



## Sacajawea Elementary School SDAT 1 - Meeting Summary

**Project** Sacajawea Elementary School  
**NAC No.** 121-23082  
**Meeting Date** November 7, 2023  
**Meeting Time** 4:00 – 6:00 pm  
**Meeting Location** School Cafeteria

**In Attendance:** (strikethrough means did not attend)

### SDAT

Barry Fisk, Sacajawea Elementary  
Kara Golbert, Sacajawea Elementary  
Chrissy Jackson, Sacajawea Elementary  
Margaret Murphy, Sacajawea Elementary  
Aaron Reddecliffe, Sacajawea Elementary  
~~Jennie Tucker, Sacajawea Elementary~~  
Justin Pritchard, PTA  
~~Karen Murphy, PTA~~  
~~Robin King, PTA~~  
Logan Billingham, parent  
Laura Maman, Community Member  
Megan Powell, Community Member  
Mike Skutack, Seattle Public Schools  
David Jackson, Seattle Public Schools

### Design Team

Kevin Flanagan, NAC Architecture  
Lisa Glenn, NAC Architecture  
Bingram Lai, NAC Architecture  
~~Brian Love, NAC Architecture~~  
Pamela Oakes, Profitable Non-Profit  
Matt Rumbaugh, NAC Architecture  
~~Boris Srdar, NAC Architecture~~  
Ann Vacek, NAC Architecture

### Agenda and Discussion Summary:

1. **SDAT (School Design Advisory Team) Process and Project Schedule**
  - a. Roles and Responsibilities were discussed
  - b. SDAT and Project Schedule were reviewed
  - c. Discussion of Strategic Plan and its relationship to Building Excellence
2. **Learning About Sacajawea**
  - a. The Existing Building and Site:
    - i. Outdoor spaces serve a lot of purposes for the school and community
    - ii. Try to find creative ways to “extend the site” for play
    - iii. The existing building, site, and community are interwoven
  - b. The Community:
    - i. The Community is feels sheltered within it’s hilly landscape. The community has a “small neighborhood feeling.”



- ii. It is desired that the new school should fit into the community fabric.
  - c. The Teaching Culture:
    - i. Educators work in community with each other and support each other.
    - ii. Educators are making the most of their current space but the space does not support their teaching and learning aspirations.
  - d. The Social Culture:
    - i. There is a strong community conscience where everyone works very hard to make sure all are included.
    - ii. As a continuum school, there is a strong value in inclusion and diversity.
- 3. **Considerations for the new building**
  - a. The building should support the wide variety of sensory needs of students
  - b. Accommodate multiple adults in teaching spaces. Inclusive and push-in special education approaches require multiple adults in the classroom. Educator support spaces should reflect this need.
  - c. The school community has strong sustainability aspirations including being able to use the building as a teaching tool and have a natural feeling.
- 4. **Key Themes**
  - a. The Outdoors – teaching , play, community connection
  - b. A Sensory School – unique needs require different thinking about space
  - c. The Flow of the School – interior connections and connections to outdoors and community
  - d. In-Between Spaces – use the entire building to create a palette of spaces to support instruction.
- 5. **Next Steps**
  - a. Next Meeting – November 15
  - b. Planning for Building Tours – Dec 1

