+ **WELCOME** (2 MIN)
  Jonathan

+ **WHAT WE HEARD AT SDAT #5** (10 MIN)
  Jakiel

+ **DESIGN RESPONSE** (30 MIN)
  Jordan & Jonathan

+ **DISCUSSION OF KEY CONCEPTS** (40 MIN)

+ **NEXT STEPS** (8 MIN)
  Jordan

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MEETING AGENDA
WHAT WE HEARD AT SDAT #5

JAKIEL
Main entrance off of Henderson is preferred (vehicle and pedestrian); Seward Park Ave. is congested. Bus stops on Henderson, and other buses stop on Rainier Ave; like different entrance options to mitigate traffic problems.

Seward Park Ave is considered suburbs; there’s no connection to the school/it is at a different grade. Henderson is the city; buses and city activity occur on Henderson.

New multi-family building and RV Food Bank planned to North of site; could provide pedestrian access from the North. Consider creating pedestrian access from other parts of site.

Fields are wrapped in chainlink; need to be more inviting. Field need to be safe; welcoming but controlled field access.

Mapes walkway: at grade pedestrian access. Students walk to the Safeway via Mapes Walkway (the Circle) during lunch; maintain pedestrian connection.

Prefer the building to be set back with obvious entry and visibility; the front door should be obvious, noticeable, and spacious. Plaza space at school entrance feels grand.

Locate Admin, Health Center, Security near main entry. Health Center stays open longer than main office; needs separate entrance.

Would like quality of outdoor spaces; seating and gathering spaces; sun and covered gathering areas. Offer a variety of outdoor spaces, large/small, natural/man-made, direct access to outdoors.

Like the football field along Henderson because it allows for big broad view to a nice, new building.

The Street: blocks views to/from the building; too close to Rainier & Henderson intersection.

Bridge offers better outdoor visibility, better supervision. Prefers this site plan because it doesn’t move the Football field.

Lakeview: likes the organization; right on street; likes building being highly visible.

Bridge: set back but likes the gathering space at site entrance; not sure about track and field in front of building.

Hub & Spoke: Size and location to smaller neighbors might be imposing.
+ Admin, Teen Health Center, Public Conference/Meeting Rooms located at the ground level for access/emergency services/community services.
+ Activity Center centrally located.
+ Teen Health Center has afterhours appointments - needs its own entry.
+ Ample parking for sporting events; consolidated parking is preferred for security purposes.
+ Classrooms: minimize foot traffic / minimize students being able to leave school easily.
+ Classrooms are not required at the ground level.
+ Security located at ground floor and in other areas of school as well.
+ SPED access to outdoors/located at ground level for students with physical disabilities.
+ Skill Center at ground level w/ separate entrance for students coming in from other schools.
+ Athletics/Performing Arts should have their own lobby/have the ability to lock the school side during afterhour events; allow for Gym/Theater separated ticketing so you don’t have crossover of events.
+ Bridge/Lakeview stand out as top schemes but would like outdoor access for classrooms on upper floors.
+ Hub & Spoke is least flexible/adaptable option (it maxes out the site).
+ Regularly spaced classrooms that can be reconfigured would offer future flexibility/adaptability.
+ Library centrally located, natural light, prominent location, double height space would be desirable.
+ Views to Lake Washington are desirable.
+ Natural daylight throughout the school is critical esp. in this region.
+ Community is requesting a new theater. The theater is not landmarked. The theater should feel as new as the rest of the school. Current arrangement does not function well.
+ Hub & Spoke: concerned that it is 3 separate wings; consider overlapping programs & spaces more.
+ Bridge scheme: like that it is a gem/iconic building for the community; like the ability to have views toward Lake Washington.
+ Lakeview: concerns about safety with it being so close to the street; move it away from the street; like that it has views toward Lake Washington.
Lakeview/Bridge allow for more flexibility & growth, and do not isolate learning as much as others. Lakeview/Bridge offer better sightlines for supervision, better sightlines from classrooms, and discourage students from hiding out. Good visual oversight is critical; could result in less bullying due to higher visibility/more interaction. Lakeview/Bridge offer a variety & more breakout spaces which is preferred, students like different options in terms of spaces. Noise is a key issue; good acoustics in Learning Commons (LC) is critical. ELL (English Language Learners) would prefer smaller neighborhoods for increased focus. Bridge is preferred; more open, better sightlines, creates more options for teachers/learners. Prefer mostly Bridge AN, but would like some Street AN options for specific programs. A mix of AN could be beneficial. AN’s should respond to different department’s needs. Mix of AN organizations is appealing. International Baccalaureate program needs areas for small group sessions combined with larger group coming back together. This requires the learning space to be able to expand and contract; up to 3/4/5+ classrooms in large group gathering – Forums (as outlined in Ed Specs) need to accommodate 4 classrooms then breakdown to support smaller groups. AN’s need to be flexible. Concern for science arrangement - how do labs share equipment/chemicals? How will transgender toilets be dealt with? Natural light in the breakout spaces; they’re most effective when they have natural light, instead of buried as an interior space. Natural light is critical in all classrooms. Street/Bridge/Lakeview provide best daylight. Hub & Spoke has more east/west light which is more difficult to control. Smaller, more numerous LC’s more desirable than a large breakout space. Bridge provides multiple breakout spaces that support more teachers; better mix of spaces, not a hallway. Hub & Spoke AN are more intimate. Hub & Spoke has too many small dead end corridors. Desire very interactive LC’s; don’t have to be the same all over school. Outdoor access not critical for most classrooms. This is more equitable for all rather than having direct access for 1st floor classrooms only.

ACADEMIC NEIGHBORHOOD CONCEPTS / SDAT #5 FEEDBACK
+ Provide hardscape outdoor space that students can spill out.
+ Natural light throughout school is critical.
+ Indoor/outdoor connection are important.
+ Provide a secured outdoor area for students, protected from street.
+ Denny Chief Sealth commons area, flexible double doors on both sides; multi-functional space that can be rented out for dances/events.
+ Rebuild existing theater. Current theater only fits 500 people; find a way to accommodate smaller and larger performances, movable walls?
+ Exit located near busses.
+ Locate bathrooms near kitchen; locate kitchen at ground floor for outdoor access.
+ Gym Lockers need access to both gym and outdoors.
+ How can gymnasium be used as multiuse space? Dances.
+ What spaces need direct access to outdoors? Athletics.
+ Bridge: like the separation of Gym and commons area; separate entrances and ticketing booths.
+ Would like a community space/atrium.
+ Centrally located Commons/a place kids want to hang out. Provide garage doors opening to the outside. Could be a space for community gatherings. Good light, comfortable, and safe spaces.
+ All programs accessible within the building for security.
+ Speakers to play music.
+ Like the visibility from Admin to Commons at Issaquah HS.
+ Existing theater is too small; the community uses the theater. The stage is too small and needs a better sound system.
+ Would prefer one cohesive building.
+ Would like for SPED students to be integrated in the school, gives non-SPED students empathy. Locate near Teen Health Center on first floor.
+ Commons should lead to an outdoor space; allow students to spill out to a plaza that is more private. Outdoor space where students can hangout after hours, relationship to fields on main floor. Concern for safety with a second-floor outdoor space, due to difficulty getting students out of the building. Provide a safe outdoor space for students to wait for afterschool pick up.
+ Would like a Learning Stair.
IN SUMMARY

JORDAN
9 SQUARE PROCESS

9 INNOVATIVE IDEAS → 3 Refined Ideas → 1 Consensus-Driven Design
ATTRIBUTES

COMMUNITY CONNECTIONS
+ Lower level of larger programmatic spaces (theater, gym, bleachers / outdoor learning stair) offers an iconic connection to the community
+ Entry is highly visible, sheltered and protected; a welcoming space for students

SUSTAINABILITY
+ Provides optimal North / South solar orientation at upper academic floors
+ Deep overhang shades south glazing, covered gathering spaces and connections to athletic fields

LEARNER-CENTERED ENVIRONMENTS
+ Prioritizes the arts equally with athletics
+ Creates clear deliniation between elevated student plaza and public entry plaza

PROGRAM ADAPTABILITY
+ upper floors are orgainzed on a regular grid with services at the core

PERSONALIZATION
+ academic neighborhoods of 6 classrooms are broken into smaller collaborative space

SAFETY
+ Academic Neighborhoods occupy the upper two floors offering an elevated, safe community
+ after hours access to gym and theater can be accommodated w/o accessing entire school
+ Creates clear deliniation between elevated student plaza and public entry plaza

COLLABORATION
+ potential for double story spaces linking the upper academic floors together to provide visual connection and collaboration
+ academic neighborhoods of 6 classrooms are broken into smaller collaborative spaces

AESTHETICS
+ Iconic building façade / image encourages community engagement
+ Warm materials below the upper floor “bridge”
+ Elevated student plaza
+ Large volumes on either end provide opportunities for murals/public art

THE BRIDGE / THE CONSENSUS IDEA
DESIGN RESPONSE

JORDAN
CONCEPTS TO CONSIDER
+ Site Approach & Entry
+ Clinic Location
+ Special Ed. (High Needs) Location
+ Black Box Location
+ Gym Configuration
SCHEME 1
JORDAN
SCHEME 2
JORDAN
DISCUSSION
ENTRY
+ On-grade entry pulled south along edge of theater. Creates south facing on-grade outdoor student space.

CLINIC LOCATION
+ Opposite admin and connected to Activity Center. Has own exterior access.

SPECIAL ED. LOCATION
+ On east end with own entry. Might be too far removed but has direct exterior access.

BLACK BOX LOCATION
+ Connected to stage. Extends side-stage and connected green room. Rotating the theater puts the music rooms pretty far out there.

GYM CONFIGURATION
+ E/W orientation with all courts on same level. Main entry to gym is off lobby off-shoot of the commons. Gym lobby also connects to grandstands with shared concessions and toilets. Lockers are clearly separated from spectators. 2 entries to gym for teams.
ENTRY
+ Procession to raised entry that is set back at the bridge mass. Admin has view from up high of all who approach

TEEN HEALTH CENTER LOCATION
+ Lower level south plaza. Connected to edge of commons, across the commons from Activity Center. Has own exterior access

SPECIAL ED. LOCATION
+ Near main entry, by library. Could be on east end like scheme 2 if we move Activity Center up next to library or eliminate the cut-through. Could also be located next to clinic on ground floor.

BLACK BOX LOCATION
+ Next to PAC lobby. Lobby serves both black box and main theater as separate venues. Just across hall from stage – can act as green room.

GYM CONFIGURATION
+ N/S orientation with elevated Aux gym (required with this orientation). Main entry is directly off the commons. Lockers are clearly separated from spectators. 2 entries to gym for teams.
NEXT STEPS

PLEASE VISIT
www.rainierbeachhs.com
THANK YOU.
RAINIER BEACH HIGH SCHOOL offers an iconic connection to the community.

WABASH AVENUE S

SOUTH PLAY FIELD

Tennis courts offer optimal North / South solar orientation at upper academic floors.

Phased Construction: about 30 months of construction.

SUSTAINABILITY + Provides optimal North / South solar orientation at upper academic floors + Deep overhang shades south glazing, covered gathering spaces and connections to athletic fields

OPPORTUNITIES + South-facing outdoor space for students + Limits disturbance to existing fields + SE corner connects to Be’er Sheva Park

CHALLENGES + Proximity to east property line if theater is saved + All parking located out front + Track and field throwing events are a little cramped

PHASING + Phased Construction: about 30 months of construction

ATTRIBUTES

COMMUNITY CONNECTIONS + Lower level of larger programmatic spaces (theater, gym, bleachers / outdoor learning stair) offers an iconic connection to the community + Entry is highly visible, sheltered and protected; a welcoming space for students

THE BRIDGE / SITE CONCEPTS

RAINIER AVENUE S

SEWARD PARK AVENUE S

THE BRIDGE

SITE CONCEPTS
ATTRIBUTES

LEARNER-CENTERED ENVIRONMENTS
+ Prioritizes the arts equally with athletics
+ Creates clear deliniation between elevated student plaza and public entry plaza

PROGRAM ADAPTABILITY
+ upper floors are organized on a regular grid with services at the core

SAFETY
+ Academic Neighborhoods occupy the upper two floors offering an elevated, safe community
+ after hours access to gym and theater can be accommodated w/o accessing entire school
+ Creates clear delniation between elevated student plaza and public entry plaza

OPPORTUNITIES
+ Athletics and performing arts are far enough apart to hold simultaneous events without conflict
+ Dynamic 2-story commons with great daylighting
+ Clear vertical circulation with two feature stairs anchoring each end of the commons
+ CTE and arts spaces are on display along the commons

CHALLENGES
+ 4-stories means no roof-top mechanical penthouses
+ Level 3 is irregular due to theater and gym volumes
+ • Special Ed suite is near elevator but on the 4th floor

THE BRIDGE
ATTRIBUTES
PERSONALIZATION
+ academic neighborhoods of 6 classrooms are broken into smaller collaborative space

COLLABORATION
+ potential for double story spaces linking the upper academic floors together to provide visual connection and collaboration
+ academic neighborhoods of 6 classrooms are broken into smaller collaborative spaces

OPPORTUNITIES
+ Pairs academic neighborhoods allows for more flexible scheduling
+ Combining teaching planning spaces would create a 1,250 sf space that could be used for teaching/learning if needed
+ Breaking learning commons into smaller areas/zones offers variety of break-out settings

CHALLENGES
+ Most classrooms are levels 3 & 4 – limited outdoor connections