

# Quick Guide: Maury Expansion/Renovation

## Who are the players?

Under DCPS policy, every school renovation or modernization project includes a **School Improvement Team (SIT)**. The Maury SIT includes representatives from:

- D.C. Public Schools (DCPS)
- Department of General Services (DGS)
- Members of the Maury School Community including Principal Albert-Garvey, Maury parents, teachers, staff, ANC 6A04 commissioner, and members of the wider community.

For the Maury renovation, **Josh Tuch (DCPS)** is the overall SIT Coordinator; **Max Kieba** is coordinating the Maury community's input into the process.

## Why do we need this renovation?

Maury has been slated for modernization for several years to complete a partial renovation, the first part of which was done in 2010. At that time, the project focused only on upgrading the classrooms, corridors, and bathrooms; many of the support and specialty spaces were not modernized. In addition, the buildings are not ADA-compliant, and the HVAC system has many problems.

As enrollment increased and exceeded building capacity, portable classrooms (also referred to as “trailers”) were added; currently, these house classrooms for Music, Grade 2 (one class), and Grade 5. The trailers are temporary structures, and have now been in use for several years.

## Is it a renovation or an expansion?

It's both. After the partial renovation in 2010, Maury's capacity was 300 students; enrollment today is 390 students, and growing. In 2015, DCPS expanded Maury's enrollment boundary, even though the school was already at 104% capacity. The increased enrollment has prompted the need for an expansion to the school, in addition to the existing need for renovation.

The primary goals of the Maury project are to expand the buildings to meet enrollment and remove the trailers, finish important renovations like adding an elevator to make the building ADA-compliant, and improve support and specialty spaces (like the health suite and kitchen) where feasible. In the process, existing spaces may be changed to improve overall flow.

There will be trade-offs due to space and budget constraints.

**Terms.** You may have heard the terms **renovation**, **expansion**, and **modernization** used to describe this project. While they don't mean quite the same thing—for example, modernization implies a particular set of upgrades, not all of which are included in the Maury project—they have often been used interchangeably, and the Maury project will feature aspects of each.

You also may have heard the people talking about the “**ed spec**,” or **educational specifications**. The ed spec are the parameters that guide the design of a new school building, including important details like amounts of square footage designated for particular uses (instruction, playground, parking, etc.) and projected student enrollment.

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## Hasn't this been going on for a while?

Yes. We have been slated for renovations for a number of years now, but challenges with the planning process, budget allocation, and other issues have delayed the project and available funding (many other schools slated for renovation have been affected in the same way).

Maury's process got underway in January 2016, beginning with feasibility studies. Among the biggest issues being debated among the SIT were overall budget and enrollment. At the start, DCPS projected a student enrollment (457-capacity) that the Maury community felt was far too low, ignored the impact of expanding Maury's boundary, and would result in a new building that would be at capacity immediately upon opening.

The Maury community asked DCPS to review their enrollment projections; they agreed and came back with projections that were in line with the community's numbers (539-capacity). With those new enrollment projections in mind, DGS directed their contracted architects to provide revised feasibility studies for building and site designs.

**Budget.** While the SIT was trying to come to agreement on enrollment and other aspects of the ed spec, the District budget process was moving along. We were successful in increasing the project budget to approximately \$18.5M; however, because DCPS had not yet revised its enrollment, the budget is based on the DCPS projection for a 457-capacity building; construction of a 539-capacity building would likely need additional funds.

## Where does the project stand now?

In October 2016, the SIT reviewed the revised feasibility study design options: two variations for 539 students (including one closer to the current budget), and one for 457 students. As part of the 457-capacity option, DCPS introduced some new options: adjusting the Maury boundary; creation of a cluster school model with Miner; or both. The proposals had very little detail; *please see the enclosed chart for the key points of each option.*

DCPS also stated that they planned to select an option by end of 2016. After a letter-writing campaign by the Maury community, DCPS will hold a meeting at Maury on Thursday, January 12, 2017, before a decision is made.

**Timeline.** At this point, the project is slated to begin in Summer 2017, with students moving into "swing space" at Eliot-Hine for the 2017-18 school year as the renovation takes place. This timeline could change depending on the final option selected.

## What can we do?

**Give us your questions, comments, and ideas ahead of the January 12 meeting with DCPS.** There is a comments box in the lobby, or you can use our web form at:

[www.mauryelementary.com/maury-modernization](http://www.mauryelementary.com/maury-modernization)

Anonymous comments, questions, and ideas are welcome.

Information available at:  
[mauryelementary.com/  
maury-modernization](http://mauryelementary.com/maury-modernization)



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