

@Jefferson High School







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Jefferson High School Staff, Alumni, and Students

Self Enhancement Inc.

Albina Vision Trust Leadership Council

Kairos PDX Learning Academy

Black United Fund





We acknowledge that the land on which we live and work is the traditional territory of the Duwamish, Suquamish, Coast Salish, Mukleshoot, and Stillaguamish peoples.

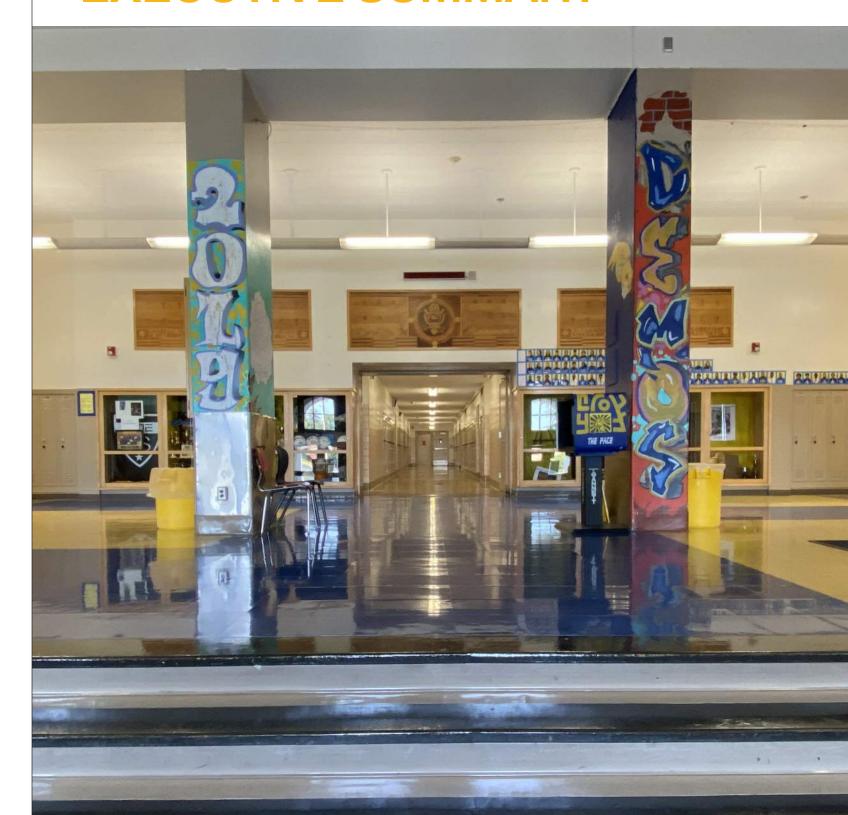
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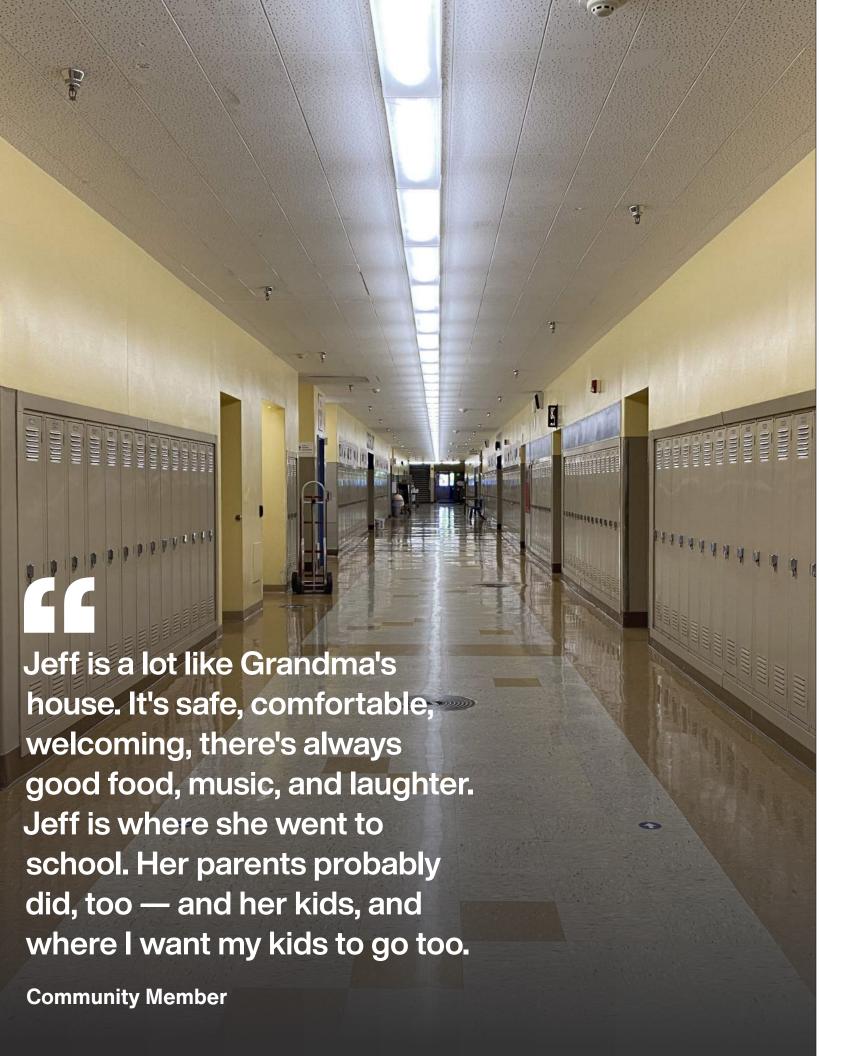
JEDI Assessment Survey

Workshop and Meeting Information

Jefferson Existing Conditions

EXECUTIVE SUMMARY





01

EXECUTIVE SUMMARY

School buildings can be assessed in various ways, with many corresponding tools specifically designed to measure characteristics objectively. Condition assessment reports document the internal and external fabric of the building, highlighting areas of disrepair or potential future failure. Tools are used to determine a facility's educational adequacy; that is, how the building itself can support students while they are gaining the skills they need to thrive in our society. How a building performs relative to safety and security, access, capacity, health and student performance is measurable.

When it comes to Justice, Equity, Diversity, and Inclusion (JEDI) however, there is no readily available or widely adopted tool that helps determine how a school's built environment performs. Such a tool must engage with both objective data, the spatial characteristics and features of a building, and subjective data which captures how people are impacted. In other words, it's about the observable

and the experienced. Metrics like these can present certain difficulties in the development of a useful JEDI measurement tool.

At IBI Group, we've embraced these types of nuanced, multidimensional challenges for decades. We set out, in partnership with Tyler Monk of The Underdog Mentality, to create a tool to measure a school's JEDI performance. Once developed, we tested the tool in a real-world scenario by engaging with the students, faculty, staff, and community of Jefferson High School in Portland, Oregon. We call what we created 'JEDI in DESIGN.' This report is the story of the tool's development, how it was used to measure the performance of a high school, what we discovered in the process, and how those discoveries can be used to inform future decision making.

We are sharing this story in order that we and others might be informed, encouraged, and inspired to action.

Components of JEDI in Design

There are three components of JEDI in DESIGN that are essential to its effectiveness.



Assessment

Measures a school's performance through the lens of JEDI.



Toolki

Potential solutions that can be referred to that address what the assessment tool reveals.



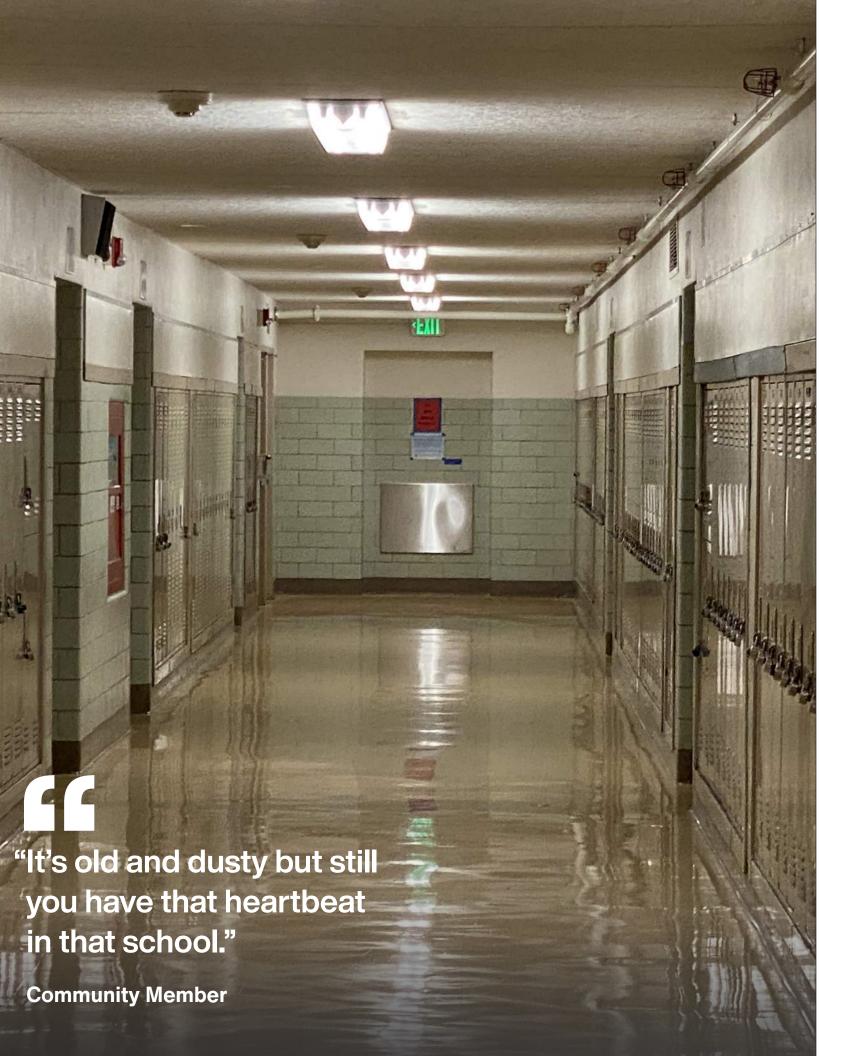
A Willing Community

There must be an open and receptive community within the school that wants to engage authentically with these issues.

The objective of uniting these three components is to help schools and members of the design community move the JEDI agenda forward, fully realizing impactful change.

THE IMPORTANCE OF JEDI IN SCHOOLS





02

THE IMPORTANCE OF JEDI IN SCHOOLS

Personal experience can promote unconscious bias and tunnel vision. As individuals, we can overlook the importance of something unless we are directly impacted by it. This is the case with the elements of Justice, Equity, Diversity, and Inclusion. If our environment reflects our personal culture and heritage and we feel it supports belonging and opportunity, we assume that others are experiencing the same. This is often not the case. Maslow's Hierarchy of Needs is

used as a model for understanding what human beings need to learn effectively. Without meeting the needs described in the bottom four tiers of the pyramid, we struggle to reach self-actualization, or learning. It is critically important that the built environment supports these lower tier needs, as students who are stressed struggle to learn.



As the ramifications of the physical environment's impact on the needs of students and learning outcomes are absorbed, the following must be considered:

Justice

How does the school environment promote or diminish a sense of justice within the student population and wider community?

Equity

How do schools reinforce or undermine the idea that all students are treated equitably through the built environment?

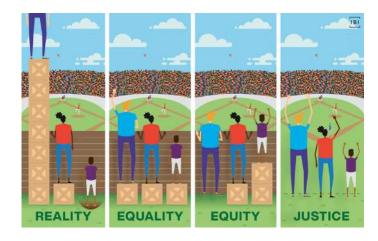
Diversity

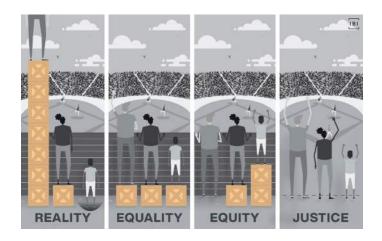
How does the physical infrastructure of a school positively connect with, or negatively disconnect from, the idea that difference is good?

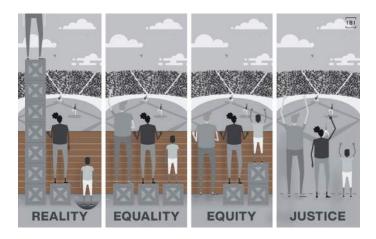
Inclusion

What messages can school buildings send relative to you belong versus you shouldn't be here?

As we ponder these questions, we can draw upon a precedent that demonstrates the possibility for positive change around how buildings address the needs of human beings. A generation ago, issues of accessibility were addressed in the United States with the Americans with Disabilities Act (ADA). The key requirements of this legislation are now well known to designers and society at large. People understand why there are ramps at the entrances to buildings, accept the allocation of specific and reserved parking spaces within public lots, and embrace the notion that the experience of people with disabilities should be as inclusive as possible. What history demands of us now, is that we develop a similar understanding and constructive methodology for addressing issues of JEDI in the school environment.







These graphics represent different perspectives, experiences, and challenges, and two ways they can be addressed.

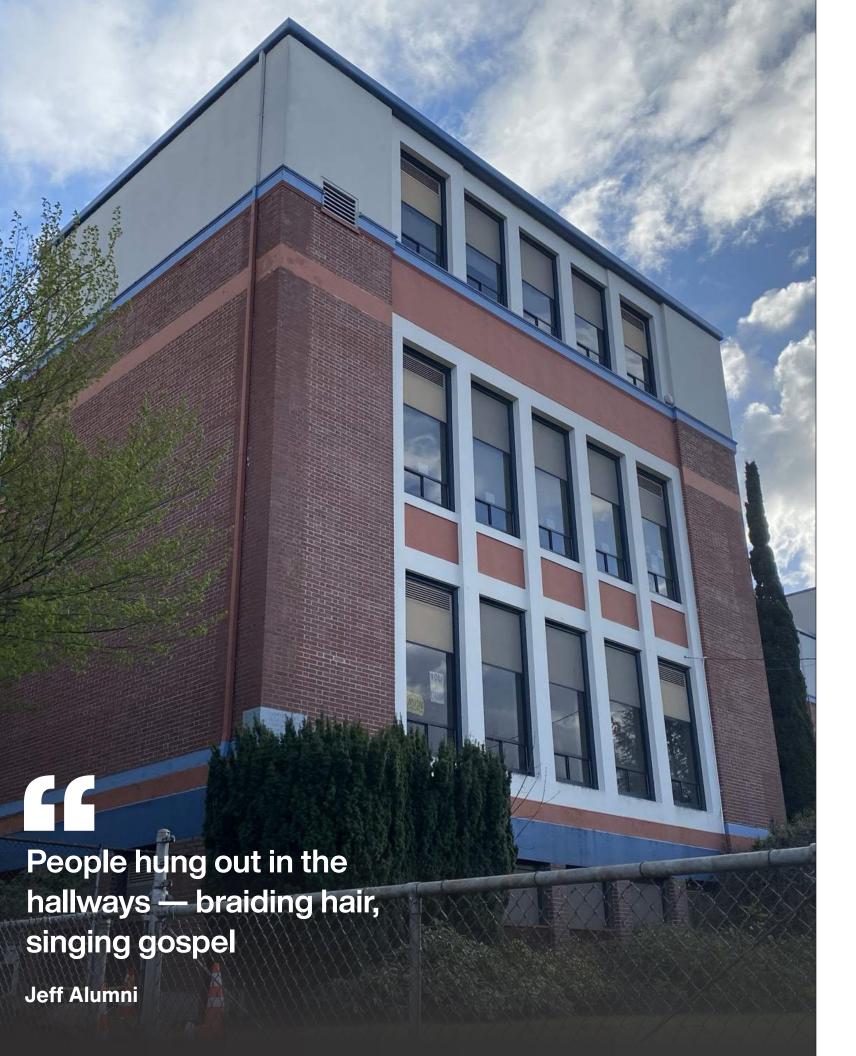
The middle graphic highlights how we can provide more support to advance equity.

The bottom graphic highlights how we can remove the barriers. This is where we believe that design can have the greatest impact.



THE ASSESSMENT TOOL





03

THE ASSESSMENT TOOL

So how do we measure the performance of a physical facility against the conceptual ideals of JEDI?

To begin with, we accept the need to embrace both subjective perceptual experience and objective observation. Our base means of gathering data is through surveys. We developed one survey that engages with building users (students, staff, faculty, community), and a separate but related survey that engages with those who are largely or completely unfamiliar with the building. We labeled these two groups of respondents as the 'experiencers' and the 'observers.' By tabulating the results of each survey and blending the scores for each group, we can develop an overall score for the school

EXPERIENCERS

The questions for this group were intentionally worded to elicit emotional perceptions and responses. As with many aspects of JEDI, what matters is how people

perceive their experiences (how did this make me feel, was I treated fairly, was a task difficult, etc.). Criteria such as feeeling welcomed, respected, and included are not objective; our perceptions in this realm are rooted in culture, language, and our lived experiences.

OBSERVERS

The survey questions presented to this group are structured to be as objective as possible, requiring no specialized technical skill or investigation beyond normal observation, and mostly requiring no prior knowledge or research.

When inviting participants to both groups, it is important to be as diverse as possible to allow the respondent group to be appropriately representative. The intent is to provide an analytical lens to assess schools relative to their JEDI 'condition.'

FACILITY CONDITIONS ASSESSMENT

| | | | CAPITAL 32% Com | | | EDUCATIONAL FACTORS 24% Combined Weight | | | EQUITY 15% | JEDI FACTORS 30% Combined Weight | | | |
|---------|-------|--------------|--------------------|--------|-------------------|--|-------------------|-----------------|-------------------|-------------------------------------|-------------|-------|------|
| FAC | ILITY | BLDG COND | CAPACITY | HEALTH | SAFETY & SECURITY | EDU ADEQUACY | PRGRM ADEQUACY | STUDENT PRFM | EQUITY FACTORS | OBSERVER | EXPERIENCER | SCORE | RANK |
| We | eight | 7.9% | 7.9% | 7.9% | 7.9% | 7.9% | 7.9% | 7.9% | 15% | 15% | 15% | 100% | |
| | | | | | | | | | | | | | |
| | 8 | 1.3 | 1.9 | 3.2 | 1.2 | 2.3 | 4.2 | 1.2 | 1.2 | 2.3 | 1.2 | 20.0 | 1 |
| | 4 | 1.7 | 1.2 | 3.4 | 3.4 | 1.2 | 2.3 | 1.2 | 4.4 | 1.2 | 2.3 | 22.3 | 2 |
| | 2 | 3.6 | 3.2 | 2.3 | 4.5 | 2.3 | 1.2 | 3.2 | 1.2 | 3.7 | 1.2 | 26.4 | 3 |
| | 3 | 2.3 | 2.1 | 1.2 | 1.8 | 4.5 | 3.4 | 2.1 | 3.4 | 4.9 | 3.4 | 29.1 | 4 |
| S | 6 | 3.2 | 3.4 | 1.2 | 4.2 | 1.2 | 1.2 | 2.3 | 3.4 | 4.7 | 4.8 | 29.6 | 5 |
| SCHOOLS | 5 | 4.3 | 2.3 | 2.3 | 2.1 | 3.4 | 4.5 | 3.4 | 1.2 | 3.4 | 3.6 | 30.5 | 6 |
| SC | 10 | 3.4 | 4.5 | 4.1 | 2.3 | 3.7 | 1.4 | 4.4 | 4.5 | 1.2 | 2.3 | 31.8 | 7 |
| | 9 | 2.3 | 3.4 | 2.1 | 3.4 | 2.9 | 2.3 | 3.7 | 4.5 | 4.4 | 3.4 | 32.4 | 8 |
| | 12 | 5.1 | 4.7 | 3.5 | 2.7 | 3.4 | 3.6 | 1.8 | 3.4 | 2.3 | 3.5 | 34.0 | 9 |
| | 11 | 4.5 | 4.6 | 4.2 | 1.2 | 4.8 | 2.8 | 3.2 | 1.2 | 3.4 | 4.2 | 34.1 | 10 |
| | 7 | 2.1 | 4.5 | 4.6 | 2.3 | 3.4 | 3.4 | 4.5 | 2.8 | 3.5 | 3.3 | 34.4 | 11 |
| | 1 | 4.2 | 3.8 | 4.5 | 2.1 | 6.7 | 5.1 | 6.2 | 4.4 | 2.5 | 3.4 | 42.9 | 12 |

SURVEYS

The survey questions are grouped in nine (9) different categories, derived from a blend of WELL V.2, LEED V.4.1, The Living Building Challenge, International Living Future Institute's JUST certification program, and Maslow's Hierarchies of Needs. The categories are organized into three (3) main groupings: context, interactions, and human.

Context











Interactions















Cognitive Movement

The priority given to any specific category can be adjusted to suit the needs of a particular district. It is however, important to maintain the same prioritization for each school being directly compared.

Selected Questions

Below are examples of select survey questions from each category:



Process

Experiencer

Do I know anyone from my school who was involved in the design or planning of the school?

Observer

Are/were the design team and key decision-makers reflective of the student demographics (race/ethnicity, socio-economic)?



People

Experiencer

Does the school allow me to wear my hair the way I want?

Do the school staff and teachers look, sound, or act like me or my family (in terms of race, culture, language)?

Observer

Does the school have a policy about student hairstyles?



Community + Neighborhood

Experiencer

Is there a community garden at or near the school?

Observer

Is there adequate, safe, and sheltered access and storage for student and staff bicycles?



Physical

Experiencer

Is my school clean and in good condition?

Is the furniture comfortable?



Safety

Experiencer

Do I feel safe?

Observer

Is the site free of barbed wire, razor wire, broken glass embedded on tops of walls, or other similar deterrents?

Are restrooms easy to monitor and keep safe?



Physiological

Experiencer

Is there a place for me or my classmates to sleep at school?

Does the school smell nice?

Observer

Is the water safe to drink? Is the air fresh and clean?



Movement + Access

Experiencer

Can I access special services — health clinic, psychiatrist, counselor, clothing/food pantry, personal showers, etc.?

Can I do so comfortably and as privately as I need?

Observer

Does the school building support neurodiversity (wayfinding, visual cues, views out)?

Is there a lactation room?

Is there on-site childcare for student parents/care aivers?



Cognitive

Experiencer

Am I able to learn the way I learn best (Individual, groups, hands-on/creating, physical, reading, discussing, writing, online, or other)?

Observer

Are there any spaces for flexible, collaborative, or small/large group learning outside of the typical classrooms?



Social-Emotional

Experiencer

Do I feel welcomed when I see my school?

Are there any artwork or quotes by famous people with whom I identify, respect, or admire?

Are there restrooms and/or showers that I can use without feeling uncomfortable or judged?

If I was especially proud of my work, my art, my projects, my performances — is there a place for it to be displayed at the school?

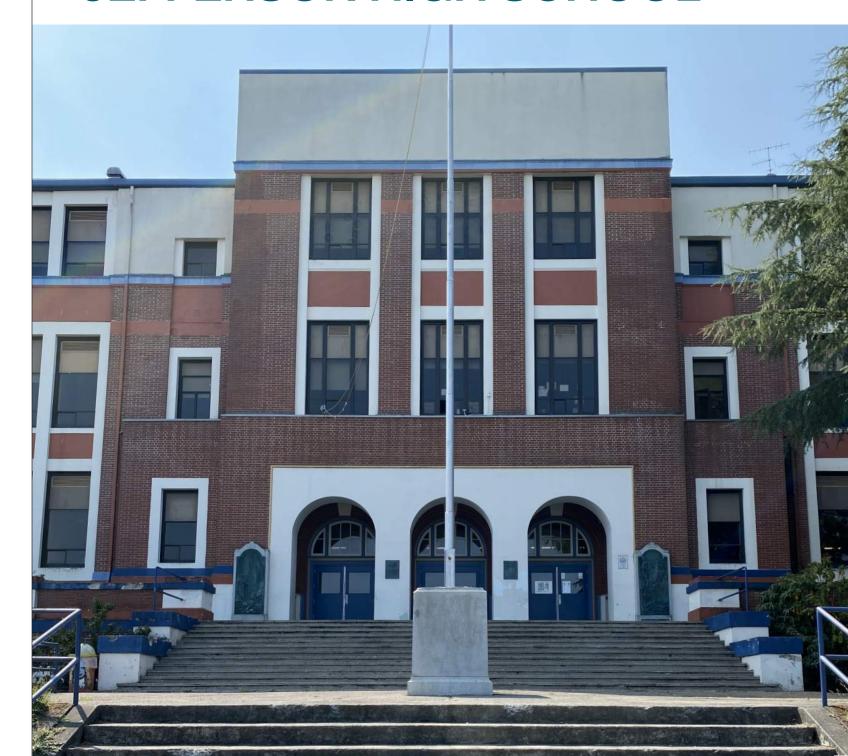
Observer

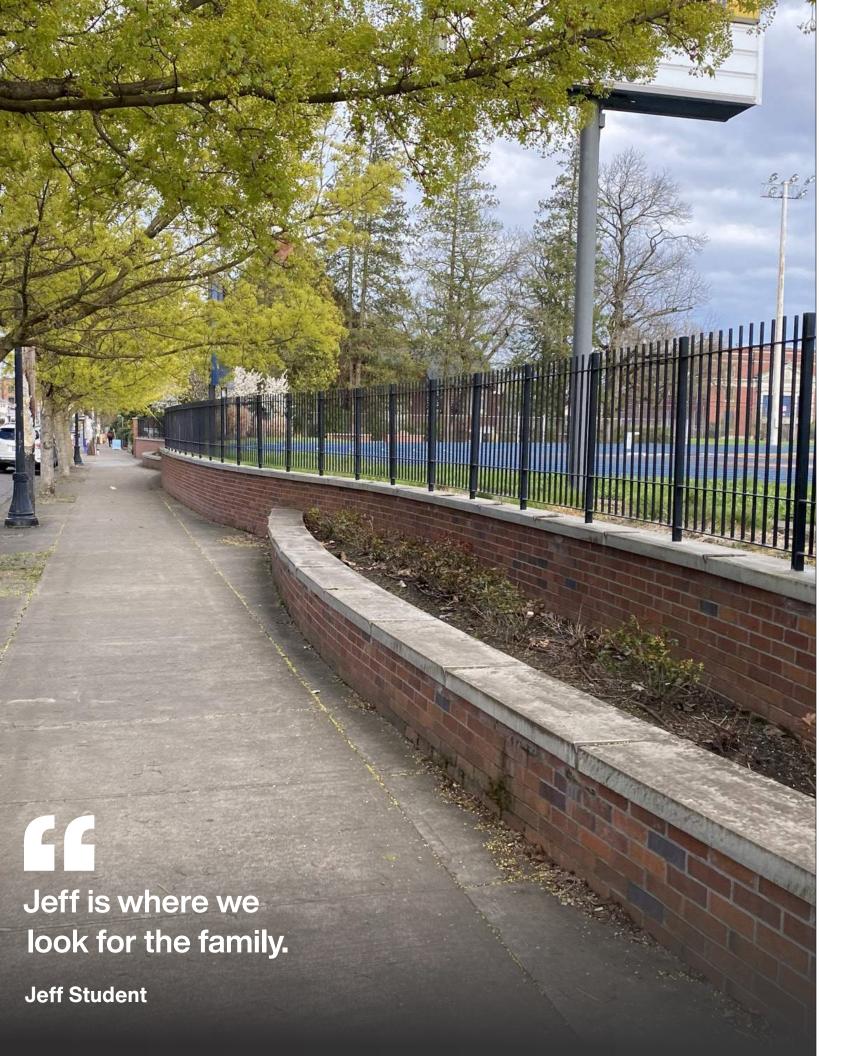
Are there any signs of inclusion, or celebrations of diversity?

Is there evidence of freedom of expression amongst students or student work on display?



CASE STUDY JEFFERSON HIGH SCHOOL





04

CASE STUDY JEFFERSON HIGH SCHOOL

THE PROCESS

Statistics for Jefferson High School 2017-2018

Top **5% Most Diverse Schools in Oregon**

12% Students with **Disabilities**

Student Population

Languages Spoken

Eligible for Free Lunch



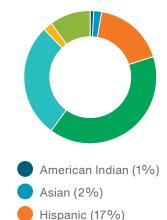
Jefferson High School



Average



Student Diversity



- Black (40%) White (28%)
- Hawaiian (2%)
- 2 or more races (10%)

2 Counselors or Psychologist



4

Research and Engagement Team

Beginning in March 2021, IBI Group partnered with Tyler Monk of The Underdog Mentality to apply the JEDI in Design Assessment Tool to Jefferson High School in Portland Oregon. Tyler is based in Portland and specializes in engaging and inspiring students through uplifting storytelling and workshops. His insights and connections to the school, its community, and associated organizations were pivotal to being able to select survey questions and invite participants that could provide accurate and representative data. We gathered a team of people from within our organization as well as partners we have worked with previously to assist with this effort.



Tyler MonkThe Underdog
Mentality



Ross Parker IBI Group



Olivier Mabiala IBI Group



Rebecca Grant IBI Group



Craig Atkinson IBI Group



Craig Rice SERA Architects



Zara BrownIBI Group



Jonathan Steel IBI Group



Alondra Flores IBI Group



Cassie Crawford
IBI Group

Partners

- Jeff principal, staff, students, and alumni
- Self-Enhancement Inc. (SEI)
- Members of Albina Vision Trust Leadership Council, Kairos PDX Learning Academy, and the Black United Fund were engaged and their input incorporated as background into the research and engagement team's thinking and processes. Only the most relevant and in-depth engagements are described in this report.

Our process involved four major stages, each intended to create value, build trust, and extract relevant data. The Underdog Mentality and IBI Group spent five months working with Jeff to dig deeply into issues of JEDI as seen through the eyes of students, staff, community members, and PPS partner agencies. This included workshops, focus groups, meetings, interviews, online surveys, on-site tours, and ultimately the JEDI Assessment Tool, which provided dozens of questions for experiencer and observer groups to address.

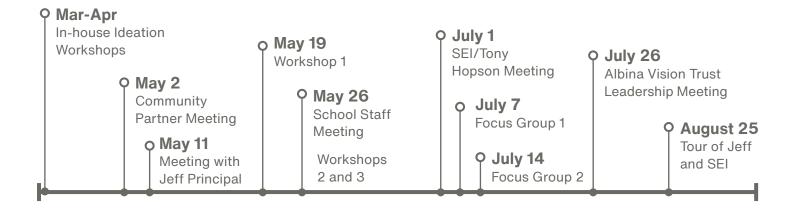
The level of engagement exceeded our own ambitious expectations. Not only were we able to work with the various stakeholders to select survey questions, we also rephrased many of them in light of the insights provided to us.

Process Timeline (2021)

| | MAR | APR | MAY | JUN | JUL | AUG | SEP | ОСТ | NOV |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Community Engagement | | | | | | | | | |
| Assessment Tool Refinement | | | | | | | | | |
| Report Compilation | | | | | | | | | |
| Presentation of Findings | | | | | | | | | |

Major Engagements

The following chart lays out in greater detail the major engagement sessions we held with various parties throughout the first six months of our work.



JEDI in Design | December 13 19

MAJOR ENGAGEMENTS

IN-HOUSE IDEATION WORKSHOPS IBI Group Architects

The initial version of the Assessment Tool was developed through in-house ideation workshops with approximately 24 IBI staff representing a wide demographic. This provided what questions might form what part(s) of each survey. This highly iterative process involved working in large and small groups to ideate through exploring design solutions or patterns that would inform the questions being generated.

COMMUNITY PARTNER MEETINGS

Held between March and October 2021, these meetings included people from the Albina Vision Trust Leadership Council, Kairos PDX Learning Academy, and the Black United Fund. Key insights that resulted from these meetings and informed the precise makeup of the Assessment Tool were as follows:

- It is crucial that any engagement team reflects the diversity of the Jeff community. This is essential to genuinely connect with the school and students and procure authentic survey engagement.
- The community feels they have experienced generations of neglect and marginalization intentional and unintentional.
- The community sees the PPS projects as key to both maintaining and revitalizing the Black community at Jeff and in the upper Albina neighborhood.

Anything that supported this effort—developing early insights, prompting longer term examination of the important issues of equity, diversity, and inclusion, developing strategies for addressing and implementing them-was welcomed.

The Assessment Tool and the process used to tailor it to the specific context of Jefferson High School was well received by all participants.



PRINCIPAL AND STAFF **Jefferson High School**

In May 2021, the research and engagement team met with Jeff's interim principal Ricky Allen. They introduced the initial Assessment Tool and discussed how his and his staff's vision for the future of Jeff might inform our work. This was followed the next week with a larger meeting that included additional staff members. Key insights from these meetings included:

- Jeff is the one high school in Portland where students can be "unapologetically Black."
- Staff would welcome the opportunity to provide input to, and receive feedback from, the Assessment Tool to help further inform them about how issues of JEDI are perceived at Jeff.

"Gentrification has destabilized what was once a community, but there are still Black folks in the metropolitan area. So how do we create a new community that can prosper with a mixed population? We have to stay vigilant, because if we don't we can go the way of some other cities. And as a native born and raised here, that would bother me tremendously"

Lolenzo Poe **Former Chief Equity and Diversity Officer Portland Public Schools**



"It feels like a jail" "Jeff is a raggedy old White school"

"All the district's schools are White" "We want our hood back"

WORKSHOPS May 19 and 26

An important aspect of the process involved two workshops with 15 Jeff students and alumni, along with three coordinators from the community agency Self-Enhancement Inc. (SEI). These participants were selected by SEI to provide meaningful perspective on what Jeff means to the community. As persons of color, each participant was invited to provide their own insights on issues of equality, diversity, and inclusion from their experience at Jeff. Here are a couple of the key insights that came from these workshops:

- The students are not interested in having a copied version of the neighboring schools. They want artinspired spaces and features that represent the students.
- · The statue of Thomas Jefferson should be replaced by the statue of someone who represents the students' values.



COMMUNITY PARTNER

In early July 2021, the research and engagement team met with Tony Hopson Sr., a founder of SEI and a community leader who played a key role in stopping the planned closure of Jeff as a neighborhood attendance school in 2010. SEI has deep roots in the Jeff community and Albina neighborhood and provides mentoring services to students at Jeff and its feeder middle schools. Coordinators from SEI who work at and are graduates of Jeff, were engaged to find Jeff students and alumni to participate in the initiative. Together they formed the group of participants who helped hone the Assessment Tool survey questions in workshops and focus groups. From this group we learned the following:

- There is a strong community desire for a "Right of Return", where students with family ties to the school could attend Jeff no matter what area they currently live in.
- Many would like Jeff to transform from a neighborhood school to a focus school.
- Gentrification has forced many Black families to move far away, even beyond PPS boundaries.
- Engagement methods are key for the community which has developed deep mistrust of government and civic bodies.

"It's important to attend Jeff — it's where our parents, uncles and aunties, and grandparents went" **Jeff Student**

20 JEDI at Jeff JEDI in Design | December 13 21

FOCUS GROUPS

In July 2021, two focus group meetings were held with some of the participants from the larger workshop groups to dive more deeply into the key issues of JEDI and continue to refine the survey questions. These meetings were facilitated by The Underdog Mentality and supported by two staff members from IBI Group. The group comprised three alumni, one SEI coordinator (also an alumni) and one current student. Some of the conclusions of this group included the following:

- (They) save us for last, not because we're the best but because we're Black.
- The Jeff entrance does not look happy or welcoming.
- No space for informal religious or musical expression by students that has historically been a key part of the student experience at Jeff.

"Jeff is the one school where students can be unapologetically Black."

Ricky Allen, Interim Principal



WHAT DOES IT MEAN TO BE **UNAPOLOGETICALLY BLACK?**

Bringing authentic self from home and not having it be interrupted by others.

"Definitely not built with love. The only caring is from the person who polishes the floors."

Neutral Observer BIPOC Student



TOUR OF JEFF

In August 2021, Vice Principal Garin Gregory and Coach Thaddeus Knight provided a tour of Jeff to the research and engagement team. The following are a series of observations that were made during the tour:

- The staff's pride in how well the school is maintained, kept clean, and readied for students by custodians and teaching staff is very clear.
- The building and site have clearly been neglected and poorly maintained, including its multiple public faces.
- Staff are aware the facility is substandard in many
- The apparent lack of concern for the student or teacher experience in the various modifications to the original building is striking, particularly in the later additions. This ranges from low ceilings and lack of windows in key spaces such as the cafeteria or library, to seemingly every interior window or vision panel being covered by a rugged wire mesh screen. Many finishes are hard, impersonal, and institutional in nature.

- · Despite the reputation and celebration of Jeff as a center for Black culture and community, there was little to no evidence of that in the design, artwork, displays, or library materials. Very little spoke to the visitors about this being, or supporting, a culture different than the city's dominant White culture. Most importantly, anything resembling or evoking the feeling of being "unapologetically Black" was minimal.
- There is no pressure for students to code-switch. The school staff and student community support them being their authentic selves.
- There is lack of consideration for students in the building's design for kids in the 1940's and 1950's.
- · The layout is disorienting, labyrinth-like. Wayfinding is lacking.
- · Spaces are stern, rigid, hard, impersonal, unfriendly, and unwelcoming.
- · There is no center of the school.
- The school lacks social spaces, informal gathering spaces, group learning and collaboration spaces, and CTE/STEM/makerspace/experiential learning areas.



"SEI is a Black space — when you walk in, you can see all of the Black faces."

Student Alumnus

TOUR OF SEI

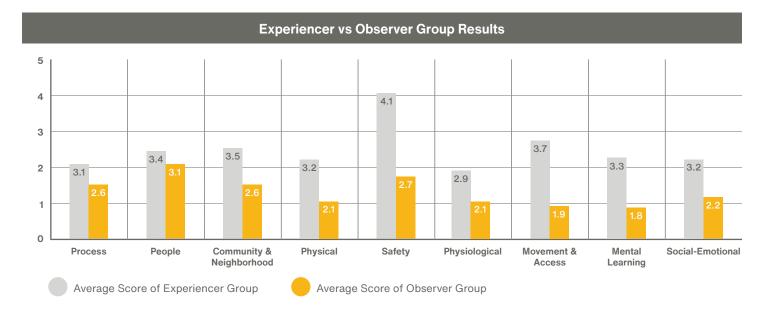
A separate tour of SEI's facilities was provided to the research and engagement team by SEI's Kirsten Fraley. Here are some of the observations that were made during this tour:

- · Controlled entry, but fully transparent and welcoming.
- Opens directly to main social and circulation
- The library showcases African American culture; all books are directly relevant to African American history or culture, and African American authors are prominently displayed.



THE RESULTS

The results of the two surveys for the 'Experiencers' and the "Observers' are summarized in the tables below. Copies of the two surveys are provided in the Appendix and provide granular detail on the questions that were used for each of the nine sections of the Jefferson High School assessment.



Experiencer vs Observer Group Overall Survey Results





Participants in the Experiencer Group

Participants in the Observer Group



CONCLUSIONS

The Assessment Tool has proved helpful in understanding how a building or facility performs relative to JEDI. The weight assigned to the survey questions was evenly distributed in the scores presented within this report but are easily adjusted to adapt to any context. Our sample size was relatively small, predominantly due to the challenges of a global pandemic. We do believe the results are statistically significant and representative of the community, but the only way to test that would be to deploy the tool with a wider group of respondents.

The observer group rated the school significantly less favorably than the experiencer group. This could be due to several factors including:

- The experiencer group being less familiar with schools in better condition or designed to current standards (thus having lower expectations than the observer group).
- Several categories may lend themselves to a more critical eye of those trained in requirements for things such as accessibility.
- Experiencer reticence to be overly critical of a place they cherish and have positive memories of.

To test whether the above issues are impactful to outcomes or not, it would be a helpful exercise to provide some background information to respondents. This might include things like: tours of more recently

renovated schools in Portland, basic information sessions in current code and space standards, and information about educational theory around the learning needs of students.

It is a testament to the staff and community of Jefferson High School that the facility is perceived so positively, relative to the observer group, despite the obvious inadequacies in the built infrastructure. It is an intriguing prospect to consider how a future iteration of the building might enhance and facilitate the excellent work undertaken at Jeff to provide a strong and vibrant learning experience for students.



INSIGHTS FOR JEFF

Our work in engaging with the Jeff community to effectively deploy the JEDI Assessment Tool uncovered a series of insights that only by tangentially related to the research focus of our effort, but nonetheless provide significant value to anyone seeking to understand the issues that impact the Jefferson community. We share these here for posterity and reference as the future of the school is considered, planned, and enacted.



CULTURE

- Jeff is an unapologetically Black school and community (no code-switching expected)
- Generational Heritage
- Famous graduates
- · Basketball (boys and girls) and boys football
- Dance

"Hallways are the community space — there is nowhere else."

Jeff Student

HUB OF PORTLAND'S BLACK COMMUNITY

- Strength of community, generational ties
- Jeff is a highly significant and prominent center of the Black community
- Disappointment and resistance to shrinking Black student population as a percentage of students

PROCESS

 Deep concerns about the process that PPS is expected to use to connect to communities, and the need for authentic outreach and engagement in the pre-design visioning planning process.

- Strong desires to have community voices heard local and from the Jeff diaspora
- Right of Return a strong desire for children and grandchildren of Jeff alumni to have the right to attend Jeff, even if they no longer live within PPS boundaries
- Center for Black Student Excellence This is still a largely unknown program, and how it will be integrated into (or remain separate from) the organization and facility for Jeff are not yet clear. Many agree that Jeff's campus is the best location. There is concern about what this means for Jeff and community partners, including SEI.



Generation who attended Jeff

"Other schools look like colleges, but not Jeff. Save us for last, not because we're the best but because we're the Black school"

Alumni and Staff







INEQUITY

The following issues were raised largely by the participants, with further analysis provided by the research and engagement team.

Jeff is not just an older facility, but there are significant and noticeable inequities when compared to other schools:

Quality

Building and site design, operations, and maintenance (beyond custodial-quality)

Educational adequacy

Undersized teaching and display walls, lack of spatial, lack of collaboration, break-out, or group spaces

Cultural celebration

There is nothing celebrating the cultural vibrancy, history, or programs (dance and athletics) at the heart of the Jeff culture and neighborhood. Both dance and athletics are important aspects of Jeff culture, but they are not well provided for, highly visible, or showcased or celebrated. The gyms are separated and tucked away. Trophy cases are above eye-level — there is no real "wall of honor"

Athletics

Currently now split between 3 separate buildings, substandard locker/shower/change rooms

Accessibility

Does not meet ADA standards.

Title IX

gender inequities in athletic facilities and change/locker rooms

· Programmatic spaces

specialty spaces, labs, and shops are substandard or non-existent

Social spaces

there is no space for informal gathering or social activities, other than the cafeteria, which is below grade, not centrally located or easily accessible, has low ceilings, has old and utilitarian finishes, and lacks windows

Library

undersized, below grade, lacks windows, has low ceilings, and no informal spaces for individual or group gathering or work

Programs

no CTE, STEM, makerspace labs, or shops

Furniture

old, non-ergonomic, inflexible, utilitarian

Technology

little/no instructional technology, inadequate computer stations, outlets, or tablet/laptop charging and storage stations

Safety

no controlled entries, poor visibility between spaces, many hidden circulation spaces, front office/administration is not in a position to monitor entries

Lighting

old style, causes glare, less than optimal for preventing eyestrain

Comfort

inadequate ventilation and temperature control

Outdoor Learning and Social Spaces
 Almost completely lacking

"Jeff needs to be the Center for Black Student Excellence."

Community Member and Staff

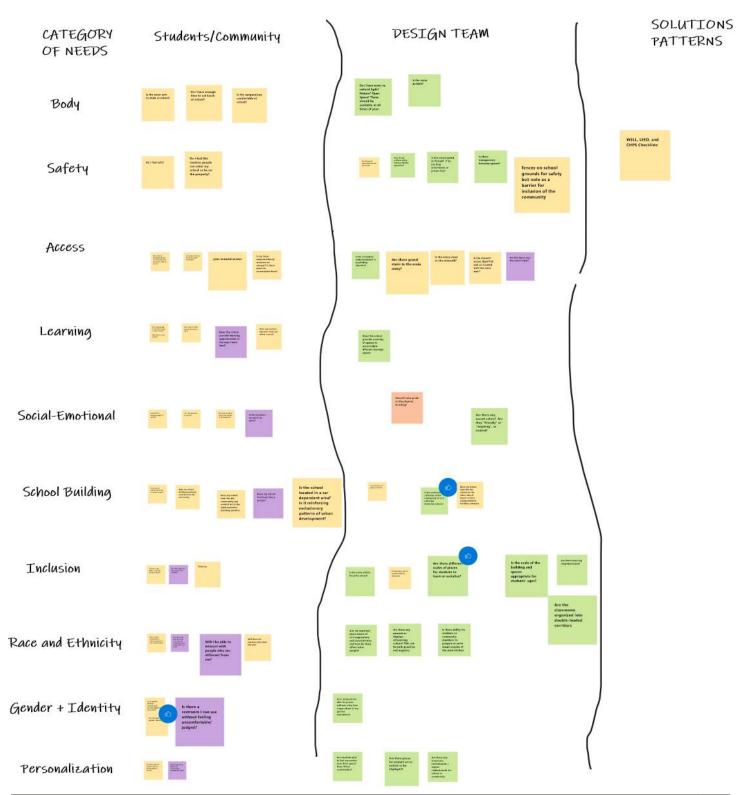
26 JEDI at Jeff JEDI at Jeff





IN-HOUSE IDEATION WORKSHOPS

IBI GROUP



SURVEY ASSESSMENT QUESTIONS

OBSERVER

The following survey questions were used in the assessment of Jefferson High School, following a selection and editing process involving the community. In the evaluation process, each category was equally weighted, but those weightings can be adjusted to suit the needs of the context and client.

| JEDI - Sc | hool Facility Assessment | | | | | |
|--------------|---|-----------------|------|--------------|------|------------------|
| 2021-09-09 | OBSERVER (Design Teams + Owners) | NO or Very Poor | Poor | UNSURE or OK | Good | YES or Excellent |
| | | 1 | 2 | 3 | 4 | 5 |
| Process | | | | | | |
| | Was there an inclusive design process? | 1 | | 2 | 1 | _ |
| | Are there diversity and inclusion policies in place and are they being practiced at the school? | | | 3 | 1 | _ |
| | Is the design team relfective of the student demographics (race/ethcnicity, socio-economics) Are the project decision-makers relfective of the student demographics (race/ethcnicity, socio-economics) | 1 | 3 | 1 | 1 | |
| People | | | | | | |
| • | Does the ethnicity of the faculty and staff reflect that of the students? | | 1 | 2 | 1 | |
| | Does the gender raios of the faculty and staff reflect that of the students? | | | 4 | | |
| | Is the first language of the faculty the same as the students? | | | 1 | 1 | 2 |
| | Does the faculty have similar academic credentials as similar schools in the area? | | | 4 | | _ |
| | Does the school have a uniform or strict dress code? | 2 | | 1 | | 1 |
| | Does the school have a code or policy about hairstyles? | 1 | 1 | 1 | | 1 |
| Community | + Neighborhood | | | | | |
| | Is the school the primary park or playground in the neighborhood? | 1 | | 1 | 1 | 1 |
| | Is the school automobile-centric? | 1 | | | 3 | |
| | Is the school on safe pedestrian routes (sidewalks, crosswalks, signals, etc.)? | 1 | | 1 | 2 | |
| | Is there adequate, safe, and sheltered access and storage for bicycles? | 2 | | 2 | | |
| | Does the facility positively or negatively impact the urban fabric of the neighborhood? | 2 | 1 | | 1 | |
| | Does the surrounding neighborhood suitable and safe for schools and students? | | 1 | | 3 | _ |
| | Are there fences on the school property that act as a barrier to the community? | 2 | 2 | | | _ |
| | Does it feel integrated with nature? | 3 | | 1 | | _ |
| | What is the quality of outdoor air? | | | 2 | 2 | |
| | Is there a major polluter (industry or vehicular) nearby Are there any hazardous materials on site (lead paint, asbestos, PCBs, etc.) or immediately adjacent? | 1 | 3 | 3 | | 1 |
| | Are there any nazarabus materials on site fread paint, aspestos, FCDs, etc./ or immediately adjacent: | _ | l | , , | | |
| Physical (Bu | -, | _ | | | | |
| | Does the school look like schools in other neighborhoods? | 3 | | | 1 | <u> </u> |
| | Does the school fit in the neighborhood? | 2 | 1 | <u> </u> | 1 | |
| | Do the windows have protective bars or screens? | 3 | | 1 | _ | |
| | Would I (As a designer) take pride in the facility? | 3 | 2 | - | 1 | |
| | Are streets, playgrounds, sky, or trees visible from interior learning spaces? | | 2 | 1 | 1 | |
| | Are there parks or natural places, with plants, trees, grass, or small hillsides on the school grounds or nearby? Are there any parts of the building that invite touch or physical interaction (ergonomic handrail, seating, benches, noticeboards, interactive displays, etc.? | 2 | 1 | 1 | 1 | |
| | Does the building present itself as inspiring, welcoming, or otherwise friendly and non-hostile? | 2 | 1 | | 1 | |
| | Are student, staff, and community entries welcoming, easily accessible, and clearly visible by adult-spaces? | 2 | 1 | 1 | Ė | |
| | Are there outdoor hard surface play areas for students? | 2 | 1 | _ | 1 | |
| | Are there outdoor landscaped areas for students? | 3 | - | | 1 | |
| | Are there significant street trees? | | 2 | 1 | 1 | |
| | | 1 | _ | _ | | 1 |

| Safety | | | | | | |
|--------------|--|---|----------------------------|---|-------|---|
| Jaiety | Are school entry or entries controlled, secure, and/or monitored by other than a camera? Does the school have disciplinary persons that are NOT armed or in police-type uniforms? Are the offices for counselors, psychologists, and other administrators as prominent and accessible as the security office? Are the restrooms visible from common circulation spaces? Are there any corridors or spaces that cannot be easily monitored? Do the doors have vision panels? | 1 2 2 | 1 2 1 | 1 3 2 | | 3 |
| | Is the site free of barbed wire, razor wire, broken glass embedded on tops of walls, or other similar deterrents? | | 2 | 2 | | |
| Physiologica | | | | | | |
| | Is there a large percentage of students with housing insecurity (from couch-surfing to living in cars or on the streets) Do I need to sleep at school? Are there any sleeping facilities in classrooms or elsewhere in the school, either structured or informal? Is there a place for me to sleep at school? Is there a daycare or nursery for young children of student parents or caregivers? Do I get enough to eat during the school day? Is there a private room or space for lactation/breast feeding? Are there any student-accessible gardens or food-growing opportunities? Is there a cafeteria or lunchroom for all students? Do I get enough to eat after school? Are meals or snacks available to students outside of lunchtime? Are there vending machines providing healthy and nutritious drinks and snacks? Do I get enough to drink during school or at lunch? Is the water safe to drink? Is the water safe to drink at school? Are there water bottle filling stations at school? HVAC to current ventilation standards? Is the air fresh in the school? Is there enough light in the school? Is there enough natural light in my school? Is there enough natural light in my school? Is there individual temperature control in each learning space? Are there showers and lockers for those who ride their bicycles? Are trestrooms centralized and distant from learning spaces or decentralized and close? Is there a clothing closet for students in need, and if so, is it accessible discreetly? | 3 2 3 3 1 2 2 1 1 1 2 | 1 1 2 3 1 1 2 1 1 1 2 1 1 | 3 1 2 1 1 1 2 1 4 2 1 1 2 1 1 2 1 1 2 1 1 2 1 1 2 1 2 | 1 1 1 | 2 |
| | Is there a laundry facility for students in need, and if so, is it accessible discreetly? Are there any obvious signs of sensory stimulation (touch, smell, hearing)? Are there any surfaces of objects that invite touch? | 3 2 2 | | 2 2 | | |
| | How does the school smell? | | 1 | 3 | | |
| Movement + | Access | | | | | |
| | Is the elevator access dignified and co-located with the main stairs? Does the school generally meet the accessibility requirements for ADA? Is the entry equally easy to find for everyone, whether arriving from different directions or via different modalities? Are there different lunch rooms for different students? Is the signage language-based or pictogram-based? Does the school support the vision and hearing impaired? Does the school support neurodiversity? (wayfinding, visual cues, views) Are the school buses near the main entry or a separate entry? | 3 1 3 1 2 2 2 | 2 3 1 1 1 | 1 1 1 3 1 1 | 1 | |
| Mental (+ Le | arning) | | | | | |
| | Are there any collaborative learning spaces? Is there adequate support for student and teacher technologies? Are there outdoor learning spaces? Is the furniture differentiated for different activities, tasks, etc. to support different learning styles? Is the furniture adjustible, comfortable, supporting different heights, postures, ergonomics? Is the furniture (FFE) in good condition? Are there experiential learning spaces? Do the athletic facilities and locker/shower rooms have gender parity (per USC Title IV)? Are there outdoor shelters for students to play, learn, or socialize? | 2 2 3 2 3 2 2 2 2 2 | 1 1 1 2 1 1 | 1 1 2 1 1 1 | | |

Social-Emotional

| Are there any signs of welcome, inclusion, or celebrations of diversity evident? | 2 | 1 | 1 | | |
|---|---|---|---|---|---|
| Are there indoor places for student casual and social interaction outside of the cafeteria? | 2 | | 2 | | |
| Are there outdoor place for students to socialize? | 1 | 2 | 1 | | |
| Is there evidence of freedom of expression amongst students or on display? | 1 | 1 | 1 | | 1 |
| Are there differentiated spaces offering choice for social interaction? | 1 | 2 | 1 | | |
| Are there any any obvious cultural references or features in the design that is relevant to the community? | 2 | 1 | | 1 | |
| Does the school reflect its community, or offer strong visual and/or physical connections to it? | 3 | | | 1 | |
| Do the building and site convey a positive first impression? | | 2 | 2 | | |
| Do the building and site convey a positive impression after time? | | 3 | 1 | | |
| Does the school name refer to any person relevant to the community? | 3 | | 1 | | |
| Is the school mascot culturally relevant and insclusive (as opposed to culturally hostile or appropriated) | 1 | 2 | 1 | | |
| Are there any places to display cultural references, art, etc.? | 1 | 2 | | 1 | |
| Are there any families or community members that use the school on a regular basis? | | 2 | 1 | 1 | |
| Are there any spaces open to the community (kitchen, meeting room, library after hours, etc.) | | | 3 | 1 | |
| Are there any signs or displays or posters or other statements of welcome, inclusivity, diversity (LGBTQ+, anti-racist statements, etc.)? | 1 | | 2 | | 1 |
| Are the PE/Athleti showers private (as opposed to open, communal)? | 2 | | 2 | | |
| Are gender-inclusive restrooms the norm, or are they separate from gender-specific restrooms? | 3 | 1 | | | |
| Are there places for student art or notices to be displayed? | 1 | 1 | 1 | | 1 |
| Are students able to claim ownership over their space? | 1 | 1 | 1 | | 1 |
| Are there electronic noticeboards or digital readerboards for school or community? | 1 | 2 | 1 | | |
| Are there learning neighborhoods? | 1 | 3 | | | |
| Are the classrooms organinzed along double-loaded corridors? | 2 | 1 | 1 | | |
| Are there different scales of spaces for students to socialize? | 2 | 1 | 1 | | |

EXPERIENCER

| EXPERIENCER 2021-05-24 (for Students, Teachers, School Staff) 2021-06-28 Process (How my school was designed and built) Does the school fore ways for me to learn the way I prefer? Does the school fore ways for me to learn the way I prefer? Does the school fore ways for me to learn the way I prefer? Does the school fore ways for me to learn the way I prefer? Does the school fore ways for me to learn the way I prefer? Does the school fore ways for me to learn the way I prefer? Does the school fore ways for me to learn the way I prefer? Does the school fore ways for me to learn the way I prefer? Sthere community and of my school as a building or place? Is they a community proud of my school as a building or place? Is they a community and a or near the school? Is they a community and a or near the school? By was the desire and ell-maintained? Is my school diden and well-maintained? Is my school diden and well-ma | Justice, Equ | uity, Diversity, Inclusion - Facility Assessment for Jeff HS | All |
|--|-------------------|---|-----------------------------------|
| Process (How my school was designed and built) Do I know aynow from my school who was involved in the design or planning of the school? People (Principal, teachers, counselors, coaches, custodians, staff) Do my teachers, coaches, or principal look, sound, or act like me? Community + Neighborhood By my community and my school as a building or place? Is there a community agreed not near the school? Is there a anderschool homework help program? Physical (Quality + Beauty) Is my school clean and well-maintained? Is the ten any artwork or queste by famous people with whom il identify, respect, or admire? Are there places for me to play, study, read, explore, or visit with my friends outside? Safety (For me, my family, my friends) Do I feel safe's who undoors on the school? Physiological (Does my school building support health, food, water, air, comfort, hygiene, clothing, or stimulate my sight/sound/touch/smell) Is the memerature comfortable when using the locker or change rooms? Is the air fresh in the school? If need to access special servies – health clinic, psychiatriic, counselor, clothing/food pantry | | | NO or Very Poor Poor UNSURE or OK |
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| Do I feel safe? Is it safe to be outdoors on the school grounds before, during, or after school? Physiological (Does my school building support health, food, water, air, comfort, hygiene, clothing, or stimulate my sight/sound/touch/smell) Do I feel safe and comfortable when using the locker or change rooms? Is the temperature comfortable? Is the air fresh in the school? Movement + Access (For me, my family, my friends) Am I able to access every part of the school and grounds I need to go? Is it easy for me to enter and leave the school? If I need to access special services - health clinic, psychiatrist, counselor, clothing/food pantry, personal showers, etc am I able to do so in a way that is comfortable and with the privacy I need? Morement He way I learn best (Individual, groups, hands-on/creating, physical, reading, discussing, writing, online, or other)? An I able to learn the way I learn best (Individual, groups, hands-on/creating, physical, reading, discussing, writing, online, or other)? An I able to learn the way I learn best (Individual, groups, hands-on/creating, physical, reading, discussing, writing, online, or other)? Do I have access to technology for learning? Is the furniture comfortable and in good condition? Social-Emotional (How my school building make me feel - welcome, included, is it "mine", does it reflect my culture, gender, identity - school name, mascot, etc?) Do I like the appearance of my school? Solial the colors of my school building - inside or out? Is there a restroon I can use without feeling uncomfortable or judged? | | | |
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| Do I like the appearance of my school? Do I like the colors of my school building - inside or out? Is there a restroom I can use without feeling uncomfortable or judged? 8 9 11 9 9 10 10 6 1 7 11 | Social-Emotional | (How my school building make me feel - welcome, included, is it "mine", does it | |
| Do I like the colors of my school building - inside or out? Is there a restroom I can use without feeling uncomfortable or judged? 9 10 10 6 6 1 7 11 | reflect my cultur | e, gender, identity - school name, mascot, etc?) | , , , , |
| Is there a restroom I can use without feeling uncomfortable or judged? | | | |
| And the control of th | Is there | a restroom I can use without feeling uncomfortable or judged? | 6 1 7 11 |
| Are there places for me to socialize or hang out with my friends? Are there places for my school work, art, projects, performances - to be displayed at the school? 5 7 10 4 1 6 7 12 | | re places for me to socialize or hang out with my friends? | 5 7 10 4 1 6 7 12 |

EXPERIENCER

| JEDI - S | chool Faci | lity Assessment | | | | | |
|-------------|------------------------|---|-----------------|------|--------------|------|------------------|
| 2021-05-24 | ı | EXPERIENCER (for Students, Teachers, School Staff) | NO or Very Poor | Poor | UNSURE or OK | Poop | YES or Excellent |
| | | | 1 | 2 | 3 | 4 | 5 |
| Process | | | | | | | |
| | Do I know anyone fr | om my school who was involved in the design or planning of the school? | | | | | |
| Doonlo | | | | | | | |
| People | Danatha ashaalaa | the boundary and within to the constitution by the second | | ı | ı | ı | |
| | · | vide learning opportunities in the way I learn best? espected by the people who provide and operate the school? | - | | | | \vdash |
| | | iches, or principal look, sound, or act like me? | - | | | | ⊢ |
| | • | ok, act, or sound like me or my family? | \vdash | | | | |
| | 20 my classifiates in | 5.1, 46.1, 6.1 South a line 6.1 http://district. | | | | | \vdash |
| Community | / + Neighborho | od | , | | | | |
| | | e of pride for the community? | | | | | |
| | Is the school used for | or different functions after school hours or on weekends? | | | | | \vdash |
| | Does the school eng | age with community organizations? | | | | | |
| | Is there a communit | y garden at or near the school? | | | | | |
| | Is there an afterscho | ool homework help program? | | | | | |
| Physical (Q | uality + Beauty | 9) | | | | | |
| , | Is my school well-bu | | | | | | |
| | Is my school well-m | aintained? | | | | | |
| | Are there things at t | he school that are broken? | | | | | |
| | Is my school clean? | | | | | | |
| | Is my school attract | ve? | | | | | |
| | • | s, can I see the street, playground, sky, or trees? | | | | | |
| | • | atural places, with plants, trees, grass, or small hillsides on the school grounds or nearby? | | | | | <u> </u> |
| | | school building or grounds make me want to touch them (handrail, bench, etc.)? | - | | | | ⊢ |
| | Does the school bui | | - | | | | - |
| | - | rk or quotes by famous people with whom I identify, respect, or admire? | - | | | | _ |
| | • | me to play, study, read, explore, or visit with my friends outside? classes to be held outside, or for me to explore and research the plants, insects, birds, or weather? | \vdash | | | | \vdash |
| | Are there places for | classes to be field outside, of for file to explore and research the plants, insects, birds, or weather: | - | | | | \vdash |
| Safety | | | | | | | |
| Jaicty | Do I feel safe? | | | | | | |
| | | ith the School Resource Officers/police/security guards in my school? | | | | | \vdash |
| | Where do I feel the | | | | | | \vdash |
| | | oors on the school grounds during or immediately after or before school? | | | | | |
| | | traveling to or from school? | | | | | |
| | Do I feel like randon | n people can enter my school or be on the property? | | | | | |
| | | | | - | - | | |

| Physiologic | al | | | | | | |
|-------------|-----------------------|--|-----------|-----------|-----------|---------|---|
| | Health | | | | | | П |
| | | Do I need to sleep at school? | \Box | | | | П |
| | | Is there a place for me to sleep at school? | | | | | |
| | Food | | Ш | | | | |
| | | Do I get enough to eat during the school day? | Ш | | \square | | |
| | | Do I get enough to eat after school? | Ш | | | | L |
| | Water | | Ш | | \square | | |
| | | Do I get enough to drink during school or at lunch? | Ш | | | | L |
| | | Is the water safe to drink at school? | Ш | | \square | | |
| | | Are there water bottle filling stations at school? | Ш | | \square | | |
| | Air & Comfort | | Ш | | \square | | |
| | | Is the air fresh in the school? | Ш | | \square | | |
| | | Is there enough light in the school? | Ш | | \square | | |
| | | Is there enough natural light in my school? | ш | ш | \square | | |
| | | Is the temperature comfortable? | Ш | | \square | | |
| | | Can the temperature be easily controlled by me or teachers if it is too hot or cold? | Ш | | \square | | |
| | Hygiene | | Ш | | \square | | |
| | | Am I able to shower at school without feeling awkward? | Ш | | \square | | |
| | | Do I feel safe and comfortable when using the locker or change rooms? | Ш | | \square | | |
| | | Do I feel safe and comfortable using the restrooms? | Ш | | \square | | |
| | | Do I have the privacy I need in the restroom? | Ш | | \square | | |
| | | Is there a restroom close to my classes? | Ш | | \square | | |
| | Clothing | | Ш | ш | ш | | |
| | | Do I have enough to wear to stay warm, dry, and clean? | Ш | ш | ш | | |
| | | Does my school have a place for me to wash my clothes? | ш | ш | \square | | |
| | | Does my school have a place for me to get any clothes I cannot get at home? | ш | ш | \square | | |
| | Sensory | | ш | ш | \square | | |
| | | Do any parts of the school building or grounds activate my senses (touch, smell, hearing)? | \square | \square | igspace | igwdown | |
| | | Are there any surfaces or objects that I feel compelled or inspired to touch? | \square | \square | igspace | igwdown | |
| | | How does the school smell? | \square | \square | igspace | igwdown | |
| | | | ш | | \square | | |
| Movement | + Access | | | | | | |
| | Am I able to access | every part of the school and grounds I need to go? | | | | | П |
| | Is it easy for me to | enter and leave the school? | \Box | | | | П |
| | Is it as easy for me | to enter, leave, and move around the school as it is for other students? | \Box | | | | П |
| | If I need to access s | pecial services - health clinic, psychiatrist, counselor, clothing/food pantry, personal showers, etc am I able | \Box | | | | П |
| | | | \Box | | \Box | | Г |
| Mental (+ L | earning) | | | | | | |
| • | | howard loars boot (Individual groups hands on lorgating abusing visiting discussing writing online or other)? | | | | | |
| | All I able to learl t | he way I learn best (Individual, groups, hands-on/creating, physical, reading, discussing, writing, online, or other)? | Ш | | \Box | | |
| | Do I have access to | technology for learning? | Ш | | \square | | |
| | | inology (phone, tablet, laptop) supported at school? | Ш | | \square | | |
| | | ilding support my learning? | Ш | | \square | | |
| | Is the furniture con | | Ш | | \square | | |
| | Can I adjust the hei | ght or position of the furniture? | Ш | | \square | | |
| | | | ı | | | | |

JEDI in Design | December 13 IX

Genera

Do I feel isolated or alone at school?

Is there a place I can go to be alone at school?

Do I feel welcomed at school?

Do I feel like the school or any parts of the school are mine?

Am I able to be myself in school?

Am I able to express myself through socializing, projects, art, music, or performance?

Are my friends and family comfortable in my school?

Are there places for me to socialize or hang out with my friends?

Am I able to concentrate at school?

Am I able to study, explore, investigate, or create what I want to at school?

Does my school building or grounds make me feel stressed?

Inclusion

Is my family welcome and do they feel welcome?

 $Does\ my\ family\ use\ any\ of\ the\ facilities\ at\ the\ school\ -\ health\ clinic,\ library,\ gym,\ computer\ lab,\ kitchen,$

Do I know where I am when I walk into the school (in my city, neighbourhood, ecosystem, etc.)?

Am I proud of my school building?

How do I feel when I hear my school's name?

Does the school name reflect me or my family, community, history, or culture?

Do I like the mascot, team names, or school colors?

Do I like the appearance of my school?

Do I like the colors of my school building?

How do I feel when I see my school? Is there any permanent art in the school or part of the school design?

Is there anything about my culture or the culture of my family that is represented in the school?

Would I like to see any art representing my culture as a permanent part of the school?

Would I like to see any display or performance of community culture - art, music, food, sport, or other that

is not currently a part of the school?

Can I safely interact with people who are like me (race, ethnicity, language, orientation, etc.)?

Can I be interact with people who are different from me?

Is my extended family welcome on campus?
Is there space for my extended family on campus?

Gender & Identity

Does my gender or gender identity affect my happiness in school?

Are the needs of my gender or gender identity supported by the design of the school?

Is there a restroom I can use without feeling uncomfortable or judged?

Is my gender/identify acknowledged, supported, or represented in the design or layout of my school?

Personalization

What areas of the school can I personalize other than my desk?

If I was especially proud of my work, my art, my projects, my performances - is there a place for it to be $\frac{1}{2}$

WORKSHOP AND FOCUS GROUP PRESENTATIONS

WORKSHOP 1

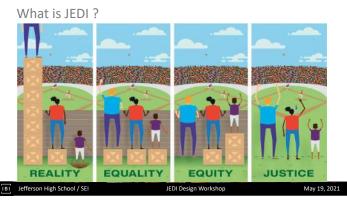












X JEDI at Jeff

JEDI in Design | December 13 XI

What does JEDI Design look like at Jefferson?



STAFF MEETING

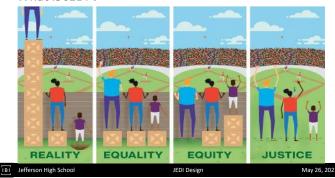




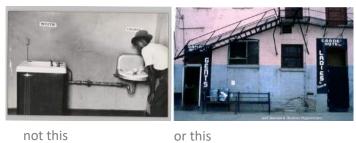








What does JEDI Design look like?



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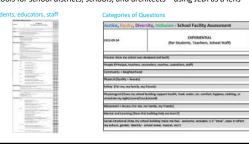
XII JEDI at Jeff JEDI in Design | December 13 XIII

What does JEDI Design look like?



JEDI Design Process

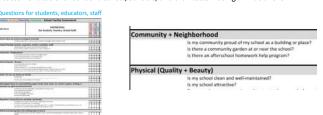
Assessment tools for school districts, schools, and architects – using JEDI as a lens



on High School JEDI Design M



Assessment tools for school districts, schools, and architects – using JEDI as a lens

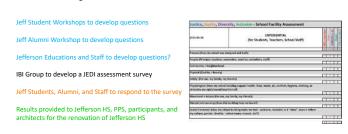


Who determines the questions?

BI Jefferson High School JEDI Design May 26, 2021

JEDI Design Process

What we are doing:



 IBI
 Jefferson High School
 JEDI Design
 May 26, 2021

What does JEDI Design look like at Jefferson?

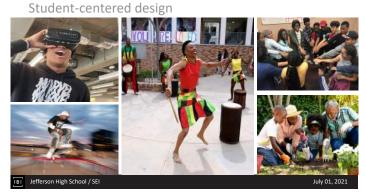


SEI CONVERSATION

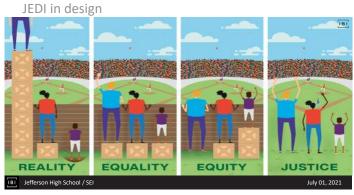












JEDI in Design | December 13 XV

What does JEDI Design look like?





| ві | Jefferson High School / SEI | fferson High School / SEI | |
|----|-----------------------------|---------------------------|--|

JUSTICE, EQUITY, DIVERSITY AND INCLUSION SURVEY FOR JEFF



| Student Tea | cher School Administrator | Community Member |
|----------------------|---------------------------|------------------------|
| ANSWER CHOICES \$ | RESPONSES \$ | RESPONSE PERCENTAGE \$ |
| Student | 17 | 40.48% |
| Teacher | 11 | 26.19% |
| School Administrator | 1 | 2.38% |
| Community Member | 13 | 30.95% |

What does JEDI Design look like?

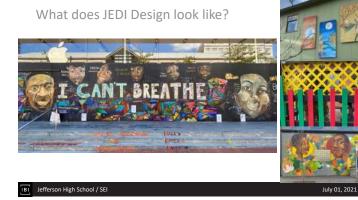
| B Jefferson High School / SEI | July 01, 2021 |
|-------------------------------|---------------|
| | |

ΪВΙ

ΪВΙ

JUSTICE, EQUITY, DIVERSITY AND INCLUSION SURVEY FOR JEFF

| Justice, Equity, Diversity, | Inclusion - School Facility Assessment | | | | | |
|--|--|-----------------|------|------------|------|------------------|
| 2021-05-24 2021-06-28 | EXPERIENTIAL (for Students, Teachers, School Staff) | NO ce Very Poor | Poor | UNSUREorox | poog | YES or Excellent |
| Process (How my school was designed | and builted | 1 | 2 | 3 | 4 | 5 |
| Process (How my school was designed | and dulity | Н | _ | 3. | 1 | |
| People (Principal, teachers, counselors | i, coaches, custodians, staff) | | | | | |
| | | Т | | 3. | 4 | |
| Community + Neighborhood | | Т | | | | |
| | | _ | | 3. | 5 | |
| Physical (Quality + Beauty) | | \vdash | | | | |
| Safety (For me, my family, my friends | | + | _ | 3. | 2 | |
| Salety (For me, my family, my friends |) | Н | _ | 4 | 1 | |
| Physiological (Does my school building stimulate my sight/sound/touch/smel | support health, food, water, air, comfort, hygiene, clothing, or [] | t | | 7. | _ | |
| | | Т | _ | 2. | 9 | _ |
| Movement + Access (For me, my famil | y, my friends) | Т | | | | |
| | | | | 3. | 7 | |
| Mental and Learning (Does this building | ig help me learn?) | Н | | | | |
| | | + | _ | 3. | 3 | _ |
| Social-Emotional (How my school built my culture, gender, identity - school n | ding make me feel - welcome, included, is it "mine", does it reflect ame, mascot, etc?) | | | | | |
| | | Т | | 3. | 2 | |

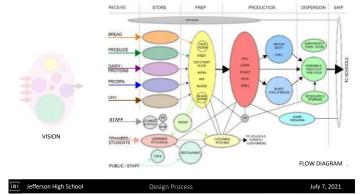


| Process (H | ow my school was designed and built) |
|----------------------|--|
| | Do I know anyone from my school who was involved in the design or planning of the school? |
| People (Pr | ncipal, teachers, counselors, coaches, custodians, staff) |
| | Does the school affer ways for me to learn the way I prefer? |
| | Do my teachers, coaches, or principal look, sound, or act like me? |
| Communit | y + Neighborhood |
| | is my community proud of my school as a building or place? |
| | is there a community garden at or near the school? |
| | is there an afterschool homework help program? |
| Physical (C | uality + Beauty) |
| , , , , | is my school clean and well-maintained? |
| | is my school attractive? |
| | From my classrooms, can I see the street, playground, sky, or trees? |
| | Are there any artwork or quotes by famous people with whom I identify, respect, or admire? |
| | Are there places for me to play, study, read, explore, or visit with my friends outside? |
| Safety (Fo | me, my family, my friends) |
| | Do I feel safe? |
| | is it safe to be outdoors on the school grounds before, during, or after school? |
| | Do I feel safe when traveling to or from school? |
| | |
| | al (Does my school building support health, food, water, air, comfort, hygiene, clothing, or |
| | ny sight/sound/touch/smell) |
| | ny sight/sound/touch/smell) Do I feel rafe and confortable when using the locker or change rooms? |
| | ny sight/sound/touch/smell) On I feel cute and confortable when using the locker or change recent? Its the temporature confortable? |
| | ny sight/sound/touch/smell) Do I feel cafe and comfortable when using the locker or change sooms? In the temperature comfortable? In the are present or comfortable? In the air feels in the school? |
| | ny sight/sound/touch/smell) On I feel cute and confortable when using the locker or change recent? Its the temporature confortable? |
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| stimulate i | ys sight, found/boody small) So the fact and enderstands where using the locker or change resmo? It is the responses confortable of It is the responses confortable or It is the service that the shado? It is the service that shado? |
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| Movemen | sy sight Sound Rocci/ mell) In the read section are seen to the bear or drags roam) In the regional controlled in the section of the bear or drags roam) In the remap layer in the section A Account in the layer in the section A Account in the layer in the section of growth in the layer I and come in part of the section and growth in the layer I result in come part of the section and growth in the layer I result in come part of the section and growth in the layer I result in come part of the section and growth in the layer I result in come part of the section and growth in the layer I result in come part of the section and growth in the layer I result in any section in a section in the layer in the part is result. Learning (Does the Madiging help one learning in the part is result.) |
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| stimulate i | yo sight Second/Secol/smell) In the second Secol/smell with the second |
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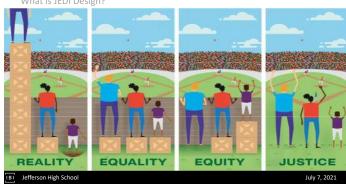
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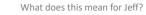
FOCUS GROUP 1





What is JEDI Design?







VISION: Become a culinary Mecca - from farm to table to students

GUIDING PRINCIPLES: Logical flow Cook efficiently

ORGANIZATION:

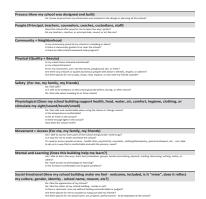
What does JEDI Design look like at Jeff?



XVI JEDI at Jeff JEDI in Design | December 13 XVII







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What does JEDI Design look like at Jefferson?







| ANSWER CHOICES 💠 | RESPONSES \$ | RESPONSE PERCENTAGE 💠 |
|----------------------|--------------|-----------------------|
| Student | 17 | 40.48% |
| Teacher | 11 | 26.19% |
| School Administrator | 1 | 2.38% |
| Community Member | 13 | 30.95% |
| | | |

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What does JEDI Design look like at Jefferson?

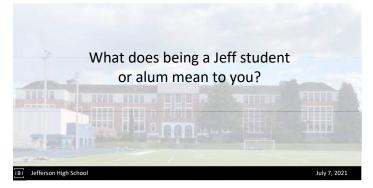


JUSTICE, EQUITY, DIVERSITY AND INCLUSION SURVEY FOR JEFF

| and, and the state of the state | , Inclusion - School Facility Assessment | 1.1 | 1 | _ |
|--|---|----------------|--------------|----------------------|
| 2021-05-24 2021-06-28 | EXPERIENTIAL (for Students, Teachers, School Staff) | NO a Very Poor | UNSURF or OK | Good VEX.ufundure |
| Process (How my school was design | 1.11.51 | 1 | 2 2 | 4 5 |
| Process (How my school was design | ed and built) | - | ٠, | _ |
| People (Principal, teachers, counsel | ors coaches custodians staff) | _ | | • |
| | , | - | 3. | 4 |
| Community + Neighborhood | | | | |
| | | | 3. | 5 |
| Physical (Quality + Beauty) | | | - | |
| | | + | 3. | 2 |
| Safety (For me, my family, my frien | ds) | - | - | , |
| Physiological (Does my school build stimulate my sight/sound/touch/sn | ing support health, food, water, air, comfort, hygiene, clothing, or sell) | | | _ |
| | | | 2. | 9 |
| Movement + Access (For me, my far | nily, my friends) | | | |
| | | _ | 3. | 7 |
| Mental and Learning (Does this buil | ding help me learn?) | | _ | |
| | | + | 3. | 3 |
| Social-Emotional (How my school be my culture, gender, identity - schoo | alding make me feel - welcome, included, is it "mine", does it reflect I name, mascot, etc?) | | | |
| | | | 3. | 2 |

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What does JEDI Design look like at Jefferson?



JEDI Design Process

Assessment tools for school districts, schools, and architects – using JEDI as a lens

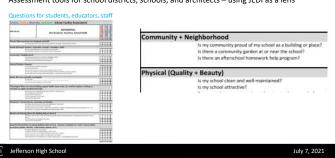


| Justice, Equity, Divi | ersity, Inclusion - School Facility Assessment | 0.000 |
|---|--|---------------|
| 2023-05-24 | EXPERIENTIAL (for Students, Teachers, School Stuff) | MD - two bear |
| Process, Phone my solitonal house | designed and built! | - |
| People (Principal, teachers, soursefors, coaches, cuesodiens, staff) | | - |
| Community + Neighborhood | | |
| Physical (Speakly + Beauty) | | |
| Solisty (For me, my familie, m | ly friends) | - |
| Physiological (Deco my school climadate my sight/sound/to | d building support health, thou, water, sir, comfart, bugiane, clothing, or with/smell; | 001111 |
| Movemen + Assess For me | my family, my friends) | O'CONTO |
| Marral and Lauring (Trees to | to building help me learn?) | |
| Social Employees (New yearhoof building realise marked newborne, behaded, to it "mine", does it reflect the carbon a moder, should not be carbon associated and the carbon and the carbon and the carbon and the carbon associated as the carbon and t | | |
| CALCOLOR CONTROL OF | | |
| | | 101010 |

erson High School July

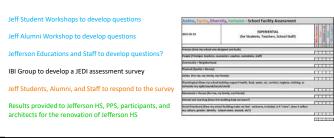
JEDI Design Process

Assessment tools for school districts, schools, and architects – using JEDI as a lens



JEDI Design Process

What we are doing:



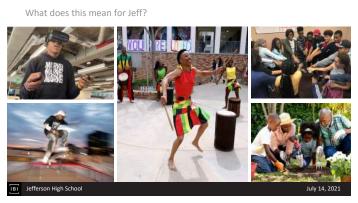
fferson High School

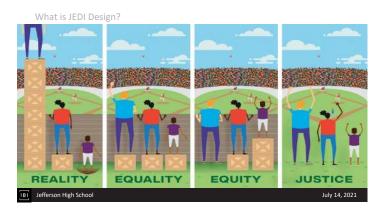
XVIII JEDI at Jeff

JEDI in Design | December 13 XIX

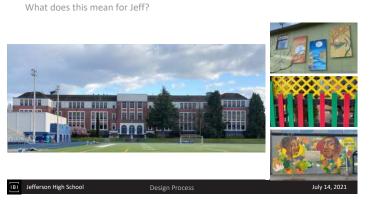
FOCUS GROUP 2

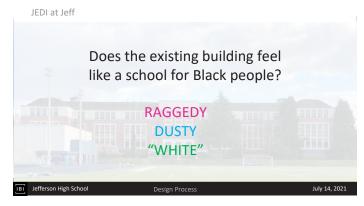




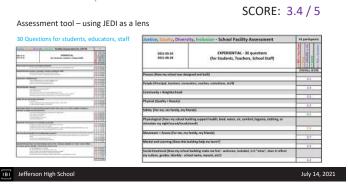


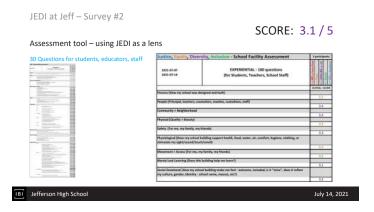














XX JEDI at Jeff JEDI in Design | December 13 XXI

JEFFERSON EXISTING CONDITIONS



Typical Views Out

No connection to the neighborhood or nature.



CafeteriaPoor connection to the outdoors.



Typical Classroom

Most of the classrooms were uniform with older furniture and little individual personality or flexibility.



Chain Link
All sides of can

All sides of campus are closed off with chain link fences.



Main Entry

Feels unwelcoming and without a sense of identity.



Back Hallway



Hallways

Lack of social spaces with staircases commonly used for students to hang out.



SEI at Jeff



Typical Classroom Entry

Bars and grilles over interior vision panels makes the space feel unwelcoming.



Ventilation is Poor

Unhealthy and unsupportive of basic needs.

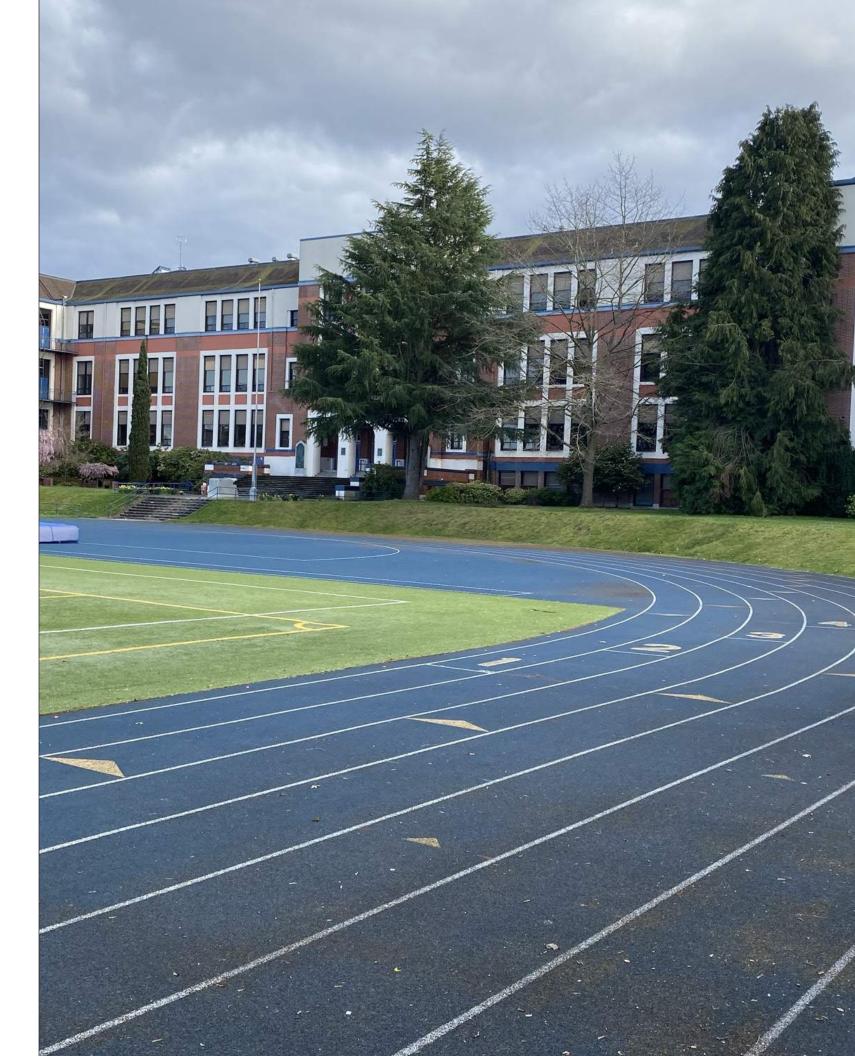


Closed Campus

Incompatible for use by community (dog "walking").



Neighborhood





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