

Bourne Public Schools

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40 Broad Street, Suite 500
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March 16, 2016

Attn: Ms. Christina Forde
Project Manager
Christina.Forde@MassSchoolBuilding.org

RE: Additional Study Enrollment Request

As a result of our extensive outreach to the community, the town finance committee, the town capital outlay committee, board of selectman and our ongoing educational meetings with the school committee, school staff, parents, community members and our leadership team, I am writing the Massachusetts School Building Authority (MSBA) to request consideration for an additional fifth design study enrollment for the Peebles School project.

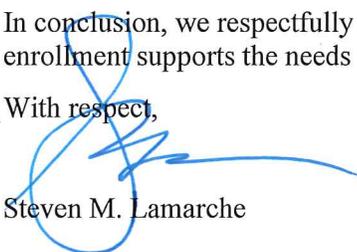
This option is specific to the redistricting of grade spans within the initial enrollment requests already established and provided by the MSBA, therefore, we believe that the emergence of this fifth option is technically within the scope of our current design enrollment options. Our request of support for a fifth design enrollment study specific to the redistricting of grade spans is for a Peebles all grade 3-5 option. As a result we would redistrict all K-2 students to attend the Bournedale Elementary School and students in grade 6-8 would remain at Bourne Middle School.

This request is a direct result of community input and requires our due diligence as we continue to enlist community support for the Peebles School project. As a district leadership team we put forth great effort to establish the educational benefits and concerns of this request with Flansburgh Architects and our educational consultant New Vista Design. Please find the results attached to this letter for your review and in support of said request.

We continue to acknowledge and share MSBA's desire to maintain clarity and the integrity of the Study Enrollment Certification for design options. We are collectively aware of where we are in the process and our current timeline for the selection of a Preferred Schematic Report.

In conclusion, we respectfully appreciate your consideration and believe that this fifth option to our study enrollment supports the needs of the district and the desires of the Bourne community at large.

With respect,


Steven M. Lamarche

C: Bourne School Building Committee
Joel Seeley, OPM SMMA
Kent Kovacs, Principle-in-Charge Flansburgh Architects

Attachment (1)

The Bourne Public Schools mission is to connect individual students and staff to their success; engage the community in new ways to facilitate student achievement; guarantee a relevant, viable curriculum for students; and assure universal accountability that supports the success of all students.



Educational Leadership Team Visioning Workshop Four Notes

March 16, 2016

Benefits of District-Wide (K-2, 3-5, 6-8) Strategy

PreK-2

- a. Aligns with frameworks
- b. Every building district-wide
- c. Grade level equity/transitions for all levels
- d. Start and stay as your graduating class (no merging)
- e. Earlier integration of students improves school/town identity
- f. More focused/natural transition for ILCs
- g. More focused and age appropriate enrichment
- h. More opportunities for curricular integration and looping
- i. Grade level equity and collaboration
- j. Less age difference on student buses
- k. Increased horizontal and vertical alignment
- l. More targeted population for building based specialists
- m. More balanced classrooms (size and academic need)
- n. Space size more appropriate (i.e. gym)
- o. Better teacher-student/matches
- p. Full-day K – universal
- q. Early Childhood Center – Community Outreach
- r. Increased sense of small community
- s. More focused, tiered instruction (RTI)
- t. More focused socio-emotional instruction
- u. More possibilities to create new spaces/more innovative use of space

Grades 3-5

- a. Aligns with frameworks
- b. Every building district-wide
- c. Grade level equity/transitions for all levels
- d. Start and stay as your graduating class (no merging)
- e. Earlier integration of students improves school/town identity
- f. More focused/natural transition for ILCs
- g. More focused and age appropriate enrichment
- h. More opportunities for curricular integration and looping
- i. Grade level equity and collaboration



- j. Less age difference on student buses
- k. Increased horizontal and vertical alignment
- l. More targeted population for building based specialists
- m. More balanced classrooms (size and academic need)
- n. Space size more appropriate (i.e. gym)
- o. Better teacher-student/matches
- p. Increased sense of small community
- q. More focused, tiered instruction (RTI)
- r. More focused socio-emotional instruction
- s. More possibilities to create new spaces/more innovative use of space
- t. Puts Grade 5 in elementary
- u. Easier transition to middle school
- v. Maintains student access to campus resources

Grades 6-8

- a. Aligns with frameworks
- b. Every building district-wide
- c. Grade level equity/transitions for all levels
- d. Start and stay as your graduating class (no merging)
- e. Earlier integration of students improves school/town identity
- f. Appropriate grade-level identity
- g. More focused/natural transition for ILCs
- h. More focused and age appropriate enrichment
- i. More opportunities for curricular integration and looping
- j. Grade level equity and collaboration
- k. Less age difference on student buses
- l. Increased horizontal and vertical alignment
- m. More targeted population for building based specialists
- n. More balanced classrooms (size and academic need)
- o. Space size more appropriate (i.e. gym)
- p. Better teacher-student/matches
- q. Increased sense of small community
- r. More focused, tiered instruction (RTI)
- s. More focused socio-emotional instruction
- t. More possibilities to create new spaces/more innovative use of space
- u. Puts Grade 5 in elementary
- v. Easier transition to middle school
- w. Maintains student access to campus resources
- x. Increased curriculum, program and course offerings starting at Grade 6
- y. Space for Maker Space/Innovation Studio in building

Concerns:

- o Travel duration/distance
- o Bus start times
- o Staffing reconfiguration
- o More families dealing with multiple buildings



