



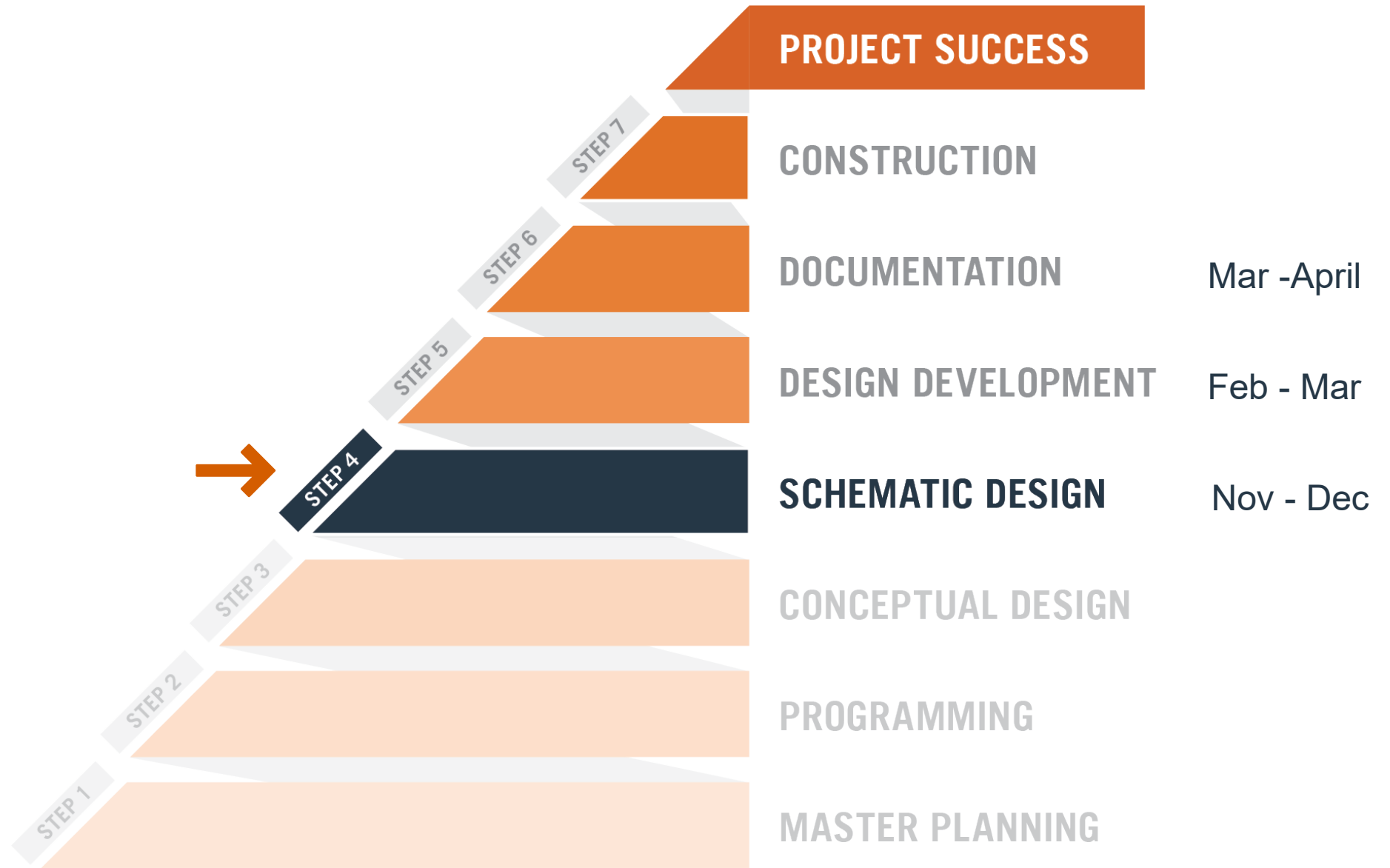
02.09.2023

RUSSELL JONES EDUCATION CENTER

BOE Update



hollis  miller
architects



MUST HAVES

Safety/ Secured Storage
Recovery/ de-escalation
Sensory Support
Flexibility
Durability/ Cleanable
Tailored to RJ
Access to Kitchen
Walking Path

CAN'T HAVES

- Open space
- Too much glass
- Breakables/ Projectiles
- Too much stimulation / distraction
- Unsecured exits
- Shared walls w/ recovery
- Carpet in Recovery

LEARNING SHOULD BE...



INDIVIDUALIZED & FLEXIBLE
Students are met where they are with customized approaches and plans that best support each student's learning needs.



CALM & SAFE
Students who feel safe in a calm environment have the capacity to learn and collaborate with peers and teachers.



COLLABORATIVE & ENGAGING
Students learn from each other through hands-on experiences, leading to memorable connections and applicable knowledge.

SUPPORTIVE ENVIRONMENTS SHOULD
Provide a variety of different types of learning spaces that allow teachers to design student needs with supportive learning spaces. Adaptability is important as student needs can fluctuate as students enter and exit the program.

Encourage a calm yet safe environment through multiple senses - tactile, visual, auditory, supporting student regulation and aid transitions back into the classroom. Consider how various space alignments can best support students transitioning from crisis mode to the classroom.

Incorporate learners in real-world experiences across a variety of environments and spaces. Communication and connection should be emphasized. Students should connect with teachers and peers to advance their skills for the future.

STUDENTS SHOULD FEEL



ACCEPTED
The opportunity to learn in an environment that is non-judgmental, supports and celebrates each student's skills and abilities.



COMFORTABLE & SAFE
An environment that protects and supports the student while learning to manage and regulate the ups and downs of everyday life.



A SENSE OF BELONGING
A place where a student fosters a sense of pride, confidence, ownership, and accomplishment with peers, teachers, and staff.



PROUD
The opportunity to be a part of student development and growth is life changing for these students & their families.



COMFORTABLE & SAFE
A physical and psychological safe environment affords staff the ability to encourage safe risk taking for their students growth and development.



CONNECTED & TRUSTED
The support system needed by the students and parents is rooted in strong teacher connections with peers and District staff.

STAFF SHOULD BE EMPOWERED TO...



USE THEIR UNIQUE SKILLS TO SUPPORT STUDENTS
Each student provides new opportunities for teachers to tap into their own skillsets to align approach with student success.



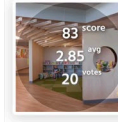
DEVELOP MEANINGFUL RELATIONSHIPS
To instill value within students, teachers invest in building relationships to encourage student engagement and personal growth.

SUPPORTIVE ENVIRONMENTS SHOULD
Consider incorporating spaces beyond the formal classrooms in which staff can create and develop learning plans that meet the individualized needs of students. Spaces should support individual planning or small groups of peers, professional staff, and/or parents.

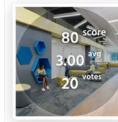
Spaces should support both student and teacher safety throughout the dynamic transitions students experience throughout a typical day. Teachers should have the opportunity to choose the environment that best supports student regulation and aids in transitioning the student back to the classroom successfully.

SUPPORTIVE CORRIDOR SPACE

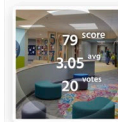
As you consider the corridors that students walk through during the day, rank the following images from most supportive (#1) to least supportive (#6) for your students. (Hint: click on the magnifying glass in the upper right corner to expand the images.)



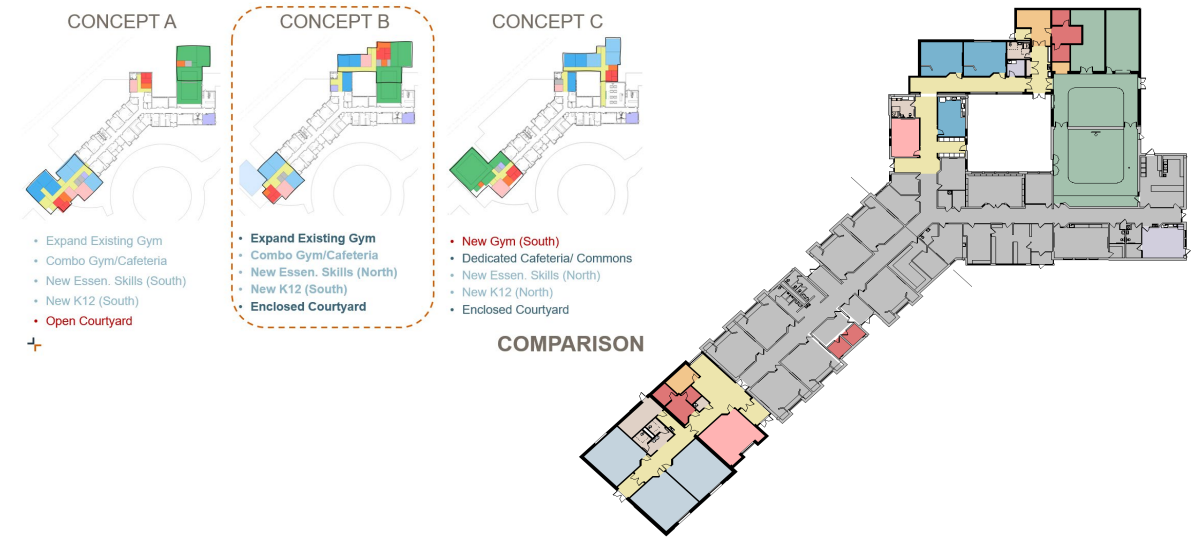
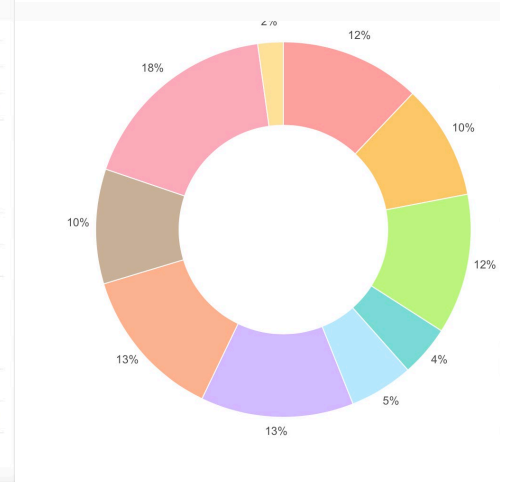
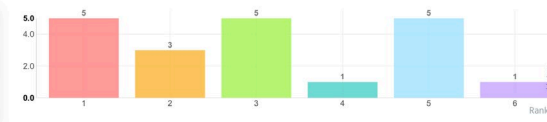
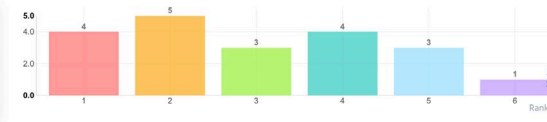
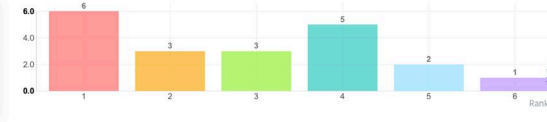
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A



C



RUSSELL JONES EXPANSION PROCESS





RJ SCOPE

(COMPONENTS OF THIS PROJECT)

- (2) Additional Recovery Pods
- (1) Staff Break Rm + Wellness Rm
- (4) New Classrooms / Multi-Sensory Rm
- Gym Addition (Active Sensory)
- Flexible Use Areas & Storage (for furniture & classroom materials)





SURVEY TRENDS

- Natural Light
- Open, but Intimate Spaces
- Adjustable Artificial Lighting
- Space to move (Sensory Diet)
- Calming spaces
- Age-appropriate spaces
- Interior Graphics



MULTI-SENSORY (STIMULATING)

- Space for equipment for movement (swings, rolling items)
- Possible Activity Stations (closed storage)
- Adjustable lighting
- Projector



CALMING SENSORY (DE-STIMULATING)

- Used multiple times a day
- Soft Seating
- Adjustable Lighting
- Sensory Equipment (bubble tube, fiber optics, projector)
- Storage



TRANSITION (POST-RECOVERY)

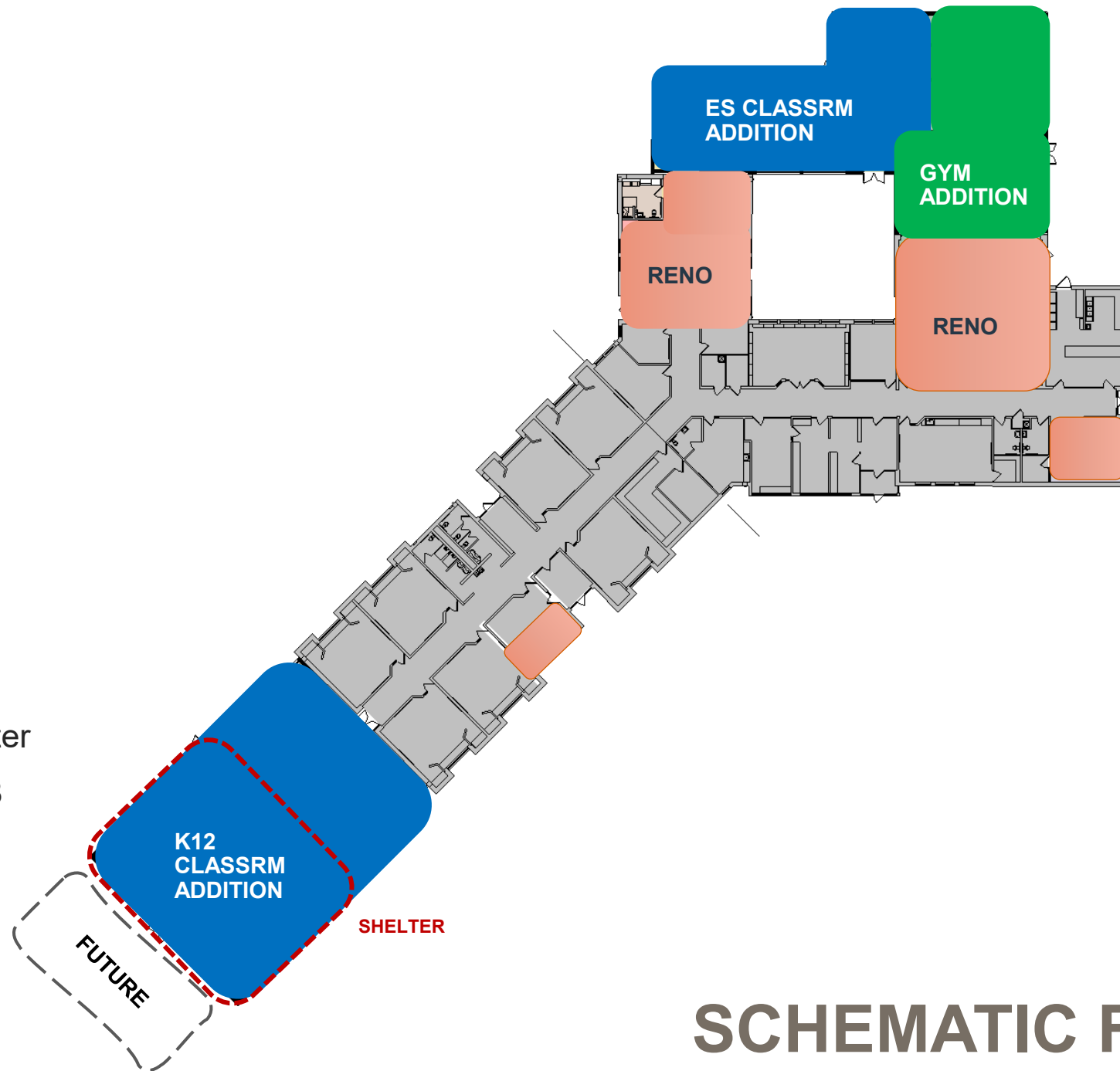
- Calming space outside classroom
- Sound separate from classes
- **Soft furniture**
- **Views to outside**



SITE

- Maintain North Parking & Service Drive
- Connect sidewalk around back for walking & tricycles
- Currently working out easement, utility, & playground impact along NW
- South parking impacted due to grading & utilities. Will net some additional parking spots.
- Accommodating Future Expansion Option to South





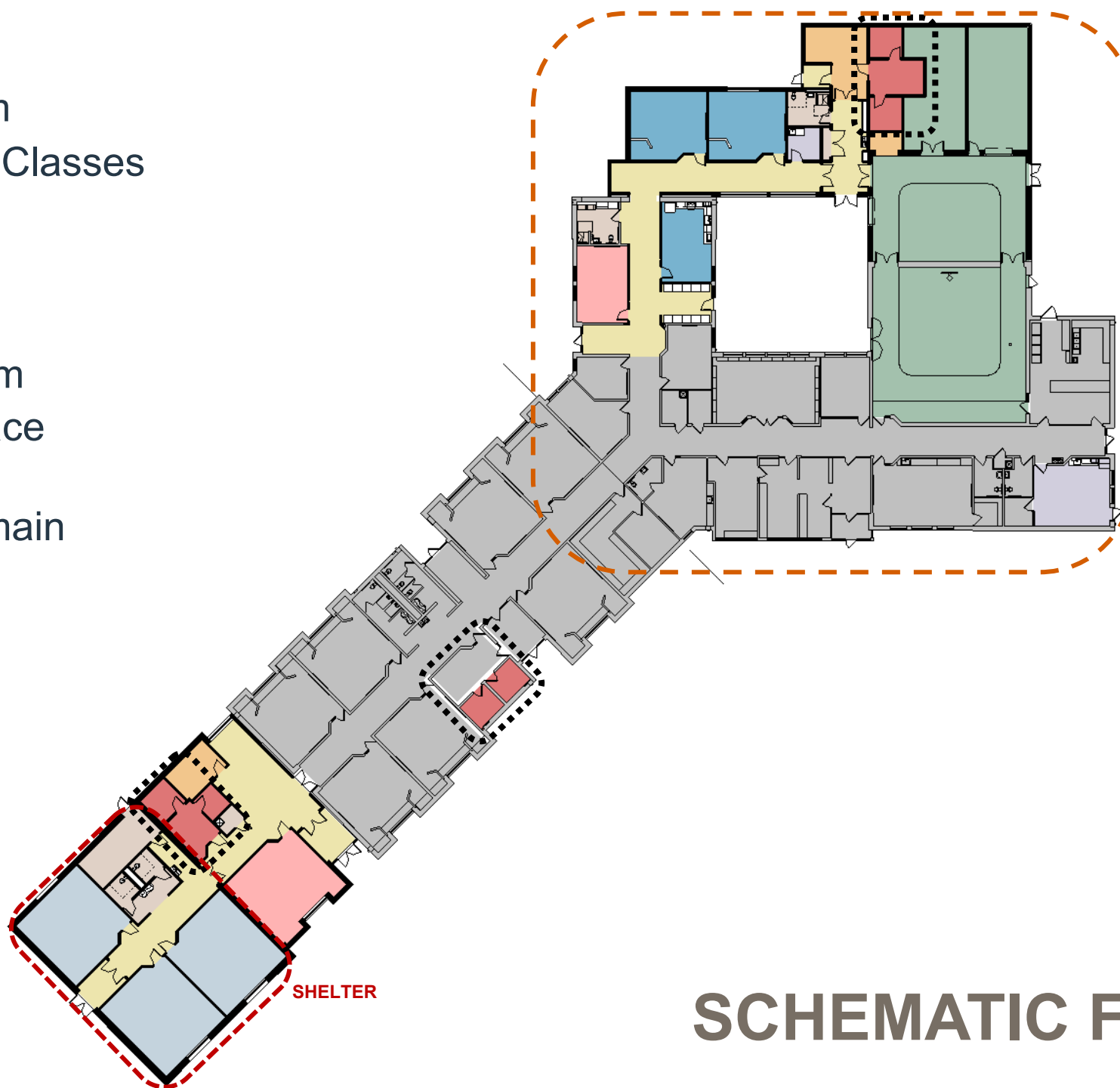
KCMO: ICC 500 Shelter
Required by IBC 2018

Addition: 9,950 SF
(ICC Shelter: 2,630 SF)
Renovation: 3,400 SF

SCHEMATIC FLOOR PLAN

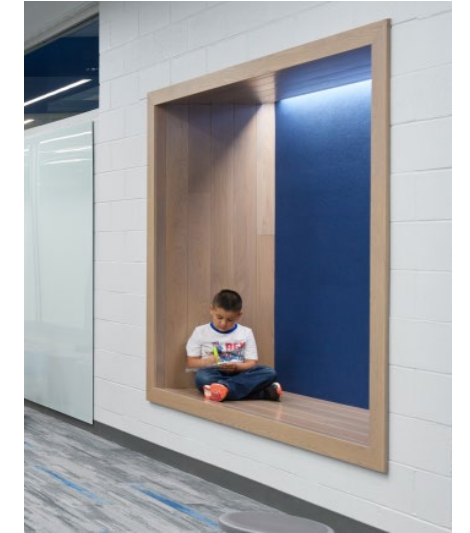


- Corridor
- K-12 Classroom
- Essential Skills Classes
- Active / Gym
- Sensory
- Recovery Pods
- Transition / Calm
- Staff Break Space
- Existing To Remain



Addition: 9,950 SF
(ICC Shelter: 2,630 SF)
Renovation: 3,400 SF

SCHEMATIC FLOOR PLAN



SURVEY TRENDS

- Open but intimate
- Break-out space for 1:1



NORTH ADDITION - CORRIDOR NOOKS



ACTIVE SENSORY / WALKING PATH



EQUIPMENT / BREAK-OUT



EXISTING GYM / WALKING PATH



COURTYARD / MULTI-USE

ACTIVE SENSORY





Survey Trends

- Open but intimate
- Break-out space for 1:1



SOUTH ADDITION - COLLABORATION



Light Brick

Stone Caps

Metal Panel,
Aluminum

Brown
Brick

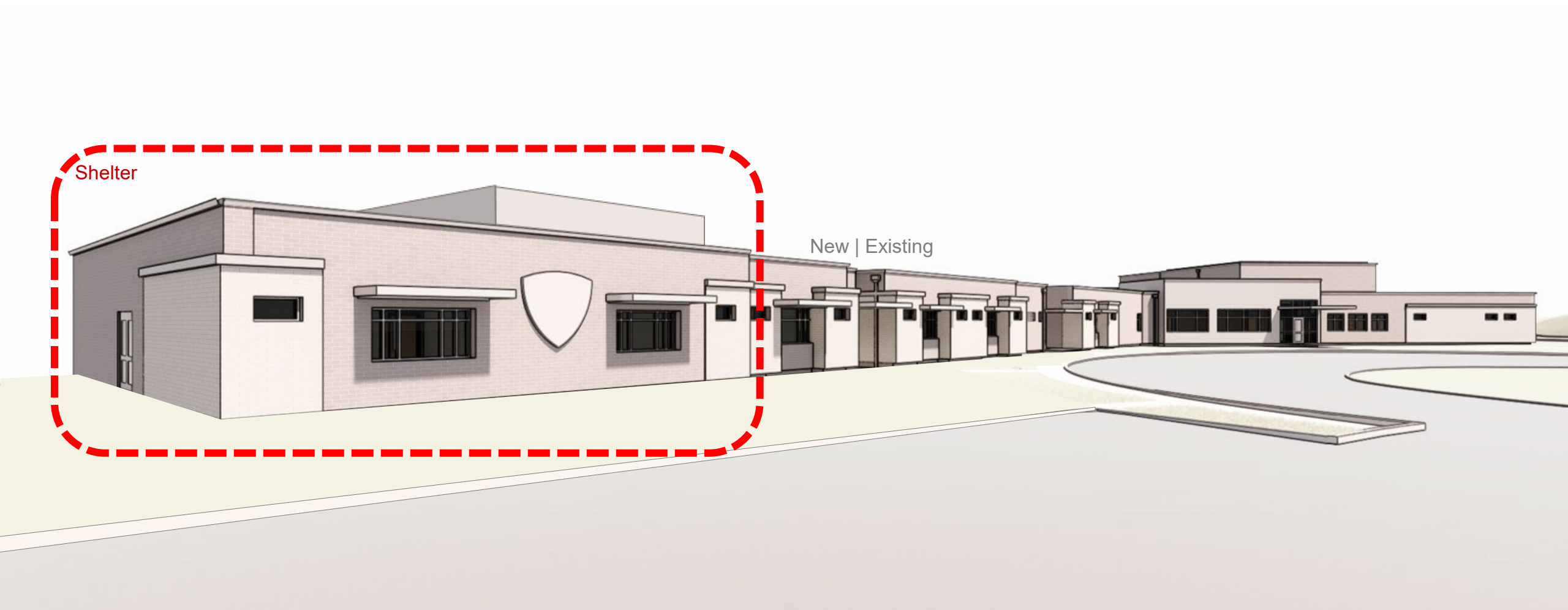


EXTERIOR - EXISTING

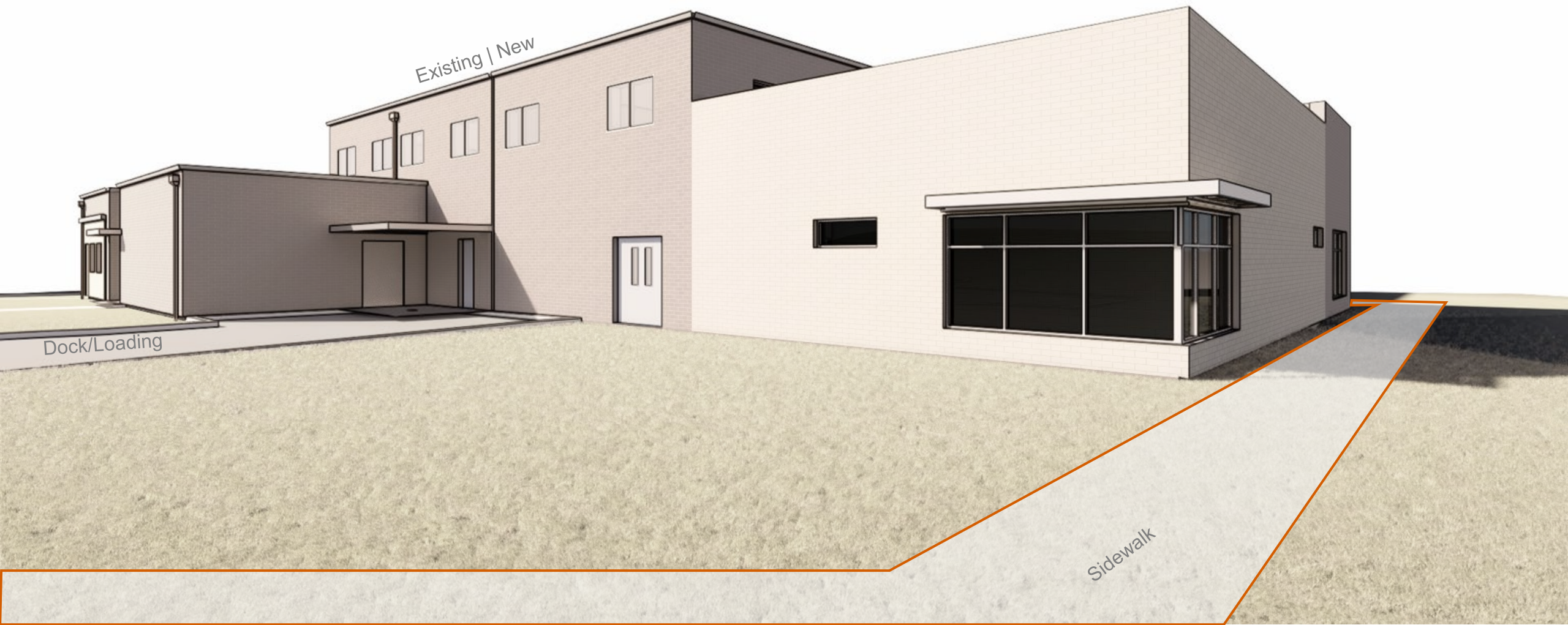
EXTERIOR VIEWS

1. South/Shelter
2. NE Activity Space
3. NW classrooms
4. Courtyard

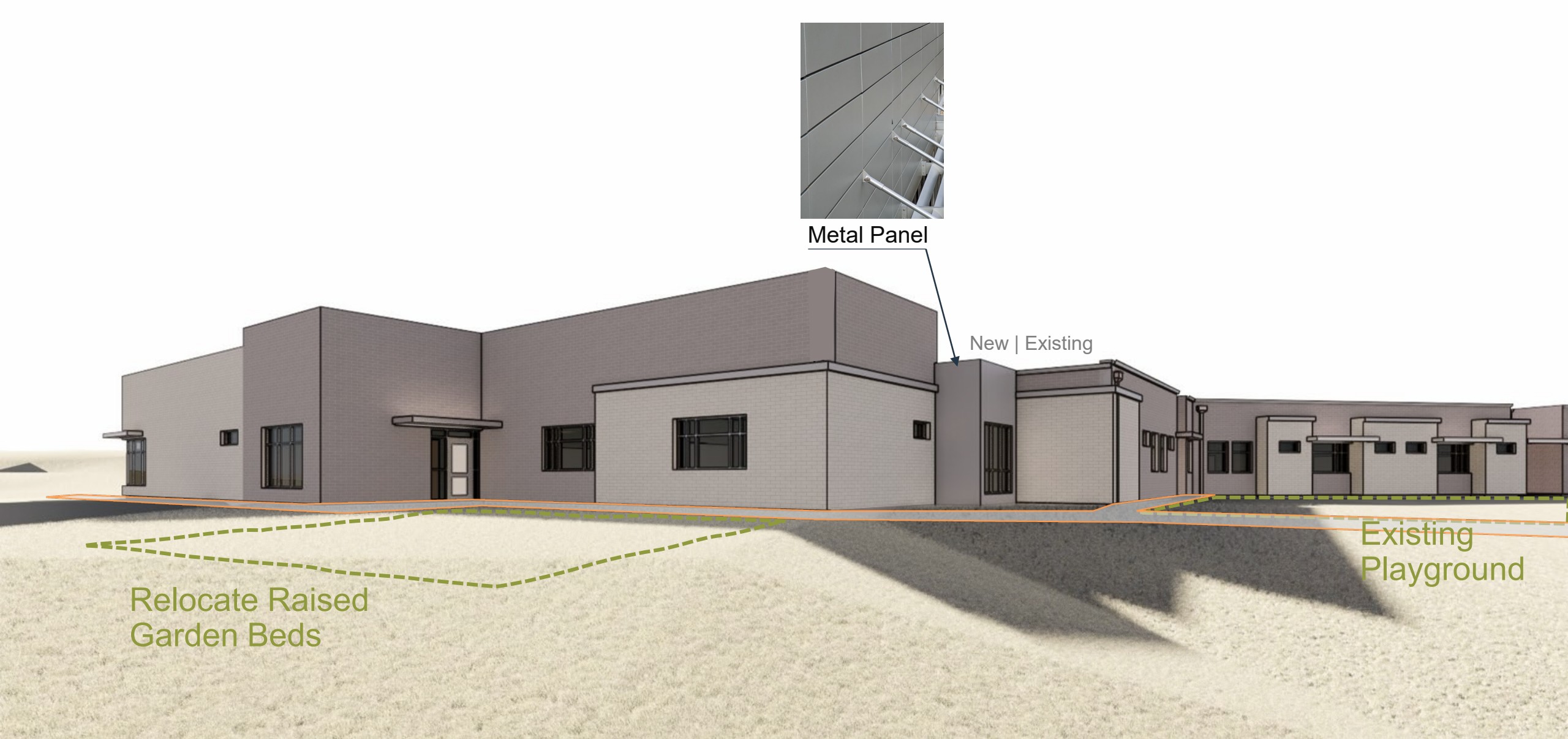




EXTERIOR MASSING - SOUTH CLASSROOMS/ SHELTER



EXTERIOR MASSING - BACK



EXTERIOR MASSING - GARDENS



EXTERIOR MASSING - COURTYARD



Thank You!