Massachusetts School Building Authority

School District Hamilton-Wenham

District Contact Thomas Geary TEL: (978) 767-0670

Name of School Cutler School

Submission Date 5/28/2021

Note

The following Priorities have been included in the Statement of Interest:

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 enrollments.
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 parties/governing bodies, in a specific 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 to the satisfaction of the MSBA.

SOI Program: Core
Potential Project Scope: Potential New School
Is this a Potential Consolidation? Yes

If "YES", Please describe Potential Consolidation that is anticipated at the school.

It has been discussed many times in the community to consolidate the Winthrop Elementary and the Cutler Elementary into one building. This was studied in the 2014 District Master Plan written by SMMA. Combining the two schools would allow the District more flexibility with resources.

Is this SOI the District Priority SOI? Yes

School name of the District Priority SOI: Cutler School

Is this part of a larger facilities plan? Yes

If "YES", please provide the following:

Facilities Plan Date: 6/4/2014

Planning Firm: SMMA Architects

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

The Hamilton-Wenham District Master Plan was completed in June of 2014. The Master Plan had the following goals:

1. Facilitate a visioning process, involving a broad range of community and District stakeholders to identify educational and community goals for the district with a focus on transformation of the HWRSD school system so as to promote the 21st Century learner.
2. Review a number of narrowly-defined facilities reports developed in the last 5 years regarding the state of the District's facilities as well as work conducted by the District for repairs and or replacement of certain building components.
3. Perform a Demographic Study to understand the population changes experienced already, as well as those anticipated over the next ten years.
4. Review the role and ramifications of School Choice on the population and needed facilities.
5. Develop a comprehensive Master Plan with options for incorporating Goals identified through the Visioning process with demographics, School Choice and existing buildings.

The consolidation of the Cutler and Winthrop Elementary Schools was presented as one option for modernizing the school facilities of the HWRSD in the Facilities Master Plan. This consolidation would maximize the efficiencies a single school of approximately 600 students would have over two separate schools and would spare the communities from having to extensively renovate two separate buildings.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 12 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 12 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? Yes

If "YES", please provide the author and date of the District's Master Educational Plan.

SMMA Architects, June 4, 2014

Is there overcrowding at the school facility? No

If "YES", please describe in detail, including specific examples of the overcrowding.

Has the district had any recent teacher layoffs or reductions? Yes

If "YES", how many teaching positions were affected? 5

At which schools in the district? Hamilton-Wenham Regional High School

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

5.0 FTE of teaching positions were eliminated at Hamilton-Wenham Regional High School for the 2017-2018 school year. These FTEs were primarily made up of part time positions at the school in all various areas (English, Social Studies, Language, PE).

Has the district had any recent staff layoffs or reductions? No

If "YES", how many staff positions were affected? 0

At which schools in the district?

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

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.

N/A

Please provide a description of the local budget approval process for a potential capital project with theMSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

The Capital Budget is formulated by using a ten year outlook of capital needs for the District. This process is done in collaboration with the Superintendent of Schools, the Assistant Superintendent of Finance and Administration, District Leadership Team, and the School Committee's Capital Finance Sub-Committee. Through the Capital Finance SubCommittee, the School Committee, the School Committee votes a final budget in mid- February. This budget is then sent to Annual Town Meeting for approval. Annual Town Meeting is usually held in early April in both Hamilton and Wenham. After warrants are finalized at Town Meeting it is then sent to the voters for ballot.

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 (maximum of 5000 characters).

The Cutler Elementary School is a 45,800 sf masonry building constructed in 1951 with modular classroom additions in 1952 and 1956. In 1989 the Whittier Wing was added which houses kindergarten classrooms and a gymnasium. The school serves approximately 300 students in grades K-5.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.

45800

SITE DESCRIPTION: Please provide a detailed description of the current 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 facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

The Cutler Elementary School is located on 237 Asbury Street, a minor arterial road with one lane in each direction. The school site is located within 1 mile of downtown Hamilton and is surrounded by residential neighborhoods. The school site is approximately 11.5 acres located and is located within Zone X (areas of minimal flooding) within the Flood Insurance Map. Ledge is visible on site which could impact feasibility.

Most of the site appears to be located within Zone II, wellhead protection area. The site is located within an R-1A Zone.

There are no other buildings that share the site with the Cutler School.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

237 Asbury St., Hamilton, MA 01928

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).

Foundations
The foundations for the 1951 building and the 1989 addition are constructed of cast-in-place concrete. The 1952 and 1956 modular additions have a crawl space under the entire floor. The type and extent of foundation for the modular classrooms could not be determined. There is a boiler room below the kitchen with cast-in-place reinforced concrete walls and slab.

The gym/classroom addition, completed in 1989, has a basement storage area consisting of cast in-place reinforced concrete walls, beams and slab. The gymnasium above has steel portal bents supporting wide flange purlins and steel roof deck. The low roof, over the classroom area adjacent to the gym, likely has steel columns supporting either beams or joists and metal deck. There is clerestory glazing at the gym with exterior brick and interior 8 inch CMU's. The remaining exterior walls have back-up metal studs. There are no designed lateral load resisting elements in the building and wind loads are currently transferred through exterior walls and interior partitions.

Exterior--1951 Building
The exterior walls of the 1951 original building appears to be roughly 12" thick, in full wythe brick and no insulation. Brick has efflorescence and is spalling in a few areas around the building. This efflorescence was

primarily noted at a decorative brick piers where the brick is fully exposed to weathering and joints are susceptible to water ingress. Some of the brick is 2” h x 10” l (Roman Brick in a “slipped” Running Bond) while other brick is standard size; most appears to be in good condition with localized areas where cracks, efflorescence and spalling was noted. The cracks appear to be due to a lack of control joints at the corners of the building.

The Multi-purpose Room (MPR) has vinyl siding applied over existing wood siding. The condition of the wood siding underneath is not known. The original wood trim is covered by aluminum panels with exposed fasteners, which are rusting. The MPR has a sloped roof with queen post rafters consisting of structural wood beams and steel rods. These are supported on wood columns at 5’-0” on center at the exterior curtain walls and load bearing wall at the stage. The rafters support wood plank. The classroom areas have sloped wood beams at 5’-0” on center supporting wood plank. The beams typically cantilever out beyond the curtain wall which has wood columns at each roof beam. There is exterior brick up to the sill level with full height panels at various locations.

Exterior--1952 and 1956 Modular classrooms
The modular classrooms are constructed of non-thermal metal store-front window systems The building adjacent to the classrooms has a concrete parged coating on one side and wood panels on another. The steel behind the parged coating is rusting, which is causing the parged coating to peel off the building. Significant cracking and deterioration of the parge coating was noted. The presence of insulation in the exterior wall is not known. Significant deterioration/rotting of the wood panels was evident.

Exterior--1989 Building
The exterior wall is constructed of brick veneer, with precast concrete window sills and panels above windows. The gym has concrete block back-up, with 1” of rigid insulation in the cavity between block and brick. The classroom areas have light gauge metal framing back-up with 6” fiberglass batt insulation in between the studs. Six inches of fiberglass batt insulation should have R-19 thermal value if it was installed continuously. However, because it is installed in between metal framing, the thermal value of the wall is significantly reduced; the metal framing acts as a conductor allows for thermal transfer of cold air in, and warm air out. In addition, after a review of the drawings, there is some concern over the potential lack of a continuous thermal envelope at the gym, particularly at the top of wall transition to the roof. The base of the brick at the northeast corner of the building has some fungal growth. Several sealant joints have failed around openings, giving a direct pathway for water to enter the wall system. Joints in precast sills are in need of repointing/sealing.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO
Year of Last Major Repair or Replacement:(YYYY) 1951
Description of Last Major Repair or Replacement:
none

Roof Section A
Is the District seeking replacement of the Roof Section? NO
Area of Section (square feet) 10000
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
Shingle
Age of Section (number of years since the Roof was installed or replaced) 19
Description of repairs, if applicable, in the last three years. Include year of repair:
None

Window Section A
Is the District seeking replacement of the Windows Section? NO
Windows in Section (count) 50
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
single pane wood
Age of Section (number of years since the Windows were installed or replaced) 62
Description of repairs, if applicable, in the last three years. Include year of repair:
None

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).

MECHANICAL SYSTEM
The original 1952 building heating system consisted of steam boilers, below floor steam distribution pipe and steam terminal units. The terminal units were unit ventilators, unit heaters, radiators and steam coils within several air handlers. The original ventilation system consisted of unit ventilator fresh air intakes and roof mounted exhaust fans. The original control system was pneumatic; with air compressor, copper tubing, actuators, central control station and wall thermostats.

In 1990 a kindergarten section was added to the building along with replacement of the boilers, the kitchen exhaust system and gymnasium heating and ventilation unit. Only several office areas are air conditioned. These spaces primarily utilize through–the-window units. In the spring/summer of 2010 a major upgrade to the HVAC system occurred, in part with funding from the MSBA's Green Repair Program. The upgrades include new energy efficient condensing boilers, the conversion of the steam heating system to hot water, the conversion of the pneumatic control system to a Direct Digital Control (DDC) system, the addition of several rooftop air conditioners and the replacement of older unit ventilators and roof exhaust fans with radiators and energy recovery ventilators.

ELECTRICAL SYSTEM
The buildings electrical service is rated 400 Ampere, 208Y/120 volt, three phase, four wire and is provided by National Grid Electric. Based upon a usable square footage of totals 42,050 sf the total watts per square foot available are 3.4. This total is below the industry standard for an Elementary school which if designed today would have no less than 10 watts per sq. foot available to accommodate lighting, power, mechanical and miscellaneous loads. The electrical distribution equipment installed throughout the building varies by manufacturer and renovation date. Some would appear to date back to original building construction.

• Main electric/boiler room: Wadsworth and Federal Electric distribution gear appears to be the oldest distribution equipment still utilized. It is in poor condition.
• Common corridors: Trumbel Electric panelboards appear to date back many years. They are in poor condition
• 1991 Addition: a new main distribution panel by Siemens Electric was installed when the addition was built. It is in fair condition
• Kitchen: General Electric panels installed within the kitchen appear to be in fair condition.

Boiler Section 1
Is the District seeking replacement of the Boiler? NO
Is there more than one boiler room in the School? NO
What percentage of the School is heated by the Boiler? 100
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Natural Gas
Age of Boiler (number of years since the Boiler was installed or replaced) 10
Description of repairs, if applicable, in the last three years. Include year of repair:
n/a

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES
Year of Last Major Repair or Replacement:(YYYY) 2010
Description of Last Major Repair or Replacement:
The steam heating system was converted to hot water, a Direct Digital Control (DDC) system control system replaced the pneumatic one, there was the addition of several rooftop air conditioners and the replacement of older unit ventilators and roof exhaust fans with radiators and energy recovery ventilators.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES
Year of Last Major Repair or Replacement:(YYYY) 1991
Description of Last Major Repair or Replacement:

A new main distribution panel (MDP), manufactured by Siemens Electric, was installed in 1991 when the new addition
was built.

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
1951 Building and 1952 and 1956 Modular Classrooms
• Classrooms: 9”x9” Vinyl Asbestos Tile (VAT)
• MPR: Vinyl Composition Tile (VCT) has been patched in numerous areas, is cupping in some areas, with some signs of moisture issues. The platform has VCT but is in poor condition as well. The wood edge of the platform is also in poor condition.
• Corridors: VCT and carpeting over VAT, and VCT over VAT.
• Most areas around the school appear to have VCT installed directly over VAT. Some corridors have exposed concrete floor.
• Modular classroom wing has carpeting in the corridors with VCT in the classrooms.
• Kitchen: 2” x 2” ceramic mosaic tile
• Stairs: Raised Rubber Tile (RRT)

1991 Addition
• Gym: Wood flooring, still in good condition.
• Toilet Rooms: 2” x 2” CMT in good condition
• Classrooms: VCT in good condition
• Lobby: Porcelain tile in good condition
• Corridors: VCT is generally in good condition however there is a very large crack where the corridor meets the lobby.

WALLS
1951 Building and 1952 and 1956 Modular Classrooms
• Interior wall construction and finish vary throughout the school:
• Classrooms: wood siding, wood panels and wired glass clerestories (some have brick and plaster)
• MPR: Horizontal wood, flush; appears to be original to the school
• Kitchen: Structural Glazed Facing Tile SGFT in good condition
• Storage room off of MPR: Concrete block on the inside is the same as that on the outside. There is significant efflorescence on the inside, which is a sign that there is a large amount of moisture passing through the block
• Toilet rooms: SGFT and metal partitions appear to be in good condition.
• The main office and misc. office areas: plaster lathe walls on wood framing.
• The corridors: thin, long brick on one side and standard brick on the opposite side

CEILINGS
1951 Building
Classrooms and MPR rooms have what appears to be painted Medium Density Overlay (MDO) boards fastened to the underside of the roof deck. There are a number of the boards/panels that are warped, damaged/stained due to leaks and moisture over the last 60 years. Acoustical panels have been suspended in the MPR in an effort to reduce the noise and/or minimize reverberation. It is not known how effective these panels are but usually, a space of this size requires significantly more panels to have a noticeable impact. The kitchen has plaster that appears to be in good condition. The main office, administrative areas and corridors have plaster lathe; damage and staining is evident from roof leaks.

1952 and 1956 Modular Classrooms
These rooms have exposed tectum roof planks and steel structure. The planks appear to be generally in good condition.

1991 Addition
The majority of these areas have suspended acoustical ceiling tile in an aluminum grid, with the exception of the Gym which has exposed structure and metal deck. The ceiling in the addition is in good condition.

LIGHTING
Lighting within classrooms is primarily surface mounted, multi-lamp fluorescent and is controlled via a single switch zone. Fixtures appear to be in fair condition. Lighting within hallways, offices, the cafeteria and mechanical/electrical rooms is generally linear fluorescent. Fixtures appear
to be in fair condition.
Gymnasium lighting consists of 2'x4' multi-lamp fluorescent fixtures. Fixtures appear to be in fair condition.
Lighting within the Boiler room consists of bare lamp fluorescent strips with single switch zone.
Interior lighting is currently not equipped with a means for automatic shut-off (ie: occupancy sensors)

PROGRAMS and OPERATIONS: Please provide a detailed description of the current grade structure and programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

The Cutler School currently serves students in grades K-5. The as the building was primarily designed and built before the implementation of modern special education programming and the Americans with Disabilities Act, there are several issues that impact the education of students at the school.

1. Handrails are missing from stairs to the MPR and at other stairs in the building.
2. There has been significantly high humidity in the modular classrooms, as well as inadequate heating, ventilation and temperature control. The school is providing new heating and ventilation and has added dehumidifiers as a part of the renovation project, however the existing thermal envelope construction (exterior walls, floor and roof) is very poor. The improvements made may not address all the issues with these classrooms.
3. Many doors throughout the building do not have closers, are not fire-rated where they should be, have inadequate hardware and are held open with foot-stops. The boiler room door in the 1951 building is original and in poor condition; the door and hardware should be replaced.
4. The faculty/conference room is located in a space that has electrical distribution panels. An 8' high partition was constructed to provide separation but the wall does not extend to the ceiling and does not meet code.
5. There is a lack of ventilation in the main office and Nurse's room. There is a single window A/C unit in most office spaces.
6. The administrative offices along the corridor of the 1951 building have large plate glass borrowed lites. One has tempered glass, while the others are not. They also do not have a fire rating.
7. Exterior guardrail over 1989 boiler room/storage room should be 42" high.

Handicap Accessibility
Requirements for handicap accessibility were non-existent when this school was originally constructed. In 1990, the Americans with Disabilities Act (ADA) was enacted into law by the Federal Government to provide civil rights protections and nondiscrimination on the basis of disability. Since 1990, the original regulations have been updated and new requirements and clarifications have been added. In addition, the Commonwealth of Massachusetts has developed their own regulations (521 CMR Architectural Access Board) that are in many instances more stringent than the ADA. Regulations are updated and added almost every year. Based on the most current regulations, we have found the following items to be in non-compliance or can be considered as barriers for the disabled:
• Ramp in main corridor of 1951 building leading to classroom wing is very steep and has inadequate handrails; handrails do not extend and are the improper slope and height per code. As such, the entire classroom wing is not accessible to the disabled.
• The set of stairs in the main corridor between the entry door and the admin office has an inclined chair lift that appears to be 20+ years old. The lift is in poor condition, does not function well and is not used.
• Ramp at the MPR: railing stops ¾ of the way up the ramp; the handrail should be continuous.
• The nurse's office is not accessible by the disabled.

Because of the accessibility issues at the Cutler School, the HWRSD is precluded from housing the integrated

preschool program and substantially separate special education programming at the school.

EDUCATIONAL SPACES: Please provide a detailed description of the Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

Typical classrooms are generally adequate in size ranging from 940 sf to 1000 sf. Kindergarten classrooms are undersized according to modern requirements.

There appears to be adequate space for supporting subject areas: art, music, SPED, gym but the other support areas is short on space and cramped. These include: main office, teacher work room, toilet rooms etc. The library / technology lab when combined are under size and the division of spaces is disruptive to its purpose.

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. 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).

The school is not currently overcrowded.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, 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 Hamilton-Wenham Regional School District currently provides adequate annual maintenance on all school facilities. The District employs a full-time Director of Facilities, who works with the Assistant Superintendent for Administration and Finance to develop and implement an annual preventative maintenance program. Additionally, the Director of Facilities works in conjunction with building principals to address any unforeseen but necessary repairs. Both preventative and emergent maintenance work is coordinated through the use of the "School Dude" work order system. The District employs a team of three full-time maintenance workers to complete maintenance assignments as they are identified though the work-order system.

The HWRSD has also developed a Capital Project list to identify and prioritize more extensive capital repairs and enhancements.

Over the past 8 years, the Hamilton-Wenham Regional School District has completed several large-scale repair projects to school facilities:

Year Project School Cost
2011 HVAC System Cutler $1,349,000
2014 Roof Winthrop $587,000
2014 Roof Cutler $546,000
2015 HVAC System Buker $579,000
2015 HVAC System and Exterior Walls Winthrop $1,959,000

All of these projects were financed through debt exclusions that were approved by the Towns of Hamilton and Wenham. The Cutler HVAC (2011), Cutler Roof (2014), Buker HVAC (2015), and Winthrop HVAC and Exterior Walls (2015) were all part of the MSBA's Accelerated Repair Program.

Priority 7

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

Because of the physical limitations of the Cutler School, the Hamilton-Wenham Regional School District avoids placing students with severe special needs at the school. Both the District's integrated preschool program and substantially separate special education programs are housed at another school in the District partly because of the physical limitations of the Cutler School Facility. Students with mobility issues can only access all spaces in the school with great difficulty. Younger students have difficulty reaching bathroom sinks and faucets. Ramps were built at too steep an angle. Handrails at ramps are not reachable.

Not having a second school facility that would be able to house these programs severely limits the District in terms of being able to expand programming in these areas. Additionally, only housing these programs in one of our elementary schools limits the ability of the District to integrate a larger number of our "typically" developing students with our special needs programs. Students at the Cutler School are ultimately deprived of the ability to learn the skills of compassion, respect for differences and tolerance that comes as a result of daily living and learning with their peers who have diverse learning needs.

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.

The District has taken several measures to address some of the identified issues at the Cutler School. The school's HVAC system was totally renovated in 2010. As part of this project, new high-efficiency condensing boilers were installed, the steam heating system was converted to hot water, a Direct Digital Control (DDC) system control system replaced the pneumatic one, several rooftop air conditioners were added and older unit ventilators and roof exhaust fans were replaced with radiators and energy recovery ventilators. Additionally, the roof over the original and modular sections of the building was replaced in 2013. Renovations have also been completed so that there is at least one handicap accessible restroom on each level of the school. While the District is committed to maintaining the school through regular maintenance and repair projects, many of the existing shortcomings of the building cannot be fully remedied without replacing the entire building.

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.

The Mission of the Hamilton-Wenham Regional School District is to "Educate our students to become young adults who demonstrate mastery of the knowledge and skills needed to be successful members of our global economy and engaged citizens of the 21st Century." As we strive to prepare all students to be "future-ready," we are constantly hindered by a facility that was designed and built 69 years ago. The educational program of today and the future requires programs that develop students' abilities to work cooperatively, using a myriad of technologies, in a setting where students can be fully integrated with their peers. School facilities need to be flexible to allow for multiple forms of teaching and learning. While the Cutler School has received several improvements to its physical systems in the past few years, most notably a new HVAC system in 2010 and a new roof in 2013, the original 1951 design of the school does not meet the standards for education required in 2020.

As mentioned in the review of the school's physical condition, the school is comprised of an original 1951 structure, two modular wings built in 1952 and 1956, and a 1989 addition. A 2011 review of the physical conditions of the School by the architectural firm of Dore and Whittier recommended both modular additions be demolished and rebuilt. "While considering all the issues observed at these classrooms as a whole, we believe it would be more cost effective to eliminate these modular classrooms entirely and build new. It is evident by their type of construction, that they were never intended to be permanent classroom structures, or at least not for the Northeastern United States." (Dore and Whitter, 2011) The architects expressed concerns regarding adequate drainage around these structures, inefficient insulation and window systems, and numerous other code violations that would not be acceptable in school construction today.

The "piecemeal" design of the Cutler School also creates problems. The school is sited on an uneven grade, which has created different levels within a single story structure. As the 1952 and 1956 additions were added to the building, stairs were used to connect the different wings. Later efforts to retrofit the school with ramps fall far short of meeting modern ADA Accessibility and building code requirements. The corridor leading to the classroom areas is at the top of a ramp that is too steep to meet modern code requirements. This means none of the classrooms in the school are handicap accessible. In another case, a ramp was constructed to cut through an existing classroom to allow access to one of the modular wings. The addition of the 1989 gymnasium and classroom addition also caused accessibility problems. This addition created a new main entry space for the school. The entry is located at the top of a slope that is also too steep to meet ADA requirements. Finally, the only corridor leading to the school cafeteria contains several stairs. A wheelchair accessible lift was installed on these stairs, but the advanced age of the unit has led to periods where it is out of service for repairs. Even if the unit is fully operational, it is not user friendly and impedes circulation in the corridors.

In addition to the difficulties for those with mobility issues posed by the Cutler School, there are many other accessibility issues in the school. Most classrooms and the school nurse's office in the building are equipped with individual restrooms, none of which are sized to meet ADA requirements, lack appropriate hardware, etc.. A retrofit of restrooms

located in public areas of the building has been done to provide the school with several accessible restrooms. One set of undersized restrooms located in the modular addition is not equipped with a sink, making proper hand washing impossible. As we promote handwashing awareness to our elementary students, this facility flaw is a health issue. Other fixtures in the building, including sinks are also not handicap accessible.

The design of the Cutler School also makes it difficult to ensure the safety of students from outside intruders. The entry space created in 1989 is not adjacent to the main offices of the school. Visitors to the school are identified and granted access to the building by the school secretary through means of a closed circuit camera and electronic door lock system. Once the visitor has been granted access to the building, however, they have direct access to the kindergarten classrooms that are located adjacent to the gymnasium and have relatively unrestricted access to the entire building without needing to enter the main office.

The design of the Cutler School also does not account for many of the educational spaces necessary for delivery of education in 2019. While inclusion is our primary method for delivering Special Education Services, there is still a need to deliver pullout services. In order to accommodate this need, full size classrooms have been subdivided with temporary partitions. These spaces are less than ideal as they do not provide the privacy necessary to deliver specialized instruction to students. They also do not provide the soundproofing necessary for the administration of special education assessments, which calls the results of these assessments into question. In an effort to create spaces for students to work in small groups, school administration has turned any and all available space into learning areas. To this end, small group meeting areas have been created in hallways and in the front entry foyer of the building.

In addition to the lack of small group instructional spaces, the school lacks sufficient space for meetings. The one conference room that exists in the school is a section of the school's media center that has been divided off by a temporary wall. In order to access this room, meeting participants must first cross through the school's library and into the adjoining computer lab. This meeting space violates the privacy of meeting attendees.

The school's library and media center are currently housed in separate, adjoining classrooms. The physical layout of these spaces makes it impossible for the school's library media specialist to adequately supervise students working in both spaces. This supervisory issue limits the delivery of the Library Media Curriculum in the school.