



DLR Group inc.

a Washington corporation

51 University Street, Suite 600

Seattle, WA 98101

## MEETING MINUTES

Montlake Elementary School

School Design Advisory Team Meeting 01 (SDAT 01)

December 09, 2021 (Zoom Meeting)

### Attendees

#### SDAT

Anny H – parent  
Beau – teacher  
Bianca – alumna/parent  
Cheri Bloom –  
Chester Weir  
Ewa – parent  
Jack Marshall – teacher  
Jennifer Lundgren  
Jessie Kaarboo  
Julie Choung – parent  
Mary Beth Hribar – parent  
Matt S – parent  
Melissa Pody – Parent  
Sarah Buemmer  
Tim Moore

#### Seattle Public Schools

Paul Wight  
Rob Donlin  
Julia Pearson  
Deborah Northern

#### DLR Group

Todd Ferking  
Shannon Payton  
Dr. Marilyn Denison  
Ariel Mieling  
Shanna Crutchfield  
Lisa Johnson  
Kelly Mabry  
Dr. Peter Dry  
Erica Cedar

## **Land Acknowledgment**

Ariel provided a land acknowledgement to the Puget Sound Coast Salish peoples, past present, on whose land we gathered today.

*“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.*

*We also acknowledge there are many tribes in our communities that are working to receive federal recognition.”*

## **Equity Moment – Shanna Crutchfield**

Equity moment: Shanna showed a visual of equality vs equity and asked for volunteers to describe what they saw:

Rob Dolin: The top image shows equality - everyone gets the same bike. The bottom images show equity, each bike is adapted to each person's unique needs

Equality - everyone receives a bike

Equity - even though everyone should get a bike, each individual is different.

The goal of Equity is that everyone receives resources based on their differing needs so that a school, community, or space may work for everyone despite race, gender identity, etc.

## **Hello and Welcome – Paul Wight - SPS**

This is a great opportunity to participate in the District's process of building a new school.

We are a partner in our neighborhoods, so community engagement and participation is key and greatly welcomed.

## What is SDAT – Ariel Mieling – DLR Group

- School Design Advisory Team - significant amount of information and pieces that go into this process - the final outcome a school.

## Group Norms – Julia Pearson and Shanna Crutchfield

Review Glenn Singleton norms

(Shanna) Overview of the group norms for all attendants (See Slide)

- Noticing without Judgement
- Stay engaged - if possible, please have your camera on when meetings are virtual
- Speak your own truth - you have lived experiences that is your truth
- Accept non-closure - we may not be able to resolve everything you put into this space but this is part of our growth and process as a team
- Expect discomfort - we are coving a lot of thoughts and ideas, please lean in whenever possible.
- Listen with intent to understand without judgement
- Honor Everyone' sharing
- Take space and make space - remember, some are more comfortable sharing out loud and often, others are may need more time.
- Brave Space - our students/community are leaning on us to participate and speak up for them in this space - be bold and brave.
- Offer what you can, ask for what you need- if you need support, please let the DLR Group team know. We are here to help you.
- Take care of yourself - you and your health are important - eat if need be, take breaks too.
- Stay student focused - remember, this is for the kids.

Any other norms we are missing?

- Shanna asked for questions or comments regarding these items. She asked
  - Julia Pearson - agrees with these group norms. She believes that this is an excited opportunity for all in the group to participate. She is thankful for the staff who are participating during their busy workday. Thankful for the community and their participation.
  - Jennifer Lundgren - add land acknowledgment to group norms.
  - Add: Respect each other's time by ending meetings when scheduled.
  - Add: Speak simply and clearly. If you don't understand ask. (No Archi-speak).

Pronouns

- Please add your name, pronouns, and role/title to your zoom name
- If you are calling in on a phone, please change your phone number to your name.
- Zoom / Technology / Meeting tips
- Mute yourself when not speaking

- Any technical difficulties - please reach out to Kelly Mabry of DLR Group (kmabry@dlrgroup.com) or indicate so in the zoom chat, and a member of the DLR Group team will assist.

## **Introductions – Ariel Mieling**

- DLR Group intro (An Architecture/Engineering global firm, core market sector is K12. We are experts in the k12 field and bring a lens of research and best practices to our design work. Deeply committed as a firm to the success of students and believe the environment they are in has a large impact.
  - Todd Ferking: Challenged Authority/independent thinker
  - Shannon Payton: Imaginative
  - Marilyn Denison: Energetic
  - Shanna Crutchfield: Curious
  - Ariel Mieling: Feisty
  - Lisa Johnson: Sensitive
  - Erica Ceder: Adorable
  - Peter Dry: Athletic
  - Kelly Mabry: Tinkerer
- Name / Role / Gender Pronouns / Hopes for the Project (in 7 words or less) (1 min per person)
  - Paul Wight: Capital project manager; He/him; hopes for an excellent learning environment; Active.
  - Julia Pearsons: Principal MES; she/her; hopes are many - as a community we can create/design/build a school that can honor the indigenous land on which the school sits and we can design a school that has sufficient bathrooms for the adults; thoughtful
  - Deborah Northern: Equity and engagement manager; she/her; there will be lots of hope that will be directed towards the future and provide inspiration and joy and deeper sense of a united community; Curious/wonder
  - Chester Weir: Parent and architect (2 students currently at MES); he/him; hopes innovation and sustainability, accessibility, and openness are value that are introduced onto/into the campus; exuberant
  - Matthew Sneddon: Parent, architectural historian (currently 2 students enrolled at MES); he/him; hopes the holistic view of school is innovative and welcoming, but also honors the surrounding community; curious.
  - Bianca: MES alumna (2 students enrolled at MES); she/her; hopes to update/upgrade the school but maintain the charm of current school; caring
  - Julie Choung: Parent and small business owner close to school; she/her; hopes for a safe and comfortable place for the kids; Social
  - Cheri Bloom: Neighbor/previous garden educator at MES 17 years; she/her; hopes there will be space to allow a classroom to continue to be outdoors; curious.
  - Jennifer Lundgren: Art Teacher MES (former student parent); she/her; hopes for inclusivity, innovation, inspiring, fresh air, natural light and celebrate great views; quiet daydreamer
  - Jessie Kararbo: parent (2 students enrolled at MES, educator elsewhere); she/her; hopes/interested in collaborating in creating a school that serves all kids in the community; quiet/sensitive/curious
  - Melissa Pody: Parent/works in MES office (1 student currently enrolled at MES, 2 past students); she/her; hopes to make Montlake even better than it is - very open to ideas; busy.
  - Mary Beth Hribar: Parent (2 students currently at MES - one child is in the Special Education Access Program); she/her; hopes for an inclusive, calming, and quiet environment; observant.

- Sarah Bruemmer: Parent/PTA Board (1 student enrolled at MES, 1 past student); she/her; hoping to honor the Montlake history while embracing its current strengths and to make the future school a place for all; shy.
- Anny: Parent (1 student currently enrolled at MES, 2 past students); she/her; hopes it is a place that students are excited to go and be and it's safe and fun; shy.
- Beau Browman: Kindergarten Teacher; he/him; hopes to create a school that provides for every child; quiet.
- Ewa (Eva): Parent (4th grad student currently enrolled at MES); she/her; hopes the project will provide an educational outdoor space, as she herself went to school in Sweden and found the access to outdoor learning critical to her growth and learning as a student; (word was cut off by poor internet connection).
- Jack Marshall: Montlake teacher; he/him; hopes to create a successful space for all; nerdy.
- Rob Dolin: parent (2nd grader currently enrolled at MES); he/him; great neighborhood school; builder.
- Tim Moore: Montlake teacher; hopes the schoolhouses a phenomenal educational space for kids and the community; (word was cut off by poor internet connection)..

### **Divergent Thinking and Beginners Mindset** – Marilyn and Shannon – DLR Group

- Divergent thinking Intro + Video
  - Images shown - guess the year this school area was created
    - Historic 500 AD & 1600 AD school room not much difference between seating/arrangement
    - 20th century school room - arrangement is still similar to previous images with the exception of technology
- Video Played
  - We are preparing for students for jobs that don't exist yet, using technologies that haven't been invented - things are changing quickly - will our children be ready?
    - Thoughts:
    - Jennifer Lundgren: Kids won't need an education because no one will work - robots will rule us
    - Chester: there seemed less emphasis on social and emotional wellness/education and more about job readiness.
    - Marylin - the human now has a different role as technology advances because robots still need people to create them.
    - Paul Wight: there appears to be an equity gap in the video.
  - How does this impact education?
    - Jennifer Lundgren: work will be very specialized in the future - perhaps not as many jobs available for people. Potentially lively hoods and interesting careers may be gone. How do we adapt a school to be a creative space even though new jobs may demand people to sit at a screen all day?
    - Julia Pearsons: where are the arts in this video? Where is the emotional piece that makes it fun for humans to be alive? Is it gone in the future? Do we have problems based on too much technology?

- Our goal is to challenge what we know, and approach the design process and visioning with a Beginner's Mindset

### **Equity / SPS Strategic Plan - Deborah Northern - SPS**

- What is the intent and mission of Strategic Plan?
  - A framework to consider as the SDAT teams moves through the process of designing Montlake Elementary School.
  - Even though we see technology advances in society, we still have equity gaps. Therefore, it is the District's mission to find those gaps and help reduce and eliminate those gaps in order to provide a high quality, world-class education for all students.
  - Forms of Inequity: Individual, Institutional, Structural (see slide)
  - Four Components of Seattle Excellence (see slide)
  - Critical question: how can planning and design contribute to racial and educational justice? How might we design differently if inclusion and racial equity were the primary drivers behind the work?
  - Montlake Way Motto: Be Safe, Be Kind, Be Fair, Take Responsibility

### **House Keeping + Project Basics - Paul + Ariel**

Everyone has received a binder with all the SDAT information.

- Schedule - Ariel reviewed the larger project timeline (see slide)
  - Overall SDAT meeting schedule (see slide)
    - The big questions: Shall these meetings be in person or virtual?
      - If in person - proof of vaccination would be required
        - Potential meeting place options: community center gym, library
        - Bus Tours - best in person, please attend if possible. it is understood that a full day event may not be possible for all to attend due to individual's daily demands.
        - Ariel and Paul have asked for the group to provide preferences
- Project Basics: (See slide)
- Budget: (See slides)
- SDAT Responsibilities: (See Slide)
  - This information is also in the SDAT binder provided to each attendee.
  - Attendance is key, participation is key. Your thoughts and feedback are important.

- ED Spec Review – expectations on standards and deviations in program and spaces
  - Short for Educational Specifications: talks about what kinds of spaces are required, what spaces should be adjacent to each other, and how much of something a space should receive (e.g., the number of cubbies required in a classroom).
  - This is the primary foundation for designing the school.
- Agree on Meeting time. Welcome packet confirmation. Email if there is something we missed.
  - Questions:
    - Chester: Have covid considerations been added to the Ed Specs? Is the district open to deviating from the ed specs due to this? This seems like an opportunity for the District to improve upon certain standards.
      - Ariel: We are utilizing the 2019 Ed. Spec. The technical standards have and are being updated as we speak.
      - Paul: The district is working through these items. The Ed Spec still needs to be maintained, but information that is known regarding covid protocols is being taken into consideration and the open to the ideas of what can be done to better the indoor air quality of the building.

### **Review Learning Continuum teacher survey results – Todd – DLR Group**

- A recap of the survey results received.
- The criteria of an SPS High Achieving School (see slide or see binder)
  - Shannon asked if anyone had a guess regarding the survey results. What would be the biggest gap between where we are and where we want to go:
    - Jessie - closed/open
    - Results, page 1: Biggest gap: Static/flexible & Traditional/Innovative
      - (Shannon) These are the areas that allow for the biggest growth and should be a focus.
    - Results, page 2: All relatively resulted in the same gap increment between the “where Montlake is now” and “where Montlake wants to be”. However, the goal between Directed/Independent is directed towards a more Independent model for the future. Therefore, this shift appears to be a primary focus.

- Comments:
  - Jennifer Lundgren: the second page results seem largely dependent on curriculum
  - Jessie: we are likely to run into things we can't change, but that doesn't mean there isn't an opportunity to improve desired areas.
  - Todd Ferking: We as architect want to address the teaching and learning first. As we go through this process, don't shy away from talking about curricular/teaching/learning changes because as architects, we will adapt the building design to those wants and needs whenever possible.

**SPS High Achieving Schools and Learning Connection Cards** - Marilyn – DLR Group  
*(Intro and instructions– then divide into 4 break-out rooms)*

- Due to time constraints, this exercise was skipped. The group shall partake in this exercise during SDAT Workshop 2.

**Close** – Shannon and Ariel – DLR Group

- SDAT 2 will be very interactive with a values exercise.
- Please complete your homework before SDAT Workshop 2
  - Read Ed Spec
  - Share one “aha moment” from the day – type in chat, or individual on mural or volunteer
  - Send a photo of something that represents Montlake culture.
    - Question: Can we get photos from students?
    - Answer: Yes, photos submitted by students are most welcome.
    - Question: Parents are not allowed on campus, what should we do for the photo?
    - Answer, the photo is more about the sentiments for Montlake culture. Feel free to break the rules. Examples: pictures of the garden or provide images the support your idea - doesn't have to be of the school. You can make or find an image that evokes the essence of Montlake.
- A Parent survey shall be released shortly

## **Homework:**

- Review Ed Spec and SDAT Process PDF - 1 “ah ha”, 1 wonder.
- Photo of something that represents the culture of learning to you. Could be Anything – no wrong answers. Email / text and DLRG uploads to mural Tara – email?

## **DLR Group Action Items**

- Send out all meeting dates to SDAT Group
- Review in-person or virtual feedback
- Update Norms: Add land acknowledgement, add nor regarding respecting time and ending meetings on time, remind the architects of their archi-speak.