

Bancroft SIT Team Meeting: Design Visioning

2014/09/25

Meeting Minutes

Participants

Please refer to meeting attendee sign-in sheet

Agenda

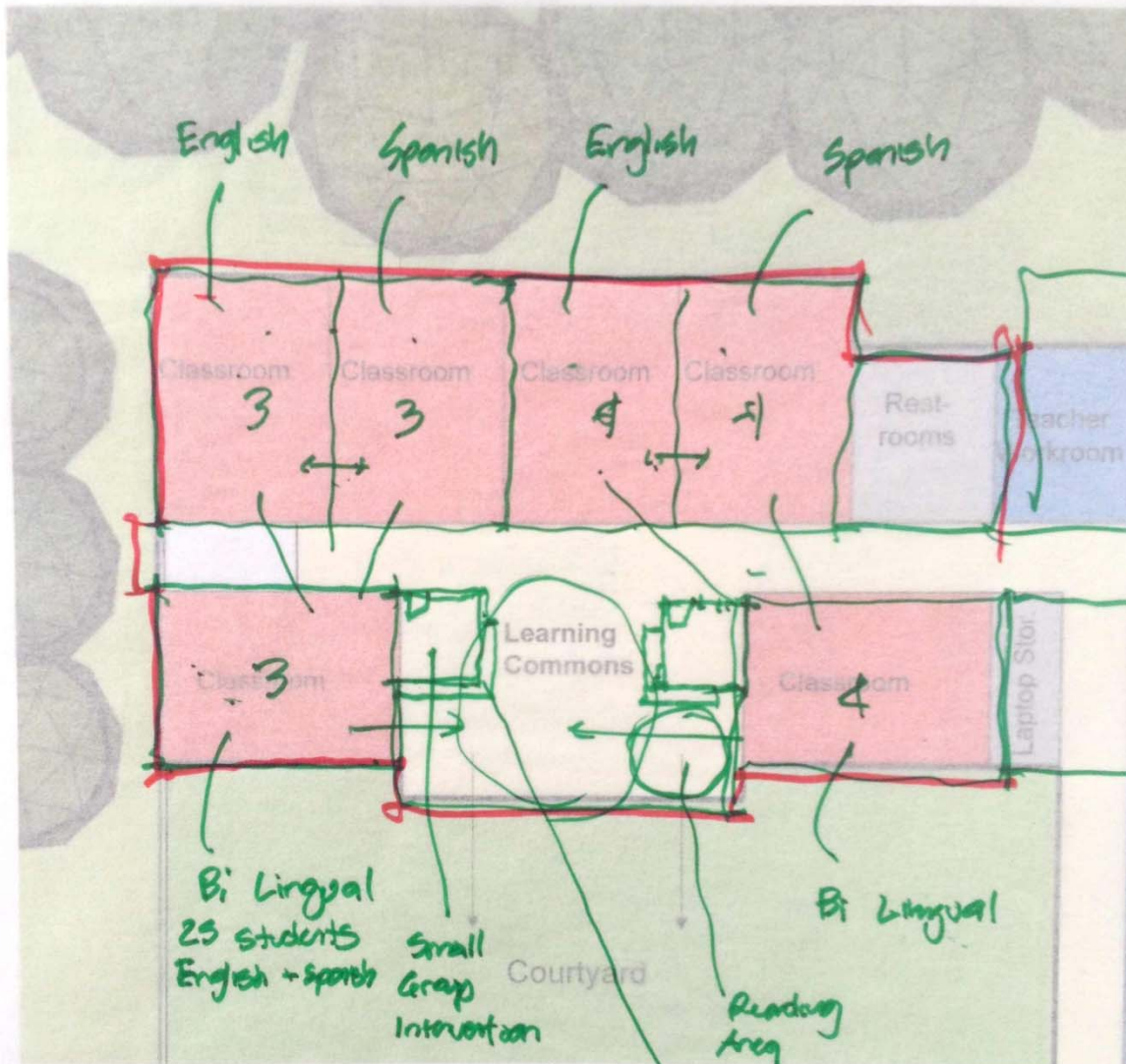
1. **Introductions**
 - a. DGS Personnel
 - b. DCPS Personnel
 - c. New SIT members
2. **Review of Process and Next Steps**
3. **Design Pattern Workshop**
 - a. Overview of Concept Design and Current Ed Spec (Presentation by Design Team)
 - b. Small Group Design Pattern Brainstorming (1 group for each of the following)
 - i. Academic Clusters (Learning Communities) & Bi-Lingual Classrooms
 - ii. Special Education
 - iii. Environmental & Outdoor Education and Play; Pickup and Drop-off
 - c. Small Group Report Out
4. **Next SIT Meeting(s)**

Design Pattern Workshop

Participants split into three groups to discuss design patterns as they may be applied to the new school design. Notes and sketches on following pages.

Academic Clusters & Bilingual Education

Elementary Learning Community

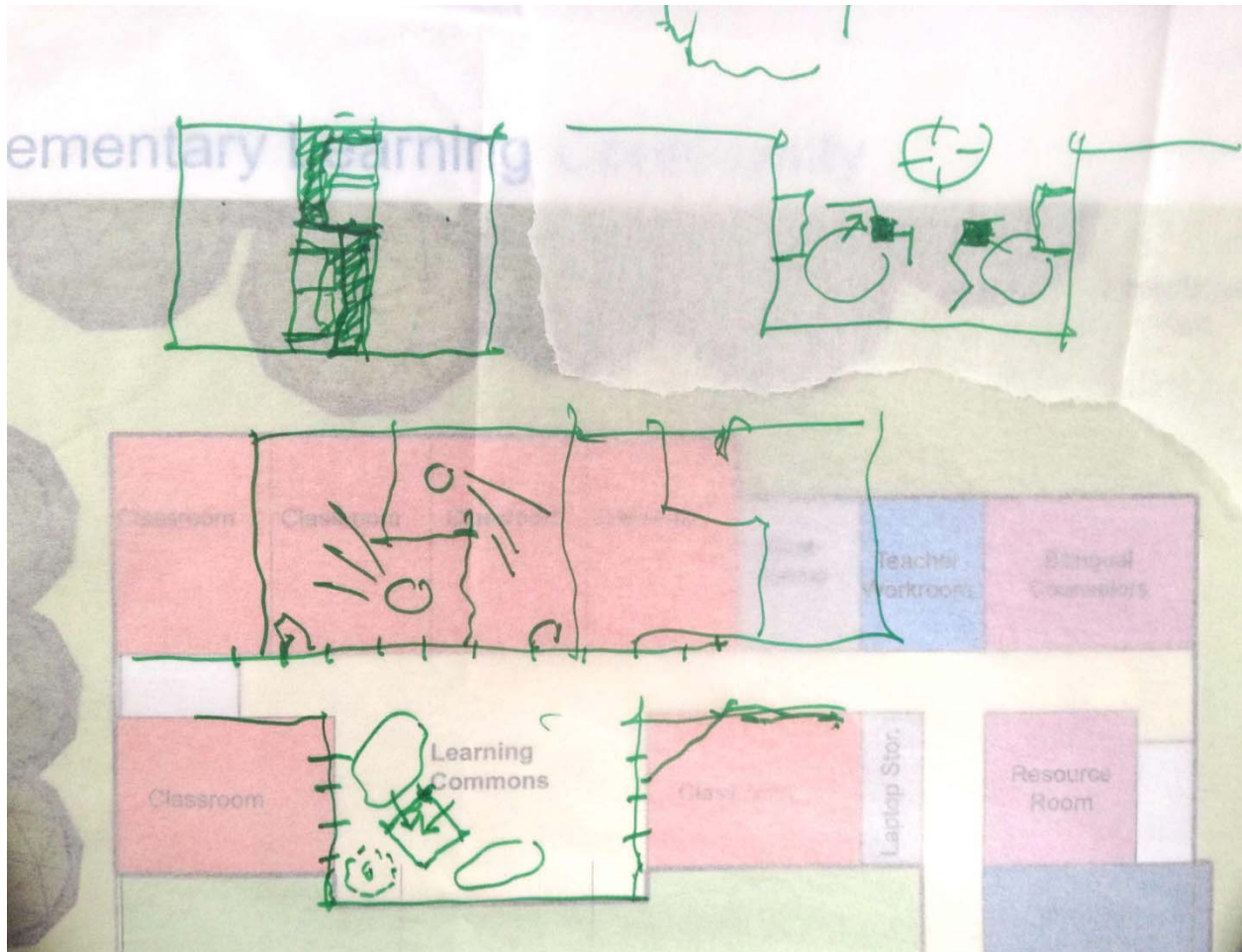


Bancroft Elementary School

Design Patterns / SIT Meeting 3

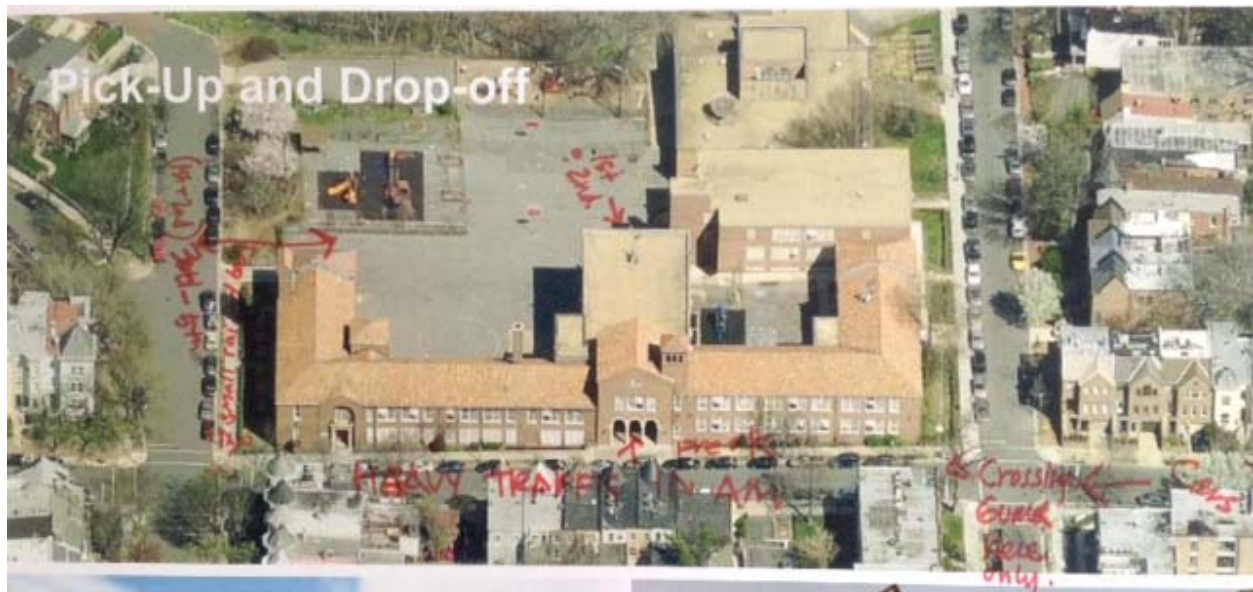
- Clustering grades around age appropriate courtyards an ideal arrangement
 - Consider amphitheater & stage elements as well as play equipment
- Adjacent classrooms can be paired for bilingual learning; stand-alone classrooms fully bilingual
- All classrooms have access to commons for break-out and large group meeting
 - Space for small group intervention, reading area, etc ideal
 - All commons must be easily supervisible
 - In-class breakout spaces also needed

Special Education (SpEd)



- 2/3 of classes have students with SpEd needs, including in-classroom assistance and pull-out
 - There is a need for in-classroom space for students that is not distracting—L-shaped classrooms or other in-classroom breakout spaces may be beneficial
 - The commons for each academic cluster would ideally provide break-out spaces, as well as large group space. Consider movable partitions, “nook” spaces, other options that can create a focused learning one-on-one environment
- 1 non-categorical self-contained SpEd classroom at PS-PK level—10 students
 - Furnishings and classroom elements should maximize flexibility
- Variety of furnishings to accommodate student needs: dynamic chairs, soft seating, cube chairs as alternative when class sits on floor

Outdoor Education & Pickup and Drop-off



- Gardening class—gardens should be located where they can be experienced every day
 - Access to water for irrigation—rainbarrels?
- Consider observation deck for nature classroom that overlooks Rock Creek Park

- Play fields and track available for school and community—manage use through edge design & operational hours
- Green roofs—desirable, but should not be heavily programmed, as they are not as visible as school grounds
- After lengthy discussion of drop-off & queueing options, the team decided that managing traffic through policy may be more economical and equivalently effective as solutions requiring expensive construction