



RELEVANCIES/FEATURES

Multi-Level High School



CHARLES J. COLGAN HIGH SCHOOL

Manassas, VA

Design-Bid-Build
Delivery Method

\$98,052,919
Final Value

February 2012
Design Start Date

April 2016
Completion Date

High School
Building Type

The new facility is the 12th high school in Prince William County and serves the growing population in the center of the county. The new high school is named in honor of Senator Charles J. Colgan, who represented a swath of Prince William County since 1976.

Charles J. Colgan High School is home to Prince William County's first indoor aquatics facility and specialty performing arts center.

Charles J. Colgan High School is based on a previously designed Moseley Architects prototype. A primary goal for improving the high school prototype was

to increase natural light in the interior classrooms. This was accomplished by designing two interior courtyards that now allow all classrooms to be located on exterior wall. All classrooms now have exterior windows to filter in natural light.

The expansive auditorium holds more than 1,600 visitors and supports a large orchestra pit which extends under the performance stage. A black box theater adjacent to the auditorium hosts smaller, specialty performances.

To encourage musical creativity, specialty sound classrooms are centrally located in the performing arts center. These spaces have recording and digital technology to encourage student collaboration between all of the performing arts programs.

The public areas consist of two student dining areas, one serving as the lobby for the gymnasium and the other as the lobby for the auditorium. A centrally located media center serves the academic wing. Courtyard access is available to the media center, art rooms, and both student dining rooms.

The aquatics facility supports practices and meets for all of the county's swim and dive teams. The school's location in the center of the county made it an ideal location for this shared facility and will help reduce operating costs by eliminating the need to rent facilities throughout the county.

In an effort to control cost and provide additional amenities to the county residents, a recreation pool was included in the facility. This recreational pool helps offset the cost of operation the competition pool that will be used by all of the schools.

Features of the recreational pool include a zero entry walk-in zone, a play structure, a shallow swimming area for swimming lessons with step-in entry, a water basketball hoop, and pool lift for accessible entry. The centerpiece of the recreational pool is the 21 foot high water slide that takes

“Moseley Architects has had an outstanding relationship with Prince William County Schools for the past thirty years. During this time together we have successfully designed and constructed five high schools, nine elementary schools, an administration facility, and numerous addition and renovation projects to various grade level facilities. Each of these projects were delivered on time and within budget.”

— Dee Thompson, Supervisor of Construction, Prince William County Public Schools

two complete loops and ends in a splash-down area. These pool features are supported by locker rooms, family locker rooms, and a wet classroom.

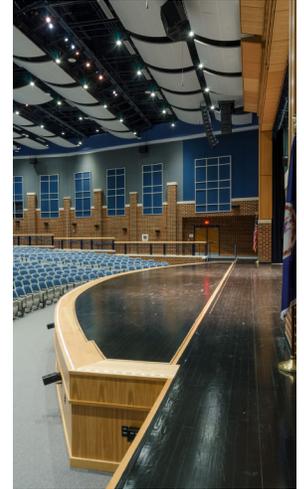
The competition pool is an adjustable, 25 meter pool that allows swim and dive meets and practices to occur simultaneously. A moveable bulkhead allows multiple pool configurations making the pool as flexible as possible. The dimensions of the pool allow for both short course yards and meters swimming. The competition venue is equipped with two, one meter diving boards, lane lines, an accessible pool lift, safety ropes, backstroke pennants, grab rails, recessed steps, underwater lights, deck mounted starting platforms, timing equipment, and a portable lifeguard stand.

Display cabinets are strategically located in high traffic areas adjacent to or in front of the auditorium, gymnasium, art room, and media center. Student work and educator achievements

are displayed in the cases to personalize the learning environment, spark conversation, and ignite program interest.

Additionally, display cases are located outside of each teacher center, which are high traffic intersections, to capture student attention. Teachers use this space to display student work, advertise for classes, and upcoming learning opportunities or events.

Teacher centers offer a professional workspace where the teachers can collaborate in a relaxed environment on soft couches with flexible furniture and amenities from home. The personalized space enables them to prepare and recharge for the next class. This space also serves as a passive security measure due to the prime location at the ends of academic hallways. Teachers can observe and monitor students in multiple directions at once.



Charles J. Colgan High School, Manassas, VA



The media center’s open floor plan provides space for students, teachers, and, after-hour, community members to collaborate. Flexible furniture such as tables with compatible edges can be pushed together to create different formations based on the number in the group.

The media center can hold four classes. Traditional media center space with flexible tables and chairs can hold two classes for common group lessons. The second area in the media center offers soft seating for causal group gatherings or individual reading and research. The third area has small group collaboration rooms, including private rooms

for quiet conversations and three open collaboration rooms. Each room has a monitor with laptop connection for small group projects.

Two courtyards provide space for small group collaboration, class lectures, individual instruction, and social gatherings during lunch. Additionally, the amphitheater offers collaborative space for student dining, group discussion, or class performances.



“In my opinion, Moseley Architects has provided PWCS an unmatched level of experience and professionalism in K-12 design and construction administration that I would be proud to recommend to any school district.”

— Dee Thompson,
Supervisor of Construction,
Prince William County Public
Schools

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RELEVANCIES/FEATURES

- Same Site Replacement
- Phased Construction
- Reconfiguration of Athletic Fields
- Multi-Level High School
- LEED and Sustainable Design
- Green Roof for Outdoor Learning



PAINT BRANCH HIGH SCHOOL

Burtonsville, MD

CM-at-Risk
Delivery Method

\$80,978,293
Final Value

August 2006
Design Start Date

August 2012
Completion Date

High School
Building Type

The Paint Branch High School project began with a five-month, consensus-based feasibility study to determine the best course of action for replacing or modernizing the outdated facility and accommodating up to 2,400 students. The study revealed support for creating a new 340,000-square-foot school on the same site as the existing school.

Consequently, a site-phasing plan was developed to minimize the disruption of school operations. The outdated school remained open and operational while the

new school was built on the same site.

In 2012, the new and modern Paint Branch High School opened its doors to welcome 1,800 students and demolition began on the existing school. In its wake, Montgomery County Public Schools created new fields to support athletics. The school's state-of-the-art design supports student safety, supervision, and the county's academic program. The three-story layout featuring strategically located administrative and faculty areas



Paint Branch
High School,
Burtonsville, MD



foster student supervision by a minimum number of staff. Completely ADA accessible, the building’s design locates academic areas separately from the auditorium and gym, which isolates noise and secures the building for after-hours use. Courtyards and large windows introduce controllable, natural light throughout the teaching spaces.

This project is LEED registered with the U.S. Green Building Council and is pursuing certification. With support from the school community and administration, the new school models sustainable operating and maintenance practices, as well as encourages a healthy learning environment.

A comprehensive energy model was developed to optimize energy efficiency, and to serve as a cost-benefit decision-making tool for analyzing the building’s envelope, insulation, glazing, etc. Notable sustainable design practices include: stormwater quantity and quality control; site and facility lighting designed to reduce light pollution; alternative transportation incentives; reduced water use through dual flush toilets and waterless urinals; water-efficient landscaping; a geo-thermal well system for heating and cooling; reduction of construction landfill debris; utilization of materials high in recycled content, energy efficient light fixtures; and a green roof garden for outdoor classroom space.



“You and your staff were simply wonderful to work with and did an excellent job involving staff, students, and the Paint Branch community in the design phase of our new school. Your work over the last few years has allowed us to enhance our instructional program in a completely new facility that is beautiful. The design has inspired students to do their best academically and athletically, and inspired the staff to deliver an outstanding instructional program.”

— Jeanette Dixon, Former Principal at Paint Branch High School, Montgomery County Public Schools



RELEVANCIES/FEATURES

- Multi-Level High School
- LEED and Sustainable Design
- Community Involvement



GLEN ALLEN HIGH SCHOOL

Glen Allen, VA

CM-at-Risk
Delivery Method

\$53,622,346
Final Value

August 2007
Design Start Date

June 2010
Completion Date

High School
Building Type

Glen Allen High School is LEED Gold Certified and has earned a Best in Category Award by the Southeast Council of the Association for Learning Environments (A4LE), a Platinum Award from the Virginia School Board Association, and a Platinum award from the Virginia Association for Learning Environments (VA4LE). This 256,000-square-foot-facility serves the growing student population in the northwest part of Henrico County.

The design for Glen Allen High School resulted from a three-day interactive design workshop with a committee of 30 school stakeholders. Through guided exercises, the committee explored building and site design options.

The final design centered on a “school within a school” concept with a specific area designated for the ninth grade academy. Each house includes administrative functions, classrooms, science labs, student project rooms, and teacher work areas. CTE labs are dispersed throughout the school.

A Specialty Center for Education and culinary arts lab was also included in the design. A career and technical center was master planned into the overall design, to be built when the funds are available.

A two-story, daylit atrium features clerestory windows and separates the academic areas from the public areas and also facilitates movement during the day and provides separation for after-hours activities.

The auditorium and gymnasium open onto two commons areas that serve as meeting areas, lobby, and dining activities. Fine arts and performing arts spaces are off the commons and surround the auditorium.

The community room and art gallery are distinct features of the school. The art gallery greets visitors off the lobby and provides art students with the unique opportunity to operate an art gallery.

The media center serves as the hub of the school and accommodates a more casual atmosphere with a coffee bar and exercise bicycles. All instructional areas are equipped with interactive smart boards.

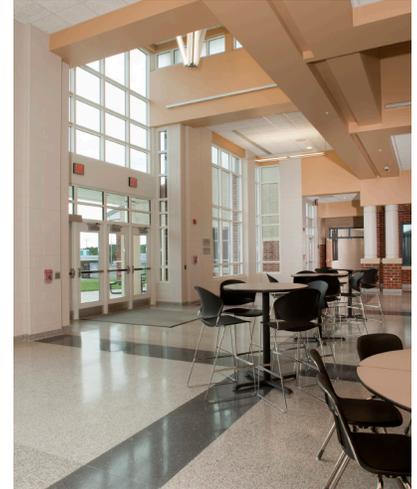
All secondary students have a school-issued laptop, and a robust wireless network is everywhere. Several CTE labs are equipped with state-of-the-art equipment such as 3D printers and broadcast capabilities.



The exterior and interior details incorporate design features that reflect the County’s progressive views on education and also themes that fit well into the suburban site context, incorporating architecture which reflects a high school for the 21st Century. The use of steeply-pitched metal roofs and brick masonry contribute to a scale which is familiar to Virginia Architecture and friendly to the adjacent neighborhood community.

The interior of the school is flooded with natural light via a series of clearstories and abundant classroom fenestration highlighting accent colors unique to each academic house and colorful floor patterns in both VCT and terrazzo as well as a public space color palette softened by wood paneling and brick accents.

Passive security methods include a concise circulation pattern and an abundance of glass. Card access permits staff movement while visitors are channeled past the



front desk and extensive video monitoring has been provided as well as strong perimeter security and monitoring.

Staff offices and teacher centers are strategically laid out to permit easy observation of students and hallways particularly during class change cycles. Wide stairwells are open and easily supervised for effective student movement. A complete camera system captures activities and is supplemented by glass breakage detectors and door sensors.

“I have had the opportunity to work with Moseley Architects on numerous projects ranging in scale over the past 20 years. I have always found their service to be very professional, timely, and what was needed in terms of scope.”

— Paul Carper, Capital Projects Manager, Henrico County Public Schools



RELEVANCIES/FEATURES

Collaboration with Clark Construction

Involvement of Bill Brown, Proposed Design Project Manager



SOUTH COUNTY HIGH SCHOOL

Lorton, VA

Public Private Partnership /
Design-Build
Delivery Method

\$81,455,000*
Final Value

2002
Design Start Date

2005
Completion Date

High School
Building Type

Fairfax County Public Schools needed to quickly accommodate the upcoming large student capacity in the rapidly developing Lorton/Laurel Hill area and opted for a public/private venture. Clark Construction and Moseley Architects collaborated on this project. South County High School is based on a previously designed prototype by Moseley Architects.

During year two of construction, the need to merge a middle school into the building envelope emerged and the design team collaborated with the principal to accommodate the program changes. This change was completed two weeks ahead of schedule and within budget.

The design is based on a central

media center/library from which five, two-story academic wings fan out along with the one story portions housing the cafeteria, performing arts, and physical education programs. The goal in designing the three wings and courtyards with inner and outer connecting corridors was to provide teaching spaces with natural daylighting.

The interactive program spaces including theatre, orchestra, and athletic departments and classrooms are equipped with wi-fi and smartboard technology. In part the administrative offices, media center, cafeteria, and auditorium are the school commons and core displaying the welcoming interactive area of students curiosity for learning.

*Value escalated to today's value, assuming a 4% increase per year

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RELEVANCIES/FEATURES

Urban Setting

Involvement of Bill Brown,
Proposed Design Project
Manager



FAIRFAX HIGH SCHOOL

Fairfax, VA

Design-Bid-Build
Delivery Method

\$45,000,000
Final Value

2002
Design Start Date

September 2007
Completion Date

High School
Building Type

The project began by developing a master plan that centered around Fairfax High School program requirements. During this process, the master plan revealed the need to renovate and expand the high school in order to comply with the city’s educational vision and Fairfax County Public School educational specifications.

Consequently, the renovations and expansions included reorganizing spaces; enlarging classrooms; adding teacher planning spaces, breakout spaces, and common areas; and introducing natural light into interior spaces.

Fairfax High School is a uniquely structured school. Fairfax City owns and maintains the building and schedules its use

as a community center. Moseley Architects collaborated with teachers, students, school board, school staff, and community members to design spaces that would easily serve more than one purpose at various times during the school day.

Additional steps included upgrading the school’s building systems to comply with current building code standards and ADA requirements and addressing site improvements to meet parking, bus loading, and stormwater management guidelines set forth by the City of Fairfax.

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RELEVANCIES/FEATURES

Design/Build Partner with Clark

Urban Setting

Involvement of Bill Brown,
Proposed Design Project
Manager

MARY ELLEN HENDERSON MIDDLE SCHOOL

Falls Church, VA

PPEA / Design/Build
Delivery Method

\$30,056,000*
Final Value

2003
Design Start Date

September 2005
Completion Date

Middle School
Building Type

In a public-private partnership with Clark Construction and the Falls Church City Public Schools, Moseley Architects was selected to develop a master plan and design a new middle school. This funding mechanism allowed the City of Falls Church Public Schools to build a much needed middle school to relieve the overcrowding at George Mason High School.

Moseley Architects evaluated the current and future needs of the school system based on educational specifications. The community and school board provided input through charrettes and meetings.

The building houses a unique grade configuration of 5th, 6th and 7th grade students in a facility which is directly adjacent to the existing George Mason High School. The proximity of the two schools allows the students, teachers and administrators to share the resources of both facilities.

The architectural concept of the building plan reinforces small learning communities and gives each of the three grades a unique identity. Classrooms are configured around a common area. The dining/auditorium expands into the band room to accommodate large groups for performances.

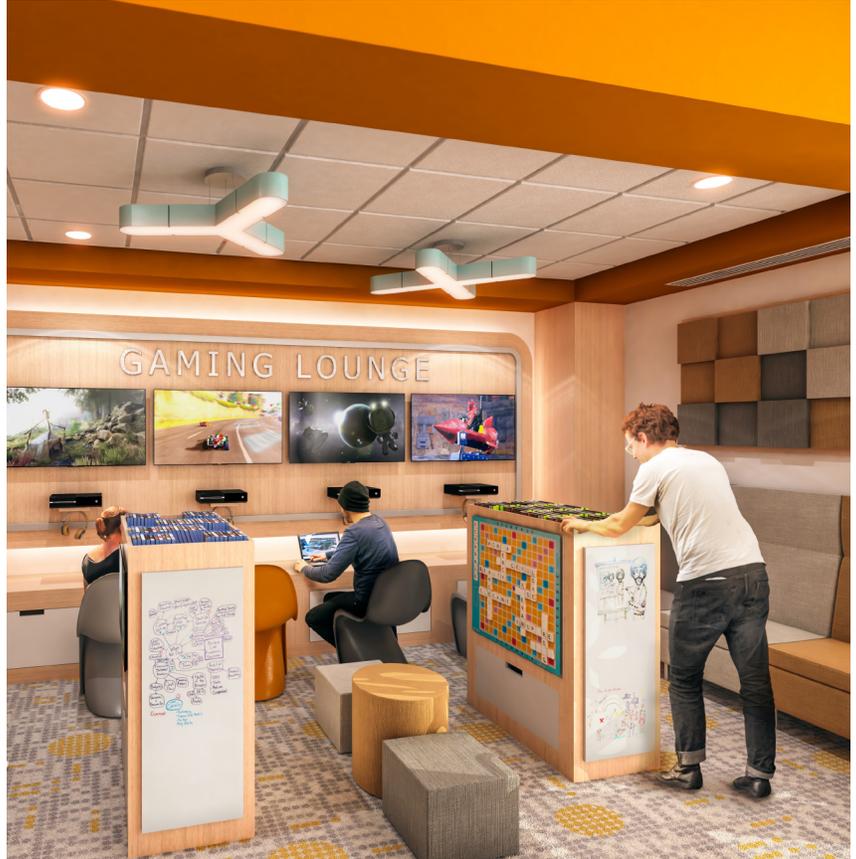
*Value escalated to today's value, assuming a 4% increase per year

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RELEVANCIES/FEATURES

- Middle School Addition and Renovation
- Phased Construction
- Reconfiguration of Athletic Fields



POWHATAN MIDDLE SCHOOL

Powhatan, VA

Design-Bid-Build
Delivery Method

\$30,522,999
Final Value

September 2015
Design Start Date

May 2018
Completion Date

Middle School
Building Type

The visioning process for the addition and renovation of Powhatan Middle School stems from the original comprehensive facilities study Moseley Architects completed for Powhatan County Schools. The study included creating 10-year enrollment projections by grade and by school, reviewing various buildings and systems, determining the ability of the existing facilities to meet program requirements, assessing ADA compliance, reviewing opportunities to expand facilities to address growing curricula, and

summarizing ways to strengthen security and safety. Working through a community core committee, various options were developed to meet the projected increased enrollment.

As a result of this analysis and consensus building, the core committee selected an option that proposed demolishing a major portion of the existing Middle School, creating a major two-story infill addition, renovating the existing gymnasium and CTE wing. A two story in-fill between the gymnasium and CTE wing



Powhatan Middle School Addition and Renovation, Powhatan, VA



will provide modern facilities for classrooms and labs, media center, administration, food service, and mechanical/electrical systems. This option offers the county the best value solution, providing an entirely new facility at three-quarters of the cost of totally new construction.

A series of design workshop were held to incorporate the ideas of teachers, librarians, administrators, students, parents, and other staff members. The committee determined guiding principals to incorporate in the new facility such as flexibility, collaborative learning environments, community pride, state-of-the art technology, sustainable strategies, and an

engaging, spacious, and open aesthetic.

Another added benefit of this solution is being able to accommodate all of the current Powhatan Middle School students in other schools, which frees up the existing site and building for renovation and construction, saving construction dollars and not having to operate a school while this complicated and extensive construction project takes place. In looking at the site plan, the committee saw an opportunity to address traffic and parking issues both at the junior high and Powhatan Elementary School.



“In my experience the firm that best minimizes the stressful parts of the process and maximizes the educational aspect of a school building project is Moseley Architects.”

— Dr. Eric Jones,
Superintendent, Powhatan
County Public Schools



RELEVANCIES/FEATURES

Middle School Addition and Renovation

Phased Construction

Reconfiguration of Athletic Fields

LEED and Sustainable Design

Green Roof



HERBERT HOOVER MIDDLE SCHOOL

Potomac, MD

Design-Bid-Build
Delivery Method

\$38,850,189
Final Value

September 2009
Design Start Date

August 2013
Completion Date

Middle School
Building Type

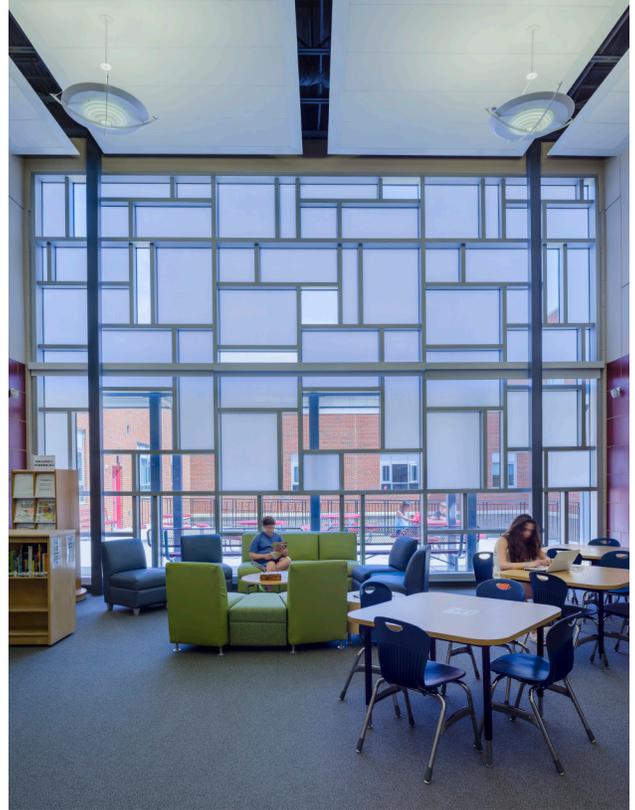
The Herbert Hoover Middle School modernization project began with a feasibility study that incorporated a consensus-building workshop where the design team partnered with a committee of parents, staff, school administrators, and community members to learn their concerns and ideas for this urban project. Over the course of the next few months, the design team met with this committee to further refine concepts to be presented in the final report. Moseley Architects was commissioned to provide

full design and construction administration services.

The design centers on a two-zone concept of the public spaces and the academic spaces. This approach facilitates after-hours use of the cafeteria and gymnasium. The design also features strategies to create a secure learning environment, including locating the administration suite adjacent to the main entrance.



Herbert Hoover Middle School Addition and Renovation, Potomac, MD



The main floor location of the media center and music suite provide acoustic isolation from other school programs, and the walls, floors, and ceilings were designed to reduce the transmission of sound. The school's courtyards and an abundance of windows create naturally lit interior spaces, reduce the amount of artificial lighting needed, and connect occupants to the outdoors. The school's green roof captures stormwater and reduces the amount of energy needed to cool the building. Herbert Hoover Middle School is a LEED Gold certified facility.

