BOSTON ARTS ACADEMY

COMMUNITY MEETING

JANUARY 12, 2017

Perkins Eastman
& Wilson Butler Architects
AGENDA

- Welcome & Introductions  Carleton Jones, BPS
- MSBA & Feasibility Study Process  Jim McQueen, PFD
- BAA Educational Program  Anne Clark, BAA
- BAA Presentation  Jana Silsby, Perkins Eastman
  - Ongoing Site Investigations  Joe Drown, Perkins Eastman
  - Visioning Workshops  Tom Hains, Wilson Butler
- Preliminary Options
- Next steps in process
- Questions & comments  Project Team
PROJECT GOALS:

Create a state-of-the-art educational facility that will fully meet the 21st century learning needs of the Boston Arts Academy performing and visual arts program, with a major emphasis being placed on designing modern performance and practice spaces for the school’s dance, theater, music, visual arts and fashion technology programs.
Works in partnership with cities, towns and regional school districts
To fund school capital improvement projects throughout the Commonwealth
And create affordable, sustainable and energy efficient schools
That are educationally appropriate and fiscally responsible

- Process
- Guidelines & Standards
- Model School Program
MSBA & FEASIBILITY STUDY PROCESS

Massachusetts School Building Authority
Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

• MSBA, created in 2004 has funded Capital Projects in Boston:
  – Dearborn STEM Academy
  – Josiah Quincy Upper School
  – Accelerated Repairs:
    • Window and Door Replacement at 7 Schools
    • Roof Replacement at 2 Schools
    • Boiler Replacement at 3 Schools
  – Boston Arts Academy
  – Future - tbd
Project Team

• Boston Public Facilities Department
• Boston Public Schools
• Boston Arts Academy
  • Administrators/Faculty/Staff
  • Students
  • Parents/Alumni
  • Partnerships
• PMA (Owners Project Manager)
• Perkins Eastman / Wilson Butler
• Consultants
<table>
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<tr>
<th>Feasibility Study (Two Major MSBA Submissions)</th>
<th>Schematic Design</th>
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<tr>
<td><strong>Preliminary Design Program</strong></td>
<td><strong>Schem. Design Report</strong></td>
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<tr>
<td>• Existing Cond’s/Site Assessments</td>
<td>• Detailed Room Layouts</td>
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<tr>
<td>• Educational Visioning &amp; Goals</td>
<td>• Finalize Project Scope</td>
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<td>• Educational Program (by District)</td>
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<td>• Educ Specifications/Space Needs</td>
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<td>• Develop &amp; Assess Prelim. Options</td>
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| • Select Preferred Site/Plan Options       | }

**Preferred Schem. Report**

- Refinement of Plan Options
- Safety & Sustainability Goals
- Massing/Design Studies
- Final Assessment & Select (1)

**OVERALL PROJECT PROCESS**

WE ARE HERE
### OVERALL PROJECT PROCESS

<table>
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<tr>
<th>DD &amp; CD (Three Major MSBA Submissions)</th>
<th>Bid &amp; CA</th>
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<tr>
<td><strong>Design Development</strong></td>
<td><strong>Bid</strong></td>
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<tr>
<td>• Develop technical design</td>
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<td><strong>Construction Documents</strong></td>
<td><strong>CA</strong></td>
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<tr>
<td>• Prepare documents for public bid</td>
<td>• Construction</td>
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<tr>
<td>• Cost Estimates 60% &amp; 90%</td>
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Perkins Eastman

URBAN SCHOOLS EXPERIENCE

CONCORDIA INT’L SCHOOL
PRINCETON DAY
SCHOOL WITHOUT WALLS
CRITTENDEN MIDDLE
EAST WOODS SCHOOL

GLENVILLE ELEMENTARY
DUNBAR HIGH
YORKTOWN HIGH SCHOOL
FALK LAB SCHOOL
AMERICAN EMBASSY SCHOOL

STODDERT ELEMENTARY
ST. JOHN’S COLLEGE HIGH
AVENUES: THE WORLD SCHOOL
MARTIN LUTHER KING, JR.
ROOSEVELT HIGH SCHOOL
EARLY DESIGN DETERMINES 70-90% OF IMPACT
Our Three-Step Process

- Creative Analysis
- Options
- Preferred Schematic
Step One: Creative Analysis

- Inputs:
  - Building & Site Assessment
  - Visioning Workshops
  - Focus Groups & Programming

- Outputs:
  - Education Plan & Space Summary
  - Design Principles
  - Patterns
BUILDING & SITE ASSESSMENT

Site Investigations

• Traffic
• Survey
• Civil/Landscape
• Geotechnical Borings (soils)
• Environmental Assessment

Building – Document Inside & Out

• Architecture
• Structural
• Mechanical/Electrical/Plumbing/Fire Protection
• Hazardous Materials
• Food Service
GEOTECHNICAL INVESTIGATIONS

- Test Pit - November
- Borings - December
- Borings - Future
Visioning: Body, Mind, Spirit

- Proper Lighting
- Air Quality
- Discovery
- Collaboration
- Inspirational
- Inclusive & Belonging
- Joy
Guiding Design Principles set priorities and create a framework for making decisions and choices as the design process unfolds...
GUIDING DESIGN PRINCIPLES

A Beacon for the Community
Adaptability and Evolution
STEAMy
Builds Community
Health & Wellness
Building as a Teaching Tool
Learning Beyond the Classroom
Honoring History & Achievement
Responds to Unique Environment
A BEACON FOR THE COMMUNITY

- Communicates School Mission
- Civic Presence
- Expressive of Arts/Academic Vibrancy (Inside and Out)
- Supports and Represents All
ADAPTABILITY & EVOLUTION

- Preserve the Rebellion
- Supports Product (Public) and Process (Private)
- Supports Transition from Art Student to Artist
- Extended Learning
- Flexible Use/Flexible Learning
EVERY FLOOR A STAGE, EVERY WALL A GALLERY

- Collaboration of Arts Disciplines
- Learning on Display
- Performance and Academics
- Corridors as Streetscapes/Plazas
- Transparency and Security
- Inspiration and Invigorating
STEAMy

- Maker Spaces
- Visible Learning
- Tinkering, Communicating and Synthesizing
- Innovating with Pervasive Technology
BUILDS COMMUNITY

- Heart of the School
- Creates Family
- Engaged Members of a Democratic Society
- Connects Students, Teachers, Families and Community
- Intra, Inter and Extra-Curricular Connections
HEALTH AND WELLNESS

- Active Lifestyle
- Nutritious Foods
- Connection to the Outdoors
- Daylight & Views
- Air Quality & Water Quality
- Social Connections
BUILDING AS A TEACHING TOOL

Martin Luther King Jr. School | Cambridge, MA – Perkins Eastman
RESPONDS TO UNIQUE ENVIRONMENT

- Art at the Forefront and Center of Everything
- Financial Responsibility
- Community with Social Responsibility
EDUCATIONAL PROGRAM, DESIGN PRINCIPLES & SPACE SUMMARY

PROGRAM DRIVES THE PLAN

BUBBLE DIAGRAMS

PLANS & DESIGNS
CONSENSUS BUILDING, THREE-STEP PROCESS

Step Two: Options

- Inputs:
  - Outputs from Creative Analysis
  - Community & City Departments
  - Ongoing Owner/User Mtgs

- Outputs:
  - Test-Fit Plans
  - Preliminary Massing
  - Site Proposals
  - Refinement
Opt. 1: Reno/Add

Opt. 2: New

Opt. 3: Reno/Add/New

Opt. 4: Reno/Add
Opt. 1: Reno/Add

Opt. 2: New

Opt. 3: Reno/Add/New

Opt. 4: Reno/Add
Next Steps......

QUESTIONS & CONVERSATION