

1/19/2016

Maury ES Modernization SIT Meeting





Agenda

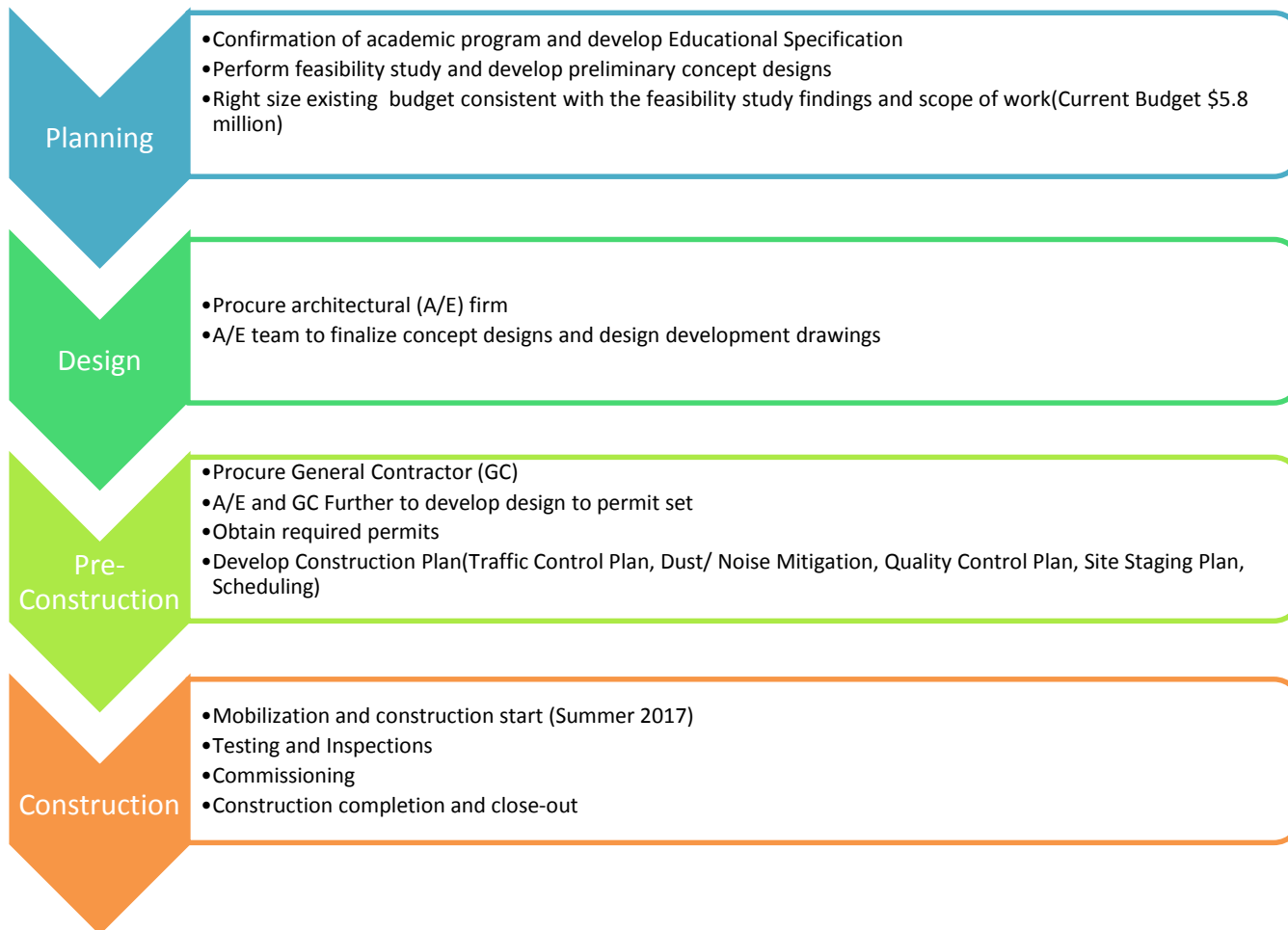
- Welcome and introductions
 - General project schedule
 - Introduce feasibility study architecture team
 - Review draft Educational Specifications
 - Small-group discussion and share
 - Next steps and comments/questions
-

Project Update

Project Update

- \$5.8 million loaded in FY2016 budget
- Based on DGS estimates, that amount is insufficient to provide a new addition that serves all of Maury's needs going forward.
- Feasibility study is needed to accurately predict the cost of an addition that meets Maury's needs.

General Project Schedule



Feasibility Study Architects

The Firm

cox graae + spack architects

- Founded in 1981
- Located in Georgetown, Washington DC
- 21 Employees
- 9 LEED Accredited
- Focus on Work for Education Clients
- Over 65 Regional and National Design Awards

Bill Spack AIA

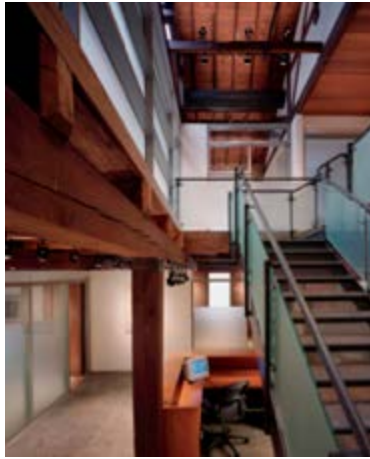
- Principal in Charge
- University of Maryland Graduate
- 30 Years of Professional Experience
- Focus on Planning / Renovation / Adaptive Re-use
- Principal-in-Charge for HD Woodson STEM HS

Tom Wheeler AIA

- Project Manager
- University of Maryland Graduate
- 25 Years of Professional Experience
- Started 1996 – Principal 2013
- Focus on Educational Design



context *n.* the circumstances in which a particular event occurs



Duval Foundry



Arlington National Cemetery



1331 F Street



Washington Ballet



Phillips Collection



Wilson Bridge

Previous DCPS work



HT WOODSON STEM HIGH SCHOOL



EASTERN HIGH SCHOOL



WOODROW WILSON HIGH SCHOOL

OTHER DCPS PROJECTS

Flora Hendley Elementary School

DC Scholars Shadd Elementary School

Van Ness Elementary School

Johnson Middle School

Stanton Elementary School

Duke Ellington School of the Arts

HD WOODSON STEM HIGH SCHOOL

WASHINGTON, DC

Our goal is to facilitate each school community's journey through the design process and to determine how best to use available resources in service of their mission.

Our role is to partner with each school to help meet their needs with creative solutions in the context of funding, schedule and logistical constraints.



Concept Design...



*So what exactly
IS a Concept
Design*



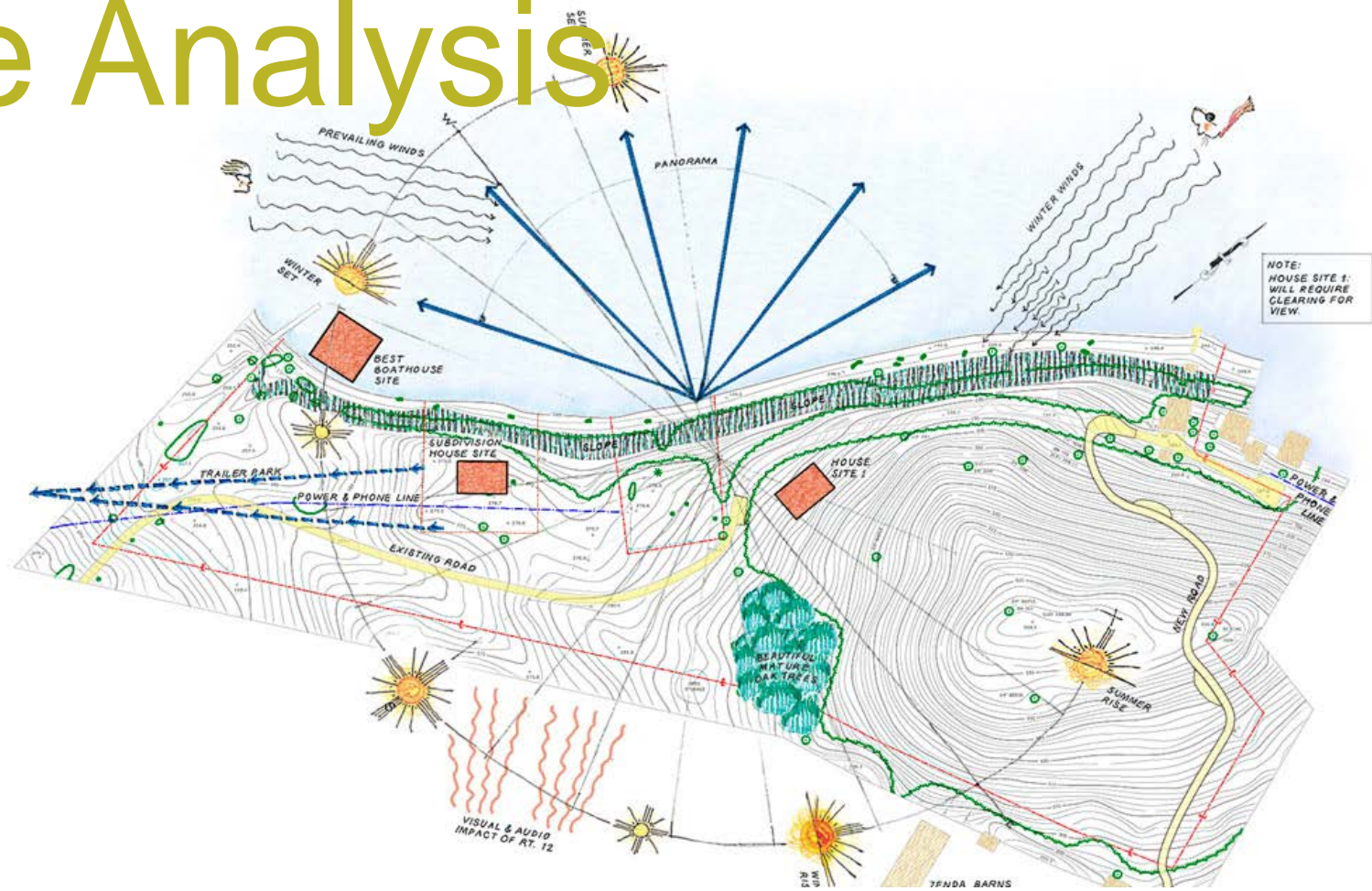
Concept Design...

... is where the entire design process begins. We develop and explore critical information that will become the foundation for the building's formal design process that will follow.

Some of the important tasks during this initial phase of the process include :



Site Analysis



Looking closely at the **project site** and analyzing the opportunities and / or constraints that the existing conditions present

Programming

Elementary School Test Fit Program
Program Area Summary

2-Oct-14

cg+s TEST FIT ±5-15% allowable per Ed Spec

SPACE DESCRIPTION	QTY	DCPS ED SPEC PROGRAM PROGRAM AREA (NSF)	QTY	ACTUAL AREA (NSF)	DELTA (NSF)	DELTA (%)
Core Academic Areas						
EARLY CHILDHOOD						
Pre-K 3	1	1,175	1	1,250	75	6%
Pre-K 3	1	1,175	1	1,197	22	2%
Pre-K 3	3	1,175	3	1,129	-46	-4%
Pre-K 3 Subtotal		3,525		3,576	51	1%
Pre-K 4	1	1,175	1	1,186	11	1%
Pre-K 4	1	1,175	1	1,175	0	0%
Pre-K 4	3	1,175	3	1,125	-50	-4%
Pre-K 4 Subtotal		3,525		3,486	-39	-1%
Kindergarten	1	1,175	1	1,175	0	0%
Kindergarten	1	1,175	1	1,125	-50	-4%
Kindergarten Subtotal		2,350		2,300	-50	-2%
Kitchen/Laundry	2	1,175	1	1,124	-51	-4%
Early Childhood Subtotal		10,000		9,800	-200	-2%

*Engaging in a process to determine what types of spaces should be included in the building and developing a **Program** **

- A Program is a document that describes spaces that should be included in the building.

It will also describe the quantity of each type of room, the rooms' size and any special space characteristics or room adjacencies.

Grade 3 Classroom	4	900	1	878	-22	-2%
Grade 3 Classroom	1	900	1	904	4	0%
Grade 3 Classroom Subtotal		3,600		3,525	-75	-2%
Grade 4 Classroom	2	900	1	878	-22	-2%
Grade 4 Classroom	1	900	1	878	-22	-2%
Grade 4 Classroom Subtotal		1,800		1,756	-44	-2%
Grade 5 Classroom	2	900	1	878	-22	-2%
Grade 5 Classroom	1	900	1	878	-22	-2%
Grade 5 Classroom Subtotal		1,800		1,756	-44	-2%
Grades 1-5 Subtotal	10	9,000	10	8,800	-200	-2%

Concept Plans



VCT PATTERN: 1 VCT PATTERN: 18
DIR. 0/94, 0/96, 0/33, 0/92/93

VCT PATTERN: 2
DIR. 0/14, 0/48, 0/33/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100

BUILDING LAYOUT SEQUENCE:

- Layout Line 'A' is the exterior face of masonry on the North facade of the existing Reed School building (above the water-table).
- Layout Point '1' is the outside corner of masonry at the intersection of the North and West Facades of the existing Reed School building (above the water-table).
- Layout Line 'B' is perpendicular (90 deg) to Layout Line 'A' and bisects Layout Line 'A' at Layout Point '1'.
- Layout Point '2' is the outside corner of masonry at the intersection of the North and East Facades of the existing Reed School building (above the water-table).
- Layout Line 'C' is parallel to Layout Line 'B' and bisects Layout Line 'A' at Layout Point '2'.
- Unless otherwise noted, all column lines are parallel and/or perpendicular to Layout Lines 'A' and 'C'.
- Layout Point '3' is located relative to Layout Point '2' as shown.

LEGEND: (REF: SPTS A2.21 - A2.26)

	MILLWORK		SLOPED SLAB
	REINFORCED WALKWAY		LOWERED SLAB &/OR CHANGE IN R
	EXTENT OF NEW CONCRETE TO MATCH EXISTING		ALIGN
	SLOPE TO DRAIN		STRUCTURAL OR BRACING/DEF. STRNG
	ROOF DRAIN		

GENERAL NOTES: (REF: SPTS A2.21 - A2.26)

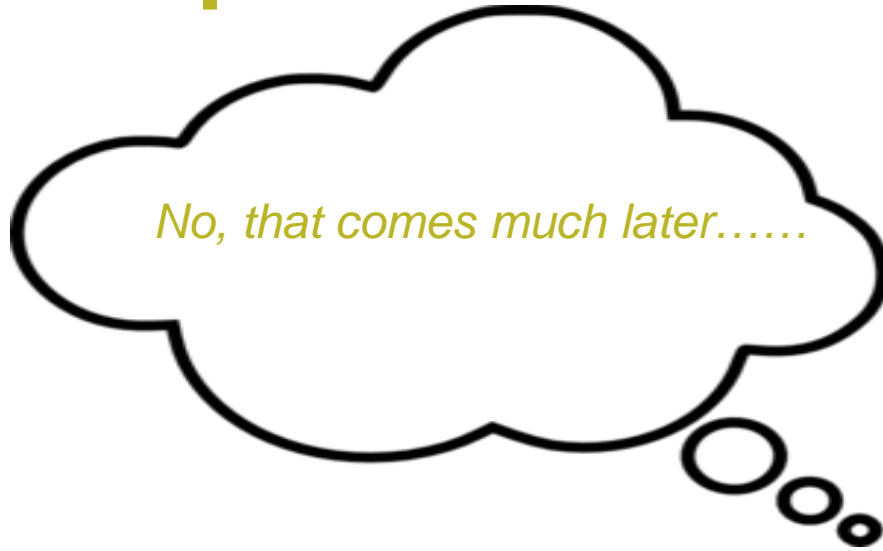
- SEE THE SHEET FOR THE EXISTING PLAN AND NOTES.
- ALL NEW CONCRETE SHALL BE 3000 PSI STRENGTH CONCRETE.
- ALL NEW MASONRY SHALL BE 8" CMU WITH 1/2" REINFORCING BARS AT 16" ON CENTER.
- ALL NEW WALLS SHALL BE 8" CMU WITH 1/2" REINFORCING BARS AT 16" ON CENTER.
- ALL NEW ROOF SHALL BE 4" POLYSTYRENE INSULATION WITH 2" GYPSUM BOARD ON TOP.
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CONTRACTOR TO LOCALIZED BLDG

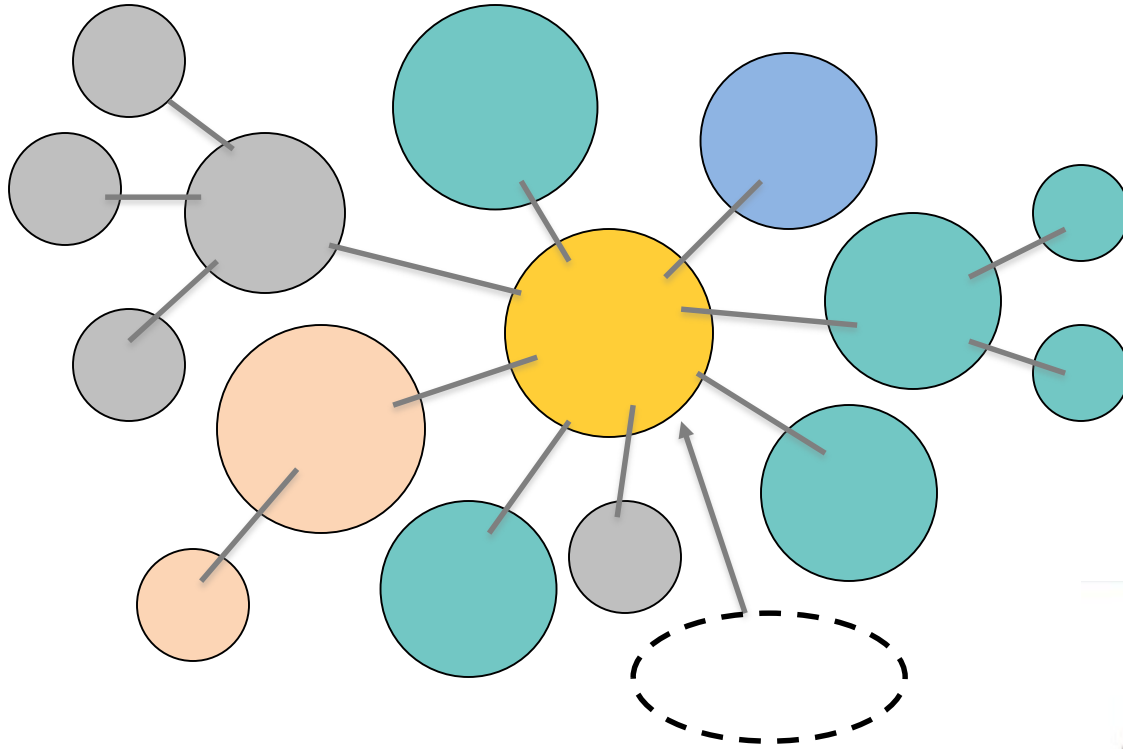
- THE REED SCHOOL WESTOVER LIBRARY**
1844 North Main Road
Arlington, VA 22205
- cox graeb + spack architects**
2014 N. 14th St.
Washington, DC 20002
Tel: 202.555.7144
- Linton Engineering Structural**
4500 Lee Center Plaza
Falls Church, VA 22041
Tel: 703.520.9899
Fax: 703.520.0899
- Bansal and Associates M / P / E**
3000 Park Road
Alexandria, VA 22304
Tel: 703.833.4887
Fax: 703.833.4887
- Adtek Engineers, Inc. Civil**
3051 Old Lee Highway
Falls Church, VA 22041
Tel: 703.520.9899
Fax: 703.520.0899
- Brian J. Stephenson + Company Landscape Architecture**
3025 Outback Dr. S.W.
Herndon, VA 22061
Tel: 703.476.8022
Fax: 703.476.8021
- Sustainable Design Consulting**
10000 Lee Highway
Falls Church, VA 22041
Tel: 703.520.9899
Fax: 703.520.0899
- Polysonics Corp. A/V Consultants**
2115 Capital Blvd.
Falls Church, VA 22041
Tel: 703.520.9899
Fax: 703.520.0899
- GeoConcepts Inc Consultants**
18000 Highland Road, Suite 200
Arlington, VA 22204
Tel: 703.520.9899
Fax: 703.520.0899



Concept Plans



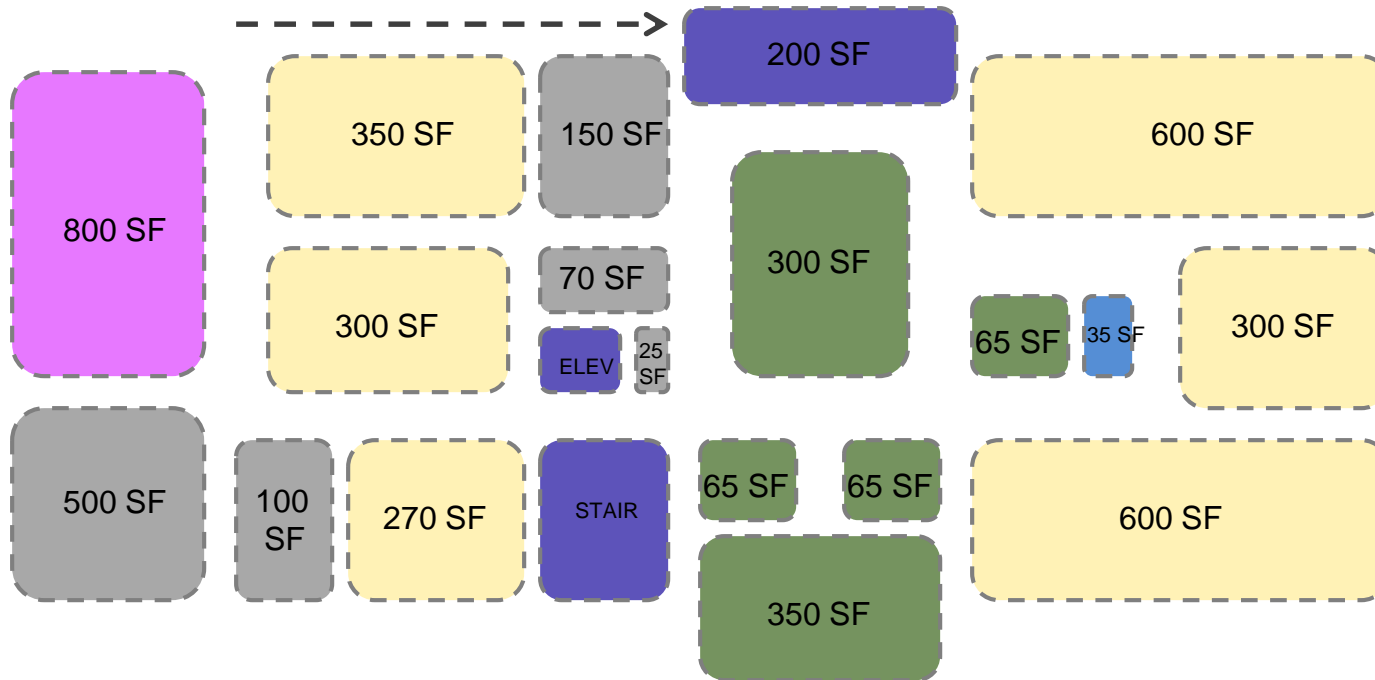
Concept Plans



*We'll begin by thinking about how all of the spaces in the program relate to each other. This is called a **Bubble Diagram**.*



Concept Plans



*From that we will create a **floor plan diagram** that illustrates the sizes of the programmed spaces and how they might fit together.*

Building Massing

..and THEN you design what the building looks like, right ?



Building Massing

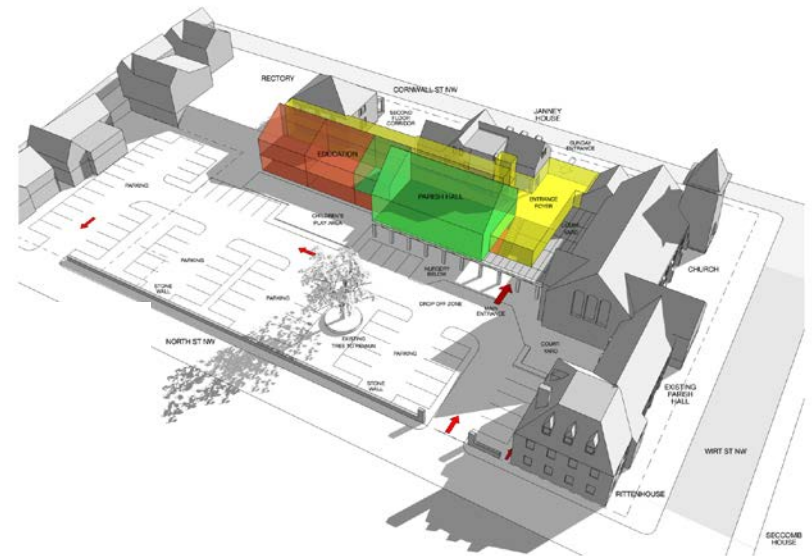
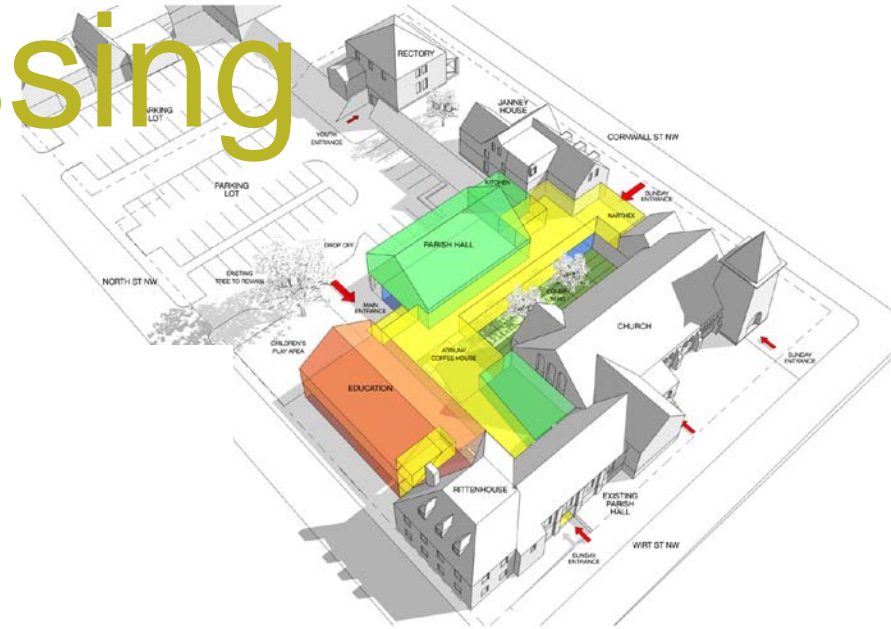
*No. That doesn't happen during the **Concept Design** phase. That comes much later....*



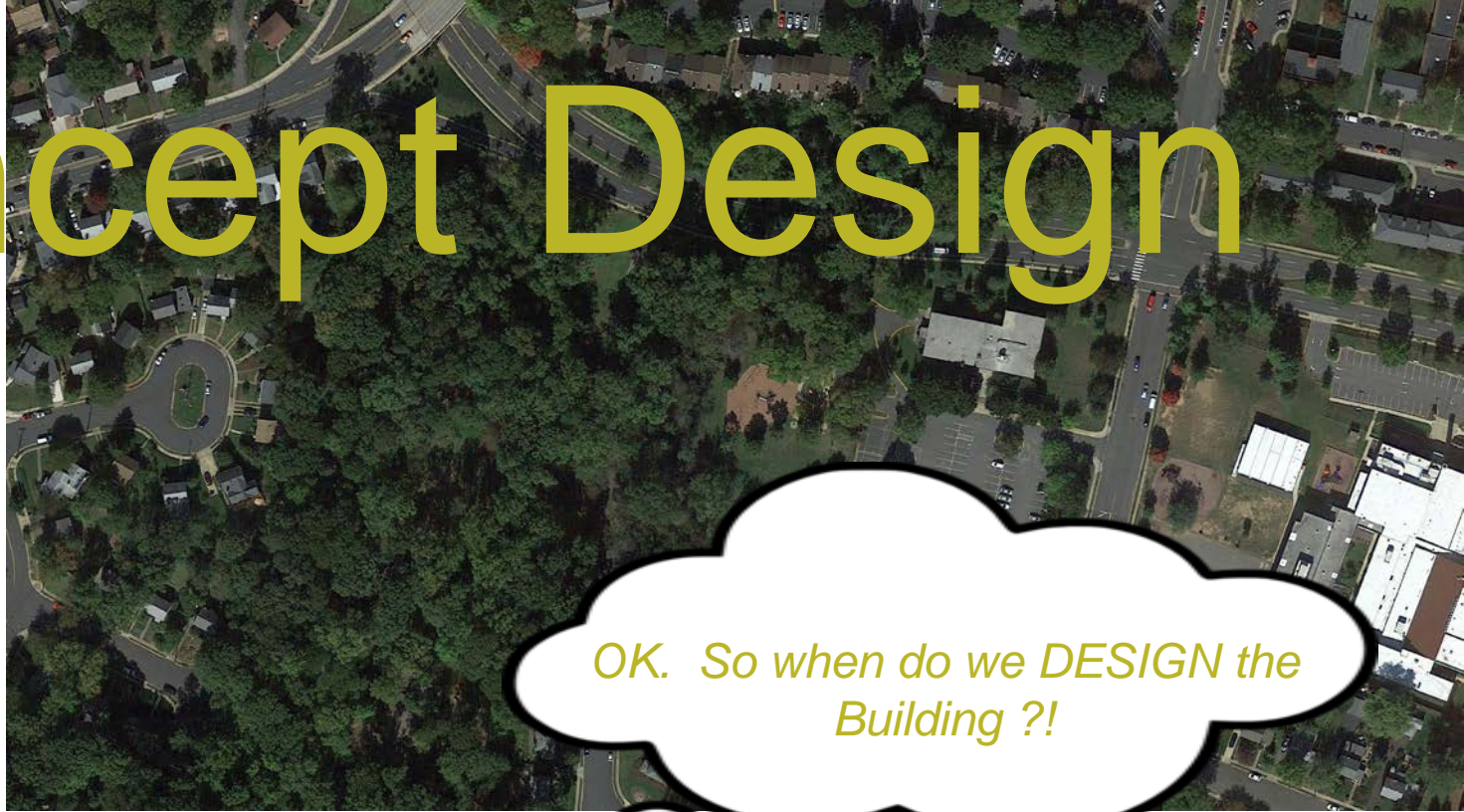
Building Massing

During the **Concept Design** phase, we're only exploring **massing**: how the building might fit three-dimensionally on the site.

We're also looking at **alternatives** to study different massing options in order to understand the impact on site organization and project costs.



Concept Design



OK. So when do we DESIGN the Building ?!



Concept Design...

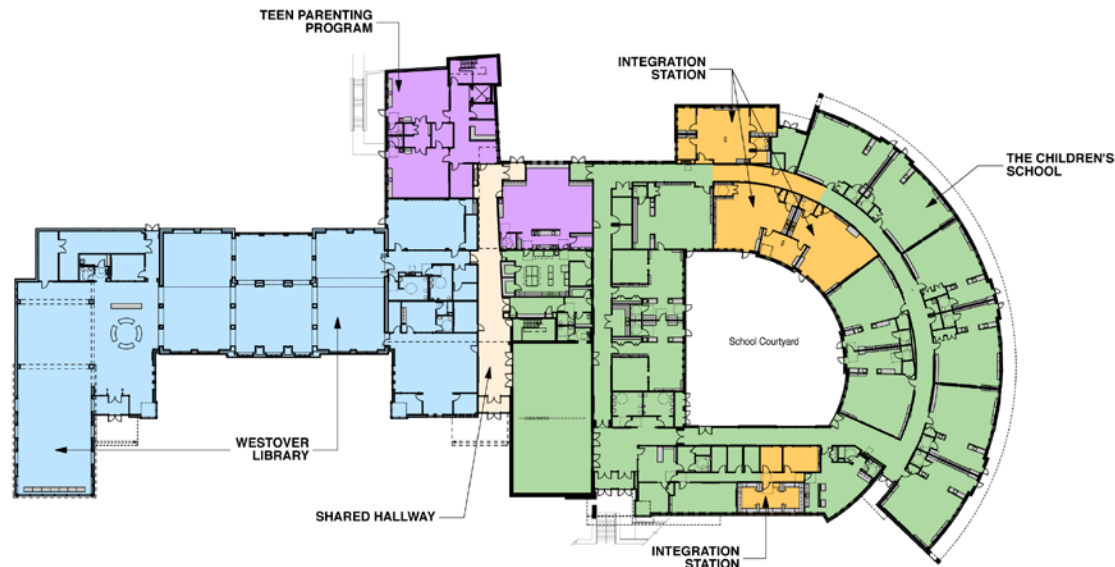
The **Concept Design** phase is a separate effort. For the MES, we will use this time to **engage the community** and develop a **program of spaces**, explore **plan diagrams** to understand how the spaces might fit together, and look at **massing options** to explore how the building might fit on the site and estimate the potential project **construction costs**.



Later...

...DCPS will engage in a process that develops the design for the building and creates the drawings necessary for construction.

There will be many opportunities for the community to provide input during that process....



Reed School / Westover Branch Library : Schematic Design



Concept Design...



*Got it !
This is only the beginning...*



Educational Specifications Review

Small group discussion

- Break into small groups
 - Try to create a diverse group of people (i.e. a parent, teacher, administrator, community member, ANC, and member of PM team).
- As a group, answer the following questions:
 - What do you like about your current building?
 - What does your building currently lack?
 - What is your vision for the new addition? What would like to see in that space?
 - What are your worst fears?
- After ten minutes of discussion, we'll re-group and share our thoughts with the larger group.

Next Steps

- Meeting minutes published on Friday (1/22).
- Next meeting in mid-February.
- **cox graae + spack** will present schemes for the addition.
- In the interim, please contact Josh Tuch with any questions or comments:
 - E-mail: joshua.tuch@dc.gov
 - 202-794-3571