+ INTRODUCTIONS (2 MIN)
  Jonathan

+ SESSION OVERVIEW (3 MIN)
  Jakiel

+ SMALL GROUP DISCUSSIONS (80 MIN)
  - SITE CONCEPTS - Jordan & Jean
  - BUILDING ORGANIZATION - Jonathan & Abi
  - ACADEMIC NEIGHBORHOODS - Lorne & Jakiel
  - SPECIAL AREAS - Curt & Thomas

+ NEXT STEPS (5 MIN)
  Jordan
SITE CONCEPTS

JORDAN & JEAN
**ATTRIBUTES**

**COMMUNITY CONNECTIONS**
+ Provides a strong connection & anchor to the corner of Henderson & Rainier
+ façade along Henderson provides a physical connection to Rainier Beach community
+ Gyms and Theater flank both side of main entry - the building is well zoned

**SUSTAINABILITY**
+ provides optimal North / South solar orientation at Academic Neighborhoods
+ natural ventilation & daylighting potential at academic neighborhoods
+ various opportunities for indoor / outdoor connections at academic neighborhoods, entry court and connection from gym to fields

**OPPORTUNITIES**
+ Front door faces the community to the west
+ Football field and grandstands in the ideal orientation
+ Potential path running N/S through the site connecting to 53rd
+ SE corner connects to Be’er Sheva Park

**CHALLENGES**
+ Portion of parking located on other side of the football field
+ Main entry is downhill from Henderson
+ Limited entry is downhill from Henderson
+ Limited space for large plaza/gathering spaces near the building

**PHASING**
+ “Flip the Site”: about 24 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
+ Strong connection to Henderson Street with a pedestrian oriented entry from the street to the Commons.
+ Site anchored at the SE corner with a park-like area for school and community use.

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
+ Views of the lake
+ Consolidates fields in one area with building defining edge of public/private realms
+ Parking distributed around site

CHALLENGES
+ Front door on east might compete with athletic entry on the west
+ Student plaza located on the shady north side of the building

PHASING
+ Phased Construction: about 36 months of construction

LAKEVIEW / SITE CONCEPTS
RAINIER BEACH HIGH SCHOOL / THE "Y" SITE PLAN

S CLOVERDALE ST

S HENDERSON STREET

ATTRIBUTES
COMMUNITY CONNECTIONS
+ Commons provides a hub or central gathering space connecting the Arts, Athletics & Academic wings together

SUSTAINABILITY
+ Provides optimal North / South solar orientation at Academic Neighborhoods
+ Natural ventilation & daylighting potential at academic neighborhoods
+ Various opportunities for indoor / outdoor connections at academic neighborhoods, entry court and connection from gym to fields

OPPORTUNITIES
+ Limits disturbance to existing fields
+ Clear separation between student outdoor spaces and public outdoor spaces

CHALLENGES
+ Hill to the east of the classroom wing
+ Takes up a lot of site area – location of practice field
+ Parking lot on SE corner limits connection to park
+ Zoning height restrictions in the NE corner

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

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
QUESTIONS

+ How can the school best connect to the surrounding community?
+ Where would the Main Entry to the school ideally be located and why?
+ Should the new school be close to Henderson St or set back from the street? Why?
+ How should the site be accessed by pedestrians? By vehicles? Why?
+ Are there any outdoor functions/events (other sports, band practice, outdoor performances, all school gatherings, community gatherings, etc.) that the site design should accommodate?
+ How important is the track and field orientation? What other ball fields/courts are needed?
+ How critical is it that parking lots be visible from the street? Should parking lots be consolidated or distributed?
+ Which scheme(s) feels the most collegiate? Why?

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GROUP DISCUSSION / SITE CONCEPTS
BUILDING PLAN CONCEPTS
JONATHAN & ABI
ATTRIBUTES
LEARNER-CENTERED ENVIRONMENTS
+ Smaller scale academic neighborhoods encourages group learning
+ Adjacency of ‘street’ to academic neighborhoods allows students to showcase their work
+ Courts between academic neighborhoods allows outdoor learning

PROGRAM ADAPTABILITY
+ Smaller academic neighborhoods offers flexible classroom arrangements

SAFETY
+ Academic Neighborhoods are sheltered between the ‘street’ and existing slope along west property line
+ Entry is protected w/ visual oversight by Admin
+ clear point of entry and good zoning of the building from public to private

OPPORTUNITIES
+ Courtyards between academic neighborhoods for outdoor learning
+ CTE and arts spaces line the “street” putting learning on display
+ 3-stories allows for interesting roof forms

CHALLENGES
+ First view upon entering the building is not the most inspiring
+ Supervision of roof terrace
+ Counseling on level 2 feels far from everything else

THE STREET
ATTRIBUTES

LEARNER-CENTERED ENVIRONMENTS
+ Prioritizes arts equally with athletics
+ CTE and arts spaces on lower level next to commons put learning on display

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

SAFETY
+ Building defines edge to site with a protected student plaza on the north
+ After hours access to the gym and theater can be accommodated w/o accessing entire school
+ Academic neighborhoods occupy the upper two floors offering an elevated, safe community

OPPORTUNITIES
+ Athletics and performing arts are far enough apart to hold simultaneous events without conflict
+ CTE and art spaces have terrace level outdoor spaces
+ Library is near entry and has view of Mt Rainier

CHALLENGES
+ 4-stories means no roof-top mechanical penthouses
+ Providing space for music and drama programs during phase 2
ATTRIBUTES

LEARNER-CENTERED ENVIRONMENTS
+ Six larger academic neighborhoods
+ courts between academic neighborhoods allows outdoor learning
+ second floor of academic wing sandwiched CTE & science programs between first & third levels providing continuity & collaboration between the three floors

PROGRAM ADAPTABILITY
+ Embedding CTE spaces brings variety to the types of spaces in each academic neighborhood

SAFETY
+ Academic Neighborhoods are sheltered at North end of site
+ After hours access to gym and theater can be accommodated
+ Elevated plaza outside of Commons offers a safe outdoor gathering space for dining and athletic events

OPPORTUNITIES
+ Building is easily zoned between academics, athletics, and arts
+ Existing theater may be retained

CHALLENGES
+ Daylighting challenges for many E/W facing classrooms
+ Meandering commons could lead to supervision issues
+ Athletics wing is far from the front door
ATTRIBUTES

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

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CHALLENGES
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+ Level 3 is irregular due to theater and gym volumes
+ Special Ed suite is near elevator but on the 4th floor
GROUP DISCUSSION / BUILDING PLAN CONCEPTS

**QUESTIONS**

+ What program areas are inherently more public and should be located closer to the main entrance? What program areas should be held more private?
+ What program areas/classrooms need to be on the ground floor and why?
+ What areas should be accessible outside of regular school hours and why?
+ What is the preferred access for the Gym and Theater for after school functions? Through the Main Entry, Commons, or through a separate entrance?
+ Of the schemes presented, which do you believe offers the greatest amount of flexibility/adaptability? Why?
+ Of the schemes presented, which organizational concepts best address sustainability?

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NOTES
ATTRIBUTES
PERSONALIZATION
+ small scale academic wings (6 classrooms each)
  encourages student ownership and self-expression

COLLABORATION
+ Academic Neighborhoods similar to other schools in the district

OPPORTUNITIES
+ Shared learning space could extend outside on level 1
+ One larger learning commons could support a whole class using the space
+ Classroom wings could support an academy model

CHALLENGES
+ Limited flexibility regarding the number of classrooms in the neighborhood
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
ATTRIBUTES
PERSONALIZATION
+ Embedding CTE program in the academic neighborhoods connects students’ interests with other disciplines

COLLABORATION
+ Embedding CTE program in the academic neighborhoods connects students’ interests with other disciplines

OPPORTUNITIES
+ Shared learning space could extend outside on level 1

CHALLENGES
+ Only 3 classrooms connect directly to a shared learning space
+ Many classrooms on the main/busy corridor
ATTRIBUTES
PERSONALIZATION
+ academic neighborhoods of 6 classrooms are broken into smaller collaborative space

COLLABORATION
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GROUP DISCUSSION / ACADEMIC NEIGHBORHOOD CONCEPTS

QUESTIONS

+ How should the academic neighborhoods be best organized? Distinct pods or interconnected groupings? Why?
+ How would you use the learning commons in an academic neighborhood? Would that be best served by smaller spaces dispersed throughout the Academic Neighborhood or one larger centralized space and why?
+ Should there be direct access to the outdoors from some classrooms? If so, which classrooms and why?
+ Where should CTE spaces be located relative to the Academic Neighborhoods? Embedded within? Adjacent to? No relationship?

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THE STREET

LAKEVIEW

HUB & SPOKE

THE BRIDGE
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SPECIAL AREAS
CURT & THOMAS
ATTRIBUTES
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LAKEVIEW
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- Are there preferred programs to locate Special Education near? (Gym, Commons, Admin, Health, Outdoor Access, etc.)?
- What are the opportunities and challenges to having lockers on a different level than the Gymnasium?
- Is it acceptable for there to be one large gymnasium with three basketball courts for PE and practice when the bleachers are put away and one large court for games when the bleachers are open?
- What are the opportunities and challenges to having an auxiliary gym on a different level than the main gym?
- How important is it to have natural light, windows and views from the gymnasium?

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GROUP DISCUSSION / SPECIAL AREAS
SESSION RECAP

JORDAN
NEXT STEPS

PLEASE VISIT
www.rainierbeachhs.com
THANK YOU.
RESOURCES
BUILDING PLAN CONCEPTS
FOR REFERENCE
ATTRIBUTES
AESTHETICS
+ Academic neighborhoods of 6 classrooms are broken into smaller collaborative space
+ Iconic massing; welcoming
+ Small visitor parking at front and pedestrian connections.
ATTRIBUTES

AESTHETICS

+ Iconic sweeping form/facade
+ Views of Lake Washington
+ Strong presence along Henderson
+ Ideal orientation (N/S) for daylighting
+ Locates all playfields behind the building
ATTRIBUTES
AESTHETICS
+ Strong presence across the site (East to West)
+ Wavy form references the beach/waves
+ Clerestory natural light
+ Entry facing Lake Washington
+ Elevated student plaza
ATTRIBUTES
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/ EXTERIOR DESIGN CONCEPTS