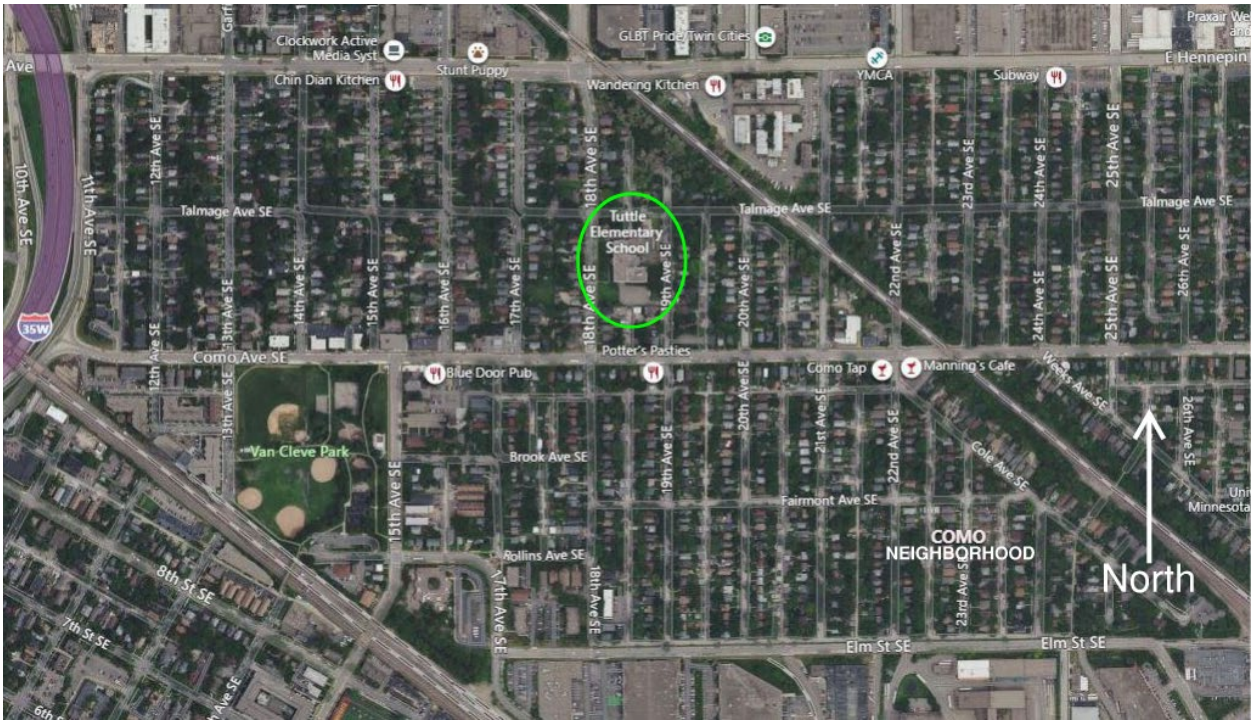
MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

TUTT - Tuttle: Vacant Building Report

Location Summary: The Tuttle school building is located at 1042 18th Avenue SE in Minneapolis. One block south of East Hennepin Avenue, one half block north of Como Avenue SE and seven blocks east of I-35W, the site is surrounded by predominately small-scale, detached housing, nearly three-quarters of which is rental housing primarily serving students attending the Minneapolis and St. Paul campuses of the University of Minnesota.

The site occupies approximately two-thirds of one city block, bounded on three sides by public streets and on the south side by housing. Except for limited commercial buildings on Como and Hennepin and extensive light industrial south of Elm Street SE surrounding blocks are detached residential construction. North of Hennepin in the Mid-City Industrial area, there is additional industrial development. The mature neighborhood is extensively built-out, with minimal undeveloped parcels. While some of the housing stock was built, like the school, in the first decades of the twentieth century, most is newer construction generally distributed throughout the following century.

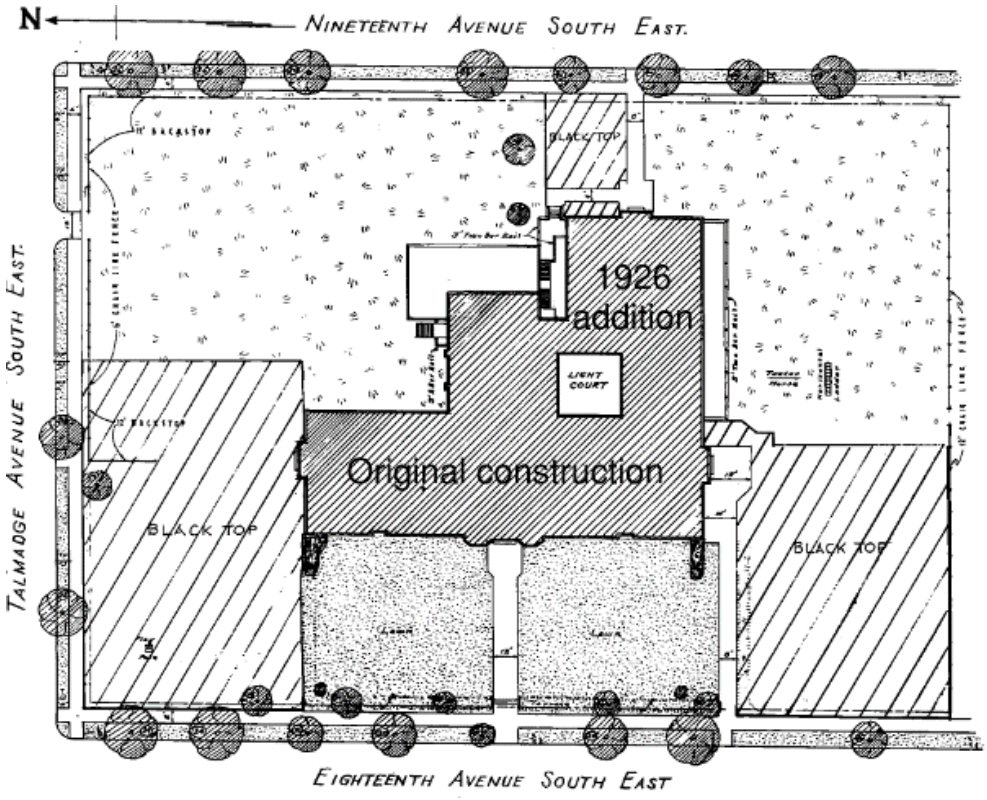


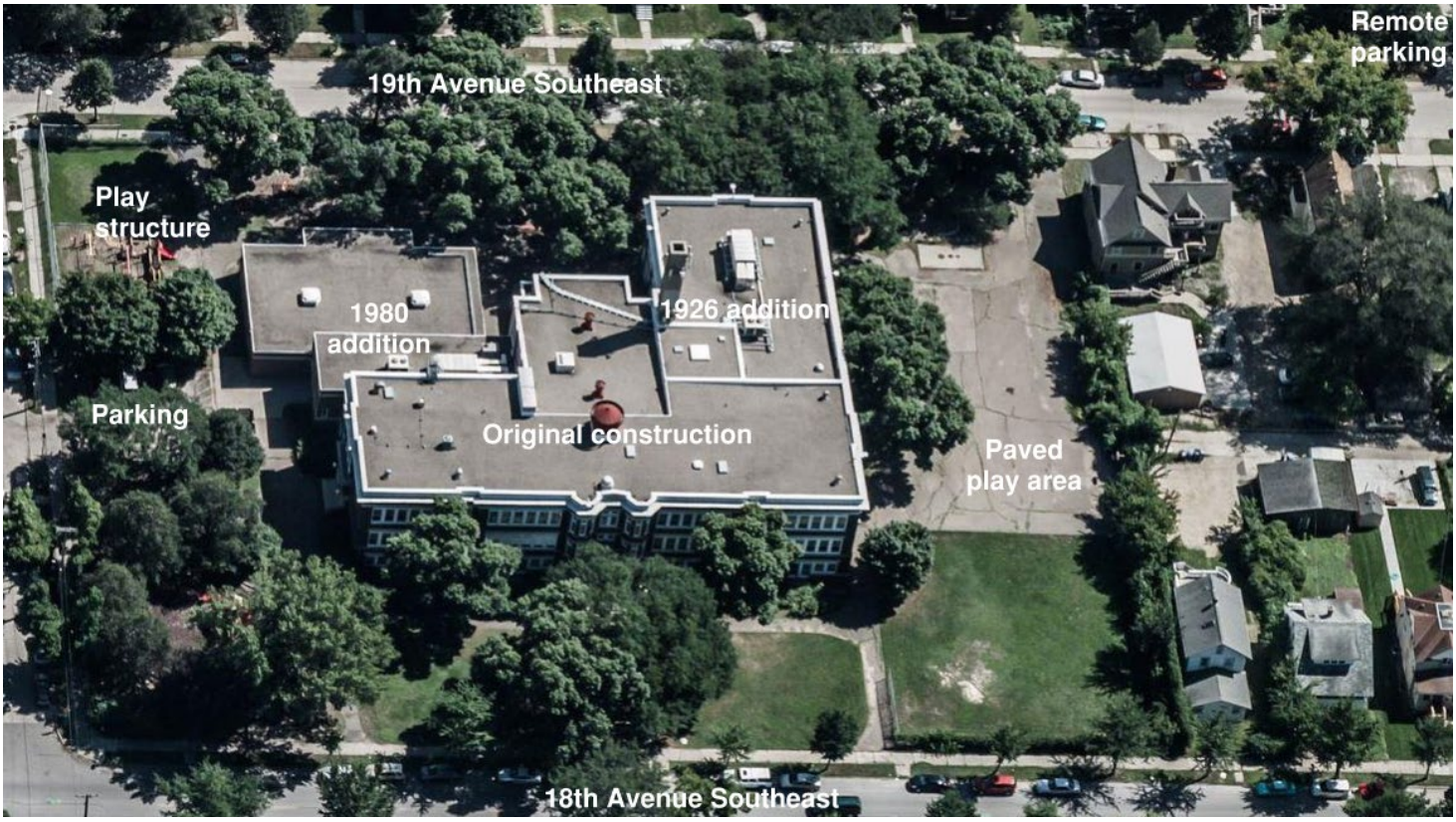
Constructed in 1910, with additions in 1926 and 1980, the building is 63,305 square feet on three floors. The building includes twenty-two classrooms; media center; office and staff work rooms; lunchroom/kitchen, a gymnasium; and smaller auditorium.

The building exhibits extensive physical and functional obsolescence; is marginally suited for elementary instruction although large enough for a two-kindergarten elementary program enrolling 270 to 300-plus students in grades kindergarten through fifth grade. Instructional use of this site ended in June 2007, at which time enrollment was 267 students and resumed several years later as Heritage Academy, most recently enrolling 147 students in grades 6-12. Heritage Academy relocated to the Wilder Complex at Chicago and 34th in south Minneapolis in fall 2020.

Site Description: The Tuttle building site is rectangular with approximate dimensions of 279 feet x 394 feet and is 113,452 square feet (2.60 acres) in area. Its topography is very flat and extensively wooded. The school was built in the center of the site, fronting 18th Avenue SE as shown in the 1937 site plan below. The architectural main entrance, pictured above, is neither accessible or adjacent to the main office. The accessible entrance, door #6, is located on 19th Avenue SE. This also serves as the service entrance for the school.

Parking is located on the north side of the school accessed from Talmage Avenue SE. Play structures are located at the northwest and northeast corners of the site; a paved play area is on the south side of the site; and a grassy play area extends along the original front, or west side of the building.


N
NINETEENTH AVENUE SOUTH EAST.
TALMADGE AVENUE SOUTH EAST.
EIGHTEENTH AVENUE SOUTH EAST
BLACK TOP
1926 addition
LIGHT COURT
Original construction
BLACK TOP
BLACK TOP


19th Avenue Southeast
Remote parking
Play structure
1980 addition
1926 addition
Parking
Original construction
Paved play area
18th Avenue Southeast

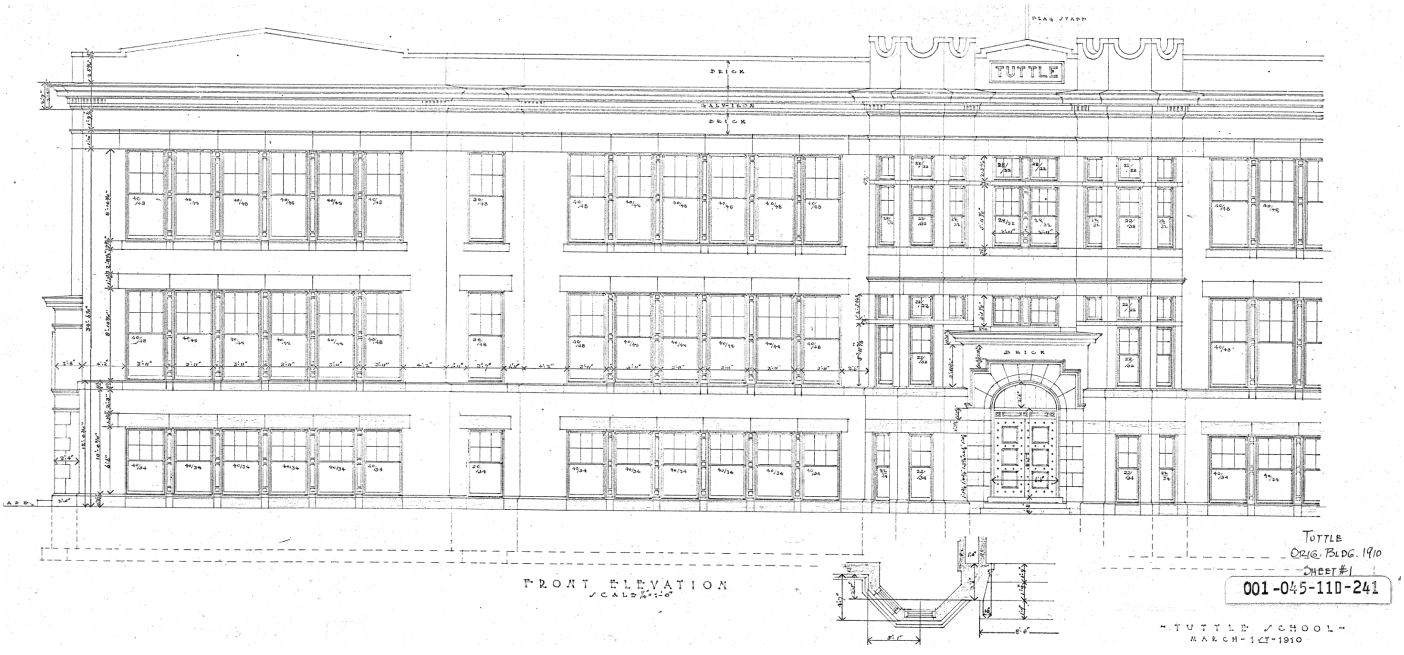
Reflecting the adjacent neighborhood, the Minneapolis zoning designation for the Tuttle site is R1A, a low density residence district. The site is included in the University Area overlay zoning district. In the Minneapolis 2040 plan, the "Future land use" is "Urban Neighborhood", a predominately residential area with a range of allowed building types including small-scale institutional and semi-public uses. The "Built form district" for the site is "Interior 2", intended to promote small-scale residential development of up to three dwelling units. The 2040 plan envisions a gradual densification of most of the city including the Como neighborhood.

Most residential lots are less than 6,000 square feet, with a small number of larger lots scattered throughout the neighborhood. In 2019, the median price of a home in Como was $170,566, less than the median assessed value in Minneapolis ($249,000) and the median Twin Cities sales price ($290,000) at that time.

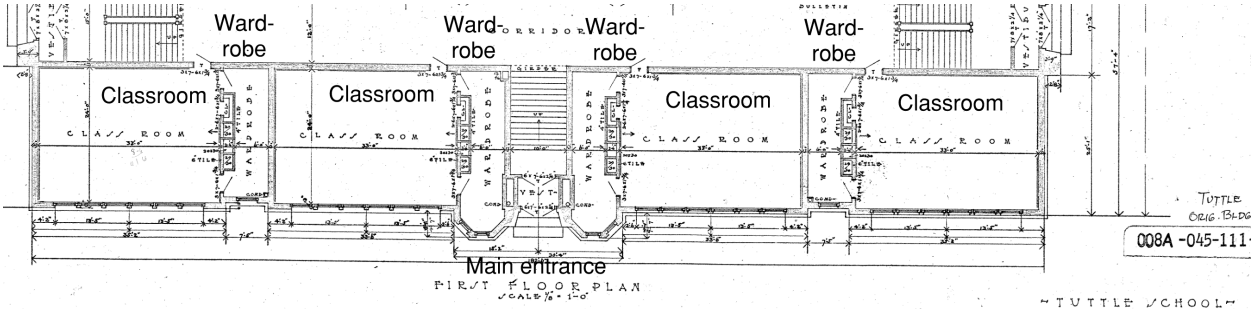
Building Description: Designed by local architect E. S. Stebbins, the Tuttle and Willard buildings used the same floorplan and differed only stylistically. Similarly, both were expanded in the 1920s with nearly identical designs. Typical of school buildings of the time, the front façade radiated symmetrically from an arched, stone-trimmed main entrance.

The horizontality of the cornice is reinforced by stone window sills and headers, which in some cases are continuous band courses around the building and in other cases interrupted by the dark brown masonry to accent the volume and height of the building. Unlike Willard, windows are consolidated into large six-window units, eliminating intermediate masonry piers.

The entrance bay projects from the building volume and this prominence is reinforced by bay windows extending vertically through the cornice to the top of the parapet. Window design in the bays is narrower, contrasting with classroom windows to both sides. A small roof spans between the bays and shelters the main entrance below.



All classrooms were built with wardrobe spaces (coat closets and storage), most of which remain, although and minimal wall area and enclosing doors have been removed to render the wardrobe spaces more useful. Subsequently, toilet rooms were added within the classrooms and group toilet rooms accessed from the hallway were converted to other use. These classroom toilets remain, although not in conformance with accessibility guidelines. Independent of the wardrobe space, the original classrooms average 874 square feet with minimal area variation among rooms. No rooms were originally built or for any supplemental instruction in art, music or other subjects.

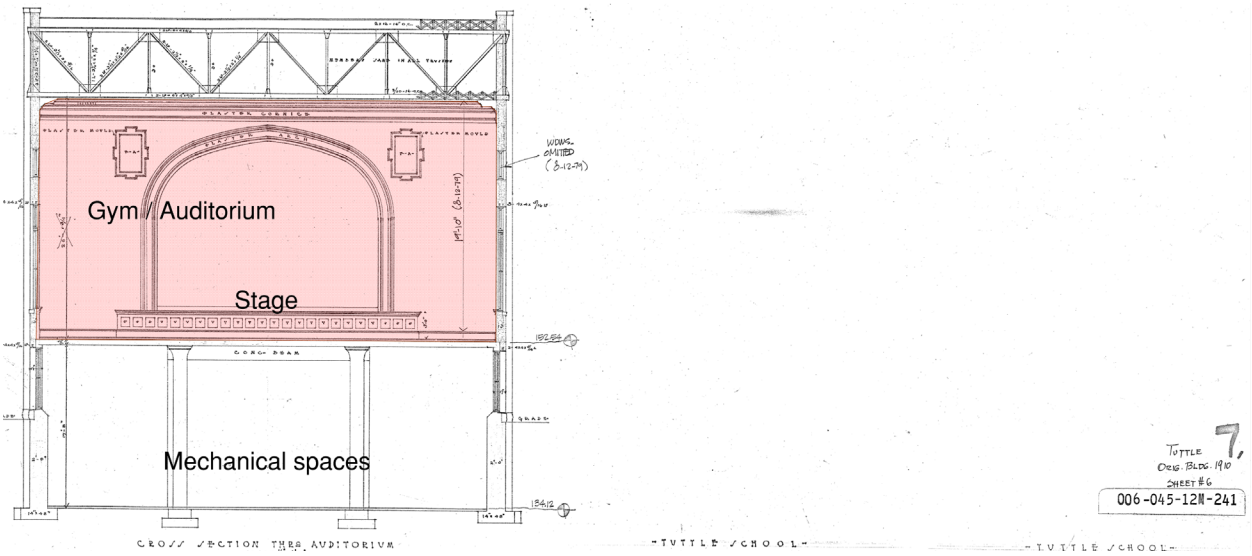


Typical of the time, the main entrance included exterior stairs and other entrances had interior stairs to reach the first floor. One result of this, decades later, was that the building was not accessible according to the Americans with Disabilities Act of 1990. The solution required the construction of an accessible entrance, not at the main entrance or the address entrance, but at the rear of the building as pictured below. Since no floor level is at grade, this new entrance was necessarily at a new mezzanine level and an elevator was also installed at that time. A secondary result is that Tuttle does not have a secure entrance/office included or under construction in all current MPS school buildings.

The original building included a gymnasium/auditorium with a small stage in a two-story volume extending from the current second floor level to the current third floor ceiling height. The building section drawing through this gym/auditorium space shows the arched stage opening which is still extant at Willard. At Tuttle, a 1980 renovation removed most of the gym floor, lowering it to a new mezzanine at grade level, thus enabling the accessible entrance. The stepped seating area in the modified auditorium was built to bridge this change is floor elevation. This section drawing, reproduced and renamed for Willard construction, also demonstrates the similarities between the two buildings.

As part of the auditorium renovations, a new media center space was then inserted into the gym volume with access from the top floor level. A new gym was built at the northeast corner of the building. This

new gym is approximately 65%-80% the square footage and approximately 85% the ceiling height of a contemporary elementary gymnasium. Additional renovations at the time included new classroom space and a multi-purpose lunchroom space.



Structurally, Willard is a reinforced concrete frame and floor system. Unlike later buildings, where the top floor ceiling is also a concrete slab, at second floor ceiling and roof at Willard and Tuttle are both wood-framed. Although clearly suboptimal, a building-wide fire sprinkler system and automatic fire alarm partially compensates for this risk exposure.

Heating is supplied by hot water perimeter radiation. The ventilation system consists of a pressurized air supply and return duct system running vertically in the walls of the school. In schools built in the 1920s and later, these ducts were commonly in the walls between the classrooms and hallways, As shown in the building section drawing below, in Willard and Tuttle, they were commonly located in the walls between the classrooms and wardrobe spaces – a major reason many wardrobe spaces have not been eliminated.

In such ventilation systems, the entire building is treated as one big volume. Pressurized air enters from one source and "pushes" existing air volumes through the rooms and into the return plenum space. These systems are simple and reasonably effective, although they lack contemporary controls over the volume and temperature of air that is provided to each space. In addition, the integrity of the plenum spaces is easily compromised, which can result in reduced, uneven or inadequate air supply. What these systems lack in control and consistency is frequently compensated for by the volume of air that is moved. In concept, this is a "one-size-fits-all" ventilation system, as opposed to variable air volume systems installed today.

In 1926, an addition was built at the southeast corner of the school, expanding the school from an "I" to an "L" layout. The new construction included eight new classrooms, including one designated as a kindergarten room and a new library space that had its own exterior door enabling use independent of the school. The addition was designed to accommodate a light well that retained natural light in rooms that would have otherwise been rendered windowless.

Building Condition: Building condition at Tuttle has been assessed along three dimensions: educational adequacy; facility condition; and accessibility review. All three assessment dimensions identify deficiencies and estimate the costs, at the time of assessment, to remedy the deficiencies. When complete, assessment results can be compared to the replication costs of the existing building, generating an index that enables objective comparison of relative obsolescence among multiple buildings.

Educational adequacy attempts to measure the gap that inherently develops in buildings as pedagogical, technology, regulatory and community guidelines, standards, expectations and requirements evolve over time. Educational adequacy is a measure of functional obsolescence. When last estimated in 2015, anticipated deficiency remedy costs at Tuttle exceeded $12 million, a number that has escalated to nearly $15 million in 2020. Comparing these costs to replication costs at Tuttle of approximately $21 million (as of 1/1/21) yields an educational adequacy index (EAI) of 57%.

Examples of educational adequacy deficiencies at Tuttle include construction of a safe and welcome entrance; larger gymnasium and lunchroom/kitchen spaces; a new HVAC system (including air conditioning) throughout the building; upgrades to the performance space; and new classroom technology and furniture throughout.

Facility condition identifies existing building systems and attempts to estimate their remaining serviceable life and forecast costs to renew those systems in an affordable and proactive manner. Facility condition is a measure of physical obsolescence. Tuttle was assessed in October 2018 and $1.8 million of current condition deficiencies were identified and another $1.6 million was identified no later than 2027.

C3032 Suspended Ceilings:- View of Acoustic Ceiling System - Standard

Examples of facility condition deficiencies at Tuttle include extensive wall, floor and ceiling finish replacement; roof replacement; lighting and electrical distribution replacement; and boiler and air handling unit replacement.

Additional information regarding FCI values is included below.

D3021 Boilers:- View of HW Boiler - Oil/Gas - 1010 to 4505 MBH (30 to 134 BHP)

Condition	Definition	Percentage Value
GOOD	In a new or well-maintained condition, with no visual evidence of wear, soiling or other deficiencies.	0% to 5%
FAIR	Subject to wear and soiling but is still in a serviceable and functioning condition.	5% to 10%
POOR	Subjected to hard or long-term wear. Nearing the end of its useful or serviceable life.	Greater than 10%
V-POOR	Subjected to hard or long-term wear. Has reached the end of its useful or serviceable life. Renewal now necessary.	Greater than 60%

Accessibility reviews identify deficiency remedy costs for complete conformance with guidelines and requirements related to mobility and accessibility. Accessibility review is an additional measure of functional obsolescence. Tuttle was assessed in April 2017 and approximately $380,000 of deficiency remedy costs were identified. Examples include signage; drinking fountains; door width and hardware; removal of protrusions and obstacles; playground upgrades; and toilet and sink modifications.

Collectively, the above deficiencies suggest required investment (in 2020 dollars) approaching $19 million for renovations and additions to an existing building that has a current replication value of $24 million. Upon completion, the result will be a school serving approximately 280 students. Construction of a replacement building conforming to all program prototype guidelines and current instructional practices and standards could be expected to cost $27-35 million (2020 dollars).

Operating Costs: Four-year electricity and natural gas costs at Tuttle average $60,530 per year. If vacant, these costs may reduce to approximately $45,000-$52,000 per year. Chemical treatment for boiler operation averages an additional $1,200 per year. System monitoring of a vacant school approximates $17,000 per year.

Neighborhood Sketch: The Tuttle building is in the Como neighborhood which is part of the University community in southeast Minneapolis. Boundaries are East Hennepin and NE Winter Street to the north; Minneapolis city limits to the east; and railroad property to the south and west. The East Beltrami neighborhood and Mid-City Industrial area share the northern boundary; the City of St. Paul shares the eastern boundary; and the Prospect Park, University of Minnesota and Marcy Holmes neighborhoods are to the south and west.

Estimated population in 2018 was 5,977, up from 5,317 in 2000, of whom fewer than 400 (6.6%) reported as age 17 and under and fewer than 300 (5.0%) reported as 65 and older. Over 72% of residents identified as White; 18.0% as foreign-born; nearly 78% spoke English only; over 52% had lived in the same residence for more than one year; and 11% moved into their residence prior to the year 2000.

Median household income is over $41,000 (2018 dollars) and 43.1% of the population live with income less than poverty designation. Total households are 2,197; nearly 19% owner-occupied and 40% of occupied construction built before 1940. 91% of residents are high school graduates (or higher) and 60% hold bachelor's degrees (or higher).[1]

[1] http://www.mncompass.org/profiles/neighborhoods/minneapolis-saint-paul