



**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 06 (SDAT 06)

March 1, 2022 (Zoom Meeting)

### **Attendees**

#### SDAT

Veronica Ainsa, Parent  
Kristina Bartleson, Parent  
Walt Bubelis, Neighbor  
Ned Gignoux, Neighbor  
Tim Jarsky, Parent  
Jason Jones, Parent  
Mahlon Landis, Librarian  
Jen Mackler, Teacher  
Lacy Muhich, Parent  
Lexie Thomas, Teacher and  
Neighbor  
Terousha Thomas, Neighbor  
Tina-Marie Tudor, Teacher

#### SPS

Amanda Fulford  
Vince Gonzales  
Brent Ostbye

#### DLR Group

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

#### Lydig

Tim Casad  
Cody Scott

## **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**

Women's History Month - "Diversity not for diversity's sake but for the sake of brilliance"; Building Bridges for the Next Generation

## Community Engagement

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

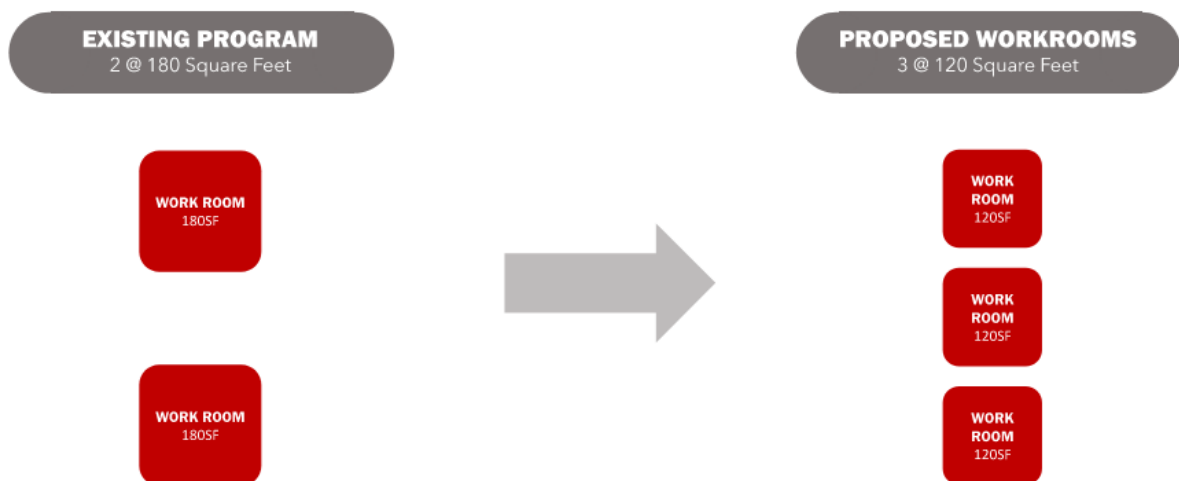
## Agenda

- Ed Spec Allocation Discussion
- Site and Program Adjacency Refinement
  - 2 Scheme Presentation
  - Small Group Discussion of Both Schemes
- Share Out from Small Group Discussions

## Ed Spec Allocations

### Work Room Distribution:

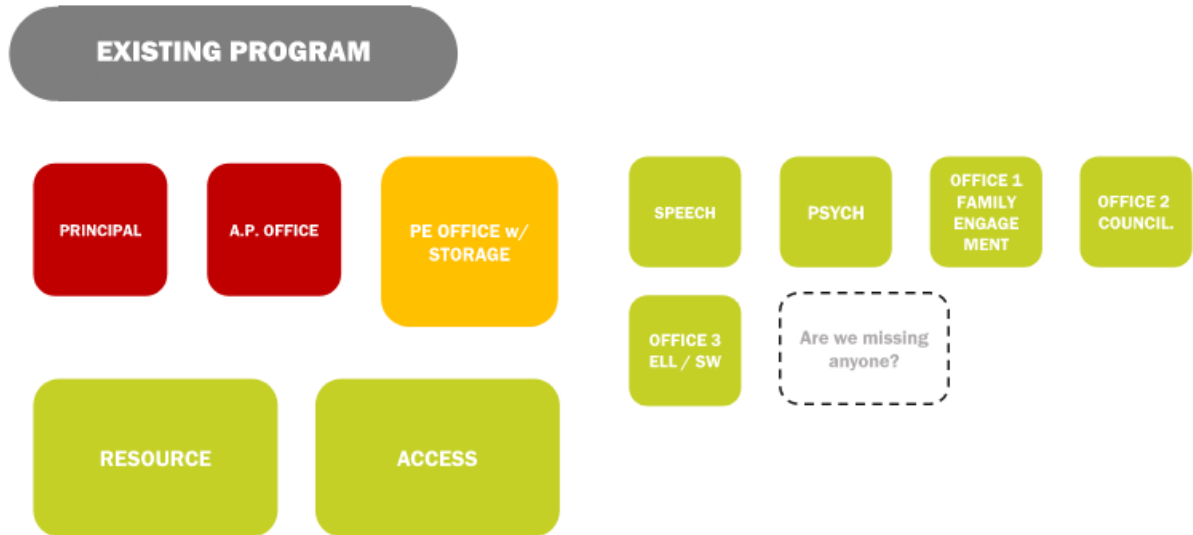
### Workrooms



- The SPS Program calls for 2 Satellite Teacher Workrooms at 180 SF each. The Design Team is proposing 3 Satellite Teacher Workrooms at 120 SF each so that a workroom can be located on each floor of the 3-story Building.
  - Lexie: So, are we going to be 3-story? Ariel: Yes, the schemes we are showing today are 3-story.

Offices + Spaces for Adults:

## Offices + Spaces for Adults

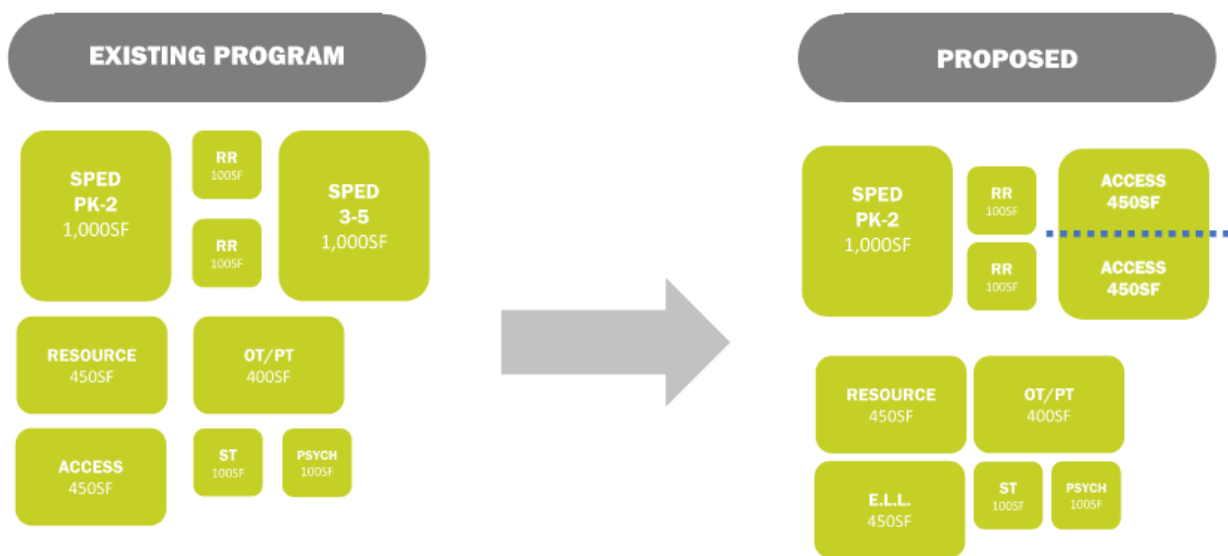


- The SPS Program calls for Principal, Assistant Principal, 3 additional offices (assigned to Family Engagement, Counselor and ELL/Social Worker), Resource Room, Access Room, Speech Office and Psychologist.
  - Brent asked for clarification on the sizes of the Access and Resource Rooms; both rooms are 450 SF. Brent clarified that Resource will have 2 people working in the room and Access will have 8 to 9 people. Ariel: Access and Resource Rooms are sized at 450 SF with the thought that Teachers would work with Students within those spaces. Brent: Resource Rooms should have room for pull out spaces; Access Rooms should have their spaces in the pods as much as possible. Kristina: Resource work is mostly sitting and Access consists of moving around. Brent clarified that a student might go to a Resource room and seek help with Reading and needing a specific curriculum that isn't helpful for students who don't need it.
  - Kristina: What about a Nurse? Ariel: Yes, we will have a Nurse's Office and Cot Room.
  - Other adults: 2 Office assistants in the Front Office; they do not need offices, the front office space will work.
  - Brent: Reading Specialist and/or Math Specialist are other adults that are not tied to a classroom and they don't have a space that could be shared with the offices shown so far.

- Tina: Itinerant spaces might be needed for adults who come in periodically for counseling services. These counselors could share an office but work with 1-2 students at a time, so it's also a counseling space.
- Brent: Counselor and Family Engagement on-site enough to need their own offices. The Psychologist is probably not there enough to need their own dedicated office.
- Jen: Reading Specialist benefits from having their own space.
- Brent: John Rogers will have either a Social Worker or Counselor but not both.
- Brent: We currently have 3 ELL professionals and could see us expanding to 5.
- Ariel: We will look at assigning the third administrative office to be an Itinerant Office.

**Special Education:**

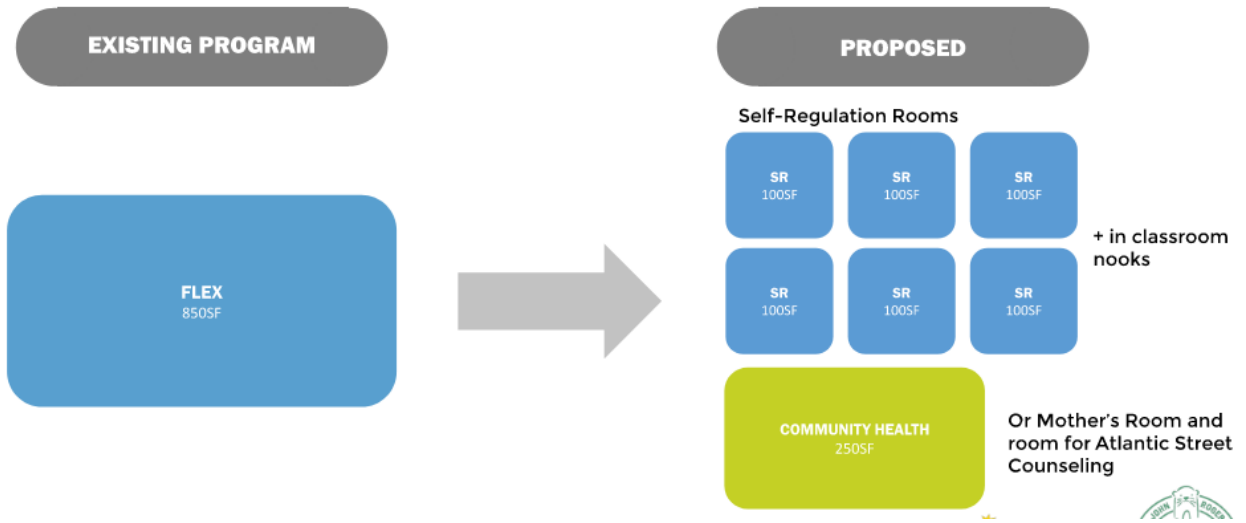
## Special Education



- The SPS Program includes 2 self-contained classrooms with restrooms, Resource Room, Access Room, OT/PT Room, Speech and Psychology.
  - Based on SDAT conversations, the Design Team proposes that one of the self-contained classrooms gets split into 2 Access Rooms; and, then, a previous Access Room becomes E.L.L. So, the proposed distribution is: 1 self-contained classroom, 2 Access Rooms (with wall that can be demolished easily to create a self-contained classroom), Resource Room, E.L.L. Room, OT/PT and Psychologist.

# Flex Classroom 1

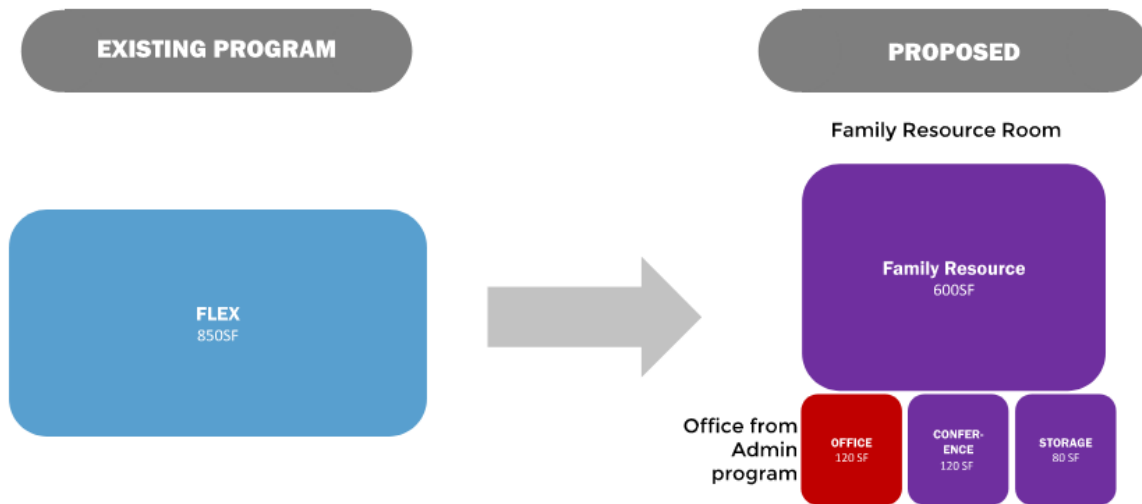
## Flex Classroom



- Based on SDAT conversations, the Design Team proposes to utilize one Flex Classroom for 6 self-regulation rooms/spaces and a Community Health Room.
  - Brent: Is 6 the right number? Ariel: We should review with the floor plan; we currently have 6 Learning Suites and are proposing one self-regulation room per suite.
  - Community Health Room proposed to be a flexible space that can act as a Mother's Room or a space for Atlantic Street Counseling to utilize. Brent is reaching out to Atlantic Street Counseling for feedback.

## Flex Classroom 2

### Flex Classroom



- Also based on SDAT conversations, the Design Team is proposing to utilize another Flex Classroom for a Family Resource Room with support spaces (Office, Conference and Storage). This could also have a kitchenette and act as a community living room. Shower in Administration Program sometimes gets allocated to Family Resource. Brent prefers restroom/shower to not be assigned exclusively to either Administration or Community, that it's located to provide access to both.

### Site Concept and Schemes

Site Access Precedents:  
Genesee Hill

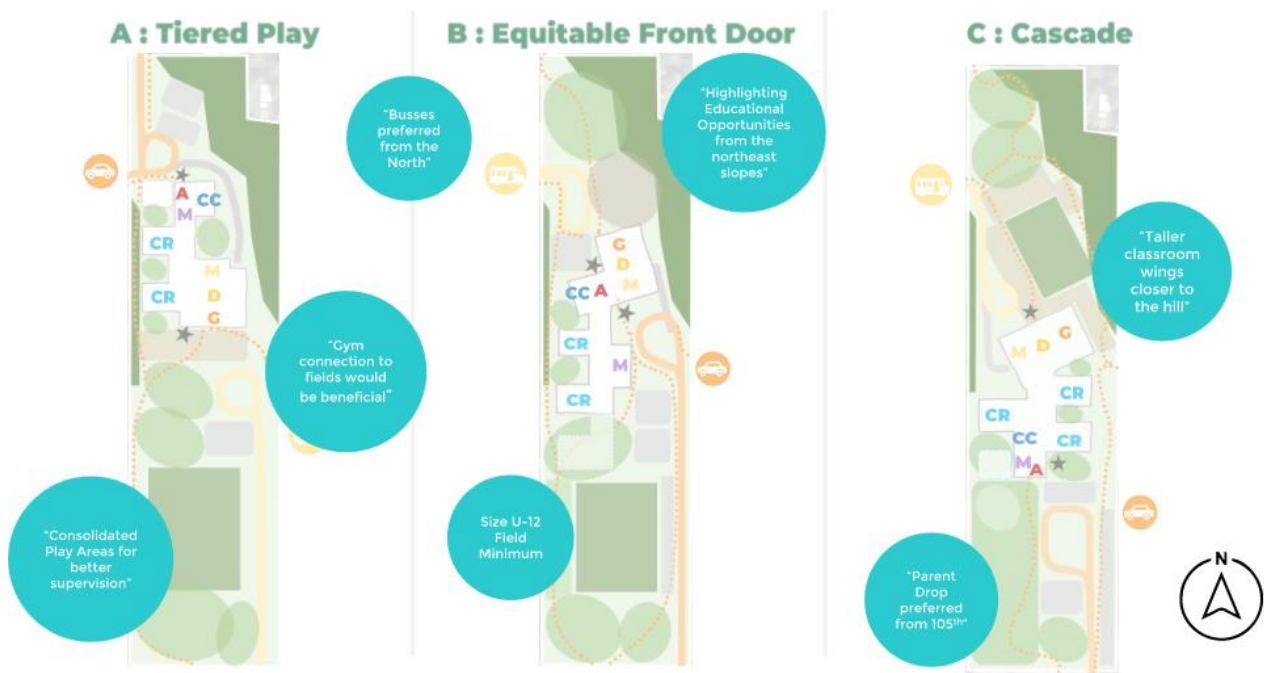
- Separation of parent drop off, teacher parking and bus. Parking is distributed in multiple locations, drop off is along the street.

Olympic Hills

- Separation of parent drop off, teacher parking and bus. Buses queue along west edge and kids go through school and into playground. Car drop off goes through building from south and into the playground. Can be challenging to send kids through school; but going through cafeteria can de-stigmatize eating breakfast at school. There is a compelling detour that kids want to take into the learning pods but this also presents a good opportunity for staff to greet kids and direct them to the playground. Equitable in that there are adults to greet and welcome kids. Purple parking is not adequate for teacher parking; many park on the street. North and west sides of the site are highly utilized for staff parking.

SDAT 05: What we heard from Initial Site Studies:

- “Consolidated play areas for better supervision”
- “Gym connection to fields would be beneficial”
- “Buses preferred from the North”
- “Size U-12 field minimum”
- “Highlighting educational opportunities from the northeast slopes”
- “Parent drop off preferred from 105th”
- “Taller classroom wings closer to the hill”
- “Needs to feel connected with nature and “one” with the site”
- “Don’t want to push the building underground; instead spend money educational spaces”
- “Need to consider dedicated spaces for all modes of transportation”
- “Community spaces need to be easily accessible and welcoming”
- Kristina: My question/comment on pushing out of liquefaction, I didn’t mean that we couldn’t push underground outside or north of the liquefaction zone. Shannon/Mike: We are still reviewing whether we can push the building down within the good soils and bring some of the ideas from the “Cascade” Scheme into the newer schemes.
- Brent: Gym teacher builds in the time for accessing the fields; Ariel: We have also heard form District leadership a desire to locate the Gym adjacent to the Field.



Schemes

Vision, Site Concept and General Site Organization are common for both schemes.

Vision: A Thriving Culture of Otter Excellence

- Connection to the Natural World
- Collective Impact
- Joy of Learning
- Health + Well-Being
- Equitable Ownership of Place

Site concept:

Meander - Considering pathways of rivers and waterways as they ebb and flow throughout time and applying it to ideas of where we've been and where we're going. Meander also stitches the neighborhood together through our site by connecting north and south, east and west by creating multiple pathways to learning and connecting the community by providing routes through and across our site.

General site organization - 3 Zones: Outdoor Learning / Building / Fields and Play; tiered and terraced levels stitching together the site.

### Meander Design Concept





Scheme A:

## Site Plan: Scheme A



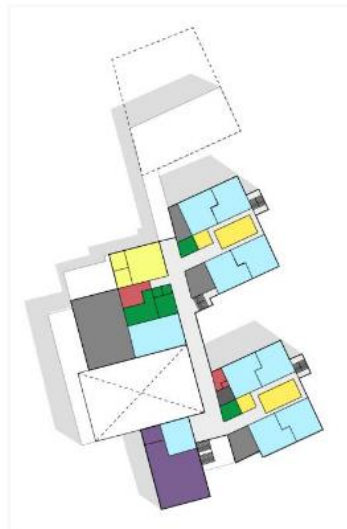
- Bound by easements in addition to soil mitigation zone.
- Using the Meander concept to stitch together the site with ramps and sloped walkways.
- Field Entry on South Side and Forest Entry on the North Side; kids are dropped off and given a pathway to congregate at the Covered Play structure.
- Buses enter at the north and can queue on-site (4 full size buses and 2 short buses). Parents arrive from 105th and queue onsite as well; pull off parking is provided as well.
- Bikes and peds access through ADA pathways; separated in some locations but combined in others. Different pedestrian options on east and west sides of site. Entries both access the main “spine” of circulation.
- Childcare drop-off also from 109th; discontinuing the steep drive at 110th and providing outdoor learning opportunities.
- SPS policy to fence the entire site; offers security and would encourage outdoor learning. Walt pointed out that, historically, no fence exists in the ne corner. The team will need to re-visit fencing options and consider security in addition to site sensitivity.
- Tim pointed out that pull in parking at south side is dangerous. Ariel: parking area is controlled by SDOT and they intend to keep it as is. (review parallel parking).

## Floor Plans : Scheme A

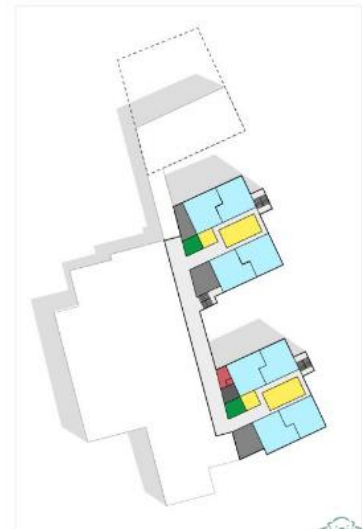


First Floor

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Second Floor



Third Floor

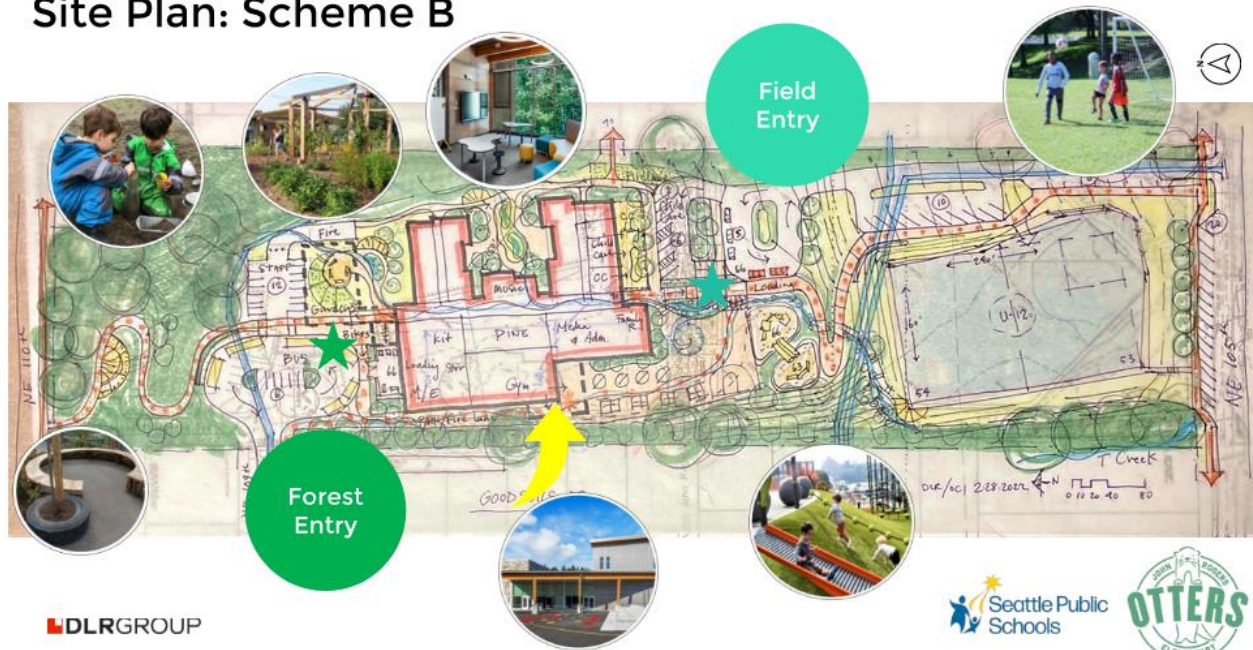
Seattle Public Schools



- First Floor: Forest Entry at the North, Fields Entry at the South. Learning pods to the east of primary circulation spine, stacked 3 stories high. Special Education is spread throughout the plan, Childcare is located to the north along with space for a future addition. Administration is located West of the primary circulation spine, adjacent to the Fields Entry. Gym, Dining and Music are also located west of the primary circulation spine along with Kitchen and Service. Service access is provided by a drive to the north.
- Second Floor: Classroom pods are stacked on the east side. Library and Family Resource Center are located above Administration. Art Classroom, Flex Classroom and Teacher Resource Rooms are located west of the primary circulation spine, above the Dining Commons.
- Third Floor: Classroom Pods stack to the third level.
- Questions and comments:
  - Lack of light in the Music? We would try to get clerestory.
  - Expansion happens near the Childcare suite.
  - Pods are spaced to allow for natural light in courtyards.
  - Windows could be possible on third story circulation to the west.
  - Full adjacency of Gym, Dining Commons and Music not provided.
  - Service spread throughout the floor plan but primary service access to the northwest.
  - Learning Pod indicates "L" shaped classroom with some smaller, calming locations.
  - Shared Instruction Areas have views to the forest, towards the east.
  - Classrooms include a small nook for possibility for self-regulation area.

Scheme B:

## Site Plan: Scheme B



- Similar to Scheme A, but childcare is to the south so access is revised.
- Again, utilizing the concept of “meander” and utilizing the building to reinforce the concept.
- Central gathering location west of gym and outside of admin.
- Parking and play are terraced similarly to the south of Admin and Childcare.
- Opportunity for walking paths around field.
- Drive from 110th is also discontinued, similar to Scheme A.
- Path on east side for pedestrian only; reviewing ways to limit fire lane paving around entire building.

Floor Plan and Axon:

## Floor Plans : Scheme B



First Floor



Second Floor



Third Floor

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Seattle Public Schools



- First Floor: Family resource to the south, prominent location at entry. Media/Library on the first level. Shared instruction areas face each other, and share a larger courtyard than shown in Scheme A. Music has opportunity to have audience in Dining and Gym. Gym and Library share frontage on an outdoor space. Expansion happens to the north. Childcare is located to the south, embedded in a learning suite.
- Second Level: Distributed special education; art located at south with views to the south, over the play fields. Opportunities for glass in small group and views to outside and shared instruction. Classrooms and Shared Instruction spaces located on second floor but not stacked directly above first floor classrooms.
- Third Level: Classrooms and Shared Instruction spaces located east of primary circulation spine.
- Questions and Comments:
  - Scheme B is a little more condensed than Scheme A.
  - The future buildout is entirely new, unlike Scheme A where Childcare is extended beyond primary building.
  - Wings are not symmetrical like they are in Scheme A.
  - Pods offer primary connection to outdoor learning and courtyard through the Shared Instruction space.
  - Square/Rectangular classrooms shown.

### Group Feedback/Mural Exercise

- See JRES SDAT 6 Mural