

# CHAPTER 10: HANOVER'S INSTITUTIONS

## 1. INTRODUCTION

Hanover's institutions distinguish the town from other towns in the Upper Valley. Institutions bring a large number of students, their families and Upper Valley residents to Hanover for education and employment which in turn generates activity in Hanover's streets and downtown businesses. In the case of the College, an impressive offering of sports, performances and art makes Hanover an entertainment center for the Region. The Hanover Schools are considered by many to be among the best in the area making Hanover a desirable place for families. For these reasons and others, institutions are a significant factor shaping the Town's identity. Accommodating institutions brings a set of challenges impacting a variety of community characteristics including land use, traffic, parking and housing. In fact, as described in the next section, an entire zoning district has been established for institutional use. Next, in this chapter, two of Hanover's largest institutions, Dartmouth College and the Hanover and Dresden School District, will be profiled to better understand their contributions to the community.

## 2. CURRENT STATUS OF THE INSTITUTIONAL ZONE

Starting in 1931 with its first zoning ordinance, Hanover has made special accommodation for its institutions. The College campus was first designated as the Education district. Then, for many years, the College campus was included in the GR-3 zoning district which was not a residential district. It was not until 1976 that the Institutional zoning district was adopted. Today, the objective of the Institutional district, as stated in the Zoning Ordinance, is as follows:

The chief present land use in this district, and the use that can be expected in the future, is institutional. This use has certain peculiar needs that best can be met by identifying it as a special district. In addition to the normal institutional uses in this area, certain complementary and support facilities are desirable as Special Exceptions. Because of the specialized nature of these institutions, these support and complementary land uses involve a selective list of residential, commercial and public uses which are desirable in such a district providing the necessary safeguards are incorporated. It is the intent of this provision to permit or allow institutions to use their land for uses related to the purposes of the institutions.

Institution zones are located north and south of Reservoir Road, along Route 10 encompassing the golf course, Medical School and College Campus, south to the downtown, including the Hopkins Center, steam plant, gymnasium, and the stadium, then across Park Street to include the playing fields and ice arena, and finally south of Lebanon Street including the Middle and High Schools. The district was clearly drawn to accommodate existing institutional uses as there are very few non-institutional uses in the district. Of the 579 acres zoned institutionally, the College is by far the largest landowner. The Ray School is located on about 35 acres of land north of Reservoir Road. The Middle and High School and the schools' associated playing fields occupy about 29 acres of institutionally-zoned land. Except for two residences located on Conant Street and Tyler Street, Aquinas House, the Catholic Church and fraternity and sorority houses are the only owners of institutionally-zoned land other than the College and Hanover and Dresden School Districts.

Institutional ownership is not limited to institutionally-zoned land. The Dresden School District owns Thompson Terrace fields located in the SR-2 district. The College owns a large number of properties most of which are concentrated near the downtown and many of which are located in the Downtown, General Residence or Single Residence zoning districts.

Since Hanover's institutions and residents are literally next-door or back-yard neighbors, particular attention should be paid to the interface at the boundary between institutional activities and adjoining neighborhoods. Careful planning, setbacks and buffers should be considered to provide a reasonable transition from institutional use to residential use, to protect the character of the neighborhood and to protect residents from noise, light, activity, odor, college student pedestrian traffic and vehicle traffic.

A few institutions, not profiled in this chapter, own land in Hanover. Two of the largest landowners are the Hitchcock Clinic and Mary Hitchcock Memorial Hospital. Together they own approximately 370 acres in Town, most of it in non-institutionally zoned areas, such as Route 120, Pipers Lane, Martin Lane, Lebanon Street, Greensboro Road, Old Lyme Road and Lyme Road. The Hanover Improvement Society owns about 84 acres at Storrs Pond, off Route 10 across from Kendal and on South Main Street. None of these holdings are institutionally zoned. There are also a handful of religious institutions which own small lots upon which their houses of worship are located. (see Map 10-1 Institutional and Public Lands)

### **3. THE COLLEGE**

#### **Introduction**

With a core campus of over 150 buildings on approximately 300 acres in Hanover, Dartmouth College is a dominant factor in the character of the Town. Further, the boundaries between the College and the Town have consistently remained indistinct to reinforce their mutual interdependence. The Town's tree lined streets are vital connectors for the College. The College's valuable open spaces give the Town a special sense of place. Therefore as the College evolves, so the Town will evolve. This section will discuss how the College proposes to manage its future, particularly in light of its acquisition of the Maynard Street Medical Center property in the early 1990's.

#### **The College Today**

The College's campus runs roughly from Lebanon Street north to the Golf Course and from Park Street west almost to the Connecticut River. It is a rich mixture of both College buildings and private residential structures. This mixture gives the campus its historical character.

To date, a key feature of the Dartmouth campus has been the location of instructional, residential, athletic and social facilities within a ten-minute walk of the Green, preserving the pedestrian feel of the campus and reducing the need for short-distance vehicular traffic. Looking ahead, the College will continue to work, where possible, to site new academic and student facilities within the ten-minute walking radius, while working to preserve open space and the historic character and scale of the campus. Institutional functions that may be carried out independently of the core campus, (such as certain administrative services, research activities and recreational facilities), will likely be sited beyond the ten-minute circle.

The evolution of this campus over the decades has followed four broad principles. First, living and learning are intermixed so that undergraduate student residence halls are interspersed among academic buildings. Second, the library is at the center. Third, the academic disciplines are loosely grouped into centers for the arts, the sciences, the social sciences and the humanities, with additional centers for administration, athletics and the graduate schools. Finally, open space, in the form of the College Green and the Town's streets, tie all of this together into one cohesive whole.

Guided by these principles, the College is following a space management strategy of judicious relocations and some decentralization. Portions of the Administration have been moved to downtown office space and to Centerra in Lebanon. This trend will continue.

A few statistics show the scale of the school. The center campus totals over 300 hundred acres with 4.4 million square feet of building. Current goals for ongoing undergraduate enrollment are 1070 students in each class. In 2002, there were 4309 matriculated undergraduate students, with 3784 enrolled in Hanover. Of the total enrollment in Hanover in 2002, there were 3,811 students taking undergraduate classes in Hanover and 1,514 graduate/professional students. These students, faculty and staff register approximately 4,800 cars which are parked in 3,373 spaces in 38 lots scattered throughout the campus (not including College-owned property used by Greek organizations).

The Dartmouth College Department of Human Resources reports that there are approximately 4100 employees on the Dartmouth College payroll. Employees on the payroll include full and part-time faculty and staff, research fellows, and employees who work the second or third shifts. Undergraduate and graduate students who are also employed by the College are not included in Human Resources employee counts; they are included in undergraduate and graduate student enrollment and population numbers.

Of the 4100 employees on the payroll, 3250 are regular full-time and part-time employees working in Hanover. The remainder work in Lebanon, in other parts of the state, and in a few cases, in other parts of the country. In addition to the 3250 regular employees working in Hanover, there is an average of an additional 400-500 temporary employees per month, working in areas such as Dining Services, Athletics, and Community and Family Medicine. During the most recent month for which figures were available, only about 10% of those temporary workers, on average, worked the equivalent of a full-time schedule. About 70% worked 20 hours per week or less (more than half of those worked an average of only five hours per week), and about 20% worked more than 20 hours per week but less than full-time.

### **College Planning Process**

Planning at Dartmouth is ongoing and it includes periodic updates of the College Master Plan. Central campus planning is conducted by the Office of Facilities Planning, under the direction of the Provost, and assisted by a planning consultant, who, for both the 1989 and 1998 plans, was Lo-Yi Chan, a graduate of Hanover High School and Dartmouth College. Planning for off-campus housing and administrative office projects is the responsibility of the Dartmouth Real Estate Office, in consultation with Facilities Planning and other key internal departments. The master planning team typically conducts interviews among many in the College and Town

community. The team then presents a draft report to many groups including faculty, alumni, Town officials and College Trustees, each time modifying and refining the draft. With a consensus reached, a final draft is produced for the Provost and the Trustees. A current update is in progress as the College evaluates future projected needs and identifies options for additional space in peripheral locations. Traffic and parking are major components of the current planning process. The last formal update of the College Master Plan was issued in 1998. Since 1998, the College has released two summary planning brochures describing projects in planning.

## **A Vision for the College**

As stated in the 1998 Dartmouth College *Campus Master Plan*:

Dartmouth has a mature campus much admired as one of the loveliest in the nation. To guide its development for the next decade and beyond, we propose a comprehensive approach based on two principles: preservation and connection. These two principles must be broad enough to be all encompassing, specific enough to be compelling, yet general enough to allow thoughtful implementation.

Preservation is so integral to most people's view of the campus that it now seems only common sense: the structures, open spaces and landscapes of the College must be preserved for future generations. Of course not all parts of the campus are equally worthy of preservation so categories of preservation importance are needed.

Connection: as with preservation, the need for connection grows from the maturity of the campus....How the peripheral parts of the campus connect to the Green and to each other adds to or detracts from the coherence of a functional, diverse and memorable place.

Open space, circulation, landscaping, lighting and buildings together connect the campus.

Open space is the fabric of the campus. With the grand exception of the College Green, the major open space system of the College is its road system, that is, its roadways, sidewalks and building setbacks. These roadways and sidewalks are public and the setbacks are private, yet there is no differentiation, no fences, no stone walls. This natural merging of the Town and Gown establishes that each is part of the other and is crucial to the character of both the College and the Town.

As the campus grows, most specifically into the former hospital site, the new must connect to the existing in order to retain a cohesive whole. This principle embraces the idea of a single campus including the hospital site. Connections can be made in many ways including the obvious ones of circulation and open space. The more difficult but just as necessary connections include landscaping and building design.

## **The College's Needs in the Next Decade**

The College summarizes its campus development needs as follows:

Dartmouth combines the strengths of a residential undergraduate college with those of a research university. At this particularly important time in the College's history, it looks to implement academic, student life and infrastructure improvements that will enable it to retain its competitive edge and preserve its distinctive character going into the 21st

century. Over the next five to ten years, the College plans no growth in its undergraduate population, modest growth in the graduate and professional student population, and some increase in the number of faculty and staff. Plans for academic buildings, undergraduate and graduate student life facilities, graduate and employee off-campus housing, and infrastructure improvements are described below. As the College pursues these goals, it continues to view the close physical and cultural integration of the campus and the community as a critical part of the character that distinguishes the College from its peers in the Ivy League. The College is committed to working with the Town and the community to develop in ways that support and preserve this special character, and to strengthening and enhancing the close and mutually supportive relationship between the institution, the campus, its neighbors and the community at large.

For the academic disciplines, the College plans a range of projects. A new Kemeny Hall and Centers Building near the library will house mathematics and several academic centers. An addition to Sudikoff Lab off North College Street will accommodate the strong growth in computer science. The Thayer School of Engineering is planning a new engineering science lab building which will be attached to Cummings Hall. The Tuck School is planning another residential building (to make way for offices in older residential buildings), which will also include more classrooms for Tuck's executive education programs. The Arts facilities require additional studios, performance venues and other spaces, with current plans for a phased project along Lebanon Street. Construction of a new life sciences lab building (to be shared by the Department of Biology and the Medical School) is planned in the area of the current medical school buildings. The Kemeny/Centers, Sudikoff addition and Thayer School projects should be complete by 2005, but the Tuck School, arts and life sciences projects need significant fundraising and will come to fruition over longer time periods.

In the area of student life facilities, the College is committed to improving residential, dining and social facilities for undergraduates and graduate students alike. Many of the undergraduate residence halls are in need of renovation and decompression, which will require the creation of additional student beds to maintain capacity. Over the next five years, the College plans the addition of approximately 500 new beds, in two buildings to be located on the former hospital site on Maynard Street. Current projections indicate that 125 of those beds, which will be additional, rather than replacement beds, and will help to reduce student demand on the private rental housing market in town. In addition, the North Park Street housing project, to be completed in 2003, will add approximately seventy new graduate student beds to the market, and several other off-campus graduate and employee housing projects are in various stages of planning. A new dining/social center with a capacity of approximately 600 seats is also planned for Maynard Street adjacent to the new dorms.

Off campus, Dartmouth will continue to try to address the shortage of housing in the local market available to the College's graduate students and employees. Student demands on the rental housing supply have placed severe limitations on the ability of non-student renters to be accommodated in Hanover's rental housing market. Over the next few years the College expects to begin the third phase of its Grasse Road housing development and to pursue the redevelopment of Rivercrest and the former Hanover Improvement Corporation properties downtown (the South and Sargent Street blocks).

These projects will help Dartmouth to meet its housing needs for the next decade and to provide a more diverse and affordable mix of housing. The South and Sargent Street blocks will also allow many of the goals of the Downtown Vision to be implemented by improving the quality of the downtown streetscape and providing a wider range of opportunities for new retail offerings. In Lebanon, Dartmouth is proceeding with plans to increase and improve the supply of graduate student housing at Sachem Village, located within the transit free fare zone and walking distance to Downtown.

Other planned projects include the expansion of the College's childcare facility; the expansion of heating, chilled water, electrical systems and other infrastructure upgrades; and the creation of additional parking areas in the Dewey Lot and off West Wheelock Street. The College has also initiated a pilot transportation demand management (TDM) program, to provide employees incentives to use "non-single occupant vehicle" modes of commuting to campus.

### **Key Future Hanover/College Issues**

***Peripheral locations for administrative and research space needs*** Zoning that allows for clustering of these future off-campus uses will be helpful in creating synergistic groupings. Parking and childcare should also be included when possible.

***Campus housing*** Reconstruction of dormitories for handicapped accessibility and improved fire safety has reduced the number of on campus "beds". Decompression, or a decrease in the number of students in double or triple rooms, also contributes to a shortage of on-campus housing. This shortage results in pressure on the Hanover rental housing market limiting the housing options for non-students in Town. The College should continue to pursue its dormitory development program to enable more students to live on campus.

***Off-campus student housing*** Dartmouth expects that approximately 10% of its students will prefer to live off-campus. Dartmouth should further its goal of educating those students about responsible civic behavior.

***Employee housing*** Dartmouth wants to accommodate more of its employees in affordable housing in Hanover within walking, biking, or transit reach of campus. The location, density and capacity of this program should continue to be coordinated with Town plans.

***Transportation and peripheral parking*** Parking facilities along major transportation routes into Hanover would allow Dartmouth, the Town, and other institutions to consider peripheral parking lots and shuttle access into Town, alleviating in-Town traffic congestion. Out of town peripheral lots should also be considered where employee traffic volume and origins warrant it.

***Future College uses on the current golf course and practice course along Lyme Road*** These lands are valuable open spaces and are currently used by the College and the community for multiple recreation purposes. There is a growing community desire to see some, if not all, of this land remain open for recreation. College facility development should for at least the near future, be encouraged to take place in the core campus and not on College-owned open space and recreational lands.

**Future community use of the Water Company lands** Approximately 1400 acres of forested land surrounding the three Hanover reservoirs is owned by the Hanover Water Works Company. The area was an active recreation area until 1973, when it was closed to public access as required by the State of New Hampshire to prevent contamination of the water supply. Ownership of the Water Company is shared almost equally by Dartmouth and the town of Hanover, Dartmouth College being the majority stockholder. With changing technologies, it is quite possible that human activity on these lands will not always have to be precluded. Planning should begin before that time to ensure that this is preserved in perpetuity as a multiple-use public park/wilderness/wildlife preserve/recreation area. Its proximity to the urban area, great size and protection to date make this land area the open space “jewel” in Town. Such a place warrants a concerted protection effort as such a sizable undeveloped area so close to Hanover’s population center would be impossible to find in today’s market.

### **Coordination**

The College and the Town administration and boards are closely intertwined in a regular and highly productive process of consultation that has developed over the years. This should continue. The College and the Town recognize the need to enhance communications with both the wider Hanover citizenry, as well as with Lebanon and other Upper Valley communities about program development, project planning, community and regional impacts of transportation and municipal service planning, and environmental stewardship programs.

### **Recommendations to the College**

- The College *Campus Master Plan* should articulate the importance of preserving Hanover’s environment, which provides the rural atmosphere, so important to the College. The College *Master Plan* should include a land development policy aimed at sustainable growth of the campus and environs.
- The connection that occurs between the campus and its environs is as important as the connection between the buildings that are on the campus highlighted in the *Campus Master Plan, 1998*. Thus, the scale and massing of the structures on campus as well as the pattern of open space should be complementary to the campus environs.
- As stated in the *Campus Master Plan 1998*, “there has been a tendency of late to link buildings...each link interrupts the flow of open space, so the College must guard against this kind of open space erosion.” The organization of open space is important to the feel of the campus and the downtown and to buffer residential neighborhoods from intensive institutional uses.
- Having shown great leadership in conserving the Mink Brook Nature Preserve, Dartmouth College should continue, where possible with the Town and others, to play a constructive role in the stewardship of special open areas. The College should preserve its special places such as the Green, the Bema, College Park, and Occom Pond.
- Hanover administrators, commissions, committees and boards should continue to work closely with Dartmouth College on land use and development issues, through shared master planning results and conceptual project plans, and regular discussion of administrative issues of common concern.
- Particular attention should be paid to the interface at the boundary between College activities and adjoining neighborhoods. Careful planning, setbacks and buffers should be considered to provide a reasonable transition from institutional use to residential use, to

protect the character of the neighborhood and to protect residents from noise, light, activity, odor, college student pedestrian traffic and vehicle traffic.

## 4. HANOVER SCHOOLS

### **Introduction**

The public school system is an important thread of the social fabric of the community. Not only do the schools serve as gathering places for students and their families, but the schools are an expression of the community's vision for the future. Though not legally required, coordinated and cooperative school/town planning is necessary to Hanover's future.

### **Structure of the Public School System**

The schools, school boards, school districts, and school administrative unit(SAU) work together to deliver educational services to Hanover children. The structure is described below.

Children in Hanover attend the Bernice A. Ray School during their elementary years (grades K - 5). They continue their education at the Frances C. Richmond School (grades 6 - 8) and Hanover High School (grades 9 - 12) which together comprise the Dresden Interstate School District for Hanover and Norwich. This interstate District was created in 1963 by an act of Congress and is one of two interstate school districts in the country.

The three public schools, Ray, Richmond, and Hanover High School, and the School Administrative Unit (SAU #70) office are situated in Hanover. The school facilities are located in a part of Town zoned "Institution." IN 1994, the SAU office moved from the basement of the High School to 45 Lyme Road, a building housing a mixture of uses located in the B-1 District.

The Hanover School District serves children in grades Kindergarten to 6. The Bernice A. Ray School houses grades Kindergarten through 5. The thirty-five acre site on Reservoir Road includes a nature trail and a variety of habitats: a pond, meadows and woodland. The one-story building has a capacity for 520-560 students and has a September 2002 enrollment of 511. The Hanover School District sends its sixth grade students to the Richmond Middle School, requiring tuition payment to the Dresden School District.

The Richmond School is situated on about 3.5 acres of land on the south side of Lebanon Street. This School's operating expenses, indebtedness, and capital expenses are shared by Hanover and Norwich as set forth in the *Articles of Agreement between Hanover and Norwich in Accordance with the New Hampshire-Vermont Interstate School Compact*. In addition to classrooms populated by 449 students in September of 2002, the building includes a library/media center, a gymnasium, and rooms for art, woodworking, computer instruction, special services, and guidance. Music, health services, and cafeteria space are shared with the adjacent Hanover High School.

Hanover High School, also owned by the Dresden School District, consists of the school building and approximately 25.2 acres of land upon which it is situated. (The Dresden District also owns 70 acres on Route 5 south in Norwich, which is to be developed for use for athletic fields and 7.2 acres of land known as Thompson Terrace, which is off Brook Road in the SR-2 District.) There were 761 students attending the High School in September of 2002, with

approximately 12% of the student body coming from communities other than Hanover and Norwich on a tuition basis.

The Hanover and Dresden school boards develop and adopt policies for the schools and plan for facility needs. They also develop the school budgets which are acted on by the voters of the district. The seven members on the Hanover School Board are elected. The Dresden Board consists of the seven members of the Hanover School Board and four of the five members of the Norwich School Board. These boards form committees for facility needs planning when appropriate. There is currently an active Dresden Building Committee, which involves membership from the School Board, the Norwich and Hanover communities, and consultants. The Committee is addressing the need to renovate Hanover High School and to build a new Frances C. Richmond School.

The School Administrative Unit was first formed as a supervisory union in 1899. State legislation in the late 1970's changed the name to SAU. By statute, the SAU has supervisory and budgetary duties. The SAU provides general administrative services to all schools and supervises the expenditure of all funds appropriated for public schools. School district budgets are prepared by the SAU in conjunction with the districts.

In 2002, SAU #70 School Districts employed approximately 500 people, including all of the staff at each of the public schools in the SAU towns of Hanover, Norwich, and the Dresden School District. There are three administrators and seven employees with clerical, secretarial, or bookkeeping duties that staff the SAU office in Hanover.

### **Planning Process**

Facility needs are driven by the deteriorating facilities, an increasing student population, and a need to meet modern program requirements. To plan for facilities, the school boards form committees made of community members, staff and sometimes consultants. The committees work in an open setting, welcoming input from the community as the planning progresses. The school board will take the recommendations of the committee under consideration. Following the adoption of the needs statement by the school board, plans for structural changes or new construction are developed by consultants. Ultimately, the residents of the school district determine if physical changes will be implemented by voting on budgets and bonds. Any planning process will involve the public in order to develop goals and to gain support for the needed improvements.

### **Plans and Current Facility**

The Ray School was expanded and substantially improved in 1995. The Hanover School Board has established planning criteria for exploring the need for expanding facilities when Ray School grade K-5 enrollment reaches between 520 - 560 students (current enrollment 511 students). Currently both Hanover High School and the Frances C. Richmond School are crowded and in need of significant renovation. Current proposals are to renovate Hanover High School on the current Lebanon Street site with classroom facilities designed for 800 students and core facilities designed for 850 students and to build a new Frances C. Richmond School on Lyme Road across from CRREL. Richmond School facilities will be designed to accommodate 500 students with core facilities for 550 students. Enrollment projections indicate that facilities designed for the aforementioned enrollments should be adequate to 2020.

On March 4, 2003, the voters in the Dresden School District voted to implement the Proposal Concerning Hanover High School and Richmond Middle School dated August 22, 2002, as revised September 11, 2002, between the Hanover Board of Selectmen, Dartmouth College, and the Dresden School District by authorizing the School Board to:

1. Deed to the Town of Hanover about 11 acres on the easterly side of the approximately 23 acres of land on Lyme Road which Dartmouth College is to deed to Dresden for the new middle school;
2. Deed to the Town of Hanover the approximately 7.2 acres of land comprising the Thompson Terrace playing fields;
3. Grant to the Town of Hanover an option to purchase the District's Lebanon Street property, consisting of about 28 acres and the buildings thereon, if Hanover High School is ever relocated to another site, the option price to be the property's fair market value less tax savings generated for Dresden by reason of the Proposal;
4. Enter into the agreements described in the Proposal with the Town of Hanover concerning the joint use of the playing fields at the new middle school site on Lyme Road and at Thompson Terrace.

In order to proceed with the construction of the Richmond School, renovation of the Hanover High School and development of the athletic fields on Route 5 South in Norwich, a bond vote was taken on May 22, 2003. The voters supported bond financing for the school construction and renovation plans, but not for the fields.

### **Town/School Coordination**

Currently, there is a high degree of coordination that occurs between the Town and its schools. This is exemplified by the interactions between the Town and School libraries, the Town Recreation Department taking responsibility for running athletic programs for students in Kindergarten through eighth grade, and the use of school facilities for Town Recreation Department activities and for Town Meetings and voting. Coordinating programs and sharing facilities results in impressive savings to Hanover's taxpayers as an alternative to developing redundant programs and facilities.

There is also a great deal of coordination in thinking about the future of transportation in Hanover. Traffic congestion as the school day begins and ends is a frustrating and inefficient aspect of life in Hanover. In planning for the relocation of the Middle School and the renovation of the High School, traffic demand management is being investigated. Similarly, the transportation to the Route 5 athletic complex needs to be carefully planned. Cooperative effort taken by the students, parents, the Town, and School Districts, will be necessary to alleviate the problems that currently exist and prevent the spread of congestion to other areas of Town and across Ledyard Bridge to the athletic fields on Route 5 south.

Local permitting of school facilities is done on a voluntary basis as the Town does not have jurisdiction over school projects. The schools have chosen to use Planning Board reviews

as a useful way to get community input and refine the building plans. Historically, the school boards have submitted plans for zoning and planning board review and abided by the conditions of approval. This is a mutually beneficial situation.

### **Recommendations to the Public Schools**

- Continue the high level of public involvement in decision-making for school facilities.
- Continue to share the school's recreational and meeting room facilities with the Town.
- Coordinate major school capital expenditures with the Town's capital budget in order to minimize the tax rate increase in any one year.
- Adopt a long range perspective in planning for the facility requirements of the Elementary, Middle and High Schools which incorporates the Planning Board's growth estimates and the School Board's consideration of impacts on Town facilities and services.
- Continue and strengthen the cooperation between the school and town libraries.
- Work diligently to address the traffic congestion problems at the schools. Consider coordination of the following alternatives to student and staff commuting by automobile: Advance Transit, school bus, bicycle and walking. Peripheral drop off areas which are coordinated with bus routes and commuting patterns could lessen congestion at the schools and should be considered.
- Keep the schools within easy walking distance of the Town's most dense residential areas, ideally with the High School in the downtown, accessible to local businesses and the College campus and the Richmond School within walking distance of all the homes in the Dresden Village area of Town.
- Schedule periodic opportunities for Planning Board and School Board communication focussing on coordination of Town and School plans. Continue Planning Board review of School projects as a useful way to mesh school planning with Town planning, to gain community input and to ensure that impacts of school development are properly mitigated.
- Coordinate transportation needs of student athletics, their coaches and families, as plans are developed for the athletic fields to be built on Route 5 south in Norwich.
- Particular attention should be paid to the interface at the boundary between public school activities and adjoining neighborhoods. Careful planning, setbacks and buffers should be considered to provide a reasonable transition from institutional use to residential use, to protect the character of the neighborhood and to protect residents from noise, light, activity, odor, student pedestrian traffic and vehicle traffic.