

2015 Exhibition of School Planning and Architecture

The Field School

Category: Renovation & Addition

Washington, DC

The Field School

Self-discovery

Skills of mind

Generosity of heart



The Field School



Community Environment:

The Field School community is comprised of students, faculty, staff, parents, alumnus and alumnus parents. Community, the idea of a Field School family, is at the core of the school's mission. This can be attributed to both the school's relatively small size and it's early days in two houses in the Kalorama neighborhood of Washington.



Original Location: Wonder Building 1972



2nd Home: Wyoming Avenue 1974



Foxhall Road Campus: 2002



Cafritz House: Living Room 2002



Community Environment:

This small Independent School of approximately 380 students, in grades 6-12, has had a succession of previous homes. Opening in 1972 with 44 students above a dry-cleaner in Adams-Morgan, in 1974 the school moved with 90 students to a residential townhouse in Kalorama. In 2002, now in two townhouses and with 210 students, the school moved to a new campus, a 10 acre residential parcel with a 16,000 sf 1938 Art Deco house to enable the School to expand its academic facilities and develop a real athletic program for the first time. The house was renovated to preserve key public spaces while accommodating academic and administrative needs. Three additional buildings were constructed flanking the house. Aude - academic & administrative, Sapere – academic and arts and Wonder – academic, arts and athletics. In 2012, after 10 years on the campus, the school engaged in a comprehensive assessment and identified the need for a variety of renovations but most importantly a new addition that included performance space, main office, administrative suite and most importantly a gathering space sized to accommodate the entire school.

The school community – students, teachers, staff, parents - has always been at the center of the school's mission. Accordingly, the school requested a design that distributed indoor and outdoor gathering spaces, of varying sizes and types, throughout the campus and expressed through a design aesthetic that is residential in scale and organization.

Diagram - Interior Spaces



- New Construction ■
- Addition to Existing ■
- Existing Structure ■

LIVING ROOM	1
MIDDLE SCHOOL HUB	2
9TH GRADE HUB	3
10TH GRADE HUB	4
11TH GRADE HUB	5
12TH GRADE HUB	6
MEETING HOUSE	7
BLACK BOX THEATER	8
GYMNASIUM	9

Community Environment:

The campus occupies a steeply sloping site with over 60 feet separating the lowest and highest levels of the various buildings while no individual structure is taller than 3 stories. Until recently, the campus consisted of three separate buildings with students and staff traveling outdoors as they traversed the campus. This pattern was intended by the school to take occupants out of doors throughout the day and to create a series of outdoor spaces for spontaneous and formal gathering. The addition of the Meeting House and the Bridge buildings joined all but the Aude Building together. To compliment the interior connectivity, exterior pathways were carefully considered and laid out to move occupants across the campus at multiple levels and through a diverse arrangement of outdoor gathering spaces.



Diagram - Exterior Spaces

- New Construction
- Addition to Existing
- Existing Structure

- ENTRY PLAZA 1
- TERRACE 2
- BRIDGE QUAD 3
- AMPITHEATRE 4
- THEATER PLAZA 5
- ART TERRACE 6
- CROSS SLOPE 7
- FIELD SLOPE 8

Community Environment:

The school operates for approximately 16 hours a day, from early morning late into the evening and hosts a wide variety of activities, both school and outside entities. Interior and exterior spaces are designed to accommodate these activities. School activities include tutoring, class size gatherings for learning outside of the classroom, music and performing and visual arts. Partnerships with outside entities include educational presentations, performing arts and poetry. The open, public nature of the interior and exterior spaces provide an environment in which everyone can be aware of and participate in the happenings on campus.



Gathering Spaces

Community Environment:



Informal Gathering Spaces

Learning Environment:

The Field School espouses a learning philosophy grounded in their three core principles. The campus is designed to provide a relaxed and intimate environment in which students and teachers can develop strong relationships. Those relationships and those with the larger community encourage risk taking, collaborative work and play and artistry.

Interior learning spaces vary from small classrooms to alcoves where two students can collaborate to seating groups that can be reconfigured for groups of any size. On the exterior, seating spaces of differing sizes and configuration - some sheltered, some in the open – provide spaces for students to read, study and commune.



Classroom Spaces

Learning Environment:



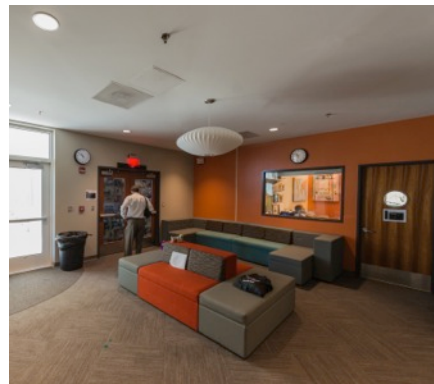
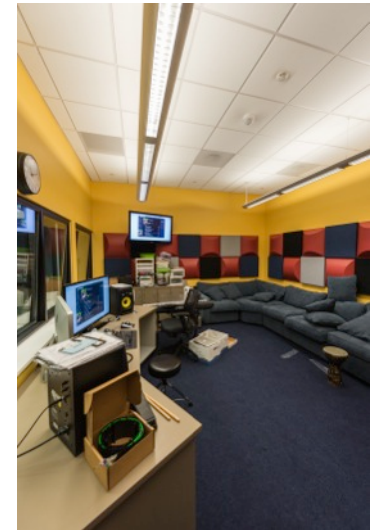
Classroom Spaces



Learning Environment:

During the design process, the School worked with the design team to give form to their belief that every student – “regardless of background, strengths and challenges – should be welcomed, appreciated and supported in being themselves” by creating environments that feel like ‘Home’.

Flexible spaces of varying sizes and types, outfitted with robust AV and IT connectivity, support flexible and evolving learning. Essentially, the intent is to provide spaces that support whatever the student(s) and teacher bring to the learning opportunity and experience.

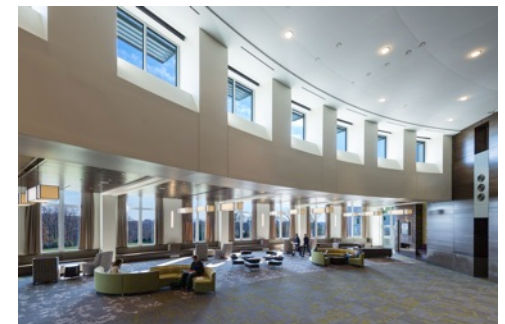
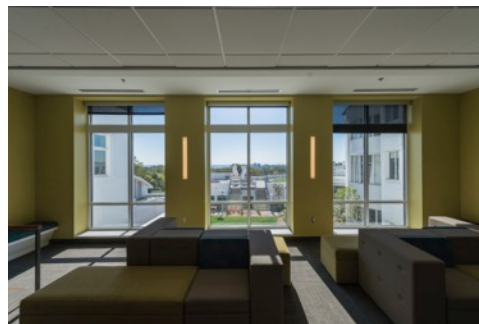


Versatile Learning Spaces

Physical Environment:

Material selections were vetted to be substantial and durable. The exterior of the building consists of masonry veneer on a steel and concrete frame with double system waterproofing at all below grade spaces (approximately 60% of the project exterior wall) and robust and carefully detailed waterproofing at all roofing areas.

The Field School Campus is located in a residential neighborhood of large homes. The buildings added to the site are scaled and detailed to be sympathetic and deferential to the original house. The steeply sloping site provides an opportunity to distribute the buildings in a way that further breaks down the scale of complex that is approaching 90,000 sf. and provides varying vistas within and out of the site.



Physical Environment:

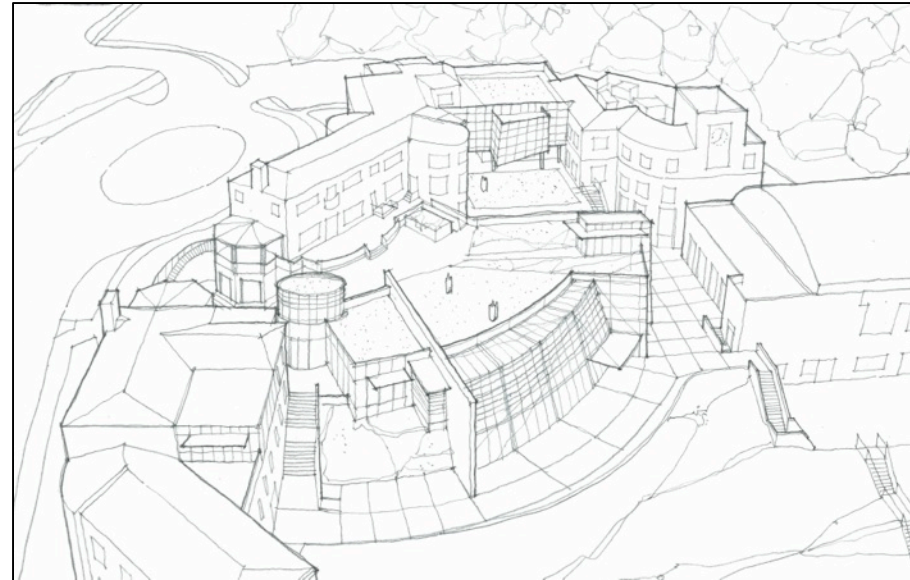
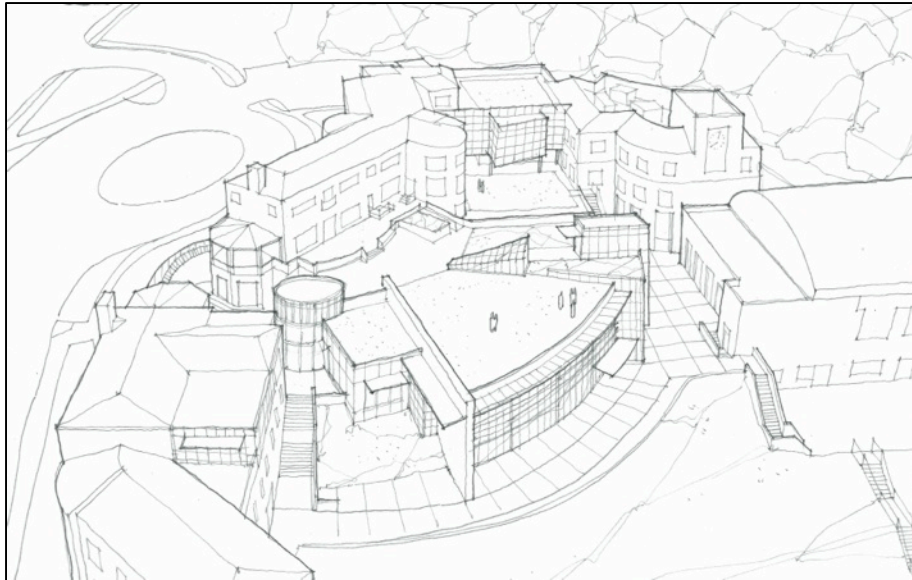
The school considers sustainability to an integral part of its educational stewardship. For this project, the school charged the design team with following LEED principles. Storm water is controlled by the extensive use of green roofs and planting (90% of the roof surface is occupiable). The mechanical systems were designed to exceed the ASHRE baseline, LED lighting fixtures were employed and material and assemblies for the interior environments were design to LEED standards.



Planning Process:

The planning and design process for both the original campus and the recent expansion and renovation involved constituents from all groups within the school community – students, faculty, staff, parents and alumnus. Working groups were created at several levels: Building Committee (monthly meetings) and Design Committee (bi-weekly meetings).

Visioning sessions were held to explore how the designs would render an environment that was inherently “Field”. A Vibe Session – essentially a roving exploration of the campus one school day – was with the building committee and the design team to get a feel for the obvious and subtle ways the community inhabited the campus and buildings.



Planning Process:

The Design Committee was fully integrated into the design process and participated in all phases and aspects of the projects design – from concepts through material and furnishing selection. SketchUp was utilized to fully model the site and all principal interior spaces. The model was created at the project inception and continuously updated throughout the design process.



Planning Process:

Timeline

2002: Original campus occupied

- May – July 2012: Concept & SD
- August – September 2012: DD
- October – December 2012: GMP
- January – March 2013: Issue for Construction
- April 2013 – September 2014: Construction (2 phases)
- April – October 2013: Interior Finishes & FFE

Participants

Building Committee:

- Head of School
- Board Chairman
- Assist. Head of School
- Admissions Director
- CFO
- Development Director
- Owner's Representative
- General Contractor

Design Committee:

- Head of School
- Board Chairman
- Assist. Head of School
- Admissions Director
- CFO
- Development Director
- Owner's Representative
- Faculty (6)
- Parents (4)



Material and Finish Selection Process



Design Meeting



Celebrating Completion of the Design Process

Floor plan

Floor Plan

Gathering and
Assembly Spaces



Classrooms



Support Spaces



Administration



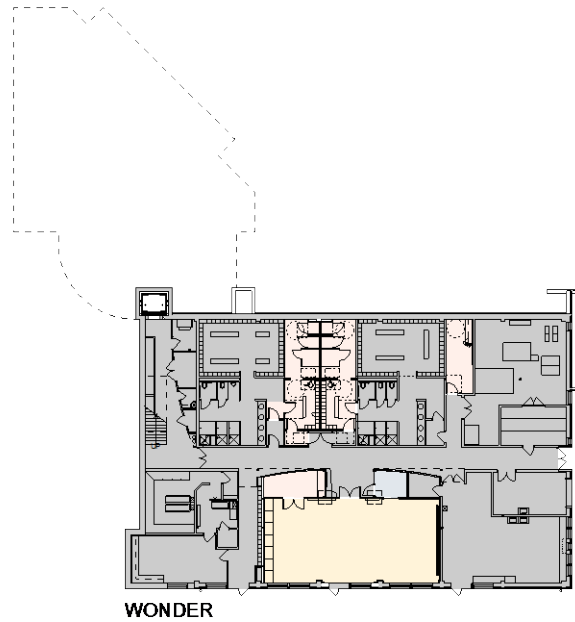
Circulation



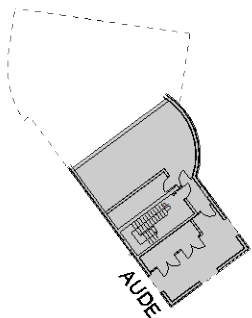
Mechanical



Existing

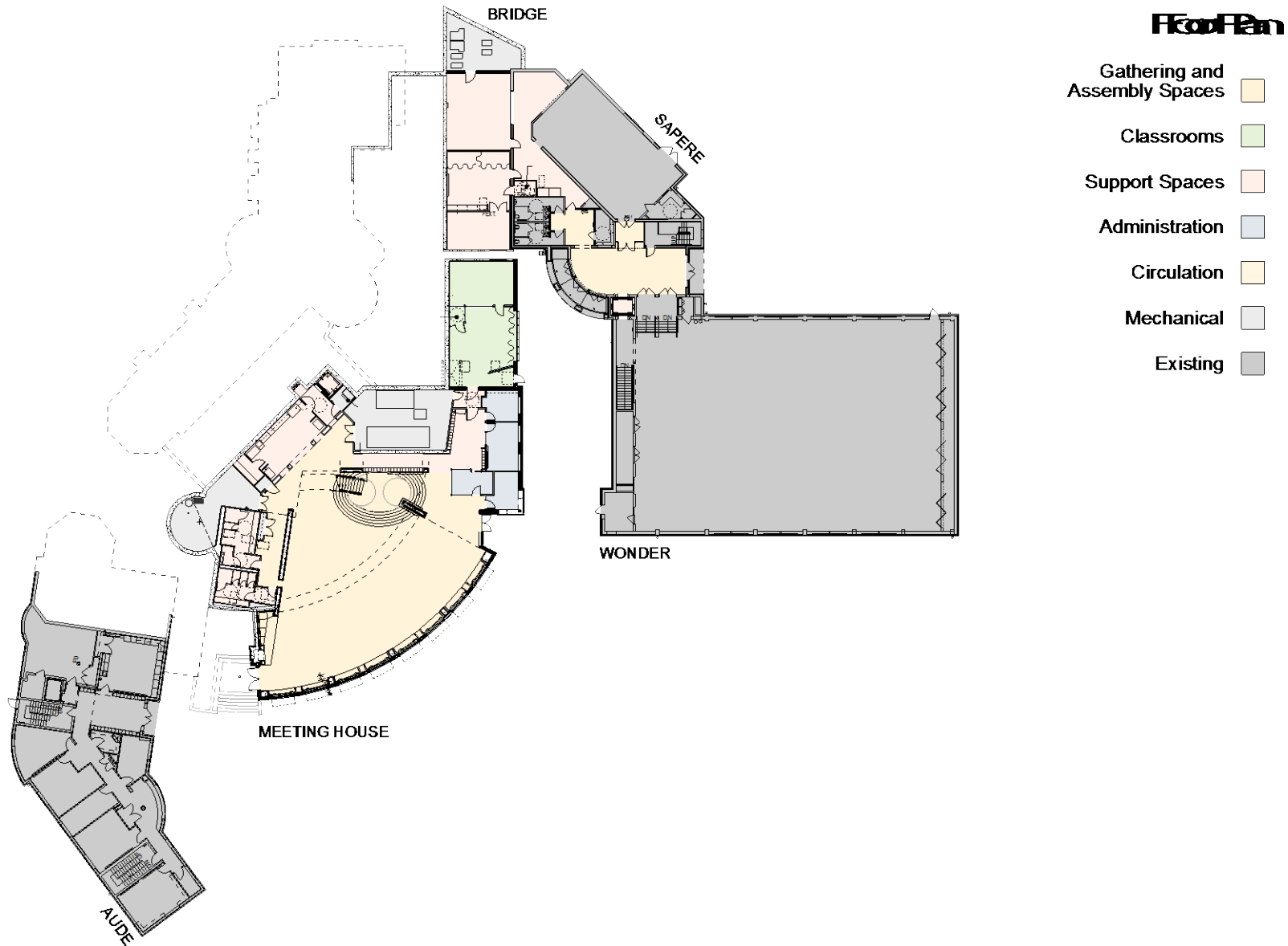


WONDER

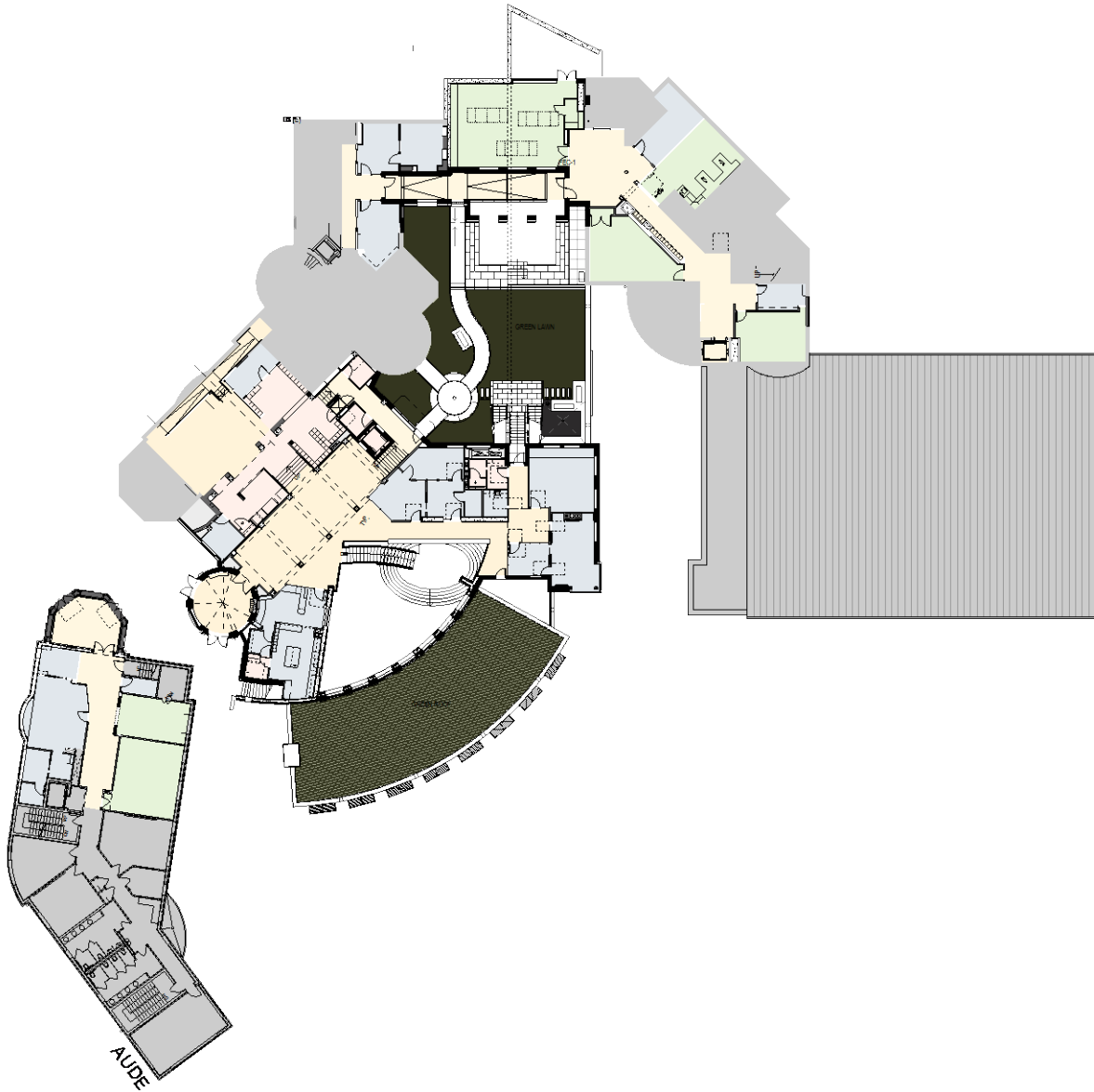


Level 1

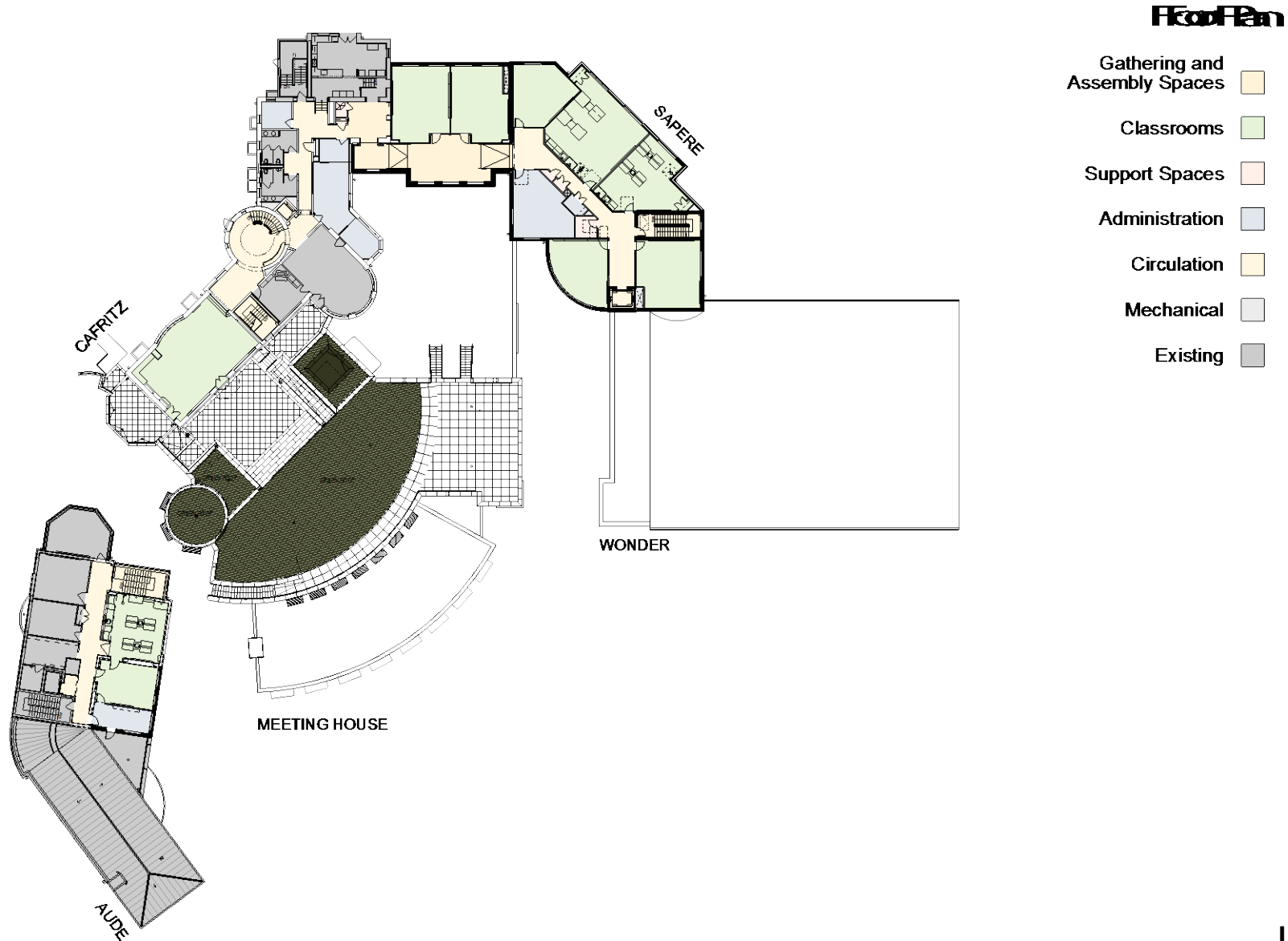
Floor plan



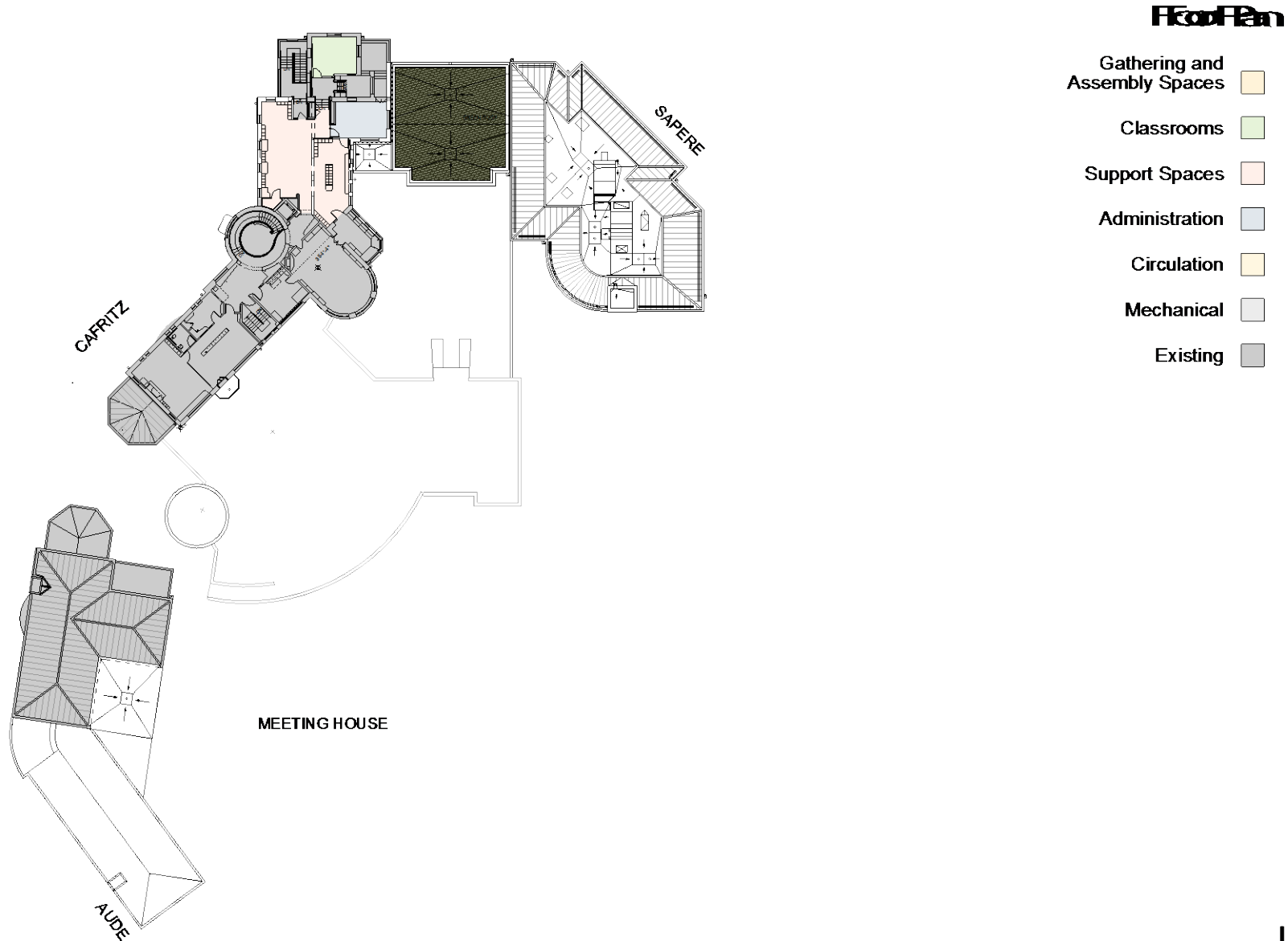
Floor plan



Floor plan



Floor plan



Exhibition of School Planning and Architecture

Project Data

Submitting Firm :	cox graae + spack architects
Project Role	Design Architect, Architect of Record
Project Contact	Tom Wheeler
Title	Principal
Address	2909 M St.
City, State or Province, Country	Washington, D. C. 20007
Phone	202.965.7070

Other Firm:	R. C. Fields & Associates
Project Role	Civil Engineer
Project Contact	R. J. Keller
Title	Principal
Address	730 S. Washington St.
City, State or Province, Country	Alexandria, Va. 22314
Phone	703.549.6422

Other Firm:	Potomac Engineering Group
Project Role	MPE Engineering
Project Contact	Lucas Hoffamn
Title	Associate Principal
Address	2901 Telestar Court, Suite 400
City, State or Province, Country	Falls Church, VA 22042
Phone	703.683.5000

Other Firm:	Keast & Hood
Project Role	Structural Engineer
Project Contact	Matt Daw
Title	Principal
Address	1350 Connecticut Avenue NW Suite 412
City, State or Province, Country	Washington, D.C. 20036
Phone	202.223.1941

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Other Firm:	Shen Milsom Wilke
Project Role	Audio Visual & Information Technology
Project Contact	Thom Edge
Title	Senior Consultant
Address	1220 Fillmore St., Suite 360
City, State or Province, Country	Arlington, VA 22201
Phone	703.243.6301

Construction Firm:	Whiting Turner Construction
Project Role	General Contractor
Project Contact	Bill Brandt
Title	Project manager
Address	14900 Conference Center Drive, Suite 550
City, State or Province, Country	Chantilly, Va. 20151
Phone	443.506.7467

Exhibition of School Planning and Architecture

Project Details

Project Name	The Field School: Renovation and Additions
City	Washington
State	District of Columbia
District Name	NA
Supt/President	Dale Johnson, Head of School
Occupancy Date	September, 2014
Grades Housed	6-12
Capacity(Students)	400
Site Size (acres)	10.2
Gross Area (sq. ft.)	87,347
Per Occupant(pupil)	218
gross/net please indicate	Gross
Design and Build?	Build only
If yes, Total Cost:	\$19,897,302
Includes:	Cost
If no,	N/A
Site Development:	N/A
Building Construction:	N/A
Fixed Equipment:	N/A
Other:	
Total:	\$19,897,302