



CITY OF MELROSE
MELROSE SCHOOL COMMITTEE
MINUTES• JUNE 11, 2016

Lincoln School Cafe

Special Meeting

9:00 AM

(ID # 4914) Educational Programs and Personnel

Presentation of Configuration of Instructional Programs (45 minutes)

(ID # 4915) Educational Programs and Personnel

Public Inquiry Session on Configuration of Instructional Programs (75 minutes)

Note: The listed agenda items are those that are reasonably anticipated by the Chair to be discussed at the meeting. Not all items, in fact, may be discussed, and other items not listed also may be brought up for discussion to the extent permitted by law.

Configuration of Instructional Programs June 11, 2016

Enrollments in the Melrose Public Schools have increased to the point where the elementary schools, in their current configuration, have reached their physical capacity to equitably house all students. The Melrose School Committee has followed this situation closely and understands that action must be taken to provide enough quality learning space for the district's educational program beginning in the 2017-2018 school year.

What resources are available regarding Melrose enrollment changes?

- Enrollment reports received from administration over time (in meeting packets)
- Budget documents (on website and in meeting packets)
- DESE data:
(<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=01780000&orgtypecode=5&>)
- New England School Development Council (NESDEC) Demographic Study presented 11/10/15:
<http://melrosecityma.iqm2.com/Citizens/FileOpen.aspx?Type=1&ID=2497&Inline=True>
pp. 115-161

What resources will we use to inform our opinions and next steps?

- Information provided by the Permanent School Building Committee
- FY17 Budget
- Community feedback
- Relevant Collective Bargaining Agreements
- Relevant Student Handbooks
- Committee policies

What Committee policies apply?

Policies from the Committee's Policy Manual, including but not limited to:

- *JB: Equal Educational Opportunities*
<http://melroseschools.com/school-committee/district-policy-manual/j-students/jb-equal-educational-opportunities/#sthash.i4cSGGmr.dpbs>
- *JC: Elementary School Assignment and Class Size*
<http://melroseschools.com/school-committee/district-policy-manual/j-students/jc-elementary-school-assignment-and-class-size-policy/#sthash.h5BQq4DC.dpbs>
- *IE: Organization of Instruction*
<http://melroseschools.com/school-committee/district-policy-manual/i-instruction/ie-organization-instruction/#sthash.iUxokey0.dpbs>
- *IHA: Instructional Program*
<http://melroseschools.com/school-committee/district-policy-manual/i-instruction/iha-instructional-program/#sthash.MrIRAWmf.dpbs>
- *FA: Facilities Development Goals*
<http://melroseschools.com/school-committee/district-policy-manual/f-facilities-development/fa-construction/#sthash.KwWQv2cT.dpbs>

- *FB: Facilities Planning*
<http://melroseschools.com/school-committee/district-policy-manual/f-facilities-development/fb-facilities-planning/#sthash.4tGWrOOP.dpbs>

Next Steps:

- Receive information from the Permanent School Building Committee
- Understand timelines and deadlines for potential options
- Understand city impact and potential decisions under authority of the Board of Aldermen
- Hear from the community
- Determine other impacts and consequences (e.g. policy decisions)
- Consider a timeline for decision-making
- Build rolling agenda to accommodate decision-making timeline
- Vote decision and begin preparation for follow-through

MELROSE PUBLIC SCHOOLS

Exploring Our Building Space Options

June 11, 2016

Instructional Space Needs in 2016

- Change in Educational Model
 - Flexible and small groups within and across classes
 - Workshop model at elementary schools
 - Differentiated instruction/Universal Design for Learning
 - Inclusion model
 - Twenty-first Century Skills with emphasis on collaboration, communication, critical thinking, application, and technology integration
- Middle School Teaming model with clustering of students.
- Separate space for art, music, library.
- Blended and online learning at Middle/High School
- Project Based Learning at all schools.
- Need for space to support hands off learning and performance based activities.

Instructional Space Needs in 2016

- Student Support Services office and small group space:
 - Targeted and tiered support (MTSS) and remediation
 - Title I instruction
 - ESL instruction
 - Counseling/Behavior support
 - Small group programs for special education students
 - Sufficient and private space for nurses
 - Sufficient and private space for school psychologists and social workers
- Conference room for parent, staff meetings.
- Storage space for afterschool programs equipment.

Technology Changes Impacting Space Needs

- Development of wireless infrastructure
- Teacher desktop/workstation in each classroom.
- Chromebook carts with recharging capability.
- Secure storage for technology equipment.
- Expectation for instructional technology in all content areas.
- District move to personalized learning and 3:1 technology ratio.
- Interactive Smart Boards in all classrooms.
- Impact of hand-held devices, such as smart phones, tablets.
- Shift from “library” to “library/media” centers.
- Dedicated classrooms for graphic design, computer aided design, blended learning, engineering, robotics, and computer science.
- Creation of maker spaces in both middle and high schools.

Projected Enrollments

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
16-17	330	321	281	281	276	260	250	257	270	288	260	227	239
17-18	323	330	321	281	281	276	260	250	257	243	257	260	227
18-19	303	323	330	320	281	281	276	260	250	231	243	257	256
19-20	342	303	323	330	321	281	281	276	260	225	231	243	286
20-21	309	342	303	323	330	321	281	281	276	234	225	231	243
21-22	312	309	342	303	323	330	321	281	281	248	234	225	231
22-23	318	312	309	342	303	323	330	321	281	253	248	234	225
23-24	317	318	312	309	342	303	323	330	321	253	253	248	234
24-25	319	317	318	312	309	342	303	323	330	289	253	253	248
25-26	315	319	317	318	312	309	342	303	323	297	289	253	253
26-27		315	319	317	318	312	309	342	303	286	297	289	253

Based on NESDEC projections

Reduced 10% from K numbers

Based on current enrollment

Projected K-5 Classroom Needs

year	K	# classes	1	#classes	2	#classes	3	#classes	4	#classes	5	#classes	Total
14-15	273	13	280	13	282	13	262	13	246	12	256	12	76
15-16	321	15	281	13	281	13	276	13	260	13	250	12	79
16-17	330	15	321	15	281	13	281	13	276	13	260	13	82
17-18	323	15	330	15	321	15	281	13	281	13	276	13	84
18-19	303	14	323	15	330	15	321	15	281	13	281	13	85
19-20	342	15	303	14	323	15	330	15	321	15	281	13	87
20-21	309	14	342	15	303	14	323	15	330	15	321	15	88
21-22	312	14	309	14	342	15	303	14	323	15	330	15	88
22-23	318	14	312	14	309	14	342	15	303	14	323	15	86
23-24	317	14	318	14	312	14	309	14	342	15	303	14	85
24-25	319	14	317	14	318	14	312	14	309	14	342	15	85
25-26	315	14	319	14	317	14	318	14	312	14	309	14	84

Elementary and Early Childhood Space Allocation Chart

School	Full Size Classroom	Small Group Space	APR/ Cafe	Art	Music	Gym (Separate)	Health	Library (Separate)	Offices: Too small for even small groups	Notes
Lincoln	20	6	1	1	0	1	0	1	5	Music room will be a classroom, Health classes and Music classes will happen in the classroom
Hoover	12	7	1	1	1	0	0	1	0	Music/Art share a classroom, PE/Health classes in APR
Horace Mann	12	2	1	N/A	1	0	0	1	2	Music and Library Shared Space, PE in APR/CAfe during cold weather.
Roosevelt	24	11	1	1	1	1	0	1	1	Health uses any classroom space available
Winthrop	17	4	1	1	1	0	0	1	0	Art, Music and a third grade classroom use converted space not designed as classrooms.
ECC	18	3	1	0	0	0	0	0	7	

Criteria for a Solution

Any building space solution should meet the following criteria:

- **Equity:** Address the need for specialty space in all five elementary schools. While we cannot create identical spaces, given the age and size of different buildings, we can create dedicated space for art, music, library, and support services.
- **Sustainability:** Create a plan that is fiscally and operationally sustainable for the next 7 to 10 years.
- **Responsiveness:** Create a plan that can be realized in a relatively short period of time for the start of the 2018-19 school year.

Option 1: Reopen the Beebe School

Considerations:

- Needs to be upgraded to be educationally comparable to other buildings, i.e., furniture and equipment, technology, curriculum resources, staffing.
- Need own principal, secretary, nurse, and custodian.
- Need to create upgraded playground space.
- Increase operating budget for DPW to cover maintenance and utility costs.
- Need to move all of one class or move a selection of K-5 students from other schools, primarily Lincoln, Roosevelt, and Winthrop.

Option 1: Reopen the Beebe School

Concerns:

- Has 12 classrooms and two specialty spaces.
- Not enough classrooms for a full grade (13-15 needed over time) without giving up specialty space or running larger class sizes.
- School Committee Policy would require we select children without siblings to be moved to Beebe, unless a whole family volunteers.
- Domino effect on other schools/future placements as a result.
- With a K-5 move, will not sufficiently reduce teacher: student ratio at original school and will not be able to move teachers with students; will need to hire new staff for all grades.
- Overall cost of the reopening plus loss of revenue from SEEM Collaborative.

Option 2: Reopen the Ripley

The Ripley is smaller than the Beebe with six classrooms and two specialty spaces. The considerations and concerns on the previous slides apply here as well.

Option 3: Convert Franklin ECC to an Elementary School

Considerations:

- Needs to be upgraded to be educationally comparable to other buildings, i.e., furniture and equipment, technology, curriculum resources, staffing.
- Would need to move all of one class or move a selection of K-5 students from other schools, primarily Horace Mann, Roosevelt, and Winthrop.
- Still need to provide seven (7) integrated Pre-K classrooms in order to meet our special education obligations for integrated Pre-K programming.
- The ECC is a valuable component to the district's overall educational programming. The scope and quality of our program surpasses other known programs, providing our students with academic and social emotional readiness skills for Kindergarten.

Option 3: Convert Franklin ECC to an Elementary School

Concerns:

- What is the impact of four elementary schools (Winthrop, Horace Mann, Roosevelt, and Franklin) in close proximity on interschool choice and student placement?
- Our Pre K to 5 curriculum is aligned and sequenced as we build on previous school years. Would we need to realign the curriculum to adjust for a different level of K preparedness?
- School Committee Policy would require we select children without siblings to be moved to the Franklin, unless a whole family volunteers.
- Domino effect on other schools/future placements as a result.
- With a K-5 move, will not sufficiently reduce teacher: student ratio at original school and will not be able to move teachers with students; will need to hire new staff for all grades.

Option 4: Place Some Kindergarten Classes at the ECC

Concerns:

- Some children from other programs will have two transitions in two years.
- Value to Kindergarten students to be in a multi-grade building.
- Students and families become part of the school community and culture.
- Students have older models with many cross grade activities.
- Students become familiar with future teachers.

Challenges:

- How do we decide which children have a different K experience then the majority of children in the city?

Option 5: Build an Addition to Winthrop

Considerations:

- What is the needed size for a long term solution? Given the enrollment projections, a conservative estimate is 200-250 students.
- Playground will need to be redesigned.
- Need to assess impact on traffic and neighborhood with larger enrollment.
- Additional staff would be needed for added classes, including general education, special education, and specialty teachers.
- Need to find additional parking options for staff and parents.

Option 5: Build an Addition to Winthrop

Concerns:

- Impact of traffic and parking in a dense neighborhood.
- Costs associated with additional staff for enlarged population.
- Timeliness for the solution.
- Similar to Beebe/Franklin proposal, there would be a domino effect on future placements.

Option 6: Modules at Elementary Schools

Considerations:

- Would maintain K-5 grade span as an educational program.
- Enables the district to continue with current policy and procedure for intra-school choice, placement, and balancing class size.
- How many modules are needed? The enrollment increase is not limited to one neighborhood, but appears to move through neighborhoods.
- What is the impact on parking lots and play grounds?
- Need to tailor module size to the need of the school.
- Could address the need for specialty space, particularly at Horace Mann, Hoover, and Winthrop.

Option 6: Modules at Elementary Schools

Concerns:

- Could a module at only one or more school have a negative impact on intra-school choice and impact our ability to balance class size?
- What is the impact on the neighborhood where the selected school has a module.
- Limited lot and field space at all elementary schools.
- Need to connect it to school, provide weather coverage for passages.
- Need to prepare site and to provide for electricity and plumbing.

Option 7A: Move Grade 5 to Middle School

Considerations:

- Create necessary space in all five elementary schools for specialty classes and library.
- Common middle schools model with seventy-six (76) 5-8 middle schools in Massachusetts.
- Need to place all grade 5 students on a separate floor/wing with two teacher pairings.
- Additional educational opportunities within middle school because of building and staff.
- Maintains single transition from elementary to middle school grade span.

Option 7A: Move Grade 5 to Middle School

Concerns:

- What are the possible changes to the educational program?
- Need to move grade 8 to high school to make space.
- Consider how to best schedule academic instruction: current elementary schedule, switch to middle school schedule, create hybrid schedule?
- Need to continue with fifth grade traditions such as E Camp.
- Need to add Education Stations opportunity.
- Need to limit fifth grade participation in some middle school activities, such as dances.
- Impact on traffic, drop off, pick up.

Option 7B: Move Grade 8 to High School

Considerations:

- Model exists across state with nineteen (19) 8-12 high schools and thirty-three (33) 7-12 combined middle/high schools.
- Need to identify contained, separate space for grade 8.
- Move Administrative Offices to off site space to add space for high school.
- Create an eighth grade academy.
- Need for additional staff: guidance, Dean of Students, possibly elective subjects staff.
- MIAA regulations re: grade 8 participation in sport may result in need for freshman teams with additional staff.
- Increased access to high school courses and co-curricular beyond band, orchestra, and advanced courses.
- Eighth grade teachers may be able to teach high school courses, depending on certification.

Option 7B: Move Grade 8 to High School

Concerns:

- Develop additional system of supports for grade 8 students, including Dean of Students and guidance counselor
- Provide separate lunch, specials schedule for grade 8?
- Which grade 8 activities should continue as special activities, i.e., dances?
- Where to move Central Administration?
- Costs associated with removing walls, painting, furniture, fixtures, technology.

Next Steps

- School Committee discusses options on June 14 and outlines criteria for final recommendation.
- Permanent School Building Committee will make a recommendation.
- Superintendent and School Building Committee present recommendation to School Committee in September.

Configuration of Instructional Programs

Public Inquiry Session: June 11, 2016

Questions received on index cards (organized by option and then clustered by topic/theme)

Note: all questions were typed up, so some questions appear multiple times.

Modular option

Could you explain the modular system? Will they be attached to the schools? How will the children get to & from each unit? Does the school shut down while one is constructed?

Why plumbing in modulars?

Are there any safety issues with the modules, i.e. when you go to Roosevelt, you have to ring the bell to get in. What safety measures will be in place for these modules?

Will modules solve additional issues such as no music rooms, libraries, art rooms, auditoriums?

Would classes need to be in modules? Can only specials be put in modules?

What class would go in the modulars?

Can you explain more about where the addition would go at the Winthrop and what the time frame would be? Also would there be any other updates to the existing building as it is very old?

If we chose to add modules or an addition at the Winthrop, would the increase in students necessitate an additional administrator?

If you add modules will you need to add Admin other than teachers to those schools?

Could administrators be moved to modules to free up that space?

If you go with the module option, is the plan then to expand those schools while the modules are in place? Or keep the modules until the population goes down? Modules seems like a great step but not a permanent solution.

You have said modulars are permanent structures – how long to they typically last?

How will modules be paid for – borrowing?

If we go with the modules, how would this be funded?

What is the estimated cost, installed, for a modular class room?

Have you explored owning versus renting modular classrooms versus an addition that would be permanent space & investment?

If the modules are permanent, what is the different between an addition and the modules?

If modules are permanent structures, will any cost increases be associated with said modules such as custodial, etc?

If the modular approach is chosen, will 5th graders stay where they are?

What about doing modular and then going a permit parking situation for teachers/staff cars in neighboring streets? This allows parking space to be taken.

5th/8th move option

Any community that has a 5th-12th campus? Does it work? Because we have campus, this is important to consider.

How many communities have a campus of 5-12 grades and has it been successful; what are the benefits?

In your research, how many other communities have a shared campus and therefore become a 5-12 grade model? And what are the benefits?

My understanding is that Wakefield & Stoneham both have gone to 5th at the Middle School – any learnings (positive & negative) that we have heard from them?

The towns that are referenced (Wakefield & Stoneham) do not have M.S. & H.S. on same campus. What examples do we have to show 5-12 is safe and successful?

What research/study has the school committee done on social & emotional impact on the younger kids (5th & 8th graders) when pushed into schools with older kids? What do families and educators in the communities who have adopted this model say – good & bad?

What research have you done into the social/psychological issues associated with moving 5th & 8th graders up?

Is there data to show how kids/schools have performed when 5th grade is moved to the middle school and 8th grade is moved to high school?

How has research on achievement been considered in the idea of moving 5th to the 6-8 building?

Have you researched other cities overcrowding plans? If you have, what was the BEST solution?

Is there/Can we compare Youth Risk Behavior Survey results for 8th graders in High Schools and those that are not?

So under the option of moving Gr. 8 to the H.S., there will be 250 more kids in the H.S.? How would that work?

How can the middle school support four grades with 36 classrooms? On 3 floors? At 25 students/class, would need more than 42 classrooms in 17-18 and beyond?

Will the 8th grade leave the first floor area to go to classes upstairs? Where are their lockers?

What physical spaces will 5th graders miss out on in M.S.? (such as playground, age appropriate library/media room, specialist teachers & administrators who have experience with younger students)

We keep talking about 5th grade to middle school – but what about 8th grade to the high school?

Please do what it takes to keep 5th graders where they are. Recommend modular approach.

The teachers were told at their May meeting that moving the 5th grade was the chosen option and already decided. Is this true?

What would happen with the 5th grade teachers? Would anyone be forced to move?

If you move the 5th grade to the middle school you would lose the “buddy” system of 5th graders partnering with younger kids you said is so valuable, which is why you don’t want to separate kindergarten.

Should the district go with the 8th grade moving to the H.S., my child would be only 12 when she starts due to a late birthday and early academic advancement. She isn’t the only one in this position. Can you speak directly to how you would address the obvious problems of having children of 12 in the same building as adults of 18, 19 or 20?

If moving the 5th grade to the middle school & the 8th grade to HS – How do you keep the younger children away from the older children – It doesn’t make sense to have 12 yr olds walking in halls with 17 & 18 year olds.

If move 5th to middle & 8th to HS – how will make sure to keep 8th separate from older HS kids? (lunch, gym, etc...) 8th graders are 13/14 years old, shouldn’t be in mix with seniors who are 17/18 years old.

My 6th grader participates in many clubs and sports clubs after school. How would that work, as I am not comfortable with an 8th grader participating in a club with 12th graders?

Biggest concern with 5th grade transition is the social/emotional readiness/exposure of 10 year olds on a “campus” with students as old as 18/19. Please speak to that.

How will we prepare this large population of students for the social and emotional changes that would occur?

If 5th grade is moved to the middle school, what kind of SEL curriculum would be used to support these students?

If 5th grade moves to the middle school this introduces social changes. Are the costs to address these considered into the budget and will the city address these before it becomes a crisis?

With regard to moving 5th to the MS, how can freeing up, for HM for example, 2 classrooms help the problem?

If we move the 5th grade to the middle school, what happens when the “bubble” reaches the 5th grade? Will there be enough space to house them then?

Movement between HS and MVMMS buildings?

Concerns about the traffic flow. Most young 5th graders live too far to walk and will be driven. With the time shift start time being later will cause traffic issues. Grade 5-12 with same start time during height of rush hour. How will this work?

What about the developmental needs? What will happen to the school day? Will they change classes? What about recess?

How would start & end times be staggered to ensure less mingling of 5th-12th grades before and after school? What would the role of Dean of Students play?

How would you prepare the kids for the move? It appears easier to move 5th grade as a whole year to prepare 4th graders for move vs. unknown who may move to K-5 school.

How are additional issues like “shelter in place” being addressed for 5th being attached to 12th?

Ex. 10 year olds ex. (??) “shelter in place”? *(hard to decipher this one)*

There is a lot of discussion about community, etc. Yet one of the models seems to create isolation -- 5th grade not really part of full middle school community, and isolated 8th grade in High School. How do we address this issue?

How do you build a sense of community among the 8th grade so they don't feel like ‘the stepchildren’?

How does perpetuating grade-level divisions comport with educationally-appropriate learning for students?

Beebe/Ripley/Franklin options

Tallying the teachers, supports, modular buildings, electricity, etc – what are the costs to upgrade the Beebe school? vs all the changes that would have to be made to have modulars and their costs?

Would the amount of new families to Melrose provide much of the population needed to fill 2 classrooms/grades for K-6 at Beebe?

Have we looked at swapping schools/programs? The ECC becomes HM (18 elementary classrooms); HM becomes the ECC (12 ECC classrooms).

Could 5th grade move to ECC? And ECC move to Beebe?

If we split the ECC into pre-K/K, wouldn't some parents elect to keep their kids there for K?

How would a transitional K classroom at ECC help reduce numbers in elementary level? Missing this opportunity for certain families presently if child needs another year.

Could you make the Franklin into an elementary school, and move ECC to Beebe and/or Ripley?

Could we transition 1 extra class at a time into Franklin and each year decrease ECC size to make room for higher class grades? Example: year 1, 1 K class in ECC; year 2, 1 K plus 1 1st grade; year 3, 1K plus 1 1st and 1 2nd grade.

Why not move ECC to the Beebe/Ripley to provide required # of classrooms (7). Use ECC building for elementary. This would require expense to upgrade but provide for the future. Or use ECC for all kindergarten.

This may be daring, but what if you moved the kindergarteners to the high school? There would be less interactions between the K and the HS student than if you have the 8th graders there. Think of it as sort of a 'intergenerational' opportunity.

Is it possible to move K to HS or MMVS?

What does it mean by move 'all' or move some of K-5 to Beebe or Ripley? Moving all of a grade, i.e., all kindergarten? Please explain.

General questions (across several options, or not specific to an option)

Can you please put these Q&A on the website?

Why are you requiring that questions be submitted in writing? Why can't we have an open discussion about an issue that is obviously of great concern to the community?

It is clear that building condos does not decrease the number of families w/children moving into the city. Why are so many residential developments being approved?

Please address timeline.

What is the timeline for finalizing a plan?

When are these proposed options going into effect?

Can you please simply say – How many kids do we need to move to accommodate how many students?

With the addition of classrooms, is the need to hire going to be present, regardless of which option you choose?

What about bussing for children who live more than 2 miles from their assigned school (for now K-6th)?

Why can't smart boards be redistributed to move some to new school classrooms? Is it necessary to have 1 in each classroom, but instead one per grade?

Why do you think the population forecast for this year was off, and how confident are you in future projections, especially for smaller growth ahead?

Projections show K numbers to stay steady. What if their projections are incorrect again and the numbers continue to grow? Especially with new condos being built?

Have hybrid options been considered to balance responsiveness with a better long-term solution? (eg. Use modules for a few years while building/renovating a new school)?

What is the plan for implementation? To execute by Sept 2017 you basically have a 12 mo window.

How will IEP plans be finished in time if don't know decision yet?

The two options seem to be 5th grade moving and the modulars. Will the price tag estimates be available at the bldg. planning meeting on Tuesday?

The mayor spoke of transparency and that the options had been studied 'extensively'. Can those studies be made publically available? If not, why not?

Will the committee make public both capital & operating cost estimates for each of the options being considered?

Do you have the estimated cost by each option? Would it be part of the current budget, or would other cuts have to be made to support any option?

Can we get a net cost breakdown/estimate of Options 1, 6 & 7? Both start up and ongoing operations costs.

Does Melrose receive the same amount of funding for renovations/additions versus new school buildings?

Is there an option 9 to look into a capital fund to build new schools? Why continue to spend money on older buildings that are too small and outdated to support current needs? If we are to take the projects as data, was this ever an option? What was it not an option?

Will an override be considered for buildings?

What are the thoughts regarding a prop. 2 ½ override to increase funding for the schools?

Are you considering a capital campaign?

How does age of Winthrop/Hoover/Horace Mann, and potential need to renovate/rebuild, play into this? Are there plans, now that we are 20 years from last Master Plan?

Has there been a true study of city needs for fire stations and police facilities? Are all the fire stations truly necessary? Are the possible upgrades making them more effective? Could these plans be put on hold? Can that money be used for schools?

The principal at the Hoover told us during the Open House that they were replacing the windows and building a new front entrance this summer. Is that still happening?

What do the teachers think – they will have to be the ones implementing any change proposed.

How does increase in class size, removal of integrated K, and removal of support teachers (paras) impact elementary schools? (such as Horace Mann) How will Special Ed support change as non-integrated K classes move up in grades?

What is the percentage rate of students leaving MHS to other education for high school?

What percentage of Melrose students go to Mystic Valley?

Have plans at St. Mary's and Malden Charter School been incorporated?

Could you also please clarify – it appeared that the 10yr projection showed only 1 new class required for each grade (~13 to ~14). If correct, where is the demand really?

How many classrooms are expected to be added in the next 3 years (the spreadsheet showed enrollment decreases)?

Any way to have dedicated building(s) to just K-2 and then also dedicated building(s) to 3-5? Would that possibly help with classroom #s? Or would that not help?

Would decreasing/eliminating METCO impact space?

What is the top choice so far?

How seriously are all of the options being considered? Does the superintendent already have a strong preference for one or 2 of the options?

We have heard Mayor Dolan's preference – would Superintendent Taymore be open to sharing her opinion?

Does the SC/Planning Office have a top 1-3 options out of the 7?

Air on MMTV and can watch video any time on MMTV website under government meetings. When available?