

Hanover School Committee Meeting Minutes
October 14, 2015
Hanover High School

Present: Ruth Lynch, Libby Corbo and Kimberly Booker

Also Present: Matthew Ferron, Debbie St. Ives, Thomas Raab, Daniel Birolini, Aaron DiGaudio, Adolfo Cuevas, Dennis Daly, Luis Ascensao, Dan Pallotta and Anthony Marino.

Call to Order: Meeting was called to order at 6:00 p.m. by Vice Chairperson Lynch

Center/Sylvester Building Project Update and presentation

- Introduction by Superintendent Ferron of presentation. The presentation divided in two parts. The first part will be presented by Ms. Booker regarding the report of the School Configuration Committee. The second part presented by Dan Pallotta will discuss design options evaluated for the future school renovation or building project.
- Ms. Booker introduced herself and her involvement of the project as Chair of the School Configuration Subcommittee.
- School configuration members: Debbie St. Ives, Assistant School Superintendent; Dr. Raab, Business Manager; Jane DeGrenier, Principal at Center/Sylvester; Michael Oates, Principal at Cedar School; Kathy Caulfield, teacher at Cedar School; Jill Joy, teacher at Center School; Sara Kelser, School Psychologist at Cedar School; Lori McKenna, teacher at Hanover Middle School; Doug MacLellan, School Council at Center/Sylvester; and Erin McAvay, School Council at Cedar School.
- The committee looked at the current configuration of the district.
- Hanover currently utilizes a “neighborhood” school configuration. Cedar School houses Hanover’s entire pre-school program as well as approximately 390 students in kindergarten thru 4th grade.
- Center/Sylvester is a split campus. There are approximately 574 students from kindergarten thru 4th grade in the two buildings.
- Sylvester School was built in 1927. Due to it’s age, it is no longer a suitable educational facility for many reasons including but not limited to safety, lack of handicap accessibility, overcrowding, insufficient learning space and obsolete heating, plumbing and electrical systems.
- Hanover unanimously approved funding for the feasibility study at the May 2014 town meeting. Because the Town is working with MSBA, the MSBA will reimburse the Town for approximately 50% of approved construction costs.
- As with the MSBA, we have to follow their rules and regulations. They look at the population of Hanover and give us a design number. The design number is to build to 890 students. The current student enrollment for kindergarten thru 4th grade is 964. This projection does not include the current or future preschool students.
- Cedar School is not eligible for an addition or a renovation under the MSBA for this project.
- The Center School projected enrollment is based on the capacity at Cedar School.
- There are two school configuration proposals. The first is to retain neighborhood schools. Center would have kindergarten thru 4th grade (415 students) and Cedar

- would have kindergarten thru 4th grade (475 students). This would require a redistricting of a significant population from Center/Sylvester to Cedar.
- The second proposal would be to change to town wide schools. In this scenario, Cedar would house preschool, kindergarten and first grade (approximately 400 students including preschool) and Center would house second, third, and fourth grades (560 students). Current physical layout would not support kindergarten thru second grade at Cedar as the enrollment would exceed MSBA capacity.
 - Fifth grade cannot revert into the two elementary schools due to space limitations and MSBA enrollment guidelines.
 - The total population based on configuration:
 - Center/Sylvester: grade configuration – neighborhood preschool, K -4 = 415 students + 30 preschool. Cedar: grade configuration K –Fourth grade 475 + 30 preschool. Town wide school configuration: Center/Sylvester Second – Fourth grade = 560 Cedar: Preschool – first grade 330 students + 59 preschool students.
 - One concern was curriculum alignment. In 2013 the Town conducted an audit, the Abrahams Report. In finding #3, the Abrahams Report stated the teachers should work collaboratively to develop a learning culture (see finds 3, 5 and 6). It also stated physical proximity could provide greater opportunity for teachers to have grade wide professional development, daily collaboration, and opportunities for teachers to work on grade level alignment. The entire Abrahams Report is on the Town website.
 - Technology: Center School addition and renovation will be constructed to support future technology needs.
 - We need to ensure Cedar school has sufficient infrastructure (technology, materials furniture, etc.) to support future learning needs in any configuration.
 - Town wide schools could allow for grade level focus for technology and appropriate age level resources.
 - Advantages of Town wide schools:
 - Focused specialization opportunities for Professional Development.
 - Concentration of age based expertise for teachers and staff.
 - Age appropriate amenities and physical common space (PE Equipment, shared space, size of furniture, etc.).
 - Class size equity in at each grade level.
 - Allow for greater staffing flexibility during enrollment fluctuations.
 - Provide more options for class/teacher placements to best match students with teachers.
 - Better resource management for standardized testing (technology, supervision, etc.).
 - Advantages of neighborhood schools:
 - Fewer transitions for all students once the project is completed.
 - We have a current configuration that works.
 - More leadership opportunities for older students.
 - Additional cross grade social/educational opportunities (i.e.: reading buddies, etc.).
 - Siblings are together longer.
 - More time to cultivate relationships with students and families.
 - Special Education:
 - Town wide schools could allow for more equitable use of resources (materials, staff case loads, etc.).

- Town wide schools could allow for more peer opportunities.
- Potential concern for special education as we may need to replace district wide programs in both schools requiring careful planning.
- Special Educational Transition Challenges:
 - Town wide schools would provide shorter relationships with administrators, service providers and teachers.
 - Lack of continuity in services in some situations (school based teams).
 - Support for students would be required for each transition.
- Transportation:
 - **Option 1:** K-4 on same bus. Siblings picked up and dropped off at the same time. First drop off at Cedar then second drop off at Center.
 - More travel time for students on the bus.
 - Opening time would stagger approximately 20 minutes between the two schools.
 - May need an additional bus to keep total ride time within reasonable limits.
 - **Option 2:** K-1 and 2-4 on separate buses.
 - Cedar and Center would open approximately 30 minutes apart.
 - Two pick up and drop off times K-1 and 2-4.
 - Hanover had this schedule in the past and it often resulted in later afternoon drop off at home.
 - There may be a shorter bus ride as all buses are used but siblings would have two pick up times.

Parent pick up and drop off:

- To determine traffic patterns and flow, parents will register their child for (free) bus transportation to assist with planning purposes.
- Student pick up may require parents to wait until buses depart before leaving campus.
- Establish clear rules and signage for drop off to eliminate safety concerns.
- Redistricting:
 - Neighborhood schools will require redistricting a significant population from Center/Sylvester families to Cedar due to MSBA enrollment projections.
 - Neighborhoods and homes would be determined for redistricting the year before the Center school addition comes on-line.
- Budget:
 - Town wide schools would be generally budget neutral as compared to neighborhood schools.
 - May be able to create economies of scale in town wide schools that are not present now.
 - Creating equity in technology would have to be addressed at the conclusion of the project.
 - Capital updates to Cedar school would need to occur.
- Advantages and Challenges:
 - Town wide schools would allow all students to benefit from the new construction.
 - We have current configuration that works, but the town needs a successful Center School project.
 - There are several new construction projects in Hanover including condominiums, rental units and single-family homes.

- While we can question the configuration options there is no question a Center/Sylvester project needs to go forward in the best interest of our students, families and the Hanover community.

Public Comment

Judy Higginbottom: Q: What is the maximum number of students at Cedar School?

A: Dr. Raab. We will address that in detail with the architect presentation. MSBA has put the capacity at 475.

Joan Port-Farwell: Q: on Capital updates to Cedar School. What are you looking at and what is the cost?

A: Ferron. We really don't know. Three years away from a project. The earliest the doors are going to open and the students enter a new facility is September 2018. We need to look at technology needs and changes at the time. If Cedar more of early childhood environment we would need to look at furnishings, appropriate equipment has to make changes. MSBA will have nothing to do with changing the physical structure of the building. Way too far away to know. We recognize there may be some adjustments.

Mandy Keith: Q: Where do you see the inequities?

A: **Corbo:** There is curriculum equity but there are resource and instruction inequities. Some schools have different amounts of homework, class size in same grade or different field trips. These are difficult to align. Town wide schools are easier to manage these inequities. These inequities are difficult to manage with 4 neighborhood schools. A town wide school can present a better regulation of inequities. For example, enrichment classes offered between Cedar and Center are different. If we have town wide schools it presents the opportunity to have age appropriate enrichment programs. Programmatically there are better ways we can do things more efficiently.

Q: Based on the fact neither of these options will not happen in three years or longer; is there anything we can do now to implement best practices across the board? Is it possible on the half day Tuesdays for the teacher to collaborate?

A: **Booker:** This was discussed in length in the Subcommittee. Since the audit, the curriculum is more aligned. It was our feeling if for example; all 2nd grade teachers together in a town wide school setting could collaborate. The administration has worked hard to align the curriculum but proximity is one of the concerns.

A: **Ms. St. Ives:** The teachers have worked hard to align the curriculum but what sticks out is the proximity of grade level teachers together in the same space.

A: **Ferron:** This is three years away.. We work hard to focus on making sure everyone has equal access to great resources. The math program is a good example of this. Getting everyone into the program in the elementary level. Teachers do work together. Ms. St. Ives and the principals work on a professional development committee. The school website has the calendar of the committee's work and one can see the work we are doing. Schools are getting similar training and resources and the focus is on alignment, continuity and collaboration. We constantly are building on improvement.

Jim Lynch: Q: Has the committee looked at adding a third neighborhood school?

A: **Corbo.** As Chair of the School Building Committee I can say that is not an option. The committee did look at few different options including moving all the elementary schools to the Middle School but size would not allow for that. We have been very budget conscience. One of the goals when we started is to reduce the tax impact. The cost of creating a third

school would be substantial and I do not believe it would be supported by the taxpayers or MSBA at this point.

Q: I am not saying it has to be a huge school

A: Corbo: One option the MBSA requires is that we look at new construction. The architect did explore it but the cost is substantially higher than a renovation cost. Also, I am not sure it would align education goals to create another school within the town.

Q: There are several towns with multiple schools.

A: Booker: One of the concerns is the similar furniture and technology in Center and Cedar. A brand new school would have all the new technology and furniture, which would create an equity issue.

A: Ferron: The teachers are valued and heard with respect to their contribution. One session with all elementary schools teachers was to look at ideal design and buildings. We also experimented with technology that we can use in the classrooms. We discussed what is ahead and teachers have been part of the visioning process – what we think an ideal school would look like. This past week, I, Dr. Raab and Ms. St Ives met on a voluntary basis with elementary teachers. We had candid conversations on how things will change but need to continue to have an open dialogue as we move forward. We need to explore every option. We are tracking questions – what do the teachers think? The feedback we have been getting is we want what is best for the kids. This is a journey and we are in an important part.

A: Corbo: Our teachers put our kids first. I have faith in our teachers. I am not concerned that is an obstacle.

Jenna Brink: Q: Quality of life with kids at different schools - how that would look? Picking kids up, back to school nights? What will Center/Sylvester look like during construction?

A: Lynch: That will be carefully addressed in the next part of our presentation.

Michelle Cavalaro: Q: Redistricting - when will we know and will this be prior to the construction?

A: Dr. Raab: not likely to happen prior to construction. Spring 2018 based on enrollment at the time.

Presentation of Design Team

Dan Pallota:

- This building you are in (HHS) was funded in part by MSBA.
- The state takes one percent of your sales tax and puts it aside for nothing but schools. The chairman of the finance committee in town submitted a Statement of Interest back in 2004 to update either the High School or Center School
- At the time, MSBA told the town to choose one school to update and the Town of Hanover chose the high school. It is logical now that the high school is done that the next school comes forward.
- The MSBA program starts with the board of selectman and the school committee. They both sign a document called the Statement of Interest. The Sylvester School is not handicap accessible, the heating systems are tired, inability to have any mobility for students that have any access issues.
- MSBA selected Hanover and after the selection, a team needed to be formed. A designer and project manager working together with the Chairman of the School Building Committee and Building Committee

- There are 8 modules that prevent the town from building something it does not need.
- It forces the town to do forums like this so you keep educated through the process and help you make a decision on a solution.
- The original package we sent to MSBA there were 13 designs for projects. There is a design to keep Sylvester School.
- These designs for Sylvester include additions; abandoning the school; adding on to Center School.
- The design number of 890 comes from the MSBA. The town of Hanover shall design for 890 and Center capacity of 475. Currently, there are 1020 in those schools. How do we get from 1020 to 890? It is a beginning design number that allows for growth when the project is done. I will turn the presentation to the architect to discuss the 890-design number.
- We will not view all twelve variations. There are some variations for a new school. The town of Hanover does not need a new school - it is not a viable financial option for the Town.
- The next step is the PSR. The PSR takes the original 12 designs and narrows it down to 3 or 4 to get to the next step is a schematic of the design.
- There is one person legally responsible for this project and that person is Tony Marino.
- The new MSBA has the selectman, executive branches as well as the school committee so it is a town wide project so the schools don't get off the rails that they have to come together for a town wide project.

Ferron: This presentation is available on the school website home page of Hanover public schools.

Corbo: Tonight's presentation will show the most viable options. All twelve options are available on the website for review.

Pallotta: Introduction of Aldolfo Cuevas, Mount Vernon Group. The MSBA design selection panel of which Libby Corbo, Dr. Raab, Tony Marino were members of twelve person interviewing team and selected Mount Vernon Group of which the following are here tonight Luis Ascensao and Dennis Daly, Educational Specialist.

Cuevas: Hired by the district to conduct a feasibility study. We are in the module three preliminary design program. This program studies and analyzes the various options of neighborhood schools and district schools. There are three basic options with design number of 890 students total based on demographics of the town. We have to look at the school we are designing and the impact on Cedar School. To be sure there is equity between both schools.

- Option 1: Center/Sylvester Grade K- 4 = 415 Students/Cedar School K-4 = 475 students
- Option 2: Center/Sylvester Grade 2-4 = 560 students / Cedar School K-1 = 338 students
- Option 3: Center/Sylvester Grades 3-4 = 380 students / Cedar School K-2 510 students

The 510 number is very large but is one we had to analyze to see what that would impact Cedar School.

Pallotta: The numbers do not include Pre-K?

Cuevas: Correct.

Pallotta: So when you see K-1 it is Pre-K – 1. Spaces for Pre-K will be accounted for?

Cuevas: Correct. Thank you.

We looked at the current Center/Sylvester site in order to understand the parameters within the site. Sylvester is in the historical district. There is an aquifer buffer zone. Any work done there will have to be addressed with the Planning Board. There is a vernal pool within the area, which will have to be addressed with the Conservation Board.

Option 1 is the local option. If you did nothing to the school and just brought it up to code. The MSBA will not participate in funding this Option and cost will be totally funded by the Town of Hanover. For Sylvester School, this option provides for handicap accessibility at main entries, an elevator to the second floor, install a new stairwell. All the systems in the school are obsolete and everything would need to be upgraded. Center School upgrade would include handicap accessibility.

Option 4 – Full renovation of the existing Center School

This includes adding handicap accessibility. Administrative addition on the front. A classroom addition as well as a classroom addition to the existing school. The design number is for 415 students. MSBA has a streamline process that determines what is needed for that space. We then work with district educational planners develop those components. Design number into a space template determines the size of each space. In this case, based on the design population we need to increase the size of the cafeteria and increase the number of kindergarten classrooms all these will be one-story additions.

Option 5

MSBA requires the options to look at the most efficient use of the space. Potential demolition and adding larger additions. They look at multiple types of options. Looked at tearing down one story classroom wing and adding a larger addition. Separate circulation of busses and parents with additional parking. Service entry at the cafeteria and increase the play spaces.

All these options are called test fit options. Will it fit on the site? All these options will fit on the site.

In this option the addition is larger. Classrooms, classroom addition, courtyard, new media center. All are preliminary test fits all are comparative to each other.

Next option if the largest of the three addition/renovations options. This option creates equitable classrooms. Some of the existing classrooms are smaller than state standards. This option brings all the classrooms up to the same size. That would require more demolition. More spaces would be added. Same type of circulation. Loop road for buses. Loop road for students, service entry to cafeteria and play fields.

Next option we are discuss in terms of the plan. Administrative addition, cafeteria/ kitchen addition, library, two-story classroom wing would be added on. The core spaces stay the same. Same auditorium but more inclusive for handicap accessibility. The gym and the kindergarten spaces stay in the same location.

Option 7 - transition from neighborhood school to a district school. Grades configuration of 2-4 with 560 students are in this school remainder of the students will be at Cedar at 330

students plus the pre-K students. This school has administrative addition, classroom addition on two parts of the site. Site circulation has loop road for buses and parent drop off. parking service entry and play spaces. The plan as laid out would have classroom wing on two stories, one story cafeteria. There will be renovations for handicap accessibility. This option once a taking off single story corridor. Make it more efficient with a larger addition. Same site plan configuration with the loop road, parking, service entry. Found it was more efficient use of space with circulation.

Costs:

Costs were looked at in context of what does this do to the other school. In every option there contains a description of the work being done.

1& 1A Center/Sylvester which is the local option, only brings the school up to code. This does not address the educational needs of the space. This option is not funded by the state. Cost figure to the town is \$13.8 million. Costs are listed on slide by construction costs and soft costs ex: engineering, design, etc. Completed a comparison to one another. These are place hold numbers. No detailed drawings at this point. Compared to each other soft costs were estimated at 21% -23%. Construction costs used current cost measures using estimators and they projected a year into construction.

Pallotta: The numbers are obviously fluid because you are looking at a sketch. The cost of the high school at this phase was estimated at 61 million. The high school cost \$50,890,000. Additions to Center, Sylvester and Middle School projects were appropriated \$18 million; the final cost was \$14,950,000. Don't worry too much about the number because you will see about eight more versions before we get to a vote.

Cuevas: Because it is a cost analysis at the early stages, we need to have a base line to determine how much each option costs to each other. In each one of the options you see in 1A a cost of \$13.8 million. Option 4, 4.5 and 5A, the neighborhood schools with varying degrees of renovation or demolition and new construction. 4 was \$15. 5 was which was actually demolishing the wing became more cost efficient because we had less work to do, it was more efficient to do it this way. The next option 5A which made all of the classrooms in the same range of size that cost is \$17.1 which is the largest of the new construction for a K-4 at the Center school. Then alternate 7 and 8, these are the ones for district which showed the first one full renovation no demolition which came in at \$16.6. Alternate 8 demolish the wing with new construction came out at \$16.2. The analysis is self explanatory we use this as a tool to determine what is best suited for the district. We have to look it at an educational stand point which what we are focusing on now. Thank you.

Lynch: I know you tried to keep it simple but it was worthwhile.

Pallotta: It has come a long way since the high school project. The rules for the high school changed six or seven times. It was very frustrating but now they have a tremendous amount of data MBSA is partner with on this and we need to make sure we are following their rules. Everything you saw tonight is in concert with the MSBA rules. When we have a question they are always there. If we have a question they are always there. They will do a conference call with myself, Libby, Tony, Mr. Ferron and Dr. Raab. They have been wonderful.

Corbo: Can I bring back Mrs. Brink's question what Center School will look like during construction?

Pallotta: The reason we can't answer the question is because that is in module 5 and we are in module 3. We are required to do construction so there is no impact to the children. We are required to have dust free areas. We are required to keep the disruptions to a minimum. The MSBA will not approve a project that is not going to be educationally sound. By educationally sound we mean during the construction the kids can learn. Will there be some excitement? Sure. When we did the additions in 1999 and 2000 all the principals used the construction as an educational tool. The parents were nervous. At the end of the day it was a safe situation. Work will get done in the new parts first and the work on the schools will get done in the summer. The work on the additions will be done out side the school. To say what is going to happen day-to-day would be disingenuous to tell you what we know because we don't know it yet. It will be designed so the impact is minimal.

Corbo: During the interview process in reviewing the applicants we had for this project, Mt. Vernon Group had the most significant amount of school construction experience. This was important to us because we wanted a firm that understood the challenges of construction while school was in session. How do we mitigate dust? How do we mitigate noise? How do we keep our premises safe while we have contractors walking around school? Mt. Vernon has experience with mitigating construction challenges while school is in session. Which is why Mt. Vernon was our number one choice.

Pallotta: All six of my children went through construction in the Hanover Public Schools. I understand your question. The truth of the matter is there will be construction in these schools whether you do this project or not. The systems are getting to the point where they could go in the middle of the year and we will not have the time we have right now that we have to plan. As we go down the path we will be making more presentations so that you understand what will happen in your school.

Public Comment

Allison O'Neill Q: You did a great job explaining the whole process. I have never been through this before. You did a great job explaining the options. On the capacity calculated by the MSBA, the slide that had the design numbers on it I did not understand. It said build to 890 MSBA projected capacity current enrollment is 964. Current enrollment is 964 but build to 890?

A: Pallotta: The MSBA has a team that projects the population in about five to ten years. They are pretty close to accurate but they are not so confident that they do not have room in their own program to go beyond 890. When the school is completed it will be able to hold more than 890, or 580 or 415 or 475. Cedar School has had more than 475 in it for many years. The buildings can take more. On a perfect educational program that is the design number to which we start our submission.

A: Corbo: I was involved with the process where we were talking about the population study with the MSBA. They are very non-negotiable in their population figures. One of these algorithms they have - birth rates, death rates, move-in rates, move-out rates. They put all this in and it comes out with a number and we were shocked to see that it is less than we have now. Of course, we do not want to build a school to a population that is less than what is currently there now, that does not make any sense to us. So one of the things we did as a team Tony, Bob Murray all of us got together and looked at the project that we are going in and were able to get some wiggle room and that is how we got to 890 by saying we have all these permanent projects for new construction, you have to take these into

consideration. Going forward one of the considerations when weighing neighborhood vs. town schools it is not a compelling consideration but if we build to a town wide school number it is a much larger school by twenty thousand give or take. In building to the future and various in population, building a bigger school will help with any potential overcrowding. We do not want to under build our school.

A: Cuevas: When we get a design number from the state, we plug it into a space-planning summary. It calculates the number of classrooms needed, number of special education spaces they would recommend we use. We then work with the district for that population what is what we actually need? Do we need four classrooms per grade for kindergarten, first grade, second grade? Then we test that analysis given to us by the state. If we find our numbers require more space we work with the state to see if we can get those spaces incorporated into the project. MSBA will work with the district to give them what they need for the project.

A: Pallotta: The MSBA on our latest call did tell us, don't worry about it if 3rd grade needs two and 4th grades needs three and you need three to get to four. We are not going to short change you a classroom. We will make that is space for everyone to matriculate through. They are also allowing us to count the Pre-K program and we have a significant Pre-K program with sixty-nine students today. Adding in Pre-K and adding in some matriculation will twist the numbers up. MSBA has to have a starting point and the starting point for Hanover is 890.

Q: So everyone is okay with the current enrollment at 964 and building to 890? 890 is not a real number? Because what you are saying these student numbers are not legitimate?

A: Pallotta: It is legitimate. It is legitimate from the stand point that it is the starting point to which all programmatic needs of the of the district start. If we start at 1050 we would be way over building right at the start. This particular school you are in the original number we got from MSBA was 715. We fought for 800. Today there are almost 820 students in this school and this school is not full, it is at capacity and has room to grow. The same will happen with the schools when we are done. It will not feel crowded in the school; it will feel completely full.

Q: When were Cedar and Center constructed?

A: Pallotta: Cedar and Center additions were both constructed in 1999 – 2000 along with and addition to the Middle School addition. The Middle School was built in 1975. Cedar School was built in 1965 with an addition in 1967 and Center School was originally built in 1952.

Q: I am still not comfortable with the number but I will have to walk away and say I trust you guys.

A: Pallotta: We want you to ask questions. We want you to be satisfied with where we are going. Your questions are great because we all asked the same questions when we got the letter. Once you get through it, it makes sense. MSBA knows what they are doing.

Q: Was the MSBA around when all these other schools were built?

A: Pallotta: The MSBA predecessor was called the SBA. They have been around since 1948 and have been around all the school projects.

Q: I guess it would make me feel better if you told me that they participated in this and they made projections and that those projections ended up lasting making those schools

comfortable for this long and now we need the addition. Everyone concerned you telling me we build to a certain number.

A: Pallotta: You have to remember where this project came from – it came from the fact one of our schools is at the end of its useful life. We are taking space out and replacing the space. MSBA is giving us an opportunity to upgrade this space. This is a golden opportunity for the Town of Hanover to take advantage of the fact one of our schools is at the end of its useful life. So, we are taking twelve classrooms off and adding twelve classrooms. But the standards today have changed even since 1999. Things change we are just keeping up to date.

A: Corbo: I am not comfortable with it. I would want to build a school with a 1000 students because I would know in the years to come it would be likely going to be large enough. The MSBA is telling us that it will be based on its population study. Am I comfortable with the numbers? No. Did I fight for larger numbers? Yes. Some sense of comfort is that MSBA while the 890 number is what it is. What we are looking at is flexible space. The number might not be flexible but the space that we build should be flexible. That is one of the reasons we are looking how can we build a larger school for our district. There are classrooms and spaces that can be used for classrooms or media space. We are looking to build a flexible space that can grow with our population.

Q: On the options that require demolition, what is going to happen to the students that are displaced during that time?

A: Lynch: If I could speak to experience working at a school that was under demolition with students in school while demolition was taking place. I assure you the men and women that are building the school have extensive experience working in schools. They assured me they were not working in a supermarket. So what if a supermarket is delayed in opening. But a school has to be ready at a certain time and the builders know that. You would never know they were in the building when the students were there. There were temporary partitions erected so as students passed, they could not see the construction workers on the other side. We never heard them. If we did, I was knocking on the door to tell them to stop. Weekly, the air quality was measured and the water was tested. The asbestos was removed under strict codes. Never did I ever have a worry that the students, the teachers or myself were going to be affected by what was taking place. The moving of students from one side to another was timed around vacations. These workers are experts. They know what they are doing and they have lots of experience. The other key thing is that there is constant communication between the project manager and often time the principal of the building to assure everything is running smoothly and safely. It is also the responsibility of the administrators to constantly communicate with the parents during the construction process. I assure you, that those things will be taken care of and your children will be safe. You know the lines of communication in this district are wonderful, if people have concerns or questions they will be addressed.

A: Pallotta: In answer to your question, that gets worked out in module 5. Some of the proposals show the three-classroom wing coming down. That is not a significant amount of space that can't be dealt with. All those decisions will get made in module 5 as well as figuring out the phasing. That will not be done without public input and without the superintendent's input. Certainly the school committee will not allow us to do a plan that has children without classrooms. Once the option is picked we then will go through the construction-phasing program.

Q: Thank you. I just ask any sort of temporary space if it is required and it is not accommodated in the Center School be considered when weighing out the cost options.

A: Pallotta: You want the temporary space to be in the Center School?

Allison O'Neill Yes. Thank you.

Comment by Mr. Ferron: On our website you can be directed to the building project futures page to submit a question, comment or suggestion. Some of the questions we have received have been built into the presentation tonight. We want to know what people think. You can also email your child's principal or my office. If it is a question that requires a response from the architect, Mr. Pallotta or Mr. Marino we can get those questions to them. We are planning as the project moves forward on our project page is to maintain a FAQ. This is the most efficient way right now and we are monitoring it daily. If you want a direct answer to you, just leave your phone number or email address and we will get back to you as quick as we can.

Question from the audience: inaudible

A: Ferron: What is next is over the next couple weeks we will continue to take feedback. On October 28, 2015 the school committee will need to take a vote on the preferred design. So the exact which sketch gets built – we are not near that yet. But really what configuration is the best option with all the information that we have under advisement. That decision goes back to MSBA.

A: Pallotta: Right. We have to get past neighborhood vs. district by the 28th of October to keep on schedule with the MSBA as well as the project team. The next phase of the project is the PSR – preferred schematic report. This is where the building will go and how it fits.

Question by Ms. Corbo: Can I ask a question for the audience to clarify the process? How many alternatives we will engage in schematic design?

A: Pallotta: One

Q: Corbo: When does that get narrowed down?

A: Pallotta: End of December or early January. The next submission will be December 15, 2015. The PSR takes the twelve and narrows it down to two or three or three or four. Then we will do comparative matrix as a team and select one that is best educationally as well as financially.

Judy Higginbottom Q: I am left wondering at this point how much input the people of Hanover have because it is the school committee that is voting on it in two weeks. What do we really have to say about it as opposed to asking about clarification on specific items? Where is the voice? Where do we say anything?

A: Corbo: Now is a good time.

A: Lynch: Or contact any of us or email any of us with your particular preference.

Q: But there are thousands of people.

A: Lynch: In essence, the community has given the support to move this project forward as a result of financially supporting this at the town meeting. If at town meeting last year this was voted down we would not be here tonight.

Q: I don't have a problem with the project but it is a major impact on this town whether you do a neighborhood school or district schools. I am really not sure the majority of this town understands that.

A: Corbo: We have done what we can to get the word out. We had this meeting in the auditorium because we thought we would have 150 – 200 people here tonight. But, our emails are always open. You can find all of our contact information on the school website.

There is an open link you can send questions and concerns to. We have a public meeting of the school committee when this is voted on. There are still plenty of opportunities for the people that want to be heard, to be heard. We hope for public participation but it does not always pan out that way.

A: Pallotta: We have the same problem at town meeting too. Three hundred and fifty people vote the budget in five minutes.

Matthew Plummer Q: I think this a really important question whether it is town wide schools or neighborhood schools; it is easy to see the pros and cons. My question is best directed towards Dan. Since you have been involved in a lot of these projects, do you know of a town similar to Hanover that had to make this decision?

A: Pallotta: Actually, we have made these decisions all the way through. It was controversial to open Salmond School for kindergarten. It was a great school but change caused anxiety. When we moved the fifth grade to the Middle School. We had questions very similar to the ones we have today. I think Libby hit it best, the most flexibility we have as a town is with the larger option. That larger option comes with a district school. The answer to your question is historically we have done this a lot. It is the school committee's responsibility and their charge and you elect them to make these decisions on how education is delivered in Hanover. They plan on doing that on the 28th.

Comment by Ms. Corbo: Ms. Booker, I know you had conversations with Abington.

A: Booker: Right. There are several communities in this area that have gone to the district or town wide model including Cohasset, Abington, Duxbury, Mansfield and so I did reach out to as many professionals as I could to get their perspective on it. I had a really good conversation with the principal in Abington. She was coming at it not only as a principal but she lives in Mansfield. Almost all the concerns we have she addressed and I am happy to clarify those notes for next time because I do not have them in front of me. You want to have not only the parental perspective as well as an outside perspective. The questions we had about special education she had thought it was beneficial because you could manage resources better. There were a lot of things I discussed with her and questions that come up in our committee. I can summarize those notes and bring them in two weeks.

A: Lynch: Just to give it another perspective. I know of a community that stayed with neighborhood schools. This community had three schools K -6. People loved the idea that their children and all of the siblings went to the same building. That was a real priority in that community. The other thing is that people were very vocal saying they bought their homes in this community in a particular section of town so their child could go to a particular school. As an educator, that sent up flags to me because what was happening is (we talked about equity earlier this evening), no matter how you put it on paper no matter what happens when you have three schools like that invariably one school out performs another. Educationally it creates some issues that are not for the betterment for all children. From an educational point of view it is a rare community that can make it work.

Jim Lynch Thank you. The more I listen to this, the more I think it makes sense to build a new school. You won't have the construction issue. You are looking at 224 students out of service. The principal and the specialists all get to know the kids and the families. I just think it a big thing to do. If you look at this building it is beautiful and money well spent. For renovation or addition it is \$32 million. I can't believe that would not be a consideration.

A: Lynch: Thank you. I reiterate what the Superintendent said please do not hesitate to contact us with questions and please take advantage of that. As a group we are very committed to this project and doing what is best for the children of Hanover.

Approval of Minutes:

- Motion by Booker to approve the minutes of September 30, 2015 as written. The motion was seconded by Corbo. The motion carried unanimously.

Report of the Superintendent:

- Consider we are following the forum and the questions – that is really the biggest thing we have been working on.
- I want to thank our team and the members of the school committee who have been working hard.
- We had a historic athletic milestone this past week. Coach Judy Snyder earned her 500th win and we are hoping to get her to a meeting in the very new future so we can recognize this accomplishment. We are proud of the hundreds of women that have played on this team over many decades. We are very excited about this milestone. We wish her the best and we congratulate her and her teams on this tremendous victory
- Dr. Raab is working on a program. We will get her here very soon.
- We have in the works planning math curriculum nights for our parents for grades K -8. This will give parents an opportunity to hear from their children's teachers on how the math program is rolling out.
- We have had a lot of questions about homework and how to do it. So we are putting together some forums now that the teachers have had some time with the program. We have had time to take feedback from our students, teachers and parents. Ms. St. Ives is working with the principals to put together some evenings.
- As Mrs. Lynch mentioned, Mr. Geary and Mr. Phillips are out of town tonight. I just want to mention that they have been pulled away on business, but they are in constant communication with us. Be assured they are fully engaged and invested in the building project.
- Comment by John Hopkins, President of Hanover Teachers Association - I would like to say something about Judy Schneider. Five hundred wins in field hockey yes but also 400 wins in basketball as well. When it comes to equal pay for years a male coach got paid more than a female coach. Judy Schneider back in the 1970s was instrumental in changing all of that. So in addition to a great coach a real trailblazer. Little know fact, in 1963 – 1978 never lost a league game. Never lost a league game. So she is truly a legend. You go gal!
- Comment by Ms. Lynch - I only hope in two weeks when we do recognize this auditorium is filled because I have already started to gather some of those historical facts and Judy is so humble. Thankfully there are so many people in town whom went to high school at the time she never lost a basketball game. The impact she has made on so many young women in this community is amazing. Thank you John. On another note, the field hockey all- star game will be played here on that day as well. Scott will recognize Judy on that day as well.

Finance Department:**Donations**

- \$400 donation from Shaw's Market for the Middle School
- \$650.56 donation from Bob and Caitlyn Melone of Hanover for a Tower Garden

- Continue to receive donations from Bay State Textiles \$10 for Cedar School, \$20.75 to Center School \$14.00 to Middle School, \$8.00 to the High School and \$4.50 to the District
- Shaw's Markets donated \$400 to the High School that will be used for the Student of the Month breakfast.
- The total list of donations for this meeting is \$1,547.81.
- Motion by Booker to accept the donations in the amount of \$1,547.81. The Motion was seconded by Corbo. The motion was unanimously approved.

Action Items:

Middle School 5th Grade Museum of Science Field Trip

- Comments by Mr. Ferron: Mr. Birolini does not know the history of the fifth grade field trip the Museum of Science which has been going on for a very long time. I ask the committee to support the trip. It is the same trip that has been going on for many years.
- Motion by Booker to accept the Middle School's Museum of Science Field Trip. The motion was seconded by Corbo. The motion carried unanimously.

Middle School Washington DC Field Trip

- Comment by Ms. Lynch - To clarify this is an initial approval this evening? Response by Mr. Birolini - Correct. We just need to go forward with fact finding.
- I have with me Aaron DiGaudio who is one of the art teachers at the Middle School. He has volunteered to take it over and pull out the kinks of the past trip.
- I did mention this to the eighth grade parents at our open house and they are onboard with going and making this an annual trip.
- We are not sure of dates. Ideally we would like to go the last week of May but that is a holiday week. The other date we are considering is June 6th. Mr. DiGaudio has been doing preliminary work on the trip.
- Comments by Mr. DiGaudio - Last year was a great opportunity for us. Kept thinking where we can take it next year.
- I have secured thirteen people as chaperones that went last year.
- We have discussed bringing curriculum into the trip to prep the students ahead of the trip.
- I have reached out to companies on the phone and checked references. Looking at different options costs anywhere from \$500 - \$1,000 per student and the different options that come with each.
- I found a company I am comfortable with. They have shown me very good itinerary and tie-ins to curriculums. It is World Strides.
- Comment by Ms. Lynch - I think it is wonderful that a teacher is stepping up to take hold of this opportunity. One of our goals is to encourage leadership through the district among the teachers. Yes, we know there is a lot of planning.
- Comment by Ms. Corbo- The cost is exactly what makes me nervous. How much was the last trip? Response by Mr. Birolini - \$875.
- Question by Ms. Corbo - was that okay with the families? Response by Mr. Birolini - I believe so. The numbers were solid. About 25 families did not go.
- Comment by Ms. Corbo - \$900 is a lot of money for families. Response by Mr. Birolini - We thought about fundraising but even \$2,000 is not a significant amount to take off the price.

- Comment by Ms. Corbo - That is almost \$1,000 that is a lot to add to a family expense. When you break it down four nights and five days that is \$250 a night. Response by Mr. Birolini - Meals included and spending money.
- Comment by Ms. Lynch - May I make a suggestion? Adam said this last year. He told parents if any money was raised or donations received the cost of the trip would be decreased for all students. I would entertain the idea or suggest to you that if there is any fund raising or donations that you save the money for those students you know would need some type of financial support. I leave that up to you.
- Comment by Ms. Corbo - What is the occupancy here? I am struggling with the cost. Can we get a better break down because it seems really expensive? I love the idea of it. Going forward, assuming it is approved here tonight could we get a break down of what the costs are going to ex: hotel, meals, museum admissions.
- Question from the audience: Will the ratios for the chaperones be same as the student ratios male vs. female? Does it matter? Seems to me I would want that but you may know better. Response by Mr. DiGaudio - Last year I had a mix in my group approximately 70% boys and 30% girls. I also remember Christine Merrick a guidance counselor from the Middle School was a chaperone and her group was all girls. I can't speak to how the groups were divided. But I think it is good to have a mix of kids.
- Question from the audience - I don't have experience with trips. Response by Mr. DiGaudio If there is an occasion to check a woman's rest room we would have a female do that.
- Question from the audience -Of course. If you need any more chaperones. Response by Mr. DiGaudio - We may be able to extend that to the community. Response by Mr. Birolini - We will be looking to balance the chaperones. There is a need and it would make sense. Response by Ms. Corbo - The field trip requests states 10:1 + 3 floaters
- Parent question from the audience - What did you say? Response by Ms. Corbo Ten students to one chaperone plus three floating chaperones.

Motion by Booker to make initial approval of the Washington D.C. Middle School field trip with the understanding that when you have gathered all the information, including an extensive breakdown of the financial cost that you will notify the Superintendent and you will be placed back on the agenda. The motion was seconded by Corbo. The motion carried unanimously

Public Comments: None Presented

Motion to adjourn by Booker at 8:07 pm. The motion was seconded by Corbo. The motion carried unanimously.

Respectfully Submitted

Marjorie Morrison

Documents Used:

Minutes 9-30-15

Donations

HMS Washington DC Field Trip Request

HMS Museum of Science Field Trip Request