

PROJECT MINUTES

Project:	Andover Bancroft Elementary School	Project No.:	09058
Prepared by:	SMMA	Meeting Date:	10/21/2009
Re:	School Committee/Community Meeting	Meeting No.:	1
Distribution:	(MF)		

Attendees: Lee Morrissette, Joel Seeley, Alex Pitkin, Phil Poinelli

Item # | Discussion

RECAP FROM OCTOBER 19, 2009 PRESENTATION

SMMA presented an overview of the Feasibility Study process and particular challenges ahead for the Bancroft School and site planning process. The format generally followed SMMA’s introduction via the Building Committee.

The following public comments were recorded for further discussion with the Building Committee.

- Will Bancroft be a “Green” school
- What is the enrollment?
- Will MA-CHPS offer grants similar to MTC?
- How are access roads taken into consideration and are they included in project?
- How does Shawsheen choice affect any redistricting?
- What is the current Shawsheen preschool population?

SMMA introduced the key responsibilities of the School and Building Committees

- *School Committee validates and approves the Educational Program*
- *School Building Committee coordinates and controls all aspects of building and site design*

School Committee is seeking public input on key influences during the early Feasibility Study phase, the following workshop sessions were presented to the audience:



Item # Discussion

The School Committee/Building Committee sessions will be conducted through November and will target the broadest possible input from parents, staff, administration and the neighborhoods of both the Bancroft and Shawsheen schools.

The Feasibility Study will most likely include the following Planning Alternatives:

Planning Alternatives

- No Build
- Redistricting
- Lease, Rental or Acquisition
- Renovation Only – Bancroft
- Renovations and Additions – Bancroft only
- Renovations and Additions – Bancroft including Shawsheen
- Brand New – Bancroft
 - Front of site
 - Rear of site
 - On existing Bancroft footprint
 - Alternate Site
- Brand New – Bancroft including Shawsheen
 - Front of site
 - Rear of site
 - On existing Bancroft footprint
 - Alternate Site

The following “draft” enrollment scenarios were presented prior to general conversation on enrollment composition.

MSBA Design Enrollment Certification

- Bancroft (K-5) has been approved for 500 students
- Shawsheen Space Reallocation
 - Maximum 80 Kindergarten students
 - Maximum 60 students per 1st and 2nd grade (120 total)
- MSBA approved maximum enrollment to be 700 K-5 students.
 - PreK population shall be determined through MSBA Feasibility Study Process.
 - Total building square footage allowance shall be determined through MSBA Feasibility Study Process.

Enrollment Options Scenarios

School Committee School Critical Path Decision

School	Existing OSF	Existing Student Population	Existing Building Capacity (not including modular)	Enrollment Scenarios	MSBA Calculated Square Footage Based on Student Enrollment**
Bancroft Only	69,444	475	358	500	83,018
Bancroft + 200 (K-2) Shawsheen				700	102,144
Bancroft + PK Shawsheen <small>100% Special Needs/Justice + 100% SPED</small>				585	95,263
Bancroft + 200 + PK <small>(Shawsheen + number from Bancroft district)</small>				785	117,915
Shawsheen (including 95 PK pupils) <small>Bancroft district pupils</small>	44,490	283	211	tbd	tbd

* Anticipated enrollment after February 2010
 ** Not including final SPED space analysis or MSBA review

SMMA

DISCUSSION NO. 1 – SCHOOL SIZE


- Consider a “master planning” approach to determine size
- Larger and phased construction should respect existing character
- Sanborn and South are more centrally located as a site for choice school and Pre-K school
- How would Shawsheen change without Pre-K?
- In-migration is a large issue for Andover particularly at higher grades
- 700 students is “too big”
- Examples for a variety of school types as site visits for the School Committee
- Larger Schools = More Traffic Management (concern for local roads and queuing)
- Creating smaller communities within Bancroft is challenging with 475 therefore 700 may be difficult
- Renovation of Shawsheen is not a current Town option

Item # Discussion

DISCUSSION NO. 2 – ENROLLMENT COMPOSITION

- If Pre-K only moves to Bancroft
 - Many children may out migrate to private programs (concern for tuition loss)
 - Many feel Pre-K is least important “reason” to attend small Shawsheen school
- Flexibility “resonates”
- “Create” spaces in current Bancroft
- Grade level groupings
- Current thought: 4 sections; 1 grade
- Children “informally” prefer closed (quiet room) spaces to open classrooms
- How can the state support students with IEPs from age 3 and up for districts?
- If Pre-K is important, it must be defended to the MSBA.
- Shawsheen Pre-K as Lab school for local college (who will determine?)
- The loss of Pre-K affects tuition in Andover?
- If Bancroft becomes a Lab school with Merrimack College, should it be a choice school? Location is a concern.
- Andover parents are not looking for choice schools as all schools have excellent results and test scores

Phil Poinelli of SMMA presented an overview of current educational planning specific to teaching methodology relative to physical space planning.

Educational Visioning	Educational Visioning
<ul style="list-style-type: none"> ▪ Influences on building size, building shape, space type, and space contents <ul style="list-style-type: none"> • Learning Communities • Breakout Spaces • Large Group Instruction • Learning Outside of the Classroom 	<ul style="list-style-type: none"> ▪ Teaching methodology <ul style="list-style-type: none"> • Understanding Learning Styles • Student to Student • Teacher as Facilitator • Project-based Learning (Controlled Open Plan) • Association and Alignment with College Educational Department 

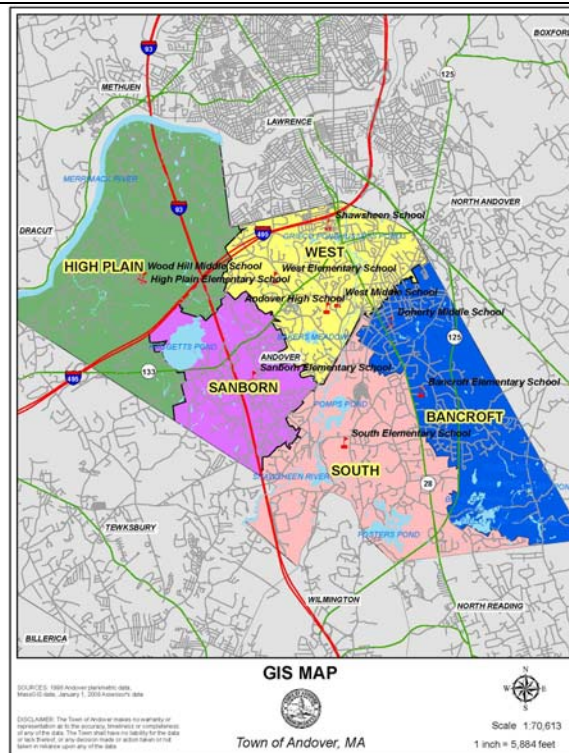
DISCUSSION NO. 3 – EDUCATIONAL VISIONING

- In District SPED Programs – currently have 6. May move to 7 or 8. These are for children with significant needs. Consider building in program(s) now as argument for the correct space required at the Bancroft School
- Bancroft and Shawsheen are unique with special communities
- Consider surveying Shawsheen parents to understand parents’ motivation to choose
- Can one school house 2 separate educational philosophies? Pre-K, Special Education, K-5?
- “Neighborhood” school – walk/bike
- School within school – not well received
- Parent Participation School / Project-based Learning
- Core facilities where student body can gather – LMC, Cafetorium, Gymnasium
- School building as a “home” within a community at large

Item #	Discussion
	<ul style="list-style-type: none"> • Positive reactions to Bancroft’s various building forms and movement of volumes across facade • Building form and layout must respond to scale of neighborhood and vernacular • Winter recess solution – indoor play space: encouraging active students • Flexibility – Planning/Teaching • Core knowledge program • K-2 at Shawsheen is a special learning environment – shared learning and custom environment • Preserve flexibility of Bancroft and improve on acoustics • Create community within school through “clustered” groups and gathering spaces • Establish school community through openness and centrality of large media center • Better student attention through shared learning environment • Natural setting is important to Bancroft character, mature forest and wetlands

DISCUSSION NO. 4 – REDISTRICTING

	<ul style="list-style-type: none"> • Is a multi-floor school acceptable to community? • How will the Shawsheen “choice” students be accommodated vs. Shawsheen as neighborhood school? • What is potential real estate impact? • Why might parents choose Shawsheen in the future – the new Shawsheen. • Students who start at Shawsheen continue through 2nd grade? Will this continue? • How can senior citizens be brought into the new school?
--	---



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.