



REVITALIZING HISTORIC  
SCHOOL BUILDINGS FOR  
MODERN LEARNING AND  
COMMUNITY VISION



A4LE LEARNINGSAPES  
2024

# Revitalizing Historic School Buildings for Modern Learning and Community Vision

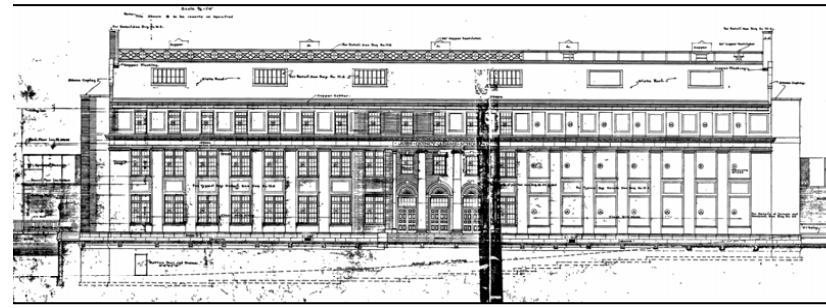
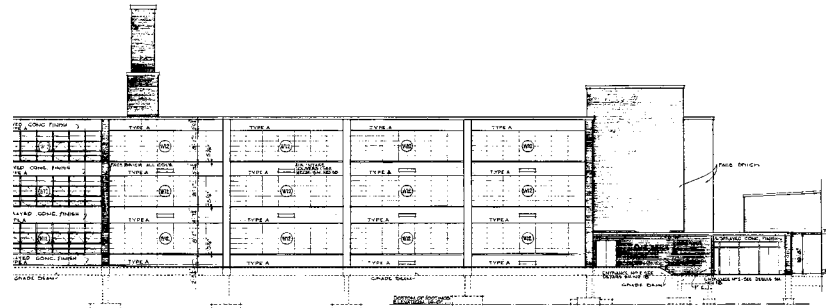


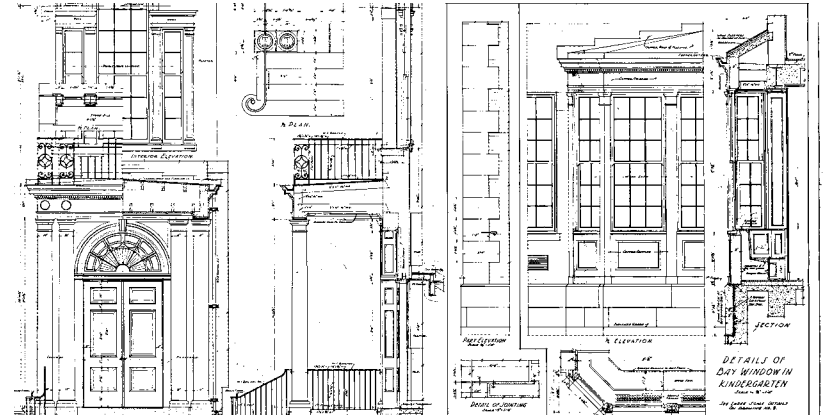
Figure 5: Original facade (east) elevation. Department of General Services

1929



ELEVATION I

1932



1934



1960



## PRESENTERS

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**Sasha Petersen**  
STUDIO MB

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Associate  
AIA



**Marquisha Powell**  
STUDIO MB

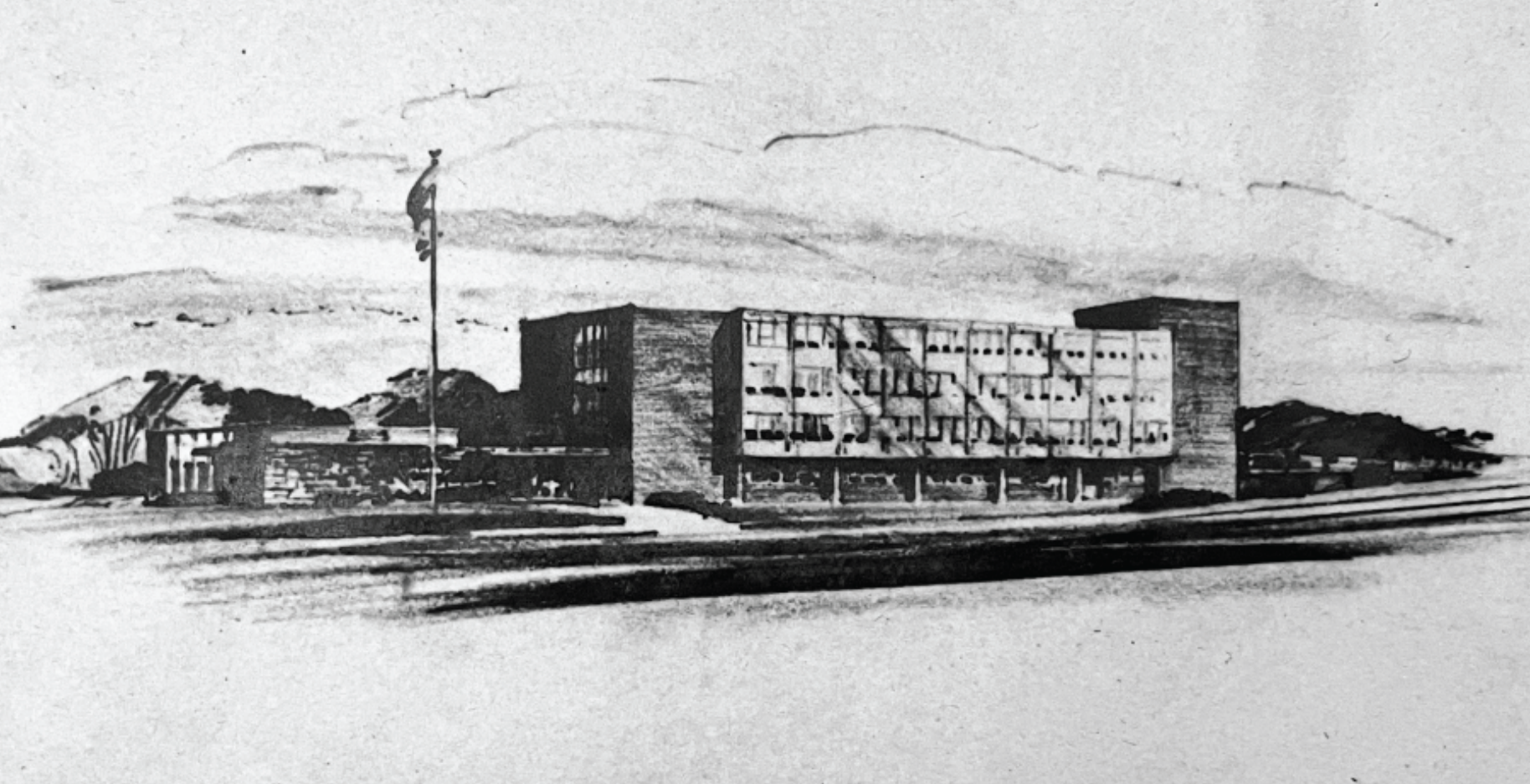
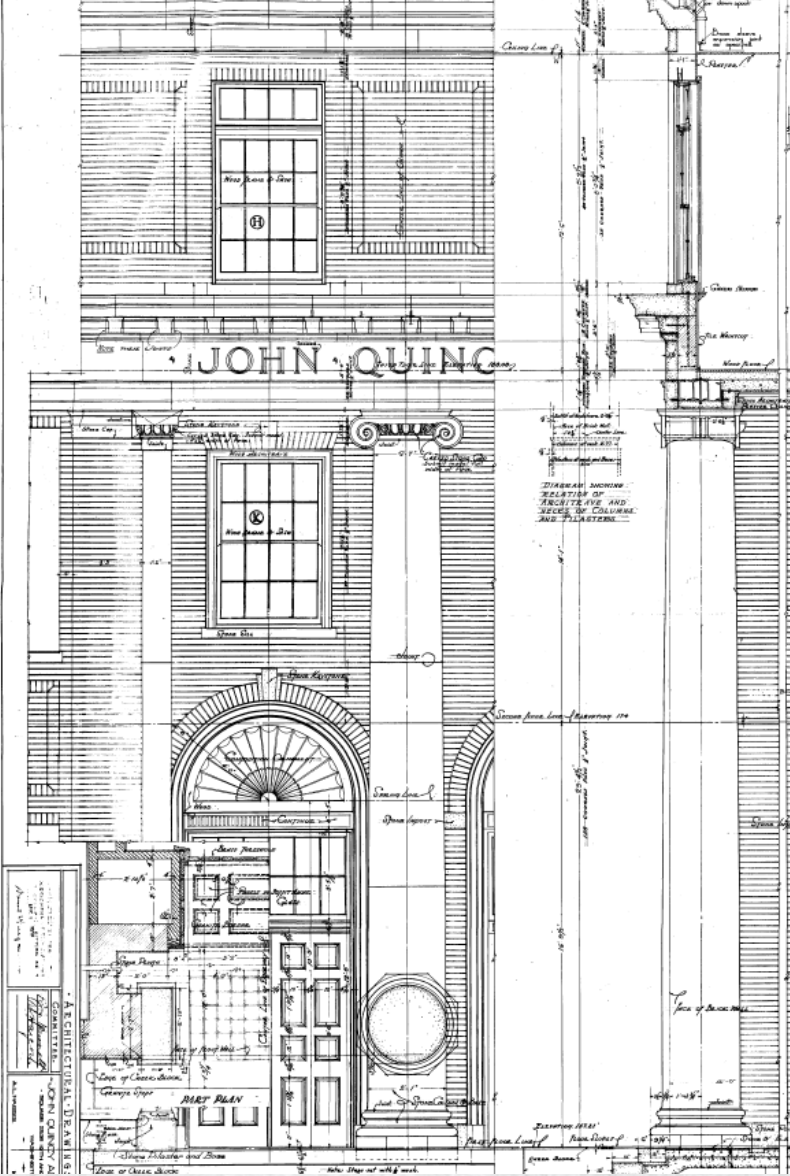
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AIA, LEED AP BD+C  
Associate

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# EXAMINING THE FLUCTUATIONS IN PUBLIC SCHOOL DESIGN: A HISTORIC OVERVIEW



# 1930s - 1940s

## 1930

- Rectangular red brick typified 1930s
- The economic restraint of the Great Depression and programmatic demands altered the design of schools.
- Schools followed the redbrick limestone design yet incorporated modern design elements

## 1940

- Post-war baby boom led to increased school construction and a shift from colonial design towards functional modernism to accommodate increased enrollments.
- Increase in one story buildings for easier evacuation





# 1950s - 60s

## 1950

- Office of Municipal Architects dissolved in 1954 and designs were outsourced to private architects, resulting in a lack of uniform school design
- Increased construction of new buildings and additions to historic buildings were employed to relieve overcrowding

## 1960

- The urban renewal plans of the 1950s alongside the riots of the 1960s left the city in disarray. White-flight contributed to declining enrollments
- Neighborhoods were physically cut off from resources and jobs. Sub-par school construction that expedited deterioration.





# 1980s - 2000s

## 1980-1990

- Aging facilities from the 1940s and 1950s needed renovations but little investment was available due to declining enrollment
- New school construction slowed dramatically.
- Washington DC's crack epidemic of the late 1980s and 1990s, the city's bankruptcy, and increased crime and poverty rates exacerbated the physical decline of educational structures



## 2000-NOW

- Historic Neighborhoods Schools Initiative is created and community members advocate to modernize historic schools since they are communal pillars that provided a sense of place for the neighborhoods
- In 2007, Mayor Adrian Fenty took office and focused on educational reform. The mayor invested \$3.35 billion into renovating and constructing new schools

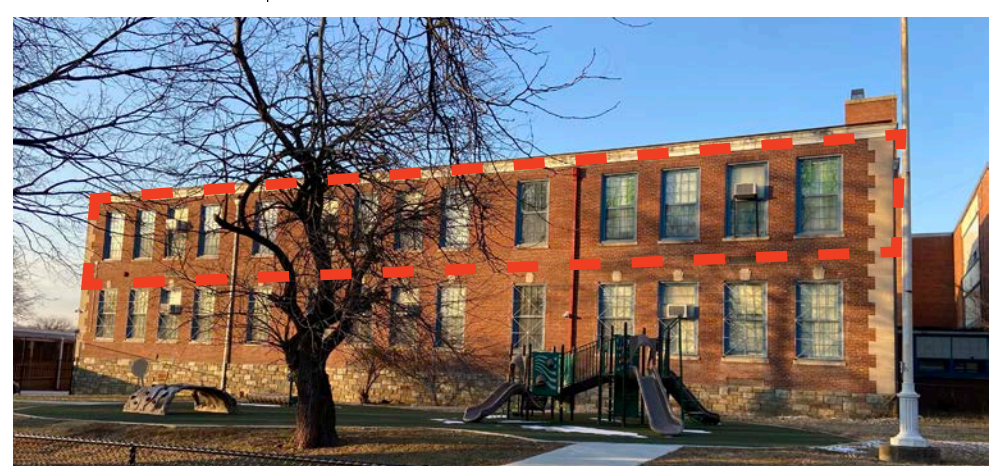
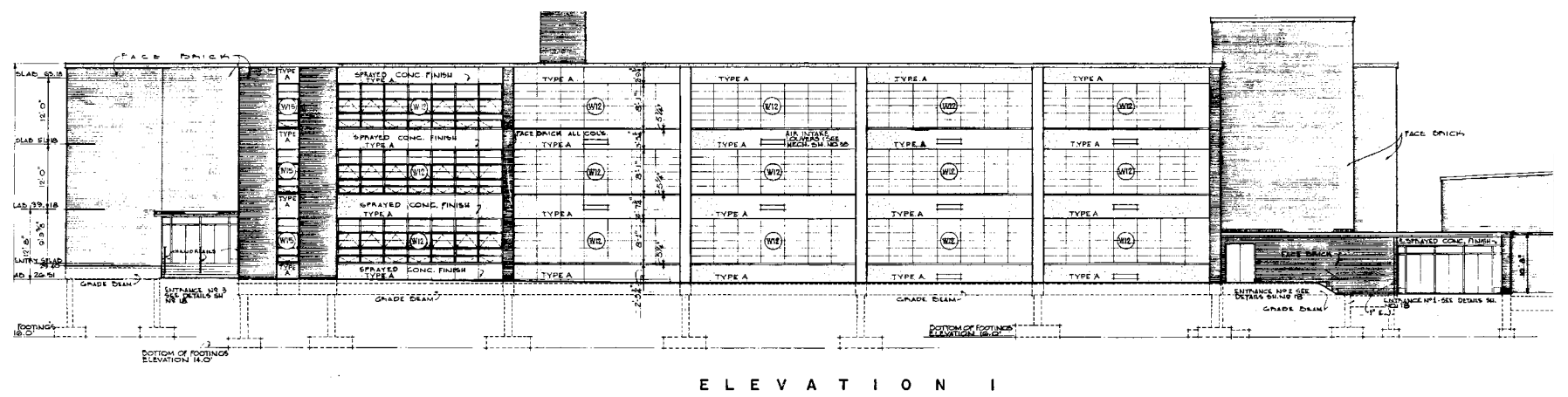
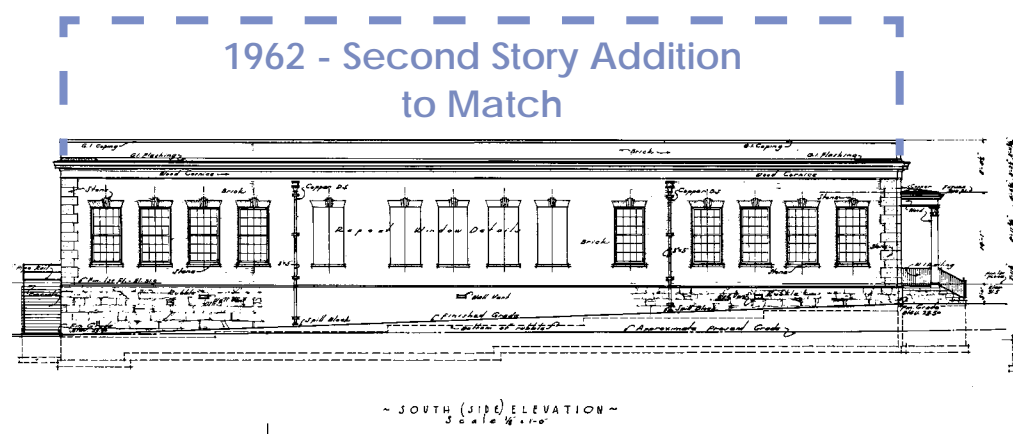
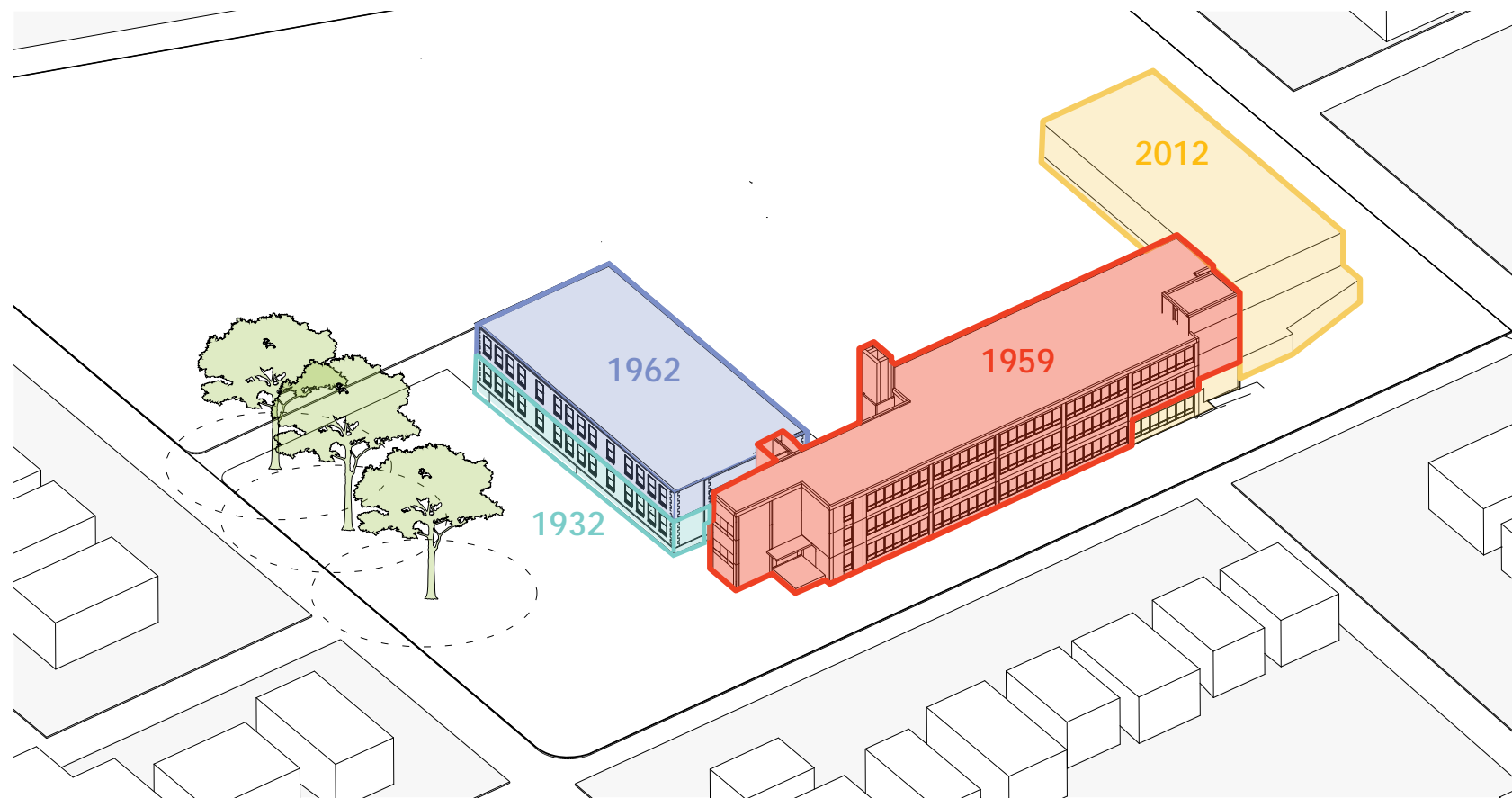




# Kenilworth Swingspace, 1930s - 2000s

## A Storied History of Additions

- 1932 Original Kenilworth Elementary School is built
- 1959 Three-story structure added to the north, called annex building
- 1962 Second story added on top of 1932 building
- 2012 The school was decommissioned and portion of 1st floor annex given to DPR Parks & Rec
- 2020 Bubble installed and school used for swing space for Ward 7



1932 - Original 1 Story Building



1959 - Addition Along 44th Street





# Kenilworth Swingspace, 2024 Addition





# Completed DCPS Modernization Projects



Hyde Addison



Murich Elementary School



Powell Elementary School



Jefferson High School



John Lewis Elementary School

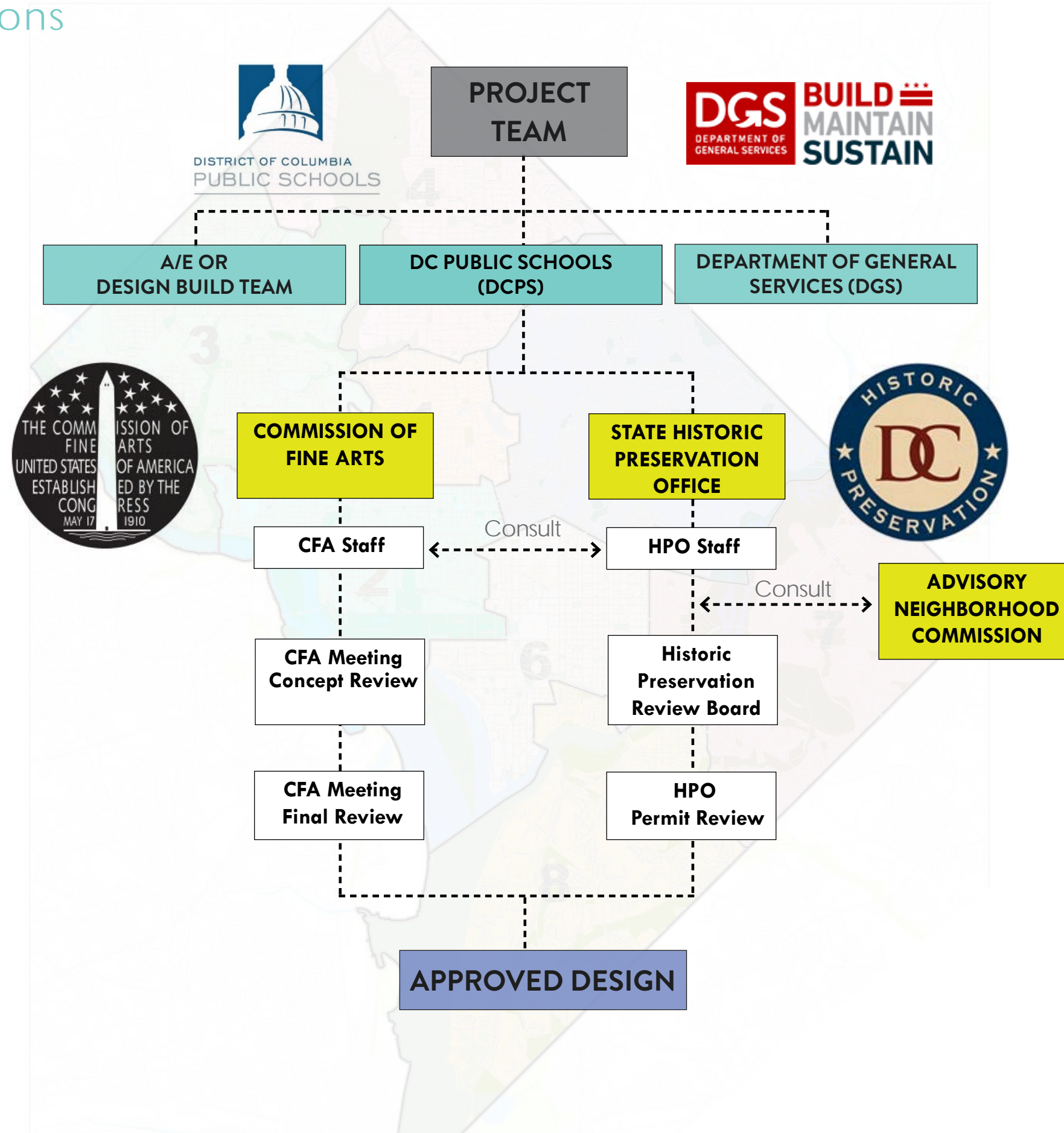


Stoddart Elementary School



# DC Historic Public Buildings Approval Process

## DCPS School Modernizations



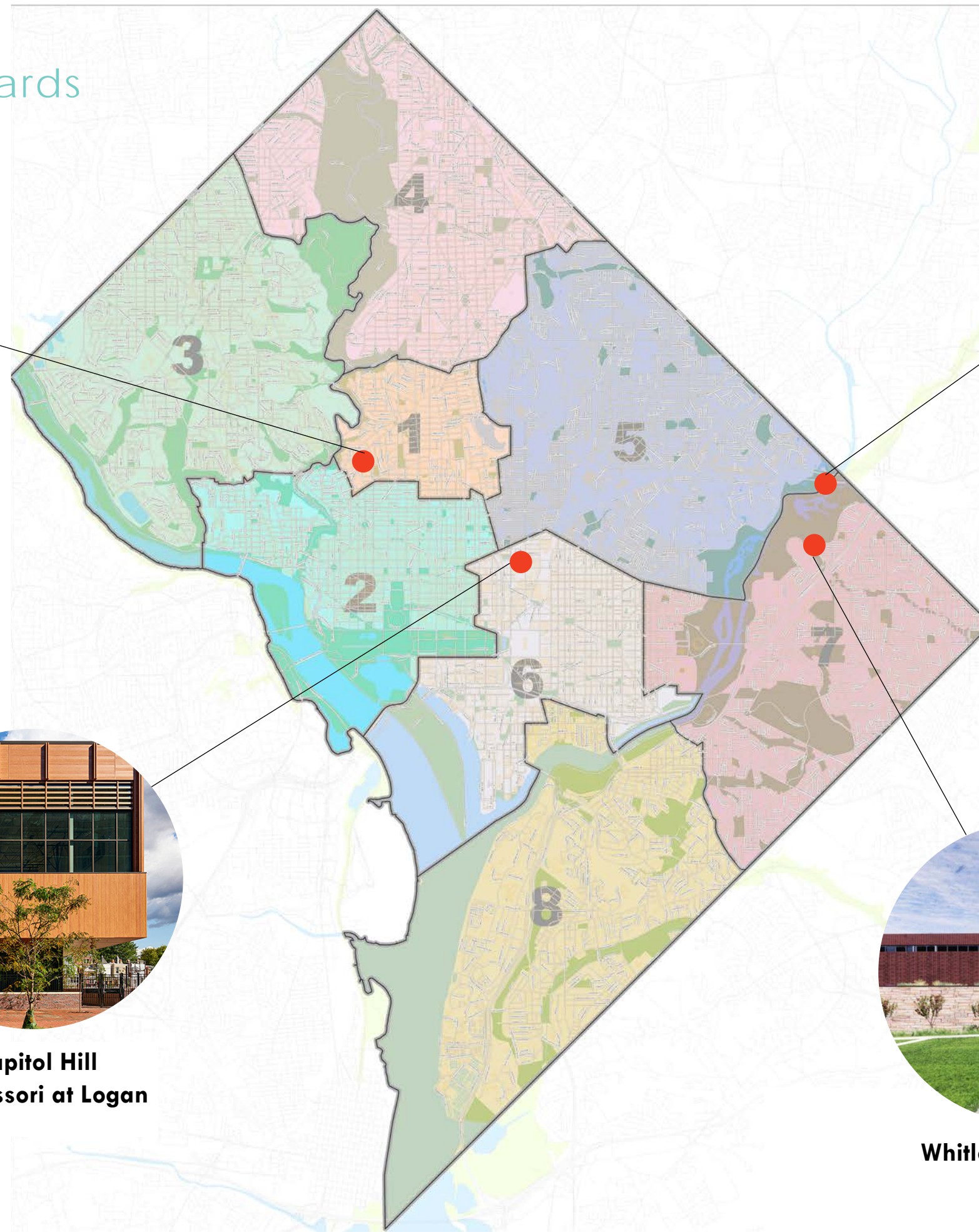


# DC Wards

## Modernizations Case Study Wards



**Adams Education  
Campus**



**Kenilworth  
Swing Space**



**Capitol Hill  
Montessori at Logan**



**Whitlock Elementary  
School**



1929

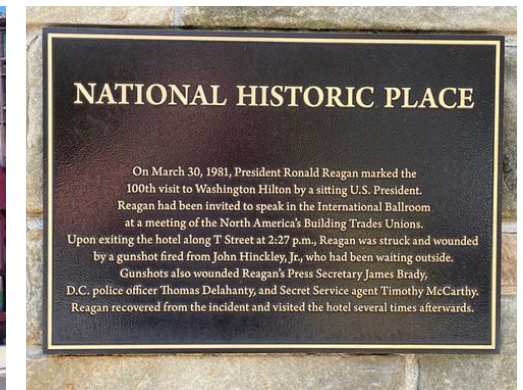
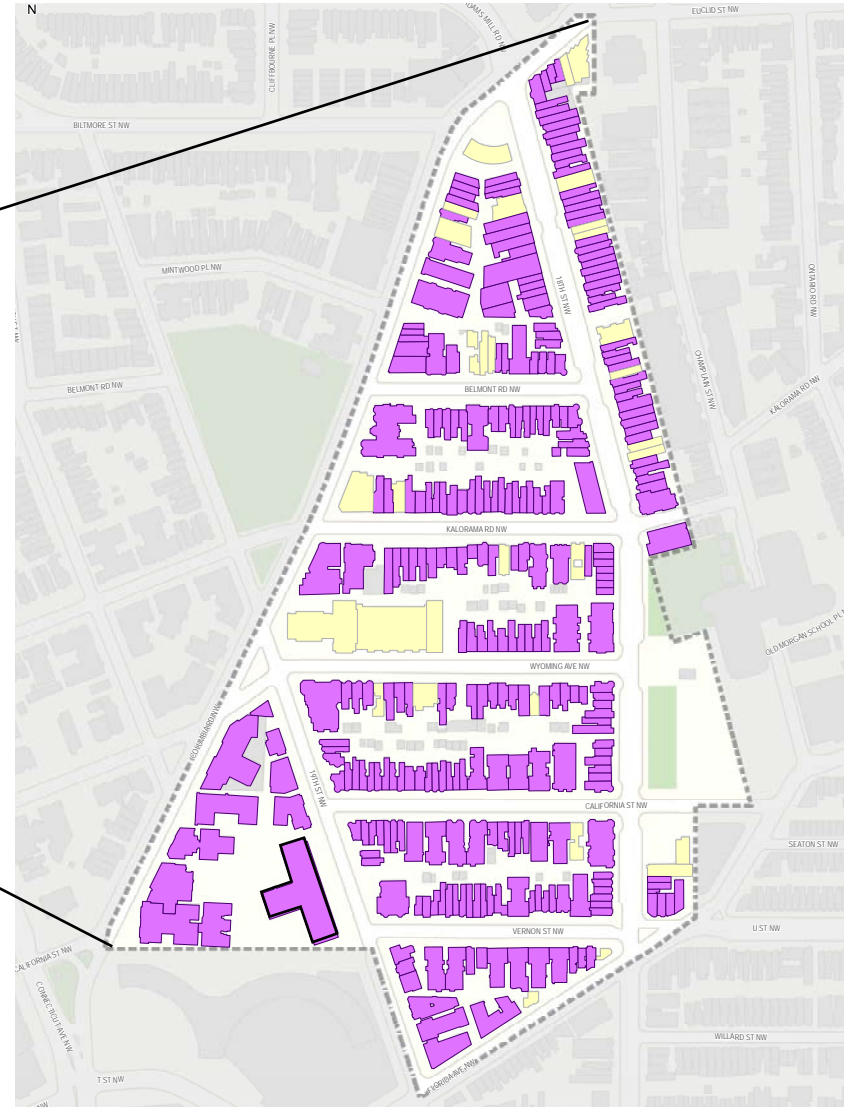
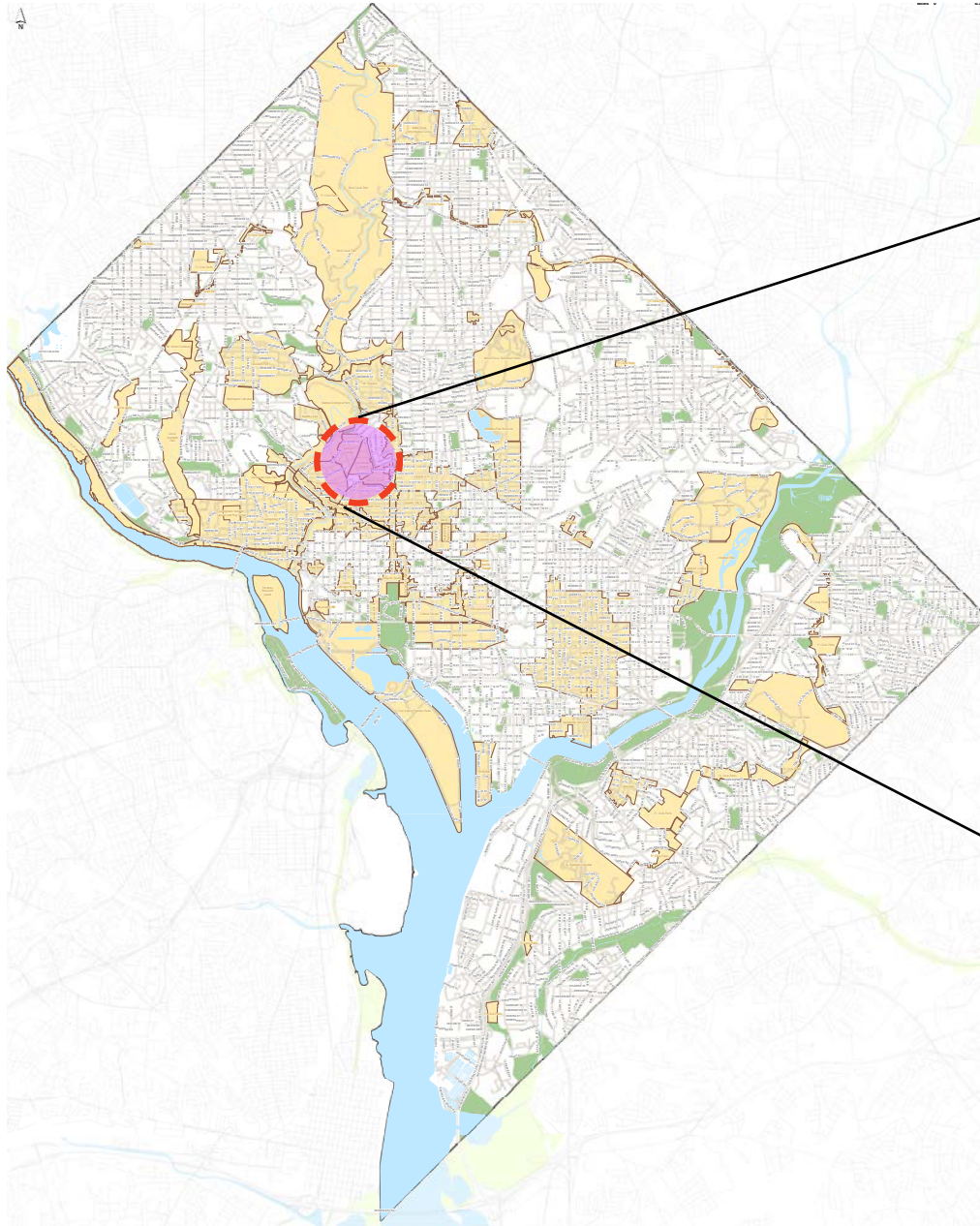


2

OYSTER-ADAMS  
EDUCATION CAMPUS



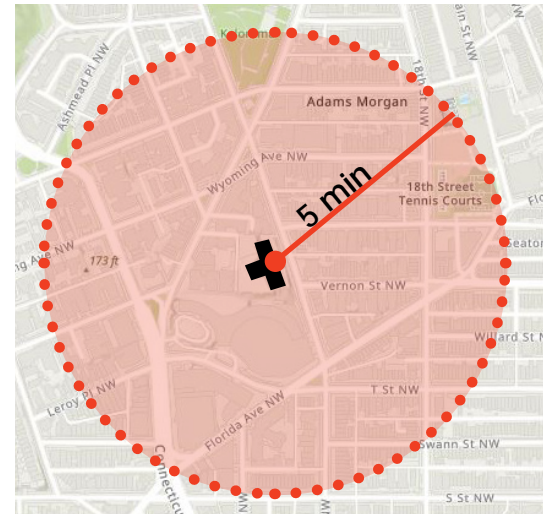
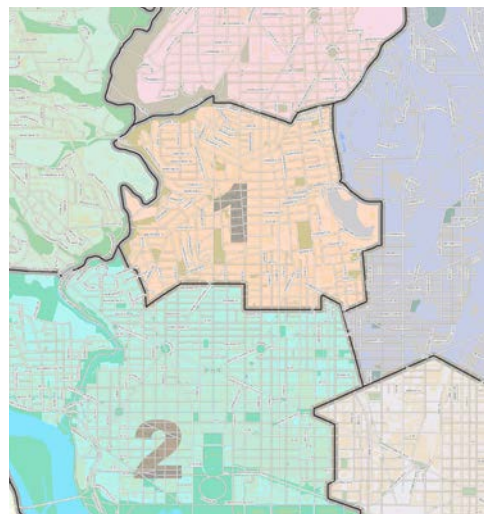
# Washington Heights Historic District + Adams Morgan Neighborhood



## Washington Heights Historic District

Period of significance that spans 1891-1950  
Platted in 1888, the neighborhood features:

- Intact groups of late 19th-century row houses
- Early-20th century luxury apartments framing larger avenues, and
- Eclectic mix of commercial structures (both purpose built and modified) along both sides of 18th Street





# Adams Education Campus, History



## HISTORY

- 1929: Original construction, designed by municipal architect Albert L. Harris in the Classical Revival Style. The three-story brick building was large compared to other existing school buildings in the city and marked a new era of school design as new amenities and more classrooms became an integral part of the DC Public School program.
- 1931: Addition of a ground floor cafeteria
- 1958: Interior modifications for fire hazards
- 1970: Modernization of building interior
- 1988: Original windows replaced with vinyl replacement
- 2023: Contract awarded to bring school to parity, aligned with DCPS Education Specification
- Fall 2025: Modernized building to reopen

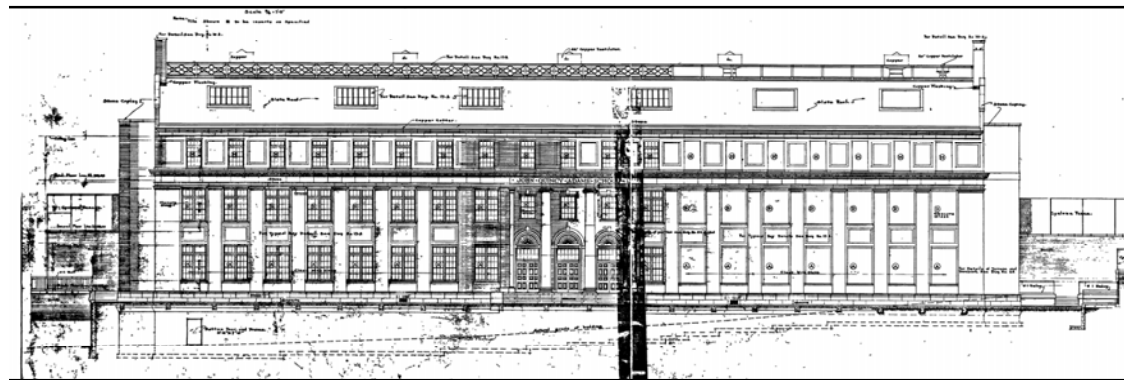
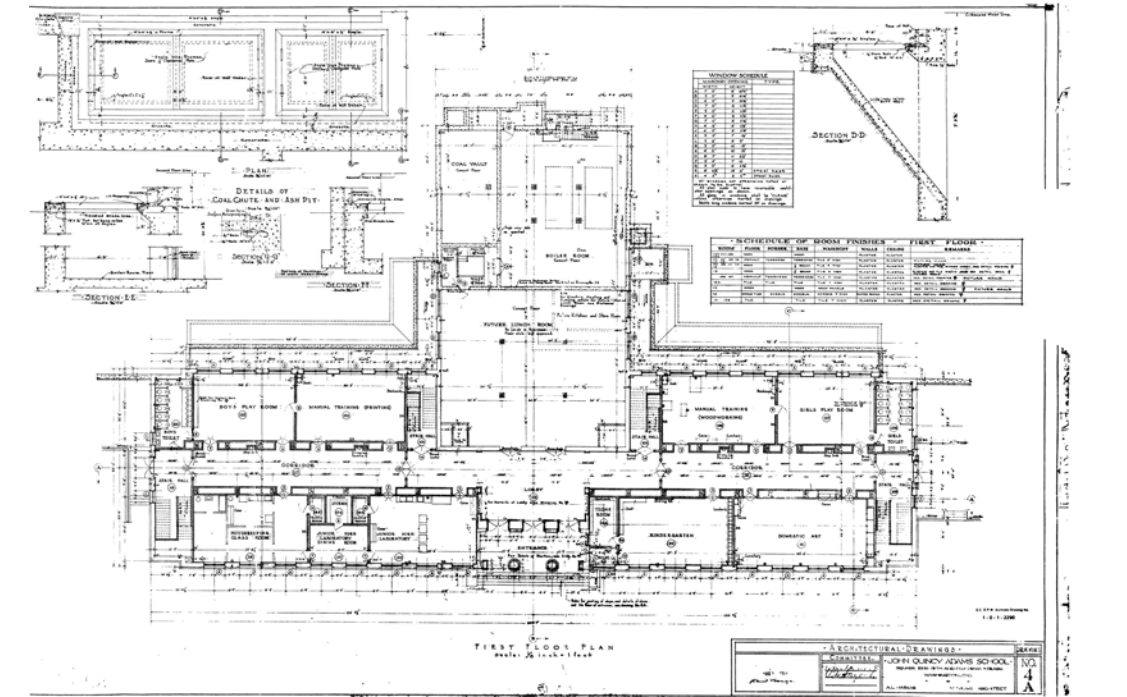
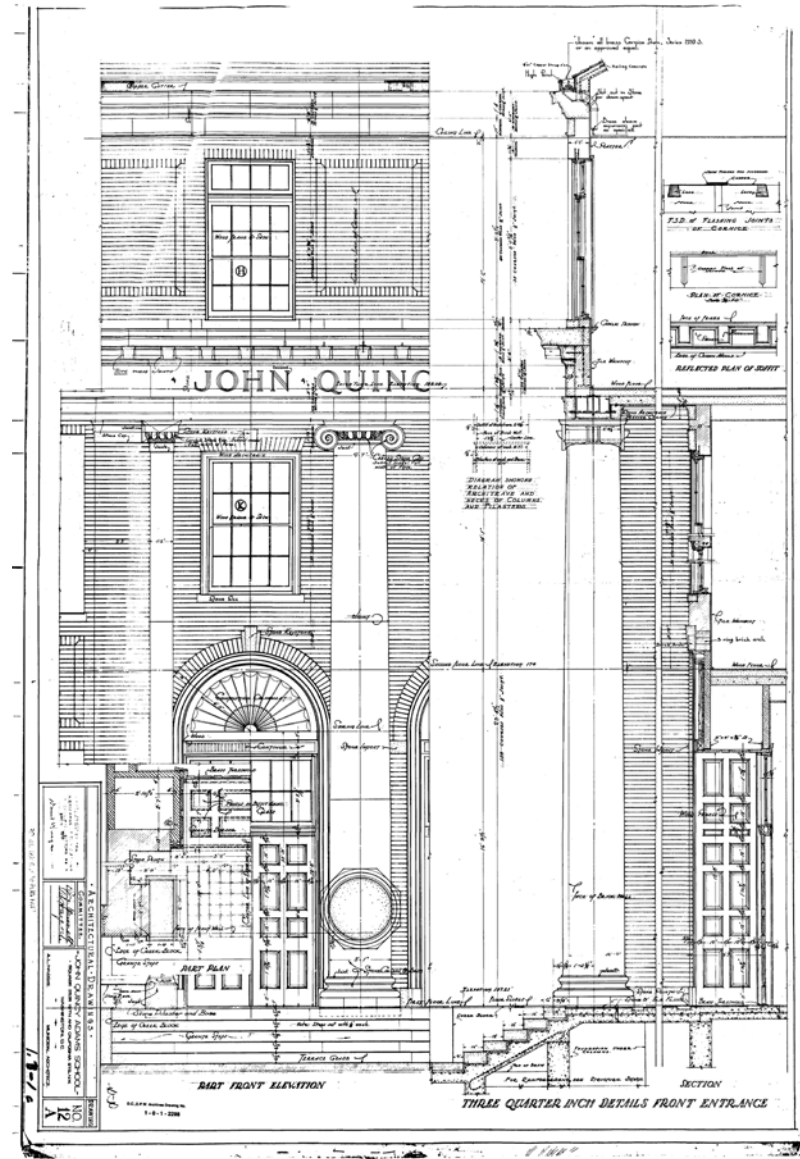


Figure 5: Original facade (east) elevation. Department of General Services





# The Culture



## SIGHT & HEARING CONSERVATION (1930s - 1940s)

- In the 1930s Adams introduced tools to aid students with **hearing loss or visual impairments**.
- Rather than home school, students from all over the District came to Adams to continue learning “in a normal surrounding”
- The school was **outfitted with equipment such as braille devices, large mirrors** in hearing conservation classes (to practice lip reading).
- In 1948, disability activist Helen Keller made a special visit to the school.



## NEIGHBORHOOD INTEGRATION (1955 - 1973)

- In 1955, DC Public Schools became racially integrated.
- The PTA began meeting to ease the transition.
- The name ‘Adams Morgan’ is derived from a partnership between two previously segregated schools the older, all black **Thomas P. Morgan**, and the all white **John Quincy Adams** school.



## BILINGUAL PROGRAM (1970 - PRESENT)

- From 1970 - 1971 the Oyster School implemented an experimental program to help Spanish-speaking children.
- By the 1980s, it was **one of the only bilingual schools in the country**.
- In 2007 Oyster Bilingual School merged with John Quincy Adams School and added a middle school program.
- 2018-19 they added Chinese to 4th-grade classes. Classes at Adams are taught in **50% Spanish and in 50% English**.
- Oyster-Adams **encourages cultural diversity and the intermingling of students from all backgrounds**.



# Approvals Process

## HPO / CFA PRIORITIES

(Historic Preservation Office / Commission of Fine Arts)

- No modernized interventions at the 19th St facade
- Do not exceed the existing roof ridge line
- The Lobby and Auditorium are highest priority
- All corridors to retain flat terrazzo flooring
- 3rd floor corridors to maintain walls
- Two 3rd floor classrooms to retain the interior detailing including re-opening of their laylight with associated skylights above
- New tile on 1st and 3rd floors to be similar

## SIT / ANC

(School Improvement Team / Advisory Neighborhood Commission)

- Maintain outdoor soccer field and active play space
- Integrate sustainability, in particular with Greenroofs
- Ample parking for teachers

## CHALLENGES (Yikes!)

- Tight Urban Site
- 43' grade change from one corner of the site to the other
- Limited construction staging area and access roads.

## OPPORTUNITIES (Yay!)

- Generous floor-to-floor, L1 = 16.5', L2 = 13.5', L3 = 12.75'
- ~900sf existing classroom footprints
- Large Windows
- Beautifully detailed and preserved spaces

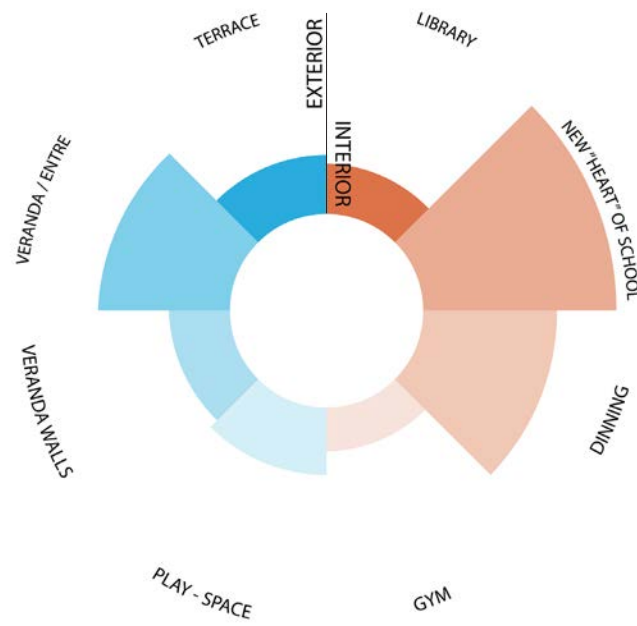
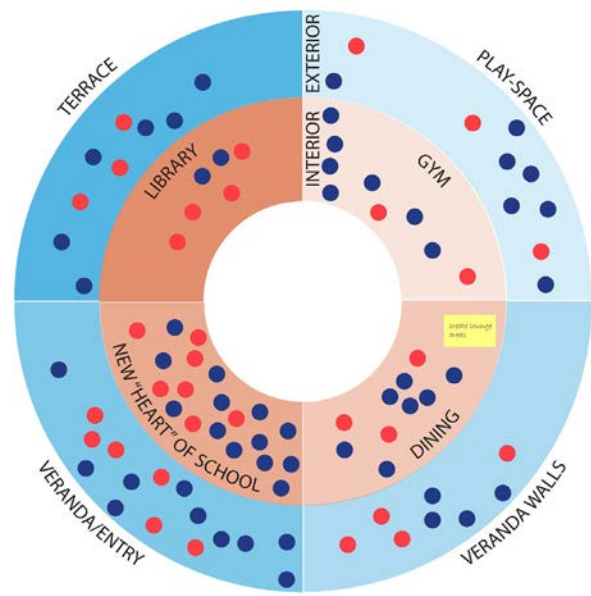




# School Improvement Team (SIT) Feedback Session Analysis

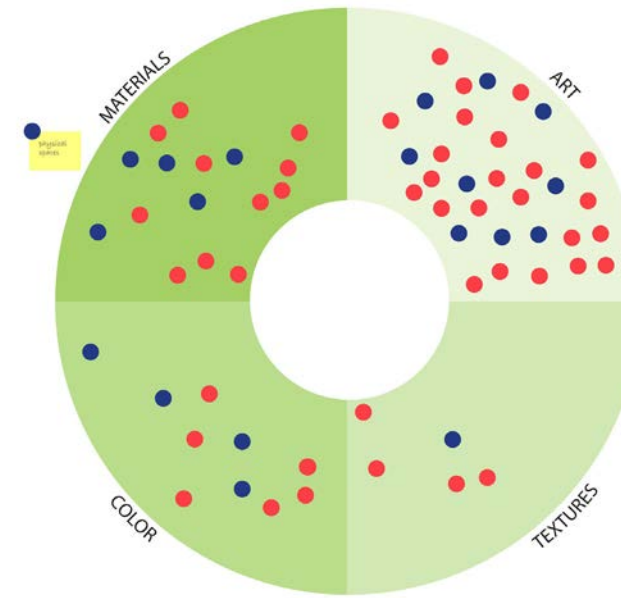
## LOCATIONS FOR COMMISSIONED ART - 87 VOTES

Mark with a dot the two most important locations for commissioned art



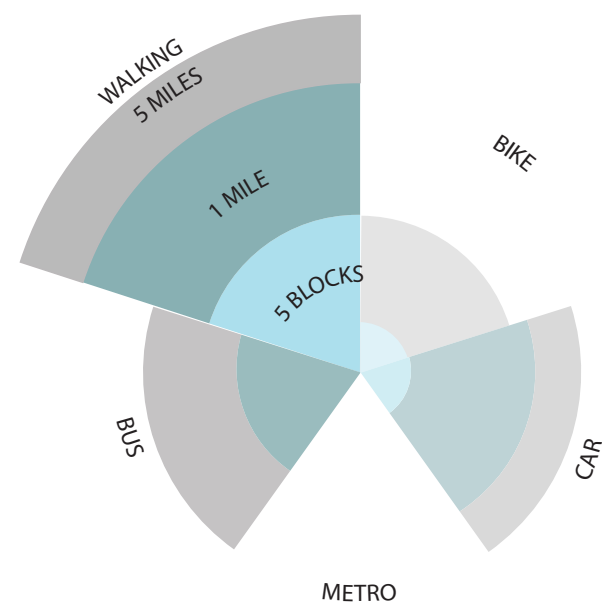
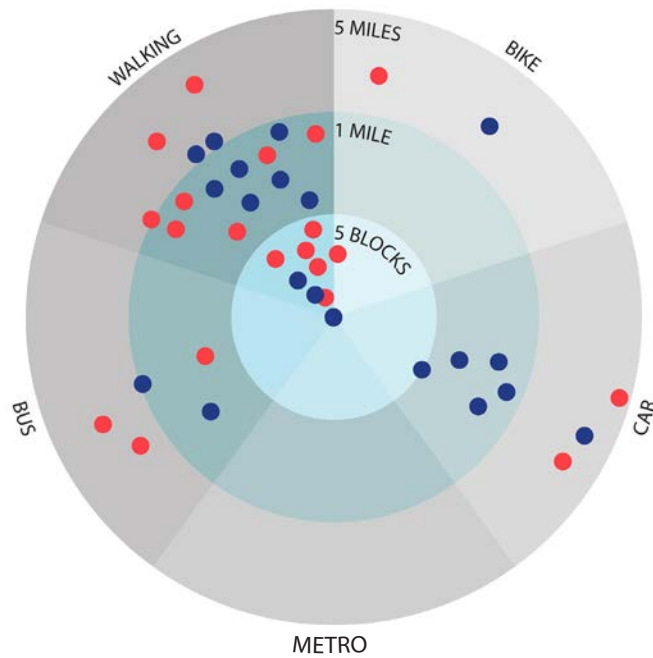
## EXPRESSION OF BILINGUAL PROGRAM - 62 VOTES

Mark with a dot the two most important ways to express the bilingual identity of Adams



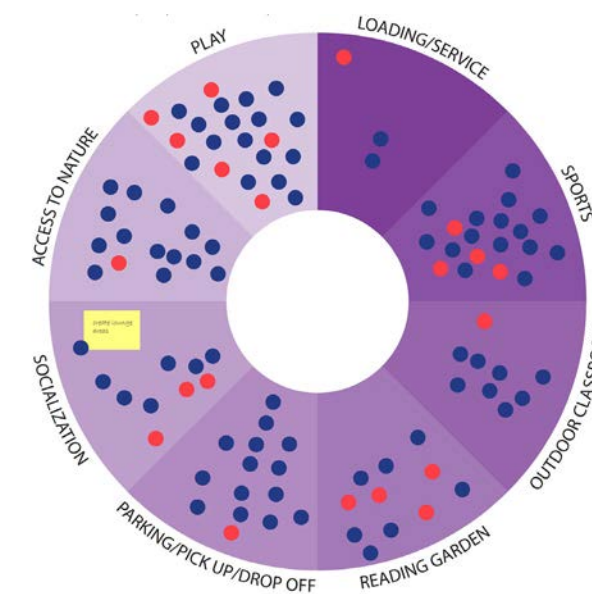
## TRAVEL DISTANCE - 38 VOTES

Mark with a dot how your child gets to school and how far they travel



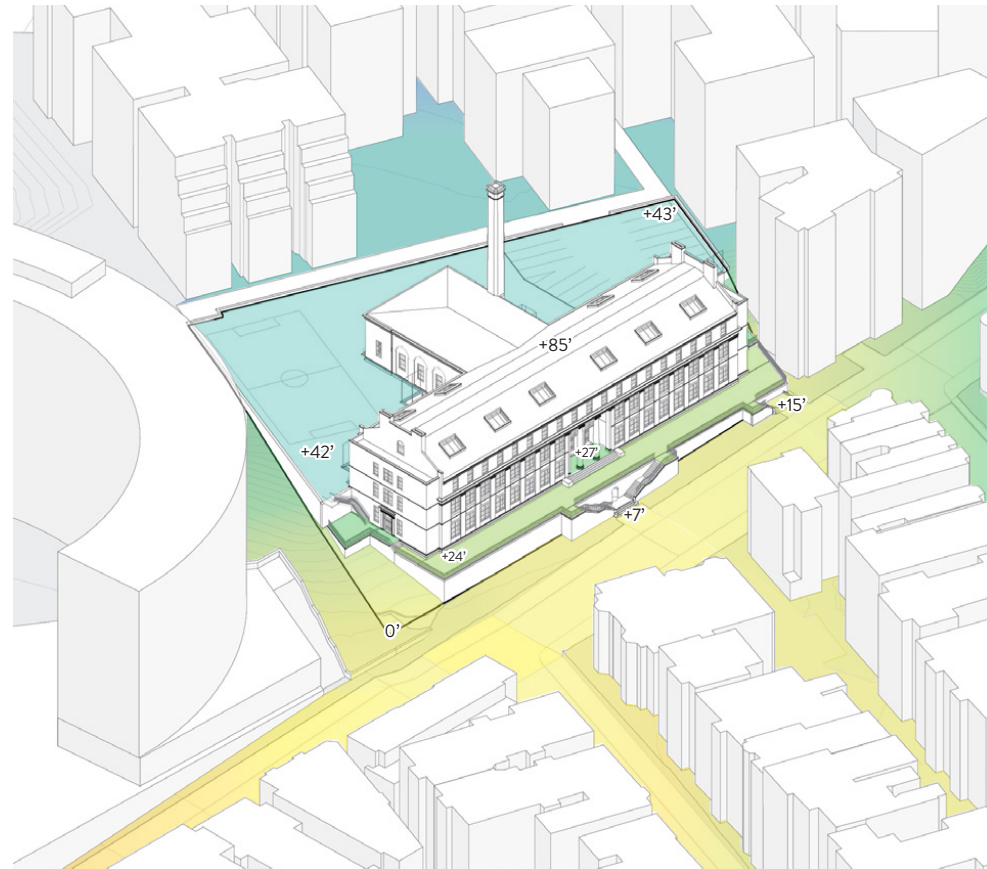
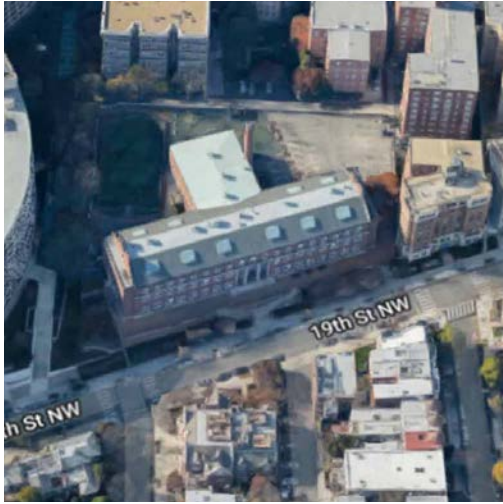
## PRIORITIZATION OF OUTDOOR SPACES - 89 VOTES

Mark with a dot the two most important potential uses of outdoor spaces

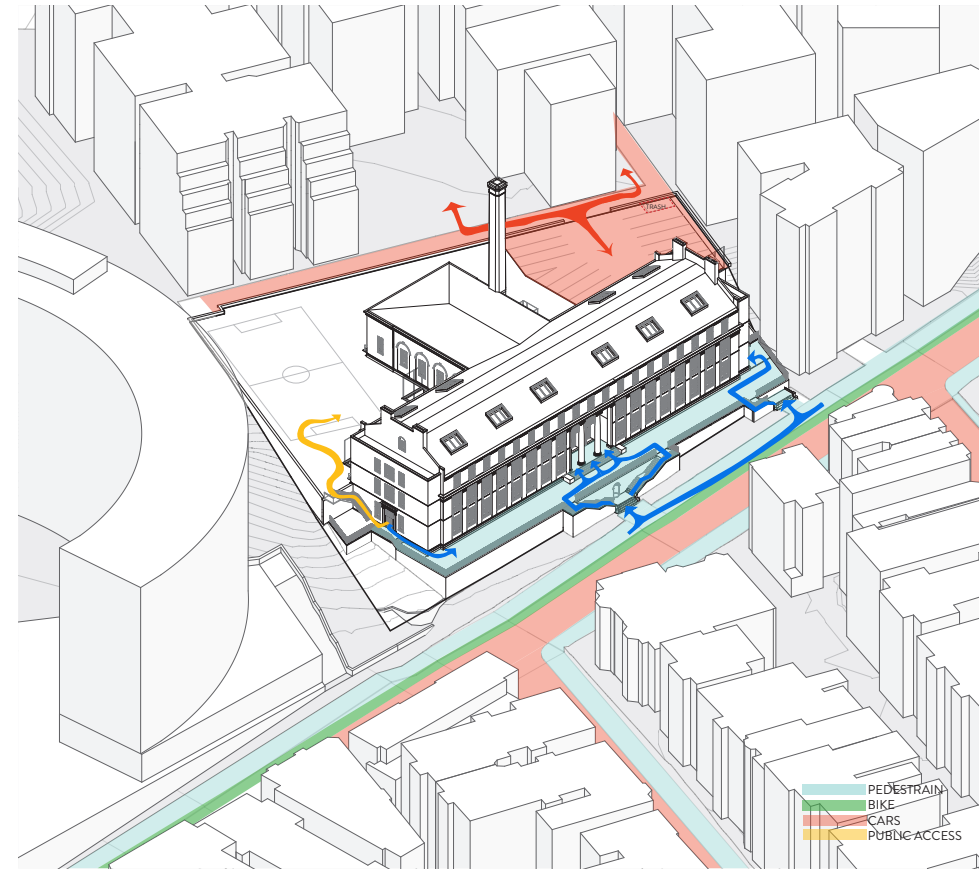




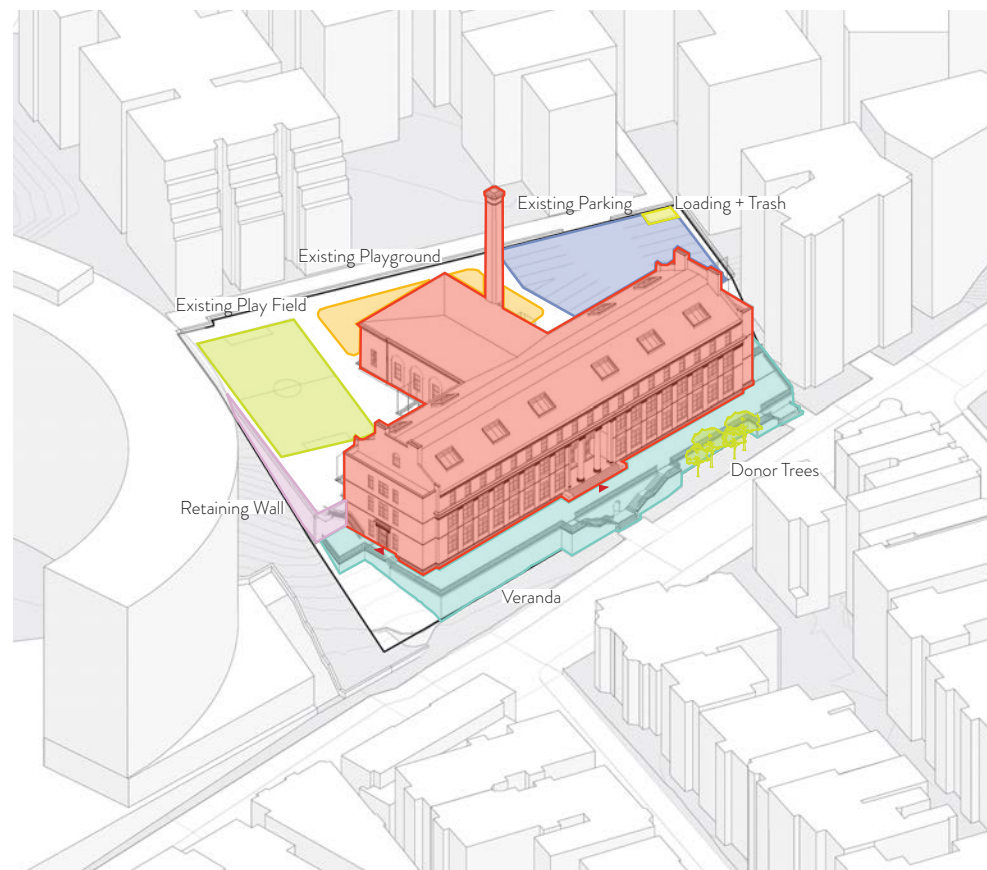
# Existing Site Analysis: Topography & Access



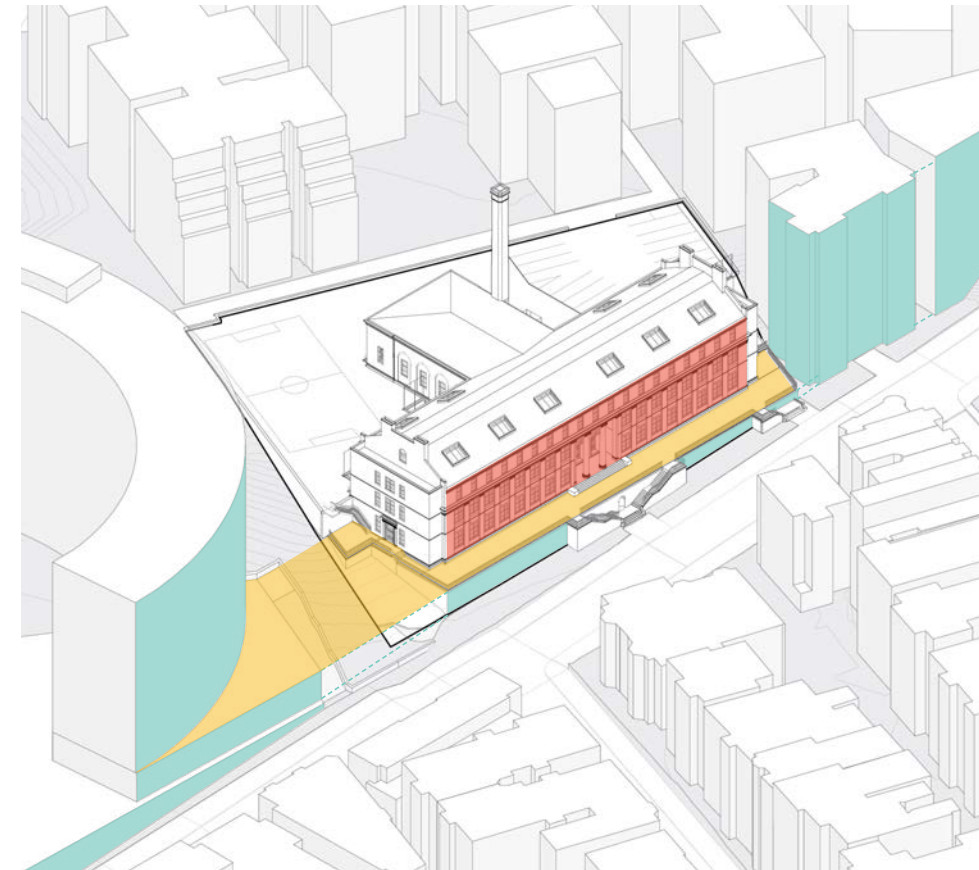
Extreme Topographic Difference



Site Access



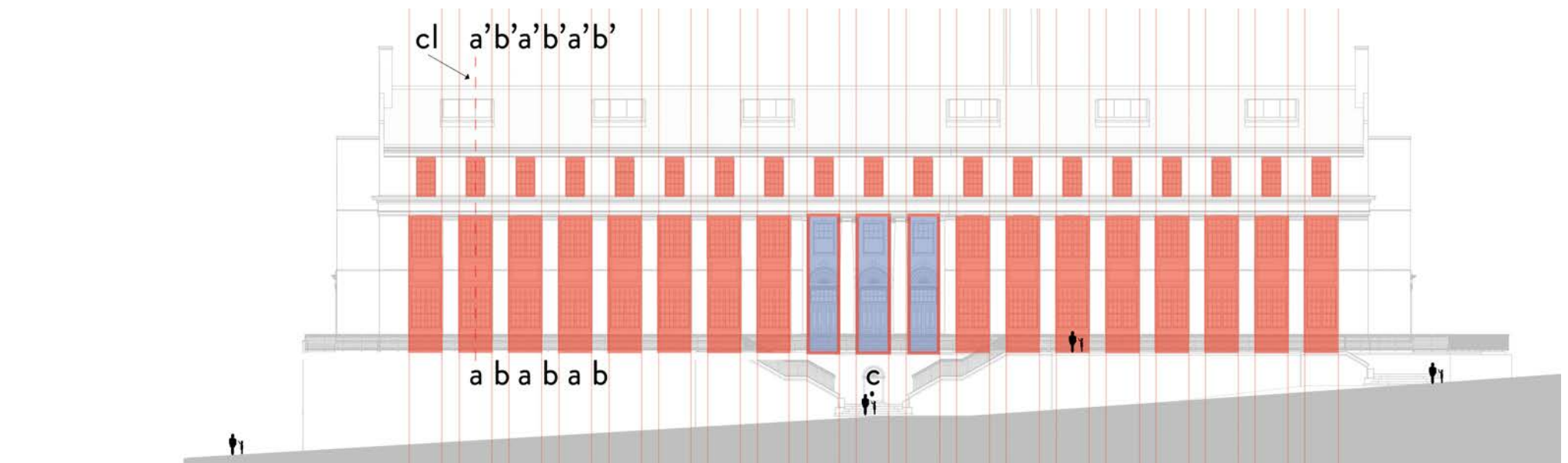
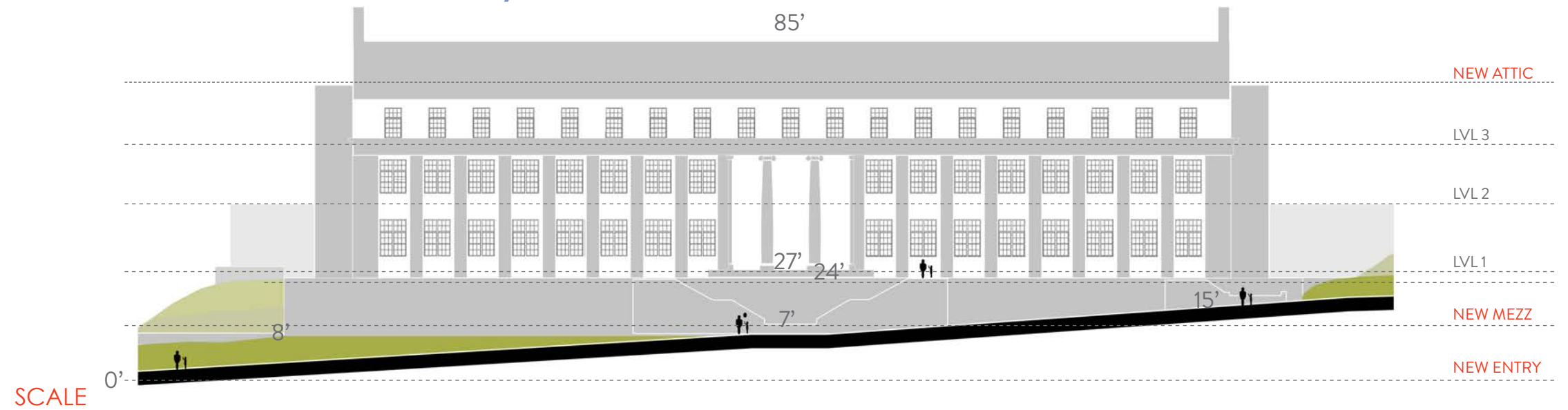
Site Elements



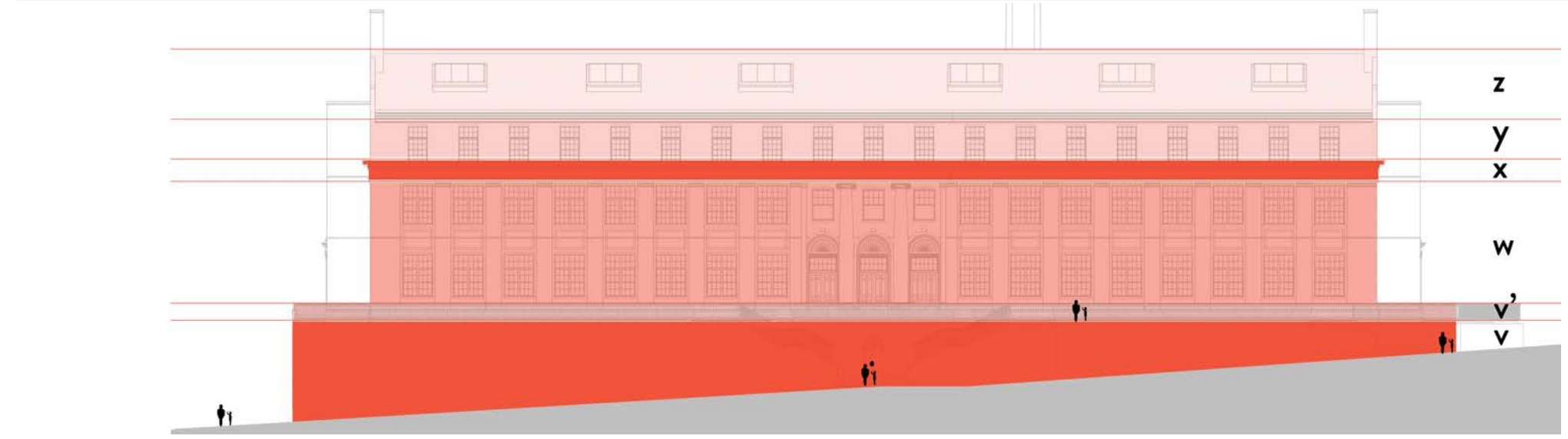
Historic Context Massing Analysis



# Existing Site Analysis: Historic Facade Analysis



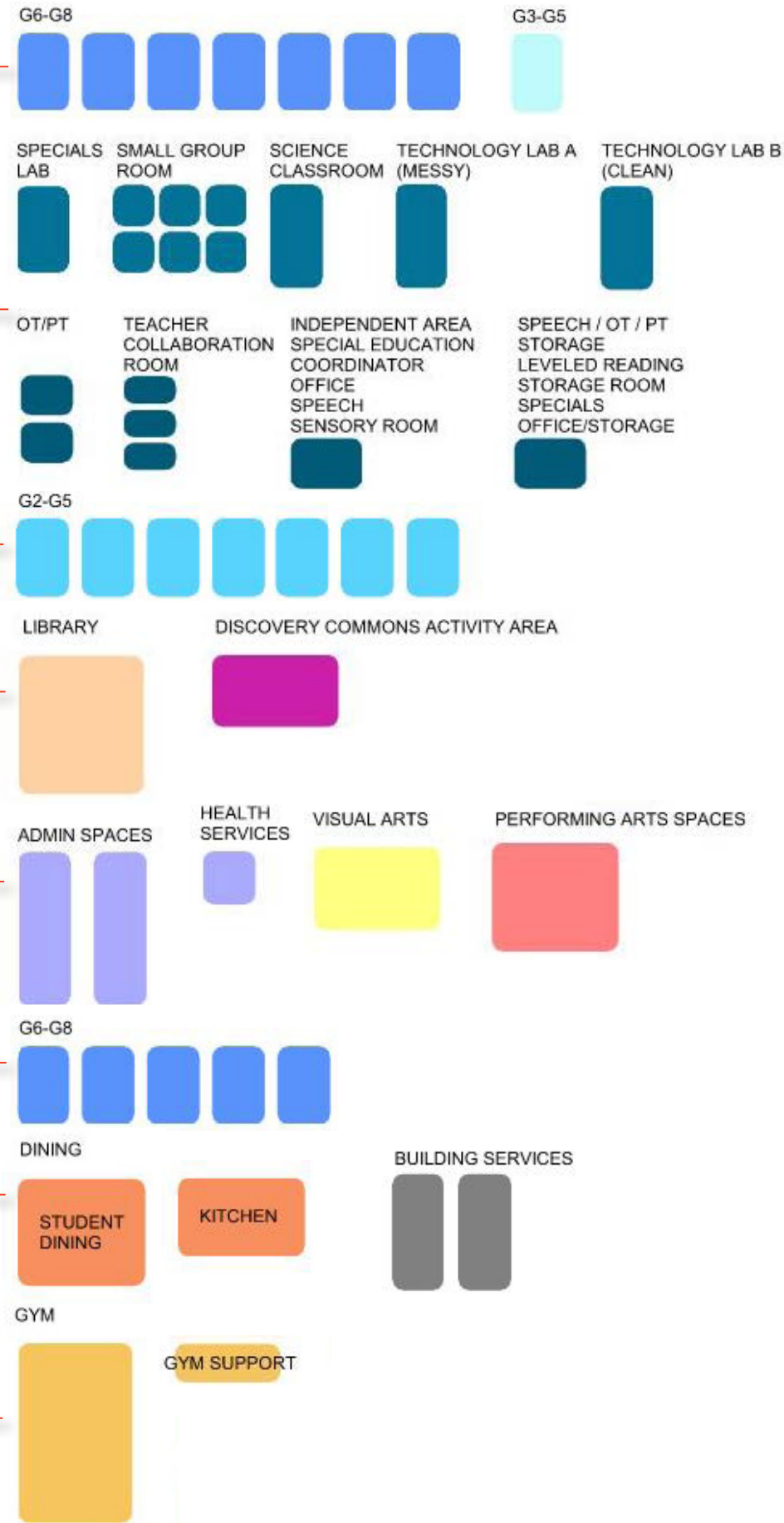
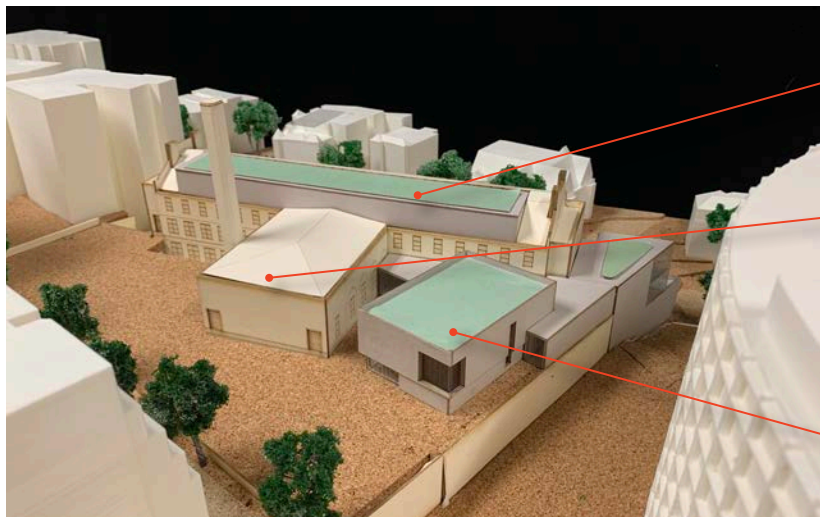
VERTICAL RHYTHM



HORIZONTAL LINES

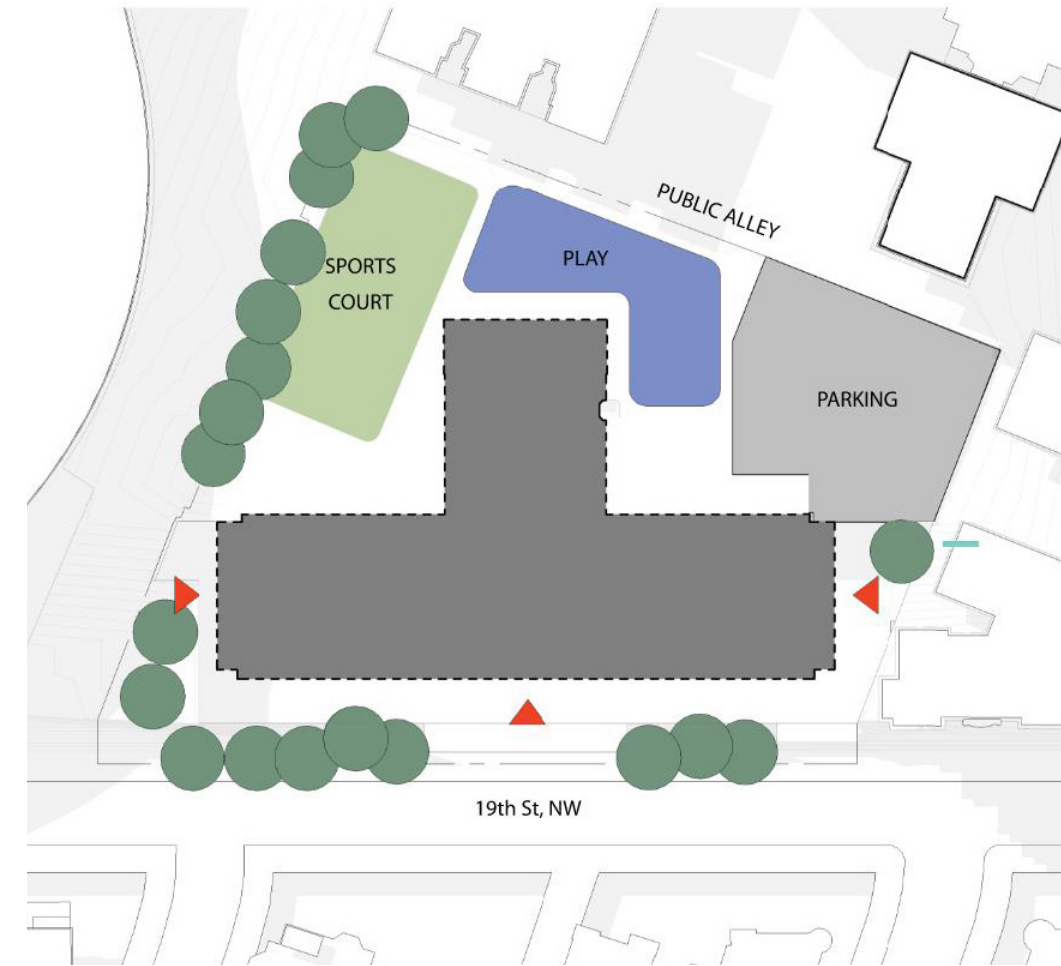


# Program Arrangement, DCPS Building Program of Spaces



## SPACE NEEDS

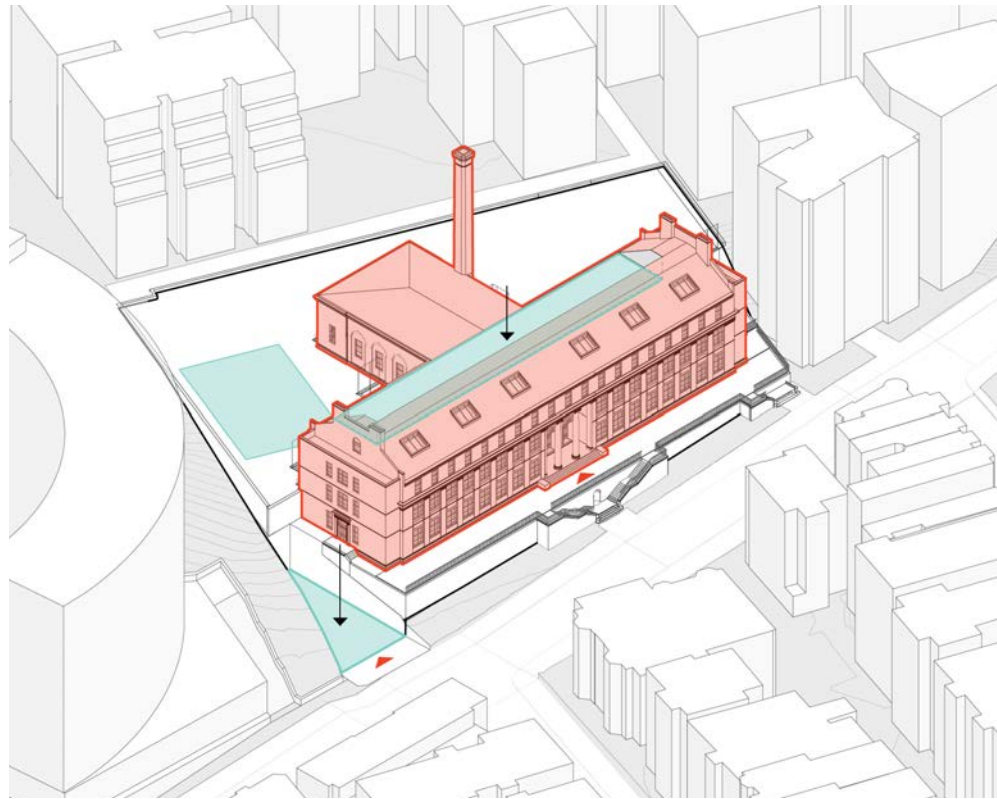
- Original Historic GSF = 62,000
- Required SF per Ed Spec = 90,000



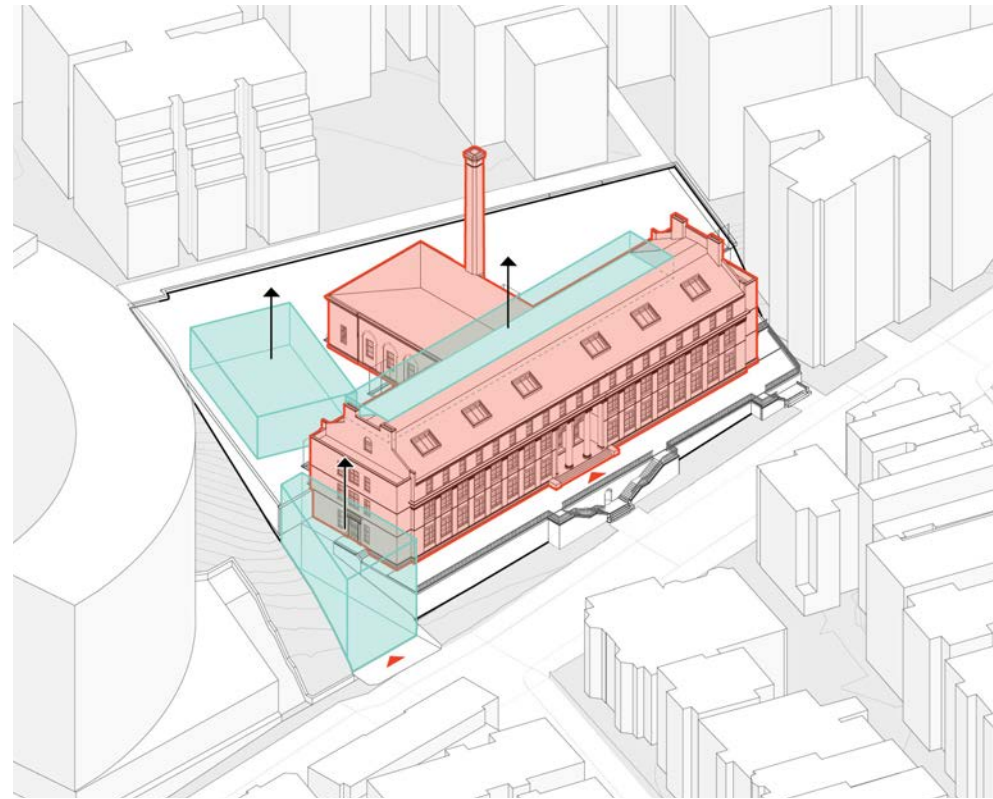


# Program Arrangement, Massing Developments

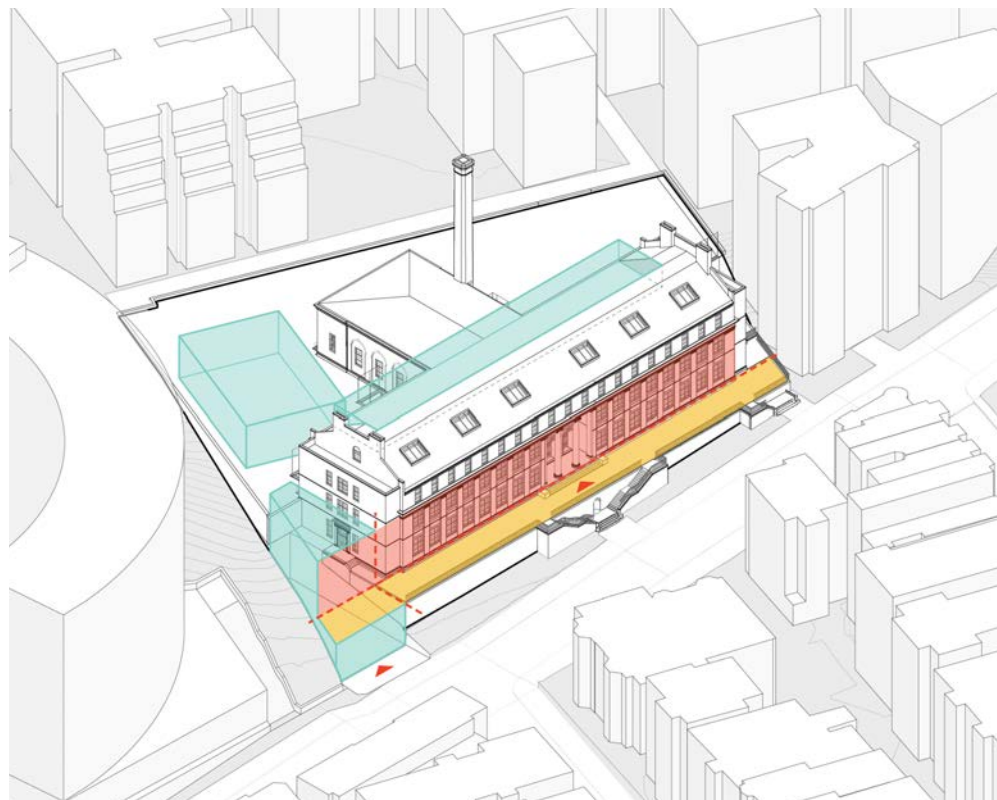
## PROPOSED ADDITION MASSING



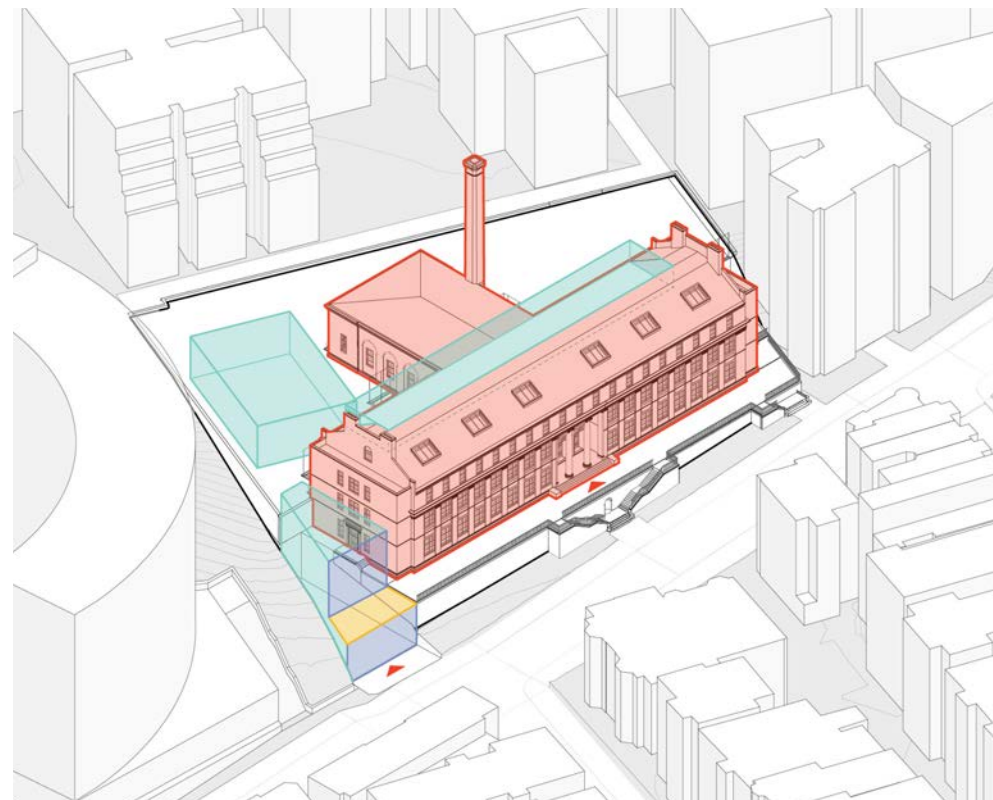
Step 1: Maximize Open Space and Create Accessible Entry



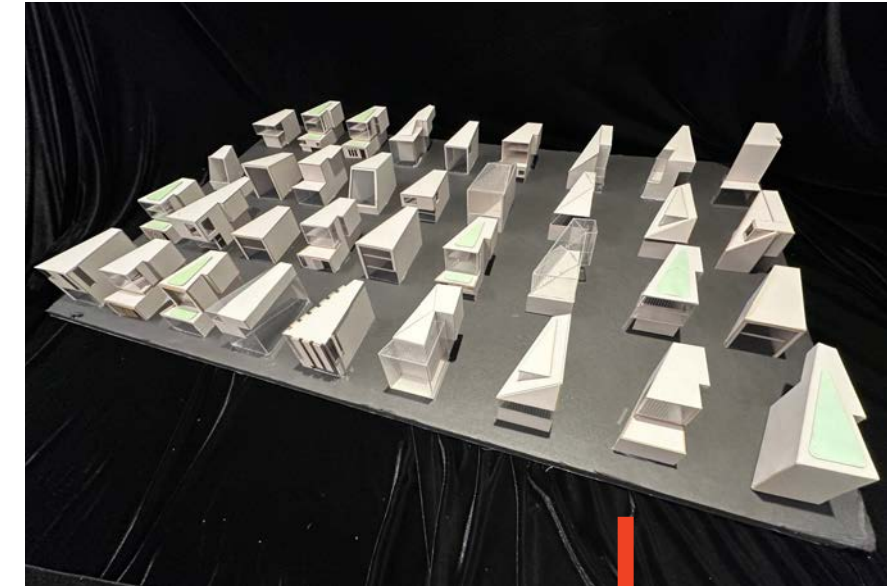
Step 2: Incorporate Modernized Program



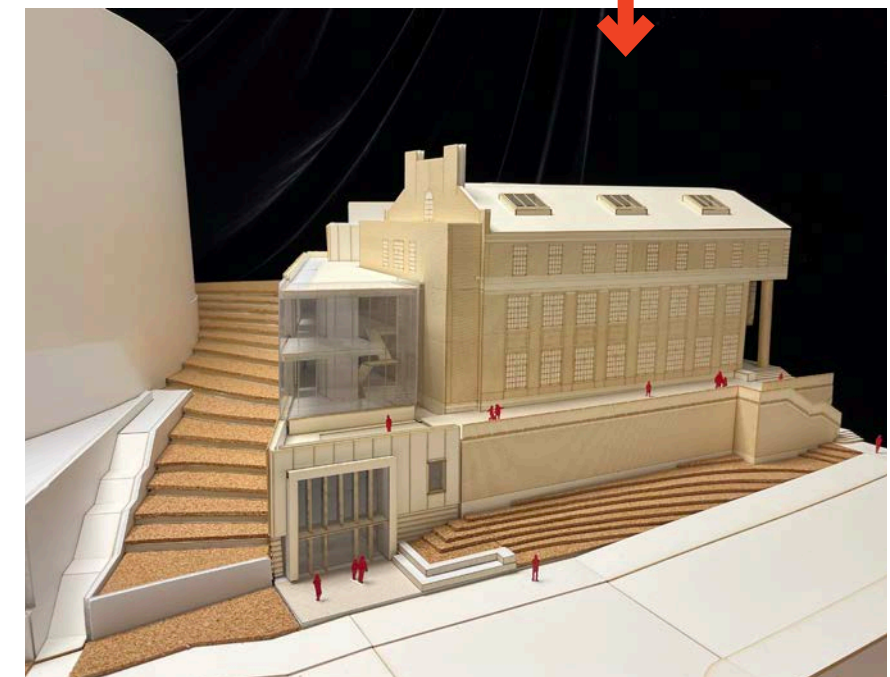
Step 3: Align with Historic Elements



Step 4: Create Active Entry and Library at New Pavilion






Concept Design Study Models

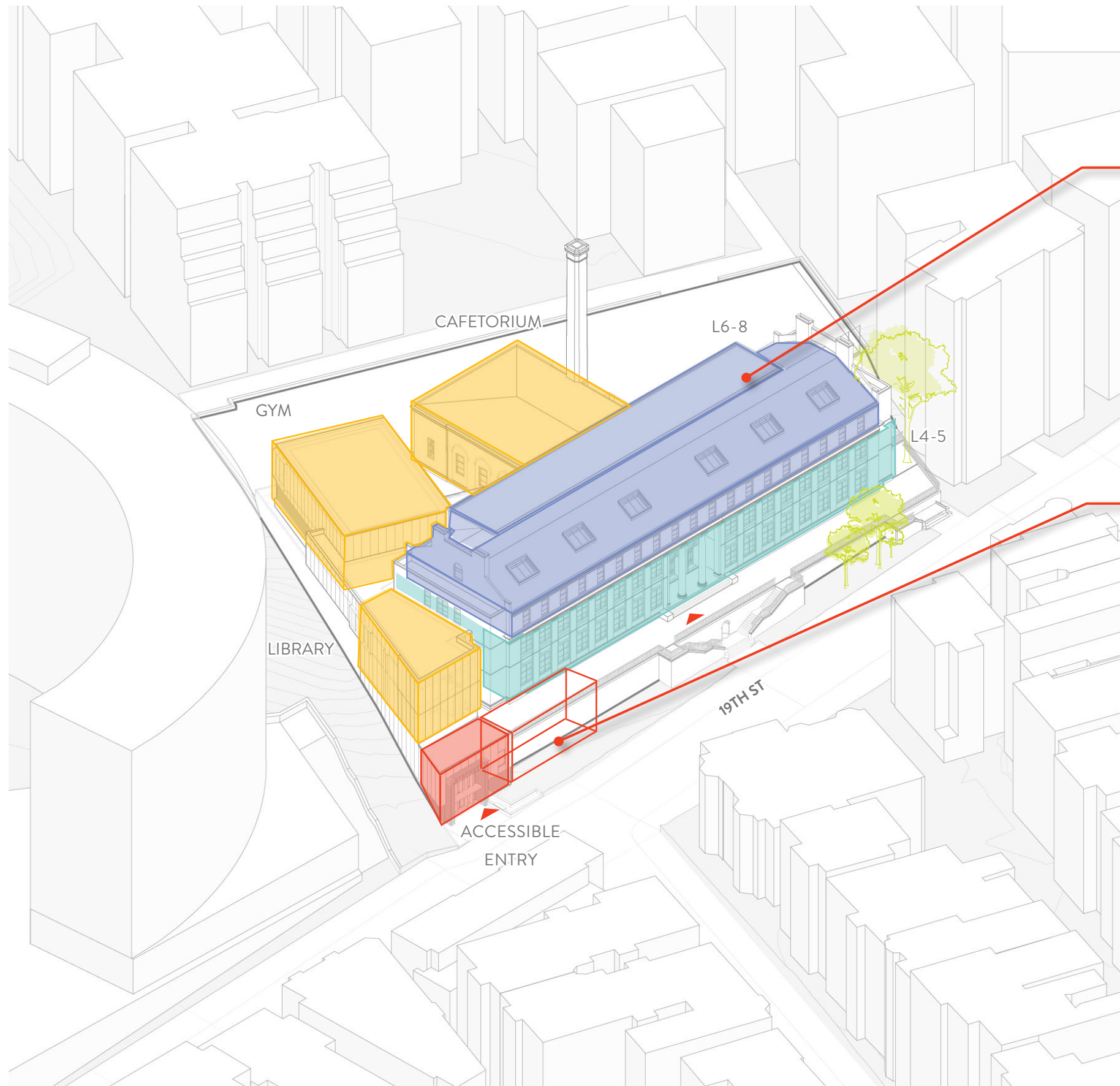


Schematic Design Facade Study Model



# Program Arrangement

-  Equitable Accessible Entrance
-  Elementary Classrooms
-  Middle School Classrooms
-  'Big box' Common Program



## PRIORITIES

- Capture Under-utilized Floor Area



Former Attic

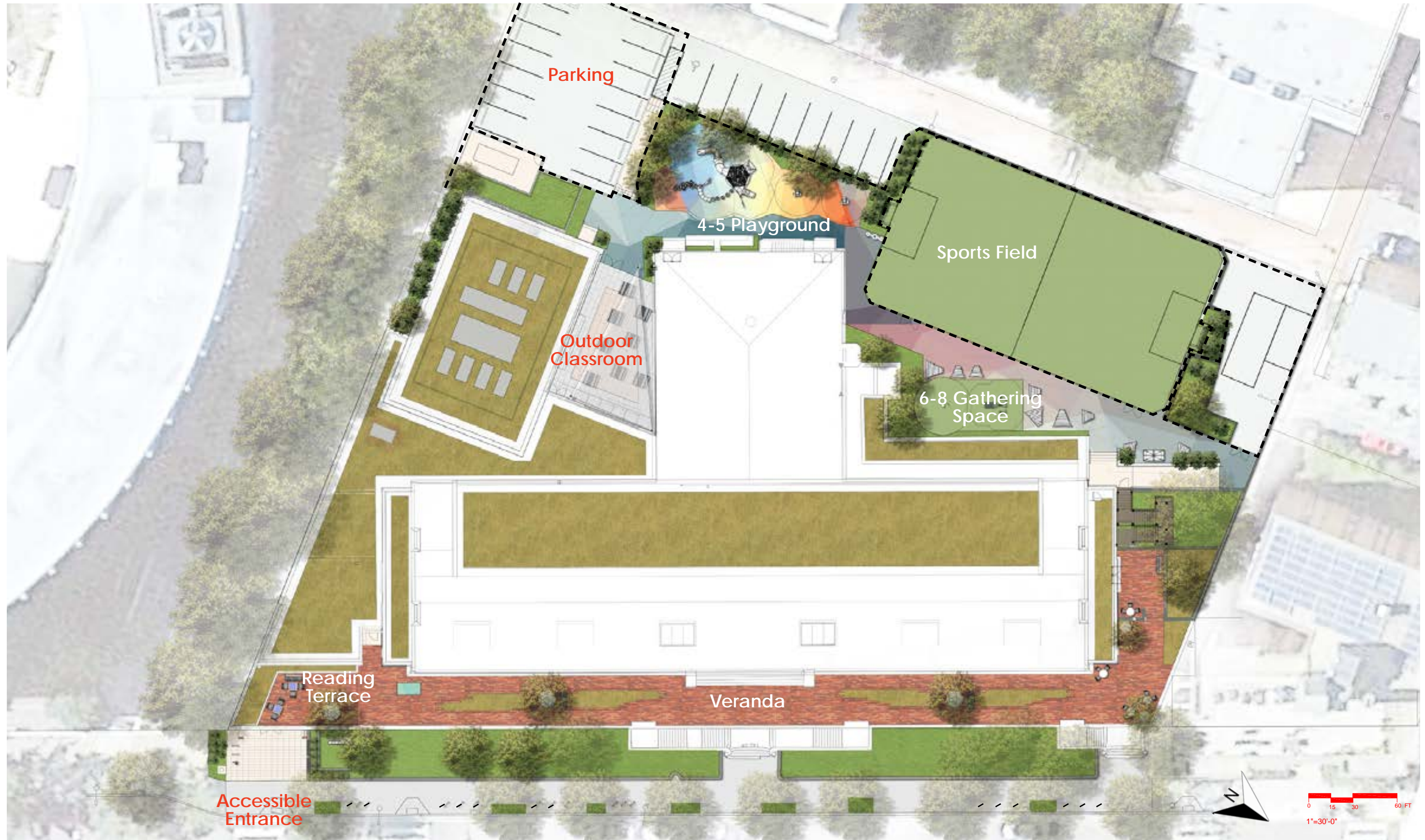


Former 'Crawl Space'

- Provide accessible entrance
- Library located in prominent location
- Separate Elementary & Middle school classrooms
- Reuse existing classroom footprints as much as possible



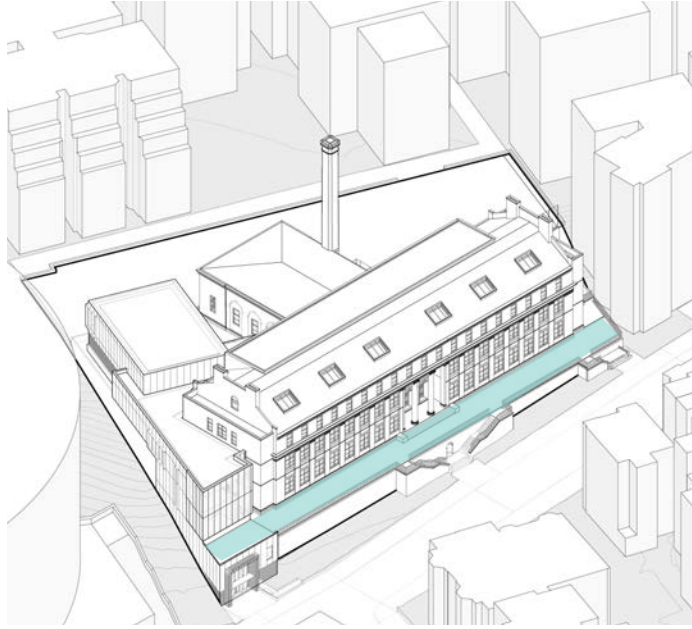
# Program Arrangement, Landscape Design



Site Plan



# Program Arrangement, Veranda



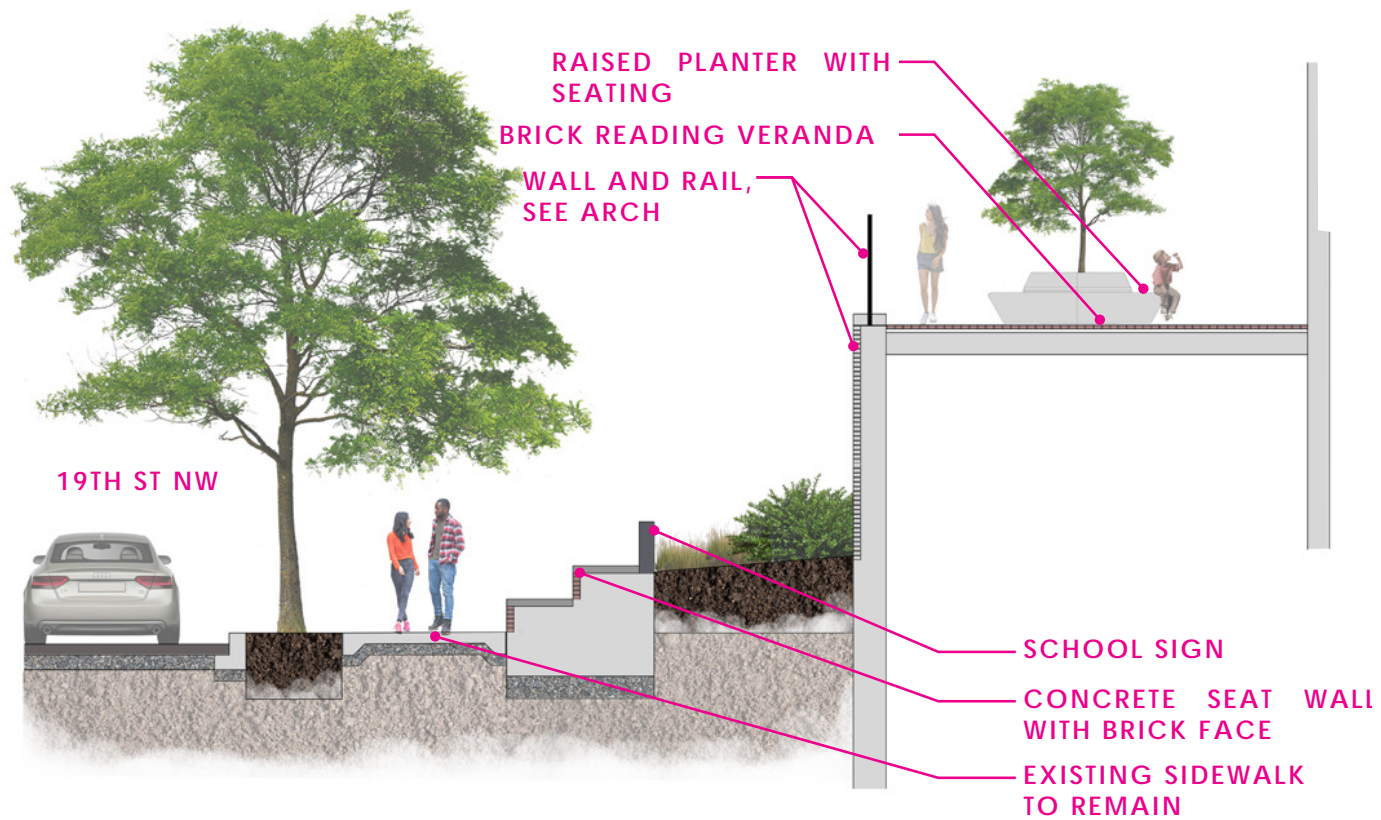
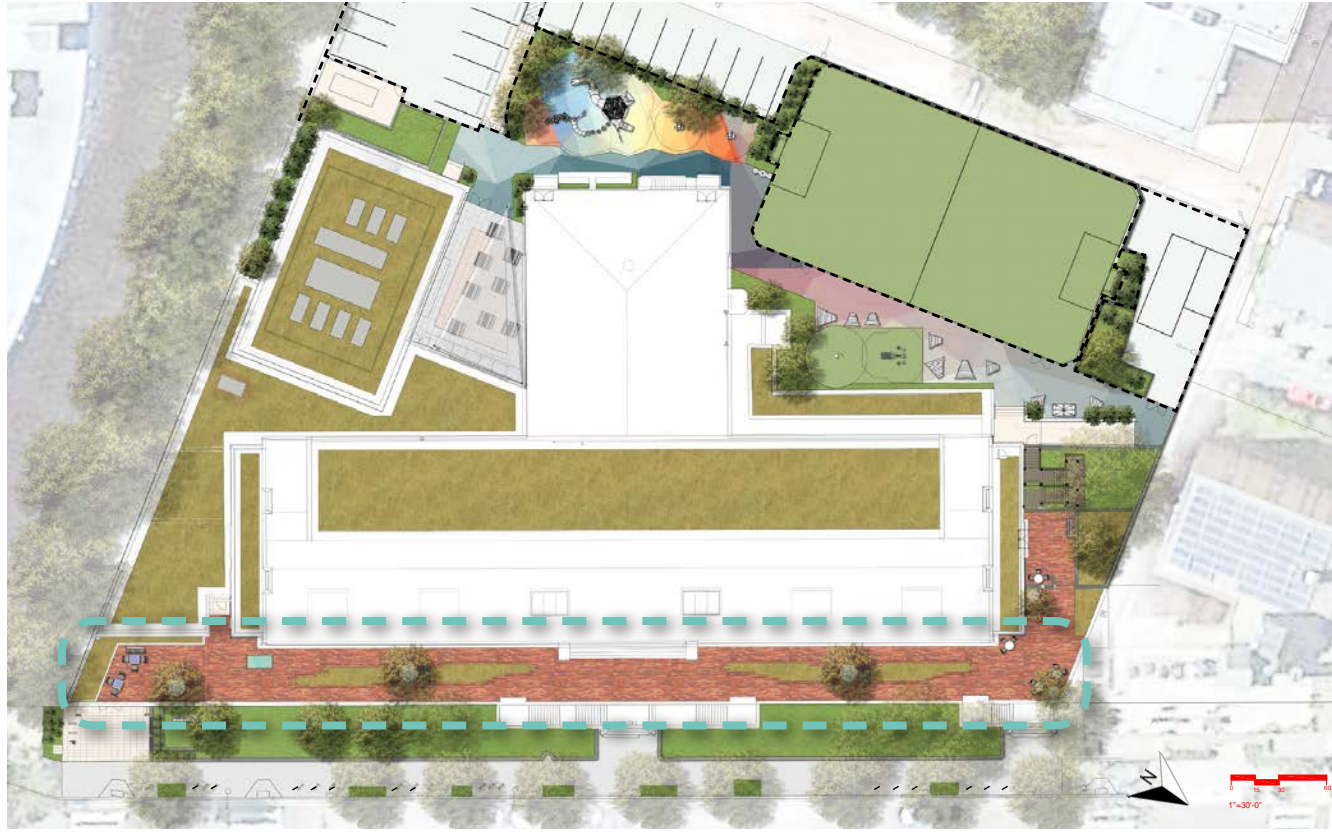
Central Stairs leading to the Veranda



Existing Veranda



# Program Arrangement, Revitalized Veranda



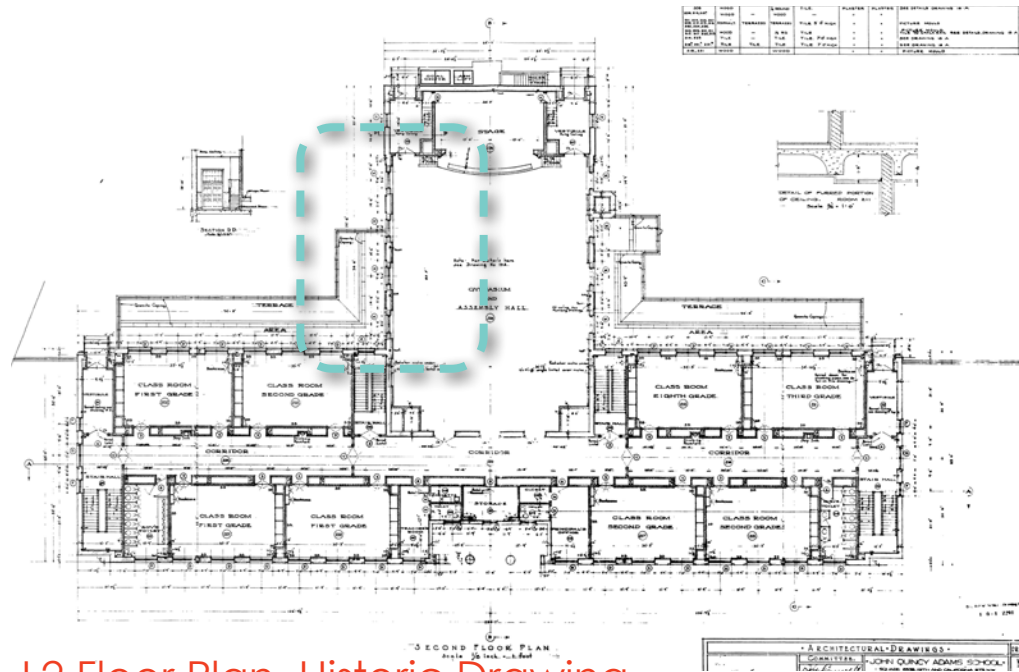
Section at 19th Street & Veranda



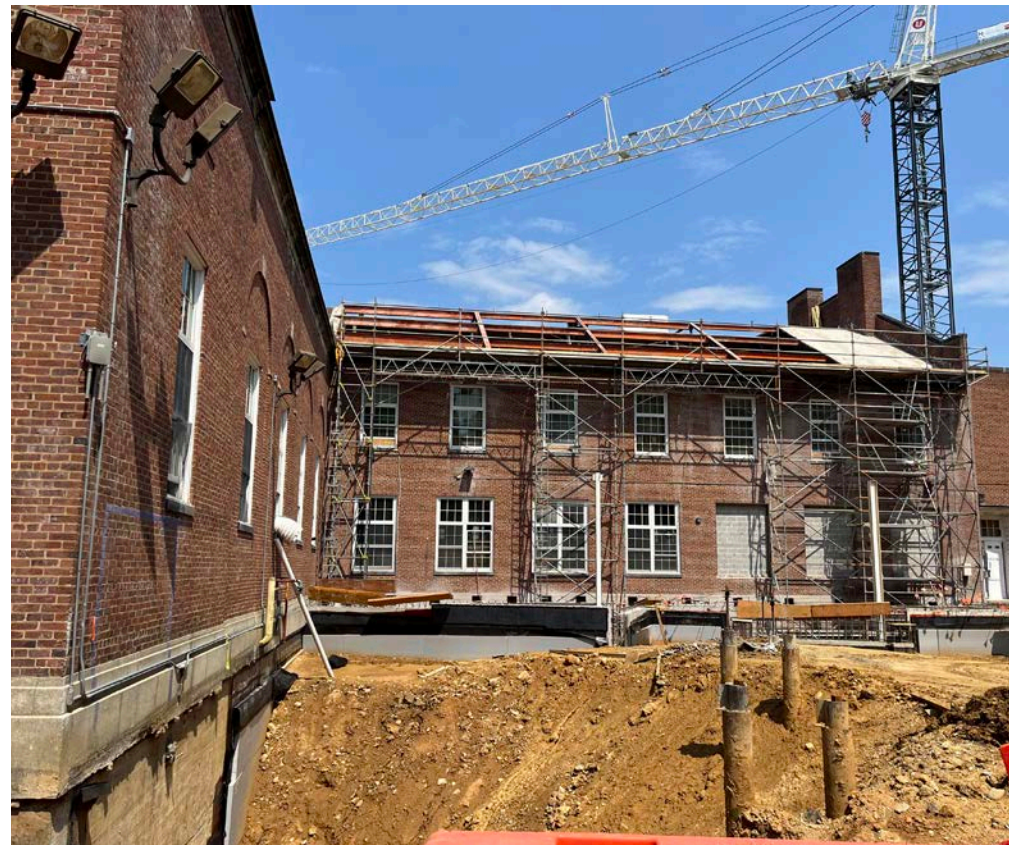
Proposed Veranda



# Program Arrangement, Existing Rear Yard



L2 Floor Plan, Historic Drawing



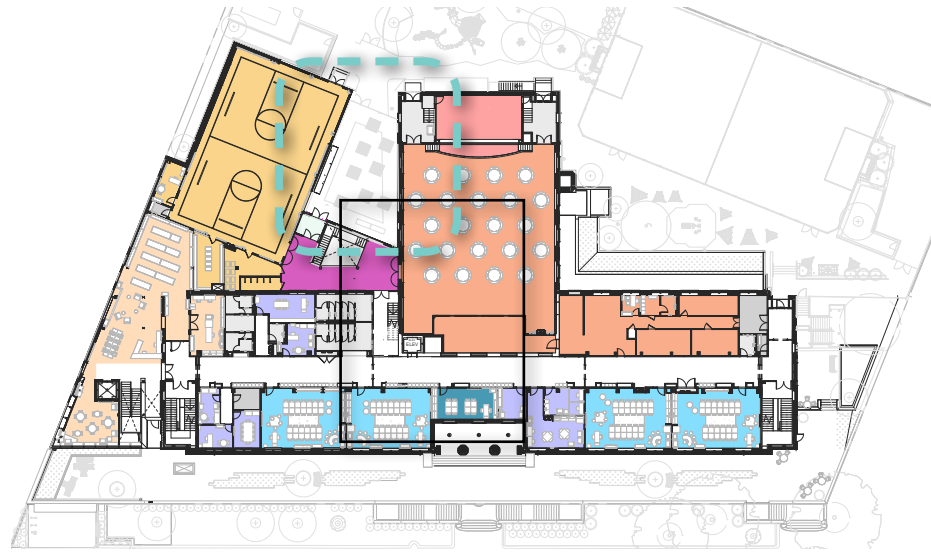
CA Photo



Previous Rear Facade



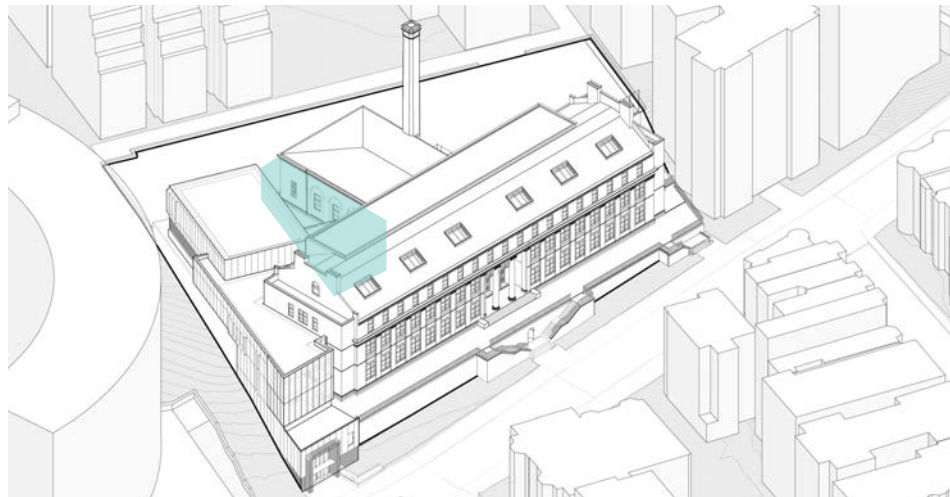
# Program Arrangement, Outdoor Classroom



L2 Floor Plan



Precedent



Outdoor Classroom Location



'Functional Art' at Outdoor Classroom







# Program Arrangement, Library



Existing Library Located in a Classroom

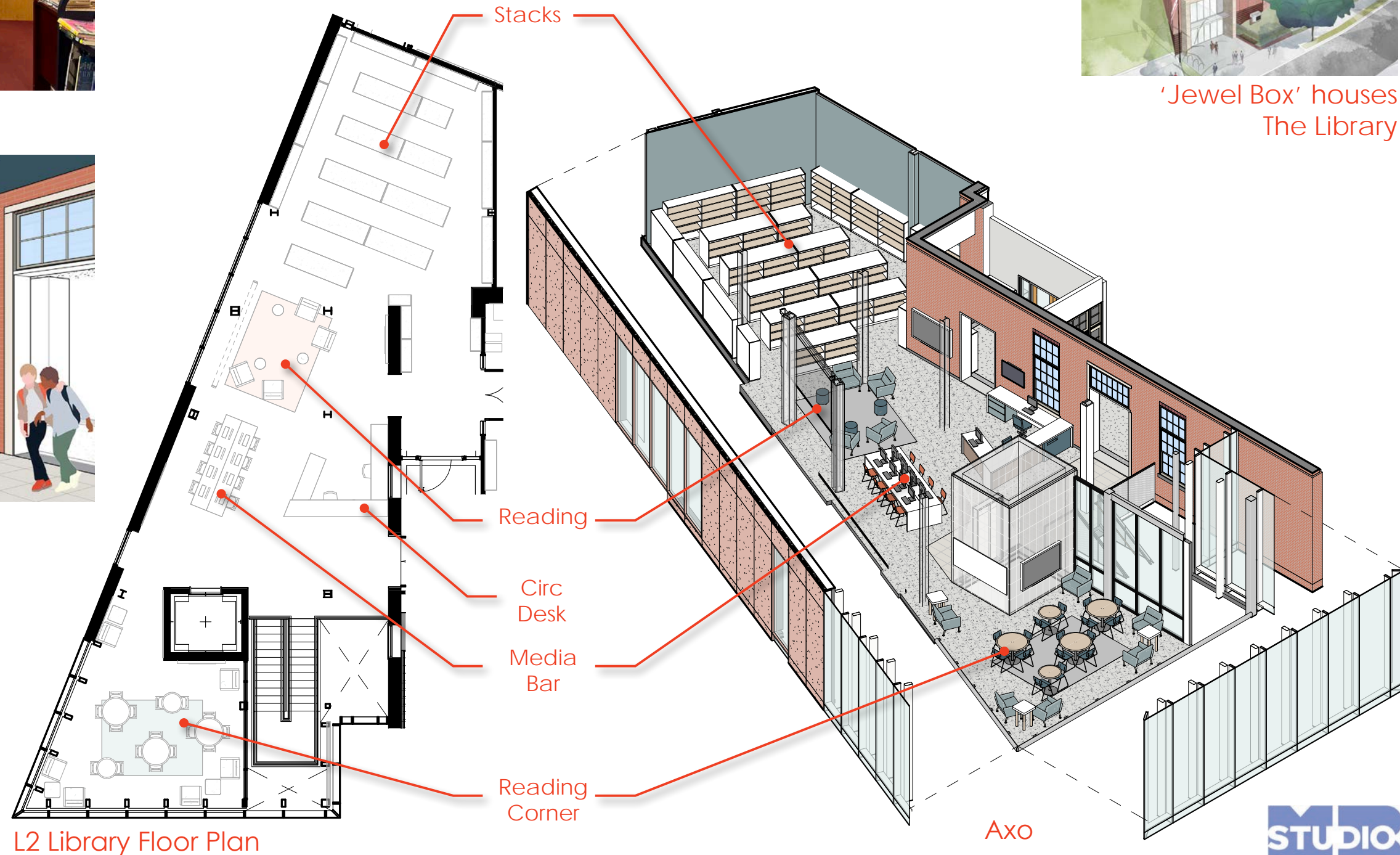
- Existing library size = 1000 sf
- Required library size = 3950 sf



'Jewel Box' houses The Library



L1 Library Stacks, Media Bar & Circ Desk

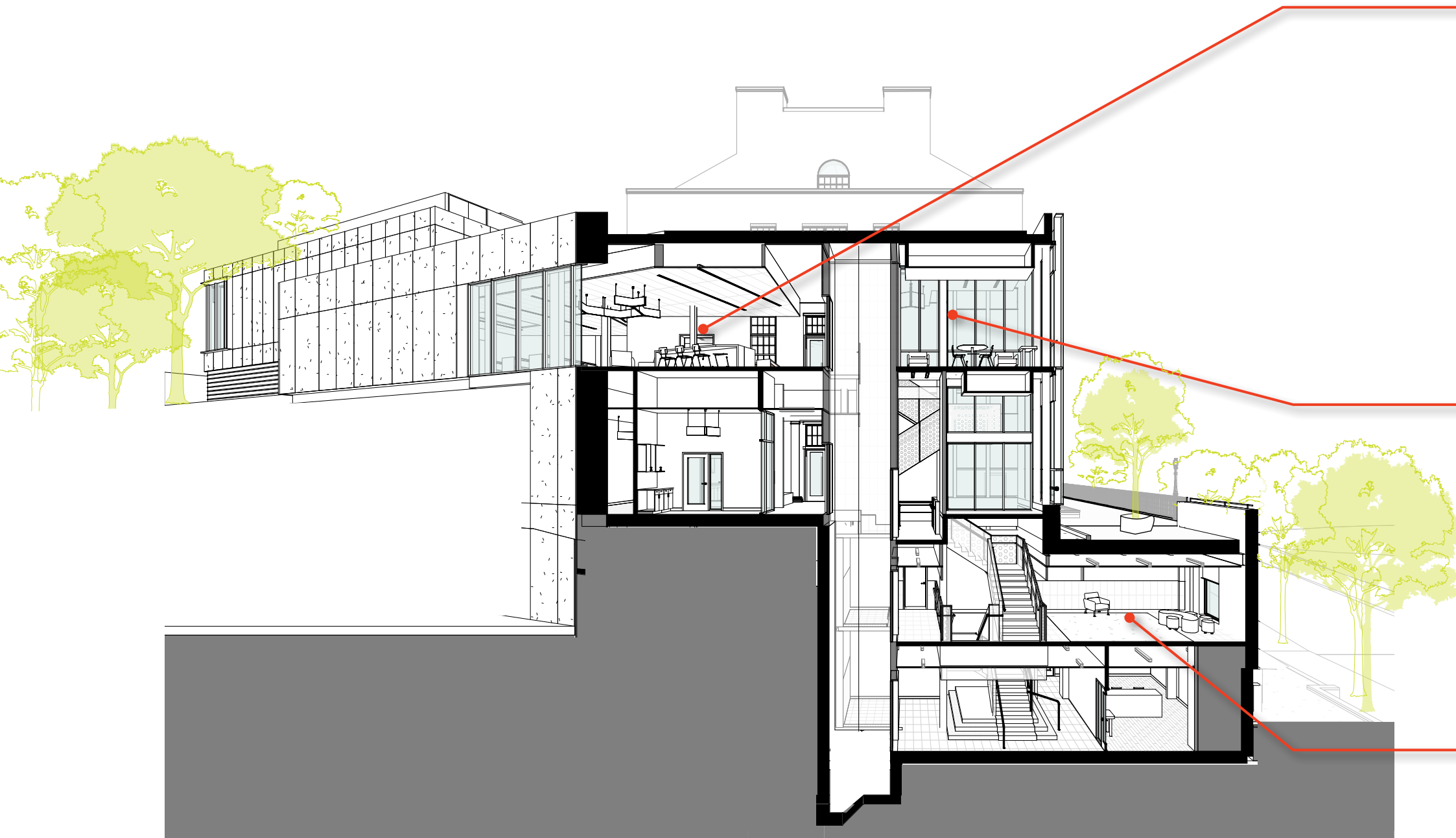


L2 Library Floor Plan

Axo



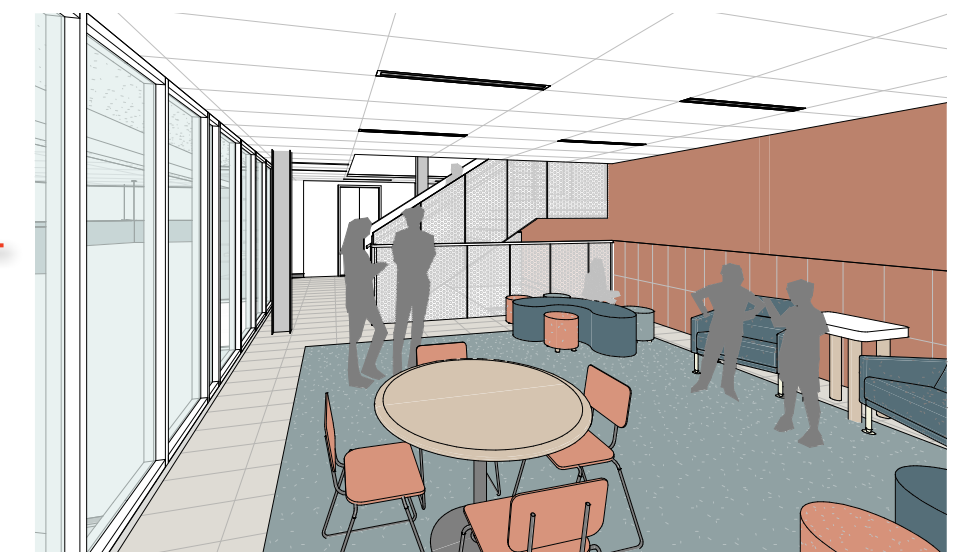
# Program Arrangement, Library



Library, Circulation Desk & Media Bar



Library, Reading Room



The 'Mezzanine' DC

Library, Section-Perspective

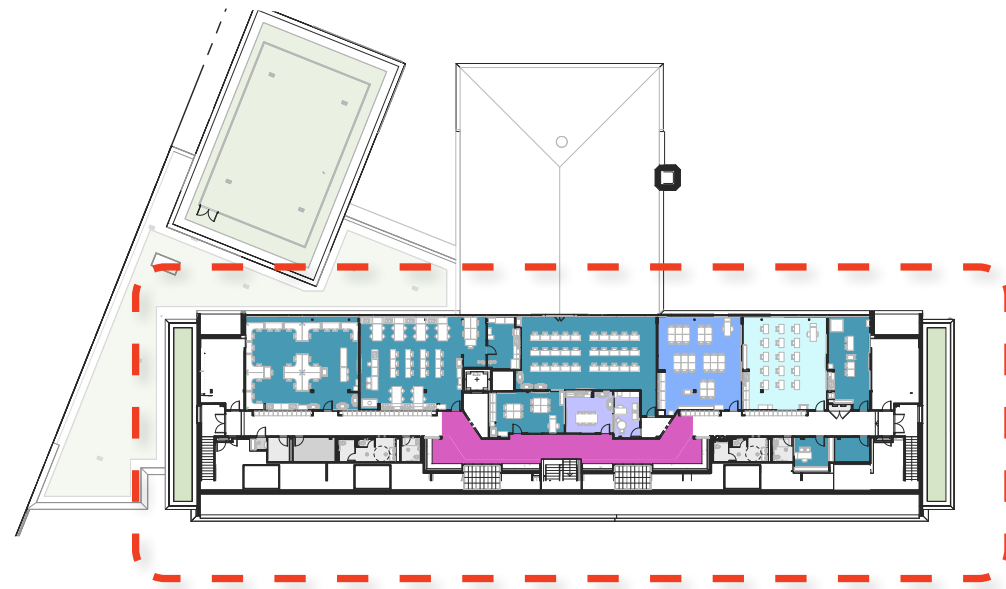




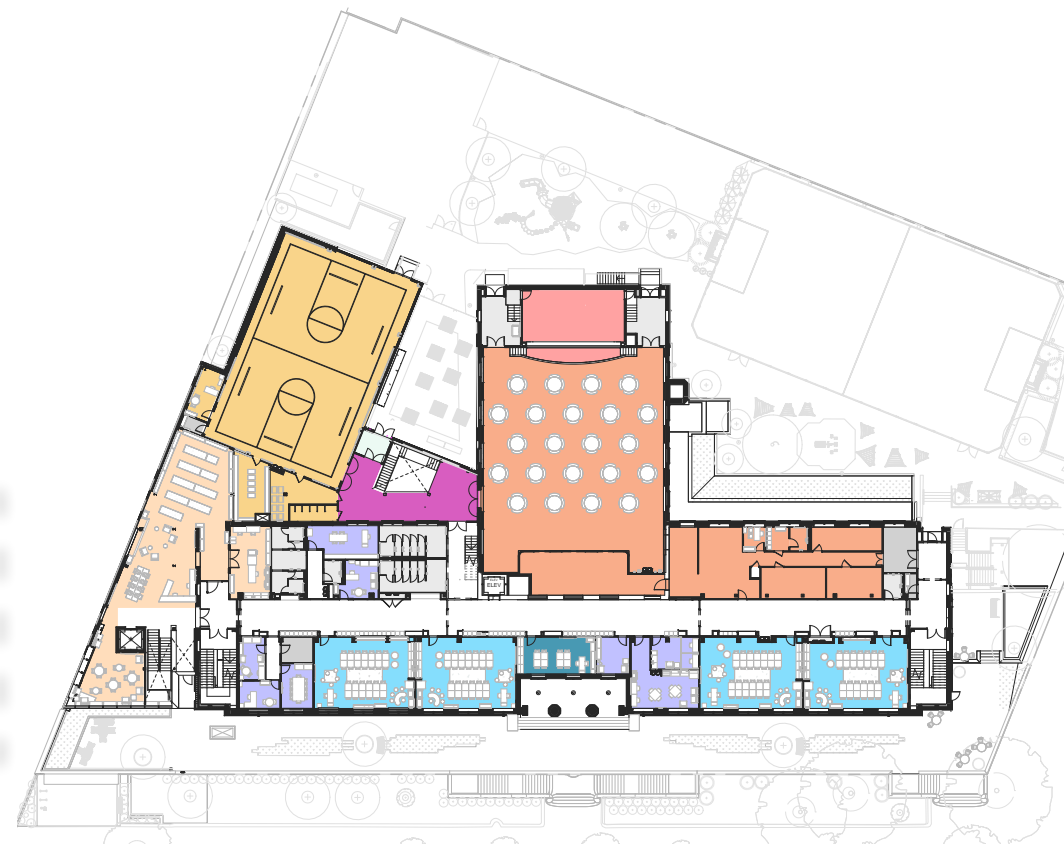


# Architectural Integration, Floor Plans

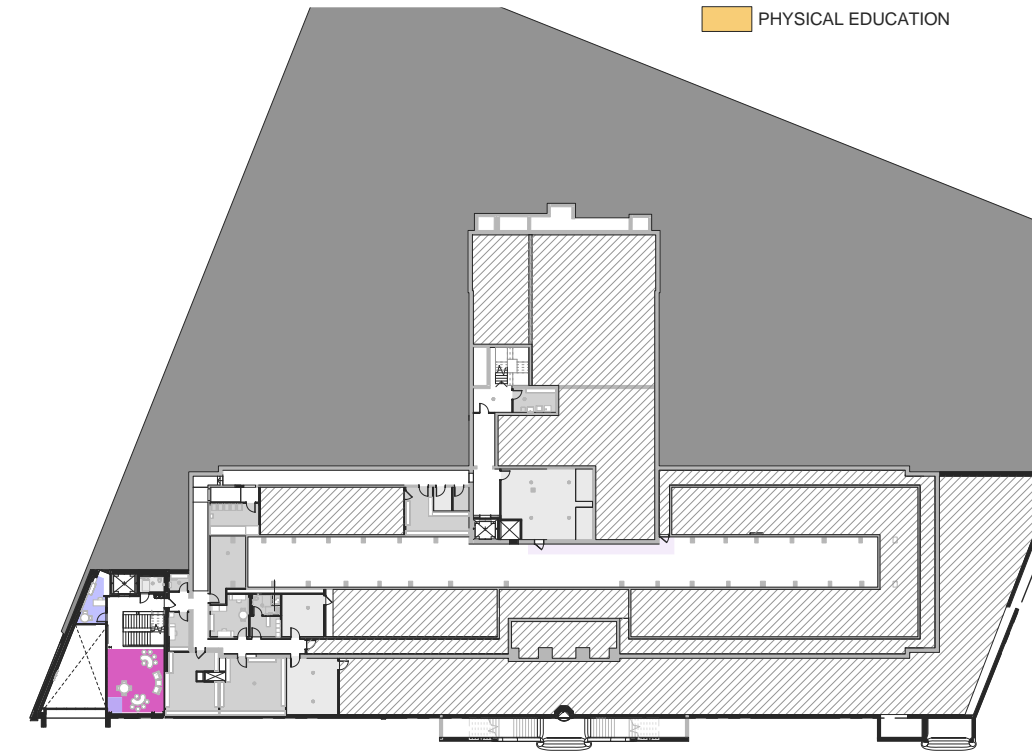
- ACADEMIC
- ADMIN
- CLASSROOM 4-5
- DINING
- DISCOVERY COMMONS
- LIBRARY
- PERFORMING ARTS
- PHYSICAL EDUCATION



Level 4



Level 2



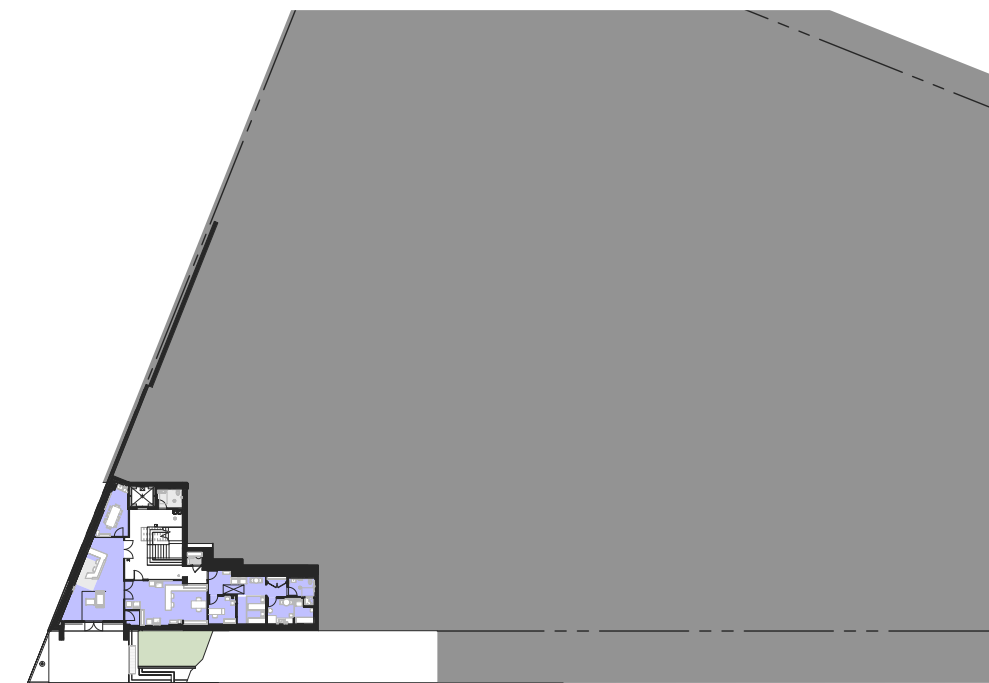
Basement



Level 3



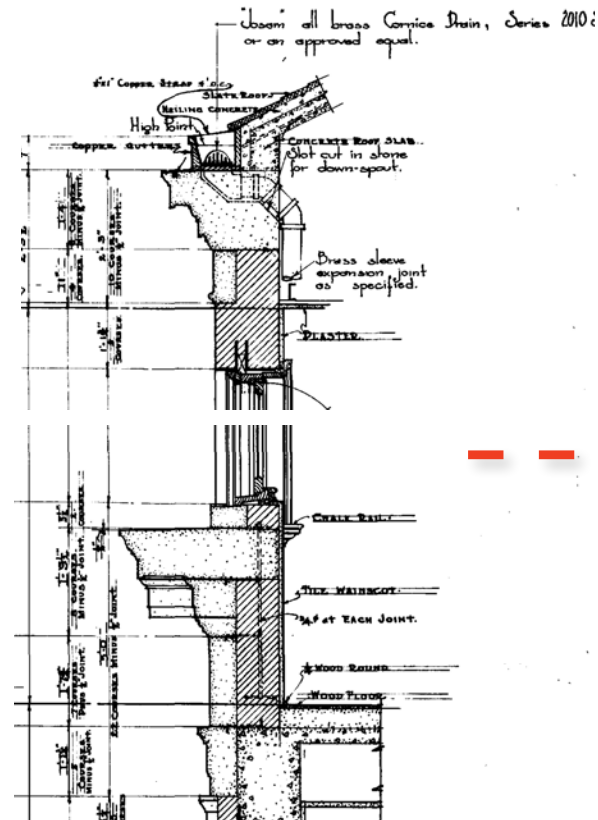
Level 1



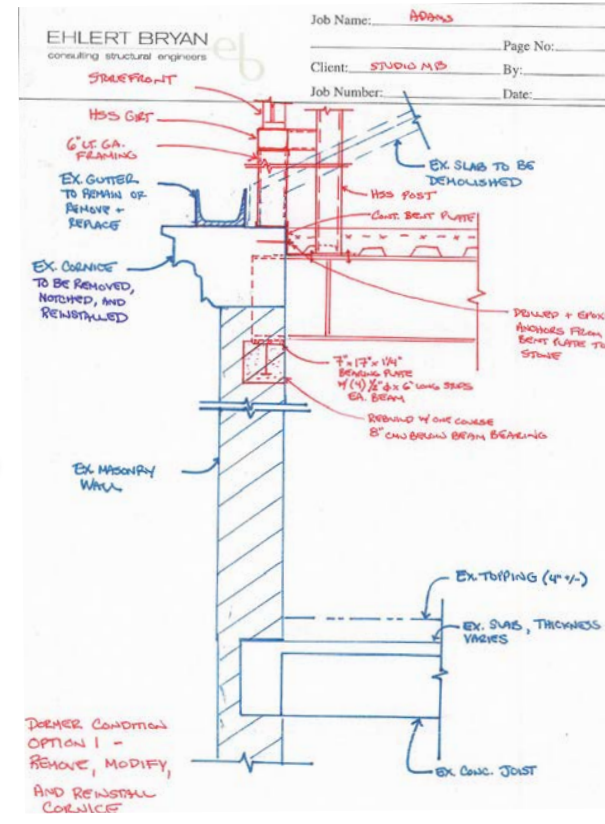
Entry



# Architectural Integration, Existing Attic to Classroom Dormer



1928 Historic Building & Wall Section



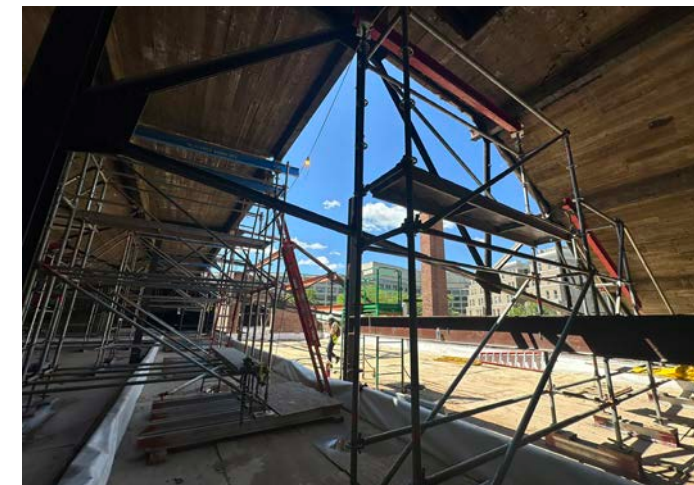
DD Sketch of New L4 Floor Beam Tied into Existing



March 2023 Original Attic



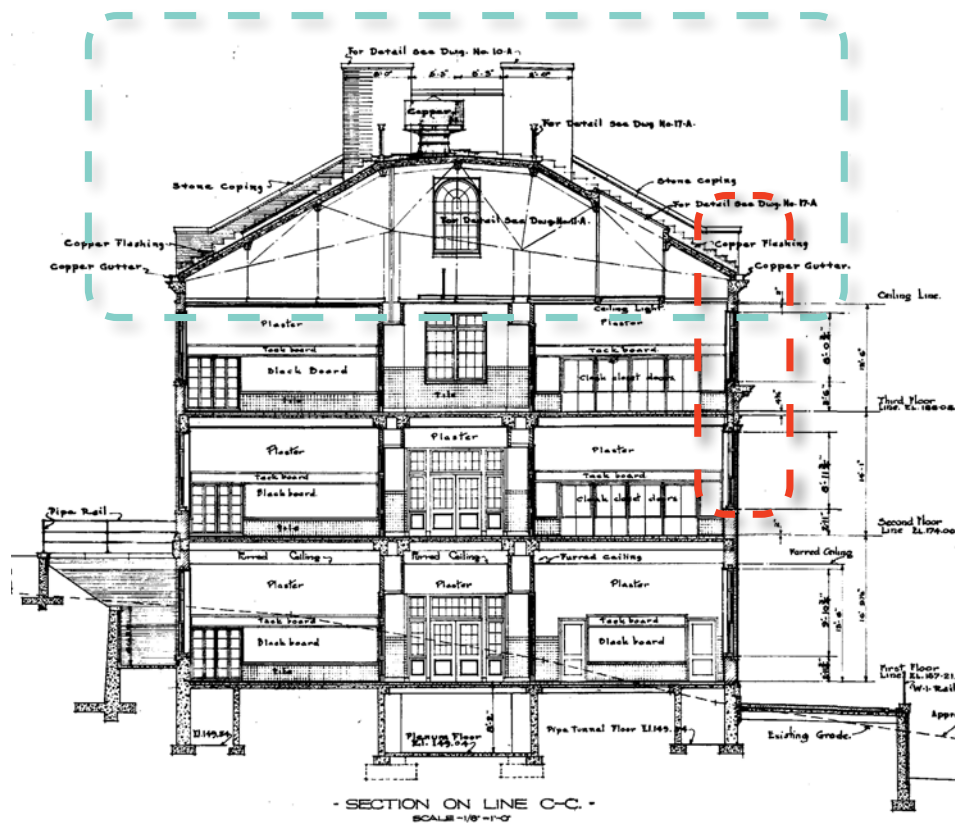
March 2024 Catch deck installation



May 2024 Demo of existing roof starts for new dormer



August 2024 North framing erected & floor decking



August 2024 South framing erected & floor decking installed



September 2024 New dormer roof decking installed



# Architectural Integration, Old + New, Existing Attic to Dormer



Rear, Before Roof Demo



Rear, During Installation of Dormer







# Architectural Integration, Access to Art



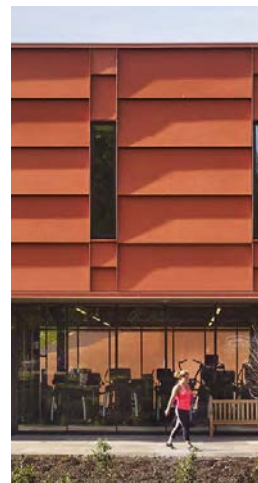
High Tech Interactive Installation

Tactile Art at the Historic Corridor

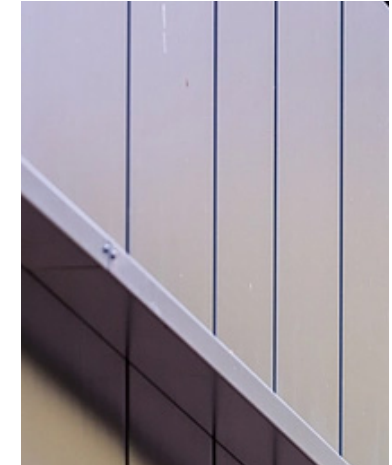
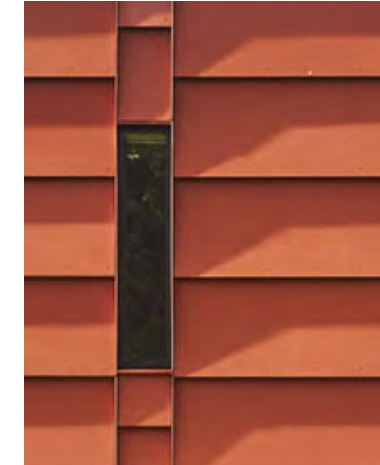


# Architectural Integration, Exterior Palette

## Precedent



## Proposed



Cementitious Panel

Metal Panel

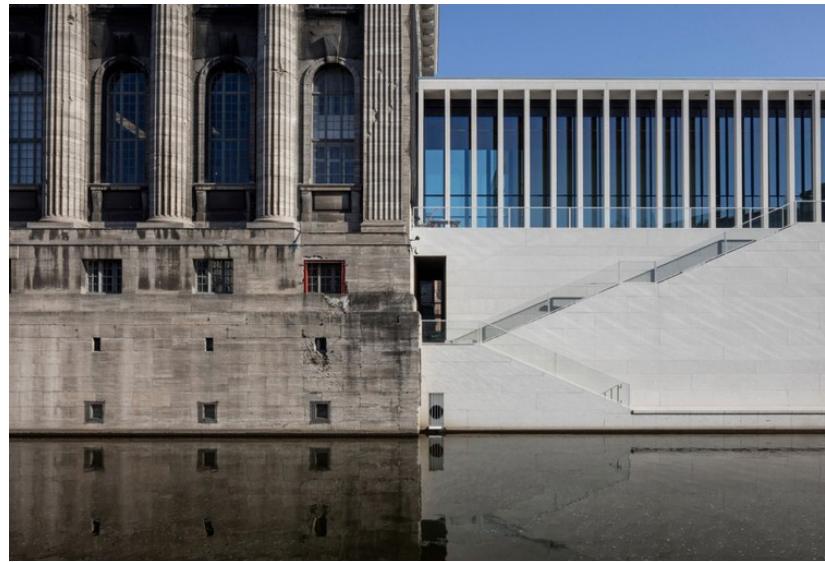
Existing

Textured Brick

Glass



# Architectural Integration, Attitude Towards Exterior & Interiors



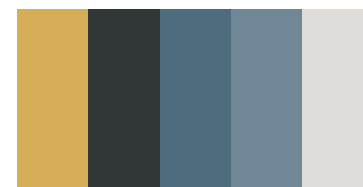
Precedent



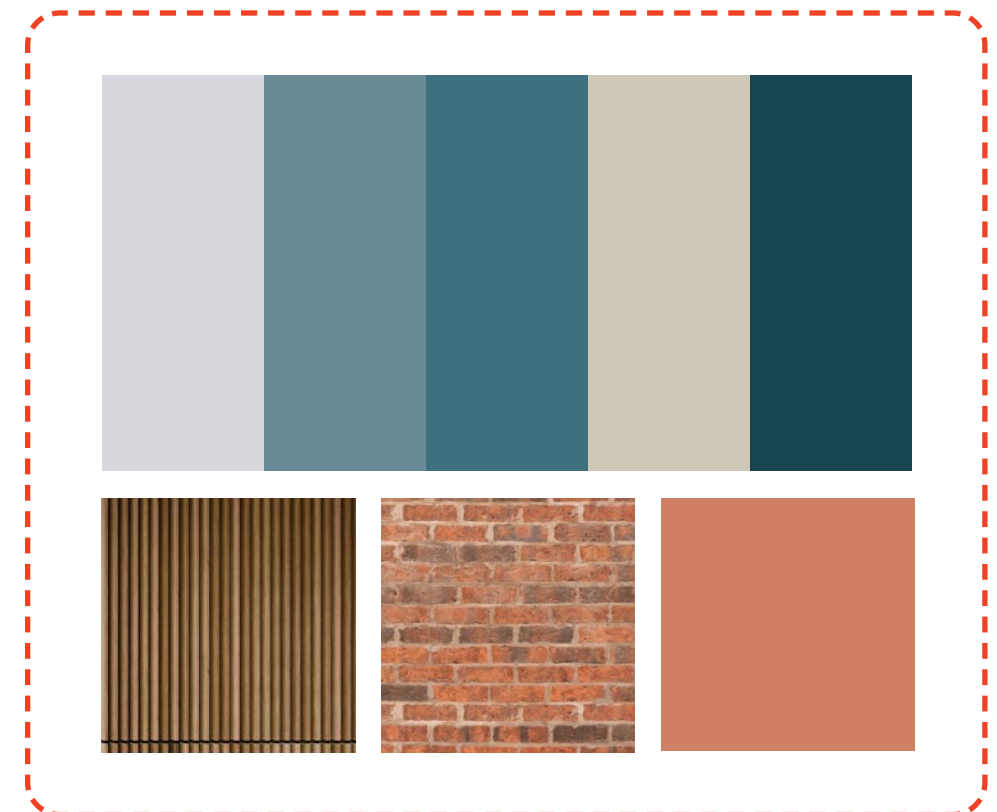
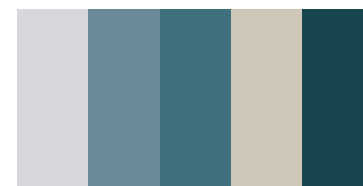
Existing Wall Tile



Complementary Accent Color



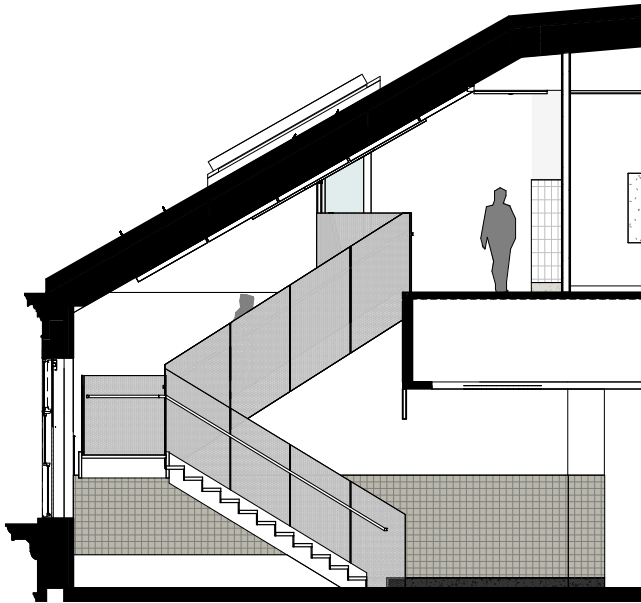
Analogous Colors



Final Palette w a Pop of Color



# Architectural Integration, Old + New



New Stair Against Existing Concrete Roof



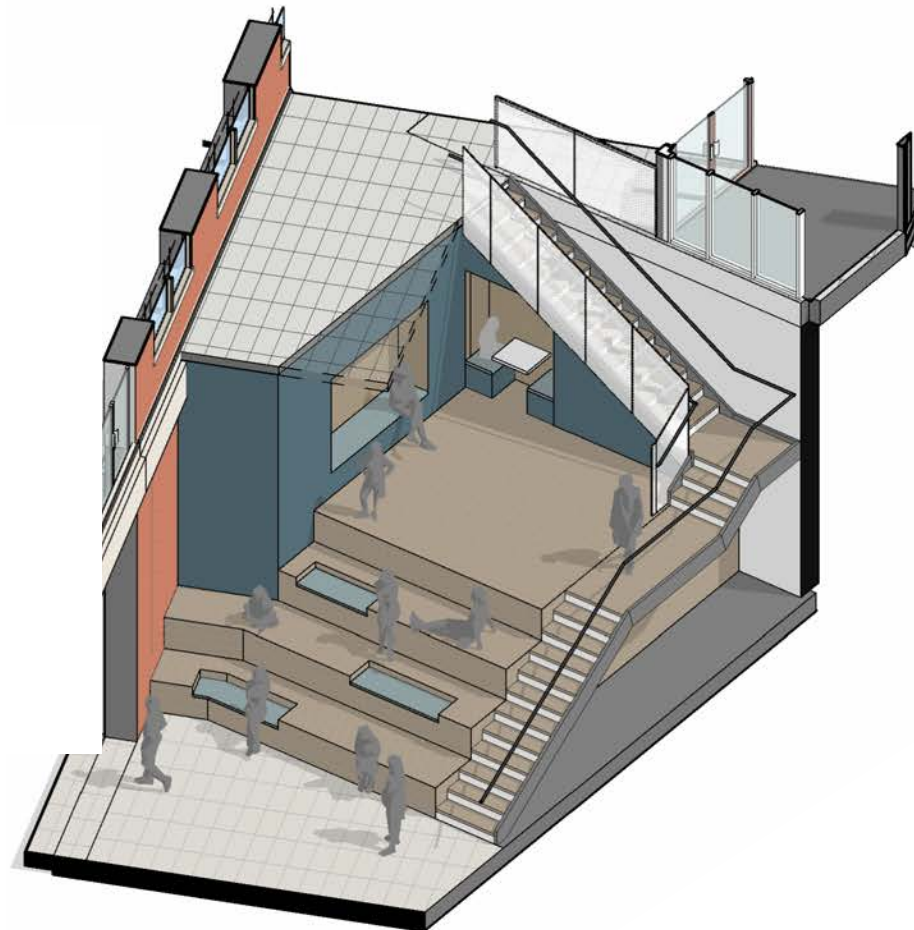
The 'Loft' DC, Laylight Provide Natural Light to Corridor



L2 Library, circulation desk & Media Bar



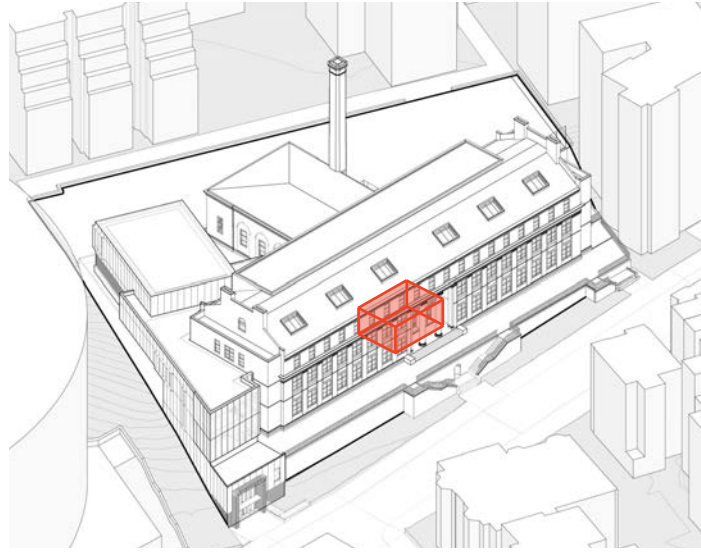
The 'Heart' DC



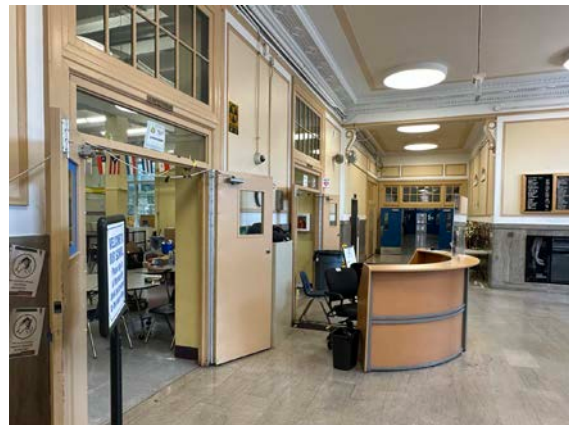
L1, Nexus of Old+ New



# Architectural Integration, Historic Lobby

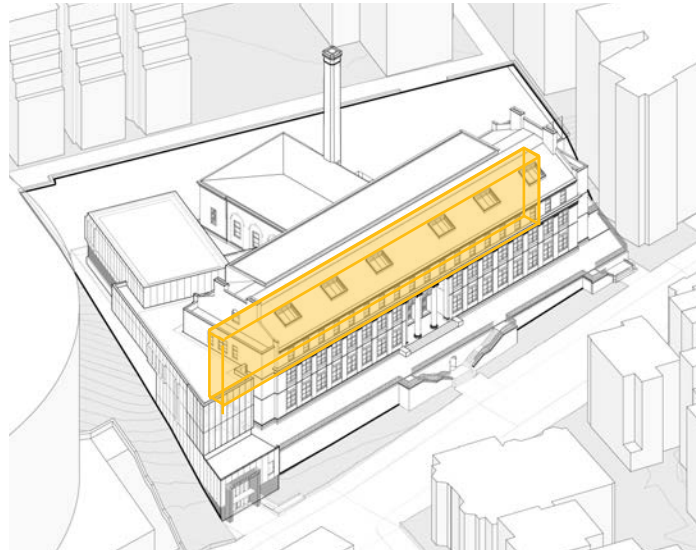


HPO (Historic Preservation Office) The Lobby and Auditorium deemed the highest interior preservation priority, ensure maximum preservation of historic details and minimal visibility for all necessary modern interventions.



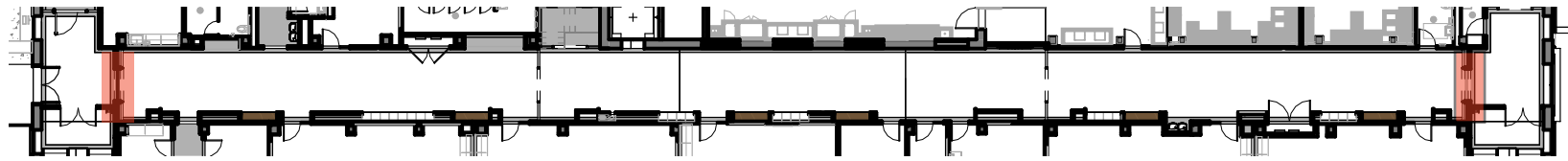


# Architectural Integration, Corridors



## HPO (Historic Preservation Office) Priorities

- All **corridors** to retain flat terrazzo flooring and location of corridor walls.
- L3 corridors to retain location of corridor walls, terrazzo base, and current openings into rooms.
- New **tile on L1 & L2** to be similar to the historic tile in size, scale, general color, and height to retain some historic integrity, relate to the terrazzo floors, and the historic lobby.



LEVEL 1 & 2, Historic Portals



Former Corridors



LEVEL 1 & 2, Historic Portals



LEVEL 3, Middle School



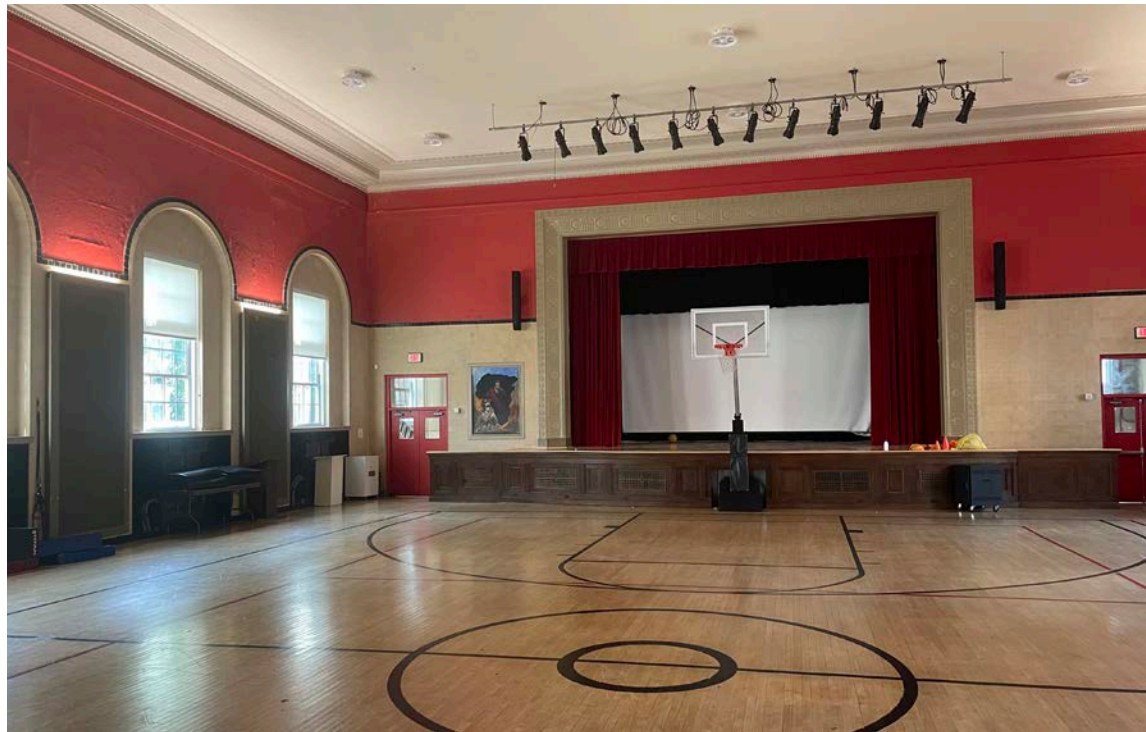
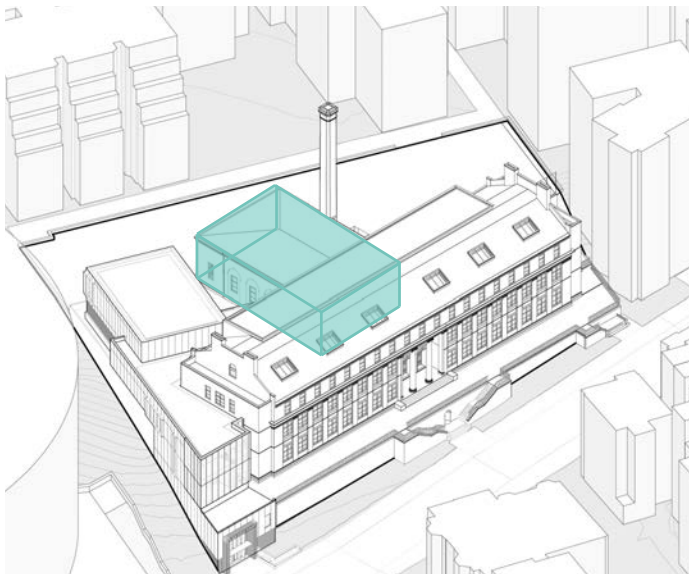
LEVEL 2, Elementary School



# Architectural Integration, Historic Auditorium

## HPO (Historic Preservation Office) Priorities

The **Lobby and Auditorium** deemed the highest interior preservation priority, ensure maximum preservation of historic details and minimal visibility for all necessary modern interventions.

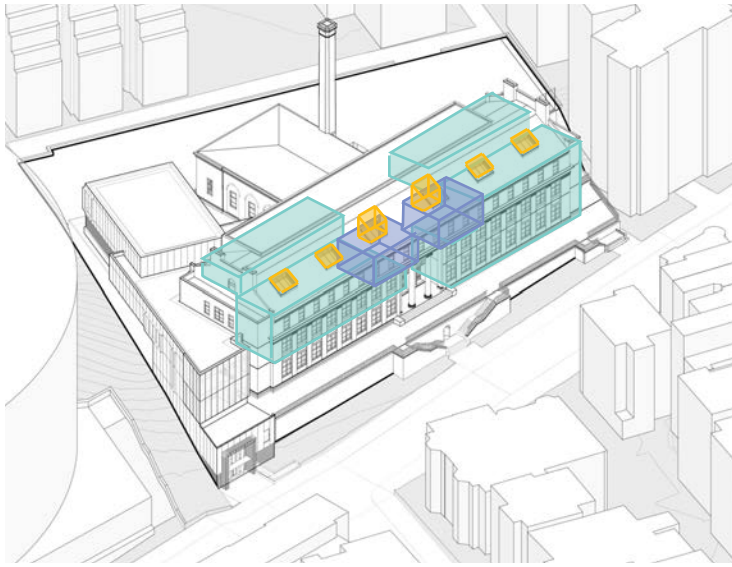


Former Auditorium

Multi-Purpose Room, Dining & Auditorium

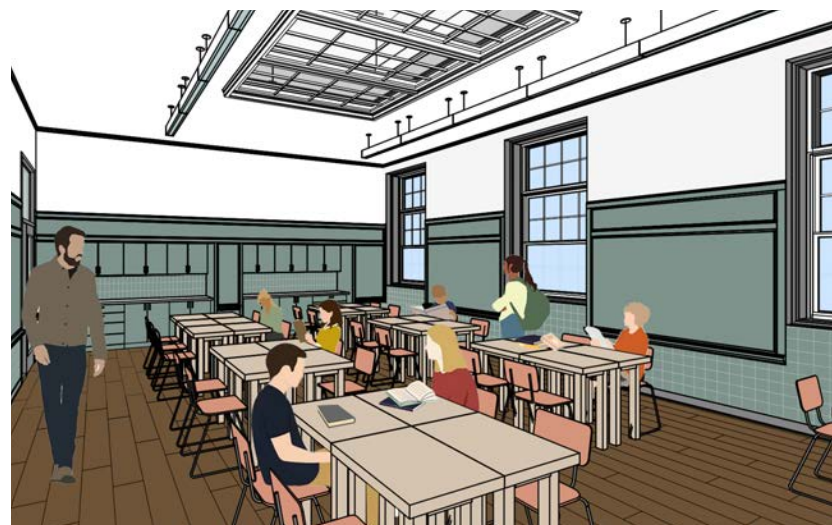
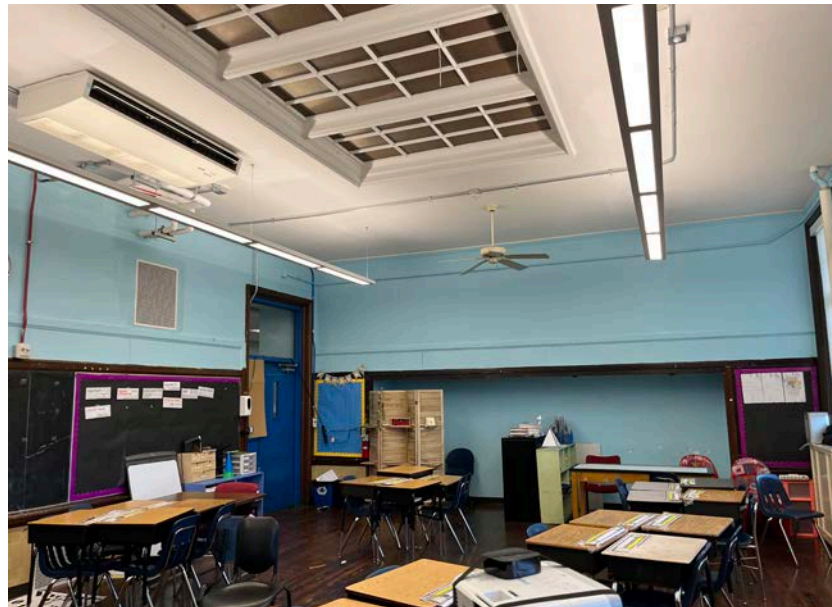


# Architectural Integration, Historic & Modernized Classrooms & Laylights

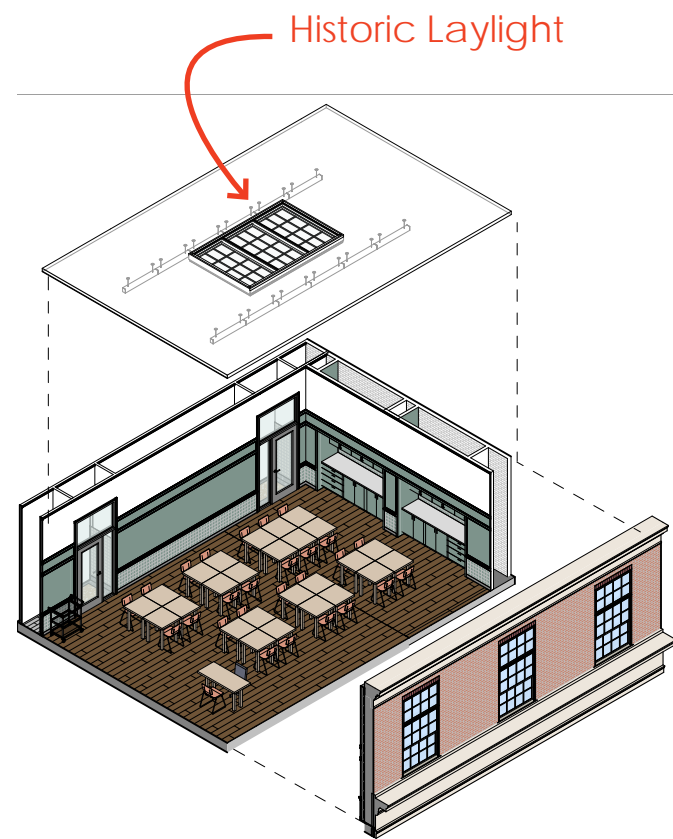


HPO (Historic Preservation Office)

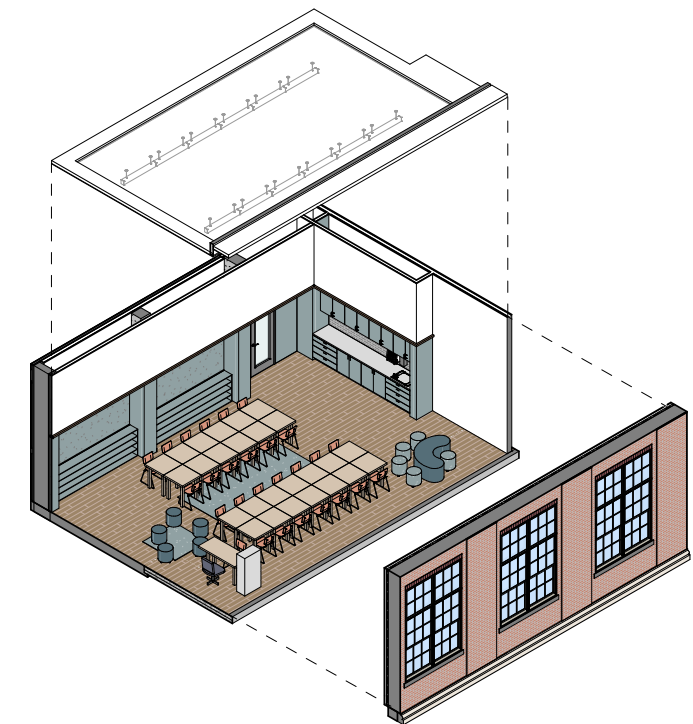
Two **L3 classrooms** to retain the interior detailing including re-opening their **laylight** with associated **skylights** above.



L3, Historic Classroom



Modernized classroom





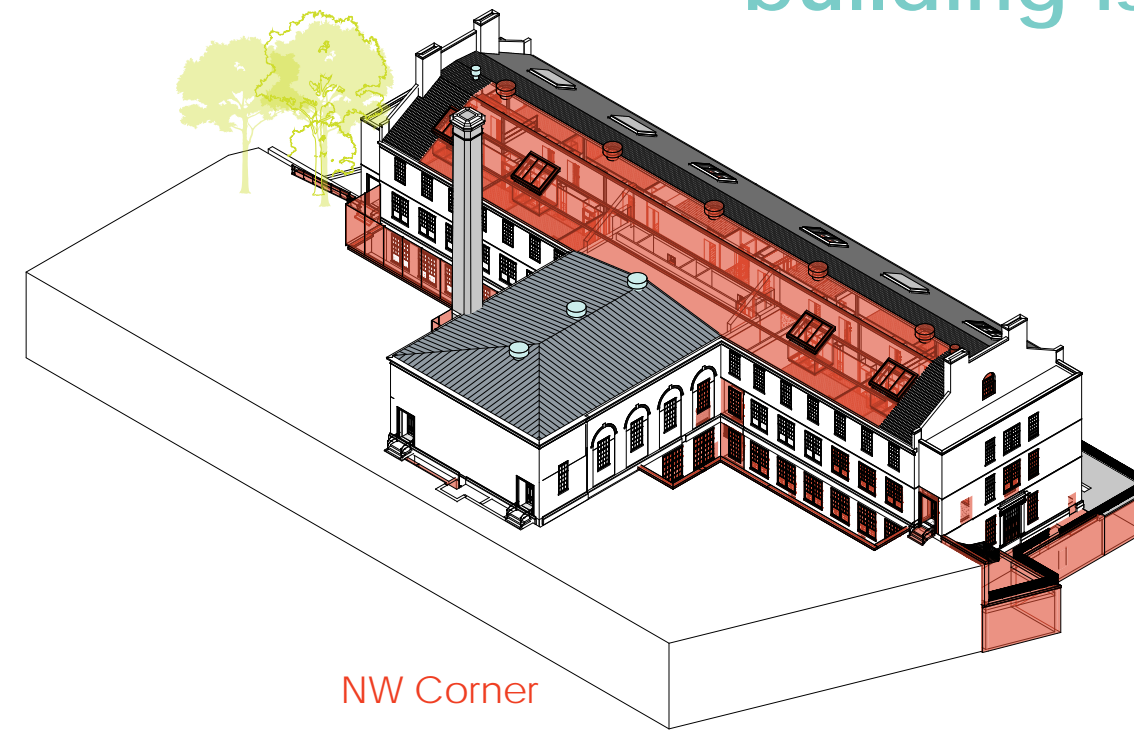
# Sustainable Design

“The most sustainable building is the one that is already built”.

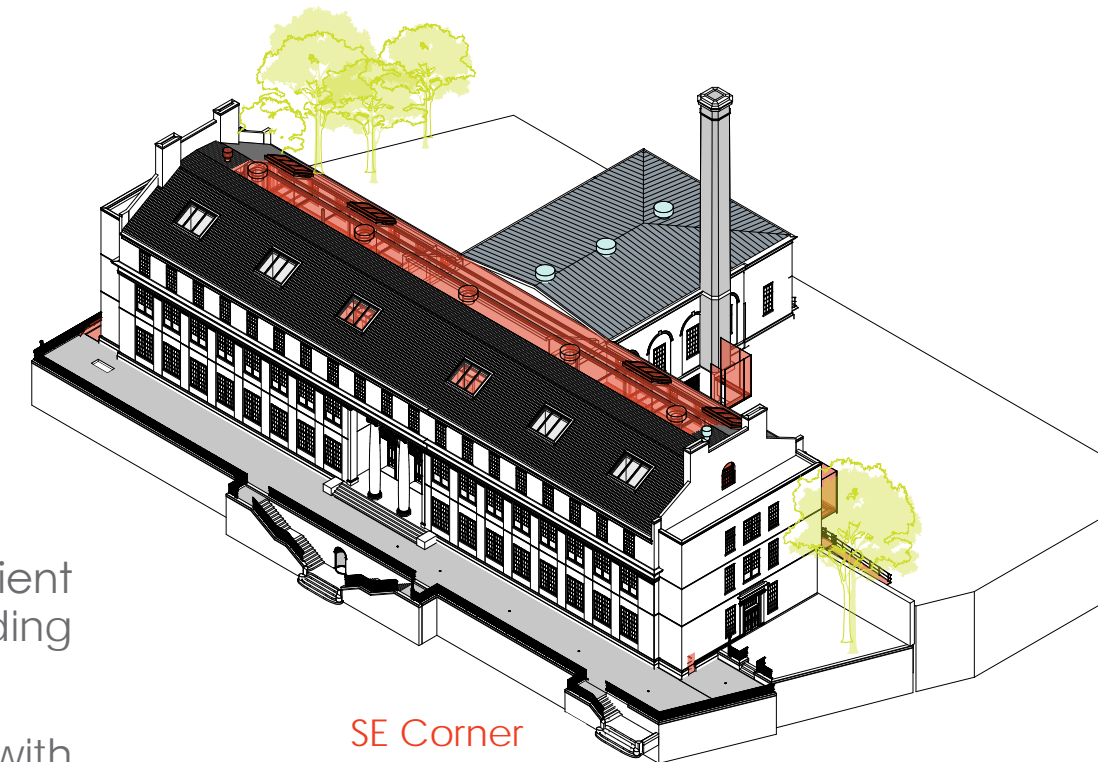
Carl Elefante



Storm Water Management Measures



NW Corner



SE Corner



Sustainability Dashboard

## Sustainable Design Highlights

- LEED Gold
- 92% of the Existing Exterior Envelope Maintained
- Net Zero ready with an Energy Use Intensity of 21
- Energy Use Reduction of 32.4% with the use of efficient water source heat pumps, high performing building envelope, LED lighting
- 100% of Storm Water Management Retention with greenroofs and bio-retention ponds
- Biophilic Design with access to ample natural light and views



1934



4

CAPITOL HILL  
MONTESSORI AT  
LOGAN



# CHML - Capitol Hill Community

UNION STATION

LOGAN SCHOOL

STANTON PARK



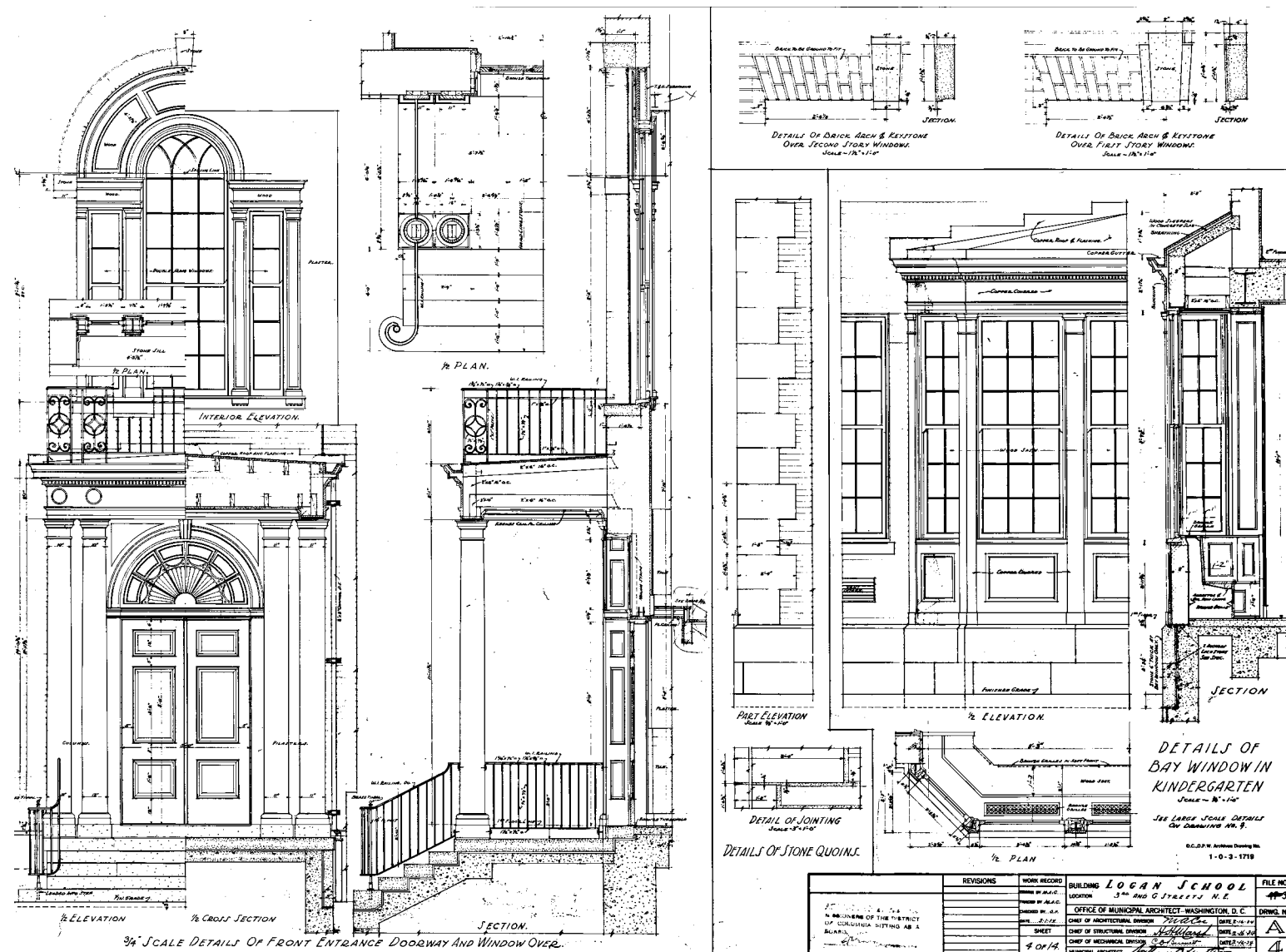
- Historically a neighborhood where members of congress and their families lived
- In 1799 Navy Yard was established and Capitol Hill became home to many craftsmen and shipbuilders
- Construction of Union Station in 1907 displaced Irish immigrants and freed slaves living in the 'swampoodle' neighborhood
- Capitol Hill Historic District is one of the largest in the entire county, added to the National Register in 1976



# Capitol Hill Montessori at Logan

## HISTORY

- 1891 The original Logan School serving black students is built
- 1935 The Annex is built across the street due to overcrowding
- 1949 Two new wings were added to the annex
- 2011 CHML becomes the first dedicated Montessori School within DC Public Schools, serving all wards





# Capitol Hill Montessori at Logan





# Community Engagement & Challenges



## HPO/CFA

- Must maintain historic entry
- Must keep existing auditorium visible from exterior
- Must use materials and colors that are similar to the existing brick and stone

## SIT/ANC

- CHML is a hybrid between Montessori and public school pedagogies
- High importance of active play and field space
- Technology is essential for modern education but a distraction at the early childhood level

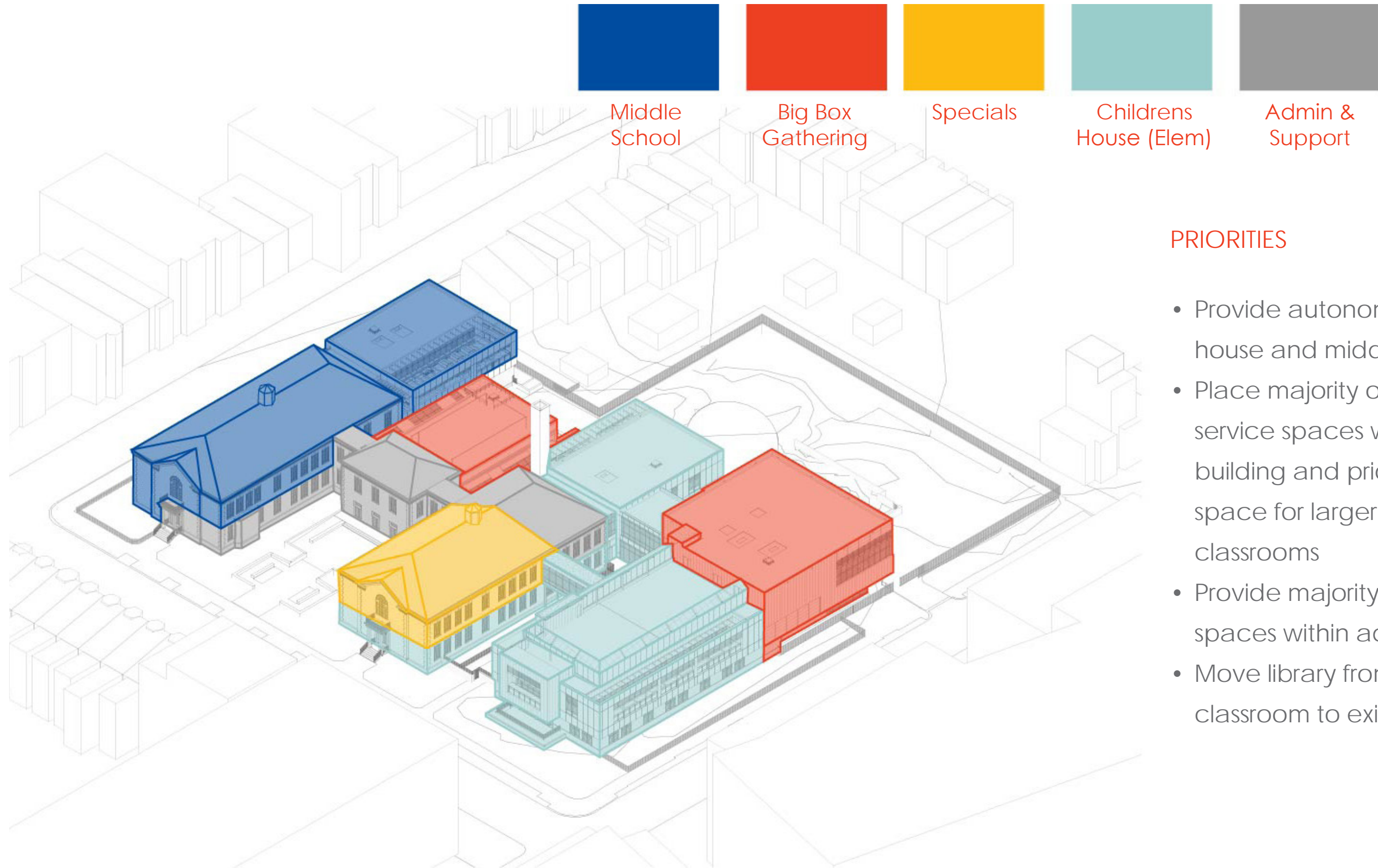
## CHALLENGES

- To meet Modernization requirements 100% SF increase needed on a tight urban site
- Existing window sills too high for direct connection to outdoors
- No elevator and an elevated first floor that hinders access to outside grade directly
- Middle School in a poorly equipped annex at the rear of the parking lot





# Program Arrangement



## PRIORITIES

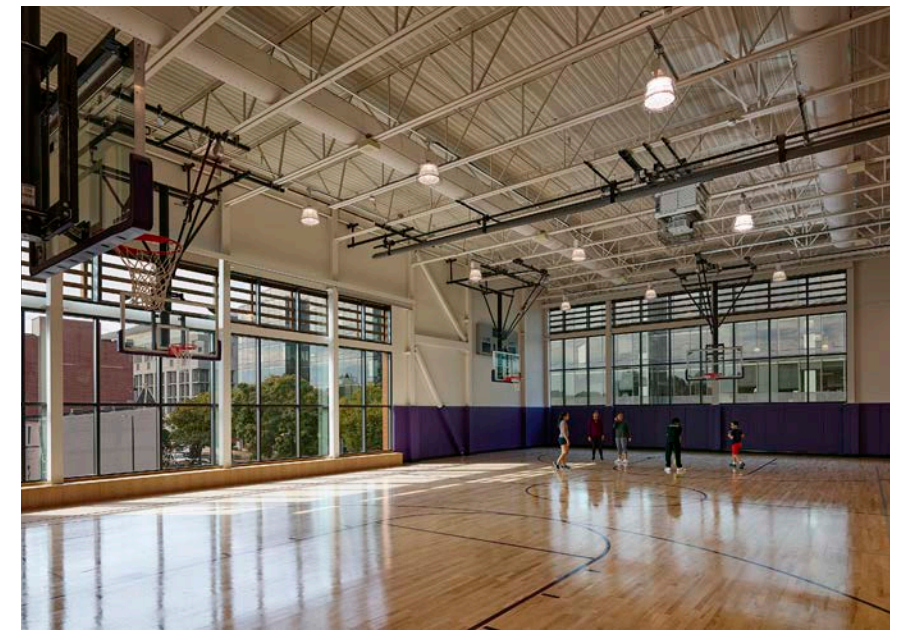
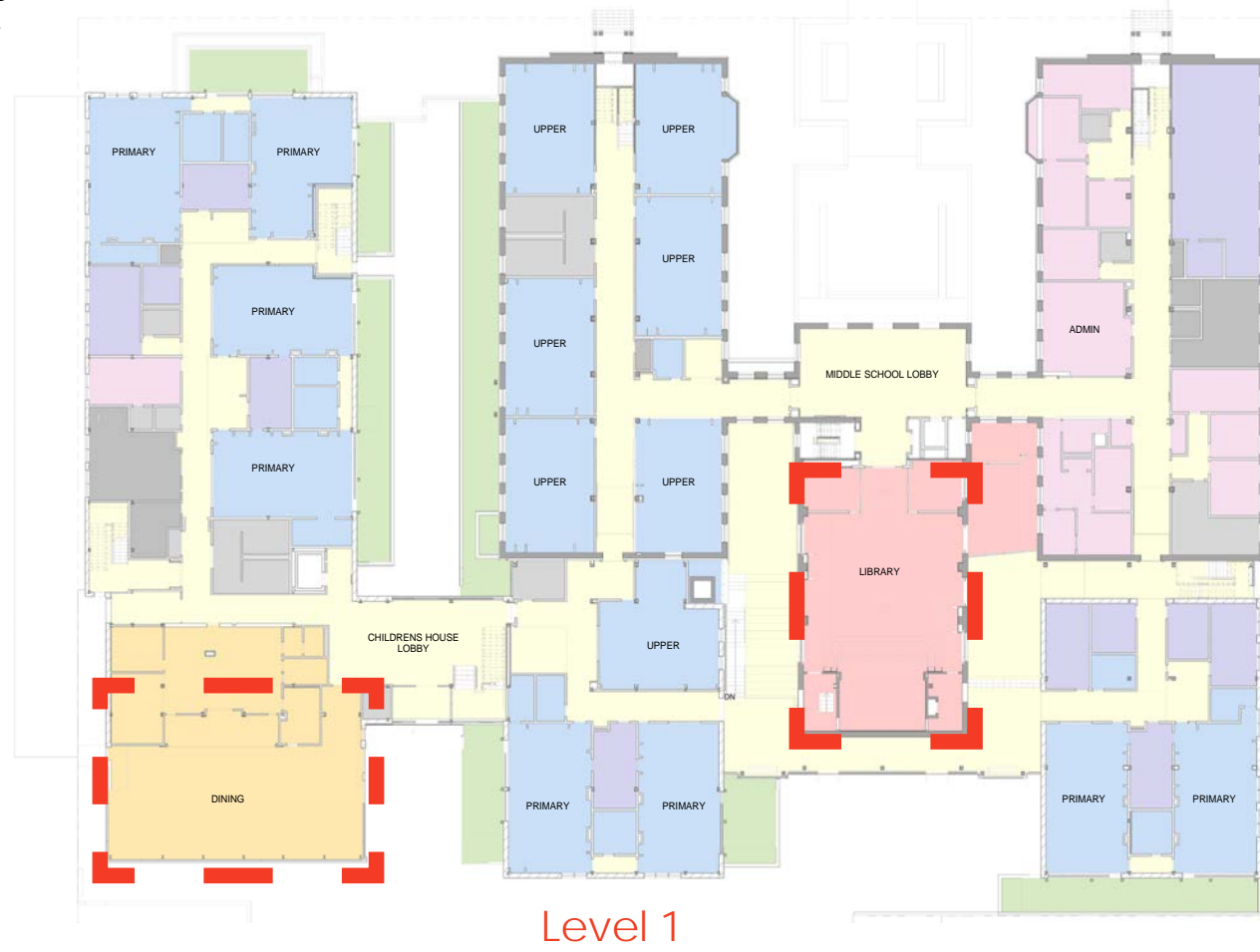
- Provide autonomy for childrens house and middle school
- Place majority of admin and service spaces within existing building and prioritize addition space for larger childrens house classrooms
- Provide majority of shared big box spaces within addition
- Move library from undersized to classroom to existing auditorium



# Program Arrangement

## PROGRAM LEGEND

- ACADEMIC SUPPORT
- ADMIN
- BUILDING SERVICES
- CIRCULATION
- CLASSROOM
- DINING
- GREEN SPACE
- GROSS UP
- LIBRARY









# Architectural Integration

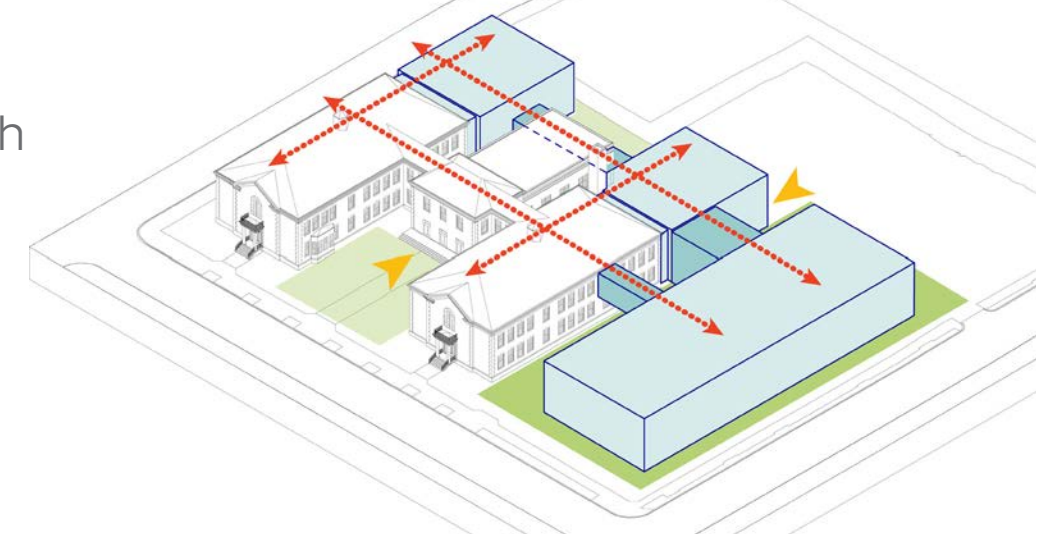
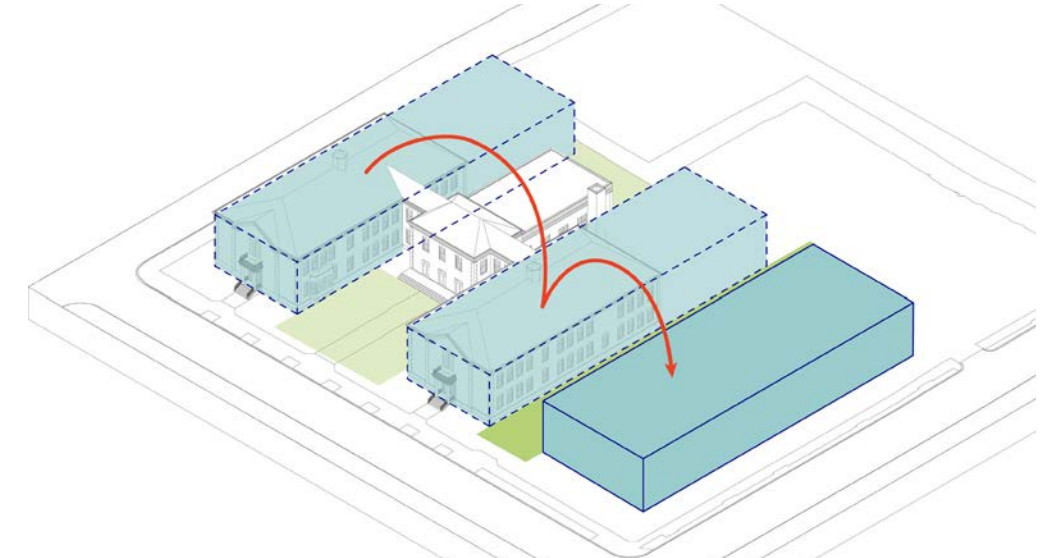
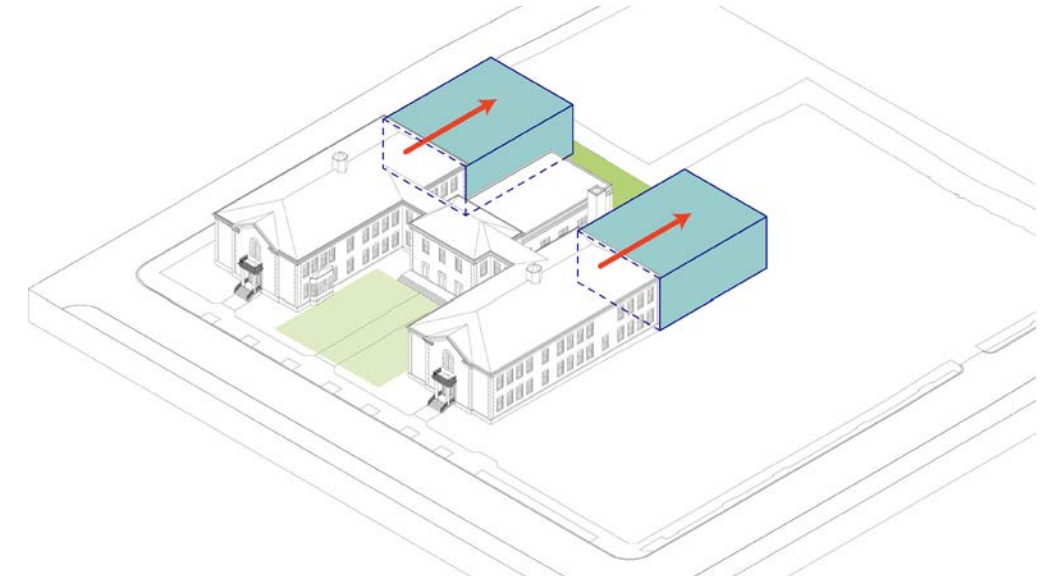


## CONTINUING A LONG HISTORY OF EXPANSION

1. Extend the two existing wings south towards the alley, creating an H shape

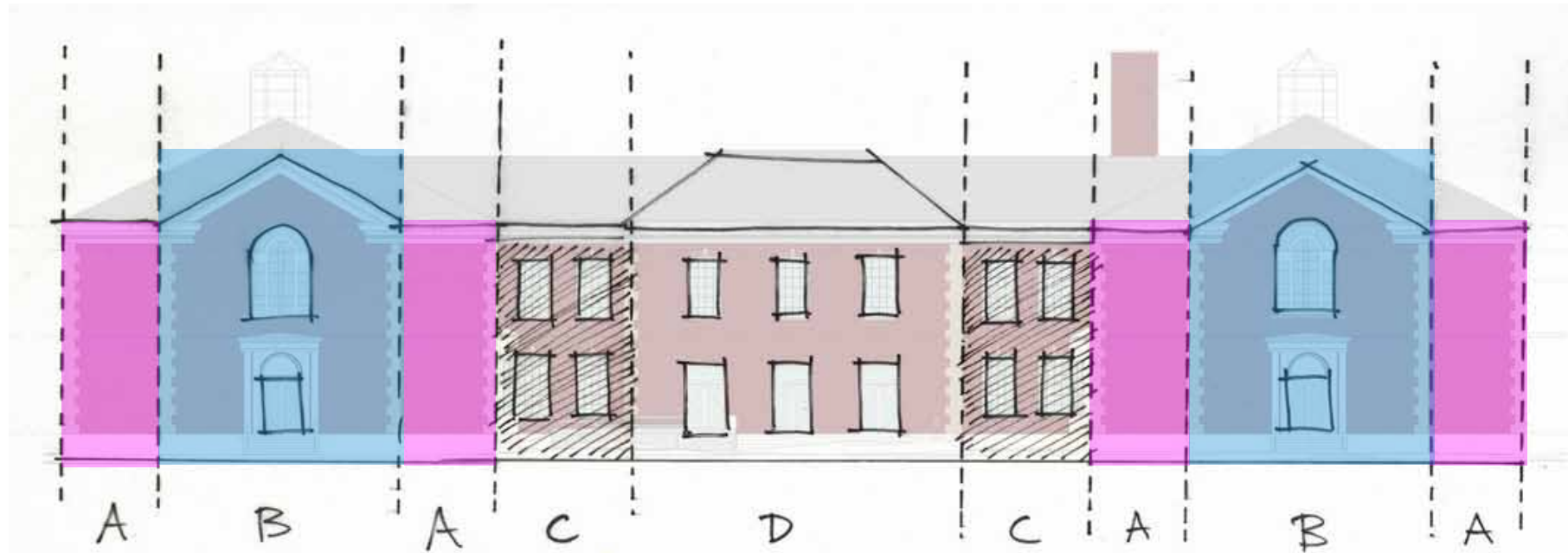
2. Create a third wing with the same proportions along the street edge to address the urban condition and provide adequate light and green space between

3. Connect these spaces with lobbies and bridges to allow efficient circulation and provide nodes of gathering throughout

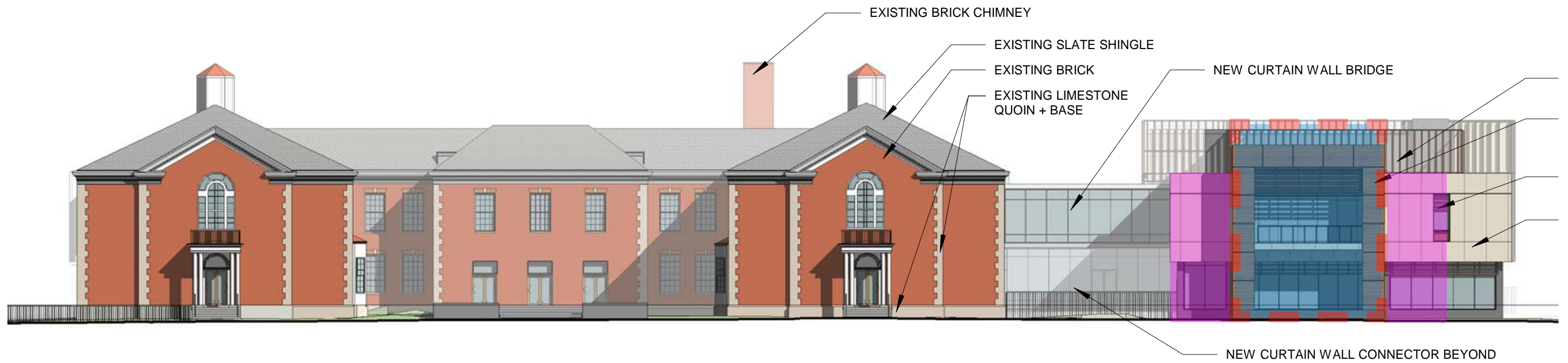




# Architectural Integration

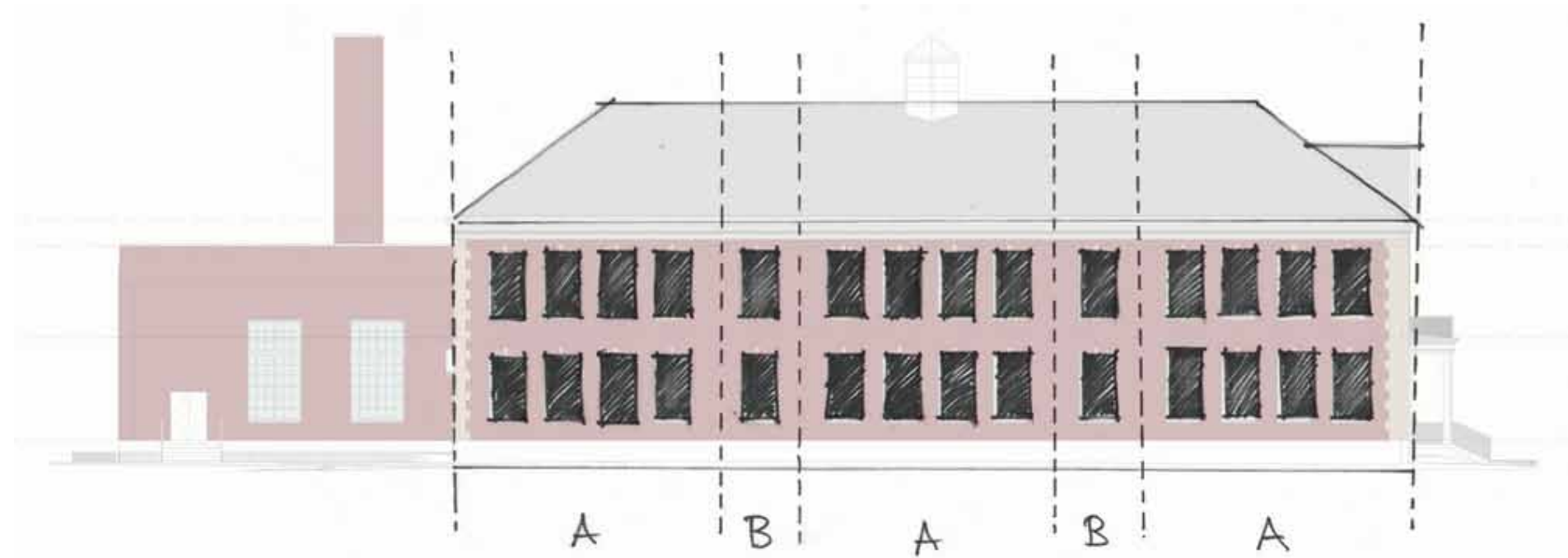


NORTH ELEVATION BAY RHYTHM

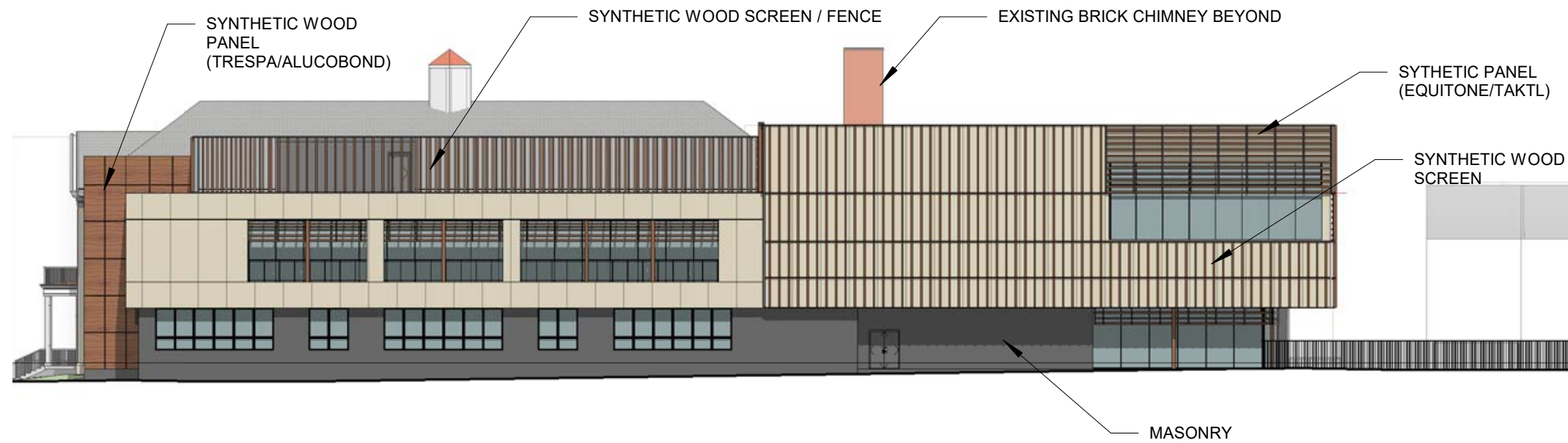




# Architectural Integration



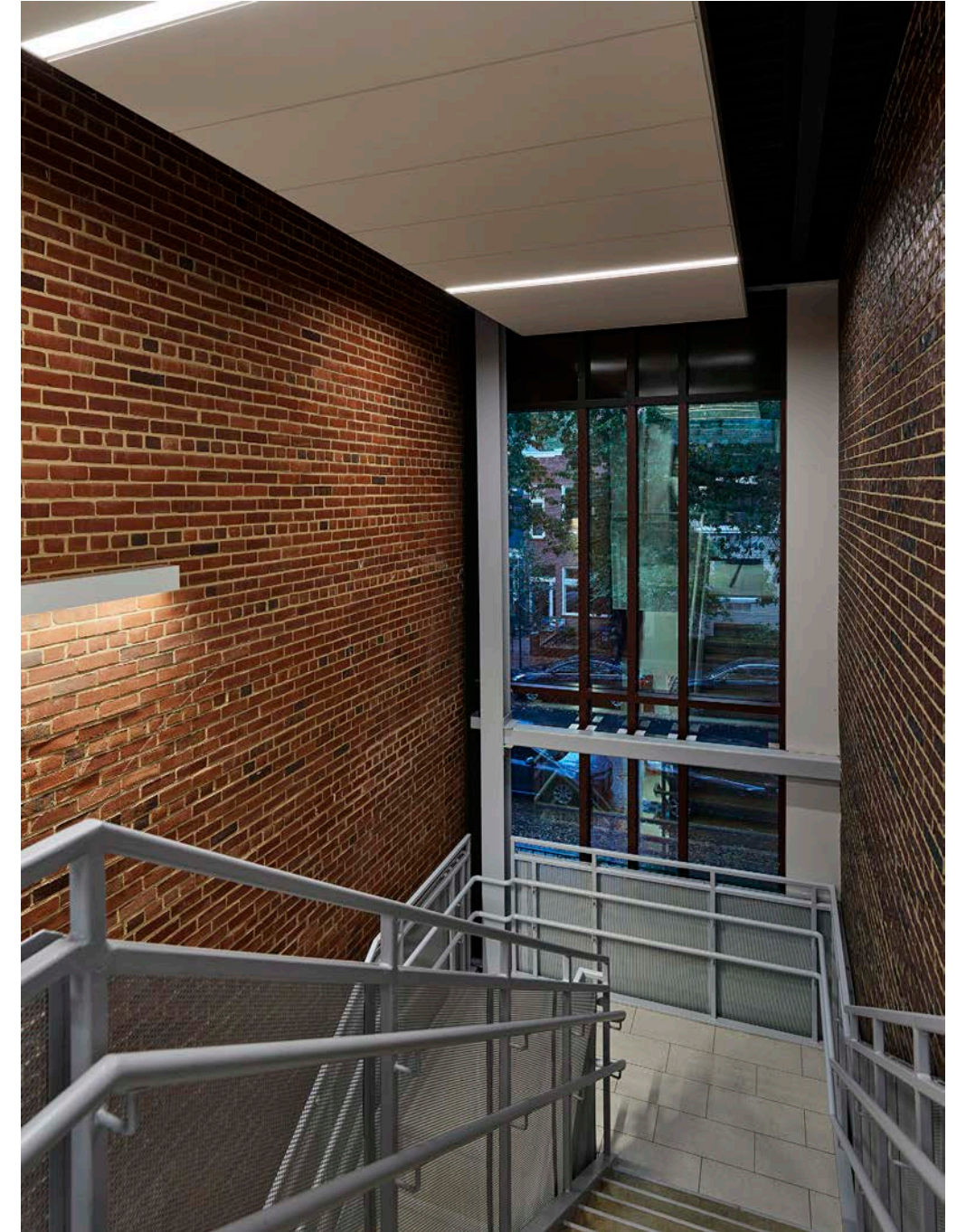
EAST ELEVATION FENESTRATION RHYTHM





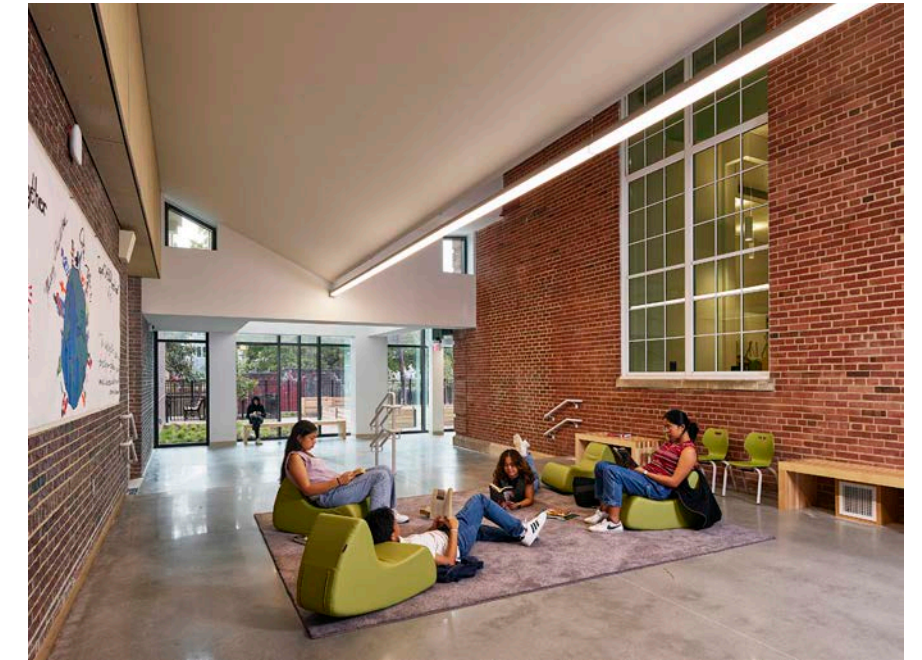
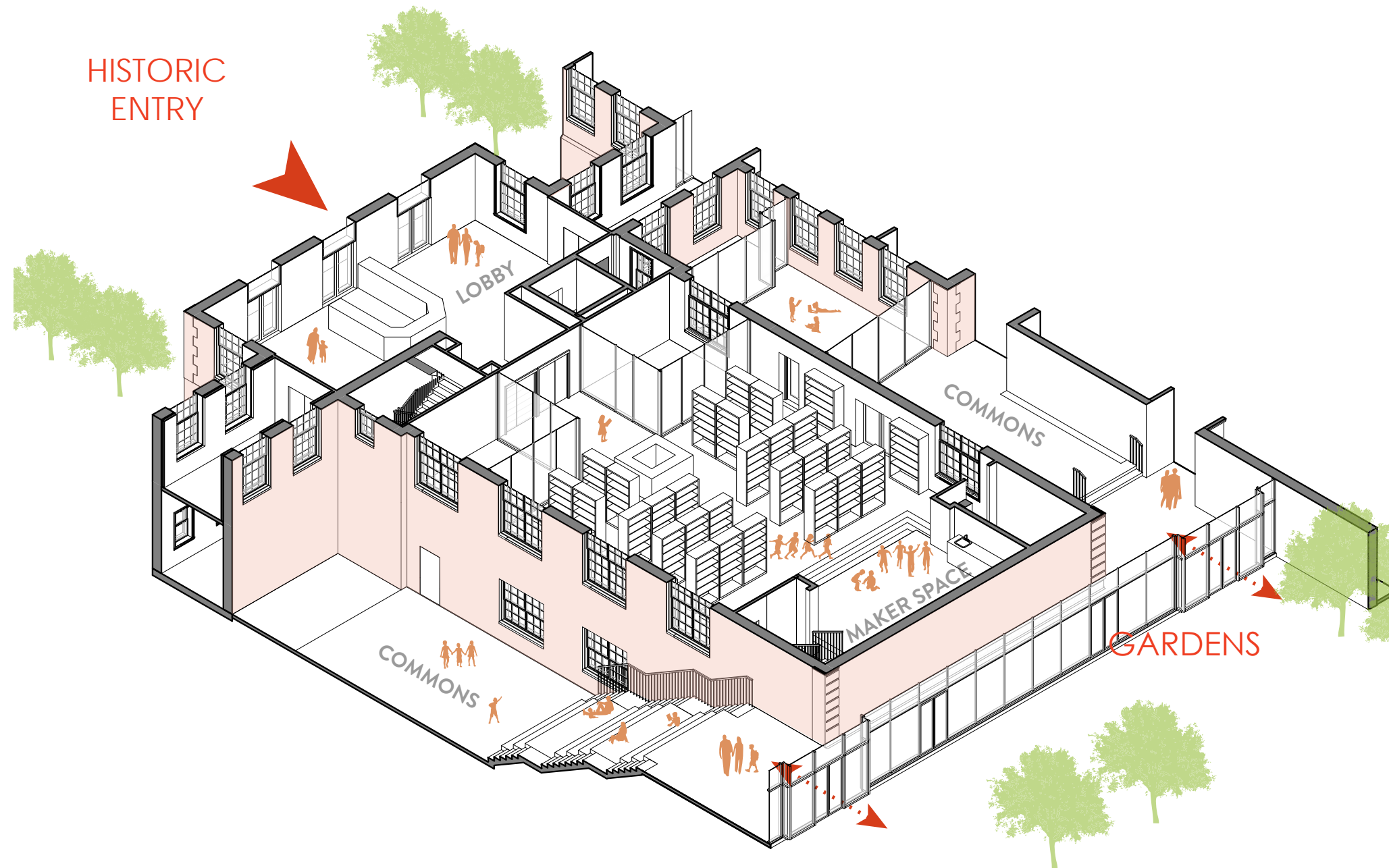
# Architectural Integration

A LIGHT TOUCH TO HIGHLIGHT HISTORIC FEATURES



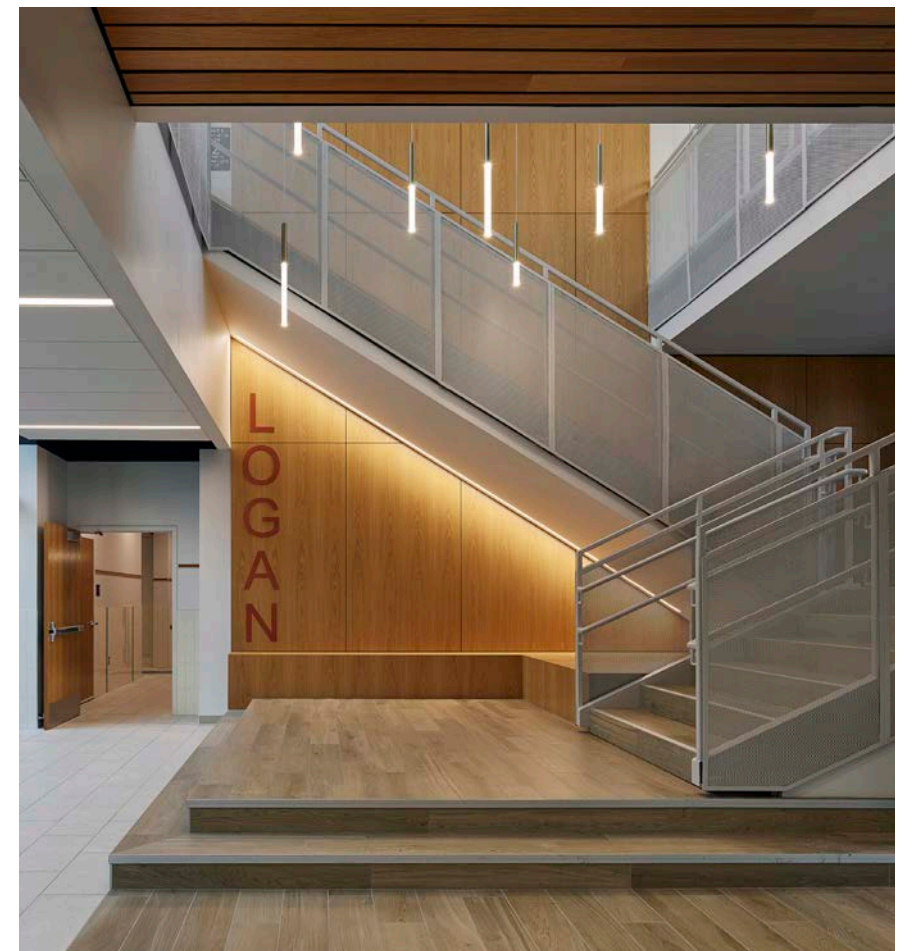
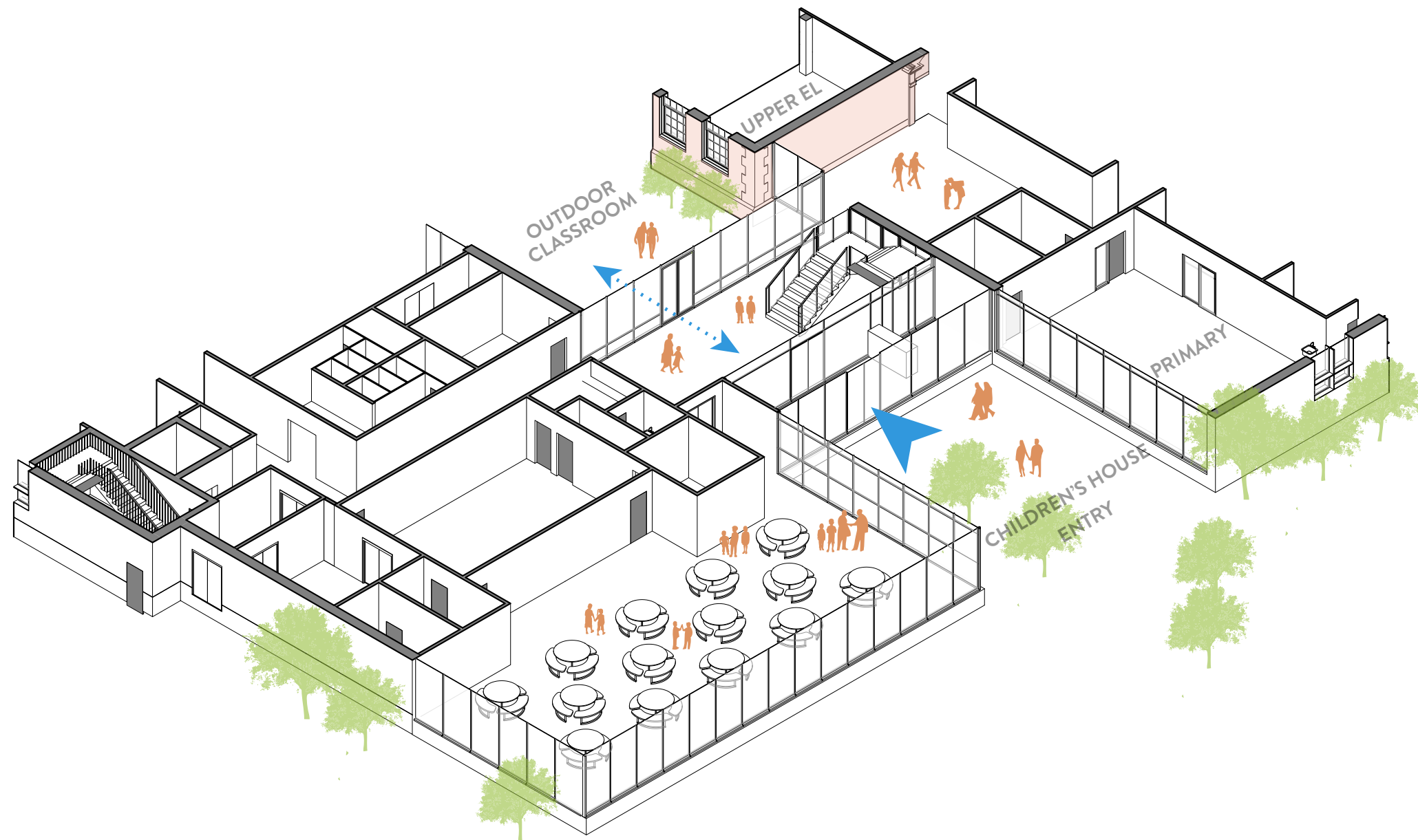


# Architectural Integration





# Architectural Integration





# Architectural Integration

Pantries



Breakout Space



Lobby

Middle School Commons

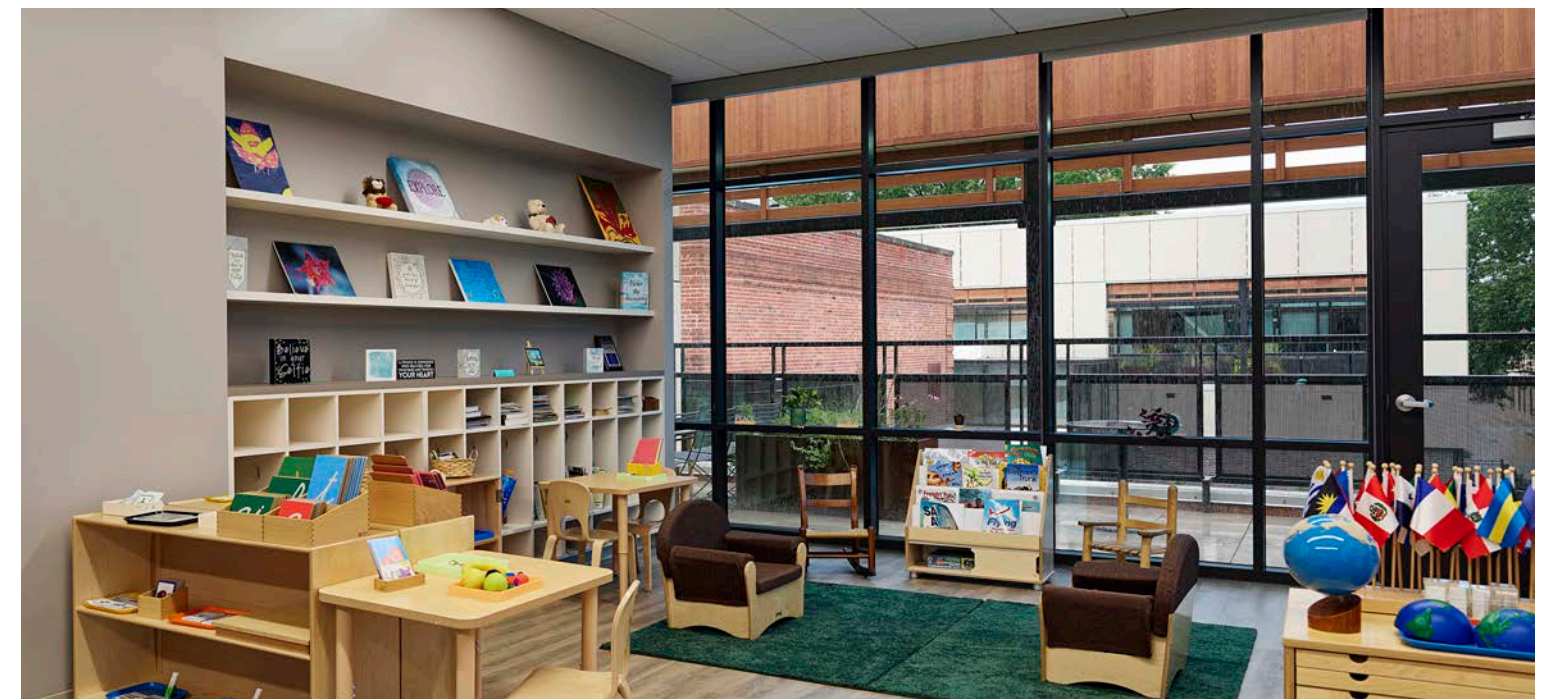
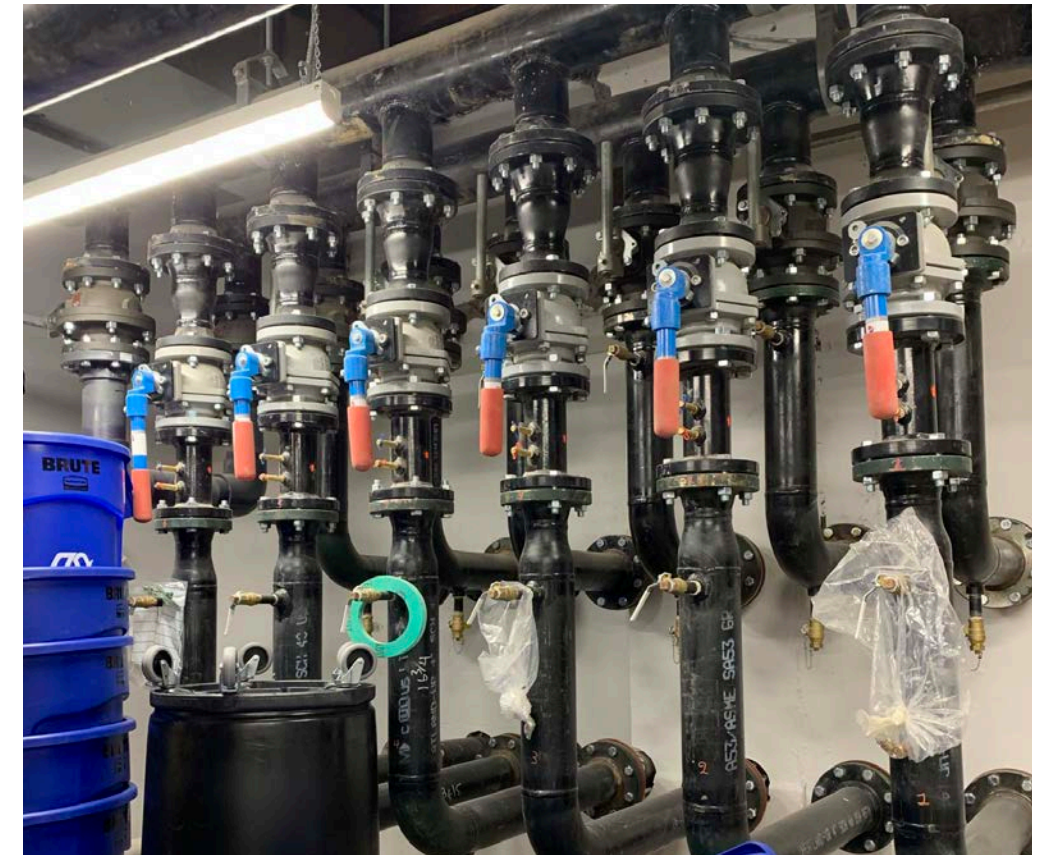
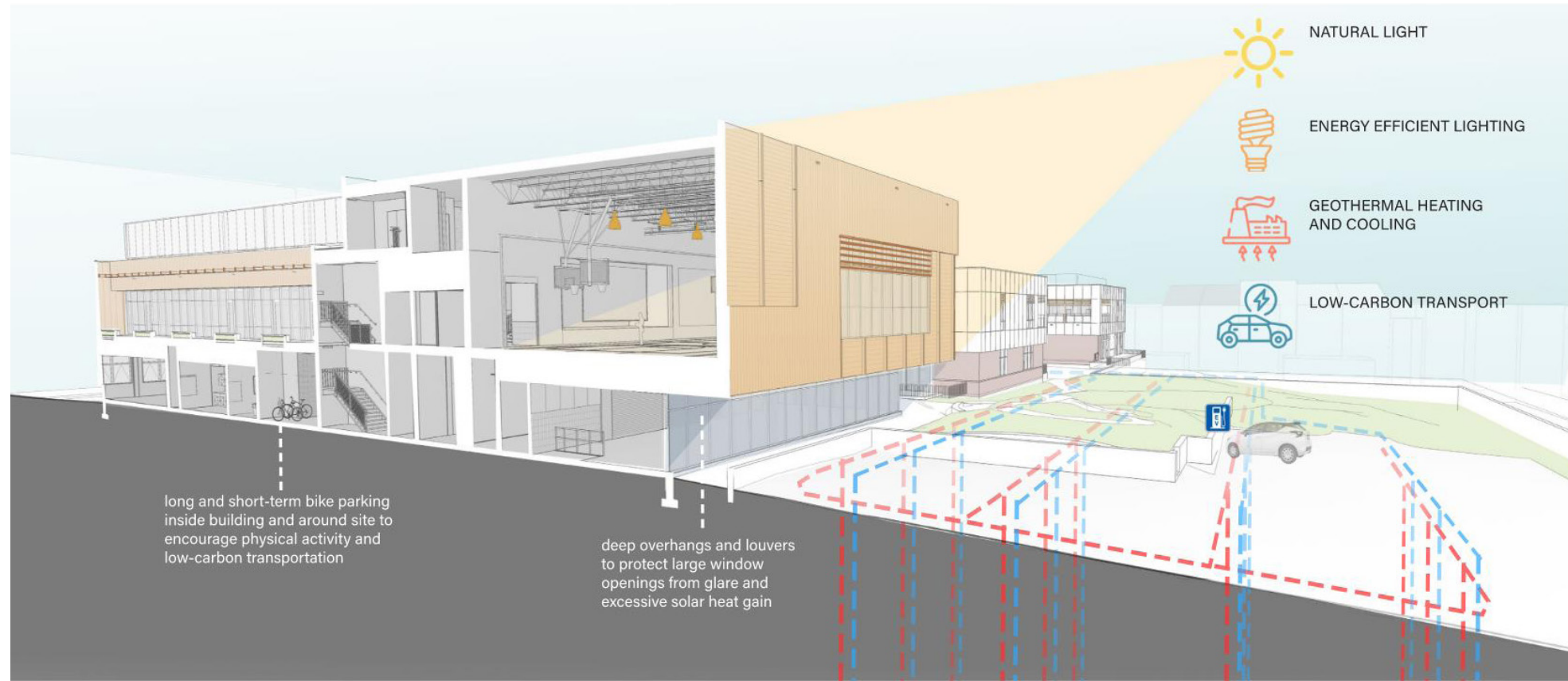






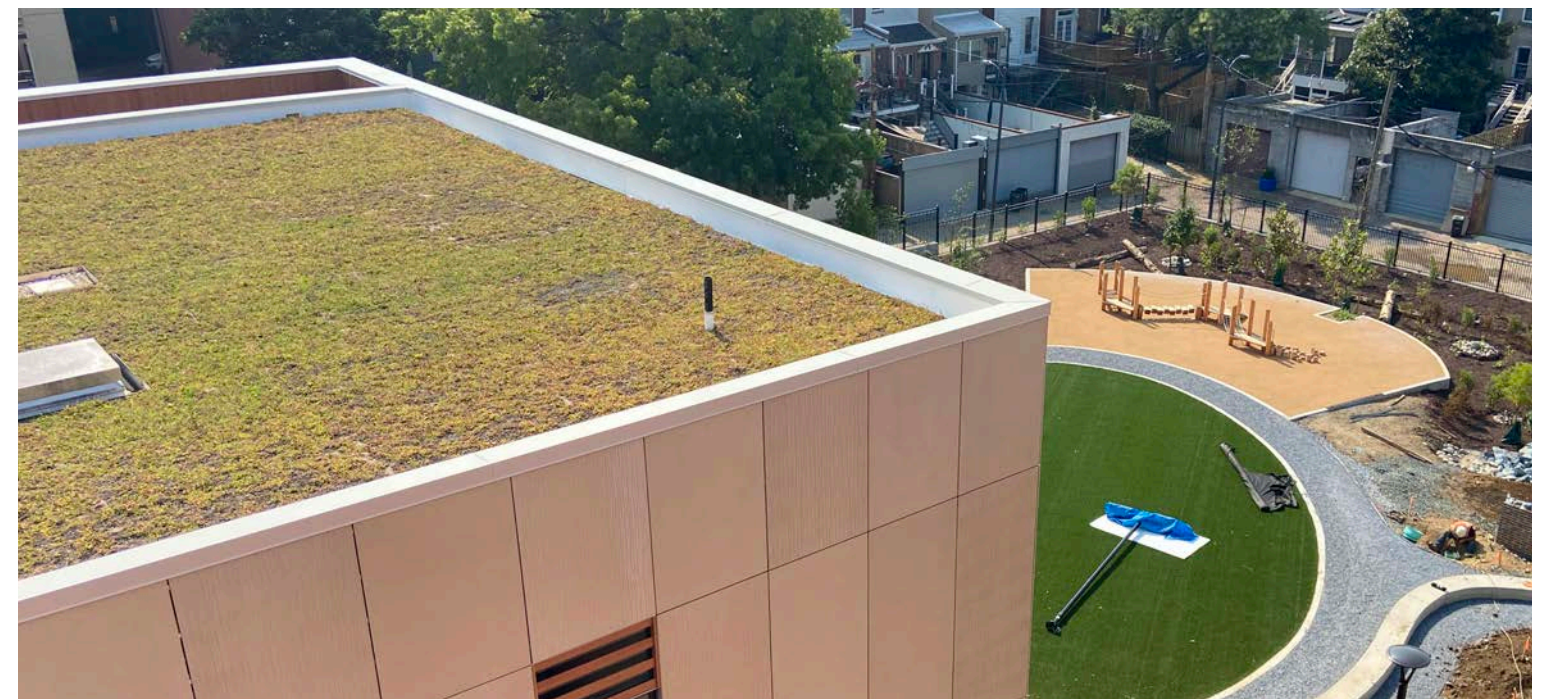
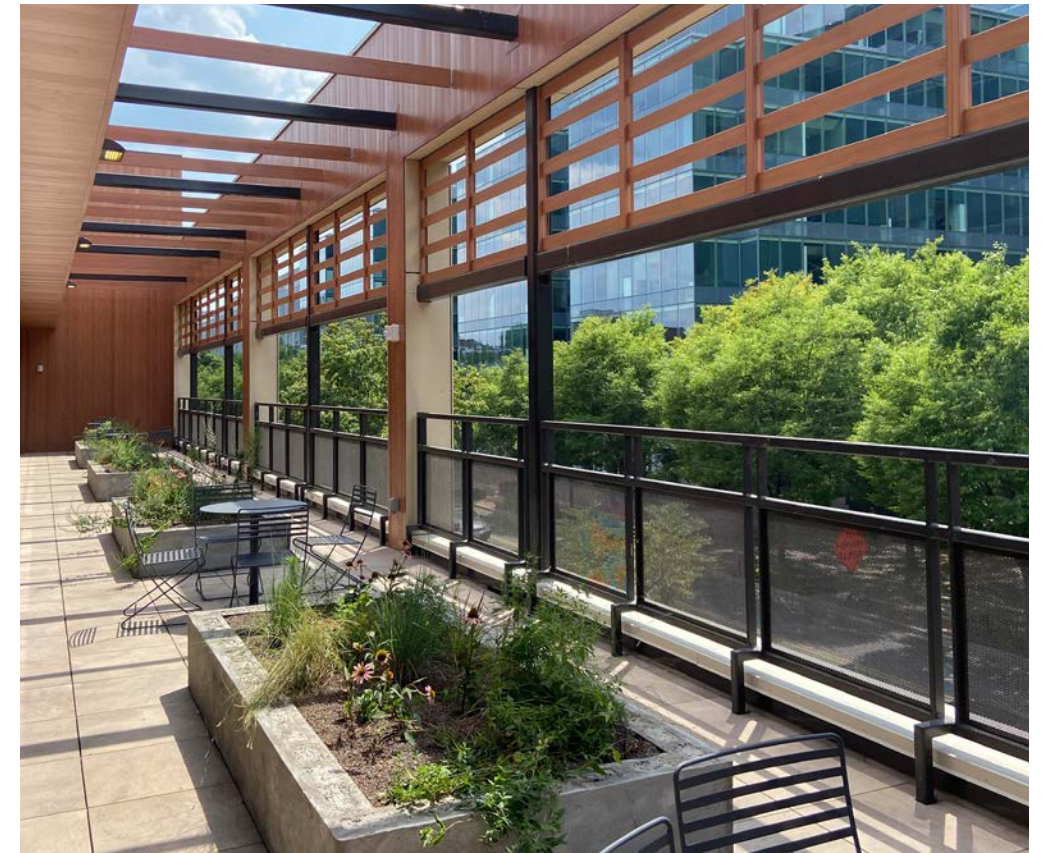
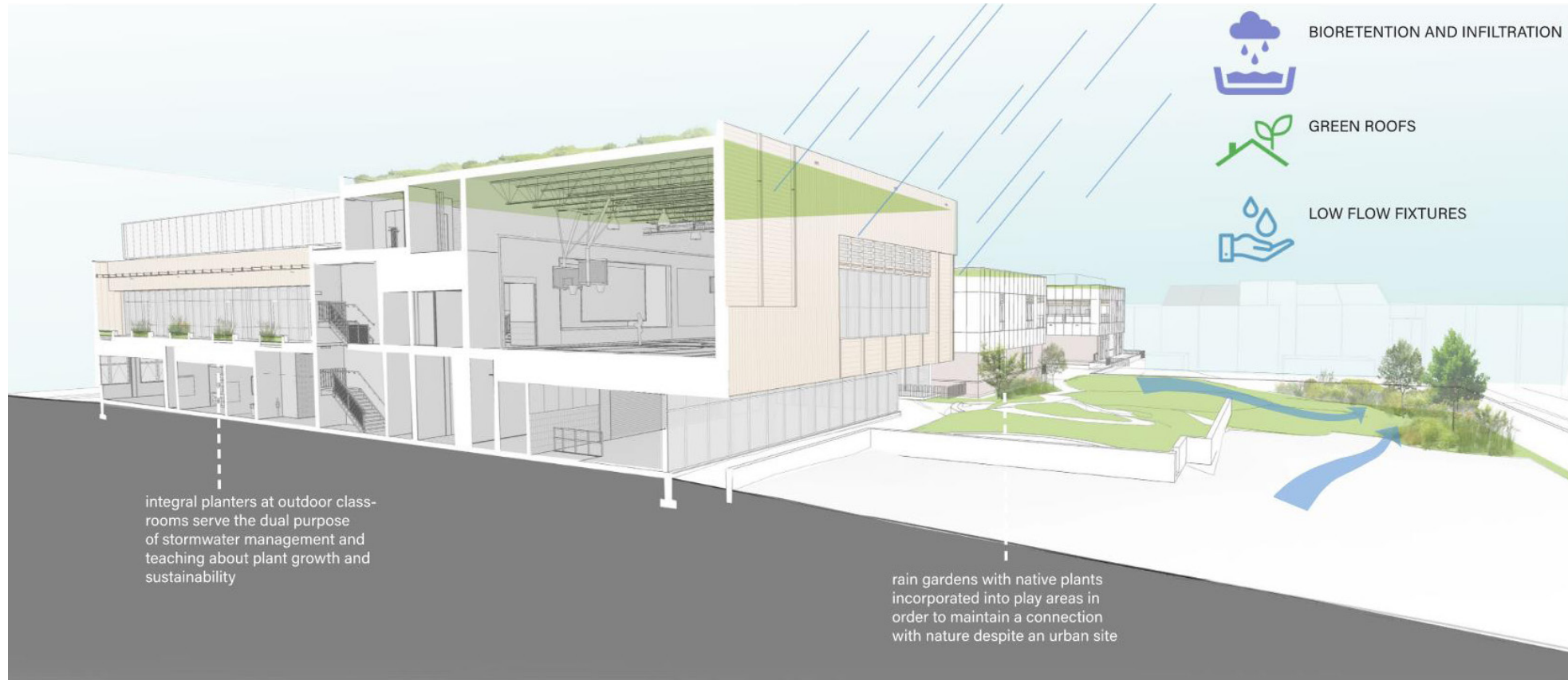
# Sustainability

## PROMOTING HEALTH AND EQUITABLE ACCESS THROUGH SUSTAINABILITY



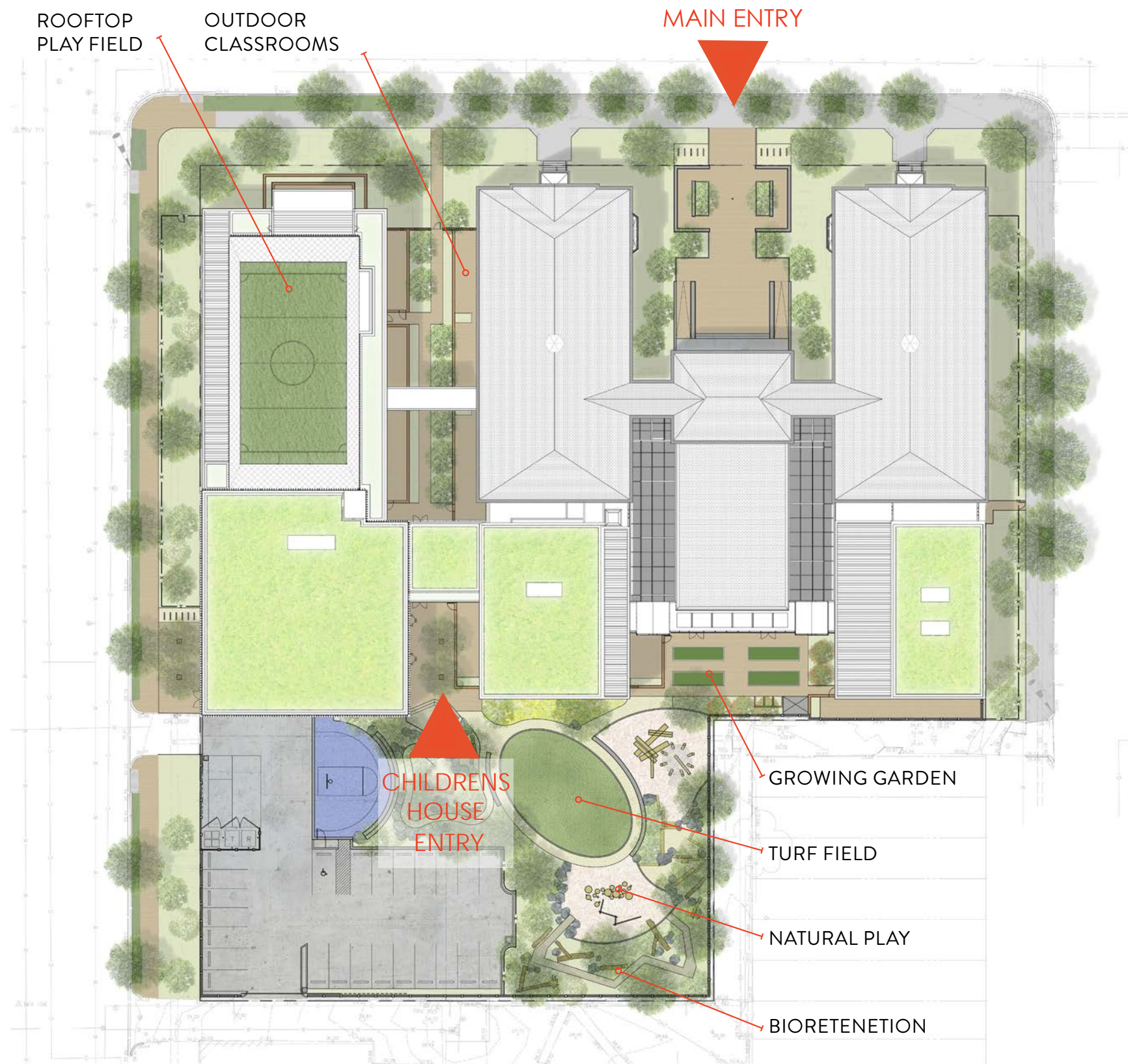


## MAKING STORMWATER MANAGEMENT BOTH A DESIGN AND TEACHING ELEMENT



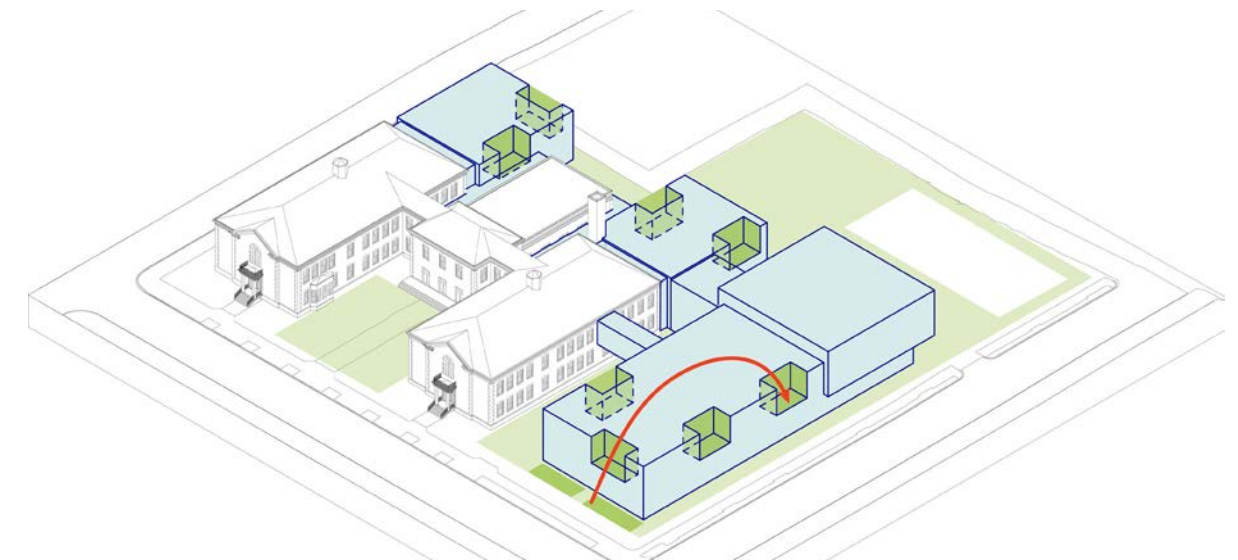
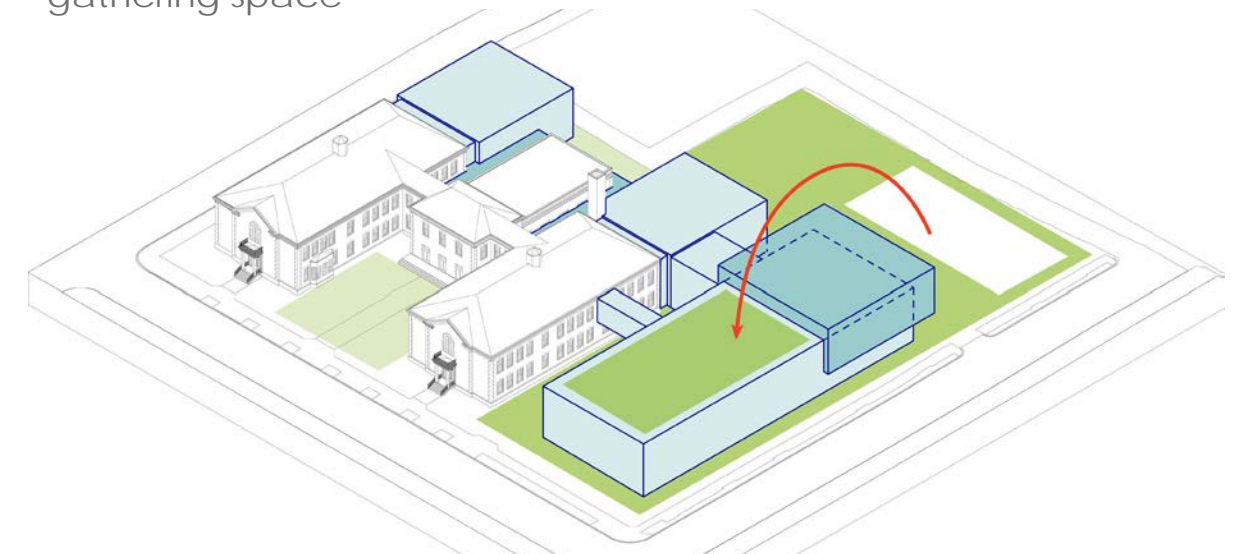


# Landscape



## FINDING GREEN SPACE ON A TIGHT URBAN SITE

- Replacing green space lost to parking at grade on roof of addition with turf play field
- Utilizing 'natural play' elements to integrate playground seamlessly with landscape and stormwater management
- Creating out door classrooms both at grade and at second floor
- Transforming historic entry court into a more accessible gathering space

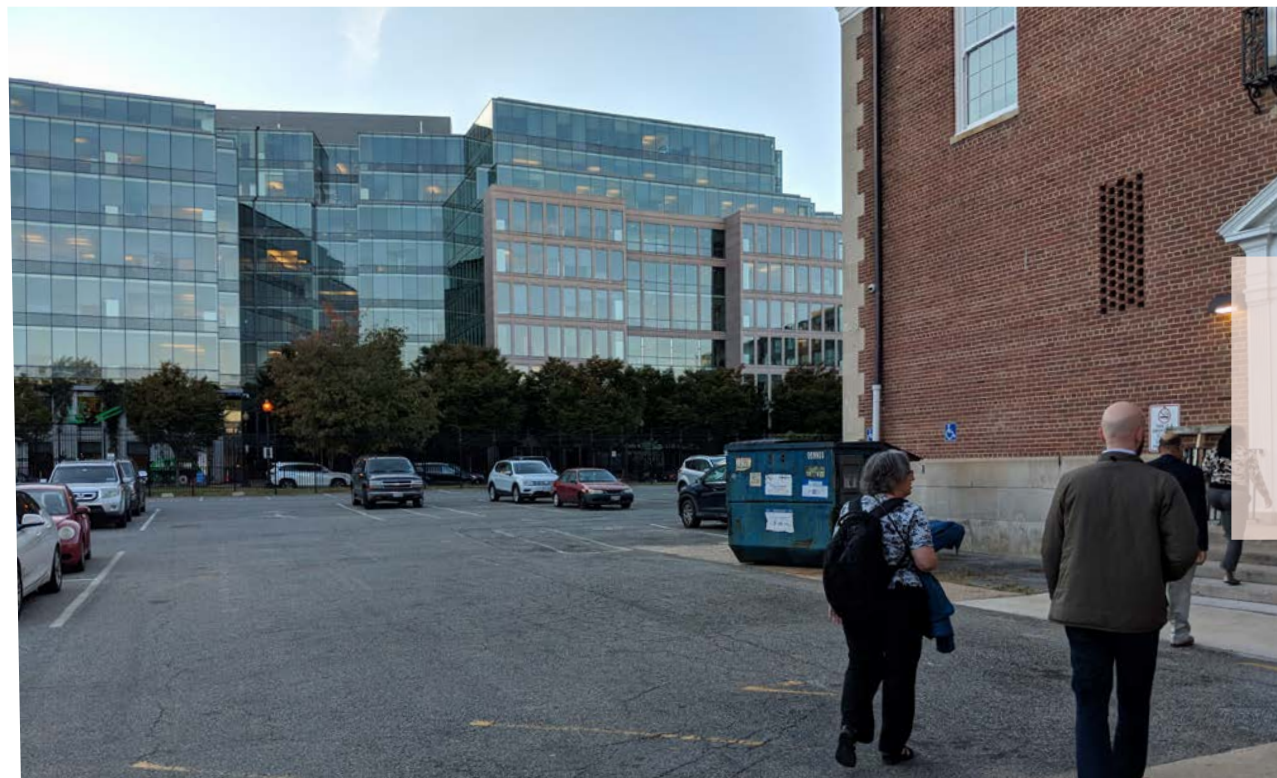




# Landscape



REACTIVATING  
HISTORIC SPACE



RECLAIMING  
PARKING FOR  
NATURAL PLAY





1960

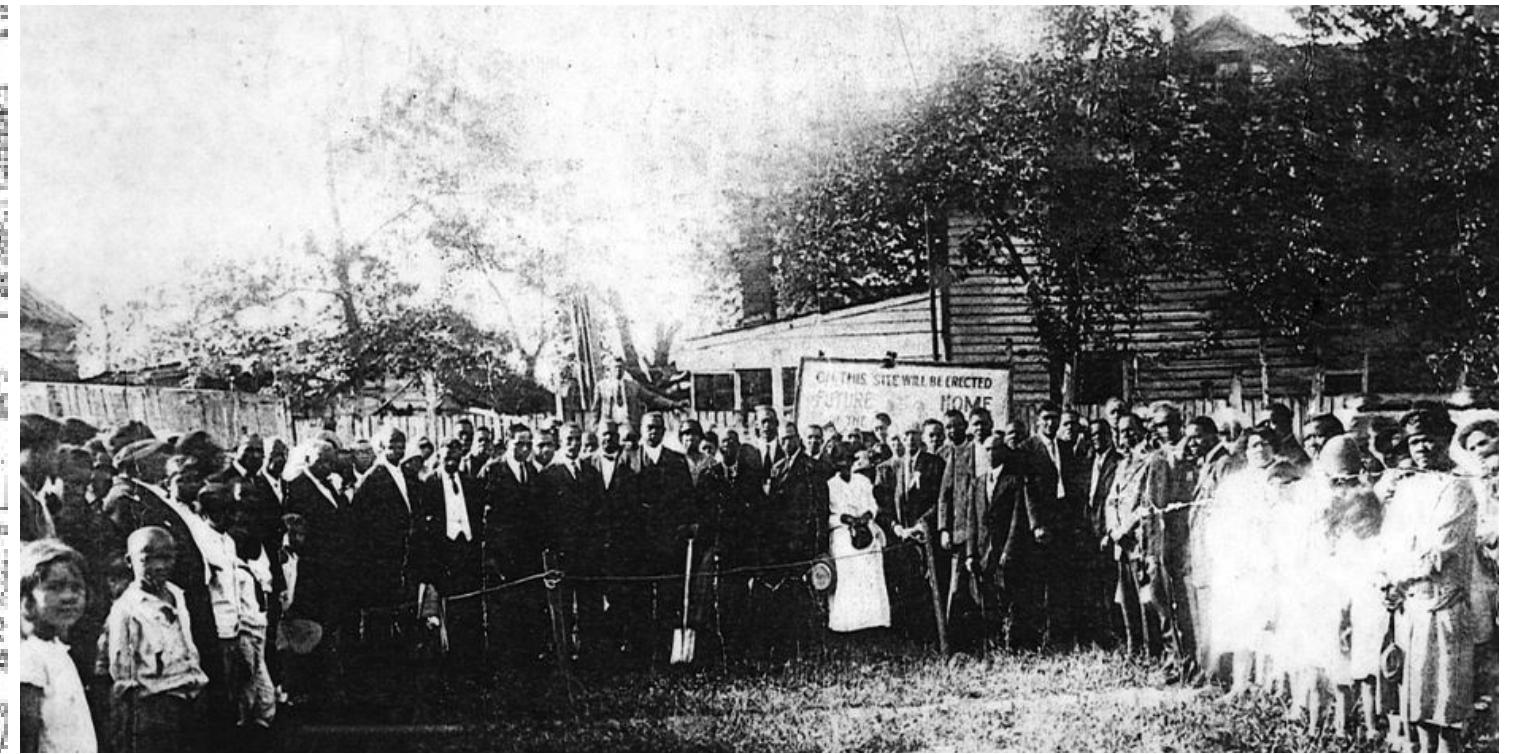


5

WHITLOCK  
ELEMENTARY



# Lorraine H. Whitlock Elementary



## HISTORY

Deanwood was established when Levi Sheriff, a white landowner, divided the land into three sections for his daughters. The areas, known as Whittingham, Lincoln Heights, and Burrville became Deanwood.

Deanwood is one of DC's oldest African American Suburbs and was known as a self-reliant, relatively rural neighborhood home to skilled blue-and-white collar laborers and craftsmen.

Civic improvements throughout the 40s and 50s contributed to the growing population and the need for additional educational structures increased.

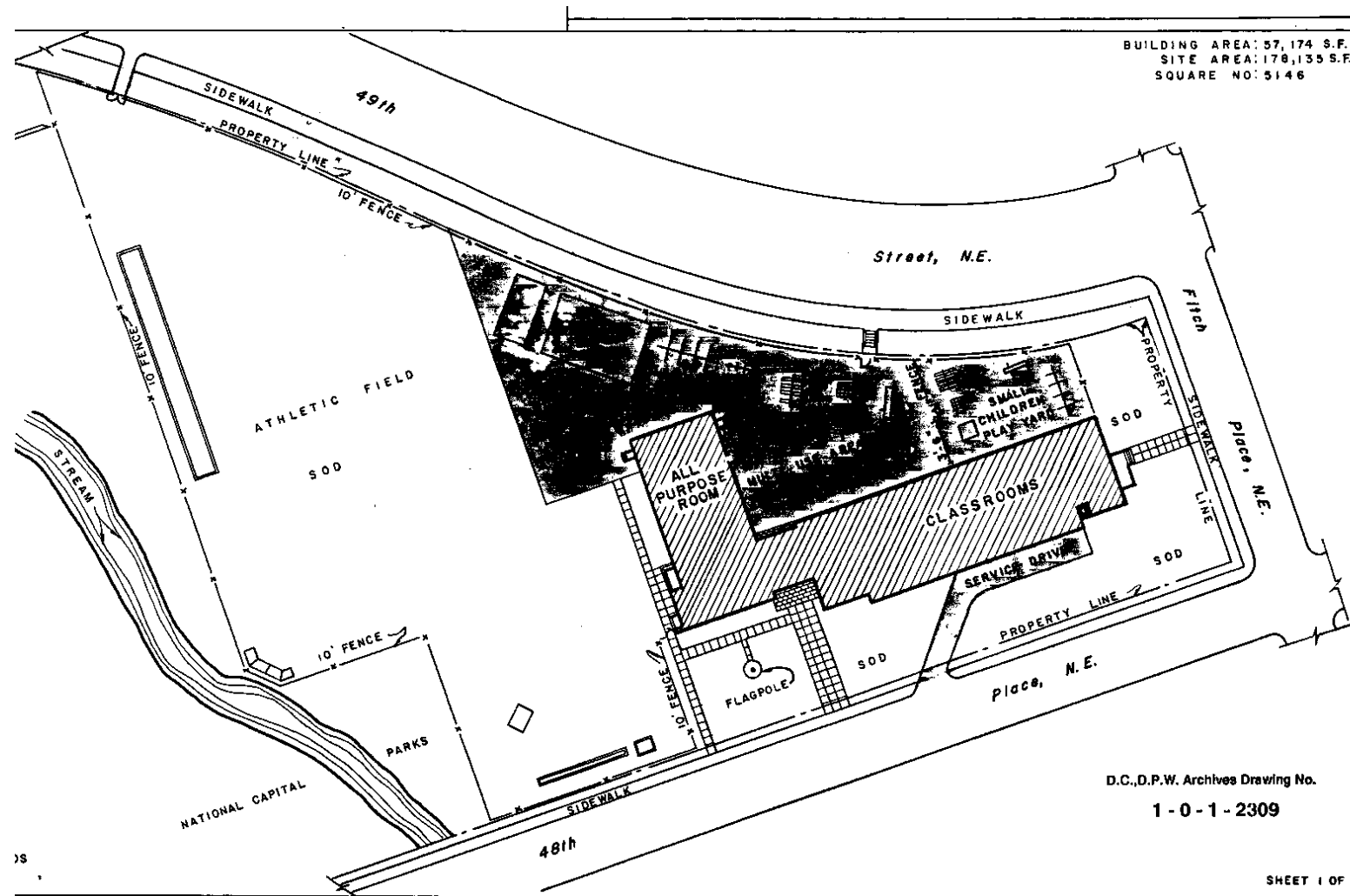
Robert Senseman was hired to design Aiton Elementary School and the \$1.5 million dollar school relieved crowding at auxiliary schools.



# Lorraine H. Whitlock Elementary

## HISTORY

- 1960 Maude Aiton Elementary School is built
- 2016 CFA approves the window replacement project
- 2019 Minor upgrades to the play areas and bathrooms were completed





# Lorraine H. Whitlock Elementary (Formerly Aiton)





# Lorraine H. Whitlock Elementary (Formerly Aiton)







555

MAUG  
ELEN



# Community Engagement & Challenges



## HPO/CFA

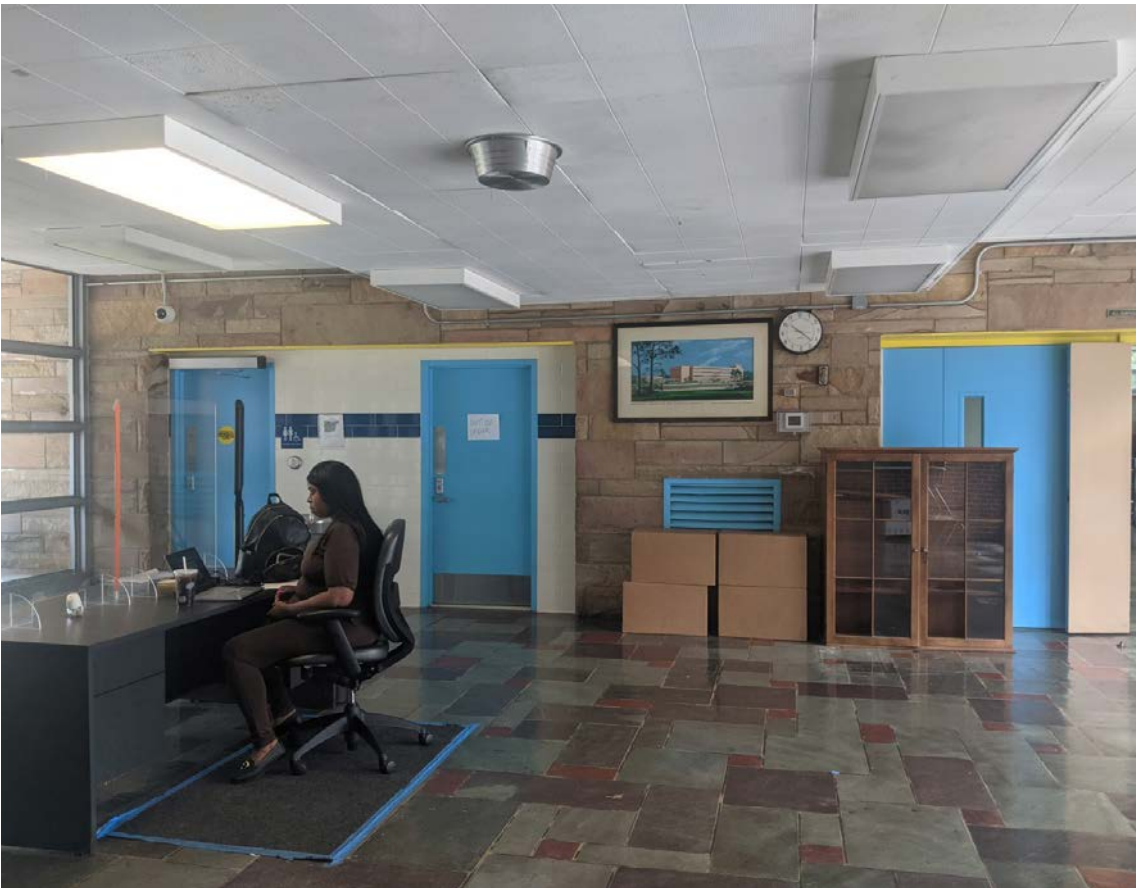
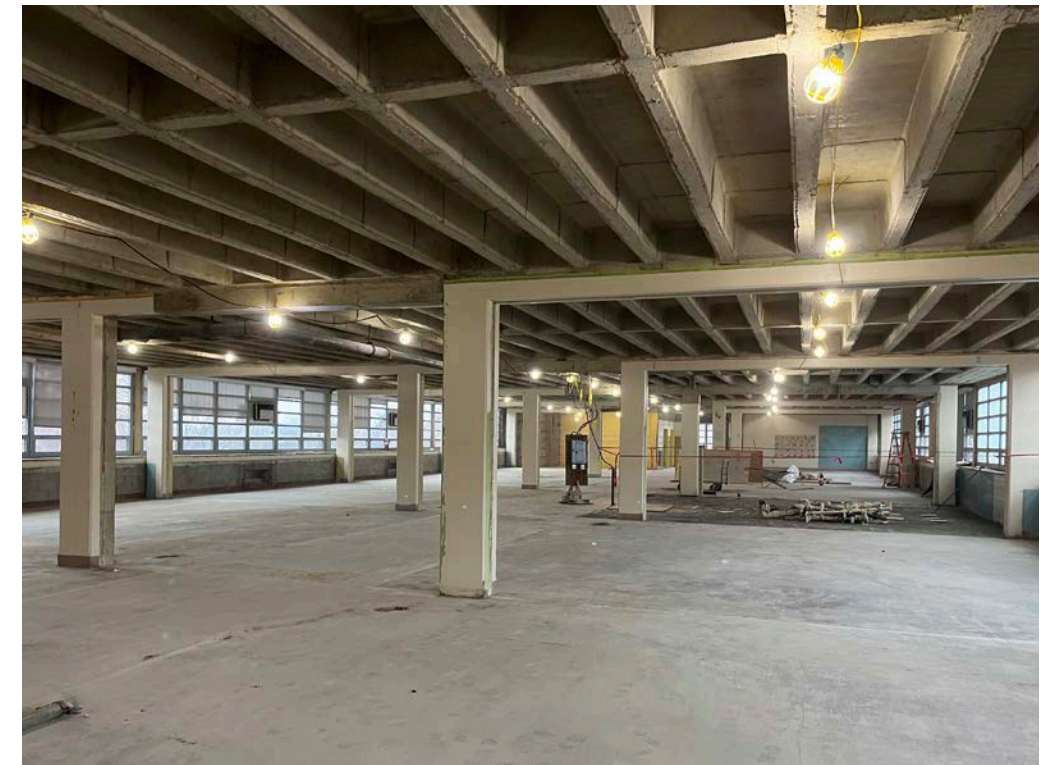
- Must maintain existing 4 story wing as an example of moderne/ international style
- Must maintain lobby and stone wall on west facade originally recommended to soften the design
- Use only brick and define form with texture and subtle articulation

## SIT/ANC

- Importance of safe play areas that are dispersed and easy to monitor
- Excitement about public art as a way to convey community aspirations and history, emphasis on interactivity

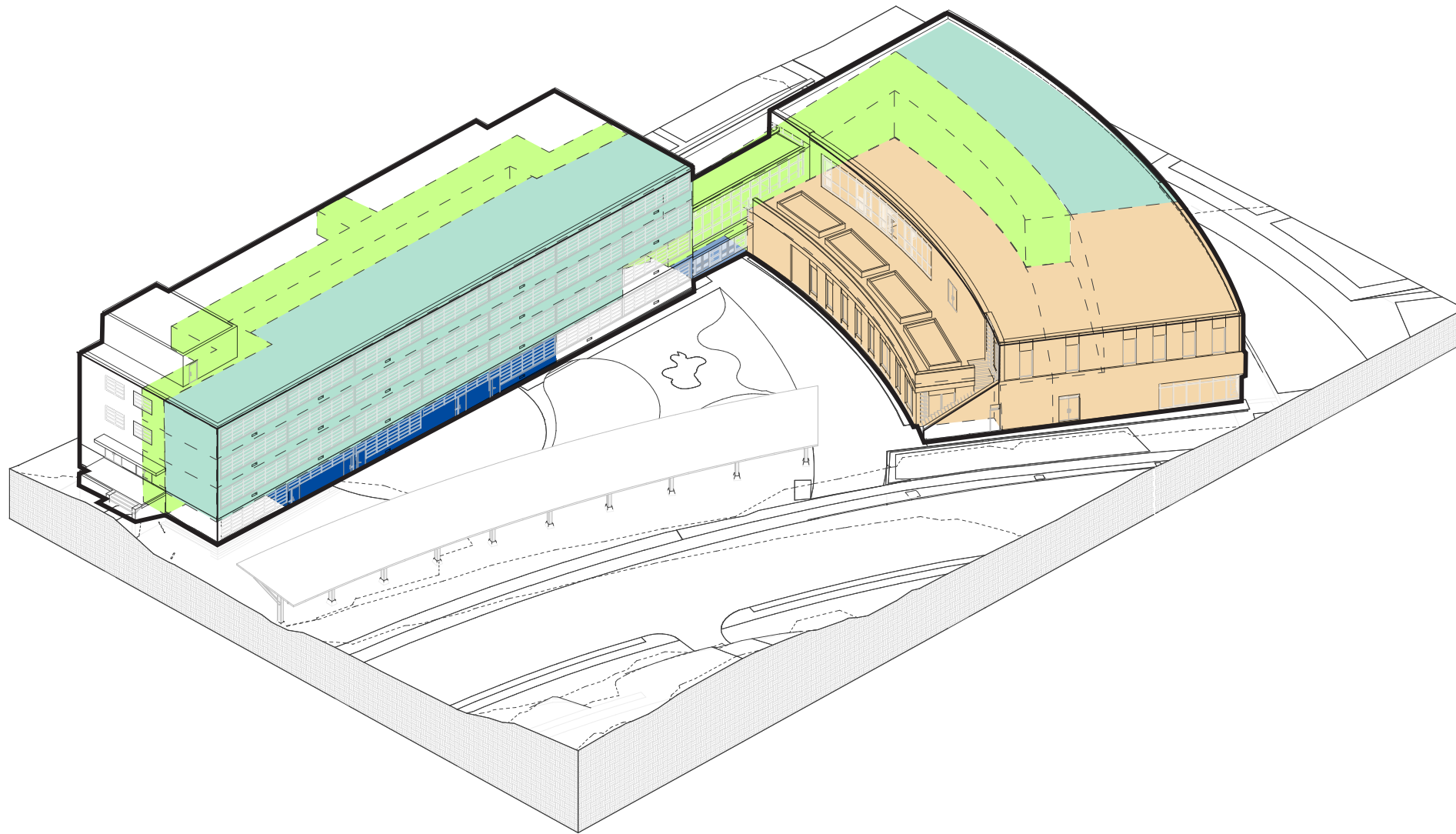
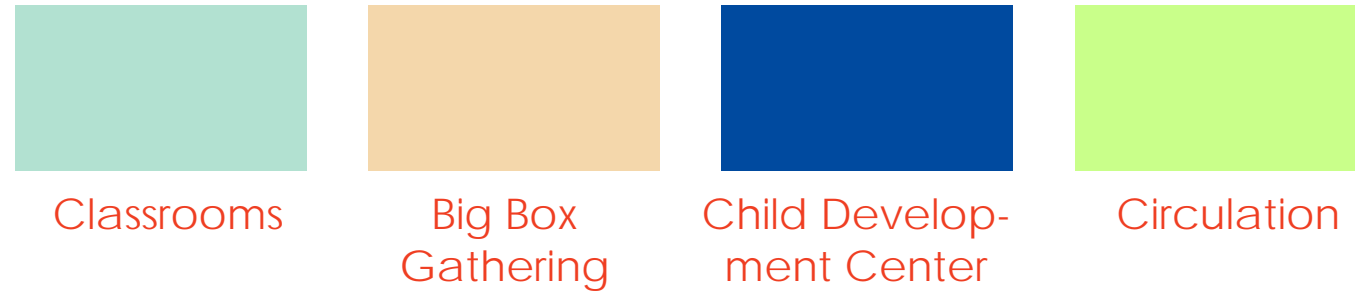
## CHALLENGES

- 4 levels not ideal for young children and CDC must be on first level
- Low floor to floor heights an obstacle to installation of new ductwork
- Maintaining existing single story lobby presents accessibility issues
- Existing multipurpose room turns back on landscape





# Program Arrangement



## PRIORITIES

- Provide shared gathering spaces such as gym, Library, commons, and dining area in addition
- Place youngest children at lowest floor and provide autonomy for daycare component
- Reconfigure corridor to rightsize classrooms and specials

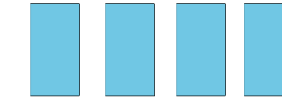
CHILD DEVELOPMENT CENTER (4480 / 6000 SF)



PRE-K (49,022 / 68,141 SF)



K - G1



G2 - G5



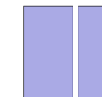
SPECIALS



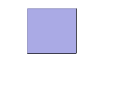
DC



ADMIN



HEALTH



BUILDING SERVICES



DINING



GYM

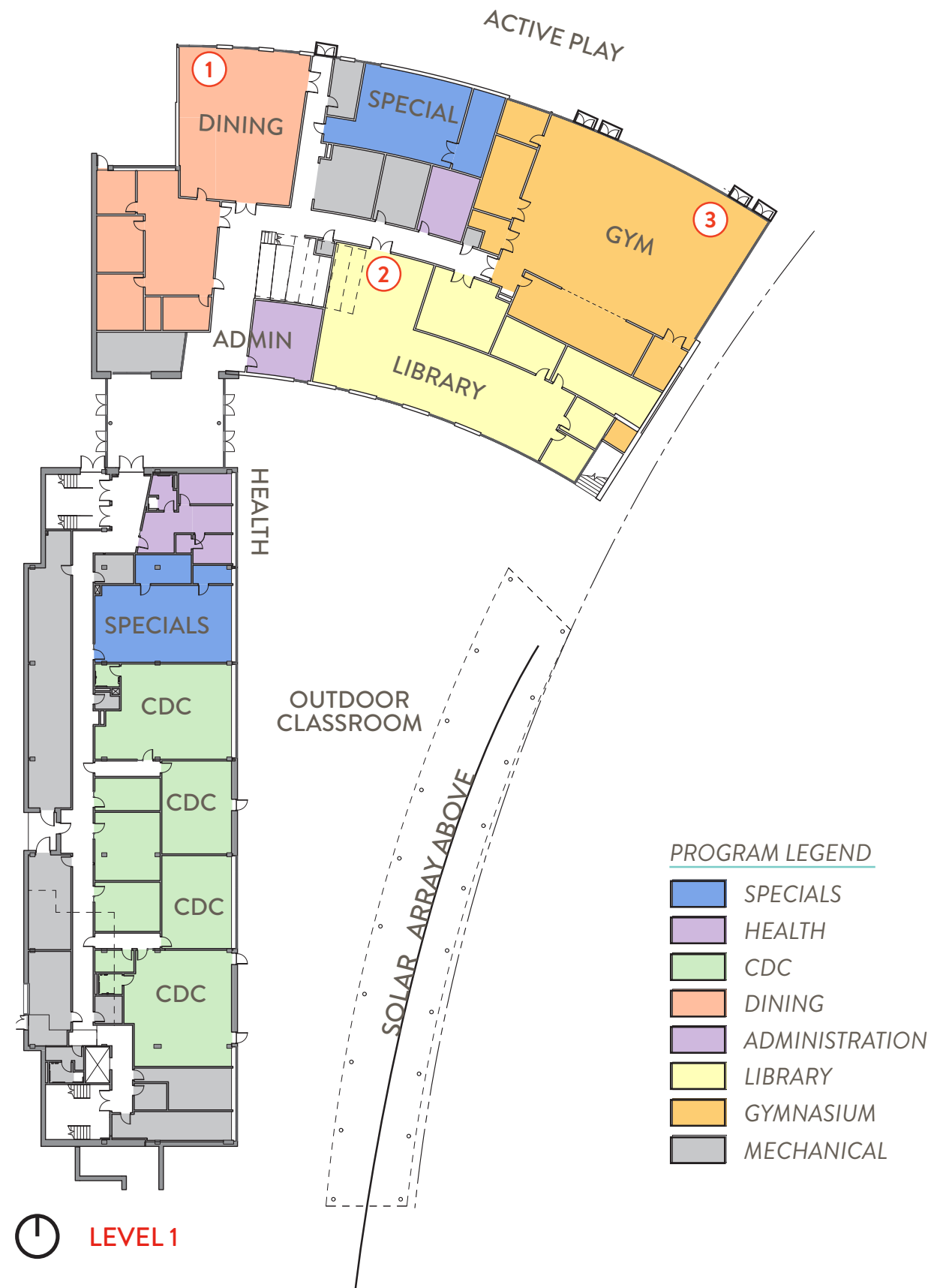


LIBRARY





# Program Arrangement





# Program Arrangement



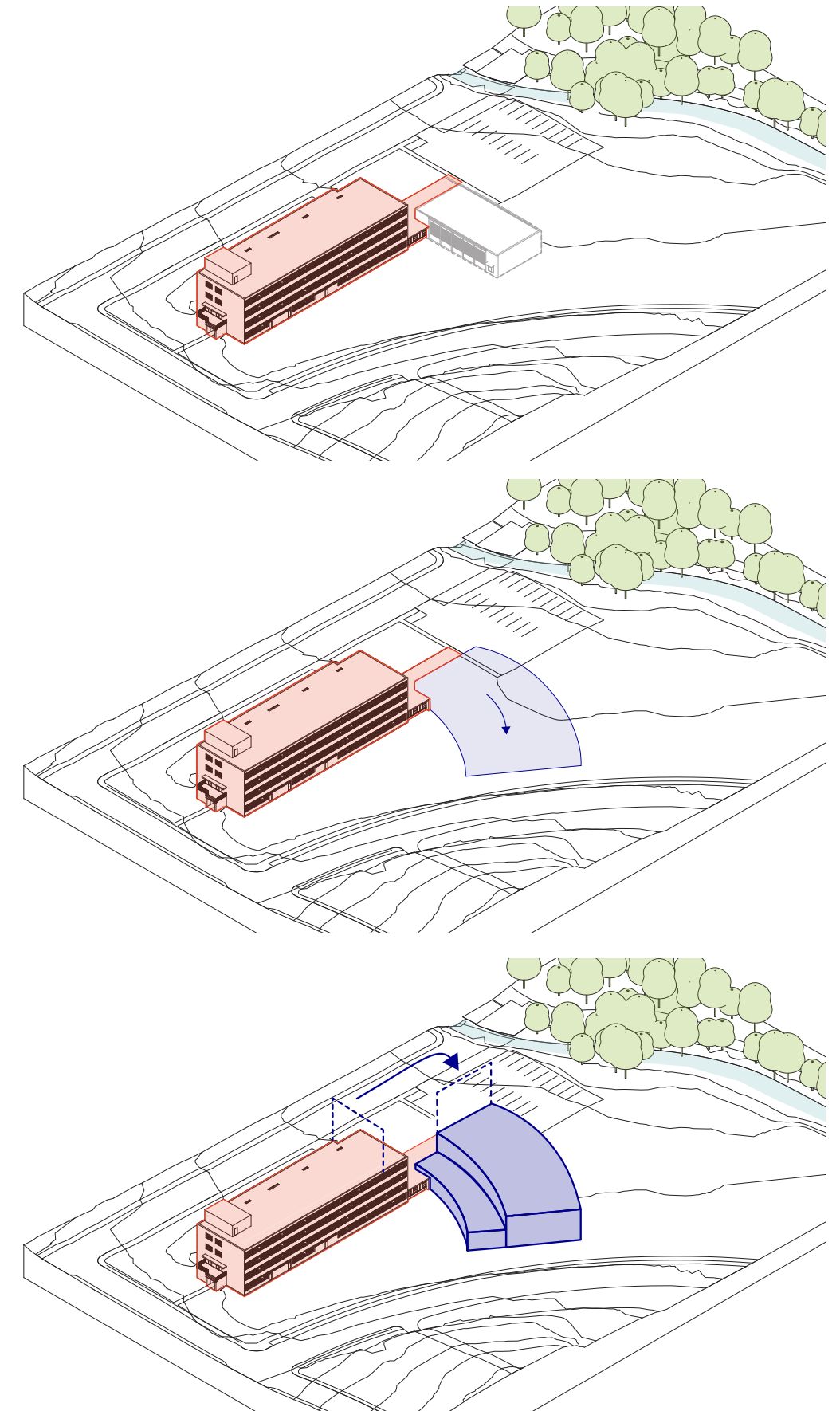


# Architectural Integration



## HISTORIC LOBBY AS THE ANCHORING HINGEPOINT

1. Remove the existing undersized multipurpose room to allow for new rightsized gathering spaces
2. Create a new footprint which rotates from the lobby and opens wide views across the site, joining up with 49th street to the east
3. Extrude as needed for the program and subdivide the massing to create volumes that are proportionate to the main wing and a terrace facing the shared court

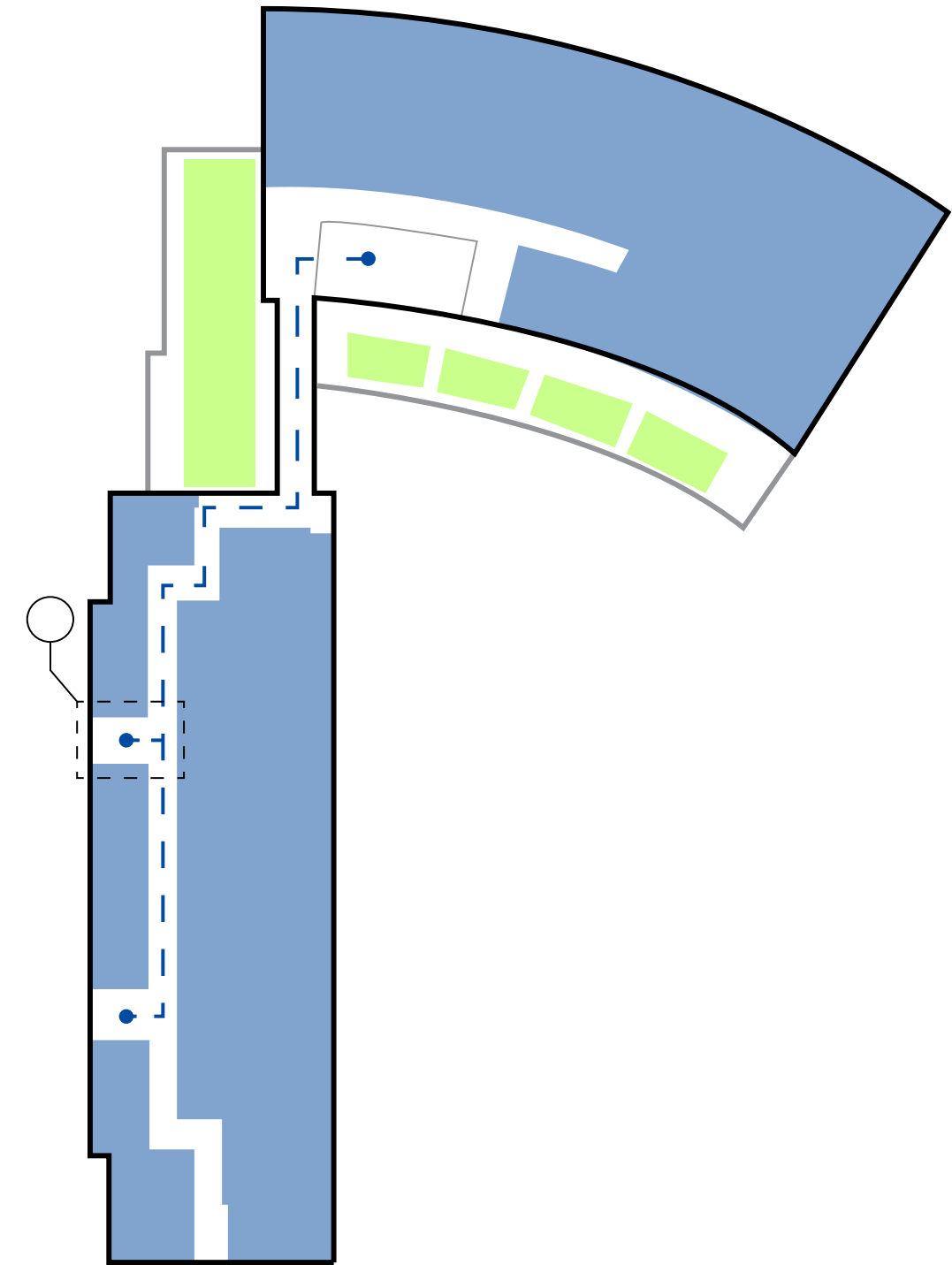
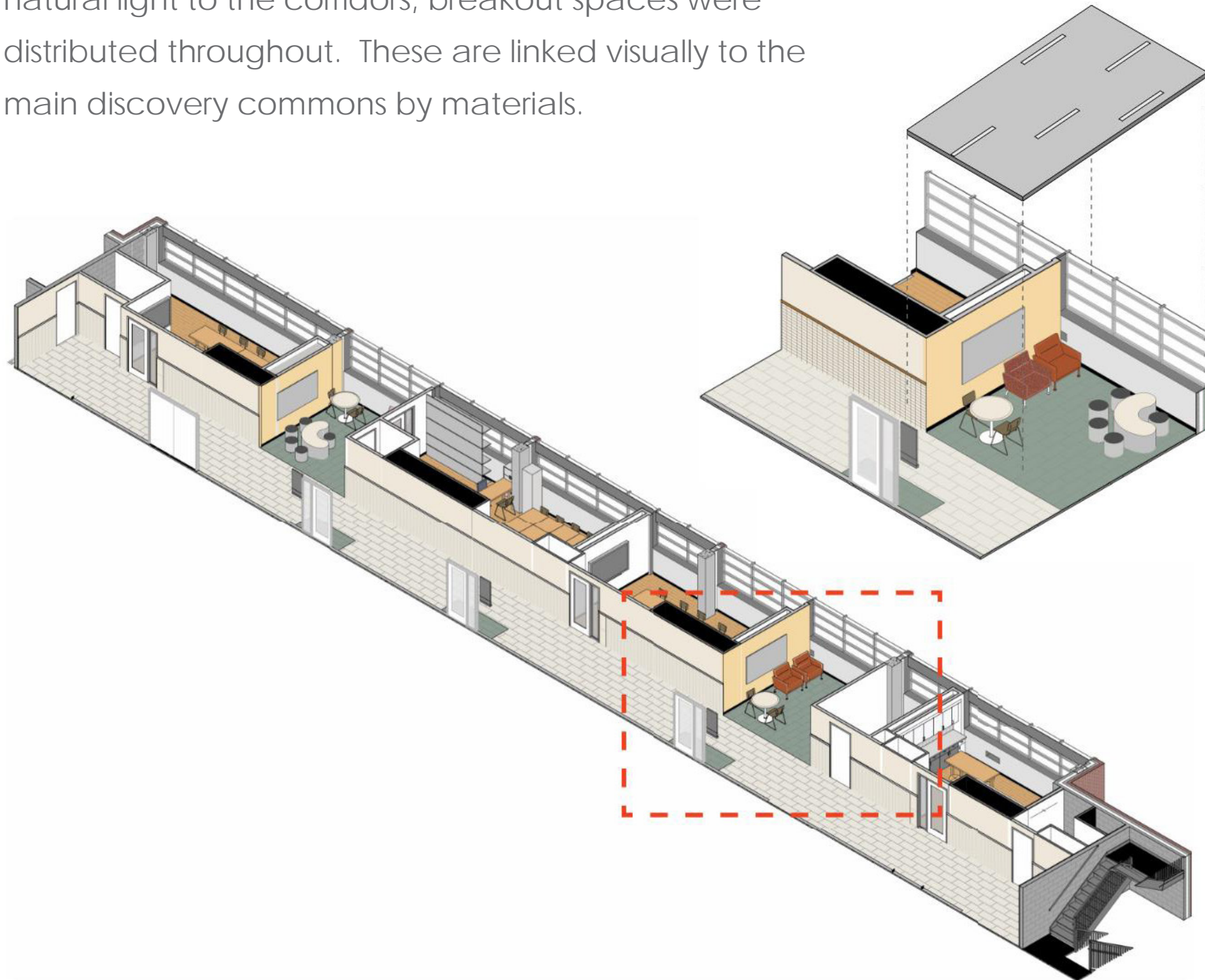




# Architectural Integration

## ACTIVATING THE CORRIDOR

To create a greater sense of community and bring natural light to the corridors, breakout spaces were distributed throughout. These are linked visually to the main discovery commons by materials.







NOTICE

Hand hygiene is essential for preventing the spread of COVID-19. Wash your hands frequently with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer.

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PLEASE MAINTAIN SOCIAL DISTANCING

PLEASE MAINTAIN SOCIAL DISTANCING

PLEASE MAINTAIN SOCIAL DISTANCING

PLEASE MAINTAIN SOCIAL DISTANCING







# Architectural Integration

CREATING A NEW HEART AT THE HINGEPOINT





# Architectural Integration

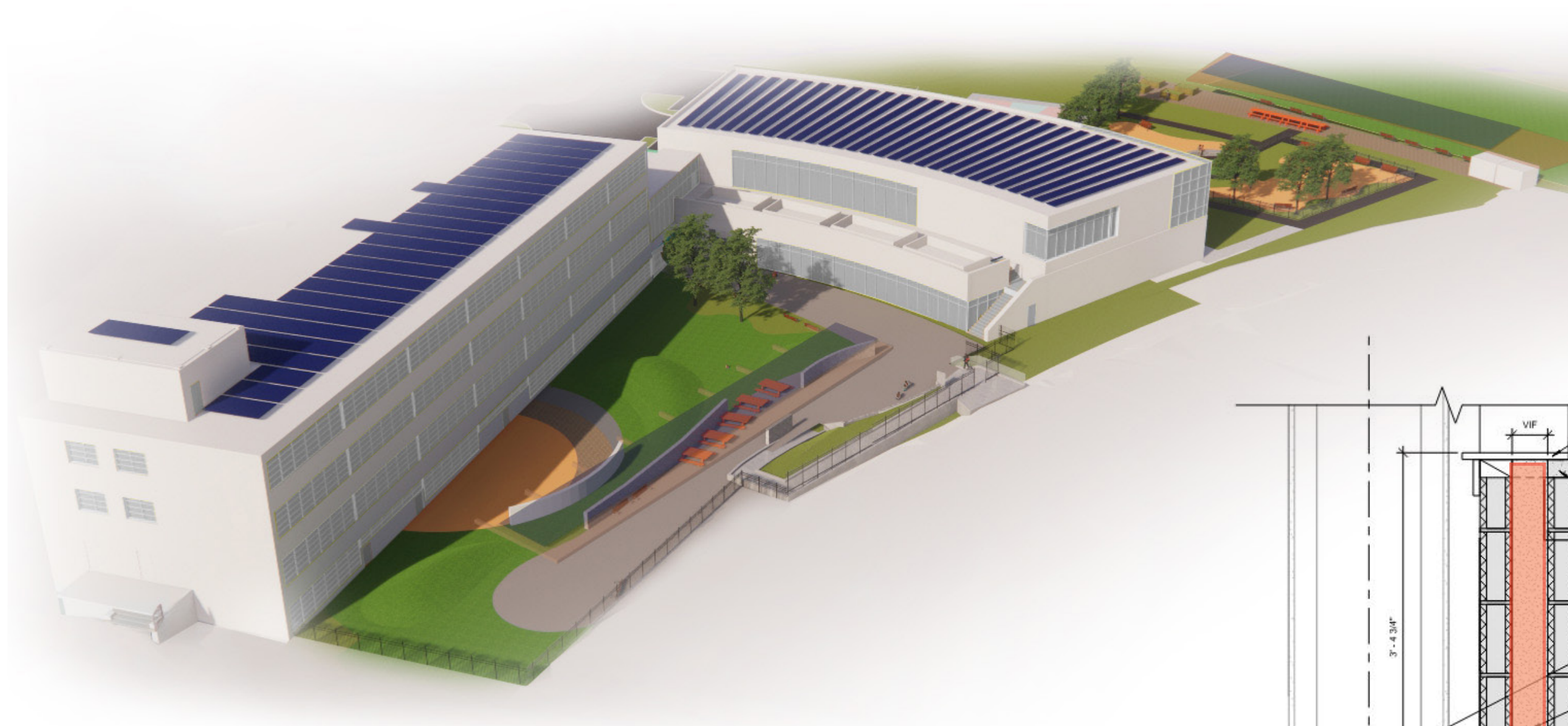
TYING HISTORY AND ASPIRATIONS TOGETHER WITH ART





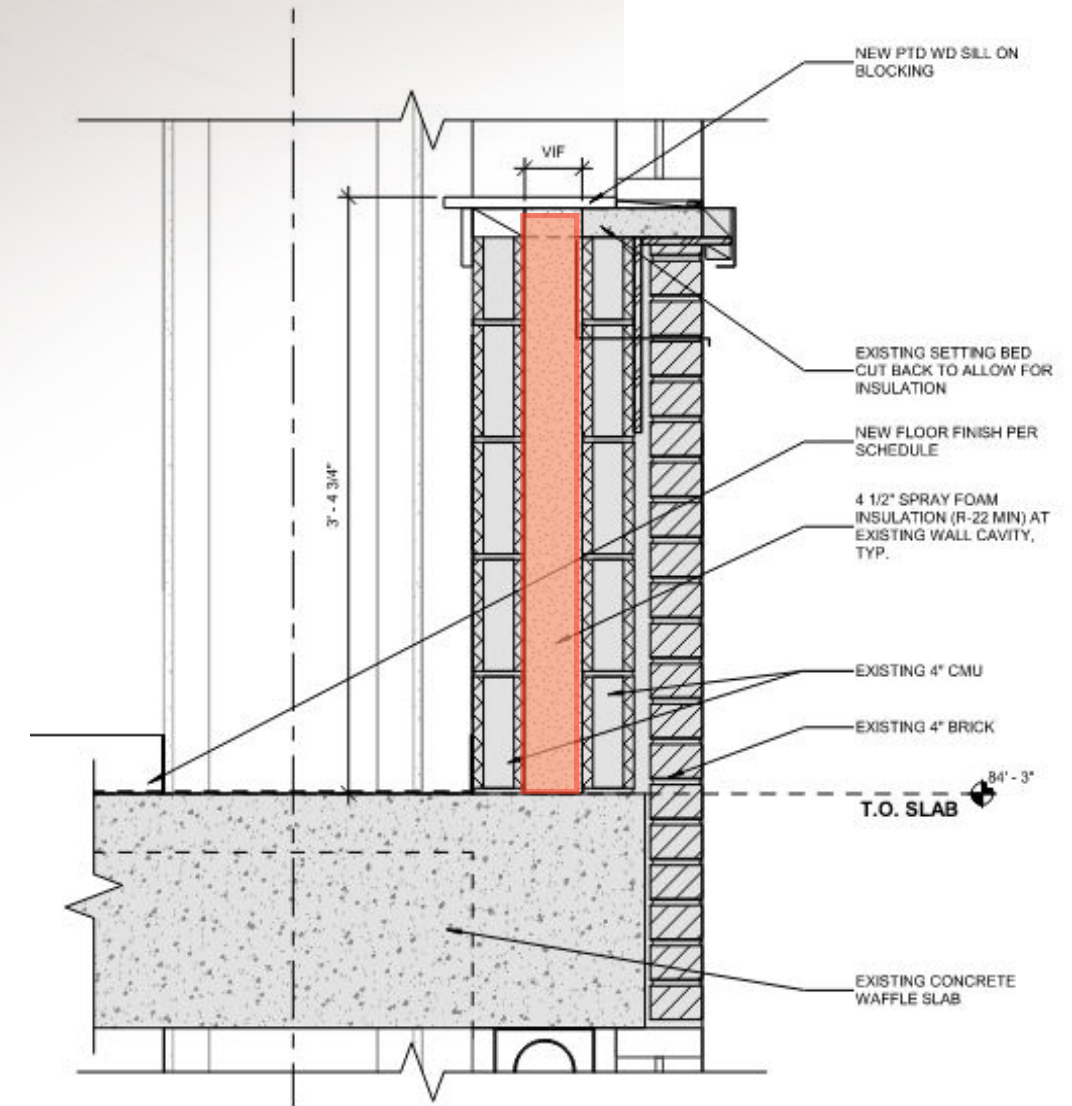
# Sustainability

## A LEED GOLD AND NET ZERO READY SCHOOL



- Putting PV ready infrastructure in place to achieve net zero goals paired with a geothermal well system to support HVAC

- Maintaining the existing envelope allowed for the reduction of embodied carbon but required improving it's thermal resistance



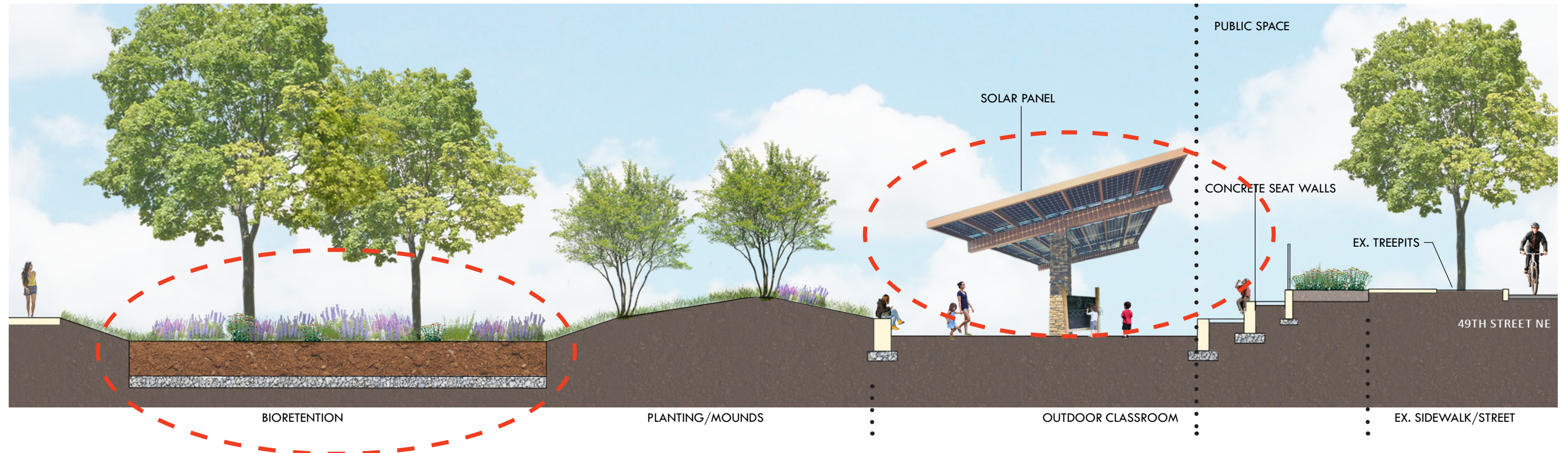


# Sustainability

## INTEGRATING SUSTAINABILITY AND LANDSCAPE

- Bioretention areas serve the dual purpose of stormwater management and introducing native plants and beauty to the landscape

- Solar panel structures provide the dual purpose of generating energy and providing shade at the outdoor classroom and play areas

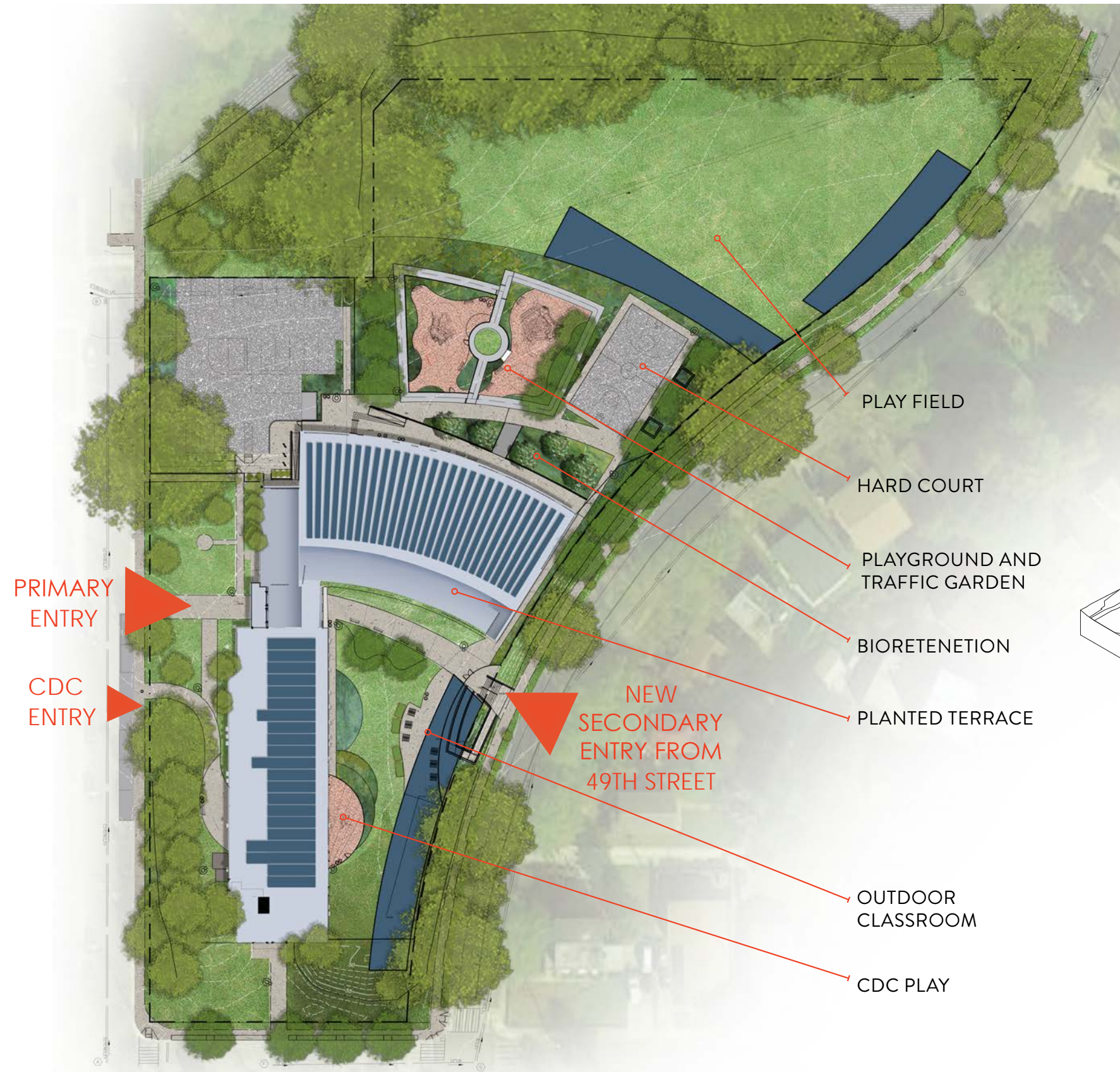






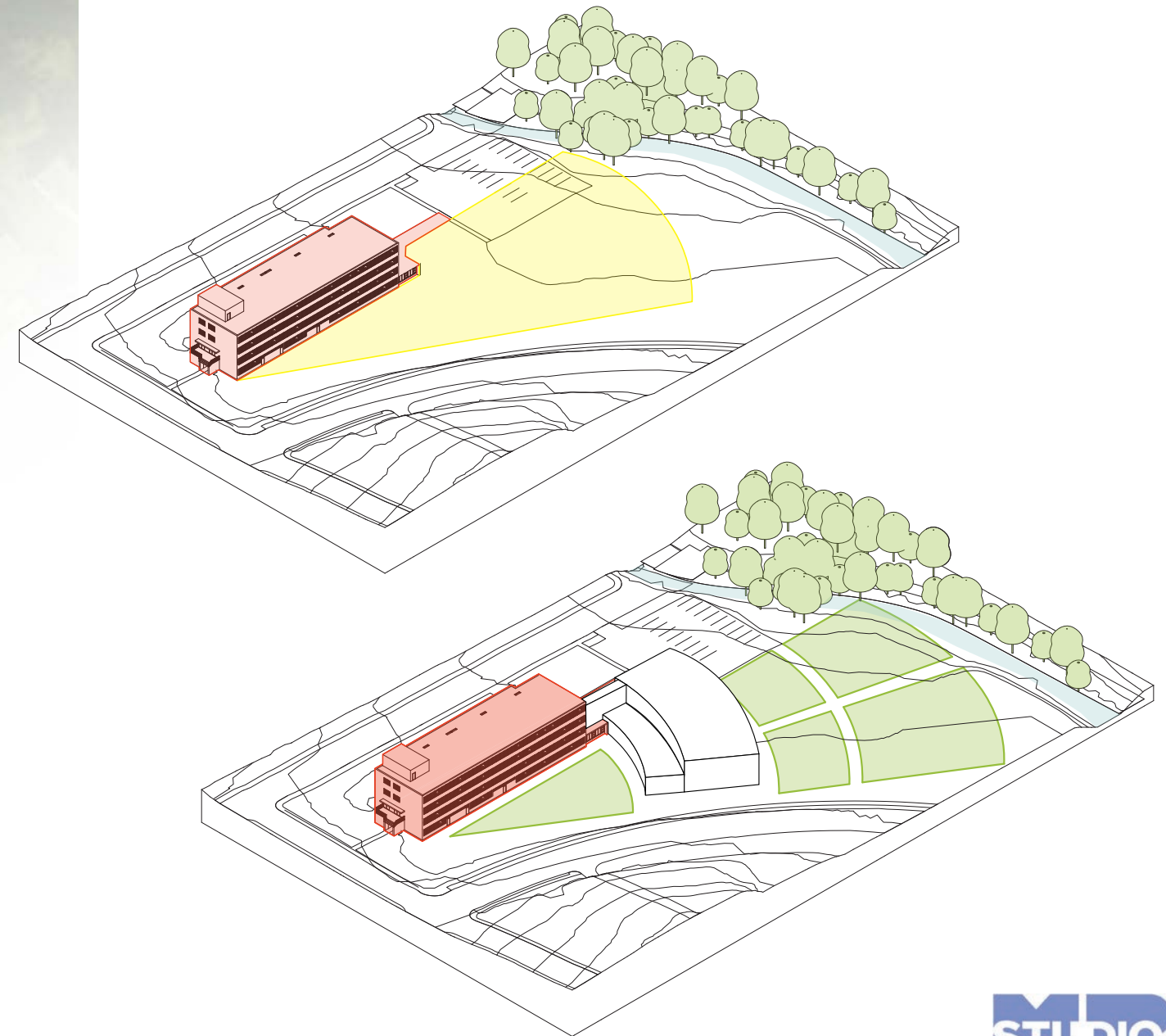


# Landscape



## TURNING OUTWARDS - REORIENTING TOWARDS THE NEIGHBORHOOD AND LANDSCAPE

- Important to preserve the existing entry landscape and heritage/special trees on the west side of the building
- Take advantage of views and shape of site to fan play areas out to the north and increase interaction with natural landscape
- Replace blacktop with planted outdoor classroom, secondary site entry, and bioretention area so that classrooms look out onto green space





# Landscape

## BIOPHILIC DESIGN

Natural light and access to green space is well documented to reduce stress and improve academic performance by creating more calming, inviting environments. The landscape to the north and east was transformed to create more learning spaces in the outdoors such as the garden terrace and outdoor classroom. Direct access from the gym as well as outdoor dining areas create a seamless transition to the landscape from the school's main gathering spaces











1929



1932



1934



1960