

**SPECIAL MEETING  
BOARD OF MAYOR AND ALDERMEN IN JOINT SESSION WITH BOARD OF  
SCHOOL COMMITTEE**

**December 18, 2000**

**7:30 PM**

Mayor Baines called the meeting to order.

Mayor Baines called for the Pledge of Allegiance.

A moment of silent prayer was observed.

The Clerk called the roll.

Present: Aldermen Gatsas, Levasseur, Sysyn, Clancy, Pinard, O'Neil, Shea, Lopez, Vaillancourt, Pariseau, Cashin, Thibault and Hirschmann

School Committee Members Elise, Leonard, Herbert, Labanaris, Gatsas, Healy, Dubisz-Paradis, Garrity, D'Allesandro, Ouellette, and Cook

Absent: Alderman Wihby, School Committee Members Stewart, Sargent and McDonough

Members of the Mayor's Youth Council and the Special Committee on School Facilities introduced themselves.

Mayor Baines stated I would like to especially thank the Citizen's Committee. I know they have been hard at work touring the facilities and are now pouring through the information that has been presented to them by both reports. I do have some comments to make before I turn this meeting over to Frank Thomas and the presentation. I want to thank both Boards, members of the Citizen's Committee and members of the Youth Council for attending tonight's meeting. I also want to thank the representatives from Parsons Brinckerhoff, CMK Architects and Laurel Architects for their participation. Working together, I am sure that we can tackle the school facilities challenge we are confronted with in a manner that demonstrates our fitness to be stewards of Manchester's future. I will talk a great deal throughout this process of study about our obligation to provide classrooms that are worthy of those who teach and learn in them today and in the future, but I want to begin by addressing another obligation. An obligation to our parents and grandparents who worked in these mills in order to provide a better life for their children and grandchildren. For them, providing an education for their children was the

key to a brighter future. Our failure to act on the findings of the Parsons Brinckerhoff report would be a breach of an unspoken but obvious covenant that our ancestors made in these buildings many years ago. Their labor under sometimes intolerable conditions would be the down payment on a better future for those who followed. They would work with their hands so that their offspring would be free to use their minds. They worked day and night under conditions that knarled their fingers, hunched their backs and bent but did not break their spirits and they endured because they knew that their dedication, combined with what the Manchester public schools were teaching, would lay the foundation for a better life for our kids. It must pain them to look down upon their great grandchildren who take exams in gloves and ski caps, who dodge buckets in hallways on the way to class, who bear greater loads in their ever expanding backpacks than even the mills demanded because broken lockers have not been fixed in years. It must pain them to see someone like Katherine Morabile, just one of our many great teachers in the Manchester School District, correcting papers and preparing for class at a desk in a noisy and crowded hallway because there is literally no other space for her to do her work. It must break their hearts to watch quiet, less assertive students who never find a place in jam-packed dining halls, driven out in the cold day to eat. Keeping the covenant our forefathers and mothers made in these buildings so many years ago will require action beyond the patchwork approach of years past. Fixing a roof and replacing a boiler there is an inadequate response to the challenge of this magnitude. Clearly, something must be done and those of us in this room bear primary responsibility, whether we like it or not, for doing the work required. We have gotten off to a good start. The report that was published two weeks ago and will be presented tonight, represents the first significant step in a long journey. It is too early to determine, with any precision, what specific path will be followed. A number of options are outlined in the report, but we should feel free to use the facts presented to craft solutions that might not appear between its covers. Throughout the process, we must be guided by certain principles. Allow me to suggest a few. First and foremost, we must provide buildings that in the most cost-effective way possible foster excellence - the objective of every educator. Second, we must not, because of outdated definitions of how a school district is defined, foreclose the possibility of creating partnerships with surrounding towns that will allow them to reap the rewards of our work while bearing a proportionate share of the financial load. Third, we must not dismiss true sentiment as mere sentimentality. Hard decisions about school closures and redistricting may have to be made, but they will not be made without the full consultation and participation of the neighborhoods involved. Fourth, we must honor tradition for tradition inspires and sustains pride and school pride is often what keeps schools together, even when the building itself may be falling apart. This process will be sensitive to the power of tradition in the Manchester school system. I know that both the Citizen's Committee and the Youth Council will be invaluable resources in this area. I will have plenty of opportunities to address this issue in the weeks and months ahead and

believe me I will have a great deal to say but we are here tonight to hear from experts and from you. Without further delay, I would like to turn this program over to Frank Thomas who will introduce the presenters.

Mr. Thomas stated as you may be aware, last June the Highway Department in conjunction with the Manchester School District, commissioned a facility audit of all school buildings in Manchester. The study was broken into two phases. The first phase being an engineering study of all schools. The primary focus of this was the physical assessment of the building structure and its components. The second phase was an educational programmatic assessment of the facilities. It will be built upon the survey of the buildings conducted under Phase I focusing on educational programs and a definition of the problem as envisioned by a comparison of future enrollment and planned capacities. The intent of the facility audit was to establish a baseline for future use and expansion of facilities. The firm that was hired, the lead consultant as mentioned by the Mayor was Parsons Brinckerhoff. They sub-consulted with the firm of CMK Architects and Mr. Matuszewski is the one closest to me sitting on the stage and Kurt Lower of Lower Architecture is the gentleman closest to the screen. They will be our presenters tonight and what I ask is that you allow them to make their presentation and after they are completed they will try or some of the other people from Parsons Brinckerhoff and City staff will try to answer your questions.

Mr. Lower stated as Mr. Thomas just said, we do have a couple of representatives from Parsons Brinckerhoff with us tonight, Ron Deschenault and Bob Klimm so later in the evening if you have questions, they are here. We would ask that you hold the questions until the end of the presentation so we can get through this thing. It will take a little time. Between Mayor Baines and Frank Thomas, they took away my whole introduction. I think I am just going to hand this over to Fred to let him start on his portion.

Mr. Matuszewski stated what we plan to do tonight is not read the report. You have already received it. It is 2" thick. We will be here to sunrise if we chose to do that, but what we will do is give you an overview of the report. Those of you who have begun to go through it will see that it is divided into five parts. The Introduction, which contains general information, history and purpose of the report, some definitions, populations and enrollment figures. The next three sections address each of the school levels, the Elementary, the Middle and the High School buildings. The final section addresses conclusions and various options. What we intend to do tonight is to walk through a specific example - the Parker Varney Elementary School and Kurt in a moment will take you through that. We will use this as an example and each of the facilities on all three levels follows this basic approach or basic format. We will present a detailed review of conclusions and scenarios as we label them, presented in the report and referenced as you

had seen not only in the report but by various press releases to date and then as mentioned earlier conclude with questions and comments.

Mr. Lower stated in putting the report together, we kind of had three main tasks. The first of which was to review the size, use and capacity of existing buildings and sites. We wanted to kind of see what we were dealing with before it got into the pragmatic stuff. The next portion or the next task was to look at enrollment and population figures and trends. Not just current data, but past numbers and projected out five and ten years. Then we wanted to look at how the existing facilities handled today's population, how they might handle tomorrow's population and what we need to do in order to make up for any deficiencies that exist either programmatically or from population crunch needs. After we put all of those three tasks together and spent quite a bit of time doing that, we were able to come up with scenarios on a school-by-school basis, on a school grouping basis so we looked at the elementary schools as a group and at the middle and high schools as a group and finally at the end we put all of those together and came up with the scenarios that are presented at the end of the report.

Mr. Matuszewski stated so how did we go about building this report. Well, Parsons Brinckerhoff was surveying the building envelopes, that is the building structures, the various mechanical and electrical and safety systems for their deficiencies, CMK and Lower field measured virtually every space. We may have left out a closet or two, but we went through all 23 facilities and every room. We reviewed previous reports, including the 1999 New England School Development Council or NESDC report, which was presented in late 1999 and commissioned in 1998. We reviewed the ADA Transition Plan, dated 1998, and the City Master Plan dated 1993. We reviewed school planning documents with the State Department of Education specifications and the Council on Education Facilities Planners and the Manchester School District guidelines for class sizes. We sought input and scheduled interviews with school administration, principals, numerous agencies, Planning, Building, Fire Department, Parks & Recreation, sending towns and State Planning. We established student capacities for each of the buildings based on the three different sets of criteria - the NH Department of Education minimum standards, recommended standards and as I had mentioned earlier the Manchester School District standards, which establish a maximum number of students per classroom per teacher. We applied utilization factors to each of these numbers. Not all rooms can be used 100% of the time, although that is how they are presently used right now. You have varying class sizes, program options, and scheduling patterns and traditionally utilization factors applied are at the elementary schools 95% of the facility is used, middle schools 90%, and high schools 85%. On the utilization factors, they were not used at the elementary and middle schools because they were already built into the district numbers, however, they were used at the high schools and this was largely because of curriculum

with electives requiring a greater number of teaching stations than a facility without an elective program. We reviewed the NESDC report. The NESDC report used somewhat different criteria. They categorized rooms as full-size or conference room size and as I had mentioned earlier, we went through and actually measured each of the rooms for populations. We did find, however, that a majority of their findings and conclusions presented ran parallel to our end conclusions. We developed cost estimates based upon historical square foot averages and you will see those as we go through. These costs are in Year 2000 numbers. We did not include any inflationary factors, etc. The costs are divided into or consist of the various components. The space needs improvement costs, the cost of additions, renovations, the engineering evaluation component that is the component brought forward by Parsons Brinckerhoff and their facilities study and other building components and the balance of improvements as recommended by the PB report and also building and life safety code compliance like sprinkler additions, ADA compliance, etc. Finally, the cost estimates are just that. They are estimates. They are current day market conditions as noted before. They are to be used for comparing the various options one to another. They do not include inflationary factors.

Mr. Lower stated as Fred noted, the report is divided into five sections. The middle three dealing with the three different school grade levels and what we would like to do is kind of a mish-mash tonight. We would like to walk you through a typical section in the book and this will apply to the elementary, middle and high school sections and we will use Parker-Varney as an example. The first page in this section gives you some general information about that particular school - the grade level, when it was built, the building size and site area, enrollment and the different capacity numbers and as Fred said, it is pretty easy to come up with about five different capacity numbers when you use the School District's guidelines, the State minimum recommended guidelines or the NESDC numbers. For the purposes of this report, we used the School District capacity numbers primarily because they ended up pretty much as an average between the highs and lows of the other two areas so it was kind of a good mesh that way. The next page is the room inventory sheet and as Fred noted we did measure pretty much every room, almost 2 million square feet were field measured. The numbers on the left hand side of the sheet correspond not only to the actual room numbers in the building, but also to the floor plans that are on file at Public Building Services so this is kind of a document that you can use for years to come as far as planning goes of if someone says jeez how big is my classroom you have a chance to look it up fairly quickly right now. After we had measured every room, we then grouped them into categories and that is the next sheet in the book. It is called the room capacity or student capacity sheet. When you figure out the student capacity of a school, certain rooms are included and certain rooms are excluded from that. At the elementary and middle school levels, specialty rooms like art and music are not included in figuring out capacity because they are not used on a daily

basis by the kids. When you get to the upper grades in high school, science labs, art rooms, and music rooms are used in figuring capacity because the kids are there taking those as elective or core classes more than just a couple of times a week. The final few pages in each section, and we didn't list these here because they get really dry, talk a little bit about the site size or the size of the site and the land it is on and the adequacy of that site for educational purposes. We described the general physical characteristics of the building and a lot of that has to do with the report that Parsons Brinckerhoff did telling us what kind of shape the electrical, mechanical and structural systems are in and then we also touched on programmatic deficiencies - if it is missing an art room or a nurse's office or it is short of classrooms. Once that is done, each section contains a description of the options studied. At the elementary school we studied four options per building. At the middle school we studied three options per building and at the high school we studied five options for each building. At the very end of each section, there are site and floor plans and again those are keyed back into the room inventory list. As an example on Parker Varney, Parker Varney has a 13-acre site, which is a pretty good size for a City of Manchester building. Unfortunately, a lot of that site is too steep for development. It falls off. It is nice for kids to go through maybe on a science project, but it is tough to use for a playground, building addition or parking. Looking at the Phase I portion of the report, some of the major deficiencies that come out at Parker Varney are needs new boiler, fire alarm needs to be replaced, it needs a sprinkler system, there is no elevator access to the second floor and the carpet is in pretty tough shape. Again, those are the major deficiencies that were noted. There are other deficiencies that are in there. As far as the capacity, Parker Varney is pretty much at capacity right now. The classrooms themselves are all adequately sized by State standards, but it is totally lacking space for a computer room and a lot of the specialist spaces like the nurse, the guidance and those kind of spaces are very undersized classrooms. At the end of each section, each grade level section, we take all of the different combinations and we put them into four different options - A, B, C and D as you can see. I guess what I will do is kind of give you a breakdown of A, B, C, and D but what I wanted to get to is you can see by looking at any one of those schools or Parker Varney in particular, the first two options Parker Varney has a constant capacity of 471. In the last two options, those that have an addition of some classrooms, it bumps up to 651. So we are going through these different kind of combinations and as Fred said, we studied four options here but there are many more you could study and we have combined all of these together in the end of the program kind of limitless options and conclusions. It depends on which parts you pull from each one. On the bottom of the page you can see what the capacity of the existing schools is or would be after you fix up the problems that are there. At this point, we don't talk about adding any new schools. It is kind of interesting to note that a lot of the improvements that are required are not driven solely by the number of kids in the school. It is by changes in curriculum over the years and lack of program space. When a lot of us

went to school, you sat six rows wide, five columns deep and you sat there with 30 kids kind of shoe horned in. It is not the way things are taught today. There is a lot more hands-on and a lot more group projects. There is a lot more technology in the classroom like computers, overheads and those kinds of things. It chews up a lot more space than it did 10, 20 or 30 years ago. Option A, just a real quick synopsis, assumes that all of the schools stay in service, that the capacity or the total number of kids in each school would be reduced as required to accommodate program deficiencies. For example, if there are four portable classrooms at a site and 500 kids, we would say let's reduce or let's get rid of the portable classrooms and reduce that capacity down to 400 kids. If it is missing an art room or a computer room, let's put those rooms in and again reduce the capacity by another 50 or so kids. So, there may in fact be and I don't know this number right now but there may be 300 kids at Bakersville right now and after you correct some of the program deficiencies it should really be down to around 209 kids. The final one on Option A is that we need to build two new schools. All of the options require the construction of new schools. Option B looked at the impact of retiring Bakersville and Hallsville from school use. We are not saying that is recommended. I think Fred and I both agree that having neighborhood schools is kind of the core to camaraderie and neighborhood development and it is nice for the kids to be able to walk there and have some pride in their neighborhood. Building a brand-new school might be nice but it kind of makes sort of a strip mall feel to the schools where no one is really attached to it and no one feels ownership of it. Again, it is something that we felt we had to look at. What happens when you retire the two oldest and smallest of the schools? What impact does it have on the other schools in the system? Again, on Option B we would reduce the capacity of the other schools in order to offer programs that aren't there now. No new additions would be built on remaining schools but we would have to build three new schools in this option. Option C, all of the schools stay in service. Again, Bakersville and Hallsville stay intact. We reduce the numbers, but in this case we are adding eight classroom additions at Highland Goffs Falls, McDonough and Parker Varney and again two schools are constructed. Finally, Option D, again Bakersville and Hallsville are retired but you have the additions at Highland Goffs Falls, McDonough and Parker Varney. Once we had put all of that stuff together, the next step was to look at the capacities that were developed at the end for the different options and how that related to enrollment today, again five years out and ten years out. On the left hand side of the chart you can see the October 1 enrollment number and below that are the NESDC population projections and then the PB or Parsons Brinckerhoff projections or the projections that we came up with. There is some variation between those. Ours tend to run a little bit higher simply because of the fact that NESDC's numbers were based on data a couple of years old and the biggest factors...they had projected kind of real level growth in birth rate and real level growth in housing starts and although the birth rate has stayed fairly constant, housing starts have gone up quite a bit in the last four or five years.

Not at the rate that it was in the mid-80's, but it has gone up more than it had in the previous five years. Again, not a huge difference between those. As you can see if you look at the bottom line and how the projected enrollment compares to the different options, that is kind of one way to look at how it is going to fit. If these enrollment projections hold true, how are we going to be depending on which option we chose five or ten years from now. What I would like to do next is look at, in a little more detail, options B and C since those are the options that were included at the end of the report when we do the final scenarios. Again, Option B, we retire Bakersville and Hallsville. There will be some interior renovations at the remaining schools, but no additions and overall reduction of student capacity in the remaining schools, again, to make way for any programs that are missing. If you look up on the chart at top, the third column, Number of Existing Classrooms Reassigned, what that means is for example at Bakersville it is 19 and that means we can use 19 classrooms of children by eliminating that school so in effect we have to find 19 new classrooms somewhere else. The next one down and I can't read it but it says there are seven at Beech Street. What that means is that between the combination of portable classrooms and missing program spaces, you need to take seven classrooms over to put kids in in order to get the portables off the site or provide another computer room and those kinds of things. When you add all of those up at the sub total you can see that 85 classrooms are needed to accommodate current enrollment and current program deficiencies. In order to make up for those 85 classrooms, this scheme requires the construction of three new elementary schools at 650 students each for a total projected capacity of just over 7,000 kids. Again, the bottom line figure of just over \$52 million and none of the figures include land acquisition costs or development costs. That is kind of a tough one to put a figure on. The first thing is to find the land and then to purchase it. Option C looks at what happens if you keep Bakersville and Hallsville intact and put additions on, as I mentioned earlier, Parker-Varney, McDonough and Highland Goffs Falls. In this scenario, instead of you losing over 80 classrooms, you are really only going to lose about 62 but again through the additions we add 24. There are 8 classroom additions we are putting on three schools. This option you have to build two new schools of 1,000 students total. Again, the last one was around 1,900 kids total. It is about \$11 million cheaper than the previous scheme for about the same capacity. It is off by about three kids. The next section of the report is the middle school section of the report. Again, we studied four schools with three options per school. Essentially, we used the same methodology and criteria as used in the elementary schools. As far as figuring capacity goes, we didn't look at...the specialist rooms are not included at the middle school level just as at the elementary school level. Since the sections are laid out the same as the elementary school, we decided not to go ahead and look at a specific example like we did with Parker-Varney. We are just going to jump ahead to the conclusion section. If you have questions after the presentation, we can talk about that then. Again, here we looked at three options.

They are numbered E, F and G. Option E does not show up here because it is a non-viable option. What we looked at is what would it take to construct the square footage required to bring all of the schools up to snuff. The problem was there just wasn't enough land at either Hillside or Southside to do this. There was so much square footage required on those sites that you can't do it so it wasn't worth pursuing. We went through the numbers. We crunched the numbers but didn't take it much further. We priced it out but there is no sense presenting it here. Option F assumes that all of the schools stay in service, that again we reduce the number of students at the schools to bring up as required to accommodate program deficiencies so again if there are portables there, if it is missing specialist spaces, we will kind of just take the kids out and put them somewhere. There was a small addition at Southside. It is interesting to note that without any new school and with just a small addition at Southside we appear to be able to meet the population demands for the next 10 years. The biggest drawback of this scheme is that there is very little room for future growth. Again, here you can see that projected population worse case is 3,693 and we are at 3,650 so we are right in there but once you have built these on, if this holds true there won't be a whole lot of room in 10 years for expansion or growth. There will be room on site for expansion, but not in the buildings themselves. Option G looked at building three fairly substantial additions to Hillside, Parkside and Southside. Anywhere between 14,000 and 19,000 square feet. These...and the reason we came up with those numbers is that is about what you can put on the sites. After you put on these additions, you have pretty much maxed the site out. You will not be able to put, without great heartache, any more additions on the sites. One thing to remember when you put more students on the site you are putting more teachers on the site, which means more parking spaces. It also means a requirement for more playground space or more physical education space or more field space. Most of the sites are fairly small and fairly tight. It is kind of funny to think of Hillside as being a small site being at Derryfield but where it is in the park, it is fairly crunched away in the corner. Option G comes up with a capacity of over 4,000 kids and again if you look at the worse case enrollment of 3,600 this one appears to have a lot of and I don't want to say extra fluff space but it really does allow you some cushion if the economy continues strong and building permits go up. Again, that comes with a price tag. So in a nutshell that is the middle school section of the report. I will turn it back over to Fred for the high schools.

Mr. Matuszewskiszewski stated we looked at the four high school facilities – Central, West, Memorial and Manchester School of Technology. We concentrated on the three high schools because MST derives its population from the three sending high schools as well as sending towns so you have shared populations and, therefore, there is still a responsibility to concentrate on the three high schools. Each school facility was evaluated using the same criteria that Kurt had gone through earlier, the same as the elementary and middle schools. That is using the room inventory and classroom spaces

rated by capacity. MST was reviewed and rated using the same criteria. Because the facility is underused to its design capacity, we did not explore in depth revisions or changes to the facility but there are some nominal costs that are included in this report, including miscellaneous renovations to accommodate ADA, some kitchen renovations and some other building component costs such as a fire alarm and engineering evaluation improvement, including rooftop units, etc. This slide reviewed the high school capacities that are historic and estimated out 10 years. The above table shows that all of Manchester's populations remain relatively static growing by only a few hundred over the next 10 years. Kurt had commented on this earlier, however, the sending towns populations grow from 50% to 60% each with some towns growing faster than others. This slide addresses the question is there a new school. This certainly was discussed by a number of people in the City and certainly is noted in the media. This table shows that the present high school districting, if it were to continue, how it would try and accommodate a population growth. Central now has a population of 2,347. In year 2010 if we were to maintain the same district we would be adding another 350 students. Memorial now has a population of 1,835. That would elevate over 400 students. West, because of the growth in Bedford, we would be looking at over 700 students. Certainly an impossibility at each of these facilities to accommodate that growth. As Kurt had mentioned, we explored five options at the high school level and the first option noted in the report designated as Option J addressed building out to accommodate population as it presently exists in Year 2000. We immediately discounted this as a viable option. It certainly is only satisfying current population growths and if the City chooses to continue their agreements with sending towns, it is building, quite frankly, obsolescence into growth potential. The build out at Central is very difficult. We discovered that a build out at West is next to impossible given existing real estate. At Memorial, it is possible with additions to the north side of the structure. Option J addressed population enrollments to the Year 2010. On average, exploring that growth as you had seen in the previous table, nearly doubled those additions, those facilities, in size and additions of that magnitude we found to be impossible, therefore, Option J was not a viable option. Therefore, we are left with three options. Options K, L and M. Option K includes nominal renovations and additions at the existing high schools, keeping populations to the current design standards. That is, they range from 1,500 to 1,800 at each of the schools. We, therefore, are left with a balance of approximately 2,500 students once again if we chose to maintain agreements with the sending towns. If we chose to entertain a new facility to accommodate 2,500 students, we will need a 40 acre site. Option L tends to try and equalize the population over the four schools. The three existing high schools, as well as the new high schools averaging out those populations to 1,800 to 1,900 at each of the facilities. Option L calls for additions ranging in area from 22,000 to 34,000 square feet. As I had mentioned earlier, additions at West are difficult at best and easier to accommodate at a school like Memorial. This new high school with

a population of 1,800 to 1,900 students would require a site of about 33 acres. Option M is designed to satisfy only Manchester students. As noted earlier, populations remain relatively static. There are nominal additions and renovations required at each of the facilities. Additions range from 8,000 to 14,000 square feet at each of the facilities and this work will certainly satisfy Manchester's population in the Year 2010. This slide but one of the several site development slides, shows Memorial. Additions at each of the three high schools have some degree of difficulty with Memorial being the most receptive to additions and improvements. Memorial sits on a site of 47 acres. That site is shared with Jewett and Southside. As you can see, the addition to the right is calculated at a two-story addition to house student classrooms. We have a possibility of some in fill at the courtyard and then necessary expansion of gymnasium facilities just out into the parking lot. An addition at West High School could only be satisfied by building out that interior courtyard, which is a very difficult decision to make. Additions at Central are also limited by the available open space. We looked at some in fill of the courtyard area between classical and the Practical Arts building. There could be a gym addition in the parking lot just south of James and you may consider replacing the industrial arts building with a classroom wing. The executive summary at long last. In the executive summary, we combine various options from each of the three grade levels. Only four are presented. As Mayor Baines had pointed out earlier and has said perhaps countless times in this presentation there are numerous combinations or possibilities available. These options only include what we call bricks and mortar costs. They do not address or they are not reviewed shall we say within the expanded context, such as redistricting, closure of schools and the construction of new schools or perhaps other attendant costs such as increased bussing or operational costs. These are not considered at this time.

Mr. Lower stated one thing to keep in mind, again, we like to pound this into you regarding costs is that the costs that are presented are not actual construction costs. The best use of these costs is in comparing the options to one another. They are based on square foot multipliers both on a square foot per student as well as the \$1 per square foot cost not based on any actual floor plans or that kind of thing. Again, they are Year 2000 dollars and not Year 2010 dollars so you will have to factor in inflation on that. Again, as Fred mentioned, the population stays fairly flat at all levels with the biggest impact coming from the sending towns.

Mr. Matuszewski stated Scenario 1A. Here are presented the first of the four scenarios discussed at the end of the report. At the elementary schools, all existing buildings stay in service. At the middle schools we have additions and renovations at Hillside, Southside and renovations at Parkside. Within this program, we choose to terminate agreements with sending towns and only renovate and have minor additions at the high schools for the Manchester students only. The cost of this, as you can see, is slightly in

excess of \$77 million. Here you can see that this includes the elementary school Option C, middle school Option F and high school Option M. In this slide we look at Scenario 1B. In this scenario, all existing elementary schools stay in service and we have two new elementary schools constructed. We have additions and renovations at Hillside, Southside and renovations only at Parkside Middle School. We have a new 1,800 student high school constructed. This scenario combines the elementary Option C, middle school Option F and high school Option L.

Mr. Lower stated the next couple of scenarios and again it is kind of fun to do this because you can kind of just pick and match, combine the elementary school Option B, middle school option G and high school Option M. In this scheme, we retire the two oldest and smallest elementary schools, Bakersville and Hallsville. We no longer accept tuition students and end up having to build three new elementary schools. In Scenario 2B, the elementary and middle schools are the same thing. Retire the two elementary schools and have some additions at the middle schools, but we use Option L at the high school level so now we have to construct a new high school.

Mr. Matuszewski stated as Mayor Baines had pointed out at the beginning of this presentation, this is but a first step and things that need to be pursued are to develop a master plan, which needs to have a minimum of a 10 year population projection and it needs to be updated every five to ten years. We need to prioritize the implementation of this Master Plan.

Mr. Lower stated one of the first things to be done is to review available land suitable for school sites. There are a lot of criteria that go into that. A couple of real obvious ones are soils and topography, proximity to neighborhoods and other schools, and the big question is to reserve that land. It is one thing to out and look for it, but again for a long range plan if we are looking at building two or three elementary schools and possibly a high school, a step to take is to figure out where that growth is going to happen or where those schools are going to go and start looking for land in those areas. We need to establish agreements with each of the sending town school districts. These agreements need to be long-term. If we chose to agree to discontinue their sending. The other thing we are hoping this report will do is openly encourage debate. There are a lot of hot topics out there like closing schools and the possible redistricting of kids and the impact of building a new school versus additions. Additions might seem like a smart way to go but they can be somewhat disruptive to the ongoing, everyday educational process so there are a lot of things that need to be talked about and discussed and obviously those are way outside of the dollars and cents and bricks and mortar kind of things that we looked at in our report.

Mr. Matuszewski stated lastly, with all development and expansion of the schools, we need to consider flexibility to adapt to changing curriculum. Certainly in the last 10 years we as architects have seen a growing presence in the use of technology. The use of the classroom, as Kurt pointed out, earlier schemes, the traditional schemes that we went to school in with rows of desks and today in elementary schools we have activity centers and various things going on at one time. I would like to thank you for your attention and patience in this rather long, involved and complex report. At this time, we would certainly like to entertain any comments and questions.

Mayor Baines stated we will talk about the process to do that in just a second. First of all, I want to thank all of the people involved in this study. As you can see, it is a very comprehensive analysis of our situation. It is one of those things that you have it now and say why didn't we have it four, five or ten years ago to look at what we are going to do in the long-term for our school facilities. As I have said on many occasions, you have communities such as Nashua that over about a 10 year period engaged in a very thoughtful plan to rehab all of their buildings over that period of time and they did it gradually over a long period of time figuring out how they were going to pay for it. Now they are in the process, as you know, of building a new high school and then basically building that and then reconstructing the existing high school and end up with two brand-new high schools and a school system that in terms of its facilities, is prepared to meet the educational needs of the 21<sup>st</sup> century. We are not in that position and we should have been a long time ago. Now you have a blueprint to help us get there. We will have a Master Plan for our schools for the first time in the history of the City and I would like to thank both boards for allocating the resources to accomplish that. I want to thank John Kacavas for volunteering for this responsibility, along with the Citizens Panel because obviously that is where it is going next and then making recommendations to the School Board and ultimately to the Board of Mayor and Aldermen for funding. It is going to be a long road. It is going to create some tough choices. It is going to encourage some very good debate throughout the community, especially when you talk about closing school buildings. One will be hard pressed to be convinced about things like that, but we all need to keep an open mind about what we need to do. Again, we now have the blueprint, if you will, to get us to where our schools should be, need to be and it really will be the cap stone of all of the efforts that are going on in this community if we also create school facilities that are worthy of the children that go to our schools. I know that is a commitment that we can make if we do it and we think about it and we plan and that is what today is all about, the beginning of that. What we would like to do now is open it up for questions.

Alderman Levasseur stated, Mayor Baines, I noticed that the Congress put into their budget maybe \$4.5 to \$5 billion for school reconstruction, which was an increase of a

pretty good substantial amount that was already in place. Is there a process in place right now for us to go after that funding to help us with the cost of these construction plans that you have in store for the City?

Mayor Baines replied I appreciate you bringing that up because as you know a major initiative in this past budget that President Clinton presented to Congress was this. We have not received any guidelines for that. Generally speaking, I think, Norm, those would come down to the State Department of Education and then the process would be put in place for that. That is something that we will all be following very closely and we will keep our fingers crossed on that. By the way, before I forget, I had two meetings with Senator Smith last week and he is now working on a schedule to come to a regular meeting of the School Board within the next couple of months to talk about some of the issues that we have talked about. Obviously, this is another one that we could put on the agenda.

School Committee Member Gatsas stated in that slide you had up there, you spoke about the middle schools and the School Board has talked about the core facilities and they are thinking of putting an addition onto McLaughlin School and the core facilities down there, the cafeteria and the gymnasium with the addition may be small. I see in your presentation that you are talking about putting an addition onto those three middle schools but how are we going to deal with the core facilities like the cafeteria and the gymnasium and why hasn't a...it is probably like a three part question here but why hasn't a new middle school been decided upon. My other question is and I have brought this up before, before we can start talking about building schools and so on I have asked the Mayor and Mr. MacKenzie to look into how much buildable land do we have left. We can give out as many building permits as we want but we need to understand when we are planning on these stages what we have for buildable land, how many homes could go up and what impact and what part of the City it is going to have an effect on.

Mr. Lower replied as we noted earlier you can essentially house all of the kids, depending on which numbers you flow through, with Option F, which down at the bottom there gives us a capacity 10 years out of 3,650 and a projected population between 3,400 and 3,700 so you are borderline right there for 10 years or 10 years out you will be right at the edge. All that does is put a 5,800 square foot addition at one of the schools. All of these scenarios, I don't know if I had mentioned earlier, are based on the premise that the 2,700 square foot addition currently in planning for McLaughlin will be built. These all assume that that was a done deal.

School Committee Member Gatsas responded when you are talking 5,800 square feet what are we talking in number of classrooms.

Mr. Lower answered in this particular instance, it is probably no classrooms at all. What we are doing is adding...the reason you have to add that is because of core facility spaces. The nurse's area is too small. The guidance area is too small. The Library is too small. What we are doing is adding 5,200 square feet and depending on how that gets added, what you might do is take a classroom that is adjacent to the office area, recreate that in an addition and then remodel that classroom to become an expansion of the administration area or if that is next to the media center it becomes an expanded media center and those kinds of things. In the larger additions, we would look at additions to the cafeterias and the gymnasium spaces. In the larger additions, we would look at additions to the cafeterias and the gymnasium spaces.

School Committee Member Gatsas asked wouldn't it be cheaper to build a new middle school instead of putting three additions on at that cost. If you are talking about McLaughlin School, let's say \$10 million and with the addition let's say \$12 million, wouldn't that one school with 1,500 kids be better than three additions.

Mr. Lower answered that is a very good question and the answer is yes and no. Again, it may be cheaper from a bricks and mortar perspective. It may be more expensive from a bussing perspective, from an overhead perspective, from the number of teachers and all of those kind of things that are way beyond our scope.

Mayor Baines stated the other thing that I would like to interject here and I think inherent in this report are certain options that you people have and there may be a number of different options that may surface.

Alderman Shea asked did you in any way in your calculations include the population that attends either the parochial or private schools.

Mr. Matuszewski answered no. We looked at, quite frankly, maintaining existing trends with the public school populations and also in the sending towns. The sending town populations do not include all of their high school populations. In Bedford, a number of students go to Bishop Guertin, etc. so what we did was look at the projections, for example at Bedford about 85% of the students end up at West and we maintained that percentage.

Alderman Shea stated there are several hundred children attending parochial schools and if they had any problems in terms of enrollment and had to be placed into public schools, that would compound this particular situation.

Mr. Matuszewski replied that is correct.

School Board Member Elise stated I have a couple of questions and one comment. In terms of the elementary schools, I definitely agree with the comment that you made earlier on that that neighborhood schools are important. The neighborhood schools or schools themselves can only be good as parental involvement and support and I think we have seen in some of our elementary schools where populations have shifted and the parent/PTO groups have been weaker and the school tends to suffer from that. So, neighborhood schools I think are very, very important. In terms of the middle schools in your research, did you come up with a number that allows a middle school to operate as efficiently as possible.

Mr. Lower asked is your question what is the ideal number of students in a middle school.

School Board Member Elise answered yes.

Mr. Lower stated that is a great question and I can answer that personally and then I can answer it professionally. Being a parent of two kids at middle school age right now, when my kids went through the elementary school system they were in schools of around 350 kids. The principal knew every child by name and knew pretty much both parents by name. They are now in a middle school of around 1,100 kids and nothing against the principal but the principal doesn't know those children...they know all of the first names but they don't know all of the last names and they definitely don't know all of the parents. It gets to be and I don't want to say unruly, but it gets to be very difficult even when you start adding assistant principals for those people to know. Educationally, there is huge debate on that. Obviously the larger the student body the more variety you have in being able to offer different courses, especially as you go to the high school level but even at the middle school level there is an awful lot of schools that can't offer foreign languages or can't offer the extra classes because if you don't have enough kids to support the staff to run that program so there is the trade-off of having a smaller 500 to 800 student middle school where you might have a little more personal contact between administration, students and parents versus the bigger school where you might lose that contact but you can offer the kids more. That is a philosophical answer. There is no empirical answer that this is the cut off point.

School Board Member Elise stated so you are saying that a school that might get up into a population of 1,000 or so is into a larger school...

Mr. Lower interjected again it is a larger middle school and it is not unheard of in this state at all. My wife went to a high school of 5,000 kids and I went to a high school of 600 kids.

School Board Member Elise responded that is my next question. I think a real key thing that we need to look at in terms of our high schools is is there an ideal number of students in the school for a high school. For example, we were interviewing principals for Central High School and we could not interview any principals who had experience for the numbers of students at Central High School and that is hugely important for a lot of different reasons but what is an ideal number for a high school.

Mr. Matuszewski replied if we look at our existing facilities, the optimum capacity of West High School is 1,500. Central is 1,800. Both of those schools are well over that design capacity right now filling every space but if you were to roll those back to those design standards you can offer a fair degree of electives and still break the facility down into the separate wings or components and address each of the students needs with a well rounded program.

School Committee Member Elise asked so if we had to build a new high school, what would your recommendation be on the limit of capacity on that.

Mr. Matuszewski answered I think that is something that needs to be discussed at the Committee level.

Mayor Baines stated it is really a community standard. As you know, there are a lot of schools around the country with the 1,500 to 1,800 student range, which allows you to operate a good variety of programs. I think if you were looking at a standard, but again it is hard to say that as you know because communities have so many different sizes but I am going to tell you that the trend across the country is to build smaller schools.

School Committee Member Elise asked in terms of this study, it really doesn't look at the impact of increasing population in the schools or the neighborhoods at all. Specifically, just one example is Central High School. We have droves of kids coming and parking all over the neighborhoods and I am, quite frankly, surprised that none of those neighbors have said more than they have. I know that you mentioned it a little bit, but any type of expansion should really look at that impact.

Alderman Lopez stated we all know what the situation is reading the report and listening to the comments that were made in the presentation. I am more interested in the process here, i.e. the Citizen's Committee timeframe to the School Board and to the City and at

the same time as to negotiations with other towns to contribute. Where are we going with this? We know what the problem is.

Mayor Baines asked Chairman Kacavas to talk about the timeframe that the Citizen's Committee is looking at to get back to both Boards.

Mr. Kacavas stated we as a task force are focusing on the three high schools because clearly and the numbers we see here bear this out, that is the area of most urgent need. Our timeframe is the end of January. We are hoping to put together a proposal or proposals that entail several scenarios. After we have done that and completed that work, we are going to move down the ladder to the middle schools and to the elementary schools. Right now we are focused on the high schools with the hope of finishing our work by the end of January.

Alderman Lopez replied to follow-up, in reference to the towns and the high schools, is the Citizen's Committee going to get involved with that or is that going to be a School Board issue.

Mr. Kacavas stated I think that is on the table for us. When we met with the Building & Sites Committee, we were told that the question of tuition students should be something to consider and that we should not be bound by the findings of the tuition study committee that was run by Bert Kaliski. So, that is something that we have to talk about, I think, and the numbers that we have seen in this report and the disparity in the projections for how much money we have to spend if we have tuition students or if we don't have tuition students, I think that requires us to address that issue.

School Committee Member Leonard stated my question is we build new schools, where are we going to put them when the City zoning and planning board wants to bring in more businesses for the City to bring up the tax rate. I am not saying that is wrong, but if we have to build new schools, where are we going to get the land from when we have a lot of wetlands in the City?

Mayor Baines replied I think that is one of the things that they have talked about. We have to start identifying sources. Fred, that is essentially what you said in your recommendations, correct?

Mr. Matuszewski stated right. If we consider high schools, you are looking at a range of 33 acres to 40 acres and those sites need to be identified immediately and as I mentioned earlier tagged or secured.

Mr. Lower stated one real valuable resource that you do have is the 1993 Master Plan that the City did. It is a great little report. It is nowhere near as thick as ours, but they go through department by department in the City. Fire Department, Parks & Recreation, Schools, and they look at long-range planning and where they want to be and where they see population growth and where they see not so much available land because that is something where you really have to walk the site and see what it is like, but that is a great source and it is a great starting point to get all of those departments talking to each other because obviously if you are going to have population growth here and you are going to have a school built here, you are going to need to have a fire station and a police station and all those kinds of things and Parks & Recreation gets involved so it is kind of a City-wide effort, not just one group going out and finding land. It really has to be a coordinated effort. It is something that should be done, as you suggested, very quickly.

Mayor Baines stated first of all I want to acknowledge Alderman Thibault who came in after the roll call. He is here this evening as well.

School Committee Member D'Allesandro stated it seems to me based on your projections...you said the relative population of Manchester would remain quite static for a period of a decade so when we look at the numbers, unless we make a fundamental decision about whether or not we are going to take tuition students, which represent almost the bulk of the population at one of our high schools, until that decision is made, you are really in limbo as to what you should be doing facilities wise. You could and I will ask you this as a question, you could develop a redistribution plan based on existing facilities with renovations if indeed the decision is made to eliminate that bulk of students. Fundamentally, one has to decide what you are going to do over the next decade or the next 20 years because this, the foundations of this plan, I mean if you are going to a strategic plan you are talking about a five or ten year plan and I believe that has to be the primary consideration as you move forward.

Mr. Matuszewski replied that is certainly true on the high school level. As we had pointed out in the presentation, the high schools will still need addressing for core facilities and how the existing spaces are used for that 5,000 student total capacity number. However, on the middle and elementary schools, the schools will need to be addressed on some level and Kurt can go into that, but the core facilities are wanting.

Mr. Lower stated one of the things we need to do, to answer your question, is to develop long-range agreements with the current sending towns. Either to continue it in the long-range or to terminate it. For example, Bedford is considering a high school. Deerfield is considering a high school. I know that Hooksett has talked about it. Auburn and Candia have also been bouncing the idea around. Again, until somebody builds a high school,

who knows how that is going to affect it. If Bedford builds it, I think Bedford has...about half of the tuition kids come from Bedford so that would have a huge impact if they built one but again until that plan or until someone makes a commitment, it is kind of a gray area.

Mayor Baines stated just to remind everyone, we have three-year contracts with them and there are two more years beyond this. What is the notification process, Mr. Tanguay?

Superintendent Tanguay replied that would be a two-year notification.

Mayor Baines stated so basically final notification, if we were going to do something, would occur next spring, correct.

Superintendent Tanguay replied yes.

Mr. Kehas stated I would underscore the importance of deciding on receiving tuition students. The current contract, as I understand it, runs through June 30, 2001.

Mayor Baines replied that is incorrect. It runs through 2003.

Mr. Kehas stated I thought it was extended for one year.

Mayor Baines stated no. We had two more years left. It is a two-year notification. The fact that we didn't address it in the last cycle extended it one year so we still have two years beyond this year.

Mr. Kehas replied than I am incorrect then. I was told that it was through June 30, 2001 so obviously it would be very urgent that we do something to get it through the various committees and make some decision.

Mayor Baines stated we still have a two year notification so we have to notify them by the end of this school year if we are not going to renew the contract so there is still a sense of urgency.

Mr. Kehas replied that is my point. We need to notify them by June 30, 2001 whether we will continue in order to give them adequate time. Now in addition to that I think it has been mentioned that all of the surrounding towns are indeed...they have building facility committees and they are looking in Bedford and looking in Hooksett, Candia, Auburn, Deerfield and they have said even publicly that they can't do anything until Manchester decides whether or not it will continue to receive students.

Mayor Baines responded that is on the basis, notwithstanding all of the issues that we are dealing with, that their preference generally as it is hard to speak for all of the communities, is to stay. That is the dilemma. I think they are waiting for Manchester to make a final decision and that will help them make other decisions if, in fact, the decision is that they cannot stay any longer.

Ms. Stone asked was a consideration given to the option of building up and adding up rather than adding out at any of the high schools. Is that feasible?

Mr. Matuszewski answered at the existing schools, the way buildings are constructed on an institutional and commercial level is that you have floor loading and you have roof loading and in New England the structural accommodation of the roof is much lower than that of a floor so to add a second story onto Memorial for example would necessitate extreme structural revisions to the existing facility. One of the options that I did offer briefly in the presentation, however, at Central is consideration be given to the demolition of the industrial arts and the replacement with a three story facility. The down side of that is that the industrial arts is 15,000 square feet of used space, which you are immediately housing in one floor of a new three story facility or something like that.

Alderman Shea stated one of the thoughts and I am not sure...this is for my own information, when we accept tuition students, are we allowed as a community to also add the cost of that student to capital improvements that we may make to our facilities.

Superintendent Tanguay replied that is something that would be negotiated. Obviously, we would want long-term contracts from both school districts, as well as the long-term contracts that would address the debt service or the capital outlay for those facilities over time. Absolutely.

Mayor Baines stated also, Alderman, there are basically and I don't know if Senator D'Allesandro might want to expand on this, various arrangements that are available under existing state law including cooperative school agreements and area school agreements where you actually enter into a partnership around financing of the school. The other thing is we have stated that there may be some other arrangement that we may want to think of creatively for our own City that we could certainly...we have three Senators in the room tonight to talk about legislation. Senator, do you want to expand on that?

School Committee Member D'Allesandro replied I think you covered it well. We as a district, I think, can do anything with the sending areas in terms of their share of capital

improvements. Obviously, it would seem that logically they would want an extended period of time, but cooperative districts...we are not a cooperative districts. Cooperative districts do share in capital expenses. That is the reason for putting those districts together. Certainly, the arrangement could cover anything that you wanted to bring into that arrangement.

Alderman Shea stated I know this is off the subject, but in my judgement the important ingredients in any educational process is of course your teachers and your teaching staff and as you alluded to the administrator knowing the children and so forth so when the committee studies this problem, I think they have to take into consideration what it costs for capital improvements but similarly we have to be concerned as an Aldermanic Board and a School District in terms of how much money they are going to have available to them for teacher salaries, for books and materials and so forth. I know that the committee assigned to this task is looking at the one phase, but I am sure Mr. Tanguay and the administrators at the level of the School District are looking into the implications on the others. That is the part that I think we should all consider.

School Committee Member Elise stated I have a question in terms of looking at space issues. Did you look at magnet schools being a mechanism to create more space or control space needs?

Mr. Lower replied no, we did not.

Mayor Baines stated that would be something, for example, that the Citizen's Committee may want to mull over because there has been some conversation about that type of thing.

School Committee Member Elise stated I was glad that in this report you didn't suggest moving the Central High School campus. I know that that had been looked at before. I think one of the things in the discussions about that is that it is important that we have a high school that does service that inner City area and that students in an inner City area have access to the facility or the school without the use of a bus.

Mayor Baines replied that is very important, I believe and that is the concept of the neighborhood schools as well.

Alderman Thibault stated one of my biggest problems is that as we look at increasing these schools and knowing the funding level that we are now getting for special education, how do we increase our schools but yet not be sure that we are getting the funding that we need for special education, which is killing us presently. How do we go about that and why can't we put pressure on the Federal government?

Mayor Baines replied if you figure that out, I would like to know the answer. That has been a long-standing comment and School Committee Member Gatsas has been very consistent in terms of that as all of us have been. We are presently setting up a meeting with Congressman Sununu and Senator Smith specifically to talk about that issue. As you know, during the campaign everyone talked about full funding of special education. How many times did all of us hear it and that is probably the most significant educational reform that could take place in the nation if we received full funding, but it is not just a problem for Manchester as you know. It is a problem all across the country.

Alderman Thibault stated if we are looking at expanding our schools where we are already in a deficit situation with special education, if we expand our schools we are just going to increase our deficit. That is what I am looking at.

Mayor Baines replied you are right. It is a significant challenge, but we certainly don't have the answers to that this evening.

School Committee Member Paradis stated I just feel as though all of these different scenarios that were spoken of and the options...one of the things that I think we should do is try to find land and to reserve it. If we need 40 acres for one new school, which I really think we do need one more new school, perhaps a high school, within the next 10 years the way the population is going if we continue to keep our tuition students and so on. We should be looking for that now. Not hiking down the road later on, but really get on the ball now. We should really look for land that we can buy and reserve. If you do go around the City, I don't know if you will find 40 acres in one spot. There are a lot of smaller areas where there are old, old homes that are completely dilapidated and gone. I am trying to think myself of larger areas maybe in the southeast, which construction companies own and they are going to build more homes and we are going to have more children. I really think we are going to...it is just my opinion from being in Manchester for such a long time and looking at this book and looking at all of the options and everything and even though ideally...beloved Bakersville School is my alma mater as it is Mayor Baines' and Hallsville and we do have sentimental value to those schools. The original Bakersville School my grandmother lived in. The school before that Bakersville School. I feel as though we have to leave out a little bit of the sentimentality and take those buildings and those rooms are small for the children who live there. When I went there and Mayor Baines went there, it was fine.

Mayor Baines replied by the way Alderman Sysyn also went there.

School Committee Member Paradis stated those two buildings, perhaps I am trying to think of another area in that area where you could still build perhaps some type of a neighborhood school for the south Manchester children.

Mayor Baines responded there are some possibilities.

School Committee Member Paradis asked that would be only for the high school where you were speaking about us needing 40 acres. For instance, if we built a new Central High School, which I...I graduated from Central and am an alumni but I have a lot of sentimental feelings there too...

Mayor Baines interjected have you found a Bishop Bradley sweater yet. I have been looking all over the City. A 1954 Bishop Bradley sweater if you find it, it belongs to Sandi. It was a boyfriend, right?

School Committee Member Paradis responded one that I have been married to for 43 years. I really think we need a new Central High School. I just feel as though putting money into those buildings constantly that...I don't know the Practical Arts building, even just putting those stairs on the side were a lot of money and we just keep putting money into these schools. Every time I go by the YDC, I really think boy look at all of the land that is here but I can't go that way because the State owns that. I just hope we can look around and reserve some land to build some new schools.

School Committee Member Gatsas stated there are two things I have to say. One I had brought up to the School Department a number of years ago and I think it is a very workable solution here. We used McDonough School at one time as a high school and annex and now we have renovated it. Did we ever look at using McDonough School as a middle school to alleviate some of the pressure on Hillside and some of the overcrowding at Southside with the new addition for the homes on Wellington Road going in and down by Bodwell and so on. Did we ever look at that area? Did we ever look at some of our schools with other options?

Mr. Lower replied we didn't look at it really in depth because of the programmatic requirements and the space needs permits from elementary to middle school. Science labs and that kind of stuff are much more intense at the middle school level than they are at the elementary school level. It is something that could be studied. It is fairly expensive to renovate an elementary school to become a middle school because you are adding those type of spaces.

School Committee Member Gatsas responded I think at one time it was a high school and then it was downgraded to an elementary school and I don't know about the labs and stuff. The other thing I wanted to say was about the sending towns. I have been outspoken about this. I think that as a City we have to decide what we want to do and if we keep the sending towns we have to understand the responsibility that goes with that. If we do away with the sending towns, everybody involved has to understand the financial impact there and also I had proposed...maybe some sending towns are phased out periodically so it gives us space and we can redistrict students to other areas. Maybe some more to West and more to Memorial to save the space we have there. Those are some of the options we have to put on the table. I hope we don't just say and I heard Dr. Kehas mention, I think that everything is on the table. Keeping them or closing them out but it is what is best and I think that I was elected by my people to serve the citizens in Ward 6 and those people, not the surrounding towns. I think we need to look for the Manchester and we may differ on this with the Mayor, but I think we are Manchester and we have to take care of ourselves because if Bedford decides tomorrow to build a high school, they are going to go off and build a high school. I think those are some of the things that we have to look at.

Mayor Baines stated we have to keep all options open. Now that we have all of this data, I think we have to visit all aspects of that relationship. I am going to take one more question and then what I am going to do is, you know the panelists and the people from Parsons are here and they can be up here at the end if people have individual questions. This will be the final question.

School Committee Member Leonard stated don't forget, two buildings at Central are circled land sites and you have to deal with the State on those.

On motion of Alderman Pinard, duly seconded by School Committee Member Elise, it was voted to refer this item to the Citizens Committee on School Facilities.

There being no further business, on motion of Alderman Shea, duly seconded by School Committee Member Ouellette, it was voted to adjourn.

A True Record. Attest.

City Clerk