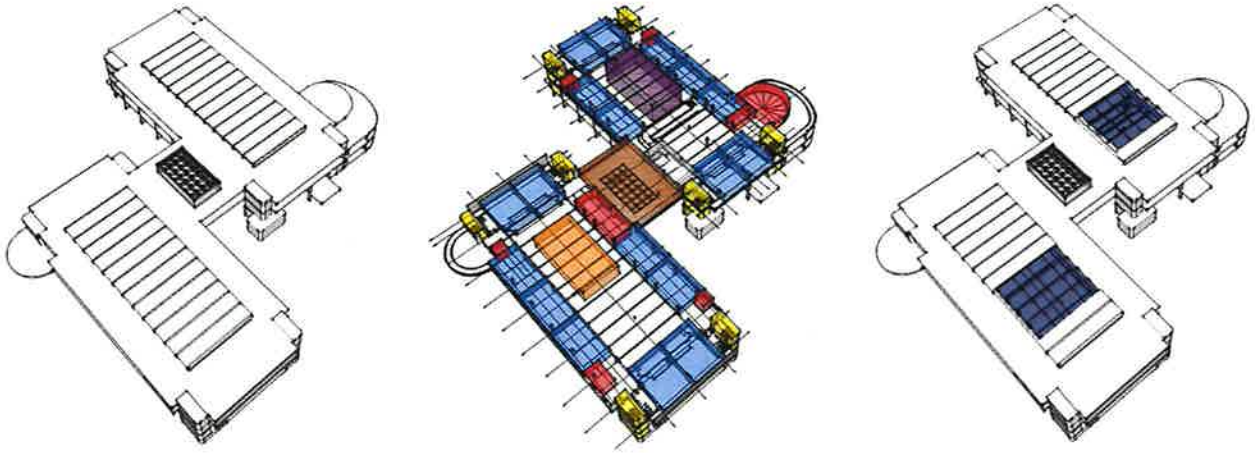
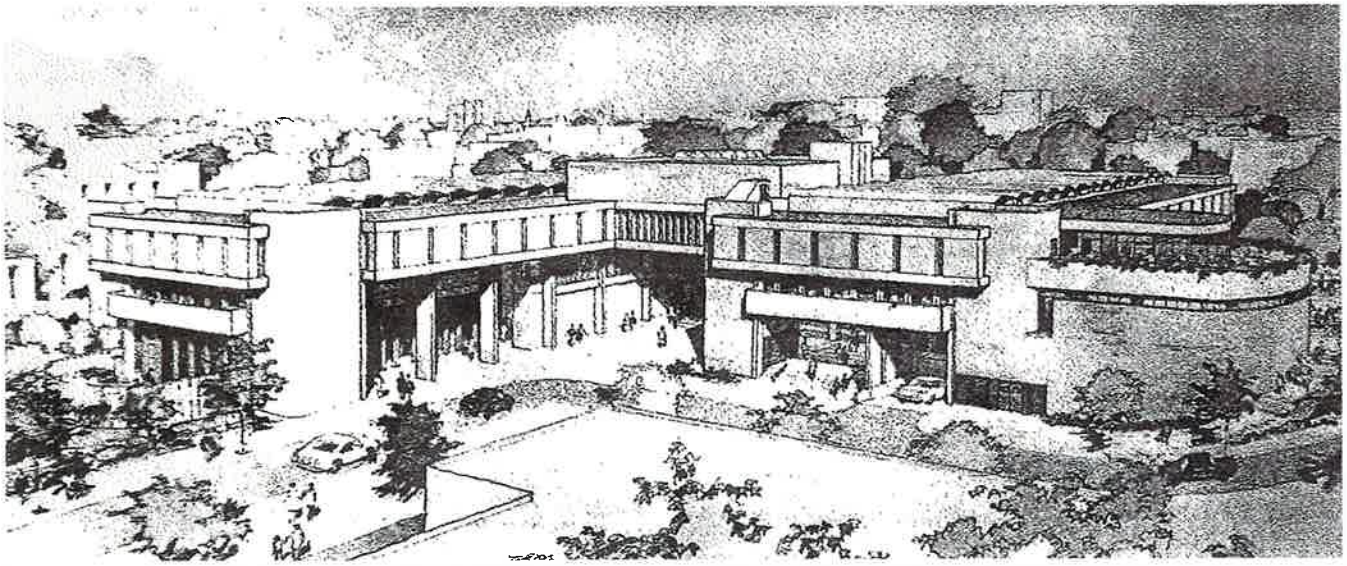




SCHEMATIC DESIGN PROGRESS

MARIE H. REED COMMUNITY LEARNING CENTER

PRESENTED TO THE COMMUNITY

22 OCTOBER 2015

DRAFT

QUINN EVANS
ARCHITECTS

Schematic Design Progress
MEETING AGENDA

Introduction

Guiding Design Principles

- Site Design
- Building Design
- Green Design

Site

- Organization, Circulation
- Design
- Storm-water Management

Parking Options

- Street
- Garage

Recreation Center

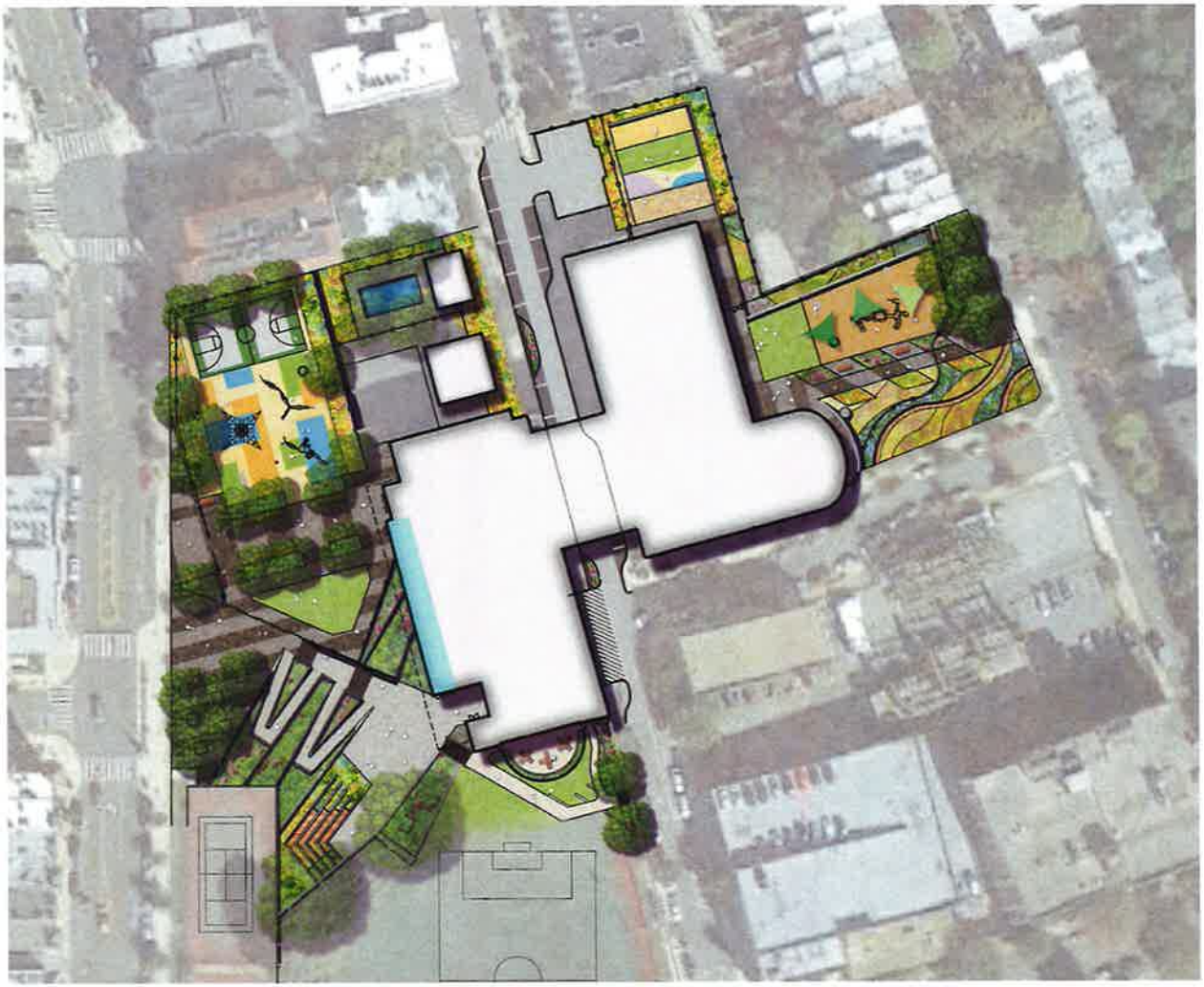
- Aquatics
- Gymnasium & Multi-Purpose

Community Partners

- Progress Plans
- Working Elevations

School

- Internal Street, Legacy Displays
- Daylight Studies & Classroom Designs



Schematic Design Progress

SITE DESIGN PRINCIPLES

Place

- Project a unique **SENSE OF PLACE AND IDENTITY** to school community and the community at large
- Create a **SENSE OF ARRIVAL** that defines entry
- Provide design elements of **DEFENSIBLE SPACES** on the site
- Provide a **DIVERSITY OF GATHERING PLACES** that supports small and large groups
- Provide spaces for **ALL STUDENT POPULATIONS**, including specials needs

Play

- Provide **MULTI-SENSORY ENVIRONMENTS** that stimulate well being and promote exploration and discovery
- Provide both **ACTIVE PLAY AND RECHARGING** environments in which students can take respite during outdoor time

Landscape

- Provide indigenous, **SUSTAINABLE PLANT SELECTIONS** that accommodate seasonal and temporal change
- Use the vertical changes of the **SITE AS OPPORTUNITIES FOR CREATIVE SOLUTIONS**
- Seamlessly integrate sustainable practices and **STORM-WATER MANAGEMENT** into the design

Learning

- Provide landscape environments which support **OUTDOOR TEACHING AND LEARNING**
- Landscaping should reinforce narratives about natural systems, stewardship, and **CONNECTIVITY WITH NATURE**

Lincoln Center, NYC

Normal, IL

Schematic Design Progress

BUILDING DESIGN PRINCIPLES

Community

- Organization of program spaces to support the school's existing culture of collaboration and promote **INTERDISCIPLINARY LEARNING**
- School to **SUPPORT ENGAGEMENT** by the parents, community, and industry leaders and role models
- Spaces should be flexible to support both school time and after-school activities, enabling community partners to be **CULTURALLY INTEGRATED** into the school

Learning

- Learning environments to cultivate and inspire a passion for **LIFELONG LEARNING** in preparation for the 21st century workplace
- **FURNISHINGS AND TECHNOLOGY** are carefully considered for various modes of learning
- Student galleries to provide opportunities to personalize their respective learning communities, fostering a **POSITIVE SCHOOL CULTURE**
- Manifest the **DUAL LANGUAGE PROGRAM** in the design

Pride

- Promote a **SENSE OF IDENTITIES** - Community, Neighborhood, School, Grades, Classes and Student places
- Display of student work provides an understanding of the standards of exemplary work, and fosters a sense of **PRIDE AND OWNERSHIP**
- Promote sustainability, a sense of **STEWARDSHIP AND GLOBAL AWARENESS** as a shared value for the community and the school in a manner that reinforces the educational curriculum

Fitness

- **FEEDBACK LOOPS** promote educational achievement, physical fitness, and sustainable literacy
- Through athletics and **KINESTHETIC ACTIVITIES**, the school to support learning and physical fitness

Creativity

- The cafeteria and student commons to promote positive social interactions and support **FORMAL AND INFORMAL STUDENT EXPRESSION** through dance, art, spoken word, and music
- The school should support visual and performing arts - both **TRADITIONAL AND EMERGING MEDIA** - with adequate facilities to create and share art

Environment

- Provide a **SAFE AND SECURE** environment that supports the policies and procedures developed by DCPS and the School
- Provide circulation and adjacencies that foster **DAILY ROUTINES** and sequence of activities
- Provide **UNIVERSAL DESIGN** throughout
- Provide **DAYLIGHTING** and visual access to exterior
- Provide **THERMAL COMFORT**
- Provide access to **OUTDOOR SPACE**

Schematic Design Progress

GREEN DESIGN STRATEGIES

The following list of sustainable design strategies shall be considered during Schematic Design

Sustainable Sites
- Use **NATIVE PLANTS**
- **GREEN ROOF**
- Innovative and **INTEGRATED STORM WATER** management best practices
- Underground **CISTERN** or storage system
- **GARDEN**
- **LIVING** vertical wall

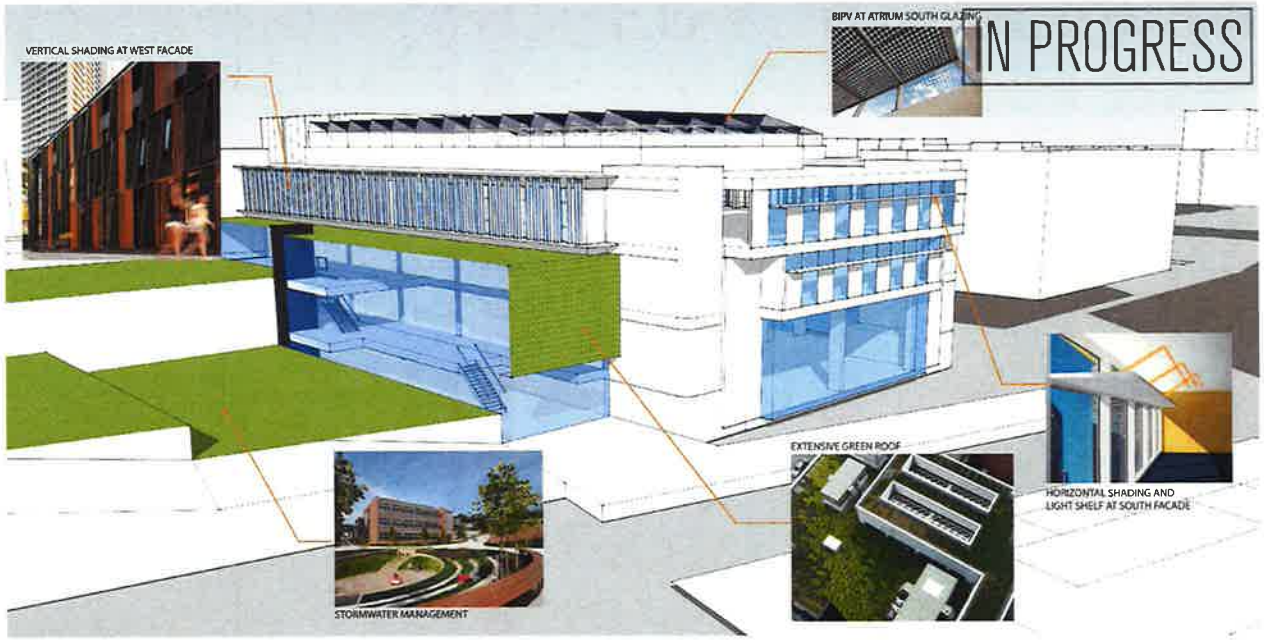
Water Efficiency
- **LOW FLOW** fixtures

Energy & Atmosphere
- Employ **PHOTO-VOLTAIC** panels
- Purchase power generated from **RENEWABLE RESOURCES** (sun, wind)
- Provide **IMMEDIATE FEEDBACK** on energy use to facilitate student monitoring and learning
- Employ a **WASTE WATER** source heat pump system
- Employ **SOLAR THERMAL** panels for hot water

Material & Resources
- Use of **LOCAL MATERIALS** wherever possible
- Use of material containing **RECYCLED CONTENT** wherever possible

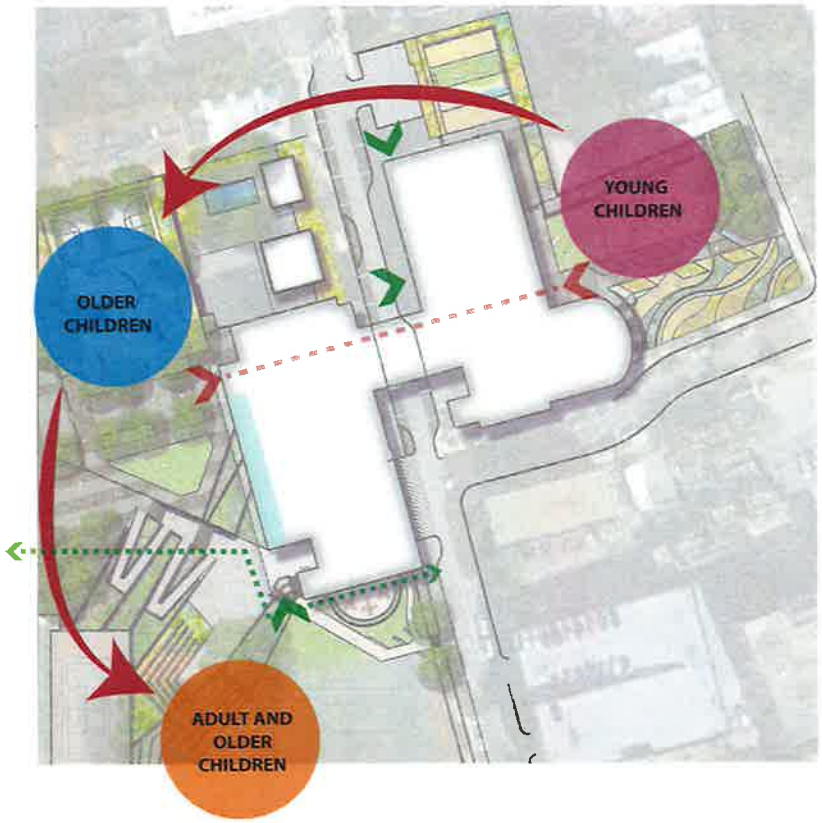
Indoor Environmental Quality
- Use of shading devices on west facade to **MINIMIZE GLARE** and solar gain
- Use of **LIGHT SHELVES** to bounce light further into spaces
- Use of **SKYLIGHTS** to increase daylight in spaces

Innovation in Design
- **ALTERNATIVE POOL WATER TREATMENT** system (bromine)



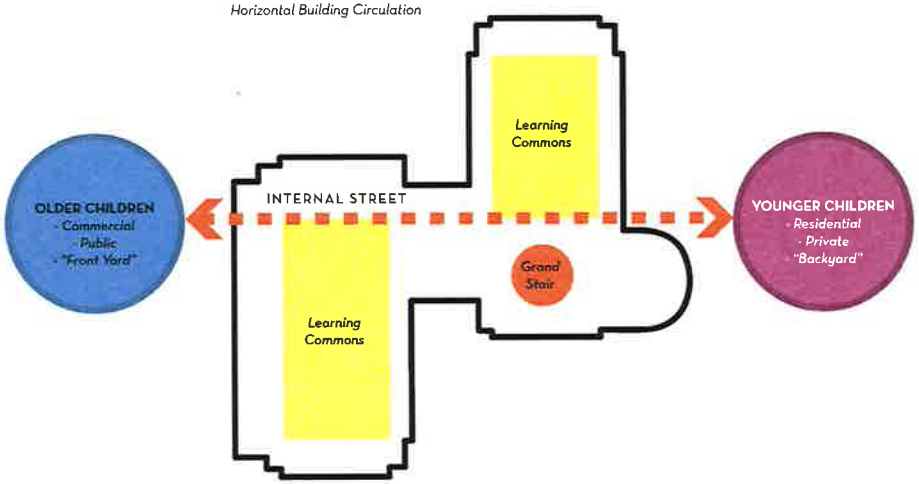
Sustainable Strategies Diagram

SITE DESIGN - CONCEPT DIAGRAMS

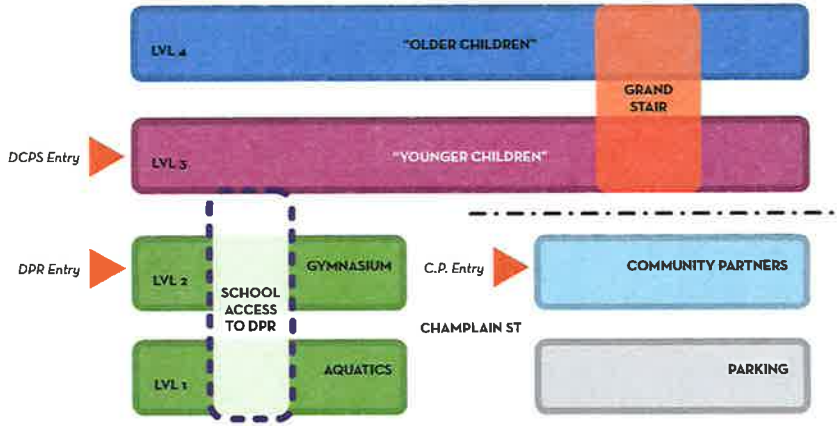


Site Circulation

Horizontal Building Circulation



Vertical Building Circulation



SITE ANALYSIS

LEGEND

- SITE BOUNDARY
- SECURITY / VISUAL IMPACTS
- VISUAL ENHANCEMENTS
- APPROACHING VIEWSHEDS
- ON SITE VIEWSHEDS
- SIGNIFICANT GRADE CHANGE

0 100 200 FT

SCALE 1" = 100'

Front entrance is unwelcoming and unorganized, resulting in weak street presence.

Dark, enclosed space causes high security issues.

Sunken space creates a dark, unsafe, and unsecure play/recreational area.

Numerous grade changes occur within a small area, forming scattered transitions between levels.
Building overhang creates a dark, secluded space immediately next to the building.

Tall fence creates uninviting entranceway.

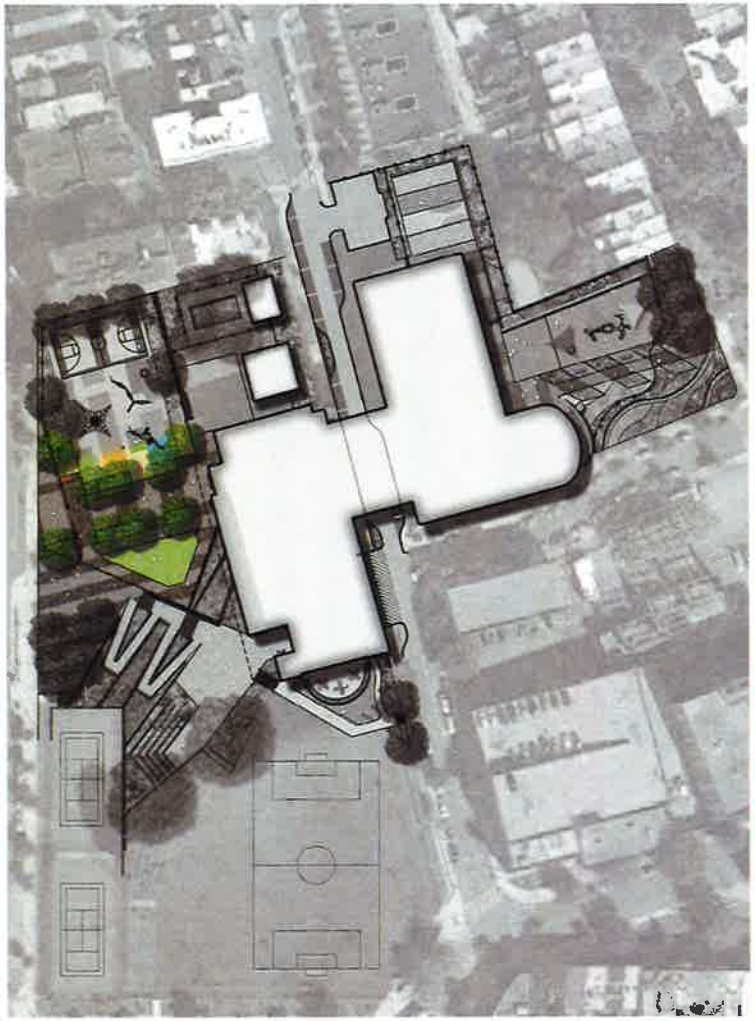
The site's topography provides the opportunity to enhance and preserve views to the Washington Monument.

Schematic Design Progress

SITE DESIGN - ILLUSTRATIVE PLAN

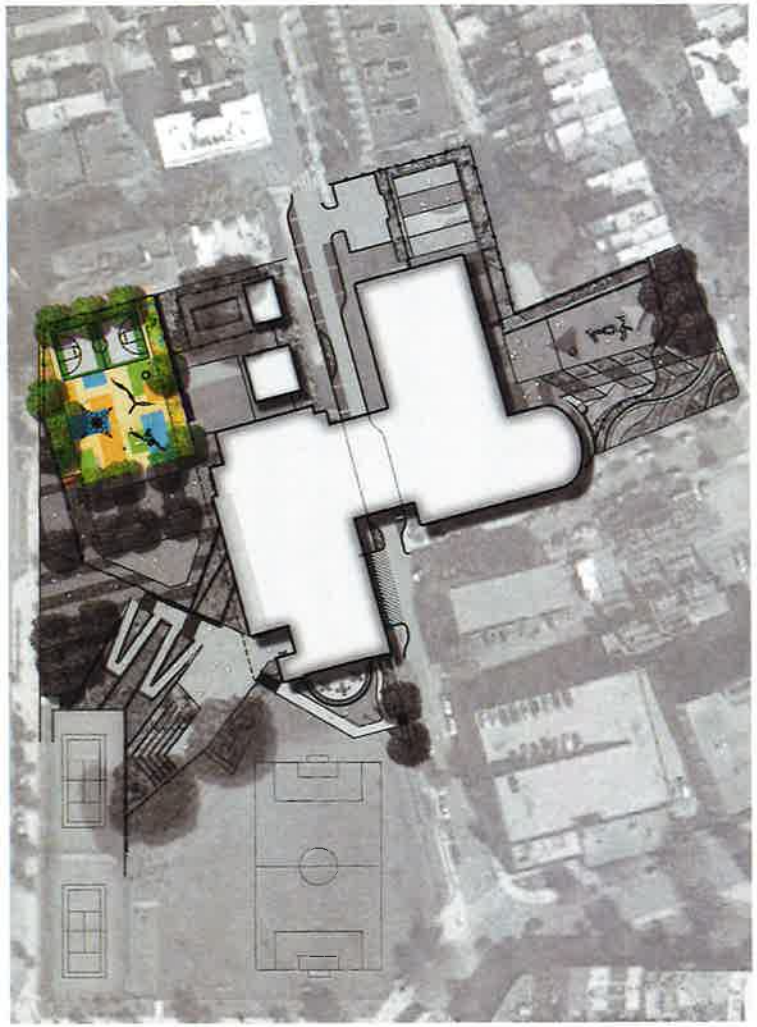
Schematic Design Progress

PRECEDENT IMAGES - SCHOOL ENTRANCE & BIORETENTION



Schematic Design Progress

PRECEDENT IMAGES - 8-12 PLAYGROUND

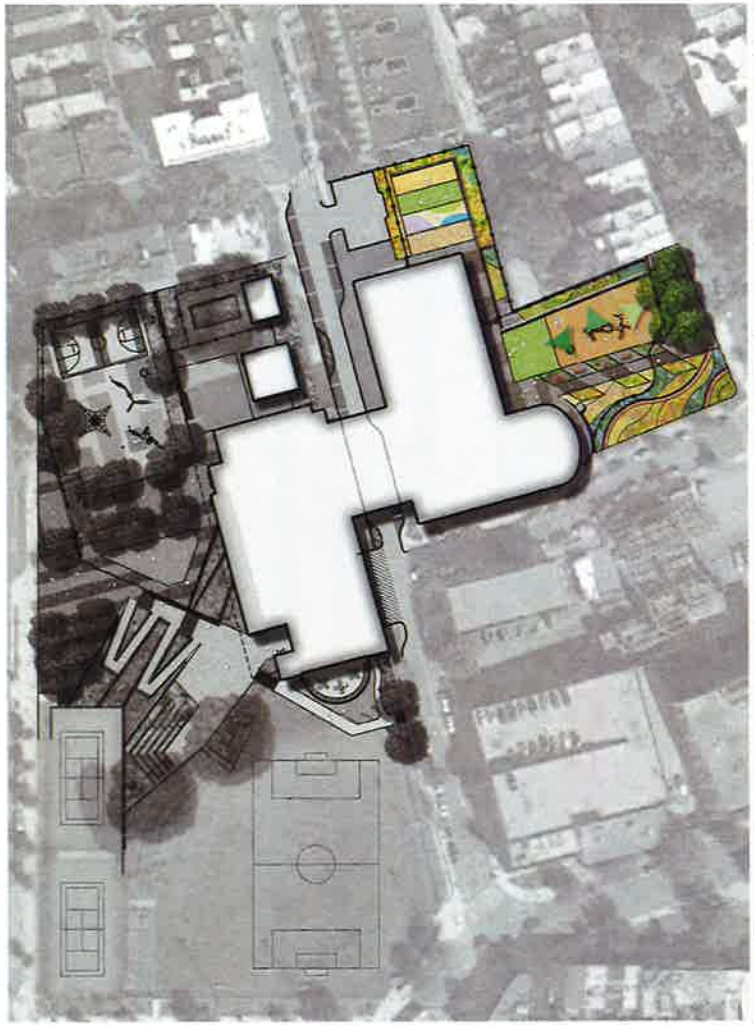


Schematic Design Progress

PRECEDENT IMAGES - CIVIC SQUARE & DPR PLAZA

Schematic Design Progress

PRECEDENT IMAGES - 5-8 PLAYGROUND & GARDEN PLOTS / EDIBLE HILLSIDE



Schematic Design Progress

SITE DESIGN - COMMUNITY STAIRCASE SECTION

IN PROGRESS

A

COMMUNITY STAIRCASE SECTION

SCALE: 1" = 10'-0"

Schematic Design Progress

SITE DESIGN - COMMUNITY STAIRCASE ELEVATION

COMMUNITY STAIRCASE & RAMP ELEVATION

Schematic Design Progress

SITE DESIGN - ONTARIO HILLSIDE

ONTARIO PLAYGROUND & HILLSIDE TERRACES

SCALE: 1" = 10'-0"

IN PROGRESS

Schematic Design Progress

STORM-WATER MANAGEMENT

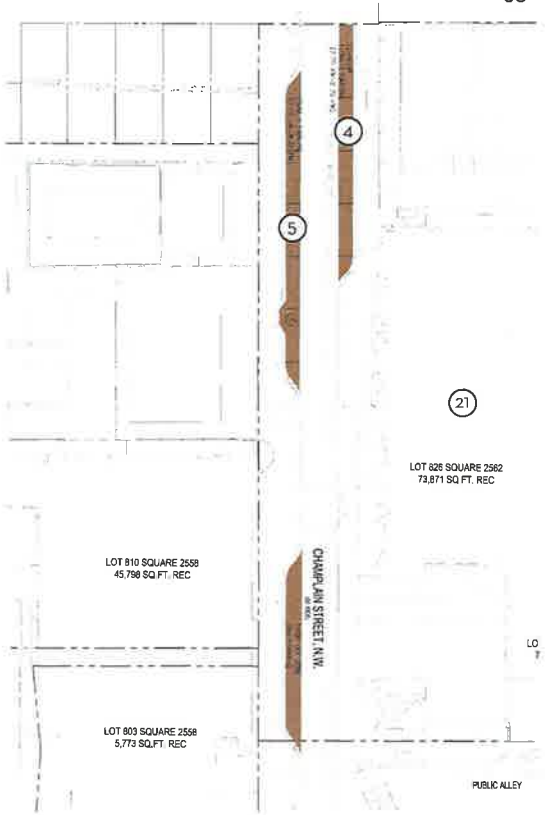
N

Marie H. Reed Community Learning Center
District of Columbia Public Schools

Schematic Design Progress

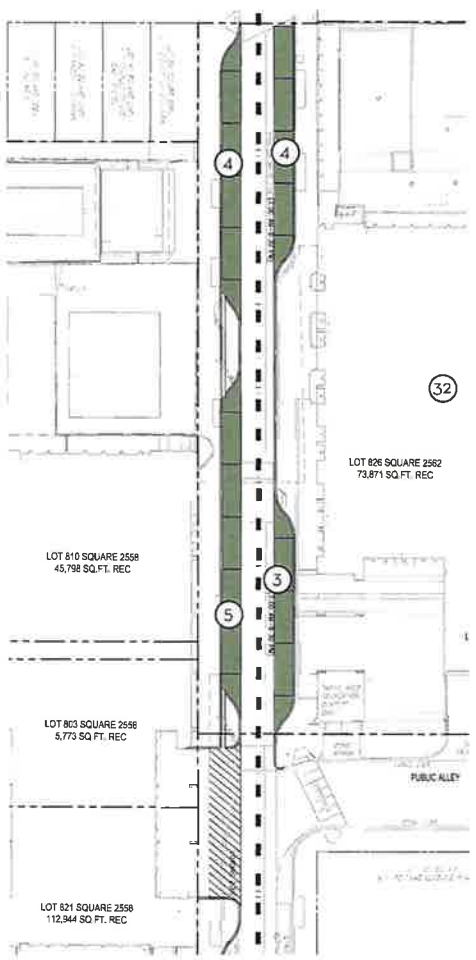
PARKING OPTIONS - SITE

TOTAL PARKING
30



EXISTING

TOTAL PARKING
48



PROPOSED

Vicinity Plan

N

Schematic Design Progress

PROGRAMMING DIAGRAMS - LOWER LEVELS

PROGRAM LEGEND

- Building Support
- DCPS-Circulation
- DCPS-Food Service
- DCPS-Media Center
- DCPS-Elective Classroom
- DCPS-Administration
- DCPS-Core Academic
- DCPS-Physical Education
- Community Partners
- DPR-Recreation
- Distinct Entry

CHAMPLAIN ST NW

LEVEL 1
AQUATICS/PARKING

CHAMPLAIN ST NW

LEVEL 2
GYM/COMMUNITY PARTNERS

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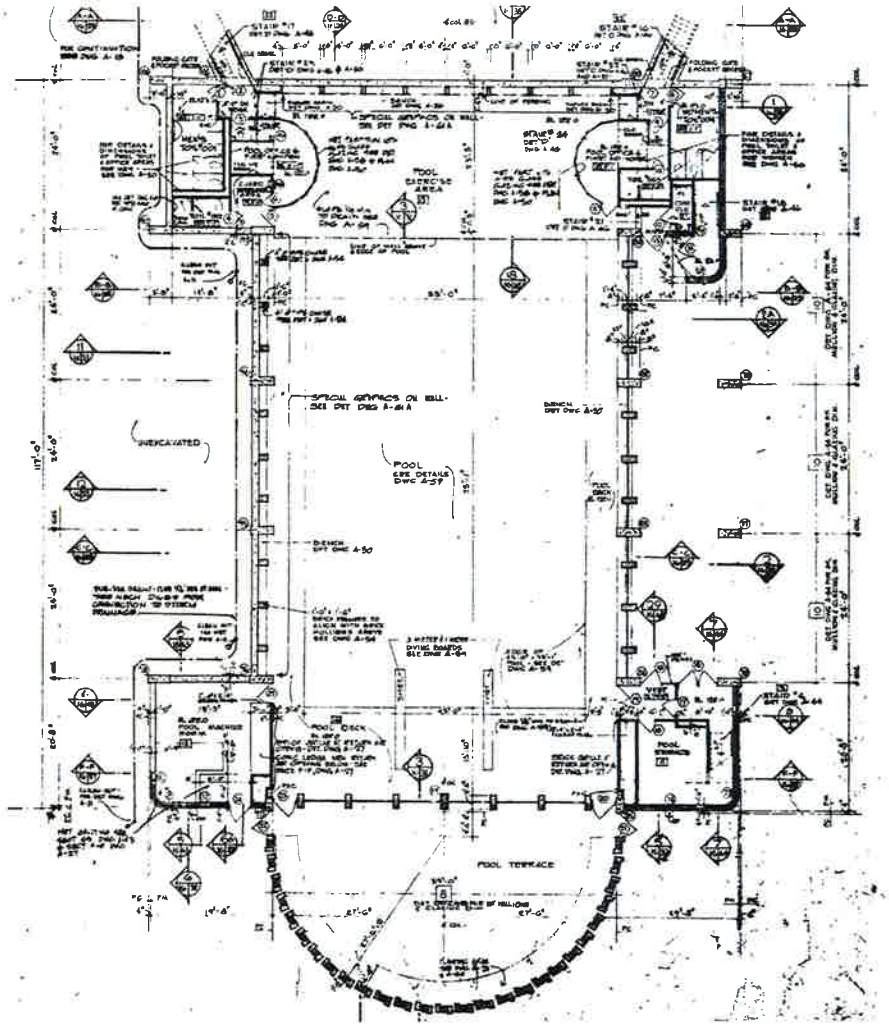
District of Columbia Public Schools

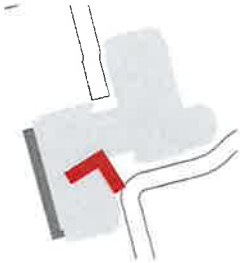
Schematic Design Progress

POOL



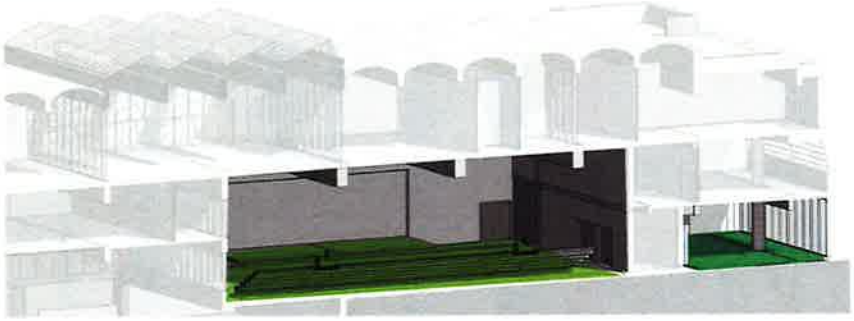
Schematic Design Progress

POOL



Schematic Design Progress

GYMNASIUM & MULTI-PURPOSE ROOM



Partial Sectional View

Gymnasium View: School Assembly

Gymnasium View: Athletics

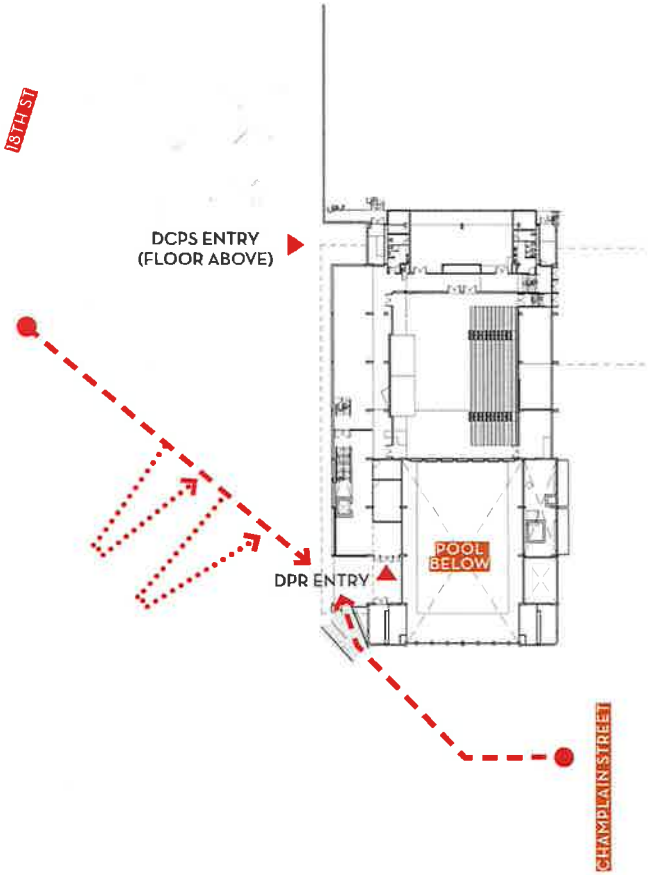
'Open' Position

'Closed' Position

Marie H. Reed Community Learning Center
District of Columbia Public Schools

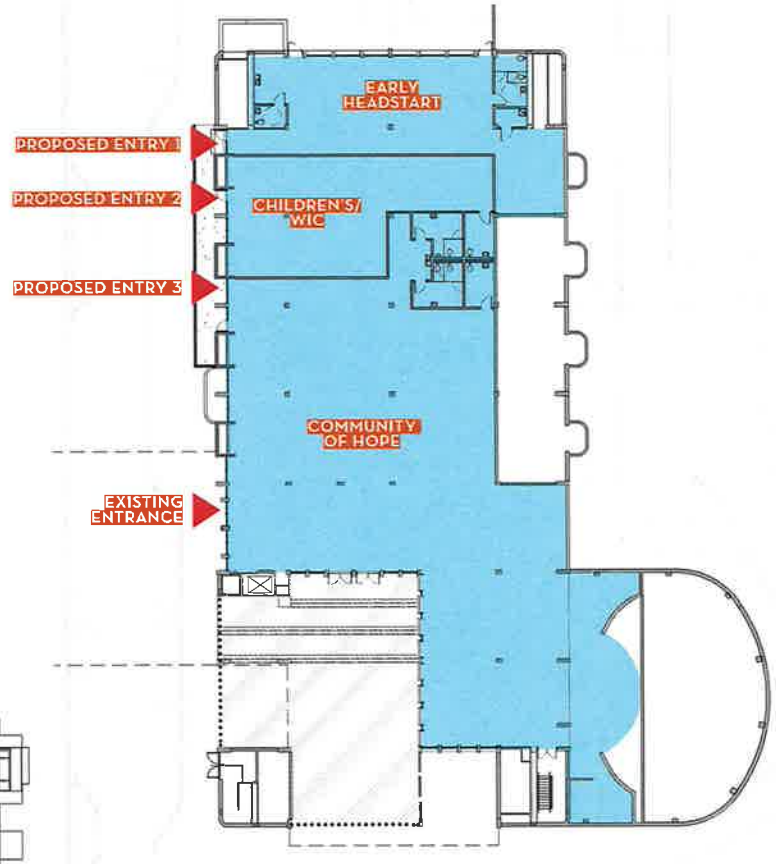
Schematic Design Progress

DPR SITE ACCESS



Marie H. Reed Community Learning Center
District of Columbia Public Schools

PROPOSED ELEVATION

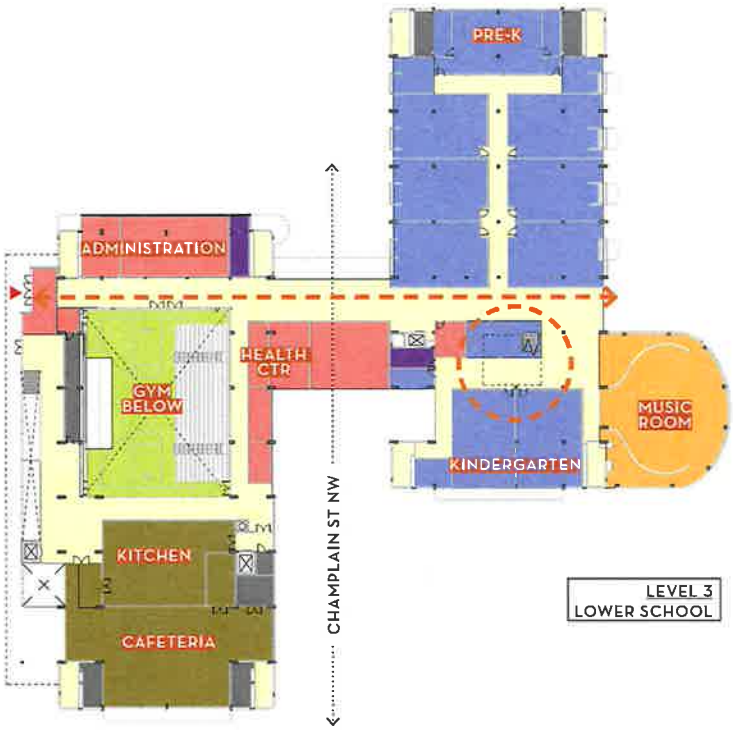


Schematic Design Progress

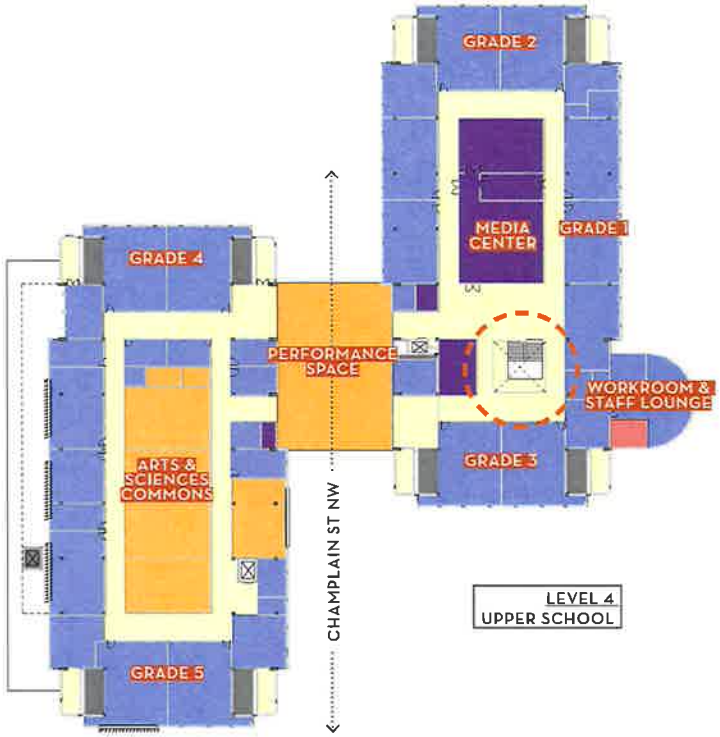
PROGRAMMING DIAGRAMS - SCHOOL LEVELS

PROGRAM LEGEND

- Building Support
- DCPS-Circulation
- DCPS-Food Service
- DCPS-Media Center
- DCPS-Elective Classroom
- DCPS-Administration
- DCPS-Core Academic
- DCPS-Physical Education
- Community Partners
- DPR-Recreation
- Distinct Entry



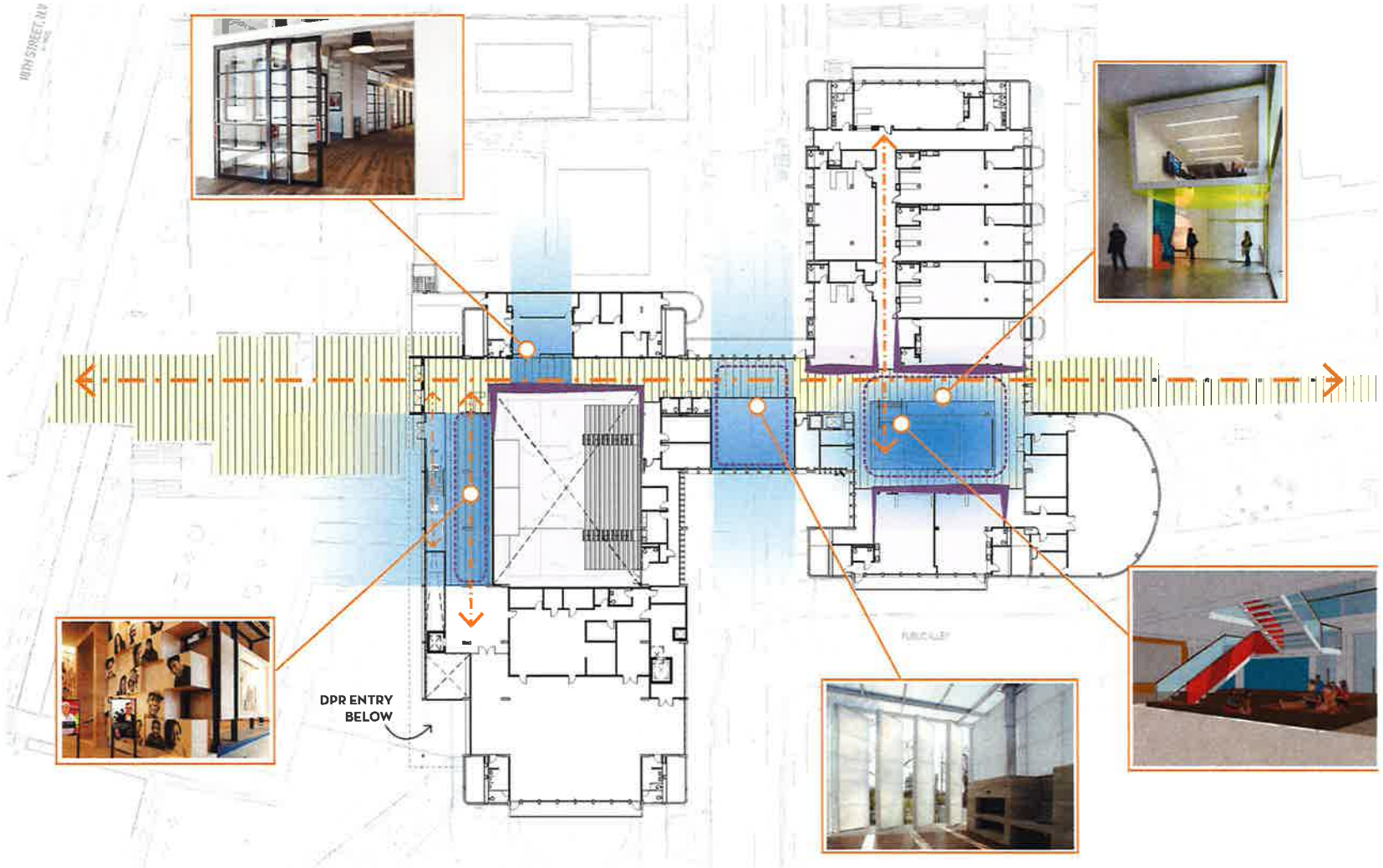
LEVEL 3
LOWER SCHOOL



LEVEL 4
UPPER SCHOOL

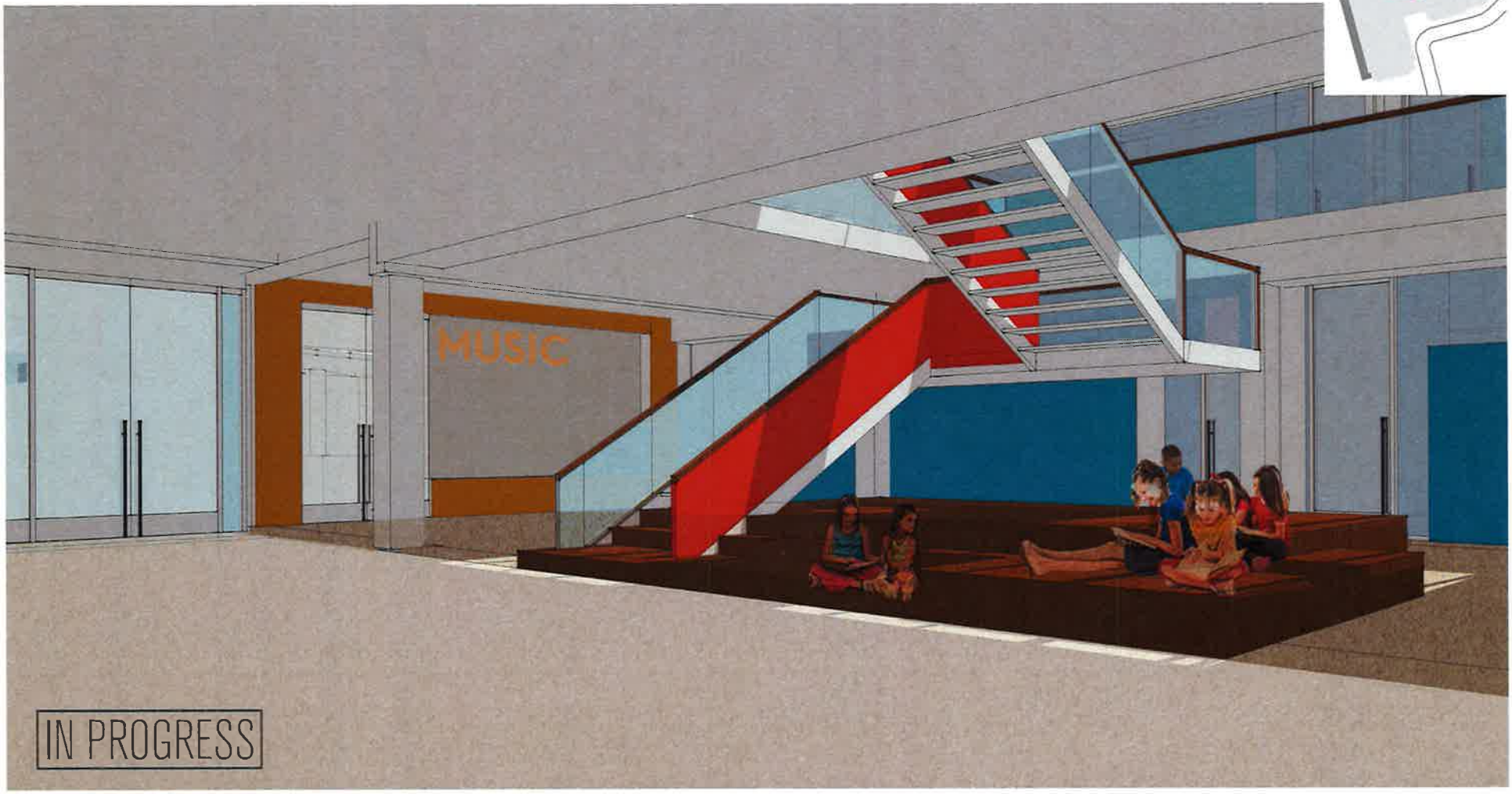
Schematic Design Progress

INTERNAL STREET DIAGRAM



Schematic Design Progress

INTERIOR CIRCULATION NODE



Schematic Design Progress

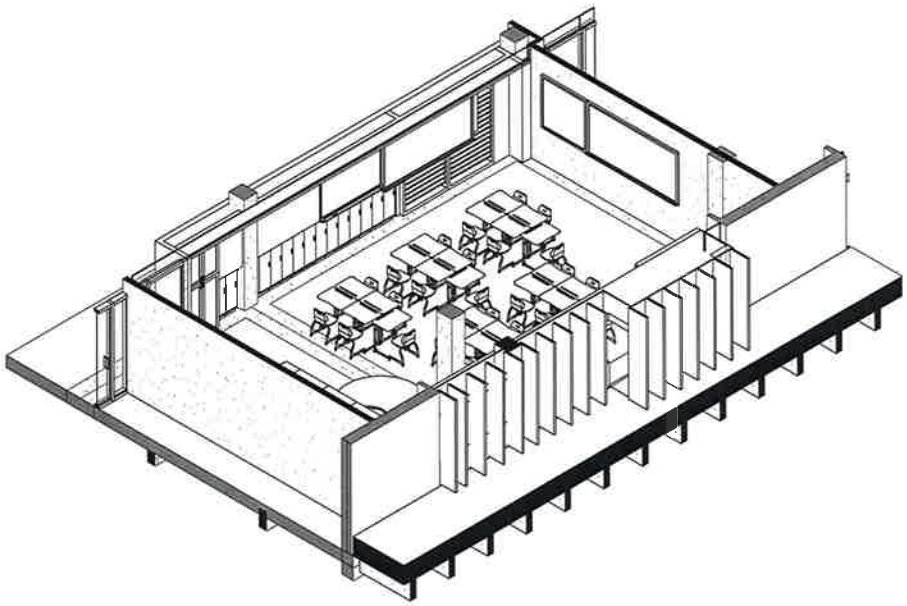
GRAND STAIR & MEDIA CENTER PERSPECTIVE

Schematic Design Progress

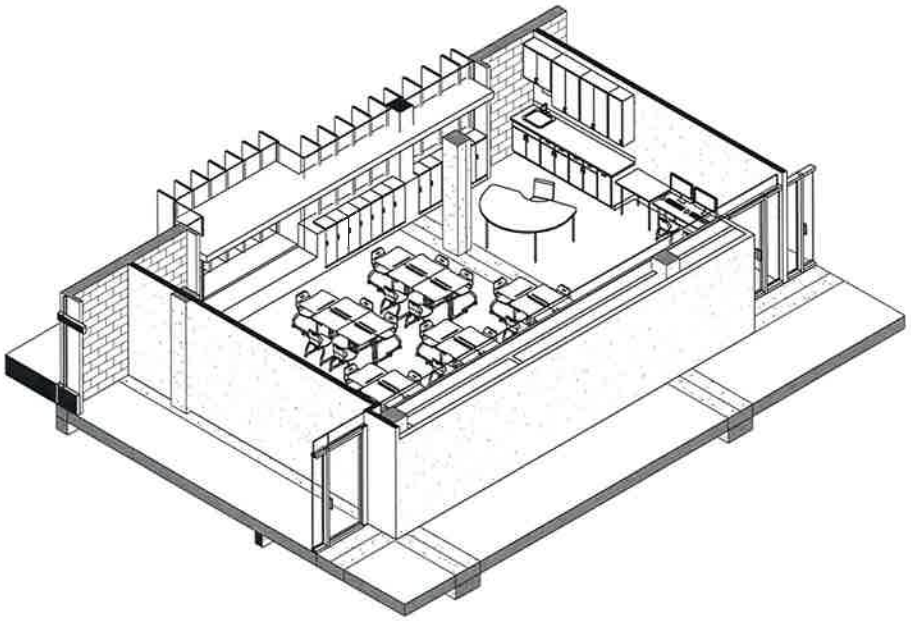
ARTS & SCIENCES COMMONS PERSPECTIVE

Marie H. Reed Community Learning Center
District of Columbia Public Schools

CLASSROOM DESIGN - WEST FACING CLASSROOM



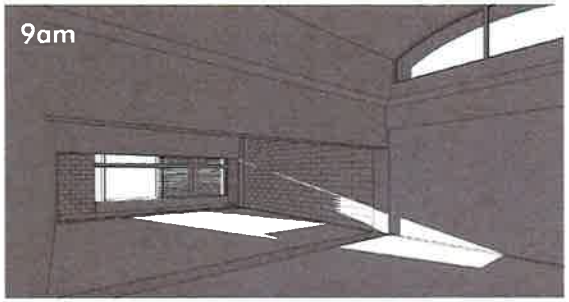
VIEW LOOKING SOUTHEAST



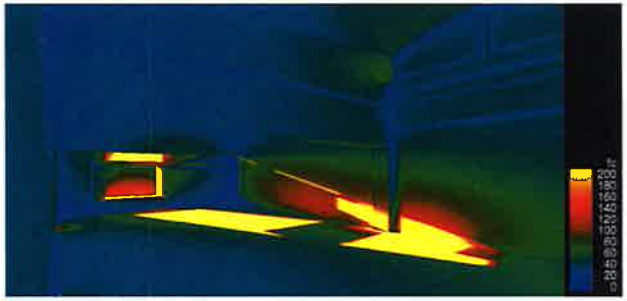
VIEW LOOKING NORTHWEST

Schematic Design Progress

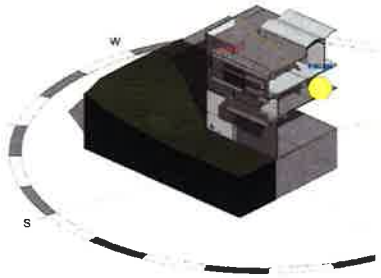
DAYLIGHT STUDIES - SOUTH-FACING, DEC. 21 (NEW)

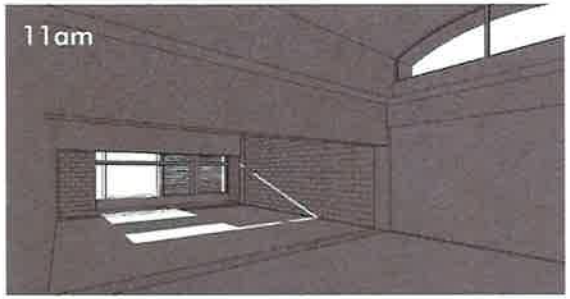


GLAZED, EXISTING CONDITIONS

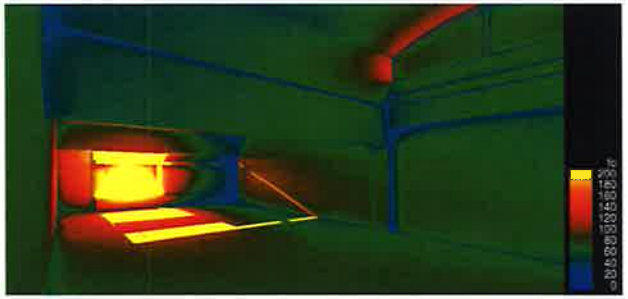


GLAZED, EXISTING CONDITIONS

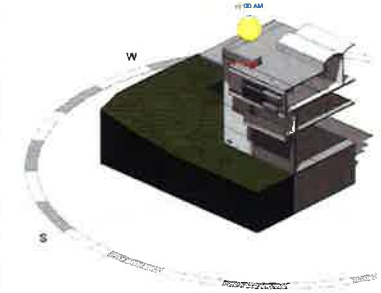


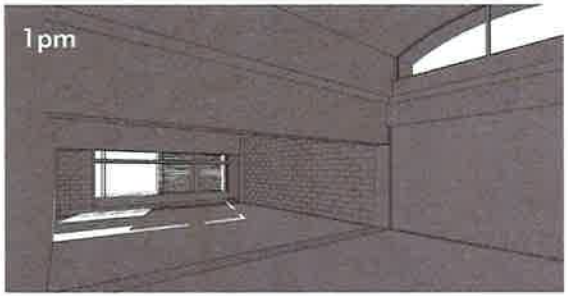


GLAZED, SHELF AND LOUVERS

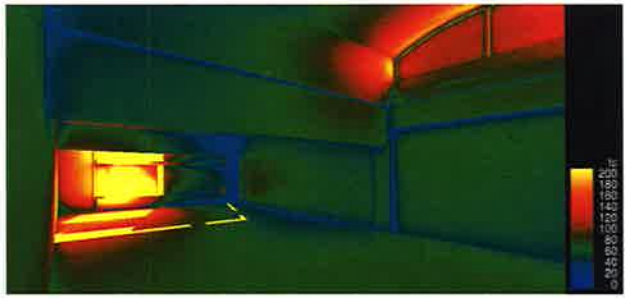


GLAZED, SHELF AND LOUVERS

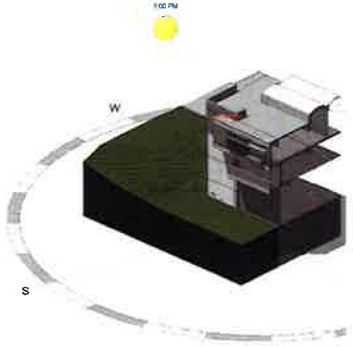




GLAZED, HORIZONTAL SHELF AND LOWER LOUVERS

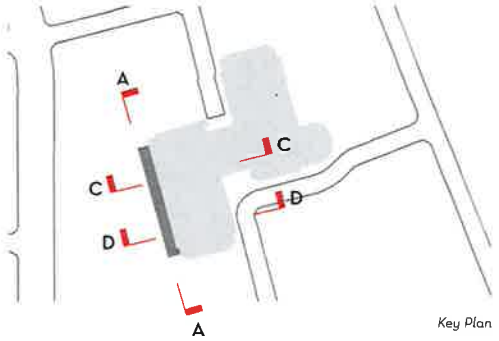


GLAZED, HORIZONTAL SHELF AND LOWER LOUVERS

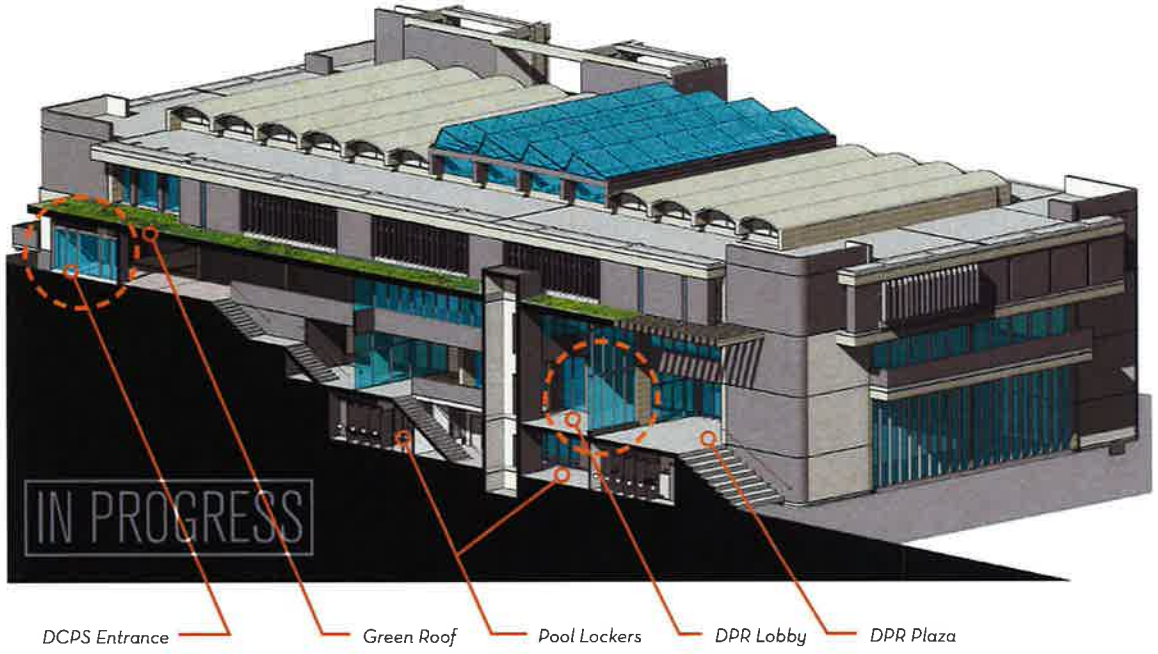


Schematic Design Progress

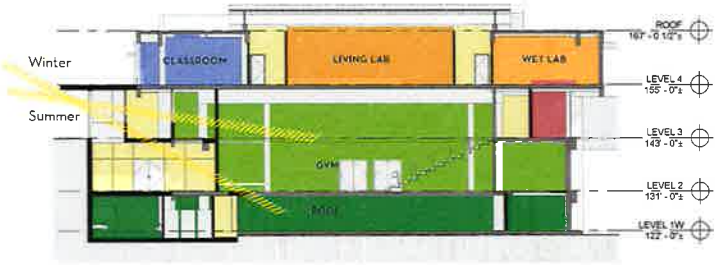
WEST ADDITION



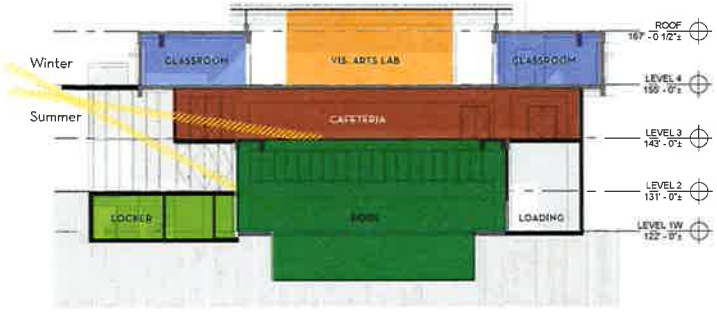
Key Plan



A-A | Long Section Through West Addition



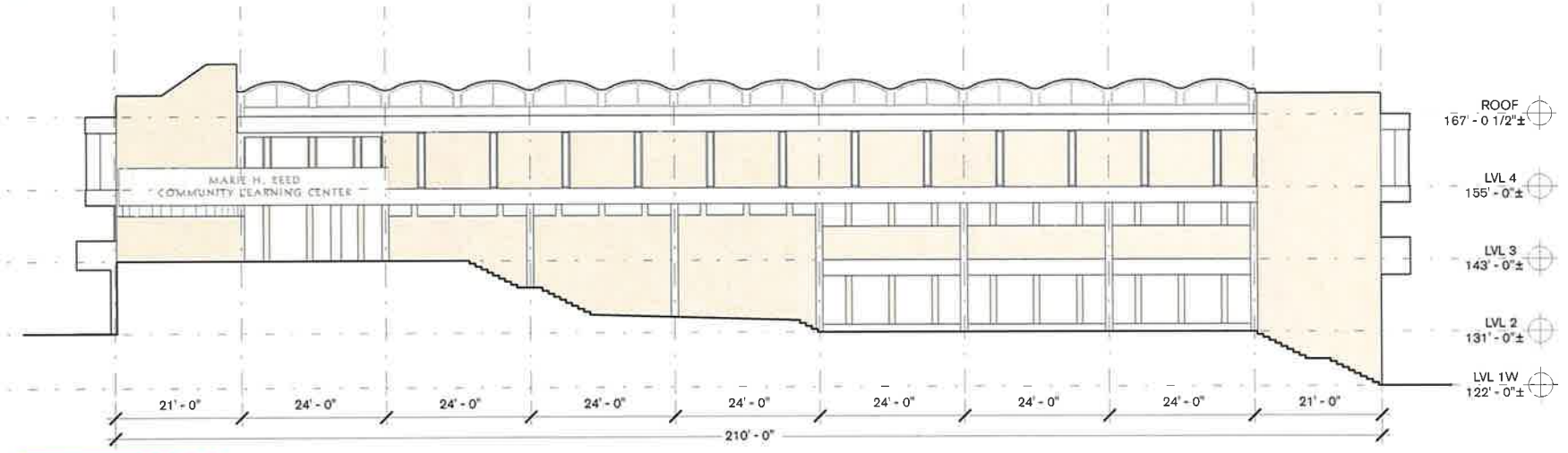
C-C | Cross-Section Through Gym



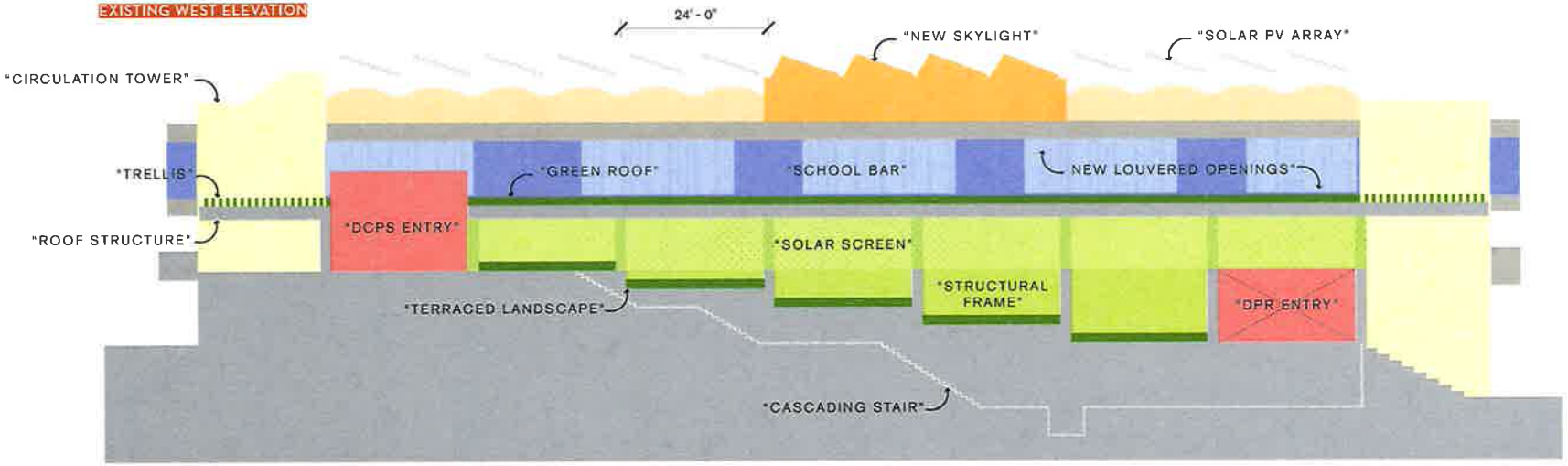
D-D | Cross-Section Through Cafeteria

Schematic Design Progress

WEST ADDITION - ELEVATION STUDIES



EXISTING WEST ELEVATION

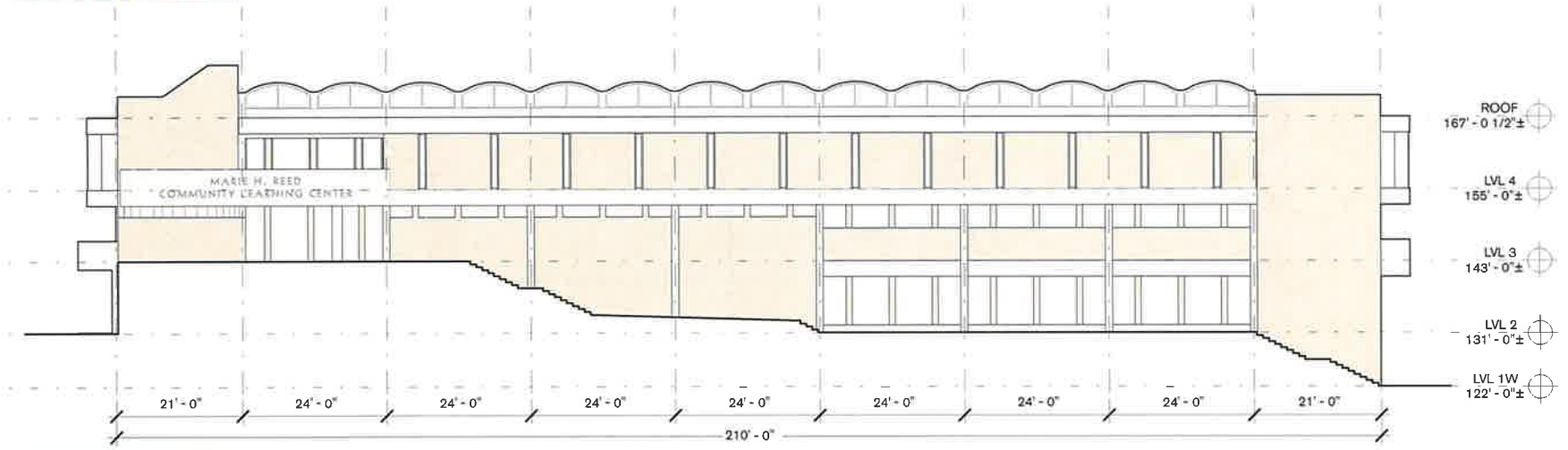


PROPOSED BUILDING BLOCKS

Schematic Design Progress

WEST ADDITION - ELEVATION STUDIES

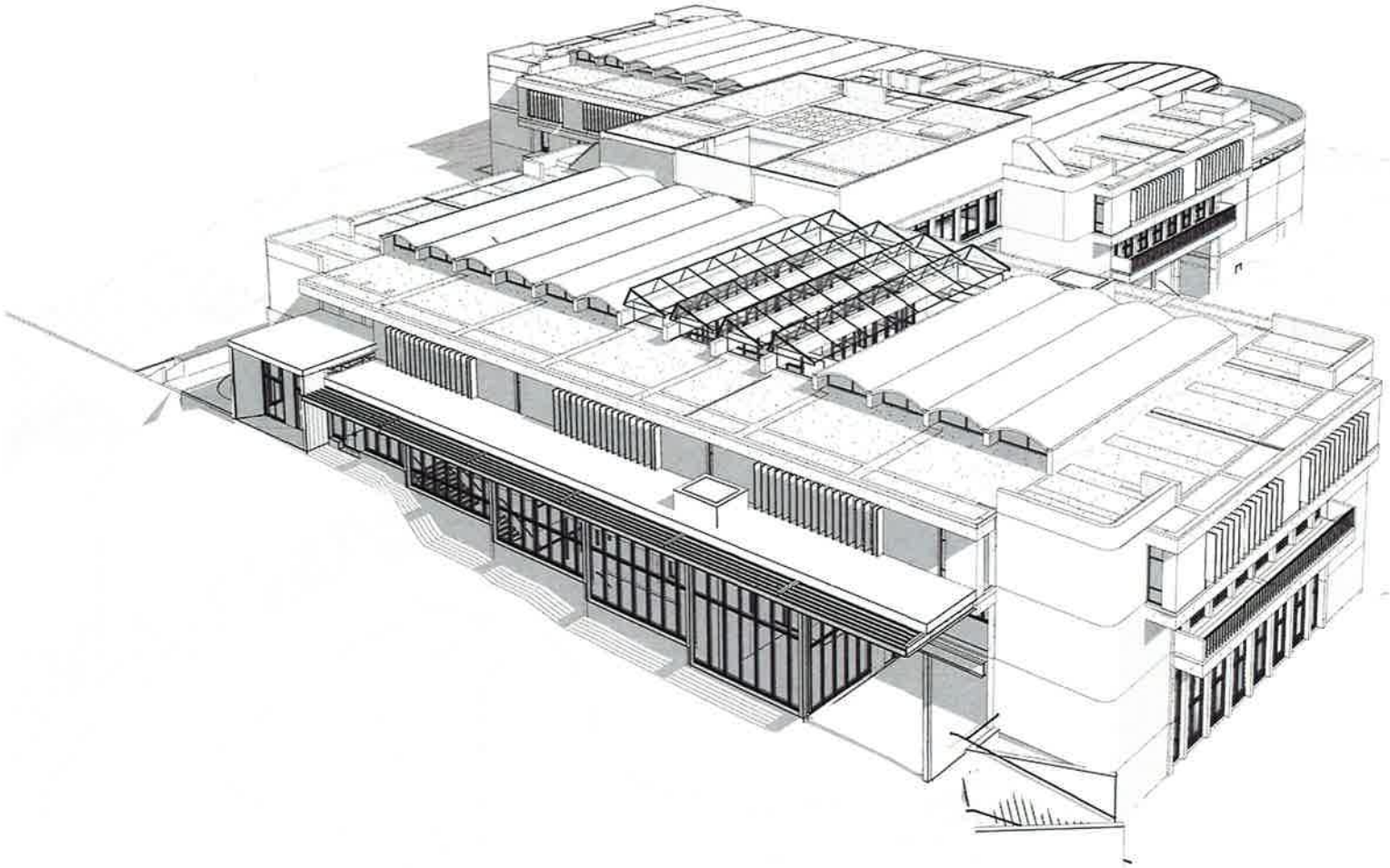
PROPOSED WEST ELEVATION



EXISTING WEST ELEVATION

Schematic Design Progress

PROJECT BIRDSEYE VIEW



IN PROGRESS