

## MCPS BURNT MILLS ELEMENTARY SCHOOL



**MEETING NOTES – 05**  
Project #20042

**Meeting Date:** September 30, 2020  
**Time:** 6:30pm  
**Location:** Virtual Meeting

**Issue/Revision Date:** October 2, 2020

**Purpose:** Work Session #3

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### ATTENDEES:

Dennis Cross	MCPS
Gary Mosesman	MCPS
Seth Feriano	MCPS
DJ Connelly	MCPS
Rosa Perez	MCPS
Stacy Ashton	Burnt Mills ES
Troy Clarke	Burnt Mills ES
Michael Miehl	Burnt Mills ES
Carrie Grundmayer	Burnt Mills ES
Carmen Torres	Burnt Mills ES
Patti Carey	Burnt Mills ES
Smitha Mortis	Burnt Mills ES
Rebecca Taylor	Burnt Mills ES
Carolyn Aliaga	Burnt Mills ES
Christopher Graves	Burnt Mills ES
Elsabet Hailu	Burnt Mills ES
Missy McTamney	Burnt Mills ES
Jennifer Small	Burnt Mills ES
Richard Romer	Hillandale
Michael Foster	MTFA
Meagan Jancy	MTFA
Braden Field	MTFA
Elizabeth Parry	MTFA
Mike Fahrner	Adtek Engineers
Jillian Storms	Maryland State Dept Education
Ben Kaplan	IAC
Dan Wallace	Burnt Mills Citizens Association

### DISCUSSION:

#### 1. Project Team

- A. Representatives from MCPS Design and Construction were introduced with their respective roles
- B. The project design team from MTFA Architecture and Adtek Engineering were introduced with their respective roles.

#### 2. Design Presentation

- A. The design team reviewed the existing site conditions and noted aspects that will factor into the design solution.
  - 1. The design team discussed the challenges with existing vehicular access at Childs Road. Currently, all site access (buses, cars, service, and pedestrians) shares the same entrance, causing traffic congestion due to the narrow roadway. High volume of car traffic and lack of adequate parking on site is resulting in backups along Northwest Drive. Parents are also currently dropping students off along undesignated areas on Prelude Drive, which is a safety issue.
  
- B. The design team reviewed the feedback received through discussions with teachers and the leadership team of Burnt Mills, which summarized their vision for the school:
  - 1. Represent and serve the community
  - 2. Support family outreach and community events
  - 3. Be welcoming and comfortable
  - 4. Provide abundant daylight and views
  - 5. Opportunities for green spaces and outdoor classrooms
  - 6. Provide flexible collaboration spaces
  - 7. Address safety and security issues
  - 8. Provide adequate storage
  - 9. Be arranged to minimize noise and disruptions
  
- C. The design team reviewed feedback from Work Session #2 on the previously presented concept diagrams:
  - 1. Site
    - a. Separate car and bus traffic to improve safety
    - b. Preserve and maintain green space, trees, and views as much as possible
    - c. Separate younger child play areas from older child play areas
    - d. Provide an equitable arrival experience for all, pedestrians, cars, and buses
    - e. Bus loop and car drop off should be close together at main entrance for visibility, safety, and share entry point
  - 2. Building:
    - a. Establish a strong civic presence
    - b. Provide simple access and proximity between multipurpose, gym, and outdoor spaces to minimize distance and disruption
    - c. Media center should have a prominent civic identity near entry as visual icon and hub for the community
    - d. Safety and security are a top priority – provide good sight lines, clear circulation, ability to secure classroom wings
    - e. Provide open, connected spaces and clear orientation within the building
    - f. Provide a courtyard that's secured for flexible outdoor space.

- D. The design team provided an overview of what was learned from the three previous design concept iterations and how the key elements were combined to form a hybrid schematic design:

1. Site

- a. Vehicular traffic to enter off of Prelude Drive to support the high volume of cars, buses to enter off Childs Street for separation of the two to ensure safety. Both arrive at an entry plaza that provides one main point of access to optimize views, safety, and capture the same welcoming arrival experience for cars, buses, and pedestrians.
- b. Maintain the existing perimeter tree line as much as possible to allow it to be a “school nestled in the woods” and let the natural buffer of wooded areas remain in place.
- c. Provide a secondary entrance for community-based events in close proximity to the parking lot, but allows the rest of the school to be secured.
- d. Locate service yard at a concealed corner of the building with a masonry screen wall to allow for easy access for deliveries and separation from classrooms and public areas for safety and to minimize noise and distractions.

2. Floor plans

- a. Upon entering, students are greeted with a daylit, high volume atrium space with a monumental stair for a welcoming experience. This centerpiece of circulation provides connectivity to the media center on the second floor that acts as the main “hub” of the school.
- b. The Administration Suite is located at the corner “point” of the building to ensure visual connection and supervision of both the bus loop and the parking lot.
- c. The building layout has an efficient and compact footprint made up of two two-story, doubled-loaded classroom wings and a bar of one-story (higher volume) civic/public spaces in a bar completing a triangle shape.
- d. All PEP and Kindergarten classrooms are located on one wing on the first floor with direct access to their own play spaces separated from the older child play fields.
- e. The multipurpose room is centrally located on the civic bar to optimize distances to play spaces.
- f. The gym is anchored on the corner for direct relationship to the outdoor fields and close proximity to the parking lot for community use. A secondary entrance at this corner provides a clear and orienting public access point to serve the civic bar.
- g. The Media Center is located prominently on the corner on the second floor to be able to serve both classroom wings equally and reinforce the media center as the “hub” of the school.

**3. MTFA facilitated a question and answer discussion with the participants:**

**Q1.** From Michael Miehl: Just want to make sure, cars parked in ADA spots near building won't be too close to the traffic pattern?

**A1.** ADA parking spots will be located with all safety concerns in mind.

- Q2.** From Jillian Storms: I like that there is a direct way into the courtyard from the service area so it can be more easily maintained.
- A2.** We will keep this connection in mind as the design continues to refine.
- Q3.** From Richard Romer: Where will overflow parking be located? This is often an issue (parking in neighborhood) during major school events. Prelude?
- A3.** MCPS typical standard practice is to provide striping in the bus loop to accommodate overflow parking.
- Q4.** From Jillian Storms: Concerned that the Health Suite is long and skinny. That usually does not work well for supervision and connection of elements required in the space.
- A4.** MTFA will further study the health suite to see how we can improve on proportions to confirm furniture and equipment layout functionality.
- Q5.** From Jillian Storms: If the Media Center is to be used afterhours, what measures will be created to keep visitors from having access to the rest of the classroom wings?
- A5.** We will be reviewing this and providing cross corridor doors to provide security.
- Q6.** From Michael Mieh: Just checking - 2 bathrooms for potentially 22 classrooms is kosher? my concern is the 2nd floor.
- A6.** MTFA noted that along with multiple group restrooms on each wing/floor and on the bar in the back, kindergarten classrooms are each provided their own individual toilet rooms as well. As we continue to develop the design, we will conduct further plumbing studies to ensure there is adequate and accessible plumbing.
- Q7.** From Missy McTamney: What is the current construction timeline?
- A7.** School begins at BMES for 2021-2022 school year, but moves to the holding site in Jan/Feb 2022. Construction from Jan/Feb 2022 to Aug 2023. Students will attend Fairland Center during construction.
- Q8.** From Jennifer Small: will bicycle racks be possible for students who live nearby to bicycle?
- A8.** Yes, bicycle racks will be provided.
- Q9.** From Patti Carey: Health suite design question...in a post-Covid construction design model are you taking into consideration the need to possibly contain/isolate sick/symptomatic kids versus healthy/well visit children (scrapes, bloody noses, etc.)?
- A9.** The educational specification calls for a health assessment and isolation room that runs on its own HVAC system. MCPS also noted that there may be additional design changes to be developed as a result of the pandemic.

**Q10.** From Richard Romer: Not sure if you mentioned this, but are there/where are the elevators?

**A10.** Yes, there is a centrally located, fully accessible elevator immediately adjacent to the central monumental stair.

**Q11.** From Missy McTamney: When will the demolition begin? Thanks.

**A11.** Demolition with begin in 2022.

**Q12.** From Jennifer Small: Is it feasible, could there be a green roof or area to grow a garden/green growing space?

**A12.** As we continue to develop the design, we will assess what is needed for stormwater management, but sustainable features will be incorporated.

**Q13.** From Jillian Storms: Really appreciate the creation sense of identity and wayfinding in the classroom wings; however, care must be taken not bunch up circulation too greatly when grade levels travel to and from specials at the same time.

**A13.** We will take this in consideration as we continue to develop the design.

**Q14.** From a community member: is there a CCTV on the premises?

**A14.** Yes, CCTV systems will be incorporated in the design.

**Q15.** From Michael Miehler: When in the construction phase would community input (PTA, teachers) be appropriate to help design the outdoor elements (courtyard, landscaping plants, possible artistic elements?)

**A15.** MCPS stated that once we start the DD phase, they can make accommodations for more comments and feedback from representatives.

**Q16.** From Jillian Storms: Love that the windows are differentiated by their orientation and are scaled to different size students.

**Q17.** From Michael Miehler: Love all the "green spaces" for gardens, flowers.

**Q18.** From Lori: I came in late. is the media center 1 floor? I know another meeting had it possibly being 2 floors

**A18.** The media center's programmed space will be located on the 2<sup>nd</sup> floor of the building.

**Q19.** From Dan Wallace: A lot of macadam there. How about pervious surfaces? I also thought there was some concern about a long loop approach for buses and cars re environmental impacts. The structure itself looks very good, well thought out, but it really is disappointing to see that the Burnt Mills Community will serve as the main approach for the school while also requiring parents on their way out to go to Prelude. Little distressing to see these as almost finished plans without the traffic study completed.

**A19.** MTFA reiterated that this is not a finalized design. We are preparing the documents to have the concept submission and work with parks and planning as well as being able to address the traffic study when it is completed. We have continued to maintain an entrance off both Prelude Drive and Childs Street, as the site is very tight and this maximizes safety and allows the flexibility to address any comments that come in without having significant impact to the building.

**Q20.** From Jennifer Small: are there any plans to power it through solar or other renewable resources?

**A20.** MCPS stated they are committed to the process to meet high standards in environmental design. Montgomery County has aggressive mandates that must be implemented in development. All are welcome to research further into the work groups governing these standards by going to the [mongomerycountymd.gov](http://mongomerycountymd.gov) website for more information.

**Q21.** From Richard Romer: What LEED rating will this likely be?

**A21.** The school will be going after the Green Globes rating. We are committed to earning Two Globes. It is very similar to LEED and incorporates many of the same ideas and goals.

**Q22.** From Jillian Storms: If this school is master planned for 740 students, any thoughts to where the 4 +/- additional classrooms will be added or are they part of shell space within the school?

**A22.** The shell classrooms are located at the ends of the classroom wings on the second floor.

**Q23.** From Michael Mieh: Perhaps for a later consideration, to include a fence at the far end of the expanded parking lot to prevent balls / children going into the parking lot during recess.

**A23.** We will look into this as we continue to develop the design as safety of the students is always our number one concern.

**Q24.** From Patti Carey: Also for later interior design...In all purpose room (APR)/cafeteria, will there be hand washing stations? And, are there bathrooms located close to the APR?

**A24.** Bathrooms are typically located nearby the Multi-purpose room for handwashing instead of stations located directly inside the room.

**Q25.** From Jillian Storms: Agree that the current plan does not appear to have student group toilet rooms close to the multipurpose room which might be important for supervision. Maybe grouped toilet rooms could be better balanced on the first floor to have less in the Kindergarten wing (which tends to have toilet rooms in each classroom) and more in the public wing of the school :)

**A25.** We are continuing to work through the design of these areas to best meet the needs of restroom adjacencies.

**Q26.** From Jennifer Small: will individual classrooms have considerations/protections for security?

**A26.** MCPS has a county policy that they follow and school safety/security plans currently set in place. MCPS views the perimeter (exterior portion of the building) as the primary protection from such events. MCPS also continues to prioritize site lines and visibility with the design to address and inhibit other safety concerns, such as bullying.

**4. MTFA presented the inspiration and design intent for the exterior architectural expression of the building, including precedent images and initial material selections. MTFA presented initial 3D perspective images of the current design.**

1. The following comments were received:
  - a. From Michael Miehl: This looks really great. Love all the “green space” for gardens, flowers.
  - b. From Carolyn Aliaga: Impressive!
  - c. From Jennifer Small: Really cool!
  - d. From Richard Romer: Great work, design team!
  - e. From Carrie Grundmayer: Really Nice
  - f. From Stacey Ashton: Awesome design
  - g. From Smitha Mortis: This looks really great!
  - h. From Carmen Torres: Love the design
  - i. From Patti Carey: My current 4th graders loves the design!
  - j. From Jillian Storms: Love that the windows are differentiated by their orientation and are scaled to different size students.

**5. MTFA thanked everyone for attending and noted that they will coordinate with MCPS to notify all parties of any future meetings. MTFA reminded everyone that the presentation, meeting notes, and additional future information will be posted to the school’s construction project website:**

<https://www.montgomeryschoolsmd.org/departments/facilities/construction/project/burntmillses.aspx>

**NEXT MEETING:** Board of Education Meeting, December 3, 2020

*These notes represent a summary and the substance of discussions and decisions reached at the meeting. Please contact MTFA Architecture at once if additions or corrections should be made. Otherwise they will stand as an accurate record of the meeting.*

Meeting Notes by: Elizabeth Parry

CC: File  
Attendees