

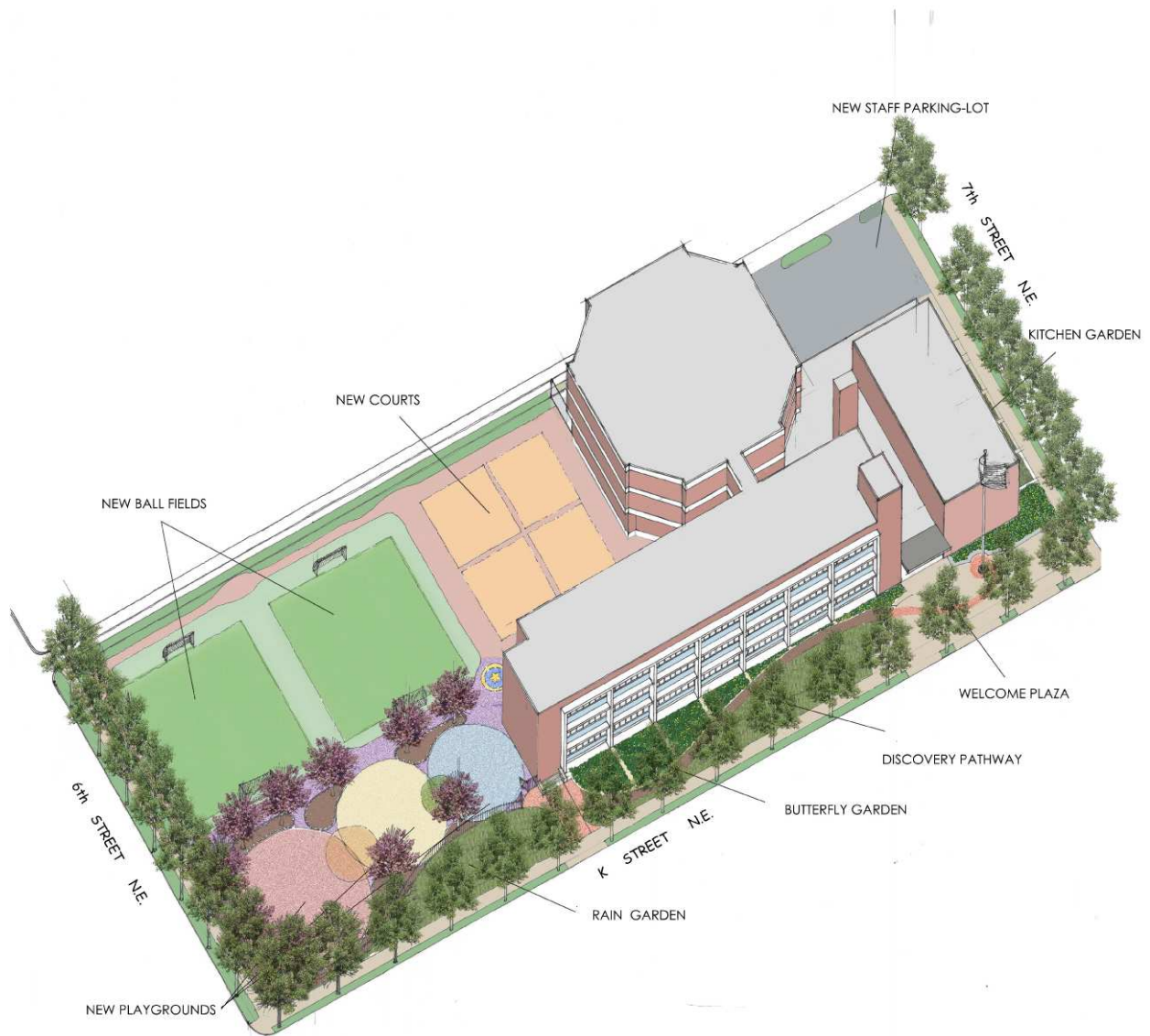
ULI Washington

A Technical Assistance Panel Report

**J.O. Wilson Elementary School
A Schoolyard Revitalization Plan**

**Sponsored by:
The Friends of J.O. Wilson Elementary School**

March 12, 2008



Redesign of the J.O. Wilson Elementary School Schoolyard

J.O. Wilson Elementary School Washington, D.C.

A Schoolyard Revitalization Plan

March 12, 2008
A Technical Assistance Panel Report

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About ULI Washington

A District Council of the Urban Land Institute

ULI Washington is a district council of ULI—the Urban Land Institute, a nonprofit education and research organization supported by its members. Founded in 1936, the Institute today has over 40,000 members worldwide representing the entire spectrum of land use planning and real estate development disciplines, working in private enterprise and public service.

As the preeminent, multidisciplinary real estate forum, ULI facilitates the open exchange of ideas, information, and experience among local, national, and international industry leaders and policy makers dedicated to creating better communities.

ULI's mission is to provide leadership in the responsible use of land and in creating and sustaining thriving communities worldwide. ULI Washington carries out the ULI mission locally by sharing best practices, building consensus, and advancing solutions through its educational programs and community outreach initiatives.

About the Technical Assistance Panel (TAP) Program

The objective of ULI Washington's Technical Assistance Panel (TAP) program is to provide expert, multidisciplinary advice on land use and real estate issues facing public agencies and nonprofit organizations in the Washington Metropolitan area. Drawing from its extensive membership base, ULI Washington conducts one and one-half day panels offering objective and responsible advice to local decision makers on a wide variety of land use and real estate issues ranging from site-specific projects to public policy questions. The TAP program is intentionally flexible to provide a customized approach to specific land use and real estate issues.

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The panel members would also like to thank the following stakeholders for taking the time to participate in the panel by attending the morning session and / or the evening briefing of the panel's recommendations.

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Foreword: Overview and Panel Assignment

As a means to foster relationships and redevelopment in the region's emerging neighborhoods, ULI Washington received a grant from the ULI Foundation's Community Action Grant program to offer a series of complimentary TAPs following the 2007 Urban Marketplace Conference and Expo. While a number of applicants submitted worthwhile proposals, the review committee chose three projects, one of which being, the schoolyard revitalization of the J.O. Wilson Elementary School, sponsored by the Friends of J.O. Wilson Elementary School (Friends of JOWES.)

The J.O. Wilson Elementary School is located in the middle of the Near Northeast neighborhood, also known as Capitol Hill North and Old City. The neighborhood is bordered by 2nd Street on the west, Florida Avenue to the northeast, F Street to the south and 15th Street to the east. Led by Principal Cheryl Warley, the J.O. Wilson Elementary School

welcomes 362 students from pre-school to the sixth-grade through its doors on a daily basis. The school is well regarded for its French program and has cultivated a strong set of values.



The J.O. Wilson Elementary School

Issues

While the interior of the school provides a secure environment for learning, the J.O. Wilson Elementary School grounds have long had serious safety problems. After school hours and on the weekend, the grounds serve as a hangout for drug dealing and using, drinking, gambling, prostitution, and other disorderly behavior. The result is a playground that is decimated, and the garbage produced from the previous night's illegal activities, is left for the school to clean-up every morning prior to the arrival of the students.

In addition to the criminal activity, the schoolyard suffers from poor design and maintenance. The playing fields are improperly kept, the public pool is in complete disrepair, parking is not secure, and the design of the school creates pockets of underutilized space that only perpetuates the criminal activity outside of the school.

The schoolyard is not acceptable for the students, nor is it attractive to the surrounding neighborhood who would like to use the grounds as a gathering space for the community. While the District of Columbia boasts more than 7,800 acres of public parks and open space, this parkland is disproportionately allocated, and the only green space available in the Near Northeast neighborhood is the school grounds of the J.O. Wilson Elementary School.

The Friends of JOWES, a volunteer organization initially made up of those interested in enhancing the educational experience for the school's students, embraced a neighborhood initiative to revitalize the grounds and subsequently created a committee to determine how to transform the schoolyard into a safe and educational environment for the students as well as a welcoming gathering place for the community.

The Assignment

Recognizing the challenge of undertaking such a large revitalization project, the Friends of JOWES reached out to ULI Washington to help them initiate the process. On March 12, 2008, a ten-member panel spent a full day touring the school grounds; observing the students use of the playground; meeting with the Friends of JOWES, Principal Warley, teachers, and staff from the offices of Council member Tommy Wells, Chancellor Michelle Rhee, and the Office of Public Education Facilities Management; and taking a full afternoon to develop recommendations for the sponsor team.

During the course of the TAP the panel was asked to respond to as many of the following questions and items on the "wish list" as time allowed, while focusing on the main goal of determining how to transform the school grounds into an educational and recreational resource for the students as well as an amenity for the neighborhood.

Physical Design and Use Questions

Design

1. How can the schoolyard be designed so that playground equipment is inviting to families and children, yet is a deterrent to teens and adults who use it as a hangout?
2. How can the playground be designed to accommodate multiple activities and age groups at the same time?
3. What landscape elements would make the space seem more friendly and beautiful?
4. How can we integrate space for outdoor classrooms?
 - a. How can improvement of the grounds foster nature/outdoor based education?
 - b. What needs to be on the grounds to support the educational curriculum?
5. What can be done with the pool? Can a "splash park" be included on the grounds instead?
6. What types of organized sports and play would be a good fit? (e.g., football, soccer, track & field)
7. What are some of the facilities missing from the school grounds?
8. What is the proper mix of hard and softscape areas?
9. How can a garden be best incorporated into the design of the school?
10. How can the schoolyard be constructed to ensure for the long term quality of the grounds and holding up with maintenance?

11. Is it possible to have a "tot lot" on either the current "back lot" where the Principal parks or on 7th Street side of building
12. How do we incorporate handicap accessibility into the project?
13. How do we reinforce the school-community link, and project the school identity into the public space once we have a secure fence in place?

Security

14. What kind of fence should be used and how should it be incorporated into the design of the schoolyard so that it serves its necessary security function while at the same time does not create a barrier for the community's desired activities?
15. How can the lighting on the grounds ensure security while at the same time reduce the amount of light pollution that currently is a nuisance to surrounding residences?
16. What additional design elements and security features should be incorporated into the planning and design of the park to so that the park remains secure and free of crime and vandalism?
17. What role can signage play in improving schoolyard security?

Artwork

18. How can art be incorporated on the grounds to increase the vibrancy of the schoolyard and provide a destination for the community?
19. How can a sculpture be incorporated into the design of the schoolyard so that it is both functional in terms of play as well as being aesthetically pleasing?

Parking

20. How can the incorporation of faculty and staff parking into the design of the schoolyard make it more attractive while maintaining an adequate number of spaces?
21. How do we keep the parking lot secure?

Green Elements

22. How can we make this green space greener or a green built space and keep it green?
23. Can we achieve some certification green design such as LEED?

Programming of Space

24. What are the programmatic elements that could enhance the positive use of the open space at JOWES?
25. Can we create a space for a farmer's market?
26. How can the grounds support and improve the ongoing and future community activities Current: Drumming, the annual carnival, and the FBI and MPD volunteer projects / Potential: Farmer's Market; school events
27. How can we support deaf residents' use of the space?

Project Execution and Future Management Questions

28. Who should manage the project and who should oversee the maintenance and security of the grounds?
 - a. What long-term operational structure needs to be in place to manage the grounds after the renovation?
 - b. What is the budget and staffing for the operational entity that will manage the grounds long-term?
 - c. Does the community need an association to support the school with grounds management?
 - d. What is the role of the Friends of JOWES?
29. How much would these improvements cost?
30. What is a realistic timeframe to bring this project from where it is today to completion and what are the phases and next steps in the process?
31. What elements of this project should be the responsibility of the community, the city, the school system, and other organizations?
32. Which stakeholders should be responsible for raising funds for the schoolyard project and what percentage of the overall project should each stakeholder be responsible for?
33. What sources of funding, both public and private, should the sponsor pursue?
34. Who are potential partners for this project (local developers, Kaboom!, etc.?)
35. How can the Friends of JOWES promote community partnership and ownership of the schoolyard?
36. Who should take the responsibility to oversee maintenance and security of the schoolyard now and once the project is completed?
37. How will we deal with the loitering/street drug sales in the 1000 block of 6th Street, NE that border the playground?

Staff Generated Wish List for Playground Equipment

- Turf for playing field or something durable
- Herb and vegetable garden
- Track for walking
- Mural(s)
- Soccer/football/field layout
- Circuit training area
- Statue(s) at the entrance or in play area
- Monkey bars
- Swings
- Rocking horse/animals
- Merry-go-round
- Benches for adults to watch the children
- Trees in area of benches and tables
- Art (possibly mosaic tiles)
- Writing wall, ex: "chalk board" surface
- See-saws
- Slides
- Climbing bars
- Weather-proof tables
- Bleachers / spectator sitting
- Volley ball area
- Basketball area
- Badminton area
- Handball/racquet ball area
- Climbing wall
- Separate play area for tots
- Water splash park w/ benches for parents to sit
- Stenciled "game board" area: hopscotch, four square

Issues and Assets

The panel was struck by the contrast between the spirit, values and commitment to the students' education that was apparent inside the school, and the negativity, chaos, and disrepair that was evidenced on the school grounds. Principal Warley and her teachers work hard to instill values inside the classroom, yet when the students are at recess, the current state of the grounds makes it difficult to reinforce those values. The students know that their equipment and playing fields are sub-par, having seen the playgrounds at other schools and community centers, and in the words of one of the school's teachers, "When they are on the playground, they do not have a sense of how valued they are."

The key issue that the panel had to deal with is how to create a playground that is safe, stimulating and educational for the students that also functions as an asset for the community; welcoming neighbors to the playground in the afternoons and on weekends, while at the same time being secure enough to keep away criminal activity after-hours.



Above and below: the school's playground and playing fields

According to CapitalSpace, a study of parks and recreation in the District of Columbia that is being prepared by the DC Department of Recreation, the National Park Service, and the National Capital Planning Commission, the area surrounding the J.O. Wilson Elementary School ranks last in the city for the amount of green space per 1,000 people, and next to last in the number of playfields. Furthermore, the grounds of the J.O. Wilson Elementary School are the only open space in the Near Northeast neighborhood. Coupled with the importance of integrating communities with their neighborhood schools, the panel found it important to design the school grounds so that the green space was available to the community, enabling it to become a civic gathering place.



The school and its stakeholders have a number of assets that will help them in their development strategies:

Connection to Revitalizing Neighborhoods. The location of the school serves as a nexus for the growing neighborhood surrounding it. South of the J.O. Wilson Elementary School, the H Street corridor has received a tremendous amount of reinvestment and the NoMa neighborhood to the west of the school is undergoing a complete transformation. The Friends of JOWES should leverage this opportunity to connect to these revitalizing neighborhoods, and show the value of linking these new development projects to the community through the support of the schoolyard revitalization project.

Desire from the School to Integrate with the Community. The panel marveled at how well the school has worked and continues to work with the community to build capacity within the school and enrich the experience for the students and the neighborhood. The fact that the school, the Friends of JOWES, and the surrounding community are willing to work together to revitalize the school grounds will make the process much more efficient.

Clearly Committed and Impassioned Community. The appeal of the Friends of JOWES to enlist the panel, their commitment and follow through with this process, and their desire to create a safe place for the students and their own families is remarkable. The visible leadership of the ANC and City Council is also imperative to achieving the goals of this TAP.

Leadership and Commitment within the School. It was obvious to the panel that Principal Warley and her staff are driven to providing their students with the best possible education. The level of dedication and spirit is evident throughout the school.

High Performing School. The J.O. Wilson Elementary School is one of the District of Columbia's successful elementary schools. The school's reputation on the inside should be showcased on its exterior. This school can also become an example for repeating the process at other schools in the future.

History of Leveraging Private Investment. The success of the school library project showed the panel the ability of the Friends of JOWES to raise funds to support school improvement initiatives – a necessary element of the school ground revitalization fundraising strategy.

Available Green Space. While the community as a whole lacks green space, the grounds of the J.O. Wilson Elementary School are perfectly situated and sized to become a valued community asset.

Planning and Design

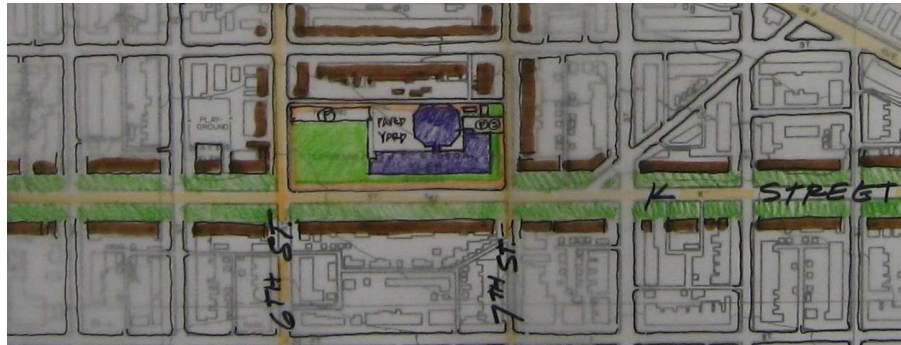
The panel took into consideration the following six overarching principles when addressing the planning and design of the schoolyard:

1. Decrease criminal opportunities;
2. Increase environmental sustainability of the grounds;
3. Promote meaningful and accessible play areas – both hard and softscape;
4. Increase visibility and community access of playground facilities;
5. Provide opportunities for educational components; and
6. Accommodate future modifications to the physical structure.

Siting of the School

The panel first looked at how the school fit within the community, recognizing that the sight lines down K Street, NE should be respected. Designated in the L’Enfant plan as a prominent tree-lined boulevard, the schoolyard revitalization should remain situated back from the street, and should not interfere with the historical view shed.

The panel would like to see more trees on the campus and recommends that the trees that line K Street, NE be continued along 6th and 7th Streets, NE. Iconic signage for the



school should be placed at the major corners along K Street, NE providing a similar impact as the signs found at Watkins Elementary School.

Above: The panel’s rendering showing the extent of the boulevard along K Street, NE. Below: students play on the two-year old equipment.

Playground Equipment

The playground equipment that currently serves the students is only two years old, yet must be replaced as part of the renovation due to the tremendous amount of abuse it has received from after-hour, illegal activity. The panel believes that a



majority of this abuse is due to the playground equipment's location at the back of the school – out of the view of those passing by on K Street. The panel therefore recommends pulling the play equipment out of the dark corner of the school, and moving it to a location along K Street so that it becomes a linear continuation of the school. By moving the playground to K Street, the equipment better connects to the neighborhood and becomes a true community asset.

Within the playground, the panel recommends providing equipment to serve each of the age groups that use the playground, with the tot lot equipment located closest to the school, and the equipment that serves the older children, near the corner of 6th and K Street. There was also a desire by the sponsor team to have a splash park. While the cost and maintenance of the splash park may not be feasible on a large scale, the panel does recommend including a splash area within the playground that could take the form of a motion activated statue that provides a cool mist during the summer.



Overall landscape plan for the schoolyard – see appendix for larger image.

Playing Fields

The playing fields and courts are an important element of providing organized, physical activity, and the panel wants to ensure sufficient space for multiple classes to use the fields at the same time. The panel learned of the school's desire to become a home for soccer to complement a nearby school's baseball and basketball facilities. The school also has goals to limit use of play equipment to elementary school aged children, to

configure the basketball courts so as not to encourage pick-up games by adults, and to arrange facilities to avoid potential illegal activity.

The panel recommends placing three playing fields behind the playground, by incorporating the existing fields and the space that is currently used for staff parking. Two of the playing fields should be natural grass, sized to accommodate soccer games for children. The third field, closest to the school, could be either macadam or artificial turf. If macadam, the panel recommends creating half-court basketball courts with child-sized hoops, allowing for basketball at the school, while eliminating the issues that come with a full-sized court. An artificial turf field would allow for soccer and other activities when the natural grass fields are too soft and wet. Surrounding the fields, the panel recommends incorporating a walking loop with space for seating to watch games and fitness stations for physical activity.

Art and Education

Along the exterior of the school, on the walls with western exposure, the panel recommends that the students create a vibrant, colorful mural. The panel enjoyed the art inside the school that was done by the students with the help of City Year, and recommends contacting City Year again to help design and paint the murals.

In the nook between the octagonal addition and the original school, where the students currently enter and exit the playground, the panel would like to see an outdoor classroom. Additional gathering spaces with benches should be located in this area.

Along the front of the school and wrapping around the eastern side of the school on 7th Street, NE the panel envisions a *Senses Garden*, where students can actively help maintain gardens that grow flowers, herbs and vegetables as well as attract butterflies. The herb and vegetable garden should be located on the eastern side of the school closest to the kitchen. The panel recommends adding a cistern by the kitchen to collect rain water that can then be used to water the gardens.



Left: Rendering of the proposed herb and vegetable garden along 7th Street, NE.

Right: An image of a cistern that could be placed in the kitchen garden to catch water.

Parking

The panel took two approaches to parking. The panel does not want parking to drive the overall planning and design of the school grounds, but recognizes the needs of the school to supply a sufficient number of parking spaces for the administration and teachers.

To accommodate a majority of the school's parking needs, the panel recommends filling the pool and using that space for parking. While the panel understands that the pool is occasionally used by the summer school, it believes that the benefit is severely outweighed by the burden of maintaining the pool, and both filling and draining it on a daily basis. By reusing the entire space behind the school for parking, the school can accommodate twenty-one (21) parking spaces. The panel also recommends that teacher parking be permitted along 6th Street, NE during school hours where currently no-parking is allowed. This would allow for nine (9) additional parking spaces. As many as six (6) additional spaces could be located along 7th Street, NE adjacent to the school.

If the school finds that they require additional parking, the panel recommends making better use of the alley that runs behind the school. Fourteen (14) parallel parking spots can be added along the alley for school parking. All parking for the school whether in the alley or behind the kitchen should use porous materials to alleviate storm water run-off.

The Alleyway

The alley that serves as a buffer between the school and the residential housing on L Street, NE, acts as a short-cut for vehicles that often travel at very high speeds. The panel sees the alley as an opportunity to create a better transition between the housing and the school, and recommends the installation of speed bumps to slow traffic. The panel also sees an opportunity to pull the fence back, off of the road and towards the school to protect the fence. This would also allow for additional uses such as parallel parking for the school or an alley garden that would be maintained by the residents. Pulling from Chicago's *Green Alley Program*, the panel also recommends greening the alley, using porous materials in place of asphalt as a tool for storm water management. The panel would also like to see the dumpster that is currently in the faculty parking lot, moved to the rear of the octagonal school addition, off of the alley to allow for additional parking in the proposed rear parking lot.



The panel would like to see the alleyway serve as a transition to the school.

Security through Design

The reduction of crime is a major goal of the sponsor and the panel took steps to reduce crime through the planning and design of the school grounds. As recommended earlier

in this report, the panel finds it imperative to pull the playground equipment away from the back of the building and move it to a more prominent location along K Street, consistent with the principals of *Crime Prevention Through Environmental Design* (CPTED). By relocating the equipment to an area with significantly more visibility, as well as pedestrian and vehicular traffic, the equipment will be much more secure.

The panel would also like to see a wall installed between the school and the alley at the far northwest edge of the octagonal addition. Currently used as an 'escape route' from the police, this would discontinue this route as well as the use of the area for illegal activities. The panel recommends placing a door in the wall and utilizing the space for storage of recess equipment.

The fencing of the school is a very important element for security, but the panel was cautious to not make the school look as though it had become a prison, barricaded behind a tall, foreboding fence. For the back of the school along the alley, the panel suggests a high quality, durable fence with no-climb technology. The current fence is eight (8) feet and the panel recommends increasing the height to ten (10) feet high. For the front of the school, the panel recommends a lower fence surrounding the play equipment to enclose and protect small children while maintaining an open and inviting appearance to the overall grounds.

Lighting

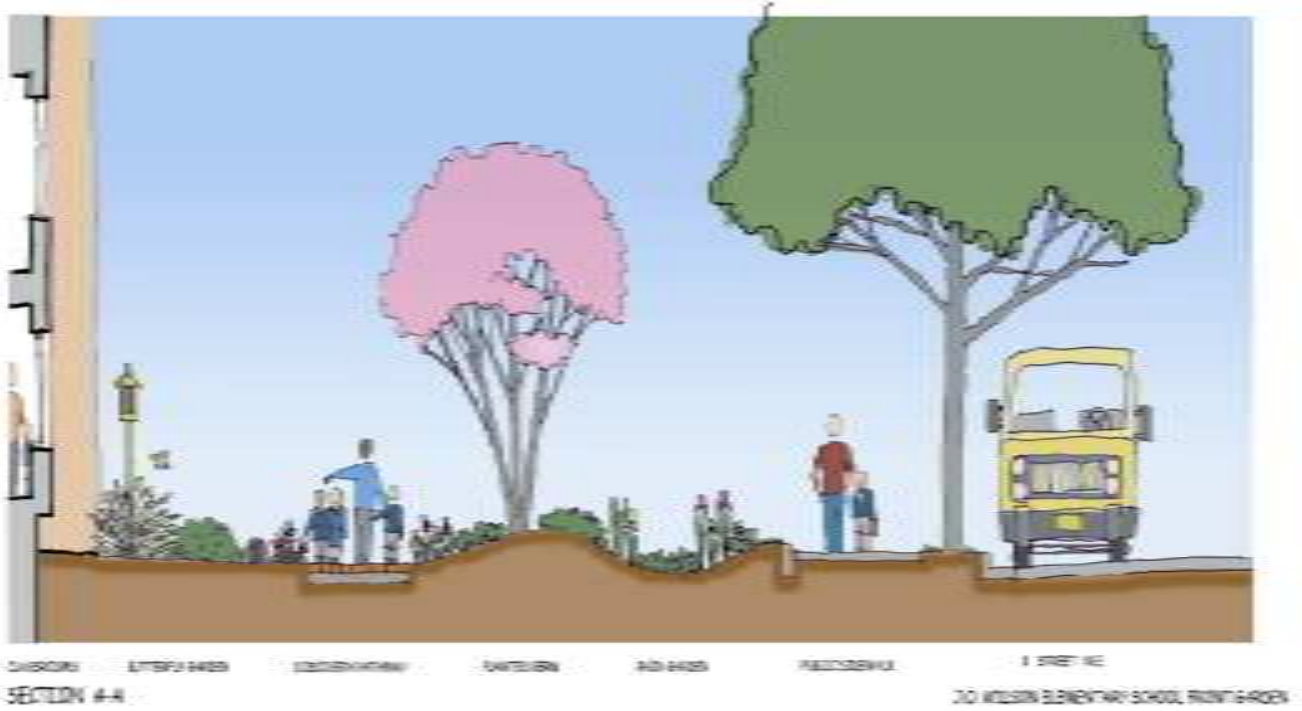
Currently the lights on the schoolyard serve to make the school grounds more useful for the perpetrators by creating shadows. The intensity of the lighting also violates the privacy and space of the surrounding residents. The panel strongly recommends installing cutoff luminaires to minimize off-site spill. These newer technology lights illuminate the grounds in a focused and energy-efficient manner

without generating light intrusion into residences.

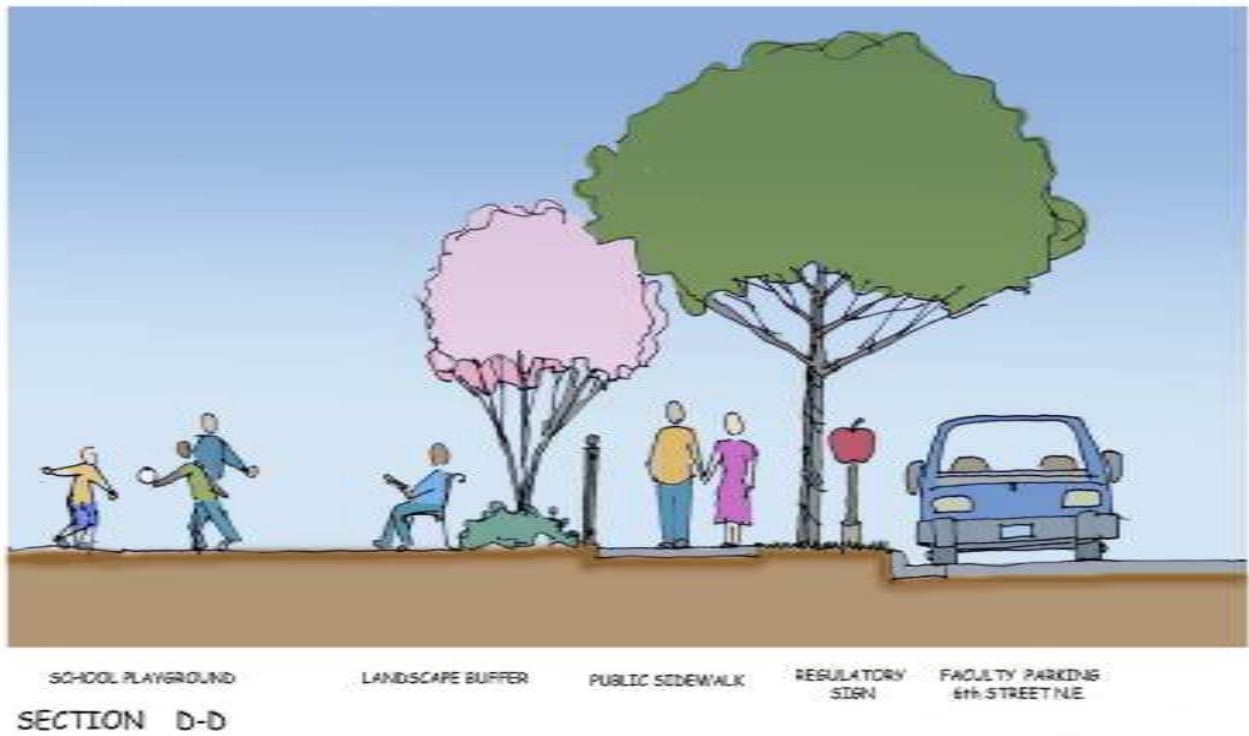


SECTION C-C

Rendering showing improved alley, lighting, fence and fitness trail.
See appendix for larger image.



Landscape along K Street, NE, includes a butterfly and rain garden.



Faculty parking and shade trees should be added along 6th Street, NE.

Phase II: School Modernization

While outside the panel's assignment, the panel found it difficult to look at the revitalization of the school's grounds without taking into consideration the school's future modernization. Considering that the school will likely undergo a full modernization effort in the next fifteen years, the Phase I planning and design recommendations for the grounds were developed in such a manner that when the time comes for the renovation of J.O. Wilson Elementary School, the schoolyard investment will not be compromised. In addition, the panel identified certain improvements to the school that should take place in the first phase if possible and no later than the second phase. The necessary improvements include:

- Replacing all of the exterior windows to make them more transparent and to allow natural light into the classrooms;
- Reconfiguring the main entrance on K Street to create a more inviting entry. This includes expanding the lobby and installing a second set of transparent doors to allow security functions to occur prior to actual arrival within the school; and
- Establishing "plant cells" for use in creating a green roof that can be relocated when necessary to accommodate modernization.

The panel was struck by the octagonal addition and how its architecture provides nooks and shadows along the school's exterior to facilitate criminal activity. The interior of the addition's open classroom format, while functional at this school, does not provide the highest and best use of space and across the city is being phased out with modernizations. As a result, the panel sees an opportunity to redesign the school to make it more efficient and useful for education, while providing a true resource for the community.

In Phase II, the panel recommends removing the octagonal addition and building a new library on the first floor along with a gymnasium and a cafeteria. A separate gymnasium provides students with an alternative for physical education on days when the weather prevents outdoor activities. This is not currently possible because lunches are held in the cafetorium (cafeteria-auditorium) at the same time as recess.

The redesign of the school would create a separate, secondary entrance on 7th Street, NE, providing a community entrance for after-hour use of the gymnasium, auditorium or library. The layout of the school would also allow for the community-use space to be closed off from the remainder of the school after-hours.

The panel was highly sensitive to the fact the current library has done a tremendous amount for the school but believes that moving it to a more central location would provide additional light, visibility and access to the library – further enhancing the students' education.

Given the needed relocation of parking to accomplish the depicted plan for modernization, the panel recommends that in Phase II all parking be moved to the back of the building along the alley where it can be completely accommodated. This modernization plan would allow for the school grounds to remain intact, and provide for additional playing fields or outdoor classrooms.



**Phase II of the school’s modernization includes the removal of the octagonal addition.
See appendix for larger image.**

Revitalization Strategies

The key to implementing the schoolyard revitalization will be developing strategies to secure funding and materials, establishing partnerships, finding ways to improve security in and around the school, and creating a maintenance program for once the grounds are complete.

Project Costs

The panel estimates the cost of the schoolyard revitalization (Phase I) to range between approximately \$1.5 million to \$2 million. The estimate below is based on standard unit costs for open space improvements, including furnishings such as fencing, lighting, etc. The cost breakdown by category includes:

1.	Field Game Area Rehabilitation Remove backstop and fencing, import topsoil, scarify and spread, sod (\$6/SF)	\$175,000
2.	Play Grounds Spray area, equipment, resilient paving for fall zone, landscaping (\$15/SF)	\$300,000
3.	Courts/Hard Surface Play Area Remove existing asphalt, stockpile and reuse base course, repave with asphalt, color coat/game striping, basketball goals, outdoor classroom (\$10/SF)	\$135,000
4.	Discovery Garden New topsoil, grading, wood chip path, plantings (assumes community/school planting) (\$9/SF)	\$100,000
5.	Kitchen Garden Cistern (\$10,000), fencing and gate (included in fencing), timber edging, gravel paths, imported topsoil (\$12/SF)	\$25,000
6.	Entrance Area Enhancements Brick seat wall with precast concrete cap, special paving, new sign	\$50,000
7.	6th Street Enhancements New sidewalk, street trees (\$20/SF)	\$50,000
8.	New Parking Area Demolition of recreation building, demo of pool deck, fill and compact fill in pool, new asphalt, curb and gutter (\$10/SF)	\$100,000

9.	Site Lighting Approximate 25 foot height poles on alley perimeter and interior of site, cut off fixtures.	\$100,000
10.	Fencing 10 foot height along half of 6 th Street, NE, alley and parking. 4 foot height along half of 6 th Street, NE, portion of K Street, NE, and around kitchen garden.	\$100,000
11.	Miscellaneous Site Furnishings Bicycle racks, benches	\$25,000
	<i>Sub total:</i>	<i>\$1,160,000</i>
12.	General Conditions, Design Contingency, Design Fees (30% of construction costs)	\$350,000
	<i>TOTAL</i> (Original order of magnitude estimate was \$2 million)	<i>\$1,510,000</i>

Funding

To fund the project, the panel provided the following breakdown of potential funding sources:

\$750,000	Fiscal Year 2009 Budget. Ward 6 Council member Tommy Wells has requested \$750,000 in the Fiscal Year 2009 budget to seed playground renovations at J.O. Wilson Elementary School.
\$250,000	General funds and contributions from other agencies including the Department of Transportation, Department of Parks and Recreation, Metropolitan Police Department, and the Department of Planning and Economic Development.
\$750,000	Proffers from private development projects in the surrounding neighborhood (Capital Market, NoMa, H Street) and/or funds from Capital Improvements. Currently these funds are five (5) to seven (7) years out, but need to be made a greater priority.
\$250,000	Funds from grants and alternative funding sources, including in-kind contributions secured by the Friends of JOWES.
\$2,000,000	Total Potential Funding

Potential Partners

There are a number of resources that the Friends of JOWES should look to in helping to revitalize the playground. Some of whom have already been mentioned in this report.

City Year. Given the successful interaction that the school has had with the City Year, the panel recommends contacting the organization again to help the students create the outdoor murals, and to participate in the upkeep of the grounds through community landscape blitzes.

Casey Trees. Casey Trees works with community organizations to hold community tree-planting projects. There is a need to add trees to the perimeter of the school grounds and the panel believes that this organization would make an excellent partner to make that happen.



The panel recommends murals for the school walls

KaBoom!. A national non-profit organization headquartered locally, KaBoom! helps communities provide new playgrounds within their neighborhoods through challenge grants, community play space builds, and tools to help organizations like the Friends of JOWES plan and fundraise for the playground.

Local Developers. Developers and Property Managers in the community may be able to provide in-kind contributions towards the completion and upkeep of the school grounds. For ongoing projects, these people may be able to volunteer their heavy equipment, materials and landscape services.

Phelps Career Technical School. Phelps Career Technical School has a very good horticulture program and the Friends of JOWES may be able have the horticulture students volunteer their time to help plant and upkeep the landscaping as well as the gardens.

Gallaudet University. The nearby Gallaudet University's relationship with the school should be maintained so that those affiliated with the University continue to volunteer their time at J.O. Wilson Elementary School.

DC Cares. This local nonprofit organization has a network of volunteers that partner with our region's nonprofit organizations and local businesses. Volunteers can help contribute the restoration of the grounds as well as its upkeep.

Program and Security Improvements

Activating the school and increasing police presence will improve safety for the children and the neighborhood. While the panel is aware that the Metropolitan Police Department (MPD) patrols the school regularly, they feel that if the school could become a stationary patrol area – where officers stop for prolonged periods of time to complete paperwork – a strong message would be sent that this is not an area for criminal activity.

The school currently closes regularly at 6:00 pm in the evening. If the school could be programmed to host indoor and outdoor recreation programs, Boy Scouts, and other civic groups that regularly hold programs until 9:00 pm or 10:00 pm, there would be fewer hours in the evening for illegal activity to take place. The panel recognizes that staff would need to stay after hours to oversee the school and grounds, and that funding would need to be raised to allow for this to take place.

The panel was impressed with the community and their proactive nature in working together to ensure the safety of their neighborhood. The panel recommends formalizing the community's responsibility into a *Neighborhood Watch* program – the panel believes that the more focus there is on the streets and the school ground; the less criminal activity will take place there.

Maintenance and Operations

Ongoing maintenance and operations of the school grounds is an essential element of the project plan. While daily clean-up should remain the responsibility of the school engineer and neighbors, the panel would like the Office of Public Education Facilities Modernization (OPEFM) to assume a heightened responsibility and designate a Grounds Director responsible for multiple campuses throughout the District. The Grounds Director would ensure that maintenance of the school is done on a regular basis, and that maintenance issues are addressed expeditiously. The panel recommends the Friends of JOWES look for creative ways to provide additional upkeep of landscaping. The success of the annual clean-up days in the District should be continued at J.O. Wilson Elementary School with the help of organizations such as D.C. Cares and City Year. The Phelps Career Technical School's horticulture students should be asked to volunteer their time to maintain the grounds and the Friends of JOWES should seek out property managers in the area who may be able to lend their landscape crews to the school through an "Adopt a School" program to upkeep landscape improvements to the school grounds.

Implementation

To begin the process the panel recommends the following five steps:

Step 1

Starting immediately, the Friends of JOWES need to garner the support of the entire 6C Advisory Neighborhood Commission (ANC) and everyone involved with the J.O. Wilson Elementary School, including the administration, the Parents-Teachers Association (PTA), and other stakeholders.

At the same time, the sponsor should be seeking the approval of this panel's concept by the District of Columbia Public Schools so that the concept can be included into the Master Facilities Plan.

Step 2

The Friends of JOWES should then begin to seek approval of the concept from the OPEFM. OPEFM will be the office that organizes and carries out the construction and actual revitalization of the grounds and needs to be a partner and co-champion of this effort.

Fundraising cannot begin too soon, and funds will be needed immediately to finalize the design of the grounds. The Friends of JOWES should begin their fundraising effort and the ANC should begin to advocate for the inclusion of the project as a target for future proffers.

Once the concept has been approved, the Friends of JOWES should begin to have the feasibility and schematic design completed. This process can cost anywhere from \$75,000 - \$200,000. The sponsor should seek out in-kind or at-cost services where possible.

The revitalization of the school grounds must be made a public priority within the Capital Improvement Plan. Currently in the middle of the CIP priority list, the Friends of JOWES, the school administration, the City Council, and the ANC should work to increase the priority of CIP funding for this project.

Step 3

When the funding is in place and the schematics have been approved, the sponsor should begin to prepare construction documents. Once complete, the construction of the first phase should begin.

Step 4

Once Phase I is complete, it will be imperative that the grounds are properly maintained. Fundraising and programming of the space will need to be done to ensure the continued success of the project.

Step 5

The Friends of JOWES, the administration, and the community should continue to pursue the ongoing consideration of Phase II. If no other improvements are made to the school, the panel believes that new windows are a necessity, and if possible, should be completed at the same time as the construction of Phase I.

Conclusion

The panel is aware of the work that the District of Columbia is undertaking to improve the school system. While the panel understands that priority must be given to improve critical elements such as roofing, windows and ventilation systems in the city's schools, the panel does not want the District to underestimate the statement that the exterior of the schools makes to the community. While over 52,000 students are enrolled in the District's schools, hundreds of thousands of people drive past the schools on a daily basis unable to judge whether the schools are improving and unaware of the values that are being taught inside.

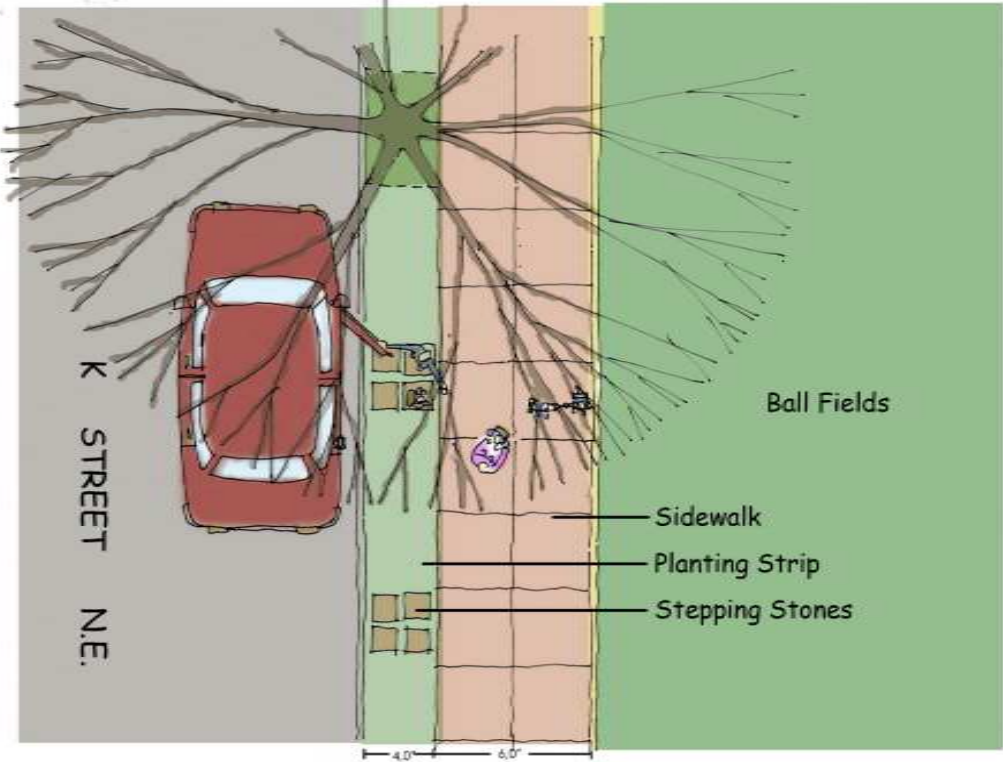
The revitalization of the J.O. Wilson Elementary School schoolyard is an important step in not only extending the principles taught within the school outside, but in extending those benefits to the community. The revitalization of the school grounds can also become a template for other elementary schools within the District of Columbia, further integrating our communities' with the school system and strengthening those vital relationships.

Appendix

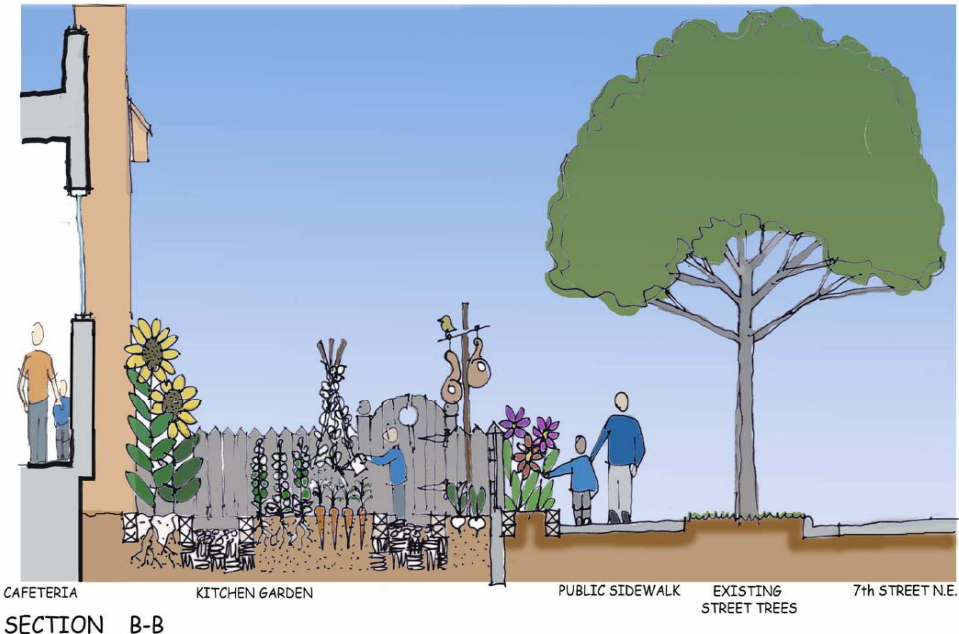
Landscape Master Plan



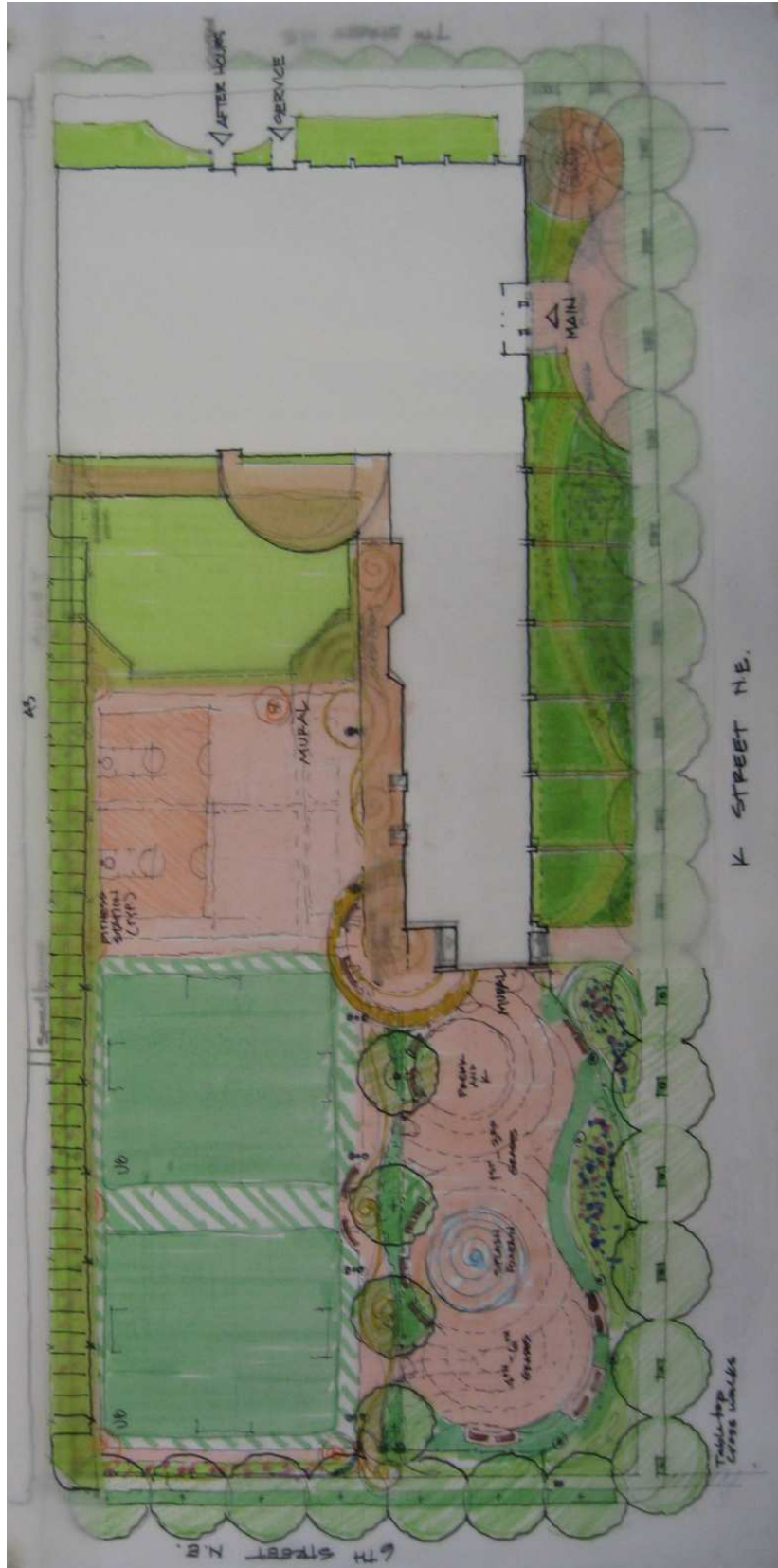
Streetscape Improvements Plan Detail at 6th Street, NE



Sectional Plan: Transition between Housing and School



Phase II: Modernization Plan



About the Panel

Alan Harwood (Chair)

EDAW, Inc.

Alexandria, VA

Alan Harwood is a Principal and Vice-President of EDAW, Inc., a leading planning and design firm. Alan has 25 years of experience in community-based economic revitalization, urban planning, and environmental impact analysis for a variety of public- and private-sector clients. His work has included mixed-use development, affordable housing, major public facilities and attractions, and open space and cultural resources. Alan's projects have won more than 20 professional awards.

Prior to joining EDAW in 1987, Alan worked for a public planning agency, an engineering firm, and a commercial builder. Alan earned a Masters of Urban and Regional Planning from George Washington University and a BS in Geography from the University of South Carolina.

Benjamin Audrain

Cooper Carry, Inc.

Alexandria, VA

Mr. Audrain grew up in Kansas City, Missouri, and attended the University of Kansas where he received his Bachelors of Architecture degree. He spent a year abroad in England where he received both a Masters degree and Diploma in Urban Design from the Oxford-Brookes University. Mr. Audrain also traveled to Copenhagen, Denmark and Australia to further his architectural studies.

Prior to joining Cooper Carry, Mr. Audrain worked on projects in the fields of large retail, low-income housing, mixed-use, townscape expansion and urban infill.

Since joining Cooper Carry, Mr. Audrain has worked collaboratively with Project Designers and Project Managers on developing design concepts for a variety of building typologies and urban development projects.

David Bennett

EDAW

Alexandria, VA

Mr. Bennett has over 25 years of design experience on large- and small-scale projects. He has focused his career as a landscape architect on urban regeneration, the design of the public realm in cities and new communities, the protection and enhancement of

natural environments, and the restoration of historic landscapes in projects throughout the United States as well as in Puerto Rico, Mexico, Great Britain, Turkey, Jordan, and China. As an award-winning landscape architect, urban designer, and architect, he has worked on urban design and mixed use projects, brownfields redevelopment, master plans for new communities, streetscape and urban design guidelines, parks, university and corporate campuses, retail centers, medical centers, historic and cultural landscapes, and heritage tourism projects.

From 2002 to 2005, he worked in EDAW's five offices in Asia on numerous urban design and landscape architecture projects. Prior to joining EDAW in 1997, Mr. Bennett worked in private practice design firms for sixteen years. Mr. Bennett has his Masters in Landscape Architecture from Harvard University and his bachelor of Architecture from Cornell University.

Robert H. Braunohler
Louis Dreyfus Property Group
Washington, DC

Robert H. Braunohler is Regional Vice President of Louis Dreyfus Property Group, responsible for management, leasing, development and acquisition of commercial properties in Washington, DC. Originally hired by Louis Dreyfus in 1976 as project manager for the Washington Four Seasons Hotel, he spent the 22 years from 1979 to 2001 as a principal with The JBG Companies before rejoining Louis Dreyfus. During his 31 years as a local developer, he has been responsible for guiding the development of such signature buildings as the new Washington Convention Center, 1101 New York Avenue NW, the Securities and Exchange Commission Headquarters at Station Place, the World Bank "H" Building, the Inter-American Development Bank, and the Washington Building. Outside of downtown DC, he led the team that developed the GEICO Region 1 headquarters in Fredericksburg, VA, the Washington Post printing plants in Springfield, VA and College Park, MD, Filene Center at Wolf Trap, the Tysons Corner Marriot Hotel, and the renovated General Motors Building in Detroit, MI.

Louis Dreyfus is currently developing the trophy-class office building at 801 Seventeenth Street NW, which will be completed in late 2009. Also under construction is 700 Second Street NE, the third phase of the Station Place development. Rezoning is underway for Capitol Place, a 305-unit condominium project located at the western gateway to the H Street Corridor.

Mr. Braunohler is past president of DCBIA and remains active in that organization, most recently with its Green Building Task Force. 1101 New York Avenue and 801 Seventeenth Street NW are going to achieve "Gold" LEED certification and 700 Second Street NE and Capitol Place are going to be "Silver" LEED-certified. Louis Dreyfus is committed to developing all future projects to at least LEED "Silver" standards. Mr. Braunohler is a board member of the JOBS Coalition, a partnership between the construction industry and the faith-based community, addressing the need to connect the hard-core unemployed with jobs in construction. He is also on the board of a related

entity, the DC Students Construction Trades Foundation, which is establishing a vocational education program in the construction trades at Cardozo High School.

Mr. Braunohler is a member of the Urban Land Institute and of Lambda Alpha International. He graduated from Princeton University, and received a master's degree in business administration from Harvard University.

Mary Filardo
21 Century School Fund
Washington, DC

Mary Filardo founded 21st Century School Fund in 1994 to provide the District of Columbia and other urban communities, leadership, innovative financing solutions, research, and public policy analysis of school facility issues. She has written extensively on these public school facility issues and developed software to support long-range facilities master planning. Before establishing 21CSF, she worked for 25 years in the private sector in building and residential construction management. She has been an active public school parent during the sixteen years her children have been in public school.

Filardo received a BA in philosophy and mathematics from St. John's College, is a 1979 Truman Scholar from the District of Columbia, and completed a MA in Public Policy and Public Finance at the University of Maryland.

Jason A. Fournier, AIA
DMJM Design
Arlington, VA

Jason A. Fournier is a registered architect with 19 years of experience in large-scale building projects. His strengths include the planning, programming and design of educational facilities. His expertise and ability to work with and coordinate consultants in all phases of the design process have led to the successful completion of many complex projects.

Mr. Fournier has also worked as an architect and planner for the new middle and high schools throughout the country including a new Upper School for South Fayette School District; a new Middle School for Rocky River School District; a new Middle School for Bay Village School District.

Mr. Fournier has a Masters in Architecture and a Bachelor of Fine Arts. He is a member of the American Institute of Architects and the Union Internationale des Architectes.

Patricia A. Harris
Holland & Knight LLP
Bethesda, MD

Patricia A. Harris is a Partner in the Bethesda, Md. office of Holland & Knight and practices in the area of zoning and land use. She focuses on representing clients in zoning and land use matters before various administrative boards and commissions and elected officials, including the Montgomery County Council, the Maryland-National Capital Park and Planning Commission Planning Board, the Montgomery County Historic Preservation Commission, the Board of Appeals, Sign Review Board, the City of Gaithersburg and the City of Rockville Planning Commissions.

Her representation includes such matters as site plans, special exceptions, subdivision approvals, historic preservation, local map amendments, zoning text amendments, master plan issues and building permit issues. Through her representation of various clients, Ms. Harris has developed experience on transit oriented developments and other issues relating to smart growth development.

Harris is a member of the Greater Bethesda-Chevy Chase Chamber of Commerce where she serves on the Board of Directors and has been the prior Vice President of Government Affairs and Economic Development as well as the prior Chair of the Land Use and Economic Development Committee. She is on the Board of Directors of the Bethesda Urban Partnership; and she also is a member of the Urban Land Institute where she served as a juror for the Washington Smart Growth Alliance Recognition Program and the 2004 "Reality Check" Effort.

Harris attended the University of Delaware where she received a degree in Urban Planning as well as the George Washington University Law School where she received her jurist doctorate with honors.

Marsha Lea
Principal
EDAW, Inc.

Spanning 27 years, Marsha Lea's career as a landscape architect has taken her from Wisconsin to EDAW's Alexandria office, where she is a principal. A veteran of a wide range of projects, her current focus is on federal buildings, museums, university campuses, historic properties, memorials and botanical gardens, with special interest in cultural landscape, public open space and site security planning and design. Marsha, a frequent lecturer on both university campus planning and site security, counts American University, Catholic University, the Smithsonian, the Architect of the Capitol and Norfolk Botanical Garden among her clients. A native of Wisconsin and longtime resident of Washington, DC, Marsha received a Bachelor of Science degree in landscape architecture from the University of Wisconsin.

Zuhairah Y. Scott
MacFarlane Partners
Washington, DC

Zuhairah Scott is responsible for the underwriting and due diligence of prospective real estate investments made by MacFarlane Properties DC, in addition to assisting in the sourcing, negotiation and closing of such investments. She also is involved in establishing relationships with potential joint-venture partners and overseeing projects that are under construction. Zuhairah currently serves as the day-to-day point of contact on all real estate and finance matters relating to the development of a new 25,000 seat soccer-specific stadium for the D.C. United franchise and the Yards, the \$2 billion, 5.5 MM SF, mixed-use project co-developed by Forest City in Southeast Washington, D.C.

Zuhairah, who has seven years of real estate experience, previously served as a senior investment associate for MacFarlane Properties' affiliate, MacFarlane Partners, in San Francisco. In this capacity, she managed the underwriting and development oversight of more than \$3 billion in real estate assets, including major mixed-use development projects in Washington, D.C.; New York City; and the San Francisco Bay Area.

Zuhairah began her real estate career as an analyst with Hamilton, Rabinovitz & Alschuler, a management consulting firm in New York City specializing in real estate and economic development strategies. While there, she developed a revitalization plan for a 10-mile stretch of the District of Columbia along the Anacostia River and helped form public/private partnerships in Newark, N.J.; Cleveland; Bridgeport, Conn.; and New York City.

Zuhairah has also worked for the Urban Investments Group of Goldman Sachs & Company, where she assisted in the underwriting of prospective real estate developments and corporate investments. She has also worked for the law firm of Shearman & Sterling, the consulting firm Booz Allen & Hamilton, and the Upper Manhattan Empowerment Zone, which invests in start-up and established companies north of 96th Street in Manhattan.

A member of the Urban Land Institute, Zuhairah serves as co-chair of MacFarlane Partners' community outreach committee, which oversees the firm's charitable contributions to non-profit organizations and community groups.

Zuhairah holds a master's degree in business administration from Harvard Business School; a *juris doctor* degree from Harvard Law School; and a bachelor's degree in political science from the University of California, Los Angeles, where she graduated *magna cum laude* and was named outstanding senior of her graduating class of 10,000.

**Pamela Wessling
Staubach
Washington, DC**

Pamela Wessling is a Senior Vice President in the Public Sector Group in the Washington, D.C. office of Staubach's Northeast Region. She has over 20 years of real estate experience in the public and private sectors. She provides clients with in-depth experience and expertise in real estate investment and development, and asset and portfolio management. Pam has worked at the local, state and federal level as well as in the private sector real estate investment and consulting, a combination that benefits our clients interested in public-private transactions. Her Staubach clients have included the U. S. General Services Administration, the Armed Forces Retirement Home, the U.S. Department of Health and Human Services and the U. S. Department of Veterans Affairs.

In Pam's previous position with AEW Capital Management, L.P., she advised federal, state and local governments on portfolio advisory engagements and public-private partnerships. Prior to joining AEW in 2001, she was Chief Investment Officer for the AFL-CIO Building Investment Trust Corporation, advising on the investment of pension funds in real estate development projects, with a special focus on urban redevelopment projects. Ms. Wessling served in the Federal Senior Executive Service as Assistant Commissioner for Portfolio Management for the U.S. General Services Administration's (GSA) Public Buildings Service for several years, developing portfolio policies and practices to manage 330 million square feet of leased and owned real estate, managing the capital program, and collaborating with customer agencies on their space needs. She also served as Director of Planning and Development for the Massachusetts Turnpike Authority and Assistant Director for Design and Development for the Boston Redevelopment Authority.

Pam Wessling served as the president of the board of the Allston-Brighton Community Development Corporation (ABCDC) in Boston when the ABCDC created a schoolyards program to help increase and improve the amount of open space in the neighborhood. Shortly after the program began, the City of Boston established a competitive process to award funds for improving schoolyards. ABCDC worked with the neighborhood schools, students and residents to develop concepts and submit applications. Many of the schools supported by ABCDC were awarded grants and ABCDC helped them through the design stage and assisted in choosing public artists.

Pam attended Wellesley College and is a graduate of the Nova Scotia College of Art and Design (B.D.) and the Massachusetts Institute of Technology (M.C.P.). She is a member of the Urban Land Institute and served on its National Program Committee representing the Public Private Partnership Council.