Scituate Public Schools

Cushing - Hatherly Elementary School Project

School Committee Project Update #1

March 27, 2023

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Agenda

- Introductions
- Process, Schedule, and the Need
- Visioning Work
- Preliminary Design Options
- Feedback and Next Steps

Introductions

The Team

![Scituate Public Schools]

Scituate Public Schools

School Committee

School Building Committee

![Massachusetts School Building Authority]
Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

Program Administrator & Funding Partner

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Owner's Project Manager (OPM)

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Designer (Architect)

Process, Schedule, and the Project Need

Overall Project Schedule   ~5 years

2023   **2024**   **2025**   **2026**   **2027**

Kick Off

Feasibility Study

Schematic Design

Local Project Funding Votes

Design Development

Construction Documents

Bidding

TODAY

Construction Administration

Building Substantial Completion and Move-In

Site Construction

Closeout
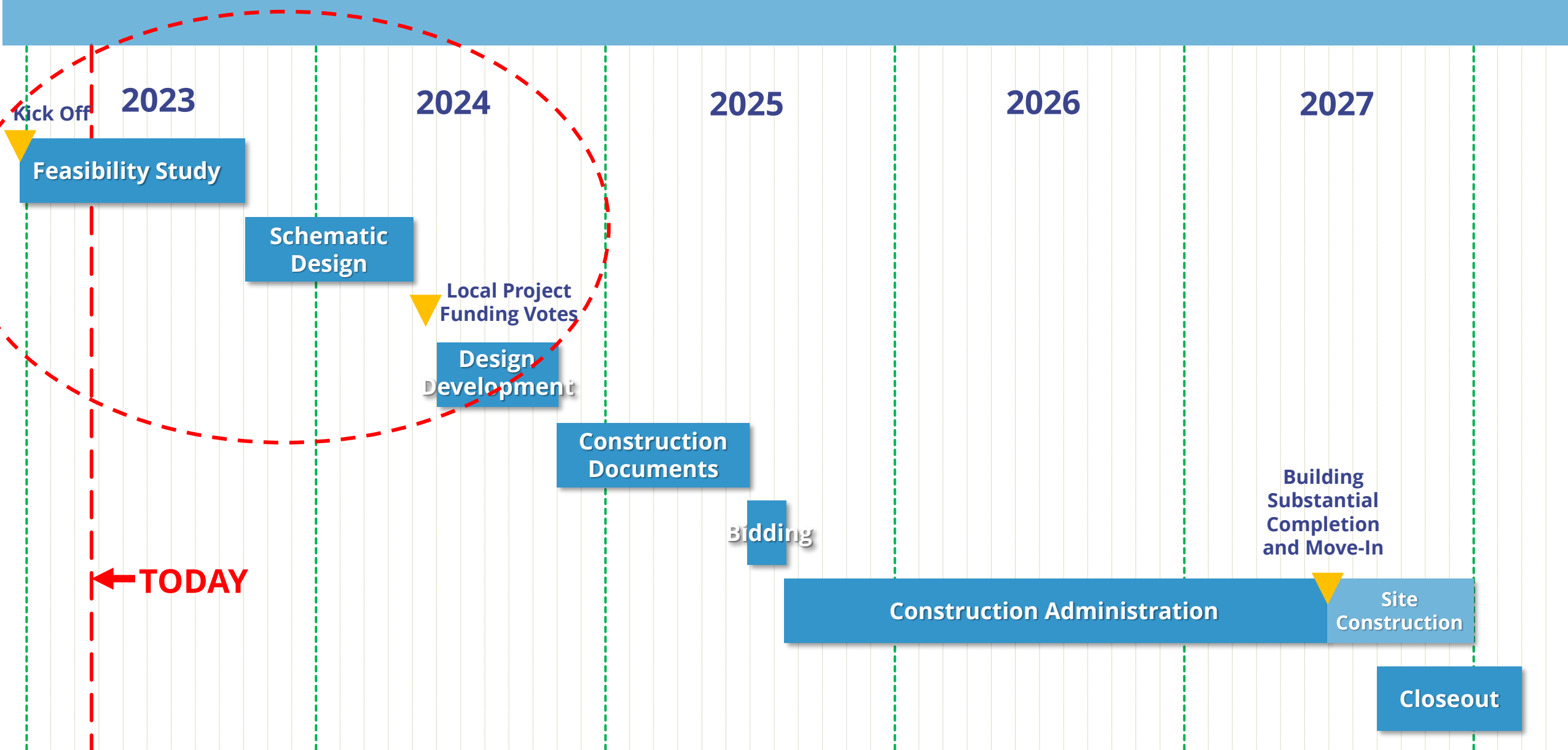
How we got here... Hatherly and Cushing Schools

- Both schools experience space deficiencies in their educational programs, particularly, special education, art, PE, and music.

- Both have inappropriate space uses and adjacencies: library, gymnasium, special ed.

- Each school needs significant upgrades including HVAC, plumbing, electrical, exterior windows and envelope, accessibility, etc.

- Both have temporary modular classrooms.

- **Hatherly** was determined by the MSBA to be in the most need of the four district elementary schools.

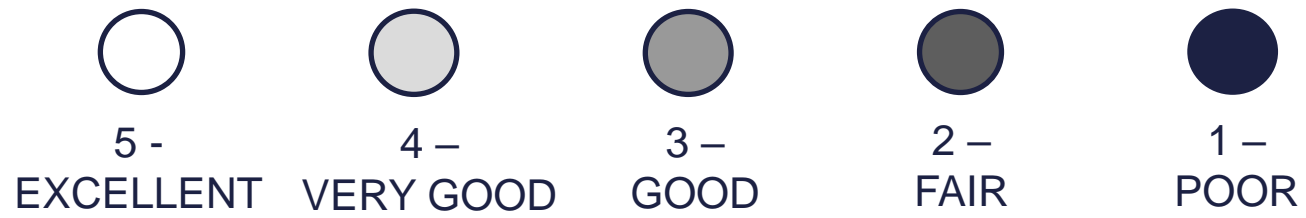Hatherly Elementary School – 1962 (**61 yrs**)

Cushing Elementary School – 1964 (**59 yrs**)

Existing Conditions Assessment

No major red flags or dangerous safety conditions, but.....

	SITE & CIVIL	SITE ACCESSIBILITY/ PLAY AREAS	EXTERIOR BUILDING ELEMENTS	INTERIOR ARCH ELEMENTS	ACCESSIBILITY	STRUCTURAL ELEMENTS	MECHANICAL SYSTEMS	ELECTRICAL SYSTEMS	PLUMBING SYSTEMS	FIRE PROTECTION SYSTEMS	HAZARDOUS MATERIALS	FUNCTIONAL USE OF SPACE	
Hatherly ES	●	●	●	●	●	○	●	●	●	●	●	●	**24**
Cushing ES	●	○	●	●	●	○	●	●	●	●	●	●	**26**

○ 5 - EXCELLENT   ○ 4 – VERY GOOD   ● 3 – GOOD   ● 2 – FAIR   ● 1 – POOR

What is the project?

Hatherly Elementary School

Cushing Elementary School

- A consolidated Grades K-5 school for 460 students
- Study including Pre-K space in the building for about 100 students.
- Design Options: evaluate locating the school at both sites and pick the most advantageous option

Options
Required To Be Studied

Existing Hatherly K-5 School to remain
(May also add Cushing Reno work)

K-5 School on Hatherly Site
460 students
(Cushing retired)

K-5 School on Cushing Site
460 students
(Hatherly retired)

PK-5 School on Hatherly Site
460 students + 100 PK (+-)
(Cushing retired)

PK-5 School on Cushing Site
460 students + 100 PK (+-)
(Hatherly retired)

Reno/ Repair

Add/ Reno

New

Add/ Reno

New

Add/ Reno

New

Add/ Reno

New

Concentrating on these today

Evaluation Criteria

Option Evaluating Criteria
How Do We Decide?

Does it support **educational goals**, including **student health and wellness**?

What is the best **location on site** (approach, circulation, access to field, safety, etc.)?

Which best supports **community use**?

Which is the **least disruptive** to students during construction?

What is the **impact** on bussing, traffic & transport, school programs, environment, etc.?

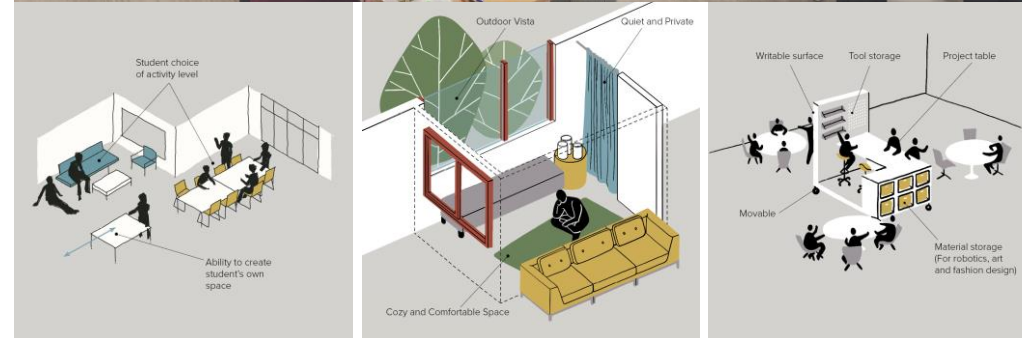What are the **costs vs. value added** to students + community?

Visioning Work Overview

Visioning Sessions SUMMARY

- About 25-30 participants: administrators, teachers, community members, students
- Three sessions held February 13 – March 9
  - Reviewed and incorporated previous **2019 visioning work**
  - Discussed school values, desires, basic assumptions and goals
  - Studied and visited examples of new, best-practice schools and examined common features found in them
  - Created diagrams of functional relationships and adjacencies, **vision statements** and **guiding principles for design** of this project

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

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

"Bring the community together by connecting the student experience to historical elements around Scituate – to engage students with their community at large."

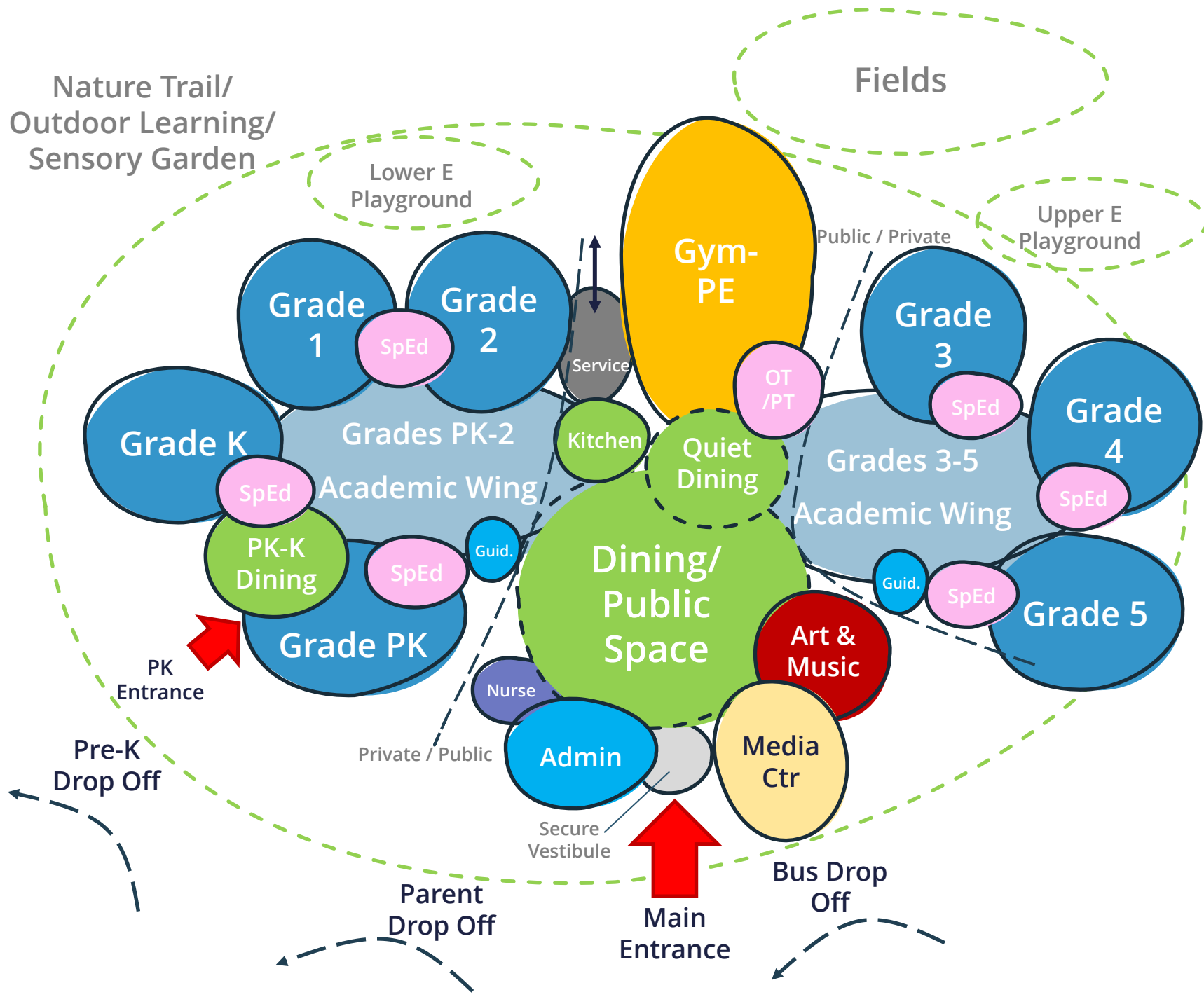"Do what is best for student learning and instill a life-long sense of wonder and purpose.

Guiding Principles for Design

Grades PK-2 Academic Wing

CORE SPACES

Grades 3-5 Academic Wing

- Organize the building into grade level teams
  - Lower elementary one side; core and shared spaces in center; upper elementary other side
- Distributed Special Education
- Centralized administration at front door with guidance located where the kids are
- Separated public / private (safety and security)
- Welcoming entry with features for parents
- Dedicated Pre-K entry, parking & drop-off
- Dining as central, public "connective tissue"
- Student dining organized into smaller zones
- Dedicated collaboration space for adults
- Variety of environments for different activities
- Strong indoor/ outdoor connections
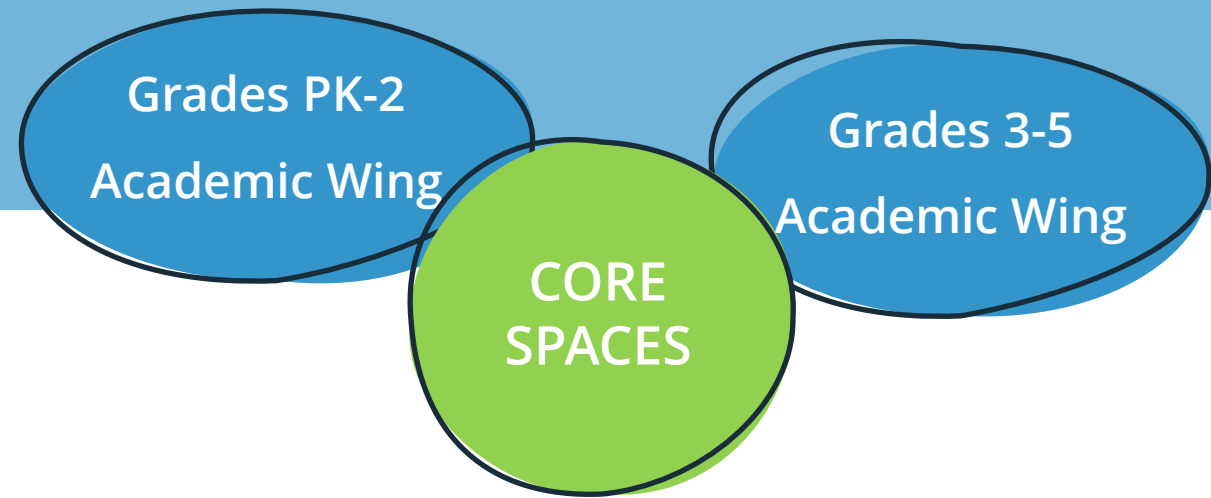
- Gym with fields immediately adjacent
- Outdoor amenities: outdoor learning, fields, walking path, gardens, play retreat
- Age-specific playgrounds
- Child-centric: scale, materials, access, movement, etc.
- Elements specific to Scituate Identity
- Flexibility
- Learning places to allow whole-body learning
- Consideration for students with sensory sensitivities
- Maximize storage to extent possible
- Provide direct access to daylight and views

Guiding Principles for Design expressed in a Spatial Relationship Diagram

Nature Trail/ Outdoor Learning/ Sensory Garden

Fields

Lower E Playground

Upper E Playground

Gym-PE

Grade 1

Grade 2

SpEd

Service

Public / Private

Grade 3

SpEd

Grade 4

Grade K

Kitchen

OT /PT

Grades PK-2 Academic Wing

Quiet Dining

Grades 3-5 Academic Wing

SpEd

SpEd

PK-K Dining

SpEd

Guid.

Dining/ Public Space

Guid.

SpEd

Grade PK

Grade 5

PK Entrance

Nurse

Art & Music

Private / Public

Admin

Media Ctr

Pre-K Drop Off

Secure Vestibule

Parent Drop Off

Main Entrance

Bus Drop Off

Preliminary Design Options Progress

- VERY Preliminary "Block Diagrams" – these are not building designs.

- Early work to fit program to site

- Starting to think about site circulation and amenities

- Nothing is decided

- There will be many opportunities to comment!

"C" Plan on Hatherly Site – Site Planning Goals

- Existing building may remain operational

- Minimize scale and bulk of building

- Separate bus, parent, and PK drop off loops

- Increase vehicle stacking space – minimize traffic congestion

- Emergency access all around

- Separate upper and lower-age playgrounds

- Reestablish Flannery Field on east side of site

- Incorporate trails and exterior educational opportunities

Cushing / Hatherly Elementary School - Concept on Hatherly Site

3.22.23   Conceptual Site Plan   1" = 40'

"Bar" Plan on Hatherly Site – Site Planning Goals

- Existing building may remain operational

- Minimize scale and bulk of building

- Separate bus, parent, and PK drop off loops

- Increase vehicle stacking space – minimize traffic congestion

- Emergency access all around

- Separate upper and lower-age playgrounds

- Reestablish Flannery Field on west side of site

- Incorporate trails and exterior educational opportunities

Cushing / Hatherly Elementary School - "Bar" Concept on H
Conceptual Site Plan

"C" Plan on Cushing Site – Site Planning Goals

- New building located to east of existing school, half in the woods

- Existing building may remain operational

- Entry and drives include separate car, bus, and PK drop offs

- Single access/egress from site; two ways out of neighborhood

- Separate upper and lower-age playgrounds

- Space for emergency access all around

- Roomier site but moderate grading considerations

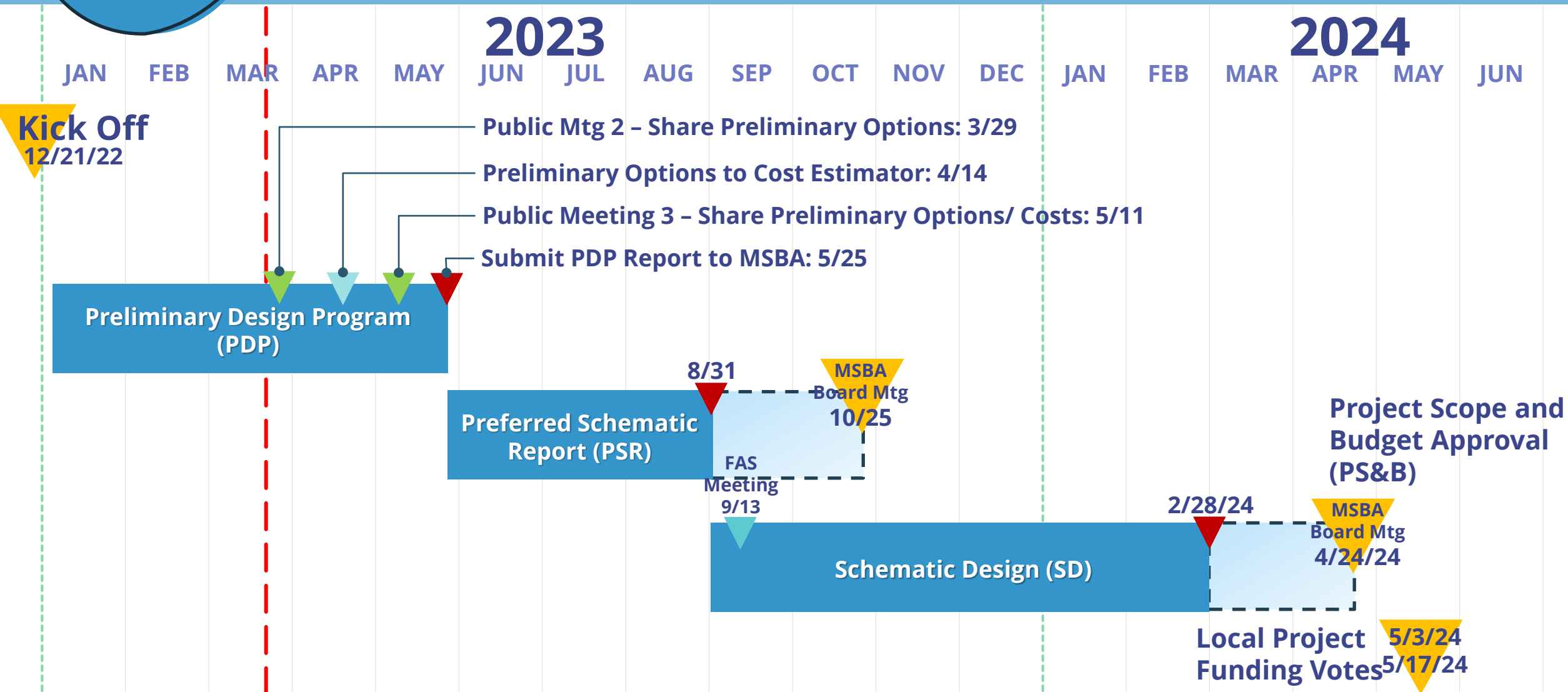→ Bar plan was considered for Cushing site but does not fit well

Cushing / Hatherly Elementary School - "C" Concept on Cuhsing Site

3.22.23   Conceptual Site Plan   1" = 40'

All site plans together, roughly same scale

"C" Plan – Cushing site

"C" Plan – Hatherly site

"Bar" Plan – Hatherly site

Next Steps

Thank you.

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