

## Massachusetts School Building Authority

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### Next Steps to Finalize Submission of your 2024 Statement of Interest (“SOI”)

Thank you for submitting a 2024 SOI to the Massachusetts School Building Authority (the “MSBA”) electronically. **Please note, the District’s submission is not yet complete if the District selected Statutory Priority 1 or Statutory Priority 3.** If either of these priorities were selected, the District must post-mark and submit to the MSBA by the Core Program SOI filing period closure date the required supporting documentation to the MSBA, which is described below.

#### ADDITIONAL DOCUMENTATION REQUIRED FOR SOI STATUTORY PRIORITIES 1 AND 3 IN ORDER TO BE CONSIDERED COMPLETE:

- If the District selects Statutory Priority 1: Replacement or renovation of a building, which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering (or other) report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The district also must submit photographs of the problematic building area or system to the MSBA. The SOI will not be considered complete unless this information is provided.
- If the District selects Statutory Priority 3: Prevention of a loss of accreditation, the SOI will not be considered complete unless a summary of the accreditation report focused on the deficiencies as stated in this SOI are provided.

**ADDITIONAL INFORMATION:** In addition to the information required above, the District may also provide reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility. The additional documentation must also be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

If you have any questions about the SOI process please contact the MSBA at 617-720-4466 or [SOI@massschoolbuildings.org](mailto:SOI@massschoolbuildings.org).

## Massachusetts School Building Authority

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School District Ipswich

District Contact Brian J Blake Title: Superintendent TEL: (978) 356-2935

Name of School Paul F Doyon Memorial

School Address 216 Linebrook Road, Ipswich, MA - 01938

Submission Date 4/11/2024

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### Statement of Interest ("SOI") CERTIFICATION

To be eligible to submit an SOI, a district must certify the following:

- ☒ The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- ☒ The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- ☒ The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- ☒ The district hereby acknowledges that this SOI is for one existing public school in the district that is currently used or will be used to educate public school students in grades Pre-K through 12 as reported to the Department of Elementary and Secondary Education (the "DESE") and that the school for which the SOI is being submitted does not solely serve the district's Pre-K student population.
- ☒ Prior to the submission of the SOI, the district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- ☒ Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- ☒ The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the Statutory Priorities for which the SOI is being submitted.
- ☒ The district hereby acknowledges that it must upload all required vote documentation on the "Vote" tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead.
- ☒ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all required supporting documentation for Statutory Priority 1 and/or Statutory Priority 3, if either is selected. If Statutory Priority 1 is selected, the district's SOI will not be considered complete unless and until the district provides the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Statutory Priority 3 is selected, the district's SOI will not be considered complete unless and until the district provides a summary of the accreditation report focused on the deficiencies as stated in this SOI. The documentation noted above must be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR  
(E.g., Mayor, Town Manager, Board of Selectmen)**

**Chief Executive Officer \***

**School Committee Chair**

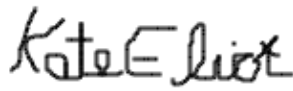
**Superintendent of Schools**

Stephen Crane

Kate Eliot

Brian J. Blake

Town Manager


(signature)

(signature)

(signature)

Date

Date

Date

4/11/2024 12:13:41 PM

4/11/2024 11:24:10 AM

4/11/2024 11:19:20 AM

\* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.



## Massachusetts School Building Authority

School District IpswichDistrict Contact Brian J Blake Title: Superintendent TEL: (978) 356-2935Name of School Paul F Doyon MemorialSchool Address 216 Linebrook Road, Ipswich, MA - 01938Submission Date 4/11/2024

### Note

We will be sending supporting documents including pictures, reports, and educational plans for our elementary schools via USPS to supplement this application.

SOI Program: Core

Potential Project Scope: Potential New School

Is this a Potential Consolidation? Yes

**If "yes", please describe the potential consolidation and/or grade reconfiguration that is anticipated as a result of this SOI submission; please be specific by including the other school name(s) and grade levels that may be impacted.**

The town of Ipswich contains two preschool through fifth grade elementary schools: Winthrop and Paul F. Doyon Memorial. Currently, all Ipswich elementary students are being educated in buildings which are grossly outdated, overcrowded, and no longer meet the educational needs of our student population. The District intends to study a consolidated school on the Doyon School site for all preschool through grade 5 students. Ideally, any consolidation will be configured in a campus style setting maintaining a small school feel. We will use the feasibility study to further refine details of the project. The above intention is a result of Community Listening Sessions, a non-binding ballot vote in May, 2023, which resulted in a majority of support for a combined school on the Doyon property, and planning based on a Demographic Study completed in 2022. The 2022-23 Ipswich School Committee conducted several working sessions, and eliminated other sites, including Bialek Park and Town Hall. One SOI is being submitted for each elementary school in Ipswich, identifying the project scope to include potential consolidation. Please note, because both buildings are from the same generation and they are on a similar maintenance plan, some of the following information can be applied to both schools, and will be found in both SOI applications.

**The following summary of the Statutory Priorities as set forth in M.G.L. c. 70B, § 8 have been included in the Statement of Interest (for the Core Program, select as many as are applicable):**

1. ☐ Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. ☒ Elimination of existing severe overcrowding.
3. ☐ Prevention of the loss of accreditation.
4. ☐ Prevention of severe overcrowding expected to result from increased enrollment.
5. ☒ Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. ☐ Short term enrollment growth.

7. ☒ Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. ☐ Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

### SOI Vote Requirement

☒ I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI, which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific governing bodies, in a format **using the language provided by the MSBA**. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted in a form that is acceptable to the MSBA. All SOI vote documentation must be uploaded on the Vote Tab.

**Each district must prioritize one Core Program Statement of Interest from all of the Statements of Interest that the district has submitted or prepopulated, including any SOIs that may be in the MSBA's capital pipeline. **At no time shall a district have more than one prioritized SOI on file with the MSBA.****

Is this SOI the District Priority SOI? Yes

School name of the District Priority SOI: 2024 Paul F Doyon Memorial

Is this part of a larger Master Facilities Plan and/or Educational Plan within the past five years that includes facility goals for this building and all school buildings in the District? Yes

If "YES", please provide the following:

Facilities Plan Date: 10/15/2020

Planning Firm: Ipswich Strategic Planning Working Group

Please provide a brief summary of the plan(s) including its goals and how the school facility that is the subject of this SOI fits into that plan:

In 2019, the Town of Ipswich formed a Strategic Planning Working Group to provide the community with a long term look at the needs of community, including: a Public Safety Building, Elementary School Building(s), Roads, Open Space, School Operational Override, Town Operational Override, Water Utility Systems, and Electric Utility Systems. Voters approved the Public Safety building project in 2020, and the school operational override in 2022. The elementary school building project has been identified as the next priority.

Provide, if applicable, the most recent budget approval process that resulted in an operating budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities). Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum. If no recent teacher layoffs and/or staff reductions have occurred, please enter "Does Not Apply".

Does not apply.

Please provide a description of the local actions and approvals needed to secure both funding for a feasibility study and project funding for a potential building project with the MSBA. Please include schedule information for both funding actions(i.e. Town Meeting, City Council/Town Council meetings, Regional School Committee Meetings).

The Superintendent and Town Manager collaborate on annual capital plans; the School Committee also collaborates with the Select Board and Finance Committee. Should our district be invited into the MSBA process, approval for funding would be sought at subsequent Town Meetings and elections. In Ipswich, the Annual Town Meeting occurs on the second Tuesday of the month of May, and the ballot vote is held not less than seven or more than 15 days after the first date of the Town Meeting. Special Town Meetings may be called by the Select Board and any related ballot appropriations are conducted not less than eight nor more than 15 days after the meeting. Historically, the Town of Ipswich has held Special Town Meetings in October. To be approved, debt exclusions and override requests require 2/3rds majority at Town Meeting, and a simple majority at the polls. The Annual and Special Town meetings in

Ipswich are open to all registered voters and the town charter sets the minimum requirements for a quorum at the meeting.

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## General Description

**BRIEF BUILDING HISTORY:** Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations including modular units (maximum of 5000 characters).

According to historical records, the Paul F. Doyon Memorial School was built in 1965 to house students in first through fifth grade with a capacity of 211 students. The original building consisted of 10 classrooms, a cafetorium, a “gym-playroom” (the current physical education space), and a nurse’s office. An addition to the building was completed in 1996, adding four additional classrooms and a library.

**TOTAL BUILDING SQUARE FOOTAGE:** Please provide the original building square footage PLUS the square footage of any additions (field one below) and/or modular units (field two below).

Original Building Plus Additions Square Footage 57625  
Modular Units Square Footage

**SITE DESCRIPTION:** Please provide a detailed description of the current site, including confirming the address of the school, who has ownership, control, and use of the site, and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school and/or if there are multiple schools housed within the same building. What is the use(s) of this building(s)? (maximum of 5000 characters).

The Paul F. Doyon Memorial School is located at 216 Linebrook Road, Ipswich, on a 17.2 acre lot, which is owned by the School District. Its location is on a main road, about two miles from downtown, bordered by the Willowdale State Forest.

The school is set back from the road with a grassy area and some tall trees in front of the building. A horseshoe shaped driveway leading up to and away from the school has space for only 94 parking spaces.

Behind the building are two storage sheds.

The playground exists on the level land further back on the parcel. There are also several athletic and playing fields.

The boilers are fed from an 8,000 gallon underground fuel tank, and there is also a 3,000 gallon underground propane tank.

**BUILDING ENVELOPE:** Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

The Paul F. Doyon Memorial School is a one story structure with an I beam roof and wall skeleton construction; the foundation and floor are of poured concrete. The building is constructed of concrete masonry units (CMU) clad in a brick facade on the exterior. Many areas have cracking and crumbling mortar.

The roof system is steel-framed with a combination of cold multi-ply roofing with a pebble sheet cover, as well as tar/membrane and gravel roofing. Sections of the roof were replaced in 2006 and 2009. While there have been annual roof repairs, severe leaking has occurred for years, resulting in stained ceiling tiles, damaged school supplies, and students and staff accustomed to water-collecting trash barrels around the building. In 2023, taxpayers emergently funded a costly roof overlay/modification and repair (for both the Winthrop and Doyon Schools), though this is anticipated to last only up to seven years.

The building features aluminum encased windows, with some updates occurring in 2005 and 2016. [REDACTED]



The window style prevents AC units from being installed in classrooms.

**Has there been a Major Repair or Replacement of the EXTERIOR WALLS?** NO  
**Year of Last Major Repair or Replacement:(YYYY)**  
**Description of Last Major Repair or Replacement:**

**Total Roof Square Footage** 39041

**Roof Section** A

**Is the District seeking replacement of the Roof Section?** NO

**Area of Section (square feet)**

**Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))**

**Age of Section (number of years since the Roof was installed or replaced)**

**Description of repairs, if applicable, in the last three years. Include year of repair:**

**Total Window Count** 390

**Window Section** A

**Is the District seeking replacement of the Windows Section?** NO

**Windows in Section (count)**

**Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))**

**Age of Section (number of years since the Windows were installed or replaced)**

**Description of repairs, if applicable, in the last three years. Include year of repair:**

**MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).**

The school is heated by forced hot water from two boilers which were replaced in 2015.

The antiquated heating system results in inconsistent temperatures throughout the building. There have been issues with mildew buildup due to humidity as a result of no constant building wide dehumidification or air conditioning systems. Air quality/mold testing has been performed numerous times over the past five years; at one time, mold remediation was required in this building. An air quality/ventilation flow study was performed in 2020; the study yielded positive results, with most classrooms and areas meeting or exceeding ideal exchange ranges. In cases where rooms were short of exchange rates, the recommendation was to open windows and doors. Repairs to the univents and complete replacement of unit ventilators have been necessary and ongoing. There has also been replacement of multiple exhaust fans and an air handler.

The hot water heater was replaced in 2021. There are routine leaks in plumbing fixtures and sinks, as many are old and requiring repairs to seals and fittings, or full replacement. A few years ago, there was considerable damage after one of the toilets in the boy's room fell off the wall as a result of rusted and worn out parts.

The entire building lacks sprinklers for fire suppression.

The school is fed by a 1200 amp service. In classrooms, there are a limited number of receptacles; the extensive use of extension cords and surge protectors create safety hazards.

**Total Building Boilers** 2



**Boiler Section** Boiler 1**Is the District seeking replacement of the Boiler?** NO**Is there more than one boiler room in the Building?****What percentage of the Building is heated by the Boiler?****Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)****Age of Boiler (number of years since the Boiler was installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****Has there been a Major Repair or Replacement of the HVAC SYSTEM?** YES**Year of Last Major Repair or Replacement:(YYYY)** 2022**Description of Last Major Repair or Replacement:**

In 2020, HVAC air handlers were replaced.

In 2021, the univent controls were upgraded.

In 2022, two failed HVAC units were replaced in the gymnasium.

**Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM?** YES**Year of Last Major Repair or Replacement:(YYYY)** 1996**Description of Last Major Repair or Replacement:**

With the addition of the library and four new classrooms, an expansion of the electrical service was required.

**BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).**

Floors consist of VCT tiles and/or carpeting. Carpet ranges in age throughout the building, and is replaced gradually. In some spaces, VCT and/or carpet tiles have been installed over 9x9 asbestos tiles.

The interior walls are CMU glazed tile throughout, including classrooms and bathrooms. Smaller offices have been carved out of existing space using sheetrock walls.

Ceiling heights are ten feet (with the exception of the gym and cafeteria).

In most areas, there is T-8 lighting, with electronic ballast and classroom motion sensors. The cafeteria has pendant drop-three bulbs with CFL fixtures. The lighting is not energy efficient, based on today's standards.

**SPACES AND PROGRAMS: Please provide a description of the number and sizes (in square feet) of all spaces. Please also provide the current grade structure and programs offered. If a vocational or comprehensive high school offering Chapter 74 Programs and/or Career Technical Education, please include the number of programs currently offered (maximum of 5000 characters).**

The Paul F. Doyon Memorial School currently serves 382 students in preschool through fifth grade. There are two preschool classrooms; the other grades have three sections of each grade level, plus one Kindergarten/First Grade split classroom. All students attend Physical Education, Library, Art, and Music, and instrument lessons are offered to students in the fourth and fifth grades.

At the Doyon School, students are included in the general education classroom to the greatest extent possible. Specialized instruction takes place within the classroom setting, or in small group or individualized tutorials outside the classroom as prescribed by Individualized Education Plans (IEP). In the fall of 2023, an intensive preschool classroom was added to provide specialized ABA services to a small group of students with more complex needs throughout their school day.

There are 21 general education classrooms; while three are 921 square feet and one is 887 square feet, the majority (16) are approximately 800 square feet. One preschool classroom, which was carved out of another room, is 580 square feet.

There are two flexible learning spaces at 927 square feet and 1035 square feet.  
 The “gym-playroom” (the current physical education space) is 2320 square feet.  
 The cafeteria is 3016 square feet. The stage in the cafeteria is 522 square feet.  
 The library is 2320 square feet.  
 The art room is approximately 800 square feet.  
 The music room and orchestra room is 590 square feet.  
 The English language learning room, which is shared with the world language teacher office, is 436 square feet.  
 One speech therapy room has been further divided into three rooms, at 145, 127 and 104 square feet.  
 The shared Physical and Occupational Therapy (motor) room is 400 square feet.  
 The Math Lab is 702 square feet.  
 The “guidance and student services suite” is 1053 square feet.  
 A designated Special Education office space, where the team chair holds IEP meetings, is 316 square feet.  
 The nurse’s office is 166 square feet.  
 The Principal’s office is 400 square feet.

**TOTAL SCHOOL STUDENT ENROLLMENT:** Please provide the current student enrollment at the school as of the SOI filing. 382

**CURRENT GRADES SERVED AT SOI FACILITY:** PreK,K,1,2,3,4,5

**SCHOOL TYPE:** N/A

**CAPACITY and UTILIZATION:** Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

According to historical documents, the original Paul F. Doyon Memorial School was built in 1965 to serve 211 students from first through fifth grade. The purpose of the 1997 addition was to relieve overcrowding resulting from a drastic increase in enrollment. Based on today’s standards and educational needs, the building is grossly overcrowded and antiquated in its ability to deliver high quality education; this is true of both of our elementary schools.

The Doyon School is in full operation during school hours, and also accommodates students needing early morning drop-off and/or the extended day program. Beyond school hours, the building is used for related activities such as student plays and fundraising/school community-building events.

The school maintains a similar layout to its original design.

It stands at one story.

Looking from above, the original design was three perpendicular hallways, and with the addition, the open section in the back was closed off, now creating a square with a small courtyard in the middle. Classrooms are on either side of the two side hallways, and along one side of the newer back hallway; the front part of the building houses the cafeteria, entrance, library and gymnasium. Travel time from one end of the building to the other can take our youngest students several minutes; this is especially problematic when this time detracts from special education service delivery time.

The two main student bathrooms, and two attached small staff bathrooms, are located towards the front ends of the side halls, causing extended travel times for students with classrooms at the opposite end of the building. Furthermore, the limited number of staff bathrooms in a building with so many adults is problematic: in an elementary setting, educators do not often have the time to wait in line for a bathroom as they need to get back to their students. Additionally, the school lacks space for gender neutral bathrooms for our students who would prefer them. There are no self-contained bathrooms in any preschool or Kindergarten classrooms. In order to maintain student dignity and privacy during toilet training, bathrooms must be closed several times per day to allow time for staff to assist preschool students (up to three, 10-minute periods per day). There is only one ADA compliant bathroom, which was converted from a custodial closet. Now, the only custodial faucet and sink for the entire



classroom loop is located in the staff mail and copy room towards the front office.

The cafeteria is sunken from the rest of the building by design, requiring a small stairway. A wheelchair ramp is at the opposite end of the room, accessible by the front hallway.

The kitchen in particular has not stood the test of time. It lacks the space and mechanical capacity for much fresh food preparation. Since there is not a dishwasher in the kitchen, single-use plastic items are provided with meals, creating extreme waste.

The exterior space and layout of the school do not support today's vehicle traffic. There are barely enough spaces for staff, who often park up onto the grassy front lawn. Family cars back up onto the main road during pickup and dropoff. Buses must park past the entrance to stay out of the line of traffic.

During school events, staff pull up on the field to create more space for families, or families park on the front field, which has resulted in significant damage to the grass during some events. Events are staggered, such as open houses, concerts and theater performances, and parent conferences, since there is not sufficient parking to accommodate the whole school community at the same time.

Because the building was not designed to house specialized education beyond the general classroom, many spaces have been converted from their original intended use, resulting in suboptimal delivery of services. Please see "Priority 2, Question 2" for an extensive list.

**Is there overcrowding at the school facility? YES**

**If "YES", please describe in detail, including specific examples of the overcrowding and describe steps taken by the administration to address capacity issues.**

Of the school's 21 general education classrooms, only three classrooms are sized to current space standards (900-1000 square feet); most classrooms are 10% to 20% below standards, and Kindergarten classrooms are extremely undersized (space standards are 1,100-1,300 square feet). Due to the building's layout, Kindergarten cannot be housed in the relatively larger classrooms from the addition towards the back of the building as they are significantly farther from the bathroom facilities. In a building with limited closet space, classrooms are further tightened with the storage of modern-day teaching materials stacked around the rooms. Configuration of the educational space is limited. There are no breakout spaces. Small group project-based learning is an important concept in modern education, but space limitations impede the execution in our facility, both in individual classrooms, and across grade levels, due to the size and layout of our classrooms and building. There is not enough space to have multiple small groups at one time, and also a place for the teachers to sit and lead the group. Teachers often have to sit on the floor or kneel, due to limited space and limited furniture availability. Considerable distractions are present in all learning locations due to close proximity and the inability to buffer noise.

Lack of storage is a pressing problem not limited to the classroom. The cafeteria, stage, and hallways are also utilized. The need to find storage in unconventional areas contributes to overcrowding in the school, and also creates a chaotic and distracting learning environment.

The gym is nearly 40% below current space standards (6,000 square feet).

The cafeteria is small and crowded. Seven grades of students eat lunch between 11:00 AM and 1:00 PM. Only twenty minutes are allotted to the lower grades, and 15 minutes for fourth and fifth grades because the limited capacity requires multiple short sessions of lunch. All-school assemblies are crammed and uncomfortable. The number of students, nevermind staff, far exceeds the cafeteria seating capacity of 250.

The nurse's office is very small and can only accommodate one to two sick or injured children at a time. During a recent gastrointestinal virus outbreak, students had to sit in the main lobby hallway, and many were actively



sick and vomiting in the hallway. When anyone becomes ill in the office, there is no separate space for children who may just need a rest without exposing them to others who may truly be ill.

In attempting to mitigate the overcrowding, time consuming and complex scheduling of spaces is necessary for the building to operate. Every available space is utilized throughout the day to accommodate the changing needs of the students and staff. Aside from regularly scheduled activities, staff members will frequently look for rooms that temporarily become available in order to conduct small group activities, before resorting to using space in the hallways. Counselors and therapists work out schedules for office space, as do the physical and occupational therapists. There is careful scheduling for the cafeteria stage and library to accommodate large group meetings. Another strategy that has been employed to secure more space is moving staff professional development and student performances off site to the Middle/High School auditorium.

Considerable effort has also been made in regards to converting spaces in attempts to address the capacity issues. Please also see "Priority 2, Questions 1 and 2."

As a district, elementary students are assigned to one of our two elementary schools for Kindergarten through fifth grade, and one geographic area is designated for flexible enrollment. Before enrolling a student into either elementary school, attendance numbers for each grade level are considered and students are assigned to the school with the smallest class size. Attempts are made to balance the student enrollment at each school, but at times, discrepancies by grade are unavoidable. Overall, no amount of balancing can mitigate the overcrowding at either school, as both are severely undersized.

**Please provide the current student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 18**

**Please indicate if the ratio is a goal, practice or a class size policy adopted by the School Committee**

It is a goal of the school committee to maintain student to teacher ratios at this level.

**Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 22**

**MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices within the past five years, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).**

The Ipswich Public Schools follows a preventative maintenance program that covers all of the major building systems. A work order program is utilized in house to request service or repairs and allows the Facilities Department to prioritize its work. The systems that are covered by the maintenance program include all of the major systems, pest control, fire alarms, elevators and kitchen equipment. Many of the inspections are state mandated and are completed annually. Filters in the HVAC system are changed three times per year. Building maintenance is an annual line item in our operating budget, now over \$100,000.

Along with the town, the Ipswich Public Schools maintains a five year Capital Improvement Plan, which is updated annually. In 2019, the school district also completed a facility condition assessment with the town, looking at the major systems in each of the town and school buildings. The resulting report helps serve as a guide for future work. Another resource guiding capital investments is the most recent report of the Town's Strategic Planning Working Group, which has identified the elementary school building project as the next priority.

Specific examples of capital repair projects undertaken in the past five years include the following:

Roof repairs (2019, 2020, 2021, 2022, 2023)

Targeted carpet replacement (2019)

Subdividing space into two new rooms (2019)

Exhaust fan replacements (2020)  
 Air handler replacement (2020)  
 Paving (2020)  
 Classroom upgrades (2020)  
 Univent repairs (2020)  
 Art room floor replacement (2020)  
 Univent control upgrades (2021)  
 Exterior lighting upgrades (2021)  
 Bathroom upgrades (2021)  
 Hot water heater replacement (2021)  
 Sewer injector pump replacements (2021, 2022)  
 Master clock replacement (2022)  
 Rekey of building systems (2022)  
 Drinking fountain replacement (2022)  
 Weatherization (2022)  
 PA system repair and update (2022)  
 Roof overlay/modification and repair- approximately \$993,000 (2023)

In 2023, tax payers emergently voted to fund the roof overlay/modification and repair for both the Winthrop and Doyon schools through a debt exclusion. The investment was supported unanimously by the Select Board, Finance Committee and School Committee, and passed the necessary threshold at town meeting (Yes: 222, No: 36); at the polls the following week, it again passed (Yes: 1597, No: 770).

Over \$1M has been spent on capital projects for the Doyon School over the past five years (specific items are included in the above list). Again, for the next five years, over \$1M is being budgeted to cover anticipated projects, which may notably include: lighting, ceiling and flooring replacements; a fire alarm system upgrade; and boiler replacements. Historical documents also support confirmation that Ipswich has maintained a proactive approach to building and educational needs. Despite this care and these investments, at 59 years old, the Doyon School building is overcrowded, and beyond its useful life. The Town of Ipswich is again prepared to address the needs of our elementary students.

**Priority 2**

***Question 1: Please describe the existing conditions that constitute severe overcrowding.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

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All spaces are limited and undersized. Furthermore, the building was only originally designed for general education. Occupational therapy is delivered within the same converted space as physical therapy. Pull-out areas are so overutilized that there is not the space and flexibility to provide the multisensory instruction our educators are capable of and our students deserve. Shared spaces are broken up to create multiple workstations, like cubicles with partial walls. As a result, the pedagogical decisions must be made with space, not student need, in the forefront. At any given time, depending on the room, any two or three students or groups with the following specialists are receiving instruction in the same learning space: students who are experiencing a dysregulated state and require ABA services by an RBT or BCBA (while engaged in these learning experiences, students can have vocal outbursts, refuse to move out of a space, or become physical); students whose first language is not English, receiving direct instruction in the English Language Learning development; students with disabilities in the area of communication whose speech and language instruction addresses any combination of the following: articulation, fluency, stuttering, word finding, etc; and students with language based learning disabilities or disabilities in particular academic areas receiving direct highly structured instruction.

There is no conference room in the building or a private space that holds more than a small group of people; in turn the library is often closed for large meetings. The Principal's office is used for parent meetings, academic testing (when the guidance suite is full), social skills groups, and SST meetings. IEP meetings are held in the special education office shared by the program manager and special education clerk, whose desk is behind a partition, limiting what tasks can be accomplished during meetings (no phone calls, limited privacy for confidential work).

Please also see the answers to "CAPACITY and UTILIZATION" and "Is there overcrowding at the school facility?" as stated above.



## Priority 2

***Question 2: Please describe the measures the School District has taken to mitigate the problem(s) described above.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

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In addition to scheduling considerations, to address capacity issues, many spaces have been converted from their original intended use. Please also see “CAPACITY and UTILIZATION” above.

Examples of spaces that have been converted from their original intended use as a result of overcrowding include:

The cafeteria functions as a storage space for the extended day program, with furniture and supplies taking up one side of the room (approximately 20%).

The stage space is used for chorus and instrument lessons, as well as storage for instruments, music and sound equipment; as the stage is not available for two hours during lunch, instrument lessons are further displaced to the library.

Half of the library is used for instrument lessons when the stage is unavailable during lunch; this significantly impacts scheduling in the school.

A small corner of the library has been designated as a “Maker Space.”

The speech therapy room has been subdivided into three spaces; the back space does not have direct access to heat or lighting. A space heater and floor lamp are used to heat and light the space much of the time.

Two rooms originally designed as general classrooms are now special education flexible learning pull-out spaces. Room 207 has been divided into eight separate small group instructional spaces shared by three Special Education teachers, and four reading intervention staff. Room 302 is a full sized classroom that is shared by five Special Education teachers and has six different instructional spaces. In both of these rooms, instructional spaces are divided by furniture (bookshelves, file cabinets, desks) and office cubicle dividers donated by a local business. These spaces serve our most complex students and the amount of activity in the room can be distracting to our learners. For instance, at times, there are six teachers and six groups of students receiving specialized instruction in what is supposed to be a reduced-distraction or distraction-free setting; it is arguably more distracting in this room than in general education classrooms at this time. Makeshift barriers and noise-canceling headphones are sometimes utilized.

Special education teachers struggle to find space to work with students in the general classrooms. At times, they must set up a desk in the hallway, which is not an appropriate space for IEP services: it is difficult for students to focus in the hallway, and additionally, this arrangement does not respect student privacy.

The math lab took over the space which had previously been the Principal’s office.

A classroom was divided with a temporary wall to create space for a Principal’s office and a shared occupational therapy and physical therapy motor room. To get to the Principal’s office, one must go through the OT/PT space, or through two other offices.


The OT/PT motor space is substandard. This room is too small for all students to safely use the swing. The swing can only be hung off the beam, placing the swinging radius close to the cement wall and wood closet doors. While preschoolers and kindergarteners are small enough to swing safely, slightly older children can only use the swing with close supervision. Older children who are dysregulated or have significant behavior or communication impairments, who would highly benefit from the soothing swinging motion, are not safe. In a few years, most of the children who are now in the intensive preschool class will not have any access to this swing. In this area, there is insufficient space for

teacher and parent meetings, as well as social skills groups, resulting in some groups meeting in the principal office or, in some cases, students walking around the building or outside the school.

The “guidance and student services suite” includes an office for the assistant principal, a shared office for the psychologist and school counselor, and a common area shared by the BCBA, the PE teacher, and two counseling interns.

An unfinished space is used to store paper and classroom materials, a photocopier and a kiln. It also serves as the book room for our reading intervention which is in a room 100 feet away.

Years ago, a classroom was subdivided to create a math lab, lactation room, and tech office; this year, with the introduction of the intensive preschool class, this space now houses this classroom, with storage in a smaller accessory space. To accommodate the addition of the new intensive preschool classroom, a designated ADA compliant bathroom for the students became necessary. Therefore, space was used to convert a custodial closet and parts of the existing boy’s bathroom into a single bathroom.



## Priority 2

***Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

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As a whole, the current Doyon School building does not support the approved Elementary Education Plan, as outlined:

Values: “Small group instruction,” “Project based learning,” and “Design thinking with hands-on minds-on projects”

Challenge: Teachers and students are challenged to find space due to overcrowding of people and materials. Education is difficult to deliver and receive in a noisy, crowded and non-private environment. Furthermore, it is difficult for students to remain “minds-on” when visible storage creates distracting clutter.

Values: “The benefits of physical movement” and “whenever possible, movement is incorporated into the daily instructional methods”

Challenge: During physical education, it is difficult to instruct gross motor, full body activities and/or games due to space restrictions in the gym. Undersized general classrooms also impede movement that could otherwise be incorporated into the daily instructional methods. Restricted physical activity is in direct opposition to federal and state physical education goals.

Value: “There is no better place to empower learning than in a library”

Challenge: The library also holds instrument lessons and serves as a Maker Space. At times, it must be closed, and this overuse causes significant scheduling challenges.

Value: “Teacher leadership and professional collaboration is an expectation”

Challenge: Finding a space for staff meetings or professional development is a challenge. There is no appropriate space for a data room, where staff can meet to plan and look at confidential student data. It is often difficult to find space for professional collaboration during the school day, when classrooms are occupied and offices are being used for meetings, academic testing, social skills groups, IEP meetings, etc. Teachers often must find other spaces to work during their planning blocks because their classrooms are used for World Language classes or other purposes. The physical layout of the classrooms down long hallways creates obstacles for teachers and students from different classes to work together. The inability to work as a professional learning community confines creative programming and educational discussions that would benefit our youth.

Value: “A learning community of belonging”

Challenge: Pullout services (Special education services, English language development, reading or math intervention) and enrichment activities are often scheduled based on available space rather than appropriate instructional blocks, and occur in substandard spaces. For instance, we struggle to schedule a flex block for all grade levels, when students can receive pullout services without missing core instruction, due to space restrictions. For the very students who especially cannot afford the distractions when learning, these pullout spaces are often the most overburdened in the building. Proper learning spaces should be appropriately outfitted for all elementary classes, specialists, supports and therapies; they should be conducive to the learning that is expected to occur within; and should be respectful of student safety and privacy.



Please also provide the following:

**Cafeteria Seating Capacity:** 250

**Number of lunch seatings per day:** 7

**Are modular units currently present on-site and being used for classroom space?:** NO

If "YES", indicate the number of years that the modular units have been in use:

**Number of Modular Units:**

**Classroom count in Modular Units:**

**Seating Capacity of Modular classrooms:**

**What was the original anticipated useful life in years of the modular units when they were installed?:**

**Have non-traditional classroom spaces been converted to be used for classroom space?:** NO

If "YES", indicate the number of non-traditional classroom spaces in use:

Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters).:

**Please explain any recent changes to the district's educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters).:**

In the 2021-2022 school year, the Doyon School experienced a larger than expected Kindergarten class. Initially based on this grade size and student need, one Kindergarten/First Grade split classroom was added.

Our ELL population has also grown substantially since the COVID-19 pandemic, requiring our district to be creative as we find space to best serve our students.

A 13.2 acre parcel of land gained approval in 2021 by the Ipswich Zoning Board to build 151 units of housing with varying 1-3 bedroom/s configurations. More recently it was requested that the already approved 151 units be increased to 214 units. This proposal is currently being considered by the Zoning Board of Appeals for the larger project. Whether the original approval of 151 stays, or the larger 214 gets approved; this development may have an impact on enrollment in the Ipswich School District.

3A:

Ipswich, with access to the MBTA in the center of Town, is designated to become a 3A community. The Town Manager appointed resident volunteers to a 3A Task Force, supported by the Planning Department, to work on Section 3A implementation for Ipswich. A proposed district(s) will be brought to the Fall 2024 Special Town Meeting. This task force is examining two districts of Ipswich, and together those districts must zone for a total capacity of 971 units. Should 3A pass in Ipswich, there is the potential this could further increase our school population over time.

**What are the district's current class size policies (maximum of 500 characters)?:**

The Elementary Education Plan (2019) states: "Optimal class sizes are difficult to identify due to the variable nature of student needs in any given classroom, however, must remain within the levels that allow for the personalized learning each child requires."

**Priority 5**

***Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

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Despite years of maintenance, significant deficiencies at the school were recognized by the town over a decade ago. In 2019 Ipswich conducted a town wide Facilities Condition Assessment (FCA). Many of the systems are more than 10 years past the end of their useful or serviceable life:

**Roof:** The FCA described the roof to be in poor condition. In recent years, severe leaking occurred all over the school. In 2023, a roof overlay/modification and repair was performed. Within seven years, it is anticipated that the overlay will reach the end of its useful life, and another costly repair or complete replacement will become necessary.

**Windows:** The FCA described the building's facade as fair. However, the building design dictates a window style that is not able to fully open or support air conditioning units.

**Boilers:** The building has inconsistent temperatures throughout. Both boilers are nearing end of life.

**HVAC:** Along with the boilers, the FCA cited the HVAC system as fair. More recent testing has revealed that air quality and ventilation are poor. High humidity has contributed to the spread of mold and mildew. The ventilation units in each classroom are at varying stages of functionality. Many are noisy and erratic, with the constant, loud rattle of an aging motor the constant soundtrack of some classrooms.

**Electrical:** The FCA labeled the electrical system as fair. Many classrooms have an insufficient number of outlets for the technology needs of a 21st century classroom. Energy efficient lighting upgrades are necessary. A fire alarm system upgrade will also be needed.

Please also see the answers to "BUILDING ENVELOPE," "MECHANICAL and ELECTRICAL SYSTEMS" and "BUILDING INTERIOR" for more information, as stated above.

**Priority 5**

***Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

Because of the age and condition of the systems, rebuilding with MSBA assistance is the best and most fiscally responsible option for the district in the long term. Information learned from the MSBA process in 2014 and the FCA has guided the maintenance and capital plans over the past five years:

Roof: The 2023 roof overlay/modification and repair was performed as a short-term solution (cost= approximately \$993,000).

Boilers: Boiler replacements are anticipated, per our capital plan, budgeted for approximately \$430,000 in 2027. On the individual level, teachers keep windows open, regardless of the season, in classrooms that tend to run hot. Students are encouraged to wear layers of clothes so that they can adapt to the range of temperatures they may experience during the school day.

HVAC: The continued lack of proper ventilation necessitates that some classroom windows remain open, which is especially difficult as the windows only have the capacity to partially open.

Capital investments for the HVAC system have been carried out (total cost= approximately \$94,000), including:

- 2020- exhaust fan replacements (cost= approximately \$12,000)
- 2020- air handler replacement (cost= approximately \$32,000)
- 2021- univent control upgrades (cost= approximately \$50,000)

An HVAC upgrade has also been listed on the FY25 capital plan, including:

- 2027- air compressor replacement (budgeted for approximately \$9,650)

Electrical: Extension cords and surge protectors must be used in all areas requiring anything more than a basic electric demand.

Every night, there are carts of iPads plugged into hallway outlets outside our Kindergarten through second grade classrooms, since there is insufficient capacity in the classrooms.

Building exterior lighting was upgraded in 2021 (cost = approximately \$15,000)

Electrical upgrades are listed on the FY25 capital plan, including:

- LED lighting upgrade
- 2027- fire alarm system upgrade (budgeted for approximately \$200,000)
- 2029- emergency lighting replacement (budgeted for approximately \$16,000)

Other items on the capital plan include the following (budgeted for approximated costs):

- 2025- rekey entire school (\$39,000)
- 2026- 8000 gallon fuel storage tank replacement (\$33,000)
- 2026- principal office expansion (\$25,000)
- 2026- parking lot, asphalt, mill and overlay (\$155,000)
- 2026- parking lot, asphalt seal and stripe (\$20,000)
- 2026/2029- kitchen equipment replacements (\$62,000)
- 2027- VCT tile replacement and asbestos abatement (\$200,000)
- 2028- suspended ceiling replacement (\$195,000).
- Please also see the answers to “MAINTENANCE and CAPITAL REPAIR” for more information regarding mitigation strategies.



## Priority 5

***Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

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Values: "Sustainable community," "Strong stewardship to the world," and "Deliberate decisions designed to reduce one's carbon footprint"

Challenge: At the Doyon school, students are not witnessing the green initiatives we value in Ipswich. The building does not feature any renewable energy. Windows must be opened in the hot classrooms during the winter. Water leaks from the outdated plumbing fixtures.

Value: "Goal is to bring cutting edge technology to every classroom in the district"

Challenge: The limited availability of outlets in classrooms result in extensive extension cord use. This creates a safety hazard. Large, free-standing, extra, residential-grade hubs can be found in classrooms and hallways to accommodate technology equipment, adding to the already overcrowded and undersized spaces.

**Priority 5**

***Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility and how it will improve your district's educational program.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

In recent years, the strategy behind our capital planning and investments has been a balanced approach: keep the building operating for current students and staff, but hold on costly or long-term investments as the building is past the end of its useful life. The most recent cost evaluation of a complete systems upgrade was completed during our Feasibility Study in 2016; eight years ago, the cost would have been \$13.3M. With a conservative cost escalation of 3% annually, it would likely be at least \$16.8M to perform a complete systems upgrade at Doyon School in 2024. An investment of that magnitude is cost prohibitive, and most importantly, would not address two of our other pressing district-wide issues: education delivery in buildings that no longer support modern day learning by design, and severe overcrowding.

**If not located elsewhere in this SOI, please also provide the following information:**

**Have the systems identified above been examined by an engineer or other trained building professional?:**

YES

**If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):**

Roof was inspected by Rob Verrault of The Garland Company, Inc. Report included in supporting documents.

**The date of the inspection:** 4/1/2022

**A summary of the findings (maximum of 5000 characters):**

"The BUR roof sections (25,000 sq ft) are in poor/failing condition and should be considered for

replacement within ASAP. Multiple deficiencies were observed such as exposed cap sheet and failures

are the perimeter edge metal and transitions to other roof sections. There are alternative options to

replacement to help extend the life of the existing roof membrane.

Sections A, B and G are candidates for a modified overlay. This is not warrantable solution. This solution will provide approximately 5 years of extended life.

Sections D, E and F are candidates for restoration. A restoration is a warrantable solution. This solution could be warrantied for 10 yrs.

Sections C and Ballasted EPDM will require replacement. These sections have another 2-4 years of usable life."

## Priority 7

***Question 1: Please provide a detailed description of the programs not currently available or in substandard spaces due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

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The Paul F. Doyon Memorial School is grossly outdated, overcrowded, and no longer meets the educational needs of our student population. The following outlines specific examples:

### Safety:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The building lacks sprinklers for fire suppression.

Most of the building is not ADA compliant; none of the four student bathrooms (two for girls, two for boys), nor any of the four staff bathrooms are accessible, and the fixtures and sinks are not at the appropriate heights. The only ADA compliant bathroom resides in a converted custodial closet.

[REDACTED]

There is extensive use of extension cords and surge protectors.

Ipswich Public Schools hired a consultant to perform a safety audit of the four school buildings and Central Office; a subset of findings are noted above; the full report can be provided as necessary.

### Health:

As it has been stated, the undersized classrooms restrict student movement.

The small kitchen lacks capacity and space for bulk prepping and cooking/food storage equipment; these obstacles make it incredibly difficult to prepare and serve fresh, healthy meals to our students.

### Comfort:

Several times a year, there are issues with the heat in classrooms. This usually results in no heat for several days, until the heater can be serviced or repaired. Sometimes, it can take weeks to procure the parts. When this happens in the middle of winter, it is often in the 50 degree range in those classrooms. Students ask to wear coats, hats and sometimes gloves for the day. The temperature and the extra clothing interferes with students' focus and ability to learn. Heating and cooling costs remain considerable.

The windows cannot accommodate air conditioning units.

Noise is a problem due overcrowding and the lack of breakout spaces. This is especially detrimental to students requiring special education.

The cluttered environment due to lack of storage causes unease in students who find the environment too distracting.

There are not enough bathroom facilities for our students, nor staff. The locations of facilities require long travel times from some areas of the building. Students and staff regularly need to wait for a bathroom to become available.

Efficiency:

The inefficiencies of the outdated building and its systems are not in line with the values of the “Green Community” designation Ipswich has earned, nor in the town wide zero carbon initiative.

There is excessive waste in the cafeteria due to the reliance on single use items, as there is not the capacity or space for an industrial dishwasher.

Please see answers for “Priority 2” as stated above, which also address substandard spaces and facility limitations.

## Priority 7

***Question 2: Please describe the measures the district has taken or is planning to take in the immediate future to mitigate the problem(s) described above.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

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Despite planning, maintenance programs and capital expenditures, the building remains inadequate for modern education delivery. Still, as we await a building project, we remain creative in our problem solving, and proactive in the care of the building:

### Safety:

Safety upgrades including a security system were implemented last year. The [REDACTED]  
[REDACTED]

Retrofitting the building with sprinklers for fire suppression is not feasible or prudent at this time.

### Health:

The kitchen largely serves pre-packaged food.

### Comfort:

Throughout the year, families are encouraged to dress their students in layers in attempts to mitigate the heating and cooling issues that exist in this old building.

Staff continue to work on scheduling in the building in attempts to best provide quiet and privacy during pull-out services, though this continues to be a great challenge.

Teachers work to declutter classrooms at the end of the year, though even the storage of the basic, essential educational materials contributes to the overcrowding in the building.

There is not the space nor resources for additional bathrooms.

### Efficiency:

Active school and community “Green Teams” work to promote sustainability initiatives, including audits of cafeteria waste and a “Harvest of the Month” program that brings produce from local farms into the kitchens once per month.



## Priority 7

***Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.***

***If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.***

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As a whole, the current Doyon building does not support the values outlined in our Elementary Education Plan:

Values: “Sustainable community,” “Strong stewardship to the world,” and “Deliberate decisions designed to reduce one’s carbon footprint”

Challenge: Because there is no dishwasher, single use items are distributed in the cafeteria, teaching our students to grow up in a wasteful “throw-away” culture.

Value: “Farm to school initiatives”

Challenge: As stated in Priority 7, Question 1: The small kitchen lacks the capacity and space for bulk prepping and cooking/food storage equipment; these obstacles make it incredibly difficult to prepare and serve fresh, healthy meals to our students.

Please see answers for “Priority 2” and “Priority 5” as stated above, which also address the impact on our district’s educational program.

**CERTIFICATIONS**

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and submitted hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

**Chief Executive Officer \***

Stephen Crane

Town Manager



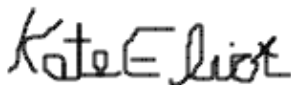
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Date

4/11/2024 12:13:41 PM

**School Committee Chair**

Kate Eliot



(signature)

Date

4/11/2024 11:24:10 AM

**Superintendent of Schools**

Brian J. Blake



(signature)

Date

4/11/2024 11:19:20 AM

\* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.