



## Town of Reading Meeting Posting with Agenda

2018-07-16 LAG

### Board - Committee - Commission - Council:

Permanent Building Committee

Killam School Building Committee

Date: 2024-07-22

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 Town Hall Select Board Meeting Room and remotely via Zoom:

Join Zoom Meeting

<https://us06web.zoom.us/j/89241571093>

Meeting ID: 892 4157 1093

One tap mobile

+16465588656,,89241571093# US (New York)

+16465189805,,89241571093# US (New York)

Dial by your location

• +1 646 558 8656 US (New York)

• +1 646 518 9805 US (New York)

Find your local number: <https://us06web.zoom.us/j/89241571093>

### AGENDA:

- Call to Order
- Public Comment
- KSBC Liaison Reports
- Killam Student Introductions
- Designer Update:
  - Review MSBA PDP Comments and Responses
  - Review Draft PSR Submission
  - Review any Questions or Concerns for the Preferred Schematic Design (Vote to happen on 08/05/24)
- Vote on Preferred Enrollment Scenario (Full Pre-K or Partial Pre-K)
- Vote to Confirm Options to be Evaluated
- Review and Discuss Recent Appointments to KSBC along with Committee Member Formation and Role of the Chair and Committee
- Vote of Acknowledgement of New Appointees by the PBC Appointment Committee
- Approval of Prior Meeting Minutes
- Future Agenda Items and Next Meeting Dates
- KSBC Reorganization
- Adjourn

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.



**ATTACHMENT A**  
**MODULE 3 – PRELIMINARY DESIGN PROGRAM REVIEW COMMENTS**

**District:** Town of Reading  
**School:** J. Warren Killam Elementary School  
**Owner's Project Manager:** Colliers Project Leaders NE, LLC  
**Designer Firm:** LaVallee Brensinger Architects  
**Submittal Due Date:** July 7, 2024  
**Submittal Received Date:** May 20, 2024  
**Review Date:** May 20, 2024, – July 2, 2024  
**Reviewed by:** M. Esdale, J. Caron, V. Dagkalakou, C. Forde, C. Alles

*Draft responses from Reading Public Schools (RPS), the Killam School Building Committee (KSBC), and the design team are provided in red below.*

*Items highlighted in yellow are pending completion.*

**MSBA REVIEW COMMENTS**

The following comments<sup>1</sup> on the Preliminary Design Program (“PDP”) submittal are issued pursuant to a review of the project submittal document for the proposed project presented as a part of the Feasibility Study submission in accordance with the MSBA Module 3 Guidelines.

**3.1 PRELIMINARY DESIGN PROGRAM**

Overview of the Preliminary Design Program Submittal	Complete	Provided; <i>Refer to comments following each section</i>	Not Provided; <i>Refer to comments following each section</i>	Receipt of District 's Respon se; <i>To be filled out by MSBA Staff</i>
OPM Certification of Completeness and Conformity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Table of Contents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.1 Introduction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.2 Educational Program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.3 Initial Space Summary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.4 Evaluation of Existing Conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.5 Site Development Requirements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.6 Preliminary Evaluation of Alternatives	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.7 Local Actions and Approvals Certification(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



3.1.8 Appendices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<sup>1</sup> The written comments provided by the MSBA are solely for purposes of determining whether the submittal documents, analysis process, proposed planning concept and any other design documents submitted for MSBA review appear consistent with the MSBA's guidelines and requirements, and are not for the purpose of determining whether the proposed design and its process may meet any legal requirements imposed by federal, state or local law, including, but not limited to, zoning ordinances and by-laws, environmental regulations, building codes, sanitary codes, safety codes and public procurement laws or for the purpose of determining whether the proposed design and process meet any applicable professional standard of care or any other standard of care. Project designers are obligated to implement detailed planning and technical review procedures to effect coordination of design criteria, buildability, and technical adequacy of project concepts. Each city, town and regional school district shall be solely responsible for ensuring that its project development concepts comply with all applicable provisions of federal, state, and local law. The MSBA recommends that each city, town and regional school district have its legal counsel review its development process and subsequent bid documents to ensure that it is in compliance with all provisions of federal, state and local law, prior to bidding. The MSBA shall not be responsible for any legal fees or costs of any kind that may be incurred by a city, town or regional school district in relation to MSBA requirements or the preparation and review of the project's planning process or plans and specifications.

### 3.1.1 INTRODUCTION

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Summary of the Facility Deficiencies and Current S.O.I.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Date of invitation to conduct a Feasibility Study and MSBA Board Action Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Executed Design Enrollment Certification	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Narrative of the Capital Budget Statement and Target Budget	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Project Directory with contact information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Updated Project Schedule	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### MSBA Review Comments:

3) A copy of the executed Design Enrollment Certification was not provided. In response to these review comments, please provide a copy of the executed Design Enrollment Certification.

*A copy of the executed Design Enrollment Certification is provided as an attachment.*

*Additionally, the information provided in the introduction narrative states:*

*"The following enrollment options were defined and agreed upon to be evaluated as part of the Killam Elementary School feasibility study:*

- "Enrollment Option 1 - Grades Pre-K-5, 635 Students. This option consolidates the Pre K programs district-wide, adding 180 Preschool students to the 455 K-5 students."*



- “Enrollment Option 2, Grades Pre-K-5, 515 Students. This option maintains the current Pre-K program which is distributed across sites in the district. In this option we planned for 60 Pre-K students at Killam.”

Please note that the District has executed a Design Enrollment with the MSBA based on an enrollment of no more than 455 students, in grades K-5 for the J. Warren Killam Elementary School. As previously stated in the Enrollment Letter, dated January 12, 2023, for the J. Warren Killam Elementary School project, the MSBA understands that the District would like to consider consolidation options that would relocate the Pre-K students from the J. Warren Killam Elementary School, the Wood End Elementary School, and Reading High School to the J. Warren Killam Elementary School. Although the MSBA will recognize the potential to include a variation to the number of anticipated pre-kindergarten students, the design enrollment will continue to be based on no more than 455 students in grades K-5. Please acknowledge.

*Acknowledged. The design enrollment will be 455 students in grades K-5. In addition, the District would like to consider a consolidation option that would relocate a projected enrollment of 180 Pre-K students from multiple locations in the district to the Killam School.*

4) The information provided indicates that the estimated total project cost for this project could be up to \$144 million. For reference, the OPM Request for Services indicated an estimated total project cost range of \$62.5-\$125 million, and the Designer Request for Services indicated an estimated construction cost range of \$60-\$100 million. In response to these review comments, describe this variation and provide information that indicates that the District has discussed and acknowledged the increase in estimated costs. Also, please indicate how the District and design team intend to maintain the District’s project budget through schematic design.

*The preliminary project cost estimates were prepared without detailed information about the scope of the project, without the support of a design team to define the scope, and without an estimator to estimate the construction cost. The design team has defined the scope and estimated the project based on conservative assumptions. The District has discussed and acknowledged the increase in estimated cost. Moving forward, the team will conduct value engineering as needed in order to keep the project on budget.*

Additionally, in response to these review comments, please provide the District’s target total project budget for the proposed project.

*The project budget will be established in the SD. The District and KSBC are comfortable with considering the projected project costs of the estimates prepared to date, the highest of those being a project cost of \$137M.*

5) The Project Directory provided does not include information regarding the MSBA staff assigned to the J. Warren Killam Elementary School project. Please note that Veatriki Dagkalakou is the assigned MSBA project manager and Jennifer Flynn is the assigned project coordinator. Please acknowledge and update the Project Directory in future submittals.

Additionally, the contact information for the following School Building Committee members was not provided with the submittal:

- Superintendent of Schools;
- Town Manager;
- Director of Facilities;



- Director of Operations; and,
- Principal.

Please update the information and provide an updated Project Directory in future submittals.

See attached updated Project Directory. This will be included in future submittals. To be provided by Colliers.

6)The information provided in the Project Schedule for the Facilities Assessment Subcommittee (“FAS”) meeting date, indicates that the District is targeting the September 25, 2024 FAS meeting. Please note since the FAS meeting agendas are not known at this time, the District should carry both the September 11, 2024 and September 25, 2024 FAS meeting dates associated with the October 30, 2024 MSBA Board of Directors meeting in its overall project schedule.

Additionally, the information provided in the Project Schedule indicates the District is planning on submitting the DESE submittal to the MSBA on October 4, 2024. However, the Schematic Design submittal is planned to be submitted to the MSBA on February 10, 2025. Please note and acknowledge that the DESE submittal is part of the Schematic Design submittal, and a separate earlier submission is not required.

In response to these review comments, please provide an updated Project Schedule that aligns with Module 3 and 4 Submittal requirements.

See attached updated Project Schedule. To be provided by Colliers.

No further review comments for this section.

### 3.1.2 EDUCATIONAL PROGRAM .

Provide a summary and description of the existing educational program, and the new or expanded educational vision, specifications, process, teaching philosophy statement, as well as the District’s curriculum goals and objectives of the program. Include description of the following items:

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Grade and School Configuration Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Class Size Policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	School Scheduling Method	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Teaching Methodology and Structure				
	a) Administrative and Academic Organization/Structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Curriculum Delivery Methods and Practices			<input type="checkbox"/>	<input type="checkbox"/>



	c) English Language Arts/Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d) Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e) Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f) Social Studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g) World Languages	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h) Academic Support Programming Spaces	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i) Student Guidance and Support Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Teacher Planning and Professional Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Pre-kindergarten	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Kindergarten	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Lunch Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Technology Instruction Policies and Program Requirements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Media Center/Library	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Visual Arts Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Performing Arts Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Physical Education Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Special Education Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Vocation and Technology Programs				
	a) Non-Chapter 74 Programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Chapter 74 Programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Transportation Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Functional and Spatial Relationships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Security and Visual Access Requirements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### MSBA Review Comments:

*In response to these review comments address the comments below. Additionally, as part of the District's Preferred Schematic Report ("PSR") submittal, include (2) copies of the updated educational program, (1) redlined copy and (1) clean copy. The updated educational program must address the comments below, include District updates, provide a Designer response for each component of the educational program, and align with the District's Preferred Schematic. Please acknowledge.*

*Acknowledged. The updated educational program will be provided as part of the PSR submittal.*

2) The information provided on page 9 of 49 states:

*"While the district does not have an official policy for class size caps, guidance from the Reading School Committee has traditionally been to maintain kindergarten to grade 2 classes between 18 and 22 students and grades 3-5 classes between 18 to 24 students."*

*Please note and acknowledge that MSBA guidelines are based on 18 students per classroom for kindergarten, and 23 students per classroom for grades 1-5.*



*The district acknowledges the MSBA guidelines are based on 18 students per classroom for kindergarten, and 23 students per classroom for grades 1-5.*

*Additionally, the information provided regarding the classroom sizes states:*

*“In addition to maintaining smaller class sizes, we feel it is important to maintain the same number of classes per grade level as students matriculate through the building. As we progress through the phases of the MSBA process, we will also develop a plan for potential redistricting. This would not likely include any major shifts, but instead, entail minor shifting some school boundary assignments.”*

*In response to these review comments please provide additional information that describes the District’s plan for potential redistricting.*

*The District’s approach to managing student enrollment and class sizes involves evaluating class sizes when new students enroll and making necessary boundary adjustments to balance class sizes across the district. It is important to note that this does not reflect a shift in boundary assignments. Instead, it is a responsive measure to particular enrollments, consistent with our established practices.*

*This process allows us to maintain balanced class sizes and ensure that all students receive the necessary resources and attention. Our method of handling enrollments and class sizes has always been based on this responsive approach, and we plan to continue with this strategy.*

*3) The information provided on page 24 of 309 states:*

*“We are not considering additional specials at this time. However, we believe that including the STE room and Media Center will allow us to expand our library/media special and incorporate more STEAM based activities and lessons into our school curriculum and culture on a daily basis. Having the adequate space and materials for science will allow general education teachers to delve more deeply into our NoAtom Science Curriculum.”*

*In response to these review comments, please review and respond to the following:*

- Describe how students and teachers will be engaged in project-based learning or activities that will make effective use of STEM spaces and provide any project-based principles that have been or will be incorporated in instructional activities in the curriculum or as part of professional development.*
- Describe why project-based learning activities are better suited in smaller classroom spaces rather than in larger General Classrooms.*
- Provide additional information and examples on how, when, and where the teachers can work collaboratively to plan project-based activities.*
- Describe the District’s plan to include art, music, and physical education teachers in the planning process.*

*The STE program is already staffed, utilized, and in place as a fully operational program. There is adequate space to maintain the ongoing program where students are currently taking various courses and participating in activities. Looking forward, there is a push for more project-based learning opportunities within the program. Students and teachers will be engaged in project-*



based learning activities that effectively utilize STEM spaces, incorporating principles such as inquiry-based learning, collaborative projects, and real-world problem-solving into the curriculum and professional development. These activities are better suited to smaller classroom spaces, which provide a more intimate and flexible environment conducive to hands-on, interactive learning experiences.

Teachers will have designated times and spaces for collaborative planning of project-based activities, ensuring a cohesive and integrated approach across subjects. The District plans to include art, music, and physical education teachers in the planning process, recognizing the importance of a holistic approach to education that fosters creativity and physical well-being alongside academic achievement. Examples of collaborative efforts include cross-disciplinary projects, shared planning sessions, and professional development workshops focused on integrating project-based learning principles.

4a) The information provided states:

“In order to provide and plan for all students' instruction, educators in the district are encouraged to use both formal and informal assessment. Benchmark assessments provide teachers with student learning data and are conducted multiple times a year.”

In response to these review comments, please review and respond to the following:

- Describe the assessment tool used for these benchmark assessments and clarify if these are limited to ELA and mathematic programs.
- Further describe if these assessments apply to students in project-based or multi disciplinary instruction.
- Describe the frequency of the assessments of student learning in project-based and multi disciplinary instruction.
- The information provided proposes “front yard” breakout common areas shared by grade level neighborhoods. In response to these review comments, please provide further information that describes how these areas will be staffed and scheduled to accommodate large group gatherings and independent student work.

We employ two benchmark assessments for literacy. The first is the Independent Reading Level Assessment (IRLA) which is utilized with students in kindergarten through grade 5. This assessment unpacks for teachers and students the skills/knowledge that are newly required by text at each level. It is individualized for each student and administered by classroom teachers one to one. The teacher completes an initial assessment for all students in September of each school year. Then students are regularly monitored through the IRLA based on teacher observations of student work. Teachers update each student's IRLA approximately every two weeks.

The second literacy assessment is the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) which is utilized with students in kindergarten through grade 3. This assessment meets the Massachusetts early screening requirements while providing staff with valuable information needed to ensure all students are making progress in important early literacy skills. The DIBELS is administered three times a year by the literacy specialist in one to one setting.

For mathematics, the Assessing Math Concepts (AMC) tool is utilized with students in kindergarten to grade 2. The AMC monitors student development of mathematical concepts and is administered by classroom teachers, individual to students, two times a year. Students who do not meet the grade level benchmark are assessed an additional time. A district-developed math assessment is utilized for students in grades three through five. The assessment was developed by

**Commented [Olivia Le1]:** @jenni.katajamaki@lbpa.com @mike@mlpid.com Can you review this section to see if it makes sense to what is being asked? I am trying to pull from our original document to respond

**Commented [jenni.kat2]:** Sounds good to me, but @mike@mlpid.com please review for educational language.



*a team of teachers and aligned with the mathematics standards taught in each grade level. It utilizes a format that is similar to the state assessment, MCAS. The assessment for grades three through five is administered twice each year. In the 2024-2025 school year, we will be piloting a new benchmark assessment for mathematics, i-Ready. Depending on the results of the pilot, i-Ready may replace the district-developed assessment for grades three through five.*

*Currently, we focus benchmark assessments in the areas of literacy and mathematics at the elementary level. We do not administer benchmark assessments in other subject areas, although teachers closely monitor student progress throughout the year through a variety of formative and summative assessments. At the conclusion of a project, students receive feedback from teachers about progress towards learning outcomes. One way project based learning and multi disciplinary instruction is assessed is through the use of teacher created rubrics. A rubric is a scoring guide that outlines the areas to be assessed and sets a clear expectation for performance in that area. Often, teachers utilize student friendly rubrics that are given to students as they complete projects. This provides students with clarity about expectations and allows them to adjust their work to meet those expectations.*

*The “front yard” breakout spaces are intended to serve as common spill out space where students and educators can collaborate in planned activities or impromptu educational experiences. These spaces are intended to be shared and used throughout the day, more as a direct extension of the actual classrooms. As such, we will not be staffing these spaces. Instead, we will look for the design team to help us provide visibility and transparency from the classrooms into these front port areas so students are directly supervised. Classroom teachers, specialists, and support staff will work together to share these spaces appropriately. At times, if a grade level wants to set up a science experiment or have a large group meeting in the shared space, they may coordinate to organize the appropriate time to use the space.*

*4b) The information provided states:*

*" Having the adequate space and materials for science will allow general education teachers to delve more deeply into our NoAtom Science Curriculum."*

*In response to these review comments, please describe the teacher planning times and activities that will be needed to support the NoAtom program.*

*The district would like to correct “NoAtom” as the program is titled “KnowAtom”.*

*A designated space for science instruction will support teachers in the set up and planning of science instruction. The space will be utilized for hands-on science lessons, which often take additional space and require a unique set of materials. Having a STEM space will enable teachers to prepare the required materials for hands-on learning without needing to repurpose other classroom spaces, leading to more effective use of time on learning. It will also allow teachers to collaborate with other teachers in the same grade level to share the set up space and minimize redundancy in the provisioning of materials. A specialized STEM space can provide enhanced resources that do not fit in the general classroom or require additional time to set up. This will greatly aid teachers by maximizing their planning time and boosting their ability to work collaboratively with other teachers to plan for high-quality science instruction.*

*4g) The information provided states:*

*“There is no world language program offered at Killam. While there is the hope to provide world language programming in the future, there are no concrete plans yet to make this a possibility. Currently, in Reading Public Schools, world language instruction begins in grade*



7. The district has been engaged in a curriculum review process for grades 7-12, but as of yet, no initiatives have been begun to start world language in elementary school.”

If a world language program were to be added in the future, please consider encouraging the English Language Learners (“ELL”) students to share expressions, customs, and stories from their native language with their native-English classmates.

If a world language program is added in the future, we will consider encouraging English Language Learners (ELL) students to share expressions, customs, and stories from their native languages with their native-English classmates.

4h) The information provided describes the Multilingual Learner (“MLL”) program and states that the program envisions two separate half-size classrooms to teach and test small groups in a well-lit, distraction-free environment (soundproofing if possible). In response to these review comments, please describe the following:

- The District’s plan to encourage multilingual students and their families to share their cultural and linguistic experiences and skills with the school community, if any.
- The District’s plan to allocate spaces and time for the students and their families to contribute their knowledge and experiences of the school and the community, if any.

The Killam Elementary School encourages multilingual students and their families to share their cultural and linguistic experiences and skills with the school community. Having designated spaces within the school building to display information about the cultures and languages of the students will be important in allowing students and families to see themselves reflected in the school community and for all students and families to learn about the variety of cultures and languages represented in the school community. The community and gathering spaces in the school building will also allow for cultural events and activities that welcome all students and families into the school community. Additionally, ensuring these spaces have good acoustics and adequate space is important because multilingual parents/guardians may utilize translation tools when attending evening presentations and events such as Back-to-school night and orientations.

The dedicated space for ESL instruction is essential as it allows MLL students to have a comfortable, predictable and enjoyable learning environment. A student’s sense of belonging in a school community is impacted by where and how the student receives instruction. Having such a space to learn that is designed for MLL students will communicate the value placed on their education and their acceptance into the school community. This will also extend to the families of MLL students, as it communicates that ESL instruction is an important school priority which will support their ability and comfort level in sharing their knowledge and experiences with school staff.

Additionally, please provide further information on whether the Extended Day program follows a tuition-based enrollment. If so, please describe if the District has considered a plan to ensure families who cannot afford the tuition to the extended day program could participate.

The Extended Day program does follow a tuition-based enrollment. Please find [here](#) a link to our 2024-2025 approved fees in which the Extended Day fees model is listed. Families who have financial concerns about the Extended Day fees are encouraged to apply for financial assistance in which they may qualify for free or reduced rates.

Furthermore, in response to these review comments, please describe if the District provides resources and support for students and their families for students in grade above Kindergarten, who have not been in school prior to arriving in Reading.

The district has a Multilingual Learner Department staffed with a MLL Program Coordinator,

**Commented [Mike Piro3]:** @Olivia.Lejeune@reading.k12.ma.us we will be submitting this as a word or PDF file, so you won’t be able to include links like this. I think you have several like this throughout the document \_Assigned to Olivia.Lejeune@reading.k12.ma.us\_

**Commented [Olivia Le4]:** Does MSBA review in printed format? If they review as a PDF or word, the links will convert over

**Commented [jenni.kat5]:** We only send one printed copy; presumably everyone is reviewing the PDF version. I think the links are OK.



five MLL teachers in grades K-12 and a MLL Family Liaison. This team provides resources and support to students and families arriving in Reading who may not have been in school prior. Please click [here](#) to learn more about resources and support.

4i) In response to these review comments, please describe the District's plan to include staff and students in potential involvement and encouragement of ideas for the facility upgrades or changes that could enhance their program and promote greater integration with the other programs and students that will be in the proposed facility, if any.

The district has identified a small group, the "Educational Leadership Team," which includes the superintendent, principal, and 4-6 staff members, who provide ongoing design feedback to the design team. In addition, the design team met with user groups including every staff member at the Killam school, and small groups of students, during the programming phase. The design team will meet with these groups during the SD and DD, and CD phases for ongoing feedback.

5) Provide additional information regarding the District's plan to provide professional development opportunities to prepare for a newly designed facility; including how the District is preparing to effectively utilize the renovated or new facility, current and planned preparations before and after the opening of the proposed project. Also, please describe whether the District has considered providing staff flexibility in modifying their schedules in conjunction with their colleagues as they develop and try out project-based and multi-disciplinary instruction to promote skills through investigation, hands-on and applied experiences.

As the design progresses, we will seek ways to provide professional development to ensure that teachers are prepared to effectively use the new building from day one. This will be achieved through both pre-occupancy and post-occupancy workshops, offering opportunities to support teachers and encourage innovative thinking about practice and curriculum.

The District has indeed considered providing staff with additional time for collaboration as they develop and implement project-based and multi-disciplinary instruction. We currently support this by:

- Offering paid opportunities for teachers to collaborate over non-school vacations.
- Providing substitute coverage to free up teachers for collaborative planning.
- Utilizing existing planning time and professional development sessions.

These practices are already in place and are documented in our current processes. For further details, please refer to the ARCore section.

Additionally, the MSBA encourages the District to continue to use the workshop model beyond the move-in date to allow teachers to fully learn to use the renovated or new facilities.

The district acknowledges the encouragement from MSBA to continue to use the workshop model beyond the move-in date to allow teachers to fully learn to use the renovated or new facilities.

Also, as part of the professional development and pre-occupancy workshops, please consider encouraging teachers to use the opportunity to review and consider new curriculum collaborations, applications and approaches.

The district will consider encouraging teachers to use the opportunity to review and consider new curriculum collaborations, applications and approaches.

6) The information provided on page 38 of 309 states:



*“The program at RISE is designed to support the learning and growth of preschoolers with and without disabilities. Our classrooms are representative of a wide range of developmental needs. All preschool classrooms are multi-age, and students may enter when they turn three years old.”*

*Please confirm that all spaces dedicated to the RISE program are for Pre-Kindergarten students only. Please refer to review comments in Section 3.1.3 and note that all programs dedicated to the support of the Pre-Kindergarten classrooms must be relocated in the “Other” category.*

*The district would like to confirm all spaces dedicated to the RISE program are for Pre-Kindergarten students only.*

*7) In response to these review comments, please describe if the District has considered a plan to ensure families who cannot afford the tuition to the Kindergarten program could participate.*

*Families who have financial concerns about the Kindergarten tuition are encouraged to apply for financial assistance in which they may qualify for free or reduced rates. On a similar note, the School Committee has committed to a plan over the last several years to decrease the yearly kindergarten tuition eventually bringing it to \$0 allowing for free universal full day kindergarten in Reading.*

*8) In response to these review comments, provide additional information that describes the proposed number of lunch servings, how long lunch will be provided, and describe how it is coordinated into the overall schedule. Please note that the MSBA guidelines are based on two lunch servings.*

*Killam plans to provide two lunch servings. Lunch will be a 45 minute period during which grades 3-5 will take recess followed by lunch, and grades K-2 will eat lunch followed by recess.*

*9) The MSBA suggests the District consider providing assisted listening technology in each classroom, as well as general use throughout educational spaces within the proposed project for hearing impaired accessibility. Please acknowledge.*

*The district acknowledges the MSBA’s suggestion and would like to note, the district is evaluating the current student population and assessing the need to provide assistive listening technology in each classroom and in educational spaces throughout the proposed project for hearing impaired accessibility.*

*Additionally, in response to these review comments, please provide the following information:*

- Assuming that the District has achieved 1:1 distribution with students, please describe the District’s plans for regular repairs, upgrades, and replacements of hardware and software. Also, confirm that these items have been incorporated into the schools’ regular operating budget.*

*The district has achieved 1:1 technology distribution with students across the district. Purchases for hardware and software are made centrally, or coordinated through the IT Department to leverage purchasing power and vendor relationships. Schools have discretion for school and classroom specific application purchases, and these are also reviewed by the IT Department to ensure compliance with student data privacy guidelines/legislation. The district maintains privacy agreements and annual contracts for services.*

*Repairs: as part of our purchase agreements, the 3-year hardware damage protection is included for student and teacher computers. Post the three years, repairs are conducted onsite. Repairs to infrastructure are completed on an “as needed” basis internally if we have the*

**Commented [Olivia Le6]:** confirm two lunch servings - each block will be XX amount of time - list exact time in schedule

**Commented [Olivia Le7]:** @jenni.katajamaki@lbpa.com @mike@mlpid.com For us to respond to this, our Food Service Director is wondering what the allotted time is for lunch per MSBA guidelines? Also how many students are we able to fit in the lunch room at a time? For example, are we allowed two 45 minute lunches? Or is it 20 minute lunches?

**Commented [jenni.kat8]:** MSBA does not comment on allotted time. The new cafeteria will be the same size as the existing.

**Commented [jenni.kat9]:** @olivia.lejeune@reading.k12.ma.us I put some draft language in based on how I have seen it done at other schools. Please review and edit.



necessary parts/expertise; by the vendor if under warranty/in keeping with the service agreement; or through a contract with an outside vendor who specializes in that equipment.

Upgrades and replacement: The district is working on a 5-year hardware replacement life-cycle for student and teacher computers. Infrastructure upgrades and replacement are made on an as needed basis.

The technology budget provides for instructional technology purchases district wide, and at the school level, provisions are made for the purchase of instructional technology supplies/materials, subject specific technology (i.e. art, math), library/media technology, adaptive technology, computer and internet services, software licensing and support, phone repair and service. In addition, the budget provides for support personnel to include site-based technology integration specialists, and district-wide computer technicians. The remaining hardware purchases are typically made from year-end savings. • Provide additional information that describes any consideration of allowing students to keep their assigned hardware/software beyond the daily use during the regular school year.

Middle and high school students are able to keep their assigned hardware/software beyond daily use during the regular school year. Further, any student that requires or requests it (i.e. Extended School Year, special summer programming can be assigned and use a device over the summer. This is done through school administration coordinating the effort with the IT Department.

- Describe steps that the District has taken to ensure that all students have access to wi fi/internet in the home or after-hours settings, if any.

The district provides for student access to wifi in the home or in after-hours settings on an “as needed” basis, and happens as staff become aware of a need.

10) The information provided proposes an interdisciplinary media and STE curriculum. In response to these review comments, please describe the current and proposed staffing levels for the Media Center and indicate who will oversee, schedule and maintain the range of Media Center and STE spaces anticipated in the proposed project. Additionally, describe the skills and training that will be required of Media Center staff. Also, in response to these review comments please clarify if the proposed design will include a computer lab within the media center.

Please see the Media Center/Library section on page 31 of our educational program for additional details. In summary, the media and adjacent STE space will be the home base of our Library Media Specialist, as the staff member uses both spaces as part of the library special. In our current model there is a library space with an adjacent STE classroom. During the library special, the Library Media Specialist flows between both spaces during an instructional block. We are looking to maintain this practice and improve upon it by providing an even stronger connection between the library/media and STE space. There is no intention to have a static computer lab within the media center. Rather, students will continue to use portable devices and have the most flexible educational opportunities possible.

11) Please note art storage should include secure and appropriately ventilated space for toxic and hazardous materials as well as an accessible file of safety data sheets (“SDS”). Please acknowledge. Additionally, please consider providing a safety light at the entrance to the kiln room that automatically turns on with the kiln and/or kiln room lights are turned on.



The district acknowledges art storage should include secure and appropriately ventilated space for toxic and hazardous materials as well as an accessible file of safety data sheets (“SDS”). The district will provide a safety light at the entrance to the kiln room that automatically turns on with the kiln.

13) Describe how the District would support adaptable physical education for students with special needs.

**Usage:**

- **Tailored Activities:** Offer individualized physical activities for students with disabilities.
- **Skill Development:** Focus on motor skills, coordination, strength, and fitness.
- **Inclusive Participation:** Promote inclusion and social interaction.
- **Therapeutic Benefits:** Aid in physical rehabilitation and functional improvement.

**Support:**

- **Specialized Equipment:** Use adaptive tools and devices.
- **Professional Development:** Provide training for APE teachers and staff.
- **Collaboration:** Foster teamwork among educators and specialists.
- **Maintenance:** Regularly maintain and inspect equipment and facilities.

**Access to Curriculum:**

- **Inclusive Design:** Adapt the curriculum for diverse ability levels.
- **Individualized Plans:** Implement IEPs with specific physical education goals.
- **Flexible Scheduling:** Allow flexible scheduling for personalized attention.
- **Assessment and Feedback:** Regularly assess progress and adjust activities.

14) Please provide clarification regarding the intended use of the RISE program spaces, and if these spaces are used solely by the Pre-Kindergarten program.

The RISE program spaces are specifically and solely for the Pre-Kindergarten program.

18) Please confirm that the first responding emergency representatives will be consulted in the planning process and associated requirements will be incorporated into the Preferred Schematic.

The design team has met with the Reading Fire Department, Reading Police Department, and EMS (who are within the Fire Department) to review site planning for emergency access. The design team will continue to consult and meet with emergency first responders about security and emergency access in future design phases.

No further review comments for this section.

**3.1.3 INITIAL SPACE SUMMARY**

Provide the following Items	Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff



1	Space summary; one per approved design enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Floor plans of the existing facility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Narrative description of reasons for all variances (if any) between proposed net and gross areas as compared to MSBA guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**MSBA Review Comments:**

1) The MSBA has performed an initial review of the space summary provided for the design enrollment of 455 students in grades K-5, with additional Pre-K students, and offers the following:

- **Core Academic** – The overall proposed square footage for this category exceeds the MSBA guidelines by 10,350 net square feet (“nsf”). Based on the information provided, the following spaces have been proposed in order for the District to deliver its educational program:

Core Academic Spaces	Enrollment 1: Grades K-5 for 455 students		
	Proposed No. Rooms	MSBA Guidelines No. Rooms	Variance
Kindergarten Classroom with Toilet	4	4	0
General Classroom (Grades 1-5)	20	16	+4
Science, Technology, Engineering (STE) Room	1	0	+1
STE Storage Room	1	0	+1
Shared Classroom Flex – Grade Level	6	0	+6
Literacy Specialist	1	0	+1
Multilingual Learner (MLL) Classroom	2	0	+2
Math Tutor	1	0	+1
Literacy Tutor	1	0	+1
Reading Tutor	1	0	+1

The District is proposing the following spaces:

- **Kindergarten Classrooms (with Toilet)** – The District is proposing (4) 1,100 nsf totaling 4,400 nsf, which meets the MSBA guidelines. In response to these review comments, please review and respond to the following:



- As the project further develops, please note and acknowledge that 1,100 nsf is the minimum size for all newly constructed Kindergarten Classrooms. Please acknowledge. *Acknowledged. We will plan for Kindergarten rooms to be a minimum of 1,100 NSF.*
- Confirm that the proposed project will provide a minimum of two sinks in each Kindergarten Classroom. Please refer to the attached memo regarding MSBA's Staff Recommendation for 2018 STE Area Guidelines. *Confirmed. We will include a minimum of two sinks per classroom.*
- **General Classrooms (Grades 1-5)** – The District is proposing (20) 900 nsf totaling 18,000 nsf, which exceeds the MSBA guidelines by (4) General Classrooms and 2,800 nsf. Please note and acknowledge that MSBA guidelines are based on 23 students per classroom for grades 1-5. *Acknowledged. With 23 students per classroom and 76 students per grade, the Killam School would require 3.3 classrooms per grade. In order to accommodate all students, allow for scheduling and grouping flexibility, and provide equal sections per grade level as students matriculate through the school, we believe that 4 classrooms per grade is necessary and appropriate.*
  - As the project becomes further developed, please note and acknowledge that 900 nsf is the minimum size for all newly constructed General Classrooms in an elementary school. *Noted and Acknowledged.*
  - Confirm that the proposed project will provide a minimum of two sinks in each General Classroom for grades 1-5. Please refer to the attached memo regarding MSBA's Staff Recommendation for 2018 STE Area Guidelines. *Noted and Confirmed. We will include a minimum of two sinks per classroom.*
- **Science/Technology/Engineering ("STE") Room** – The District is proposing (1) 1,080 nsf STE Room, which exceeds the MSBA guidelines. In response to these review comments, please provide the following information:
  - Describe the anticipated adjacencies, the scheduling and utilization of the proposed areas, how these areas will be supervised and staffed.

*Please see page 16 of our educational program for more information. In line with the comprehensive approach to health, hygiene, and active STEM learning activities endorsed by Reading Public Schools, we aim to implement the recommendations outlined in the MSBA's "Review and Recommendations of Best Practices for K-12 STEM Learning Spaces".*

*The STE space will be the homebase for the Library Media Specialist and Technology Integration Specialist, both who will support the connection between library/media resources and digital, tech-based equipment like bots, etc. Our vision is that the STE room and Media Center are adjacent to one another, allowing for both spaces to function independently but also be utilized as one larger space where students and experiences can spill freely from one place to another.*

*The STE room will be scheduled as a special. Our library media specialist*



sees each general education classroom weekly for 40 minutes as a special block. Every six weeks classrooms will have an additional technology block and this position is consistently supporting classroom teachers with project based learning and cross curricular initiatives.

- Provide examples of activities that will occur in these areas that cannot be delivered within an appropriately sized and fit-out General Classroom.

**To be provided by district**

- Describe why these activities are better suited in a separate area rather than in a larger General Classroom.

Killam offers Library/Media as a special. Other STEM-based activities may happen in general classrooms as part of the general curriculum, but the Library/Technology special needs a dedicated teaching space. This space is crucial for the hands-on, dynamic nature of STEM activities, offering plenty of room for movement, experimentation, and small group work. The large materials needed for maker space activities require specific, organized storage outside of regular classrooms. Additionally, centralizing resources and advanced technologies in one location enhances management efficiency and reduces the costs associated with duplicating these shared resources.

Please note the MSBA's STE Guidelines require all elementary school general classrooms have a minimum of (2) sinks to facilitate STE exploration and project based learning within the classrooms. One sink must be accessible, and one must be deep and wide to accommodate buckets or containers. Please acknowledge.

*Acknowledged.*

- **STE Storage** – The District is proposing (1) 120 nsf STE Storage room, which exceeds the MSBA guidelines.

*Per the MSBA space template, STE rooms have a dedicated, adjacent STE storage space. Given our inclusion of an STE room, we have also included the associated storage space for the large amount of electronics, consumables, and often large-scale materials associated with STEM instruction.*

- **Shared Classroom – Flex Grade Level** – The District is proposing (6) 800 nsf Shared Classroom spaces totaling 4,800 nsf, which exceeds the MSBA guidelines. In response to these review comments, please provide the following information:

- Describe the anticipated adjacencies, the scheduling and utilization of the proposed areas, how these areas will be supervised and staffed.

*Please see page 12 of our educational program where we document information about breakout spaces. We have included 6 breakout spaces, one for each of our grade level neighborhoods. Each breakout common area, which we call the "front yard" is shared among grade level classrooms to allow for meaningful connections, community building, academic collaboration, and differentiated instruction. We envision breakout spaces to be directly adjacent to classrooms, to allow for academic spill-out from the classrooms and to allow for good visibility*

**Commented [Mike Piro10]:** @Olivia.Lejeune@reading.k12.ma.us  
@Thomas.Milaschewski@reading.k12.ma.us Please review this whole section. This specific example of what will happen in the space needs to come from you. Assigned to Thomas.Milaschewski@reading.k12.ma.us\_

**Commented [Olivia Le11]:** @sarah.hardy@reading.k12.ma.us Could you provide a response for this?



*and supervision. This setup will support spontaneous educational activities, group instruction, team meetings, workshops, indoor sensory pathways, student presentations, performances, and creative projects. Break-out spaces are intended to be versatile and communal, available for use by both staff and students throughout the day. While not formally scheduled, teachers can coordinate usage based on their needs.*

- *Provide examples of activities that will occur in these areas that cannot be delivered within an appropriately sized and fit-out General Classroom.*

*The enlarged front yard spaces within each grade level neighborhood will allow for multiple classrooms or an entire grade level to meet at once. The space will also be used for independent student work spaces meeting the needs of diverse student learning styles. For example, two classes might use this space to gather for a presentation related to their studies. Also, the inclusion of the front yard space allows for parent volunteers as well as other educators within the school to gather groups of students across grades for collaborative work without disrupting instruction in any given classroom. In visioning we even talked about setting up academic demonstrations or activities in the breakout space and then allowing different classes to take turns experiencing it. These spaces can also serve for one-on-one support or small group instruction that does not require a separate acoustic environment. Students using these areas will either be supervised by a staff member or be within the direct line of sight of staff.*

*As we finalize our preferred option and the design team refines their plans, we will ensure strong visual and spatial connections between academic areas and break-out spaces. It is crucial for each classroom to have significant frontage along the extended learning space, allowing teachers and students to easily flow in and out as needed.*

- *Describe why these activities are better suited in a separate area rather than in a larger General Classroom.*

*A larger classroom may provide space to spread out and work in different zones, but there are times when multiple classes want to gather together for a more collaborative experience where classrooms and breakout space would be in use all at the same time. Imagine starting a mini-lesson with multiple classes in a centralized breakout area. Then, students spread out into different classrooms, where each teacher shares groups of students who are either using a certain material or are at a certain point in their project. Breakout spaces can add that extra layer of differentiation and collaboration that we need more and more as educational practices and students' needs change.*

- **Literacy Specialist** – *The District is proposing (1) 200 nsf Literacy Specialist space, which exceeds the MSBA guidelines. In response to these review comments, provide information that further describes the scheduling and utilization of the proposed area and how this space will be supervised and staffed and provide examples of activities that will occur in this space that cannot be delivered within an appropriately sized and fit-out general classroom.*

*Please see page 19 of our educational program where we document the usage of the Literacy Specialist space. Killam currently has one Literacy Specialist who*



*provides Tier 2 support to students in grades K-5. The Literacy Specialist works with small groups of students in a pull-out setting to deliver explicit instruction to close foundational skills gaps in literacy. They need a space that is conducive to small group instruction and includes a table and chairs as well as a SmartBoard or related projected, interactive technology. The literacy specialist would also need a work desk for him/herself and a space to meet with classroom teachers to discuss progress, create action plans, and plan with tutors/interventionists. In the Reading Public Schools, literacy specialists also conduct benchmark assessments three times a year using DIBELS (per MA DESE guidelines) with all students in grades K-3. These assessments are conducted 1-1 using an iPad, therefore, the literacy specialist needs their space to be private (not shared) to accommodate this mandated screening.*

- **Multilingual Learner Program (“MLP”) Classroom** – The District is proposing (2) 400 nsf MLL Classroom spaces totaling 800 nsf, which exceeds the MSBA guidelines. In response to these review comments, provide additional information that describes the scheduling, and overall utilization of this space.

*Please see page 18 of our educational program where we document the usage of the MLP spaces. Killam currently has 21 MLLs. Two ESL (English as A Second Language) Teachers pull these students out of their classes to deliver our English development curriculum using visuals like posters and manipulatives, textbooks, notebooks, books, computers, SMART Boards, magnet boards, whiteboards, games, and active learning. Small groups of 2-4 students are determined by grade and English proficiency level and meet once or twice per day for 45 minutes. The number of MLL students has doubled in the last three years, so a larger space will allow for future growth, as well as room to spread out for physical activities.*

- **Math Tutor** – The District is proposing (1) 250 nsf Math Tutor space, which exceeds the MSBA guidelines. In response to these review comments, provide information that further describes the scheduling and utilization of the proposed area, how this space will be supervised and staffed, and provide examples of activities that will occur in this space that cannot be delivered within an the general classrooms.

*Please see page 20 where we document information regarding the math tutor. The math interventionist provides both pull-out support outside of classrooms and push-in support in classrooms. In the new building, math interventionists would have dedicated office spaces where they can support students in a quiet setting. However, to maximize inclusionary practices, they will also use the small group rooms and front porch breakout space adjacent to classrooms as a preferred method to support students on team whenever possible.*

- **Literacy Tutor** – The District is proposing (1) 250 nsf Literacy Tutor space, which exceeds the MSBA guidelines. In response to these review comments, provide information that further describes the scheduling and utilization of the proposed area, how this space will be supervised and staffed, and provide examples of activities that will occur in this space that cannot be delivered in the general classrooms.

*Please see page 19 of our educational program where we document the usage of the literacy tutor space. Literacy tutors provide both pull-out support outside of classrooms and push-in support in classrooms. In the new building, literacy*



tutors would have dedicated office spaces where they can support students in a quiet setting. However, to maximize inclusionary practices, literacy tutors will also use the small group rooms and front porch breakout space adjacent to classrooms as a preferred method to support students on team whenever possible.

- **Reading Tutor** – The District is proposing (1) 250 nsf Reading Tutor space, which exceeds the MSBA guidelines. In response to these review comments, provide information that further describes the scheduling and utilization of the proposed area, how this space will be supervised and staffed, and provide examples of activities that will occur in this space that cannot be delivered in an appropriately sized and fit-out general classroom.

Please see page 19 of our educational program where we document the usage of the Reading Tutor space. Reading tutors provide both pull-out support outside of classrooms and push-in support in classrooms. In the new building, reading tutors would have dedicated office spaces where they can support students in a quiet setting. However, to maximize inclusionary practices, reading tutors will also use the small group rooms and front porch breakout space adjacent to classrooms as a preferred method to support students on team whenever possible.

- **Special Education** – The overall proposed square footage for this category exceeds the MSBA guidelines by 3,560 nsf. In response to these review comments, please review and respond to the following items:

- **Adaptive PE/ Sensory Movement / Health Classroom** - The District is proposing (1) 1,000 nsf Adaptive PE/ Sensory Movement / Health Classroom. In response to these review comments, please provide the following:

- Describe the anticipated adjacencies, the scheduling and utilization of the proposed areas, and how these areas will be supervised and staffed.

Please see page 43 of our educational program where we document the Adaptive PE space. We currently have a caseload of students that require adaptive PE, and therefore, this space would be used more than 50% of the day. Though we cannot one hundred percent predict future caseloads and needs, our vision is that this specialized space supports the physical, emotional, and social development of students with disabilities, aligning with legal requirements and best practices in inclusive education. Currently, students receive adaptive PE instruction in spaces not conducive to learning, such as the hallway or classrooms. We envision this adaptive space to be adjacent to the gym to allow for social interaction with peers. Being close to the main gym allows for flexible scheduling and the possibility of integrated activities, where students in adaptive programs can participate in mainstream physical education sessions when appropriate, promoting inclusivity and peer relationships.

In addition, this space will serve as a health classroom. Students in grades 4-5 attend health class for 30 minutes on a six week rotating schedule. Currently the health module is taught with students sitting on the floor in the gym. The adaptive PE/Health Classroom would have an adjacent storage area for tables and chairs, allowing this space to serve double-duty as



*In addition, this space would be used to provide gross motor and sensory breaks to students on an as-needed basis. A student needing a gross motor/sensory break would be accompanied by a staff member.*

- *Provide examples of activities that will occur in these areas.*

*Health class (weekly to grades 4-5), Adaptive P.E., and gross motor and sensory movement breaks, as described in more detail above.*

*Sensory Activities include: Interactive wall and floor sensory activities indoor obstacle course, trampoline, swings, mats, log roll yoga, stretch bans, weighted blankets and vests.*

- *As part of the District's PSR submittal, the District must fully describe the function, intended use, and scheduling of these spaces and clarify if this space is to be used primarily for special education students.*

*Though we cannot one hundred percent predict future caseloads and needs, we currently have a caseload of students that require adaptive PE. We envision that this space would be used for special education (adaptive PE) more than 50% of the time, with other uses (health classroom and gross motor/sensory breaks) occupying less than 50% of the time.*

- *Please relocate the Adaptive PE/Sensory Movement/Health Classroom to the 'Other' category. **Noted.***
- *An additional 200 nsf of Adaptive PE/ Sensory/ Health Classroom storage space was proposed. In response to these review comments, please relocate the PT Storage space in the 'Non-Programmed Spaces' category. As a reminder, the Designer must coordinate a space planning scenario where the grossing factor does not exceed 1.50. **Noted.***

*The District is proposing the following spaces associated with the RISE program for Pre Kindergarten. In response to these review comments, please relocate the following spaces to the 'Other' category:*

- ***RISE – OT** - The District is proposing (1) 300 nsf RISE – OT space, which exceeds the MSBA guidelines. Please note and acknowledge that square footage exceeding MSBA guidelines will be considered ineligible for reimbursement.*

*Acknowledged.*

- ***RISE – PT** – The District is proposing (1) 500 nsf RISE – PT space, which exceeds the MSBA guidelines. Please note and acknowledge that square footage exceeding MSBA guidelines will be considered ineligible for reimbursement.*

*Acknowledged.*

- ***RISE – SLP** – The District is proposing (3) 120 nsf RISE – SLP areas, totaling 360 nsf which exceeds the MSBA guidelines. Please note and acknowledge that square footage exceeding MSBA guidelines will be considered ineligible for reimbursement.*

*Acknowledged.*



- **RISE Team Chair** – The District is proposing (1) 120 nsf RISE Team Chair space which exceeds the MSBA guidelines. Please note and acknowledge that square footage exceeding MSBA guidelines will be considered ineligible for reimbursement.

*Acknowledged.*

- **RISE Pre-K Testing** – The District is proposing (1) 200 nsf RISE Pre-K Testing space, which exceeds the MSBA guidelines. Please note and acknowledge that square footage exceeding MSBA guidelines will be considered ineligible for reimbursement.

*Acknowledged.*

- **RISE Pre-K Outside Provider Office** – The District is proposing (1) 120 nsf RISE Pre-K Outside Provider Office space, which exceeds the MSBA guidelines. Please note and acknowledge that square footage exceeding MSBA guidelines will be considered ineligible for reimbursement.

*Acknowledged.*

- **RISE Adaptive PE Storage** – The District is proposing (1) 100 nsf RISE Adaptive PE Storage space which exceeds the MSBA guidelines. In response to these review comments, provide an updated space summary that relocates this space to the 'Non- Programmed Spaces' category. Additionally, please note and acknowledge that square footage exceeding MSBA guidelines will be considered ineligible for reimbursement. As a reminder, the Designer must coordinate a space planning scenario where the grossing factor does not exceed 1.50.

*Acknowledged. See attached updated space summary.*

Furthermore, please refer to section 3.1.2 comment 14 and provide further clarification of the use of the RISE program spaces proposed.

Please note that the Special Education program is subject to approval by the Department of Elementary and Secondary Education ("DESE"). The District should provide the required information required with the Schematic Design submittal. Formal approval of the District's proposed Special Education program by the DESE is a prerequisite for executing a Project Funding Agreement with the MSBA.

- **Art & Music** – The overall proposed square footage for this category meets the MSBA guidelines. No further preliminary comments.
- **Health & Physical Education** – The overall proposed square footage for this category exceeds the MSBA guidelines by 1,270 nsf. In response to these review comments please relocate the (1) 120 nsf Rec Department Storage area to the 'Non-Programmed Spaces' category. Please note that square footage exceeding the MSBA guidelines in this category will be considered ineligible for reimbursement. Please acknowledge.

*Acknowledged.*

Additionally, please refer to the attached memo regarding the MSBA's policy on physical education square footage in excess of the MSBA guidelines. Note the District may choose to build a gymnasium and related spaces in excess of MSBA guidelines, but in no event



shall the gymnasium exceed 12,000 nsf. The MSBA will participate in a gymnasium of up to 6,000 nsf unless adjusted by the MSBA to increase teaching stations for enrollment and/or the educational plan. Additionally, areas in excess of the MSBA guidelines will be at the sole expense of the district; and the MSBA will exclude from its grant the cost of the total gross square feet ("gsf") in excess of the guidelines for these areas.

*Noted.*

- **Media Center** – The overall proposed square footage for this category meets the MSBA guidelines. No further preliminary comments.
- **Dining & Food Service** – The overall proposed square footage for this category exceeds the MSBA guidelines by 187 nsf. Please note that square footage exceeding the MSBA guidelines in this category will be considered ineligible for reimbursement. Please acknowledge.

*This increase is due to a larger staff lunch room. The MSBA guidelines provide for a 214 SF lunch room. The current staff lunch room at the Killam is 367 SF, which the staff feel is currently too small. Our program calls for a 400 SF lunchroom. We acknowledge that this will be ineligible for reimbursement.*

- **Medical** – The overall proposed square footage for this category meets the MSBA guidelines. No further preliminary comments.
- **Administration & Guidance** – The overall proposed square footage for this category exceeds the MSBA guidelines by 538 nsf. In response to these review comments please relocate the following spaces to the 'Non-Programmed Spaces' category.
  - (1) 100 nsf Mother's Room

*The District feels strongly that this is a necessary space to support the operation of the school. The Affordable Care Act requires that employers provide "A place, other than a bathroom, that is shielded from view and free from intrusion from co-workers and the public, which may be used by an employee to express breast milk." This room is intended to provide a private space to express breastmilk, a space that is otherwise not available to many teachers and other staff members in the school.*

- (1) 150 nsf PTO Storage.

*Please note that square footage exceeding the MSBA guidelines in this category will be considered ineligible for reimbursement. Please acknowledge.*

*Acknowledged.*

- **Custodial & Maintenance** – The overall proposed square footage for this category meets the MSBA guidelines. No further preliminary comments.
- **Other** – The District is proposing 17,875 nsf for a full-time Pre-Kindergarten program for 180 additional students. The District is proposing the following spaces:
  - **RISE Pre-Kindergarten Classrooms** – The District is proposing (12) 1,150 nsf Pre-Kindergarten classrooms totaling 13,800 nsf for the full-time program, which exceeds the MSBA guidelines. In response to these review comments, please review and respond to the following items:



- As the project becomes further developed, please note and acknowledge that 1,100 nsf is the minimum size for all newly constructed Pre Kindergarten Classrooms.

*Acknowledged.*

*Provide further information that clarifies how the District calculated the number of classrooms needed for the Pre-Kindergarten.*

*The District plans to relocate all currently existing Pre-K classrooms from across the district to the Killam, a total of 10. In addition, the District plans to add two classrooms to expand the Pre-K program. There are currently 64 students on the waiting list for tuition-paying spaces in RISE. The addition of two classrooms would accommodate about 30 of those students. In addition, in line with recent trends, the District expects that the number of Pre-K students with IEPs to continue to increase. The additional classrooms will allow the district to accommodate these future needs.*

- **RISE Multipurpose Program Space “Big Room”** – The District is proposing (1) 1,600 nsf Multipurpose Program space for the Pre-Kindergarten program, which exceeds the MSBA guidelines. Please note and acknowledge that square footage exceeding MSBA guidelines will be considered ineligible for reimbursement. Additionally, as part of the District’s PSR submittal, the District must fully describe the function, intended use, and scheduling of these spaces.

*Acknowledged.*

- **RISE Pre-K Director Office** – The District is proposing (1) 150 nsf RISE Pre-K Director Office for the Pre-Kindergarten program, which exceeds MSBA guidelines.
- **RISE Reception / General Office** – The District is proposing (1) 200 nsf Reception / General Office for the Pre-Kindergarten program, which exceeds MSBA guidelines.
- **RISE Pre-K Conference** – The District is proposing (1) 350 nsf Pre-K Conference space for the Pre-Kindergarten program, which exceeds MSBA guidelines.
- **RISE Pre-K Team Chair Office** – The District is proposing (1) 120 nsf Pre-K Team Chair for the Pre-Kindergarten program, which exceeds MSBA guidelines.
- **RISE Pre-K Mail/Copy/Storage** – The District is proposing (1) 200 nsf Mail Copy / Storage room for the Pre-Kindergarten program, which exceeds MSBA guidelines.
- **RISE Pre-K Teacher Work Room** – The District is proposing (1) 200 nsf Teacher Work Room for the Pre-Kindergarten program, which exceeds MSBA guidelines.
- **RISE Lunch Room** – The District is proposing (1) 225 nsf Lunch Room for the Pre-Kindergarten program, which exceeds MSBA guidelines. In response to these review comments, please provide a narrative that clarifies why a separate lunch room is needed for Pre-Kindergarten students, outside of what has been provided for the kindergarten to grade 5 enrollment.



*To clarify, the RISE Lunch Room is not intended for student use. Rather, this is a lunch room for PK staff, as the staff lunch room for K-5 will likely be in use at the same time and will not accommodate enough space. During visioning and programming conversations, stakeholders expressed a desire to have a dedicated PK staff lunch space to preserve the collegial community created with PK. Though there may be times when all PK-5 staff gather in a much larger space like the cafeteria, maintaining a PK lunch space and a K-5 lunch space will better support teacher lunch schedules and provide the flexibility to hold smaller community building lunch functions for both PK and K-5 staff.*

- **RISE Pre-K Student Service Clerk Office** – The District is proposing (1) 120 nsf Student Service Clerk Office for the Pre-Kindergarten program, which exceeds MSBA guidelines.
- **RISE Nurse's Office / Waiting Room** – The District is proposing (1) 250 nsf Nurse's Office / Waiting Room for the Pre-Kindergarten program, which exceeds MSBA guidelines. In response to these review comments, please provide a narrative that clarifies why a separate medical suite is needed for Pre Kindergarten students, beyond what has been provided for the kindergarten to grade 5 enrollment.  
*With the addition of 180 additional Pre-K students to the Killam school, a second school nurse will be needed. The intent is to co-locate the two nurses in a single medical suite, however we will need more space to accommodate her desk as well as additional waiting space for students.*
- **RISE Examination Room / Resting** – The District is proposing (1) 100 nsf Examination Room / Waiting for the Pre-Kindergarten program, which exceeds MSBA guidelines. In response to these review comments, please provide a narrative that clarifies why a separate medical suite is needed for Pre Kindergarten students, beyond what has been provided for the kindergarten to grade 5 enrollment. *This space has been removed from the proposed program. We believe that the two exam room/resting rooms provided per MSBA guidelines will be sufficient to support the needs of the school.*
- **RISE Pre-K Medical Suite Toilet** – The District is proposing (1) 60 nsf Pre-K Medical Suite Toilet for the Pre-Kindergarten program, which exceeds MSBA guidelines. In response to these review comments, please provide a narrative that clarifies why a separate medical suite is needed for Pre-Kindergarten students, beyond what has been provided for the kindergarten to grade 5 enrollment.  
*Based on conversations with the school nurse and the District Director of Health Services, it was determined that a second medical suite toilet room is needed to support the larger school population. The toilet room would be in a centrally located medical suite, shared between K-5 and Pre-K.*
- **Extended Day Office / Storage** – The District is proposing (2) 250 nsf Extended Day Office / Storage space for the Pre-Kindergarten program, which exceeds MSBA guidelines. Please note the following square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.  
*Acknowledged.*
- **Extended Day Storage – Pre-K** – The District is proposing (1) 100 nsf Extended Day Storage space for the Pre-Kindergarten program, which exceeds MSBA



guidelines. In response to these review comments, please relocate the Extended Day Program Storage space in the 'Non-Programmed Spaces' category.

*Noted. See attached revised program.*

Please note that upon selection of a preferred solution, the District may be required to adjust spaces/square footage that exceeds the MSBA guidelines and is not supported by the Educational Program provided. As a reminder, the Designer must coordinate a space planning scenario where the grossing factor does not exceed 1.50. *Acknowledged.*

3) Not provided. In response to these review comments, please provide a narrative that describes the reasons for all variances between the proposed net and gross areas as compared to MSBA guidelines.

*See attached. In progress; to be provided by LBA.*

No further review comments for this section.

### 3.1.4 EVALUATION OF EXISTING CONDITIONS

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Confirmation of legal title to the property.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Determination that the property is available for development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Existing historically significant features and any related effect on the project design and/or schedule.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Determination of any development restrictions that may apply.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Initial Evaluation of building code compliance for the existing facility.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Initial Evaluation of Architectural Access Board rules and regulations and their application to a potential project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Preliminary evaluation of significant structural, environmental, geotechnical, or other physical conditions that may impact the cost and evaluations of alternatives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



8	Determination for need and schedule for soils exploration and geotechnical evaluation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Environmental site assessments minimally consisting of a Phase I: Initial Site Investigation performed by a licensed site professional.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Assessment of the school for the presence of hazardous materials.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Previous existing building and/or site reports, studies, drawings, etc. provided by the district, if any.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### MSBA Review Comments:

*In many sections of the Evaluation of Existing Conditions, the information provided refers to the Hadley Elementary School in Swampscott. Please coordinate and update the documents to reflect the correct school project. **Noted; we will correct these errors.***

*1) In response to these review comments, please provide a copy of the legal title for the existing J. Warren Killam Elementary School site.*

*See attached.*

*3) The information provided does not include any documentation of historical features or any intent to file a Project Notification Form ("PNF") with the Massachusetts Historical Commission ("MHC"). In response to these review comments, please provide information of existing historical features if any. Please note, a PNF must be submitted to the MHC, and MHC approval is required prior to construction bids. The District should keep the MSBA informed of any decisions and/or proposed actions and should confirm that the proposed project is in conformance with Massachusetts General Law 950, CMR 71.00. In response to these review comments, please provide the timeline associated with filing a PNF with the MHC for review and approval.*

*The project has no relevant historical features. The project team plans to file a PNF with the MHC during Design Development.*

*5) The information provided in the energy code provisions for existing buildings states:*

*"The Massachusetts Stretch Code as adopted by the Town of Reading adopts the 2021 International Energy Conservation Code (IECC) with Massachusetts Amendments (225 CMR 23)."*

*In response to these review comments, please note and acknowledge that the project must meet the minimum 2023 version of the Green Policy Program requirements as described in MSBA Project Advisory 81. **Noted and acknowledged.***

*7) The information provided states the following:*

- Further investigation of the exterior covered at the main entrance is recommended to determine the extent of the rusting and whether the columns can be retained or should be



replaced.

- Further investigation of the cause of the severely deteriorated masonry joints at north façade is required.
- “Hydrant flow test data was not available, so it is unknown at this time if the existing public water supply system is of adequate capacity to support a fire sprinkler system.”
- “Due to the age of the existing utility plans, the location and routing of underground utility service should be confirmed and updated.”
- “A condition assessment to verify locations and conditions of all sewer services and mains is recommended.”
- “Further investigation of the existing stormwater management’s off-site routing is required.”

As part of the District’s PSR submittal, please include the timeline and additional information associated with the work listed above. Please note and acknowledge that all cost increases subsequent to a Project Scope and Budget Approval from the MSBA’s Board of Directors will be the sole responsibility of the District.

*If the renovation/addition option is selected as the preferred option, these further investigations will be completed at the beginning of the SD phase. In new construction options, all of the referenced systems would be replaced in their entirety; in this case, no additional investigation of existing systems would be required.*

Additionally, the information provided in the 4.7 Existing Site Conditions states:

“Currently the water, sanitary sewer and natural gas lines are available in the surrounding streets and drives, allowing for the potential of a new building to have access for connections.”

In response to these review comments, please describe if the District is considering an all electric design for the preferred solution.

*At this time, the district is considering both all-electric and natural gas options.*

8) The information provided by LGCI in the Preliminary Geotechnical Report states the following:

- “The existing fill was observed to be variable in composition and density. In addition, the existing fill contained traces of organic soil. Existing fill that was not placed with strict moisture, density, and gradation control presents risk of unpredictable settlement that may result in poor performance of floor slabs and foundations. Due to these risks, the existing fill and the underlying buried organic soil should be entirely removed from within the proposed building footprint and replaced with Structural Fill. We anticipate that the removal will extend up to depths of about 8 feet.”
- Groundwater control is anticipated to be required during the removal of the existing fill and buried organic soil and during utility excavation.

Please note that all cost increases subsequent to a Project Scope and Budget Approval from the MSBA’s Board of Directors will be the sole responsibility of the District. Please acknowledge. *Noted and acknowledged.*



9) The information provided states:

*“The Site had one former 10,000-gallon UST installed in 1969 and removed in 2003 according to the fire department records. The UST was transported to the James G. Grant Co., Inc. facility in Readville, MA for disposal.”*

*Please note that costs associated with the removal of fuel storage tanks and associated contaminated soil are considered ineligible for reimbursement. Please acknowledge.*

*Noted and acknowledged.*

*10) The information provided from the report for hazardous materials determination survey for the existing school indicates that there are hazardous flooring materials as well as hazardous ceiling that contains asbestos. The project team should be aware of the current policies associated with MSBA's participation in the abatement and removal of hazardous materials. However, please note and acknowledge that all costs associated with the removal of floor materials and ceiling tiles containing asbestos are considered ineligible for reimbursement.*

*Noted and acknowledged.*

*11) In response to these review comments, provide any previous existing building and/or site reports, studies, drawings, etc. provided by the District. See attached existing conditions documents. Not provided as an attachment for KSBC review as these documents have previously been shared with KSBC.*

*No further review comments for this section.*

### 3.1.5 SITE DEVELOPMENT REQUIREMENTS

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	A narrative describing project requirements related to site development to be considered during the preliminary and final evaluation of alternatives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Existing site plan(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### MSBA Review Comments:

*1) All of the proposed options are to be constructed on the existing J. Warren Killam Elementary School site. In response to these review comments, please review and respond to the following items:*

- Describe how the site constraints are potentially impacting the design options explored in the Preliminary Evaluation of Alternatives section. The site area is limited, and it will be a tight fit during the construction phase while the existing school remains in operation on the site. The design team is studying design options that have a compact footprint in order to maximize site area available for construction, lay-down, geothermal wells, drop-off, and play space which will all need to co-exist on the site during construction.*



- As part of the District's PSR submittal, provide site section(s) that illustrates how the Preferred Schematic sits on the site and how the proposed location impacts access and circulation. Please acknowledge. *Acknowledged.*

Additionally, the information provided states:

- "The site is currently graded to create swales for rainwater management. A moderate amount of regrading would be required to create a flatter site suitable for development."
- The District is projecting to include a geothermal well field for ground source heating and cooling using closed loop-bores for all addition/renovation and new construction options. Wells would be located below outdoor play and learning areas and the required well field size would be coordinated with building size and system loads.

In response to these review comments, please confirm costs of regrading will be incorporated into the site costs of the Preferred Schematic Report. As part of the District's PSR submittal, please provide additional information and costs associated with the work listed above.

*Regrading will be incorporated into the PSR cost estimate.*

2) As part of the Preferred Schematic Report, provide the following for the existing school

site: • Circulation diagrams that identify the existing:

- Bus and parent drop-off/pick-up locations;
- Vehicular and pedestrian circulation; and
- Emergency vehicle access.
- Provide diagram(s) and a narrative that describes how a physically challenged individual currently accesses the existing building.
- As part of the District's PSR submittal, please provide circulation diagrams for all options explored as part of the Final Evaluation of Alternatives. Please acknowledge. *Acknowledged.*

No further review comments for this section.

### 3.1.6 PRELIMINARY EVALUATION OF ALTERNATIVES

	Provide the following Items	Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Analysis of school district student school assignment practices and available space in other schools in the district	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Tuition agreement with adjacent school districts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



3	Rental or acquisition of existing buildings that could be made available for school use	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Code Upgrade option that includes repair of systems and/or scope required for purposes of code compliance; with no modification of existing spaces or their function	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Renovation(s) and/or addition(s) of varying degrees to the existing building(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Construction of new building and the evaluation of potential locations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	List of 3 distinct alternatives (including at least 1 renovation and/or addition option) are recommended for further development and evaluation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### MSBA Review Comments:

*As part of the Preliminary Evaluation of Alternatives, the District explored the following (10) options. The District intends to further evaluate all options as part of its PSR submittal:*

- **Code Upgrade:** Code Upgrade/Base Repair for grades K-5, with partial Pre-K program, with an enrollment of 455 students at the existing J. Warren Killam Elementary School; with an estimated project cost of \$52 million.
- **Option A-1:** Addition/Renovation (3 story addition with full Pre-K) for grades K-5, with an enrollment of 455 students at the existing J. Warren Killam Elementary School, and with full Pre-K program of 180 students; with an estimated project cost of \$144 million.
- **Option A-2:** Addition/Renovation (2-story addition with partial Pre-K) for grades K-5, with an enrollment of 455 students at the existing J. Warren Killam Elementary School and with partial Pre-K program for 60 students; with an estimated project cost of \$129 million.
- **Option B-1:** New Construction for grades K-5 (3-story, Compact Option, with full Pre K), with an enrollment of 455 students at the existing J. Warren Killam Elementary School site, and with full Pre-K program for 180 students; with an estimated project cost of \$140 million.
- **Option B-2:** New Construction for grades K-5 (2-story, Compact Option with partial Pre-K), with an enrollment of 455 students at the existing J. Warren Killam Elementary School site, and with partial Pre-K program for 60 students; with an estimated project cost of \$122 million.
- **Option C-1:** New Construction for grades K-5 (2 story with full Pre-K and parking on the north-west of the site), with an enrollment of 455 students at the existing J. Warren Killam Elementary School site, and with full Pre-K program for 180 students; with an estimated project cost of \$138 million.



- **Option C-2:** New Construction for grades K-5 (2 story, with partial Pre-K and parking on the north-west of the site), with partial Pre-K program, with an enrollment of 455 students at the existing J. Warren Killam Elementary School site, and with partial Pre-K program for 60 students; with an estimated project cost of \$122 million.
- **Option D-1:** New Construction for grades K-5 (2 story with full Pre-K and optimal solar orientation option), with an enrollment of 455 students at the existing J. Warren Killam Elementary School site, and with full Pre-K program for 180 students; with an estimated project cost of \$141 million.
- **Option D-2:** New Construction for grades K-5 (2 story with partial Pre-K and optimal solar orientation option), with an enrollment of 455 students at the existing J. Warren Killam Elementary School site and with partial Pre-K program for 60 students; with an estimated project cost of \$125 million.
- **Option E-1:** New Construction for grades K-5 (2-story with full Pre-K and playgrounds wrapped around academic wings), with an enrollment of 455 students at the existing J. Warren Killam Elementary School site, and with full Pre-K program for 180 students; with an estimated project cost of \$139 million.

2) Information regarding any tuition agreements with the District was not found. In response to these review comments, please provide a narrative that describes any current agreements.

*As the District is part of the SEEM Collaborative, this fall Wood End Elementary School will host the SEEM Collaborative Deaf and Hard of Hearing Program. Additionally, RPS is a School Choice District, where students are selected to enroll through a lottery process. As part of this program, the district receives funds from the sending district. The District also receives funding for students who attend RPS through the METCO program.*

4) The information provided states that the District found the Code Upgrade option for the existing J. Warren Killam Elementary School was not a viable option. Please note the District will be required to include a Code Upgrade option of the existing school as part of the PSR submittal for cost comparison purposes. Please acknowledge. **Acknowledged.**

5-7) As part of the PSR submittal the MSBA requires that the District continue to explore the following options:

- A code upgrade option (“Option Code Upgrade”) at the existing J. Warren Killam Elementary School;
- At least (1) addition/renovation option at the existing J. Warren Killam Elementary School; and,
- At least (1) new construction option at the existing J. Warren Killam Elementary School site that does not include a Pre-kindergarten program.

In response to these review comments, please indicate which options the District intends to further evaluate as part of its PSR submittal and provide detailed narratives that describe why other options, if any, were eliminated from further consideration. Please note, the final evaluation of alternatives included in the PSR submittal must include at least one code upgrade option, one renovation and/or addition option that maximizes the use of the existing facility, and at least one new construction option. Please acknowledge.

**Acknowledged.** The district elected to further explore the code upgrade option, addition-renovation option A1, new construction option B1, and new construction option E2 (which was



added after the PDP was submitted). Options A2, B2, C2, and D2 were eliminated because the District elected to go with the full pre-K enrollment option. Options C1, D1, and E1 were eliminated because it was determined that a two-story building was not an effective approach given the tight site.

Additionally, as part of the District's PSR submittal please provide the following information:

- Floor plan diagrams that include a key/legend for clarity that identify all the spaces with adjacencies to further understand the connections of the proposed spaces.
- Ensure that further detail is provided in the subsequent phases of the project that clearly describes and illustrates the separation, safety provisions, and possible construction laydown areas that will be applied during construction on the occupied site. Please acknowledge. *Acknowledged.*
- Please continue to use the same naming convention of options for clarity and consistency. Please acknowledge. *Acknowledged.*

Furthermore, please see comment above in Section 3.1.1, Item 3 regarding the District's Design Enrollment. *Acknowledged.*

No further review comments for this section.

### 3.1.7 LOCAL ACTIONS AND APPROVAL

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Signed Local Actions and Approvals Certification: (original)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Certified copies of the School Building Committee meeting notes showing specific submittal approval vote language and voting results, and a list of associated School Building Committee meeting dates, agenda, attendees and description of the presentation materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### MSBA Review Comments:

2) Please provide a certified copy of the meeting minutes when available. Please acknowledge.

*Acknowledged. See attached.*

No further review comments for this section.

### 3.1.8 APPENDICES



Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Current Statement of Interest	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	MSBA Board Action Letter including the invitation to conduct a Feasibility Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Design Enrollment Certification	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### MSBA Review Comments:

3) Please see comment above in Section 3.1.1, Item 3.

No further review comments for this section.

#### Additional Comments:

- MSBA would like to inform you of MSBA's recent Project Advisory #88, posted on July 1, 2024, and linked [here](#) which describes changes to the MSBA submittal documents relating to required state site approvals and site resiliency. We ask you to review this Project Advisory and forward any questions you may have about these requirements to your MSBA Project Coordinator. These documents will assist your client and the MSBA to understand your project's status relating to the various required state site approvals and any design considerations pertaining to resiliency for your selected project site.

We ask that all members of your design team use the information indicated in Project Advisory #88 for your project, including the following updated MSBA documents:

- Module 3 Feasibility Study Guidelines
- Module 4 Schematic Design Guidelines
- Module 6 (Design Development, 60%, and 90% Construction Documents)

Incomplete submittals or submittals not reviewed by the OPM will not be accepted. This includes the information described in Project Advisory #88. **Acknowledged. The tracking form will be submitted with the PSR submittal.**

- Please note that as part of the upcoming Preferred Schematic submittal process, districts and their consultants are required to provide a summary overview of the proposed project to the MSBA Facilities Assessment Subcommittee (the "FAS"). In preparation, the MSBA requests that the District submit a complete PowerPoint of the FAS presentation with the PSR submittal. For your reference, the guidance memorandum for preparing an FAS presentation is attached. **We request additional time to prepare our slides for the FAS subcommittee in order to prepare views of the project which we do not anticipate to have completed by the PSR submittal date. If it is acceptable to the MSBA,**



*we would propose to submit FAS slides on September 4 (7 days prior to the earlier FAS meeting).*

**Regarding Past Projects:**

*Both the MSBA's enabling legislation, M.G.L. c. 70B, and the MSBA's regulations, 963 CMR 2.00 et seq. specifically address the issue of past projects. MSBA records show a total MSBA payment of \$500,228 for the J. Warren Killam Elementary School Green Repair Roof Project #201102460017G completed in January 2012.*

*Pursuant to these requirements and depending on the School District's ultimate plan for the School, the MSBA may recover a pro-rated portion of the financial assistance that the School District has received for previous renovation grants. The exact amount recovered will be established at the conclusion of the Schematic Design / Total Project Budget phase. Please see the MSBA website to view the MSBA's regulations, statute and closed school bulletin for additional information.*

**End**



**MASSACHUSETTS SCHOOL BUILDING AUTHORITY  
TOWN OF READING  
J. WARREN KILLAM ELEMENTARY SCHOOL**

**DESIGN ENROLLMENT CERTIFICATION**

As a result of a collaborative analysis with the Massachusetts School Building Authority (the "MSBA") of enrollment projections and space capacity needs for the proposed project at J. Warren Killam Elementary School, the Town of Reading hereby acknowledges and agrees that the design of the proposed project at J. Warren Killam Elementary School shall be based on an enrollment of no more than 455 students in grades K-5. The Town of Reading further acknowledges and agrees that pursuant to 963 CMR 2.00 *et seq.*, the MSBA shall determine the square feet per student space allowance and total square footage for grades K-5 in an elementary school serving 455 students. The Town of Reading acknowledges and agrees that it has no right or entitlement to any particular design enrollment, square feet per student space allowance, or total square footage and that it has no right or entitlement to a design enrollment any greater than 455 students for the J. Warren Killam Elementary School, and further acknowledges and agrees that it shall not bring any claim or action, legal or equitable, against the MSBA, or any of its officers or employees, for the purpose of obtaining an increase in the design enrollment of the J. Warren Killam Elementary School that it has acknowledged and agreed to herein. The Town of Reading further acknowledges and agrees that, among other things, the design enrollment, square feet per student space allowance, and total square footage of the J. Warren Killam Elementary School shall be subject to the approval of the MSBA's Board and that the final approval of a proposed project at the J. Warren Killam Elementary School shall be within the sole discretion of the MSBA's Board.


The undersigned, for themselves and the Town of Reading, hereby certify that they have read and understand the contents of this Design Enrollment Certification and that each of the above statements is true, complete and accurate. The undersigned also hereby certify that they have been duly authorized by the appropriate governmental body to execute this Certification on behalf of the Town of Reading and to bind the Town of Reading to its terms.

  
\_\_\_\_\_  
Jill M. Town Manager  
Chief Executive Officer

01/24/2023  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent of Schools

1/24/2023  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Duly Authorized Representative of School  
Committee

1/26/2023  
\_\_\_\_\_  
Date





## Town of Reading Meeting Minutes

### Board - Committee - Commission - Council:

Permanent Building Committee

Killam School Building Committee

Date: 2024-05-09

Time: 5:30 PM

Building: Reading Town Hall

Location: Berger Room

Address: 16 Lowell Street

Session: Open Session

Purpose: General Business

Version: Final

#### Attendees: **Members - Present:**

Chair Carla Nazzaro, Vice Chair Karen Herrick (remote), John Coote, Kirk McCormick (remote), Greg Stepler (remote), Pat Tompkins (remote), Nancy Twomey (remote)

#### **Members - Not Present:**

Sarah McLaughlin, Ed Ross

#### **Others Present:**

Town Manager Matt Kraunelis, School Superintendent Thomas Milaschewski, School Finance Director Derek Pinto, Chief Financial Officer Sharon Angstrom (remote), Facilities Director Joe Huggins (remote), Assistant Facilities Director Kevin Cabuzzi (remote), LBA Project Manager Jenni Katajamaki, Colliers Project Manager Suzanna Yeung, Colliers Project Director Mike Carroll (remote), LBA Architect Leigh Sherwood (remote), Mollie O'Keeffe RMLD, Tom Ollila RMLD

**Minutes Respectfully Submitted By:** Jacquelyn LaVerde

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### **Topics of Discussion:**

This meeting was held in-person in the Berger Conference Room of Town Hall and remotely via Zoom.

#### **Call to Order**

Chair Carla Nazzaro called the meeting to order at 5:34 pm.

Roll call attendance: Karen Gately Herrick, John Coote, Kirk McCormick, Greg Stepler, Pat Tompkins, Nancy Twomey, Carla Nazzaro.

Not Present: Sarah McLaughlin, Ed Ross.

#### **Public Comment**

There was no comment from the public.

#### **KSBC Liaison Reports**

Chair Carla Nazzaro kicked off discussion of last week's visits to Douglas and Gates Elementary Schools and Acton-Boxborough, and Cunneiff and Hosmer Schools in Watertown. The tour at Gates was given by the Energy Director, and an Energy Manager and the Superintendent gave the tours in Watertown.

John Coote shared that the two schools in Acton were cold and dreary. and upper floors looked out over a vast roof. He stated that he felt the Watertown schools were bright, happy, and colorful.



Karen Gately Herrick stated that she was happy to hear from energy managers in both districts that the net-zero systems in place were performing at or better than the parameters they were designed for, and not having operational issues.

Facilities Director Joe Huggins noted that he and Assistant Facilities Director Kevin Cabuzzi had a discussion with the Sustainability Manager and the HVAC Manager in Acton, and they learned that the systems were meeting the targets they were designed for, but also learned of reliability problems and growing pains that they were dealing with. He shared his concerns about how well the buildings regulate the heat, and noted that electricity costs would increase. He cautioned about the cost to build a net zero building, and the impact those costs may have on educational programming. He noted that both Acton and Watertown are still under warranty, and he would like to look at a building that has been performing for five to ten years to see what the operational costs are really like.

LBA Project Manager Jenni Katajamaki thanked the Committee for their feedback and stated that she and her team would try to find another school, or institutional building, with similar geothermal systems, with a five-to-ten-year track record, and do more due diligence on geothermal and all-electric systems.

Greg Stepler noted that there are a number of competing interests that the engineers will have to address. He noted that in his experience, some clients have been more concerned with first cost, but had little consideration for long-term operating costs. Seeing proof that sustainable technology has a lower operating cost will be critical to the decision making. He stated that he is a believer in the technology and the direction the industry is going, but the Committee needs to do its due diligence.

#### **Designer Report/Review and Discuss Feedback on Draft PDP Report**

LBA Project Manager Jenni Katajamaki reviewed the tasks completed since the last meeting including: SBC site visits; completion of draft PDP report; draft of the educational program, which was included in the draft PDP report; completion of geotechnical investigation field work, with the final geotechnical report expected tomorrow; and PDP cost estimate, which was included in the PDP report. The PDP report will be approved this evening and submitted to the MSBA on May 20<sup>th</sup>. MSBA will then review the document, and there will be a district response period. In the meantime, the PSR phase will be underway, and submitted at the end of August. At the end of the PSR, the district will have a preferred option.

Ms. Katajamaki provided a summary of the preliminary findings of the geotechnical investigation. One finding that was not great, but not unexpected, was organic soils found between the depths of two feet and eight feet, which means that soil is not suitable for structural fill, and cannot be underneath the building footprint. That soil will need to be removed and replaced with structural fill. The cost of that soil replacement has been incorporated into this first cost estimate. Groundwater was found six feet below grade. The preliminary foundation recommendation is a shallow foundation.

Ms. Katajamaki also reviewed the summary of the PDP report, which included: the project directory and schedule; educational program; initial space summary; evaluation of existing conditions; site development narrative; site plan options; preliminary evaluation of alternatives; metrics to evaluate the alternatives; the letter from the district approving the submission; meeting agendas, minutes, and list of meeting dates; appendices including the educational visioning report, meeting minutes from programming, various other reports, and the cost estimate.

The Committee had the opportunity to review the draft of the PDP and submit comments prior to the meeting. Ms. Katajamaki reviewed and discussed many of the comments with the Committee including: adding the selection of materials that are recyclable at their end of life to sustainability goals, researching whether a geothermal system is viable during the PSR phase, potentially needing swing space for students during construction, and educational programming.



Ms. Katajamaki reviewed the nine options for evaluations of alternatives, which included full and partial pre-K versions of an addition/renovation, a compact/three-story building, a two-story building that will require no demolition of the existing building, a two-story building that will involve some demolition of the existing building, and a two-story option that will require extensive demolition of the existing building. The preliminary criteria were developed based on the project charter and would reveal a difference between the options and include: being built around the student putting education first in the design, success of classroom neighborhoods, success of educational spaces, community centered, cost-value balance, appropriateness of the building for the neighborhood context, quality of outdoor space, responsible sustainability, energy efficiency, ease of maintenance and life cycle cost, safety and health, traffic and access, safe and secure building, phasing and disruption, a sense of belonging, warm and welcoming, and scale and character.

Next steps include the submission of the PDP to the MSBA on May 20<sup>th</sup>, a presentation to the Select Board on May 21<sup>st</sup>, and Sustainability subcommittee meetings May 21<sup>st</sup> and July 9<sup>th</sup>. The next SBC meetings will continue the discussion on evaluation of alternatives, PSR cost estimate, joint meeting with Town committees, revised cost estimates for the PSR, and the preferred solution. Upcoming community meetings are scheduled for July 15<sup>th</sup> and August 8<sup>th</sup>.

#### **Vote to Approve PDP Submittal**

**On a motion by Carla Nazzaro, seconded by Karen Gately Herrick, the Killam School Building Committee voted 7-0-0 to approve the PDP submission.**

**Roll call vote: Karen Gately Herrick – Yes, John Coote – Yes, Kirk McCormick – Yes, Greg Stepler – Yes, Pat Tompkins – Yes, Nancy Twomey – Yes, Carla Nazzaro – Yes.**

#### **OPM Report**

##### ***Financials***

Colliers Project Manager Suzanna Yeung noted that there were no budget adjustments. There were two invoices for March: one for \$20,000 for Colliers, and one for \$121,000 for LBA. Colliers Project Director Mike Carroll noted that the project is still on schedule and under budget.

##### ***Warrant/ Invoices***

**On a motion by Carla Nazzaro, seconded by Karen Gately Herrick, the Killam School Building Committee voted 7-0-0 to approve the project invoicing from April 8, 2024, through April 10, 2024.**

**Roll call vote: Karen Gately Herrick – Yes, John Coote – Yes, Kirk McCormick – Yes, Greg Stepler – Yes, Pat Tompkins – Yes, Nancy Twomey – Yes, Carla Nazzaro – Yes.**

#### **Approval of Prior Meeting Minutes**

**On a motion by Carla Nazzaro, seconded by Karen Gately Herrick, the Killam School Building Committee voted 7-0-0 to approve the meeting minutes of April 8, 2024.**

**Roll call vote: Karen Gately Herrick – Yes, John Coote – Yes, Kirk McCormick – Yes, Greg Stepler – Yes, Pat Tompkins – Yes, Nancy Twomey – Yes, Carla Nazzaro – Yes.**

#### **Future Agenda Items and Next Meeting Dates**

The next Killam School Building Committee meeting is scheduled for June 17<sup>th</sup>, 2024. The agenda will be to continue the discussion on the evaluation of alternatives. The next community meeting is scheduled for July 15<sup>th</sup>, which will also discuss the evaluation of alternatives.

**On a motion by Karen Gately Herrick, seconded by Pat Tompkins, the Killam School Building Committee voted 7-0-0 to adjourn at 6:57 pm.**



**Roll call vote: Karen Gately Herrick – Yes, John Coote – Yes, Kirk McCormick – Yes, Greg Stepler – Yes. Pat Tompkins – Yes, Nancy Twomey – Yes, Carla Nazzaro – Yes.**



## Quitclaim Deed

Know All Men by These Presents, that we, STEPHEN S. ZAGORSKI and EVA OLIVER ZAGORSKI, husband and wife, tenants by the entirety,

of Reading, Middlesex County, Massachusetts  
~~being concerned~~ for consideration paid, grant to THE INHABITANTS OF THE TOWN OF READING,  
 a municipal corporation in Massachusetts,

of

with quitclaim covenants

the land in said Reading bounded and described as follows:

Being a parcel of land situated WESTERLY of Haverhill Street and  
 EASTERLY of Charles Street, containing 7.28 + acres of land, bounded and  
 described as follows:

Beginning at a point on the WESTERLY side line of said Haverhill  
 Street at a Stone Bound marking the SOUTHERLY terminus of a curved line in  
 said WESTERLY side line of Haverhill Street having a radius of 808.52 feet  
 and a total length of arc of 259.65 feet;

Thence S. 04°-33'-00" W., along said WESTERLY side line of Haverhill  
 Street, a distance of 394.85 feet to a stake and nail;

Thence turning and running N. 85°-54' W., through lands of Stephen S.  
 Zagorsky and Eva O. Zagorsky, a distance of 470.09 feet to a stake and nail;

Thence turning and running N. 84°-57' W., by lands of Alfred T.  
 Drinkwater et al, a distance of 272.82 feet to a drill hole at an angle  
 point;

Thence turning and running N. 79°-49'-40" W., by lands of Frederick  
 King, Jr. and Leona S. King, a distance of 112.28 feet to a point on the  
 EASTERLY side line of said Charles Street;

Thence turning and running N. 40°-36' E., along said EASTERLY side  
 line of Charles Street, a distance of 553.61 feet to a point;

Thence turning and running S. 85°-29'-55" E., by lands of Woodlawn  
 Construction Co. and by lands of Charles F. Treseler et al, a distance of  
 526.59 feet to a point on said WESTERLY side line of Haverhill Street;

Thence turning and running in a SOUTHERLY direction, by a curved line  
 in said WESTERLY side line of Haverhill Street, having a radius of 808.52  
 feet and a total length of arc of 259.65 feet, a length of 62.98 feet to  
 the stone bound at the point of beginning of this description.

Said lines being more fully shown and described on a Plan entitled  
 "Plan of Land in Reading, Mass., owned by Stephen S. Zagorsky and Eva O.  
 Zagorsky" dated November 13, 1956, Frederick R. Bean, Surveyor, Lynnfield  
 Center, Mass., said Plan being intended to be a part of this description  
 and to be recorded herewith.

The grantors are sometimes described as STEPHEN S. ZAGORSKY and EVA  
 OLIVER ZAGORSKY with the Y.

This deed being given to confirm title in said Town under the taking  
 heretofore made no revenue stamps are required hereon.

For our title see deed from Andover Savings Bank to us, dated  
 April 30, 1943, recorded with Middlesex South District Deeds, Book 6674,  
 Page 498.

enc

SEE PLAN IN BOOK PAGE 2079

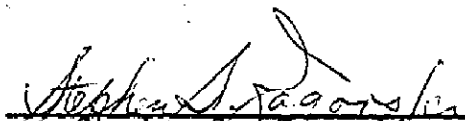





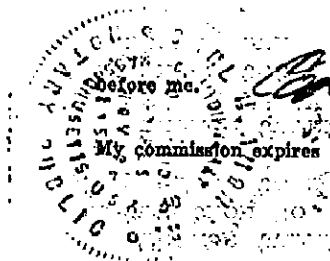
~~notarized and sealed by the Notary Public for the State of Massachusetts~~  
~~notarized and sealed by the Notary Public for the State of Massachusetts~~

This instrument is intended to take effect as a sealed instrument.

Dated this           eleventh           day of           December           19 56

Commonwealth of Massachusetts  
Middlesex, ss. December 11, 19 56  
Then personally appeared the above named  
  
Stephen S. Zagorski  
and acknowledged the foregoing instrument to be  
his free act and deed,

  
Stephen S. Zagorski   
  
Eva Oliver Zagorski 

  
before me,  
My commission expires  
Notary Public.  
Nov. 9, 1957



COMMONWEALTH OF MASSACHUSETTS  
11-56AM 1137 100E\*\*\*1.50

MIDDLESEX, ss.

TOWN OF READING  
Office of the  
Board of SelectmenORDER OF TAKING

KNOW ALL MEN BY THESE PRESENTS, That we, the undersigned,  
being a majority of the Board of Selectmen of the Town of Reading,  
in the County of Middlesex and Commonwealth of Massachusetts, acting  
herein under the authority given by Chapter 79 of the General Laws,  
and all acts and amendments thereof, and in addition thereto, and  
pursuant to a two-thirds vote of the said Town, passed at a Town  
Meeting duly warned and held on November 19, 1956, and every other  
power and authority hereto enabling, having complied with all the  
preliminary requirements prescribed by law, and said Town having made  
an appropriation therefor, do hereby adopt the following Order of  
Taking:

ORDERED: That there be, and hereby is, taken for and in behalf  
of said Town in fee simple, the parcel of land owned by Stephen S.  
and Eva O. Zagorski, sometimes known as Stephen S. and Eva O. Zagorsky,  
bounded and described as follows:- the land in Reading, Massachusetts,

Being a parcel of land situated Westerly of Haverhill Street  
and Easterly of Charles Street, containing 7.28<sup>1</sup>/<sub>2</sub> acres of land,  
bounded and described as follows:

Beginning at a point on the Westerly side line of said Haverhill  
Street at a Stone Bound marking the Southerly terminus of a curved  
line in said Westerly side line of Haverhill Street having a radius  
of 808.52 feet and a total length of arc of 259.65 feet;

Thence S. 04° 33' 00" W., along said Westerly side line of  
Haverhill Street, a distance of 394.85 feet to a stake and nail;



Thence turning and running N.  $85^{\circ} 54'$  W., through lands of Stephen S. Zagorsky and Eva O. Zagorsky, a distance of 470.09 feet to a stake and nail;

Thence turning and running N.  $84^{\circ} 57'$  W., by lands of Alfred T. Drinkwater et al, a distance of 272.82 feet to a drill hole at an angle point;

Thence turning and running N.  $79^{\circ} 49' 40''$  W., by lands of Frederick King, Jr. and Leona S. King, a distance of 112.28 feet to a point on the Easterly side line of said Charles Street;

Thence turning and running N.  $40^{\circ} 36'$  E., along said Easterly side line of Charles Street, a distance of 553.61 feet to a point;

Thence turning and running S.  $85^{\circ} 29' 55''$  E., by lands of Woodlawn Construction Co. and by lands of Charles F. Treseler et al, a distance of 526.59 feet to a point on said Westerly side line of Haverhill Street;

Thence turning and running in a Southerly direction, by a curved line in said Westerly side line of Haverhill Street, having a radius of 808.52 feet and a total length of arc of 259.65 feet, a length of 62.98 feet to the stone bound at the point of beginning of this description.

Said lines being more fully shown and described on a Plan entitled "Plan of Land in Reading, Mass., owned by Stephen S. Zagorsky and Eva O. Zagorsky" dated November 13, 1956, Frederick R. Bean, Surveyor, Lynnfield Center, Mass., said Plan being intended to be a part of this description and to be recorded herewith.

Weaward damages in consequence of said taking to Stephen S. and Eva O. Zagorski, sometimes known as Stephen S. and Eva O. Zagorsky, in the sum of Twenty-five thousand dollars (\$25,000.00), which amount includes the amount of Ten and 60/100 dollars (\$10.60) which is estimated to be that portion of the real estate tax assessed upon the property hereby taken for the year 1956 which, if the tax were apportioned pro rata according to the number of days in such year, would be allocable to the days ensuing after the said taking.

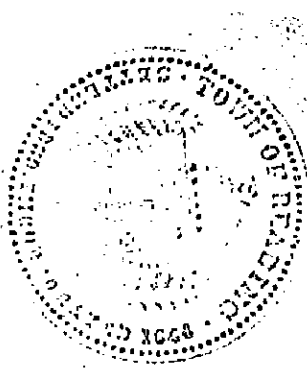


Any and all structures and trees upon said parcel are specifically included in the taking.

The interest in said land hereby taken is the entire and absolute title in fee simple.

The said premises are taken for municipal purposes for use as a lot for a public schoolhouse under authority of Section 14 of Chapter 40 of the General Laws.

IN WITNESS WHEREOF we, Kenneth C. Latham, Lawrence Drew, and Gilbert M. Lothrop, constituting the Board of Selectmen of the Town of Reading, hereunto set our hands this 10th day of December, 1956.



Kenneth C. Latham  
Kenneth C. Latham

Lawrence Drew  
Lawrence Drew

Gilbert M. Lothrop  
Gilbert M. Lothrop

Board of Selectmen  
Town of Reading

COMMONWEALTH OF MASSACHUSETTS

MIDDLESEX, ss.

Reading, December 10, 1956.

Then personally appeared the above-named Kenneth C. Latham, Lawrence Drew and Gilbert M. Lothrop, to me known and severally acknowledged the foregoing statement by them signed to be their free act and deed, before me

Paul H. Amos  
Notary Public

My commission expires: Nov. 9, 1957





At a special meeting of the Board of Selectmen duly held at the Selectmen's Rooms in the Municipal Building, Lowell Street, Reading, on Monday, December 10, 1956, at 8:00 in the evening, all the members of said Board being present, the following Vote was unanimously adopted:

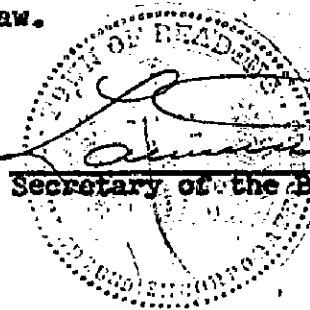
Upon motion duly made and seconded, it was

VOTED: That in pursuance and under authority of Vote of the Town at the Town Meeting duly warned and held on November 19, 1956, there be and hereby is adopted an Order of Taking of land by right of eminent domain for and on behalf of the Town for municipal purposes for use as a lot for a public schoolhouse, being land owned by Stephen S. and Eva O. Zagorski, sometimes known as Stephen S. and Eva O. Zagorsky, and shown on "Plan of Land in Reading, Mass., owned by Stephen S. Zagorsky and Eva O. Zagorsky", dated November 13, 1956, Frederick R. Bean, Surveyor, and estimated to contain approximately 7.28 acres, to which Order of Taking reference is hereby made for more particular and complete description of said land taking, and it is further voted that the Order of Taking be caused to be recorded in the Registry of Deeds for the South District of Middlesex County, and that notice of such Taking be sent forthwith to the owner of the land affected thereby as required by law.

A true <sup>COPY</sup> record.

Attest:

  
Secretary of the Board of Selectmen











Office of the Superintendent of  
Schools  
82 Oakland Road  
Reading, MA 01867  
781 944-5800

Office of the Town Manager  
16 Lowell Street  
Reading, MA 01867  
781-942-9043

## KILLAM SCHOOL BUILDING COMMITTEE

Carla Nazzaro Chair

Shawn Brandt  
John Coote  
Chris Haley  
Kirk McCormick  
Ed Ross  
Greg Stepler  
Pat Tompkins  
Nancy Twomey

Thomas Milaschewski, Ed.D.  
Superintendent of Schools

Matt Kraunelis  
Town Manager

TO: Killam School Building Committee

FROM: Carla Nazzaro, Chair

DATE: July 18, 2024

TOPIC: Recent Select Board appointment to the KSBC, committee member formation and role of the Chair and building committee

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At the request of Nancy, Ed and Pat at the July 8, 2024 meeting, there will be a review and discussion of the recent appointment to KSBC along with committee member formation and role of the chair and the KSBC.

I have attached four documents to this memo to inform this discussion:

- Formation of KSBC – School Committee Chair letter
- MSBA Building Committee Membership letter
- Letter from Town/School Committee council regarding KSBC membership of Select Board Appointment. Released by the SB at the 7-16 meeting
- Massachusetts Association of School Committees (MASC) document – Role of the Chair





Administrative Offices  
82 Oakland Road  
Reading, MA 01867  
781 944-5800

## READING SCHOOL COMMITTEE

Thomas Wise Chair  
Shawn Brandt Vice-Chair

Erin Gaffen  
Sarah McLaughlin  
Carla Nazzaro  
Charles Robinson

Thomas Milaschewski, Ed.D.  
Superintendent of Schools

TO: Reading School Committee

FROM: Thomas Wise, Reading School Committee Chair

DATE: June 7, 2022

TOPIC: Killam: School Building Committee Appointment Committee Background and Discussion

At our meeting on the 9<sup>th</sup> of June, we will discuss the process of appointing the Killam School Building Committee for the Killam project. We have a few regulations, bylaws, and time driven deliverables to work between as we determine the who, when and how the committee will be formed. The purpose of this memo is to provide the preliminary background so that we can engage in a fruitful discussion and end up on some recommendations. At the current time, the appointment committee of the Killam School Building Committee is scheduled to meet on Monday, the 13<sup>th</sup> at 5:30 p.m. and I wanted to discuss this with the entire School Committee prior to that meeting.

### [MGL Chapter 71, Section 68](#)

The first factor to consider, and the highest in legal authority, is Mass General Law. MGL Chapter 71, Section 68 outlines the requirements for School Committees to maintain school buildings and provide transportation to those school buildings at various distances and age groups. Additionally, it includes this final clause:

***Whenever a town shall undertake to provide a schoolhouse, the town shall appoint at least one member of the school committee, or its designee, to serve on the agency, board or committee to which the planning and construction or other acquisition of such schoolhouse is delegated.***

Thus, at a minimum, we will need to appoint one member of the School Committee to the Killam School Building Committee. We may choose to advocate for another member or two, but we will explore that throughout this memo.

### [963 CMR 2.00](#)

The next authority to consider is 963 CMR 2.00 – Massachusetts School Building Authority – School Building Grant Program. Since we have applied and been accepted into the MSBA Grant Program, we are bound by their regulations. Within the regulation, Section 2.10.3 outlines the Killam School Building Committee composition requirements, approval process and change notification process. The sub sections of that regulation are as follows (bolding by me and not in the regulation itself):

***(a) The Eligible Applicant shall formulate a school building committee for the purpose of generally monitoring the Application process and to advise the Eligible Applicant during the construction of an Approved Project.***

***(b) [T]he school building committee shall be formed in accordance with the provisions of the Eligible Applicant's local charter and/or by-laws and it is recommended that the city, town, regional school***



*district, or independent agricultural and technical school **make a reasonable effort to include one or more of the following individuals:** the local chief executive officer of the Eligible Applicant, or, in the case of a town whose local chief executive officer is a multi-party body, said body may elect one of its members to serve on the school building committee; the town administrator, town manager, or city manager, where applicable; **at least one member of the school committee**, as required by M.G.L. c. 71, § 68; **the superintendent of schools; the local official responsible for building maintenance; a representative of the office or body authorized by law to construct school buildings** in that city, town or regional school district, or for that independent agricultural and technical school; **the school principal** from the subject school; **a member who has knowledge of the educational mission and function of the facility; a local budget official or member of the local finance committee; members of the community with architecture, engineering and/or construction experience** to provide advice relative to the effect of the Proposed Project on the community and to examine building design and construction in terms of its constructability*

€ The Authority may hold “best practices” information sessions at varying geographic locations in the Commonwealth for the purposes of keeping school building committees up to date on regulatory and policy activities of the Authority.

(d) The Eligible Applicant shall submit to the Authority for its approval, a written statement describing the composition of the school building committee and the role of the school building committee in monitoring the Application process and advising the Eligible Applicant during the construction of the Approved Project. The written statement shall be in a format prescribed by the Authority.

€ The **Authority shall approve the composition and role of the school building committee which approval shall not be unreasonably withheld.** The Authority’s approval will be based on several factors, including, but not limited to:

1. *past performance of the school building committee, the building committee, whether temporary or permanent, or any other committee responsible for the oversight, management, or administration of the construction of public buildings, the composition of the school building committee and qualifications of its individual members, the powers and duties of the school building committee; and the school building committee’s procedures for conducting its meetings; and*
2. *the extent to which there is representation of the municipal government, school district personnel with management, educational and maintenance expertise, and representation of members of the local community with design and construction experience.*

**After the approval of the school building committee by the Authority, if any, the Eligible Applicant shall notify the Authority in writing within 20 calendar days of any changes to the membership or the duties of said committee. The Eligible Applicant shall make a reasonable effort to ensure the continuity of membership of the school building committee throughout the life of an Approved Project.**

One key thing the regulation does not cover is voting rights. However, the documentation provided by the MSBA allows for the Committee to be formed with both voting and non-voting members. This will be critical as we work to comply with the Reading ByLaws as well.

### [Reading General ByLaw](#)

Within the Reading General ByLaw, the Permanent Building Committee is outlined and defined in Section 3.3.6. In addition to defining the members of the Permanent Building Committee, this section of the General ByLaw also outlines the process of establishing building committees. The key sections are as follows:



*... Permanent and Temporary Members of the Permanent Building Committee shall be appointed by an **Appointment Committee consisting of the Chair of the Select Board, the Chair of the School Committee and the Town Moderator.** ...*

*The Permanent Building Committee shall adopt a formal building project application process to be followed in order for any proposed project to be considered for evaluation and possible administration. The Permanent Building Committee **shall evaluate only Project Applications forwarded by the School Committee**, the Select Board or the Library Trustees (**the “Sponsoring Agency”**). All Sponsoring Agencies shall be notified of this application process and any revisions to it in a timely manner after their adoption.*

***The Permanent Building Committee shall review and administer major Town building design studies and construction projects having expected aggregate costs of \$1,500,000 or more, but may decline administration of Projects with little or no actual construction. The Permanent Building Committee’s jurisdiction shall not extend to projects of the Reading Municipal Light Department. The Permanent Building Committee shall present their project evaluations to Town Meeting at the request of the Sponsoring Agency for consideration and approval.***

***Once Town Meeting has authorized funds for a Project, the Appointment Committee shall add Temporary Members to the Permanent Building Committee for such Project.** Temporary Members shall have the same participation and voting rights as Permanent Members on matters affecting the particular Project for which they were appointed. **Temporary Members shall be registered voters of the Town, nominated by the Sponsoring Agency**, and shall serve only for the time during which the Permanent Building Committee is exercising its functions with respect to such Project. **In the event that a particular project is subject to participant requirements of a state funding authority, the Appointment Committee may appoint additional Temporary members to the Permanent Building Committee for that project; provided, however, that, in no event, shall the aggregate number of Permanent and Temporary Members for a particular project exceed nine (9).** Quorum requirements for the Permanent Building Committee shall be the majority of the Permanent and Temporary Members for a particular project.*

In the case of Killam, the School Committee is the Sponsoring Agency. We, through work with Joe Huggins, Kevin Cabuzzi, Town Manager Fidel Maltez, Superintendent Thomas Milaschewski, and I have submitted our application to the Permanent Building Committee. Our next obligation is to submit nominations for Temporary Members to the Appointment Committee for the formation of the Killam School Building Committee.

If we look through the requirements of the MSBA in concert with the requirements of the Town of Reading ByLaws, I suggest we can only nominate four voting members. However, since many of the people that will fill the roles the MSBA has required, do not live in Reading, that should not be a problem. We can then nominate additional non-voting members as consultants, like how we built the RMHS Track Naming Committee with Kevin Tracey as a consultant.

#### **Timing of Killam School Building Committee Creation**

The Town of Reading Bylaw says the Appointment Committee shall add Temporary Members to the Permanent Building Committee once Town Meeting has authorized funds for a Project. However, in their timeline for this phase of the Project, the MSBA requires documentation about the membership of the Killam School Building Committee by July 31, 2022.

In working through this with Town Counsel and current Permanent Building Member Gregory Stepler, Town Manager Fidel Maltez provided the following background:

*I spoke about it to Town Counsel today and we agreed that it was grey area. In all reality, the school building committee has nothing to do until Town Meeting votes the \$2.2 Million funds for the*



*feasibility/schematic design. At that point, Town Meeting will have clearly voted for the project. It is a little awkward, because the deadline of creating the school building committee is before November Town Meeting. I could ask the MSBA if we could formally appoint the School Building Committee after the November vote, but that wasn't the recommendation from Town Counsel. We agreed today that it was a technicality and not really a violation. If Town Meeting doesn't approve the \$2.2 Million, the School building committee would dissolve.*

*I spoke to Greg Stepler, who is in Town Meeting and the Permanent Building Committee. He was involved in making the bylaw. He said the intent of that language was to prevent "unrealistic" projects from coming to the Permanent Building Committee. In other words, if someone wanted to build something but didn't have approved funds or Town Meeting support, the Permanent Building could use this language to not take on the project. We all agree that the Killam School is not like this.*

Additionally, in further discussions, it was agreed that the Gienapp demographic study and analysis, which was authorized by Town Meeting, satisfies the intent of the ByLaw. While that authorization wasn't for more than \$1,500,000, we know the full cost will be so and the MSBA approval of our participation in the process further validates this as a real project rather than speculative or unrealistic.

Therefore, the recommendation is to form the Killam School Building Committee now, at least prior to the July 31<sup>st</sup>, 2022, deadline and empower them after Town Meeting has appropriated the funds for the Feasibility Study, presuming they do. As outlined above, if Town Meeting does not appropriate the funds, the Killam School Building Committee simply dissolves.

#### **Role of Killam School Building Committee vs. School Committee**

The role of the Killam School Building Committee will be in alignment with that of the Permanent Building Committee. Specifically, it will be to "review and administer major Town building design studies and construction projects having expected aggregate costs of \$1,500,000 or more." They are not the marketing or advocacy arm of this project. That role will still sit with the School Committee as we move forward with Town Meeting and, hopefully, the eventual town wide vote.

Further, since this is the first time this portion of the General ByLaw is being executed, it will be important that we stay tightly aligned with the Killam School Building Committee, so we make sure nothing falls through the cracks. It will also be important that our feedback, the feedback of the administration, and that of the greater community is incorporated into the design appropriately.

#### **Summary Recommendation for Discussion**

Given all of the above, the following are the roles, people, and recommendations of voting or non-voting that I would like us to discuss and ultimately nominate to the Appointment Committee of the Permanent Building Committee:

<b>Role</b>	<b>Person</b>	<b>Voting/Non-Voting</b>	<b>Resident</b>
<b>Chief Executive Officer / Select Board Member</b>	Member Elected by Select Board	Voting	Yes
<b>Town Manager</b>	Fidel Maltez	Non-Voting	No
<b>School Committee Member (min of 1)</b>	To be Discussed	Voting	Yes
<b>Superintendent</b>	Thomas Milaschewski	Non-Voting	No
<b>Local Official Responsible for Building Maintenance</b>	Joe Huggins	Non-Voting	No



<b>Representative of the Office or Body authorized by law to construct School Buildings</b>	TBD	TBD	TBD
<b>School Principal</b>	Sarah Leveque	Non-Voting	No
<b>A member with knowledge of the Educational Mission and Function of Killam</b>	A member of Killam Staff	TBD	TBD
<b>Local Budget Official or Finance Committee Member</b>	Endri Kume, Town Treasurer	Voting	Yes
<b>Members of the Community with Architecture, Engineering or Construction Experience</b>	The Permanent Building Committee	Voting	Yes

As we review the above, we really have open spot for a voting member that may be filled by people in the categories marked with a TBD in the Voting/Non-Voting and Resident columns. That is because we will have one Select Board member, at least one School Committee member, and the Town Treasurer all as Voting Residents of the Town. The suggestion of the appointment of Endri Kume to the Local Budget Official role was provided by the Town Manager, Fidel Maltez, as Endri oversees all borrowing and monitoring of debt and cash for the Town and reports to Sharon Angstrom while also being a Town Resident.

I have asked for Legal Counsel to provide feedback on the “Representative of the Office or Body authorize by law to construct School Buildings” membership on the Committee. Initial feedback is that the Body in question is the School Committee. So, this could be the second School Committee seat, or if the Killam staff member is a resident, that would provide the fourth member of the Killam School Building Committee.

Additionally, we do not have to fill every role as they are recommended roles only. There is nothing that prevents us from having more than one person per category, but we also do not want the committee to get too large. Alternatively, we can choose to have one member fill more than one spot. Finally, as outlined in the General Bylaw, quorum would be defined only by the voting members of the Committee; the Permanent Building Committee members plus the four Temporary Members nominated by the School Committee and appointed by the Appointing Committee.

Please be prepared to discuss this, including asking any questions you may have, during our meeting on Thursday.





Office of the Town Manager  
16 Lowell Street  
Reading, MA 01867

781-942-9043  
[townmanager@ci.reading.ma.us](mailto:townmanager@ci.reading.ma.us)  
[www.readingma.gov/town-manager](http://www.readingma.gov/town-manager)

1/9/2024

Jennifer Flynn, MSBA Project Coordinator  
Massachusetts School Building Authority  
40 Broad Street, Fifth Floor  
Boston, Massachusetts 02109

Dear Ms. Flynn:

In accordance with 963 CMR 2.00, attached for your review and approval is the **updated** membership of the School Building Committee for the J. Warren Killam Elementary School located in the Town of Reading. The Committee was formed in accordance with the provisions of all applicable statutes, local charters, by-laws, and agreements of the Town of Reading. Committee Members include the following:

(Please provide name, title, address and phone number of each member, **and indicate who the Chair of the School Building Committee is**. Also, please indicate whether the member has voting power. Some categories may have more than one name. All members must be included)

Designation	Name and Title	Address	Email Address and Phone Number	Voting Member ?
SBC member who is MCPPO certified	Jayne Wellman, Procurement Officer	16 Lowell Street, Reading, MA 01867	<a href="mailto:jwellman@ci.reading.ma.us">jwellman@ci.reading.ma.us</a> 781-942-6637	NO
Local Chief Executive Officer	Karen Herrick, Select Board Vice-Chair	16 Lowell Street, Reading, MA 01867	<a href="mailto:karen.herrick@ci.reading.ma.us">karen.herrick@ci.reading.ma.us</a> 781-942-9043	YES
Administrator or Manager	Matt Kraunelis, Acting Town Manager	16 Lowell Street, Reading, MA 01867	<a href="mailto:mkraunelis@ci.reading.ma.us">mkraunelis@ci.reading.ma.us</a> 781-942-9043	NO
School Committee Member (minimum of one)	<b>CHAIR</b> Carla Nazzaro, School Committee	82 Oakland Road Reading, MA 01867	<a href="mailto:carla.nazzaro@reading.k12.ma.us">carla.nazzaro@reading.k12.ma.us</a>	YES
	Sarah McLaughlin, School Committee		<a href="mailto:sarah.mclaughlin@reading.k12.ma.us">sarah.mclaughlin@reading.k12.ma.us</a> 781-944-5800	YES
Superintendent of Schools	Dr. Thomas Milaschewski, Superintendent	82 Oakland Road Reading, MA 01867	<a href="mailto:thomas.milaschewski@reading.k12.ma.us">thomas.milaschewski@reading.k12.ma.us</a> 781-944-5800	NO



Local Official responsible for Building Maintenance	Joe Huggins, Director of Facilities	62 Oakland Road Reading, MA 01867	<a href="mailto:jhuggins@ci.reading.ma.us">jhuggins@ci.reading.ma.us</a>	NO
Representative of Office authorized by law to construct school buildings	Permanent Building Committee Members (See "Members of community with architecture, engineering and/or construction experience" section below)	62 Oakland Road Reading, MA 01867	N/A	N/A
School Principal	Lindsey Fulton, Principal	333 Charles Street Reading, MA 01867	<a href="mailto:Lindsey.Fulton@reading.k12.ma.us">Lindsey.Fulton@reading.k12.ma.us</a> 781-944-7831	NO
Member knowledgeable in educational mission and function of facility	JoEllen McGinnity, 3rd grade teacher at Killam School	82 Oakland Road Reading, MA 01867	<a href="mailto:joellen.mcginnyt@reading.k12.ma.us">joellen.mcginnyt@reading.k12.ma.us</a>	NO
Local budget official or member of local finance Committee	Ed Ross, Finance Committee Chair	16 Lowell Street, Reading, MA 01867	<a href="mailto:ejross33@yahoo.com">ejross33@yahoo.com</a>	YES
Members of community with architecture, engineering and/or construction experience	Permanent Building Committee Members: Patrick Tompkins,	16 Lowell Street, Reading, MA 01867	781-942-9043	
	Nancy Twomey,		<a href="mailto:ptompkins@ctaconstruction.com">ptompkins@ctaconstruction.com</a>	YES
	Kirk McCormick,		<a href="mailto:nj2me@comcast.net">nj2me@comcast.net</a>	YES
	John Coote,		<a href="mailto:kirk.mccormick@hotmail.com">kirk.mccormick@hotmail.com</a>	YES
	Gregory Stepler		<a href="mailto:jas.coote@verizon.net">jas.coote@verizon.net</a> <a href="mailto:gstepler@tcco.com">gstepler@tcco.com</a>	YES YES
Other: Please provide brief background info/expertise				

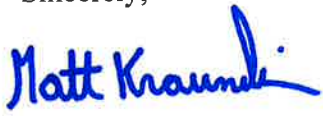
Listed below is the past performance of the school building committee, the building committee (temporary or permanent), or any other committee responsible for oversight, management, or administration of the construction of public buildings and its individual members:

The Permanent Building Committee (PBC) is highly engaged in the Town of Reading and has completed a full in-depth review of all our Town and School properties. The Permanent Building Committee (PBC) was formed following a major renovation of our Reading Public Library. The PBC conducts monthly meetings with Town Staff and they review updates on large capital construction projects.

After approval of this committee by the Authority, the (City, Town or Regional School District) will notify the Authority in writing within 20 calendar days of any changes to the membership or the duties of said committee.



Sincerely,



Matt Kraunelis  
Acting Town Manager  
Town of Reading

Authorized Signature for the City, Town, or Regional School District

---

Approved by MSBA

Date

- 
- Please attach the certification from the Office of the Inspector General demonstrating completion of the MCPPO Program.
  - "Administrator or Manager" refers to a Town Administrator, Town Manager, or to an equivalent position.



## MEMORANDUM

Subj.: Killam School Building Committee Composition  
To: Reading Select Board  
From: Ivria Fried and Donna Brewer, Office of the Town Counsel  
Date: July 5, 2024

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This memorandum describes the process to appoint and amend the membership of the Killam School Building Committee (“KSBC”). The process is governed by state law and regulation and, to the extent not superseded, by the Town Charter and Bylaws. We reviewed the meeting minutes of the Appointment Committee dated June 13, 2022, and the Select Board dated June 28, 2022, copies of which are attached. For background information on prior actions of the School Committee, we also discussed the matter with the current Chair of the School Committee and the Chair of the Killam School Building Committee.

### I. GOVERNING LAW

#### A. State Law

The General Laws provide minimal guidance or restrictions on the formation of a school building committee. G.L. c. 71, § 68 merely requires that a member of the School Committee be a member of any school building committee.<sup>1</sup>

Similarly, state regulations require the formation of a school building committee but provide only a recommended framework for membership. Per 963 CMR 2.06 (2)(b), the committee must comply with any applicable bylaws, but it *recommends* that membership include a Select Board member elected by that board to serve, the Town Manager, at least one member of the School Committee, the Superintendent, a local official in charge of building maintenance, a representative of the body or office authorized to construct school buildings, the school principal, someone with knowledge of the educational mission and function of the proposed school, a member of the local finance committee or local budget official, and a citizen with architecture, engineering, or construction experience.<sup>2</sup> The Massachusetts School Building

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<sup>1</sup> Section 68 states: “Whenever a town shall undertake to provide a schoolhouse, the town shall appoint at least one member of the school committee, or its designee, to serve on the agency, board or committee to which the planning and construction or other acquisition of such schoolhouse is delegated.”

<sup>2</sup> The regulations provide:

The school building committee shall be formed in accordance with the provisions of the Eligible Applicant's local charter and/or by-laws and **it is recommended** that the city, town, regional school district, or independent agricultural and technical school **make a reasonable effort to include** one or more of the following individuals: the local chief executive officer of the Eligible Applicant, or, in the case of a town whose local chief executive officer is a multi-party body, said body may elect one of its members to serve on the school building committee; the town administrator, town manager, or city manager, where applicable; at least one member of the school committee, as required by M.G.L. c. 71, § 68; the superintendent of schools; the local official responsible for building maintenance; a representative of the office or body authorized by law to construct school buildings in that city, town or regional school district,



Authority (“MSBA”) must approve the composition of the school building committee. Any changes to the membership must be reported to the MSBA within 20 business days.<sup>3</sup> The MSBA prefers that a “reasonable effort” be made to ensure continuity of membership throughout the life of the project.

#### B. Town Charter and General Bylaws

The Charter is silent on the creation of a school building committee. However, Charter Section 8.10 requires the “appointing authority” of any board or committee to post, for a minimum of 15 days, public notice of a vacancy. Charter Section 8.12 describes the process for the “appointing authority” to remove an appointed member of a board or committee.<sup>4</sup> The process, in short, precludes the appointing authority from removing a member without prior notice and a public hearing.<sup>5</sup>

Pursuant to Section 3.3.6 of the General Bylaws, the Permanent Building Committee (“PBC”) reviews and administers all major building projects, including school building projects. The PBC is composed of five Permanent Members and, for any approved project, up to two Temporary Members.<sup>6</sup> Both Permanent and Temporary Members have voting rights and are appointed by an Appointing Committee, composed of the Chair of the Select Board, the Chair of the School Committee, and the Town Moderator. Further, “[i]n the event that a particular project is subject to participant requirements of a state funding authority, the Appointment Committee may appoint additional Temporary members to the Permanent Building Committee for that project; provided, however, that, in no event, shall the aggregate number of Permanent and Temporary Members for a particular project exceed nine (9).”

The PBC only considers projects submitted for consideration by the School Committee, the Select Board, or the Library Trustees. These three applicants are defined in General Bylaw Section 3.3.6 as the Sponsoring Agency. Temporary Members for approved projects must be

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or for that independent agricultural and technical school; the school principal from the subject school; a member who has knowledge of the educational mission and function of the facility; a local budget official or member of the local finance committee; and members of the community with architecture, engineering and/or construction experience. (Emphasis added)

<sup>3</sup> Note that this regulation differs slightly from the version in effect when the committee was formed in 2022.

<sup>4</sup> Section 8.12.1 of the Charter provides that “[t]he appointing authority may remove an appointed member of a board or committee with more than six (6) months remaining in the term for which he was appointed.”

<sup>5</sup> Section 8.12.2 of the Charter states:

A public hearing shall be convened by the appointing authority not less than twenty (20) nor more than thirty (30) days after a notice, request or valid petition for removal is filed with the Town Clerk. Not less than five (5) days (see Section 8.5) prior to such hearing, written notice thereof shall be given by the Town Clerk to the board or committee member whose removal is sought, by mail, postage prepaid, to his last known address. Not less than forty-eight (48) hours prior to the time set for the commencement of the public hearing, the board or committee member shall be entitled to file a written statement with the appointing authority responding to the reasons cited for the proposed removal. The board or committee member may be represented by counsel at the public hearing, and shall be entitled to present evidence, call witnesses and, personally or through counsel, question any witnesses appearing at the hearing.

<sup>6</sup> In addition, up to three Associate Members, who by implication are non-voting, may be appointed.



registered voters, nominated by the Sponsoring Agency, and serve only for the length of the project for which they were appointed. The Appointment Committee is not required to accept the recommendation of the Sponsoring Agency.

## **II. KILLAM SCHOOL BUILDING COMMITTEE MEMBERSHIP**

### **A. Committee Formation**

The School Committee is the Sponsoring Agency for the Killam School building project. Based on conversations with the School Committee Chair, it is our understanding that the School Committee voted to nominate Carla Nazzaro, Sarah McLaughlin, the Town Treasurer Endri Kume, and a “member elected by the Select Board” for appointment as Temporary Members of the Permanent Building Committee. On June 13, 2022, the Appointment Committee voted 3-0 to appoint Carla Nazzaro, Sarah McLaughlin, Town Treasurer Endri Kume “and the fourth position pending the Select Board’s choice to the Killam School Permanent Building Committee” as Temporary Members in the formation of the Killam School Building Committee.

### **B. Change in KSBC Membership**

Any change in membership must comply with applicable state law and regulations and, to the extent not superseded, by the Town’s Charter and General Bylaw. Significantly, the regulations anticipate potential changes in membership occurring over the life of a school building project and require proper notice of any modifications. 963 CMR 2.06 (2)(b)5.

#### *i. Change to Select Board Member on KSBC*

The Select Board may vote to change its selected member at any time. The Charter provisions regarding removal of an appointed committee member do not apply to due to the wording of the Appointment Committee and School Committee’s votes. Moreover, any vote of the Select Board to choose a different individual to serve on the KSBC will result in an immediate change to the committee’s membership without further action of the Appointment Committee or the School Committee.

Section 8.10 and Section 8.12 of the Charter only apply to the actions of the “appointing authority.” The Select Board is not the appointing authority to the KSBC. In the case of the KSBC, the appointing authority is the Appointment Committee of the Permanent Building Committee, comprising the Town Moderator, the Chair of the Select Board, and the Chair of the School Committee. See General Bylaw 3.3.6. The Appointment Committee did not delegate, nor could it, its status as the “appointing authority” of the KSBC to the Select Board such that the provisions of Section 8.10 or Section 8.12 would apply.

For Charter Section 8.12 to apply, the Appointment Committee would have to change its vote for the fourth position to be something other than the Select Board’s choice. That the Appointment Committee could do so is evidence that the Appointment Committee did not delegate its appointment powers to the Select Board. Similar analysis applies to Section 8.10.



There was never a vacancy on the KSBC. At all times since 2022, the fourth position has been filled by the Select Board's choice.

Critically, the Select Board's recent vote is consistent with the appointing authority's vote. The Appointment Committee voted in 2022 to appoint "the Select Board's choice to the Killam School Permanent Building Committee." That the Select Board made a choice in 2024 that differs from its choice in 2022 does not affect the Appointment Committee's vote nor the Appointment Committee's status as the "appointing authority" under the Charter.

As noted above, the vote of the Select Board results in immediate reconfiguration of the KSBC. Generally, the School Committee, as the Sponsoring Agency, is required to make nominations of all Temporary Members to the Appointment Committee, which then is required to vote on the appointment. In this case, though, both the School Committee and the Appointment Committee voted to accept and appoint the individual selected by the Select Board as the fourth Temporary Member on the KSBC. The Select Board's meeting minutes of June 28, 2022, reflect that the Select Board voted to appoint Karen Herrick as its member on the Killam School Building Committee. Neither the Appointment Committee nor the School Committee need vote on the replacement given that both of those committees voted in 2022 to accept the individual chosen by the Select Board. The 2022 votes are broad enough and open-ended in time such that they remain effective.

Notwithstanding the above, there is nothing that legally precludes the Select Board from holding a hearing prior to voting to changing its selected member. Ultimately, however, a hearing is not required under the terms of the Charter.

*ii. Change to School Committee Member on the KSBC*

In contrast to the Select Board, the School Committee cannot merely vote to appoint a new member to the KSBC. The Appointment Committee voted to appoint two specific School Committee members. Thus, the School Committee lacks the power to change those individuals. If the School Committee wishes for different representation on the KSBC, the School Committee must request a change from the Appointment Committee, who must follow the process in Section 8.12.1 and Section 8.12.2 of the Charter, to initiate a removal hearing. Once the vacancy occurs, the School Committee must submit a new nominee to the Appointment Committee in accordance with the General Bylaw.<sup>7</sup>

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<sup>7</sup> Notice of the vacancy must also be posted by the Appointment Committee before the Appointment Committee may act.





## Town of Reading Meeting Minutes

2016-09-22 LAG

### Board - Committee - Commission - Council:

#### Select Board

Date: 2022-06-28

Time: 7:00 PM

Building: Reading Town Hall

Location: Select Board Meeting Room

Address: 16 Lowell Street

Session: Open Session

Purpose: General Business

Version: Final

#### Attendees: **Members - Present:**

Mark Dockser, Carlo Bacci, Chris Haley via Zoom, Jackie McCarthy, Karen Herrick

#### **Members - Not Present:**

#### **Others Present:**

Town Manager Fidel Maltez, E.A. Caitlin Nocella, Bill Brown, Nancy Docktor, Julie Mercier, Fire Chief Burns

**Minutes Respectfully Submitted By:** Caitlin Nocella

---

### Topics of Discussion:

*This meeting was held in person and remote via Zoom.*

Mark Dockser called the meeting to order at 7:00 PM.

#### Public Comment

Bill Brown made a comment about military markers at grave sites. The town needs to be notified when a veteran is being buried or else they won't know to place a marker there.

Nancy Docktor made a statement about her disappointment in the VASC process specifically regarding the Board of Health and the policy regarding treatment of incumbents vs. new applicants.

#### Liaison Reports

McCarthy thanked the first responders for their work with the flood at the Pearl Street Residence. She also noted Porchfest was this past weekend and it was great.

Herrick attended Porchfest and Juneteenth. RMLD had their annual report audit which went well. Herrick shared a slide showing the June RMLD PILOT payment and increasing Return on Investment from a 1% increase in kilowatt sales and the new formula approved in 2020. She shared that per Interim GM Greg Phipps natural gas is 130% higher than 2021 and supplies 50% of the electricity in New England. RMLD is allowed to enter longer, more favorable power supply contracts than National Grid which means that natural gas price increases are somewhat mitigated for RMLD customers.



She proposed sending a letter to our legislators to encourage approval of pending green communities regulatory updates, but because it was not on the agenda the board agreed members could send a letter on their own and they can put it on the next agenda to discuss sending as a board. They also agreed that the Town Manager could send one prior to the next meeting.

Bacci commented on Porchfest as well and hoped that maybe in the future it could be more walkable.

Haley noted the School Committee reorganized.

Dockser noted the Town Forest recently had a big conversation surrounding rules and regulations in regards to dogs in the town forest. He also would like to schedule the board's next retreat for the fall.

#### Town Manager Report

Town Manager Maltez noted that our Veterans Agent Kevin Bohmiller has retired and his replacement started on Monday. He noted they will be holding a community meeting regarding development on the Oakland Road property on July 12<sup>th</sup>.

#### Fire Department Update

Fire Chief Burns gave the board a presentation on the department and its recent happenings. The presentation can be found in the Select Board meeting packet on the town website.

#### Regional Affordable Housing Agreement

Julie Mercier gave the board a short presentation on the changes in the agreement from when they last approved it two years ago.

**Haley moved to approve the Regional Affordable Housing Inter-Municipal Agreement as presented. The motion was seconded by McCarthy and approved with a unanimous roll call vote.**

#### ARPA Request – Maillet, Sommes and Morgan Conservation Land

This is a request for \$77,000 to start the design process for these conservation lands.

RAAC has already seen and voted to approve this request.

**Haley moved to approve \$77,000 of ARPA funds for Maillet, Sommes and Morgan Conservation Lands request as presented. The motion was seconded by Herrick and approved with a unanimous roll call vote.**

#### ARPA Request – Sanborn Lane

Town Manager Maltez explained a resident is gifting the town some land on Sanborn Lane. It is unbuildable due to wetlands but it needs to be surveyed. This request is for \$8,000 to do this surveying work.

RAAC does not have an official vote on this request but were in support of it.

**Haley moved to approve \$8,000 of ARPA funds for Sanborn Lane request as presented. The motion was seconded by McCarthy and approved with a unanimous roll call vote.**

#### Symonds Way Exploratory Committee (SWEC)



The board continued their conversation from last meeting regarding creating an ad-hoc committee to explore potential uses for the town owned land on Symonds Way.

Bacci started off the conversation by noting he is ok with the committee starting their work in December as opposed to right away. The other board members agreed with Bacci. Haley noted he prefers they start sooner but agreed December is fine after Fidel noted he preferred December as opposed to September.

**Haley moved to approve the Symonds Way Exploratory Committee Charge as presented. The motion was seconded by Herrick and approved with a unanimous roll call vote.**

#### Board of Health

The Board of Health is requesting to submit special legislation to start the process of changing their board from 3 to 5 members. The board was in support of this change.

**Haley moved to approve the request from the Board of Health to submit Special Legislation to increase the amount of member from 3 to 5 and direct the Town Manager to include a warrant article in November 2022 Town Meeting as necessary with the aid of Town Counsel including language regarding Board of Selectmen/Select Board. The motion was seconded by Bacci and approved with a unanimous roll call vote.**

#### Killam School Building Committee

As apart of the MSBA process, the town must create a Killam Building Committee that includes a Select Board member.

Herrick nominated herself with a second from Dockser. Bacci nominated himself with a second from Herrick.

**The board took the following vote for Bacci as the representative:**

**Haley – yes; McCarthy – no; Herrick – no; Dockser – no; Bacci – yes.**

**The board took the following vote for Herrick as the representative:**

**Haley – yes; McCarthy- yes; Herrick -yes; Dockser – yes; Bacci -yes.**

**Haley moved to appoint Herrick as the Select Board member on the Killam School Building Committee. The motion was seconded by Herrick and approved with a unanimous roll call vote.**

#### VASC Process

Dockser noted he thought VASC had to interview everyone, incumbents and new applicants. He believes it is good practice and should be the policy if it isn't.

Haley noted the policy does not require them to interview incumbents. He explained he would have still recommended the incumbents over a new applicant either way because he believes past service/experience is important. He noted he does regret the process to a point and did try to reach out the applicant after the meeting.



McCarthy apologized to the applicant and noted they did not do this out of nepotism. McCarthy and Haley agreed to not interview incumbents and focused on filling the vacancies. She noted they should have attempted to interview all incumbent applicants seeking reappointment. She is taking this as a lesson learned as her first time being on VASC.

Town Manager Maltez noted he takes the blame for this as he should have realized process and explained to the new VASC members. He noted he did meet with the applicant in person afterwards. He also noted this was a blanket decision for all boards to not interview incumbents, not just the board of health.

Herrick agreed with Dockser that all incumbents should be interviewed noting that's how it was being done the past couple years since 2020.

Dockser feels they need to change the policy to ensure everyone is interviewed every year. He would like this on a future agenda.

Joe White noted he was the resident who wrote the letter to the newspaper. He feels the Board and Committee selection process is biased towards the incumbents and he wants the policy changed.

Haley noted he will be abstaining from voting on the Housing Authority applicants.

**Haley moved to approve all of the VASC recommendations as presented, except for the Housing Authority Committee. The motion was seconded by Bacci and approved with a unanimous roll call vote.**

**Haley moved to approve the VASC recommendations for the Housing Authority as presented. The motion was seconded by Herrick and approved with the following roll call vote:**

**Herrick – yes; Dockser- yes; McCarthy – yes; Bacci- yes; Haley – abstain.**

#### Future Agendas

The board discussed future agenda items.

**Haley moved to enter into executive session under Purpose 7, To Comply with Section 22 of the OML – approve and review February 13, 2019, and March 26, 2019 minutes for release and to invite Fidel Maltez, and Caitlin Nocella to attend the meeting, and to not return to open session. The motion was seconded by Bacci and approved with a unanimous roll call vote.**

#### *Documents Used:*

*2022-06-28 Select Board Packet*





## Town of Reading Meeting Minutes

2016-09-22 LAG

### Board - Committee - Commission - Council:

Appointment Committee - School Building

Date: 2022-06-13

Time: 5:30 PM

Building: Reading Town Hall

Location: Conference Room

Address: 16 Lowell Street

Session: Open Session

Purpose: Killam School Building

Version: Draft

Attendees: **Members - Present:**

Alan Foulds, Thomas Wise, Mark Dockser

**Members - Not Present:**

**Others Present:**

Town Manager Fidel Maltez, Permanent Building Committee Chair Patrick Tompkins

**Minutes Respectfully Submitted By:** Jacquelyn LaVerde

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### Topics of Discussion:

Chair Alan Foulds called the meeting to order at 5:35 pm.

Thomas Wise reviewed the School Committee's discussion from their meeting on June 9<sup>th</sup>. The proposed School Building Appointment Committee for the new Killam Elementary School will be comprised of the five members of the Permanent Building Committee, two School Committee members: Carla Nazzaro and Sarah McLaughlin, a Select Board member to be voted on by the Select Board, and the School Committee recommended Town Treasurer Endri Kume, who is a resident and will be able to provide valuable financial advice. Non-voting advisory members will include Town Manager Fidel Maltez, Superintendent of Schools Thomas Milaschewski, Facilities Director Joe Huggins, Killam Principal Sarah Leveque, and a member of the Killam staff to be determined.

Mark Dockser recalled the High School Building Committee and asked whether non-board member residents would be represented on the Killam Committee. Mr. Wise explained that the Permanent Building Committee was created as a result of not having expertise at the table on the High School Committee. All Killam Committee meetings will be open, and anyone can and is encouraged to attend. The Committee needs to align with MSBA recommendations. Following discussion, members agreed with the proposed structure.

**On a motion by Alan Foulds, and seconded by Mark Dockser, the School Building Appointment Committee voted 3-0 to appoint Carla Nazzaro, Sarah McLaughlin, Town Treasurer Endri Kume, and the fourth position pending the Select Board's choice to the Killam School Permanent Building Committee.**

**On a motion by Alan Foulds, and seconded by Mark Dockser, the School Building Appointment Committee voted 3-0 to adjourn at 5:55 pm.**



# Role of the Chair

A Guide for Present and Future  
School Committee Chairs

In  
collaboration  
with the  
District  
Governance  
Program



masc

Massachusetts Association of School Committee

One McKinley Square  
Boston, MA 02109



## Preface

The Massachusetts Association of School Committees is very pleased to provide this important publication on the role of the chair as part of its District Governance Support Project. We have specifically tailored this to both current and aspiring chairs because it is important to prepare the next generation of leadership. For many communities, the school committee chair is the face of the school district. Skillful chairs have guided their school committees by guiding the members through difficult debate, leading in perilous times, tackling challenging issues, and mentoring new members.

In preparing this document, we have been fortunate to have the benefit of experience from the staff of MASC who represent more than 100 years of service on and for school committees. The work of the District Governance Support Project was funded in part through a grant from the Race to the Top program and with the support of the Massachusetts Department of Elementary and Secondary Education.

In addition to those listed, we are also grateful to MASC Field Directors James Hardy, Michael Gilbert and Patricia Correia who contributed to the development of this publication and to former MASC President Joseph Santos of Ludlow who inspired the first professional development program for school committee chairs.

## The Roles and Responsibilities of the School Committee Chair

This publication was prepared by the following individuals

**Glenn Koocher**, Executive Director

**Dorothy Presser**, Field Director

**Jenifer Handy**, Communications Director

**Kari MacCormack**, Graphic Designer

This publication was prepared in collaboration with the Department of Elementary and Secondary Education (DESE) District Governance Support Project.



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## INTRODUCTION

"Servant of the Assembly," "First among equals," "Chief Volunteer." These are some of the descriptions of Board Chairs. John Carver, renowned expert on board governance, describes the job of chair as one that "requires skilled handling of group process, an ability to lead a group fairly but firmly, to confront and even to welcome its diversity and to adhere to agreed-upon rules for board conduct." ("Boards That Make a Difference" p.144).

Clearly, being chair of a school committee involves much more than presiding over meetings. It takes time, attention to detail, leadership skills, interpersonal skills, communications skills and knowledge of the legal obligations of the board. Chairing a public board, such as a school committee, has a unique set of challenges. Meetings take place in public and Open Meeting Laws restrict communications that take place between meetings. Since members are chosen by voters, philosophies and concerns of members can vary greatly, but opportunities to converse and get to know fellow committee members is limited. While the committee must act as one, constituents have unlimited access to individual members and often don't fully understand an individual committee member's limited power. Some responsibilities are defined by law, but the grey area that exists between law and practice is vast. An effective chair can successfully lead the committee to surmount these challenges, focus on student achievement and accomplish the mission, vision and goals of the district.

The overarching mission of every school committee is "continuous improvement in student achievement", according to the National School Boards Association. Further, effective school committees play a critical role in supporting student achievement in their districts. While this may seem intuitively obvious to those who observe school committees in action, research on the governing practices of school committees has also confirmed this observation.

Since members are chosen by voters, philosophies and concerns of members can vary greatly.

An effective chair can successfully lead the committee to surmount these challenges, focus on student achievement and accomplish the mission, vision and goals of the district.



NSBA's research arm, the Center for Public Education has identified eight traits of highly effective school boards that positively impact student achievement:

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.
4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Effective school boards are data savvy: they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
6. Effective school boards align and sustain resources, such as professional development, to meet district goals. Effective boards see a responsibility to maintain high standards even in the midst of budget challenges.
7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
8. Effective school boards take part in team development and training, some times with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

**Chairs play a critical role in ensuring that their committees adhere to the district's mission by guiding and focusing the committee's work.** An effective committee must have the trust and respect of staff and community, and chairs must gain the respect and trust of colleagues in order to lead the committee to success.

This handbook is designed to provide information and guidance to school committee chairs so they can build the knowledge and skills necessary to be effective in their roles.



## THE CHAIR AS A LEADER

As “first among equals,” the chair is responsible to the committee, not the other way around. The chair has only the authority granted to them by their colleagues. Remember, according to *Robert’s Rules of Order*, the chair is the “Servant of the Assembly, not its Master.” A successful chair will remember the advice: “Lead as you would be led.”

Beyond running effective meetings, **the chair has the responsibility to guide the committee’s work.** Working with the superintendent, the chair plays a key role in keeping the committee organized and focused on the district mission, vision and goals. It is also the responsibility of the chair to ensure that the committee stays organized around regular yearly tasks.

In addition to efficiently guiding the committee’s work, a good chair works to make the committee successful. This means, in essence, working to make every member successful. Members who feel valued, who feel their strengths and interests are being put to good use and who feel they are being treated fairly will be more willing and able to focus on the work of the committee. Most members will appreciate working on a committee where leadership is shared rather than residing solely with the chair. It is up to the chair to organize the committee’s work to make the best use of the strengths different committee members have to offer. **Effectively, then, the chair can help the committee be greater than the sum of its parts.**

## OPERATING PROTOCOLS/SELF-EVALUATION

Effective school committees work to build trust and take time to develop as a team with the superintendent. Taking the time to discuss and agree upon expectations of HOW the team will work together will allow members to concentrate on WHAT needs to be accomplished. Discussing how to navigate the many grey areas that exist before they become issues will prevent problems that get in the way of focusing on student achievement. One way to do this is to agree upon a set of **Operating Protocols** that guide how the committee and superintendent team will work together.

A good chair works to make the committee successful. This means, in essence, working to make every member successful.

Taking the time to discuss and agree upon expectations of **HOW** the team will work together will allow members to concentrate on **WHAT** needs to be accomplished.



Operating Protocols cover the following topics:

- A statement of purpose
- Conduct of Business (Communications and Operations)
- Scope of Responsibilities
- Standards of Conduct
- Staying on Track

Some sample protocols are in the Appendix.

The school committee needs to take responsibility for itself - for how well it has governed, conducted meetings, built relationships, and accomplished its own goals, etc. **The chair can oversee a periodic self-evaluation so the committee can reflect on its collective work and each individual can reflect on their own work.** An annual workshop, in addition to working on goals, can provide the opportunity for this reflection and discussion. In addition, a workshop held soon after a committee has reorganized can become a time to orient new members. It also provides the opportunity to review and, if appropriate, revise the **Operating Protocols**.

Operating Protocols cover areas of school committee operations/relationships both at and outside of meetings. While the chair certainly has a large responsibility to ensure that the work of the committee at meetings runs smoothly and stays on target, **the chair has a responsibility outside the meeting room** as well. Members come to the committee with different interests, different philosophical viewpoints, different skills and different communication styles. Somehow, all these differences must combine to create a synergy if the committee is to be productive. The alternative is a committee where differences get in the way and nothing gets done. The skillful chair can work with members to mentor them and to help resolve differences or other factors that are getting in the way of productive work.

Operating Protocols can provide a basis for talking with members if problems arise. While there are no fixed rules in dealing with members who make thoughtful debate, principled dissent, collaboration, unity and effective meetings difficult, **a thoughtful chair could be an important mentor and guide to such potentially disruptive individuals.** Superintendents can often be helpful in giving guidance, but may be reluctant to intervene. A chair who makes sure every committee member's opinion is heard and valued will go a long way toward ensuring that committee members stay focused on

Operating protocols can provide a basis for talking with members if problems arise.



the work at hand rather than becoming distracted by interpersonal bickering and personal agendas.

A self-evaluation can be conducted using a committee's own Operating Protocols or a different tool. Using the committee's protocols, individual members can rate the extent to which each protocol was met on a scale to set the basis for starting a discussion. Looking both at areas where there is agreement that protocols need work and areas where members have differing viewpoints can lead to conversations about how to improve or how to alter the protocols to better serve the committee.

Other tools for self-evaluation are available from MASC and may be particularly useful if a committee has not yet established Operating Protocols. A governance rubric, based on the District Governance Program is included in the Appendix. No matter what tool is used, the value of a self-evaluation lies in the opportunity to reflect on how the committee is working together and what it might do to improve.

The value of a self-evaluation lies in the opportunity to reflect on how the committee is working together and what it might do to improve.

## GOAL SETTING

Setting goals has several components. The first is articulating the mission, vision and overarching goals (sometimes referred to as a strategic plan, strategic objectives or district improvement plan) for the district. The committee has a role in ensuring that goals set in school improvement plans and other district goal-setting documents are aligned to the overall district goals. Secondly, the committee must ensure that shorter range, specific goals are in place to move the district ever closer to achieving its vision. This involves setting SMART goals\* for the superintendent and setting SMART goals for what the committee hopes to achieve in the short term. For the committee, this may involve policy work, deciding how resources in the district, particularly in the budget, can best be leveraged to set the district on the right course, or what changes to seek in a contract negotiation. These specific, SMART goals for both the superintendent and the committee should include key actions and benchmarks.

The committee must ensure that shorter range, specific goals are in place to move the district ever closer to achieving its vision.

**With the superintendent, the chair should plan adequate time for the committee to have these discussions.** It is up to the committee to ensure that goal-setting is done with integrity and that the longer

\* SMART goals are Specific, Measurable, Attainable, Realistic, and Timely.



term goals reflect the community's vision and values. The shorter term goals should be also SMART and should help drive the district toward achieving the articulated vision.

Often, a workshop or retreat—at least annually—will allow time for the school committee and superintendent to have these in-depth discussions and for everyone to have ample input to reach consensus. A workshop often takes place in a less formal setting than a regular business meeting, allowing for a more free-flowing dialogue. While the workshop is a posted public meeting, it need not be a time when decisions are finalized, but rather when information is exchanged that may lead to a formal decision at a later time. In the case of the superintendent evaluation, the information from the workshop may go to a subcommittee that will work with the superintendent to draft SMART goals for consideration by the full committee.

### MONITORING PROGRESS

After goals have been set, the committee has a responsibility to monitor the progress toward the goals. **The chair can keep the committee organized around monitoring progress and routine tasks by working with the superintendent to develop a year-long agenda.**

The key actions and benchmarks in the superintendent and committee SMART goals can provide a guide to scheduling the presentations on student achievement and goals throughout the year. A year-long agenda gives committee members the opportunity to convey questions well in advance of presentations and it gives presenters ample time to prepare. In addition, a year-long agenda can help keep track of annual “administrative” tasks of the committee, such as handbook approvals, public hearings, policy review, superintendent evaluation and budget development. Having a year-long agenda tied to district goals and addressing concerns will remind committee members that their concerns have a place on the agenda at the appropriate time. It also helps ensure that everyone's voice is heard and that all committee members have input into the direction of the committee and the district.

Effective school committees are accountability driven and use data to monitor progress. Often data on student achievement comes to the committee in the form of presentations at school committee meetings. Using goal documents, the chair can work with the superintendent to develop a schedule of academic presentations that inform both the committee and the community about the progress toward the goals

It is up to the committee to ensure that goal-setting is done with integrity and that the longer term goals reflect the community's vision and values.

A year-long agenda gives committee members the opportunity to convey questions well in advance of presentations and it gives presenters ample time to prepare.



and about the process of continuous improvement in the district. Presentations can also inform the committee of what future actions may be needed to jump-start or continue progress.

## PROFESSIONAL DEVELOPMENT

Committee members need a certain base of knowledge in order to be effective. This includes a working knowledge of the school district –the organization, the programs and curriculum, the budget, data to monitor progress, and other factors. It also includes a knowledge of the laws and regulations related to education and the work of the committee. Further, it includes keeping current on developments in education and in state and federal legislation that may affect the district. Knowledge of the school district is often gained from presentations at school committee meetings. Other information comes from outside sources, such as MASC. **A chair can help members develop the skills and knowledge they need by mentoring new members, or asking other members to take on the role of mentor.** They can also encourage members to attend conferences and events to build knowledge, such as MASC conferences and training events and MASC Division Meetings. The chair can invite state legislators to meetings to present information on relevant state activities and to help the legislators understand the needs and challenges of the district.

## BETWEEN MEETINGS

Beyond simply running the meetings, the chair has a significant role to play between meetings. Often, this is where the communication and interpersonal skills of the chair come into play. The chair can facilitate communications between members and the superintendent, can assist members in getting information they need to make decisions and can help build relationships, or rebuild them if things go awry. **The ability to ask questions, to listen and to understand communication styles can be invaluable tools to a school committee chair.** In addition, the ability to explain the roles and responsibilities of the committee vs. those of the superintendent and to keep members true to their operating protocols is important.

**The chair often has the responsibility for making sure that information flows to the appropriate parties between meetings.** Information exchange can take different forms and have different levels of urgency. Members may need to be informed of a critical incident in a timely way. The superintendent may need to be informed of parent

Effective school committees are accountability driven and use data to monitor progress.

Committee members need a certain base of knowledge in order to be effective.

A chair can help members develop the skills and knowledge they need by mentoring new members, or asking other members to take on the role of mentor.



or constituent concerns. The chair can help ensure that member requests for information get to the superintendent and receive a proper response.

Often, the chair has information that the rest of the committee is not privy to. The superintendent may use the chair as a sounding board for potential or upcoming decisions that they are not yet ready to present to the full committee. The superintendent may inform the chair of a developing situation concerning staff or students that is confidential. For example, a superintendent may know that an administrator will be resigning, but doesn't want to let others know until the written resignation is in hand. As with many other aspects of chairing a committee, there are not many hard and fast rules about conveying information. In general, though, respecting confidentiality and avoiding surprises are important. There are times when the chair may be the conduit for communication and times when they are a gatekeeper. Discussions with the full committee about roles and responsibilities, as well as discussions about expectations can help both the chair and superintendent develop a good sense of what information members of the governance team expect and feel is important so they can act accordingly.

Respecting confidentiality and avoiding surprises are important.

### **EFFECTIVE AND EFFICIENT MEETINGS**

It is up to the chair to work with the superintendent on planning meetings that focus on student achievement and goals. But, that's just one part of running an efficient meeting.

Efficient meetings start with a well-planned agenda. A good meeting will include a range of items such as academic presentations, monitoring progress toward goals and administrative matters. A clear agenda will let people know what topics will be considered, the outcome expected for each item and any next steps that will occur. For example, whether an item is a matter for information, for discussion or for a formal vote. Some committees find it helpful to note anticipated times for discussion to help keep the meeting on track.

Most often, the chair will work with the superintendent to plan the agenda, however, the agenda belongs to the committee. Members may request that items be placed on the agenda. If a chair does not feel the item is appropriate for the requested agenda, they may suggest a better time to address the item based on topics on the year-long agenda, or explain the rationale for keeping it off. The committee can override the chair, by majority vote, to place an item on the agenda.

A clear agenda will let people know what topics will be considered and the outcome expected for each item.



The Open Meeting Law requires that, when a meeting is posted, a summary of the items that “the chair reasonably anticipates” being discussed be included in the posting. If something new arises after the posting, the summary can be amended; it is not subject to the 48-hour advance notice. If something arises that the chair did not reasonably anticipate, it would not be a violation of the Open Meeting Law to discuss the topic.

Effective school committees have varied and purposeful meetings focused on student achievement. The agenda should reflect this emphasis. Handling routine items through a consent agenda is one way to clear time for meaningful discussion on student achievement related topics.

Effective school committees have varied and purposeful meetings focused on student achievement.

### MEETING POINTERS

**The chair sets the tone for the meeting.** Most certainly, being well-prepared and well-organized is important. Making sure attendees feel welcome and know what to expect is important as well. Members should have done their homework before the meeting and be prepared to discuss and act upon the items that come before the committee. This will help the meeting flow efficiently. And, while rules are important, the chair should remain flexible enough so that the meeting isn’t too technically managed or doesn’t give the impression that the meeting is more about order than about outcome.

Committees generally have a set of rules they follow to facilitate an effective meeting. Often, this is *Roberts Rules of Order Newly Revised* or some variation. Smaller committees are very often more relaxed in applying *Roberts Rules*, but a set of agreed-upon procedures is necessary for an orderly meeting. At a minimum, the chair should follow the agenda unless there is a good reason to depart from it and enforce the rule that only the speaker recognized by the chair has the floor. In addition, the chair should make certain that everyone who wants the opportunity to speak has the opportunity to do so before others speak again.

Members should have done their homework before the meeting and be prepared to discuss and act upon the items that come before the committee.

In conducting the meeting, there are a few pointers, gathered by MASC in working with school committee chairs, which can be helpful in ensuring a successful meeting:

- Chairs need to be cautious about taking liberties with procedures for themselves. Doing so invites others to do the same.
- The chair can sometimes expedite action by declaring consensus on



a matter to move the meeting along. For example, the chair can state: “Without objection we will declare the minutes approved; proceed to the next agenda item; take an item out of order; or close public comment.” At the same time, a chair should be cautious of declaring unanimity when members truly want to express their opinion and record their votes.

- Similarly, chairs should avoid “dead air time” at meetings. Once people have had a chance to voice their opinion, the chair should move the discussion along rather than allowing the opportunity for repetitious or unnecessary comment.

## PRESENTATIONS

Academic presentations by administrators or district staff are an integral part of school committee business. They help keep the committee and the public informed of the ongoing work of the district. Presentations are also an important tool for the school committee in monitoring the progress of district goals. They can also serve to keep the community apprised of the activities, progress and needs of the schools. Successful presentations provide the committee with the information it needs to evaluate progress toward the district’s goals.

**The chair plays a key role in making sure presentations are substantive and make good use of the committee’s time.** To expedite and help ensure that presentations are as efficient and informative as possible, the chair might want to share some important guidelines with presenters in advance. Presenters should have clear direction on the information the committee would like to hear and the questions it would like answered so that the committee gets the information it needs to assess progress. Clear guidelines also prevent time being spent providing the committee with information that is not relevant to what they want to hear about. Some committees have developed outlines to give guidance to presenters for meaningful and well-targeted presentations. A sample outline can be found in the Appendix.

The chair can also work with the superintendent to provide members with materials for presentations in advance, most often in the meeting packet. When members can prepare in advance, presenters can use their time to highlight the important materials and allow more time for discussion.

Academic presentations are an integral part of school committee business. They help keep the committee and the public informed of the ongoing work of the district.



## PUBLIC PARTICIPATION

Public participation at school committee meetings may take several different forms. It can range from a public comment period at a regular school committee meeting to public hearings to public forums to meetings following a critical event. There are some similarities and some differences in how these various meetings are handled.

No matter the reason for public participation, it is imperative to have clear and consistent procedures in place and shared with the public. This allows the committee to maintain civil discourse even when emotions are high. The procedures should require that people are treated with respect, even when they disagree.

The chair should set a welcoming tone for the meeting and make sure people are aware of the information they need regarding the purpose of the meeting, protocols, time frame and speakers.

The procedures for public participation can be reviewed by the chair at the start of the public comment period. Many committees also find it useful to print the procedures on the meeting agenda. They can also be posted prominently in the meeting room. MASC's guidelines for public comment are in the Appendix.

Even with the procedures posted, it is important that the chair enforce the rules and demand that speakers show common courtesy and decorum. When the rules are applied fairly, everyone feels they can express their views safely and will be more willing to participate. They will also be more willing to accept the ultimate decision of the committee if they feel they have had a chance to be heard.

Some general guidelines include:

- Designate a limited time block for the public comment period. The time can always be extended by the chair.
- Provide a sign-up sheet and call on speakers in the order in which they signed up.
- Set and enforce time limits for speakers. It can be helpful to have a timekeeper to make sure that time limits are equitably enforced.
- Remind speakers that their remarks must address items within the purview of the committee and that comments about staff (other than the superintendent) and students are out of order.
- Ensure that confidentiality is protected. This included confidential information related to students or personnel, health or medical

The public should be aware of whether or not the committee will be responding to comments and questions.

A school committee meeting is a meeting in public, not a public meeting.



information and rumor presented as fact that compromises the privacy rights of stakeholders.

- Invite speakers to express agreement with a previous speaker rather than repeating the same points. This can allow more people the opportunity to address the committee during the allotted time for public comment.
- Remind speakers that all comments must be addressed to the chair. This is a time for the committee to hear from the public, not to engage in dialogue or answer questions. Develop procedures for responding to questions as appropriate.
- Remind the public that only one person has the floor—permission to speak at any given time. Therefore, clapping, booing, and heckling are out of order. People who disrupt a meeting and refuse to listen to the directions of the chair can be removed from the meeting.

## PUBLIC COMMENT

A school committee meeting is a meeting in public, not a public meeting. Therefore, the public can only participate with the permission of the chair. A public comment period as a standing agenda item at a regular business meeting, however, fosters community engagement and can provide the committee with some valuable feedback.

## PUBLIC HEARINGS

Public hearings usually deal with a particular subject, often a timely matter of interest. They may be in response to a recent crisis or local issue. Annually, the school committee will also conduct one or more public hearings on the budget. Sometimes, committees host hearings on controversial issues such as school closings, redistricting or other topics that affect many people.

Public hearings often begin with a welcome and introduction, explanation of the purpose of the meeting, protocols and timelines and other information that attendees need to know. **The chair should also explain the time frame for the meeting, who will speak, when public discussion will take place and what present and future outcomes might be.** It may also be appropriate to provide a background or summary of the meeting topic. For example, if the public hearing deals with a proposal to redistrict the schools, the superintendent might explain the planning process, groups involved, information gathered and preliminary actions prior to the meeting.



The chair has a special challenge during these meetings to build credibility for the committee, establish an orderly process for discussion, engage the public and keep the focus on the matter at hand. The chair also has a responsibility to diffuse tension or anxieties. When the topic of a public meeting is controversial or emotionally charged, the chair must often deal not only with the efficiency of the meeting, but also possible misinformation. **Veteran chairs and town meeting moderators advise their colleagues to remain calm at all times and think carefully about how what they say or do may be perceived by the public.** A chair can also help diffuse tension by assuring the public that there will be ample opportunity to participate and by encouraging all to follow the appropriate procedure for speaking and responding.

No matter how large the meeting or how controversial the issue, if a meeting is run fairly, the public generally accepts the rules and guidance of the chair. Even if a decision is made after the meeting, the public is more likely to accept it if the chair is effectively impartial.

### TECHNOLOGY AND THE OPEN MEETING LAW

With the advent of technology and the opportunity for instant feedback, especially during remote meetings, some members find that they are being contacted, via text or email, by constituents during a meeting. The constituents may have questions or comments that they wish the member to convey. This is problematic in two ways. First, the members are allowing participation in the meeting without permission of the chair, which is both a violation of the OML and against *Robert's Rules*. In entertaining the comments, the member has allowed the meeting to become a meeting with the public, not in public. And, it is those people privileged to have the contact information of a particular member who have input, which is neither fair nor equitable. Members should understand that this type of communication is off limits.

### A MINUTE ON MINUTES

At times, minutes can become a point of contention for school committees. Members may want to make sure their comments are reflected in the minutes, make sure their name appears prominently in the minutes or wish to revise the minutes for various other reasons. The chair, working with the recording secretary, can help diffuse this issue by having a good understanding of what minutes should contain.

When the topic of a public meeting is controversial or emotionally charged, the chair must often deal not only with the efficiency of the meeting, but also possible misinformation.



Minutes must include “the date, time and place of the meeting, names of all committee members present or absent, a summary of the discussions on each subject, a list of documents and other exhibits used at the meeting, the decisions made and the actions taken at each meeting including the record of all votes.” (MGL Chapter 30A, Section 22) School committee minutes generally also list others present at the meeting including the superintendent and other district faculty and staff members. When members of the public speak during public comment period, their names should be in the record.

Minutes are not, however, a verbatim transcript of the meeting. **The minutes should be a summary that allows a reasonable person to understand what was discussed at a meeting.** If a member wants to make sure that their comments are recorded they should, when speaking at the meeting, state “I would like the record to reflect ...”

### SUBCOMMITTEES

School committees can use subcommittees to make more efficient use of their time. The most common subcommittees are Budget; Policy; Buildings and Grounds; Negotiations; and Personnel. Ad hoc subcommittees that address particular issues are often created as well.

Subcommittees can do preliminary work and bring recommendations to the full committee. For example, a Policy subcommittee can work with administrators to write or revise policies and bring the recommended policies to the full committee for adoption. An ad hoc subcommittee on redistricting can hold public forums and gather data to bring back to the full committee with a recommended action.

**Most commonly, the chair appoints members to subcommittees with the approval of the full committee.** This is a way to share leadership among committee members and to effectively engage the strengths and interests of members. The chair should also ensure that the responsibility of each subcommittee is clearly defined as well as the expectation for reporting back to the full committee. MASC’s sample policies regarding subcommittees can be found in the Appendix.

### LEGAL COUNSEL

School committees engage legal counsel for a variety of purposes including general education law, collective bargaining, special education, bonding and construction matters and special litigation. Often,

Minutes are not a verbatim transcript of the meeting.

School committees can use subcommittees to make more efficient use of their time.



different lawyers are retained for different purposes. The superintendent will need access to counsel for various confidential personnel matters and other matters that fall under their management. In these instances, there will be information that cannot be shared with the committee. While the superintendent will need access, it is important to remember that the attorney works for and represents the school committee. This means that in matters that may involve the school committee and the superintendent, counsel represents and acts on behalf of the committee.

**Generally, committee access to counsel is through the chair.** Unlimited access to the school committee attorney can result in significant legal expense. For that reason, someone must manage access to the attorney. MASC recommends that school committee members go through the chair before receiving authorization to call the committee's attorney.

## OPEN MEETING & PUBLIC RECORDS LAWS

The chair and the superintendent should be familiar with the Open Meeting Law to ensure it is appropriately followed by the committee. The chair can play a key role in helping committee members avoid running afoul of the law.

Everyone on the committee should be aware of the definition of a "deliberation" and avoid deliberating on public business outside of a meeting. Deliberation should occur only when a quorum is present at a properly posted meeting of the committee. The committee should also have a clear understanding of the appropriate use of email for administrative purposes, the dangers of the "reply all" button on email and the pitfalls of serial deliberations. **The committee and superintendent should have developed protocols for email responses to constituents to avoid violating the Open Meeting Law.** (A copy of the open meeting law definition of "deliberation" is included in the Appendix.)

At the beginning of the meeting, the chair should determine if anyone is recording the meeting. Reporters often use a recording device as well as taking notes. Anyone who is recording the meeting should let the chair know that they are doing so. The chair must announce if the meeting is being recorded and/or broadcast.

**The chair should be aware of the reasons for holding an Executive Session and the limitations on the discussions that can occur in**

In matters that may involve the school committee and the superintendent, counsel represents and acts on behalf of the committee.

Everyone on the committee should be aware of the definition of a "deliberation" and avoid deliberating on public business outside of a meeting.



**Executive Session.** The chair must also know the procedure for entering into Executive Session and remember that all votes taken in Executive Session must be roll call votes. A checklist of the reasons for an Executive Session is included in the Appendix.

Periodically, at least annually, the chair and superintendent should review Executive Session minutes. The committee should vote on the release those for which there is no longer a reason to keep the minutes confidential. There are some minutes which should remain confidential even if it seems the business is concluded. For example, even though contract negotiations have been completed, minutes may contain information or strategies that will be relevant in the next negotiation. A committee would not want the union to have this information. There may also be minutes where some information needs to be redacted to protect privacy or minutes that will never be appropriate to release. A hearing involving a student discipline issue would be one such example.

There are some minutes which should remain confidential even if it seems the business is concluded.

Most often, the secretary for the school committee or superintendent will take responsibility for posting meetings and subcommittee meetings. The chair should also keep the secretary informed of any additional meetings that might arise so that nothing is unintentionally overlooked. Workshops should be posted as open meetings.

### THE CHAIR AS SPOKESPERSON

Most often, the chair is the spokesperson for the school committee and represents the committee at certain school events. **In dealing with the media and with the public, it is important to remember that the chair represents the committee and not their own views.** The chair can explain the votes and decisions the committee has made and the rationale behind those votes. They can talk about ongoing committee work, but should be wary of making predictions about outcomes. Some pointers on facing the media are included in the Appendix.

### FINAL WORDS

School committees have the responsibility to represent the vision and values of the community as they work toward continuous improvement of student achievement within their district. The chair, the "Servant of the Assembly," has the responsibility of guiding the committee's work not a small or a simple task. We hope this guide provides chairs with helpful information as they fulfill their roles. Please feel free to contact MASC for any additional information or resources.



# APPENDIX

- What Protocols Cover
- Sample Operating Protocols
  - Governance Rubric
- Guidelines for Staff Reports to the School Committee
  - Policies for Public Comment Period
    - Policies for Subcommittees
  - What Constitutes a Deliberation
  - The Ten Purposes for Executive Session
  - Checklist for Entering Executive Session
- Facing the Media: A Guide to Your Pending Interview
  - Simplified Chart of Parliamentary Procedure





## **District Governance Program**

### **What Protocols Cover**

#### **A Statement of Purpose and Objectives**

We will strive to represent common interests rather than factions. We will make decisions that are best for students in all cases: *all* means *all*.

The Superintendent and the School Committee represent the needs and interests of all students in the District and place the students' interests above all others in decision-making, while remaining within the limitations of a voter-approved budget.

Establish a vision, create policies and assure accountability to sustain continuous improvement in teaching and learning.

The School Committee will exercise leadership in vision, planning, policy-making, budget, communication and advocacy on behalf of its students.

#### **Conduct of Business (Communications and Operations)**

The committee will conduct its business through a set agenda. Emerging items will be addressed in subsequent meetings through agenda items.

We acknowledge that a School Committee meeting is a meeting that is held in public, not a public meeting. We will make every effort to ensure that the Committee meetings are effective and efficient.

We will base our decisions upon available facts, vote our convictions, avoid bias, and uphold and support the decisions of the majority of the School Committee once a decision is made.

Recognize the importance of proactive communication and agree that there will be no surprises for the Committee or the Superintendent.

Recognize that authority rests only with majority decisions of the Committee and make no independent commitments or take any independent actions that may compromise the Committee as a whole.

We will recognize a single official "voice" of the committee.



## **Scope of Responsibilities**

It is the responsibility of the Superintendent to oversee the hiring, evaluation and management of personnel issues; it is the responsibility of the Committee to evaluate the Superintendent's effectiveness in these matters.

Refer any important questions or concerns received from members of the community to the Superintendent. The Superintendent, not any School Committee member, has the authority to investigate. It is not the role of the school committee or any of its members to resolve issues.

The superintendent will manage day-to-day operations of the district while the school committee exercises leadership, vision, policy-making and advocacy on behalf of students.

Channel requests for information thorough the superintendent or the school committee chair and not directly to staff. The superintendent will ensure that each member has equal access to this information.

## **Standards of Conduct**

Respect the leadership role of the Committee Chair and superintendent.

Maintain trust and mutual respect between and among committee members, the superintendent and administration by treating everyone with dignity and respect, even in times of disagreement.

The Committee will debate the issues, not one another.

We will build trusting relationships.

The School Committee and Superintendent recognize the importance of proactive communication and agree that there will be no surprises. If school committee members or the superintendent have any questions or concerns, they will contact the other as soon as possible.

The School Committee will encourage debate and differing points of view, speak with care and respect, maintain confidentiality and respect Open Meeting Law. We encourage and value each member's free expression of opinions, concerns and ideas while maintaining an open mind to other ideas.

## **Staying on Track**

We will model continuous learning in our roles as members of the governance team.

We recognize the importance of honoring our agreed upon protocols and we agree to take responsibility for reminding one another when we get off track.

The School Committee will review and revise the protocols as needed as part of the committee's self-reflection and self-evaluation every year.



## CONCORD SCHOOL COMMITTEE CONCORD-CARLISLE SCHOOL COMMITTEE SCHOOL COMMITTEE OPERATING PROTOCOLS

To enhance teamwork among members of the School Committees and between the School Committees and the Administration, we, the members of the Concord and ConcordCarlisle School Committees, do hereby publicly commit ourselves collectively and individually to the following operating protocols that offer further guidance to the Concord and Concord Carlisle School Committee approved policies.

- The Superintendent and the School Committee represent the needs and interests of ALL students in the District.
- It is the responsibility of the School Committee to set a positive tone for the entire District and make every effort to promote a positive image for the school systems.
- School Committee members will attend meetings well prepared to discuss issues on the Agenda, striving for efficient decision making. School Committee members will respectfully use technology during the meeting only to access meeting information.
- The Superintendent will manage day-to-day operations of the District while the School Committee exercises leadership, vision, policy-making, and advocacy on behalf of the students.
- School Committee members will channel requests for information, reports, and data through the Superintendent, rather than directly to staff.
- The Superintendent and the School Committee will strive to avoid surprises. If the School Committee or the Superintendent has any questions or concerns, they will contact the other as soon as possible.
- A School Committee member's authority is derived only through a majority decision of the Committee.
- The School Committee will encourage debate and differing points of view, speak with care and respect, maintain confidentiality, and respect Open Meeting Law. We encourage and value each member's free expression of opinions, concerns, and ideas while maintaining an open mind to other ideas.
- Once the School Committee has taken action, School Committee members will support the official position of the School Committee. We will lead by example and work to build trust.
- The School Committee Chairs (or their designees) will represent the School Committee to the media.



- We acknowledge that School Committee meetings are business meetings that are held in a public setting.
- The School Committees will review and revise the School Committee protocols as needed as part of the committees' self-reflection and self-evaluation each year.



## SUDBURY PUBLIC SCHOOLS

### School Committee Protocols

For the purpose of effective governance and enhancing teamwork among members of the School Committee and between members of the administration, the Sudbury School Committee adopts the following operating principles:

The School Committee will:

1. Represent the needs and interests of **all** students in the District and place their interests above all others in the decisions we make.
2. Exercise leadership in vision, planning, policy making, budget, communication, and advocacy on behalf of the students and District and evaluate the effectiveness of the Superintendent. It is the Superintendent's responsibility to manage the day-to-day operations of the District and to oversee personnel issues.
3. Conduct business through a set agenda. Emerging items will be addressed in subsequent meetings through agenda items.
4. Base our decisions upon available facts, vote our convictions, avoid bias, and uphold and support the decisions of the majority of the School Committee once a decision is made.
5. Acknowledge that a School Committee meeting is a meeting that is held in public, not a public meeting, and make every effort to ensure that the Committee meetings are effective and efficient. We welcome community members to attend our meetings and participate during public comment.
6. Maintain an open environment where each member is empowered to freely express opinions, concerns, and ideas. Keep an open mind and accept that members can change their opinions.
7. We will respect staff and fellow board members at all times. Treat everyone with dignity and respect, even in times of disagreement.
8. Refer any important questions or concerns received from members of the community to the Superintendent. The Superintendent, not any School Committee member, has the authority to investigate. The Superintendent shall provide their response to Committee members. It is not the role of the School Committee or any of its members to resolve issues.
9. Recognize the importance of proactive communication and agree that there will be no surprises for the Committee or the Superintendent. If School Committee members have questions or concerns, they agree to contact the Superintendent as well in advance of a meeting as practical.
10. Channel requests for information through the Superintendent or the School Committee chair and not directly to staff. The Superintendent will ensure that each member has equal access to this information.
11. The School Committee Chair and/or their liaison/designee and the Superintendent will represent the positions of the School Committee to the media or other public bodies.
12. Maintain confidentiality of Executive Session.



## **Melrose School Committee/Superintendent Operating Protocols: 2016**

As elected members of the Melrose School Committee, we, including the Superintendent, accept the high honor and trust that has been placed in us to ensure that the students of the district receive the best education possible. In accepting this role, we hold the pursuit of that goal as our sacred duty. To that end, we hereby commit to the following in the conduct of our business. We will:

### **Support the educational welfare and well being of all students**

- Establish a vision, create policies, and assure accountability to sustain continuous improvement in teaching and learning, leaving the day-to-day operations to the Superintendent and staff.
- Represent the needs, interests, and achievement of all students in the district and place these above all else in the decisions we make.
- Clearly define success and accountability for the Committee, Superintendent, staff, and students.

### **Demonstrate professional and collegial relations with one another**

- Maintain trust and mutual respect between and among Committee members, the Superintendent, and the administration by treating everyone with dignity and respect, even in times of disagreement.
- Base our decisions on available facts, vote our convictions, avoid bias, and uphold and support the decisions of the majority of the Committee once a decision is made.
- Recognize that authority rests only with majority decisions of the Committee and make no independent commitments or take any independent actions that may compromise the Committee as a whole.
- Agree that our positions will not be used for personal or partisan gain.
- Acknowledge that a Committee meeting is a business meeting held in public – not a public meeting. We will make every effort to ensure that meetings are effective and efficient.
- Respect the leadership roles of the Committee Chair and Superintendent.

### **Dedicate ourselves to establishing and maintaining effective communication**

- Channel requests for information, reports, and data through the Superintendent and the Chair rather than directly to staff. The Superintendent will ensure that each member has equal access to this information in a timely manner. Share information to the extent possible.
- Recognize the importance of proactive communication and agree that there will be no surprises. If Committee members have questions or concerns, they agree to contact the Superintendent well in advance of a meeting.
- Maintain the confidentiality of privileged information and respect the Open Meeting Law.
- Refer constituent concerns and complaints to the appropriate person within the district chain of communication.
- Recognize the importance of working collaboratively with city officials to improve our schools and actively seek ways to enlist their support for our efforts.
- Recognize the importance of honoring our norms and beliefs and agree to take responsibility for respectfully reminding one another when we get off track.



Christine Casatelli



Lizbeth DeSelm



Mayor Robert Dolan



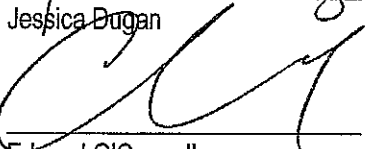
Margaret Driscoll



Jessica Dugan



Jaime McAllister-Grande



Edward O'Connell



## Governance Rubric for Continuous Improvement

	1	2	3	4
Operating Protocols	Individual members and the SUP communicate separately based on personal relationships and prior traditions. Some members may feel left out; or speak negatively in public about each members and the board's decisions.	Because of some tension on the board, the superintendent and some members of the SC have talked about making some rules for working together, but they may not be written down and have not come to a vote.	The SUP and the SC Chair have developed some guidelines for how the SC and SUP will work and communicate with each other and with the public. Not all members follow them, however, and this sometimes causes problems.	The SC and the SUP have agreed to, and put in writing, operating protocols for the board and they are followed most of the time. Periodically, the SC and SUP come together to talk about how they are working and to make adjustments. Problems are addressed in private conversations or in informal workshops or retreats. The level of trust between members and the superintendent is high.
Goals	The district has no strategic plan with long range and annual goals for improving student outcomes.	The SUP and the SC have agreed on a strategic plan and goals for the district but they are not discussed that often. The goals may not have been voted on by the full board.	The SC and SUP have agreed, and voted on a strategic plan and goals and they are posted on the website. Once a year they are used by the SC to evaluate the SUP	The SC and SUP have agreed on a strategic plan and goals for the district. The goals are a frequent topic of discussion in the school community, and at SC meetings, where they often drive budget decisions and other policies. Goals throughout the district are aligned with the strategic plan.
Meetings	Meetings are not well planned, are long and sometimes contentious. Very little time is spent talking about student achievement. Members feel free to bring up new proposals at meetings, surprising other members and the SUP. Some members dominate and meetings often get "stuck" due to personal agendas.	In general, the SUP and SC Chair set the agenda and surprises are kept to a minimum. However, when there is a major improvement initiative, meetings can be long and contentious. Engaging the community in the decision, while desired, is not typical.	The SUP and SC have an agreement on how the agenda will be set, and student outcomes are often discussed. The SUP will schedule a special meeting if he/she needs to discuss a major initiative in advance of a major decision.	Meeting agendas are set well in advance and often feature a presentation related to the school district's improvement agenda. Difficult decisions are often discussed in informal meetings (workshops) well before votes. The SC and SUP work together to include the community in major decisions, and make use of task forces, advisory committees and other joint committees to explore options.
Monitoring	The SC is only aware of the district's progress in student outcomes when the SUP informs them. The data that is presented is limited or random and there is no clarity about which data or measures should be a priority.	The SC and the SUP review state test scores once a year as well as data that individual members may be interested in, but there is little sense how these numbers connect to district improvement initiatives and the SC has few means for holding the SUP accountable for student outcomes.	The SC and SUP periodically review student outcome data when working on the budget or at evaluation time. There is general agreement on what data is important to track.	The SC and SUP have agreed on a set of measures to judge the success of the superintendent's strategy and other goals the community has for its students. These are made easily assessable in a "data dashboard" or similar means, and meeting agendas are planned to periodically review data and to discuss progress. When the time comes to evaluate the SUP, the SC has a clear sense on what has been accomplished and what has not; and why.
Community Engagement	Decisions are made in a vacuum. There is no public comment period, public engagement or other opportunity for the community members and stakeholders to engage the SC. There is little or no interest in feedback from others.	The SC has authorized strategies for feedback, including public forums, public comment periods and district climate surveys. Policies on public input are clear and accessible.	The SC uses feedback to inform budget, policy and planning. Regularly avenues for communication are scheduled, promoted and conducted in a way to encourage public input and follow-up, especially around big decisions.	The community expects and appreciates that the SC will engage stakeholders and other citizens in discussion and in search of feedback to make important decisions. There is a communication plan or policy and the district enjoys a positive image in the community.

Source: District Governance Support Project, Massachusetts Association of School Committee



## Presentation Format: Norfolk, VA

### Staff Reports to the School Committee

- 1. Define the issue or question.** What is the key question we are seeking answers for? What is the core problem we are trying to solve? How does it relate to our four targets or performance measures?
- 2. Provide brief overview/background information.** What are our current practices in this area? What is working? What are the challenges? Are there deadlines involved?
- 3. Provide recommendations.** What must change? What alternatives are there? Can we engage in a partnership to help solve the problem or achieve a goal?
- 4. Provide budget implications.** How much will this change cost or save? How can we demonstrate that this action is an effective use of resources?
- 5. Provide a statement of impact.** How will this action improve student achievement/student behavior? How will it impact our climate/culture? How will it help us "move the needle" toward becoming world-class?
- 6. Identify potential policy implications.** Do we need to add, change or remove policies to take this action?



## **PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS**

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee desires individuals to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear public comment.

Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. It is an individual's opportunity to express an opinion on issues within the School Committee's authority.

To ensure the ability of the School Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. At the start of each regularly scheduled School Committee meeting, individuals will sign in for an opportunity to speak during public comment. The public comment segment shall not exceed 15 minutes. All speakers are encouraged to present their remarks in a respectful manner
2. Speakers will be allowed up to three (3) minutes to present their material and must begin their comments by stating their name and city/town. The presiding Chair may permit extension of this time limit, in extenuating circumstances.
3. Topics for discussion should be limited to those items within the School Committee's scope of authority. The authority of the School Committee primarily concerns the review and approval of the budget of the district's public schools, the performance of the Superintendent, and the educational goals and policies of the district's public schools. Comments and complaints regarding school personnel (apart from the Superintendent) or students are generally prohibited unless those comments and complaints concern matters within the scope of School Committee authority.
4. The Chair of the meeting, after a warning, reserves the right to terminate speech which is not constitutionally protected because it constitutes true threats that are likely to provoke a violent reaction and cause a breach of the peace, or incitement to imminent lawless conduct, or contains obscenities.
5. Written comments longer than three (3) minutes may be presented to the presiding Chair before or after the meeting. All remarks will be addressed through the Chair of the meeting. Comments made during the public comment portion of the meeting do not necessarily reflect the views or positions of the \_\_\_\_\_ School Committee.
6. Sign up instructions will be provided for those who wish to participate in Public Comment.



File: BEDH

LEGAL REFS.: M.G.L. 30A: 18-25

CROSS REFS: BE, SCHOOL COMMITTEE MEETINGS  
BEC, EXECUTIVE SESSIONS  
BEDA, NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

SOURCE: MASC  
Revised January 2020



## **SUBCOMMITTEES OF THE SCHOOL COMMITTEE**

The School Committee shall appoint members to subcommittees at their annual organizational meeting for a period of one year. These subcommittees may be created for a specific purpose and to make recommendations for Committee action.

1. The subcommittee will be established through action of the Committee.
2. The Committee Chair, subject to approval by the Committee, will appoint the subcommittee chair and its members.
3. The subcommittee will be provided with a list of its functions and duties.
4. The subcommittee may make recommendations for Committee action, but it may not act for the School Committee.
5. All subcommittees of the School Committee are subject to the provisions of the Open Meeting Law.

SOURCE: MASC

LEGAL REF.: M.G.L. 30A:18-25

CROSS REF.: BEC, Executive Sessions

**NOTE: Include in this category statements on Committees made up of School Committee members (but not advisory committees to the School Committee).**

**The cross reference on the above policy is to a related policy in this manual. The open meeting law, and its exceptions, applies to both School Committee meetings and meetings of the subcommittees of the School Committee; thus this cross-reference is necessary.**

**If School Committee policy permits standing subcommittees, the current standing subcommittees should be included in the policy, and regulations may be needed on their duties and operations. Or, the duties of specific Committees sometimes are included as an informational document coded BDE-E.**



## **ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE**

The following general policies will govern the appointment and functioning of advisory committees to the School Committee other than the student advisory committee, which is governed by the terms of the Massachusetts General Laws.

1. Advisory committees may be created by the School Committee to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. However, there will be no standing overall advisory committee to the School Committee.
2. If an advisory committee is required by state or federal law, its composition and appointment will meet all the guidelines established for that particular type of committee.
3. The composition of task forces and any other advisory committees will be broadly representative and take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to the committee as members or consultants, as found desirable.
4. Appointments to such committees will be made by the Committee; appointment of staff members to such committees will be made by the School Committee upon recommendation of the Superintendent.
5. Tenure of committee members will be one year only unless the member is reappointed.
6. Each committee will be clearly instructed as to:
  - a. The length of time each member is being asked to serve.
  - b. The assignment the School Committee wishes the committee to fulfill and the extent and limitations of its responsibilities.
  - c. The resources the School Committee will provide.
  - d. The approximate dates on which the School Committee wishes to receive major reports.
  - e. School Committee policies governing citizens, committees and the relationship of these committees to the School Committee as a whole, individual School Committee members, the Superintendent, and other members of the professional staff.
  - f. Responsibilities for the release of information to the press.
7. Recommendations of committees will be based upon research and fact.
8. The School Committee possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the School Committee.



9. Advisory committees created under this policy are subject to the provisions of the Open Meeting Law.

The Committee will have the sole power to dissolve any of its advisory committees and will reserve the right to exercise this power at any time during the life of any committee.

SOURCE: MASC

LEGAL REF.: M.G.L. 30A:18-25

CROSS REF.: JIB, Student Involvement in Decision-making

**NOTE: This category is for filing a general policy on advisory committees made up entirely or largely of non-school personnel. Supporting regulations may be needed.**

**If there is a general staff advisory committee for making all types of recommendations to the School Committee, statements about the advisory committee would be filed in ABB (Also GBB), Staff Involvement in Decision making. However, statements about staff committees that function in special areas, or groups composed only of administrators, are better filed elsewhere and cross referenced from here or from ABB, as appropriate.**

**The cross reference on the above policy is to a closely related topic, which pertains to the student advisory committee required by law.**



## **What constitutes a deliberation?**

The Open Meeting Law defines deliberation as "an oral or written communication through any medium, including electronic mail, between or among a quorum of a public body on any public business within its jurisdiction." Distribution of a meeting agenda, scheduling or procedural information, or reports or documents that may be discussed at a meeting is often helpful to public body members when preparing for upcoming meetings and will generally not constitute deliberation, provided that when these materials are distributed no member of the public body expresses an opinion on matters within the body's jurisdiction.

To be a deliberation, the communication must involve a quorum of the public body. A quorum is usually a simple majority of the members of a public body. Thus, a communication among fewer than a quorum of the members of a public body will not be a deliberation, unless there are multiple communications among the members of the public body that together constitute communication among a quorum of members. Courts have held that the Open Meeting Law applies when members of a public body communicate in a manner that seeks to evade the application of the law. Thus, in some circumstances, communications between two members of a public body, when taken together with other communications, may be a deliberation. Note also that the expression of an opinion on matters within the body's jurisdiction to a quorum of a public body is a deliberation, even if no other public body member responds.

[www.mass.gov/ago/openmeeting](http://www.mass.gov/ago/openmeeting).



## The Ten Purposes for Executive Session

The law states ten specific Purposes for which an executive session may be held, and emphasizes that these are the only purposes for which a public body may enter executive session.

The ten Purposes for which a public body may vote to hold an executive session are:

**1. To discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual. The individual to be discussed in such executive session shall be notified in writing by the public body at least 48 hours prior to the proposed executive session; provided, however, that notification may be waived upon written agreement of the parties.**

This Purpose is designed to protect the rights and reputation of individuals. Nevertheless, it appears that where a public body is discussing an employee evaluation, considering applicants for a position, or discussing the qualifications of any individual, these discussions should be held in open session to the extent that the discussion deals with issues other than the reputation, character, health, or any complaints or charges against the individual. An executive session called for this Purpose triggers certain rights on the part of an individual who is the subject of the discussion. The individual's right to choose to have this discussion in an open meeting takes precedence over the right of the public body to go into executive session.

While the imposition of disciplinary sanctions by a public body on an individual fits within this Purpose, this Purpose does not apply if, for example, the public body is deciding whether to lay off a large number of employees because of budgetary constraints.

**2. To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;**

**Collective Bargaining Sessions:** These include not only the bargaining sessions, but also include grievance hearings that are required by a collective bargaining agreement.

While a public body may agree on terms with individual non-union personnel in executive session, the final vote to execute such agreements must be taken by the public body in open session. In contrast, a public body may approve final terms and execute a collective bargaining agreement with a union in executive session, but should promptly disclose the agreement in open session following its execution.

**3. To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;**

**Collective Bargaining Strategy:** Discussions with respect to collective bargaining strategy include discussion of proposals for wage and benefit packages or working conditions for union employees. The public body, if challenged, has the burden of proving that an open meeting might have a detrimental effect on its bargaining position. The showing that must be made is that an open discussion *may* have a



detrimental effect on the collective bargaining process; the body is not required to demonstrate or specify a definite harm that would have arisen. At the time the executive session is proposed and voted on, the chair must state on the record that having the discussion in an open session may be detrimental to the public body's bargaining or litigating position.

**Litigation Strategy:** Discussions concerning strategy with respect to ongoing litigation obviously fit within this Purpose, but only if an open meeting may have a detrimental effect on the litigating position of the public body. Discussions relating to potential litigation are not covered by this exemption unless that litigation is clearly and imminently threatened or otherwise demonstrably likely. That a person is represented by counsel and supports a position adverse to the public body's does not by itself mean that litigation is imminently threatened or likely. Nor does the fact that a newspaper reports a party has threatened to sue necessarily mean imminent litigation.

**Note:** A public body's discussions with its counsel do not automatically fall under this or any other Purpose for holding an executive session.

**4. To discuss the deployment of security personnel or devices, or strategies with respect thereto;**

**5. To investigate charges of criminal misconduct or to consider the filing of criminal complaints;**

This Purpose permits an executive session to investigate charges of criminal misconduct and to consider the filing of criminal complaints. Thus, it primarily involves discussions that would precede the formal criminal process in court. Purpose 1 is related, in that it permits an executive session to discuss certain complaints or charges, which may include criminal complaints or charges, but only those that have already been brought. Also, unlike Purpose 5, Purpose 1 confers certain rights of participation on the individual involved, as well as the right for the individual to insist that the discussion occur in open session. To the limited extent that there is overlap between Purposes 1 and 5, a public body has discretion to choose which Purpose to invoke when going into executive session.

**6. To consider the purchase, exchange, lease or value of real property if the chair declares that an open meeting may have a detrimental effect on the negotiating position of the public body;**

Under this Purpose, as with the collective bargaining and litigation Purpose, an executive session may only be held where an open meeting may have a detrimental impact on the body's negotiating position with a third party. At the time that the executive session is proposed and voted on, the chair must state on the record that having the discussion in an open session may be detrimental to the public body's negotiating position.

**7. To comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements;**

There may be provisions in state statutes or federal grants that require or specifically allow a public body to consider a particular issue in a closed session. Before entering executive session under this purpose, the public body must cite the specific law or federal grant-in-aid requirement that necessitates confidentiality.



**8. To consider or interview applicants for employment or appointment by a preliminary screening committee if the chair declares that an open meeting will have a detrimental effect in obtaining qualified applicants; provided, however, that this clause shall not apply to any meeting, including meetings of a preliminary screening committee, to consider and interview applicants who have passed a prior preliminary screening;**

This Purpose permits a hiring subcommittee of a public body or a preliminary screening committee to conduct the initial screening process in executive session. This Purpose does not apply to any stage in the hiring process after the screening committee or subcommittee votes to recommend candidates to its parent body, however it may include multiple rounds of interviews by the screening committee aimed at narrowing the group of applicants down to finalists. At the time that the executive session is proposed and voted on, the chair must state on the record that having the discussion in an open session will be detrimental to the public body's ability to attract qualified applicants for the position. If the public body opts to convene a preliminary screening committee, the committee must contain fewer than a quorum of the members of the parent public body. The committee may also contain members who are not members of the parent public body.

Note that a public body is not required to create a preliminary screening committee to consider or interview applicants. However, if the body chooses to conduct the review of applicants itself, it may not do so in executive session.

**9. To meet or confer with a mediator, as defined in section 23C of chapter 233, with respect to any litigation or decision on any public business within its jurisdiction involving another party, group or entity, provided that:**

(i) any decision to participate in mediation shall be made in an open session and the parties, issues involved and purpose of the mediation shall be disclosed; and

(ii) no action shall be taken by any public body with respect to those issues which are the subject of the mediation without deliberation and approval for such action at an open session.

**10. To discuss trade secrets or confidential, competitively-sensitive or other proprietary information that has been provided under the following circumstances:**

a. in the course of activities conducted by a governmental body as an energy supplier under a license granted by the department of public utilities pursuant to G.L. c. 164 § 1F;

b. in the course of activities conducted as a municipal aggregator under G.L. c. 164 § 134; or

c. in the course of activities conducted by a cooperative consisting of governmental entities organized pursuant to G.L. c. 164 § 136; and

d. when such governmental body, municipal aggregator or cooperative determines that such disclosure will adversely affect its ability to conduct business in relation to other entities making, selling or distributing electric power and energy.



## **Public Body Checklist for Creating and Approving Meeting Minutes**

Issued by the Attorney General's Division of Open Government – March 12, 2013

- ☐ Minutes must accurately set forth the date, time, place of the meeting, and a list of the members present or absent. G.L. c. 30A, § 22(a).
- ☐ Minutes must include an accurate summary of the discussion of each subject. See G.L. c. 30A, § 22(a). The summary does not need to be a transcript, but should provide enough detail so that a member of the public who did not attend the meeting could read the minutes and understand what occurred and how the public body arrived at its decisions.
- ☐ The minutes must include a record of all the decisions made and the actions taken at each meeting, including a record of all votes. G.L. c. 30A, § 22(a).
- ☐ The minutes must include a list of all of the documents and other exhibits used by the public body during the meeting. G.L. c. 30A, § 22(a). Documents and exhibits used at the meeting are part of the official record of the session, but do not need to be physically attached to the minutes. See G.L. c. 30A, §§ 22(d), (e).
- ☐ If one or more public body members participated remotely in the meeting, the minutes must include the name(s) of the individual(s) participating remotely, and their reason(s) under 940 CMR 29.10(5) for remote participation. 940 CMR 29.10(7)(b).
- ☐ If one or more public body members participated remotely in the meeting, the minutes must record all votes as roll call votes. 940 CMR 29.10(7)(c).
- ☐ Executive session minutes must record all votes as roll call votes. G.L. c. 30A, § 22(b).
- ☐ The minutes must be approved in a timely manner. G.L. c. 30A, § 22(c). Generally, this should occur at the next meeting of the public body.

**Note that this checklist is intended as an educational guide, and does not constitute proof of compliance with the Open Meeting Law. Checklists are updated periodically, so please confirm that you are using the most current version. For questions, please contact the Attorney General's Division of Open Government at 617-963-2540 or via email at [openmeeting@state.ma.us](mailto:openmeeting@state.ma.us). For more information on the Open Meeting Law, please visit [www.mass.gov/ago/openmeeting](http://www.mass.gov/ago/openmeeting).**



### III. FACING THE MEDIA: A GUIDE TO YOUR PENDING INTERVIEW

#### BEFORE YOUR INTERVIEW

##### **Embed in your brain:**

**"Don't get into a fight with anyone who buys ink by the barrel"**

**"Avoid a mud slinging contest with a pig. You both end up a mess, but the pig likes it."**

1. Know your message. Remember why this interview is important and know your content and goals for the interview.
2. Do your homework. Know your stuff. Make sure you are comfortable with your talking points, background information, issue content, and knotty problems.
3. Make sure this interviewer is credible. Is this a real newspaper, internet or broadcast media reporter with access to a publication, credible site, broadcast outlet, or wire service? How wide an audience will see, hear, or read your comments?
4. Know something about who is going to interview you. Have you ever interviewed with this person before? Does this person know you or the issues? Does this person have a reputation for fairness or surprises, accuracy or careless with the facts, or careful vs. sloppy work?
5. When you meet with or first speak to the interviewer, address them by name; cite your familiarity with their work if you know it.
6. Know the rules of the interview and how your interview might be used. For example, will you air live? Are there topics that are not to be discussed? Is the interview focused only on one or more specific points?
7. ALWAYS remain courteous and calm. You are not the interviewer's boss - so do not try to give orders to the interviewer. You may not like the consequences.
8. If you are not the appropriate person for an interview, direct the interviewer to another source who is more appropriate. Sometimes, interviewers will seek out inexperienced people who will make mistakes and say things that make for a better story even if it damages the interviewees or their organizations.
9. If you have time, practice the answers you want to give. Take a walk and respond out loud to various questions; anticipate difficult questions; ask colleagues to help work out responses to difficult questions that you will not want to take but must.
10. Remember that the interviewer probably knows a lot less than you do about the subject and will be looking to you to educate not only the audience, but the interviewer.



## DURING YOUR INTERVIEW

1. Take advantage of any opportunity to repeat your message and present your issues the way you want to do.
2. Don't necessarily wait for an opportunity to present your message - lead the discussion in the direction you want it to go. Use the interviewer's questions to build a track to your key points.
3. Listen closely to the questions you are asked.
4. Be clear and concise, confident and comfortable.
5. Be particularly careful choosing your words, especially at first. Listeners will pay more attention to the first part of your answer before deciding whether to continue to pay attention to you.
6. Remember that your audience is not the interviewer but the reader, listener, or viewer. They do not know the issues, terms, lingo, or insider language that you do.
7. Remember that your attitude is just as important as the content of your answer. Remain positive and confident.
8. When you've made your point, stop talking.
9. If you don't know the answer, say so. **DO NOT MAKE SOMETHING UP.** Tell the reporter that you will get back to them with the correct information or a person who can provide it.
10. Because the interviewer may not know what to ask, assist the interviewer by offering helpful information that advances your point of view.

### Interview Strategies and Techniques

Watch out for some of the following problems that interviewers can toss at you.

#### Loaded Questions

An interviewer asks you a loaded question such as "Aren't you all just afraid of high standards because you can't meet them?"

Respond with an affirmative rather than acquiescing to the negative. "We welcome high standards - we try to build them into all our collective bargaining agreements. This isn't about high standards, it's about treating students fairly."

#### Loaded Preface

An interviewer prefaces a question with a longer set of assumptions masquerading as facts. "Survey after survey has demonstrated that the public wants standardized testing in place. All over the country, people are demanding testing



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## Simplified Chart of Parliamentary Motions

Motion	Debatable	Amendable	Vote Required
8. Adjourn	No	No	Majority
7. Recess	No	Yes	Majority
6. Close debate	No	No	2/3
5. Postpone definitely	Yes	Yes	Majority
4. Refer to committee	Yes	Yes	Majority
3. Amend the amendment	Yes	No	Majority
2. Amend or substitute	Yes	Yes	Majority
1. Main motion (resolution)	Yes	Yes	Majority
Reconsider	Yes	No	Majority
Rescind	Yes	Yes	Majority (with notice)
<b>Motions dealing with general conduct of meeting</b> No order of precedence			
Point of order	No	No	None
Parliamentary inquiry	No	No	None
Appeal from the decision of the chair	Yes	No	Majority
Division of the assembly	No	No	None
Suspend the rules	No	No	2/3
Divide a motion	No	Yes	Majority
Withdraw or modify a motion	No	No	Majority

From *Notes and Comments on Roberts' Rules*, by Jon Ericson



## Chart of Parliamentary Motions

Motion	Requires second	Debatable	Amendable	Vote required
<b>Privileged motions</b>				
14. Fix the time to which to adjourn	Yes	No	Yes	Majority
13. Adjourn	Yes	No	No	Majority
12. Recess	Yes	No	Yes	Majority
11. Raise a question of privilege	No	No	No	None
10. Call for the orders of the day	No	No	No	None
<b>Subsidiary motions</b>				
9. Lay on the table	Yes	No	No	Majority
8. Call for the previous question	Yes	No	No	2/3
7. Limit or extend limits of debate	Yes	No	Yes	2/3
6. Postpone definitely	Yes	Yes	Yes	Majority
5. Refer to committee	Yes	Yes	Yes	Majority
4. Amend the amendment	Yes	Yes	No	Majority
3. Amend or substitute	Yes	Yes	Yes	Majority
2. Postpone indefinitely	Yes	Yes	No	Majority
<b>Main motions</b>				
1. Original				
Main motion (resolution)	Yes	Yes	Yes	Majority
Bring a question again				
Reconsider	Yes	Yes	No	Majority
Take from the table	Yes	No	No	Majority
Rescind	Yes	Yes	Yes	Majority (with notice)
<b>Incidental motions</b> (no order of precedence)				
Parliamentary inquiry	No	No	No	None
Point of order	No	No	No	None
Appeal from decision of the chair	Yes	Yes	No	Majority
Division of an assembly	No	No	No	None
Suspend the rules	Yes	No	No	2/3
Modify or withdraw a motion	No	No	No	Majority
Divide a motion	Yes	No	Yes	Majority
Point of information	No	No	No	None
Create a blank	Yes	No	No	Majority
Object to consideration	No	No	No	2/3





## Town of Reading Meeting Minutes

2016-09-22 LAG

### 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

Session: Open Session

Purpose: General Business

Version: Draft

Attendees: **Members - Present:**

Chair Carla Nazzaro, John Coote, Chris Haley, Kirk McCormick, Sarah McLaughlin (remote), Ed Ross, Greg Stepler, Pat Tompkins, Nancy Twomey

**Members - Not Present:**

### **Others Present:**

Colliers Project Manager Shirley Ng (remote), Colliers Project Director Mike Carroll, LBA Project Manager Jenni Katajamaki, LBA Architect Leigh Sherwood, Town Manager Matt Kraunelis, Assistant Town Manager Jayne Wellman, School Superintendent Tom Milaschewski, Doctoral Resident Barbara Best, Killam Principal Lindsay Fulton, Director of Facilities Joe Huggins (remote), Assistant Director of Facilities Kevin Cabuzzi (remote), Mollie O'Keeffe -RMLD (remote);  
School Committee Members: Chair Tom Wise, Vice Chair Erin Gaffen, Shawn Brandt (remote);  
Meghan Young, Gena Pilyavsky, Rebecca Bailey, Angela Binda, Jeff Dietz, Karen Gately Herrick, Geoffrey Coram, Melissa Murphy (remote), Donna Brewer (remote), Eleanor Sedor (remote)

**Minutes Respectfully Submitted By:** Jacquelyn LaVerde

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### **Topics of Discussion:**

This meeting was held in-person in the Town Hall Select Board Meeting Room and remotely via Zoom.

### **Call to order**

Carla Nazzaro called the meeting to order at 7:00 pm.

Roll call: Sarah McLaughlin (remote), John Coote, Kirk McCormick, Ed Ross, Greg Stepler, Pat Tompkins, Nancy Twomey, Chris Haley, Carla Nazzaro.

School Committee Chair Tom Wise called the School Committee to order at 7:00 pm.

Roll call: Sarah McLaughlin (remote), Carla Nazzaro, Shawn Brandt (remote), Tom Wise.  
Erin Gaffen joined the meeting shortly after roll call.

Ms. Nazzaro introduced new member Chris Haley to the KSBC and thanked Karen Gately Herrick for all of her work on the Committee.

### **Public Comment**



Angela Binda of 10 Orchard Park Drive shared draft meeting minutes of the School Building Appointment Committee from June 2022. She stated that she hoped a legal opinion was not formed based on draft minutes, and shared her reasons for requesting Karen Gately Herrick not be removed from the Committee.

Gena Pilyavsky of 3 Harriman Avenue shared his experience following the process of the KSBC. He expressed his disappointment at Ms. Herrick's removal by the Select Board and questioned the impact of her removal on the project and in the community.

Rebecca Bailey of 17 Forest Glen Road read a statement from her neighbor, Tara Gregory of Pleasant Street, who was unable to attend this evening's meeting, and noted that she agreed with the sentiments of the letter. Mx. Gregory's letter expressed their discontent with Ms. Herrick's removal and the removal process from the KSBC, and noted Ms. Herrick's contributions to the project.

Meghan Young addressed the Committee and expressed her disappointment with the way Ms. Herrick was removed from the Committee. She encouraged the committee to take the appropriate actions and make decisions as a committee not as individuals.

Jeffrey Dietz of 10 Orchard Park Drive expressed his disappointment with the apparent politics involved with Ms. Herrick's removal from the Committee.

Karen Gately Herrick of the Select Board, 9 Dividence Road, stated that she does not believe the action to remove her was taken correctly. She requested that the School Building Appointment Committee follow the procedure outlined in the Charter. She also noted that the MSBA says that the applicant should make a reasonable effort to ensure the continuity of membership of the School Building Committee for the life of the project.

Ms. Nazzaro stated that it has been difficult balancing the transparency to the committee and to the constituents, in addition to meeting the needs of the project, and being respectful of those involved.

### **KSBC Liaison Reports**

No reports.

### **KartoonEDU Video Content Discussion**

Superintendent Dr. Tom Milaschewski introduced Barbara Best who will be a doctoral resident in the district for the upcoming year.

Dr. Milaschewski explained that the intent of the videos created by KartoonEDU is to provide factual information about the project, and there is nothing in the videos that can push voters one way or another or promote a social agenda. Dave Kartunen has created such videos for several other communities, and will be producing six videos for Reading. Dr. Milaschewski reassured the Committee that the videos will not push for a vote one way or another.

Colliers Project Director Mike Carroll noted that the team working on these videos has worked with the Attorney General's Office to ensure there is no bias one way or the other in the videos.

### **Full Pre-K: Under One Roof**

Dr. Milaschewski explained that RISE is the integrated preschool program in the community that serves students with and without disabilities. It is tuition-based, though it is free of cost for students with disabilities. There are ten class sections across three sites: two at Wood End, three classes at Killam, and the rest in the basement of the High School. There are 150 students and a waitlist of 64 tuition-based students. The need is expected to increase in the coming years.



Consolidating all RISE classes at the new Killam would benefit the community in several ways. Having RISE under one roof would bring appropriate oversight, ensure consistency in curriculum, enable and encourage collaboration across staff, allow staff to more effectively allocate resources, streamline administration and support, enhance family engagement, and provide easier and better access to support and services that are currently stretched across three sites. It will also benefit the district by opening up two classrooms at Wood End, which will help anticipated future enrollment increases and growing student needs; and freeing up space at the High School that can be used to expand, and open grant funding opportunities for, the Innovative Pathways program.

If consolidated, there will be two additional RISE classrooms at the Killam, which will not eliminate the waitlist, but will provide spaces for about 20 to 30 more students.

### **Designer Report**

LBA Project Manager Jenni Katajamaki stated that the goal for this evening is to reduce the number of options. Tasks completed since the Committee last met include: HVAC system selection in process, met with Reading Fire Department on access requirements, and work to reduce options to continue to advance the design. LBA anticipated that the MSBA would have completed their review of the PDP a week ago, so the OPM contacted MSBA for an update. Cost estimates are coming up, which is why it is important to reduce the options.

### **Pre-K Cost Analysis**

Ms. Katajamaki reviewed the total project budget and focused on reimbursable portions of the RISE spaces. Using the compact three-story scheme B1 with full pre-k and scheme B2 with partial pre-k for comparison the total project cost for B1 is estimated at \$117 million to \$136 million, with the Town share estimated between \$79 million and \$98 million. The estimated Pre-K cost is between \$13.2 million and \$16.8 million, with the Town share being \$8.8 million to \$12 million.

### **Options Reduction Strategy**

Ms. Katajamaki and LBA Architect Leigh Sherwood reviewed the revision criteria for the Committee including building height and scale, footprint, internal organization, phasing and swing space and Pre-K enrollments. They also reviewed the floor plans, site plans of the six Pre-K options and four partial Pre-K options and asked the Committee to advise which options to investigate further. The Committee discussed and the consensus was to pursue options with full Pre-K.

**Nancy Twomey made a guidance motion for the designer to further explore options B1 and E3, both three-stories, with the new E2 site scheme and full Pre-K, which was seconded by Ed Ross.**

**Roll call vote: Chris Haley – Yes, Kirk McCormick – Yes, Nancy Twomey – Yes, John Coote – Yes, Pat Tompkins – Yes, Ed Ross – Yes, Greg Stepler – Yes, Sarah McLaughlin – Yes, Carla Nazzaro – Yes.**

### **Approval of Prior Meeting Minutes**

**On a motion by Nancy Twomey, seconded by Pat Tompkins, the Killam School Building Committee voted 6-0-3 to approve the meeting minutes of June 17, 2024 as submitted, with Kirk McCormick, Sarah McLaughlin, and Chris Haley abstaining, as they were not present at that meeting.**

**Roll call vote: Kirk McCormick – Abstain, Sarah McLaughlin – Abstain, John Coote – Yes, Ed Ross – Yes, Greg Stepler – Yes, Pat Tompkins – Yes, Nancy Twomey – Yes, Chris Haley – Abstain, Carla Nazzaro – Yes.**

### **Future Agenda Items and Next Meeting Dates**

Members requested a discussion on the removal of member Karen Herrick, a discussion on reorganizing, a discussion on the roles and responsibilities of the Committee members and the Chair, and discussion on the Appointment Committee, nomination process, and MSBA requirements. The OPM will also be discussing the PSR at upcoming meetings, and will seek



guidance on whether to pursue the CM At-Risk or Design-Build-Build process for construction.

**On a motion by Erin Gaffen, seconded by Carla Nazzaro, the School Committee voted 5-0-0 to adjourn at 9:18 pm.**

**Roll call vote: Sarah McLaughlin – Yes, Shawn Brandt – Yes, Carla Nazzaro – Yes, Tom Wise – Yes, Erin Gaffen – Yes.**

**On a motion by Ed Ross, seconded by Greg Stepler, the Killam School Building Committee voted 9-0-0 to adjourn at 9:18 pm.**

**Roll call vote: John Coote – Yes, Kirk McCormick – Yes, Sarah McLaughlin – Yes, Ed Ross – Yes, Greg Stepler – Yes, Pat Tompkins – Yes, Nancy Twomey – Yes, Chris Haley – Yes, Carla Nazzaro – Yes.**