

School Design Team Meeting Minutes

Garfield High School

Meeting No. 4 / June 5, 2003 / 2:45 p.m. / Garfield High School – Library

1. Additions to Minutes from May 22, 2003

The following are Carole Ross's comments from the May 13th tour of Olympia:

- Theater teacher (Kathie Dorgan) AND have a Performing Arts Center manager.
- Stagecraft workshop next to theater but too small so students forced to work on stage again.
- Loading yard could be enclosed to enlarge wood shop.
- Have 3A fly space - need full fly.
- Need storage for flats - 20 ft could not be accommodated.
- Need more prop/costume storage.
- "Green Room" with intercom ~ good.
- Acoustics: just ok????????????
- No stereo PA -just center cluster - difficult to hear in right and left tract rooms when turned to theater.
- Great idea - soundproof rooms (lecture hall and/or little theater when turned away from theater).
- Two rotating rooms, 133 each + 434 seats in larger room.
- Little theater - sound location needs improvement - maybe a bigger stage and better curtain, etc. - needs working.
- Great orchestra pit with pit cover - trap door.
- Booth above mezzanine needs to be bigger.
- Great light board but only 100 lights - up on fixtures.
- Watch out for plug locations in theater - not in aisles.
- Cyclorama can't go out of sight.

2. Introductory Comments

Larry Matsuda provided the following introductory comments:

- Introduction of a new School Design Team member.
- This is the last meeting until August; need to set date for August meeting.
- Landmarks hearing on June 18, 2003 at 3:30 p.m., Arctic Building, 10th floor; SDT members may speak regarding the Landmarks designation.

Comment: Request was made for a copy of the nomination report to be made available to the SDT.

- Attendees discussed the Landmarks designation process and items that were related to Landmarks.

3. Review of Chapter 10

Larry noted that Chapter 10 was not assigned at the previous meeting. Dave Engle requested that the attendees complete Chapter 10 by the August meeting, as it relates to today's activities and that discussion of Chapter 10 would also relate to creating experience for academic achievement - "What are we designing for?"

Dave also noted that it was necessary to get started with the design concept by the end of October to avoid delay to the project.

4. SDT Meeting Dates

Attendees concurred with August 21 and August 22 meeting dates. There was a question regarding staff being paid for the day. Ralph Rohwer noted he thought that they were and would contact Don Gillmore to verify same.

Agendas, time, and location will be forwarded from Larry.

5. Personalized Learning Environment (PLE)

Dave introduced the PLE report out, noting models the team is looking at but has not made a final determination yet. The models presented today are under consideration only and are not absolutes in their conception.

Kjell Rye gave the following highlights of the PLE report and noted that the Design Team has three ideas or designs they are currently looking at. Each design or idea has components that may be put under one umbrella - designs are not proposed as pure elements.

- Idea 1 – Design based purely on courses, which is similar to the current model at Garfield High School managed by placement.
- Idea 2 – Student choice. Strictly thematic academies. Concern: “Does a freshman know what they need to know to make good choices?”
- Idea 3 – Random selection in which the students are located in a house such as a mini-Garfield for four years. A concern includes causing isolation from desired courses. However, this model provides a nurturing environment.

Have identified the three ideas as following:

Courses are more rigorous placement, student interest in the choice is thematic, and house is random.

Comment: One way is to separate into houses for basic skill acquisition if the student has passed the WASL; then they choose to be in an academy. Easier to identify academic needs at an earlier age and then have academy option as a focus based upon meeting basic requirements. Try to make upper class still in houses so as to not create a feeling of being left out if an upper class-person is not passing the WASL.

6. “Day in the Life” Exercise

Dave introduced the exercise to pick one of the three models previously described and discuss what a “Day in the Life” in that model would look like for a student.

The “No Child Left Behind” mandate requires that schools cannot stay the same. If improvements are not made in five years, it will put the school in a position for intervention due to students being “left behind.” Schools are measured by how the lowest achievers are doing instead of previously being scored by the statistical majority that is making it.

Choices for today’s model are house, course selection, and academies.

Q. How does the course model play out in a small schools setting?

A. Kjell noted that time would be set aside during the day to be able to go from academies or pods to the course; leaving the small learning environment to go to a specific class chosen by the student.

Susan Dersé noted that staff could also know students better by having smaller groups to deal with, which would enable them to know their students better using an advisory model.

Kjell added that staff could also get to know students better by working with them longer or over the year(s) or block hours during the day.

Comment: A house model for core subjects could keep the same kids together, though possibly not the same teacher.

A discussion regarding the recent *Newsweek* article about high-achieving high schools:

Comment: Bellevue School District and schools that were reported excelling based the metric for evaluation on the advanced placement capabilities of the school.

Dave concluded the discussion by noting that it is a wrong assumption that by going to small learning environments means you lose the AP program. This is not true, and it depends upon the values the school places for school outcomes.

"Day in the Life" exercise - Dave asked the attendees to consider the school experience based on the following questions:

- Where would you be?
- What would you see?
- How would you feel?

7. Small Group Report

A. House---Group Report

(Notes--wing of building @ 400 students and 20 staff. Half-hour advisory - 8-3 day and roughly five students per grade level per advisor.)

BEFORE SCHOOL

The student is a Latino, gay male. He takes the #48 bus to school.

I walk in off the bus, into an atrium. It is a great hall--all the school's kids are hanging there. The card is around; the spaces are open. I feel great being with all the other students before the first signal for school to start.

I head off because I have lots of issues to deal with and I need help.

ADVISORY

I know where to go--it's the same place every day. My senior buddy, Saul, comes up and asks me how I'm doing.

FIRST CLASS

My first class is biology--I love this class because Mr. Johnson is my teacher and I'm doing well. The class lasts 1 hour and 40 minutes. We can't eat during class and I'm starving when the bell rings. I should have eaten the empanada my mom sent to school for me.

BREAK

I stop by the restroom and head to my next class. I don't consider vandalizing because they're so nice. I bolt down the empanada now because I'll never make it to lunch.

SECOND PERIOD

PE--I trudge to class--the teacher is okay but I hate the kids and I really dread having to undress in front of the other guys. They call me names and smack me with towels. Saul sticks up for me and tries to help. It's a fitness class and I'm glad when it's lunchtime.

LUNCH

Back to the atrium--only my house is there because of the staggered times.

AFTERNOON

I have an internship so I head out. I'm ready to go so I can interact with other people (not the same 400 all the time) and see my friends.

END

B. Academies Group Report--Health and Sports Academy

I See:

- My teachers connect language arts, social studies, and math.
- A place to hang out--a cool space.
- I know everybody in my academy.
- Combined/varied size/classes.
- We have reading together (9, 10, 11, 12).
- Periods are flexible.
- Our work is posted.
- Lots of field trips.
- I come to school more because they call my home and they miss me.
- We do art projects in AP and Music Academy, and I see more black kids in Health/Sports Academy.

I Feel:

- I wonder what others are doing in the other academy?
- I'm not feeling the "Latin" I take.
- We are the healthiest, buffest, and smartest because we want to be doctors and pro athletes.
- My parents know everything that goes on in school because the school calls them.
- Out of place because I do not like science anymore.
- We are stuck with a bad math teacher.
- I never see my friends in school.
- I signed up with my friends, but I changed my mind.
- I feel clear of my plan for high school and college.
- Juniors and seniors have a lot of choices and freedom.
- I feel stuck-I don't like it-they don't like me.
- How do I find my place?
- We have family meetings
- I miss art.

C. Traditional Model Group Report

The student is an African American male, grade 10. He is an average student and passed his WASL. He is an athlete (track) and plays the violin. He lives in the neighborhood and walks to school.

He begins his day coming in off Alder Street and meets his friends in the commons. He socializes and then drops off his instrument in the orchestra room (storage area).

He goes to homeroom in Wayne's room, adjacent to the gym. It is the room where the team can view the videos from games. It has windows and is very light.

First period is math. It is a long walk up to the 3rd floor. There are windows, tables and laptops.

Second period is language arts, and our student is in an honors class.

Third period - He goes to orchestra and picks up his violin. Because he needed to do some work, he went to the practice room. In the main room, there were natural lights and skylights. The room had a flat floor.

Lunchtime - He could go to the commons or to any one of the little nooks created in the halls for students to eat and socialize, or he could go to one of the small, covered areas outside.

D. Summary of Things Mentioned in the Reports

Things that were common to all three groups, to some degree, were:

- Sunlight
- Commons

Things that were common to two of the groups were:

- Tired of seeing the same people
- Known well by an adult
- Parents in the know

8. Adjournment

A. The meeting adjourned at approximately 5:45 p.m.

9. Next Meeting

The next meeting will be held on Thursday, August 21; time and place to be forwarded at a later date.

The preceding Minutes are the Construction Manager's interpretation of the items discussed and decisions reached at the above referenced meeting. Any persons desiring to add to or otherwise change the Minutes are asked to put their comments in writing to the Construction Manager not later than June 19th; otherwise the Minutes will stand as written.

The preceding Minutes were prepared by Ralph Rohwer, Project Manager.