

Planning Specifications

Educational and Community Program
Description and Space Needs

Bruce Monroe Elementary School

October 6, 2009

Bruce-Monroe Educational Program Specifications
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Purpose of Educational Specifications

This document describes the extensive and complex programs, services and operations of Bruce-Monroe Elementary School which is currently in consolidation at Park View Elementary School. It is primarily intended to be used by a developer and architect to formulate a site plan - - and eventually a new school design - - for sharing the former school site with residential, commercial or retail development along Georgia Avenue.

The new elementary school at the Bruce-Monroe site is proposed as a public/private partnership, where a portion of the site will be developed for another use. This is expected to help off-set the public cost of the school. Discussion of what type of development partner would be compatible with the school is not included here. While any development on a portion of the site will have an impact on the size and conditions of the school portion of the site, the educational program goals and the resulting school facility needs remain fairly constant.

In addition to framing the requirements for a new school and development, these educational specifications could be equally useful in adapting the current Park View building to better accommodate the school's program in the near or long-term. To the extent that grade configuration decisions might be altered (pre-kinder to 5th, pre-kinder to 3rd, etc.), these specifications will be modified or augmented to reflect that change.

The consolidated schools should return to a new school at the original Bruce-Monroe site within three or four years. A discussion of how best to use the historic Park View School will become important as soon as negotiations begin with a developer for a public/private partnership at Bruce-Monroe. Both the Park View neighborhood and DCPS will want to assess future educational needs in the area, particularly whether a middle school International Baccalaureate program or other magnet may be needed by DCPS as it builds programs to retain students at the middle-school level.

Note on the School Name: The consolidated school is currently called "Bruce-Monroe at Park View", reflecting the names of both schools and the location at Park View. However, since the intent at consolidation was to return the combined institutions to a new building at the Bruce-Monroe site, for simplicity's sake, the school will be referred to here simply as "Bruce-Monroe".

The 21st Century School Fund has prepared these preliminary specifications with support from grants from the Agnes E. Meyer and the Morris and Gwendolyn Cafritz Foundations. Our work with DCPS and Bruce Monroe is designed to pilot the role of facility planning in school improvement and how an integrated educational and facility planning process may improve teaching, administration, community-school connections, and therefore, student outcomes.

BRUCE-MONROE ELEMENTARY SCHOOL PROGRAM OVERVIEW

Bruce-Monroe Elementary School is one of 66 pre-school or pre-kindergarten through 5th or 6th grade elementary schools in the District of Columbia Public Schools portfolio (DCPS). As a DCPS school, Bruce-Monroe comes under the administration of the Mayor and the Chancellor. The school served 361 students from Pre-School to 5th grade in 2008-2009, in 2009-10 that number has jumped to 411. It is one of a half-dozen DCPS schools with a specialized dual-language focus, teaching in Spanish and English. It is in the Columbia Heights area of Ward I in the center of Washington, DC, a densely populated urban area near busy bus routes and subway stations, not far from Howard University, the Soldiers Home and the Washington Hospital Center. 2008-2009 was the first year of its consolidation with nearby Park View Elementary School at the Park View facility; the two schools were roughly ½ miles apart.

Philosophy, Mission & Values of the Dual Language School

The Bruce-Monroe at Park View school plan for 2008-2009/2009-2010 states the school mission:

Bruce-Monroe at Park View Elementary School is dedicated to providing a trusting instructional and social environment where the entire community works as a partnership. We believe that every child has an inherent right to an education regardless of his or her sex, race, ethnic, socioeconomic or religious background. The school community works together to promote the greatest level of academic achievement in Spanish and English, ensuring quality education. Bruce-Monroe at Park View students will be well-rounded, self-reliant and internationally competitive bilingual citizens.

It is one of a handful of elementary schools in the District that have embraced changing multi-cultural neighborhoods by initiating dual-language, Spanish/English programs whereby students absorb the standard curriculum, learning equally in two languages. With its consolidation, Bruce-Monroe added a strand of English-only primary and intermediate level classrooms to accommodate students who had not had a foundation of early childhood education in both languages.

Bruce-Monroe is imbued with an attitude of outreach to parents and purposeful communication between home and school and among the school staff. Teachers work together with a willingness to assist each other and a sense freedom to attempt new approaches to teaching. This attitude extends to the city-wide ED (emotionally disturbed) special education program that has established a home at Park View with two self-contained classrooms, each with a small number of students identified with severe emotional disabilities.

In the grade-level classrooms, the specials classes and special education classrooms, teachers put a high importance on expanding students' horizons with a variety of experiences. The school's proximity to public transportation makes possible excursions to the monumental core of the city, to the zoo, parkland and waterways. Field trips are a particularly important core component of the after school program during the summer.

Both Bruce-Monroe with its Tellin' Stories project and Park View with the STEPdc program came to the consolidation with strong, long-term community partners who continue to provide services at the unified school. This sustained outside support in addition to having a full time parent coordinator on staff at Bruce-Monroe has created a strong framework for the schools' active, out-spoken and well organized parent body. Parent meetings are frequent, with discussion

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conducted in translation; communications are sent home in both Spanish and English.

Overall, the elementary program provides a challenging, rich and varied learning environment, incorporating a multitude of teaching and learning styles, and encouraging respect for every individual: those in the dual-language Spanish/English program; those in the English-only classes; and those in the school's small self-contained special education program for students identified as emotionally disturbed.

Additionally, the school has a history of partnership with neighborhood recreation centers. The Park View Recreation center across Otis Street from the school has long instituted programs and used the facility at Park View with the recreation center facility available to the nearby elementary school students. Similarly at the old Bruce-Monroe a youth center made use of the old gymnasium as a recreation and training center, a function that many in the neighborhood hope will return with the public/private partnership.

Student Body

The school has a multi-cultural and diverse student body composed primarily of Hispanic and African-American students who are largely low-income. In 2008-2009 the school's 361 students included 295 (82%) who were eligible for free and reduced price lunch, 194 students (54%) were English language learners, and 31 (9%) were classified as special education students. 59% of the students were classified as Hispanic, 40% were African American and 1% of the students were Asian. Kindergarten through 4th grade classes averaged 54 students; there were fewer younger and older students with 5th grade at 41 students, Pre-Kindergarten, 32 students and Pre-School, 16 students. By 2009-10 the enrollment has increased by 50 students but the profile of the students remains largely unchanged.

Bruce-Monroe Students 2009-2010¹

Total: 411

Free & Reduced Price Lunch: 387 (94%)

English Language Learners: not yet available for 2009-10 - 194 (54%) in 2008-09

Special Education: 45 (11%)

Hispanic: 237 (58%)

African American: 172 (42%)

Asian: 2 (.5%)

Enrollment and Classes per grade, 2009-2010

Class	Students per class	# of classes	Total students
DCPS 3 year old PS	17-18	2	35
Pre-kindergarten	14-15	3	43
Kindergarten	15-16	3	46
1st Grade	15-16	4	63
2nd Grade	18-19	3	55
3rd Grade	18-19	3	57
4th	17-18	3	53
5th	14-15	3	43

¹ Student enrollment numbers as of September 30, 2009

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Self-contained Sp Ed ED, K-3rd	6	1	6
Self-contained Sp Ed ED, 4 th -5 th	10	1	10
Total		26	411

Planned Enrollment and Classes per Grade for New Bruce-Monroe Elementary School at 2 Classes per Grade

Class	Students per class	# of classes	Total students Minimum	Total students Maximum
DCPS 3 year old PS	15-18	2	30	36
Pre-kindergarten	18-20	2	36	40
Kindergarten	18-20	2	36	40
1st Grade	18-20	2	36	40
2nd Grade	18-20	2	36	40
3rd Grade	20-25	2	40	50
4th	20-25	2	40	50
5th	20-25	2	40	50
Self-contained Sp Ed K-3rd	6-8	1	6	8
Self-contained Sp Ed 4 th -5 th	6-8	1	6	8
Total		18	306	362

Planned Enrollment and Classes per Grade for New Bruce-Monroe Elementary School at 3 Classes per Grade

Class	Students per class	# of classes	Total students Minimum	Total students Maximum
DCPS 3 year old PS	15-18	2	30	36
Pre-kindergarten	18-20	3	54	60
Kindergarten	18-20	3	54	60
1st Grade	18-20	3	54	60
2nd Grade	18-20	3	54	60
3rd Grade	20-25	3	60	75
4th	20-25	2.5	50	64
5th	20-25	2.5	50	64
Self-contained Sp Ed K-3rd	6-8	1	6	8
Self-contained Sp Ed 4 th -5 th	6-8	1	6	8
Total		24	418	495

A new school is projected to serve three classes per grade from pre-Kinder through third grade

and 2 to 2 and ½ classes per grade for 4th and 5th grade with two classes for pre-school students (half classes would be accommodated with a variety of split or looped classroom organizations).

Because of the paired classroom functioning of the dual-language program, accommodating enrollment growth requires variations on the roller-coaster model. Sufficient enrollment for a third, but not a fourth classroom during the roller-coaster years (Kindergarten through 5th grade) would require having a completely bi-lingual teacher manage a single classroom to provide curriculum in both languages. Looping classes so dual-language pairing occurs between grades or splitting grades might also be ways to allow for shifting numbers of students in any one class-year grouping.

The number of students per class currently is quite low, in part due to the need for the English-only component; this small student to teacher ratio may not be sustainable from a budgetary standpoint. It is hoped that class sizes will reach the limits provided for by the current (2004-2007) WTU contract: 15 students in pre-K without an aide and 20 students with an aide; 20 students in Kindergarten through second grade; 25 students in grades 3-5. However, typically, there is a range of class sizes, some under and some over these target class sizes.

Teachers and Staff

The number of teachers and service providers at the school was augmented in 2008-2009 with the institution of full-service staffing that accompanied consolidation. In the current 2009-10 school year, there are sixty adults involved directly with student instruction in some capacity: as classroom teachers, special subject teachers, counselors, social workers, the special education teachers and coordinator, instructional coaches, the principal, assistant principal and dean of students in addition to eight early childhood aides and the after-school coordinator; two visiting therapists provided services to individual students on a weekly basis.

A support staff of a fourteen people managed the day-to-day operations, including the parent coordinator, three front office staffers, two part-time school nurses, the building engineer and three custodians, three cafeteria workers and two security staffers. Seventy-two adults work at the school, most of them on a full-time, daily basis. In addition, there are four or five staffers affiliated with two community partners who are at the school on a daily or weekly basis, as well as numerous individual tutors and mentors.

Grade-Level Coordination and Instructional Coaching

Teacher coordination within the dual language programs and between the dual-language and English-only program occurs with grade-level meetings on a regular basis, usually weekly; these meetings are in addition to daily meetings before the start of the school day. Particularly because the dual-language program requires daily coordination between paired classrooms, a heightened level of professional communication is the norm. One ELL instructor focuses on coordinating the dual language program to ensure that teachers are supported, especially within the expansion grade, which extends fully to 5th grade in the current 2009-10 school year. “Specials” instructors and specialist teachers for English Language Learners also take part in regular grade-level planning. The two instructional coaches add to this spirit of communication and collaboration by working individually and collectively with teachers in the classroom and through instructional work-sessions, helping particularly with analysis of assessment information and the classroom use of technology at all levels.

Special Education

Special education services are available to Bruce-Monroe students with IEPs (Individual Education Plans) who are integrated into general education classrooms or assigned to additional pull-out services. The small city-wide program for students identified with severe emotional problems functions in addition to the regular special education team at Bruce-Monroe. A marked respect for the teachers, aides and students in the two-classroom ED program is expressed by the general education staff along with a desire to more fully integrate the expertise available through this specialized program. Future expectations are that city-wide programs will gradually be disbursed with each neighborhood school serving special needs students with specialized programs as needed within their neighborhood schools.

After School, Saturday School, Summer School

After School for All, servicing nearly $\frac{3}{4}$ of the students during the regular school year, aims to reinforce classroom learning on a daily basis in a more informal atmosphere that provides homework assistance and tutoring and promotes safe and active play and recreation for students every day until the early evening. After School for All is directed and supported by the DCPS central administration with a full time coordinator who works exclusively with Bruce-Monroe. The program at the classroom level is primarily staffed by regular classroom teachers. After-School for All and the mid-year Saturday Scholars program as well as the summer school and the summer after care program all continue efforts to reinforce and sustain achievement through extended day and extended year programs at the school.

School Day and School Year

The facility is in use most of each week-day and throughout most of the year. The official school day starts at 8:45 and ends at 3:15, but the extended day begins with breakfast at 8:00 a.m. and ends with the final after school activities at 6:00 p.m. Evening meetings, parent-teacher conference days and weekly use of the gym by the Park View Recreation Center frequently keeps the facility busy into the night.

The school year generally starts during the last week of August and ends the third week in June; summer school is generally 5-6 weeks from the end of June through the beginning of August and it too includes an after school component. A summer feeding program managed by the Office of the State Superintendent of Education continues providing meals at the school throughout summer vacation breaks.

A mid-winter vacation break extends for one or two weeks at the end of December and the beginning of January with another week-long break at the end of March or the beginning of April. With two weeks at the end of June and another two weeks mid-August, these are the only “down” times during the year – a total of seven weeks interspersed throughout the year.

GRADE LEVEL ACADEMIC PROGRAM

Dual-Language Immersion with English-only Classroom Strand

Bruce-Monroe is one of a half-dozen DCPS elementary schools that have gradually instituted a Spanish/English focus over the past several decades as their populations included more Hispanic students. This dual-language program continues with the consolidation, starting all incoming students at the early childhood level in the dual-language program but retaining a strand of English-only classrooms in 2008-09 from Kindergarten through 5th grade to accommodate the

students from Park View who did not have a foundation in Spanish. The dual-language program extends fully through 5th grade in the 2009-10 school year. Because entering students at the early childhood level are enrolled in the dual-language program, the number of students in the English-only strand should slowly diminish with the last English only classroom entering 5th grade in 2014-2015.

The dual-language program completely encompasses the District standards of learning, but provides equal time to delivering the curriculum in Spanish and English. Bruce-Monroe uses a “roller-coaster” model where paired classrooms of students switch daily after lunch between their English and their Spanish teacher. Teachers carefully coordinate curriculum coverage, generally with a four to six week thematic focus where one teacher will cover reading, literacy and writing and the other math and social studies - - then they trade off subjects for the next period. Each teacher’s classroom creates an immersion environment in the target language so students make an entire language and cultural switch daily.

English-only Classrooms

In the English-only strand flexible groupings of students are re-arranged frequently throughout the day for whole-class, small group and individual work. As with the dual-language program, English-only students have special subjects daily, starting with Kindergarten, although Pre-Kindergarten takes part in physical education classes and music classes. The English-only strand has an additional weekly FLES class (Foreign Language for Elementary Schools) which provided Spanish language and culture weekly on a specials basis.

Special Subjects

Special subjects include weekly classes with the librarian, music, art and physical education teachers in addition to the FLES, (Foreign Language for Elementary School) class for the English-only students. Science is currently taught as a weekly special with additional classes for 3rd through 5th grade students, although additional science programming within grade-level classrooms is expected to accompany increased testing in this area. These specials take place in their own spaces: a large library with a newly outfitted computer center next door, converted classroom space for art, science and music. There is a small gymnasium and a gym office to accommodate the physical education program which also makes use of the playing field and basketball court at the adjacent Park View Recreation Center. At present, special subjects are taught in English by English-dominant instructors. There is a general understanding of the need to more fully integrate the specials with the regular classroom curriculum and thematic units, both English-only and dual-language.

EARLY CHILDHOOD: PRE-SCHOOL AND PRE-KINDERGARTEN AREAS

Number of Students, Teachers and Classrooms

The pre-school program at Bruce-Monroe is growing with the single pre-school classroom in 2008-09 expanded to two in 2009-10. The number of students per class is low in early childhood education; pre-school classes generally are about 18 students with an aide, pre-K and kindergarten is usually capped at 20 students with an aide. There are two pre-school classrooms with one teacher and an aide and three pre-K classrooms, each with an aide.

Educational Approach

A major goal is to build a foundation of trust and warmth both between teachers and students and among the children; to create an environment where it is safe to take risks and make mistakes; to nurture and extend each child's sense of belonging to the group; to foster independence and responsibility in work, care for materials and care for others.

Pre-school and pre-kinder students do not switch classrooms in the dual-language program, but experience both Spanish and English with their classroom instructor. Pre-school classes engage in music, art, and physical education within their classrooms except that pre-K students have a regular physical education class and a special music class once per week. Parents are encouraged to volunteer in the classrooms to read to and guide children. They take an active role in managing students at breakfast and leading them to their classrooms daily.

Pre-School Standards and Expectations

This all-day program for three-year-olds is play-based, in a nurturing environment giving the children opportunities to learn concepts, skills and behaviors that will prepare them for future school success. Learning standards for this age level focus is on the cognitive, social, and physical development of each child. Activities are richly experiential, using a wide range of materials to help children increase their skills in listening, asking, waiting, sharing, taking turns, expressing themselves verbally, using their hands for small motor skills and their whole bodies in gross motor skills. Children are introduced to pre-reading, writing and mathematic concepts but primarily through hands-on play-like activities. Standards for older toddlers (3 year olds) can be found on the OSSE website "Early Learning Standards for Infants, Toddlers and Pre-Kindergarten, 2008". For example, in the language domain, older toddlers (3 year-old pre-school students) are expected to be able to:

- . . . experiment with scribbling and begin to connect it with communication:
- Use a full-hand grasp to hold and manipulate writing tools.
- While they have developed more advanced eye-hand coordination, may still make lines that extend off the paper.
- Make their first spontaneous letter-like forms.
- Show a beginning understanding of print as a way to communicate ideas.
- Enjoy looking for their name cards or point to a sign with the classroom rules.

Pre-Kindergarten Standards and Expectations

Pre-kindergarten continues the foundation of play-based experiential learning of pre-school but the curriculum follows DC standards in literacy, mathematics, the arts, social studies, health and physical education. Examples of skills students are expected to demonstrate after pre-K are listed below in the language arts area. These examples come from the Parents Guides found on the web-site of the Office of the State Superintendent of Education. In language-arts, for example, by the end of pre-kindergarten, children are expected to:

- Start or continue conversations.
- Use words to describe objects, actions, and feelings
- Know that spoken words can be written and read and that written words can be spoken aloud
- Identify words that rhyme in songs, nursery rhymes, poems, and stories.
- Know letters in his/her name and in familiar words.
- Use books and other printed materials to find information.

- Relate book experiences to his/her own life
- Use adults as resources to answer questions or clarify information.
- Make clear attempts to convey a message in writing.
- Print his/her name.

Activities

Morning circle activities take place daily where discussions may be led by teachers or students with show-and-tell, guided discovery and constructive play centers typical. Whole class, small group and individual activities are expected. Children take naps daily. Thematic units carry across the curriculum on a changing schedule. Individual student testing one-on-one with the teacher and small group tutoring with a teacher or aide is a frequent activity throughout the year.

Spatial Considerations

Because of the need for extensive play/learning centers and accommodations for naps, early childhood classrooms are larger than primary and intermediate classrooms and more storage is needed. They also require appropriately sized toilet rooms within the classrooms (or shared between a pair of classrooms) as well as classroom sinks and water fountains the children can reach. As with most classrooms, storage space is crucial in order to accommodate the wealth of manipulative learning materials students use on a daily, weekly or annual basis. Space for collaborative teacher planning, preparation and records keeping within grade level groupings is also important; such areas could be nearby.

It is particularly important for very young children to have a sense of where they are in the building, so clear and logical paths from the entrance to classrooms and frequently used spaces are important, particularly the cafeteria, the assembly area and playground. Views out of windows and from corridors and stairwells are also important for orientation, more than day-light through frosted glass, but a real visual and spatial connection to the surrounding world is important.

Early childhood classrooms need easy access to the outdoors and the school yard environment which should be an integral part of the day. The playground and schoolyard are designed to support large-motor activities and physical skill development in a safe, interesting and inviting way for students and staff. The outdoor environment should encourage exploration and imaginative play and provide space and equipment to foster student-initiated partner and group games that require social interaction. The school yard should also provide enough open space to encourage students to run, bounce balls, hop and jump in addition to playground equipment that provides for climbing, sliding, swinging and spinning activity. (See the section below: Outdoor Educational Programming: Schoolyard Play and Recreational Areas.)

Extending the classroom to the outdoors with a walled, patio enclosure has been discussed favorably. Such areas would be designed to provide for messier sand and water play rather than supplant any playground activities that provide for running, jumping and loud voices.

Easy access to the schoolyard is particularly important but with young children, easy access to areas used daily such as the main entrance, cafeteria, library/media center are particularly important because of the time it takes to undertake even a short excursion within the building.

The pre-school and pre-kindergarten rooms should form one zone; kindergarten and first grade classrooms may be associated with the early childhood area if this relationship best serves the overall program layout.

Considerations for Pre-School and Pre-Kindergarten Classrooms:

- Resilient flooring throughout with bound carpet over a portion of the floor area.
- Maximum use of all wall area is to be made, providing ample shelving, both open and closed, large paper and poster storage, cork strip, tack-board, chalkboard.
- Windows and views to the outside are important but shades or other blackout provisions are necessary.
- Provide a nap area with storage for mats. This area can be used for other functions too.
- If possible, provide one or two alcove spaces, separate but visible to the teacher for use by one to five students and a teacher/aide for testing and tutoring.
- Paired toilet rooms (one girls' and one boys') could be shared between two classrooms if immediately adjacent. Alternatively, one unisex toilet per classroom could be provided should be provided in each toilet room. Care should be taken so that fixtures of the appropriate height are used and every toilet room is accessible for disabled children.
- A sink that students can reach with a drinking fountain should be built into each pre-school and pre-kindergarten room. Preferably the sink should have adequate casework surrounding it for use as workspace/center for the sink area, possibly as a peninsula configuration.
- Numerous wall mounted electrical outlets should make it possible for extensive use of instructional centers, audiovisual equipment and computers.
- A refrigerator and shelving should be considered for limited food service (snack storage) nearby or between a suite of classrooms. This could be part of a teacher planning room.
- Electronic communications systems installed should comply with the Technology Appendix.

Considerations for Pre-School and Pre-Kindergarten Furniture and Fixtures:

- Moveable furniture that can be used in many groupings is essential.
- It is very important that all furniture and fixtures that young students are expected to use and reach is scaled for small children: tables, chairs, counter tops, white boards, bookshelves, etc.
- Movable furnishings will include tables where students will work individually or in groups and tables or furniture groupings set up as centers. Learning centers might include, for example, a house corner, a water table, and a science center.
- Cubbies with coat hooks and individual bins would be used for each child's coats and school supplies. Benches for children to sit on while removing boots are desirable. Cubbies may be located in the classroom or may use adjacent cloakroom areas.
- Two adult desks are needed for the teacher and aide.
- Provide lockable closets for 1 teacher and 1 aide with space for coats and personal possessions; may be located in the classroom or adjacent cloakroom or adjacent teacher planning area if immediately adjacent.
- Casework should be durable. Some should be at child height, while some should be scaled for adults.

- Provide space for individual student work, accessible to students within each classroom, smaller than and in addition to cubbies.
- Storage area immediately within or adjacent to the classroom should provide ample open and closed shelving for teaching materials including a bin for large equipment used in the schoolyard; this might be space for a roll-out container.
- It is very important that not only furniture but fixtures such as shelves, white boards, easels, countertops, sinks, and all toilet facilities be sized appropriately for early childhood students.

Considerations for Early Childhood Teacher Planning Room:

- The teacher planning room should be a shared workspace and conference room to be located for convenient access to the classrooms served - - adjacent if possible - - and optimally, near the Media Center.
- Perimeter counter work space could be provided with base and overhead cabinet storage and a sink. There should be sufficient space for a six person conference table.
- Provide 4 computer workstations with network capabilities and a printer unless teachers prefer to have computer stations in their individual classrooms.
- Provide storage for books, supplies, large posters, audiovisual equipment and teacher-made materials.
- Provide a tack-board and a small marker-board.
- A refrigerator should be available; this could double for limited food service for classroom snacks.
- Consider providing space for a large photocopying machine, with appropriate storage and shelving for supplies. Provide adequate ventilation and appropriate finishes to maintain high indoor air quality.
- Electronic communications systems installed should comply with the Technology Appendix.
- Note that a washer and dryer are planned to be available in the kitchen area associated with the parent resource room. A shower is provided in the special education area and another in the community center area.

PRIMARY: KINDERGARTEN, FIRST AND SECOND GRADES

Number of Students, Teachers and Classrooms

The planned for ideal for a dual-language program would be for two or four paired classrooms per grade to accommodate paired Spanish/English classrooms for the roller-coaster instructional model. Larger classrooms with additional aides and/or the possibility of “splitting” classrooms between grade levels or “looping” classes between grade levels might be considered as a way to accommodate smaller grade-level enrollments consisting of three classes per grade. A conservative approach to the possibility of growing the current enrollment of 411 to the minimum of 418 and a maximum of 495 with three classrooms per grade argues for three classrooms per grade with special arrangements for the paired classroom model.

Educational Approach

The primary grades build on the experiential and play-based learning of the early childhood years but enriches student experiences of the world with a full array of specials classes including art, music, library, physical education and science. Kindergarten and first grades continue a fundamental play-based approach to learning while second and third grades increasingly involve students in more traditionally academic activities as their skills with reading, writing and mathematical concepts grow.

Kindergarten is the first grade level where students use the roller-coaster model for dual-language, switching between their Spanish and English classrooms at mid-day. Standardized testing is still a year off, starting in third grade.

The curiosity of children about the natural world and the environment is nurtured with hands-on activities and increasingly complex vocabulary and concepts; skill and enjoyment is developed in art, music and expressive arts classes. Experiences outdoors remain important as students continue to develop physical and social skills. Field trips become increasingly frequent as students explore the larger world beyond home and school.

Kindergarten Standards and Expectations

Statements of District standards for language arts are included below to provide an example for architects and planners of the level of sophistication primary students in Kindergarten through second grade are expected to attain in just one area. These summary statements are taken from the "Parents' Guides to Standards", found in the Teaching and Learning, Academics section in the DCPS web site and also on the OSSE website.

Examples follow of what Kindergarten children are expected to do in language arts - - both Spanish and English in dual-language classes:

- Follow agreed-on rules for discussion, including raising hands, waiting his/her turn, and speaking one at a time.
- Recite short poems, rhymes, and songs.
- Sort common objects into categories, such as colors, shapes, and foods.
- Identify different parts of a book: front cover, back cover, title page.
- Recognize letter-sound matches. Name and identify letters of the alphabet and the sounds they represent.
- Say a rhyming word in response to a spoken word.
- Retell important facts from a text that is heard or read.
- Recall story events in the correct order.
- Ask questions and gather information from several sources in the classroom or library.
- Use knowledge of phonics and sounds of letters to spell words.

First Grade Standards and Expectations

First grade students become more independent and fluid readers and writers, understand basic story structure and can ask and answer questions about a story. They are able to sound out more complex words and vocabulary continues to increase. They start to understand numerical

concepts beyond simple counting and can use simple units of measure and basic charts and graphs. In language arts, for instance, their skills include the ability to:

- Describe familiar objects, people, and events and their characteristics using specific words and phrases.
- Determine meanings of words using a beginning dictionary.
- Match oral words to printed words.
- Distinguish between long- and short-vowel sounds in single syllable words that are spoken.
- Answer questions about facts that they hear or read.
- Predict what will happen next in a story. Explain whether or not the prediction actually happened.
- Identify the plot, character, and setting in a favorite story.
- Write or dictate stories that have a beginning, middle, and end. Arrange ideas in a logical way.
- Write in complete sentences.

Second Grade Standards and Expectations

Second grade students become better able to express themselves through reading and writing. They learn to enjoy non-fiction books and articles and start to be able to revise their writing; they can clarify concepts, paraphrase ideas and explain what they read and write. In language arts by the end of second grade students are expected to be able to:

- Relate an important event in life or describe personal interests — keeping focus on the topic and speaking at an understandable speed.
- Use simple prefixes and suffixes to determine the meanings of words.
- Identify the two words that make up a contraction. Read contractions accurately.
- Read aloud grade-appropriate material accurately and with comprehension.
- Use text features such as the title, table of contents, and headings to make predictions about content.
- Restate key facts from a story or article.
- Identify the causes and effects of events in a biography.
- Identify differences among literary forms such as poetry, drama, and nonfiction.
- In composition, identify ways to make points clearer, more logical, or more expressive.
- Capitalize all proper nouns. Capitalize words at the beginnings of sentences and greetings.

Activities

As students progress through the primary grades they spend intensive time developing reading skills and learning basic math concepts. Classrooms include students at an array of learning levels which requires an approach to instruction that is very flexible and focuses on individual needs. One-on-one testing with the teacher (DIBELS) and small group tutoring and testing with classroom aides (BURST) continues and increases. Increasing inclusion for special needs students means that special education teachers and aides will work more and more with students in their classrooms to ensure they are grasping content and gaining appropriate skills. Parents and community volunteers are encouraged to help in classrooms to help provide each student with

additional time and attention.

Instruction takes place through a variety of informal whole group activities, such as morning meetings, whole group instruction, small group instruction and individual work. Activities may take place primarily at tables, chairs in a circle, or seated on the floor. Furniture may be arranged and rearranged within one day. Typically centers would include space for a classroom library of leveled readers, cozy reading areas, listening centers, and computer work stations support a variety of student groupings - - extensive use of centers occurs in some classes. Students learn through teacher-directed and student-directed instruction involving cooperative learning, whole group, small group, and individual activities.

Spatial Considerations

Grade-level classrooms are hub of activity and need sufficient space, organization and acoustical treatments to support a variety of activities for students and the involvement of several adults. Teachers in each grade-level team (and aides in kindergarten) work jointly in coordinating the varying groups and they frequently work in coordination with the special education teachers. Consequently, there should be room for more than one or two adults in the classroom. Kindergarten requires about the same amount of space as Pre-Kinder; first and second grade classrooms can be smaller because the use of centers is less extensive than in the early childhood classrooms. Schoolyard activities continue to be very important.

Consideration should be given for potential customization and transformation of the classroom environment. Flexible instructional spaces can enhance classroom use with alcoves and movable partitions which, along with careful acoustical design, can create larger or smaller classroom spaces. If feasible, considerations for enabling two classrooms to occasionally combine as one through use of sliding room dividers might be entertained if efficient means of dealing with mechanical and acoustical issues were determined.

Because of the collaborative nature of the dual language program, it would be advantageous for teachers in paired classrooms to be able to easily get a visual sense of the progress of the partner classroom. A window between the rooms would allow teachers to quickly see an appropriate point when a quick word with the partner teacher would be possible without interrupting class time.

For kindergarten, student toilets within or immediately adjacent to the classroom remain the ideal, either a single unisex toilet or a pair of boys' and girls', preferably shared with another classroom or in the hall just outside of the classroom. Accessibility to disabled students is assumed.

While kindergarten, first, second and third grade classrooms may continue to use cubbies either within the classroom or in cloakrooms, if available, fourth and fifth grades may also use lockers in an immediately adjacent hallway or cloakroom.

Storage within classrooms continues to be a prime concern because of the abundance of teaching materials that students enjoy. Storage should also include space for equipment for outside play. Kindergartners may still need naps to get through the day, and space for naps and storage of mattress pads is necessary.

Primary grades could form part of zone with the early childhood classes, particularly kindergarten and first grade. Although children at this level still benefit from proximity to the outdoors, the cafeteria and the main entrance, easy access to specials classrooms and the media center is increasingly important.

Considerations for Kindergarten Classrooms:

- Resilient flooring throughout with bound carpet over a portion of the floor area.
- Maximum use of all wall area is to be made, providing ample shelving, both open and closed, large paper and poster storage, cork strip, tack-board, chalkboard or whiteboard
- Windows and views to the outside are important but shades or other blackout provisions are necessary.
- Provide a nap area with storage for mats. This area can be used for other functions too.
- If possible, provide one or two alcove spaces, separate but visible to the teacher for use by one to five students and a teacher/aide for testing and tutoring.
- Paired toilet rooms (one girls' and one boys') could be shared between two classrooms if immediately adjacent. Alternatively, one unisex toilet per classroom could be provided. Care should be taken so that fixtures of the appropriate height are used and every toilet room is accessible for disabled children.
- A sink that students can reach with drinking fountain should be built into each Pre-School and Pre-Kindergarten room. Preferably the sink should have adequate casework surrounding it for use as workspace/center for the sink area, possibly as a peninsula configuration.
- Numerous wall mounted electrical outlets and data ports should make it possible for extensive use of instructional centers, audiovisual equipment and computers.
- A wet area with limited kitchen facilities should be considered for limited food service (snack storage) nearby or between a suite of classrooms. This could be part of a teacher planning room.
- A storage area or closet immediately within or adjacent to the classroom should provide ample open and closed shelving for teaching materials including a bin for large equipment used in the schoolyard; this might be space for a roll-out container.
- Communications systems installed should comply with the technology standards determined for the entire school.

Considerations for Kindergarten Furniture and Fixtures:

- Moveable furniture that can be used in many groupings is essential.
- Care should be taken to ensure that all furniture and fixtures that children must have access to (white boards, counter tops, sinks, etc. be on a level and in proper scale for young students.
- Furnishings would include tables where students can work individually or in groups and tables or furniture groupings set up as centers. Learning centers might include, for example, a listening center for recorded books, a computer center, and a science center.
- Cubbies with coat hooks and individual bins would be used for each child's coats and school supplies. Benches for children to sit on while removing boots are desirable. Cubbies may be located in the classroom or may use adjacent cloakroom areas.
- Two adult desks are needed: a larger one for the teacher and a smaller one for an aide.
- Lockable closets/lockers for the teacher and aide with space for coats and personal possessions; this may be located in the classroom or adjacent cloakroom or adjacent

teacher planning area if immediately adjacent.

- Each teacher should have a computer workstation with printer available in addition to any provided for students.
- Casework should be durable. Some should be at child height, while some should be scaled for adults.
- Provide space to store individual student work, accessible to students within each classroom, smaller than and in addition to cubbies.

Considerations for First and Second Grade Classrooms

- Maximum usage of all fixed wall area is to be made, providing ample shelving, both open and closed, large paper and poster storage, cork strip, tack-board, and chalkboard or whiteboard.
- Windows and views to the outside are important but shades or other blackout provisions are necessary.
- Provide space for individual student work, accessible to students within each classroom, smaller than and in addition to lockers or cubbies.
- Provide one or two alcove spaces, separate but visible to the teacher for use by one-five students and a teacher/aide for testing and tutoring. These might be created using furniture.
- Paired toilet rooms (one girls' and one boys') could be shared between two classrooms if immediately adjacent. Alternatively, one unisex toilet per classroom could be provided. Fixtures of the appropriate height should be provided in each toilet room. Care should be taken that every toilet room is accessible for disabled children.
- A sink that students can reach with drinking fountain should be built into each first and second grade classroom. Preferably the sink should have adequate casework surrounding it for use as workspace/center for the sink area, possibly in a peninsula configuration.
- Numerous wall mounted electrical outlets should make it possible for extensive use of instructional centers, audiovisual equipment and computers.
- A storage area or closet immediately within or adjacent to the classroom should provide ample open and closed shelving for teaching materials including a bin for large equipment used in the schoolyard; this might be space for a roll-out container.
- Computer and electronic communications systems should be in accord with the technology standards determined for the school.

Considerations for First and Second Grade Furniture and Fixtures

- Moveable furniture that can be used in many groupings is essential.
- Movable furnishings will include tables where students will work individually or in groups and tables or furniture groupings set up as centers. Learning centers might include, for example, a listening center for recorded books, a computer center, and a science center.
- Cubbies are preferable to lockers up through 3rd grade. Cubbies with coat hooks and individual bins would be used for each child's coats and school supplies. Benches for children to sit on while removing boots are desirable. Cubbies may be located in the classroom or may use adjacent cloakroom areas. If lockers are used for second grade, they should be immediately adjacent in the hall or in a cloakroom if available.

- Two adult desks are needed for the teacher and aide.
- Lockable closets/lockers for the teacher and aide with space for coats and personal possessions; may be located in the classroom or cloakroom or teacher planning area if immediately adjacent.
- Each teacher should have a computer workstation with printer available in addition to any provided for students.
- Casework should be durable. Some should be at child height, while some should be scaled for adults. One area of peninsula-shaped counter could be provided as a built-in learning center near one of the sinks.
- Provide space for individual student work, accessible to students within each classroom, smaller than and in addition to cubbies.

Considerations for Primary Teacher Planning Room:

- The teacher planning room should be a shared workspace and conference room to be located for convenient access to the classrooms served - - adjacent if possible - - and optimally, near the Media Center and instructional coaches. Alternatively, teacher planning for the primary area could be combined in a larger area for either early childhood or intermediate classrooms.
- Perimeter counter work space could be provided with base and overhead cabinet storage and a sink. There should be sufficient space for a six person conference table.
- Provide 1- 2 computer workstations with network capabilities and a printer.
- Provide storage for books, supplies, large posters, audiovisual equipment and teacher-made materials.
- Provide a tack-board and a small marker-board.
- Consider providing space for a large photocopying machine, with appropriate storage and shelving for supplies. Provide adequate ventilation and appropriate finishes to maintain high indoor air quality.
- Communications systems should be standard for classrooms and offices and follow the Technology Statement.

INTERMEDIATE: Third, Fourth and Fifth

Numbers of Students Teachers and Classrooms

With the dual-language approach, two paired classrooms per grade is ideal for a small elementary school. However at present Bruce-Monroe manages three small classrooms per grade to accommodate one English-only classroom. In 2008-2009 there were 54 third grade students and 48 and 41 students respectively in the fourth and fifth grades. Because of the need for paired classrooms, creative grouping of students and “split” grades could be employed to manage odd numbers of students in both the dual-language and English-only classrooms in order to keep classroom enrollments up to the expected 25 per teacher.

Educational Approach

The intermediate grades are considered gateway years which introduce and reinforce critical concepts and skills on which secondary education will be built. By the end of 5th grade students will have achieved a grade-level fluency in reading and mathematics and a grounding in social studies and science that will enable them to succeed in middle school.

At Bruce-Monroe, the curriculum is rich, involving a broad array of experiences and materials

with opportunities for support in areas that need strengthening. Third to 5th grade students begin to learn about themselves and develop areas of particular interest or talent. Team sports, skills in music and art and other interests come to the forefront and can focus considerable amounts of children's time and effort. Third grade is the first year of standardized testing.

Third Grade Standards and Expectations

In the literary arts, for example, third grade students, will have mastered the following skills as outlined by the "Parents' Guides to Standards", found in the Teaching and Learning, Academics section in the DCPS web site and also on the OSSE website. These examples are provided as an example of the level of sophistication expected of students at the intermediate level:

- Use the context of a sentence to determine the intended meaning of a word with multiple meanings
- Apply basic rules for dividing words into syllables when reading words of four or five
- Identify main ideas and supporting details in text.
- Ask questions about readings and locate facts to answer the questions.
- Identify themes as lessons in children's folk tales, fables, and myths.
- Identify rhyme, rhythm, repetition, similes, and sensory images in poetry.
- Write stories with beginnings, middles, and ends. Include details about the settings and characters.
- Identify three basic parts of speech: adjective, noun, and verb.
- Identify and correctly use common punctuation marks.

Fourth Grade:

Fourth graders continue to build their comprehension and ability to communicate verbally in the following ways:

- Follow agreed-on rules for class discussion. In self-run small group discussions, pose relevant questions and build on the ideas of others.
- Organize and express an opinion of a political speech using supporting details.
- Identify the meanings of common idioms and figurative phrases.
- Read out loud from familiar literary and informational text fluently, accurately, and with comprehension.
- Identify the purpose and main points of a text and summarize its supporting details.
- Identify similarities and differences between the characters or events in a story and the experiences in an author's life
- Write short poems that contain sensory details and include elements of rhyme, meter, and verse.
- Revise writing to improve word choice and level of detail after determining what could be added or deleted.
- Compare stories in print with their film versions, considering characters, plot, and settings.
- Identify four basic parts of speech (adjective, noun, verb and adverb).

Fifth Grade:

Increasingly sophisticated fifth grade students are grounded in literary studies and well prepared for middle school classes. They are able to:

- Identify the meanings of common Greek and Latin roots and affixes to determine meanings of unfamiliar words.
- Summarize the main idea and critical details of expository text
- Determine an author's position by using evidence from the text.
- Identify several kinds of literature, such as poetry, nonfiction, or short story. Tell what makes each different.
- Explain why an author used specific sensory details, images, and non-literal language.
- Obtain and organize information from a variety of sources. Document and present research in individual and group projects.
- Write an explanation of a process, such as how to make lemonade. Include a topic statement, supporting details, and a conclusion.
- Revise writing to make it more coherent and improve its flow.
- Identify and analyze persuasive techniques used in media messages. Techniques might include promises, dares, flattery, glittering generalities, or logical fallacies.
- Identify seven basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, and preposition).

Activities

Instruction at the intermediate level continues to involve a variety of activities: whole group instruction; small group instruction; individual work both teacher-directed and student directed, cooperative and individual. Activities take place primarily at grouped tables or chairs in a circle. Classroom libraries, listening centers, and computer stations continue to be important. The teachers in each grade-level team jointly coordinate activities and they frequently work alongside the special education teachers.

Students and teachers use computers in the classroom as part of the normal school day. Teachers will have computers, the internet, videos and possibly smart-boards to introduce concepts and provide information particularly with respect to science and social studies. Students will be able to use computers for skill development, to write and revise writing, to print finalized presentations and to explore and develop interests and ideas related to content areas and their own interests.

Specials subjects become increasingly related to classroom work; field trips add new experiences and are an important part of a student's expanding view of the world. Outdoor activities often involve team sports or the development of skills used in team sports. This is contrasted by an increased desire on the part of students to simply socialize on the playground independent of adult direction.

Spatial Considerations

Classrooms for fourth and fifth grade students are very similar in their spatial needs to those of third grade students with an increased need for computer workstation space and increased possibility that large scale technology will be in use by the classroom teacher and also by the students. Consequently, space for computer alcoves, smart boards and other equipment is important to consider. So although the number of centers tends to be smaller, the need for space may be consistent with the primary grades because of increased need to allow for electronic workstations and the increasing size of students.

As with the earlier grades, if feasible, considerations for enabling two paired dual-language

classrooms to occasionally combine as one through use of sliding room dividers might be entertained if efficient means of dealing with mechanical and acoustical issues were determined. It would be advantageous for teachers partnered classrooms to be able to easily get a visual sense of the progress of the partner classroom. A window between the rooms would allow teachers to quickly see an appropriate point when a quick word with the partner teacher would be possible without interrupting class time.

As with the other grade levels, increased inclusion of special education students necessitates accommodations for possible additional adults in the classroom on a regular basis in addition to the teacher.

Consideration should be made for customizing each individual classroom environment. Flexible instructional spaces should continue to be a possibility using alcoves and partitions and careful acoustical design variations on standard rectangular classroom space can make for a more functional and more interesting classroom.

Boys' and girls' toilet rooms should be included on each floor level and wing or paired toilet rooms might be considered located in the hallway between two classrooms. Accessibility to disabled students is assumed.

Hallway lockers would be standard for fourth and fifth grade students although if a cloakroom is available, installation there is preferable. Larger cubbie-like spaces would also be workable instead of lockers if a cloakroom is provided.

Storage within classrooms continues to be a prime concern because of the continued need to contain a wealth of teaching materials. Storage of outdoor play and athletic equipment used by individual classrooms is also necessary. A locked storage area adjacent to the classroom rather than directly within it could be used.

Increased reliance on library reference works and the need for supplemental printed materials makes classroom location near the library or media center ideal if possible.

Considerations for Intermediate Classrooms: Third, Fourth and Fifth Grades:

- These classrooms are very similar to Primary Classrooms with increased provision for technology.
- Maximum use of all fixed wall area should providing for ample shelving, both open and closed, large paper and poster storage, cork strip, tack-board, and chalkboard or whiteboard.
- Windows and views to the outside are important but shades or other blackout provisions are necessary.
- Provide space for individual student work, accessible to students within each classroom, smaller than and in addition to lockers or cubbies.
- Provide one or two alcove spaces, separate but visible to the teacher for use by one-5 students as a computer station or reading center.
- A sink that students can reach with drinking fountain should be built into intermediate classroom. Preferably the sink should have adequate casework surrounding it for use as workspace/center for the sink area, possibly in a peninsula configuration.
- Numerous wall mounted electrical outlets should make it possible for extensive use of

instructional centers, audiovisual equipment and computers.

- A storage area or closet immediately within or adjacent to the classroom should provide ample open and closed shelving for teaching materials including a bin for large equipment used in the schoolyard; this might be space for a roll-out container. A storage area might be shared between paired classrooms.
- Computer and electronic communications systems should be in accord with the technology section.

Considerations for Intermediate Classroom Furniture and Fixtures: Third, Fourth and Fifth Grades:

- Moveable furniture that can be used in many groupings is essential.
- Movable furnishings will include tables where students work individually or in groups and tables or furniture groupings set up as centers are still used. Learning centers might include, for example, a listening center for recorded books, a computer center, and a science center.
- If lockers are used they should be immediately adjacent in the hall or in a cloakroom if available. Large scale cubbies are possible if a cloakroom is available.
- An adult desk is needed for the teacher.
- Lockable closets/lockers for the teacher with space for coats and personal possessions; may be located in the classroom or adjacent cloakroom or adjacent teacher planning area if nearby.
- Each teacher should have a computer workstation with printer available in addition to computers and printers provided for students.
- Casework should be durable. Some should be at child height, while some should be scaled for adults. One area of peninsula-shaped counter could be provided as a built-in learning center near one of the sinks.
- Provide space for individual student work, accessible to students within each classroom, smaller than and in addition to cubbies.

Considerations for Intermediate Grades Teacher Planning Room:

- The teacher planning room should be a shared workspace and conference room to be located for convenient access to the classrooms served - - adjacent if possible - - and optimally, near the Library/Media Center and instructional coaches. Alternatively, teacher planning for the intermediate area could be combined with that for primary classrooms.
- Perimeter counter work space could be provided with base and overhead cabinet storage and a sink. There should be sufficient space for a six person conference table; a few stacking chairs should be available.
- 1- 2 computer workstations with network capabilities and a printer might be provided.
- A storage area for books, supplies, large posters, audiovisual equipment and teacher-made materials should be part of the room.
- A tack-board and a small white-board should be available.
- Consider providing space for a large photocopying machine, with appropriate storage and shelving for supplies. Provide adequate ventilation and appropriate finishes to

- maintain high indoor air quality.
- Electronic communications systems installed should comply with the Technology Statement.

ELL: English Language Learners

Bruce-Monroe has 194 students classified at English Language Learners in 2009-10; 54% of the student body. To a considerable degree, these students are accommodated by the dual language program itself. However, specially trained ELL teachers provide additional educational services to students who are learning English (and/or Spanish) as their second language and who did not enter the dual-language program at the early childhood level. Not infrequently, students arrive at school with no language skills in English and the number of such students is very difficult to plan for. Most usually the home language is Spanish, but the ELL staff is trained to apply language learning techniques to assist students from a broad variety of backgrounds. ELL teachers create a plan for each ELL student to reach grade level in *both* targeted languages and works with the student in the classroom and through pull-out sessions. They are part of the grade-level team and closely coordinate with classroom teachers.

Additionally, ELL staff is responsible for coordinating and monitoring the dual language program data, managing student testing with the Office of Bilingual Education and serving as a general resource for Spanish/English educational issues.

Activities and Spatial Considerations

ELL teachers work with students within the classroom setting but they also provide individual and small group instruction to students in pull-out sessions scheduled for smaller resource rooms. Typically, ELL instructors take part in the regular grade level instructional coordination, working with classroom teachers to ensure that students get the required language support.

The ELL resource room needs to be located in close proximity to the grade level classrooms. ELL teachers, rather than having a desk in the resource room are expected to have a small office space as a home base when they are working with students in their classrooms.

Considerations for ELL Resource Space

The ELL resource classroom should be set up as a regular classroom but without a sink and water source or cubbies. However, casework for materials storage is required as well as a storage area.

- Windows and/or natural light is very important
- Some casework, open and closed shelving should be available
- Student tables and stackable chairs of varying sizes for both younger and older students
- A teacher/therapist table and chair or desk area
- A locker or closet to accommodate teacher/therapist coats and personal items
- Some carpeted area or bound carpet in addition to a resilient floor
- Computer workstation
- Communications as for a regular classroom
- Nearby toilets and water fountain

SPECIAL EDUCATION PROGRAM

At Bruce-Monroe there are two special education programs for children with learning disabilities or other exceptional needs: a regular elementary school special education program and a small, city-wide program for students with severe emotional disabilities. In 2008-2009, a total of 31 students (about 9%) at Bruce-Monroe had individual education plans (IEPs) and were monitored closely as special education students. About half of them were part of Bruce-Monroe's regular special education program and the other half were assigned as part of the city-wide program. The Bruce-Monroe principal is responsible for all of the special education students and staff. The special education coordinator provides services to both the regular special education program and the self-contained ED program.

REGULAR SPECIAL EDUCATION PROGRAM

Numbers of Students, Teachers and Classrooms

This program for about 15 students with IEPs employs two special education teachers, a special education coordinator (who also provides for the city-wide program) and a special education aide. Itinerant specialists in speech therapy and occupational therapy are also available to students on a pull-out basis using space as available in a variety of resource spaces or offices. The special education classroom is used by special education teachers primarily for pull-out sessions. A few students are served primarily within the special education classroom so continued provision for a self-contained teaching space is included.

Educational Approach to Regular Special Education Program

The goal of the regular special education program is to identify exceptional children and devise individualized programs and services so that students can successfully be maintained within general education classrooms as part of their neighborhood or chosen schools. In keeping with the move toward inclusion, students with individual education plans are an integral part of their regular classrooms to every extent possible.

Standards and Expectations

Special education students are held to the same standards of learning and use the same curriculum as general education students; achievement testing is the same although special accommodations often apply to special education students as required.

Activities

For the majority of students with IEPs, the special education teacher (or aide) works with them within their general education classroom as well as in regularly scheduled pull-out sessions that use the special education classroom and resource rooms. The multi-disciplinary team of specialists including a speech therapist and an occupational therapist work with a portion of the students on a regularly scheduled basis, usually weekly.

Spatial Considerations

The regular special education program at Bruce-Monroe would be expected to include several different areas: one or two small resource/support rooms for use by itinerant therapists or for use as pull-out or testing areas, an office for the special education coordinator and a small conference

room for parent meetings with special education teachers - - these might be together - - and a small special education classroom that includes storage, a student toilet and a cloak-room or space for cubbies or lockers.

One or two resource/support rooms are intended to be used as a room for use by therapists and as a testing room for between one and 10 students with a teacher/therapist and space of one aide as well. It should have some locking casework and shelving. It should serve as small classrooms but should be perceived as a more intimate space, somewhat akin to an office area. Toilets should be nearby but do not have to be within the classroom and a sink, counter and drinking fountain are not required. There should be a window or natural light. A resilient floor is best, but a bound carpet should also be available to give the space a more comfortable feeling. Special consideration to acoustics is important for privacy and to avoid distracting reverberation.

The special education coordinator needs office space and records space; there should be a window and views if possible, some casework and shelving, open and closed for storage. A small conference area for the special education team and parents should be available nearby or be part of a larger coordinator's office suite so that up to eight people can meet comfortably. This area should have a window and views if it is separate.

The special education team also requires a small classroom fitted out as a regular classroom but the expectation would be for smaller class size although there should be sufficient space to accommodate an aide or other additional adults.

This suite of rooms should be located within the general education classroom area so that it is quickly accessible by students using pull-out services. It should also be convenient to the two classrooms in the city-wide ED program so that the special education coordinator and the individual student records are nearby for the city-wide program teachers.

Considerations for Regular Special Education: Resource/Support Rooms:

- Windows and/or natural light is very important
- Some casework, open and closed shelving should be available
- Student tables and stackable chairs of varying sizes for both younger and older students
- A teacher/therapist table and chair or desk area
- A locker or closet to accommodate teacher/therapist coats and personal items
- Some carpeted area or bound carpet in addition to a resilient floor
- Computer workstation
- Communications as for a regular classroom
- Nearby toilets and water fountain

Considerations for Special Education Coordinator Office/Conference Room:

The special education coordinator's office could be a standard office or it could double as an office/conference room for conferences with the special education support team and parents; both spaces are summarized here.

- The office must have a window
- The door should be glazed or have an ample side-light that is glazed
- The office will be the main work area for the special education coordinator with a

desk and computer work station

- An office chair and A small work table or two-person conference table in addition to the desk could be considered
- 2 visitor chairs should be available
- Case work should include open and closed shelving
- Space for filing should be ample to store files for all special education students
- Communications should be as for a standard office in the school – see technology statement
- The area should be acoustically separate from adjacent offices, classrooms or hallways
- If the office is part of a suite of special education service rooms including the resource/support room and the conference room, there might be a small reception area to serve all of the other spaces - - room enough for several chairs
- The office should be carpeted.

The Special Education Conference Room:

- If not a part of the special education coordinator’s office, the conference should be adjacent or very nearby. It could be part of a suite of offices and resource room(s) opening to a small waiting area.
- If separate, the conference room should have access to natural light, preferably a window with views.
- The door should be glazed or have an ample side light that is glazed
- This area should be carpeted
- The area should be acoustically separate from adjacent areas
- Communications, a clock, etc. should be available as for office areas in the building
- A white board and tack board should be available
- One large or two small conference tables that can fit together should be available
- Stacking chairs for 8-10 people should be provided
- A small side table with shelves to hold markers, etc. should be provided

Considerations for the Special Education Classroom:

- The special education classroom should be similar to a primary
- It should be nearby or a part of the special education suite
- It should be a part of the general education classroom wings
- Furniture and fixtures would be the same as a general education classroom but with a mix of tables and chairs sized for both intermediate and primary age students.
- Extra space should be allowed for one or two aides
- Additional storage space should be available either within or near the special education classroom; a larger percentage of storage space than for a standard intermediate level classroom
- The self contained classroom may require special furnishings to meet the needs of individual students.

SELF-CONTAINED CITY-WIDE SPECIAL EDUCATION ED PROGRAM

Numbers of Students, Teachers and Classrooms

This self-contained special education ED (emotionally disturbed) program is an integral part of Bruce-Monroe at Park View. The program services children who have been identified as severely emotionally disturbed. It is separate from and in addition to the regular special education program at the school. There are two classrooms, each with a teacher and an aide: one for kindergarten to 3rd grade and the other for 4th and 5th grade students. Each class has about 7 students.

Educational Approach

The goal of the ED program is to design and implement individualized programs and services so that each student finds success within the public schools. To this end there is an expectation that students may eventually transition into the regular education program. Any transition would happen in stages so student progress can be monitored and coordinated and is expected to be assisted by classroom aides. In addition, individual services to students are available from the same speech and occupational therapists who serve the rest of the special education students.

Although the two self-contained city-wide ED classrooms come together with the general education students as possible and make full use of the special subjects, the FLES classes and the entire facility, their instruction remains largely self-contained. Gradually increasing inclusion is contemplated, including a greater utilization of the expertise of the ED teachers as a resource for the entire school.

Note that as successful transition into general education increases, the system-wide need for instituting a dual-language ED program might be assessed. As an English-only program, opportunities for transition exist within the English strand classrooms and this will become limiting as the English strand gradually disappears.

Standards and Expectations

As with students in the regular special education program, students in the city-wide ED program are held to the same standards of learning and use the same curriculum as general education students; achievement testing is the same although special accommodations often apply to special education students.

Activities

The self-contained program receives students from all over the city who are bussed to the school; a fair number of the students come from the nearby surrounding neighborhoods. These neighborhood students also take the special education bus. Students from this program are bussed home after the regular school day and seldom take part in after-school activities.

Since the ED program primarily serves children who require considerable individualized attention throughout their daily activities teachers prefer to schedule recess and other regular activities separately so students can continue to concentrate on individualized efforts. For instance, students in the ED program have elected to bring their lunch trays to their classrooms, because they prefer to eat there rather than in the cafeteria.

Students are scheduled with special teachers on a weekly basis so they enjoy the full array of art, music, physical education, library, science and FLES classes as well as taking part in all-school

assemblies; in these activities they are accompanied by classroom aides. Field trips are an important part of the program and are particularly frequent during the last months of the school year; classes generally use the metro buses and subway.

Spatial Considerations

The two special education classrooms currently in use are somewhat small due to the need for individual student desks, many centers, additional adults and the lack of a cloakroom or storage area. It is especially important that this classroom to be free of any hazards that might be reached by children and great care is needed in the placement of electrical outlets, the location of heaters and air conditioners, the need for closed rather than open shelving, and the composition of the walls and floors so that softer, more forgiving surfaces are used.

Currently the two ED classrooms are on the basement floor which the teachers find convenient to the cafeteria and the playground and which also provides the convenience of having toilets within the classrooms. However, teachers realize that this corner of the building is somewhat isolated particularly as it is partially below-grade. That feeling is shared by many of the general education staff and administration as well who are uncomfortable with the appearance of relegating special education to the basement.

Considerations for the City-Wide Special Education Classrooms:

- These classrooms should be very much the same as general education classrooms except that one is outfitted with furniture to serve primary students and the other intermediate students.
- The room may need to be larger than general education classrooms in order to allow for individual desks, many centers and additional adults
- Special attention is given to safety and the location of electrical outlets, accessibility of heating and cooling equipment
- Finishes should be forgiving if at all practicable; drywall is preferable to glazed brick.
- Additional storage space should be available beyond that needed by a general education classroom
- A toilet room (and shower) should be available within the classroom; both should be accessible to disabled students with fixtures sized properly for either primary or intermediate students as appropriate.
- An area within the classroom should be set aside for cubbies or lockers - - possibly recessed in a shallow, but visible alcove

SPECIALTY ACADEMIC PROGRAMS

LIBRARY/MEDIA CENTER

Numbers of Students, Teachers and Classrooms

The library is expected to be a large space with room for up to two classrooms of students simultaneously if possible, in addition to the library teacher and space for one library aide. The room will serve many functions in addition to providing shelf space for as many as 10,000 books: there should be a circulation and reference area, a classroom-type area with tables and chairs, a

more cozy quiet reading area and possibly the incorporation of a computer classroom either within the library or immediately adjacent. Also nearby or within the library proper there should be a workroom for unpacking and cataloguing books.

Educational Approach

The Library/Media Center is intended to be a school hub - - a place where students learn to love books and reading, where they can read and handle books and look at illustrations in a manner that encourages them to explore and challenge themselves. The librarian encourages a love of reading through dramatic readings and story telling, and creates incentives for reading by displaying a robust and compelling collection of new and interesting titles for children and their parents. In addition to adding a substantial collection of books for the youngest children, there is great potential for providing Spanish-language materials to the community in coordination with the DC Public Library system.

The library intends to be a gathering place for reading and research for students, utilizing both printed and electronic materials. Ideally, students can use the library informally to select, browse and read books and magazines for pleasure, as well as a place for direct instruction in research and use of library materials, including computers and the internet.

In addition to being a specials teacher with library classes scheduled regularly throughout the day, the librarian serves as a resource to classroom teachers for information and materials they may need for their classes. Classroom teachers are encouraged to integrate the use of library materials within their regular classrooms for silent reading, book reports and research reports.

The library might support a reading resource center and house a basic collection of “leveled” readers particularly for use by the instructional specialists who work with teachers to support students who require extra assistance in reading. Additionally, the library could be planned to include professional resources for administrators and teachers, including materials on teaching methods and ideas, including teaching journals, periodicals and adult level materials to assist the teachers with content and instruction methods.

Activities

Many activities take place simultaneously in the library/media center. Whole classes, small groups, or individual students may be brought in by their classroom and special teachers to use general reference and research materials. A computer learning center for students with equipment and software to support and reinforce the curriculum will be adjacent to or possibly part of the library. The library may be used for school based professional development, possibly as a location for teacher meetings, discussions, seminars and classes. The library will be used for occasional parent and community meetings and will be accessible to and available for community use after hours with the proper staffing.

Spatial Considerations

Windows and views are particularly important as the room is used by many people throughout the entire day; artificial light should be carefully considered to avoid glare. The resource area should be open to allow for visual supervision of all student/public areas from the circulation desk, but the various functional areas also should be differentiated.

Ideally, the library should be at the core of the building, linking the administration and the classroom areas but near enough to the entrance to make possible after-hours public use. It should be possible to isolate the library for evening use, leaving public toilet areas accessible. If

possible, the library should be near the instructional coaches' office/workroom to enable easy use of reference material.

Considerations for the Library/Media Center:

- Within the main resource area of the library the following activity areas should to be considered:
- a classroom area where a group of up to twenty-five students will meet at tables. A video monitor or smart-board and related equipment should be located for these students to view presentations.
- an area for quiet, relaxed reading is required. Careful design is necessary to provide the required acoustical environment.
- a circulation desk adjacent to the media office with good visual supervision of the entire student area of the media center.
- an electronic catalog area near the circulation desk with 2 to 4 computer stations.
- a reference section with both text reference materials and a computer workstation.
- a story area with two or three risers, beanbags, or other comfortable seating for informal reading or for gathering to listen to a story.
- A computer center with multiple workstations for reference use - - this could also be arranged as a computer classroom. The area might be set aside and visible through a glazed partition or differentiated within an alcove. Fixed computer work stations should have flexible keyboard heights so they are comfortable for users of all sizes.
- A workroom for receiving, handling and cataloguing and handling books should be immediately adjacent to or within the library; it should have a sink and ample storage space and shelving. This area could also be set aside with glazed partitions
- The public areas of the media center should be carpeted to provide a quiet environment. The storage and work areas should have resilient flooring.

Furniture and Equipment for the Library/Media Center:

- Furniture and casework should be durable, and should be sized for children of all sizes and adults.
- Seating should provide for a variety of activities:
- upholstered furnishings for relaxed, informal reading;
- round tables for group activities;
- carrels for individual research;
- carpeted risers or other soft surface area for story telling.
- Work surfaces should have built-in wire-management for electronic equipment for both card catalog and reference, as well as the computer classroom area.
- Shelves should be waist high or at a height to maintain good visibility except along the perimeter of the space in order to maintain visibility. Adjustable shelving should accommodate 10,000 titles as well as other media.
- The circulation desk should be built-in casework. This will support checking out books, and general oversight of the media center.
- Security at the exits should be discussed - - passive through visibility or an active sort of alarm system.
- A teacher-type desk area with a computer workstation should be a part of or next to

the circulation desk.

- The library teacher should have a lockable locker or closet available within the work area for coats and other personal items.

SCIENCE PROGRAM

Numbers of Students, Teachers and Classrooms

The science teacher provides special classroom experiences weekly for all students from kindergarten through 5th grade including the self-contained special education classrooms. Classroom aides are frequently present to assist with the younger students or with the special education students. In the 2008-2009 school year, this included about 270 students in classrooms that ranged from 7 students in the special education classroom to 25 in the intermediate grades. In 2009-10, 4th and 5th grades received additional science instruction in the science room in anticipation of DC standardized testing in the science standards.

As science becomes more of a daily part of the curriculum, the science teacher role may become more that of a mentor teacher, working with classroom teachers to help them meet science standards within the grade level classrooms.

Educational Approach

As scientific knowledge has increased rapidly it is difficult for classroom teachers to keep up with latest approaches to teaching science and even the scientific concepts and information itself. Having science standards and curriculum assists classroom teachers in mastering the material, but providing a school science resource teacher to support classroom instruction in science and provide the hands-on component to elementary school science discovery and learning is more and more important.

Hands-on-science is material and equipment intensive, but much of the material and equipment can be shared over grade levels and classes, which makes science classrooms efficient. Preparation time is intense because of the materials required. In the science classroom, the teacher supplements book-based classroom instruction with student exploration and discovery about the natural world in a room alive with plants, animals, pulleys, levers, and other material and equipment to support hands-on learning.

Projects are often thematically tied to the academic instructional program. Special projects are frequent, and sometimes undertaken in collaboration with classroom teachers and outside groups.

Standards and Expectations

Science standards have been formulated for the District's public schools and are available on line at the website for the Office of the State Superintendent of Education "District of Columbia Science, Pre-K through 12 Standards, 2006". Examples provided below give an idea of the range and scope of student expectations from Kindergarten through 5th grade. Science has recently been added to the areas covered by annual standardized testing in the District, the DCCAS. For pre-kindergarten through first grade, standards are organized under four topics: (1) scientific thinking and inquiry, (2) earth science, (3) physical science and (4) life science. A fifth area, (5) science and technology is added for second through fifth grades.

In first grade, for instance, in life sciences, students are expected to be able to understand several

basic concepts including the idea that different types of plants and animals inhabit the Earth (p. 9). To demonstrate their understanding this concept, students should be able to:

- Explain that most living things need food, water, and air.
- Observe and describe that there can be differences, such as size or markings, among the individuals within one particular plant or animal group (e.g., maple trees, zebras).
- Variation is a normal characteristic of many kinds of living things.
- Observe and explain that animals eat plants and/or other animals for food.
- Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.
- Identify the external features that local plants and animals have (such as those found in schoolyards or in city neighborhoods) that enable them to survive in their environment.

By the end of 5th grade in life sciences, students are expected to understanding a number of broad concepts including, for example, the idea that adaptations in physical structure or behavior may improve an organism's chance for survival (p.23). Fifth graders are expected to be able to:

- Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful, and how changes in the environment (drought, cold) have caused some plants and animals to die, migrate, or become extinct.
- Explain that many plants and animals can survive harsh environments because of seasonal behaviors (e.g., in winter, some trees shed leaves, some animals hibernate).
- Recognize that some animal behaviors are instinctive (e.g., turtles burying their eggs, human infants crying when hungry) and others learned (e.g., a wolf's hunting skills, humans' ability to build fires for warmth).
- Describe well-defined plant behaviors, such as the way seedlings' stems grow toward light and their roots grow downward in response to gravity.
- Examine the information that fossils provide us about living things that inhabited the Earth in the distant past, and describe how they can be compared both to one another and to living organisms according to their similarities and differences.
- Recognize and describe how artifacts and preserved remains provide some evidence of the physical characteristics and possible behaviors of human beings and their ancestors who lived long ago.

Activities

Activities include working with materials, engaging in observation and experimentation. Whole classes work on individual or group projects, which sometimes continue over several days or more. Display, holding and storage support science activities. Students might visit the insect zoo in the Natural History Museum and also observe insects that live around their school and describe the qualities of each different type of insect.

Spatial Considerations

Science requires an abundance of worktable space, storage space and display space for natural materials, caged animals, terrariums or aquariums. The science room should also have a refrigerator, sink and stove, to enable the science teacher to use cooking to teach about nutrition, health and other related sciences. It is good to have a supplemental outdoor classroom area available, including a natural habitat area and garden boxes or raised garden beds with easy

access to water and full sun.

Easy access to the outdoors is important. The science classroom has many attributes similar to the art room and the possibilities for shared storage space, shared access to kitchen equipment and outdoor classrooms might be explored in locating the two classrooms. The storage room for the science classroom should be either directly accessible from within the classroom or immediately adjacent if at all possible.

Considerations for the Science Classroom:

- The science classroom should be a large, open room with windows and ample indirect day-lighting.
- All finishes should be easily maintainable, waterproof, and stain-proof. Resilient flooring is required.
- Ample casework is needed with both open and closed shelving to provide for storage, display, and cleanup.
- Easy access to the outside, school garden areas and outdoor classroom and habitat areas is preferable.
- Two means of egress are desirable, even if the space is less than 1000 square feet.
- There should be a sink that is large and deep to allow cleaning awkward items. A plaster trap in the drain is recommended. Two sinks would be better if possible: one at adult height, and a second at a height suitable for the younger students to use. The two sinks should be at opposite sides of the room to avoid congestion during end-of-class cleaning up. One sink must be accessible to persons with disabilities

Furnishings and Equipment for the Science Classroom

- Students would work at four or six-student tables that are easily moved and fit together. Careful thought should be given to providing a mixture of table and chair sizes for both small and intermediate sized students.
- Casework should provide open and glazed shelving for books and objects, and a flat display case. Tall storage cabinets, plus base and wall cabinet combinations should be built in.
- The display space should be extensive: tack strip, bulletin boards, built-in glazed display cases (one in the classroom and one or more in the corridor). A tack-able wall finish might be considered within the classroom.
- A smart board or other provision for showing videos or an internet display should be a possibility.
- Students should have several computer workstations available and accessible to the internet with a printer
- There should be a standard teachers' desk and chair with a computer workstation
- Teacher should have a locker or closet available for coats and personal items either in the classroom or in the storage area if adjacent.
- Communications should be as required in standard classrooms
- A small stove that can be closed off and secured and a refrigerator or other such facilities should be available

Storage Room for the Science Classroom:

- Storage areas should be sufficient for multiple Foss Kits as well as tools for collecting and maintaining habitat areas.
- Resilient flooring and cleanable finishes are required as is adequate ventilation.
- Ample shelving (for various sized objects as well as books), and casework are needed. Casework includes tall cabinets

VISUAL ARTS

Art class is a special class that supplements classroom studies. Because it is materials intensive, it requires a lot of space both as students are working and for storage. Because the wide variety of arts media that elementary school students should be exposed to often require specialized skill and knowledge, it is very efficient to have art taught in its own classroom by a teacher who is an expert in the area.

Number of Students, Teachers and Classrooms

Bruce-Monroe's art teacher reaches all students in the art studio setting on a weekly basis starting with kindergarten. Early childhood classes weave art experience into the daily classroom experiences and do not have regular art classes. As with the science classroom, there were about 270 students involved in the art program with the art teacher in 2008-2009 in classes ranging from 7 or 8 to 25; additional adults should be allowed for as aides are often available to assist the art teacher. Bruce-Monroe currently has one art classroom and a small elementary school would be planned with one classroom but it would include provisions for additional storage areas and a kiln room.

Educational Approach

The art curriculum creates new adventures in learning for students and opens up a wide range of skill and competency to complement the regular classroom experiences. Art – and all the special subject classes - - provide an opportunity for students to learn concepts, practice skills and process information from a completely different instructional approach.

While separate art classes will continue to offer flexibility for classroom teacher planning periods, the classroom teacher and the special class teachers expect to work together frequently to plan activities so the special classes re-enforce and develop the grade level reading, math, science and social studies content. The opportunity to use art instruction to help students with reading and writing and to use music instruction to help students with math requires that they be intentionally linked to the basic reading, writing and math program.

On occasion, the classroom and special subject teachers may team teach. In the same way that classroom teacher may team teach in special subject classrooms, the special education aides or teachers will work with students in special subject classrooms.

Just as the curriculum for art should create new avenues for students to perceive of and express themselves, the spaces designed for art should offer students and teachers an adventure. The art and music rooms should feel different from the traditional classroom and stimulate different ideas and senses to support active learning.

Standards and Expectations

The District of Columbia published standards for the arts at all grade levels in 2008. The examples below were taken from the “Arts Education Standards” publication from September 2008 that is available on the website of the Office of the State Superintendent of Education. The content standards for art are organized in five major strands for each grade level: (1) artistic perception (2) production and creative expression (3) historical and cultural context (4) aesthetic valuing and (5) connections, relationships and applications. To provide a quick reference of the skills students are to master, the standards for production and creative expression for kindergarten and fifth grades are contrasted below.

With kindergarten students, production and creative expression covers how students apply artistic process and skills in a variety of media to communicate meaning and intent in original works of art. Kindergartners should be able to (p. 107):

- Use materials and tools safely.
- Assemble a collage with cut or torn paper shapes.
- Use basic geometric shapes to create an image of a person.
- Create symmetrical, patterned and random arrangements using lines, shapes, forms and colors.
- Create three-dimensional construction using basic tools and art processes, such as paper and foam products, scissors and glue.
- Express ideas about family and neighborhood using paint.
- Create three-dimensional forms using clay and other workable media.

By fifth grade in the same major strand of production and creative expression, students are expected to have skills that enable them to (p.108):

- Maintain the workspace, materials, and tools responsibly and safely.
- Create gesture and contour observational drawings demonstrating horizontal axis, vertical axis and diagonal axis.
- Use one-point perspective to create the illusion of space.
- Draw a figure study using the conventions of facial and figure proportions.
- Experiment with digital imagery (e.g. computer-generated art, digital photography, or videography).
- Create an expressive abstract composition based on real objects using line characteristics (e.g. straight/curved. Thick/thin/zigzag).
- Draw a landscape showing foreground, middle ground and background using overlapping to demonstrate perspective in a real or an imaginary scene.

Activities

Students take part in individual work, work in pairs or small groups; on occasion, the entire class will work on a single project such as a mural or tapestry. Projects sometimes continue over several class sessions or longer. Media vary enormously from paper and crayons to paint of many sorts and collage with glue and fabric to three-dimensional work with clay of many sorts, mosaics, paper-mâché, cardboard and foam. Students benefit from getting outside to work and observe the natural and built landscape so an outdoor classroom space is desirable – it is also useful with particularly messy projects.

Spatial Considerations

Projects range in size from something that would fit into a palm to sculptures that can barely get out through the door. Group projects can require considerable floor space so the art room has to be larger than most classroom areas. Provisions should be made to store student portfolios.

As with the science room, clean-up, storage and display areas are crucial. Casework should include both open and closed shelving and provision for drying racks as well as room for large rolls and sheets of paper. Glazed display areas should be available both in the classroom and outside in the hall. A storage room adjacent or directly accessible to the art room is expected.

An alcove set up as a computer workstation would be something to consider, along with a smart board or some other means of showing a screen to the entire class for student created images.

Two large and deep sinks are best to assist in cleanup, preferably at opposite ends of the room and at differing heights for older and younger students. Casework around the sink should allow for draining and drying paint brushes, for instance, from several classrooms. A drain with a plaster trap is important. A small refrigerator and stove or a hot plate are often very useful for storing or creating materials such as dyeing fabric or melting wax; these appliances might be shared with the science room or located in a shared storage area if adjacent.

Locating the art room on an outside wall (and on the first floor) makes a kiln room possible. Windows, natural light and views are particularly important to an art class as is good artificial light. The possibility of direct access to a sculpture court or an outdoor classroom should be explored.

The art room might work well in conjunction with the science room since their needs for materials preparation and storage are similar. Access to the outside is important for students but also as a means to provide for a kiln room.

Considerations for the Art Classroom:

- The art classroom should be a large, open room with ample indirect day-lighting. Shades and blinds are necessary
- Resilient flooring is required.
- Direct access to the outdoors is desirable.
- Two doors to the hall are desirable, even if the space is not enormous so that one class can leave as another is entering.
- Casework should provide open and glazed shelving for books and objects. Storage cabinets, plus base and wall cabinet combinations should be built in.
- The display space should be extensive: tack strip, bulletin boards, built-in glazed display cases (one in the classroom and one or more in the corridor). A tack-able wall finish might be considered for a gallery within the classroom.
- There should be a sink that is large and deep to allow cleaning awkward items. A plaster trap in the drain is recommended. Two sinks would be better if possible: one at adult height, and a second at a height suitable for the younger students to use. The two sinks should be at opposite sides of the room to avoid congestion during end-of-class cleaning up. One sink must be accessible to persons with disabilities
- A smart board or other provision for showing videos or an internet display should be a possibility.

- Students should have several computer workstations available and accessible to the internet with a printer
- A small stove and refrigerator or other such facilities might be available; possibly in the storage area
- Ample power outlets are important
- Communication should be the same as for general classrooms.

Furnishings and Equipment for the Art Classroom

- Students would work at four or six-student tables that are easily moved and fit together. Careful thought should be given to providing a mixture of table and chair sizes for both small and intermediate sized students. Surfaces should be easily cleaned, waterproof and stain-proof.
- Casework should provide open and glazed shelving for books and objects. Tall storage cabinets, plus base and wall cabinet combinations should be built-in.
- A smart board or other provision for showing videos or an internet display should be a possibility.
- Students should have several computer workstations available and accessible to the internet with a printer
- There should be a standard teachers' desk and chair with a computer workstation
- Teacher should have a locker or closet available for coats and personal items either in the classroom or in the storage area if adjacent.
- Communications should be as required in standard classrooms
- A small stove that can be closed off and secured and refrigerator or other such facilities should be available

Kiln Room for the Art Classroom

- A large capacity kiln with appropriate safety and ventilation is desirable.
- The kiln should be separate from student areas but directly adjacent if possible.
- Racks for drying clay should be provided within the kiln room.

Storage Room for the Art Classroom

- Storage areas should be sufficient for holding drying student work for several classes per day; a drying rack might be included here.
- Shelves should support heavy jars of paint, plaster and clay
- Resilient flooring and cleanable finishes are required.
- Adequate ventilation is important
- Ample shelving (for various sized objects as well as books), and casework are needed. Casework would include tall cabinets

MUSIC AND PERFORMING ARTS

Elementary school music is expected to include movement, voice and instruments, as well as an

appreciation of music from other cultures and countries, and the various styles of music within cultures. Students should have the opportunity to explore instruments and begin instrumental music lessons at the intermediate grade levels.

Number of Students, Teachers and Classrooms

The music teacher at Bruce-Monroe teaches all but the early childhood classes on a weekly basis starting with kindergarten. Early childhood classes enjoy musical experiences within their daily classroom routines and do not have regular music classes. As with the other special subjects, there were about 270 students involved in the music program in 2008-2009 in classes ranging from 7 or 8 to 25. Additional adults are often included as aides or classroom teachers may participate.

Educational Approach

Music is above all an enjoyable experience, and the aim is to build a foundation for a lifetime of pleasure, appreciation and participation. It is very often a social experience, enjoyed as part of a group but is also a compelling individual endeavor where students can revel in their own developing talents and skill. The District standards for music explain that “the goal of music education is to empower students to experience music as a source of personal enrichment, as a vehicle for the constructive expression of human emotions, and as a unique intellectual discipline.”

Regular assemblies for holidays and other occasions offer students the opportunity to showcase their musical and performing proficiencies and talents. The programs may include drama, music, writing, dance, improvisation, and undertake other expressive arts-related art projects. Older students may plan and produce theater and video productions. The focus is on music and movement, and projects are likely to be relatively large in scale.

Standards and Expectations

The arts standards for general music, instrumental music and choral music can be found on the website of the Office of the State Superintendent of Education, “Arts Education Standards” published in September of 2008. The difference between expectations for kindergarten students and fifth graders illustrate the range of development that is expected of students in the primary and intermediate grades. There are five strands to the standards: (1) listen to, analyze, and evaluate music (2) sing and perform on instruments alone and with others, a varied repertoire of music (3) improvise, arrange, and compose music (4) read and notate music (5) connect music to other art forms and subject areas through understanding the historical and cultural context of music.

For the second strand, singing and performing on instruments, kindergarten students are expected to be able to:

- Sing simple songs from memory individually and in groups.
- Demonstrate the difference between a singing voice and a speaking voice.
- Imitate two pitch patterns.
- Demonstrate steady beat when singing.
- Use the singing voice to echo short melodic patterns.
- Use body percussion and classroom instruments to accompany songs and chants while demonstrating a steady beat.
- Perform rhythmic patterns that include long and short sounds and silences.

- Match movement to rhythm patterns.

For the same strand, by fifth grade students should:

- Sing from memory a varied repertoire of songs representing diverse genres, styles and cultures, including rounds/canons, descants, and songs with ostinatos and songs in two-part harmony, along and with others.
- Sing with accurate pitch, rhythm, diction, and posture, maintaining a steady tempo.
- Sing in groups, blending vocal timbres, dynamic levels, and respond to the cues of the conductor.
- Perform melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, ostinatos, and two-part harmony, by oneself and with others, on classroom instruments.
- Use appropriate embouchure and breath control, bowing or drumstick grip to produce tones on instruments.
- Perform independent instrumental parts while other students sing or play contrasting parts.
- Accompany singing with rhythm and/or melody instruments.
- Maintain instruments, voice, performance and practice areas carefully and responsibly.

Activities

A wealth of activities take place in the music room, most of them involving large or small groups, including choral and instrumental ensembles. Students may be involved for many class sessions in developing and staging dramatic productions. Small groups of students may work with electronic keyboards using headphones.

Spatial Considerations

This room is continuously occupied and should have windows and natural light even though it is not as crucial as some other area such as art and science. Acoustical isolation is important. Locked storage for instruments props and costumes should be secure but also easily opened. The room should be flexible enough to serve as a general education classroom as well.

The music classroom should be close to the stage possibly directly behind the stage for easy access and as an additional performance preparation area; it should be located where noise and reverberation to other classrooms will not be problematic.

Considerations for the Music Classroom:

- The music classroom should be flexible enough to serve as a traditional music class that can accommodate dance as well.
- A sink and casework will be necessary along with a drinking fountain.
- The classroom should have natural light, and controllable artificial light.
- Acoustical design and isolation from quiet areas are important.
- Flooring should be carpet.
- Power outlets should support an editing console for video productions
- A computer alcove with several workstations and space for networked electronic keyboards should be considered

- Power outlets should support computers, electronic keyboards, an editing console, etc.

Furnishings and Equipment

- An upright piano
- Stacking chairs can be used and moved out of the way when necessary
- Smart board would be desirable setup with an electronic keyboard nearby
- A teachers' desk and chair and teacher computer station
- Lockable teacher's wardrobe closet; this could be in the storage area if adjacent
- Communications as for standard general classrooms

Music Classroom Storage:

- The storage area should be part of or immediately adjacent to the music classroom
- Lockable storage will house musical instruments, video equipment, games, and costumes.
- Specialized casework may be required (for various sized objects as well as books), and ample shelving

PHYSICAL EDUCATION

Number of Students, Teachers and Classrooms

The physical education teacher deals with the same number of students as do the other specials teachers except that pre-kindergarten students have physical education classes but these very young students do not take part in the other specials classes. Consequently, the physical education program at Bruce-Monroe in 2008-2009 involved about 300 students who all had at least one physical education class period each week. It is expected that the physical education space may be contiguous with and scheduled around after school programming as well as the parent center and possibly a community center in use in the evenings.

Educational Approach

Physical exercise as a normal part of daily life is becoming increasingly important as our dependence on transportation and sedentary habits lead to bad health even among the very young. Consequently, the sheer delight and exuberance of active games and athletic skill is something that is more and more important to convey as part of the elementary school curriculum. Both indoor and outdoor activities are important, but outdoor activity is particularly crucial to students who are likely to remain apart from sunshine and fresh air during most of their daily lives. Promotion of informal group play activities and skills outside is particularly important for very young students as it provides an arena where they can practice and develop social skills.

Physical education, when effectively implemented and coordinated, can provide a framework in which students can develop physically, mentally, socially, and emotionally to become confident, independent, caring, and resilient individuals. It also provides a positive avenue to build self-esteem and social responsibility--keys to ameliorating a number of social ills, including crime and violence (from the District of Columbia Physical Education Standards, August 2008, p. 5).

Standards and Expectations

Standards for physical education programs in the District of Columbia were finalized in August of 2008 and can be found on the website of the Office of the State Superintendent of Education. A quick comparison of the basic standards just for just a portion of the standards for Pre-Kindergarten and 5th Grade offer a glimpse of the extent to which elementary school physical education program need to span abilities in order to help students develop to their fullest.

Pre-Kindergarten

Locomotor Movement

- Jump side to side without hesitating.
- Demonstrate rolling using various shapes.
- Toss and catch a large ball before it bounces two times.
- Throw a ball toward an object.
- Kick a stationary ball from a standstill.

Rhythmic Skills

- Exercise using different musical beats.
- Change movement pattern in response to changes in music.

5th Grade

Locomotor Movement

- Jump for height and for distance, using proper takeoff and landing form.

Striking Skills

- Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern
- Strike a softly tossed ball backhanded with a paddle or racket
- Strike a tossed ball, with different implements, from a side orientation.
- Serve a lightweight ball over a low net, using the underhand movement pattern

Throwing and Catching Skills

- Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.
- Field a thrown ground ball.
- Throw and catch an object underhand and overhand while avoiding an opponent.
- Pass a ball back and forth with a partner, using a chest pass and bounce pass.

Kicking Skills

- Punt a ball, dropped from the hands, at a target.
- Stop a kicked ball by trapping it with the foot while moving or standing still.

Dribbling Skills

- Dribble a ball and kick it toward a goal while being guarded, preventing another person from stealing the ball.

Volley Skills

- Volley a tossed ball to an intended location.

Rhythmic Skills

- Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.

Activities

Activities include soccer, basketball, and other games; exercises including running, gymnastics,

and various team, small group, and individual activities. Outdoor physical education teaching areas include both playing field space and pavement for basketball, double-dutch and other pavement games. Currently, the Park View building includes a small gymnasium but for outdoor facilities the school relies on the use of the Park View Recreation Center that is just across Otis Street from the school which includes a playing field and a basketball court.

Spatial Considerations

Physical education is expected to be both an indoor and outdoor activity. A gym or multi-purpose space is critical along with storage space for equipment and an office area for the physical education instructor. It is best for the gym or multipurpose space to be isolated acoustically. Toilet space should be not too far and within the immediate area; a drinking fountain should be located within the indoor playing space and one should be available near the outdoor space as well. Both indoor and outdoor athletic facilities are used by the after-school programs. A variety of game equipment and gymnastics equipment should be available with storage nearby. In addition, the outdoor facilities are used by the community during evenings and weekends and should be able to be isolated from the rest of the interior but still have access to toilets.

The gymnasium will be used during school and after hours. It should be near the outdoor play areas and easily accessible within the school but separable from the rest of the school for use after hours. Noise from gym activities should not disturb other activities in the school.

Considerations for the Gym:

- The room should be very large with a high ceiling if possible
- Floor should be wood if possible
- A movable partition (fully recessed when open) should be considered to divide the room into two equal area;
- Adequate, protected lighting fixtures
- Windows should be designed and located to minimize breakage but sufficient natural light is important
- Acoustic treatment of walls and ceilings; minimal noise from mechanical systems
- Striping for basketball, volleyball, and floor games should be provided
- All wall mounted equipment, such as fire alarm box, door handles, etc., should be recessed to prevent injury. Walls under backstops should be padded;
- Retractable electric basketball backstops; adjustable in height for smaller or larger students and adults
- Adequate ventilation is important
- A nearby water fountain is critical
- The area should have toilets available nearby
- The area should be isolatable from the rest of the building for use on weekends and evenings
- Communication should be as for a standard classroom

Physical Education Office:

- The office room should be near or adjacent to the multipurpose room, possibly with tempered glass between to provide views to the large space
- The office should have a teacher desk and computer workstation, filing cabinets and a visitor's chair
- A lockable wardrobe cabinet is needed.
- Floor should be resilient
- Note that a teacher shower is planned as part of the teacher lounge

Physical Education Storage

- Open shelving and other casework is expected
- The room must be large enough to hold gymnastics equipment, nets for volleyball, numerous balls and other odd-sized equipment

ASSEMBLY SPACE

Bruce-Monroe at Park View currently has a fixed-seat auditorium for formal assemblies; this is unusual for an elementary school program. The auditorium has seating for several hundred people with standing room possible for an additional two dozen. The traditional stage with proscenium arch and curtains is small but would be serviceable with the addition of improved lighting and sound systems as well as new curtains.

Since it is in use for breakfast, lunch and snacks after school, and because it is small over-full with tables, and in the basement, the lunchroom is not currently used to any great extent as a multipurpose area. The gym is reserved primarily for physical education.

In the absence of a multi-purpose room or out-door play space that is currently suitable, the auditorium is also used as a place for students to sit quietly after breakfast as they wait for the school day to begin but it does not provide a good solution for children who need to work off energy before going to class.

A basic outline for a school assembly area that would be large enough to hold the entire school body is provided below; this would be the standard configuration for a small elementary school rather than a fixed-seat auditorium.

Activities

An elementary school assembly area room typically is a large flexible space that might be shared as part of the cafeteria/ kitchen or shared as part of a gymnasium space but scheduled separately as a flexible large group meeting space. This has the assembly space and stage as part of the gymnasium rather than as part of the cafeteria. Either way it would be used for various large group activities and meetings including school-wide performances, musical presentations, drama, dance, etc. A stage area would be incorporated at one side and ample storage within or nearby would hold stacking chairs to be used to seat an audience during performances.

The assembly room should be easily accessible to the main entrance and the outside play area. It should be possible to isolate the area for after hours use so that toilets are available while the rest of the school is locked. Acoustical isolation of multi-purpose room activities from the quieter parts of the school is important. It is important for this performance area to be near the music room.

Considerations for the Assembly Area

- The room should accommodate up to 450 people seated.
- The multipurpose room requires a comfortably tall ceiling height.
- The stage opening should be large enough for elementary school productions.
- The stage floor should be high enough for good visibility of students on stage from throughout the space, but low enough to be safe and accessible.
- Two or three risers are recommended at the stage, extending along the front of the stage.
- Access to the stage for persons with disabilities should be from within the multipurpose room, not requiring excessive travel. A ramp is preferred.
- A full set of stage curtains are required. A motorized projection screen is recommended.
- Good acoustical design is essential. Voice as well as music must be intelligible. Background noise, such as that from mechanical systems, should be minimal.
- Easily cleanable finishes are required throughout the multipurpose room.
- Flooring should be slip-resistant and resilient.
- A water cooler or drinking fountain is needed.
- Chair and table storage should be available either within the multipurpose area or very nearby.
- A kitchen area or servery should be available nearby with sink, refrigerator, stove and microwave to provide for cleanup and serving of refreshments or meals.
- Power outlets should be available for audiovisual equipment, accessible at the walls and from the floor.

Furnishings and Equipment for the Assembly Area

- Individual chairs will be set up for performances; stacking chairs should be easily moved to storage.
- Easily moveable tables will be available for meetings
- A podium should be available
- Communications should be available as for a classroom

ADMINISTRATION

In addition to full time teaching staff, the following positions provide management and support for the educational program:

The administrative suite is the center for managing the school, receiving visitors, providing services to the school community and the public. In addition to the principal and assistant principal, there are three front office staffers in the main office which also accommodates from one to a handful of visitors at any time. Two security officers are part of the administrative area as is the health suite, where there is a nurse on site during the regular school day.

Administrative and Student Support Staff

principal – 1 full time
assistant principal – 1 full time
dean of students – 1 full time
literacy coach: 1 full time
math coach: 1 full time
social worker: 1 full time
counselor: 2 full time
psychologist: 1 full time
dual-language coordinator: 1 full time
Sports for Kids coordinator: 1 part time
After-school for All coordinator: 1 full time
parent coordinator: 1 full time

Building Support Staff

administrative aide: 1 full time
business manager: 1 full time
attendance clerk: 1 full time
health care providers: 2 part time
kitchen worker: 3 full time
building engineer: 1 full time
custodians: 3 full time
security staff: 2 part time

The administrative suite puts a welcoming face on the school, making sure that visitors and employees feel that they are immediately acknowledged in a friendly way and clearly directed according to their needs and wishes. People arriving at the school feel respected but they also feel good about walking in the door. Teaching and support staff members understand that they will get accurate information and assistance with a positive attitude in the front office.

Activities

School administration is varied and complicated and can be intense. Most responsibility for interacting with students, teachers, parents, staff and central DCPS administration falls on the principal. At the local school the principal works collaboratively with an administrative team including the instructional specialists, the LSRT chairs the union representative and several other staff members. The principal and the assistant principal balance their day-to-day office management duties with responsibilities for monitoring instruction and mentoring teachers. These general administrative duties are in addition to the principal's major responsibility which is toward the progress of the students and the health of the academic program: hiring, observing, mentoring and evaluating the teaching staff. The principal is the face of the school and interacting with parents and the community is another crucial responsibility.

The assistant principal has responsibility for the processes and procedures that keep the front office and the building running smoothly. The assistant principal interfaces with the custodial staff, the food service staff, and service providers such as After-School for All. Student discipline is a major focus for the assistant principal along with monitoring and mentoring teachers.

The front office staff is crucial as a link to the public because they welcome people and keep track of arrivals and departures. They are responsible for directing inquiries, distributing information to the public as well as for compiling and maintaining student records. They need to confer among and between themselves on a variety of levels. They support the principal and assistant principal in a great variety of ways throughout the school day and year and throughout

the summer months. Staff members within the front office area include a secretary, a data entry clerk and a business manager.

School security officers are contracted by the District police department but they are very important not only in their duties to keep the school physically safe and secure and free from unauthorized visitors but they also are a very public face because they are the initial contact the public has with the school. Their location has to be very strategic, near the front entrance but able to see the front office and large areas of the main circulation area.

The school nurse is best located as part of the front-office team because of the need to have adults nearby at all times to monitor students who are unwell and are waiting for parents to take them home. The nurse maintains student health records and occasionally screens students for developmental health concerns. The nurse is responsible for providing medication to students who are required to get dosages during the school day. Bruce-Monroe currently has two part-time school nurses who share responsibilities.

The front office suite includes production workroom with a copier(s) and supplies; it also houses a mailbox room for staff members. Secure storage of school records is part of the responsibility of the main office.

Spatial Considerations

While the assistant principal's office is part of the administrative office suite, it is convenient for the principal to be slightly apart and to have ready access to a small conference area that might be adjacent. Acoustical isolation is important.

The assistant principal should be able to see the main front office area and should also have a view of the nurses' suite if possible. The office needs access directly to the corridor if possible; acoustical isolation of the office should be possible as well.

The main reception desk should have casework at several heights so that both adults and small children can see into the front office area. Comfortable seating for up to six people should be available. Windows and daylight are essential. The area should be warm and inviting and might be carpeted.

The administrative suite should be near the main entrance of the school, easily accessible from the street, and clearly located upon entering the building. The instructional coach's might be located nearby as part of the administrative team, forming a link to the classroom area; alternatively the coach's office might be part of the classroom area, closer to the library and media center.

Considerations for the Administrative Suite

The main office:

- The general office is to be pleasant and inviting.
- The secretary will be stationed there.
- A waiting area is needed for students, parents or visitors
- A built-in counter sized for both adults and children is needed to define public and staff realms within this area
- The secretary should be stationed near the main entrance; the business manager and

- data entry clerk should be nearby
- The general office, principal's office, assistant principal's office and conference room might be carpeted to muffle noise
- The general office and the principal's office and the assistant principal's office should have windows and day-lighting
- A copier and printer room should be well ventilated with ample storage for paper and supplies; this could be a workroom with a sink
- All office staff need desks and office chairs and computer workstations
- A coat closet should be available.

The Health Suite

- A treatment area with casework, sink, cot, chair and refrigerator;
- A desk and chair and computer workstation for the nurse
- Phone and communications as for standard school office space
- A storage area with a wardrobe cabinet or closet, and file cabinet;
- A toilet room
- A rest area with two cots ceiling-mounted curtain tracks, and both indirect and direct lighting.

Records Room

- A room for storing school records should be adjacent to the main office or nearby
- It should be temperature controlled
- School records should be accommodated as well as school health records.

Office Work Room

The office workroom should contain a photocopying machine and printer as required, wall and base cabinets with ample power to support small office machines, a sink and full-height cabinetry for storing supplies. Adequate ventilation is required. It might be accessed from the corridor. Staff mail boxes might be located here or in the main office area.

Principal's Office

The principal's office should be fitted with a desk, chair, and computer station, and phone along with a small conference table with chairs (seating 4). Casework or bookshelves should provide open and closed shelving. A lockable wardrobe should be available. A window and views are essential.

Assistant Principal's Office

The assistant principal's office should be similar to that of the principal except that visitors' chairs take the place of a conference table. It should be fitted with a desk, chair, and computer station, and phone. Casework or bookshelves should provide open and closed shelving. A lockable wardrobe should be available. A window is important; a glazed wall or door might provide views to the main office area. It should be acoustically isolated but visible.

INSTRUCTIONAL COACHING

Staff

The instructional coaches' office houses office space for two instructional coaches' - - math and literacy - - who serve as mentor teachers and are an important part of the principal's leadership team.

Educational Approach

Instructional coaches observe teachers, offer assistance and are available for whatever assistance teachers request from them. They provide very concrete resources in terms of content delivery, procedures, classroom management and a myriad of related matters. They help plan and coordinate training in teaching strategies; informal or formal teacher and staff meetings and demonstrations for about 30 teachers. They facilitate embedded professional development as their jobs are evolving to focus more on coaching teachers in the classroom.

The academic specialists are also responsible for monitoring, amassing (downloading) and analyzing testing data, DIBLES, BURST, ACCESS, DCBAS and DCCAS, etc. They keep this information on file and accessible. They assist teachers with strategies to assess and improve their understanding of individual students testing outcomes. To some degree, they are also involved in testing individual students.

Their office becomes a meeting place for professional development sessions and a practice demonstration area for new technologies. A smart board is employed and fast, up-to-date, internet accessible computers and a printer are essential. Teachers often use their office for downloading hand-held testing devices, so an additional computer station is desirable.

Activities

In addition to an office for the two coaches, this area becomes a small conference room and a limited technology center. Occasionally it may also be used for student testing.

Spatial Considerations

These paired offices might be part of a larger instructional support area that includes a meeting area for 15-20 teachers at a time with moveable conference tables and stacking chairs. In such a configuration, the instructional coaches' offices would be adjacent to the larger meeting area.

The academic specialists' room should feel like office space with teacher desks and workstations as well as a small additional workstation and several visitors' chairs. A window and views is essential. Floor finish might be carpet. Casework or bookshelves and open and closed storage should be available as well as a wardrobe or closet that is lockable for coats and personal items. Space for filing cabinets should be ample.

The academic specialists' office should be located in the classroom area of the school, if possible, adjacent to the library/media center. Alternatively, it might form a link between administration and the academic wings.

Considerations for the Academic Coaches' Office:

- This area should feel like an office/workroom
- Windows and daylight are important
- The academic coaches collaborate closely, so shared space is efficient; separation could be announced with flexible arrangement of casework or provided within alcoves.

- If there is no large conference area, a small conference table with 2 or 3 chairs might be supplied.

Furnishings and Equipment for the Academic Coaches' Office:

- A teacher-type desk, chair and lockable wardrobe storage for personal effects should be provided for each academic specialist
- Each coach should have a computer workstation with a shared printer
- Tack-board and a wall clock are needed
- A white-board would be appropriate
- Communications, phone and data lines should be as for standard offices
- Casework for a library of professional materials might be supplied if the office is not located near the school library

Teacher Conference Area:

- Several large but moveable conference tables should be provided that can accommodate meetings of between 2 and 20 teachers. Stacking chair should be provided so that meetings may expand. A small amount of casework should be provided with open and closed shelving.
- A smart board might be considered for the conference area if the area is intended to serve large meetings
- This area might be a logical location for a copier and copier supplies
- This conference area/workroom could be part of the academic specialists' office or adjacent, or instead, with careful scheduling, part of the library/media center could be appropriated for teacher meetings
- Another possibility would be for one of the teacher planning areas to be expanded and do double-duty as a teacher conference area

COUNSELING, MENTAL HEALTH AND SOCIAL SERVICES

Staff

These offices would be expected to accommodate the counselor, psychologist or social worker and an occasional visitor for meetings of up to four people.

Educational Approach

A full time counselor, a psychologist and a social worker provide various services to students and their families. They offer support and assistance so that classroom teachers can concentrate on teaching and students get help immediately when it is needed, watching for early signs so that help is available before situations get to the point of crisis.

Spatial Considerations

These offices may be small, with room for an office desk, computer station, two visitor's chairs, possibly a small one or two-person table. They are occupied much of the time and require windows and good ventilation. They might be located in a single zone, linked using a small ante-room as a waiting area all. Records storage should be available either within each office or in an

adjacent storage room used by all three.

Each of these individuals needs a separate office that is acoustically private but with visual access through a window, door or side-light, possibly with blinds that can be closed. A small ante-room/waiting area or alcove could serve all three offices.

Standard office furnishings would include a computer workstation, desk, filing cabinets and a lockable wardrobe for personal items. Communications would be standard for school offices as would be the phone and data lines.

For instance, the social worker has contact with all teachers and classrooms, concentrating on early intervention with students. The social worker is called in when alerted that a student needs help and manages overall support for students who are struggling academically or socially. Social workers are also important members of SST (Student Support Teams). The social worker sees students in the office on a pull-out schedule but prefers to work with students in the classrooms to reinforce behaviors that are compatible with mainstream classroom activity. Because the social worker is out of the office often, a personal cell phone works best for communications. However, an office phone with a message machine would be useful.

These guidance professionals work collaboratively and may be housed together near the administration but their work with students would also argue for them to be near the classroom wings where students and teachers may easily meet with them. The guidance area might be located away from the special education and administrative areas, to provide another point of support for students within the building.

Considerations for the Counselor, Psychologist and Social Worker Offices :

- Acoustical privacy is required for each space.
- Windows and views to the outside are essential
- Good ventilation is important
- A glazed door and/or side lights should allow views to the hall and into the office

Furnishings and Equipment for the Guidance Suite:

- The counselor/social worker offices should have teacher-type desks and an office chair, computer workstation, small table with two chairs, along with a lockable area for personal effects.
- Tack strip and small white board are needed.
- Clock, phone and data lines should be available
- A printer should be networked among the three offices
- A small amount of casework or book-shelving
- Filing space if not in a separate records storage area

Records Storage Area:

- Records storage and filing could be combined in a single space to serve all three offices or it might be housed in a central school records area

Waiting Area:

- All three offices could be served with a small ante-room with two or three comfortable chairs and a side-table if possible

STAFF AND TEACHER LOUNGE

The staff lounge should accommodate six or eight teachers. It is a required element, and provides a break and lunch area for the teaching staff.

Spatial Considerations

The room is used for dining, relaxing, planning and informal meetings. It should have a domestic feel, more like a living room/kitchen than a workroom or conference area. A small kitchenette should be installed with sink, coffee area, microwave and stove. Space might be considered for two vending machines.

A shower and locker area might be incorporated adjacent to the staff toilet. If allowable, the staff lounge might also house additional locker space for up to 6 teacher aides who might not have classroom space for their personal effects.

The staff lounge should be apart from the classroom and administrative area, possibly related to the cafeteria or parent resource room. It could be part of the staff dining area with a room divider between making it possible to use the entire space for meetings of the entire staff.

Considerations for the Staff Lounge:

- Floor finish will be resilient, with carpet limited to the seating area.
- The room should have windows or daylight
- A sink and dishwasher with wall and base casework around it is required to provide a small amount of closed storage for coffee, paper goods, etc.
- A refrigerator, microwave and stove are necessary
- A staff unisex toilet room with a separate shower and locker room should be planned adjacent or within the lounge
- Communications and phone should be as for any office

Furnishings and Equipment for the Staff Lounge:

- Tack-board and a wall clock are needed.
- Medium sized tables, capable of seating at least six each, should be provided
- There should be stacking chairs
- If possible, there should also be informal comfortable seating
- One or two vending machines maybe included here
- Additional wardrobes or lockers might be provided for staff aides who have no fixed office space

PARENT AND COMMUNITY OUTREACH

Number of Users

The parents' room is used for parent meetings involving up to 30 people on a bi-weekly basis. Parents use it for smaller informal meetings and they individually make use of the several computer stations as needed. It also serves as an additional tutoring space for after school

programs. As part of the Community Center, the parent resource room may share space with one of the community center classrooms with the parent coordinator in an adjacent area. In this case, a medium-sized kitchen area should also be adjacent to provide a food service area for parent meetings, as well as a cooking class location for use by grade-level classrooms. This kitchen should also include a washer and dryer for occasional use by the school and phys ed program.

Educational Approach

Parents come to the parent coordinator for all manner of advice and support, ranging from direction and referral regarding student and school related issues to problems with housing, employment, legal issues, health and nutrition. Providing these supports helps put a firm foundation under each student, minimizing distractions that can drag down achievement. The parent coordinator is a main point of contact for parents in the morning when students arrive at school.

Activities

The parent resource room serves as a meeting space and drop-in area for parents and provides office space for the parent coordinator. This area also serves as an additional tutoring space after school, as a teacher and staff meeting area and as an additional resource space for students who are temporarily not able to function in their regular classrooms but need adult supervision. It also serves as a meeting area and work area for community partners.

Spatial Considerations

This is truly a multi-purpose space. The parent room should feel different than a classroom, office or meeting room. It should be a comfortable, welcoming area. Space should be allowed for the parent coordinator's desk and computer workstation, a resource area including several computer work-stations and a small conference table. A small carpeted area or alcove with bean-bag seating and some toys and art materials for tiny children to occupy themselves during meetings would be helpful. The office space should open into the community center classroom area to accommodate larger meetings; there should be easily moveable medium sized tables that fit together easily and stacking chairs. The different areas of use should be thoughtfully differentiated.

Alternatively, the parent coordinator's office could be located near the front entrance or adjacent to the after school office, another major point of contact between families and the school.

Considerations for Parent Resource Room:

- Floor finish should be resilient, with carpet limited to the seating area and children's alcove
- The room should have windows and views
- Phone lines and data lines are necessary
- Communications should be as for other office spaces
- Power outlets should provide for flexible set-ups
- Fittings might be provided for a washer and dryer in a separate area if one is not available elsewhere in the building; it should have a closable door and casework for laundry supplies; this area should be acoustically isolated.
- A kitchen area should be adjacent with a sink and counter area with casework for a coffee-maker and supplies, possibly a small refrigerator, microwave and stove and washer/dryer
- A toilet room should be adjacent or nearby

- Tack-board and a wall clock are needed.

Furniture and Fixtures for the Parent Resource Room:

- The parent coordinator should have an office type desk and chair and computer workstation
- A lockable closet or locker should provide space for the coordinator's personal items
- A small area fitted with toddler-size furnishings and toys should be available
- A small conference table and chairs and visitor chairs should be available
- Casework should be available for open and closed shelving and shelving for display of hand-outs and brochures.
- Several easily moveable large tables that fit together, capable of seating twelve -, should be located in the adjacent community center classroom so it can be used for larger parent meetings, possibly with a moveable wall between the spaces.
- Stacking chairs are needed for meetings

BUILDING SERVICES

The building services office supports the maintenance and operation of the school plant and provides office and locker space for the building engineer and three custodial workers.

Activities

The building engineer and custodial staff collectively maintain service and maintenance schedules for heating and cooling equipment, manage routine repair and replacement tasks, keep sufficient cleaning and maintenance supplies on hand and generally provide a base of operations for the custodial staff that move throughout the building. They are responsible for the safety and integrity of the boilers, the maintenance of air conditioning units and in newer buildings, have major responsibilities for keeping complicated HVAC systems balanced and functioning smoothly. Building services staff are required to be on site when the building is in use and are responsible for locking and maintaining the security of the doors and windows. The custodial staff is responsible for keeping the building clean on a daily basis, something that the expanding food schedule has made much more demanding. They also manage some of the school landscaping and snow clearance.

Spatial Considerations

The building managers' space should feel like an office rather than boiler room space. A standard office desk, chair, phone and computer work station is required; a window and day-lighting is desirable. Communications should be as for any other office. Energy management and other building supervision systems may be located here.

Storage should include a lockable space for tools near a solid work table. Visitor's chairs should be available. Additional storage nearby should be available for building supplies and materials on open shelving. This is for general building storage, and does not take the place of janitors' closets, which are fitted with mop sinks and should be located throughout the building.

The space should be adjacent to a locker and toilet room with locker space for each of the building service employees. This space should be located near the receiving area and mechanical room, but should be accessible directly from a corridor.

Considerations for Building Services Office

- Building managers' office
- Work table and locked storage for tools
- Ample storage available for building supplies and equipment nearby if not adjacent
- Phone and data line
- A window and daylight are necessary if at all possible.

Toilet area

- A uni-sex toilet room
- An ante-room with lockers for up to four employees
- Seating

Storage Area

- Storage area requires ample open shelving, good ventilation and artificial light
- Exterior storage should be provided for landscaping tools and volatile chemicals if required

Furniture and Fixtures for Building Services Office

- Office desk and chair, computer workstation
- Visitors' chairs
- Work table
- Locked storage closet for tools

DCPS OUT OF SCHOOL TIME SUPPORT PROGRAMS

These additional programs provide a degree of out-of-school time activities that augment and supplement students' classroom work and offer safe care and recreational activities in the familiar setting of the school.

AFTER SCHOOL FOR ALL

After School for All is the most substantial of the programs, staffed by a full time coordinator and often with help from parent volunteers. About 75% of the Bruce-Monroe students participated in the program in 2008-2009 which is largely staffed by Bruce-Monroe teachers along with additional tutoring assistance from staff at the Latin American Youth Center and volunteers.

Educational Approach

The After-School program is a function of the central DCPS administration, under the Out-of-School Time Office and it is staffed by one full-time coordinator. The object of the program is both to reinforce what the students learn during the school day and to ensure that children are busy and actively and positively engaged in a safe situation before they return home at the end of the day. The director provides an atmosphere that develops trust and a real emotional support between students and adults.

- Students get out of school at 3:15 and the program starts at 3:30 with:
- 3:30-4:10 snacks in the cafeteria (Discussion is needed about whether and how to augment this meal so that it is better able to sustain students until 6:00.)
- 4:10-4:15 students to their classrooms

- 4:20-5:00 power-hour with reading and math,
- 5:15-6:00 cooperative play outside or students go to the gym or inside on rainy days; or students go to the new computer lab set up next to the library

Spatial Considerations

The after school office is currently in the auditorium balcony which is convenient because the coordinator is near the front entrance and can also see what's going on in the auditorium; it is central and easy for parents to drop by when they come in the door to pick up students at the end of the day. Consequently, the aftercare coordinator has a lot of contact with parents.

Coordination is frequent with Bruce-Monroe teachers and the parent coordinator during the afternoon or just before the end of the regular school day. The after school coordinator assigns students to the after school teachers and coordinates with the tutoring program, filling in as need be if staff members are absent. There is a concerted effort to keep student/teacher ratios low if at all possible.

In a new school, the after school office would be with or part of the parent coordinator's office in the general area of the gym/assembly room and the community center spaces.

The after school coordinator's office should be outfitted in a manner similar to other offices, but a large amount of equipment and materials storage is required either within the office or nearby; work space for occasional volunteer assistants should be available in addition to space for students and visitors who drop by. Although an office phone and internet connection is expected, because the after school coordinator moves throughout building during the evening, a personal cell phone is the best option for communication; the main office directs calls to the cell phone.

The current after school program does not use the Park View Recreation center facilities because it is full with Recreation programs in the afternoon and evening and also because it is difficult to keep track of students in the area with the staff available.

SUMMER SCHOOL

The After-School Coordinator also helps organize and administer the smaller summer school program, managing the after school session during the summer weeks as well. Summer school involved about 140 students every afternoon in during the 2009 summer. Summer session usually lasts for six weeks from the end of June through the first week of August. Summer school starts at 8:30 (breakfast is available earlier) with intensive classroom sessions in the morning; the after-care program starts at 12:30 and ends at 6:00. During summer school the atmosphere is freer than during the school year and it is possible to include a lot of expeditionary activities including bus trips to the Folk Life Festival and the museums on the national mall, trips to the zoo and a trip to Fletchers Cove for boating. Three days a week students walk to Banneker Recreation Center for an afternoon of swimming.

Summer school uses most of the building but has no additional spatial constraints on the facility beyond those of the general education program and after school programming.

SATURDAY SCHOLARS

Saturday Scholars is an intervention and enrichment and tutoring program scheduled from the end of January to mid April to prepare students for standardized testing in the spring. It is administered by the principal and essentially mimics the morning academic program provided in the summer school with a breakfast before the 8:30 start and academic work until the end of the

program at 12:30. Students are targeted for Saturday Scholars if they are nearing proficiency in reading and math. Each Saturday during the session students receive 90 minutes of literacy instruction; 60 minutes of math instruction; and 30 minutes to build testing skills. It is primarily staffed by Bruce-Monroe teachers and managed by the local school administration. As with summer school, there are no particular constraints on the facility.

SPORTS FOR KIDS

Sports for Kids is a program new in the 2008-09 school year that involves an additional physical education instructor who works with students on the playground at recess in an effort to impart a greater understanding of games and sports and how to play cooperatively. They provide playground equipment and help manage students' behavior. The program augments but does not supplant the presence of teachers and staff who simultaneously provide playground supervision.

The Sports for Kids program requires a small office space for the instructor and storage areas for playground equipment. Shared space with the physical education office area or as part of the after school office would probably suffice.

The office and storage area for the After School Coordinator and Sports for Kids Director should be located near the school administration and the main entrance and security but proximity to the gym, multipurpose space and the cafeteria area as well as the outside play area is also important.

Considerations for the After School Coordinator and Sports for Kids Director

- Floor finish should be resilient, with carpet limited to the seating area.
- The room should have windows and daylight
- A phone line and data line is needed
- Extensive storage for large and small equipment and materials is necessary, both open and closed shelving either within the coordinators office or nearby
- Ideally, the office might look out onto a multipurpose area and or the outdoor play area through a glazed wall or interior windows.
- This office might be shared with or connected to the parent coordinator's office in a zone configuration and in the general area of the community center

Furnishings and Equipment

- An office desk, office chair and computer workstation is required for the coordinator
- A separate desk and workstation should be available for the Sports For Kids director
- Several visitor chairs are needed
- One or two small conference table with chairs should be available; one could be used by volunteer assistants as needed
- One or two wardrobes or lockable closets for coats and personal items is necessary
- A small bookcase would be desirable
- Tack-board and a wall clock are needed
- Communications should be available as for any school office

COMMUNITY PARTNERS/ COMMUNITY CENTER

Space for community partners might work well in conjunction with an after-hours community center accessed from the exterior and isolatable from the rest of the school. Proximity to the gymnasium, the multipurpose room and the parent center would be appropriate, with access

controlled. Community center programming might well overlap with parent resource programming, providing classes and services for adults. Locating the after school office and storage in this area might also be considered.

Community Partners: STEPdc and Tellin' Stories

Both Bruce-Monroe and Park View brought to the consolidation community partnerships with organizations that have consistently provided student tutoring and parent training to the two schools for more than a decade. Both STEPdc and Tellin' Stories continue to work at the consolidated school.

STEPdc, a non-profit organization that relies on small private donations and close ties to churches in the metropolitan region, has run programs out of Park View since 1992 and currently occupies a small office in the school basement. STEPdc has of two full-time facilitators and several part-timers and volunteers who arrange for tutors and bring in other service organizations for service days at the school. They organize a Thursday evening supper and mentoring/reading program and a Saturday field trip program (PALs) whereby institutions adopt a classroom and provide a Saturday fieldtrip once per month. STEPdc also manages mentoring programs at nearby Raymond Pre-K8.

Tellin' Stories is a local non-profit affiliate of Teaching for Change, a larger non-profit funded through private donations and publications sales. They are dedicated to parent empowerment and social justice and have partnered at Bruce-Monroe for the past eleven years.

Through facilitated discussion, Tellin' Stories helps bring families together to focus on specific projects that can increase parent involvement within the school and help parents advocate for student success. They train and encourage parents to read with children in the classrooms on a regularly scheduled basis and serve as coaches to the parent coordinator and parent organization leadership. Tellin' Stories joins with occasional meetings at the parent resource center and has no need for additional space.

PARK VIEW RECREATION and Bruce-Monroe COMMUNITY CENTER

Currently Park View Recreation Center coordinates some programming with the school - - which is directly across Otis Street. The recreation center welcomes the school daily to its athletic fields, basketball court and playground during recess, sharing it informally with EL Haynes public charter school. With its limited interior space, Park View Recreation center uses the gymnasium at the school in the evening one day per week during the school year and also used classrooms daily for a mentoring program for teen-age girls this summer. Note that refurbishing the Park View auditorium could provide the recreation center with easily accessible performance space which could greatly augment the programming possible.

There is considerable neighborhood support for re-establishing the youth center that developed at the old Bruce-Monroe gymnasium in conjunction with any public/private partnership development. Its utility was immediately apparent to people in the neighborhood and its absence was felt as soon as it closed when the old Bruce-Monroe was shuttered. The community center vision is in discussion but many hope it will return in conjunction with a more broadly defined community center. Such a center could provide space for services to the broader public including adult education, English language acquisition and technical skills training as well as job counseling in addition to providing recreational space for games, or possibly a recording studio or similar high-tech installation.

Considerations for Offices for Community Partners and a Community Center

- This should feel like a standard office
- Carpet might be appropriate
- There should be a window and daylight, views if possible
- Phone, data, and power connections for one up to 4 work stations

Furnishings and Equipment for Community Partner, Community Center Offices

- The partner offices should be furnished with 2 - 4 teacher-type desks and office chairs
- A small table with two chairs
- Bookshelves with both open and closed shelving
- A lockable wardrobe for personal effects
- Tack strip and marker board are needed
- Connections for workstations should be available

Classrooms for Community Partner, Community Center

- Two small to medium sized classrooms
- Furnished for adults with stackable, flexible furniture
- A sink, drinking fountain and adjacent counter-space with minimal casework
- Windows and a view are necessary

Recreation Room for Community Center

- Windows and views are necessary
- Furnished for adults with stackable chairs and small tables; some comfortable chairs and an area rug, connections
 - Connections for wall-mounted flat-screen television
 - Space reserved sufficient for ping-pong and billiards

Storage for Community Partners, Community Center Offices

- Storage for tutoring material should be near the office
- Shelving, both open and closed is necessary

COMMON PROGRAMMATIC AREAS

FOOD SERVICE PROGRAM AND CAFETERIA

The food service program provides breakfast and lunch for the entire student body and provides afternoon snacks for the students in the after-school program. Most of the children are served breakfast daily and all students eat lunch in the cafeteria although some bring their own lunch rather than eating what is served. The kitchen stores cold snacks for the After School for All program. The very young children in the early childhood classes need snacks in the mid-afternoon as well, and discussion might take place about how the kitchen could supply these.

In addition, the school serves breakfast and lunch to children in the summer school program and it is a summer feeding center as well, providing meals every weekday so that students who are eligible for free or reduced priced lunch may eat breakfast and lunch at Bruce-Monroe throughout the summer.

Educational Approach

The cafeteria provides a healthy and pleasant environment so children can enjoy eating. The space should be acoustically engineered to minimize noise, have good light, and include appropriate tables and seating for the early childhood students as well as the larger students. Both supervisory staff and kitchen staff should make every effort to smoothly manage a calm and predictable situation that contributes to the well-being and health of the students by ensuring that they have time and appetite to eat and socialize.

Spatial Considerations

The cafeteria should be sized to support at least half the population of students in two lunch periods—or 180 students—the upper end of enrollment. Alternatively, a smaller lunch room would accommodate students in thirds with 120 students in three shifts but with the possibility of more complicated scheduling. Moving students into and out of the cafeteria should be efficient with a minimum of bottlenecks.

The kitchen is not expected to prepare meals on site, but must have the capacity to heat, freeze and refrigerate food. Meal and milk pick up from the serving line should be organized to be efficient in order to serve the entire school efficiently in two or three lunch periods. There needs to be sufficient food storage for the early childhood and after school classes.

The cafeteria might be combined with the multipurpose area. If this is the case, cafeteria tables should be moveable, and might be collapsible for storage to one side.

If possible, the room should empty directly out to the playground. The cafeteria should be zoned for before and after-hours use, with access to toilet rooms and entrances within one zone which can be separated from the rest of the building with doors or gates. Cafeteria activities should be acoustically isolated from the quieter parts of the school.

The kitchen should be adjacent to the cafeteria and the delivery area of the school and should also be accessible to the dumpster. A trash room should be located outside, not too far from the dumpster.

Special Architectural Considerations

- Background noise from mechanical systems should be minimal.
- Sound amplification should be available for meetings
- Windows and daylight are important
- A water cooler is needed.
- Flooring should be slip-resistant.
- Easily cleanable finishes are required throughout the cafeteria.

Kitchen

- The kitchen requires an area for dry storage, a manager's workstation, toilet facilities, preparation and serving area, and a receiving area for daily deliveries. A sheltered dock is preferred. Delivery path should be clear of the preparation area. Food preparation should be isolated from trash collection and removal.
- The food service workers' toilet room should be large enough to accommodate three lockers.
- The manager's work area should have a line of vision to the serving and delivery areas.

- A computer station and phone line should be incorporated into the manager's work area.
- Flooring should be quarry-tile or approved equal.

Furnishings and Equipment

- Cafeteria tables with attached benches are expected to be used during meals
- Additional stacking chairs should be available in storage nearby if the room is to be used for meetings.
- Food service equipment is very specialized and should be detailed separately.

OUTDOOR EDUCATIONAL PROGRAMS

The Bruce-Monroe schoolyard is extremely limited at Park View so that it is worth evaluating every square foot in order to create a space that works optimally. Similar, but not such extreme space constraints may prevail at the site for the new school as well. Discussions about how the schoolyard is used should involve a with a wide variety of people at the school, including students.

Educational Approach

The schoolyard invites and encourages children to play and learn outside and comfortably accommodates the adults who interact with them. The school yard should be thoughtfully designed as an important extension of the interior facility, an optimal environment for gross motor development and positive social interactions; a place to stimulate the imagination and support new skill development as well as provide students with a healthful and safe area where they can let off energy and renew themselves for classroom work. Standard playground equipment should be available but limited in favor of un-programmed space for active games, social activities and imaginative play. The schoolyard should support the curriculum, particularly with respect to environmental science, biology, mathematics and art.

Spatial Considerations

It should be easy to monitor and inviting, with an interesting and varied landscape with multiple levels if possible, differentiated play areas, and be environmentally responsible. General considerations include:

Age-appropriate Areas: It may be best to provide two separate play areas, one for early childhood and primary students and another for intermediate students with equipment scaled for each age group - - although some areas would be shared. Alternatively, a single play area could serve both groups at different times, with some functions reserved for each group, so that the older students' climbing equipment, would be off limits and inaccessible when very young students are playing.

Location: Few school sites can be situated to manage all schoolyard functions in one location. Garden boxes, habitats and outdoor classrooms, for instance, might be located at the front or side of the school, rather than as part of a single large active play area at the rear.

Fencing: Perimeter fencing and gates are indicated where the play area is in close proximity to a street, driveway or physical drop-off that could be dangerous. If fencing is deemed necessary, it should be no taller or more substantial than required to serve as a visual reminder of limits more than an imprisoning barrier. However, taller fencing within a schoolyard can facilitate ball playing in close proximity to other types of play.

Surfaces: Exterior play areas need a variety of surfaces, most of which should be resilient or loose fill - - grass if feasible - - so children are safe from falls; resilient surface should be visually and tactically differentiated from the hard surface areas. Asphalt and concrete should be confined and dedicated to areas where games and other uses require hard surfaces (basketball; fire lanes, walkways, etc.).

Shaded Seating: A portion of seating areas and some of the imaginary play areas where adults and children would expect to remain still for considerable periods of time should be shaded by trees or awnings to every extent possible.

Water: Water fountains accessible to young children and adults are necessary. Water play features (mist machines, shallow fountains) should be operable on a seasonal basis. Water should also be conveniently available for school garden plots.

Equipment Storage: Substantial storage should be available indoors adjacent to the play area or very nearby to hold play equipment such as ride-on scooters or portable soccer goals and also for expendable play material including balls, jump ropes, hula-hoops, as well as sand-box-type toys such as nesting pails, small shovels and digging tools, play-size figures and vehicles. Alternatively, individual classrooms could be fitted with sufficient storage for playground equipment along with large net bags, wheeled bins, or other means for easily transporting the equipment to the schoolyard.

Activities

The outside areas will be used by the elementary school before and after school students and throughout the school day and will be largely accessible as a neighborhood amenity during non-school hours. To the extent space permits, the outdoor schoolyard area should include equipment for and support such activities as:

- Places for students to run and play ball games.
- Hard surface for basketball, with multiple baskets for young children.
- Hard surface for jump rope, hopscotch, etc.
- Limited areas with play equipment that challenges students individually and in groups to climb, slide, balance, spin, bounce, and swing possibly using vertical spaces such as retaining walls for climbing or fences employed as back-boards.
- An area that can be used for water play during hot weather.
- Places for imaginary play, including sandboxes for small children.
- Places to sit and talk with each other.
- “Amphitheaters” with platforms for impromptu performances
- Places for teachers or other adults to sit and monitor or observe children outside.
- Places for students to casually watch basketball courts and playing fields.
- Place for outdoor classroom, where up to 25 students can sit comfortably on the ground or at tables for outdoor class activities; preferably covered with an arbor or awning.
- Plantings and environmental features, such as rain gardens or garden beds (or raised boxes) where students can explore natural habitats and learn about and engage in growing plants and environmental education.
- Places to line up to go into the building.

- Handicapped access from main building to play areas.

If possible, the active schoolyard areas should be far enough away from classrooms that the commotion and noise of children playing is not distracting to students who may be inside. This is less a problem for the early childhood area.

Care should be taken to separate vehicular traffic, dumpsters and loading docks from play areas. School yard areas that are relatively shallow and fully visible to the street create an inviting and safe environment for use by the general public during non-school hours. The better used the area is, the safer it will be.

PARKING

Bruce-Monroe is in a congested urban area and most of the families live within less than a mile of the school and can easily walk students to school. The site has extremely good access to public transportation and many staff members use the bus or subway; some bike and lock bikes to the outside fence. However, many staff members have no recourse except to drive to work and parking is a constant problem. As more and more student services become available at the school the increasing number of staff members means there is increased pressure for parking.

A new school would be expected as part of a public/private partnership to have structured parking underground but it would be required to accommodate only a percentage of the staff members, given the proximity of public transportation and the District's interest in promoting walking and public transportation - - and the cost of structured parking which means that each parking place is expensive. Consequently, staff members would continue to be encouraged to take the bus or carpool. Any new school should have bike racks available.

There are fewer than a dozen parking places available behind Park View School where parking is not at all efficient due to the shape of the area available. There are more than 60 staff members who conceivably would want parking.

Street parking is available but the neighborhood is zoned for use by Ward I residents, with alternate side of the street parking on Thursdays and Fridays to allow for street sweeping. This makes parking even more difficult but keeps the streets clean. The school has arranged to print parking placards for teachers and staff which state that they are school employees and this may have some effect at warding off tickets but they have no effect on the cameras mounted on street sweepers.

In urban areas, there are often trade offs between outdoor space available for student use of the school yard and outdoor space. A review of parking and a professional review of the schoolyard space at Park View should be undertaken. Possibilities might be available working with the city to re-capture some of the no-parking zones around the school and possibly devote some of the current parking area to additional much needed playground.

GENERAL DESIGN CONSIDERATIONS

Entrance

The school should offer a cheerful welcome to students, parents and staff. The front door of the school needs to be enhanced for aesthetic and security reasons and become the main entrance for

students, parents and visitors. Protection from the elements might be provided by a canopy or equivalent or an entrance hall just inside that can temporarily hold a crowd and create a pleasant first experience of the institution. Careful attention should go to placement of the security desk to heighten visual surveillance that is friendly and through but not intimidating.

Site

The area surrounding Bruce-Monroe Elementary School needs to be fully improved to support the school and highlight this important high point and cross-roads on Georgia Avenue. Easy to care for landscaping, non-obtrusive fencing, and lighting should be designed to support the programs, neighborhood safety and after-hours access. A portion of the front may be incorporated into the early childhood playground or intermediate basketball court to expand the space.

School Interior

The display of children's work should be widespread throughout the school. There needs to be good lighting in the hallways and display areas in the halls and easy ways to display student work. Opportunities for passive learning should be a part of the interior and exterior environment, with possible considerations for aquariums, terrariums, planters or other interior displays of the natural environment.

In the interest of fully utilizing public education assets to the benefit of the education of children and youth, the Bruce-Monroe Elementary School classrooms will need to be designed so they could be used for extended learning. There may be an extended day for students who need added help or enrichment/remedial classes for adults. These classes may or may not be taught by the regular classroom teachers. To support shared use of classrooms, some classrooms need to be able to secure regular day student classroom work and the teachers' work.

Sustainable Design Elements

Through the design process, the architects and engineers should identify cost effective sustainable elements that will reduce long term operating costs for the District and DCPS, improve the environment and contribute to the environmental education of children. Possible considerations would be geo-thermal heating and cooling, solar panels for auxiliary power delivery, green roofs, composting on site, set-asides for targeted re-cycling, possibly in conjunction with any private partner. Signage should provide explanation of these architectural elements and some gages may be visible for students to monitor utility use.