

Winthrop and Doyon Elementary School  
March 10, 2016



# Educational Visioning



IPSWICH  
PUBLIC SCHOOLS

**newvistadesign**  
Envisioning 21<sup>st</sup> Century Schools

Perkins Eastman \ DPC

3.10.16

## 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**



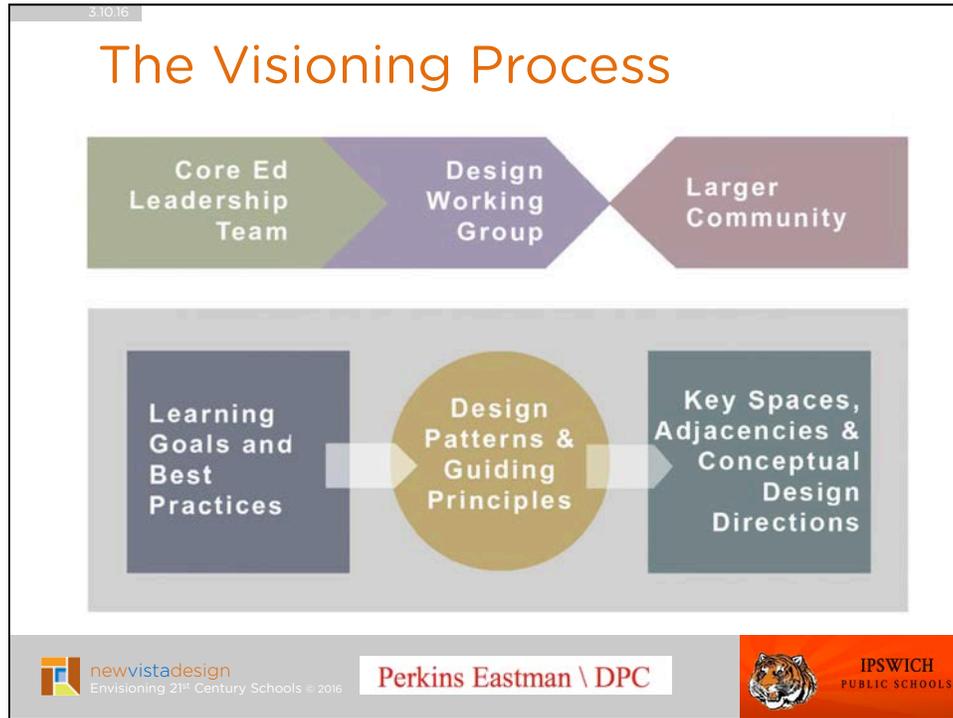
newvistadesign  
Envisioning 21<sup>st</sup> Century Schools © 2016



Perkins Eastman \ DPC



IPSWICH  
PUBLIC SCHOOLS



- 3.10.16
- EWG Workshop ONE –  
February 29, 2016
  - Community Forum TWO –  
March 10, 2016
  - EWG Workshop TWO –  
March 14, 2016
  - Faculty Workshop –  
March 17, 2016
- newvistadesign  
Envisioning 21<sup>st</sup> Century Schools © 2016
- Perkins Eastman \ DPC
- IPSWICH  
PUBLIC SCHOOLS

# Educational Working Group

3.10.16

## February 29<sup>th</sup> Agenda

- Visioning Overview and Introductions
- 21<sup>st</sup> Century Schools
- 21<sup>st</sup> Century Learning Goals
- Present and Future Educational Priorities
- IPS SGOG Analysis
- Implications of MSBA enrollment options

## March 14<sup>th</sup> Agenda

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

3.10.16

## 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.

### *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



3.10.16

## Design Priorities

- 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



Perkins Eastman \ DPC



What strikes you?  
What's missing?

3.10.16

# 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

newvistadesign  
Envisioning 21<sup>st</sup> Century Schools © 2016

Perkins Eastman \ DPC



IPSWICH  
PUBLIC SCHOOLS

3.10.16

# SCOG



## 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

newvistadesign  
Envisioning 21<sup>st</sup> Century Schools © 2016

Perkins Eastman \ DPC



IPSWICH  
PUBLIC SCHOOLS

3.10.16

# 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)





3.10.16

# SCOG



## 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/seek 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?

3.10.16

## School Program Considerations Matrix

		(2) K-5 Schools: Winthrop K-3 at 420 Students + PreK, Doyon K-5 at 355 Students	K-2/3-5 Schools: Winthrop K-3 at 355 Students + PreK, Doyon 3-5 at 420 students	K-3/4-5 Schools: Winthrop K-3 at 400 Students + PreK, Doyon 4-5 at 285 Students	(1) K-5 School: New K-5 for all 775 Students + PreK	
1a	<b>Facilities Equity</b>	High quality classrooms and support spaces	54% of students benefit from new facility	46% of students benefit from new facility	63% of students benefit from new facility	100% of students benefit from new facility
1b	<b>ADA Compliance</b>	ADA compliant classrooms and support spaces	54% of students benefit from full ADA compliance	46% of students benefit from full ADA compliance	63% of students benefit from full ADA compliance	63% of students benefit from full ADA compliance
2	<b>Program Equity</b>	Equitable access to programs and extracurricular offerings	Shared program access, with special consideration given to support Doyon students' access to programming	Shared program access	Shared program access	Shared program access
3a	<b>Grade Level Program Alignment</b>	Grade level alignment of educational programming	Existing level of alignment maintained. Natural differentiation between schools	Aligned	Aligned	Aligned
3b	<b>pre-K-5 Program Alignment</b>	K-5 alignment of educational programming	Existing level of alignment maintained. Natural differentiation between schools	Alignment potential	Alignment potential	Aligned
4	<b>Continuity of Relationships</b>	The continuity of relationships and familiarity within the pre K-5 educational experience	Existing level of continuity of relationships maintained within small school K-5 experience	Continuity of relationships within separate K-2/3-5 schools. Grade three transition with student cohorts remaining constant	Continuity of relationships within separate K-3/4-5 schools. Grade four transition with student cohorts remaining constant	Academic and physical cohorting would be needed to help create smaller school experience within a larger school.
5	<b>Shared Resources</b>	The ability to easily share and access specialty staff, programs & resources	Existing level of access to part-time specialists and grade level resources maintained	Grade level resources all together. Potential limitations in access to part-time specialists.	Grade level resources all together. Potential limitations in access to part-time specialists.	Access to part-time specialists and grade level resources
6a	<b>Grade Level Collaboration</b>	The opportunity for inter-grade partnerships among staff/students	Existing level of collaboration maintained	Increased potential for district-wide collaboration	Increased potential for district-wide collaboration	Increased potential for district-wide collaboration
6b	<b>Pre-K-5 Collaboration</b>	The opportunity for cross-grade partnerships among staff/students	Existing level of collaboration maintained	Limited potential for district-wide collaboration	Limited potential for district-wide collaboration	Increased potential for district-wide collaboration
7	<b>Sm School Experience/ Culture &amp; Community</b>	A common sense of both intimate (classroom) and broader (small school) community.	Existing level of small school experience maintained	Larger grade level K-2/3-5 cohorts within small school environment	Larger grade level K-3/4-5 cohorts within small school environment	Academic and physical cohorting would be needed to help create smaller school experience within a larger school.
8	<b>Sibling Experience</b>	Siblings spanning multiple grades in the same building	Existing level of siblings in same building maintained	K-2/3-5 sibling split	K-3/4-5 sibling split	Siblings in same building.
9	<b>Population Demographics</b>	Ability to balance the District's diverse student backgrounds and needs	Existing ability to balance students' backgrounds and needs within classroom and specialized settings	Potential to balance students' backgrounds and needs within classroom and specialized settings	Potential to balance students' backgrounds and needs within classroom and specialized settings	Potential to balance students' backgrounds and needs within classroom and specialized settings
10	<b>Transitions</b>	Ability to minimize transitions that can negatively impact learning	No transitions in K-5 student/family experience	One transition in K-5 student/family experience at third grade. Student cohorts remain constant	One transition in K-5 student/family experience at fourth grade. Student cohorts remain constant	No transitions in K-5 student/family experience

3.10.16

## School Program Considerations Matrix

<b>Broader Community/Financial Considerations</b>	
Consideration	Description
11 <b>Perceived Town wide Support of Option</b>	Likelihood of gaining final town approval
12 <b>Enhancement of town culture</b>	Influence on the future shape and feel of Ipswich
13 <b>Community Resource</b>	The ability to interact, develop and sustain community connections and partnerships through use of the school facilities
14 <b>School Community Learning Spaces</b>	Characteristics of shared spaces such as gymnasium, food service space(s), art room(s), music, maker space(s), etc.
15a <b>Building Costs</b>	Cost of constructing and outfitting the building
15b <b>Deferred Project(s)</b>	Cost of completing the elementary schools and/or replicating fields
16 <b>Operational Costs</b>	Costs of maintaining building including utilities, preventive maintenance, etc.



**newvistadesign**  
Envisioning 21<sup>st</sup> Century Schools © 2016

**Perkins Eastman \ DPC**



**IPSWICH**  
PUBLIC SCHOOLS

3.10.16

## School Program Considerations Matrix

<b>Considerations Determined by Site Selection</b>	
Consideration	Description
17 <b>Walkability</b>	The ability for students to walk or ride bikes to school.
18 <b>Parental Involvement</b>	The ability and likelihood of investment and engagement of parents/families in the learning community.
19 <b>Transportation</b>	The need for and costs of getting students to and from school.
20 <b>Access</b>	Ease by which parents/community members can drop off/pick up students
21 <b>Outdoor Learning and Pla</b>	Access to outdoor and sustainable learning venues and play space
22 <b>Neighborhood Impact</b>	Considerations of trafficking, usage and "fit" for the local area



**newvistadesign**  
Envisioning 21<sup>st</sup> Century Schools © 2016

**Perkins Eastman \ DPC**



**IPSWICH**  
PUBLIC SCHOOLS

## School Program Considerations Matrix

Considerations	
Consistent Among All Options	
Consideration	Description
23 Technology	The access to reliable technology tools and internet access
24 Security	Design/planning for modern day passive and active safety/security
25 Sustainability	Design/planning for passive and active sustainability features and efficiencies
26 Alignment to the IPS district education plan	Access to learning environments that promote the teaching and practice of IPS's 21st Century learning expectations (Successful Habits of Mind)
27 Universal Design	Access to learning environments that can be used by all students and teachers, to the greatest extent possible.
28 Food Services and Facilities	Facilities and services needed to provide healthy meals
29 Compliance (MSBA, IDEA etc)	The ability to meet and/or exceed established regulations.
30 Special Education	Delivery of Special Education services and programming within a co-teaching model
31 Adjacencies	The ability to create adjacencies that maximize the potential for teacher teaming and differentiated instruction
32 Class Sizes	The ability to balance and maintain equitable average class sizes



What strikes you?  
 What's missing?  
 What needs clarification?