

Northgate Elementary School Design Advisory Team – Meeting #4 -Workshop

Meeting Date: December 4, 2019

In Attendance: *~~striketrough~~ means did not attend

Eric Becker, Seattle Public Schools

Vince Gonzales, Seattle Public Schools

~~Kristi Jones, Seattle Public Schools~~

~~Amy Kopiloff~~

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Laura Root

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Sarah McFarland

~~Sheryl Lynn Grater~~

Nicole L Sud

~~Tatiana Apostolou~~

Oman T. F.

Dedy Fautleroy, Northgate ES Principal

Kevin Flannigan, NAC Architecture

Matt Rumbaugh, NAC Architecture

Amy Jain, NAC Architecture

~~Boris Srdar, NAC Architecture~~

Giselle Altea, NAC Architecture

Emily Spillar, NAC Architecture

Discussion Items

1.0 Recap of the Design Mandate & Guiding Principles for the new School

- Superintendent Juneau's priorities:
 - All students should be able to read at grade level by grade 3
 - Targeted Universalism: *Unapologetically address the needs of students of color who are furthest from educational justice. This will help all students reach the collective vision.*
- From previous Northgate SDAT discussions:
 - Northgate should have a Non-Institutional feel
 - School Motto is "Courage, Compassion, Connection"
 - A building with a Strong Sense of Community would help capture this motto in built form
 - The design should focus on creating a strong sense of community even if it is composed of multiple smaller neighborhoods.
 - A need for an Exceptional Tapestry of Spatial Choices and a high quality, varied architectural experience

2.0 Introduction of Prompts for Group Conversation:

- What are the Spatial Characteristics that Support all students, especially those with trauma?
- What are the characteristics or type of Spaces that support reading?

3.0 Recap and Overview of additional NAC research on unique needs of homeless students and students affected by Trauma

- High Levels of homelessness can often correlate with high levels of trauma

- Potential Effects of Childhood Trauma:
 - Physical
 - Excessive alertness, Fatigue, disturbed sleep, digestive issues
 - Emotional
 - Social withdrawal and isolation, irritability, aggression, verbal or physical outbursts, self-injurious behaviours
 - Cognitive
 - Poor concentration and memory, disorientation, confusion
 - Psychosocial
 - Numbness, detachment, depression, mood swings, loss of sense of self
- Maslow Hierarchy: a pyramid shaped diagram that shows the hierarchy of human needs. Item #1 is at the top of the pyramid and #5 is at the bottom:
 - Self Actualization
 - Esteem
 - Love and Belonging
 - Safety Needs
 - Physiological Needs - air, food, water, shelter, sleep, clothing
- We often take the bottom of the pyramid for granted and try to start in the middle when helping homeless students. But it is very important to make sure students' physiological needs are being met. Schools can help with some of these.

4.0 Criteria for Evaluating the Design

- NAC introduced 5 guiding Concepts that the team can use as Criteria for evaluating the building design options. They then showed the group a series of inspiration images from other buildings that potentially illustrate each of the concepts and asked team members for thoughts and comments.
- **Guiding Concepts**
 - Restorative and supportive
 - Celebrates and encourages Reading
 - Facilitates Community
 - Contains a Tapestry of Spaces
 - Feels Non-Institutional

5.0 Conversation

A selection of the comments made by SDAT team members during conversation about the inspiration images and guiding concepts:

- Kids at Northgate who are homeless often need 'cocoon spaces' where they can feel safe and comforted
- Reading should be considered a category of Imagination
- Materials that create warmth and detail can create a 'non-institutional' feel
- A playground with a 'natural' landscape is more inviting than a manicured, ordered space. Provide places where kids can discover things.
- Integrate natural elements into the building and play spaces
- Think about maintenance of outdoor areas; Northgate does not have large contingents of volunteers who can water and weed.



- Think about how cubby/ nook spaces work for larger children or handicapped kids. Provide spaces for pairs or small groups of children in addition to individuals.
- Would be great to have an indoor place that can be an alternative for recess on rainy days – provide benches and a view
- Kids love to go under things on the playground. Think about providing sheltered areas on the playground separate from the playshed.
- Woodland Park Zoo Discovery zone is a great natural play area
- Special Ed department needs more private spaces. A comfortable, quiet, cocooned space that is not on full view of the rest of the school.
- Think about long term maintenance of materials and spaces. Use natural elements and glass to bring in color rather than paint.
- Reading = Imagination
- Provide spaces for quiet, focused reading
- Accommodate teachers, staff and family personal touches in classrooms and other spaces.
- Create 'library modules' through out the building or spaces like 'little free libraries' where kids can 'take a book, leave a book'.
- Include hidden things and special moments in the building for kids to discover
- Provide a space in the classroom that accommodates a kid who needs a break from the main less, who is 'having a moment', needs to calm down or needs an option.
- Shared spaces outside the classrooms promote independence
- Think about how the building design can support the staff and faculty. They work really hard and need restorative spaces too.
- Staff lounge should be peaceful. Not in the midst of the bustle of the Administration area.
- Provide nursing/ pumping rooms for parents and teachers. Some need to be close to the classrooms
- Students visit the library once a week. Most reading happens in the classroom.

6.0 Presentation of Preliminary design schemes

NAC gave a brief overview of each of the schemes and then had the team break into small groups for closer review and discussion. After 20 minutes the whole team came back together to review the conversation and to vote on the schemes that would continue development.

Scheme A

Features

- Building Entry on N 120th Street
- Gym and Commons located at West end of site on upper terrace.
- Library located on upper floor with view of city skyline and Mt. Rainier.
- Childcare located below the classrooms on the East End of the building, opening out to the lower terrace.

Comments

- More parking needed. Proximity of parking to entry is an issue. Where do buses park? Where is drop-off?



- Like the Family Room Location (sets tone) with green space
- Music Room is good for noise isolation
- Would be nice to have sliding doors between classrooms
- Like library with views but not balconies
- Like the gym/ commons location
- Like administration and family room at entrance
- Gym & Commons too far from the play area
- Special Ed is too disconnected from the rest of the building
- Special Ed teacher liked the Special Ed location
- Would like kindergarten to be near administration
- Could Art room have views like the library?
- The curves in the hallways make it feel less institutional

Decision

- This scheme was the team's second choice scheme and will be continued to be developed for the next meeting

Scheme B

Features

- Building Entry on 1st Avenue
- Gym and Commons located on East end of site on lower terrace.
- Classrooms arranged in asymmetric pods that open to a shared central area that contains the library.

Comments

- Classrooms feel more isolated, less inter-connected
- Like the way the library feels like a jewel in the middle of the building
- Concern about the acoustics of the library
- Special Ed suite feels too public
- Could swap childcare and special ed locations
- Child care location is good – close to play ground
- Child care location is too separate from rest of school
- Art would be nice on the ground floor
- Like the stair cases that provide vertical connections in the school

Decision

- This scheme was the team's least favorite option and it was decided that NAC would not continue to develop it.

Scheme C

Features

- Building Entry on 1st Avenue
- Floor plan with classroom groupings that are less 'pod-like' and more open to the central shared use / circulation space
- 2 story library space – can look down into library from level 2.
- Curving interior walls and hallways
- Gym and Commons located on lower terrace



- An option showing the Entrance on 120th Street was also presented

Comments

- This scheme feels more connected. Larger groups of classrooms is good
- Like library on the first floor
- Like Special Ed close to Admin with its own courtyard
- Need place for classes to cook that is not in a classroom
- Need some spaces in the shared areas for 'messy' activities – cooking, art, etc.
- Connected pods allow for grade levels to be mixed
- Regular exterior with flowing interior is nice
- Good relationship of the Family Room to Administration. Close, but has some privacy.
- Feels organic.
- Not too 'deadend'
- Gym / Commons connection to playground is good
- Wish Family Room could be larger than a classroom
- Would like to have an art gallery next to the Family Room
- Like the proximity of the Family Room to Childcare
- Locating Music on the ground floor is great for ability to do music outside.
- Would be good to have some outdoor space for the art room.

Decision

- This scheme was the team's favorite scheme and will be continued to be developed for the next meeting
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If there are any corrections to these minutes, please notify the Architect within (7) days of receipt.
Prepared by AJ.

