



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 02 (SDAT 02)

January 11th 2022 (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
Lexi Thomas

Amanda Fulford
Vince Gonzales
Brent Ostbye
Ian Brown
Mike Kennedy
Noah Greenberg
Rina Fa'amoe-Cross
Graham Goodman
Scott Richardson

BEX Oversight Committee

Daniel Williams
Duncan Griffin

Design Team

Todd Ferking
Shannon Payton
Dr. Marilyn Denison
Ariel Mieling
Dr. Peter Dry
Mike Janes
Liz Szatko Perez
Van Stanek
Lisa Lazar
Prem Sundharam
Penny Cole
Kas Kinkead
Jennifer Mundee
Josh Robischon
Taylor VanderKley
Melinda Herrin

Construction Team

Craig Greene
Tim Casad

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

Equity Moment

Quote from Dr. Martin Luther King Jr.

“An individual has not started living until he can rise above the narrow confines of his individualistic concern to the broader concern of all humanity.”

This quote helps to frame our discussion today on VALUES and considering empathy for other users.

Engagement Guidelines

Finalized from input on SDAT 01

- Put Relationships First
- Keep Focused on Our Common Goal
- Notice Power Dynamics in the Room
- Create a Space for Multiple Truths and Norms
- Be Kind and Brave
- Practice Examining Racially Biased Systems and Processes
- Look for Learning
- Listen with Intent to Understand
- Honor Everyone’s Sharing
- Take Space and Make Space
- Offer what you can, ask for what you need
- Take Care of Yourself
- Students First
- There is always more to learn about things. Things are not finite.
- Assume Best Intent. But also Own Your Impact
- Be Courteous

Will be shared at the beginning of all future meetings to orient our discussions.

Zoom Moment

Tips on using zoom

Sharing of Culture of Learning

Ned -

Photo of a small organized, 'modest' playdate - Modesty and practicality for families to jump in for the students to have simple gatherings is a great part of John Rogers. Took place at a Park at the northern boundaries of school district to incorporate different families from John Rogers, not just families that live very close to the school.

Sledding Photo - Friends through John Rogers. A great part about John Rogers is that it is a neighborhood school, wouldn't know fellow neighbors without connection through John Rogers. Having friends near by.

Library Photo - Have time and space for students to be at their own level. Positive culture of John Rogers.

Student Otter Drawings - Annual otter drawings. Consistency and individuality in the school.

Tina -

Photos of students holding signs - Tina did an exercise and collected input from former students.

'Tremendous amount of fun [talking to former students of John Rogers at Nathan Hale]. She went and asked students who attended John Rogers to share 'what is special about John Rogers?' The students were so happy to be asked. Also did this with former parents and staff members.

Excited to share what they love. Love the playground. Feeling like everyone belonged and it was a family. Everybody knows everybody. You know everyone's parents by their first names. Tina reaching out to former students for further development as the project progresses.

Daisha -

Picture of 3rd Grade Students - Approach to learning that centers around collaborative learning and student leaders in the classroom. Central to John Rogers. Student presentation. Cross skill/background/knowledge students work, research, and learn from one another. Essential in the Learning Process and Learning Culture.

Walt -

Photos from renovation of the landscape at Jane Adams - Involvement of the staff and students into the grounds resonates. Green Wall at Hazel Wolf greeting and making welcome the visitors regardless of the weather. Gives a space to relax.

Group Outdoors - Leading students around gardens. Connections of people, common denominator in nature. Involving the whole school and citizens in the process. Biophilia as a positive. Involvement with students

Mahlon -

Student Tile Artwork - Student created artwork sticks out. John Rogers has a very student centered learning environment. Show off what students are doing and their individual creativity. Graduates leave their mark on the school through artwork.

Kristina -

Student Learning at Pond - Highlight that is not just the pond, we have the lake, saltwater tank in front hall, Audubon society. Pond is an important part of the community. It is the kids path to the community pool. Also an access to and from school. It is a character of the JR community. Different people interact with students with that outdoor learning space. Teachers, visiting teachers, parent volunteers, grandparents. Great arena to get to know the larger community. natural community. Great resource for students who don't have as much nature or yards at home. Very special place.

Jason -

Child running - Photo from this morning. Dropped off student and immediately starts running to classroom. So excited to go to school everyday. Want everyone who attends and works at the school to be that excited.

Tim -

Stem night photo - JR gets things done despite contestants. Teachers don't say no. They figure it out. Community and parents that surround the school fosters that. STEM night. Share with the students and show off the community STEM resources and introduce students to it. Expand education despite limited resources. Community is served regardless of challenges.

>>SDAT participants who were not able to send photos for today, please still send emails of photos to be discussed and shared.<<

Community Engagement

Principal Brett has a goal to engage with EVERY family in the John Rogers Community.

Plan and Overview

- Community and Parent Surveys

Current survey is out and available to take, we will be sharing a snapshot of those results tonight. It will stay open for more input as we continue community engagement.

- Student Surveys

Coming up

- Listening Sessions

At the end of this month and in March. Zoom meetings for the larger community. Encourage your fellow community members to join those and give input or see the process.

- Community Meetings

- Learning Continuum

Teacher Survey. Results on shared SDAT ftp site. (check email for link)

- Student Engagement Activities

Design Team will be in the school (COVID pending) engaging with the students and open conversations.

Current Snapshot of Parent and Community Survey Results

Q1. I feel there is equity in my school when.... (multiple select)

The school is accessible for all users (ADA) (25 votes)

Families of all backgrounds are represented in the school (21 votes)

Cultures of all students are celebrated (20 votes)

Opportunities are visible to all students (16 votes)

The neighborhood is represented in the design of the school (9 votes)

Q2. Apart from the effects of Covid 19, what are some of the biggest challenges your learner faces today? (multiple select)

i. Social, emotional, and/or mental health issues (14 votes)

ii. Not enough connection or access to nature (12 votes)

iii. Too much technology (10 votes)

iv. Not enough physical activity (9 votes)

v. Inadequate spaces for learning (9 votes)

other responses include: bullying or peer pressure (7), inequity (food scarcity, access to healthcare, access to education, etc.)(7), lacking a sense of belonging(5), home life challenges (4)

Quote shared as a response to this question:

“Being mindful of ALL learners being considered – special ed, ELL, mental health, etc. Enough spaces available for the variety of instruction and support needed...”
“...Children should not have to be in hallways, corners, etc. to find alternate places for learning and support.”

Q3. What makes you feel most proud of the school? (multiple choice)

The school's culture and values are represented in the school (10 votes)
Display of student work (6 votes)
All families are represented in the Design of the school (4 votes)
Learning on Display (4 votes)

other responses include: clean facilities, history of the school is celebrated, and school accomplishments are showcased.

More survey results to be shared at future SDAT meetings!

Questions?

Teroshua- This shows that families really want to know where they can get involved, will there be an explicit time and place for families to have input?

Ariel - Yes we will be multiple places for families to have input. We will have early listening and outreach, community listening sessions.

Shannon - We are also working on a leave behind for meetings that shares all the ways in which people can participate and give input.

Dates for those listening sessions: 26th of January, 2nd of February, 9th of March and 16th of March

Brett - Noticing that through this process it becomes an anchor to start conversation. Opens up ways for others to get involved. Working on directly related to the rebuild process and those directly related to practice of school. Brett will be taking on items that have to do with the practice of the school.

Daisha - Where can we find more information on this data? How was it sent to community?

Ariel - We will send links to ftp in the SDAT follow up email with more data. The survey was digital and sent to the parents through the weekly newsletter.

Daisha - Was demographic data collected on whose voices we have input from?

Ariel - We asked for the name of the students in the case of parents, so through that we will be able to confirm what families we have input from. We will reach out to those who we have not heard from.

Walt - Introducing this topic to the Meadowbrook Community Council. Means to disseminate the contact info to the members of that community.

Ariel - Will send the flyer to all SDAT members to share with the community groups you all know about.

VALUES - Penny and Prem | DLR Group

Prem and Penny from DLR Group are leading the VALUES Session

What is VALUES?

Objective: Set collective project priorities

Define what success looks like

All priorities matter

Leverage Collective Wisdom

We want to collect information from the end users to be able to create a design that works for you. People centered design that focuses on user experience.

Empathy is key through this exercise.

We will be split into four groups representing different users:

- Community
- Students(parents)
- Staff + Teachers
- District

Focus on the why, and not the how

There are so many priorities and topics, we have arranged them in 12 categories and sub categories that we will talk about:

- Access + Mobility
- Community Connector
- Culture + Identity
- Outdoor Environmental Quality
- Equitable Development
- Health and Well-Being
- Indoor Environmental Quality
- Materials Impact
- Energy
- Resiliency
- Procurement and Operations
- Water

Penny spent time going through each category and sub categories, giving an overview for the groups.

Activity 1

Groups divided between four groups: Community, Parents, Teachers and Staff, District. Teams will take time to discuss what topics resonate most with the group and narrow down those selections to 6 top VALUES for each user group.

Share Out - Top 6 VALUES

Group 1 - Community

- Who we are Together: Multicultural Relevance/Beauty and Inspiration/Historical Context of Place
Place where everyone is heard and a beautiful place to be inspired. Keeping the history of the place. Both the specific site of the building, or enlarged to the Northwest - the people before us. All very Important.
- Movement Logistics + Site Accessibility: Multimodal Transpiration/Walkability and Safety
Current site is struggling with walkability and safety. Want to make sure it is accessible to all, approaches are safe and reliable, public or school busses
- Resiliency and Adaptability: Building Resiliency/Community Resiliency
Will the building be able to adapt to the new community that comes in the future. Community and building are adaptable and can work together.
- Community Investment, Community Coming Together, Community Engagement and Connection: Neighborhood Vitality/Equitable Development Siting/Community Partnerships/Community Access
A lot of things happening on this site and in this neighborhood. Work towards providing a place for those things in this building.
- Connection to the natural world and environmental education: Nourishment/Biophilia/Site Ecology/Ecosystem Services/Water Context of Place
Thornton Creek

Connection to green space
Environmental Education about where we are

- Teaching and Learning Comfort: Thermal Comfort/Visual Comfort/Acoustic Comfort/Air Quality
Having comfortable places to work that has clean air and good light. Natural Light. No fluorescent lights.

Group 2 - Students(parents)

- Multimodal Transportation/Walkability and Safety
Students get to school many different ways, also need to understand how those transportation methods mix as we get closer to the school for safety.
- Thermal Comfort/Visual Comfort/Acoustic Comfort/Air Quality
Bright well lit spaces to make learners feel happier. The basic needs are met in this category.
For acoustics to be developmentally appropriate and understand needs from a diverse array of users to avoid overstimulating
- Beauty and Inspiration
Bringing the outside in, and creating an inspiring place the students want to go
- Active Spaces/Play
Play is important for kids, also the input from alumni underscores that
- Community Access/Community Partnerships
Kids like being involved in the community
These are also both tied to multimodal transportation
The school has a good relationship with the community center, and community partners need to feel they have a place within the school
- Site Ecology/Ecosystem Services
Blacktop play area is a hot space, need more visually pleasing play spaces
There is potential for water from the north slope to serve as education
Slope can also be seen as an area for visual interest as well as possibly some concern

Group 3 - Teachers and Staff

Social Justice was a big driver for this group

- Social Justice/Inclusion
The whole student
Really want to look at the whole person, not just right now but where they will go and where they are coming from
- Individual Fulfillment
Differentiation and Intellectual and Emotional Health
- Community Resiliency
Not knowing the future of the community, but want to maintain a strong community
Partnerships growing
- Safety and Security
Feel like the space is their own and part of their community
Leads to more care for the building and resources
Hierarchy of needs being met so that learners can focus on learning
- Thermal Comfort/Visual Comfort/Acoustic Comfort/Air Quality
Huge priority that affects all health and wellbeing
Ties back to meeting everyone's needs
- Operational Optimization
Allows space for teachers to be collaborative, but also a building that is going to adapt to unknown and ever changing needs.
Day to day changes

Group 4 - District

- Site as an ecosystem for learning:
Play/Storm Water Management/Water Self-Sufficiency/Ecosystem Services/Site Ecology
How does the built environment connect to larger water conversation
- Building Systems Selection/Energy Cost Reduction/Energy Need Reduction
Operationally we will not use much carbon as a baseline
Providing healthier choices with materials
What might be cheaper now, might need to be replaced
Best choices for the long run
- Total Cost of Ownership Bottom Line
Decarbonization Materials/Conscious Material Sourcing
- Occupant Education
Energy Need Reduction/Transparency Building Performance/Operational Optimization
Logic is supported by all in operational materials and performance
- Equitable Ownership of Place
Historical Context of Place/Transparency Decision Making/Inclusion/Community Partnerships
Taking a piece of the old and making it part of the new to underscore history of ownership and a piece of the old
- Comfort Quality of Environment
Play/Thermal Comfort/Air Quality/Acoustic Comfort
Other things out of the way so you can play and be your best learning self
More we can do now to ensure comfort in the future is good for the end of the day

>>Break<<

Activity 2

What does the success of these ideas look like:
How would it be perceived?
How would we measure it?
What would it feel like?

Group 1-Community

- Connection to the natural world and Biophilia
Looks like the building is meant to be there and does not fight with where it is
Building goes with site, site goes with building
Natural world is thriving around it
Seeing life cycles
Hills all look like a cohesive unit
Might not feel anything if it is working together, just works
Feel Ownership
Feel Healthy
Integration and understanding of own backyards and location
Feel connected to the surroundings of the building through design elements
Count Birds and Species: Who lives here with us
How often are kids having lessons outside
Track the native habitat and ecosystems

Group 2 - Students (parents)

- Want students to be excited to come to school and feel safe coming
 - Wanted to make sure parents also felt good about coming to school and that it was easy for them
 - Way to measure with smiles and excitement
 - Surveys for pain points
 - Not a full neighborhood redesign, but being aware of infrastructure shortfalls in the surrounding neighborhoods
 - Ease of drop off

Group 3 - Teachers and staff

Social Justice and Inclusion underscored all of the discussion for this group

- Authentic Community Pride
 - Students and Families feel this building belongs to them
 - Engaged in the classroom
 - Sense of History, but a history that serves the present and the people that are here now
 - Measure that through parent and family surveys and student leadership
 - Students teaching parents and families how to integrate in new ways
 - Success on state assessments
 - Involvement with families mirrors the student demographics

Group 4 - District

Picked the areas not selected in other teams reporting out

Group is strong on measurements because that is what they do day to day

- Site as an ecosystem
 - Areas that are set aside for educational environments are used
 - Being mindful of how much the site is able to support water use and not having to bring in much more
 - No standing water, not creating more problems
 - Landscape being in good shape after 2 years of establishment
 - Connection that students and staff have to the site
 - Quantifying the losses of landscape
 - Making good choices that will work as designed
 - Ensuring we have thought through the choices
- Occupant education
 - First net zero for the district
 - Having those attributes be known, understood, and supported
 - Becomes a culture of conservation
 - Artwork of students and students knowing the history of the building
 - Occupants understanding that their behaviors effect the energy of the school
 - Hope and pride in the operation of the building
 - Green team certification
 - Student Participation
 - Measured Energy use targets

- Decarbonization of Materials
 - Measure embodied carbon trackers
 - Health costs to the community
 - Materials that are better for everyone's health

There will be more opportunities to weigh in on all these items.

FINAL THOUGHTS

Name of John Rogers Elementary was brought up as not in alignment with some of the values that the group here and the school has identified as important.

Will be future conversations about school name changing in the future.

4030 NE 109th street as a name placeholder?

3rd SDAT will be on the 25th

Will cover Teaching and Learning Vision

Design Team is in Absorption mode, please forward on comments and input and questions from your community partners.