F

Board of Zoning Adjustment
District of Columbia
CASE NO.16970
EXHIBIT NO.87A2

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South Elevation, Main House

NCRC
National Child
Research Center

SUBMISSION TO THE

BOARD OF ZONING ADJUSTMENT

FOR RENOVATIONS AND ADDITIONS TO:

NATIONAL CHILD RESEARCH CENTER

3209 HIGHLAND PLACE, NW WASHINGTON, DC 20008

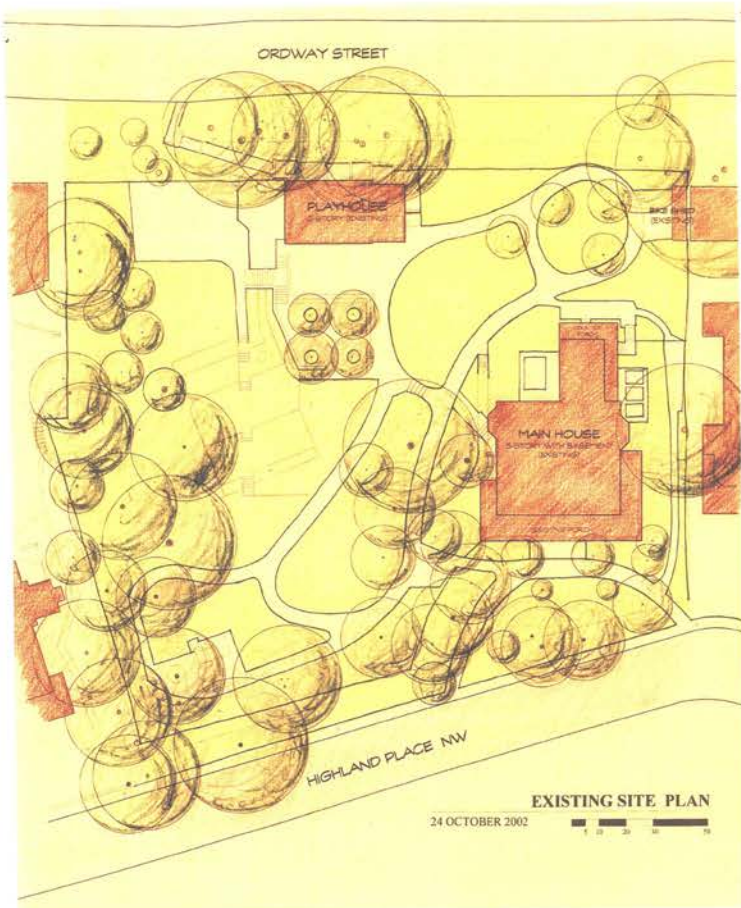
31 OCTOBER 2002

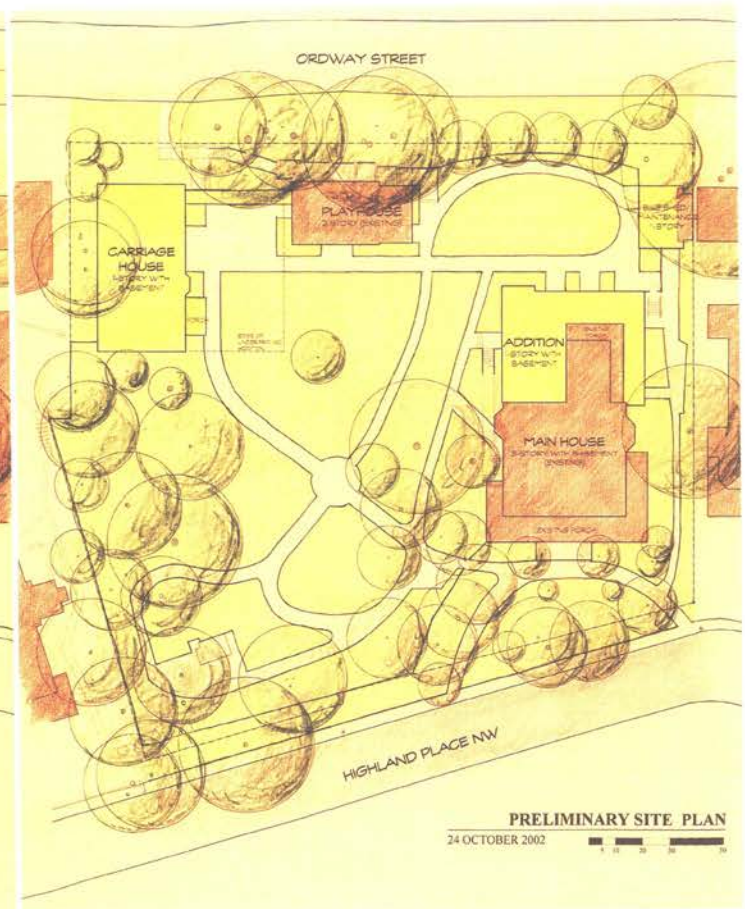
CHARLES E ANTHONY ARCHITECTS

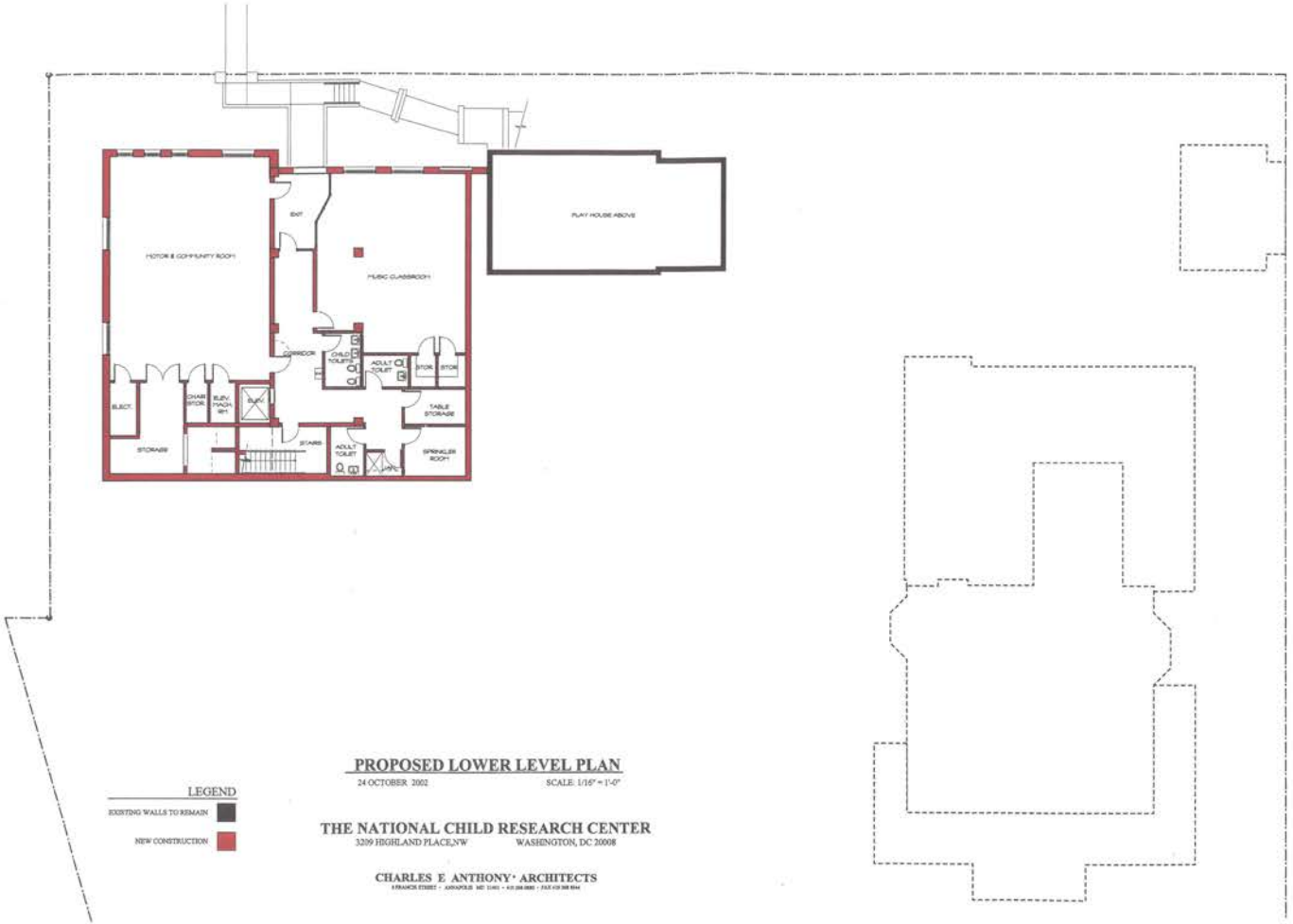
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NEIGHBORHOOD CONTEXT


ORDWAY STREET
PLAYHOUSE
MAIN HOUSE
HIGHLAND PLACE NW
EXISTING SITE PLAN
24 OCTOBER 2002


ORDWAY STREET
CARRIAGE HOUSE
PLAYHOUSE
ADDITION
MAIN HOUSE
HIGHLAND PLACE NW
PRELIMINARY SITE PLAN
24 OCTOBER 2002



LEGEND

EXISTING WALLS TO REMAIN

NEW CONSTRUCTION

PROPOSED LOWER LEVEL PLAN

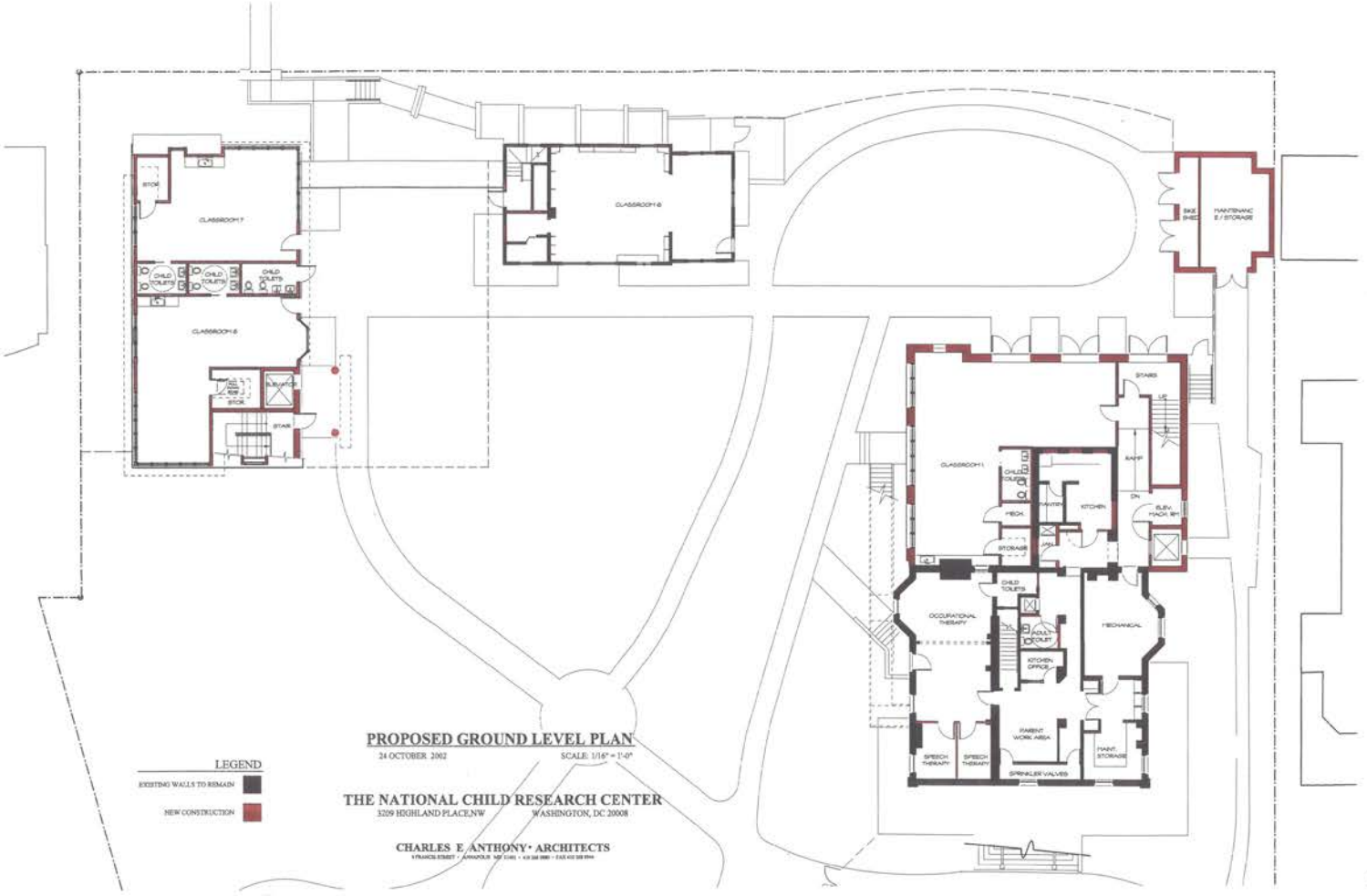
24 OCTOBER 2002 SCALE: 1/16" = 1'-0"

THE NATIONAL CHILD RESEARCH CENTER

3209 HIGHLAND PLACE,NW WASHINGTON, DC 20008

CHARLES E ANTHONY · ARCHITECTS

A



LEGEND

EXISTING WALLS TO REMAIN

NEW CONSTRUCTION

PROPOSED GROUND LEVEL PLAN

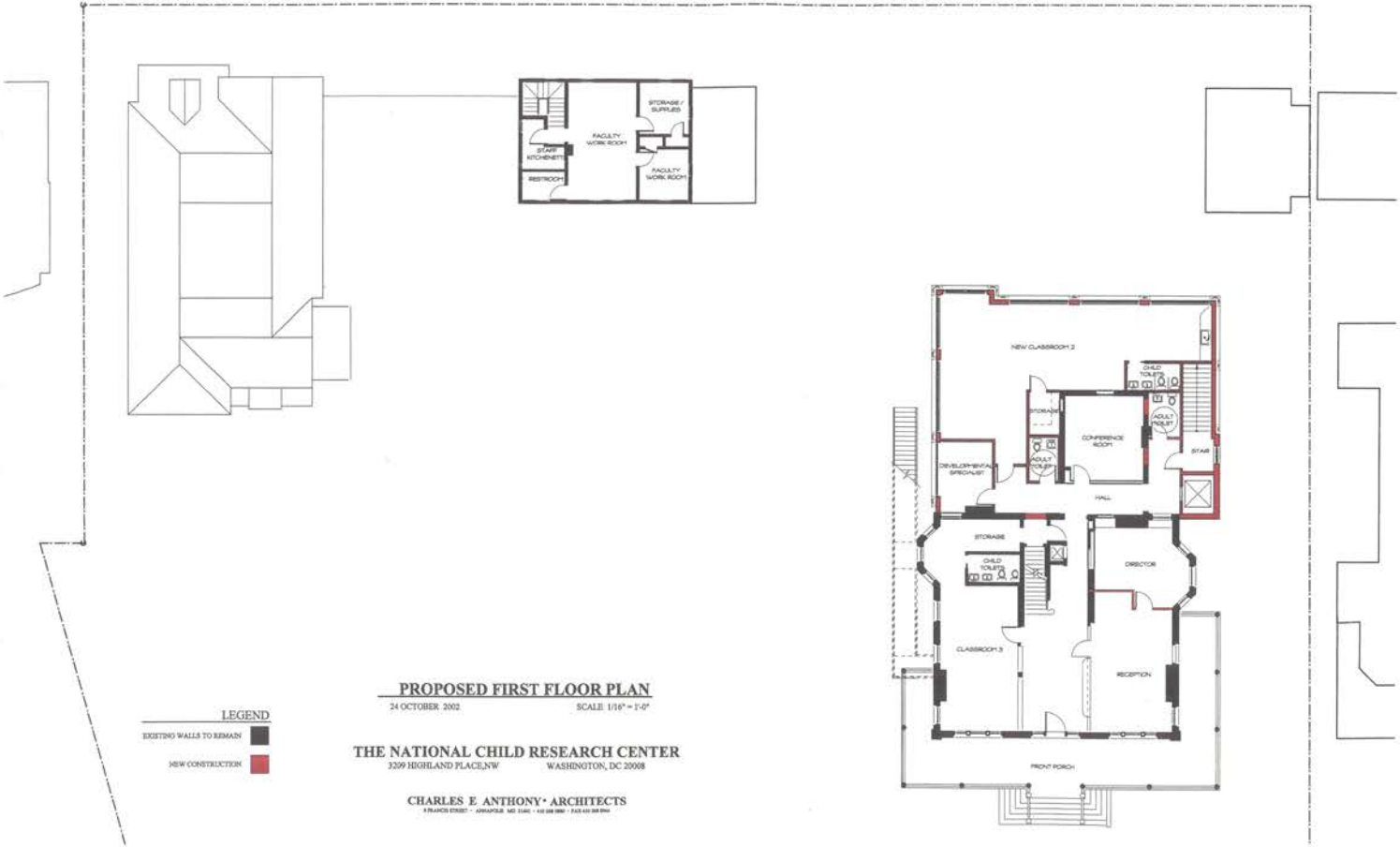
24 OCTOBER 2002 SCALE: 1/16" = 1'-0"

THE NATIONAL CHILD RESEARCH CENTER

3209 HIGHLAND PLACE,NW WASHINGTON, DC 20008

CHARLES E. ANTHONY · ARCHITECTS

R



LEGEND

EXISTING WALLS TO REMAIN

NEW CONSTRUCTION

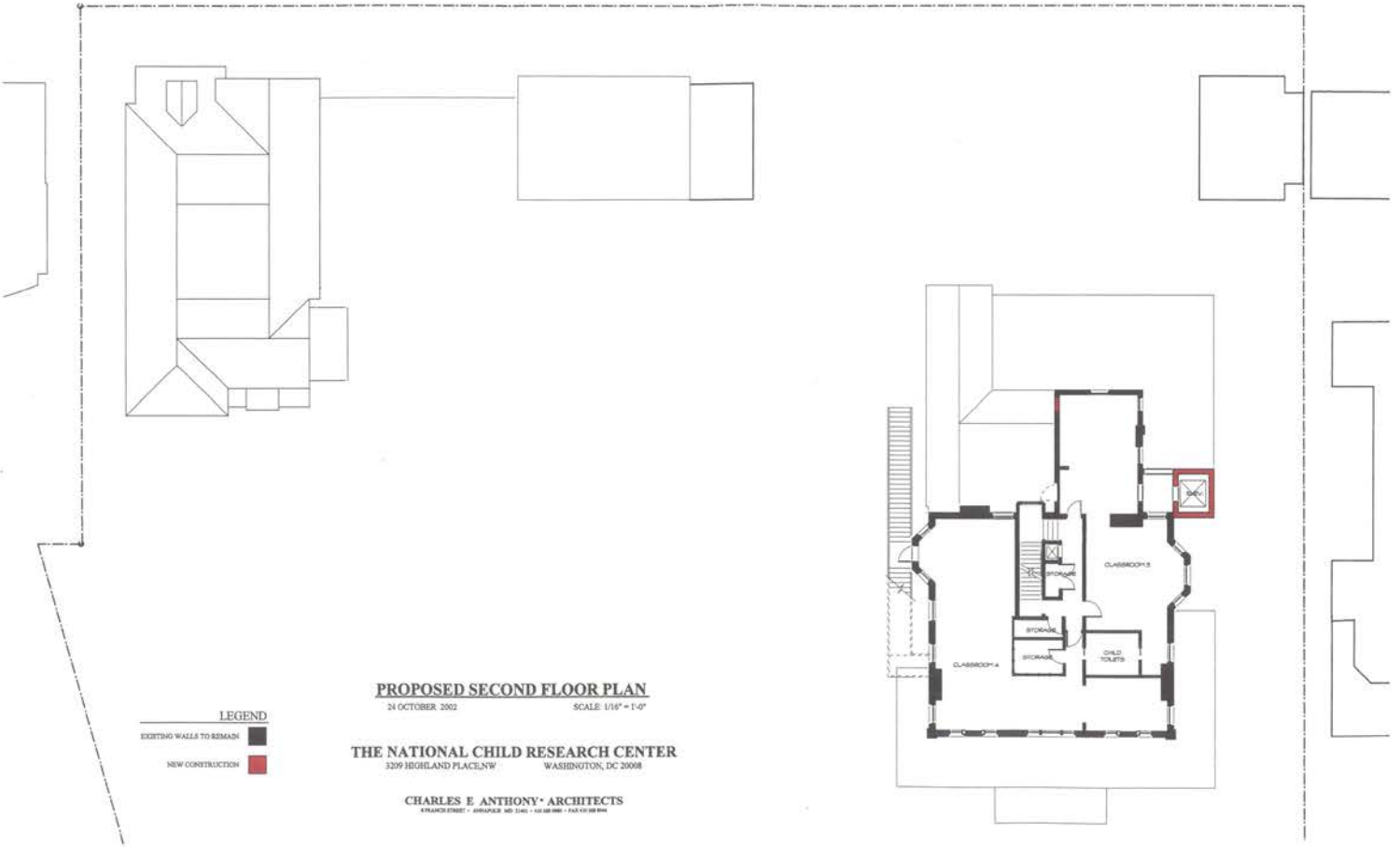
PROPOSED FIRST FLOOR PLAN

24 OCTOBER 2002 SCALE: 1/16" = 1'-0"

THE NATIONAL CHILD RESEARCH CENTER

3209 HIGHLAND PLACE,NW WASHINGTON, DC 20008

CHARLES E ANTHONY • ARCHITECTS



LEGEND

EXISTING WALLS TO REMAIN

NEW CONSTRUCTION

PROPOSED SECOND FLOOR PLAN

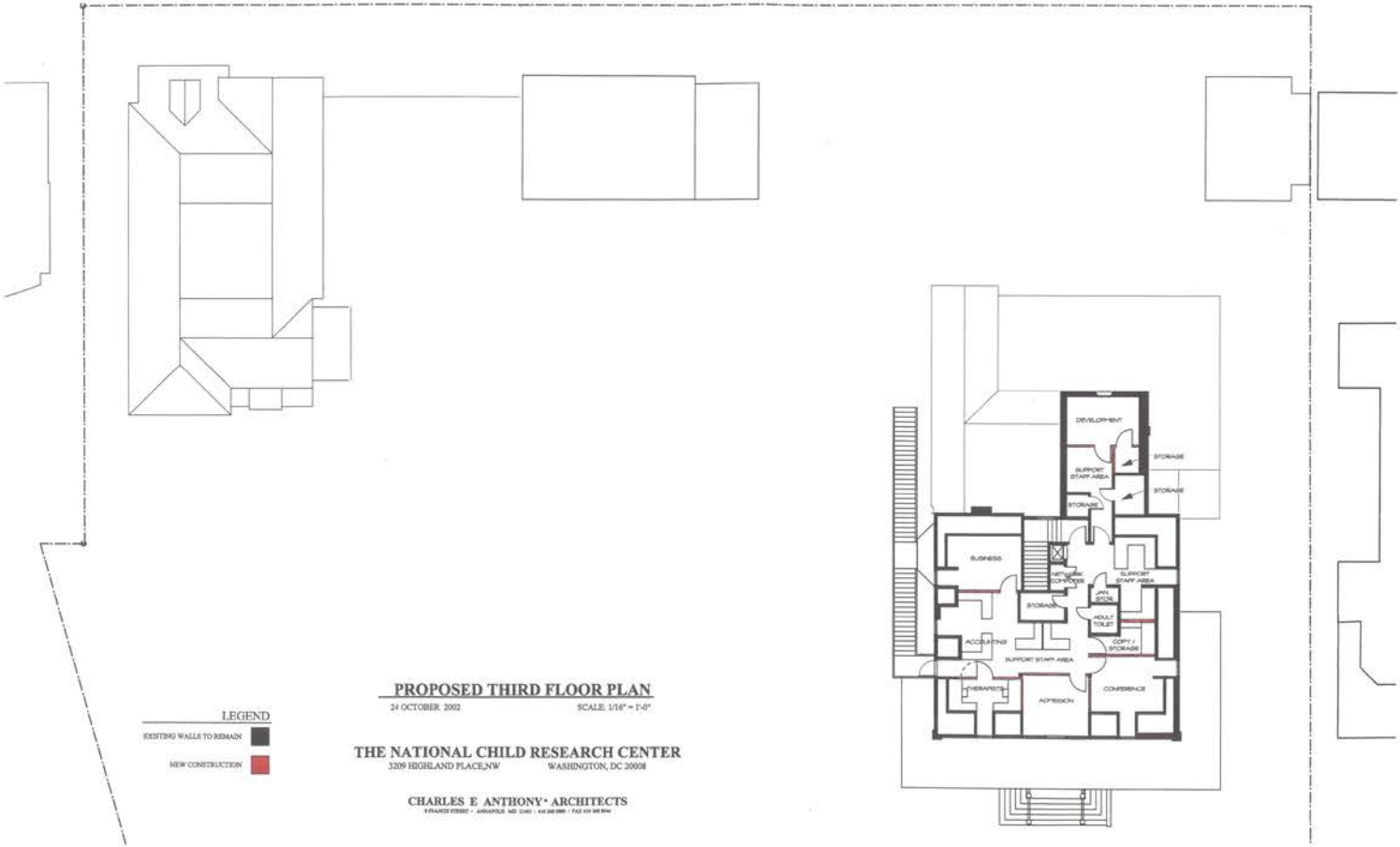
24 OCTOBER 2002 SCALE: 1/16" = 1'-0"

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LEGEND

EXISTING WALLS TO REMAIN

NEW CONSTRUCTION

PROPOSED THIRD FLOOR PLAN

24 OCTOBER 2002 SCALE: 1/16" = 1'-0"

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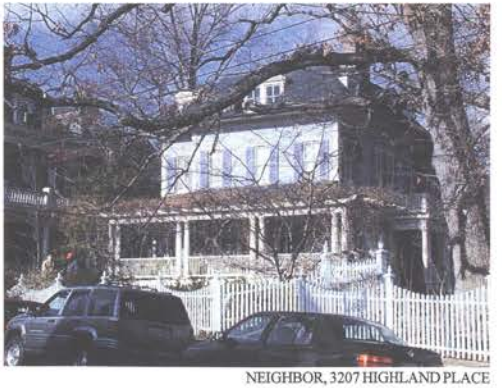
SOUTH ELEVATION, MAIN HOUSE



NEIGHBOR, 3207 HIGHLAND PLACE



MAIN HOUSE, SOUTHEAST



NEIGHBOR, 3207 HIGHLAND PLACE



NEIGHBORS, NORTH SIDE (3207 HIGHLAND PLACE)



NORTH ELEVATION, MAIN HOUSE



NORTHEAST CORNER MAIN HOUSE



WEST ELEVATION, MAIN HOUSE



BIKE SHED (NEIGHBOR'S GARAGE BEYOND)



NORTH ELEVATION, MAIN HOUSE FROM ORDWAY STREET



NEIGHBOR'S GARAGE (3207 HIGHLAND PLACE)



BIKE SHED FROM ORDWAY STREET



PLAYHOUSE, NORTH



PLAYHOUSE, NORTHWEST



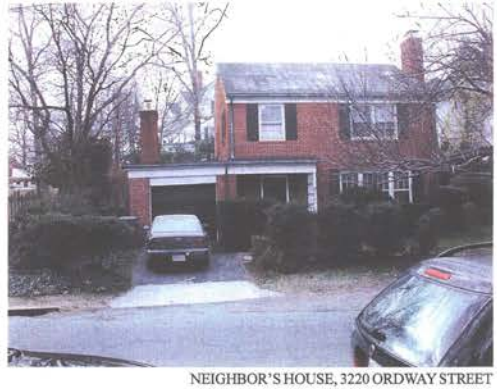
NORTH ELEVATION, PLAYHOUSE



PLAYHOUSE / ORDWAY STREET



PLAYHOUSE FROM ORDWAY



NEIGHBOR'S HOUSE, 3220 ORDWAY STREET



NEIGHBOR'S HOUSE, 3220 ORDWAY STREET



ORDWAY STREET LOOKING EAST



PLAYHOUSE / NEIGHBOR'S HOUSE (3225 HIGHLAND PLACE)



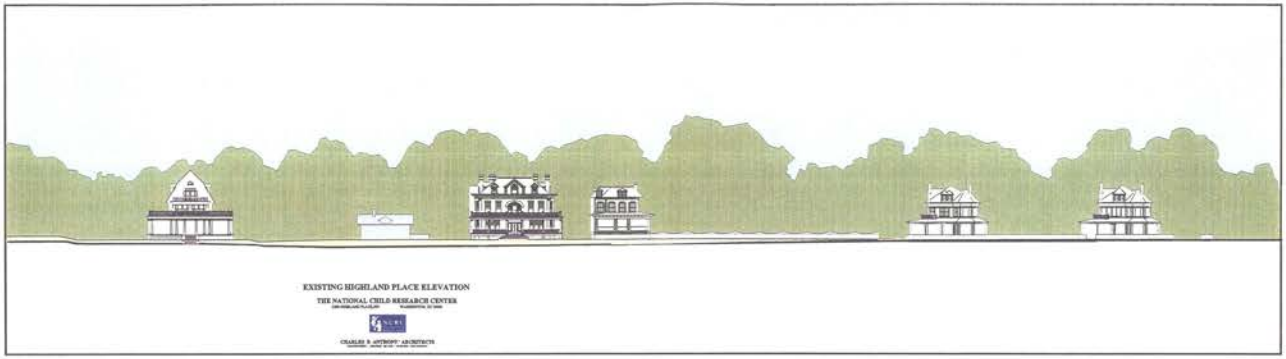
SOUTH ELEVATION, PLAYHOUSE



NEIGHBOR'S FRONT ELEVATION (3225 HIGHLAND PLACE)



PLAYGROUND FROM HIGHLAND PLACE



EXISTING HIGHLAND PLACE ELEVATION

THE NATIONAL CHILD RESEARCH CENTER

CHARLES E. ANTHONY ARCHITECTS



PROPOSED HIGHLAND PLACE ELEVATION

THE NATIONAL CHILD RESEARCH CENTER

CHARLES E. ANTHONY ARCHITECTS

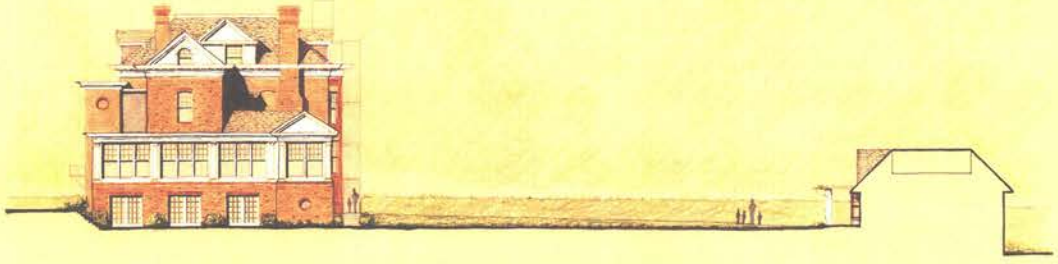


East Elevation

NCRC

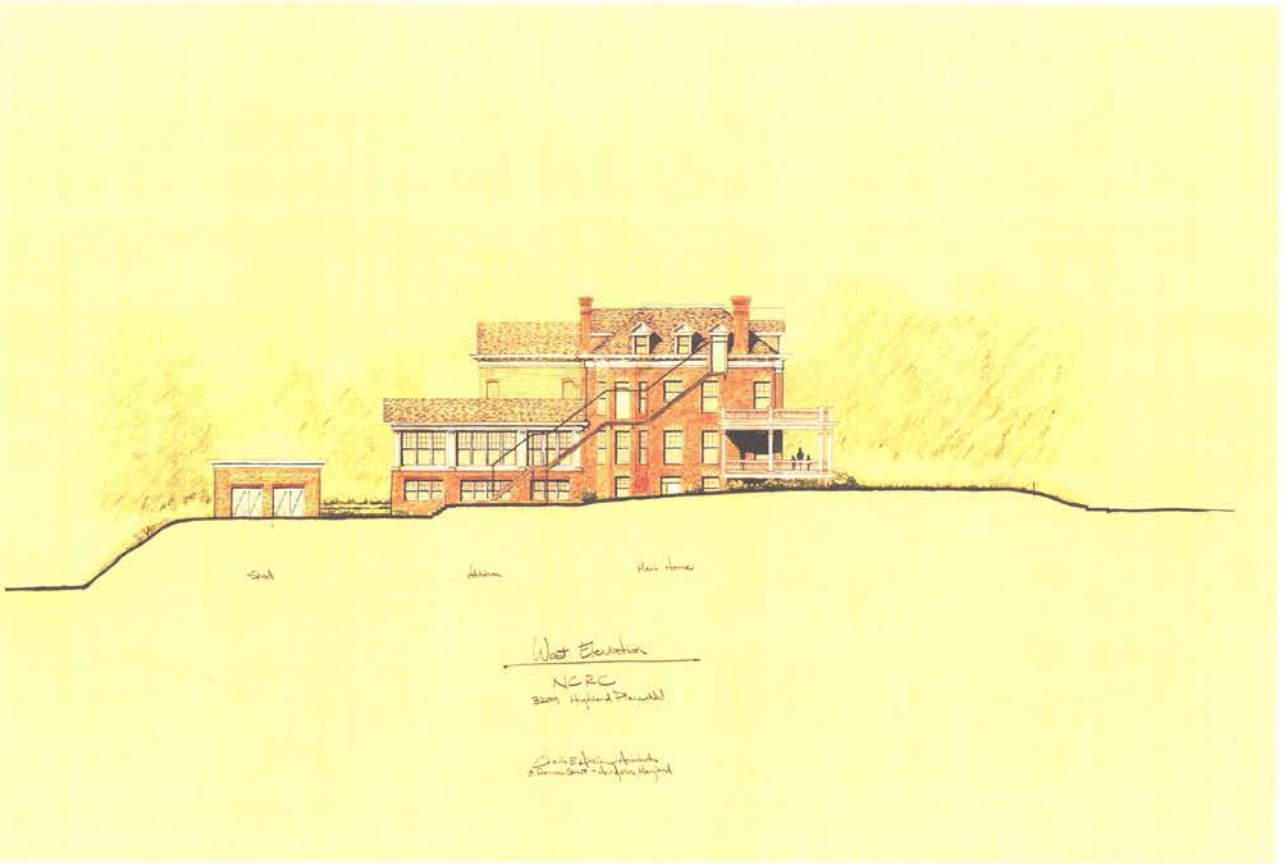
9201 Edgewood Place, NW

Charles E. Herring - Architects
Silver Spring • Maryland



North Elevation

NCRC



West Elevation

NCRC
3209 Highland Parkway



EXISTING ORDWAY STREET ELEVATION

THE NATIONAL CHILD RESEARCH CENTER

CHARLES E. ANTHONY ARCHITECTS



PROPOSED ORDWAY STREET ELEVATION

THE NATIONAL CHILD RESEARCH CENTER

CHARLES E. ANTHONY ARCHITECTS



Alley Elevation (North)

NCRC



West Elevation

NCRC

Charles E. Armitage • Architects



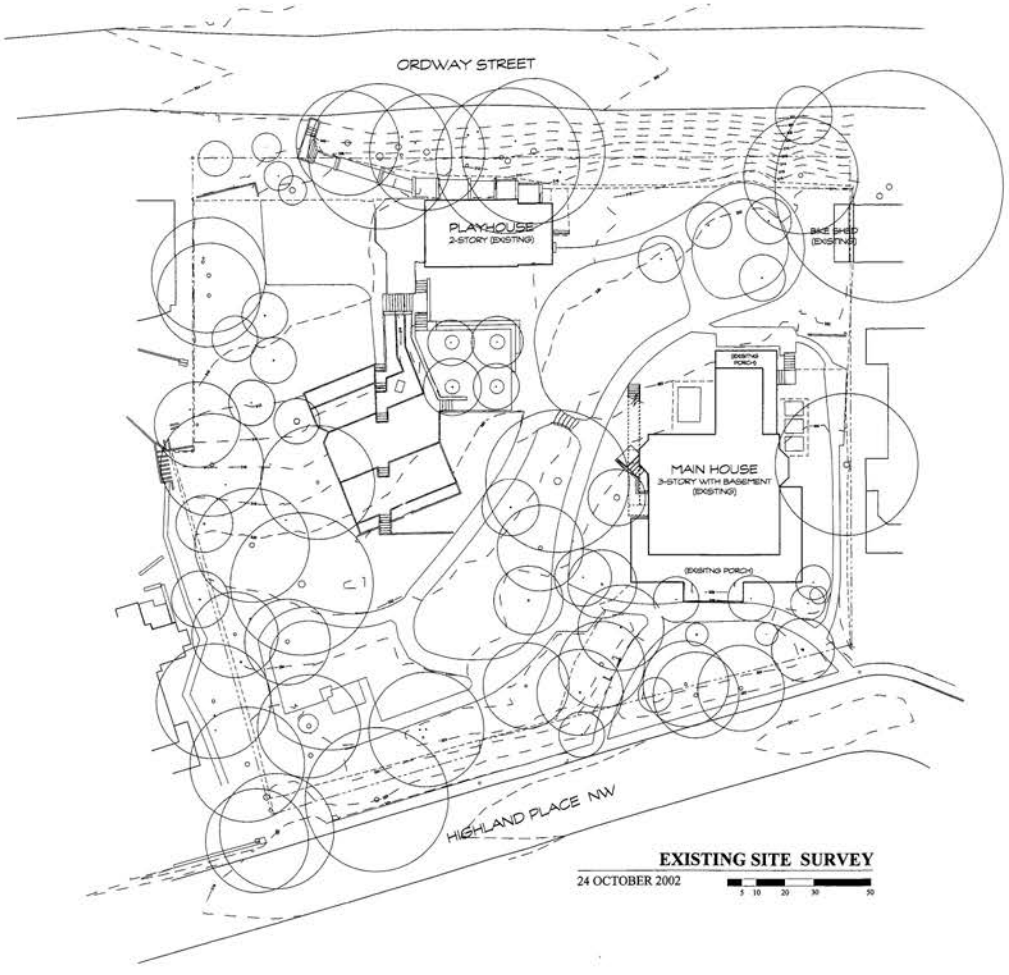
South Elevation

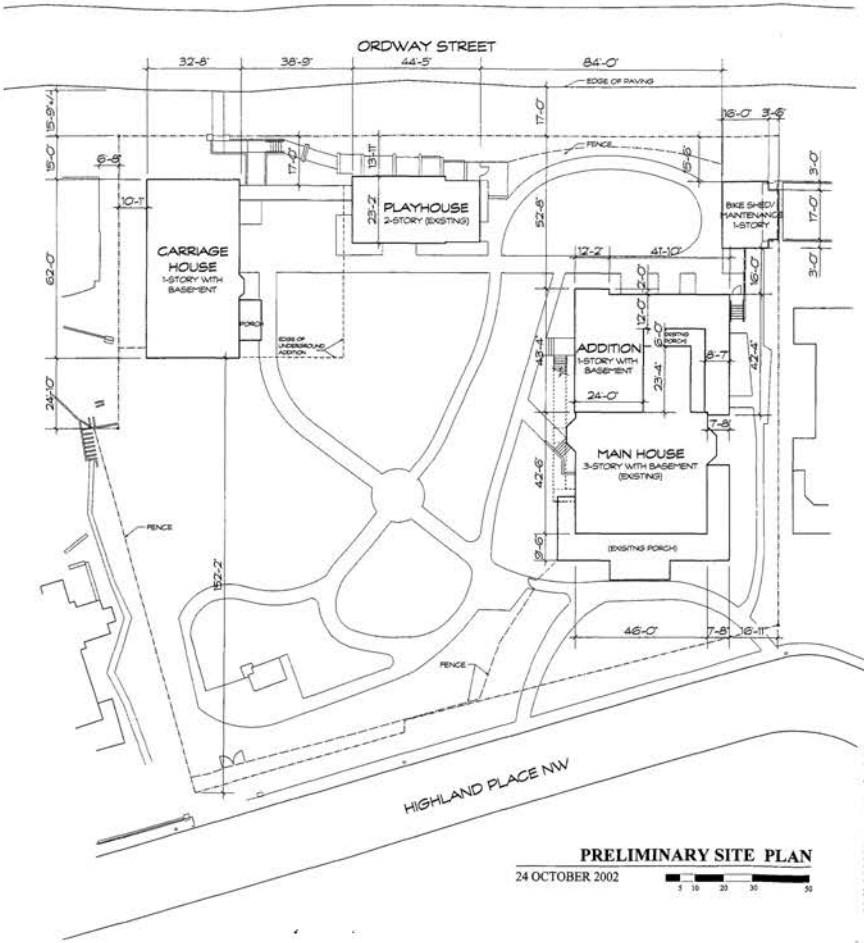
NCRC



East Elevation

NCRC


ORDWAY STREET
PLAYHOUSE
2-STORY (EXISTING)
BIKE SHED
(EXISTING)
(EXISTING PORCH)
MAIN HOUSE
3-STORY WITH BASEMENT
(EXISTING)
(EXISTING PORCH)
HIGHLAND PLACE NW
EXISTING SITE SURVEY
24 OCTOBER 2002
5 10 20 30 50



PRELIMINARY SITE PLAN

24 OCTOBER 2002

5 10 20 30 50

NCRC LOT COVERAGE SUMMARY

Based on Plans dated - 24 OCTOBER 2002

TOTAL LOT AREA:	45,207.54 SF
EXISTING	
Main House:	
Front Porch:	980 SF
First Floor:	2365 SF
Rear Porch:	243 SF
Fire Escape:	236 SF
Total Main House:	3824 SF
Playhouse:	
First Floor:	960 SF
Bike Shed:	110 SF
EXISTING LOT COVERAGE:	4894 SF
EXISTING LOT OCCUPANCY:	10.8 %
PROPOSED	
Carriage House:	
Ground Level:	1935 SF
Addition to Main House:	
Ground Level:	1880 SF
Maintenance / Bike shed:	325 SF
TOTAL PROPOSED:	4141 SF
PROPOSED LOT COVERAGE:	9035 SF
PROPOSED LOT OCCUPANCY:	19.9 %

NCRC GROSS SQUARE FOOTAGE SUMMARY

Based on Plans dated - 24 OCTOBER 2002

EXISTING	
Main House:	
Ground Level:	1361 SF (57%)
First Floor:	2365 SF
Second Floor:	2275 SF
Third Floor:	1852 SF
Total Main House:	8969 SF
Playhouse:	
First Floor:	960 SF
Second Floor:	695 SF
Total Playhouse:	1655 SF
Bike Shed:	110 SF
TOTAL EXISTING:	9618 SF
PROPOSED	
Carriage House:	
Lower Level:	2338 SF (56%)
Ground Level:	1936 SF
Total Carriage House:	4397 SF
Addition to Main House:	
Ground Level:	1880 SF
First Floor:	1764 SF
Second Floor:	117 SF
Total Addition:	3761 SF
Maintenance / Bike shed:	325 SF
TOTAL PROPOSED:	8483 SF

PROPOSED TOTAL SQUARE FOOTAGE: 18101 SF

ZONING COMPUTATIONS
R-1-B DISTRICT

	PERMITTED	EXISTING	PROPOSED
HEIGHT	40 FEET	40 FEET	40 FEET
NUMBER OF STORIES	3	3	3
MINIMUM LOT AREA	5, 000	45,207.54	45,207.54
GROSS FLOOR AREA	NONE PRESCRIBED	9,618	18,101
FLOOR AREA RATIO	NONE PRESCRIBED	0.21	0.4
LOT OCCUPANCY	40%	10.8%	19.9%
REAR YARD	25 FEET	13'11"	150"
SIDEYARD	8 FEET	16'-11" / 80'-6"	16'-11" / 10'-1"
PARKING/LOADING	NONE REQUIRED	NONE	NONE



HISTORIC PRESERVATION REVIEW BOARD
STAFF REPORT AND RECOMMENDATION

Property Address:	**3209 Highland Place, NW**	X	Agenda
Landmark/District:	**Cleveland Park Historic District**		Consent Calendar
		X	Concept Review
Meeting Date:	**January 23, 2003**	X	Alteration
H.P.A. Number:	**02-636**	X	New Construction
Staff Reviewer:	**Steve Callcott**		Demolition
			Subdivision

The applicant, architect Charles Anthony for the National Child Research Center (NCRC), seeks conceptual design review for alterations and a rear addition to a 1905 Colonial Revival house, and an addition to a 1915 two-story frame outbuilding (called "the playhouse") located at the rear of the property overlooking Ordway Street. The proposal also includes replacing a one-story wooden shed with a somewhat larger one-story shed. The buildings occupy a large (45,000+ square foot) lot that fronts on Highland and slopes down to Ordway Street; the additions would be visible from each of these streets.

The house has served as the home of NCRC, a private non-profit pre-school, since 1930. Currently, the house's four floors contain the school's six classrooms, speech therapy rooms, administrative offices, a kitchen, and mechanical and support spaces. The playhouse contains additional therapy rooms on the upper level, and a playroom on the first floor, which opens to a large deck. The property's sloping site has been partially regraded and terraced to make it more usable for a playground. The site does not contain historically significant landscape features.

The proposal calls for a substantial renovation of the interior of the house, reopening the front door and front hallway among other things, and constructing a two-story addition in the back (one story above a partially submerged basement), that would include two new classrooms, an elevator, and a fire stair. The addition is proposed in the general language of an enclosed porch, with columns separating banks of nine-over-one sash windows set on a more solid brick basement level with punched windows.

A two-story addition is proposed to the playhouse, located at the northwest corner of the site fronting on Ordway Street, to house community and music rooms on the first level and two classrooms above. While technically an addition, the "carriage house" would appear as a separate building, visibly connected to the playhouse by a fenestrated brick arcade seen only on Ordway Street. The plan takes advantage of the sloping grade, submerging the first level below grade on the east and south, reading as a two-story building only on the west and north (Ordway Street) elevations. Its cottage style design, with a steeply-sloped cross-gable roof, brick, stucco and half-timber detailing, and multi-

light sash windows, has been developed to relate to the roof-lines, materials' use and general scale of the houses along Ordway Street and within the historic district.

The existing shed is located behind the house at the northeast corner of the site, abutting a stucco garage on an adjacent property. The new shed would be constructed in the same location, serving as bicycle storage and as an expanded maintenance shed. It would be essentially the same size as the adjacent owner's two-car garage.

The proposed additions have been developed in a manner with is sympathetic to and compatible with the Colonial Revival style house, the property's site, the streetscape along Ordway Street, and the historic district in general. While large in footprint, the proposed rear addition to the house has been kept low in height, preserves the overall massing and rooflines of the house's side and rear elevations, and has been designed in a manner evocative of the often-enclosed rear porches prevalent in Cleveland Park. Similarly, the expanded shed is consistent in its size, mass and materials with garages found throughout the historic district.

Architecturally developed as a separate building, the "Carriage House" is generally compatible in its height, orientation, rooflines, and materials' use with the residential character of Ordway Street and the historic district. Its footprint, roughly 30' wide x 60' deep, is somewhat larger than the surrounding houses on Ordway (3063-3083 across the street average about 30' wide x 25'-40' deep; the house next door at 3220 measures about 40' wide x 35' deep); it is equivalent in size to the larger houses on Highland, such as the school's main building (45' x 65') and the neighboring house at 3207 (30' x 60'). Breaking up the longer east-west elevations with a slight change in plane and/or roofline might be worthy of additional study in order to alleviate the unbroken nature of this building's mass. Minor adjustments – such as reducing the gangs of five windows to three or four on the front and side elevations, and using non-florescent lights on the interior – should also be evaluated in order to further enhance its compatibility with the surrounding residential neighborhood.

While this project has raised concerns from some with regard to the school's enrollment, previous zoning approvals, and the traffic associated with a school in a residential neighborhood, these issues fall outside the purview of the HPRB and the preservation law, and must be addressed by the Board of Zoning Adjustment when it considers this case in the upcoming months. As the project continues to be developed, and if the proposal is approved by the BZA, a landscape plan for the overall site should be prepared that addresses the site's erosion and loss of trees.

<u>The staff recommends that the Review Board approve the conceptual design as consistent with the purposes of the preservation act, however, this approval should not be construed to constitute an endorsement for the necessary zoning variances or zoning relief.</u>

H

TEACHER/STUDENT RATIOS

AND

GROUP SIZE RECOMMENDATIONS

A report prepared for the NCRC Board of Trustees
as part of the 2000-2001 Strategic Plan
01-08-01

Prepared by
Colleen Bane, Staff Coordinator for the Strategic Plan
Katy Bauer, Director of Admission

STRATEGIC PLAN
EDUCATIONAL PROGRAM

GOAL:

A model preschool program

RATIONALE:

Since its founding in 1928, NCRC has sought to provide the best possible preschool education. In today's world, we believe this to mean a child-centered program based on developmentally appropriate practice, commitment to an equitable education for all children, sound research, child advocacy, family education, and community outreach.

OBJECTIVE #2:

Explore ways to reduce the number of children in all classrooms without decreasing the current enrollment, to provide a developmentally appropriate program for all students, and to accommodate children with special needs more fully.

IMPORTANT TERMS AND DEFINITIONS

AGE

The age range of children in a specific classroom as of October 1st of each school year. Age is given in years and months.

GROUP SIZE

The maximum number of children recommended per classroom.

SQUARE FOOTAGE

The measurements of each individual classroom that specify the usable space for active, ambulatory children. Usable space does not include storage, bathrooms, cubbies, sinks and cabinets and in most cases, large items such as block shelves that are permanent pieces of classroom furniture. Licensing agencies use these measurements to determine how many children can legally and safely be included in a group using the space. The square footage may indicate a number higher or lower than the maximum recommended number of children per group. Therefore, square footage and group size must be considered together.

We have 330 square feet of usable space in the Bunny Classroom and are licensed for 9 children in this space. DC regulations set a maximum group size for 2.5 - 3.0 year olds at 10. Based on square footage, we can not exceed 9 children in this space. On the other hand, the Treetop Room has 807 square feet of usable space and is licensed for 23 preschool children. DC regulations set a maximum group size of 20 for 4.5 - 5.5 year olds. We can not exceed this number.

TEACHER/STUDENT RATIO

The maximum number of children per 1 classroom teacher. Not to be confused with group size. Adding additional resource teachers to classrooms does not mean we can keep adding children. For instance, the recommended teacher/student ratio for 3.0 year old children is 1:8. This does not limit us to a classroom of 8 children or allow us to enroll 24 children with 3 teachers. It must be considered together with maximum group size, which is set at 16 in the District of Columbia.

OPTIMAL GROUP SIZE

Reflects local licensing standards, national accreditation guidelines as well as recent, sound research and recommendations from recognized authorities on early childhood development. Optimal group size also reflects the consideration of programs supporting the individual and special needs of all children in the program, as well as balance in diversity, gender and developmental levels.

Optimal group size also recognizes the minimal number of children necessary to support developmentally appropriate practices in terms of social interactions, group dynamics, problem solving skills and independence. In other words, a program for 3.0 - 3.5 year old children should not be so small that it does not allow for dynamic, interactive problem solving curriculum and learning interactions which create continuing opportunities for growth.

DC REGULATIONS

Specifications that must be followed to meet current licensing requirements in the District of Columbia.

T. BERRY BRAZELTON AND STANLEY GREENSPAN

Nationally and internationally recognized authorities in the field of early childhood development and research. Co-authors of the recently published book, The Irreducible Needs of Children *What Every Child Must Have to Grow, Learn, and Flourish.*

JOE L. FROST

Author of Play and Playscapes; 1992. Frost makes recommendations for optimal amount of space to provide adequate opportunities for skill acquisition and peer interactions both indoors and out, and takes into consideration a child's energy, imagination and the nature of play. Frost respectfully considers the appropriate number of children, age and developmental levels, type and range of play themes, materials and equipment and time available for play.

Frost's recommendations were used when designing the current outdoor playscape at NCRC.

REQUIREMENTS FOR SQUARE FOOTAGE IN PRESCHOOL CLASSROOM

	35 sq. ft./child	50 sq. ft./child	85 + sq. ft./child
NCRC	X	model	
NAEYC	X		
DC REGULATIONS	X		
MONTGOMERY COUNTY REGULATIONS	X	goal	
GREENSPAN/BRAZELTON		no specific requirements	
JOE L. FROST		X	
WEST HOLLYWOOD			X

NCRC COMPARED TO NAEYC RECOMMENDATIONS FOR GROUP SIZE

		NCRC		NAEYC * accreditation recommendations for group size and teacher/student ratios					
CLASSROOM	Age	Current group size	Current teacher/student ratio	Minimum		Mid-range		Model	
BUNNY	2.5-3.0	9	1:4.5	14	1:7	12	1:6	10	1:5
BEEHIVE	3.0-3.5	16	1:8	18	1:9	16	1:8	14	1:7
SUNSHINE	3.5-4.0	17	1:8.5	18	1:9	16	1:8	14	1:7
RAINBOW	4.0-4.5	18	1:9	20	1:10	18	1:9	16	1:8
EXPLORER	4.5-5.5	24	1:8	20	1:10	18	1:9	16	1:8
TREETOP	4.5-5.5	20	1:10	20	1:10	18	1:9	16	1:8

* NAEYC recommendations listed above do not factor in programs which include children with special needs.

NAEYC Accreditation Criteria and Procedures states:

F- 2 Staffing

The ratio of staff to children will vary depending on the ages of the children, the type of program activity, the inclusion of children with special needs, ...

F -1 Staffing

Smaller group sizes and lower staff-child ratios have been found to be strong predictors of compliance with indicators of quality such as positive interactions among staff and children and developmentally appropriate curriculum.

NCRC COMPARED TO T. BERRY BRAZELTON, MD, AND STANLEY GREENSPAN, MD

		NCRC		BRAZELTON & GREENSPAN *	
CLASSROOM	Age	Current group size	Current teacher/student ratio	Recommended group size (range)	Recommended teacher/student ratio
BUNNY	2.5-3.0	9	1:4.5	4 - 6	1:4
BEEHIVE	3.0-3.5	16	1:8	10 - 14	1:5-7
SUNSHINE	3.5-4.0	17	1:8.5	10 - 14	1:5-7
RAINBOW	4.0-4.5	18	1:9	12 - 14	1:6-8
EXPLORER	4.5-5.5	24	1:8	12 - 14	1:10-12
TREETOP	4.5-5.5	20	1:10	12 - 14	1:10-12

* "Most children need a lot more one-to-one work to be truly educated. If we're talking about helping minds develop and we're serious about education, we have to make changes. ...Learning occurs through relationships and interactions."

NCRC STAFF RECOMMENDATIONS FOR OPTIMAL GROUP SIZE

			SQ. FT./CHILD		GROUP SIZE					TEACHER/STUDENT RATIO		
ROOM	Age	Current sq. ft.	Current	Model (goal)	Current	Minimum	Mid-range	Model	Model group size sq. ft./ child	Minimum	Mid-range	Model
NNY	2.5-3.0	330	36.6	50	9	9	8*	7*	47.1	1:4.5	1:4	1:3.5
EHIVE	3.0-3.5	556	34.7	50	16	14*	13*	12*	46.3	1:7	1:6.5	1:6
NSHINE	3.5-4.0	625	36.7	50	17	16*	15*	14*	44.6	1:8	1:7.5	1:7
INBOW	4.0-4.5	675	37.5	50	18	17*	16*	15*	45	1:8.5	1:8	1:7.5
PLORER	4.5-5.5	805	33.54	50	24	20*	18*	16*	50.3	1:10	1:9	1:8
EETOP	4.5-5.5	807	40.35	50	20	20	18*	16*	50.3	1:10	1:9	1:8

Reflects a reduction in class size

e minimum recommendation for change is necessary to meet basic standards. Midrange recommendations are preferable.

commendations for model classroom teacher/student ratios, maximum group size and 50 sq. ft. per child reflect the mission of our school adopted by the Board of Trustees in the Spring of 2000. It should be noted that the staff fully embraces the mission and philosophy of school and fully support recommendations for change.

IMPLICATIONS

In the current space, making the necessary minimal changes, we would reduce our community by 12 children.

If current trends in admissions continue, we will be required to add 1 additional classroom for older children who do not move on to another school.

Staff experience and expertise weigh in heavily when considering the range of necessary and suggested changes to our educational program.

By reducing the size of our classroom groups and appropriately readjusting the teacher/student ratios, we are not decreasing the workload or responsibility of the teaching staff. Rather, we are increasing the depth to which we can go with individual children thus improving and increasing overall learning opportunities for every member of our community. Teachers can more fully reach their individual potentials and utilize extensive training in areas of curriculum development, special education, programming for gifted and talented children, mentoring new teachers, and providing higher levels of support to families, which is outlined in our mission.

From: Hannaford, Carla, Ph.D. Smart Moves: Why Learning is Not All in Your Head, Great Ocean Publishers, 1995

6.≈

Movement

Movement is the door to learning
— Paul E. Dennison

The more closely we consider the elaborate interplay of brain and body, the more clearly one compelling theme emerges: movement is essential to learning. Movement awakens and activates many of our mental capacities. Movement integrates and anchors new information and experience into our neural networks. And movement is vital to all the actions by which we embody and express our learning, our understanding and our selves. So in this chapter, I will focus on movement, particularly on the part it plays in learning. Is what we now know about this subject reflected in the ways we raise our children and the ways they are taught in school? What happens when it isn't?

Movement within the womb gives us our first sense of the world and the beginning knowledge and experience of the laws of gravity. We build on that movement to shape our vision, to explore the shape and form of our environment, and to interact with the people and forces around us.

Every movement is a sensory-motor event, linked to the intimate understanding of our physical world, the world from which all new learning derives. Movement of our head aligns our sensory organs (eyes, ears, nose and tongue) to environmental input. Subtle movements of the eyes enable us to see at a distance, experience three dimensions, sense our periphery and focus on small letters on a page. Refined movements of our hands allow us to touch and manipulate our world in infinitely complex ways. Movement aligns us to pick up smells that will key our memory to events, or sounds that will form internal images for protection and/or understanding. Movement allows us to experience the wind upon our face, just for the

Imprinted on the muscular/memory structure of our bodies is not only the knowing of how to sit, stand, walk and run, but where we are in space and how to move with grace and reason — and even to create something beautiful and exquisite in the process. Movement gives our faces the ability to express joy, sadness, anger and love in our very human quest to be understood.

Every number and letter has movement to it. It has a shape felt and imprinted on the musculature so it can be repeated and elaborated through the movement of writing. Through years of learning (movement integrated with sensory input) we are able to play with, reassociate and create new understanding. Through movement we can put thoughts and emotions into words and actions and enrich the world with our creative ideas.

Every time we move in an organized, graceful manner, full brain activation and integration occurs, and the door to learning opens naturally. Howard Gardner, Jean Ayres, Rudolph Steiner, Maria Montessori, Moshe Feldenkreis, Glenn Dolman, Neil Kephardt and many other outstanding innovators in the field of learning espouse the importance of movement to the learning process.

ASSUMPTIONS ABOUT WHAT'S "MENTAL" AND WHAT'S "PHYSICAL"

Part of my purpose in this chapter is also to question a societal prejudice that tends to downgrade physical achievement and minimizes its importance in "serious" endeavors like work and school. Like other deeply held assumptions about the brain which we discussed in earlier chapters, beliefs about the distinctiveness and superiority of human reason have long colored attitudes towards the physical basis of thinking.

The very idea that areas of the brain responsible for movement could be located in the cerebral cortex, presumed to be the province of higher thought, was troubling even to scientists when it was first proposed. The German physicians Eduard Hitzig and Gustav Fritsch first made this discovery in 1864, confirming it by stimulating the cortical surface on living dogs and observing muscular contractions on the opposite sides of the body. When the English neurologist John Hughlings Jackson suggested the existence of a motor cortex within the cerebral hemispheres, he definitely touched a different sort of nerve. "There seems to be an insuperable objection to the notion that the cerebral hemispheres are for movement," he wrote in 1870. "The reason, I suppose, is that the convolutions of the cortex are considered to be *not* for *movement* but for ideas."[1]

This objection still persists today, and in fact is addressed by ard Gardner in his delineation of the Bodily-Kinesthetic Intelli-e:

> A description of use of the body as a form of intelligence may at first jar. There has been a radical disjunction in our recent cultural tradition between the activities of reasoning, on the one hand, and the activities of the manifestly physical part of our nature, as epitomized y our bodies, on the other. This divorce between the "mental" and the "physical" has not infrequently been coupled with a notion that what we do with our bodies is somehow less privileged, less special, than those problem-solving routines carried out chiefly through the use of language, logic, or some other relatively abstract symbolic system.[2]

In addition to many other pertinent observations, Gardner ints out that rather than considering motor activity as subservient "pure" thought, we might follow neuroscientist Roger Sperry in /ersing our perspective and consider thinking as an instrument :ected to the end of executing actions. "Rather than motor activity a subsidiary form designed to satisfy the demands of the higher nters, one should instead conceptualize cerebration as a means of ir-ing `into motor behavior additional refinement, increased di- c toward distant, future goals and greater overall adaptiveness id survival value.'"[3]

Learning involves the building of skills, and skills of every anner are built through the movement of muscles — not just the hysical skills of athletes, dancers and artisans, but also the intellec- al skills used in classrooms and workplaces. Storytellers entertain, achers teach, politicians lead through the complex muscular ex- ressions of language, speech and gesture. Medicine, art, music, ience: competence in these and other professions develops through intricate internal networking among thought, muscles, and emotions. ills are all of a piece, muscles are no less important to skill elopment than any other component.

MOVEMENT ANCHORS THOUGHT

To "pin down" a thought, there must be movement. A person [illegible] action must be

used to anchor it. We must materialize it with words. When I write, I'm making connections with thought by moving my hand. I may never need to read what I wrote, but the movement is necessary to gain the thought — build the nerve networks.

Most people find that talking anchors their thinking. Talking is very much a sensory-motor skill, requiring fine motor coordination of millions of facial, tongue, vocal fold and eye muscles, as well as all the proprioceptors in the face. Talking allows us to organize and elaborate our thoughts. When we talk about what we've learned, the physical movements internalize and solidify it in nerve networks. That is why, after presenting new material to a class, I ask them to grab someone and share verbally how the information relates to them personally. Acetylcholine, a neurotransmitter, is released across synapses of activated neurons to stimulate muscle function during talking. Increased and consistent release of acetylcholine at these nerve endings stimulates and attracts dendritic growth in the area, thus increasing nerve networks.

Many of us have a distinct tendency to think better and more freely while engaged in a repetitive, low concentration physical task. I've heard people say they think best when they are swimming laps in a pool, taking a walk, or while shaving. An older woman student in one of my classes spent a whole semester knitting through my lectures, never so much as lifting a pencil to take a note, and finished the course with an A as well as nine sweaters. I myself like to chew, especially crunchy things like carrots, when I'm deep in thought. I realize that movement is actually helping my thinking.

Neuroscientists have sought for some time to find an actual neural link between areas in the brain involved with movement and those involved with cognitive activity. If found, it would explain, for example, why some people with Parkinson's Disease show signs of mental deterioration along with physical degeneration. Only recently, research has shown that two areas of the brain that were associated solely with control of muscle movement, the basal ganglia and the cerebellum, are also important in coordinating thought. These areas are connected to the frontal lobe area where planning the order and timing of future behaviors occurs.[4]

HOW MOVEMENT LEADS TO LEARNING

To understand the basis of this movement-thought link, we must return to our earliest brain development. The baby undergoes a miraculous feat of strength and coordination as it goes from inert

lying to walking in its first year. That feat is matched only by the massive elaboration of nerve networks established and learned though practice of each new movement.

As a baby's repertoire of movements grows, each development places the sensory apparatus, especially the ears, mouth, hands, nose and eyes in an increasingly advantageous place for environmental input. The vestibular system is tied to the core muscles of the abdomen and back and it is these muscles that first work to lift the head — a very liberating accomplishment. As the neck muscles strengthen, the child is able to lift the head to hear the world with two ears and start to see it with two eyes. Being held upright on the other's back or front, as well as lying on the ground, allows the baby to actively work and strengthen its neck muscles.

Incidentally, this leads me to question the wisdom of excessive use of the popular baby carrying seats that double as car seats. These seats keep the baby at a 45 degree angle that inhibits active muscular movements either of the neck or core muscles. Even though the baby's eyes are forward, because movement is inhibited the baby is not as actively developing vision.

The baby explores feet and hands with its mouth bringing the appendage muscles into play. The eyes assist baby's first attempts to roll over as it follows an object with its eyes and uses the core muscles to move the whole body. The core muscles then come into play as the baby strengthens the shoulder girdle area, by lifting the shoulders as well as the head, in response to sensory stimuli.

As the nerve nets to the core muscles elaborate and myelinate om use, the baby is able to hold itself up to sit against gravity and to creep. With practice, first with one end of the body and then the other, the baby goes from scooching to finally being able to crawl. Again, this is highly dependent on core muscle activation so the shoulders and pelvis work together.[5]

We have known for years that children who miss the vitally important crawling stage may exhibit learning difficulties later on. Crawling, a cross-lateral movement, activates development of the corpus callosum (the nerve pathways between the two hemispheres of the cerebrum). This gets both sides of the body working together, including the arms, legs, eyes (binocular vision) and the ears (binaural hearing). With equal stimulation, the senses more fully access the environment and both sides of the body can move in a more integrated way for more efficient action.

A special education teacher told me of her concern as her son went from creeping to walking. She had read all the literature on the importance of crawling to eye teaming development for reading, and definitely didn't want him to miss this stage. So she would crawl over him, not letting him stand up for a good two months. I've occasionally wondered if she didn't replace dyslexia with claustrophobia!

When my daughter came along, I still hadn't read the literature on the importance of crawling. At seven months old she was given a nifty bright green walker with a round bumper bottom that allowed her to run all over the house and afforded my husband and me a great deal of entertainment. Unfortunately, our fun preempted her crawling for longer than a few weeks. When she began having difficulties learning to read in first grade, which demands cross-lateral hand eye coordination, we felt it might have been linked to her lack of crawling.

Ultimately, with all this motor development, the child stands against gravity and learns to balance enough to walk, and very shortly run. It is a mammoth undertaking. The beautifully coordinated and graceful children of rural Africa as they run for long distances or balance nimbly on a rock ledge, provide a magnificent glimpse of the inherent intelligence and beauty of movement.

MOVE MORE, LEARN MORE

It is essential to the learning process to allow children to explore every aspect of movement and balance in their environment, whether walking on a curb, climbing a tree, or jumping on the furniture. A Navajo teacher and mother told me that when she was a child, she and the other children would explore the mesa from early morning until after sunset. Neither she nor any of the other children were ever seriously hurt in this adventure, and she felt it was essential to her total learning process. Yet with current perceptions that the world is a dangerous place for children, she has never allowed her children to go up on the mesa. Without the mesa to explore, the children had made TV their favorite pastime. She admitted her children had movement and balance difficulties. She thought these might also relate to the learning difficulties, especially reading and writing, that they were experiencing in school.

In a study of more than 500 Canadian children, students who spent an extra hour each day in gym class performed notably better on exams than less active children. Similarly, men and women in their 50's and 60's put on a four month aerobic training program of

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MOVEMENT AND VISION

Vision is very much a bodily function. When a child is outside ɔloring its environment, the eyes and eye muscles are in constant tion. Our visual sense functions most effectively when our eyes actively moving, taking in sensory information from the environ- nt. When our eyes stop moving, they no longer take in sensory o tion, and processing is occurring only inside the brain. ɔtice that when you stare, you miss what is happening in your vironment. In an active learning situation, the external eye muscles e constantly moving the eyes up and down, side to side, and all ɔund. The internal eye muscles constrict or dilate the pupil for ɔper lighting and the ciliary muscles on the lens either lengthen or ɔaden the lens for far and near vision.

When the body and head move, the vestibular system is tivated, and the eye muscles strengthen as they move in response. e more the eyes move, the more the muscles of both eyes work gether. Efficient eye teaming enables the student to focus, track d concentrate when reading. As the eye muscles strengthen and ve more in concert with each other, more connections to the brain e developed and available.[8] This occurs because 80% of the nerve dings in the muscles are connected directly, via proprioception ... system with motor nerves to and from the eyes.[9]

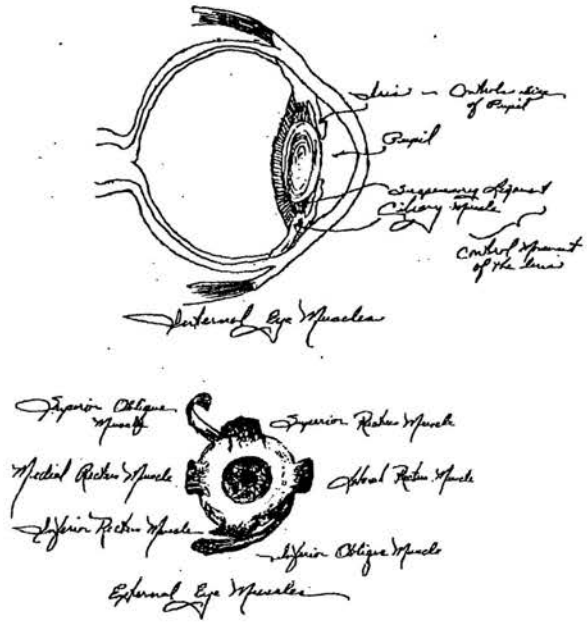


Figure 6.1: Internal and External Muscles of the Eye

I often find that children with learning difficulties experience distress when I ask them to focus on my thumb as I move it through their entire visual field. Their eyes jump, they complain that it hurts, and they have difficulty maintaining their focus. This visual stress, when the eyes don't focus effectively or track together efficiently, is due to inadequate muscular development in the eyes, often caused by lack of movement.

Babies start out following the movements of their hands or feet with their eyes. In time, specific nerve networks elaborate and hand-eye coordination develops. The baby is able to bring the objects of the world to the eye for scrutiny and learning. Hand/eye, foot/eye coordination then allows the infant to accurately move in response to objects in its environment. With practice and maturation of the networks, a shift occurs and eye-hand coordination develops. The eye now leads the hand movements, so that the vast array of internal knowledge becomes the template for movement. We can now learn

o connect movement with sight as Amy, described in Chapter 1, did with the soccer ball. This connection is essential in writing, drawing, playing an instrument, learning a sport or dancing.

The muscles of the eye also play an important part in classroom learning. Before entering school, three-dimensional and peripheral vision allow the greatest environmental learning. They integrate the visual with the kinesthetic to understand shapes, movement of natural forms and spatial awareness. When children enter school, they are often expected to quickly develop their foveal focus for up close, two-dimensional paper work. At school, foveal focus is ssary to see small, static, two-dimensional letters on a page. The sition from three-dimensional and peripheral to foveal focus is very abrupt and in many cases unnatural.

Before approximately age seven, the ciliary bodies (muscles that shape the lens of the eye) are short, causing the lens to be thin and elongate. With the lens in this shape, the incoming image is spread out across the retina, bringing into play maximum rod and cone stimulation. This lens shape easily accommodates three-dimensional, peripheral and distance vision. At about age seven, these muscles lengthen, allowing the lens to round out and more easily focus the image only on the fovea centralis of the retina for natural foveal focus.[10] Children who have looked at books in the home may have already acquired some foveal focus if the process was their choice and free of stress and pressure to perform.

A TALE OF TWO CULTURES

As with many cultural expectations in the area of learning and child development, the norms of other societies can throw ours into stark relief and raise important questions about things we take for granted. A few years ago, I encountered a fascinating and tragic example of what can happen in this area when two different cultures intersect.

In South Africa, rural African children without available books absorb a rich oral tradition, and have excellent three-dimensional and peripheral vision. Traditionally they can speak three different languages, though they are usually not conversant in English. At the age of five when they first enter school, they have been found by occupational therapists in Kwazulu to be "far superior" to the white children on all but three of the pre-school tests.[11] At this point, they attend the British Standard Schools where they are expected to read bet within the first two weeks, and read English within the first year. However, because their eyes have not yet developed the lens flexibility for foveal focus, they perceive only a blur when looking at a written page. The curriculum is not set up to allow time for foveal focus development. Though these children are highly motivated to learn and have strong family support, they experience humiliation and failure and 25.4% drop out in that first year of school.[12] Due to unnatural expectations, stress and lack of adequate time to develop foveal focus, South Africa has lost, and will continue to lose, a valuable resource in these children.

HOW ARE OUR SCHOOLS DOING?

It's easy to see, when it's pointed out, where the South African schools go wrong. But how well do our schools accommodate the natural evolution of children's movement skills and needs? And how well are our expectations and understanding of their development synchronized with the expectations and tasks we impose on them?

From the earliest grades, school children are taught not to move their bodies during class. They are also taught not to move their eyes beyond a blackboard or their desk. But these restrictions ignore the fact that seeing and "lens resiliency" are intimately connected with movement. The eye ball is not completely shaped with collagen fibers until approximately age nine.[13] Therefore, long periods of reading without relaxing the focus into the distance could possibly cause inflammation and the enlargement of the eyeball leading to myopia or near-sightedness.

Much eyestrain comes from foveal focus overdependence, staring and lack of blinking. Blinking is important because it serves to keep the eye moist and healthy as well as to relax the focus. So it should be encouraged and breaks taken every 7-10 minutes where the eyes can reestablish three-dimensional and peripheral vision in a relaxed, natural way.[14]

Regarding myopia there are three areas of agreement among researchers: 1) significant amounts of myopia occur at an earlier age today than in the past, 2) myopia shows an increase in incidence and amounts as a child progresses from second grade through high school, and 3) today's incidence of myopia is higher than even 20 years ago.[15] F.A. Young demonstrated a significant development of myopia in monkeys by restricting their visual space.[16] Myopia has also been related to high anxiety in the learning environment.[17]

A double-blind study with 538 sixth grade students was

conducted in the Cheshire, Texas, Public School System in 1974. The experimental students performed a half-hour of daily activities, oriented to motor learning and motor-sensory development while the control students did not. The experimental subjects were also allowed more freedom to vary their activity, thereby not having to maintain near focus for the usual long periods of time. The experimental group exhibited a statistically significant lower incidence of myopia, lower test anxiety, and a higher level of academic success.[18]

WHEN ARE THE EYES READY FOR READING?

By age seven or eight, as the frontal lobes of the cerebrum mature, fine motor coordination of muscles throughout the body naturally develops. Before then, we have good peripheral and depth vision, but it is only when the frontal eye field of the frontal lobes matures that accurate enough eye teaming is possible for two-dimensional focus. Eye teaming occurs when the dominant eye tracks across a page of writing and the non-dominant eye follows the movements exactly and blends the information, giving optimal binocular vision. Because we have a nose between our two eyes, we will never have true binocular vision. Therefore, one eye takes the lead, as the dominant eye, to guide the movements of both eyes.

This laterality can be demonstrated by focusing both eyes on a vertical pen held at arm's length and aligned to a vertical structure in the room. Then alternate closing eyes, noticing which eye holds the image of the pen. That is the dominant tracking eye. These fine motor movements ensure ease of information gathering and point to another physiological reason for not starting the reading process until age seven or, preferably, age eight.

VISION AND STRESS

In emotionally stressful situations, an interesting phenomenon occurs that makes it virtually impossible to track across a page of writing. As a reflex response to the sensation of danger, the eyes move peripherally so they can take in as much of the environment as possible. This makes it extremely difficult for the eyes to team and track across a page of writing. Try reading something right after you've seen a scary movie or been in a traumatic situation. I think you will find if very difficult.

When people live with continually stressful circumstances, their outer eye muscles may tend to strengthen, lengthening the inner eye muscles and making foveal focus and tracking even more difficult. Sexually abused or traumatized children exhibit what is called "wall eye" with both eyes in a sustained peripheral focus. When I work with children in special education classes, I find the eyes are always a factor. Just the act of having to track my finger back and forth causes their eyes to hurt and be jumpy. No wonder these children have problems reading and don't want to read. Their muscles hurt and must be retrained before they can comfortably read! As we shall see in the next chapter, Brain Gym provides a simple way to easily activate all the muscles of the eyes. The exercises reduce the stress reaction and assist with ease of reading and comprehension.

Movement is an indispensable part of learning and thinking. Each movement becomes a vital link to learning and thought processing. Just as with our sensory systems, all of us must develop our own elaborate nerve networks of movement patterns, an "action encyclopedia." Thinking is a response to our physical world. In studying the brain, we can only understand it in the context of a physical reality, an action reality. Movement is an integral part of all mental processing, from the atomic movement that fires the molecular movement that orchestrates the cellular (electrical) movement, to the thought made manifest in action.

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Vision is very much a bodily function. When a child is outside :ploring its environment, the eyes and eye muscles are in constant otion. Our visual sense functions most effectively when our eyes e actively moving, taking in sensory information from the environ-ent. When our eyes stop moving, they no longer take in sensory ıfo tion, and processing is occurring only inside the brain. lotice that when you stare, you miss what is happening in your ıvironment. In an active learning situation, the external eye muscles re constantly moving the eyes up and down, side to side, and all round. The internal eye muscles constrict or dilate the pupil for roper lighting and the ciliary muscles on the lens either lengthen or roaden the lens for far and near vision.

When the body and head move, the vestibular system is ctivated, and the eye muscles strengthen as they move in response. he more the eyes move, the more the muscles of both eyes work ogether. Efficient eye teaming enables the student to focus, track ınd concentrate when reading. As the eye muscles strengthen and nove more in concert with each other, more connections to the brain ıre developed and available.[8] This occurs because 80% of the nerve ndings in the muscles are connected directly, via proprioception ... ... ner an th s.[9]

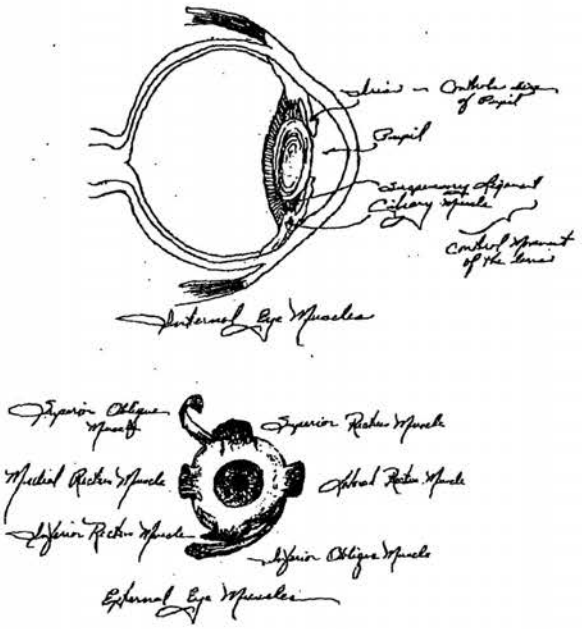


Figure 6.1: Internal and External Muscles of the Eye

I often find that children with learning difficulties experience distress when I ask them to focus on my thumb as I move it through their entire visual field. Their eyes jump, they complain that it hurts, and they have difficulty maintaining their focus. This visual stress, when the eyes don't focus effectively or track together efficiently, is due to inadequate muscular development in the eyes, often caused by lack of movement.

Babies start out following the movements of their hands or feet with their eyes. In time, specific nerve networks elaborate and hand-eye coordination develops. The baby is able to bring the objects of the world to the eye for scrutiny and learning. Hand/eye, foot/eye coordination then allows the infant to accurately move in response to objects in its environment. With practice and maturation of the networks, a shift occurs and eye-hand coordination develops. The eye now leads the hand movements, so that the vast array of internal knowledge becomes the template for movement. We can now learn

to connect movement with sight as Amy, described in Chapter 1, did with the soccer ball. This connection is essential in writing, drawing, playing an instrument, learning a sport or dancing.

The muscles of the eye also play an important part in classroom learning. Before entering school, three-dimensional and peripheral vision allow the greatest environmental learning. They integrate the visual with the kinesthetic to understand shapes, movement of natural forms and spatial awareness. When children enter school, they are often expected to quickly develop their foveal focus for up close, two-dimensional paper work. At school, foveal focus is necessary to see small, static, two-dimensional letters on a page. The transition from three-dimensional and peripheral to foveal focus is very abrupt and in many cases unnatural.

Before approximately age seven, the ciliary bodies (muscles that shape the lens of the eye) are short, causing the lens to be thin and elongate. With the lens in this shape, the incoming image is spread out across the retina, bringing into play maximum rod and cone stimulation. This lens shape easily accommodates three-dimensional, peripheral and distance vision. At about age seven, these muscles lengthen, allowing the lens to round out and more easily focus the image only on the fovea centralis of the retina for natural foveal focus.[10] Children who have looked at books in the home may have already acquired some foveal focus if the process was their choice and free of stress and pressure to perform.

A TALE OF TWO CULTURES

As with many cultural expectations in the area of learning and child development, the norms of other societies can throw ours into stark relief and raise important questions about things we take for granted. A few years ago, I encountered a fascinating and tragic example of what can happen in this area when two different cultures intersect.

In South Africa, rural African children without available books absorb a rich oral tradition, and have excellent three-dimensional and peripheral vision. Traditionally they can speak three different languages, though they are usually not conversant in English. At the age of five when they first enter school, they have been found by occupational therapists in Kuazulu to be "far superior" to the white children on all but three of the pre-school tests.[11] At this point, they attend the English Standard Schools where they are expected to read [illegible] week [illegible] English within

first year. However, because their eyes have not yet developed the lens flexibility for foveal focus, they perceive only a blur when looking at a written page. The curriculum is not set up to allow time for foveal focus development. Though these children are highly motivated to learn and have strong family support, they experience humiliation and failure and 25.4% drop out in that first year of school.[12] Due to unnatural expectations, stress and lack of adequate time to develop foveal focus, South Africa has lost, and will continue to lose, a valuable resource in these children.

HOW ARE OUR SCHOOLS DOING?

It's easy to see, when it's pointed out, where the South African schools go wrong. But how well do our schools accommodate the natural evolution of children's movement skills and needs? And how well are our expectations and understanding of their development synchronized with the expectations and tasks we impose on them?

From the earliest grades, school children are taught not to move their bodies during class. They are also taught not to move their eyes beyond a blackboard or their desk. But these restrictions ignore the fact that seeing and "lens resiliency" are intimately connected with movement. The eye ball is not completely shaped with collagen fibers until approximately age nine.[13] Therefore, long periods of reading without relaxing the focus into the distance could possibly cause inflammation and the enlargement of the eyeball leading to myopia or near-sightedness.

Much eyestrain comes from foveal focus overdependence, staring and lack of blinking. Blinking is important because it serves to keep the eye moist and healthy as well as to relax the focus. So it should be encouraged and breaks taken every 7-10 minutes where the eyes can reestablish three-dimensional and peripheral vision in a relaxed, natural way.[14]

Regarding myopia there are three areas of agreement among researchers: 1) significant amounts of myopia occur at an earlier age today than in the past, 2) myopia shows an increase in incidence and amounts as a child progresses from second grade through high school, and 3) today's incidence of myopia is higher than even 20 years ago.[15] F.A. Young demonstrated a significant development of myopia in monkeys by restricting their visual space.[16] Myopia has also been related to high anxiety in the learning environment.[17]

A double blind study with 538 sixth grade students was

conducted in the Cheshire, Texas, Public School System in 1974. The experimental students performed a half-hour of daily activities, oriented to motor learning and motor-sensory development while the control students did not. The experimental subjects were also allowed more freedom to vary their activity, thereby not having to maintain near focus for the usual long periods of time. The experimental group exhibited a statistically significant lower incidence of myopia, lower test anxiety, and a higher level of academic success.[18]

WHEN ARE THE EYES READY FOR READING?

By age seven or eight, as the frontal lobes of the cerebrum mature, fine motor coordination of muscles throughout the body naturally develops. Before then, we have good peripheral and depth vision, but it is only when the frontal eye field of the frontal lobes matures that accurate enough eye teaming is possible for two-dimensional focus. Eye teaming occurs when the dominant eye tracks across a page of writing and the non-dominant eye follows the movements exactly and blends the information, giving optimal binocular vision. Because we have a nose between our two eyes, we will never have true binocular vision. Therefore, one eye takes the lead, as the dominant eye, to guide the movements of both eyes.

This laterality can be demonstrated by focusing both eyes on a vertical pen held at arm's length and aligned to a vertical structure in the room. Then alternate closing eyes, noticing which eye holds the image of the pen. That is the dominant tracking eye. These fine motor movements ensure ease of information gathering and point to another physiological reason for not starting the reading process until age seven or, preferably, age eight.

VISION AND STRESS

In emotionally stressful situations, an interesting phenomenon occurs that makes it virtually impossible to track across a page of writing. As a reflex response to the sensation of danger, the eyes move peripherally so they can take in as much of the environment as possible. This makes it extremely difficult for the eyes to team and track across a page of writing. Try reading something right after you've seen a scary movie or been in a traumatic situation. I think you will find if very difficult.

When people live with continually stressful circumstances, their outer eye muscles may tend to strengthen, lengthening the [illegible] difficult. Sexually abused or traumatized children exhibit what is called "wall eye" with both eyes in a sustained peripheral focus. When I work with children in special education classes, I find the eyes are always a factor. Just the act of having to track my finger back and forth causes their eyes to hurt and be jumpy. No wonder these children have problems reading and don't want to read. Their muscles hurt and must be retrained before they can comfortably read! As we shall see in the next chapter, Brain Gym provides a simple way to easily activate all the muscles of the eyes. The exercises reduce the stress reaction and assist with ease of reading and comprehension.

Movement is an indispensable part of learning and thinking. Each movement becomes a vital link to learning and thought processing. Just as with our sensory systems, all of us must develop our own elaborate nerve networks of movement patterns, an "action encyclopedia." Thinking is a response to our physical world. In studying the brain, we can only understand it in the context of a physical reality, an action reality. Movement is an integral part of all mental processing, from the atomic movement that fires the molecular movement that orchestrates the cellular (electrical) movement, to the thought made manifest in action.

TOTAL P.07

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CHRONOLOGY OF
COMMUNITY OUTREACH AND COMMUNICATIONS

DATE	ACTION TAKEN
January, 2002	Meeting between the school and the Ordway Street neighbors to discuss issues of mutual concern, including DPW's plans to reconstruct Ordway. (John Welch was in attendance from the ANC.)
January 18, 2002	Susan Piggott contacted Sallie Beckner, the immediate neighbor to the west, to discuss the school's plans.
January 18, 2002	Susan Piggott met with Laine Kaufman to review with her the school's plans.
January 18, 2002	1,317 letters were mailed to parents, trustees, neighbors, and former parents letting them know the school's project plans and inviting them to either call for more information or to attend the community information meeting on February 2, 2002.
January 22, 2002	Letter from the Beckner's on the Web describing the school's plans and encouraging all neighbors to show up for the February 2nd community meeting. The letter states that NCRC has been part of the community for a long time (since the 1920's) and that "it has been a relatively unobtrusive part."
January 23, 2002	Laine Kaufman posted a letter on the Web stating that "the school LIVES its mission statement every day. The director and the members of the Board have made huge efforts to alleviate the neighbors' problems of parents/caregivers parking illegally and inconsiderately – AND they produced results. The plans for the expansion of their physical space, almost doubling what they have now, are, to my eyes, aesthetically sensitive to the architecture of the neighborhood." Her concerns were identified as: no more cars; a cap on enrollment; and an agreement not to rent out any school space.
January 23, 2002	Message on the Web site from Philip Urofsky stating that "From all the times I've walked or driven by, NCRC appears to maintain its grounds spotlessly. A short period

DATE	ACTION TAKEN
	of congestion in the morning and evening does not really seem to be the sort of problem that calls for community action. As for the new building, there is no evidence that NCRC does not appreciate the historic surroundings in which it exists and will not build appropriately." Whitney Pinger wrote that she shared this view.
January 23, 2002	Message on the web-site from Amy Spiegel agreeing with Philip Urofsky and stating that the school seems "to be a wonderful part of the neighborhood" and that "change is a normal part of life – we live in a city."
January 23, 2002	The school contacted the Architectural Review Committee ("ARC") to request that the project be placed on their agenda for the February 11, 2002 meeting.
January 28, 2002	Letter to John Welch by e-mail from Susan Piggott making sure he was aware of the February 2nd community meeting and letting him know that the school would be coming to the ANC after it first met with the neighbors.
February 2, 2002	NCRC holds a meeting in the morning with current parents and former trustees to discuss the school's plans. A fact sheet is distributed at that meeting.
	NCRC holds a community meeting in the afternoon for neighbors and community residents to discuss the school's plans. A fact sheet is distributed at that meeting. Approximately 100 community residents attended
	At the meeting, the school explains that it is planning to file an application with the Building and Land Regulation Administration of the Department of Consumer and Regulatory Affairs for Conceptual Design Review by the HPRB at its March meeting. The community asks for a delay and the school explains its needs for the space and the significant impact a delay would have. The community asks again that the school postpone its filing and allow more time to meet with the neighbors. The school agrees to delay its filing until March 28, 2002.
February 6, 2002	Letter to the school from Bill Taylor asking the school to take itself off the agenda for the ARC meeting and to delay meeting with the ARC until after it met further with the community. The school agrees.

DATE	ACTION TAKEN
February 8, 2002	Letter to the school from Bill Taylor asking the school to postpone any filings with the HPRB until May 15, 2002.
February 20, 2002	The school meets with a small group of neighbors who represent the opponents ("Cleveland Park Opponents"). This group includes: Bill Taylor, Bruce Beckner, Steve Hunsicker, Joan Vanneman, and Anna Evans. The school explains the impact a further delay would have on their plans by preventing them from doing the construction during non-school times (the summer months) and resulting in a one year delay, not just several months.
February 25, 2002	A second meeting is held with the Cleveland Park Opponents.
March 5, 2002	A third meeting is held with the Cleveland Park Opponents.
March 18, 2002	A fourth meeting is held with the Cleveland Park Opponents and the school agrees to postpone any filings with HPRB until May at the earliest and to go back to the drawing board to consider whether it can reduce the size of the buildings.
May 1, 2, 5, 2002	The school offers neighbor tours of its facility.
May 7, 2002	The school contacted the Cleveland Park Opponents to request a meeting to review the changes to the building plans. Copies of the revised plans were provided to the Cleveland Park Opponents.
May 8, 9, 2002	The school offers neighbors tours of its facility.
May 15, 16, 2002	The school offers neighbors tours of its facility.
June 18, 2002	A fifth meeting is held with the Cleveland Park Opponents.
June 26, 2002	The school held another community meeting to discuss its revised plans. Representatives of DDOT were present at that meeting to discuss the city's proposed plans for Ordway Street. The school told the community that it would be filing its plans with HPRB and asked that the neighbors contact the school with any questions or requests for information.
August 2002	The school contacts John Welsh to request consideration by the ANC at its September meeting. The plans are filed with

DATE	ACTION TAKEN
	the ANC in August. The school contacts the ARC to request placement on their agenda for its September meeting.
August 26, 2002	The school is contacted by the Cleveland Park Opponents requesting a meeting on September 10th. The school agreed.
September 6, 2002	The Cleveland Park Opponents cancel the September 10th meeting and tell the school that they will contact the school with another date. The school does not hear back from them.
September 7, 2002	The school presents its case to the ARC and obtains their vote of no opposition to the proposed design.
September 16, 2002	The school presents its case to the ANC 3C Planning and Zoning Committee.
September 23, 2002	The school presents its case to the full ANC 3C at its public meeting. The ANC requests that the school delay requesting action by the ANC until the October meeting so that the ANC can have the input from the Cleveland Park Historical Society. The school agrees to this and also agrees that the case would not be heard by HPRB until its November public meeting in order to allow time for the ANC to review the project at its October meeting. The school also requested that the ANC establish a small working group comprised of ANC members, the school, and representatives of the neighbors in opposition to discuss the historic preservation and zoning aspects of the project.
September 24, 2002	The school presents its case to the Board of the Cleveland Park Historical Society. The Board adopts a resolution noting that the ARC had no objection to the project from the architectural and historic preservation perspective and that it has no objection from the architectural and preservation standpoints to those aspects of the conceptual proposal that are within the jurisdiction of the HPRB.
October 9, 2002	Nancy MacWood confirmed that the ANC small group, comprised of John Welch, Robert Martin, and Lars Hydel would meet with the school.

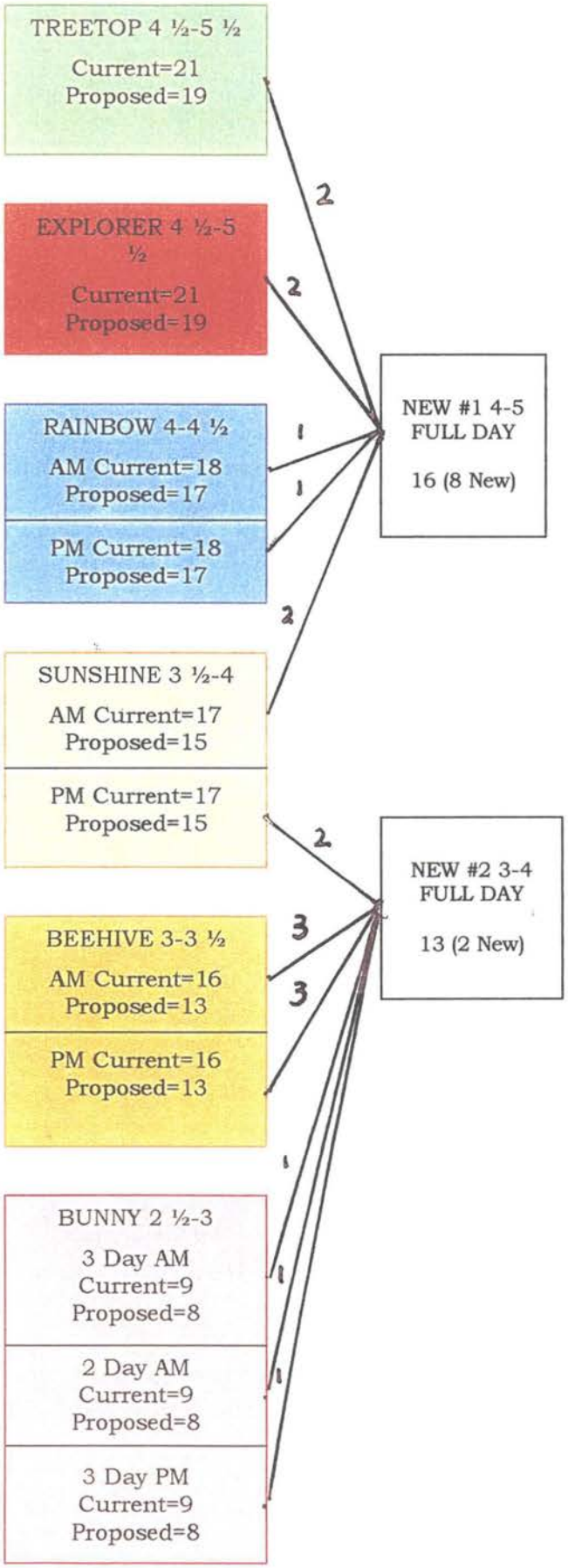
DATE	ACTION TAKEN
October 12, 2002	The first small group meeting was held to discuss historic preservation and zoning issues. Additional information on the zoning issues was requested from the school. A second meeting was tentatively scheduled for October 23. (That meeting was later canceled at the request of the Cleveland Park Opponents.)
October 25, 2002	The school provided to the small group information on the transportation management program and communications with the neighbors.
October 28, 2002	The school presented its case to ANC 3C, the ANC adopted a resolution opposing the project before HPRB and requesting that the case first be heard by the Board of Zoning Adjustment.
November, 2002	The Office of Planning recommended that the matter be the subject of a "mediation assessment" to determine whether there was a basis for mediation to proceed. NCRC agreed to engage in the assessment process.
December 2002	Meetings were held by the mediator with NCRC and the opposition neighbors to determine if mediation was a viable option. Mediation was ultimately not recommended.
January 20, 2003	NCRC met with ANC and opposition neighbors to discuss whether there could be agreement on conditions as part of the upcoming BZA case. No agreement was reached at that time.
January 23, 2003	HPRB reviewed the proposed plans and adopted its Staff Report and Recommendation recommending concept approval.
January 27, 2003	NCRC presents its case to ANC 3C at its public meeting.

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Number of children NCRC has turned away in the past five years:

	Typically developing	Special needs
2002	234	29
2001	205	24
2000	141	20
1999	134	20
1998	93	17

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Proposed

19

19

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17

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NCRC PROPOSED CONDITIONS OF BZA APPROVAL

Prior BZA Condition	New Proposed BZA Condition (Added in bold to the existing condition, if applicable)
1. Approval shall be for EIGHT (8) YEARS.	Keep.
2. The applicant shall prepare a pamphlet, separate from other school notices, which will define clearly the school's polices and regulations with regard to traffic and parking. The pamphlet will recognize specifically the interests and concerns o neighbors regarding school-related traffic and parking, and will include a section specifically titled ***NCRC Transportation Management Plan (TMP). The objective will be to inculcate the TMP as a very specific element of the school's operations.*** The pamphlet will be distributed at the start of the school year and three additional times during the school year to parents and child care providers. In addition, the pamphlet will be given to families that change caregivers, and the applicant will further distribute the pamphlet at such other times to individual drivers if violations of the policy are noted by the monitors or neighbors.	Keep and enhance by specifically including the term "***Transportation Management Plan"*** in the condition.
3. The applicant shall clearly define the carpool waiting line on Highland Place and any carpool waiting line, and the location of its starting point shall be marked with a traffic cone placed in the street ***(close to the curbside adjacent to the school just prior to, and maintained during)*** each scheduled pick-up time to minimize blocking of traffic, particularly at the curve on Highland Place. In this instance, "carpool" refers to any automobile used to pick up one or more NCRC students.	Keep, ***but enhance by the noted language.***

Prior BZA Condition	**New Proposed BZA Condition (Added in bold to the existing condition, if applicable)**
4, Formation of the carpool waiting line shall not be permitted prior to 10 minutes before dismissal time.	Keep.
5. Clearly identifiable NCRC staff using walkie-talkies (or other communication technology) shall monitor drop-off and pick-up points on Highland Place and Ordway Street with specific attention to ensuring that driveways ***are not blocked and through traffic movements are not impeded, and to enhance safety of access to the NCRC site.***	Keep. ***(See minor enhancement language suggested.)***
6. The applicant and ANC 3-C shall jointly request that the Department of Public Works mark no-parking areas at all the corners of Highland and 33rd Places with both signs and pavement markings to indicate clearly the limit of parking close to these corners. They will further request that parking adjacent to the school property ***frontage*** along Ordway Street be limited to 15 minutes on school days between 7:00 a.m. and 8:30 a.m. with ***appropriate*** signage and pavement markings.	Eliminate.
7. The applicant's staff shall warn violators of traffic regulations and shall request enforcement by the Metropolitan Police if violations persist.	Keep.
8. The applicant shall not object to or in any way discourage any extension of residential permit parking on streets within the area of the school (except with regard to the actual frontage of NCRC on Highland Place and Ordway Street, NW).	Keep.

Prior BZA Condition	New Proposed BZA Condition (Added in bold to the existing condition, if applicable)
9. The hours and days of operation shall be between 8:00 a.m. and 5:00 p.m., Monday through Friday.	Keep.
	10. The maximum number of children on the site at any one time during normal school hours shall be 120.
	11. The maximum total enrollment of students in the school shall not exceed 181; provided, that the school has the flexibility to increase this number by up to two percent (2%) (4 students) in a given year. (In any case, the maximum occupancy of 120 students at any one time shall apply as specified in Condition No. 10)
	12. At the beginning of each school year, but in no event later than October 15th, the school shall provide to the Board and the Zoning Administrator documentary evidence to demonstrate its enrollment figures and compliance with the terms and conditions of this Order, including the traffic management measures referenced in Conditions Numbers 2-8 of this Order. This information must be served on the ANC, which will have an opportunity to respond to the school's submission.
	13. NCRC shall work with community representatives to form a Liaison Committee for the purpose of fostering consistent communication between NCRC and the community. It is recommended that the committee consist of six members: three from NCRC and three from the community, including a representative of ANC 3C. The committee should meet twice a year, once during the fall semester and once during the spring semester. (The Office of Planning and the Department of Transportation shall be notified of all scheduled meetings.)
	14. NCRC shall not lease its property to outside groups not affiliated with NCRC for any events.

Prior BZA Condition

New Proposed BZA Condition (Added in bold to the existing condition, if applicable)

15. NCRC shall include in its enrollment contract with students a provision that the student's family agrees to abide by the terms and conditions of the Traffic Management Plan.
16. Subject to the right of NCRC to reserve the playground for its exclusive use as required by programmatic needs or for school events, after 3:30 p.m. on weekdays and all day Saturday, Sunday and holidays, NCRC's playground will be available for use by the community.
17. As part of its educational mission, NCRC may host workshops or conferences on its site. No more than three such events shall take place in any twelve-month period. Further, these events shall take place only Monday through Saturday (which may include holidays) and when school is not in session. NCRC shall make arrangements for off-site parking sufficient to accommodate thirty (30) vehicles for any such event, with transportation provided by NCRC from the off-site location to the school. NCRC shall also use off-duty police officers to monitor the parking at the school.
18. The use of the property as a child development center shall be understood to include school-related events traditionally undertaken by NCRC, such as the Pumpkin Party, Back-to-School Nights, parent-teacher conferences, Parent Association Meetings, meetings of the Board of Trustees or its committees, student performances and the like. These events are not limited to the hours of operation in Condition Number 9 of this Order; rather they shall be limited to Monday through Saturday, between 8:00 am and 11:00 pm.
19. The use of the property as a child development center shall be understood to include a summer camp program that shall be subject to the same conditions as the traditional academic year program.



Neighbor Contact with NCRC

1998 - 99

Complaint:	Because the Cleveland Park Club and NCRC Camp scheduled the same arrival times, neighbors complained that there was an inordinate amount of traffic/parking in the morning
Response:	NCRC Camp Director agreed to change our arrival time to alleviate the situation
Complaint:	Across the street neighbor came into the school to complain that the carpool line was keeping her from moving her car (she parks in front of the school, not in her driveway)
Response:	Director went to her house to apologize; NCRC began instructing staff to direct cars to move up fewer at a time
Complaint:	Highland Pl. neighbor complained that driveway was being blocked by carpool line
Response:	Business Manager met with her and revised parent education packet

1999 - 2000

Complaint:	Several neighbors complained about parking on the first day of school
Response:	Staff monitor assigned to the corner of 33rd and Highland; another parent education flyer sent home; parking "tickets" created to post on illegally parked cars
Complaint:	Neighbor complained about a part-time staff member who parked too close to her driveway, blocking it
Response:	The Business Manager explained to the employee who complied; employee no longer at the school
Complaint:	Temporary employee was not parking properly in the area of 33rd and Highland. A neighbor complained by e-mail with a description of the car
Response:	Employee had not been briefed but once told, parked correctly

2000 - 2001

Complaint:	Ordway neighbor upset about a parent parking in the no parking zone in front of his house. He spoke with the parent who was not cooperative, then e-mailed the director
Response:	The director met with him at his house to observe. This resulted in the placement of two new cones in the area, as well as a call to DDOT to ask that a missing parking sign be restored
Complaint:	A Highland Place neighbor complained that the carpool line blocked her driveway
Response:	Director and a Trustee worked with her over several months to try to improve the situation; this resulted in a second white line being painted in the street
Complaint:	Highland Pl. neighbor complained about parking near 33rd and Highland
Response:	Neighbor worked with school to get the city to clarify parking restrictions in the area

2001 - 2001

Complaint:	Several neighbors called to say that there were many cars parked illegally during an all-school function
Response:	The school hired an off-duty policeman to help monitor parking for the next school event; later, two off-duty policemen were added to Highland parking duty and one to Ordway
Complaint:	An Ordway neighbor asked us to remove the cone in front of her house because she didn't like the way it looked
Response:	Done
Complaint:	A neighbor near the corner of Reno Rd. and Ordway called to say there was an illegal parker in front of his house; did not leave a phone #
Response:	Director walked up to see, then wrote him a follow-up letter asking for more information; there was no response
Complaint:	A neighbor complained about NCRC cars parked illegally in the alley near the Cleveland Park Club
Response:	The tag #s and descriptions of the cars were published in the weekly school newsletters



NCRC Parking and Traffic Procedures

As per BZA conditions (1998):

- Carpool line clearly defined on Highland Place with its start marked with a traffic cone to minimize blocking of traffic at the curve (the cone was replaced with a white line to clarify the purpose of the marker and make it more visible to drivers – this was found to be more effective
- Parents were informed that formation of the carpool waiting line would not be permitted prior to 10 minutes before dismissal time
- NCRC staff began using a walkie-talkie and carpool number system to facilitate traffic flow
- NCRC requested that the Dept. of Public Works mark no parking areas at the corner of Highland Place and 33rd place with both signs and markings on the pavement to clearly indicate parking restrictions; and to further request that parking adjacent to the school on Ordway be limited to 15 minutes on school days between 7 and 8:30 am
- NCRC warned violators of traffic regulations and requested enforcement by the police
- NCRC defined traffic procedures to all parents and distributed them in full detail at the beginning and 3 times during the school year; we also distributed procedures to individual drivers if neighbors noticed violations

Added in 1998-99, 1999-00, and 2000-01 in addition to BZA conditions (volunteer response on our part to comments from neighbors)

- 10 – 15 cones place on Highland and 33rd place to mark illegal parking spaces and driveways
- An additional white line added to the street on Highland to help parents know where to stop to avoid blocking driveways
- Parent education forms written in Spanish
- Parking "tickets" placed under windshields of cars parked illegally
- Placing off-duty police persons on Highland during all-school events to monitor parking
- School staff identified by orange vests

Added in spring of 2002 (in response to suggestions from neighbors)

- Cones placed on Ordway
- Additional (3) police persons hired to monitor school events
- Staff member stationed on Ordway to remind parents about procedures

Added in fall of 2002 (in response to suggestions from neighbors)

- Additional staff stationed on Highland and Ordway
- A revision to the traffic pattern so that no cars can turn up 33rd place monitored by a staff person
- Assigning a parent as Traffic Liaison to help parents form carpools
- Encouraging the parents of older children to use the carpool line if appropriate
- Obtaining tag #s for all cars coming to NCRC
- Requiring parents to sign a form saying they have read, understood, and agreed to abide by the traffic/parking procedures

TRANSPORTATION MANAGEMENT PLAN
2002-03

PURPOSE: To create a safe and efficient way to receive children and to dismiss children that also minimizes the impact of school related traffic on NCRC's neighborhood.

The transportation management policy has several aspects:

WRITTEN PROCEDURES
OPERATION PROCEDURES
ENFORCEMENT

WRITTEN PROCEDURES

Transportation Procedures distributed before the start of school (August)
Transportation Procedures distributed before the start of summer camp (May)
Arrival & Dismissal p. 12 in Parent Handbook & Directory – distributed each Fall
Arrival & Dismissal Reminders distributed at the beginning of camp
Arrival & Dismissal Reminders distributed throughout the school year via special flyers, typically in September, January and April
Letters from the Director include periodic reminders throughout the school year
Staff Carpool Guidelines distributed at staff orientation
Letter from Transportation Coordinator distributed to parents in August

OPERATION PROCEDURES

General

Parents are encouraged to carpool. A summer edition of the student directory is sent with the school year enrollment packet and a camp directory is sent with the summer camp enrollment packet. Parents are encouraged to use the directories to identify potential classmates for ride sharing. All children are assigned a carpool number to facilitate dismissal.

A Transportation Coordinator promotes carpooling and coordinates between families interested in sharing rides.

All parents complete a transportation release form that lists people authorized to pick up their children. The form includes the make/model of the car, tag number, and license numbers of drivers that are transporting children to and from school. This assists in identifying those not following procedures.

Orientation days are staggered over a two-week period at the beginning of the school year. Parents park and walk their children to and from the classroom on orientation day. Carpool arrival and dismissal begins the first day of school following a class' orientation days. Staff is present at the front of the school to receive and dismiss children and to enforce the procedures.

A one-way traffic pattern is enforced for drivers coming to the school for arrivals and dismissals along Highland Place. Drivers are directed to travel west on Highland Place approaching the

school from the direction of Ashley Terrace. They are not permitted to turn onto 33rd place from Newark St.

All NCRC drivers including those drivers that park and walk along Ordway St. are expected to follow a one-way traffic pattern. They are instructed to follow posted parking signs, not to turn in driveways, u-turn in the street, or double park.

Arrival times:	Dismissal times:
8:00 AM	11:30 AM
8:35 AM	12:30 PM
11:30 AM	3:00 PM
12:40 PM	3:30 PM
	3:00-5:00 PM

Student Arrival

Children participating in the Early Bird program (8:00 AM – 8:35 AM) and the Lunch Bunch program (PM students arriving at 11:30) are walked to the program location by their parents.

For other arrivals, staff members are assigned to meet cars at the curb in front of the school, take children out of cars and escort them to their classroom teachers. As children are unloaded, they may be partnered with other children allowing one staff person to take several children at one time into the building or onto the playground. For safety reasons, children are released from the sidewalk side of the car only. Drivers must remain in their cars at all times.

Drivers arriving for carpool are instructed to form a line on the school side of the street no more than 10 minutes early. When all slots in front of the school are taken, drivers must stop at the white line before the curve on Highland Place as they approach the school. Large carpools, cars with children having difficulty separating, or cars with special unloading issues are moved to the further most point at the front of the carpool line so they do not delay the line.

Student Dismissal

Children are dismissed from the front of the school first to parents or caregivers that have walked to the school for pick-up. Parents wait at the bottom of the porch steps to the left side looking out to Highland Place.

Drivers using the carpool line, line-up following the same procedures used for arrival.
While walkers are dismissed, one staff members goes to the carpool line in front of the school and proceeds to the first white line. Using a walkie-talkie, the staff member communicates with the staff on the porch relaying carpool numbers. Using a master list, staff quickly selects the children to send to the cars at the curb. Four or more staff members escort children to the waiting cars. As soon as these cars are filled and exit, the staff member at the white line sends additional cars to the front of the school. Whenever possible, large carpools and cars with special loading issues are moved to the further most point at the front of the carpool line so they do not delay the line.

AM children attending the lunch program and those participating in the late-stay program are pick-up by drivers who park and walk to the school. The pick-up for Lunch Bunch is 12:30 and for Later Gators the times vary for each child and are staggered between 3:00 and 5:00 PM.

PM children attending the Later Gator program (3:00-5:00 PM) are picked up by drivers who park and walk.

Staff Arrival

The Personnel Manual states:

A. Staff should park only in legal spaces. NCRC will not pay for tickets issued to illegally parked cars. Parking directly in front of the school or blocking neighboring driveways is prohibited.
B. Because of limited legal parking, staff is encouraged to carpool or use public transportation.

If a new employee drives to work, the employee is oriented to the traffic/safety/parking issues of the neighborhood. The employee is instructed to drive slowly, avoid using driveways to turn, not to make u-turns, obey parking restrictions and park legally at all times.

ENFORCEMENT

Education

All staff are instructed on carpool procedures. Issues that arise are addressed immediately with the director individually or at staff meetings. Staff members are expected to educate drivers about the procedures. 10-12 staff members are used during the start up of the school year and as needed throughout the year to assist at arrivals and dismissals.

Reminders are handed to drivers and/or sent home with the children as often as necessary. When events and meetings are scheduled, parking information is sent to the participant.

Drivers who do not cooperate are referred to the director immediately. Most carpool problems are resolved easily and quickly. Since all parents are keenly interested in the safety of the children, education has been the most successful method to attain compliance.

Parking

Parking in "no parking" zones in the immediate area of the school is managed through the use of orange traffic cones. These cones identify areas where parking is prohibited and the boundaries of driveways along the carpool route. Cones are put in place at 8:00 am and picked up at 3:40 PM. Cones are placed along Highland Pl., 33rd Pl. and Ordway St.

Drivers that park illegally are asked to move their cars immediately. If they are not in their car, a notice is placed under the windshield of their car (see attached notices).

Staff members instruct drivers that double parking, blocking the corners, parking on the wrong side of the street, blocking driveways is prohibited and that they are required to

follow the directions of the school. Any driver not following guidelines is referred to the director.

School Events

Security patrols are used to monitor traffic and parking in the area of the school along Highland and Ordway Sts. whenever all-parent or all-family events are scheduled:

+Back to School Night – 7:30–9:30 pm, Thursday, September
+Pumpkin Party – 11:00 am-1:00 pm, Saturday, October
Family Work Day – 9:30 am -12:30 pm Saturday, late September or early October
Holiday Sing – Saturday, December
Community Service Day 10:30-11:30 am, Saturday, February
New Parent Reception – 5:30-7:00 pm, Tuesday, May
+Pajama Picnic – 5:30-7:30 pm – last week of school

+ Events that traditionally have the highest number of families attending.



I TIONAL CHILD RESEARCH CENT
3209 Highland Place, N.W. Washington, D.C. 20008
Telephone (202) 363-8777
Fax (202) 244-3459

Susan L. Piggott
Director

October 15, 1998

Dear Neighbors:

I am writing to introduce myself as the new Director of the National Child Research Center. A native of Louisiana, I have been a school administrator in New Orleans, Washington, and Baltimore. My family and I are excited to be back in Washington, and I am enjoying the opportunity to lead this wonderful learning community of NCRC.

I look forward to meeting and getting to know all of you. NCRC feels privileged to be part of such a delightful neighborhood, and we strongly value our relationship with you. As a resident of the District myself, I know how important it is for a school to be a good neighbor, and I pledge to be available to work with you should any concerns arise. I know that many of you enjoy our playground in the afternoons and on weekends, and we are happy to share it with you and your children.

I am aware of the difficulties we have all faced with parking and driving in the neighborhood, especially during carpool times. We have made a serious commitment to try to make this as efficient, pleasant, and safe for everyone as we possibly can. We have added new procedures and safeguards recently and they seem to work well, almost all of the time. We take every opportunity, in meetings and in writing, to educate our parent body about the importance of this issue. I have enclosed some of the directions for parents that go out on a regular basis. As I'm sure you have noticed, I try to be available at every carpool time. We have added a number of staff to help make things go more quickly, and the "white line" and walkie-talkie system we use have helped. Some of you have already contacted me with suggestions – I welcome anymore that you may have.

We will keep you informed of events which may affect parking, and have attached our calendar to assist you. Events that take place in the evenings or on weekends are starred. We are enclosing an invitation to you for our annual "Pumpkin Party" and would love to have you with us!

Please stop by and say hello. If you would like to meet with me, please call Brenda at (202) 363-8777 and she'll set up an appointment for you. I'd also love to show you around the school if you're interested. I hope you'll call if I can be of help to you in any way.

Sincerely,

Susan L. Piggott

Susan L. Piggott
Director



NCRC RAINBOW CAMP NEWSLETTER
Friday June 26, 1998

Dear Rainbow Camp Families,

It's truly delightful to watch 100 smiling faces approach our camp each morning as we begin our day. Our first two weeks together have gone by so quickly! The children have adjusted well to new routines, new classrooms and new playmates. Thank you for all of your support in helping make our first few days together so successful.

Arrivals and dismissals are beginning to flow quite nicely. Thank you for all of your support in the implementation of our newly amended carpool procedures. The traffic flow in our neighborhood has improved dramatically as a result of these new guidelines and neighbors have express appreciation for all of our efforts on their behalf. Following these new procedures allows us to better provide the safest and most efficient process for drop-off and pick-up at NCRC. The following carpool procedures should be shared with all drivers:

1. Do not leave your car unattended in front of the school at anytime.
2. If you are in the carpool line to pick up or drop off your child, we ask that you do not get out of your car. We will escort your child to and from your car.
3. The carpool line is formed directly in front of NCRC. Please move into the first available space. If you are waiting for a space in front of the school please remain around the corner behind the white line.
4. If you want to walk your child to his/her class or walk to pick up your child after camp, please park on Ordway Street or away from the front of the school on a side street. When parking, please heed all posted signs and orange cones.
5. There is no parking and/or standing across the street from NCRC. Please park away from the front of the school or join the carpool line by entering Highland Place via Newark Street.
6. Carpool drivers should arrive for carpool no earlier than 5 minutes before arrival and dismissal. If you arrive before dismissal has begun, turn off your ignition. We appreciate your efforts to improve the air quality in front of the school and in our neighborhood.





ATENCIÓN PADRES, MADRES, CUIDADORES, CONDUCTORES, CAMINANTES:

RECORDATORIO DE LLEGADA Y DESPEDIDA EN PRIMAVERA: Por favor, Por favor, Por favor lea esta información cuidadosamente y compártala con las personas que traen o recogen a su niño!

Conductores

- La línea de autos se puede formar directamente en frente de la escuela. Mueva su auto hacia el primer espacio completo disponible. Sí no hay suficiente espacio disponible, quédese alrededor de la esquina detrás de la línea blanca.

- Sí usted está esperando detrás de la línea blanca, espere hasta que el personal de NCRC le indique para moverse hacia adelante. Por razones de seguridad, todos los autos deberían despejar el área de llegada y despedida en frente de la escuela, antes que otro auto avance.

- Los conductores deberían llegar no más temprano de 5 minutos antes de la llegada y despedida. Sí usted llega temprano, apague el motor para reducir la contaminación del aire.

- Nunca estacione su auto en una zona de "NO ESTACIONAR" u obstruya la salida de auto de los vecinos.

Caminantes:

- Por razones de seguridad, le hemos dicho a los niños que esperen sentados hasta que su nombre sea llamado antes de abandonar el área de despedida. Si usted esta esperando por su niño, por favor manténgase lejos de la reja del parque de juegos o de los escalones del frente. Lo mejor es esperar cerca de la salida peatonal, cuando usted esta mirando la escuela a su derecha. De esta manera, su niño no tendrá que caminar hacia a usted al tiempo que el/ella se prepara para la salida.

- Espere por su niño en la salida peatonal hasta que sea despedido por un miembro de la escuela.

- El parque de juegos esta disponible después de las 3:30. Desafortunadamente, los niños que han sido despedido más temprano durante el día, no pueden usar el área de juegos mientras la escuela esta funcionando.

- Una vez que usted tiene a su niño, por favor retírese del covertizo para reducir la congestión en frente de la escuela. No permita que su niño corra en frente de la escuela, ya que ésta no es un área segura para que jueguen los niños.

Gracias por su cooperación y por hacer de esto una situación segura y cómoda para sus niños!

Sent F 24 Spring





ATTENTION DADS, MOMS, CAREGIVERS, DRIVERS, WALKERS:

SPRING ARRIVAL/DISMISSAL REMINDERS - Please, please, please read this carefully and share it with everyone who brings or picks up your child!

Drivers:

- The carpool line can form directly in front of the school. Move into the first available full space. If no full space is available, remain around the corner behind the white line.
- If you are waiting behind the white line, wait for NCRC staff to direct you to move forward. For safety reasons, all cars should leave the carpool area in front of the school before additional cars move forward.
- Carpool drivers should arrive no earlier than 5 minutes before arrival and dismissal. If you arrive early, turn off your ignition to reduce air pollution.
- Never park in a NO PARKING zone or block a neighbor's driveway.

Walkers:

- For safety reasons, we have told the children to sit and wait until their name is called before leaving the dismissal area. If you are waiting for your child, please stand well away from the playground fence or the front steps. Near the walkway on the right as you are facing the school is best. That way, your child will not have to walk past you as he/she prepares for dismissal.
- Wait for your child on the walkway until your child is dismissed by a staff member.
- The playground is not available for play until after 3:30 pm dismissal. Other family members or children dismissed earlier in the day cannot, unfortunately, use the grounds while school is in session.
- Once you have your child, please move away from the porch to reduce the congestion in front of the school. Do not let your child run freely in front of the school since this is not a safe area for children to play.

Thank you for your cooperation to make this a safe, comfortable situation for your children!