Community Update Meeting

John Rogers Replacement Project Presentation: Nov. 29, 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 Basics
- Part 1: Equity + Community Engagement
- Part 3: Community Driven Project Visioning and Measureable Goals
  - Collective Impact
  - Connection to the Natural World
  - Equitable Ownership of Place
  - Health and Well-being
  - Joys of Learning
- Next Steps
- Q+A
Community Virtual Meeting

John Rogers Elementary School
Seattle Public Schools

November 29th, 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.
Equity Moment
Design Team

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DLR Group

Brent Ostbye
Principal
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Agenda

• Project Basics (5 mins)

• **Part 1:** Equity + Community Engagement (5 mins)

• **Part 2:** Community Driven Project Visioning and Measurable Goals (25 mins)

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

• **Next Steps** (2 mins)

• Q+A
Project Basics

BEX V Capital Levy: New Replacement School Building

500 Student School with the Capacity to expand to 650

Net Zero Energy

Approximately 89,000SF total building area

Current Building size: 40,000 SF
Part 1: Centering Equity + Strategic Plan Goals
When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system…"
Community Input

- 60+ survey participants
- 9 SDAT Meetings!
- 2 Community Listening Sessions
- 3 Community Share Meetings
- 4 Student Engagements
- 70 Community Meeting Participants!
- Field Day with all students!
- Facilities Stakeholder Meetings
- Creation of Project Vision and Goals
- Teacher Learning Connections
- SDAT Homework and Input
- 4 SPS + Design Team Charrettes
- 5 School Tours
- Community Share Meetings
- Community Listening Sessions
- Community Input
Student Engagement – Field Day!

Day in the Life at John Rogers

Field Day Engagement with all students, families + staff!

“Can there be a separate playground area for younger kids?”
Student Engagement – Spanish Speaking Affinity Group

Speaking + Listening in Spanish

Direct Input on material finishes + design!

Project Design Share

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BUILDING
LEARNING
Part 2: Community-Driven Project Vision and Measurable Goals
VALUES
Viewing Architecture through a Lens of User Experience and Sustainability
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 the following goals:

- **Collective Impact**
- **Connection to the Natural World**
- **Equitable Ownership of Place**
- **Health + Well-being**
- **Joy Of Learning**
Connection to the Natural World
- Establish facility as net-zero energy
- Increase in pollinators and biodiversity on site
- 100% of full-time offices and classrooms have access to daylighting and views of nature

Equitable Ownership of Place
- Integrate diverse cultural/historical design elements throughout the building and site that mirrors the cultures and identities of the community.
- Adult participation in the building will mirror the student demographic

Health + Well-being
- The school facilities will serve to improve community health indicators through access to play, nutrition, and emotional health services
- Reduction in health-related absences

Joy Of Learning
- Creative ‘Specials’ Programs such as Art and Music are highly visible to students, encouraging interaction and participation, and there is growth in after school programs.
- Highly visible spaces throughout the entire school for student work and community connection sharing

Collective Impact
- Weekly updates will include information about Net Zero and Living Building Metrics. This information will be easily accessible to share
- Digital Dashboards and informational signage will highlight interventions around campus

KPI's (Key Performance Indicators)
- 100% of full-time offices and classrooms have access to daylighting and views of nature
- Establishment of facilities as net-zero energy
- Increase in biodiversity on site
- Integration of cultural and historical design elements that reflect community cultures and identities
- Adult participation in the building mirroring student demographic
- Reduction in health-related absences
- Highly visible spaces for student work and community connection sharing
- Creative ‘Specials’ Programs such as Art and Music are highly visible to students, encouraging interaction and participation, and there is growth in after school programs.
Collective Impact

Transparent Process Around Decision Making

**KP1** • Weekly updates will include information about Net Zero and Living Building Metrics. This information will be easily accessible to share

Behavioral Awareness – Students and Staff

**KP1** • Digital Dashboards and informational signage will highlight interventions around campus

Photo: John Rogers Lower Playfield
Behavioral Awareness – Students, Staff, and Community
Thornton Creek Watershed
Meaningful traces of what has come before, and the ability to forge new paths ahead together.
Behavioral Awareness – Students, Staff, and Community
Building and Site as Teachers

- Receptacle Equipment (MBtu)
- Interior Lighting (MBtu)
- Space Heating (MBtu)
- Space Cooling (MBtu)
- Interior Central Fans (MBtu)
- Pumps (MBtu)
- Interior Local Fans (MBtu)
- Cooking (MBtu)
- Service Water Heating (MBtu)
- Exhaust Fans (MBtu)
- Heat Rejection (MBtu)

Energy Use (MBtu)
Behavioral Awareness – Students, Staff, and Community
Building and Site as Teachers

Data Transparency through Digital Amenities
Connection to the Natural World

Positively contribute resources and promote biodiversity

KP1 • Establish facility as net-zero energy

KP2 • Increase in pollinators and biodiversity on site

Enhance outdoor learning and experiences

KP1 • 100% of full-time offices and classrooms have access to daylighting and views of nature
Positively Contribute Resources and Promote Biodiversity

Proposed Site Plan
Positively Contribute Resources and Promote Biodiversity
Existing Road Slopes

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

Existing Building
(for reference)
Positively Contribute Resources and Promote Biodiversity

Vehicular Access

Parent Drop off Loop from 105th Street

Bus Drop off Loop from 110th Street

Service Access to Loading Dock
Positively Contribute Resources and Promote Biodiversity
Pedestrian + Cyclist Access

- Pedestrian Site Access via Stairs
- Pedestrian ADA Accessible Pathways
- Widened Multi-Use Path (10’-12’ Wide; for pedestrians and bikes)
Positively Contribute Resources and Promote Biodiversity

Site Security

Secure areas during school hours
Enhance Outdoor Learning and Experiences
Outdoor Learning Locations

- Calming Transitions +
- Outdoor Gathering at Exterior Library Stair
- South-facing Edible Garden
- Forest Discovery Trails
- Covered Outdoor Learning
- Gathering Courtyard
- Covered Outdoor Learning
- Nature Play Entry
- Forest Classroom
- Covered Outdoor Learning
- Gathering Courtyard
- Covered Outdoor Learning
- Nature Play Entry
- Forest Entry
- Preschool Play
- Calming Transitions + Outdoor Gathering at Exterior Library Stair
- Hillside Play
- Meadow Entry
- Meander Stream
- Thornton Creek Learning Dock
Enhance Outdoor Learning and Experiences

Courtyard

Gathering Courtyard

Covered Outdoor Learning at each Learning Wing

Performance Space

Shared Outdoor Project Commons
Enhance Outdoor Learning and Experiences
Second Floor Plan

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

650 Student
Future Addition
Enhance Outdoor Learning and Experiences
Third Floor Plan
Positively Contribute Resources and Promote Biodiversity
Applied Passive and Active Strategies

- Geothermal Loop
- Decoupled Ventilation System
- High Efficiency Heat Pumps
- Variable Fan Controls
- CO2 Control

Immediate = 50 kW array
Future = 490 kW array

- LED Lighting with Daylight & Vacancy Controls
- Receptacle Management

- WWR = 24%
- Solar Shading
- Infiltration = 0.17 CFM/SF
  - Roof R-Value
  - Wall R-Value
  - Glazing

100% Net Zero // EUI=0
75% 6 Renewables & Storage
50% 5 Controls
40% 4 HVAC
30% 3 Technology & Lighting
10% 2 Envelope
0% 1 Programming
**Enhance Outdoor Learning and Experiences**

**Daylighting Studies**

**Annual Sunlight Exposure**

**Spatial Daylight Autonomy (sDA)**

Tracking the effects of Sun shading, Window Size, Orientation, and Material colors on the interior environment. Pinpointing where these interventions are needed the most and will have the greatest effect.

Nursing office and PE office do not get daylight.
Enhance Outdoor Learning and Experiences
Design Concept in Daylighting Studies

Biophilic Sunshading

Multi-Sensory Experience

“Like the leaves are dancing!”

Dappled Light

Analytical + Physical Testing
Equitable Ownership of Place

Equity and Diversity

KP1 • Integrate diverse cultural / historical design elements throughout the building and site that mirrors the cultures and identities of the community.

Neighborhood Partnerships and Engagement

KP1 • Adult participation in the building will mirror the student demographic.
Equity and Diversity
Community-Facing Elements
Community-Directed Mural Opportunities

Sustainability Center Display at Interior
Meadow Entry

Community-Directed Mural Opportunities
Neighborhood Partnerships and Engagement
Family Living Room

Living Room
Meeting Space, Gathering

Mural + Map
Community Culture and World Map

Community Board
Post Up Space for Community Information and Events
Equity and Diversity
Multi-Sensory Mapping + Meander

Interactive World Map + Cultures Display
Tactile Topographic Map of Salish Sea
Thornton Creek
Regional
Local

Global
Health and Well-being

Community Health and Awareness

KP1 • The school facilities will serve to improve community health indicators through access to play, nutrition, and emotional health services

Comfort and Well-being

KP1 • Reduction in health-related absences
Positively Contribute Resources and Promote Biodiversity
Embodied Carbon and Healthy Materials
Community Health and Awareness
Learning Pods + Differentiated Teaching and Learning

Typical Learning Pod Layout

Strategic Plan Priority 1
High Quality Instruction and Learning Experiences

- Core Learning
- Shared Learning
- Special Education
- Staff Support Space
Community Health and Awareness
Learning Pods + Differentiated Learning

**Classroom Nooks**
Differentiated Learning
Spaces within each
Classroom Setting

Typical Learning Pod Layout
Community Health and Awareness
Learning Pods + Trauma-Informed Design

‘Otter's Den’
Pull Out Space for Calming or Quiet Reading
Community Health and Awareness
Elevating Dining Experience

High Bay Dining
Large Area for Gathering, Dining, and Presentation

Low Dining
Quieter, Connections to Nature, Still Connected to High Bay Spaces

Stair Plinth
Variety of Dining and Gathering Options, Seating for Stage and Gym Viewing

Stage Proscenium
Joy of Learning

Spaces for Play, Imagination, and Creativity

KP1 • Creative ‘Specials’ Programs such as Art and Music are highly visible to students, encouraging interaction and participation, and there is growth in after school programs.

Student Work Celebrated and Shared

KP1 • Highly visible spaces throughout the entire school for student work and community connection sharing.
Spaces for Play, Imagination, and Creativity
Concept Implementation + Pod Identity

Everyone is an Otter’s friend

You belong here

Lushootseed Words
Spaces for Play, Imagination, and Creativity
Sensory Pathways + Mindfulness

Play!

John Rogers Music Portable

Tactile

Biophilic Patterns

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Spaces for Play, Imagination, and Creativity
Media Center Nook

― SDAT member
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Next Steps

- Continuing Community Involvement, Conversations, feedback
- Refined Energy Modeling to meet performance goals
- SPS Stakeholder Reviews
- Community direct input on Materials + Murals + Renaming
- Balancing Cost
- SEPA, departures, building permits
Thank you!

Questions?