Mission Statement

Ipswich Public Schools aspires to empower *ALL* students to be global citizens who are effective communicators, analytical problem solvers and savvy consumers of information. We propose to do this through an emphasis on communication, critical thinking, creativity, self-management, perseverance and collaboration. Students will be active partners in authentic learning, offering voice and choice in demonstrating competency.

IPSWICH SCHOOL COMMITTEE MEETING
THURSDAY, APRIL 15, 2021
7:00 PM
MIDDLE/HIGH ENSEMBLE ROOM

(School Committee Members only)

AGENDA

Public invited to join meeting via Zoom

Join Zoom Meeting
https://us02web.zoom.us/j/88438968425?pwd=TkJxYmRhVDh2Y3NGQWFkRVdSckpwUT09
Meeting ID: 884 3896 8425 Passcode: 572896

Dial by your location
+1 929 205 6099 US (New York)
+1 301 715 8592 US (Washington DC)
Meeting ID: 884 3896 8425 Passcode: 572896
Find your local number: https://us02web.zoom.us/u/kdGCN2f8uJ

I. Open Session			
	Call to Order	C. Whitten	7:00
	Reading of the District Mission Statement	C. Jepsen	
	Announcements	C. Whitten, Chair	
	Special Acknowledgements		
II. School Committee Presentations			
1.	School Reopening Update	B. Blake	7:10
2.	Introduction of Workshop and Facilitator	School Facilities Working Group/ Logue Group, LLC	7:15
3.	Review: Process and timeline for Massachusetts School Building Authority (MSBA) application submission	Logue Group Facilitator	7:20
4.	Discussion: 2017 MSBA Submission	Logue Group Facilitator	7:30
5.	Discussion: Issues and Goals	Logue Group Facilitator	7:45
6.	Overview: Public Engagement	Logue Group Facilitator	8:00
7.	Discussion: Framing Questions	Logue Group Facilitator	8:10
8.	Recap and Next Steps	Logue Group Facilitator	9:15
III. School Committee Reports			
	Vouchers and Bills		9:30
	New Business*		
IV. Consent Agenda			
	Consent Agenda	C. Whitten, Chair	
V. Adjourn			

***All business not reasonably anticipated 48 hours in advance of the meeting. Agenda items may be taken out of order to fill time gaps and/or to accommodate presenters when necessary. All times are approximate.**

Ipswich School Committee
Proposed Workshop Agenda - April 15, 2021

7:15	Facilities Committee	Introduction of Workshop & Facilitator
7:20	Discussion: Massachusetts School Building Authority (MSBA)	Review of process & timeline
7:30	Discussion: 2014 MSBA Submission	▪ High level lessons learned & takeaways from prior process ▪ What community concerns will carry forward?
7:45	Discussion: Issues & Goals	▪ Identify key issues to be addressed leading up to a Statement of Interest (SOI) submission ▪ How do the lessons learned inform the goals for any future process?
8:00	Overview	Public Engagement – The different types & purposes
8:10	Discussion: Framing Questions	▪ How can transparency be addressed with stakeholders (public, staff, Select Board)? ▪ Are there key elements that can be agreed upon for *any* SOI or parameters/limitations for what will be considered? (number of programs to review, site, school configurations, …) ▪ What roles should the School Committee and superintendent play leading up to the submission of an SOI? ▪ How and when should the public be informed and/or provide feedback or asked for support at various stages?
9:15	Recap and Next Steps	
9:30	Adjourn	

Preparation materials:

- MSBA Core Process Timeline

Announcements: April 15, 2021

- The next School Committee meeting will be held on Thursday, May 6th at 7:00pm.
- Schools will be closed Monday, April 19th through Friday, April 23rd for vacation week.
- District offices will be closed Monday, April 19th.
- The Communications Subcommittee will meet on Thursday, April 27th at 4pm.
- The Negotiations Subcommittee will meet on Wednesday, April 28th at 3:30pm.

- Facilitator Public Engagement Recommendations - appendix excerpt from Amherst Regional Public Schools Listening Session Process Final Report
- https://iap2.org.au/wp-content/uploads/2020/01/2018_IAP2_Spectrum.pdf
- Ipswich Elementary Education Plan
- Selected materials from the prior MSBA process

Ipswich Public Schools

Elementary Educational Program

Updated May 2019

Table of Contents

District Overview and Objectives

The Ipswich Public School District has a rigorous plan in place for the implementation and alignment of 21st Century Learning. Through the District's Successful Habits of Mind, Powerful Learning and STEAM work, Ipswich Public Schools strives to create and foster a learning environment that prepares all our students to be successful in their future college and career endeavors.

Ipswich Public Schools have identified the following six Successful Habits of Mind. These Successful Habits of Mind are the District's 21st Century learning expectations, and are embedded in curriculum and instruction:

1. PERSEVERANCE: With perseverance we persist through challenges, manage pressure and maintain an optimistic outlook.
2. COLLABORATION: Through collaboration we demonstrate mutual respect and shared responsibility as we work with others to accomplish a task and achieve shared goals.
3. CRITICAL THINKING: Through critical thinking we reason abstractly, concretely, quantitatively, and resourcefully for a purpose.
4. CREATIVITY: With creativity we imagine and explore possibilities, challenge existing structures and develop novel thoughts and forms of expression.
5. SELF-MANAGEMENT: With self-management we take responsibility for our own behavior and success by setting goals, organizing our resources and revising our strategies based on self-reflection.
6. COMMUNICATION: Through communication we exchange ideas using a variety of formats while considering the audience.

Through the integration of these Habits, Ipswich Public Schools supports students in developing the skills they will need to be successful in our rapidly changing world.

By integrating Powerful Learning tenets into curriculum and instruction across the District, IPS works to ensure high student achievement in rigorous, vibrant and joyful learning environments. IPS has developed the following descriptors of Powerful Learning for its students:

- engaging in meaningful, authentic, and challenging tasks.
- thinking deeply, taking risks, and demonstrating.
- being supported in an environment that fosters confidence and competence.
- taking ownership of their learning, making appropriate choices, and engaging in self-reflection.
- working independently or with peers as valuable members of the learning community.

May, 2019

There are several instructional mediums Ipswich Public Schools Department invests in in order to bring our 21st Century Vision to fruition. Ipswich is committed to taking an integrated approach to education by focusing on STEAM (Science, Technology, Engineering, Arts and Mathematics) in our Kindergarten through Grade 12 education program. Project-based Learning is central to the district's instructional approach where students work with the teacher, other adults and each other to solve real world problems. Ipswich Public Schools District uses a local commitment to build a Sustainable Community as a platform for elementary education. This commitment to sustainability has created lasting partnerships between the schools and local organizations. Finally, education in Ipswich reflects a commitment to all students accessing a rigorous curriculum. A co-teaching model that pairs a regular education teacher with a special education teacher supports all students in the classroom. These and other instructional strategies create a learning environment that builds strong content knowledge and Habits of Mind in a Powerful Learning environment.

"STEAM" (Science, Technology, Engineering, Arts and Math) is the avenue in which the Habits of Mind and Powerful Learning align with content in Ipswich Public Schools. In STEAM curriculum, students are engaged with a sense of wonder about our ever-changing world through questioning, collaboration and innovative problem-solving. This integrated approach to learning demands conditions that supports students engaged in using Design Thinking to participate in hands-on, minds-on projects. Our work with local STEAM businesses has created partnerships that are mutually beneficial, building authenticity as we use STEAM teaching and learning to problem-solve and collaborate.

Project Based Learning enables our students to build knowledge and skills by working on extended projects that require investigation into complex problems. Through district-led coursework, all teachers are welcome to participate in, learn about and apply the PBLWorld's "Gold Standard PBL" elements of using a challenging problem or question, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision and creating a public product. Along with students, teachers who participant in the district's PBL coursework are themselves thinking critically, using their creativity and working collaboratively in creating their curriculum units. They are giving back to the IPS community by opening up their classrooms to colleagues and in sharing their units with others. This is another area where collaborative relationships with the community help bring interesting projects to fruition.

Sustainability education is a perfect medium for the real-world problem solving that the Ipswich Public Schools is committed to integrating into our children's education. Our current Farm to School initiative, a joint effort between the school and local citizens, has created gardens at each school in the district. Activities supporting strong stewardship of the world are integrated into many units of study and extended day opportunities.

Co-teaching models maximize the strength of professionals to propel the learning of all students. The Ipswich Public Schools has allocated/re-allocated significant funding to support a co-teaching model. The collaborative effort between professionals fosters a dynamic adult learning environment. Our co-teaching model creates a classroom experience for students where a regular education teacher and a special education teacher share lesson planning, instruction and assessment responsibilities. This collaborative approach to supporting all students enables each student in the class to access a challenging curriculum.

Teacher leadership and professional collaboration is an expectation. The Ipswich Public School District has devoted time and resources to developing internal professional capacity for high level collaboration. Teacher leader positions were created in Professional Learning Community facilitation, curriculum development and instructional technology integration. Teachers are trained as leaders in these areas to help facilitate highly effective professional collaboration. This commitment to collaboration extends to the student and parent community.

Technology use in the lives of our students is seamless, offering a window into new expectations for collaboration, critical thinking, communication and creativity. To ensure that school-based learning remains relevant and meaningfully connected to the real world, technology integration is an essential component of today's instruction. Embedded technology use can be seen across grade levels and disciplines in a variety of ways.

Sustainability

Stewardship of our natural environment is a community value evidenced in the preservation of open space, conservation efforts and deliberate decisions designed to reduce one's carbon footprint. The schools, as a reflection of the values of our community, strive to create thoughtful stewards of the Earth. From school-wide recycling efforts to composting, students are engaged in daily conservation actions. Through STEAM (science, technology, engineering, arts and mathematics) activities, such as year-round observations of ecosystems like vernal pools or ponds, our students gain appreciation for the natural treasures in their own backyard.

Professional Development and Teacher Leadership

Effective teacher planning and collaboration is the cornerstone of high quality education for children. It is critically important for adult learners to be in a vibrant and joyful work setting. Ipswich Public Schools had made a dedicated investment in professional development, designed to build strong internal capacity in planning and collaboration.

This professional development includes both school-based and district-led opportunities and leadership roles.Taken together, this plan of professional development provides both a

district-wide aligned vision of teaching and learning and a school-specific opportunity for supporting teachers' professional growth.

Ipswich Public Schools funds myriad opportunities for district-wide teacher leadership, giving teachers compensated time to meet together outside of the classroom to engage in professional development work. Founded on trainings in protocols meant to facilitate meaningful, robust collaboration efforts, teachers employ these techniques as they hone their leadership abilities.

Examples of district-wide teacher-leader positions include Compass Committee and Technology Specialist Team members. The Compass Committee is a teacher leadership opportunity where teachers develop curriculum, implement it in their classrooms and share it in their schools. These teacher-leaders serve as curriculum coaches and guides for continuous quality curriculum revitalization and improvement. The Technology Specialist role compensates teachers for being trained in and implementing classroom support for the use of technology. Technology Specialist teacher-leaders are often available at school-based levels to work one-on-one with teachers who might need support integrating technology into their classrooms.

All faculty members participate in a district-wide PD day in the fall, during which the entire district meets together to work towards an identified element of our common district vision. Lastly, Ipswich Public Schools hosts district-wide professional development each summer. Teachers work both independently as well as interdisciplinary and cross-grade in these professional development sessions.

Empowering teacher-leaders begins with respecting their expertise. As leaders of learners, teachers are important decision-makers in the functioning of our schools. From teaching methodologies to scheduling, how students are dismissed to budgetary decisions, teachers are active developers of our learning community.

Technology

Ipswich Public Schools continues to invest in and integrate updated technology systems. IPS has dedicated funds and time into technology updating and integration, the goal of which is to bring cutting-edge technology to every classroom in the district. The district embarked on a comprehensive technology improvement plan which transformed the school's technology services. This plan included six core areas of technology, all needing improvement: infrastructure, account and file management, information services, technology support, applications and user equipment. Additionally, the district sought to effectively increase the professional development for classroom integrated technology. This included focused individual training, after-school workshops, vendor-sponsored workshops, scheduled professional training, weekend technology integration courses and a technology tip blog for teachers.

Investment and integration of technology has evolved to include providing teachers and students with modern, functioning hardware and software to harness the power of 21st Century

tools and to provide students with a 21st Century curriculum. In this, IPS continues to invest in technology tools while supporting teachers in using their tools to enhance teaching and learning in the district. The development and integration of school-based Technology Specialist teacher leader roles, facilitated by the district's Director of Technology Integration, serves as an avenue for teachers to gain support in integrating these new tools.

Foundational Tenets

Student Empowerment and Leadership

Student ownership of learning is a key foundational tenet fostered through deliberate instructional design, leadership opportunities and student-driven initiatives. Project-based learning incorporates student voice and choice leading to personalized ownership and investment. School-related opportunities for student decision-making, service learning projects and student inquiry and interest that lead to a wide variety of new initiatives are evidence of the student empowerment that thrives.

A Learning Community of Belonging

The community in which a child lives and grows has a powerful influence over the developing values, beliefs and sense of self. In our elementary schools, we recognize the implications and benefits of fostering a caring, inclusive and empowering learning environment for all of our children. Instructional methods, routines and practices, prioritization of programming, structure of learning configurations, school-wide activities and social emotional instruction support a culture intended to build healthy and strong relationships throughout the learning community.

Parents appreciate the powerful relationships that are built over time while their children traverse through their elementary school experience. Student grouping are thoughtfully constructed to ensure relationship continuity and strength. Interactions between and among grade levels happen frequently and with purpose. Students see each other as part of a larger support system with older students serving as role models and mentors for younger learners.

Deep and meaningful adult interactions with students are varied and encouraged by design. In co-teaching classrooms, general education and special education teachers occupy one classroom with their students. When appropriate, therapies are delivered in a co-treatment approach. Small group instruction and inclusion predominates and any available space may be used to accommodate required special education instruction and therapies. Collaboration between related arts teachers and classroom teachers exemplifies the connections between disciplines as well as the benefits of teamwork. Math and reading specialists also serve as impromptu instructional coaches for their peers.

Structure

Class Size and Personalized Learning

Individualized learning occurs best in environments where the ratio of teachers-to-students is low. Frequent interactions, in-the-moment guidance and in-depth knowledge of a student's strengths and areas of weakness result in a personalized learning experience and deepens relationships between students and staff. Not only does the student's academics thrive under this care, but the social-emotional well being of the child is also nurtured. Strong student-to-teacher relationships are the underpinnings of school success. Benefits of small class sizes or small teacher-to-student ratios is particularly important in the early childhood grades due to limits in independence, safety concerns and the extensive focus on early reading skills. Optimal class sizes are difficult to identify due to the variable nature of student needs in any given classroom, however, must remain within levels that allow for the personalized learning each child requires.

Class configurations reflect our inclusionary model of instruction. Like many elementary classrooms, students in grades K-4 remain under the tutelage of the same general education teacher(s) throughout the day; although combined grade level instruction, meetings and events are frequent. Fifth grade students share discipline-specific teachers, moving to different classrooms throughout the day. Music, physical education and art instruction is part of each child's instructional program; however, the amount of instruction varies by grade level and discipline. Related arts teachers frequently collaborate with their peers to develop robust, transdisciplinary learning experiences.

We are committed to co-teaching because of its extensive value to all students. Co-teaching creates a smaller student-teacher ratio, allowing for customization for all students based on need. The combination of different skills sets brought by a general education teacher and a special education teacher at the point of instruction benefit all students through targeted supports and challenges. Co-teaching keeps the highest skilled professionals actively engaged with all students. Teachers also benefit from co-teaching. Collaboration and instruction as a team strengthens individual teacher practice through exposure to an equally-qualified peer with different areas of expertise. No other teaching situation allows for more flexibility in grouping students and delivering targeted services and instruction as needs arise.

While we advocate for co-teaching partnerships that consist of a regular educator and a special educator who equally share the full-time, daily responsibilities of classroom teaching in an academically diverse classroom, we recognize that co-teaching comes in many forms: "One Teach, One Observe," "One Teach, One Assist," alternating teaching, parallel teaching team teaching and station teaching. This allows for a fluidity of co-teaching methods for Special Education teacher and regular education teacher in the classroom to best support

their students' needs. Students experience forms of co-teaching when classes are combined for a common experience and teaching is fluidly presented by multiple teachers. This model is also evidenced when academic workshop blocks are structured with Title I teachers and/or Special Education teachers, teaching and rotating small groups for instruction.

In Ipswich Elementary School, personalized and small group instruction is the norm. Through the use of a variety of assessments, student achievement is monitored with daily tailored instruction the result. Groups are fluid, sometimes comprised of heterogeneous learning needs while, in the next moment, organized homogeneously. Since student need is the filter for group formation, groups can range in size, most commonly comprised of three to six students.

Small group instruction and personalized learning is not only a priority, but it is also a professional agreement in our culture. As the co-teaching model emphasizes, supporting students at the point of instruction and differentiating instruction to meet individual student needs occurs constantly throughout the day. Math and Reading Specialists, the English Language Learner Teacher, and even therapists such as Certified Occupational Therapy Assistants and Speech and Language Pathologists often work within the context of the classroom, instructing a small group of students on grade level and personalized learning objectives. Whenever possible, remedial and special education instruction on individualized educational goals occurs inclusively. For instruction that must occur outside of the classroom, small group instructional spaces are used.

School Scheduling

Ideally, engaged and empowered students would question, investigate and explore at their own pace on their learning journey to understanding and mastery. In reality, given an emphasis on collaboration, transdisciplinary learning, and shared spaces and staff, schedules are developed to organize resources and time equitably across grade levels.

First and foremost, all attempts are made to allow grade level teams of teachers, including any support staff, to meet regularly in consultation on students and curriculum. The cohesiveness of a child's learning experience relies heavily on the consistency of approach and objectives of the teaching staff. Early release time each Thursday provides an hour a week for teacher collaboration and planning. Music, art and physical education classes offer an opportunity for grade level teaching teams to meet while students are engaged in related arts. Because supervision of elementary students is a safety necessity, teacher planning time must occur when students are overseen by another adult. The most optimal way to schedule common planning time for classroom teachers is to schedule all grade level students in specialists at one time.

To the best of our ability, large, uninterrupted blocks of time are set aside for English Language Arts and Mathematics instruction, preferably early in the day. Support staff, such as reading and math specialists, are scheduled to work collaboratively with grade levels during these

designated academic blocks. Additionally, project-based learning experiences occur in blocks of time which allow for varied, robust investigations and explorations. Frequently scheduled in the afternoons, students have extended time to build, collaborate and create artifacts that represent their learning.

The benefits of physical movement on learning and the social power of play are also considered when scheduling. Recesses are schedule during the day and preceding lunch. Lunch is scheduled mid-day, however, snack breaks are offered in classrooms. Whenever possible, movement is incorporated into the daily instructional methods.

Restrictions in the form of space and staff availability can result in schedules that are less than ideal, but every attempt is made to develop a schedule that reflects the priorities and values of our underlying tenets.

Academics

Teaching Methodology

Ipswich Elementary Schools have, over many years, developed a culture of continuous improvement. Teaching methods, student resources, curriculum and assessment are always under critical review with an eye to current best practice, research and evolving philosophy. Evidence of this responsive culture can be seen in our project-based, global learning methods, Learning Cycles curriculum review process and our co-teaching model. Our collaborative efforts are focused on expanded global, transdisciplinary learning.

Transdisciplinary learning demands infusion of critical project-based learning components, such as student voice and choice, with 21st century skills, and a high level of transference. In this innovative environment, students are active participants in creating new knowledge, designing unique solutions to complex real-world problems. Students are producers, not consumers. *"Unlike disciplinary-based learning, interdisciplinary learning and transdisciplinary learning offer multidimensional perspectives and methods through quality interactions between disciplines." (Gibbons et al., 1994)** The following chart represents this interactivity between learning modes and student/teacher roles.

Table 1 Learning Modes and Interactivity

Learning mode	Interactivity	Student identity	Teacher identity
Subject	Topic driven	Knowledge receiver	Knowledge deliverer
Disciplinary	Subjects driven		
Multidisciplinary	Discipline to discipline driven	Knowledge consumer	Knowledge facilitator
Interdisciplinary	Learner collaboration driven	Knowledge collaborator	Learning designer
Transdisciplinary	Learner participation and new knowledge creation driven	Knowledge producer	Interactive learning designer

(Park and Son, 2010)*

To this end, the structure of describing the teaching methodologies for isolated disciplines is outdated, providing a weak, blurry picture when a more robust, filling response is more true to the instructional continuum.

Assessment of Student Progress

In order for any teaching to be effective, an accurate read of what one knows and is able to do is essential. Assessment of progress occurs in a myriad of ways on a daily basis. Formative assessment measures progress in-the-moment through activities such as discussions, student

performance and projects. Summative assessment ascertain progress at the conclusion of a learning sequence or project. Common assessments are used across grade levels, normatively measuring student progress. Student self-reflection and self-assessment plays a role in advancing student empowerment and ownership of one's own learning. Massachusetts State Frameworks guide the context of our learning. Locally, benchmarks for skills/knowledge attainment are identified. Student progress is formally reported to parents each trimester.

The sheer number of maxtrice that exist on a student's learning progress offer vast opportunity for data analysis. Teachers examine data sets individually and collaboratively. Conclusions are used to inform instruction, setting the course for individualized learning.

Technology Integration

Of primary importance at the elementary level is the acquisition of foundational social skills. The ability to read body language, understand nuances of social situations and orally communicate effectively requires consistent practice through face-to-face interactions. To this end, digital media is carefully considered for its value as an academic tool, recognizing the potential positive and negative effects on social development. The American Academy of Pediatrics' policy recommendations for technology use encourage close monitoring, establishing limits and direct instruction in safe digital media use.

Recognized as a powerful learning tool with regard to personalized learning, teachers use technology in increasingly integrated ways. Instruction in the use of technology occurs at the point of use and is embedded in purpose and student need. While a more structured typing program is taught to students in intermediate grades, the majority of student technology instruction is embedded within use. For example, prior to researching famous Americans as part of an ELA/history/visual arts/drama exploration, the library media specialist will give explicit instruction to students on how to access an age-appropriate database, introducing one source of information. Direct instruction in safe and responsible digital media use is customized for each age group.

With an increase in technology integration comes concerns about access. There exists a sensitive awareness that not all families have access to technology tools at home. Collaboration with local community resources, such as the public library, and systems by which students can access technology tools before and after school, help to alleviate any gap in access that may exist.

Current trends in education, with access to available technologies, highlight the growing individualization of learning. With student interest as a driver, students are engaging in highly personalized learning. From reading instruction to research, writing to scientific explorations, teachers use a variety of tools to create conditions of "just right" learning for each child. While individualization is much more likely in today's classrooms, schools remain our society's social

organization. Collaborative learning completed in groups of varied make-up, is a persistent common element in all classrooms.

Early Childhood Instruction: Pre-Kindergarten to Grade 2

The focus of preschool is and should always be learning through play. Children learn about the world and life through various play situations. In a preschool setting, teachers foster play across a variety of realms including science, math, literacy, art and music. Resources need to be accessible to young children so that learning can be student-driven with adult facilitation.

Long-lasting, positive impressions of formal schooling are made in the earliest years of one's life. Similarly, parents form persistent opinions, based on initial interactions with a school community. Our early childhood programs, comprised of our three and four year old integrated preschool, our nationally-accredited kindergartens and our strong first and second grades, embody the "positive feelings" of responsibility. Designed for active, play-based and project-based thematic learning, our early childhood programming seeks to grow the child as well as to inform the parent. Center-based instruction ensures active student engagement, blended with small group play-based instruction. Frequent gross and fine motor practice intertwined with social and academic skills means that our classrooms are filled with learning, laughter and friendships. Technology, in limited use, reinforces, motivates and expands the opportunities for direct observation and exposure.

The key word in the early childhood classroom is accessibility, in pedagogy, philosophy, and physical design of the classroom. Educators envision their students accessing curriculum in increasingly independent ways. Students learn best when environments provide information in a way to promote children to construct knowledge. Students should be able to design and lead projects, interact with community in relevant ways, work collaboratively with peers and engage in backyard science by studying the immediate natural environment outside their school and greater community. Elementary school students and teachers access real materials; they need tools for learning, as opposed to textbooks.

Intermediate instruction: Grade 3 to Grade 5

Academic rigor is an essential component of a robust curriculum that is appropriately challenging, includes quality instruction to stretch students' minds, and utilizes authentic assessments to monitor and measure students' progress. A rigorous academic environment is not only a learning community for students but also for teachers. Both are encouraged to be risk-takers, active thinkers, and doers. In this environment, technology integration is seamless, serving as a tool to access, create and explore. This environment creates lifelong

learners, who are capable of independent reflection, self-evaluation, and reasoning. Ultimately, academic rigor produces learners who demonstrate mastery of challenging and complex concepts; they show initiative and ownership of their own learning; they can critically think and problem-solve; they have the capacity to collaborate and lead; and, they possess agility and adaptability.

A project-based approach to learning with transferable skills/habits such as critical thinking, collaboration, perseverance, self-management, communication, and creativity can be seen in all classrooms. Currently, it is in our marsh and pond field studies, Invention Convention, STEAM Expo, Biography Day, Authors' Week and musical and artistic creations, to name a few. Our goal is to extend these opportunities and embed them within everyday instruction. Learning is designed with the key elements of project-based learning:

- student choice and voice in learning
- in-depth inquiry
- driving questions
- significant content
- embedded 21st Century skills
- revision and reflection
- public audience to which students present their work in real-world settings.

As such, Ipswich elementary schools strive to infuse curriculum with Project-Based Learning (PBL).

English Language Arts/Literacy

The pervasiveness of required English Language Arts/Literacy instruction can be seen in the Massachusetts State Frameworks, incorporating the Common Core State Standards.

> *"The standards in this Framework set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines." (Massachusetts Frameworks for ELA and Literacy, 2011)*

In keeping with transdisciplinary instruction, the state Frameworks expect students to, not only acquire skills and knowledge, but to actively employ these skills in meaningful ways throughout their studies.

In the Ipswich Elementary Schools the Readers' and Writers' Workshop model is employed. This model incorporates student-driven interest, creativity and choice with tailored small group instruction and application across inquiry studies, projects and disciplines. While a guideline of

one to two hours is suggested for active exploration, practice and use of reading, writing, speaking and listening skills each day, instruction and use of these learning objectives occurs throughout the day. This philosophy of extensive use is in keeping with the stated ELA Guiding Principles. (i.e. Guiding Principle 8: An effective English language arts and literacy curriculum builds on the language, experiences, knowledge, and interests that students bring to school.)

Mathematics

As is the case with ELA, mathematics instruction is delivered through a workshop model. Small group, tailored instruction is comprised of a mini-lesson, guided practice and application, often in the form of transdisciplinary projects based on real world problem solving. Whether measuring elements of an engineering design to explore patterns in butterfly larva hatchings, students explore, create models, problem solve, and reason as they deepen their understanding of mathematics. A guideline of one hour a day is suggested for explicit math instruction, practice and exploration but, as stated, application may occur within many projects, creations and situations.

Science

Science, technology, engineering, arts and humanity, and mathematics all come to life in our science instruction. Schedules support project-based learning/inquiry blocks throughout the week. Science is often at the heart of our transdisciplinary, project based instruction. While exploring the energy cycle in local vernal pools, a fifth grader may plot the vernal pool closest to her home, estimate the volume of water the pool holds over the course of the year, investigate and classify the flora and fauna in the pool, research the historical use of the land surrounding the pool and design a bridge and a local public relations campaign to help reptiles cross the road closest to the chosen site. Her advocacy is informed by local and national organizations, her visual arts classrooms instruction, and experts interested in preserving the wildlife found in these elusive pools. Within this robust area of study lie, not only the scientific guiding principles and every discipline, but the heart of a student's interest and inquiry. Science instruction consists of carefully selected exposure to information and consistent guidance punctuated by questions. Collaborative group projects ensure extensive practice in 21st century habits and skills.

Social Studies

As is the case with Science, the instructional approach to Social Studies is a project-based, critical thinking one. Instruction mirrors that of Science with project blocks and transdisciplinary learning forming the vehicle for transference and application. Like the example given for Science, at times it is hard to distinguish where one discipline begins and another ends. Collaborative group investigations, activities and readings are all designed to foster curiosity, probe different points of view and consider a variety of information sources. Small group and individualized instruction support and inform student engagement.

World Languages

We want to position our students to become global learners and ensure their success in the world today. Today's world is filled with diverse communities and companies that require high level communication skills, cultural responsiveness, and fluency in a language other than one's own. All children deserve an education that prepares them for success in an increasingly globalized world.

The process of learning a new language develops speaking and listening, reading and writing, critical thinking, analytical, and collaborative skills. Research has found numerous academic benefits including mental flexibility in problem solving, increased creativity, and improved focus in the presence of distractions. Research shows that when it comes to learning another language, earlier is better. Young children are very flexible learners, making acquiring another language easier at this stage than as adults. There are additional benefits for the brain associated with becoming multilingual at an early age. Executive functioning skills, especially those related to shifting attention between tasks, improve.

Currently, a strategic plan is being developed to implement world language instruction into the elementary learning experience.

Related Arts: Music

Music is an integral and important component in whole child development. At Winthrop and Doyon, general music begins in Pre-K with 30 minute classes and expands to one 45 minute class per week for grades K-5. Additionally, 30 minute sing-alongs for kindergarten and first grade classes mirror 45 minute chorus classes for 4th and 5th graders.

Instrumental music offerings at the elementary school level are the foundation to Ipswich Public Schools' award-winning high school band and orchestral groups. Commencing in fourth grade, 98-100% of students take advantage of instrumental instruction. This high participation rate continues into fifth grade. Instrumental instruction, for both band and strings, occurs twice per week for 30-45 minutes. Small group instruction, often grouped by instrument type, occurs throughout the day at various times. Large group band and orchestra are scheduled twice per week and is largely dependent on space availability at the time it is occurring.

As shown, music is fundamental to an education in Ipswich Public Schools, where all students participant in general music. Additionally, intermediate students have the opportunity to participate in chorus, band and orchestra. Unlike other cities and towns, instrumental instruction is part of the school day. At any given time, orchestra, band, chorus and general music may be happening simultaneously.

Music is central to the Town of Ipswich ethos and is not an extra in elementary education. Music is embedded into a child's day. With new STEAM initiatives, music will continue to be an embedded and central part of education. Music education builds 21st century and innovation skills, such as communication, critical thinking, problem-solving and collaboration.

Music exalts the human spirit. Music provides opportunities for emotional expression. The Ipswich music program has long been a great gift to the local community. Ipswich citizens have become accustomed to attending top quality student performances throughout the year. Giving tools to elementary school students to express themselves emotionally will benefit their whole child development. Simply put, music is for everyone in Ipswich Elementary Schools.

Related Arts: Art

The art department foresees a teaching style that fully embraces cross-disciplinary collaboration. This would possibly include team teaching with science, technology, math, social studies, literature, music, and/or theater. With this cross-disciplinary approach, designed for more project-based learning, students require access to information, a connection with outdoor spaces and their community, as well as a variety of materials that would encourage exploration and play.

Related Arts: Library/Media

There is no better place to empower learning than in a library. Our elementary libraries are the birthplaces of many great ideas, explorations and enthusiastic learners. Their use goes far beyond a collection of books, particularly in this digital age.

The use of the library, and the library media specialist, differs in each elementary building, reflecting the needs of the students and staff. At Doyon School, the library media specialist is used as part of the specialist rotation, providing much needed team meeting time for classrooms/grade levels. Each week, the library media specialist teaches explicit lessons in accessing resources and information using both print and electronic resources. Her instruction supports grade level curriculum with the timely introduction of technology tools, stories and skills. All classrooms are scheduled for instruction with the library media specialist at least once a week.

At Winthrop School, the library media specialist's schedule develops based on needs of grade levels and classrooms. For several months, she facilitates a book club in one grade while helping teach, record and edit green screen productions as a means to share information about planets in a different grade level. In other months, the library media specialist teaches questioning techniques, research skills and how to critically analyze websites for bias to both teachers and students.

Both schools benefit from the models employed indicating that different needs are met by these variations. Makerspaces and Learning Commons are areas awaiting our exploration. Library

programs in the future will promote information literacy through global connections and content creation. While books will always be an important part of the K-5 library, expanded technology resources (such as 1-to-1 devices) and a flexible learning environment with a flexible library schedule will enable collaboration, creativity, and communication, linking classrooms locally and globally. Librarians actively collaborate with teachers both in classrooms and in the library instructional space to develop lessons, provide resources, and make global connections.

Related Arts: Physical Education

The instructional methods in physical education class have developed from a more games-based approach to one in which skills and lifelong fitness is highlighted. In a forty-five minute class, students often start class with some form of aerobic warm-up activity such as tag or moving in patterns about the defined space. Explicit instruction on a particular skill such as catching and throwing is followed by practice, offered at different challenge levels through the use of a variety of materials. A cooperative learning game, one that often requires some consideration of strategy and employs skills that have been taught, is played. Reflection on teamwork, healthy eating and measuring heart rates round out the class. Physical education classes occur twice per week for all classrooms, not including any scheduled recess time.

As such, Physical Education classes in Ipswich Public Schools will continue to evolve from a skill-based to a fitness emphasis. There will be an increasing focus on healthy lifestyles and healthy habits, peppered with fun ways to introduce the emphasis on fitness. The use of outdoor space is also important to physical education in Ipswich Elementary Schools. This is aligned with our district's focus on the outdoors and learning.

Support Services

Specialized Learning/Therapies

In Ipswich Public Schools, students come first which demands that all professionals take joint responsibility for every child. Therefore, we feel it is imperative that a team approach is used to take on the responsibility of meeting these needs by providing the most effective staffing, scheduling, materials, instruction, and equipment to meet the social, academic, physical, and emotional needs of our students. As such, our team of special educators recognizes that it is of great importance to educate IPS students with disabilities in the least restrictive environments, and that these least restrictive environments are dependent on the individual needs of each student. This demands flexibility when setting up programming and schedules for our students.

Students with suspected learning disabilities are referred for in-depth testing by a team of our professionals. Analysis of the test results are completed with by a team including a classroom teacher, a special education teacher, a psychologist, parents or guardians, the Program Manager and any professionals/therapists who may add information about the student's learning. (i.e., Speech and Language Pathologist, Physical Therapist, School Nurse, School Social Worker, Occupational Therapist) Using identified criteria, a determination is made by the team regarding eligibility for special education services. The team determines the learning goals and level of special education services the student will receive.

Our diverse population requires a range of specialized programming, overseen by administrative Program Managers. Students with social/emotional, academic and medical challenges are fully included within general education classrooms for much of the day, but flexible instructional space located near classrooms is required for pull-out services. Behavior specialists and board certified behavioral analysts deliver ABA services where most beneficial: classrooms, pull out spaces, throughout the school campus or off campus, as an individual education plan determines. Therapies can require specialized spaces. A sensory room is currently shared with occupational therapy services and physical therapy. Speech and language services include social/emotional pragmatics as well as strategies for students with hearing impairment.

Community and family engagement are integral components of our schools. Meetings are frequent and encouraged.

Looking to the future of special education within the Ipswich Public Schools, we see our beliefs and best practices continuing with an even greater population of students with disabilities. We see the need to continue to use a team approach that includes parents, flexible staffing, technology and work spaces to meet the needs of our students. Our vision includes:

- using a combination of co-taught classrooms, small groups, and one to one teaching spaces to meet individual needs
- using one to one technologies to provide interventions throughout the day for students within classrooms as part of daily instruction
- using a resource library organized by curriculum standards and grade level with ready-made materials to deliver a modified curriculum immediately as the need arises
- providing movement areas for students who are in need of sensory stimuli to maintain attention, decrease anxiety, and process information
- providing parents the ability to do non-participant observations to learn strategies that are used with their child that can be used at home
- providing structured opportunities for students to participate with peers during academic and non-academic times throughout the day for social thinking and leisure and recreation modeling to occur and begin to be generalized.

Tiered Levels of Instruction

Teachers at Paul F. Doyon Memorial and Winthrop Schools provide instruction to students in a variety of teaching models: co-teaching, team teaching, flexible grouping, small group instruction, and individualized instruction. Teachers understand that every student learns differently, thus differentiated forms of instruction are essential for individual success. As a result, teachers continually adjust instructional methodologies and practices to meet the diverse learning needs of every student. Response to Intervention (RTI) is the framework that affords teachers the opportunity to provide tiered levels of instruction to all students (tier one - the core classroom curriculum; tier two - strategic levels of instruction; tier three - intensive levels of instruction). Reading and Math Specialists provide service primarily at the Tier II level.

Students struggling to acquire skills at a pace consistent with their peers are recommended for Tier II services through an established process. Qualified students may receive remedial reading, writing and/or math instruction within the confines of the day, often in small, homogeneous groupings. At times, before school, after school or vacation week support is also offered. Our approach has been to concentrate remedial, speech therapy and English language learning supports in the early childhood grades in an effort to most effectively interject services at a time of rapid learning and development

As a targeted Title I school, Winthrop School's remediation services are associated with targeted assistance grade levels which change each year based on a needs assessment and must occur outside of the classroom's scheduled reading/math explicit instruction time period. Reading and math remediation for grade levels outside those targeted by Title I are delivered in a much more flexible manner, at times removing the student during a portion of an established lesson time. At Paul F. Doyon Memorial School, while not tied to Title I funding, reading and math remedial services are identified and delivered in a similar manner.

Remedial instruction by math and reading specialists is the most restrictive of general services due to the fact that a limited number of these professionals service all grade levels. Reading remediation, particularly in the early grades, requires small group instruction outside of the classroom.

Since both math and reading specialists also serve as impromptu instructional coaches for their peers, access to a collection of instructional materials is important, not only to their teaching effectiveness, but also to their ability to remain responsive in their support of their peers.

For students who require more explicit instruction for an identified learning disability, special education services are provided in a variety of ways. As inclusive schools, all our children experience the majority of their day in a general education classroom, including students who require alternative assessments for state testing. Co-taught general education classrooms are found in many grade levels. Their designation is dictated by student need in any given grade level cohort. Pull out services are provided for identified students, taking the place of explicit classroom instruction with regard to established identified student learning goals or, in the case of identified therapy needs, scheduled with consideration of the child's overall learning and the therapist's scheduled work day/hours. Services are delivered individually or in small groups in locations outside the classroom.

Student ownership of learning can be fostered through pursuit of one's own passions. Student voice and choice is embedded within the context of learning, whenever possible. The differentiated learning afforded to all students includes advancement of skills for student who require challenges beyond expected grade level benchmarks. Low entry, high ceiling activities offer access to learning for all, while challenging students at individualized levels.

Mental Health and Wellness

We are fortunate to have a highly skilled mental health teams comprised of a school social worker and psychologist in each of our elementary buildings. The primary role of the mental health team is to provide mental health and social pragmatics services to students, a tall order with so many students! The Ipswich elementary student population demonstrates a need for expanded mental health services. The district-wide mental health team's established mission:

Our mission as elementary school counselors is to maintain a safe, accepting and positive school environment. We strive to respond with professionalism and care to the social, emotional and academic needs of our students through comprehensive guidance activities and collaboration with parents, teachers and administrators. We will encourage the development of self-confidence and social competence that is embedded within a fundamental respect and appreciation for the differences of others. Our intention is to

support educational success and prepare students with skills for lifelong learning.

Ipswich elementary mental health team is working with an increasing number of students in a variety of groupings: one to one, small and mid-sized groups. Additionally, our social worker and school psychologist facilitate parent and team meetings.

Students are referred for services several ways. First, through the child find process, mental health and/or social pragmatics needs may arise. The social worker is responsible for all 504 documentation and leads all team meetings under these regulations. If an individual education plan is required for identified areas of social/emotional weakness, goals and services are written to include mental health services. Services related to social pragmatics may also be facilitated by the speech and language pathologist.

Students may also be referred to for daily check-ins, weekly meetings and monitoring by the classroom teacher and/or a parent. These sessions are meant to stabilize a child's social/emotional response to concerns, anxiety or problems whether school or home-based. The intent of these services in short-term support. Should more intense services be required, consultation with the parent will occur, providing references and contacts for the most appropriate mental health services.

Meeting with families to coach, guide and support them through challenges is also a component of the mental health team's role. The team facilitates coordination and reporting with outside agencies, the school and the family. In times of family crisis or loss, mental health team develops a community response and systems for support.

As the "feelings teachers", the social worker and/or psychologist are also scheduled into classrooms to facilitate social/emotional growth. From safety lessons for our youngest children to mindfulness practices in all classrooms, lessons are beneficial in offering lifelong strategies and meaningful practices. Educators are incorporating the components of the Social Thinking and team building into small group, grade-level and school-wide settings in order to strengthen students understanding of how to communicate and problem-solve social situations, and build a stronger school community. The benefits of creating a respectful, empathetic culture while building relationships with families and students are clear, particular with regard to students actively seeking support when upset.

Mental health and wellness initiatives are embedded within and go beyond the every day. Proactive, deliberate classroom, school and district activities strengthen respect and responsibility necessary for active, positive citizenship. Access to and understanding of the life-long benefits of healthy nutrition are embedded within our sustainability efforts; health and

nutrition instruction; and summer meals and district food service program. Student and family supports from transportation to extended day opportunities exist in a variety of forms.

The students of today have available a cadre of tools that foster global connections. Not only is it a priority to build responsible local citizens, but we recognize that we are all part of a global community. Participation in events such as Global Play Day and Global Read Aloud as well as service learning projects promote and strengthen a child's sense of global awareness.

The Ipswich Public Schools prides itself on sustaining a well-run, district managed, food services program which provides nutritious and affordable meals to students and staff. As participants of the National School Breakfast and Lunch Program, the district adheres to the guidelines, set by the USDA, which regulate school food service programs. When possible, farm-to-school connections supplement produce and contribute to student understanding of, and appreciations for, local food sources. School gardens are used in numerous ways, promoting stewardship through direct involvement.

Opportunities for relationship building, engagement and learning exist as extensions of the school day. An extended day program provides a safe, nurturing place for students whose families require childcare outside of school hours. Extended learning experiences such as tutoring and the very popular, multi-week, exploratory sessions (Afterschool Community Enrichment and Doyon Extraordinary Enrichment Program) draw hundreds of children, exposing students to crafts, games, sports and a wide variety of learning experiences.

Family and Community Partnerships

Building a sense of belonging in all students is a priority. There is no better way to bring this guiding principle to life than through the many and varied family and community partnerships, preK-grade 12, that are built and developed within, among and outside of our learning community. Parents and community members volunteer their time, fundraise and share their talents with our students on an ongoing basis. Our local PTA, FRIES - Friends of the Ipswich Elementary Schools, is a strong partner in the planning, funding, development and implementation of enrichment programming for our schools.

Many local businesses and organizations demonstrate their investment in our youth by supporting student initiatives,clubs, providing summer and afterschool opportunities and offering support services such as vision screening and food access.

Summary

In summary, the Ipswich Elementary Schools, as part of the Ipswich Public Schools, fosters a vibrant learning community focused on the development of the whole child. Systems within our elementary schools exist to advance academic learning, social-emotional well being and a strong sense of belonging. Through collaboration, professional development and a continuous review of curriculum, instruction and methods, embedded student ownership of learning, transdisciplinary learning and Successful Habits of Mind, we strive to develop invested critical thinkers able to respect different perspectives and alternatives when problem solving. This rich learning environment exists in empathetic, accepting and joyful cultures. Deliberate allocation of resources, staff and extended day opportunities ensures access for all students, removing barriers for success. In every child we validate our belief in a promising future.

May, 2019

Appendix D

Facilitator Recommendations Concerning Future Public Engagement

A number of themes emerged from the listening session discussions and written comments.[5] There was a clear desire for a multifaceted approach that was broad demographically. Engagement should start early and be consistent throughout the process with the purposes, opportunities, and outcomes clearly and succinctly conveyed so that stakeholders may participate at the level and degree convenient to them. The method and degree of incorporation of stakeholder input will have an impact on public support during implementation. Engaging stakeholders through trusted intermediaries and with peer-to-peer experiences will lend trust and credibility to the process.

The framing of the issues, data and substance must be clear and compelling. When appropriate is should be tailored to the interests and concerns of particular stakeholder audiences to help them understand the importance of the issues.

The National Coalition for Dialogue & Deliberation (NCDD), the International Association of Public Participation (IAP2) and the Co-Intelligence Institute developed seven Core Principles for Public Engagement[6]. The Core Principles:

> "1. **Careful Planning and Preparation**
> Through adequate and inclusive planning, ensure that the design, organization, and convening of the process serve both a clearly defined purpose and the needs of the participants.
> 2. **Inclusion and Demographic Diversity**
> Equitably incorporate diverse people, voices, ideas, and information to lay the groundwork for quality outcomes and democratic legitimacy.
> 3. **Collaboration and Shared Purpose**
> Support and encourage participants, government and community institutions, and others to work together to advance the common good.
> 4. **Openness and Learning**
> Help all involved listen to each other, explore new ideas unconstrained by predetermined outcomes, learn and apply information in ways that generate new options, and rigorously evaluate public engagement activities for effectiveness.
> 5. **Transparency and Trust**
> Be clear and open about the process, and provide a public record of the organizers, sponsors, outcomes, and range of views and ideas expressed.
> 6. **Impact and Action**
> Ensure each participatory effort has real potential to make a difference, and that participants are aware of that potential.
> 7. **Sustained Engagement and Participatory Culture**

---

[5] These are captured in other parts of this document and the compilation of notes and comments.

[6] http://ncdd.org/rc/item/3643 and http://ncdd.org/rc/wp-content/uploads/2010/08/PEPfinal-expanded.pdf

> Promote a culture of participation with programs and institutions that support ongoing quality public engagement."

There is a myriad of mechanisms for carrying out stakeholder engagement, each has benefits and drawbacks, and many can be used in combination. In planning any process, it is essential to determine the purpose of the stakeholder involvement and for the stakeholders to be involved and then design or select the method to match those needs.

If the MSBA process moves forward, the building committee should provide a number of mechanisms for stakeholders to be apprised of, follow, and monitor their work. The opportunities to learn about the committee activities and provide input at stages where there is sufficient flexibility and time for the feedback to be considered and incorporated as appropriate. The stakeholder process should also make clear any linkages to formal decision making by the School Committee, Town Council and the voters.

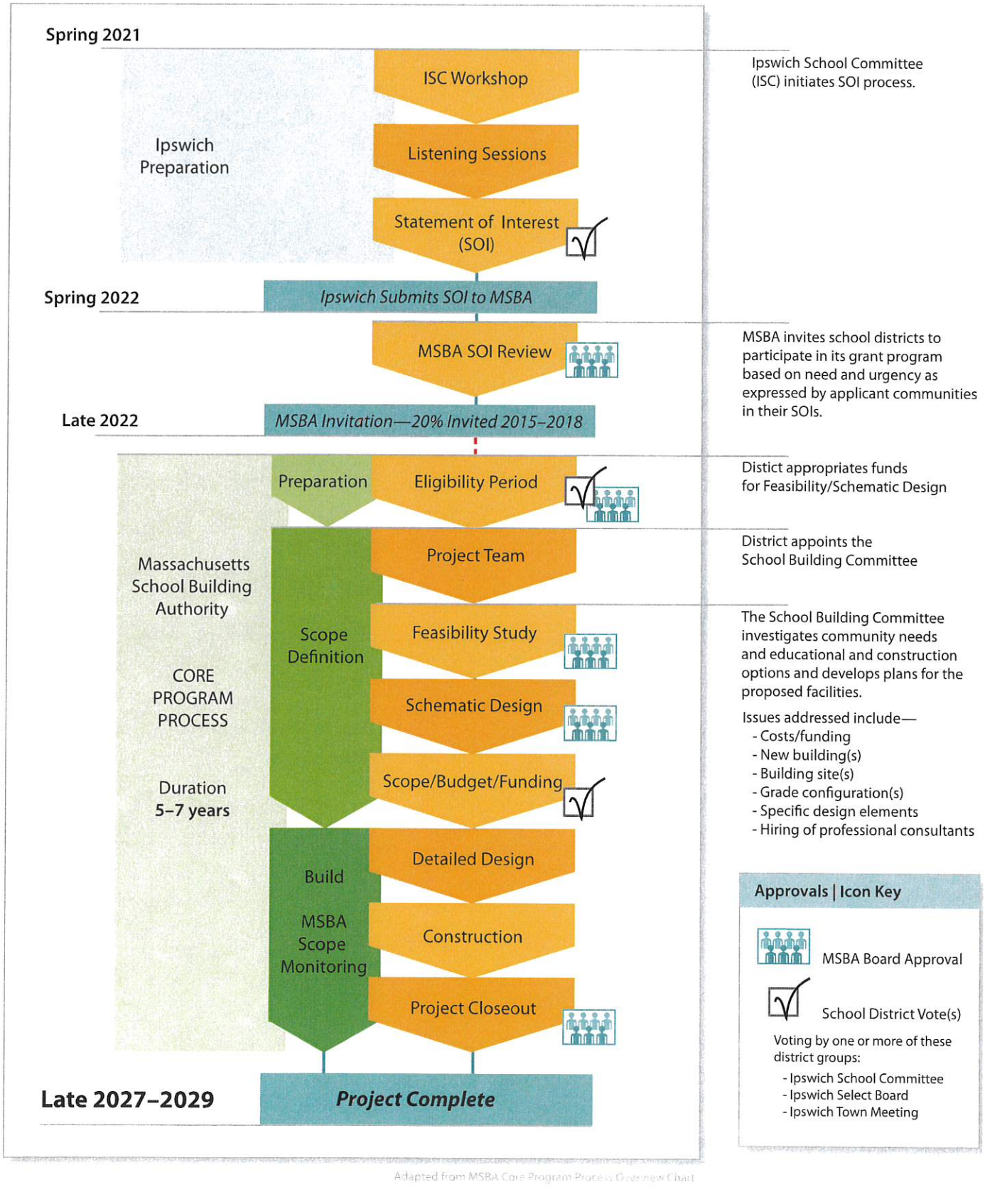
An essential aspect of transparency is to set expectations for stakeholders about the purpose of their involvement at any stage and recognize that any process must be able to be accomplished with time, budgetary and staffing constraints.

In broad terms, the purposes or goals of involvement fall into one of three areas.

> To share *information*. This is a generally one-way communication out to stakeholders. Typically, this helps educate about the issues and prepare people for and notify them of public engagement events and opportunities.
>
> To *consult* through process which allows stakeholders to weigh in and provide feedback on the alternatives.
>
> To *deliberate* with stakeholders where they may offer views, suggestions and recommendations for ideas for the building committee to include.

With each of the methods how input will be used should be clearly stated at the outset. In any of these opportunities having a moderator or facilitator helps protect the integrity and civility of the process through meeting design, ground rules and encouraging active dialogue over passive presentation.

Ipswich / Massachusetts School Building Authority (MSBA)
Core Program Process Overview and Potential Timeline
Spring 2021



Adapted from MSBA Core Program Process Overview Chart

Ipswich Elementary School Building Project

Board of Selectman - April 2016

MSBA Building Process

Steps primarily for:

Districts | **Construction Professionals**

Summary of School Building Process to Date

2012-2014
Statements of Interest (SOI) – Document outlining building deficiencies which are inhibiting educational goals.

2012, 2013, 2014
Winthrop SOI submitted to MSBA

2013, 2014
Doyon SOI submitted to MSBA

2014
June 2014
Winthrop SOI accepted to MSBA Core Program – Building Renovation, Addition or Reconstruction

July / Aug 2014
School Building Committee (SBC) formed by BOS

Oct 2014
Town votes to fund $945,000 Feasibility Study/ Schematic Design Phase

2015
March 2015
MSBA recommends enrollment studies:
K-5 (420 students)
K-2 (355 Students)
K-3 (490 Students)
K-5 (775 Students)

July 2015
Owners Project Manager (OPM) interviews
September 2015
Hire PMA Consultants

November 2015
Architect Request for Services submitted, reviewed

December 2015
MSBA – Designer Selection Panel – Perkins Eastman selected

2016
January 2016
Hired Perkins Eastman – **Feasibility Study Begins**

February - April 2016
Research period:
- Educational Teams
- Community Forums
- Site research
- Existing Conditions both Winthrop and Doyon
- Faculty Meeting

April 2016 –
School Committee Vote Educational Model / Site Selection

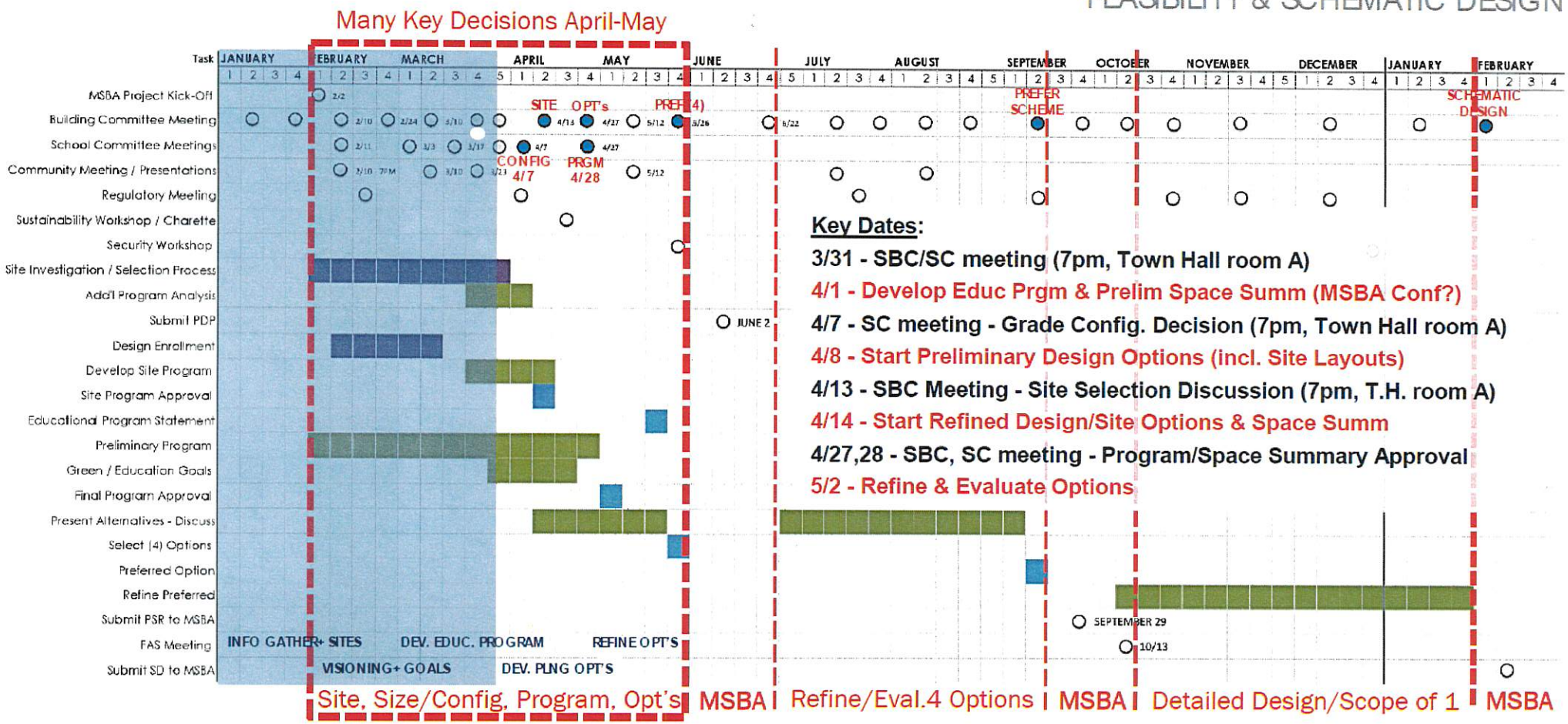
June 2016 –
Preferred Design Plan

MSBA Recommended Configuration Options – March 2015

K-5 School	K-2/3-5 Schools	K-3/4-5 Schools	K-5 Schools
New K-5 Facility 775 Students + PK	Winthrop: K-2 355 Students + PK Doyon: 420 Students	Winthrop: K-3 490 Students + PK Doyon: 285 Students	Winthrop: K-5 420 Students + PK Doyon: K-5 355 Students

MSBA/IPSWICH PROCESS

FEASIBILITY & SCHEMATIC DESIGN



Key Dates:

3/31 - SBC/SC meeting (7pm, Town Hall room A)

4/1 - Develop Educ Prgm & Prelim Space Summ (MSBA Conf?)

4/7 - SC meeting - Grade Config. Decision (7pm, Town Hall room A)

4/8 - Start Preliminary Design Options (incl. Site Layouts)

4/13 - SBC Meeting - Site Selection Discussion (7pm, T.H. room A)

4/14 - Start Refined Design/Site Options & Space Summ

4/27,28 - SBC, SC meeting - Program/Space Summary Approval

5/2 - Refine & Evaluate Options

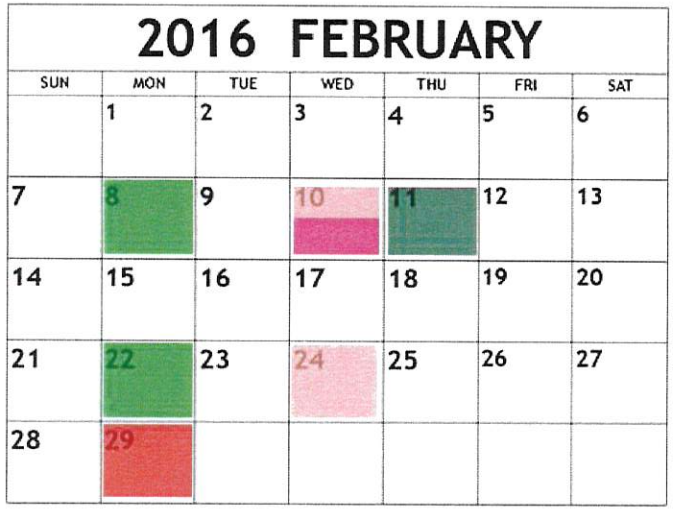
PMA Consultants

newvistadesign

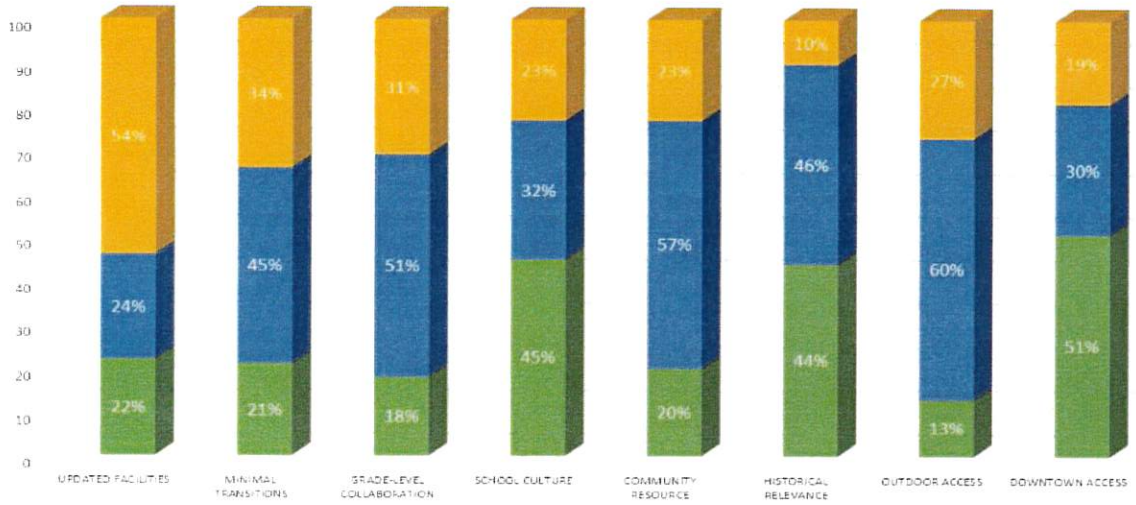
Envisioning 21st Century Schools © 2015

Perkins Eastman | DPC

Information Gathering and Analysis – February thru April 2016

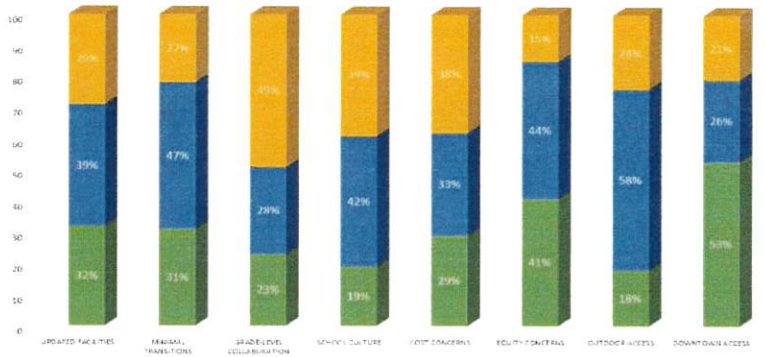


Educational Leadership Team		Kick Off 1/19, (2) Meetings January, (2) February, (1) March
Educational Working Group		Working Session February 29th and March 14th
Faculty Meeting		Joint Wintrhop / Doyon Faculty Meeting, March 17th
Community Forum		(3) Community Forums - February 10th, March 10th, March 23rd
School Committee		Bi-Weekly Meetings, oint SC/SBC Meeting March 23rd, March 23rd - Vote April 7th
School Building Committee		Bi-Weekly Meetings, Special Joint SC/SBC Meeting March 23rd, March 23rd



SURVEY RESULTS- PARENTS OF STUDENTS IN IPSWICH SCHOOLS

LESS IMPORTANT SOMEWHAT IMPORTANT IMPORTANT



SURVEY RESULTS- ELEMENTARY SCHOOL TEACHERS

BAR GRAPHS OF SURVEY RESULTS, IPSWICH, MA

DATE: 03/31/2016

WINTHROP SCHOOL

Perkins Eastman | DPC

Guiding Principles

- **Vibrant and Joyful Learning Community**
  - Joy of learning through play
  - Comfortable environment
  - Emphasis on whole child
  - Compassion and empathy
  - Self-expression and confidence
  - Social decision making
  - Habits of mind
- **Outdoor Connections and Stewardship**
  - Natural environments
  - Sustainability
- **Small Learning Communities**
  - Academic neighborhoods
  - Small school feel, Large school pride
  - Civic engagement and leadership
  - Civic responsibility (being proactive)
- **Inquiry-based cooperative learning**
  - Student centered
  - Relevance and applicability of learning
  - Focused and visible learning
  - Project-based learning
  - Collaboration
  - SHOMs

Guiding Principles

- **Flexibility and adaptability**
  - For teaching and learning Today and Tomorrow
  - Flexible learning communities
- **School as community resource**
  - Ability to provide varied community use
  - Whole community collaboration
- **Embodies rich history of Ipswich**
  - A building that is aesthetically appropriate
  - Supportive of town values
  - Town is the foundation
  - Welcoming

Design Patterns

- **Agile & Flexible Space/Classrooms**
  - Varied spaces
  - Areas of interaction, performance, plays, small and large group work
  - Right-sized spaces
  - Flexible and ergonomic furniture
  - Pull out spaces
  - Zoned
- **Clusters of Learning**
  - Classroom neighborhoods
  - Small school feel
  - Learning hubs
  - Pods
- **Outdoor Connections**
  - Natural light
  - Indoor/outdoor connections
  - Sustainability
  - Bring the outdoors in
- **Common Spaces**
  - Community learning spaces
  - Gathering spaces
  - Media space and library

Design Patterns

- **Visible Learning**
  - Display & Exhibition of student work
  - Giving students independence
  - Storytelling
- **Teacher Teaming**
  - Professional work and collaboration space
  - With distributed resources
- **Distributed Resources**
  - Student and teacher
  - Distributed dining

- **Greeting and Gatekeeping**
- **Distributed resources**
- **Building as teacher**
- **Cafetorium**
- **Full sized gym**
- **Maker spaces**
- **Storage and lockers outside classrooms**
- **Wayfinding and digital bulletin board**
- **Natural light**
- **Noise mitigation**

School Program Considerations

	Consideration	Description	(2) K-5 Schools: Winthrop K-5 at 420 Students + PreK, Doyon K-5 at 355 Students	K-2/3-5 Schools: Winthrop K-2 at 355 Students + PreK, Doyon 3-5 at 420 students	K-3/4-5 Schools: Winthrop K-3 at 490 Students + PreK, Doyon 4-5 at 285 Students	(1) K-5 School: New K-5 for all 775 Students + PreK
1	Facilities Equity	High quality classrooms, specialty 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	ADA Compliance and Universal Design	Access and environment that can be used by all students and teachers, to the greatest extent possible.	54% of students benefit from full ADA compliance and universal design focus	46% of students benefit from full ADA compliance and universal design focus	63% of students benefit from full ADA compliance and universal design focus	100% of students benefit from full ADA compliance and universal design focus
2	Program Equity	Equitable access to programs and extracurricular offerings	Equitable at each grade with special consideration given to support equitable Doyon programming	Equitable at each grade	Equitable at each grade	Equitable for all students
3a	Grade Level Program Alignment	Grade level alignment of educational programming	Existing level of alignment maintained. Natural differentiation between schools	Fully aligned	Fully aligned	Fully aligned
3b	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
4	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-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	Continuity of relationships maintained within larger school K-5 experience. Possible academic and physical cohorting to preserve smaller school experience
5	Shared Resources	The ability to easily share and access specialty staff, programs & resources	Existing level of (potentially limited) access to part-time specialists. Grade level resources maintained at present level	Potential limitations in access to part-time specialists. Grade level resources all together	Potential limitations in access to part-time specialists. Grade level resources all together	Increased access to part-time specialists and grade level resources
6a	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	Potential for increased district-wide collaboration
6b	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
7	Sm School Experience/ Culture & Community	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	Larger school K-5 experience with possible academic and physcial cohorting of students to create smaller school experience
8	Sibling Experience	Siblings spanning multiple grades in the same building	Existing level of sibling colocation maintained	K-2/3-5 sibling split	K-3/4-5 sibling split	Sibling colocation maintained
9	Population Demographics	Ability to balance the District's diverse student backgrounds and needs	No change in 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	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
10	Transitions	Ability to minimize transitions that can negatively impact learning	No transitions in K-5 student/family experience, but 46% new cohort at 6th	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
11	Technology	The access to reliable technology tools and internet access	54% of students benefit from new technology infrastructure	46% of students benefit from new technology infrastructure	63% of students benefit from new technology infrastructure	100% of students benefit from new technology infrastructure
12	Security	Design/planning for modern day passive and active safety/security	54% of students benefit from modern day passive and active security	46% of students benefit from modern day passive and active security	63% of students benefit from modern day passive and active security	100% of students benefit from modern day passive and active security

13	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)	54% of students benefit from access to 21st century learning environments. Equitable at each grade only if funds are expended to support the extensive renovation of the Doyon facility	46% of students benefit from access to 21st century learning environments	63% of students benefit from access to 21st century learning environments	100% of students benefit from access to 21st century learning environments
14	Food Services and Facilities	Facilities and services needed to provide healthy meals	Current facilities maintained at Doyon. 54% of students benefit from new services and enhanced facilities	Current facilities maintained at Doyon. 46% of students benefit from new services and enhanced facilities	Current services maintained at Doyon. 63% of students benefit from new services and enhanced facilities	100% of students benefit from new services and enhanced facilities
15	Compliance (MSBA)	The ability to meet and/or exceed established regulations.	54% of Pre-K/K students in right sized CRs 54% of students would benefit from Art, Music, Gym, Kitchen, Admin & support spaces sized per MSBA standards	100% of Pre-K/K students in right size CRs 54% of students would benefit from Art, Music, Gym, Kitchen, Admin & support spaces sized per MSBA standards	100% of Pre-K/K students in right size CRs 54% of students would benefit from Art, Music, Gym, Kitchen, Admin & support spaces sized per MSBA standards	100% of Pre-K/K students in right size CRs 100% of students would benefit from Art, Music, Gym, Kitchen, Admin & support spaces sized per MSBA standards
16	Special Education	Delivery of Special Education services and programming within a co-teaching model	Resources remain between two schools. 54% of students benefit from spaces purpose-built for co-teaching, varied groupings and differentiated learning	Resources all together for each grade. 46% of students benefit from spaces purpose-built for co-teaching, varied groupings and differentiated learning	Resources all together for each grade. 63% of students benefit from spaces purpose-built for co-teaching, varied groupings and differentiated learning	Resources all together, full elementary. 100% of students benefit from spaces purpose-built for co-teaching, varied groupings and differentiated learning
17	Adjacencies	The ability to create adjacencies that maximize the potential for teacher teaming and differentiated instruction	54% of students benefit from planned ideal adjacencies and connectivity	46% of students benefit from planned ideal adjacencies and connectivity	63% of students benefit from planned ideal adjacencies and connectivity	100% of students benefit from planned ideal adjacencies and connectivity
18	Class Sizes	The ability to balance and maintain equitable average class sizes	Flex-zone allows balanced enrollments between schools, but fluctuations within a grade level may occur school to school	Balanced at each grade	Balanced at each grade	Balanced at each grade

Broader Community/Financial Considerations

	Consideration	Description	(2) K-5 Schools:	K-2 / 3-5 Schools:	K-3 / 4-5 Schools:	(1) K-5 School:
19	Perceived Town wide Support of Option	Likelihood of gaining final town approval	Less cost now / more cost later	Added transition and spliting siblings. Equitable educational experience/grade Less cost now / more cost later	Added transition and spliting siblings. Equitable educational experience/grade Less cost now / more cost later	More flexibility with grade config + collab More opportunity for other town needs. Equitable educational experience for all More cost now / less long-term
20	Enhancement of town culture	Influence on the future shape and feel of Ipswich	Likely (same as now)	Not as likely	Not as likely	Likely; would enhance community resources
21	Community Resource	The ability to interact, develop and sustain community connections and partnerships through use of the school facilities	Separate schools would offer dispersed spaces for more, smaller functions; Useage may be site dependant	Separate schools would offer smaller dispersed spaces for separate functions; Useage may be site dependant	Separate schools would offer smaller dispersed spaces for separate functions; Useage may be site dependant	Combined school spaces would yield opportunities for larger functions; Useage may be site dependant
22	School Community Learning Spaces	Characteristics of shared spaces such as gymnasium, food service space(s), art room(s), music, maker space(s), etc.	Separate schools would offer dispersed spaces for more, smaller functions; Useage may be site dependant	Separate schools would offer smaller dispersed spaces for separate functions; Useage may be site dependant	Separate schools would offer smaller dispersed spaces for separate functions; Useage may be site dependant	Combined school spaces would yield opportunities for larger functions; Useage may be site dependant
23a	Building Costs	Cost of constructing and outfitting the building	Currently being estimated	Currently being estimated	Currently being estimated	Currently being estimated
23b	Deferred Project(s)	Cost of completing the elementary schools and/or replicating fields	Currently being etimated	Currently being etimated	Currently being etimated	Currently being etimated
24	Operational Costs	Costs of maintaining building including utilities, custodial, preventive maintenance, etc.	Currently being etimated	Currently being etimated	Currently being etimated	Currently being etimated

ELEMENTARY SCHOOL RESEARCH
GRADE CONFIGURATION

RESEARCH ON GRADE CONFIGURATION*

No Definitive Answer on Most Effective Grade Configuration

Each Community Considers Different Factors in the Determination

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 builds relationships, stronger support)

Advantages of K-2 and 3-5

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

Advantages of K-5

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

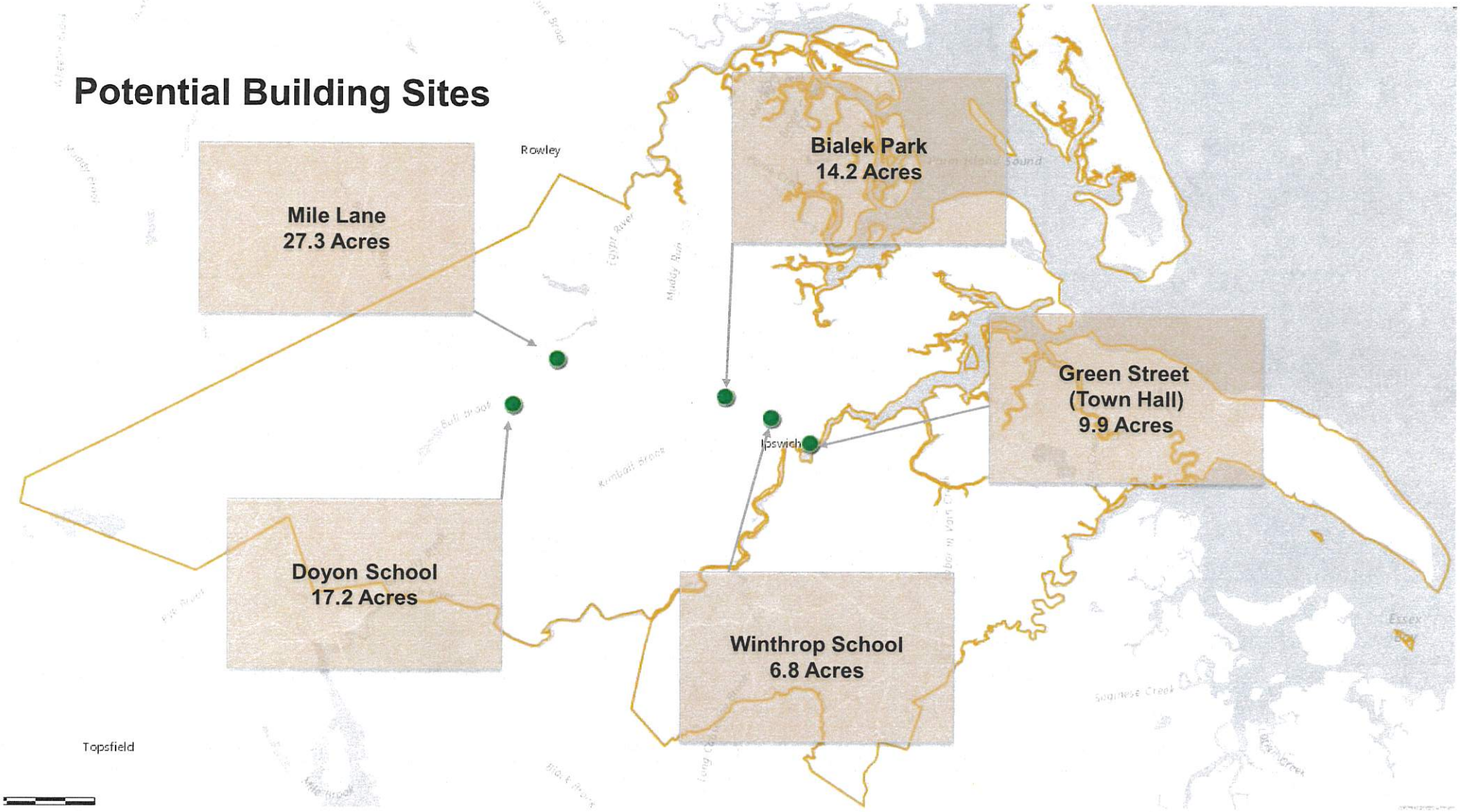
*Cache County Utah summary on grade configuration studies

Building Comparisons

MSBA 2008-2014 Elementary Schools					
Core Building Program New Building or Add/Reno					
Town	School	Students	Building Size	Type	Grade
Andover	Bancroft	680	106,904	new	K-5
Brookline	Devotion	1,010	227,087	Add	K-8
Carver	Carver ES	750	112,350	new	K-8
Carlisle	Carlisle	700	140,107	Add	K-8
Georgetown	Penn Brook	770	98,000	new	K-5
Milford	Woodland	985	132,539	new	Gr 3-5
Revere	Hill	700	103,650	New	K-5
Sturbridge	Burgess	860	131,630	Add	K-5
Webster	Park Avenue	720	109,067	new	K-5
Whitman Hanson	Maquan	800	132,841	new	Pk-2
Newburyport	Breshnaham	660	112,517	Add	Pk1-3
Repair Projects					
Town		Students	building size	type	
Marblehead	Village	734	123,000	Repair	Gr 4-6
Needham	Newman	754	119,264	Repair	K-5
Marsfield	Gov Winslow	1,310	208,000	Repair	K-5

Elementary Schools Student sizes 2008-2014					
700 or more students		26.00%		50	
500 to 699 students		50.00%		Total ES projects	
400 to 499 students		12.77%			
250 to 399 students		14.00%			

Potential Building Sites



Site Considerations – Winthrop – 6.8 acres

Pros

- Neighborhood, walkable site
- Been a school site for over 100 years
- Water, sewer, gas and electric/communication utilities on Central Street

Cons

- Some environmental issues – Manning School debris, potential ash burial, asbestos
- Small site with fire station located at only site entrance
- Construction issues with active school on site.
- All options require a three story building along Central Street
- Current traffic issue
- High ground water

Site Considerations – Doyon (775 K-5 only) – 17.2 acres

Pros

- Been a school site for over 50 years
- Water, and electric/communication utilities on Linebrook
- Large site

Cons

- No sewer or gas utilities
- Some environmental issues – Septic system, asbestos
- Construction issues with active school on site
- Loss of athletic fields
- Narrow site

Site Considerations – Bialek Park – 14.2 acres

Pros

- Neighborhood, walkable site
- Water, sewer, gas and electric/communication utilities on Linebrook
- Large site
- Opens Winthrop site for a future Public Safety Building

Cons

- Replace athletic fields
- Possible Ch 97 Park compliance
- High ground water

Site Considerations – Mile Lane (775 K-5 only) – 27.3 acres

Pros

- Water, and electric/communication utilities on Mile Lane
- Large site

Cons

- No sewer or gas utilities
- Loss of the primary athletic fields for school and town use
- Wetlands
- Building septic system within drinking water conservation area

- Same Pros as Doyon but Athletic field loss and proximity Town water source issues

Site Pros and Considerations – Green Street/Town Hall – 9.9 acres

Pros

- Neighborhood, walkable site
- Been a school site in the past
- Water, sewer, gas and electric/communication utilities on Green Street
- River front property

Cons

- River front property – setbacks greatly reduce buildable site area
- Potential site traffic issues with Town Hall and secondary streets
- Environmental issues – Buried former town dump, and jail building debris, unknown other buried containments

Estimated Project Costs

Options	K-3 490 at Winthrop	K-5 420 at Winthrop	K-5 775 at Winthrop	K-3 490 at Bialek	K-5 420 at Bialek	K-5 775 at Bialek
Est. Total Project Costs	$ 43,687,314	$ 40,060,855	$ 61,626,922	$ 43,512,042	$ 39,897,857	$59,711,923
MSBA Grant	$ 17,030,210	$ 15,635,707	$ 24,632,979	$ 16,750,653	$ 15,277,001	$ 24,962,816
Town Share	$ 26,657,104	$ 24,425,148	$ 36,993,943	$ 26,761,389	$ 24,620,856	$ 34,749,107

Estimated Tax Impact

	K-3 490 at Winthrop	K-5 420 at Winthrop	K-5 775 at Winthrop	K-3 490 at Bialek	K-5 420 at Bialek	K-5 775 at Bialek
MAXIMUM DISTRICT SHARE Estimated	$ 26,657,104	$ 24,425,148	$ 36,993,943	$ 26,761,389	$ 24,620,856	$ 34,749,107
TAX IMPACT Estimated	$0.67 per 1000	$0.62 per 1000	$0.94 per 1000	$0.67 per 1000	$0.63 per 1000	$0.88 per 1000
ANNUAL IMPACT FY2021 Estimated	$306.19	283.34	$429.58	$306.19	$287.91	$402.16

Based on a $457,000 median home value

Tax Impact over existing bond

	K-3 490 at Winthrop	K-5 420 at Winthrop	K-5 775 at Winthrop	K-3 490 at Bialek	K-5 420 at Bialek	K-5 775 at Bialek
MAXIMUM DISTRICT SHARE Estimated	**$ 26,657,104**	**$ 24,425,148**	**$ 36,993,943**	**$ 26,761,389**	**$ 24,620,856**	**$ 34,749,107**
TAX IMPACT Estimated	$0.67/1000 Minus $0.45/1000 **$0.22/1000**	$0.621000 Minus $0.45/1000 **$0.17/1000**	$0.94 /000 Minus $0.45/1000 **$0.49/1000**	$0.67/1000 Minus $0.45/1000 **$0.22/1000**	$0.63/1000 Minus $0.45/1000 **$0.18/1000**	$0.88/1000 Minus $0.45/1000 **$0.43/1000**
ANNUAL IMPACT FY2021 Estimated	**$100.54**	**77.69**	**$223.93**	**$100.54**	**$82.56**	**$196.51**

HS/MS Bond retires in FY20. Based on $457,000 median home value

DOYON - Options

- **MSBA – Three Programs**
  - **Core Building – Renovating or replacing buildings that do not meet the City/Town's educational program**

    Or
  - **Base Repair – For existing buildings that meet the City/Town's educational program but the base building systems require upgrade to extend building life.**

    Or
  - **Accelerated Repair - Streamlined program to repair roofs, windows and boilers. One system at a time**

  - **MSBA reimbursement available**

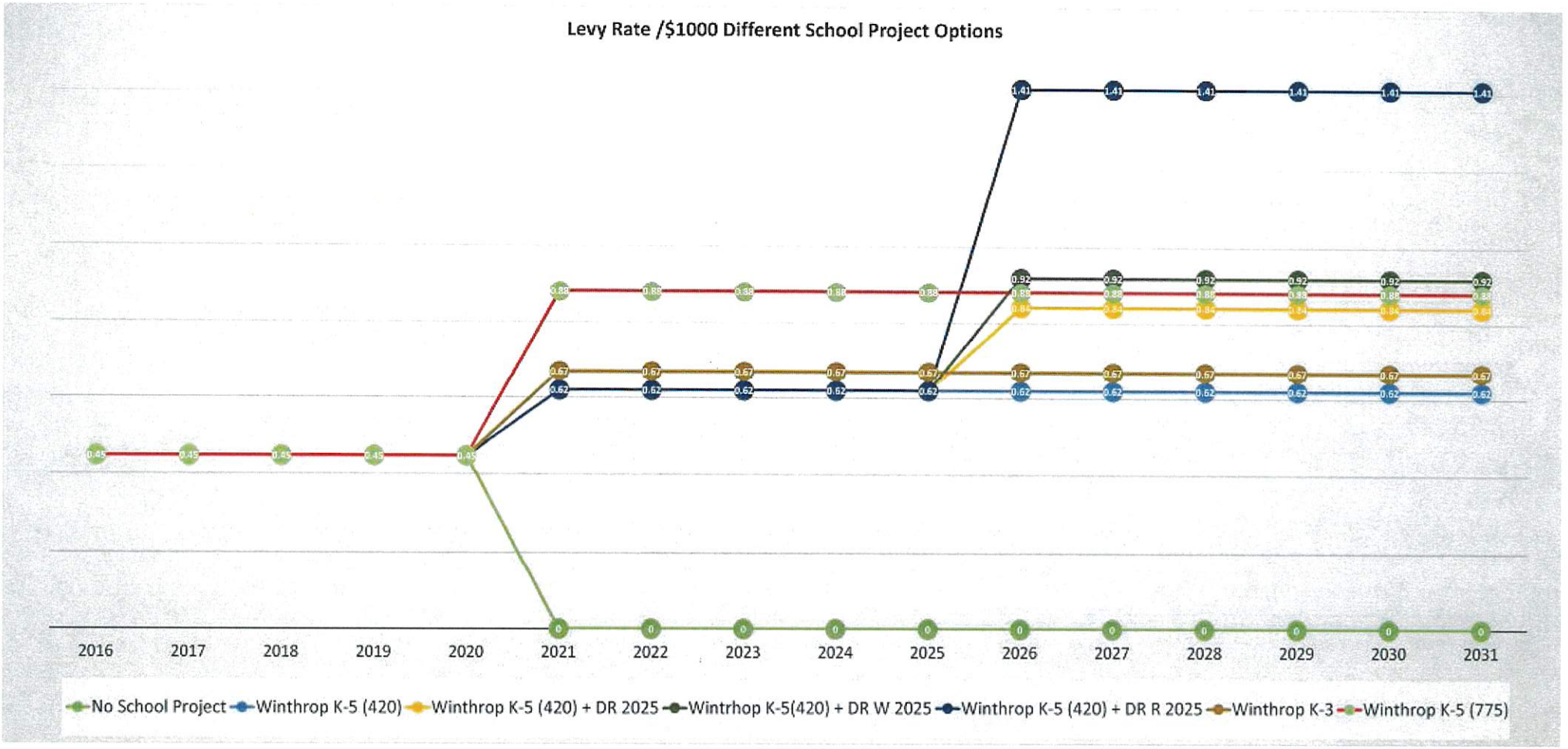
  - **Must select one program. One building cannot participate in more than one program**
  - **If Base Repair is selected, MSBA then determines building meets Educational program**
  - **If a second MSBA project replaces equipment MSBA funded within 20 years, MSBA will reduce funding**

Doyon – Tax Impact

	BASE REPAIR No Education Program In 10 years	BASE REPAIR W/ Education Program Addition In 10 years	NEW DOYON K-5 (355) In 10 Years
ESTIMATED TOTAL PROJECT COSTS	**$15,420,000**	**$20,800,000**	**$49,000,000**
MAXIMUM DISTRICT SHARE Estimated	**$8,877,600**	**$11,729,000**	**$31,361,000**
TAX IMPACT Estimated	**$0.22 per 1000**	**$0.30 per 1000**	**$0.79 per 1000**
ANNUAL IMPACT FY2026 Estimated	**$100.54**	**$137.10**	**$361.03**

Ipswich - Total Potential Costs

Options	WINTHROP K-5 Plus DOYON BASE RENO	WINTHROP K-5 Plus DOYON RENO w/ 8,700 SF ADD	WINTHROP K-5 Plus NEW DOYON	K-5 775 BUILDING
TOWN SHARE Estimated	**$24,620,856**	**$24,620,856**	**$24,620,856**	**$34,749,107**
DOYON TOWN SHARE in 10 years Estimated	**$8,877,600**	**$11,729,000**	**$31,361,000**	
POTENTIAL TOTAL TOWN SHARE Estimated	**$33,498,456**	**$36,349,856**	**$55,981,856**	**$34,749,107**


Levy Rate /$1000 Different School Project Options
2016
2017
2018
2019
2020
2021
2022
2023
2024
2025
2026
2027
2028
2029
2030
2031
No School Project
Winthrop K-5 (420)
Winthrop K-5 (420) + DR 2025
Wintrhop K-5(420) + DR W 2025
Winthrop K-5 (420) + DR R 2025
Winthrop K-3
Winthrop K-5 (775)

Doyon – What Does $700,000 buy?

- Doyon value $2,482,000 – AAB value $744,780. Spending over this limit in any three year period requires ADA and seismic structural compliance.
- Adding or relocating walls would trigger Building Code Ch. 34 compliance for upgrading systems to meet present day codes.
- Base renovation estimates:
  - New Flooring – $800,000 (includes Hazmat removal)
  - New Electrical System – $1,300,000
  - New Fire Alarm System - $200,000
  - New Sprinkler System - $325,000
  - Replace 30 HVAC UVs - $250,000
  - New Plumbing - $900,000 (includes new ADA toilet rooms with HVAC, electrical)
  - New Kitchen Equipment - $350,000 (includes HVAC, Fire Alarm, Electrical, Ansul System)
  - Clean, repair and repoint exterior brick - $300,000
  - 8,700 SF Educational space addition - $4,000,000

Consent Agenda: April 15, 2021

Move the Ipswich School Committee to accept the following donations to the High School Robotics Team, to be deposited into the High School Gift Account:

- $500 from Gregory Insurance
- $500 from Bank Gloucester
- $2,500 from the Institution for Savings

Move the Ipswich School Committee to accept a donation from the Institute for Savings in the amount of $1,000 for expenses related to the High School 2021 graduation, to be deposited into the High School Gift Account.

Move the Ipswich School Committee to accept a donation from the Ipswich Education Foundation in the amount of $1,500 to be used towards the eight virtual 2021 STEAM Showcase workshops, to be deposited into the Miscellaneous Gift Account.