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Westgate Elementary Neighbor Meeting

November 9, 2026



Agenda—

Project Vision / Goals

Community Listening and DRC Design Process

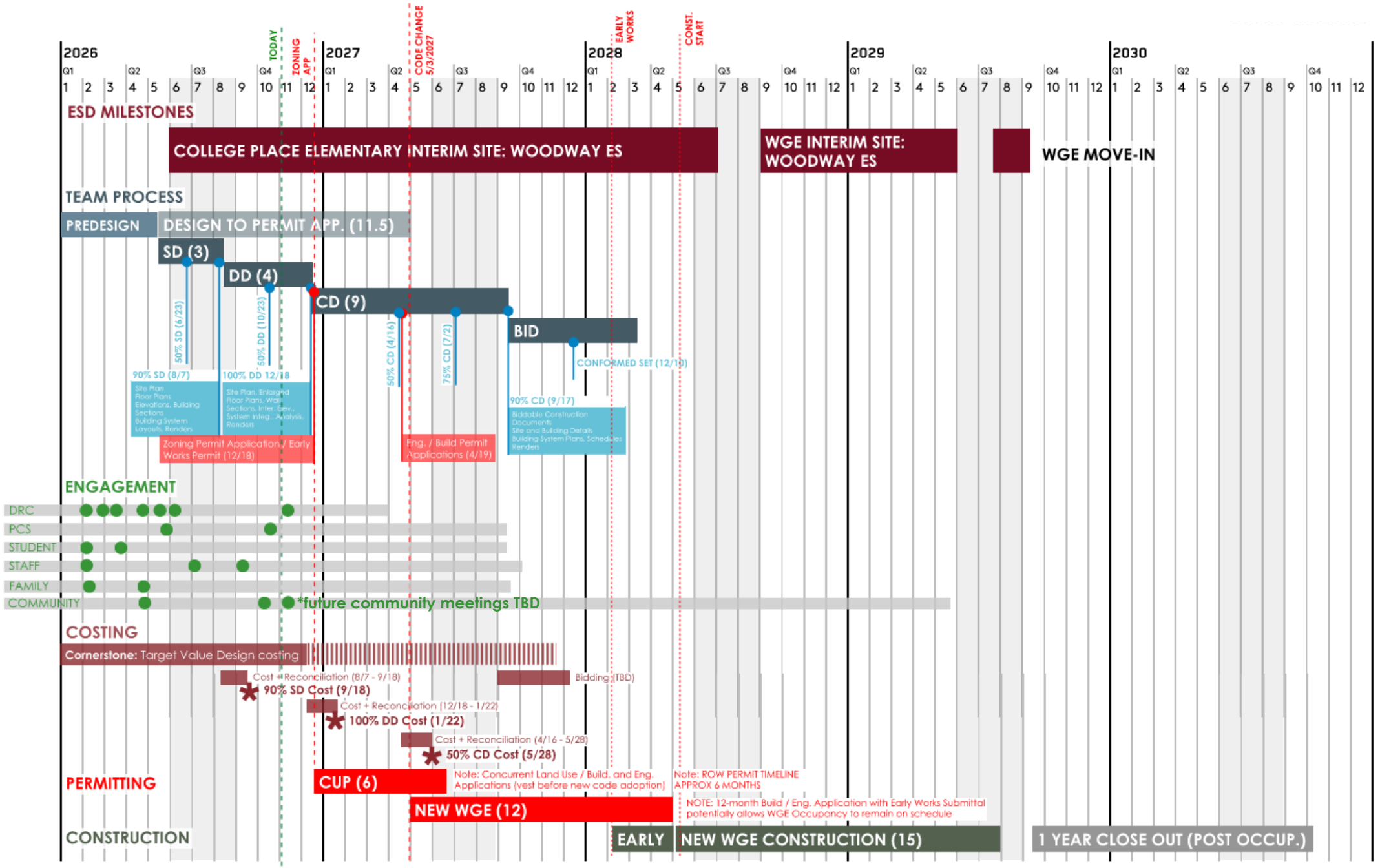
Design and FAQ Update

Engagement – Student and Staff Listening

Discussion + Next steps

*Addinal information available at https://www.edmonds.wednet.edu/our-district/capital-projects/construction-projects/westgate-elementary-school

Project Schedule



Current Site Plan



*Preliminary, Site strategy under study and pending further development

Adjusted Site Plan*



*Preliminary, site strategy under study and pending further development

Project Vision / Goals

Westgate Guiding Statement—

Rooted in Place. Designed for Belonging.

Westgate Elementary School will be a **connected, inclusive, and community-centered learning environment where nature, belonging, and collaboration shape every student experience.** Rooted in place, the design will celebrate connections to the surrounding landscape, integrate outdoor learning opportunities, and bring natural light and biophilic elements into the school while honoring Coast Salish teachings of reciprocity, respect, and responsibility to the land and waters. The school will support every learner through neurodiverse-forward, universally accessible spaces that **prioritize inclusion,** well-being, and flexibility, with centralized student support areas and thoughtfully designed sensory environments that **foster belonging and success for all students**

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Connection to Nature & Place

- **Outdoor learning spaces (x2)**
- **Natural light & windows in all classrooms**
- **Views of nature, mountains, wooded areas**
- **Trees, water, open space with Salish Native connection**
- **Honoring tribal spiritual connection with the land and water**
- **Indigenous garden / Salish connection**
- **Fish tank tied to salmon curriculum**

Inclusion, Belonging & Student Support

- **Inclusive playground with alternative play options (x2)**
- **Designated calm / quiet spaces**
- **Centralized support as the "heart" of the school**
  - **Counselor**
  - **Learning support**
  - **Sensory rooms**
  - **Close access between services**
- **ADHD / ADA / universal design**
- **Neurodiverse-forward building with a dedicated sensory room**

Community Centered Learning

- Library at the heart of the school (x3)
- Flexible spaces that accommodate various group sizes for collaboration
- Spaces that allow shared learning and gathering

Universal Design Goals:

Dignity– Accessibility beyond compliance
Wellbeing – Calm atmosphere & multi-sensory reach
Agency – Socio-spatial choice: legible, flexible, and adaptable
Connection – Design for togetherness & active participation

Community Listening and DRC Design Process

Community Listening, Meeting 01—



Access

- Safe routes to school – bike and pedestrian improvements
- Respect neighbor's driveways

Nature

- Maintain public park / open to community
- Maintain trees

Character

- Welcoming to all
- Durable building and thoughtful landscaping

Fishbowl Comments



A bigger health room with beds

Bright, Light, Color Happy Space!

Better Outdoor Areas!

centralized control of doors/gates that front desk can opperate

Bigger stage/ auditorium

SPACE FOR BEFORE AND AFTER SCHOOL PROGRAMS

better drainage in the playground

More dedicated intensive support classrooms

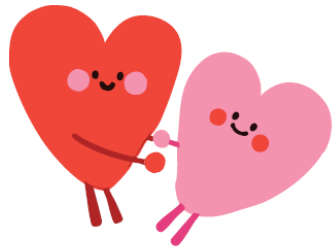
support services centralized as main heart/hub of school w main office

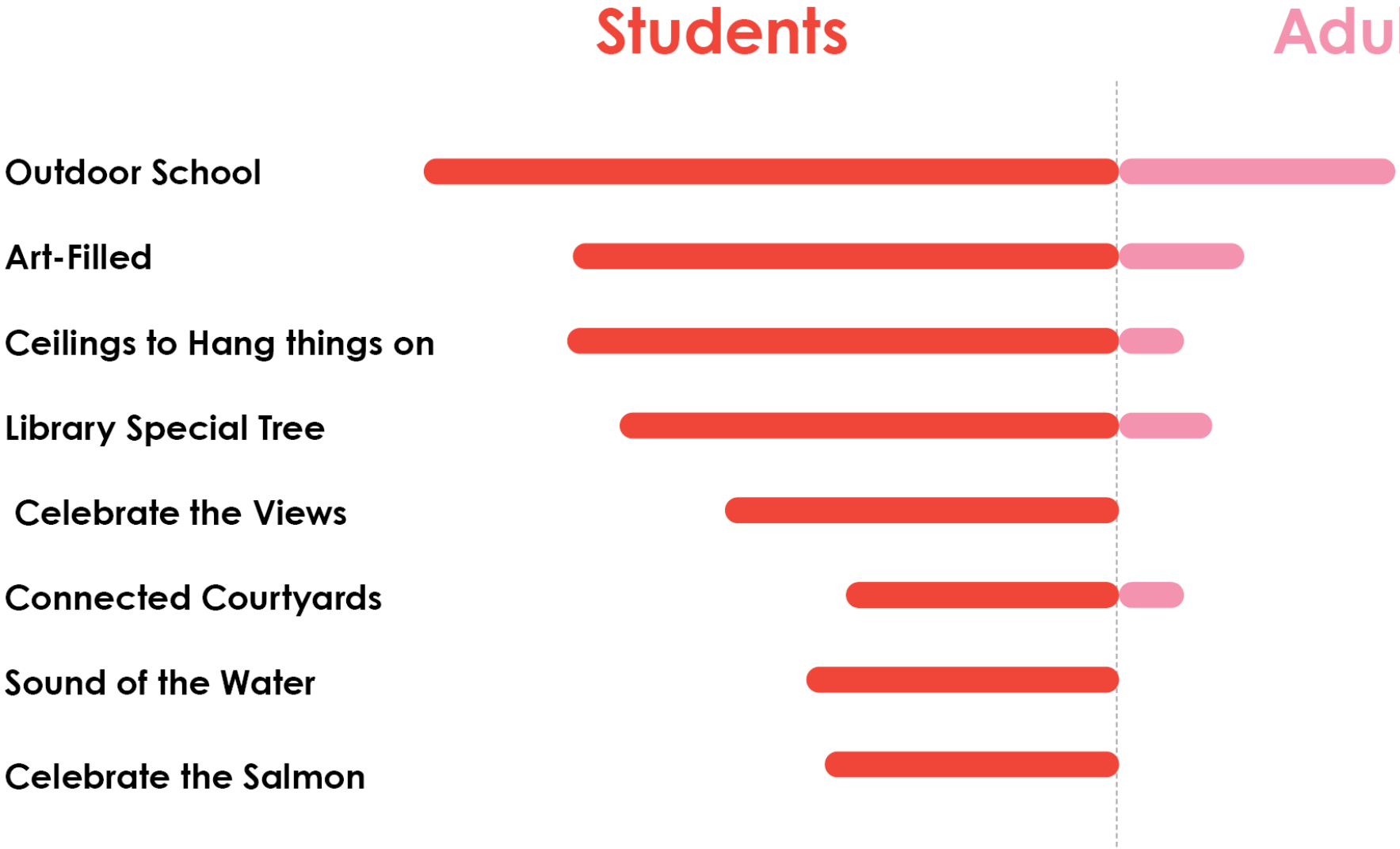
covered area at student pick up

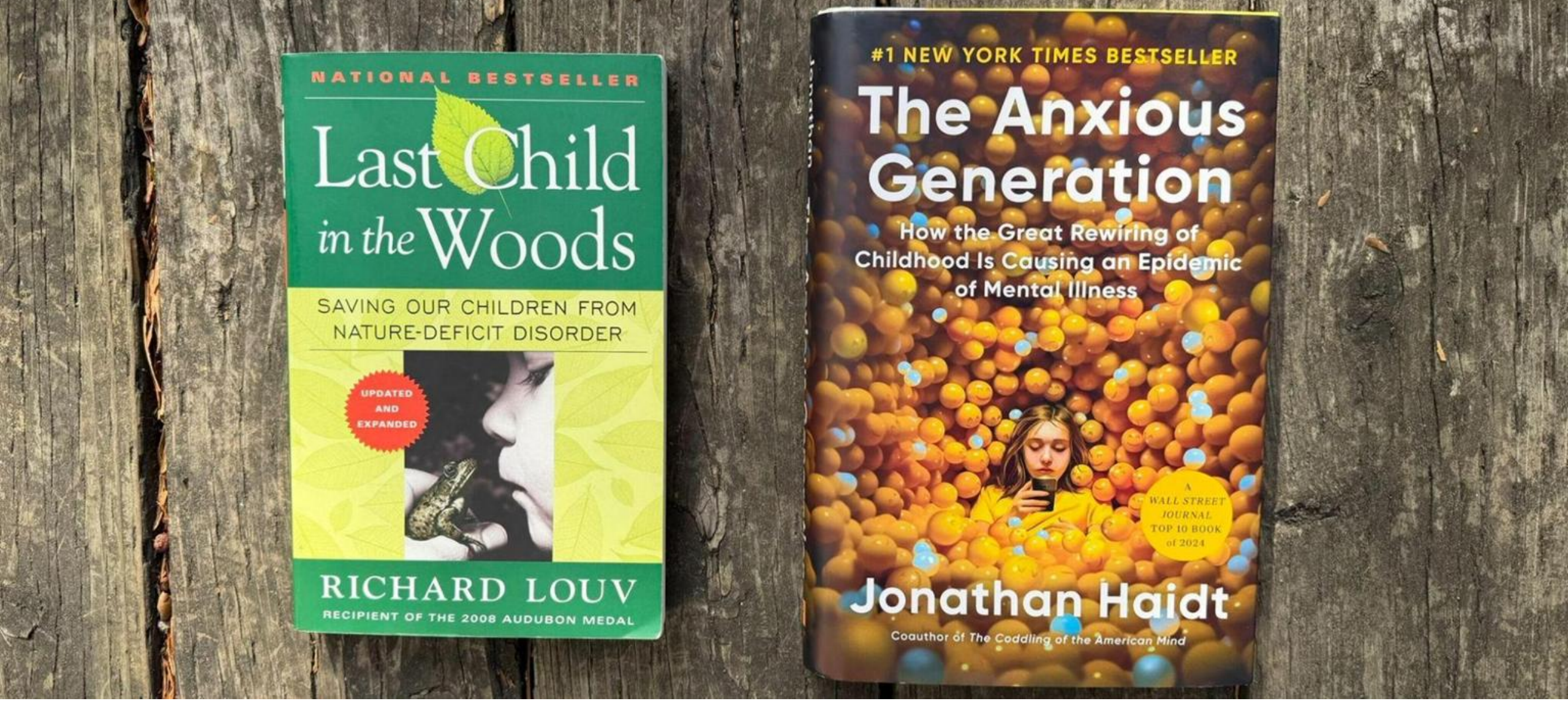
***Stars indicate comments that relate to top DRC Goals**

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What did the students/adults love







2005: Time in nature is not leisure time; it's an essential investment in our children's health (and also, by the way, in our own).

2024: Birth of phone-based childhood marked definitive end of the play-based childhood.

Benefits of Biophilic Design—

Studies have shown that a direct visual connection to nature:

- Lowered **blood pressure** and **heart rate**[1]
- Improved **mental engagement/attentiveness**[2]
- Positively impacted **attitude** and **overall happiness**[3] **increase**

References

1. Brown, Barton & Gladwell, 2013; van den Berg, Hartig, & Staats, 2007; Tsunetsugu & Miyazaki, 2005
2. Biederman & Vessel, 2006
3. Barton & Pretty, 2010



Manassas Park Elementary School + Pre-K, Manassas Park, VA - VMDO



John Muir Elementary, Kirkland WA - Mahlum



Blakely Elementary School, Bainbridge Island, WA - Mithun

Benefits of Biophilic Design—

Cognitive Enhancement & Test Scores:

Exposure to natural light and nature views can **increase learning rates by up to 20–26%** and **boost test scores by 7–18%**. Studies of biophilic classrooms show accelerated academic growth and higher end-of-year test scores.

References

1. https://jlgarchitects.com/the-benefits-of-biophilia-in-learning-spaces/
2. Anna Klare Harrison, "Wonder and Awe: How Biophilic School Design Removes Barriers to Learning," [Video], YouTube, May 19, 2020.
3. Jim Determan et al., "The Impact of Biophilic Learning Spaces on Student Success." Architecture Planning Interiors, 2019.
4. Berman MG, Jonides J, Kaplan S. The cognitive benefits of interacting with nature. Psychol Sci. 2008 Dec;19(12):1207-12. doi: 10.1111/j.1467-9280.2008.02225.x. PMID: 19121124.



Manassas Park Elementary School + Pre-K, Manassas Park, VA - VMDO



John Muir Elementary, Kirkland WA - Mahlum

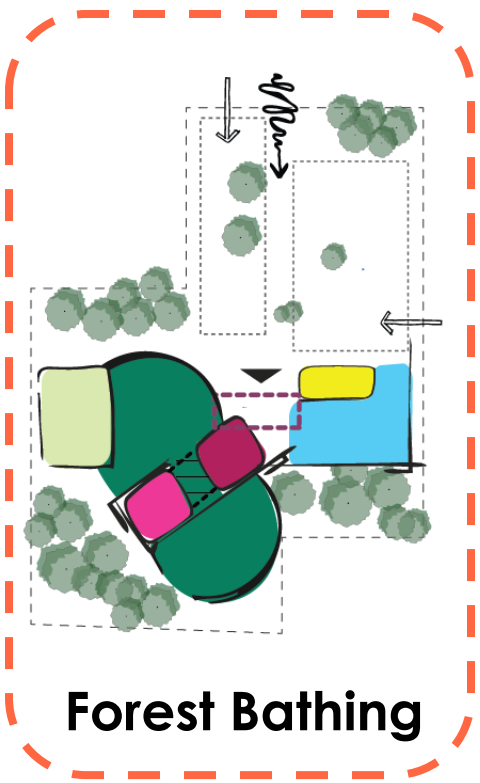


Blakely Elementary School, Bainbridge Island, WA - Mithun

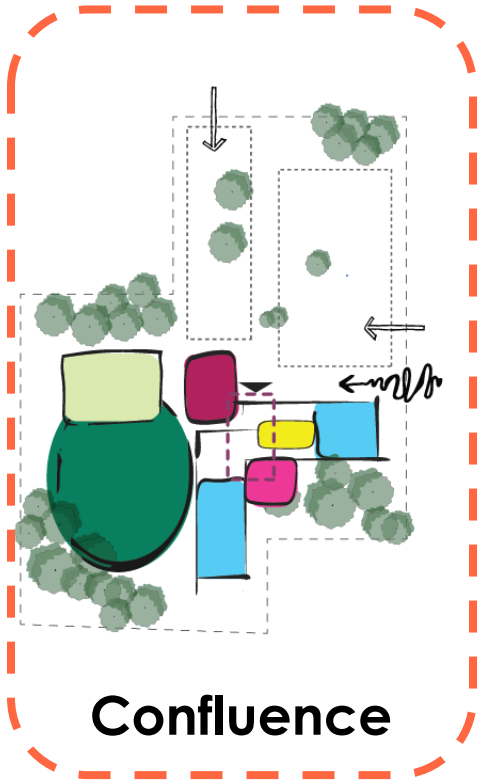


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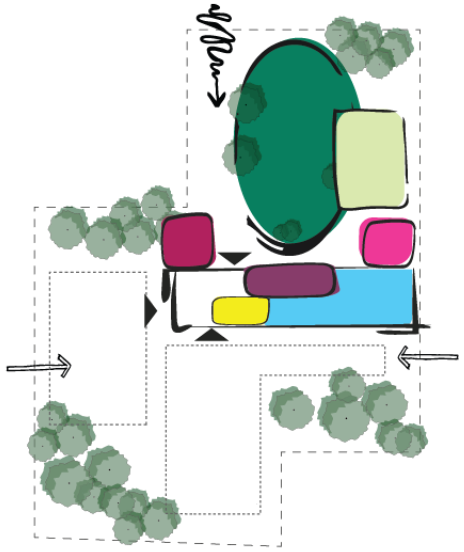
Scenario Development



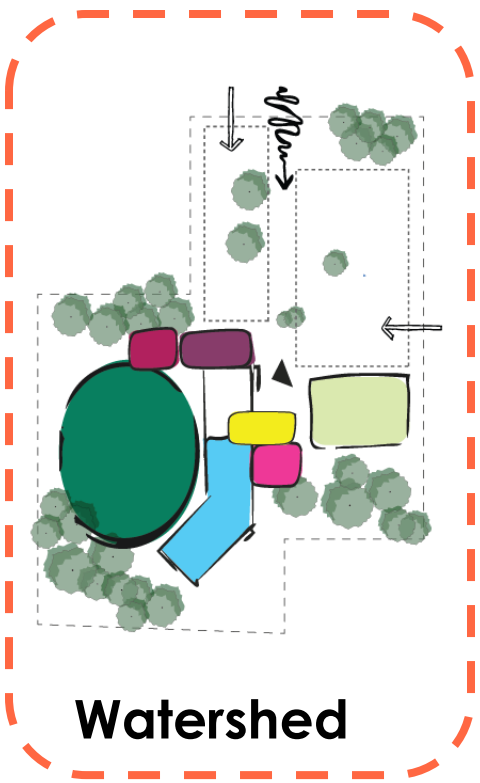
Forest Bathing



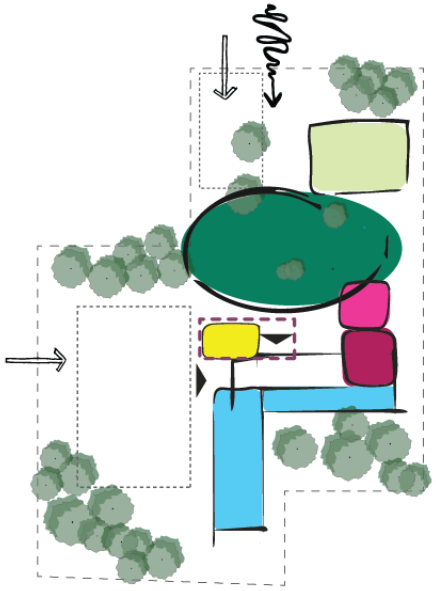
Confluence



Eddy



Watershed



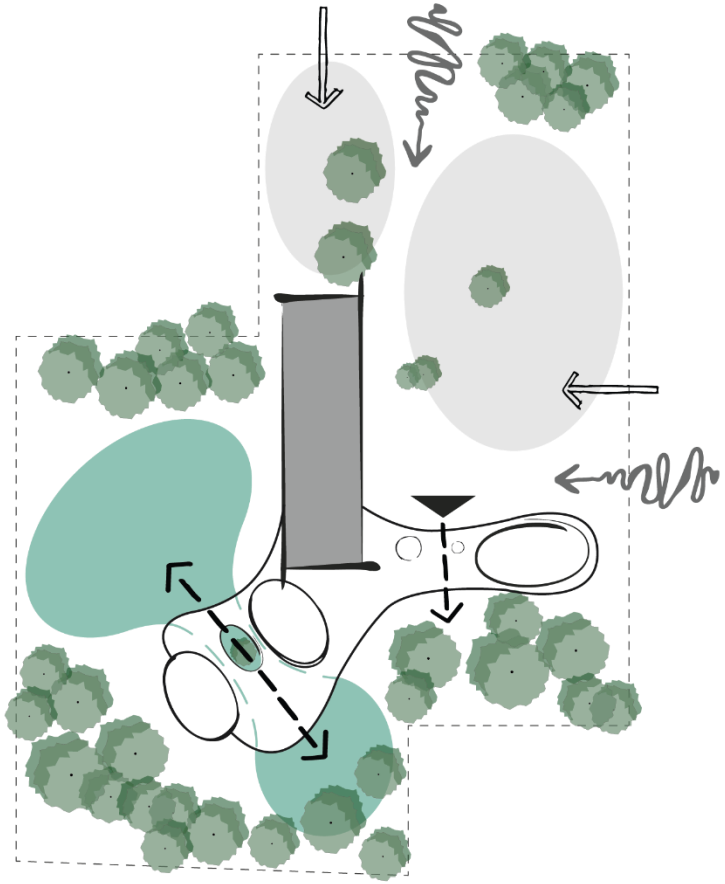
Tidal Shift

*Preliminary, Site strategy under study and pending further development

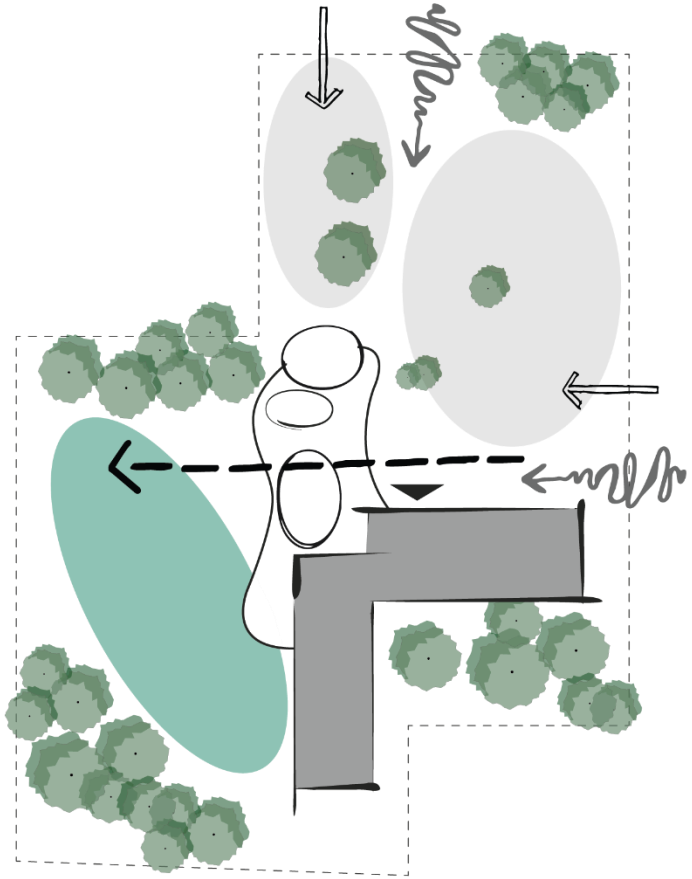
DRC Listening—

- Locate play areas away from 220th to create greater separation from traffic and noise
- **96th Street access well-received** for students and parents
- Avoid using 98th Street for parking access
- Preserve the **south and west edges for learning and views** rather than parking to **strengthen connection to nature**
- Positive response to separating bus circulation from parent vehicle parking.

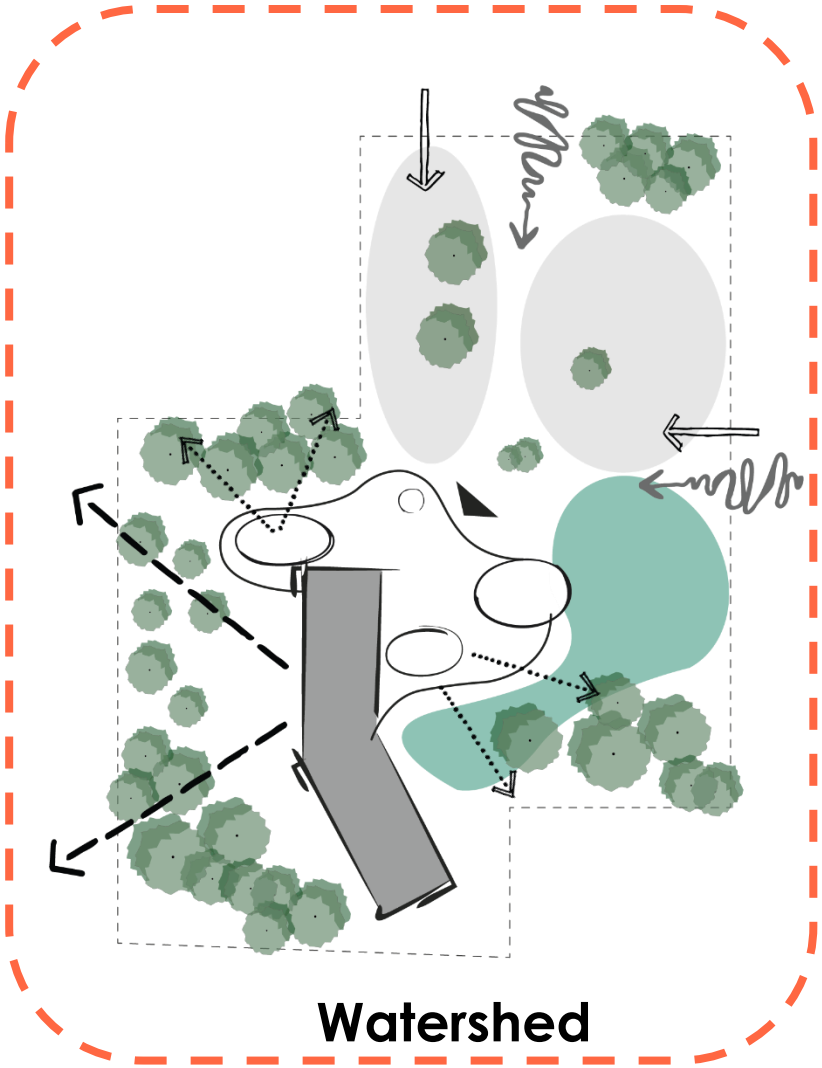
Scenario Development



Forest Bathing



Confluence



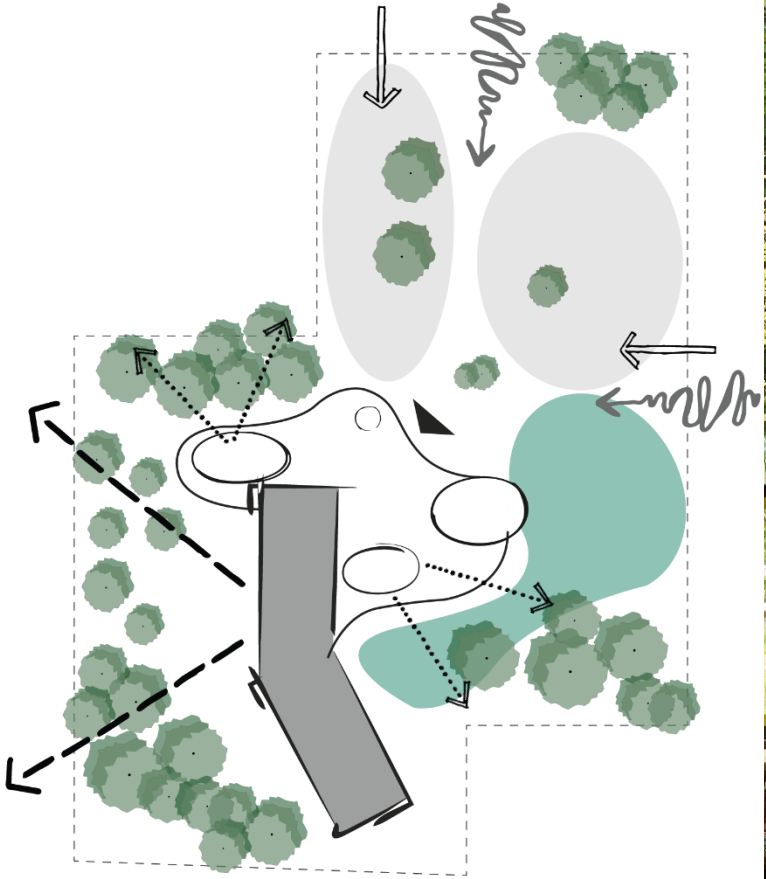
Watershed

*Preliminary, Site strategy under study and pending further development

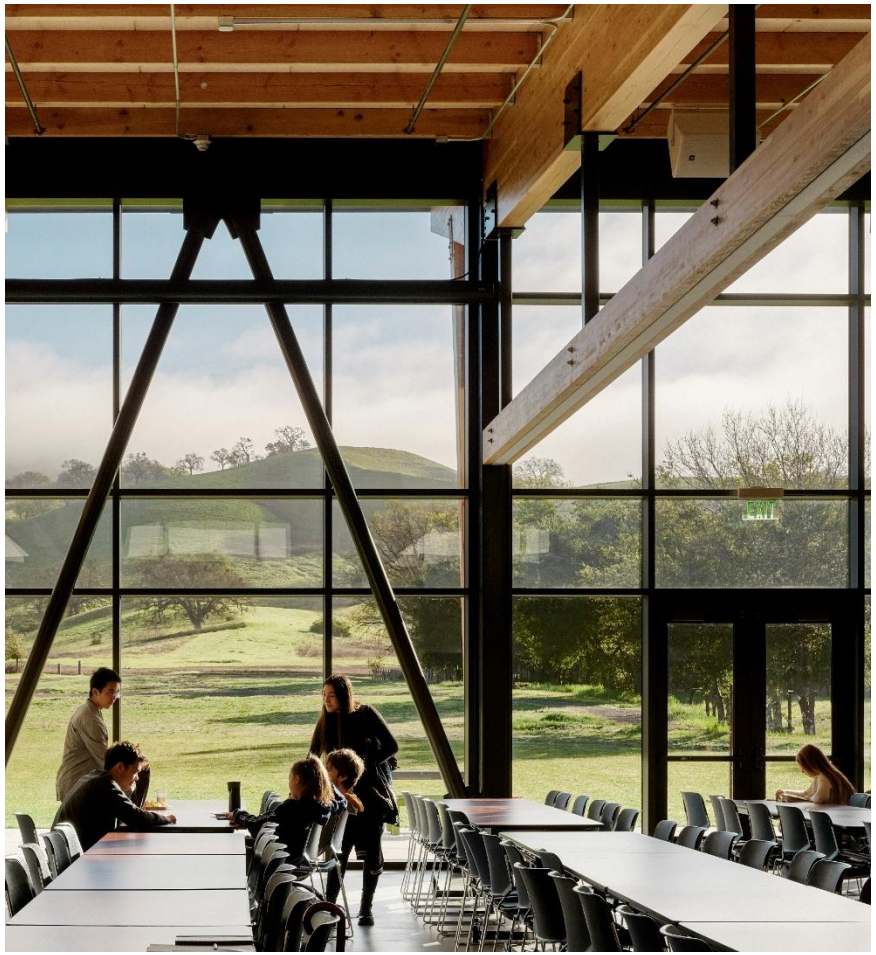
DRC Listening—

- Strong **connection between the gym, commons, and stage to support shared community use**
- Preference for the **library to be located at the ground level** for accessibility and visibility
- Classroom wings and the “kink” geometry shown in the watershed schemes are successful organizational moves.
- Classroom views toward parking areas are less desirable

Watershed Scheme





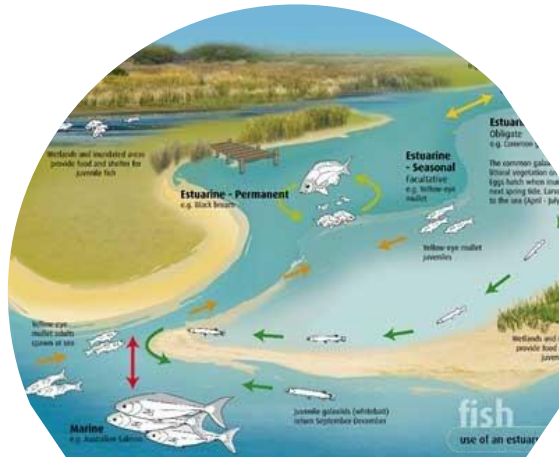


*Preliminary, Site strategy under study and pending further development

Watershed Site Concept







This is a conceptual graphic only. No waterways or pools are being proposed.

Watershed Early Site Concept —



*Preliminary, Site strategy under study and pending further development

Community Listening, Meeting 02







*Preliminary, Site strategy under study and pending further development

Community Listening, Meeting 02—



Access

- Bike areas for parents who use bikes to transport kids and covered bike parking

Balance of space dedicated to transportation

- Concern over approach to increase space onsite for vehicles vs open area/play area

Specific Neighbors' Concerns

- Building location closer to southern boundary
- Visual impact on existing views of the play field
- Potential impact on property values
- “Back” elevation and concern for unattractive visual appearance

Design and FAQ Update

Current Site Plan



*Preliminary, Site strategy under study and pending further development

Adjusted Site Plan*



*Preliminary, Site strategy under study and pending further development

Zoning the Site







Zoning the Site



*Preliminary, Site strategy under study and pending further development



Salish Elementary, Port Townsend, Integrus Architects





SEL PATH



Zoning the Site



*Preliminary, Site strategy under study and pending further development



Madrona K-8, Edmonds SD, Mahlum Architects and Osborn Consulting





Madrona K-8, Edmonds SD, Mahlum Architects and Osborn Consulting



Disclaimer: AI enhanced

Rockwell Elementary, Lake Washington SD; McGranahan Architects and Osborn Consulting

Zoning the Site



*Preliminary, Site strategy under study and pending further development




9300



Zoning the Site



*Preliminary, Site strategy under study and pending further development



Northwood Elem, Mercer Island SD, Mahlum Architects



Zoning the Site



*Preliminary, Site strategy under study and pending further development







Zoning the Site



*Preliminary, Site strategy under study and pending further development


CELEBRATING DEAF CULTURE




SPRUC



FAQ Information in Development



Diagrams

- **Setback**
  - Allowable for Residential: 7.5' side, 15' rear
  - Allowable for Schools: 25'
  - Proposed: 40-86' provided at southern edge
- **Height**
  - Allowable for Residential: 25'
  - Allowable for schools: 35'
  - Proposed: under 30'
  - Adjacent Homes: ~22+'
- **Views** Puget Sound / Territorial
- **Open Space** Existing vs. Proposed
- **Tree Protection** Existing tree groves to be preserved at trees at risk
- **Potential to enhance landscape buffer**

*Preliminary. Adjusted diagram is in development, and updates will be posted to the FAQ resource at:
https://www.edmonds.wednet.edu/our-district/capital-projects/construction-projects/westgate-elementary-school

Site



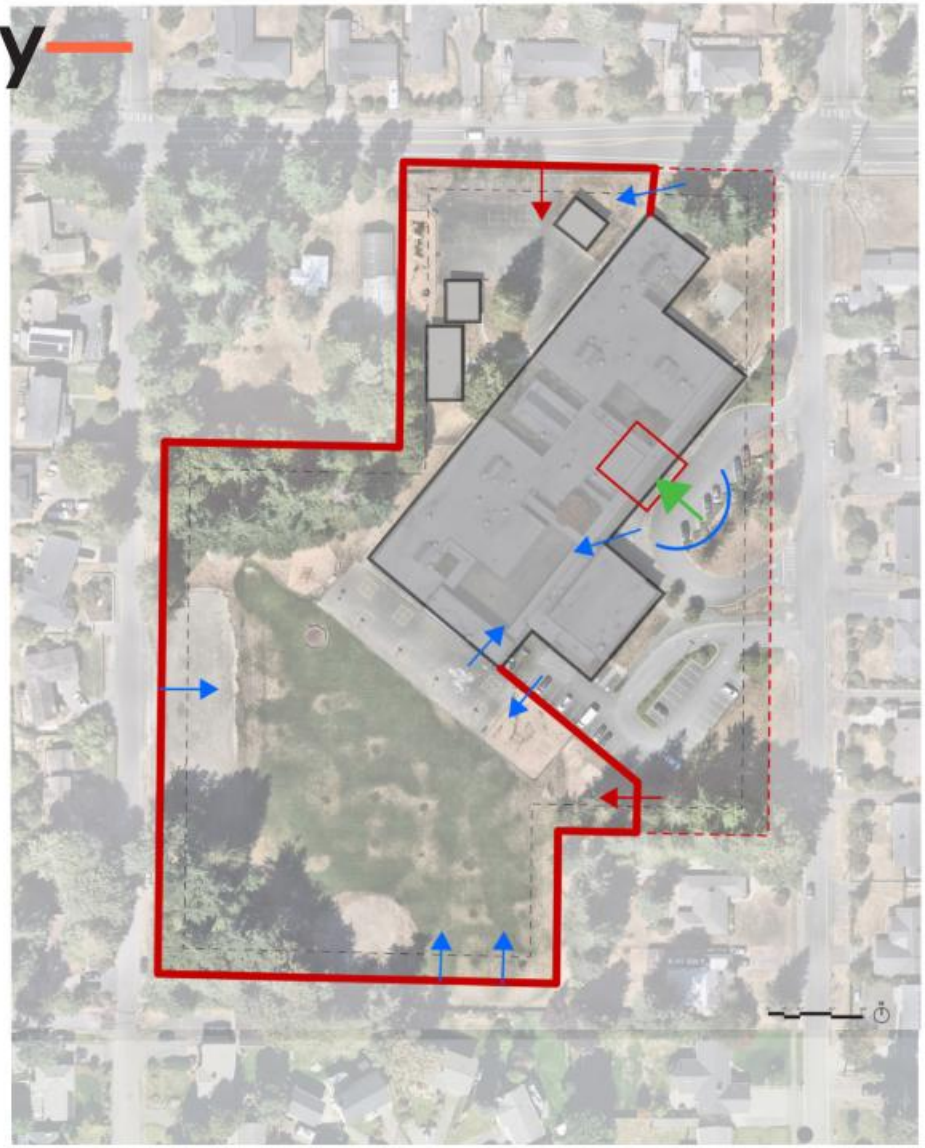
Existing



Proposed

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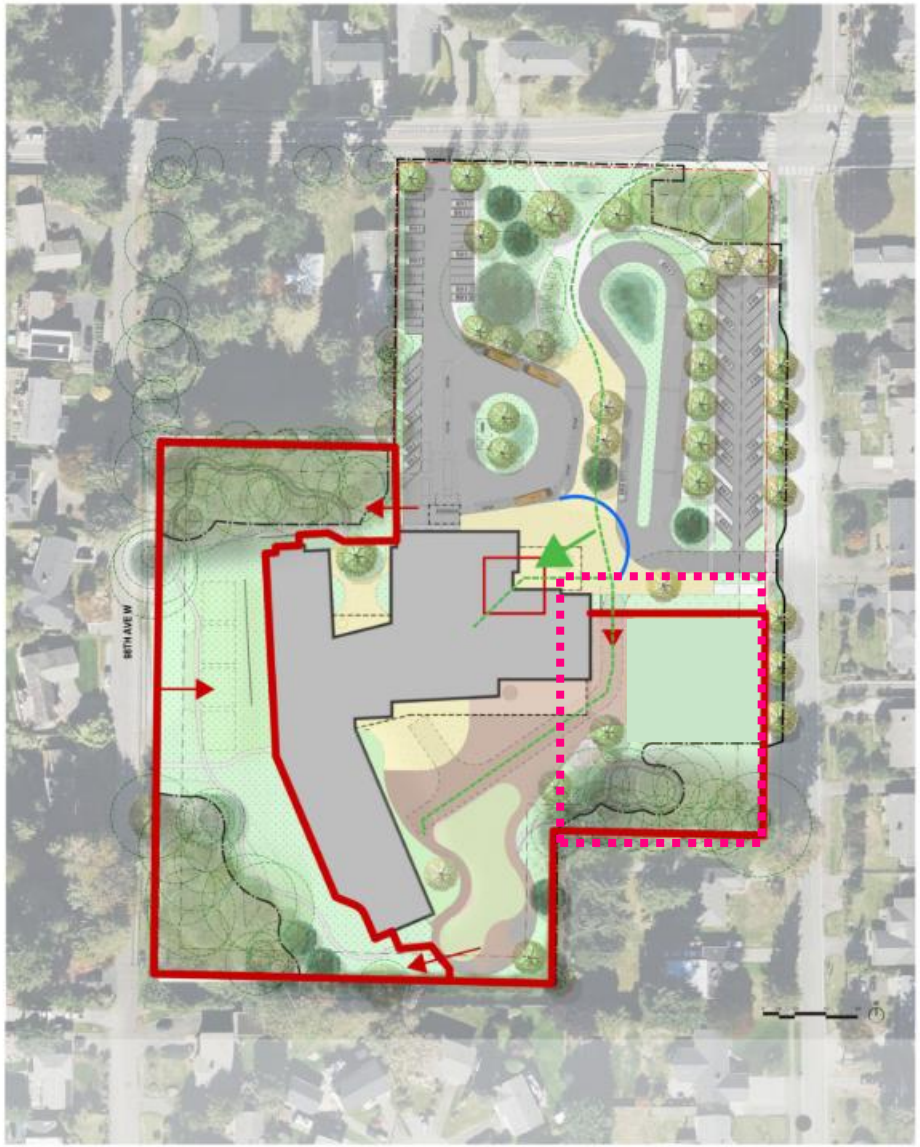
Site Security



LEGEND

- VISIBILITY
- FENCES
- CONTROLLED ACCESS
- MAIN ENTRY
- OTHER ENTRY POINTS
- ACCESSIBLE ROUTE

Existing

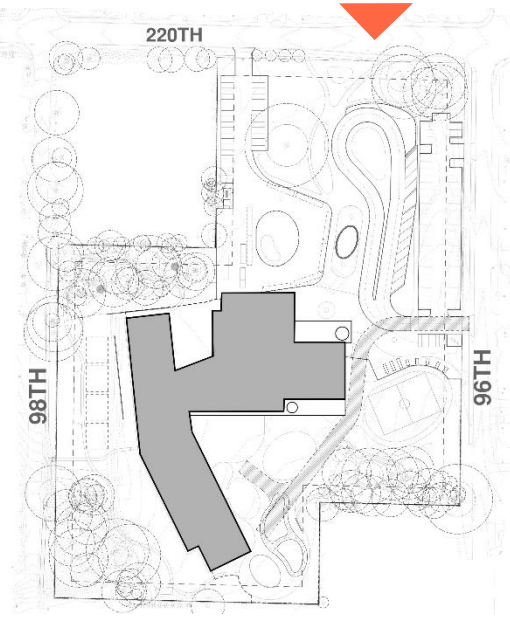


Proposed

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Views from Street; 220th







Existing condition

*Preliminary, Site strategy under study and pending further development

Vehicular and Pedestrian Access

Total on-site queueing area

Existing: 125' On-site
(Vehicles currently line up along 96th ave NW)

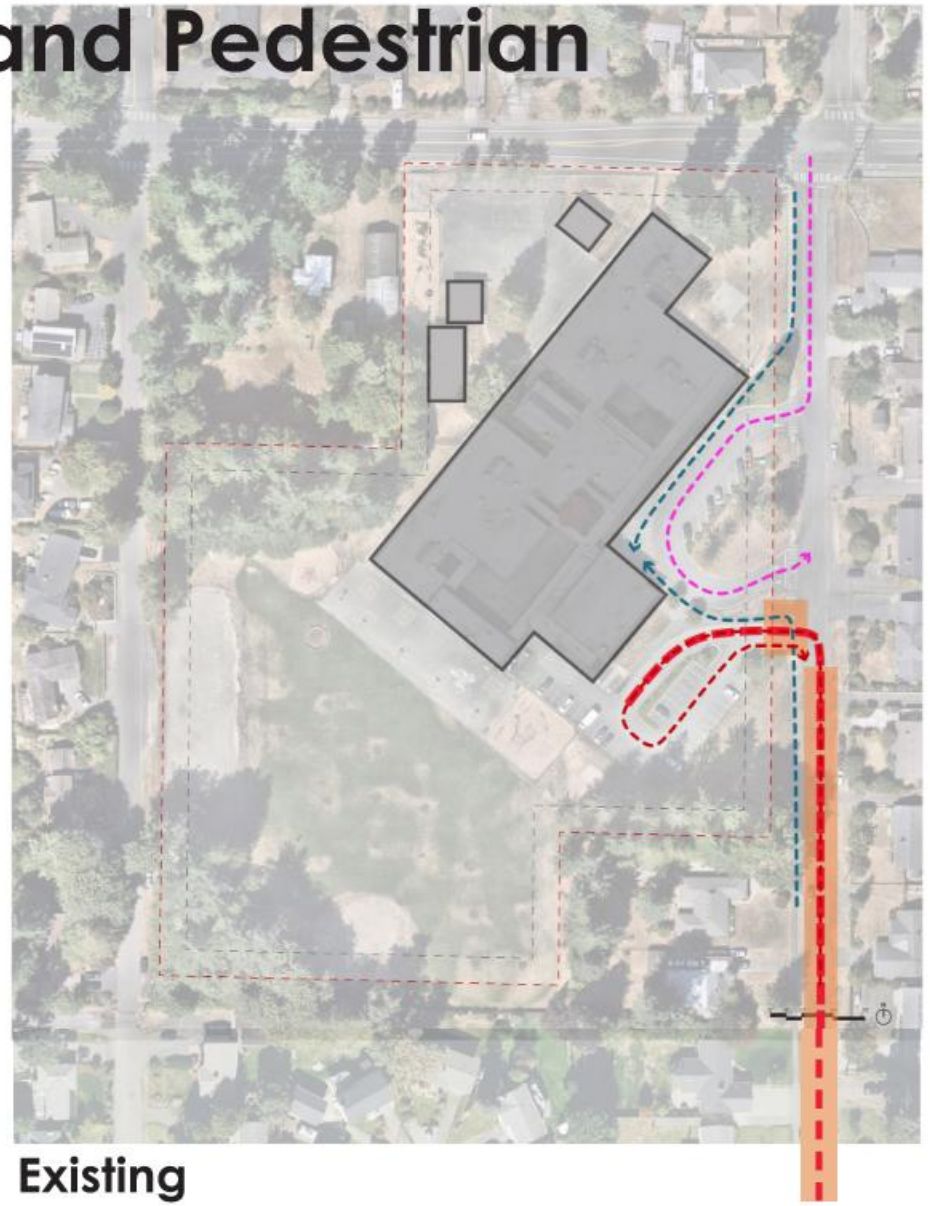
Proposed: 750' On-site
(greatly improve safety and meets anticipated need on-site)

Parking:
Existing: 50
Required: 61 (City of Edmonds)
Projected Demand: 77 (ITE calculation based on 550 students)
Provided: 74 (including EV)

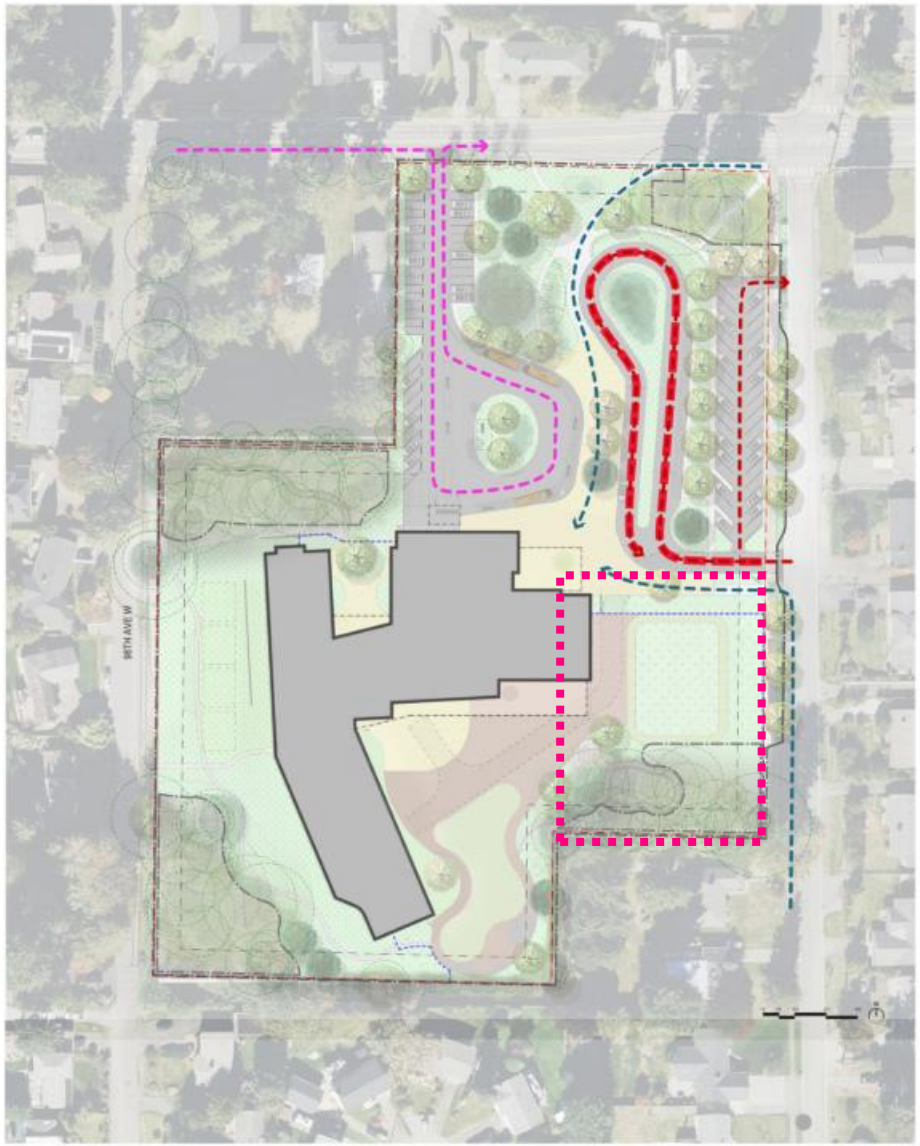
Electric Charging:
Existing: 0
Required: 6 EVSE (10% installed) plus 24 "EVSE Ready" (40% capable)

LEGEND

- BUS
- PEDESTRIAN
- PARENT (VEHICULAR)
- PARENT QUEUING
- CONFLICT ZONES



Existing

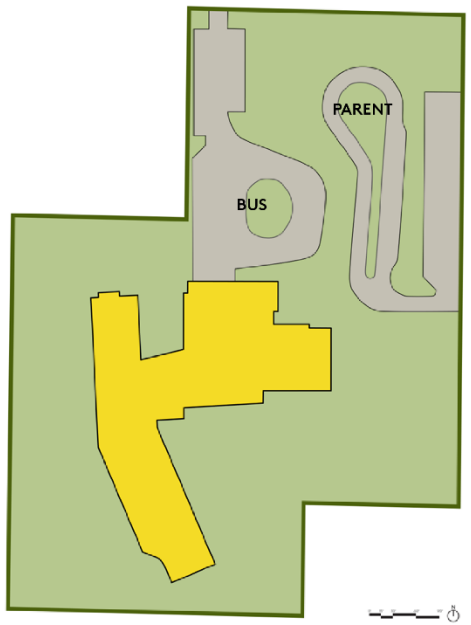


Proposed

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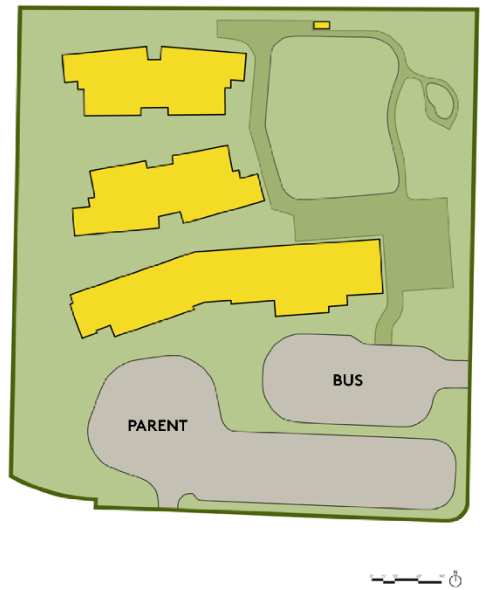
Site Comparison

Westgate Elementary School (proposed)



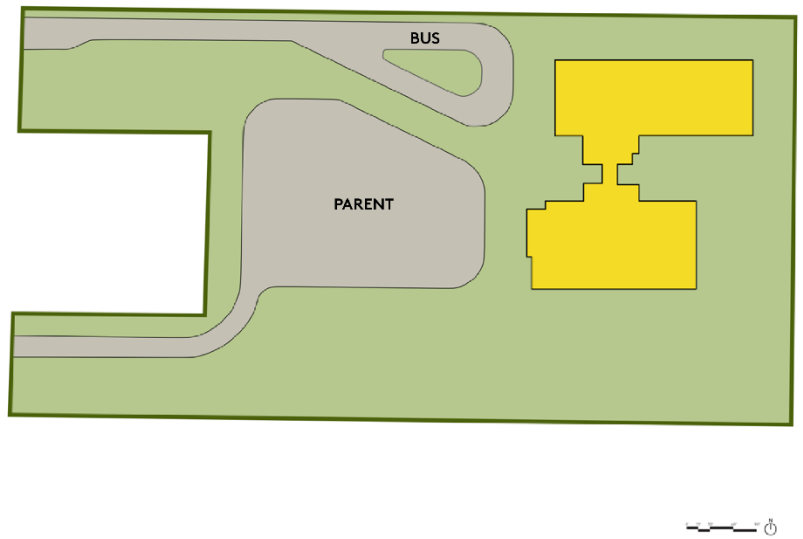
Total Area: 8.17 Acres
Building Footprint: 54,000 SF
Parent Loop: 28,600 SF
Bus Loop: 31,000 SF

Oak Heights Elementary School



Total Area: 8.93 Acres
Building Footprint: 63,000 SF
Parent Loop: 52,500 SF
Bus Loop: 24,000 SF

Spruce Elementary School



Total Area: 9.07 Acres
Building Footprint: 53,000 SF
Parent Loop: 75,000 SF
Bus Loop: 30,000 SF

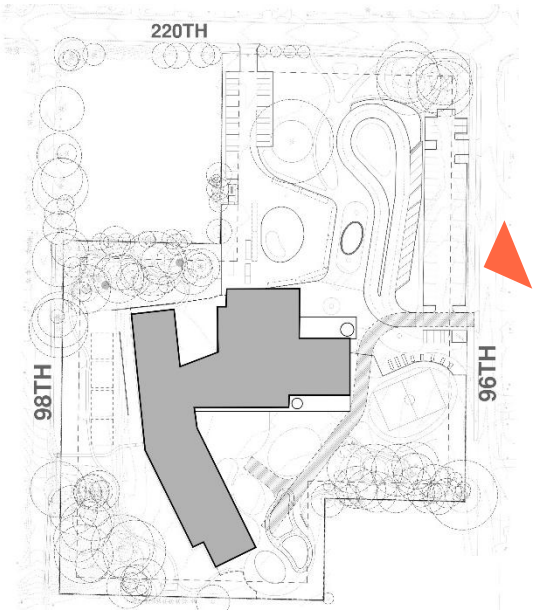
LEGEND

- ELEMENTARY SCHOOLS
- SITE
- PAVED PARKING

*Preliminary. Diagram is in development, and updates will be posted to the FAQ resource at:
https://www.edmonds.wednet.edu/our-district/capital-projects/construction-projects/westgate-elementary-school

Views from Street; 96th —







Existing condition

*Preliminary, Site strategy under study and pending further development

Open Space

Existing:
Building Footprint: 44,237 SF
Total Building Area: 44,237 SF + 4,000 SF Portables
Fenced Student Open Space: 207,600 SF
Flat area for ball play: 58,000 SF (natural turf, no underdrain)
Recess Area: 36,000 SF
Pedestrian Friendly Open Space: 43,390 SF
Marginal Waterlogged Zone (unusable due to slope and standing water): 12,500 SF
Outdoor Learning: 7,500 SF

Proposed:
Building Footprint: 54,000 SF
Total Building Area: Approx. 84,000 SF
Fenced Student Open Space: 163,800 SF
Flat Area for Ball Play: 29,000 SF (all weather surface)
Recess area: 34,000 SF
Pedestrian Friendly Open Space: 65,100 SF
Improved Outdoor Learning: 13,500 SF
Nature Play: 10,000 SF

LEGEND

- FENCED OPEN SPACE
- BALL PLAY (FLAT AREA)
- PEDESTRIAN OPEN SPACE
- RECESS AREAS
  - HARD SURFACE PLAY
  - SOFT SURFACE PLAY
- MARGINAL WATER LOGGED ZONE
- NATURE PLAY
- OUTDOOR LEARNING



Existing



Proposed

*Out of date. See Updated information on the following page, and updates will be posted to the FAQ resource at: https://www.edmonds.wednet.edu/our-district/capital-projects/construction-projects/westgate-elementary-school

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Open Space — updated

Existing:
Building Footprint: 70,000 SF
Total Building Footprint including Courtyards and Portables: 74,000 SF
Fenced Student Open Space: 207,600 SF
Flat area for ball play: 58,000 SF (natural turf)
Recess Area: 36,000 SF
Pedestrian Friendly Open Space: 43,390 SF
Marginal Waterlogged Zone (unusable due to slope and standing water): 12,500 SF
Outdoor Learning: 7,500 SF

Proposed:
Building Footprint: 54,000 SF
Total Building Area: Approx. 84,000 SF
Fenced Student Open Space: 135,000 SF
Flat Area for Ball Play: 42,000 SF (all weather surface)
Recess area: 34,000 SF
Pedestrian Friendly Open Space: 65,100 SF
Improved Outdoor Learning: 12,600 SF
Nature Play: 4,600 SF

LEGEND

- FENCED OPEN SPACE
- BALL PLAY (FLAT AREA)
- PEDESTRIAN OPEN SPACE
- RECESS AREAS
  - HARD SURFACE PLAY
  - SOFT SURFACE PLAY
- MARGINAL WATER LOGGED ZONE
- NATURE PLAY/NATURE TRAIL
- OUTDOOR LEARNING



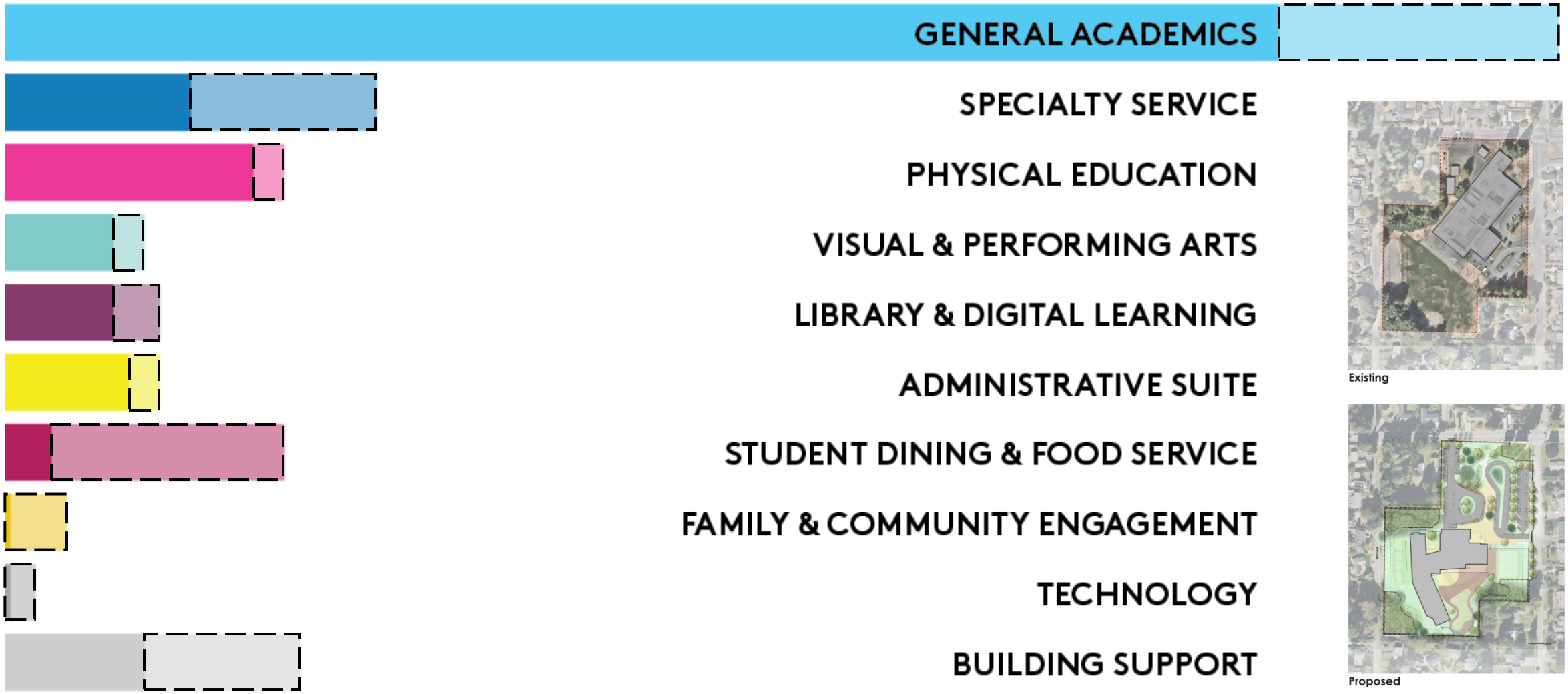
Existing



Proposed

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Additional Program Required

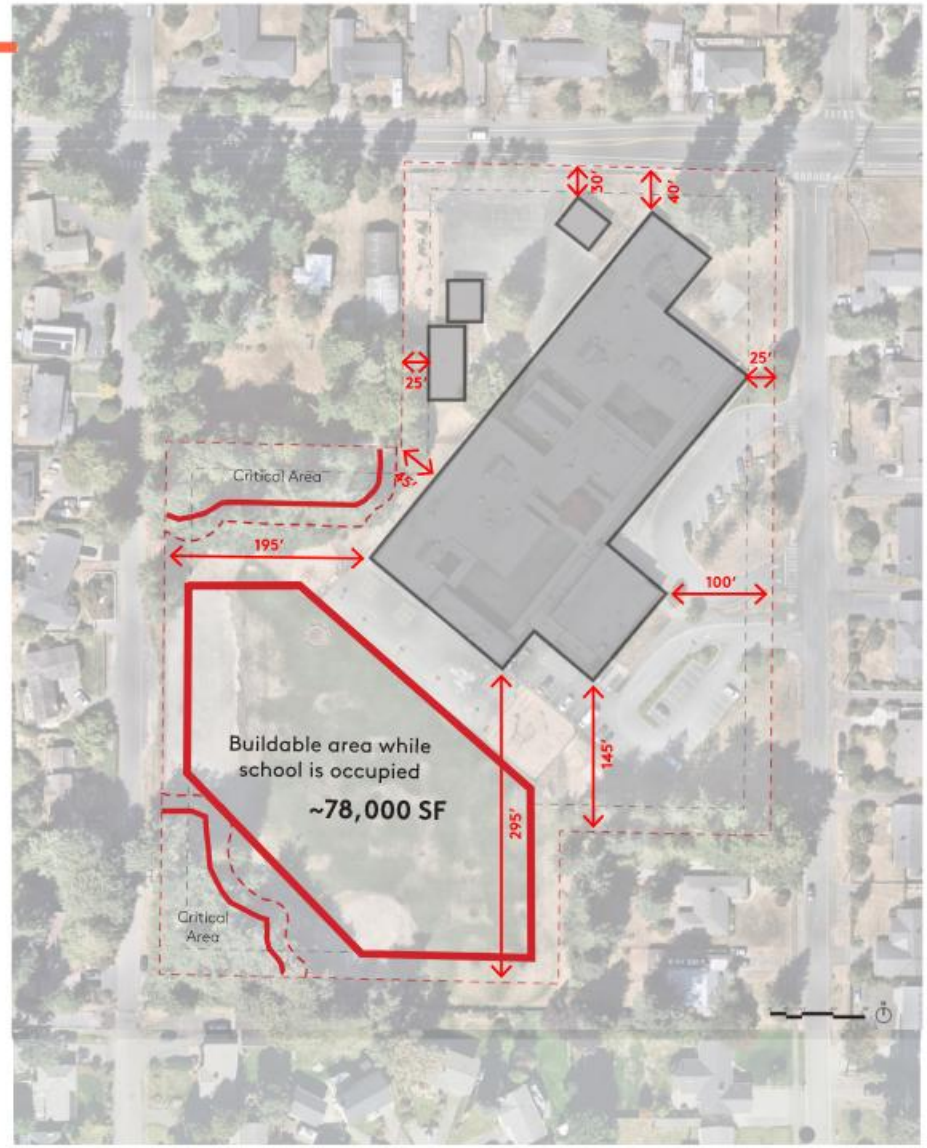


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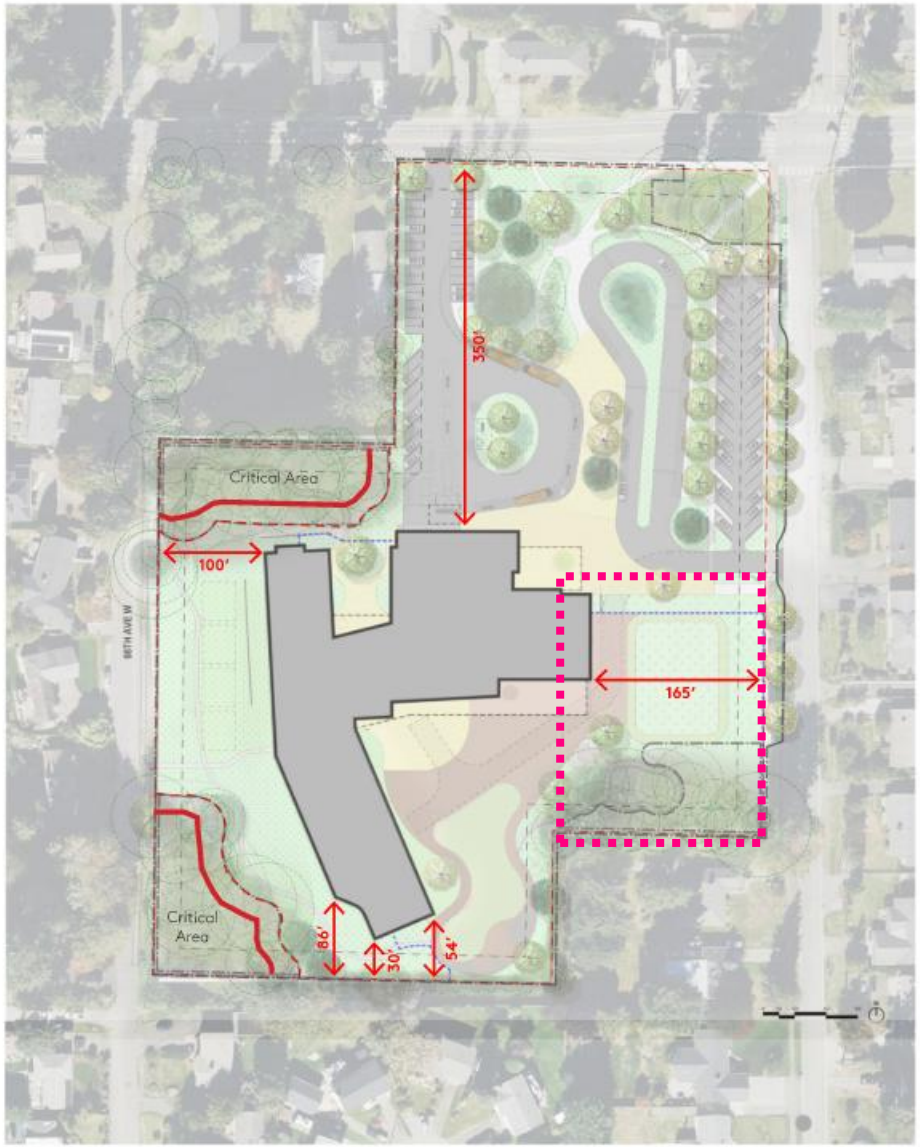
Proposed

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Setbacks



Existing



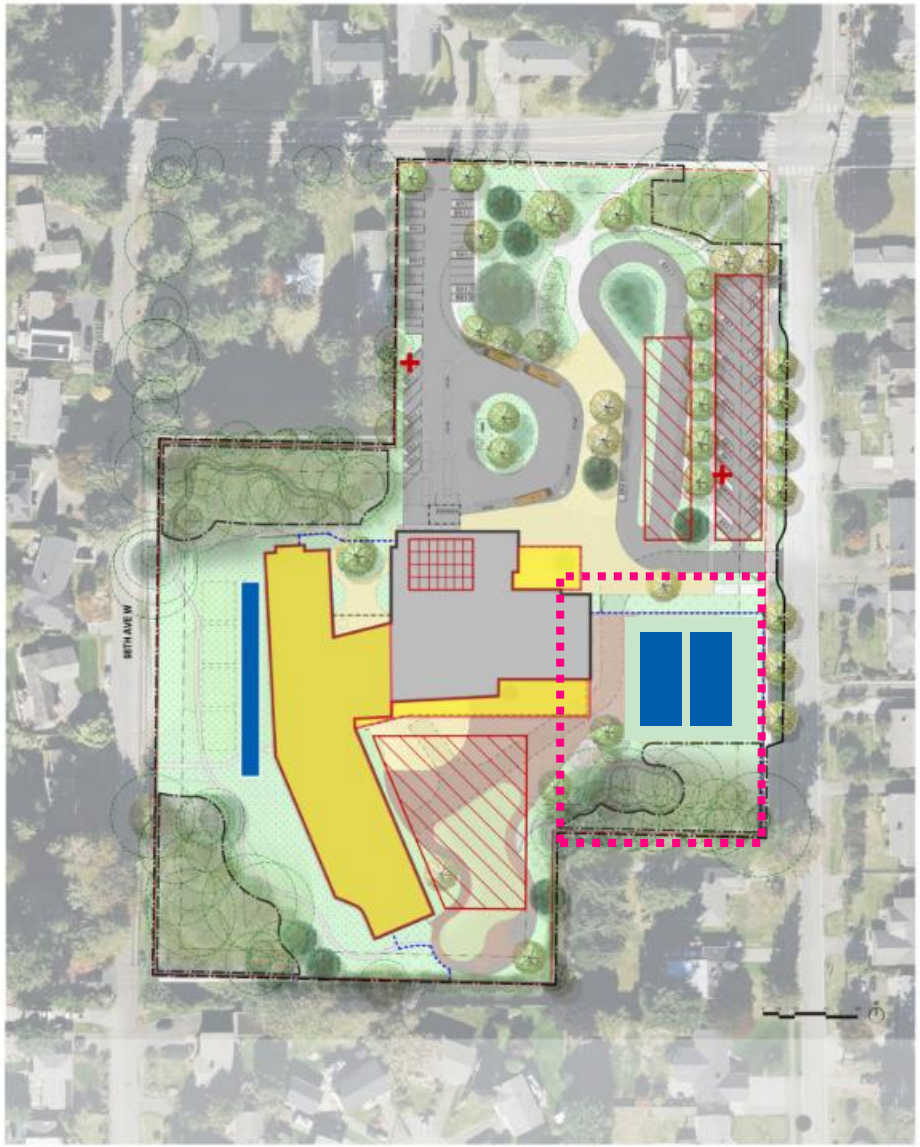
Proposed

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Utilities



Existing



Proposed

LEGEND

- MASS TIMBER
- GEO EXCHANGE FIELD
- UNDERGROUND STORMWATER MANAGEMENT
- SOLAR PV ARRAY
- EV CHARGING STATION

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WESTGATE ELEMENTARY SCHOOL

PHASED vs. UNPHASED APPROACH

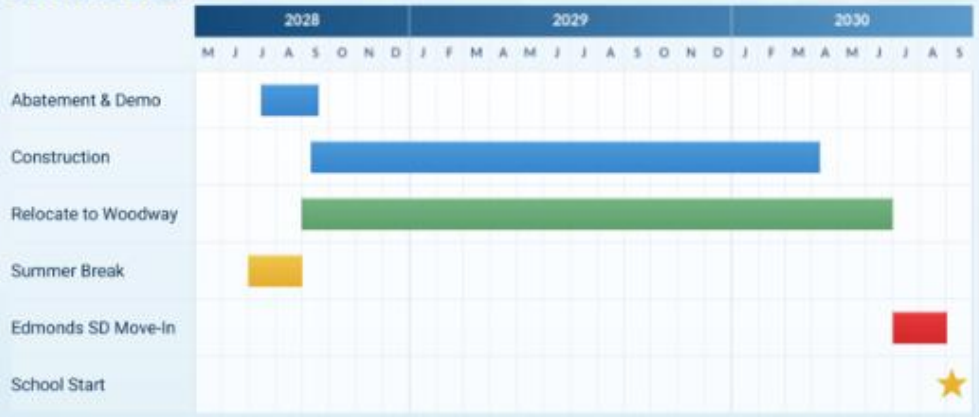
UNPHASED APPROACH



PHASED APPROACH



SCHEDULE



SCHEDULE



Phased approach advances Edmonds SD move-in by approximately 1 year.

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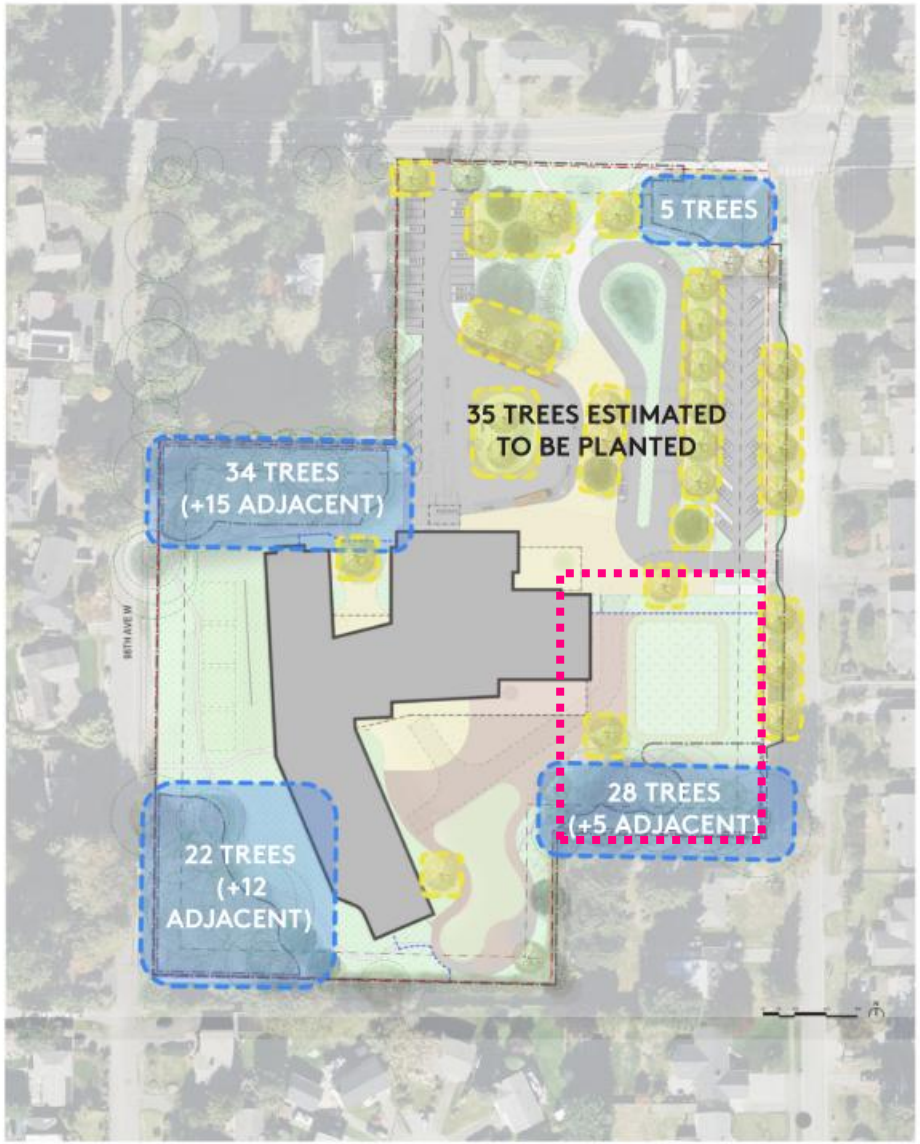
Tree Canopy Preservation

Existing:
- 105 significant trees on site (8 in poor health)
- 15 trees to be removed
- 4 tree groves preserved

Proposed:
- 90 trees retained
- 35 new trees estimated
- Work with neighbors regarding landscaping between neighboring properties and school



Existing



Proposed

LEGEND

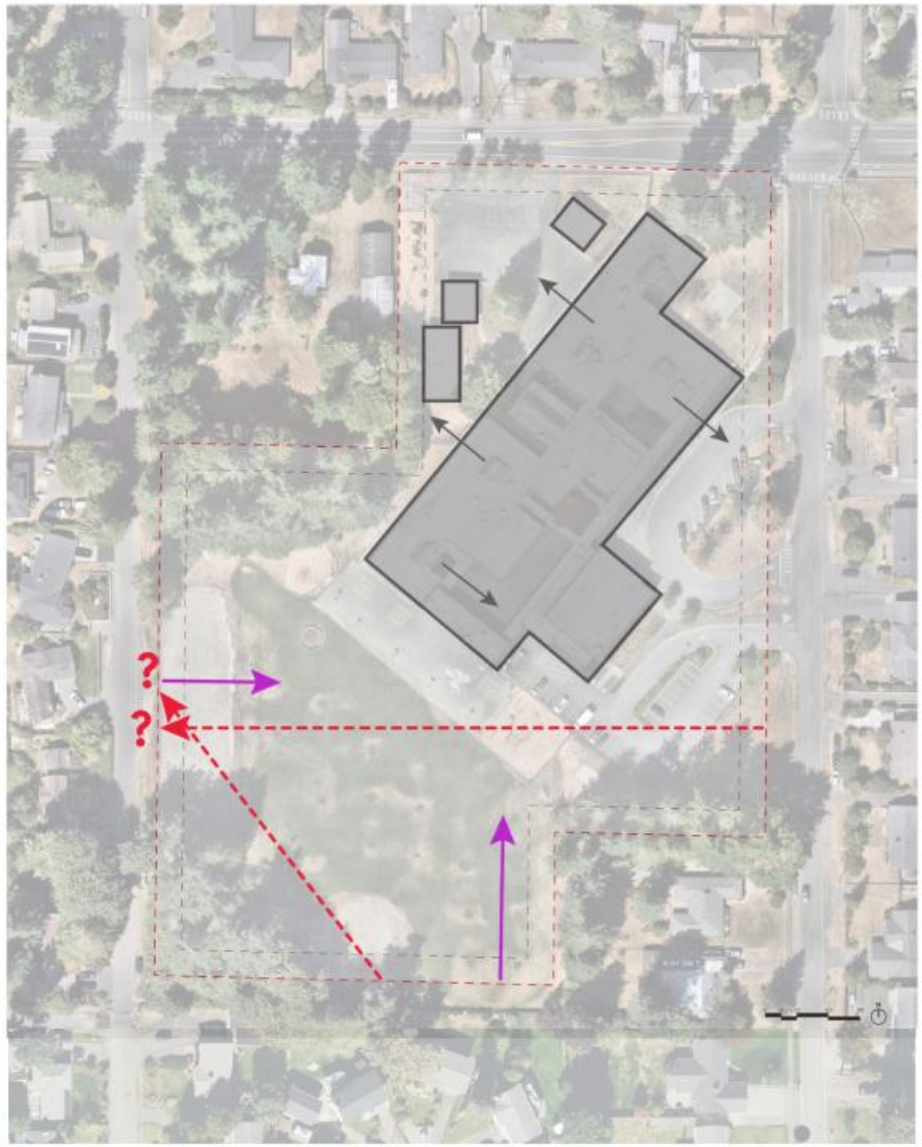
- TREES AT RISK
- TREES PROTECTED
- PLANTED TREES

*Preliminary. Adjusted 'Proposed' diagram is in development, and updates will be posted to the FAQ resource at: https://www.edmonds.wednet.edu/our-district/capital-projects/construction-projects/westgate-elementary-school

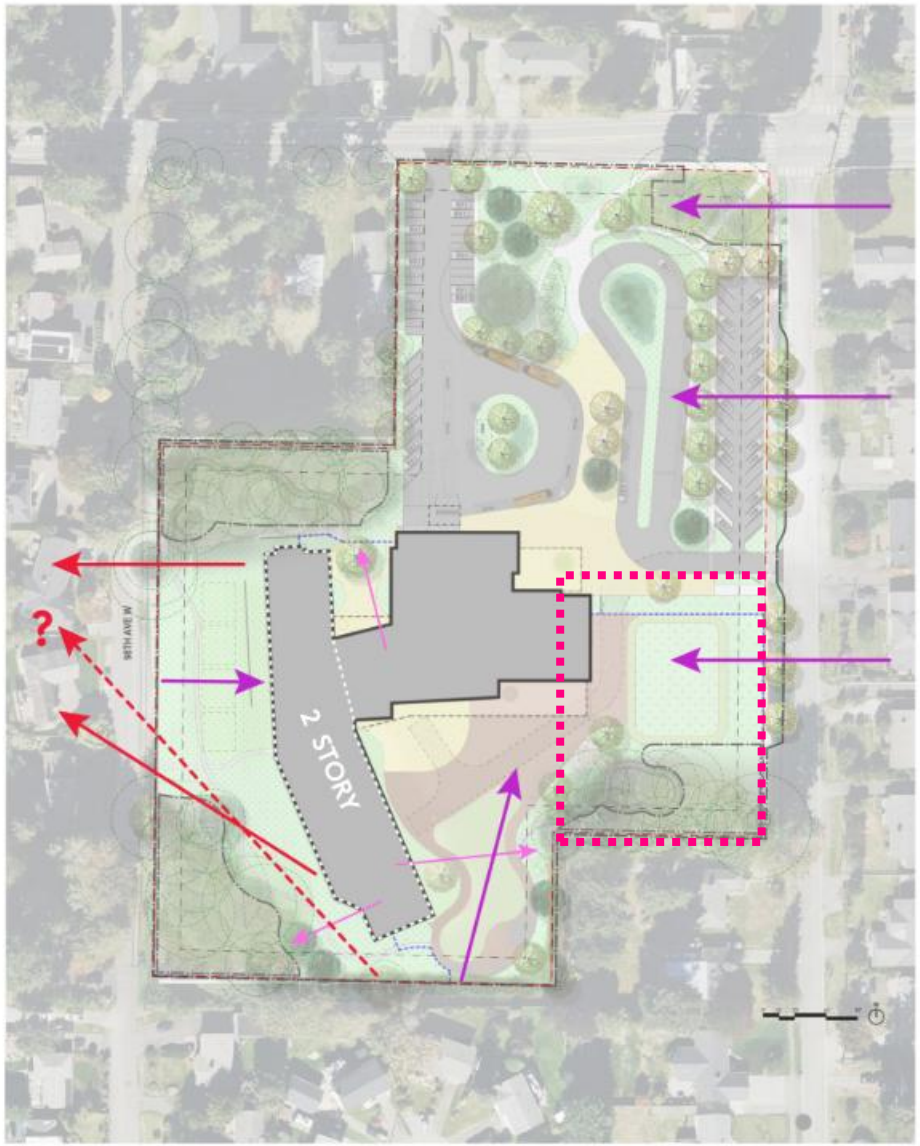
Views

LEGEND

- POTENTIAL PUGET SOUND VIEW
- PUGET SOUND VIEW
- TERRITORIAL
- CURRENT STUDENT VIEW
- POTENTIAL STUDENT VIEW



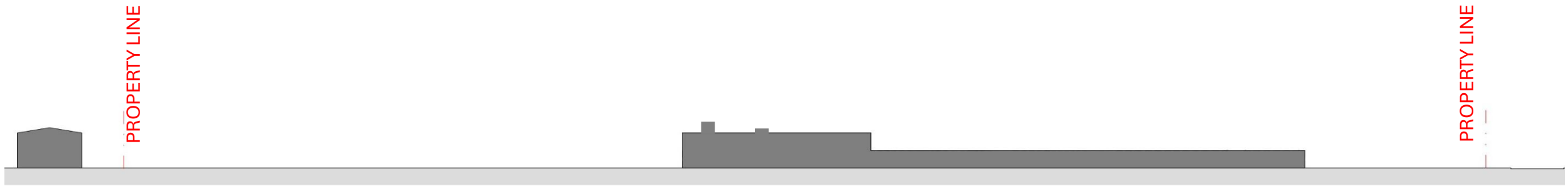
Existing



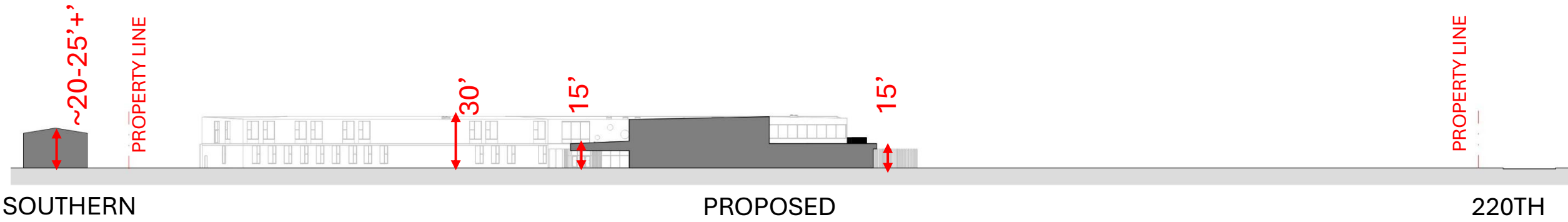
Proposed

*Preliminary. Adjusted 'Proposed' diagram is in development, and updates will be posted to the FAQ resource at: https://www.edmonds.wednet.edu/our-district/capital-projects/construction-projects/westgate-elementary-school

Height



EXISTING



PROPOSED

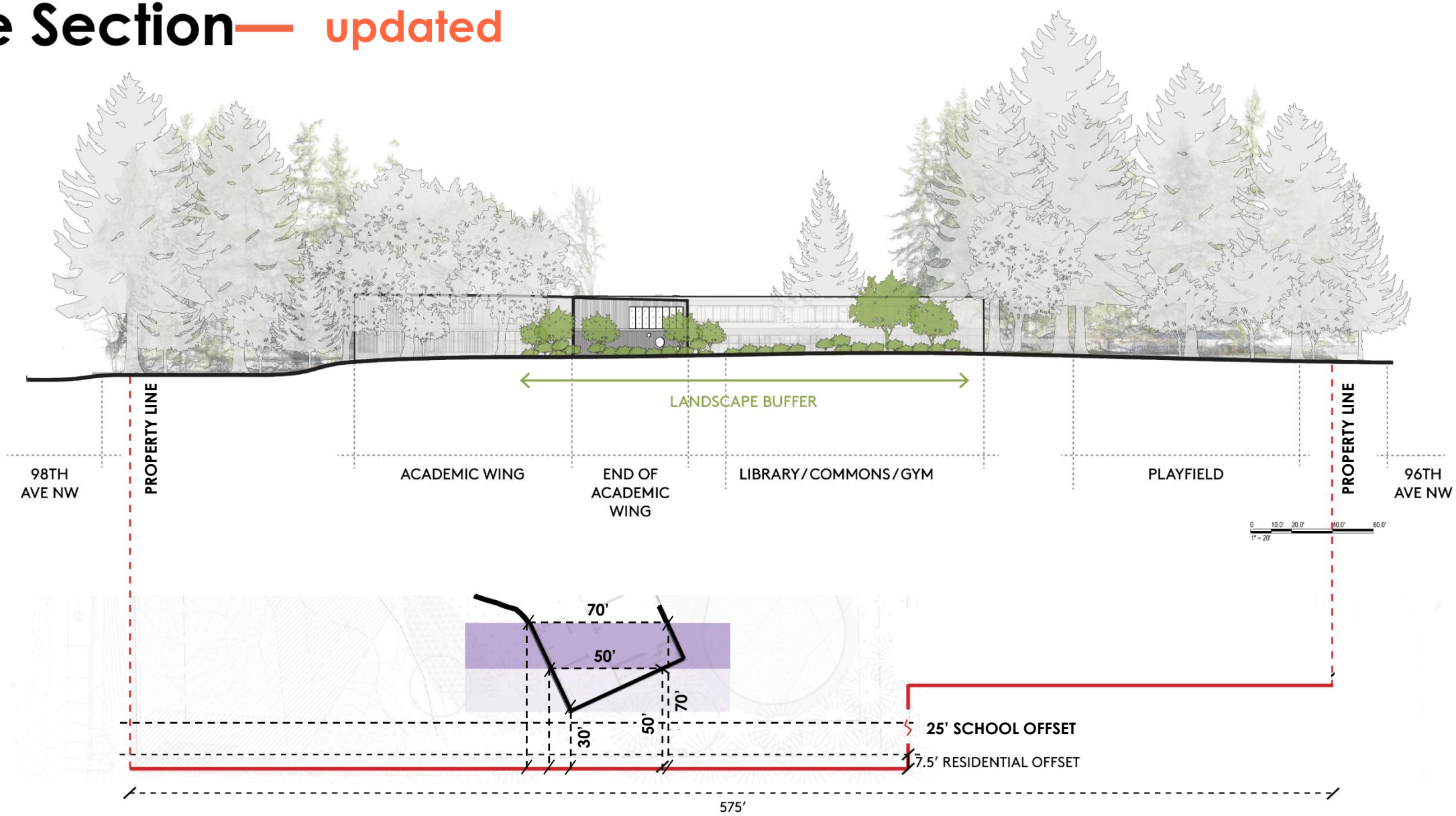
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https://www.edmonds.wednet.edu/our-district/capital-projects/construction-projects/westgate-elementary-school

Site Section



*Out of date. See Updated information on the following page, and updates will be posted to the FAQ resource at: https://www.edmonds.wednet.edu/our-district/capital-projects/construction-projects/westgate-elementary-school

Site Section— updated



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https://www.edmonds.wednet.edu/our-district/capital-projects/construction-projects/westgate-elementary-school

Potential To Enhance Select Buffer—



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Potential To Enhance Select Buffer—



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