

June 5, 2023

MSBA Cushing/Hatherly Project Educational Program



What is an Educational Programming Plan?

An educational program helps **inform school designs** to be sure that the plans are responsive to current **teaching and learning practices**, while providing **flexibility to accommodate future changes** in learning environments and educational delivery methods during the useful life of a school facility.

How long is the useful life of a school facility?

- Approximately 40 - 50 years



Grades Served

- Scituate plans to consolidate Cushing/Hatherly Elementary Schools to serve 460 students in grade K – 5.
- Scituate is considering adding spaces to the project to both relocate and expand the District's PreK programming.

Learning

- Programs & services will continue to be consistent with the philosophy of the Universal Design for Learning Model
- The design of the spaces in the project must be as flexible as possible to allow for changes to the educational model over the lifespan of the building.
- To celebrate and promote literacy, the reimagined Library/Media Center space will serve as a Learning Commons for literacy across the curriculum including digital literacy.

Key Features

K-5 Building
90,000 square feet

PreK-5 Building
100,000 square feet

- Design features to support the safety and security of students, adults, visitors, and guests
- A centrally located Learning Commons that is highly visible upon arrival celebrating literacy
- Five PreK Classrooms & four classrooms per grade level for K – 5
- A dedicated art room with a separate room for a kiln
- A dedicated music room with separate practice rooms
- A gym that is enclosed and separate from classrooms
- Site features to support outdoor learning activities, community events, and minimize traffic congestion
- Purposefully designed special education spaces for specialized programming
- Resource rooms and therapy spaces to support students' individual needs
- Professional collaboration areas for faculty and staff
- Professional office and working environments for administrators, interventionists, and other support personnel

Visioning Committee Members

Teachers	SPS Administrators	Students	Parents
Kristen Conway	jamele adams	Aiden Holland Grade 12	Nicole Brandolini (School Committee)
Michelle Daniels	Heather Allen	Dylan Holland Grade 5	Maria Fenwick
Chelsea Dunn	Michele Boebert	Luca Murthy Grade 5	Grace Gardner
Kate Martin	William Burkhead	Avery Papi Grade 3	Landin Goff
Korreen Mortimer	Heidi Driscoll	Aeron Waggener Grade 5	Stephanie Holland
Brynn Nyberg	Robert Dutch		Janice Lindblom (School Committee)
Lisa Perreault	Greg Ranieri		Sarah Papi
Kate Pescatore	Julie Ward		Natalie Waggener
Mark Puzangara	Scott Williams		
Hannah Sheskey			
Colleen Simpson			

Visioning Results

Guiding Principle :

Purposeful Innovation

“Fun learning. Space size variety. Outdoor activities. School common [space].”

Design Patterns:

- ✓ Flexible and Varied Environments for Different Activities
- ✓ Hallway Learning
- ✓ Media/Technology Center as central, public “connective tissue”
- ✓ Extended Learning Spaces
- ✓ Maximize Storage to Extent Possible



Guiding Principle :

Universal Design for Learning

“An inclusive pathway; a school where children and community can grow together.”

Design Patterns:

- ✓ Visible Learning that Includes and Serves all Learners
- ✓ Quiet Spaces
- ✓ Learning Places to Allow for Whole-Body Learning
- ✓ Breakout and Collaborative Spaces
- ✓ Shared Spaces between Classrooms
- ✓ Push in Services (SEL, Special Education) & Inclusive Learning Spaces
- ✓ Dedicated collaboration space for adults

Guiding Principle : Outdoor Connections

“Do what is best for student learning and instill a life-long sense of wonder and purpose.”

Design Patterns:

- ✓ Strong indoor/ outdoor connections
- ✓ Provide Direct Access to Daylight and Views
- ✓ Age Appropriate Engaging Varied Experiences for Outdoor Play & Exploration
- ✓ Safe Drop-off/Pick-up to limit traffic & provide entrances with easy supervision
- ✓ Gym with Fields Immediately Adjacent

Preferred Design Patterns

The diagram illustrates a school entrance design pattern. It features a covered entry with trees, an office area, a student display area, and a community space. A dashed blue line indicates a path through the entrance, labeled "Eyes on the street" and "Community Space". The diagram is surrounded by several green circles and two yellow circles labeled "Yellow".

Welcoming Entry

Problem

Many schools treat their main entrance as a sequence of high-security checkpoints. As a result, the first impression experienced by students, parents, community members, and visitors is that of a cold, exclusionary institution. Considering the importance many schools place on community involvement, feelings of wellness, and inclusivity, a non-welcoming entry creates enormous barriers.

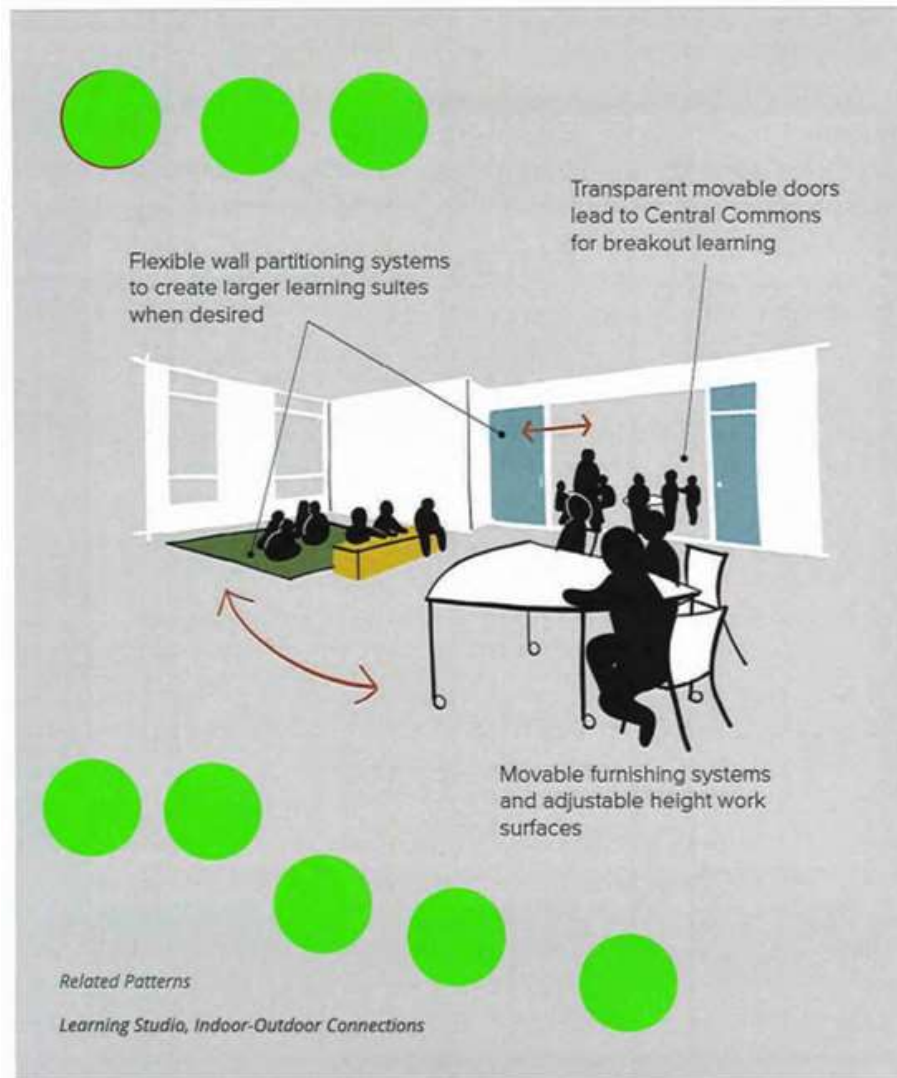
Solution

Instead of singularly focusing on security, schools can balance the need for secure entries with the need to establish a welcoming presence for students and the community alike. To achieve this, there are a few key elements: (1) a covered entry that serves as a weather refuge, (2) a signature element that symbolizes the essence of the school, (3) strategically placed administrative offices that are located to both serve as the first point of contact for visitors while also allowing administrators to monitor and engage with students, and (4) a designated, multipurpose space for community gatherings separated from student areas.

Related Patterns
Student Display Space, Transparency, Local Signature

Design Patterns for Creative Learning Environments
Fielding International <https://fieldingint.com/design-patterns>

Preferred Design Patterns



Agile Spaces

Problem

Schools often have a limited range of space types which include: standardized classrooms, specialized classrooms, and large multifunctional spaces (e.g. the gym/cafetorium). When teaching styles were exclusively a lecture format, this worked well. However, pedagogy has evolved to inclusively accommodate multiple learning modalities.

Solution

In order to effectively do this, it's necessary to have a diverse range of environments that help support those modalities. This spatial agility can be achieved via three synergistic methods: adaptability (able to change throughout time), flexibility (able to change at any time), and variety (built-in diversity).

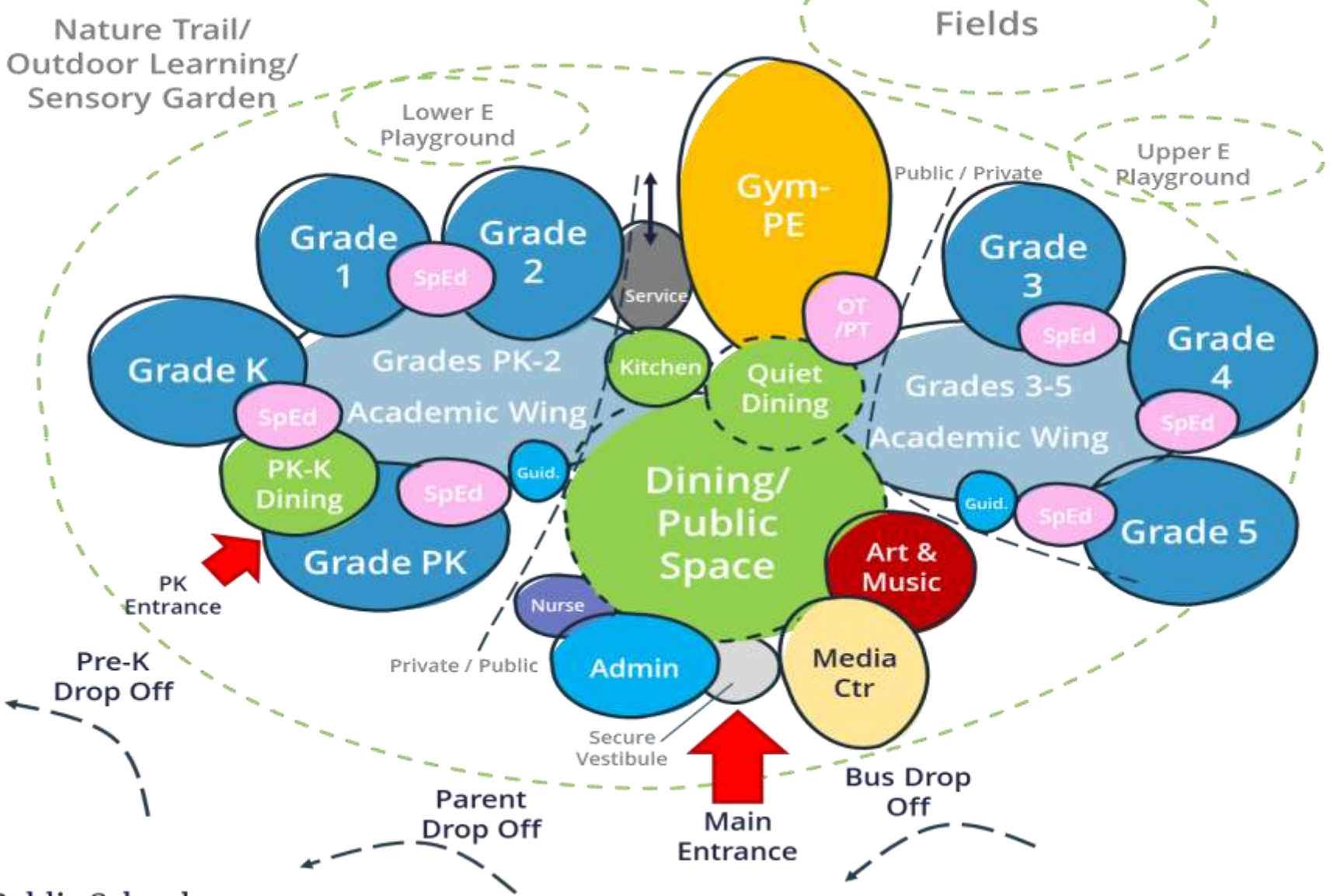
Design Patterns for Creative Learning Environments

Fielding International

<https://fieldingintf.com/design-patterns>



Preferred Design Patterns



Building Committee Members

Town	SPS Administrators	School Committee	Community
James Boudreau	William Burkhead	Nicole Brandolini	Jonathan Burwood
Karen Connolly	Robert Dutch	Janice Lindblom	Jared Cianciolo
Nancy Holt	Julie Ward		Gregg Davey
Gerard Kelly	Scott Williams		Jeff Halbig
Kevin Kelly			Matt Marino
Stephen Shea			Bruce Marshman
			Andrew Scanzillo

Cushing and Hatherly MSBA Project



Scituate Public Schools

- DISTRICT
- DEPARTMENTS
- SCHOOLS
- SCHOOL COMMITTEE
- FAMILIES
- COMMUNITY

HOME > COMMUNITY > Cushing and Hatherly MSBA Project

School/Family Partnerships

Scituate Community

Cushing and Hatherly MSBA Project

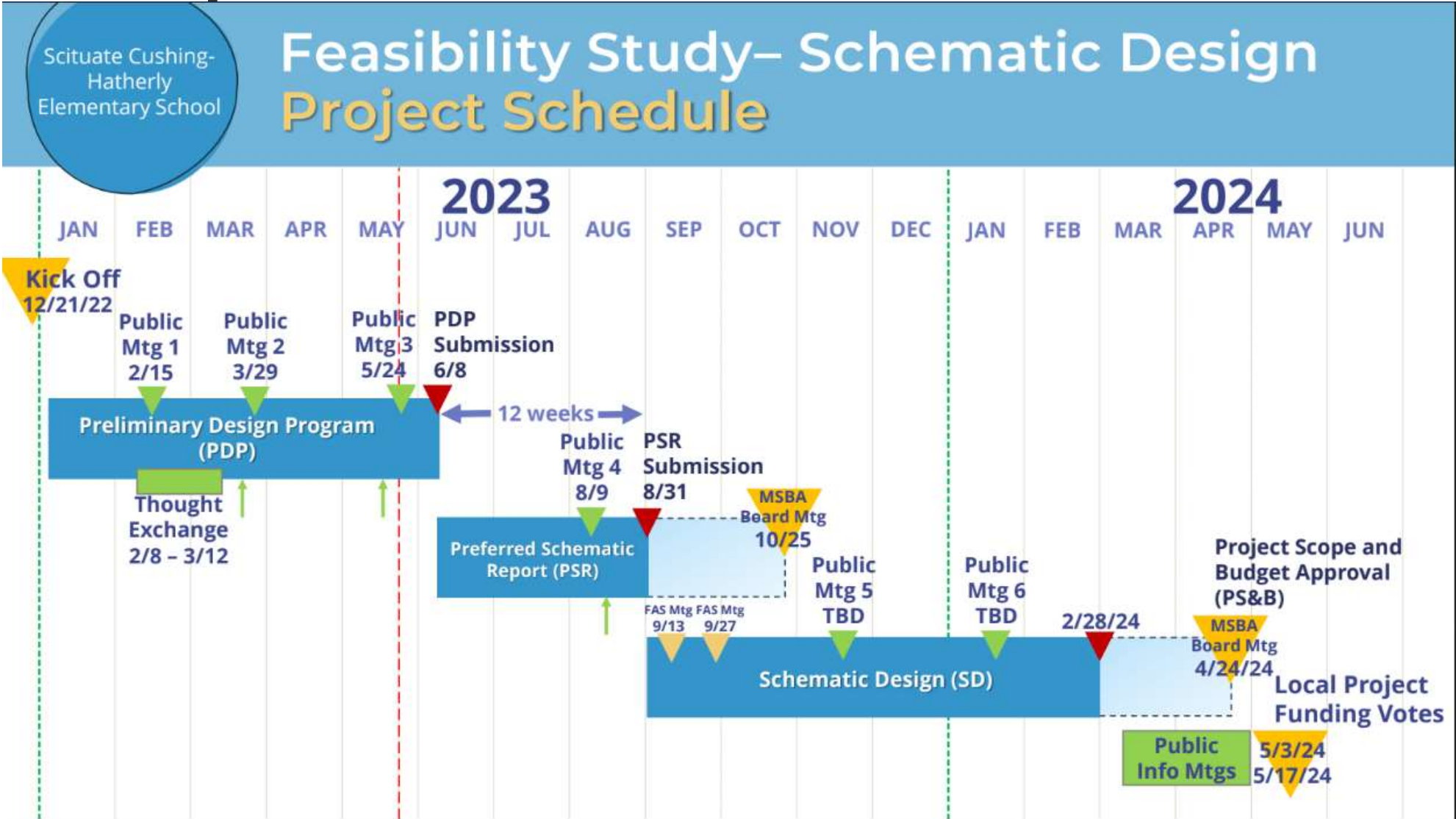
- Project History
- School Building Committee
- Meetings and Forums
- Process and Timeline
- Community Input

Cushing and Hatherly MSBA Project



Scituate Public Schools

Next Steps



**THANK YOU –
QUESTIONS?**

