

The High School Project



School Board Meeting

March 18, 2021

Essential Questions

1. What community feedback and input have we received to date?
2. What are the three proposed concepts?
3. What parking options are available for each concept?
4. How do they compare to each other?
5. What are the next steps?

Near Term Decisions

Colocation Options:

Inform: January 21 School Board Meeting
(COMPLETED)

Decision: February 4 School Board Meeting
(COMPLETED)



Comprehensive Program/ Ed Spec:

Inform: February 18 School Board Meeting

Decision: March 4 School Board Meeting

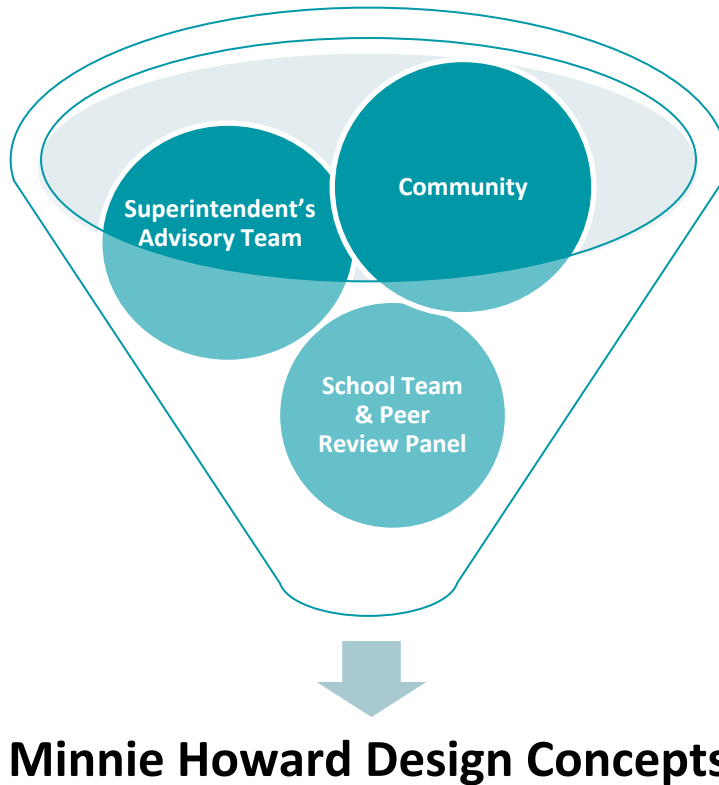


Design Concepts:

Inform: March 18 School Board Meeting

Decision: April 8 School Board Meeting

Design Feedback Process

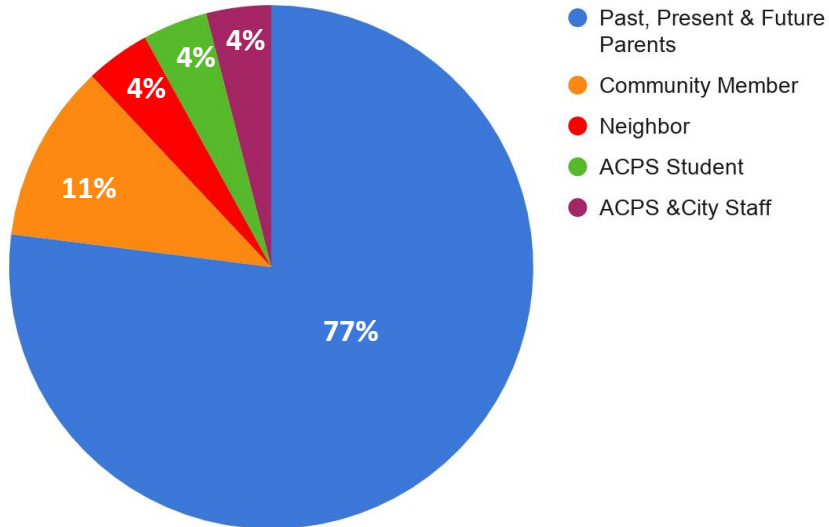


Community Feedback

Total Surveys Submitted: 216

- 207 in English
- 9 in Spanish

Total 3/8 Community Meeting Attendees: 31



Survey Summary

Q1. What is important to you in the redevelopment of Minnie Howard Campus?

A1. Capacity for Student Enrollment Growth | Flexible & Adaptive Spaces

Q2. If you were designing the redevelopment Minnie Howard Campus, what features of the site or building would you like to include?

A2. Innovative & Tech Ready | Collaborative & Hands-on Learning Spaces

Q3. Please prioritize the concepts /ideas you think are most important in the design?

A3. Design for Education | Community Access

Q4. What are your biggest concerns/worries, if any, regarding the design of the redeveloped Minnie Howard Campus?

A4. Traffic | Noise | Safety

1

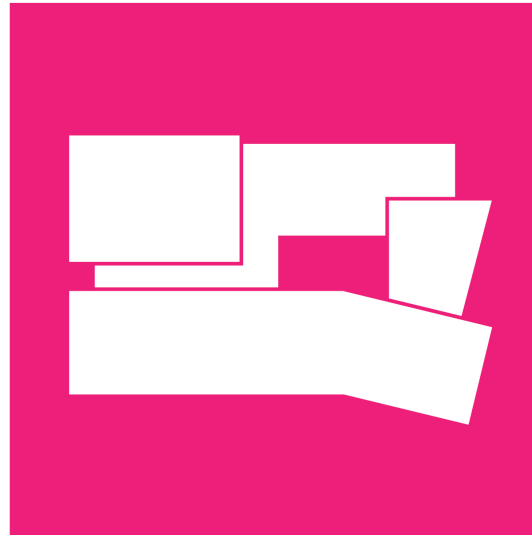


CONCEPT 1 - HAND SCHEME

Stacked in pairs on the plan, the Learning Neighborhoods are oriented with classrooms facing north and south. The physical education spaces are organized on the western front providing convenient access to the site's outdoor recreation and fields. The heart of the school is the connective link between all the parts both horizontally on each floor as well as vertically. The concept gets its name from the configuration of the learning spaces which extend eastward like a hand reaching out towards King Street.

The two academic wings extending east create a three sided courtyard open along its eastern edge. The concept combines indoor & outdoor spaces as a continuous experience from east to west.

2

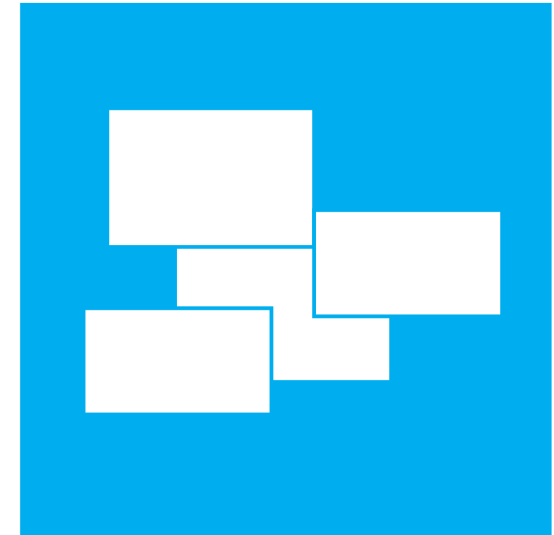


CONCEPT 2 - CRESCENT SCHEME

The Crescent Concept organizes academic learning neighborhoods along the southern edge of the site along Braddock Road. The gentle curved frontage creates a decisive civic facade to the south. The eastern leading edge is also a "front", facing east, deferring to the companion campus at King Street. Similarly to the Hand Scheme, the Learning Neighborhoods places learning spaces facing north and south, maximizing daylight opportunities.

A notable difference is how the media center is uniquely positioned to bridge between the learning neighborhoods. Its placement encloses the courtyard, and collectively with the academic wings and the heart of the school, create a outdoor space enclosed on its four sides. Entry to the school is primarily from its eastern side.

3



CONCEPT 3 - PINWHEEL SCHEME

As its name suggests, the Pinwheel Concept organizes the Learning Neighborhoods and the athletic facilities in orbit around the heart of the school, the connective circulation and social center for the school. With this organization a three sided courtyard is placed along the western side providing an outdoor connection to the fields. In this concept the idea of parking on-grade is explored.

We note that the vast majority of the parking is able to be housed on the east side of the lot, adjacent to the Bradlee Shopping Center. This placement defers to the school buildings as the primary use of the site. Vehicular movement of the buses is shifted to the west, just south of the athletic fields.

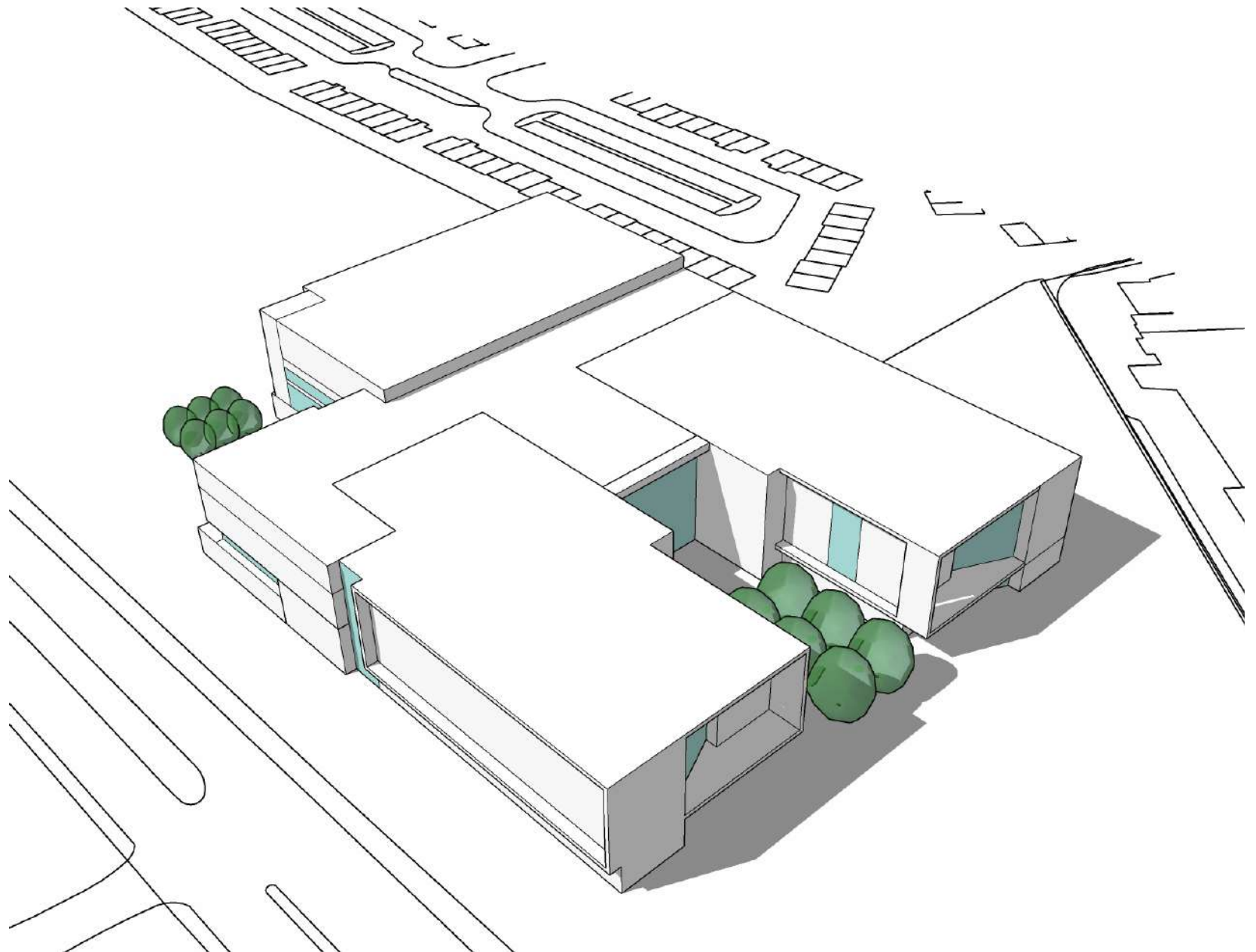
2.3 - HAND SCHEME



CONCEPT 1 - HAND SCHEME

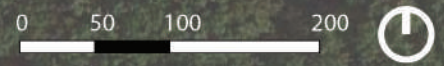
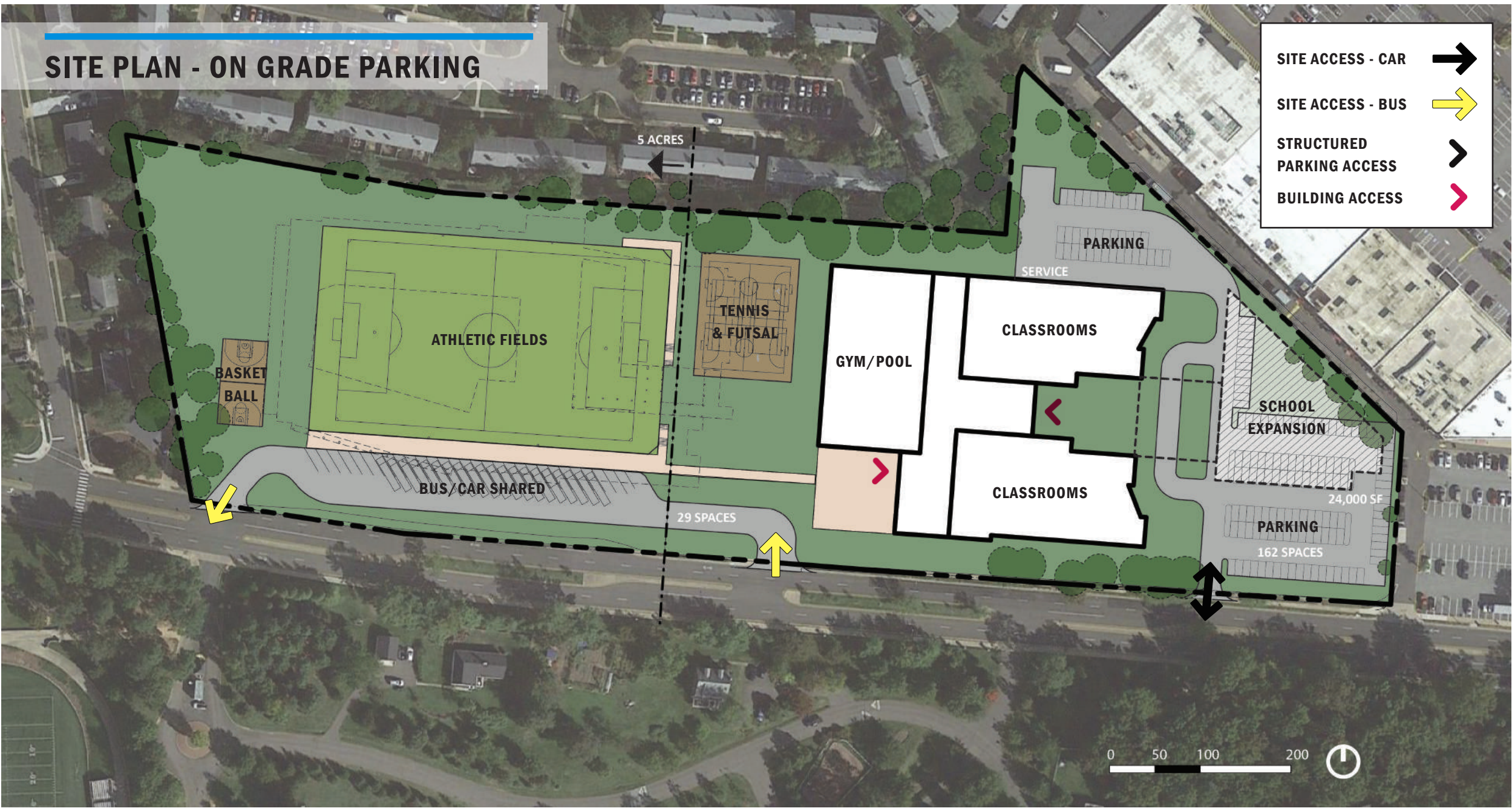
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SITE PLAN - ON GRADE PARKING

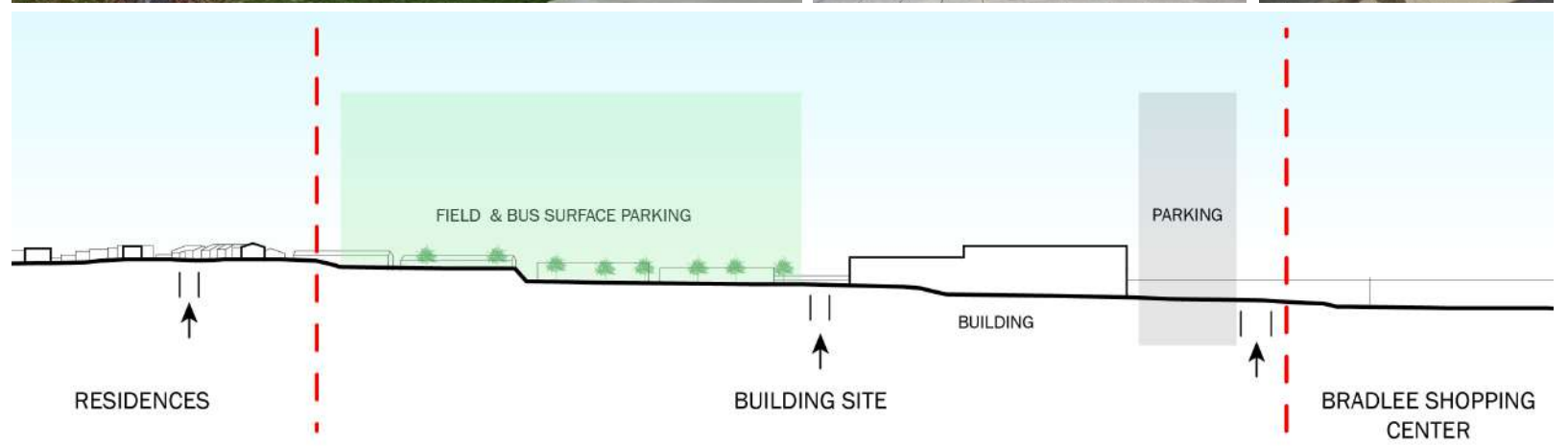
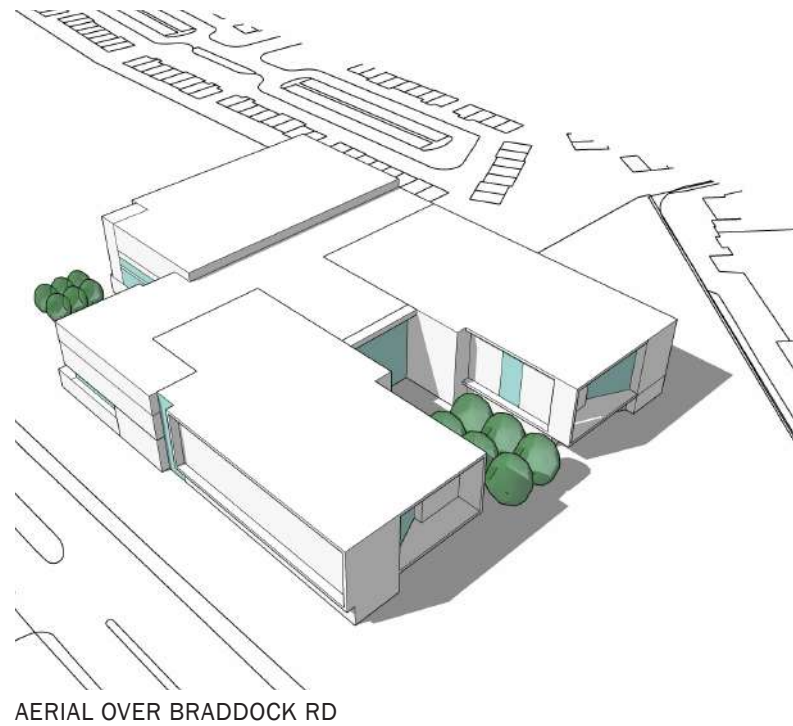
SITE ACCESS - CAR	➔
SITE ACCESS - BUS	➔
STRUCTURED PARKING ACCESS	➤
BUILDING ACCESS	➤



MASSING PRECEDENTS & SITE SECTION

PRECEDENTS

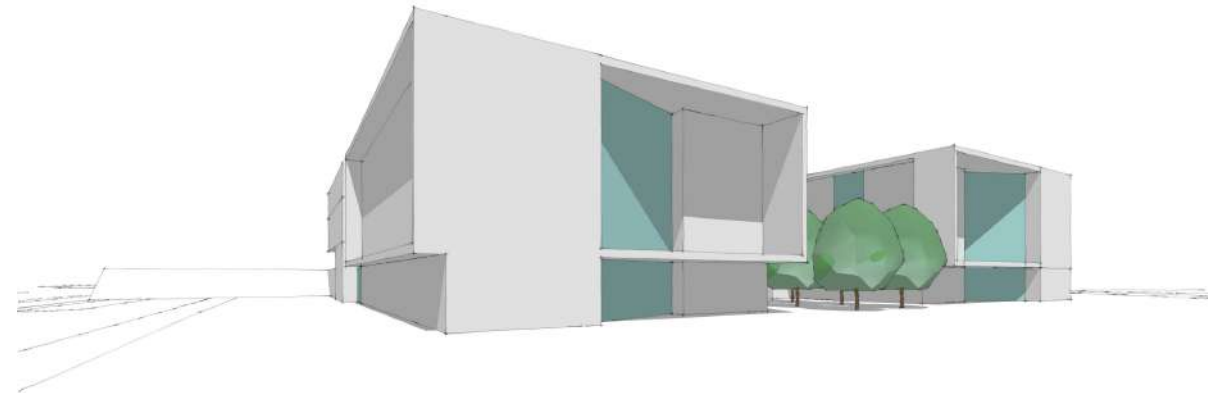
1. Boldrewood Innovation Campus, UK (Grimshaw)
2. Manhattan High School, KS (Gould Evans)
3. Federal Hall School of Business, KS (Gensler)
4. Oakland University Human Health Building, MI (Smith Group)
5. Mount Si High School, WA (NAC)
6. Madden Innovation Center, New Zealand (Warren & Mahoney)



MASSING EXPERIENCE



1. VIEW FROM SOUTH WEST



2. VIEW FROM SOUTH EAST

2

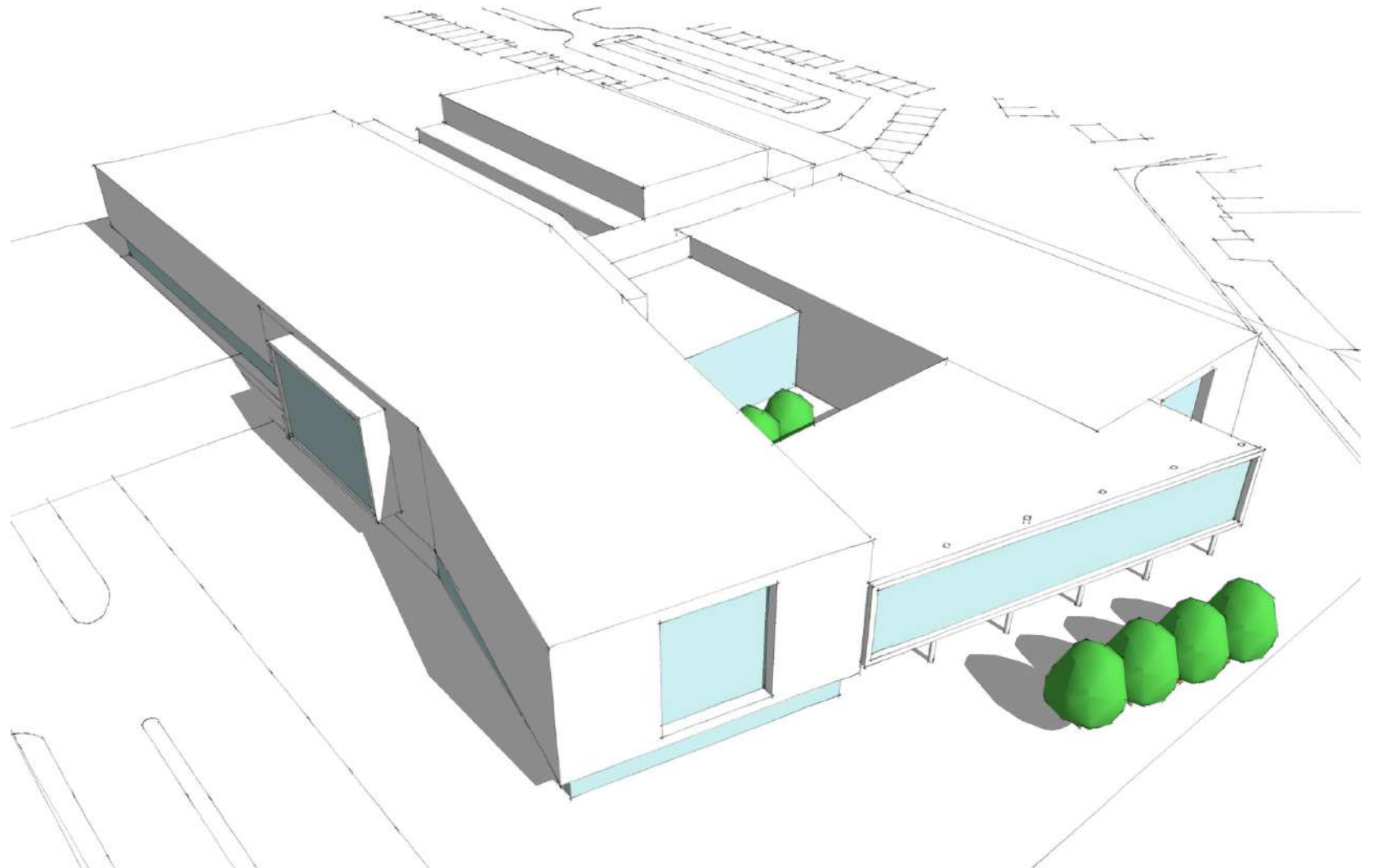
2.4 - CRESCENT SCHEME



CONCEPT 2 - CRESCENT SCHEME

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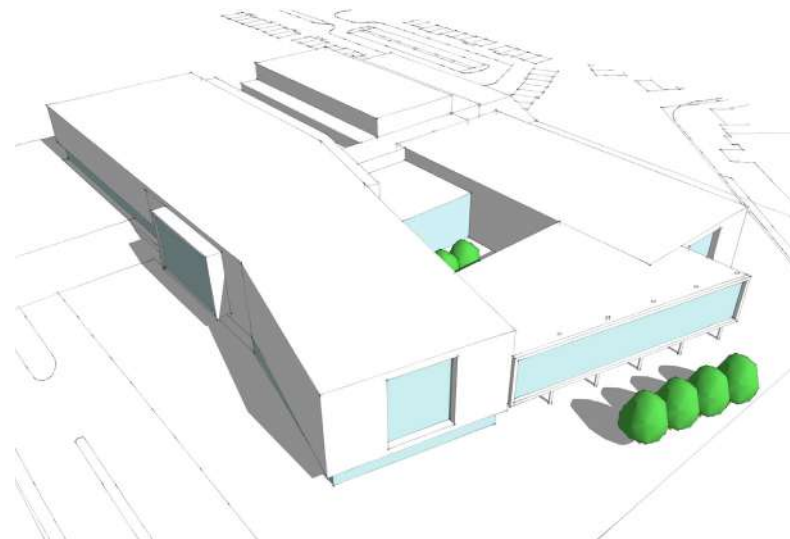
SITE ACCESS - CAR	➔
SITE ACCESS - BUS	➔
STRUCTURED PARKING ACCESS	➤
BUILDING ACCESS	➤



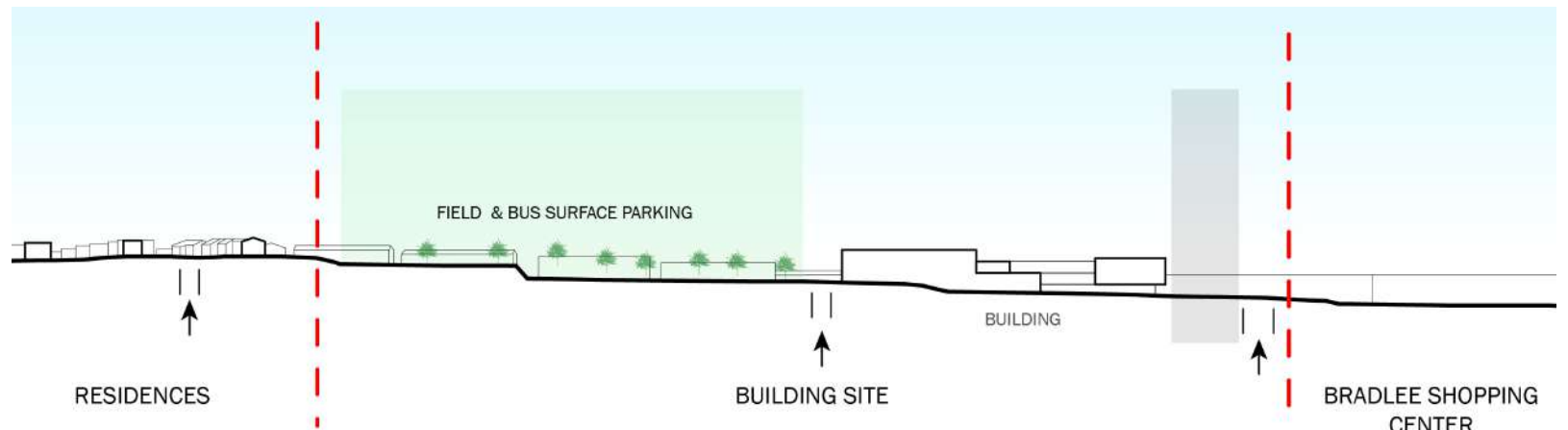
PRECEDENTS & SITE SECTION

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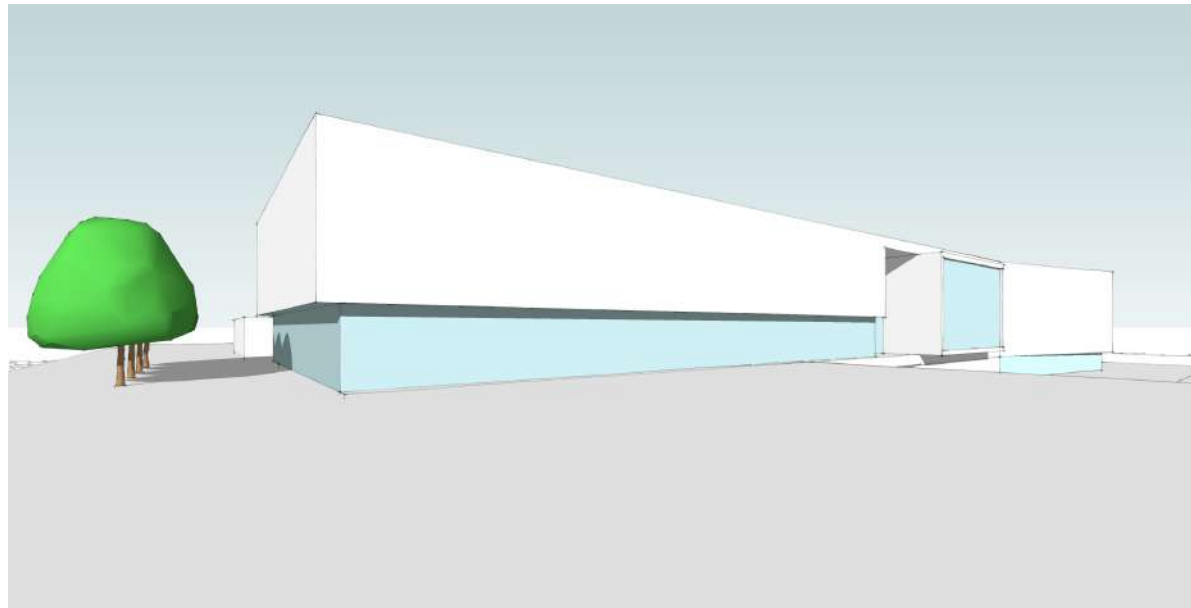
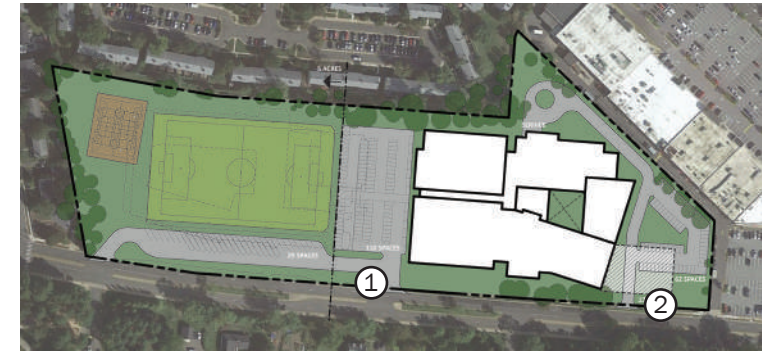
1. Baton Rouge Magnet High School, LA (Chenevert + RHH)
2. The Second Affiliation School of New Jiangwan, Shanghai (TJAD)
3. North Edge, WA (Perkins + Will)
4. Fairleigh Dickinson Univ. Campus Center, NJ (Perkins Eastman)
5. Færder Technical High School, Norway (White Arkitekter)
6. Mount Si High School, WA (NAC)



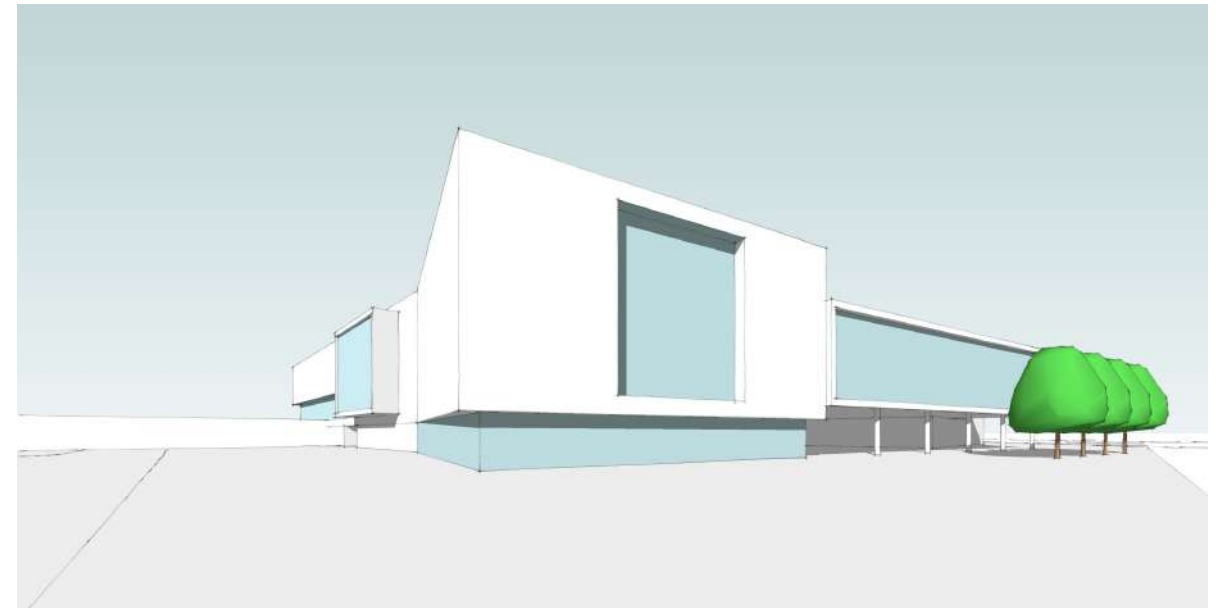
AERIAL OVER BRADDOCK RD



MASSING EXPERIENCE



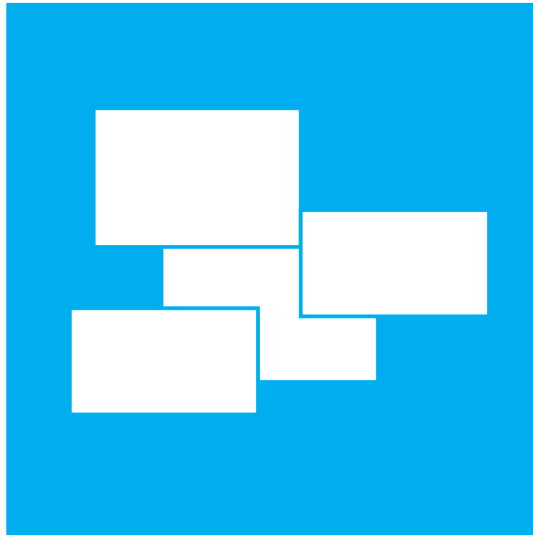
1. VIEW FROM SOUTH WEST



2. VIEW FROM SOUTH EAST

3

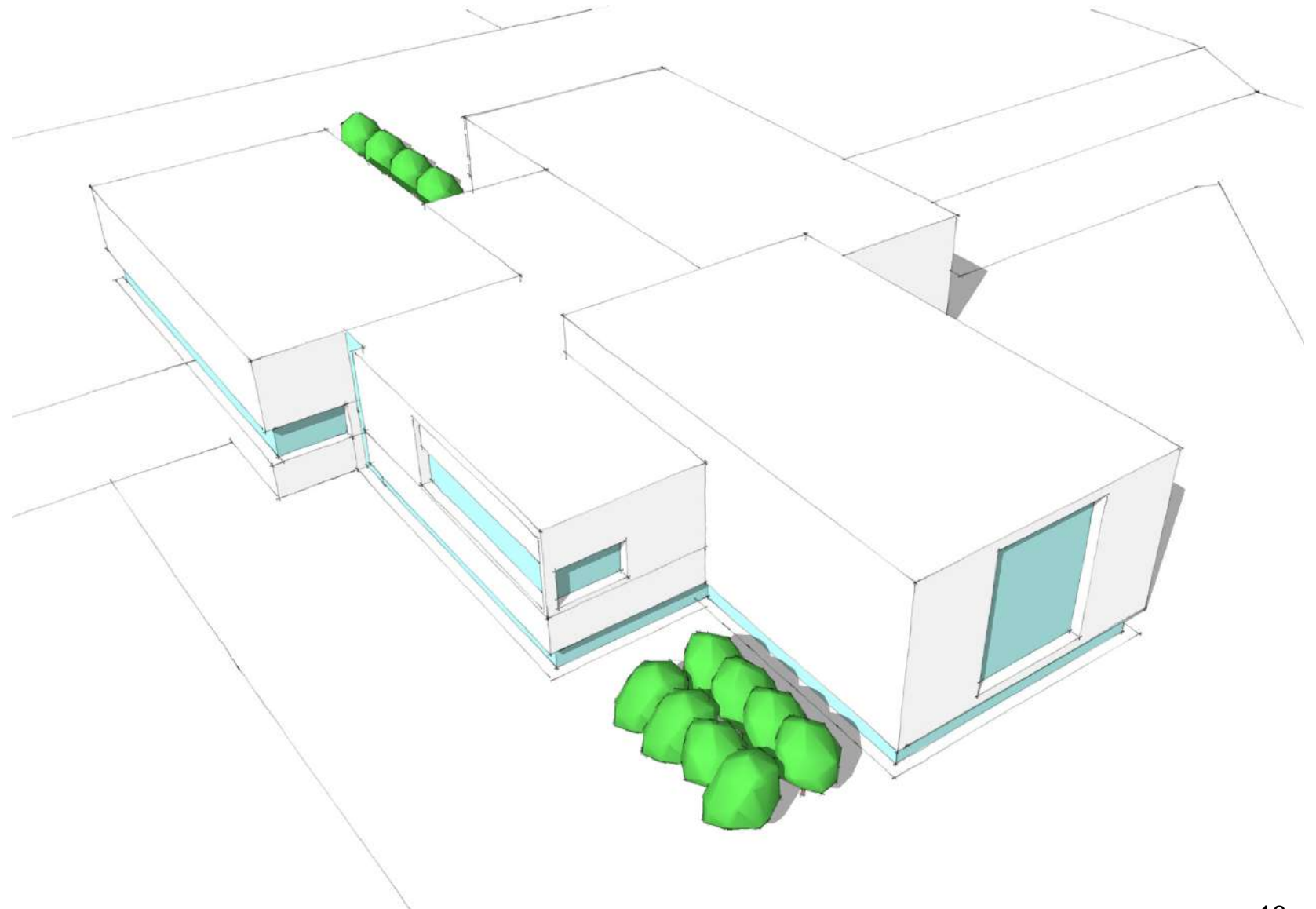
2.5 - PINWHEEL SCHEME



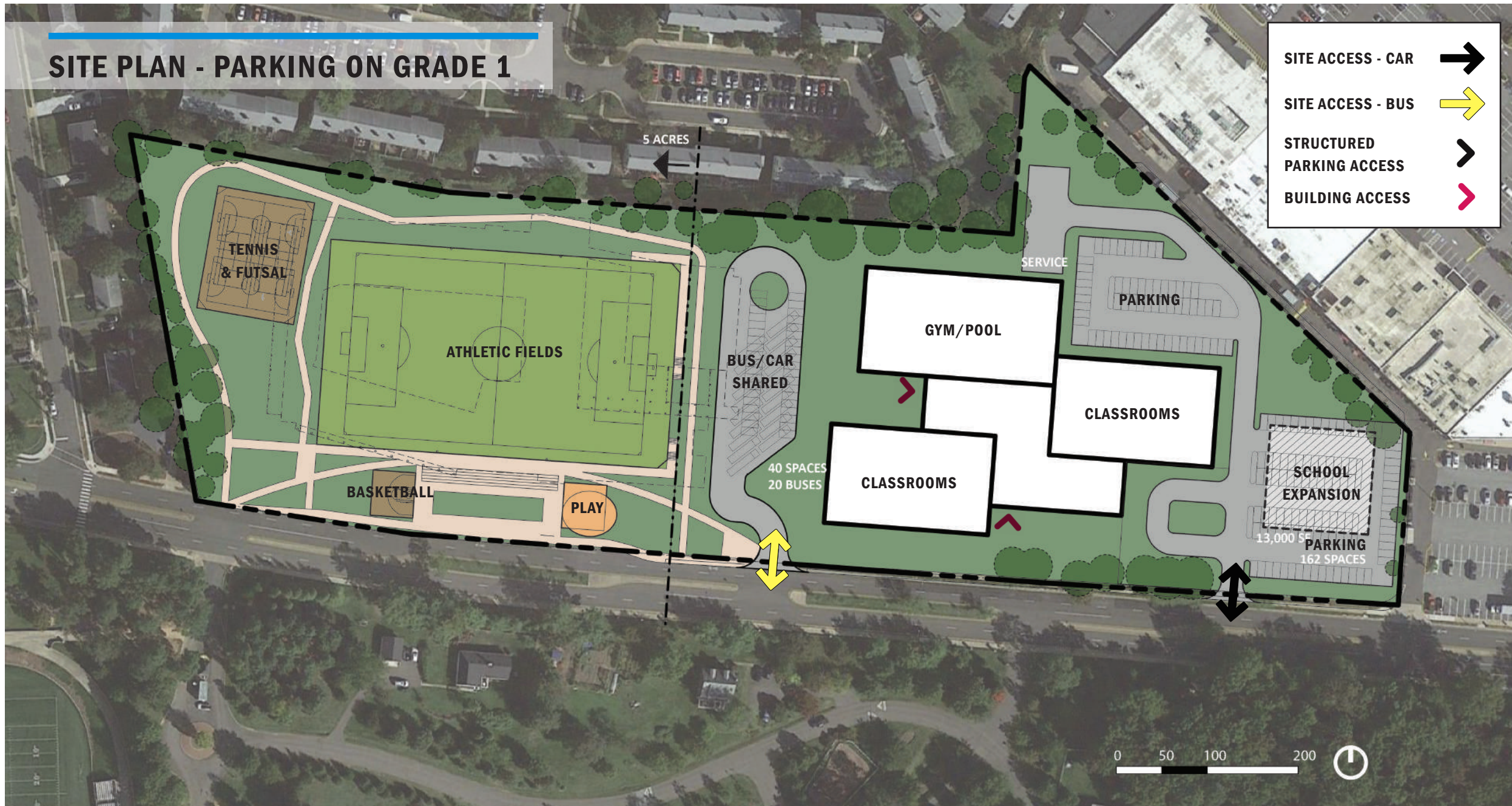
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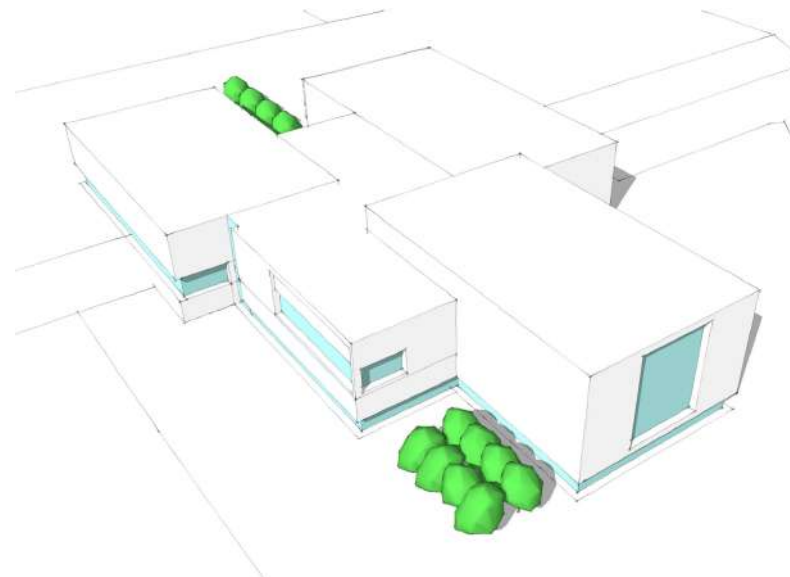
SITE PLAN - PARKING ON GRADE 1



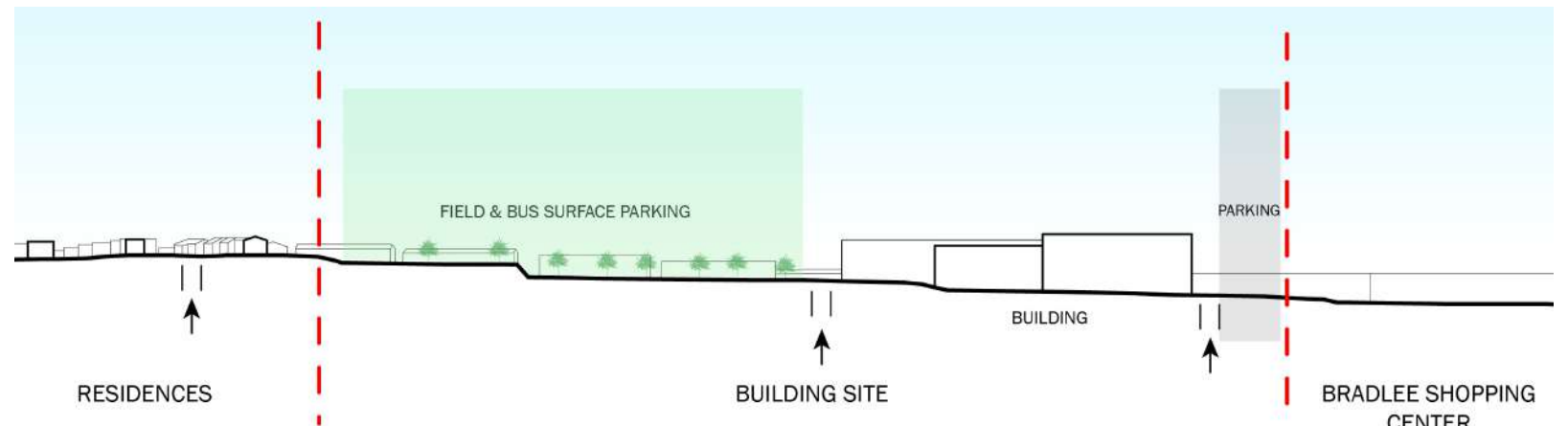
PRECEDENTS & SITE SECTION

PRECEDENTS

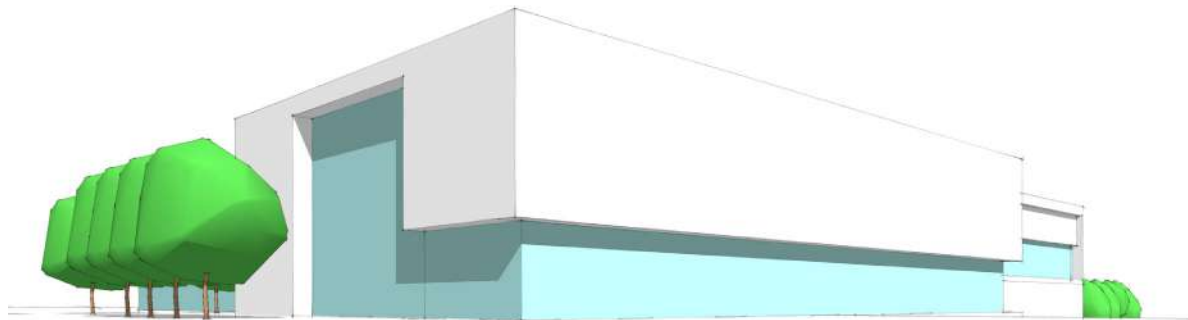
1. Concordia International School, Shanghai (Gensler)
2. Bangkok International Preparatory, Thailand (Plan Architect)
3. UMass Design Building, MA (Leers Weinzapfel Associates)
4. Manhattan High School, Kansas (Gould Evans)
5. Traditional Industries Innovation Center, Taiwan (MAYU Architects)
6. Dunbar High School, DC (Perkins Eastman)



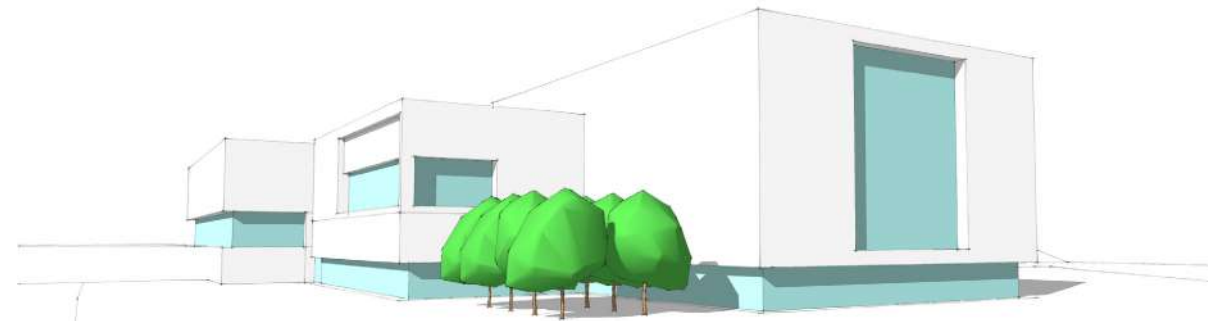
AERIAL OVER BRADDOCK RD



MASSING EXPERIENCE



1. VIEW FROM SOUTH WEST



2. VIEW FROM SOUTH EAST

2.6 COMPARISON MATRIX

COMPARISON MATRIX

The three concepts are to be evaluated against the Design Patterns and Criteria in meetings and workshops with ACPS and stakeholders.

FLEXIBILITY COMPARISON

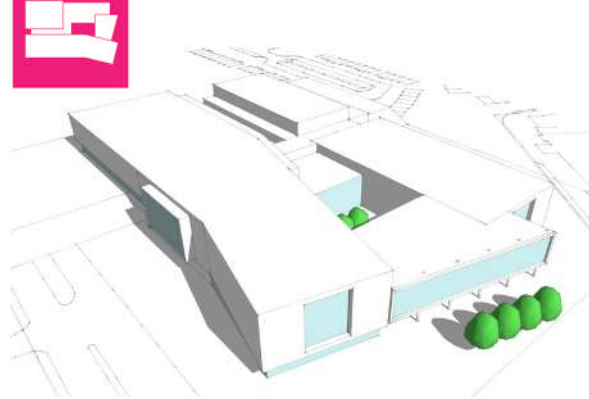
When comparing the three concept layouts for flexibility, consider space for future school expansion (due to enrollment increases), space for co-locating ACPS Administration Offices (in the future), surface parking and vehicular circulation, and open space. The Hand and Pinwheel concepts are slightly more flexible than the Crescent concept since they are 5 floors and therefore have smaller building footprints on the site. These concepts are continuing to develop.



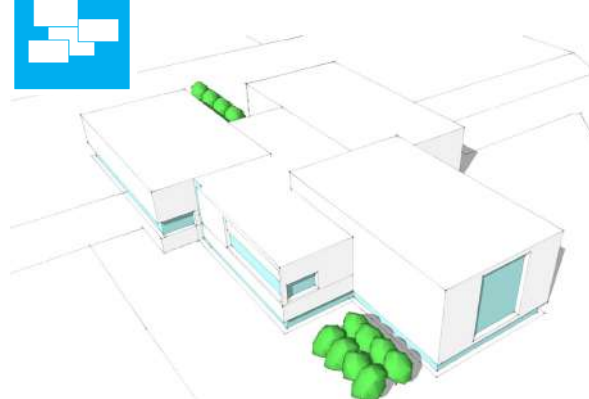
CONCEPT 1 - HAND SCHEME






CONCEPT 2 - CRESCENT SCHEME



CONCEPT 3 - PINWHEEL SCHEME



Comparison of Concepts

				
		HAND SCHEME	CRESCENT SCHEME	PINWHEEL SCHEME
LEGEND				
ACHIEVES GOAL				
● Very well				
● Somewhat				
● Not Well				
○ Pending				
DESIGN PATTERNS	Concept			
	Connected High School Network	●	●	●
	Equity and Access	●	●	●
	Heart of School/ Library- Learning Commons	●	●	●
	Community Use and Access	●	●	●
	STEAM Adjacencies	●	●	●
	Integrating the Arts	●	●	●
	Flexibility and Adaptability	●	●	●
	Interdisciplinary Communities	●	●	●
	Extened Learning Areas and Breakout Rooms	●	●	●
	Distributed Science Labs	●	●	●
	Distributed Dining Venues	●	●	●
	Centralized and Distributed Admin and Support	●	●	●
	Shared Teacher Office and Collaboration Areas	●	●	●
Indoor/ Outdoor Connections	●	●	●	
CRITERIA	Program Accommodation	●	●	●
	Outdoor Athletic Program	●	●	●
	Future Expansion/Flexibility	●	●	●
	Sustainability (Rooftop PV Production)	●	●	●
	Walk/Bike/Bus/Drive	●	●	●
	Parking	●	●	●
	Building Life Cycle	○	○	○
Constructability	○	○	○	

Early Construction Budget Analysis

School Board Costs (Construction Budget \$150M):

Confirmed Design Inclusions	Cost Estimate	Optional Design Inclusions	Cost Estimate
Teaching and Learning Spaces	\$123.2M	Pool	\$14.5M
Common Areas and Shared Spaces	\$26.6M	Underground Parking	\$11.9M
TOTAL	\$149.8M	Colocated Partner Uses (Teen Wellness Center, Early Childhood, etc.)	up to \$7.4M

Cost Comparison of Concepts

COST COMPARISON MATRIX				
ELEMENTS	CONCEPTS			NOTES
	Hand	Crescent	Pinwheel	
School Building				
Form	\$	\$\$	\$	
Number of stories	\$\$ 5 stories*	\$ 4 stories	\$\$ 5 stories*	*Potentially 4 stories without early childhood program
Efficiency**	Better	Good	Best	**These are concept drawings and efficiency will continue to evolve
PV Cost (due to amount of site mounted PV req'd)	\$\$	\$	\$\$	Crescent has the most amount of roof space

Aquatics Facility

- **NOT** within ACPS budget
- Continuing to explore different program and funding options
- Net Zero Requirement:
 - ~ 1.2M in additional PV cost to offset the energy requirement for HVAC system



Stakeholder Engagement - Ed Spec & Concept

Date	Activity
Feb 22	ACPS Staff and Student Engagement
Feb 24	EDT Meeting
Feb 25 & 26	School Board 2x2s
Mar 1	Initial Online Community Design Visioning Survey
Mar 4	Comprehensive Program Requirements/Ed Spec approved by SB
Mar 8	Superintendent's Advisory Team Kickoff
Mar 8	Community Design Kickoff Webinar
Mar 10	EDT Meeting
Mar 16	Superintendent's Advisory Team Meeting and Community Meeting
Mar 18	School Board Meeting: Presentation of Concepts
Mar 24	EDT Meeting
Mar 25	Superintendent's Advisory Team Meeting and Community Meeting
Apr 8	School Board Meeting: Vote on Concept
Apr 12	Superintendent's Advisory Team Meeting and Community Meeting

Questions

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Design

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Executive Director of Facilities &
Operations

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Superintendent

Dr. Gregory C. Hutchings, Jr.

School Board

Meagan L. Alderton, Chair
Veronica Nolan, Vice Chair

Cindy Anderson
Ramee A. Gentry
Jacinta Greene
Margaret Lorber

Michelle Rief
Christopher A. Suarez
Heather Thornton