



**DLR Group inc.**  
a Washington corporation

51 University Street, Suite 600  
Seattle, WA 98101

## **MEETING MINUTES**

John Rogers Elementary School

School Design Advisory Team Meeting 05 (SDAT 05)

February 15<sup>th</sup> 2022 (Zoom Meeting)

### **Attendees**

#### SDAT

Daisha Ganaway, Teacher  
Tina-Marie Tudor, Teacher  
Jennifer Mackler, Teacher  
April Boyce, Teacher, Special  
Education  
Mahlon Landis, Librarian  
Tim Jarsky, Parent  
Kristina Bartleson, Parent  
Veronica Ainsa, Parent  
Lacy Muhich, Parent  
Jason Jones, Neighbor  
Ned Gignoux, Neighbor  
Walt Bubelis, Neighbor  
Teroshua Thomas, Neighbor  
Lexi Thomas, Teacher and  
Neighbor

#### SPS

Amanda Fulford  
Vince Gonzales  
Brent Ostbye

#### DLR Group

Ariel Mieling  
Shannon Payton  
Shanna Crutchfield (Vanir)  
Mike Janes  
Liz Szatko Perez  
Todd Ferking

## **Land Acknowledgement**

*We would like to show our respect and acknowledge the Puget Sound Coast Salish peoples, past and present, on whose lands we gather today. The Suquamish Tribe and Muckleshoot Indian Tribe are the federally recognized Indian tribes of greater Seattle, under the treaties of Point Elliott and Medicine Creek.*

## **Equity Moment**

“Inclusion is a mindset. It is a way of thinking. It is not a program that we run or a classroom in our school or a favor we do for someone. Inclusion is who we are. It is who we must strive to be.”

## Community Engagement

- Learning Continuum Teacher Survey:
  - SDAT 01 FTP
- Community and Parent Surveys:
  - Ongoing
- Student Surveys
- Community Listening Sessions:
  - January 26th (Arabic Translator) – Virtual
  - February 2nd (Spanish Translator) - Virtual
- Community Update Sessions:
  - March 9th (Arabic Translator)
  - March 16th (Spanish Translator)
- Hands on Student Engagement Activity:
  - At School (COVID Dependent)
  - End of April

Share out from Community Engagement Feedback.

**What works well in the Current School?**

- Large Lunchroom Windows
- Kindergarten students having dedicated spaces and connecting to outdoors
- Small Community Feel, feels 'lived in'

**What are your hopes for the Current School?**

- Library + Gym access for community after hours
- Garden Space for Students or Community Engagement Programming
- A welcoming site and environment
- Mere Spaces to easily Share student work
- Spaces for Spontaneous interaction of teachers and students
- Retaining the Nature of the Site
- Connection to Outdoors for all students
- Environmental Education Tied to Thornton Creek

**What is not working or missing from the Current School?**

- Pick up and drop off is congested
- Missing spaces for Parents to Connect with one another
- Lacking Staff Lounge
- Not enough room for teaching, having to use the hallway
- Swampy Lower Fields
- Difficult to get to, approach to school is not attractive
- Walking on Hill to 110<sup>th</sup> is not safe, walking on non-sidewalk streets not safe

**Collage of photos with descriptive text:**

- 'cozy, nook, discovery'
- 'Bright and open, natural light'
- 'Bringing outside indoors'



## Tour Share Out

We visited four SPS schools last SDAT; Wing Luke, Hazel Wolf, Genesee Hill, and Olympic Hills. The group shared some of their thoughts and images. DLR Group shared some collective thoughts that came out of the tour booklet assignments that the SDAT group wrote in throughout the tour day.

- **Lacy:**
  - I loved the library at Wing Luke with all the natural light, big windows, epic views and small spaces for kids to crawl into and enjoy.
  - I loved the entrance at Genesee Hill that felt warm and inviting. Also their music room and preschool space were spacious and looked like fun places to explore.
  - I really enjoyed the number of doors and ways to get outside at Olympic Hills and their wild landscaping of ferns.
  - I liked how the teachers were considered at Genesee Hills with teacher prep rooms for each grade with printers, supplies, close staff bathroom and other things they would need.
  - I like how Hazel Wolf was connected to nature with their themes. The playground and outside space seemed fun and natural with log benches, boulders at the entrance, and green wall.
- **Kristina:**
  - Loved the walls at Genesee Hill.
  - “Bumpers” on the bottom (texture would be cool!!!) and bulletin board possible in the top. I like how nice the top half looks when there isn’t anything posted - unlike an empty (or not full) standard looking bulletin board.
  - I noticed a lot of edge- seating - some of which was obviously meant for seating (outside library at Hazel Wolf) and some that was masquerading as walls/borders (Wing Luke outdoors). I was surprised how little I saw INDOORS - even when there was obvious places for it. There were some benches in gallery hall at Olympic Hills.
  - Part of me wonders if that’s because kids might use it inappropriately and walk on it?
- **Ned:**
  1. Substantial covered outdoor play areas like the one at Hazel Wolf
  2. Large lunch room sinks (I think this was Genesee Hill)
  3. open, the inviting entryway that allows for the academic side of building to be closed off for community use on evenings/weekends
  4. Vestibule entryway into front office for security
- **Walt:**
  - Except for a few mature trees, the landscapes are basically new plantings. The plants are of a limited palette with mass plantings of each species, mostly low growing at that.
  - On the weekends I visited, there were only a couple of people with their children at each site.

- As outlined in Attachments A and B, community involvement is to be encouraged both indoors and outdoors. Another goal is to involve students in the green world.
- By comparison with the other schools, our east and north borders as is have a healthy green belt. As stated, cleaning it up with careful renovation would preserve this bounty. Future paths and/or signage of what is already here and what can be added would encourage future visits/tours by parents and community alike.
- **Tina:**
  - The colored windows magic in Olympic Hills
  - The spaciousness and elegance of the entry of Genesee Hills
  - The whimsy and scale of the Dragon at Wing Luke

## Site Analysis Share

The DLR Group Team shared site analysis at a regional, neighborhood, and site level including information on how the site is accessed, the larger networks we are a part of, and the constraints that will help to determine the location of the new building elements on site.

- **Regional**
  - Bodies of Water
  - Thornton Creek Watershed
  - Student Catchment Area
- **Neighborhood**
  - Walking
  - Fields, Parks, and Play(Amenities + Schools)
  - Transit
- **Site**
  - Steep Streets
  - Sidewalk conditions
  - Riparian Corridor Setbacks
  - Liquefaction Zone
  - Steep Slopes + Setbacks
  - Sewer Easements
  - Solar
  - Best Buildable Area outside of liquefaction
  - Best Buildable Area including liquefaction

## Vision Recap

In order to continue to frame our conversations around the Vision that was established, the values were brought up again to keep in mind during our discussions.

### A Thriving Culture of Otter Excellence

- Connection to the Natural World
  - Positively Contribute Resources and Promote Biodiversity
  - Enhance Outdoor Learning and Experiences

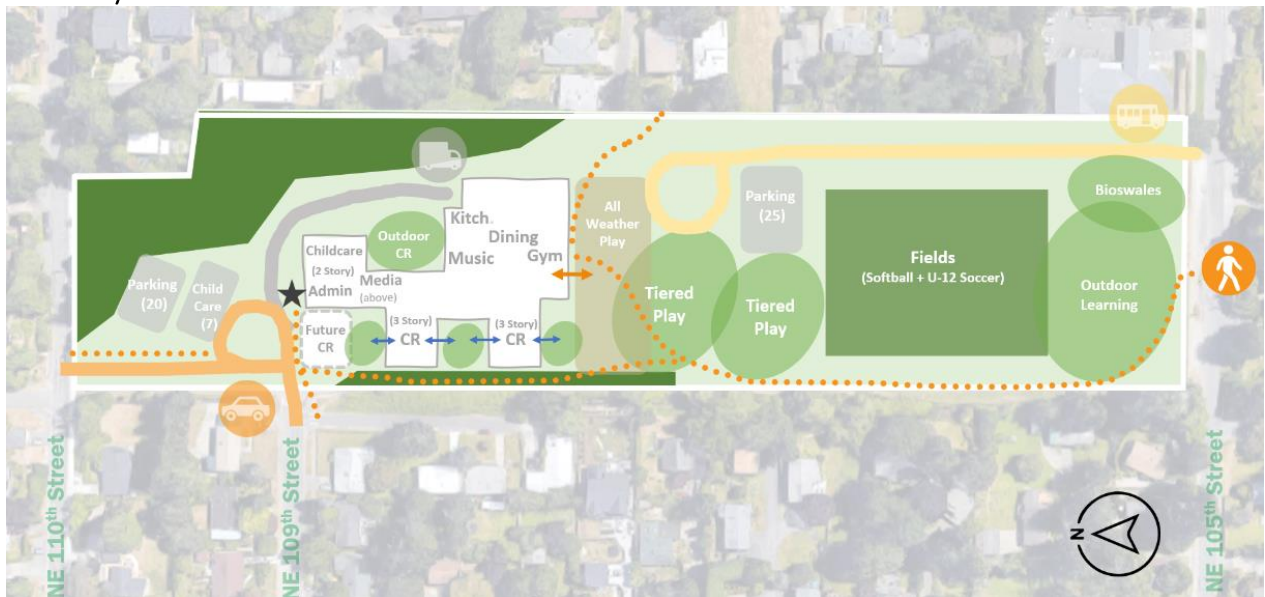
- Collective Impact
  - Transparent Processes around Decision Making
  - Behavioral Awareness - Students and Staff
- Joy of Learning
  - Spaces for Play, Imagination, and Creativity
  - Student Work Celebrated and Shared
- Health + Wellbeing
  - Community Health and Awareness
  - Comfort and Wellbeing
- Equitable Ownership of Place
  - Equity and Diversity
  - Neighborhood Partnerships and Engagement

## Schemes

As we look towards the 3 schemes that are shared, we are NOT selecting a scheme. We are talking about positive's and negatives of aspects of each scheme. See attached images below of scheme options that showcase the variety of site access and building program location options that the SDAT group discussed.

### Scheme A:

- Tiered Play



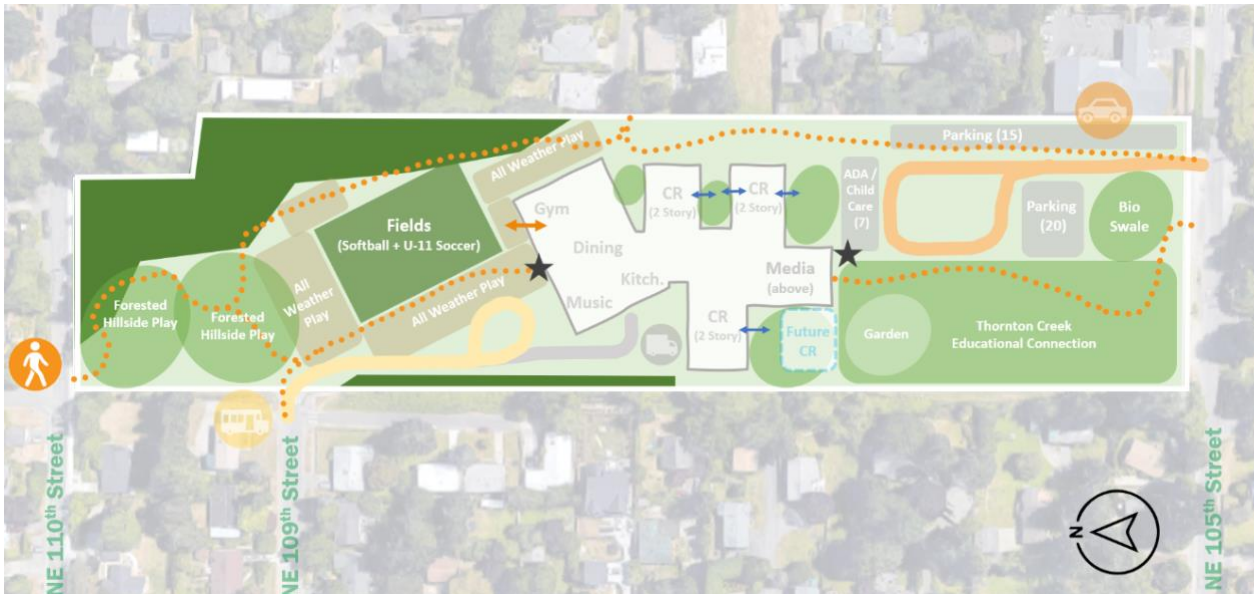
### Scheme B:

- Equitable Front Door



- Like this one for its namesake, a shared one point of entry
- Fields to the south replicates the existing format
- Getting the students out to the play areas in the north is a plus
- Building doesn't feel 'bunched up'
- Allows freer access around with pathways
- Would there be a challenge for supervision with the play areas split
- Nice that all community spaces are on the ground level for easy access
- Concern with the outdoor play and lack of daylighting connection
  - students need vitamin D3

**Scheme C:  
Cascade**



- Most connected with nature
- Won't be so tall (2 stories)
- Least Intrusive
- Fun Green spaces and playing on the hillside
- Like that it cascades
- Like that academic are cradled in between admin and specials spaces
- Didn't like that music is tucked away from everyone else, want more connection
- Nice that the school is in the middle of the property
- Seems more communal
- Like the sun in the outdoor play spaces
- Like how the wings come together between a shared space

#### General Preferences:

- Buses to the North preferred over cars there
- One concern is the turn from 39th to 109th for the busses to make, currently a pretty tight turn
  - Counter to this is that it would be six busses versus dozens and dozens of cars, with mixed modes of transportation seems safer with busses
  - Busses are 'safer' to be around
- 'Bummer' to have fields disconnected from gym but not a deal breaker
  - Fields would be used more by the students if it was usable and not swampy
  - Would be used more if we had connection with play as well
  - People use on weekends, how are cars going to get there and how it will be found
  - Fields are being advocated for on school sites, there is also a joint use with Seattle Parks and Rec for the current field
    - Currently see many different uses for the fields on the weekends by community members and Nathan Hale
    - Constantly being used
  - Would be used more if if drained properly, currently a 'last choice field'
- Need a stronger delineation of bicycle paths
  - Come from north and south and access the school would be an improvement
- Natural Play at Thornton Creek or the Northeast Corner
  - Currently a lot of water and vegetation on the Northeast side and can see a connection between this water that runs off and through the play
  - Storm water runoff as part of education
  - Would be a lot of engineering to create a strong real connection to Thornton Creek
  - There is some considerable distance between Thornton Creek and any portion of the building in any of the schemes
- Media Center
  - Wayfinding can be tricky and it needs to be easily found
  - Welcoming families to use these spaces, easily found
  - Could a second floor connection with a visible view of the media center help to ease people into finding the space
- Highly visible elevator for equal access for all

Guiding Principle Reviewed for the group to think about with the schemes in mind

- Daylight in the outdoors in the Cascade Scheme
  - More opportunity to connect and benefit from the sun

## Ed Spec Discussion

## Deviations from the Ed Spec

- Interest in a Family Resource Space
  - Flex Room at the front door
  - 2/3 of a regular classroom
- Health Clinic potentially brought into school
  - For families and students
- Allocation of Special Education Spaces
  - Some interests in how these spaces are distributed around the school
- Commons will be made for 650 students
  - Adding that space now versus in the future

## Comments:

- Would be surprised if John Rogers has a community clinic that provides support for anyone who is not a student. There are other resources that are closer to communities and people who may need access already in the community. However if it were serving students there might be a benefit to that.
- Wondering if there is rough elevation drawings of the schemes to share with the group.
- Special Ed spaces will be really great. Dedicated spaces throughout.
  - Seen as different when pulled away. Somehow these can be integrated and still feel a part of the community. Don't feel separated.