ONE COMMUNITY SCHOOL
MSBA – FACILITIES ASSESSMENT
FEBRUARY 1, 2017

PMA Consultants
BIRCHWOOD DESIGN GROUP
Perkins Eastman | DPC
MSBA AGREED
GRADE CONFIGURATIONS

(2) K-5 Schools
- Winthrop K-5 420 + PK
- Doyon K-5 355

K-2 + 3-5 Schools
- Winthrop K-2 355 + PK
- Doyon 3-5 420

K-3 + 4-5 Schools
- Winthrop K-3 490 + PK
- Doyon 4-5 285

(1) K-5 School
- New K-5 775 + PK

Mile Lane
- 27.3 acres
- Removed from consideration
- Proximity to Doyon
- (Doyon preferred)
- Significant field replication and site restriction

Bialek park
- 14.2 acres

Winthrop School
- 6.8 acres

Doyon School
- 17.2 Acres

Green Street (Town Hall)
- 9.9 acres
- Removed from consideration
- 1 of 3 downtown locations (Bialek/Winthrop preferred)
- Significant Soil concerns and some restrictions

Town of Ipswich | Feasibility Scope
- Visioning Workshops
- Focus Groups
- Research
- Public Hearings
- Abutters Meetings
- Surveys
- Email and Website Feedback
- Articles and letters
- Town Board Briefings
- Tri-Board Meetings
- SBC and SC Meetings
RESEARCH ON GRADE CONFIGURATION*

No Definitive Answer on Most Effective Grade Configuration
Each Community Weighs/Prioritizes Factors Differently
Most Studies Identify More Significant Factors Being:
- Quality of School, Leadership and Instruction
- Degree of Parent & Community Involvement
- Transitions Can Have An Impact Learning
- Longer Span in One School (helps build relationships & support)

Advantages of K-2 and 3-5
More Grade Specific Resources
More Classrooms per Grade
Students Feel Safe with Similar Age
More Opportunities Among Grades

Advantages of K-5
Convenient for Families/Involvement
Builds Familiarity & Communication Spans
Less Transitions Between Schools
More Opportunities Between Grades

*Cache County Utah summary on grade configuration studies

Assessing Opt’s Research & Precedence
Assessing Opt's Supplemental Outreach

### Ipswich School Building Committee - Parent Survey Corrected Graph 2016.03.31

<table>
<thead>
<tr>
<th>Question</th>
<th>Avg Score</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equitable and updated facility for all students</td>
<td>7.0</td>
<td>2059</td>
</tr>
<tr>
<td>Equitable and updated facility for all students within each grade</td>
<td>6.5</td>
<td>1911</td>
</tr>
<tr>
<td>Minimize the number of student transitions between schools</td>
<td>5.9</td>
<td>1741</td>
</tr>
<tr>
<td>Maintains collaboration between older and younger students (prek-5 school)</td>
<td>6.0</td>
<td>1775</td>
</tr>
<tr>
<td>Maintain neighborhood schools</td>
<td>5.2</td>
<td>1545</td>
</tr>
<tr>
<td>Maintain individual school cultures</td>
<td>4.3</td>
<td>1279</td>
</tr>
<tr>
<td>School as a community resource</td>
<td>5.5</td>
<td>627</td>
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<tr>
<td>Embody the rich history of Ipswich</td>
<td>4.4</td>
<td>1286</td>
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<tr>
<td>Access to natural outdoor spaces</td>
<td>4.1</td>
<td>809</td>
</tr>
<tr>
<td>Access to downtown Ipswich</td>
<td>4.1</td>
<td>1197</td>
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</tbody>
</table>

### Grade Configuration Implications Worksheet

- **34 responses**

What concern do you have which isn’t listed above? (25 responses)

- I would like to see the School Building Committee and the School Committee to seriously consider the idea of building a new Neighborhood and Junior High School, especially since the current facilities are overcrowded and need to be replaced.

- It is important to keep the existing building as a Neighborhood and Junior High School, and not divide it to accommodate the demands for additional space.

- Premodern educational equity: The community is still divided by two very different elementary school districts. This division will result in even bigger gaps between the two schools. Every new building has a vote for how they want to be in the new building. School is in a gray area, and diverse needs and arguments will be the same.

- One K-5 building:
  - Strongly encourage a K-5 building (no grade 10 middle school)
  - Physical plant equity across the district for a green grade area

- Busing of children across town: increasing the cost for the academy

- The overall size of the school and floor that would impact student learning

- Addressing the town’s need: the school’s needs as one. Facility needs are a time issue, and...
### School Program Considerations

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-5 Schools</strong></td>
<td>Each student receives 400 students a year. Education is provided at 5-year intervals.</td>
</tr>
<tr>
<td><strong>K-2/3 Schools</strong></td>
<td>Each student receives 550 students a year. Education is provided at 3-year intervals.</td>
</tr>
<tr>
<td><strong>K-3/4 Schools</strong></td>
<td>Each student receives 650 students a year. Education is provided at 4-year intervals.</td>
</tr>
<tr>
<td><strong>K-4 Schools</strong></td>
<td>Each student receives 750 students a year. Education is provided at 5-year intervals.</td>
</tr>
</tbody>
</table>

#### Broader Community Considerations

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-5 Schools</strong></td>
<td>Each student receives 400 students a year. Education is provided at 5-year intervals.</td>
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<tr>
<td><strong>K-2/3 Schools</strong></td>
<td>Each student receives 550 students a year. Education is provided at 3-year intervals.</td>
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<tr>
<td><strong>K-4 Schools</strong></td>
<td>Each student receives 750 students a year. Education is provided at 5-year intervals.</td>
</tr>
</tbody>
</table>

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### Assessing Opt’s Comprehensive Considerations

- **Facility Equity**: High-quality classrooms, specialty and support resources.
- **Program Equity**: High-quality programs and extracurricular offerings.
- **Grade Level Agreement**: Continuity across grade levels.
- **Special Education**: Continuity of relationships maintained.
- **Compliance (MSSA)**: Continuity of relationships maintained.
- **Class Size**: Continuity of relationships maintained.
Ipswich Community Development Plan
Siting Public Facilities...the town has generally done a good job of locating facilities in and near the downtown and should continue this trend in order to add to the vitality of the town center and encourage walking and biking as modes of transport. For example, virtually all of the downtown neighborhoods are now within walking distance of Winthrop Elementary School as well as the Middle School and High School.

• Facilities at end of useful life
• Opportunity for all students and families
• Educational Plan and vision
• Community benefits
• Financial considerations
Assessing Opt’s Preferred Sites for Single School
**ADD/RENO OPT**

- **3-STORY, 123k Sq Ft BLDG (50% New)**
- 46k Play +6k Hard +44k Grn (-13k Goal)
- 10 Bus/25 Car Queue (-25 Car Goal)
- 80 Pkg (+70 Offsite Required)

**CONSIDERATIONS**
- Does Not Achieve Educ. Adjacencies
- Long/Narrow Hallways, Not CR Clusters
- Orientation Not Daylight / Energy Effic.
- New Massing / Height Exceeds Zoning
- Zoned for Comm Use; Half on 2 Floor
- Gym Over Caf Limits Stage / Acoustics
- Gym Loc. Not Direct to Playfields
- Exist. Floor Heights Limit HVAC Opt's
- Ext. Envelope Inefficiencies Remain
- Not Inherently Universally Accessible

**NEW OPT W2A.1**

- **3-STORY, 123k Sq Ft BLDG**
- 46k Play +6k Hard +37k Grn (-20k Goal)
- 10 Bus/40 Car Queue (-25 Car Goal)
- 65 Pkg (+85 Offsite Required)

**CONSIDERATIONS**
- Ideal Educational Adjacencies
- Collaborative / Flexible CR Clusters
- Ideal Orientation for Daylight / Energy
- Massing / Height Exceeds Zoning
- Same as Add/Reno
- Same as Add/Reno
- Same as Add/Reno
- Kitchen/Loading at Rear Playgrounds
- (Loc Allows Cont. Food Service in Constr)

**NEW OPT W2A.2**

- **3-STORY, 123k Sq Ft BLDG**
- 46k Play +6k Hard +48k Grn (-9k Goal)
- 10 Bus/19 Car Queue (-31 Car Goal)
- 60 Pkg (+70 Offsite Required)

**CONSIDERATIONS**
- Same as .1
- Same as .1
- Good Orientation for Daylight / Energy
- Full Height Kept within 37’ Zoning Limit
- Zoned Well for Comm, Most on 1st Floor
- Proper Caf + Stage Height / Acoustics
- Same as .2
- Gym Loc. w/ Fields / Caf w/ Playground
- Preferred Kitchen / Loading Location
- (Req’rs Alt. Food Service During Constr)

**NEW OPT W2A.3**

- **3-STORY, 123k Sq Ft BLDG**
- 46k Play +6k Hard +48k Grn (-9k Goal)
- 10 Bus/28 Car Queue (-22 Car Goal)
- 70 Pkg (+80 Offsite Required)

**CONSIDERATIONS**
- Same as .1
- Same as .1
- Same as .1
- Same as .2
- Same as .2
- Same as .2
- Same as .2
- Same as .2
- Same as .3

**NEW OPT W2A.4**

- **3-STORY, 123k Sq Ft BLDG**
- 46k Play +6k Hard +40 Grn (-17k Goal)
- 10 Bus/50 Car Queue (Meets Goal)
- 78 Pkg (+72 Offsite Req’d)
- 25add vs 6ksf

**CONSIDERATIONS**
- Same as .1
- Same as .1
- Same as .2
- Same as .2
- Same as .2
- Same as .2
- Same as .2
- Same as .3
- Improved Art, Media-Ctr & PK Location
  (lower bldg mass, increases usable land)

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**Assessing Opt’s | Single Site for Single School**
### Educational Plan

<table>
<thead>
<tr>
<th>Vision / Goals</th>
<th>Educ. Program Excerpts</th>
<th>Space Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• VIBRANT AND JOYFUL</td>
<td>• PREK-5 GRADE SPAN / CONTINUITY</td>
<td>CORE ACADEMIC SPACES</td>
</tr>
<tr>
<td>• FLEXIBLE / ADAPTABLE / COLLABORATIVE</td>
<td>• SMALL SCHOOL QUALITIES / FEEL (CLASSROOM CLUSTERS/NEIGHBORHOODS)</td>
<td>PRE-KINDERGARTEN + TOILET 2</td>
</tr>
<tr>
<td>• SMALL LEARNING</td>
<td>• PROVIDE ORGANIZATIONAL FLEXIBILITY (GRADE-LEVEL, HOUSE, MIXED/GRADE-LESS)</td>
<td>KINDERGARTEN + TOILET 6</td>
</tr>
<tr>
<td>• OUTDOOR CONNECTIONS</td>
<td>• ROBUST ARTS, STEAM / INTEGRATION (MAKER SPACES, GALLERY/DISPLAY STORAGE)</td>
<td>GRADE 1-5 CLASSROOMS 30</td>
</tr>
<tr>
<td>• COMMUNITY RESOURCE</td>
<td>• SUPPORT CO-TEACHING MODEL (LARGE CLASSROOMS, PULL-OUT, SM. GRP)</td>
<td>SPECIAL EDUC (CR EQUIV.) 6</td>
</tr>
<tr>
<td>• UNIVERSAL ACCESS</td>
<td>• SUSTAINABLE EDUCATION &amp; COMMUNITY (OUTDOOR LEARNING, GARDENS, MUD RM)</td>
<td>SM. GRP/RESOURCE (300SF) 3</td>
</tr>
<tr>
<td></td>
<td>• PROFESSIONAL LEARNING COMMUNITIES (DISPERSED TEACHER PLANNING ROOMS)</td>
<td>OFFICE/STORAGE (120-150SF) 8</td>
</tr>
<tr>
<td></td>
<td>• SPECIALIZED / SUPPORT SPACES (SOCIAL/EMOTIONAL/SENSORY/MOVEMENT)</td>
<td>ART/STORAGE 2/2</td>
</tr>
<tr>
<td></td>
<td>• TECHNOLOGY RICH / FULLY INTEGRATED</td>
<td>MUSIC/ENSEMBLE 2/5</td>
</tr>
</tbody>
</table>

**Educational Plan**

- Vision / Goals:
  - Vibrant and Joyful
  - Flexible / Adaptable / Collaborative
  - Small Learning
  - Outdoor Connections
  - Community Resource
  - Universal Access

- Educ. Program Excerpts:
  - Prek-5 Grade Span / Continuity
  - Small School Qualities / Feel (Classroom Clusters/Neighborhoods)
  - Provide Organizational Flexibility (Grade-Level, House, Mixed/Grade-Less)
  - Robust Arts, Steam / Integration (Maker Spaces, Gallery/Display Storage)
  - Support Co-Teaching Model (Large Classrooms, Pull-Out, Sm. Grp)
  - Sustainable Education & Community (Outdoor Learning, Gardens, Mud RM) (Comm. Recycling/Compost, Nutrition) (Foods Lab & Fitness)
  - Professional Learning Communities (Dispersed Teacher Planning Rooms)
  - Specialized / Support Spaces (Social/Emotional/Sensory/Movement)
  - Technology Rich / Fully Integrated

- Space Needs:
  - Core Academic Spaces
    - Pre-Kindergarten + Toilet 2
    - Kindergarten + Toilet 6
    - Grade 1-5 Classrooms 30
  - Special Educ (Cr Equiv.) 6
  - Sm. Grp/Resource (300sf) 3
  - Office/Storage (120-150sf) 8
  - Art/Storage 2/2
  - Music/Ensemble 2/5
  - Media Center 4,158 sf
  - Gym/Storage 9,400 sf
  - Cafeteria/Stage 6,813 sf
  - Kitchen/Staff 2,826 sf
  - Admin/Guidance 2,670 sf
  - Nurse’s Suite 710 sf
  - Custodial/Storage 2,375 sf
Successful Habit of Mind

Project Based Learning

Sustainability Education

Powerful Learning Experiences

Co-Teaching

Science, Technology, Engineering, Arts and Humanities, Mathematics

Content Standards

Educational Plan | District Initiatives / Instruct. Emphasis
### Preliminary Space Summary v5 - 775 K-5 (+60 PK)

**Ipswich Elementary**

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Existing - Dayn</th>
<th>Existing - Winthrop</th>
<th>Proposed at 775 stu's (130 gr/sr gr of 22, K = 7 of 9)</th>
<th>MSBA Guidelines (refer to MSBA Educational Program &amp; Space Standard Guidelines)</th>
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</thead>
<tbody>
<tr>
<td><strong>ACADEMIC SPACE</strong></td>
<td></td>
<td></td>
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<tr>
<td>Core Academic Space</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>SPECIAL EDUCATION</strong></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Self-Contained SPED</td>
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<tr>
<td>Co-Teaching</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Small Group Room (giving)</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>ART &amp; MUSIC</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Heath &amp; Physical Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MEDIA CENTER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cafeteria/Food Service</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Classrooms Req’d**
- **100sf per Classroom** (req’d for co-teaching)
- **No Additional Music** (3rd space on stage)
- **Gym Station Req’d** (and extra instructors)
One Community School | Grade Level Organization
One Community School | Mixed / Ungraded Organization
One Community School | Connections to Outdoors

W2A.4

OUTDOOR LEARNING

GREEN ROOF OR RAIN WATER COLLECTION

VIEW TO OUTSIDE

ENTRY GARDEN
W2A.4

BUILDING:
- 3 Story, 123k Sq. Ft. Building
- Orientation for Natural Daylight
- Organized into Sm. Lrng Clusters
- Zoned for Community Use
- Kitch/Caf Preferred Final Location

VEHICULAR:
- 10 Buses
- 50 Car Queue (50+ Exist Combo.)
- 78 Car Parking (150+ Exist Combo.), Off-Site Parking Required
- PreK Access via Bus Loop

OUTDOOR SPACE:
- 46k Playgrnd, 6k Hrd, 40k Green (46k Play, 6k Hrd, 57k Grn Target)
- Fitness Path/Outdoor Stations
- Outdoor Learning +Amphitheater
- Gardens/Greenhouse Area
Question/Answer Slides
<table>
<thead>
<tr>
<th>Option (Description)</th>
<th>Total Gross Square Feet</th>
<th>Square Feet of Renovated Space ($*/SF)</th>
<th>Square Feet of New Construction ($*/SF)</th>
<th>Site, Building Takedown, Haz Mat Etc. ($*)</th>
<th>Estimated Total Construction** ($*)</th>
<th>Estimated Total Project Costs ($)</th>
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</thead>
<tbody>
<tr>
<td>Renovation Only</td>
<td>50,600 sf</td>
<td>50,600 sf</td>
<td>- sf</td>
<td>$1,720,487</td>
<td>$13,876,810</td>
<td>$18,889,706</td>
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<tr>
<td>Addition/Renovation</td>
<td>123,700 sf</td>
<td>50,600 sf</td>
<td>73,100 sf</td>
<td>$6,702,839</td>
<td>$48,968,998</td>
<td>$60,665,137</td>
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<tr>
<td>Preferred Option New Build ***</td>
<td>123,700 sf</td>
<td>- sf</td>
<td>123,700 sf</td>
<td>$6,288,997</td>
<td>$53,899,459</td>
<td>$66,687,466</td>
</tr>
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</table>

* Marked Up Construction Costs
** Does not include Construction Contingency
*** District’s Preferred Solution

**Note:** The current estimated Total Project Cost (TPC) is $66.7 million; however, during the Schematic Design Phase scope and value adjustments are anticipated to result in a TPC closer to the current target of $62 million.
One Community School | Preliminary Test Fit Studies

**WINTHROP**
- Building: 31,000 SF, 1-2 story building.
- Parking: 18 spaces.
- Play Area: 2 acres.
- Open area: 10,000 sq ft.
- Possible: Central location close to downtown area.
- Existing: 1-2 story building.
- Potential: Proposed.
- Conforming at 2-3 story configuration building and parking lot.
- Possible: Central location.

**DOYON**
- Building: 31,000 SF, 1-2 story building.
- Parking: 18 spaces.
- Play Area: 2 acres.
- Open area: 10,000 sq ft.
- Possible: Proposed.
- Conforming at 2-3 story configuration building and parking lot.
- Possible: Central location.

**BIALEK**
- Building: 31,000 SF, 1-2 story building.
- Parking: 18 spaces.
- Play Area: 2 acres.
- Open area: 10,000 sq ft.
- Possible: Proposed.
- Conforming at 2-3 story configuration building and parking lot.
- Possible: Central location.

**GREEN ST**
- Building: 31,000 SF, 1-2 story building.
- Parking: 18 spaces.
- Play Area: 2 acres.
- Open area: 10,000 sq ft.
- Possible: Proposed.
- Conforming at 2-3 story configuration building and parking lot.
- Possible: Central location.

**MILE LANE**
- Building: 31,000 SF, 1-2 story building.
- Parking: 18 spaces.
- Play Area: 2 acres.
- Open area: 10,000 sq ft.
- Possible: Proposed.
- Conforming at 2-3 story configuration building and parking lot.
- Possible: Central location.
CONTINUED TRAFFIC STUDY:

- Queue management
- Pick-up / drop-off operations
- Separation of parent vehicles and busses
- Physical roadway improvement needs
- Consideration of traffic reduction measures
- Parking shortfall
- Distinct commuter peaks
- School start/end times are slightly offset from the peaks
- Combined maximum queue in the order of 1,000 feet
- Does not fully account for on-street drop-off
- Poor weather conditions could likely increase the queue length
ELEMENTARY SCHOOL STUDENTS

2-mile radius (free bus outside the radius; pay to ride inside the radius)

1/2-mile radius (potential walk/bike mode of travel)

1.5-mile

1-mile

1-mile

2-mile radius

One Community School Traffic Study Scope/Area
## AM Mode of Travel Statistics (Not Final)

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Winthrop</th>
<th>Doyon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students outside 2-mile radius (Students assigned bus route)</td>
<td>58 (49)</td>
<td>280 (235)</td>
</tr>
<tr>
<td>Students inside 2-mile radius (Students assigned bus route)</td>
<td>323 (108)</td>
<td>118 (66)</td>
</tr>
<tr>
<td>Students inside 1/2-mile radius (Students who walk/bike)</td>
<td>168 (44)</td>
<td>7 (4)</td>
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</table>
Approximate Mode Split (Not Final)

Morning Drop-Off
- Winthrop:
  - Drop off on school property: 167
  - Drop off outside the school: 44
  - Walk/bike: 16
  - Bus riders: 138
  - Other: 0
- Doyon:
  - Drop off on school property: 214
  - Drop off outside the school: 0
  - Walk/bike: 16
  - Bus riders: 164
  - Other: 1

Afternoon Pickup
- Winthrop:
  - Pickup on school property: 158
  - Drop off outside the school: 48
  - Walk/bike: 13
  - Bus riders: 146
  - Other: 0
- Doyon:
  - Pickup on school property: 204
  - Drop off outside the school: 1
  - Walk/bike: 177
  - Bus riders: 0
  - Other: 1
PARKING DEMAND

**Traffic Study Scope/Area**

<table>
<thead>
<tr>
<th>Time</th>
<th>Winthrop</th>
<th>Doyon</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 AM</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>73</td>
<td>66</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>66</td>
<td>41</td>
</tr>
<tr>
<td>3:30 PM</td>
<td>47</td>
<td>47</td>
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</table>