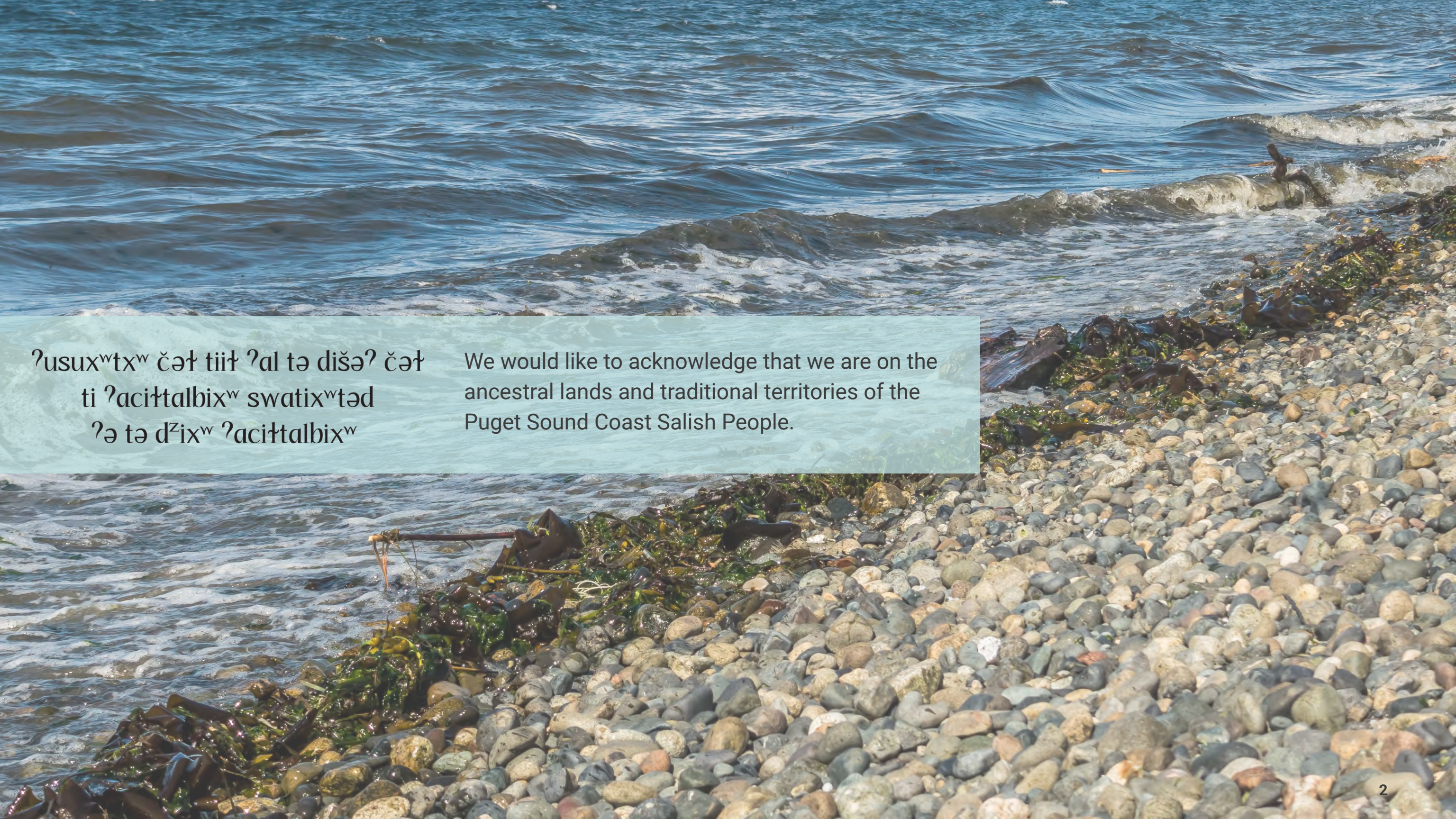


mahlum





ʔusuxʷtxʷ čəł tił ʔal tə dišə? čəł
ti ʔaciłtalbixʷ swatixʷtəd
ʔə tə dʒixʷ ʔaciłtalbixʷ

We would like to acknowledge that we are on the
ancestral lands and traditional territories of the
Puget Sound Coast Salish People.

добро дошли

WELCOME

Bienvenidos

hoan nghênh

Bienvenue

soo dhawoow

Alki Elementary School

Agenda

7:00 | Part I

Welcome

Introductions

Design Presentation

Frequently Asked Questions

8:00 | Part II

Questions & Answers

Next Steps



Alki Elementary School

Q&A Format

- > **Write your question on the comment card provided**
- > **Cards will be collected throughout the meeting**
- > **Staff members will read your questions aloud**
- > **Project team will respond**

8:00 | Part II

Questions & Answers

Next Steps



Alki Elementary School

**Design
Presentation**

**Frequently
Asked
Questions**

**Questions &
Answers**

Next Steps









ALKI AVE SW

EXISTING COMMUNITY CENTER

EXISTING GYMNASIUM

EXISTING CLASSROOMS

ACCESS FROM 59TH AVE SW

SW STEVENS ST

SW ADMIRAL WAY

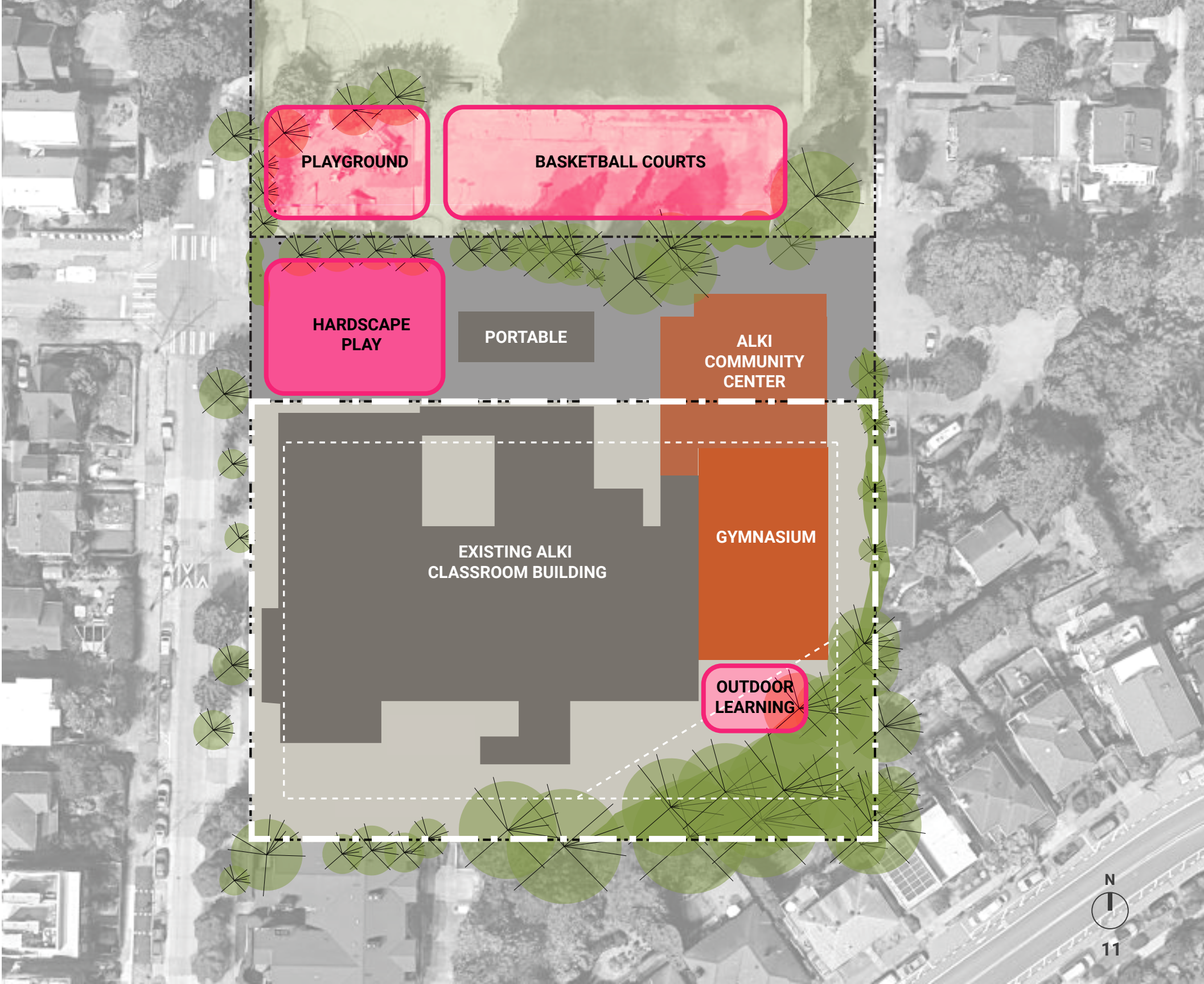
Site Plan

Existing








Site Analysis

Site Partnership



Site Analysis

Existing Circulation & Access

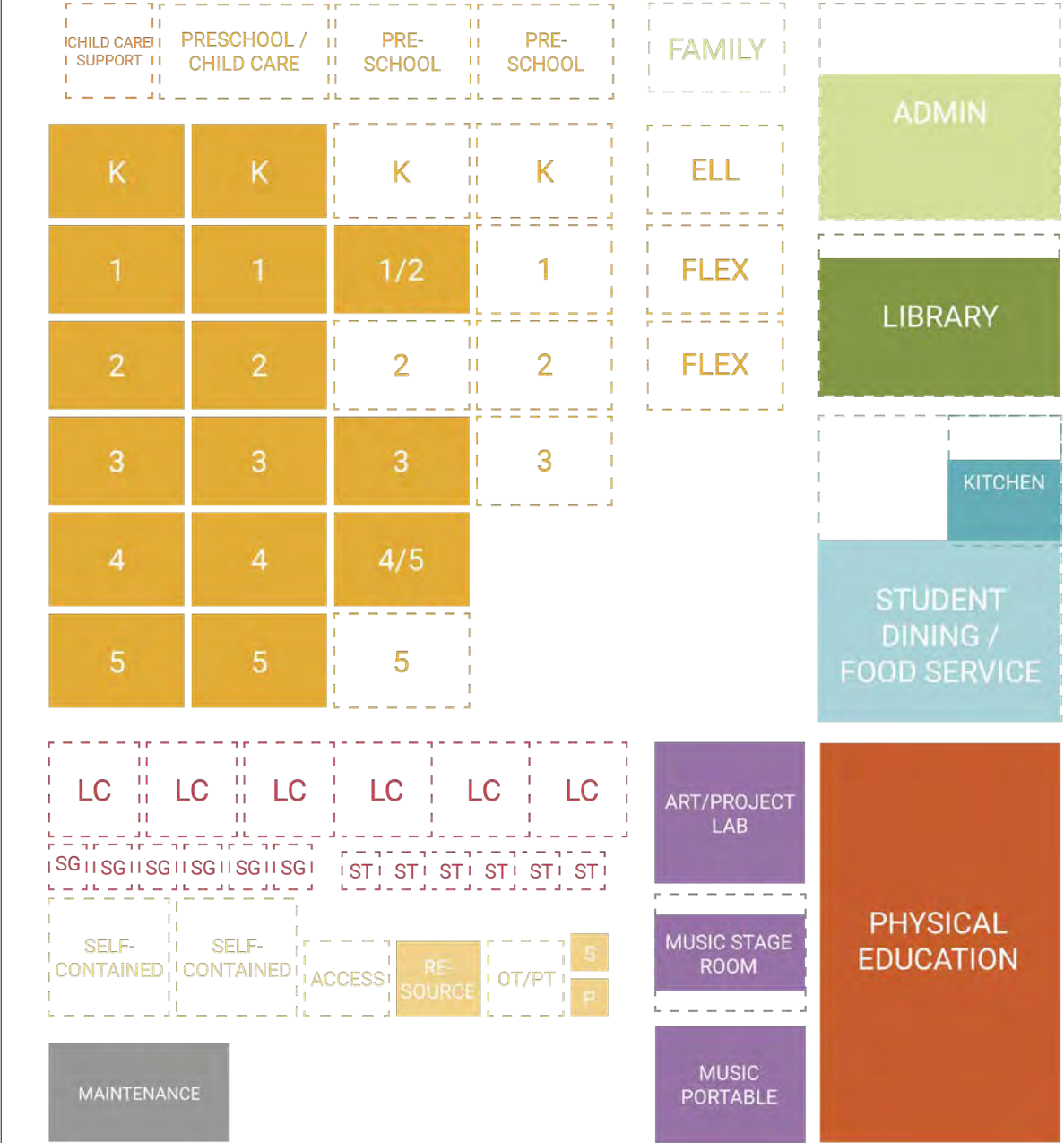
-  The existing main building entry is located mid-block on 59th Ave SW.
-  Secondary entrances are located on the north and south faces of the building.
-  15 min load zone is signed along the west edge of Alki Playground and Playfields.
-  Bus loading occurs in front of the main entry on 59th Ave SW.
-  Service access (deliveries, garbage, etc.) is accessed from 59th Ave SW. This paved area also serves as informal parking for teachers and staff.



Alki Elementary

Program Growth

-  CLASSROOMS
-  SHARED LEARNING
-  CHILD CARE & SUPPORT
-  SPECIAL EDUCATION
-  LIBRARY
-  ADMINISTRATION
-  STUDENT DINING
-  KITCHEN
-  PHYSICAL EDUCATION
-  ART & MUSIC SPECIALTIES
-  MAINTENANCE



Alki Elementary

Future Program

- CLASSROOMS
- SHARED LEARNING
- CHILD CARE & SUPPORT
- SPECIAL EDUCATION
- LIBRARY
- ADMINISTRATION
- STUDENT DINING
- KITCHEN
- PHYSICAL EDUCATION
- ART & MUSIC SPECIALTIES
- MAINTENANCE





ALKI AVE SW

EXISTING COMMUNITY CENTER

EXISTING GYMNASIUM

EXISTING CLASSROOMS

ACCESS FROM 59TH AVE SW

SW ADMIRAL WAY

EVENING ST

45,400
Square Feet

309
Students K-5

19
Teaching
Stations



79,000
Square Feet

542
Students PS-5

35
Teaching
Stations

District Vision & Equity Strategies

Strategic Plan - Seattle Excellence



2019-24 SPS Strategic Plan

Mission

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Vision

Every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community.

Theory of Action

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system...

BY doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them


THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

To achieve educational justice, SPS strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

Our Theory of Action is guided by the principles of "Targeted Universalism." Our universal goal is every Seattle Public Schools' student receives a high-quality, world-

District Vision & Equity Strategies

Policy 0030 | Ensuring Educational & Racial Equity



Mission
Seattle Public
and provide e

Vision
Every Seattle
graduates pre

Theory of
WHEN WE F
unapologetic
educational ju

BY doing the


- Allocat
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receive a high

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curriculum th
delivered by
students from
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African Amer

Our Theory o
universal goo

2019-24 Seattle Pub

| | | |
|---|--|--|
|  | ENSURING EDUCATIONAL AND RACIAL EQUITY | Policy No. 0030 November 4, 2020 Page 1 of 3 |
|---|--|--|

The Seattle School Board is committed to the success of every student in each of our schools and to achieving our mission of ensuring that all students graduate ready for college, career and life. We believe that the responsibility for student success is broadly shared by District Staff, administrators, instructors, communities and families. We are focused on closing the opportunity gap and creating learning communities that provide support and academic enrichment programs for all students. Additionally, we believe that it is the right of every student to have an equitable educational experience within the Seattle Public School District.

The concept of educational equity goes beyond formal equality—where all students are treated the same—to fostering a barrier-free environment where all students, regardless of their race, class or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability, have the opportunity to benefit equally.

This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically. A student whose history and heritage are appreciated and celebrated will learn better and be more successful than if that student is forced to overcome a cultural barrier.

With these commitments in mind, Seattle Public Schools will:


- Raise the achievement of all students while narrowing the gaps between the lowest and highest performing students;
- Eliminate the racial predictability and disproportionality in all aspects of education and its administration (e.g., the disproportionate over-application of discipline to students of color, their over-representation in Special Education, and their under-representation in various Advanced Learning programs);

Board Policy No. 0030

Page 1 of 3

District Vision & Equity Strategies

Resolution 2019/20-28 | LGBTQIA+ Inclusion



Mission
Seattle Public Schools provides a world-class education for all students and provides a safe, healthy, and equitable environment for all.

Vision
Every Seattle Public School graduate prepared for the future.

Theory of Change
WHEN WE FOCUS on equity, we can achieve our vision of a world-class education for all students.

BY doing the following:

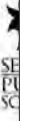
- Allocating resources to support equity
- Delivering high-quality instruction
- Creating a safe and equitable environment
- Directly supporting students who are most vulnerable
- Making data-driven decisions

THEN we will see a high level of student achievement.

To achieve our vision, we will focus on equity and ensure that all students have the same opportunities to succeed.

Our Theory of Change is a universal goal for all students.

2019-24 Seattle Public Schools




The Seattle Public Schools district is ready for the future. Our success is measured by the community's ability to create a safe and equitable environment for all students.

The concept of equity is a key to success. It is the belief that all students should have the same opportunities to succeed, regardless of their background, race, or physical ability.

This means that we must meet the needs of all students, including those who are most vulnerable. We must ensure that all students have the same opportunities to succeed.

With these strategies, we can achieve our vision of a world-class education for all students.



Seattle School District No. 1
Board Resolution

Resolution No. 2019/20-28

A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Washington on Inclusion for Our LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual) Students, Staff, and Community.

WHEREAS, Seattle Public Schools is a district of more than 53,000 students and more than 12,000 full-time and part-time staff where we value and celebrate diversity and inclusion; and

WHEREAS, a 2019-20 Focus Goal of the Seattle Public Schools Strategic Plan is to provide schools where students feel safe and welcome and that goal is rooted in the belief that students should be celebrated for being their authentic selves, recognizing that when students are provided healthy, safe, engaging, supportive, and academically rigorous school environments they are able to learn to their full potential; and

WHEREAS, the recent community debate focused on the exclusion of LGBTQIA+ teaching staff in a school in our region has invited the Board to reflect on our long-held beliefs and commitment to inclusion, knowing that educational environments where students recognize the diversity that makes them special in adult role models at school helps to create an atmosphere where students feel empowered as scholars to succeed; and

WHEREAS, systemic transphobia, biphobia, and homophobia can push LGBTQIA+ youth out of school and cause long-lasting negative educational and mental health outcomes; and

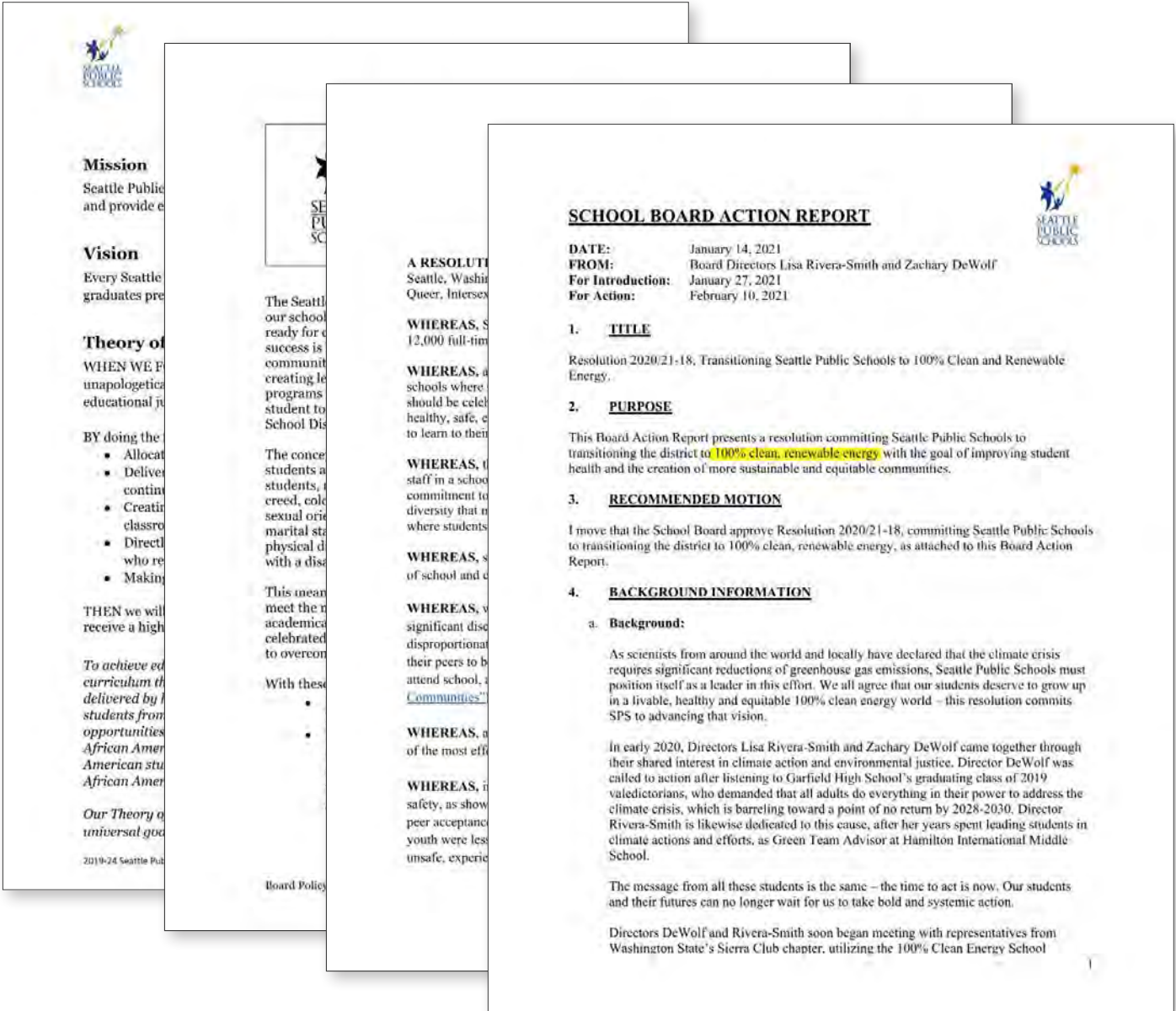
WHEREAS, we know LGBTQIA+ youth, particularly LGBTQIA+ youth of color, still face significant discrimination and barriers to inclusion as compared to their peers, including disproportionate rates of school disciplinary action and are two-to-four times more likely than their peers to be physically assaulted or threatened at school, leading them to be less likely to attend school, according to a national study ([2017 RTI Report: "Violence and LGBTQ+ Communities"](#)); and

WHEREAS, affirming diverse sexual orientations and gender identities and expressions is one of the most effective mental health interventions for supporting LGBTQIA+ youth; and

WHEREAS, inclusive curriculum has been shown to improve educational health and personal safety, as shown in the [2017 GLSEN National Climate Survey](#), as well as to increase the level of peer acceptance of LGBTQIA+ students and foster school communities where LGBTQIA+ youth were less likely to hear homophobic and transphobic remarks, were less likely to feel unsafe, experienced lower levels of victimization, and performed better academically; and

District Vision & Equity Strategies

Clean Energy Resolution



District Vision & Equity Strategies

Sustainability Vision



School Design Advisory Team

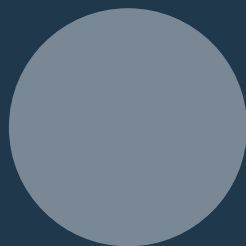
To ensure the school reflects
diverse cultural values

To activate the new Alki
building to teach critical
learning areas

To assess, evaluate, and
synthesize what we've heard
from the other engagement
processes

Participants:

Parents, Teachers,
Neighbors, School
Principal



Programming & Assessment

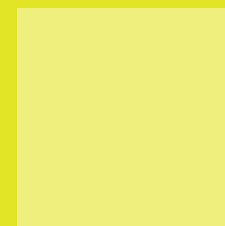
To learn how the Alki community
is experiencing their school
today - **what's working and not
working**

To learn about **program needs**,
experiences, expectations,
hopes and dreams

To connect **district and site-
specific** facility priorities in
support of **long-term building
operations**

Participants:

Alki Teachers,
Alki Staff, District
Facilities



Listening & Learning

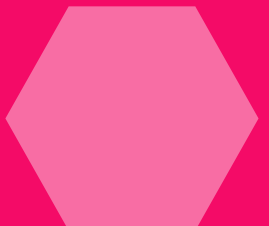
To learn about **perceptions
and lived experiences**

To invite **socio-spatial
storytelling** to understand
how school spaces act

To imagine ways to activate
the new Alki building to
communicate values and
messages of **belonging and
inclusion**

Participants:

Students, Parents,
Teachers, Neighbors



Engagement and Oversight Process

The School Design Advisory Team (SDAT) is formed to guide the process and represent a cross-section of the project stakeholders.

SCHOOL DESIGN ADVISORY TEAM (SDAT)

Mason Skeffington

Principal

Davina Dilley

Teacher

Bryan Fiedorczyk

Parent

Katie Mascio

Parent

Lisette Terry

Parent

Dano Beal

Teacher

Shiree Nguyen

Teacher

Traci Hogrefe

Parent

Yen Matsutomi

Parent

Jess Zimbabwe

Parent

Julie Calkins

Teacher

Tracy Seefeld

Teacher

Lee Anne Hughes

Parent

Jeff Sebenik

Parent

Anne Talbot

Neighbor

Alia Delacour

Teacher

Kjiel Carlson

Parent

Glenna Luiten

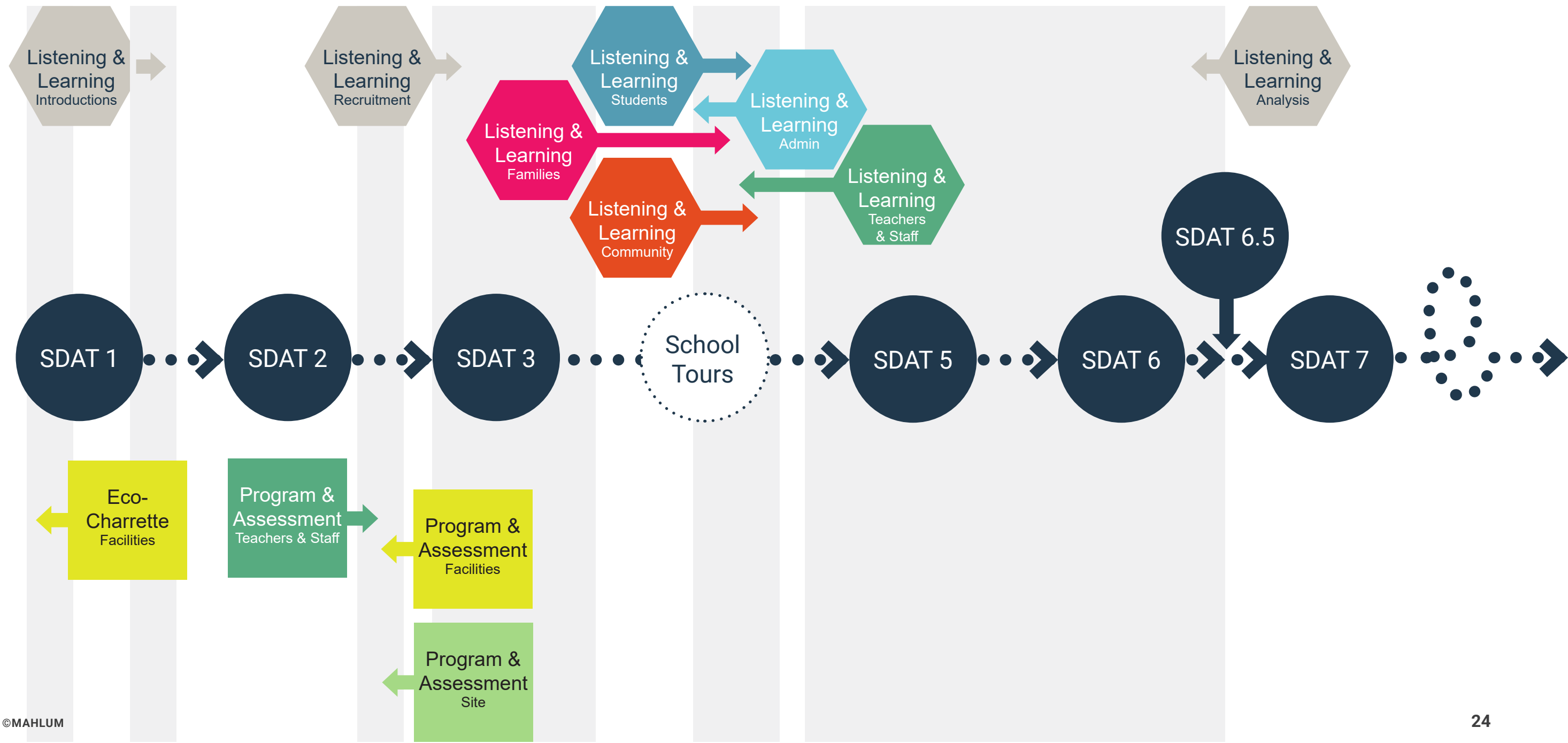
Parent

Chris Tanner

Parent

Multifaceted Engagement Plan

Process





Front porch connects school to neighborhood community and park.



Inviting building that's easy to navigate.



Inclusive space that supports diverse ways of learning and knowing.



A school that reflects and honors personality, identity, and lived experiences.



ALKI AVE SW

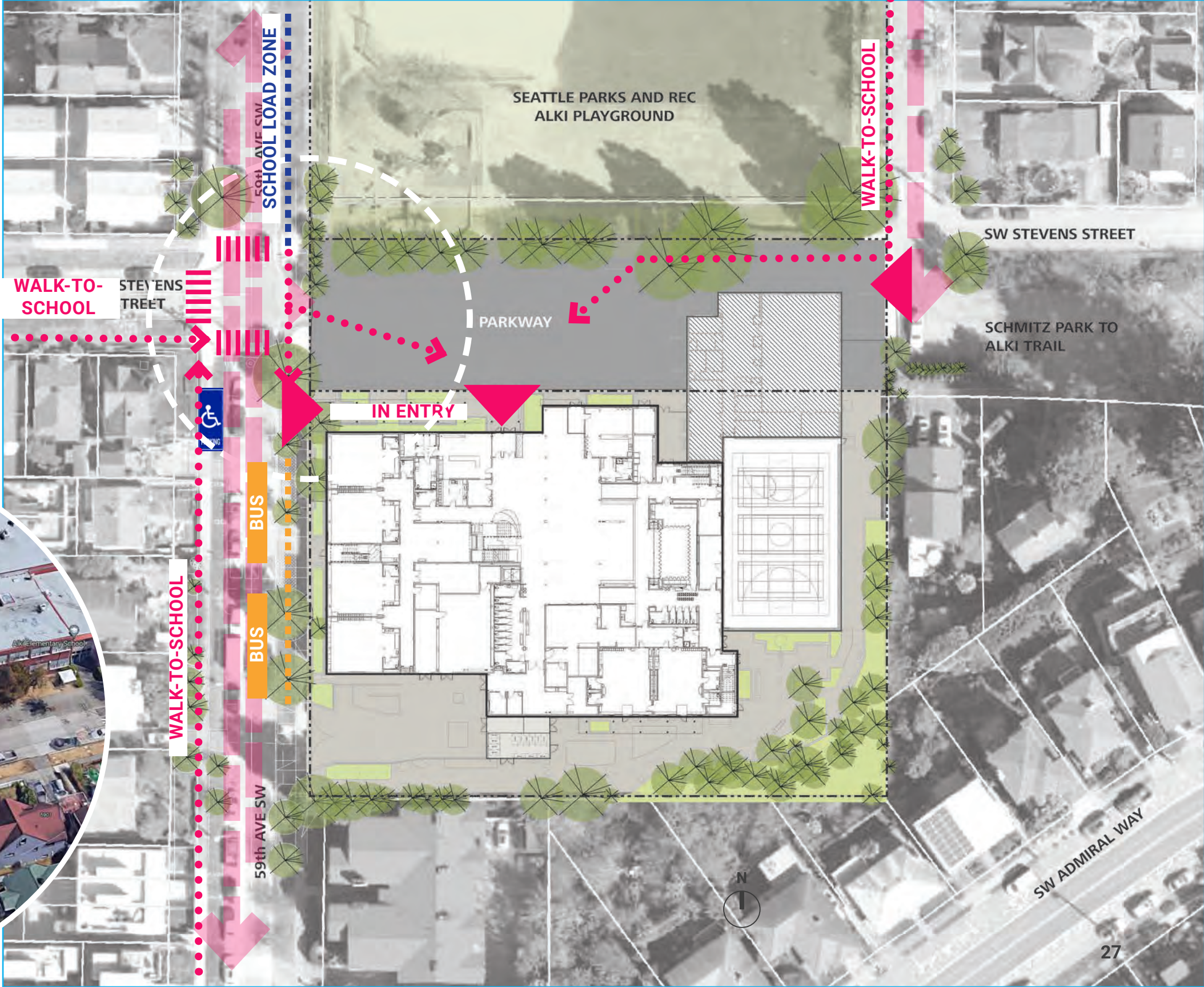
SW STEVENS ST

ACCESS FROM 59TH AVE SW

SW ADMIRAL WAY

Site Circulation

Main Entry



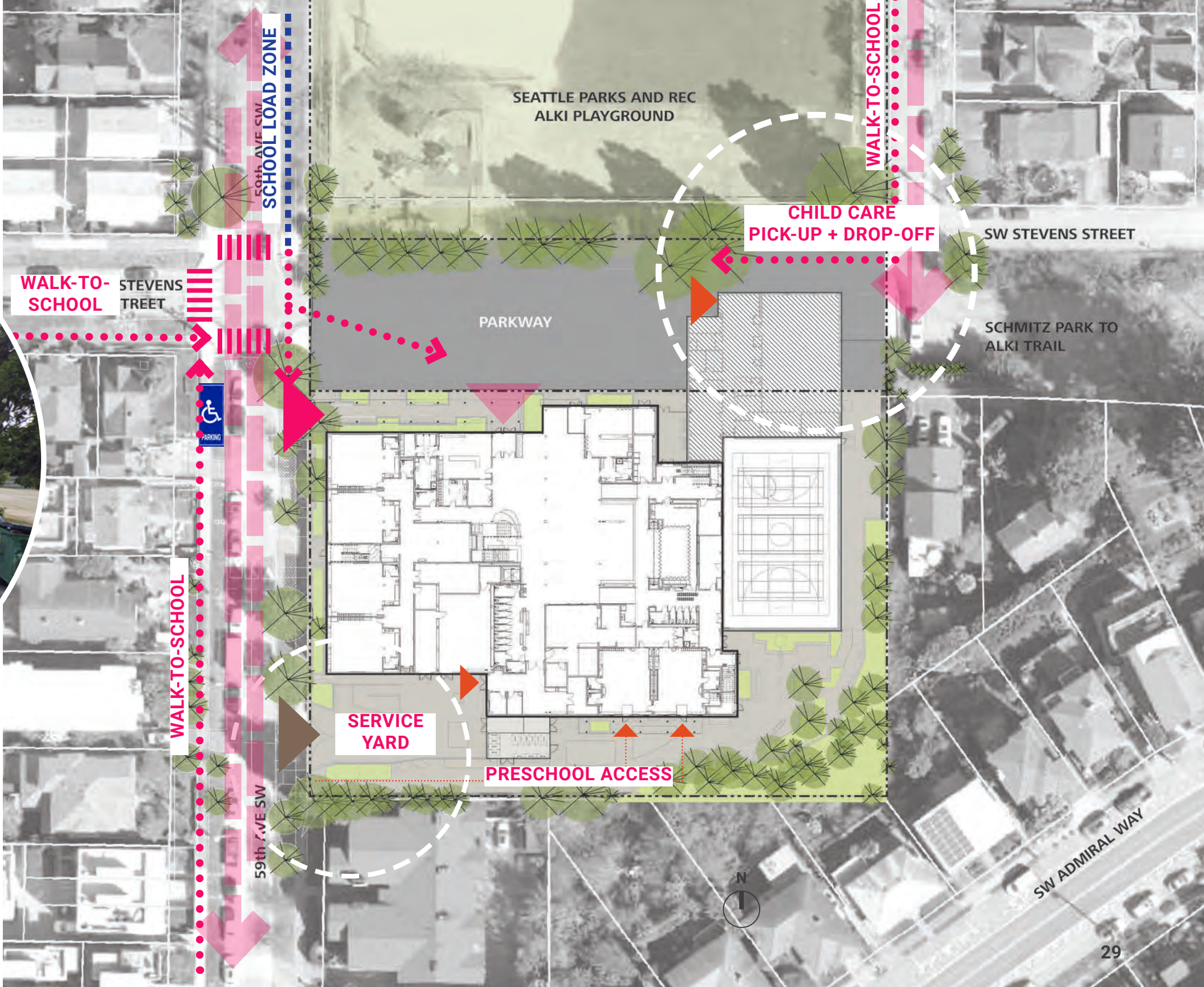
Approach

59th Ave SW, Main Entry



Site Circulation

Secondary Entries



Approach

58th Ave SW, Main Entry



Approach

59th Ave SW



Street View

59th Ave SW, Main Entry





January
High Tide

February
High Tide

March
High Tide

April
High Tide

May
High Tide

June
High Tide

July
High Tide

August
High Tide

September
High Tide

January
Low Tide

February
Low Tide

March
Low Tide

April
Low Tide

May
Low Tide

June
Low Tide

July
Low Tide

September
Low Tide



Reception

Welcoming Entry



Family Center

Welcoming Entry



Front Door

Welcoming Entry



Commons

Gathering

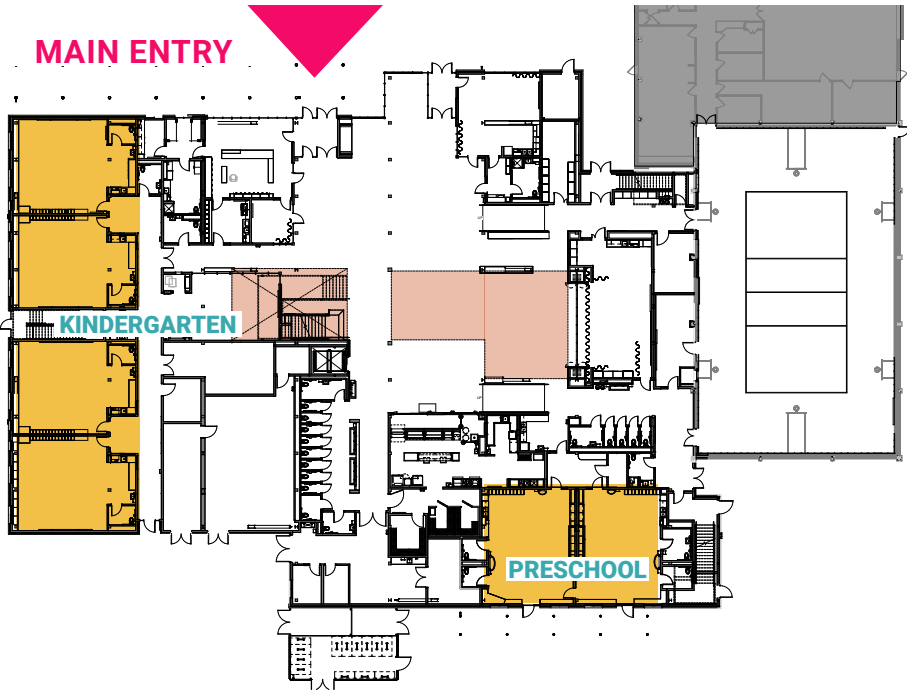


Commons

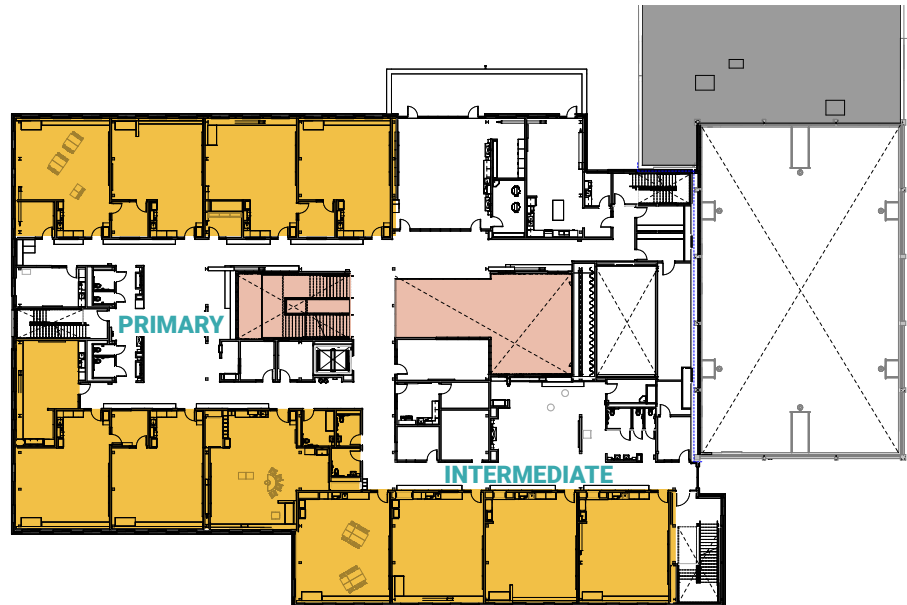
Gathering



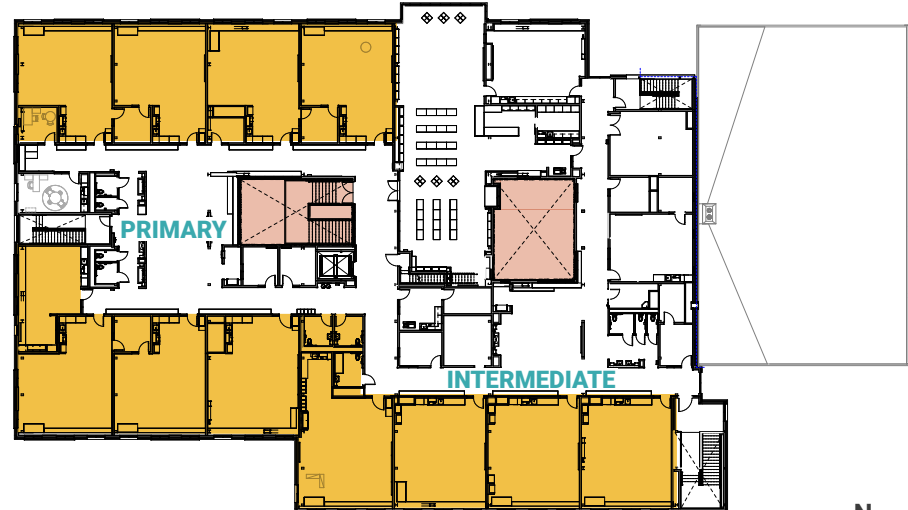
Learning Communities



Level 01



Level 02



Level 03



Learning Space

Classroom



Cozy Corner

Classroom

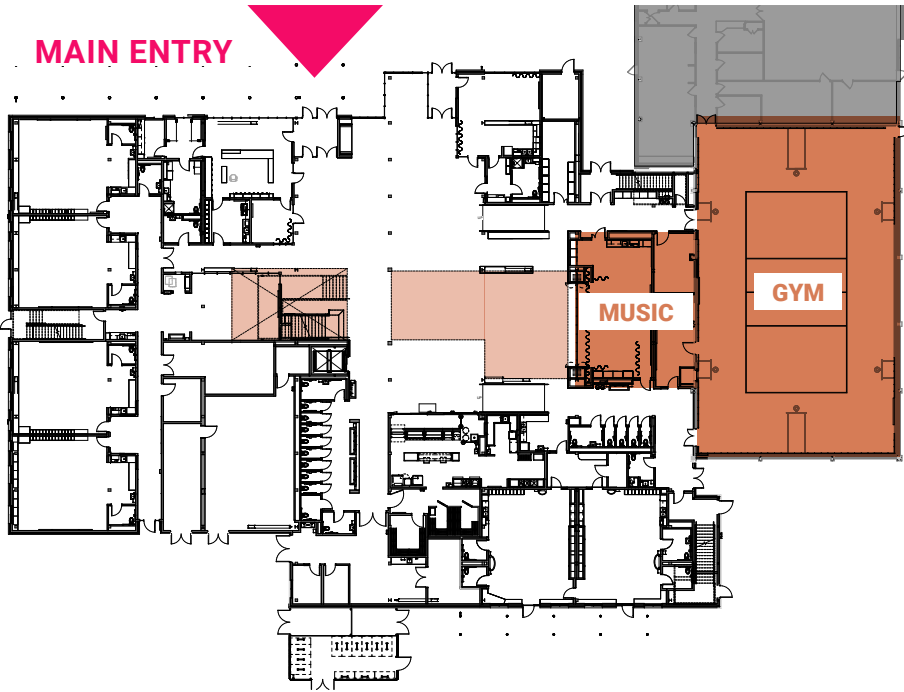


Learning Space

Shared



Specialized Learning | Community Gathering



Level 01



Level 02



Level 03



Library

Specialized Learning



Gym

Specialized Learning



SEATTLE PARKS AND REC
ALKI PLAYGROUND

SW STEVENS STREET

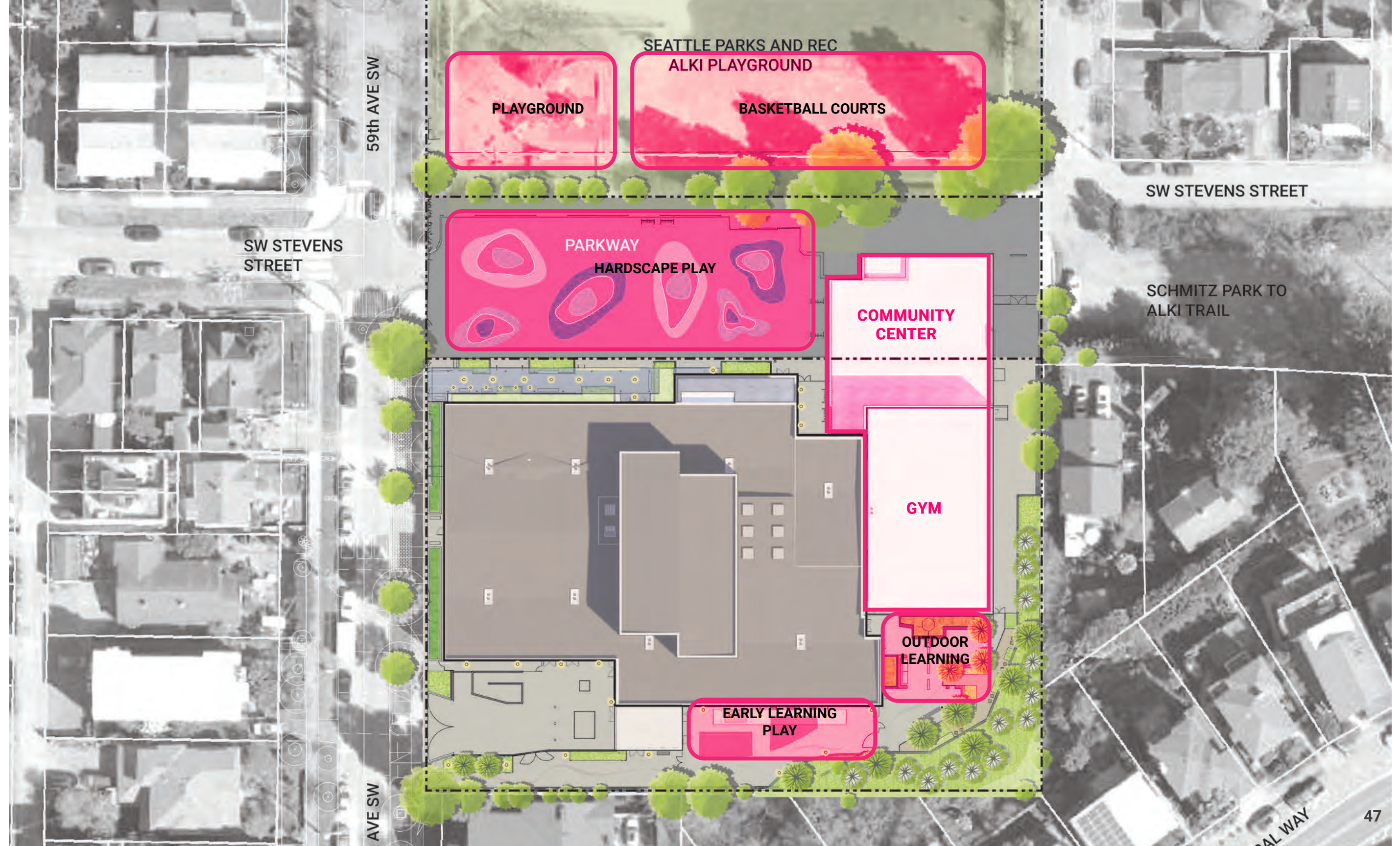
SW STEVENS
STREET

SCHMITZ PARK TO
ALKI TRAIL

PARKWAY

59th AVE SW

AVE SW



SEATTLE PARKS AND REC

ALKI PLAYGROUND

PLAYGROUND

BASKETBALL COURTS

SW STEVENS STREET

SW STEVENS STREET

SCHMITZ PARK TO
ALKI TRAIL

PARKWAY

HARDSCAPE PLAY

COMMUNITY
CENTER

GYM

OUTDOOR
LEARNING

EARLY LEARNING
PLAY

59th AVE SW

AVE SW

AL WAY

Alki Elementary School

**Design
Presentation**

**Frequently
Asked
Questions**

**Questions &
Answers**

Next Steps

Frequently Asked Questions

Why is there no on-site vehicle **parking** and how will the community and neighborhood handle this change?

SEATTLE PARKS AND REC
ALKI PLAYGROUND

SW STEVENS STREET

SW STEVENS
STREET

SCHMITZ PARK TO
ALKI TRAIL

PARKWAY

AVE SW

AL WAY

School Site Comparison

SPS Elementary Schools



| ELEMENTARY SCHOOL | RECENT WORK | ENROLLMENT | STAFF | SITE AREA | PARKING |
|-------------------|-------------|------------|--------|-----------|---------|
| Alki | MP* | 500* | 65-75* | 1.41 | 0 |
| Montlake | MP* | 500* | 65-75* | 1.65 | 0 |
| Emerson | 2001 | 287 | 58 | 1.83 | 4 |
| Beacon Hill Intl | 2006 | 422 | 68 | 1.94 | 2 |
| Stevens | 2001 | 185 | 34 | 2.38 | 8 |
| Magnolia | 2019 | 336 | 41 | 2.45 | 6 |
| McGilvra | 2018 | 282 | 35 | 2.48 | 0 |
| Hawthorne | 1989 | 385 | 58 | 2.63 | 7 |
| Whittier | 1999 | 477 | 51 | 2.69 | 0 |
| Laurelhurst | 1950 | 403 | 56 | 2.72 | 0 |
| Loyal Heights | 2018 | 411 | 54 | 2.85 | 0 |
| Bryant | 2001 | 594 | 51 | 3.31 | 4 |
| Green Lake | MP* | 500* | 65-75* | 3.38 | 0 |
| Lowell | 1962 | 330 | 83 | 3.89 | 0 |

29,000

Buildable Area SF

32,000

Priorities SF

SEATTLE PARKS AND REC
ALKI PLAYGROUND

58th AVE SW

SW STEVENS STREET

SCHMITZ PARK TO
ALKI TRAIL

PARKS BOULEVARD

ALKI
COMMUNITY
CENTER

BUILDABLE AREA

GYM

SERVICE YARD



SW ADMIRALTY

Ground Floor Priorities

Entry
Administration
Family Center
Preschool
Child Care
Kindergarten
Intensive Services
Gym + Support
Commons
Kitchen
Performance
Assembly Toilets
Loading and
Receiving
Mechanical
Main Electrical
MDF
Circulation

Building the Alki Vision

GROUP 1

ED SPEC PROGRAM

Which programs and adjacencies do you prioritize for the ground level?

Which programs and adjacencies do you prioritize for the middle level?

Which programs and adjacencies do you prioritize for the top level (or roof)?

GROUND LEVEL

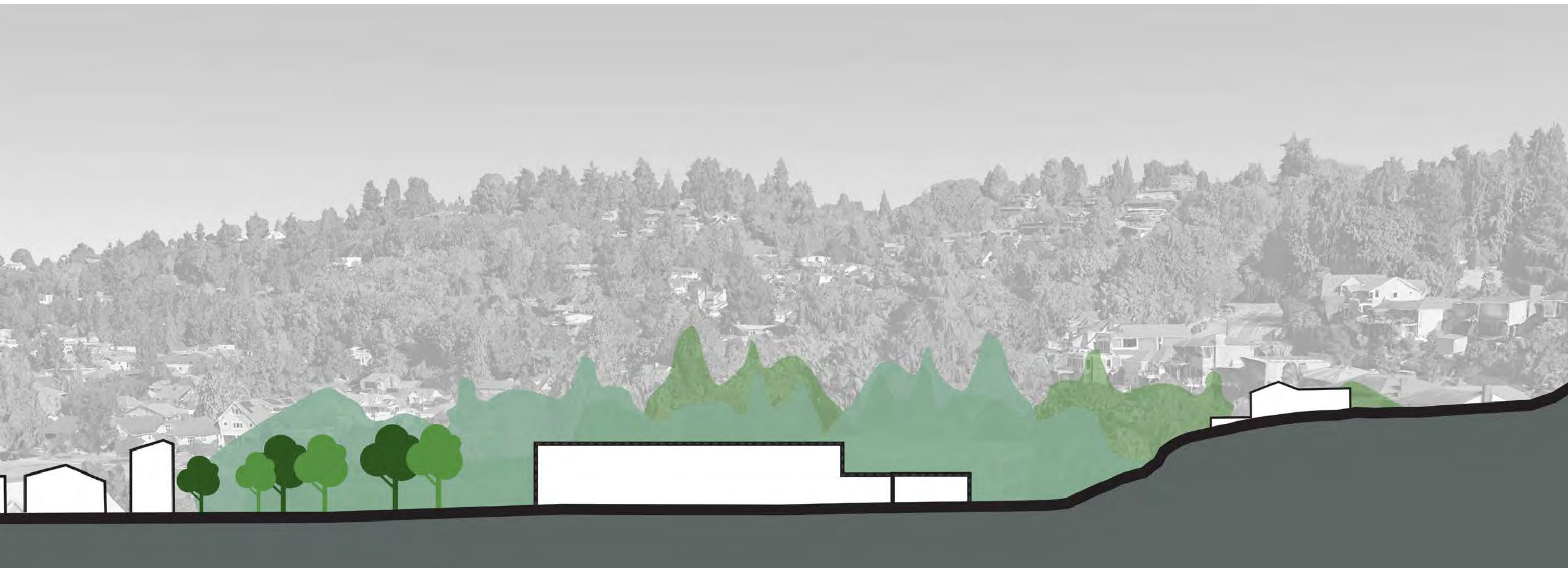
MIDDLE LEVEL

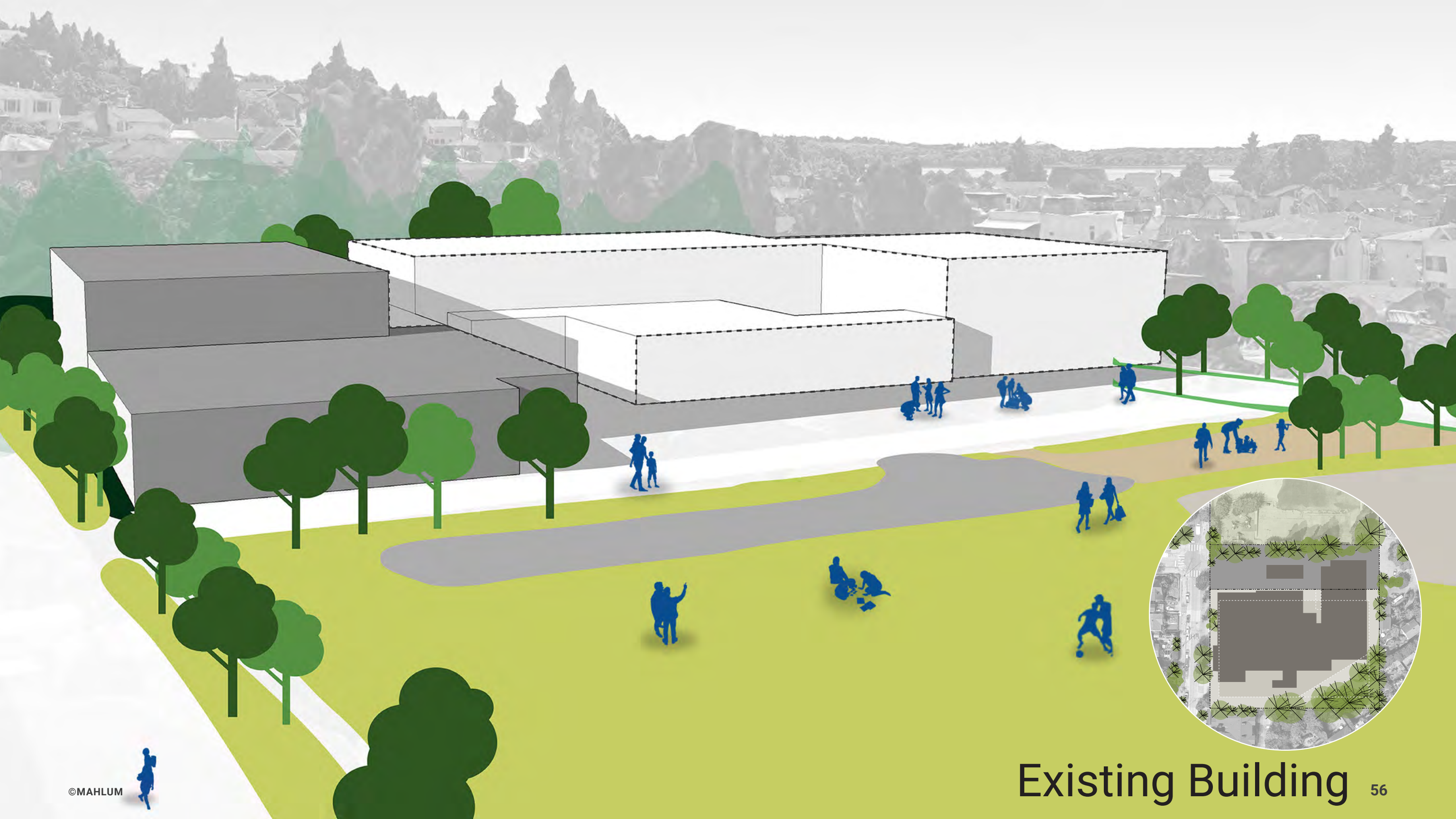
TOP LEVEL





- > Family center near administration entry to **welcome families**
- > Having **classrooms on the ground floor** matters
- > Consider **classrooms access to play**
- > Preschool **classrooms on the ground floor** with a separate entrance (like Wing Luke Elementary)
- > **Special education** students should be **distributed in the school** and near classrooms with students their same age
- > Students experiencing mobility impairment should be located to **allow easy movement** through the building, preferably on ground level
- > **Library facing the water** (view from upper floor)
- > **Art** could be in many places, but always with good **access to natural light**
- > **Buffer noise** between commons and gym
- > **Performance** space should be on the **ground floor** and buffered acoustically



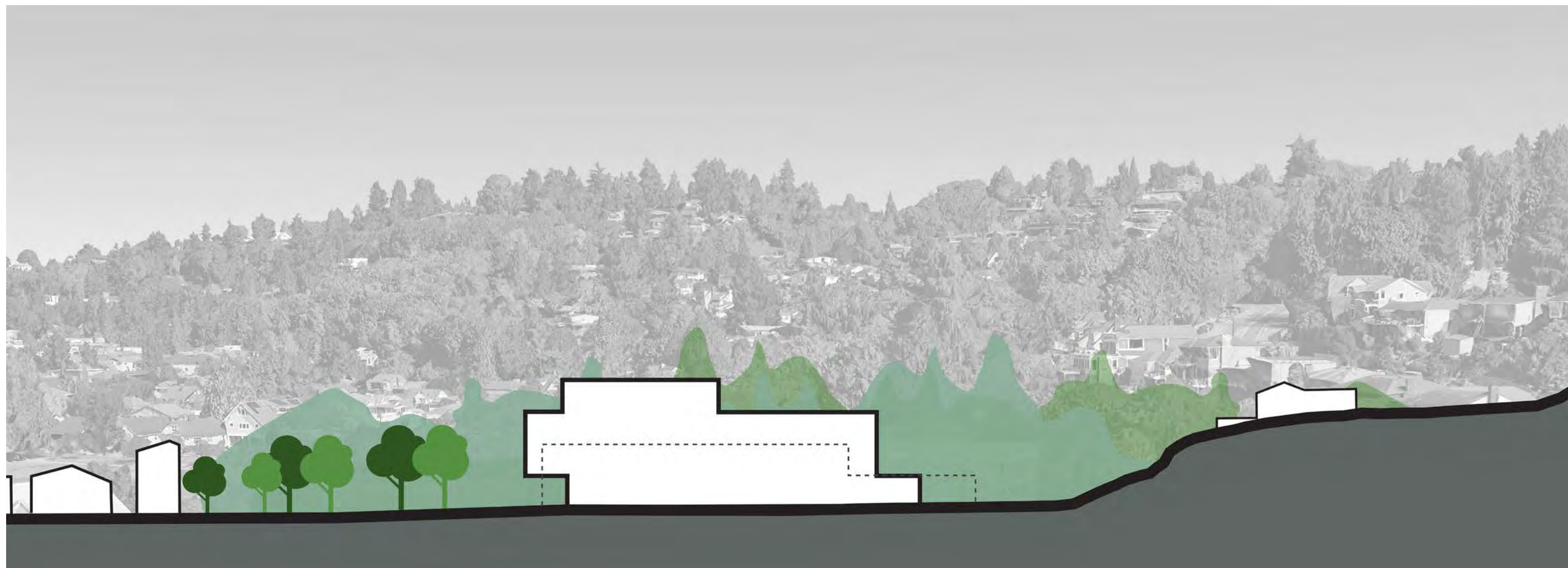


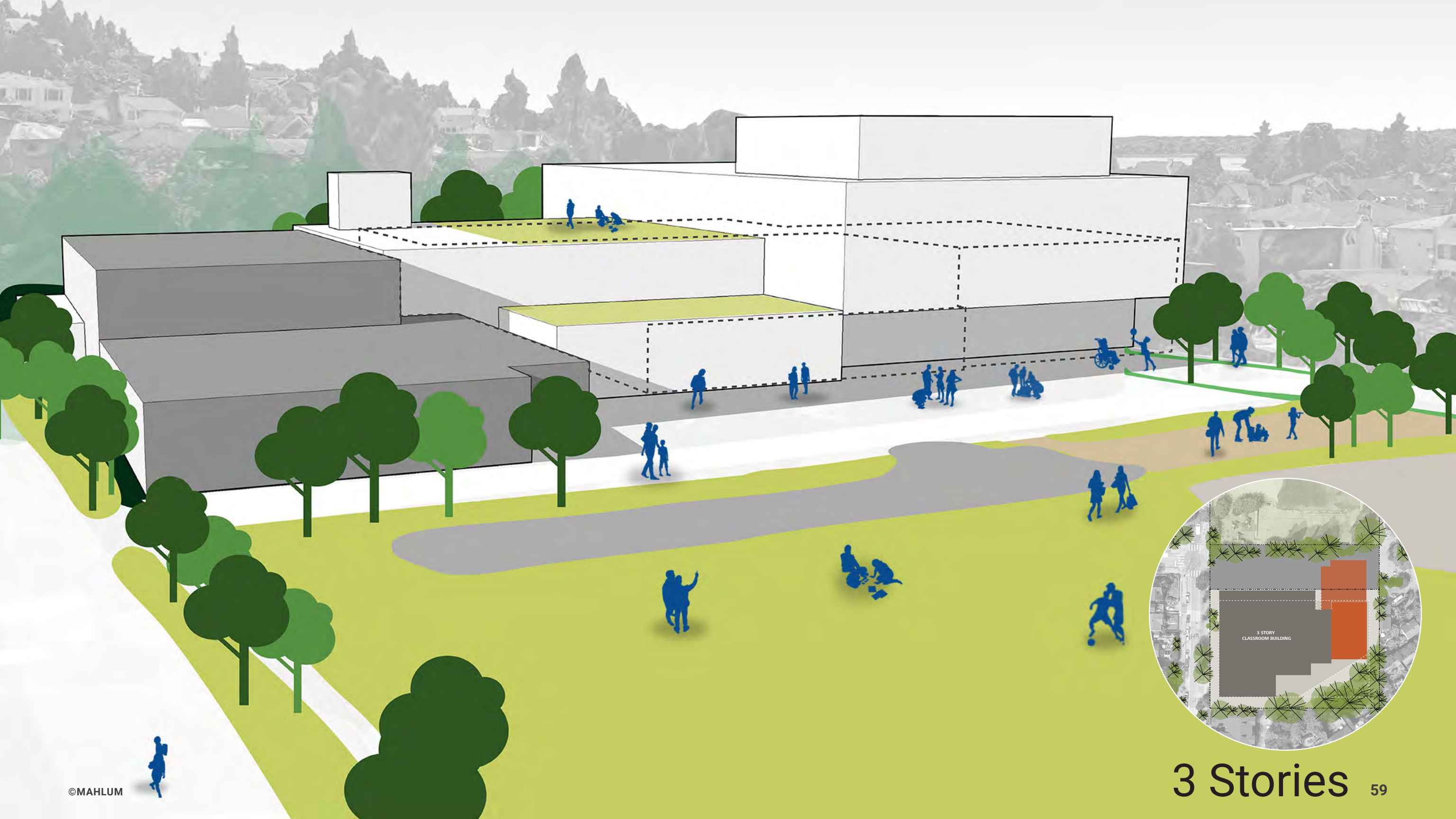
Existing Conditions

26,000
Ground Floor SF



20
Parking Stalls





An aerial photograph of the Alki Community Center site. The map shows the proposed building layout with a large grey area for the '3 STORY CLASSROOM BUILDING', an orange area for the 'GYM', and a smaller orange area for the 'ALKI COMMUNITY CENTER'. The site is bounded by Parks Boulevard to the north, Stevens Street to the west, and 58th Avenue SW to the east. To the north of Parks Boulevard is the 'SEATTLE PARKS AND REC ALKI PLAYGROUND'. To the east of the site is 'SCHMITZ PARK TO ALKI TRAIL'. A large red circle in the top left corner contains the text '29,000 Buildable Area SF'. A pink circle in the bottom right corner contains the text '7 Parking Stalls'.

29,000
Buildable Area SF

3 STORY
CLASSROOM BUILDING

ALKI
COMMUNITY
CENTER

GYM

3 Story Building

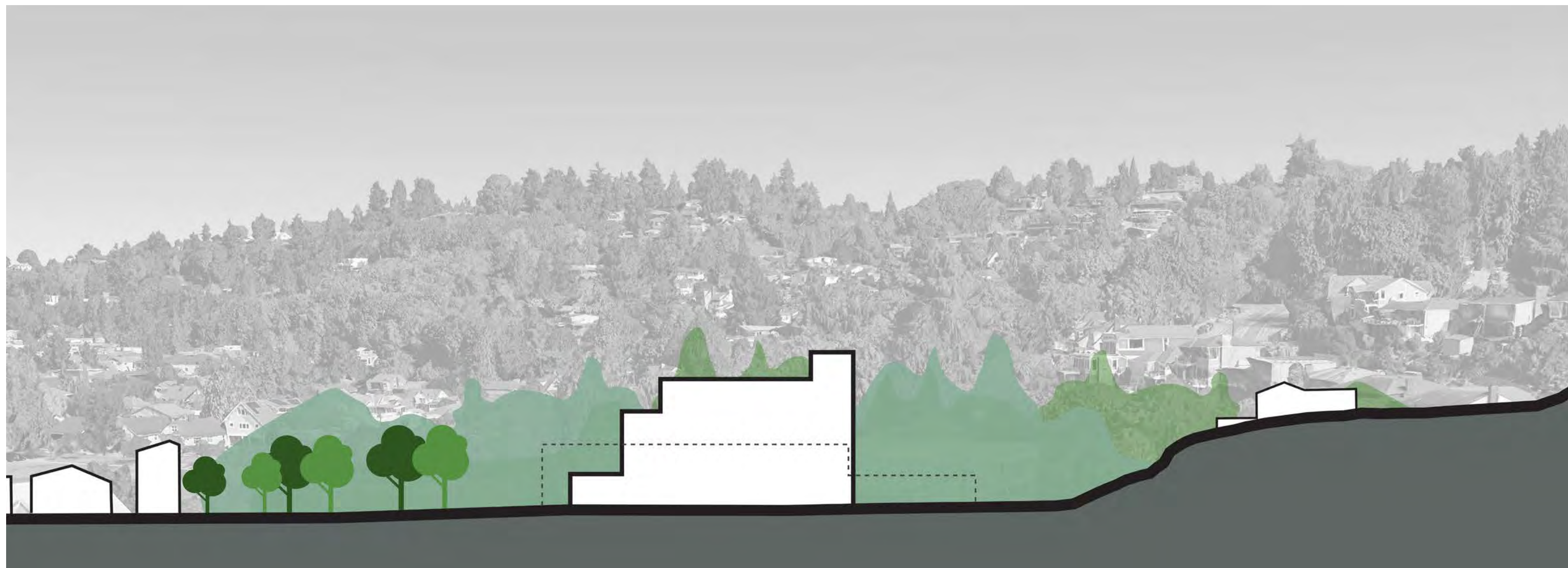
Parking displaces
ground level programs:

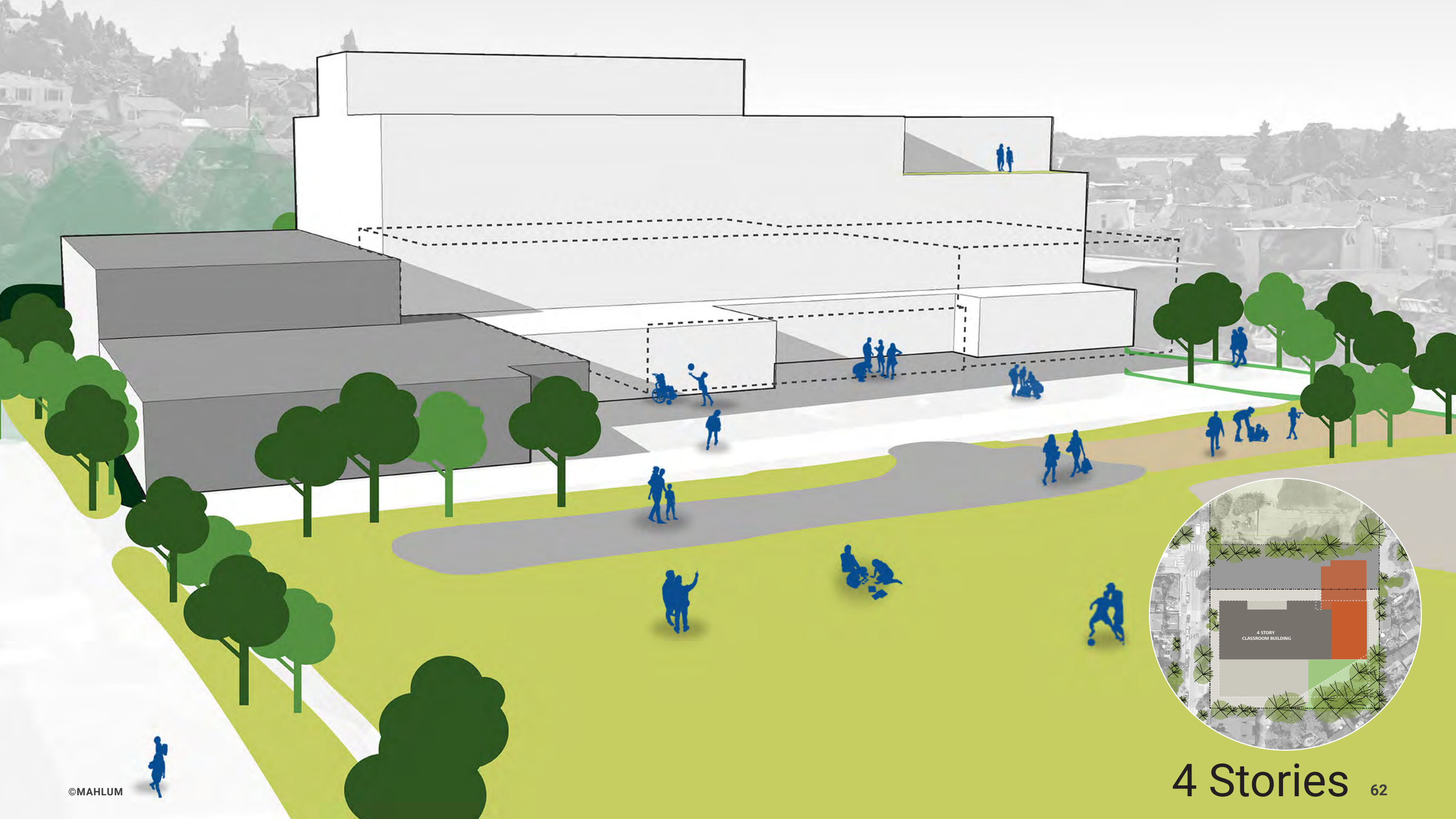
- > Outdoor learning
- > Preschool play

Parking configuration
requires approval from
SDCI to significantly
modify the steep
slope and build within
the environmentally
critical area (ECA)

Mixing the service
entry and delivery
operations with
parking compromises
site access
and facility
operations

7
Parking Stalls







19,000
Buildable Area SF

PARKS BOULEVARD

SEATTLE PARKS AND REC
ALKI PLAYGROUND

ALKI
COMMUNITY
CENTER

GYM

4 STORY
CLASSROOM BUILDING

SW STEVENS STREET

SCHMITZ PARK TO
ALKI TRAIL

58th AVE SW

4 Story Building

Parking displaces 10,000 SF of ground level building programs plus outdoor learning and preschool play.

There is no viable plan that meets the District's operational standards or Alki's design goals utilizing a 19,000 SF building footprint.

A fourth story adds 14' building height to the new addition, impacting neighbor's views.

29
Parking Stalls



SW LANDER ST

ALKI AVE SW

ALKI PLAYGROUND

58TH AVE SW

57TH AVE SW

800'

SW STEVENS ST

ALKI
ELEMENTARY
SCHOOL

SW ADMIRAL WAY

61ST AVE SW

60TH AVE SW

59TH AVE SW

SW WINTHROP ST

57TH AVE SW

SW ADMIRAL WAY

SW HANFORD ST

Department of Neighborhoods and
Seattle Department of Construction & Inspections
recommend that the departure to allow reduced
vehicular parking quantity be **granted** as requested by
Seattle Public Schools with the following conditions:

- 1) **School Transportation Management Plan**
- 2) **Engage Seattle School Traffic Safety Committee**
- 3) **Neighborhood Communication Plan for School Events**
- 4) **Update right-of-way and curb-side signage**
- 5) **Construction Management Plan (CMP)**
- 6) **Create a Large Event Plan**

School Traffic Safety Committee

Best Practice Guidelines

- > Locate school entrances near safe places to walk across the street
- > Allocate space to education and community, not private car infrastructure
- > Preschool drop-off areas should be safe and convenient for all users
- > Bicycle access should be convenient
- > Locate school bus loading separate from the parent pick-up area



*A Construction and Renovation Guide
for Seattle Public Schools*

2/18/2021

<https://www.seattle.gov/school-traffic-safety-committee>

Frequently Asked Questions

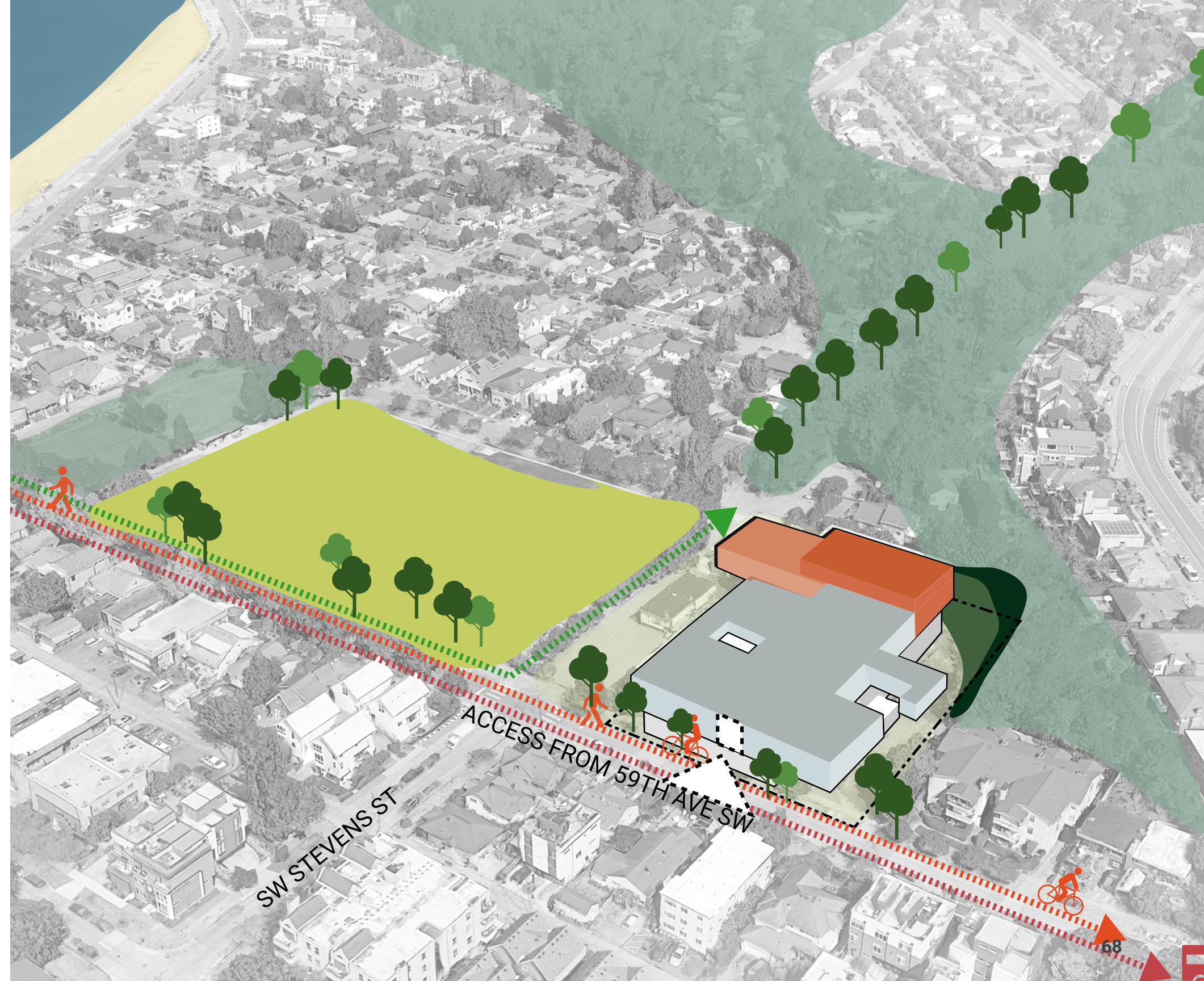
How does the new design prioritize **safety** for the Alki students and its community?

Best Practice Guidelines

- > Allocate space to education and community, not private car infrastructure

- > Bicycle access should be convenient

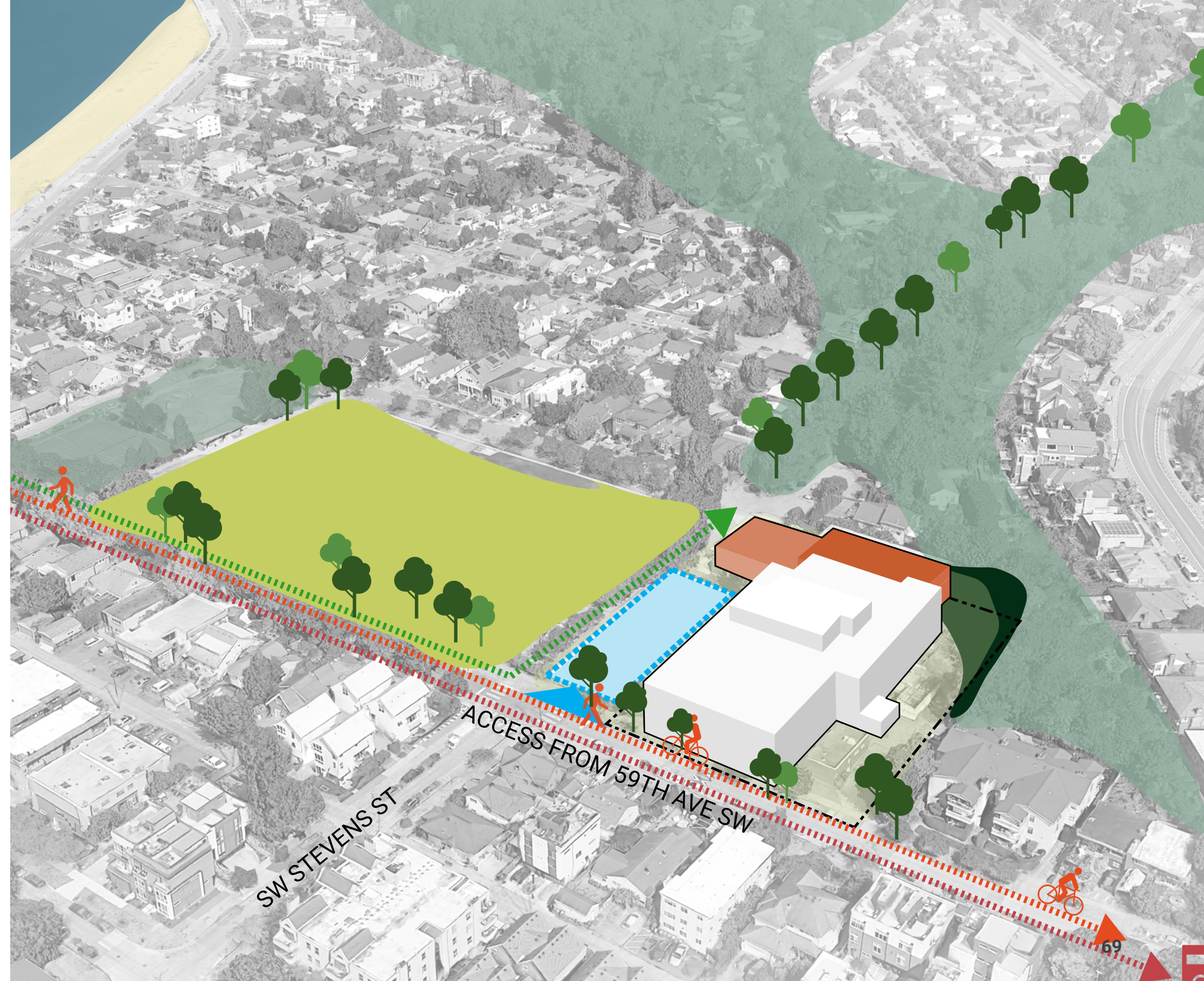
- > Locate school bus loading separate from the parent pick-up area



School Traffic Safety Committee

Best Practice Guidelines

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School Traffic Safety Committee

Best Practice Guidelines

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School Traffic Safety Committee

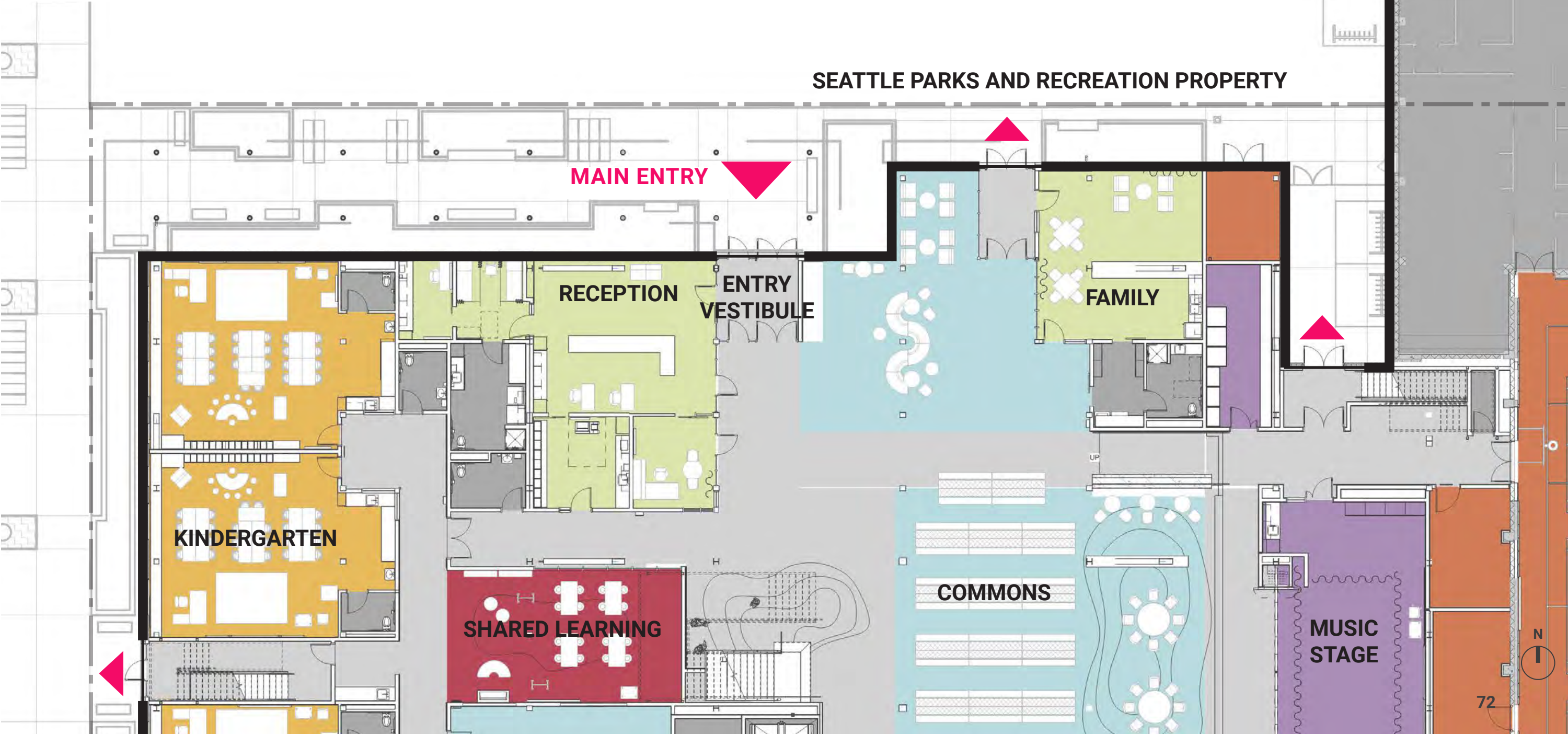
Best Practice Guidelines

- > Locate school entrances near safe places to walk across the street
- > Allocate space to education and community, not private car infrastructure
- > Preschool drop-off areas should be safe and convenient for all users
- > Bicycle access should be convenient
- > Locate school bus loading separate from the parent pick-up area



Controlled Entries

First Floor



Reception

Welcoming Entry



Front Door

Welcoming Entry





A big BLM mural

Pride flags

Encouraging posters

Motivating posters and décor

LGBT+/Pride flags

Multi-lingual words in many languages or pictures of food

Quotes everywhere

Flags of all nations

Flags

Inspirational quotes

BLM poster

Big map on the wall

Posters

Quotes on the walls

Signage in multiple languages

Flags to be welcoming

Welcome in multiple languages

Black lives matters poster

Narrative

Interactive

Visual

Approach



equality
for
everyone

**a world with
no racism**

**Black Lives
Matter**

Type Face: Freight

Universal Path

Destination

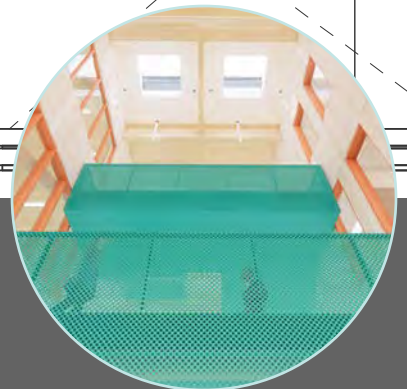
Unexpected

Location

equality for
everyone

**a world with
no racism**

Black Lives Matter



Individual

Group

Community

Scale



What would a
**world with no
racism** look like?

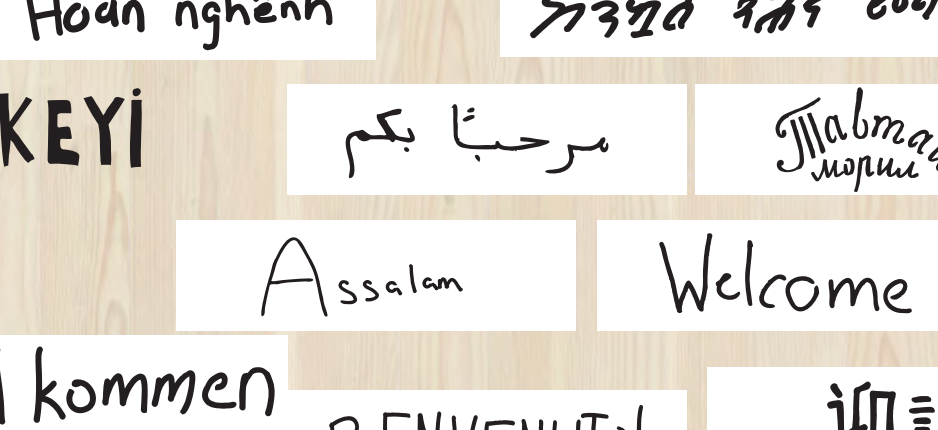


Painted steel panel with
magnet package for
students to communicate
messages to each other.

مدقم ریخ Washaatke
Hosgeldiniz! 5010D

| | |
|----------------|---------------|
| Кош келниЗдер! | مدق مریخ |
| bienvenidos | میں خوش آمدید |

स्वागत
歡迎
ဂုဏ်ထူး



Hoan nghênh

Зізнай нас доброго

AKEYI

مرحبًا بكم

Добро пожаловать

Assalam

Welcome

vel kommen

BENVENUTO!

迎請



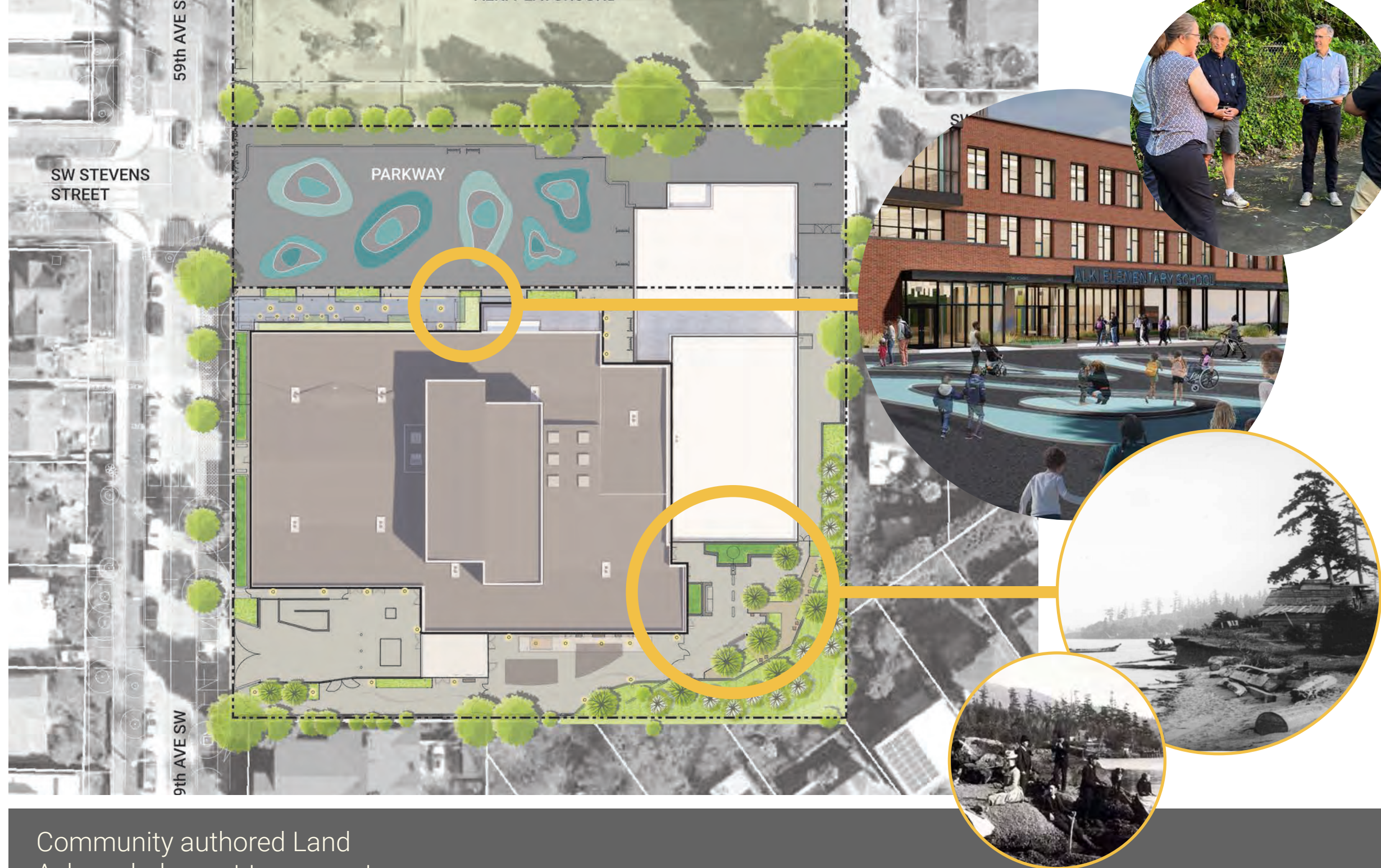
79

Individual

Group

Community

Scale



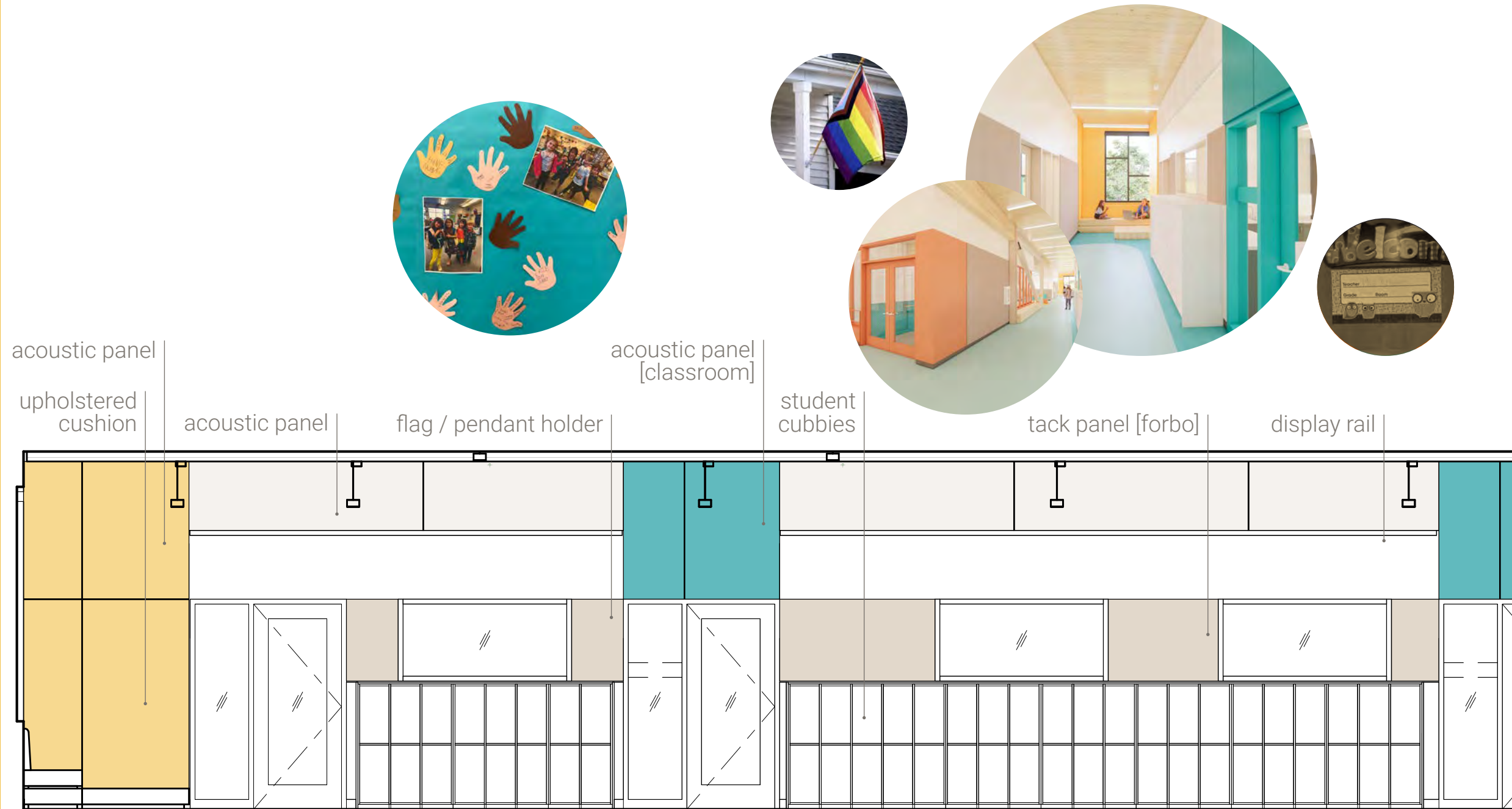
Community authored Land Acknowledgment to connect with history of the land and building as curriculum.

Temporal

Adaptable

Fixed

Permanence



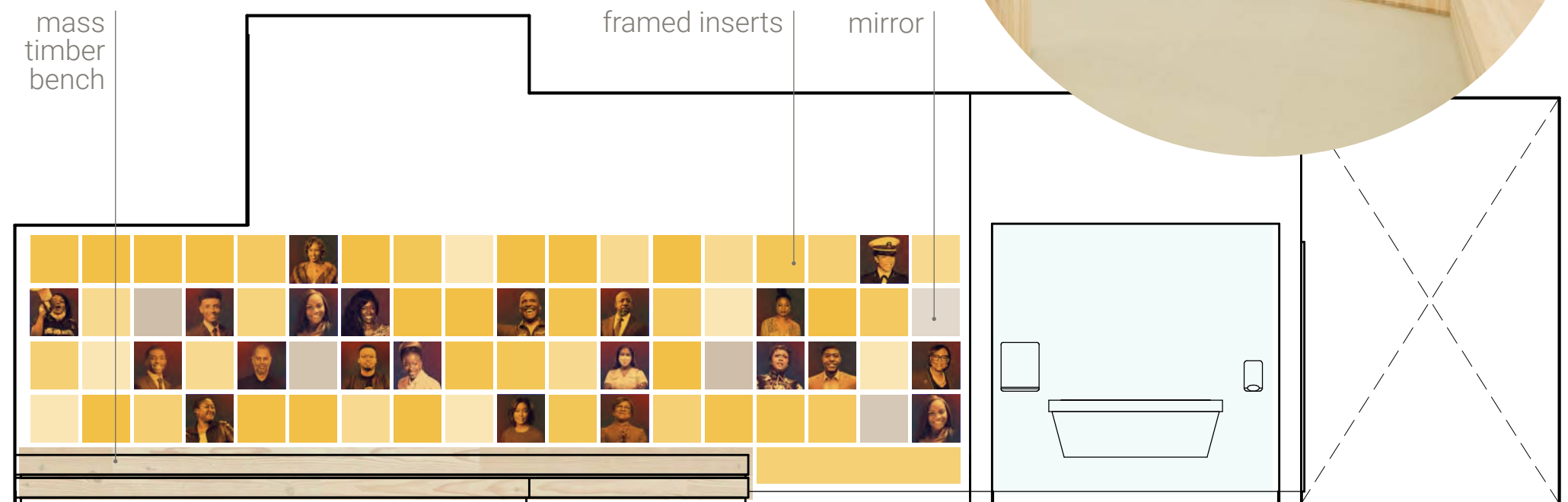
Infrastructure to support
students and teachers
bringing magic into the
learning community!

Temporal

Adaptable

Fixed

Permanence



Adaptable to allow
community to change
who [or what] is featured
throughout the year!

Frequently Asked Questions

Will the new school impact neighbors' **views**?

Proposed Massing

View Impact Analysis



Current View

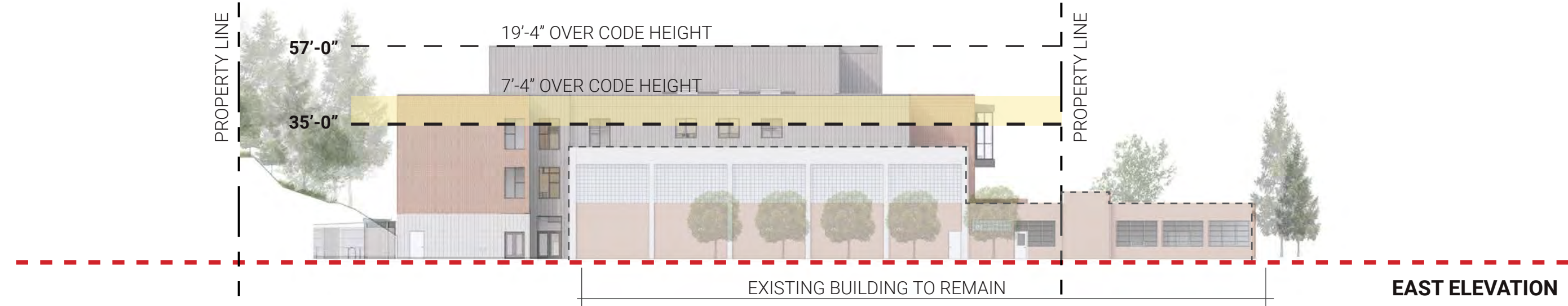


View with Proposed Building

Proposed Building Height Profiles

Elevations

- KEY
- AVERAGE GRADE PLANE
- 35'-0" CODE HEIGHT
ABOVE AVERAGE GRADE
- PROPOSED 57'-0" BUILDING HEIGHT
ABOVE AVERAGE GRADE
- AREA ABOVE 35'-0" CODE HEIGHT (7'-4")



Proposed Building Height Profiles

Elevations

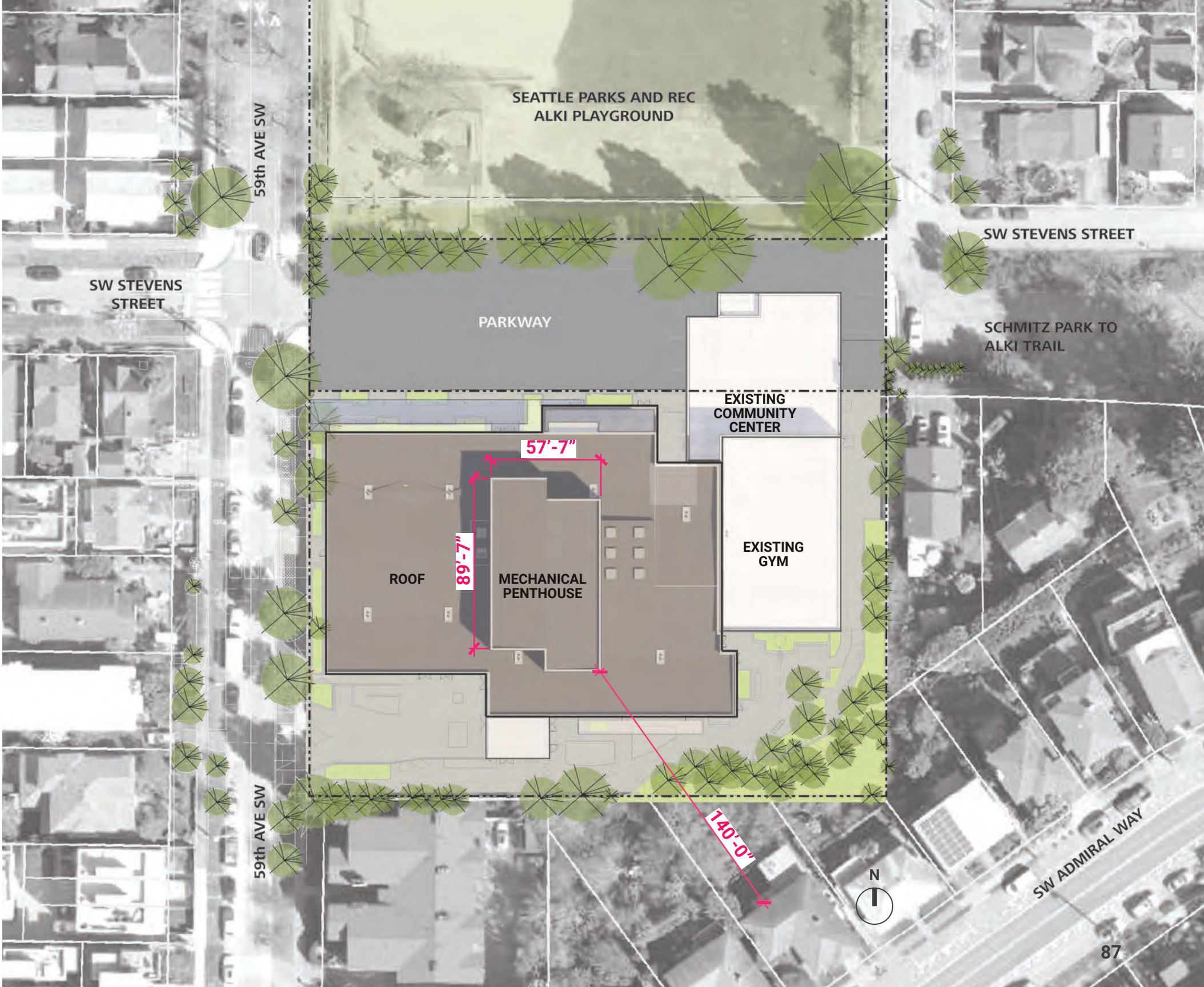
- KEY
- AVERAGE GRADE PLANE
- 35'-0" CODE HEIGHT ABOVE AVERAGE GRADE
- PROPOSED 57'-0" BUILDING HEIGHT ABOVE AVERAGE GRADE
- AREA ABOVE 35'-0" CODE HEIGHT (7'-4")



Proposed Roof Plan

This graphic shows the existing buildings to remain, the proposed main school building roof, and the proposed mechanical penthouse. The portions of the building that exceed the maximum height include the third floor of the main school building, the main school building roof parapet, and the mechanical penthouse to enclose mechanical equipment.

* A “mechanical penthouse” is a room that is enclosed and protects equipment on the building roof. Enclosing the equipment increases longevity, reduces maintenance needs, and allows for more energy efficient equipment, and helps to reduce mechanical noise from affecting nearby properties.



Alki Neighborhood Site Plan

View Impact Analysis

 VIEW CORRIDOR



Alki Neighborhood Site Plan

View Impact Analysis

 VIEW CORRIDOR



Site Section A

59th Avenue SW

KEY

----- EXISTING BUILDING

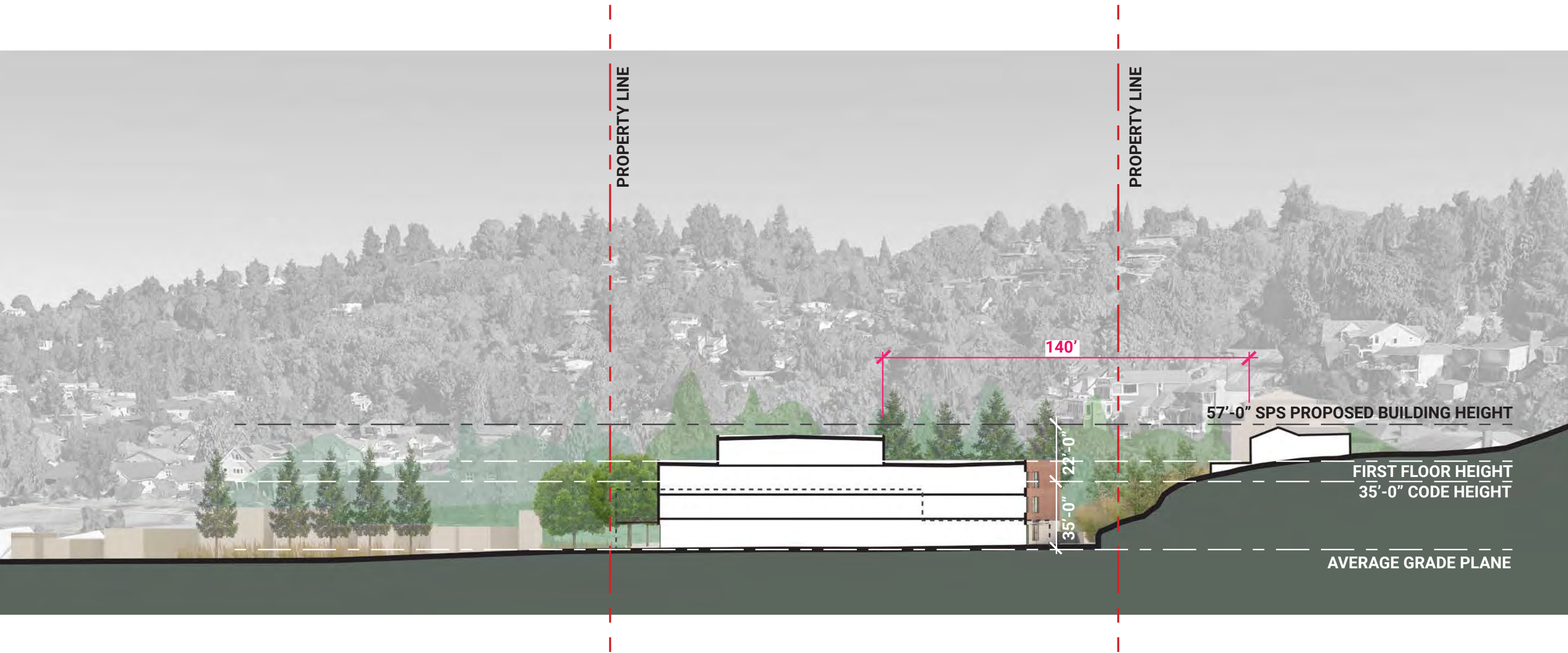


Site Section B

59th Avenue SW

KEY

----- EXISTING BUILDING



View Impact Analysis

Proposed Massing

Photograph taken during a site visit to the residence located at 5730 SW Admiral Way on February 02, 2022.



View Impact Analysis

Proposed Massing

Photograph taken during a site visit to the residence located at 5730 SW Admiral Way on July 28, 2022.



Frequently Asked Questions

Why are you so intent on improving **Alki** given its small site?





Alki Elementary School

**Design
Presentation**

**Frequently
Asked
Questions**

**Questions &
Answers**

Next Steps

Alki Elementary School

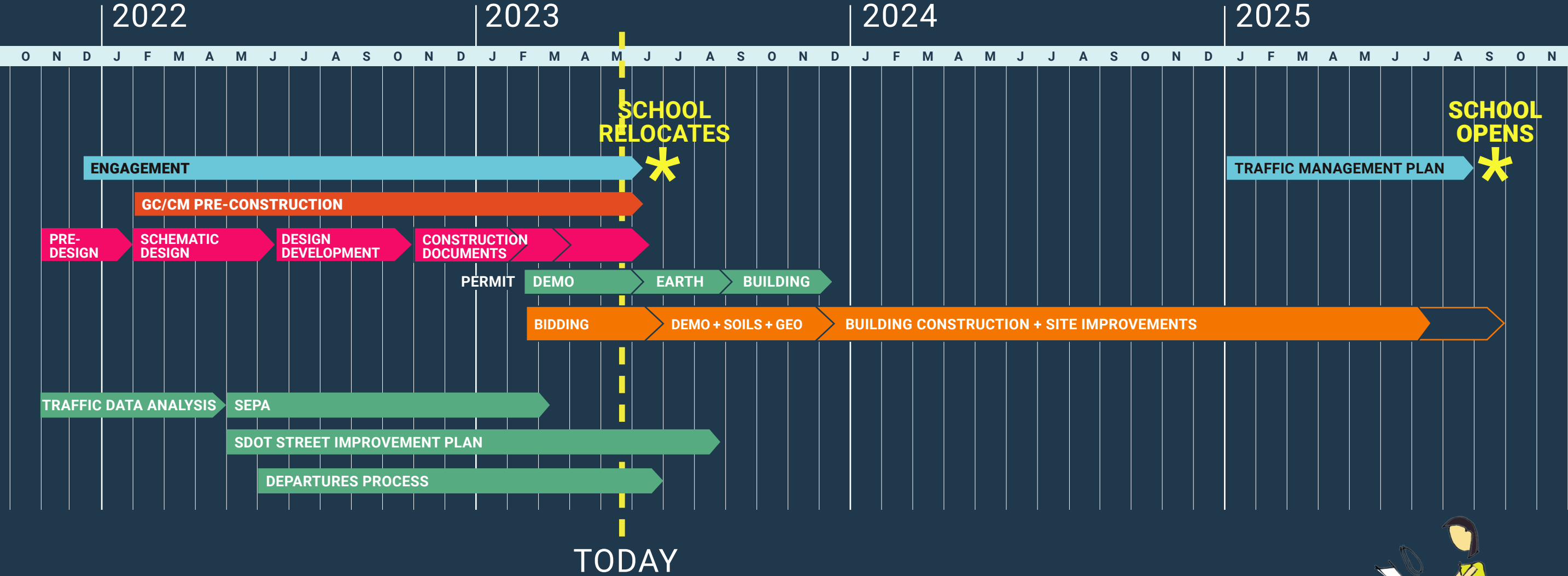
**Design
Presentation**

**Frequently
Asked
Questions**

**Questions &
Answers**

Next Steps

Alki Elementary School Schedule





Благодаря ти

Thank you

Gracias

cảm ơn

Je vous remercie

mahadsanid