



# NEW MIDDLE SCHOOL AT STRATFORD

ARLINGTON PUBLIC  
SCHOOLS

FINAL DESIGN REPORT  
APRIL 5, 2018



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# ACKNOWLEDGMENTS

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H-B WOODLAWN  
4100

# INTRODUCTION | 1

# PROJECT GOALS

## APS CIP PROJECT GOALS (APPROVED 2014)

### Existing on Site:

- 690 seats (current enrollment)

### Proposed for Phase 1

- 1,000 Seats
- Open by start of 2019 school year
- \$29.2m bond funding allocation

## APS MISSION AND VISION

### Mission

*Arlington Public Schools instills a love of learning in its students and prepares them to be responsible and productive global citizens.*

### Vision

*Arlington Public Schools is a diverse and inclusive school community, committed to academic excellence and integrity. We provide instruction in a caring, safe and healthy learning environment, responsive to each student, in collaboration with families and the community.*

### PFRC STRATFORD GUIDING PRINCIPLES: (6/15/2015)

#### Principles of Civic Design

1. Incorporate the principles described in the Public Facilities Review Committee's (PFRC) *Principles of Civic Design in Arlington*. Implement the principles that are most sensitive to the building, site area, and circulation constraints of the Stratford School property as they relate to: (1) civic values, (2) siting and orientation, (3) building form, and (4) building details and materials.

#### Historic and Cultural Resources

1. Propose sensitively designed additions and renovations to the Stratford School property that are consistent with the *Secretary of the Interior's Standards for Renovation and Rehabilitation* and that are respectful of the front and rear elevations, are sensitive to the historically and culturally significant viewsheds associated with the site and that balance the community needs of the site.

#### Parks and Open Space

1. Identify the current school and community programming for the APS and Department of Parks and Recreation (DPR) outdoor and indoor facilities in order to preserve and enhance these programmed spaces as both building and recreational facilities are renovated/expanded.
2. Staff shall not be constrained by the existing property lines in considering the most efficient use of existing public land in accomplishing all project goals. The design and construction planning for reconstruction of the recreational facilities

within Stratford Park by the County shall be fully coordinated with APS plans to ensure the park improvements and the school expansion design are cohesive.

3. There should be no net loss of land committed to active recreation or sports programming, and no reduction in school and community sports programming.
4. An opportunity for broader community input on sports and recreational facility locations – within the already established Stratford PFRC timeline – shall be provided.

#### Transportation

1. Improve pedestrian accessibility and circulation to and throughout the school site especially along Lorcom Lane, 23rd Street N, Vacation Lane, Military Rd, 22nd Street N, and Old Dominion Drive.
2. Explore and implement design solutions that provide safe, functional, neighborhood sensitive and cost effective access and circulation to the school site via all modes of transportation.

#### Arlington Public School and Department of Parks and Recreation Joint Use Agreement

1. Prepare a timeline that coincides with APS' Use Permit application for the creation of a DPR/APS Memorandum of Understanding that identifies joint use facilities agreement on hours of use, defines maintenance responsibilities, schedule coordination and all other issues which should be addressed as part of the agreement.

# STAKEHOLDER INVOLVEMENT

## SCHEDULE AND MEETINGS

Since the start of the project in April 2015, there has been robust community engagement, with many meetings and opportunities for stakeholder involvement. Since Concept Design there have been over 50 community meetings including those with:

- Building Level Planning Committee (BLPC)
- Planning Facilities Review Commission (PFRC)
- Historical Affairs and Landmark Review Board (HALRB) meetings and work sessions
- Superintendent's Special Committee on Historic Interpretation at the former Stratford Junior High School.
- Community leaders, Department of Parks and Recreation, VDOT, Arlington County, and School Board Members.

In addition, two gallery walks/open houses were held to provide the larger community opportunity to comment on the plan.



### PROJECT TIMELINE

- **APRIL 2015** - Begin BLPC/PFRC
- **NOVEMBER 2015** - School Board action to approve Concept Design
- **MAY 2016** - School Board Action to support Local Historic District Designation
- **JUNE 2016** - County Board Action to approve Local Historic District Designation
- **JUNE 2016** - School Board Action to approve Schematic Design
- **MARCH 2017** - County Board Action to approve the Certificate of Appropriateness (COA) and Use Permit U-3470-16-1
- **APRIL 2018** - School Board action to approve Final Design
- **APRIL 2018** - Begin construction
- **SEPTEMBER 2019** - First day of school

# EXISTING CONDITIONS

## SITE PLAN

The Arlington Public Schools (APS) site sits immediately adjacent to a Department of Parks and Recreation (DPR) site. The PFRC Guidelines for this project indicated that the two sites should be considered as one when determining the appropriate site for the building addition.

**APS Property site area:** 383,328 sf (8.80 acres)

**DPR Property site area:** 172,609 sf (3.96 acres)

**APS and DPR Property Zoning:** S-3A Special District

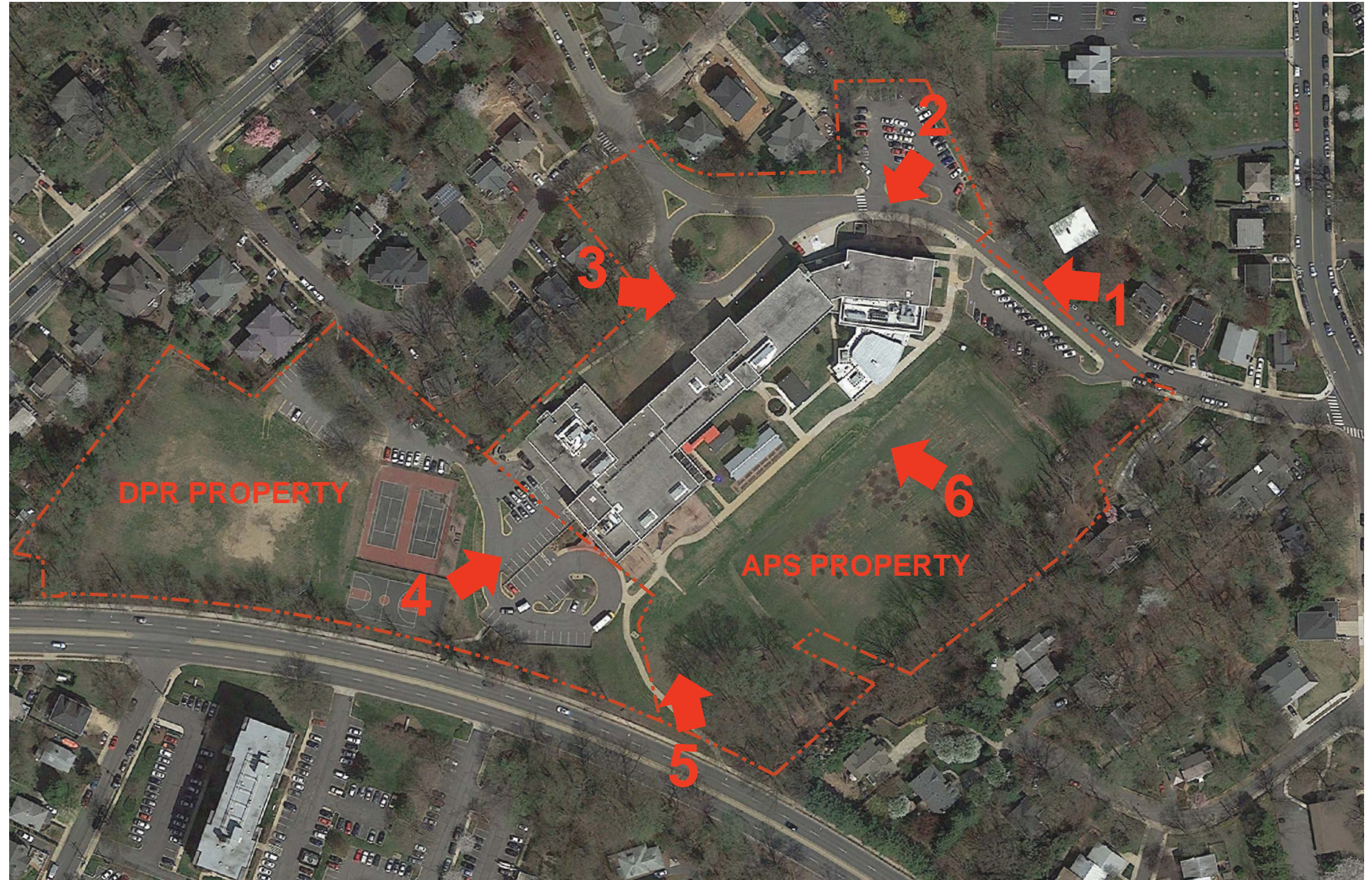
### Zoning of Surrounding Properties:

North, East, and West: R-6 (One-Family Dwelling District)

South: R-5 (One-Family Restricted / Two-Family Dwelling District)

**APS Site Use:** Public Middle and High School (Under Special Use Permit)

The existing building has four levels. The majority of the academic programs are located on the three principal levels. The basement which contains a few elective classrooms, occupies only the easternmost portion of the overall building footprint. Recent construction includes HVAC upgrades and a new music wing. Technology improvements have also been made to the building over the years.



AERIAL PHOTOGRAPH OF SITE



# EXISTING CONDITIONS

## SITE PHOTOS



# APPROVED CONCEPT MASSING AND SITE PLAN

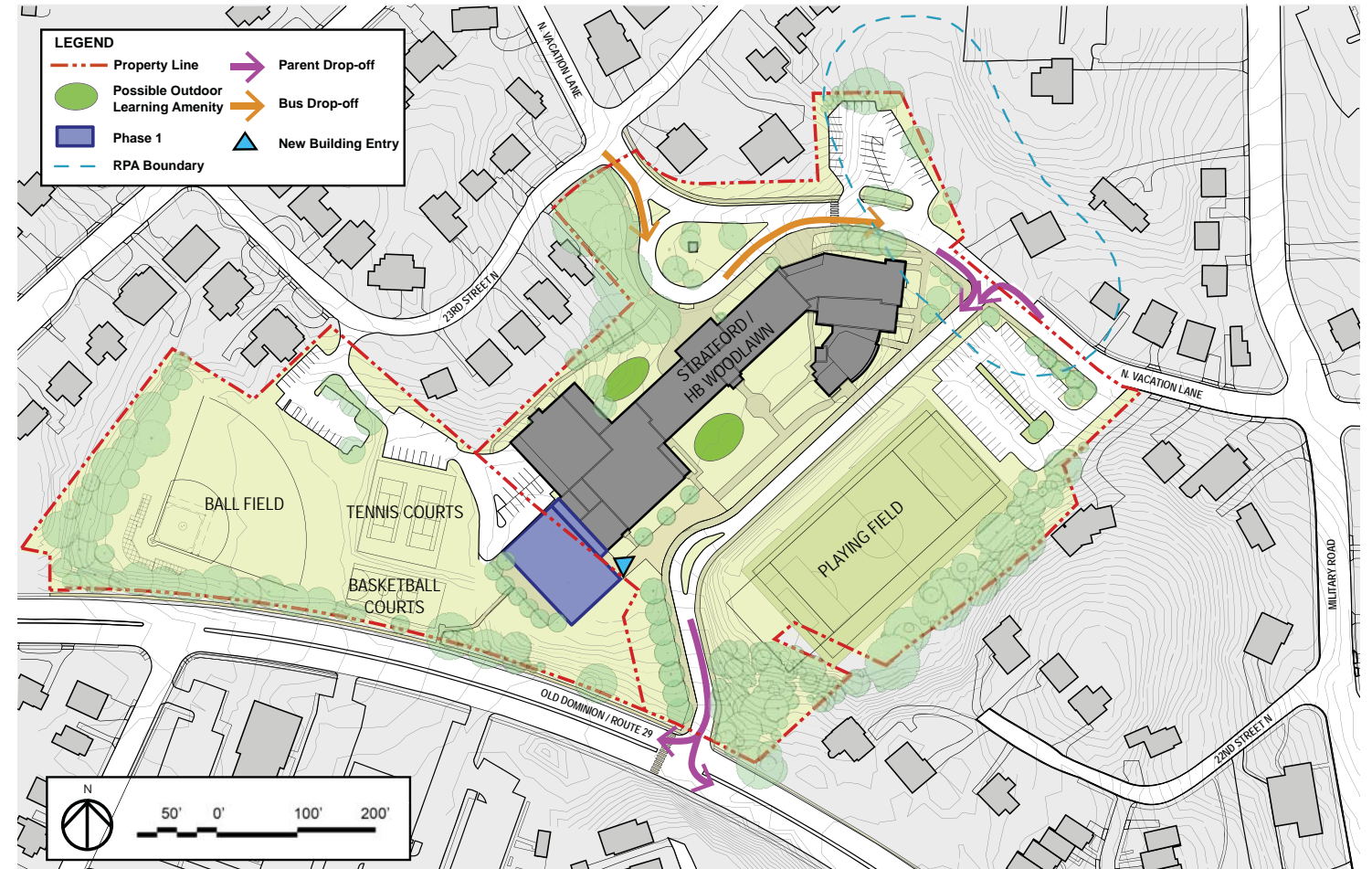


APPROVED CONCEPT MASSING

In November 2015, the Arlington County School Board approved a concept for a 35,000 gsf addition at the west end of the existing building on the existing parking lot. It is three stories, connecting to the existing building at all levels. The entrance to the addition is off a new pedestrian plaza to the south of the existing gym facade. This will be a secondary entrance to the facility; the main entrance remains the current north entrance at the Vacation Lane bus loop. The recommended site plan provides a new driveway for

parent drop-off and pick-up that is one-way through the site from Vacation Lane to Old Dominion Drive. It will allow the parent vehicles to queue on-site to keep Vacation Lane clear for buses and through-traffic. Replacement parking is provided at the redesigned lower parking lot off of Vacation Lane.

This “West” massing and site concept meets the budget and program goals for the project, and addresses a variety of community concerns. This



APPROVED CONCEPT SITE PLAN

massing concept leaves the historic Stratford building intact and does not block views of either the central classroom wing facade or the south-facing gym facade. It does not alter the relationship between the central classroom wing and the field, and it connects to the existing building circulation network at the three main levels of the building. In addition, while the majority of the new addition footprint is located within the DPR (Department of Parks and Recreation Property), the addition does not impact the Stratford Park program.

# APPROVED SCHEMATIC MASSING AND SITE PLAN



APPROVED SCHEMATIC DESIGN MASSING



APPROVED SCHEMATIC DESIGN SITE PLAN

During Schematic Design the massing for the addition evolved to support the goals of locating a new library and auxiliary gym space into the addition, in addition to new classrooms and science labs. A three story 'heart of school' was proposed as the link between the existing building and the new addition. An exterior materials palette for the building was also proposed.

The site design evolved to refine the pedestrian network, the plaza and courtyard design, the drop-

off driveway, and the intersection of the driveway and Old Dominion Drive. There will be a full signal at this intersection to provide safe crossing across Old Dominion Drive into the site.

Requirements for emergency vehicle access were incorporated into the site plan. In addition, tree replacement requirements and the initial stormwater management design were introduced during Schematic Design.

The parking program for a middle school for 1,000 students at this location with a Transportation Demand Management (TDM) plan in place is 144 spaces to be located on site. This includes 10 spaces dedicated for Stratford Park users. The expanded lower lot along Vacation Lane will be for visitors and staff, in addition to the existing upper lot and the parking that still remains at the loading dock entrance north of the new addition. The new driveway across the site and the new lower parking lot will shift the playing field to the

south and west. This shift will not impact the soccer field program requirements.







**HISTORIC SIGNIFICANCE | 2**



# ARCHITECTURAL SIGNIFICANCE

## BUILDING HISTORY

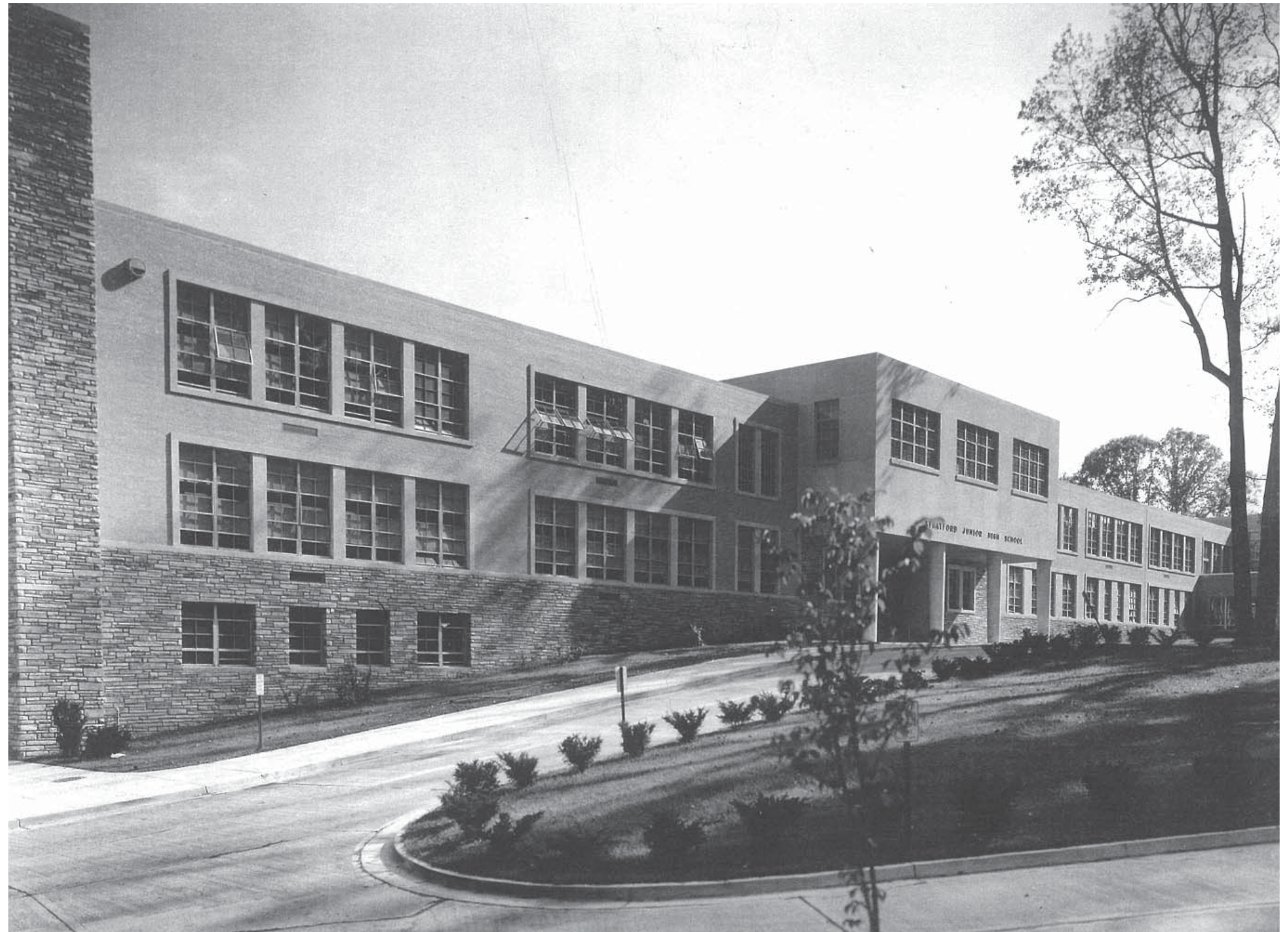
The existing school building on the site was designed by a prominent regional architect, Rhees E. Burket, Sr. and was constructed in 1950. It was originally named Stratford Junior High after the birthplace of Robert E. Lee. Currently it is home to two academic programs - the H-B Woodlawn Secondary School and the Stratford Program.

The building is one of the few intact examples of an International Style school building in Arlington County. Burket was a prolific architect who designed many schools in the Washington D.C. metropolitan area. He was renowned for his modern designs and for his understanding of how architects could support the evolving curricula of public schools in the modern era. By the 1950s, the International Style had gained popularity for public buildings because it was understood to be a physical expression of functionality.

The school opened on March 3, 1951. Despite criticism of the high cost of construction (\$1.6 million), it was highly regarded and hailed as “state of the art.” In later years there were two major additions to the building in 1995 and 2005.

On February 2, 1959 Stratford Junior High became the first integrated public school in Virginia. This important day in Virginia history is described in greater detail later on in this section.

For a detailed analysis of the existing building, its historical significance, its character-defining features, and preferred treatment recommendations, refer to the Historic Structures Report (HSR) prepared by Quinn Evans Architects for APS in April 2015.



MAIN ENTRANCE ON VACATION LANE (1951)

# ARCHITECTURAL SIGNIFICANCE

## BUILDING HISTORY



VIEW FROM OLD DOMINION DRIVE (1951)



CENTRAL STAIR FROM MAIN ENTRANCE (1951)



GYM (1951)



# ARCHITECTURAL SIGNIFICANCE

## CHARACTER-DEFINING FEATURES

Identifying the character-defining features of a historic structure is key to developing the preservation treatment and approach appropriate to the building. Character-defining features of a building embody its essence and convey its identity or special quality. These elements may include the form of the building, its materials, details, interior spaces or site and environmental features. For this building, the character-defining features are those that are related to the period of significance (1950 and/or 1959) and have an exemplary degree of craftsmanship, originality and /or connection to important historical events.

Character-defining features should be retained and preserved when possible. The identification of a feature is based on the best assessment at this time and may be subject to new information from a more detailed analysis at a future time. It is important also to consider these individual features within a greater context relative to the building's overall massing and spatial configuration.

Refer to Section 1.5 of the Historic Structures Report (April 2015) for a detailed description of the character-defining features of the site and existing building.



SOUTHEAST VIEW OF THE MAIN CENTRAL STAIR



CENTRAL STAIR TOWER AND CENTRAL CLASSROOM BLOCK FACADE



AUDITORIUM LOBBY WITH RUBBLE STONE



SOUTH GYM FACADE



# HISTORICAL/CULTURAL SIGNIFICANCE

## FEBRUARY 2, 1959

In May of 1954 the landmark ruling of the U.S. Supreme Court case *Brown v. Board of Education of Topeka* (347 U.S. 483) was handed down. It stated that the separate but equal school system was inherently unequal and violated the constitution. The leaders of the Commonwealth of Virginia were committed to fighting the ruling and a legal battle ensued over the next several years. In 1956 Arlington County was ordered to integrate by a federal judge, but the County used as many loopholes as possible to avoid desegregation. In other jurisdictions public schools were shut down to avoid desegregation. Lawsuits were brought, and by January 1959 the Virginia State Assembly repealed the laws of "Massive Resistance."

On February 2, 1959, Stratford Junior High became the first public school in Virginia to integrate. The admission of four African-American students marked the end of the movement of "Massive Resistance" to oppose school integration in Virginia.

Despite community members who gathered in opposition to the desegregation of Stratford Junior High, the integration on February 2, 1959 proceeded without incident. From photographs and documentation of the event, there is an assumption that the four students, supported by a large police presence, entered the school via the door northeast of the gym at the back of the school on the first day. It is thought that they chose this entrance because a crowd had gathered at the main entrance and the police were looking to protect the students from possible violence. For the remaining days of that first week the four students entered through the central stair tower door located along the central classroom south facade.

The integration of Stratford Junior High was a historic event for Arlington County and the Commonwealth of Virginia, and was the beginning of a lengthy process of integration that was not fully completed until 1971.

Stratford is designated as historic at the national, state and local levels.



STUDENTS APPROACHING THE SCHOOL ON FEBRUARY 2, 1959 (AP PHOTO)



PROTESTERS AT THE MAIN ENTRANCE, FEBRUARY 2, 1959



THE FOUR STUDENTS WHO INTEGRATED STRATFORD MIDDLE SCHOOL



# HISTORIC DESIGNATION STATUS

## National

Stratford is listed on the National Register of Historic Places (NRHP) as "Stratford Junior High School" (listed 02/26/2004, NRHP #4000110). There is one building, one site, and one structure that are contributing resources within the property. There are four buildings and one structure that are noncontributing resources within the property.

## State

Stratford is listed on the Virginia Department of Historic Resources' Virginia Landmarks Register (VLR) as "Stratford Junior High School" (listed 12/03/2003, VDHR #000-9412). The documentation for the listing is the same as that for the National Register.

## Local

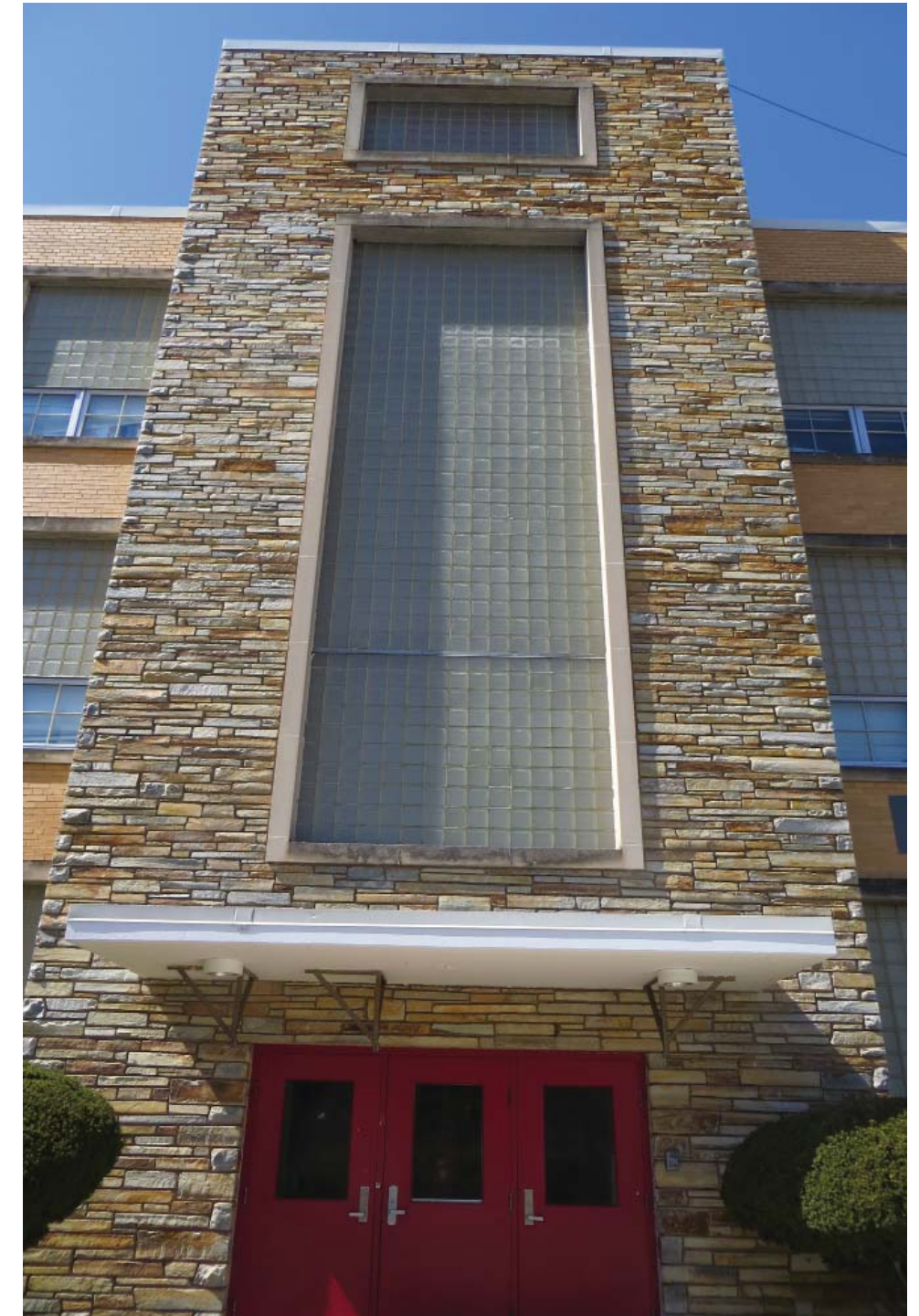
Stratford School was approved as a Local Historic District on June 21, 2016 by the Arlington County Board.



MARKER ON SITE ABOUT INTEGRATION



MAIN ENTRANCE



CENTRAL STAIR TOWER



FINAL DESIGN: SITE | 3



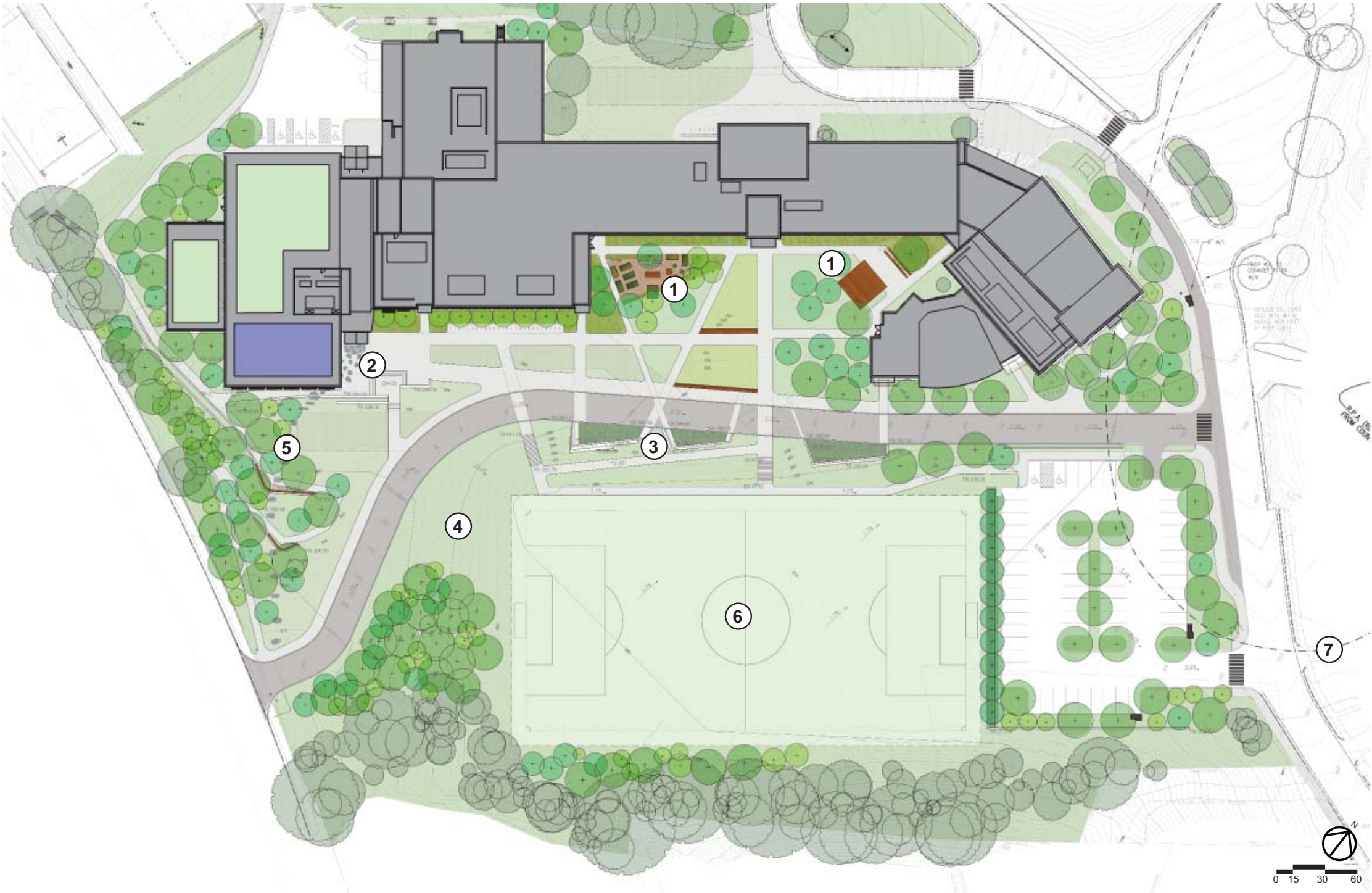
# SITE AERIAL

The Final Design concept upholds all of the design principles of the approved schematic design. The site plan incorporates elements that prioritize pedestrian and bike safety, site accessibility, stormwater management strategies, site circulation, historic preservation considerations and fire access requirements.

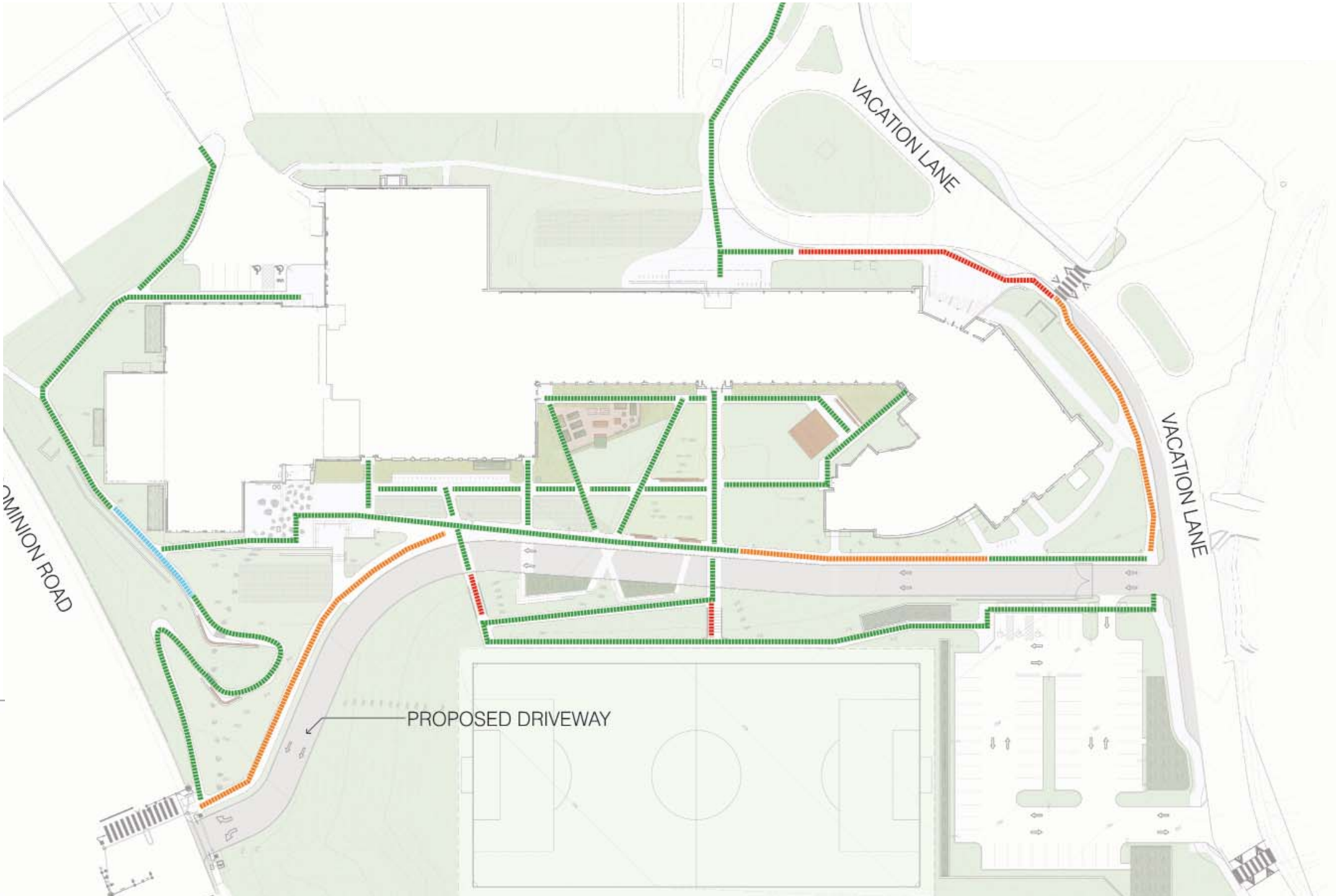


# LANDSCAPE PLAN

- ① OUTDOOR LEARNING / GARDEN LAB
- ② ENTRY PLAZA
- ③ BIOFILTRATION URBAN ECOLOGY LAB
- ④ SLOPED USE OF SPACE: SLOPED LAWN SEATING, INFORMAL PLAY, SLEDDING HILL
- ⑤ COMMEMORATIVE PATH
- ⑥ RECREATION FIELD
- ⑦ RESOURCE PROTECTION AREA (RPA)



# SITE ACCESS - PEDESTRIAN NETWORK

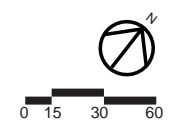
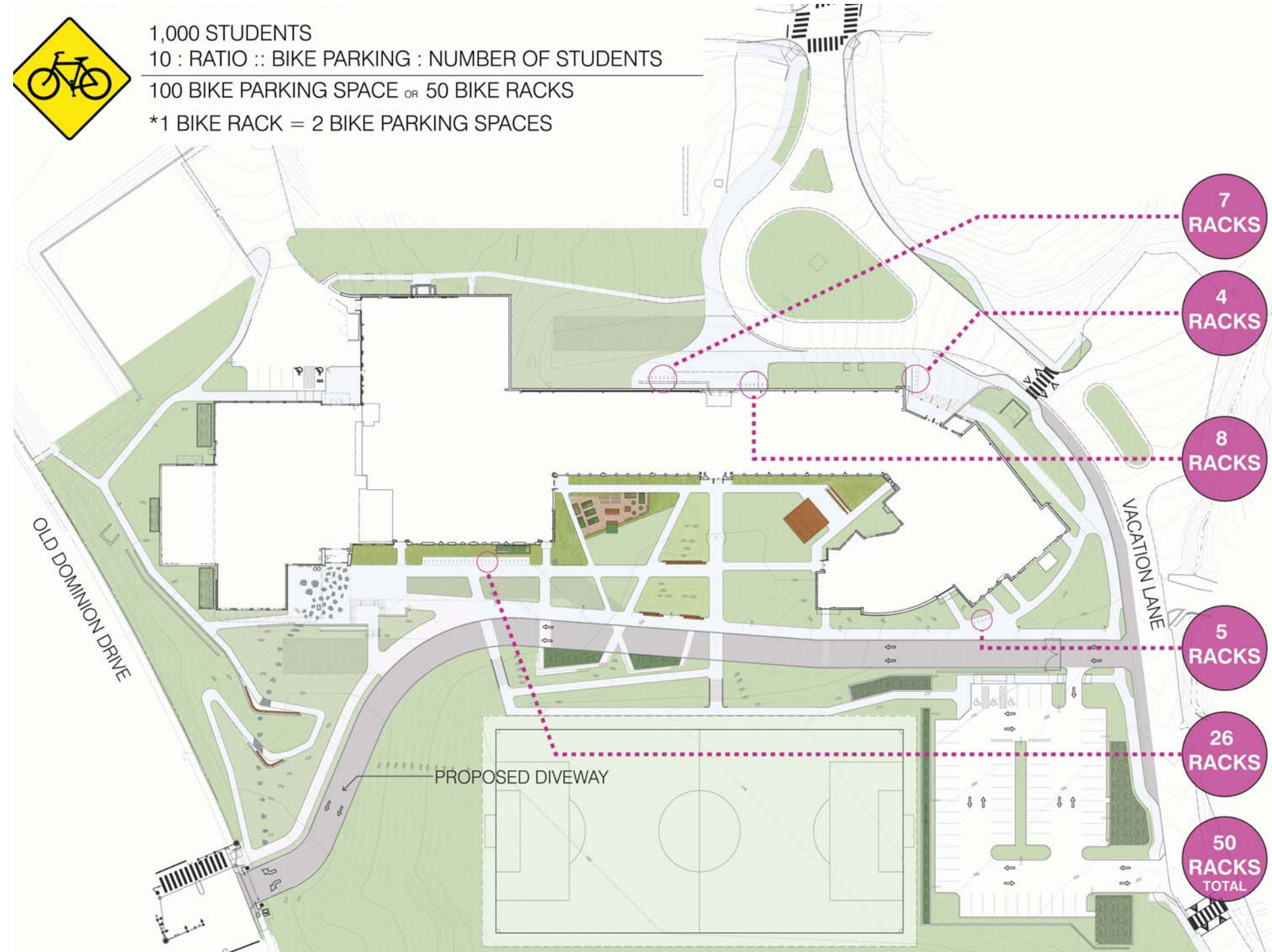


**LEGEND**

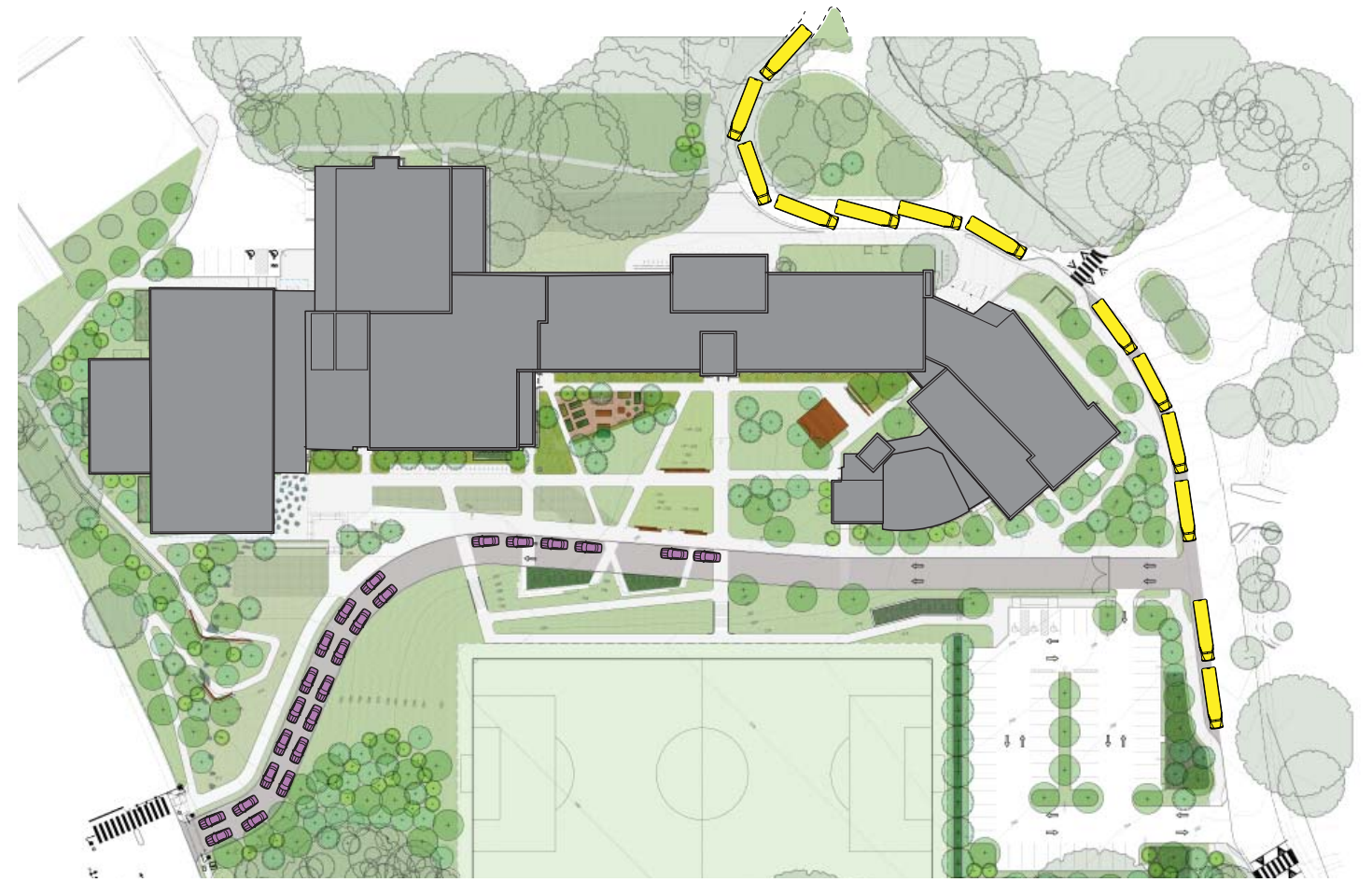
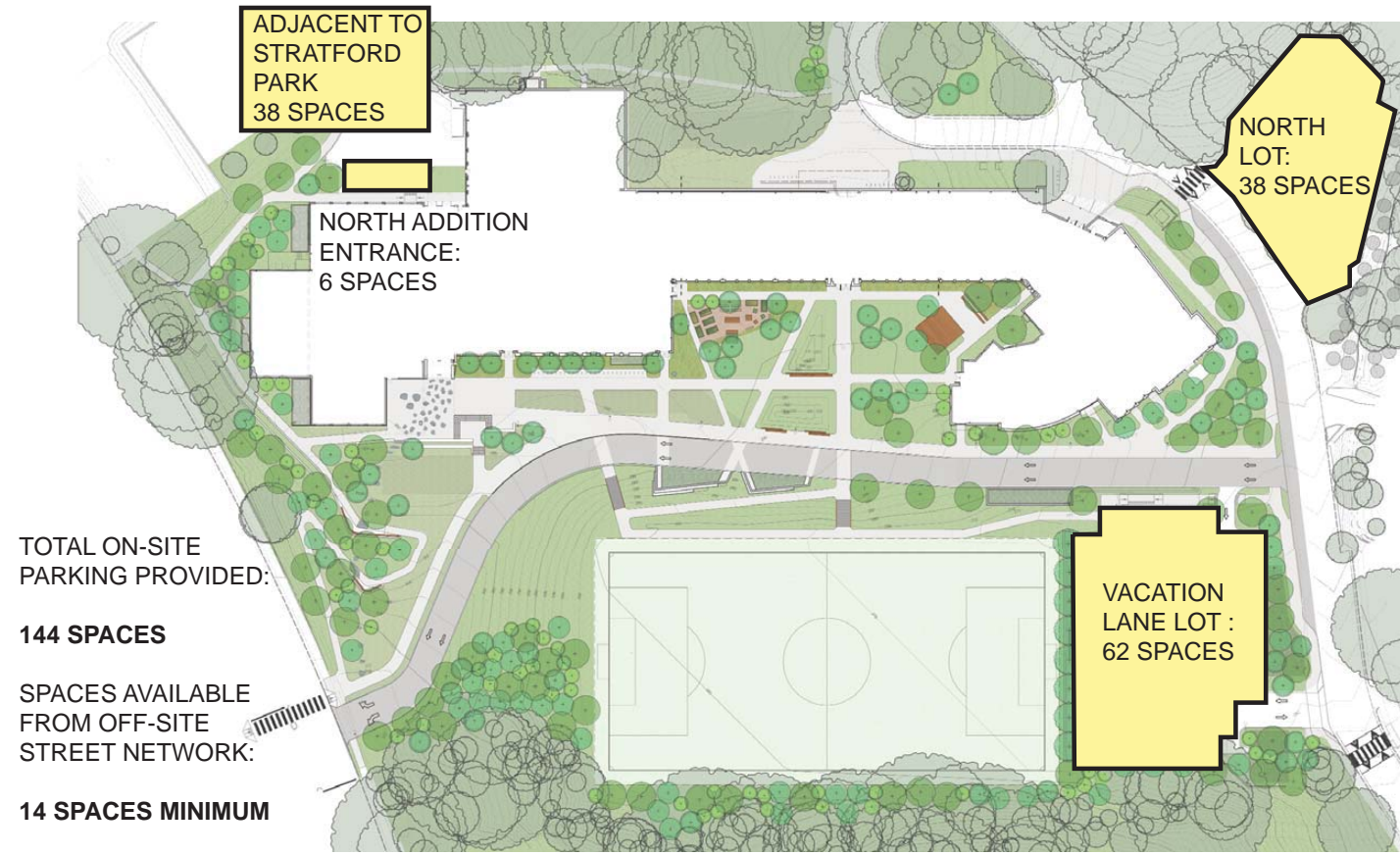
	LESS THAN 5% (ADA ACCESSIBLE)
	5.01% - 8.33% W/ HANDRAILS (ADA ACCESSIBLE)
	5.01% - 8.33% W/O HANDRAILS
	GREATER THAN 8.33%

# BICYCLE NETWORK

The existing building has 8 bike racks at the north entrance, providing parking for 16 bikes. In the final design, a total of 50 outdoor bike racks will be provided, in addition to an indoor bike room located in the basement of the existing building with 16 bike spaces. This bicycle parking plan is consistent with Arlington County Bicycle Parking Standards.



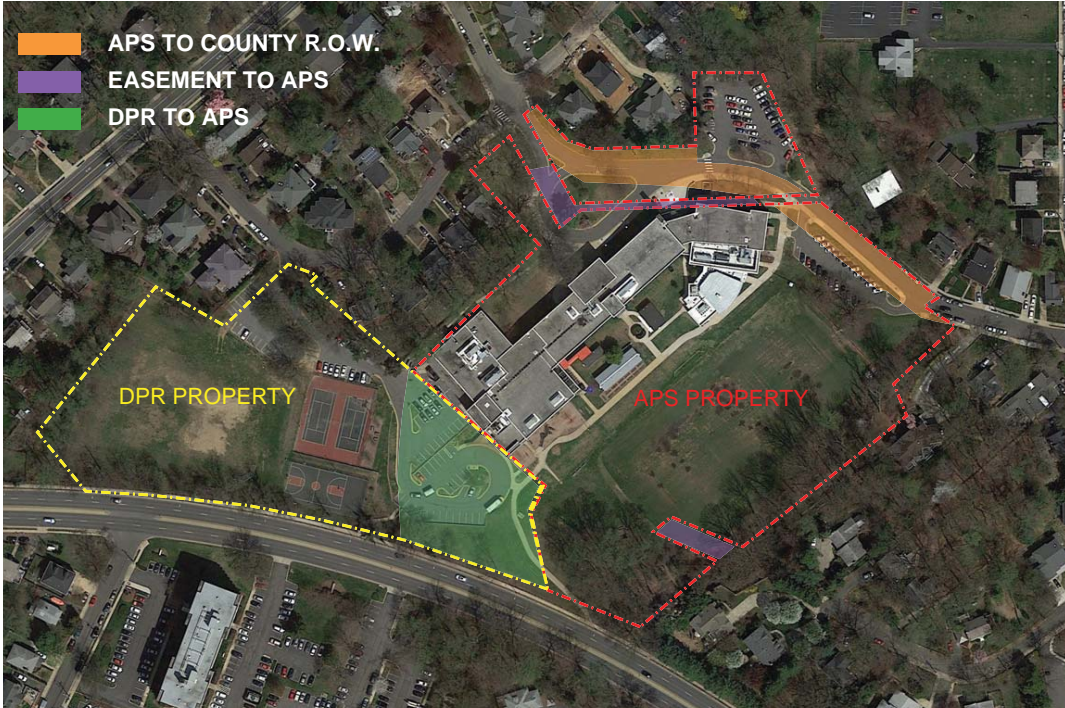
# VEHICLE ACCESS





# PROPERTY BOUNDARIES

Currently, as explained above, the existing building is on APS property immediately adjacent to Stratford Park, which is owned by the Department of Parks and Recreation. The addition will be built on a parcel that is currently within DPR property, and is being transferred to APS as part of this project. In addition, portions of Vacation Lane that are currently on APS property will become Arlington County Right-Of-Way, and some unused easements will revert to APS ownership, thus simplifying the property boundaries around the project, as shown in the image at the far right.



EXISTING PROPERTY BOUNDARIES AND PROPOSED TRANSFERS



FINAL PROPERTY BOUNDARIES





**FINAL DESIGN: BUILDING | 4**



# FINAL BUILDING DESIGN

The New Middle School at Stratford project is a new neighborhood middle school located at the site of the current H-B Woodlawn and Stratford programs. The goals of this project are to create a neighborhood middle school:

- for 1000 students; and
- ready to open by September 2019.

The new school will require renovation of the existing building and a 40,000 square foot addition.

Through the Building Level Planning Committee (BLPC) process, the project stakeholders have identified the need for the design of the new school to be rooted in the rich history of the site. The building is considered to be a notable local example of post-war modernist architecture, which was a progressive choice for a school building in 1950. Subsequently, in 1959, the school was the first in Virginia to desegregate. The existing building is listed on the National Register of Historic Places. Additionally, the Historic Affairs and Landmarks Review Board (HALRB) worked with the County to designate the site as a Local Historic District, and the designation was approved by the County Board in June 2016. The new design sensitively connects the new addition to the existing historic structure, recognizing and celebrating the unique history of the events surrounding the integration of Arlington Public Schools at this place, and honoring the spirit and culture of progressive education at this site.

Building upon the history of the site, the new

middle school seeks to create an “effective and comprehensive academic learning in a caring environment, students will have the opportunity to become thoughtful, productive, and contributing members of society.”<sup>1</sup> It is an environment, where over the course of their middle school experience, students can explore their interests, develop career awareness, and learn to become global citizens.

In order to achieve these goals, the addition will include a new library, an auxiliary gymnasium and locker rooms, and an expansion of the core learning environments to support the larger school population. The existing building will also be renovated to modernize the cafeteria, reorganize instructional spaces to support the middle school team model, and to improve accessibility.

## Massing and Materials

The addition sits at the west end of the existing building, on the site of the existing parking lot and first floor drop-off that currently serves the Stratford Program. Consistent with the Secretary of the Interior’s Guidelines for rehabilitation, the addition will be “differentiated from the old and . . . compatible with the massing, size, scale and architectural features [of the existing historic property].”<sup>2</sup> The existing building embodies the modernist approach of “form follows function” with the gym, the library and the stair towers clearly expressed in the massing. The expression of the auxiliary gym as a separate box that nestles into the landscape at the far west end of the addition responds to this characteristic of the existing building

without imitating it. In addition, the traditional material palette for the addition is complimentary to the existing exterior materials. The base of the addition will be clad in manganese ironspot brick, recalling the stone base on the existing gym façade, and pre-patinated copper panels will clad the two upper floors, with punched windows that are inspired by the scale and pattern of the existing building fenestration.

Linking the new addition and the existing building will be a new circulation hall; the “Heart of School.” This will be expressed as a glazed volume between the two masses and will have two new entrances, one at the first floor facing the field, and one at the second floor by the existing cafeteria, replacing the existing second floor entrance in that location. The glazed curtain wall system here will serve as a transition between old and new materials.

## Heart of School

The addition will be connected to the existing building by a new hall that will create a new center and “heart of school”. The hall will be a vibrant crossroads between the existing building and the new instructional environments. It will be a dynamic place that re-centers the programmatic elements that are shared community resources – the gymnasium, the library, and the cafeteria. Further, it will provide a new connection between the community park, the school, and the school athletic field.

This hall will be activated by a new stair that visually

and physically connects the three levels. Additionally, this hall is one of several sites in the building that was considered by the Historic Committee for elements that will commemorate the historic integration of Stratford Junior High. A proposed timeline mural is one proposal for the east wall just inside the entry to the addition. The themes for this hall will be extended throughout the school – new and old – to create a tone for the school as a place of inclusion and belonging – the sense of which is essentially important to the social and emotional development during the pre-adolescent middle school years.

## Learning Environments

### Core Classrooms

The addition will provide a variety of learning environments that will support the instructional goals of Arlington Public Schools. It will provide a context for effective secondary education that “promote[s] the intellectual, physical, social, and emotional growth of each child”<sup>3</sup>. Furnishings and instructional technology equipment will be flexible and adaptable to support interdisciplinary collaboration. The organization of the core learning environments will support the team instructional model by co-locating the core classrooms. New spaces will be provided to promote and enhance teacher collaboration – horizontally across teams and subjects, and vertically across grade levels.

The addition of three science classrooms is necessary to accommodate the expansion of the

1 Arlington Public Schools. 2016-2017 Middle School Program of Studies, p.5.

2 Secretary of the Interior’s Standards for Rehabilitation <http://www.nps.gov/tps/standards/rehabilitation/rehab/stand.htm>

3 Arlington Public Schools. 2016-2017 Middle School Program of Studies, p.5.



SOUTH FACADE OF THE NEW ADDITION



# FINAL BUILDING DESIGN

student population at this site. The design of these learning environments presents the opportunity to align curricular goals with the values of the Arlington community related to sustainability and stewardship. The roof of the adjacent auxiliary gymnasium and the surrounding landscape provide the opportunity to visibly locate a green roof, which will be an integral part of the site stormwater management system. Throughout the building and site there will be environmental signage explaining the various sustainable strategies employed throughout the project. The observation and documentation of these environments will reinforce the curricular goals of the science program.

## *Library*

At the core of the addition is a new library and student commons. The library will create an environment that will support self directed and personalized learning and deeper exploration of related subject matter. By providing a balance of formal and informal learning environments – spaces for collaboration, interaction, and the exploration of personal interests and passions - the library will promote positive social and emotional development. Adjacent to the library are a series of resource classrooms that will support the exploratory learning vital to the middle school experience. Immediately adjacent to the library and connected to the Heart of School is a student commons space. This space provides an opportunity for students to share work over through use of a multimedia display wall, and it provides an additional teaching space for instructors who may need a more flexible environment for a particular activity.

## *Physical Education*

A new auxiliary gymnasium and locker rooms will expand the opportunities for the physical education and health curriculum. The auxiliary gymnasium will be programmed to provide experiences complimentary to those available in the existing gymnasium. These environments are equally important to the development of the whole child to promote behaviors that contribute to a life of health and well being. The auxiliary gymnasium will also provide another community resource for weekend and evening programming such as youth basketball and dance instruction.

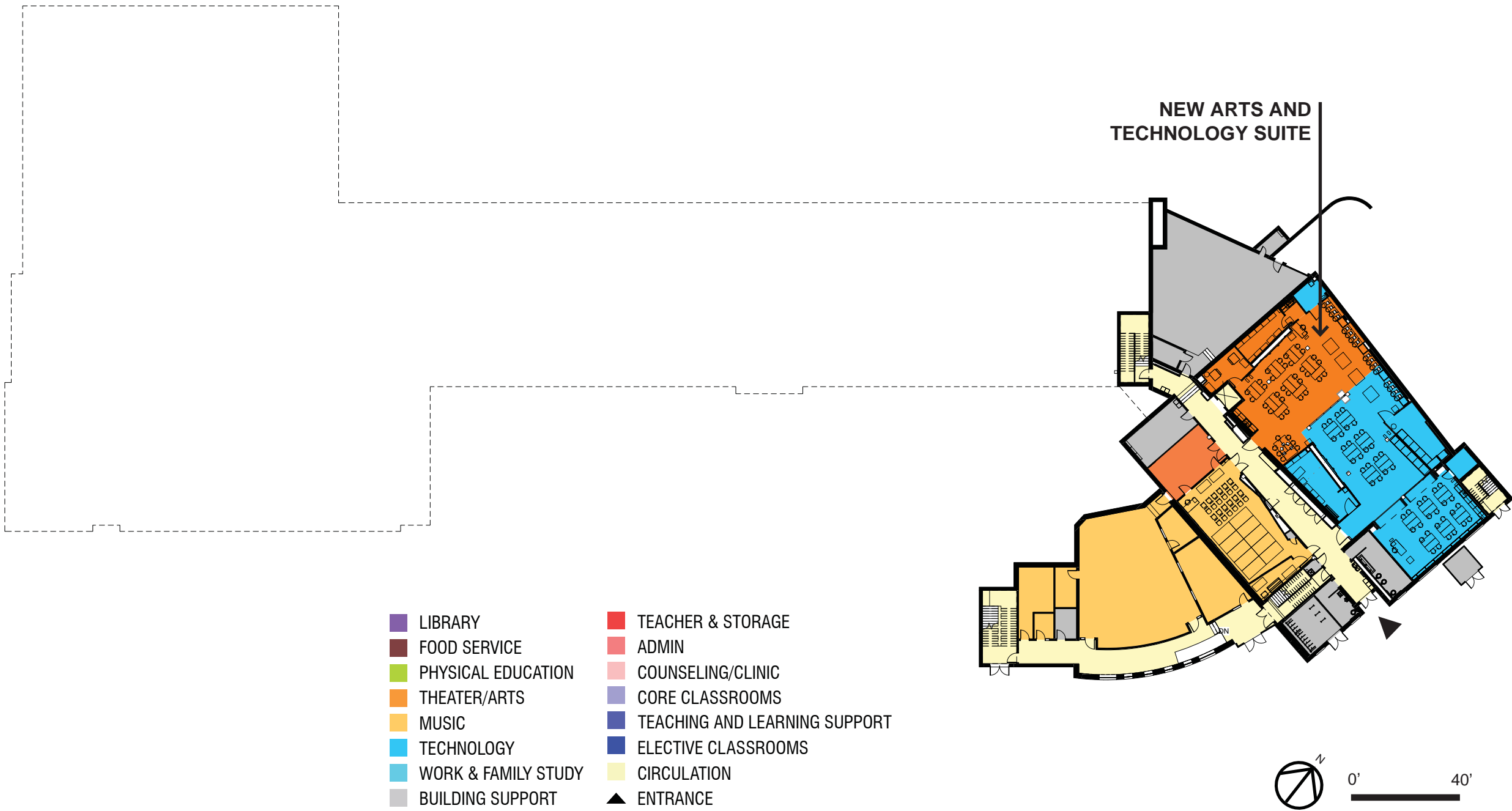
**“The middle school, with the active support of teachers, staff, parents, community, and students, will provide an atmosphere of acceptance, understanding, and respect for a diverse population.”<sup>4</sup>**



SECTION THROUGH THE HEART OF SCHOOL - LOOKING WEST

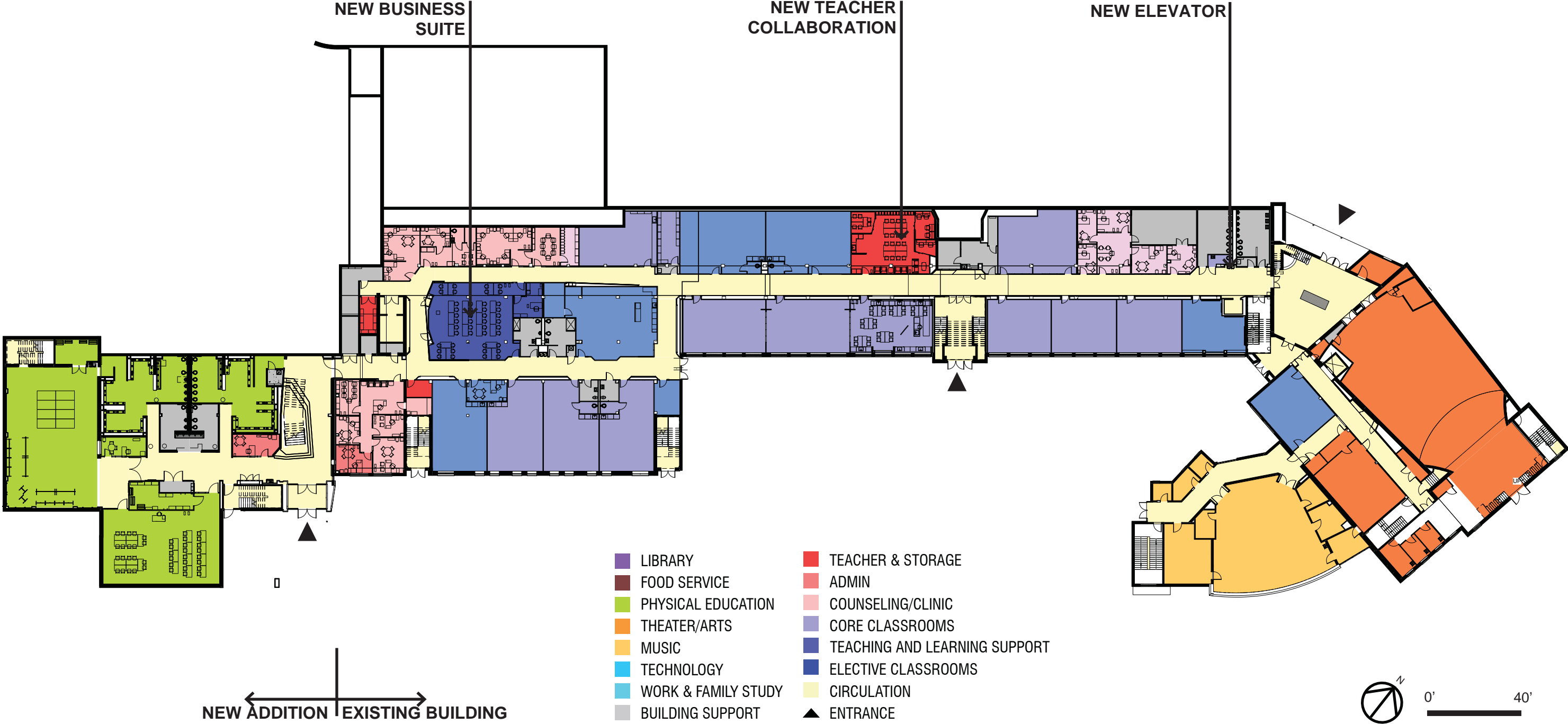


# BASEMENT FLOOR PLAN

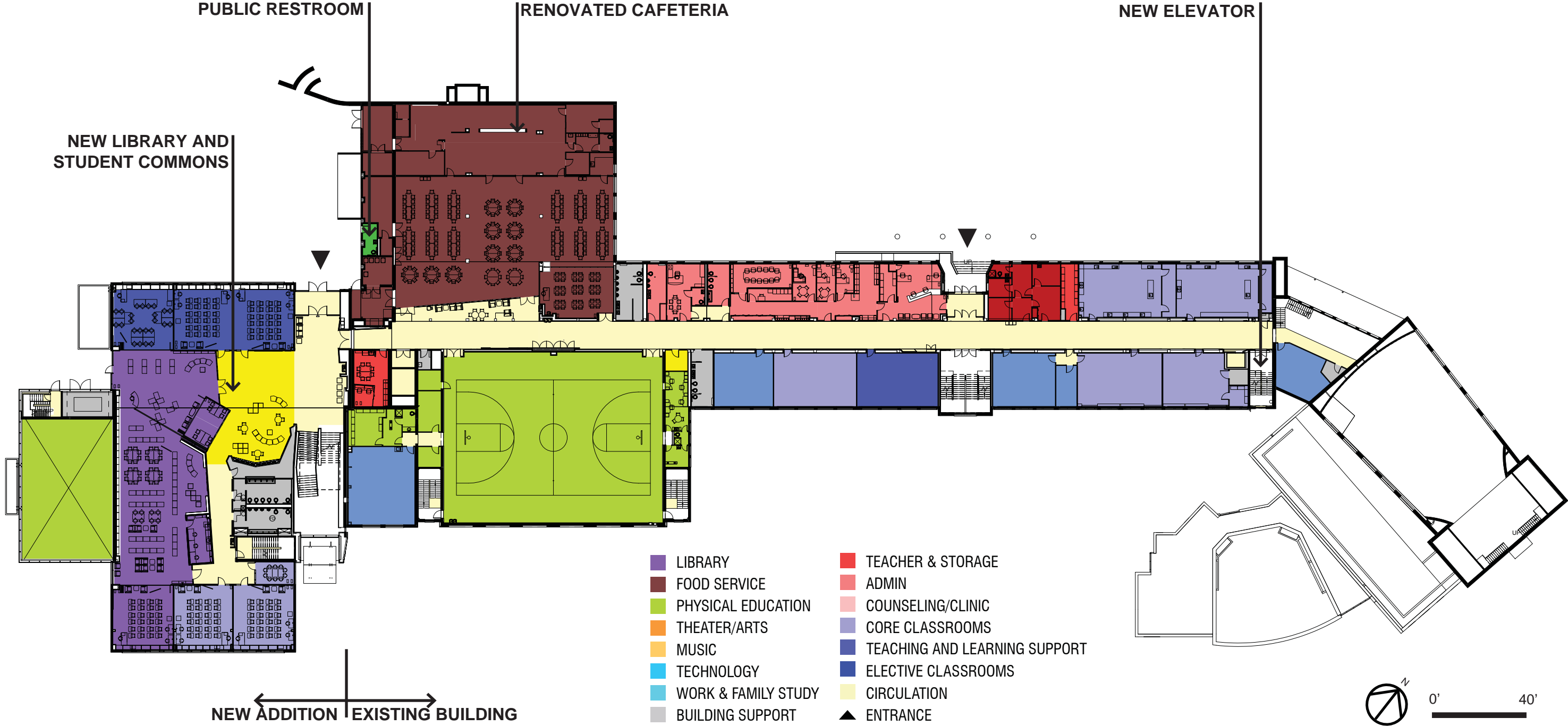




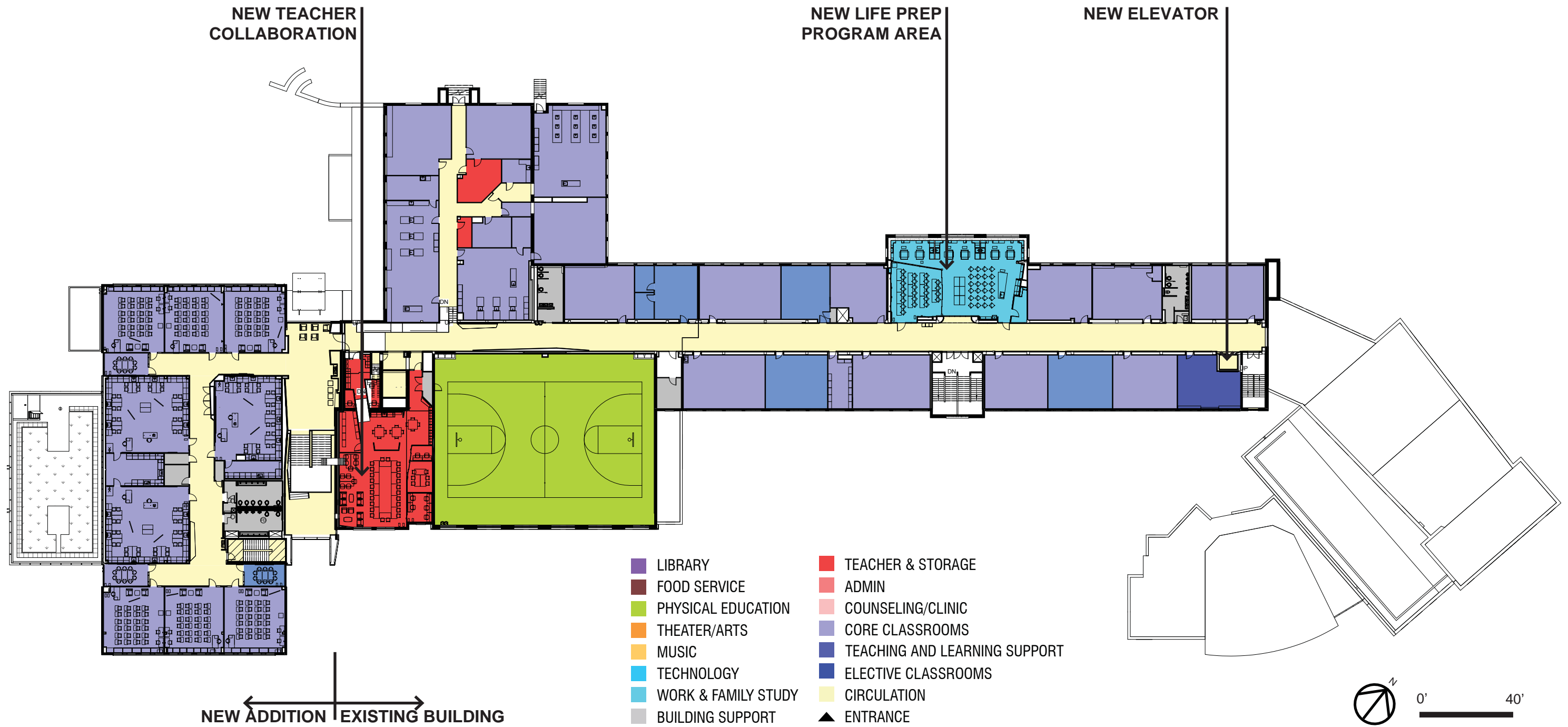
# FIRST FLOOR PLAN



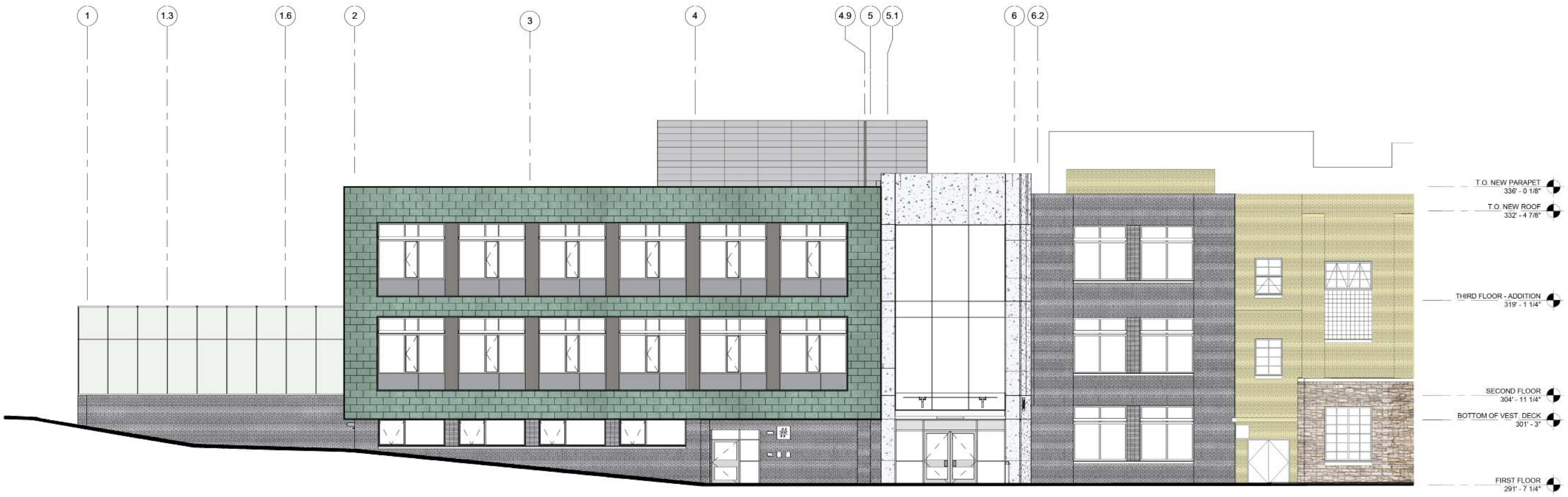
# SECOND FLOOR PLAN



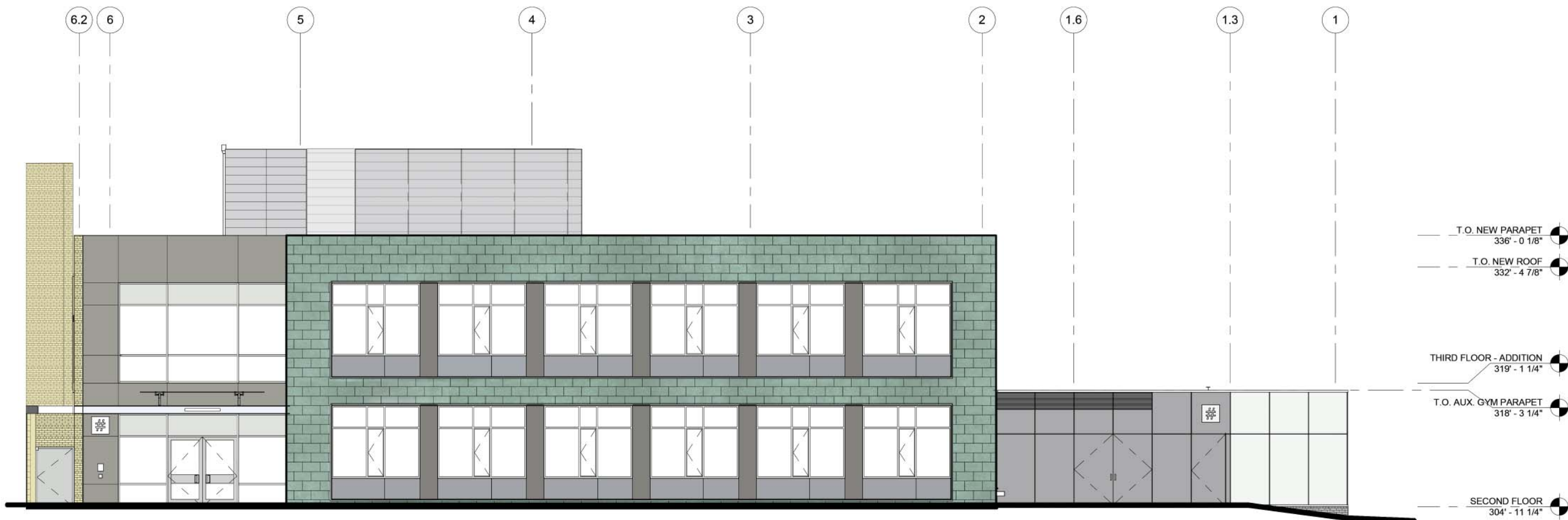
# THIRD FLOOR PLAN



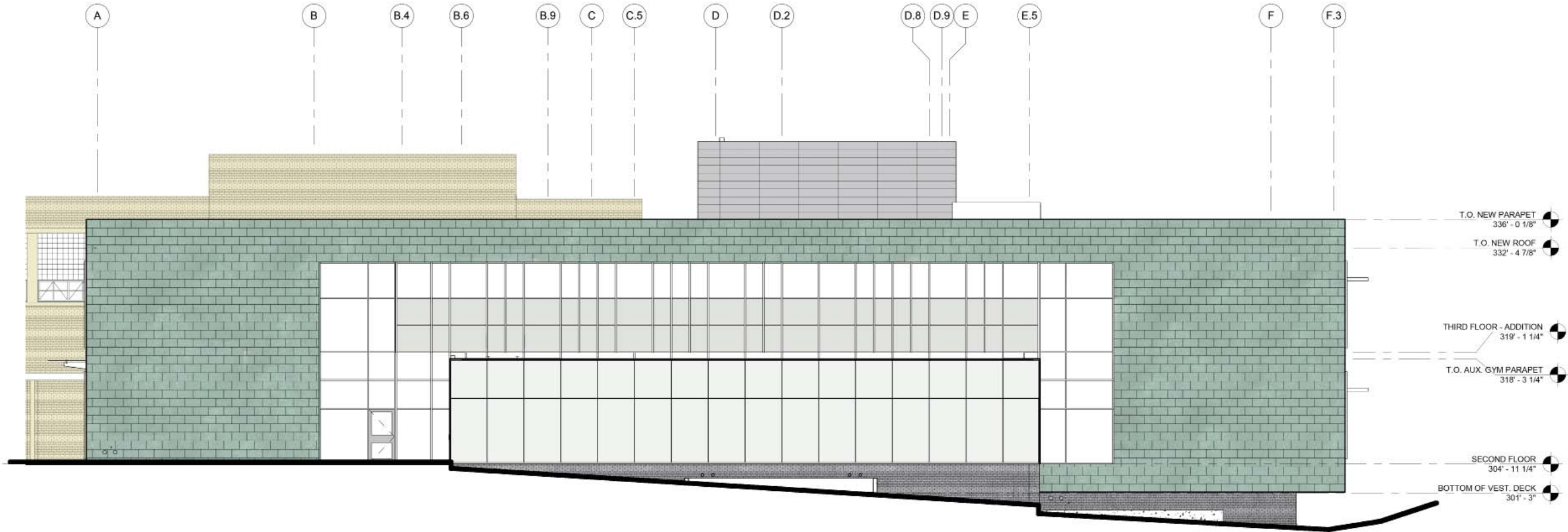
# SOUTH ELEVATION



# NORTH ELEVATION



# WEST ELEVATION



VIEW FROM OLD DOMINION DRIVE

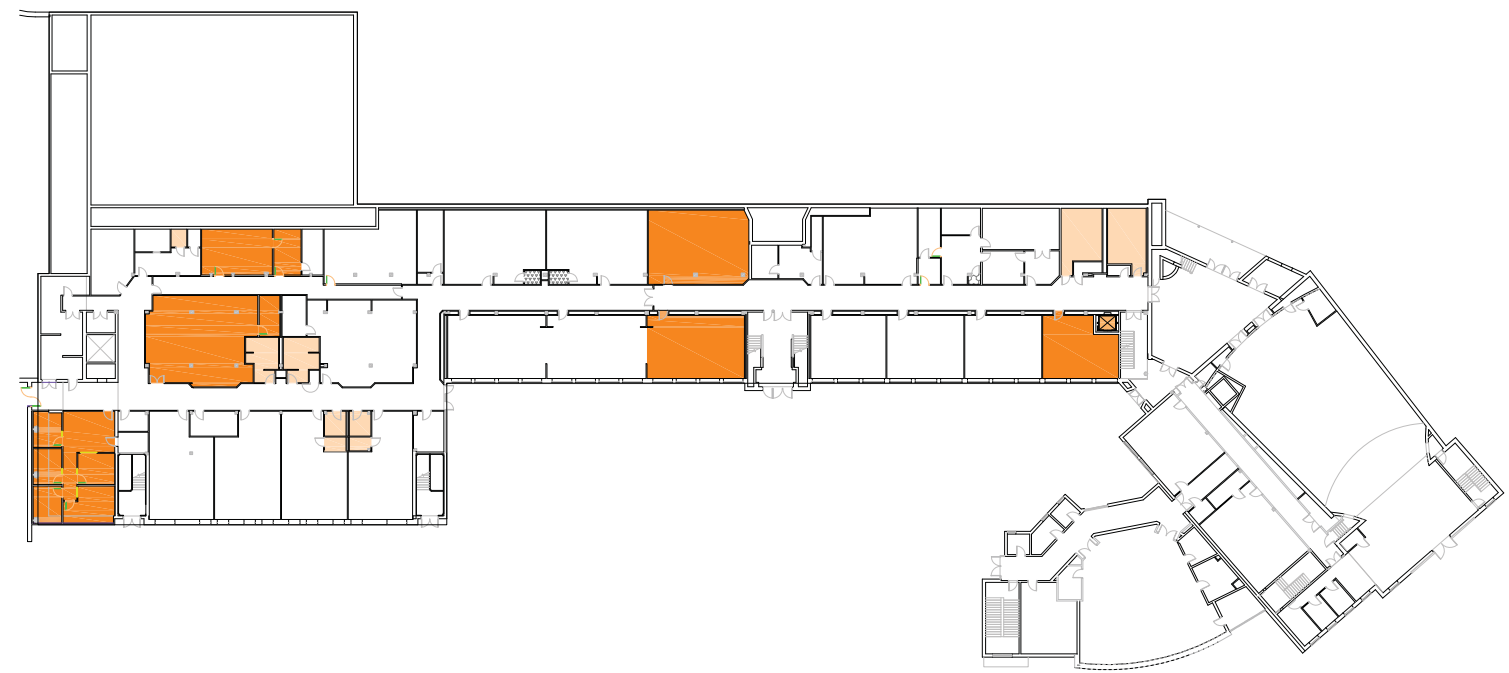


# RENOVATION OF EXISTING BUILDING

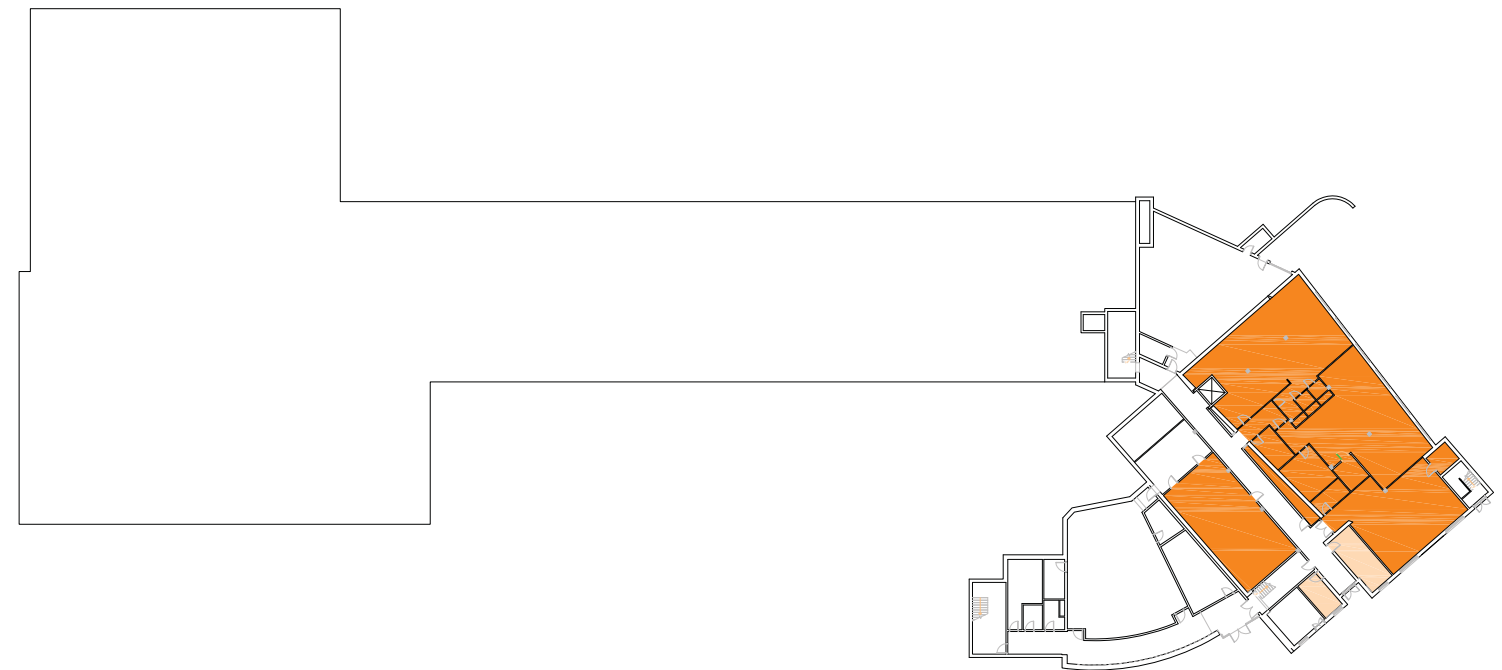
As described in the architectural narrative above, a key component of the project is the renovation of the existing school. A minimal level of renovation will be executed throughout all instructional spaces in the existing building. This will include painting and repairing anything minor that is broken. In addition to that base level of treatment, there are additional spaces that will be renovated at a higher level because the program use of the space will be changing. These spaces are illustrated on the following pages. The three overall levels of renovation include:

- Change of program: spaces in this category may be changing from one programmatic use to another. Renovation scope varies by room but may include demo of existing partitions, new partitions, new ceilings and lighting, some new furniture and new technology equipment. Note: The cafeteria and kitchen are not changing use but will undergo this higher level of renovation, as shown in the renovation diagrams.
- New elevator: spaces in this category are part of the installation of the new elevator at the east end of the building. New slab openings will be cut, a new elevator shaft erected, new openings in the corridor walls, and new partitions to separate the shaft from the adjacent classrooms.
- Toilet renovation: This renovation includes upgrades to selected existing restrooms to provide accessible restroom facilities as required by code.

- CHANGE OF PROGRAM
- NEW ELEVATOR
- TOILET RENOVATION



FIRST FLOOR

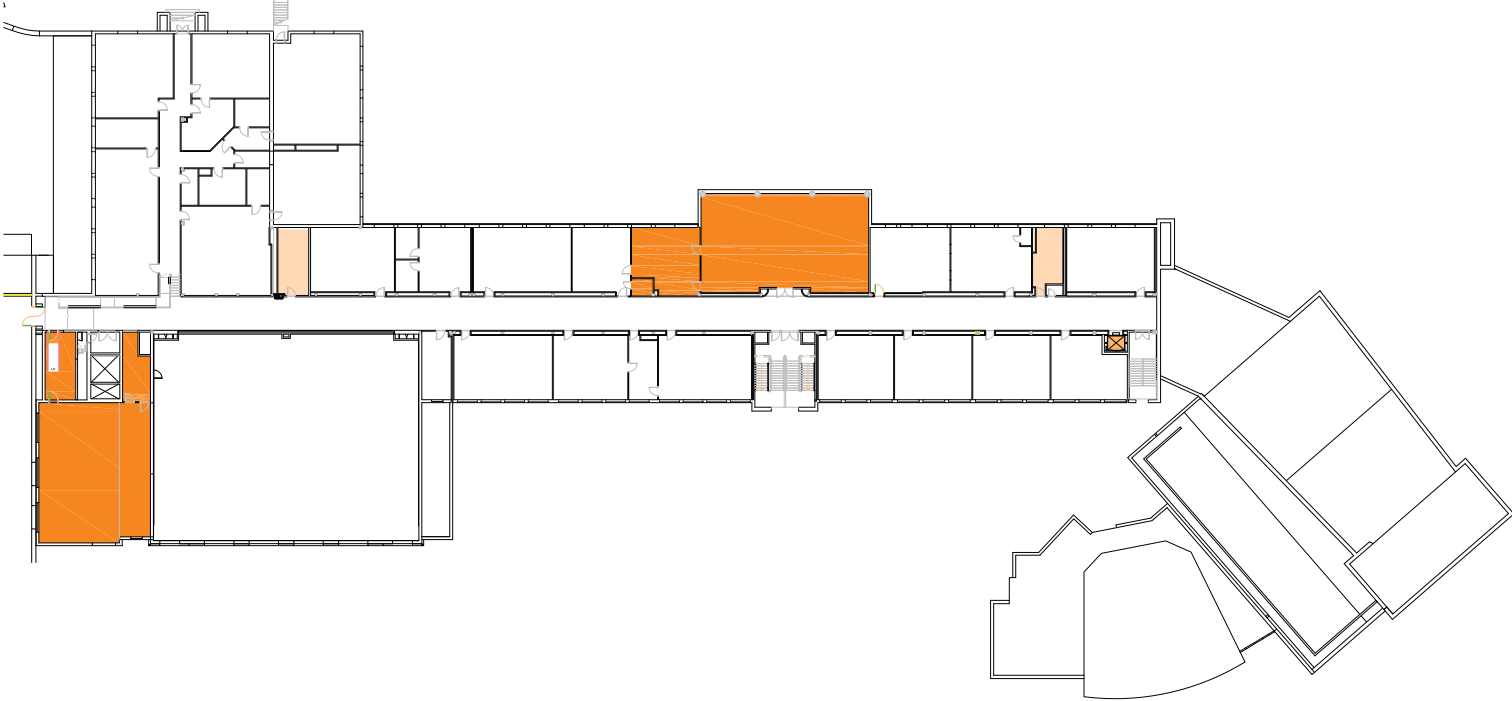


BASEMENT

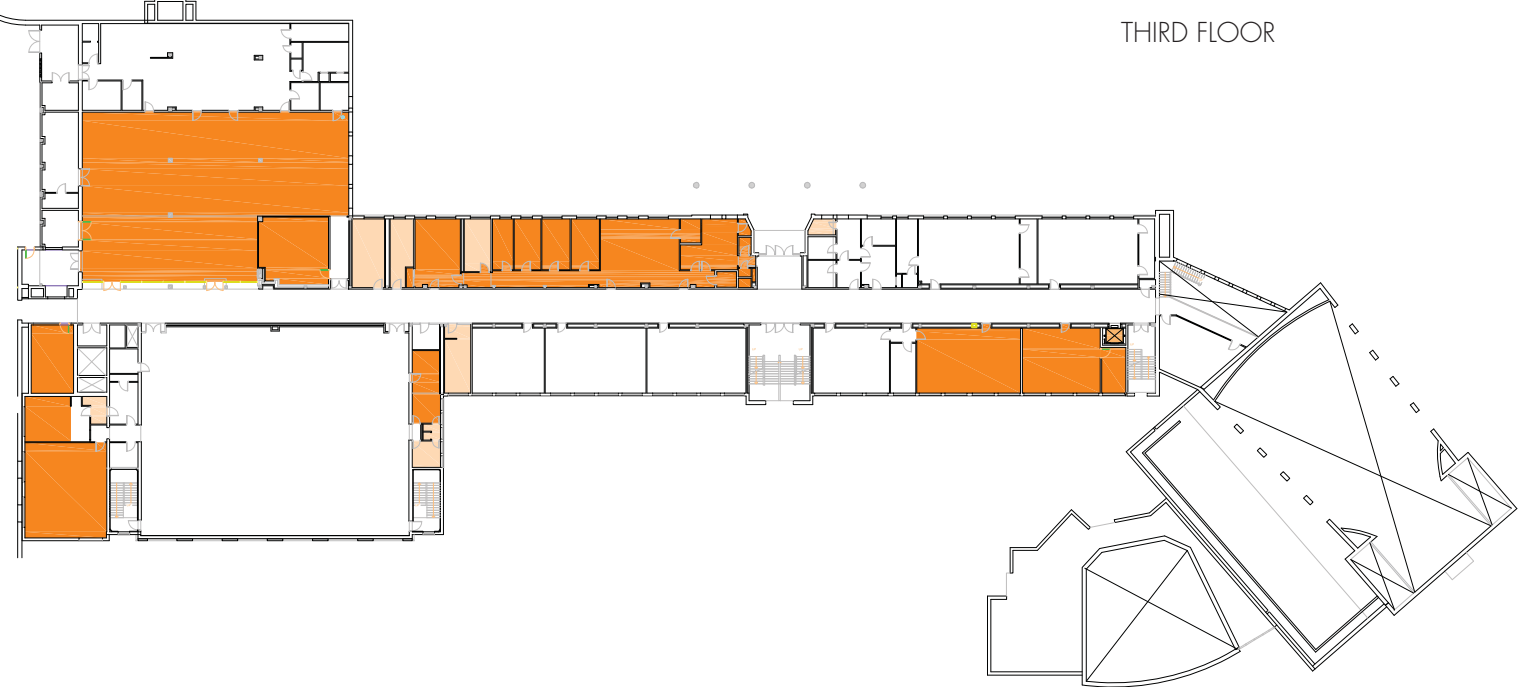


# RENOVATION OF EXISTING BUILDING

- CHANGE OF PROGRAM
- NEW ELEVATOR
- TOILET RENOVATION



THIRD FLOOR



SECOND FLOOR



# RENOVATION OF EXISTING BUILDING



VIEW OF THE ARTS AND TECH SUITE IN THE RENOVATED BASEMENT



# PROGRAM | 5



# PROGRAM - FINAL DESIGN

## EXISTING BUILDING + 40,000 GSF ADDITION

### KEY POINTS

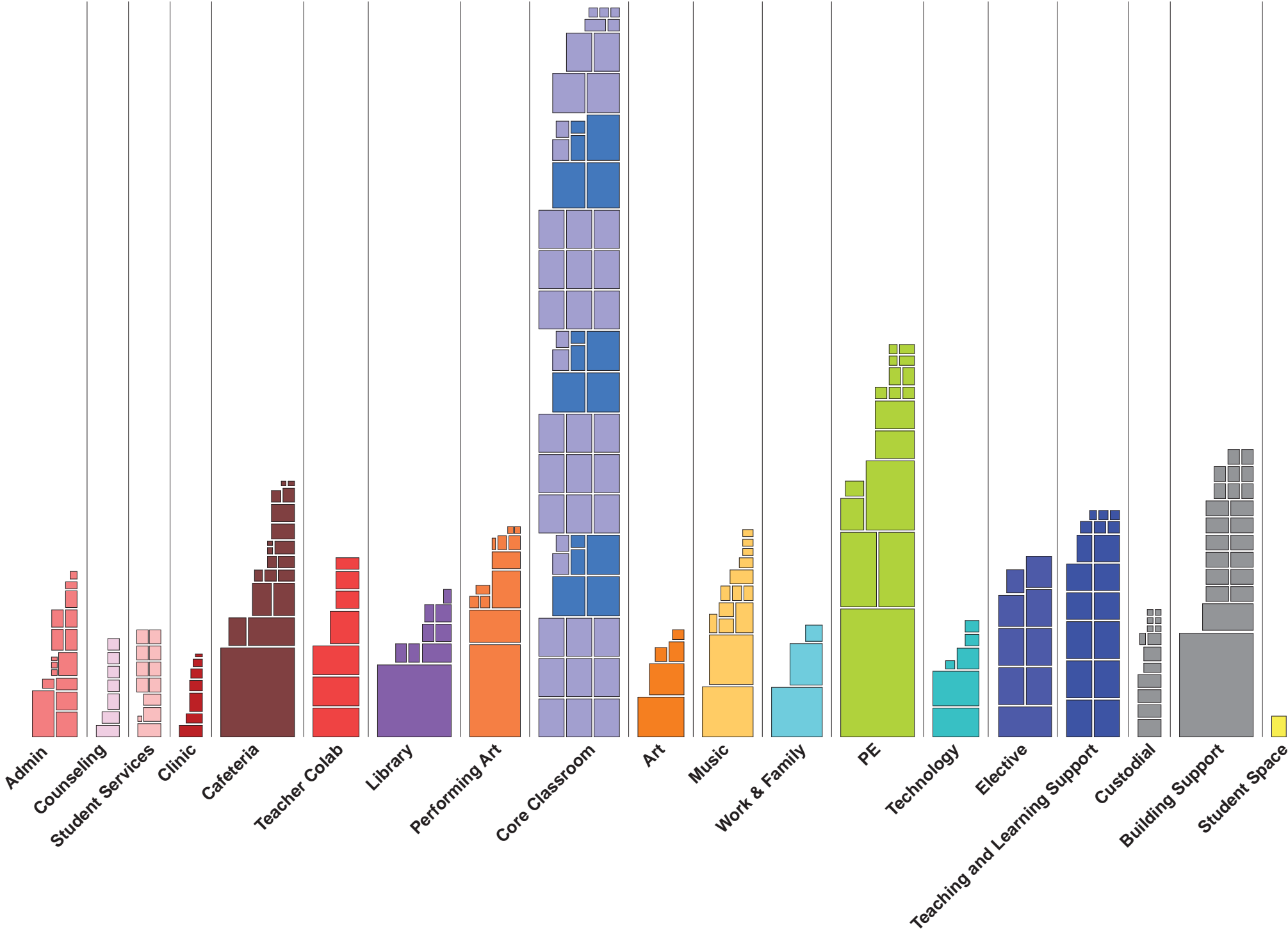
- 1,000 Students

**Renovations and Additions:**

- Create Team Communities
- New Media Center
- New Heart of School/Student Commons
- New Double-Height Auxiliary Gym
- Expansion of Elective Spaces

**Existing to Remain:**

- Performing Arts, Auditorium, and Cafeteria
- Music Wing



# MIDDLE SCHOOL PROGRAM

## PREVIOUS ED SPEC (850 STUDENTS), PROPOSED GENERAL ED SPEC (1000 STUDENTS), SITE SPECIFIC ED SPEC (1000 STUDENTS)

The program chart compares the 2004 APS middle school Education Specification (Ed Spec) for 850 students with proposed updated general education specification areas for 1000 students, and the current Schematic Design program assumptions.

The existing building is 138,000 SF. The proposed site specific education specification includes existing areas, renovated areas, and new areas.

The total gross program area includes a 38% factor for circulation, chases, and wall thickness, and is representative of typical school planning. The existing HB Woodlawn / Stratford building exceeds 38% for gross areas.

SSES Dept.	Program	2004 APS ED SPEC (850 Students)		Proposed Ed Spec 1000 Students		Stratford SS Ed Spec 1000 Students	
		SF (Min-Max)	DEPT. TOTALS	SF (Min-Max)	DEPT. TOTALS	SF (Min-Max)	DEPT. TOTALS
<b>Administration</b>			<b>1970</b>		<b>2680 2880</b>		<b>3155</b>
<b>Counseling Services</b>			<b>570</b>		<b>920</b>		<b>1041</b>
<b>Student Services</b>			<b>1670</b>		<b>1950 2050</b>		<b>2297</b>
<b>Clinic</b>			<b>865</b>		<b>815 915</b>		<b>711</b>
<b>Food Services</b>			<b>8060 - 9860</b>		<b>9130 10830</b>		<b>9059</b>
	Cafeteria	4000	5800	4500	6000	4935	
	Kitchen	1000		1000	1200	509	
<b>Auxiliary Services</b>			<b>4200</b>		<b>4800 5550</b>		<b>4380</b>
	Book Storage	300	(1)	300	(3)	300	(3)
	Teacher Work Areas	1000	(3)	1000	1250 (3)	1000	(3)
	Staff Lounges	450		450		725	
<b>Library</b>			<b>5520 - 6520</b>		<b>6970 8820</b>		<b>4744</b>
	Reading Room	3500	4500	4000	5000	2538	4000
<b>Group Instruction / Performing Arts</b>			<b>5400</b>		<b>6455 8195</b>		<b>6701</b>
	Auditorium	3500	4500	3500	4500	3538	
	Stage	1200		1200		1241	
	Drama	700	750	700	750	779	
<b>Core Classrooms**</b>			<b>29620 - 30970</b>		<b>35170 37920</b>		<b>36470</b>
6th	6th Grade Core	700	750 (9)	700	750 (9)	650	800 (9)
	6th Grade Science	1200	(2)	1100	1200 (3)	800	1200 (3)
	6th Grade Flex Classroom			700	1200 (2)	550	1200 (1)
7th	7th Grade Core	700	750 (9)	700	750 (9)	700	725 (9)
	7th Grade Science	900	(2)	1100	1200 (3)	818	1200 (3)
	7th Grade Flex Classroom			1000	1200 (1)	950	1200 (1)
8th	8th Grade Core	700	750 (9)	700	750 (9)	650	800 (9)
	8th Grade Science Lab	900	(2)	1100	1200 (3)	1014	1200 (3)
	8th Grade Flex Classroom			700	750 (1)	700	725 (1)
	Reading					600	700 (3)
	Core Flex					500	900 (2)
<b>Art</b>			<b>3400</b>		<b>3300 3500</b>		<b>1840</b>
	Art Lab	1650		1650		1291	
	Computer Graphics Lab	850		1000	1200		
<b>Music</b>			<b>6300</b>		<b>4860 6510</b>		<b>6662</b>
	Band	1800		1800	2000	1917	
	Vocal	1500		1500		1079	
	Instrumental/Orchestra	1200		0	1200	1629	



# MIDDLE SCHOOL PROGRAM - cont.

SSES Dept.	Program	2004 APS ED SPEC (850 Students)		Proposed Ed Spec 1000 Students		Stratford SS Ed Spec 1000 Students	
		SF (Min-Max)	DEPT. TOTALS	SF (Min-Max)	DEPT. TOTALS	SF (Min-Max)	DEPT. TOTALS
<b>Work &amp; Family Studies</b>			<b>3050</b>		<b>3050 3250</b>		<b>2029</b>
	Nutrition Lab/Demo/Sewing	1850		1850		2096	
	Storage	200		200			
	Interior Design & CADD/Tech ED	1000		1000 - 1200			
<b>Physical Education</b>			<b>3000 19040 - 22140</b>		<b>18090 27990</b>		<b>14684</b>
	Gym	8000 - 10500		8000 - 15600		7077	
	Auxiliary Gym	2000		2500		2500	
	Locker/Shower/Toilet	3000		2000 3000		1000	
	Locker/Shower/Toilet	3000		2000 3000		1000	
	Health Classroom	700 - 750 (2)		700 - 750 (2)		700 - 1000 (2)	
<b>Technology Education</b>			<b>2780 - 3280</b>		<b>500 2780 3280</b>		<b>2660</b>
	Tech Lab	1000 - 1200		1000 - 1200		1580	
	Tech Lab-machine / R&D	1200 - 1500		1200 - 1500		1038	
<b>Elective Classrooms</b>			<b>3530 - 3630</b>		<b>5980 6630</b>		<b>4700</b>
	Exemplary Projects	650		700 750			
	Video Production/Studio	650					
	Business Lab/Decision Theater	830		830		1200	
	Journalism	700 750		700 750			
	Foreign Language	700 750 (1)		700 750 (1)		700 - 900 (5)	
	Reading Classroom			700 750 (3)			
<b>Teaching &amp; Learning Support</b>			<b>3970</b>		<b>7820 8120</b>		<b>10730</b>
	Classroom	700 - 750 (1)		700 - 750 (2)		600 - 700 (7)	
	Small classroom	500 (1)		500 (3)		430 - 500 (6)	
	Classroom/Lab	500		500		1000	
	In School Alternative	300		300		590	
<b>Custodial Support</b>			<b>1710</b>		<b>1950 - 2050</b>		<b>1369</b>
<b>Building Support</b>			<b>11960</b>		<b>11960</b>		<b>7237</b>
<b>Student Spaces</b>			<b>500</b>		<b>800 1000</b>		<b>86</b>
	Student Activities Room	500		600 800			
	Student Store			150		86	
<b>Gross Area - Circulation, Chases, Wall Thickness</b>			<b>43364 - 46385</b>		<b>49202 58072</b>		<b>56016 56437</b>
<b>TOTAL</b>			<b>157479 - 168450</b>		<b>178682 - 210892</b>		<b>176571 - 178100</b>



# PROJECT COST AND FUNDING | 6



## PROPOSED PROJECT FUNDING

	Schematic Design <sup>1</sup>	Proposed Funding	Change
Major Construction Bonds	\$ 31,280,000	\$ 31,280,000	\$ -
Capital Reserve	\$ 250,000	\$ 2,450,000	\$ 2,200,000
Other (Operating) <sup>2</sup>	\$ 800,000	\$ 800,000	\$ -
<b>Subtotal</b>	<b>\$ 32,330,000</b>	<b>\$ 34,530,000</b>	<b>\$ 2,200,000</b>
ACG/APS Jointly Funded Items			
APS Funding	\$ 2,110,000	\$ 2,310,000	\$ 200,000
ACG Funding	\$ 2,110,000	\$ 2,310,000	\$ 200,000
<b>Subtotal</b>	<b>\$ 4,220,000</b>	<b>\$ 4,620,000</b>	<b>\$ 400,000</b>
<b>Grand Total</b>	<b>\$ 36,550,000</b>	<b>\$ 39,150,000</b>	<b>\$ 2,600,000</b>
Notes:			
1. Approved by the School Board on June 2, 2016.			
2. Furniture and equipment that cannot be bond funded.			



# PROPOSED PROJECT BUDGET AND JOINTLY FUNDED ITEMS

Proposed Project Budget	
	Amount
GMP (Construction Costs)	\$ 30,423,369
Owner (Soft) Costs <sup>1</sup>	\$ 8,726,631
<b>Project Total</b>	<b>\$ 39,150,000</b>
<p>Note:</p> <p>1. Owner costs include design, project management, and other professional services fees, utility/permitting fees, furniture, equipment, and project contingencies.</p>	

Proposed Jointly Funded Items		
#	Description	Amount <sup>1</sup>
1	Driveway Connection Between Vacation Lane and Old Dominion Drive Including Fire Access Improvements	\$ 1,900,000
2	Vacation Lane Improvements	\$ 1,170,000
3	Signal at Old Dominion Drive	\$ 670,000
4	Utility Undergrounding	\$ 210,000
5	Emergency Responder Network	\$ 160,000
6	Publically Accessible Restroom adjacent to Stratford Park	\$ 60,000
7	Utility Infrastructure Replacement	\$ 450,000
	<b>Project Total</b>	<b>\$ 4,620,000</b>
<p>Note:</p> <p>1. Costs listed include construction, soft, and contingency costs.</p>		

