



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 07 (SDAT 07)

April 5th 2022 (Zoom Meeting)

Attendees (UPDATE)

SDAT

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

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

Based on your SDAT's efforts, what are your Equity goals for the new John Rogers Elementary School's students, staff and community?

Results:



Thank YOU!

- 7 SDAT Meetings
- Further Outreach to Communities
- 4 School Tours
- Creation of Project Vision and Goals
- SDAT Homework and Input

Community Engagement

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

Project Timeline:

- Predesign (Dec 2021 – Jan 2022)
- Schematic Design (Feb 2022 – June 2022)
- Design Development (June 2022 – Oct 2022)
- Construction Documents (Oct 2022 – April 2023)
- Construction (April 2023 – Sept 2025)

Agenda

- Look and Feel Homework Results!
- Recap of SDAT 06
- Site Development
- Plan Development

Look and Feel Homework Review

- Exterior
 - Like – Images where nature is prevalent, g
 - Dislike
- Interior
 - Like – Lots of warmth and connections to nature in the images that were selected.
 - Dislike – Images are more “stark”

What we heard from SDAT 06

- Childcare with dedicated drop off to the North.
- Explore stepping the building down the site to save costs and reduce scale.
- Like the Meander theme and how it celebrates the park-like site.
- U-12 Field.
- Pull Drop-Off further from school building.
- Nooks in “L” shaped classrooms are great!
- Uniform and compact learning suites.
- Library has an opportunity for great views on the second floor.
- Location of music on long end of dining and connection to gym to open for large events.
- Open courtyard that feels “owned” by the school community”.
- Family Resource at front of building to make it accessible.
- Shared Learning like the Genesee Hills Pod
- Square classrooms without Nooks not serving our students.
- The Design Team is continuing to revisit and review the Values that have been developed as well as exploring the “Meander” concept that was shared in SDAT 6.

Site Development

- The building is pushed to the north as far as possible, on the upper level of the site.
- Outdoor play is created like an “outdoor porch”; more flexible rather than a freestanding element.
- Access: buses come off of 109th, similar to now but will be able to queue and fit in the drive. Cars access from 105th and are dropped off halfway up the drive.
- ADA parking and limited stalls are located closer to the building.
- Parking: Latest scheme is proposing maintaining the upper parking lot for staff. Additional stalls are located in the bus loop, a small lot to the south and within the parent drop off loop. Parking in the ROW at 105th remains largely as-is.
 - Walt: Question about the Meander Path in the northeast corner; what is the composition of that area? Answer-Jennifer: That area was conceptually where water may travel. Pedestrian meandering travels further westward, near the parking.
- This scheme proposes a more primary access along the east side, where kids can congregate in a more calming environment, away from play.
- We are continuing to show a “Forest Entry” and a “Field Entry”.
- Exterior Perspective:
 - Sketchy view of “Field Entry”; exploring wood structure and warm tones; two story building at entry with Admin and Library stacking to the west. To the east, is a three story building that attempts to break down scale. Family Resource room is located adjacent to main entry, with a covered walkway.
 - Sketchy view of “Forest Entry”; again, exploring warm tones and breaking down scale. Service Area is gated and screened, providing equal importance to this entry as the “Field Entry”. The design team is exploring exposed wood structure and transparency.
- Net Zero Energy Strategies
 - Water collection and channeling.
 - Optimize PV capacity.
 - Potential selective mass timber use.
 - Healthy materials, indoor environmental quality.
 - High performing envelope.
 - Design for passive solar collection
 - Passive cross-ventilation strategies.
 - Optimize orientation for daylighting.
 - Ground source heat pump.
- Questions:
 - Tim: How will bikes enter the site from the south and north? Jennifer: if you’re a parent dropping off your child, you could take the sidewalk or drive along the parent drop off. If a child....Tim: Unfortunate that bikes and vehicles share an entry and crossing paths; possibly dangerous. Bikes exiting from 109th St. dangerous. Ideally, one entrance where bikes can enter and not mingle with cars or pedestrians, without dismounting from the bike.
 - Walt: Will weekend access be continued along west side? Upper parking lot currently has evidence of weekend drinking; will that upper lot be locked off? Jennifer: we can provide a gate if the district desires it. Shannon: we are still allowing access through the site along the west.

- Lexie: Kids do access from the east; they ride their bikes until the pathway and then dismount and walk.
- Ned: dual paths separated by trees might be a good idea, in order to separate bikes and peds? The wooded play area to the north has changed a lot; there is now a parking lot. Is there still opportunity for play in that area? Jennifer: Lots of grade change so difficult to create play areas without walls and cost. The overlook area could be sized to accommodate a class, however, it is far from classes and perhaps teachers wouldn't use it.
- Kristina: another school (Waldorf?) also has a "woody" path, like a forest trail. Jennifer: the path will be a combination of trail, on grade stairs and platforms and purposeful plantings.

Building Development

- Refining the Floor Plan; introducing more of an arc to help introduce more daylight.
- The building is terraced approximately 24 to 30" at the south end.
- Gym has direct access to hard surface play and covered play.
- The design team prioritized daylighting in teaching spaces and located Music along the west side and Student Dining along the Courtyard Frontage.
- Precedent images: warmth in wood material, display opportunities, smaller scale eating spaces in the Dining Commons.
- Approximately 450 seats in Dining Commons fronting the Stage.
- Library on Second Level w/ outdoor porch and exit stair.
- Each pod has Special Education component and Staff rooms.
- Art anchors the north side similarly to how the Library anchors the south side.
- Third Level largely a duplication of Pod layout with Special Education and Staff rooms.
- Stair diagrams
 - Kristina: Is that a ramp across from the elevator? Liz: Yes, still studying the shape but looking to create an equitable path to the lower level.
 - Walt: Is there just a single elevator? Liz: Yes, just a single elevator; we will need to size to accommodate equipment.
 - Mahlon: At the Library, does the purple include a workroom? Shannon/Ariel: Yes, we will revisit space layouts with teachers and staff.
 - Ned: Is it normal for just one elevator? Ariel/Amanda: Yes, it is typical for elementary schools to have a single elevator. SPS prioritizes elevator maintenance and repair.
- Building Sections:
 - Longitudinal: Shows a slice through the building; entries are double height; opportunity to have views from the Second Level Corridor into the Dining.
 - Transverse: Music and Dining share a volume and connect to each other. The Dining also includes a lower volume with additional seating.
- After Hours:
 - Resource Diagrams include Community Kitchenette, Stage, Dining, Art, Library and Family Resource Center.
- Learning Pods:

- Nooks within classrooms, transparency into the Shared Instruction.
- Two alcoves adjacent to Classrooms; one could be a nook within the Shared Instruction and another could be a Small Group.
- The Space in the lower left corner changes per Pod; the configuration shown in the presentation indicates a Teacher Lounge.
 - Brent: What has the Design Team debated? Ariel: We grappled with whether to prioritize the future addition. Shannon: We spent a lot of time working out the Service Area and re-prioritizing the east walkway so that students don't have to cross the Service Entry. Storage varies per Pod but is located outside of the Pod or at the Teacher Workroom.
 - Kristina: Storage is important, including quantity of Records (for 5+ years). Often, space beneath stairs is used as storage and not attractive. Ariel: We will continue to look for opportunities for Storage.
 - Ned: Where are opportunities to access the Courtyard? Shannon: Each pod has direct access in addition to enclosed stairs. Alternatively, central stairs can access the courtyard from a corridor adjacent to the Dining Commons.
 - Tina: I like the transitional spaces; can help reinforce the meander theme.
- Shannon: Do we want a door that directly connects teaching spaces?
 - Mahlon: Had experience with operable partitions and curious if that is valuable to this group. Brent: What would be the drawback?
 - Kristina: Less usable wall space.
 - Ariel/Shannon: The existing culture often dictates use of an operable partition. It would offer future flexibility.
 - Amanda: some schools prioritize the Shared Instruction and have operable doors that face the shared area.
 - Todd: cost should be considered; recommends prioritizing connection to the Shared Instruction and providing a single or double door between classrooms.
 - Jen: the ability to go between classrooms with a single door is beneficial.
 - Veronica: connecting to Shared Instruction could really activate that space more so than just a Small Group room.
- Shannon: Restroom configuration...
 - Ned: I really like it, but door swings should be considered. Do they swing out?
 - Shannon: ADA will need to swing out, but others can swing in.
 - Kristina: Yes to sink outside of restrooms, available to the Pod.
- Kristina: Talk about materiality at the two entries? How will the design respond to the different entries?