

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2014 Statement of Interest

Thank you for submitting your FY 2014 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

Each SOI has two Certification pages that must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer*. Please make sure that **both** certifications contained in the SOI have been signed and dated by each of the specified parties and that the hardcopy SOI is submitted to the MSBA with **original signatures**.

SIGNATURES: Each SOI has two (2) Certification pages that must be signed by the District.

In some Districts, two of the required signatures may be that of the same person. If this is the case, please have that person sign in both locations. Please do not leave any of the signature lines blank or submit photocopied signatures, as your SOI will be incomplete.

**Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated as the chief executive office under the provisions of a local charter.*

VOTES: Each SOI must be submitted with the proper vote documentation. This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- 1 **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - 1 For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- 1 **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
 - 1 Regional School Districts do not need to submit a vote of the municipal body.
 - 1 For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

CLOSED SCHOOLS: Districts must download the report from the "Closed School" tab, which can be found on the District Main page. Please print this report, which then must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer. A signed report, with original signatures must be included with the District's hard copy SOI submittal. **If a District submits multiple SOIs, only one copy of the Closed School information is required.**

ADDITIONAL DOCUMENTATION FOR SOI PRIORITIES #1 AND #3: If a District selects Priority #1 and/or Priority #3, the District is required to submit additional documentation with its SOI.

- | If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- | If a District selects Priority #3, Prevention of a loss of accreditation, the MSBA requires the full accreditation report(s) and any supporting correspondence between the District and the accrediting entity.

ADDITIONAL INFORMATION: In addition to the information required with the SOI hard copy submittal, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact Brian McLaughlin at 617-720-4466 or Brian.McLaughlin@massschoolbuildings.org.

Massachusetts School Building Authority

School District Ipswich

District Contact Joanne M Cuff TEL: (978) 356-2935

Name of School Winthrop

Submission Date 4/9/2014

SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- ⓑ The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- ⓑ The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- ⓑ The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- ⓑ The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- ⓑ After the district completes and submits this SOI electronically, the district must sign the required certifications and submit one signed original hard copy of the SOI to the MSBA, with all of the required documentation described under the "Vote" tab, on or before the deadline.
- ⓑ The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- ⓑ Prior to the submission of the hard copy of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- ⓑ On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- ⓑ The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- ⓑ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation and certification signatures in a format acceptable to the MSBA.

Chief Executive Officer *

Robin Crosby

Town Manager

(signature)

Date

School Committee Chair

Barry Hopping

(signature)

Date

Superintendent of Schools

William Hart

(signature)

Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.

Massachusetts School Building Authority

School District Ipswich

District Contact Joanne M Cuff TEL: (978) 356-2935

Name of School Winthrop

Submission Date 4/9/2014

Note

The following Priorities have been included in the Statement of Interest:

1. Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. Elimination of existing severe overcrowding.
3. Prevention of the loss of accreditation.
4. Prevention of severe overcrowding expected to result from increased enrollments.
5. Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. Short term enrollment growth.
7. Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific parties/governing bodies, in a specific format using the language provided by the MSBA. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted to the satisfaction of the MSBA.

Potential Project Scope: Renovation/ Addition

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2014 Winthrop

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 9/18/2012

Planning Firm: Ipswich Public Schools

Please provide an overview of the plan including as much detail as necessary to describe the plan, its goals and how the school facility that is the subject of this SOI fits into that plan:

The Ipswich Public Schools keeps current a five year capital/facilities plan. The plan identifies major capital projects which would upgrade and improve the physical infrastructure of our school buildings. The plan is reviewed annually with the School Committee and the Town Manager. The goal of the plan is to maintain the school buildings as well as possible under current funding constraints. The major projects outlined in this SOI were identified years ago and remain unaccomplished.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 14 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 18 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? NO

Does the District have related report(s)/document(s) that detail its facilities, student configurations at each facility, and District operational budget information, both current and proposed? YES

If "YES", please provide title, author, and date of report in area below.

While the district does not have a Master Education Plan, we will be able to provide the MSBA with details of our facilities, student configurations at each facility and budget information. These documents can be obtained by contacting the Superintendent of Schools.

Please include a hard copy of these report(s)/document(s) with your hard copy Statement of Interest submittal.

Is there overcrowding at the school facility? YES

If "YES", please describe in detail, including specific examples of the overcrowding.

The educational and programming needs of our expanding population of students and staff, combined with the sub-standard square footage of classroom, gym and cafeteria space result in serious overcrowding issues at our facility. The teacher/student ratio stated above can be misleading in that it includes all professional staff, such as special educators, reading/math specialists, the social worker and the speech and language pathologist. These professionals reflect the expanding needs of our students. Class sizes range from 21-25 students. Space requirements for approximately twenty-four students in each seven hundred square foot classroom means limited educational options. Configuration and types of classroom furniture is restricted, particularly for our older student classrooms. Little to no storage space exists for instructional materials. Technology tools such as computers and projectors are limited due to space restrictions. ABA programming for our non-communicative special education classes occurs in a converted teachers' staff room space, leaving no staff lunch space. In this three hundred and seventy four foot space, little privacy is achievable when addressing maladaptive behaviors and/or unique student learning objectives. Similarly, special education services for the general education population is held in a typical classroom segregated into six minimal spaces to accommodate support staff caseloads. Again, no storage exists. Pull out services are also delivered at the end of hallways. All general music classes occur in a sub-standard, twenty-year-old modular classroom, separated from the building proper, with no running water. Physical education classes are held in a 30x25 ft room, limiting movement opportunities. Fire watches are required for performances as the seating capacity of our cafeteria, our performance location, allows 150 fewer students than enrolled at our school. Lunches are served over a two hour time span because the kitchen and cafeteria cannot accommodate more than seven classes at one time. With all spaces within the building proper used for students, limited office space remains. Speech services requiring a closed space are scheduled to co-exist with the psychologist's testing. The school social worker office, 130 square feet, is used to conduct daily social skills groups. No furniture can be in the room during these sessions. The principal's office can accommodate no more than six individuals. No meeting space exists within the building proper for larger groups unless the library is closed. Special education offices are located in the modular. IEP meetings are often conducted while music classes occur, creating severe hearing challenges.

Has the district had any recent teacher layoffs or reductions? NO

If "YES", how many teaching positions were affected? 0

At which schools in the district?

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

Has the district had any recent staff layoffs or reductions? NO

If "YES", how many staff positions were affected? 0

At which schools in the district?

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum.

N/A

Please provide a detailed description of your most recent budget approval process including a description of any budget reductions and the impact of those reductions on the district's school facilities, class sizes, and educational program.

The Ipswich School Committee presented an appropriated FY14 budget of \$24,963,920 supplemented by \$2,974,410 from outside accounts. The budget was developed to meet the 2.8% increase over base target. The administration and the School Committee worked diligently to develop the FY14 budget despite current economic constraints. The primary goal of the administrators and the School Committee was to keep educators in the classroom. This policy meant shifting resources from other areas in the budget to cover personnel costs. The FY14 budget provided fewer course offerings at the High School, increased class sizes and insufficient funding for classroom materials, textbooks, technology and professional development. Budget reductions were made in the following areas: building operations and maintenance, networking and telecommunications, technology maintenance, instructional equipment and classroom instructional technology. Funding for building maintenance and repair, which has been underfunded for the past several years, was not increased. The School Committee determined to increase the use of Choice and Circuit Breaker funds to support the appropriated budget in FY14. They felt it was necessary to utilize all available funding sources to prevent personnel and programming reductions.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).

The Winthrop School was built in 1956 as a third through fifth grade school. The building currently houses students from pre-school to grade five with a variety of physical and educational needs. In 1985, an elevator was added to meet the minimal compliance standards. In 1992/1993, an addition was added to the original structure providing a library and seven classrooms, thus eliminating two smaller, older school buildings in town. Roof replacement has occurred over the past ten years in phases, the latest of which occurred in 2007. Leaks require frequent attention. Two low-pressure steam boilers were installed in 2006. Recent repairs to the boiler control panels have occurred within the last two years. In 2008, a new one hundred gallon domestic hot water heater was installed. Old T-12 lights were replaced with new T-8 fixtures and electronic ballasts with motion sensors. Two years ago, asbestos tile abatement was completed in the cafeteria. New VCT tiles were installed in this area. Over the past ten years, carpet tiles have been installed in classrooms. Outside doors have been replaced in an effort to improve energy conservation over the past four years. To date, these heavily -used doors require repair at least every two months. Insulation was added to the walls for the north-facing classrooms in the newest portion of the building in 2010. Through parent donations, a walk in cooler was installed in the kitchen in 2012. Minimal improvements have been made to address the physical accessibility. Grab bars in several bathrooms, braces strategically placed on playground equipment, and a ramp leading to the modular have been added to address concerns. Programming and health needs required installation of permanent AC units in the front office and nursing station. Inefficient and insufficient window and portable AC units are installed in designated classrooms, as needed, for summer/special education programs. The non-freight, 4x5 foot elevator, while inspected as required, is experiencing increasing accessibility and evacuation concerns. Repair options are limited because of the age of the elevator and the limited existence of repair supplies. Original plumbing fixtures and bathroom partitions remain. Similarly, interior doors are original, causing major concerns as safety drill failures indicate major deficiencies.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.

41000

SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

The Winthrop School is located in the heart of downtown Ipswich on an eight acre lot. Its location in the middle of a town block means that it is bordered by the town fire station, a main state road and residential properties. The school proper is set back from the road with limited parking. The enclosed backyard houses a newly community-renovated playground and a 21 year old modular used for general music classes and special education offices/meetings. Drainage issues exist in the contoured back playground causing erosion and winter icing concerns. Flooding has occurred in the last six years due to improper drainage, impacting multiple classrooms in the 1992/93 addition. Carpeting, shelving, walls and educational materials needed replacement and/or repair due to this flooding. No loading dock exists for deliveries. Within the building, limited asbestos tiles exist under carpet in some areas. The non-freight, 4x5 ft. elevator, while inspected as required, is experiencing increasing failures creating accessibility and evacuation concerns.

The modular classroom currently in use was originally at the middle school site until a new middle school was built. The modular was then moved to its present site at the Winthrop School. The modular is 21 years old and was designed as a temporary needs space. It does not conform to the current codes and needs of a school. Special education offices and

small music classes are held within presently. Two stand-alone 8x8 sq. ft. wooden storage sheds sit next to the back of the building and are used for science equipment and preschool outside play equipment. The playground was renovated last year through a considerable community effort.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

Winthrop Elementary School
65 Central Street
Ipswich, MA 01938

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

The Winthrop School is constructed of CMU block clad in a brick facade on the exterior. Interior walls are CMU glazed tile throughout, including classrooms and bathrooms. The building is a two story structure with metal reinforced concrete construction: concrete foundation with concrete and steel pilings, and poured concrete floors. The roof is an EDPM and membrane with ballast. Entrance to the boiler room comes directly from the adjacent parking lot. Outside entrance to the kitchen is through a 6 ft by 8 ft food service dock. A glass block window wall in the cafeteria is in need of replacement due to joint deterioration. Over the last four years, student-used exterior doors have been replaced with energy efficient doors that comply with today's safety features and requirements. Insulation was added to the north facing classrooms in the newest portion of the building in 2010.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS ? NO

Year of Last Major Repair or Replacement: 0

Description of Last Major Repair or Replacement:

Has there been a Major Repair or Replacement of the ROOF? YES

Year of Last Major Repair or Replacement: 2007

Type Of ROOF: Roof is a EDPM and membrane with ballast. Roof drains are in a pitched center roof design and drain into town drainage system.

Description of Last Major Repair or Replacement:

The roof on the Winthrop School was completely redone in two stages with the completion of the project in 2007. All old rubber roof insulation, roof underlay and finish roofing materials were removed. New insulation, roof underlay, membrane and ballasts were installed. New drainage flashing and debris screens were also installed.

Has there been a Major Repair or Replacement of the WINDOWS? YES

Year of Last Major Repair or Replacement: 1995

Type Of WINDOWS: Anderson Double Pane Windows

Description of Last Major Repair or Replacement:

In 1992/93 a new addition was added to the Winthrop School. At that time, the windows in the existing structure were replaced to match the windows used in the building addition.

MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).

Winthrop School is fed by an 800 amp service, inadequate for technology and AC use. Blown fuses disrupt instruction and require staggered classroom use. Aged outlets require replacement. In classrooms, access is limited to two outlets in the front and back of the room, respectively. Extensive use of extension cords and surge protectors create safety hazards in every classroom and office space.

The school is heated by two low pressure steam boilers installed in 2005-2006 with a new compressor and dryer to optimize the pneumatic systems. LAN connections are fully utilized with no room for expansion. Free-standing, extra, residential-grade hubs can be found in classrooms to accommodate technology equipment.

Key kitchen equipment is original to the school and non-functional. Through a recent donation, the three non-functional ovens were replaced with two convection ovens. The remaining convection oven heats unevenly and is often rendered unusable due to the hinges breaking on the door. While the range top works, the bottom oven built into the unit does not. The hood vent is inadequate and inefficient. The two-bay sink is grandfathered in, but the non-scald features are broken. Minor surface repairs have been made to the quarry tile floor in an attempt to address the cited safety and health concern however, the foundation under the floor remains unstable. No dishwasher exists causing the purchasing of non-reusable items.

Has there been a Major Repair or Replacement of the BOILERS? YES

Year of Last Major Repair or Replacement: 2006

Description of Last Major Repair or Replacement:

Two new low pressure steam boilers, with a dryer and compressor to optimize the pneumatic systems were installed in 2005-2006. Mechanical panels have been replaced on both boilers due to defects in manufacturing,

Has there been a Major Repair or Replacement of the HVAC SYSTEM ? NO

Year of Last Major Repair or Replacement: 0

Description of Last Major Repair or Replacement:

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES

Year of Last Major Repair or Replacement: 2010

Description of Last Major Repair or Replacement:

Upon the advice of the Ipswich Utilities Department the building's main electrical transformer was removed from the inside building vault. A new exterior vault and transformer, with new leads for better transfer of power, was installed.

HEATING FUEL: Which of the heating fuel types below does your building primarily rely on for heating?

Natural Gas

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

In the building proper, the interior space is divided by CMU block and glazed tile walls. Ceiling heights in all spaces are 9 ft with dropped suspended ceiling tiles. In recent years, we have replaced T-12 lighting with energy efficient T-8 lighting with electronic ballast and classroom motion sensors. The cafeteria has pendant drop-three bulbs with CFL fixtures.

Bathroom interiors and fixtures are over fifty-five years old and are an area of concern as they are not ADA-compliant. In a recent survey, students cited their discomfort using the bathrooms due to large gaps in the partitions, inaccessibility and poor lighting. Leaking sinks and slow flushing toilets cause safety concerns as wet floors result in multiple accidents. Toilets and sinks do not meet today's energy efficient industry standards.

Classroom floors show VCT tiles and/or carpeting. Carpet ranges in age throughout the building. In at least half the classrooms, carpet is over 15 years old. Gradual replacement with carpet tiles has occurred over the past seven years. In limited spaces, carpet tiles have been installed over 8x9 asbestos tiles.

The twenty year old modular is a trailer, accessible by a wooden ramp. Internally, three spaces can be found, separated by plywood walls with limited insulation. Flooring is carpet over plywood. Florescent lighting can be found throughout.

PROGRAMS and OPERATIONS: Please provide a detailed description of the current programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

Winthrop School houses students in grades pre-k through five. Originally, the building was not designed for our youngest students. Bathroom fixtures are too tall and require the use of plastic step stools to access. Minimal upgrades have included grab bars; however, the width of the bathroom stalls hinder use. One changing station is located inside a free-standing bathroom, restricting movement within. Kindergarten classrooms are located in the newest building addition with adjacent individual bathrooms between two of the three classrooms.

The integrated preschool is limited to one three year old class and one four year old class. A 50/50 split in enrollment between students with special needs and students who are typically developing comprise the population. Full day programs are not currently an option due to lack of space. Door thresholds make walker use by students with physical disabilities challenging, requiring the use of wagons to transport students to various parts of the school/playground. The classroom space is divided into play areas that are crowded due to the extent of instructional material needed for this age group. Educational toys and instructional materials are stored in two unattached buildings on the property.

The sub-standard classroom space of 700 sq. ft. limits classroom configurations and restricts the placement of computers in classrooms. As students age, the size of student desks in classrooms that average twenty-four students restrict the use of creative instructional space, tables for group work, and book shelves. Desktop computers often sit on unused desks, teacher built shelves that sit atop of univents or are clustered on tables placed along a wall. Six out of twenty-one classrooms have interactive whiteboards. Classrooms without these teaching stations are limited in their use of technological visual support as teachers must set up projectors on carts in the middle of classrooms. Technology integration is severely limited in all grade levels due to building deficits.

Winthrop School is a full inclusion school with one sub-population space used for ABA therapies. Occupational therapy is delivered within the same 400 sq. ft. instructional space as physical therapy. This space is overcrowded and distracting as students with sensory needs often come in throughout the day to jump on the mini-trampoline, use the suspended swing or lay on mats with weighted blankets. Over the past several years, we've witnessed an increase in the students in need of social skills instruction. No consistent, appropriate space exists to address small group needs.

The 30x25 ft gymnasium is sub-standard, restricting instructional options for all grade levels. Classes held in the cafeteria raise safety concerns as lunch tables, a baby grand piano and equipment associated with an after school program is stored in this space. Very few gross motor, full body activities and/or games are played due to space restrictions. In good weather, classes are often held outside on the front lawn, a space dissected by a driveway and populated by large trees. Due to the use of the modular, music lessons must occur at various locations within the building throughout the week. Lessons occur in classrooms, hallways, the library and the OT/PT space. Limited options for lessons mean that many different instruments are grouped in one lesson. Band is scheduled for the cafeteria space. Scheduling is restricted and challenging due to multiple uses of singular spaces.

CORE EDUCATIONAL SPACES: Please provide a detailed description of the Core Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, and a description of the media center/library (maximum of 5000 characters).

Twenty-one classrooms exist in the Winthrop School. The average class size is twenty-three students. Fourteen classrooms reside in 700 sq. feet spaces with one outlet in the front and back of each classroom, respectively. With the exception of rooms on the end of the building, every classroom has at least one entrance/exit to the hallway, one to each adjacent classroom. Two coat closets can be found in each classroom with limited storage capabilities. Seven classrooms reside in spaces that range in size from 800-1000 sq. ft. Six out of twenty-one classrooms have interactive whiteboard teaching stations. All academic disciplines are taught within these classrooms. Special education pull-out services are delivered in a 700 sq. ft space separated by six five-foot tall dividers. These divider-created spaces support groups no larger than five students.

A 2,500 sq. ft. cafeteria can be accessed from the hallway through doors that were original to the building construction. As in the case with our 30x25 ft gymnasium doors, these doors do not meet current safety requirements. A raised 400 sq. ft. stage can be found at one end of the cafeteria, which also serves as space for chorus, band and gym. The stage, separated from the cafeteria by a curtain, is used for instrumental lessons throughout the day each week.

One art room, with an adjacent undersized space for the kiln and supply storage, exists next to the library. Part of the 1992/93 addition, the library occupies 1,900 sq. ft. of space. Twelve computers are clustered in one corner, allowing for limited instruction and research. Extended math instruction and ELL services are conducted within the library. The 500

sq.ft. space adjacent to the library is used for Title 1 services and small group instruction. Separated into five work spaces, instructional spaces for five professional teachers and a Title 1 secretary line the walls with student work tables separated by dividers. General music instruction and a portion of music lessons is delivered in the twenty year-old modular building. In addition to stored instructional materials and musical instruments, the largest space, 900 sq. ft., contains no student furniture. Students attend class while sitting on the floor. Instrumental lessons occur through the building, but one location is in the modular, in a 450 sq. ft. space on days alternate with special education meetings.

CAPACITY and UTILIZATION: Please provide a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

Within the town, one geographic area is designated for flexible enrollment. Before enrolling a student into one of the two elementary schools, attendance numbers for each grade level are considered. Students are assigned to the school with the smallest class size.

Co-teaching models in multiple classrooms reduces the number of pull-out services required for students in both special education and Title 1. While challenging to schedule and staff, this instructional strategy lessens the burden on the special education pull-out and limits the noise level distractions for students in need of these services.

Grade level musical performance and school assemblies require employing a fire watch for safety during both the day when students and staff attend, and at night, when parents attend.

In an effort to extend the school day for students, several programs exist. Breakfast club provides, not only breakfast, but a chance for students to practice technology-use skills. After school Homework Club is an offering that allows students a quiet place in which to complete their work with professional oversight and assistance. The Afterschool Community Enrichment (ACE) program is a partnership with the town Recreation Department, parents, business, and community members to share a passion with students. These no-cost, hour-long, five week sessions offer a range of learning activities such as making model rockets, playing Quidditch and the art of making ice cream. Programming, when combined with Homework Club and/or afterschool intervention groups, can extend the day from 8:00 am until 5:00 pm for our students at no cost to families. There is an additional, for-profit after school daycare which rents space in our school which is another option available for families.

As a community-based school, requests from town organizations to use the building at night/on weekends is granted on a first-come, first-serve basis.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

The Ipswich Public Schools follow a preventative maintenance program that covers all of the major building systems. We utilize an in house work order system. This generates a work order that allows us to prioritize the service and or maintenance needed for each building. The systems that are covered include HVAC, boilers, univents, energy management, pest control, exhaust/ventilation, fire alarms and suppression systems, elevators, grease and plumbing traps. Many of the maintenance and inspection requirements are mandated by state and local laws. All certificates are kept on file. The district maintains a ten year capital plan that is updated and changed as needed and the repair schedule is reviewed annually. All preventative maintenance on HVAC is done twice a year by in house staff, this includes filters, belts and grease fittings. All major systems are inspected and analyzed on a weekly or monthly basis. Some recent capital expenditures at Winthrop school include roof, doors, windows and other projects described in this report.

Priority 2***Question 1: Please describe the existing conditions that constitute severe overcrowding.***

Winthrop School is located near the commercial, downtown center of Ipswich. Of all apartments and rentals in town, eighty-two percent of these units exist within Winthrop's enrollment area. This distribution contributes to the expanding and, often, unpredictable increases in enrollment that Winthrop has been experiencing over the past six years. A recent housing development which includes forty-eight one, two and three bedroom apartments has also opened in Winthrop's enrollment area. Over the past six years, Winthrop has experienced a net increase of thirty-two students, severely overcrowding its already strained physical plant.

Winthrop School, built in 1956 to house third, fourth and fifth graders, exemplifies all the challenges an older facility has in accommodating current demands of today's student population needs. In an attempt to address recognized deficits, a seven classroom addition was added in 1992/93. Despite these attempts to alleviate the problems, these deficits are exacerbated by population sizes and specialized student programming requirements. Twenty-two classrooms exist within the building. Kindergarten through grade five populations average twenty four students and two adults. Fifteen of these classrooms exist in a 600 square foot space equipped with student desks, two coat closets and a small, minimal table for the teacher. Furniture use and configurations are limited by space as are instructional practices, such as common and small group meeting spaces. Stationary technology is limited within classrooms with computers often found on plywood bolted over univents near the edges of the rooms.

The 1992/93 addition included a 2500 sq. foot library. Within this space, a cluster of twelve computers constitutes our "technology lab" space. Library classes must be scheduled at non-conflicting computer use times. Often this restrictive use requires the library to be "closed" to students when another class is using the computers. Located in an open room off from the library are the Title I services. Subdivided into four sections, noise from simultaneous Title I and library instruction limits and/or restricts use.

Music and Physical Education instruction is limited and hampered by space, and noise due to conflicting use and safety concerns. The 30x25 sq. foot gymnasium and the 2200 sq. foot cafeteria are used for physical education. Due to the presence of lunch tables, after school programming equipment and a baby grand piano, safety concerns exist in the use of the cafeteria. The use of this space is also limited by the need to serve breakfast and lunches. The restricted size of both physical education spaces means limited gross motor movement, particularly for our oldest students.

One end of the cafeteria houses a raised 400 sq. foot stage, separated from the cafeteria space by a stage curtain. Storage of nursing supplies, musical equipment and copy paper occurs in this space, as limited storage exists school-wide. Instrumental music lessons are held in this space as well as in temporarily unoccupied classrooms, the OT/PT therapy room, a portion of the modular and in hallways. Group size can range from six to fifteen students playing a variety of instruments. When music lessons are in session, the physical education teacher is required to remove students to the hallway in order to deliver instruction. Distractibility due to this shared arrangement is high for all participating students.

A twenty-year old, substandard modular building is located at the end of the Winthrop School, in a portion of the playground. The space is subdivided into three areas: a general music classroom, special education offices, and a jointly-used instructional music/special education team meeting space. The general music space contains no student furniture, allowing for storage of musical instruments and a piano. Students sit on the floor when attending class. No insulation exists between these

spaces, creating auditory difficulties when any musical instruction is occurring.

The cafeteria is part of the original building construction and the largest existing space. This multi-use space has a seating capacity of three hundred, 150 students less than currently reside in our building. Whole-school meetings require fire watches. Lunch service capacity is limited to no more than seven classrooms at one time.

Specialized instruction for an ever-changing population has placed additional demands on our limited space. Specialized programming and therapies are a mandatory service which often requires added staff. Specialized instructional spaces have been created by converting original office spaces, employing dividers in teaching spaces and using a twenty-year old modular. The non-communicative behavioral class currently resides in a converted teacher's lunch room, leaving no common staff room in the building. Dividers are used in this 374 sq. foot space to create five separate ABA instructional delivery spaces; however the openness of these spaces restricts the effectiveness of addressing maladaptive behaviors.

Occupational and Physical Therapies are delivered within the same 400 square foot space. Since our student population that uses this space has steadily increased over time, this area is severely overcrowded and distracting as students attend to sensory, physical and occupational therapy needs.

Pull-out special education services are delivered within a former six hundred square foot classroom with dividers creating six different instructional spaces. Limited space leads to instruction at the end of hallways. The substandard conditions found in this setting are cited in recent ESE Special Education audits as is the minimal delivery space of our ELL services. Social skills are taught in groups of three students or less in this space. Larger social skills groups are taught in a 130 sq. foot space with all portable furniture (a table, chairs) removed. Auditory-sensitive speech services must be scheduled opposite from psychological testing as the same small office space must be used. ELL services are delivered at a table in the library, separated by a divider. Advanced math classes for students, generally group sizes of no more than eight, are delivered in the library while other classes are present.

Priority 2***Question 2: Please describe the measures the School District has taken to mitigate the problem(s) described above.***

The enrollment areas assigned to each elementary school are influenced by distance to schools and busing availability. One portion of the town is located within walking distance of Winthrop School but bus patterns allow students to also be bused to the Paul F. Doyon School. This “Flex Area” allows a limited, flexible response to identified enrollment inequities between the two elementary schools. In the past three years, all “Flex Area” families entering our schools have been assigned to the Paul F. Doyon School. During the school year, families who move into this geographic location are assigned to the school with the lowest class size as it relates to the incoming student. This area is primarily residential homes and does not incorporate the more fluid apartment rentals.

The use of the twenty-year-old modular building, albeit substandard, affords an established location for general music and expanding special education staff offices. Once used at another school facility in town, the modular was relocated to Winthrop to be used for special education services and was once thought to be a temporary solution. The Department of Education deemed its use for special education services illegal due to substantial segregation; the use was changed to that of special education offices and general music classes. As years have passed, the overcrowding has become considerably worse, prohibiting removal of this supplemental facility.

With the limited resource of space, deliberate scheduling has become a key factor in mitigating overcrowding. Mandatory, integrated preschool sessions, housed in one room, are restricted to half day opportunities. No full day preschool options exist in our schools. Classroom and specialist schedules are developed with an eye on available common spaces such as the cafeteria and maximized use of all available spaces, such as the stage, unused rooms and hallways. Outdated kitchen equipment combined with limited seating requires staggered lunch schedules spanning a two hour time period. In spaces that are shared, schedules for use are tight and provide no room for adjustment. Parent meetings are scheduled on days when instrument lessons are not occurring and/or after/before school.

Scheduling restrictions are also taken into account when participating in state-wide testing. Grade level tests are staggered throughout the testing period. Library, music, and art classes are canceled in an effort to find enough spaces to accommodate testing requirements for all students.

In light of services, over the past two years we’ve instituted co-teaching models in multiple grade levels in an attempt to reduce the need for pull-out services. These models have reduced, to an extent, some of the overcrowding in support service spaces. Clearly, the students who require the least distracting spaces cannot function appropriately in divider-segregated classrooms with no noise reduction. By attempting to reduce the number of student groups in this space at one time, the hope is to create a more effective learning environment for students.

Priority 2

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Over the past decade, the emphasis in education has been to advance all student achievement in preparation for the complex world awaiting our children. From “Cradle to Career”, education’s charge demands effective, individualized programming in all areas of need: social, emotional, academic, physical. Academic programming is expected to produce high performance and growth. When learning conditions introduce barriers to access, high quality instructional practices, and current technology, our students’ face long odds in their quest for success.

Within classrooms, the advancing number of students housed within small, ill-equipped rooms leaves limited flexibility in regard to instructional grouping, functional furnishings and technology access. Outside of the classroom, the heavily multi-scheduled use of all areas of the building, including stages, converted office spaces and hallways leaves no options for alternative locations for small group instruction. Considerable distractions are present in all learning locations due to close proximity and the inability to buffer noise in tight locations. This inability to deliver small group instruction results in large class size instruction for all students, a strategy proven ineffective and outdated. The space restrictions play a considerable role in determining testing accommodations. In state testing situations, group size is larger than ideal due to our inability to find appropriate testing spaces.

Space restrictions in classrooms also dictate choices regarding furniture, teaching materials and technology. Classroom technology integration is limited due to lack of remaining space once student desks are distributed. The lack of interactive whiteboards in sixteen classrooms means that best practices using visual technologies is rare as it requires a daily set up of projection systems that use floor space rather than ceiling attachments. The maximum number of desktop computers number five or less in classrooms that house an average of twenty-four students. Laptops are used when available; however within-building electrical use can dictate availability. The inability to include technology embedded within instruction places our students at a distinct disadvantage for exposure to science, technology, engineering and math instruction. Instructional materials, whether intended for teacher or student use, are restricted due to the lack of floor or storage space.

Required student services that occur outside the classroom bear the brunt of the overcrowding burden. General and instrumental music classes held on the floor of an attached modular that has no running water means that students must travel outside the building in all weather to access class and/or bathrooms. Physical education classes, parent education meetings and adjacent classroom instruction compete with instrumental instruction making attentiveness challenging and, at times, hearing directions impossible. Students in physical education classes are often moved into the hallway to listen to instructions before returning to the impacted space. Use of spaces not intended for instruction; i.e. the stage, hallways, a converted staff lunchroom and the cafeteria for physical education, results in minimized curricular opportunities. Safety concerns restrict gross motor activities in both the undersized gymnasium and the cafeteria. Restricted physical activity is in direct opposition to federal and state physical education goals.

Remediation, Special Education, and English language services, often scheduled based on spacing priority rather than educational considerations, occur in substandard spaces cited in reports by the ESE. Despite the overuse of dividers, special education, Title I, and ELL services are delivered in competition with other programming and each other. Again, for the very students who cannot afford the distractions when learning, these spaces are often the most over-burdened in the building. Movement to alternative spaces and limited/no storage restricts a teacher’s consistent access to appropriate instructional materials. Our co-teaching models

currently being piloted generate from spacing concerns rather than educational philosophy.

Therapies, required by individualized educational plans, also occur in converted and/or restricted, shared spaces. Students using sensory equipment such as mini-trampolines and weighted blankets share spaces with students attempting to focus on occupational skills practice. Safety concerns dictate the number of students allowed in this space at one time. Due to the large number of staff involved in these therapies, it is impossible to access appropriate student materials and simultaneously create workspaces for professionals. Social pragmatics groups are limited in size due to available instructional spaces. Teachers must remove furniture from office spaces, intended for minimal occupancy, in order to deliver required services.

Restricted seating capacity in the cafeteria, our largest meeting space, results in limited outside programming, funded by our parent group. The need for a fire watch for major shows demands an additional fiscal burden, placing many cultural extended learning opportunities out of reach. When possible, two shows are arranged for the school; however, physical education and music classes must be cancelled in order to accommodate this need.

Meeting space and staff lunch rooms are non-existent. Neither the school social worker's office nor the principal's office can accommodate more than five adults. Special Education meetings are restricted to days when no instrumental music instruction is occurring in the modular. If a space is required for behavioral outbursts and/or in-house suspensions, the principal's office must be used, making it unavailable to the professional in charge of the building.

In our current state we're asking our students to perform miracles, to learning in deplorable, distraction-filled conditions lacking in personal space and an ability to regroup freely. Our professionals are asked to accommodate the needs of many in restricted, shared spaces with limited access to instructional materials or technology. To perform this learning miracle, students are restricted in their access to varied instructional materials and existing technologies. To achieve our goal of all students attaining their highest levels of performance and growth, we must do better by our youth.

Please also provide the following:

Cafeteria Seating Capacity:	140
Number of lunch seatings per day:	4
Are modular units currently present on-site and being used for classroom space?:	YES
If "YES", indicate the number of years that the modular units have been in use:	21
Number of Modular Units:	1
Classroom count in Modular Units:	2
Seating Capacity of Modular classrooms:	25
What was the original anticipated useful life in years of the modular units when they were installed?:	2
Have non-traditional classroom spaces been converted to be used for classroom space?:	YES

If "YES", indicate the number of non-traditional classroom spaces in use: 1

Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters):

In recent years, there has been an increase in the number of students identified on the autism spectrum. In our school population, we have a number of non-communicative students requiring a combination of substantially-separate programming and integration experiences. In 2011/2012, an undersized space (374 sq. ft), once used for a staff lunch room, was converted for this program. Limited cabinets are found in the space as well as a small coat closet. Dividers are used to create five separate cubicles within which ABA programs are delivered. Maladaptive behaviors are

difficult to address within this area due to the lack of adequate space and safety concerns raised by the close proximity. A window air conditioning unit was added during the summer of 2012 because summer programming is required for this population. Air conditioning use is dependent on other simultaneous energy needs within the building.

Please explain any recent changes to the district's educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters):

Due to the increasing enrollments at the Winthrop School, a subcommittee of the School Committee is currently reviewing their school assignment policy and has recently updated their enrollment policy. Enrollment requirements have been updated to better ensure established residency. The existing school assignment policy guarantees that a family will not be split between the two elementary schools and that, once assigned, children will be allowed to complete their elementary education in the school first assigned.

In an effort to obtain more accurate kindergarten enrollment numbers and to establish a more equitable balance between enrollment numbers in the elementary schools, kindergarten sign-ups begin in February. Despite this early start, parents of incoming students are not notified of their school assignment until late in August. This delay allows last minute adjustments to occur without parent/student upset.

What are the district's current class size policies (maximum of 500 characters)?:

Kindergarten - 20 or fewer pupils
 Grade 1 - 25 or fewer
 Elementary - 30 or fewer
 Middle School - 30 or fewer pupils per equivalent team teacher
 High School - 30 or fewer pupils
 High School English - a goal of 100 pupils per day
 Practical Arts - a goal of 15 pupils per class

No mention is made of the appropriate size of small group instruction nor the adequate spaces required to implement mandated support services.

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

Heating/Cooling

HVAC system: The Winthrop School is the only remaining school building in the district that is heated by forced steam. Running at 80% efficiency, rather than 90-95% efficiency afforded by forced hot water, this system is inefficient and difficult to control, resulting in uneven heating throughout the building. The univents found in the classrooms are original to the building and require constant repair. No heat recovery is possible and fresh air ventilation is limited. An energy audit completed in 2006 identified that the gas usage doubled when a new boiler was put in. One suggested cause is that water treatment has not been done, leaving scaled boiler pipes and lower efficiency results. Currently, no heat recovery is capable and ventilation in classrooms is poor. Three roof exhaust units require replacement with new roof/curb units.

Oversized, double-paned Anderson windows outfit the majority of the building. The abundant natural light is valuable; however, ineffective window shades contribute to uneven heating/cooling across the building. Fifteen percent of all windows possess broken latches and/or seals, contributing to energy loss. block windows exist in the cafeteria. Part of the original building construction, these windows require replacement as seals and seams have deteriorated.

The envelope of the building consists of low R-value brick. If clad with Dry-Vit or a similar product, energy efficiency would be increased.

Life-threatening medical conditions and mandated summer programming require air conditioned classrooms during warm days. Inefficient window and/or portable air conditioning units are used with limited effect. Poor electrical energy distribution along the 800 amp system means that simultaneous use of either technology or air conditioning in multiple classrooms results in blown fuses. Staggered use is the only option.

In 1985, a non-freight, 4x5 ft. elevator was installed to provide access to the second floor. Aging components, as well as the limited repair sources, have created serious safety concerns. Despite regular inspections, frequent breakdowns, including one in which a staff member and student were inside for 30 minutes, have created non ADA-compliant conditions.

Electrical concerns

As mentioned above, the building is serviced by an 800 amp system, inadequately designed for today's educational needs. Technology use must be restricted on days during which AC units are required or power outages occur. Local area network hubs are inefficient in multiple areas of the building due to power inconsistencies.

The bell system, dependent on electricity, shorts out frequently whenever power outages occur. Clocks, which run off this bell

system, are increasingly difficult to repair due to age, resulting in a variety of time displays throughout the building. Power outages require manual adjustments in the clock system.

Outdated kitchen equipment

Most food preparation equipment is original to the building and non-functional. Through a recent donation the three non-functional ovens were replaced with two new convection ovens. The remaining original convection oven heats unevenly and is often rendered unusable due to the hinges breaking on the door. The hooded vent is inadequate and inefficient. A lack of commercial dishwasher means non-recyclable trays and serving containers are used. Inefficient stand-alone freezers and coolers are used for food storage, although recent parent donations have allowed the purchase of a walk-in cooler. These units contribute to the considerable heat in the kitchen space, generated by inefficient, broken and outdated equipment.

Outdated bathroom fixtures

All plumbing is original to the building. Ninety percent of all free-standing sinks and bathroom fixtures are original to the building. With no water conservation fixtures in place, costs for water and sewage are considerable. Frequent leaks and overflows create daily safety hazards in bathrooms.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

In January 2006, an energy audit was completed by L.C.I. Energy. In 2011, the Department of Public Health completed an air quality assessment.

WJE Engineering of Boston completed a steam pipe relocation and air sealing pipe insulation in one section of the walls in the 1990 addition to address freezing steam pipes and, consequently, univent shut downs in two classrooms. The steam pipes were moved inside to the heated spaces.

Two new low pressure steam boilers with dryers and compressors for pneumatics were installed in 2005/2006.

Nine door replacements have been completed over the past four years to increase energy efficiency.

Old building main electrical transformer was removed from inside of the building electrical vault. A new exterior vault and transformer with new leads was installed in 2010. This upgrade was intended to improve power transfer to the building.

Upgrades lighting/motion sensors; Old T-12 lights were replaced with new T-8 fixtures and electronic ballasts with motion sensors.

Through parent donations, a walk-in cooler was recently purchased for the kitchen to improve storage facilities as well as reduce the dependence on stand-alone cooler units. A new steam table was also installed in 2012, replacing faulty equipment responsible for considerable food waste.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

The uneven heating throughout the building creates uncomfortable learning and working conditions while, simultaneously, limiting use during the year. The excessive heating on the sunny side of the building, combined with poor ventilation on the second floor creates classrooms above 75 degrees F, consistently over many days, in the early and late portions of the school year. At times, students must work in the hallways or outside, especially in the afternoon. Even cleaning the upstairs is hindered by the heat, making unsafe working conditions for the custodial staff in the summer. Similarly, in order to heat some of the classrooms comfortably during the winter, other classrooms must be overheated. The temperature in the psychologist's testing area/speech service office exceeds 90 degrees F when the building is being heated, requiring fans and open doors or the space is rendered useless. Summer use is severely restricted. Mandated programming must be delivered on the first floor only. Programming needs outstrip the availability of rooms, thus requiring a staggered service schedule. Air conditioning, required for student medical conditions, is available in limited locations and is provided by inefficient, temporary window air conditioning units. Heating costs remain considerable, surprisingly, since the new boilers have been installed.

Electrical use for our building exceeds the capability of our 800 amp service, especially on days in which the AC units are in use. Fuses blow throughout the building unless use is staggered and deliberately planned. As a result of inconsistent accessibility, many teachers integrate limited technology into their instructional practices. The technology standardly used in many of today's classrooms is inaccessible due to electrical deficits. Only two outlets exist in many classrooms resulting in extensive extension cord use. Clearly, this creates a safety hazard.

In the kitchen, our outdated and broken equipment restricts access to fresh, nutritious meals. Food storage and preparation capabilities dictate the menu options, rather than creating options based on current nutritional standards. Free-standing coolers and freezers draw considerable electricity and generate heat into an already warm space. Insufficient ventilation exists. The tile floor is in need of repair. The lack of a commercial dishwasher results in non-recyclable dependency, eliminating an opportunity for the town to save money with regard to its trash costs.

In our bathrooms and custodial closets, leaking and old fixtures result in unnecessary and wasteful water use. In each of the four student bathrooms there exist toilets and urinals that constantly run. Leaking sinks and overflowing toilets create a safety hazard of wet floors, particularly concerning for our students with physical handicaps. No ADA-compliant sinks exist in our four student bathrooms and, due to the size of bathroom stalls, handrails are ineffective as they are located too far away from the toilet.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

Public education is all about access. At a minimum, students require access to current educational methods and comfortable, appropriate learning conditions. In our building today, students do not have access to these minimal standards due to the age and condition of the building. Inconsistent heating/cooling, outdated bathrooms fixtures and a dubious elevator limit access to appropriate learning conditions. Electricity barriers restrict technology access within the context of instruction. Our poorly-equipped kitchen makes access to fresh, in-the-moment food preparation impossible. Additionally, the lack of a commercial dishwasher results in an inability to access the town-based recycling incentives. Improving the facility systems mentioned above would not only allow for safe, year-round use of a much-used facility, but would provide the same access to, what many would consider expected opportunities for our student population that represents the largest economical, racial, and academic diversity in our town.

Programming opportunities are certainly restricted by the building deficits. Preschool programs for 3 and 4 year old are currently only 2.5 hours per day. Expansion of the program to full day is a priority but requires two available classrooms to ensure active and academic space. Additional classroom space for grades 1-5 provides the opportunity to incorporate workstations for students comprised of a learning device, speakers, headphones, charging stations, etc. as classes might either flow from one space to another or be divided into smaller sections.

With the Department of Commerce's data indicating the rapid expansion of science, technology, engineering and math (STEM) occupations, our inability to offer strong programming in this area is a distinct disadvantage to our youth. From proper access to working technology to science laboratory space, long range project space for students to storage for engineering materials, a renovation would include teaching and meeting spaces specifically designed to support the active, technology-rich, long term project nature of these fields. The lack of proper-sized school-wide spaces, such as the gymnasium, cafeteria and performing space, poses safety risks. With the new renovation, equipment promoting lifestyle fitness could be employed in instruction, musical and guest performances could be shared with the student body and community safely, and the environment at lunch would be more conducive to recycling, beneficial eating habits and socialization.

One major deficit in our programming is that of proper spaces for social skills instruction. Meeting spaces for students, parents and staff is non-existent. By providing an available space for our School Social Worker, small group role plays, conversations and conflict resolution strategies could be effectively shared. Meeting spaces for parents and staff conversations would improve home/school collaboration. Meeting spaces for teachers would support the district's efforts to support effective professional learning communities focused on student improvement.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?: NO

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters)::

The date of the inspection::

A summary of the findings (maximum of 5000 characters)::

N/A

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

Winthrop School's learning community is comprised of students with a variety of abilities, disabilities and family circumstances. Our goal of creating learning environments that advance the achievement and growth of all of our students is hindered by the aging facility. The unreliable, unsafe elevator, as well as other non-compliant Americans with Disabilities Act (ADA) issues, creates an incredible barrier for access. Within our student population, several students have physical disabilities, making traversing staircases challenging and unsafe. Used daily by multiple students with disabilities, our aging elevator has been out of service multiple times during this school year alone. During one of these breakdowns, a staff member and a highly anxious child were trapped in the elevator. Firemen were unable to release the door with the fire key. No access exists above or below the elevator shaft. Technicians from the elevator company, generally located over one hour away, were dispatched. Release occurred after thirty very long minutes. Since the incident of failure with people inside the elevator occurred, staff and students are extremely hesitant to use this unreliable equipment. Several of our students who use the elevator have seizure disorders and delayed release coupled with building anxiety could result in a life-threatening medical emergency. Currently, staff and students who would normally take the elevator are often taking the staircase, requiring specific instructions from a Physical Therapist and raising a new set of safety concerns. Moving all programs for students with disabilities to the ground floor is segregating and impossible.

Similarly, bathroom fixtures that are too high, do not allow for wheelchair use and are outfitted with grab bars on stall walls that are spaced too far away for effective use, create health and safety concerns for many of our students. Inappropriate thresholds and non-accessible, outdated playground equipment join the growing list of barriers that exist in the lives of our students.

Safety concerns are also the result of obsolete interior doors. Our largest spaces, such as the gymnasium and cafeteria, are ununlockable, leaving students vulnerable in intruder scenarios. Classroom doors are locked from the hallway only, requiring staff with keys to be present in all spaces should a situation require lock-ins. Each year, we fail to pass local lock down drills run by the police department.

Educationally, teachers and students experience program restrictions due to the obsolete building and the overcrowding resulting in the use of a substandard modular for classes. Gross motor and aerobic activity is restricted due to the substandard size of the gym and the multi-purpose use of the cafeteria that is filled with safety hazards. Broken, obsolete and inefficient kitchen equipment, such as stoves, mixers, and free-standing coolers, hinder the purchase, storage and preparation of healthy meal choices. The lifting tile floor is cited as a health concern. The lack of a dishwasher means a substantial number of styrofoam trays are used each day. With an increased focus on childhood obesity, this inability to promote aerobic activity and provide nutritious meals is a considerable ethical, as well as educational, barrier for our students.

The lack of properly placed electrical outlets and overcrowding severely restrict access to technology. Less than one fourth of all classrooms possess an interactive whiteboard and/or visual teaching display. The majority of rooms have three or four desktop computers clustered over heating univents, a location chosen to reserve as much space as possible for student furniture and movement. An unreliable power source results in inconsistent internet access. An existing cluster of twelve computers serves as our "computer lab", insufficient for a classroom's simultaneous use and in competition with any use of the library. Instructional best practices that call for integration technologies are out of reach for both our teachers and students.

Students with disabilities, who most frequently require programming sensitive to minimized distractions, are forced to work at the end of hallways or in a classroom space subdivided by office partitions. Services for students with hearing loss occur in open areas, lacking the closed space recommended by audiologists. For students struggling with behavioral challenges, no break-out space exists to address maladaptive behaviors, creating both a safety and privacy issue. At this time, our non-communicative classroom houses the maximum number of students the space will hold with no room in the building for expansion. This

converted teacher's lunch room space serves our autism population, contains limited storage space and is segmented into limited spaces using non-secured office cubicles. The lack of space, as well as updated features such as a two-way mirror, limits staff and parent education regarding programming and student outcomes. The OT space is currently shared with physical therapy services. The programming requirements of a sensory diet are unfulfilled due to the lack of space for adequate educational and physical materials.

Summer programming, required for one third of our student population, and medical needs demand air conditioning. Inefficient window and/or portable units are used with limited success. The inability to create safe, healthy working conditions for students dramatically impacts our ability to plan, schedule and implement student learning requirements.

Preliminary reports for incoming kindergarten students identify considerable developmental delays. Specialized programming that requires time in a substantially separate classroom will not be possible in our obsolete, overcrowded building. Outplacements dictated by lack of space and inappropriate toileting facilities will be costly and reduce resources available to our existing population.

The lack of appropriate meeting space impacts educational programming in myriad ways. With no shared lunch room and/or meeting space, teaching teams are unable to confer, plan and interact in any prolonged manner while school is in session. Parent and team conferences, currently competing for space and/or occurring in competition with music instruction, are restricted in frequency and time. Student services that are delivered in groups, such as social pragmatics, are also limited by the lack of meeting space.

Many inadequate spaces are used for instruction and services. Instrumental lessons on the stage competing with physical education instruction require students who must move into the hallway to receive instructions. Psychological testing occurs in an over-heated converted office. Results of testing are in question when considering the testing conditions under which each student was examined. Every space is required, despite strategic planning, during state-wide testing windows. From the principal's office to partitioned library spaces, students are asked to perform their best under less than ideal conditions.

Public education is all about access. At a minimum, students require access to current educational methods and comfortable, appropriate learning conditions. In our building today, students do not have access to these minimal standards due to the age and condition of the building. Inconsistent heating/cooling, outdated bathrooms fixtures and a dubious elevator limit access to appropriate learning conditions. Electricity barriers restrict technology access within the context of instruction. Our poorly-equipped kitchen makes access to fresh, in-the-moment food preparation impossible. Additionally, the lack of a commercial dishwasher results in an inability to access the town-based recycling incentives. Improving the facility systems mentioned above would not only allow for safe, year-round use of a much-used facility, but would provide the same access to, what many would consider expected opportunities for our student population that represents the largest economical, racial, and academic diversity in our town.

Programming opportunities are certainly restricted by the building deficits. Preschool programs for 3 and 4 year old are currently only 2.5 hours per day. Expansion of the program to full day is a priority but requires two available classrooms to ensure active and academic space. Additional classroom space for grades 1-5 provides the opportunity to incorporate workstations for students comprised of a learning device, speakers, headphones, charging stations, etc. as classes might either flow from one space to another or be divided into smaller sections.

With the Department of Commerce's data indicating the rapid expansion of science, technology, engineering and math (STEM) occupations, our inability to offer strong programming in this area is a distinct disadvantage to our youth. From proper access to working technology to science laboratory space, long range project space for students to storage for engineering materials, a renovation would include teaching and meeting spaces specifically designed to support the active, technology-rich, long term project nature of these fields. The lack of proper-sized school-wide spaces, such as the gymnasium, cafeteria and performing space, poses safety risks. With the new renovation, equipment promoting lifestyle fitness could be employed in instruction, musical and guest performances could be shared with the student body and community safely, and the environment at lunch would be more conducive to recycling, beneficial eating habits and socialization.

One major deficit in our programming is that of proper spaces for social skills instruction. Meeting spaces for students, parents and staff is non-existent. By providing an available space for our School Social Worker, small group role plays, conversations and conflict resolution strategies could be effectively shared. Meeting spaces for parents and staff conversations would improve home/school collaboration. Meeting spaces for teachers would support the district's efforts to support effective professional learning communities focused on student improvement.

Priority 7

Question 2: Please describe the measures the district has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

Since the incidents have occurred in the elevator, a donation from local fire department of a fire evacuation chair has been made. This chair allows for safe transport down staircases during an emergency for students with disabilities.

A new addressable fire panel was installed, along with accompanying lights and strobes for one third of the building. New strobes were also installed in the gym and the cafeteria. No strobes or alarms exist in the bathrooms, required by code.

Parent donations funded a walk-in cooler to assist in food storage in June, 2012.

Priority 7

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Winthrop School prides itself on addressing the social, emotional, physical and educational needs of our students. Changing educational needs of today's students require programs with a wide variety of therapies, technology integration and spaces that foster teamwork and collaboration. In order to do so, the facility must support this expanding programming in flexible, accessible ways.

As stated above and in Priority 5, safe, comfortable learning conditions are a basic right of all students. Heating/cooling issues restrict summer programming locations and timing as well as classroom placements due to medical concerns exacerbated by the heat. Classrooms and grade levels have had to move each year to accommodate concerns regarding ineffective heating/cooling for specific medically-fragile students. Overheated psychological testing rooms create uncomfortable conditions for anxious students.

Throughout the building, access is restricted for our youngest and disabled students. Built as a school for eight to eleven year olds, bathroom fixtures original to the building are too high and/or not reachable for many of our youngest students. ADA-compliant grab bars are inaccessible and frequent leaks from urinals, toilets and sinks create unsafe tile floor conditions. No toileting stations exist despite the needs of our preschool and early education students with autism who have toileting goals.

Movement restrictions exist throughout the building, in part, due to undersized classrooms housing an average of twenty-four students. Student furniture needs take priority, leaving limited instructional flexibility. Gross motor activities are restricted both for regular education physical education classes and students who require a sensory diet such as tire swinging, inversion or weighted blankets. Again, undersized spaces and the need to coexist with other uses/programs in the same space at the same time contribute to this restriction. An appropriate gymnasium would allow instruction in nutrition and obesity reduction programs. Additionally, life style fitness equipment could be integrated within the physical education curriculum.

While a considerable effort has been made to deliver support services within the classroom, the need for a place to deliver pull out services remains. Currently, converted classroom space, subdivided with office partitions, do not provide adequate privacy, noise reduction or instructional materials storage. Services delivered in hallways or any vacant room means that teachers must carry a limited amount of instructional materials to use in explaining and reinforcing concepts. This inability to access a variety of resources when assisting a struggling child handicaps a teacher's effectiveness.

Assistive and integrated technologies are limited and rare due to an inconsistent power supply and internet access, as well as space restrictions and a lack of storage capability. Teachers yearn for the opportunity to use these critical tools with our digital natives. Our structural inability to support these efforts is not only frustrating to teachers, but incredibly concerning in regard to student preparedness for the future. Science, technology, engineering and math instruction is severely limited due to a lack of

consistent working technology, space for science labs and discovery and storage for engineering materials.

Lastly, the lack of sufficient meeting space has a considerable impact on the culture of our school. With no common lunch room, teachers are isolated in classrooms during the minimal time they are without students. Grade level team meetings scheduled for longer than a specialist's block must occur off-site and out of the building or it means that services such as Title I are not possible during the day and/or meeting time. Parent meetings are time-constrained as students return to classroom spaces and/or other services are scheduled for a shared location. Even the limited office space, such as the social worker and principal's offices, allow for only four to six adults comfortably. This inability to work as a professional learning community confines creative programming and educational discussions that would benefit our youth. In days when social skills instruction is a requirement, the insufficient space of the School Social Worker does not allow for social programming as required by the State and our population.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If a regional school district, a vote in the following form is required from the Regional School Committee only. **FORM OF VOTE** Please use the text below to prepare your City's, Town's or District's required vote(s).

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on _____, prior to the closing date, the _____ *[City Council/Board of Aldermen,*

Board of Selectmen/Equivalent Governing Body/School Committee] of _____ *[City/Town], in*

accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the

_____ *[Name of School]* located at

_____ *[Address]* which

describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

_____ ; *[Insert a description of the priority(s) checked off on the Statement of Interest Form and a brief description of the deficiency described therein for each priority]; and hereby further*

specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer *	School Committee Chair	Superintendent of Schools
Robin Crosby	Barry Hopping	William Hart
Town Manager		
(signature)	(signature)	(signature)
Date	Date	Date

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.