DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

January 26th, 2023

Truesdell Modernization Intro/Concept Presentation SIT Meeting

Please sign-in via the chat feature

AGENDA

- Objectives
- Meeting Norms
- Brief Project Overview/Role of SIT
- Introductions
- Concept Design Presentation from Design/Build Team
- Communications and Next Steps
- Brief Q & A

OBJECTIVES

1. Briefly review project and role of the SIT.

2. Introduction of Stakeholders and Design/Build Team.

3. Design/Build team to present 3 concept designs for the modernization.

Virtual Meeting Norms

- Keep your microphone on “mute” unless you are speaking
- If you lose connection, log back on through the same means OR call in and follow along with the presentation
- Use the conference “chat” window for questions
- Questions will be answered at the end of the meeting
- Don’t forget to sign-in via the chat feature

PROJECT OVERVIEW

PROJECT OVERVIEW

Details

Project Location: 800 Ingraham St NW, Washington, DC 20011

Ward: 4

Capacity: 657

Grades Served: 0-3, PK3 – 5th

Construction Type: Renovation of existing historic building + addition(s)

Swing: SY23-24: Sharpe Health (Pre-K-K) and Historic Truesdell (1-5)
SY24-25: Sharpe Health (Everyone)

Project Team

General Contractor: Blue Sky and Coakley & Williams

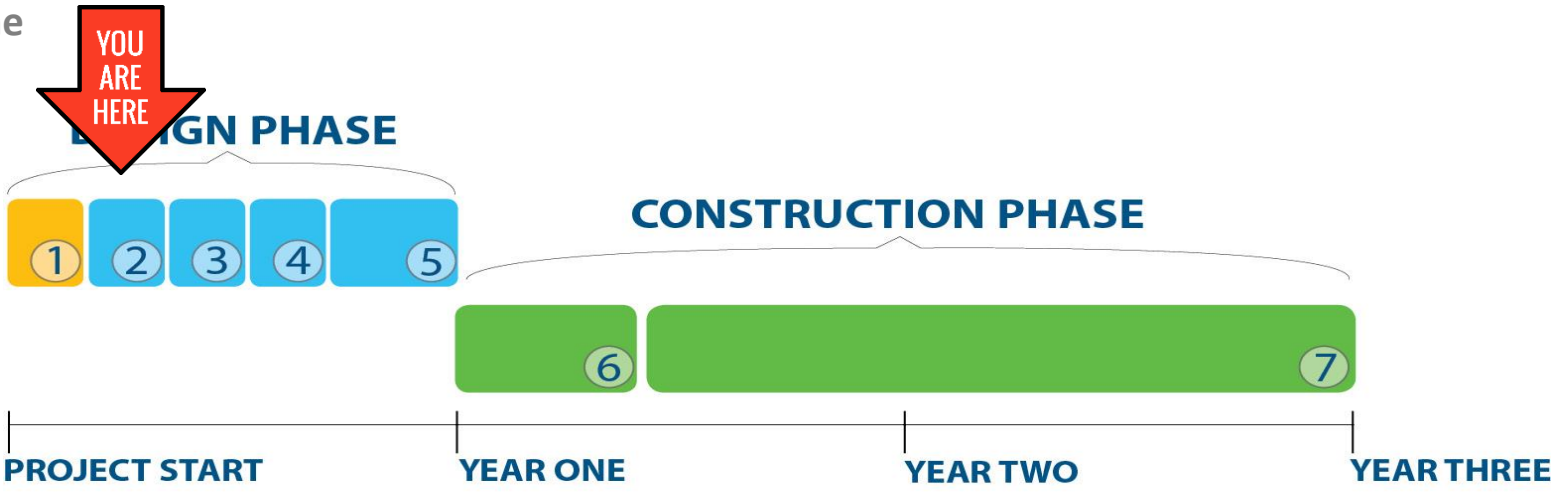
Architect: VDMO

DCPS Project Manager: Gabriella Pino-Moreno

DGS Project Manager: Alex Casey

PROJECT OVERVIEW

Timeline



SY 2022-23 SY 23-24 SY 2024-25

Students/Staff back SY25-26!

1. EDUCATIONAL SPECIFICATIONS VERIFICATION
2. CONCEPT DESIGN
3. SCHEMATIC DESIGN
4. DESIGN DEVELOPMENT
5. CONSTRUCTION DOCUMENTS
6. DEMOLITION AND ABATEMENT
7. CONSTRUCTION

Meeting Tracker

TRUESDELL	Name of Meeting	Community Meeting or SIT	Date(s)
Design Phase	Introduction of Project	Community Meeting	04/27/2022
	Kick-off with Design-Build Team Meeting	SIT Meeting	01/26/2023
	Concept Design Presentation Meeting	SIT Meeting	01/26/2023
	Concept Design Feedback Working Meeting	SIT Meeting	02/01/2023
	Schematic Design Presentation Meeting	SIT Meeting	
	Schematic Design Feedback Working Meeting	SIT Meeting	
	Design Development Presentation Meeting	SIT Meeting	
Construction Phase	Construction Overview	Community Meeting	
	Back to School Design Update	SIT Meeting	
	Interiors Concept Overview	SIT Meeting	
	Construction Update (as needed)	Community Meeting	
	Exterior Site Furnishings/Playground Part 1 - Visioning	SIT Meeting	
	Exterior Site Furnishings /Playground Part 2 – Working Meeting	SIT Meeting	
	FF&E/Construction Update/Tour	SIT Meeting	
Can occur during either phase, be merged, and/or as needed in no particular order	Site Tours (by request)	SIT/Community Meeting	
	PTA/PTO	Encouraged to attend SIT Meetings	
	ANC	Encouraged to attend SIT Meetings	
	Civic/Citizens Association	Encouraged to attend SIT Meetings	
	General note: Community Meetings are scheduled if/as needed		

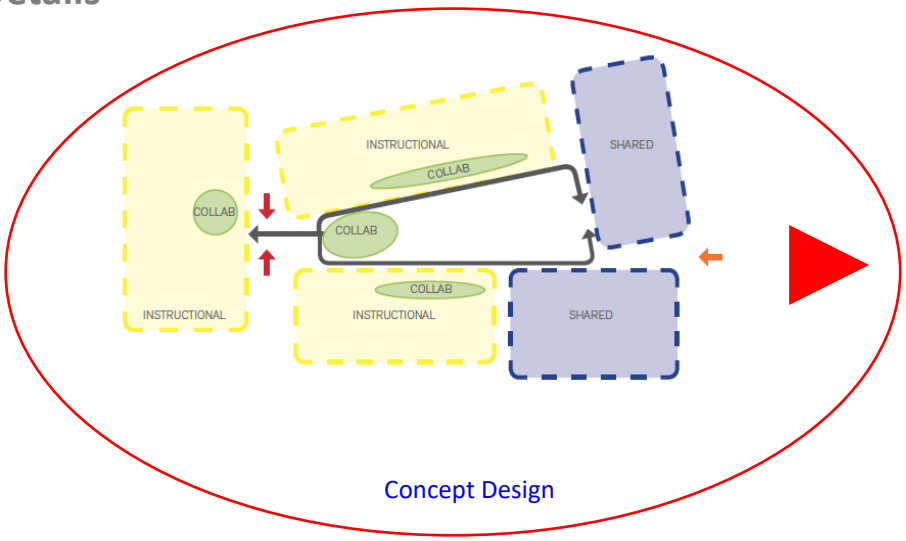
RESPONSIBILITIES OF A SIT MEMBER

Design Phase SIT Meetings

- **Concept Design Presentation Meeting**
  - Concept Design Feedback Meeting – 1 week later
- **Schematic Design Presentation Meeting**
  - Schematic Design Feedback Meeting – 1 week later
- **Design Development Presentation Meeting**
  - Design Development Feedback Meeting – 1 week later
- **The following SIT topics outlined below will also take place but in no particular order:**
  - Exterior Site Design Overview
  - Building Exterior Design Overview
  - Interiors Concept Overview
  - Construction Kick-off (possible to merge with a Community Meeting, depending on scheduling)
  - Playground Part 1
  - Playground Part 2
  - Furniture, Fixtures, and Equipment (FF&E)

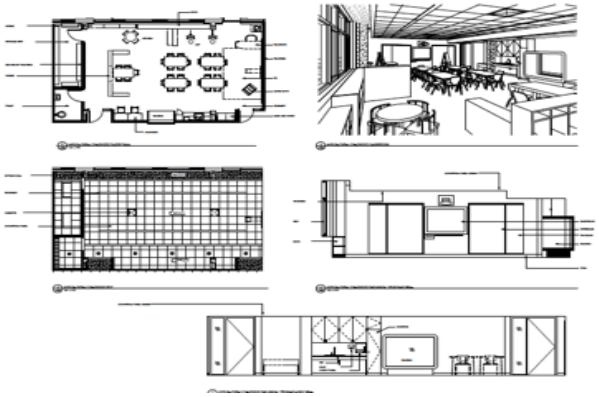
PROJECT OVERVIEW

Details

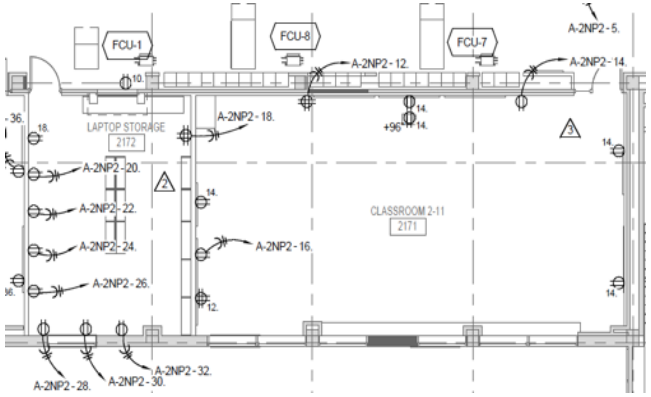


Concept Design

Schematic Design



Design Development



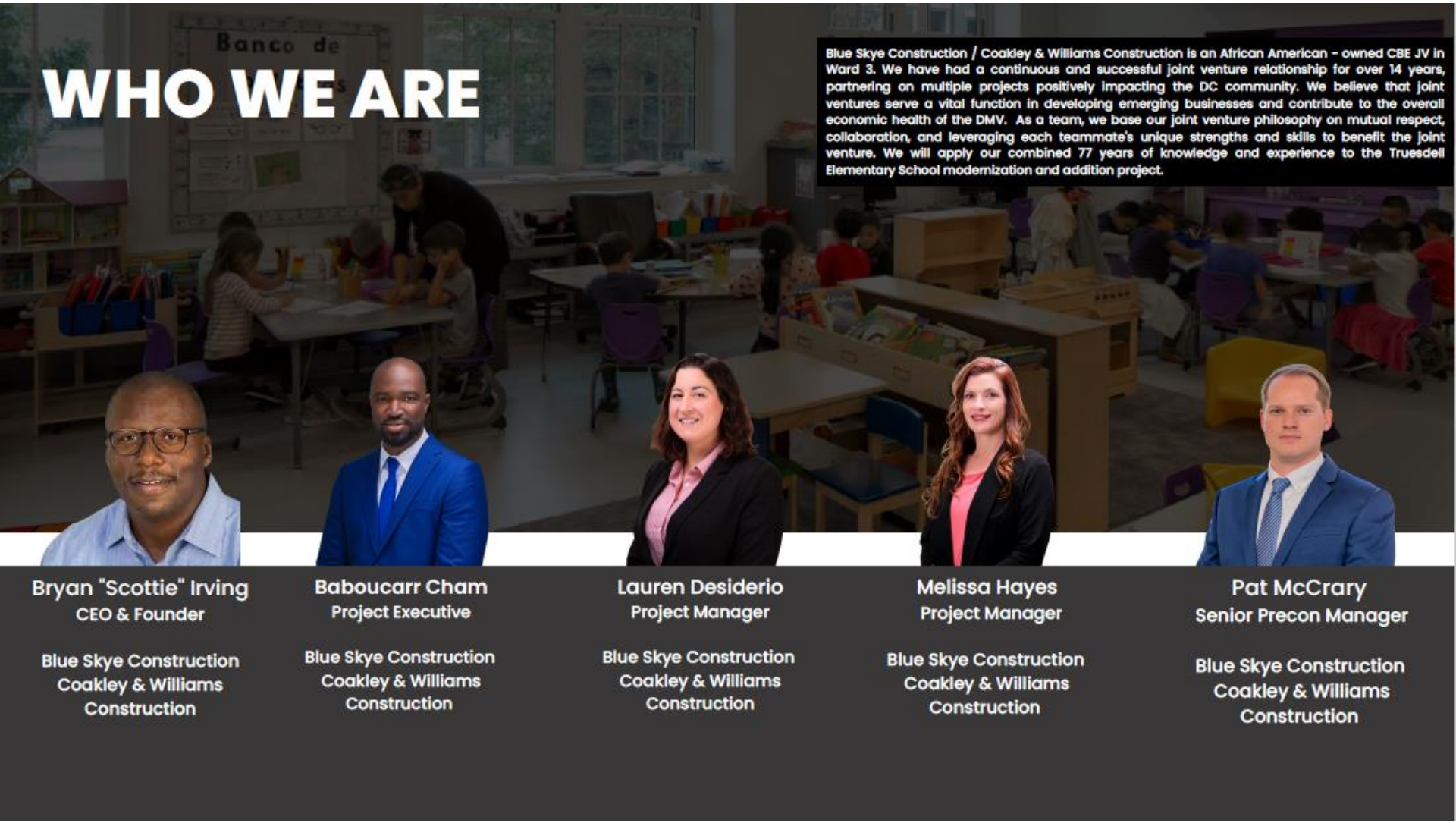
Construction Documents

INTRODUCTIONS!

DESIGN/BUILD TEAM INTRODUCTIONS AND CONCEPT DESIGNS PRESENTATION

WHO WE ARE

Blue Skye Construction / Coakley & Williams Construction is an African American - owned CBE JV in Ward 3. We have had a continuous and successful joint venture relationship for over 14 years, partnering on multiple projects positively impacting the DC community. We believe that joint ventures serve a vital function in developing emerging businesses and contribute to the overall economic health of the DMV. As a team, we base our joint venture philosophy on mutual respect, collaboration, and leveraging each teammate's unique strengths and skills to benefit the joint venture. We will apply our combined 77 years of knowledge and experience to the Truesdell Elementary School modernization and addition project.



Bryan "Scottie" Irving
CEO & Founder
Blue Skye Construction
Coakley & Williams
Construction

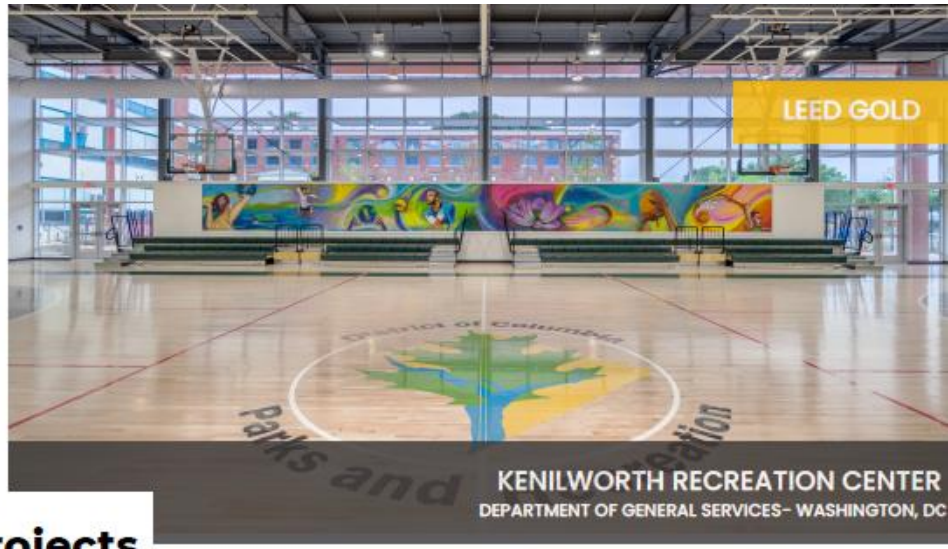
Baboucarr Cham
Project Executive
Blue Skye Construction
Coakley & Williams
Construction

Lauren Desiderio
Project Manager
Blue Skye Construction
Coakley & Williams
Construction

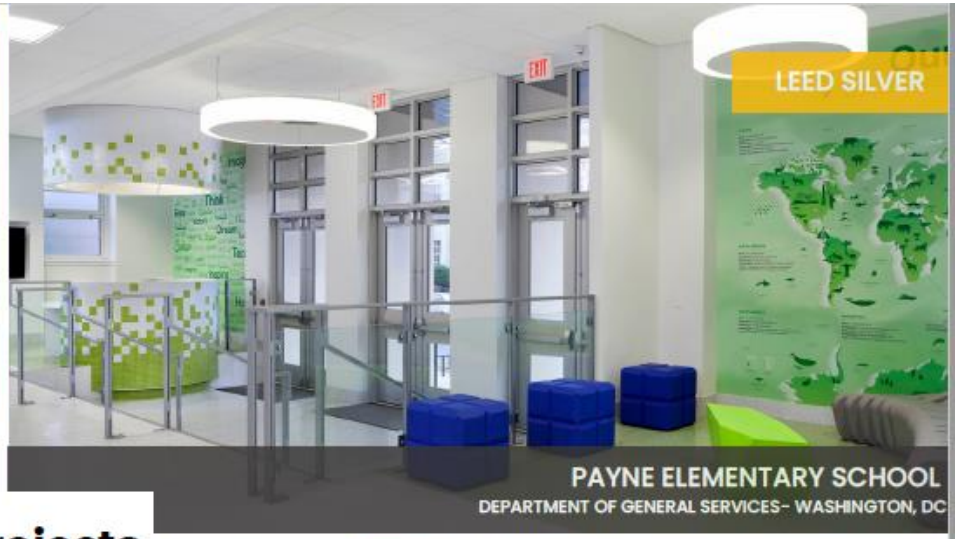
Melissa Hayes
Project Manager
Blue Skye Construction
Coakley & Williams
Construction

Pat McCrary
Senior Precon Manager
Blue Skye Construction
Coakley & Williams
Construction

Past Projects



Past Projects



Intro + Concept SIT Meeting

Truesdell Elementary School

January 26, 2023

Contents

1 VMDO DC - Introduction

Design Team

Rob Winstead, AIA
PIC/Educational Planner

Kelly Callahan, AIA
Design Principal

Brian Gruetzmacher, AIA
Project Manager

Teresa Hamm-Modley, AIA
Project Architect

BUCKINGHAM COUNTY PRIMARY SCHOOL_DILLWYN, VIRGINIA

Our design process is informed by the following beliefs:

- Schools **hold precious cargo**
- They are **defacto centers of communities**
- They **serve their primary function** during the day where **when there is free and abundant daylight and solar energy**
- They are places where **world views are shaped**
- They are **expressions of our greatest hopes and aspirations** for future generations

We believe investing in learning environments yields exponential benefits for children and communities.

VMDO DC

A Commitment to Learning Environments

Since 1976, we've dedicated our practice to designing student-centered places to learn that are also great places to be.

We've executed over 350 K12 projects – 65% of them for repeat clients.

We've twice won the Livable Buildings Award, reflecting the highest level of client satisfaction.

Designing for Health + Wellness

Health and wellness are values we share with our clients.

The places where children, adolescents, and young adults live, learn, and play have direct impacts on health and learning outcomes.

We work across disciplines to create research-based places that promote active, engaged, and joyful learning.

Net Zero Leadership

VMDO is a recognized leader in Net Zero Energy school design.

We designed the first LEED Zero Energy school and over 500,000 square feet of Net Zero Energy educational and community space.

We helped write the book!
Achieving Zero Energy: Advanced Energy Design Guide for K12 School Buildings


DISCOVERY ELEMENTARY SCHOOL_ARLINGTON, VIRGINIA

Building as a Teaching Tool

Our approach to school design articulates the building itself as a valuable educational tool.

Through graphics that celebrate community and the unique assets of a place, students learn to become caretakers of each other, their school, and the natural world.

Design strategies like a focal stair, playful overlooks, and colorful wayfinding encourage physical activity and promote community.

ENCOURAGING ENVIRONMENTAL STEWARDSHIP

CELEBRATING PLACE

PROMOTING HEALTH + WELLNESS

Evidence-Based Design

VMDO's evidence-based approach combines best practices, thought leadership, and robust analysis to help our clients make informed decisions.

Our relentless focus on occupant health and building performance leads to happier and healthier communities and long-term savings.

76

The Happiest School in America.
Bluestone Elementary School:
76% of Building Users Said the Building Makes Them Feel Happy

Health as a Community Priority:
93% of Building Users Feel More Connected to Nature and the Outdoors

93

86

School as a Community Resource:
86% of Building Users Say the School is a Community Asset

Creating a Safe Learning Environment:
72% of Building Users Believe the Building Promotes a Sense of Safety among Occupants

72

Designing for Equity and Inclusion

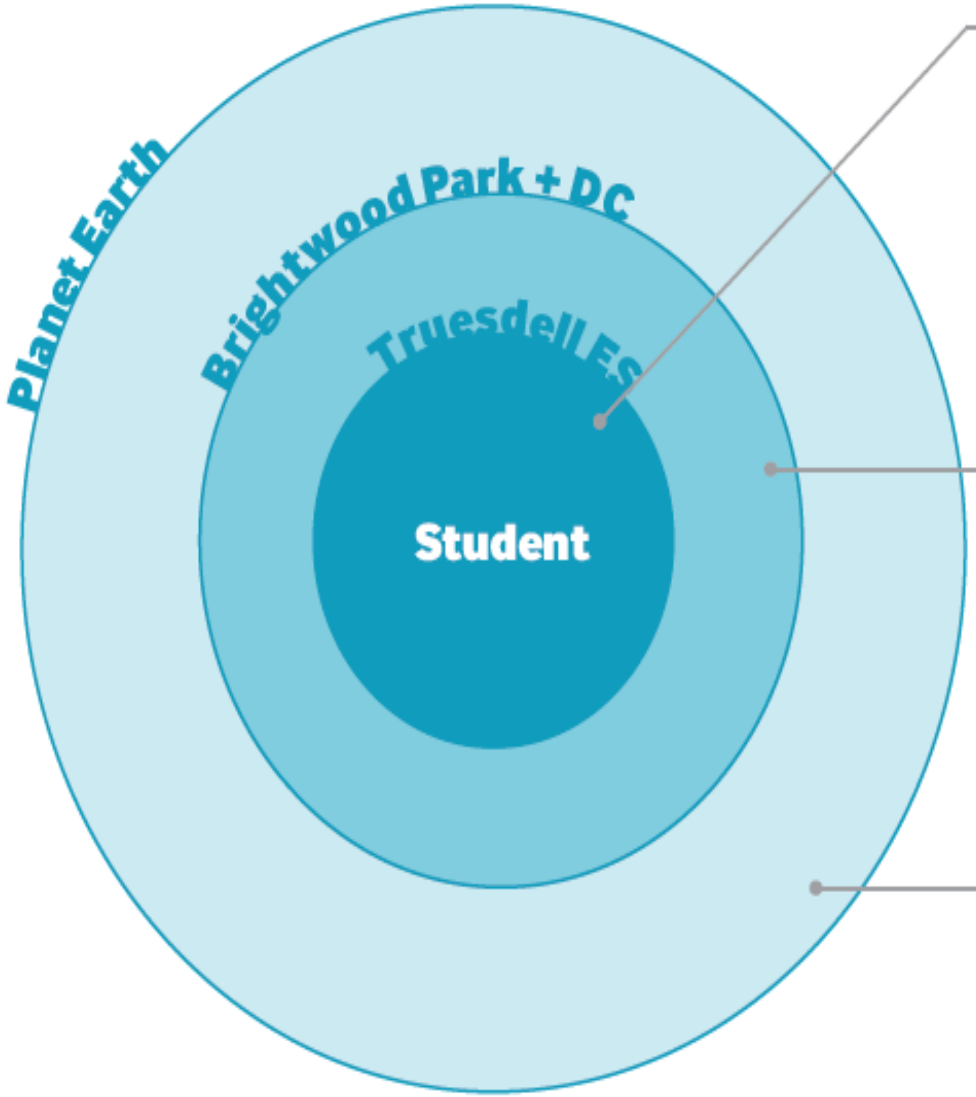
Inclusive design ensures that places and experiences accommodate all people, regardless of age, ability, identity, or background.
It benefits everyone.

We don't have a one size fits all approach. We start by seeking diverse voices, asking good questions, and listening deeply.

Our aim is simple.
Elevate the learning environment and the community that it serves.

2 Project Goals + Objectives

Goals + Objectives | Overview



Learner - centered

- Create safe, healthy, high-performing learning environments
- Design to scale and developmental needs of learners
- Maximize connections to the outdoors
- Leverage the entire building and site for learning

Community - oriented

- Enhance pedestrian safety
- Honor the historic building
- Respect the scale, massing and materials of the context
- Maximize opportunities for access and shared use

Globally - sustainable

- Achieve NZE certification
- Meet or exceed LEED Gold certification
- Meet or exceed WELL Gold certification
- Minimize embodied carbon

Goals + Objectives | Zero Energy

What It Is:

- A Zero Energy Building is an energy efficient building where on a source energy basis the actual annual delivered energy is less than or equal to the on-site renewable exported energy

=

- HEATING
- COOLING
- VENTILATION
- LIGHTING
- HOT WATER
- EQUIPMENT

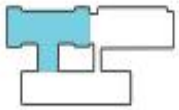
Why It Matters:

- Meets DCPS Requirements
- Lowers Operating Costs
- Lowers GHG Emissions

- Better Comfort
- Better Controls
- Better Air Quality + Filtration
- Better Daylighting/Less Glare
- Quieter Teaching Environment
- Quieter Operation
- Healthier Food

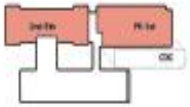
Goals + Objectives | Design Strategies

Above: Stead Park Recreation Center



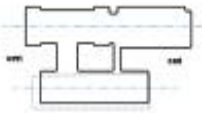
Honor the Historic Building

Above: Cardinal Elementary School



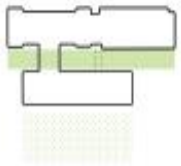
Distinctive Learning Communities

Above: Bluestone Elementary School



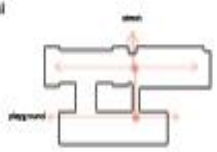
Massing + Daylight

Above: Manassas Park Elementary School



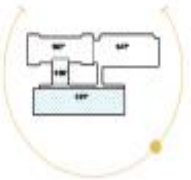
Green space at the Center

Above: Discovery Elementary School



Enhance Connectivity

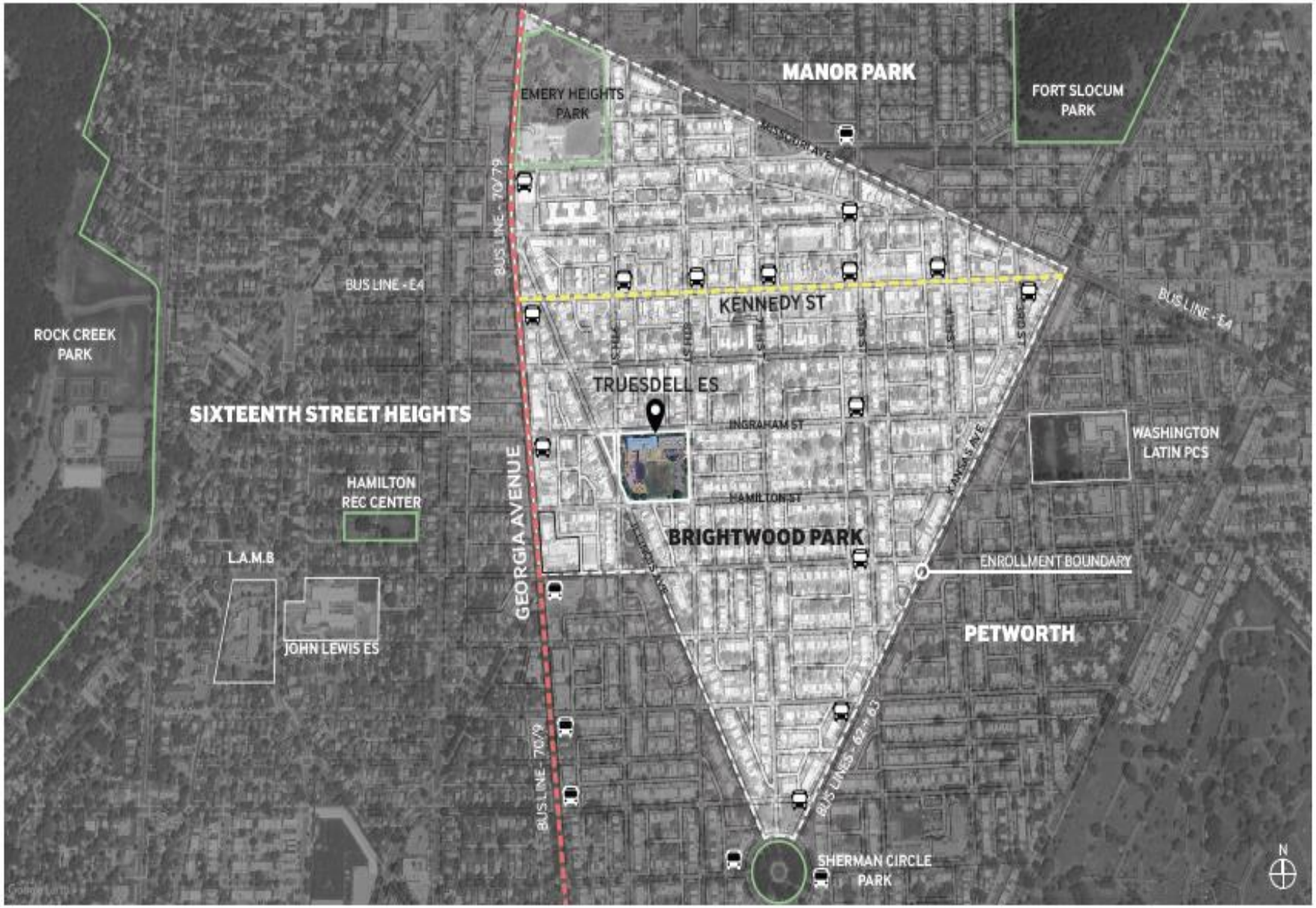
Above: Alice West Fleet Elementary School



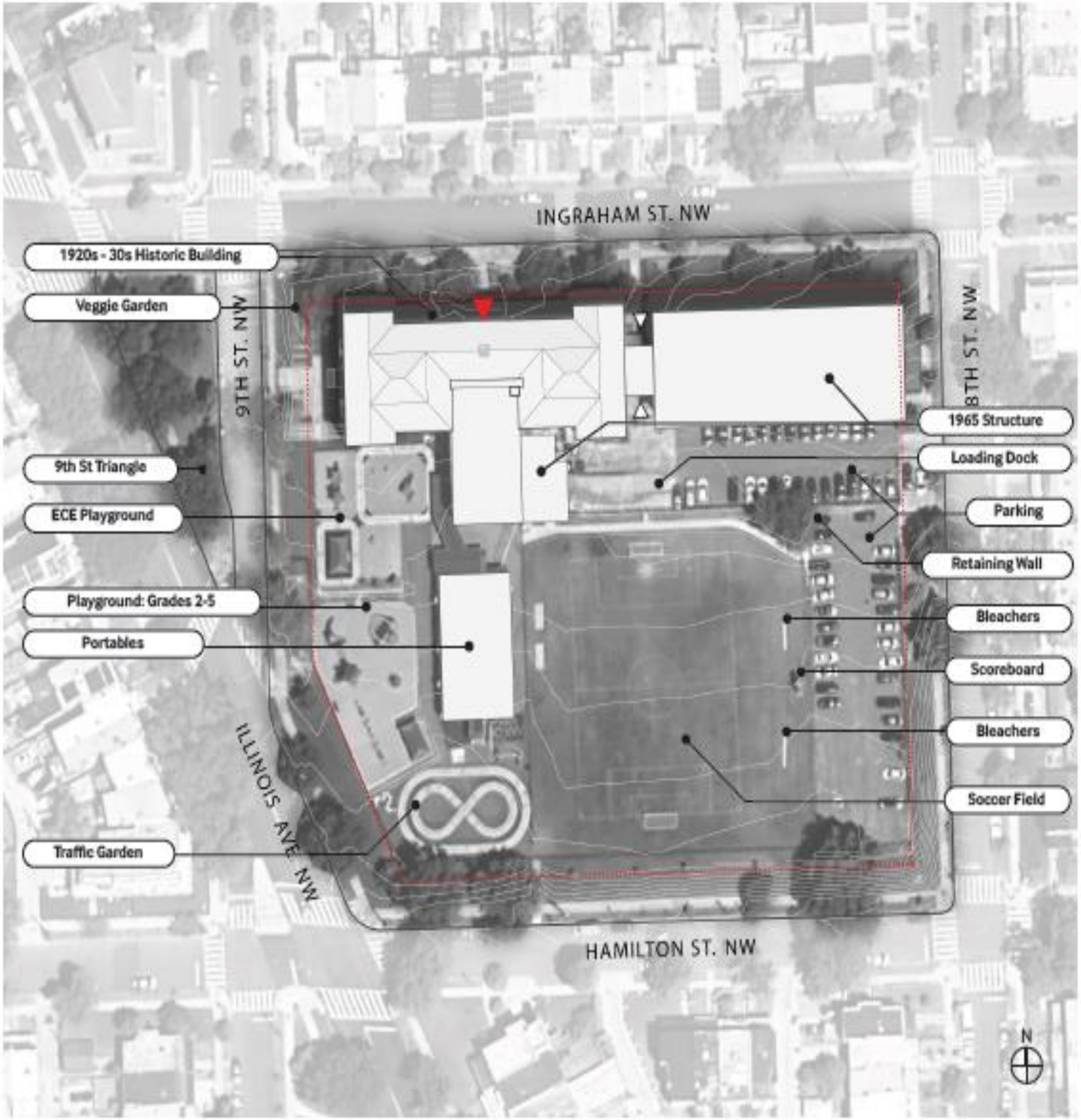
Maximize Solar Access

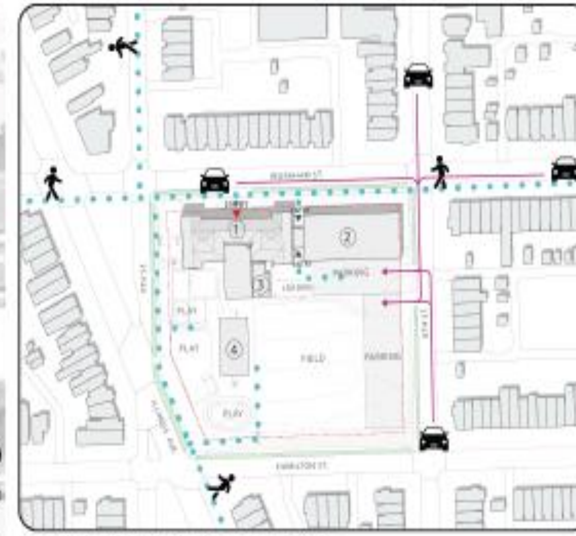
3 Project Background

Project Background | Neighborhood Context



Project Background | Existing Conditions + Features





Site Circulation: Pedestrians and Vehicles

Environmental: Sun Path, Prevailing Winds, and Stormwater Flow

Project Background | Existing Conditions + Features

1

2

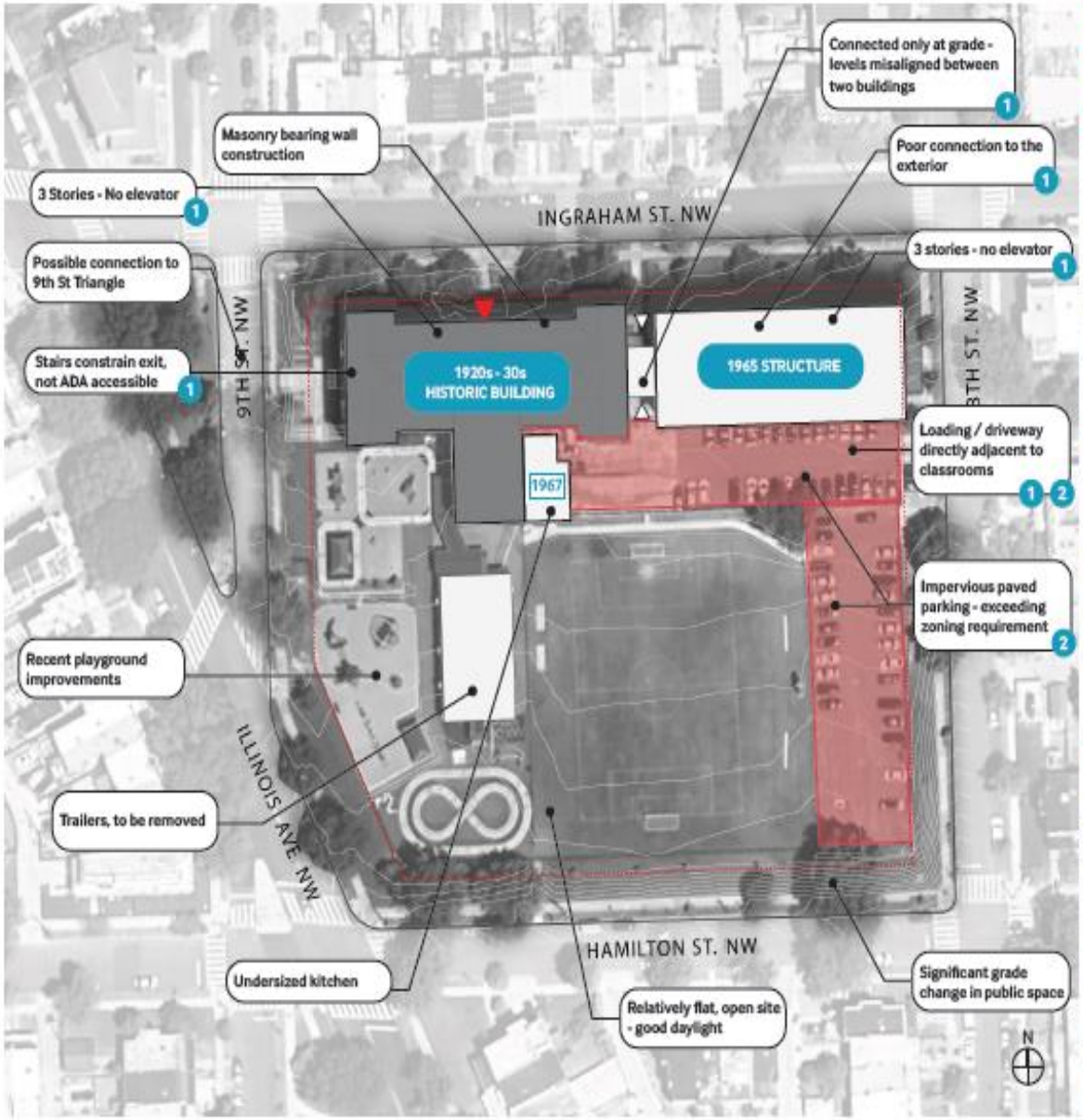
3

4

5

6

Project Background | Site + Building Observations



Resulting goals for the project:

1. Improve physical connections and accessibility.
2. Separate vehicle and pedestrian paths.
3. Create safe spaces for children.

Project Background | Site Visit Findings

What Makes Truesdell Unique?

1. The school community's flagship is soccer.
2. Truesdell is a project-based learning school.
3. Many languages are spoken at Truesdell. 312 Emerging Bilingual (of 444 total) students!
4. 10% of Truesdell's students have special needs (with IEPs)
5. Mary's Center (currently located in TES) provides mental health support to the community
6. Gardens, water, biophilic design features, and abundant windows are valued.
7. Community involvement is critical. The community designed the 2020 playground!
8. They may underestimate the complexity of the building process.

What are the School's goals?

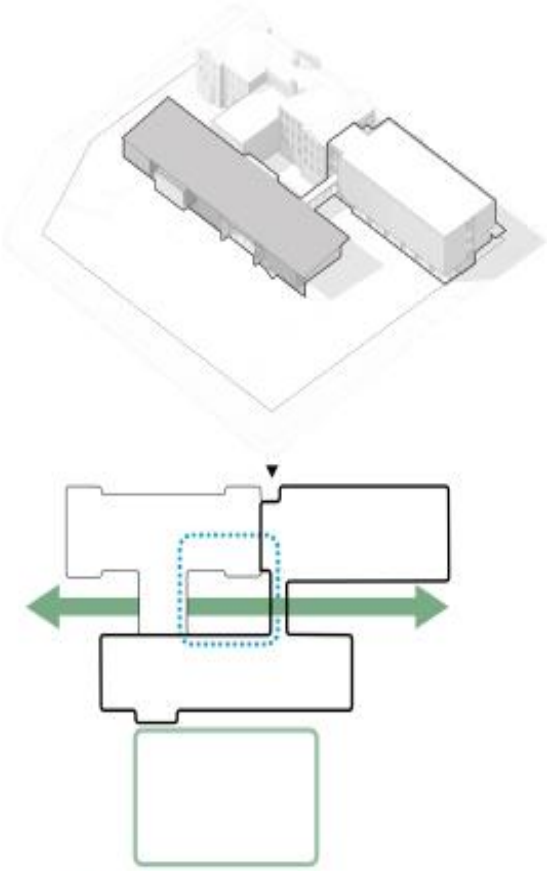
1. Provide a regulation soccer field for community use.
2. Provide extended-learning and Discovery spaces to support PBL.
3. Provide staff offices to support Truesdell's EB students and families.
4. Provide behavioral and deceleration spaces to support all students.
5. Provide space to support Mary's Center mental health services.
6. Provide abundant daylight, connections to nature, outdoor learning and play, and biophilic design features.
7. Include community in the design process and provide regular project updates

As a Community, what are your goals?

4 Three Concepts

Three Concepts | Overview

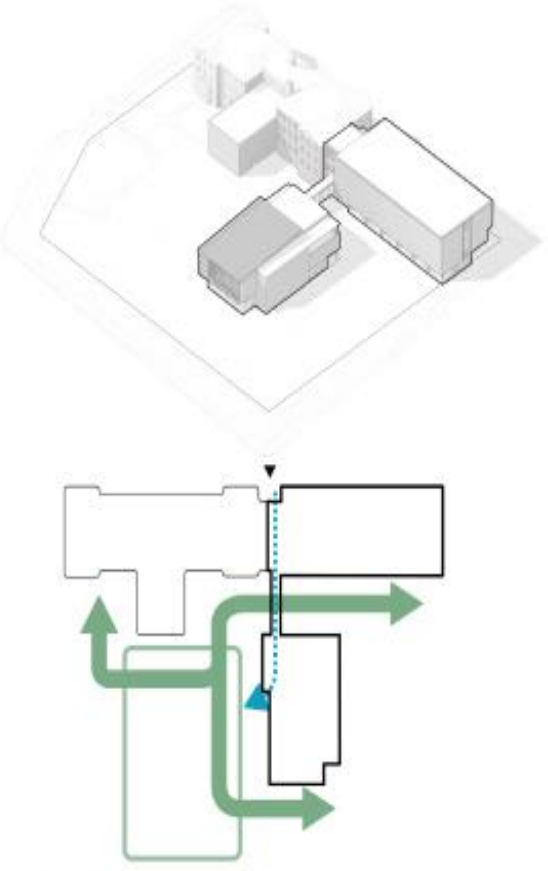
① Park Pavilion



① Park Pavilion

total GSF: 105,606
(61% New, 39% Renovation)

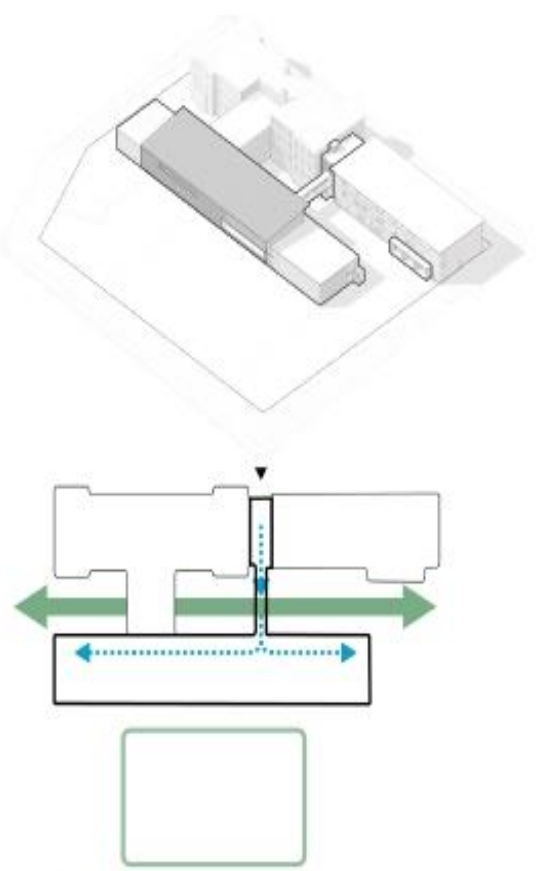
② Community Campus



② Community Campus

total GSF: 104,918
(60% New, 40% Renovation)

③ Maximize Re-Use

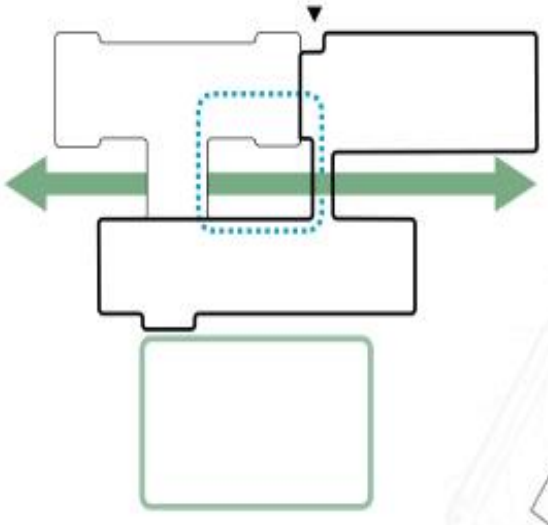


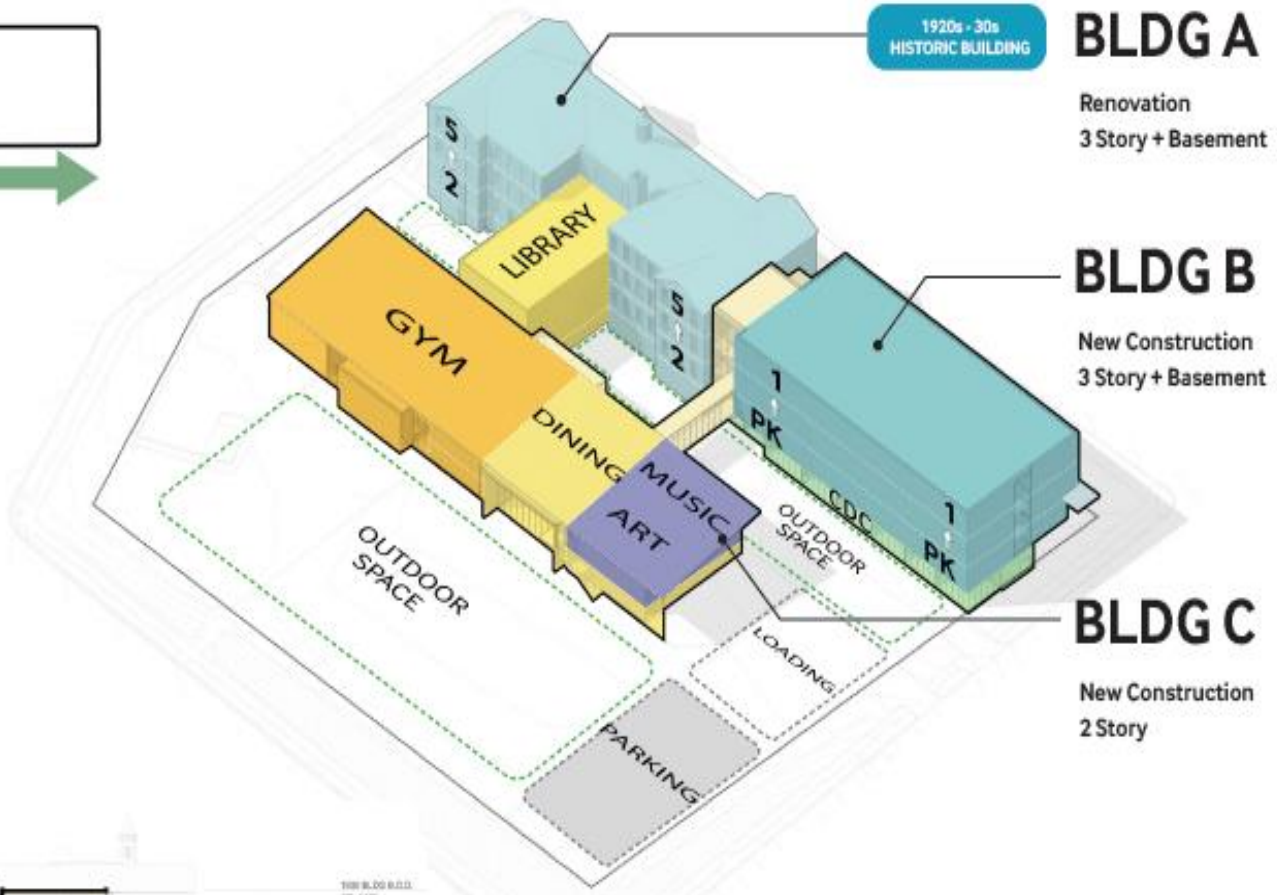
③ Maximize Re-Use

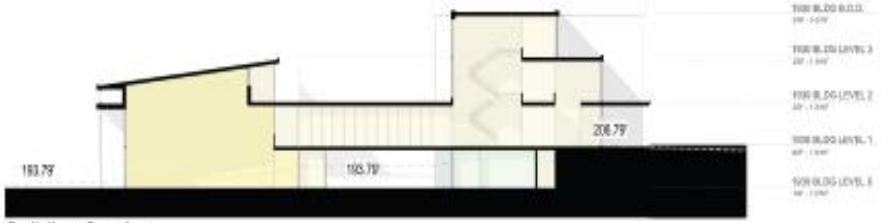
total GSF: 106,503
(34% New, 66% Renovation)

1 Park Pavilion | Overview

A courtyard concept that maximizes internal connections and preserves site area for learning and play

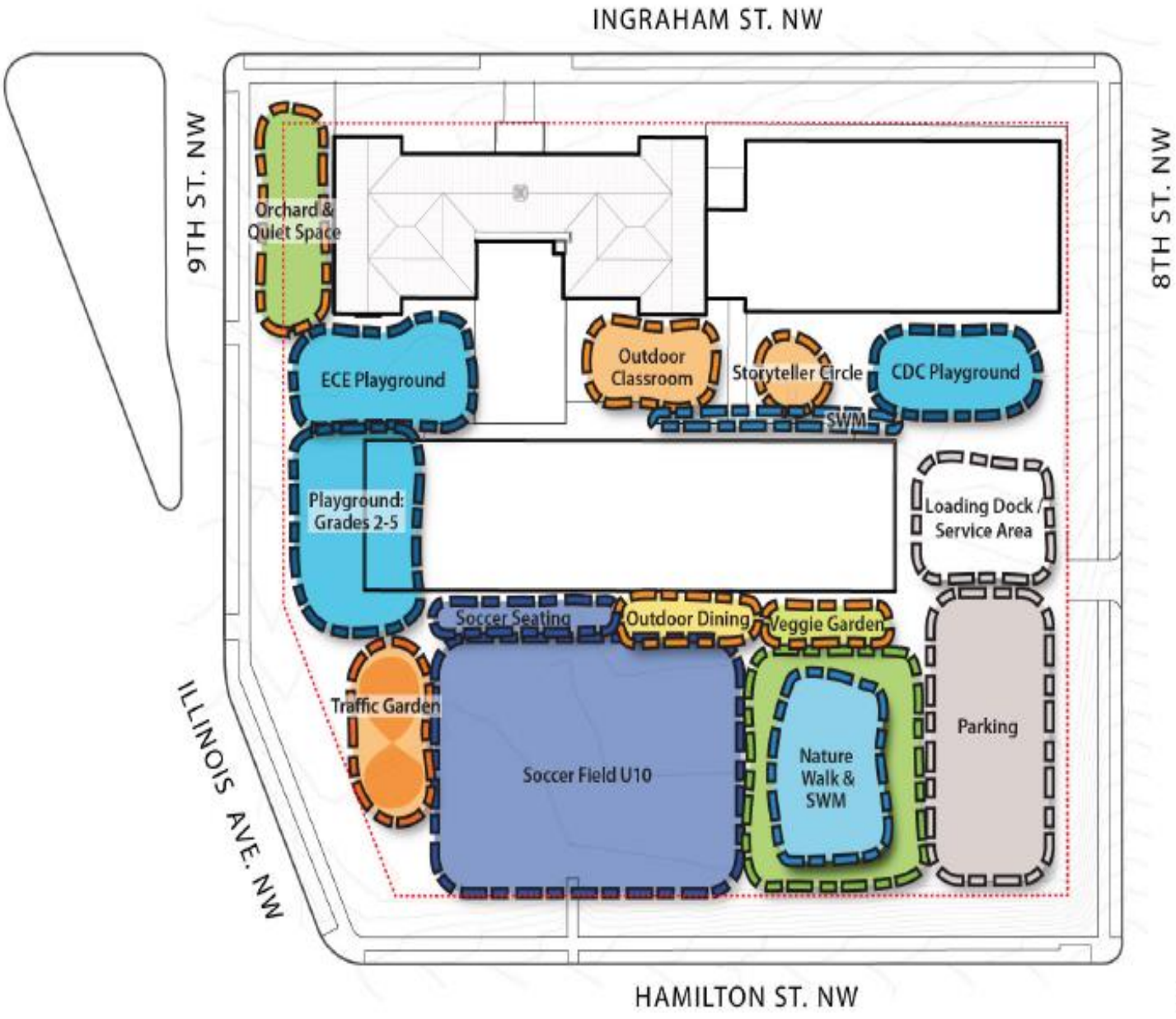






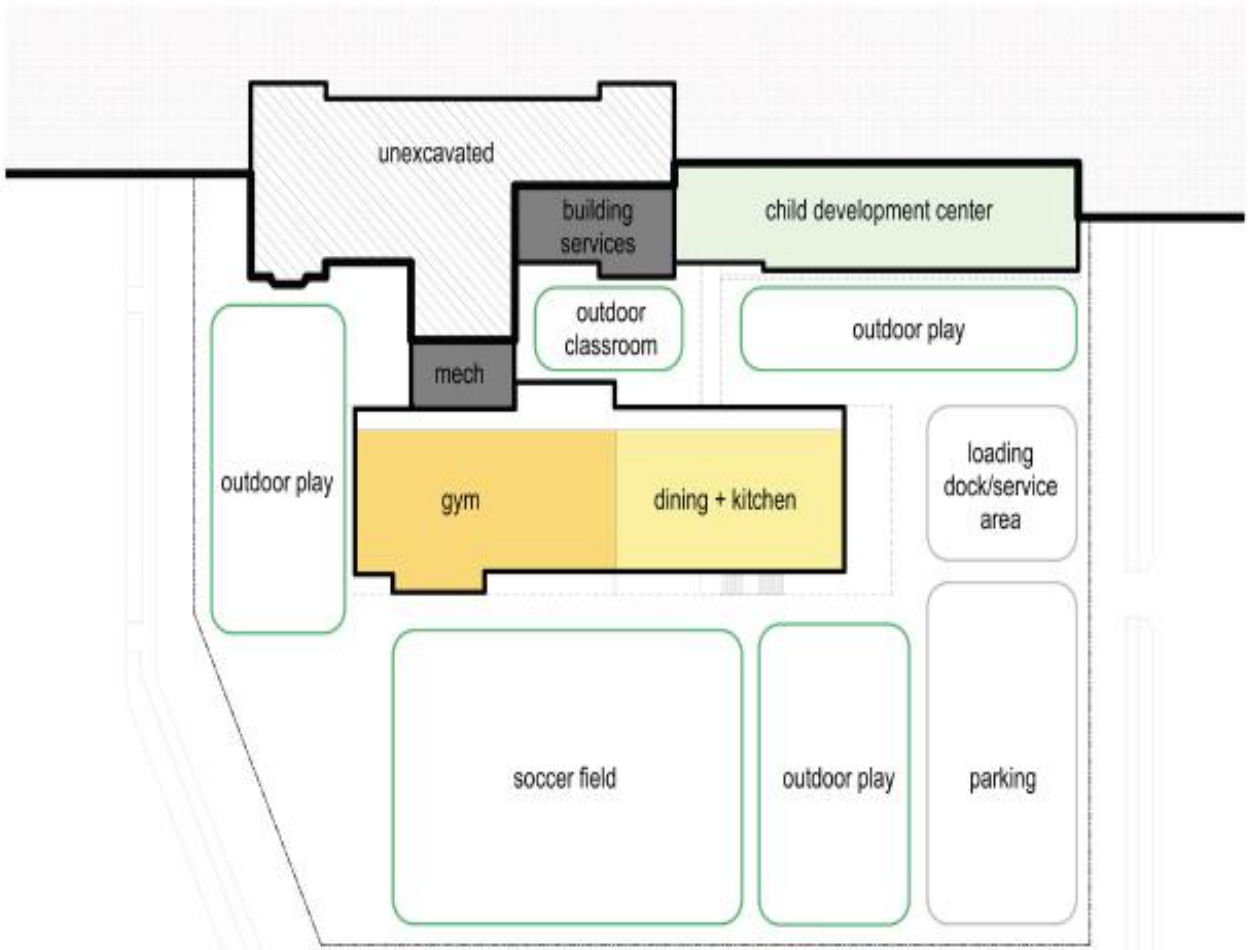
Building Section

1 Park Pavilion | Site Approach

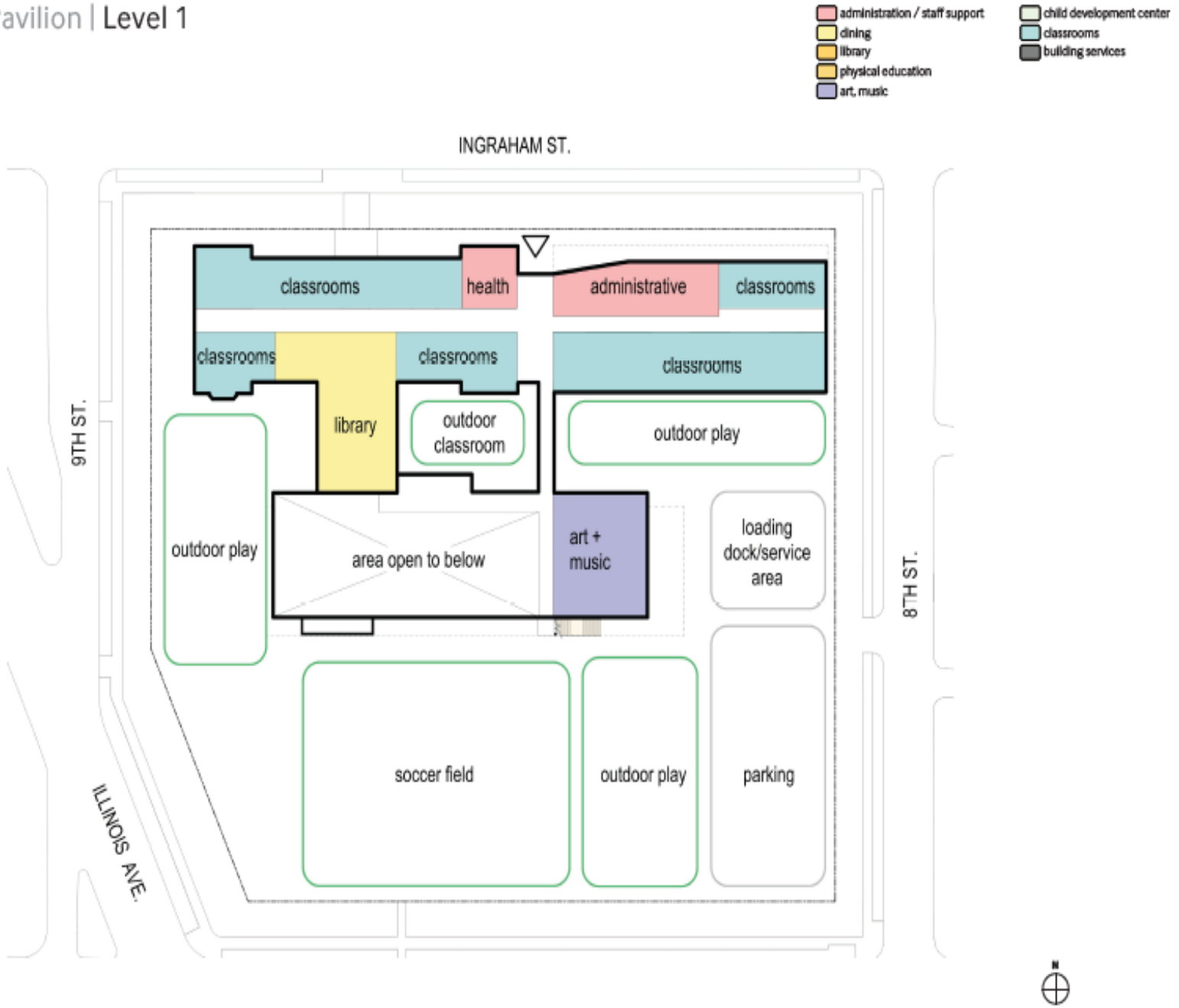


1 Park Pavilion | Level 0

- administration / staff support
- dining
- library
- physical education
- art, music
- child development center
- classrooms
- building services

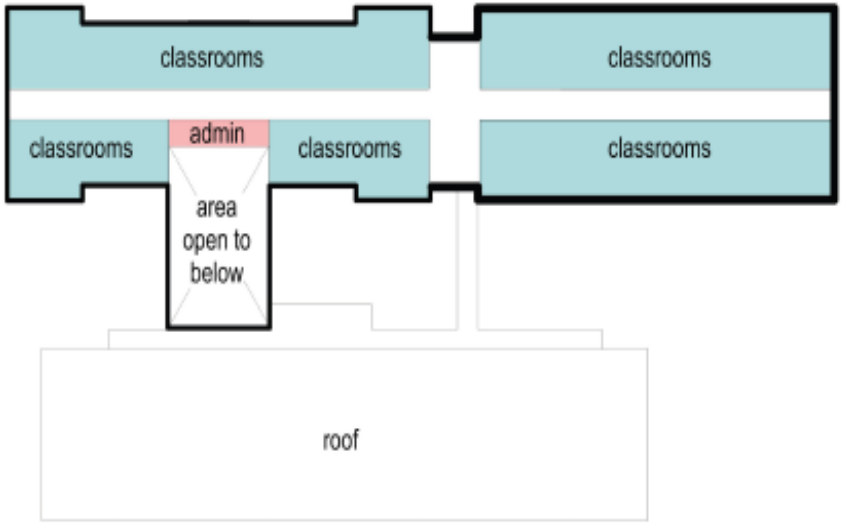


1 Park Pavilion | Level 1



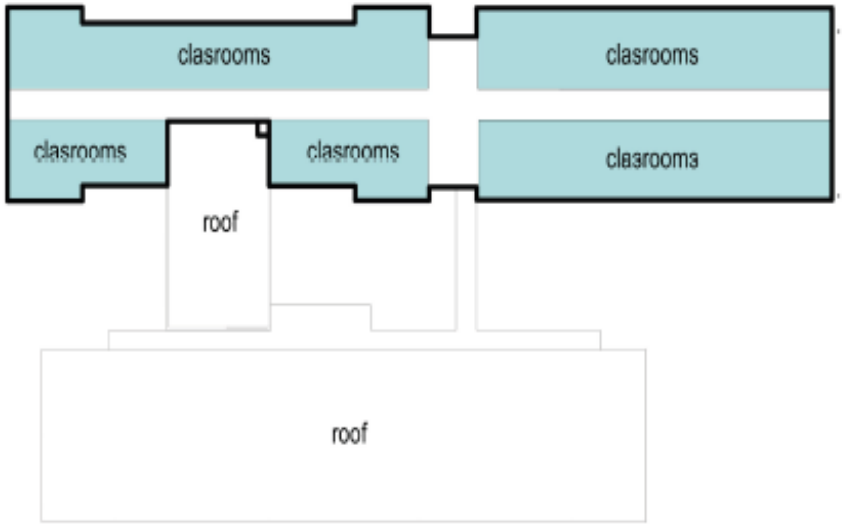
1 Park Pavilion | Level 2

- administration / staff support
- dining
- library
- physical education
- art, music
- child development center
- classrooms
- building services



1 Park Pavilion | Level 3

- administration / staff support
- dining
- library
- physical education
- art, music
- child development center
- classrooms
- building services



1 Park Pavilion | Conclusion

total GSF: 105,606
(61% New, 39% Renovation)

Benefits

General

- Creates a circulation loop that maximizes connectivity between the historic building and new additions.
- Intuitive building organization
- Variety of outdoor spaces with rational adjacencies to interior program
- Good solar orientation - buildings step down to south to allow daylight into courtyard spaces
- Appropriately scaled building additions
- Floor levels consistent from renovation to addition.

Building B

- Academic core located in a bar along Ingraham St. NW will make classrooms feel connected and clearly organized
- Classrooms are well proportioned and oriented for quality daylight and views.
- Maximizes the new addition's height while allowing the historic structure to remain most prominent.

Building C

- Circulation from specials (Gym, Dining) to primary outdoor spaces is very direct
- Zoning for community use is very clear
- Community Pavilion surrounded by landscape and daylight will be distinctive and wonderful

Challenges

- If all of the 2020 playground is retained there may be compromises with indoor-outdoor relationships and building footprint locations.

Level 3

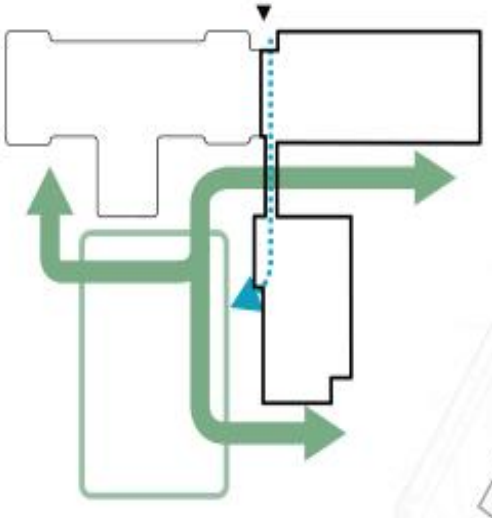
Level 2

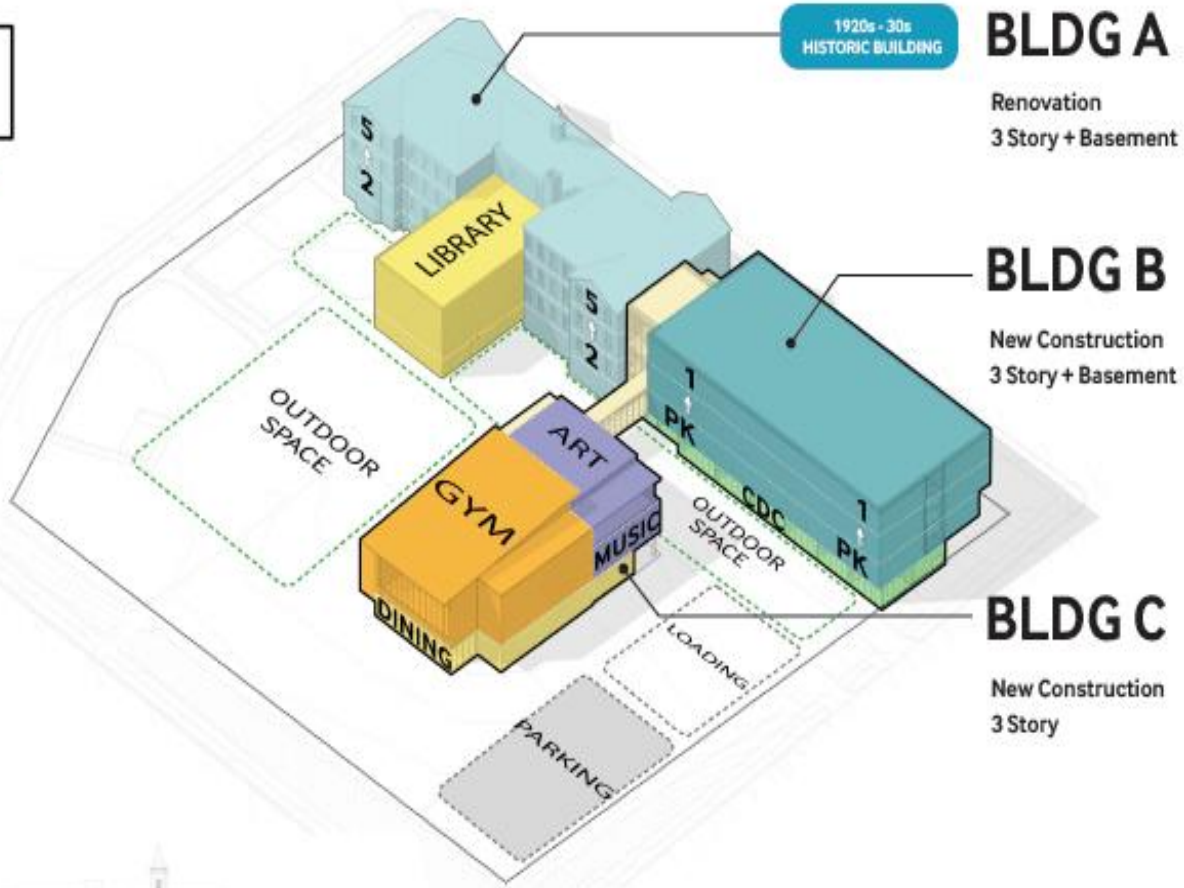
Level 1

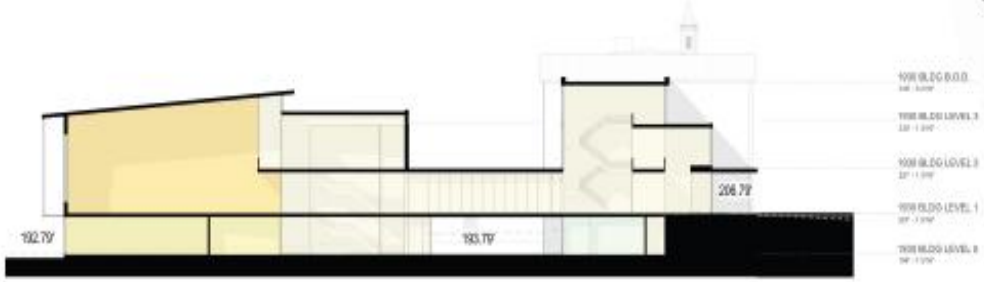
Level 0

2 Community Campus | Overview

A compact concept that maximizes landscape and campus connections



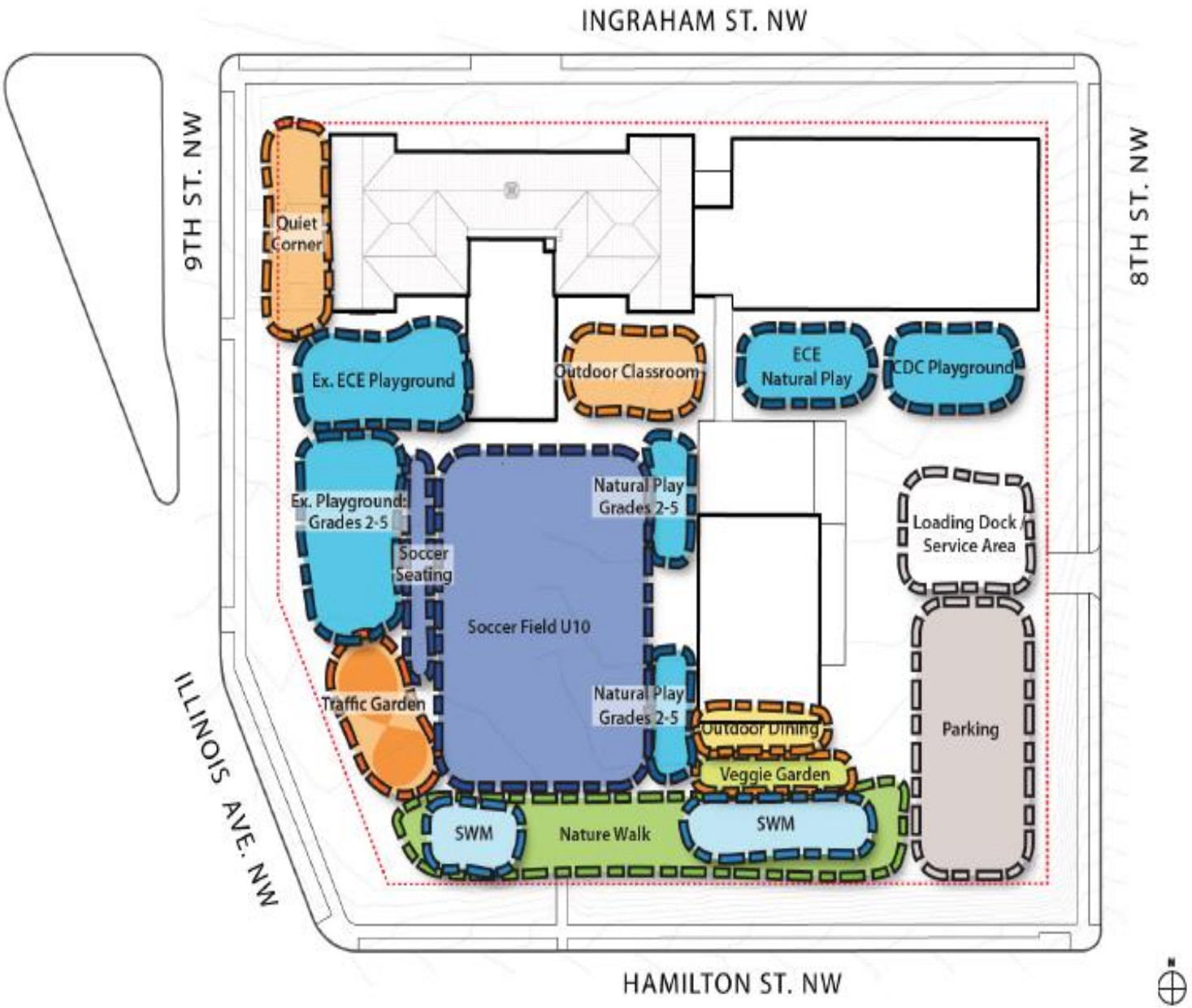




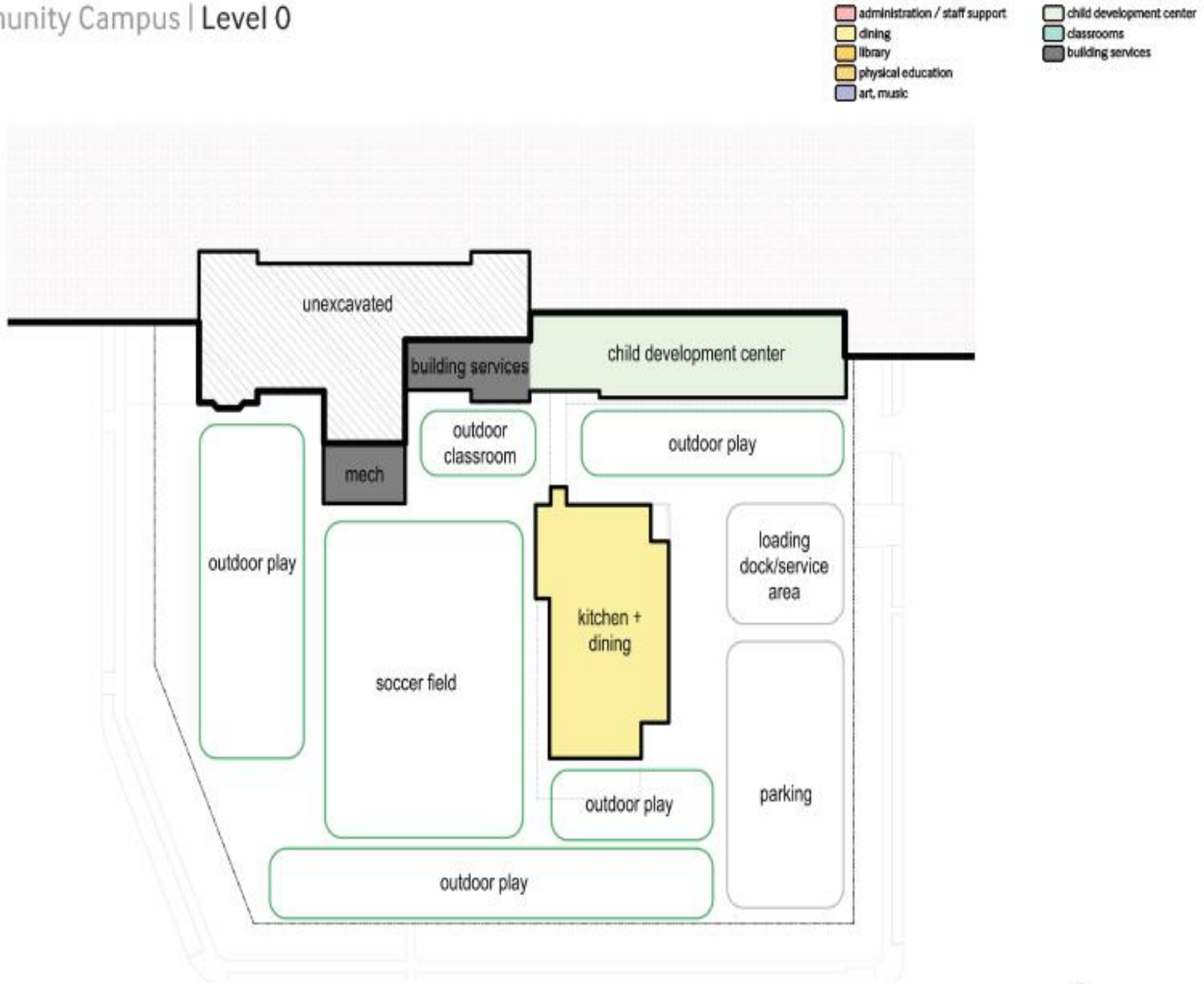
Building Section

- dining
- library
- physical education
- art, music, ot/pt, gardening
- child development center
- classrooms PK-1
- classrooms 2-5

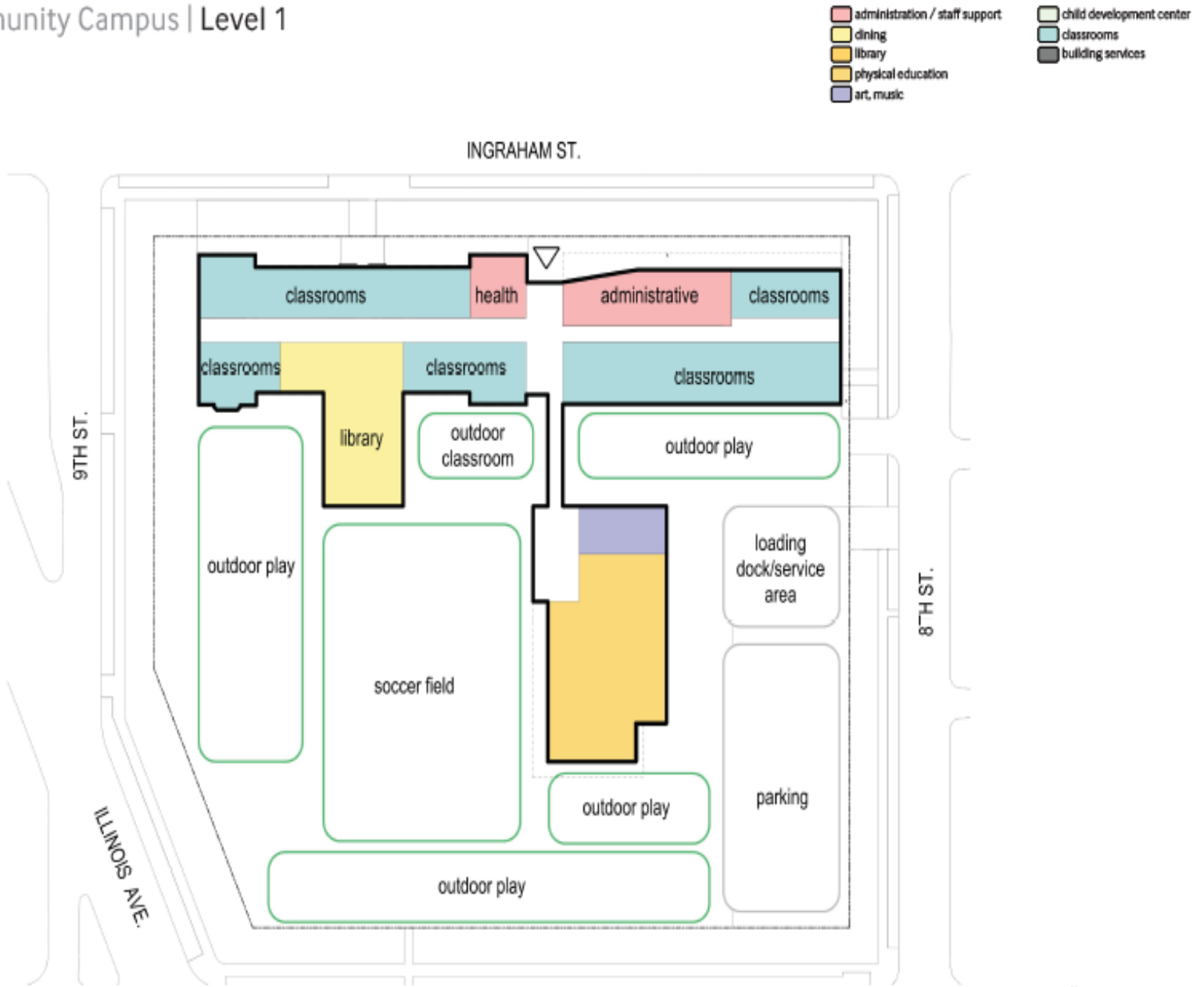
2 Community Campus | Site Approach



2 Community Campus | Level 0

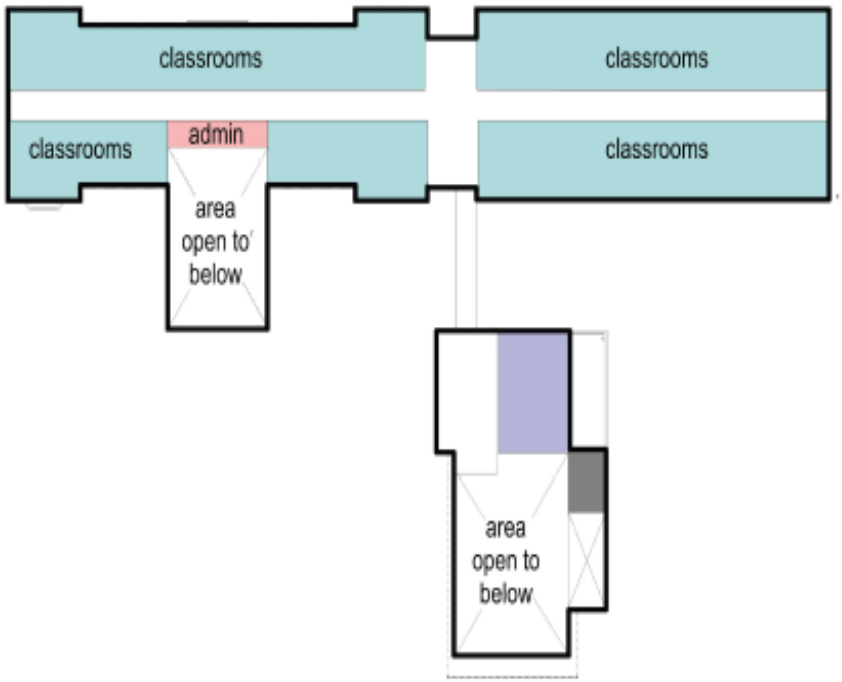


2 Community Campus | Level 1



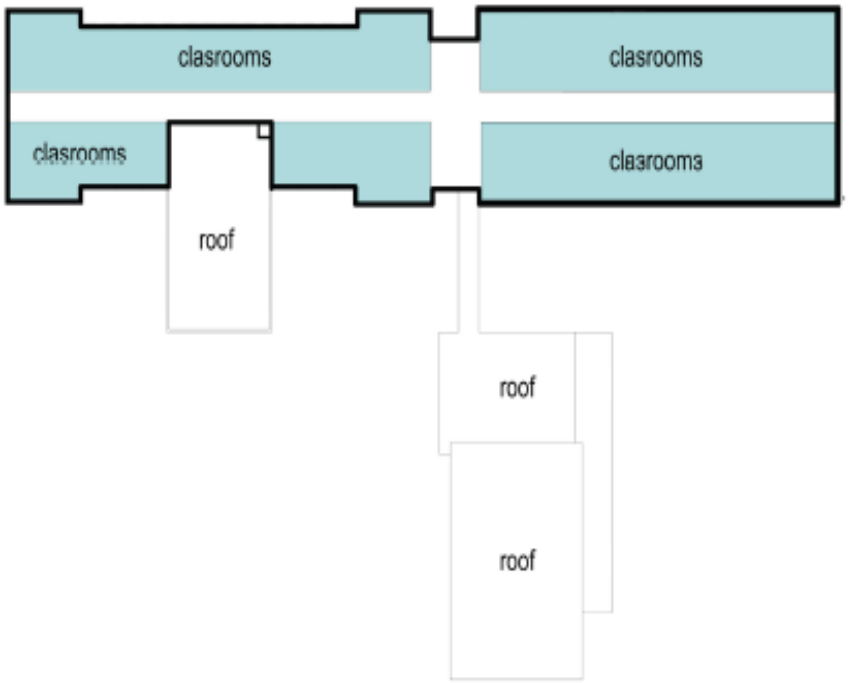
2 Community Campus | Level 2

- administration / staff support
- dining
- library
- physical education
- art, music
- child development center
- classrooms
- building services



2 Community Campus | Level 3

- administration / staff support
- dining
- library
- physical education
- art, music
- child development center
- classrooms
- building services



2 Community Campus | Conclusion

total GSF: 104,918
(60% New, 40% Renovation)

Benefits

General

- Maximizes connectivity in the landscape/campus
- Intuitive building organization
- Appropriately scaled building additions
- Floor levels consistent from renovation to addition.
- 2020 Playground can be retained without compromising building footprints

Building B

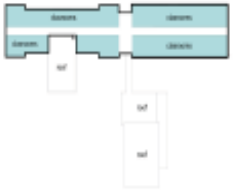
- Academic core located in a bar along Ingraham will make classrooms feel connected and clearly organization
- Classrooms are well proportioned and will get good daylight.
- Maximizes the new addition's height while allowing the historic structure to remain most prominent.

Building C

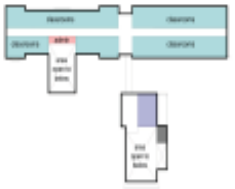
- Zoning for community use is very clear
- Building screens parking and loading from the rest of the site.
- Close adjacency between shared programs and outdoor learning and play
- Limits impacts on existing building operations during construction

Challenges

- Length of travel from west side of Bldg A (2nd-5th Grade) to Dining is far.
- Predominant east and west exposure of Bldg C is not ideal
- Less roof area than other concepts suggests PV canopy may be required over parking or play areas to achieve NZE goals.
- Bldg C will require independent mechanical systems due to limited connections to main building.



Level 3



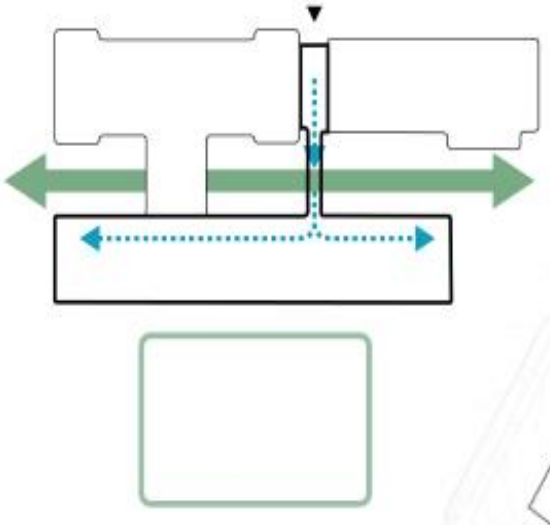
Level 2

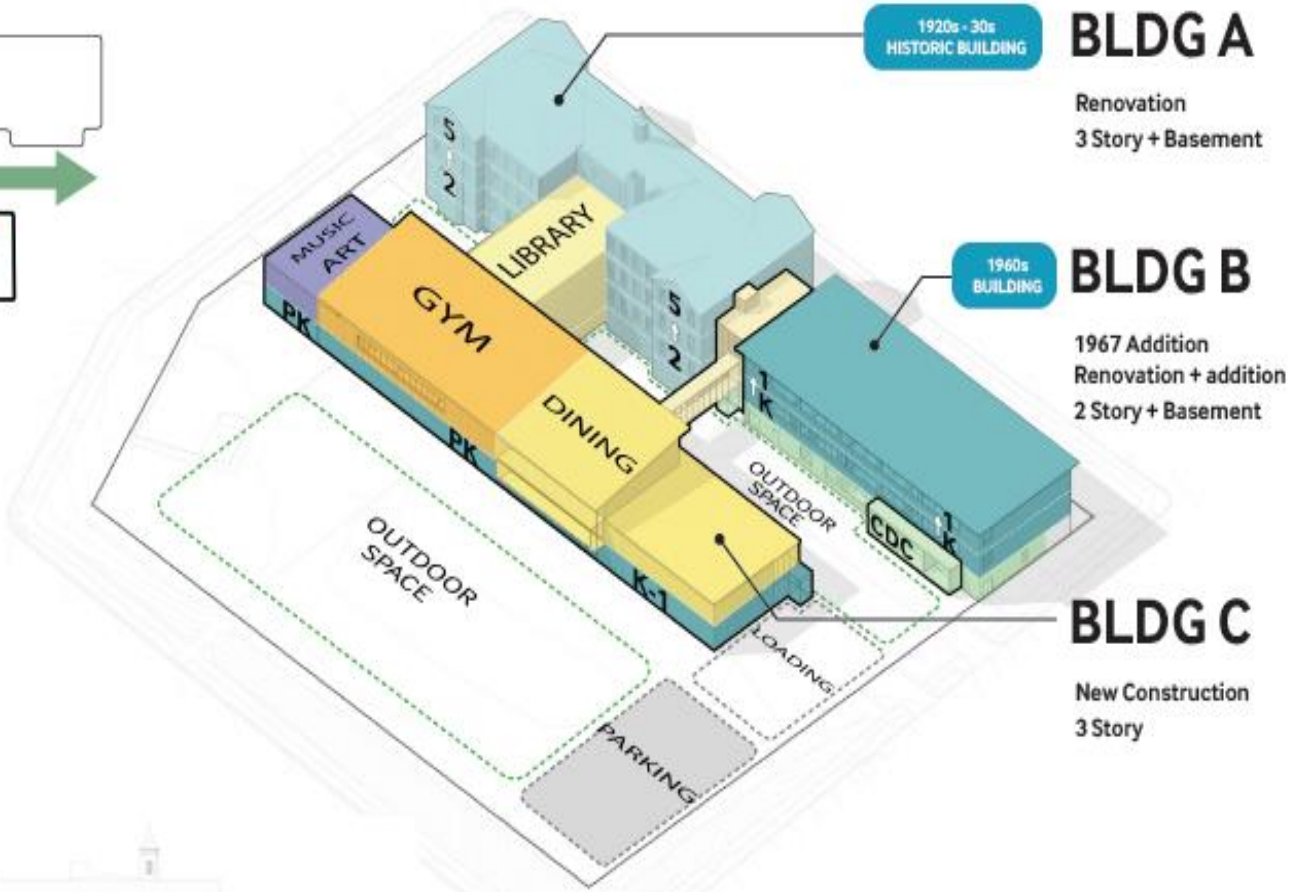
Level 1

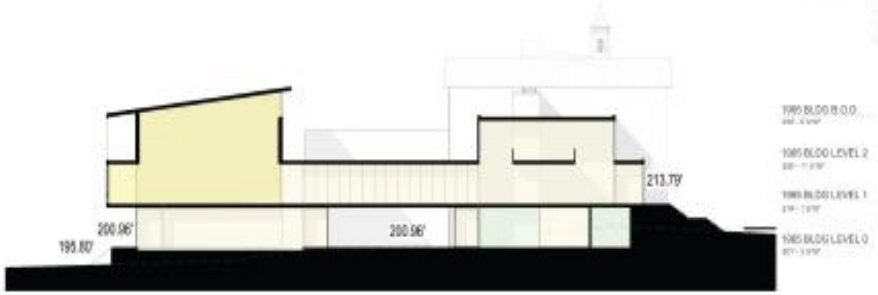
Level 0

3 Maximize Re-Use | Overview

A low embodied-carbon courtyard concept that retains existing structures



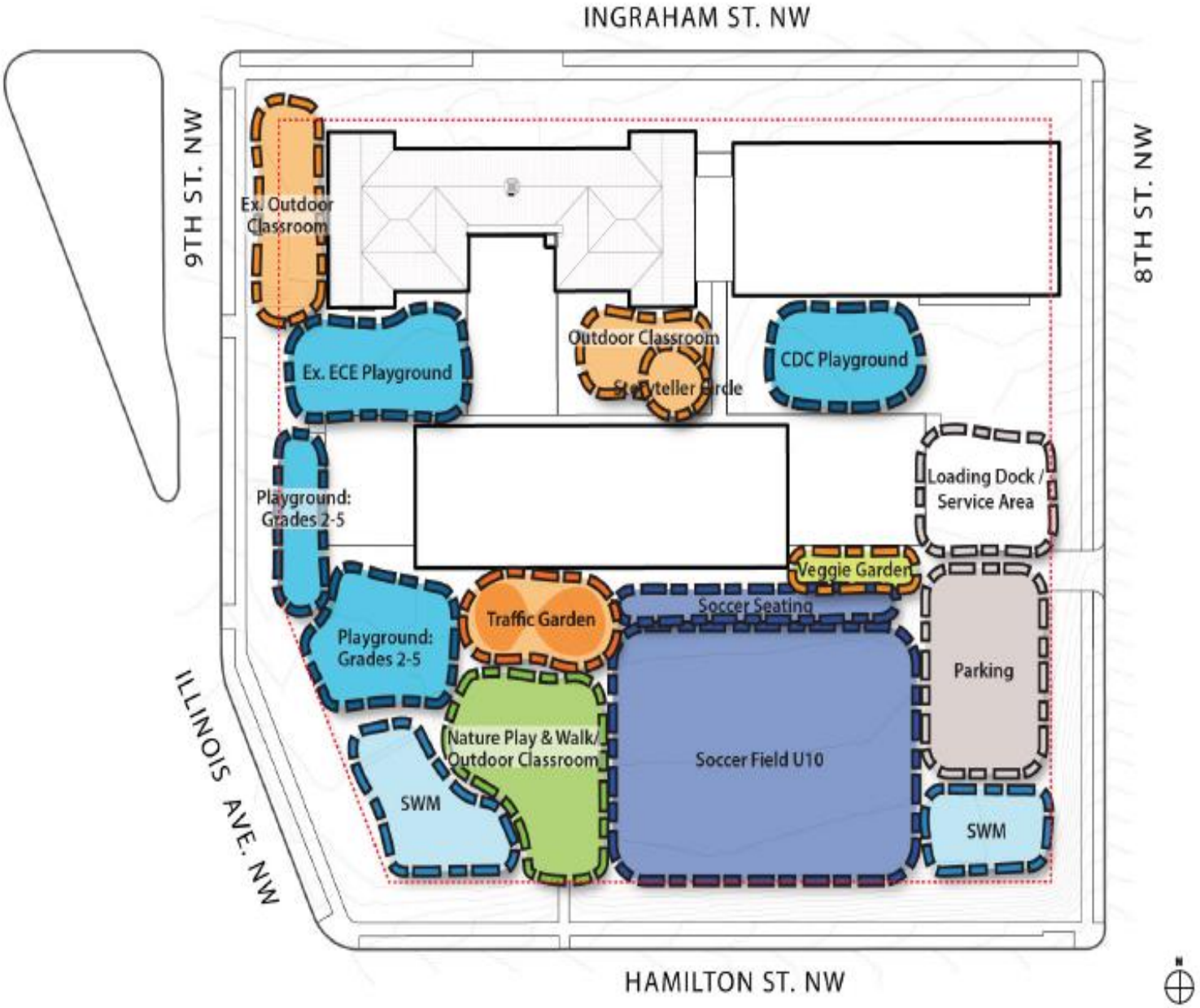




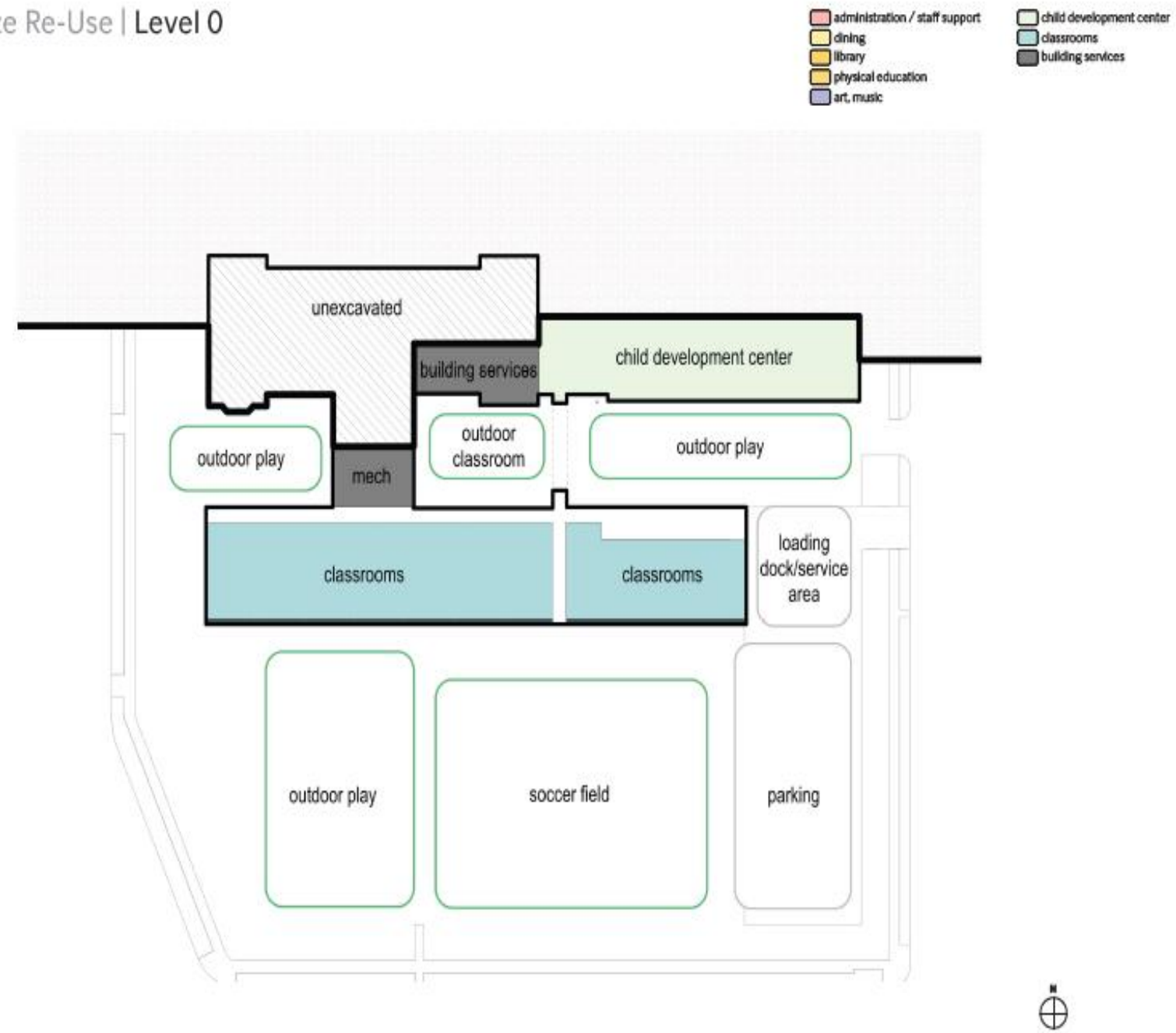
Building Section

- dining
- library
- physical education
- art, music, ot/pt, gardening
- child development center
- classrooms PK-1
- classrooms 2-5

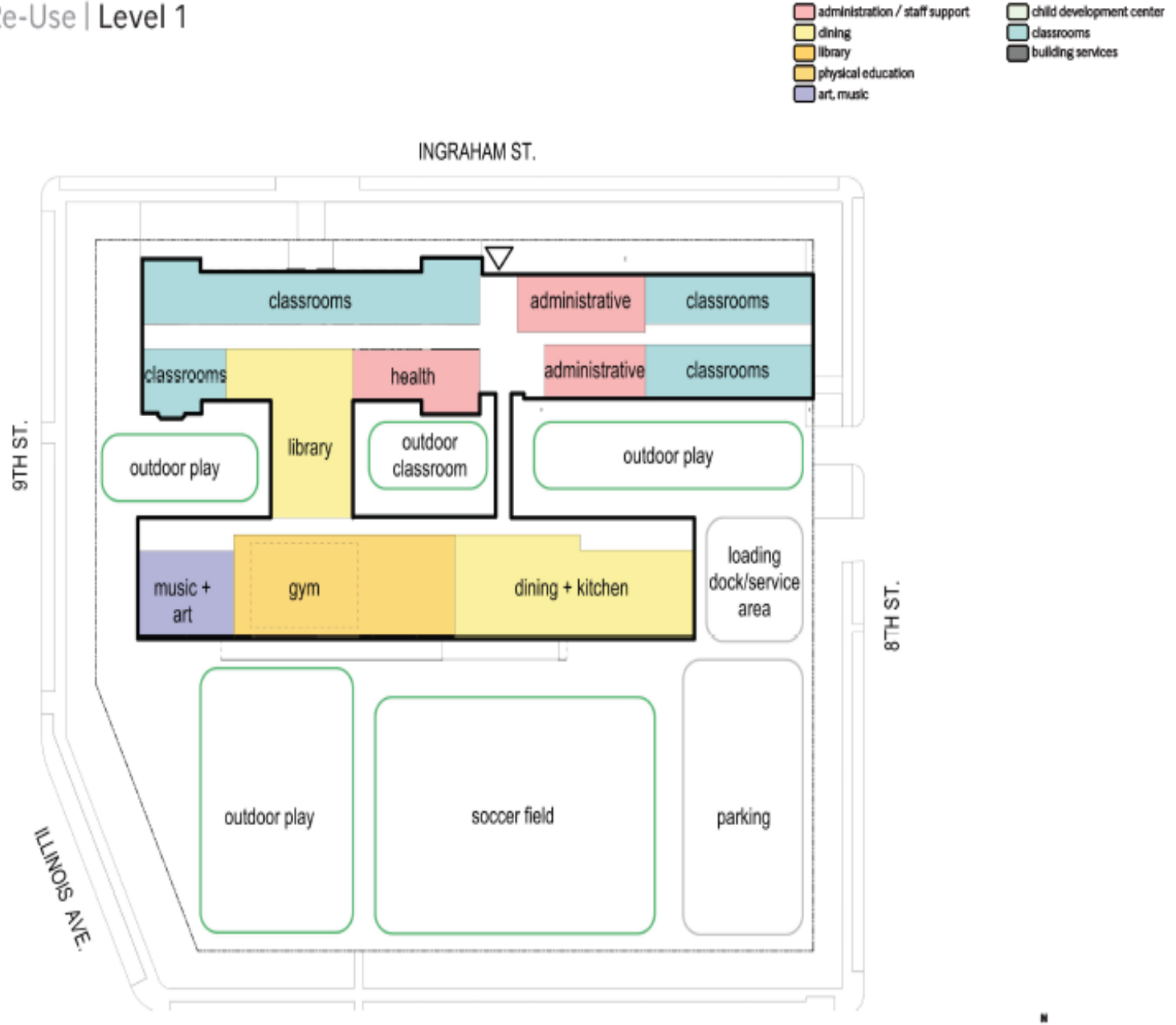
3 Maximize Re-Use | Site Approach



3 Maximize Re-Use | Level 0

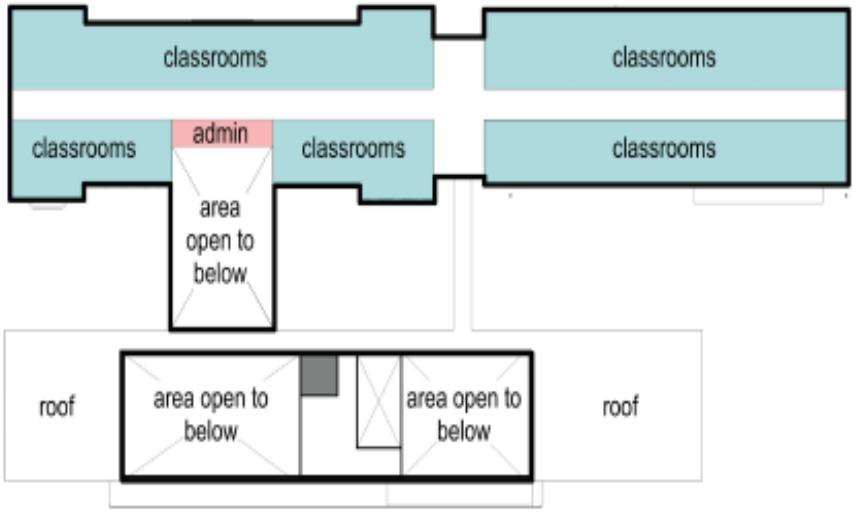


3 Maximize Re-Use | Level 1



3 Maximize Re-Use | Level 2

- administration / staff support
- dining
- library
- physical education
- art, music
- child development center
- classrooms
- building services



3 Maximize Re-Use | Level 3

- administration / staff support
- dining
- library
- physical education
- art, music
- child development center
- classrooms
- building services

3 Maximize Re-Use | Conclusion

3 Maximize Re-Use

total GSF: 106,503
(34% New, 66% Renovation)

Benefits

- Minimizes building demolition and reduces embodied carbon
- Historic building will continue to be the primary element along Ingraham St.

Challenges

General

- Circulation, surveillance, and connecting learning communities is a challenge due to floor level changes between buildings
- 3 Elevators may be required
- Cooling tower likely required to offset increased HVAC loads associated with existing buildings

Existing

- Main entry is elevated half story above grade to align with 1965 floor levels, requiring significant steps and ramps at entry. Many steps and long ramp at entry
- Connection at back of existing cafetorium is indirect / complex due to level changes
- Building envelope improvements and solar mitigation will be required for the 1965 building in order to meet the NZE goals
- Tight floor to floor in '65 building. 8'-6" ceilings will be difficult to achieve especially with WELL ventilation requirements

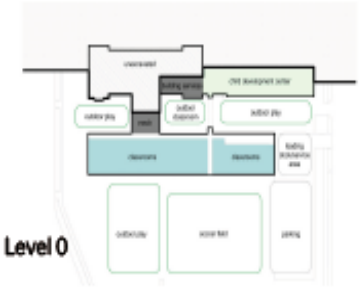
Building C

- Footprint is very large and occupies much of the site.
- South addition is elevated from ground plane. Gym, Dining, and Kitchen are 1 1/2 stories above grade. Indirect relationship to outdoor space. Height will limit daylight into courtyard spaces
- Classrooms below Gym and Dining will require expensive noise mitigation
- Elevated kitchen requires freight elevators to loading and receiving area
- Long, three-story addition shades courtyards and limits access to the southern part of the site

Level 3

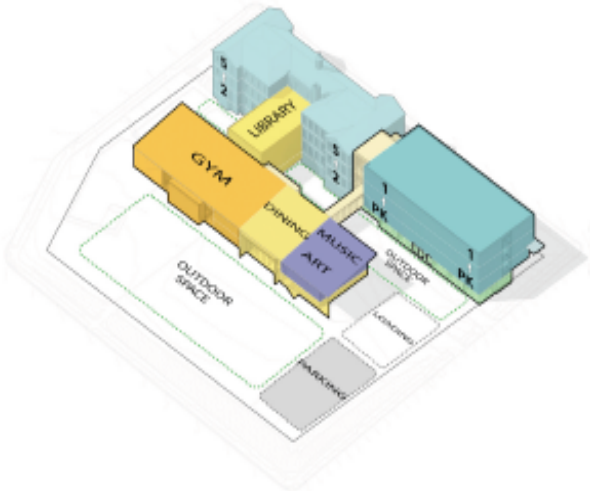
Level 2

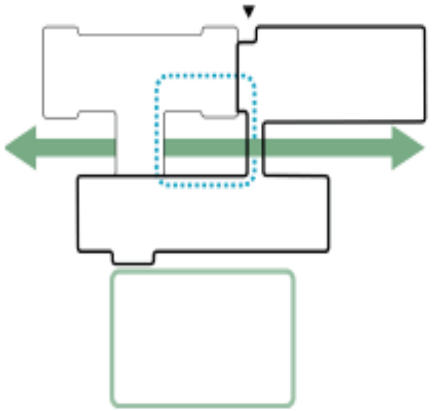
Level 1



Level 0

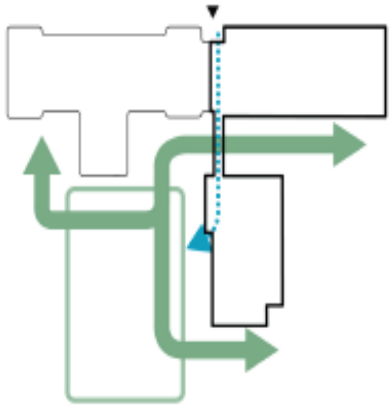
Three Concepts | Comparison





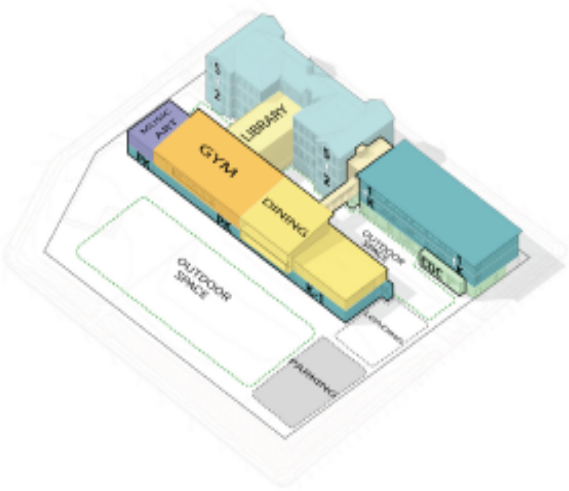
① Park Pavilion

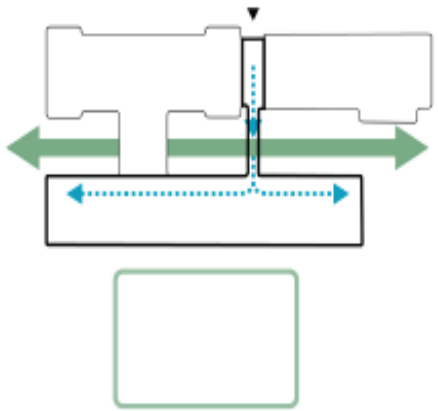
total GSF: 105,606
(61% New, 39% Renovation)



② Community Corner

total GSF: 104,918
(60% New, 40% Renovation)





③ Maximize Re-Use

total GSF: 106,503
(34% New, 66% Renovation)

Next Steps

NEXT STEPS

Please save all questions and comments for our

Concept Presentation Feedback SIT Meeting

Wednesday, February 1st at 4:30

On Microsoft Teams

NEXT STEPS
CLOSING

- **AE/Construction Team**
  - Prepare for feedback meeting
- **DCPS/DGS**
  - Prepare for feedback meeting
- **SIT/Community**
  - Prepare feedback for feedback meeting
- **Questions/Concerns?**

Contact: gabriella.pino-moreno@k12.dc.gov

Truesdell ES Modernization Website:

Truesdell Education Campus - DCPS School Modernizations (google.com)

Thank you for your participation and Goodnight!