Today’s Agenda

• Overview (15 min)
  – Schedule/Process Updates
  – Summary of research on school size and grade configuration
  – Summary of MSBA ES’s (similar towns/school projects)

• Progress (30 min)
  – Share EWG Priorities and SCOG Analysis
  – What strikes you, what’s missing or needs clarification?

• Group Input (45 min)
  – DRAFT School Program Considerations – Implications Matrix
  – What strikes you, what’s missing or needs clarification?

• Next Steps
The Visioning Process

- EWG Workshop ONE – February 29, 2016
- Community Forum TWO – March 10, 2016
- EWG Workshop TWO – March 14, 2016
- Faculty Workshop – March 17, 2016
February 29th Agenda

- Visioning Overview and Introductions
- 21st Century Schools
- 21st Century Learning Goals
- Present and Future Educational Priorities
- IPS SGOG Analysis
- Implications of MSBA enrollment options
March 14\textsuperscript{th} Agenda

- Design Patterns
- Guiding Principles
- Key Spaces and Adjacencies
- Bubble Diagramming Activity

Design Priorities

The following list of priorities for the design of the new and/or renovated Ipswich Elementary School was recorded during the participant introduction section of Workshop One, with each participant offering one priority goal.

\textit{The new or renovated building:}

- Is flexible enough to meet today’s needs and adapt over time to tomorrow’s
- Aesthetically reflects the energy and beauty of Ipswich
- Is student friendly and conforms to student needs and interests
- Maintains a small community school environment in an up-to-date space
- Is flexible, green, light, happy, positive, upbeat and heart centered
- Has enough faculty so that students don’t feel lost
- Stays true to Ipswich and kids first
- Provides a nurturing K-5 environment that feels safe
- Creates a positive culture and educational experience
- Allows students to develop the self-confidence that comes with having a sense of belonging, and which is fostered through connections with the broader community and their neighborhoods
- Allows for the school schedule to not be dictated by building limitations
- Maintains two small neighborhood elementary schools and nurturing environments
- Fosters academic preparedness, hands-on play, the development of resiliency and social emotional learning
- Offers flexibility of use within a variety of indoor and outdoor learning spaces
- Enhances enrichment beyond the school day
- Is flexible enough to adapt over time
- Promotes equity and connects to the community
- Has an inspirational commons space with natural light and opportunities for collaboration
- Offers ready-to-go professional spaces for teachers
Design Priorities

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What strikes you?
What’s missing?
SCOG

STRENGTHS

- Welcoming
- Child centric
- Collaboration
- Strong traditions and history
- History of innovation
- Strong leadership
- Teachers
- Whole-child focus
- Fine arts, music and visual arts programming
- Sustainable learning
- Ipswich environment
- Successful Habits of Mind (SHOMS)
- Strong STEM/STEAM element
- Committed staff/teachers
- Respect for staff as professionals
- Parent involvement
- Parents as partners
- Community support
- School association within neighborhood
- Vertical and horizontal curricular alignment
- Identified culture in each school
- Sense of community in each school
- Sense of loyalty to town and school
- Ownership and school pride
- Ability to differentiate learning to best meet individual student needs
- Resourcefulness
- Making due with what we have
- Out-of-the-box thinking
- Not test driven

CHALLENGES

- Outdated physical facilities, systems and equipment
- Teaching and learning space in inadequate for objectives
- Traditions vs. change
- Risk taking with boundaries
- Keeping focused on what’s best for kids (not adults)
- Equity
- Truly understanding elementary education
- Teaching the whole-child
- Health and nutrition
- Seamless technology
- Safety and security
- Collaboration at all levels
- TIME
- Accountability – need to justify
- Demonstrating success
- Student retention K-12
- We want change as long as it stays the same [this is a community issue too]
- Sense of loyalty, traditional memories
- State funding and mandates
- Community support/educating the community
- Communication to greater community (complexity, need elevator pitch)
- Recognizing that we will always have differences
- Public complacency
SCOG

**OPPORTUNITIES**

- Equity
- Universal design/access for all
- Engage students
- Retain students K-12
- Ability to offer new programming (i.e., gardening)
- Having a facility and program that evolve
- Improved and integrated safety and security
- Health and nutrition
- Foster social and emotional development
- Partner with mental health and family support
- Build on what we have
- Pride of building one culture for our town
- Inquiry/PBL (have real world in community base)
- Increased storage space
- Flexible community spaces
- Seamless technology
- Daylight and environment
- Investment in professional development
- Facilities to foster joy in learning (new teachers and residents)
- Public awareness
- Community outreach and use of building
- Permeable walls
- Informal learning opportunities
- Allow for a different schedule
- Spaces for after-school programming
- Showcase success, student work and community
  (using multiple media)
- Uniform curriculum between schools (horizontal alignment)
- Potential to bring student together at earlier age
- Teachers as designers of program and facility
- A facility that supports teachers
- Expand sustainability (kitchen, garden)

**GOALS**

- Maintain and strengthen school culture
- Building supports communication and celebration of school culture and student work
- Foster small school feel
- A child-centric school for an elementary curriculum
- Multiple modes of teaching and learning
- Flexible and adaptable design/space/buildings
- Flexible and ergonomic furniture
- Seamless transitions between spaces
- Create a facility that the entire community can support
- Aesthetically pleasing and beautiful building
- Beautiful outdoor spaces
- Representative of Ipswich culture
- Student retention K-12
- Mirror/look inspiration of Ipswich’s environment and culture
- Foster community pride
- Most educationally effective learning environment
- Environmentally efficient and sustainable
- Equity in solution
- Design for ALL (universal design)
- Attention to acoustics
- Inherent safety and security
- Clear communication with community during design process
- Student voice
- A thoughtful design (avoid mistakes)
- Willingness to change and challenge educational design/past traditions
What strikes you?

What’s missing?

<table>
<thead>
<tr>
<th>School Program Considerations Matrix</th>
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</thead>
<tbody>
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<td><strong>Consideration</strong></td>
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<tr>
<td><strong>Contribution</strong></td>
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<tr>
<td><strong>Student-Teacher Relationships</strong></td>
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<td><strong>Community</strong></td>
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<td><strong>Flexibility</strong></td>
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<td><strong>Partnership</strong></td>
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<td><strong>Technology</strong></td>
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<tr>
<td><strong>Art and Music</strong></td>
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<td><strong>Physical Education</strong></td>
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<td><strong>Language Arts</strong></td>
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### School Program Considerations Matrix

#### Broader Community/Financial Considerations

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<th>Consideration</th>
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<tr>
<td>Perceived Town wide Support of Option</td>
<td>Likelihood of gaining final town approval</td>
</tr>
<tr>
<td>Enhancement of town culture</td>
<td>Influence on the future shape and feel of Ipswich</td>
</tr>
<tr>
<td>Community Resource</td>
<td>The ability to interact, develop and sustain community connections and partnerships through use of the school facilities</td>
</tr>
<tr>
<td>School Community Learning Spaces</td>
<td>Characteristics of shared spaces such as gymnasium, food service space(s), art room(s), music, maker space(s), etc.</td>
</tr>
<tr>
<td>Building Costs</td>
<td>Cost of constructing and outfitting the building</td>
</tr>
<tr>
<td>Deferred Project(s)</td>
<td>Cost of completing the elementary schools and/or replicating fields</td>
</tr>
<tr>
<td>Operational Costs</td>
<td>Costs of maintaining building including utilities, preventive maintenance, etc.</td>
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</tbody>
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#### School Program Considerations Matrix

#### Considerations Determined by Site Selection

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<th>Consideration</th>
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<tr>
<td>Walkability</td>
<td>The ability for students to walk or ride bikes to school.</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>The ability and likelihood of investment and engagement of parents/families in the learning community.</td>
</tr>
<tr>
<td>Transportation</td>
<td>The need for and costs of getting students to and from school.</td>
</tr>
<tr>
<td>Access</td>
<td>Ease by which parents/community members can drop off/pick up students</td>
</tr>
<tr>
<td>Outdoor Learning and Play</td>
<td>Access to outdoor and sustainable learning venues and play space</td>
</tr>
<tr>
<td>Neighborhood Impact</td>
<td>Considerations of trafficking, usage and &quot;fit&quot; for the local area</td>
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<td>Technology</td>
<td>The access to mobile technology tools and internet access</td>
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<tr>
<td>Security</td>
<td>Design for healthy, safe, and secure school environment</td>
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<tr>
<td>Sustainability</td>
<td>Design for sustainable features and materials</td>
</tr>
<tr>
<td>Alignment to the district education plan</td>
<td>Ensure the teaching and learning methods align with the district's education plan</td>
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<tr>
<td>Universal Design</td>
<td>Accessible learning environments for all students</td>
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<tr>
<td>Fiscal</td>
<td>Financial viability and sustainability of the project</td>
</tr>
<tr>
<td>Compliance (NEA, DESE)</td>
<td>The ability to meet all financial and regulatory requirements</td>
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<tr>
<td>Special Education</td>
<td>Delivery of Special Education services and programming within a co-teaching model</td>
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<tr>
<td>Addendums</td>
<td>The ability to add or delete spaces or resources</td>
</tr>
<tr>
<td>Class Sizes</td>
<td>The ability to maintain or adjust class sizes</td>
</tr>
</tbody>
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**What strikes you?**

**What’s missing?**

**What needs clarification?**