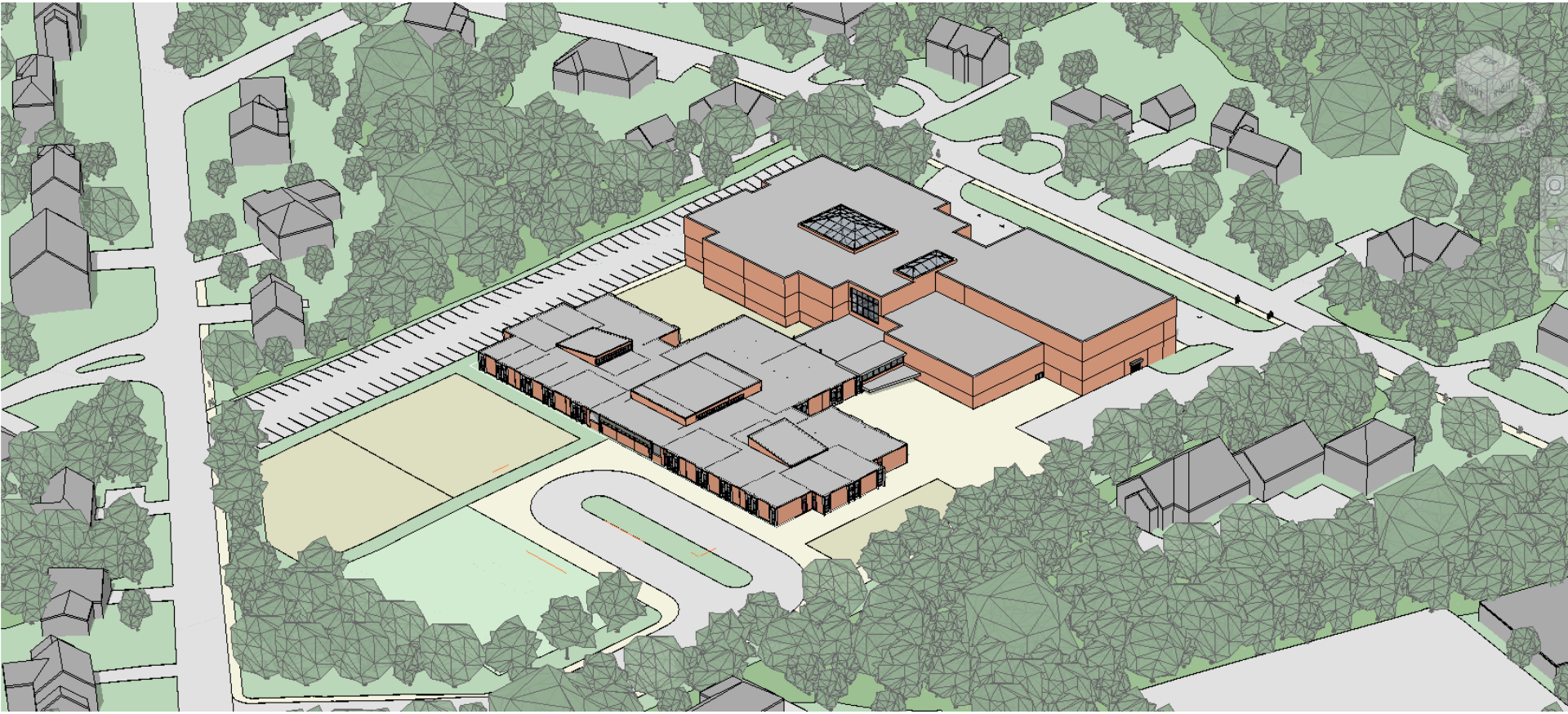


LEVEL 3

OPTION A1

RENOVATION/ADDITION

Full Pre-K



OPTION A1

RENOVATION/ADDITION

Full Pre-K



Charles Street looking East



Haverhill Street looking North

OPTION A2

RENOVATION/ADDITION

Partial Pre-K

ITEMS TO CONFIRM/FINALIZE

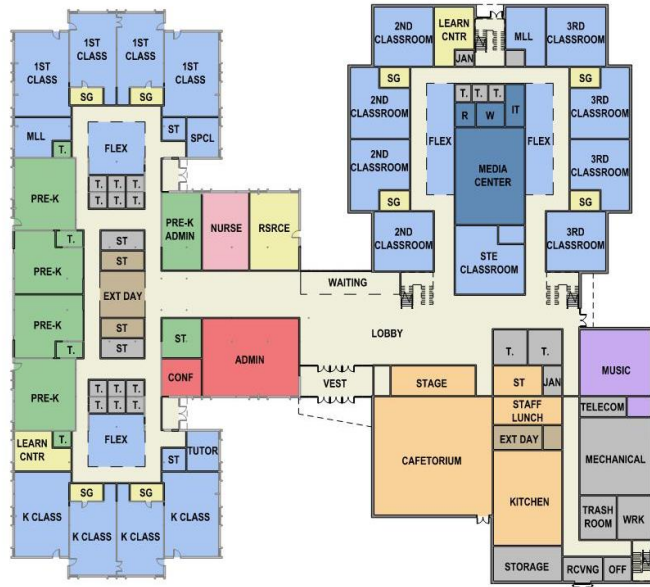
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OPTION A2

RENOVATION/ADDITION

Partial Pre-K



LEVEL 1

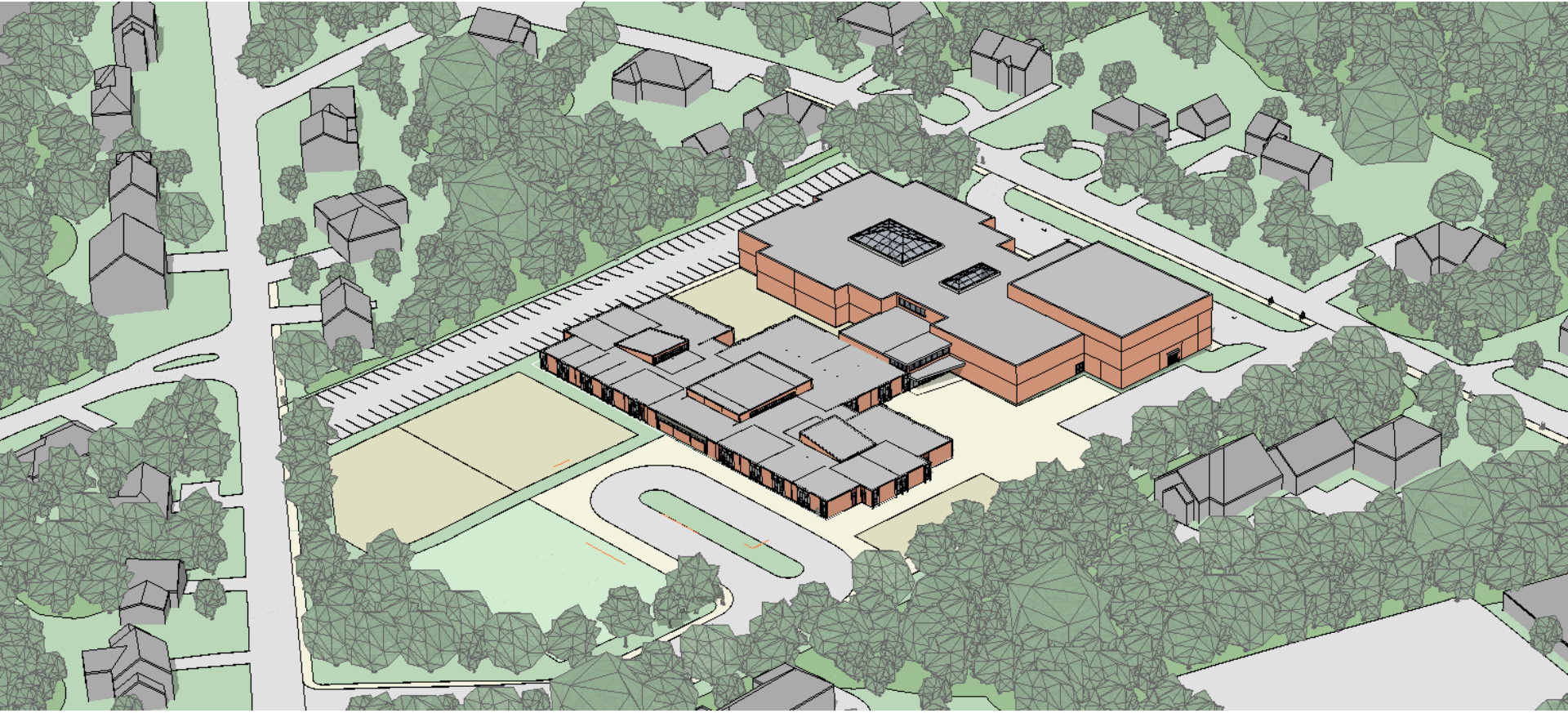


LEVEL 2

OPTION A2

RENOVATION/ADDITION

Partial Pre-K





Charles Street looking East



Haverhill Street looking North

OPTION B1

COMPACT FOOTPRINT

Full Pre-K

ITEMS TO CONFIRM/FINALIZE

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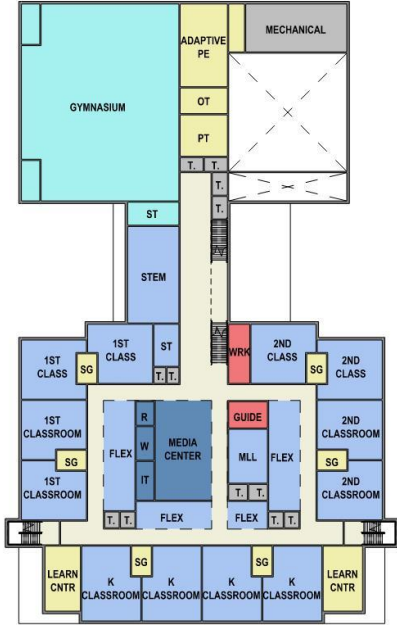
OPTION B1

COMPACT FOOTPRINT

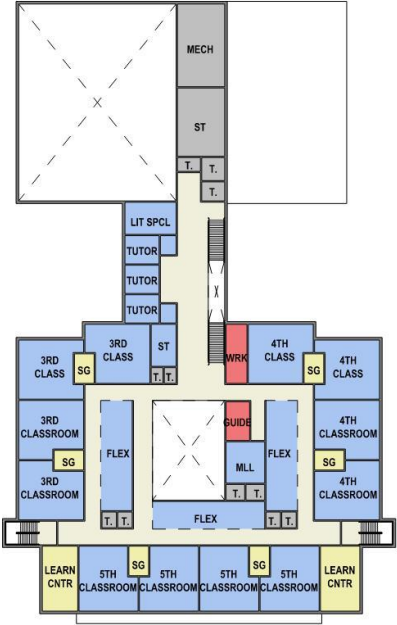
Full Pre-K



LEVEL 1



LEVEL 2

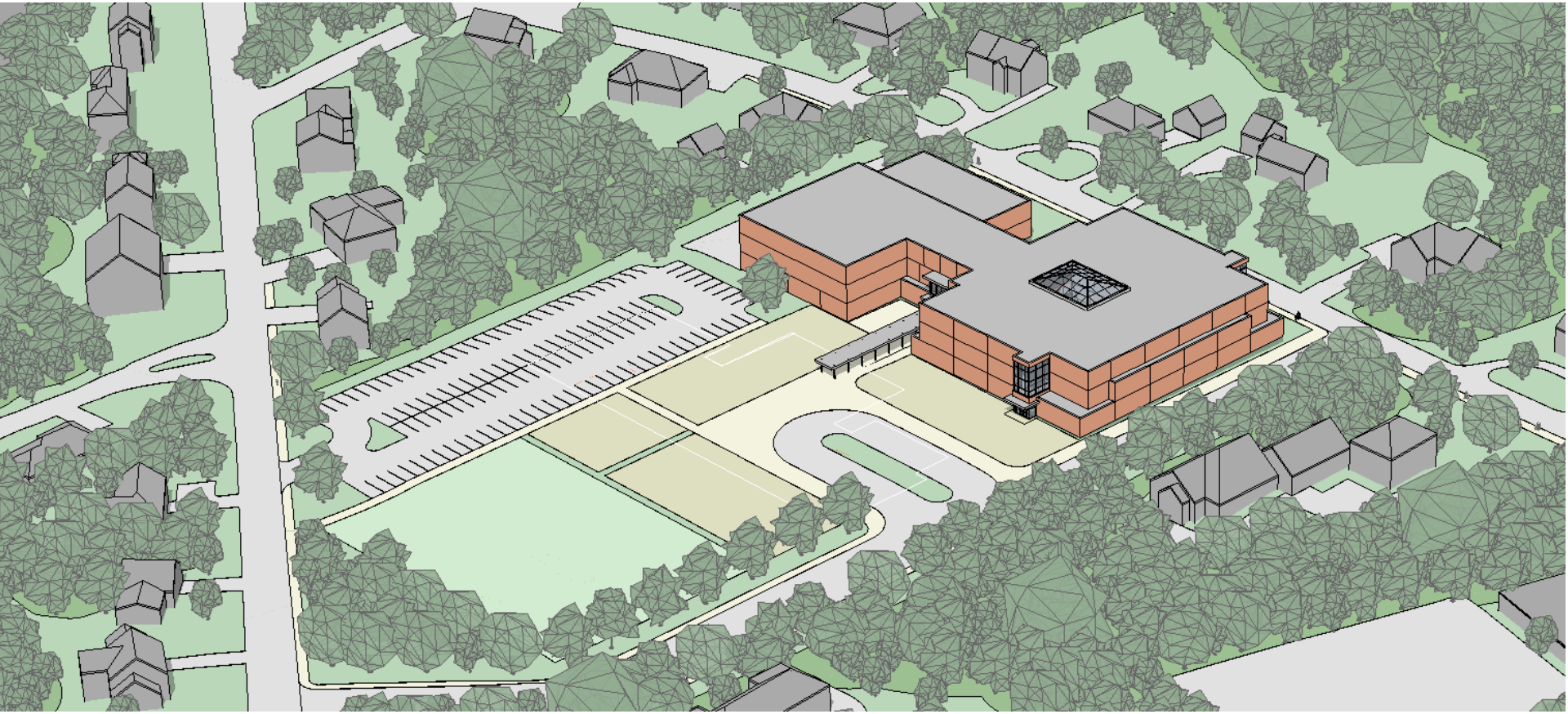


LEVEL 3

OPTION B1

COMPACT FOOTPRINT

Full Pre-K



OPTION B1

COMPACT FOOTPRINT

Full Pre-K



Charles Street looking East



Haverhill Street looking North

OPTION B2

COMPACT FOOTPRINT

Partial Pre-K

ITEMS TO CONFIRM/FINALIZE

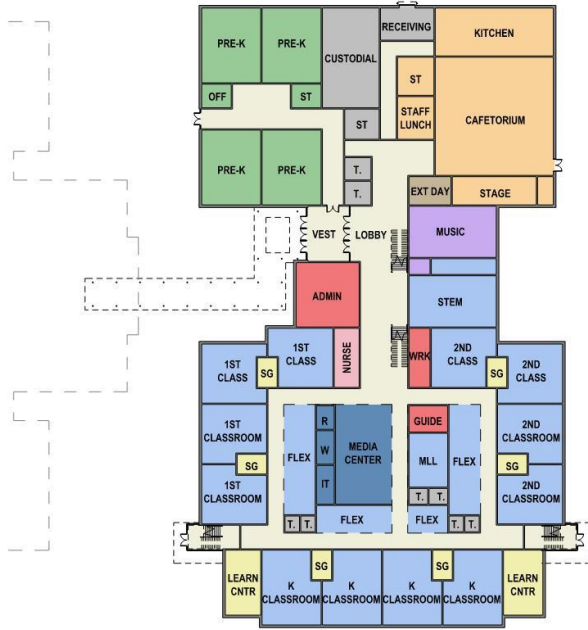
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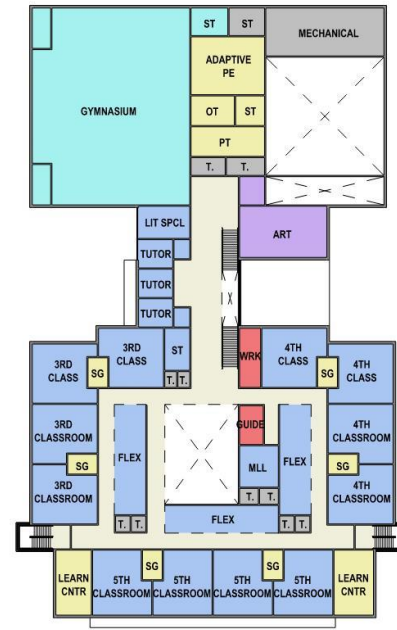
OPTION B2

COMPACT FOOTPRINT

Partial Pre-K



LEVEL 1

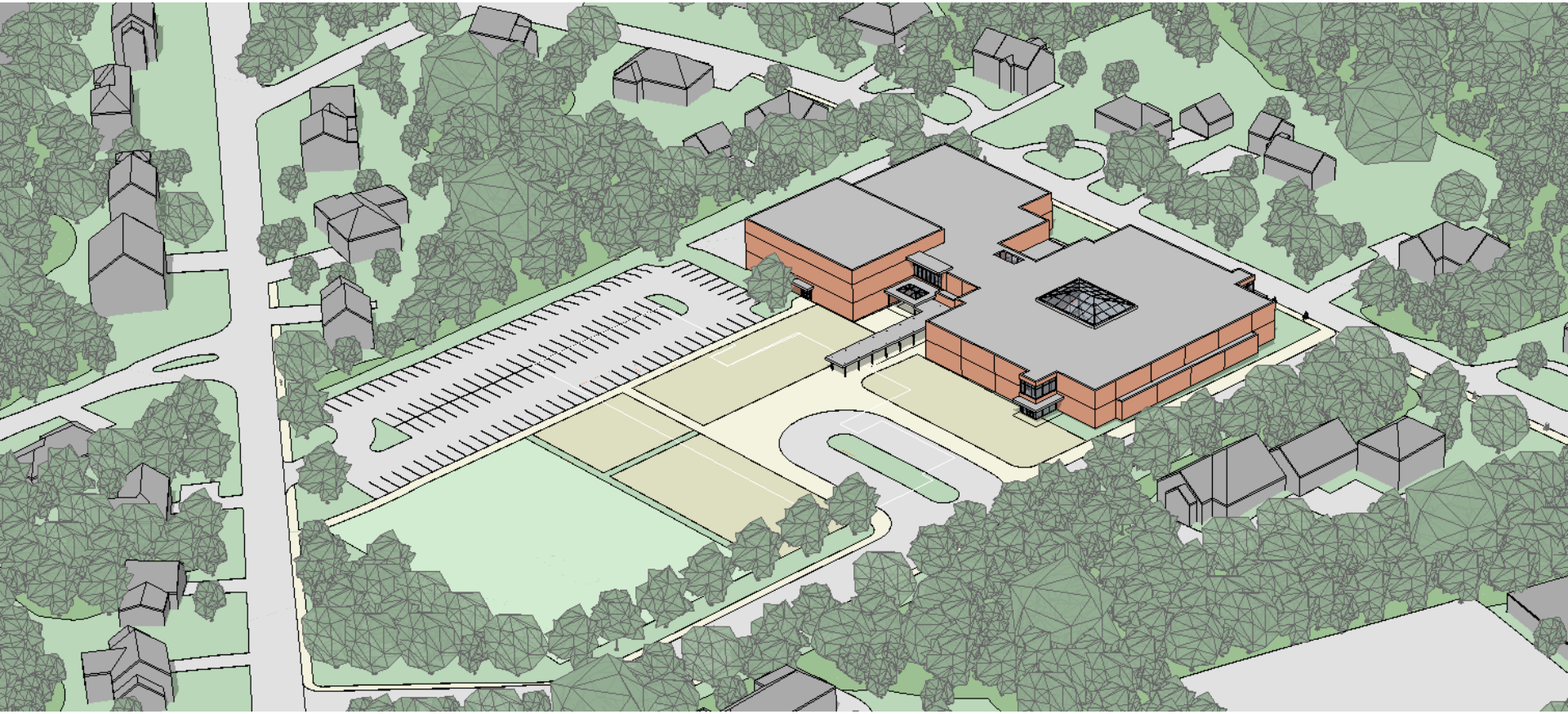


LEVEL 2

OPTION B2

COMPACT FOOTPRINT

Partial Pre-K



J. WARREN KILLAM ELEMENTARY SCHOOL
TOWN OF READING

LAVALLEE | BRENSINGER ARCHITECTS
SBC Meeting | 7/8/2024

OPTION B2

COMPACT FOOTPRINT

Partial Pre-K



Charles Street looking East



Haverhill Street looking North

OPTION C1

2-STORY COMPACT

Full Pre-K

ITEMS TO CONFIRM/FINALIZE

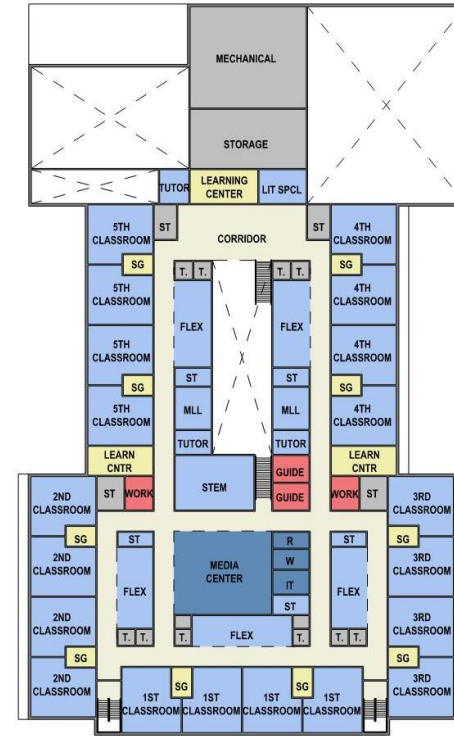
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OPTION C1

2-STORY COMPACT

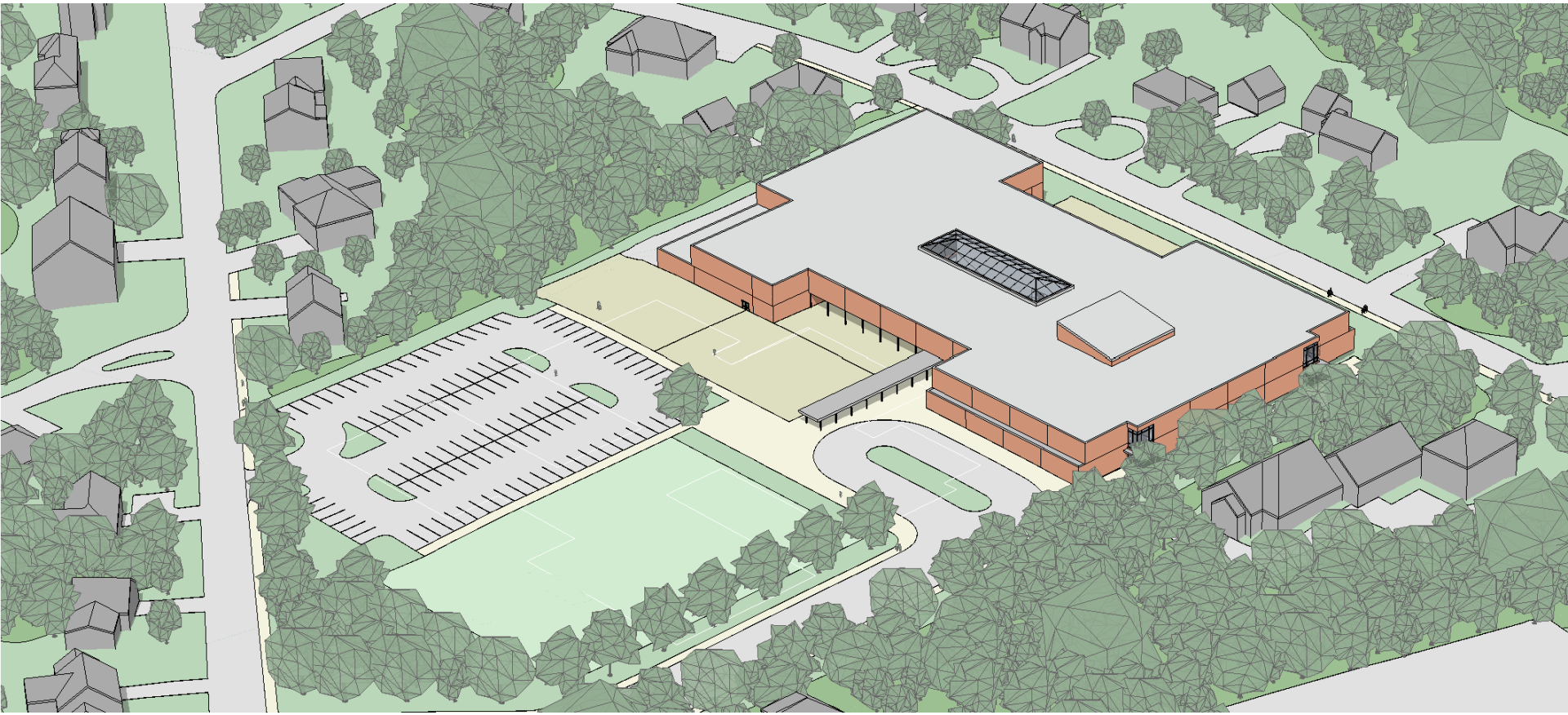
Full Pre-K



OPTION C1

2-STORY COMPACT

Full Pre-K



OPTION C1

2-STORY COMPACT

Full Pre-K



Charles Street looking East



Haverhill Street looking North

OPTION C2

2-STORY COMPACT

Partial Pre-K

ITEMS TO CONFIRM/FINALIZE

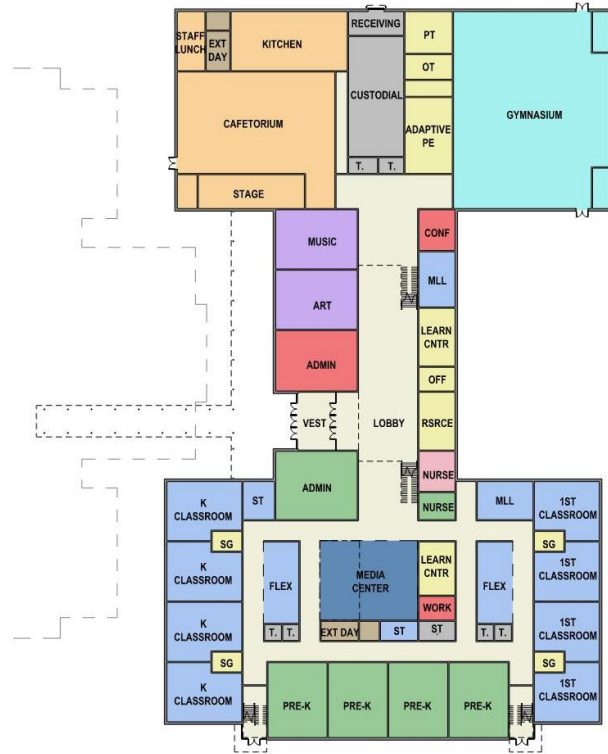
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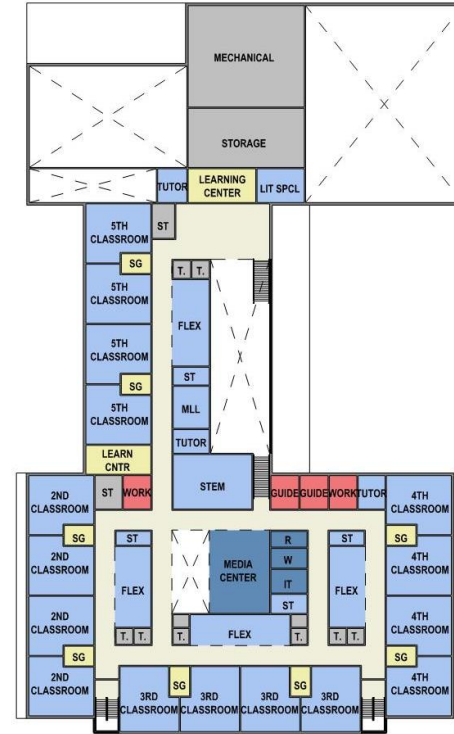
OPTION C2

2-STORY COMPACT

Partial Pre-K



LEVEL 1

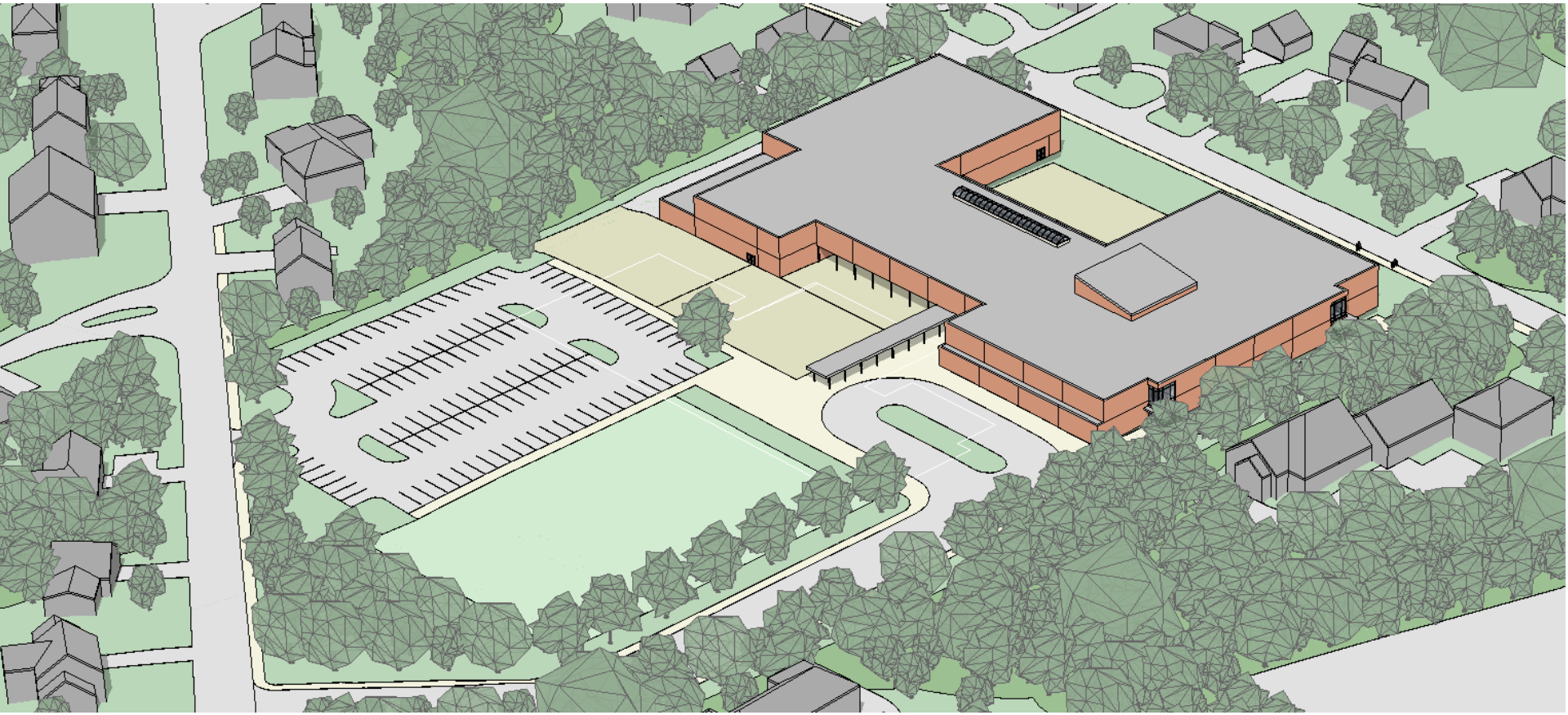


LEVEL 2

OPTION C2

2-STORY COMPACT

Partial Pre-K



OPTION C2

2-STORY COMPACT

Partial Pre-K



Charles Street looking East



Haverhill Street looking North

OPTION D1

2-STORY WINGS

Full Pre-K

ITEMS TO CONFIRM/FINALIZE

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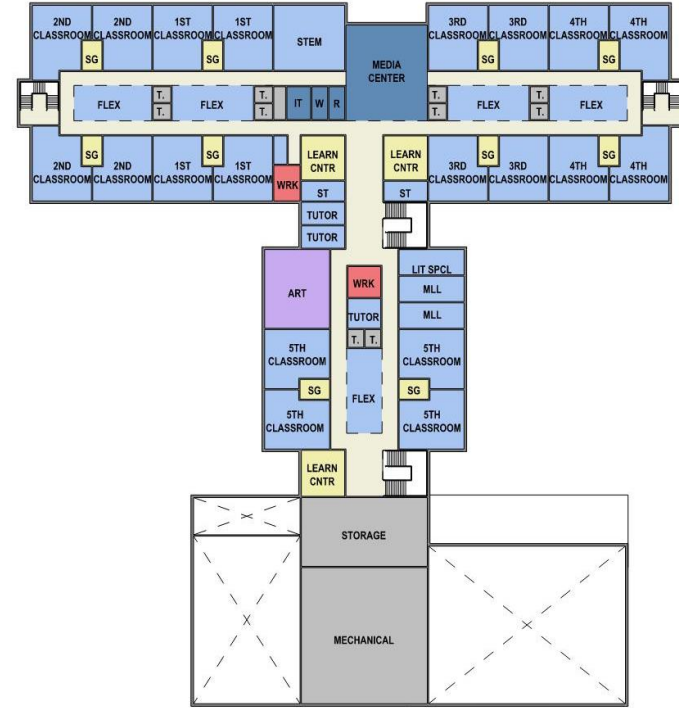
OPTION D1

2-STORY WINGS

Full Pre-K



LEVEL 1

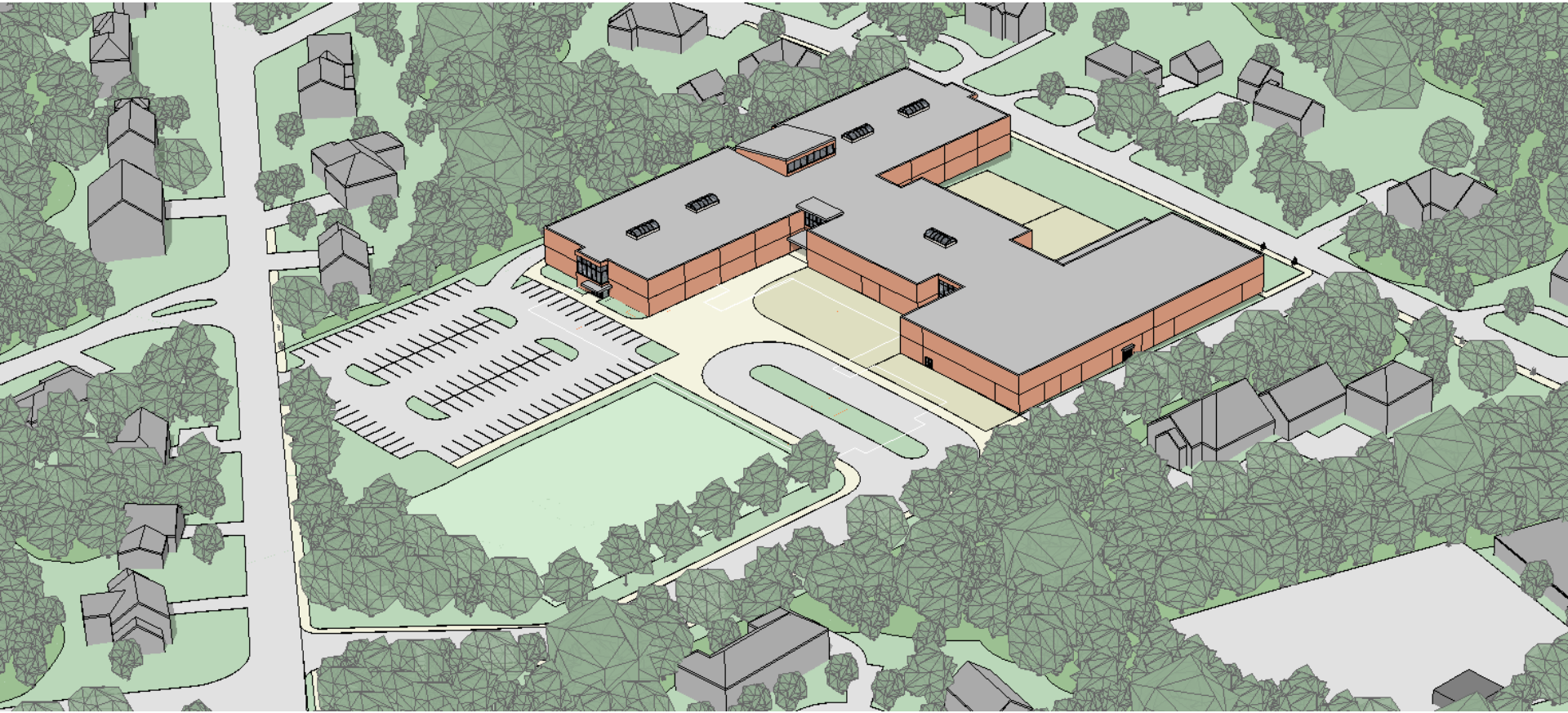


LEVEL 2

OPTION D1

2-STORY WINGS

Full Pre-K



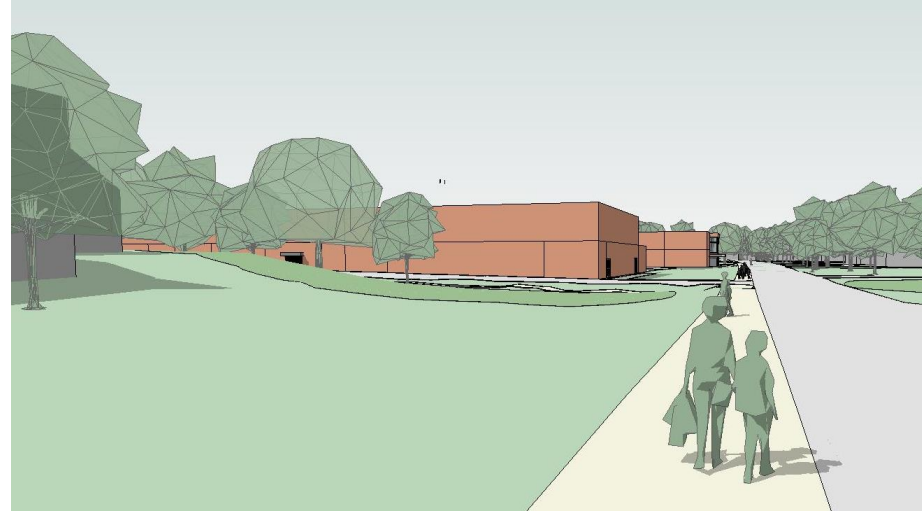
OPTION D1

2-STORY WINGS

Full Pre-K



Charles Street looking East



Haverhill Street looking North

OPTION D2

2-STORY WINGS

Partial Pre-K

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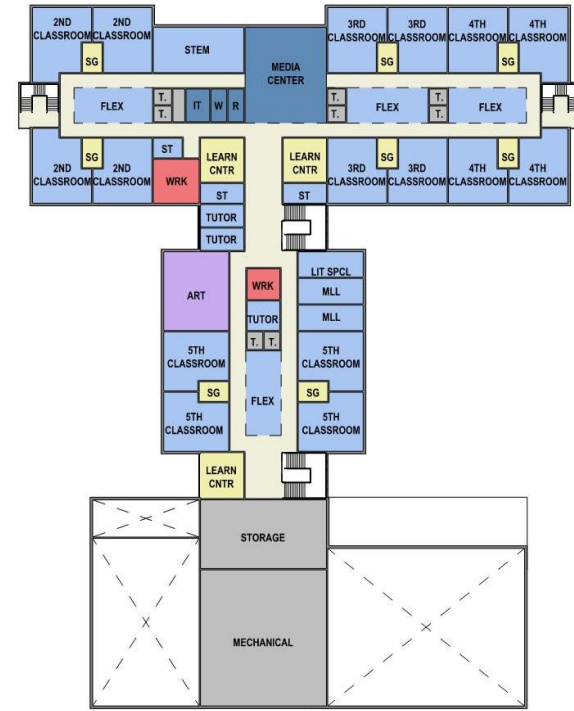
OPTION D2 2-STORY WINGS

2-STORY WINGS

Partial Pre-K



LEVEL 1

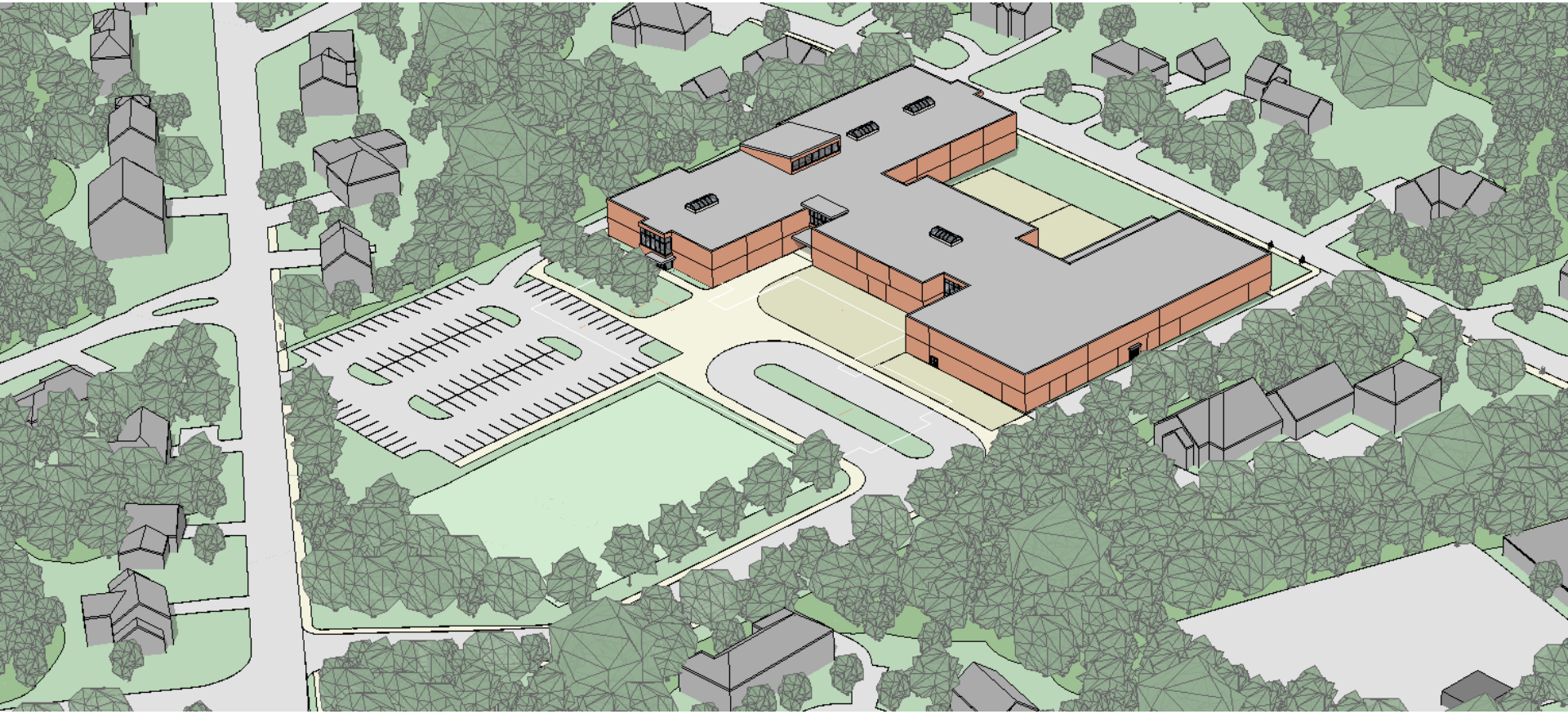


LEVEL 2

OPTION D2

2-STORY WINGS

Partial Pre-K



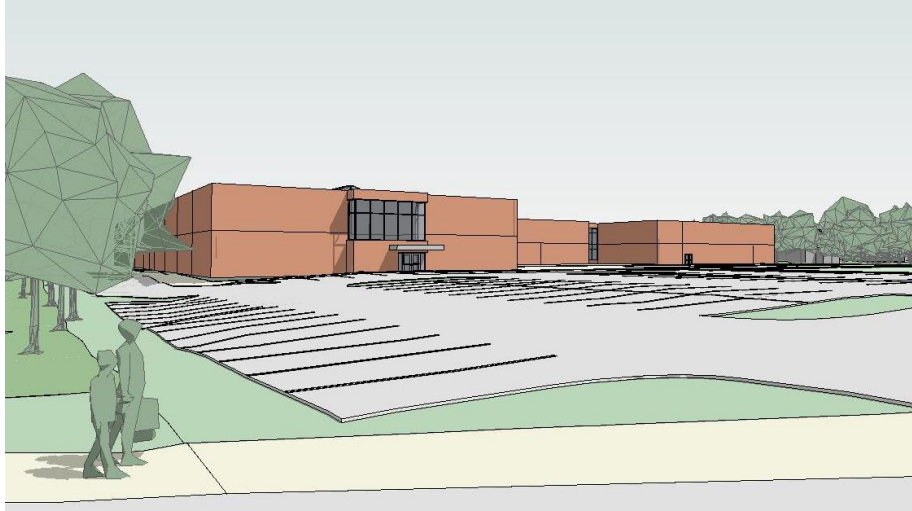
J. WARREN KILLAM ELEMENTARY SCHOOL
TOWN OF READING

LAVALLEE | BRENSINGER ARCHITECTS
SBC Meeting | 7/8/2024

OPTION D2

2-STORY WINGS

Partial Pre-K



Charles Street looking East



Haverhill Street looking North

OPTION E1

2-STORY FLIPPED

Full Pre-K

ITEMS TO CONFIRM/FINALIZE

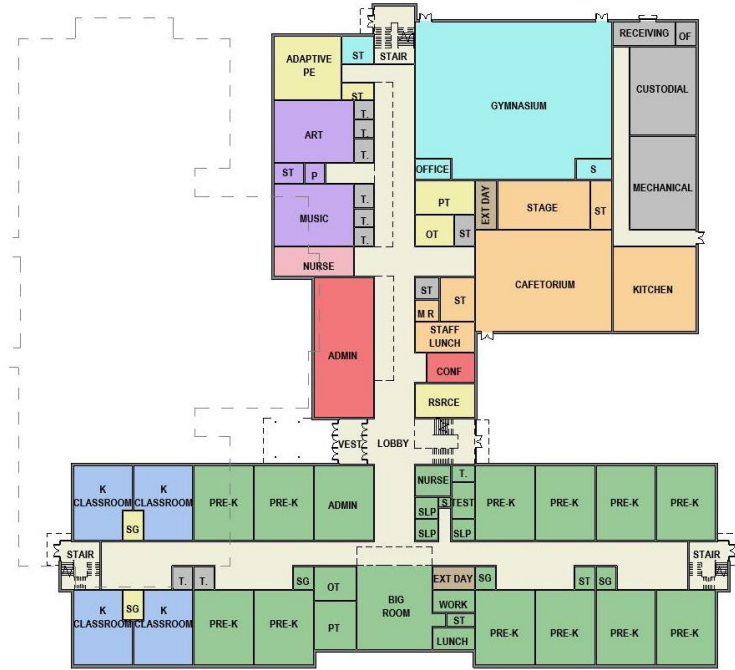
- ADA PARKING
(Quantities and Proximity to Main Entrance)
- EV PARKING
- EMERGENCY VEHICLE ACCESS
(Movements throughout the Site)
- SERVICE ACCESS
- PARKING SETBACKS



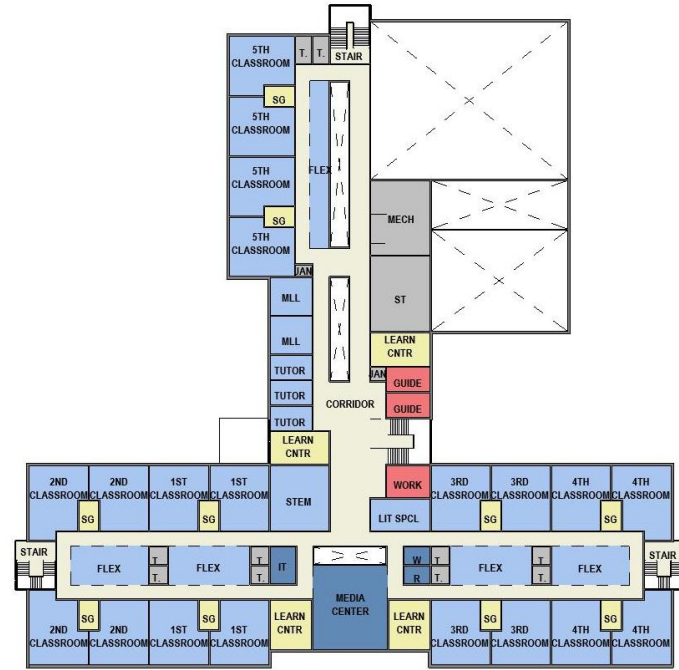
OPTION E1

2-STORY FLIPPED

Full Pre-K



LEVEL 1

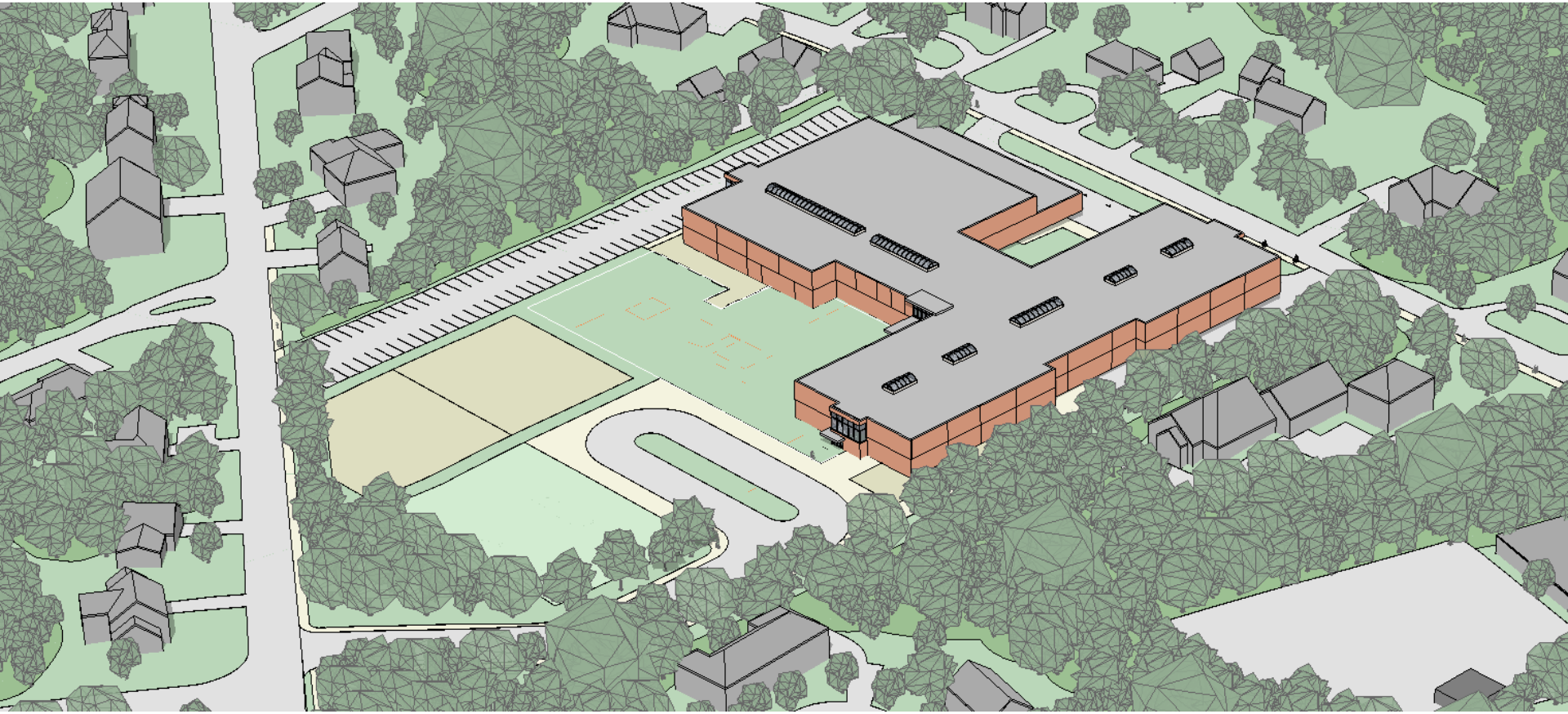


LEVEL 2

OPTION E1

2-STORY FLIPPED

Full Pre-K



OPTION E1

2-STORY FLIPPED

Full Pre-K



Charles Street looking East



Haverhill Street looking North

OPTION E2

3-STORY FLIPPED

Full Pre-K

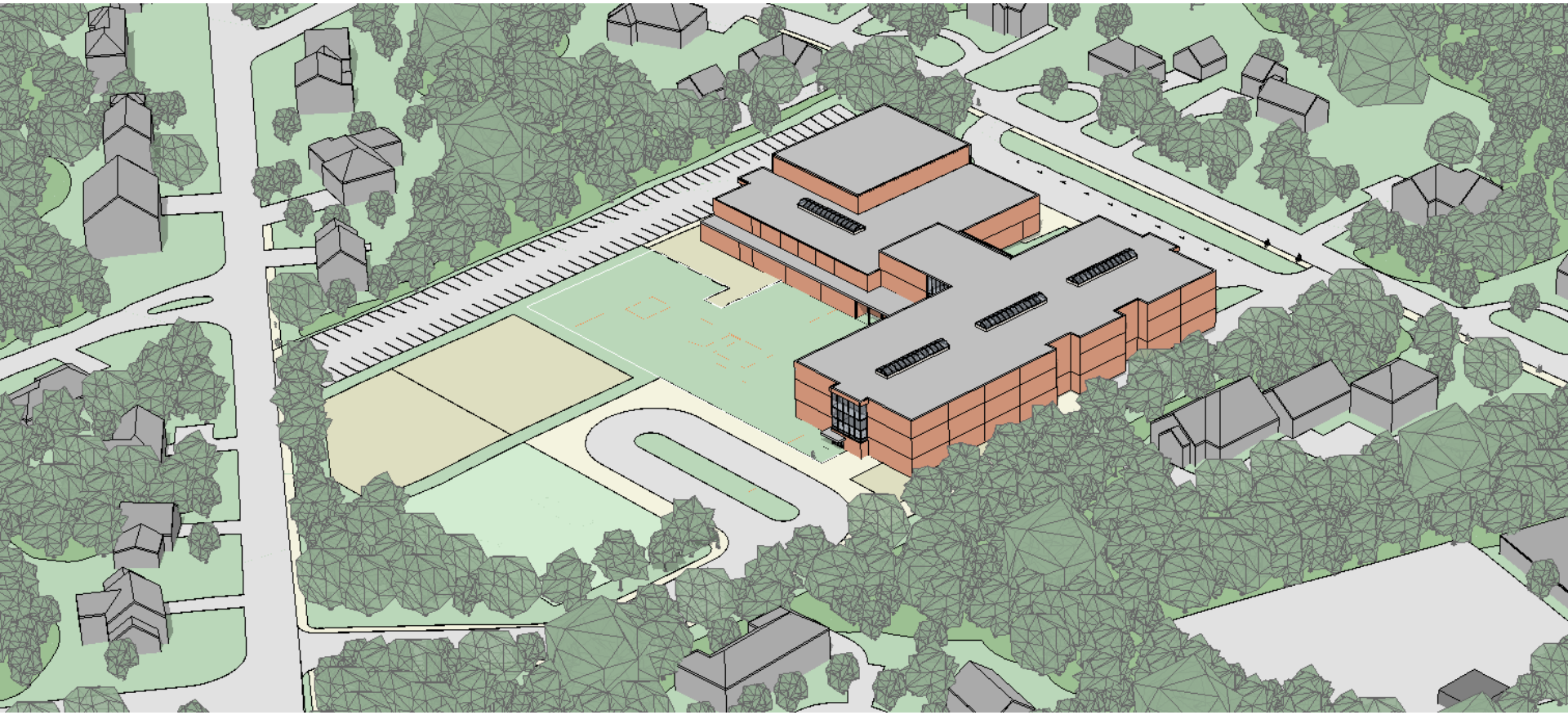
ITEMS TO CONFIRM/FINALIZE

- ADA PARKING
(Quantities and Proximity to Main Entrance)
- EV PARKING
- EMERGENCY VEHICLE ACCESS
(Movements throughout the Site)
- SERVICE ACCESS
- PARKING SETBACKS



OPTION E2

2/3-STORY FLIPPED *Full Pre-K*



OPTION E2

2/3-STORY FLIPPED

Full Pre-K



Charles Street looking East



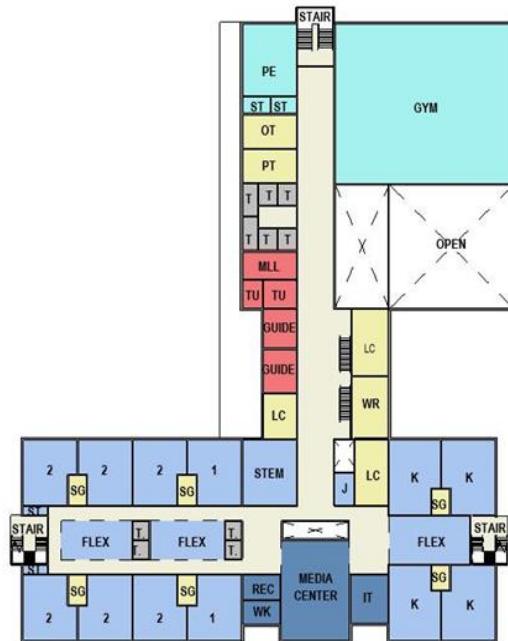
Haverhill Street looking North

OPTION E2 **2/3-STORY FLIPPED** *Full Pre-K*

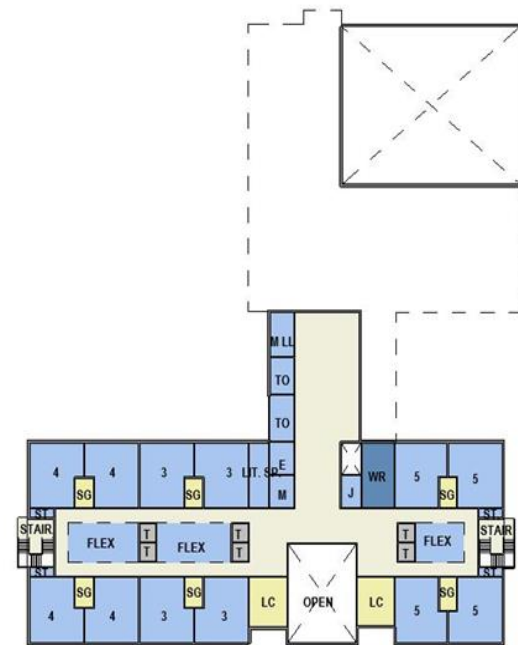
2/3-STORY FLIPPED *Full Pre-K*



LEVEL 1



LEVEL 2



LEVEL 3

FULL PRE-K OPTIONS



A1 – 1 2/3 stories



B1 - 3 stories



C1 - 2 stories



D1 – 2 stories



E1 – 2 stories

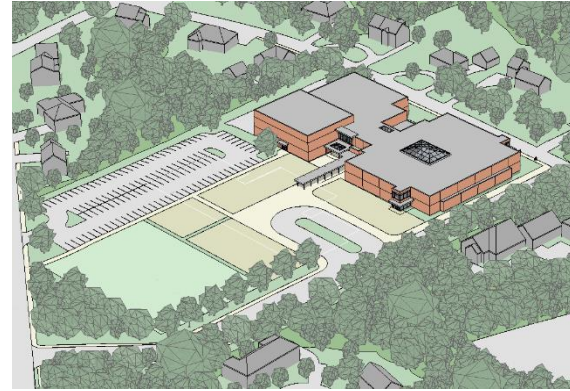


E2 – 3 stories

PARTIAL PRE-K OPTIONS



A2 – 1-2 stories



B2 – 2 stories



C2 – 2 stories



D2 – 2 stories

NEXT STEPS

- **Sustainability Committee:** July 9 – review cost info and make recommendation
- **Next SBC Meetings:** July 22 – TBD
August 5 – Preferred Solution; HVAC system selection
- **Next Community Meetings:** July 15 – Evaluation of Alternatives
August 8 – Preferred Solution

Executive Leadership Team (XLT) Meetings Weekly unless SBC meeting



Town of Reading Meeting Minutes

2016-09-22 LAG

Board - Committee - Commission - Council:

Permanent Building Committee

Killam School Building Committee

Date: 2024-06-17

Time: 7:00 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:**

Carla Nazzaro, Karen Gately Herrick, John Coote, Pat Tompkins, Nancy Twomey

Members - Not Present:

Kirk McCormick, Sarah McLaughlin, Greg Stepler, Ed Ross

Others Present:

Town Manager Matt Kraunelis, Assistant Town Manager Jayne Wellman, Mike Carroll, Shirley Ng, Jenni Katajamaki

Minutes Respectfully Submitted By: Caitlin Nocella

Topics of Discussion:

Chair Carla Nazzaro called the meeting to order shortly after 7:00 PM and reviewed the agenda.

OPM Team Update

Mike Carroll, Project Director of Colliers, introduced Shirley Ng as the new Project Manager. Ms. Ng gave the board a bit about herself and her background. Mr. Carroll then explained they will send a letter to the MSBA with the change and request a new organization chart. They will request the School Building Committee to also vote to accept the change.

Carla Nazzaro moved to accept Shirley Ng as the new project manager for Colliers. The motion was seconded by Karen Gately Herrick.

Ms. Herrick felt this change should have come to the full board sooner for approval.

The motion was approved with the following roll call vote:

Tompkins – yes; Herrick – yes; Coote – yes; Twomey – yes; Nazzaro – yes.

Designer Report

Jenni Katajamaki from Lavallee Brensinger Architects gave the board an update. She noted that the following tasks were completed since the last meeting: hydrant flow test, environmental soil testing, geotechnical investigation. The HVAC system selection process is in progress as well as the revision of site plans based on RFD access requirements.

She went over the MSBA schedule. They are currently reviewing PDP submittal; they do not know how long the review will take but they are guessing about 60 days.

She went over the PSR Process noting their goal is to select an option in early August. They will work on limiting the options further. She gave an overview of the SBC upcoming

meetings and what will be on the agendas; they will meet seven times between now and the August 12th date to approve.

Mr. Coote noted one of the options is geothermal, but they don't have enough information right now to make a rational decision and he does not feel they will have all that information by August 12. It was noted this should be discussed in the next sustainability meeting. Ms. Katajamaki also noted they are early in making this decision so there is some flexibility in this.

Ms. Katajamaki explained the current criteria they are discussing to help reduce the options. Some of the criteria are the height and scale, footprint, internal organization, phasing/swing space, and pre-K options. It was noted that they met with the educational team to get their thoughts on the internal organization and those comments will be shared with the committee.

The geotechnical report came back but there was nothing in it that was different from the last update. They also got the environmental soil testing findings from 6 borings that were analyzed. The results noted no VOCs, SVOCs, TPH, PCBs, pesticides, herbicides, or MCP 14. Total metals were reported at concentrations exceeding MCP RCS-1 Reportable Concentrations.

The hydrant flow test came back adequately, and a fire pump is not required.

Ms. Katajamaki gave an update on the HVAC system selection process. On May 21 they met to review initial options with the sustainability subcommittee. The next meeting will be July 9 to review options with cost estimates and incentives and get the sustainability committee to rank the options. For Plant Design Options, they are looking into four different Plant Systems: full geothermal, hybrid geothermal, air source VRV system, and air-cooled chiller and boiler. For room level design options, they are looking into three different options: displacement ventilation, chilled beams, or air source or water source VRV system. The next steps will be to meet on July 9 with the sustainability committee and then a community meeting on July 15.

OPM Report

Mike Carroll noted there is not a lot new with the financials from last month. Currently working on an overall project budget of 2.2 million. They are going to ask for a couple of adjustments today including revising the contingency. He explained the two new items for estimating services and to cover the contract for KartoonEDU. He would like a vote of acknowledgment on these. He went through the three new commitments: LBA Amendments 6 and 7, and the KartoonEDU contract.

Ms. Nazzaro explained the KartoonEDU contract and showed the board a video of the work they did in Scituate.

Carla Nazzaro moved to approve the LBA contract Amendments 6 and 7, John Coote seconded; motion passed with a unanimous roll call vote.

Carla Nazzaro moved to acknowledge the contract with KartoonEDU, seconded by Karen Gately Herrick; motion passed with a unanimous roll call vote.

Mr. Carroll then explained three invoices from Colliers.

Mr. Carroll went into the total project budget discussion. He noted that they are very early in the process and there are still a lot of options and decisions to make. These numbers he provided are very rough based off some different options/assumptions. He explained design contingency vs. construction contingency vs. owner's contingency. One of the bigger unknowns right now is the swing space. He went on to explain how and where he got all the numbers from and what was assumed or used to come up with these numbers. The board discussed these estimates.

Approve Invoices

Carla Nazzaro moved to approve Colliers April, Colliers May, and LBA April invoices. Karen Gately Herrick seconded the motion, and it was approved with a unanimous roll call vote.

Minutes

Nancy Twomey moved to approve the May 9, 2024 meeting minutes. Karen Gately Herrick seconded the motion, and it was passed with a unanimous roll call vote.

Future Agendas

July 8th will be their next meeting.

Karen Gately Herrick moved to adjourn the meeting at 8:51 pm with a second from Nancy Twomey. Motion passed with a unanimous roll call vote.