



Community Update Meeting

John Rogers Replacement Project Presentation: June 1, 2022

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This presentation describes the planning process and schematic designs for the John Rogers Elementary School replacement project.

Meeting agenda:

- Project overview
- Community engagement
- Project vision
- Site analysis
- Design Concept
- Schematic Design Progression

Community Update Meeting

John Rogers Elementary School
Seattle Public Schools

June 1, 2022



Land Acknowledgment

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.

Thank you for joining us!



District Leadership Team

Richard Best
Director of Capital
Projects and Planning
Seattle Public Schools

Capital Projects



Vince Gonzales
Senior Project Manager
Capital Projects
Seattle Public Schools



Amanda Fulford
Project Manager
Capital Projects
Seattle Public Schools



Deborah Northern
Manager, Equity and
Engagement
Seattle Public Schools

John Rogers ES



Brent Ostbye
Principal
John Rogers Elementary School

Your Design Team



Todd Ferking

National K-12 Design Leader



Shannon Payton

Project Design Leader



Marilyn Denison

Educational Learning
Designer



Ariel Mieling

Project Manager



Shanna Crutchfield

Community Outreach
Equity Advisor
Vanir Construction



Lisa Johnson

Principal-in-Charge



Mike Janes

Project Architect



Liz Szatko Perez

Project Designer



Penny Cole

High Performance Design

Contractor Partner



Tim Casad
VP of Preconstruction / Chief Estimator
Lydig Construction



Cody Scott
Project Manager
Lydig Construction



Heidi Buchberger
Senior Project Engineer
Lydig Construction



Eric Holmstrom
Superintendent
Lydig Construction



Jeremiah Gilliam
Senior Estimator
Lydig Construction



Craig Greene
VP of Operations
Lydig Construction

Project Basics

BEX V: New Replacement School Building

500 Student School with the Capacity to expand to 650

Net Zero Energy

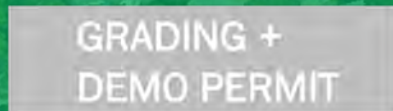
Approximately 88,000SF total building area

Current Building size: 40,000 SF

Agenda

Project Overview
Community Engagement
Project Vision
Site Analysis
Design Concept | Meander
Schematic Design Progression

Project Schedule



Student and Community Workforce Agreement (SCWA)

Student & Community Workforce Agreement (SCWA)

Labor agreement between SPS and local unions

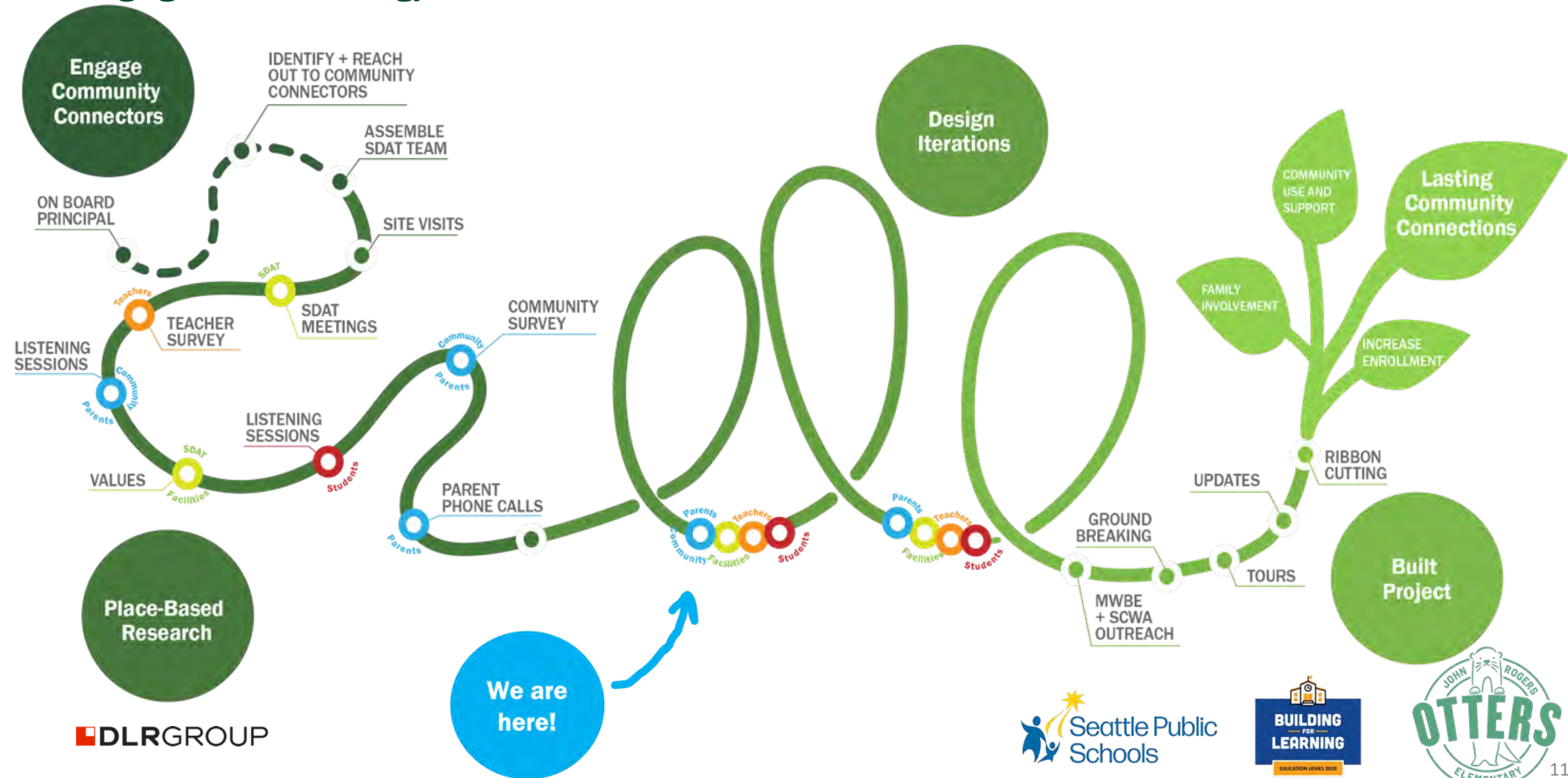
Goals:

- Broaden representation in workforce
- Provide high wage career paths to SPS students and community

Prioritizes hiring based on SPS' top priority demographics (see below)

- Former SPS students
- Wage earners for current SPS students
- Those in economically distressed SPS zip codes
- Women
- People of Color

Engagement Strategy



What is missing from the current school that **would better support** your child and family?

Opportunities to use the site after hours

Drop-off and Pick-up that help parents feel part of the school

Creative environmental learning

Connections across the site

Family focused spaces

Ability to support students of all needs

Space for spontaneous community connection

Walkability

What would make a school **welcoming** to you?



**'cozy,
nook,
discovery'**



**'bright
and open,
natural
light'**



**'Bringing
outside
indoors'**



Kid's Choices



'colorful'



'Nature'



John Rogers Elementary School Replacement **School Design Advisory Team (SDAT)**

The Project Team engaged with a team of teachers, parents and neighbors through a series of seven workshops, over the course of four months, in developing the project's goals, vision and preliminary building and site adjacencies. The following individuals participated in the John Rogers Elementary School Replacement SDAT :

Brent Ostbye, Principal

April Boyce, Teacher

Kristina Bartleson, Neighbor

Amanda Fulford, SPS

Lexi Thomas, Teacher

Veronica Ainsa, Teacher

Daisha Ganaway, Teacher

Mahlon Landis, Librarian

Lacy Muhich, Parent

Tina-Marie Tudor, Neighbor

Tim Jarsky, Parent

Jason Jones, Parent

Jennifer Mackler, Teacher

Walt Bubelis, Neighbor

Terousha Thomas, Neighbor

Ned Gignoux, Parent

Project Vision

A Thriving Culture of Otter Excellence



A Thriving Culture of Otter Excellence

The John Rogers Elementary School Community will foster an ecosystem of success, positioning all students, staff, and community members for growth and understanding. Focus will be placed on the development of the whole student and creating spaces for high achieving students and staff through: Connection to the Natural World; Recognizing our Collective Impact; Nurturing Health and Well-being; Understanding Equitable Ownership of Place; and always highlighting the Joy of Learning.



*Connection to the
Natural World*



Collective Impact



*Health +
Well-being*



*Equitable Ownership
of Place*



Joy Of Learning

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 + Well-being

Community Health and Awareness

Comfort and Well-being



Equitable Ownership of Place

Equity and Diversity

Neighborhood Partnerships and Engagement



110th Street

109th Street

39th Ave



105th Street

47th Pl

Regional Context

Thornton Creek Watershed



-  Student Catchment Area
-  Thornton Creek Watershed Extents
-  Project Site

Neighborhood Context

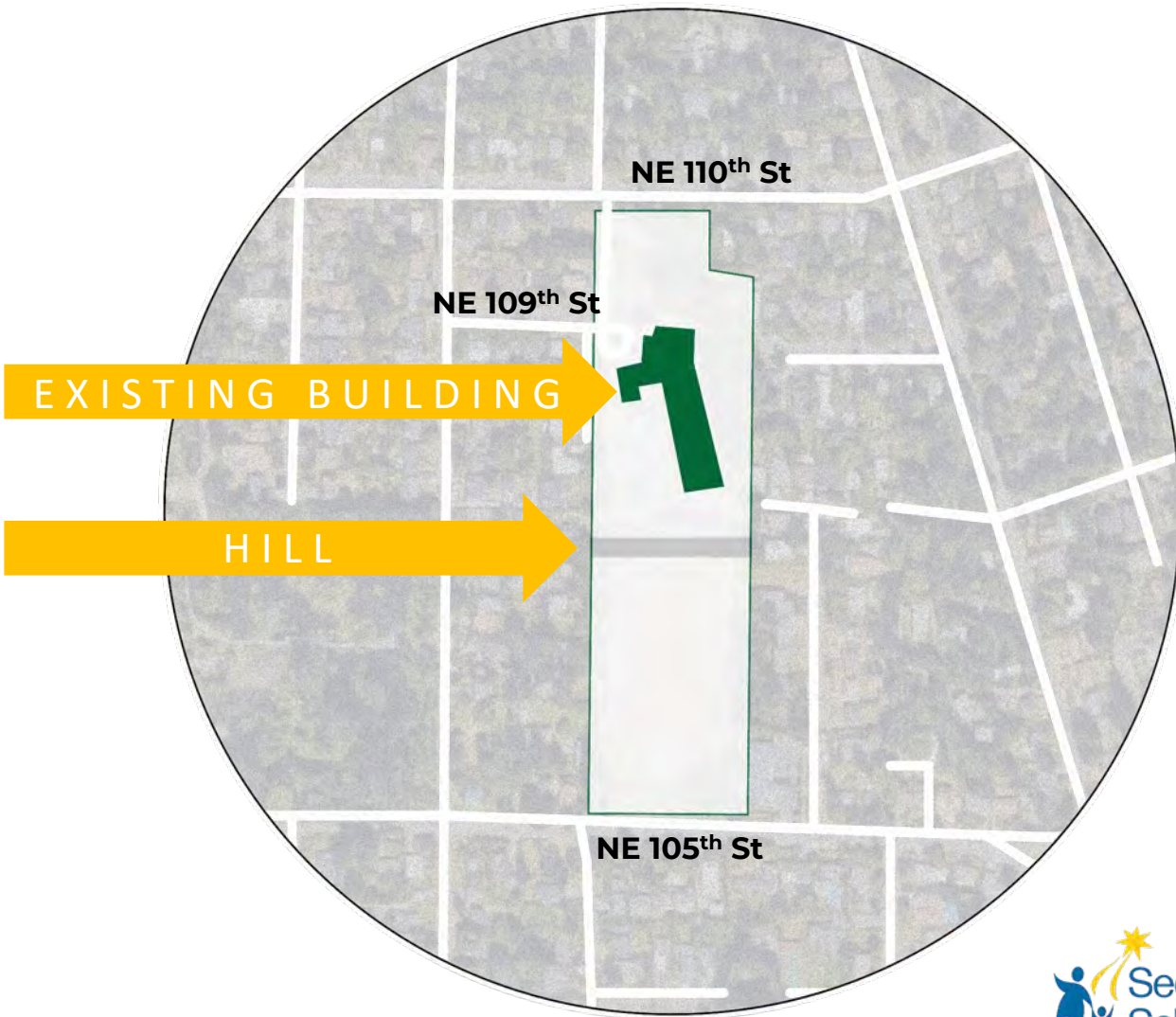
[Within 15-minute walk]



Neighborhood Fields, Parks + Play







Site Context




Existing Building
(for reference)

Road Slopes

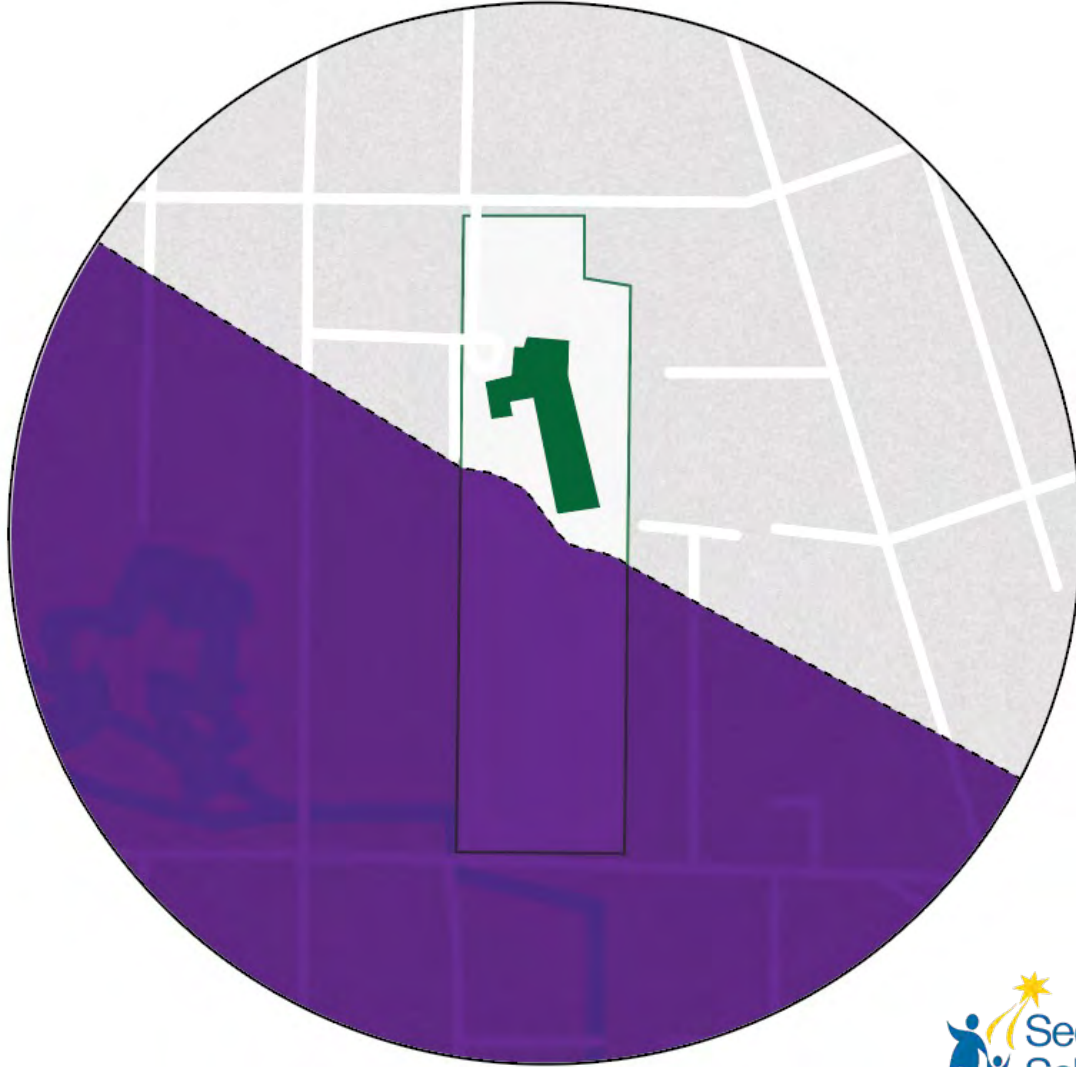


-  Slope > 9%
-  Slope 6%-8%
-  Slope 3%-5%
-  Slope 0%-2%

 Existing Building
(for reference)

Soil Mitigation Area

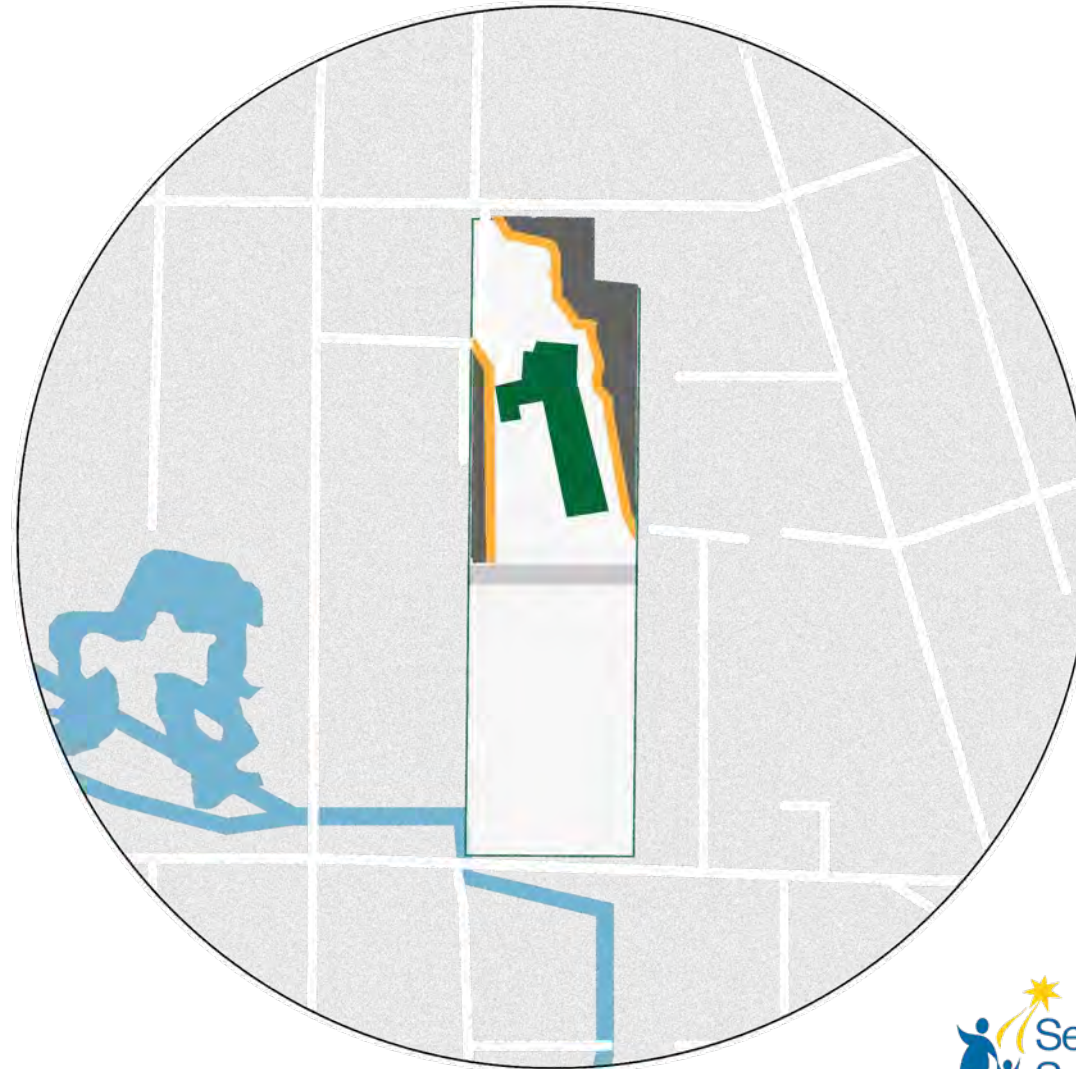
[Liquefaction]



■ Liquefaction Extents

■ Existing Building
(for reference)

Building Site Steep Slopes

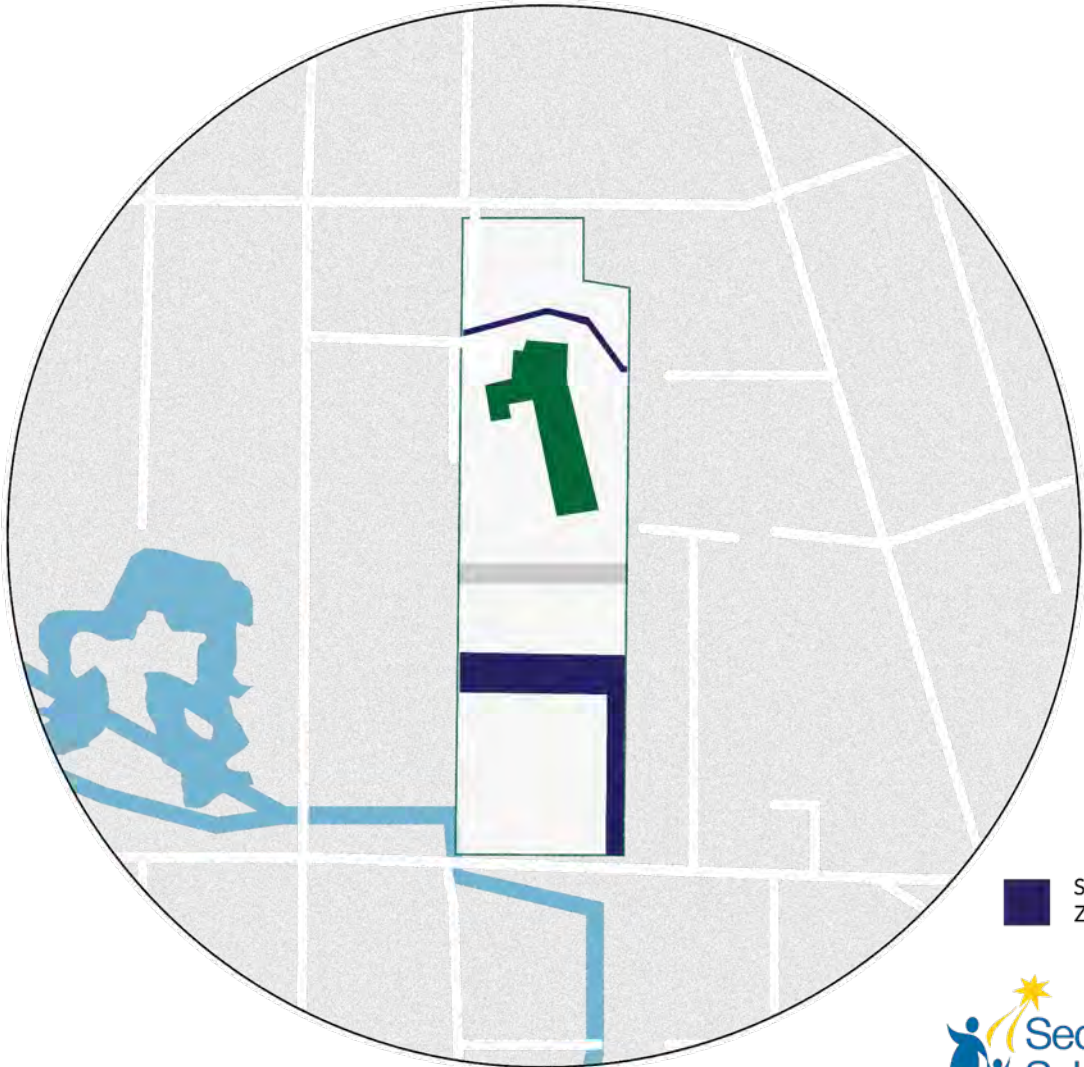


Steep Slopes > 40%

20' Setback

Existing Building
(for reference)

Sewer Easements

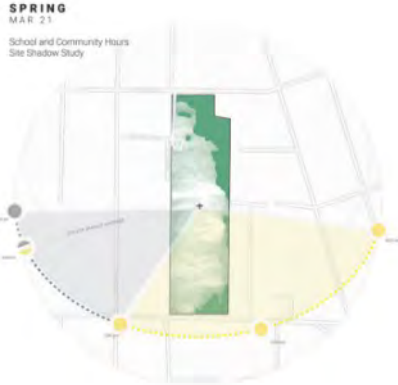
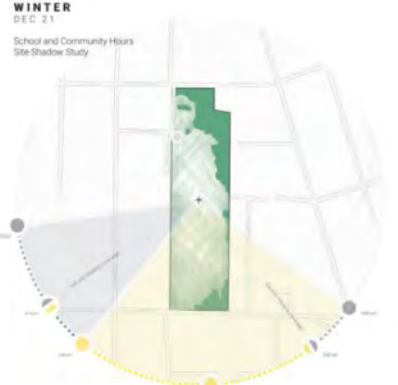
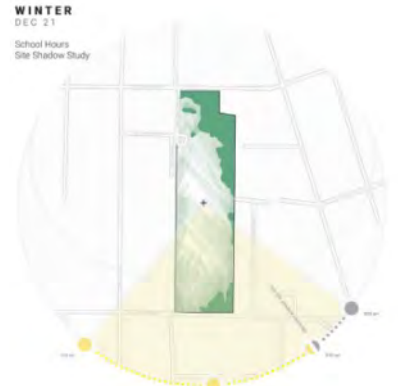


■ Sewer Easement Extents

■ Existing Building
(for reference)

■ Sewer Easement
Zones

Shading Studies

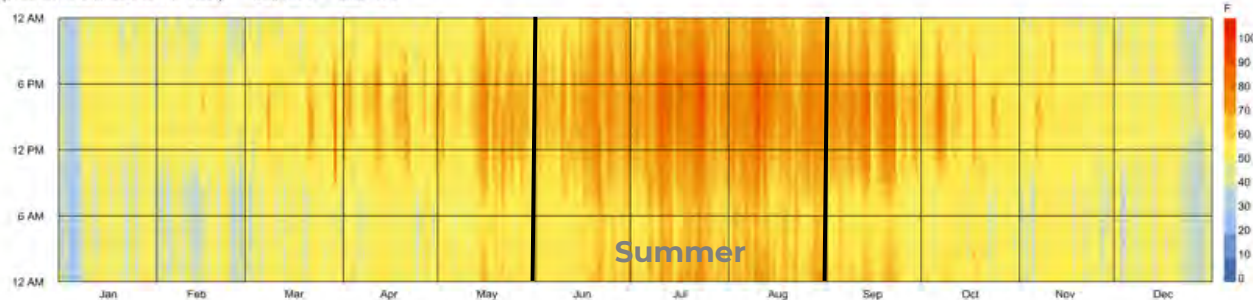


Weather

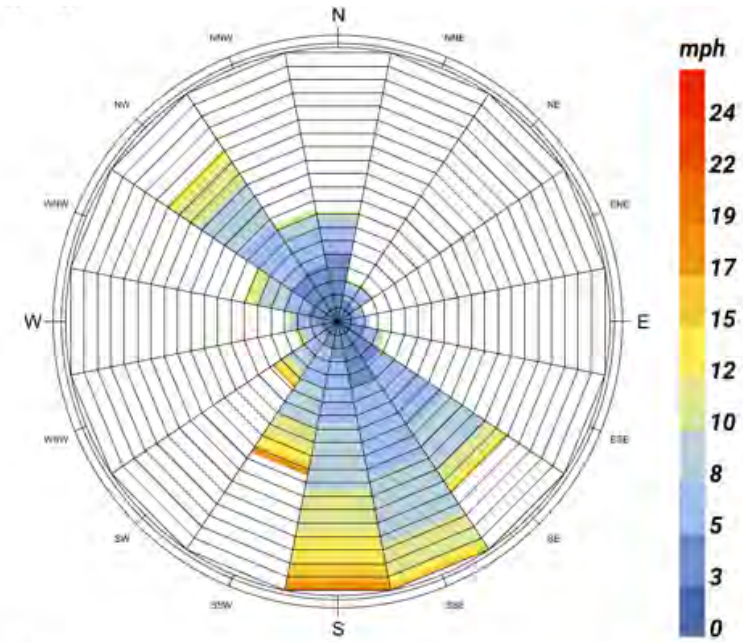
TEMPERATURE (F)



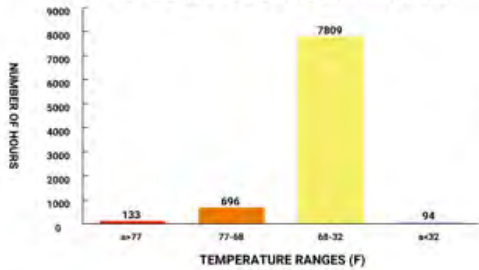
ANNUAL CHART (8760 OR EVERYHOUR OF THE YEAR) Max | 90 F Min | 19 F



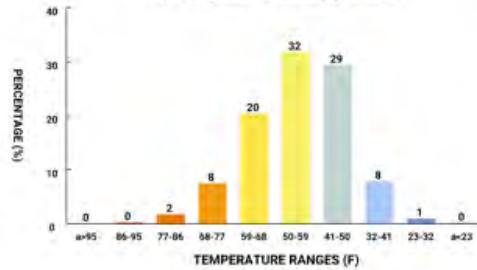
WIND



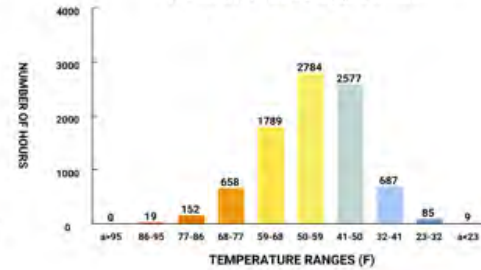
NUMBER OF HOURS GREATER/LESS THAN NOTED



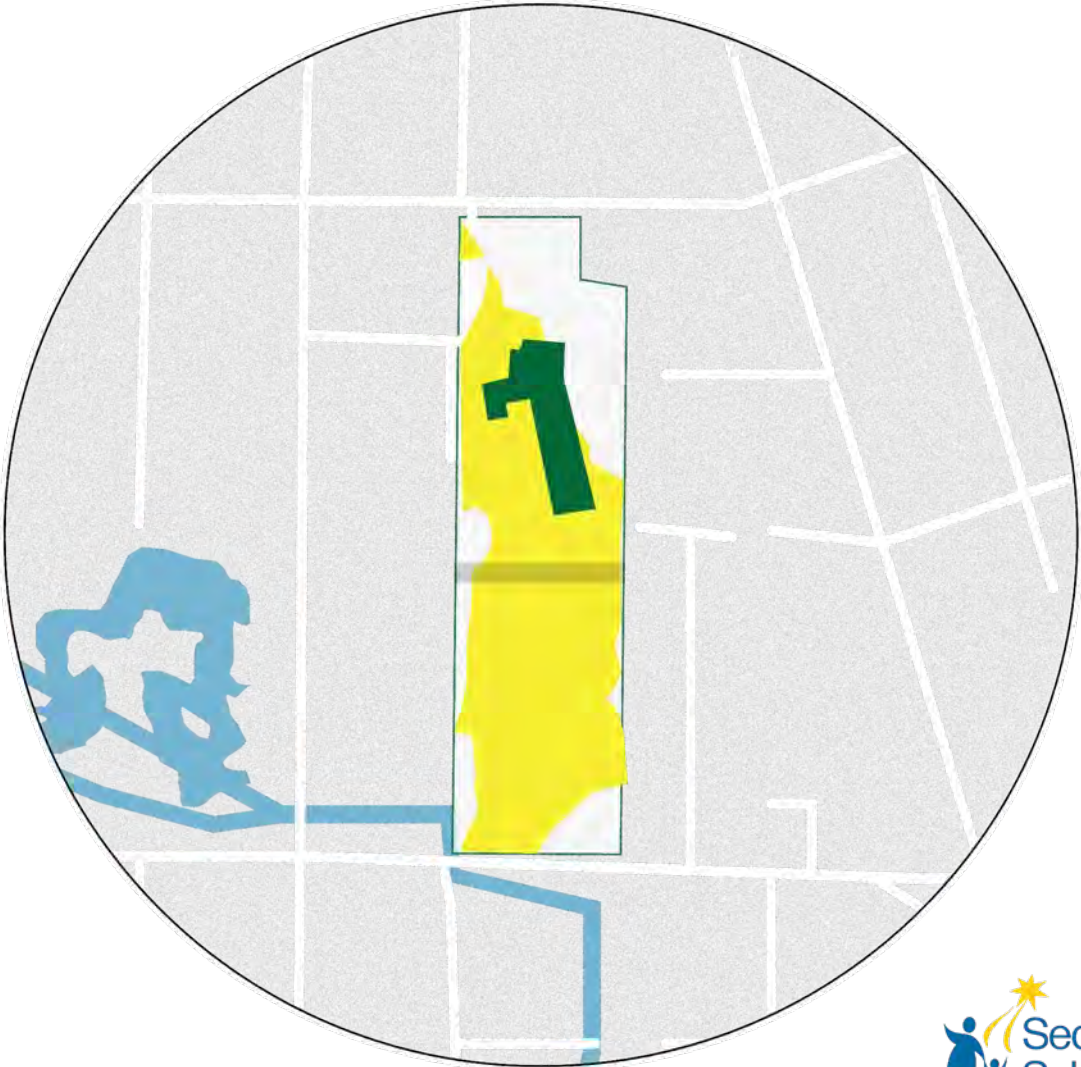
TEMPERATURE RANGES (% OF TIME)



TEMPERATURE RANGES (# OF HOURS)

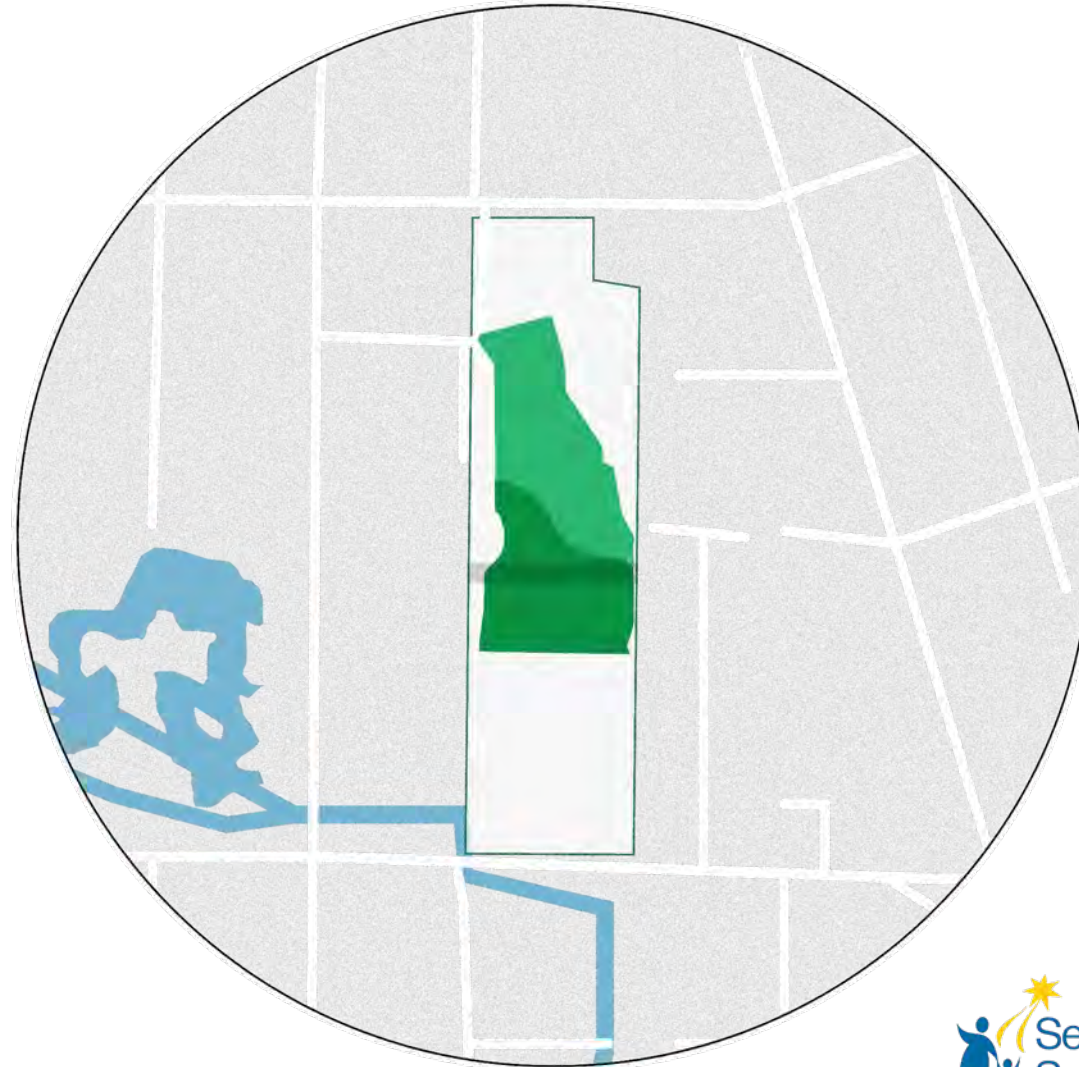


Solar Potential




Areas of Highest Solar + Daylight Potential

Buildable Area



 Solar Area +
Non-Liquefaction
Building Area
[roughly 78,000 sf]

 Solar Area + Additional
Building Area
[roughly an additional 71,000 sf
within liquefaction]

Schematic Design

Site Plan
Building Floor Plans
Learning Pods
Renderings
Elevations

Meander Design Concept

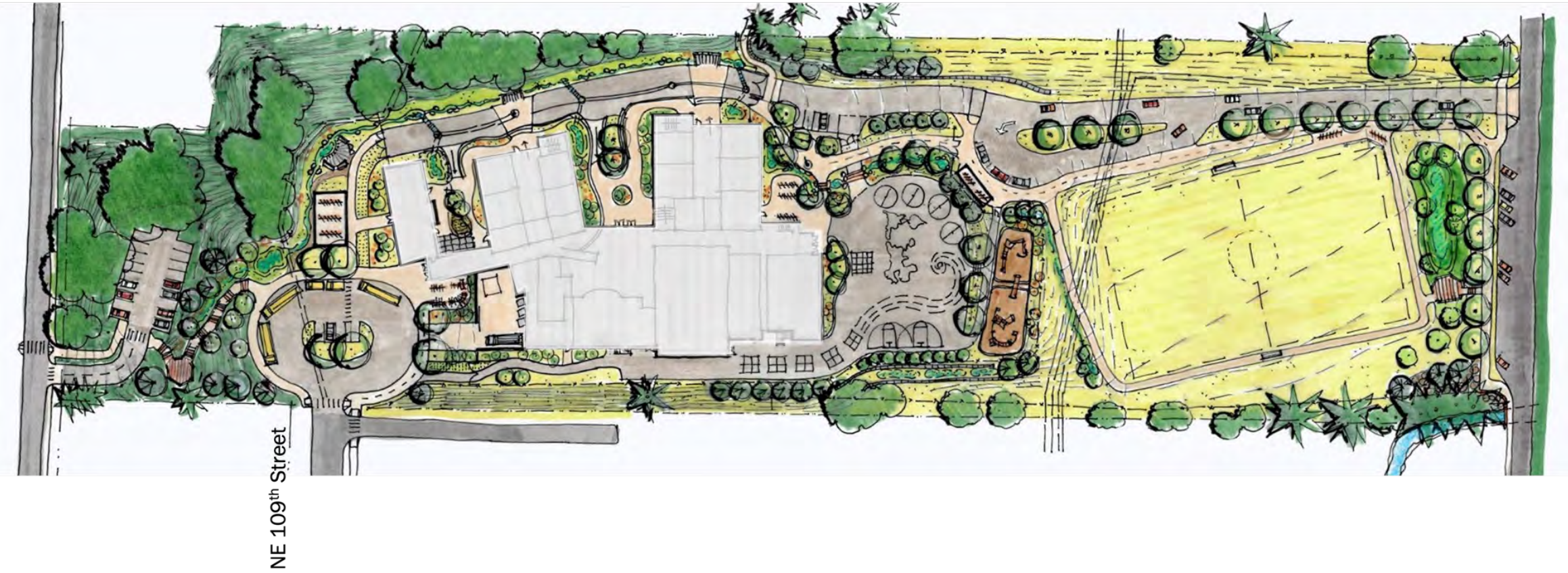


Meaningful traces of what has come before, and the ability to forge new paths ahead together

Interior Design Concept





Proposed Site Plan

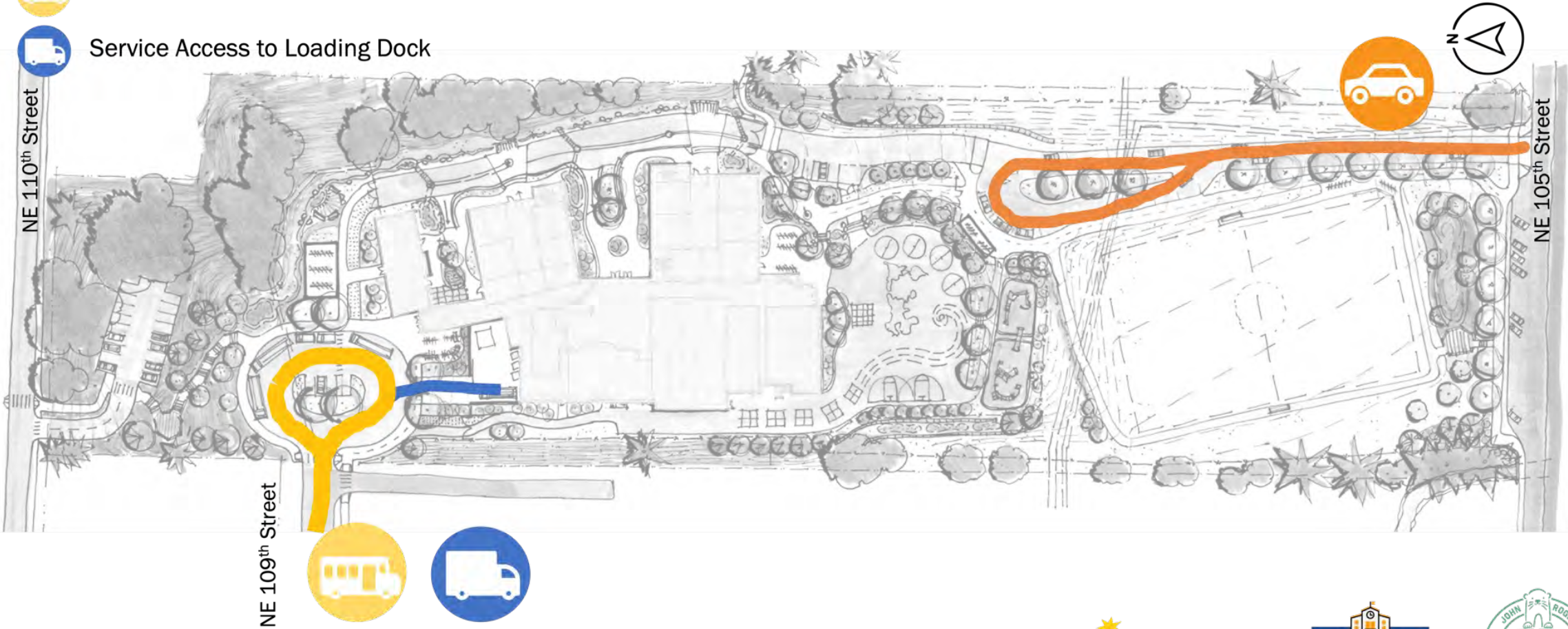


Proposed Site Plan | Vehicular Access

 Parent Drop off Loop from 105th Street

 Bus Drop off Loop from 110th Street

 Service Access to Loading Dock



Proposed Site Plan | Pedestrian and Cyclist Access

● ● ● Pedestrian Site Access via Stairs

● ● ● Pedestrian ADA Accessible Pathways

■ Widened Multi-Use Path (10'-12' Wide; for pedestrians and bikes)



Proposed Site Plan | Secure Areas



Secure areas during school hours



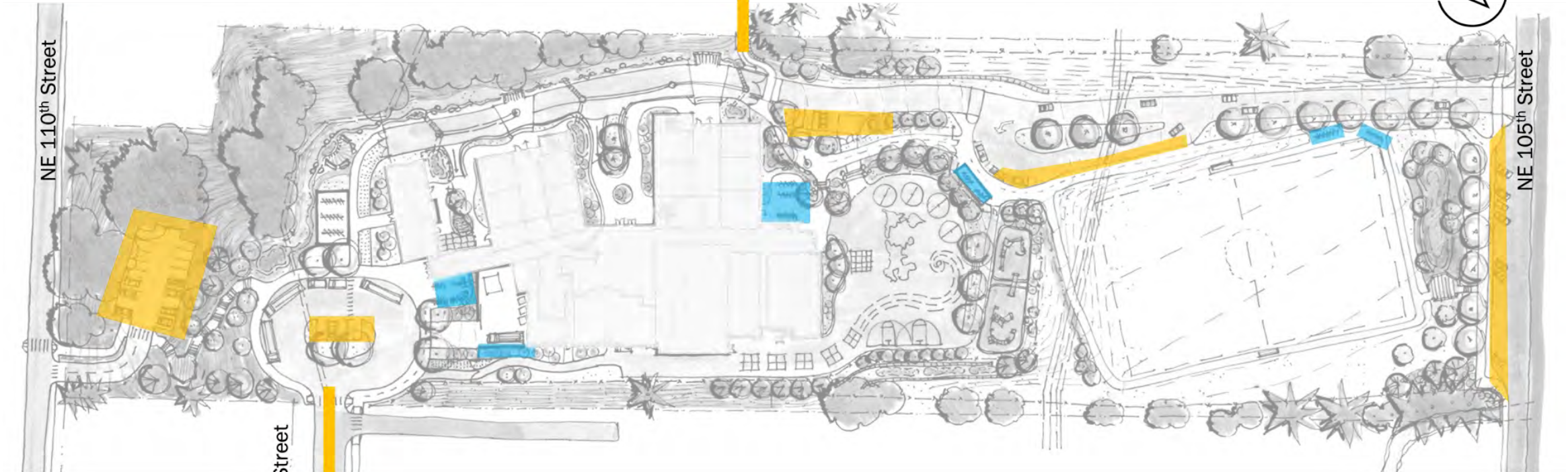
Proposed Site Plan | Parking

 Vehicular Parking Areas

 Bike Parking Areas


Parking Options in Neighborhoods beyond


Neighborhood Parking Options

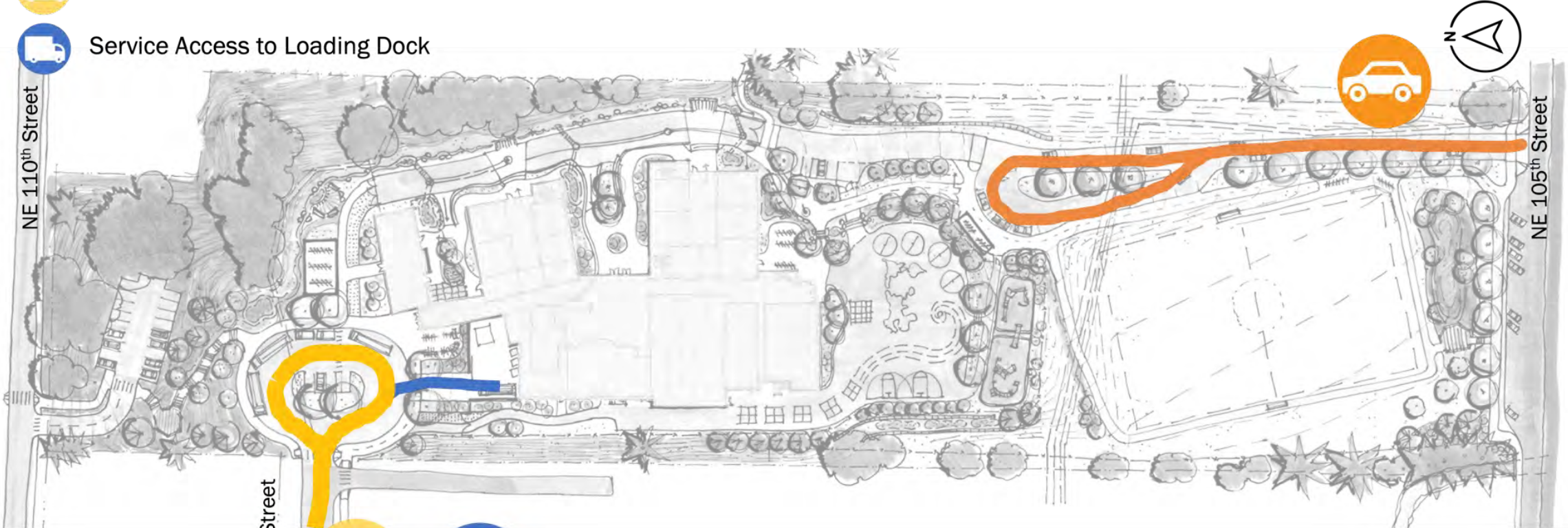


Proposed Site Plan | Vehicular Access

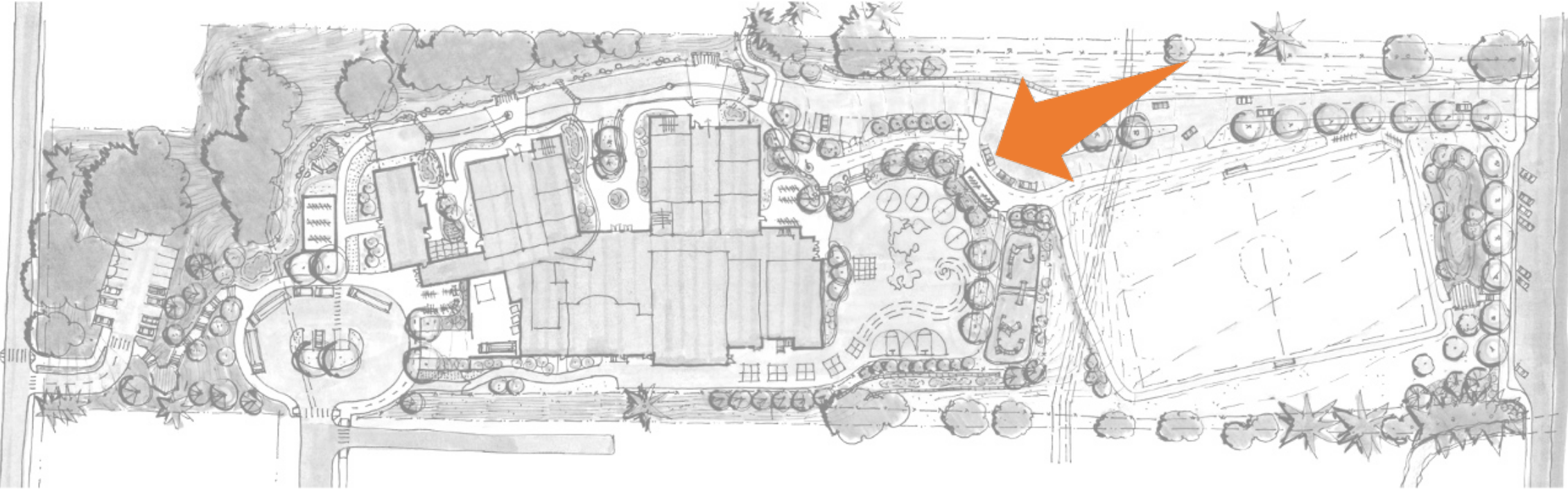
 Parent Drop off Loop from 105th Street

 Bus Drop off Loop from 110th Street

 Service Access to Loading Dock



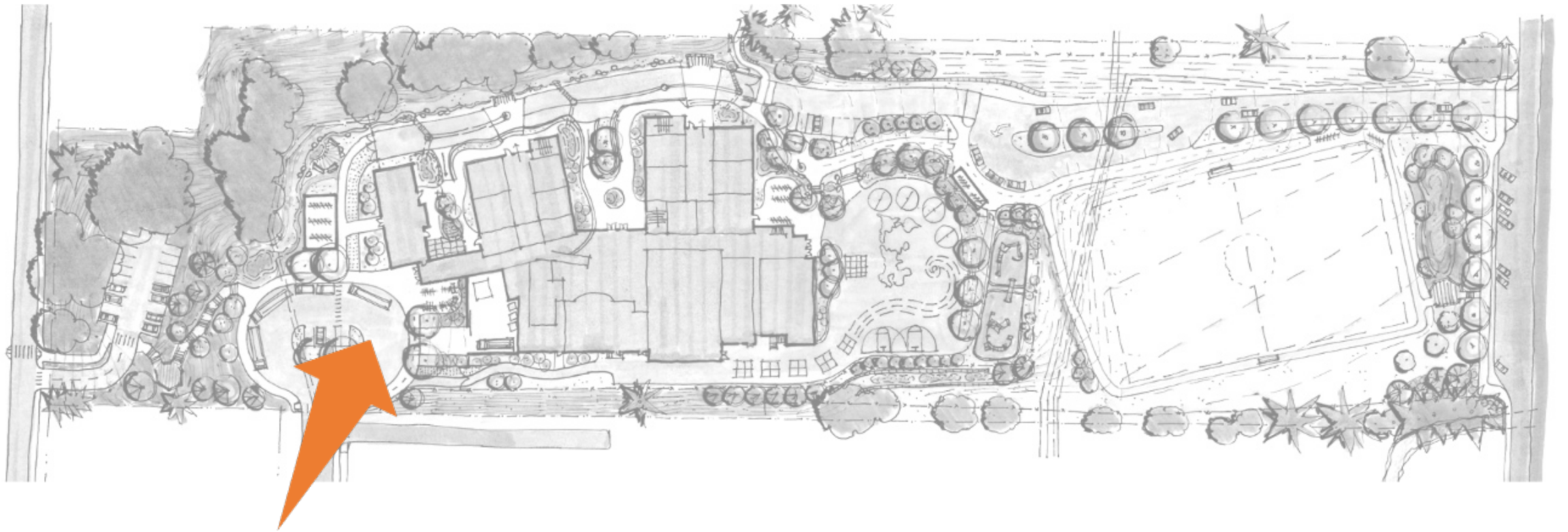
View | Field Entry





Field Entry

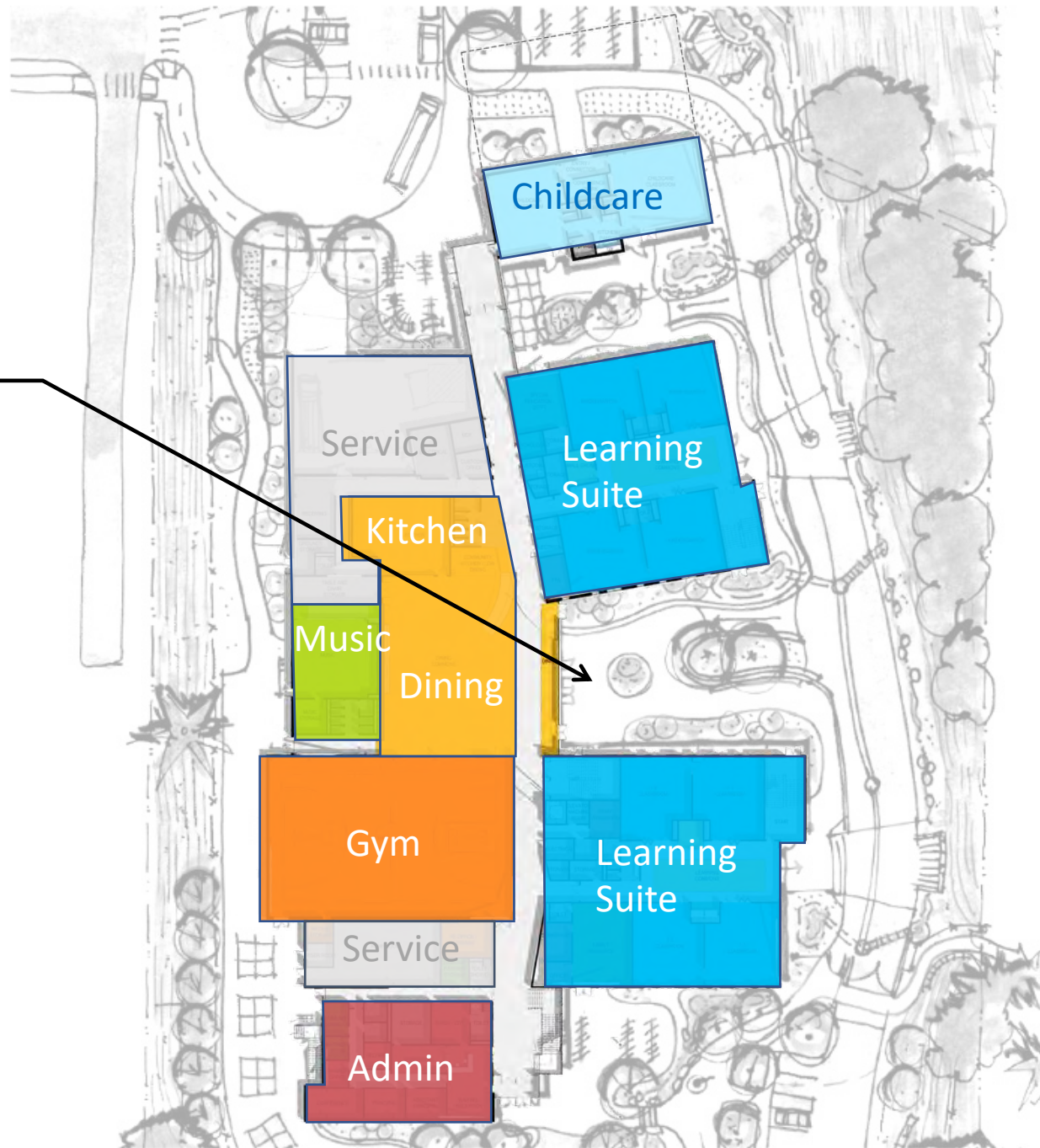
View | Forest Entry





Forest Entry

First Floor Plan

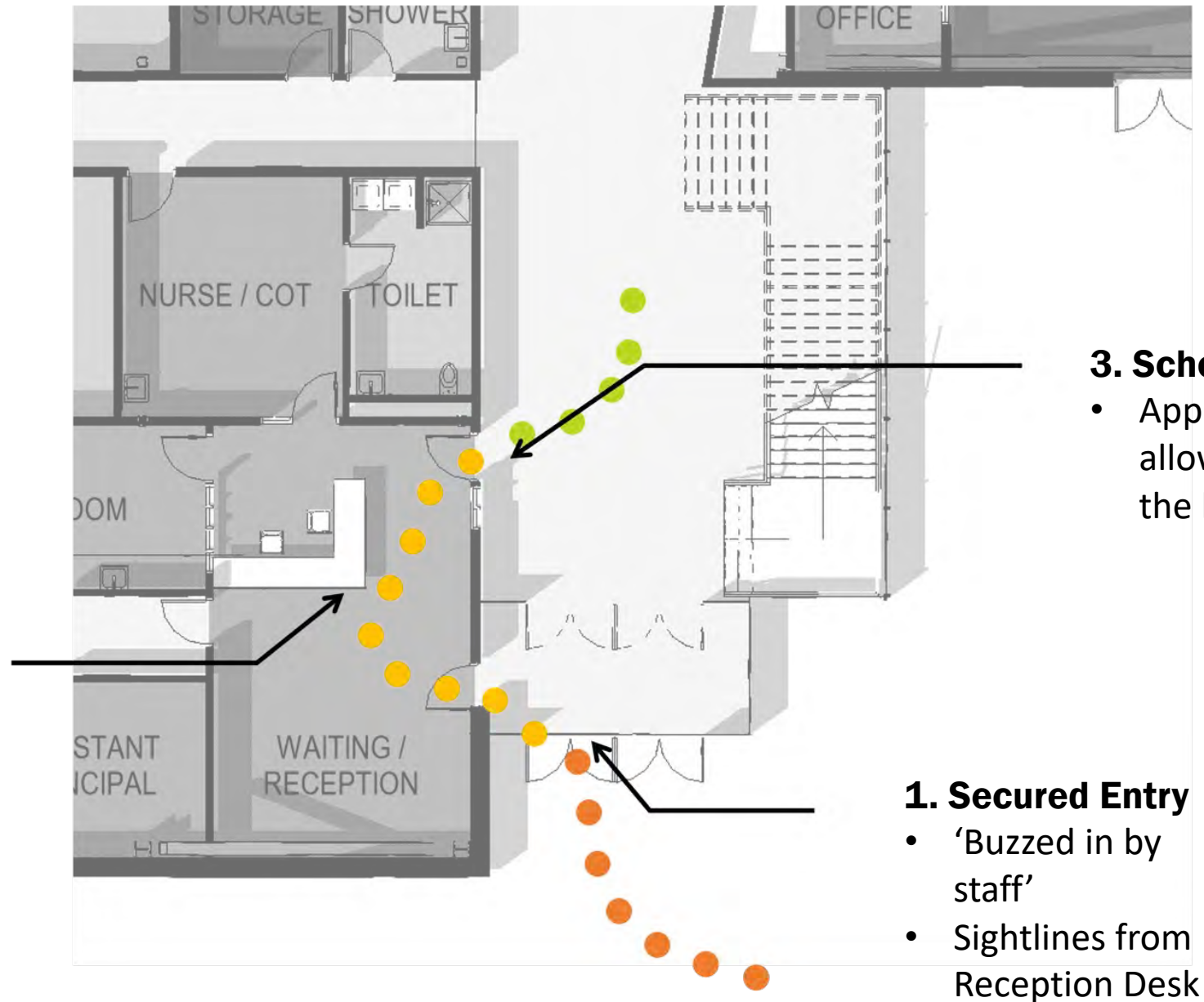


- Core Learning
- Shared Learning
- Special Education
- Admin
- Dining/Kitchen
- Gym
- Media
- Music/Art
- Childcare
- Community Resources



Heart of School : Dining Commons

Field Entry | Secured Entry Sequence



3. School Access

- Approved Visitors allowed entry to the building

2. Check in

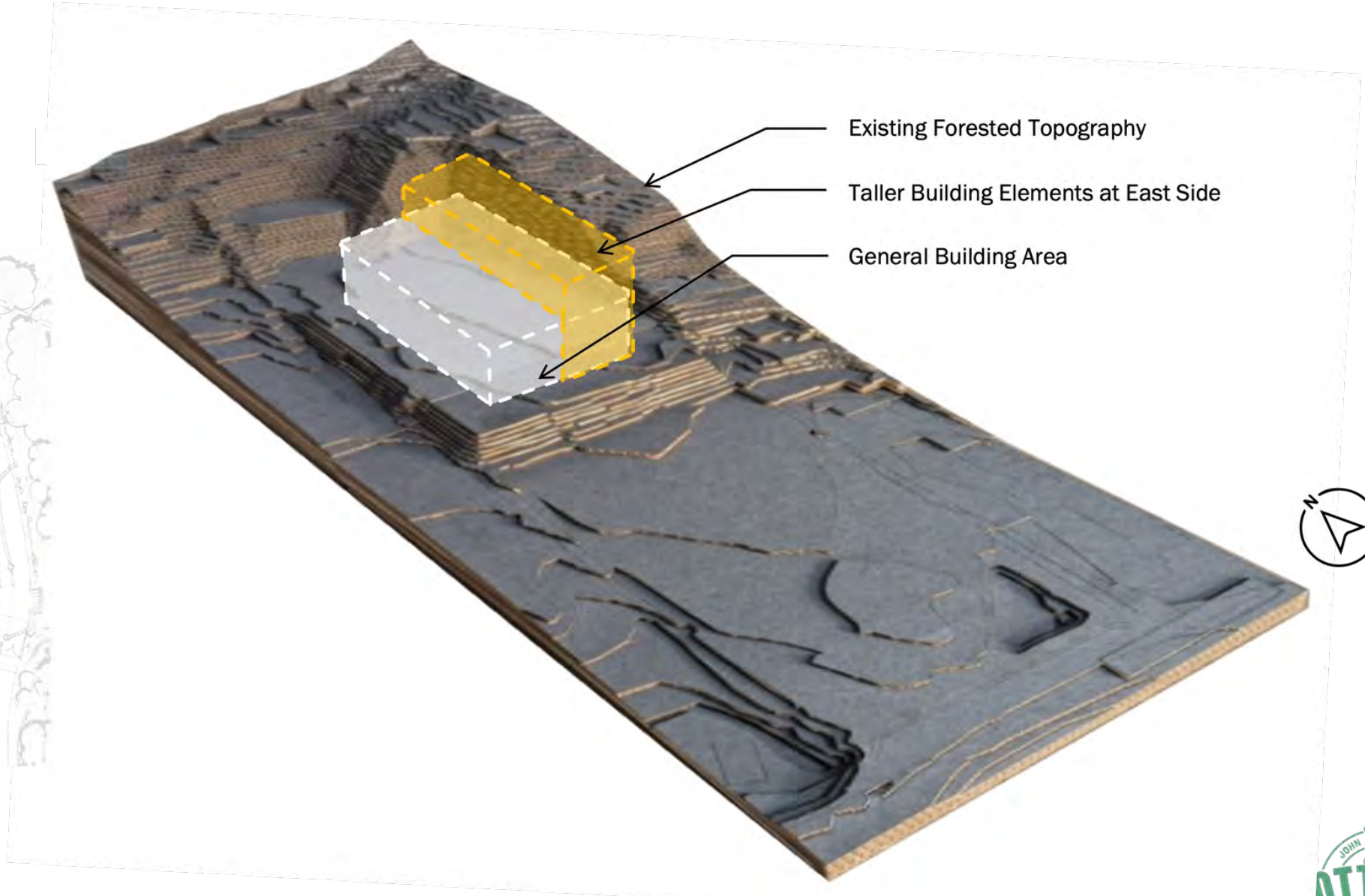
- Sign in station
- All visitors registered to enter the building

1. Secured Entry

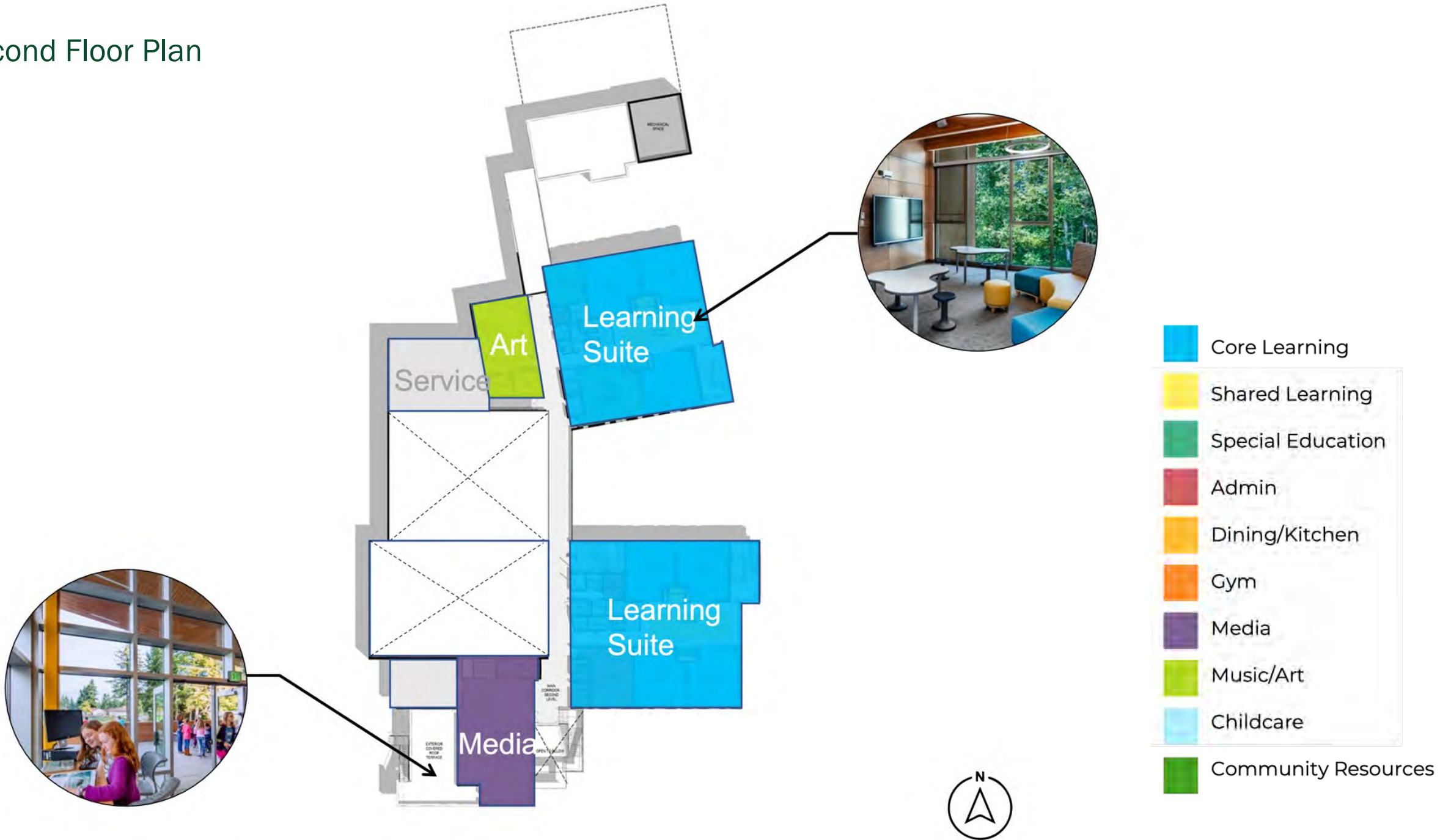
- 'Buzzed in by staff'
- Sightlines from Reception Desk

Building Height | General Building Location

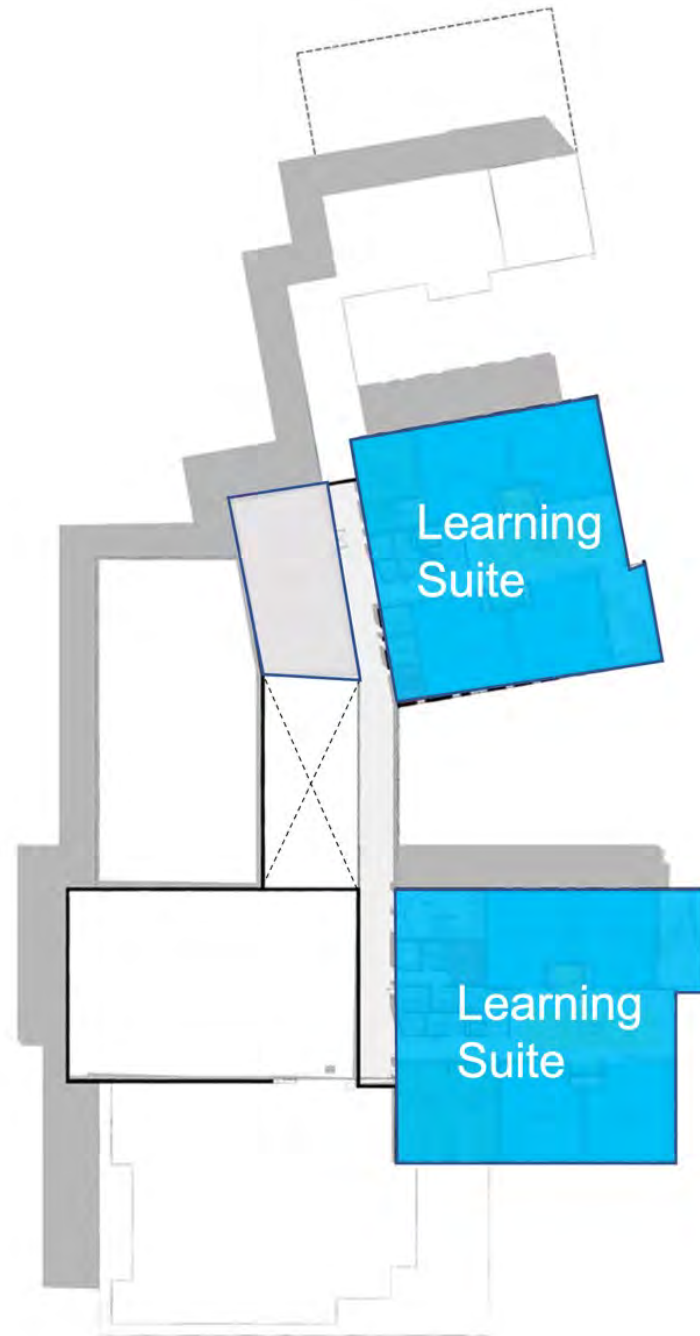
- Building located at North end of site near steep slope
- Taller Building Elements at the East Side near hill



Second Floor Plan



Third Floor Plan



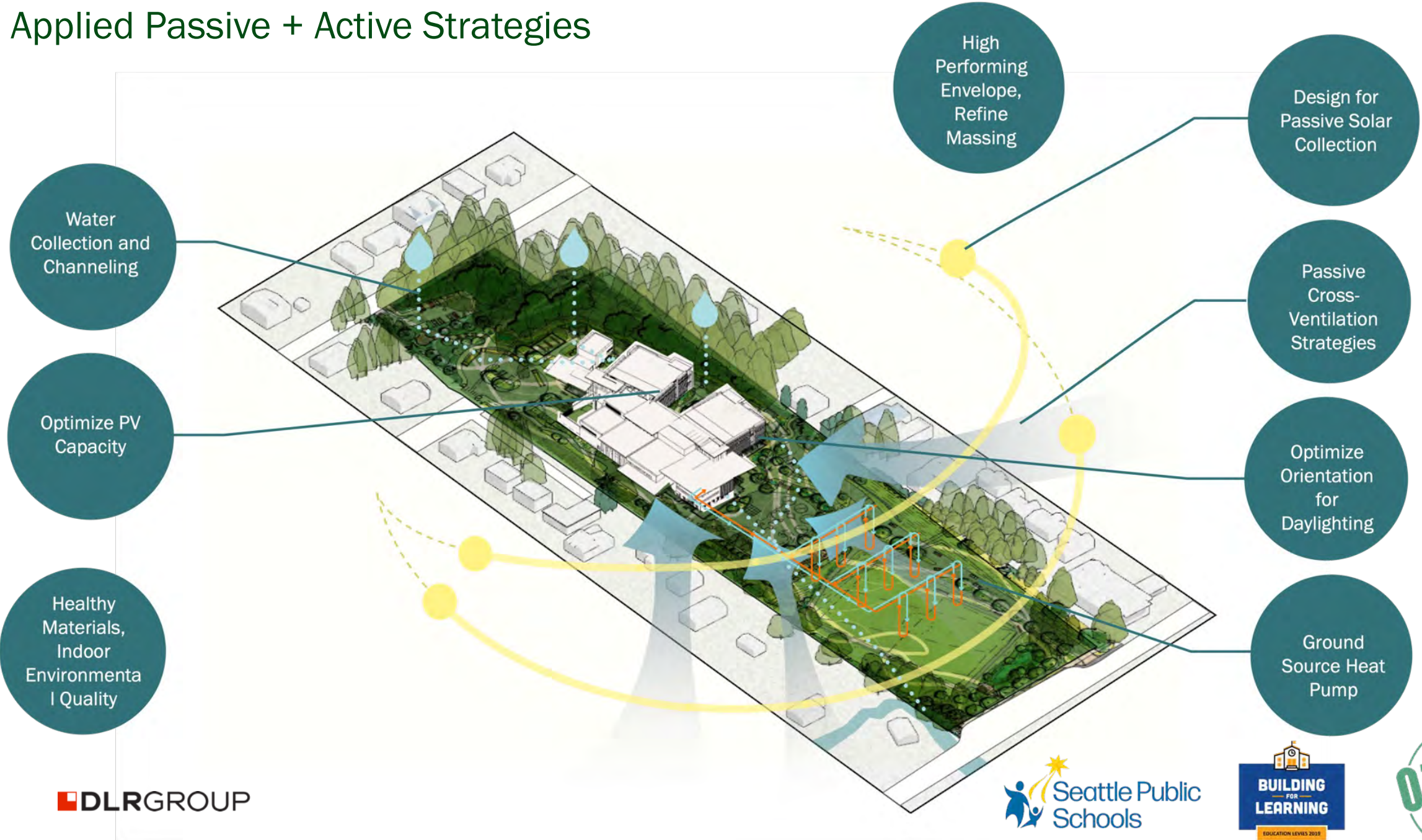
- Core Learning
- Shared Learning
- Special Education
- Admin
- Dining/Kitchen
- Gym
- Media
- Music/Art
- Childcare
- Community Resources





Main Courtyard

Applied Passive + Active Strategies



Thank you!

Questions?



Field Entry