INTRODUCTION

A. PURPOSE

The Educational Specification is intended as the basis for the renovation and expansion of the Grant School Building to serve the needs of The School Without Walls (SWW), an alternative high school program within the District of Columbia Public School System (DCPS). By setting forth very specific requirements, the Educational Specification familiarizes the members of the design team with the requirements of SWW. It is expected that the Educational Specification will be refined before the design process.

The renovation and expansion are anticipated to take place within the context of a public/private venture which would finance the modernization of SWW in exchange for development rights and/or other consideration related to property owned by the District of Columbia and controlled by the DCPS. However, these educational specifications can also be used in a traditional design, bid, build process.
B. PROJECT JUSTIFICATION

Since the inception of The School Without Walls (SWW) in 1971, there has been continued high demand for admission to its program by DCPS students seeking an alternative to the traditional comprehensive high school environment. The school is centrally located and readily accessible by public transportation for the students who come from every ward in the District of Columbia.

The Grant Building that houses SWW was built as an elementary school in 1882. It is one of the few public schools that are over 100 years old and still operating in the District. Although somewhat mitigated by the “Without Walls” component of the SWW program, the original concept of the building does not support a modern academic program at the secondary level.

The SWW science classrooms do not support The National Science Teaching Standards recommendation that 50% of all science classes be laboratory based. They were converted from elementary classrooms and have inadequate or no lab facilities. SWW does have access to off-site labs at area colleges and universities, but it is limited by space shortages. The chemistry classes alternate locations—one class period at SWW and one class period at the chemistry lab at University of the District of Columbia (UDC). The biology lab at SWW, has limited running water and a refrigerator that is shared with other classes and student lunches. There is no physics lab at SWW or use of one off site.

SWW does not have a physical education facility of its own, and classes must use off-site locations wherever they can be found. The nearby GWU facilities are in almost constant use by their own programs and classes, making SWW use sporadic at best. Other indoor and outdoor facilities across the city pose similar scheduling problems.

The Grant Building is old and in poor condition. Although the overall structure is sound, there are serious deficiencies. The roof leaks; the heating system is obsolete; and the electrical system is inadequate. The 116-year-old windows are no longer repairable. The student bathrooms are located in the basement and are inadequate for the number of students attending the school.

SWW is unique within the DC Public School System because its academic program fully integrates the resources of the city into its daily schedule. Its downtown location makes this possible. It is located within the GWU campus and the site itself has historic value. Potential for development of a part of the property through public-private partnership and for lease income could generate revenues that could finance all or part of the modernization project. Whether the District finances the modernization of SWW through its District of Columbia capital budget or it is financed by a partnership, the modernization of The School Without Walls is an important capital project. This school combines the strengths of urban education in Washington, DC--access to public transportation that reaches all sectors of the city and proximity to universities, hospitals, museums, government and private sector agencies and offices. Within the SWW program is the strength of a sound academic, civic and career education.
Section One: The School Without Walls Education Program

A. The School Without Walls Philosophy and Mission

SWW is an alternative high school within DCPS, established in March 1971 as part of the “alternative schools” movement. Modeled after the successful Parkway Program in the School District of Philadelphia, SWW was created to provide a small school environment for students who had difficulty adjusting to the large, traditional public high school. While it has changed somewhat in this original mission, it still provides an alternative learning environment for students.

It is the philosophy of SWW that education becomes more meaningful when students actively participate in their educational program and are provided opportunities to test classroom theory with practice.

SWW provides a quality student-centered environment that maximizes integrative, interactive, experiential learning within the framework of the humanities. This is achieved by using the “city as classroom” and the school as a model of collaboration among staff, students and parents.

The instructional program encourages and emphasizes teaching approaches in which learning activities are carried on throughout the community—in museums, businesses, courthouses, law firms, social service agencies, the National Zoo, hospitals, and congressional offices. Course offerings are increased and enriched by student access to classes at George Washington University, the University of the District of Columbia and Howard University.

The DCPS Administrative Handbook describes The School Without Walls as “...a demanding alternative college preparatory program that seeks to foster independence and creativity. Academic opportunities include internship, apprenticeship, and independent study.”

The intimate scale of the school, the small class sizes, the small school building, its geographic location in the city, and its proximity to a nexus of public transportation are integral to the mission of the school.
B. Classroom-based Instructional Program

1. Humanities

Outcomes:
Students will:
• Understand literature and arts within an historical and cultural context.
• Undertake a close reading of a survey of ancient, classical and modern prose, drama, and poetry.
• Master composition and be experienced in its various forms including descriptive and narrative modes, thesis and expository writing, research papers and creative writing.
• Know how to use library and other information collections, including those available through the Internet, to enrich their reading and writing.

Graduation Requirements: All students must take a Humanities course each year to fulfill the four-year English requirement. Advanced Placement classes for qualified students are available in Language and Composition, and Literature.

Electives: Examples of electives that have been or are offered are: Journalism, Public Speaking, Technical Writing, African Literature and Drama. In addition to classes during the school day, the humanities department is involved in the production of a literary magazine, a student newspaper and the drama club.

Instruction and Methodology: Classes meet for two hours and ten minutes, twice a week. Instructional methodologies include lectures, seminars, group projects, guest speakers, videotapes, field trips and research. The use of the “city as classroom” enriches, but does not replace, classroom instruction. In a modernized SWW, the “city as classroom” will expand to a “world-wide classroom” by integrating multi-media into the curriculum. This will enable students to develop skills in communicating complex ideas in a multi-media format, access ever-expanding quantities of information and ideas, and specialize and individualize elements of the humanities program.

A modernized SWW will enable the humanities program to engage in a more intense project approach to learning. The Folger Theatre has a program, “Bill’s Buddies”, that could provide intensive exposure to classical dramatic literature in a “hands-on” context if space were available.
2. Social Studies

Outcomes:
(Adapted from National Standards for U.S. and World History)

Students will:
• Examine the influence of ideas and interests.
• Consider multiple perspectives.
• Reconstruct patterns of historical succession and duration.
• Compare competing historical narratives.
• Consider multiple causation.
• Compare and contrast different sets of ideas.
• Analyze multiple causation.
• Assess the importance of the individual.
• Hypothesize the influence of the past.
• Interrogate historical data.
• Utilize visual and mathematical data.
• Appreciate historical perspectives.
• Identify gaps in the historical record while constructing a sound historical record.


Electives: The Social Studies Department offers electives in Street Law and Psychology.

Instruction and Methodology: Most classes meet two hours and ten minutes, twice a week. Classes are conducted as lecture, large group discussion and small group discussion. Class time may be given for students to work independently on assigned projects, which is often conducted in the school library. Several annual social studies events around which social studies work centers—History Day, Geography Competition, Crisis Simulations, Bill of Rights Competition, Moot Court, Mock Trial Competition and Historical Fiction Project—involves the need for both display space and performance space.

The Social Studies program is an excellent candidate for interdisciplinary work. The most logical links are with Humanities, but there are connections between social studies content and all the other departments. Books, maps and other materials are used intensively in the Social Studies curriculum. Students and teachers need Internet access in the classroom.
3. Science

Outcomes:
Students will:
- Acquire and integrate major concepts and unifying themes from the life, physical, and earth/space sciences.
- Be able to interpret and explain information generated by their exploration of scientific phenomena.
- Demonstrate ways of thinking and acting inherent in the practice of science.
- Learn positive attitudes toward science and its relevance to the individual, society and the environment; and demonstrate confidence in their ability to practice science.
- Demonstrate the ability to employ the language, instruments, methods and materials of science for collecting, organizing, interpreting, and communicating information.
- Demonstrate the ability to apply science in solving problems and making personal decisions about issues affecting the individual society and the environment.

Graduation Requirements: All students must successfully complete three lab science classes. These are typically biology, chemistry and physics. However, science electives may be substituted for chemistry and physics.


The electives are taught at an introductory level. Advanced science classes are available to students through partnerships with GWU and UDC. With increased enrollment, resultant increase in staffing, and provision of modern science labs, it will be possible to provide more advanced level science classes at SWW.

Instruction and Methodology: Basic biology, chemistry and physics classes meet two hours and ten minutes twice a week. The optimal instruction in science is 50% lab and 50% lecture during each class period. A modernized SWW will be designed to support cooperative learning activities, hands-on laboratory experiments, interdisciplinary team teaching, computer simulations, distance learning and independent student projects. In biology, first quarter classes are held at SWW. Second quarter class work is outside the building at museums, the National Zoo and the Department of Agriculture Aquarium. Third quarter classes are held at SWW; and the fourth quarter classes use the US Botanical Gardens, the Smithsonian Museum of Natural History and outdoor plant resources. This format will continue in a modernized SWW.
4. Math

Outcomes:
Students will:
• Be mathematically literate.
• Value mathematics.
• Be confident in their ability to do mathematics.
• Be problem solvers.
• Learn to communicate and reason mathematically.

The SWW math program subscribes to the current standards adopted by the National Council of Mathematics for grades 9-12, which are based on the following assumptions:
• At least three years of study will be required of all secondary students.
• These three years of mathematical study will revolve around a core curriculum differentiated by the depth and breadth of the treatment of topics and by the nature of applications.
• Four years of mathematical study will be required of all college-intending students.
• All students will study appropriate mathematics during their senior year.

Graduation Requirements: Students must complete Algebra I or its equivalent, Geometry and Algebra II to meet the three carnegie units required in math

Electives: Precalculus, Integrated Math III and Calculus. Advanced math students have access to classes at GWU and UDC for electives.

Instruction and Methodology: Classes meet for two hours, twice a week, or one hour and ten minutes, four times a week. The instructional methodology is designed to meet the needs of various learning styles, abilities, achievements and interests. This is accomplished through lectures, practice, projects, cooperative learning and problem solving, guest speakers and use of technology (hand graphing calculators and computers).

In a modernized SWW, there is a desire to integrate more technology into the math curriculum to enable students to improve their understanding of concepts through multiple representations and connections, mathematical modeling and interactive mathematical problem solving. Since SWW teaches students in heterogeneous groups, technology will support the individualized progress of students at advanced, grade level and remedial stages. In a modernized SWW, with science lab capacity, the math and science departments will be able to offer the context for integrated and interactive problem solving.
The classroom needs the capacity for flexible seating arrangements to accommodate individual, small and large group set-ups as well as for project activities for up to 30 students. The math classrooms should be in close proximity to the science labs.

5. Foreign Language

Outcomes: Students will show continuous development in the target language in:
- Oral communication.
- Listening and comprehension.
- Literacy.
- Understanding of and the ability to discuss traditions, values, patterns of meaning and behaviors in different cultures.

Graduation Requirements: All students must complete two consecutive years of one foreign language. Level I and Level II classes are available in French and Spanish.

Electives: Level III in French offered at SWW and more advanced foreign language instruction is available to SWW students at Howard University.

Course Content: Language courses cover phonology, grammar and lexicology, and introduce students to the cultures of the countries where the language is spoken as first or second language.

Instruction and Methodology: Classes meet for two hours and ten minutes, twice a week, or one hour and ten minutes, four to five days a week. Classes are communication based, immersing students in real life situations in the target language and culture. Instructional methodologies include oral communication activities, e.g., role-playing, dramatization, dialogue, describing pictures, and taping speaking and story telling. Students develop portfolios, write journals, view films and videos and read current foreign-language magazines, newspapers and novels. Students play games, perform music, dance and cook together. Educational technology, composing email and World Wide Web research are integrated into the classroom.

Students use a classroom library to obtain reference and resource materials for class projects. There are dictionaries, encyclopedias, and many other books, newspapers and magazines at their disposal. They find books they need or enjoy at various times, after completing tests or projects or when finding information for a report or project. This “instruction” involves all students, is on-going, and is supported by the school library’s resources.
Classes are held in embassies, museums and restaurants; visiting speakers are invited to inform students about careers that require fluency in a foreign language.

The classroom needs to accommodate up to 25 students and 10 computers.

6. Visual Arts

Outcomes:
Students will:
- Understand and apply media techniques and processes in the creation and production of art.
- Understand historical art movements and art of other cultures.
- Think and write critically about art, choosing a variety of subject matter, ideas and symbols to communicate.
- Appreciate the arts through study and creative self-expression.
- Make connections between the visual arts and other content areas, careers and the artist’s role in society.

Graduation Requirements: All students must have .5 credits in art to graduate.


Instruction and Methodology: Most art classes meet two hours and ten minutes, twice a week for half the year, once a week for the full year, or five times a week for half the year, depending on the number credits earned. The majority of the classes are composed of hands-on activities supported by lecture, demonstration, discussion and critique. Students create works of art, study their own and others’ art, analyze their work in written and oral presentations and maintain portfolios of their work. Visiting artists, art historians and representatives of college-level art programs are integral to instructional methodology. Students regularly visit local art museums and galleries.

The Art Department participates in school-wide educational activities, is responsible for the annual SWW Video Yearbook and participates in the National Panasonic Kid Witness News Program, Channel One and the Corcoran Art Mentorship Program. Students from SWW are encouraged to participate in metropolitan area exhibits and contests. Traditionally, they create a school-wide exhibit at the International Arts Festival and participate in the Congressional Art Awards exhibition.
A modernized SWW will provide the opportunity for increased video production and computer based graphic design and art. Collaboration will increase among the art, music, dance, drama, humanities and social studies programs through interdisciplinary projects centered in a performance space in the SWW facility.

7. Music

Outcomes:

Students will:
- Participate in musical expression—individual and choral singing, individual and small ensemble instrumental music.
- Understand musical works and the history of music.
- Create original musical works.
- Think and write critically about music.
- Appreciate music through study and creative self expression.

Graduation Requirements: All students must successfully complete .5 credits in music.

Electives: Chorus and string ensemble.

Instruction and Methodology: These methods are taught by teacher-lecture demonstration.

Music Humanities Integration: Focuses on ½ lecture and ½ hands on music activities. Students will study the music culture of specific historic periods. This will involve composing, and the duplication of music and instruments.

8. Library Media Program

In support of SWW’s mission, the library media program will:
- Enable resource based, interdisciplinary learning and teaching.
- Link classroom study and textbook learning to associated bodies of knowledge and the “city as classroom.”
- Foster school-wide scholarship through library research instruction.
- Serve as a conduit for meaningful application of technology to the curriculum.
- Support departmental initiatives to expand literary experiences and engender the love and habit of reading among SWW students.

Outcomes:
• The School: demonstrate engagement in high level scholarship in instructional programs and as individuals.
• Teachers: go beyond textbook teaching by using a school-based library collection, university library resources, public libraries and quality sources on the World Wide Web.
• Students: be able to negotiate various information systems, be empowered to pursue and explore their own intellect and develop a love of reading.

**Instruction and Methodology**: These outcomes will be achieved by establishing a functioning library that utilizes contemporary information technology and has appropriate and sufficient resources for students. The library will have a strong collection of books with high reading appeal to students. In collaboration with the Humanities Department at SWW, the library media program will create and implement an instructional program in research methodology that uses technology. The library media program will facilitate improved information technology competency among teachers and develop and support school-wide initiatives that engender the love and habit of reading among students.

The library media center will be a place where resource-based teaching and learning, small group projects, interdisciplinary exploration and individualized learning can take place simultaneously.

9. **Health, Physical Education, and Dance**

**Outcomes:**
**Students will:**
• Learn the mechanics and discipline of maintaining healthy, strong bodies.
• Become literate and self-directed learners of health related topics.
• Develop motor and cognitive skills that enable them to engage in various levels of sports play.
• Develop the capacity for self expression in movement and dance.

**Graduation Requirements:** Every student is required to complete one carnegie unit of physical education and .5 credits of health. Most students attending SWW bring .5 credits in physical education with them.

**Electives:** Aerobic Fitness, Bowling, Swimming and Body Conditioning and Weight Training meet the core physical education requirements. Classes are also offered in Dance and Movement, Choreography and Improvisation and Dance and Music Video.

**Instructional Methodology:** The physical education class involves both a cognitive and experience-based curriculum, which uses class discussion,
research and project development. Sports activities—swimming, indoor track, bowling, basketball, volleyball, softball and racquetball—take place off site. Students develop specific skills and apply their knowledge of various sports in real play.

Health class is conducted as an academic class with intense utilization of community health related resources, such as the National Museum of Health and Medicine, the American Lung Association, GWU Hospital, the American Red Cross, the Hospital for Sick Children and the American Cancer Society.

Students develop skills and self awareness through movement and dance. Body Conditioning and Dance classes use the dance studio at GWU. Other physical education classes and performances take place at the Washington Sports Club, GWU’s Smith Center and the National Capital YMCA.

SWW is developing a competitive inter-high sports program with teams in swimming, track and field, softball, baseball and volleyball. Students are permitted to play on teams at their in-boundary school if they choose.

10. **ESL**

Outcomes:
Students will:
- Gain English language proficiency in listening, speaking, reading and writing.
- Become familiar with the culture and structure of an American high school and the community.
- Be exposed to multicultural literature and be able to relate literary themes to their own lives.
- Develop critical thinking skills through an integrated language arts curriculum.
- Prepare to enter and succeed in academic content classes.

**Graduation Requirements:** All incoming SWW students whose native language is not English must submit to language proficiency assessment to determine whether they are eligible for ESL instruction. Initial assessment and placement is administered by the International Student Center for Orientation and Assessment at Roosevelt High School.

The ESL curriculum is aligned with the DCPS English language arts standards, preparing students for the transition from ESL into language arts classes alongside their native English-speaking peers.

**Electives:** Public Speaking is offered to ESL and mainstream students.
**Instruction and Methodology:** ESL instruction takes place in English. Students are grouped by English proficiency level. Lessons and instruction are customized to meet the varying and changing needs of each individual student. Class size is small to ensure personal attention can be given to each student. Students receive instruction both inside and outside the classroom, taking full advantage of the opportunities for cultural and language exchange.

There is currently no designated classroom for ESL instruction at SWW, due to limited space. Most ESL classes are “portable” and held at various neighboring sites, including GWU facilities, local parks and cultural institutions. While use of the city as classroom will continue with a modernized SWW, an on-site ESL classroom will make resources and materials accessible to both teacher and students in an environment of security and continuity.

**C. School Wide Educational Activities:**

SWW students engage in numerous school wide educational activities beyond classroom-focused instruction, as a part of the multi-cultural orientation of the core humanities program. There are annual showcases related to African American, Hispanic American and Asian Pacific Heritages. There is an international festival. Guest speakers visit SWW to talk about various subjects on a regular basis.

There is no assembly room in the building large enough to accommodate school-wide assemblies. Informal assemblies every Wednesday morning for the whole student body in the front hall of the school—for announcements, acknowledgements of student achievements, and notice of specific activities or issues affecting the school as a whole—build a sense of community among students, administration, and faculty. But, the space is not large enough. All formal assemblies are held off site.

**D. Special Programs**

Students at SWW spend 15-20% of their time outside the classroom as interns in area businesses and agencies, attending college courses for credit and in individualized study programs. It is important to note this unique aspect of SWW’s academic program in developing and implementing an appropriate space program that differs from a more traditional comprehensive high school space program.

**E. Technology**

The proposed integration of technology into the learning process is central to the SWW program. Access to appropriate technology is crucial to development of interdisciplinary teaching approaches and to maximize access to resources outside the school, creating a twenty-first century School Without Walls.

**F. Food Service**

SWW has no cafeteria and no capability for food service. Students eat at the GWU’s
Marvin Center, buy lunches from street vendor stands and local retail fast food establishments, or bring their lunches from home. A small microwave in the chemistry room and a refrigerator in the biology room are the only support for eating lunch in the building.

G. Non-SWW Programs
In addition to supporting the SWW program, GWU uses the building for classroom teaching space in the evenings. GWU pays minimal rent for these activities under a use agreement with DCPS, but does not use the school for classes extensively. The space and scheduling requirements of GWU in a modernized SWW need to be delineated.
II. ENROLLMENT AND STAFFING

A. Student Population

Enrollment for the 2000-2001 school year was 320 students. There was a small ninth grade, a typically smaller class of approximately 40 students, with the balance of the students enrolled in the tenth, eleventh and twelfth grades. When the school first began in 1971, it enrolled 150 students, with ten teachers, one counselor, and a principal. In more recent years, enrollment has ranged from a low of 222 in the 1990-91 school year to a high of 326 for the 1999-2000 school year. Projected enrollment for the 2001-2002 school year is 320 students.

SWW Student Enrollment 1990-91 to 2000-2001

<table>
<thead>
<tr>
<th>School Year</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>1990-1991</td>
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<tr>
<td>1991-1992</td>
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<td>1992-1993</td>
<td>239</td>
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<td>1993-1994</td>
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<td>1994-1995</td>
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<td>1995-1996</td>
<td>297</td>
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<td>1996-1997</td>
<td>319</td>
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<td>1997-1998</td>
<td>321</td>
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<tr>
<td>1998-1999</td>
<td>320</td>
</tr>
<tr>
<td>1999-2000</td>
<td>340</td>
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<tr>
<td>2000-2001</td>
<td>310</td>
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</table>

SWW is a citywide alternative senior high school. Students must apply and be accepted in order to enroll. Students come to SWW from throughout the District of Columbia.

3-year record of SWW students by zip code

<table>
<thead>
<tr>
<th>98-9</th>
<th>99-00</th>
<th>00-01</th>
<th>Zip</th>
<th>Sect</th>
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<td>11</td>
<td>20003</td>
<td>SE</td>
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<td>Fort Dupont</td>
</tr>
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</table>
The student community includes a wide variety of educational, social, economic, and ethnic backgrounds. The diversity of the student body is considered an asset to the program. Current ethnic and gender breakdowns follow.

**School Without Walls 2000-2001 School Year:**
**Enrollment by Race and Ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Black</td>
<td>67.19%</td>
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<tr>
<td>White</td>
<td>19.38%</td>
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<tr>
<td>Hispanic</td>
<td>4.69%</td>
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<tr>
<td>Asian/Pacific Islander</td>
<td>8.44%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.31%</td>
</tr>
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</table>

Male 34%
Female 66%

Since no lunch is provided through the school, there are no figures for student family income based on free or reduced lunch. However, students do come from a wide range of family economic backgrounds.

**B. Instructional Staff (Teachers) 2000-2001 School Year**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teachers</th>
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</thead>
<tbody>
<tr>
<td>Biology</td>
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<tr>
<td>Chemistry</td>
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</tr>
<tr>
<td>Physics</td>
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<tr>
<td>Humanities</td>
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<td>Social Studies</td>
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<td>Math</td>
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<td>Music</td>
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<td>Art</td>
<td>1</td>
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<td>Physical Education</td>
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<tr>
<td>Dance</td>
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<tr>
<td>Business</td>
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**Total Teachers** 22.5
### Instructional Staff (Support) 2000-2001 School Year

<table>
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<th>Quantity</th>
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<td>Library aide (vacant)</td>
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<tr>
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<tr>
<td><strong>Total Instructional Support Staff</strong></td>
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### Administrative Staff 2000-2001 School Year

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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal</td>
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</tr>
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<td>Administrative aid</td>
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<td>Office clerk</td>
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<td>Business Manager</td>
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<td>Data Entry</td>
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<td>Security aide</td>
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<tr>
<td><strong>Total</strong></td>
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</tr>
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III. EXISTING FACILITY

A. History
The current school building is located on G Street between 20th and 21st Streets, NW (Square 80, Lot 829). It was constructed in 1882 as the Analostan School and renamed the Ulysses S. Grant School in 1890. It was originally designed as an elementary school and was used for that purpose until 1977. The SWW program has occupied the facility since then.

The building is constructed in a red brick Romanesque style typical of several similar contemporary elementary school structures in the District. The exterior facade includes decorative pilasters and brickwork, stone lintels and sills, and a “tower” used to mark the entry bay. Entry stairs are stone. Roofs are slate. The building includes roughly 32,300 gross square feet comprising three floors and a basement. All levels are used by the school. A freestanding privy addition at the rear of the building shown on early drawings has been demolished. The school is largely as it was originally built, with no additions or major exterior alterations.

SWW is one of the earliest surviving school buildings anywhere in the District of Columbia. According to a recent report from DCPS, the school is located on a historic site. It is eligible for historic status in Washington, D.C., and an application for designation by the District was made in November 2000.

B. Site and Location
The site is 29,711 square feet (0.63 acres). The school faces G Street, NW, while the site passes through the block to F Street. To the east the school parking lot abuts GWU’s recently renovated University Inn that houses faculty offices used by the School of Education. The west side of the site abuts the rear yards of town houses. The rear of the site fronts F Street and includes a small basketball court. The surface has broken up, and weeds grow through the cracks. This section has been cited by staff as unsafe for student athletic activities. It is used as overflow parking area for parent meetings and teacher parent conference days. The asphalt parking area contains approximately 30 spaces. It was resurfaced in 1995. Gate and fencing at F street and adjacent to the GWU property are in good condition. The remainder of the fencing is in fair condition. There is no greenspace on the site.

The location of the school is integral to its program. It is within the borders of the campus of GWU, which is located adjacent to the central business district of Washington. The school is also close to the Foggy Bottom Metro served by the Orange and Blue lines. Proximity to the Metro enables students from throughout the District to reach the school. It also facilitates access to internships, student participation in classes at other schools and universities, and class work at Smithsonian museums and the National Zoo.
D.  
Zoning
The site is zoned R-5-D.  A copy of the metes and bounds survey from the District Surveyor is attached.  A pro bono preliminary analysis of the zoning issues affecting the site was prepared by the law firm McGuire, Woods, Battle and Boothe.

BUILDING CONDITION

A.  Exterior Envelope
Roof and Gutters: The vast majority of roof consists of slate shingles with metal gutters.  Some slate is deteriorated or missing. The building engineer reports that, while most remaining slate appears to be in good shape, the tarpaper under the original roof has deteriorated. Roof leaks are a significant problem. Despite efforts by maintenance staff leaks still occur in three classrooms, the library, and third floor hallway.  The metal roof over the girls and boys toilet also leaks. The building engineer has limited interior damage by placing buckets in the attic to catch water before it damages classrooms.

Built-in metal gutters have corroded and are leaking. Wood framing supporting the gutters has rotted. School staff report that some patching and repairs have occurred over the years, but water damage continues due to failed gutters. Downspouts have been replaced in the last five years and are all in working order.

Masonry: Brick joints at the exterior are deteriorated. Damage at interior walls has resulted from water penetration at the northeast elevation. The entire building needs repointing.

Windows: Windows are original three over three and six over six double hung wood sash, with arched transoms at the first, second, and third floors. The windows are in poor condition. Many muntins have rotted, making it impossible to replace cracked and broken lights at many windows. Rather than replacing broken or cracked windows, the school system secures the panes with Plexiglas. In some cases, Plexiglas sheets cover entire window units where glazing is too loose or muntins are too damaged to allow repair. Many windows on the second and third floors are inoperable.

B.  Structure
Structurally, the building appears to be in basically sound condition. Exterior walls are masonry. Floor and roof framing are wood. Original interior walls are typically plaster on lath.

A basement level storage area extends under the entry stairs and the F Street sidewalk. The sidewalk is supported by steel beams that were seriously deteriorated. These beams were replaced in Spring of 1999.

There are no obvious signs of settling or major cracking in basement or exterior walls,
with one significant exception. The second exception is a one and a half inch wide crack which is approximately 12 feet long, in the chemistry classroom storage area, where a ductwork chase offset is separating from the main wall. It is not readily apparent why this is taking place. Tadjer Cohen Edelson is investigating this condition.

C. Interior Finishes
Plaster finishes are typically in good condition, except on the third floor where there is water damage due to gutter or roof failure. Asbestos tile floors throughout the building were (removed and retiled?) where they were in poor condition.

D. Mechanical Systems
There are two heating systems for the facility: hot air and a gas fired steam heat system. The primary system for heating classrooms is forced hot air delivered by an interesting but antique heat distribution system. Heat is provided by a massive bank of radiators in the basement level fan room which act as a plenum. A wide leather belt drives a massive hot air distribution fan in the fan room which forces air up through shafts and grilles built into the original walls between classrooms.

The second system includes two 34-year old boilers that provide steam to radiators in the hallways, the school office, and to one classroom (209) on the second floor. Despite their age, the boilers are reported to be operating well due to good maintenance. They are significantly less efficient than modern units.

Due to subdivision of original classrooms into smaller classroom spaces, there are four classrooms with no heat. Five additional classrooms consistently suffer from inadequate heating. Eight classrooms, the library, computer room, and the school office have no heating controls and are consistently too hot.

There is no central air conditioning. Window units are installed in the Main Office, Library, Counselor’s Office, Computer Lab, and one classroom (312). All window units are currently operable. Free standing air-conditioning units were provided to classrooms, but the electricity is not sufficient to operate them reliably and …

The kitchen space used for limited teaching on the second floor needs an exhaust hood over a currently operating gas stove. A second gas stove is not connected but would also need a hood. The kitchen equipment is not of a commercial grade.

E. Plumbing Systems
Most plumbing dates from the installation of interior fixtures, although some domestic water supply lines have been replaced. There is currently a leak in an elbow in the main water supply into the building in the 3” water line that feeds the building. It is in the basement level women's toilet and conveniently leaks into a floor drain. Plans are being made to replace the deteriorated elbow. However, the water will need to be turned off at the street since no valve exists before the location of the leaks. Water
pressure appears adequate.

Hot water is provided by gas fired water heater located in the basement mechanical room. The hot water supply is reported to be adequate for current needs, but is slow to reach the upper floors. For approximately two and a half months beginning February 1998, there was no hot water in the school because the hot water heater began leaking from the bottom and had to be turned off by the building engineer.

There is only one location for student restrooms. One girls’ bathroom and one boys’ bathroom are located in the basement of the school. The bathroom fixtures are aged and the layout of the bathrooms is inadequate. There are two bathroom facilities for adults—one between the basement and first floor and one off the teacher’s room on the third floor. There is a third single toilet as part of the health room on the second floor.

Drinking fountains, where they occur, are in fair to poor condition. There are inadequate plumbing facilities for science classes and the cooking class. The school has no cafeteria or similar food preparation areas.

F. **Fire Suppression**
The building is partially fitted with sprinklers. It lacks related code compliant fire alarm system items including pull stations, lights, strobes, bells, and smoke detectors.

G. **Electrical System**
A 600-amp service is provided to the building. There are circuit breaker panels of various sizes up to 225 amps in the basement and on each floor. In the winter months there are problems with tripping of circuit breakers in panels on the second and third floors when unheated classrooms use electric heaters to stay warm.

Only the main office, computer room, and one classroom have had additional electrical outlets installed. Most classrooms, cloakrooms, and other spaces have a limited and inadequate number of duplex outlets.

There is no digital phone system. The existing telephone system is outdated.

H. **Technology**
Although most classrooms have been cabled for a computer network, the cabling has not been connected to work stations or servers. The library is equipped, through a satellite dish in the parking lot, for distance learning, and cable television is hooked up to the 23-inch television in the library. Connection to the Internet is available at one computer station in the library and nine stations in the computer room on the second floor. The Internet is available to students, faculty, and staff, but only on a limited basis.

The school has only the most basic equipment with limited video and audio recording
and editing capabilities. To supplement the limited capabilities at SWW, the art teacher works with students on video production using facilities at other locations.

I. Security
No building wide electronic security system exists. There is no closed circuit television system. There are no metal detectors. There are no provisions for off-site security monitoring during non-school hours. There is no office for a security officer, however there is a security desk at the entrance to the school.

J. Accessibility
The building is not accessible to people with disabilities. No program areas exist at grade. There is no elevator to serve the four floors. Signage, where it exists, is not ADA compliant. Entry doors are not accessible. It would be extremely difficult for a mobility-impaired or otherwise disabled student, staff member, alumnus, parent, or other visitor to attend, work at, or visit SWW.
IV. PROJECT GOALS AND STANDARDS

A. Design Goals
The design goals listed below have been identified during discussion among DC Public School personnel, SWW staff, students, parents, the 21st Century School Fund, and the architect from Einhorn Yaffee Prescott who has been working with the 21st Century School Fund to develop the education specifications.

1. Educational Program
The facility’s primary goal is to house and support educational programs consistent with the SWW mission. The building spaces and amenities must facilitate current and anticipated instructional methods and curriculum in order to provide the best possible educational opportunities and outcomes for SWW students.

2. A Sense of Place
Community is essential to the operation of the SWW. This is particularly important given the fact that students may spend significant time off campus. The building’s design should create memorable spaces and a strong and consistent architectural identity to support this. Gathering areas will be a key element in providing orientation, focus, and identity. The school community is committed to maintaining the intimate character of SWW as it increases enrollment and size.

3. Public Image
The upgraded facility should present a new “public face” consistent with the significant improvements in the facility and the unique nature of the SWW program and its relationship with the community. Assuming that the solution incorporates the existing building, the historic importance and character of the existing building should be respected.

4. Flexibility
Building layout and systems should ensure flexibility of use. Changes in instructional approach, curriculum, and student requirements are inevitable over the anticipated life of the new facility. Wherever possible, the building should accommodate change without substantial additional expense.

5. Technology Integration
A modern SWW will integrate technology, including computer and video use, distance learning, and Internet and Web access, as well as other communications and multi-media technology into the learning process for students and staff. Telecommunication and technology should be available throughout the school and across classes and disciplines. It is anticipated that SWW will be the first Washington, D.C. high school with advanced integrated education technology in place on a school-wide basis.
6. Partnership with GWU and: rewrite
SWW is located within the GWU campus plan and has a programmatic as well as facility relationship with the University. The design and development of a modernized SWW should include the University in its planning. The current facility is available after regular school hours to GWU under a use agreement with DCPS. It is anticipated that there will be continued and likely increased use by GWU in a fully modernized SWW facility.

As part of the planning for a modernized SWW, DCPS has the opportunity to:
- Formalize the programmatic elements of the SWW/GWU partnership.
- Provide for reliable use of GWU facilities needed for the SWW program.
- Provide for reliable use of a modernized SWW by GWU.
- Explore possibilities for development of a portion of the SWW site to generate revenue for the modernization of SWW.

Access by Community
The upgraded facility should be available as a site and community resource for non-school activities, including meetings for alumni and various community groups. Consistent with DC Public School’s mission, it is not possible to provide community resource space, in addition to school program space, unless additional funding sources are identified to meet the additional costs. Therefore, maximum flexibility is desired.

7. Code Compliance and Accessibility
The upgraded facility will comply with all applicable building codes. The upgraded facility will allow complete programmatic and physical access for people with disabilities, including compliance with ADAAG. Students with learning disabilities and/or physical impairments that preclude full participation in school activities will be included to the greatest extent possible, and provided with specialized classes where appropriate. The upgraded facility should avoid the isolation of special education functions.

8. Security
A sense of security is crucial to a proper learning environment. Ready supervision of all student areas, including circulation routes and outside areas should be possible. Access to the high school should be controlled and the number of access points to the building minimized. It should be possible to secure unused portions of the school when only limited areas of the school are in use especially on nights and weekends.
B. Project Standards

The modernization of the SWW should comply with all DCPS standards, which are in effect at the time of design and construction. The Goals 2000 Interim Report recommends overall school and classroom space area guidelines.

Interim Construction Standards were prepared for use with the Oyster School Public Private Development Partnership and can be used to guide the construction of a modernized SWW.

1. Maintainability and Cost Efficiency
Materials and systems should be appropriate to the heavy use and wear to be expected in a fully occupied high school. Proper selections will help minimize maintenance costs, operational costs, and damage to and deterioration of the physical plant.

Consistent with the other project goals, the design should make the most efficient use of the District’s resources. Long-term (operational) costs should be minimized. This comment is particularly important in the selection of building finishes and engineering systems.

2. Energy Efficiency
The facility will be made significantly more energy-efficient than the existing building and will include an integrated energy management system to minimize operational costs. Maximum energy usage for the finished project should be no more than 45,000 BTU/GSF per year, assuming operation of ten hours a day and 200 days per year.

3. Indoor Air Quality
It is important that the best possible indoor air quality be maintained. Ventilation and filtration should exceed ASHRAE guidelines without excessive energy consumption. Care should be taken in the selection, installation, and detailing of interior materials and systems to avoid outgassing and high levels of particulate matter.

4. Building Ecology (Green Issues)
To the extent possible, the new work should minimize use of non-renewable and/or non-recyclable materials and resources and materials containing high amounts of embodied energy. Use of local materials and sources should be maximized. These concerns apply to selection of the building structure and base systems and to the maintenance and operational costs, materials, and systems to be put in place after construction. The construction process should maximize opportunities to recycle materials. Use of alternative and nontraditional materials, systems, and methods should be considered in order to achieve these goals.
5. **Mechanical System**
Mechanical systems will be determined as part of the design process. Systems should minimize operational cost and life cycle costs, be serviceable and maintainable with a reasonable level of staff effort. To the extent possible, sunlight should be integrated into the lighting and heating design.

6. **Plumbing System**
Plumbing systems should be provided consistent with the requirements of the applicable codes. Care should be taken in the selection of fixtures and systems to ensure accessibility by persons with disabilities and to minimize consumption of resources.

7. **Fire Protection**
The school should be fully fitted with sprinklers consistent with the D.C. Building Code and NFPA requirements. Fire signaling devices should include all ADA required signaling.

8. **Electrical Systems**
Code compliant electrical service and distribution should be provided as required to support the school’s program. Emergency power will be required for life safety, emergency lighting, and communications systems.

9. **Telecommunications**
The modernized facility will include:
- Internet/Web Access at all work stations
- SWW Network
- SWW Video Network
- Modern Telephone System
- Distance Learning Capability
- Video and Sound Recording/Editing Capability

10. **Security**
Provision of a safe learning and working environment and protection of the significant capital investment in building fabric, systems, and educational equipment are requirements. The building provide on- and off-site monitoring of exterior doors, motion detectors at circulation spaces and areas of security concern (computer rooms, science laboratories, etc.), and fire and life safety systems. Provision of a closed circuit television system should be considered.

Security requirements and provisions should be coordinated with the Security Office of the DCPS system.
BUILDING PROGRAM

A. Design Basis for Size of the Modernized SWW

Enrollment

For the purposes of this project, anticipated enrollment for the modernized facility has been set at 429 students, which is 90% of capacity. The design capacity is 477 students. This number was selected after significant discussion. It seeks balance between the demand for access to the school’s program by DCPS students and parents and the school community’s desire to maintain the unique character of the educational and social environment. The unique character is due in no small part to the relatively small enrollment of the school. An enrollment of 429 was considered on the high side for the SWW community, with a preferred enrollment of 400. The enrollment increased as a result of establishing required instructional spaces to support the educational program, and maintaining the discipline of a per square foot efficiency for building utilization.

An increase in enrollment was, however, considered desirable due to the following:

• **Staffing limitations under current enrollment of 300 students.** Using the FY1998 budget guidelines for staff allocations for an alternative school, 19 full time ET-15 teachers can be assigned to SWW. An enrollment of 400 would increase the teacher allotment to 25 full time teachers, giving the school more program flexibility.

• **High demand for admission to SWW.** As one of only four self-contained small alternative public high schools in the District of Columbia, there is more demand for placement at SWW than space permits. When it is a fully modernized facility, there will be even more pressure for admission to SWW, and the District should be prepared to respond with some increased capacity at SWW.

Even with high District drop out rates and a decline in overall District population, an increase in secondary school population has been provisionally projected. 1 Although the District of Columbia has continued to lose population, it is experiencing enrollment increases which impact District alternative and magnet school programs. In anticipation of these pressures, an increased capacity is justified.

An enrollment of 429 students, however, is the upper end of what can be

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1 Demographic Study and Enrollment Projections for District of Columbia Public Schools: A Report to the Task Force on Education Infrastructure; The Grier Partnership; July 1995.
accommodated on the current site. Most importantly, the educational environment fostered by a small enrollment restricts the extent of facility expansion. Additionally, the capacity of off-site facilities used by SWW at UDC, Howard University and GWU are important elements of the SWW program, and must be factored into the final architectural program.

B. Projected Staff—429-Student Modernized SWW

Projected Instructional Staff (Teachers)

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<td>Humanities</td>
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_Total Projected Teachers_ 28.5

Projected Instructional Staff (Support)

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_Total Projected Support Staff_ 4

Projected Administrative Staff

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<td>Assistant Principal</td>
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<td>Administrative aid</td>
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<td>Office clerk</td>
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<td>Counselor</td>
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<td>Counselor aide</td>
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<td>Attendance Counselor</td>
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<td>Attendance aide</td>
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</tr>
<tr>
<td>Security aide</td>
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</table>
C. Proposed and Current Space Requirements

The following program described in the Comparison Summary presents net and gross square footage requirements for the School Without Walls program for 439 students. It is based on interviews and discussions with representatives of SWW and DCPS, as well as observation of existing school facilities.

Standard high school educational specifications for gross and net square feet per student have been approved by the Board of Education. At the high school level, the recommendation is approximately 197.1 gross square feet per student for a 400 student high school. SWW is currently operating with approximately 100 gross square feet per student. This Specifications proposes 144.1 gross square feet per student. Since approximately 20% of the time students are off site at internships or classes in other schools, students either bring food from home or use public and GWU eating establishments for lunch, and physical education is primarily held offsite, it is possible to design a smaller facility for the SWW educational program than would be possible for a self contained high school in an isolated location.

This Education Specification for the School Without Walls provides for a 439 student high school with large assembly, gymnasium and food service offsite. It includes 15 basic classroom areas, including 3 generic science labs; music, art and black box theatre performing arts space; library/media center; health education classroom and onsite locker rooms; a student commons and health suite; and administrative, instructional and maintenance support areas.

To support these spaces, the Specification recommends a 63,240 SF school. The current facility is 32,300 SF.
V. SPACE REQUIREMENTS

This section includes detailed requirements for individual spaces including adjacencies, finishes, engineering, communication, and special requirements. This material expands on the basic space requirements outlined in the Comparison Summary of Standard DCPS Senior High School Education Specifications and School Without Walls Education Specifications in Section IV.

Space needs are developed in categories as follows:
- Teaching Stations
- Shared Functions
- Administration
- Support Functions
- Site Requirements

The individual space requirements assume the existence of an SWW Network and SWW Video Network. The SWW Network would allow interconnection between internal and external computer systems including, at a minimum, controlled Internet access and an internal network which could be used for staff/staff and staff/student communication, and to provide a resource for both teaching and student work. The SWW Video Network would provide both access to external video sources (cable and satellite television, distance learning activities) and internal video sources (recording/play of in-house materials or real time activities).
ZONING ANALYSIS PREPARED FOR 21ST CENTURY SCHOOL FUND

POTENTIAL ACQUISITION OF 2130 G STREET, N.W.

OWNER: District of Columbia

PARCEL: Square 80; Lot 829; Property is located in the Foggy Bottom neighborhood and is situated within the George Washington University Campus Plan. However, it should be noted that George Washington University (GW University) does not own the Property.

DEVELOPMENT NAME: School Without Walls (Grant)

SITE SIZE: 29,711 square feet

TITLE: We have not reviewed the title to the Property and we disclaim responsibility to determine whether there are any restrictions upon title that might affect the use of the Property. We recommend that a reputable title company be retained to prepare a title bringdown. A bringdown will enable you to determine the state of the title, including any existing liens and easements.

We have not made a physical inspection of the Property, and we have not engaged others to do so in connection with the issuance of this letter. Accordingly, we expressly disclaim responsibility for matters contained herein which require information that a physical inspection of the Property would reveal.

ZONING: This zoning analysis is based in part on the assumption that actions of officials and official bodies reflected in documents submitted to us or reviewed by us have been duly and properly taken in accordance with the applicable requirements of the District of Columbia's enabling laws and the ordinances, bylaws or rules or procedures adopted by the relevant bodies.

R-5-D (Residential-Medium-High Density)

The Property was the subject of a city wide rezoning in 1992 that changed its zoning from an R-5-C district to an R-5-D district. The purpose of the rezoning was to amend the text of the District of Columbia Municipal Regulations (DCMR), Title 11, zoning so as to eliminate inconsistencies with the Comprehensive Plan. The rezoning created and mapped a new R-5-C zone district with height and density standards between the prior R-%-B and R-5-C zone districts. The previous existing provisions for the old R-5-C district became those of the revised R-5-D, while those of the old R-5-D district became those for the newly designated R-5-E district. See Exhibit A "Amendment."

The major matter of right uses for the R-5-D district include multiple dwellings, youth residential care home, and child development center. A list of all the uses permitted in an R-5
district is attached as Exhibit B "R-5 District."

   An R-5D structure can have a maximum height of 90 feet (with no limit on the number of stories), a maximum floor area ratio of 3.5 for all structures, and a maximum lot occupancy of 75 percent. A copy of the District's regulations of height, area, and density regulations for residential districts is included. See Exhibit C "Zoning Regulation."

PROFFERS/DEVELOPMENT CONDITIONS: None

PENDING ZONING VIOLATIONS: None

PENDING SITE PLAN APPLICATIONS: None

EXISTING COMPREHENSIVE PLAN DESIGNATION: The Property site is presently identified as "institutional use" on the Comprehensive Plan Land Use Map.

GEORGE WASHINGTON UNIVERSITY CAMPUS PLAN DESIGNATION: The Property is presently designated "educational mixed use." According to the GW University Campus plan, this classification can include classrooms, laboratories, libraries, student activities facility offices, parking, parks and open space, and related support functions. See Exhibit D "Campus Plan Map."

HISTORICAL DESIGNATION: None. The Property is not presently listed with the D.C. historical Preservation Division, nor is an application for such a listing pending.

ZONING CONCLUSION/RECOMMENDATIONS: According to D.C. tax records, of the 29 lots contained in this square, 22 of the properties are owned by GW University (See Exhibit E) "Tax Records"). The remaining properties are owned by others. This information clearly suggests that one of the uses that can be made of the Property is to sell or lease this Property on a long-term basis to GW University.

While it appears that the GW University would like to consolidate its holdings in the area, other investment options should be explored in order to determine the best option for the land. The Comprehensive Plan for Ward 2 reflects conflicting tensions in terms of future development plans for the area (See Exhibit F "Ward 2 Plan"). The Plan for Ward 2 specifically addresses the effect of GW University's presence on the existing housing stock and on the commercial retail leasing market. Future development objectives of the area suggest a desire to better manage the growth and expansion of GW University. Toward this
end, the Plan advocates requiring written justifications for non-dormitory development, increased emphasis on GW University providing adequate on-campus parking, and better integration of development objectives with the residential and historical nature of the area.

Given the strong presence of GW University, as well as the need for student-oriented housing that exists in the area, proposed development options may do well in considering dormitory or apartment construction in the area. This construction could be done either in conjunction with or apart from the GW University. Such uses would be consistent with the existing zoning for the area, while at the same allowing the land to be a steady income-producing alternative for the District of Columbia. While the purpose of this analysis is merely to identify the zoning environment for the area, such a use would seem to well serve the area and at the same time meet conflicting needs and objectives presented in both the Comprehensive Plan for Ward 2 and the GW University Master Campus Plan.