

MEETING MINUTES

Project Rainier Beach High School

Project No 2008

Subject School Design Advisory Team #2 (SDAT #2)

Meeting Date 5/28/2020

Attending – Names pulled from ZOOM

Rainier Beach High School

Virginia Beathea
Geoff Bolan
Gloria Briggs
Dwayne Chapelle
F. Griffin
Brandon Hersey
Pam & Andrew Heyman
Lanita Hill
Marty Jackson
Aaron Jefferson
Steven Miller
Sarah Moges
Elizabeth Moore

Deborah Northern
Karla Nyquist
Nicolas Ragland
Angelina Riley
Kelly Rolon
Gian Rosario
Kieth Smith
Deborah Stanley
Angie Thomas
LaNita Thomasson
Autumn Tocchi
Grace Wedgwood
Jamillah

Seattle School District Capital Projects and Planning

Mike Skutack
Paul Popovich

Design Team

Bassetti Architects
Jordan Kiel
Lorne McConachie
Debora Ashland
Jean Stolzman
Thomas Cohen

Rule 7 - Public Communication

Monisha Harrell

Moody Nolan Architects
Curt Moody
Jonathan Moody
Jakiel Sanders
Christian Josse

AGENDA:

- +Presenter Introductions
- + SDAT #1 Review
- + Visual Images of Academic Neighborhoods
- + Making Connections with Space Planning
- + Next Steps

PRESENTER INTRODUCTIONS

Presenters reintroduced themselves to SDAT team.

SDAT #1 REVIEW

Jonathan Moody reviewed and discussed priorities that we heard at SDAT #1, broken into the following elements of high achieving learning environments.

- 1.1 Learner Centered Design
- 1.2 Collaboration
- 1.3 Personalized Environment
- 1.4 Safety
- 1.5 Program Adaptability
- 1.6 Sustainability
- 1.7 Community Connections
- 1.8 Aesthetics

Jordan Kiel noted that the notes were sent in the SDAT #2 meeting invitation.

VISUAL OF ACADEMIC NEIGHBORHOODS

- 2.1 Jonathan and Lorne McConachie provided an introduction and brief discussion of the differences between 20th and 21st century learning environments. Case Studies were shown to provide examples of different types of Academic Neighborhoods
- 2.2 Case Study #1 Alexandria High School:
 - a. Classrooms surround learning commons
 - b. Variety of sized spaces for different learning settings
 - c. Learning stair
 - d. Transparency
 - e. Flexible Furniture for collaboration and instruction teaching/learning modes
 - f. Natural Light
 - g. Provide spaces for students to present
 - h. Technology integration
 - i. Transparency can help reduce bullying
 - j. Hands on experimental learning
- 2.2 Case Study #2 Braemar College:
 - a. Few walls
 - b. Broken learning down into parts (activities)
 - c. Geared to student driven learning.
 - d. Indoor outdoor connections, protected and programmed outdoor spaces
 - e. Zones for different activities.
 - f. Natural Light
 - g. Public places for student to do homework, also small spaces for quiet reflection
- 2.4 Case study #3 Caulfield Grammar School:
 - a. few walls no space for traditional classroom

- b. Launchpad Area, Collaborative Studio and Workshop (spaces for collaborative project-based learning)
 - c. Small scale “family” dining
 - d. Presentation spaces
- 2.5 Case Study # 4 Nueva School at Bay Meadows:
- a. Importance of spaces having multiple functions
 - b. Rooftop Deck
 - c. Transparency from learning studios to commons
 - d. Classroom walls open at exterior
 - e. Wall surfaces that can be used for teaching/learning
 - f. Sheltered exterior Spaces
 - g. Small collaboration spaces can be enclosed with walls or furnishings within a large space. Acoustics Important.
 - h. Lockers create small space that can be used for other purposes.
 - i. Transparency into classroom, can be made private if required.
- 2.6 Case Study #5 Dwight-Englewood Hajjar Stem School
- a. Flexibility and Adaptability of spaces
 - b. Underside of stair used as robotics lab
 - c. Clustered spaces for different types of collaboration
 - d. Students able to take ownership of space
 - e. Writable walls
 - f. Different scales of rooms
 - g. Small intimate social spaces

Polling and discussion of example images: Images were reviewed by the group and feedback was provided asking these questions:

1. Which image best “encourages feelings of safety and trust and provides spaces for students to socialize with peers and work in small learning communities?”
2. Which image best “provides spaces for individualized support services for students (mental, physical, social and academic) for a wide range of subjects and learning opportunities?”
3. Which image do you feel does NOT embody 21st century learning principles?

Below is a summary of items discussed:

Poll #1 Learning Commons:

Space #1: Feels safe, can be used for different types of groupings and collaboration.

Space #2: Didn’t like that people can be looked down on “being watched over”

Space #3: Encourage socializing more so than collaboration, students can come together in proximity and relax, can be more organic in their thinking. Allow students to work more independently but still be part of group. Warm colors a positive.

Space #6: Feels institutional / prisonlike.

Poll # 2 Classrooms:

Space #1: Do not like; is a 20th century learning space.

Space #2: Liked the flexible furniture, only space that can be moved around easily, connected to outside, sunlight

Space #6: Café feel

Poll #3 Labs:

Space #1: Does not embody 21st century learning

Space #2: Liked the separate areas of the lab (clean and dirty), entire side for experiential learning and testing and side for applying technology.

Space #5: More space to bring things in.

Space #4: Tighter space, has outlets from ceiling that are not a tripping hazard. General: Spaces need to show 30 students, lots of students have laptops. How does technology affect real world, how do student use technology?

Poll #4 Collaboration Spaces:

Space #2: Space for large group area, stations are already set up so don't have to transition room to break into smaller groups. Discussion of easy transitions. Seems more middle schoolish.

Space #3: Reminds me of visiting room at foster care, feels cold. Coloring appears hospital of medical vs educational. Nice view, bar good place to do homework. Feel isolated. Better to feel included rather than excluded.

Space #4: Intimate space that feel part of larger space.

Space #6: Like how open it is. Give feeling of freedom when leave classroom, a lot of seating options make you feel comfortable. Supervision lends a sense of safety to space, helps prevent bullying. Seeing other students working is motivational to others. Visually stunning space that student would gravitate toward. Take advantage of existing circulation spaces. Accessibility of learning stairs needs to be considered.

General Summary: People were leaning toward warmer, softer small-scale spaces, leaning away from large institution spaces. Preference to use outdoor spaces or connections to outdoors to extend learning.

MAKING CONNECTIONS WITH SPACE PLANNING

Jakiel Sanders explained the space planning exercise for academic neighborhoods. The purpose of the exercise is to share thoughts on how to layout the learning areas for Rainier Beach HS. Shapes will be provided to be cut out and arranged in whatever manner suits the SDAT member for an Academic Neighborhood. SDAT Members were asked to complete the exercise remotely, take photos of their academic neighborhoods, and send to the design team at tcohen@bassettiarch.com by end of day Wednesday the June 3rd.

NEXT STEPS:

1. Complete your homework.
2. Look for a survey asking how we can improve this digital format.
3. Look for a link to a platform that will help keep the ATTRIBUTES OF HIGH ACHIEVING SCHOOLS discussion going.
4. Watch for an invite and agenda for the next SDAT meeting.

END OF MEETING MINUTES