

PROJECT MINUTES

Project:	Peebles Elementary School Feasibility Study	Project No.:	15041
Prepared by:	Joel Seeley	Meeting Date:	5/12/2016
Re:	School Building Committee Meeting	Meeting No:	17
Location:	Bourne Veteran’s Memorial Community Center	Time:	6:30pm
Distribution:	School Building Committee Members, Attendees (MF)		

Attendees:

PRESENT	NAME	AFFILIATION	VOTING MEMBER
✓	James L. Potter	Chairman, School Building Committee	Voting Member
✓	Peter J. Meier	Board of Selectmen	Voting Member
✓	Christopher Hyldburg	Chairman, School Committee	Voting Member
	Mitch McClain	Member, School Committee	Voting Member
✓	Natasha Scarpato	Member at Large	Voting Member
✓	Richard A. Lavoie	Finance Committee	Voting Member
✓	William Meier	Building Trade Expert	Voting Member
✓	Mary Jo Coggeshall	Member at Large	Voting Member
✓	Frederick H. Howe	Board of Health	Voting Member
✓	Steven M. Lamarche	Superintendent of Schools, BPS	Voting Member
✓	Edward S. Donoghue	Director of Business Services, BPS	Non-Voting Member
	Thomas M. Guerino	Town Administrator	Non-Voting Member
	Jonathan Nelson	Director of Facilities, Town of Bourne	Non-Voting Member
✓	Elizabeth A. Carpenito	Principal, BES	Non-Voting Member
✓	Kathy Anderson	Elementary/Special Education Secretary	Non-Voting Member
	Janey Norton	Principal, PES	
✓	Kent Kovacs	FAI, Architect	
	Betsy Farrell Garcia	FAI, Architect	
	Michael Cimorelli	FAI, Architect	
✓	Joel Seeley	SMMA, OPM	

Item #	Action	Discussion
17.1	Record	Call to Order, 6:30 PM, meeting opened.
17.2	Record	A motion was made by F. Howe and seconded by P. Meier to approve the 4/28/16 School Building Committee meeting minutes. No discussion, motion passed unanimous by those attending.
17.3	Record	J. Seeley distributed and reviewed the Project Budget Status Report, dated 4/30/16, attached.
17.4	Record	Warrant No. 8 was reviewed. A motion was made by F. Howe and seconded by P. Meier to approve Warrant No. 8. No discussion, motion passed unanimous.
17.5	Record	J. Seeley distributed and reviewed the fully executed School Building Committee membership, attached.
17.6	Record	J. Nelson will review with other Town groups and develop a listing of potential options for Peebles under Option 2A for the next Committee meeting. Item dropped, no longer applicable.
17.7	J. Nelson J. Seeley K. Kovacs	J. Nelson, K. Kovacs and J. Seeley to review potential Town self-performed sitework on the final PSR Option.
17.8	P. Meier K. Kovacs C. Hyldburg F. Howe E. Carpenito	P. Meier indicated the meeting with the Council on Aging is scheduled for 5/19/16 at 1:00 pm at the Community Center. P. Meier, K. Kovacs, C. Hyldburg, F. Howe, and E. Carpenito to attend.
17.9	J. Potter K. Kovacs S. Lamarche J. Seeley	J. Potter indicated the meeting with the Capital Outlay Committee is scheduled for 5/18/16 at 8:30 am at the DPW Building. J. Potter, K. Kovacs, S. Lamarche and J. Seeley to attend.
17.10	K. Kovacs	K. Kovacs will provide a cost estimate for the toilet room renovation for the three Bournedale Kindergarten rooms under Option 5A for the next Committee meeting.
17.11	Record	J. Potter provided an update on the Committee's report to the 2016 Annual Town Meeting. Committee Discussion: 1. S. Lamarche indicated the report was well done and received well by Town Meeting.
17.12	J. Potter S. Lamarche	J. Potter indicated he is awaiting direction from Town Counsel if the High School capacity analysis can be added to the scope of the Committee. S. Lamarche to write a letter to MSBA requesting direction if the analysis, performed by FAI, would be reimbursable, once direction is received from Town Counsel.
17.13	Record	K. Kovacs distributed and reviewed the comments heard at Community Forum No. 7, including the discussion on Option 5A, attached.

Item #	Action	Discussion
		<p>Committee Discussion:</p> <ol style="list-style-type: none"> 1. S. Lamarche indicated Option 5A continues to align as the best option. 2. J. Potter indicated the Forum was very productive. 3. P. Meier indicated the challenges raised in the small group sessions centered around bussing costs, travel time and age spans on the busses.
17.14	Record	J. Potter asked if the public attendees had any comments relative to Option 5A. There were none.
17.15	Record	<p>S. Lamarche distributed and reviewed a Proposal to Create Three Grade-Span Schools through Eighth Grade, attached, which was presented to the School Committee on 4/11/16 by the Administrative Team. The School Committee voted unanimously to approve the Proposal, which will not be implemented until the voters approve the funding for Option 5A.</p> <p>Committee Discussion:</p> <ol style="list-style-type: none"> 1. F. Howe indicated the Proposal was very thorough and well presented. 2. S. Lamarche indicated the challenge of understanding the bussing costs, travel time and age spans on the busses relative to Option 5A needs to be undertaken. 3. R. Lavoie asked the Administrative Team if the bussing costs, travel time and age spans on the busses can be resolved? <i>E. Donoghue indicated yes, it will require further study.</i> 4. E. Carpenito indicated transportation is the biggest question to answer relative to Option 5A. 5. S. Lamarche indicated the educational benefits of Option 5A are significant and must be expressed as the primary reason it has been so well received. <p>A Motion was made by R. Lavoie and seconded by P. Meier to approve Option 5A as the One Preferred Option. No discussion, voted unanimously.</p>
17.16	E. Donoghue K. Kovacs J. Seeley	E. Donoghue, K. Kovacs and J. Seeley to review options to retain a bus transportation consultant to refine the bussing plan for Option 5A.
17.17	J. Seeley	J. Seeley to develop the draft Committee Meeting's schedule for the Schematic Design phase for review at the next Committee meeting.
17.18	Record	Old or New Business: None
17.19	Record	Next SBC Meeting: May 26, 2016 at 6:30 pm at the Bourne Veteran's Memorial Community Center.
17.20	Record	A Motion was made by F. Howe and seconded by P. Meier to adjourn the meeting. No discussion, voted unanimously.

Project: Peebles Elementary School Feasibility Study

Meeting Date: 5/12/2016

Meeting No.: 17

Page No.: 4

Attachments: Agenda, Project Budget Status Report, Approved Committee membership, Community Forum No. 7 summary, Proposal to Create Three Grade-Span Schools through Eighth Grade

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes

AGENDA

Project:	Peebles Elementary School Feasibility Study	Project No.:	15041
Re:	School Building Committee Meeting	Meeting Date:	5/12/2016
Meeting Location:	Bourne Veterans Memorial Community Center	Meeting Time:	6:30 PM
Prepared by:	Joel Seeley	Meeting No.:	17
Distribution:	Committee Members (MF)		

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices and Commitments
4. Review Community Forum No. 7 Comments
5. Public Comments
6. Decide the One Preferred Construction Alternative
7. Old or New Business
8. Public Comments
9. Next Meeting – May 26, 2016
10. Adjourn

PROJECT MEETING SIGN-IN SHEET

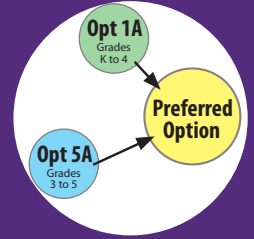
Project: Peebles Elementary School Feasibility Study Project No.: 15041
 Prepared by: Joel Seeley Meeting Date: 5/12/2016
 Re: School Building Committee Meeting Meeting No: 17
 Location: Bourne Veterans Memorial Community Center, 234 Main Street, Buzzards Bay, Massachusetts Time: 6:30pm
 Distribution: Attendees, (MF)

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	James L. Potter	onsetjp@juno.com	Chairman, School Building Committee
	Peter J. Meier	pmeier@townofbourne.com	Bourne Board of Selectmen
	Christopher Hyldburg	chris@alpha-1.com	Chairman, Bourne School Committee
	Mitch McClain	mitchmcclain@comcast.net	Member, Bourne School Committee
	Natasha Scarpato	scarpato4@comcast.net	Member-At-Large
	Richard A. Lavoie	RichL.Lavoie@gmail.com	Member, Bourne Finance Committee
	William Meier	Dusty22752@aol.com	Building Trade Expert
	Mary Jo Coggeshall	micoggeshall@bourneps.org	At-Large
	Frederick H. Howe	rickhowe9@gmail.com	Board of Health
	Steven M. Lamarche	slamarche@bourneps.org	Superintendent of Schools, BPS
	Edward S. Donoghue	EDonoghue@bourneps.org	Director of Business Services, BPS
	Thomas M. Guerino	tguerino@townofbourne.com	Town Administrator
	Jonathan Nelson	jnelson@townofbourne.com	Director of Facilities, Town of Bourne
	Elizabeth A. Carpenito	ecarpenito@bourneps.org	Principal, BES
	Kathy Anderson	kanderson@bourneps.org	Elementary/Special Education Secretary
	Janey Norton	jnorton@bourneps.org	Principal, PES
	Kent Kovacs	kkovacs@flansburgh.com	Flansburgh Architects
	Betsy Farrell Garcia	bgarcia@flansburgh.com	Flansburgh Architects
	Joel Seeley	jseeley@smma.com	SMMA

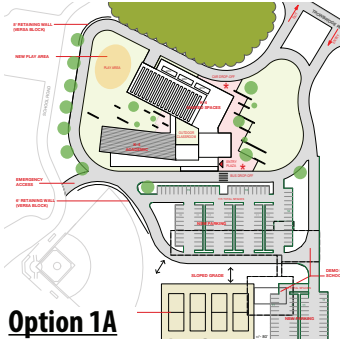
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Design Alternatives

The final design alternatives will be narrowed to one during this phase of the project. The Preferred Option will be submitted to the MSBA on June 2, 2016

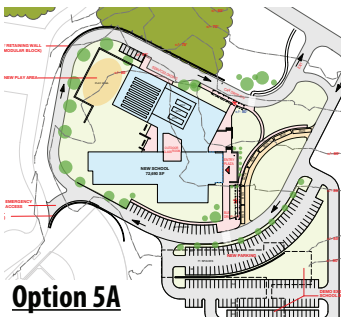


Project Summary



Option 1A

This option provides K-4 at Peebles and maintains PK-4 at Bourndale



Option 5A

This option provides district-wide PK-2 at Bourndale, 3-5 at Peebles and 6-8 at BMS.

4/29/16		Option 1A	Option 5A
		NEW 250 student K-4 school at Peebles site	New 460 student 3-5 school at Peebles site
Grade Span	Peebles	K-4	3-5
	Bourndale	PreK-4	PreK-2
	Middle School	5-8	6-8
Project Cost *	MSBA Grant	\$12.11M	\$14.72M
	Bourne cost	\$24.38M	\$26.77M
	TOTAL	\$36.49M	\$41.49M
Size **	Gross Square Feet	57,248 SF	72,680 SF
	Cost per SF	\$637	\$571
Tax Impact **	Annual Tax Increase for Average Homeowner	\$176 / year	\$193 / year
	Annual Tax Increase per \$1,000 Valuation	44c / \$1,000	48c / \$1,000

* Estimated Cost subject to change as project is refined

** Estimated Tax Impact subject to change as project is refined, based on 5% interest rate on 20 year bond

Project Schedule

- October 17, 2015 - Community Forum No.1 (COMPLETED)
- November 17, 2015 - Community Forum No. 2 (COMPLETED)
- December 08, 2015 - Community Forum No. 3 (COMPLETED)
- January 21, 2016 - Community Forum No. 4 (COMPLETED)
- March 03, 2016 - Community Forum No. 5 (COMPLETED)
- March 31, 2016 - Community Forum No. 6 (COMPLETED)
- May 05, 2016 - Community Forum No. 7 at Peebles School Cafeteria (COMPLETED)
- June 02, 2016 - Submit PSR document to the MSBA
- Sept 28, 2016 - Submit Schematic Design document to the MSBA
- November 08, 2016 - MSBA Broad Meeting to approve project to bring to voters
- Town Vote



Community Workshop No.7

Option 5A Discussion

Educational

- Equal opportunity of all students
- Greater campus resource
- Less distraction for younger students
- School at Bournedale sized appropriately for K-2
- Staff can collaborate in one school
- Fifth grade access to elementary curriculum and work with elementary teachers
- Fair transitions for all students
- Student focused learning in an age appropriate setting
- Each student receives same exposure to educational opportunities

Grade Spans

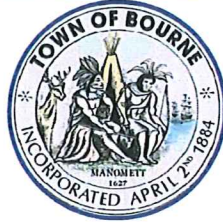
- Smaller age difference and class space
- Age appropriate throughout building
- Improved continuity
- Grade spans benefit children and teachers with a collaborative process
- Same aged kids together for entire academic career
- Efficient administration and resources
- Keeps students & parents together from beginning of school experience
- The option has advantages for multiple schools (Peebles, Bournedale, & BMS)

Community Impact *(Community Resource, Travel, School on both sides)*

- Larger and more accessible meeting space
- New community space on cape side of bridge
- Busing requires further evaluation with a variety of grades combined on a bus
- Start/end times of schools
- Increased bus cost

Bourne Public Schools

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Steven M. Lamarche
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Melissa Coelho
Executive Assistant
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Presented: May 11, 2016 School Committee
May 12, 2016 Bourne School Building Committee

Proposal to Create Three Grade-Span Schools through Eighth Grade

Introduction

The Bourne School Building Committee has put forth their ideal Peebles Elementary School project through a preliminary, unanimous straw vote that creates a districtwide PreK to grade 2 school, a new school that houses grades 3-5, and establishes a middle school consisting of grades 6-8. Bourne High School grade spans do not change within this proposal. While this is a dramatic shift from the current school configurations, there are potential benefits for all stakeholders of the Bourne Public Schools.

Shared Educational Experience

From the beginning of their educational career, students will start and remain with their graduating classes throughout their educational careers allowing them the opportunity to establish a class identity much earlier. It is extremely challenging to ensure that all programs and activities are the same, and real or perceived inequities and inconsistencies between elementary schools will be eliminated if all students attend the same schools from the beginning. For example, curriculum, presentations, field trips, special events, new academic programming and before and after school activities will be available to all students and would not have to be recreated or available in only one school, or available only to a certain population. By creating three grade span schools, all students will have the same educational opportunities and experiences regardless of where they live which we believe will increase student learning, academic growth, and overall student contentment.

Social Emotional Benefits

Schools that house only three grades (four in the PreK-2 school) can produce an increased sense of small community and school identity which can lead to students feeling safer with students their own ages leading to increased confidence and academic performance. Moving the fifth grade to the 3-5 school further eases student transition to middle school as they will have already merged as a class, and experienced transition from the elementary school to the intermediate (3-5) school. Students will take the school bus with students in their own age groups that will reduce exposure to behaviors of older students. Second and fifth grade students will have the

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.

opportunity for student leadership roles that currently neither age group have enhancing the opportunity for buddy programs or student-mentoring programs in each school for a unique group of students.

Family Specific Concerns Eliminated

There are some particular logistical and transition complications that some Bourne families experience with the current school configuration that will be eliminated with this design. Currently, if a family moves within Bourne but out of its home elementary school radius, the children must change schools. This configuration gives families more flexibility in relocating within the town. Currently, many children change schools when attending PreK and/or K at Bournedale with their home school being Peebles; this is often challenging and adds an additional transition. Additionally, this school configuration will benefit our military families. While many families live at Joint Base Cape Cod, many other military families live on the west side of the canal. When all students in military families attend the same schools, community building, establishment of support networks, and transitions will be significantly improved.

Increased Focus on Developmental Age

By creating small grade span schools, each school will be able to focus on one specific stage of child development. There will be a building wide concentration of attention to the growth, emotional, physical, and curricular needs associated with each level of students. School wide activities, incentive programs, school climate building exercises, and assemblies will be focused and custom-made to each specific age group. Right now, all building-based specialists in the elementary schools must know and understand all aspects of child development, curriculum frameworks from 5 grade spans. If there were only three grade levels, administration, building-based specialists, ESPs, Title 1 tutors, and support staff will concentrate on a specific group of students which will result in more effective teaching and learning. Each Parent Teacher Association will also be able to focus time, programs, and resources to a specific age group allowing more specialization in educational support enrichment activities. Even space sizes such as the gymnasium, music room, computer labs, and cafeteria will be more appropriate to each age group. Additional possibilities for customized innovations at each school such as maker spaces will result. Service learning projects, community outreach, and project based learning activities are all examples of activities that will be completed in these new work spaces which will enhance and enrich the curriculum and meet the ever changing needs of the 21st Century learner.

More Class Structure Freedom

Class sizes may become smaller and more even across grade levels when there are only three grades per school. There will be more classrooms per grade in each school at the elementary level. This will allow more opportunities for student and teacher matches when all teachers and students of each grade level are in the same buildings. In turn, classrooms and classroom sizes can become more balanced and overall class size reduced. This flexibility will also open up opportunities for flexible grouping, looping, teaming, and teaming across the grade spans.

More Streamlined Curriculum and Collaboration Opportunities

When all teachers of the same grade and subject matter are together in one building, there will be a positive impact on curriculum alignment and development, teacher collaboration, and professional development. This proposed grade configuration directly aligns with the Massachusetts Frameworks that are written for Pre-K to 5, 6-8, and 9-12; therefore curriculum, instruction, and assessment will be more aligned with the state guidelines. Teacher collaboration times at the elementary school will increase. Currently, elementary teachers only meet together across all grade spans once a month for a one-hour joint faculty meeting. When similar grades are housed together, teachers will be able to formally meet as a grade level team much more frequently to plan, create, share, assess, and learn from each other. Professional development will not only be embedded in the day to day workings of the school and staff meetings, but professional development programs and work will be customized for the age level of each school. There will be increased opportunities for peer observation and feedback when all the teachers of each grade are together in one school. It will also be significantly less challenging to integrate the curriculum at each grade level. All of this will lead to increased horizontal (by grade level) and vertical curriculum alignment (by school and then district wide) which will produce a more balanced, equitable, and rigorous learning experience for all students.

More Efficient Use of Curriculum Materials

Housing like grades in the same buildings will facilitate sharing of materials among teachers. Materials will no longer have to be duplicated, transported for sharing, or purchased twice which will save time and money. This will also allow for purchase of new and innovative resources. Materials in the media center and software in the computer labs will be purchased only once and chosen specifically for each age group. Materials will be directly targeted for each age group and would ensure greater grade level equity as all students have the congruent learning experiences in the same building.

Improved Support Network and Programs

Presently, special education teachers work with a wide span of age groups and learning abilities. When students of each grade level are together in one school, special education teachers will be able to focus and specialize in more specific areas of need. Grouping students together based on needs will be easier and result in more specialized, individual attention that better targets each student's unique learning requirements. In the same way, the Response to [Instruction] (RTI) program will improve with a specific focus based on grade spans age groupings. This will result in a more structured and effective RTI program. As the makeup of economically disadvantaged student's shifts, Title 1 services could possibly be available for all students in all schools rather than just at Peebles Elementary as it is now. Services will be even better targeted and streamlined as the program possibly expands to all schools in the district.

The Intensive Learning Centers (ILC) will also experience positive changes. Currently, the ILC program is only available at Bournedale. This means that when a student's home school is Peebles and he/she is enrolled in the ILC program, the student does not attend his/her home school with siblings who may be bussed to Peebles. This situation tends to create problems for families and may cause a sense of seclusion for the ILC student. When that student is ready to transition to an inclusion classroom, he/she leaves the school and teachers he/she has been

accustomed to, making the transition to Peebles even more challenging. Having an ILC in each school based on focused age groupings in Bourne will certainly ease transition for individual students and families as well as enhance natural opportunities for integrated learning: all students in all schools can learn in the same building with simplifying coordination of inclusion activities.

Expanded Early Childhood Program

Creating a Pre-K-2 school will expand and enhance the early childhood program already in place. An early childhood program will be developed to include a universal kindergarten program available to all Bourne students. Currently, some Bourne students attend Pre-K and kindergarten in other towns via school choice and then choose to stay in those towns for the duration of their education because the students and families are already academically acclimated in the other school community. The grade spans option means that attending Bourne Public Schools from Pre-K through high school graduation is more practical and linear for families. The kindergarten program will expand to full day, universal kindergarten for all students with a half-day option for families who want it. Currently, there are only two full day kindergarten classes per school, chosen by lottery, with a tuition cost for families. The creation of the early childhood program will also open up opportunities for community involvement with partners such as YMCA, Head Start, and Early Intervention.

Impact on the Middle School

Creating a 6-8 middle school will allow teachers and staff to use the middle school in the way in which it was intended when built. Teachers and staff can more narrowly focus curriculum, programs, and activities to early adolescent learners. Middle school programming would change. While core classes and teaming structures are not anticipated to be affected, special classes such as art, coding, and music (Unified Arts) will remain but have the potential to expand to include grades 3-5. Additionally, there could be an extension of world language classes to grade 6 and 7 students; world language is currently a grade 7 option for some and a grade 8 option for all. Moving grade 5 to an intermediate school opens 4 classrooms in the middle school to be used for a variety of innovative programs and activities as well as for special education teachers. Currently, six special education teachers share two classrooms; opening up additional space in the middle school will give the special education teachers and students the space they need to work more effectively and ensure space compliance with the Department of Elementary and Secondary Education's Program Quality Assurance.

Challenges with this Proposal

While there are many benefits for the Bourne Public School community to shifting to grade span schools, there are also some serious challenges to consider and require careful, thoughtful planning and communication.

Impact on Students and Families

Having families with students in multiple buildings may create logistical, scheduling, and childcare issues for families. There will be one additional school transitions (grade 2 to 3, grade 5 to 6, and grade 8 to 9) for students that have the potential to cause anxiety and stress and can interfere with learning while the students become adjusted to their new schools. While research is not empirical regarding the overall impact of school transition on student learning we are cognizant that over the course of an educational career may be less than favorable to some students. However, research does suggest that students have the most academic and emotional success when the transition from one school to the next does not occur for at least three school years. This proposal will allow students three years in each school before going to the next level. Of course, the Bourne Public Schools will develop and implement effective transition programs for each grade level and school in order to ease the stress of transitioning.

Careful planning is necessary to transition to a grade spans model as two groups of students identified that will experience increased transitions initially: rising second grade students at Peebles and rising fifth grade students at Bournedale. These students will have attended their home schools for all of their school years, switch to the new grade-span district school for only one year when the new schools are created, and then have to switch to another new school as they progress in age and grade. While this is a one-time experience, it may be disruptive to the individual learner and delay the formation of each school's climate and culture. Naturally, Bourne Public Schools will address these transition concerns with additional support and enhanced transition programs for these two groups of students.

School Climate and Culture

Schools will have to rebuild a sense of community and create new school culture as three brand new schools will be created. Each school body of students, teachers, support staff, and administration will work together to create a school climate and community appropriate for each age group. This will take time and schools may experience road bumps and pitfalls along the way. There will be a period of transition when the shift occurs which will be dealt with appropriately.

Staffing Concerns

Programming changes and the creation of new grade span schools will impact staffing. With the shift, there could be significant issues with teachers' licensure and scheduling and the potential need to hire more teachers and staff to support new programming, Unified Arts and scheduling. This has the potential for a significant cost increase for the Bourne Public Schools.

Busses

All of the bus routes will need to be reworked which could be costly. There will be more travel time for students who need to travel over the bridge due to traffic, accidents, and increased distance. Start and end times for busses may also need to be revised which could impact the start and end times of each school potentially putting a strain on students and families. Presently, there is a three tier school bus route system; the proposed grade span shift could add additional travel time and costs if there is a switch to a four tier system, one bus route for each school. However, if a three tiered system and the middle school and high school students ride the bus together, school start times will change but the cost might not be as high.

Conclusion

At this juncture, the Bourne School Building Committee is preparing to make a recommendation for a preferred schematic report to include, in all probability, a grade span reconfiguration for the Bourne Public Schools. It is the duty and responsibility of the Bourne School Committee to memorialize and set in motion their support of the Bourne School Building Committee's efforts and recommendation to the Massachusetts School Building Authority. In suggestion, I would respectfully recommend a motion in support of the change in grade-spans for Bourne students only if the town votes to fulfill funding and the construction of a new school in the MSBA grant program. In this way, change to grade spans will not take hold based on our current school/building configurations, current demographics/enrollment or established programs in our schools. In simplest form, the motion addresses a recommended vision and a future direction for the Bourne Public Schools established through a comprehensive feasibility study commissioned by the town voters.

Respectfully submitted on behalf of the Bourne Public Schools administration team in partial fulfillment of the MSBA Preferred Schematic Report:



Steven M. Lamarche
Superintendent