

OLYMPIC VIEW K-8

DESIGN DEVELOPMENT PROJECT OVERVIEW

FEDERAL WAY PUBLIC SCHOOLS

MAY 2021



PROJECT TEAM

Federal Way Public Schools

Superintendent, Dr. Tammy Campbell

Superintendent Cabinet Review Committee

Design Oversight Committee

Design Review Committee

Scholar Advisory Groups

Architect: McGranahan Architects

Project Management: CBRE | Heery

General Contractor GC/CM: FORMA Construction

Structural Engineer: PCS Structural Solutions

Civil Engineer: Jacobson Consulting Engineers

Mechanical Engineer: Hargis Engineers

Electrical Engineer: Hargis Engineers

Landscape Architect: Weisman Design Group

Food Service: Stafford Design Group

Acoustics: BRC Acoustics

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OLYMPIC VIEW



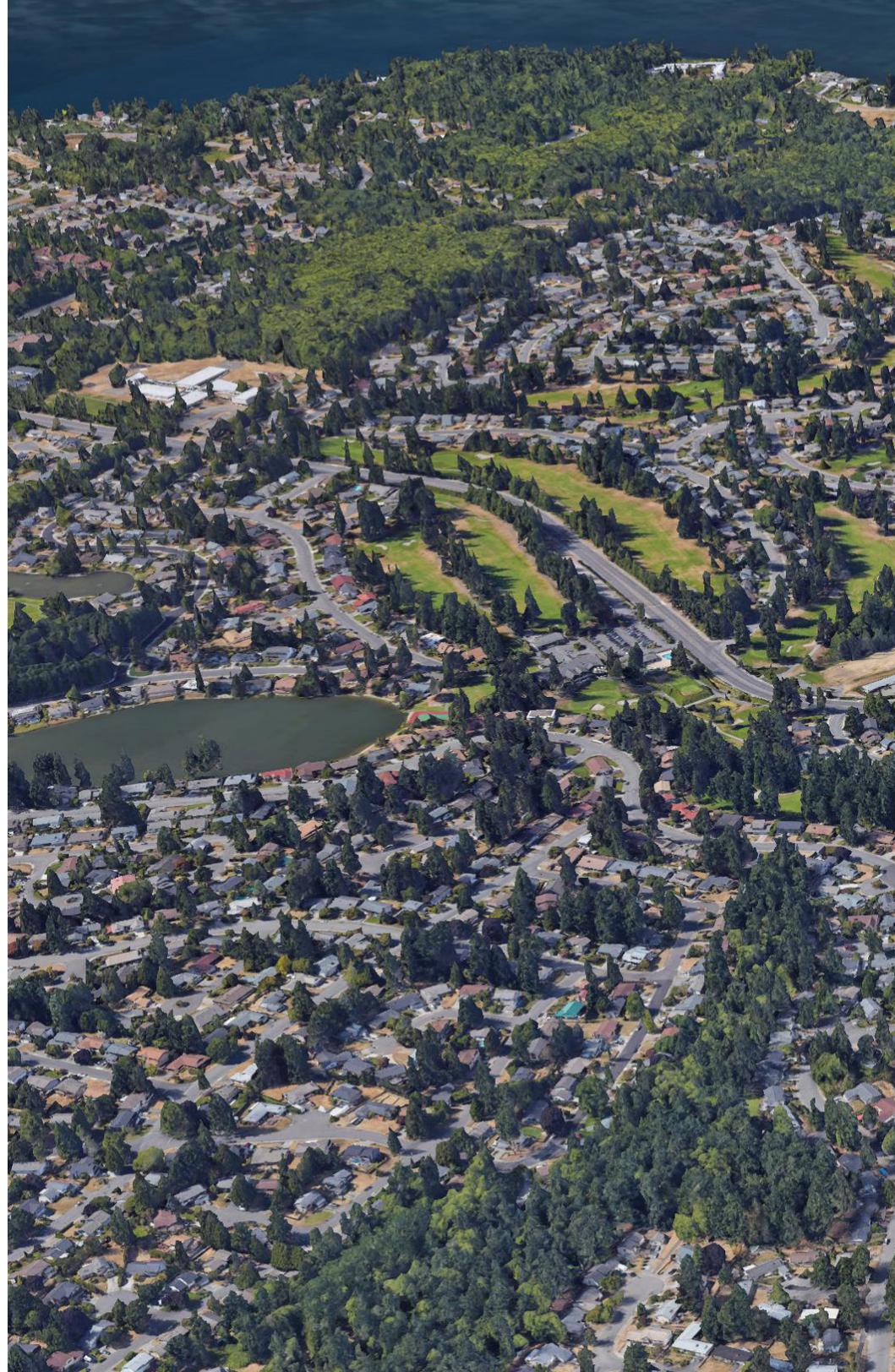
Overview

A dream, a voice, a bright future

How can architecture cultivate meaningful learning? What role can it play in cultivating dreams and giving a voice and a bright future to each scholar? These are essential questions that guided the process of designing a new Olympic View K-8.

Located in the Southeast area of Federal Way, Washington the existing Olympic View school was built in 1962 and identified for replacement under the 2017 Bond to resolve inadequate conditions and provide new enrollment capacity. The new school will be constructed on the existing site while the current Olympic View scholars are temporarily housed offsite.

The design includes additional capacity and space for future growth to meet the needs for future generations. The school's program will expand from an elementary school to include a small middle school of approximately 90 scholars who will benefit from a small-scale learning community. It will maintain its current special education programs and community garden. Several stakeholders participated in an interactive virtual process using the district's guiding principles as a framework to discuss and set goals for a successful Olympic View design.





Setting A Vision

A diversity of voices in a collaborative process

To be successful, a design must reflect the people who live, learn, play and work there. Olympic View has a rich diversity of cultures and ethnicities. 86% are scholars of color, including 47% Hispanic. Nearly half of all scholars are English language learners. Many scholars have special needs. All scholars receive free and reduced lunch and over 3% of them report experiencing homelessness. Data shows that attendance, academic outcomes and a sense of safety are falling short of district goals. This presented a clear challenge to the design team to understand and address any inequities that affect a sense of belonging, health, wellbeing and learning progress.

McGranahan Architects worked with students, parents, staff and district leaders in a participatory design process that included the group SOAR (students organized against racism) and the office of Equity for Scholar and Family Success. We found that school buildings can often feel like big institutions that create an invisible barrier, which limits access to the resources available and to forging relationships between staff, scholars and families in the community. To reverse this effect, the concept of 'drawing-in and connecting out' became a guiding idea throughout the design of the new Olympic View.

5 design goals were created to define success for the new school. As a guide to implement these goals, the concept of 'drawing-in and connecting out' organizes the sequence of spaces, views and articulation of key design elements.

Neighborhood Asset

A school in a park

Multicultural Hub

To build stronger relationships and a sense of belonging

Equitable Access

Improve access to spaces, amenities and people

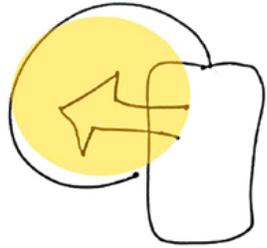
Personalized Learning

Give scholars age-appropriate places to learn

Environmental Responsibility

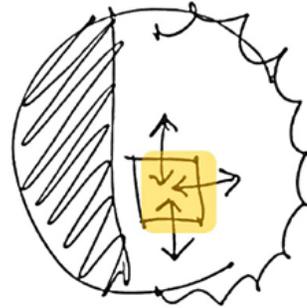
High-performance building design with learning opportunities





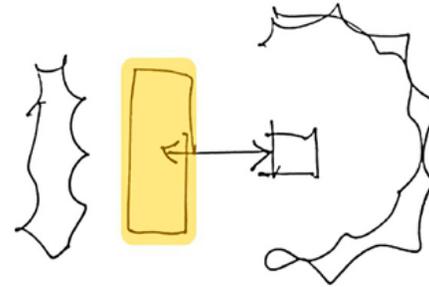
1. Park

A person is drawn-in to the site through a park-like neighborhood space for after hours community use with artistic features for self expression and cultural representation. The location of the school along the west edge improves access, safety and visibility while providing healthy and personalized learning activities during the day.



2. Pavilion

A person is drawn-in to the school by an enticing single-story pavilion to welcome and serve both school and community in. Improved access and transparency helps to build stronger relationships and connects users out to activities on all sides. A central light monitor brings in the morning sun and acts as a beacon of belonging and inclusion to the neighborhood.



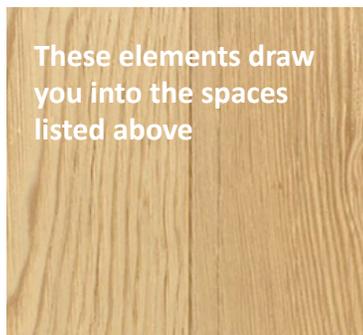
3. Commons

Once inside, a person is drawn-in to the heart of the school through a two-story volume. A bridge between middle school and elementary provides a social hub. Large windows connect the space to the existing trees and materials for self expression and representation connect students to each other. After hours it can be used for multi-cultural events and celebrations.



4. Classrooms

A person is drawn-in to the core learning areas with views of nature from every hallway. Each classroom entry has a mural wall for personalization. Older scholars have independent learning amenities outside the classroom with views through the commons to nature while a bay window inside elementary classrooms provides younger scholars an independent space with views out to nature.



These elements draw you into the spaces listed above

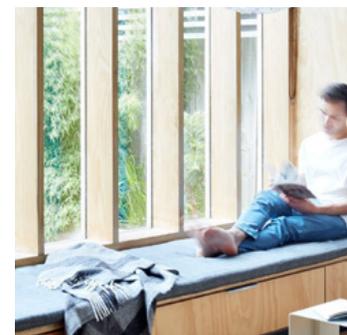
NATURAL FINISHES



LIGHT FROM ABOVE



OUTDOOR LEARNING



VIEWS TO NATURE



COLLABORATIVE AREAS

Neighborhood Asset

A school in a park

Mature trees surrounding the site have led families to refer to the school as ‘the park’ but it lacks usable amenities for gathering, exploring and outdoor learning. Existing visibility and access is limited due to the location of the playground and field behind the existing school. Research has shown that communities with a lack of access to green recreational space have disproportionately poor physical health. This occurs most frequently in disadvantaged communities and applies to the Olympic View Neighborhood. The location of the new school provides direct access and clear visibility to the new outdoor learning and play areas. The entry courtyard is clearly visible from the perimeter of the site and provides improved pedestrian access and supervision. Outdoor learning areas, gardens, seating, artwork, lighting, pathways and native landscaping draw scholars, families and the community in and connects them out to the open green space the neighborhood currently lacks. The rain garden, community garden, rain water collection and a composting station provide environmental learning opportunities. These new spaces and amenities support the district’s strategic goals of active learning and nurturing the whole child by connecting scholars daily to nature and hands-on learning.



"the school should be a cornerstone for our neighborhood"

- Design Review Committee





26th Avenue

37th Street

32

31

34

33

30

29

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26

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35

23

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21

1. Entry
2. Administration
3. Family Connection Center
4. Whole Child Tree
5. Library
6. Discovery Lab
7. Staff Room
8. Commons
9. Gym
10. Music/ Stage
11. Custodial/ Mechanical
12. Kitchen
13. Student Support
14. Resource/ ACP
15. Elementary Classroom
16. Middle School Classroom
17. Middle School Science Lab
18. Social Bridge/ Extended Learning
19. Utility Yard
20. Drop-off / Pick-up
21. Bus Loading
22. Parking
23. Entry Courtyard
24. Community Garden
25. Compost / Rainwater Collection
26. Amphitheater
27. Seating Area
28. Rain Garden
29. Native Garden
30. Playground
31. Covered Play
32. Grass Play Field
33. Soft Surface Play
34. Chalkboard Wall
35. Rainwater Conveyance



SECOND FLOOR PLAN



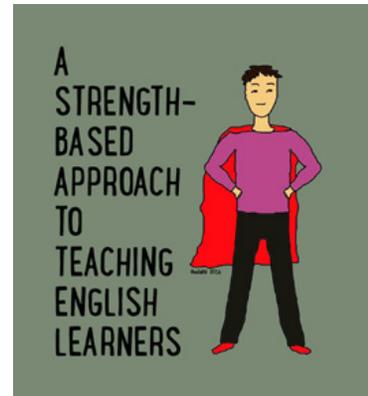
FIRST FLOOR PLAN

Multicultural Hub

To build stronger relationships and a sense of belonging

Spaces are strategically organized to create spontaneous social interactions in order to help build social support networks. From the moment you arrive on site, the design “draws you in” to the pavilion with the colorful light monitor, window graphics and views of the learning activities taking place. Inside you’re welcomed with a multi-lingual welcome sign, a café-like family center and views to the front office and family liaison. Under the light monitor you discover the whole child tree. Inspired by strength-based learning methodologies and Yoko Ono’s wishing tree, it brings nature inside and offers a place to hang positive messages in multiple languages from family, staff and students. After hours, the music room transforms into a stage and an operable wall expands the commons into the gym for accommodating community performances and cultural celebrations.

The design of the school includes a variety of amenities that offer opportunities for self-expression of students and teachers, an interactive geographic reflection of the heritages within the school community and graphics that represent diverse role models and cultures from around the world.



FILL THE BUCKET



WISH TREE BY YOKO ONO

Social Support + Perseverance

Social support is the feeling of being accepted, cared for and a part of a social system. Meaningful social networks serve as a protective factor against stressful life events and physical ailments because knowing that others – even just one person – will provide support has the effect of buffering one against stress by changing the appraisal of a situation formerly perceived as stressful.

- Seppala, Rossomando and Doty (2013)



Whole Child Tree

Brings nature inside and offers a place to hang multilingual notes about the strengths of a scholar from their classmates, staff and family.

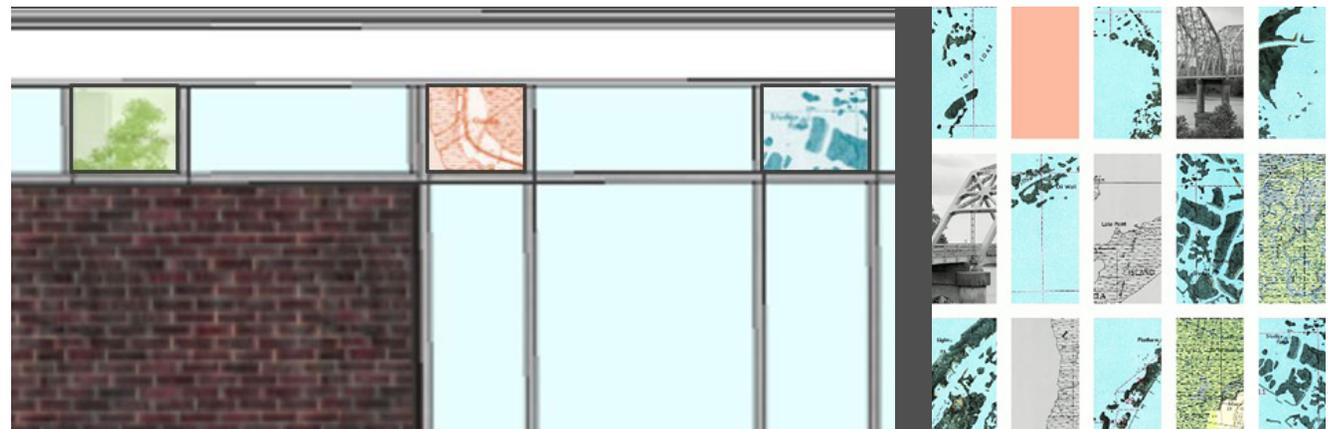




MULTI-LINGUAL WELCOME WALL



COVERED PLAY MURAL WALL + STUDENT CHALKBOARD



MULTICULTURAL WINDOW GRAPHICS



INTERACTIVE MAP WALL



COLORFUL ACCENTS + CLASSROOM MURAL WALLS



ROLE MODEL GRAPHICS + STUDENT ART GALLERY



DISCOVERY LAB

Makerspace to support STEM projects and curriculum. Flexible furniture, power from the ceiling, sinks and storage for long term projects. A garage door opens the space for a direct connection to outdoor learning and community garden. Accommodates staff and community group meeting and presentation needs.

COUNSELORS

Located directly in front of the east facing light monitor and whole child tree, these offices are a place that families and scholars are drawn to. Interior windows and tackable surfaces provide friendliness and self expression. They accommodate small groups of 3-4 with shades for privacy.

FAMILY CONNECTION CENTER

A casual café inspired space provides a dedicated area for welcoming families and creating a sense of belonging. Located with visibility from the entry, it's strategically adjacent to counselors, the front office and the staff break room for creating spontaneous social encounters. An interactive map reflects the school's diversity. A kitchenette provides food and drinks to draw-in families and a resource pantry and non-gendered restroom provide supporting amenities.

“it should have a sense of ownership, a home away from home”

- Design Review Committee



ADMINISTRATION

A warm welcoming lobby is accessed through a secure entry vestibule and includes seating, tables, a conference room and school graphics. Each office has a second door from the hallway for direct access for students to improve relationship building and remove negative stigmas.

SOCIAL BRIDGE

The area between middle and elementary zones is a flexible space for extended learning opportunities and socializing. Open on two sides, it fills with light from morning until evening. It accommodates independent study, small and large group activities. A writable wall serves as a message board while gallery walls showcase the creative thinking of students. Each gallery highlights a multicultural role model to combine scholar voice with cultural competence and goal setting.

COMMONS

The entire school starts each day gathering in this space during a morning meeting. It serves as the social heart during lunch and accommodates cultural celebrations and performances after hours by opening to the gym. Floor to ceiling windows provide dramatic views to the existing trees and fill the space with quality daylight. Recycling and handwashing station promote healthy habits.



ENTRY VESTIBULE



COMMONS/SOCIAL BRIDGE



DISCOVERY LAB



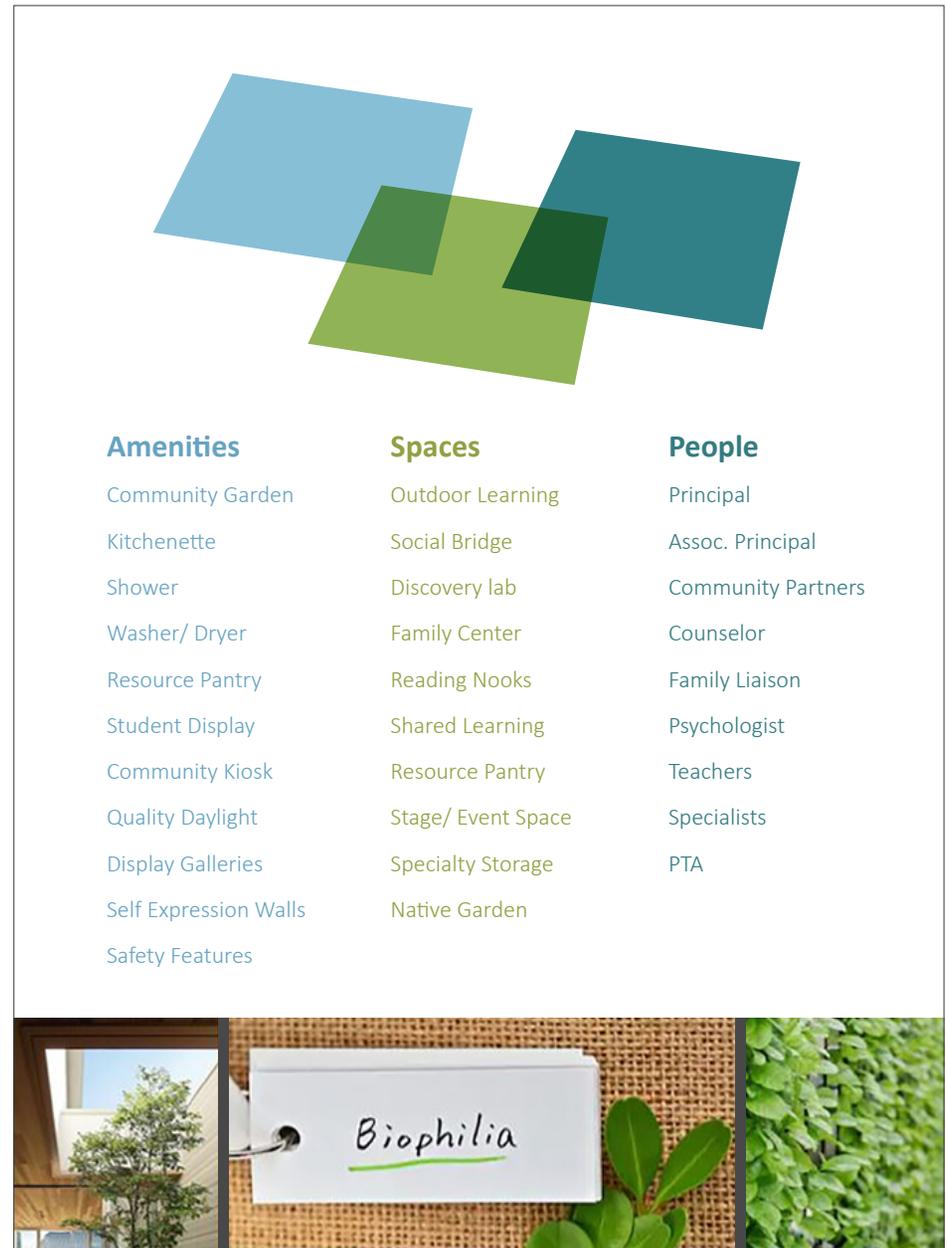
FAMILY CONNECTION CENTER

Equitable Access

Improve access to people, spaces and amenities

To address the idea of improving equity we asked searching questions to our stakeholders to understand current challenges from their point of view. The resulting design approach was to create access where it did not exist, or where it was present but compromised. We began thinking about access to spaces and amenities but expanded our understanding to include access to people. This led to some thoughtful space planning and the inclusion of new spaces not traditionally found in a school including a family connection center, a community partnership office, a resource pantry and a discovery lab. You can see them listed in the diagram to the right. To make them more accessible to scholars and their families, many of these are co-located in an open, colorful and transparent learning resource pavilion which welcomes you as you arrive. The administration area takes the same accessibility approach.

Mental health is another large-scale challenge that is disproportionately lower in underserved communities. While architecture cannot solve it alone, we believe it can make a difference. Research into biophilic design has shown a positive impact on mental health and wellbeing. Biophilic design principles employed on Olympic View include visual connection with nature, material connection, presence of water, dynamic and diffuse light, and awareness of natural processes like seasonal changes. These have been shown to reduce stress, enhance creativity and clarity of thought, improve well-being, and expedite healing for the occupants.





PAVILION

- | | | | | |
|-----------------------------|-------------------------|---------------------------|---------------------------|----------------------------------|
| 1. Entry Courtyard | 6. Kitchenette | 11. Reading Nook | 16. Resource Pantry | 21. Built in Window Seat |
| 2. Secure Entry Vestibule | 7. Seating | 12. Family Liason Office | 17. Non-Gendered Restroom | 22. Discovery Lab |
| 3. Check-in Window | 8. Pre-School Play Zone | 13. Counselor Office | 18. Staff Break Room | 23. Energy Dashboard |
| 4. Waiting Area | 9. Interactive Map | 14. PTA/Community Partner | 19. Library Work Room | 24. Storage |
| 5. Family Connection Center | 10. Whole Child Tree | 15. Instructional Coach | 20. Library | 25. Rainwater Collection Feature |



ADMINISTRATION

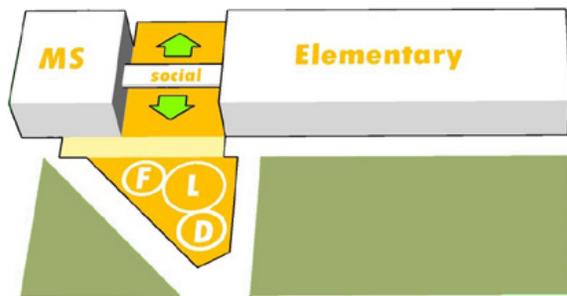
- | | | | | |
|---------------------------|-------------------------------|-------------------------|-----------------------------|--------------------------|
| 1. Secure Entry Vestibule | 6. Principal Office | 11. Health Restroom | 16. Staff Work Room | 21. Student Gallery Wall |
| 2. Check-In Window | 7. Associate Principal Office | 12. Nurse's Office | 17. Stair to 6-8 Classrooms | 22. Stair to Music Room |
| 3. Reception Desk | 8. Psychologist Office | 13. Conference Room | 18. Built-In Bench | 23. Custodial Room |
| 4. Waiting Area | 9. Hallway Access Door | 14. Non-gender Restroom | 19. Flexible Seating Area | |
| 5. File Storage | 10. Health Room | 15. Mailboxes | 20. Writable/ Magnetic Wall | |



Personalized Learning

Give scholars age-appropriate places to learn

In the seminal research study *Clever Classrooms* led by Professor Peter Barrett at the University of Salford, it was found that a sense of Ownership is an important aspect of physical environments that contribute to learning. Ownership is manifest by giving students diverse settings to choose from, the ability to adapt their setting to their learning style and have their work (their identity) on display in the setting. The design of Olympic View K-8 also makes the distinction between elementary and middle school settings. The elementary level is more classroom centered with furniture that allows scholars to work individually and in groups and writable wall surfaces that support brainstorming ideas. A quiet alcove is provided for scholars that need some time for introspection. Middle school students experience a team of teachers, so the grouping of two classrooms and a lab is connected by communal affordances for work in teams outside the classroom, like the large writable/tackable walls, a bistro bar for a more collaborative mode of learning and tables on the social bridge overlooking the commons. The communal middle school settings are open and visible to elementary students as they travel to the commons, and middle school students can mentor elementary students in the shared areas.





FOCUSED

Friday!!

While writing today,
What is your
GOAL, and how can you
achieve it?



CLASSROOMS



MIDDLE SCHOOL NEIGHBORHOOD

- | | | |
|----------------------------|-----------------------------|-------------------------------|
| 1. Classroom | 5. Commons Below | 9. Role Model Graphics |
| 2. Science Lab | 6. Writable Wall | 10. Small Group Social Bridge |
| 3. Science Prep. / Storage | 7. Independent Study Corner | |
| 4. Resource Room | 8. Student Gallery | |



ELEMENTARY CLASSROOM

- 1. Mural Wall
- 2. Sink + Storage
- 3. Small Group Area
- 4. Mobile Teaching Station
- 5. Teachers Desk
- 6. Introspective Window Bay
- 7. Student Cubbies
- 8. Mobile Furniture
- 9. Writable Wall
- 10. Natural Finish Material
- 11. Views to Nature
- 12. Interior Window with Shade

Environmental Responsibility

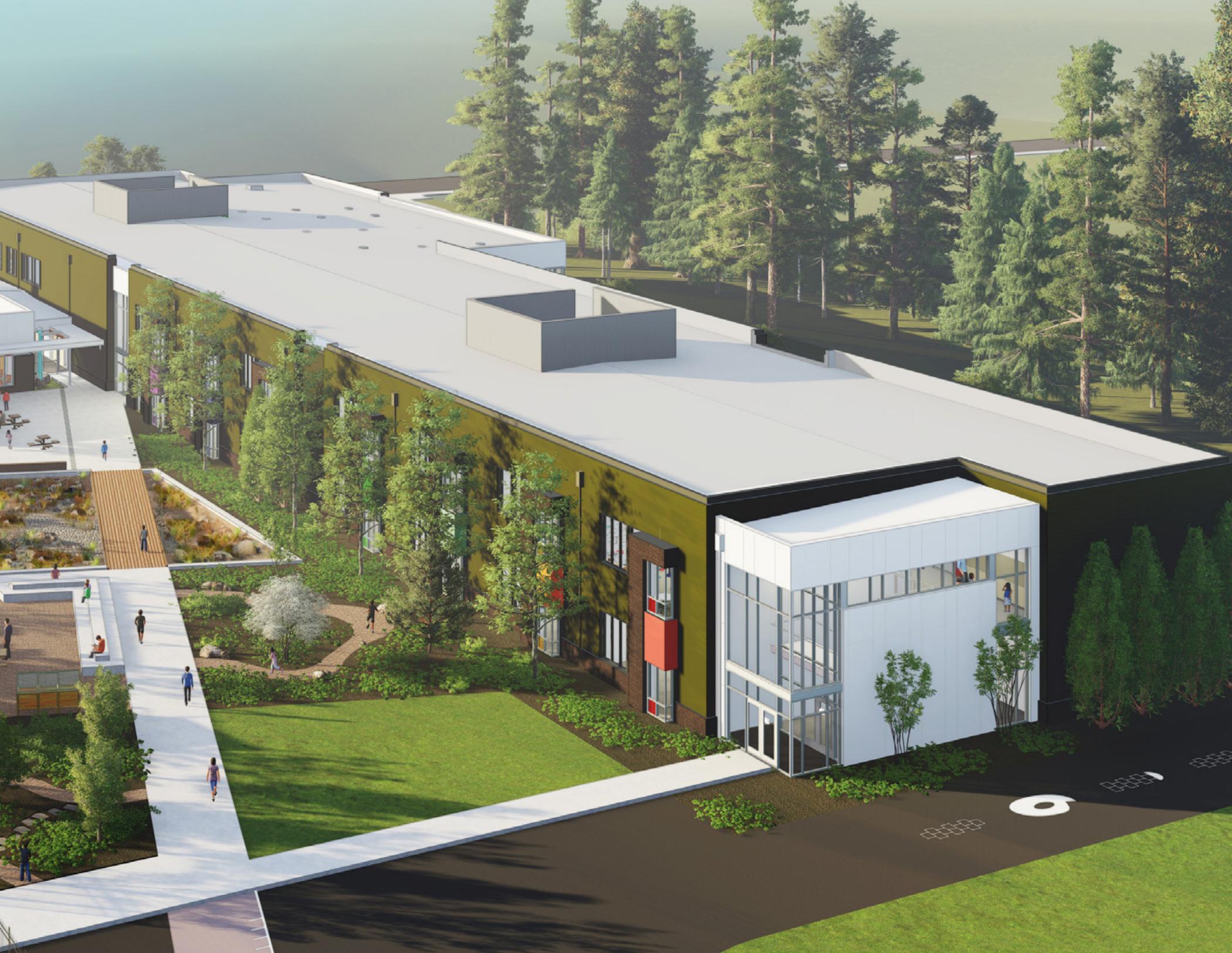
High performing environments and learning opportunities

A strong connection to the natural environment fosters curiosity, discovery and stewardship. These characteristics are key to encourage students, staff and community to value natural resources. The outdoor learning courtyard includes opportunities to learn about food, water, habitat and ecology. It supports independent, small group and large group activities. It provides views for the facing classrooms and sustains a sense of discovery for all students as the landscape changes throughout the year.

The discovery lab is designed as a teaching tool. An energy dashboard shows energy use data from the school and connects our decisions directly to environmental impacts. An interior window provides views to the mechanical system with educational graphics to explain how the color-coded elements work. The ductwork is painted to be a colorful accent and the structural bracing is exposed. A fish tank connects learning about rainwater collection, filtration and use reduction directly to the quality of habitat for fish in the northwest.

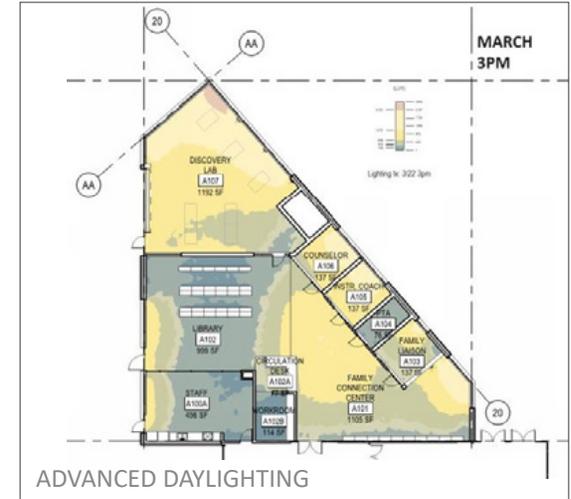
The project will be designed to meet the 2018 Washington Sustainable Schools Protocol (WSSP). Decisions made to incorporate sustainable elements provide many benefits to the users, community, and region, including long term operational savings and reducing negative impacts on human health and the environment.







RAINWATER COLLECTION



ADVANCED DAYLIGHTING



COMPOST STATION



NATIVE HABITAT

ENERGY

- Superior Energy Performance
- High Performing Air Barrier Design
- Demand Control Ventilation
- Exterior Lighting Motion Detect
- Solar Ready

EDUCATION

- Outdoor Learning
- Energy Use Metering Display
- Green Building Learning
- Garden Compost + Rain Harvesting
- Biophilic Design

SITE

- Public Transportation
- Bike + Walk to School
- Electric Vehicle Charging (future)
- Light Pollution Reduction
- Community Gardens



COMMUNITY GARDEN



ENERGY DASHBOARD



RAIN GARDEN



RAINWATER CONVEYANCE

INDOOR ENVIRONMENTAL QUALITY

- Outdoor View Windows
- Light Dimming
- Low Emitting Finishes + Furniture
- Pollutant Control + Filtration
- Enhanced Acoustical Performance

MATERIALS + WASTE

- Recycled Content
- Regional/ Local Materials
- Env. Preferable Products
- Env. Product Declaration
- Building Materials HPD

WATER

- 30% Water Use Reduction
- On Site Infiltration
- Stormwater Treatment
- Roof Water Collection





McGRANAHAN architects

WE BELIEVE EDUCATION TRANSFORMS INDIVIDUAL LIVES AND SOCIETY; THAT
THOUGHTFUL ARCHITECTURE FOSTERS MEANINGFUL LEARNING. COLLECTIVELY
WE ARE DEDICATED TO THE CREATION OF INSPIRING LEARNING ENVIRONMENTS.

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