

DECISIONS OF THE GREENWICH VILLAGE CHARRETTE, June 4-6, 1971

The following are the decisions that have been made by the Charrette through the final General Assembly held at 8:30 p.m. on Sunday, June 6, 1971.

I. SEPARATE ALTERNATIVE SCHOOL

- A. The PS 3 facility shall be administered as a separate school.
- +B. The same (not separate) geographical zone will serve both schools.
- +C. The age range of children in P.S. 3 will be the same as the age range served by PS 41.
- D. Independent administration will be implemented for PS 3 beginning in September 1971.
- E. Enrollment of PS 3 will be on a first come, first served basis.
  - 1. The limit of the number of students for the interim period will be based on the guidelines from the architects as to the number it is possible to maintain during renovation so that children do not have to be pulled out during the actual renovation.
    - a. This applies to K - 5 only.
  - 2. The overriding concern is that there be a distribution or mix of age, sex and varying cultural backgrounds (according to the ethnic composition of the community.)
  - 3. Children will be able to choose between PS 3 and PS 41.
- + PS 3 is legally and morally obligated to relieve the overcrowding at PS 41.

II. EXPANDED DAY

- A. Optional all-day or half-day kindergarten.
- B. Implementation of the expanded day (8:00 a.m. - 6:00 p.m.) including non-legal holidays for those pupils at PS 3 who wish to participate this fall, including Kindergarten. Children will be regrouped at 3:00 p.m. All-day children will be integrated with the 8:30-to-3:00 children during the day.
- C. For eventual implementation, inclusion of 3- and 4-year olds with an option for whole or half days.
  - 1. Beginning in September 1971 the pre-K program should be implemented to the extent that 4-year olds would be admitted.
  - 2. During the renovation more 4-year olds would be brought in with consideration for space.
  - 3. At end of renovation period, school will resume or continue with 3- and 4-year olds.
- D. A parent-run "family room" with baby-sitting service on a volunteer basis, to be implemented this fall, for pre-school children of those parents who are working in the school.
  - 1. This could also be used for "drop-in" day care.

III. HEALTH CARE FACILITIES

- A. That there be a better health examining program for diagnostic purposes.
  - 1. That this diagnostic examination attempt to detect physical, emotional and perceptual difficulties with children from the ages of 3 to 5 years.

HEALTHCARE FACILITIES (Contd.)

2. Within diagnostic program there should be testing for minimal brain damage, drug abuse and all other diseases that would otherwise go undetected.
3. Complete physical examination for all children upon entering school and thereafter an annual examination.

.B. Teenagers

1. A "Mother's Helper" training program where teenagers would be utilized.
2. A teenager training program which would service the elderly in the community, thereby creating a foster grandparent-grandchild relationship.

C. Professional Services.

1. An approach to professional personnel for volunteer service for these health services.
2. A full-time Registered Nurse
3. A dental clinic.

D. Teacher Training

1. All teachers who are studying for licenses be required to pass a course enabling them to identify symptoms of the brain-damaged and other handicapped children, parenthetically, just as they are required to take courses in first-aid, etc.
2. All colleges make available to teachers already licensed, courses on how to teach the handicapped child.

E. A breakfast program.

F. Use of facilities

1. All of the health services must be made a part of the educational curriculum of this school.
2. During the school hours the health services unit shall service only the students, and depending on the nature of the health need, the parent of that student may also be serviced.
3. After school hours, the parents and other family members, irrespective of whether the student is being serviced, may be serviced at this health unit.
  - a. Subsequently, members of the community with no children attending this school will also be serviced.

G. Architectural recommendations.

1. Ramps for orthopedic handicaps.

IV. EDUCATIONAL GOALS AND PHILOSOPHY

- a. School is a total learning environment with focus on
  1. Individual's growth and development in all dimensions of human expression and endeavor.
    - a. Emphasis on learning rather than teaching; learning how to learn. (Pose one's own questions and find solutions.)
    - b. Teaching based on recognition that child needs to and can:  
--discover his soul

EDUCATIONAL GOALS AND PHILOSOPHY (Contd.)

- develop his own internal discipline and sense of responsibility.
- take responsibility for his own learning.
- c. child's perception of his needs (and interests) is best basis for learning:
  - learning/teaching of skills based on this assumption (the need for learning specific skills does not justify the a priori teaching of them).
  - children learn by many means including the often-invisible processes of discovery and inspiration.
  - we do not know what is taking place when what we perceive as "nothing" is being done.
- 2. Therefore, school should provide:
  - a. A place for children to have solitude, quiet.
    - to sit, to daydream, to "do nothing".
  - b. Freedom from physical constraint.
  - c. Options for wide range of contacts with
    - people of different ages, cultures, skills and knowledge.
    - the ongoing life of the outside world (real world).
    - the real world of science, art, literature, etc.
- B. School is the city, the country, the world--of people, nature, ideas, imagination, work, play and celebration.
  - 1. School should be part of the community and the community part of the school.
  - 2. School is a community of adults and children.
  - 3. Parents and teaching staff and children all to have a voice in ongoing determination and development of programs.
  - 4. Structures to provide opportunities for:
    - a. Direct personal contact of Director/Principal Teacher with children and staff, and active involvement in teaching.
    - b. Continuing relationships between children and teachers.
    - c. Children to observe adults:
      - at work and participate in that work.
      - engaged in learning pursuits of their own. (If learning is important to adults it will be important to children.)
    - d. Natural integration of adults and community into life of school
      - extended use and service programs.
    - e. Professional participation
      - contribution of special skills.
    - f. Flexibility (range of options<sup>2</sup> in use of personnel.
      - who is the "teacher?"
      - how much time (full-, part-time, on occasion)
      - how selected.

V BILINGUALISM

- A. A bilingual program is essential in PS 3, therefore
  - 1) Spanish is to be the second language.
  - 2) A sufficient number of the staff will be bilingual teachers to support a complete bilingual program.
  - 3) As far as possible the number of adult personnel and students will reflect the cultural composition of the community.

VI. INTERIM IMPLEMENTATION COMMITTEE

- A. Immediately set up an interim implementation committee for no more than 6 months to serve as a governing board until a permanent board can be set up.
1. Open nominations from the floor this evening of June 6, followed by elections, (see addenda).
  2. Fifteen members open to the total community.
  3. The work of that committee should be:
    - a. To implement the proposals of the Charrette
    - b. To review procedures whereby a permanent governing board can be selected on equitable basis.
    - c. To appoint a coordinator who shall be an experienced educator and expert in non-directive leadership. (He/she shall carry out wishes of governing board in the school-program).
    - d. To choose a selection committee of which the coordinator shall be a member to appoint staff for the school.
  4. The implementation committee shall send out as soon as possible, to all participating in the Charrette, a complete list of all proposals and recommendations acted on by this Charrette.
    - a. The implementation committee shall convene a total community meeting on or before June 25th for the purpose of reporting its progress and at that time the committee shall set forth its recommendations for procedures to keep the community informed of its further progress and decisions.
    - b. That a PS 3 Committee be formed and legally incorporated.

VII. ARCHITECTURAL COMMITTEE

- A. The Architectural Committee shall:
1. Remain in effect and be expanded to include any interested community members.
  2. The expanded committee will select an architect or architects for the renovation of PS 3.
  3. The Implementation Committee will retain final decision making power over the selection of the architect or architects.

VIII. GOVERNING BOARD

- A. That there be for our school a governing board made up of parents, teachers, and community members, (with the majority being parents), the coordinator or head of the school. Advice from the children will be an important part of the governing board's deliberative procedure.
- B. That the Greenwich Village Charrette in its present form, which includes as members all those registered here, be kept in being until the new permanent governing body is formed and functioning, and that when the Charrette is dissolved, all its assets be transferred to the new governing body.

IX. RECOMMENDATIONS FOR IMPLEMENTATION

- A. The learning environment shall consist of:
1. SELF contained sub-schools within a school with their own resources, eg.
    - a. Children of mixed age span.
    - b. Teachers
    - c. Other adults
    - d. Master Teacher
    - e. Resources or learning materials
    - f. Lunchroom
    - g. Work, play, rest area.
  2. Interest centers such as:
    - a. Science.
    - b. Language arts.
    - c. Arts and crafts.
    - d. Wood working.
  3. A teachers' room for rest, privacy and meeting with other teachers for exchange of ideas.
    - a. Including a resource center and workshop area.
  4. A parent's room and resource center.

RECOMMENDATIONS FOR IMPLEMENTATION (continued)...

- B. Community resources proposals included:
1. Provisions for maintaining small domestic animals such as rodents, ducks, chickens, goats, sheep, turtles, frogs, rabbits, insects, etc.
    - a. Proper ventilation & thermal control must be planned in.
  2. Use of the fifth floor roof as a giant greenhouse.
  3. A science resource center on each floor.
    - a. A major science resource center.
    - b. Shelves for science projects in rooms (if there are rooms).
  4. Areas for dirty creative arts projects -- mess, paint, etc., including all types of crafts.
    - a. Woodworking.
    - b. Pottery (kiln).
    - c. Electronics.
    - d. Photography (dark rooms)
    - e. Enameling.
    - f. Sewing.
    - g. Hand crafts.
    - h. Etc.
  5. A permanent improvisational theater director in the school.
    - a. Large and small spaces for theatre improvisation.
  6. A central media center.
  7. At least one kitchen per floor.
    - a. Little living rooms as refuge spots (with a few bunk beds).
    - b. Places where small groups can eat lunches rather than huge lunch room.
    - c. Lunch should be integrated into the school day.
  8. Physical development facilities.
    - a. Use of pool and gyms around the corner at Carmine Street.
    - b. Mini-gyms in the school.
    - c. Use of vertical space for swings.
    - d. Private cubicles.
    - e. Climbing equipment.
    - f. Tumbling mats.
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ADDENDA

Nominations for the Implementation Committee were opened. The following people were elected to the committee:

Rose Aronoff - T	Bill Newell - P	(P - Parent
Lois Bonfiglio - P	Laine Stearns - P	C - Community
Kathy Biesada - P	Walter Schramm - P	T - Teacher)
Percy Jenkins - C	Elena Paz - C	
Len Lowy - P	Lucy Rubin - T	
Viola Morris - P	Gail Paris - T	
Aleen Narizzano - P	Howard Wise - P	
	Zelda Wirtschafter - P	