



Community Update Meeting

John Rogers Replacement Project Presentation: Nov. 29, 2022

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Richard Best
Director, Capital Projects and Planning
rlbest@seattleschools.org

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



Lisa Johnson
Principal in Charge
DLR Group



Brent Ostbye
Principal
John Rogers Elementary



Amanda Fulford
Project Manager
Capital Projects
Seattle Public Schools



Vince Gonzales
Senior Project Manager
Capital Projects
Seattle Public Schools



Shanna Crutchfield
Community Outreach Equity
Advisor
Vanir Construction



Mike Janes
Project Architect
DLR Group



Shannon Payton
Project Design Leader
DLR Group



Liz Szatko Perez
Project Designer
Architect
DLR Group



Veronica Finney
Interior Designer
DLR Group



Deborah Northern
Manager, Equity, and
Engagement
Seattle Public Schools



Cody Scott
Project Manager
Lydig Construction



Shona O'Dea
HPD Leader
DLR Group



Tim Casad
VP of Preconstruction /
Chief Estimator
Lydig Construction



Eric Holmstrom
Superintendent
Lydig Construction



Heidi Buchberger
Senior Project Engineer
Lydig Construction



Jeremiah Gilliam
Senior Estimator
Lydig Construction



Craig Greene
VP of Operations
Lydig Construction



Todd Ferking
National K-12 Design Leader,
DLR Group



William Ragland
Structural Engineer
DLR Group



Scott Petit
Structural Engineer
DLR Group



Laurie Pfarr
Civil Engineer
LPD Engineering
Women-Owned Firm



Sarah Pangelinan
Civil Engineer
LPD Engineering
Women-Owned Firm



Kas Kinhead
Landscape Architect
Osborn Consulting, Inc.
Women-Owned Firm



Jennifer Munde
Landscape Architect
Osborn Consulting, Inc.
Women-Owned Firm



Cindy Talley
Landscape Architect
Osborn Consulting, Inc.
Women-Owned Firm



Marilyn Denison
Educational Learning
Designer
DLR Group



Josh Robischon
Mechanical Engineer
Metrix Engineering



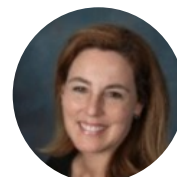
Geoff Grembowski
Mechanical Engineer
Metrix Engineering



Taylor VanderKley
Electrical Engineer
Hargis



Viktor Roshchuk
Telecom & Security
Hargis



Laura Bourland
Food Service
Halliday Associates, Inc.
MWBE Firm



Lisa Lazar
Architect
DLR Group



Kendyl Smith
Interior Designer
DLR Group



Javier Rodriguez
Designer
DLR Group



Sarah Kang
Designer
DLR Group

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

Project Schedule



Part 1: Centering Equity + Strategic Plan Goals

Seattle Excellence:

SPS Strategic Plan Theory of Action

“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...”

Commitments to the Success of Every Student in Each of our Schools:

Equitable Access

Racial Equity Analysis

Workforce Equity

Professional Development

Welcoming School Environments

Partnerships

Multiple Pathways to Success

Recognizing Diversity

Engagement Strategy



60+
survey
participants

2
Community
Listening
Sessions

3
Community
Share
Meetings

4
Student
Engagements

Field Day
with all
students!

70
Community
Meeting
Participants!

Community Input



Facilities
Stakeholder
Meetings

9
SDAT
Meetings!



5
School
Tours



SDAT
Homework
and Input

Teacher
Learning
Connections



Creation
of Project
Vision and
Goals



4
SPS +
Design
Team
Charrettes



Student Engagement – Field Day!



Day in the Life at John Rogers

Hello!

Thank you for taking the time to work through this **Floor Plan** of the current John Rogers Elementary and tell us a little bit about a few of the spaces.

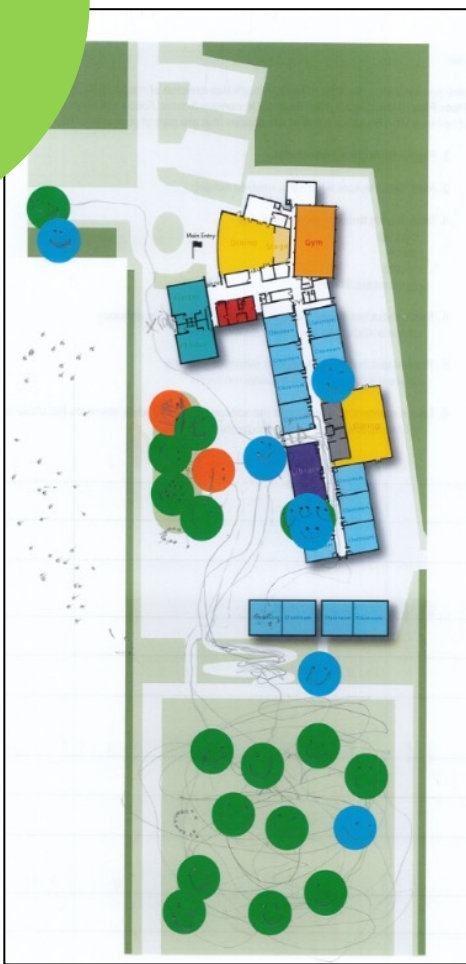
1. First, let's find your classroom.
2. Next, find the spot where you entered school.
3. Draw a path through your school day
 - classes
 - lunch
 - recess
 - gym, music, library
4. Think about two spots that you may have been sad or unhappy
 - place a sticker on each of those moments
5. Think about two of the happiest places of your day
 - place a sticker on each of those moments
6. Take a moment to write about the spaces where you were when you felt those sad moments and those happy moments below.

😊 When I was at lunch I had a good time talking to my friend

😊 I had a good time at recess playing with my friend

😊 I liked doing art cause we finished a project

😞 I did not like the playground because it was too loud and it was cold



Field Day Engagement with all students, families + staff!

“Can there be a separate playground area for younger kids?”

Student Engagement – Spanish Speaking Affinity Group

Project
Design
Share



Speaking
+
Listening
in Spanish

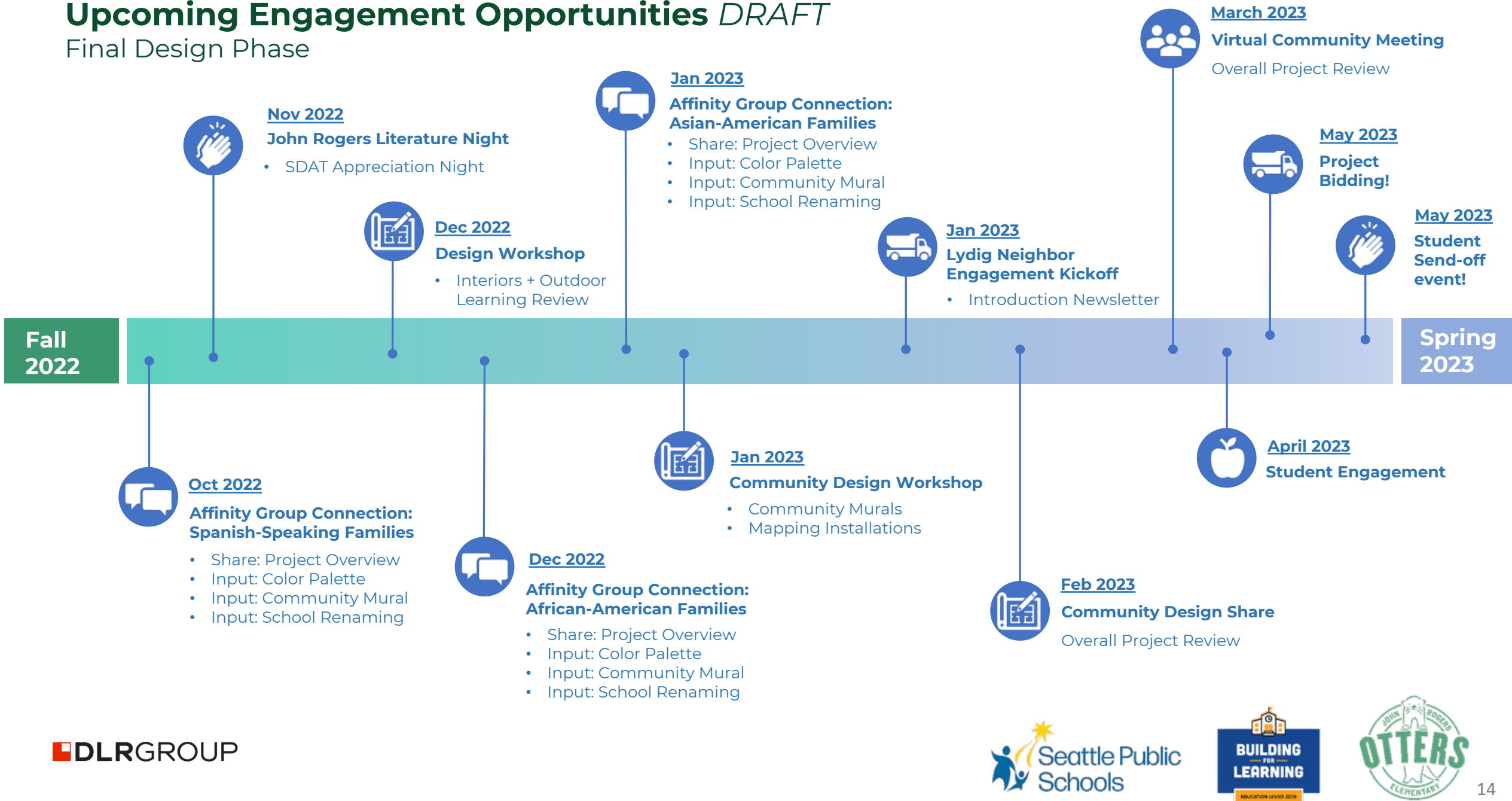


Direct
Input on
material
finishes +
design!



Upcoming Engagement Opportunities *DRAFT*

Final Design Phase



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



Collective Impact

KPI's (Key Performance Indicators)

- 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



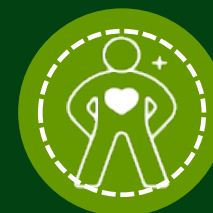
Connection to the Natural World

- 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

Transparent Process Around Decision Making

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

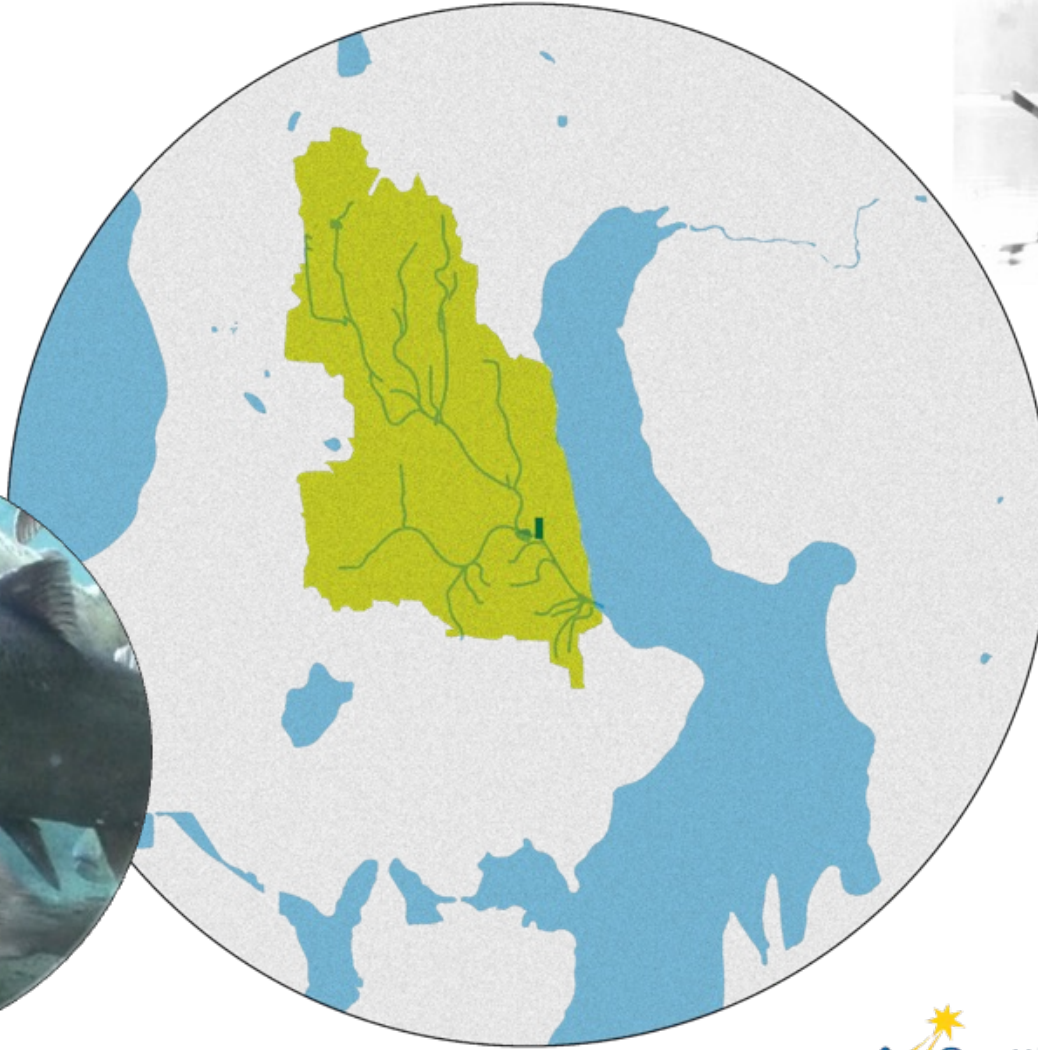
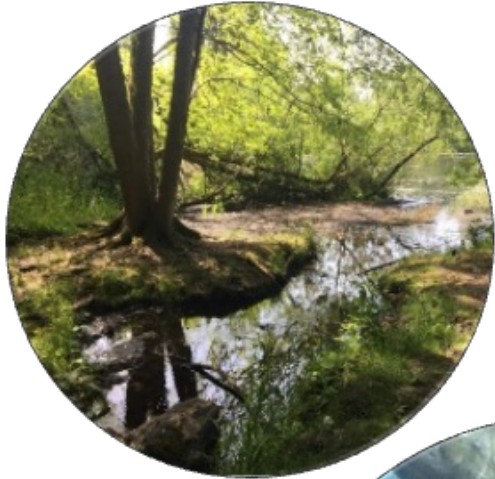
Behavioral Awareness – Students and Staff

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



Behavioral Awareness – Students, Staff, and Community

Thornton Creek Watershed



 Thornton Creek Watershed Extents



Behavioral Awareness – Students, Staff, and Community

Meander Design Concept

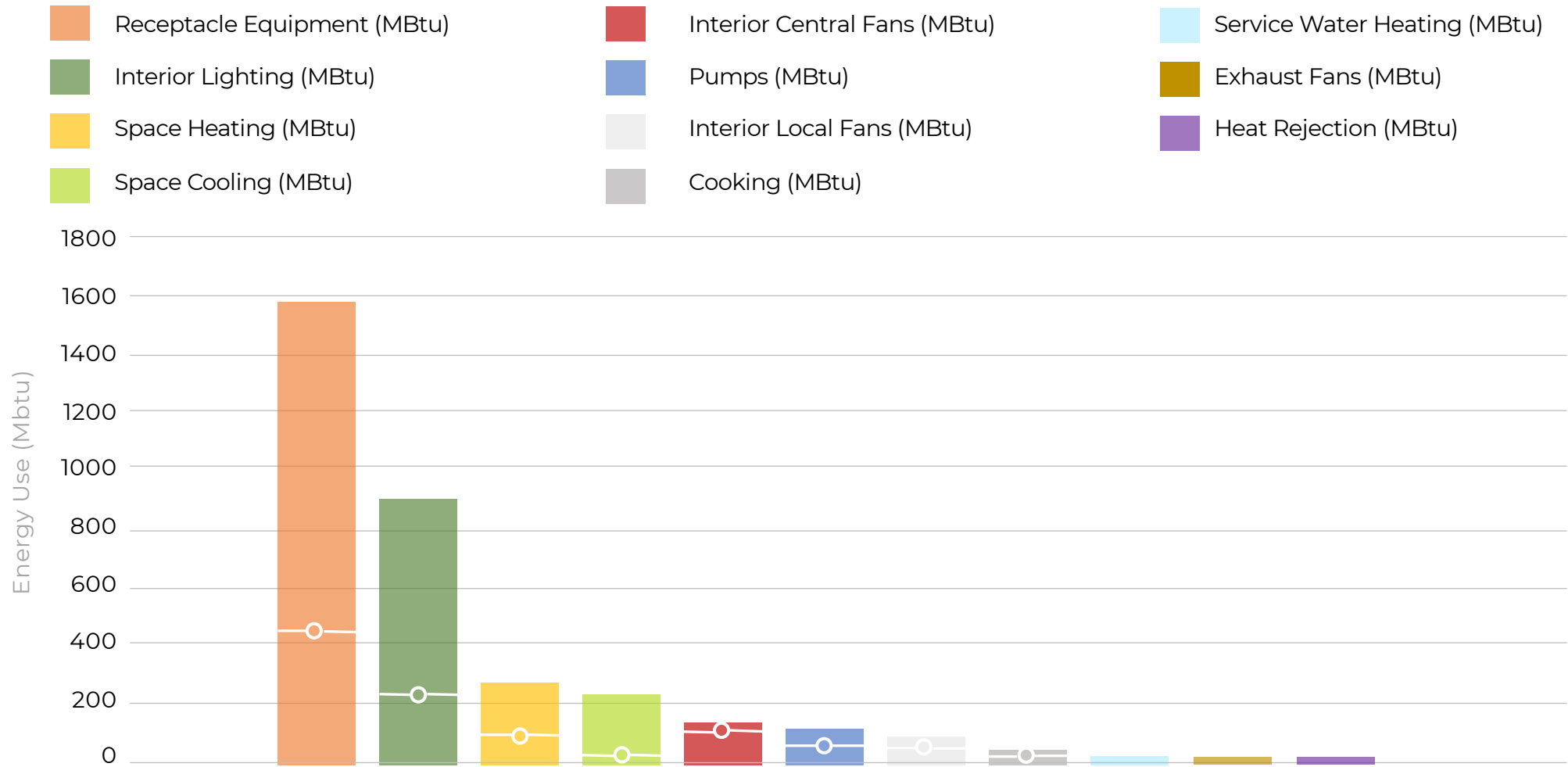


Meaningful
traces of what
has come
before, and the
ability to forge
new paths
ahead together



Behavioral Awareness – Students, Staff, and Community

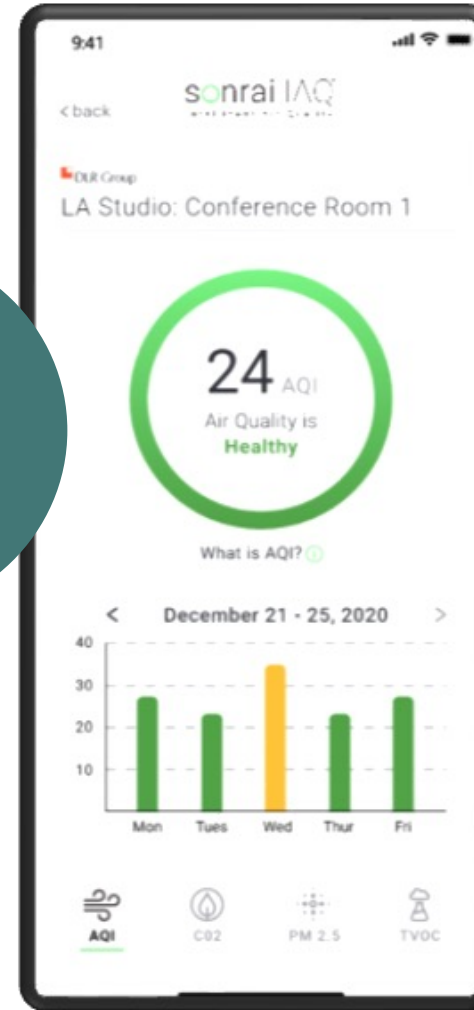
Building and Site as Teachers





Behavioral Awareness – Students, Staff, and Community

Building and Site as Teachers





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*

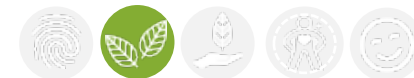
Enhance outdoor learning and experiences

- KP1** • *100% of full-time offices and classrooms have access to daylighting and views of nature*



Positively Contribute Resources and Promote Biodiversity

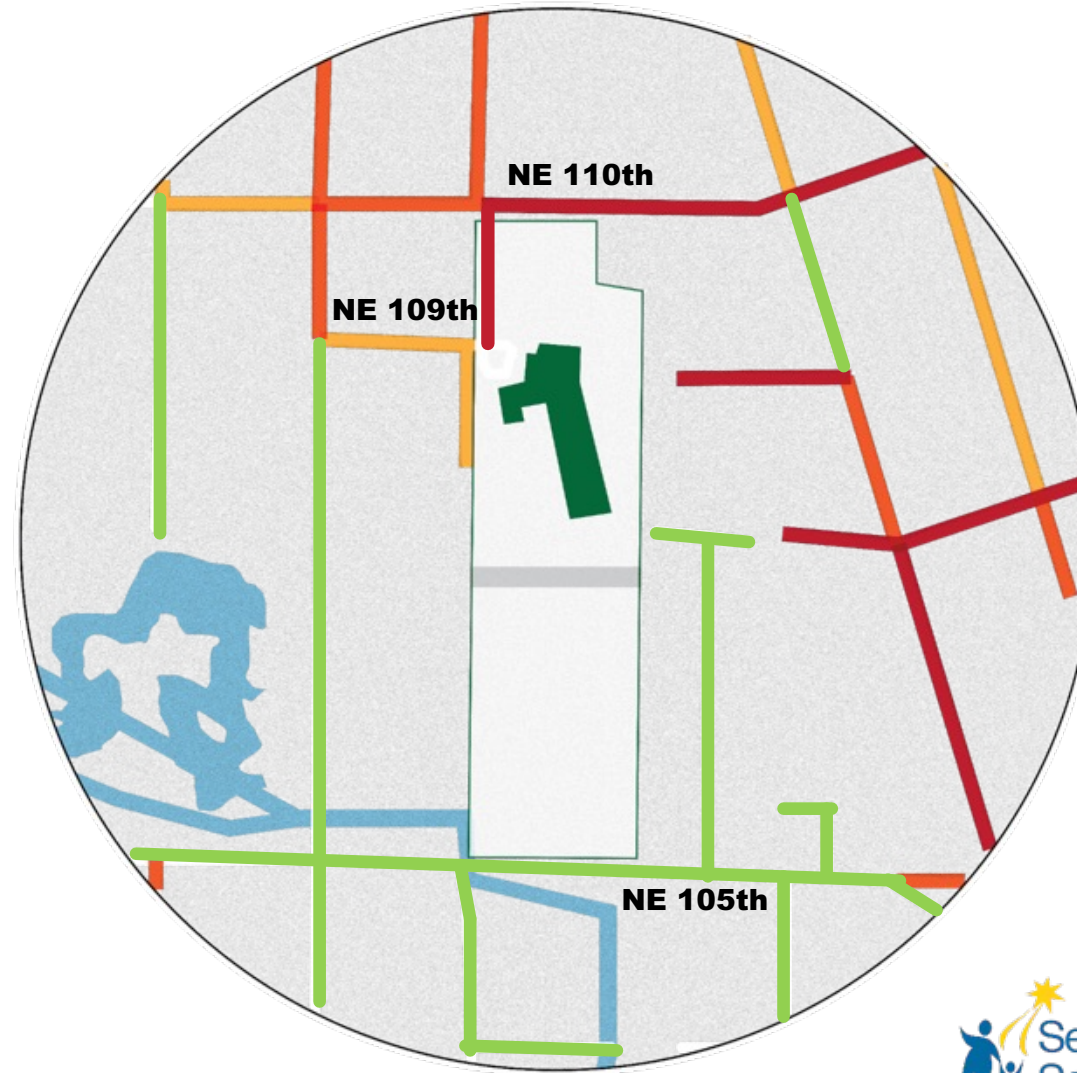
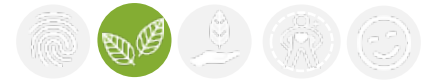
Proposed Site Plan





Positively Contribute Resources and Promote Biodiversity

Existing Road Slopes



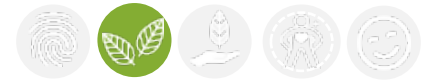
- Slope > 9%
- Slope 6%-8%
- Slope 3%-5%
- Slope 0%-2%

Existing Building
(for reference)



Positively Contribute Resources and Promote Biodiversity

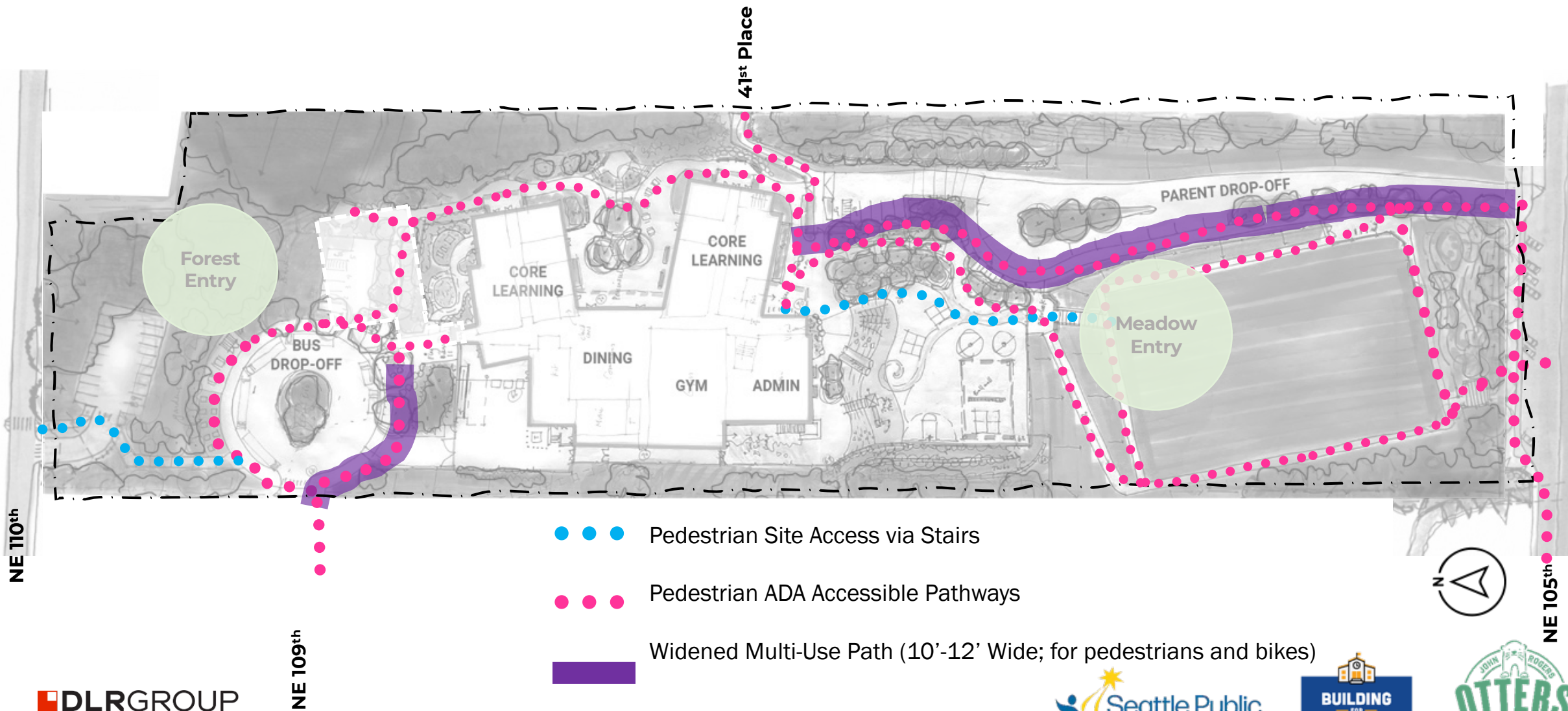
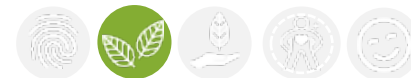
Vehicular Access





Positively Contribute Resources and Promote Biodiversity

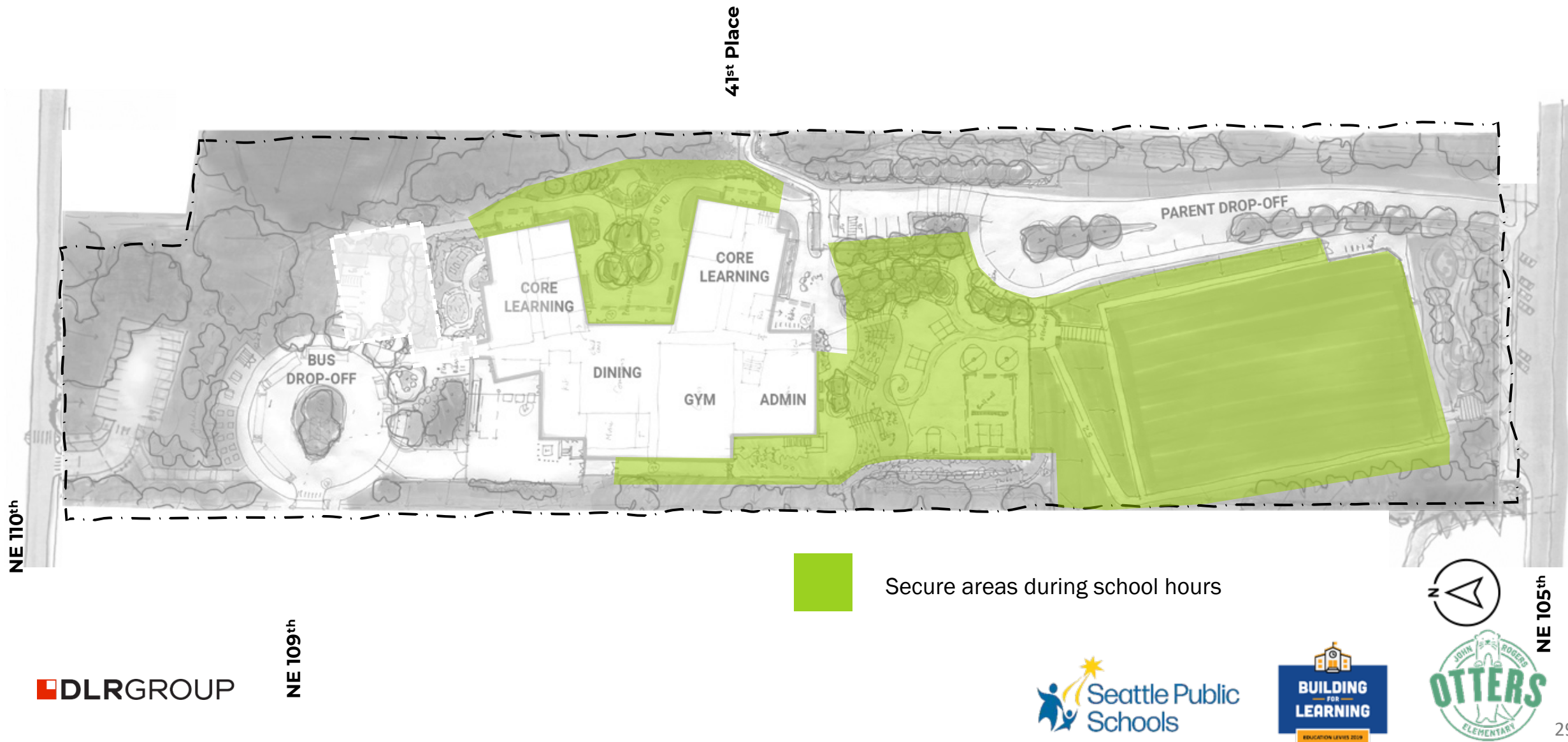
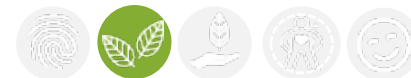
Pedestrian + Cyclist Access





Positively Contribute Resources and Promote Biodiversity

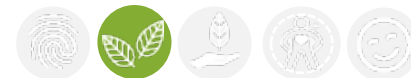
Site Security





Positively Contribute Resources and Promote Biodiversity

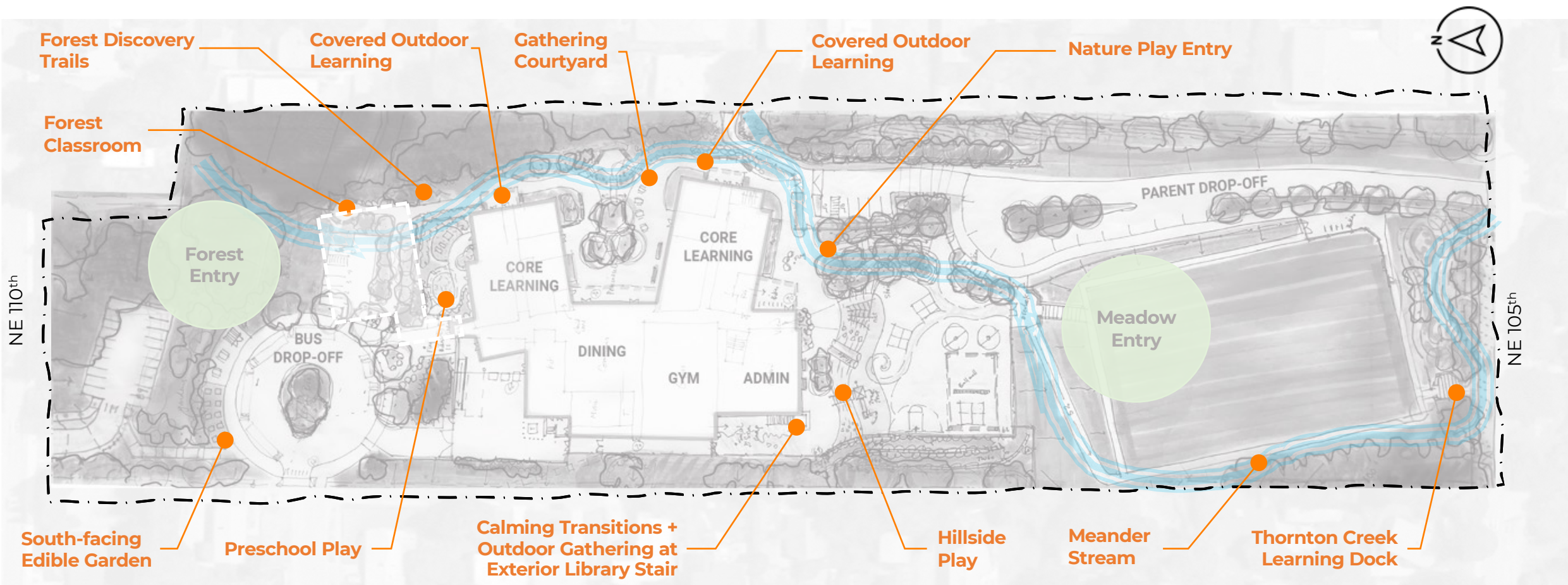
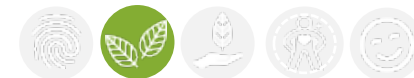
Parking





Enhance Outdoor Learning and Experiences

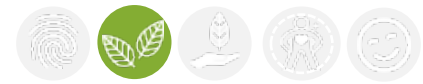
Outdoor Learning Locations





Enhance Outdoor Learning and Experiences

Courtyard



Gathering
Courtyard

Covered Outdoor
Learning at each
Learning Wing

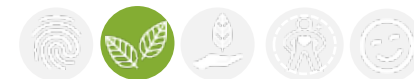
Performance
Space

Shared Outdoor
Project Commons



Enhance Outdoor Learning and Experiences

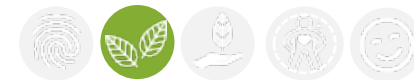
First Floor Plan





Enhance Outdoor Learning and Experiences

Second Floor Plan



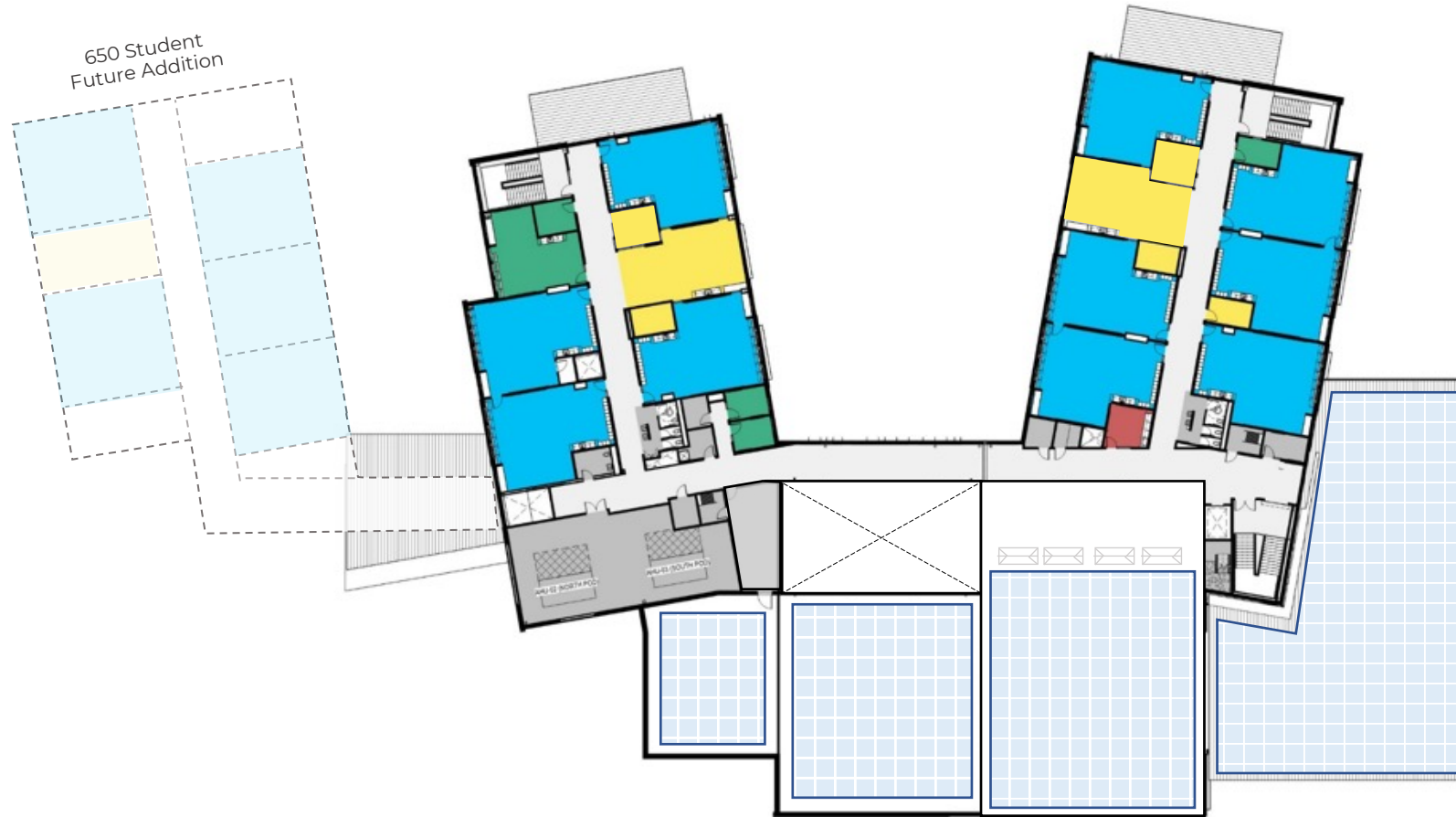
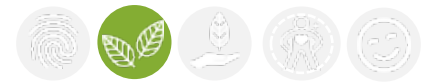
- Core Learning
- Shared Learning
- Special Education
- Admin
- Music/Art
- Childcare
- Gym
- Media
- Dining/Kitchen





Enhance Outdoor Learning and Experiences

Third Floor Plan



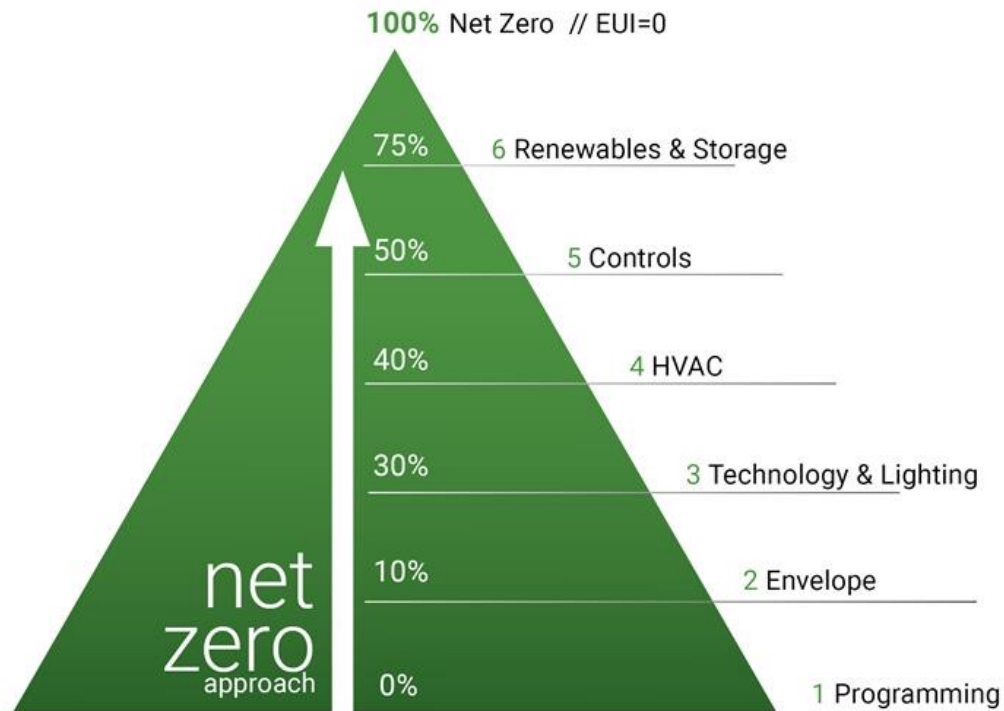
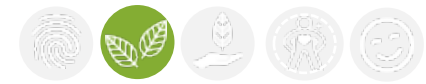
- Core Learning
- Shared Learning
- Special Education
- Admin
- Music/Art
- Childcare
- Gym
- Media
- Dining/Kitchen
- Solar Panel Area





Positively Contribute Resources and Promote Biodiversity

Applied Passive and Active Strategies



Immediate = 50 kW array
Future = 490 kW array

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

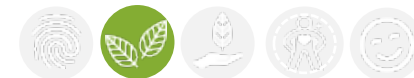
LED Lighting with Daylight & Vacancy Controls
Receptacle Management

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



Enhance Outdoor Learning and Experiences

Daylighting Studies

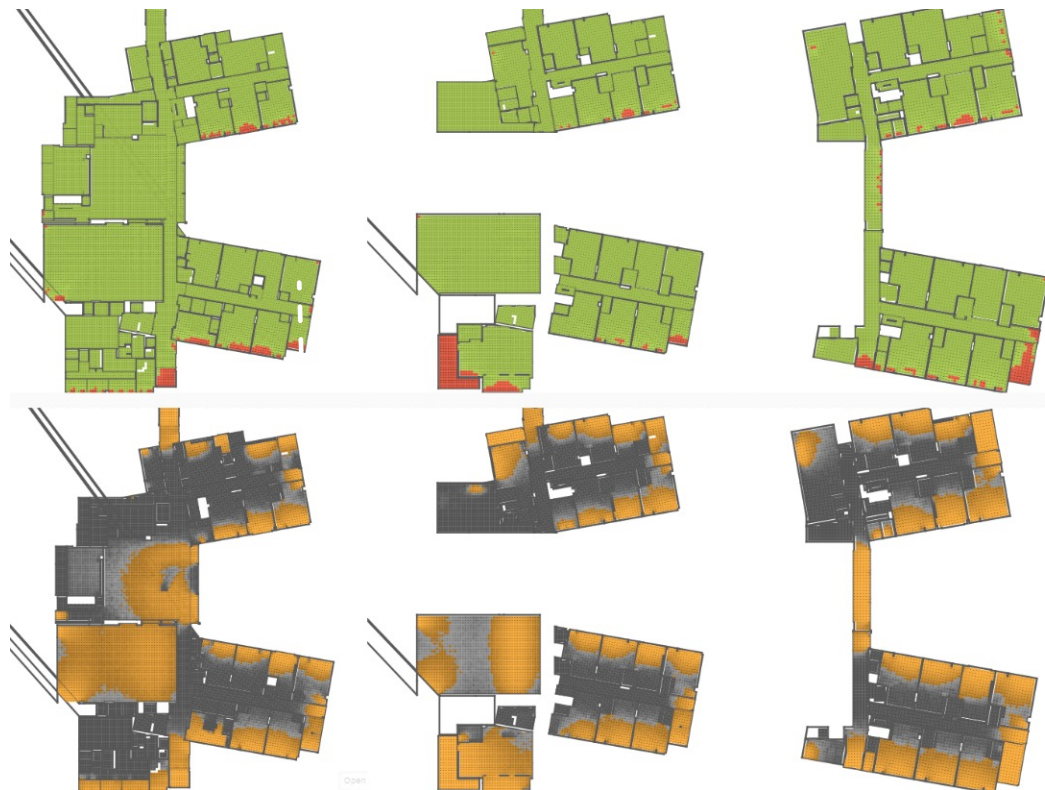


Annual Sunlight Exposure

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.



Goal

100% of Regularly Occupied Spaces have 55% sDA

Status

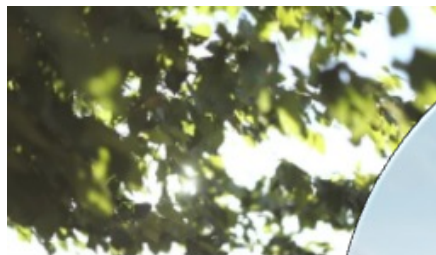
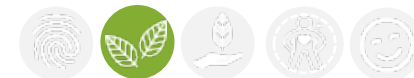
100% of regularly occupied Spaces have access to daylight

95% have 48% sDA

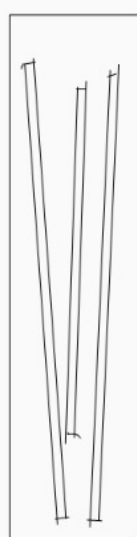
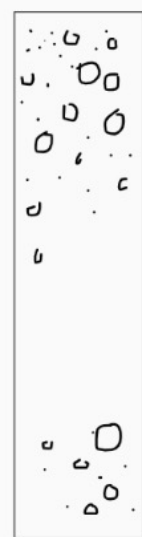
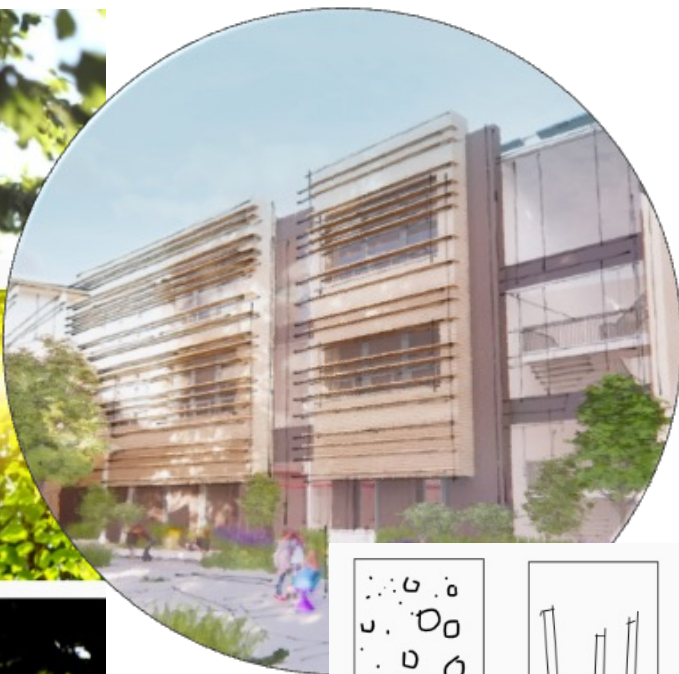


Enhance Outdoor Learning and Experiences

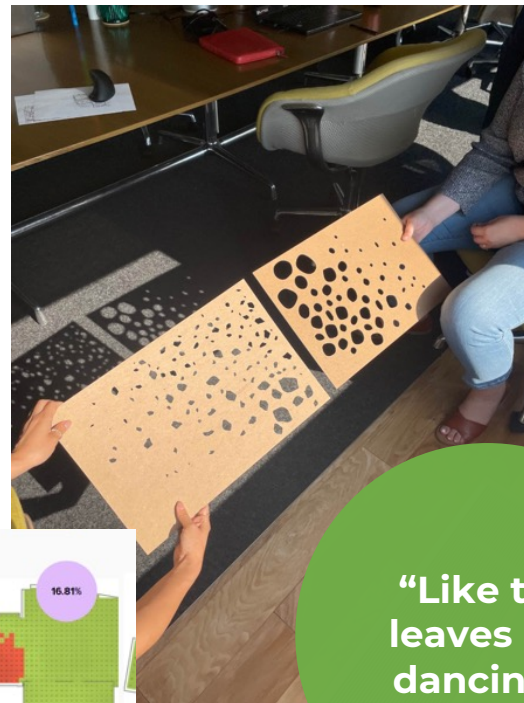
Design Concept in Daylighting Studies



Biophilic Sunshading



Analytical + Physical Testing



Multi-Sensory Experience

“Like the leaves are dancing!”

Dappled Light



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.*

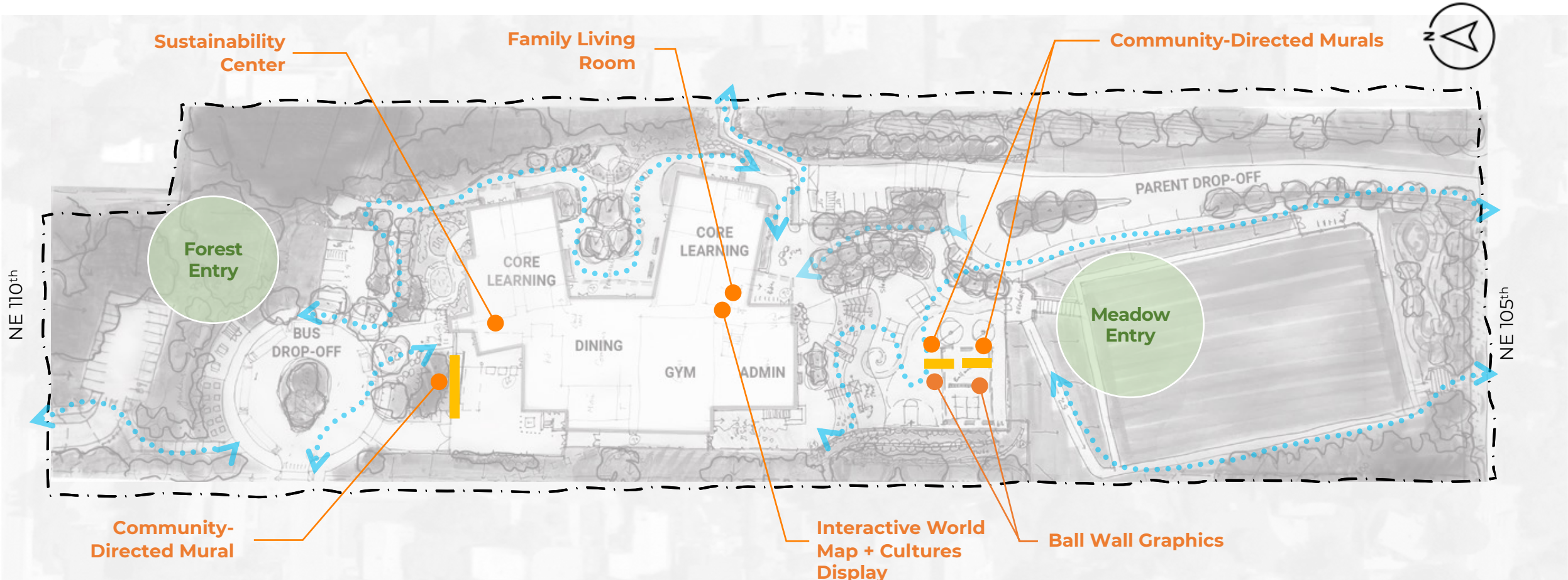
Neighborhood Partnerships and Engagement

- KP1** • *Adult participation in the building will mirror the student demographic*



Equity and Diversity

Community-Facing Elements





Forest Entry





Meadow Entry



Community-Directed
Mural Opportunities





Neighborhood Partnerships and Engagement Family Living Room



Living Room

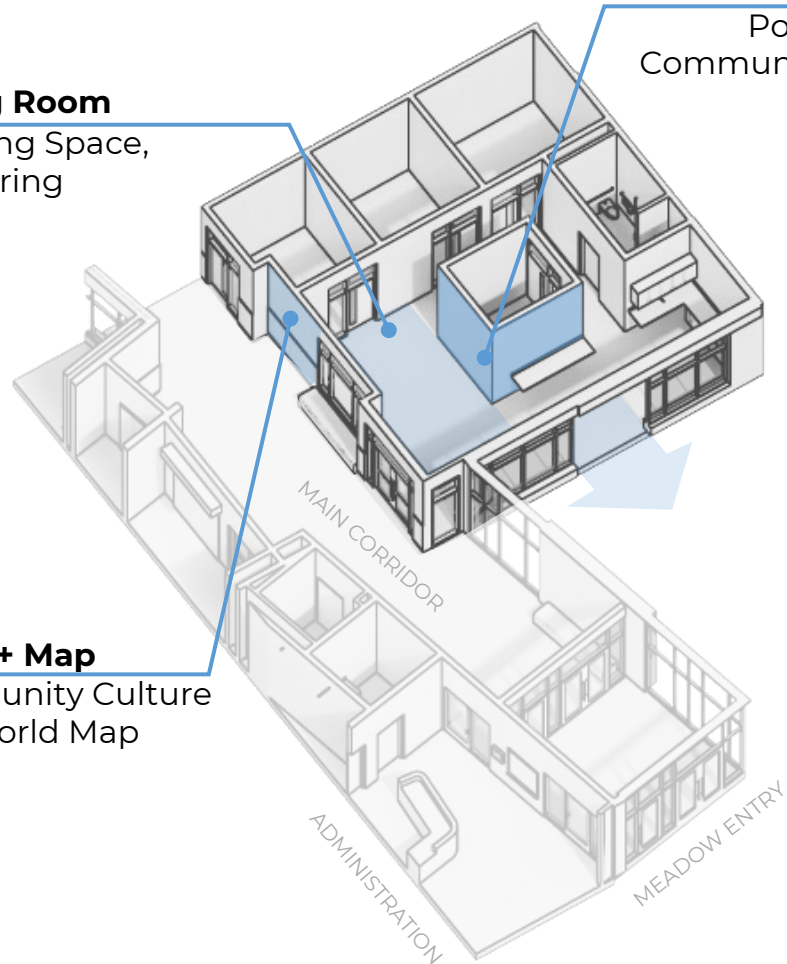
Meeting Space,
Gathering

Community Board

Post Up Space for
Community Information
and Events

Mural + Map

Community Culture
and World Map





Equity and Diversity

Multi-Sensory Mapping + Meander



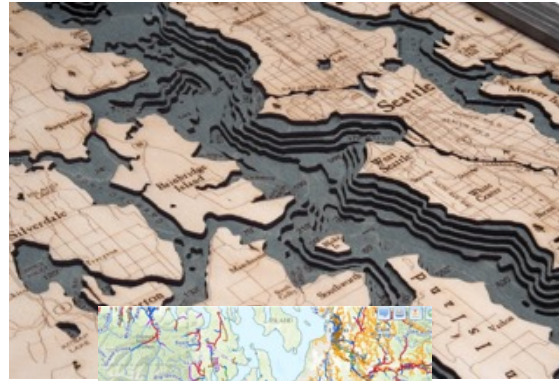
Global



Interactive World Map +
Cultures Display

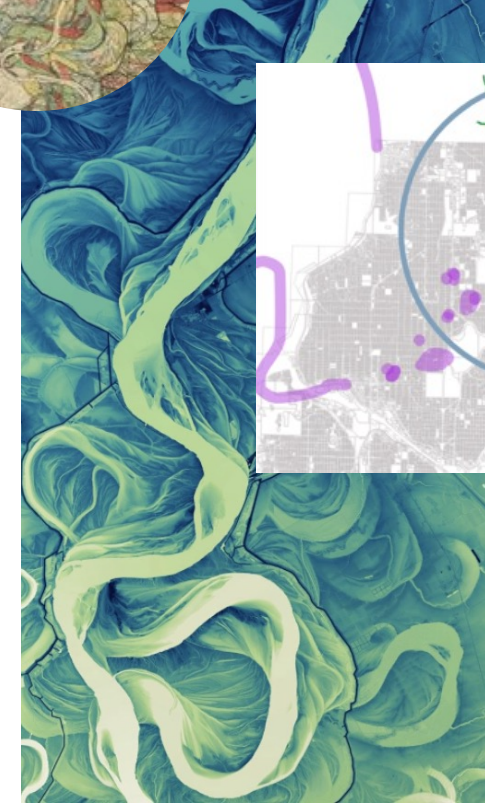
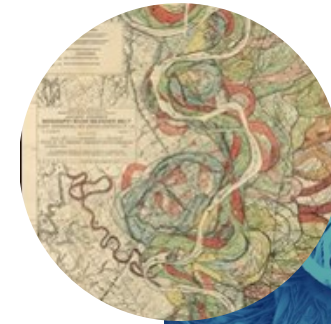


Tactile Topographic Map of Salish Sea



Regional

Local



Thornton Creek



Health and Well-being

Community Health and Awareness

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

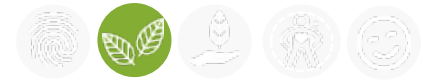
Comfort and Well-being

KPI • *Reduction in health-related absences*



Positively Contribute Resources and Promote Biodiversity

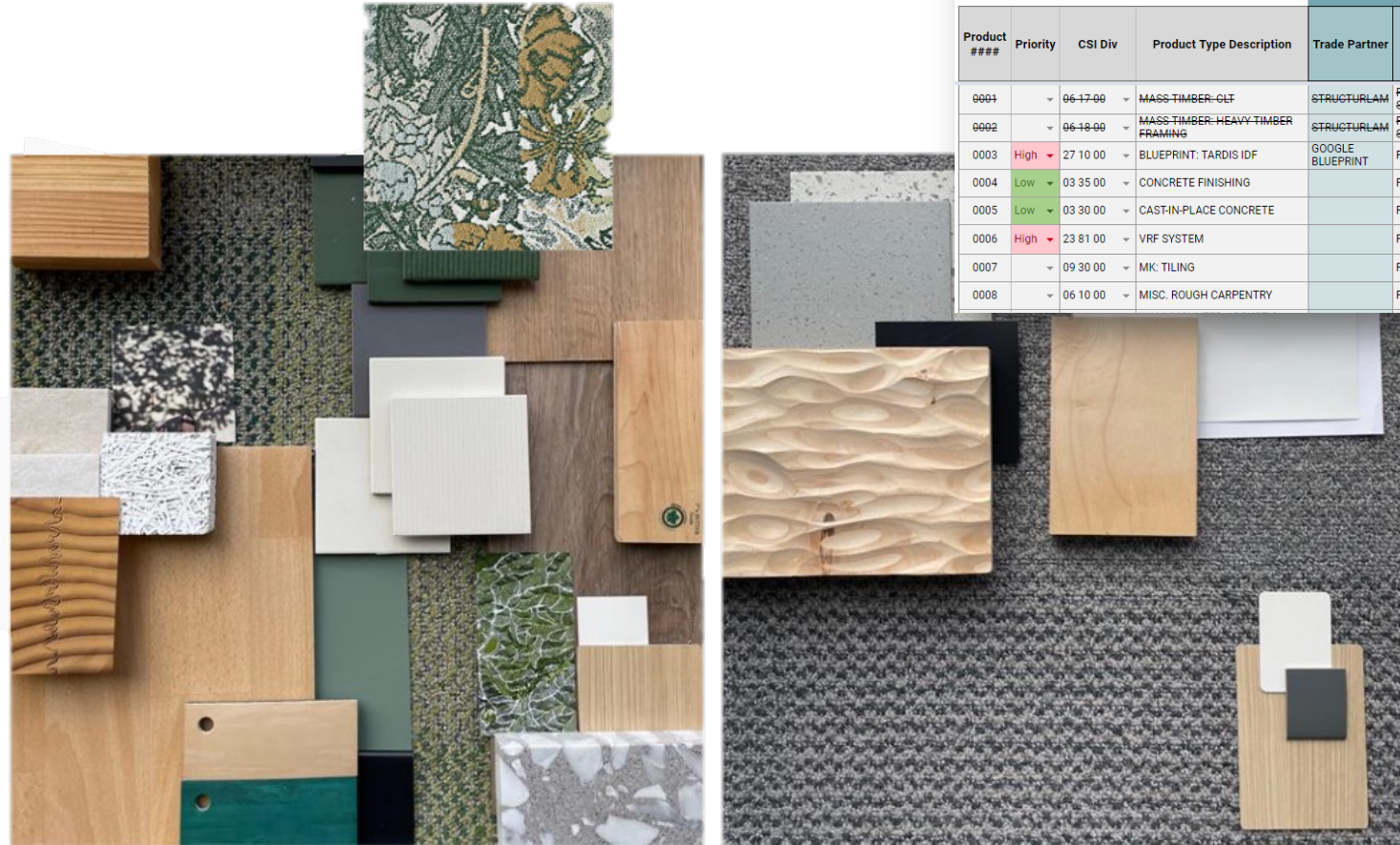
Embodied Carbon and Healthy Materials



Declare.



DLRGROUP



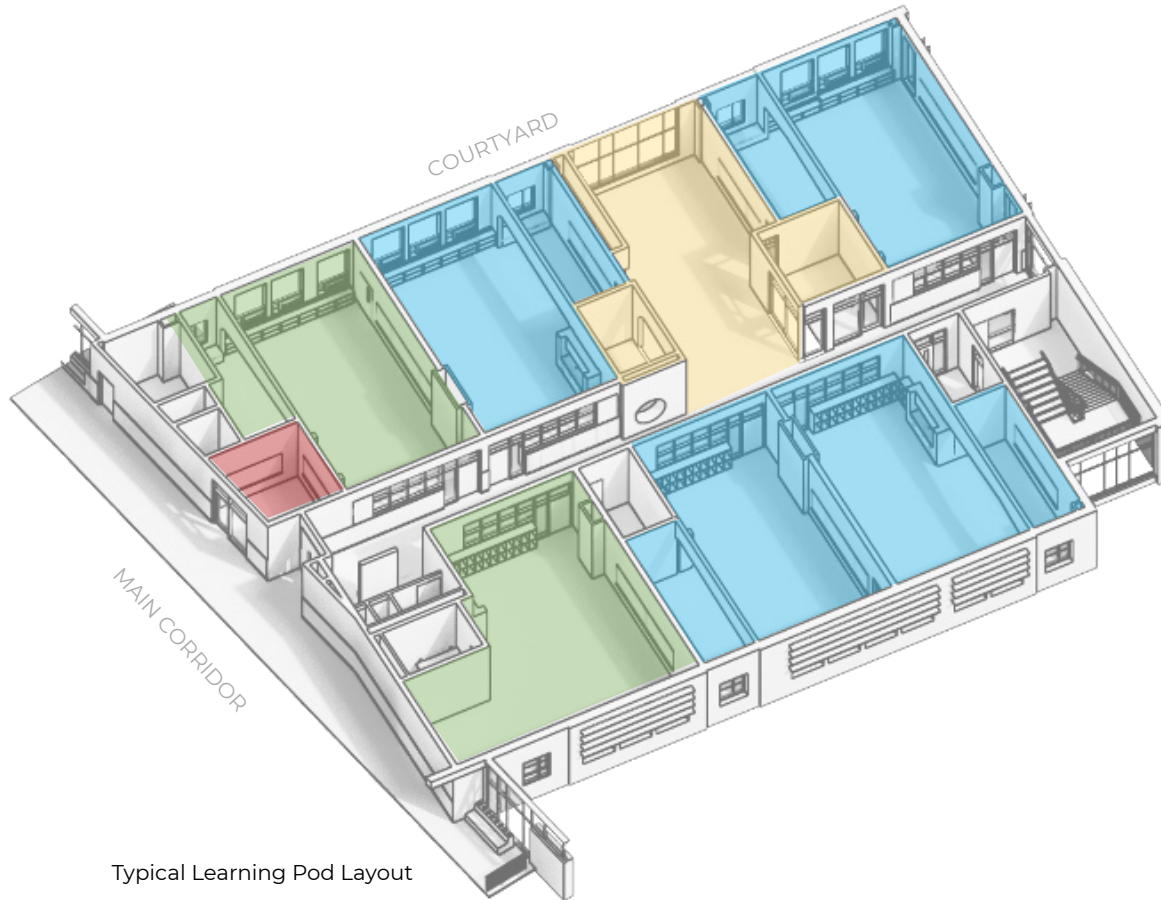
Total material cost		\$0.00					
		GC COORDINATION ZONES					
General Product Information		STATUS					
Product ###	Priority	CSI Div	Product Type Description	Trade Partner	Status	Submittal #	Material Cost (\$)
0001		06 17 00	MASS-TIMBER-CLT	STRUCTURLAM	POR:NOT SELECTED		
0002		06 18 00	MASS-TIMBER-HEAVY-TIMBER FRAMING	STRUCTURLAM	POR:NOT SELECTED		
0003	High	27 10 00	BLUEPRINT: TARDIS IDF	GOOGLE BLUEPRINT	POR:BOD		
0004	Low	03 35 00	CONCRETE FINISHING		POR:BOD		
0005	Low	03 30 00	CAST-IN-PLACE CONCRETE		POR:BOD		
0006	High	23 81 00	VRF SYSTEM		POR:BOD		
0007		09 30 00	MK: TILING		POR:BOD		
0008		06 10 00	MISC. ROUGH CARPENTRY		POR:BOD		





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

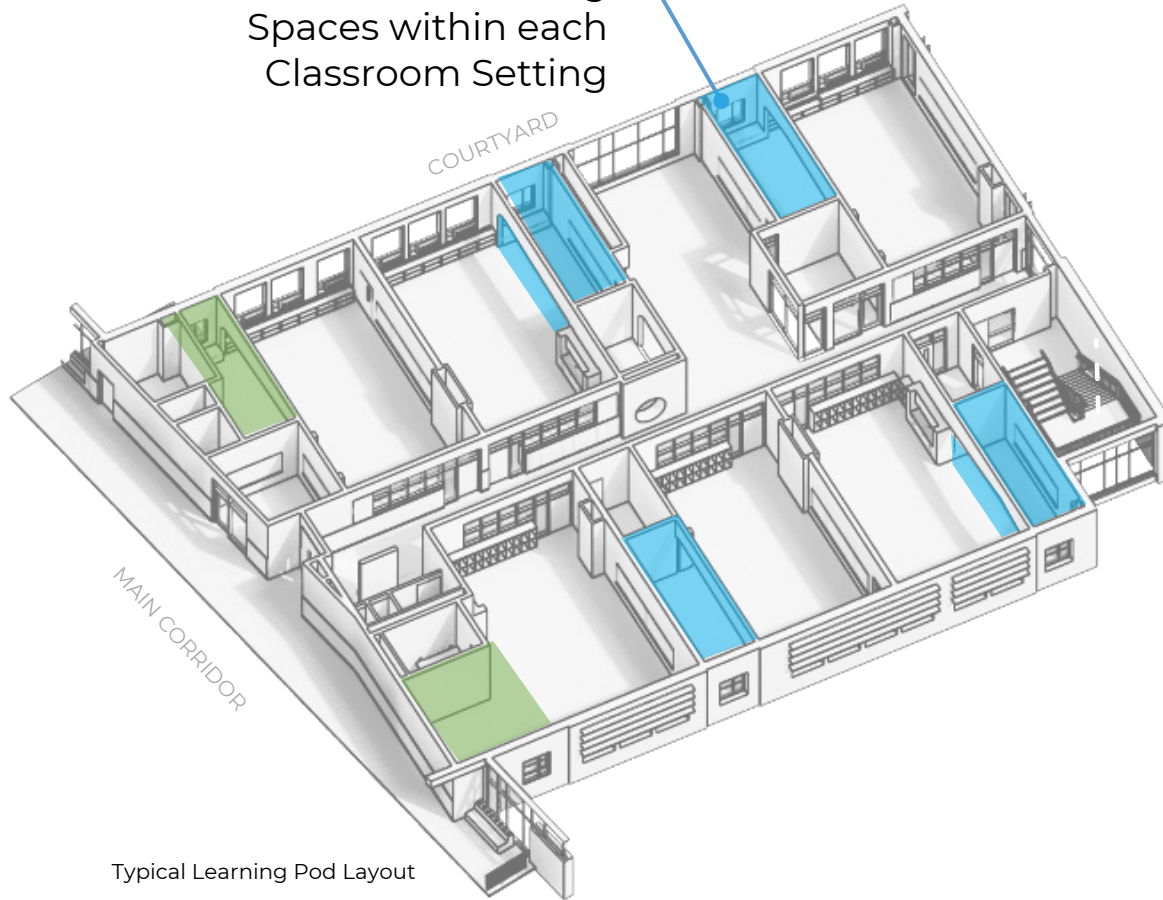


Community Health and Awareness

Learning Pods + Differentiated Learning

Classroom Nooks

Differentiated Learning
Spaces within each
Classroom Setting



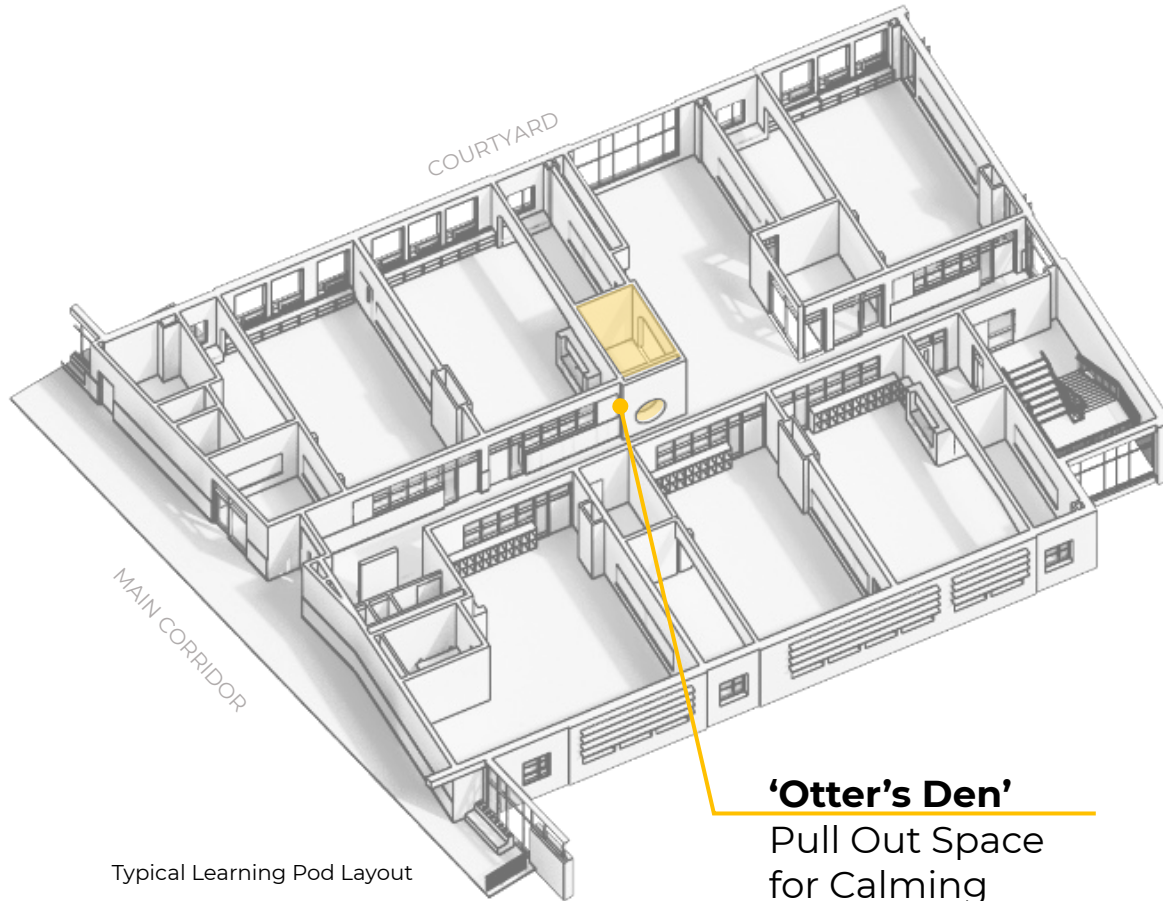
Typical Learning Pod Layout





Community Health and Awareness

Learning Pods + Trauma-Informed Design



Typical Learning Pod Layout

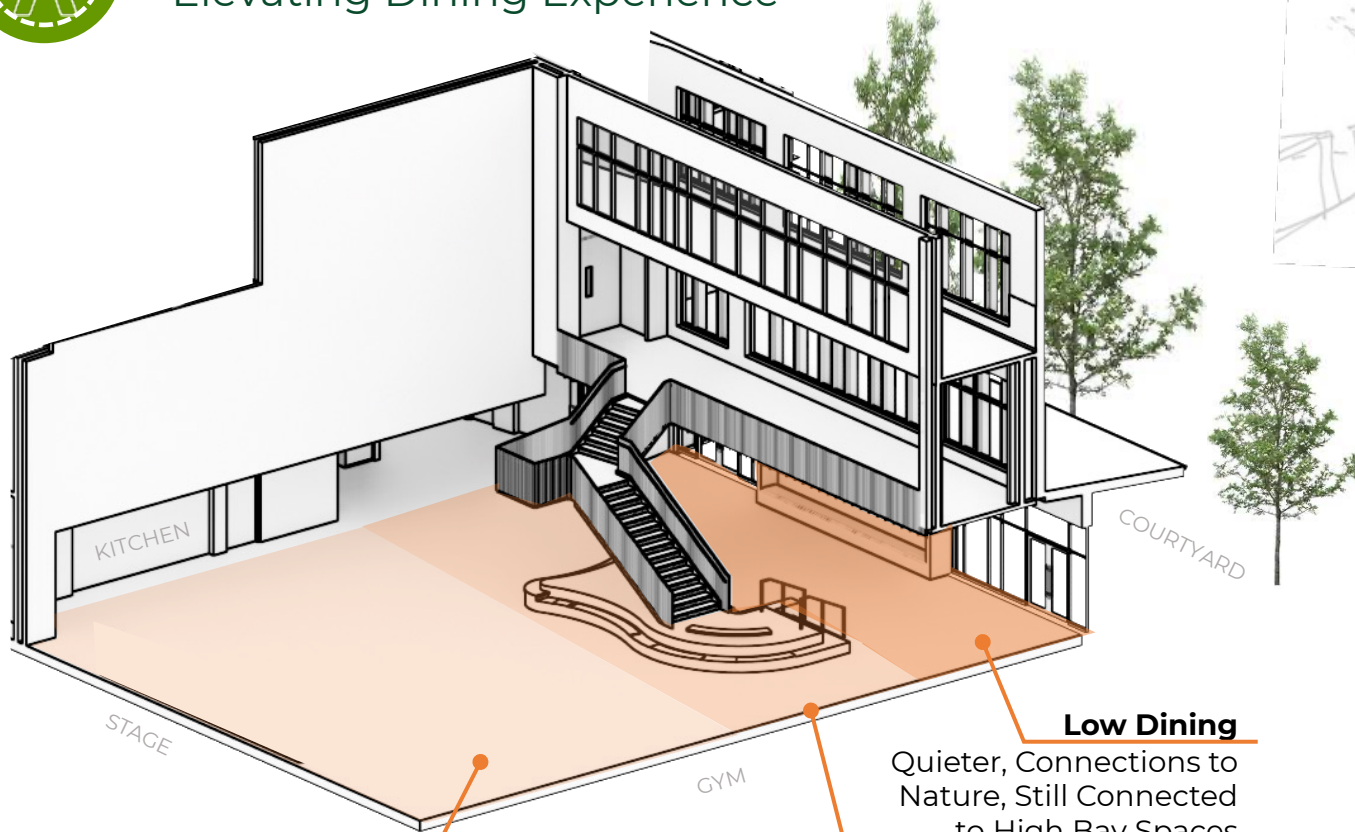
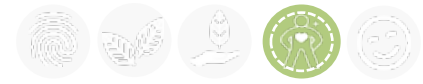
'Otter's Den'
Pull Out Space
for Calming
or Quiet Reading





Community Health and Awareness

Elevating Dining Experience



High Bay Dining

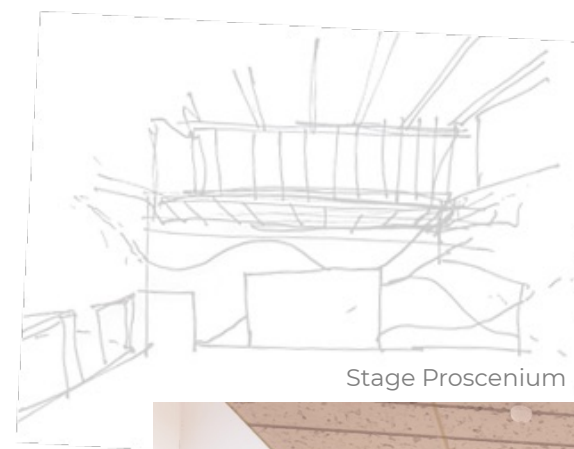
Large Area for Gathering, Dining, and Presentation

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

- KPI** • *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

- KPI** • *Highly visible spaces throughout the entire school for student work and community connection sharing*





Spaces for Play, Imagination, and Creativity

Concept Implementation + Pod Identity



FOREST



šapiyu

L1



sqig^{wəc}

L2



sʔad^zsaq^w

L3



You belong here

Everyone is an Otter's friend

Lushootseed Words

MEADOW



pùq

L1



sǰ^wuʔǰ^wuʔ

L2



čəd ti yuʔyuʔbəč

L3





Spaces for Play, Imagination, and Creativity

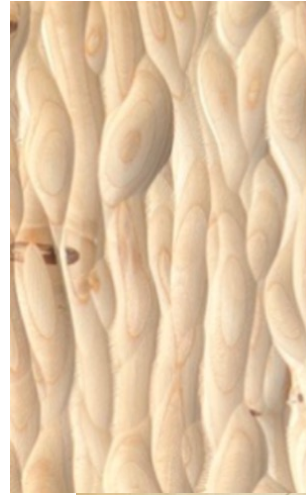
Sensory Pathways + Mindfulness



Play!



John Rogers Music Portable



Tactile



Biophilic Patterns



Spaces for Play, Imagination, and Creativity

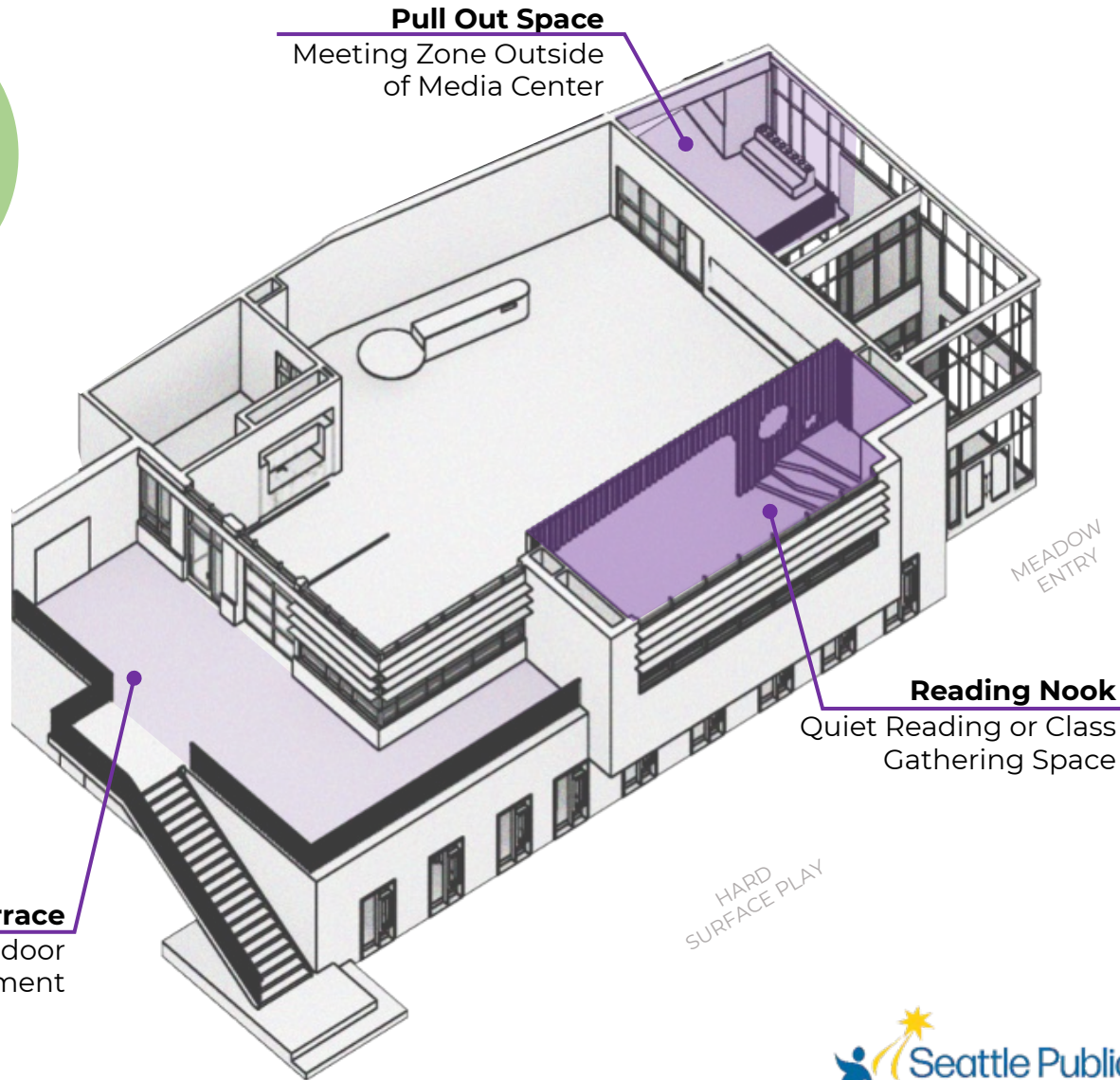
Media Center Nook



"This feels like a storybook"
– SDAT member



Learning Terrace
Covered Outdoor Learning Environment





Collective Impact

KPI's (Key Performance Indicators)

- 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



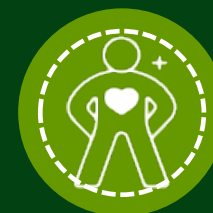
Connection to the Natural World

- 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

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?

