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EQUITY  
S  
DIVERSITY  
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INCLUSION  
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# JEDI in Design Workshop

LearningSCAPES 2023

## SUMMARY

A major initiative of the A4LE JEDI Committee for 2023 was organizing and hosting a JEDI-focused conference workshop at LearningSCAPES in Chicago. The session was organized as a workshop with small working groups hosted by JEDI Champions from various regions. Five topics were proposed, with one small group focusing on a single topic.

The discussion was free-flowing and not rigidly structured. As is common with inspired participants, the time was not nearly sufficient for the level of passion and detailed exploration that was begun.

Participants expressed a strong desire to continue exploring these topics. As of this date in Spring 2024, the JEDI Committee has been disbanded and it is unknown if similar workshops will be held at future LearningSCAPES as they are currently scheduled for Regional and Chapter Conferences.

## ACKNOWLEDGEMENTS

This report was prepared by the A4LE JEDI Committee, including co-chairs Ross Parker and Julia Hawkinson, Julia Burrill, Rachel Pampel, and numerous JEDI Champions from the committee, regions, and chapters. Special thanks to all who participated in the workshop and those champions who reported out, recorded these findings/notes, provided photos and images, and helped in countless ways that were supportive.

## SHARING

From the outset, it was the express intention that these explorations and discussions be freely distributed for non-commercial purposes. You are welcome to share them in any non-commercial way you see fit in furthering the interests of Justice, Equity, Diversity, and Inclusion in Design.

## PARTICIPANTS

### The following participated in the LearningSCAPES 2022 Workshop:

48 participants registered as participants. There may have been more participants who did not register.

Atonia	Allen	Gregory	Monberg
Paul	Blaser	Heather	Morgan
Lettie	Boggs-Cowie	Mary	Morris
Christie	Boron	Angie	Otteson
Ryan	Bultena	Rachel	Pampel
Erin	Burk	Ross	Parker
Kaylan	Cummins	Edward	Peters
Karen	Danko	Rob	Pillar
Matthew	Drake	Brendon	Pollard
Todd	Ferking	Daniel	Reeves
Benjamin	Fields	Sarah	Rich
Michael	Fletcher	Philip	Riedel
Kerrie	Frymire	Eduardo	Sanchez
Troy	Glover	Charles	Saylors
Julia	Hawkinson	Kevin	Schluckebier
Kendall	Jessiman	Mike	Schwindenhammer
Kas	Kinlead	Daniel	Smith
Jennifer	Koepe	Jen	Sohm
Dusty	Lake	Faye	Strong
Mary	Lee	Cameron	Tate
Olivier	Mabiala	Osleide	Walker
Jesse	Miller	Nicholas	Williams
Nandita	Mishra	Adele	Willson
Kari-elin	Mock	Deb	Zabenko

## **SUMMARY - Top 3 Actions**

### **Topic 1: Welcoming and belonging:**

- ❖ Materiality - transforming historical trauma
- ❖ Involving oneself into the community for authentic understanding
- ❖ Addressing learning styles of different students - e.g. different entries for different moods & needs.
- ❖ Remembering we were kids - scale of beds and buildings

### **Topic 2: Integrating health and wellness for all learners**

- ❖ Best practices - identify and share. Funding will follow. Lack of health professionals - feed the pipeline. Share issues
- ❖ Add wellness and advocacy to the master plan
- ❖ Partner with nonprofits. Integrate school and community.

### **Topic 3: Normativity (gender and hetero)**

- ❖ Empower students to educate adults.
- ❖ Be willing to engage in difficult conversations - bring authentic self to the team and community.
- ❖ Be comfortable with the mess and chaos of learning and life - be empathetic - what systems are needed?

### **Topic 4: Climate Justice**

- ❖ Understand existing data - climate, park access, air quality - and how best to present.
- ❖ Advocate for policy changes - permeability, tree canopy, find other advocates.
- ❖ Plan for resiliency - make it a design determinant - fire, flooding, wind - what systems are needed?

### **Topic 5: Students facing housing and food insecurity**

- ❖ Prioritize dignity of spaces for students needing services. Don't hide. Normalize. Make it accessible.
- ❖ Offer and provide whole school services underpinned by community partners who are experts.
- ❖ Community awareness campaigns - spread the word, educate w/ stats. Costs are lower if issues



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Discussion on how welcoming and belonging links to design  
What welcoming and belonging means to them and why is it important

Real | Value | Actionable

Physical Solutions > Every step counts

Process solutions

Supporting students supports families which supports community

Our work has exponential influence

Representation matters

Connect color and environment. Material matters. Design communicates expectation

We age into bias

Immerse yourself in the culture you are designing for -Multiple days, not just a session or two.

Nature | Shelter | Safety < Client justice

Flexibility > change parts of the building every 10-15 years

>Like a book leave some pages open or blank

Comfort > Materials | Furniture | Signage | Sale

Design space that allows people to use all of their senses

Presence of building that shows value of important place

Zoning and accessible space that change throughout the day

Look at what is of importance - prioritizing the community dream - program desires=design

Book: Spring of the south

What is the scale of welcoming? Where does it happen? Who needs to feel welcomed?

Welcome staff | Students | whole community -Beyond just students and staff

Offer the community what they need / what might be missing

How do you take a material that has been associated with trauma and “cleanse” it for the community?

Taking it back for the people

Differentiated entry sequence

Give a personalized procession into the building. Allow students to choose how they want to start their day - a bad entry can ruin the whole day.

High levels of visibility and transparency

## Top Actions

- ❖ Involve yourself into the community in a genuine / authentic way - understand who you are working for
- ❖ Take the power out of the material (baptize material)
- ❖ Address learning styles and the needs of each student
- ❖ Remember that we were children too/ Bring the building to the scale of the body

----- End of Topic 1 -----

## Topic 2: Health & Wellness



### THE STATE OF STUDENT MENTAL HEALTH AND SAFETY

1 in 5 students had a diagnosable emotional, behavioral, or mental health concern, prior to the pandemic

1 in 3 high school students experienced persistent feelings of sadness or hopelessness in 2019 (a 40% increase since 2009).

70% of schools reported an increase in students seeking mental health services at school in the last year.

70% of school shooters showed mental health symptoms

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Integrating health + wellness

Impact policy + funding local +Federal

Partner with non profit organizations + business

Educate community with data/ statistics

Advocacy plan

Issue

Statistics

Solution

Funding

Adding the topic to master plan process

Talk to mental health specialists/best practice

Tell story = gather statistics

Assessment tool for schools for mental health wellness

Learning first alliance tool

Discovery phase tool to start the conversation

## **Top 3 Actions**

Best practices - identify and share. Funding will follow. Lack of health professionals - feed the pipeline. Share issues

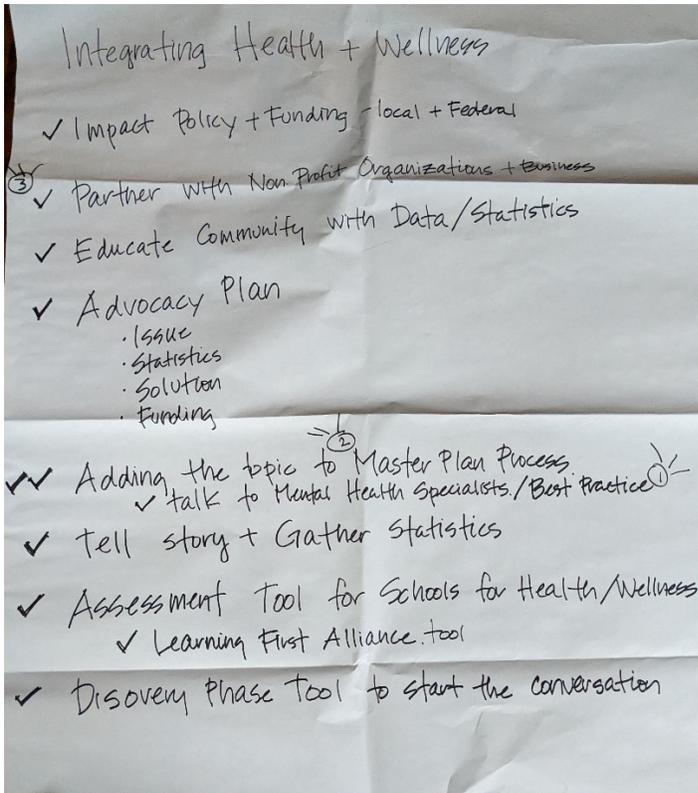
Add wellness and advocacy to the master plan

Partner with nonprofits. Integrate school and community.

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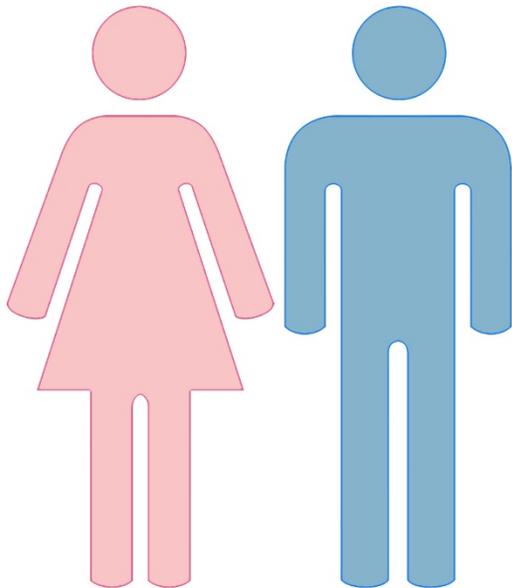
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## Workshop Notes & Images:



----- End of Topic 2 -----

### Topic 3: Normativity



**≡ LGBTQ+ UMBRELLAS ≡**

**BI/MSPEC UMBRELLA**



Bisexual  
Polysexual  
Omniromantic  
Pansexual  
Abrosexual

Bioromantic  
Polyromantic  
Omniromantic  
Panromantic  
Abroromantic

The suffix use of 'sexual', generally implies a person's sexual orientation, and romantic orientation, both align (so there is no need to make a distinction). However, for varioriented people (those whose sexual orientation and romantic orientation don't align — e.g. asexual panromantic), the suffix, 'romantic', can be applied (to any sexual orientation) to specify the distinction.

**TRANS UMBRELLA**



**BINARY**  
Trans men, and trans women

**NON-BINARY**  
Trans non-binary people

**NON-BINARY UMBRELLA**



Non-binary  
Genderfluid  
Genderqueer  
Bigender  
Tigender  
Pangender

Demiboy  
Demigirl  
Demigender

Neutrois  
Agender  
Two-Spirit  
Genderflux  
Androgyne

(And many more)

**ACE SPECTRUM (ASEXUAL UMBRELLA)**



Asexual  
Aceflux

Greysexual  
Demisexual

(Many more identities can fall under the greysexual umbrella)

**ARO SPECTRUM (AROMANTIC UMBRELLA)**



Aromantic  
Aroflux

Greyromantic  
Demioromantic

(Many more identities can fall under the greyromantic umbrella)

These are not the only umbrellas to help explain LGBTQ+ identities. Often, an identity/label under an umbrella, can itself be an umbrella, and so on. These are a few useful umbrellas to learn initially.

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Color (pink/blue)

Clothing - uniforms pants/skirts

Characters in signage

Exclusion

Dress codes

“Proper attire” - what makes folks comfortable to learn

Hair styles

Cultural expressions

-do we force people to dress a certain way to avoid persecution, devaluation

Authentic sense of self

Code switching between home & school

Extreme pressure to conform

-are we perpetuating in school materials

Spectrums in natural world but binaries in human world

Bathroom shifting

How do we get school leaders to unpack their biases?

Inclusive restrooms - leaders don't want “the calls”



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Inertia - how & who are we to push back on this cultural inertia?

We focus on kids but we also need to think about adult models and whether that is open as well.

Multiple levels of bias

Kids adapt - parents/adults don't

Safe for everyone

Demographic changes

Magic bullet solution? Is that normativity?

## **Menu of opinions**

Generational differences - empower kids to decide what works

Rebellion of kids against adults normativity

Kids have unprecedented glimpse into what's out there in the world

Negative messaging sticks more than positive

School food - bland "white people" food

How to incorporate new varied food without "theming it"

## **Top 3 Actions**

Empower students

- ❖ Opportunities to educate adults
- ❖ Ex students establish acceptable dress code
- ❖ Include kids in design process
- ❖ Voice & choice

Be willing to engage in conversations

- ❖ Regardless of politics
- ❖ Bring full & authentic self

Embrace the messy & chaotic

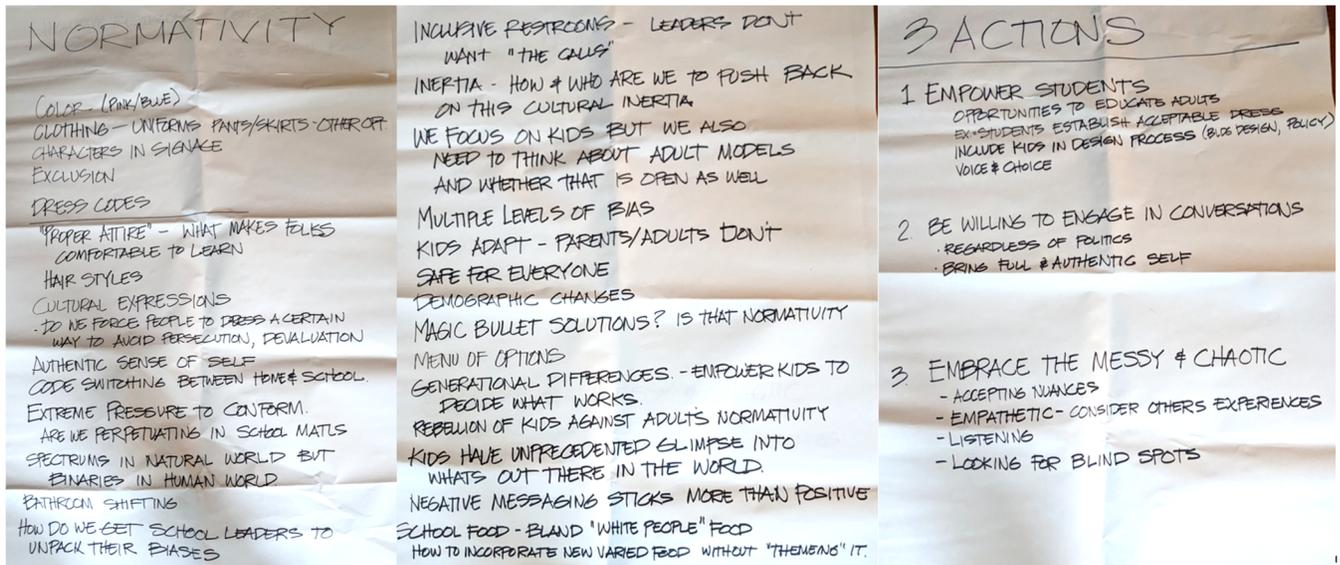
Accepting nuances

Empathetic - consider other experiences

Listening

Looking for blind spots

**Workshop Notes & Images:**



----- End of Topic 3 -----

## Topic 4: Climate Justice



Equality issues  
Access to water (fire/potable)  
Fire management  
Resiliency for communities  
Emergency support  
Need money for emergency shelter  
Planning for resiliency  
“Costs a lot to be poor”  
100 year floods are increasing

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School bear the cost of remediation  
Air quality / heat index  
Shade equity  
Climate weather  
Too much water too fast  
Stormwater quantity over quality  
Adjacent development removal or green trees  
Climate impact in surrounding communities

# **policy changes** provide (20% shade) (30% green)  
# **need assessments** tree canopy survey

Get familiar with data  
Tree replacement community condition  
Public health data  
Measurement tools  
Walking distance, walkability assessment, sidewalks  
Equity issues  
Water potable access

## Top 3 Actions

### Understand the existing data

- ❖ Shade canopy
- ❖ Temp data/current/projected
- ❖ Air quality/effects
- ❖ Park access (walkability)
- ❖ Water quality (flooding)
- ❖ Transportation

### Advocate for policy change

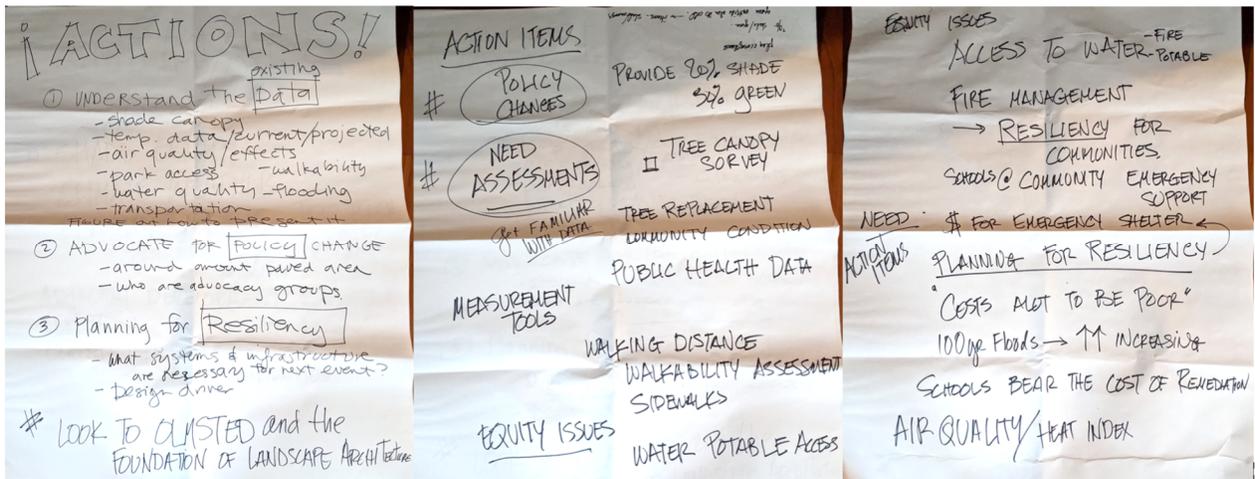
Around amount paved area  
Who are advocacy groups

### Planning for resiliency

What systems infrastructure are necessary for the event?  
Design driven

LOOK TO OLMSTED and the foundation of landscape architecture

**Workshop Notes & Images:**



----- End of Topic 4 -----

## Topic 5: Housing & food insecurity



### Students facing housing and food insecurity

1. Dignity in space design
2. Whole child services  
Underpinned by community/industry partnerships
3. Community awareness campaigns (needs + outcomes)

Schools w/ affordable housing + grocery stores (combating food deserts)

\*Internet insecurity - community + industry partners

School gardens

Awareness

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Food outside the school day

Outcomes (understanding the real needs)

Meals before meetings

“The downside kids are going to eat”

## Dignity

Circulation operations (Free 7 lunch for all + breakfast!)

## Barriers

Removing barriers (Language services - No ICE!)

-Clothing drives

Food pantries

Showers > Proactive spaces > “if you build it they will come”

Laundries

Kitchenettes

Cafeterias

De-stigmatized entry + pick up

School store FREE or REDUCED

After hour access

Food services	Community officer	Maker space
Laundry + Clothes	“Where you want to be” Main Gathering	Labs
Pantry/Grocery store		Auditorium
		Gym

Community Partnerships (Housing)

**Workshop Notes & Images:**



----- End of Topic 5 -----

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