



DLR Group inc.

a Washington corporation

51 University Street, Suite 600

Seattle, WA 98101

MEETING MINUTES

John Rogers Elementary School

School Design Advisory Team Meeting 03 (SDAT 03)

January 25th 2022 (Zoom Meeting)

Attendees

SPS

Amanda Fulford

Vince Gonzales

Brent Ostbye

SDAT

Daisha Ganaway, Teacher

Tina-Marie Tudor, Teacher

Jennifer Mackler, Teacher

Mahlon Landis, Librarian

Tim Jarsky, Parent

Kristina Bartleson, Parent

Veronica Ainsa, Parent

Lacy Muhich, Parent

Jason Jones, Neighbor

Ned Gignoux, Neighbor

Walt Bubelis, Neighbor

Terousha Thomas, Neighbor

Lexi Thomas, Teacher

DLR Group

Todd Ferking

Dr.Marilyn Denison

Ariel Mieling

Lisa Johnson

Dr.Peter Dry

Mike Janes

Liz Szatko Perez

Penny Cole

Land Acknowledgement

We would like to show our respect and acknowledge the Puget Sound Coast Salish peoples, past and present, on whose lands we gather today. The Suquamish Tribe and Muckleshoot Indian Tribe are the federally recognized Indian tribes of greater Seattle, under the treaties of Point Elliott and Medicine Creek.

Equity Moment

"To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin."

- Bell Hooks, Teaching to Transgress: Education As The Practice of Freedom

Homework Share on Video - Takaharu Tezuka "Best Kindergarten you have ever seen"

Veronica - Watched it 3-4 times. There is an appreciation for Japan's innovations; love it, want it all. Biggest thing that stood out was the student who wasn't comfortable in their area and needed to leave for a break. Teacher knew that the site and 'Circle' was safe and the student could occupy their time and needs for sensory input and the student could return when they were ready. Kids want to be with their peers and leader. Loved the video and would send her children there.

Kristina - Liked the video. Starts with saying it is impossible, and then used that to talk about how it could be possible. Liked 'Children are supposed to be outside, and need small doses of danger.' Along with danger, mess, chaos, unknown quantities. That's how they learn.

Lacy - Inspired by this space. Designing a space for how children play, rather than designing a space and letting children play in it. Giving Students freedom, not as linear thinkers. Need to give them space for expression.

Look for instances of what was seen in the video or how the video made you think as we venture out on tours next week. Keep these thoughts in mind. How it might be applied to John Rogers.

Community Engagement

Plan and updates were shared with a further look out.

- Learning Continuum Teacher Survey:
 - SDAT 01 FTP
- Community and Parent Surveys:
 - Ongoing
- Student Surveys:
 - Starting This Week
- Community Listening Sessions:
 - January 26th (Arabic Translator) – Virtual
 - February 2nd (Spanish Translator) - Virtual
- Community Update Sessions:
 - March 9th (Arabic Translator)
 - March 16th (Spanish Translator)
- Hands on Student Engagement Activity:
 - At School (COVID Dependent)
 - End of April

Flyers have been distributed to School, local shops, and communities.

Questions:

How were these sent out to communities?

- Flyers have been distributed to the school, local shops, and communities. Brent has shared with flyers, school newsletters to families.
- Thought to ask staff to also post to their talking points meeting.
- Staff that are not a part of the SDAT are welcome to participate
- Also went out on PTA Facebook page

The more input we can get the better, so please share with communities.

An image will be shared with the team, to share with fellow community members on social media or as they would like.

Where in the process can families and communities give input?

- More clarity on timeline needed. The team will send out a descriptor of what each community connection point looks like for the group to have and share with their community partners.

VALUES Recap and Vision Development

Work has continued on what was done in the SDAT 02 Session to consolidate and frame the priorities the group had brought to the top in the VALUES session. What is shared with the team today is to check this work and confirm the Vision for the project moving forward, as well as highlight any concepts that may have been lost in the process that we would like to be a driver for the project.

Four themes that emerged and were broken out to goals and KPIs (Key Performance Indicators) to track their success through the project.

Connection to Natural World

The new John Rogers ES will enhance the experience of the natural world, inside and outside the building. The new John Roger ES will nourish all students, staff, the community, and the environment by providing authentic, place-based education. This equitable and innovative approach will support the whole child and cultivate environmental stewards to positively impact their world.

Goals:

- Positively contribute resources and promote biodiversity
 - Goal:** Design the building and site to reduce our ecological footprint
 - Baseline KPI:** 15% of the site area to be restored to natural habitat (flora and fauna). Establish facility as Net-Zero energy
 - Stretch KPI:** Net positive energy (operational and embodied) and net positive water building and site landscape designed to the carrying capacity of the site.
- Enhance Outdoor Learning and Experiences
 - Goal:** Provide for equitable year-round outdoor learning opportunities and after-hours community access.
 - Baseline KPI:** 95% of occupied spaces have views to nature
 - Stretch KPI:** XX% of all occupied spaces have access (operable window, doors, etc.) to outdoors within 3 mins or 30 feet.

Health and Well-being

John Rogers Elementary School will be a safe place to serve the whole student. The school will enable teaching and learning to thrive by meeting all students' basic needs on an equitable basis. Healthy nutrition, play and emotional health form key elements of the school.

Goals:

- Community Health and Awareness
 - Goal:** Stronger sense of community health - school as a catalyst for improved community health and awareness??
 - Baseline KPI:** The school facilities will serve to improve community health indicators through access to play, nutrition, and emotional health services
 - Stretch KPI:** Obtain sustainability certification
- Design for Comfort and Wellbeing

Goal: The building will enable the school community to thrive by providing thermal, acoustic, visual comfort and improving air quality and drinking water quality.

Baseline KPI: Reduction in health related absence

Stretch KPI: Provide real time IEQ monitoring and feedback

Collective Impact

JRES will have a positive impact on the community with members understanding how they can affect change through environmental stewardship and social justice. The quality of the school will evolve through transparent decision-making, a collective vision, and building performance that adds value to relationships and stimulates future ready learning.

Goals:

- Transparent processes around decision making
 - Goal:** Information is regularly shared with the entire school community of the environmental metrics the school community is achieving.
 - Baseline KPI:** Weekly updates include information about Net Zero and Living Building Metrics and journey towards Green Gen certification. (This information is easily accessible to administration to share)
 - Stretch KPI:** Input from all families in the school
- Behavioral awareness - Student and Staff
 - Goal:** Students and Staff are aware of the social and environmental impacts of their actions through awareness building, and celebrations.
 - Baseline KPI:** Digital Dashboards and informational signage will highlight interventions around campus
 - Stretch KPI:** All students are informed and able to speak about the impacts the school building has on the environment. Evident in the taught curriculum, school programs, class projects, student participation (Green Teams) and informal conversations.

Equitable Ownership of Place

JRES will embrace our future while honoring our cultural and ecological past. Our school will be a community builder that integrates multiple cultures and identities. It is a place where everyone feels valued, supported, and celebrated All will have equal access to the richness of the school. It is a place to learn from, and celebrate our collective diversity, creating an authentic experience of the world.

Goals:

- Design for Equity and Diversity
 - Goal:** The design of the building and site will reflect the school and community diversity.
 - Baseline KPI:** Integrate diverse cultural / historical design elements throughout the building and site that mirrors the cultures of the community
 - Stretch KPI:** XX% of spaces and site amenities are primarily accessed via accessible route

- Design For Neighborhood Partnerships and Engagement
 - Goal:** Stitching together the community by providing access, connectivity, and learning opportunities for all.
 - Baseline KPI:** Adult Participation in the building will mirror the student demographic
 - Stretch KPI:** Community run programs increase by 200%
 - Alternative: 100% of students are engaged in extra-curricular activities

The group is broken into two smaller groups to discuss two of the overarching themes and give suggestions and ask questions to shape these into the visions for the project.

Group 1 Share Out

Group 1 Covered Connections to the Natural World and Equitable Ownership of Place

Brent:

Connections to the Natural World: Group 1 talked a lot about what restoring to a natural habitat really meant. Curious as to what natural habitat means, especially in a place where the natural habitat has been heavily modified. Advantages of going back to native species as well as being creative with non-native species.

Prioritizing teaching and learning in the outdoors, instead of restorative spaces.

Equitable Ownership of Place: Going to be a really important part of this process. The shape of the district and where it sits, this needs to be highlighted. John Rogers Elementary School is owned by everybody within our catchment area. Focus on how we serve that are further away. Encourage ownership from those not right next to the school.

Group 2 Share Out

Group 2 Covered Health and Wellbeing and Collective Impact

Veronica:

Health and Wellbeing: Community health and awareness is important, know that a lot of our population relies on the school to offer external supports. Open Accessibility as an overall theme. Active Spaces being available off hours and off season for community use. Track or playground that is accessible. Something that allows students to practice hygiene out near play areas; outside spaces.

Collective Impact:

Goes back to community access and community resiliency. Something for the community to reference for benefits that are being offered to the community. Tying into the usage and output in the school profile. This is an important part of school choice and really showcasing what is important to the school. Helps parents decide on school to attend, seeing those priorities. Showcasing certifications and metrics. Needs to be supported by Seattle Public Schools.

Broad Feedback - Do these themes feel right for John Rogers as we look to the future?

- Can we assess that the adult participation in the building mirrors the student population? If it does not, how do we address that?
- Something that is really important is to have space for parents to gather that is easily accessible and seen. Parents meeting other parents as well as to do the work of the school.
- Does the local food bank become involved with the school? How do we measure these things?
- Measuring the student participation before and after. Participation in school activities would be a benefit.
- Looking for an additional theme that outlines that the building will do all that it can to promote educational excellence. Might be missing a basic statement of high achieving students. Building will attract teachers who are the highest achieving.
- Thought of introducing an umbrella themes that captures high achieving students and robust staff through these other themes. Creating a Robust Ecosystem by connecting to the natural world, creating an equitable ownership of place, focusing on health and wellbeing, and understanding our collective impact.
- Missing the fun and the creativity and joy. Creating a building for small children that they are excited to come to is really important.
- Defining High Performing High Achieving - beyond test scores. what is our success metric? Grow minds and souls.
- Future meaning of high achieving to be flexible as well, as the community defines it.
- How does the current John Rogers Staff define high achieving
 - Verbalize and articulate what they are learning
 - Self-Advocate
 - Participate in a diverse learning community
 - See themselves as part of a whole, and they have a place and a contribution to it
 - Optimistic about their educational future
 - Community cares about them as well
 - 'I can see my whole self here'
 - Ownership

Questions:

How do we address transportation issues that some students within the community have that might be barriers for participation in the school community?

Potential for advocacy and working with the city that address some of those concerns. Limited means of getting to the site. Direct route to school? Focus on how we can improve walking structure to access to school. This is a priority.

Address the current conditions:

Support for Hybrid learning and remote learning. (Current and Potentially future considerations)

Educational Specifications

Highlight of High Achieving Schools

Learner Centered Environment

Explore, Test, Collaborate, Active, Creative Learning

Personalizing Environment

Relationships, Safety and Trust, Support, Small Learning Communities

Program Adaptability

Flexibility, Technology, Variety, Demonstration

Community Connections

Conveys school mission, Parent + Community visible and involved

Aesthetics

warm, inviting, comfortable, fun, tactile, stimulating, maintainable

Safety

safe and secure, students feel known, supported, CPTED, supervision

Collaboration

purpose, contribution, vision and focus, communication, student voice, sense of ownership, professional support

Share of Aha's and Comments from reading the Ed Spec:

- **AHA:** 2.4 Structured Play Areas When I asked former John Rogers students what was special about their experiences at John Rogers, I learned about the importance of free play and the spaces where that happens on the playground. There was a strong connection between four square, tetherball, hopscotch, free play areas and spaces to walk around with friends and, the learning they were engaged in at that age in terms of developing friendships and relationships.

Tina: Went and asked former John Rogers Students what was special about their school and what they would want to make sure was in a new school. A lot of value on informal outdoor play spaces. Many things that they described were around relationships and maintaining, building, growing, learning, and forming relationships. Spaces in your environment can support that.

- **AHA:** I was really interested to see that there are designated outdoor learning and social spaces as well as the mention of indoor flexible spaced for socializing and community activities. I think that is fantastic!

Jennifer: School is beyond a building with classrooms and an office for the principal. Pods within the building that are free open spaces for recess and indoor learning, games, pull out groups. Informal spaces for socializing and learning. Outdoor space with logs or seating areas for classing wanting to go outside for class or fun.

- **AHA:** Car and bus traffic must be separated!!! Ours is all blended together and pretty messy.

This is something that the design team will address with site design and layout.

- **AHA:** Format won't load on my phone or on my Chromebook

A few of the team is having issues access the ftp. Design team will address these issues and look for another share location space

- **WONDER:** Ed Spec 2.9 Community Use. There is excitement around envisioning a building that can be utilized for community use through SPS Building Rentals. A challenge can be that all building rental fees go to SPS, not to the building. Also, building staff handle the interactions with community entities using the building. I wonder if this can be kept in mind during design to make access to potential community areas manageable for building staff and building budgets in order to be welcoming and supportive of community use.

Tina: Rental fees go to general fund and not the specific school. Ensure that use is sustainable and the school has budgets to maintain those spaces. High use spaces to be easier maintenance. Consideration for building staff supporting the spaces used for community use.

- **WONDER:** Professional Workspace: I was wondering about office spaces for the many professionals who work in schools: SLPs, OTs, PTs, Nurse, Psychologist(s), Counselor, VP, Principal. They all need office spaces to work with students 1:1 or on small groups and it needs to be a secure place to keep their confidential files and teaching tools. In the specs, several office spaces were designated but I'd estimate, only a third of what the school actually needs.

Veronica: Maybe adding micro spaces added to this plan for Special Education. Within larger areas having a space for all learners. Quiet focused areas for learners who need to have quieter and more secluded spaces in order to participate.

Take a look at the spaces on the tours and see what works for small offices and how things are dispersed

- **WONDER:** Gender Neutral Bathrooms: The more opportunity we give people (kids AND adults) to express who they are, the more chances they will feel seen and heard. There are many reasons children have for wanting/needing more privacy in the bathroom. I have a child that had constipation issues as well as gender questioning. single use bathrooms also cut down on the crowd-playing-messing-lingering activities that happen in elementary school bathrooms. Keeping all bathrooms gender neutral allows for a free bathroom to be available no matter who needs it.

Ariel: School District is moving towards gender neutral restrooms. Layouts that allow students and entry and an exit from restrooms.

Amanda: The district has done extensive research on providing safe and comfortable environments for students. No child feels trapped. District is committed to moving forward with this approach.

Brent: Olympic Hills as a great example for us to check.

Walt: Wheelchair bound or crutches consideration for those students accommodated.

Todd: There will be accessible restrooms (ADA) that are larger for students or staff who need them. Special Education also has larger restrooms to account for larger mobility areas.

Teroshua: People who sit down to use the restroom take longer than those who stand. Will this affect the ratios of the fixtures?

Ariel: Most stalls go all to seated. Urinals are normally not put in and all fixtures go to toilets. Any person can use any space.

WONDER: Loading / Service Area: Why don't we have a loading dock or service vehicle area? I have noticed parents get stuck when maintenance vehicles are on site because there is no space for them.

The team worked through the educational specification and highlighted large organizational adjacencies that appear in the Ed Spec. Teams should look for these conditions on the tours in SDAT 04 to see if these conditions will work well for the John Rogers Community.

Questions:

- Flex spaces as spaces that would be flexible in their current location. Example: Rooms being divided by a folding partition or movable wall that would allow two rooms to 'flex' into a larger one for different uses.
- With the thought towards the growth of the school, is the classroom size set?
- The school will be built for 500 students with the ability to grow to 600. So, in the event that enrollment increases, additional classrooms to the 650 population could be accounted for rather than the classrooms being above capacity.
 - How access spaces are divided and distributed will have to be looked at. Look for examples on the tours about what works well.
 - Underground parking as an option? Need to treat teachers well.
- At this time the cost model and budget does not support that. With the concern coming from a mix of traffic types, the design will look at creating as much separation as possible between the different groups accessing the school.

Tours Next Week - SDAT 04: 02/01

- Tour Schedule to be distributed; lunch will be provided.
- Team gauged everyone's comfort with riding on a bus to the tour sites, and the teams decided they would take a bus together, with some driving, biking. District COVID Protocols will need to be followed for tours.