



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 01 (SDAT 01)
December 14, 2021 (Zoom Meeting)

Attendees

SDAT

Daisha Ganaway, Teacher
Tina-Marie Tudor, Teacher
Jennifer Mackler, Teacher
April Boyce, 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
Teroshua Thomas, Neighbor

Seattle Public Schools

Amanda Fulford
Vince Gonzales
Brent Ostbye
Deborah Northern

DLR Group

Todd Ferking
Shannon Payton
Marilyn Denison
Ariel Mieling
Shanna Crutchfield
Lisa Johnson
Peter Dry
Mike Janes
Liz Szatko Perez

Land Acknowledgment

“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*

Shanna shared a description of equity and equality and invited others to add any comments regarding equity and equality in relation to the visual (see PowerPoint)

Equality-Everyone is given the same bicycle (per the example)

Equity-Not everyone is the same, consider the differences and historical impacts related to those differences. Removing barriers based on:

- Race
- National Origin
- Ability
- Socioeconomic Status
- Language
- Religion
- Gender Identity and Expression
- Sexual Orientation
- Other Human Differences

Introduction - *Brent Ostbye - Principal at John Rogers*

Brent welcomed everyone and thanked them for joining the team.

What he has learned in the SDAT process so far...

- John Rogers has a very diverse catchment area
- Some of the lowest density in Seattle at eastern border of catchment area
- Some of the highest density in Seattle at northwest border of catchment area
- South lots of single-family homes, North lots of apartments
- Use our new building to build bridges in our communities
- Use the process to building bridges in communities as well
 - MUST invite a diverse group of thinkers
- We have a diverse crew here with diverse backgrounds and interests
- Bring your strengths
- Team was chosen based of collaborative ability to think big
- Design a school for children that will live in a future we don't know what it looks like now
- For the children that live in our neighborhood

Welcome and Overview - *Amanda - SPS PM*

Amanda shared about the process of getting to a new elementary school, and all the elements will come together to create our new amazing building

Agenda - Ariel Mieling – DLR Group

Today will be a lot of information, going forward there will be a lot more involvement on the part of the SDAT

Ariel went over the agenda (see PowerPoint)

Engagement Guidelines - Brent Ostbye - Principal at John Rogers

“Color Brave Space” - Group at JR, developed at set of engagement guidelines for John Rogers Elementary School

- Put Relationships First
- Keep Focused on our common goals
- Notice Power Dynamics in the Room
- He typically sees in in-person meetings that the power is typically with him as principal and notes he is also a white male. “Looking forward to seeing a flatter organization in this team.”
- Create a Space for Multiple Truths and Norms
- Be Kind and Brave
- Practice Examining Racially Biased Systems and Processes
- Look for Learning

Additional Engagement Guidelines

- Listening with Intent to Understand
- Honor Everyone’s Sharing
- Take Space and Make Space
- Offer what you can and ask for what you need
- Take Care of Yourself
- Students First

Additional items added from the team

- Teroshua Thomas - “Always more to learn about things. Things are not finite.”
- Kristina - “Assume best intent. Assume we are here for the same reasons. If someone is expressing an opinion that is different than others, assume things are coming from a good place.”
- ^Brent added - “Own our impact.” Our impact may not be what we intended and if that if that occurs, own that it may not have come across with our intentions.
- Walt Bubelis - “Courteousness is fundamental to any engagement. We can always learn something from everyone.”

Inclusive Meeting Environment – *Shanna Crutchfield*

Shared how to update Zoom name with the team to include:

- Name
- Pronouns
- Role
- Meeting Norms Zoom

Introductions

Ariel - District Leadership Team and Introductions

Descriptions of Capital Projects Team + Word to describe you as a child

Seattle Public Schools

- Richard Best - May join future meetings
- Amanda Fulford - SPS Project Manager - Inquisitive
- Vince Gonzales - SPS Senior Project Manager - Shy
- Deborah Northern - SPS Equity and Engagement for Capital Projects -
- Brent Ostbye - Principal at John Rogers - Standard

DLR Group

- Ariel Mieling - Project Manager - Feisty
- Todd Ferking - National K12 Design Leader - Ruler Breaker
- Shannon Payton - Design Leader - Imaginative - make believe/pretend
- Marylin Denison - Educator/Designer - Cartwheeler
- Shanna Crutchfield - Community Outreach and Equity Advisor - Curious
- Peter Dry - Educator/Designer - Conscientious + Sports (athletic)
- Mike Janes - Project Architect - Sporty
- Liz Szatko Perez - Project Designer - Artsy

SDAT

"Name / Role / Pronouns / Hopes for the Project in 7 words or less / one word to describe you as a child"

Daisha Ganaway - she/her

- 3rd Grade Teacher at JR
- Ambitious
- "Adaptive Environment"

Jason Jones - he/him

- JR Parent (one in Kindergarten and one on her way to Kindergarten in the next few years/Neighbor

- Shy
- “Important in my life to find ways to increase happiness, use the school to increase happiness as a community.”

April B - she/her

- Former SPED teacher at JR/Community Member/UW student PHD in Special Education
- Quiet deep thinker, express through writing
- “Going beyond inclusion. More than conformity into an oppressive system.”

Ned G - he/him

- Parent of 1st grader and JR graduate/neighbor
- Privileged
- ” Hope this is a unifying project for the school community and neighborhood.”

Lacy Muhich - she/her

- Kindergarten Parent/future student/Creative Director Amazon Climate Pledge
- Energetic
- “Environmentally friendly and creative space to foster creativity and curiosity.”

Jen M - she/her

- Parent 2nd grader JR/twin kindergartens next year/educator in different district/new building insights as an educator
- Reserved/Shy
- “Create a building space that is inspiring learners to do good in the world. Art, Learn, Math, Engineers... in all directions they want to go.”

Kristina B - she/her

- JR graduate parents/close neighbor/neighborhood watch leader/SPS at Broadview Thompson
- Artistic
- “Represent, contribute, learn, and enjoy. Create something that melds with the gorgeous space in Meadowbrook.”

Veronica - she/her

- Parent 2nd grade/instructional assistant with SPED team at JR
- Teacher’s Pet
- “Building the dream. As an educator “I wish this”...this is that opportunity.”

Tim Jarsky - he/him

- Parent graduate/5th grade/kindergarten next year
- Active
- “Create a building the kids are excited to be in. “

Tina T- she/her

- Educator at Nathan Hale/community member.
- Inquisitive

- “We survived Nathan Hale design and occupied reconstruction and enjoyed it. Fabulous community experience. Excited to get to know the community better. “

Walt - he/him

- Retired Horticulture Teacher at Edmonds/still involved in councils (Arboretum/Garden/Meadowbrook Community Council/students went to JR
- Curious
- “Utilize expertise on landscape issues for the project. Excited to see the recognition of the role that the green world helps to influence in a very wonderful and sustainable way. Elements for everyone, from childhood on upward.”

Mahlon Landis - she/her

- JR Librarian
- Independent
- “Everyone to feel safe.” Check back with her on school that she references about safety

Teroshua Thomas - god/goddess/she/her

- Community Builder at Lake City Court/many hats/ Chair within the agency race and social justice lens, what equity looks like in action, been through different redevelopment processes.
- Why/How come/why does that happen/how can we do this
- “Equity that allows all Families at John Rogers and Communities to thrive.”

SPS Strategic Plan – Deborah Northern - SPS

- Mission of the District - “Solid commitment to eliminating opportunity gaps and ensuring access and providing excellence in education for each and every student.”
- Goal is to receive a high-quality education that will prepare students for college, career, community.
- What systems in place might be contributing to inequity?
- Very intentional examination happening across the district
- Where are we allocating resources?
- What does it mean to deliver high quality instruction?
- Eliminate opportunity and achievement gaps for every student to receive a high-quality education
- SPS Racial Equity Policy #0030
 - Equitable Access
 - Racial Equity Analysis
 - Workforce Equity
 - Professional Development
 - Welcoming School Environments
 - Partnerships
 - Multiple Pathways to Success
 - Recognizing Diversity

Questions from the SDAT Group

- Walt had a question of- “How much of this is already a policy in Seattle Public Schools?”
 - Deborah - “It is all included in the policy and is in place now. Current Policy. As well as the Strategic Plan.”

- Walt - Thoughts of how much the SDAT would have to come up with. That is great that this is policy that this is policy that is tried and true.
- Deborah - How might we make this come alive at John Rogers
- Teroshua had a question - Differences in the Initiatives. Specifically, regarding Young African American Males.
 - Deborah noted that was part of the Seattle Excellence Plan. Targeted Universalism - focus on young African American Males. Initiative within the initiative.
 - Disaggregated data showed the disparities for young African American Males. District looks to itself to see what it is doing wrong to cause these disparities.
 - Systemic Issue, not a student issue
- Teroshua had a question - Creating a culturally responsive workforce has been the largest challenge with SPS. Matrix created to understand where staff's understanding and connection to understanding of what cultural responsiveness looks like.
 - Deborah - We have seen a great increase in teachers of color since the district initiative has been put into place. HR outcomes. HR websites have some resources about the impact and diversity of teaching staff.
 - Teroshua - Question about the John Rogers Staff. Not just about who is at the table, but also what you know. How are we engaging with folks about noting these items?
 - Deborah - This will be a focus for the project
 - Brent - Spoke about the culturally responsive workforce at JR specifically. JR is one of the most diverse staffs in all North Seattle. 35% of staff identify as teachers of color. How did this happen - previous principal specifically recruited teachers of color to the applicant pool? Examined the hiring process and worked towards eliminating implicit bias that was happening in the hiring practices. Strategic about retaining teachers of color. Through that the teachers of color have stayed at John Rogers. Some meaning to be found about how we attract and retain teachers of color within the JR community.
 - Deborah - This conversation with continue as the project continues. What does this mean for the new John Rogers?

Correlations between the built environment and student achievement.

- Quote from the International Council of Educational Facilities Planners - how we felt in that place, climate of the school. Correlation between the student performance and the environment.
- Think about the areas that will be most influenced by your (SDAT) collective thought processing.
- SDAT as a great place to bring in diverse perspectives and ideas for the new John Rogers.

Group input on what they are seeing and noticing with the 'John Rogers at a Glance Data.'

- Kristina - Large Kindergarten Class
 - Deborah - They will be the ones who will experience the new building, how will we continue their educational journey in a strong way.
- April - If the information would be provided in graphic form, it would help visualize some of this data
- Kristina - A lot of staff experience at the school (years)
 - Deborah - Great instructional Core at John Rogers
- Shannon - Nearly 10% Homelessness Number for students. Makes us think about Trauma informed design

- Brent - Suspects the homeless population is higher than that based on the pandemic and things changing so rapidly. Number has been around 10% in the past. Fluctuations can happen and 'change on a dime'

Deborah - JR Culture Index

- Students at John Rogers are reporting 95% Satisfaction rating on how equity and anti-racism is addressed
- 94% of the students are comfortable with the social and emotional support they receive
- 92% satisfaction with the curriculum and instruction
- 89% report feel belonging and relationships
- 80% report feeling supported based on their identity and culturally responsive teaching
- This is a trajectory we want to continue to go upwards
- Kudos to John Rogers for this strong data
- We have to opportunity to protect and propel this trajectory

Team Feedback:

- Todd noted one of Brent's comments that 50% of students in the catchment area are choosing to go to a different school. What is driving that?
- Parent: Shared a perspective from having two students at two different elementary schools, one John Rogers, one in another SPS school. She made the choice based on the rebuild and wanting continuity for her son, but she is so much happier with the child's experience at John Rogers. Teacher responsiveness on a variety of school related issues has been much better at John Rogers. She wishes she knew more about John Rogers before she made the choice to move her sone to another school. She thinks her son would be having a better experience within the Rogers Community.
- April: Noted that since the Special Education Programs resources and access are limited, and therefore some of the students in the catchment area who need these resources have to go to a different school. Ideally, we would have the space and staffing to support all the students - ideally.
- Tim: Noted we want to retain the great work that JR is already doing. Concerns that a new school will attract the 50% of students who are not currently choosing to attend the school, and this may change the dynamic of the school, displace, and 'mess it up'. Currently doing a great job attracting diverse staff and students.
- Deborah: Diverse thoughts are key to the SDAT so thanked all people who shared. We have to be very intentional about keeping these great things going.

Housekeeping Items – Ariel Mieling – DLR Group

Ariel went through the SDAT Process, and the general project steps overview.

- Big Picture Look here in the SDAT, not detail focused.
- 2025 as School Opening!
- Also reviewed dates and times.

Questions from the Group

- Teroshua - Important to know where we are Incorporating the Community at a spot in the project where their input is still impactful.
- Ariel noted that first listening sessions will be before anything is down on paper and brought back to the SDAT

Project Basics and SDAT Responsibilities – Ariel + Amanda

Project Information

- BEX V: New Replacement School Building
- 500 Student School with the Capacity to expand to 650.
- Net Zero Energy!! - First for SPS
- Approximately 82,000SF total building area
- Current Building size: 40,000 SF
- Budget: \$58,000,000
- \$707/SF

Ariel noted that this will still be a process of prioritization and we will look to the SDAT for input.

Ariel shared the SDAT Responsibilities

- Attend meetings and field trip
- Contribute feedback and ideas at all SDAT Workshops
- Listen and make space for others and consider all viewpoints
- Regularly update the communities you are connected to
- Collect and report input from the communities you are connected to
- Advocate for the vision and design developed by the SDAT
- Follow Ground rules and group norms
- Be honest with one another
- SDAT team does not function in the role of "Designer"

<Break>

Educational Specifications Review – Ariel Mieling – DLR Group

- What things need to come or go from the Ed Spec
- We can give input in this group
- We can trade spaces for what we feel makes the most sense to serve the population and community

Divergent Thinking – Marilyn Denison – DLR Group

Marilyn shared Divergent thinking and beginner's mindset slides and video - see PowerPoint

- “We are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented, in order to solve problems, we don't even know are problems yet.”

How does this impact education?

- Veronica - There is going to be a variation of things that different members feel with the push towards the future. They may think there are some things that shouldn't change. Happy Medium. Felt uncomfortable at times with the video. Be ready to expect both sides.
- Marilyn - Change is hard. The Unknown is hard.
- Daisha - How many people have had this common experience. Are educators who aren't as comfortable with technology going to be ready to engage with that uncomfortable feeling with change. Students should come ahead of teacher comfort. What is best for students. People to be comfortable with being uncomfortable to make the changes.
- Teroshua - As things are being built, curriculum can change in addition to giving thought to internships are positions for families in the contracting and stay close with school ties and school move forward.
- Community Partnerships
- Daisha - Human connections. Imagine how much conversation, teamwork, and collaboration went into the technologies. How much more room for excellence there is for others to do the work. Advances in technology gives rooms for human interaction. More time to be human.
- Walt - Concern of role of parents in educational mode. Parents could help children with homework but have had less and less ability to interact with the rate of change and technology. Involving classes for the parents in how to interact and aid their students in learning as things evolve and progress.

Beginners Mindset – Shannon Payton – DLR Group

We don't know what we don't know and can't predict the future. We are going to approach everything with a sense of curiosity and learning. Practice deep listening, and challenge preconceived notions.

- High Achieving Schools - SPS - Want to uncover what is special to John Rogers
 - Learner Centered Environment
 - Personalizing Environment
 - Program Adaptability
 - Community Connections
 - Aesthetics
 - Safety
 - Collaboration
 - Sustainability

Homework – Ariel Mieling – DLR Group

1. Read the Educational Specifications Provided in your Binder

- Come next time with:
 - 1 aha!
 - 1 wonder
2. Take a photo of something that represents the culture of learning to you. No wrong answers!
- Text or email: Taugustad@dlrgroup.com
3. Read the VALUES cards PDF in your binder (in the SDAT 2 section)
- Come next time with 1 VALUES card that is important to your role.