

2014 Exhibition of School Planning and Architecture

PARKSIDE ELEMENTARY Des Moines, WA

A replacement elementary school for highline public schools

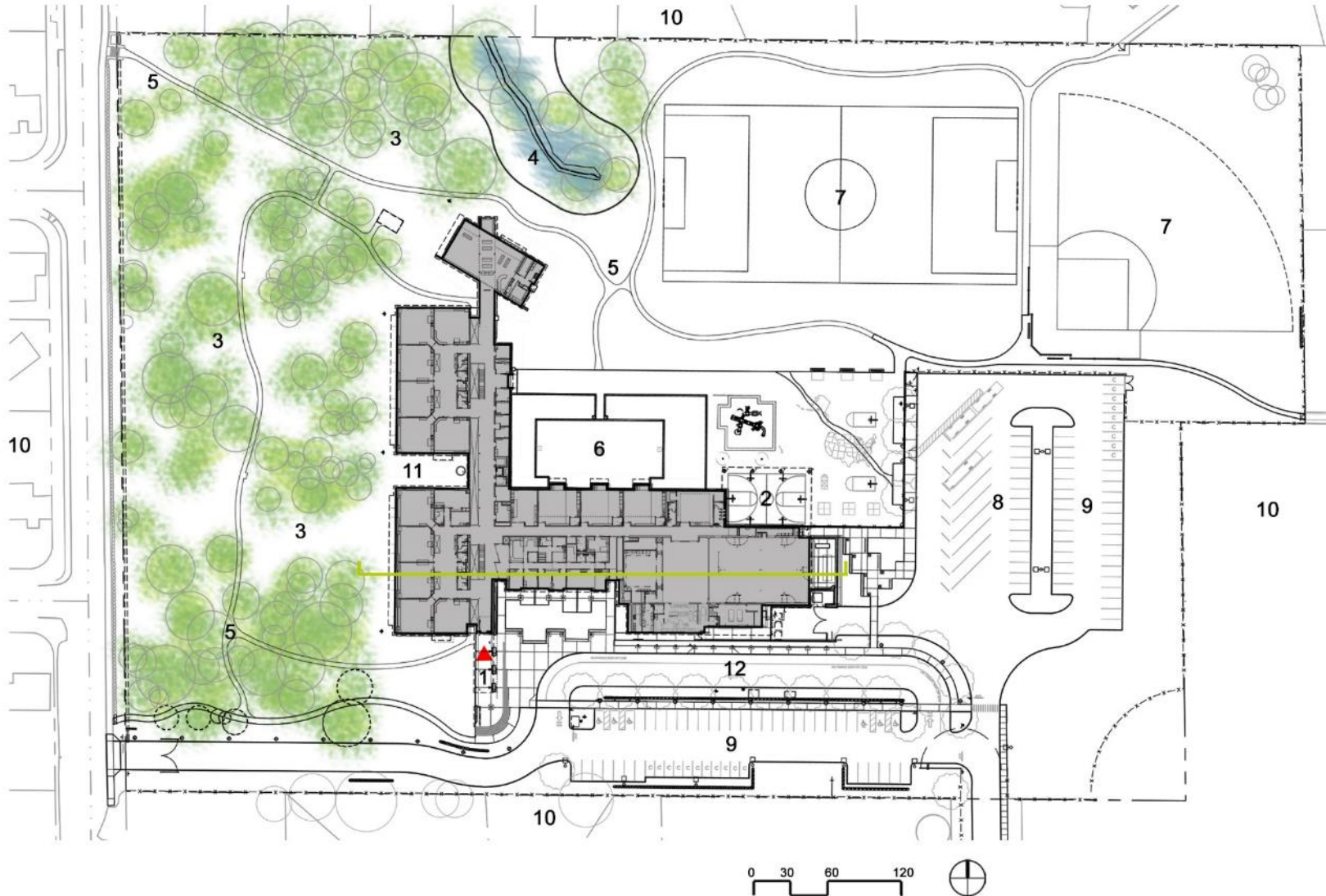
PARKSIDE ELEMENTARY SCHOOL



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Site Plan

1. Entry
2. Covered Play
3. Wooded Hillside
4. Seasonal Stream
5. Walking Paths
6. Kindergarten Play
7. Play Fields
8. Bus Parking
9. Parking
10. Suburban Neighborhood
11. Courtyard
12. Pick up/Drop off



Community Environment

In 2002, Highline Public Schools' long-awaited successful campaign gained support of an \$189.5 million construction bond issue. Determined to spend funds wisely while looking to the future, the District made a commitment to establishing and meeting important goals:

- 1) to build for longevity through creating 50+ year schools;
- 2) conduct thorough, process-based design approaches centered on planning committee involvement; and
- 3) establish parity amongst facilities, while making each unique and providing students with beautiful, functional buildings that promote excellence in education.

These goals offered assurance that money spent would lead to facilities better built to last for the long term, provide each student with a state-of-the-art education, and assure stakeholders that the design process would yield broad based support, thus meeting the needs of the community, neighborhood, school district, parents, staff, and – most importantly – its students. The bond, in combination with \$50 million in FAA funds, supported the construction and renovation of 13 schools, including Parkside Elementary.





Natural materials and thoughtful detailing create a welcoming, inviting atmosphere

Community Environment

Parkside's design responds to myriad criteria, including the District's desire to create a welcoming place of gathering for the neighborhood, along with its students' plea to "save the trees!"

Attributes of the project which foster a sense of connection between the school and community include:

1. Preservation – and celebration – of its unique site characteristics;
2. Shared-use program spaces;
3. An open and inclusive design process reflective of input gained from the Design Committee.



Walking trails connect public sidewalks with paths throughout the woods and playfields.



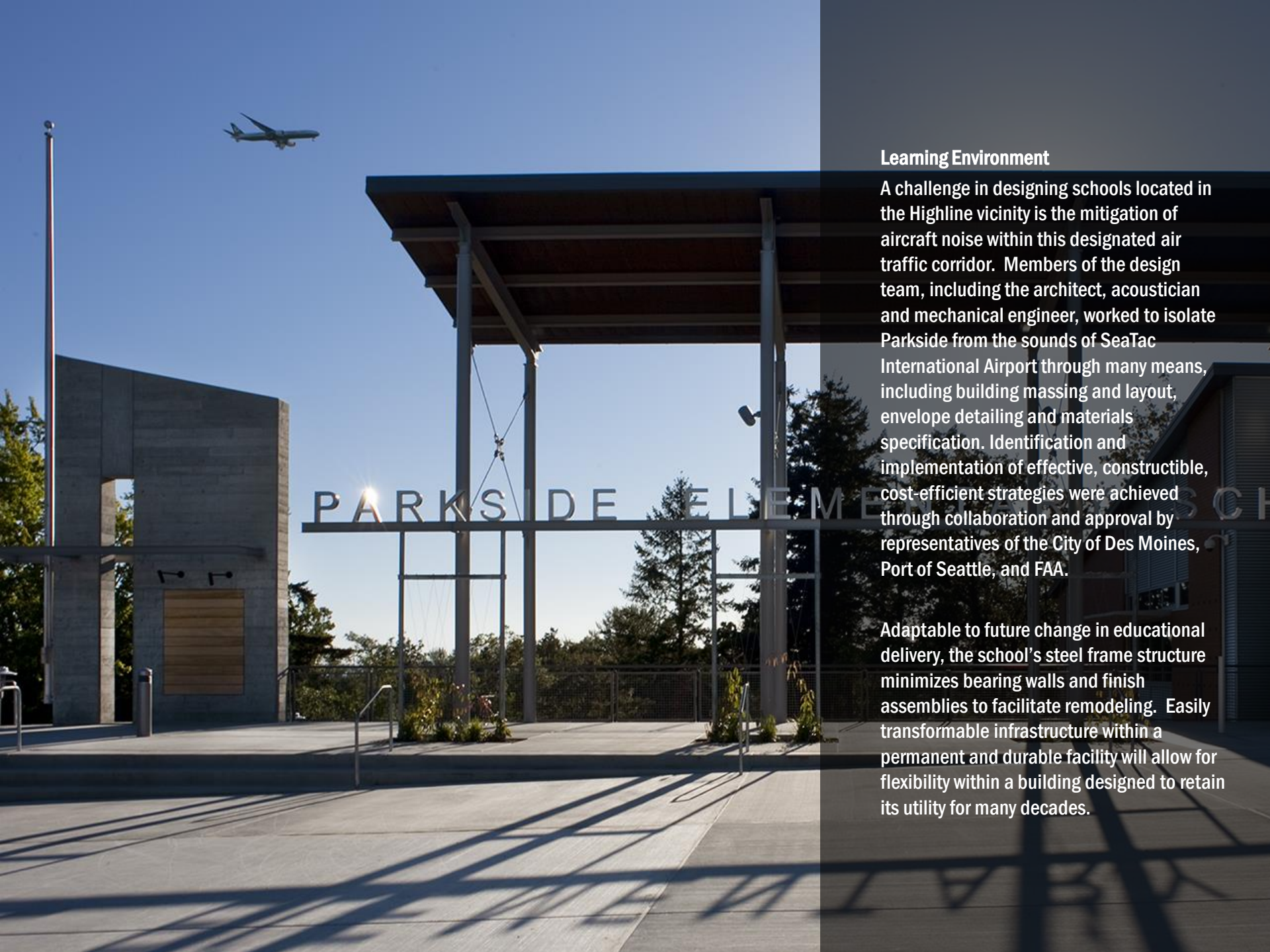
Bowl-shaped contouring provides an amphitheater-like setting adjacent to the woods and seasonal stream.

Learning Environment

Views to the outdoors, ample lighting, plentiful storage and state-of-the-art technology describe Parkside's interior spaces. The stacked, double-story massing of the classroom wings give each room a view of the natural green space at the site's Western edge. Four groupings of six classrooms encircle shared-use "pod centers," providing flexible open space for small study sessions, special projects or access to computers.

Because learning occurs not only in the classroom, and recognizing that individuals learn in varying ways, the school offers other opportunities to teach and inspire in less traditional settings. An outdoor gathering area positioned below the library invites interaction with nature. This space can be utilized as an outdoor classroom for art, science or other activities. Inside, the linear, lower-level gallery is lined with inspirational quotations engraved in stone and set within the concrete retaining wall. Above, the upper gallery's widened break-out areas are sized to hold a variety of furniture arrangements for project display, book fairs, or one-on-one work with specialists.





Learning Environment

A challenge in designing schools located in the Highline vicinity is the mitigation of aircraft noise within this designated air traffic corridor. Members of the design team, including the architect, acoustician and mechanical engineer, worked to isolate Parkside from the sounds of SeaTac International Airport through many means, including building massing and layout, envelope detailing and materials specification. Identification and implementation of effective, constructible, cost-efficient strategies were achieved through collaboration and approval by representatives of the City of Des Moines, Port of Seattle, and FAA.

Adaptable to future change in educational delivery, the school's steel frame structure minimizes bearing walls and finish assemblies to facilitate remodeling. Easily transformable infrastructure within a permanent and durable facility will allow for flexibility within a building designed to retain its utility for many decades.

Learning Environment

Custom designed signage is positioned in key locations throughout the building, drawing attention to specific areas of conservation (electricity, water, raw material, fossil fuel and more), and describing how this integration creates healthier learning and work environments. Written in a manner appealing to children and adults, the narrative conveys the overall importance of each sustainable feature toward improvement of the larger environment, as well as direct benefits to the local community.

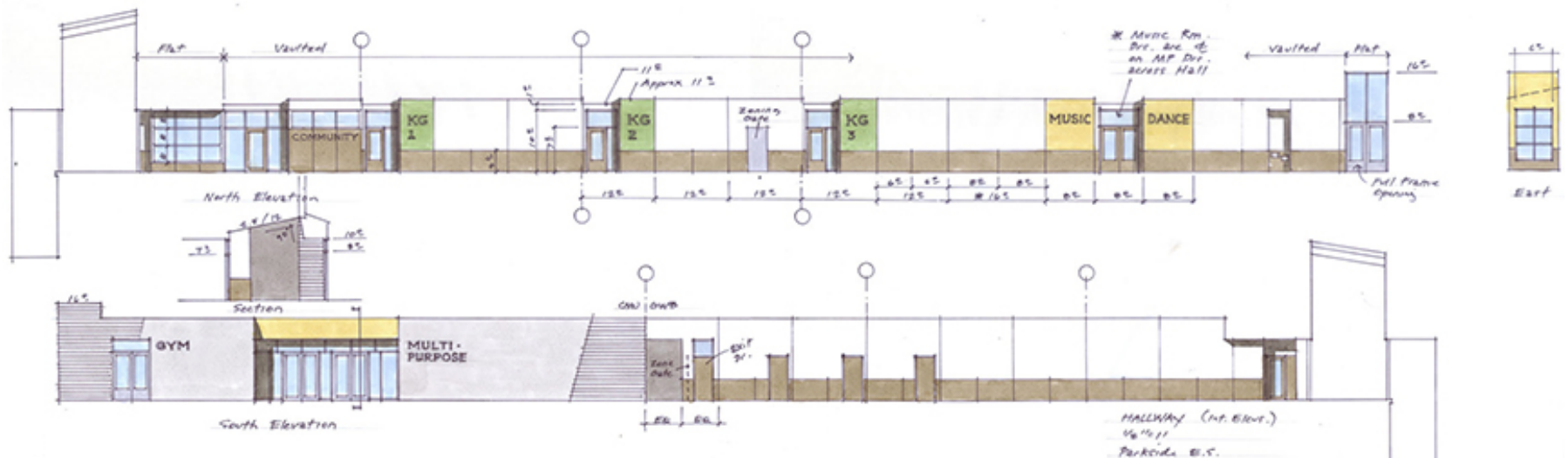


Physical Environment

The concept behind the materials palette was to allow the natural beauty of the finishes to do the heavy lifting. Concrete, glass, steel and wood are used throughout, to minimize extraneous products, utilize locally-available resources, and encourage participation of the local labor force.

Punctuation by the tropical colors of orange, green and gold represent the jungle habitat of a panther, the Design Committee's suggestion of creatively acknowledging school's mascot.

The easy-to-locate, transparent nature of the administration center conveys a message of welcome to visitors. At the opposing end of the entrance hall, the library is readily identifiable upon entering the building. This vista from the front doors provides a sense of security to new students and families, through visibility and ease of navigation.





Above: rainwater is collected from a butterfly roof above the galleries, and cascades into a circular courtyard cistern outboard of the glazed curtain wall.

Right: the lower gallery looking South toward the main entrance, above and left.



Project Mission Statement:

“To create an inviting and safe learning community that embraces our individuality, well-being and cultural diversity of all families.”

Planning Process

The design process, based on collaboration with 13+ individuals who comprised the core planning committee, traveled on a concurrent track with community engagement meetings that provided additional feedback and kept the larger group of stakeholders involved and informed throughout design and construction.

Of prime importance was to develop an aesthetic conveying permanency and encouragement to welcome Parkside's students and families, many facing insecurities associated with poverty and transiency.

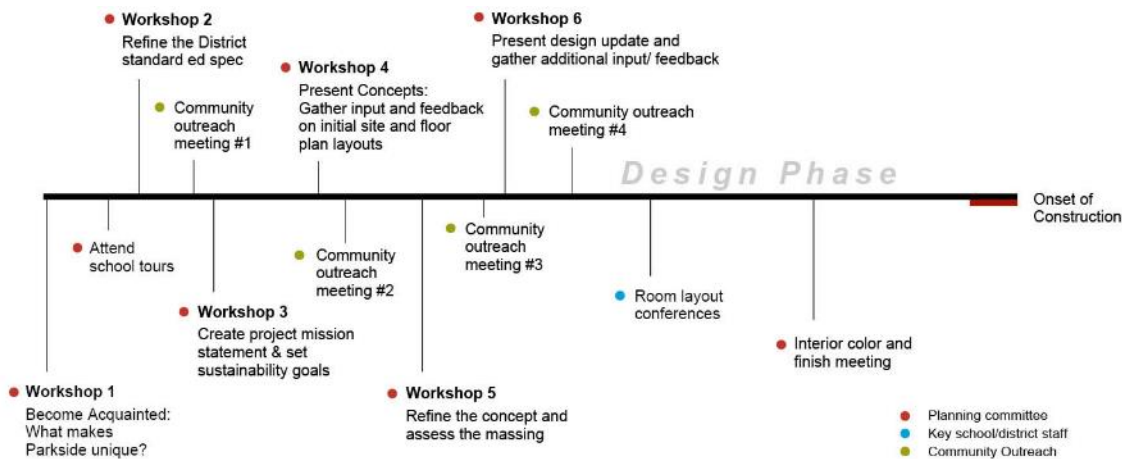


Planning Committee

In addition to those representing the District (Executive Director of Facilities, Project Manager, Director of Technology) the planning committee included:

- Parkside's Principal
- Office Manager
- School Counselor
- Occupational Therapist
- Literacy Coach
- Librarian
- Family Center
- Head Custodian
- PTA (Parent)
- Others





"Knowing and having direct experience in the decision making about each and every issue related to this building has allowed me to represent the principles and efficiencies of our new school long after the architects and contractors have gone, and we are left here to enjoy this innovative school facility."

Robin Lamoureux, Principal



Section/ Floor Plans

1. Main Entrance
2. Classroom
3. Pod Center
4. Administration
5. Library
6. KG Classroom
7. Music
8. Band / Platform
9. Multi Purpose
10. Gym
11. Community Room



Submitting Firm :	TCF Architecture
Project Role	Architect of Record
Project Contact	Brian D. Fitzgerald, AIA, REFP, CSI
Title	Managing Principal
Address	902 North Second Street
City, State or Province, Country	Tacoma, WA, USA
Phone	(253) 572-3993

Joint Partner Firm:	N/A
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	

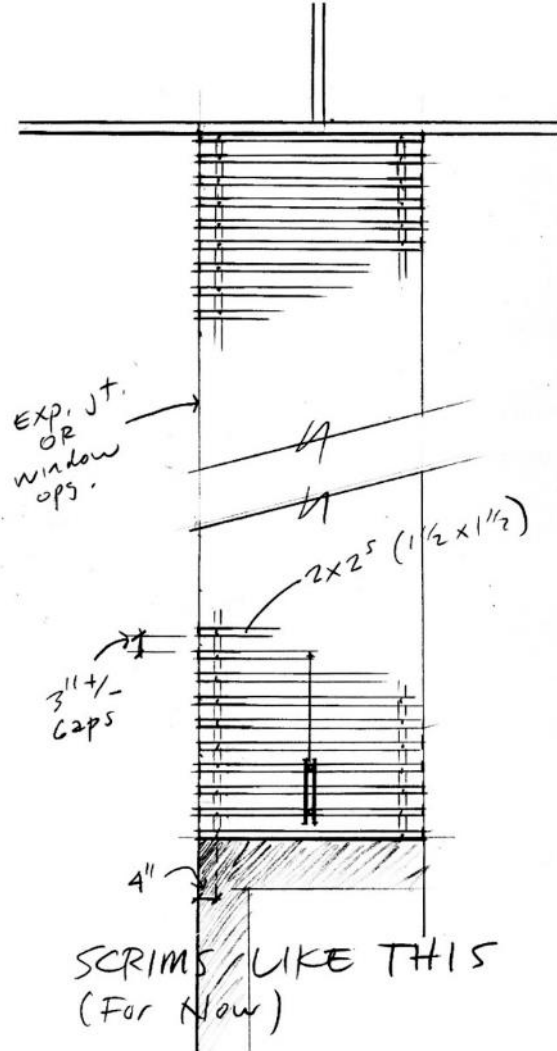
Other Firm:	N/A
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	

Construction Firm:	Bayley Construction
Project Role	General Contractor
Project Contact	Vong Vo
Title	Project Engineer
Address	8005 SE 28 th Street
City, State or Province, Country	Mercer Island, WA, USA
Phone	(206) 621-8884

Project Name	Parkside Elementary School
City	Des Moines
State	Washington
District Name	Highline Public Schools
Supt/President	Susan Enfield, Superintendent
Occupancy Date	February 2010
Grades Housed	K-6
Capacity(Students)	600 students
Site Size (acres)	14 acres
Gross Area (sq. ft.)	66,500 SF
Per Occupant(pupil)	111
gross/net please indicate	Gross
Design and Build?	N/A – Design/Bid/Build
If yes, Total Cost:	
Includes:	
If no,	
Site Development:	\$3.7 million
Building Construction:	\$22.3 million
Fixed Equipment:	
Other:	
Total:	26 million

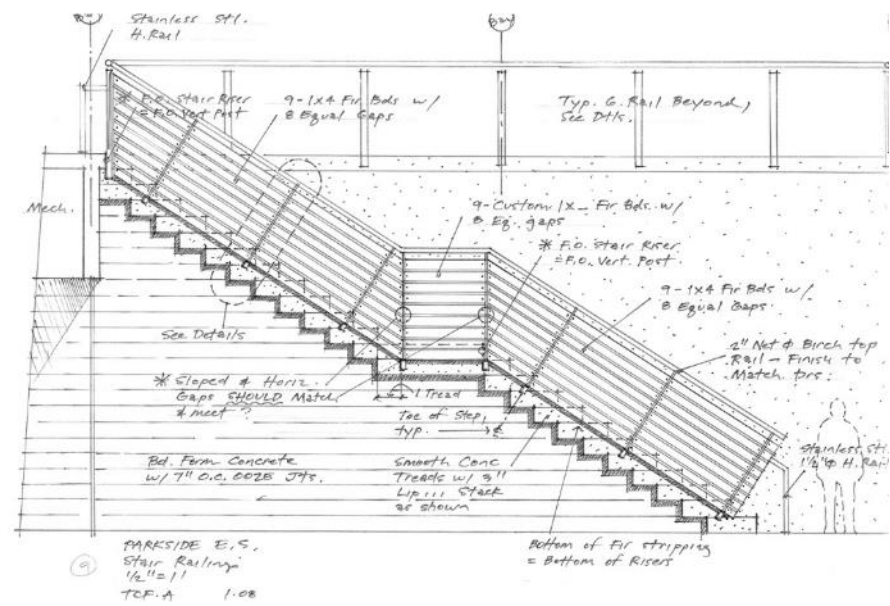


The library's reading nook (left) and angled windows (right) encourage a look out the forested wetland.



Daylight is filtered through scrims at high clerestory windows lining the upper gallery.





Stair connecting upper and lower galleries