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**From:** Rachel Orr  
**Sent:** Tuesday, June 30, 2020 10:13 AM  
**To:** Harold Chapdelaine; John Custer; Sean DeBettencourt; Peter Gearhart; Rita Jeffers; Reade Milne; James Rogers; Michael Watts  
**Cc:** Marni Lipke; Marks, Richard; Opper, Christina; Christopher Blessen  
**Subject:** [--EXTERNAL--]: Fw: TISBURY SCHOOL PROJECT; Follow-Up  
**Attachments:** 20-06-29 TISBURY SCHOOL BUILDING PROJECT NOTES.pdf

----- Forwarded Message -----

**From:** Angie Francis  
**To:** Rachel Orr; Reade Milne; tisburyschoolproject@gmail.com  
**Sent:** Monday, June 29, 2020, 08:38:26 PM EDT  
**Subject:** TISBURY SCHOOL PROJECT; Follow-Up

To the Tisbury School Building Committee,

Thanks for allowing me the time to speak tonight and express my desire to be involved. While I think I understand the enthusiasm for Option 3, in terms of the programmatic elements it provides and the desired spatial relationships that it satisfies, it presents several challenges. These are the questions I would ask, and suggestions I would make, if my colleagues were to pin this on the wall for a design review. I hope these ideas may be helpful as Chris moves into Schematic Design and begins to consider the project in greater detail.

By the way, for many years I worked as an Associate at a New England-based high-end residential architecture firm. An Architect friend once said to me, "Man, I hear it's awesome over there! It must be so liberating to work on projects that don't have a budget!" I laughed..."Are you kidding me?! EVERYONE has a budget, our projects just have bigger ones!" EVERY project should have a budget, it may be a relative scale, but a budget does exist. I guess it's going to be up to our Select People to determine what that may be for you endeavor.

Thanks again for continuing to move this project forward, maybe my children will benefit from the fruits of your labor,  
Angie



**Angie Francis**  
Project Architect

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# TISBURY SCHOOL BUILDING PROJECT

A. FRANCIS JUNE 29, 2020

While I think I understand the enthusiasm for Option 3, in terms of the programmatic elements it provides and the desired spatial relationships that it satisfies, it presents several challenges. These are the questions I would ask, and suggestions I would make if my colleagues were to pin this on the wall for a design review. I hope these ideas may be helpful as Chris moves into Schematic Design and begins to consider the project in greater detail.

- A. Having the gym on a different level complicates its use and access. Band and Vocal rooms on the level above means that kids are dragging band instruments and equipment down stairs or an elevator every time there is a concert.
- B. It simply isn't functional that the bleachers don't face the stage.
- C. While having the gym lobby at a level near the parking lot is a great idea, it is a very grand gesture that will undoubtedly cause confusion about where visitors are supposed to enter. This is an element that may only get used occasionally, during a game, special event, or once a year at Town Meeting.
- D. The "actual" Main Entry to the building has been moved even further away from the main parking lot than it is currently. It seems like we're missing an opportunity to improve upon the existing situation.
- E. Staff & Visitors coming from the parking lot on the North side of Spring Street come across directly at a delivery and service area – again, a lost opportunity to improve upon an existing downfall.
- F. I heard many express a desire for the new school and/or addition to address Spring Street in a way that the existing school does not. This scheme may actually be more imposing by pushing the building, delivery, and service areas closer to the street. Is there even enough room between the building and the street for a truck to park to load/unload?
- G. There are several areas of lost natural light, including the kindergarten classrooms. These classrooms are going to be hemmed in by a proposed 6' tall wall and be adjacent to the delivery and service area, where noise and commotion may be of concern.
- H. I would eliminate the proposed "courtyard" between the existing school and the new west addition. The long-term maintaining of that space will be difficult, what will grow there? What will it look like over time?
- I. No view out from the Cafeteria, if so looking over receiving dock? How does the kitchen fit into this space?

- J. The current renderings suggest an addition reminiscent of any suburban sprawl school in the country. I absolutely acknowledge that it is too early in the design process to really know what the building will look like. However, in the long run, I hope we can incorporate a more regionally appropriate architectural language.
- K. Will the new addition feel like an extension of the existing brick school? Or will it be a modern element juxtaposed to the historic one? Please examine the joints closely.
- L. I heard a strong desire for the school to achieve "Net-Zero" status. I'm disappointed that our \$55 million preliminary estimate only gets us to "net-zero ready".

## 2. ALTERNATIVE FOR CONSIDERATION

Despite these challenges, if I squint my eyes at the plan, I see potential. Perhaps blasphemous....I wonder if there was any exploration of taking down the 90's post-modern addition along with the gym and allow the original school mass to stand on its own? This would free up a continuous swath of land to the north of the existing school for a single cohesive addition. A clear distinction between what's new and old could be established. The joint between the two could be the circulation spine and contain communal spaces. Perhaps you could experience the exterior of the existing North brick wall from the interior of this space, and the existing North windows become interior. The main entry could be at the east of that spine where the main parking is.....Less corners, less complicated joints. More cost effective construction; simply attaching a new school to the renovated one?

### LEGEND (PROPOSED MATERIALS)

- ① MAIN ENTRANCE (CONCRETE UNIT PAVING)
- ② OUTDOOR TERRACE (UNIT PAVING, FIELDSTONE SEAT WALL)
- ③ GYM ENTRANCE (UNIT PAVING PLAZA, FIELDSTONE RETAINING WALL)
- ④ MULTI-USE STAGE (WOOD DECK)
- ⑤ US SOCCER FIELD (IRRIGATED SPORTS LAWN)
- ⑥ OUTDOOR TRACK (ASPHALT)
- ⑦ PRE-K / K PLAY (WOOD STRUCTURE, SANDBOX, ENGINEERED WOOD FIBER)
- ⑧ K1-4 PLAY (WOOD STRUCTURE, FWE, FIP)
- ⑨ RAIN GARDEN (RAISED BOARD/WALK)
- ⑩ SCHOOL GARDENS (STONE/SLAT, SHED, FRUIT TREES, WORKSPACE)
- ⑪ BUS DROP-OFF ENTRANCE (UNIT PAVING)
- ⑫ SERVICE AREA
- ⑬ ACCESSIBLE ENTRANCE (SLOPED RAMP)
- ⑭ OUTDOOR TERRACE
- ⑮ SERVICE DRIVE (ACCESSIBLE ENTRANCE, CIP RETAINING WALLS)
- ⑯ TEE-BALL
- ⑰ US SOCCER FIELD (IRRIGATED SPORTS LAWN)
- ⑱ K5-4 PLAY (CLIMBING ROPE STRUCTURE, FWE, FIP)
- ⑲ PICNIC GROVE (PICNIC TABLES, SHADE TREES, STONE/SLAT)

