

MARIE REED

A VISION FOR ITS RENEWAL



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Exhibits

The following exhibits can be found on the ANC1C website at:

<http://anc1c.org/index.php/library/public-services-environment/category/104-marie-reed-modernization>

Community Comments from Envision Adams Morgan

Data on Current Energy Inefficiency

Summary of Draft Educational Specifications

Results from Parent and Student Survey

Design Guidelines for Outdoor Classrooms and School Gardens

Letter from Community of Hope and Supporting Petitions

Letter from Children’s National and Supporting Comments

Letter from Uniting People with Opportunities

Letter and Proposal from National Urban Squash Education Association

Map of Branch Libraries

Context

Overview

Discussions are currently underway regarding rehabilitation options for the Marie Reed Community Learning Center in Adams Morgan, Washington, DC. An essential part of that thinking is to gain input from Marie Reed stakeholders. This document endeavors to summarize community consensus regarding rehabilitation of Marie Reed, as gathered under the framework for input identified below. The feedback received is the foundation for ANC 1C's recommendations for Marie Reed's future.

The Marie H. Reed Community Learning Center might best be defined as the under-noticed civic center of Adams Morgan. Hundreds and hundreds of people benefit from one or more of its services on any given day. But set back from the street, and in a state of disrepair, its educational, recreational, and health and human service work is overlooked by thousands of people who walk, cycle, and drive past each day.

Completed in 1978 in the mode of architectural brutalism, the current facilities replaced the earlier Morgan School, a racially segregated school serving the black community that lived predominantly east of 18th Street. As with other racially segregated schools and communities, the black community's share of governmental services was separate and definitely unequal. Following the 1954 Supreme Court decision in *Brown V. the Board of Education*, community leaders from the all-black Morgan school and the all-white Adams School cooperated to begin integrating the schools. This effort ultimately led to the reconceptualization of the community as "Adams Morgan," with boundaries that encompassed a diverse racial, cultural, and socio-economic community.

However, by the 1970s, it was clear that the Morgan School was in need of replacement. As grass-roots activists pushed for that replacement, they also realized that this was an opportunity to secure a broader suite of public services for this previously under-served community. It was this vision that led to the Marie H. Reed Community Learning Center, a campus providing school, health, and social services. Many decades later, Marie Reed continues to fulfill many aspects of that vision:

- Over 400 elementary school children get their starts in life each year.
- Over 4,000 individuals get health and human services each year.
- Annually, many thousands of people use recreation services spread over the site, from the community pool to the soccer field to the tennis and basketball courts.
- Numerous cultural events are held each year at the site, from movie nights to craft fairs to craft classes.

However, Marie Reed's infrastructure is aging, frayed, and inefficient—not unexpected after so many decades. The elementary school's open classroom concept struggles to function by use of a maze of temporary walls. Too much square footage has become unusable due to an architectural layout that never worked as planned. Heating, air conditioning and lighting systems are old and highly inefficient

and serve as obstacles to learning and comfort. Many of Marie Reed's recreational spaces are worn down. The pool suffers from cracks and decay. The gymnasium is inaccessible to the public, and the auditorium has become largely unavailable for community use. The public health facilities struggle to provide important care in cramped and unattractive spaces.

Framework for Input

Marie Reed stakeholders take the modernization of Marie Reed very seriously. To that end, parents, residents, and other facilities users have devoted countless hours learning, questioning, and sharing their concerns on the subject. Those ideas have been developed and informed by multiple sources, including:

- Six open forums and consensus sessions convened by ANC 1C from January to March 2015, including a facility walk-through to gain first-hand insights on the infrastructure and to hear from teachers, administrators and health and human services staff.
- Two additional open forums convened by Principal Lundgren in November 2014 and April 2015 to particularly generate parent and teacher feedback.
- Community member preparation for Mayor's budget forum in March 2015.
- Needs data compiled by multiple community groups, including survey feedback from the grassroots Envision Adams Morgan process for defining needs and preferences for the neighborhood.
- Monthly meetings of the School Improvement Team.
- Formal studies conducted by city agencies, including planning reports organized by DC's Department of General Services (DGS), and the DC Office of Planning.
- Understanding of DGS progress and planning to both conduct a feasibility study and select an architectural firm to produce conceptual designs.
- Broad circulation to the community of a draft of this document to obtain reaction and make revisions.

Vision

Center for School and Community

The grassroots vision that brought the Marie Reed Community Learning Center into existence was far ahead of its time: a facility to serve as the “civic heart” of the community, providing multiple services on a single campus. Feedback sessions sent a clear message: that inspiration remains as strong today as it was decades ago. And indeed, today’s Adams Morgan is a growing community, still diverse, and ever more in need of spaces to learn, meet, recreate, and relax in the face of development pressures and rising costs.

Vision Statement

Marie Reed is envisioned as a school and community center that is a safe learning zone for students, and an accessible community center, with public open space and green space, for recreation, services, and gathering—enveloped within energy-efficient buildings that provide substantial returns on investment through better educated, healthier, and happier residents.

The foundation for this vision is reflected in themes that emerged from community feedback, presented in the form of the recommendations from ANC 1C that follow. Many of these areas are closely interrelated but are nonetheless presented in distinct categories in order to provide more clarity on the key considerations that need to go into modernizing Marie Reed.

ANC Recommendations

On the following pages are recommendations for the future Marie Reed, prepared for the benefit of elected leaders, government agencies, and community members as decisions are made on how best to allocate public resources to public good in Adams Morgan. These recommendations reflect the data and values shared by community members who are expressing what is best seen as an extended vision statement for a modernized Marie Reed.

It is important to note that our vision statement and recommendations are based upon the information we have at hand. It is an imperfect world as information gaps are simply not within the purview or the ability of this ANC community engagement effort to collect and analyze. Rather, it is our expectation that additional information and insights will be compiled by the architectural team and the city in its budgeting and planning efforts. At that point, the community will again provide essential feedback.

Architecture and Site Design

Overview

While education and services are the key concerns, revitalizing Marie Reed necessarily involves primary attention to its physical infrastructure. The Marie Reed buildings need to be modernized. Space is not well designed, which has led to underutilization. Facilities don't feel open and welcoming. We need a campus that provides a better sense of a center, a town square, brought closer to the streets, visible and available to residents. School facilities should be situated to minimize security concerns. Community facilities should be situated to maximize community awareness of their presence, perhaps including siting of facilities along 18th Street. The design of a school-and-community complex also needs to support administrative management by distinct entities—specifically, DCPS, DPR, and DOH. Access needs to be enhanced for both school and community use.

Honor Our History

Honor the history of the campus within the modernized facilities. In whatever manner the modernization moves forward, it is critical that the history of the Morgan School, and of the vision and work that brought Marie Reed into existence, must not be lost. Ideas for honoring this history shared by Marie Reed stakeholders included murals, installations of photos and explanatory placards, and/or other similar forms of commemoration. A focus should be on entrances and entry-way walls where these commemorative installations can be readily viewed by any users of and visitors to the facilities.

Renovate, Build New, or Adaptive Re-use?

In the many community forums that have been held to discuss Marie Reed's future, stakeholders focused more on the question of how to preserve and enhance the services that are provided on the campus, than on the question of whether to renovate the existing buildings or tear down and rebuild entirely new. We suspect that this stems in part from the fact that stakeholders are called upon to provide their recommendations while uncertainties remain about the pros and cons of either option in terms of parameters such as usability, optimization of current technologies, and accessibility to the broader community.

Nonetheless, the majority of Marie Reed stakeholders who have participated in the community forums have advocated modernization within newly constructed buildings. Their reasons: the existing building has fallen into serious disrepair; the exterior architecture creates numerous hidden and unsafe external spaces that actively encourage graffiti, litter, public urination, and more serious crimes; and the interior architecture is labyrinthine and confusing. These residents worry that a modernization based on an adaptive reuse of the existing building may produce sub-standard facilities that won't stand the test of time.

A smaller number of stakeholders have endorsed modernization through adaptive reuse of all or parts of the existing building. Their reasons: environmental concerns (e.g., reduce the amount of building materials that end up as landfill); the potential to limit the impact of construction on nearby residents; and maximizing use of the existing building, assuming it remains structurally sound.

All stakeholders are united in the goal of minimizing disruption of school and service operations during the period of construction.

Taking all of these factors into account, we make the following recommendations:

Ensure that sufficient funding is allocated. The final design decisions won't take place until after the current budget cycle is closed. Accordingly, we strongly encourage the District Council and the relevant agency decision-makers to ensure that sufficient funding is available for modernization either within newly constructed buildings or through adaptive re-use of all or parts of the existing building. The community will then be able to make its final recommendations based on the quality of the designs themselves, rather than based on fiscal constraints.

Prioritize the community's substantive goals. The decision of whether to renovate or build new should be guided primarily by consideration of what will best achieve the recommendations reflected in the rest of this document. Among these, stakeholders appear to be particularly focused on preserving and enhancing services, avoiding dislocation during construction, and having healthier and environmentally superior facilities.

Prepare alternative designs for review then obtain further community feedback. It's our understanding that the design team has been assigned to develop at least one proposal based on new buildings and at least one proposal based on adaptive re-use of components of the existing building. Accordingly, we will defer further recommendation on this question until after we have seen these proposals and obtained further community feedback. We will make a final recommendation at that time.

Specific Planning and Design Considerations

Provide clear physical delineations between (i) the elementary school (ii) the recreational facilities, and (iii) the health and other community facilities. The school should continue to have direct and priority access to the recreational facilities (and direct access to the health facilities, particularly if a school-based health center model is followed). However, clear physical delineations will improve the community's ability to use the recreational and other community facilities when not in use by the school.

Create secure and accessible space. Clear physical delineations will also enable each of the facilities to simplify their respective exterior entrances/exits, make their services accessible at appropriate times, and secure their respective entrances/exits in a manner appropriate to each facility's particular use. Security requirements are different for the school than for other community facilities. Recreational facilities should be available to the community when not in use by the school. Public health services should not be dependent on DCPS staff for access. Currently, Health Center access on Saturdays and

Sundays and during non-school days requires special arrangements, causing inconvenience for health care providers, and additional costs for DCPS.

Ensure that all spaces within the buildings and site are ADA compliant. We assume that the city is legally required to make the buildings and site ADA compliant, and we want to emphasize that our community is deeply committed to the accessibility of these facilities for all.

Create more of a streetscape presence. Marie Reed is set back a considerable distance from 18th Street, the major thoroughfare in Adams Morgan, creating a sense of separation from the community. Many comments from Envision Adams Morgan community survey assessments recommended more of a streetscape presence for Marie Reed, with emphasis on the desire for more 18th Street frontage. One option is for the basketball courts and the playground equipment to be relocated closer to Champlain Street (still on the western side of the campus), contiguous with the soccer field, as part of a clearly defined outdoor recreational cluster.

Ensure that one of the design options places the elementary school and the early childhood learning facilities on the portion of the campus east of Champlain Street, and places the remaining community facilities on the portion of the campus west of Champlain Street. Under this approach, the school would finally be sheltered from some of the externalities that flow from the 18th Street commercial corridor. But the school would still have direct access to, and priority use of, the recreational facilities during the school day, pursuant to inter-department use agreements. The school's main entrance would be on Champlain Street (not Ontario Road). The stretch of Champlain Street that sits between the east and west sides of the campus can continue to be restricted to school traffic only during the school day to function as a "driveway" for the school, and to ensure the safety of the children (particularly with improved signage on the cross-barred entry and a crossing guard during drop-off and pick-up hours). Meanwhile, the community would have much readier access to the community facilities whose main entrances would become part of the 18th Street corridor. In considering this option, it should be noted that a completely modernized school, consistent with the educational specifications, is estimated to be approximately the same size as the portion of the building that currently sits on the east side of Champlain Street.

Also ensure that one of the design options places the elementary school on 18th Street. Under this design option, the school would have more prominence to the neighborhood and can afford a more visible and possibly more secure pick-up and drop-off location for students and parents.

Pedestrian Pathway. Maintain and enhance visibility for all facilities by creating a pleasant pedestrian pathway across the campus from 18th Street to Champlain Street.

Provide prominent signage on both 18th Street and Champlain Street identifying the full range of activities/services: the elementary school, recreational facilities, and the health and human services facilities. Many residents seem unaware that the "community learning center" designation entails the elementary school, the recreation center, and the public health facilities. By emphasizing the elementary school in the title, the school's visibility in the community will be enhanced, and the likelihood of community engagement (enrollment, volunteering, and other support) could increase. Similarly, by

referring to the recreational facilities and the health and human services facilities, the broader suite of community services that are delivered on the campus can be better understood. Sub-signage can point to where the various facilities are located on the campus.

Create a more open, safe, and welcoming environment on Champlain Street. Options include either removing the overpass or design of an architecturally lighter bridgeway. The massiveness of the overpass and the heaviness of its materials feel oppressive and make the space below feel constricted, unwelcoming, and unsafe. An unburdened and visually-opened Champlain Street would significantly improve the overall feel of the campus. Teachers and students would have safer and immediate access to both sides of the campus. As noted above, traffic (other than school-related vehicles) would continue to be prohibited on this portion of Champlain Street during the school day. If parents, teachers, and school administration prefer an interior passageway to the recreational facilities, consider a much lighter (architecturally speaking) bridgeway over Champlain.

Provide usable roof space. The location of the campus on the escarpment that formerly delineated the boundary of the Federal City means that amazing views are available from the rooftop. The space can be used for civic inspiration as students search out the Capitol Building or the Washington Monument on the horizon, or for art lessons. Fresh air recreation, and school garden space, could also be important uses.

Designate space on the campus for a future branch library. As set forth more fully later in this document, the community strongly supports establishing a branch library as part of the Marie Reed campus. We recognize that this is an idea that has not yet been fully assessed by DC Public Libraries and that funding has not yet been allocated in the District's budget for such an undertaking. However, the modernization of the current facilities provides an excellent opportunity to designate space on the west side of the campus that could become home to a branch library in the future. The geography should be such that, when eventually built, the branch library would feel like it was always intended to be part of the campus.

Adopt an architectural style that promotes natural light, energy efficiency, sightlines, and street presence. In many recent development projects, community members have expressed a preference for architectural design that fits comfortably in the midst of Adams Morgan's four historic districts. This provides ample flexibility for the architectural team to pursue adjustments to the current design (if renovation is the chosen option) or a range of approaches (if rebuilding is undertaken). In all events, the flow of natural light into the modernized facilities, and especially into classrooms, should be emphasized. This should involve a significant increase in windows, and potentially the use of skylights.

Develop engaging and safety-enhancing landscaping and lighting plan. Ensure that the campus is landscaped, using low maintenance softscape, ample hardscape to define the setting, and appropriate lighting (including on Old Morgan School Place) to ensure safety but not intrude on nearby neighbors. Incorporate sustainable site design principles and low-maintenance considerations.

Provide completely enclosed interior trash and recycling collection locations that are readily serviceable by utility trucks. The building's original capacity for this was exchanged many years ago for

three enclosed parking spaces. This has left a tacked-on garbage shoot and unsightly trash bins (poorly managed) in plain sight, causing considerable consternation in the community over many years.

Keep the soccer field in its current locations. This recreational component was recently renovated, remains in good condition, and is well loved and well used by the community.

Address the impact of the Washington Aqueduct pumping station. The location and geographical siting of the pumping station contribute to adverse conditions on the site. The pumping station feels “jailed” within its current fencing, and creates alley-like conditions that have encouraged illegal activity. Through coordination with the Army Corps of Engineers, consider possibilities for coordinating the exterior of the pumping station with the design of the new construction. In all events, the current unsafe alley-like conditions adjacent to the federal pumping stations must be remedied.

Green Building and Site Considerations

Overview

Marie Reed's heating and air conditioning systems are outdated and highly inefficient in their energy consumption. In some areas, temperature control fluctuates wildly. Parents report temperature extremes that lead to a challenging learning environment. Numerous times each year, the Health Center faces temperature extremes. On the too-hot end is a cooling system that doesn't function properly in summer or a heating system that is on overdrive in winter. A similar problem exists in the auditorium, with temperature extremes that often render the space unusable. The Health Center is forced to close periodically, resulting in loss of patient visits, medication spoilage, the spread of germs, and loss of employee time on the clock.

Infrastructure improvements are necessary to create an energy efficient and attractive campus—from inside and out. Marie Reed is among the most energy inefficient schools in the city. The building's utility costs are:

- *10th highest among 100+ DCPS properties.*
- *Highest of all DCPS elementary schools.*

One particular feature of the current building, its vaulted roof design, may not lend itself to installation of solar panels, as is planned under a DC initiative. It is unclear if ample roof space exists on other flat roof locations to allow for such installations.

Energy efficient options (renovation or rebuild) require attention to fundamentals (e.g., orientation of a building east-west and north-south, building height) and proper design of HVAC systems. High-efficiency systems in such a structure will cost somewhat more upfront but can save a lot in operating expenses down the line. However, this requires attention to commissioning of these systems (i.e., checking that a building's systems are operating as intended under actual operating conditions before the building is occupied and prior to award of LEED Certification by the US Green Building Council).

Water runoff from existing building roofs is channeled into storm sewer systems, and the existing site has extensive amounts of impermeable paving and minimal landscaping and planting beds that can absorb storm water runoff. Use of sustainable site design principles, such as incorporating green roofs, permeable paving, and onsite collection, storage and reuse of storm water and grey water, and on-site water consumption can reduce impacts on DC storm water systems.

Responsibly re-use and dispose of construction materials. Ensure that any building materials that are not re-used as part of the modernization are recycled to the greatest extent possible, and otherwise disposed of in an environmentally responsible manner.

Design, construct, operate, and maintain the buildings and site so as to provide the healthiest environment for all who use them. High-performance buildings are designed, constructed, operated, and maintained to have superior indoor air quality, with substantially reduced levels of environmental toxins and pollutants, resulting in reduced sickness, reduced chronic health problems such as asthma, and reduced absenteeism for students, other facility users, and staff. In addition, superior lighting, visual comfort, and thermal comfort result in better student performance as well as greater teacher satisfaction and retention. High-performance facilities are designed for durability and ease of maintenance using non-toxic 'green cleaning' materials, 'integrated pest management' instead of toxic pesticides, elimination of moisture and mold, all of which improve the short- and long-term health of students, other facility users, and staff.

Implement all mandates of the 2010 Healthy Schools Act. This includes healthy, appetizing food, prepared in a real kitchen by staff trained as chefs. This includes regular physical activity, nutrition education, sustainable food service supplies, an environmental literacy plan, a school wellness center, and school gardens. In addition, the Act recommends that school nurses be trained as asthma educators and that school adopt local wellness policies, updated every three years. High-performance, sustainably-designed "green" school buildings have been shown to improve students' learning and retention, as reflected in reading and mathematics scores.

Design the elementary school and community facilities to attain a high level of certification by the US Green Building Council, up to 'LEED-Schools Gold' status, or if feasible, 'Platinum' Notably, 'LEED-Schools' classification gives more weight to excellent Indoor Environmental Quality (IEQ) in terms of indoor air quality, day-lighting, thermal comfort and superior classroom acoustics, all of which contribute to better occupant health and learning as well as elimination of toxic ingredients from building materials and maintenance supplies. The up-front cost for high-performance facilities is typically recouped within 10 years or less, a fraction of the facilities' minimum 30-year life span. Thereafter, substantial yearly savings will be realized.

Design the facilities to incorporate best practices for renewable energy, energy efficiency, and conservation. Incorporate alternative/renewable energy sources including solar PV and ground-source (geothermal) HVAC, to achieve net-zero energy consumption and minimize air pollution. As The Marie Reed facilities currently have the 10th highest utility costs among 100+ DCPS properties, and the highest of all DCPS elementary schools. Maximizing the energy efficiency of the facilities, including superior insulation, lighting and mechanical systems, and fostering a culture of energy conservation among students, other facility users, and staff, will substantially reduce operating expenses, as well as the facilities' impact on air pollution and global warming, and will provide an excellent environmental education learning resource.

Design the facilities to maximize conservation and reuse of water resources. Incorporate best practices for rainwater and graywater re-use on-site in order to minimize watershed pollution. Water-conserving plumbing systems and practices, and the collection, filtration, and reuse of rainwater and graywater, including through green-roof systems, use of permeable paving, and rain gardens may substantially

reduce water consumption and facilities' impact on the DC Combined Sewer Overflow (CSO) system, in turn reducing the pollution to the Potomac Watershed and the Chesapeake Bay.

Construct the facilities using recycled and sustainably-sourced building materials where possible. Use of such materials can conserve natural resources and reduces energy consumption.

Include a recycling center and composting system, and integrate a Pre-K through Grade 5 environmental science curriculum in the elementary school. High-performance schools provide a unique opportunity to use the facility itself as a teaching resource to demonstrate to students first-hand, in real time, the value of environmental stewardship: taking care of their school, their community, and their planet. The curriculum should use the facility and grounds to educate students, staff, and the community in principles of healthy, resource-efficient, environmentally-responsible living. Energy and water usage can be graphically displayed in real-time on a 'digital dashboard' that allows students to understand hourly, daily, and seasonal consumption, and to perform science experiments to see the reduction in energy consumption when they turn off unused appliances, or switch in the solar panels, etc. Such systems can also be web-accessible for fixed and mobile devices. Bilingual signage should be provided for student-assisted tours of the green elements of the facilities.

Encourage the use of alternative transportation to the facilities by including abundant spaces for bicycle parking. Adams Morgan is known as one of the highest bicycle commuting neighborhoods in the city. We're proud of this achievement and want to continue to encourage alternative transportation.

Dislocation During Construction

Overview

Parents, teachers, school administrators, and community members have all expressed significant concern that dislocation be avoided to the greatest extent possible during the construction. We strongly encourage the design team to do their utmost to avoid dislocation during construction. During the modernization of H.D. Cooke a decade ago, a busing program that was extended while the project was delayed led to a loss of approximately 25% of enrollment. It also cost the city a tremendous amount of money.

Creatively use our large campus to keep school and health and human services in place during construction to the greatest extent feasible. We are fortunate at Marie Reed to have large buildings on a large campus. Further, the existing building consists of two largely separate wings, which may provide opportunities for temporarily locating students in one part of the existing building (perhaps together with portables), while the other part of the site is under construction. We encourage the design team to generate creative solutions to keep students on campus during construction, and hopefully also the providers of our health and human services.

Our Elementary School

Overview

Our DCPS students need better opportunities to succeed in improved facilities. This includes education that is delivered in a more traditional classroom setting, a contrast from the open classroom design of Marie Reed, while maintaining ample common spaces for classroom and teacher interactions. ANC 1C continues to seek feedback from parents, teachers, and school administration, and expects to receive additional feedback during the first few weeks of April. We highly encourage our elementary school stakeholders to let us know their views. To date, we have received the following input:

Fulfill the educational specifications prepared by DCPS. A summary of the key components of the educational specifications is provided in the Exhibits. The school stakeholders are encouraged by DCPS' strong vision for excellent facilities in which to launch our children's educations.

Support enclosed classrooms, but ensure a variety of large spaces for congregating. Teachers do an admirable job of functioning within the temporary walls that have been erected to mitigate the open-class design of the current building. However, teachers and school administration have confirmed their desire for the enclosed classrooms that DCPS now provides as a matter of policy. However, teachers and administrators have emphasized the value of being able to assemble children from different classes in a variety of settings and numbers. Teachers and Parents also want classrooms of generous size (including adequate storage for teaching materials), perhaps also with windows to hallways. Uniform hallways leading to series of small, identical, classrooms are not desired. School staff want more natural visual contact with each other and for students as they navigate the facility.

Provide for priority use of recreational facilities for students and ensure indoor recreation space for inclement weather. While there is a strong desire that DPR should be tasked with the administration of the campus' recreational facilities, the school should continue to have priority use of those facilities during the school day. However, it is important for the community to have access to the recreational facilities during the school day when not in use by the school. If the school and recreational facilities are sited on either sides of Champlain Street, and if an enclosed bridgeway is not provided, then the school should have an enclosed recess room for use during bad weather.

Provide appropriate fencing balancing school security needs and community access. Playgrounds and other outdoor recreational spaces should be fenced in a way that allows priority use by children during the day, but community use after school. However, fencing should not be overdone in a way that "jails" the space. A separate playground for the youngest children should be maintained apart from the playground used by the older children.

Ensure adequate drop-off and pick-up parking. While the community strongly encourages alternative transportation, we also recognize that some parents will need to drop-off and pick-up children by car. Parents have expressed the need for adequate drop-off and pick-up parking for these purposes.

Provide a secure area for children waiting to be picked up after school. Children should not have to sit in a hallway until their parents arrive.

Provide state-of-the-art security systems for the children. In addition to improving security through the physical configuration of the facilities, also provide state-of-the-art electronic security systems to ensure that children are safe while at school.

Provide office space for the Parent-Teacher Association. This will foster the ability of the association to grow and support the school.

Provide computer labs and a generous complement of computers. Parents especially want their children to be prepared for success in the digital world from an early age. It may be useful to have computer access within classrooms as well as within designated computer labs.

Provide a science lab that includes a “teaching kitchen.” School stakeholders highly value a science curriculum. They note as well that the science lab space can also function as a teaching kitchen that complements the vegetable garden, the health/nutrition program, and a sustainability curriculum.

Preserve and expand the vegetable and pollinator garden, including a greenhouse. Ideally, these would be geographically located so that the science lab would lead through the greenhouse to the outdoor gardens and outdoor learning areas. In doing so, follow the guidelines from the Office of the State Superintendent of Education set forth in the Exhibits.

Provide a multi-purpose music/performing arts room. School stakeholders value a music and performing arts curriculum. Parents and teachers specifically dislike the “cafetorium” concept given its inferior acoustics and seating. An appropriate performance space would address educational specifications and be responsive to current and growing interest in music education at Marie Reed (e.g., current collaboration with Fillmore to offer music lessons).

Provide accessible and safe restrooms. We assume this is a baseline requirement for any new school, but were asked to reiterate it because the current facilities are so inadequate.

Provide after-school programming for the children. This could include the garden, health/nutrition, recycling, and/or environmental education programs.

Our Recreational Facilities

Overview

Marie Reed has a broad offering of DPR recreation spaces, although with highly variable quality and accessibility. From the community’s perspective, recreational spaces are highly popular, and there is strong demand for updated and improved services. Envision Adams Morgan, the community-driven survey-based assessment of resident needs and wants, received ample commentary on Marie Reed’s recreational spaces, predominantly regarding needed improvements to enhance recreation spaces so that they are safer, more apparent, and accessible.

Athletic Spaces

A current highlight on the campus is the recently transformed soccer field (although lighting is often reported to be inadequate). The indoor pool has always been popular if variable in terms of its condition. In recent years, the pool has often been under repair, and many comments have been made about the poor state of the locker rooms. The children’s outdoor pool is much loved, but in clear need of updating. Other popular facilities include the outdoor basketball courts and tennis courts. Their conditions are summarized below. The indoor gym is entirely hidden from public view, and accordingly unknown to many in the community. Finally, playground spaces located on the 18th Street side are in fair to poor condition and represent a mishmash of equipment and artistic installations.

Recreational Spaces	Description
Basketball Courts, Outdoor	Located on the 18 th Street side. In average condition. Extensive use.
Gymnasium	Hidden from public view. Unknown to many community members.
Playgrounds	Located on the 18 th Street side. Poor condition. Two locations east of Champlain for the younger children. In better condition.
Pool, Adult	Extensive use for community and children. Pool in average condition. Locker rooms in poor condition.
Pool, Children	In need of updating.
Soccer Field	Newly renovated as of 2013. Popular.
Tennis Courts	Located along 18 th Street. In good condition. Extensive use.

Pool Usage (DCPS Data, 2014-15)
Marie Reed ES Learn to Swim Program (15-20 students 3 times a week, December-June)
Summer Camp Average Weekly Swimmer Attendance (120 students)
Average Monthly Swimmer Attendance (1,650, September 2014-February 2015):
Community Programs:
Adult Learn to Swim and Child Learn to Swim classes at levels 1 and 2 usually fill up.

In addition to the points noted previously under the overall Planning and Design considerations:

Redesign recreational spaces to improve community access. The design should foster use of the recreational facilities by the public when not in use by the elementary school or its programming partners.

Modernize the existing recreational spaces with a focus on cohesion in design and placement. Explore design options for locating the indoor recreational spaces sited on 18th Street, with the basketball court and playground clustered more closely with the soccer field and tennis courts. Adjustments can present Marie Reed as a more integral part of the streetscape and community. Outdoor recreational spaces should be readily visible from adjacent streets so they remain safe. Incorporate redesign and up-grading of the existing recreational spaces to meet contemporary standards into the design of a new functional site plan with attractive landscape plantings and lighting.

Upgrade or rebuild the gymnasium, the indoor pool, and the children's outdoor pool. Consider other sports. It has been noted in particular that the basketball court within the gymnasium is short of full-length, and that the indoor pool is 25 yards long rather than the standard length of 25 meters. It has also been emphasized that the locker facilities are in a bad state of disrepair, with potential security lapses. The outdoor handball court does not appear to be used. An idea for indoor squash courts has been offered, with funding included.

Provide indoor bathroom access for users of the outdoor recreation spaces. It should be clear to users of the outdoor spaces that they can enter the indoor recreational facilities during normal hours to use the bathrooms.

Ensure that all buildings and spaces are ADA compliant. This was noted in the overall Planning and Design considerations, but it should be emphasized here as well that our recreational facilities (indoor and outdoor) should be accessible to all.

Community Spaces

Community spaces are in short supply in Adams Morgan. Although a few private spaces are available at a fee, the amazing community spaces that were part of the original Marie Reed ceased to be available (in any practical sense) for community use a long time ago.

Marie Reed was originally designed to create a place for the community. The community spaces include an auditorium designed in the style of a Greek amphitheater for school and community use, and now-defunct senior citizen services, which were part of the original vision for Marie Reed and have come and gone over the years.

In early years, plans were to host a theater group and provide open meeting space. That functionality ceased to exist long ago. At Marie Reed, community space is underutilized and substandard. Space is generally not available for public use given security and access concerns for the school. Many community residents are not even aware that such space exists. That is

unfortunate as these spaces could be equally useful for both the school population (during the days mostly) and the community (in general, more during non-school hours).

Community consensus was that new gathering places are needed for community meetings, for targeted programming serving various segments of the population, and for performances and events, much like that available at recently renovated sites like Deanwood, Takoma and Wilson. Another example is Ft. Stevens, which has a DPR facility with meeting space, food preparation, and computer services. Regardless of the specific mix of services, dual access designs are essential.

Significantly expand the multi-purpose meeting and programming space within the DPR facilities.

Community members have expressed strong interest in having such spaces available for programming for senior citizens, for adult education, and/or for vocational education. Wards 1 and 2 are reportedly the only areas citywide that lack DPR spaces for senior citizens. Community spaces could also include reading rooms, computer rooms, arts/crafts spaces, and food preparation space. Meeting room spaces would host community meetings for entities like the ANC or non-profits.

Maintain and expand community performance space. The existing Marie Reed amphitheater is a model for the kind of performance space that should be available for school and community use. However, the administrative, geographical, and HVAC issues that plague the current space will have to be overcome.

Ensure that DPR contributes sufficient funding such that, together with the funding provided by DCPS, the recreational facilities can be fully modernized as set forth above. DPR contributions to the modernization budget have the potential to significantly impact the final product. DCPS funding has been allocated. DPR funding should be allocated synergistically to ensure a wonderful future for Marie Reed.

Our Health and Human Services

Overview

Many health and human services are provided at Marie Reed. But many in the community know little about them. The community engagement process was particularly insightful in this regard. It particularly fostered awareness of the need for space improvements to improve delivery of these heavily used public health services and allow increased comfort, privacy and a sense of value to patients and families. We specifically support continuation of the public health services currently provided on the campus as they are vital to the well-being of our neighbors and to the character of Adams Morgan. These services are provided by Community of Hope, Children's National Medical Center, and the United Planning Organization. Vibrant operations can more effectively compete for public and private funding.

Health Center

Community of Hope (COH) is a 35-year-old nonprofit with three health centers in DC, including Marie Reed since 2003. COH is a top performer by national Health Center standards, has top level certification, and has better outcomes with low birthweight babies when compared to other DC clinics.

In its current 7,000 square feet of space at Marie Reed, over the past two years, the clinic has seen about 6,500 unduplicated patients. Most have lower incomes and many are recent immigrants. In 2014, COH served over 3,800 patients, providing 9,992 medical visits, 2,693 dental visits, and 964 behavioral health visits, for a total of 13,649 visits. During 2014, COH saw an increase in new patients: 71 new medical patients and 56 new dental patients each month, necessitating a stop taking new patients in order to meet the needs of its current patient panel.

In addition to its core medical, dental, and behavioral health services, COH provides programming for parent and community health education, student athletics, AmeriCorps Playworks, and AmeriCorps FoodCorps. COH also maximizes its co-location at the school, partnering since 2007 to operate a school wellness program for students.

So what do these data suggest? COH is a busy and high performing site that provides significant benefits for the community in return for being sited rent-free on the Marie Reed campus. However, according to staff, the site itself is too small to meet the patient volume and is in need of renovation. Current waiting periods run from 4 to 6 weeks for new patients. Major problems include erratic temperature control (necessitating periodic cancellation of care days when certain rooms reach over 95 degrees). COH is responsible for maintenance and has done some minor DCPS-approved renovations over the years but the fundamental problems remain.

Space inadequacies identified include exam rooms. There are 8 exam rooms and often 4 providers on site, whereas the ideal is 3 exam rooms per provider. The optimal ratio for dental chairs is 2 per dentist, but the site has just 3 dental operatories, which are fully booked three weeks in advance with limited

capacity to see emergency dental visits. In addition, COH also has one office for a licensed clinical therapist on site and a part-time psychiatrist, which they believe is insufficient to implement the best practice is to integrate behavioral and primary care services.

Increase Health Center space to 10,000 square feet and modernize the facilities. COH has cost projections to modernize their current 7,000 square feet at \$2.5 million. To increase the space to 10,000 square feet is projected to cost \$3.5 million. The community endorses expansion to 10,000 square feet, a Community of Hope goal, to enable the health center to see new patients in improved conditions. The community encourages the District Department of Health to contribute toward the project budget to ensure that Community of Hope can provide these community services at Marie Reed. A federal grant of \$1 million may be available toward the cost. Additional federal funding may be available if the health center pursues status as a “school based health center.”

Women, Infants, and Children (WIC)

The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) is administered at Marie Reed by the Children’s National. These services have been provided on the Marie Reed campus for over 34 years. Currently, 200 clients receive services each month. The program benefits from the synergy of being immediately connected to the COH health center. However, the program also suffers from having to share inadequate space with the health center. Program administrators recount clients being forced to use a filing room to obtain privacy for breast-feeding, and a white-noise machine to try to ensure client confidentiality during counseling sessions.

Increase WIC space and modernize the facilities. As set out in the Exhibits, Children’s National asks for (i) an additional room for private nutrition counseling, (ii) an additional family service room for undressing, weighing, and measuring children, (iii) a separate private space with a sink for performing blood work, (iv) an additional client service room for WIC check issuance and other administrative functions, (v) a nutrition education room for group nutrition education, (vi) a waiting area, (vii) a breast feeding room, (viii) a food demonstration kitchen, (ix) administrative space in which to safeguard WIC checks, ID cards, and other equipment, and (x) restrooms for staff and patients. The community endorses these requests and encourages the District Department of Health to contribute toward the project budget accordingly.

Early Childhood Learning Center

Marie Reed’s early childhood learning center is highly rated as part of the United Planning Organization’s citywide service profile. At Marie Reed, child care services can only accommodate 16 children at present. There is a waiting list. Expansion needs include new area for sinks for food preparation. Admittedly, expansion can only occur with new funding to absorb new children and new staff, but a better facility will provide a better basis for growth.

Improve the early childhood learning facilities. As set out in the Exhibits, the United Planning Organization asks for (i) improved building access, including perhaps a separate entrance, (ii) an age

appropriate playground for children up to age 3, (iii) improved space configuration including a meeting room for parents to discuss private matters with staff, and (iv) an additional classroom to address the perpetual waiting list. The community endorses these requests and encourages the District to contribute toward the project budget accordingly.

Proposal for a Branch Library

Overview

Community members have recommended a number of new community services for the Marie Reed campus. As noted in the preceding sections, most of those services could be achieved through enhancements to space and programming with the existing community partners (e.g. programming for senior citizens within DPR’s facilities). The one suggestion that has been overwhelmingly made by community members that would entail an entirely new facility is the proposal to have a branch library on the Marie Reed campus.

Conceptualize space on the campus for a future branch library. The geography should be such that, when eventually built, the branch library would feel like it was always intended to be part of the campus.

Have DC Public Libraries perform an evaluation of the current state of library access for the residents of Adams Morgan, north Dupont, Kalorama Heights, and the western U Street corridor. We find ourselves separated at roughly equally far distances (roughly 1 to 1.6 miles) from the branch library facilities in Cleveland Park, the West End, Shaw, northern Mount Pleasant and Cleveland Park (see the map in the Exhibits). Mt. Pleasant, Cleveland Park, and Shaw are in the top 10 most heavily visited DC branch libraries. The Marie Reed site is located almost perfectly in the center of this area. The residents of densely populated Adams Morgan north Dupont, Kalorama Heights, and the rapidly growing U Street corridor would be well served by a branch library at this location.

Library	Distance from Marie Reed	Rank in Visitor Traffic, DC Branch Libraries	Rank in Circulation, DC Branch Libraries	Rank in Wi-Fi Access and Computer Use
Mt. Pleasant	1.5 miles	1	2	2 / 4
Shaw	1.5 miles	4	7	3 / 1
Cleveland Park	1.6 miles	2	3	14 / 21

Source: Quarterly Performance Report (FY15, Quarter 1) for the DC Public Libraries

Assuming DCPL’s assessment supports our experience, allocate funding in the District budget for future construction of a branch library. In considering the economics, it should be emphasized that the Marie Reed site represents a significant opportunity for the city because the land is already owned by the government.

Regardless of funding for a library, a quiet space to read and relax should be included in the design plans.