



Sacajawea Elementary School SDAT 4 - Meeting Summary

Project Sacajawea Elementary School
NAC No. 121-23082
Meeting Date December 12, 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. School Tour Recap

- a. Refer to SDAT 3 Meeting Summary.

2. School Observation Recap

- a. Pick-Up and Drop-Off
 - i. You are organized and quick, but 20th Ave still have a queue of cars that crosses intersections.
 - ii. The playground is used as a “waiting room” until students are let inside the building.
- b. Recess
 - i. “Lake Sacajawea” is a real thing. The students seem intrigued by it and won’t leave it alone
 - ii. The whole play area is asphalt right now except for the play equipment area.
- c. Classrooms
 - i. Almost always more than 1 adult in the classroom



- ii. Lots of zones within the classroom to support multiple small groups working at the same time.
 - iii. Lots of soft seating. Students seem to prefer it.
- d. Distinct Classrooms
 - i. Student needs vary widely (verbal vs. non-verbal / ambulatory vs. non-ambulatory / self-regulation vs. unable to regulate).
 - ii. 4-5 adults for 7-8 students.
 - iii. Some students have lighting specific needs written into their IEP.
 - iv. Soft seating seems to be preferred by students.
- e. Pre-school
 - i. It's desired to feel like they are participating in the entire school community
 - ii. The "calm down area" should have more separation from the main activity area.
 - iii. Development pre-school students should be able to see students in the general classroom population.
- f. Specialist Spaces
 - i. Art – up to 3 adults in room (teacher, IA, ext. resource).
 - ii. Music – 2 adults in the room, sit spots on the floor
 - iii. Reading specialist – works primarily with grades 1-2. Current space has a kidney table, mobile whiteboard, curriculum storage, and wall space.

3. Design Thinking & Schemes

- a. Design Principles
 - i. Inclusiveness for all
 - ii. Natural Feel / Connection to Nature
 - iii. Flow – Site and Building Connectedness
 - iv. Civic Presence
 - v. Building and Site as a Teaching Tool
 - vi. Sensory Friendly School
- b. Site Analysis
 - i. There is one wetland on the Western edge of the site. This wetland has a buffer that extends across a third of the width of the site. There's a second wetland off-site to the South. The buffer for this wetland extends onto the site as well.
 - ii. We are learning about what may be allowed to be constructed within the wetland buffer. At this point, the designs presented may not comply with the boundaries of the buffer because we're still learning what's required.



4. Discussion of Options

a. L-Shape Scheme

i. Positive

1. Gym/commons opens up to the play areas
2. You can see through to the playground areas right when you enter the building
3. Classrooms are all on the North side (good for daylight and views)
4. Pre-K has its own playground area
5. Some covered parking
6. Like the playground in the SW corner – want the kids to enjoy the natural edge in the SW. The teachers do not want the play area along the North and East because of proximity to the street.
7. Organized – feels like the spirit of the existing school. Easy to navigate.

ii. Negative

1. Want more delineated pods for each grade level. Don't want to cross through one classroom pod's grouping in order to get to other destinations within the building.
2. Site parking access is a challenge because the roads on the North and West are narrow, have sharper corners, have on street parking, and during snowy weather they're not plowed.

b. Courtyard Scheme

i. Positive

1. Like that it contours vertically. The massing steps back away from the streets and the view of the neighbors
2. Like where the library is located (on the NE corner).
3. Classroom pods feel like intentional space. Balance of connection and separation.
4. Potential to use roof space for learning activities.
5. Playground is easily supervised from the neighborhood.

ii. Negative

1. Organization feels boxy
2. Early learning does not have a dedicated play area.
3. Street adjacency to play area is a challenge.
4. Lower play area would be in the shade a lot of the year. Could be dark, cold, icy.
5. The Gym/Commons doesn't have an acceptable adjacency to the play areas.



c. Atrium Scheme

i. Positive

1. Tons of natural daylight
2. Low how the building integrates into the existing play area
3. Like the car turn around at the entry.
4. Atrium would be used a lot as a learning space. Like the adjacency to the family room.
5. Seems like the brightest option for the interior spaces.
6. Like how the classrooms are distributed into groupings.
7. Like the SPED next to the Pre-K. Like having a SPED specialist space per floor near a classroom grouping.

ii. Negative

1. Missing the easy flow from the Gym/Commons to the play area
2. Feels like an urban, public library. Library feels distant / disconnected from the rest of the school
3. Want more classrooms to be North facing for views.

d. Overall Traffic/Site Comments

- i. Combine drop-off and parking on the North end of the site.
- ii. Consider the difficulty of cars entering the site from the West.
- iii. Only 20th Ave gets plowed when it snows.

5. Next Steps

- a. Next Meeting – SDAT 5 on January 9th, 2024.

