

1. Classroom Wing

SE and SW corner classroom indents: Can these be eliminated? What is the functional purpose?



Reasons why the design team does not recommend this change:

Change to area of exterior envelope; rather, redistribution. Academic wing sized to minimize site manipulation; works with natural topography. Rooms and learning common are currently optimal proportion.

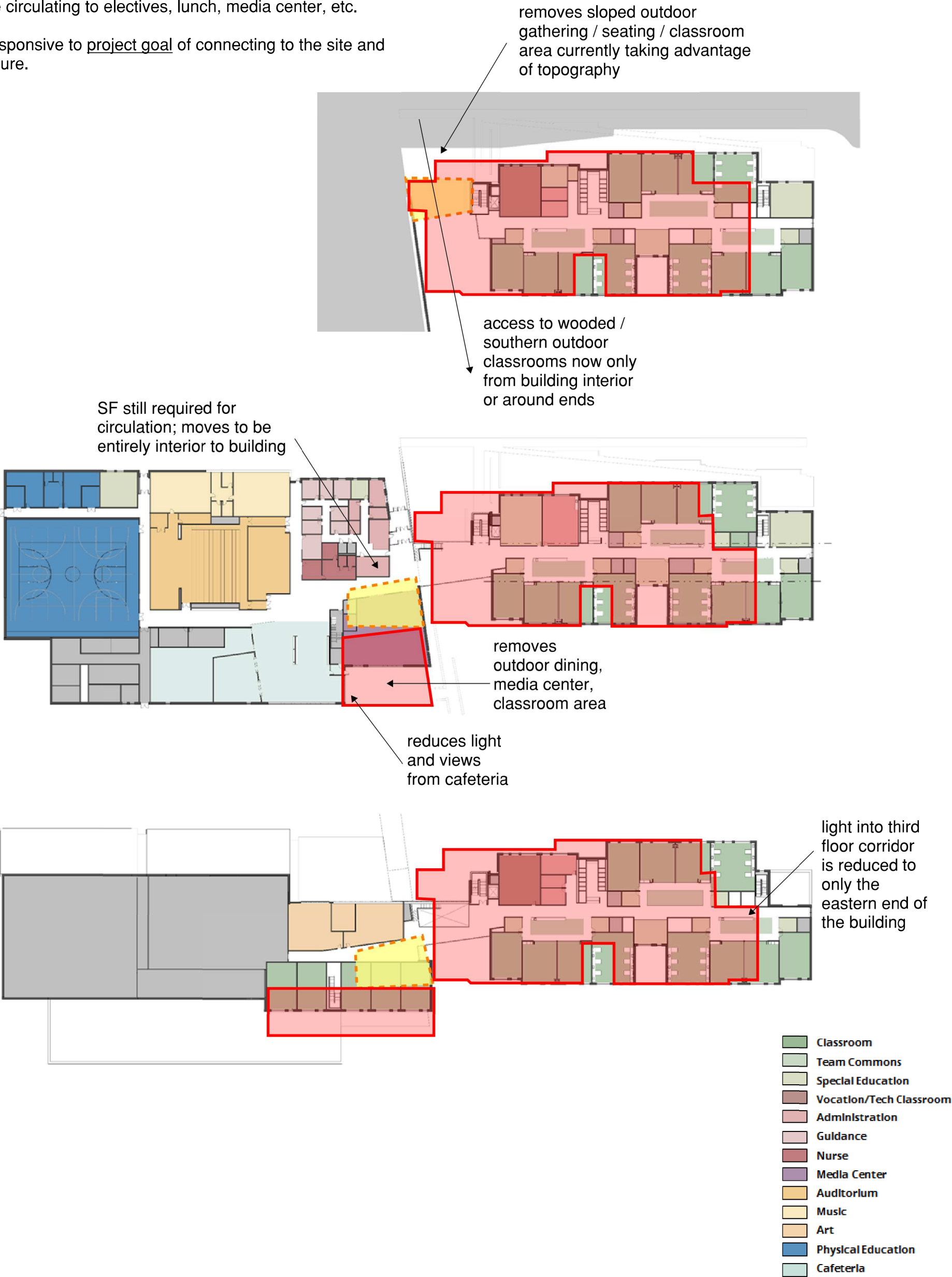
3. Bridge and Entryway

Bridge & entry: Can this area be reimagined to provide another alternative which simplifies the structure between the buildings with a shorter bridge span or no bridge? This could allow the two components of the building to be pulled closer together. One possibility is to integrate the canopy with the stair and elevator tower.

Currently the corridor as designed:

- provides light into both ends of the academic wing corridor (helpful for physical orientation, circadian rhythm, wellness)
- works with natural, existing site topography
- provides natural outdoor learning spaces and access to additional outdoor learning spaces and site as a whole.
- serves as entrance lobby, and vertical & horizontal circulation core
- provides access to views of nature/site when students are circulating to electives, lunch, media center, etc.

Responsive to project goal of connecting to the site and nature.



4. Arrangement of Spaces in Public Wing

Can we swap Auditorium/music and gym? Relocates Gym closer to playing field

Currently the layout as designed (flow and access):

- Students rarely change clothes for gym/PE class. Therefore, many students will access the gym directly through the first door at the end of the corridor.
- If students are having PE in the athletic fields, they will know in advance and can go there directly from their last class.
- Much of gym use will be after hours by clubs and community. Current location makes it easy to separate from the rest of the school which is a benefit to custodial and security requirements.
- the cafeteria is currently more proximate to the auditorium which is a symbiotic adjacency and relationship for hosting events and performances.

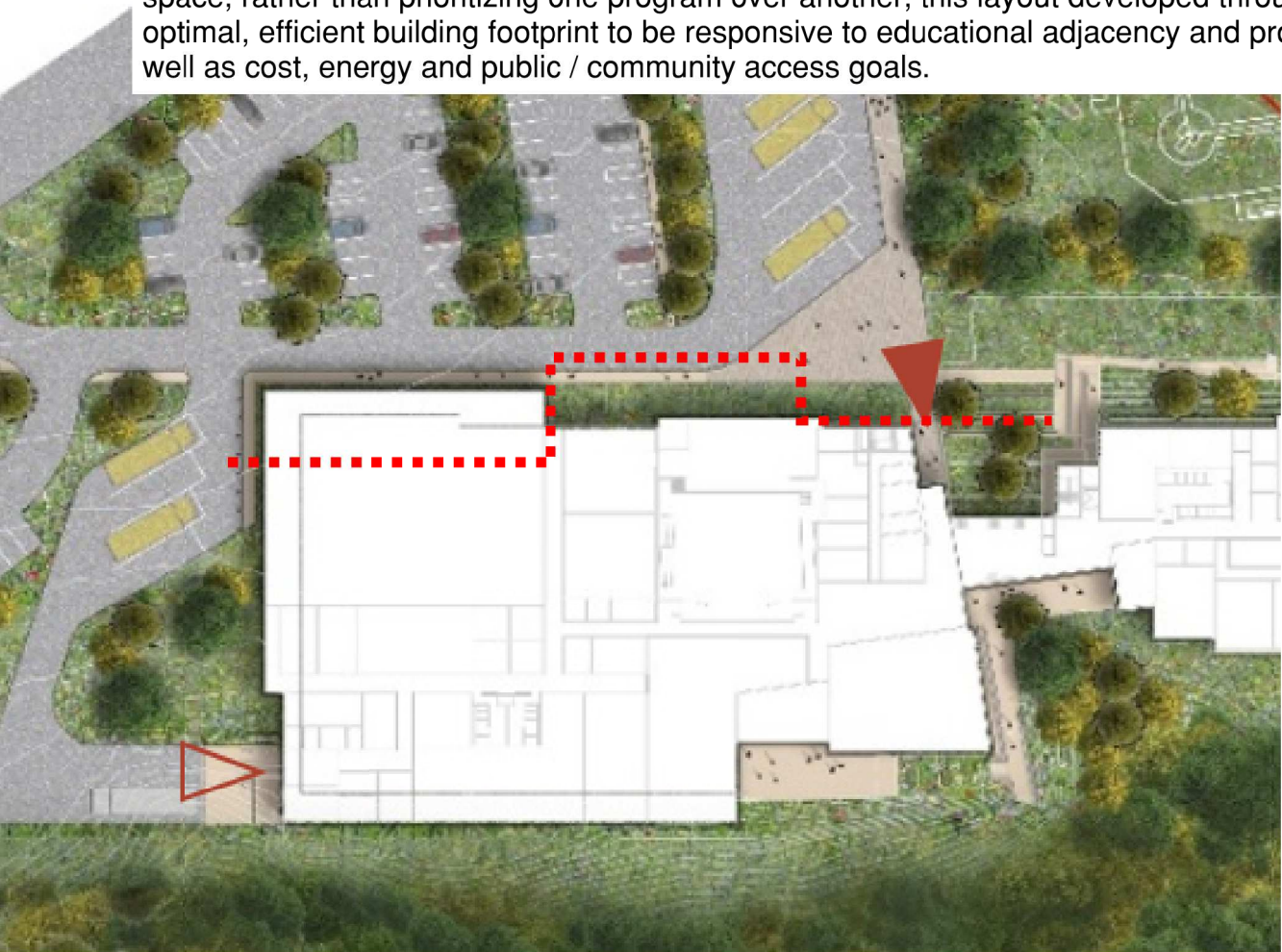


Currently the layout as designed (site considerations):

- Due to the gym's deeper dimensional requirement, swapping the auditorium and gym would either (1) impact parking and site circulation negatively if allowed to push north, or (2) would require more fill to be brought in if the center of the building were pushed south with the cafeteria and kitchen moving farther downslope (also more tree removal).
- If the gym were rotated to not change the N-S thickness of the building, the auditorium and music rooms would become more remote; the bus and car parking on the west would be impacted and the mechanical / equipment / kitchen and cafeteria spaces would be stretched thinner becoming less ideally proportioned for utility of each space.

Summary:

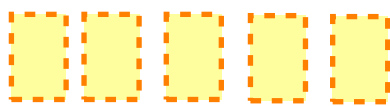
Either the Gym/PE or the Music/Performing Arts students are going to have a longer walk to the respective space, rather than prioritizing one program over another, this layout developed through an effort to create an optimal, efficient building footprint to be responsive to educational adjacency and program requirements as well as cost, energy and public / community access goals.



- Classroom
- Team Commons
- Special Education
- Vocation/Tech Classroom
- Administration
- Guidance
- Nurse
- Media Center
- Auditorium
- Music
- Art
- Physical Education
- Cafeteria

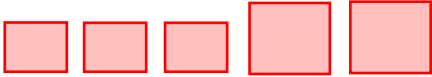
5. Flows To and From Public Wing and Classroom Wing

Can World Languages Mezzanine be consolidated into classroom wing? Other than ‘core’ classes, WL are the most heavily subscribed classes in the curriculum (5/cycle for 7th and 8th graders, 4/cycle for 6th graders). Moving WL to the Classroom wing will cut down on traffic between the two segments of the building. Consolidation might require eliminating the notch on south side and relocating the three, stacked SPED rooms. Could also require adding third floor on Northeast corner.



World Language classrooms

Ed Plan considerations:
Rooms shared among several teachers that would need to move materials from one room to another --> requested to be together rather than distributed.



SPED rooms

Ed Plan considerations:
3 Workshop rooms need to be located 1/grade level. Larger SPED program spaces need to be integrated with the entire student population.-->goal: distributed



Art classrooms

Ed Plan considerations:
Rooms shared among several teachers that would need to move materials from one room to another --> requested to be together rather than distributed.

Currently the layout as designed:

- Responsive to Ed Plan (teacher collaboration, shared classrooms, distribution of SPED program)
- Majority of the building is two-story appearance from Old Marlboro; locating art and WL above single story admin and media center makes use of already in place vertical circulation, foundations, reads as one two-story building from street.
- Keeping art and WL together keeps student experience of finding / going to art and WL consistent no matter which language or grade they are in.

Disadvantages to locating art and WL in academic wing:

- Students will still be using vertical circulation due to distribution of rooms and classes. All vertical circulation will likely occur in western most egress stairwell as opposed to stair in connector.
- Teachers will lose time in moving materials.
- Increases building footprint on the site (consider: impervious area calc, tree removal, cost of additional site work and foundation construction)
- Second level of the connector would be eliminated pushing more student traffic into single story of connector and fewer stairwells.

	Classroom
	Team Commons
	Special Education
	Vocation/Tech Classroom
	Adminstration
	Guldance
	Nurse
	Media Center
	Auditorlum
	Music
	Art
	Physical Education
	Cafeteria