

2024

COLLEGE PLACE CAMPUS

SCHEMATIC DESIGN

The background is a complex, repeating geometric pattern in various shades of blue. It features a variety of shapes including stars, circles, triangles, and intricate line-based designs. The pattern is dense and covers the entire page. In the lower-left area, there is a light blue, rounded rectangular shape that serves as a container for the text.

VISIONING

GUIDING PRINCIPLES

District Vision and Commitment

Equity, engagement, and excellence for each and every student.

EQUITY:

Remove institutional barriers to ensure every student has equitable access to a rigorous, safe, inclusive education. We provide pathways to opportunity for each student, regardless of what direction they might choose in life.

ENGAGEMENT:

Work with our families, staff, and community members to promote the learning, development, and well-being of every student.

EXCELLENCE:

Help students learn to define and achieve their own success. We commit to developing the whole student by building and sustaining each individual’s academic, social, and emotional skills so they graduate with a range of options.

District Mission

The Edmonds School District’s mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

Design Review Committee Goals

The Design Review Committee (DRC) selected 7 words/phrases to represent their goals for the new College Place campus. These include inclusive, flexible, secure/safe, calming, connected to nature, welcoming, vibrant, and lasting. The new college place campus should embody all of these “power words” and provide a compass for the design and planning of both the elementary and middle schools.

College Place Campus Vision

As you approach the College Place Campus, you feel **WELCOMED** and **SECURE**. The design of the building, play areas, and site is **INCLUSIVE** for all. Spaces between the middle and elementary building are **FLEXIBLE** and encourage people to engage in a variety of ways. All parts of the building will be **CONNECTED TO NATURE**, showcasing the beautiful fir trees, and provide a **CALMING** atmosphere for all occupants. This **VIBRANT** campus will have a **LASTING** impact for future ESD students, staff, and community members that will call this campus home.



DESIGN REVIEW COMMITTEE WORKSHOP

MEETING 1 - MAY 15TH, 2024

Prior to meeting, committee members watched several school tour videos of new school and provided feedback. The meeting covered the overall process and project schedule. A sticky note exercise was conducted for attendees to give adjective labels to pictures of spaces in schools that resonated with them. The meeting was concluded with a hopes and dreams exercise.



MEETING 2 - MAY 22ND, 2024

The second DRC meeting presented the group with power words for the project created from the sticky note exercise in DRC meeting #1. The words were created to guide decisions and build consensus for the duration of the project. The group then reviewed additional precedent projects and classroom pod design. Committee members worked through a site planning exercise placing the new schools, track and fields, and parking on the site.



MEETING 3 - MAY 29TH, 2024

Site plan options were reviewed with committee based on work from prior workshop. This was followed by an adjacency activity in which teams arranged programmatic pieces for each school separately. This was followed with a second activity in which teams explored how programmatic elements might be shared by the schools. A majority of the teams chose dining and building services as the shared programmatic element with shared music and stage and shared family room also being considered.



DESIGN REVIEW COMMITTEE WORKSHOP

MEETING 4 - JUNE 5TH, 2024

Student observations completed by NAC the previous week were highlighted to the committee. The committee also reviewed photos that connected to the power words and provided feedback. The activity was focused on affordances, in which participants wrote down affordances related to different size educational activities for the current school and future school.

MEETING 5 - JUNE 12TH, 2024

DRC members and district staff members toured several new schools prior to the 5th workshop. After the tour recaps, participants shared their design statement featuring the power words that had been assigned as homework from the previous meeting. Following that the activity for the session was continuing to use the concept for affordance to organize space. Teams organized spaces and activities by their adjacency needs, and then attached affordance to those space to make them functional and flexible.

MEETING 6 - JUNE 18TH, 2024

The last workshop reviewed the overall project schedule and vision statement. Committee members participated in an activity creating a program layout for both schools that responded to the vision statement. Each team designed their programmatic layout with a concept in mind including "Weaving", "River of Abundance", and Adventurous Trails".



DESIGN REVIEW COMMITTEE WORKSHOP

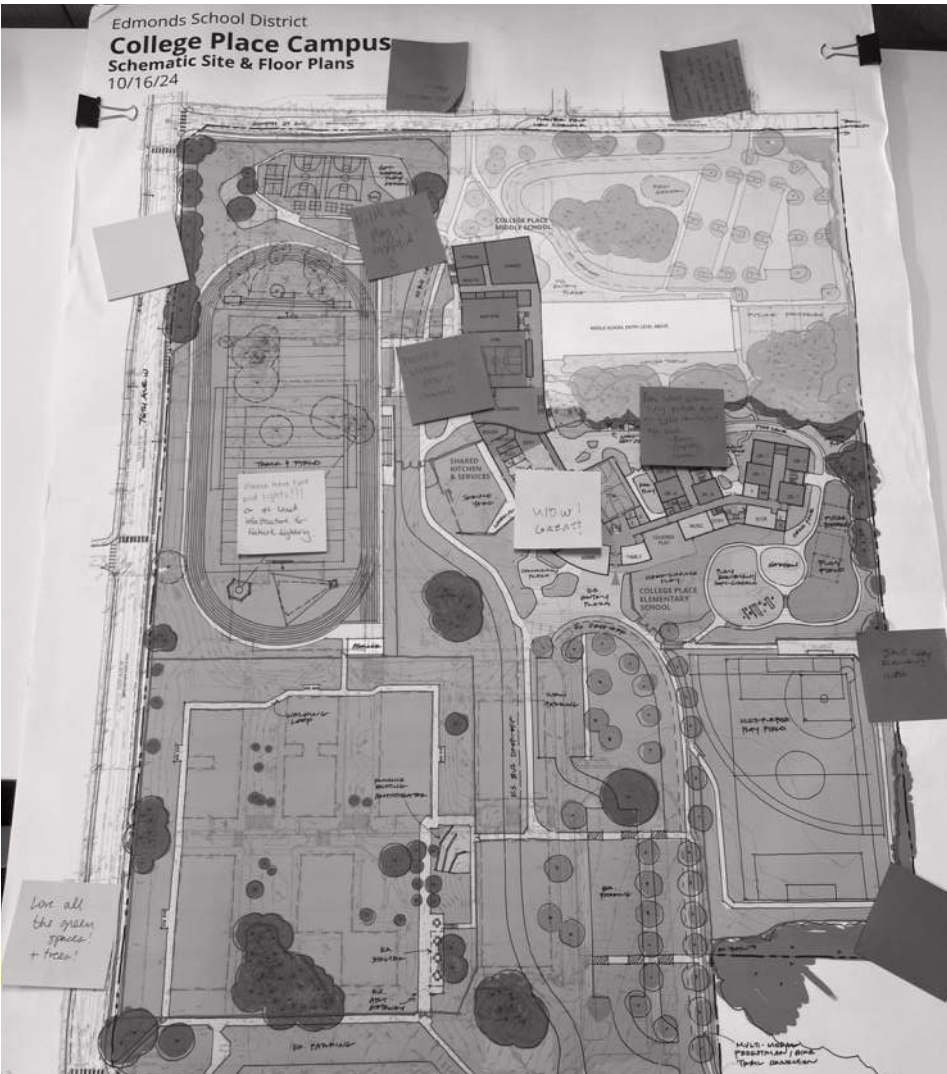
MEETING 8 - SEP 18TH, 2024

Workshop #7 started with a recap of the design team’s progress over the summer, reviewing the three site concepts explored and presented to the steering committee, and the development of the chosen scheme on site. The participants then split into teams and created pros and cons list for the different layout options under considerations for the middle school classroom wing and elementary school layout.



MEETING 9 - OCT 16TH, 2024

The final DRC workshop for the schematic design phase focused on the chosen layout for both the elementary and middle school. An overview of the site security measures for the new school was review. Additional progress reports were shared for the middle school single occupant changing rooms and shared storage areas. The committee members split into teams and reviewed the inspiration words for the wooded coastline concept by circling photographs that responded to the words for both middle school and elementary school. These words and images where combined to create a final venn digram of the wood coastline concept.



COMMUNITY MEETING

OPEN HOUSE - JUNE 26TH, 2024

An open house community meeting inviting the surrounding neighbors and schools families to attend was held in the middle school cafeteria. Attendees reviewed several questions including; “What are your hopes for this project?”, and “What is important to you about the project?” and then shared feedback related to those questions on sticky notes.

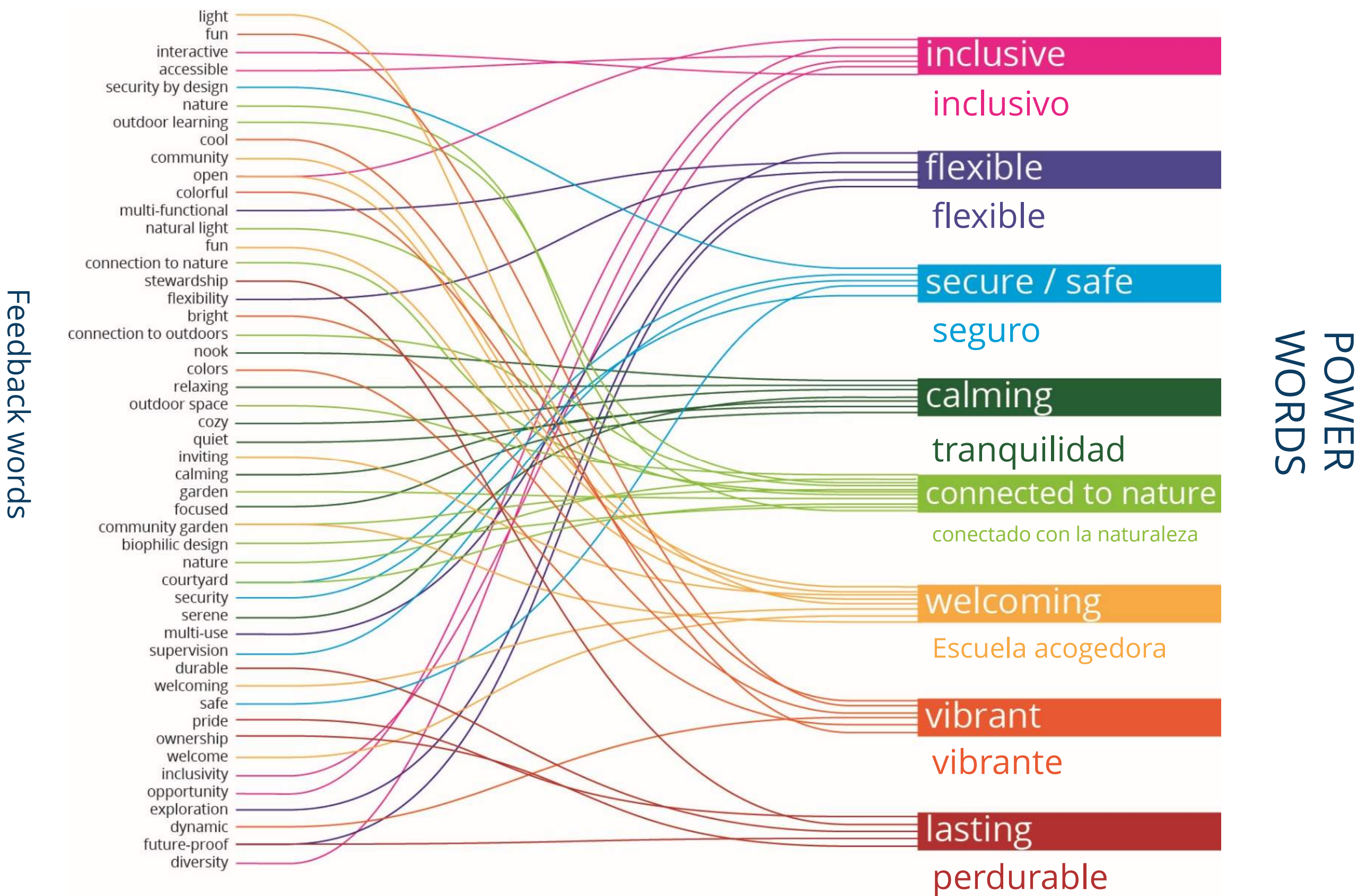


OPEN HOUSE - OCT 16TH, 2024

The second open house community meeting allowed neighbors and school families to review schematic floor plans. Security was also highlighted during this meeting as well, which is an important topic to the community and parents. Attendees were encouraged to share thoughts both verbally or via sticky notes.



DESIGN REVIEW COMMITTEE GOALS - POWER WORDS



BUILDING TOURS

CEDAR VALLEY ELEMENTARY
INTERNAL DISTRICT TOUR



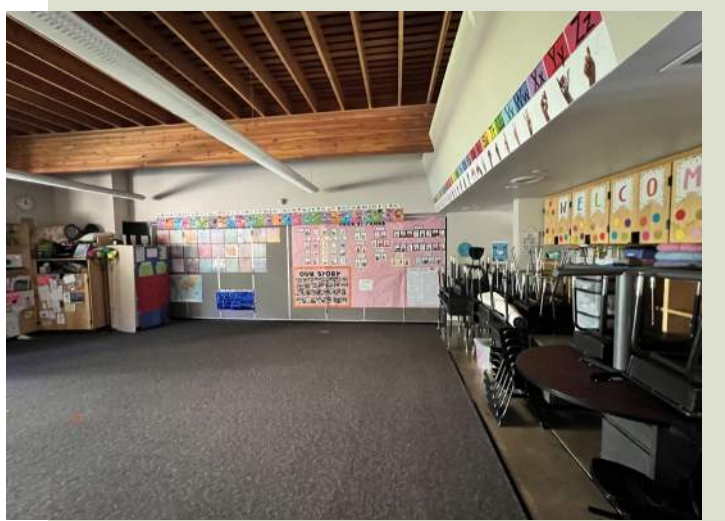
LYNNDALE ELEMENTARY
INTERNAL DISTRICT TOUR



MEADOWDALE ELEMENTARY
INTERNAL DISTRICT TOUR



TERRACE PARK ELEMENTARY
INTERNAL DISTRICT TOUR



BUILDING TOURS

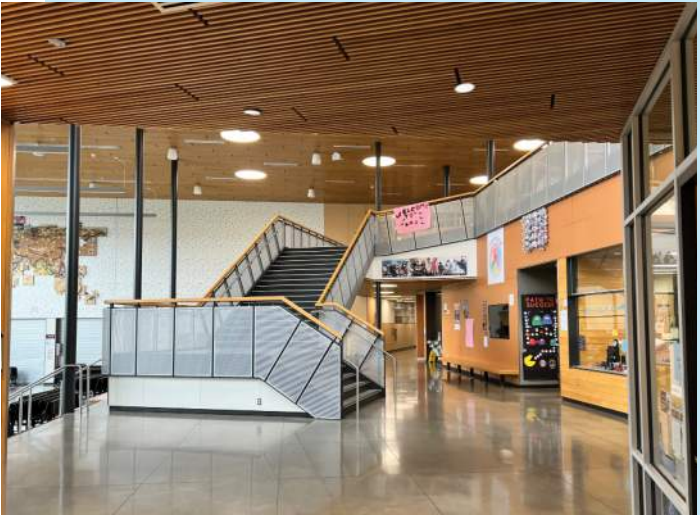
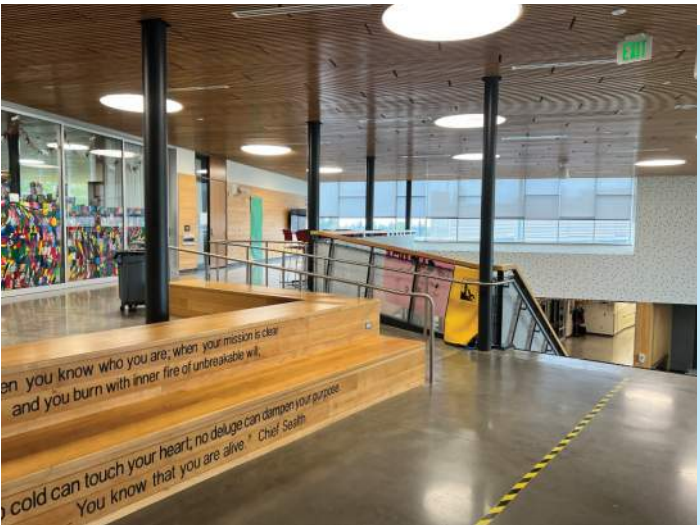
SPRUCE ELEMENTARY
INTERNAL DISTRICT TOUR



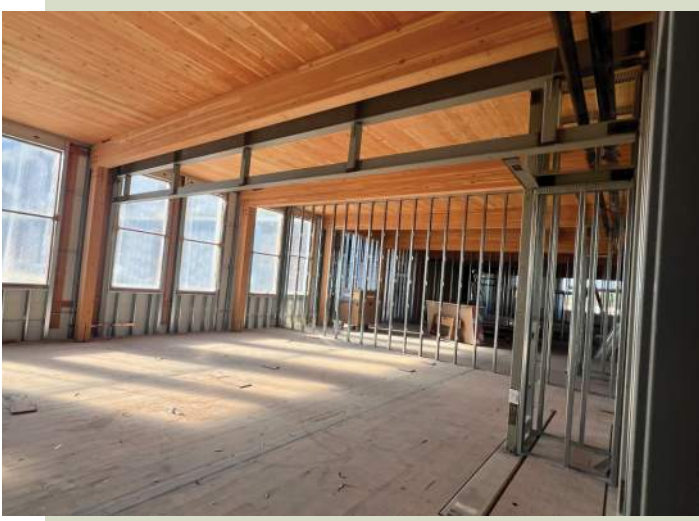
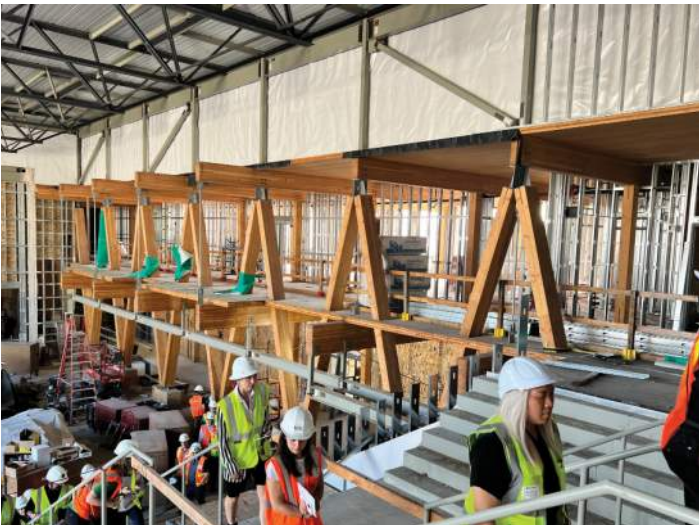
BALDWIN ELEMENTARY
EXTERNAL DISTRICT TOUR



ALDERWOOD MIDDLE
INTERNAL DISTRICT TOUR

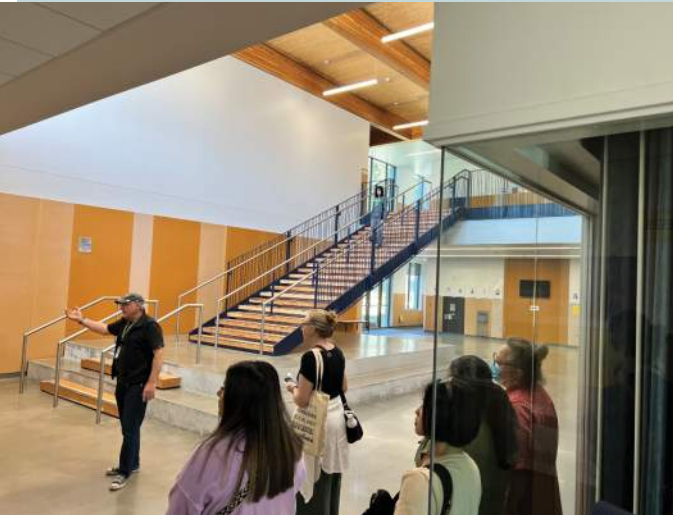


MERCER MIDDLE
EXTERNAL DISTRICT TOUR



BUILDING TOURS

KELLOG MIDDLE
EXTERNAL DISTRICT TOUR



SKYVIEW MIDDLE SCHOOL
& CANYON ELEMENTARY
EXTERNAL DISTRICT TOUR



MADRONA K8
INTERNAL DISTRICT TOUR



DESIGN NARRATIVE

Design Statement

Inspired by the local geological formations of the wooded coastline and rocky cliffs, where trees frame scenic vistas, the middle school mirrors many of these features. The elementary school, by contrast is shaped similar to a natural beach cove, with curving forms that create a shelter space for students to learn. These curving forms partnered with the dynamic grade of the site mimic the nearby natural coastline, linking the two schools and creating a welcoming environment.

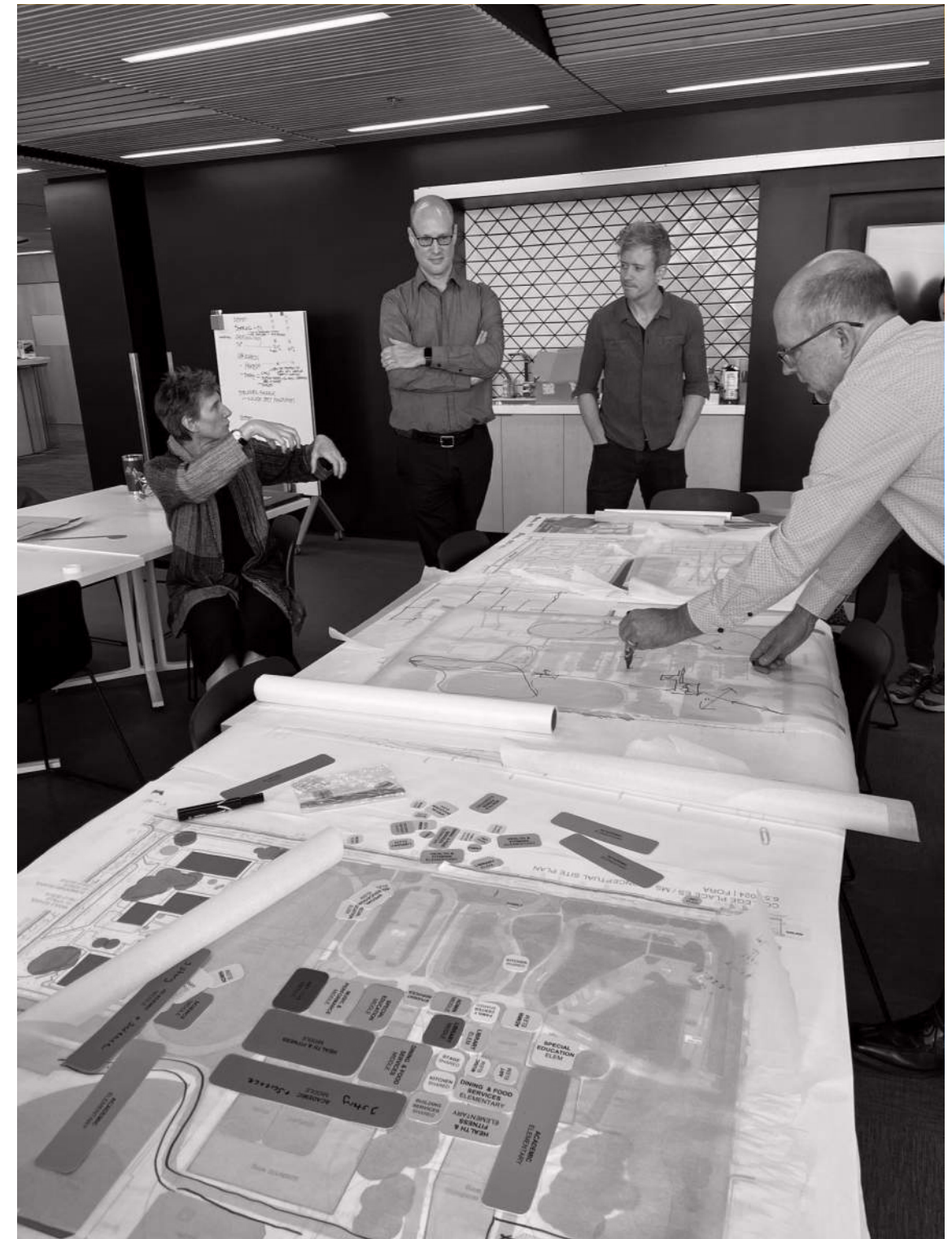
Design Concept & Massing

The massing is separated into three main parts: a north-south curving bar, an east-west mass timber academic bar to the north, and two square mass timber pods to the south. The concept of the “Wooded Coastline” embraces the fluidity of the sea in the curving bar that nearly parallels 76th Street, housing many of the highest activity spaces. Areas such as the separate commons, gyms, shared kitchen and service spaces, will experience influx periods as students, community members, and deliveries descend on the spaces similar to the ocean tide. The curved form recalls the coastline and utilizes an efficient steel structure to create welcoming and flexible spaces for students.

The dynamic bar allows for the creation of defined and separate entries that celebrate the different school cultures and students’ ages. At the entries, elements of sea glass represent discovery and surprise, helping to give each school its own identity at different ends of the coastline. Although the schools are connected, it was important to users that the identity of each school be clear to visitors and students alike. Colors from the “sea glass” will also create a friendly and approach tone as students enter school each day and create a lasting school identity.

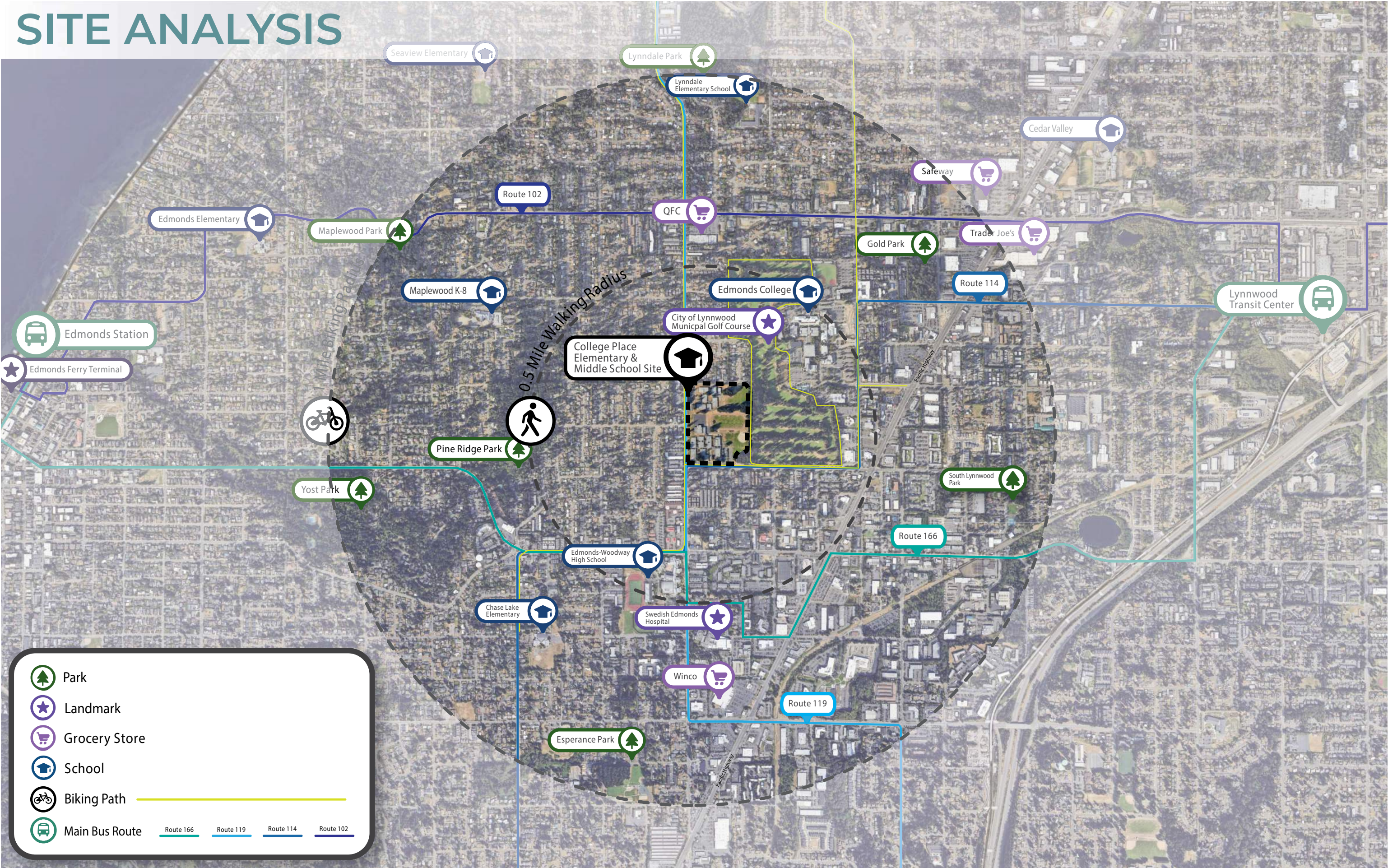
Both academic areas for each school are nestled within the existing grove of trees, pushing students and teachers into a calm, forest-like environment. These areas are sheltered from noise and activity, allowing for active learning within the classroom and adjacent shared collaboration areas. Each academic area reflects the needs of its specific student demographic. For example, the elementary school consists of small learning communities made up of four classrooms and shared collaborative areas, whereas the middle school features a flexible bar-like academic wing.

Cross-laminated timber (CLT) makes up most of the building structure in the academic wings, mirroring the forest-like atmosphere outside the classroom wings and bringing biophilic elements into the academic lives of the students. The CLT structure is celebrated within the academic wings, along with soft curves and framed views that spark discovery and create an inclusive environment. The three-story academic wings mirror the vertical quality of the existing grove of trees and engage with the dramatic grade transition between the two schools. Mass timber connects these spaces to nature and imbues biophilic elements into the daily lives of students.

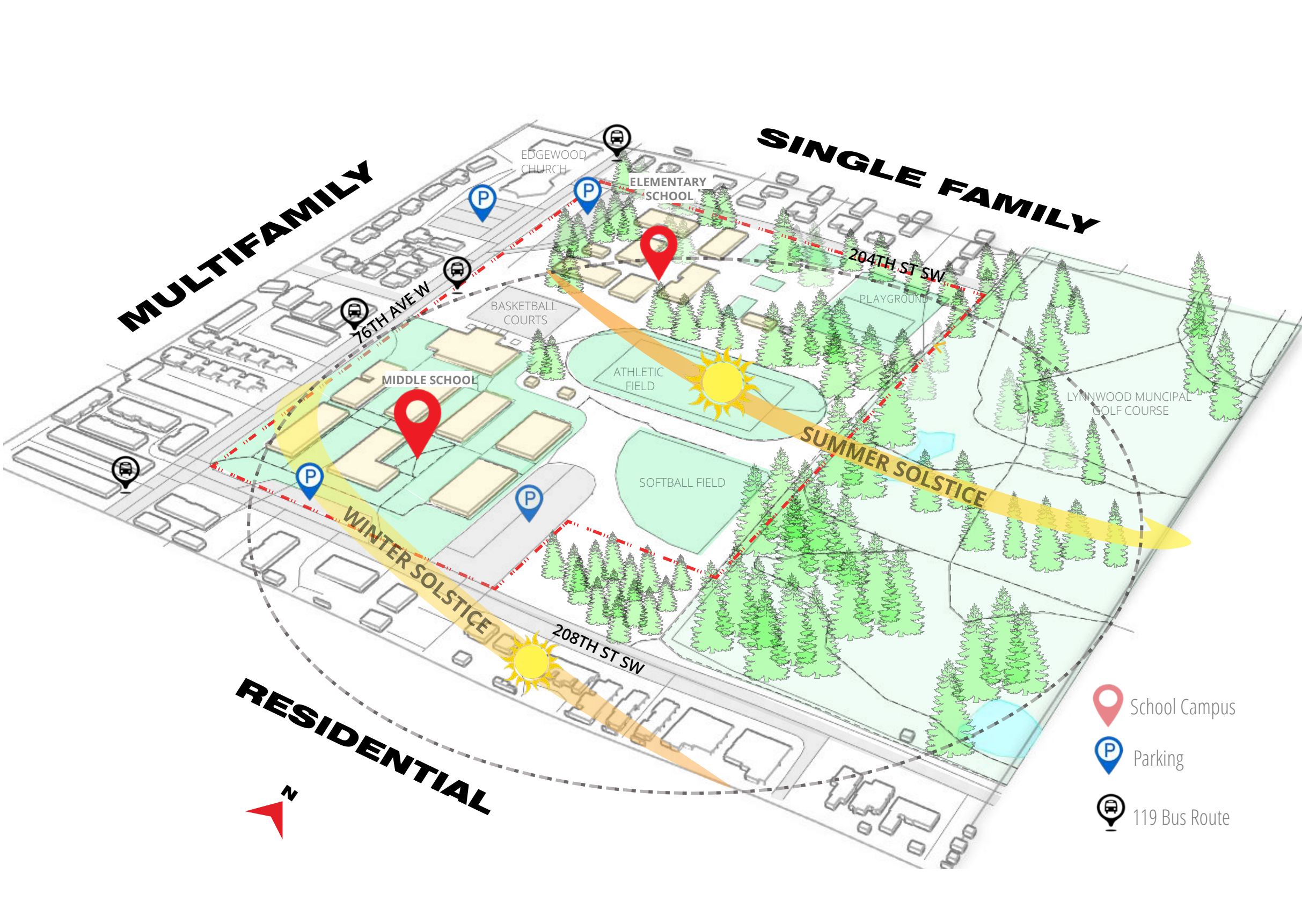


CONCEPTUAL DESIGN

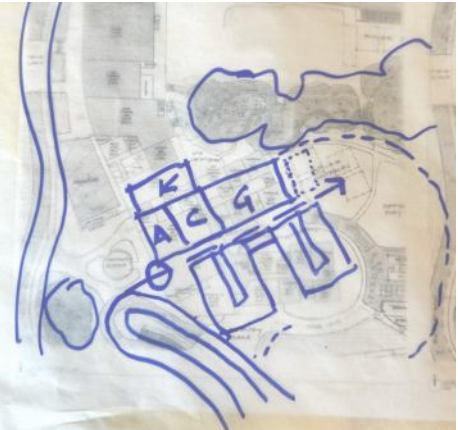
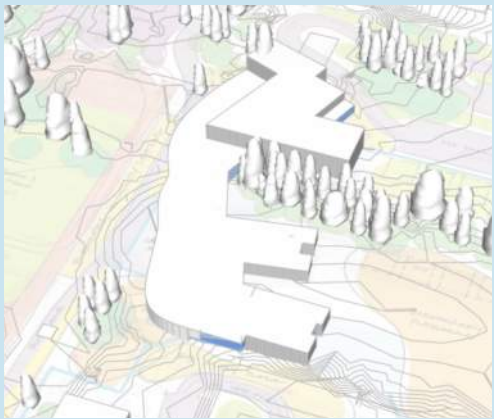
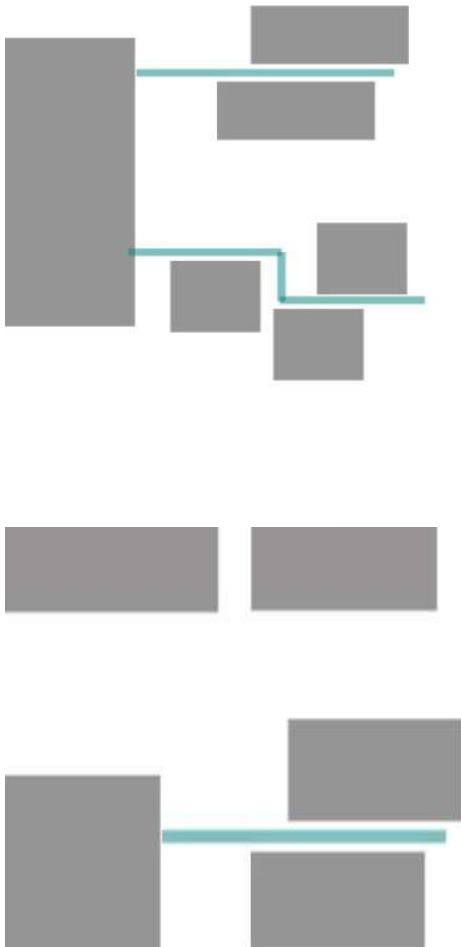
SITE ANALYSIS



SITE ANALYSIS

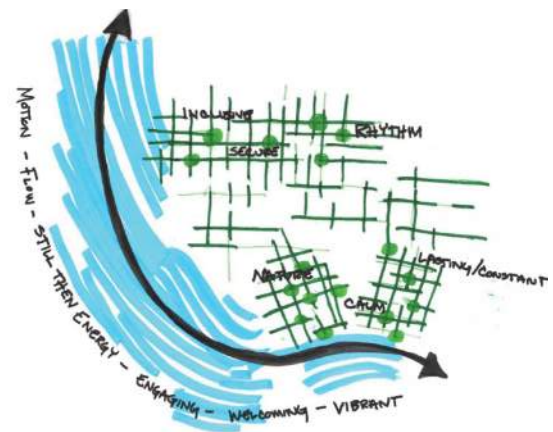


DESIGN EXPLORATION



DESIGN EXPLORATION





SECOND FLOOR



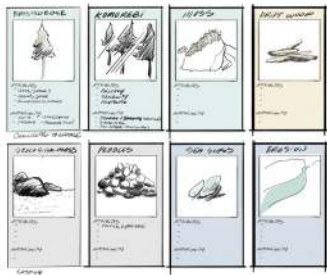
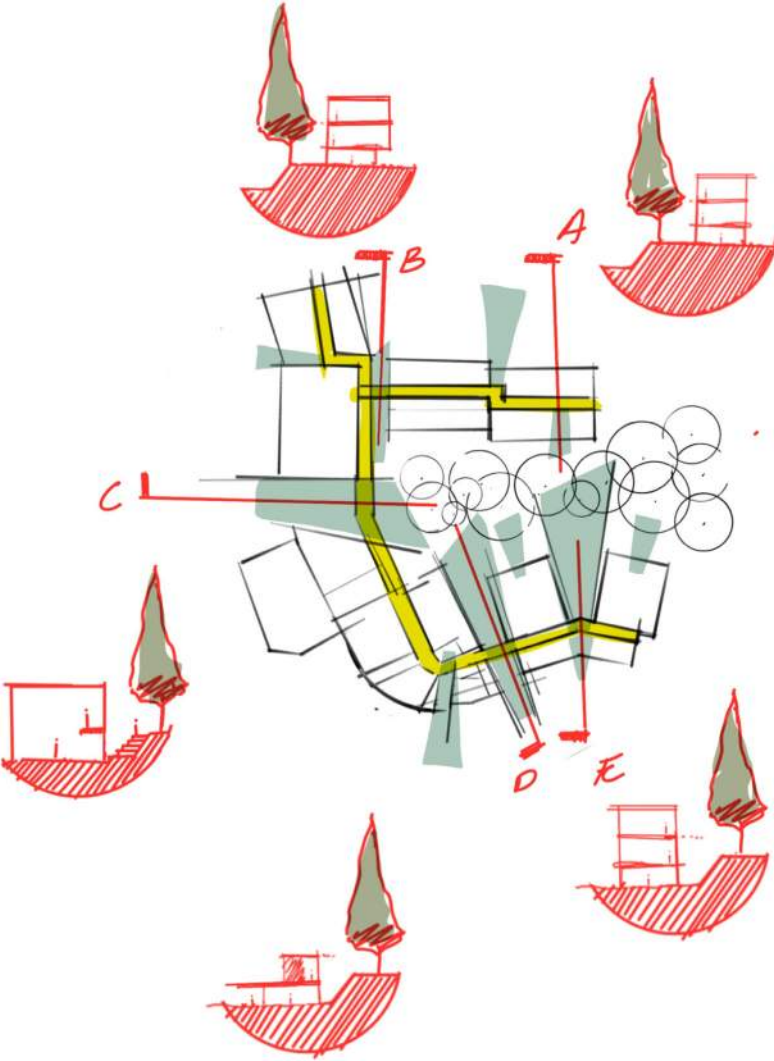
FIRST FLOOR

DESIGN EXPLORATION

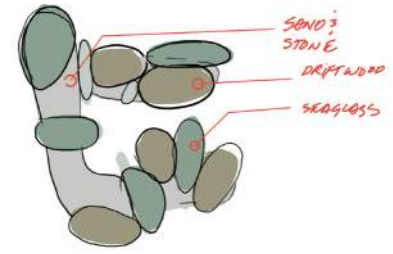
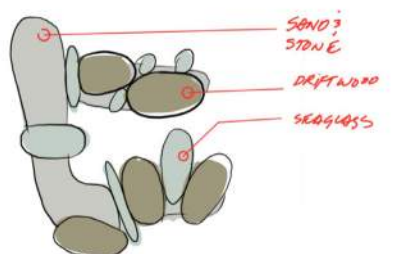
FORM & MASSING STUDIES



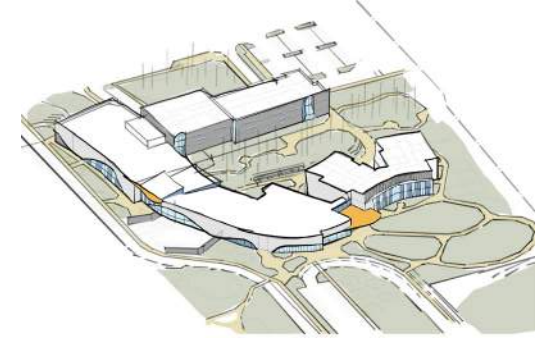
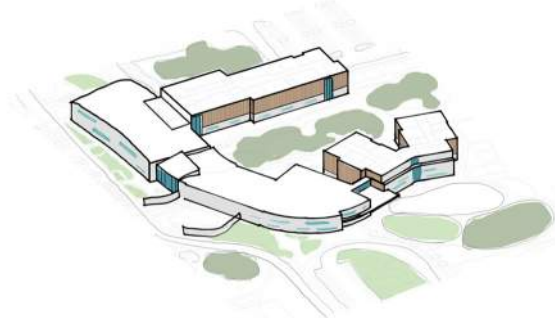
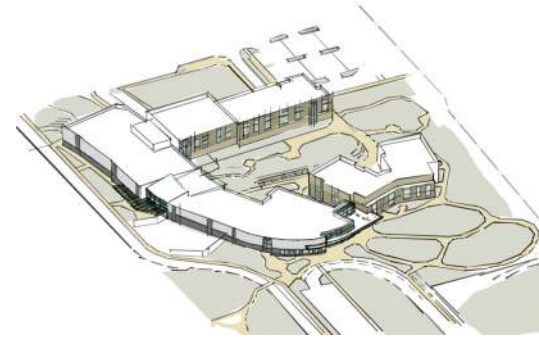
DESIGN EXPLORATION



Material palette grid with labels: Glass, Stone, Clay, Brick, Wood, Metal, Concrete, and others.



EXTERIOR MATERIAL STUDIES



CONCEPT AND THEME

INFLUENCING ELEMENTS

SPRUCEDOE	KOMOREBI	HIPS	DRIFT WOOD	GRASS & CORMORS	PEBBLES	SEA GLASS	FLA'S ON
Attributes: - dark green - dense - smooth bark	Attributes: - filtering - transparency - light	Attributes: - round - soft	Attributes: - weathered - smooth	Attributes: - green - soft	Attributes: - smooth - round	Attributes: - smooth - translucent	Attributes: - green - soft
Associations: - nature - forest - calm	Associations: - nature - forest - calm	Associations: - nature - forest - calm	Associations: - nature - forest - calm	Associations: - nature - forest - calm	Associations: - nature - forest - calm	Associations: - nature - forest - calm	Associations: - nature - forest - calm

THEMATIC WORDS

INCLUSIVE

CONNECTED TO NATURE

WELCOMING

LASTING

VIBRANT

FLEXIBLE

INTERIOR INSPIRATION BOARD

CEDARWOOD

EUCALYPTUS

SALT

CONNECTED TO NATURE'S TEXTURES

CALMING ... COVES

SCHEMATIC DESIGN

SITE DESIGN



The site design for the College Place campus weaves around existing groves of mature Douglas Fir trees that are much loved by the school community and are important to the identity of the campus. Referencing the wooded coastlines of the Puget Sound, the project team has designed the site to playfully interface with the building and create opportunities for prospect and refuge, views into nature, and creating a sense of place by taking inspiration from the region’s coastal language.

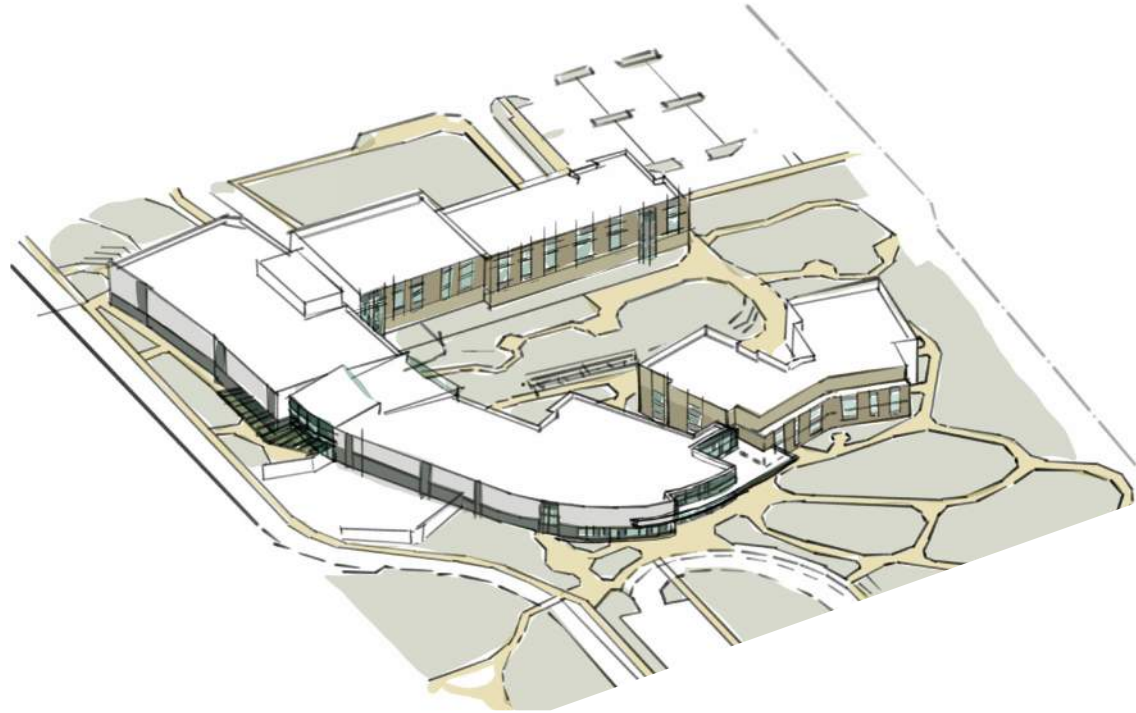
The existing site was previously shaped into terraces that separate the existing schools and has a track and field sited in the center of the campus. The project site design takes advantage of these existing grades to provide separation between the connected schools and works with the existing grades to preserve the groves of Douglas Firs. The project proposes locating the track and field adjacent to 76th Street to make it more open and visible to the community. The building, parking, and drop-off lanes are tucked further into the site away from the busy 76th Street to help improve traffic issues and safety for students walking to and getting dropped off to school. All driveway access will be limited to 204th and 208th to remove cars turning in and out onto 76th Street. Drop-off for both schools are designed to substantially increase the length so that queuing can happen within the site and students can be dropped off close to the main entries. A separate bus lane entering from the south on 208th Street and exiting north on 204th Street is proposed to run adjacent to the track and field through the middle of the site and will serve both schools, provide maintenance access to the service yard, double as a hard-surface play area for Middle Schoolers during lunch and serve as community access to the field on weekends and after hours. Pedestrians are invited to enter the site via street improvements, including sidewalks, planting strips, and crosswalks.

The forested interior campus between the two classroom wings will be fenced for security and includes several outdoor amenities. On the northern Middle School portion, there will be an elevated deck with framed stairs and seat steps, landscape rockeries, and future nature trails. On the southern Elementary School portion, one courtyard features another soft surface play area for kindergarten-age students, while the other courtyard features pebble-like seating pods as flexible outdoor classroom spaces. A learning garden is proposed adjacent to the commons and will be part of the entry sequence for the morning breakfast program in the commons. Plazas, walkways, and other heavy use pedestrian areas will be designed to be long-lasting and will serve both functional and aesthetic needs. Public walkways on site will be accessible. Durable materials, such as cast in place concrete, precast concrete, asphalt, galvanized steel, and stainless steel will be chosen for those areas receiving the most intensive use. When the old middle school building is demolished, the open space will serve as a park-like area available for neighborhood use with walking trails, seating areas with salvaged benches and picnic tables, and an existing shelter that will be repaired with new wood fascia board for seating, as well as a graded open field. Existing art elements including metal sculptures and painted columns will be preserved if feasible, and columns from the old building will be saved for future community art projects. An existing garden space and grove of Douglas Fir trees will be preserved.

Key site relationships include:

- A bus driveway, located on the west side of the building, aligned with existing curb cuts, will serve both school wings.
- Vehicular drop-off areas will be separate for the Middle School and the Elementary School. The Middle School vehicular drop-off and parking lot will be located in the northeast corner of the site with access to and from 204th Street, while the Elementary School vehicular drop-off and parking lot will be located in the southern portion of the site with access to and from 208th Street. Both lots include ADA-accessible parking and accessible routes to the main school entries.
- Fire department and emergency vehicle access is achieved through the bus driveway, Middle School and Elementary School vehicular drop-off loops, as well as an asphalt-surfaced hammerheads stemming from the Middle School parking lot that allow access to the forested interior campus between the two classroom wings.
- Allocated space for future portables will be provided east of the Middle School and Elementary School classroom wings.
- Each school will have its own Dining Commons area and Gym, with community access available after hours through the west side of the building.
- The service yard will be located central to the site between the Middle School and Elementary School with access via the bus driveway off 208th Street.

MASSING CONCEPT



ELEMENTARY SCHOOL



MIDDLE SCHOOL

NEXT STEPS: DESIGN DEVELOPMENT

- CONTINUED DESIGN CHARRETTES
- FURTHER MATERIALITY STUDY
- WINDOW DESIGN AND PLACEMENT STUDY
- FURTHER INTERIOR DESIGN DEVELOPMENT

