

South Burlington School District

Master Planning & Visioning

Feb 13, 2019

Option Considerations

Option 1:

- No educational space needs addressed
- Significant phasing and disruption during construction (24-36 month duration)
- Limited re-configuring of parking and drop-off
- No improvements to playfields
- No additional skylights or windows
- Does not address increasing enrollment projections

Option 2:

Middle School

- Improves team organization and location and creates extended learning areas
- Brings some natural light into center portion of building, extending into media center and cafeteria, and adds windows for Science labs
- Expands gym to allow for bleacher seating
- Renovates spaces for locker rooms
- Creates Tech/Fab shop adjacent to art classrooms
- Adds borrowed light windows to cafeteria
- Expands band and chorus spaces and have steps removed
- Significant phasing and disruption during construction (24-36 month duration)
- Requires Temporary Classrooms

High School:

- Addresses kitchen/cafeteria needs
- Provides new gym/phys. Ed. Space; significant structural work needed for gym expansion
- Creates new Science hub within existing gym space (requires significant work to incorporate exterior windows and skylights)
- Relocated Art wing; close to theater
- Art and Science are distant from one another; difficult for integrated teaching
- Band and Chorus have steps removed
- Creates new main entry at southern end of building

- Creates central hub for Business Center/Big Picture program.
- Creates space for Theater Tech, Scene Shop and Black Box
- Academic wings lack layout to support collaborative teaching
- Auditorium and stage remain same size; reduced number of seats due to accessibility
- Significant phasing and disruption during construction (24-36 month duration)
- Requires Temporary Classrooms

Site

- Improved parking, site circulation and drop-off for safety

Option 3:

Middle School

Similar to Option 2, with the following exceptions:

- Creates much larger openings for skylights and open-ness between floors at media center and cafeteria
- Creates “learning communities” by shifting corridor location; requires additional demo work
- Hellerup (Learning) Stair integrated to provide different dining experience, creates casual space for students to congregate, read, and socialize. Enhances flexible use of cafeteria as performance space.
- Demo’s existing gym, art, band wing and constructs new wing, with additional gym space, new band, chorus spaces. Constructs new art and tech/fab spaces adjacent to teams
- Significant demolition and structural work
- Similar phasing and disruption issues during construction
- Requires temporary classrooms

High School

Similar to Option 2, with the following exceptions:

- Southern wing of existing building, from the gym, south, is demolished and new addition to include gym and physical education spaces, cafeteria, kitchen, visual and performing arts and main entrance spaces
- Business Center relocates to center of building
- Converts existing auditorium to STEM lab with connecting stair to 2nd floor reconfigured science department

- Academic wings still lack cohesiveness for collaboration due to load-bearing walls. Classroom sizes remain undersized in these wings.
- Significant demolition and structural work
- Similar phasing and disruption issues during construction
- Requires temporary classrooms

Option 4:

- 5th Grade wing is added; proposed in this plan as an addition. Allows for flexibility in future planning.
- Core areas will increase in size to accommodate larger school population

Option 5:

Middle School:

- See option 3 considerations
- Allows easier access for students that have teachers and/or courses in both schools; greater potential for additional program offerings
- Easier access for teachers that service both schools
- Proximity of band and chorus to high school performing arts is a plus
- Reduced annual operating costs with one building
- Allows for improved phasing and less impact to students during construction

High School:

- Public/Private separation with core area in center of building
- Cafeteria space near entrance and at heart of the building, allows it to be congregation and social hub of school. Close proximity and relationship of this space to visual and performing arts, media center, and business center allows for easy access to multiple opportunities for independent exploration.
- STEM Lab and Art Flex space proximity allow for potential collaboration
- Academic wings are designed as thematic hubs or learning communities focused around related subject matter; allows for potential collaboration
- Physical Education/Athletic Core areas for both MS and HS align to allow for easy after-hours use in one section of the building
- Proximity of MS TV Studio and Time Lab allow for potential cross-use of spaces by High School.
- Outdoor learning spaces integrated outside each academic wing
- Art suite of spaces may swap positions with the media center; the two academic wings may swap positions as well

- Allows for improved phasing and less impact to students during construction

Site

- Having the buildings consolidated to one section of the site allows for expansive green space for fields
- Consolidated bus loop serves both MS and HS
- Parent drop-off zones have an abundance of queuing space
- Entrance to high school is hidden from view; not ideal location
- Space available for expansion of middle school academic wing
- Limitations to possible future expansion of high school
- Varsity Baseball field is not in use during construction; alternative fields will need to be explored

Option 6:

Middle School:

Refer to Option 3

High School:

Refer to Option 5, with the following exceptions:

- While buildings are in close proximity, ease of access for students and teachers is more difficult than option 5
- Sharing of spaces and programs is more difficult than Option 5; not as likely to occur
- Increased annual maintenance and operating costs than Option 5

Option 7:

Middle School:

- Cafeteria, Media Center and Tech Lab form the core of the building on the first floor, while Art, Band and Chorus anchor the core spaces on the second floor, with the Hellerup (Learning) Stair forming an open connection to the two floors.
- The physical education spaces are located immediately adjacent to the central core, forming an ideal separation between public and private (academic) spaces, with easy public access after-hours.
- The academic wings form teams that surround a central extended learning area, promoting collaboration, team teaching and project-based-learning

- The bus and main entry both allow students to enter into the cafeteria and media center.

High School:

Refer to Option 6 considerations with the following exception:

- Revised front entry location allows for better visibility from approaching visitors and easier access into the building.
- Distance between entry and cafeteria is further than in Option 6

Site:

- Green band of space extends from Dorset Street to wooded area, allowing for a “campus” appearance
- Bus and parent drop off for each school offer safe configurations with ample queuing area, however there is no internal campus connection.
- An alternative location for varsity baseball field will need to be sought during construction
- Has the least disruptive phasing of all the options

Option 8:

Middle School/High School

- This option allows for complete flexibility and efficiency in layout and use of spaces, but is limited in the location it can be placed on the site due to existing site constraints including existing buildings, phasing construction, play fields and wetlands
- The middle school and high school concepts from option 7 are melded together to form a central core of public spaces with academic wings.
- In this option, the kitchen is shared between two separate cafeterias
- Each school maintains its identity with their independent entrances

Site:

- In this configuration and placement on the site, the phasing would not be as simple as option 7 or option 6, however would allow for each school to continue with daily operations without the use of temporary classrooms.
- Parent drop-off at the high school has limited queuing and is near Dorset Street
- Primary site entrance and bus exit for the middle school is not ideal location
- As is the case with most of the options, if this option is pursued, alternative configurations may be possible to improve with site access, parking, and phasing