Scituate Public Schools

# Cushing - Hatherly Elementary School Project

School Building Committee
Public Information Session #2

March 29, 2023

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# Agenda

- Introductions

- Feedback Modes

- Process, Schedule, and the Need

- Visioning Work

- Preliminary Design Options

- Comments and Next Steps

# Introductions

# The Team

Scituate Public Scho

School Committee

School Building Committee

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

**Program Administrator & Funding Partner**

**VERTEX®**

**Owner's Project Manager (OPM)**

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**Designer (Architect)**

# Who is the School Building Committee?

Robert Dutch, Finance Director, SPS; Chair SBC

Nancy Holt, Finance Director, Town of Scituate

Tony Vegnani, Chair Selectboard, Town of Scituate

James Boudreau, Scituate Town Administrator

Stephen Shea, Scituate Public Buildings Commission

Kevin Kelly, Facilities Director, Town of Scituate

Jerry Kelly, Scituate Advisory Committee

Nicole Brandolini, Chair, School Committee

Janice Lindblom, School Committee Member

William Burkhead, Superintendent of Schools

Julie Ward, Principal, Hatherly School

Scott Williams, Principal, Cushing School

Jonathan Burwood, Community Member

Jared Cianciolo, Community Member

Gregg Davey, Community Member

Jeff Halbig, Community Member

Matt Marino, Community Member

Andrew Scanzillo, Community Member

Bruce Marshman, Community Member

Community Members have specific experience with Education and/or Building Design & Construction

# Community Feedback

Feel free to visit the drawings and other visuals we have posted around the room, and use post-it notes to add your comments!
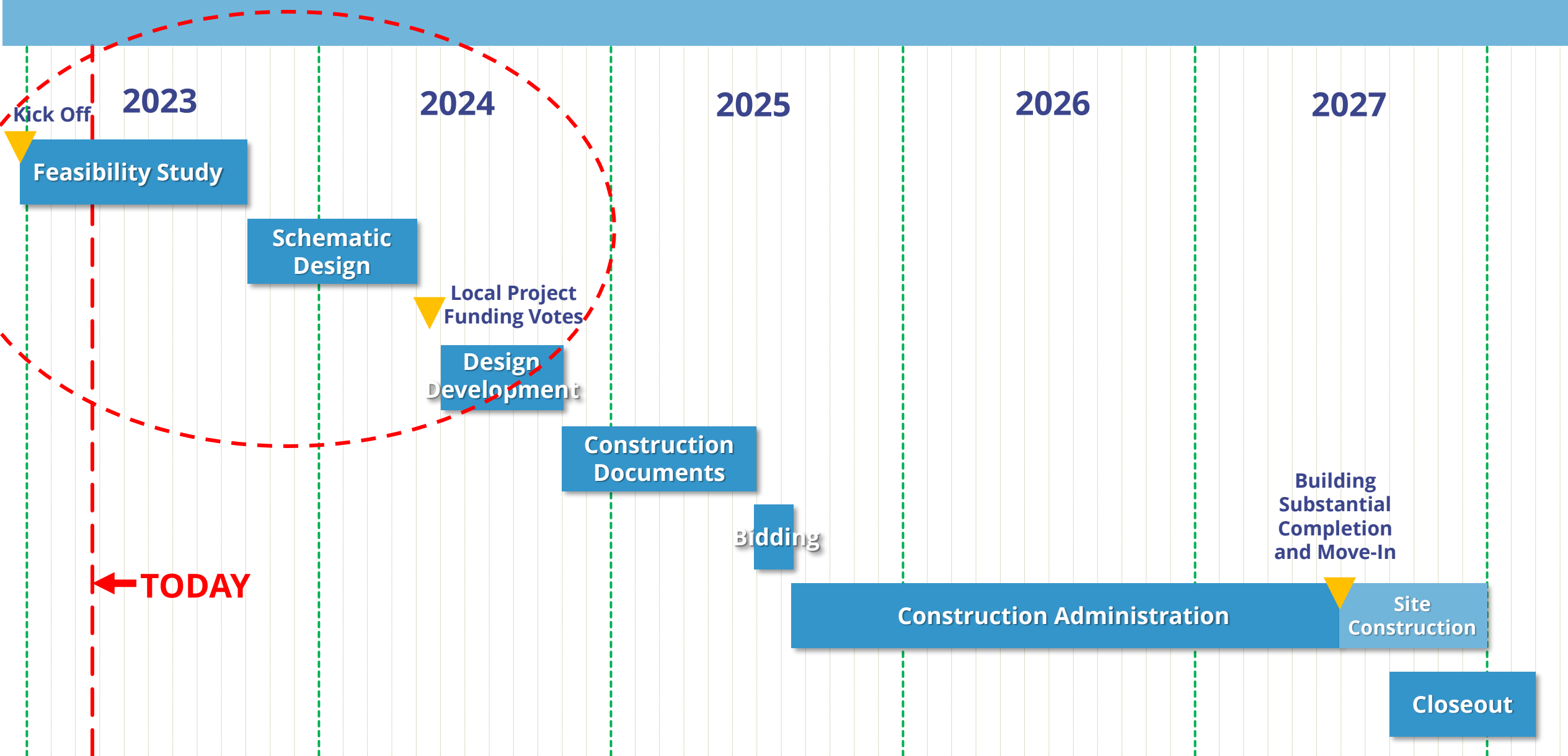
**Mentimeter:**



Or log on to the website:
https://www.menti.com/aly2yh83zrug

Voting code:
**1401625**

# Process, Schedule, and the Project Need

# 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 |

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

# What is the project?
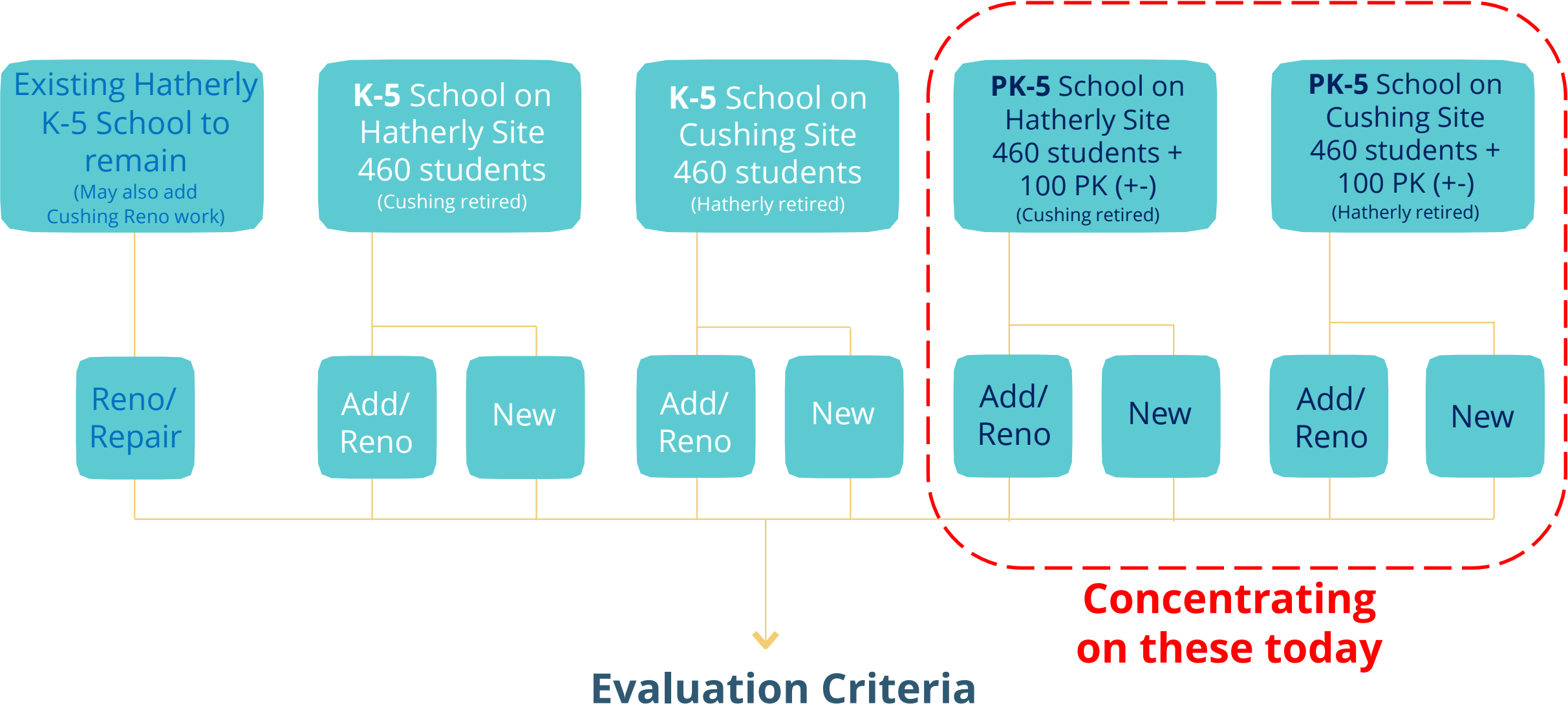


Hatherly Elementary School

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.*"

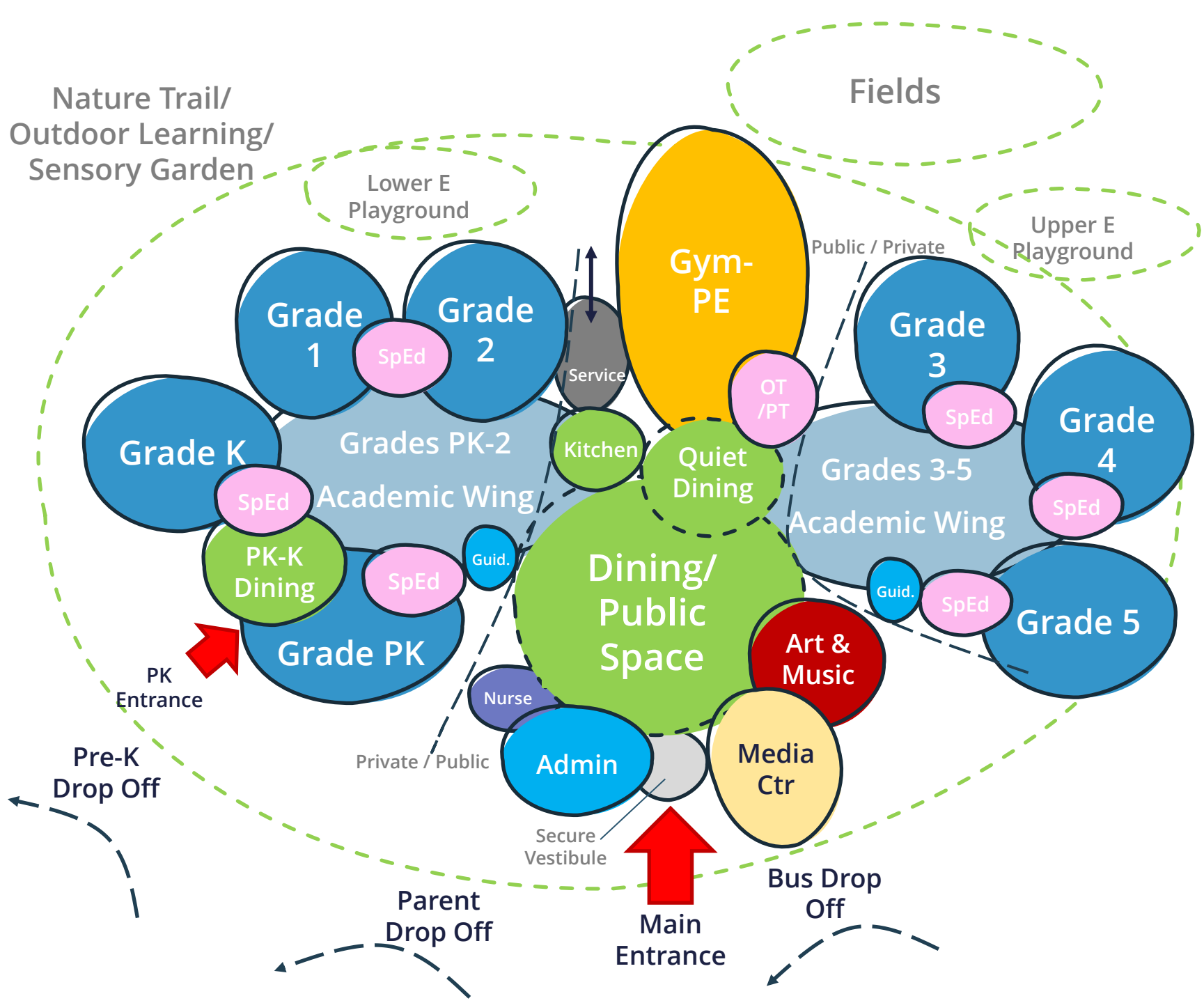"*Do what is best for student learning and instill a life-long sense of wonder and purpose.*

# Guiding Principles for Design

Grades PK-2
Academic Wing

Grades 3-5
Academic Wing

CORE SPACES

- Organize the building into grade level teams
  o Lower elementary one side; core and shared spaces in center; upper elementary other side
- Distributed Special Education
- Centralized administration at front door with adjustment counselors 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
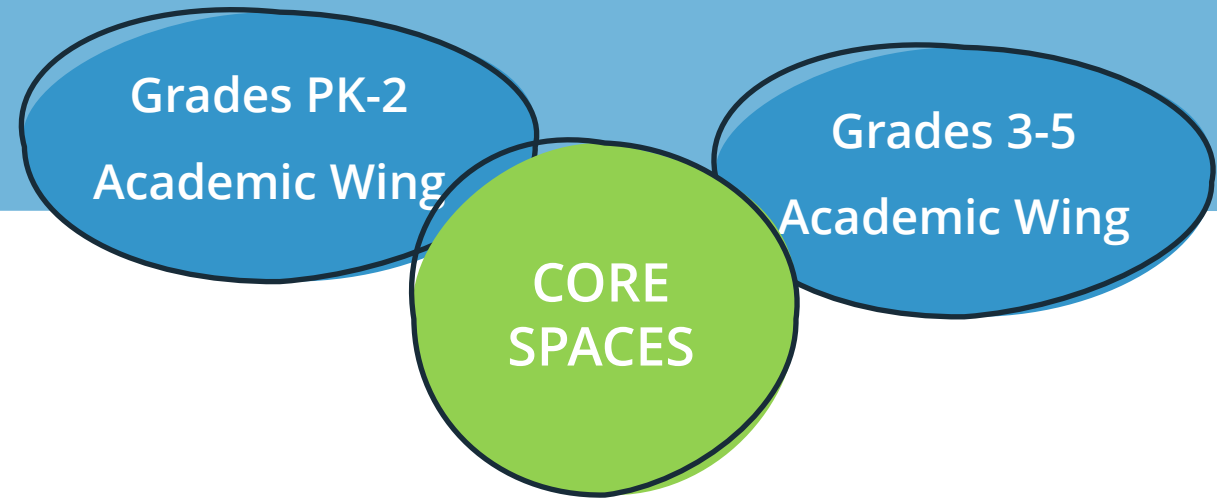
- Gym with fields immediately adjacent
- Outdoor amenities: outdoor learning, fields, walking path, gardens, play retreat
- Age-specific playgrounds
- Child-centric: scale, materials, access, movement, etc.
- Elements specific to Scituate Identity
- Flexibility
- Learning places to allow whole-body learning
- Consideration for students with sensory challenges
- 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

Public / Private

Gym-PE

Grade 1

Grade 2

SpEd

Service

Grade 3

SpEd

OT /PT

Grade K

Grades PK-2 Academic Wing

Kitchen

Quiet Dining

Grades 3-5 Academic Wing

Grade 4

SpEd

SpEd

PK-K Dining

SpEd

Guid.

Dining/ Public Space

Guid.

SpEd

Grade PK

PK Entrance

Nurse

Art & Music

Grade 5

Pre-K Drop Off

Private / Public

Admin

Media Ctr

Secure Vestibule

Parent Drop Off

Main Entrance

Bus Drop Off

# Summary of the Space Summary

- **Based upon MSBA standards for classroom and core space sizes**

- **Purpose-designed special education spaces**

- **Assumes class sizes (# of students) consistent with current guidelines**

- **Total Program: 101,400 +/- GSF**

- **Includes ~10,000 GSF for (5) Pre-K classrooms and support space**

# 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'

- 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

Conceptual Site Plan

3.22.23                1" = 40'

# All site plans together, roughly same scale



"C" Plan – Cushing site

"C" Plan – Hatherly site
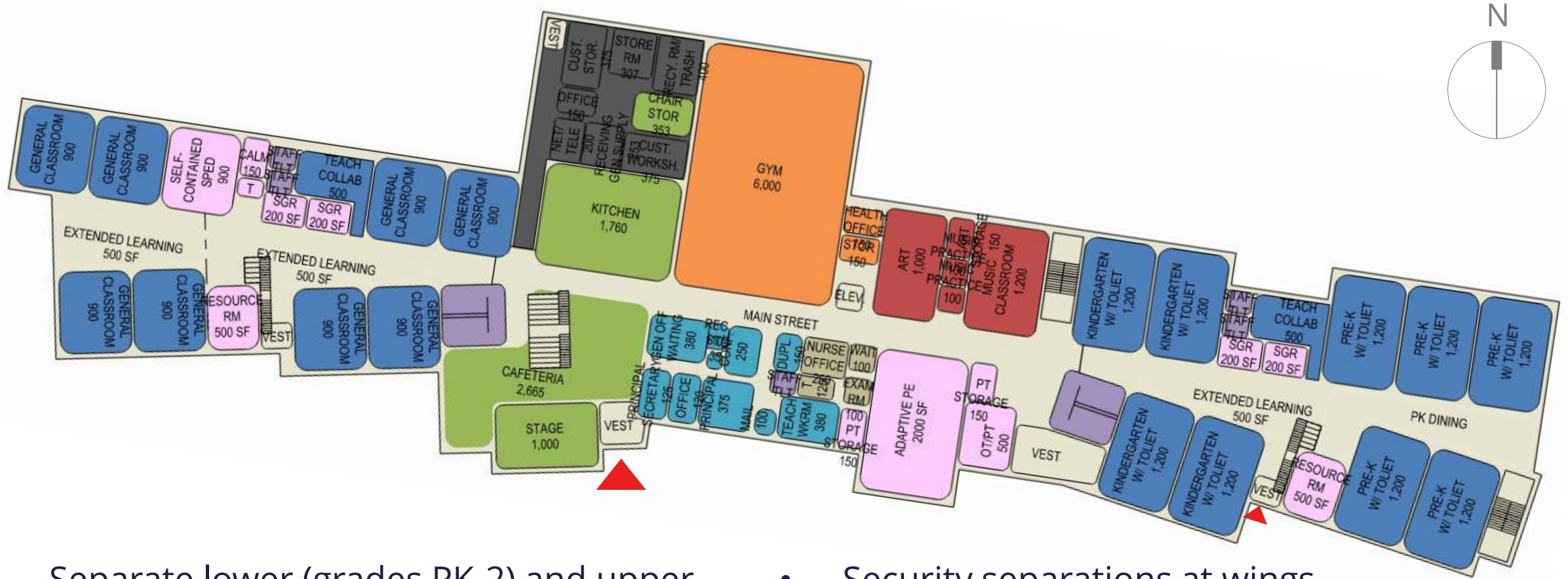
"Bar" Plan – Hatherly site
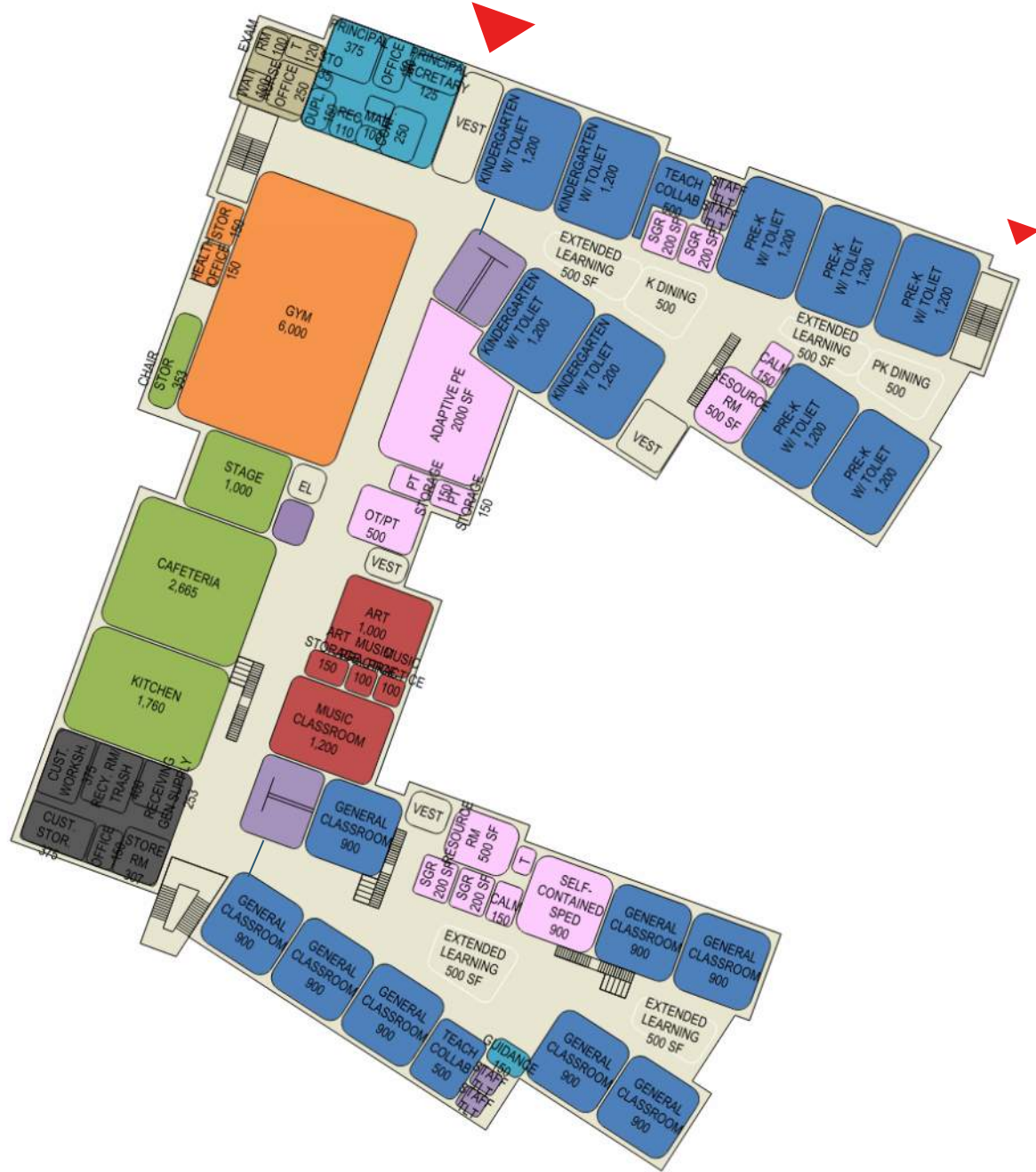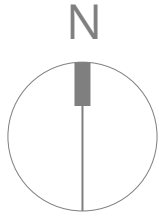
# "C" Plan – Main Level

- Separate lower (grades PK-2) and upper (grades 3-5) elementary wings
- Core spaces in center
- Admin at entry
- Security separations at wings
- Discrete classrooms supported by extended learning areas
- Stage back-to-back between gym and cafeteria
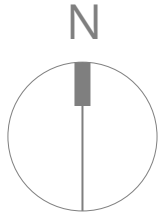
# "C" Plan – Upper Level

- Separate lower (grades PK-2) and upper (grades 3-5) elementary wings
- Media/ reading Room in center
- Overlooks into two-story spaces
- Discrete classrooms supported by extended learning areas
- Occupiable roofs to allow 2nd floor direct access to outdoors

# "Bar" Plan – Main Level



- Separate lower (grades PK-2) and upper (grades 3-5) elementary wings
- Core spaces in center
- Admin at entry
- "Main Street" circulation

- Security separations at wings
- Separate PreK entrance
- Discrete classrooms supported by extended learning areas
- Stage creates oculus to front garden

# "Bar" Plan – Upper Level
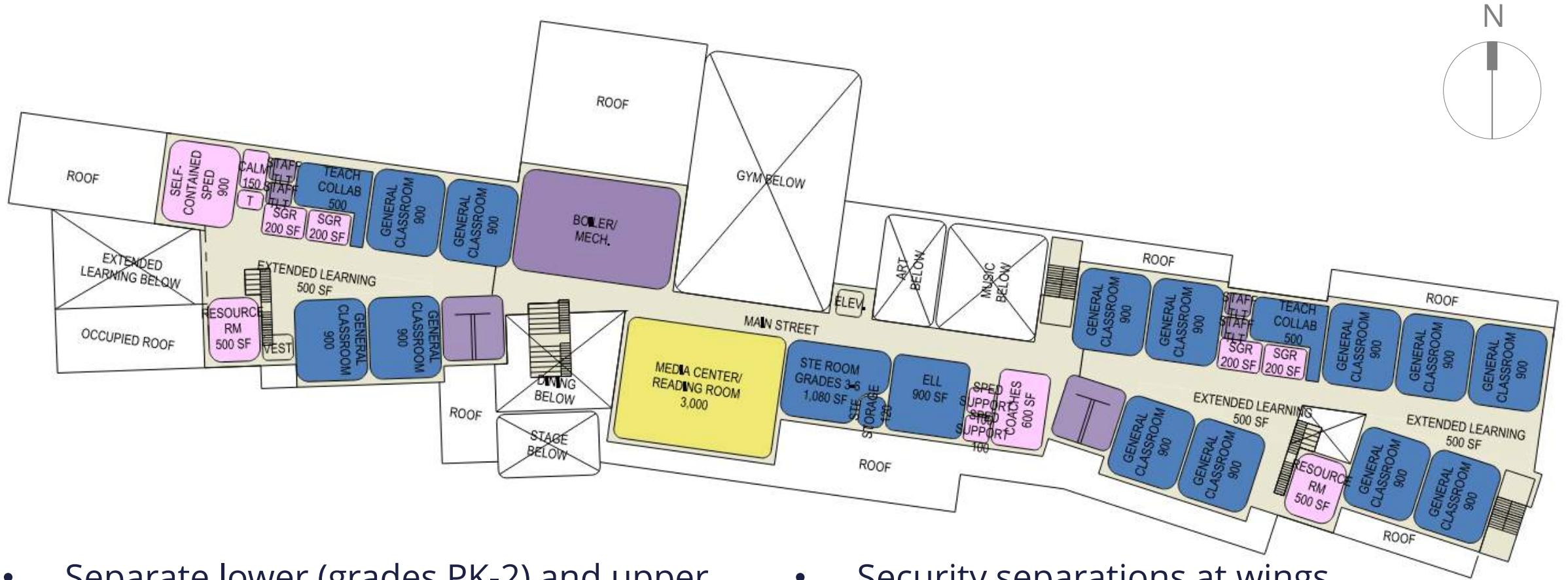
- Separate lower (grades PK-2) and upper (grades 3-5) elementary wings
- Media Center/ reading room at heart
- Two-story spaces with overlooks from wings
- "Main Street" circulation
- Security separations at wings
- Occupied roof spaces facing marshes
- Extended learning areas with views into lower level
- Stage creates oculus to front garden

# Add / Reno – Main Level
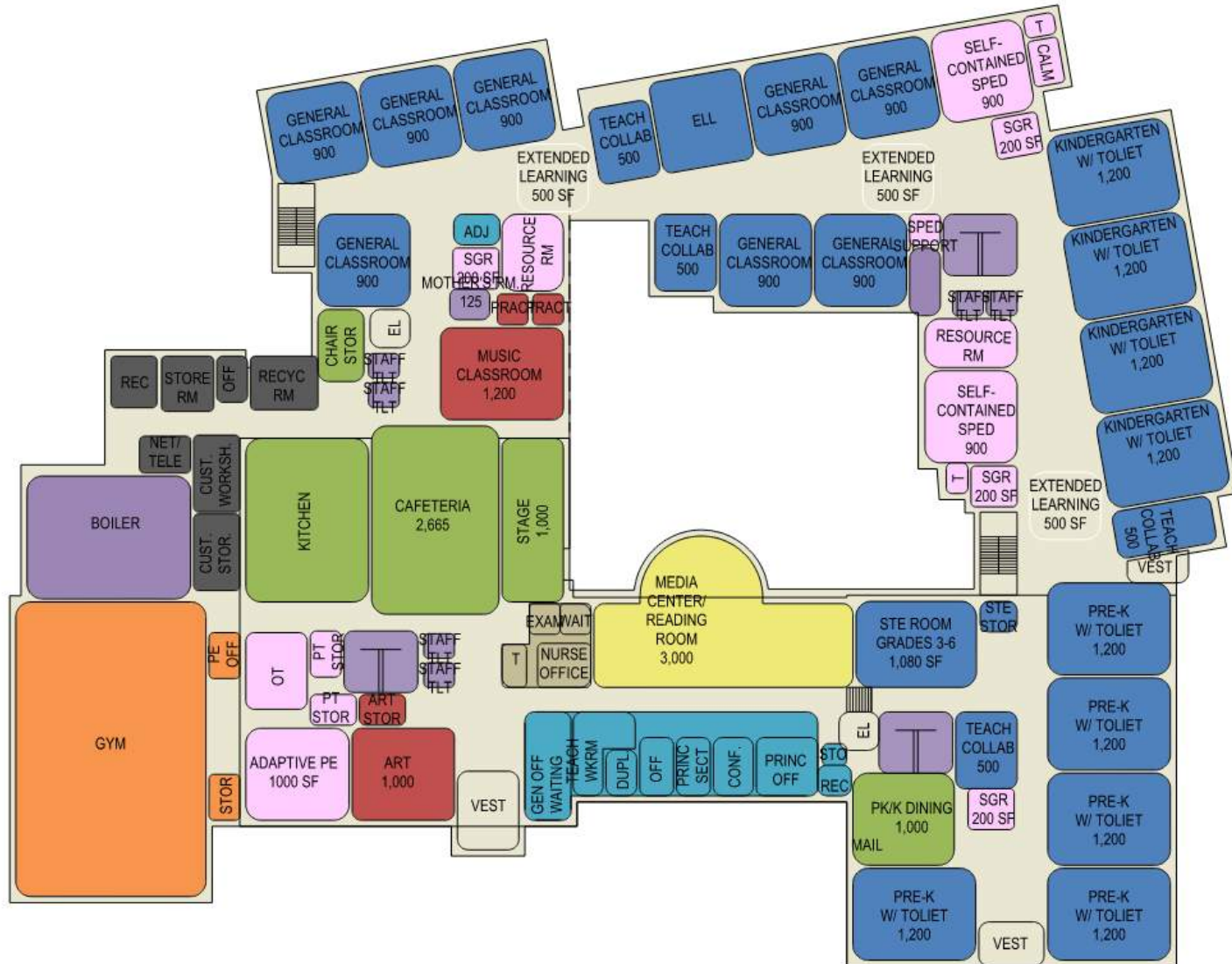


- Lower (grades PK-2) on level 1 and upper (grades 3-5) on level 2
- Core spaces in center
- Admin at entry
- Security separations at wings
- Discrete classrooms supported by extended learning areas
- All but northernmost end of western wing renovated (demolished)
- New two-story addition to the north
- New one-story addition to the west.
- Requires phased, occupied construction.
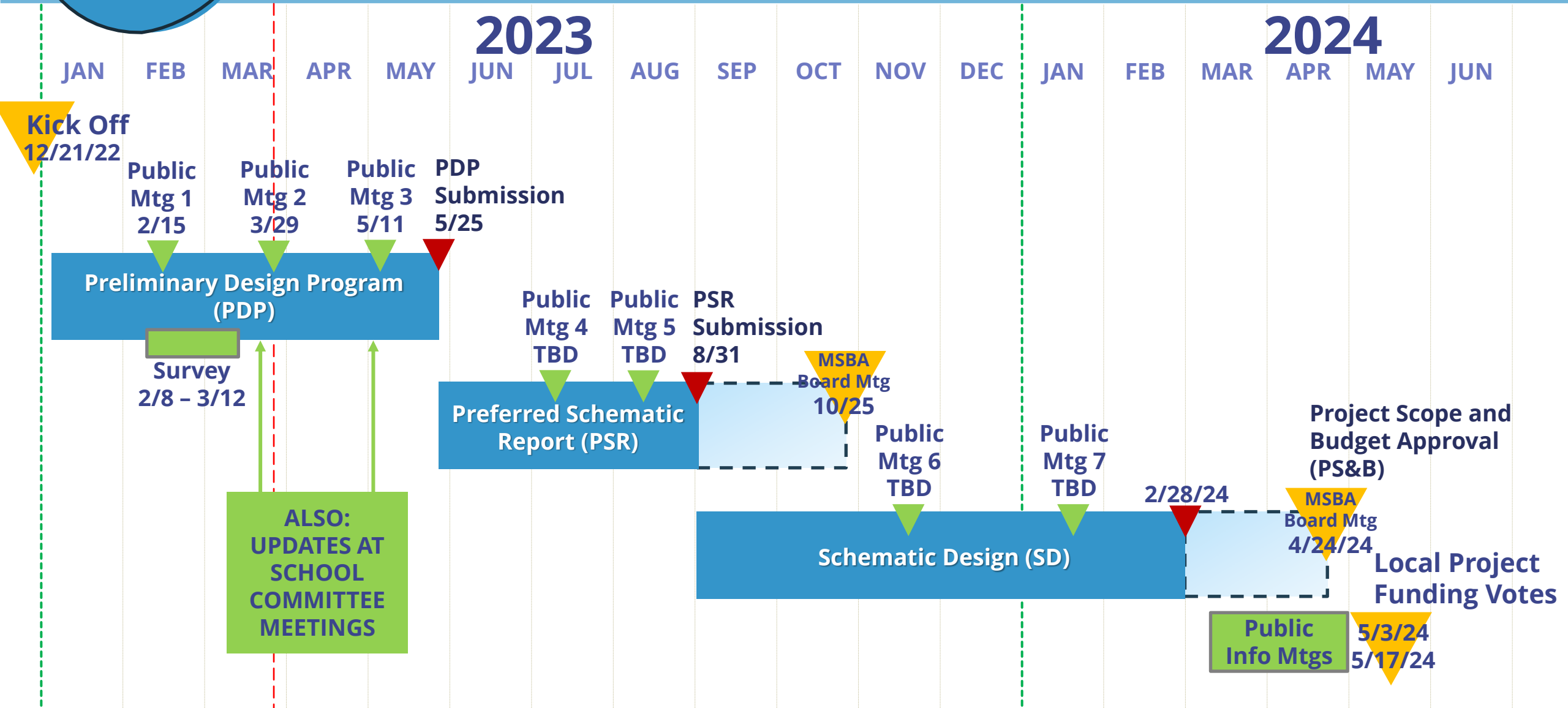
# Add / Reno – Upper Level
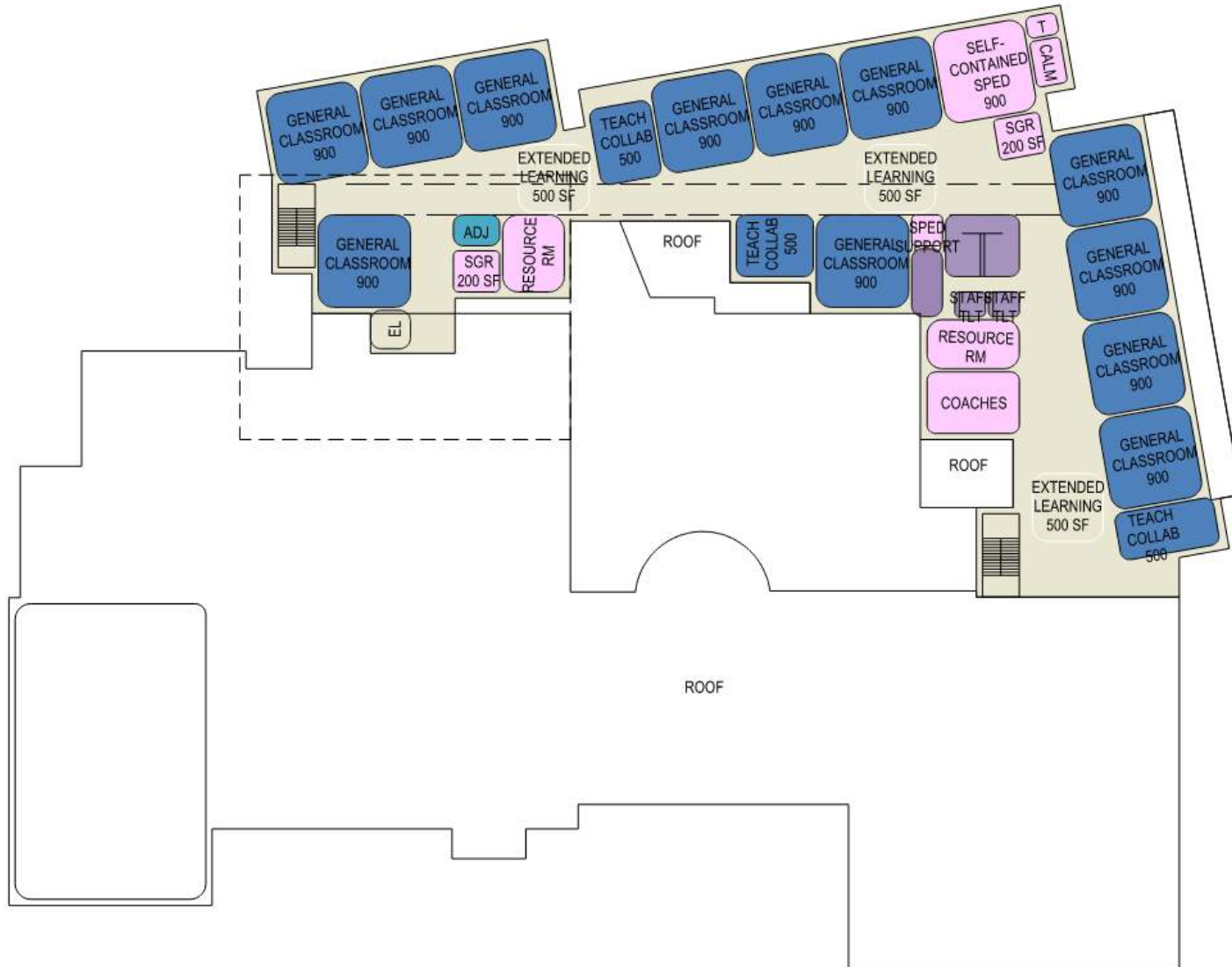


- Lower (grades PK-2) on level 1 and upper (grades 3-5) on level 2
- Core spaces in center
- Admin at entry
- Security separations at wings
- Discrete classrooms supported by extended learning areas
- Possible occupied roofs from 3rd and 4th grade areas

# Next Steps

# Community Feedback

Feel free to visit the drawings and other visuals we have posted around the room, and use post-it notes to add your comments!

**Mentimeter:**
Digital platform for discussion and feedback

If you are online, scan this QR code with your device and provide your feedback digitally, privately, and anonymously.

Or log on to the website:
https://www.menti.com/aldbz9uuyxwx

Voting code:
3476 8465

# Community Feedback

Feel free to visit the drawings and other visuals we have posted around the room, and use post-it notes to add your comments!

I like..

I wish...

I wonder...

Thank you.

Scituate Public Sch[ools]

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