



ONE COMMUNITY SCHOOL
MSBA-FACILITIES ASSESSMENT

FEBRUARY 1, 2017



PMA Consultants

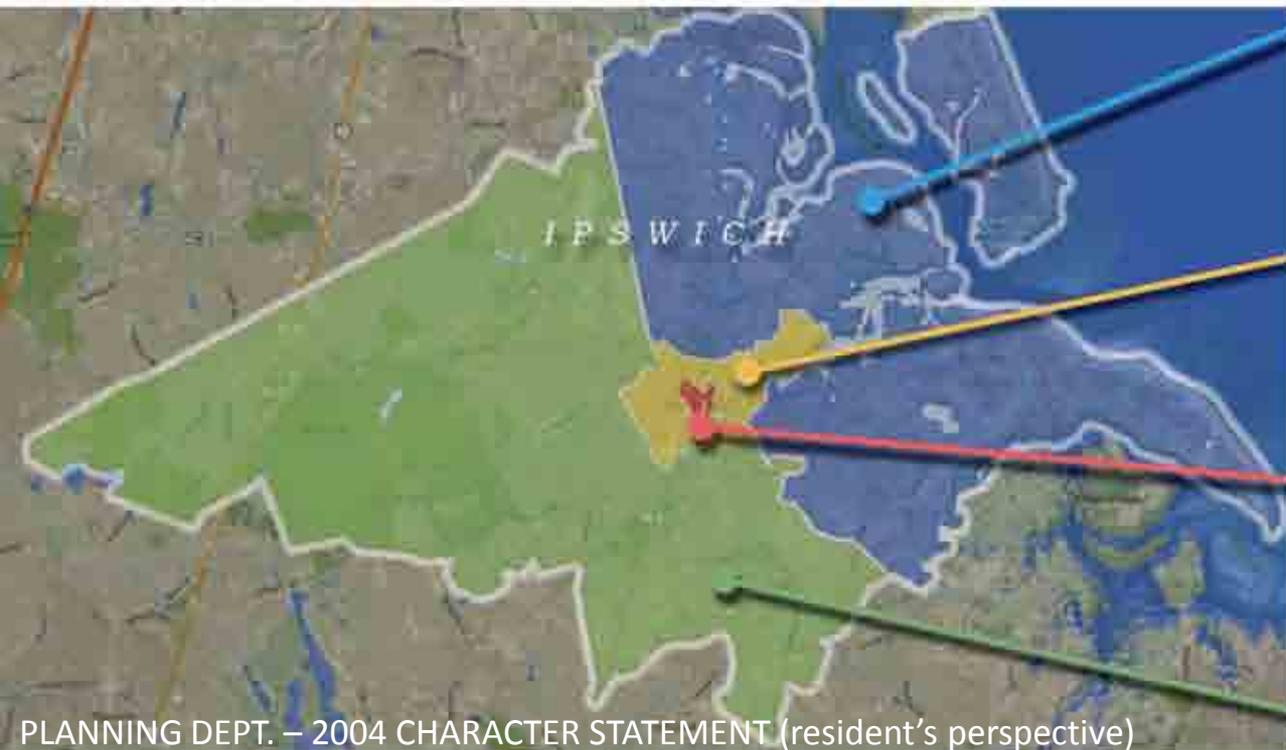


**BIRCHWOOD
DESIGN GROUP**



newvistadesign

Perkins Eastman | DPC



PLANNING DEPT. – 2004 CHARACTER STATEMENT (resident's perspective)

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

Winthrop School

6.8 acres

Bialek park

14.2 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

- 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

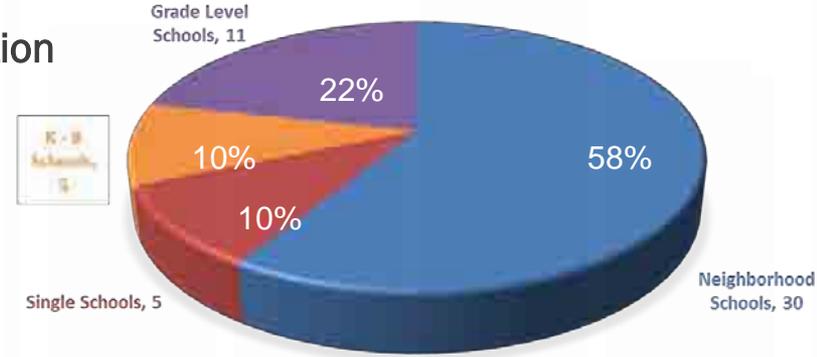
More Grade Specific Resources
 More Classrooms per Grade
 Students Feel Safe with Similar Age
 More Opportunities Among Grades

Advantages of K-5

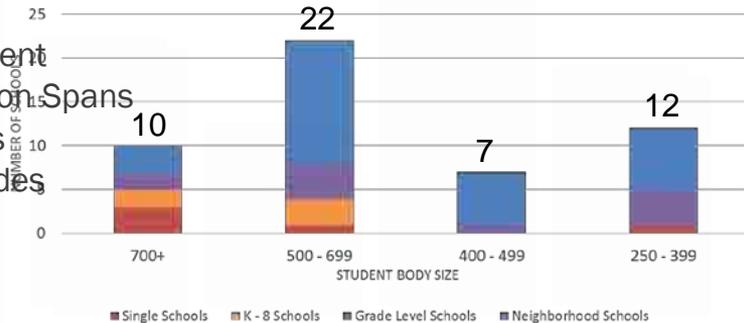
Convenient for Families/Involvement
 Builds Familiarity & Communication Spans
 Less Transitions Between Schools
 More Opportunities Between Grades

*Cache County Utah summary on grade configuration studies

GRADE CONFIGURATION MODELS



SCHOOLS SIZES AND CONFIGURATIONS



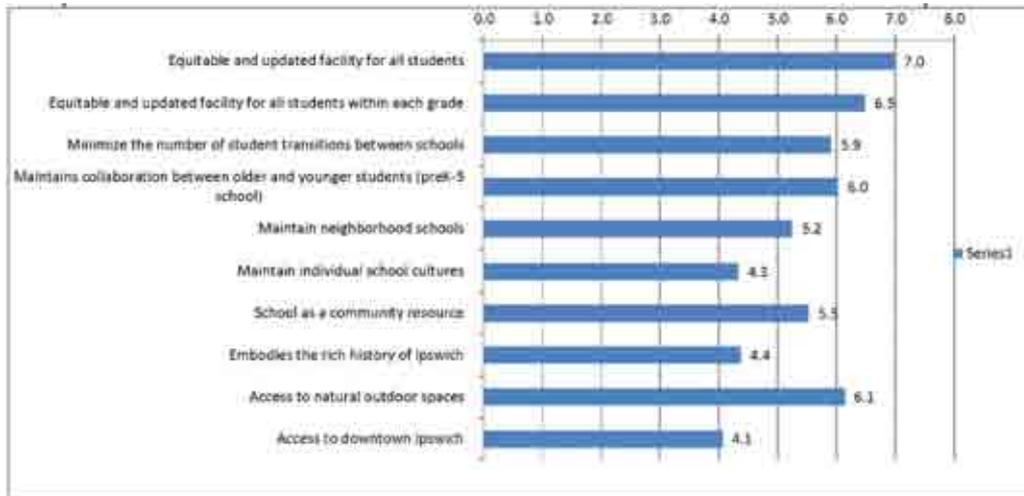
Ipswich School Building Committee - Parent Survey Corrected Graph 2016.03.31

Total Respondents

295

Responses weighted - 10 highest priority, 1 lowest priority

	Avg Score	Total Points
Equitable and updated facility for all students:	7.0	2059
Equitable and updated facility for all students within each grade	6.5	1911
Minimize the number of student transitions between schools	5.9	1741
Maintains collaboration between older and younger students (prek-5 school)	6.0	1775
Maintain neighborhood schools	5.2	1543
Maintain individual school cultures	4.3	1275
School as a community resource	5.5	1627
Embodies the rich history of Ipswich	4.4	1286
Access to natural outdoor spaces	6.1	1809
Access to downtown Ipswich	4.1	1197



Grade Configuration Implications Worksheet

QUESTIONS RESPONSES 34

34 responses

ANSWER INDIVIDUAL

Accounting responses

What concern do you have which isn't listed above? (33 responses)

I would like to see the School Building Committee and the School Committee to seriously consider the school of Westport as a neighborhood K-5 and just a plan in place for a new location at Dover in the immediate future and plan for a school there eventually.

It is important to me that Westport school remains Pre-K/5, leader 500 students, and walkable within the downtown area.

Additional notes

Increasingly connected the community is already split by two very different elementary schools, and the one half the advantage of a small size, high level school. This will result in an even bigger gap between the two schools! Every year kindergarten parents will fight for their kids to be in the new Westport school, especially in the grey area, and displacement and arguments will be the rule.

One K-5 Building

Strongly encourage a K-5 building (cross grade interaction between students, less transition for children, more opportunity to only relocate across town), decrease town segregation/separation, decrease long term costs.

Physical plant equity across the district for a given grade level.

Strongly call between schools, ensuring the best for the students.

No.

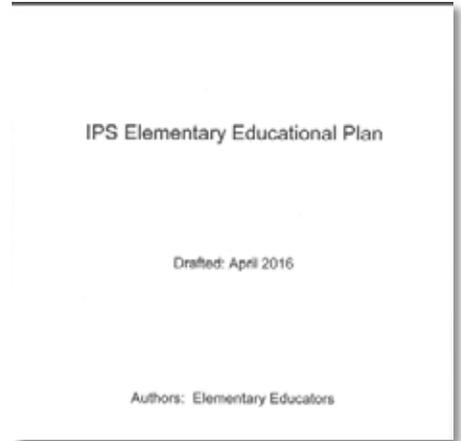
The overall size of the school and how that would impact student learning.

Addressing the town's future need and the School's needs as one, facility needs are a town issue, not

More than 100 responses received. Click on the question to view all responses. Click on the question to view all responses.

		School Program Considerations		(2) K-5 Schools:	K-2/3-5 Schools:	K-3/4-5 Schools:	(1) K-5 School:
		Consideration	Description	Writing K-5 at 400 Students + Pres, Option K-5 at 300 Students	Writing K-2 at 375 Students + Pres, Option K-3 at 470 Students	Writing K-3 at 480 Students + Pres, Option K-4 at 385 Students	New K-5 at 275 Students + Pres
13	Alignment to the IPS District education plan	I. Facilities Equity	High quality classrooms, specialty and support space	100% of students benefit from new facility	100% of students benefit from new facility	100% of students benefit from new facility	100% of students benefit from new facility
			ADA Compliance and Universal Design	Access and environment that can be used by all students and teachers, to the greatest extent possible	100% of students benefit from full ADA compliance and universal design factors	100% of students benefit from full ADA compliance and universal design factors	100% of students benefit from full ADA compliance and universal design factors
14	Food Services and Facilities	II. Program Equity	Equitable access to programs and extracurricular offerings	Equitable at each grade with special consideration given to support equitable dinner programming	Equitable at each grade	Equitable at each grade	Equitable for all students
			Grade Level Program Alignment	Credits level alignment of educational programming	Existing level of alignment maintained, natural differentiation between schools	Fully aligned	Fully aligned
15	Compliance (MSBA)	III. K-5 Program Alignment	K-5 alignment of educational programming	Existing level of alignment maintained, natural differentiation between schools	Potential for full alignment	Potential for full alignment	Fully aligned
			Continuity of Relationships	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-5/4-5 schools, trade three transitions with student cohort remaining constant	Continuity of relationships within separate K-5/4-5 schools, trade four transitions with student cohort remaining constant
16	Special Education	IV. Shared Resources	The ability to easily share and access specialty staff, programs & resources	Existing level of (potentially limited) access to part time specialties, grade level resources equivalent at present level	Potential limitations in access to part time specialties, grade level resources all together	Potential limitations in access to part time specialties, grade level resources all together	Increased access to part time specialties and grade level resources
			Grade Level Collaboration	The opportunity for inter-grade partnerships among staff/students	Existing level of collaboration maintained, limited collaboration between schools	Potential for increased district wide collaboration	Potential for increased district wide collaboration
17	Adjacencies	V. PreK-5 Collaboration	The opportunity for cross-grade partnerships among staff/students	Existing level of collaboration maintained, limited collaboration between schools	Potential for increased district wide collaboration	Potential for increased district wide collaboration	Potential for increased district wide collaboration
			Senior School Experience/Culture & Community	A common sense of both programs (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
18	Class Sizes	VI. Building Experience	Learning spanning multiple grades in the same building	Existing level of building utilization maintained	K-2/3-5 sharing split	K-3/4-5 sharing split	Building utilization maintained
			Population Demographics	Ability to balance the District's diverse student backgrounds and needs	High capacity to balance students' backgrounds and needs within classroom and specialized settings	Improved ability to balance students' backgrounds and needs within classroom and specialized settings	Improved ability to balance students' backgrounds and needs within classroom and specialized settings
19	Perceived Town-wide Support of Options	VII. Transitions	Ability to minimize transitions that can negatively impact learning	No transitions in K-5 students/family experience, but 400 new cohorts at 6th	One transition in K-5 students/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 students/family experience
			Technology	The access to reliable technology tools and internet access	100% of students benefit from new technology infrastructure	100% of students benefit from new technology infrastructure	100% of students benefit from new technology infrastructure
20	Enhancement of Town Culture	VIII. Security	Design/learning for student day, passive and active safety/security	100% of students benefit from student day, passive and active security	100% of students benefit from student day, passive and active security	100% of students benefit from student day, passive and active security	100% of students benefit from student day, passive and active security
			Deferred Project(s)	Cost of materials and/or large writing tools	Recently being estimated	Recently being estimated	Recently being estimated
21	Community Resource	IX. Building Costs	Cost of the building	Recently being estimated	Recently being estimated	Recently being estimated	Recently being estimated
			Operational Costs	Costs of maintaining building including utilities, central, preventive maintenance, etc.	Recently being estimated	Recently being estimated	Recently being estimated

- Facilities at end of useful life
- Opportunity for all students and families
- Educational Plan and vision
- Community benefits
- Financial considerations



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.

WINTHROP

NEW CONSTRUCTION (PHASED OVER EXISTING)



ADDITION / RENOVATION PLANS

DOYON

NEW CONSTRUCTION ON EXISTING SITE



NEW CONSTRUCTION ON EXPANDED SITE



BIALEK

NEW CONSTRUCTION OPTIONS (REQUIRES VARIED FIELD REPLICATION)



BLUE = LATEST OF EACH VARIATION



W3B



W2A.1



W2A.2

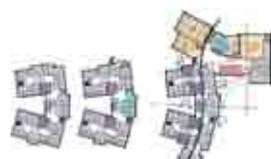


W2A.3



W2A.4

Incl. Front Pkg



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

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 Add/Reno

Kitchen/Loading at Rear Playfields
 (Loc Allows Cont. Food Service in 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 .2
 Same as .2
 Same as .2
 Same as .2
 Gym Loc. w/ Fields / Caf w/ Playground

Preferred Kitchen / Loading Location
 (Req'rs Alt. Food Service During Constr)

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 .3

Improved Art, Media-Ctr & PK Location
 (lower bldg mass, increases useable land)

Assessing Opt's | Single Site for Single School

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

Powerful Learning Experiences

Successful
Habit of Mind

Project Based
Learning

Sustainability
Education



IPSWICH EDUCATES



Content
Standards

Co-Teaching

Science,
Technology,
Engineering,
Arts and
Humanities,
Mathematics

Preliminary Space Summary v5 - 775 K-5 (+60 PK)

Ipswich Elementary				Existing - Orono			Existing - Winthrop			Proposed at 775 stu's (130/gr=6 cr/gr of 22, K=7of19)			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOMS	ROOM NFA	# OF RMS	area totals	ROOM NFA	# OF RMS	area totals	ROOM NFA	# OF RMS	area totals	ROOM NFA	# OF RMS	area totals	ROOM NFA	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			18,064				17,662			38,100			36,200			
<i>(List classrooms of different sizes separately)</i>																
Pre-kindergarten w/ toilet	300	1	300	392	1	392	1,200	2	2,400	1,200	2	2,400	1,100	2	2,200	1,100 SF min - 1,000 SF max
Handwriting/initial subject for 1st, 2nd, 3rd	993	3	2,709	1,033	3	3,099	1,200	6	7,200	1,200	6	7,200	1,100	6	6,600	1,100 SF min - 1,000 SF max
Classroom CRs (modified for CR 1 w/ 50's)	604	16	14,464	655	16	13,680	950	30	28,500	950	30	28,500	950	30	28,500	950 SF min - 1,000 SF max
Flexible/Extended Learning																
SPECIAL EDUCATION			5,605	3,992			10,350			9,060						
<i>(List rooms of different sizes separately)</i>																
Self-Contained SPED			0			0			-			-	950	3	2,700	950 SF min - self-contained SPED
Self-Contained SPED - total			0			0			-			-	950	3	2,700	950 SF min - self-contained SPED
Resource Room			0			0			-			-	900	2	1,800	900 SF min - 1,000 SF max
Small Group Room / Reading			0			0			-			-	900	2	1,800	900 SF min - 1,000 SF max
Learning Center (K-3 & 3-5 ea w/ 5 steps) • 1 (g) QTR	978	2	1,956	871	2	1,742	900	4	3,600	900	4	3,600	900	4	3,600	900 SF min - 1,000 SF max
Open Plan, Library & Soc	875	1	875	400	1	400	450	2	900	450	2	900	450	2	900	450 SF min - 500 SF max
Open Plan, Library & Soc	978	1	978	950	1	950	300	3	900	300	3	900	300	3	900	300 SF min - 400 SF max
French & Soc Work Office	381	1	381	300	1	300	150	3	450	150	3	450	150	3	450	150 SF min - 200 SF max
ELL, Speech & Testing/Qual Rooms	291	1	291	300	1	300	120	4	480	120	4	480	120	4	480	120 SF min - 150 SF max
Tutor	651	1	651						-			-				
Multi Tutor	408	1	408						-			-				
SPED Office (From Admin & Secondary)	288	1	288	300	1	300	300	2	600	300	2	600	300	2	600	300 SF min - 400 SF max
IEP Conference (for 12-15)									-			-				
SPED Records									-			-				
Co-Teaching (100sf increase to general CR's)									-			-				
ART & MUSIC			1,800	2,130			5,075			5,075						
Art CR (modified to all grades, 1 w/ 130 seats)	800	1	800	1,300	1	1,300	1,000	2	2,000	1,000	2	2,000	1,000	2	2,000	1,000 SF min - 1,200 SF max
Art Workroom w/ Storage & kit	0		0	30	1	30	150	2	300	150	2	300	150	2	300	150 SF min - 200 SF max
Music (3 required, 1 w/ 100 seats)	993	1	993	450	1	450	1,200	2	2,400	1,200	2	2,400	1,200	2	2,400	1,200 SF min - 1,500 SF max
Music Practice / Ensemble	0		0			0	75	5	375	75	5	375	75	5	375	75 SF min - 100 SF max
HEALTH & PHYSICAL EDUCATION			2,600	1,435			9,400			5,300						
Gymnasium (all grades, 1 w/ 22 seats)	2,600	1	2,600	1,435	1	1,435	3,000	3	9,000	3,000	3	9,000	3,000	3	9,000	3,000 SF min - 3,500 SF max
Gym Storage							150	1	150	150	1	150	150	1	150	150 SF min - 200 SF max
Health Instructors Office w/ Storage (3 instr's)							250	1	250	250	1	250	250	1	250	250 SF min - 300 SF max
MEDIA CENTER			2,400	1,612			4,158			4,158						
Media Center / Reading Room	2,400	1	2,400	1,612	1	1,612	4,158	1	4,158	4,158	1	4,158	4,158	1	4,158	4,158 SF min - 4,500 SF max
DINING & FOOD SERVICE			5,110	4,126			9,638			9,638						
Cafeteria (includes kitchen & prep area)	5,211	1	5,211	2,250	1	2,250	5,613	1	5,613	5,613	1	5,613	5,613	1	5,613	5,613 SF min - 6,000 SF max
Stage (function as 2nd Music)	630	1	630	680	1	680	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200	1,200 SF min - 1,500 SF max
Chair / Table / Equipment Storage	90	1	90	75	1	75	458	1	458	458	1	458	458	1	458	458 SF min - 500 SF max
Kitchen	1,275	1	1,275	1,120	1	1,120	2,075	1	2,075	2,075	1	2,075	2,075	1	2,075	2,075 SF min - 2,500 SF max
Staff Lunch Room							294	1	294	294	1	294	294	1	294	294 SF min - 350 SF max

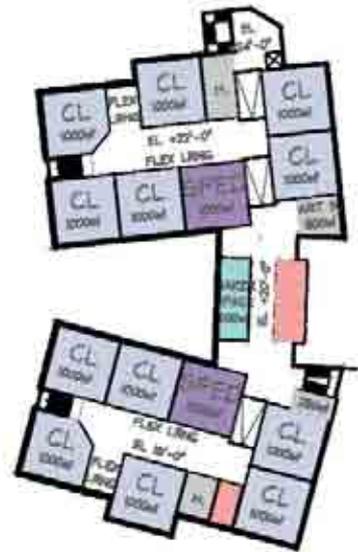
+ 2 Classrooms Req'd

+ 100sf per Classroom (req'd for co-teaching)

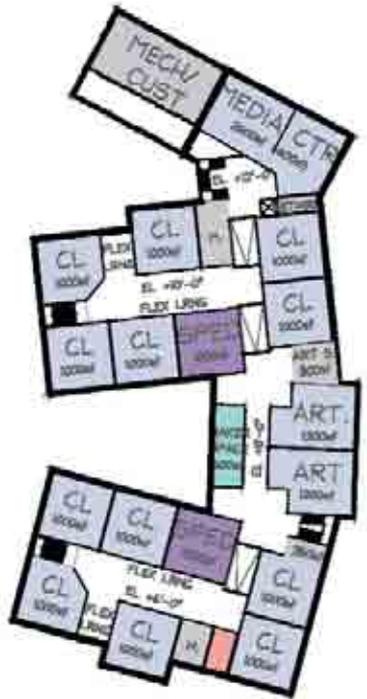
No Additional Music (3rd space on stage)

+ 1 Gym Station Req'd (and extra instructors)

W2A.4



3rd FLOOR



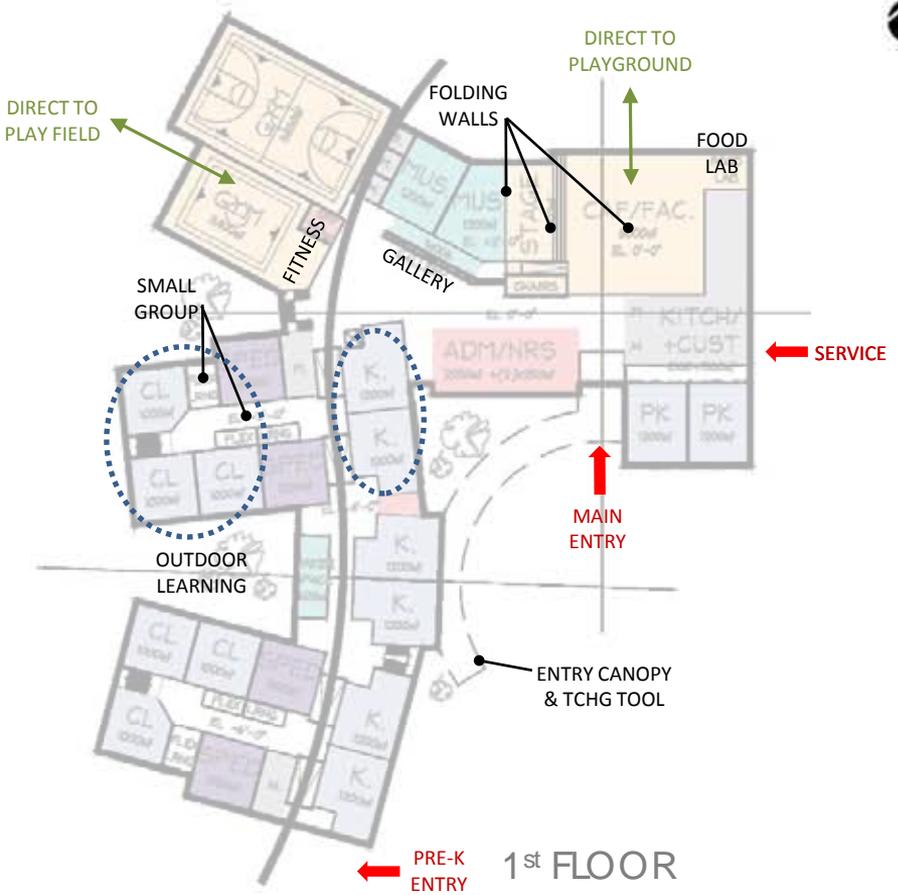
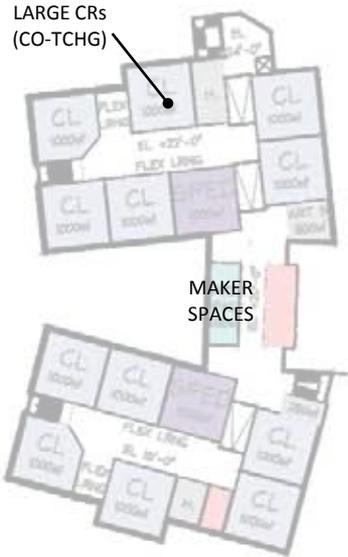
2nd FLOOR



1st FLOOR

W2A.4

EDUCATIONAL PLAN HIGHLIGHTS



W2A.4



W2A.4



3rd FLOOR

2nd FLOOR

1st FLOOR

W2A.4



W2A.4



W2A.4



3rd FLOOR

2nd FLOOR



1st FLOOR

W2A.4



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 Exisit Comb.)
- 78 Car Parking (150+ Exisit Comb.),
Off-Site Parking Required
- PreK Access via Bus Loop

OUTDOOR SPACE:

- 46k Playgrnd, 6k Hard, 40k Green
(46k Play, 6k Hrd, 57k Grn Target)
- Fitness Path/Outdoor Stations
- Outdoor Learning +Amphitheater
- Gardens/Greenhouse Area



Question/Answer Slides

Option (Description)	Total Gross Square Feet	Square Feet of Renovated Space (\$*/SF)	Square Feet of New Construction (\$*/SF)	Site, Building Takedown, Haz Mat Etc. (\$*)	Estimated Total Construction** (\$*)	Estimated Total Project Costs (\$)
Renovation Only	50,600 sf	50,600 sf \$ 240 \$/sf	- sf \$ - \$/sf	\$ 1,720,487	\$ 13,876,810 \$ 274 \$/sf	\$ 18,889,706
Addition/Renovation	123,700 sf	50,600 sf \$ 247 \$/sf	73,100 sf \$ 407 \$/sf	\$ 6,702,839	\$ 48,968,998 \$ 396 \$/sf	\$ 60,865,137
Preferred Option New Build ***	123,700 sf	- sf \$ - \$/sf	123,700 sf \$ 385 \$/sf	\$ 6,288,997	\$ 53,899,459 \$ 436 \$/sf	\$ 66,687,486 See Note Below

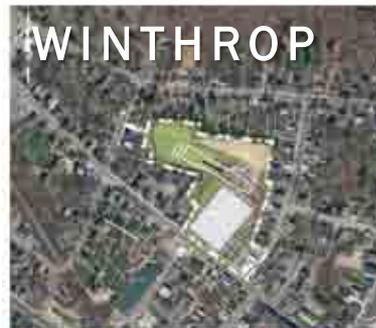
* Marked Up Construction Costs

** 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.

WINTHROP



PLAYGROUND FIELDS PARKING PEDESTRIAN GAS BUSES

8.8 ACRES SITE
HAS BEEN A SCHOOL SITE FOR OVER 100 YEARS
WATER, ELECTRICAL, SEWER AND GAS AVAILABLE AND PRESENT ALONG STREETS

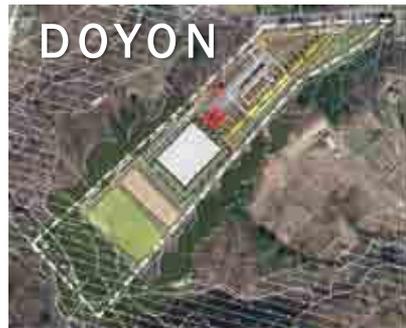
ENVIRONMENTAL CONCERNS

- ASBESTOS IN SOIL, IN SCHOOL, CONCERN SPACE
- CONSTRUCTION NEAR HISTORIC SITE NEAR HISTORIC BUILDING
- ASBESTOS AND POSSIBLE PCB BUILDING MATERIAL
- LEGIONNARIOSIS
- BUILDING: 8000 SF 400 STUDENT TWO-STORY BUILDING (4000 SF) 20000 SF 700 STUDENT TWO-STORY BUILDING WITH AN ADDITIONAL 33 STAFF/7 VISITORS

- PLAY AREA: SHOWN EQUAL TO CURRENT WINTHROP SCHOOL PLAY AREA
- OPEN SPACE: 41,000 SF
- PROVISIONS:
 - + CENTRAL LOCATION IN DOWNTOWN AREA
 - + EXISTING PLAY AREA COULD BE KEPT

- SMALLEST POSSIBLE SITE LOCATION: TIGHT BUILDING AND PARKING, BUT
- COULD CREATE ADDITIONAL TRAFFIC PROBLEMS DOWNTOWN
- REMOTE LOCATION: NOT CENTRAL TO CORE OF TOWN

DOYON



PLAYGROUND FIELDS PARKING PEDESTRIAN GAS BUSES

1.72 ACRES SITE
CURRENT DOWNSIDE SCHOOL SITE
WATER AND ELECTRICAL AVAILABLE AND PRESENT, NO GAS OR SEWER

ENVIRONMENTAL CONCERNS

- 4. ORIGINAL USE: FUEL OIL UNDERGROUND STORAGE
- HYDROLOGICAL ISSUES RELATED TO SETTLE LEACH FIELDS
- LEACHING CATCH BASIN SOUTH PARKING AREA (POTENTIAL) (REQUIRE)
- 5.000 GALLON FUEL OIL UNDERGROUND STORAGE
- ASBESTOS AND POSSIBLE PCB BUILDING MATERIAL
- LEGIONNARIOSIS
- BUILDING: 8000 SF 400 STUDENT TWO-STORY BUILDING (4000 SF) 20000 SF 700 STUDENT TWO-STORY BUILDING WITH AN ADDITIONAL 33 STAFF/7 VISITORS

- PLAY AREA: SHOWN EQUAL TO CURRENT WINTHROP SCHOOL PLAY AREA
- OPEN SPACE: 41,000 SF
- PROVISIONS:
 - + COMPACTLY FITS ALL GRADE CONFIGURATION BUILDING AND PARKING
 - + TIGHT SITE FOR 700 STUDENT BUILDING AND PARKING

- SMALLEST POSSIBLE SITE LOCATION: TIGHT BUILDING AND PARKING, BUT
- COULD CREATE ADDITIONAL TRAFFIC PROBLEMS DOWNTOWN
- REMOTE LOCATION: NOT CENTRAL TO CORE OF TOWN

BIALEK



PLAYGROUND FIELDS PARKING PEDESTRIAN GAS BUSES

14.2 ACRES SITE
CONVERTS BALL FIELDS AND PLAY AREA
WATER, ELECTRICAL, SEWER AND GAS AVAILABLE AND PRESENT ALONG LINES

ENVIRONMENTAL CONCERNS

- POTENTIAL LEAKS FROM TRANSFORMERS
- POTENTIAL RELEASE FROM SHUTTING RAILROAD OPERATIONS
- LEGIONNARIOSIS
- BUILDING: 8000 SF 400 STUDENT TWO-STORY BUILDING (4000 SF) 20000 SF 700 STUDENT TWO-STORY BUILDING WITH AN ADDITIONAL 33 STAFF/7 VISITORS

- PLAY AREA: SHOWN EQUAL TO CURRENT WINTHROP SCHOOL PLAY AREA
- OPEN SPACE: 91,000 SF
- PROVISIONS:
 - + CENTRAL LOCATION: CLOSE TO DOWNTOWN AREA
 - + COMPACTLY FITS ALL GRADE CONFIGURATION BUILDING AND PARKING

- SMALLEST POSSIBLE SITE LOCATION: TIGHT BUILDING AND PARKING, BUT
- COULD CREATE ADDITIONAL TRAFFIC PROBLEMS DOWNTOWN
- REMOTE LOCATION: NOT CENTRAL TO CORE OF TOWN

GREEN ST



PLAYGROUND FIELDS PARKING PEDESTRIAN GAS BUSES

16 ACRES SITE
CURRENTLY A FIELD ADJACENT TO TOWN HALL BUILDING, WAS PREVIOUS RFD
WATER, ELECTRICAL, SEWER AND GAS AVAILABLE ALONG TOWN AND COUNTY ST

ENVIRONMENTAL CONCERNS

- HISTORIC CONTAMINATION FROM FORMER UNDERGROUND STORAGE CONTAINING FUEL OIL AT AREA AND HEAVY METALS FROM HISTORIC PESTICIDE OPERATIONS AT AREA
- POTENTIAL LEAKS FROM TRANSFORMERS AND POWERLINE UNDERGROUND
- ASBESTOS BUILDING MATERIAL
- LEGIONNARIOSIS
- BUILDING: 8000 SF 400 STUDENT TWO-STORY BUILDING (4000 SF) 20000 SF 700 STUDENT TWO-STORY BUILDING WITH AN ADDITIONAL 33 STAFF/7 VISITORS

- PLAY AREA: SHOWN EQUAL TO CURRENT WINTHROP SCHOOL PLAY AREA
- OPEN SPACE: 112,000 SF
- PROVISIONS:
 - + LOCATION: PRIVATELY USED AS A SCHOOL SITE
 - + TIGHT SITE FOR 700 STUDENT BUILDING AND PARKING

- SMALLEST POSSIBLE SITE LOCATION: TIGHT BUILDING AND PARKING, BUT
- COULD CREATE ADDITIONAL TRAFFIC PROBLEMS DOWNTOWN
- REMOTE LOCATION: NOT CENTRAL TO CORE OF TOWN

MILE LANE



PLAYGROUND FIELDS PARKING PEDESTRIAN GAS BUSES

22.5 ACRES SITE
CURRENTLY TOWN BALL FIELDS
WATER AND ELECTRICAL PRESENT ALONG MILE LANE, NO GAS OR SEWER

ENVIRONMENTAL CONCERNS

- NO VARIANCES ALLOWED FOR NEW CONSTRUCTION
- LEGIONNARIOSIS
- BUILDING: 8000 SF 400 STUDENT TWO-STORY BUILDING (4000 SF) 20000 SF 700 STUDENT TWO-STORY BUILDING WITH AN ADDITIONAL 33 STAFF/7 VISITORS

- PLAY AREA: SHOWN EQUAL TO CURRENT WINTHROP SCHOOL PLAY AREA
- OPEN SPACE: 112,000 SF
- PROVISIONS:
 - + COMPACTLY FITS ALL GRADE CONFIGURATION BUILDING AND PARKING
 - + TIGHT SITE FOR 700 STUDENT BUILDING AND PARKING

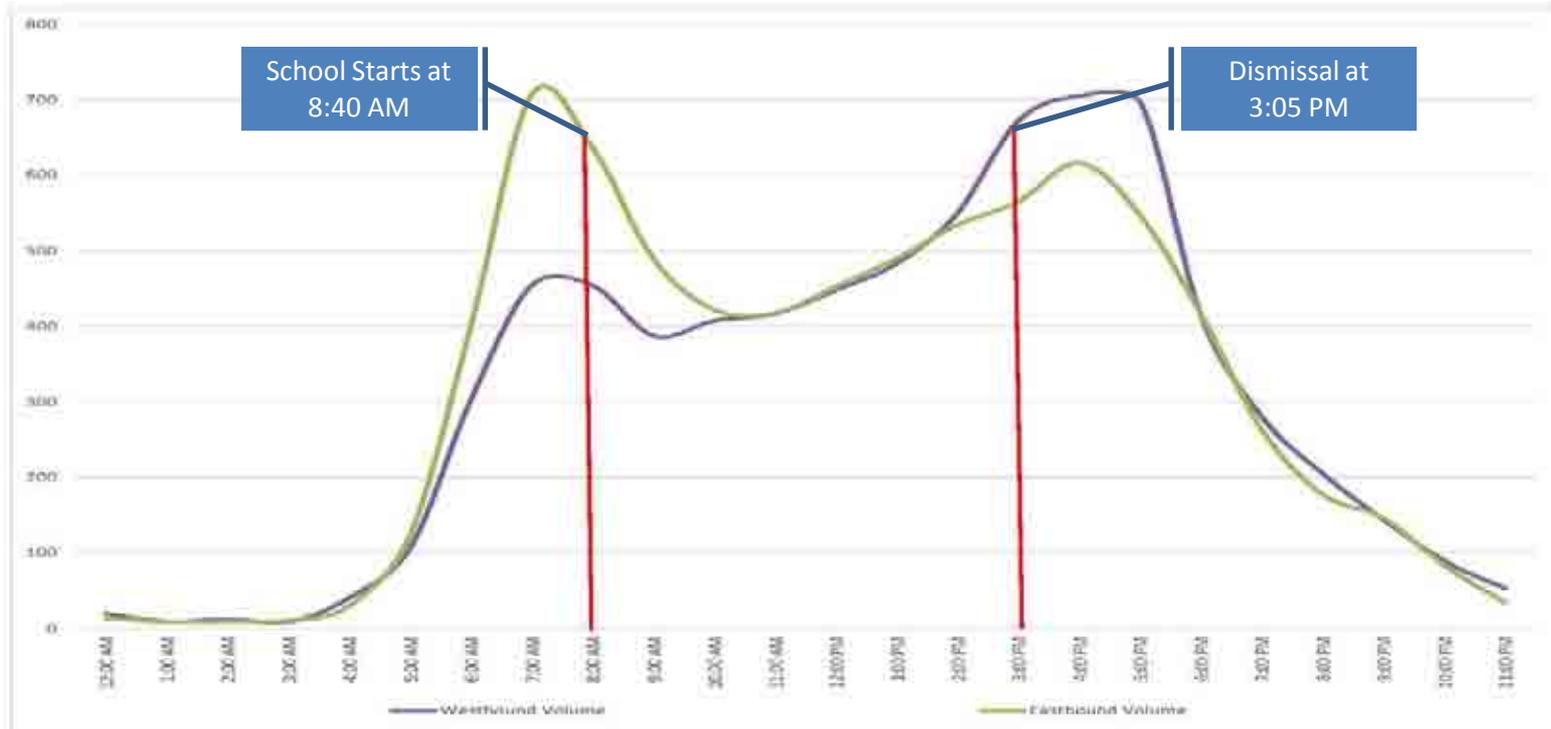
- SMALLEST POSSIBLE SITE LOCATION: TIGHT BUILDING AND PARKING, BUT
- COULD CREATE ADDITIONAL TRAFFIC PROBLEMS DOWNTOWN
- REMOTE LOCATION: NOT CENTRAL TO CORE OF TOWN



CONTINUED TRAFFIC STUDY:

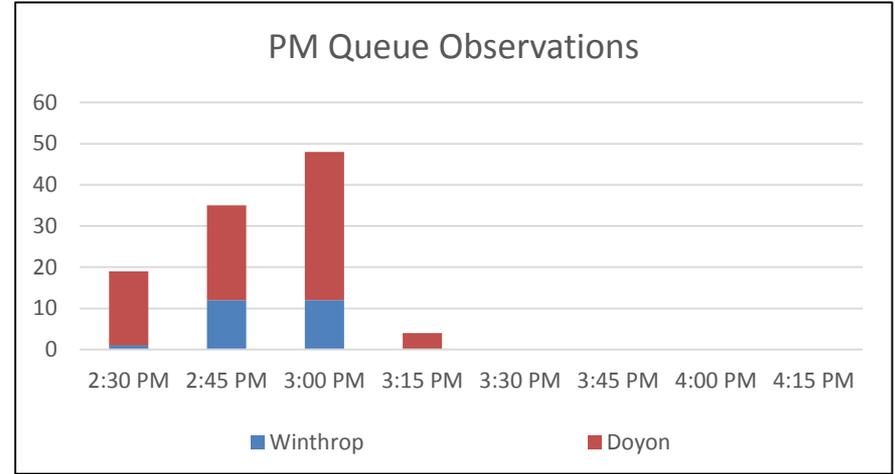
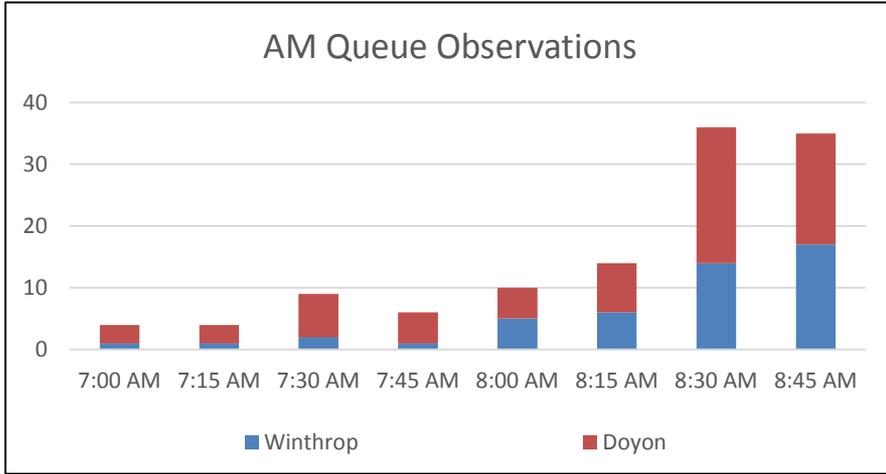
- Queue management
- Pick-up / drop-off operations
- Separation of parent vehicles and busses
- Physical roadway improvement needs
- Consideration of traffic reduction measures
- Parking shortfall

CENTRAL STREET - HOURLY TRAFFIC VOLUME



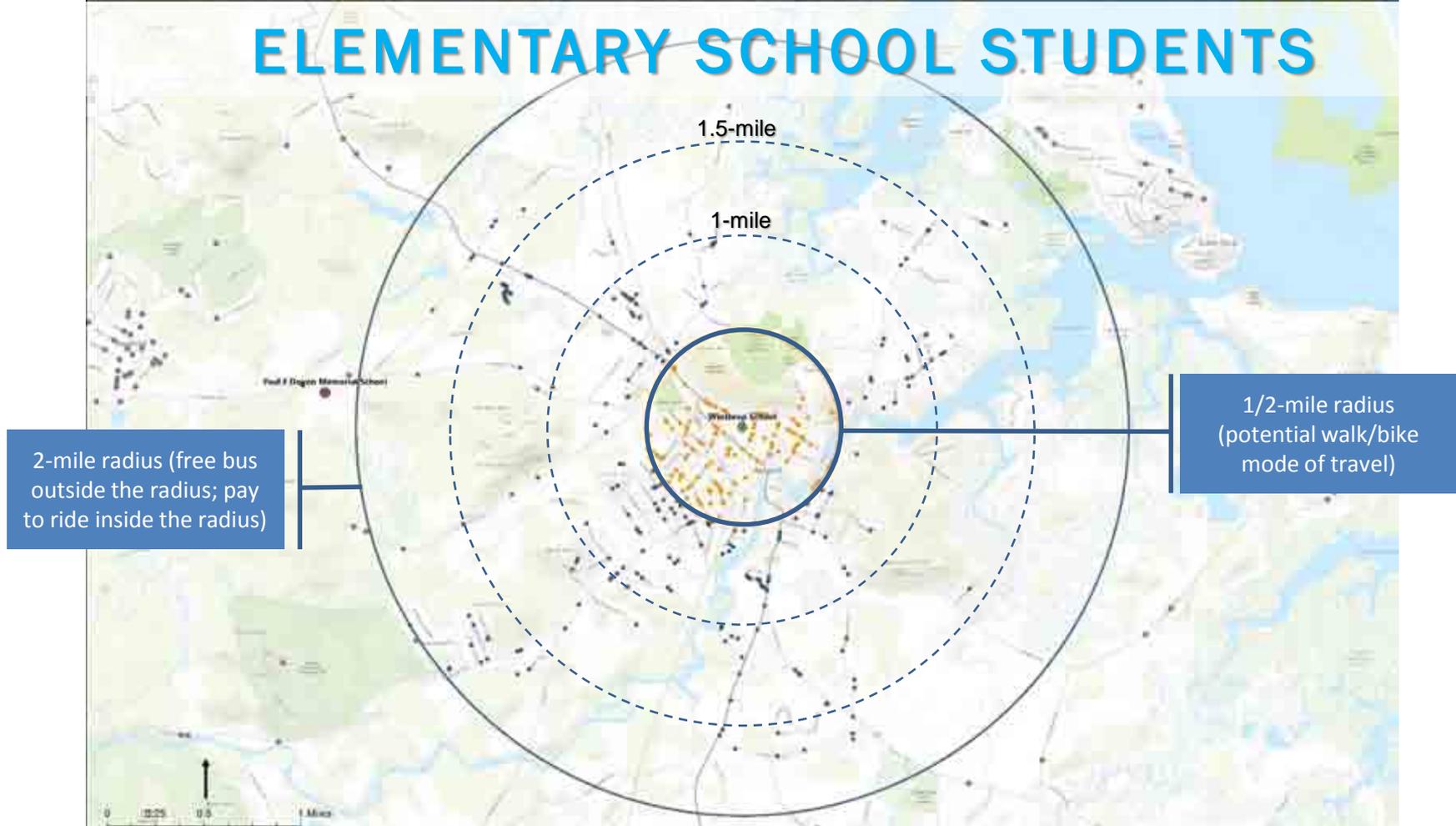
- ❑ Distinct commuter peaks
- ❑ School start/end times are slightly offset from the peaks

QUEUES AT EACH SCHOOL



- 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

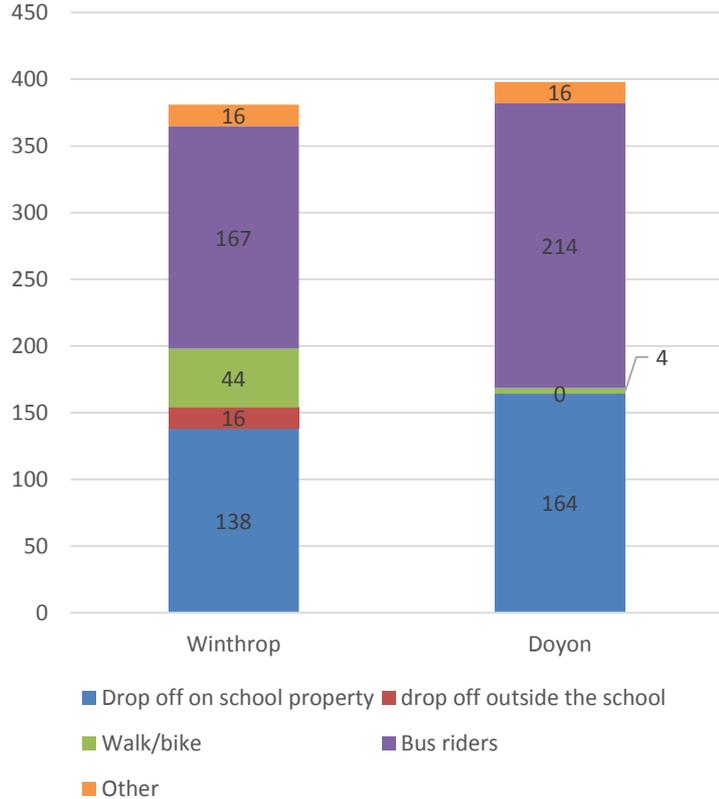


AM MODE OF TRAVEL STATISTICS (NOT FINAL)

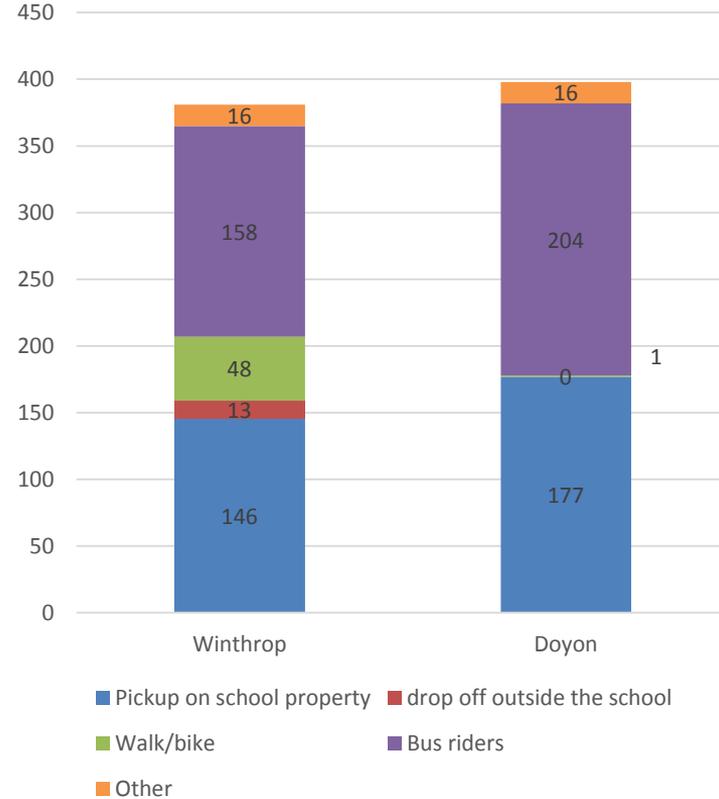
	Winthrop	Doyon
Enrollment	381	398
Students outside 2-mile radius (Students assigned bus route)	58 (49)	280 (235)
Students inside 2-mile radius (Students assigned bus route)	323 (108)	118 (66)
Students inside 1/2-mile radius (Students who walk/bike)	168 (44)	7 (4)

APPROXIMATE MODE SPLIT (NOT FINAL)

Morning Drop-Off



Afternoon Pickup



CIRCULATION OPTIONS





PARKING DEMAND

