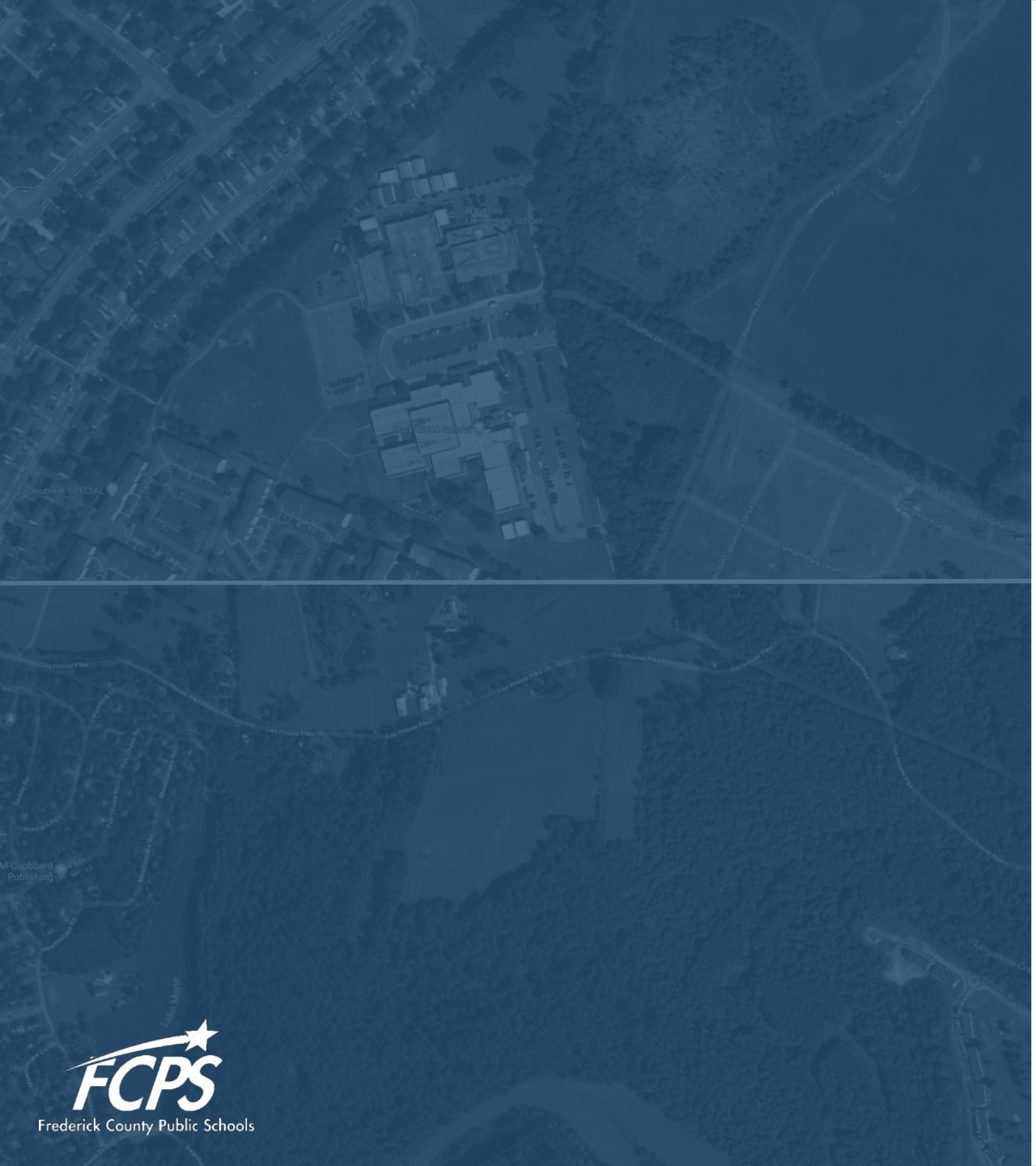

FREDERICK COUNTY PUBLIC SCHOOLS

WAVERLEY ELEMENTARY
EAST COUNTY ELEMENTARY

PRELIMINARY PLANNING

December 13, 2018

FCPS
Frederick County Public Schools

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AGENDA | OBJECTIVES

- Guiding Principles
  - What are the project's goals?
  - What rules are we defining?
- Module > Component Studies
- Potential Plan Options
- Review of Action Items
- Schedule
  - Upcoming milestone(s)
  - Next meeting (date and topics for discussion)

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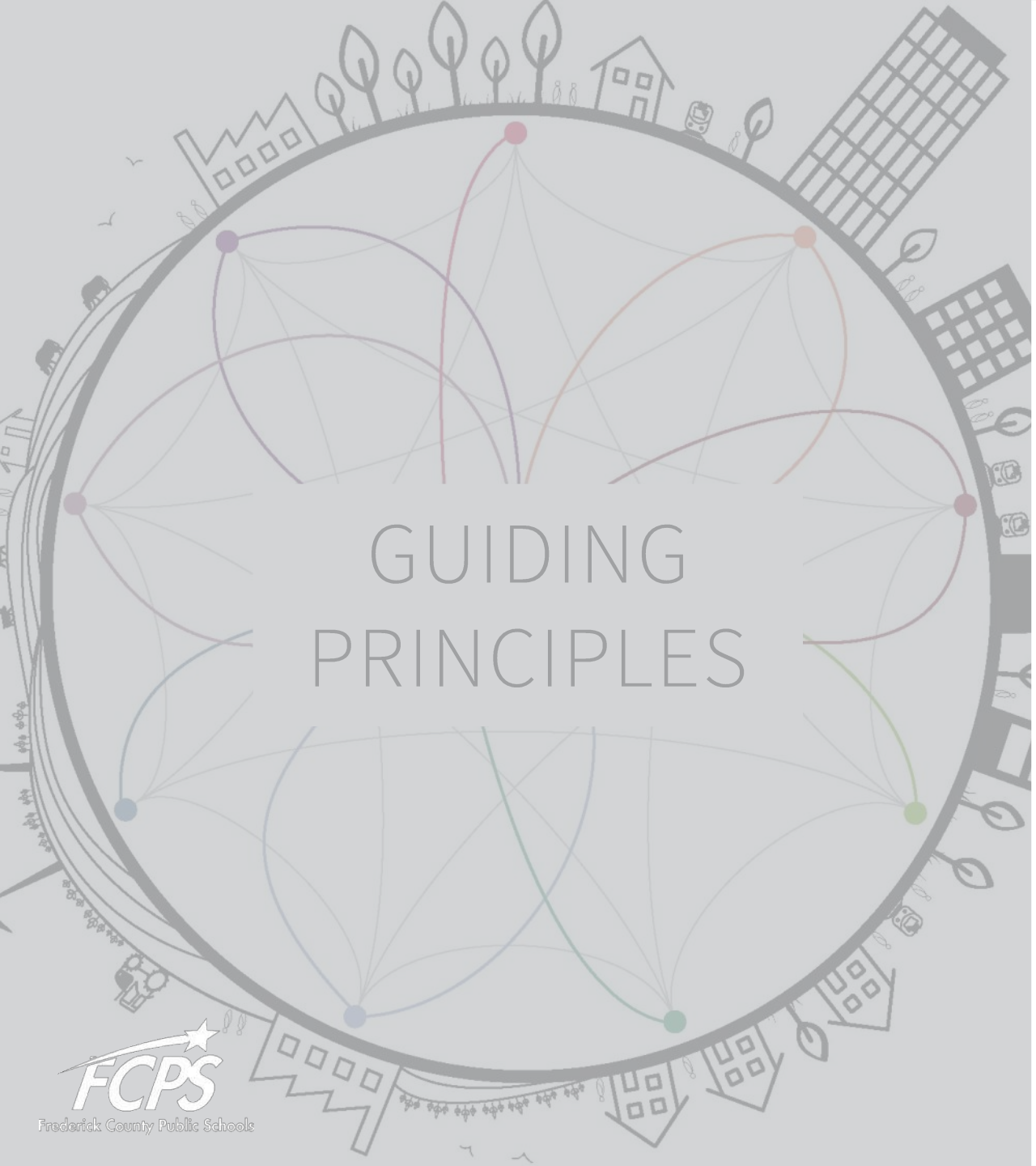

GUIDING PRINCIPLES

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GUIDING PRINCIPLES

- Establish regularity; promote flexibility.
  - Equitability across facilities
  - Set rules and follow them
  - Informed modifications
- Emphasize standardization.
  - Comfortable scale(s)
  - Basis-of-Design module
- Ease site adaptability.
  - Reduce earth cutting = Save $$
  - Story-based design; community ownership
-
-

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WHAT ARE WE CREATING?

pro·to·typical

- an original model on which something is patterned
- **an individual that exhibits the essential features of a later type**
- a standard or typical example

Google Glass, 2013

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WHAT ARE WE CREATING?

mod·u·lar

- of, relating to, or based on a module or a modulus
- **constructed with standardized units or dimensions for flexibility and variety in use**

UMYD Modular Table, Cruxflux

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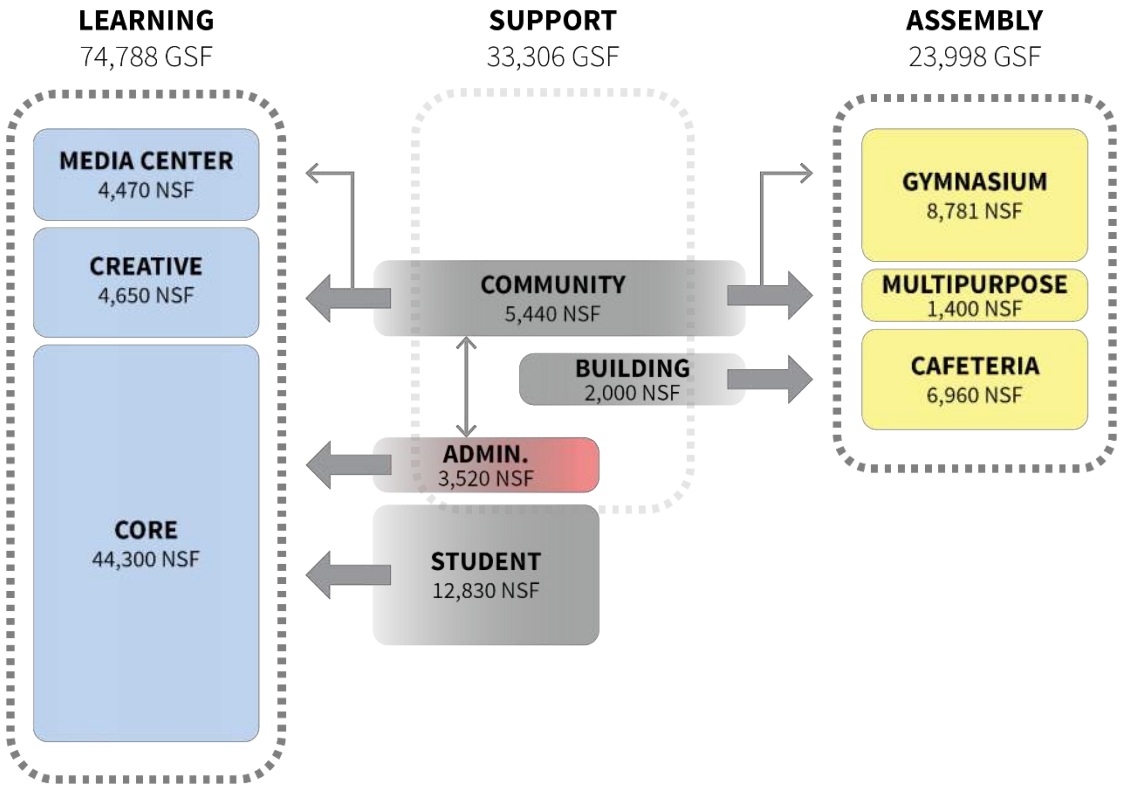
BASIS-OF-DESIGN MODULE
WHAT CAN BE USED?

- Classroom
  - Standard – grades 1 through 5
  - Pre-Kindergarten / Kindergarten
- Advantages
  - Equitability in space
  - Most common programmatic element
  - Counts are most likely to be augmented for growth



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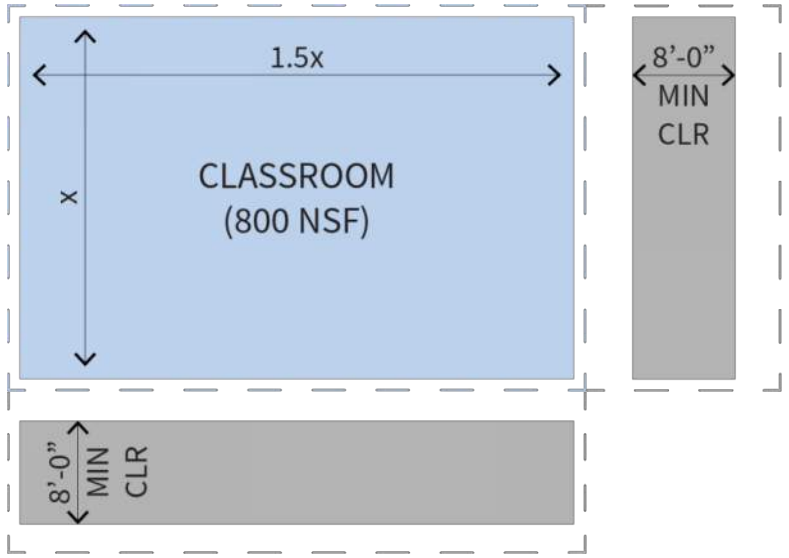
BASIS-OF-DESIGN MODULE
Classroom

- Rectangular Classroom
  - Two distinct orientations
  - X : 1.5X ratio
  - Minimum X = 23’-0”
- Corridor
  - Minimum 8’-0” clear
  - Includes locker space, chase allocation for building systems, wall construction
  - If positioned along 1.5x axis, less grossing area to maintain efficiency.



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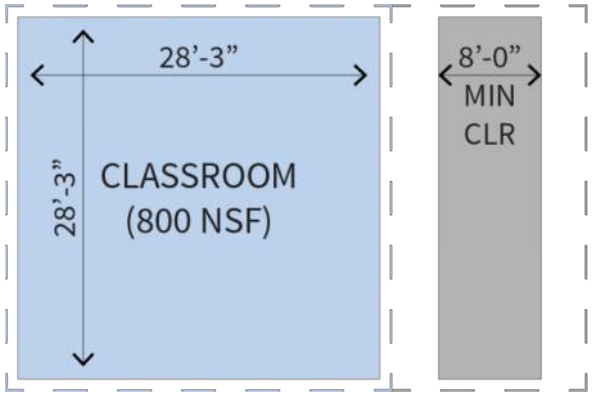
BASIS-OF-DESIGN MODULE
Classroom

- Square Classroom
  - No “front” of space
  - Identical proportions and size for each teacher
- Corridor
  - Minimum 8’-0” clear
  - Includes locker space, chase allocation for building systems, wall construction



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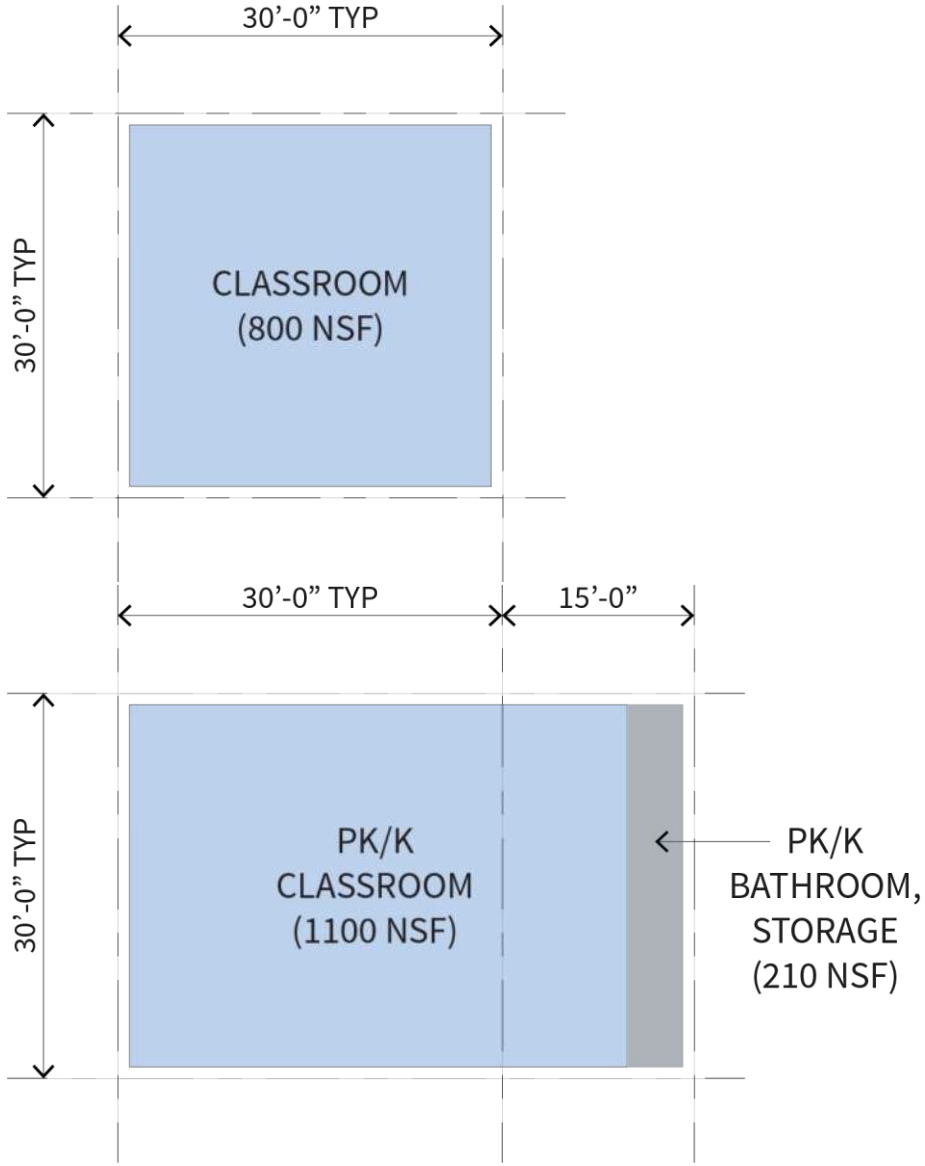
BASIS-OF-DESIGN MODULE

WHAT CAN BE USED?

- How about both?
  - Establish a grid based on a typical classroom
  - Should balance adequate space and proportion for large assembly spaces
  - Can apply to both plan and section
- 30’ x 30’ structural grid, divided in increments of 5’ or as small as 30”
  - Adjustable, construction-friendly
  - ADA-conscious



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HOW DO WE ESTABLISH MODULARITY?

WHAT CAN BE USED?

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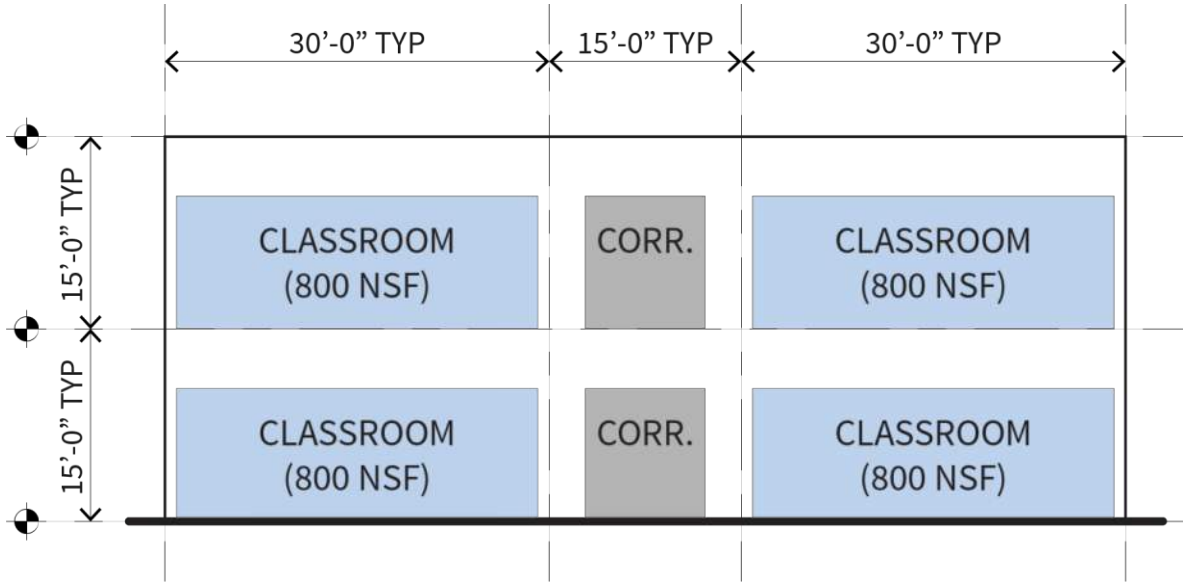

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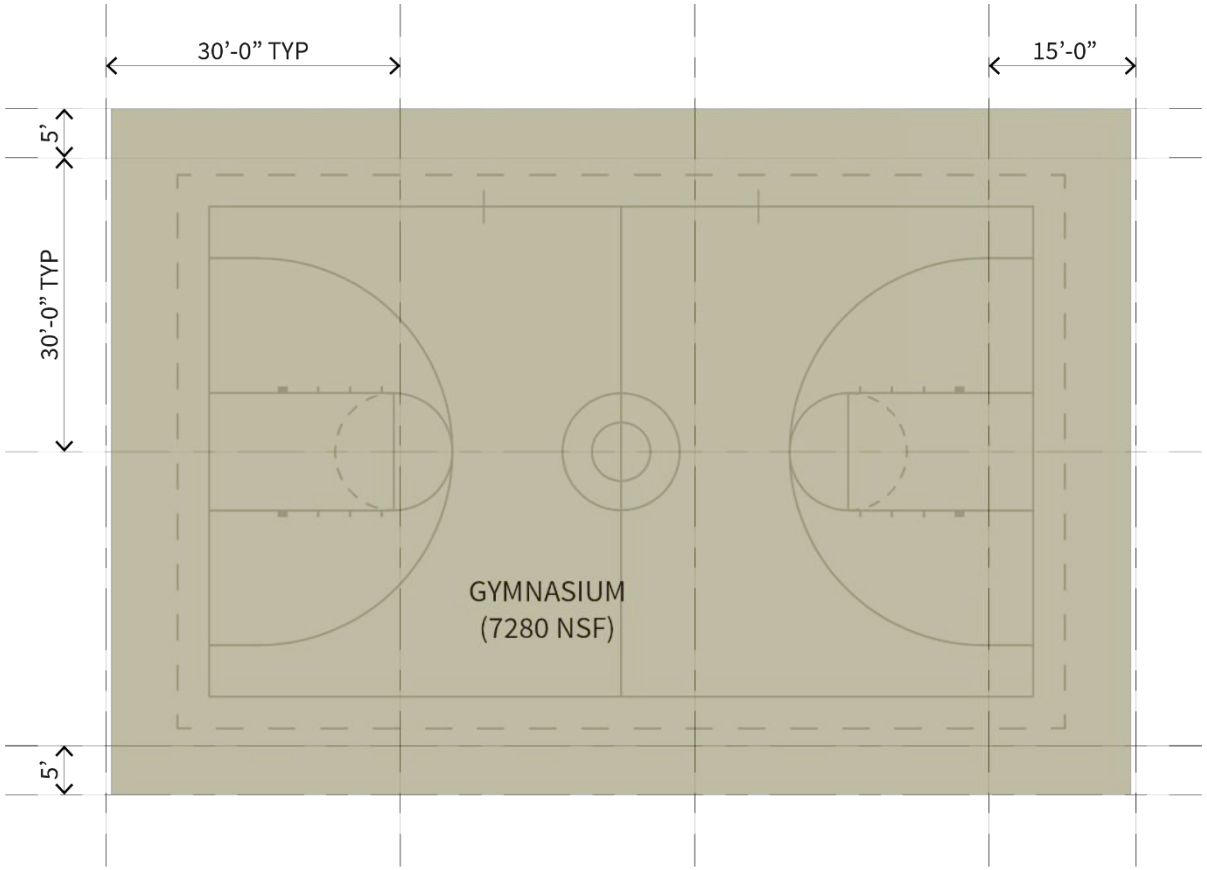

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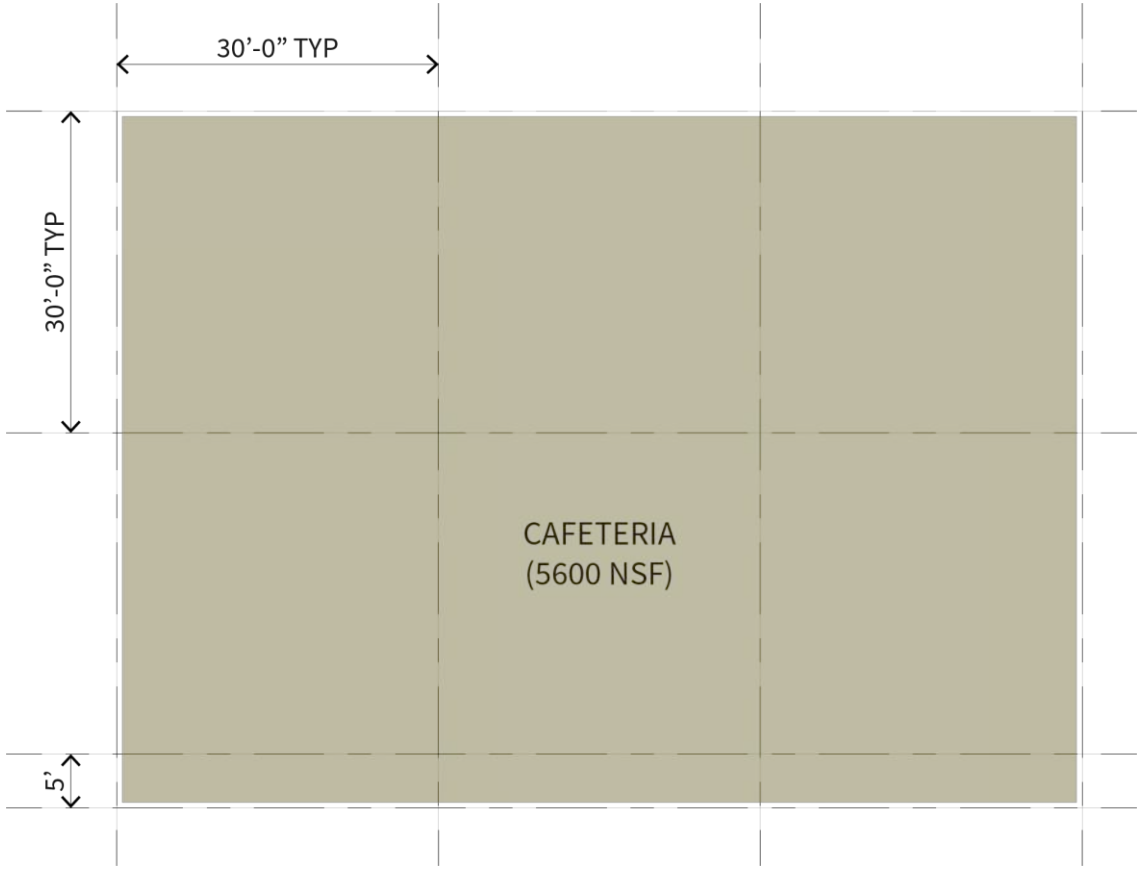

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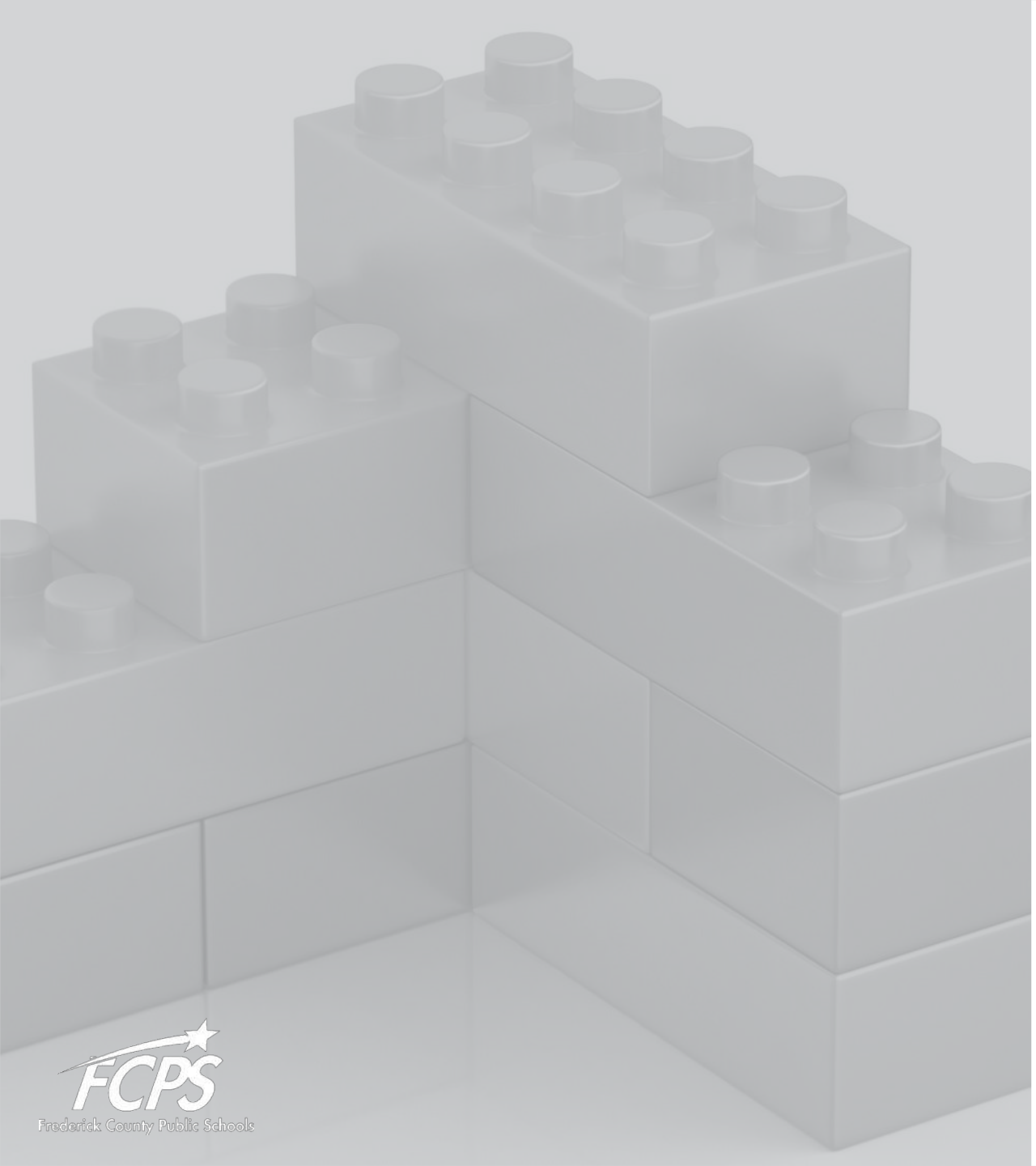

MODULE > COMPONENT STUDIES

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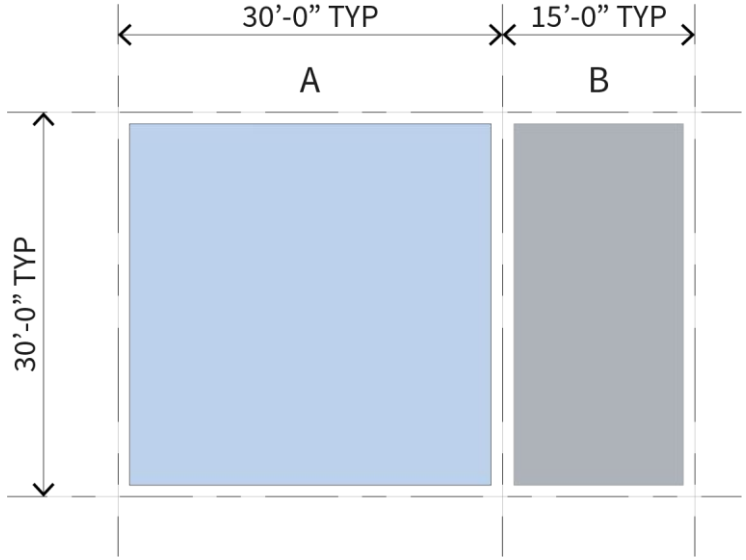
LEARNING MODULE

"A-B"

- "A"
  - Learning space
- "B"
  - Circulation
  - Support
  - Transitions



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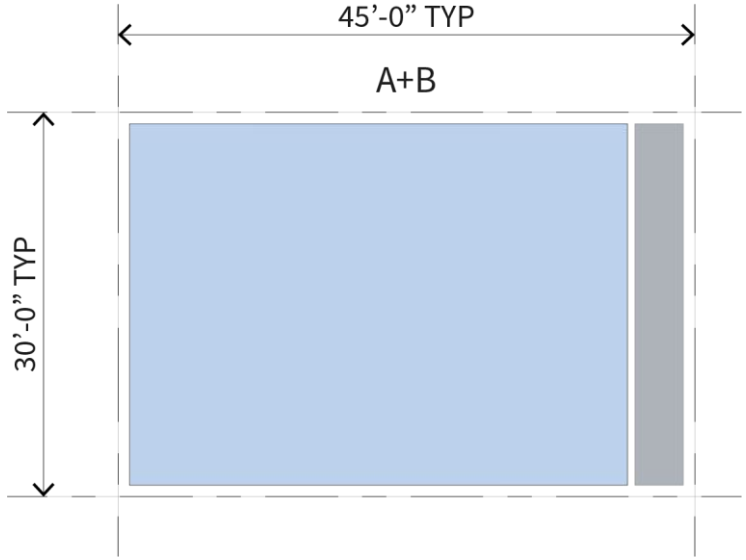
LEARNING MODULE

"A-B"

- "A+B"
  - Pre-K/K Learning space
  - Support for learning space



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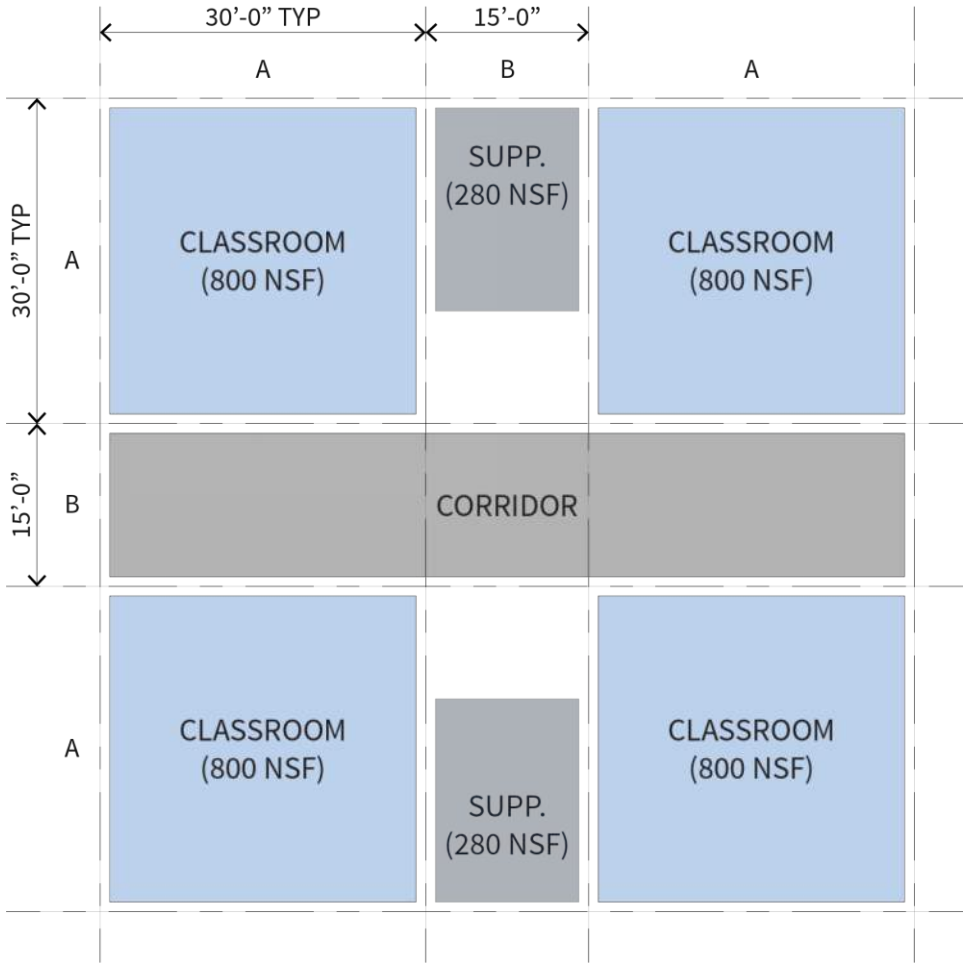
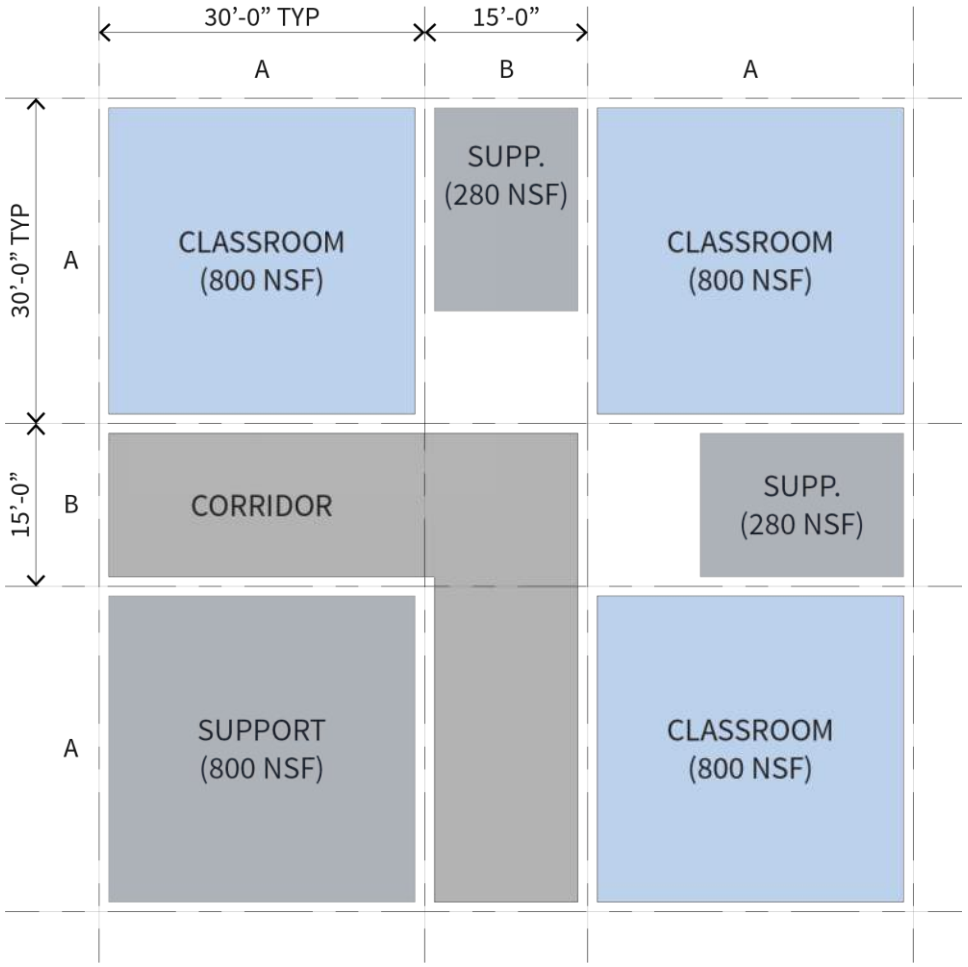
LEARNING COMPONENT

"A-B"





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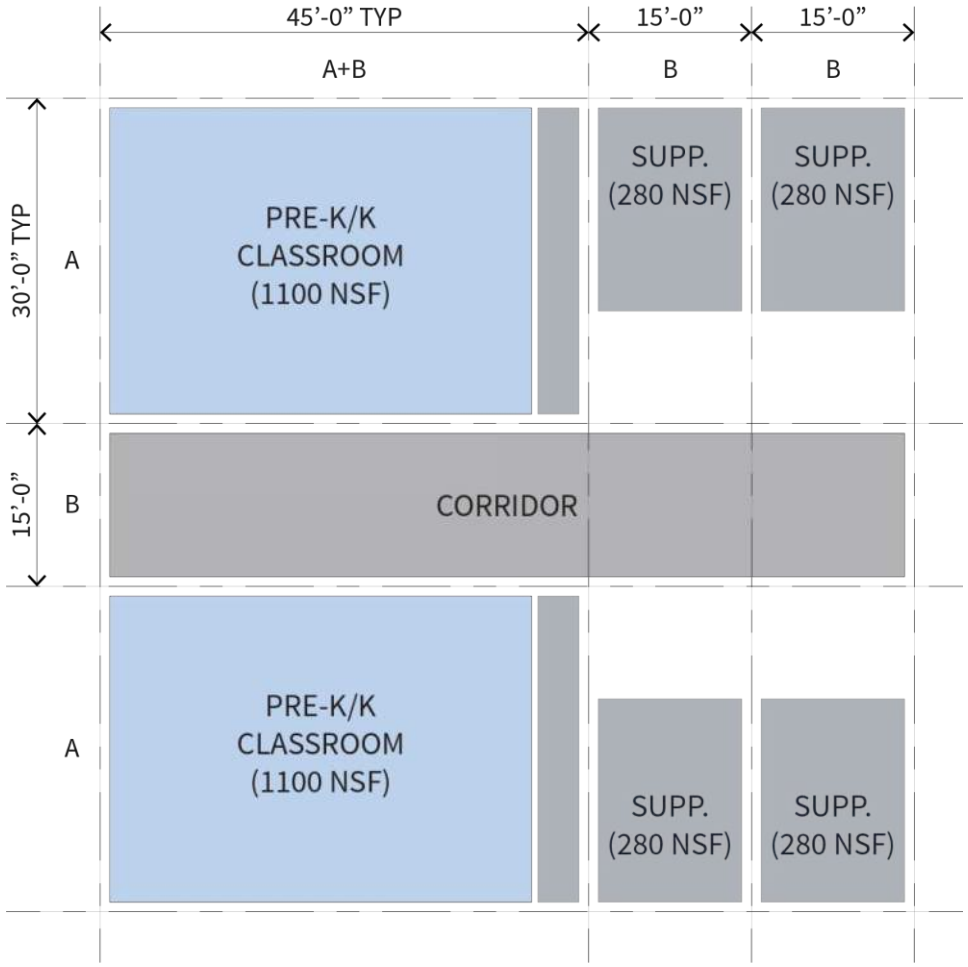
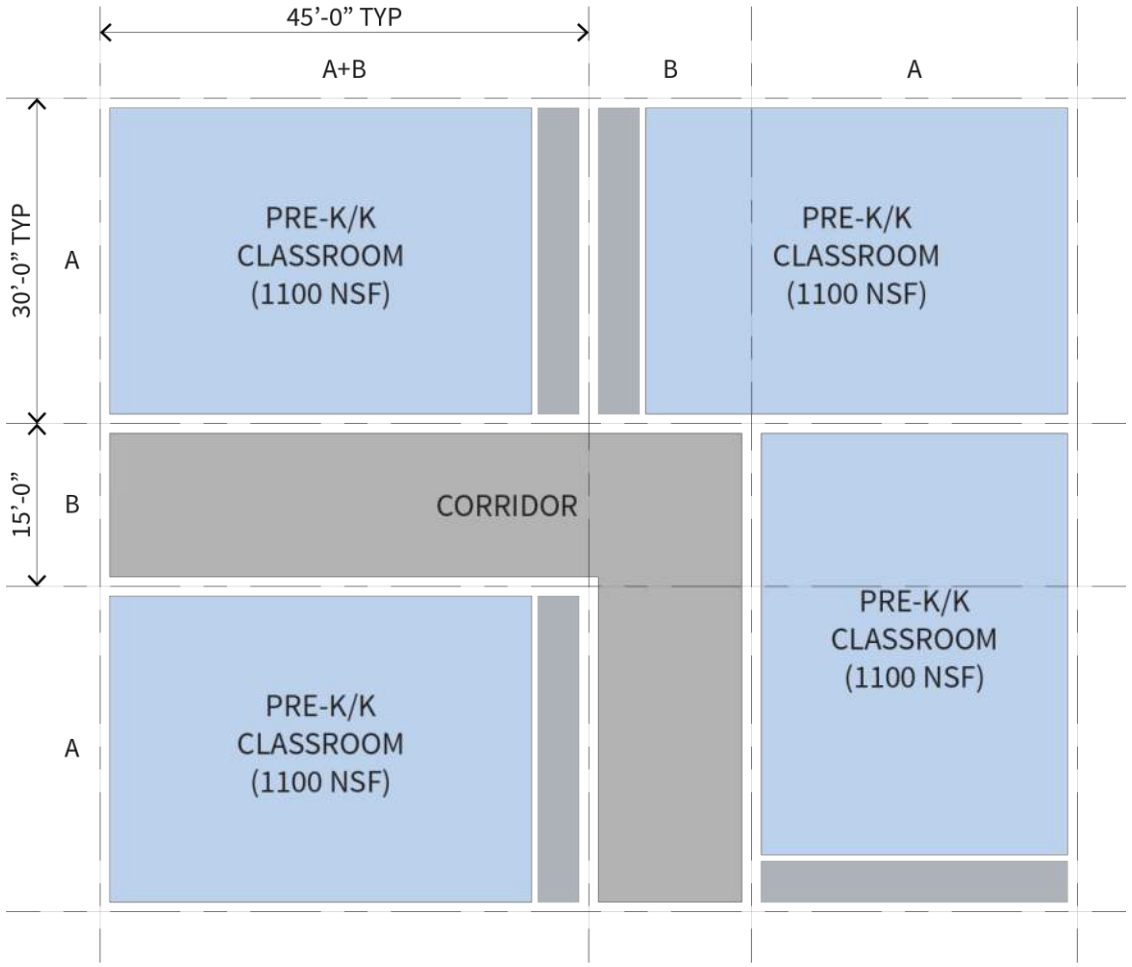
LEARNING COMPONENT

"A-B"





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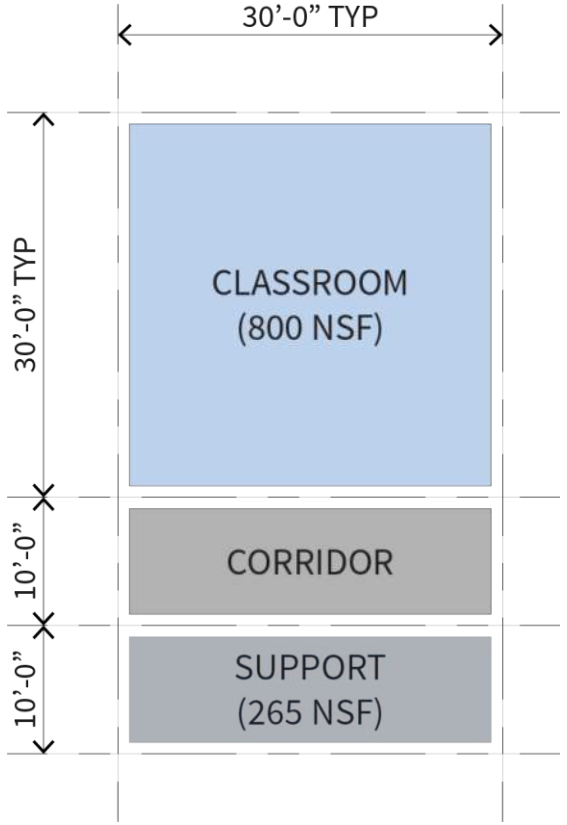
LEARNING MODULE
"SERVICE CORE"

- Full module
  - Learning space
- 2/3 module
  - Circulation
  - Support
- Intersections of modules
  - Transitions



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LEARNING MODULE
"SERVICE CORE"

- Full module
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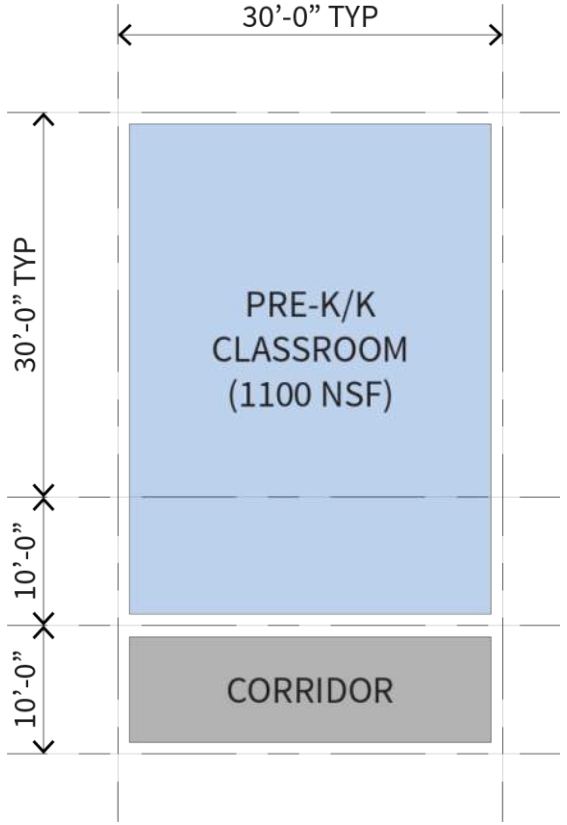
- 2/3 module
  - Circulation
  - Support
- Intersections of modules
  - Transition



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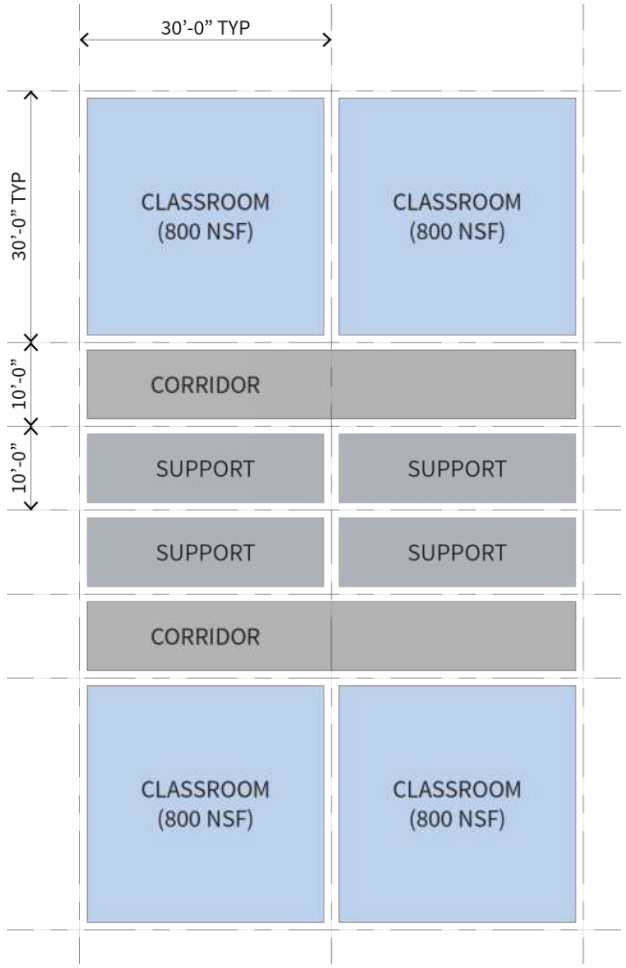
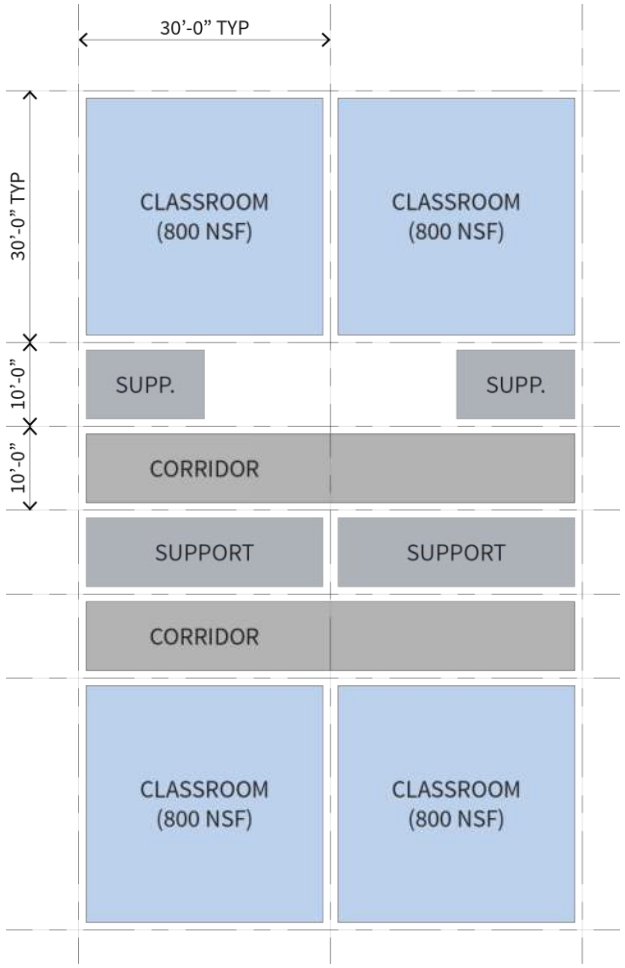
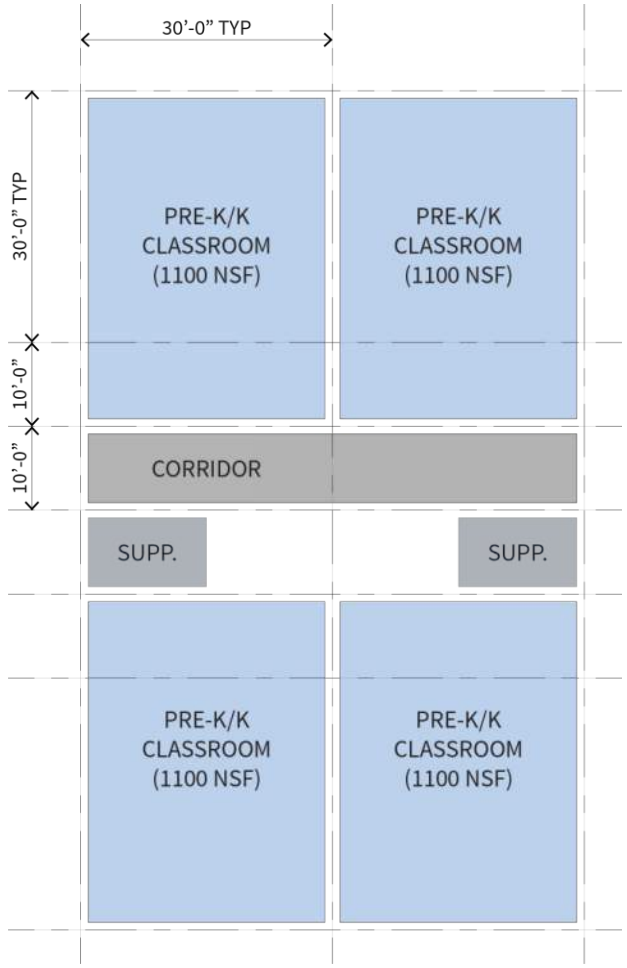
LEARNING COMPONENT

“SERVICE CORE”







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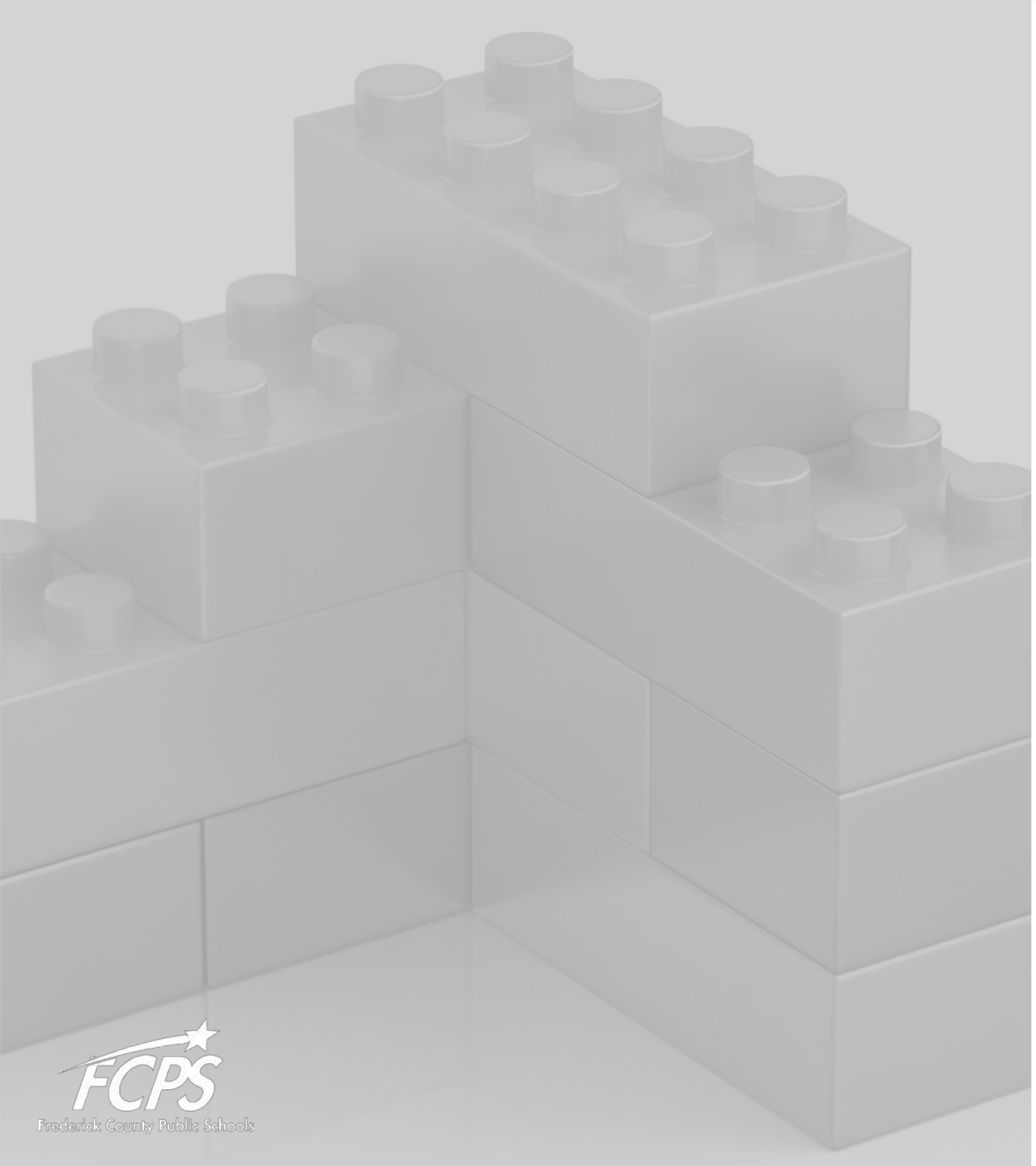

POTENTIAL BUILDING PLANS

FCPS Frederick County Public Schools

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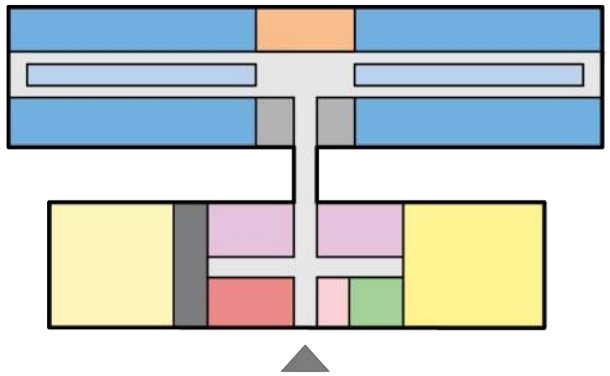
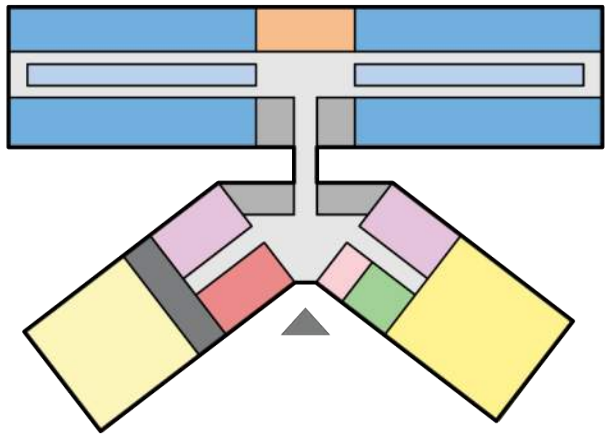
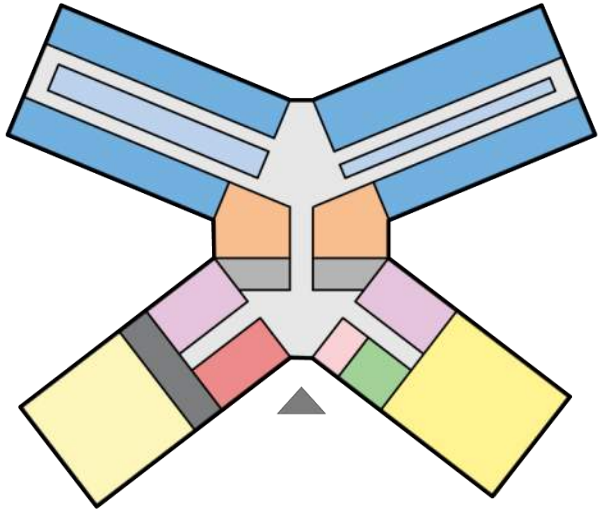
STUDY 1

- "Service Core" module
  - Transitions at intersections of components







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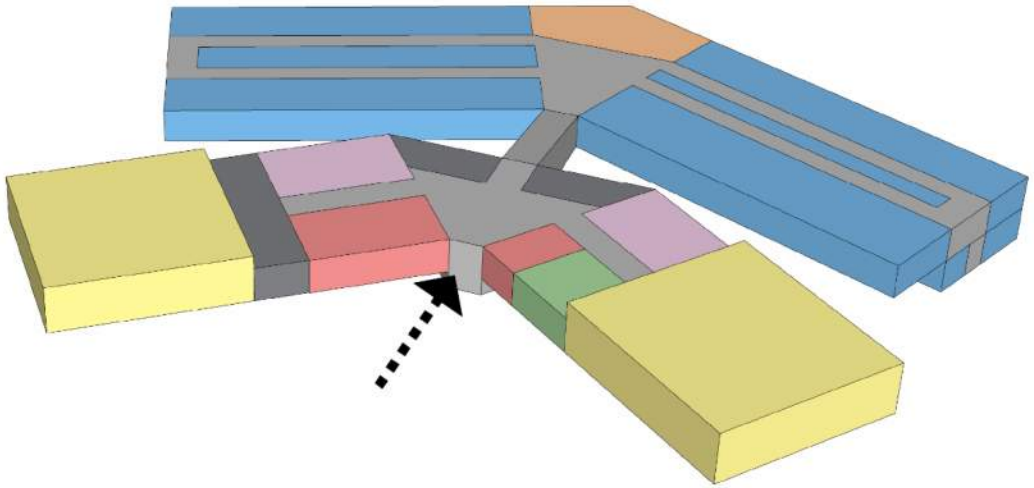
STUDY 1, ECAES

BLOCK-STACK



- Classroom
- Creative Classroom
- Learning Support
- Custodial
- Building Support
- Circulation
- Media Center
- Assembly
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- Health Suite
- Specialty Program

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STUDY 1, ECAES
BLOCK-STACK

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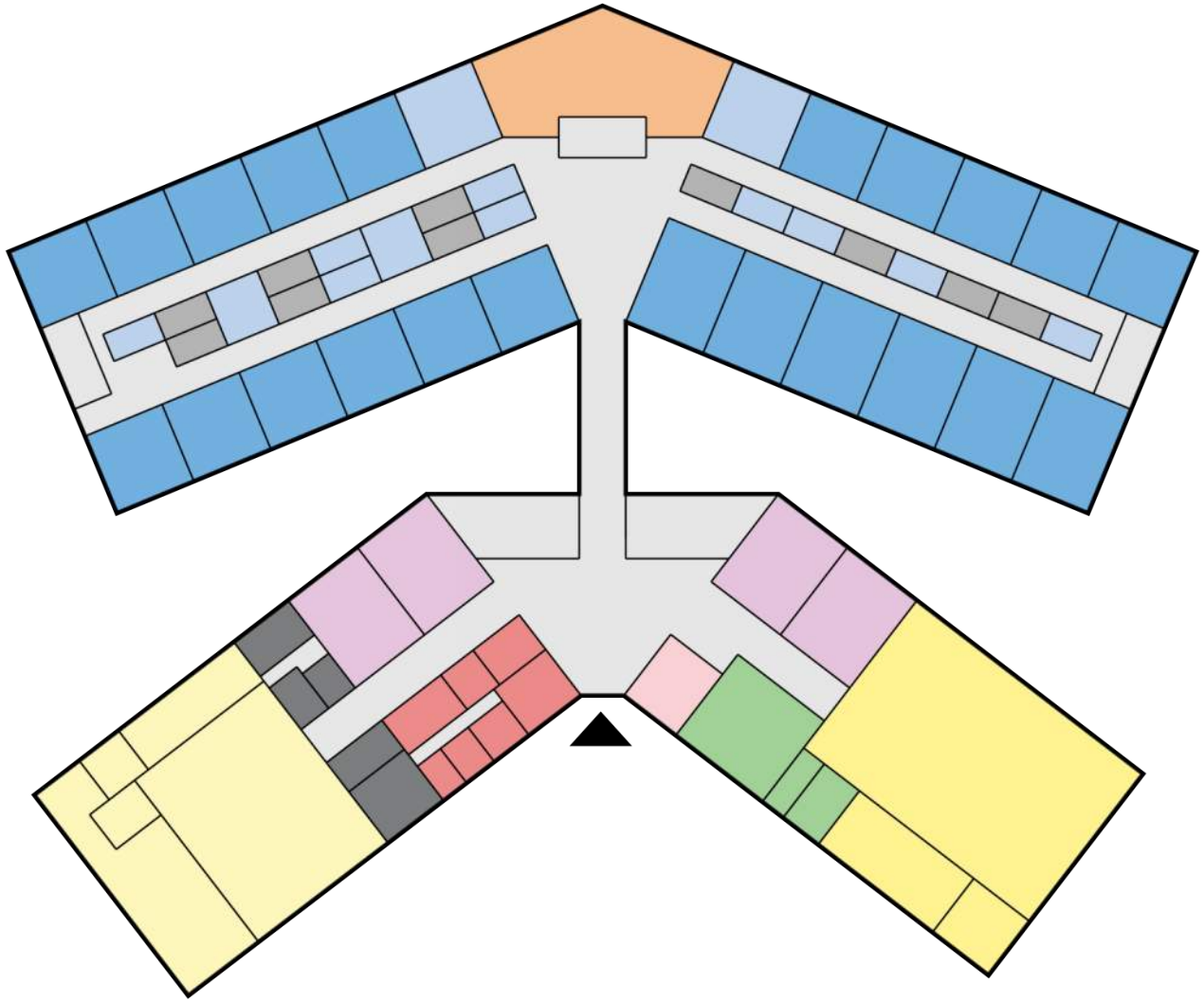
STUDY 1, ECAES

POTENTIAL PLAN-MAIN LEVEL



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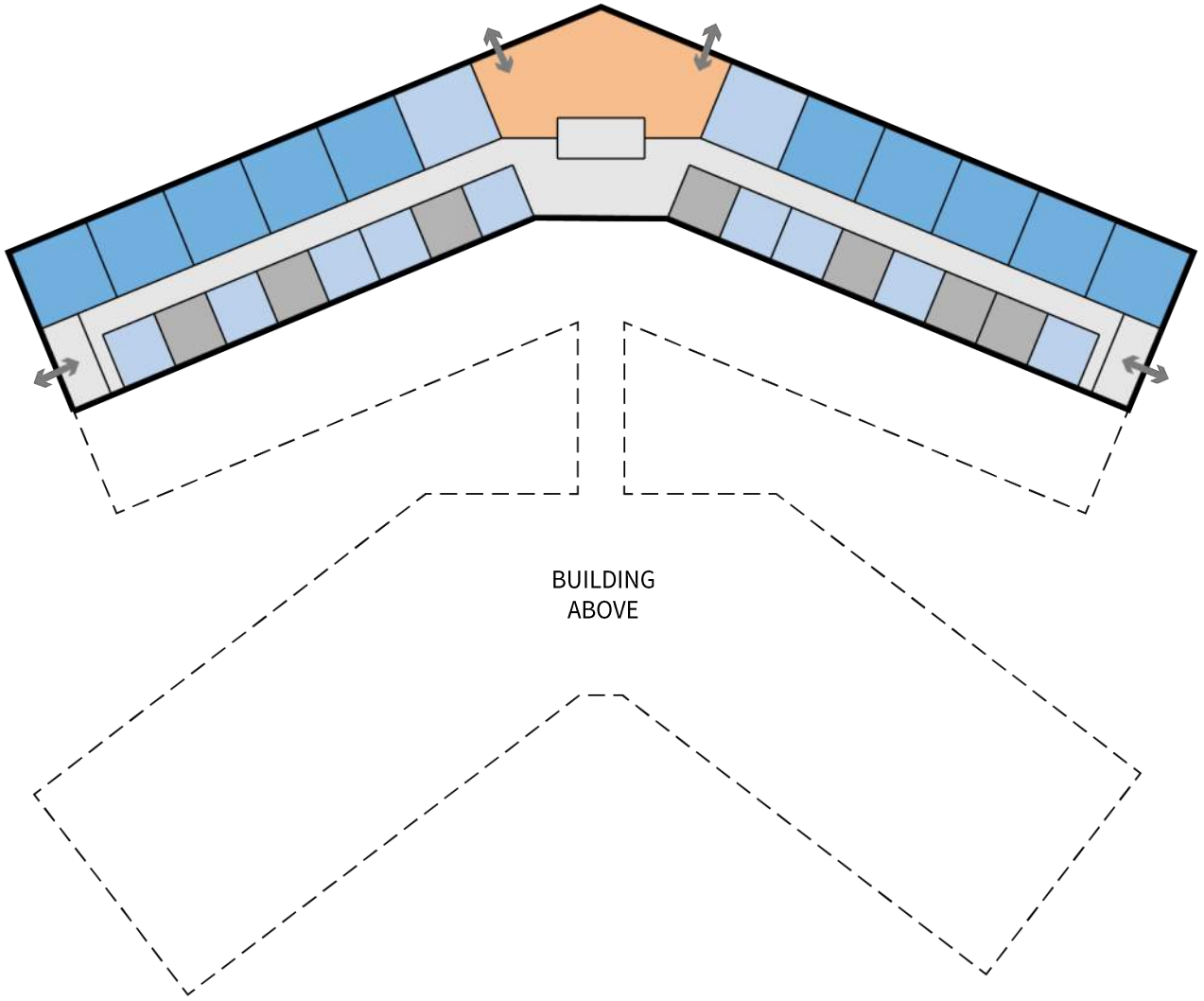
STUDY 1, ECAES

POTENTIAL PLAN-LOWER LEVEL



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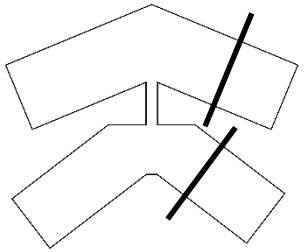
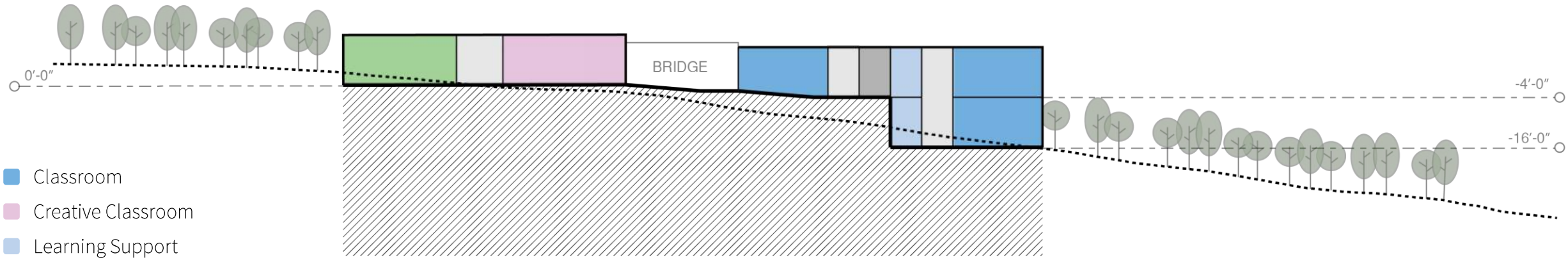
STUDY 1
PLAN-SECTION RELATIONSHIP





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STUDY 1
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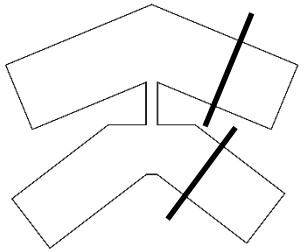

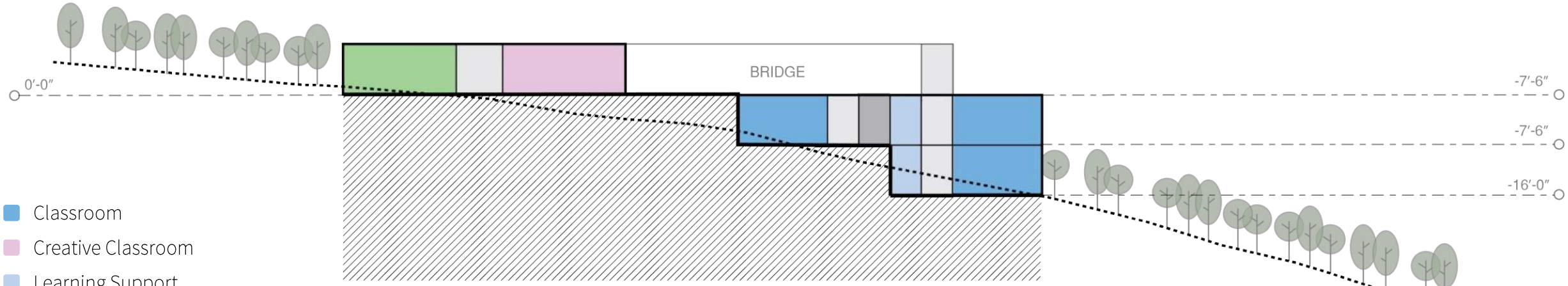

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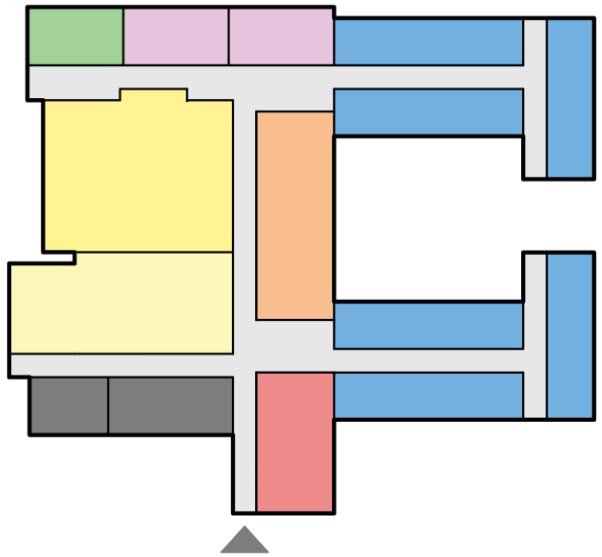
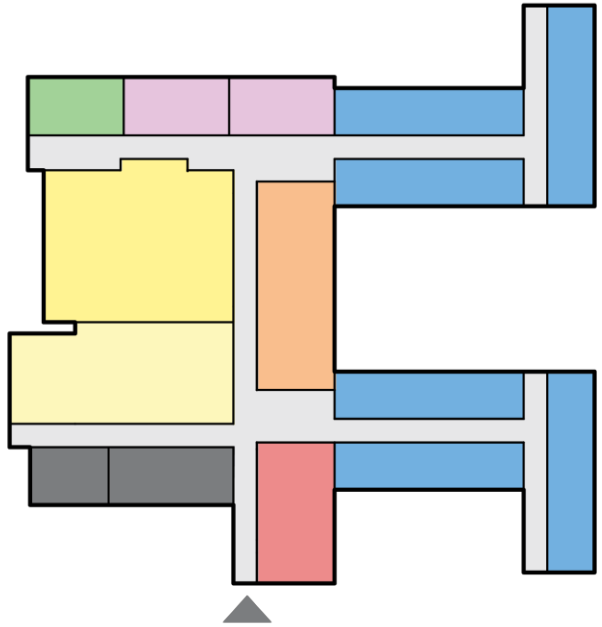
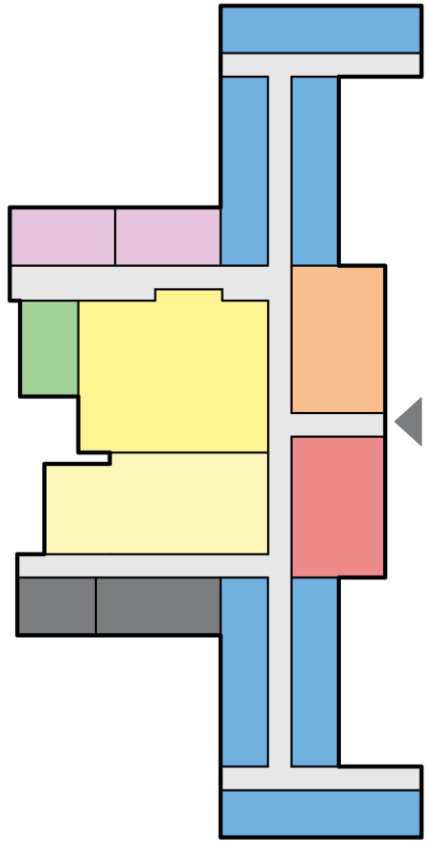
STUDY 2

- "A-B" module
  - Transitions at "B"







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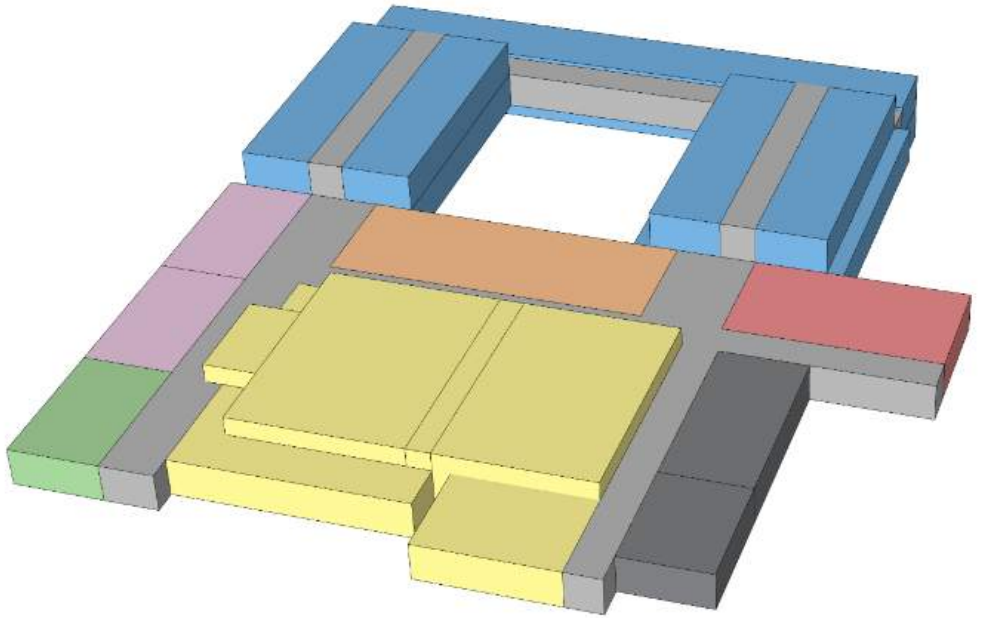
STUDY 2, ECAES

BLOCK-STACK



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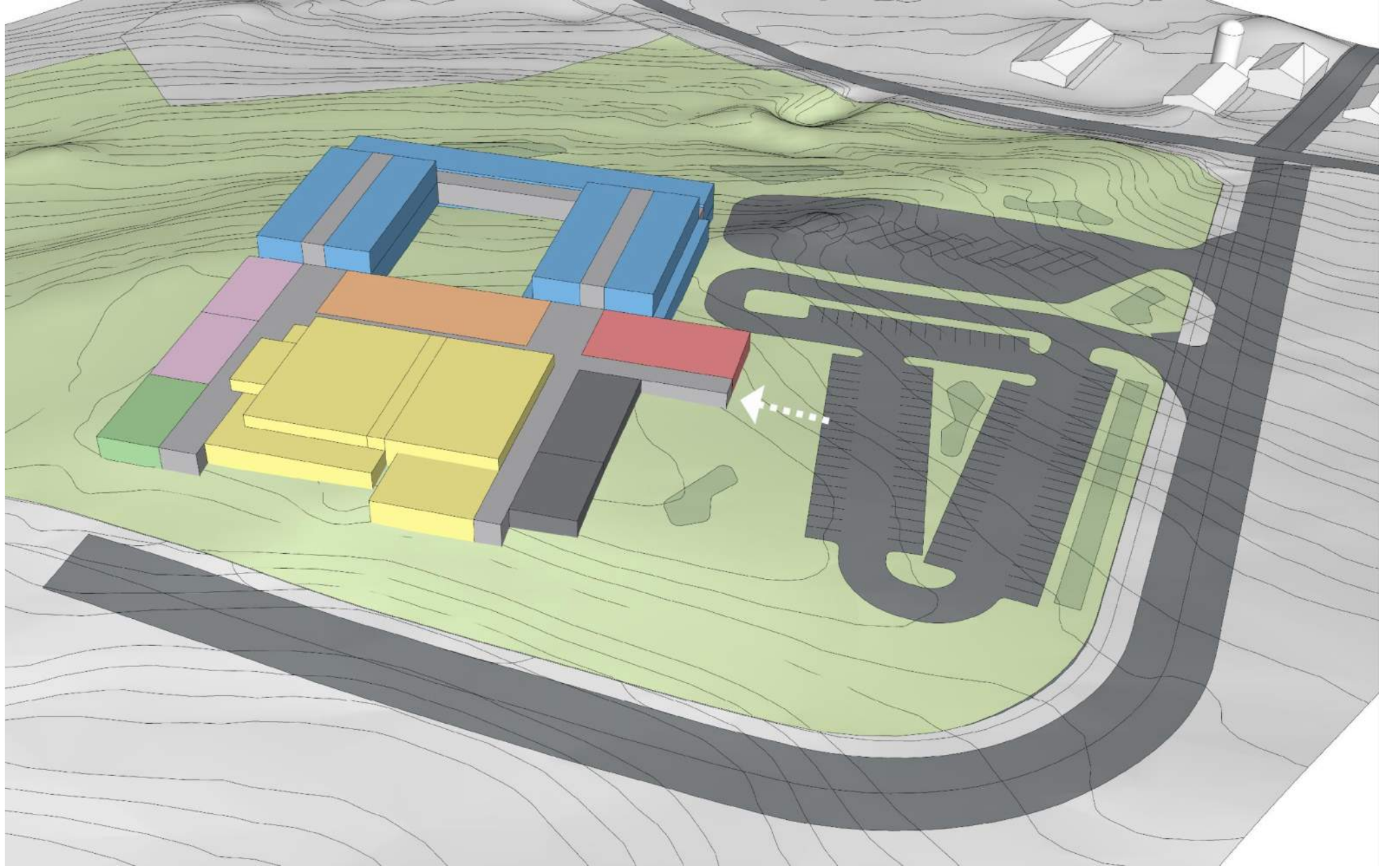
STUDY 2, ECAES
BLOCK-STACK



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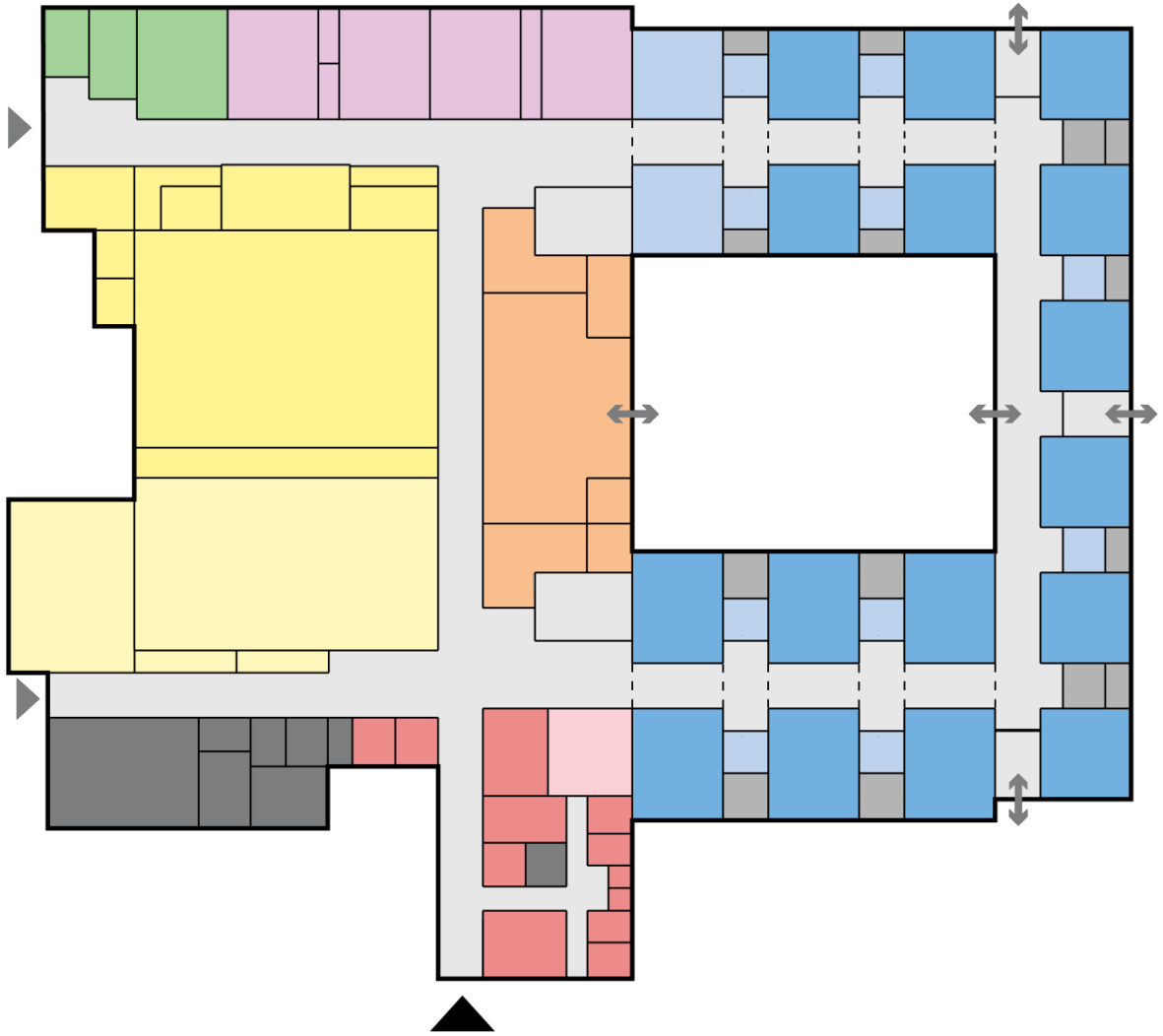
STUDY 2, ECAES
POTENTIAL PLAN-LEVEL 1



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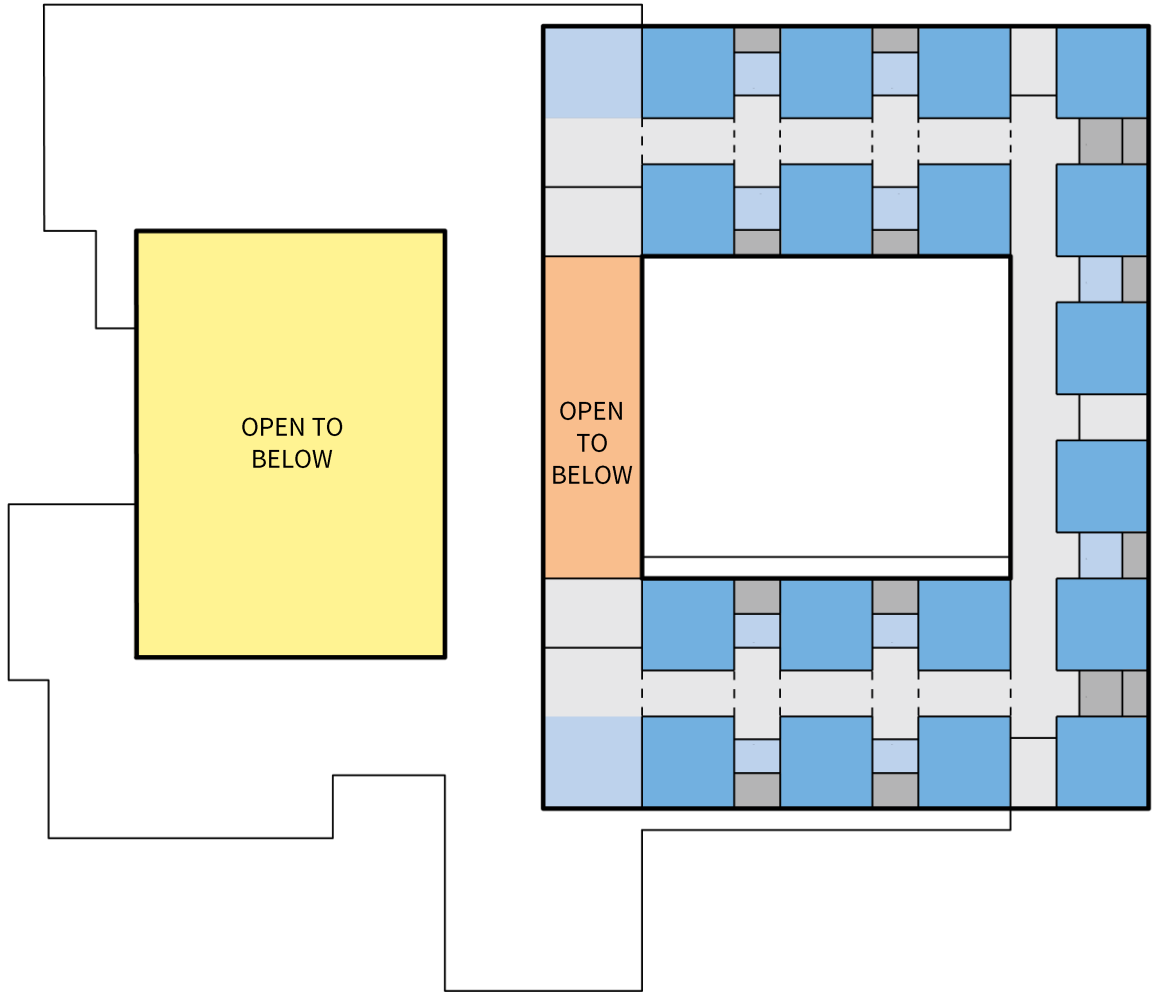
STUDY 2, ECAES

POTENTIAL PLAN-LEVEL 2



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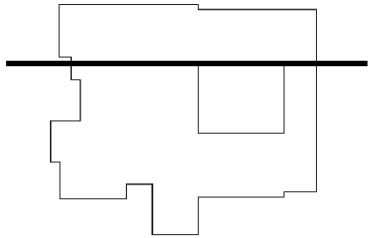
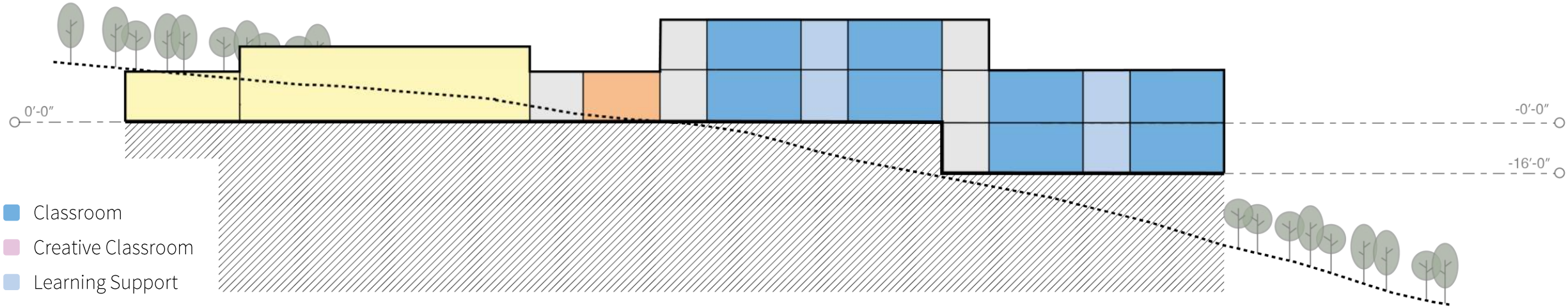
STUDY 2
PLAN-SECTION RELATIONSHIP





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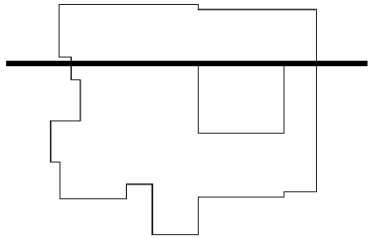
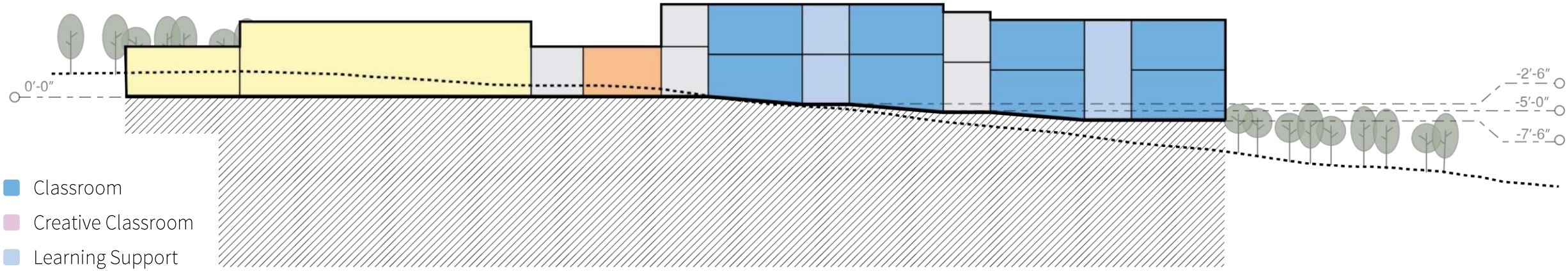
STUDY 2
PLAN-SECTION RELATIONSHIP





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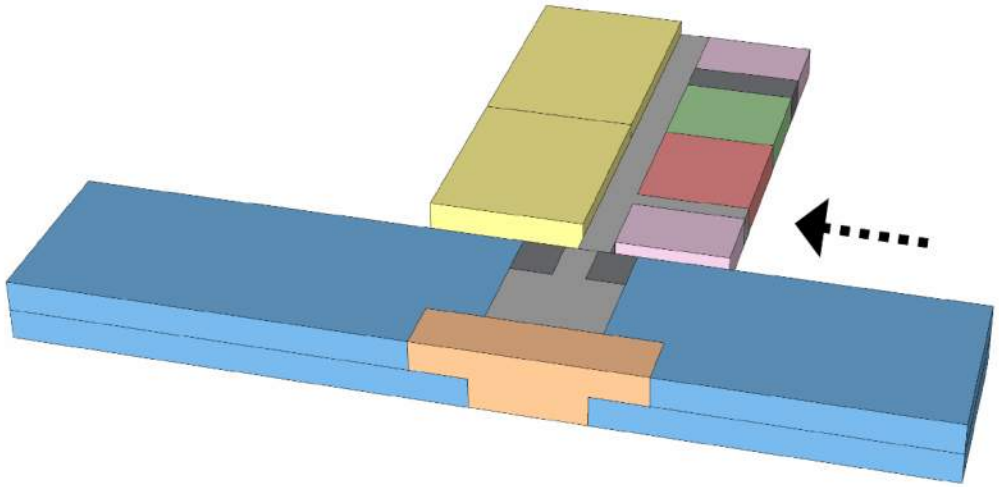
STUDY 1, WAVES

BLOCK-STACK



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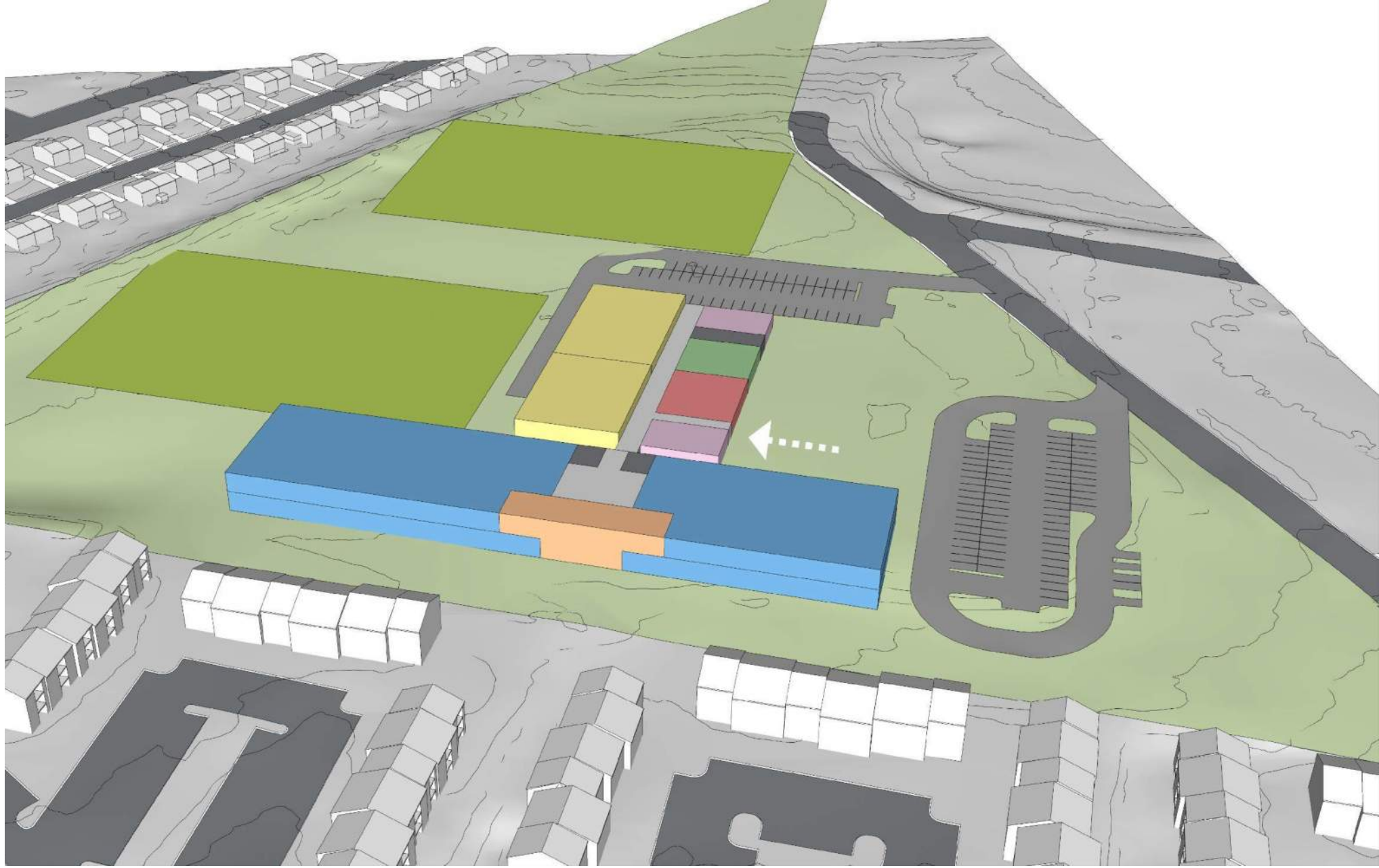

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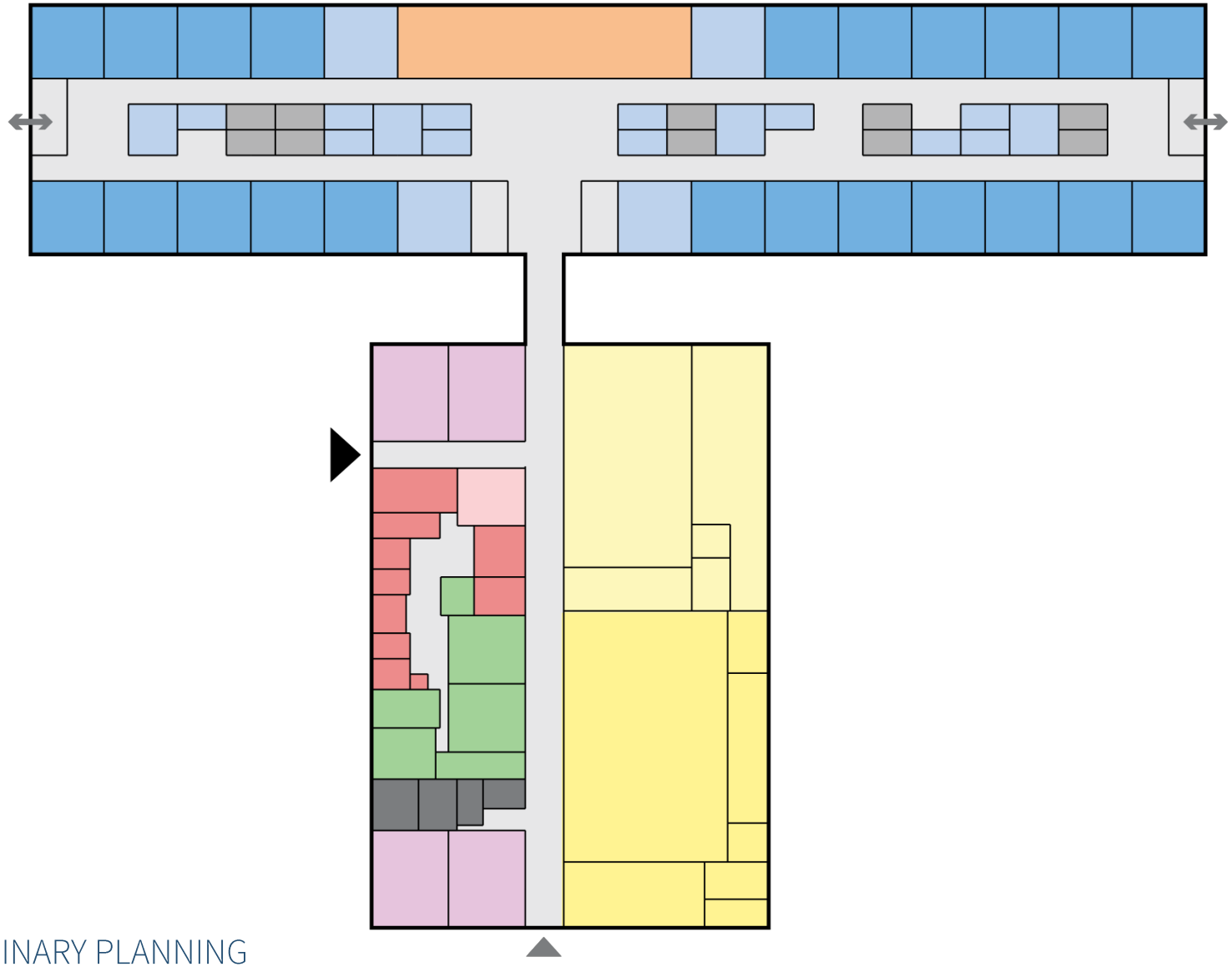
STUDY 1, WAVES

POTENTIAL PLAN-LEVEL 1



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FCPS PROTOTYPE ES: PRELIMINARY PLANNING

December 13, 2018

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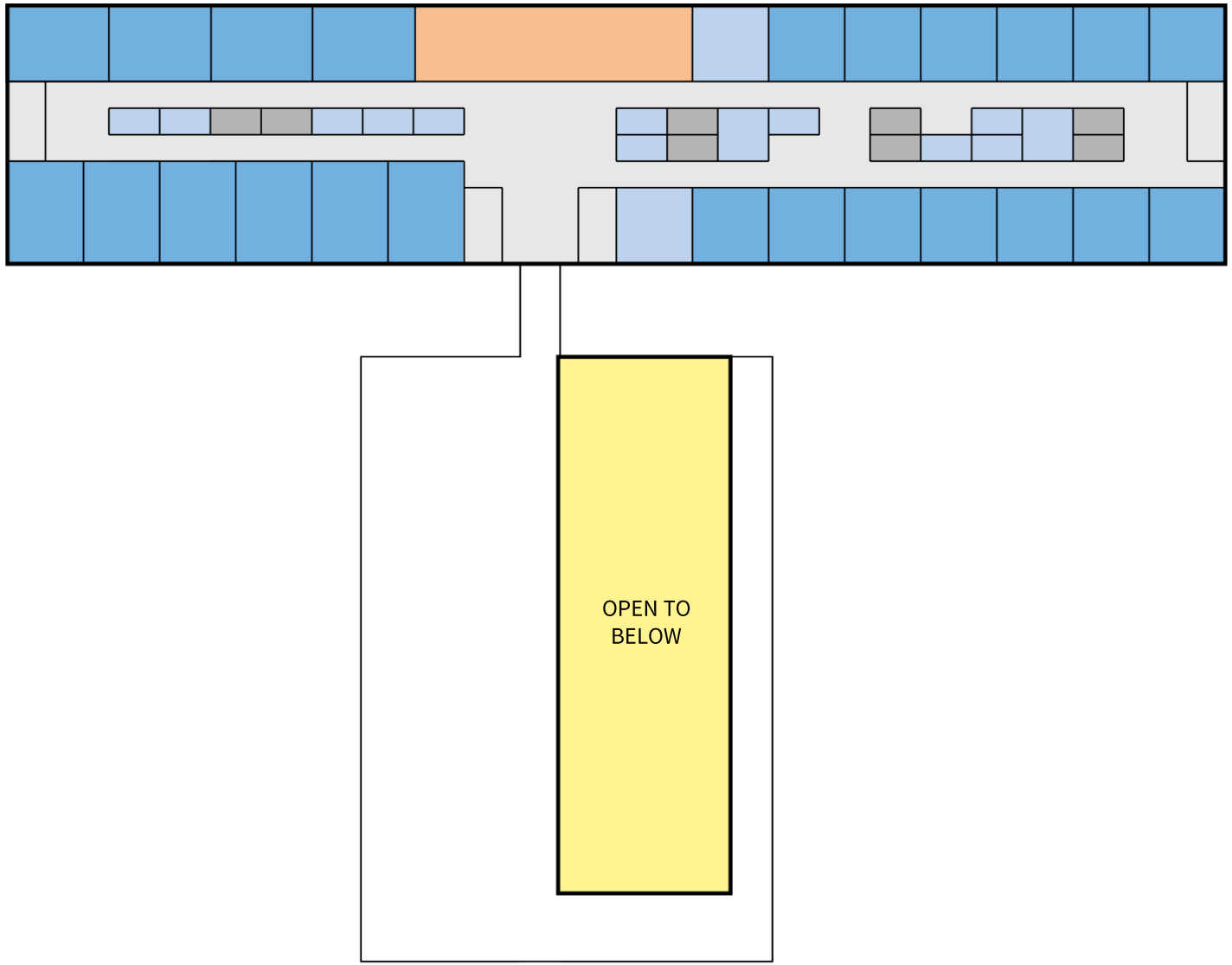
STUDY 1, WAVES

POTENTIAL PLAN-LEVEL 2



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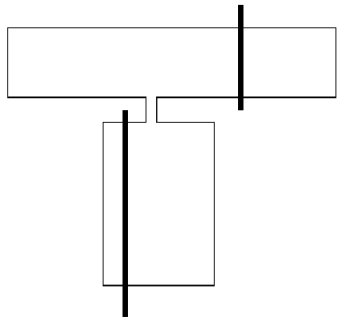
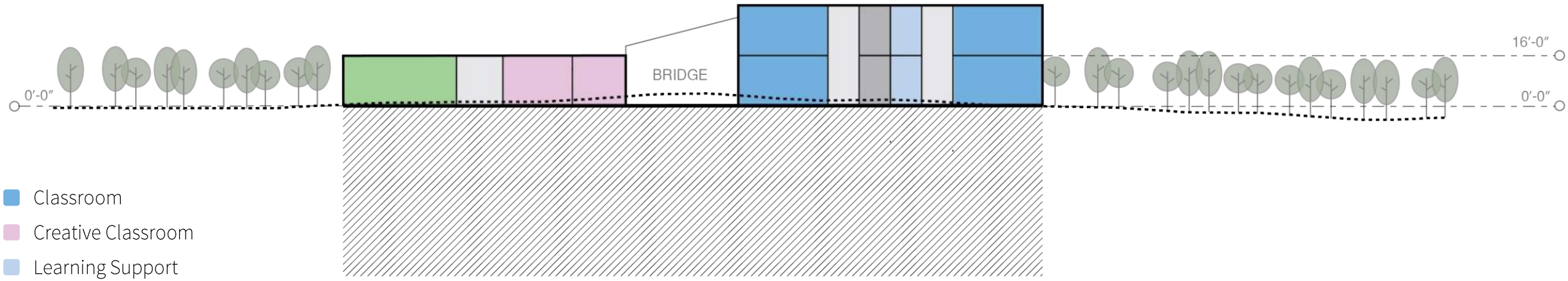
STUDY 1
PLAN-SECTION RELATIONSHIP





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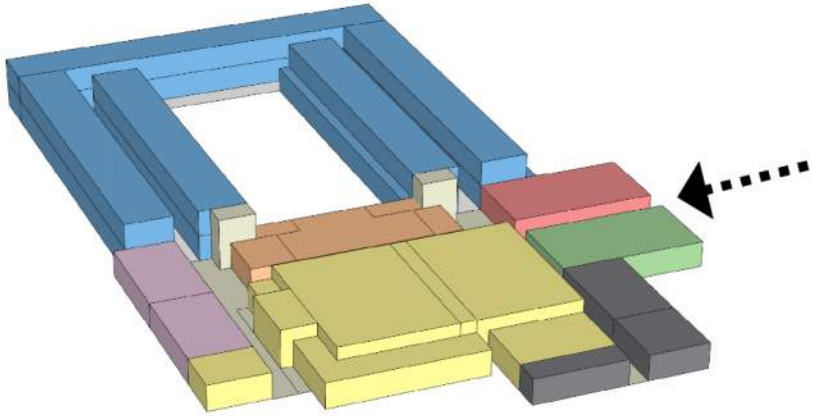

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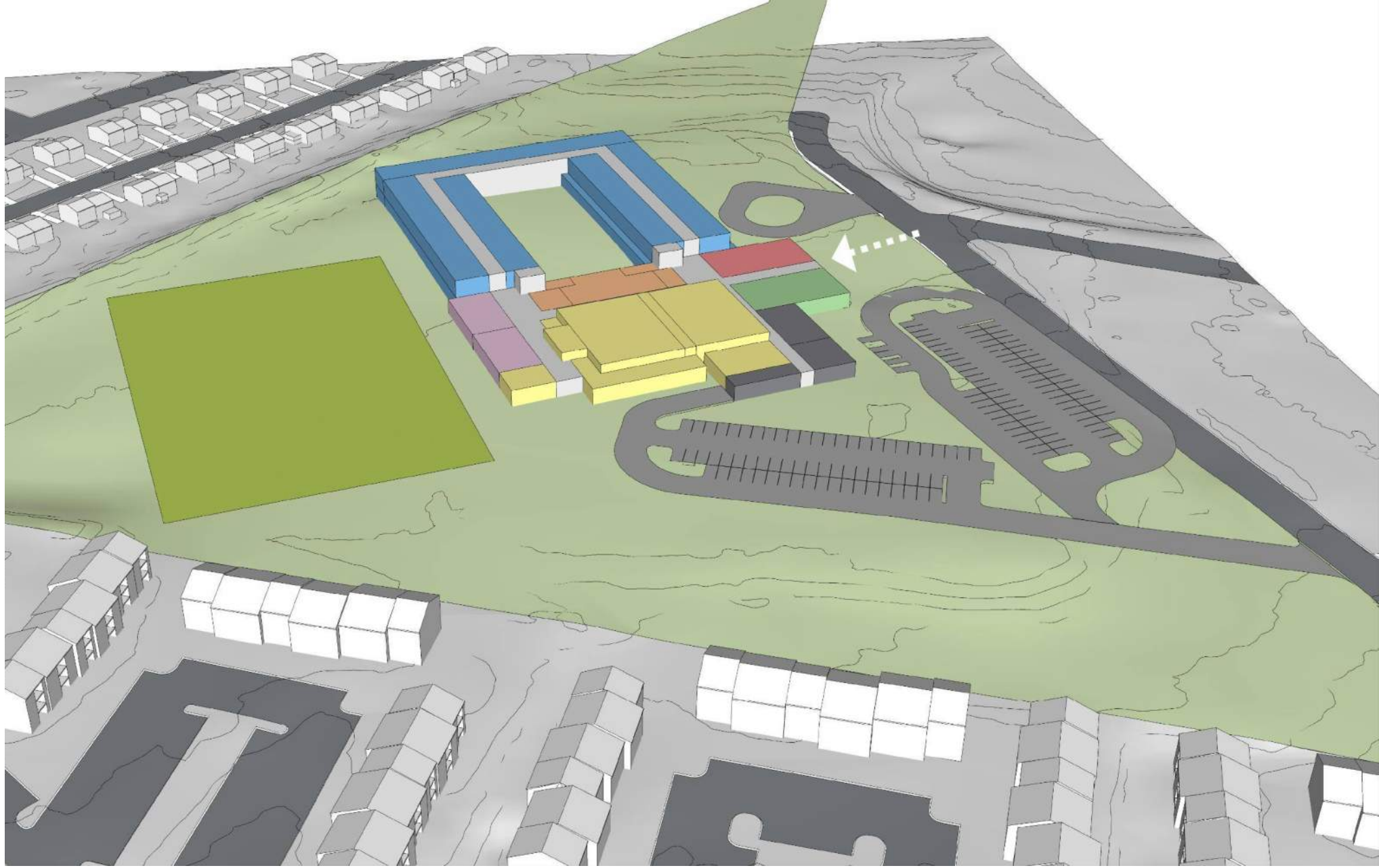

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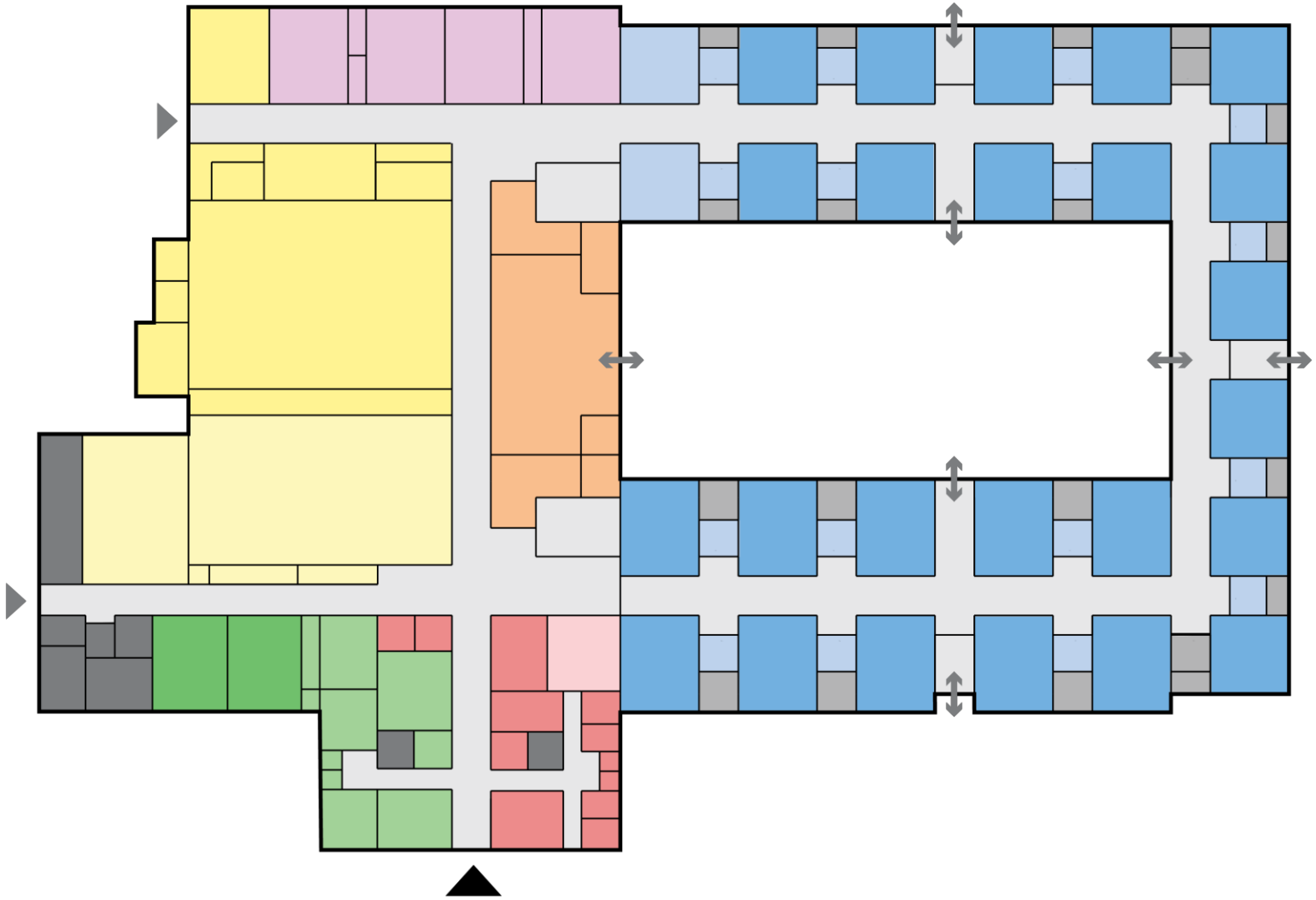

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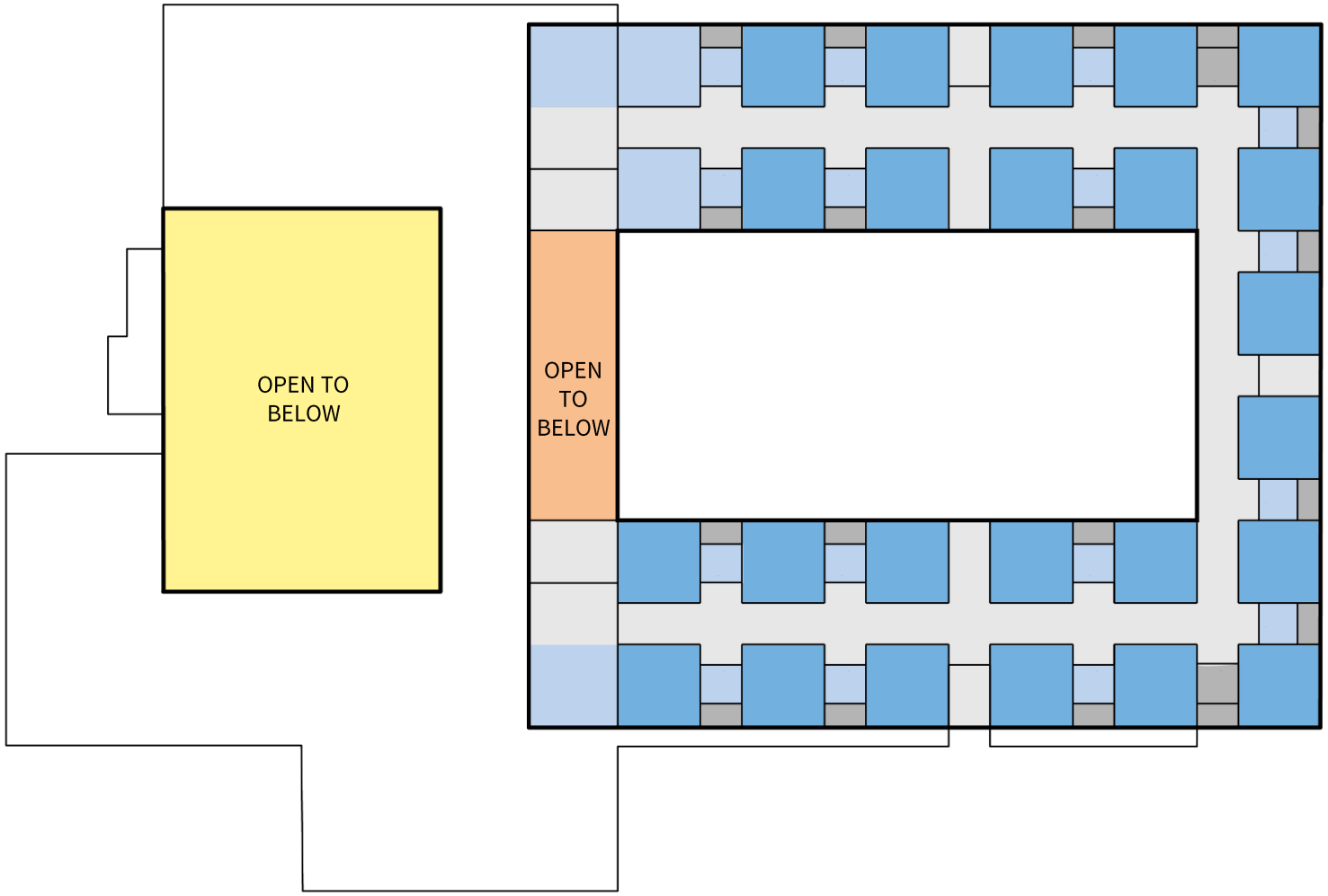
STUDY 2, WAVES

POTENTIAL PLAN-LEVEL 2



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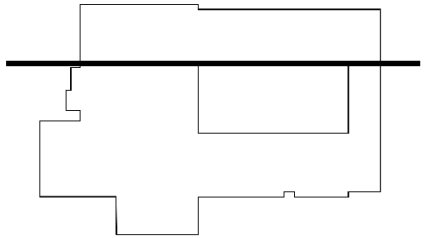

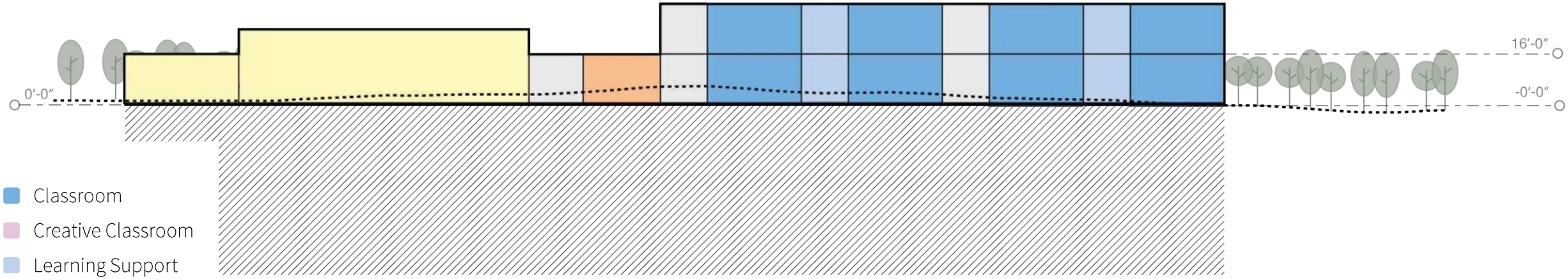

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OUTSTANDING ITEMS & SCHEDULE

FCPS Frederick County Public Schools

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ACTION ITEMS

- Owner (FCPS)
  - Compose Owner's Project Requirements (OPR) for LEED.
  - Conduct/relay Environmental Site Assessments (ESAs)?
  - Contract the Commissioning Agent (CxA).
    - ✓ WAVES
    - ECAES
  - Meeting with East County developer.
    - ✓ Confirm residential development project schedule.
    - ✓ Confirm extent of mass grading.
    - ✓ Confirm rainwater management design/intent.

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ACTION ITEMS

- Design Team
  - ✓ Solicit proposals for geotechnical reporting (WAVES & ECAES).
  - ✓ Add service for additional surveying of adjacent Waverley site.
  - ✓ Add service proposal for FFE (WAVES & ECAES).
  - – Schedule site survey(s)

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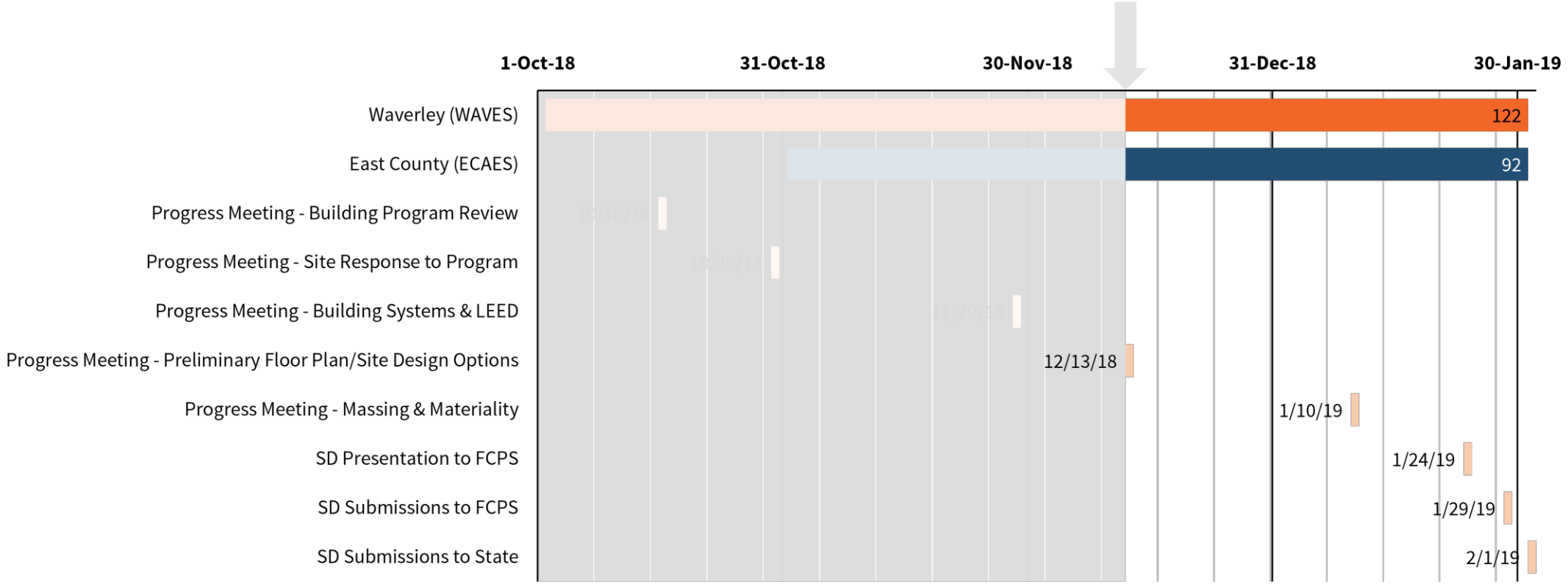
DESIGN SCHEDULE



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NEXT MEETING:

MASSING & MATERIALITY

January 10, 2019

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