

2015 Exhibition of School Planning and Architecture

Parkrose Middle School

Category: New Construction

Parkrose School District
Portland, Oregon



Parkrose Middle School



Site Plan

Supportive and Professional Environment

Be the change
you wish to see in the world.
Gandhi



Community Environment:

The design team was charged with creating an energy efficient, long-lasting and professional feeling school that would prepare students for the next steps in their education process. Not only did the building need to facilitate next generation learning practices, but it also needed to enhance the outcomes of the school's AVID program.

AVID targets students in the academic middle who are capable of completing rigorous curriculum but are falling short of their potential. Many of these students will be the first in their families to attend college, and many are from low-income or minority families; nearly 80% of the Parkrose Middle School students are on a free or reduced lunch program.

For one period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. It was critical that the facility support the program's activities, as well as invoke a feeling of professionalism, welcoming and pride for the students and community.

Connected and Contemporary Campus



Community Environment (continued):
There was a desire to have an aesthetic connection to the high school campus (*inset photo*) which is located across the street from the middle school. This contributes to the middle school students' perception of being part of a larger picture of education and looking ahead to their futures.

The middle school building's exterior is comprised of contemporary brick and metal panels which complement the high school building's timeless design and unifies the two campuses. The selection of the facility's materials also reflects the community's input and interest in having an attractive building that is easy to maintain and durable.



Transparency and Flexibility

Learning Environment:

Transparency in both design and visibility to the community is the prominent theme of the project. Classrooms, conference rooms, technology spaces and the media center are surrounded by glass walls, allowing the learning process to be visible and potentially interactive. Additionally, the classroom spaces are clustered closely with the conference rooms and small group learning spaces,

contributing to this close sense of shared learning. This unconventional design allows for a collaborative environment that is conducive to multiple learning modalities. Extensive natural daylighting also contributes to this sense of transparency; over 90% of the spaces in the building are able to be naturally daylit. This is accomplished through skylights, expansive perimeter glazing and clerestories.

The school's Principal has remarked "It's about visibility and making what we're doing transparent to the community and each other." This was an important component to the success of the project within this diverse student population where 23 languages are spoken. The building's open layout, inspirational graphic quotes placed on the walls and use of high quality, durable materials all contribute to a sense of welcome for all.

Supportive Spaces for Differentiated Teaching Practices



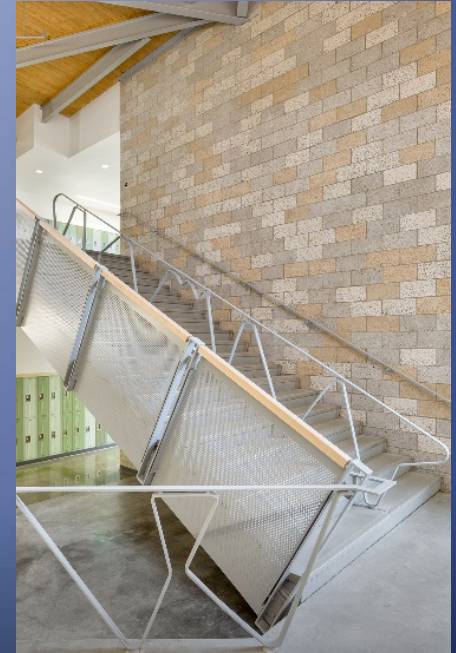
Learning Environment (continued):

The school is designed to create a project-based learning environment, where learning occurs between the instructors and students as well as between students. The basic building block of the learning areas is a studio space configured in the shape of a capital letter 'L' with each leg being of equal width, termed the 'fat L'. The shape accommodates the formation and functioning of small learning groups while providing a sense of

separation. This perspective recognizes that non-traditional contemporary learning environments encourage students to fully participate in activities with others as they learn and actively help direct their knowledge acquisition. Extending this spatial concept further, four studios are grouped together; including a science focused space, around a shared flexible extended learning area that supports differentiated teaching practices

and varied group learning. Paired with another identical group, each set of eight studios then shares a quiet break-out space and either a multi-purpose studio for long term focused subject staging or a computer lab. The close proximity of these spaces to the media center also allows greater flexibility and individual responsibility with learning.

Sustainability: Reuse of Materials



Physical Environment:

Materials harvested from the previous school were reused in the new building, including the existing lockers which were repainted and the old hardwood gym floors which were repurposed as decorative rosettes that mimic the school district's rose logo and now line a stairway's walls. This reuse of materials from the previous campus reinforces the sense of community pride in their new facility, as well as imparts a valuable lesson to the students in regards to recycling. These features, as well as photovoltaic panels and numerous other sustainable features and building practices have contributed to the facility achieving LEED Gold Certification.

Sustainability: Building as a Teaching Tool



Physical Environment (continued):

Bioswales and a rainwater detention pond are used to mitigate stormwater run-off in this climate that averages 40 inches of rainfall per year. The placement of these features in close proximity to the school is not only a practical application, but it also supports the idea of the building/site as a teaching tool. Additionally it reflects the community's desire to provide a facility that is representative of the value it places on sustainability, as well as the semi-rural nature of the area.

Community-Based Planning



Planning Process:

The design team led a four part community-based planning process to engage administrators, board members, educators, and community members to sit at the same table and create the vision for this unique new school. The basic outline for this process was a series of four design summit sessions that each focused on a specific topic: educational vision, sustainability, site planning, and building planning. The process followed a simple format in which a brief presentation on the topic for the day set the stage for teams of district personnel, community members, and designers to brainstorm and develop concepts to be shared and tested with the entire group. At the conclusion of each session, each table group shared their ideas with the group as a whole, culminating in the selection of the concepts that resonated most strongly across all participants. These concepts became the building blocks for the next session, as the process brought the group from conceptual brainstorming to a final design concept that had broad community support and met the goals and expectations of all stakeholders.



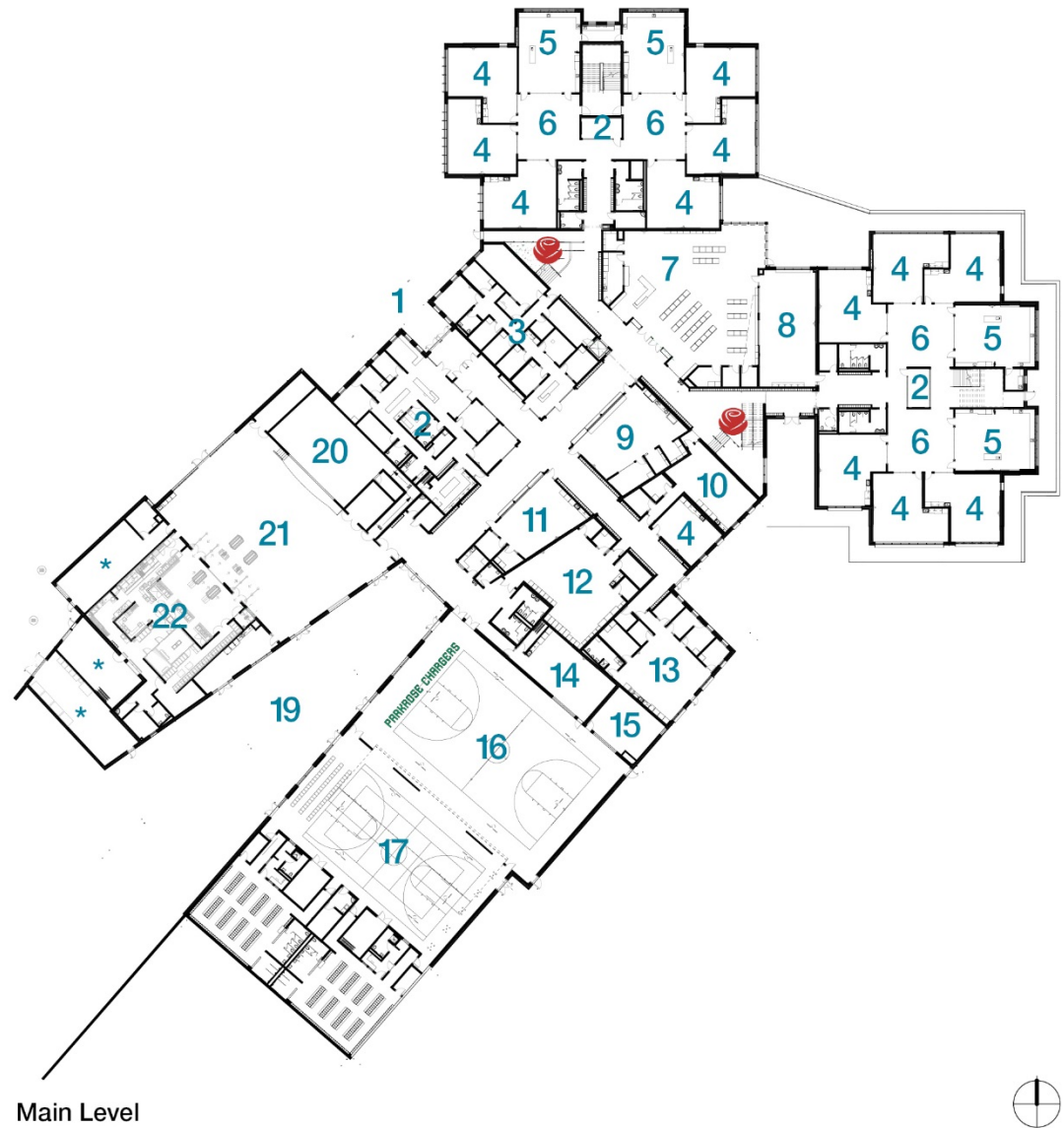
Student Collaboration



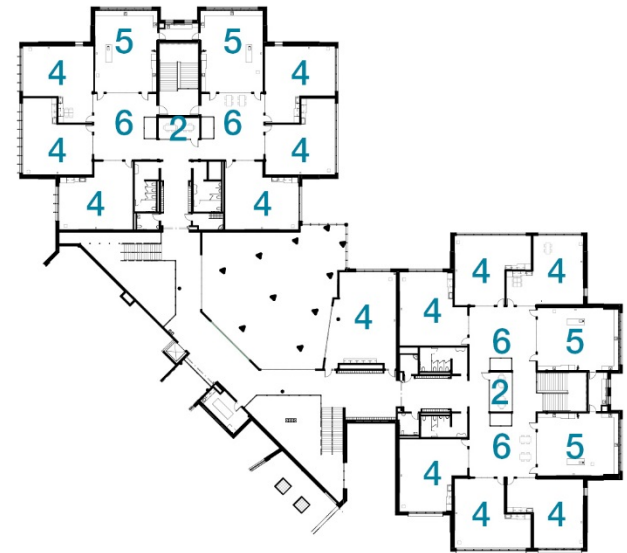
Planning Process (continued):

The planning process impacted the learning environments and the students' participation early on in the programming provided invaluable input that ultimately influenced the final design. Transparency, visibility and connection to the outdoors and interior spaces are common themes. Visual and physical connections between spaces and programs support educational goals to encourage interdisciplinary instruction.

- 1 Building Entry
- 2 Admin
- 3 Counseling
-  Staircase
- 4 Classroom
- 5 Science Lab
- 6 Extending Learning
- 7 Media Center
- 8 Computer Lab
- 9 Art
- 10 Choir
- 11 Technology
- 12 Band
- 13 Life Skills
- 14 Health Classroom
- 15 Weight Room
- 16 Main Gym
- 17 Auxiliary Gym
- 18 Locker Rooms
- 19 Courtyard / Cover Play
- 20 Stage
- 21 Commons
- 22 Kitchen / Server
- 23 I.T. Class Room
- 24 I.T. Work Room
- * Support Areas



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Upper Level



Lower Level



Exhibition of School Planning and Architecture

Project Data

Submitting Firm :	Dull Olson Weekes – IBI Group Architects, Inc.
Project Role	Architect
Project Contact	John Weekes, FAIA
Title	Principal
Address	907 SW Stark Street
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Joint Partner Firm:	
Project Role	
Project Contact	
Title	
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Phone	

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

Construction Firm:	Todd Construction
Project Role	General Contractor
Project Contact	Brent Schafer
Title	President
Address	18407 SW Boones Ferry Road
City, State or Province, Country	Tigard, Oregon
Phone	503.620.7652

Exhibition of School Planning and Architecture

Project Details

Project Name	Parkrose School Middle School
City	Portland
State	Oregon
District Name	Parkrose School District
Supt/President	Dr. Karen Fischer Gray
Occupancy Date	September 2014
Grades Housed	6-8
Capacity(Students)	1000
Site Size (acres)	16.9
Gross Area (sq. ft.)	140,000
Per Occupant(pupil)	140 sf
gross/net please indicate	
Design and Build?	CMGC
If yes, Total Cost:	
Includes:	
If no,	
Site Development:	
Building Construction:	\$33,300,000
Fixed Equipment:	
Other:	
Total:	\$43,000,000



The Main Hallway offers a naturally daylit space that welcomes visitors with direct views to the Media Center, Counseling Offices, and Art & Technology Classrooms: education is visible and transparent. Transparency within the Media Center provides a visual connection to the adjacent Computer Lab, Classroom above and outdoors.





Go confidently in the direction of your dreams.
Live the life you have imagined.
Henry David Thoreau

The Commons area includes a Cafeteria, Stage, extensive natural daylighting and a connection to the outdoors.

The Gymnasium connects to a Courtyard/Covered Play Area,
as well as providing views to the Commons.





Upper Floor Conference Room

The glass enclosed conference room provides a connection to activity, yet allows privacy. The layout and minimal color palette contribute to the professional environment of the campus, preparing students for college and the workforce. Both faculty and students have access to the space. Extended learning spaces provide multiple options for differentiated learning practices.



Courtyard Play Area and Gym. The building's siting offers expansive views of Mt. St. Helens and Mt. Hood. Photovoltaic panels are located on top of the gym's roof.