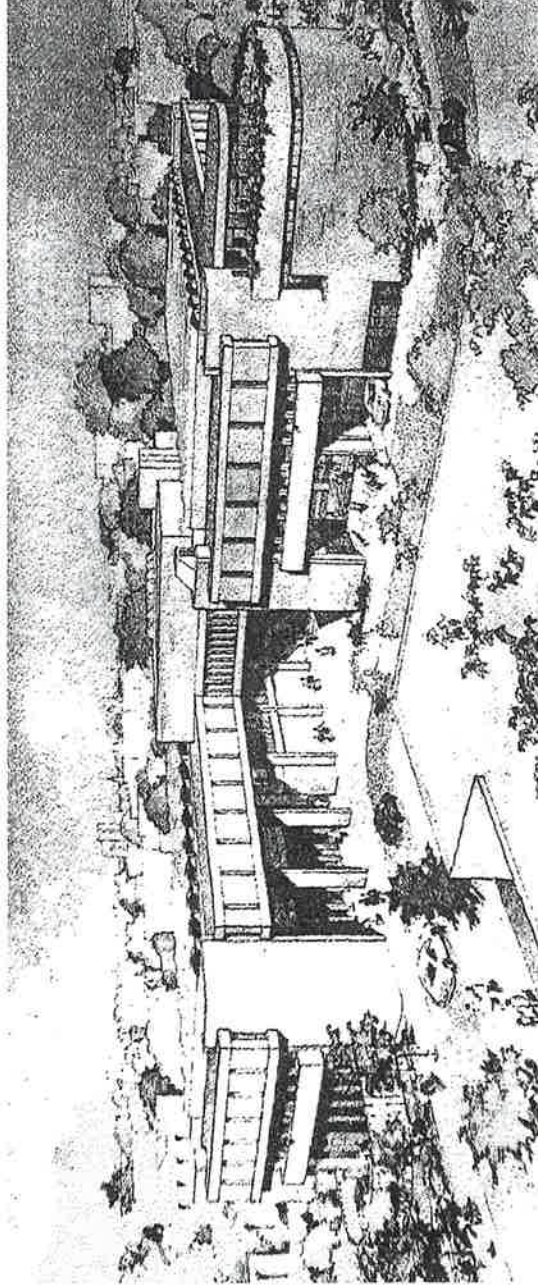
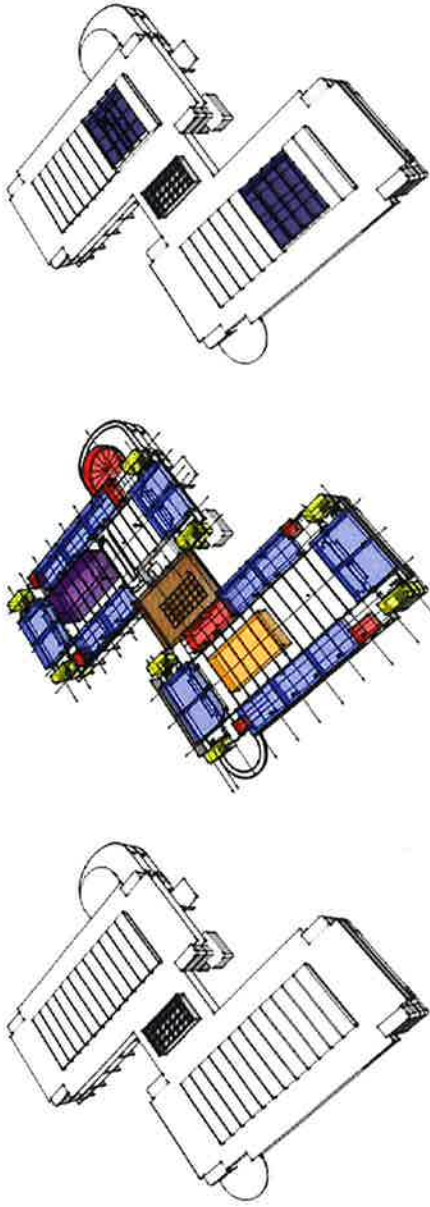


SCHEMATIC DESIGN
PROGRESS
MARIE H. REED COMMUNITY
LEARNING CENTER

PRESENTED TO:
DGS
DCPS
DPR
SIT

17 AUGUST 2015



DRAFT



QUINN EVANS
ARCHITECTS

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 special 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

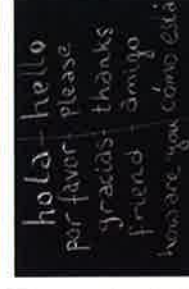
- **FEEDBACK LOOPS** promote educational achievement, physical fitness, and sustainable literacy
- Through athletics and **KINESTHETIC ACTIVITIES**, the school to support learning and physical fitness

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

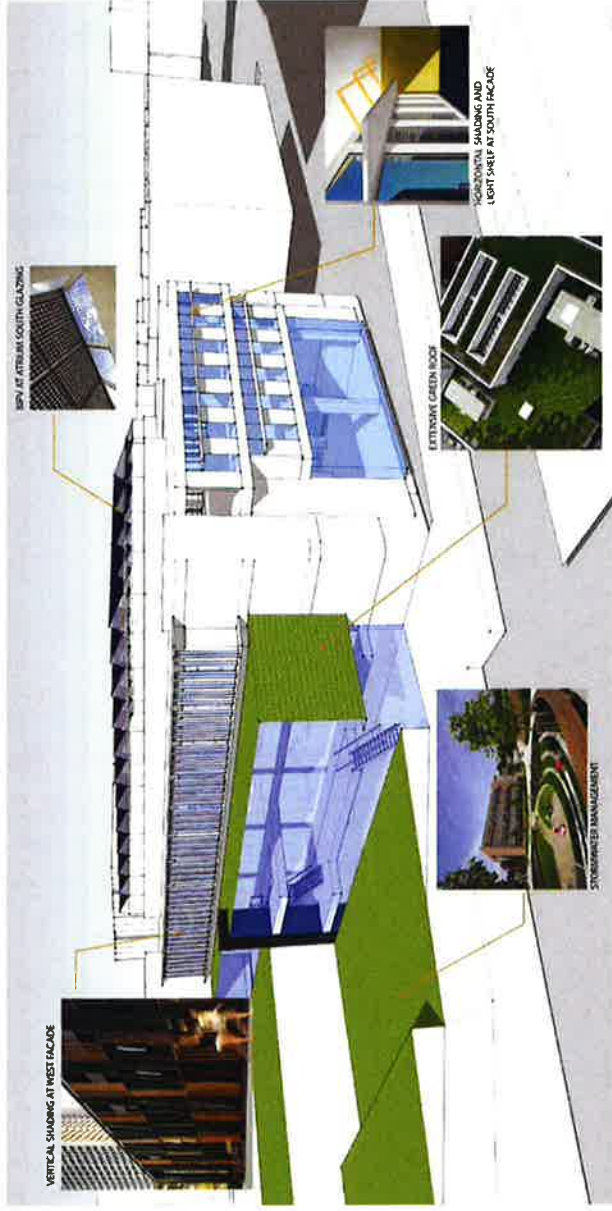
- Use of LOCAL MATERIALS wherever possible
- Use of material containing RECYCLED CONTENT wherever possible

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

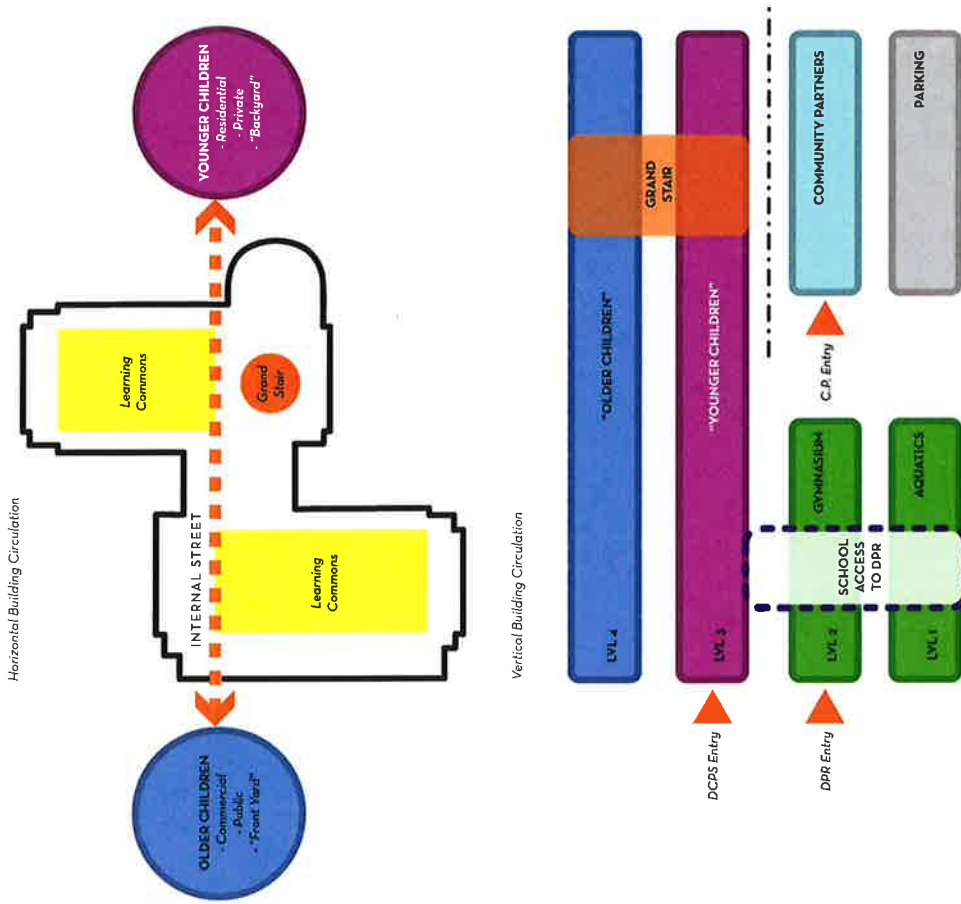
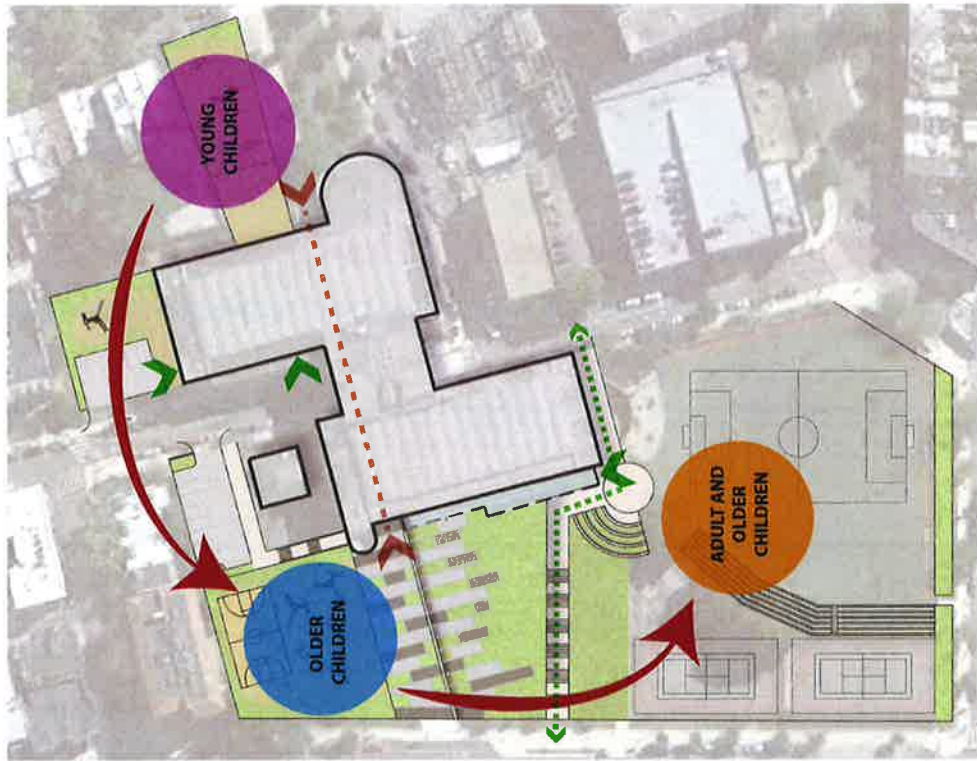
- ALTERNATIVE POOL WATER TREATMENT system (bromine)



Sustainable Strategies Diagram



Schematic Design Progress
SITE DESIGN - CONCEPT DIAGRAMS



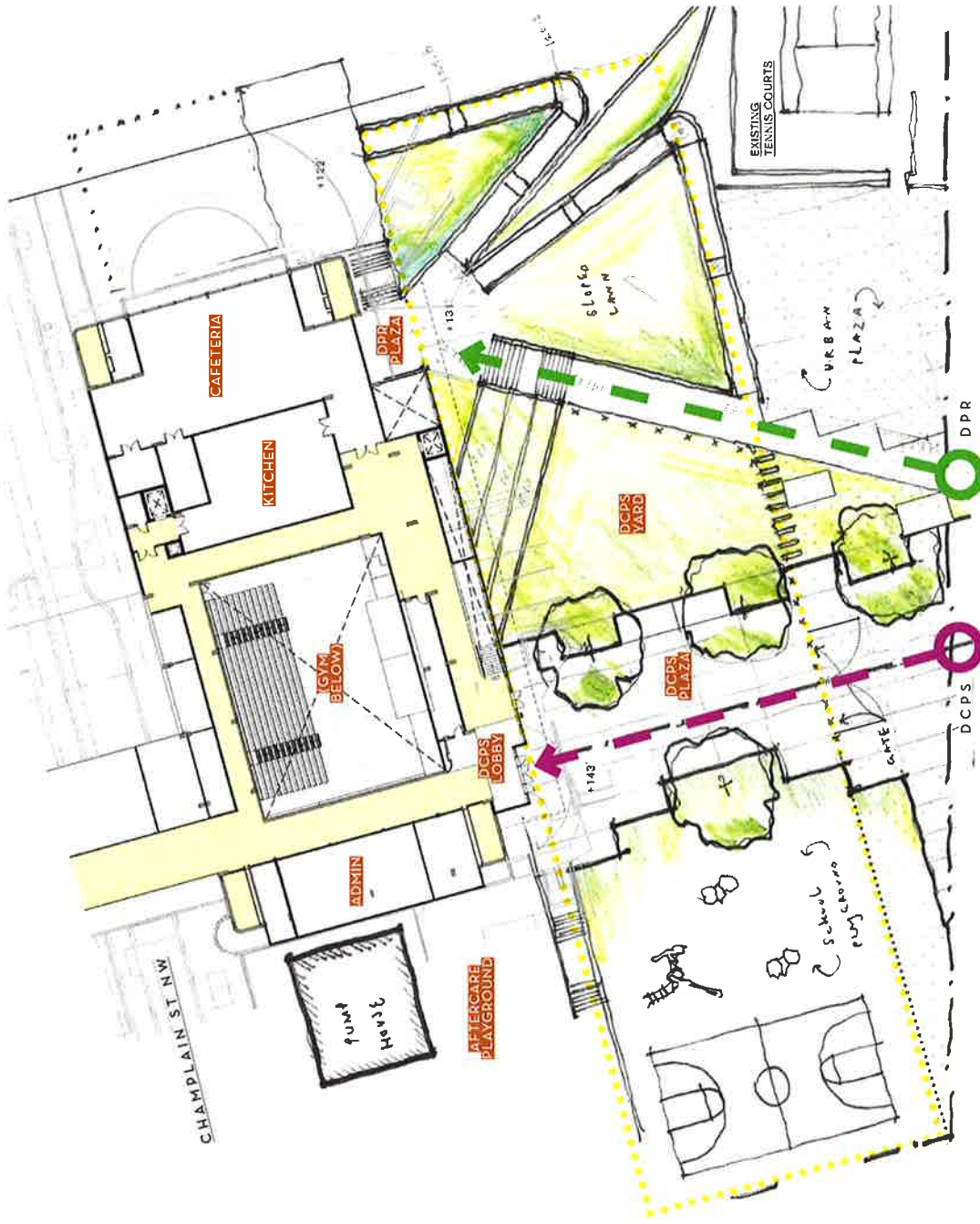
Site Circulation

Schematic Design Progress

SITE DESIGN - UPPER LEVEL

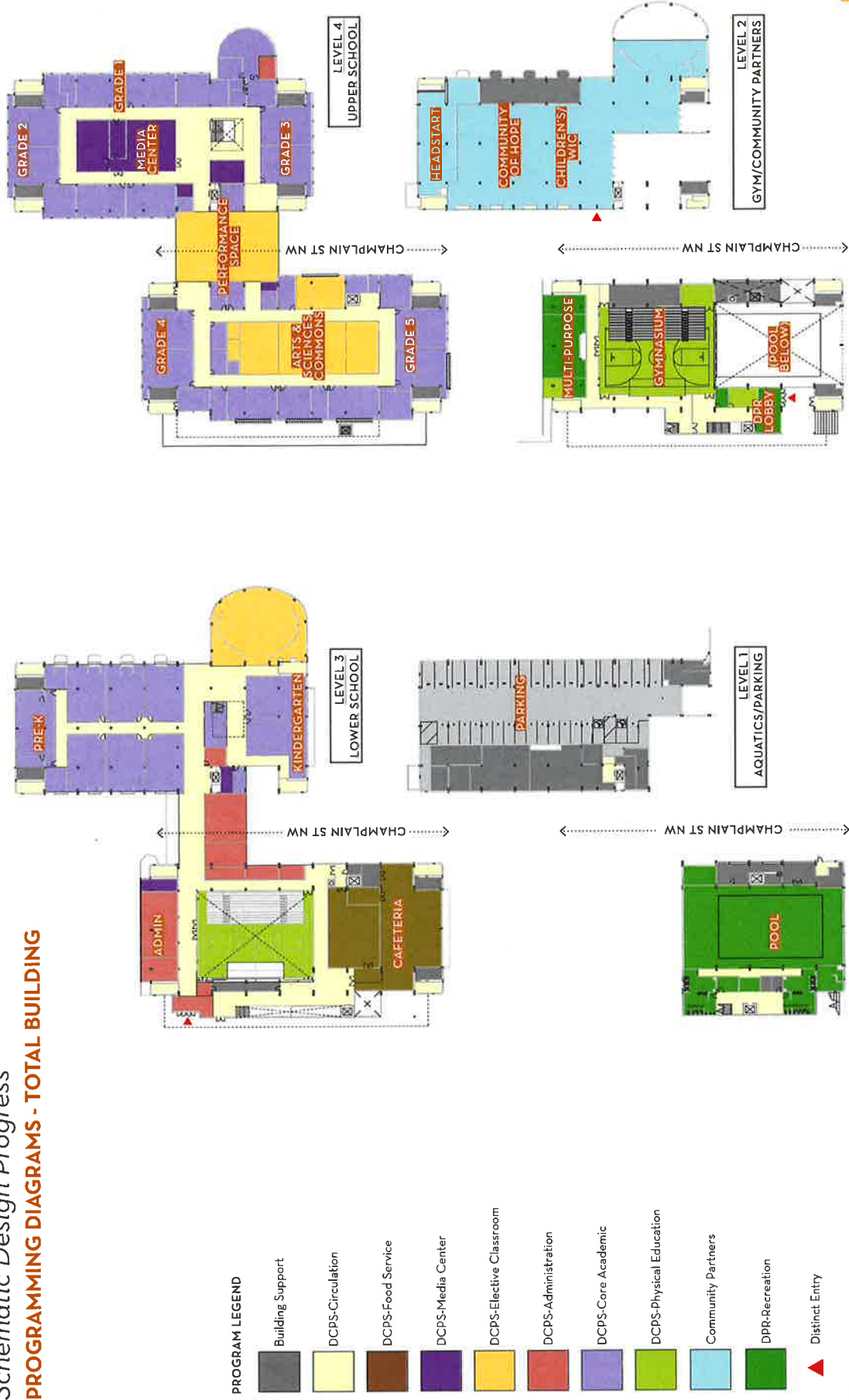
LEGEND

	Building Support
	DCPS-Circulation
	DCPS-Food Service
	DCPS-Elementary Classroom
	DCPS-Administration
	DCPS-Core Academic
	DCPS-Defensible Space
	Civic Space
	



Schematic Design Progress












PROGRAMMING DIAGRAMS - TOTAL BUILDING

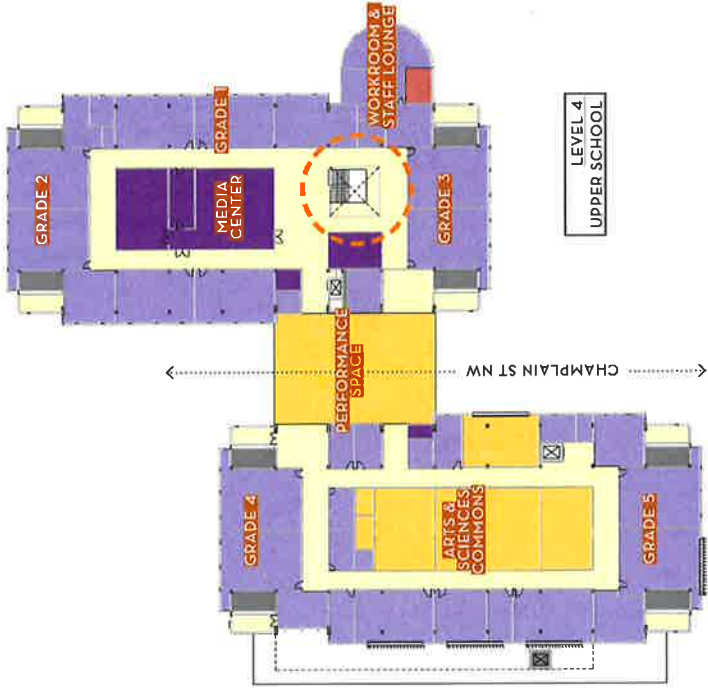
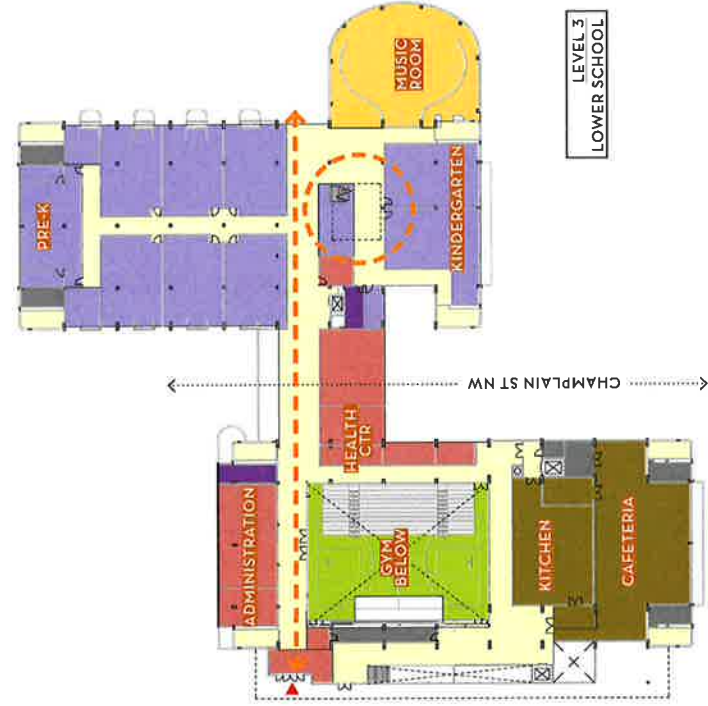


Schematic Design Progress

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



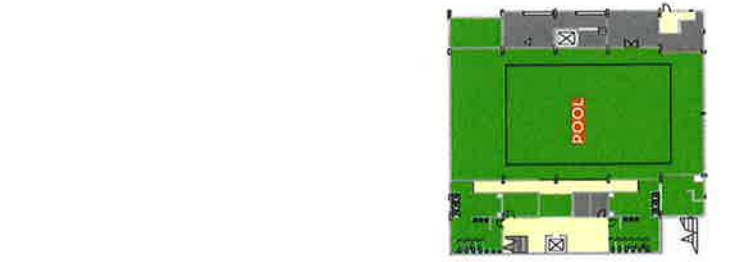
Schematic Design Progress

PROGRAMMING DIAGRAMS - LOWER LEVELS

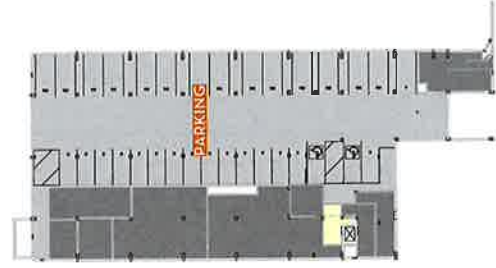
PROGRAM LEGEND

- 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

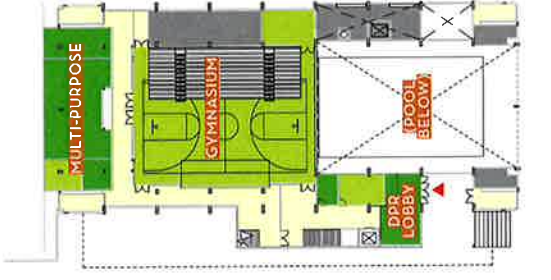
▲ Distinct Entry



LEVEL 1
AQUATICS/PARKING



LEVEL 2
GYM/COMMUNITY PARTNERS



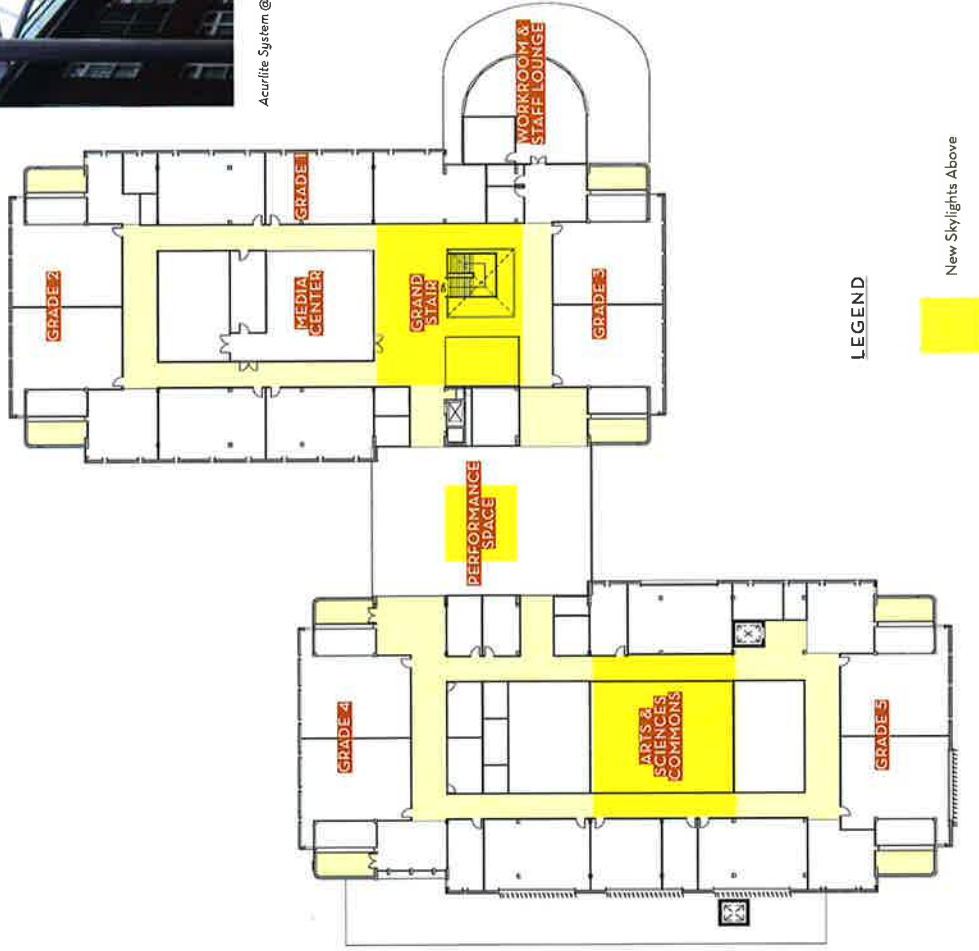
CHAMPLAIN ST NW



Schematic Design Progress
LEVELS 4,5 | UPPER SCHOOL & ROOF



Acurfite System @ Roosevelt High School



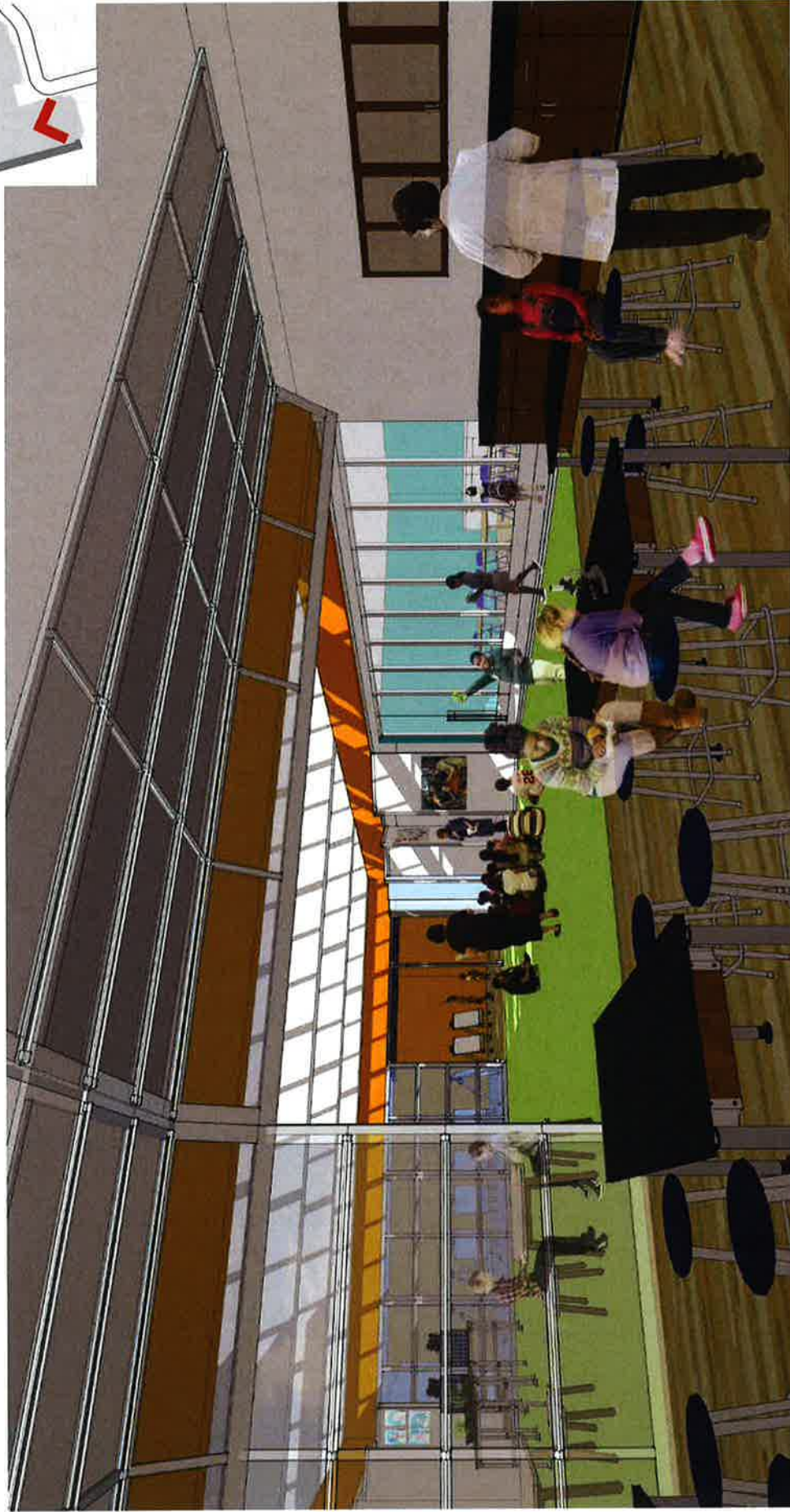
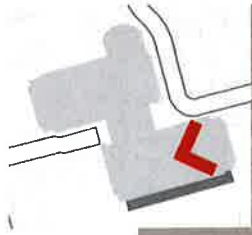
LEGEND



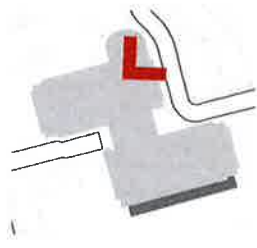
New Skylights Above



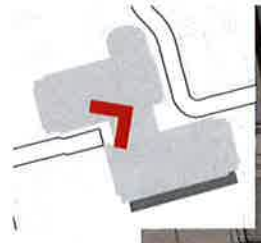
Schematic Design Progress
ARTS & SCIENCES COMMONS PERSPECTIVE



Schematic Design Progress
GRAND STAIR & MEDIA CENTER PERSPECTIVE



Schematic Design Progress
INTERIOR CIRCULATION NODE



Schematic Design Progress
WEST WING ANCHOR PROGRAMMING

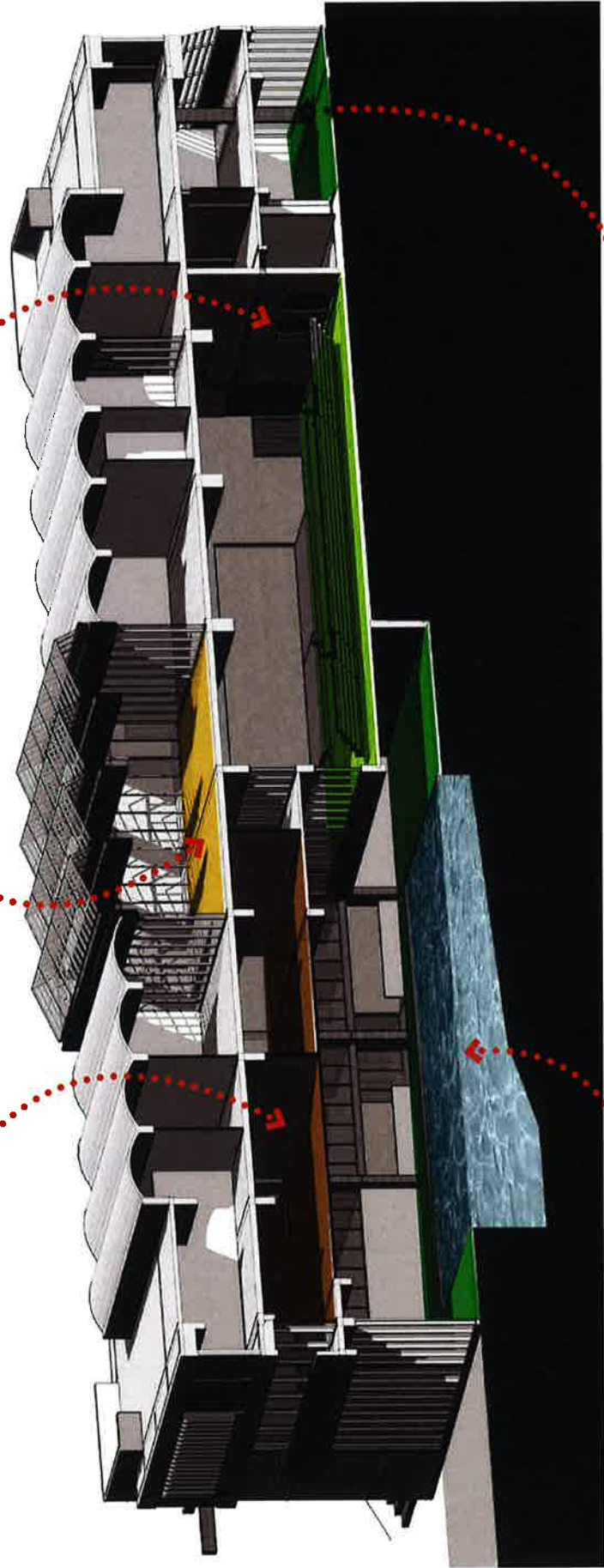
FOOD SERVICES

ARTS & SCIENCE
COMMONS

GYMNASIUM

POOL

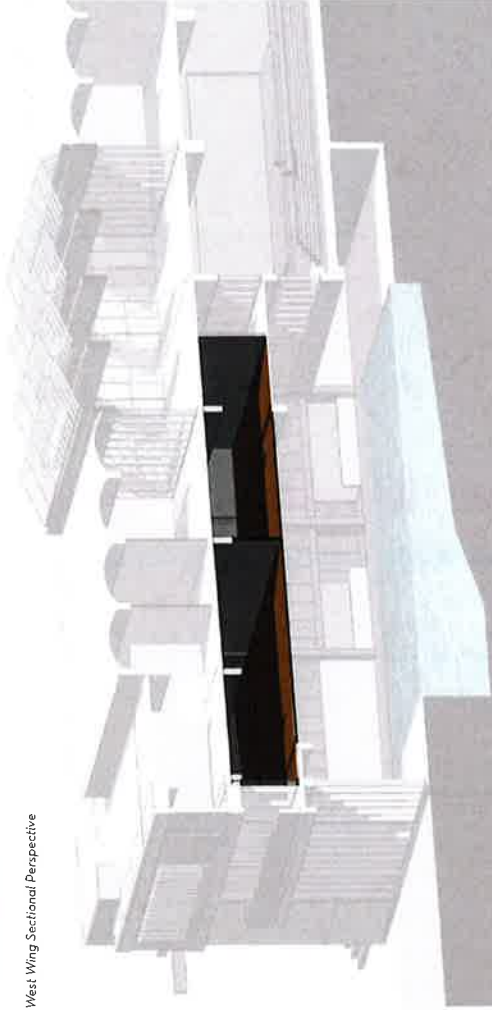
MULTI-PURPOSE



Schematic Design Progress

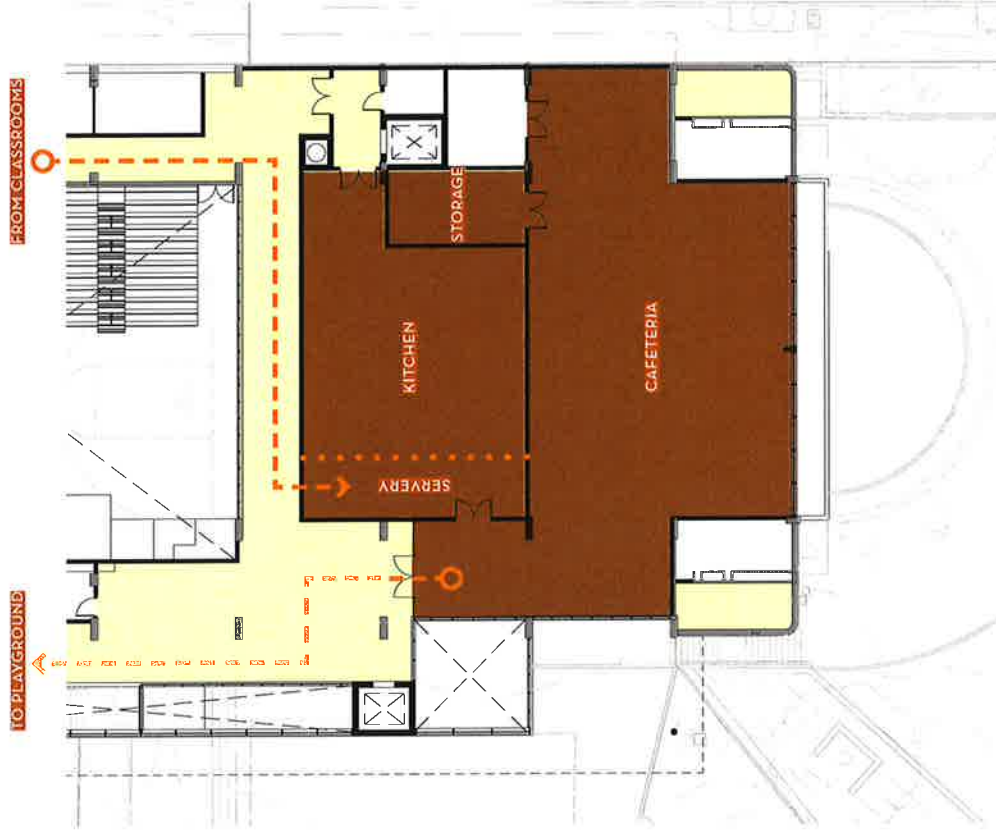
CAFETERIA

West Wing Sectional Perspective



Interior View Looking Southwest

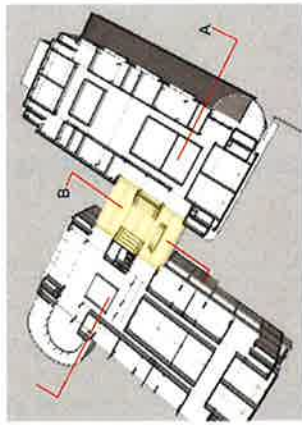
Marie H. Reed Community Learning Center
District of Columbia Public Schools



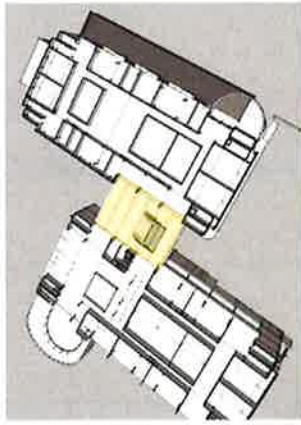
LEVEL 3: Proposed



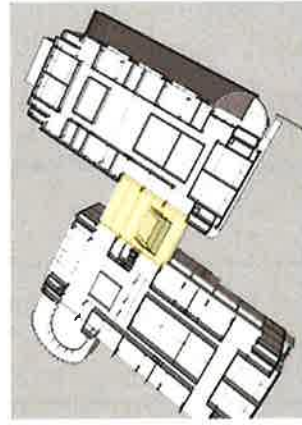
Schematic Design Progress
PERFORMANCE SPACE DIAGRAMS: OPTIONS CONSIDERED



OPTION 1: 120 SEATS



OPTION 2: 132 SEATS



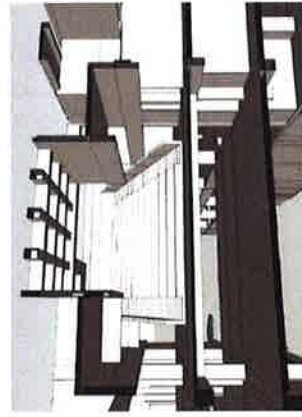
OPTION 3: 176 SEATS



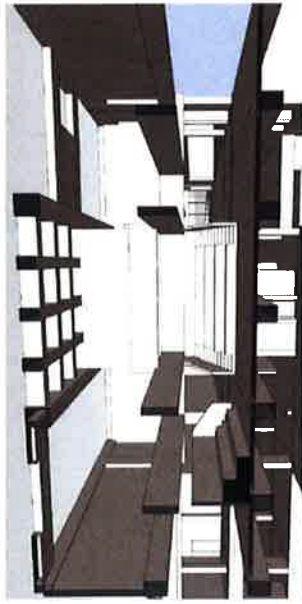
SECTION A



SECTION A



SECTION A



SECTION B



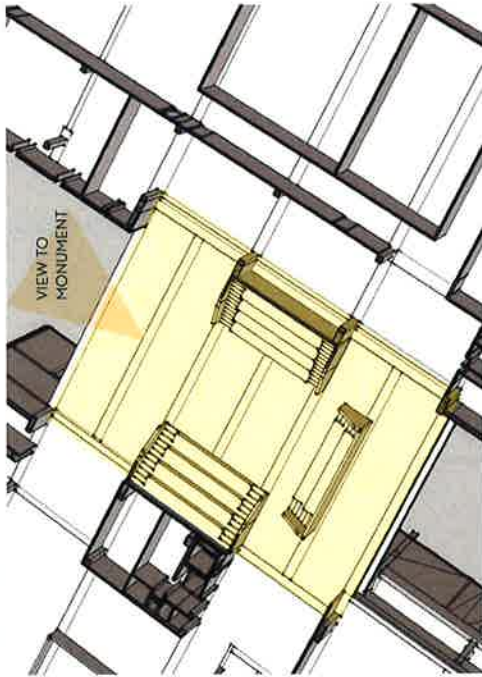
SECTION B



SECTION B

Schematic Design Progress

PERFORMANCE SPACE DIAGRAMS - RECOMMENDED OPTION



INDOOR PLAY

- Gross Motor Skills and Fitness
- Inclusive Weather Recess
- Self Control
- Collaboration



BIG GROUP INSTRUCTION

- Communication
- Gathering (Morning "Town Meetings")
- Social Interaction



PLAY + PERFORMANCE

- Self Expression
- Multi-Cultural Awareness
- Interpretation
- Appreciation for the Arts

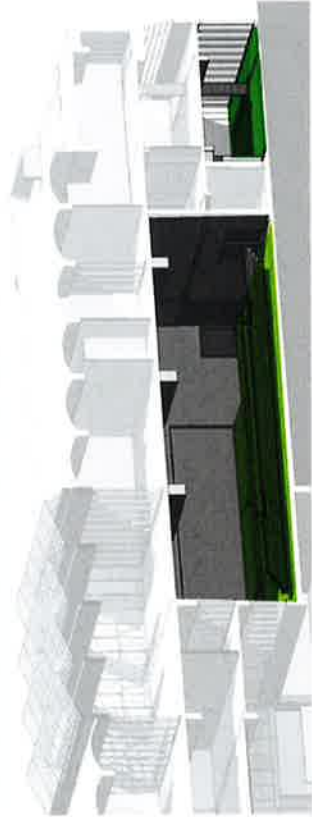


READING

- Literacy
- Quiet Reflection and Respite
- Individual Development

Schematic Design Progress

GYMNASIUM & MULTI-PURPOSE ROOM



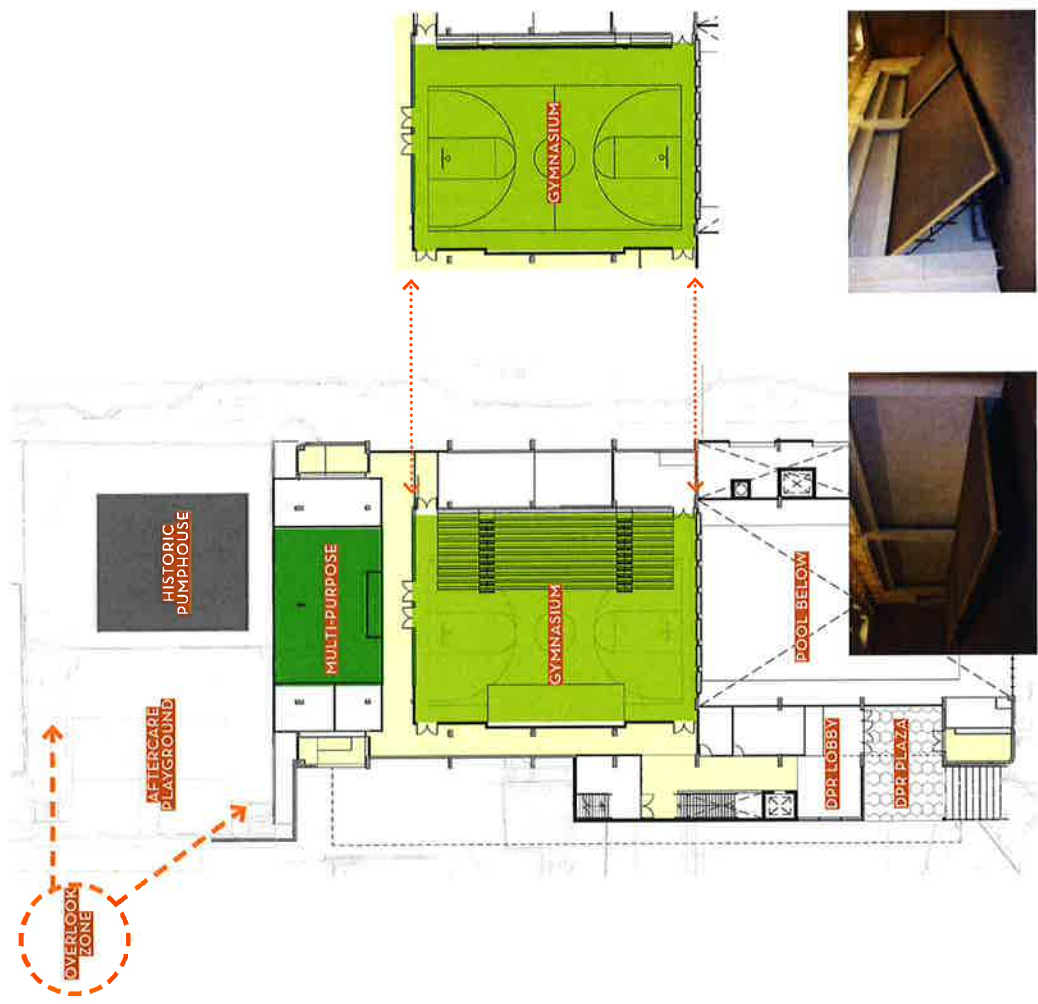
Partial Sectional View



Gymnasium View: School Assembly



Gymnasium View: Athletics



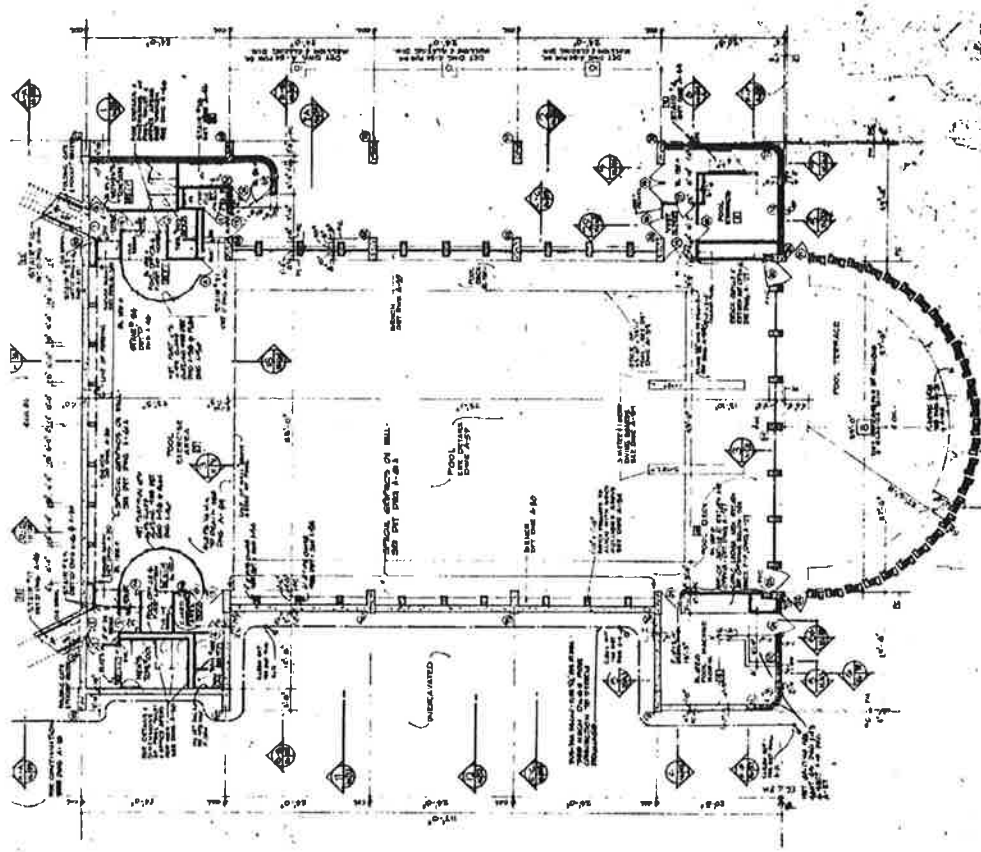
'Open' Position



'Closed' Position

Schematic Design Progress

POOL



LEVEL h: Existing

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

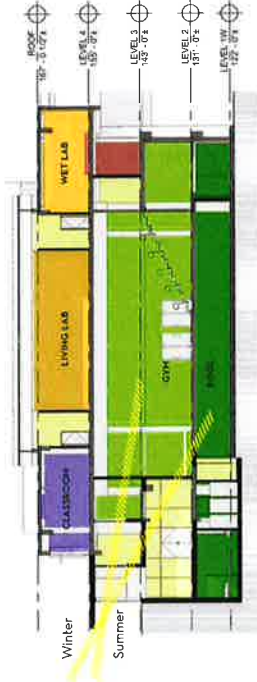
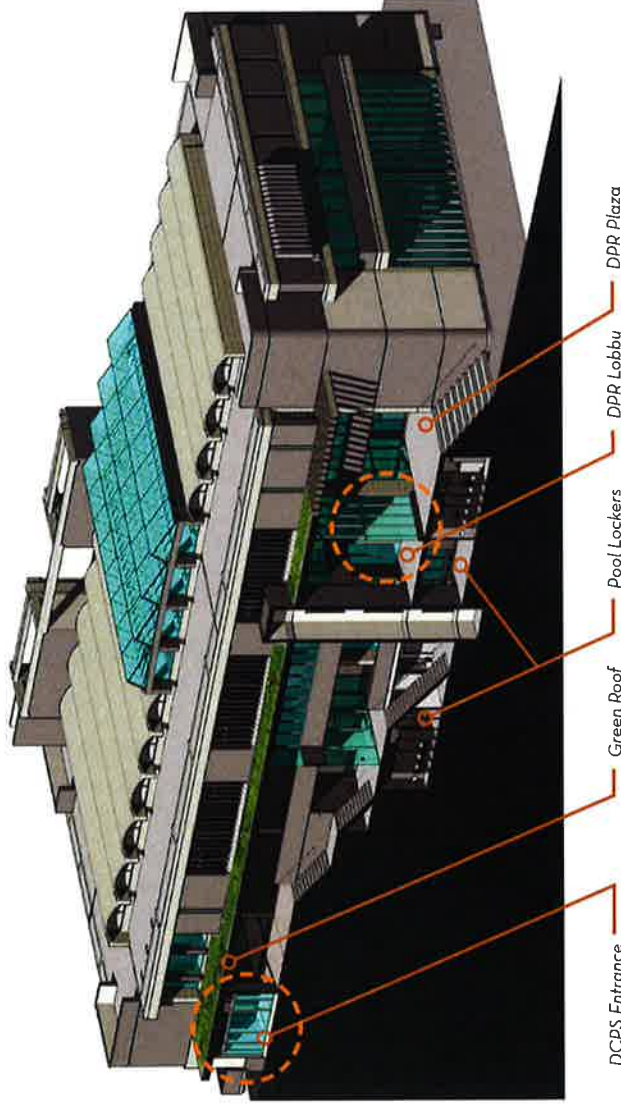
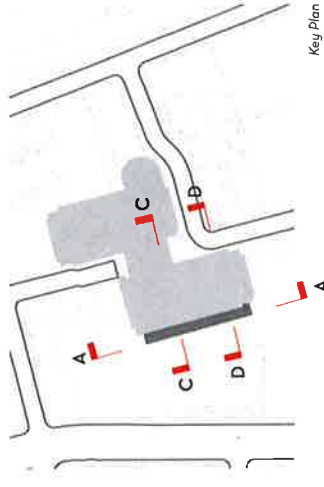


LEVEL h: Proposed

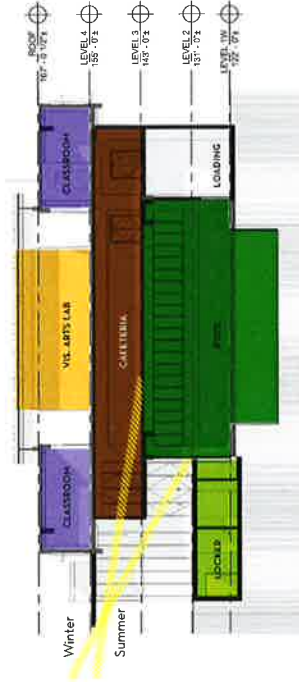


Schematic Design Progress

WEST ADDITION



C-C | Cross-Section Through Gym

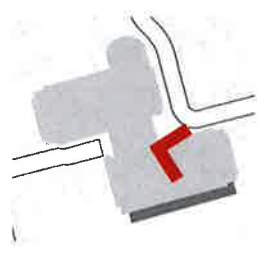


D-D | Cross-Section Through Cafeteria

A-A | Long Section Through West Addition



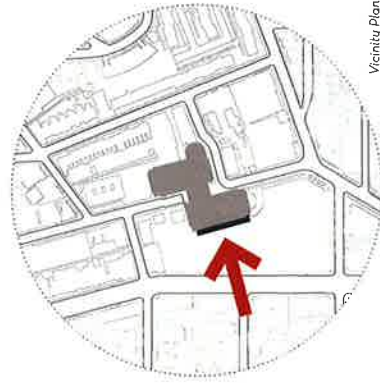
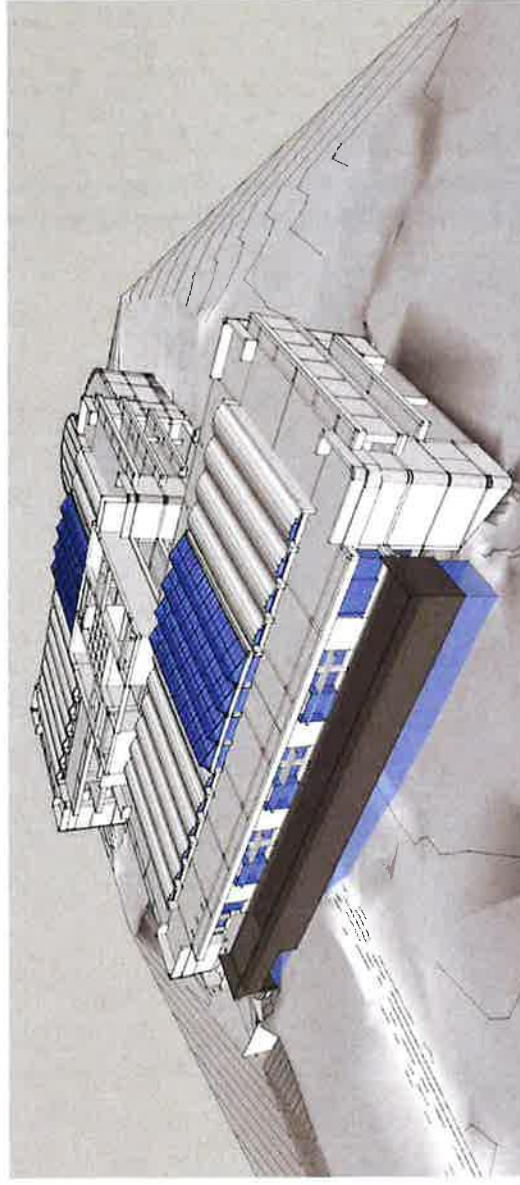
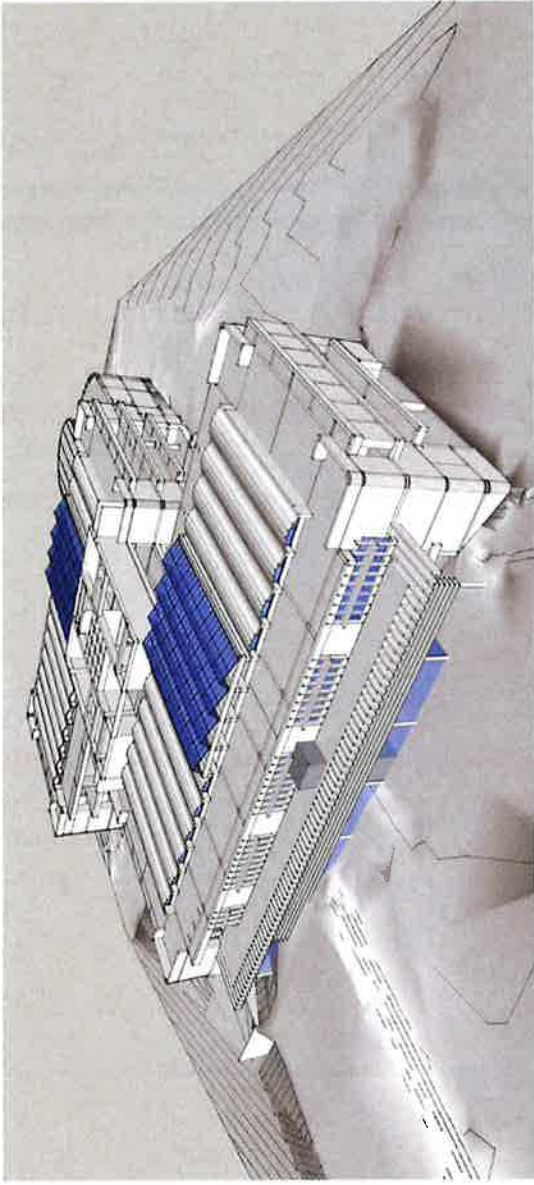
Schematic Design Progress
POOL



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



Schematic Design Progress
WEST ADDITION - UNDER CONSIDERATION



Vicinity Plan

