COMMENTS FROM 2014 ED SPEC SCHOOL TOURS: MADRONA, LYNNDALE & LYNNWOOD
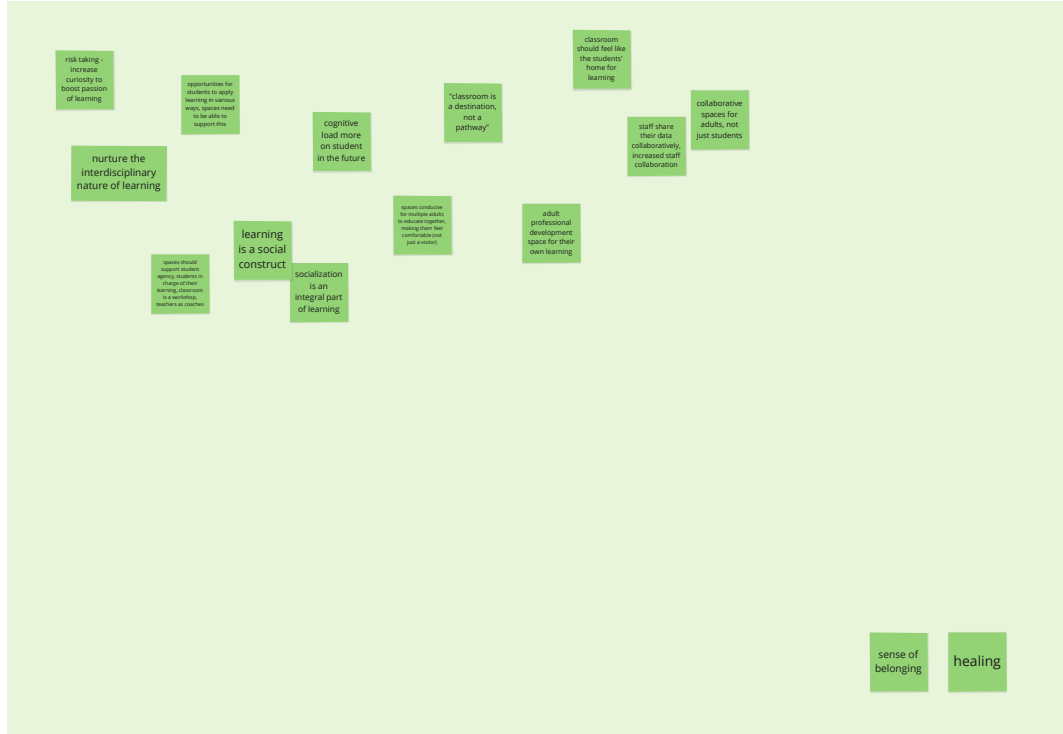
Welcoming for Students, Staff & Families	Connection, Separation & Supervision	Transitions & Inclusion	Space Size & Characteristics	Storage	Best & Next Educational Practices
School feels warm and welcoming, safe and cozy, with clear & sheltering entrances	Paired classrooms support student & teacher community & collaboration	Access to outdoor learning spaces feels nearby, easy and fluid, not far away	Spaces feel connected to nature and the natural environment through views and use of natural materials	Storage is fixed, movable & varied, accommodating a wide variety of materials appropriate to the lessons it supports	
School provides a collaborative sense of community for students, families & educators, both indoors & outdoors	Small group rooms attached to classrooms are preferred for supervision	Transitions from general classrooms to small group areas feel nearby, easy and fluid, not far away	Abundant natural and balanced daylight throughout school	Size, configuration of personal student storage responds to age, size of different grade level students & their belongings	
Large gathering spaces feel important & grand, supporting events for the entire school community & their families	High visibility between individual small group learning environments supports both collaboration & confidentiality.	Provide easy transitions from whole class floor gatherings to imaginative play activities & learning stations	Size of spaces accommodates size of the school community	Open lower storage organizes materials & belongings accessed by students	
Places serving as school & community meeting areas feel warm and connected to nature	Need ability to manage student focus when learning in shared areas, small group rooms, or classrooms	Locate restrooms near areas they serve, such as the Commons and classrooms	Messy project areas are available inside & outside with sinks that accommodate multiple students & large items	Closed upper storage suggests use by educators	
Designated places for families in the school says they are important and considered.	Multi-use spaces also need to flex acoustically to suit their function, including acoustical separation when needed.	Provide convenient hand washing for multiple students at a time as they enter dining areas	Students have variety and choice in where to sit - on rugs/carpet, inside nooks & beside windows	Storage surfaces support multiple functions, such as tackable doors for display	
School reception area feels like a heart, able to reconfigure or adapt to provide welcoming interaction with families	Provide acoustical separation at all areas supporting music programs, including band and orchestra.	Provide inclusive, non-gendered toileting areas connected to classrooms so easily supervisable	Whiteboards and tackable surfaces throughout	Learning Support educators need easy access to a large quantity of materials that supports all grade levels	
Provide space for a family resource advocate or a community liaison office	Playground areas are easy to supervise when visible from multiple spaces like Commons, Admin, Library and hallways	Provide multilingual signage, enhancing feeling of belonging for students & families	Minimize space inside rooms impacted by circulation at door locations	Provide convenient storage locations for upper grade level instrument storage	
Relationships of classrooms & support spaces contribute to a sense of teaching community	Securing areas with fencing provides protection and containment as well as aids supervision.	Long wings can make colleagues feel far away & could impact collaboration & sense of community	Resources needed, like copiers, are distributed for ease of access	Provide convenient personal storage locations for volunteers & paraeducators, as well as places to work on laptops	

From the District 2021-2026 Strategic Plan:

Student learning should:

- Be culturally affirming

- Develop social and emotional skills

- Strengthen student-adult relationships

- Develop grade-level math & reading skills

- Encourage family communication

If teaching and learning should shape the building, not the other way around....

risk taking - increase curiosity to boost passion of learning

opportunities for students to apply learning in various ways, spaces need to be able to support this

nurture the interdisciplinary nature of learning

cognitive load more on student in the future

"classroom is a destination, not a pathway"

classroom should feel like the students' home for learning

collaborative spaces for adults, not just students

staff share their data collaboratively, increased staff collaboration

spaces should support student agency, students in charge of their learning, classroom is a workshop, teachers as coaches

learning is a social construct

socialization is an integral part of learning

spaces conducive for multiple adults to educate together, making them feel comfortable (not just a visitor)

adult professional development space for their own learning

sense of belonging

healing

Answer the question: *WHAT DO YOU WANT TO CHANGE IN THE WAY STUDENTS LEARN?*

Build Belonging

Build a sense of belonging for each and every student, visibly embracing each student's culture and identity through what they see, read, and hear

inclusive toilets

spaces for cultural connections, cooking and display, cultivating gardens with cultural foods

questioning of current policies and practices to center historically marginalized groups

An environment that all individuals can relate to. All feel welcome and safe.

Bring native languages into the classroom and in communications.

Draw on student culture and identity to shape curiculum and instruction

Student lives, cultures, and identities should be visible throughout the school

accommodation for a variety of sensory needs

Visibility of all cultures. Meaning displaying BLM, Hispanic, LGBTQ+ artwork and info.

flags of the world or a world map on a wall, big enough to see and low enough to point to - like the 3D map of the sound that's on the ferry...

Understand history and culture to be aware of bias that is happening in classrooms, discipline, and policies/procedures

Cultivate Calm and Joy

Cultivate calm, joyful and playful places for student learning and self-care

Cultivate calm, joyful and playful places for student learning and self-care

Cultivate Calm=Large group learning should not be located directly outside of a classroom as large groups are noisy and the classroom may be needing calm and quiet work time.

Cultivate Joy=Students love to hop down the halls on the colored tiles and look joyful doing so. Maybe the colored tiles are filled with math equations or some other learning need.

corridor hopscotch (play, whimsy, age appropriate)

vibrant

accommodation for a variety of sensory needs

calming spaces for self care & self soothing

Joy and play

Spaces that inspire

An environment that all individuals can relate to. All feel welcome and safe.

every student opportunity to be clean/comfortable /nourished, ready for school

School feels warm and welcoming, safe and cozy, with clear & sheltering entrances

activity space/movement

Promote Connection

Promote connection between students, their class community, the school community, with families and the neighborhoods we support

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being an ally and an advocate

collaboration and empathy

Spaces for families and community within the school

Designated places for families in the school says they are important and considered.

large communal area where students and families can use without fear of being too loud

School meets community needs

Cultivating compassion

inviting and comfortable spaces for all students and families

Welcoming Spaces for our community

spaces for all learners to feel included

Schools as learning hubs that provide connections between students and the community.

Support All Ways of Learning

Support multiple types and ways of learning, including student choice & self-directed learning, local and global opportunities for collaboration

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Learning environments that foster inclusion, where all students feel a sense of belonging and can thrive as learners.

equitable learning environments to support all learners

Make sure to include the facilities needed for science. Each room should have the ability to support all of the hands on labs and experiences within the Amplify curriculum and NGSS. Chemical reactions, engineering, ect. - Plus safety equipment.

more self directed learning - following passions and interests

Choice

self selection - freedom to move/choice

thoughtful about learning styles and environments that are flexible for students on specturm

Different ways to approach different types of learning

Spaces for different learning experiences

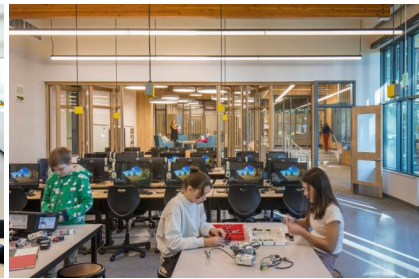impromptu collaboration spaces (informal learning spaces)

play areas also serve as learning environments (e.g. low ropes course)

Learning opportunities within the building

more PBL

Spaces for collectivist learning ...not just individualism

Learning and collaboration can occur locally and globally

Create and Re-Create Environments

Provide fluidity in the creation and re-creation of learning environments through flexible ways to meet student needs

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Create flexible learning spaces that can shift easily to meet student and school needs.

learning spaces all over the place.

mutli-faceted student presentation

Flexible Spaces for all types of learning

Spaces that allow students to work at different paces

Schools that are flexible and adaptable as educational practices flex

flexible spaces to allow multiple teachers and students to cross collaborate

fostering impromptu (supervised) learning spaces that flex to student needs (work on floor, table, etc.) Like a living room

Spaces planned for a growing and fluid environment to support learners of the future with needs we can't anticipate yet.

Small group and push in support spaces.

Access to spaces that work for science exploration.

thematic work, small group working on different projects at the same time around the theme
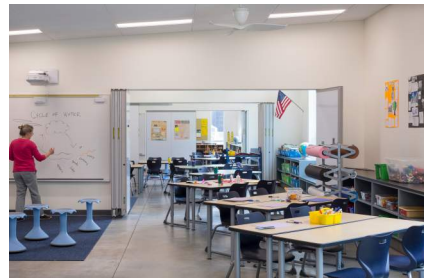
Nurture with Nature

Nature is Nurturing – Engage students with indoor and outdoor connections to nature and the world

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Foster classroom connections to the outdoors as a space to learn in and a place to learn about.

School and site can be teaching tools for environmental stewardship

engagement, fresh air, connections in outdoor environments

Outdoor learning spaces

spaces with windows and natural light (especially non-Gen Ed classrooms)

Designed for a sustainable future - creating sustainable buildings as an example to students (leading by example)

natural outdoor engagement, calming and joyful

convenient outdoor access - nature is nurturing

global perspective - connected to bigger things

design that bring in and incorporates nature and the outdoors

global learning through connectins to outside the school enviroment

Edmonds School District Approach to Sustainable Design

2000
2040

Economic benefits:
- reduce operating & maintenance costs
- energy efficiency

Educational benefits:
- improved student performance

Design for a Sustainable Future (2014 Ed Specs)

Environmental benefits:
- stormwater
- ecosystems & habitats
- resource conservation

Health and safety benefits:
- fresh ventilation air
- healthy materials

Mitigation

Regeneration

Education

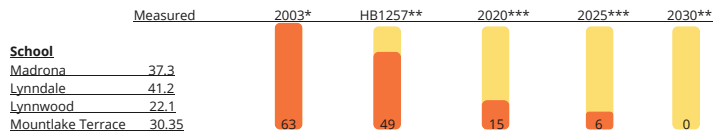**What is our responsibility to future generations?**

What is our message (in words and actions) to young people?

Can we teach stewardship without practicing it?

What if we were to stop using the language of "othering" for the oceans, forests, rivers, grasslands...?

Can we reframe sustainability as a radically positive opportunity?

EUI : energy use index

School	Measured	2003*	HB1257**	2020***	2025***	2030**
Madrona	37.3					
Lynndale	41.2					
Lynnwood	22.1					
Mountlake Terrace	30.35					
		63	49	15	6	0

*U.S. Energy Information Administration National Benchmark: Median of K-12 Schools

**2021 Washington State Clean Buildings Act: Maximum EUI For New Elementary Schools
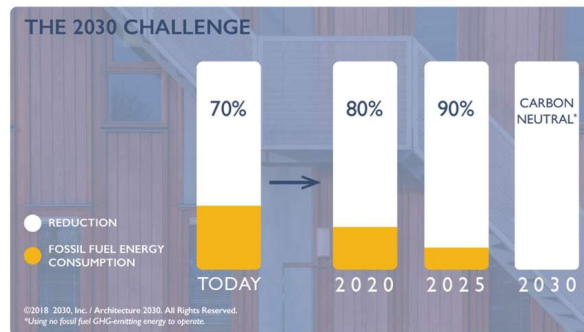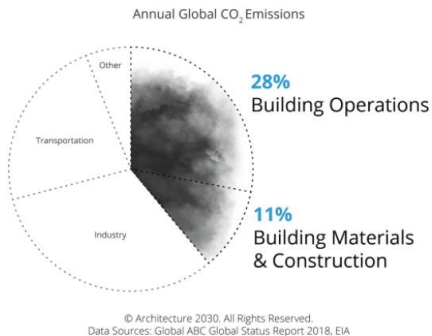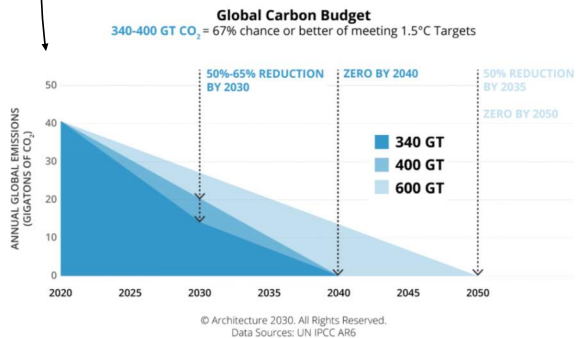
***Reduction Target Aligned w/ Paris Climate Accord Limit of 1.5°C (American Institute of Architects 2030 Commitment)

The Global Context of Sustainable Design

The 2015 Paris Agreement established the goal of limiting climate change to no more than 1.5°C.

According to the IPCC's sixth assessment report, as of January 1, 2020, the remaining global carbon budget for a good probability (67% chance or better) of avoiding more than 1.5°C warming is 340-400 Gt CO2. To meet this budget CO2 emissions must be reduced 50-65% by 2030 and to zero CO2 emissions by 2040. Waiting until 2050 to achieve zero emissions means giving up the 1.5°C goal altogether.

Global Carbon Budget
340-400 GT CO_2 = 67% chance or better of meeting 1.5°C Targets

ANNUAL GLOBAL EMISSIONS (GIGATONS OF CO_2)

50%-65% REDUCTION BY 2030   ZERO BY 2040   50% REDUCTION BY 2035   ZERO BY 2050

340 GT
400 GT
600 GT

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Data Sources: UN IPCC AR6

Annual Global CO_2 Emissions

Other
Transportation
Industry

28% Building Operations

11% Building Materials & Construction

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Data Sources: Global ABC Global Status Report 2018, EIA

THE 2030 CHALLENGE

70% TODAY   80% 2020   90% 2025   CARBON NEUTRAL* 2030

● REDUCTION
● FOSSIL FUEL ENERGY CONSUMPTION

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*Using no fossil fuel GHG-emitting energy to operate.