

1 STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

2

PROCEEDINGS AT:

3

School Committee-Town of Cumberland

4

**5 IN RE: Cumberland Space Utilization Task Force
Recommendation**

6

7 DATE: Thursday, May 14, 2008

TIME: 7:30 P.M.

8

**PLACE: Cumberland High School
Auditorium**

9

2600 Mendon Road

Cumberland, RI

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SCHOOL COMMITTEE MEMBERS:

12

Karen MacBeth, Vice Chair

13

W. David Wagner

Robert Thibodeau

14

Lisa Beaulieu

Earl T. Wood

15

16 **APPEARANCES:**

17 **FOR THE SCHOOL COMMITTEE:**

18 **Joseph A. Rotella, Esquire**

19

ALSO PRESENT:

20

Donna A. Morelle, Ed.D./Superintendent

21 **Susan C. Carney, Ph.D./Assistant Superintendent**

22

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1 **(HEARING COMMENCED AT 7:30 P.M.)**

2 **MR. CHAIRMAN: Next item on the**
3 **agenda is a discussion of Space Utilization Task**
4 **Force Recommendations. You're probably**
5 **wondering why I'm sitting in this seat. The**
6 **chairperson is in the hospital. Don Costa's not**
7 **here, and the clerk is at a meeting. She will**
8 **be here and when she comes, she'll be taking**
9 **over the meeting, and that's the protocol. So**

10 we will start for discussion. I'll ask the
11 superintendent to start us off. Yes, Mrs.
12 Beaulieu?

13 MS. BEAULIEU: Do we have someone
14 recording the activities?

15 MR. CHAIRMAN: We have the
16 stenographer, and we have a student from
17 Woonsocket.

18 MS. MORELLE: Thank you,
19 Mr. Thibodeau. Well, for the members of the
20 audience and committee, I will just go back and
21 recap the context of the agenda item, Discussion
22 of Space Utilization Task Force Recommendations.
23 Earlier this year, the school committee
24 designated a group of citizens, administrators
25 in the district to view space issues in the

3

1 elementary and middle schools and charge them
2 with a review of a number of enrollment issues
3 to include the dilemma facing us at Cumberland
4 Hill School and to create a street directory for
5 the elementary schools, as well as middle
6 schools. The middle school directly does not
7 exist at this time. In addition, they were
8 charged with an optional task of reviewing the

9 placement of the Cumberland Preschool Center
10 should their review provide them with
11 information that space might be available to
12 relocate the preschool center. Following the
13 completion of their work, they submitted
14 recommendations to the school committee, and the
15 school committee scheduled two public hearings.
16 At a completion of those two public hearings,
17 the transcripts, including all of the written
18 statements that were submitted from the public
19 including Task Force Members and administrators
20 and parents and interested community members
21 were submitted to the school committee and the
22 school committee indicated that you would be
23 interested in scheduling a public meeting for
24 your discussion of the recommendations once you
25 have had an opportunity to review the

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1 recommendations.

2 In the interim, since the public
3 hearing, there has been one other discussion and
4 that occurred in the property subcommittee
5 chaired by Mr. Wood. That was as a result of
6 the administration bringing to the attention of
7 this school committee the fact that during the

8 public hearing, there was no discussion of the
9 recommendation at Cumberland Hill, and Community
10 School as it related to kindergartners for
11 Cumberland Hill, and the fact that only a subset
12 of the kindergartners would be returned to the
13 school population at Cumberland Hill. And upon
14 the completion of the public hearing, we felt
15 that was an oversight and there was no
16 discussion about that. Because that appeared to
17 be a space issue. I believe Mr. Wood scheduled
18 a subcommittee meeting for some preliminary
19 discussion of that issue. Generally, the
20 substance of the meetings that have occurred
21 prior to tonight, and it's my understanding that
22 the school committee would like to take up the
23 issue in a public manner tonight so that you can
24 air your individual perspectives on the issue of
25 the recommendations, and the administration is

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1 certainly here to assist you with that
2 discussion.

3 MR. THIBODEAU: Okay. Does anybody
4 want to start? I'm not looking for a motion.
5 I'm just looking for discussion.

6 As Mr. Crowley, the chairperson

7 said, he had a discussion with you, Mr. Wood,
8 and it was about a lot of what's happening at
9 Cumberland Hill, especially at the elementary
10 level. I think you had some questions?

11 MR. WOOD: Yes.

12 MR. THIBODEAU: I think that's a
13 good place to start.

14 MR. WOOD: I believe on April 24th,
15 the subcommittee met basically because of the
16 fact that because of Cumberland Hill's
17 enrollment for kindergartners, this year it's
18 already at 75 children as of the end of April.
19 Where the condition in the plans that were
20 presented to us from this Task Force would only
21 allow us to have 48 children, or one class at
22 Cumberland Hill from K.

23 We've seen this as a concern, and
24 it starting us to wonder how these children will
25 be chosen to go to Cumberland Hill, who'll be

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1 chosen to go to Cumberland Hill, and how will we
2 handle the overflow of children already
3 enrolled. If I could, I'd like to have Dr.
4 Carney, if she would, give us a little history
5 of enrollment. Dr. Carney, can you give us a

6 little history.

7 MS. CARNEY: My history may be
8 limited in terms of beyond the last year's
9 enrollment of the upcoming September enrollment,
10 however, at kindergarten registration it became
11 clear that the greatest number of kindergarten
12 students that were being registered at the time,
13 and that was in March, were coming from the
14 neighborhood, which would be Cumberland Hill's.
15 The second largest number of students came in at
16 Community.

17 The problem is that it would appear
18 that right now we probably need, if we were to
19 accommodate all of the extras that are presently
20 in the defined district for the Cumberland Hill
21 School, it's conceivable that we would need
22 three sections of kindergarten, and that could
23 increase, because as I said, we have about 200
24 students registered in March and some additional
25 since then, but not sizable, however, our

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1 experience last summer, which was my first
2 summer here in terms of registration in
3 kindergarten was that we added a considerable
4 number of youngsters who came in to register

5 during the summer, and, in fact, many of them
6 just prior to the opening of school. So we
7 would almost anticipate that same situation
8 would repeat itself again this year and that we
9 would have folks come in and register their
10 child for the first time. So, it's probably not
11 likely that the number is going to go down, and
12 we also have a number of youngsters in first
13 grade that were registered back in March, and I
14 would expect that those people who have had
15 their children this year in full-day
16 kindergarten somewhere in the private program
17 and now want their children to come to
18 Cumberland Public Schools as a full-day student
19 in grade one. And several of those students
20 also are in the Cumberland Hill grade one. So
21 the consideration is that we have, I think 20
22 classrooms presently in use, and we know that
23 there is one, and Mr. Hilton went down and took
24 a look to how we could reconfigure one area to
25 make an additional classroom, but the problem is

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1 that if you have three sections of K, you really
2 need two more classrooms. So the real concern
3 here is if in fact working with the way the

4 district is presently configured, will we be
5 able to accommodate all of the Cumberland Hill
6 kindergarten students if and when we were to
7 move them back.

8 MS. MORELLE: Mr. Thibodeau, I'd
9 like to point out that at your places this
10 evening, there is a letter from the Cumberland
11 Hill Schooling Improvement Team which is
12 directed to myself and School Committee Members.
13 There are members in the audience from the
14 faculty and school improvement team. And the
15 letter in general terms addresses this issue,
16 and concerns that they have about the manner in
17 which the, as the letter states, the cognitive
18 social, and emotional development of their
19 kindergarten students would be impacted if in
20 fact this recommendation were approved, or only
21 a subset of their kindergarten students to go to
22 school at Cumberland Hill and others to join
23 their cohorts in first grade. We may want to
24 consider having the letter entered into the
25 record, and I'm not sure if you'd like to have

9

1 some of the members of the school team address
2 you on this issue?

3 MR. THIBODEAU: Sure.

4 MS. MORELLE: Leah, if you'd like
5 to come forward. This is Leah Dowd, the reading
6 specialist.

7 MS. DOWD: My name is Leah Dowd.
8 I'm the reading specialist at Cumberland Hill,
9 and I also work with the kindergartners who are
10 from Cumberland Hill, but attend Community this
11 year. We are very concerned about the situation
12 that this puts our kindergarten students in for
13 their learning environment, because it's a lot
14 of disruption in a very young child's life, as
15 we've seen in the letter.

16 This year, in particular, this year
17 right now, we had quite a lot of difficult
18 adjustments with our children who came to us
19 from Community who were kindergartners last
20 year. Not because there was anything wrong with
21 the kindergarten program, but just because of
22 the physical separation. They had a good
23 kindergarten experience there, but there's not
24 an opportunity for the first grade teachers and
25 kindergarten teachers of the Cumberland Hill

1 children to share about these children on an

2 ongoing basis. When the children came in to
3 Cumberland Hill School, I was the only person in
4 the school that they knew, because I had worked
5 with them last year. And there's a lot of
6 questioning from the teachers about, you know,
7 can you help me with this student. What was
8 going on here. That's a lot of adjustment. And
9 first grade is a huge adjustment, anyway, just
10 from kindergarten. As a former first grade
11 teacher, you spend the first quarter getting
12 used to being in school all day, children are
13 crying at night when they go home because
14 they're so tired. The first quarter is kind of
15 a wash of just getting everybody settled. So it
16 was an extra burden for them in transferring
17 from one school to another as even first
18 graders.

19 We would like to have our
20 kindergartners with us. We know that this may
21 not be possible at this point because it is the
22 best for the children, for their learning, and
23 it's the best for the teachers to support that
24 learning. Beyond that, we're thinking about the
25 environment and the climate of our whole school.

1 And we want to see K-5 all be together. We
2 don't want to have our children, part of them
3 sent here and part of them sent there. An even
4 bigger concern is that we don't know what's
5 happening next year, and our school is in limbo.
6 We want a decision to be made so we know which
7 students we're going to have and how we can
8 reconfigure our school to meet their needs.
9 Right now we just can't do anything. And
10 usually at this time of year, we have things
11 pretty much under control, and we're planning
12 for the future. But we can't do that because we
13 don't know whom we're going to have and where
14 we're going to put them.

15 There are five morning
16 kindergartens right now that are mostly made up
17 of children from Cumberland Hill. There are few
18 Community area children in those classes, but
19 it's mostly from Cumberland Hill. And I believe
20 the other day we figured there were 83 children,
21 so that's for the first grade. Last year we had
22 17 new first graders at Cumberland Hill that
23 just showed up. I know there are 17, because I
24 had to test every single one of them. If that
25 happens again, we have 100 children, and that's

1 five first grade classrooms. We now have five
2 first grade classrooms that will be moving onto
3 second grade, which an extra classroom, and then
4 we would have possibly another first grade. We
5 don't know where we're going to put all these
6 children. So we really are getting very nervous
7 at Cumberland Hill, and we really appreciate
8 your consideration of this whole matter and hope
9 that you can come to a clear decision that makes
10 sense for everyone.

11 MR. CHAIRMAN: Are there any
12 questions?

13 MS. MORELLE: Thank you, Leah.
14 Thank you for the faculty and school improvement
15 team for taking the time to present your
16 thoughts on this issues.

17 MR. CHAIRMAN: Motion's on the
18 floor.

19 MR. WOOD: Basically, that was the
20 concern of the elementary school at the
21 Cumberland Hill Project, and I know Mrs. Dowd
22 came to our subcommittee meeting and she
23 expressed her concerns now also of how are
24 children coming back at a young age, and that
25 they have to be conditioned for another school.

1 We need to look at either some way to keep the
2 whole kindergarten class at Cumberland Hill, or,
3 I don't know, basically, it's one of those
4 things that teachers in the education and
5 administration is looking to bring all of them
6 back in. That's probably one of the best
7 options we can look at.

8 MR. THIBODEAU: To bring them all
9 back in, what do we have to do, get modular
10 classrooms?

11 MR. WOOD: Yes, or we can the Task
12 Force, we can ask them to go back and look at
13 other options.

14 MR. THIBODEAU: John Gibbons is
15 here. You chaired to get on the Task Force.
16 Based upon what Mr. Wood just said about sending
17 the committee back to the elementary, your
18 thoughts on that?

19 MR. GIBBONS: I believe we gave the
20 committee three options. One was to keep the
21 kindergartners, all the kindergartner kids from
22 Cumberland Hill and Community together. We also
23 mentioned that you have the possibility to put
24 two sections at Cumberland Hill, and then the

25 third option was in there we mentioned that

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1 Cumberland Hill is not a true four-track school,
2 so to alleviate the problem for future years, if
3 you want it to remain a four-track school, you
4 need two more classrooms, and those are your
5 choices. You're going to run into this every
6 year if you don't address the two classroom
7 shortage need at Cumberland Hill. You need to
8 turn it into a three-track school if you want to
9 keep the kids together, K-5. There's no other
10 way to do it.

11 MS. BEAULIEU: Mr. Gibbons, I know
12 we talked about at one of the meetings that I
13 attended was with regard to the room utilization
14 as we were provided with a list of available
15 classrooms in each of the schools. And I'm sure
16 you have them committed to memory now.

17 MR. GIBBONS: Pretty close.

18 MS. BEAULIEU: We had Ashton School
19 at 16 full classrooms, and B.F. Norton had 24
20 full classrooms.

21 MR. GIBBONS: I believe that is
22 right. I think Community was about 29.

23 MS. BEAULIEU: I have 28 on the

24 original list; Garvin at 17, and Cumberland Hill
25 at 21.

15

1 MR. GIBBONS: 20/21. It was kind
2 of like that one swing room that was mentioned
3 earlier as a possible space.

4 MS. BEAULIEU: It could potentially
5 be used as a full classroom, or is that not the
6 case?

7 MR. GIBBONS: Well, we've had a lot
8 of discussion on that, but we were told that it
9 could be, but it would require some work.

10 MS. MORELLE: And it would probably
11 be similar to a classroom that is at Ashton
12 right now, that the student population is kept
13 smaller because of the square footage, but it is
14 used as a classroom.

15 MR. GIBBONS: The other piece of
16 this puzzle is the pre-K program which we
17 propose to move it into B.F. Norton to help save
18 some money in that area because we felt the
19 space was available.

20 MS. MORELLE: John, can you expand
21 on that when you say the other variable is the
22 preschool.

23 **MR. GIBBONS:** The pre-K program,
24 which right now the town is leasing space, I
25 believe at Fatima. One of the things that we

16

1 were charged with looking at was that pre-K
2 program. And that got a fair amount of
3 discussion with the committee. And listening to
4 different town officials, we needed to see if
5 the building met specs, and I know there were
6 certain state codes regarding kids in pre-K and
7 kindergarten had to be on certain floors of the
8 school. And I think that we felt that we met
9 all those parameters, and the option was there
10 to move Pre-K into B.F. Norton and save the town
11 the money on the lease and possibly consolidate
12 some administrative cost at the same time. And
13 the decision of the Task Force was to do that.

14 **MS. MORELLE:** I hate hypothetical
15 questions myself, but I'm going to pose a
16 hypothetical question. If the Task Force had
17 not determined the recommendation to place the
18 preschool at B.F. Norton, might there have been
19 another scenario to locate students, or to make
20 use of the space at the elementary school?

21 **MR. GIBBONS:** It's certainly

22 possible.

23 MR. CHAIRMAN: What's that, five
24 classrooms that's needed?

25 MR. GIBBONS: I think it's four.

17

1 MS. MORELLE: I believe they only
2 use four in the plan they have right now.

3 MR. GIBBONS: Plus, I think a
4 little bit of administrative space.

5 MS. MORELLE: Correct. There has
6 been some questions back and forth about that
7 because obviously they have more space now at
8 the preschool center than four classrooms. So
9 there was also an issue of, you know, the least
10 amount of space that they could possible build
11 that program. That was one of the discussions.

12 MS. BEAULIEU: Do we have if other
13 schools were examined for the possibility of
14 being merged, or did we only look at B.F.
15 Norton?

16 MR. WOOD: I think that the
17 consensus was the only school with enough space
18 to handle it was B.F. Norton. Ashton's pretty
19 tight. Garvin has a couple of spaces that are
20 not full classroom size. Garvin's got a few

21 spaces that are a little odd in size. But, I
22 mean, it could go to Community if you wanted to
23 move kids somewhere else. Community is the
24 biggest school in town. You could certainly
25 shift some of the population around there. I

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1 don't think it'll be a popular decision, but
2 it's got the space.

3 MS. BEAULIEU: When we refer to
4 classrooms, and not necessary classrooms for
5 special areas, like art or music?

6 MR. WOOD: We only looked at the
7 actual spaces that are designated for regular
8 classroom use. There are spaces in school that
9 are used for different special needs programs.

10 MS. BEAULIEU: But more along the
11 lines of a special area, so in some schools
12 there are art rooms and music rooms, and in some
13 instances they travel by cart to the different
14 classrooms.

15 MS. MORELLE: There is some
16 difference.

17 MS. BEAULIEU: If it's considered a
18 three-track school and it's K-5 you would assume
19 that there's three classrooms for every grade

20 except for kindergarten. But that does not take
21 into account art or music.

22 MR. WOOD: There are some
23 classrooms in some of the schools that -- I know
24 there were some full-sized classrooms that were
25 split, whether it be two or three ways to

19

1 accommodate certain special programs. So all
2 that stuff was looked at.

3 MR. BEAULEIU: How many classrooms
4 are needed based on the track for special
5 education?

6 MR. WOOD: Certain programs are
7 housed in certain schools. I couldn't give you
8 that number off the top of my head.

9 MS. MORELLE: There's not a direct
10 correlation of a three-track school wouldn't
11 have X. It's not an X to Y relationship,
12 because the needs of each school vary, first of
13 all, and, secondly, in some instances based on
14 the previous available space, we made decisions
15 to house certain program in certain schools.
16 Also, at times we've made decisions if a
17 particular school has a predominant disability
18 in the school and it makes them keep students in

19 your neighborhood school remain a constant
20 program there for a period of time, we could
21 certainly give you that information, but I don't
22 have it readily available. It's certainly not
23 on the tip of my tongue tonight.

24 MS. BEAULIEU: If we could have
25 that information, that would be helpful. And to

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1 add to that with regard to students in ESL
2 programs, is that a separate classroom?

3 MS. MORELLE: Yes. And
4 Mrs. Maloney is here, so she might want to
5 address the number of classrooms at B.F. Norton.
6 There's separate classrooms. Do you want to
7 take the microphone?

8 MS. MALONEY: Paula Maloney, the
9 principal at B.F. There are five separate ESL
10 classrooms. A K-1 split, a 1-2 split, a 2-3
11 split of grade four and grade five.

12 MS. BEAULIEU: When you say a
13 split, you mean split a full-sized classroom up?

14 MR. MALONEY: No. It is one
15 classroom that contains students from both
16 grades.

17 MS. BEAULIEU: Is this a full-sized

18 classroom.

19 MR. MALONEY: Yes, it is a
20 full-sized classroom.

21 MS. MORELLE: Can I clarify the
22 specific request you have around the special
23 education information?

24 MS. BEAULIEU: What I'm looking
25 specifically for is, I understand that there is

21

1 some pull-out situation with regard to special
2 education students, and I'm kind of looking for
3 a general understanding of how many classrooms
4 are needed. For example, I know students are
5 brought to speech. I wouldn't imagine it's in a
6 full-sized classroom, because it's usually in a
7 small group type instruction. But what are the
8 needs of the general school population, as well
9 as if there's some unique situations?

10 MS. DONNA: Thank you.

11 MR. THIBODEAU: Mr. Wood, are you
12 done?

13 MR. WOOD: Yes.

14 MR. THIBODEAU: Mr. Wagner?

15 MR. WAGNER: All set.

16 MR. THIBODEAU: I think I'm all set

17 with the pre-K. To take the recommendations as
18 far as having space available at B.F. Norton to
19 move the pre-K over to B.F. Norton. I know
20 we're not voting on that tonight, but I don't
21 know what the direction of what Mr. Wagner is or
22 Mr. Wood has on that. I think we should take
23 them like sections. We should go there and we
24 should go to elementary and we should go to the
25 middle schools. That's the way we should do

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1 this.

2 MR. ROTELLA: Mr. Thibodeau, just a
3 point of information. The agenda does not
4 contemplate any type of vote on this situation.

5 MR. THIBODEAU: I'm sure the people
6 in the audience want a sense of direction.

7 MR. ROTELLA: I understand that. I
8 just want to make sure that no one thinks that
9 we're at a final decision this evening, nor are
10 we making any votes this evening. You're
11 strictly, I would assume you're discussing the
12 recommendation to move the preschool center to
13 B.F. Norton and you're looking for everybody's
14 input.

15 MR. THIBODEAU: Exactly. So having

16 discussed -- well, the preschool, anybody else
17 want to talk about the preschool?

18 MS. BEAULEIU: The question I have
19 is related to if we move the preschool for a
20 single year because we have other concerns about
21 the student population throughout the town, is
22 there any consequences for doing that?

23 MR. THIBODEAU: We lose the lease
24 at Fatima, that would be a consequence, and then
25 we would have to find five more rooms in another

23

1 area. You could get lucky with another space
2 that opens up somewhere, do a lease, or you
3 could thrive at B.F. Norton for a year, two
4 years or three years.

5 MS. BEAULEIU: That brings me to my
6 question, that really has to do with the
7 elementary level and district enrollment, and if
8 we look at the enrollment projections for Ashton
9 through Garvin, you have a real disparity in the
10 number of students for each of the classrooms.
11 So if we're going to go through the exercise of
12 creating equity through each of the grades in
13 each of the schools that may impact where Garvin
14 School is.

15 **Secondly, I think it would be**
16 **helpful to have an understanding as the**
17 **developments are coming into town what we can**
18 **expect for a change in our student population.**
19 **I'm sure there are general trends that occur**
20 **when you put in certain types and styles of**
21 **development and what are those and what can we**
22 **expect from those because I didn't get the**
23 **understanding through this analysis of the Space**
24 **Utilization Task Force that we developed a**
25 **concrete understanding of what the expectations**

24

1 **are in student enrollment.**

2 **MR. THIBODEAU: Let's talk about**
3 **that.**

4 **MR. GIBBONS: We actually looked at**
5 **the enrollment projections that you probably**
6 **have in front of you. The bottom line was that**
7 **we did not want to sit there as a committee and**
8 **try to forecast home developments. We did speak**
9 **to the Building Department, they came to our**
10 **meeting and we talked about it. New homes don't**
11 **necessarily mean new students, and I've lived in**
12 **this Community for about 20 years and I've seen**
13 **a lot of new homes go up, I actually built one**

14 of them, and if you look at the enrollment
15 numbers in the last 20 years they're down,
16 they're not up. So new homes don't necessarily
17 mean new students. The birthrates have actually
18 been dropping, and that is one of the reasons
19 why that phenomenon hasn't really affected the
20 schools.

21 Also you have some of the kids that
22 go off to private schools. Private schools are
23 now thriving more than they did 10, 15 years
24 ago. When I went to a private school, when I
25 went to high school, there were plenty of empty

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1 spaces. Now they're turning away as many kids
2 as they are accepting in some of the private
3 schools, and then the other thing that we know
4 about and we've heard talked about is that Mayor
5 McKee is talking about some type of new school,
6 charter school in town. We don't know what that
7 direction is going to go, so to sit there and
8 say let's forecast the next ten years, it's
9 impossible. We tried to put together a plan
10 that should last one cycle, K-5 on the
11 elementary level. That's what we tried to do.
12 We really didn't try to go any further than

13 that.

14 MS. BEAULEIU: If I look at the
15 nonpublic K-12 total from NASDAQ it shows an
16 increase of about 200 children within the town
17 that attend nonpublic schools and certainly that
18 may change, it remains to be seen. But if the
19 majority of the development is going to the
20 elementary schools that seem to have the largest
21 student population per classroom or in its
22 totality, it seems like we'll be displacing
23 students, and that certainly came at a price
24 cost.

25 MR. GIBBONS: Well, we did displace

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1 some students. We changed the boundaries at
2 some points around town, both on the K-5 level
3 and again on the middle school level so people
4 are being displaced. That was part of what this
5 process was.

6 MS. BEAULEIU: But we annually
7 displaced students prior to this.

8 MR. GIBBONS: And we hope, you
9 know, in the plan that we gave we actually tried
10 to leave a little bit of a buffer where you had,
11 you know, one or two kids per classroom where

12 there would be a little bit of a buffer. We
13 didn't want to jam every classroom with the
14 maximum, and we also had the option that we
15 certainly stayed away from going one or two over
16 the national limit which I know costs money as
17 far as teachers' compensation if that does
18 happen, so we tried to avoid that as well.
19 Yet, just keep in mind that everybody that is
20 probably sitting out in front of you tonight,
21 the majority or the high majority of the people
22 want everything status quo. They don't want
23 anything changed.

24 MS. BEAULEIU: With regard to the
25 preschool, Dr. Morelle, can I ask if the

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1 preschool were to move to B.F. Norton, would you
2 determine if it were to move in its location the
3 following year, if there was any space needs?

4 MS. MORELLE: In other words, if
5 you moved it there for one year, what would
6 happen the following year?

7 MS. BEAULEIU: What could happen --
8 if there was a space constraint and we needed it
9 for the student population, is there an impact
10 to the preschool program if it were to be moved

11 again?

12 MS. CARNEY: In all honesty, I
13 think the biggest worry that I would have is
14 that we wouldn't be able to stand on our word
15 and it's not -- I should say on my word, that I
16 gave the faculty at the preschool that we were
17 moving them as an intact program. I mean, you
18 heard the questions that came up last night at
19 the budget workshop around the issue of why
20 would you keep the administrator. It's like the
21 first domino, once you click off that first
22 domino, do the rest of them just start falling,
23 and would the next thing that would happen be
24 that someone would raise the question well, why
25 not put the preschool students around the

28

1 district in all the schools, and the fact is
2 that we've moved away from that model towards
3 what is considered to be one of the finest
4 models in the state, an integrated preschool
5 center, and as I said, I gave them my word that
6 if we moved them, we were moving them as an
7 intact program, and I'm hoping we can stand on
8 that recommendation. So I'm more than a little
9 bit worried about that, and I can see what the

10 tenor of things is, and unfortunately we'd hope
11 that all our recommendations would be based on
12 what we think are educationally sound, but we're
13 in a pretty difficult economic climate and
14 unfortunately those two things can get very much
15 married together very quickly. The second thing
16 that I would be concerned about is something
17 that Ms. Gibney, the director, has raised with
18 me on a number of occasions, and that is that in
19 the location that they are now they have the
20 latitude, if students come in from early
21 intervention, to grow the program as they need
22 to over the course of the year, and she's
23 concerned about the constraints that would be in
24 place even in the first year, moving into B.F.
25 Norton. We're going to have to deal with that

29

1 most likely at some point halfway through the
2 year if the numbers grow beyond what something
3 that we have projected, and unfortunately early
4 intervention students are not something that we
5 have any control over.

6 MR. THIBODEAU: You made an
7 interesting point about the numbers not being
8 the same. I would like to throw that to the

9 superintendent. Is there validity in that?

10 Because this is the time to do something about
11 it, when you're moving lines as far as teacher
12 contracts. What is it 23, 24 in the elementary?

13 MS. MORELLE: Is your question
14 whether or not Mrs. Beaulieu's statement about
15 the inequity or the disparity between numbers
16 accurate?

17 MR. THIBODEAU: Well, if we're
18 moving lines and we have some classrooms with
19 say, 18, or, and some with 22, we could close
20 classrooms this is the time to do it I would
21 think under that guise.

22 MR. THIBODEAU: Well, I always
23 bring forward to you in the budget
24 recommendations to open and close classrooms,
25 where it is appropriate, and I've heard you

30

1 mention a couple of times now that the contract,
2 I'm not sure what words you used, whether it was
3 dictates or mandates. It's absolutely a
4 contractual agreement between the School
5 Committee and the Teachers' Association in terms
6 of what our limitations are, but there are other
7 factors that bear on that.

8 **First of all, there are times when**
9 **the class size numbers break in such a way that**
10 **you divide classrooms because students are in a**
11 **particular neighborhood, and those numbers are**
12 **such that they're too large to leave in one**
13 **classroom and you're not going to move students,**
14 **bus them. We respect classroom neighborhood**
15 **guidelines, so that is sometimes how we end up**
16 **with classes of 19, 20, 18, and frankly we would**
17 **like to be able to do that more often than we**
18 **do, because it would be easier for teachers to**
19 **differentiate instruction and to attend to the**
20 **needs of students in the classroom and to, in**
21 **doing that, improve the learning outcomes quite**
22 **likely. There's certain research studies that**
23 **indicate there are kind of breakpoints around**
24 **class size and it's not necessarily the ones**
25 **that we have agreed to contractually.**

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1 **The other part of that goes I think to what the**
2 **Task Force is trying to do, as I recommended to**
3 **them. If they made a perfect fit for September**
4 **of 2008 it wouldn't necessarily be the plan that**
5 **would work for five years, and that happens to**
6 **us every year. Numbers are going to fluctuate**

7 and at certain grade levels there are going to
8 be numbers that are going to be larger and
9 smaller, which is why we have some of the class
10 size issues that we do. Historically we've
11 seen numbers grow and shrink in different parts
12 of the town.

13 One of the things that has been the
14 constraint in adjusting that is that we're all
15 kind of used to the neighborhood designations
16 that we're in. So if you're used to a home
17 being designated as a Cumberland Hill
18 neighborhood, then unless there's a huge issue
19 like we've had over the last number of years
20 when we've been transporting the students to
21 Community in certain grade levels, you know,
22 you're going to go to Cumberland Hill School, if
23 you're at B.F. Norton then the numbers are
24 smaller, then so be it, we may have not even
25 filled every classroom there.

32

1 MR. THIBODEAU: Anything, Mr.
2 Woods?

3 MR. WOODS: Like I said earlier, I
4 mean, if you look at the enrollments here in
5 northern Cumberland, or the northern part of

6 Cumberland, we are full to capacity. We have
7 been full to capacity in both schools, at
8 Community and John J. McLaughlin. The
9 historical move of data that really concerns me
10 the most is the displacement of elementary
11 school students, and that happens every year at
12 Cumberland Hill School. It has happened for the
13 last eight years at Cumberland Hill School. It
14 seems that we're growing here and we need to
15 look at maybe, and I'm going to be very honest
16 with you, shifting or looking at moving the
17 elementary school lines to where there is room,
18 and we have room in other schools. It's unfair
19 to the families of Cumberland Hill to keep
20 having their children shifted around. Ten years
21 ago we -- the school committee moved two
22 neighborhoods from Cumberland Hill to Ashton
23 with the guarantee they'd go back to North
24 Cumberland for their middle school career, but I
25 mean, it needs to be looked at still further. I

33

1 don't think -- I mean, I understand moving the
2 preschool will save the district some money, but
3 there might be other options out there that we
4 can do. I think we need to relook at this

5 elementary school proposal including the pre-K.

6 MS. BEAULEIU: Can I ask a question
7 about one of these issues that's come up related
8 to the capacity of the school, and that was
9 outlined in the Toroto Report. And can you
10 explain, is that construction practice, and if
11 it's capacity practice and is it considered,
12 Dr. Morelle, is it a best practice to use that
13 capacity number?

14 MR. HILTON: That's a loaded
15 question. The capacity that was in the Toroto
16 Report, I believe dealt with that 85 percent.
17 In a little research today, I found out from an
18 architectural firm that that 85 percent is what
19 they call efficiency. That a classroom would be
20 emptied when the students in that classroom are
21 in a gym or their classes are in the cafeteria.

22 However, I have looked at it,
23 looking at the school and what rooms can be used
24 as homerooms, like in a middle school where you
25 wouldn't use the science room, you wouldn't use

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1 the count capacity of the gymnasium, the
2 cafeteria, the wood shops, would simply be where
3 you could put students. There are a lot of

4 different plans out there to figure capacity.
5 It goes strictly by codes or regulation.
6 Capacity is figured on 20 square foot per child
7 with a desk and --

8 MR. THIBODEAU: In a classroom. If
9 you look at a design from when they designed the
10 buildings, a of buildings run under the premise
11 that each child is 150 square feet. You figure
12 that count takes in for bathrooms, corridors,
13 classroom space and an area such as the
14 cafeteria, so there are many ways in looking at
15 capacity.

16 In the Toroto Report on the
17 elementary he does a room count and puts the
18 number of students into the room, and then he
19 takes the 85 efficiency rating and then he uses
20 that 85 percent as the capacity of the building.

21 MS. BEAULEIU: Dr. Morelle, is
22 there a capacity number for school population?
23 Do we have a value that says that X school has
24 the capacity for 500 students, 300 students, and
25 do we know the -- is that something that is

35

1 measured an do we have a best practice for that?

2 MS. MORELLE: Well, I think I'm

3 going to build on what Mr. Hilton just described
4 because there's been a number of references to
5 the Toroto Report, so long as that right now is
6 a reference point and it's been discussed in the
7 public hearings, I think it would be useful at
8 least to talk from that perspective rather than
9 add another document. There's a couple of parts
10 of the report, and we went back and looked at it
11 after some of the Community members brought it
12 to the school committee's attention. I had seen
13 the Toroto Report previously back when the CHS
14 2010 project was being developed.

15 The way that I understood the tables in that
16 report are much like Mr. Hilton just referenced
17 it. They generally take every room in the
18 building in which instruction could take place
19 and put a number of students that can go in that
20 room and then take an 85 percent usefulness of
21 that and give you a number. And so that number
22 in my estimation was used at the public hearings
23 as the number that the school committee should
24 use in determining how many students could be
25 enrolled at the school, and I think right now

1 that's where I would disagree in terms of making

2 a connection between those two numbers.
3 There's a critical statement in my opinion in
4 the Toroto Report that says that the -- I don't
5 have the report in front of me, but they allude
6 to the grouping practices and instructional
7 practices and scheduling practices having an
8 impact on how you interpret the information, and
9 that to me is where you have to put a human
10 element and a thoughtfulness to the information.

11 So I certainly believe that the
12 numbers are accurate as they're presented, and
13 that if you wanted to assume that you could put
14 that number of students in a particular way that
15 matched the instructional strategies that we
16 have, scheduling practices, et cetera, you
17 probably could put that number of students in
18 either one of those middle schools at any given
19 time, but right now I would trust the insights
20 of the building principals that would indicate
21 that they are not able to schedule the building
22 with that many students, and that's really
23 what's caused some of the previous conflicts
24 that we've had.

25 MR. THIBODEAU: Thank you,

1 Mr. Hilton. Well, the feeling that I'm getting
2 is that you want to send the committee back and
3 take a look at the elementary. Is that what I'm
4 hearing?

5 MR. HILTON: I would like to see
6 that, yes.

7 MR. THIBODEAU: Ms. Beaulieu?

8 MS. BEAULIEU: I think I would like
9 to see is the determination of when a school is
10 fully tracked like Ashton cannot be and
11 Cumberland Hill cannot be at this time because
12 the two things such as classrooms, what would it
13 take to provide the classrooms. As Mr. Gibbon's
14 just pointed out, nobody likes change; and so is
15 the -- is it most effective to handle it that
16 way? And I guess that would be my first
17 question. What is the cost for modular
18 classrooms?

19 MR. THIBODEAU: Mr. Wagner, your
20 sense?

21 MR. WAGNER: Well, while I would
22 like to be able to say maybe we could look at
23 additional costs to do these types of things, I
24 think the Mayor's proposal on this year's budget
25 has really pretty much put a kibosh on things

1 that nature. I am, however, a little bit
2 concerned along with Mr. Wood as far as the
3 elementary schools particularly the Cumberland
4 School, and I'm just not really clear as to
5 exactly what we'd like to be able to do here so
6 I'm not really ready to do anything.

7 MR. THIBODEAU: I think the
8 difference was what the assistant superintendent
9 said about registrations, right? They're up.

10 MR. WAGNER: I understand that, but
11 I mean, what are we looking at? I heard the
12 numbers, it just doesn't go through -- I hear it
13 going up, but what does that mean?

14 MS. BEAULEIU: I think it would be
15 helpful to get -- we have a grid of projected
16 class size distributions, but I don't know how
17 old it is, and I think it would be helpful to
18 get that because if I look at what the project
19 enrollment would be if there was a boundary
20 shift, and it would impact Community and
21 Cumberland Hill predominant -- or almost I think
22 entirely, there's substantial number of
23 kindergarten students in our classroom, it's up
24 at 24 and the upper limit by contract is 24.
25 But Dr. Morelle, is it 23, and can you explain

1 that a little bit?

2 MS. MORELLE: Yes. K-2 is 23 and
3 grades 3-6 is 24 with an allowance if there were
4 last minute additions to enrollments for the
5 opening day of school, but we don't generally
6 plan for that. It's not really how the
7 agreement works. So we plan for the 23 and 24.
8 We also have an agreement that, with some
9 generalities pre-K is at 15. If we're working
10 in the substandard or smaller classrooms at
11 Fatima we try to keep it at 12, but we certainly
12 have gone over the 12 there.

13 MS. BEAULEIU: If I look at the
14 enrollment projections for Community and
15 Cumberland Hill, with the changes in the street
16 assignments it looks like within 75 percent of
17 the numbers they are all currently at 24.
18 Perhaps we can get an updated grid so we can
19 review the population.

20 MS. MORELLE: I would be happy to
21 provide that.

22 Mr. Thibodeau, can I ask a clarifying question?
23 Early on in the process the Task Force was
24 charged with two deliverables, so to speak. One

25 being an elementary street directory, and the

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1 other being a middle School street directory.

2 Do you anticipate that there would be a
3 situation in which the school committee would
4 approve a street directory for the elementary
5 and middle school levels?

6 MR. THIBODEAU: I would ask
7 Mr. Gibbons since you're the most familiar with
8 the numbers on the elementary, on the middle
9 schools, on what we'd change, how does that
10 impact so-called Plan A and B at the middle
11 school level if its like cart blank as we say,
12 you know, go along with that.

13 MR. GIBBONS: Well, an elementary
14 and middle are really two different items. The
15 adjustments that we made on the elementary
16 school were almost all, I believe they may have
17 been all except for a couple of just
18 housecleaning issues really, down around the
19 Ashton and Garvin areas which just sort of
20 streets that should have be with one school, but
21 for whatever reason were never identified. I'm
22 not sure if anybody lived down the streets. But
23 as far as the Cumberland Hill, McLaughlin School

24 and Community we did make some adjustments
25 there. We keep -- I keep hearing the number

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1 thrown around that we're at 75 for kindergarten
2 for Cumberland Hill. We actually projected four
3 sections for Cumberland Hill so we're not over.
4 It's probably going to come out to close to what
5 we projected. That is -- kindergarten obviously
6 is the hardest one because they're not moving it
7 up from another grade which makes it a little
8 tougher to forecast.

9 But we had also factored Cumberland
10 Hill and McLaughlin School at four sections. So
11 at 75 we certainly haven't grown into every
12 space, but you're probably certainly going to
13 see a lot more between now and August. But as
14 far as the street list, which was the original
15 question, we have identified the streets for
16 each school, and it was a tremendous amount of
17 work. And there's probably one or two streets
18 in new developments that have not been on the
19 maps yet that we looked at, but I think we did a
20 pretty good job on that. And then the -- we had
21 no middle school list so that was the toughest
22 one and took the most time, definitely had the

23 most input from the public, but we did put
24 together the street lists and hence a Plan A and
25 B. The choices really at the elementary school

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1 level was did you want to keep two selections of
2 Cumberland Hill for kindergarten, did you want
3 to keep them all at Community, both Cumberland
4 Hill and Community sections. And then the fact
5 that we mentioned we have two schools that have
6 not fully tracked, McLaughlin School and Ashton.

7 MS. MORELLE: So just to clarify a
8 question, because I think we are -- we're saying
9 the same things in terms of numbers but just in
10 a different way. The issue in term of the
11 administration mentioning that there are 75
12 students when we're saying that, you know, it's
13 an outside scene or larger than could what could
14 be managed, we're saying that I think because of
15 the concern being raised that they wouldn't all
16 fit, and you wouldn't have these. So of the
17 three options that you are recommending, the
18 only way that you would be able in the Task
19 Force's recommendations to manage all of those
20 students would be if the school committee
21 somehow added classrooms through modulars or

22 some other situation under the lines as you've
23 created the directory right now for elementary
24 schools.

25 MR. GIBBONS: That's the perfect

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1 case scenario, but I think we all realize on the
2 Task Force that it probably wasn't going to
3 happen due to what is going on financially, both
4 in the town and the state level. We just wanted
5 that in the report. Because you can send the
6 Task Force back out to deliberate again. In all
7 honesty, you'll never have it done for this year
8 I don't know if you'll have it done for next
9 year. If you want to start spreading them
10 through five districts you're looking at another
11 year's work.

12 This Task Force put about four
13 months' effort into meeting regularly, and we
14 felt that this was the best plan for it. Is it
15 the perfect plan? No, but I mean, we were kind
16 of told that -- not really told, but I think it
17 was put out there that it would be a good idea
18 if we could save a few dollars with the pre-K
19 program and move that into one of the schools.
20 Once you do that, then there's not a lot of

21 changing that can be done. We just felt that it
22 would be easier to take the road where there's
23 less impact on five districts, and anybody that
24 thinks this is an easy job, you're going to
25 throw it right back into chaos if that's the

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1 decision, to go back out there and look at it
2 again. You might as well just say we wasted
3 four months of time. Tough decisions have to be
4 made, but to say let's go out and study it some
5 more, you're not making a good decision in my
6 opinion.

7 MS. MORELLE: So if I can swing
8 that line of thinking around to kindergarten
9 again, there would be space if the committee
10 chose for all of the kindergartners to remain at
11 Community in the future, in the plan as you
12 wrote it up?

13 MR. GIBBONS: I believe so, yes.

14 MS. MORELLE: That would include
15 moving the preschool center to be B.F. Norton?

16 MR. GIBBONS: Yes.

17 MS. MORELLE: Would that include
18 modifications to any streets in the elementary
19 street directory for grades 1-5?

20 **MR. GIBBONS:** A couple of my crack
21 committees members are looking at me kind of
22 puzzled. When we moved the kids between
23 Cumberland Hill and Community, had we kept all,
24 I believe it is nine tracks or nine sections of
25 kindergarten between the Community and

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1 Cumberland Hill, if we kept them at Community I
2 believe it still would have worked.

3 **MR. MENARD:** My name is Bill
4 Menard. I think we still had an issue with the
5 first graders at Cumberland Hill. I think there
6 were still too many there next year, and I think
7 we still needed to move some of them over to
8 Community, and we still had to make some
9 adjustments to the boundaries between the two
10 elementary schools if I recall correctly. I
11 don't have the numbers currently in front of me
12 either.

13 **MR. GIBBONS:** I think if we had
14 kept them all at Community it would still work,
15 but it would be tight.

16 **MR. MENARD:** I think if you wanted
17 to keep all the kindergartners at Community, I
18 think that was a possibility, but you still had

19 to make some changes to the Cumberland Hill
20 first -- the class going in next year to first
21 grade. I still don't think Cumberland Hill
22 could accommodate all the first graders that
23 would be there.

24 MR. GIBBONS: Which we did make
25 those street adjustments.

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1 MR. MENARD: But you still have to
2 keep the street adjustments.

3 MS. MORELLE: And that was in the
4 street directory for elementary that you read at
5 the two public hearing. I just want to go
6 through that so we're all clear about that.

7 MR. GIBBONS: Yes.

8 MR. THIBODEAU: That clarifies
9 that.

10 MR. GIBBONS: If I can, the reason
11 why we looked at that is, as was mentioned here
12 at this meeting, you are moving kindergarten
13 kids once they hit grade one back to Cumberland
14 Hills so if you're trying to keep that K-5 class
15 together, you're not going to be able to do
16 that, and our thought was that if we kept half
17 of them together, you're only impacting half the

18 kids, and that's why we came up with the two
19 different solutions. Instead of having to move
20 four to five sections of kindergarten kids,
21 there's possibility to only do two, but that is
22 a decision you guys have to make.

23 MS. BEAULEIU: Just to clarify, we
24 would have to move some of the streets that were
25 currently Cumberland Hill into Community in

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1 order to not displace first grade students?

2 MR. GIBBONS: Yes. And the changes
3 have been made in the street list that we gave.
4 So over the list that you're working with today,
5 yes, there are changes.

6 MS. MORELLE: Actually, the
7 principal for Cumberland Hill is here, could you
8 go to the microphone, please. Donna, I'm
9 wondering, you may not be able to answer it
10 right now, but between now and when the school
11 committee votes on recommendations which may be
12 at the next committee meeting, do you think that
13 you could take a question back to the faculty,
14 if the recommendation was to keep the cohort of
15 kindergartners together, what kind of support in
16 terms of transition might help to address the

17 issue that Leah raised? Because I certainly
18 understand that that's a very real issue, having
19 only one person in the building that knows the
20 students, that must be a tremendous burden on
21 you, a heavy responsibility. So I'm wondering
22 if you could ask the faculty that question, and
23 perhaps during the week we could talk about
24 that, and certainly I'm sure the school
25 committee would want to know that and weigh that

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1 into their decision.

2 MS. ZANNELLI: The question that
3 you're asking is what accommodations could be
4 put in place or what kind the conditions could
5 be put in place for those kids coming from
6 kindergarten to first grade transitioning from
7 Community to Cumberland Hill?

8 MS. MORELLE: Correct. If they
9 make that decision that would improve that
10 transition because clearly we would want to make
11 that academic transition as soon as possible.

12 MS. ZANNELLI: Can I just address
13 one concern in addition to those concerns that
14 Leah raised? When we're looking at us becoming
15 a four-track school, I'm not sure of the number

16 of first grade classrooms we would have next
17 year but my concern would be that we're starting
18 a trend of five because we would be moving --
19 this year we have five first grades, we would be
20 moving to five second grades. There could be
21 the potential of having five first grades next
22 year. Half of our school then, half of our
23 available classroom space at that time would be
24 accommodating first and second grade. That's
25 with the assumption that we're using 20, not the

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1 22, 21 classrooms.

2 MS. MORELLE: Thank you, that is a
3 great point to bring up.

4 MR. THIBODEAU: Anybody else?

5 MS. BEAULEIU: If I look at the
6 boundary changes it puts -- if I look at
7 boundary changes relative to Cumberland Hill
8 students being redirected to Community I see
9 that currently the projection is 44 FT
10 classrooms at Cumberland Hill, four grade 2, and
11 currently there are five grade 1 and five
12 grade 2.

13 MS. RAINALDA: Currently there are
14 five grade 1 and three grade 2. My question

15 was, if we transition more to -- if we
16 transition five, if there were additional
17 enrollments, we could potentially end up with,
18 without any change, five first and five second
19 next year. That's my concern, when you look at
20 bringing in 17 additional students this year
21 from kindergarten to first grade.

22 MR. THIBODEAU: I just want to make
23 sure all the committee members, we're still
24 talking pre-K and elementary. We haven't moved
25 on, make sure we have all of your concerns.

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1 You heard Mr. Gibbons said not to throw it back
2 at them.

3 MR. WOOD: I kind of agree with
4 him. This is difficult, but we do need to move
5 on this issue some more. I know, and I would
6 ask the Superintendent, Members of the
7 Committee, that we have these items as we've
8 talked about tonight put on our agenda for a
9 discussion and a vote on the recommendations,
10 certain recommendations from the Task Force
11 which would be our May 20th -- May 22nd, another
12 school committee meeting, and I do think about
13 it, being the representative of Cumberland Hill,

14 and I know we are growing and I know Community's
15 -- the section Community comes from, Diamond
16 Hill section is growing. You see the houses
17 come up everyday. I've got a house put in my
18 side yard last summer. I go away for one
19 weekend, come back and there's a house there.
20 So they're putting houses on lots that are not
21 complying. We need to actually look at it and
22 maybe this is a starting point but as the Task
23 Force said, it's a starting point. Maybe as a
24 committee we need to look at it differently, if
25 there's other plans out there. We've talked

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1 many years about having an early childhood
2 school, there might be some ways to do that.
3 I've had some great discussions with Mr. Hilton.
4 We could look at that or just look at it as the
5 subcommittee, but we'd like to start our agenda
6 off for next week so that we could have a vote.

7 MR. THIBODEAU: We're at a
8 disadvantage right now because there is only
9 four of us here rather than seven. I would say
10 to schedule a workshop. The other three are
11 going to come in, and we're going to vote.

12 MR. WOOD: I understand that, and I

13 understand the Chairman's condition, and I
14 understand why he is not here, but I know
15 there's three members that knew about this.
16 This has been going on. What John has said, was
17 said back in December, we've had two hearings on
18 it, February I believe they were. It's now May.
19 School's going to end next month, summer's going
20 to get here. We're also running out of time.
21 It needs to be -- we need to act upon it. I
22 don't want to rush things through, I don't think
23 we've rushed things through. We've actually had
24 quite a bit of testimony which I've read. I
25 liked most of it. It is unfortunate that we're

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1 not a full committee here, it is kind of
2 disheartening to me that we are not here as a
3 full committee, but we need to move on. That's
4 my personal opinion.

5 MR. THIBODEAU: Superintendent?

6 MS. MORELLE: I would ask that you
7 let Mr. Wagner precede me.

8 MR. WAGNER: I would actually -- I
9 think -- the questions that I need to have
10 answered, I think I'll wait.

11 MR. THIBODEAU: The four of us here

12 can make that decision. I'm just saying it
13 works out with the other three. So if you don't
14 feel that way, the four of us are here, and it
15 is getting closer to September, you know, that's
16 fine.

17 MR. WAGNER: I think as long as
18 it's posted and everybody's aware, certainly we
19 can have a discussion. It doesn't say that we
20 have to have a vote. We can have further
21 discussion and take some time. I think we
22 probably are all going to be ready.

23 MR. THIBODEAU: All right. Let's
24 go on.

25 MS. MORELLE: I would just like to

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1 speak on behalf of the faculty on that issue. I
2 think it was brought up in terms of the planning
3 that is generally occurring during at this time
4 of year. I know that for those of you either in
5 the audience or perhaps on the committee who
6 take it for granted that school will open on the
7 first day of school. The reason that it does is
8 because of the professionals in this district
9 who do enormous work to prepare for the first
10 day of school and to create the instructional

11 environment for the students, and that work
12 starts month beforehand.

13 At this point right now, it's
14 being delayed. So I need to advocate for a
15 decision, and I certainly understand and have
16 been patient with your need to take testimony,
17 review testimony, and I didn't say anything
18 about this at the school committee meeting the
19 other night because I got the general feeling,
20 in fact I thought there was almost kind of an
21 informal rollcall vote taken when everyone said
22 that you were going to actually put discussion
23 and vote on tonight's agenda, but because at
24 least one member couldn't be here, that the vote
25 would be postponed until the 22nd. That was my

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1 general sense so I refrained from any comment
2 because I thought okay, if it's going to be the
3 22nd then we'll at least have close to a month
4 before the end of school. I really believe that
5 if it goes on any longer than this, we are
6 jeopardizing the students in the school system,
7 we're going to be jeopardizing classroom
8 placements, we're going to be jeopardizing the
9 transition process, and I honestly don't know

10 how to explain that, and I don't think that's
11 what we want to be doing.

12 So I would strongly urge you, if
13 there's anything I can do, if there's anything
14 the administration can do to provide information
15 to you prior to Thursday, and I will check in
16 with all the other committee members also so
17 that you might be able to make an informed
18 decision one way or another at the meeting on
19 the 22nd, I would ask that you do that.

20 MR. WOOD: Just one other thing,
21 and I know that it is our second meeting, that
22 most of our items have been taken care of at the
23 first meeting. If this -- there may be one
24 other item could be not put on our agenda and
25 not have a full docket of four or five things,

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1 because this is a very important issue. I think
2 it is going to take a lot of time. So if we
3 could just have one or two items on our agenda?

4 MS. MORELLE: I do want to be
5 candid with you, and we already do have the
6 report on the special education evaluation
7 scheduled for the 22nd. I do understand
8 Mr. Gibbons that your committee realizes that in

9 all likelihood there will be four sections of K,
10 and I think actually out of the nine sections we
11 had this year, five of them were housed -- five
12 of those nine K sections are Cumberland Hill and
13 four of them are Community. So even this year
14 there has been a higher number of Cumberland
15 Hill youngsters in K than in Community. Let's
16 assume that we were lucky enough and fortunate
17 enough only to have the need for four sections,
18 which your committee recognized, and we do as
19 well. I think that we're trying to do at all
20 cost is to avoid saying that we could
21 accommodate two of the four sections at
22 Cumberland Hill, and then in all likelihood,
23 accommodate the other two sections at Community,
24 because then you are going to have two groups of
25 youngsters only out of the kindergarten group

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1 that will start at one elementary school, and
2 then after one year have to go to the other. If
3 we possibly avoid that, I think in my mind it's
4 a bit of an equity issue in terms of the
5 experience the children have. And I can't help
6 but wonder, and I don't know when I look at the
7 street directory because I'm not a resident of

8 Cumberland and I'm not familiar with the names
9 of the roads, but it seems that you've moved
10 some streets to readjust the lines and it's
11 helpful, but maybe not quite as helpful as we
12 need it to be and almost would warrant looking
13 to see if we should make some further
14 adjustments just over in between the Community
15 and the Cumberland Hill's divide on the two
16 districts to see if we couldn't make the
17 accommodations where the increase in numbers
18 would go to Community.

19 Now that I look at the chart, the
20 matrix that your committee generated, this one
21 here, it would almost look as if the way you
22 advanced them, and rightfully so, that we would
23 almost need 21 classrooms without even
24 considering K because of the situation that Mrs.
25 Rainalda referred to. So we're really in a

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1 crunch situation over there just to accommodate
2 1-5 and the kindergarten numbers only call into
3 question a little bit more in terms of the need
4 to redefine over at that end of town. It's not
5 going to make any difference in terms of the
6 middle school assignments because they're going

7 to go to North anyway whether they're Cumberland
8 Hill or Community.

9 So Cumberland Hill almost needs to
10 become a little smaller in the geographic
11 definition of the neighborhood, but that's
12 easier said than done, and I know that.

13 MR. GIBBONS: Once you shift,
14 whether you're east, west or south, can't go
15 north, there's a domino effect right down the
16 line. So you're not moving between one or two
17 districts, you're moving all five, and that's
18 Pandora's box. If you open that up, you've got
19 a year's worth of planning.

20 MR. THIBODEAU: Anybody else on
21 elementary?

22 Next discussion, we'll start having
23 a discussion about the middle school. Who would
24 like to start? I guess we'll do it the same
25 way. Mr. Gibbons, the charge of the committee

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1 for the elementary, the plans so-called.

2 MR. GIBBONS: Well, the middle
3 school I think was pretty simply. It was to
4 look at the current level, develop a street list
5 as no street list existed, and we came up with a

6 Plan A and Plan B. The two major areas are
7 affected, whether it be Plan A or Plan B, we
8 took the streets along Mendon Road which I think
9 had been shifted a few years back if I'm not
10 mistaken, that Mr. Wood has mentioned earlier
11 tonight, and moved those kids back to North
12 Cumberland Middle School. Basically that was an
13 area right around Cumberland House of Pizza down
14 to the 295 entrance on both sides of the street.
15 And then Plan B is the same as Plan A, but also
16 moved some kids into the -- off of Diamond Hill
17 Road, shifted them over to the Mc Court School
18 which created a lot of controversy and a lot of
19 discussion, basically the Bear Hill section and
20 that's Plan B, would be to move the Bear Hill
21 area to Mc Court School.

22 Again, when we looked at this it
23 was basically on geography. We looked at just
24 pulling a map out, you know, where -- what
25 school are the kids closer to, and we did some

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1 shifting. Now, there's been a lot of discussion
2 on whether or not you want to keep North
3 Cumberland Middle School at a very high
4 capacity, and to do that -- or do you want to

5 kind of balance off the schools a little bit at
6 the Mc Court School. We had a tremendous amount
7 of discussion both pro and con, and we came with
8 the two plans. One was a seven to nothing
9 passage and one was a five to two passage --
10 nine nothing and seven to two. That seven to
11 two vote was the -- for the Plan B as the only
12 vote that we took that was not unanimous in all
13 our deliberations.

14 We also discussed the impact of
15 trying to move kids that are already at one
16 school which would be basically grades 6 and 7,
17 and try to keep them grandfathered in. We did
18 make a recommendation on that. Whether or not
19 that can be upheld probably needs to be
20 discussed a little bit by the school committee.
21 I mean, you could grandfather grades 6 and 7,
22 you could grandfather grade 6 or not grandfather
23 any of them. You know, we felt that, even on
24 the elementary level, try not to move kids that
25 would be going into grade 5. You really can't

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1 grandfather K-4, that's impossible. At the
2 middle school it's less grades so it certainly
3 could come under consideration. And then we

4 just looked at equity issues. I mean, looking
5 at a school that has roughly I believe it is 700
6 kids with one principal and one vice principal,
7 versus another school that has 540 kids and one
8 principal and one vice principal, one school
9 nurse, same amount of guidance counselors. Just
10 even little things like the band programs, the
11 sports programs. If you have kids that want to
12 go out for a band or a sports teams and their's
13 700 kids in the school versus 540, there is not
14 that equitable situation. So if we can try to
15 balance off the schools and that, again, that
16 had a lot of discussion. As I mentioned
17 earlier, the easy decision is to not make any
18 change at all.

19 MR. WOOD: There was a lot of
20 discussion and I think a lot of testimony was
21 brought at the last two workshops or the public
22 hearings. Being the building property chairman,
23 I see the enrollments and I see how the school
24 are affected and how they are overcrowded. We
25 have two excellent middle schools that provide

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1 education. We have one that has the best and we
2 have students that we can put in that facility

3 to enhance it and to enhance their education,
4 and the way I say that is because of the fact
5 that if you look now of balancing the two middle
6 schools, the way we're looking at middle school
7 reform, looking at the education, we will be
8 looking at smaller class sizes, and as long as
9 I've sat on this committee, the teachers and
10 actually committee members have always expressed
11 the amount of class sizes that we have, they're
12 just too large. By balancing the middle school
13 we'll be able to perform or give smaller class
14 sizes to both middle schools. It's a hard thing
15 to do, but I think it's the right thing to do.
16 We have a chance now to do something that's
17 going to effect our town going forward.

18 We are a growing town. Cumberland
19 is still growing. It will continue to grow
20 until every little parcel of land has a house on
21 it. I do agree, you know, I have to disagree,
22 with houses do come children, in Cumberland
23 especially. We've seen that when we've talked
24 about Cumberland Crossings coming in. Oh,
25 there'll never be any children there. I think

1 we have 18 children that live in Cumberland

2 Crossings now, we have a school bus that comes
3 in there. You can say it now that there won't
4 be any children, but there will be and they're
5 coming to Cumberland. We need to look at that
6 now. We can sit here and say okay, we won't do
7 anything now and come back and revisit it two
8 years from now, it might be too late then. It's
9 our job up here as a committee to provide one of
10 the best educations and I think by reducing
11 class sizes and putting children in smaller
12 classes is one of the options that Plan B gives
13 us. So I'll hand the mic over to one of my
14 committee members.

15 MS. BEAULEIU: I really don't have
16 any questions for this. I feel like a bus stop
17 this year because I sit right in the middle of
18 this change, and it at least gave me the
19 opportunity to go and talk to the other schools
20 to see what their concerns may be and what they
21 struggled with, and I have to say much of this
22 surprises me of the comments and the criticisms
23 that people had with regard to the other schools
24 in town, and that left me feeling a little
25 bitter. But understanding what Mr. Gibbons said

1 about people not liking change. I think the
2 arguments that the Bear Hill -- the Bear Hill
3 group said with regard to removing a small
4 percentage of kids from Community school did not
5 -- I think it served to cause a lot of anguish
6 for families and anguish for students. And if I
7 were to revisit the populations numbers
8 districtwide, I think it would be an easier pill
9 to swallow if everyone felt the pain, but to
10 section one group out, I think it only serves to
11 -- the kids are confused, never mind what
12 parents have to say, but kids are confused when
13 they realize they're not going to the same
14 school.

15 I do understand the instructional
16 impact of having higher class sizes because in
17 going through the elementary enrollment, it is a
18 delight to see when there's 19 kids and a
19 struggle to see 24 kids to a class particularly
20 when I see it at the kindergarten level. Those
21 are my only comments.

22 MR. WAGNER: I think we've had
23 plenty of testimony on this particular item and
24 I don't think there should be any further. I
25 don't need any further questions answered.

1 **MR. THIBODEAU:** My take on it, on
2 the middle school is I would like to see, not
3 move but grandfather, but then move. If that's
4 so the case, to take care of the lines for the
5 future. I mean that's what I'm thinking.
6 Having been a teacher in the middle school
7 forever ago in the 70s, I think that's a very,
8 very tough route to dislodge. I really do think
9 psychologically, you know, I think we'll leave
10 them where they are; however, having said that,
11 to fix the disparity of the 540 and the 700,
12 something has to be done and it has to be done
13 through the grandfathered clause that's in
14 there. I guess I'm trying to invent something
15 here myself between A and B.

16 **MR. WOOD:** You can look at the
17 numbers, and like you said, nobody likes change,
18 if they're middle school, elementary school,
19 adults, we're going through a lot of changes
20 where I work right now and it's difficult for
21 people to go through change. If you do
22 grandfather the 6th and 7th graders in, the move
23 will happen, they can make the move today.
24 Again, if you do -- like I said, the numbers
25 still -- I mean, just looking at the chart that

1 the Task Force gave us, if you grandfather 6th
2 and 7th graders in, you're basically adding
3 another 30 students, 18 students next year. I
4 mean, you got to look at the overall picture and
5 the big picture. Nobody likes change. They're
6 moving to a new school. They'll be moving to a
7 new school if they go to North or Mc Court
8 because it is going to be new surroundings for
9 them, new buildings.

10 All the testimony I read, everybody
11 had said both schools are good schools. The
12 educational value is there. A lot of testimony
13 spoke of friendships. Friendships are
14 friendships. You're going to be a friend,
15 you're always going to be a friend. Middle
16 school, and I can speak from my daughter's
17 perception, her friendships changed in middle
18 school. She met new people, kept some of the
19 old friends. Then when she got to high school,
20 again, it changed again. Friendships will
21 change. You will always have that core group of
22 friends, you'll always have your neighborhood
23 friends. Even if you go to North Cumberland,
24 you're still going to have those friends from

25 your neighborhood or those people you know on

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1 your soccer team or football team. Those are
2 your friends, it doesn't matter where or what
3 school you go to. It's difficult. They will
4 change and they will change friends throughout
5 their careers, through schools, when they move
6 away to college. Because we know all of them
7 are going to college because of the education
8 they get here in Cumberland.

9 We have to look at it as a
10 committee and make it equitable in the
11 enrollment so that we can provide them with that
12 education so that they can move onto Cumberland
13 onto college. Everything you've seen, you've
14 seen it last night at the presentation, it's
15 going to get harder and harder as they move up
16 through the schools and the grades. There is
17 going to be more content so we need to prepare
18 them now.

19 I think Mr. Mutter kept asking
20 about the middle school and how it tracks into
21 the high school and how elementary tracked into
22 the middle school and middle school to high
23 school. I think with smaller class sizes I

24 think we'll be able to bring that data and
25 prepare our children for high school and future

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1 endeavors. To grandfather them in, the 7th
2 graders in, I would never -- if a kid was going
3 to the 7th to 8th grade he should stay in that
4 school. To look at grandfathering the 6th and
5 7th, we need to also look at making a move from
6 the elementary to middle now. That is just
7 going to delay it. And to say that we're
8 segregating one neighborhood, if you look back
9 ten years ago it's the way it was done.

10 I'm not condoning what was done.

11 Actually it was a lot different, I think they
12 received a letter at home that the meeting was
13 tonight. So it's -- you have to looking at one
14 segregation or one section of the town or one
15 section to move. I think you can't look to
16 scatter throughout the whole district.

17 I would like to make one more clarification.

18 Those children that were moved ten years ago,
19 you said were brought back to North Cumberland,
20 they never left North Cumberland. There was one
21 year that they were accidentally moved we'll call
22 it, but that was fixed and they were all back.

23 The agreement was that they could go back to the
24 Cumberland after they finished at that school.
25 So for us to say they're for moving them back is

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1 not part of this recommendation, I don't feel
2 it's part of this recommendation that they've
3 always been North Cumberland Middle School
4 students. What I meant to say, it was just
5 identifying those streets for the school they
6 would be going to.

7 MR. THIBODEAU: Mrs. MacBeth has
8 just entered. I know she had a previous
9 commitment at your school. I just want to bring
10 you up to date, Mrs. MacBeth. We've been
11 talking about -- no votes and where going to
12 move this to the next school committee meeting
13 because there is now some concern that we're
14 getting too late so that the administration has
15 to know what we're going to do.

16 So all the School Committee Members
17 have had a chance to express their feelings on
18 the plan. For instance, the preschool to move
19 to B.F. Norton, any concerns about the
20 elementary moves, a lot of talk was being done
21 about the Cumberland Middle School,

22 registrations are up over, there how many tracks
23 it is from other school. And then when you came
24 in we just started talking about middle schools
25 A and B. Although I don't want to put you on

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1 the spot --

2 MS. MACBETH: You are.

3 MR. THIBODEAU: But so be it. What
4 do you want to do.

5 MR. MACBETH: I just want to
6 reiterate that I haven't heard a lot of
7 conversations that have gone on this evening.
8 Have there been public comments?

9 MR. THIBODEAU: No.

10 MS. MACBETH: I know we've had a
11 lot of public comment that's taken place before
12 and in looking at the recommendations that have
13 com forth, we've had two plans and I know the
14 Community did not like one of the plans at all.
15 I don't even think we had one person speak to
16 it. My concern is, in talking to another School
17 Committee Member before I came, that he was
18 unable to make it, that there was new
19 information on the preschool so I'll ask before
20 I make a comment, is there new information on

21 the preschool or elementary now?

22 MR. THIBODEAU: No.

23 MS. MORELLE: Do you have
24 information that you have to share with us?

25 MS. MACBETH: I don't, I was told

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1 there was information.

2 MR. THIBODEAU: No. No, we had
3 some enrollments that were up, but it wasn't at
4 the preschool, it was at Cumberland Hill, right?

5 MS. MORELLE: The only discussion
6 we had was in response to my question or
7 Mrs. Beaulieu's question about the consequences
8 of moving the preschool and I would believe that
9 my response was there are some very narrow
10 constraints that we're working under in terms of
11 the number of rooms in terms of moving to B.F.
12 Norton. That has been part of the discussion
13 from the beginning. The flexibility that we
14 have at Fatima gives us much more freedom to
15 respond to incoming referrals for early
16 intervention. I acknowledged that when I
17 responded to Mrs. Beaulieu and I think that, to
18 paraphrase your question, you wanted to know if
19 there'd be consequences in future years, and the

20 only think I would say is that we don't -- we
21 have no way of knowing what the projections are
22 going to be regarding those referrals, but we
23 don't know that now either. So we've made some
24 decisions as far as limitations of the program
25 and what Mrs. Gibney and I had talked about is

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1 that if numbers exceeded a certain amount we
2 would have to have another option outside of the
3 integrated program perhaps to address those.

4 MS. MACBETH: Taking the preschool
5 move out of this, I know that Task Force worked
6 very hard, I was able to attend one of the
7 meetings and they went through a lot of number
8 information, and I'm saying except for the
9 preschool moving to B.F. Norton, looking at the
10 other options, is there any negative
11 consequences that this committee can see or
12 administration can see in leaving it the way it
13 is? Leaving the children where they are right
14 now, not moving anybody, not moving pockets of
15 kids or 14 kids or 12 kids, but leaving it the
16 way it is right now, are there any negative
17 consequences to that?

18 MS. MORELLE: I'm not prepared to

19 answer that question tonight, but I'll be happy
20 to be prepared to answer that on Thursday.

21 MR. THIBODEAU: In order words, the
22 answer to your question is whatever the Task
23 Force did, leave everything the same.

24 MS. MACBETH: And take the
25 information that the Task Force put together in

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1 looking at projections. I know even the Task
2 Force said they had been given or not given
3 information that came up later, and just taking
4 everything they've done, not ignoring it but
5 just --

6 MS. MORELLE: I think we addressed
7 that earlier tonight if you're talking about
8 like the Toronto report and things like that, we
9 had quite a lengthy conversation about that
10 earlier.

11 MR. THIBODEAU: We even talked
12 about letting them go back out.

13 MS. MACBETH: That's what I'm
14 getting to is that if we have this information
15 in there, aren't -- and we can keep it the way
16 it is and have the Task Force continue looking
17 into this matter for the future, and we do have

18 a member from the Task Force so would you like
19 to comment on -- could you or how do you think
20 -- I guess I'm struggling with the words for
21 this. Do you see negative consequences given
22 that you're on the Task Force of putting this on
23 the shelf as you stated for a year?

24 MR. GIBBONS: Yes. You'll have
25 overcrowding at Cumberland Hill, the McLaughlin

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1 School. You'll have probably some larger
2 classrooms than you would want at Community.
3 Are we just talking elementary here or do you
4 want to talk about the middle schools?

5 MS. MACBETH: You can talk about
6 the middle schools.

7 MR. GIBBONS: At the middle schools
8 you will have one school with roughly 700
9 students and another one with 540 and we tried
10 to balance that off and create an equitable
11 situation between the two schools, and the other
12 -- there really is a lot of issues that are
13 involved and there would be a lot of negative
14 things that would affect several schools. As I
15 mentioned earlier, Ms. MacBeth, the easiest
16 thing is to just leave everything status quo.

17 We talked about all the comments, 95 percent of
18 the comments came from one neighborhood. The --
19 it's not the entire town that came forward, it
20 was one Community coming out to look after their
21 own and that's -- you know, I would probably be
22 doing the same thing if I lived in that
23 neighborhood, but what we did is we took an
24 objective look at it. We looked it over a
25 geographical area. We did not look at street

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1 lists with names on them, we looked at street
2 lists with how many kids per class. There was
3 no personalities involved in what we did, and we
4 just tried to balance the system.

5 As I mentioned earlier, especially
6 in the middle school level, if you have one
7 school with 700 students and one with 540, you
8 have administrators, school nurses, principals,
9 vice principals, guidance counselors, you have
10 one school at 700, one at 540. You have kids in
11 different programs whether they be music
12 programs, after school programs, sports
13 programs, where there's a big difference between
14 the size of the schools and what these kids are
15 competing in. So just looking at that, there is

16 an inequity there. Does it create problems
17 within the schools? I think if you brought in
18 ten people that didn't live in this town to look
19 at the problem, the answer would be pretty easy.
20 But you're involved with local people who have
21 children in the school system and they're very
22 passionate about what they feel is right for
23 their kids. I mean, we tried to take an
24 objective look into this program. Like I said
25 earlier, the easiest thing to do is just to do

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1 nothing and if you do that you'll probably have
2 everybody in the building get up and clap for
3 you.

4 MS. MACBETH: I was not looking at
5 what was the easiest thing to do, I'm looking at
6 what would be the best interest of the kids
7 versus negative consequences for making a move
8 versus negative or positive consequences for
9 keeping it the way it is. So to me, it's not
10 always about the easiest. It's never about the
11 easiest as long as it's right for the kids. So
12 I just want to clarify that.

13 When we do meet at the next school
14 committee meeting, will the building principals

15 be available for questioning since there does
16 seem to be numbers? I know I had a list of
17 questions when we first began discussing this to
18 talk to the principal, and I was told at that
19 point we would have an opportunity to do that
20 tonight.

21 MS. MORELLE: They were here
22 tonight, a number of them. We did address
23 questions to a number of them. If you have
24 additional questions and you want to provide
25 those questions to me, I would do the best we

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1 can to get them in advance for you. It was
2 asked that we put the agenda item for next week
3 on as a discussion and vote so I would hope that
4 we would be able to get all the information in
5 advance if possible.

6 MS. MACBETH: Thank you.

7 MR. THIBODEAU: We had a big
8 discussion about whether we should have it as a
9 workshop or whatever. The consensus of the
10 board that were here was that we put it on and
11 try to move the request.

12 MR. WOOD: We had two elementary
13 schools in the front, Cumberland Hill principal,

14 and two middle school principals. Is that who
15 your questions were for?

16 MS. MACBETH: It was the middle
17 school principal I would like to speak to.
18 Thank you for that clarification.

19 MR. THIBODEAU: Can the middle
20 school principals be here at the next one?

21 MS. MORELLE: I would make the
22 request.

23 MR. THIBODEAU: That's all you can
24 do, but we would like you to make the request.

25 MS. MACBETH: I appreciate the time

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1 that you spent catching me up. I'm sorry I was
2 not able to come.

3 MR. THIBODEAU: Any other
4 questions?

5 MS. BEAULEIU: Just one question
6 with regard to a student who was placed based on
7 their street I think when they were trying to
8 track down where the lines began and ended for
9 Mc Court that there's one student assigned that
10 currently attends North Cumberland but on the
11 map, on the chart that we have it says he would
12 be a Mc Court student. Would there be an issue

13 once we take care of the rest of this to make
14 that adjustment?

15 MS. MORELLE: I would bring that to
16 our attention. It may be an issue of a street
17 assignment versus a student assignment. There
18 are times when the street is assigned to a
19 school and for a particular reason a student on
20 that street may be assigned to a different
21 school, programmatically or otherwise.

22 MS. BEAULEIU: It is my
23 understanding that if the streets were numbered
24 from zero to 100, it's the best guess estimate
25 as to where the boundary ended for those who

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1 would attend Mc Court versus those that would
2 attend North Cumberland. This student currently
3 attends North Cumberland, but on the grid there
4 was no change he's assigned as a Mc Court
5 student.

6 MR. THIBODEAU: At this time I'd
7 like to adjourn. I'd like to get a motion to do
8 that in a minute, but I'd like to thank the Task
9 Force, especially Mr. Gibbons. I know it's kind
10 of like out of order to bring you up here, but I
11 thought it would move the -- because of that

12 four months that you spent, you know, we really
13 value you and your committee, what you've done
14 and we really appreciate it. You know, we still
15 need you at the next meeting.

16 MR. GIBBONS: If I may, the
17 committee picked great people to work on this
18 project. It was a good cross mix across the
19 Community with some educational professionals,
20 and I know there might have been some
21 controversial personalities on the committee,
22 and I got to tell you, every single person
23 assigned to committee contributed and
24 contributed strongly and positively and it was a
25 pleasure to serve with them.

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1 MR. THIBODEAU: Motion to adjourn?

2 MR. WOOD: So moved.

3 MR. WAGNER: Second.

4 MR. THIBODEAU: Motion by Mr. Wood,
5 second by Mr. Wagner. All those in favor?

6 (UNANIMOUS DECISION)

7 MR. THIBODEAU: The meeting is
8 adjourned. Thank you, everyone, for coming
9 tonight.

10 (HEARING CONCLUDED AT 9:20 P.M.)

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1 **C-E-R-T-I-F-I-C-A-T-E**

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3 **I, PAULA J. CAMPAGNA, CSR, a Notary**

Public, do hereby certify that the foregoing is

4 **a true, accurate, and complete transcript of my**

notes taken at the above-entitled hearing.

5

IN WITNESS WHEREOF, I hereunto set my

6 **hand this 22nd day of May, 2008.**

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**PAULA J. CAMPAGNA, CSR, NOTARY PUBLIC/CERTIFIED
COURT REPORTER**

MY COMMISSION EXPIRES: March 30, 2010

**IN RE: Cumberland Space Utilization Task Force
Recommendation
DATE: May 14, 2008**