Massachusetts School Building Authority

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.

Massachusetts School Building Authority

School District Ipswich

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

Name of School Winthrop

School Address 65 Central Street, Ipswich, MA - 01938

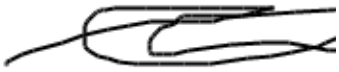
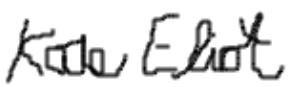
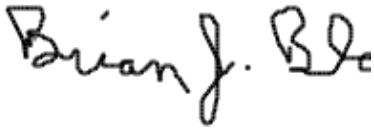
Submission Date 4/11/2024

Statement of Interest ("SOI") CERTIFICATION

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

- [x] 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.
- [x] 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.
- [x] 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.
- [x] 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.
- [x] 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.
- [x] 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.
- [x] 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.
- [x] 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.
- [x] 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 12:14:18 PM	4/11/2024 11:16:53 AM	4/11/2024 11:15:11 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 Ipswich

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

Name of School Winthrop

School Address 65 Central Street, Ipswich, MA - 01938

Submission 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? No

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.

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 original Winthrop School was built in 1956 to house students in first through sixth grade with a capacity of 430 students. The building consisted of 16 classrooms, a cafetorium, an "all purpose room" (the current "gym" and designated physical education space), a health suite, and a remedial reading room. In 1985 a small (4x5 foot) one car hydraulic elevator was installed. An addition to the building was completed in 1988, adding seven classrooms, an art room, a library, and a computer lab. In 2000, a modular classroom building was moved onto the site for what was believed to be temporary additional space. The modular had been purchased in 1997 and was originally utilized at the former middle school.

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 58643
Modular Units Square Footage 1820

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 Winthrop School is located at 65 Central Street, Ipswich, on a 6.8 acre lot downtown, which is owned by the town. Its location is bordered by residential properties and a main state road. The parcel is shared by the current town fire station. Although the fire department will be moving to a new public safety building in the coming years, the 1907 firehouse will remain as a historic building (its use is to be determined).

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 98 parking spaces. There is a driveway "connector" towards the school providing an eventual and short separation of cars and buses.

To the left of the school sits the modular building, and a small playing field.

Immediately behind the building are two stand-alone 8x8 square foot wooden storage sheds, and another larger wooden storage shed.

The playground exists on the sloped land at the back of the parcel. Drainage issues exist on this contoured land causing erosion and winter icing concerns. Flooding occurs during every significant rainfall and during the winter ice melt. The facilities department has looked into the existing drain pipes; they have discovered the pipes do not connect to a system that would allow for proper drainage. Additionally, there is a sewer at the front of the building that periodically bubbles over with a green liquid due to the significant drainage issues on the land.

According to documents obtained from a feasibility study completed between 2014 and 2018, there is possible site contamination, including: asbestos, potential PCB building materials, unknown ash burial from past incinerator use, and debris from the previous school buried under the front lawn.

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 Winthrop School is a two story structure with metal reinforced concrete construction: concrete foundation with concrete and steel pilings, and poured concrete floors. The building is constructed of concrete masonry units (CMU) clad in a low R-value brick facade on the exterior. Water stains streak down the building. Many areas, including the chimney area, have missing bricks and crumbling mortar. Within the past year, there have been several concerns with the loose exterior bricks that need to be repointed. For example, there was a basketball hoop that was newly installed and screwed into the brick on the back of the building; the brick crumbled and the basketball hoop had to be removed for safety concerns. Overall, the exterior is no longer able to provide protection against the elements. The crumbling bricks allow for rodents (mice and squirrels) to enter the building. Despite continued attempts at repairs, rain leaks into the building during rain storms.

The modular building is covered with cracked and broken vinyl siding. [redacted] Additionally, the support footings on the front ramp of the modular were crumbling and required replacement. The area beneath the modular had to be secured with materials to prevent animals from nesting (which had occurred with a family of skunks).

The roof system is wood-framed with single-ply EPDM and membrane with ballast. Roof drains are in a pitched center design, which flow into the town drainage system. Sections of the roof were replaced in 2003 and 2006. 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 2022, the roof was deemed insurable only for actual value due to its age and condition. 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 oversized vinyl encased windows, most of which were updated in 1987 during the construction of the addition. One large window at the front of the building has been especially prone to leaking during rain storms. This window was flashed for leaking in 2023, but the problem persisted as leaks have continued throughout the current school year. There is rust around the exterior metal window casings, and mildew spreading beneath the windows on the exterior sills.

[redacted]

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 22743

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 301

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 steam from two low pressure steam boilers. The first boiler was replaced in 2003. In December of 2023, this boiler experienced a temporary failure, and due to the resultant extreme low temperatures in the building, it was necessary to cancel school for the day, causing a loss of learning. There have been several repairs over recent years, and as this boiler is at the end of life stage, it is increasingly difficult to procure parts. The previous second boiler, which was installed at the same time as the first, also experienced many repairs over recent years, but due to its complete failure and lack of replacement parts, it was deemed necessary to emergently replace in 2023.

In 2024, a major steam leak underneath the school (in a closet area near the middle door) caused such significant moisture and heat buildup on the walls and ceiling that the copper phone lines housed in that area were corroded, causing our phone system to be offline for several days. The excessive steam also presented a potential health safety concern to the staff and students due to the amount of leaking coming from the closet area.

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. During the summer months, dehumidifiers must be left constantly on and draining into classroom sinks to prevent mold and mildew, and large fans are continuously run in the hallways to keep air circulating. Classroom tiled rugs have been replaced due to mildew, but there is only the financial capacity to replace carpet in a few classrooms each year. In August of 2018, significant mold was found in classrooms that had sat unused during the summer. 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.
The modular building is heated by electricity.

There is a 100 gallon domestic hot water heater which 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.

There are drainage and sewage concerns in the bathrooms. In the center of the boys’ and girls' bathrooms are drains that have backed up, resulting in a constant sewer/septic smell permeating from the bathrooms during hot and humid days. Classroom sinks are frequently clogged and unusable; earlier this year, a clogged classroom sink caused a first floor flood. This necessitated professional cleaning remediation, the replacement of furniture, and the replacement of the tiled rug. There was a disruption in teaching and learning, and the class had to be conducted in the library.

There is no running water in the modular building.

The entire building lacks sprinklers for fire suppression.

The school is fed by an 800 amp service. Tripped breakers disrupt instruction.The ability to add new circuits and electrical systems is not viable due to the outdated and filled electrical branch circuit panels. In classrooms, there are a limited number of receptacles; the extensive use of extension cords and surge protectors create safety hazards. Local area networks (LAN) are fully utilized with no room for expansion. There is no emergency electrical source.

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) 2021
Description of Last Major Repair or Replacement:
In 2020, a new compressor was installed.
In 2021, the univent controls were upgraded.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES
Year of Last Major Repair or Replacement:(YYYY) 2010
Description of Last Major Repair or Replacement:
Upon the advice of the Ipswich Utilities Department, the building's main electrical transformer was removed from the inside building vault. A new exterior vault and transformer were installed.

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 8x9 asbestos tiles. There is carpeting over plywood in the modular building.

The interior walls are gypsum board and CMU block and glazed tile, including the classrooms and bathrooms.

Ceiling heights range from eight to ten feet (with the exception of the gym and cafeteria) with dropped suspended ceiling tiles. The tiles are in average condition, except in areas where there have been leaks, in which cases there is some staining. Due to the severity of leaking in recent years, water has also damaged the insulation.

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 Winthrop School currently serves 384 students in preschool through fifth grade. There are two preschool classrooms, and four second grade classrooms; the other grades have three sections each. Regardless of their geographic area in town, preschool students with intensive specialized needs are assigned to a classroom at the Doyon School, as there is no space to accommodate this population at the Winthrop School. Students in Kindergarten through fourth grade remain with their classroom teacher throughout the day, while fifth grade students move to different classrooms based on discipline (Science, Math, English Language Arts). All students attend Physical Education, Library, Art and Music, and instrument lessons are offered to students in the fourth and fifth grades.

Special education services at the Winthrop School are delivered in a full inclusion model, along with supplemental pull-out services. The Winthrop School also delivers Title 1 programming.

There are 21 general education classrooms; while five are approximately 837 square feet, the majority (14) are

approximately 777 square feet; two of three Kindergarten classrooms are approximately 1148 square feet.

The “all purpose room” (the current “gym” and designated physical education space) is 1290 square feet. (This is an extremely small gymnasium- not much larger than the current kindergarten classrooms.) The cafeteria (also used as an auditorium, and physical education, chorus and band space) is 2162 square feet. The stage in the cafeteria is 425 square feet, and on it, a closet has been converted to an office/testing/meeting space at 90 square feet.

The library is 1404 square feet. The adjoining “computer lab” is now used for the Title 1 program, and resides in 837 square feet.

The art room is 1176 square feet.

In the modular building, the music room is approximately 795 square feet. Also in the modular building, there is a room for group instrument lessons and storage, residing at approximately 445 square feet. Special Education offices and meeting space are also housed in the modular building, consisting of 351 square feet.

Two rooms, at approximately 800 square feet, have been repurposed from general classroom spaces. One is a special education pull-out space, and the other serves English language learners on one side and students who require ABA programming on the other side.

There is a multi-purpose room at 108 square feet. This serves as space for the school psychologist and counselor, and is also used by special education teachers and speech and language therapists looking for overflow space to conduct testing and lessons.

The shared Physical Therapy and Occupational Therapy room is 340 square feet.

The counseling room is 288 square feet.

The health office is 258 square feet.

TOTAL SCHOOL STUDENT ENROLLMENT: Please provide the current student enrollment at the school as of the SOI filing. 384

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 Winthrop Elementary School was built in 1956 to serve up to 430 first through sixth grade students. The purpose of the 1988 addition was to relieve overcrowding resulting from increased enrollment and the consolidation of schools in past years. 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 Winthrop 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. However, the insufficient available space in the school limits these activities since there is not a full size gym or auditorium. In addition to the standard school year, Winthrop School is the site of the district-wide elementary level summer programming. Students and staff often feel uncomfortably hot because of the inefficiencies in the building and lack of air conditioning.

The school maintains the layout of the original design. [redacted] It stands at two stories, with a long, straight hallway on each floor, and classrooms on either side. 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 main student bathrooms are also located towards one end of the building on each floor, causing extended travel times for students with classrooms at the opposite end of the building. The overall lack of bathrooms is a concern for a student body of just under 400 students and a staff of 80 adults. There are: two girls' rooms, with four toilets in each; two boys' rooms with three stalls and four urinals in each; one in the nurse's office; and four, one stall adult bathrooms. There are no self-contained bathrooms in any preschool classroom, or in one of the three Kindergarten classrooms. Additionally, the school lacks space for gender neutral bathrooms for our students who would prefer them.

There are two stairwells about 1/4 of the way in from each end of the building, and one small elevator services the entire school.

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, leaving cars to "live park" around the lot during pickup and dropoff. This is especially a hardship for preschool families whose children cannot independently exit the cause, causing parents to circle the campus in search for parking, and creating more street traffic. The buses travel mostly along the same path as the cars (except for a "connector" for cars to eventually turn down for student pickup). [redacted]

[redacted]

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 two Kindergarten classrooms are sized to current space standards (1,100-1,300 square feet); most classrooms are 10% to 20% below standards (900-1000 square feet). In a building with limited closet space, classrooms are further tightened with the storage of modern-day teaching materials stacked around the rooms. There simply is not enough storage in classroom spaces for instructional materials and supplies. 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. 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, hallways and stairwells are also utilized for school supplies and student storage. The wooden sheds behind the school contain excess furniture and desks. The need to find storage in unconventional areas contributes to overcrowding in the school, and also creates a chaotic and distracting learning environment.

The “all purpose room” (the current designated physical education space/gym) is nearly 80% below current space standards (6,000 square feet). The size of the gym limits the activities that are able to take place. Additionally, there is not enough physical education space to hold the number of classes required for students. Multiple physical education classes are scheduled throughout the day and the cafetorium is used as a secondary physical education space.

The small and crowded cafeteria can only accommodate one to two overlapping grades at a time for lunch periods (preschool must eat in the classroom). With so many demands on the cafeteria space, there is, ironically, limited time for meals. Six grades of students eat lunch between 11:20 AM and 12:55 PM (with no space and time available for preschoolers, they must eat in their classrooms). Grade schedules overlap, with 30 minutes allotted to Kindergarten, 20 minutes allotted to first and fifth grades, and only 15 minutes allotted to second, third and fourth grades. All-school assemblies are crammed and uncomfortable with students sitting tightly on the floor, and staff in chairs in rows around the periphery of the room. The number of students, nevermind staff, far exceeds the cafeteria seating capacity of 300. After school concerts and student performances can only be held for one grade level at a time, and even then, there is not enough space for seating, and the audience overflows into the lobby, hallway and kitchen (out of sight from the students on stage).

The school’s reliance on the existence of a modular building further demonstrates the persistent overcrowding in the building. The need to house both music and office space in this “temporary” building requires students to travel outdoors between their classes, and staff to work with the sounds of singing and instruments just beyond the thin walls.

In attempting to mitigate the overcrowding, deliberate 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. As it has been noted, there is careful scheduling in the cafeteria for PE classes, band, and meals, as well as assemblies and before and after school activities. 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
Goal

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 26

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)
Bathroom upgrades (2019)
Gym floor replacement (2019)
Targeted carpet replacement (2019)
Boiler system control upgrades (2019)
Air compressor replacement (2020)
Washer/dryer installation (2020)
Weatherization (2020)
Boiler section repairs (2020)
Condensate pumping system replacement (2020)
Extensive univent repairs (2020)
Multiple exhaust fan systems replacement (2020)
Univent control upgrades (2021)
Unit ventilator upgrades (2021)
Unit heater replacement (2021)
Heating control sensor installation (2021)
New split unit HVAC system installation (2021)
Master clock replacement (2022)
Rekey of building systems (2022)
Heating monitoring system installation (2022)
PA system repair and update (2022)
Replacement of Boiler 2- approximately $153,000 (2023)
Roof overlay/modification and repair- approximately $550,000 (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 Winthrop 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: repaving and lining the parking lot; lighting, ceiling, flooring and window replacements; a fire alarm system upgrade; an elevator renovation; and another boiler replacement for Boiler #1. The district is also considering requests to add permanent walls to rooms to further divide them into instructional space. Historical documents also support confirmation that Ipswich has maintained a proactive approach to building and educational needs. Despite this care and these investments, at 68 years old, the Winthrop 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.

All spaces are limited and undersized. Furthermore, the building was only originally designed for general education. Occupational therapy is delivered within the same space as physical therapy. In a small office, the school counselor holds group lessons for students in half of the space, creating a challenge for the school psychologist who is often working in the other part of the room writing confidential neuropsychological evaluations and reports. 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.

Due to the constant need for more educational space, there is no longer a Teacher's Room. The only communal area is a small breezeway for a workroom, which houses mailboxes, two copiers, a laminator, a microwave, a refrigerator, and all the supply and paper storage for the entire school. Staff are challenged to find places to eat, or meet, diminishing the opportunities for dialogue and collaboration. Off of the Principal's Office, the Administrative Assistant works in a converted closet. The staff entrusted to care for our youngest learners deserve better, functional working conditions.

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.

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 an all purpose room, in addition to food services. Chorus and band practice are carefully scheduled to occur in the cafeteria, as, though it is small for a cafeteria, it is still the largest space in the building. Much of the day, physical education classes are held in the cafeteria as the “all purpose room” (gym) is severely cramped and at times, two PE classes must be scheduled at the same time. During winter months, the snow and salt that is tracked into the room from the pre-lunch recess causes slippery floors and unsafe conditions for the physical education students. The folded lunch tables that are pushed to the side of the room while not in use contribute to the crowded and suboptimal conditions when physical activity is occurring. The cafeteria also functions as a storage space for the extended day program, with furniture and supplies taking up one corner of the room. Scheduling all of the activities that must occur in the cafeteria is complex and complicated.

The stage in the cafeteria is utilized for storage, as well as instrument lessons (when the cafeteria is not in use for lunches or physical education).

In September 2023, a closet off of the cafeteria stage was cleared out to allow for overflow space. This closet room is not ideal due to its small size and location. It is often too loud or busy in the cafetorium/stage area to deliver instruction or conduct testing and evaluations. At times, teachers are looking for space to conduct lessons and testing and often the administration will offer their offices.

A room originally designed as a general classroom is now the school’s only learning lab pull-out space. This room is shared by six special education teachers, two speech and language teachers and two speech and language assistants. Ten educators using one room to deliver special education services and therapies is extremely challenging. Services can only be scheduled when there is space available which means that they are scheduled at inopportune times in students' days. Additionally, group sizes are dictated by the amount of space available to service students.

Another room originally designed as a general classroom, which was at one point the Teacher’s Room, now functions as a space serving students with intensive needs on one side, and English language learners on the other side. Temporary dividers separate this room into small spaces as well. This split classroom design is challenging due to student privacy . Additionally, when students are emotionally dysregulated, it impacts the learning environment for multilingual students. (Currently, there is no space for a Teacher’s Room in the building.)

The former computer lab attached to the library is now the location of pull-out Title 1 service delivery, housing six educators. Storage shelves and dividers separate work spaces and instructional spaces.

Due to the overcrowding, Title I often delivers instruction in the hallways and students are limited to table top activities. Two areas at the end of the second floor hallway have been arranged with tables and chairs for this purpose.

In March 2024, an area beneath a stairwell was cleared out to add additional instructional space. Makeshift dividers were added for partial privacy, and a small desk and lamp.

In the summer of 2024, the library will need to be further partitioned for additional instructional space.

Within some classrooms, closet space has been repurposed as additional floor space or open shelving for materials, and student belongings must be stored in crates either inside the classroom or in the hallways.

Stairwell space is being used as storage space both due to the lack of closet space in the building, and the increase in teaching materials utilized in modern day education.

The modular building was brought to the site about two decades ago, originally thought to be a temporary solution to an increased enrollment. Now, the modular building functions as a necessary part of the school, serving as both a conference space and housing the music room, special education offices, and the instrument room.

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.

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

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 both the "gym" and cafeteria. 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 is undersized and crowded. The open flow into the "Computer Lab" (where Title 1 services are now delivered) creates distractions for students in both spaces. There are already plans to further divide the library space in order to add more instructional space this summer.

Value: "Teacher leadership and professional collaboration is an expectation"
Challenge: As the Teacher's Room has undergone an unfortunate but necessary repurposing of space, there is no area in the building to facilitate camaraderie or collaboration. Finding a space for staff meetings or professional development is a challenge. 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, including Special Education and ELL, are often scheduled based on spacing priority rather than educational considerations, and occur in substandard spaces. For the very students who especially cannot afford the distractions when learning, these spaces are often the most over-burdened 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.

The Ipswich Public Schools Elementary Education Plan admits "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." As a whole, and largely due to overcrowding, the current Winthrop building does not support the approved Elementary Education Plan. The execution of the plan could be best achieved with an updated and educationally appropriate facility, to the benefit of our students.

Please also provide the following:

Cafeteria Seating Capacity: 300

Number of lunch seatings per day: 6

Are modular units currently present on-site and being used for classroom space?: YES

If "YES", indicate the number of years that the modular units have been in use: 24

Number of Modular Units: 1

Classroom count in Modular Units: 2

Seating Capacity of Modular classrooms: 25

What was the original anticipated useful life in years of the modular units when they were installed?: 10

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 Winthrop School experienced a larger than expected Kindergarten class, with many students having more extensive educational needs than previous groups. Based on this grade size and student need, an additional section was introduced the following year. It is anticipated that this grade will require four sections in the coming years in order to accommodate the needs. This additional classroom space adds another logistical challenge to an already overcrowded building.

Our ELL population has also doubled 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.

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 in Ipswich, and together, they must zone for a total of 971 unit capacity. 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.

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: Most windows in the building are decades old. The FCA described the building's facade as fair. Recently, one of the oversized windows on the second floor has become prone to leaking during rain storms. Other windows show water damage on the exterior casings and sills.

Boilers: The building has inconsistent temperatures throughout. For years, necessary repairs were made to sections of the boilers. Boiler 1 is about 21 years old and it experienced a temporary failure in December, 2023. The decision was made to cancel school, as the temperature in the building was overwhelmingly cold.

HVAC: Along with the boilers, the FCA cited the HVAC system as poor. Air quality and ventilation are poor. High humidity has contributed to the spread of mold and mildew.

Electrical: The FCA labeled the electrical system as poor. The 800 amp service is fully utilized. Fuses are regularly blown due to the limited system capacity. Branch circuit panels are outdated, overloaded and completely incapable of allowing new circuits to be added. During this past year, problems with the transformer have led to a complete loss of power while school was in session. There is no emergency electrical source. More receptacles are needed in every space. 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 $550,000).

Windows: Window replacement is an item on the FY25 capital plan, budgeted for approximately $120,000 in 2028.

Boilers: Despite years of repairs, last year, Boiler 2 experienced a catastrophic failure, requiring a full replacement (cost= approximately $153,000). While it is fortunate Boiler 1 was (again) able to be repaired after a failure in 2023, its replacement will be unavoidable; this is an item on the FY25 capital plan, budgeted for approximately $200,000 in 2026. 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.
Capital investments for the HVAC system have been carried out (total cost= approximately $163,000), including:

- 2020- air compressor replacement(cost= approximately $15,000)
- 2021- univent control upgrade (cost= approximately $50,000)
- 2021- unit ventilator replacements (cost= approximately $93,000)
- 2021- unit heater replacement (cost= approximately $5,000)

HVAC upgrades have also been listed on the FY25 capital plan, including:

- 2027/2028- exhaust fan replacement (budgeted for approximately $14,000)
- 2029- ductless split system replacements (budgeted for approximately $15,000)

Electrical: Extension cords and surge protectors must be used in all areas requiring anything more than a basic electric demand. Teachers in adjoining rooms cannot plug in too many devices on a shared wall to prevent blowing electrical fuses.
Electrical upgrades are listed on the FY25 capital plan, including:

- LED lighting upgrade
- 2025- emergency/exit combo LED replacement (budgeted for approximately $12,000)
- 2028- fire alarm system upgrade (budgeted for approximately $200,000)

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

- 2025- parking lot, asphalt pavement, mill and overlay ($155,000)
- 2025- rekey entire school ($39,000)
- 2025- modular building ramp ($35,000)
- 2026- elevator, 1500-2500lb renovation ($158,600)
- 2026- replacement of suspended ceiling ($110,000)
- 2026- kitchen replacements ($24,500)
- 2026- exterior metal door replacement ($15,000)
- 2028- window replacement ($120,000)
- 2029- replacement of VCT flooring ($233,600)

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.

Values: "Sustainable community," "Strong stewardship to the world," and "Deliberate decisions designed to reduce one's carbon footprint"
Challenge: At the Winthrop 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: Electrical use exceeds the capability of the 800 amp service. Usage must be staggered and deliberately planned. As a result of inconsistent accessibility, many teachers integrate limited technology into their instructional practices. The technology standardly used in many of today's classrooms is inaccessible due to electrical deficits. 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 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 $18.9M. With a conservative cost escalation of 3% annually, it would likely be at least $23.9M to perform a complete systems upgrade at Winthrop 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):

Boiler replacement: Geoffery C. Wilkinson Sr., CEO Wilkinson Energy Efficiency Engineers.

Roof Inspection: Rob Verrault of The Garland Company, Inc. (Inspected 4/1/22)

Both reports are included in the supplemental materials.

The date of the inspection: 8/24/2023

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

Boiler: Report dated 8/24/23. Findings: "There presently are 2-100 BHP Burnham Cast Iron steam boilers circa 2003. The existing #2 boiler is defective and has reached it's useful life for many reasons. Most importantly, the sections have bad nipple ports and sealing areas. There is considerable mud and sediment in each section which caused the boier to overheat and fail around its lower nipple ports. This boiler is no longer functional and the MFG is no longer making this boiler due to the new DOE energy standards for efficiencey of cast iron steam boilers".

Roof Inspection:The BUR roof sections (30,000 sq ft) are in poor to failing condition. Replacement of the entire roof

area is required within 1-3 years. Multiple large-scale repairs were observed along with many wet

insulation areas which were outlined from previous IR scan. Multiples failures and deficiencies were

observed which will require repairs in the short term to minimize water infiltration to the building.

Sections A, B and C are in failing condition and have multiple active leaks. The proposed solution to

mitigate leaks in the short term would entail a modified overlay. This is not a warrantable solution.

This solution will add 5 years of life to the roof section.

Roof areas D, E and G will require replacement in 2-4 years.

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.

The Winthrop Elementary School is grossly antiquated, overcrowded, and no longer meets the educational needs of our student population. The following outlines specific examples:

Safety:

[redacted]

The building lacks sprinklers for fire suppression.

By code, a fire watch is required in the small cafetorium any time there is a whole-school assembly.

Most of the building is not ADA compliant; while each "gang" bathroom has one handicap-accessible stall, the fixtures and sinks are not at the appropriate heights. One small elevator services the entire school building.

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, both the undersized "gym" and 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.

Due to the high scheduling demands on the cafeteria- the largest space in the building- the physical education and music classes that must occur there detract time from actual lunch periods. Most students are allowed only 15 minutes to eat; this is not enough time for many students to finish meals, including those with food insecurity, and the resulting rushed dining experience does not promote healthy eating habits.

High humidity has contributed to the spread of mold and mildew.

Health safety was potentially jeopardized when a below-grade steam pipe leaked into the school.

Comfort:
The uneven heating throughout the building creates uncomfortable learning and working conditions while simultaneously limiting use during the year. The excessive heating on the sunny side of the building, combined with poor ventilation on the second floor, puts many classrooms in the upper 70s/low 80s degree range during the beginning and end of the school year. At times, students must work in the hallways or outside, especially in the afternoon. Mandated summer programming must be delivered on the first floor

only. Cleaning the upstairs is hindered by the heat, causing unsafe working conditions for the custodial staff in the summer.

Similarly, in order to heat some of the classrooms comfortably during the winter, other classrooms and offices must be overheated; fans and opened windows and doors are essentially useless. Heating and cooling costs remain considerable.

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. There is no running water in the modular building.

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.

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. [redacted]

[redacted]

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

At times, all-school assemblies are divided in half, with performances occurring twice (once for each cohort of students)

In recent years, the classroom layout of the building had to be rearranged to accommodate an individual who used a wheelchair; this was the easier path, rather than relying on the single, small elevator for travel to the second floor.

Health:
Many physical education classes must continue to occur in the cafeteria during colder months, as no alternatives exist.

The kitchen largely serves pre-packaged food.

Since lunch periods are so short and rushed, families are encouraged to pack hearty snacks, which can be eaten in the classrooms.

Comfort:
Few classrooms have inefficient, temporary window air conditioning units to provide limited relief.

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.

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

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.

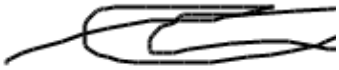
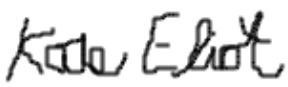
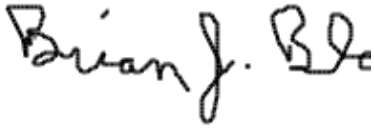
Value: “Farm to school initiatives”
Challenge: As stated in Priority 7, Question 1: The small kitchen lacks the capacity and space for bulk prepping and cooking/food storage equipment; these obstacles make it incredibly difficult to prepare and serve fresh, healthy meals to our students.

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

In the words of the Ipswich Educators Association from the IEA Elementary Building Project Statement Fall 2022:
Because of their grave state of disrepair, we believe that it is neither realistic nor educationally responsible to continue to make the adjustments that we have made on behalf of our students for many years.

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 *	**School Committee Chair**	**Superintendent of Schools**
Stephen Crane	Kate Eliot	Brian J. Blake
Town Manager		
		
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* 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.